

WEEK 8 REMOTE LEARNING PACK

Please note: The pack runs in order of

- Daily planner
- Reading activities
- Spelling
- Writing activities
- Maths
- Maths Mates
- Inquiry
- Art
- Health and PE
- Wellbeing
- Mindfulness colour in
- Weekly reflection

Your child will know which group they are in for reading, writing, spelling and maths. They will only complete the work for that group. If they are unsure, the activity for their group will be assigned to them on Seesaw so they can check there or you can contact the classroom teacher. The day and name of the group is at the top of each lesson for them to follow.

DEENA &
MISS
WILSON'S
READING
GROUP
WORK

Monday - Deena and Miss Wilson's Reading Group

Week 8

Tune in: Independent reading. Read a hard cover book, a book on Get Epic or Reading Eggs/Express for 10 minutes.

WALT: Follow the step by step instructions in a procedural text to learn how to 'blow a bubble-gum bubble'.

Modelled: Listen to Deena read the instructions on Seesaw for the procedural text 'how to blow a bubble-gum bubble' to hear how to do it.

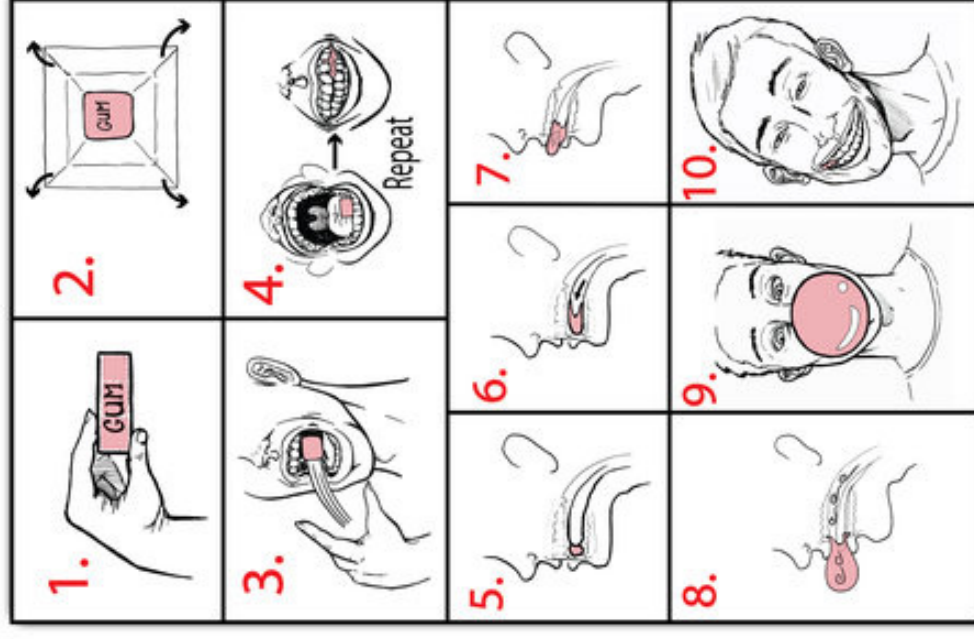
Independent Task - Have a go at following the step by step instructions to 'blow a bubble gum bubble'. Remember to collect your bubble-gum before you start. Have fun!

Remember to take a photo of your learning and upload to Seesaw.

How to Blow A Bubble Gum Bubble



1. Obtain 1 or 2 pieces of Bubble Gum.
2. Remove gum from wrapper.
3. Put the gum in your mouth.
4. Chew the gum.
5. In your mouth, position the gum at the tip of your tongue, but keep it behind your teeth.
6. Push forwards with your tongue so that the gum wraps around it from front to back.
7. With the gum wrapped around the front of your tongue, push your gum through your lips, so that the tip of your tongue is protruding from your lips.
8. With controlled force, blow air in between your tongue and the gum. (Don't blow too hard. The bubble will pop prematurely.)
9. Watch your Bubble Gum Bubble Grow!
10. Smile, and be proud of your accomplishment!



Tuesday - Deena and Miss Wilson's Reading Group

Week 8

Tune in: Independent reading. Read a hard cover book, a book on Get Epic or Reading Eggs/Express for 10 minutes.

WALT: Follow the step by step instructions in a procedural video 'how to draw a raccoon'.

Modelled: Watch the video on Seesaw or go to <https://www.youtube.com/watch?v=ST5GG-zS1BE> to learn how to draw your own raccoon.

Independent Task - Have a go at drawing your own 'raccoon' by following the step by step instructions shown in the video (note: you can pause the video so you can stop it to do each step). Remember to collect your materials - paper, grey lead pencil and textas before you start. Have fun!

Remember to take a photo of your learning and upload to Seesaw.



Wednesday - Deena and Miss Wilson's Reading Group

Week 8

Tune in: Independent reading. Read a hard cover book, a book on *Get Epic* or *Reading Eggs/Express* for 10 minutes.

WALT: Follow the step by step instructions in the procedural text 'how to make a mini kite' rooster'

Modelled: Watch the video on Seesaw to see 'how to make a mini kite' and listen to Deena read the instructions to hear how to make it.

Independent Task - Have a go at making your own 'mini kite' by following the step by step instructions. Remember to collect your materials before you start. Have fun!

Remember to take a photo of your learning and upload to Seesaw.

How To Make A Mini Kite

Goal - To make a mini kite that flies.

Materials - 1 ruler
1 pair of scissors
1 1/2 metre long piece of string
1 metre long strip of crepe paper
1 roll of masking tape
1 wooden skewer
1 lead pencil
1 piece of A4 paper
1 hole punch



Steps In Order -

1. Fold the A4 paper in half carefully.
2. Using a ruler, measure and mark with your pencil, 2cm in from fold on the top.
3. Using a ruler, measure and mark with your pencil, 2cm in from the outside of the paper on the bottom.
4. Use the ruler and pencil to draw a line diagonally from the two marks.
5. Fold the paper back on the line. Do the same on the other side.
6. Tape the centre seam closed.
7. Place the wooden skewer across the kite at the top and use 5 pieces of masking tape to tape the skewer in place.
8. Starting at the top of the keel, use your ruler to measure down 7cm, mark with your pencil and fold masking tape over the keel at this point.
9. Use the hole punch to put a hole in the centre of the masking tape on the keel.
10. Tie the string through the hole. Then tie it in a knot to secure it.
11. Tape the crepe paper to the bottom of the mini kite for the tail.
12. Take it outside and fly the kite!

Thursday - Deena and Miss Wilson's Reading Group

Week 7

Tune in: Independent reading. Read a hard cover book, a book on Get Epic or Reading Eggs/Express for 10 minutes.

WALT: Follow the step by step instructions in a procedural video to draw a 'panda'.

Modelled: Watch the video on Seesaw <https://www.youtube.com/watch?v=PORZHK7YJiY> 'how to draw a panda' to see how draw it.

Independent Task - Have a go at drawing your own 'cartoon panda' by following the step by step instructions shown in the video (note: you can pause the video so you can stop it to do each step). Remember to collect your materials - paper, grey lead pencil and textas before you start. Have fun!

Remember to take a photo of your learning and upload to Seesaw.



Friday - Deena and Miss Wilson's Reading Group Week 7

Warm up: Independent reading. Read a hard cover book, a book on Get Epic or Reading Eggs/Express for 10 minutes.

Independent - approx 10 min

Activity: Reading Eggs/Reading Express

Students login to Reading Eggs or Reading Express to complete a lesson and when finished take a photo of their Lesson number to upload onto Seesaw.



JOSH, MRS
ARNEL &
MRS
WILLIAMS'
READING
GROUP
WORK

SUMMARY GRID-

| Summary | Summary | Summary | Comprehension | Essential Assessment- My Literacy |
|---|--|--|--|--|
| <p>WALT use the key information in the text SC I can find the key information in the text. I can record the who, what, where and important information. I can use the key information to summarise the text.</p> | <p>WALT use the key information in the text SC I can find the key information in the text. I can record the who, what, where and important information. I can use the key information to summarise the text</p> | <p>WALT use the key information in the text SC I can find the key information in the text. I can record the who, what, where and important information. I can use the key information to summarise the text</p> | <p>A personalised comprehension activity will be uploaded for you to complete on Seesaw.</p> | <p>Log onto Essential Assessment..</p> <p>Complete Personalised learning tasks on My Literacy.</p> |
| <p>Date Completed</p> <p>_____</p> | <p>Date Completed</p> <p>_____</p> | <p>Date Completed</p> <p>_____</p> | <p>Date Completed</p> <p>_____</p> | <p>Date Completed</p> <p>_____</p> |

This week we are summarising.

Find the evidence to fill in the anchor chart and then create your summary. Remember it needs to be in your own words and only 3-4 sentences long.

Listen to the audio instructions.

Monday-Cheesemaker

Tuesday-The teacher farted

Wednesday- Being Brave at night

Thursday- comprehension

Friday- Reading eggs

SUMMARY

| | |
|--------------|--------------------------|
| WHO | WHAT |
| WHERE | 3 IMPORTANT FACTS |

SUMMARY

SUMMARY

| | |
|--------------|--------------------------|
| WHO | WHAT |
| WHERE | 3 IMPORTANT FACTS |

SUMMARY

SUMMARY

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| WHO | WHAT |
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SUMMARY

SUMMARY

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| WHO | WHAT |
| WHERE | 3 IMPORTANT FACTS |

SUMMARY



Plan to save Australia's honey bees from devastating mite

DAVID MILLS, July 26, 2020 6:45PM News Corp Australia Network

TECHNOLOGY

Reading level: **Green**

New Aussie technology and funding could halt one of the 21st century's most troubling trends: the sudden decline in bee populations around the world.

The problem, which started making headlines about 15 years ago, is serious because honey bees pollinate* one third of the food we eat each day. The contribution they make to Australian agriculture* alone has been valued at between \$4-\$6 billion.

Now cheesemaker Bega is exploring a possible solution as it pushes into the \$100 million Australian honey market.

Dubbed the Purple Hive Project, the company will use 360-degree cameras and artificial intelligence* to scan bee colonies for the Varroa mite, which has caused the collapse of bee populations around the world.

The technology will scan each bee in a hive, and if the mite is detected, an alert will be triggered, enabling it to be quickly quarantined*.

The mite has not yet taken hold in Australia, apart from one small infestation* in Townsville in 2016, but its arrival in New Zealand in the early 2000s strengthened efforts to monitor bee colonies here.

Ian Cane, a third generation beekeeper from Bairnsdale in Victoria, said the fact the mite had been largely kept out of Australia so far was partly good surveillance* and partly good luck.

"We're the only continent on earth now where the bee populations are not subjected* to this parasite," he said.

He said Australia's production of honey and foods that result from pollination would drop significantly if the mite got in.

He warned Australia's climate, particularly in the tropical north, made it vulnerable* to the mite.

He said bees had babies more often the further north you went in Australia and this would give the mite more chance to breed.

“So we think it would have a devastating impact in that sense,” Mr Cane said.

Bega Foods executive general manager Adam McNamara said the technology was being tested in Australia using “artificial Varroa” and in New Zealand using the real thing.

“The ability to detect and then ultimately manage Varroa we believe is just a massive step forward for the industry,” he said.

Bega recently launched its 100 per cent Australian made B Honey range, part of a growing range of products for the company that now also includes peanut butter and Vegemite.

GLOSSARY

- **pollinate:** move pollen to a plant, allowing it to make seeds and fruit
- **agriculture:** farming, growing food
- **artificial intelligence:** computer systems that can do tasks normally done by people
- **quarantined:** moved away from others
- **infestation:** a large number of pests that cause damage or disease
- **surveillance:** watching
- **subjected:** affected by
- **vulnerable:** at risk

EXTRA READING

Teaching bees to save lives(<https://www.kidsnews.com.au/science/scientists-teach-bees-to-do-the-job-of-sniffer-dogs-to-save-lives/news-story/2685661ef583a0b5c7ed5355f09aad4a>)

Our insects are in big trouble(<https://www.kidsnews.com.au/animals/scientists-predict-mass-insect-extinctions-happening-soon/news-story/b2a2258aa894d2ab1312e51903cc861d>)

Bees know how to do basic maths(<https://www.kidsnews.com.au/mathematics/australian-study-finds-bees-know-how-to-do-basic-math-including-adding-and-subtracting/news-story/46e7b2ac6637ee49f58942bcbb396ad8>)

QUICK QUIZ

1. What fraction of the food we eat is pollinated by honey bees?
2. What is the value of the contribution honey bees make to Australian agriculture?
3. What is the name of the mite threatening the world's bee populations?
4. Which Australia town had a small infestation of the mite?
5. Why is Australia's tropical north more vulnerable to the mite?

LISTEN TO THIS STORY

CLASSROOM ACTIVITIES

1. Write a summary

Begin by reading the article and highlighting or jotting down the key words and phrases that you think are the most important. (Tip: consider the main idea of each sentence or paragraph as you decide what to highlight.) Then use the information you have highlighted to write a summary of the article with a maximum of 100 words. Your summary should be able to communicate to anyone who reads it what is happening and why, but without going into the smaller details.

Then sketch a picture or diagram to accompany your summary.

Time: allow 30 minutes to complete this activity

Curriculum Links: English

2. Extension

Can you summarise your summary? You have a 10 word limit to try to capture what this story is all about. Write as many versions of your 10 word summary as you need to in order to get it 'just right'.

Time: allow 15 minutes to complete this activity

Curriculum Links: English

VCOP ACTIVITY

Have you seen this mite?

Make a wanted poster of the mite causing havoc to bee colonies. Include a picture and a detailed description of the effects a mite infestation might cause to bees, flowers and the food we consume each day.

Use your imagination to fill in the missing details from the article to help you complete the poster.

HAVE YOUR SAY: How often do you see bees in your garden?

No one-word answers. Use full sentences to explain your thinking. No comments will be published until approved by editors.



Today The Teacher Farted

© Emma Briody

Today the teacher farted.
It was an awful smell.
It was just like a rotting egg,
Straight from the depths of hell!

She tried to keep it secret
By sitting in a group.
But it was really obvious,
When she said, "Who did that poop?"

She screwed her bright, red face up
And blamed it all on Claire.
But later when I needed help,
The stench was round her chair!

She avoided my eye contact
And ticked my work in green.
But she knew that her body smells
Were foul and quite obscene.

I asked her what that smell was.
She said she'd not a clue.
I hope to God that eggy smell
Was fart and not a poo!

Today the teacher farted.
My word, what had she ate?
I'll always remember what she did,
And now I'm thirty eight!

Published by Family Friend Poems on 05/05/2014

Source: familyfriendpoems.com/poem/43431

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Being Brave At Night

by Edgar Guest

The other night 'bout two o'clock, or maybe it was three,
An elephant with shining tusks came chasing after me.
His trunk was wavin' in the air an' spoutin' jets of steam
An' he was out to eat me up, but still I didn't scream
Or let him see that I was scared - a better thought I had,
I just escaped from where I was and crawled in bed with dad.

One time there was a giant who was horrible to see,
He had three heads and twenty arms, an' he came after me
And red hot fire came from his mouths and every hand was red
And he declared he'd grind my bones and make them into bread.
But I was just too smart for him, I fooled him might bad,
Before his hands could collar me I crawled in bed with dad.

I ain't scared of nothin that comes pesterin' me at night.
Once I was chased by forty ghosts all shimmery an' white.
An' I just raced 'em round the room an' let 'em think maybe
I'd have to stop an' rest awhile, when they could capture me.
Then when they leapt onto my bed, Oh Gee! But they were mad
To find that I had slipped away an' crawled in bed with dad.

No giants, ghosts or elephants have dared to come in there
'Coz if they did he'd beat 'em up and chase 'em to their lair.
They just hang 'round the children's rooms
an' snap an' snarl an' bite
An' laugh if they can make 'em yell
for help with all their might.
But I don't ever yell out loud. I'm not that sort of lad,
I slip from out the covers and I crawl in bed with dad.

Source: [familyfriendpoems.com/poem/110991](https://www.familyfriendpoems.com/poem/110991)

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ALL SPELLING GROUPS

/i/ making "y"

| | | |
|---------|-------------|-------------|
| onion | review | millionaire |
| million | union | civilian |
| billion | opinionated | communion |
| senior | brilliant | rebellion |
| opinion | familiar | reunion |
| view | minion | saviour |

/ze/ making the "z".

| Say the word, write the word | Monday | Tuesday | Wednesday | Thursday |
|---------------------------------|--------|---------|-----------|----------|
| Red Spelling Words | | | | |
| haze | | | | |
| size | | | | |
| gaze | | | | |
| blaze | | | | |
| prize | | | | |
| froze | | | | |

DEENA &
MISS
WILSON'S
WRITING
GROUPS

Monday Writing - Deena and Miss Wilson's Writing Group Week 8

Walt: How to write a procedural text using the correct text structure.

Modelled: Look at the video discussing the marking criteria we are going to use for our procedural recipes of choice for our portfolio piece and how to use a web organiser.

Independent: Your task for today is to brainstorm six ideas of how to make something you can make in your kitchen for your portfolio recipe of choice. To do this you are going to use a web organiser. Today, all you have to do is write six different ideas of recipes you might use inside each circle. This is to get you to think about what your procedural text might be about when you start drafting it tomorrow. You might create a procedural text for how to make a sandwich or a piece of toast, a bowl of cereal, a hot or cold drink, a snack or a dessert, pasta or a cake. Anything you know how to make and cook without looking at a recipe because you are going to create the recipe.

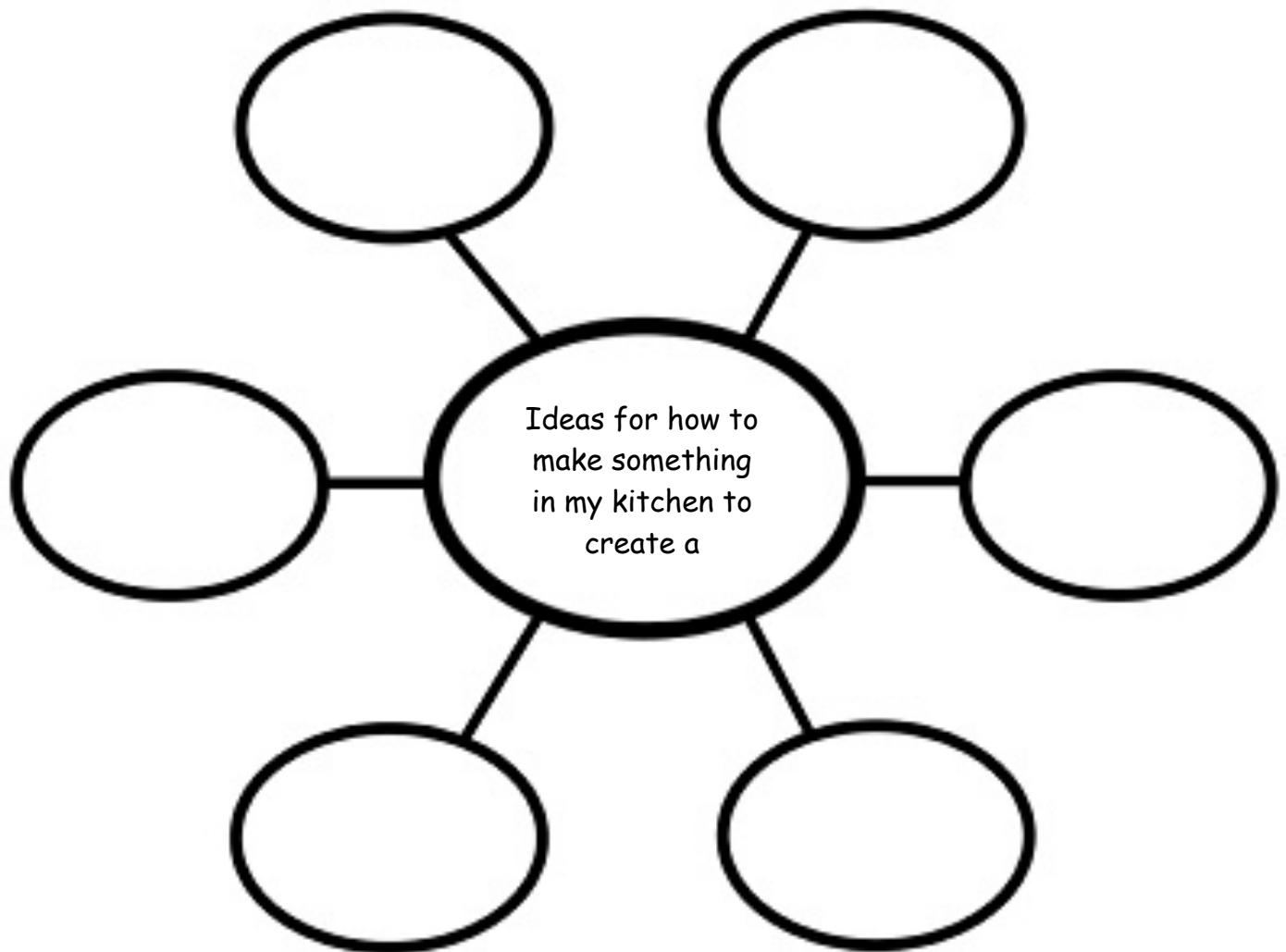
When you have finished your web organiser, take a photo of your writing and upload on Seesaw for your teacher to see.

MARKING CRITERIA FOR MY PROCEDURAL TEXT

| | ALWAYS | SOMETIMES | NEVER |
|---|--------|-----------|-------|
| Text Layout | | | |
| Is the purpose of my text clear to the reader (title and goal)? | | | |
| Text Organisation | | | |
| Does my procedure have 4 subheadings? (goal/ingredients/materials/steps) | | | |
| Are my steps in the correct order? | | | |
| Language Features and Vocabulary Use | | | |
| Do I use action words or doing words (verbs) to tell the reader what to do? | | | |
| Grammatical Structures and Punctuation Use | | | |
| Do I use capital letters to start each sentence? | | | |
| Do I end each sentence with a full stop? | | | |
| Spelling | | | |
| Are all the words I have used spelt correctly? | | | |
| Pictures/Photos | | | |
| Have I included pictures or photos to support each step? | | | |

Web Organiser

Use this to brainstorm six ideas of how to make something you can make in your kitchen for your portfolio recipe of choice



Write six different ideas of recipes you might use inside each circle. Eg a sandwich or a piece of toast, a hot or cold drink, a snack or a dessert, pasta or a cake. Anything you know how to make and cook without looking at a recipe because you are going to create the recipe.

Remember to say **what kind** of sandwich or breakfast cereal or piece or toast or drink or snack or dessert or pasta or cake if you choose any of these.

Tuesday Writing - Deena and Miss Wilson's Writing Group
Week 8

Walt: How to write a **title** and **goal** for my recipe of choice

Tune in: Watch the video on Seesaw of adjectives or describing words for food.

Independent: Choose one idea from the web organiser you created yesterday for your recipe or procedural text. Remember whatever you choose has to be something you know how to make and cook without looking at a recipe because you are going to write the recipe.

Once you have chosen what you are going to make, open your writing book up to the next available page and at the top of this page write a **TITLE** for your recipe. It can be as simple as finishing this sentence

How To Make _____

Then, using what you learnt in the video, write a goal underneath your title for what the reader is going to do

Goal: To make _____

Remember the goal uses **adjectives** and **persuasive** words to entice the reader to make your recipe so be creative.

When you have finished, take a photo of your writing and upload it to Seesaw for your teacher to see.

PLEASE REMEMBER TO
START YOUR DRAFT IN
YOUR WRITING BOOK ON
THE NEXT BLANK PAGE
AND UPLOAD A PHOTO
TO SEESAW WHEN YOU
HAVE FINISHED
WRITING THE TITLE
AND GOAL

Wednesday Writing - Deena and Miss Wilson's Writing Group

Week 8

Walt: How to write a list of materials and ingredients for the recipe you have started to draft in your writing books.

Tune in: MATERIALS are the equipment you need from the kitchen to make your recipe.
INGREDIENTS are all of the food you need to make your recipe. Look at the pictures attached of materials and ingredients to see the difference.

Independent: Your task today is to open your writing book to yesterday's writing where you started your draft recipe by writing the title and goal.

Underneath the title and goal, write the two subheadings MATERIALS and INGREDIENTS and underneath list the materials and ingredients you need for your recipe.

An example of what your draft should look like in your writing book so far is:

| | |
|-------------|--------------|
| TITLE_____ | |
| GOAL: _____ | |
| MATERIALS: | INGREDIENTS: |
| • | * |
| • | * |
| • | * |
| • | * |

If you are unsure of any spelling, just have your best go at sounding and writing the word out and I will edit it if it needs it.

When you have finished writing the materials and ingredients, take a photo of your writing and upload it on Seesaw for your teacher to see.

EXAMPLES OF INGREDIENTS or FOOD you need to make your recipe



PLEASE REMEMBER TO
CONTINUE YOUR DRAFT
IN YOUR WRITING BOOK
AND UPLOAD A PHOTO
TO SEESAW WHEN YOU
HAVE FINISHED
WRITING THE
MATERIALS AND
INGREDIENTS

Thursday Writing - Deena and Alysha's Writing Group

Week 8

Walt: How to write the steps in order to explain to the reader how to make your recipe.

Independent: Your task today is to open your writing book to yesterday's writing where you continued to write your draft recipe by adding the materials and ingredients underneath the title and goal.

Today your task is to write the **STEPS** of the recipe. Do this underneath the title, goal, materials and ingredients, by writing the subheading **STEPS**. Underneath this subheading write detailed instructions for how to make your recipe. Remember to include a verb or action word so the reader knows what action to do eg stir, pour, mix etc. Remember each step is a sentence so it needs to start with a capital letter and end with a full stop and remember to start each step on a new line.

An example of what your draft should look like in your writing book so far is:

| | |
|------------|--------------|
| TITLE_____ | |
| GOAL:_____ | |
| MATERIALS: | INGREDIENTS: |
| • | * |
| • | * |
| • | * |
| • | * |
| STEPS: | |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

When you have finished, writing your steps take a photo of your draft in your writing book and upload it on Seesaw for your teacher to see.

PLEASE REMEMBER TO
CONTINUE YOUR DRAFT
IN YOUR WRITING BOOK
AND UPLOAD A PHOTO
TO SEESAW WHEN YOU
HAVE FINISHED
WRITING THE STEPS IN
ORDER

MRS
WILLIAMS,
MRS ARNEL
& JOSH's
WRITING
GROUP WORK

Writing and Grammar & Punctuation Outline

Grade 3/4

Monday 31st August - Friday 4th September (Week 8)

This planner is for Josh/Mrs Arnel/Mrs Williams' writing groups and for EVERYONE'S grammar & punctuation task.

(If you are in Deena and Miss Wilson's writing groups, please see the other writing planner ☺)

Monday 31st August

Procedure Texts

WALT: write simple directions to lead someone from one place to another in your home/backyard

Activity: Think about what instructions you would give someone in order to direct them to a place in your home/back yard. Think about a time when someone has visited your home and asks "can I use your bathroom? Where is it?" Think about how you would clearly explain it to them. Have a go! Write some simple instructions in your writing book and get a sibling/adult to try them out :)

Tuesday 1st September

Procedure Texts

WALT: write simple directions to lead someone from one place to another in your home/backyard

Activity: How did your instructions go yesterday? Today you can choose a more complicated destination in your home/backyard. Perhaps leave a little object/surprise that they have to find. Try to include at least 8 steps.

Wednesday 2nd September

WALT: write simple directions on how to get to a landmark, a town, a holiday destination

Activity: Choose a landmark, a town, a tourist destination and write instructions on how to get there from Echuca (not from your house). For example "How to get to the Moama Skatepark" "How to get to the Maryanne Cruising boat" "How to get to the Echuca library" "How to get to Mount Hope" "How to get to Lockington" "How to get to Woolies from Echuca East Primary School" Your choice! This could be quite tricky, and could require a little bit of research. We suggest you start with a destination or landmark in Echuca/Moama first. And then perhaps choose your favourite holiday destination or favourite landmark. Do this in your writing book.

**Have a look at the example which says "Welcome to Melbourne Aquarium - How to get to the Aquarium from Flinders Street"

Thursday 3rd September

Procedure Texts

WALT: write simple directions on how to get to a landmark, a town, a holiday destination

Today you can continue on from yesterday's or choose your favourite holiday destination or landmark. "How to get to Port Douglas" How to get to Falls Creek Ski Village" "How to get to the MCG"
Do this in your writing book.

**Have a look at the example which says "Welcome to Melbourne Aquarium – How to get to the Aquarium from Flinders Street"

Friday 4th September

Grammar & Punctuation

Deena & Miss Wilsons writing groups' task:

"Punctuation"

WALT #1 add capital letters and a full stop to a sentence.

Complete the "Punctuation" worksheet page 121

(Feel free to have a go at Josh/Mrs Arnel/Mrs Williams' Verbs sheets too, but this is not compulsory.....)

Josh/Mrs Arnel/Mrs Williams' writing groups' task:

"Punctuation"

WALT #1 add capital letters and a full stop to a sentence.

Complete the "Punctuation" worksheet (page 121)

"Verb Tense"

WALT #2 identify past, present and future tense

I played football – past tense

I am playing football – present tense

I will play football tomorrow – future tense

Complete the Verb Tense worksheet (page 35)

Welcome to Melbourne Aquarium

How to get to the aquarium from flinders street

Go down flinders street turn from flinders station left to kings street follow kings street to the aquarium.

Once your at your destination you can either get them online or you can

Be booked in from the school.

You will witness some:

Cute. penguins

Colourful. fish

green .frogs

. turtles, sharks& sting ray

you will need : school lunch, a jumper , money& hat.

Hope you have a wonderful learning experience

Don't forget the reptile room.

money and hat.

Friday 4th Sept.

*Everyone

Punctuation

Name _____

Grammar BLM

79

A capital letter is used for:

- the first letter of a sentence.
- the first letter in names—books, plays, poems, films, songs, people, places, pets, days, months, countries, states, towns, mountains, rivers.
- the pronoun *I*.

1. Complete each sentence in your own words. Make sure you use capital letters and full stops where they are needed.

- My two best friends are _____
- My birthday is in the month of _____
- My teacher's name is _____
- My favourite day of the week is _____
- A large city in Australia is _____
- Christmas is always in the month of _____

2. Rewrite the sentences using correct punctuation.

a. next saturday sally and peter are going to perth

b. mike met mrs smith in spencer street

c. the planet closest to pluto is neptune

d. I read the book called plants of australia

e. every easter and christmas we go on holiday to brisbane

Friday 4th Sept
Josh/Mrs Arnel /
Mrs Williams

Verb Tense

Name _____ Grammar BLM

21

Verbs can tell us when an action is taking place.

If the action is happening now it is called present tense.

I am playing football.

If the action has already happened it is called past tense.

I played football yesterday.

If the action has not yet happened it is called future tense.

I will play football tomorrow.

1. These sentences are written in the present tense. Rewrite them in the past tense.

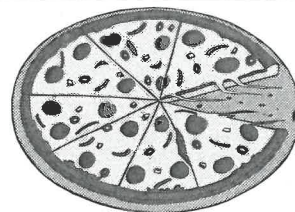
The first one has been done for you.

a. I am a cricketer.

I was a cricketer.

b. Freya and Katy are playing soccer.

c. Mike wants a pizza.



d. Mr Smith is a popular teacher.

e. It is good luck to see a black cat.

f. I am going to netball practice.

2. On the line, write whether the underlined verb is in the present, past or future tense.

a. I played football yesterday. _____

b. We will arrive soon. _____

c. They are the best players. _____

d. The teacher is talking. _____

e. We stayed a long time. _____

f. I will be in the team next year. _____

MISS
WILSON,
MRS ARNEL
& MRS
WILLIAMS'
MATHS
GROUP
WORK

JOSH &
DEENA'S
MATHS
GROUP WORK

Maths Monday 31st August - Multiplication - Commutative Property (Josh and Deena's Maths Groups)

WALT: Use the commutative property strategy to solve multiplication problems with more than two factors.

WARM UP: Click the link below the below. Practise your multiplication facts by finishing the puzzle. You can change the multiplication facts you want to practise on the side of the screen.

https://www.mathplayground.com/puzzle_pics_multiplication.html

WORKED EXAMPLE: Watch today's video as Josh explains what commutative property is and how to complete today's activity.

$$4 \times 6 = 24$$



$$4 \times 3 = 12$$

$$12 \times 6 = 72$$

The commutative property of multiplication tells us that when multiplying numbers, the order of multiplication does not matter ($3 \times 4 = 4 \times 3$). When multiplying 3 numbers, this allows us to multiply any two of the numbers as a first step, and then multiply the product by the third number, regardless of order.

Activity

Rewrite the equation so it only has 2 factors, then solve.

1. $5 \times 10 \times 6 =$ _____

2. $6 \times 6 \times 4 =$ _____

3. $3 \times 5 \times 4 =$ _____

4. $5 \times 7 \times 2 =$ _____

5. $4 \times 4 \times 4 =$ _____

6. $3 \times 3 \times 4 =$ _____

7. $9 \times 8 \times 6 =$ _____

8. $3 \times 7 \times 10 =$ _____

9. $5 \times 5 \times 6 =$ _____

10. $2 \times 1 \times 2 =$ _____

Maths Tuesday 1st September - Multiplication Distributive Property (Josh and Deena's Maths Group)

WALT: Use the distributive property strategy to solve multiplication problems

WARM UP: Practise your number sense on the Quick Math app. (5 minutes) - Add photo of your work to page 1

WORKED EXAMPLE: Watch the worked example video on page 2, explaining what distributive property is and how to complete today's activity.

ACTIVITY: Answer the worksheet questions on page 3 using the distributive property strategy shown in the worked example video. Please make sure you complete all your working out in your books and then upload a photo (page 4). If you finish early, login to Mathletics and complete any multiplication activities. (30 minutes)

Worked Example

$$4 \times \overbrace{22}^{10} = 88$$

$$4 \times \overbrace{20}^{10} = 80 + 4 \times 2 = 8$$

Activity

Rewrite the equations using the distributive property and find the answer.

1. $10 \times 21 =$ _____

2. $3 \times 12 =$ _____

3. $8 \times 26 =$ _____

4. $3 \times 28 =$ _____

5. $4 \times 23 =$ _____

6. $5 \times 30 =$ _____

7. $2 \times 30 =$ _____

8. $2 \times 23 =$ _____

9. $4 \times 18 =$ _____

10. $7 \times 25 =$ _____

Maths - Time (Lesson 3) - Wednesday

WALT: Add time amounts

WARM UP (5 minutes): Sunset Maths app - Add a photo of your work to page 1.

WORKED EXAMPLE (3-5 minutes): Watch today's video explaining how to add different time values on page 2.

ACTIVITY (30 minutes): On page three you need to come up with 10 things you do throughout the day and how long they would take. Next you need to use the strategy in the video to add each value to find your total time.

If you finish early, login to Essential Assessment and complete the TIME activities in the My Numeracy section.

Activity

[illegible]

Maths - Time (Lesson 4) - Thursday

WALT: Calculate elapsed time

WARM UP (5 minutes): Digital dice roll addition. (5 minutes) - Click link below
<https://www.teacherled.com/iresources/tools/dice/>

WORKED EXAMPLE (3-5 minutes): Watch today's video, which shows a strategy to use to calculate elapsed time.

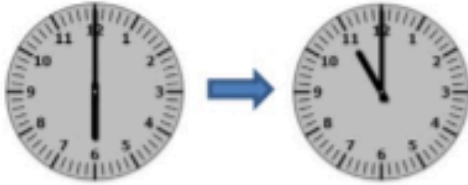
ACTIVITY (30 minutes): You can choose to complete either page 2 or 3 of this activity. You are more than welcome to also try both.

You will need to work out the analogue time on both clocks (write it below each clock like in example video) and then use the strategy from the video to find the elapsed time.

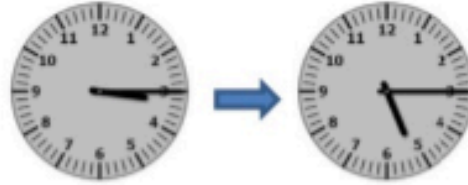
▶ Play Instructions (0:33)

Activity (to the hour)

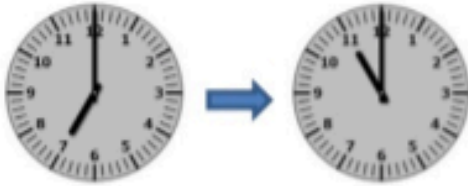
1. Elapsed time = _____ hours



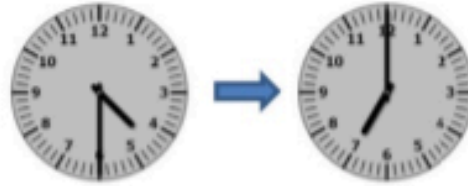
6. Elapsed time = _____ hours



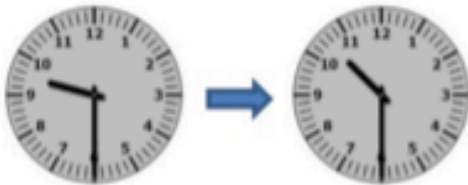
2. Elapsed time = _____ hours



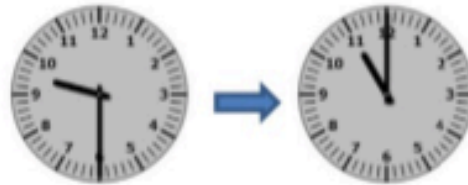
7. Elapsed time = _____ hours



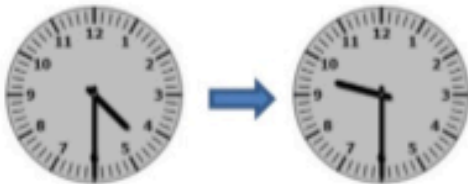
3. Elapsed time = _____ hours



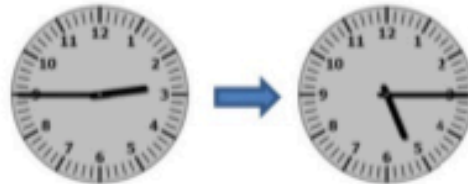
8. Elapsed time = _____ hours



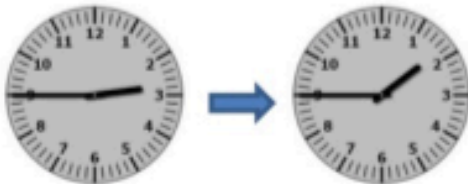
4. Elapsed time = _____ hour



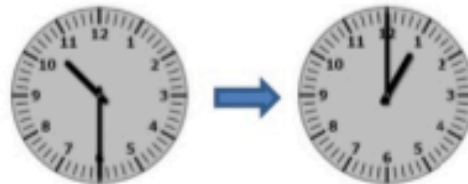
9. Elapsed time = _____ hours



5. Elapsed time = _____ hours

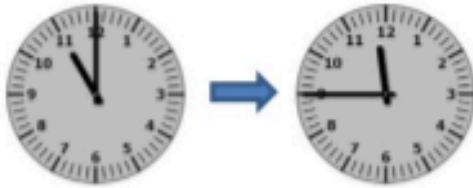


10. Elapsed time = _____ hours

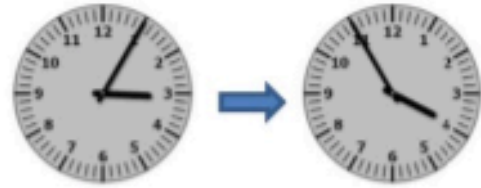


Activity (to the minute)

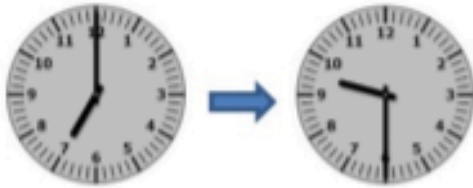
1. ____ hours ____ minutes



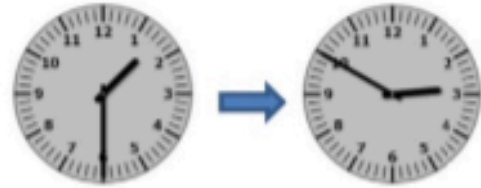
6. ____ hours ____ minutes



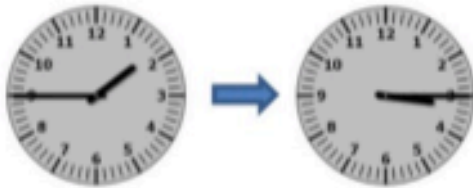
2. ____ hours ____ minutes



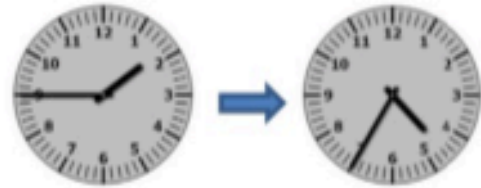
7. ____ hours ____ minutes



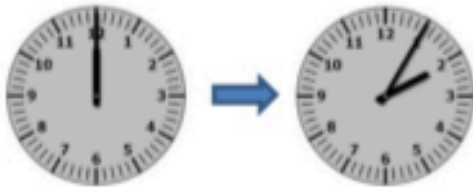
3. ____ hours ____ minutes



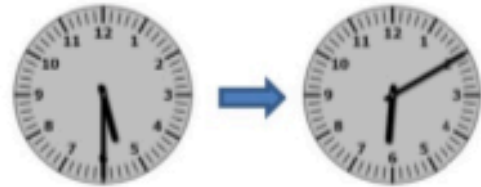
8. ____ hours ____ minutes



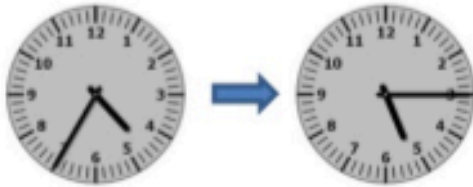
4. ____ hours ____ minutes



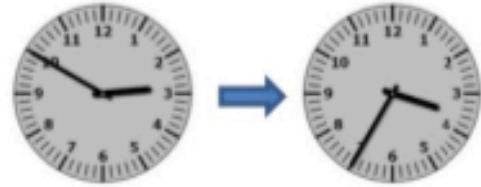
9. ____ hours ____ minutes



5. ____ hours ____ minutes



10. ____ hours ____ minutes



Maths Friday 4th September - Mathletics (Josh and Deena's Maths Group)

WALT: Use Mathletics to revise our learning

WARM UP: Choose any warm from this week and complete. (5 minutes)

ACTIVITY: Login to Mathletics and complete at least 2 activities from any of the areas we have focused on this term so far. (30 minutes)

AREAS TO FOCUS ON

- Addition
- Subtraction
- Number Patterns (Patterns and Algebra)
- Shape
- Volume
- Capacity
- Area
- Perimeter
- Time
- Multiplication

****If you complete at least two activities, you can finish this session with some time on LIVE Mathletics****

Name of Activities you completed

MATHS MATE

Term 3 - Sheet 8

3

Name:

Due Date:/...../.....

Parent's Signature:

1. [Counting]

Complete the skip counting pattern.

5 10 25

6. [+ Whole Number]

| | | | | | |
|-----|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 1 | 7 | 3 | 4 | 8 |
| + 9 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

2. [Addition]

Draw lines to join pairs of numbers that add to 10.

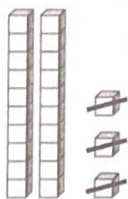
| | | | | |
|---|---|---|---|---|
| 1 | 2 | 5 | 6 | 7 |
| 9 | 3 | 8 | 5 | 4 |

7. [- Whole Number]

| | | | | | |
|-----|----------------------|----------------------|----------------------|----------------------|----------------------|
| | 14 | 9 | 12 | 15 | 16 |
| - 8 | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

3. [Subtraction]

Complete the subtraction.



$23 - 3 = \square$

8. [x, + Whole Number]

$35 \div 5 = \square$

9. [Fractions]

Match the fractions to the shapes.

$\frac{1}{4}$

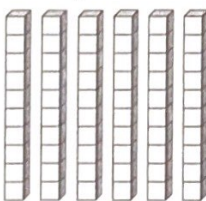
$\frac{1}{5}$

$\frac{1}{3}$



4. [Multiplication]

Complete the multiplication.



$6 \times 10 = \square$

5. [Division]

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| * | * | * | * | * | * | * | * |
| * | * | * | * | * | * | * | * |

20 divided into groups of 4 =

$20 \div 4 = \square$

10. [Place Value]

Circle the thousands digit in the number:

7 0 2 5

11. [Word Numbers]

Write the number 745 in words.

12. [Money]

How many 50¢ coins make \$3.50?

13. [Number Patterns]

55, 46, 37, 28, 19,

14. [Measuring]

Which unit is most commonly used to measure the length of a road?

- A) kilometre (km)
B) centimetre (cm)

15. [Time]

Which time is shown on the clock?

- A) 3:30
B) 6:15
C) 6:30



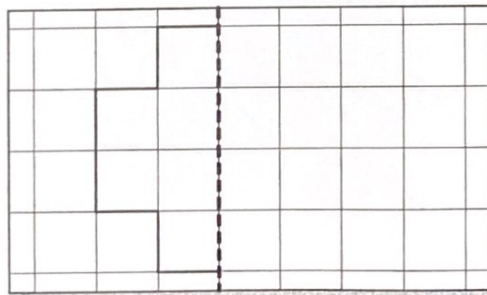
16. [Shapes]

How many sides does a pentagon have?



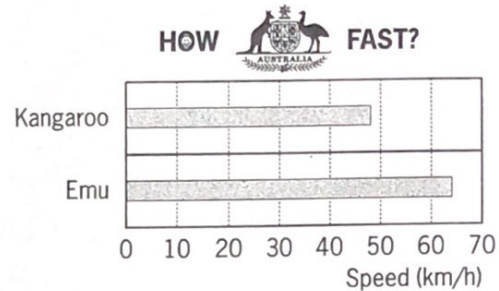
17. [Location]

Draw the reflection of this diagram flipped at the dashed line.



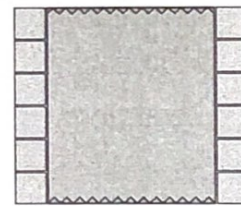
18. [Statistics / Probability]

Which animal is the fastest?



19. [Problem Solving 1] *

A towel is covering some of the 42 square tiles on the wall. How many tiles are covered by the towel?

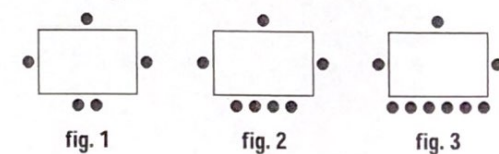


20. [Problem Solving 2] *

Flavia breaks the strings on her tennis racquet 6 times a year. If it costs \$30 for a re-string, how much does she spend fixing her racquet each year?

21. [Problem Solving 3] *

If you continue the pattern, how many dots would be in the next figure?



MATHS MATE

Term 3 - Sheet 8

4

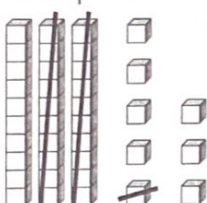
Name:

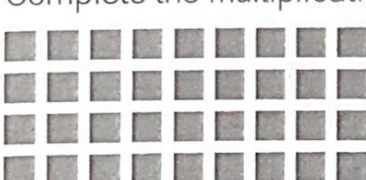
Due Date: / /

Parent's Signature:

1. [Counting]
Count on by 9s from 27.

| | | | | | |
|----|--|--|--|--|--|
| 27 | | | | | |
|----|--|--|--|--|--|
2. [Addition]
Circle the numbers that make 10, then add.

$$7 + 8 + 2 = \boxed{}$$
3. [Subtraction]
Complete the subtraction.


$$\boxed{} - \boxed{} = \boxed{}$$
4. [Multiplication]
Complete the multiplication.


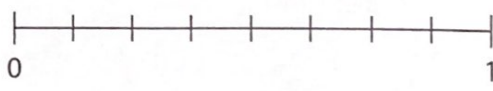
$$\boxed{} \times 9 = \boxed{}$$
5. [Division]
Complete the division.

| 30 shared among 5 | | | | |
|-------------------|---|---|---|---|
| ☆ | ☆ | ☆ | ☆ | ☆ |
| ☆ | ☆ | ☆ | ☆ | ☆ |
| ☆ | ☆ | ☆ | ☆ | ☆ |
| ☆ | ☆ | ☆ | ☆ | ☆ |
| ☆ | ☆ | ☆ | ☆ | ☆ |
| ☆ | ☆ | ☆ | ☆ | ☆ |

$$30 \div 5 = \boxed{}$$
6. [+ Whole Number]

$$\begin{array}{r} 39 \\ + 36 \\ \hline \end{array}$$
7. [- Whole Number]

$$\begin{array}{r} 46 \\ - 28 \\ \hline \end{array}$$
8. [x, + Whole Number]

| | | | | |
|------------|---|---|---|---|
| 9 | 1 | 6 | 4 | 7 |
| $\times 8$ | | | | |
9. [Fractions]
Show with an arrow the fraction $\frac{1}{8}$ on the number line.

10. [Place Value]
Write the largest 4-digit number that contains the digits 5, 1, 8 and 6. $\boxed{}$
11. [Word Numbers]
Write the number 4058 in words. $\boxed{}$

12. [Money]

How much change would you get from \$20?



13. [Number Patterns]

24, 20, 18, 14, 12,

14. [Measuring]

Which unit measures the length of a bus route?

- A) centimetre (cm)
B) millimetre (mm)
C) kilometre (km)

☐

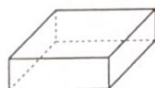
15. [Time]

Write the time shown in words.



16. [Shapes]

What shape is the base of a rectangular prism?



17. [Location]

Redraw this diagram after sliding it 5 units to the right.

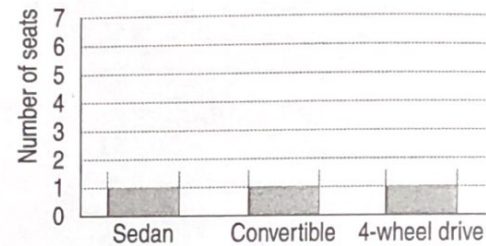


18. [Statistics / Probability]

Use the table to complete the graph.

Number of car seats

| Car | Number of seats |
|---------------|-----------------|
| Sedan | 5 |
| Convertible | 2 |
| 4-wheel drive | 7 |



19. [Problem Solving 1]

Complete the addition table.

| | | | |
|---|---|---|---|
| + | | | |
| | 6 | | 8 |
| | | 6 | |
| 3 | 4 | 5 | |

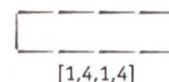
20. [Problem Solving 2] *

A train ticket for one adult is \$40. A train ticket for one child is three-quarters of the cost of an adult ticket. What is the cost of tickets for two children?

\$

21. [Problem Solving 3] *

Ten toothpicks can be used to make a rectangle in 2 ways, as shown below. How many different sized rectangles can be made using 34 toothpicks? [All toothpicks must be used each time.]



[1,4,1,4]



[2,3,2,3]



MATHS MATE

Term 3 - Sheet 8

5

Name: _____

Due Date: ____/____/____

Parent's Signature: _____

1. [+ Whole Numbers to 10]

| | | | | | | | | | | |
|------|----|----|----|----|----|----|----|----|---|----|
| | 19 | 11 | 15 | 10 | 14 | 12 | 17 | 13 | 6 | 18 |
| + 10 | | | | | | | | | | |

2. [- Whole Numbers to 10]

| | | | | | | | | | | |
|-----|---|----|----|----|----|----|----|---|----|----|
| | 9 | 30 | 17 | 16 | 21 | 15 | 22 | 4 | 18 | 23 |
| - 3 | | | | | | | | | | |

3. [x Whole Numbers to 10]

| | | | | | | | | | | |
|-----|---|---|---|----|---|---|---|---|---|---|
| | 1 | 8 | 5 | 10 | 2 | 9 | 4 | 6 | 7 | 3 |
| x 4 | | | | | | | | | | |

4. [+ Whole Numbers to 10]

| | | | | | | | | | | |
|-----|----|----|----|----|----|----|----|----|---|----|
| | 63 | 90 | 36 | 81 | 27 | 45 | 18 | 54 | 9 | 72 |
| ÷ 9 | | | | | | | | | | |

DID YOU KNOW ...

... It takes more muscles to smile than to frown.

43 muscles are used for smiling.



17 muscles are used for frowning.

5. [Large Number +]

$$\begin{array}{r} 1033 \\ 7041 \\ + 1265 \\ \hline \end{array}$$

8. [Large Number x, +]

$$\begin{array}{r} \\ 5 \overline{) 3500} \\ \hline \end{array}$$

9. [Decimals]

$$\begin{array}{r} \$2.45 \\ + \$3.75 \\ \hline \end{array}$$

11. [Decimals / Fractions]

Write 0.29 as a fraction.

12. [Place Value]

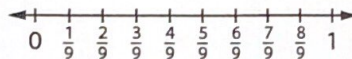
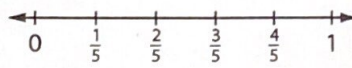
Place in order from smallest to largest:

5.7, 7.05, 5.07, 7, 7.5

6. [Large Number -]

$$\begin{array}{r} 700 \\ - 87 \\ \hline \end{array}$$

10. [Fractions]



7. [Powers of 10 x, +]

$$26000 \div 1000 =$$

Use <, = or > to make this statement true.

$$\frac{4}{5} \quad \square \quad \frac{4}{9}$$

13. [Operations] *

$$8 - 3 - 2 + 5 =$$

14. [Exploring Numbers]

List the composite numbers between 5 and 10.

15. [Number Patterns / Equations]

5000, 1000, 200,

16. [Units of Measurement]

Convert to tonnes:

3 000 000 grams = t

17. [Time] *

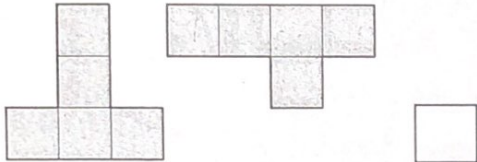
Circle the shortest time.

1 month 40 days 7 weeks

18. [Measuring]

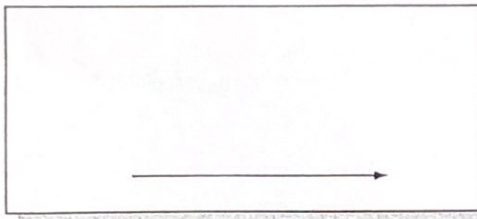
The shapes below have the same:

- A) perimeter and area
- B) perimeter
- C) area



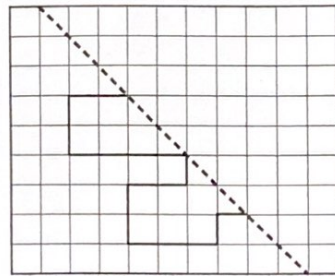
19. [Shapes]

Draw an acute angle using this line.



20. [Location / Transformation]

Complete the drawing so that it has a line of symmetry as shown by the dotted line.



21. [Statistics / Probability] *

A box contains the letters

MASSACHUSETTS

Letters are drawn at random. How many letters do you need to pick from the box to be certain you can make the word SAT?

22. [Problem Solving 1]

Complete the addition table.

| | | | |
|---|----|---|----|
| + | 7 | 1 | |
| | 13 | | |
| 1 | | | 7 |
| | | | 13 |

23. [Problem Solving 2] *

An archaeologist found some ancient numbers written as follows:

$\alpha\alpha||$ for 52

$\alpha\alpha\alpha\alpha$ for 40

and $\alpha\alpha|||$ for 13.

What did $\alpha\alpha|||$ equal?

24. [Problem Solving 3] *

In the addition problem shown, the letters A, B, C, D and E stand for different digits. If A = 7 what number does ABCDE represent?

$$\begin{array}{r} A B C D E \\ B C D E \\ + C D E \\ \hline 7 4 9 1 5 \end{array}$$

ABCDE =

Week 8, Term 3: Inquiry – 'Melting Moments'

Tuesday

IS IT A SOLID or LIQUID?

Tune in: Today you have the opportunity to do another experiment but before you do this watch the video on Seesaw to see how molecules act when they cool down (freeze) and heat up (melt).


Independent: Then collect 4 snap lock bags and in them place approximately -

- Snap lock bag 1: half a cup of water from the tap
- Snap lock bag 2: two tablespoons of honey
- Snap lock bag 3: one piece of bread
- Snap lock bag 4: a plastic utensil (fork/knife or spoon) then seal the bags.

With the samples in front of you, pick each one up and feel it to fill out the BEFORE FREEZING part of the attached worksheet. Using what you have learnt, decide if the sample is a solid or a liquid BEFORE FREEZING.

Now put your samples in the freezer for at least 2 hours.

Once frozen, collect your samples out of the freezer and carefully pick up each one and feel it again to fill out the AFTER FREEZING part of the worksheet.

| metal spoon | after freezing |
|---|----------------|
|  | |
| cold and hard | |
| It is _____. | |
| I think it is a <u>solid</u> liquid. | |

Once you have done this **reflect**:

- What changed after your samples had been frozen?
- What stayed the same? (It is still honey, the colour is the same?)
- Why did some change and some didn't change?

BEFORE AND AFTER FREEZING

Sample 1

| before freezing | after freezing |
|---|---|
| <p>It feels _____.</p> <p>I think it is a solid/liquid.</p> | <p>It feels _____.</p> <p>I think it is a solid/liquid.</p> |

Sample 2

| before freezing | after freezing |
|---|---|
| <p>It feels _____.</p> <p>I think it is a solid/liquid.</p> | <p>It feels _____.</p> <p>I think it is a solid/liquid.</p> |

Sample 3

| before freezing | after freezing |
|---|---|
| <p>It feels _____.</p> <p>I think it is a solid/liquid.</p> | <p>It feels _____.</p> <p>I think it is a solid/liquid.</p> |

Sample 4

| before freezing | after freezing |
|---|---|
| <p>It feels _____.</p> <p>I think it is a solid/liquid.</p> | <p>It feels _____.</p> <p>I think it is a solid/liquid.</p> |

Week 8, Term 3: Inquiry – 'Melting Moments'
Thursday

CHANGING STATES

Tune in: Today have the opportunity to do another experiment but before you do this watch the video on Seesaw

<https://www.youtube.com/watch?v=tuE1LePDZ4Y>

to see changing states of matter.

Independent: Today we are going to conduct an experiment to see how we can separate CREAM into two states of matter, a SOLID and a LIQUID.

To do this you will need:

- a plastic cup or container with a lid that seals
- 2 marbles
- a tub of cream.

STEPS:

1. Take the cream out of the fridge and leave the cream on the table for about an hour so it doesn't feel cold like when it came out of the fridge.

2. Pour the cream into the plastic cup or container until it is about half full.

While doing this, take notice what state of matter the cream is. Is it a solid, liquid or gas?

3. Drop the two marbles in the cream in the container and screw the lid on tight.

4. Take the cup or container and start shaking it up and down vigorously.

5. Stop and look at the cream in your jar every few minutes. What do you notice is happening?

6. After about 15 minutes of shaking it you'll feel something solid in the jar.

7. Take the lid off the plastic cup or container. What do you see? Can you see a solid lump and some liquid? If yes, stop shaking, if no, keep shaking until you do.

8. The solid yellow lump you see is butter and the liquid is buttermilk.

9. Pour the liquid out, add a pinch of salt to your butter and enjoy your butter on some freshly made bread or toast.

REFLECT: Why did this happen? A mixture is made up of two or more substances which are jumbled together. For example, for breakfast you may have a bowl of cereal and milk, this is a mixture. Cream is also a mixture that is high in fat. When shaken for a long time the fat molecules separate from the liquid and stick and clump together making a solid - the butter.

CHANGING STATES AND MAKING BUTTER

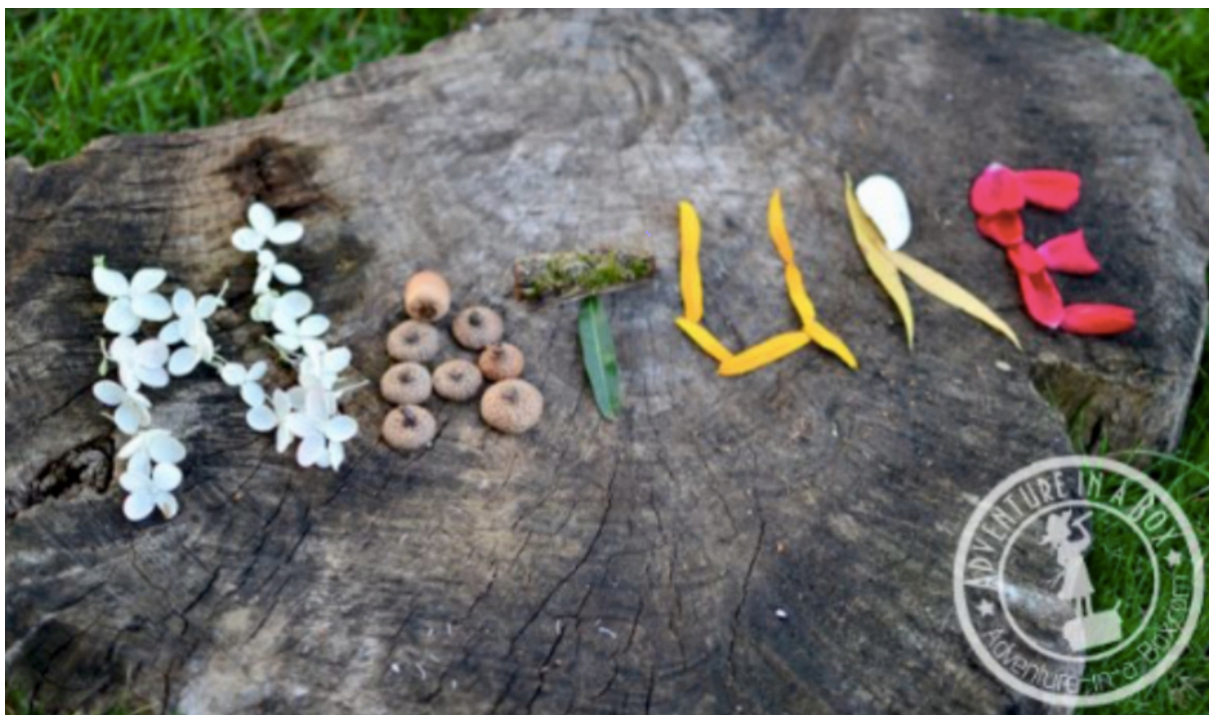


Week 8 - Name Art

Hey Level 3 crew - Miss Cherry here.

This week for art you need to gather another weird and wonderful variety of outside nature objects. You will be creating your name out of these in a big and eye-catching way. Find a flat surface (a kitchen table or outside space) that you can lay out your design. Remember to use a capital letter at the start. Once you've done your name you can choose to do another design of a word that represents who you are (Amazing, Interesting, Creative, Cool). Remember to take a photo and upload it to the Art folder. I look forward to seeing what you design!

*Remember that your art task can be completed at any stage this week



Remember to upload a photo of your Name Art on Seesaw for us to see and celebrate your learning with you.

Level 3 and 4 Health and PE Remote/Flexible Learning Grid

During this period of remote/flexible learning level 3 and level 4 will be required to do 2 x 50 minute sessions a week as a minimum standard. The learning grid below was devised by the students, working in small groups to come up with activities they felt they could do from home. The blue writing is all the level 3 ideas and the green writing is additional ideas the level 4 students came up with as they had many of the same activities. All the red writing is extra activities that have been sourced through school resources and online activities. Depending on each individual students home resources they can choose from any of the activities from any of the sports. When we return to onsite schooling we will have a series of 'House Tournaments' to celebrate all the improved skills they've gained whilst doing 'flexible learning'. Remember Easies the more you do the better your skills will improve and the greater you'll feel within yourself. When you get time please drop me a quick comment to let me know how you're getting on and any new games/activities you've found or created.

Mr Holmfield

| Warm Ups | Athletics | Football | Netball | Basketball |
|---|--|---|--|---|
| <ul style="list-style-type: none"> -Sprints -Tag -Stretching -Sit Ups -Toller Tigby -Star Jumps -Run around with your dog -Dribbling a basketball up and down driveway -Say a number and run to a cone -Skipping -Logging on the spot -Run around your backyard -Throw a ball/soft toy into the air and count your claps -Imaginative moves: Move around like an animal, your lost, on hot sand, a leaf blowing, skating on ice -Jump on the tramp -Set up a backyard obstacle course -20m Sprints (x5) -Run, scoop up ball in middle, run around an object and put ball back down in middle (Repeat 5 – 10 times) -Log for 2-5 mins -Star Jumps (Start with 1 minute and build as your fitness improves) -Skipping -Running -Stretches -High Knees -Sit Ups -Figure 8's -Waist/knee circling with a ball. -Throw ball into air run and catch -Squats -Pull Ups | <p>Relays:</p> <ul style="list-style-type: none"> -Using a stick and minimum 2 people practise baton changes and running -Get a stick or rolled up newspaper, find a partner and practise baton changes while running -Use a pencil and practise doing relays with your parents/siblings -"Link Up" – The athletes practice passing the baton up and down their line -The non-visual pass – the receiver's eyes should remain to the front. -The receiving hand is held steady. -The baton is placed firmly into the receiver's hand. (But not too firmly!) -The use of alternate hands during the pass. HINT: When the baton gets to the front, simply ask everyone to turn and face the other way. The relay baton is now at the rear of the line and the drill is repeated. Relay World Record LAANSW ASAP Level 3 JUMP START: Great ideas for group games Development of running fast through the changeover zone. Ground markers, relay batons, stop watch. Set up a twenty metre relay changeover zone and a ten metre acceleration zone using ground markers. In pairs, the players decide who will be the incoming and outgoing runners, and set up check marks accordingly. Pairs compete for the group or "world" record for being the fastest at passing the baton through the 20m change over zone. The leader uses a stopwatch to time the movement of the baton through the zone. The timing should be started as the runner with the baton enters | <p>Kicking:</p> <ul style="list-style-type: none"> - Kick to kick, move back 5m when you mark 5 in a row - Kick at a target -Footy baseball - Kick into air and mark - Kick into air and count claps before you mark - See how far you can kick and try and beat your record - 20 drop punts - 20 torpedos - 20 banana kicks - 20 dribble kicks - Set up targets to kick and knock over with a partner - Kick the ball of a stand or platform - Trick shots, kick the ball through small gals on difficult angles - Target practise - Kicking while on the run to a partner and at a target -Goal kicking and moving back each time Kicking Set Up 2 lines of cones 5m apart (2 different colours) One line of cone (another colour) 5m apart. Distance- Place distance markers, each distance has a different score. Targets- Place a hoop, cones in a ring for the ball. Ball stops in it and points are scored. Handball: - Handball with a partner - Handball against a wall - Handball out in front and run after it and pick it up before it stops - Handball at a target -Handball into the air and catch 20 times | <p>Shooting:</p> <ul style="list-style-type: none"> - Practise shooting a ball into a box, basket or hoop 15 times - Shoot soft toys into a basket - How many goals can you shoot in 1 minute - Stand and shoot from a variety over spots - In pairs using ball or soft toy practise shooting technique to one another - In pairs have a shooter and a defender, see who scores the most goals Pairs shooting – 1 shoot over collects ball 1 partner stands behind the goal post 1 partner practices shooting Once you have missed 3 shots then you swap with partner VARIATIONS: Around the world- shooting at each spot Having a defender Shooting Hold ball with one hand below and other supporting on side. Bend knees flick and follow through with 'goose neck' Pairs shooting – 1 shoot over collects ball 1 partner stands behind the goal post 1 partner practices shooting Once you have missed 3 shots then you swap with partner VARIATIONS: Around the world- shooting at each spot Having a defender Rest the ball in the fingers Hold the ball in predominant hand and have the other hand resting as support Feet shoulder width apart facing goal posts Bend knees and drop ball to the head | <p>Shooting:</p> <ul style="list-style-type: none"> - Practise shooting a ball into a box, basket or hoop 15 times - Shoot soft toys into a basket - How many goals can you shoot in 1 minute - Stand and shoot from a variety over spots - In pairs using ball or soft toy practise shooting technique to one another Free Throws: Shooting from the free throw line is a great way to make that shot form consistent and to then build confidence in making shots. See how many goals your child can make out of 20 and work to improve on that the next time round. The free throw line distance is about 15 feet from the backboard which is used in games once kids reach the age group of under 10/12. Ensure your child does not to step over the free throw line until the ball has hit the ring as that's a rule in the game! - In pairs have a shooter and a defender, see who scores the most goals - Step back every time you score - Practise jump shots from different spots - 20 lay ups - Use a wall to practise passing and step back when it gets too easy Dribbling: - Dribble up and around the cone using left and right hand, changing. - Dribble then jump stop - Dribble ball through your legs Dribble ball around your back WEAK HAND DRIBBLING Dribbling on the spot with the opposite hand, to then dribbling with the opposite hand |

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| <ul style="list-style-type: none"> - Sidesteps - Grape Vines - Jogging on the spot - Burpees - Jumping on the spot - Tag Games <p>- All direction running: Forwards, backwards, dodging around objects</p> <p>- Running at different speeds, short steps, long steps, start slowly then speed up</p> <p>- Run making patterns on the ground: Circles, squares, zig-zag</p> <p>- Run on the spot, run to a new spot, run on the spot again</p> <p>- Run with arms in air, at side, swinging etc</p> <p>- Slap your knees with your hands as you run, slap your feet with hands etc</p> <p>- Hopping: right leg, left leg</p> <p>- Hop around obstacles and make patterns</p> <p>- Hop forwards, backwards, sideways and on the spot</p> <p>- Skipping in all directions</p> <p>- Skipping with long strides, short strides, knees high, straight legs</p> <p>- Skipping whilst clapping hands high, low, side to side, forwards, backwards, crossing</p> <p>- Jumping with 2 leg take off then 1</p> <p>- High, low, fast and slow jumps</p> <p>- On the spot or over obstacles</p> <p>- Jumping with feet apart or together, sideways, forwards, backwards, crossing.</p> <p>- Jumping and making shapes in the air</p> <p>- Combine hopping, skipping, jumping and running warm ups: For example- 1.Run forward to a line, jump twice, run back.</p> <p>2.Run, turning jump, run.</p> <p>3.Hop, step, jump.</p> <p>4.Run, hop, step, jump, walk, jog balance in a sequence.</p> <p>- Imaginative movements: A policeman, lost, carrying a heavy load, walking on hot sand, a circus pony, an emu, a soldier, hurrying, trudging through mud, a plane, an elderly person, creeping, a crab, a monkey</p> <p>- Bouncing and catching</p> <p>- Soccer dribbling</p> <p>- Roll ball and chase down</p> <p>- With a partner: Race or chase your partner, hop, skip, run</p> <p>- Chase a partner and try and catch a coloured band/sock they are holding</p> <p>- Partner shadowing</p> <p>- Partner catches</p> | <p>the 20m zone, and stopped when the outgoing runner leaves the zone. The pair with the fastest time holds the "world record". Only one pair can usually be timed at once. Have other pairs ready to go as soon as the previous pair has finished.</p> <p>Bean Bag Balance Relay Develop walking posture. Ground markers, bean bags. Set up a 25m shuttle relay course with ground markers. Place an additional marker at each end, one metre before each change over. Divide the group into teams. Each team splits into two, with each going to opposite ends of the course. Players participate in the relay carrying bean bags on their head. The bean bags may not be touched until the final metre before the change over, and during the change over itself. The first team to finish is the winner. Impose a short time penalty during which a player must stop and stand still (eg. 5 seconds) if the bean bag falls off, or if they touch it during the relay.</p> <p>Hurdles:</p> <ul style="list-style-type: none"> - Using boxes or broom handles set up some hurdles and practise running and jumping over them - You can find some logs or sticks set up a track and practise 10 times - Find objects that you can jump over eg washing baskets, cushions or boxes <p>Sprints:</p> <ul style="list-style-type: none"> - Run up and down the footpath as many times until you're too tired - Run up your hallway - You can sprint around your home - Run 10m 5 times then gradually make your distance further, make sure you go as fast as possible - Run back and forth as fast as you can 10 or more times in your back yard <p>Long Jump:</p> <ul style="list-style-type: none"> - Find an area you can get a good run up and use a stick to jump behind and land on 2 feet - If you have cones put them where you want to jump from and where you want to land - past, if you don't have cones use soft toys | <ul style="list-style-type: none"> - Handball into a bin competition - Hit the target 5 times then move back - Sink the Sub <p>Set Up 2 lines of cones 5m apart (2 different colours). Students in pairs, one on each side. Teacher will walk down the middle the side with the footballs will Handball with the goal to hit the teacher 5 times.</p> <p>Marking:</p> <ul style="list-style-type: none"> - Throw, clap, catch - Kick to kick marking practise <p>Drills:</p> <ul style="list-style-type: none"> - Run pick up ball, run around tree and put ball back down in same spot, repeat <p>Games:</p> <ul style="list-style-type: none"> - Trick shots - 1 v 1 - How far can you get a goal from - Shots on a trampoline - Shots into a bin - Markers/Pointers up <p>Goal Kicking: 6 Markers to spread out in front of the goals at an appropriate distance. Front line all kick together. Count amount of footballs that go through. Swap lines once everyone has had a kick.</p> <p>Bouncing (Stationary) in pairs line up along 2 lines 3m apart. Start kneeling, 3 bounces then handball to partner. Progress to standing, but bending over. Finally standing.</p> | <p>Extend hand holding the ball and upon release do a wrist flick</p> <p>Defending position</p> <p>3 feet hands up</p> <p>Safety: be careful of defenders under the ring. Passes:</p> <ul style="list-style-type: none"> - Chest pass, shoulder pass, bounce pass, lob pass with a partner or against the wall - Practise all the passes with a partner from different distances and when moving into space - 2 v 1 Keepers off <p>Name Game</p> <ul style="list-style-type: none"> - Person with the ball has to say their name and something they like starting with that letter. <p>Then throw the ball to someone else. Don't pass back to the person who passed to you.</p> <p>Head up ready.</p> <p>Pairs move- throw and catch</p> <ul style="list-style-type: none"> - Receiver starts in the centre of the makers - When the passer pivots receiver cuts to receive the ball wide of the markers <p>Receiver</p> <ul style="list-style-type: none"> - lead quickly with target hand - have hands out ready to catch - Ground feet- no stepping <p>Passer</p> <ul style="list-style-type: none"> - Push ball to target hand - Pivot – footwork <p>3 V 1 around the outside</p> <p>Set up a working space within a corner of the netball court.</p> <p>Two attacking players are permitted on the outside of the square. They may throw the ball to each other, however must remain stationary when they have the ball.</p> <p>In the square is a defender and an attacker. The defender tries to stop the attacker getting the ball</p> <p>rotate roles</p> <p>Conditions</p> <p>1 point to the defender if they stop the attacker getting the ball</p> <p>1 point to the attacking team for a safe pass into the attacker.</p> <p>Chest pass</p> <ul style="list-style-type: none"> - feet shoulder width apart - step forwards with opposite leg - hands facing forwards- using fingers to push ball forwards | <p>whilst moving. It's important to emphasise to your kid that they keep their head up and eyes straight. Also, raising the opposite arm whilst dribbling should be encouraged. As it will build good habits in protecting the ball from the defender. STRAIGHT LINE</p> <p>DRI B L I N G: Walking and dribbling the ball through each leg and behind the back. Starting by making three dribbles with the one hand and then switching it to the other hand. Through the legs, behind the back whilst dribbling is recommended. As they master the drill, they can do two dribbles and switch, one dribble and switch, and then constant switching.</p> <p>CONE DRI B L I N G: Setting up cones (or similar) in a line advances straight line dribbling. Enhance your kids dribbling ability by dribbling fast and in between cones whilst making crossovers or through the leg's dribbles. Get your child to make faster decisions and quicker moves by shortening gaps in between the cones encourages. With practice, they will become more controlled. If your kid becomes too good at this, try get them to do it back when returning through the cones.</p> <p>Passing:</p> <ul style="list-style-type: none"> - Chest pass with partner - Bounce pass with partner - Overhead pass with partner - Pass with partner, catch 5 times then step back - Pass the ball from triple threat - Dribble then pass from set points - In the same pairs as the warm up, children have a ball between two and stand a distance apart in a space. They must practice whichever pass has been set by continuously passing to each other. To add some competition pairs have to count how many passes they completed with neither dropping the ball. |
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| <p>- Partner holds hoop or stick to run through, jump over etc. - Tug-O-War</p> | <p>- Find a safe and soft area, use a marker to jump from and one to mark where you landed, have a 10-15m run up - Find yourself a nice soft area to land on and work on a 10m run up, launch off 1 leg and land with outstretched legs and feet parallel.</p> <p>Triple Jump: - Find an area you can get a good run up and use a stick as a marker to start your hop from, then step, then jump as far as you can landing on 2 feet - Run around your back yard doing hop, step and jump</p> <p>Shot Put: - Find a heavy rock and a safe space, make sure there is no one in front of you and practise the correct technique for shot put - You can grab a ball and place it on your neck or cheek and practise using the correct technique - Rock, ball, shoes practise your technique outside - Practise technique using a small ball or rolled up socks</p> <p>Long Distance: - Run around your house lots of times - Run around your block - Challenge yourself by running around your house without stopping to walk - Time yourself around a circuit in your back yard, try and improve how many laps you can do in 5 minutes of running</p> <p>High Jump: - Practise on your bed if your parents let you - Find a space to practise your run up and jumping off the correct leg - Practise your curved run in from 10-20m apart and launch of your outside leg</p> <p>Discuss: - Find a flat rock and a huge open space, make sure it's safe to throw and practise both techniques - Use a frisbee or a small circle weight, practise holding the makeshift discus the correct way with fingers spread on top and</p> | | <p>- On release fingers pointing in the direction you want the ball to go.</p> <p>Attackers keep moving show target hand scanning to make a good decision</p> <p>Defender read the play anticipation - where is the ball going to go</p> <p>Catching: - Throw the ball into the air and see how many claps you can do before you catch it Throw the ball up and run and catch landing on 2 feet then changing to 1. Pairs move throw and catch Receiver starts in the centre of the markers When the passer pivots.... Receiver leads to receive the ball wide of the marker They then pivot and throw to their team mate who has lead for the ball What is your grounded foot?= the one which lands first</p> <p>Lead quickly with target hand Have hands out ready to catch Ground feet Pivot- keeping one foot still Push ball to target hand</p> <p>2 v 1 leading to the ball Groups of 3 with a ball Students use cones to set out a square Person with the ball stands outside of square Attacking player dodges to receive ball 3 attempts then change possession Defender starts more passive then increases intensity and tries to intercept</p> | <p>Skill practice: split the class in half with each half working in their own half of the court. In their respective halves split children up into 3s. They must pass and move towards the basket and then have a shot once in appropriate distance. They collect the ball and join the back of the line. Progress onto one of the 3 who didn't shoot can go for a rebound if the shooter misses.</p> <p>OVERHEAD WALL PASS Hold the ball above your head. Then throw it with both hands and catch it above your head with both hands. Repeat this process at approximately two metres away from the wall. Keep knees bent and aim to throw 20-30 passes. This is great for building strength through the arms and shoulders, making passing easier.</p> <p>ONE HAND WALL PASS This drill is similar to the Overhead Wall Pass, however, get your child to focus on using just one hand. Remember to keep the ball up high, but this time around shoulder height. When using the right hand, the right foot should go forward and vice versa for the left side. Spread those fingers and extend the arm with each pass. Repeat 20 times with each hand.</p> <p>ONE HAND ALTERNATING WALL PASS This is the hardest of the three simple basketball drills for passing and it requires very good hand-eye coordination. Start with both feet back in line and spread apart to shoulder width. Now, throw the ball back and forth off the wall alternating each hand. Keep the ball above head height and keep hands up high for the entire drill. Watch the ball as it comes back into each hand with bent knees.</p> |
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| | thumb resting on top, low to high action, thrown into safe open space | | | <p>Get those arms working a try for a total of 20 passes!</p> <p>Games:</p> <ul style="list-style-type: none">- HORSE- 1v1- Golden Child- Around the world- King- Trick shots- How far can you get a goal from- Shots on a trampoline- Shots into a bin- Markers/Pointers up <p>king of the ring. Children must dribble around in the area. If their ball goes outside of the area they are out. When 'King of the Ring' is called, children can knock other people's balls out whilst still dribbling their own around. This will encourage keeping the ball close and plenty of turns away from others trying to knock their ball out.</p> <p>-Piggy in the middle. Split into small teams inside a box. Children must try and keep the ball away from a designated defender by passing the ball around them. Change the defender every couple of minutes.</p> |
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Cyber Safety- Week 8

Click the link below to access this weeks cyber safety activity.

<https://www.digitalpassport.org/share-jumper.html>

NOTE

****This activity can be completed at any time this week****



WEEK 8 REFLECTION

My biggest success this week was: _____



My biggest challenge this week was: _____



One thing I learned this week was: _____
