

Year 4



Muswellbrook South Public School

"Building Solid Foundations for Life"

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Dear Parents/Caregivers

Due to the recent announcement by the Premier stating that parents are encouraged to keep children at home, we have prepared work for students not attending school. As you may appreciate it has been very difficult for us to differentiate work as it would be in the classroom. I encourage you to engage with your child about their learning and assist them where needed.

The work provided will be updated on a fortnightly basis. The first lot of work will take us up to the Easter break. After the holidays, more work will be available.

This is new for us all. If you have any feedback regarding work, please contact your child's teacher. We will endeavour to include changes based on suggestions in the next fortnightly cycle.

Please note that the school will remain open. Students who remain at school will follow the same program of work and will be assisted by teachers.

Learning at home considerations

Parent responsibilities during remote learning

Provide support for your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

Student responsibilities during remote learning

These responsibilities should be adjusted according to the age of your child:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- regularly monitoring digital platforms and communication to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing their best work
- doing their best to meet timelines, commitments, and due dates
- communicating proactively with their teachers if they cannot meet deadlines or require additional support
- collaborating and supporting their classmates in their learning
- seeking out and communicating with school staff as different needs arise.

Establishing routines and expectations

We have provided your child with a schedule for their learning. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around. From the first day, you will need to establish routines and expectations. You should use the schedule provided to set regular hours for school work. Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children too.

Setting up a learning environment

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time. A space/location for extended learning should be a public/family space, not in a bedroom. It should be a place that can be quiet at times. Above all, it should be a space where you or another adult is present and monitoring your children's learning.

Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).
- The Health and Wellbeing page has some great ideas for activities to do at home.

Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:

- what are you learning today?
- what are your learning targets or goals?
- how will you be spending your time?
- what resources do you require?
- what support do you need?

In the afternoon, ask:

- what did you learn today?
- acknowledge one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again
- consider three things that went well today. Why were they good?
- are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These specific questions matter because they allow your child to process the instructions they have received from their teachers and help them organise themselves and set priorities. Older students may not want to have these check-ins with parents (this is normal!), but they should anyway.

Communicating with the teachers

All teachers have set up communication methods for communicating with parents. Teachers will be in regular contact. Please feel free to ask questions.

Regards



Glen Kite

Principal

Year 4 at Home Learning Plan Wk 10-11

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and the resource pack from your teacher.


Week 10	Monday- 30/3	Tuesday- 31/3	Wednesday 1/4	Thursday-2/4	Friday-3/4
Morning	<p>English <u>Writing-</u> Create an imaginative text about bees. Use a coloured pencil to edit your work.</p> <p><u>Reading-</u> Epic books (Online) or a book from home/library. Choose a story and answer the following questions. -Who do you think the author wrote this story for? -What do you think the moral of this story is? Design a bookmark about the text (including title/illustrations/summary)</p> <p><u>Spelling-</u> Choose 10 words from</p>	<p>English <u>Writing-</u> Create a persuasive text that argues why children should do chores around the house. Use a coloured pencil to edit your work.</p> <p><u>Reading-</u> Epic books (Online) or a book from home/library. Choose a story and answer the following questions. -Who was the main character in the story? -What do you think the main reason for writing the book is? -Design a new front cover for the book, now that you have read it.</p> <p><u>Spelling-</u> Using words from the</p>	<p>English <u>Writing-</u> Create an imaginative text about someone stuck in a thunderstorm. Use a coloured pencil to edit your work.</p> <p><u>Reading-</u> Epic books (Online) or a book from home/library. Choose a story and answer the following questions. -Who is the author? -Do you know any other books written by this author? -Draw a picture of the main characters based on the description given by the author.</p> <p><u>Spelling-</u> Using words from the</p>	<p>English <u>Writing-</u> Create an imaginative text about a firefighter. Use a pencil to underline the interesting words you have used.</p> <p><u>Reading-</u> Epic books (Online) or a book from home/library. Choose a story and answer the following questions. -What is the main idea of the story? -What do you think could happen after the end of the story? -Write a summary of the books you have read this week.</p> <p><u>Spelling-</u> Using words from the</p>	<p>English <u>Writing-</u> Create a persuasive text about Why students should have to go to school. Use a coloured pencil to edit your work.</p> <p><u>Reading-</u> Epic books (Online) or a book from home/library. Choose a story and answer the following questions. -Write down three points about what happened in the story. - How was the complication in this story resolved? - Did you enjoy reading this week? Why/Why not?</p> <p><u>Spelling-</u> Using words from previous</p>

	<p>around your home or a book you are reading.</p> <p>Write your words out once.</p> <p>Write each of your words into a sentence.</p> <p>Optional Technology Activity - Fuse Education</p>	<p>previous day.</p> <p>Write your words out once.</p> <p>Write the dictionary meanings for each of your words.</p> <p>Optional Technology Activity: -Reading Eggs</p>	<p>previous day.</p> <p>Write your words out once.</p> <p>Using coloured pencils, write out your words in rainbow colours.</p> <p>Optional Technology Activity: -Typing Club</p>	<p>previous day.</p> <p>Write your words out once.</p> <p>Using two coloured pencils. Use one colour to write your vowels and the other to write consonants.</p> <p>Optional Technology Activity: -Scholastic student activities</p>	<p>day</p> <p>Write your words out once.</p> <p>Create a wordsearch using your words.</p> <p>Optional Technology Activity: -Primary Homework Help</p>
Break	Break				
Middle	<p>Math <u>Number</u> 3+9 Show your thinking. What are other number sentences that come to the same amount? How can you start this problem? What properties of multiplication could help us in this situation? How can you prove your solution? How could a number line help us? What estimates could help us? How might you show that your solution answers this</p>	<p>Math <u>Number</u> 57+9 Show your thinking. What are the ways you could work it out?</p> <p><u>Statistics</u> What is in one of your cupboards at home? Ask your family which cupboard you can investigate. Group/classify objects into categories for example, tins and jars, plates and cups. How many objects in each group or category? Create a graph to represent what is in the cupboard.</p>	<p>Math <u>Number</u> Write out your 3,4,6 and 8 times tables.</p> <p><u>Addition/Area</u> Design your dream bedroom using grid paper where 10cm = 1 metre. Your budget for new furniture is \$1000. Make a list of the items you would buy, where you are buying them from, and their cost. You will have time to finish this tomorrow. Ask for feedback on your design from a family member.</p>	<p>Math <u>Number</u> Write out your 2,5,10 and 9 times tables.</p> <p><u>Probability</u> Think about the chance of getting a 5 when you roll a dice. Answer the following questions: -What is the chance of rolling a 5? -If I roll a 5 in the first roll, does the chance of rolling a 5 again change? - Is there the same chance of rolling an odd number to an even number? Explain your answer.</p>	<p>Math <u>Number</u> Write out your ten times tables in your workbook, What do you notice about the ten times tables facts? Could you calculate 245x10 easily? Why?</p> <p><u>Space and Geometry</u> Play a barrier game with a partner. Sit back to back with a family member or a friend. Draw a design on your paper or whiteboard using shapes. Describe your picture so that the other person can recreate it. Describe your design by</p>

	<p>problem? How can patterns help us solve this problem?</p> <p><u>Measurement</u> Find 10 items around the house and measure the length of them in cm and mm. Next, order the measurements from smallest to largest.</p> <p>Optional Technology Activity: -Mathletics</p>	<p>Optional Technology Activity: -PE with Joe</p>	<p>Optional Technology Activity: -Ed Ted</p>	<p>Think of a creative way to display this information.</p> <p>Optional Technology Activity: Optional Technology Activity: -Activity:Prodigy game</p>	<p>describe the shapes you used and their location (for example, next to, on top of, between). Check to see how they went. Questions to think about: Do you need to rethink how you explain your drawing? Repeat the game a few times. Do the results improve?</p> <p>Optional Technology Activity: -Khan Academy</p>
Break	Break	Break	Break	Break	Break
Afternoon	<p>Creative arts Play a mime game with your family. Each member acts out an everyday activity or chore and others try to guess the activity OR listen to some relaxing music and draw shapes and lines as you listen. Match the sounds, rhythms and mood to what you are drawing.</p>	<p>Science and technology Begin to create a healthy menu using sustainable resources (eg. using vegetables from a garden rather than frozen vegetables from the supermarket. -What are the ingredients you need to create this meal? -How do you make this meal? (Write step-by-step instructions on how to create it.) -What are the sustainable practices you used in creating this meal? -Write this in your notebook.</p>	<p>Geography Choose a country which neighbours Australia. Research and record 10 interesting facts about the natural or human features of this country.</p>	<p>STEM Design and create a 3D tree from the future that is made of recycled things. Use recycled materials from around the home (ie. cardboard, paper, newspaper, plastic bottles) to create a futuristic-looking tree, trying to keep all parts of the tree looking as real as possible. The tree should be about 30cm tall.</p>	<p>PDHPE Keep a diary of physical activity you participate in each day this week. Record the time spent each time.</p> <p>Practise: throw and catch a ball in different settings. Use a tennis ball or small ball that fits in one hand. Throw the ball overhead 10 times and catch it with the same hand thrown. Record how many times they caught the ball out of 10 throws. Swap hands and repeat the above process. Now try this again and try to beat the</p>

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Week 11	Monday- 6/4	Tuesday- 7/4	Wednesday 8/4	Thursday-9/4	Friday-10/4
Morning	<p>English <u>Writing-</u> Create an imaginative text about a door. Think about where the door might lead to, or what might come out of the door. Use a different colour pencil to edit your work.</p> <p><u>Reading-</u> Epic books (Online) Choose a story and answer the following questions. -Who do you think the author wrote this story for? -What do you think the moral of this story is? Design a bookmark about the text (including title/illustrations/summary)</p> <p><u>Spelling-</u> Choose 10 words from around your home or a book you are reading.</p>	<p>English <u>Writing-</u> Create a persuasive text about whether Children should be able to choose who they sit next to at school all year. Use a different colour pencil to edit your work.</p> <p><u>Reading-</u> Epic books (Online) Choose a story and answer the following questions. -What three (3) sentences would you use to describe this text? Write them down. -What is the main complication (problem) in this story? -Did your feelings towards any characters change throughout the story?</p> <p><u>Spelling-</u> Using words from the previous day.</p> <p>Write your words out once.</p>	<p>English <u>Writing-</u> Create a persuasive text about whether children should have to learn at school or play outside all day. Remember to use strong verbs and emotive language. Use a different colour pencil to edit your work.</p> <p><u>Reading-</u> Epic books (Online) Choose a story and answer the following questions. -Is this text fiction or non - fiction? -What is the author's message in this text? -What are some interesting facts from this text?</p> <p><u>Spelling-</u> Using words from the previous day.</p> <p>Write your words out once.</p>	<p>English <u>Writing-</u> Create a persuasive text about students being able to use flexible seating in the classroom. Use a different colour pencil to edit your work.</p> <p><u>Reading-</u> Epic books (Online) Choose a story and answer the following questions. -What setting/s (location where the story takes place) can you identify in the story? -Did the ending of the story surprise you in any way? -Did the illustrations assist you to understand the main idea of the story?</p> <p><u>Spelling-</u> Write your words out once. Using two coloured pencils. Use one colour to write your vowels and the</p>	<p>English <u>Writing-</u> Create an imaginative text about a cardboard box. Think about what the box could be used for. What is in the box? Use a different colour pencil to edit your work.</p> <p><u>Reading-</u> Epic books (Online) Choose a story and answer the following questions. -What questions would you like to ask the author? -How was the complication resolved? -Identify the Who, What, When, Where, Why and How in this story.</p> <p><u>Spelling-</u> Using words from previous day</p> <p>Write your words out once.</p>

	<p>Write your words out once. Write each of your words into a sentence.</p> <p>Optional Technology Activity: -Pobble 365</p>	<p>Write the dictionary meanings for each of your words.</p> <p>Optional Technology Activity: -Reading Eggs</p>	<p>Using coloured pencils, write out your words in rainbow colours.</p> <p>Optional Technology Activity: -Typing Club</p>	<p>other to write consonants.</p> <p>Optional Technology Activity: -Scholastic Student Activities</p>	<p>Create a wordsearch using your words.</p> <p>Optional Technology Activity: - Primary Homework Help</p>
Break	Break				
Middle	<p>Maths <u>Number:</u> Research the population of 5 towns in your state. Write each population figure in numbers and in words.</p> <p><u>Addition:</u> Write the following addition questions into algorithms. 3589+1245= 25569+6955= 1258+3522= 65213+6458= Look around the house and find everyday objects that can be used to create addition word problems.</p> <p><u>Measurement:</u> Make a paper airplane. Sketch your design in your workbook. Measure how far the plane flies in metres and centimetres. Repeat the flight three more times</p>	<p>Maths <u>Number:</u> Write down as many different ways as possible to break down this number: 5 786</p> <p><u>Subtraction:</u> Write the following subtraction questions into algorithms. 9851-3625= 25569-6955= 12558-3522= 65213-6458= Look around the house and find everyday objects that can be used to create subtraction word problems.</p> <p>Optional Technology Activity: -Canva</p>	<p>Maths <u>Number:</u> The answer is 24. Write as many questions that you can that have 24 as the answer. Use as many different operations as possible (add, subtract, multiply, divide).</p> <p><u>Space and Geometry:</u> Search for examples of 3D objects around the home and write them down, ie cylinder, sphere, rectangular prism, cube, triangular prism.</p> <p>Optional Technology Activity: -NatGeo Kids</p>	<p>Maths <u>Number:</u> How much of the figure is shaded?</p>  <p>Explain your thinking.</p> <p><u>Division:</u> Write 3 real-life word problems that need to be solved using division (no remainder). For example, <i>Mum had 8 lollies and shared them amongst her two children. How many lollies did each child get?</i></p> <p><u>Statistics and Probability:</u> Create a table with the following headings: Certain, Likely, Unlikely, Impossible. List at least five events that would belong under each heading.</p>	<p>Maths <u>Number:</u> Count forwards by tens from 34 to 134. Count backwards by tens from 155 to 5. Write your answers in your workbook.</p> <p><u>Multiplication:</u> Write out your five times tables in your workbook, ie 1x5=5, 2x5=10 What do you notice about the five times tables facts? Could you calculate 15x5 easily? Why?</p> <p><u>Space and Geometry:</u> Draw a symmetrical picture or pattern of your own choice. Colour your picture or pattern, making sure that the colours maintain the symmetry.</p>

	<p>and record these measurements in your workbook from shortest to longest (don't forget to add m or cm after your measurement). Try a new design to see if you can beat that distance.</p> <p>Optional Technology Activity: -ABCYA</p>			<p>Optional Technology Activity: -PBS Kids</p>	<p>Optional Technology Activity: -Make Me Genius</p>
Break	Break	Break	Break	Break	Break
Afternoon	<p>Creative arts Use kitchen utensils to create a tune to the MSPS school song.</p>	<p>Science and technology Make a model using paper mache or recycled objects of the Earth, Sun and Moon. Try and make it to scale as much as possible.</p>	<p>Geography Can you find a map of Australia? Or have a go at drawing one at home? Add a picture of a natural landmark and a built landmark for each state and territory in the correct location. Describe why each of these landmarks are significant.</p>	<p>STEM Plan: a machine that moves a small object from one side of a room to the other without you touching it. Find: things around your house like a chair to start your machine from, for example, a tube from a lunch wrap to make a tunnel, some boxes to make a track. Review your design for success.</p>	<p>PDHPE 20 Jumping Jacks 20 High Knees Jog in place for 30 seconds 5 side-to-side jumps</p>

A pirate's life for me

Have you ever thought about being a pirate? You may have read about pirates in stories and thought that it would be a great life. Pirates sail all day and never have to go to school. But think again! A pirate's life may not be as much fun as you think.

Food is not easy to find at sea. There are no refrigerators onboard so you can forget about eating fresh food. Meat goes bad after just a few days. Dry food like flour and bread has weevils and other nasty creatures crawling inside. Imagine eating a sandwich full of insects or meat served with maggots.



Pirates' hammocks are often hung over barrels of stored food. That's the perfect place for rats and mice to live. If you become a pirate you could wake up each morning sharing your bed with a few friendly rodents.

Going to the toilet is not that easy either! Over the side of the ship is the only place for this. Rough weather makes this really tricky, even for the most experienced sailor.



It's not all plain sailing on a pirate ship. Some of the time you will have to do battle with other large, hairy pirates with long swords, huge guns and very loud cannons. This could be extremely dangerous — deadly even!

So if you are thinking of being a pirate, maybe you should go back to school and find out a few more facts before you set sail. Being a pirate might not be as much fun as you think.

The Magic Beach

My sisters and I have a secret beach of our own. We go there most days. It's not far from our house. It's just at the end of the path that runs by our house. The sand is smooth and white. The water is clear and warm. The days are sunny.

My sisters and I are the only ones who play there. Sometimes, we are fearsome pirates wading ashore to bury treasure. Sometimes, we pretend that we are lost on a lonely island. We don't wait to be rescued. No! We rescue ourselves. Girls are tough! Girls are clever!

The best thing about our beach is that it's magical. Really magical. One night, when both my sisters and I were on the beach something really special happened. Sparks flew out from our feet every time we moved. If we stamped hard, then big sparks flew. Blue sparks! Yellow sparks! This was magic. We knew it! The magic was everywhere.

My father said that it was just little, tiny creatures that had been washed ashore. "It's just nature, Jane," he said. For just a moment I felt disappointed. Then I wondered how such small creatures could give so much beautiful light.

"I guess that's the best kind of magic," I replied.





Dear Greg
I have gone next door.
These are the things I want you to do.

1. Get out of your school clothes.
2. Clean up your room.
3. Wash the dog.
4. Brush the cat.
5. Have some afternoon tea.

BUT BEFORE you do ANY of these ...
go outside into the garden.

Love
Mum

Pick a banana!



Bananas are one of Australia's favourite fruits.

You should eat a banana every day because bananas are:

- **Delicious**
Bananas are tasty on their own, and they add flavour to many other foods. When bananas are ripe, they are soft and creamy.
- **Nutritious**
Bananas are a good source of vitamin C and vitamin B6. They are high in fibre and potassium, and they contain hardly any fat or salt.
- **Convenient**
Bananas come in their own protective packaging. Their skin is easy to peel and, unlike other fruits, bananas do not need to be washed before they are eaten.
- **Versatile**
You can eat bananas raw, cooked or even frozen. They can be used in salads, curries and desserts. You can even use them in drinks like smoothies and milkshakes.