

Muswellbrook South
Public School

Year 6



At Home Learning Plan: Term 2 Week 1 and 2

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and possibly resources from your teacher. All activities are to be completed in the exercise book provided.

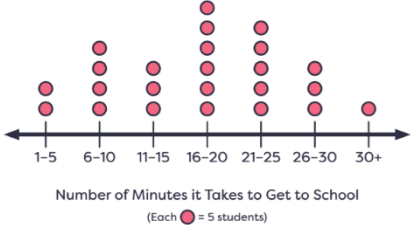

Some families are finding that there is too much work for students to get through, while others are looking for additional learning activities for their children. Both of these situations are addressed below.

If there is too much work for your needs, just complete whatever activities you can. The activities on the timetable are a guide to help assist with learning from home. The English and Maths activities are the most important. However, it is OK if they don't all get completed everyday. The added optional technology activities were included to give the students some added variety in their learning. If you don't have access to the internet to do this, that is OK they are optional only.

If you would like some additional materials for home learning, please see the Department of Education's website dedicated to supporting parents and carers with learning from home. <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>


Parents, this is a guide only. Remember to break the day up with breaks to allow your child to get outside and get active. Children need at least 60 minutes of physical activity daily. Get them to use their imaginations to play and build and get crafty. Get your student to complete as much of the work as they can and remember to “try your best but do not stress”.

Term 2 Week 1 Tuesday 28 April 2020

Activities		Optional						
Morning	Daily Check-In Check-in with your classroom teacher (via text message or through a meeting on Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids						
	Spelling: Complete <u>two</u> activities from the word work grid.	Spelling city						
	Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice	Go Noodle						
	Viewing and Recording Watch BTN on ABC Me at 10:00am. <ul style="list-style-type: none"> • Summarise the BTN episode. • What were the main themes of the episode? • What did you like about the episode? • What are three questions that you can ask about one of the topics presented in the episode? 	Typing.com Reading Eggs BTN Kids News EPIC Pobble 365						
	Reading: Read a book/magazine/newspaper for 15 minutes Create a WANTED poster, based on a character from your text. This should include a picture of them, their interests, their dislikes, personality traits etc.	Academic Success for all learners (online books) Storyline online						
Lunch & Movement Break								
Middle	Wellbeing: Gratitude Journal – Write a list of all the things you are grateful for.							
	Mathematics <i>Skills Practice:</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Introductory</th> <th style="width: 33%;">Consolidating</th> <th style="width: 33%;">More Challenging</th> </tr> </thead> <tbody> <tr> <td> <i>One- digit by multiple of 10 multiplication</i> 6×50 5×70 3×30 <i>[plus create 7 more of your own]</i> </td> <td> <i>Two- by one-digit multiplication</i> 58×6 72×5 29×3 <i>[Plus create 7 more of your own]</i> </td> <td> <i>Two- by two-digit multiplication</i> 58×63 72×58 29×34 <i>[Plus create 7 more of your own]</i> </td> </tr> </tbody> </table>	Introductory	Consolidating	More Challenging	<i>One- digit by multiple of 10 multiplication</i> 6×50 5×70 3×30 <i>[plus create 7 more of your own]</i>	<i>Two- by one-digit multiplication</i> 58×6 72×5 29×3 <i>[Plus create 7 more of your own]</i>	<i>Two- by two-digit multiplication</i> 58×63 72×58 29×34 <i>[Plus create 7 more of your own]</i>	Mathletics Prodigy Khan Academy Multiplication.com
Introductory	Consolidating	More Challenging						
<i>One- digit by multiple of 10 multiplication</i> 6×50 5×70 3×30 <i>[plus create 7 more of your own]</i>	<i>Two- by one-digit multiplication</i> 58×6 72×5 29×3 <i>[Plus create 7 more of your own]</i>	<i>Two- by two-digit multiplication</i> 58×63 72×58 29×34 <i>[Plus create 7 more of your own]</i>						
	Number Talk:  <p style="text-align: center;">Number of Minutes it Takes to Get to School (Each ● = 5 students)</p>	What information can you gather from this graph? What is your evidence? What are some other ways that you can show this data? Explain why you chose to show this data in that way?						
	Focus Area: Data Collection India had been playing a board game with her family. In the game you could only move your playing piece from START if you rolled a 6 on one dice. Everyone in her family was halfway around the game board before she had rolled a 6! The next day she decided to do an investigation to see if there was as much chance of rolling a 6 as any other number. She rolled a dice 20 times. Here is what she rolled: <div style="display: flex; align-items: center; margin-top: 10px;">  <div> <p>Introductory</p> <hr/> Draw a table and use tally marks to count how many times she rolled each number. <ul style="list-style-type: none"> • Which number was rolled the most? Which number was rolled the least? <hr/> <p>Consolidating</p> <hr/> Has India been able to prove that there is as much chance of rolling a 6 as any other number? Why or why not? <hr/> <p>More Challenging</p> <hr/> If India had used a 10-sided dice, how would it have changed the probability of her rolling a 6? The probability of rolling a 6 would be unlikely / likely / very likely with a 10-sided dice? </div> </div>							
Snack & Movement Break								

Afternoon	Creative Arts: Dance <ul style="list-style-type: none"> • Create a 30 second dance. • Write down the explicit instructions • Teach your family. 	*If feeling brave, film yourself and share with you classmates on Microsoft Teams. Complete a just dance on YouTube with family.
-----------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

Term 2 Week 1 Wednesday 29 April 2020

Activities		Optional												
Morning	Daily Check-In Check-in with your classroom teacher (via text message or through a meeting on Microsoft Teams) <ul style="list-style-type: none"> ➢ Are you ready for learning? ➢ Have you read through your daily plan? ➢ Do you have any questions about the upcoming learning activities? 	Squiz Kids												
	Spelling: Complete <u>two</u> activities from the word work grid.	Spelling city												
	<i>Brain break:</i> Sing the alphabet with names of objects rather than the letters. E.g. Apples Blue Carrot	Go Noodle												
	Writing: Focus: <i>Adjectives</i> and <i>editing</i> Create a recipe for the most disgusting sandwich in the world. Please include the two writing focuses, you will need to go back and underline/highlight your adjectives and re-read and edit your writing (in a different pen/colour). OR Your own choice of free writing or Pobble 365 . This must still include the two writing focuses of the week (adjectives and editing your writing).	Typing.com Pobble 365												
	Reading: Read a book/ magazine/ newspaper for 15 minutes. Create two 'reading tweets' about your text. These should be comments, questions or short summaries about what you have read.  <p>Read Tweet 1: I thought the chapter was very interesting, I loved how it talked about nature. I wonder if the main character will go to school tomorrow?</p> <p>e.g.</p>	Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC												
Lunch & Movement Break														
Middle	Wellbeing: Gratitude Journal – Write and draw 3 things that have made you feel happy today.													
	Mathematics Skills Practice: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Introductory</i></th> <th style="text-align: left;"><i>Consolidating</i></th> <th style="text-align: left;"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td><u>1-digit by multiple of 10 multiplication</u> 90 x 4 30 x 7 70 x 8 [Plus create 7 more of your own]</td> <td><u>2-digit by 1-digit multiplication</u> 93 x 4 36 x 7 71 x 8 [Plus create 7 more of your own]</td> <td><u>2-digit by 2-digit multiplication</u> 93 x 47 36 x 73 71 x 89 [Plus create 7 more of your own]</td> </tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<u>1-digit by multiple of 10 multiplication</u> 90 x 4 30 x 7 70 x 8 [Plus create 7 more of your own]	<u>2-digit by 1-digit multiplication</u> 93 x 4 36 x 7 71 x 8 [Plus create 7 more of your own]	<u>2-digit by 2-digit multiplication</u> 93 x 47 36 x 73 71 x 89 [Plus create 7 more of your own]	Mathletics Prodigy Khan Academy Multiplication.com						
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>												
<u>1-digit by multiple of 10 multiplication</u> 90 x 4 30 x 7 70 x 8 [Plus create 7 more of your own]	<u>2-digit by 1-digit multiplication</u> 93 x 4 36 x 7 71 x 8 [Plus create 7 more of your own]	<u>2-digit by 2-digit multiplication</u> 93 x 47 36 x 73 71 x 89 [Plus create 7 more of your own]												
	Number Talk: <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="background-color: #4a69bd; color: white;">Car Colour</th> <th style="background-color: #4a69bd; color: white;">Frequency</th> </tr> </thead> <tbody> <tr><td>Blue</td><td>18</td></tr> <tr><td>Green</td><td>8</td></tr> <tr><td>Black</td><td>29</td></tr> <tr><td>White</td><td>26</td></tr> <tr><td>Red</td><td>13</td></tr> </tbody> </table> What could this data represent? What information can you gather from this frequency table? What type of graph would be the best way to represent this data? Why?	Car Colour	Frequency	Blue	18	Green	8	Black	29	White	26	Red	13	
Car Colour	Frequency													
Blue	18													
Green	8													
Black	29													
White	26													
Red	13													

<p><i>Focus Area: Data</i></p> <p>Cindy counted 48 balloons that were sold at a fair. Of these, 10 were green, 14 were blue, 12 were red, 4 were yellow, and the rest were orange.</p>		
<p><i>Introductory</i></p> <p>What colour balloon was the most popular? What colour balloon was the least popular?</p>	<p><i>Consolidating</i></p> <p>Construct a picture graph to show this data. You need to choose an appropriate key for the data. An appropriate key for this data is that 1 picture represents balloons. Remember to give the graph a title.</p>	<p><i>More Challenging</i></p> <p>Cindy made the observation that, "It looked to me like more than half the balloons were red and blue." Her brother Matt replied to her, "You should have said that more than half the balloons were red or blue." Is it important whether Cindy used the word 'and' or whether she used the word 'or' in this situation? Explain why or why not.</p>

Snack & Movement Break

<p>Afternoon</p>	<p>Science- Earth and Space <i>Learning Intention:</i> For students to understand what planets are in our solar system, by naming them and identifying their attributes. Facts about the planets</p> <ul style="list-style-type: none"> ➤ The solar system includes the Sun and all the objects that orbit around it due to its gravity. This includes things such as planets, comets, asteroids, meteoroids and moons. ➤ The Solar System formed around 4.6 billion years ago. ➤ There are eight planets in the Solar System. The four inner planets are Mercury, Venus, Earth and Mars while the four outer planets are Jupiter, Saturn, Uranus and Neptune. <p>Research or collect information about one or more of these planets. You can ask information from family members, research online, read books etc. Write and draw this planet, write a profile for it, including all the facts you have learned.</p>	<p>Labelling Planets: https://www.turtlediary.com/games/solar-system-labeling.html Facts about the planets: https://www.kids-world-travel-guide.com/solar-system.html https://www.sciencekids.co.nz/sciencefacts/planets.html https://www.youtube.com/watch?v=Qd6nLM2QIWw</p>
------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Term 2 Week 1 Thursday 30 April 2020

Activities		Optional						
Morning	<p>Daily Check-In Check-in with your classroom teacher (via text message or through a meeting on Microsoft Teams)</p> <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	<p>Squiz Kids</p>						
	<p>Spelling: Complete <u>two</u> activities from the word work grid.</p>	<p>Spelling city</p>						
	<p><i>Brain break:</i> Wall push ups. Set a timer to 5 minutes. Do push-ups against the wall until the time is up.</p>	<p>Go Noodle</p>						
	<p>Writing: Focus: <i>Adjectives and editing</i> Explain why the chicken crossed the road. Is the chicken fleeing the alien invasion? Leaving farm life behind in favour of the city? Just going to get groceries and coming back home? Please include the two writing focuses, you will need to go back and underline/highlight your adjectives and re-read and edit your writing (in a different pen/colour). OR Your own choice of free writing or Pobble 365. This must still include the two writing focuses of the week (adjectives and editing your writing).</p>	<p>Typing.com Pobble 365</p>						
	<p>Reading: Read a book/ magazine/ newspaper for 20 minutes. Create a concrete found poem. To create a concrete found poem, students must only use words, phrases or even whole sentences "found" in their text. Then, they must shape these words into a visual representation on paper. They are not drawing; they must arrange the words, phrases, or sentences into an image on the page.</p>	<p>Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC</p>						
Lunch & Movement Break								
Middle	<p>Wellbeing: Gratitude Journal – Describe one thing you are really good at.</p>							
	<p>Mathematics <i>Skills Practice:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Introductory</i></th> <th style="text-align: left;"><i>Consolidating</i></th> <th style="text-align: left;"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td>2-digit by 1-digit multiplication 14 x 3 51 x 6 82 x 7 [Plus create 7 more of your own]</td> <td>3-digit by 1-digit multiplication 124 x 3 451 x 6 882 x 7 [Plus create 7 more of your own]</td> <td>3-digit by 2-digit multiplication 124 x 37 451 x 65 882 x 76 [Plus create 7 more of your own]</td> </tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	2-digit by 1-digit multiplication 14 x 3 51 x 6 82 x 7 [Plus create 7 more of your own]	3-digit by 1-digit multiplication 124 x 3 451 x 6 882 x 7 [Plus create 7 more of your own]	3-digit by 2-digit multiplication 124 x 37 451 x 65 882 x 76 [Plus create 7 more of your own]	<p>Mathletics Prodigy Khan Academy Multiplication.com</p>
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>						
2-digit by 1-digit multiplication 14 x 3 51 x 6 82 x 7 [Plus create 7 more of your own]	3-digit by 1-digit multiplication 124 x 3 451 x 6 882 x 7 [Plus create 7 more of your own]	3-digit by 2-digit multiplication 124 x 37 451 x 65 882 x 76 [Plus create 7 more of your own]						

Number Talk: Division
Fruity Totals

Each of the fruit has a value between 1 and 15 inclusive.
The sum of the fruit in each row and column is shown.

Focus Area: Division
Exploring a number trail

This of a number and follow this trail. Record your working as you go.

- Starting number
- Double it
- Add 5
- Double it again
- Subtract 10
- Divide by 4

Follow the same trail with a different starting number.

Introductory	Consolidating	More Challenging
> What do you notice?	> What do you notice? Can you explain why?	> Try making a number trail that will have the same rule or effect. > For an extra challenge can you make up another number trail with a different rule or effect?

Introductory
Choose a starting number between 1 and 10

Consolidating
Choose a starting number between 11 and 20

More Challenging
Choose a 2-digit starting number that is greater than 20

Snack & Movement Break

Afternoon

History
Historian pop quiz:

1. What historical event does Australia Day commemorate?
2. What is the name of the national anthem?
3. Which local Indigenous group's country is MSPS built on?
4. What are Australia's five largest cities?
5. Who was Captain Cook?

Term 2 Week 1 Friday 1 May 2020

Activities		Optional
Morning	Daily Check-In Check-in with your classroom teacher (via text message or through a meeting on Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids
	Spelling: Complete <u>two</u> activities from the word work grid.	Spelling city
	<i>Brain break: Listen Carefully – Set a timer for 5 minutes. During this time sit with our eyes closed and stay completely quiet and listen for different sounds.</i>	Go Noodle
	Writing: Focus: <i>Adjectives and editing</i> Write a narrative of 'a day in the life of a pencil'. What would you see? Ohhhh no the dreaded pencil sharper, or even worse a student who chews on pencils? Write your experience as a pencil. Please include the two writing focuses, you will need to go back and underline/highlight your adjectives and re-read and edit your writing (in a different pen/colour). OR Your own choice of free writing or Pobble 365 . This must still include the two writing focuses of the week (adjectives and editing your writing).	Typing.com Pobble 365

	<p>Reading: Read a book/ magazine/ newspaper for 15-20 minutes. Create and design a postcard, pretending you are the main character/object you have read about. Some things you might include in your post card:</p> <ul style="list-style-type: none"> • <i>Where are you?</i> • <i>Do you like it? Why or why not?</i> • <i>What has happened to you so far? (one or two sentences)</i> • <i>What are you struggling with?</i> • <i>What have you learned so far, about yourself or others?</i> • <i>What will you do?</i> • <i>How do you feel about the person you are writing to?</i> 	<p>Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC</p>						
Lunch & Movement Break								
Middle	<p>Wellbeing: Gratitude Journal – What is something that has made you laugh today?</p>							
	<p>Mathematics <i>Skills Practice:</i></p> <table border="1" data-bbox="225 577 1203 752"> <thead> <tr> <th data-bbox="225 577 552 607"><i>Introductory</i></th> <th data-bbox="552 577 879 607"><i>Consolidating</i></th> <th data-bbox="879 577 1203 607"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="225 607 552 752"> 2-digit by 1-digit multiplication 52 x 9 35 x 6 23 x 7 [Plus create 7 more of your own] </td> <td data-bbox="552 607 879 752"> 3-digit by 1-digit multiplication 502 x 9 345 x 6 230 x 7 [Plus create 7 more of your own] </td> <td data-bbox="879 607 1203 752"> 3-digit by 2-digit multiplication 502 x 96 345 x 68 230 x 72 [Plus create 7 more of your own] </td> </tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	2-digit by 1-digit multiplication 52 x 9 35 x 6 23 x 7 [Plus create 7 more of your own]	3-digit by 1-digit multiplication 502 x 9 345 x 6 230 x 7 [Plus create 7 more of your own]	3-digit by 2-digit multiplication 502 x 96 345 x 68 230 x 72 [Plus create 7 more of your own]	<p>Mathletics Prodigy Khan Academy Multiplication.com</p>
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>						
2-digit by 1-digit multiplication 52 x 9 35 x 6 23 x 7 [Plus create 7 more of your own]	3-digit by 1-digit multiplication 502 x 9 345 x 6 230 x 7 [Plus create 7 more of your own]	3-digit by 2-digit multiplication 502 x 96 345 x 68 230 x 72 [Plus create 7 more of your own]						
	<p>Sport Design a bootcamp style course or exercise routine. In your workbook, record and draw an explanation of your bootcamp style course or exercise routine. Challenge you family members to participate in your bootcamp course or routine. Share photos of your bootcamp in action with your teacher.</p>							
Snack & Movement Break								
Afternoon	<p>PE- Static Balance Things to focus on: -Non-support leg bent, not touching the support leg at 90 degrees -Head stable, eyes focused forward -Body stable and upright</p> <p>Activity 1: Practice by focusing on a point in the room or outside and holding that static balance position for 10 seconds. If you are having trouble with this, start with 5 seconds and work your way up to 10 seconds. Don't forget to breathe. Holding your breath makes you lose your balance.</p> <p>Activity 2: 10 seconds balance with the throw and catch. Find a medium sized ball around the house, (soccer ball, netball, football, basketball) if you don't have one of these you can use a couch pillow. Static Balance on your preferred leg (dominant leg) and throw the ball/object up to eye level and catch it again. Try and aim for 10 throw and catches. If you are finding this really easy you can throw the ball/object above your head. Remember: Non-support leg bent, not touching the support leg, head stable, eyes focused forward, trunk stable and upright and don't forget to breathe. Now try the other leg (non-preferred leg, non-dominant leg).</p> <p>Activity 3: Next find a smaller ball, (tennis ball, handball) if you don't have one of these you can use two socks wrapped up. This time you are going to Static balance on a leg (let's say right leg). With the smaller ball, you are to throw the ball up to eye level with one hand and catching with the same hand (let's say right hand). Try to remain as still and balanced as you can and catch as many as you can. Try this for 20 seconds. Swap legs and hands.</p> <p>Good luck!</p>	<p>A 'how to' video for each exercise will be posted on teams.</p> <p>Fitness- Nutbush plank challenge</p> <p>https://www.youtube.com/watch?v=D6BMvhZ_T8E</p>						

Term 2 Week 2 Monday 4 May 2020

Activities		Optional																									
Morning	Daily Check-In Check-in with your classroom teacher (via text message or through meeting on Microsoft Teams) <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids																									
	Spelling: Complete <u>two</u> activities from the word work grid.	Spelling city																									
	Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice	Go Noodle																									
	Writing: Focus: <i>Adjectives and editing</i> Imagine a giant box is delivered to your front doorstep with your name on it. What's inside and what happens when you open it? Please include the two writing focuses, you will need to go back and underline/highlight your adjectives and re-read and edit your writing (in a different pen/colour). OR Your own choice of free writing or Pobble 365 . This must still include the two writing focuses of the week (adjectives and editing your writing).	Typing.com Pobble 365																									
	Reading: Read a book/ magazine/ newspaper for 15-20 minutes. Write & draw a social media profile for your character/object you have read about in your text. This will include: <ul style="list-style-type: none"> • Character Name • Hometown • School • Works at • Family • Places visited • Music favourites • Book favourites • Photos 	Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC																									
Lunch & Movement Break																											
Middle	Wellbeing: Gratitude Journal – Describe / draw how someone has helped you recently.																										
	Mathematics Skills Practice: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Introductory</th> <th style="text-align: left;">Consolidating</th> <th style="text-align: left;">More Challenging</th> </tr> </thead> <tbody> <tr> <td>2-digit by multiple of 10 multiplication 60 x 31 50 x 22 30 x 15 [Plus create 7 more of your own]</td> <td>2-digit by 2-digit multiplication 65 x 31 56 x 22 31 x 15 [Plus create 7 more of your own]</td> <td>3-digit by 3-digit multiplication 265 x 331 756 x 922 831 x 715 [Plus create 7 more of your own]</td> </tr> </tbody> </table>	Introductory	Consolidating	More Challenging	2-digit by multiple of 10 multiplication 60 x 31 50 x 22 30 x 15 [Plus create 7 more of your own]	2-digit by 2-digit multiplication 65 x 31 56 x 22 31 x 15 [Plus create 7 more of your own]	3-digit by 3-digit multiplication 265 x 331 756 x 922 831 x 715 [Plus create 7 more of your own]	Mathletics Prodigy Khan Academy Multiplication.com																			
Introductory	Consolidating	More Challenging																									
2-digit by multiple of 10 multiplication 60 x 31 50 x 22 30 x 15 [Plus create 7 more of your own]	2-digit by 2-digit multiplication 65 x 31 56 x 22 31 x 15 [Plus create 7 more of your own]	3-digit by 3-digit multiplication 265 x 331 756 x 922 831 x 715 [Plus create 7 more of your own]																									
	Number Talk: <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;">Fruity Totals</p> <table style="margin: 0 auto; border-collapse: collapse;"> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 2px;">31</td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 2px;">40</td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 2px;">46</td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 2px;">39</td> </tr> <tr> <td style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 2px;">39</td> <td style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 2px;">30</td> <td style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 2px;">46</td> <td style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 2px;">41</td> <td></td> </tr> </table> <p style="font-size: small; margin-top: 5px;">Each of the fruit has a value between 1 and 15 inclusive. The sum of the fruit in each row and column is shown.</p> </div>					31					40					46					39	39	30	46	41		
				31																							
				40																							
				46																							
				39																							
39	30	46	41																								

Focus Area: Division with Remainders

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Introductory

Record or highlight the numbers between 1 and 40 that would have a remainder (left over) of 3 when divided by 4.

Did you notice any patterns?

Consolidating

Record or highlight the numbers between 1 and 60 that would have a remainder of 4 when divided by 6.

Did you notice any patterns?

More Challenging

Record or highlight the number between 1 and 80 that would have a remainder of 5 when divided by 8.

Did you notice any patterns?

Is there a quick way of predicting the numbers that will have a certain remainder?

Snack & Movement Break

Afternoon

PDH-

Research into the Australian 24-Hour Movement Guidelines for Children and Young People 5-17

Task

Read through the overview of the Aus 24-Hour Movement Guidelines for Children and Young People via <https://bit.ly/Aus-24Hour-MovementGuidelines>

Read through the guidelines specific for young people aged 5-12 years old via <https://bit.ly/Guidelines-5-12years>

Highlight/underline or write down 10 statements that you find important/interesting.

Term 2 Week 2 Tuesday 5 May 2020

Activities	Optional
<p>Morning</p> <p>Daily Check-In Check-in with your classroom teacher (via text message or through a meeting on Microsoft Teams)</p> <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids
<p>Spelling: Complete <u>two</u> activities from the word work grid.</p>	Spelling city
<p><i>Brain break: Inch worms – start in a plank position. Jump your feet towards your hands, so your body makes a "V" shape, then walk your hands forwards until you're back to the plank position. Continue moving like this for 5 minutes.</i></p>	GoNoodle
<p>Viewing and Recording Watch BTN on ABC Me at 10:00am.</p> <ul style="list-style-type: none"> • Summarise the BTN episode. • What were the main themes of the episode? • What did you like about the episode? • What are three questions that you can ask about one of the topics presented in the episode? 	Typing.com Reading Eggs Pobble 365
<p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Based on the text you have just read, share a story about yourself that is related to an event or character that was in the book. How do you relate to this character? Do you share the same opinions? Friendships? Family life? Interests?</p>	Academic Success for all learners (online books) Storyline online Kids News EPIC
Lunch & Movement Break	
<p>Middle</p> <p>Wellbeing: Gratitude Journal – Draw / write something that has made you smile today.</p>	

Mathematics <i>Skills Practice:</i>	Mathletics Prodigy Khan Academy Multiplication.com		
	<i>Introductory</i> 2-digit by multiple of 10 multiplication 80 x 42 100 x 23 60 x 17 [Plus create 7 more of your own]	<i>Consolidating</i> 2-digit by 2-digit multiplication 81 x 42 99 x 23 65 x 17 [Plus create 7 more of your own]	<i>More Challenging</i> 3-digit by 3-digit multiplication 816 x 642 999 x 123 865 x 617 [Plus create 7 more of your own]

Number Talk:

What do you notice?
What is this picture representing?
Can you find and record some equivalent fractions?

Focus Area – Fractions Using the fraction wall above		
<i>Introductory</i> Can you identify which is bigger, 1/3 or 2/8? Can you identify which is smaller, 5/6 or 3/4? Write the following fractions in ascending order: 4/6, 3/12, 2/4, 2/3, 3/8	<i>Consolidating</i> Can you identify which is bigger, 1/3 or 2/8? By how much? Can you identify which is smaller, 5/6 or 3/4? By how much? Record each of these fractions in order along a number line: 4/6, 3/12, 2/4, 2/3, 3/8	<i>More Challenging</i> Can you identify two fractions that add to make a total of 1/3? Can you identify two fractions that add to make a total of 2/8? Can you record 3 different fractions that are equivalent to 3/4? Write these fractions in their simplest form and record them along a number line: 4/6, 3/12, 2/4, 2/3, 3/8


Snack & Movement Break

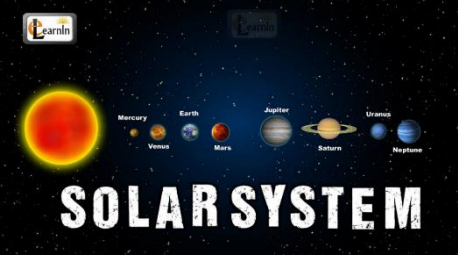
PDH-
Use the Australian 24-Hour Movement Guidelines for Children and Young People 5-17 Years, and your own research to answer the following.
<https://bit.ly/Guidelines-5-12years>
<https://bit.ly/Aus-24Hour-MovementGuidelines>

This can be done in a table in your books or on your own OneNote doc.

Term	What this means (Definition)	How this is used (Use in a Sentence)	List 3 examples
Physical Activity			
Sedentary Behaviour			
Moderate Activity			
Vigorous Activity			


Term 2 Week 2 Wednesday 6 May 2020


Activities		Optional						
Morning	<p>Daily Check-In Check-in with your classroom teacher (via text message or through a meeting on Microsoft Teams)</p> <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids						
	Spelling: Complete <u>two</u> activities from the word work grid.	Spelling city						
	<i>Brain break: Spell your name with your breath – take a deep breath in. Then blow out slowly, while moving your head, to draw the letter of your name in the air with your breath.</i>							
	<p>Writing: Focus: <i>Adjectives and editing</i> Write a story about flying to outer space and discovering a new planet. What does the planet look like? What is on this planet? What is the weather like? Oh no, is that an alien? Or human? Please include the two writing focuses, you will need to go back and underline/highlight your adjectives and re-read and edit your writing (in a different pen/colour). OR Your own choice of free writing or Pobble 365. This must still include the two writing focuses of the week (adjectives and editing your writing).</p>	Typing.com Pobble 365						
	<p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Write a short paragraph summarising what you read. Mapping it out. Have a go at drawing a map of one of the places from the text you have just read. See how much detail you can include in your map, including different places, keys and colour.</p>	Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC						
Lunch & Movement Break								
Middle	Wellbeing: Gratitude Journal – What meal do you love to eat?							
	<p>Mathematics <i>Skills Practice:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Introductory</i></th> <th style="text-align: left;"><i>Consolidating</i></th> <th style="text-align: left;"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td>2-digit by multiple of 100 multiplication 100 x 51 300 x 22 200 x 42 [Plus create 7 more of your own]</td> <td>3-digit by 2-digit multiplication 132 x 51 355 x 22 230 x 42 [Plus create 7 more of your own]</td> <td>4-digit by 2-digit multiplication 1324 x 51 3557 x 22 2308 x 42 [Plus create 7 more of your own]</td> </tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	2-digit by multiple of 100 multiplication 100 x 51 300 x 22 200 x 42 [Plus create 7 more of your own]	3-digit by 2-digit multiplication 132 x 51 355 x 22 230 x 42 [Plus create 7 more of your own]	4-digit by 2-digit multiplication 1324 x 51 3557 x 22 2308 x 42 [Plus create 7 more of your own]	Mathletics Prodigy Khan Academy Multiplication.com
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>						
2-digit by multiple of 100 multiplication 100 x 51 300 x 22 200 x 42 [Plus create 7 more of your own]	3-digit by 2-digit multiplication 132 x 51 355 x 22 230 x 42 [Plus create 7 more of your own]	4-digit by 2-digit multiplication 1324 x 51 3557 x 22 2308 x 42 [Plus create 7 more of your own]						
	<p><i>Number Talk:</i></p> <p style="text-align: center;">Pizza Party!</p> <hr style="width: 30%; margin: auto;"/> <p style="text-align: center;">Would you get the most pizza if I gave you ...</p> <p style="text-align: center;"> $\frac{3}{4}$ or $\frac{2}{3}$ or $\frac{4}{5}$ </p>	<p>How can you work out and prove which fraction gives you the largest amount of pizza? Can you record each fraction so that they have the same denominator?</p>						
	<p><i>Focus Area: Fractions</i></p> <p>GROUP A - 5 children share 3 lamingtons GROUP B - 5 children share 4 lamingtons GROUP C - 6 children share 5 lamingtons GROUP D - 8 children share 6 lamingtons</p> 	<p>Introductory Draw pictures to show how much lamington each child gets, in each group.</p> <hr/> <p>Consolidating Draw pictures to show how much lamington each child gets, in each group. Which group of children gets the most? How do you know?</p> <hr/> <p>More Challenging Which group of children gets the most? How do you know? Record the groups in order of who gets the most amount of lamington to the least. If the lamingtons were shared fairly across the groups, how much would each student receive?</p>						
Snack & Movement Break								

Afternoon	<p>Science- Earth and Space</p>  <ul style="list-style-type: none"> ➤ draw on paper from smallest to largest, labelling the planets and adding colour ➤ Have a discussion with your parent/carer at home about how big the planets are in comparison to each other and Earth ➤ Make some of the planets using blocks/Lego to show their different sizes 	<p>Putting the Planets in place <i>Learning Intention:</i> To understand the size and order of the planets in relation to Earth.</p> <p>Create your own sizing and placement representation of the solar system in one of the following ways:</p> <ul style="list-style-type: none"> ➤ using recycled materials to create a 3D model of planets ➤ creating a poster with the planets drawn/painted to show their different sizes 	<p>Size of the Earth: https://www.youtube.com/watch?v=octRYMsiLX0&feature=youtu.be&fbclid=IwAR1dL10KEKHifrXBeSBiUaIU3SQQgP5P7V4juOzLOSzLj1Xc7tHMTUCX0wc</p> <p>The Scale of the Universe: https://scaleofuniverse.com/?fbclid=IwAR1AGZIZ7sUruBmNASPhU45qN6YN5vI5SJhB_7y7WUUKoHpclUir6zyPZFY</p>
-----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Term 2 Week 2 Thursday 7 May 2020

Activities		Optional						
Morning	<p>Daily Check-In Check-in with your classroom teacher (via text message or through meeting on Microsoft Teams)</p> <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids						
	<p>Spelling: Complete <u>two</u> activities from the word work grid.</p>	Spelling city						
	<p><i>Brain break: Dancing - turn on one of your favourite songs and dance around your house / living room / bedroom</i></p>							
	<p>Writing: Focus: <i>Adjectives and editing</i> Create a comic strip, using yourself as a superhero. What type of superhero are you? What powers do you have? How are you going to use these powers? (make sure to include speaking/speech in your comic strip) Please include the two writing focuses, you will need to go back and underline/highlight your adjectives and re-read and edit your writing (in a different pen/colour). OR Your own choice of free writing or Pobble 365. This must still include the two writing focuses of the week (adjectives and editing your writing).</p>	Typing.com Pobble 365						
	<p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Write a short paragraph summarising what you read. Express yourself. Using an iPad, mirror or a digital camera make faces of the emotions the main characters would have gone through in your book. Draw these emotions and write below why the character may have felt this way. OR Take photos of these emotions and put them together in a document on your computer or device and explain the emotion below the image and when the character would have felt this way.</p>	Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC						
Lunch & Movement Break								
Middle	<p>Wellbeing: Gratitude Journal – Name a song that makes you feel happy and explain why.</p>							
	<p>Mathematics <i>Skills Practice:</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Introductory</i></th> <th style="text-align: left;"><i>Consolidating</i></th> <th style="text-align: left;"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td> Division Facts (as multiplication facts) $3 \times ? = 24$ $8 \times ? = 48$ $5 \times ? = 50$ [Plus create 7 more of your own] </td> <td> Division Facts $24 \div 3$ $48 \div 8$ $100 \div 5$ [Plus create 7 more of your own] </td> <td> Division Facts (multiple of 10) $240 \div 3$ $480 \div 8$ $1000 \div 5$ [Plus create 7 more of your own] </td> </tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	Division Facts (as multiplication facts) $3 \times ? = 24$ $8 \times ? = 48$ $5 \times ? = 50$ [Plus create 7 more of your own]	Division Facts $24 \div 3$ $48 \div 8$ $100 \div 5$ [Plus create 7 more of your own]	Division Facts (multiple of 10) $240 \div 3$ $480 \div 8$ $1000 \div 5$ [Plus create 7 more of your own]	Mathletics Prodigy Khan Academy Multiplication.com
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>						
Division Facts (as multiplication facts) $3 \times ? = 24$ $8 \times ? = 48$ $5 \times ? = 50$ [Plus create 7 more of your own]	Division Facts $24 \div 3$ $48 \div 8$ $100 \div 5$ [Plus create 7 more of your own]	Division Facts (multiple of 10) $240 \div 3$ $480 \div 8$ $1000 \div 5$ [Plus create 7 more of your own]						

	<p>Number Talk:</p>  <p>What do you notice? What fraction of the total shape are the red (trapezium) blocks? What fraction of the total shape are the blue (rhombus) blocks? What fraction of the total shape are the green (triangle) blocks?</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--


	<p>Focus Area: Fractions</p>  <p>Introductory Tom has a bag of jellybeans. There are 10 jellybeans in the bag. $\frac{1}{2}$ of the jellybeans are red, $\frac{1}{5}$ of the jellybeans are yellow, $\frac{3}{10}$ of the jellybeans are blue.</p> <p>How many of each jellybean are there? _____</p> <p>Consolidating Mia has a big bag of jellybeans. There are 100 jellybeans in the bag. $\frac{1}{2}$ of the jellybeans are red, $\frac{1}{5}$ of the jellybeans are yellow, $\frac{3}{10}$ of the jellybeans are blue.</p> <p>How many of each jellybean are there? _____</p> <p>More Challenging Jack has a big bag of jellybeans. There are less than 100 jellybeans in the bag, $\frac{1}{2}$ of the jellybeans are red, $\frac{1}{5}$ of the jellybeans are yellow, $\frac{3}{10}$ of the jellybeans are blue.</p> <p>How many of each jellybean might there be in Jack's bag? List some possibilities</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Snack & Movement Break

<p>Afternoon</p>	<p>Geography – Bush Fires – What do I know. Answers these questions and then interview your family. Place into a table.</p> <ol style="list-style-type: none"> 1- What do bushfires smell like? 2- What do bushfires sound like? 3- What do bushfires feel like? 4- What do bushfires look like? 5- What do bushfires taste like? <p>Reflect – What similarities can you see between your answers and your family's answers?</p>	
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Term 2 Week 2 Friday 8 May 2020

Activities		Optional
<p>Morning</p>	<p>Daily Check-In Check-in with your classroom teacher (via text message or through a meeting on Microsoft Teams)</p> <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	<p>Squiz Kids</p>
	<p>Spelling: Complete <u>two</u> activities from the word work grid.</p>	<p>Spelling city</p>
	<p><i>Brain break: Paper, Scissors, Rock – Challenge a family member to a game of paper scissors rock. Come up with an alternative game, for example "Dragon, Sword, Shield"</i></p>	
	<p>Writing: Focus: <i>Adjectives and editing</i> Write an Acrostic poem for the word 'holidays'. Please include the two writing focuses, you will need to go back and underline/highlight your adjectives and re-read and edit your writing (in a different pen/colour). OR Your own choice of free writing or Pobble 365. This must still include the two writing focuses of the week (adjectives and editing your writing).</p>	<p>Typing.com Pobble 365</p>

	<p>Reading: Read a book/ magazine/ newspaper for 15-20 minutes.</p> <p>Status Updates: Write 3-4 'status updates' on your character/object in your text. This might be what they are doing right now, what their opinion is on a topic, what they are thinking about. Example:</p>  <p>Status Update 1: I am currently laying in bed, eating a burrito. I am very bored.</p> <p>Status Update 2: I have just finished a good book, I think Mrs Pryke would love it, Mrs Player might also find the topic interesting.</p> <p>Status Update 3: I don't think I like snakes, they scare me too much and I don't trust anything with scales.</p>	<p>Academic Success for all learners (online books) Storyline online Reading Eggs Kids News EPIC</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------


Lunch & Movement Break

Middle	Wellbeing: Gratitude Journal – What do you love about your family?	
--------	---------------------------------------------------------------------------	--

	<p>Mathematics <i>Skills Practice:</i></p> <table border="1" data-bbox="228 613 1201 792"> <thead> <tr> <th data-bbox="228 613 555 645"><i>Introductory</i></th> <th data-bbox="555 613 882 645"><i>Consolidating</i></th> <th data-bbox="882 613 1201 645"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="228 645 555 676"><i>Dividing by 10</i></td> <td data-bbox="555 645 882 676"><i>Dividing by 10</i></td> <td data-bbox="882 645 1201 676"><i>Dividing by 10 with decimals</i></td> </tr> <tr> <td data-bbox="228 676 555 707">30 ÷ 10</td> <td data-bbox="555 676 882 707">300 ÷ 10</td> <td data-bbox="882 676 1201 707">30.7 ÷ 10</td> </tr> <tr> <td data-bbox="228 707 555 739">50 ÷ 10</td> <td data-bbox="555 707 882 739">5430 ÷ 10</td> <td data-bbox="882 707 1201 739">54.30 ÷ 10</td> </tr> <tr> <td data-bbox="228 739 555 770">80 ÷ 10</td> <td data-bbox="555 739 882 770">856700 ÷ 10</td> <td data-bbox="882 739 1201 770">85.67 ÷ 10</td> </tr> <tr> <td data-bbox="228 770 555 792">[Plus create 7 more of your own]</td> <td data-bbox="555 770 882 792">[Plus create 7 more of your own]</td> <td data-bbox="882 770 1201 792">[Plus create 7 more of your own]</td> </tr> </tbody> </table>	<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	<i>Dividing by 10</i>	<i>Dividing by 10</i>	<i>Dividing by 10 with decimals</i>	30 ÷ 10	300 ÷ 10	30.7 ÷ 10	50 ÷ 10	5430 ÷ 10	54.30 ÷ 10	80 ÷ 10	856700 ÷ 10	85.67 ÷ 10	[Plus create 7 more of your own]	[Plus create 7 more of your own]	[Plus create 7 more of your own]	<p>Mathletics Prodigy Khan Academy Multiplication.com</p>
<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>																		
<i>Dividing by 10</i>	<i>Dividing by 10</i>	<i>Dividing by 10 with decimals</i>																		
30 ÷ 10	300 ÷ 10	30.7 ÷ 10																		
50 ÷ 10	5430 ÷ 10	54.30 ÷ 10																		
80 ÷ 10	856700 ÷ 10	85.67 ÷ 10																		
[Plus create 7 more of your own]	[Plus create 7 more of your own]	[Plus create 7 more of your own]																		

	<p>Sport Design an obstacle course in your backyard. In your workbook, draw a diagram of your obstacle course and label it with the directions for each obstacle. Challenge your family members to complete your obstacle course. Share photos of your obstacle course with your teacher.</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Snack & Movement Break

Afternoon	<p>FMS focus- Static Balance and Underarm throw and catch. Last week we began practicing our static balance and underarm throw and catch. Things to remember: -Non-support leg bent, not touching the support leg -Head stable, eyes focused forward -Trunk stable and upright</p> <p>Activity 1: Practice the static balance on both legs. Get someone to time how long you can balance on each leg. Was there a big difference in time between legs? Why do you think this was?</p> <p>Activity 2: Hand-Eye coordination practice Stand 1m away from a wall. Using a tennis ball/handball you must underarm throw the ball, bounce the ball off the wall and catch it with the other hand (e.g. throw with your right hand, catch with your left). Continue throwing and catching until you feel confident in catching and throwing the ball.</p> <p>Activity 3: Hand-Eye coordination challenge Get a family member to time 30 seconds and see how many times you can throw and catch the ball as you did above. At the end of the 30 seconds record your score on the Microsoft Teams list. See how you went against the teachers and Mr Kite.</p>	<p>Fitness challenge: Bring Sally Up Bring Sally Up Squat Challenge</p> 
-----------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Spelling Words Week 1-2

6Blue/ 6Red	The Robot	The Zany	Make it Rain	The Floss	Jubilation	Orange Justice	Popcorn
5/6Yellow					Group 1	Group 2	Group 3
	please skip seven our dog rock what want	Christmas high window gone holiday often pocket across	occupy poor ought symbol yourself stopping watch squash o'clock bottle shake chase shine skate	occupy observe collect equal compare swallow wallaby octopus opposite everybody hop rub shrug trim level	neighbour although tomato author condition astonishment biography octagonal column sausage jar tar occur prefer bar	approach organise opponent obstacle occasion tremble librarian brilliant ambulance debatable catch discuss fast notify supply	claustrophobic omniscient opportunistic obnoxious omnipresent oblige obedience obscure oscillate obsessive catch discuss fast notify supply

Word Work

<p>Dictionary Meanings</p> <p>Use the internet or a dictionary to find the meaning of 5 of your spelling words</p>	<p>Rainbow Writing</p> <p>Write your spelling words, using different colours for each letter</p>
<p>Grammar sentences</p> <p>Use EIGHT of your spelling words in detailed sentences. Underline and label the nouns in red, the verbs (action words) in blue and the adjectives (describes the noun) in green.</p>	<p>Alphabet Spending</p> <p>How much are your words worth? A=\$1, B=\$2, C=\$3, D=\$4, etc CAT = C=\$3 + A=\$1 + T=\$20 = \$24</p>
<p>Silly Sentences</p> <p>Create 5 silly statements using your spelling words. For example; for the word "write"- Will rats infect the eggs?</p>	<p>Fontabulous</p> <p>Write each spelling word three different ways: print, cursive, all capital letters, block letters, etc</p>
<p>Word Origin</p> <p>Find the word origin of 5 of your spelling words.</p>	<p>Chunking</p> <p>Break your words into chunks (syllables). Example: A-MAZE-ING</p>
<p>Synonyms/Antonyms</p> <p>Find a synonym and antonym for three spelling words and put the new word into a sentence.</p>	<p>Hidden Words</p> <p>Use 5 of your words to write as many little words as you can within the word eg. transport – sport, pan, pot, not, an, or, ran, top, tan, tar</p>