

WEEK 6 REMOTE LEARNING PACK

Please note: The pack runs in order of

- Daily planner
- Reading activities
- Spelling activities
- Writing
- Inquiry
- Art
- Maths Mates
- Maths
- 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.



Echuca East
PRIMARY SCHOOL

Level Three Remote Learning Grid- Week Six, Term Three

Here is your work plan for the week. Most tasks will require you to log into the Seesaw Class app or complete from your work pack. If you have any questions, get in contact with your teacher via the Seesaw Class app. Please try your best to complete all tasks that have been set for each day.

<p>Monday 17th of August 2020 Seesaw QR code</p>  <p>REMEMBER TO UPLOAD ALL OF YOUR WORK TO SEESAW SO YOUR TEACHER CAN SEE IT</p>	
<p>MATHS Miss Wilson/Mrs Arnel/Mrs Williams Maths Groups WALT: Do subtraction sentences using stocking WARM UP: Choose a times table to practice (5 minutes) **Read or listen to instructions. WORKED EXAMPLE- Watch today's worked example which shows you how to complete the subtraction sums using stocking. ACTIVITY: Complete the subtraction sums using stocking on the 3 worksheets. If you finish early log in to Mathletics and do any subtraction activities. (30-40 minutes) *Might be easier to write these in your book and take a photo</p>	<p>READING Mrs Arnel/Mrs Williams's, Josh's Shared Reading Group - approx 20 mins Warm up: Independent reading. Read a book, newspaper, magazine etc from home for 10 minutes. Reading Grid- approx 10 min Activity: Reading grid Open the reading grid activity. Read the instructions on the slide and listen to the audio. Watch the video/book for the day and complete the task. Make sure you look at the worked example before you start.</p> <p>READING Deena's and Miss Wilson's Shared Reading Group - approx 20 mins Warm up: Independent reading. Read a hard cover book, a book on Get Epic or Reading Eggs/Express for 10 minutes. Reading Grid- approx 10 min WALT: Identify the text layout and sequence of instructions in a procedural text that is written as a narrative. Modelled: Watch Deena read 'How to Wash a Woolly Mammoth' - a procedural text that is cleverly written as a narrative. Independent: Complete the worksheet to check that it is in fact a narrative as well (Is it made up or fictional, does it have characters, a setting, a problem, a solution, does it have to be read in order?)</p>
<p>MATHS Josh and Deena's Maths Group WALT: Use regrouping to solve subtraction problems WARM UP: Choose a times table to practice (5 minutes) - This can be the same one as last week. WORKED EXAMPLE: Watch today's video which explains how to regroup when subtracting. ACTIVITY: Answer the questions on page 3. Please make sure you work out the answers in your book and take a photo of your work. If you finish early you can login to Mathletics and complete any Subtraction activities. (30-40 minutes)</p>	<p>WRITING Mrs Arnel/Mrs Williams and Josh's Writing Groups - approx 20 mins WALT: order steps/method correctly Activity: Read through the text "How to Boil an egg". Number the steps correctly and in order on how to boil an egg. Now you can write some steps on how to make a sandwich.</p> <p>WRITING Deena and Miss Wilson's Writing Groups - approx 20 mins WALT: The correct text structure of a procedural text Modelled: Using what we have learnt so far, look back at the anchor chart showing the correct text structure and key points of a procedural text for you to refer to. Activity: Cut and past or re-write a jumbled procedural text so it is in the correct order.</p>
<p>MATHS Josh and Deena's Maths Group WALT: Use regrouping to solve subtraction problems WARM UP: Choose a times table to practice (5 minutes) - This can be the same one as last week. WORKED EXAMPLE: Watch today's video which explains how to regroup when subtracting. ACTIVITY: Answer the questions on page 3. Please make sure you work out the answers in your book and take a photo of your work. If you finish early you can login to Mathletics and complete any Subtraction activities. (30-40 minutes)</p>	<p>Other Activities- Non compulsory activities NOTE: These activities will be uploaded to Seesaw on a Monday but are optional for students to complete throughout the week. Mr Holmfield's PE Miss Cherry's ART Mrs Grants Wellbeing/Cyber Safety Reading Eggs Essential Assessment Mathletics Reading Eggs/Express Lessons Get Epic Mindfulness colour-in</p>
<p>SPELLING approx 10 min. WARM UP: Watch the video and read your spelling words out loud. ACTIVITY: Complete one spelling task from the spelling grid using your weekly spelling words.</p>	

PAL FOCUS: KEEP TRYING MY BEST, ESPECIALLY WHEN THINGS SEEM HARD.

Tuesday
18th of August 2020
Seesaw QR code



REMEMBER TO UPLOAD ALL OF YOUR WORK TO SEESAW SO YOUR TEACHER CAN SEE IT

MATHS

Miss Wilson/Mrs Arnel/Mrs Williams Maths Groups

WALT: Do subtraction with double digits

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

WORKED EXAMPLE: Watch the worked example as this shows you how to complete today's task.

ACTIVITY: Complete the worksheet. It might be best if you do this in your book. Make sure if you choose to do this in your book that you write it exactly how it looks on the worksheet. **(30-40 minutes)**

MATHS

Josh and Deena's Maths Group

WALT: Solve subtraction problems where there is a zero

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, explaining how to complete today's task on page 2.

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

INQUIRY

All students - approx. 30 mins

WALT: How to show my understanding of learnt concepts.

ACTIVITY: Students independently answer all of the questions in the 'day and night' quiz to show what they have learnt throughout this unit. Answer using full sentence answers.

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

READING

Mrs Arnel/Mrs Williams's, Josh's Shared Reading Group - approx 20 mins

Warm up: Independent reading. Read a book, newspaper, magazine etc from home for 10 minutes.

Reading Grid- approx 10 min

Activity: Reading grid

Open the reading grid activity. Read the instructions on the slide and listen to the audio. Watch the video/book for the day and complete the task. Make sure you look at the worked example before you start.

READING

Deena's and Miss Wilson's Shared Reading Group - approx 20 mins

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

Reading Grid- approx 10 min

WALT: Identify the text layout and sequence of instructions in a procedural text that is written as a narrative.

Modelled: Watch Deena read 'How to Sneak Your Monster Into School' - a procedural text that is also cleverly written as a narrative.

Independent: Create your own monster and tell us all about it.

WRITING

Mrs Arnel/Mrs Williams and Josh's Writing Groups - approx 20 mins

WALT: How to read and understand a procedural text

Activity: Read the text we used last Tuesday called "Apricot Banana Shuke" and complete the questions that go with it.

WRITING

Deena and Miss Wilson's Writing Groups - approx 20 mins

WALT: How to write a procedural text using the correct text structures.

Modelled: Using the pictures to prompt the steps, look at the procedural text modelled to you for 'how to draw a bee'.

Activity: Using what you have learnt and the pictures to prompt your steps, write a procedural text for 'how to draw a caterpillar'.

SPELLING

All students - approx 10 min.

WARM UP: Watch the video and read your spelling words out loud.

ACTIVITY: Complete one spelling task from the spelling grid using your weekly spelling words.

Other Activities- Non compulsory activities

NOTE: These activities were uploaded to Seesaw on a Monday but are optional for students to complete throughout the week.

Mr Holmfield's PE

Miss Cherry's ART

Mrs Grants Wellbeing/Cyber Safety

Reading Eggs

Essential Assessment

Mathletics

Reading Eggs/Express Lessons

Get Epic

Mindfulness colour-in

PAL FOCUS: KEEP TRYING MY BEST, ESPECIALLY WHEN THINGS SEEM HARD.

Wednesday 19th of August 2020 Seesaw QR code



REMEMBER TO UPLOAD ALL OF YOUR WORK TO SEESAW SO YOUR TEACHER CAN SEE IT

READING
Mrs Arnel/Mrs Williams's, Josh's Shared Reading Group - approx 20 mins
Warm up: Independent reading. Read a book, newspaper, magazine etc from home for 10 minutes.
Reading Grid- approx 10 min
Activity: Reading grid
 Open the reading grid activity. Read the instructions on the slide and listen to the audio. Watch the video/book for the day and complete the task. Make sure you look at the worked example before you start.

READING
Deena's and Miss Wilson's Shared Reading Group - approx 20 mins
Warm up: Independent reading. Read a hard cover book, a book on Get Epic or Reading Eggs/Express for 10 minutes.
Reading Grid- approx 10 min
WALT: Identify the text layout and sequence of instructions in a procedural text that is written as a narrative.
Modelled: Watch a reading of 'How to Catch A Star' - a procedural text that is also cleverly written as a narrative.
Independent: Draw a picture of how you would catch a star. Write how you would do this underneath.

WRITING
Mrs Arnel/Mrs Williams and Josh's Writing Groups - approx 20 mins
WALT: How to order the method/steps correctly to ensure all ingredients are listed and that the method is sequenced properly
"Drop Scones Jumble"

Activity: Firstly, read through the ingredients and method and identify which ingredients are missing and unjumble the steps to ensure it is in the correct order.

WRITING
Deena and Miss Wilson's Writing Groups - approx 20 mins
WALT: How to write a procedural text using the correct text structure

Activity: Using the template, have a go at writing a procedural text for 'how to play a game' using the correct text structure.

MATHS
Miss Wilson/Mrs Arnel/Mrs Williams Maths Groups
WALT: Draw and describe 2D shapes.

WARM UP: Practise your number sense skills using the Sunset Maths app (5 minutes)

WORKED EXAMPLE: Watch today's video which will explain how to complete the activity.

ACTIVITY: Using the website <https://apps.mathlearningcenter.org/geoboard/> or <https://apps.mathlearningcenter.org/geoboard/>, your challenge is to create a 2D object of your choice. I have listed some in the worked example to give you some ideas. Once you have made your 2D shape, I would like you to explain in a short voice recording or screen shot how many CORNERS AND EDGES it has. (30-40 minutes)

MATHS
Josh and Deena's Maths Group
WALT: use different objects to create 3D shapes

WARM UP: Practise your number sense skills using the Sunset Maths app (5 minutes)

WORKED EXAMPLE: Watch today's video which will explain how to complete the activity.

ACTIVITY: Using whatever materials you can find from around your home, your challenge is to create a 3D object of your choice. I have listed some in the worked example to give you some ideas. Once you have made your 3D shape, I would like you to explain in a short voice recording how many VERTICES, EDGES and FACES your 3D shape has. (30 minutes)

****If you finish early and want to make another one, you are more than welcome****

SPELLING

All students - approx 10 min.

WARM UP: Watch the video and read your spelling words out loud.

ACTIVITY: Complete one spelling task from the spelling grid using your weekly spelling words.

PAL FOCUS: KEEP TRYING MY BEST, ESPECIALLY WHEN THINGS SEEM HARD.

Thursday
20th of August 2020
Seesaw QR code



REMEMBER TO UPLOAD ALL OF YOUR WORK TO SEESAW SO YOUR TEACHER CAN SEE IT

MATHS

Miss Wilson/Mrs Arnel/Mrs Williams Maths Groups

WALT: Use origami to create 3D objects

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

WORKED EXAMPLE: Watch the video explaining what origami is. Josh will also show an example of how to complete an origami object. Please watch carefully as I have added all instructions into this.
ACTIVITY: Click on the link to take you to the website to create your origami boat.
<http://www.origami-instructions.com/easy-origami-boat.html>

Using a square piece of paper (you may need to cut it into a square) follow the instructions to create your origami boat. Take a photo of your origami designs and add them to page 2 of this activity. On page 3, answer the questions about the origami you created. (30 minutes)
If you finish early, select another origami design to create on the side of the webpage. (30-40 minutes)

MATHS

Josh and Deena's Maths Group

WALT: Use origami to create 3D objects

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

WORKED EXAMPLE: Watch the video explaining what origami is. Josh will also show an example of how to complete an origami object.
ACTIVITY: Click on the link to take you to the website to create your origami boat.
<http://www.origami-instructions.com/easy-origami-boat.html>

Using a square piece of paper (you may need to cut it into a square) follow the instructions to create your origami boat. Take a photo of your origami designs and add them to page 2 of this activity. On page 3, answer the questions about the origami you created. (30 minutes)
If you finish early, select another origami design to create on the side of the webpage.

INQUIRY

All students - approx. 30 mins

WALT: How to tune in to our new Inquiry topic 'Melting Moments'.

ACTIVITY: Create a cover page in your Inquiry book for our new unit called 'Melting Moments'. Remember to upload a photo of your learning to Seesaw.

READING

Mrs Arnel/Mrs Williams's, Josh's Shared Reading Group - approx 20 mins

Warm up: Independent reading. Read a book, newspaper, magazine etc from home for 10 minutes.

Reading Grid - approx 10 min

Activity: Reading grid

Open the reading grid activity. Read the instructions on the slide and listen to the audio. Watch the video/book for the day and complete the task. Make sure you look at the worked example before you start.

READING

Deena's and Miss Wilson's Shared Reading Group - approx 20 mins

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

Reading Grid - approx 10 min

WALT: Identify the text layout and sequence of instructions in a procedural text that is written as a narrative.

Modelled: Watch a reading of 'How to Babysit Your Grandmā' - a procedural text that is also cleverly written as a narrative.

Independent: Have fun completing the wordsearch all about 'Grandparents'.

WRITING

Mrs Arnel/Mrs Williams and Josh's Writing Groups - approx 20 mins

WALT #1: revise our own work and compare it to the correct version

Activity: Look back at your recipe for Drop Scones from yesterday. Look on Seesaw today to see the correct recipe. Compare yours with it. How did you go? Write a response on Seesaw telling your teacher how you went and if your drop scones would've turned out perfectly or a disaster! ;)

WALT #2: HANDWRITING TASK - write neatly using clearly-formed joined letters

Activity: Copy the three sentences from Seesaw into your writing book in your best handwriting.

WRITING

Deena and Miss Wilson's Writing Groups - approx 20 mins

WALT: How to write a procedural text using the correct text structure

Modelled: Look at the two modelled procedural texts explaining to you 'how to make two fingerprint sea animals'.

Activity: Using what you have learnt, create your own thumbprint sea creature and write a procedural text explaining how to do it.

SPELLING

All students - approx 10 min.

WARM UP: watch the video and read your spelling words out loud.

ACTIVITY: Complete one spelling task from the spelling grid using your weekly spelling words.

Other Activities- Non compulsory activities

NOTE: These activities were uploaded to Seesaw on a Monday but are optional for students to complete throughout the week.

Mr Holmfield's PE
Miss Cherry's ART
Mrs Grants Wellbeing/Cyber Safety
Reading Eggs
Essential Assessment
Mathletics
Reading Eggs/Express Lessons
Get Epic
Mindfulness colour-in

PAL FOCUS: KEEP TRYING MY BEST, ESPECIALLY WHEN THINGS SEEM HARD.

Friday
21st of August 2020
Seesaw QR code



REMEMBER TO UPLOAD ALL OF YOUR WORK TO SEESAW SO YOUR TEACHER CAN SEE IT

MATHS - Miss Wilson/Mrs Arnel/Mrs Williams Maths Groups

WALT: Use Mathematics 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
- Capacity
- Number Patterns (Patterns and Algebra)
- Shape
- Volume
- Area
- Perimeter

MATHS - Josh and Deena's Maths Group

WALT: Use Mathematics 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
- Capacity
- Number Patterns (Patterns and Algebra)
- Shape
- Volume
- Area
- Perimeter

SPELLING All students - approx 10 min.

WARM UP: Watch the video and read your spelling words out loud.

ACTIVITY: Complete one spelling task from the spelling grid using your weekly spelling words.

Weekly Reflection

Complete the weekly reflection to celebrate your successes and reflect on your learning.

READING

Mrs Arnel/Mrs Williams, Josh's Shared Reading Group - approx 20 mins

Warm up: Independent reading. Read a book, newspaper, magazine etc from home for 10 minutes.

Reading Grid- approx 10 min

Activity: Reading grid

Open the reading grid activity. Read the instructions on the slide and listen to the audio. Watch the video/book for the day and complete the task. Make sure you look at the worked example before you start.

READING

Deena's and Miss Wilson's Shared Reading Group - approx 20 mins

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

Reading Grid- approx 10 min

WALT: How to read a book for meaning then show your understandings through comprehension based activities on Reading Eggs/Express.

Independent: 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.

WRITING - Grammar approx 20 min.

Mrs Arnel/Mrs Williams and Josh's Writing Groups

WALT #1 How to write a sentence which includes a capital letter and full stop.

Activity: write a sentence about the picture on Seesaw including the correct use of capital letters, full stops and ensure it makes sense.

WALT #1 How to identify and add verbs to a sentence

Activity: complete the "Verbs" worksheet

Deena and Miss Wilson's Writing Groups

WALT: How to write a sentence which includes a capital letter and full stop.

Activity: write a sentence about the picture on Seesaw including the correct use of capital letters, full stops and ensure it makes sense.

Other Activities- Non compulsory activities

NOTE: These activities were uploaded to Seesaw on a Monday but are optional for students to complete throughout the week.

- Mr Holmfield's PE
- Miss Cherry's ART
- Mrs Grants Wellbeing/Cyber Safety
- Reading Eggs
- Essential Assessment
- Mathletics
- Reading Eggs/Express Lessons
- Get Epic
- Mindfulness colour-in

PAL FOCUS: KEEP TRYING MY BEST, ESPECIALLY WHEN THINGS SEEM HARD.

DEENA &
MISS
WILSON'S
READING
GROUP
WORK

Monday - Deena and Miss Wilson's Reading Group

Week 6

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

WALT: Identify the text layout and sequence of instructions in a procedural text that is written as a narrative.

Modelled: Watch Deena read and discuss the text layout in 'How to Wash A Woolly Mammoth' and the importance of writing this and any procedural text using the correct sequence for completing the instructions. What is different about this procedural text, from other procedural texts you have read so far? Can this text be a narrative text also?

Independent Task - Complete the worksheet to identify this text as a narrative as well as a procedural text by using the criteria necessary for it to be a narrative (is it made up or fictional, does it have characters, a setting, a problem, a solution, does it have to be read in order?)

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

HOW TO WASH A WOOLLY MAMMOTH

Is 'How to Wash a Woolly Mammoth' a narrative text (a story) as well as a procedural text (that tells us how to do something)?

Does it have characters? Draw them here.

Does it have a setting? Draw it here.

Does it have a problem? Write the problem here.

Does it have a solution? Write the solution here.

Can it be read in any order? Yes or no?

Is it a made-up story or fictional? Yes or no?

USING THESE CLUES, DO YOU THINK THIS IS A PROCEDURAL TEXT WRITTEN AS A NARRATIVE? YES OR NO?

Tuesday - Deena and Miss Wilson's Reading Group

Week 6

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

WALT: Identify the text layout and sequence of instructions in a procedural text that is written as a narrative.

Modelled: Watch Deena read and discuss the text layout in 'How to Sneak Your Monster into School'. This text is also a procedural text that has been cleverly written as a narrative. Even though it is a narrative, it is really important that this and any procedural text is written using the correct sequence for completing the instructions.

Independent Task - Create your own monster and fill in the worksheet to tell us all about it. Then write two sentences describing your monster.

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

My Monster

Colour the monster and fill in the blanks to tell all us about your monster then write two sentences describing your monster.

My monsters name is:

My monsters favourite food is:

My monsters favourite game is:

My monster is _____

years old.

Draw a picture of your monster:

Write two sentences to describe your monster:

Wednesday - Deena and Miss Wilson's Reading Group

Week 6

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

WALT: Identify the text layout and sequence of instructions in a procedural text that is written as a narrative.

Modelled: Watch the reading of 'How to Catch a Star' by Oliver Jeffers on Seesaw. Just like 'How to Wash a Woolly Mammoth' and 'How to Sneak Your Monster Into School,' this text is also a procedural text that has been cleverly written as a narrative. The boy goes through a series of events or steps in order to be able to catch a star.

Independent - Draw a picture of how you would catch a star. Write how you would do this underneath.

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

How I would catch a star...

Thursday - Deena and Miss Wilson's Reading Group

Week 6

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

WALT: Identify the text layout and sequence of instructions in a procedural text that is written as a narrative.

Modelled: Watch the reading of 'How to Babysit Your Grandma' on Seesaw. Just like 'How to Wash a Woolly Mammoth', 'How to Sneak Your Monster Into School' and 'How to Catch A Star', this text is also a procedural text that has been cleverly written as a narrative. The granddaughter lists a series of steps in order for how to babysit your grandma when you stay there because your mum and dad

Independent - Find all of the words to complete the word search below.

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



GRANDPARENT, GRANDMA, GRANDPA, GRAN, GRANDAD,
GIFT, CARD, NAN, GRANNY, LOVE, BABYSIT, HUG

Friday - Deena and Miss Wilson's Reading Group Week

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

PROCEDURAL TEXT STRUCTURE WK 8

<p>Procedural</p> <p>WALT use the text structure to identify key information SC I can identify the structure. I can use the text structure to find key information. I can find evidence of different writing structures.</p> <p>Date Completed _____</p>	<p>Procedural</p> <p>WALT use the text structure to identify key information SC I can identify the structure. I can use the text structure to find key information. I can find evidence of different writing structures.</p> <p>Date Completed _____</p>	<p>Procedural</p> <p>WALT use the text structure to identify key information SC I can identify the structure. I can use the text structure to find key information. I can find evidence of different writing structures.</p> <p>Date Completed _____</p>	<p>Comparing Text Structure</p> <p>WALT to use clues in the text to identify text structure SC: I can find text features within the text. I can record evidence of text structure. I can find similarities and differences between two text structures.</p> <p>Date Completed _____</p>	<p>Essential Assessment- My Literacy</p> <p>Log onto Essential Assessment..</p> <p>Complete Personalised learning tasks on My Literacy.</p> <p>Date Completed _____</p>
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The following texts will be allocated on Monday. Each read the required text.

Monday- Make and Do

Tuesday- How to make a banana shake

Wednesday- Growing sunflowers

Thursday- Comprehension Task

Friday- Reading Eggs

Before you begin your reading grid for the week read and listen to page 2- procedural text anchor chart

Page 2: read the text- How to wash your dog.

Read and listen to modelled example on page 6 in your reading grid which will explain how to complete the task for the rest of the week.

Procedural Text

- Tells you how to do or make something.
- It gives you steps or instructions.
- The sequence is important because it tell you the correct order.

Heading

Goal- to explain what you are making

Material/ ingredients/ equipment- written in a list, single words and dot point

Steps/ sequence/method/instruction- numbered, in sequence, short sentences,

Transition
words

Finally
To begin
Step one, two,
etc
First
Second
To start
Lastly

Verbs

Pour
Open
Close
Cut/ slice
Place/put
Mix/ stir/ mash
Smash
Eat
Drill
Throw/ roll/ kick

Things we know how to:

Do
Play sport
Brush my teeth
Make my bed
Get dresses

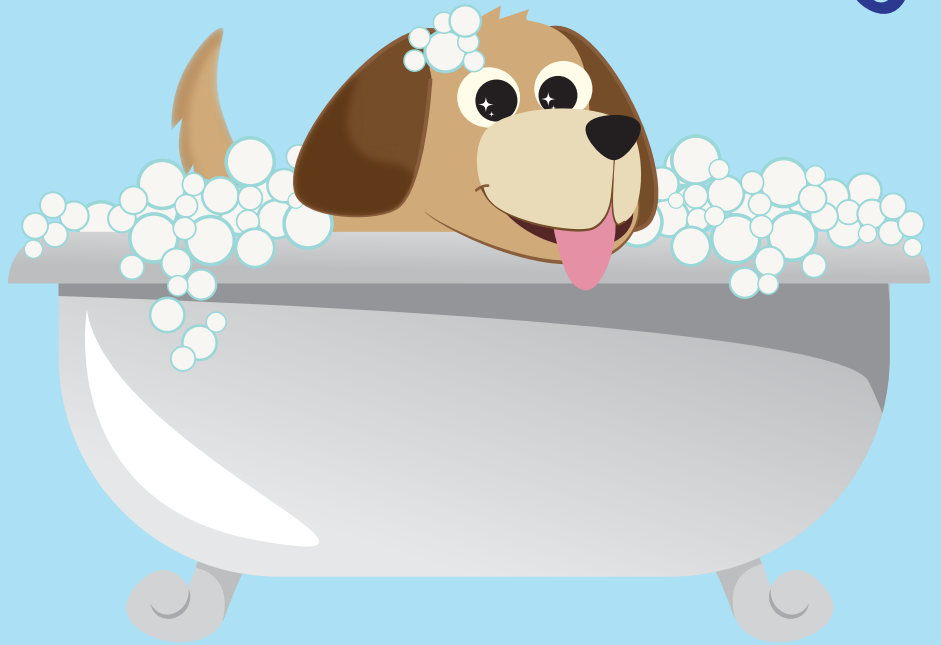
Make
Pancakes
Tree house
Toast
Waffles

Be
A good student
Good friends
Gymnast
footballer

How to Wash Your Dog

Equipment

A large basin or sink
Dog shampoo
A small bucket
A large towel
A dog brush
A dog treat
Water



Method

1. Gently take off your dog's collar and place it somewhere safe where it will not get lost.
2. Fill up a large basin or sink with warm water. Make sure the water will not overflow when you put in your dog.
3. Carefully place your dog into the water. Calmly talk to your dog so it does not feel scared about getting wet.
4. Scoop some water into the small bucket and carefully pour it over your dog. Your dog should be completely wet.
5. Squeeze some dog shampoo into the palm of your hand. Gently massage the shampoo all over your dog. Do not put any shampoo into your dog's eyes.
6. Use the small bucket to rinse all of the shampoo off your dog. Do not leave any shampoo on your dog, as it may make your dog itchy.
7. Slowly pick up your dog and wrap it in a towel. Dry your dog as much as you can with the towel.
8. When your dog is dry, carefully brush your dog's hair until it is soft and fluffy.
9. Give your dog a dog treat as a reward for having a bath.

MAKE AND DO

by Bettina Strong

Making a Kaleidoscope

Combine bright colours, shiny shapes and light to create always-changing patterns with a kaleidoscope that you can make yourself.

What you need:

- * cardboard roll (from the inside of paper towel, foil or cling film)
- * paints
- * cling film
- * coloured cellophane
- * a selection of shiny coloured shapes (such as sequins, stars or small beads)
- * sticky tape

What you do



1

Paint the outside of the cardboard roll and leave it to dry.



2

Place cling film over one end of the roll. Push down slightly to form a small pocket.



3

Tape it in place.



4

Fill the 'pocket' with your coloured shapes.



5

Cover the pocket and shapes with coloured cellophane. Stick it in place.



6

Cover the other end of the roll with cellophane. Stick it in place. Your kaleidoscope is finished! Now look up to the light and twist your kaleidoscope. What colours and shapes can you see?



Procedure (Instructions) <i>Example</i>	Features of a Procedure (Instructions)
<p>How to Make a Banana Shake</p> <p>You will need:</p> <ul style="list-style-type: none"> • 1/2 glass milk • 1 banana • 1 egg • 2 scoops ice cream • pitcher (jug) • bowl • fork • glass <p>Method</p> <ol style="list-style-type: none"> 1 Pour the milk into the pitcher. 2 Carefully break the egg into the milk. 3 Peel the banana and mash it with a fork in the bowl. 4 Add the banana to the milk. 5 Add the ice cream. 6 Beat the mixture with the fork until it is smooth. 7 Pour the mixture into the glass. 8 Clean up the mess. 9 Drink your banana shake. 	<p>1 Goal (Heading)</p> <p>< Sub-heading</p> <p>2 Materials (List): Items can be listed using bullets:</p> <ul style="list-style-type: none"> • 1 egg • fork <p>< Sub-heading</p> <p>3 Method (Instructions): Each instruction starts on a new line and is numbered:</p> <ol style="list-style-type: none"> 4 Add the banana ... 5 Add the ice cream. <p>Words can be used instead of numbers:</p> <p>First ... Next ... Finally ...</p> <p>Commands: Pour / Beat / Drink (Most sentences start with a verb.)</p> <p>Exact instructions: Carefully break ... Beat ... with the fork</p>

Title Growing sunflowers

How to grow sunflowers in your school garden.

Materials required: list of materials

- sunflower seeds
- compost
- topsoil and burnt soil
- pod or used containers
- some pebbles
- a stick

Instructions:

specific measurements

numbered steps

1. **Put** some pebbles into the pod.
2. **Mix** topsoil with burnt soil in another container.
3. **Pour** them into the pod till the brim.
4. **Dig** a little hole in the pod using a stick.
5. **Place** the sunflower seeds in it.
6. **Layer** them with the mixed soil.
7. **Add** compost on top of the mixed soil.

command verbs

Remember to water the sunflower seeds daily.
Have fun growing sunflowers!



details



Procedural	
Identifying areas of the text structure	
WALT use the text structure to identify the key information SC: I can identify the structure I can use the text structure to find key information I can find evidence of different writing structures	
Title: How to wash your dog What is being made: Instruction to wash a dog	
Materials/Ingredients	Steps/Procedure
How are the materials/ingredients organised? 1. In a list 2. objects no sentences	How are the steps/procedure organised? 1. Numbered 2. In sequence 3. short sentences Text specific language used 1. Verbs- gently, squeeze, scoop 2. transition word- when 3. Adverb- carefully, calmly, slowly

Procedural	
Identifying areas of the text structure	
WALT use the text structure to identify the key information	
SC: I can identify the structure	
I can use the text structure to find key information	
I can find evidence of different writing structures	
Title:	
What is being made:	
Materials/Ingredients	Steps/Procedure
How are the materials/ingredients organised?	How are the steps/procedure organised?
1.	1.
2.	2.
	3.
	Text specific language used
	1.
	2.
	3.

Procedural	
Identifying areas of the text structure	
WALT use the text structure to identify the key information	
SC: I can identify the structure	
I can use the text structure to find key information	
I can find evidence of different writing structures	
Title:	
What is being made:	
Materials/Ingredients	Steps/Procedure
How are the materials/ingredients organised?	How are the steps/procedure organised?
1.	1.
2.	2.
	3.
	Text specific language used
	1.
	2.
	3.

Procedural	
Identifying areas of the text structure	
WALT use the text structure to identify the key information	
SC: I can identify the structure	
I can use the text structure to find key information	
I can find evidence of different writing structures	
Title:	
What is being made:	
Materials/Ingredients	Steps/Procedure
How are the materials/ingredients organised?	How are the steps/procedure organised?
1.	1.
2.	2.
	3.
	Text specific language used
	1.
	2.
	3.

ALL SPELLING GROUPS

/o-e/ making the "O".

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
note				
home				
woke				
rope				
smoke				
globe				

darkness	selfishness	remoteness
madness	awkwardness	numbness
sadness	tenderness	fairness
softness	wellness	bitterness
kindness	sickness	laziness
tightness	roughness	stickiness

DEENA &
MISS
WILSON'S
WRITING
GROUPS

Monday Writing – Deena and Miss Wilson's Writing Group

Week 6

Walt: Identify the correct text structure of a procedural text.

Modelled: Anchor chart for what we have learnt so far:

A procedural text tells the reader HOW TO MAKE or DO something.

It has a TITLE

It has a GOAL that tells you what you will make or do

It has a list of things you need

(MATERIALS/EQUIPMENT/INGREDIENTS)

It has a list of STEPS to make or do it.

The steps are ALWAYS written in order.

Each step in the method has to have a VERB or DOING WORD that tells what ACTION is needed to complete the task. Often this is the first word in each step.

Independent: On the next page is a procedural text for 'How to Play Snakes and Ladders' but the steps listed to play the game are all mixed up and you could not play the game if you followed these steps. Your job today is to cut out the jumbled steps for this procedural text and glue them back together into the correct order so you can play the game. Once you have done this, glue the worksheet into your writing book. Alternatively, you can write them in the correct order in the response section of this lesson.

Then take a photo of your work and/or upload on Seesaw for your teacher to see.

How to Play Snakes and Ladders

Equipment

- 1 dice
- 1 counter per player
- 1 Snakes and Ladders board game



Steps

If the counter lands on the head of a snake, move the counter to the end of the snake.

Choose a counter and place it on the 'Start' square.

The first player to finish the game is the winner.

The player with the next birthday goes first.

Roll the dice, then move your counter forwards the number of squares shown on the dice.

If the counter lands at the bottom of a ladder, move the counter to the square at the top of the ladder.

How to Play Snakes and Ladders

Equipment

- 1 dice
- 1 counter per player
- 1 Snakes and Ladders board game



Steps

1.	
2.	
3.	
4.	
5.	
6.	

Tuesday Writing - Deena and Miss Wilson's Writing Group

Week 6

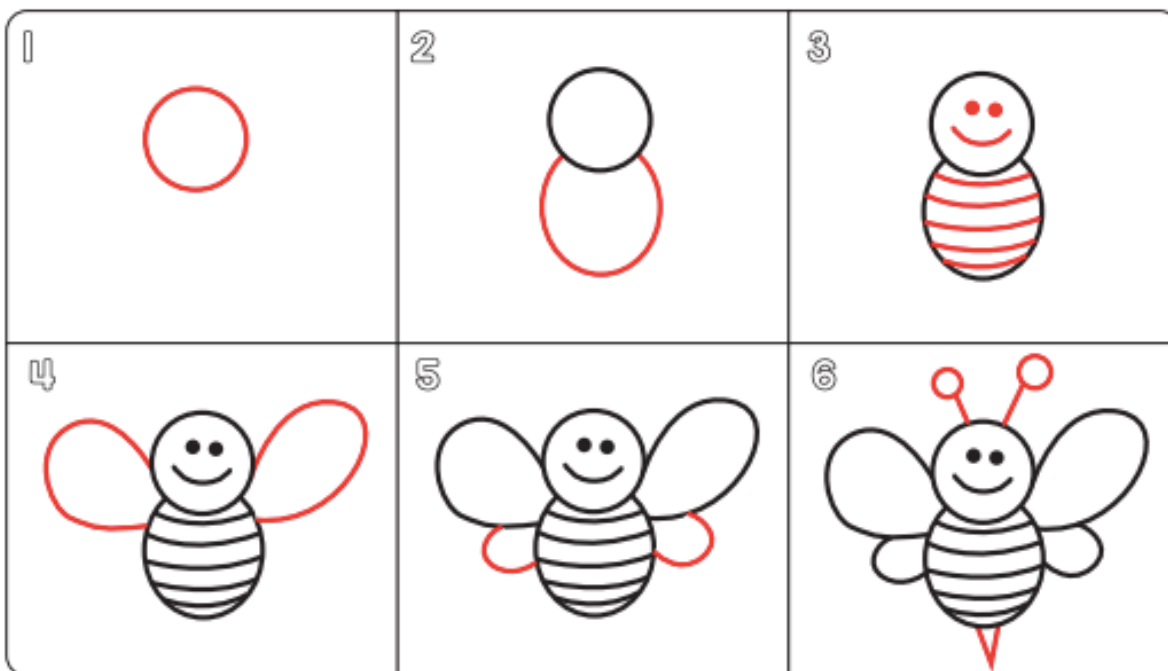
Walt: How to write a procedural text using the correct text structure.

Tune in: REMEMBER - A procedural text tells the reader how to MAKE or DO something.

- It has a TITLE
- A GOAL that tells you what you will make or do.
- A list of things you need or MATERIALS/EQUIPMENT/INGREDIENTS
- A list of steps to make or do it or METHOD.

Modelled: We have modelled below how to write a procedural text for 'how to draw a bee'. We have included a title, a goal, a list of equipment you will need to do it and step by step instructions in order. Have a go at following our step by step instructions to draw this bee and let us know how we went.

How to Draw a Bee



Goal: To draw a cute buzzing bee

Equipment:

Paper

Grey lead pencil

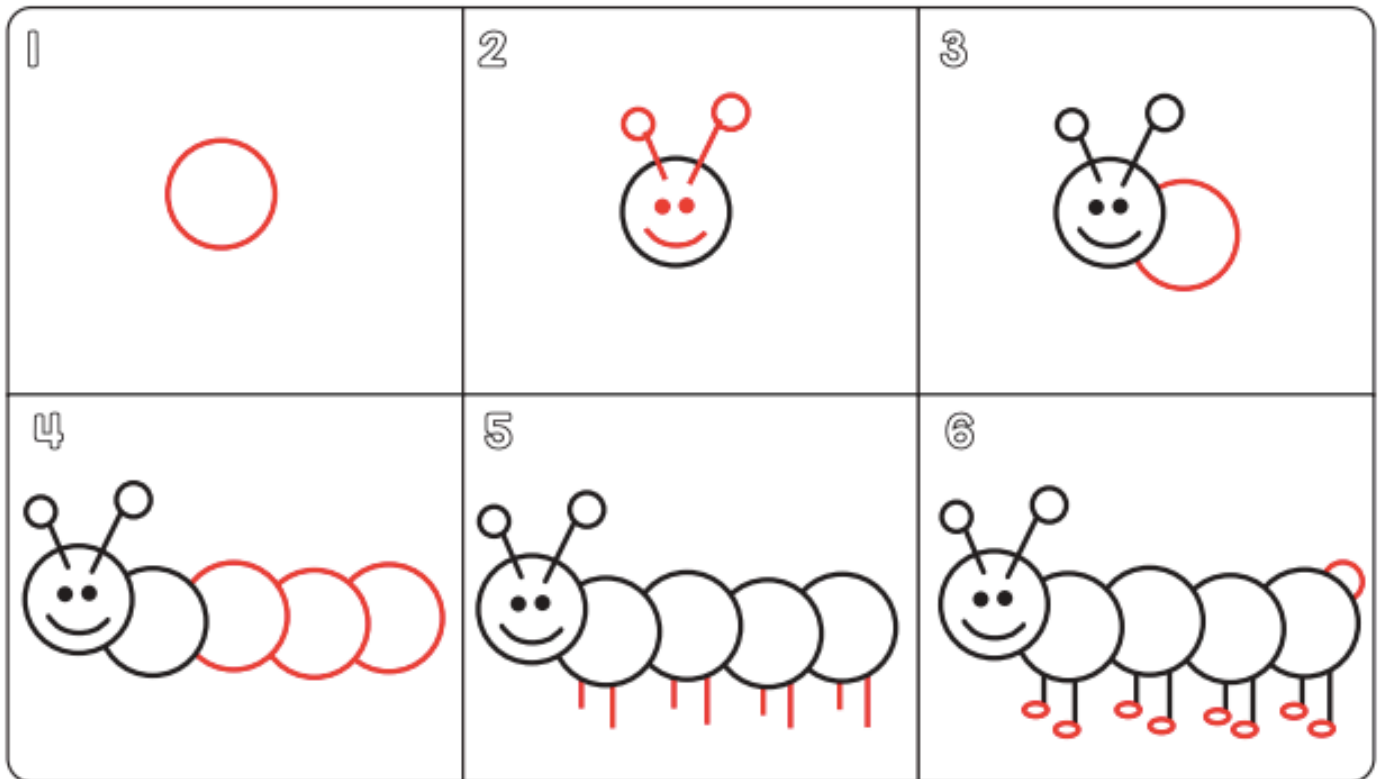
Textas

Steps in order:

1. Start by drawing a circle shape. This will be the head of your bee.
2. Attach an oval shape to the bottom of the circle. This will be the body of the bee.
3. Draw stripes in the oval or body of the bee and add two eyes and mouth in the circle or head of the bee.
4. Draw two ovals attached to each side of the bee. These are the first set of wings.
5. Draw a second pair of smaller wings attached to the body, under the first set of wings.
6. Draw a triangle shape attached to the bottom of the oval or body for the bee's stinger. Draw two lines attached to the top of the circle or head with two circles attached on top for the antennae.
7. Colour your bee.

Independent: Your task for today is to write a procedural text for the 'how to draw a caterpillar' below. Remember to include a title, a goal, a list of equipment the reader needs to do this and detailed step by step instructions.

Title:



Goal:

List of things you need:

Steps (in order):

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

Wednesday Writing - Deena and Miss Wilson's Writing Group

Week 6

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

Tune in: REMEMBER - A procedural text tells the reader how to MAKE or DO something.

- It has a TITLE
- A GOAL that tells you what you will make or do.
- A list of things you need or MATERIALS/EQUIPMENT/INGREDIENTS
- A list of steps to make or do it or METHOD.

Independent: Use the template on the next page to have a go at writing a procedural text for how to play a game. It could be a game of chasey, down ball, I spy, snap, snakes and ladders, Simon says, hopscotch, hide and seek, heads up/stand up, stomp, musical chairs, golden child, skipping, a game you play with your pet, a game you play in the car or any game you like to play. Please do not choose a computer or online game. Remember to include all of the parts of a procedural text to tell us how to play your game - The title, a goal, equipment needed to play it and detailed steps in order.

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

Name _____

Date _____

Procedure Text Writing Scaffold

Title: _____

Goal: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____



Thursday Writing - Deena and Alysha's Writing Group

Week 6

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

Tune in: REMEMBER - A procedural text tells the reader how to MAKE or DO something.

- It has a TITLE
- A GOAL that tells you what you will make or do.
- A list of things you need or MATERIALS/EQUIPMENT/INGREDIENTS
- A list of steps to make or do it or METHOD.

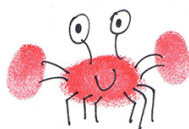
Modelled: Below are two different modelled procedural texts telling you how to make fingerprint sea animals. Read them then reflect. Do you think the picture helps you to understand the instructions? If it didn't have the picture, would the instructions have to be more detailed for you to be able to follow them and make the sea creatures? Have a go at making these if you would like.

Fingerprint Sea Animals

Goal: To use your fingerprint to make fun crabs, fish and octopus.

You will need:

- Stamp pads
- Black Texta
- Paper



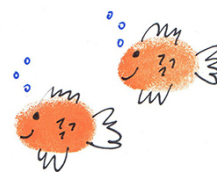
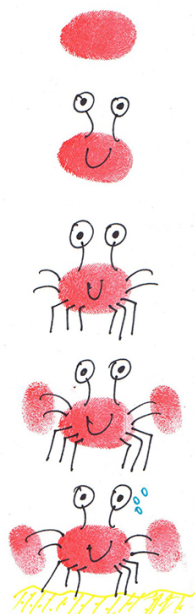
1 Make a red sideways thumbprint.

2 Draw 2 eyeballs and a smile.

3 Draw 6 legs and 4 arms.

4 using your pointer finger add 2 'hands'

5 TA DA! Draw some sand for your crab!

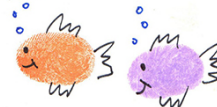


1 Pick a color ink and make a sideways thumbprint.

2 Draw an eye and smile.

3 Draw 3 fins- one on the top, bottom & back.

4 Add 'scales' and air bubbles.



Independent: Create your own thumbprint sea creature and write a procedural text for it.
You can include pictures

Remember to include all of the parts of a procedural text - The title, a goal, equipment needed to play it and detailed steps in order.

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

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

Writing and Grammar & Punctuation Outline

Grade 3/4

Monday 17th - Friday 21st of August (Week 6)

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 17th August

Procedure Texts

"How to Boil an Egg"

WALT order steps/method correctly

Read through the text "How to boil an egg". Number the steps correctly and in order on how to boil an egg.

Now you can write some steps on how to make a sandwich. Use the proforma attached to do this. Or you can draw it and present it like the "How to Boil an Egg" text.

Tuesday 18th August

Procedure Texts

"Apricot Banana Shake"

WALT read and understand a procedural text

Read the text "Apricot Banana Shake" like we used last Tuesday and complete the questions to go with it.



Wednesday 19th August

Procedure Texts

"Drop Scones Jumble"

WALT order the method/steps correctly and ensure all ingredients are listed

Read through the ingredients and method and identify which ingredients are missing and unjumble the steps to ensure it is in the correct order.

Thursday 20th August

Procedure Texts

WALT

Look back at your recipe for Drop Scones yesterday. Look on Seesaw today to see the correct recipe. Compare yours with it. How did you go? Write a response of Seesaw telling your teacher how you went.

Handwriting

WALT write neatly using clearly-formed joined letters

Procedural texts give us instructions on how to do or make something.

Recipes are one types of procedural text. Procedural texts include subheadings, clearly numbered steps and pictures or diagrams.

Copy the three sentences into your book using your BEST handwriting and try joining your letters too. If you need to practise a couple of times, that is fine! We'd loved to see your progress. Take a photo of your work and upload it onto Seesaw

Friday 21st of August

Grammar & Punctuation

Deena & Miss Wilsons writing groups' task:

- WALT write a sentence about the picture which MUST include a capital letter, a full stop and it must make sense.

Josh & Sarah's writing groups' task:

- WALT #1 write a sentence about the picture which MUST include a capital letter, a full stop and it must make sense.


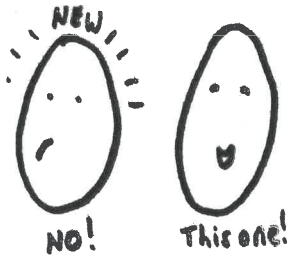
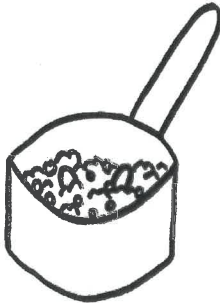

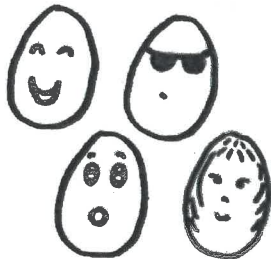

"Sentence Writing" worksheet

- WALT #2 identify and add verbs to a sentence

"Verbs" work sheet

How to boil an egg

Here are some instructions on how to boil an egg. The steps however have been mixed up. Please number them in the correct order. For example, write 1 on the picture that you think is the first step of how to boil an egg. Then write 2 for the second step, and so on.

		
Place the eggs in a saucepan with water.	Make sure you pick a fresh egg.	Bring the water to boil.
		
Cover the saucepan for a couple of minutes.	Now you have some yummy boiled eggs!	Now empty the saucepan and pour cold water on top.

This Set you are going to write a procedure to make a sandwich. It can be any sandwich you like, but remember your procedure needs to be easy to follow so your reader can also make it. Now that you are thinking about your procedure, fill in the Procedural Plan below.

Procedure Plan

What is your introduction going to be about?

What equipment and ingredients are needed for completing the procedure?

List in order the steps that need to be taken to make your sandwich.

Learning Intentions

To read and understand a procedural text.

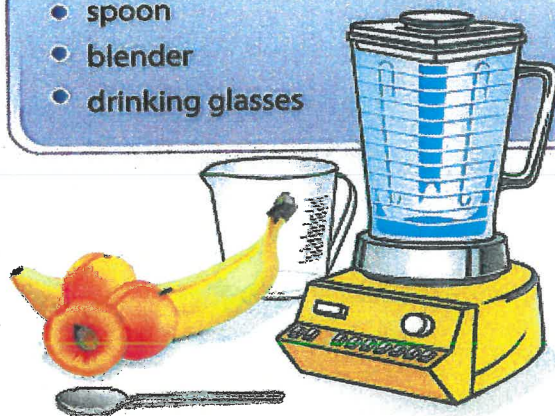
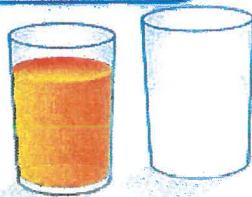
Apricot Banana Shake

Ingredients you will need:

- 1 cup orange juice, chilled
- $\frac{1}{2}$ cup milk
- $\frac{1}{4}$ teaspoon vanilla essence
- 400g can pitted apricot halves, chilled
- 1 banana

Equipment you will need:

- measuring cups
- spoon
- blender
- drinking glasses



Directions:

- 1 Measure the orange juice, milk and vanilla and pour into the blender.
- 2 Add the apricots and their juice.
- 3 Peel the banana and break into four pieces.
Add to the other ingredients in the blender.
- 4 With help from an adult, put the lid on the blender and blend the mixture until it is smooth.
- 5 Pour the mixture into the glasses.

Serve cold and enjoy.

Makes two large servings.



Writing task

Tues 18th Aug

Remove the page containing the procedural text 'Apricot Banana Shake' as you will need to refer to it for today's activity. You may read the recipe more than once and highlight specific parts of the text before you answer each question.

Characteristic features of a procedural text

In procedures and reports, textual features such as headings, subheadings, bold type and graphic organisers are used to order and present information.

1. List the three subheadings in the procedure and write a summary of what you find under each.

SUBHEADING 1

SUBHEADING 2

SUBHEADING 3

2. This procedure uses words like **measure**, **put**, **peel**, **blend**, **pour** and **serve**. What parts of speech do these words belong to? Colour the correct column. Use your dictionary to help you if necessary.

--	--	--	--

This image shows a full page of primary-ruled paper. It features four identical sets of horizontal lines spaced evenly down the page. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. The paper is otherwise blank, with no margins or additional markings.

5. Tick what you think pitted apricots are.

a. apricots with their seeds removed

b. whole apricots

This activity is from Reading Conventions 4 by Lauren O'Brien

Writing Wednesday 19th

The procedure for making Drop Scones has been completely jumbled up on the following page.

1. In the tables below, fill in the missing Ingredients and Toppings in the correct order.

2. Number the steps for the Method in the correct order from 1-11. Use a grey lead pencil so that if you change your mind you can rub out any mistakes and start again.

**Please note there could be more than one correct order. Sometimes you can complete steps in a different order and still end up with the same result.*

Drop Scones



Ingredients

For the Topping (Optional)

Ingredients

1 teaspoon sunflower or corn oil	knob of butter
2 teaspoons baking powder	300ml milk

Writing Wednesday 19th

250g self-raising flour	2 eggs
-------------------------	--------

For the Topping (Optional)

75g blueberries	75g Greek yoghurt
2 tablespoons water	1 tablespoon caster sugar

Method

	<i>Add the eggs, oil and half of the milk to the well.</i>
	<i>Add the remaining milk and whisk well to make a smooth batter.</i>
	<i>For the topping (if required), put the blueberries, water and caster sugar in a small pan and cook gently for 2-3 minutes to soften slightly.</i>
	<i>Drop large spoons full of batter into the pan from the tip of the spoon to form rounds, spacing well apart. Cook for 2-3 minutes until bubbles appear on the surface and burst.</i>
	<i>Put the flour and baking powder in a bowl and make a well in the centre.</i>
	<i>Melt a small knob of butter in a large non-stick frypan.</i>
	<i>Gradually add the flour with a whisk.</i>
	<i>Cook the scones in batches.</i>
	<i>Put the scones on a clean tea towel and fold it over to keep them warm, while cooking the rest of them.</i>
	<i>Turn them over and cook for a further 1-2 minutes until golden brown underneath.</i>
	<i>Serve the scones warm, either plain or topped with a spoonful of the blueberry compote and a dollop of yoghurt.</i>

Writing Thursday 20th Aug

1. Look back at your recipe for Drop Scones from yesterday. Compare it to the recipe below. Did you get the order of steps right? Discuss with an adult and correct your work.



Drop Scones

Ingredients	
<ul style="list-style-type: none">• 250g self-raising flour• 2 teaspoons baking powder• 2 eggs	<ul style="list-style-type: none">• 1 teaspoon sunflower or corn oil• 300ml milk• 1 tablespoon caster sugar
For the Topping (Optional)	
<ul style="list-style-type: none">• 75g blueberries• 75g Greek yoghurt	<ul style="list-style-type: none">• 2 tablespoons water

Method

1. Put the flour and baking powder in a bowl and make a well in the centre.
2. Add the eggs, oil and half of the milk to the well.
3. Gradually add the flour with a whisk.
4. Add the remaining milk and whisk well to make a smooth batter.
5. For the topping (if required), put the blueberries, water and caster sugar in a small pan and cook gently for 2-3 minutes to soften slightly.
6. Melt a small knob of butter in a large non-stick frypan.
7. Cook the scones in batches.
8. Drop large spoons full of batter into the pan from the tip of the spoon to form rounds, spacing well apart. Cook for 2-3 minutes until bubbles appear on the surface and burst.
9. Turn them over and cook for a further 1-2 minutes until golden brown underneath.
10. Put the scones on a clean tea towel and fold it over to keep them warm, while cooking the rest of them.
11. Serve the scones warm, either plain or topped with a spoonful of the blueberry compote and a dollop of yoghurt.

2. Now for a bit of fun. With the permission of an adult, you may choose to make either the Apricot Banana Shake from Day 1 or the Drop Scones from today. If you would like to pretend that you are on MasterChef, feel free to record yourself creating your masterpiece.

*Please note: this task is optional.

Writing. Thursday 20th Aug

HANDWRITING

Learning Intention

To write neatly using clearly-formed joined letters.

1. Take your time to carefully complete this handwriting task. Ensure you are sitting correctly and using a sharpened grey lead pencil.

Procedural texts give us
instructions on how to do
make something. Recipes
one type of procedural text.

Procedural texts include
subheadings, clear numbered
and pictures or diagrams.

Friday 21st August (All)
Sentence Writing



Write some sentences about the picture.

Remember that each sentence must make sense, and must start with a capital letter and end with a full stop.

Friday 21st

Josh/Mrs Arnel/Mrs Williams
writing groups.

Verbs

Name _____ Grammar BLM **17**

**Action verbs express an action we can see. For example:
work, run, sit.**

1. Unjumble the letters in brackets and write the action verb in the space.

- a. I helped Zach _____ the dishes. (awsh)
- b. Please don't _____ the flowers. (ipck)
- c. Did you _____ your bicycle to school. (irde)
- d. The children are going to _____ from their friends. (ihde)
- e. He put the sugar in the tea and then began to _____ it. (tsir)
- f. Be careful the cat does not _____ you. (atchscr)

2. Add an action verb and a noun to complete each sentence.

Action Verbs

rode
rocked
ate
washed

Nouns

soap
tree
path
cot

- a. The giraffe _____ the leaves on the tall _____.
- b. The mother gently _____ the baby in the _____.
- c. I _____ my dirty clothes with _____ and water.
- d. Freya _____ the horse along the dusty _____.

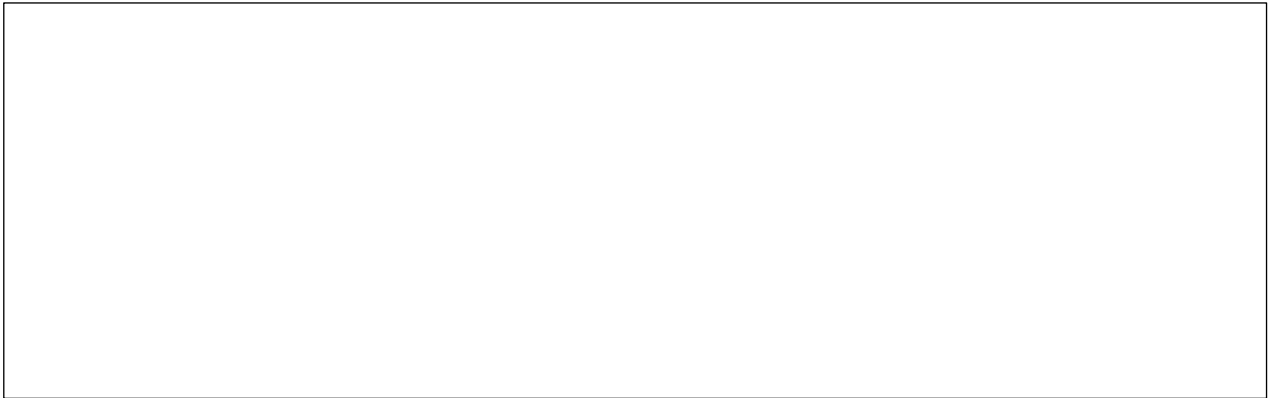
Week 6, Term 3: Inquiry – ‘Day and Night’ Tuesday

Day and Night Quiz – Use what you have learnt to....

1. Draw a picture of the distance, shape and size of the Earth, moon and sun in relation to each other.



2. Draw a picture of how the Earth, moon and sun interact with each other. Use lines with arrows to show their movements.



3. Explain how shadows are made?

4. Explain how we can we tell where the direction of the shadow is going to be?

5. Explain when are shadows at their longest during the day?

Explain when shadows are shortest during the day?

6. Explain how day and night occurs?

Week 6, Term 3: Inquiry – 'Melting Moments'

Thursday

Weekly Overview

Note to Parents/Guardians:

Students will be starting a new science inquiry topic this week called 'Melting Moments'. Every day we see or use things that have been melted or frozen, heated or cooled. All around us are items that we find both useful and attractive that have been moulded into different shapes using heating and cooling. These can range from cast iron frying pans and plastic rubbish bins to chocolate bilbies. Understanding the properties of materials and how they change state under different conditions can help scientists to develop even more extraordinary products to help improve our quality of life.

Throughout this unit students will be exploring how solids or liquids are influenced by temperature and students will experience the way items from their everyday lives can change state.

Tune in: I would like you use your next available blank page in your Inquiry book to create a cover page for our new inquiry topic called '**Melting Moments**'. Make the title 'pop' by making it big and using your choice of fancy writing (eg bubble writing, graffiti writing, running writing etc) and make it colourful.

Around your cover page, I would like you to challenge yourself and draw things that can be melted, frozen, heated or cooled.

If you are stuck ask yourself these questions and draw pictures around your title.

- What do you know about ice?
- What do you know about water?
- In what ways are they similar?
- In what ways are they different?
- What things have you seen melting or freezing?
- Why do things melt/freeze?
- What is happening when things melt/freeze?

Once you have done this upload a photo of your cover page to the response section of SeeSaw for your teacher to see.

Week 6 - Beautiful Leaf Art

Hey Level 3 Legends - Miss Cherry here again.

This week in art, the nature trend is continued. You will need to head outside (backyard or bushland) to gather a number of different leaves. The leaves need to be in good condition as they will be the 'paper' for your designs. You can use coloured textas or paint to create each leaf design. Read through the attached PDF instructions and remember to upload a photo of your finished leaves.

Watch the video of me painting my leaves to get some inspiration!

*Remember this task can be completed at any stage this week :)

BEAUTIFUL LEAF ART

You will need:



*Coloured textas
Black Sharpie / textas
Paints
Small paintbrush
Leaves (as many as you can collect)*

Instructions:

- 1. Choose leaves carefully as the bigger leaves will allow you to do more of a design*
- 2. Use your imagination to come up with different patterns and designs*
- 3. Use a black sharpie to draw your designs on to the leaf*
- 4. Paint or colour each section to create your leaf artwork.*
- 5. Option to stick the leaves down onto paper to keep*

MATHS MATE

Term 3 - Sheet 6

3

Name:

Due Date: / /

Parent's Signature:

1. [Counting]

Complete the skip counting pattern.

2 4 6 10

6. [+ Whole Number]

	4	8	7	3	2
+ 6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. [Addition]

Circle two blocks that add to 10.

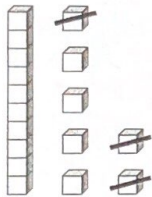


7. [- Whole Number]

	14	11	15	18	12
- 9	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. [Subtraction]

Complete the subtraction.



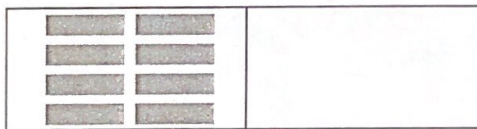
$$17 - 3 = \boxed{}$$

8. [x, + Whole Number]

$$6 \times 3 = \boxed{}$$

4. [Multiplication]

Double this number of rectangles by first drawing them.



$$\boxed{} \times \boxed{} = \boxed{}$$

9. [Fractions]

Match the fractions to the shapes.

$\frac{1}{5}$

$\frac{1}{4}$

$\frac{1}{2}$



10. [Place Value]

In the number 203 which of the digits 2, 0 or 3 lies in the ones place?

5. [Division]



16 divided into groups of 2 =

$$16 \div 2 = \boxed{}$$

11. [Word Numbers]

Write the number 453 in words.

12. [Money]

How many 5¢ coins make 20¢?

13. [Number Patterns]

66, 56, 46, 36, 26, _____, _____

14. [Measuring]

Which unit measures the volume of water in a bucket?

- A) litre (L)
B) centimetre (cm)
C) gram (g)

15. [Time]

Which time is half past eleven?

- A) 11:30
B) 11:00
C) 11:10

16. [Shapes]

How many sides does a rhombus have?



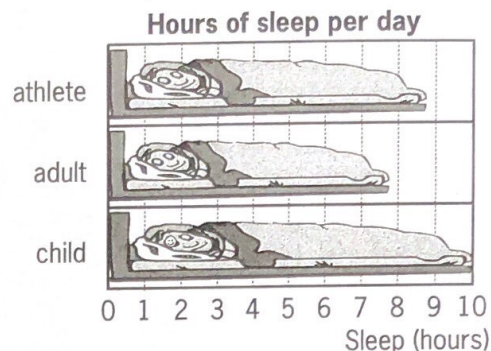
17. [Location]

Has this apple been moved by a flip, a slide or a turn?



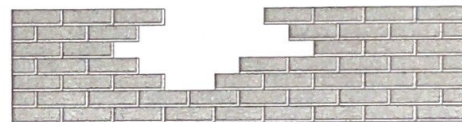
18. [Statistics / Probability]

Who sleeps 10 hours per day?



19. [Problem Solving 1] *

How many bricks have fallen from the middle of this wall?



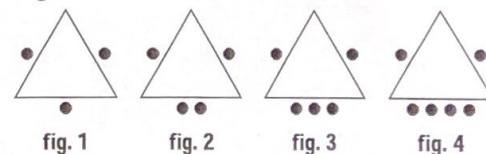
20. [Problem Solving 2] *

How much money does Ben need to buy everything on his list?

bread	\$3.00	grapes	\$2.10
milk	\$2.00	cheese	\$4.00
butter	\$3.65	flour	\$1.00

21. [Problem Solving 3] *

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



MATHS MATE

Term 3 - Sheet 6

4

Name:

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

Parent's Signature:

1. [Counting]

Count on by 3s from 9.

9					
---	--	--	--	--	--

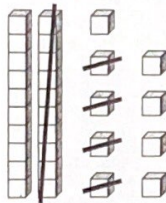
2. [Addition]

Circle the numbers that make 10, then add.

$$9 + 4 + 6 = \boxed{}$$

3. [Subtraction]

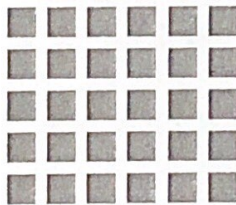
Complete the subtraction.



$$29 - 14 = \boxed{}$$

4. [Multiplication]

Complete the multiplication.



$$5 \times \boxed{} = \boxed{}$$

5. [Division]

Complete the division.

24 shared among 4			
☆	☆	☆	☆
☆	☆	☆	☆
☆	☆	☆	☆
☆	☆	☆	☆
☆	☆	☆	☆
☆	☆	☆	☆

$$24 \div 4 = \boxed{}$$

6. [+ Whole Number]

$$\begin{array}{r} 14 \\ 21 \\ + 23 \\ \hline \end{array}$$

7. [- Whole Number]

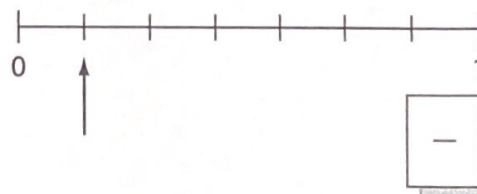
$$\begin{array}{r} 58 \\ - 25 \\ \hline \end{array}$$

8. [x, + Whole Number]

	10	4	9	2	7
$\times 7$					

9. [Fractions]

What fraction is shown by the arrow on the number line?



10. [Place Value]

Write the smallest 3-digit number that contains the digits 8, 1 and 5.

--	--	--

11. [Word Numbers]

Write the number 3080 in words.

--	--	--	--	--	--	--	--	--	--

12. [Money]

How much change would you get from \$200?



\$135

\$

13. [Number Patterns]

20, 18, 15, 13, 10, _____

14. [Measuring]

Which unit measures the length of a table?

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

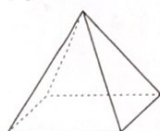
☐

15. [Time]

Write the time 8:25 in words.

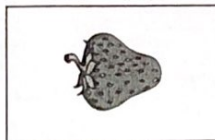
16. [Shapes]

How many edges does a square pyramid have?


☐

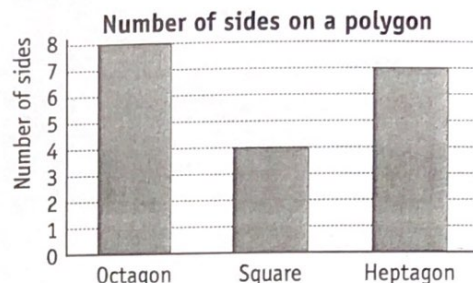
17. [Location]

Has this strawberry been moved by a flip, a slide or a turn?



18. [Statistics / Probability]

Use the graph to complete the table.



Polygon	Number of sides
Octagon	
Square	
Heptagon	

19. [Problem Solving 1]

Complete the addition table.

+	2	1	
	3		6
3			
		5	

20. [Problem Solving 2] *

There are 20 biscuits in a packet. Rachel puts three tenths of them on a plate. How many biscuits are on the plate?

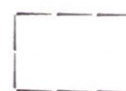
☐

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 26 toothpicks? [All toothpicks must be used each time.]



[1,4,1,4]



[2,3,2,3]

☐

MATHS MATE

Term 3 - Sheet 6

5

Name:

Due Date: / /

Parent's Signature:

1. [+ Whole Numbers to 10]

	13	14	18	11	15	9	10	12	17	16
+ 8										

2. [- Whole Numbers to 10]

	17	22	13	24	15	10	28	16	21	19
- 9										

3. [x Whole Numbers to 10]

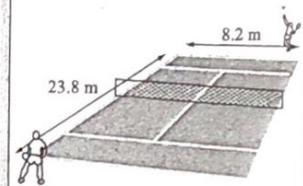
	8	6	5	3	4	1	2	10	9	7
x 5										

4. [+ Whole Numbers to 10]

	28	7	63	35	49	14	56	21	42	70
÷ 7										

DID YOU KNOW ...

...If you spread out the lungs of the players in a singles tennis match, the surface area of their lungs is equal to that of the tennis court.



5. [Large Number +]

4	4	6	2
+	1	2	8
5			
<div></div>			

8. [Large Number x, +]

<div></div>
4) 3 6 8

11. [Decimals / Fractions]

Write 0.7 as a fraction.

6. [Large Number -]

9	0	0
-	2	3
<div></div>		

9. [Decimals]

\$4.50 + \$2.40 =

\$

12. [Place Value]

Which number is greater?

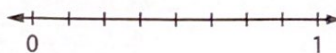
0.707 or 0.71

13. [Operations] *

7 - 2 + 4 + 2 =

10. [Fractions]

Show with arrows the fractions $\frac{3}{8}$ and $\frac{7}{8}$ on the number line. Which fraction is greater?



14. [Exploring Numbers]

Which of the following is a composite number?

3, 5, 7 or 9

7. [Powers of 10 x, +]

3000 ÷ 1000 =

15. [Number Patterns / Equations]

243, 81, 27, 9,

16. [Units of Measurement]
Convert to tonnes:

10 000 kilograms = t

17. [Time]
Convert to minutes:

240 s = min

21. [Statistics / Probability]

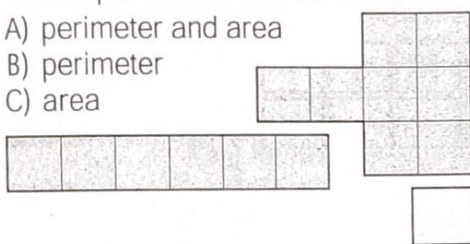
You have 20 batteries and 6 do not work. What is the least number of batteries you must check to be certain of having a good one?



18. [Measuring]

The shapes below have the same:

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



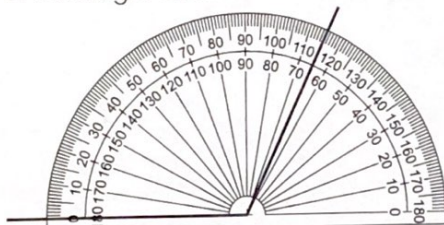
22. [Problem Solving 1]

Complete the addition table.

+		4	6
	6		
6	8		
			14


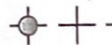


19. [Shapes]

Using the protractor measure the size of the angle shown.



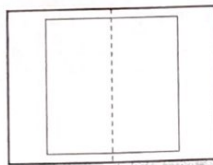
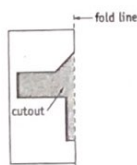
23. [Problem Solving 2] *

An archaeologist found some ancient numbers written as follows:

 for 33
 for 28
 and  for 6.
 What did  equal?

20. [Location / Transformation]

Paper is folded in half. This design is cut out. Draw the paper unfolded with the full cutout.



24. [Problem Solving 3] *

In the addition problem shown, the letters A, B and C stand for different digits. What number does ABC represent?

$$\begin{array}{r}
 A \ B \ C \\
 A \ B \\
 + \quad A \\
 \hline
 8 \ 0 \ 0
 \end{array}$$

ABC =

JOSH &
DEENA'S
MATHS
GROUP WORK

Maths Monday 17th August - Subtraction with Regrouping (All Maths Groups)

WALT: Use regrouping to solve subtraction problems

WARM UP: Choose a times table to practice (5 minutes) - This can be the same one as last week.

WORKED EXAMPLE: Watch today's video which explains how to regroup when subtracting.

ACTIVITY: Answer the questions on page 3. Please make sure you work out the answers in your book and take a photo of your work. If you finish early you can login to Mathletics and complete any Subtraction activities. (30-40 minutes)

$$\begin{array}{r} 450 \\ - 212 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ - 82 \\ \hline \end{array}$$

$$\begin{array}{r} 569 \\ - 369 \\ \hline \end{array}$$

$$\begin{array}{r} 566 \\ - 454 \\ \hline \end{array}$$

$$\begin{array}{r} 664 \\ - 63 \\ \hline \end{array}$$

$$\begin{array}{r} 595 \\ - 483 \\ \hline \end{array}$$

$$\begin{array}{r} 360 \\ - 244 \\ \hline \end{array}$$

$$\begin{array}{r} 669 \\ - 583 \\ \hline \end{array}$$

$$\begin{array}{r} 529 \\ - 355 \\ \hline \end{array}$$

Maths Tuesday 18th August - Subtraction with Zeros (Josh and Deena's Maths Group)

WALT: Solve subtraction problems where there is a zero

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, explaining how to complete today's task.

ACTIVITY: Answer the worksheet questions on page 2 using the strategy in the worked example video. Please make sure you complete all your working out in your books and then upload a photo. If you finish early, login to Mathletics and complete any subtraction activities. (30 minutes)

Find the difference.

$$\begin{array}{r} 1. \quad 400 \\ - 170 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 600 \\ - 327 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 400 \\ - 127 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 90 \\ - 59 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 500 \\ - 55 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 30 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 300 \\ - 113 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 500 \\ - 248 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 300 \\ - 227 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 100 \\ - 10 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 300 \\ - 116 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 600 \\ - 171 \\ \hline \end{array}$$

Maths Wednesday 19th August - Making 3D Shapes (Josh and Deena's Maths Group)

WALT: use different objects to create 3D shapes

WARM UP: Practise your number sense skills using the Sunset Maths app (5 minutes)

WORKED EXAMPLE: Watch today's video which will explain how to complete the activity.

ACTIVITY: Using whatever materials you can find from around your home, your challenge is to create a 3D object of your choice. I have listed some in the worked example to give you some ideas. Once you have made your 3D shape, I would like you to explain in a short voice recording how many **VERTICES**, **EDGES** and **FACES** your 3D shape has.

****If you finish early and want to make another one, you are more than welcome****

I WOULD LOVE TO SEE SOME SHORT VIDEOS OF YOU MAKING YOUR 3D SHAPES THAT WE COULD USE FOR A REMOTE LEARNING ASSEMBLY PRESENTATION.

NO worksheet with today's activity. If you could upload a picture of your shape onto Seesaw that would be fantastic

Maths Thursday 20th August - Making Origami Objects (Josh and Deena's Maths Group)

WALT: Use origami to create 3D objects

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

WORKED EXAMPLE: Watch the video explaining what origami is. Josh will also show an example of how to complete an origami object

ACTIVITY: Click on the link to take you to the website to create your origami boat.

<http://www.origami-instructions.com/easy-origami-boat.html>

Using a square piece of paper (you may need to cut it into a square) follow the instructions to create your origami boat. Take a photo of your origami designs and add them to page 2 of this activity. On page 3, answer the questions about the origami you created.

If you finish early, select another origami design to create on the side of the webpage.

Answer these questions

What shapes do you see in your object?

What are some other features of your origami?

Maths Friday 21st August - 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

Name of Activities you completed

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

Miss Wilson/Mrs Arnel/Mrs Williams Maths- Week 6

Monday 17th August

WALT: Do subtraction sentences using stacking

WARM UP: Choose a times table to practice **(5 minutes)**

****Read or listen to instructions.**

WORKED EXAMPLE- Watch today's worked example which shows you how to complete the subtraction sums using stacking.

ACTIVITY: Activity- Complete the subtraction sums using stacking on the 3 worksheets. If you finish early log in to Mathletics and do any subtraction activities. **(30-40 minutes)**

***Might be easier to write these in your book and take a photo**



Miss Wilson/Mrs Arnel/Mrs Williams Maths

Single Digit Subtraction from 0-20, no borrowing

$$\begin{array}{r} 1) \quad 5 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 17 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 3 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 17 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 15 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 4 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 9 \\ - 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 12 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 11 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 2 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 13 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 16 \\ - 1 \\ \hline \\ \hline \end{array}$$



Miss Wilson/Mrs Arnel/Mrs Williams

Single Digit Subtraction from 0-20, no borrowing

$$\begin{array}{r} 1) \quad 4 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 4 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 5 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 10 \\ - 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 14 \\ - 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 7 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 11 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 3 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 7 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 6 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 20 \\ - 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 19 \\ - 9 \\ \hline \\ \hline \end{array}$$



Miss Wilson/Mrs Arnel/Mrs Williams

Single Digit Subtraction from 0-20, no borrowing

$$\begin{array}{r} 1) \quad 6 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 15 \\ - 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 4 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 7 \\ - 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 2 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 3 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 5 \\ - 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 16 \\ - 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 7 \\ - 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 17 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 9 \\ - 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 18 \\ - 4 \\ \hline \\ \hline \end{array}$$

Tuesday 18th August

WALT: Do subtraction with double digits

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

WORKED EXAMPLE- Watch the worked example as this shows you how to complete today's task.

ACTIVITY: Complete the worksheet. It might be best if you do this in your book. Make sure if you choose to do this in your book that you write it exactly how it looks on the worksheet. **(30-40 minutes)**

Column Subtraction (No Exchanging)

Miss Wilson/Mrs Arnel/Mrs Williams

a.				b.				c.				d.				e.			
	3	3			2	5			1	6			2	7			2	9	
-	1	1		-	1	3		-	1	0		-	1	6		-	1	2	
f.				g.				h.				i.				j.			
	2	6			3	2			2	9			4	2			2	7	
-	1	3		-	2	0		-	1	4		-	1	2		-	2	3	
k.				l.				m.				n.				o.			
	2	7			3	8			4	8			3	3			3	9	
-	1	2		-	2	7		-	3	6		-	1	3		-	2	1	
p.				q.				r.				s.				t.			
	4	6			5	8			6	3			7	6			5	9	
-	2	2		-	2	5		-	3	1		-	5	5		-	3	7	
u.				v.				w.				x.				y.			
	8	4			7	6			6	7			5	8			8	5	
-	6	0		-	4	5		-	4	4		-	3	6		-	5	2	



Wednesday 19th August

WALT: Draw and describe 2D shapes.

WARM UP: Practise your number sense skills using the Sunset Maths app **(5 minutes)**

WORKED EXAMPLE: Watch today's video which will explain how to complete the activity.

ACTIVITY: Using the website

<https://apps.mathlearningcenter.org/geoboard/><https://apps.mathlearningcenter.org/geoboard/>, your challenge is to create a 2D object of your choice. I have listed some in the worked example to give you some ideas. Once you have made your 2D shape, I would like you to explain in a short voice recording or screen shot how many CORNERS AND EDGES it has. **(30-40 minutes)**

Thursday 20th August

WALT: Use origami to create 3D objects

WARM UP: Digital dice roll addition. **(5 minutes)** - Click link below

<https://www.teacherled.com/iresources/tools/dice/> **(5 minutes)**

WORKED EXAMPLE: Watch the video explaining what origami is. Josh will also show an example of how to complete an origami object. Please watch carefully as I have added all instructions into this.

ACTIVITY: Click on the link to take you to the website to create your origami boat.

<http://www.origami-instructions.com/easy-origami-boat.html>

Using a square piece of paper (you may need to cut it into a square) follow the instructions to create your origami boat. Take a photo of your origami designs and add them to page 2 of this activity. On page 3, answer the questions about the origami you created. **(30 minutes)** If you finish early, select another origami design to create on the side of the webpage.

Friday 21st August

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 | - Shape |
| - Subtraction | - Volume |
| - Capacity | - Area |
| - Number Patterns (Patterns and Algebra) | - Perimeter |

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 Easties 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- Toilet Tidy- Star Jumps- Run around with your dog- Dribbling a basketball up and down driveway- Say a number and run to a cone- Skipping- Jogging 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)- Jog 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 gamesDevelopment 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 drop peds- 20 banana kicks- 20 dribble kicksSet 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 timeKicking Set Up2 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 goalsPairs shooting – 1 shoot over collects ball1 partner stands behind the goal post1 partner practices shootingOnce you have missed 3 shots then you swap with partnerVARIATIONS:Around the world- shooting at each spotHaving a defenderShootingHold ball with one hand below and other supporting on side.Bend kneesflick and follow through with 'goose neck'Pairs shooting – 1 shoot over collects ball1 partner stands behind the goal post1 partner practices shootingOnce you have missed 3 shots then you swap with partnerVARIATIONS:Around the world- shooting at each spotHaving a defenderRest the ball in the fingersHold the ball in predominant hand and have the other hand resting as supportFeet shoulder width apart facing goal postsBend 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 anotherFree 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 easyDribbling:- Dribble up and around the cone using left and right hand, changing.- Dribble then jump stop- Dribble ball through your legsDribble ball around your backWEAK HAND DRIBBLINGDribbling on the spot with the opposite hand, to then dribbling with the opposite hand

<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- <i>1.Run forward to a line, jump twice, run back.</i></p> <p><i>2.Run, turning jump, run.</i></p> <p><i>3.Hop, step, jump.</i></p> <p><i>4.Run, hop, step, jump, walk, jog balance in a sequence.</i></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>D R I B 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 D R I B 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.</p> <p>- 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</p> <p>- 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:</p> <p>- 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</p> <p>- Run around your back yard doing hop, step and jump</p> <p>Shot Put:</p> <p>- 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</p> <p>- You can grab a ball and place it on your neck or cheek and practise using the correct technique</p> <p>- Rock, ball, shoes practise your technique outside</p> <p>- Practise technique using a small ball or rolled up socks</p> <p>Long Distance:</p> <p>- Run around your house lots of times</p> <p>- Run around your block</p> <p>- Challenge yourself by running around your house without stopping to walk</p> <p>- 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:</p> <p>- Practise on your bed if your parents let you</p> <p>- Find a space to practise your run up and jumping off the correct leg</p> <p>- Practise your curved run in from 10-20m apart and launch of your outside leg</p> <p>Discuss:</p> <p>- Find a flat rock and a huge open space, make sure it's safe to throw and practise both techniques</p> <p>- 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</p> <p>keep moving show target hand scanning to make a good decision</p> <p>Defender</p> <p>read the play anticipation - where is the ball going to go</p> <p>Catching:</p> <p>- Throw the ball into the air and see how many claps you can do before you catch it</p> <p>Throw the ball up and run and catch landing on 2 feet then changing to 1.</p> <p>Pairs move throw and catch</p> <p>Receiver starts in the centre of the markers When the passer pivots.... Receiver leads to receive the ball wide of the marker</p> <p>They then pivot and throw to their team mate who has lead for the ball</p> <p>What is your grounded foot?= the one which lands first</p> <p>Lead quickly with target hand Have hands out ready to catch</p> <p>Ground feet</p> <p>Pivot- keeping one foot still</p> <p>Push ball to target hand</p> <p>2 v 1 leading to the ball</p> <p>Groups of 3 with a ball</p> <p>Students use cones to set out a square</p> <p>Person with the ball stands outside of square</p> <p>Attacking player dodges to receive ball</p> <p>3 attempts then change possession</p> <p>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</p> <p>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</p> <p>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</p> <p>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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Week 6 - Cyber Safety

Click the link below to begin playing the cyber safety game

<https://www.digitalpassport.org/password-protect.html>

NOTE

****This activity can be completed on any day this week****



Three Good Things That Happened This Week:

1.

2.

3.

Sleep Tracker

How many hours of sleep did you get?

Sun

Mon

Tue

Wed

Thu

Fri

Sat

Reflection: My Week

