

# Year 4

## Unit 6 Part B

Name: \_\_\_\_\_


Class: \_\_\_\_\_







# Year 4 Weekly Learning Plan Unit 6 Part B – 9/9/2021-15/9/2021

	Friday – 10/9	Monday –13/9	Tuesday – 14/9	Wednesday – 15/9	Thursday – 16/9
<b>Morning</b>	<p><b>English</b> <b>Spelling</b></p> <p>This week's focus is 'ant'.</p> <ul style="list-style-type: none"> <li>- Write your spelling list.</li> <li>- Complete 2 parts of your spelling sheet <a href="#">Google Classroom Demonstration Available Online</a> </li> </ul> <p><b>Jolly Grammar</b></p> <p>This week's focus is 'Homophones' <a href="#">Google Classroom Demonstration Available Online</a> </p> <ul style="list-style-type: none"> <li>- Complete your Jolly Grammar sheet</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Complete poetry activity - Limericks <a href="#">Google Classroom Demonstration Available Online</a> </li> </ul>	<p><b>English</b> <b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Write your spelling list</li> <li>- Complete the remainder of your spelling sheet</li> </ul> <p><b>TTFM Survey</b></p> <p>Complete the Tell Them From Me survey. Your unique password will be sent to you via Google Classroom <a href="https://nsw.tellthemfromme.com/login.htm">https://nsw.tellthemfromme.com/login.htm</a></p> <p><b>Viewing</b></p> <p>Watch a BTN Classroom episode of your choice. If you do not have access to this, look for a news article in the local paper. Create a VIP summary with at least 3 dot points per new story. Use For one of the stories in this episode, write at least 5 Fact or Fib statements and test</p>	<p><b>English</b> <b>Spelling</b></p> <ul style="list-style-type: none"> <li>- Write your spelling list</li> <li>-Complete word art activity.</li> </ul> <p><a href="#">Upload your work to Google Classroom.</a> </p> <p><b>Reading</b></p> <p>Read aloud 2 chapters from a book you have at home or login to Reading Eggspress and complete the assigned reading task.</p> <ul style="list-style-type: none"> <li>- Write at least 5 Fact or Fib statements and test a family member to see if they can get them right.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Using your writing plan that you completed yesterday,</li> </ul>	<p><b>Wellness Wednesday</b></p> <p>Join the Cambridge Gardens Community to participate in our first Wellness Wednesday. Today is a day to focus on your wellbeing. See Google Classroom/Emails for details to help you rest, relax and rejuvenate, all while having lots of fun.</p>	<p><b>English</b> <b>Spelling</b></p> <ul style="list-style-type: none"> <li>-Have a family member test you. If this isn't possible write your list doing look, cover, write, check.</li> </ul> <p><b>Reading - Stage Novel Ch14</b></p> <p>The Lion, The Witch and the Wardrobe <a href="#">Google Classroom Reading Available Online</a> </p> <p><b>Comprehension Strategy</b></p> <p>Inference Equations - making connections</p> <p><a href="#">Google Classroom Demonstration Available Online</a> </p> <ul style="list-style-type: none"> <li>- Use the Fact of Fib comprehension strategy to make connections between the novel and your own prior knowledge.</li> </ul>




<p><b>Comprehension Strategy</b>          Watch the video on Fact or Fib Comprehension Strategy  <a href="#">Google Classroom Demonstration Available Online</a></p> <p><b>Reading - Stage Novel Ch13</b>          The Lion, The Witch and the Wardrobe <a href="#">Google Classroom Reading Available Online</a></p> <p>-Use this strategy to create ten statements based on the events that happened in the chapter you just listened to. Make some of those statements true - "fact", and some of those statements false - "fib".</p> <p>Post a fact or fib question on Google Classroom for your peers to answer. Let them know if they got them right or wrong.</p>	<p>a family member to see if they can get them right.</p> <p><b>Writing</b>          Watch the Narrative Planning video. <a href="#">Google Classroom Video Available Online</a></p> <p>- Using the template provided, plan a narrative text for the stimulus picture.</p> <p> <a href="#">Upload your work to Google Classroom.</a></p>	<p>write your narrative for the stimulus picture</p>	<p><b>Handwriting</b>          - Complete the handwriting activity  <a href="#">Upload your work to Google Classroom.</a></p> <p><b>Writing</b>          Complete the free writing activity. You may choose to write about any topic in any style you like (e.g. an information piece, poetry, song, procedure, story, persuasive writing piece, speech, etc.) Include a Limerick in your writing.</p>	
<p><b>Break</b></p>				



<p><b>Mathematics</b> </p> <p><b>TEN Activity</b></p> <p>Multiplication Toss</p> <p><a href="#">Google Classroom Demonstration Available Online</a></p> <p><b>Optional Number on the Day Challenge Activity</b></p> <p>Go to MathsStarter, choose a 3, 4, or 5 digit number and answer the questions for it.</p> <p><b>Times Tables Practice</b></p> <p>Practice your x3, x6 and x9 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Number and Algebra-Subtraction</b> </p> <p>Complete the set activity on subtraction. <a href="#">Google Classroom Demonstration Available Online</a></p>	<p><b>Mathematics</b></p> <p><b>TEN Activity</b></p> <p>Multiplication Toss</p> <p><b>Optional Number on the Day Challenge Activity</b></p> <p>Go to MathsStarter, choose a 3, 4, or 5 digit number and answer the questions for it.</p> <p><b>Times Tables Practice</b></p> <p>Practice your x3, x6 and x9 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Number and Algebra-Division</b> </p> <p>- Complete the set activity on Division. <a href="#">Google Classroom Demonstration Available Online</a></p>	<p><b>Mathematics</b></p> <p><b>TEN Activity</b></p> <p>Multiplication Toss</p> <p><b>Optional Number on the Day Challenge Activity</b></p> <p>Go to MathsStarter, choose a 3, 4, or 5 digit number and answer the questions for it.</p> <p><b>Times Tables Practice</b></p> <p>Practice your x3, x6 and x9 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Science</b> </p> <p><b>How to conduct a fair test</b></p> <p>Watch Video and complete worksheets.</p>	<p><b>Wellness Wednesday</b></p> <p>Join the Cambridge Gardens Community to participate in our first Wellness Wednesday.</p> <p>Today is a day to focus on your wellbeing. See Google Classroom/Emails for details to help you rest, relax and rejuvenate, all while having lots of fun.</p>	<p><b>Mathematics</b></p> <p><b>TEN Activity</b></p> <p>Multiplication Toss</p> <p><b>Optional Number on the Day Challenge Activity</b></p> <p>Go to MathsStarter, choose a 3, 4, or 5 digit number and answer the questions for it.</p> <p><b>Times Tables Practice</b></p> <p>Practice your x3 x6 and x9 tables. Try saying them out loud also.</p> <p><b>Problem a Day</b></p> <p>Complete today's PAD.</p> <p><b>Mathletics</b></p> <p>Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><b>Measurement and Geometry - Position</b></p> <p>Complete the position activity.</p>
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**Middle**

<b>Break</b>				
<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Creative Arts – “A Picasso Head”</b></p> <p>Complete the Picasso Head directed drawing activity.</p>  <p><i>Upload your work to Google Classroom.</i></p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Sport</b></p> <p>Complete the fitness session with Mr. Sargeant.</p>	<p><b>School Assembly</b></p> <p>Please join us for our Week 10 Whole school Assembly. If you are unable to attend assembly, complete Reading Eggs or Mathletics activities.</p>	<p><b>Wellness Wednesday</b></p> <p>Join the Cambridge Gardens Community to participate in our first Wellness Wednesday. Today is a day to focus on your wellbeing. See Google Classroom/Emails for details to help you rest, relax and rejuvenate, all while having lots of fun.</p>	<p><b>DEAR</b> – Drop everything and read (15minutes)</p> <p><b>Geography</b></p> <p>Complete the animal research task.</p>





## Learning environment checklist

### In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
  - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
  - The chair backrest should support the lower back and allow your child to sit upright.
  - The chair should move freely and not be restricted by hazards such as mats and power cords.
  - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
  - The screen should be positioned directly in front of your child.
  - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
  - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
  - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?



Friday 10.9.21

*Joy &  
Sadness*



# Daily Spelling

Friday	Monday	Tuesday	Wednesday	Thursday





# Remember to check your spelling list daily 😊

## Spelling -

This week's focus is 'ant'.

1. Write your spelling list.

2. Watch the video on [Google Classroom Online](#), and complete 2 parts of your spelling sheet.



**Spelling List 28**  
-ant-

1. scant  
2. distant  
3. servant  
4. important  
5. vacant  
6. instant  
7. relevant  
8. merchant  
9. brilliant  
10. reluctant  
11. pleasant  
12. restaurant  
13. extravagant  
14. participant  
15. valiant  
16. triumphant  
17. insignificant  
18. flamboyant

Look at the numbered lines below and write a sentence for each of the corresponding spelling words.

1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_  
13. \_\_\_\_\_  
14. \_\_\_\_\_  
15. \_\_\_\_\_  
16. \_\_\_\_\_  
17. \_\_\_\_\_  
18. \_\_\_\_\_

An antonym is a word with the opposite meaning. Write antonyms for the words below.

vacant	distant	important	pleasant
brilliant	reluctant	insignificant	relevant

Identify the subject, then parse the sentence and the verb.

We were enjoying a pleasant dinner at a Chinese restaurant.

singular	1st person	past	simple
plural	2nd person	present	continuous
	3rd person	future	





## Parsing a Sentence

- *nouns - naming words (black)*
- *adjectives - describe nouns or pronouns (blue)*
- *verbs - doing words (red)*
- *adverbs - describe verbs (orange)*
- *conjunctions - joining words (purple)*
- *prepositions - explain the position of an object (green)*
- *pronouns - the little words that replace nouns eg I, he, she, it, you, we, they (pink)*
- *articles - the, a, an (light blue)*





## Unit 9 - Poetry Writing

Read the below information and watch the [Google Classroom demonstration video on Limerick Poems](#).

Limericks are poems that originally came from a town in Ireland, called Limerick. They have five lines and follow a particular rhyming pattern.

The rhyming pattern of Limericks are that the first and second lines rhyme with each other, the third and fourth lines rhyme with each other, and the fifth line rhymes with the first and second lines.

The last word in the first, second and fifth lines all need to rhyme with each other. The last word in the third and fourth lines need to rhyme with each other (but can't rhyme with lines 1, 2 or 5).

Lines 1, 2 and 5 are also longer than lines 3 and 4. This is to create the correct rhythm when reading a Limerick poem.

Limericks are comedic poems, which means that they try to be funny and are usually a bit silly. Because Limericks are funny and silly, sometimes you can make up words to help with the rhyming patterns. Limericks often tell a little story, so it is common to start a Limerick with the words "There once was" or "There was".

Example -

### The man from Peru

There once was a man from Peru  
Who dreamt that he swallowed his shoe  
He woke up in fright  
In the middle of the night  
To learn that his dream had come true!

**Activity:** Write three different Limericks about different topics (so don't write three Limericks about dogs - you might choose to write one Limerick about school, one about a made up person and the last one about a monkey, etc.). **You can choose any topic at all but you are not allowed to write a Limerick about a real-life person.**



## Activity - Limerick Poems




## Reading

### Stage Novel Ch 13

Watch a reading of *The Lion, The Witch and The Wardrobe* by CS Lewis and complete the comprehension activity.



Google Classroom reading available online.



## Comprehension Strategy



Fact or Fib [Google Classroom Demonstration Available Online](#)

- Use this strategy to create ten statements based on the events that happened in the chapter you just listened to. Make some of those statements true - "fact", and some of those statements false - "fib". Post your fact or fib questions on Google Classroom for your peers to answer. Let them know if they got them right or wrong.

You are aiming to write ten Fact or Fib statements for this chapter.

- If you want to do more than 10 - that is great!
- If you can't think of 10, that's okay - just do as many as you can.

Remember - just have a go! The only "bad mistake" you can make is the mistake of not giving it a go at all :)





<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"> <li><input type="radio"/> I have completed my spelling activities.</li> <li><input type="radio"/> I have completed my grammar activities.</li> <li><input type="radio"/> I have created a Limerick poem on different topics.</li> <li><input type="radio"/> I have listened to the novel and completed the 'Fact or Fib' comprehension activity.</li> </ul>	<p>Teacher Recognition (English)</p> <p><input type="radio"/></p>
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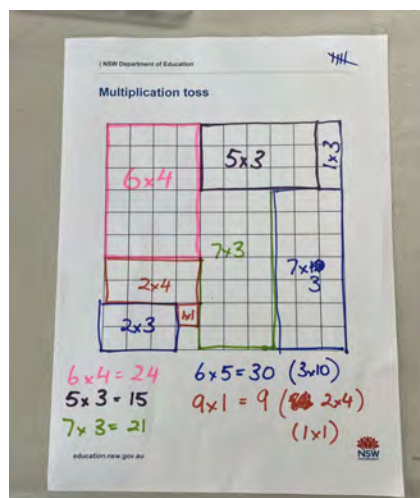
## Mathematics - TENS Activity Multiplication Toss

### You will need:

- 1cm square grid paper
- different coloured pencils or markers
- two spinners or dice (0-9) Use online dice if you have none.

### Instructions

- Players take turns to spin the spinners or roll the dice. If a 3 and 6 are spun, players can enclose either a block out of 3 rows of 6 (3 sixes) or 6 rows of 3 (6 threes). Each player records on their own grid paper.
- The game continues with no overlapping areas.
- The winner is the player with the largest area blocked out after 10 spins.
- Eventually the space on the grid paper gets really small.
- Then, you have to think:
  - What if my 3 sixes won't fit as 3 sixes or as 6 threes?
  - Players can partition to help them! So, for example, I can rename 3 sixes as 2 sixes and 1 six (if that helps me fit the block into my game board).





# Multiplication Toss


1. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

6. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

2. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

7. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

3. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

8. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

4. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

9. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

5. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

10. \_\_\_\_ x \_\_\_\_ = \_\_\_\_



## Optional Online Challenge Activity

Google: Number of the day MathsStarters

Choose either a 3, 4 or 5 digit number. Write your answers to the questions here and then check your answers online.

Record the number here. My number is: \_\_\_\_\_

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

## Times tables practice -

Practise your x3, x6 and x9 tables. Say them out loud as you go.

x3	x6	x9



## Problem A Day -

Complete today's problem.

How many sides are there altogether on 3 triangles and 4 squares?

- 12
- 21
- 25
- 28

Working out - Transformation step

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_





## Number and Algebra - Subtraction

*Subtraction Demonstration Video Available on Google Classroom.*

- Complete the set activity on subtraction.

Calculate each difference.

$$\begin{array}{r} 8\ 058 \\ -\ 50 \\ \hline \end{array}$$

$$\begin{array}{r} 656 \\ -\ 222 \\ \hline \end{array}$$

$$\begin{array}{r} 496 \\ -\ 62 \\ \hline \end{array}$$

$$\begin{array}{r} 4\ 693 \\ -\ 3\ 984 \\ \hline \end{array}$$

$$\begin{array}{r} 8\ 136 \\ -\ 574 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ -\ 36 \\ \hline \end{array}$$

$$\begin{array}{r} 775 \\ -\ 14 \\ \hline \end{array}$$

$$\begin{array}{r} 605 \\ -\ 90 \\ \hline \end{array}$$

$$\begin{array}{r} 545 \\ -\ 30 \\ \hline \end{array}$$

$$\begin{array}{r} 993 \\ -\ 266 \\ \hline \end{array}$$

$$\begin{array}{r} 7\ 032 \\ -\ 185 \\ \hline \end{array}$$

$$\begin{array}{r} 354 \\ -\ 56 \\ \hline \end{array}$$

$$\begin{array}{r} 4\ 790 \\ -\ 625 \\ \hline \end{array}$$

$$\begin{array}{r} 7\ 551 \\ -\ 867 \\ \hline \end{array}$$

$$\begin{array}{r} 516 \\ -\ 55 \\ \hline \end{array}$$

$$\begin{array}{r} 663 \\ -\ 23 \\ \hline \end{array}$$

$$\begin{array}{r} 5\ 884 \\ -\ 4\ 452 \\ \hline \end{array}$$

$$\begin{array}{r} 658 \\ -\ 88 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ -\ 87 \\ \hline \end{array}$$

$$\begin{array}{r} 1\ 008 \\ -\ 537 \\ \hline \end{array}$$

$$\begin{array}{r} 7\ 908 \\ -\ 70 \\ \hline \end{array}$$

$$\begin{array}{r} 6\ 198 \\ -\ 799 \\ \hline \end{array}$$

$$\begin{array}{r} 8\ 144 \\ -\ 42 \\ \hline \end{array}$$

$$\begin{array}{r} 8\ 110 \\ -\ 701 \\ \hline \end{array}$$

$$\begin{array}{r} 566 \\ -\ 50 \\ \hline \end{array}$$



Success Criteria (student to complete):  <input type="radio"/> I have completed the TEN activity.  <input type="radio"/> I have practised my times tables.  <input type="radio"/> I have completed my Problem A Day.  <input type="radio"/> I have completed two Mathematics tasks.  <input type="radio"/> I have completed the subtraction activity.	Teacher Recognition (Mathematics):  <input type="radio"/>
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## Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? \_\_\_\_\_



## Creative Arts

Directed Drawing of "A Picasso Head". Click on the link to the You Tube tutorial on how to draw a Picasso head. Follow the instructions to create your own directed drawing of a Picasso head in the style of the artist Pablo Picasso.

<https://www.youtube.com/watch?v=dMDdF9XpHjs>



Picasso Head Artwork - Upload your work to Google Classroom.



A large, empty rectangular box with a thin black border, intended for students to upload their artwork.



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed a Picaso Head directed drawing and uploaded my work to Google Classroom.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
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I have completed today's work to the best of my ability.

Signed: \_\_\_\_\_

I am happy with the quality and the amount of work my child has completed today.

Signed: \_\_\_\_\_



# Monday 13.9.21



say hello to  
**SADNESS**





# English

## Spelling -

- Write your spelling list
- Complete the remainder of your spelling sheet

## TTFM Survey

Complete the Tell Them From Me survey. Your unique password will be sent to you via Google Classroom.

<https://nsw.tellthemfromme.com/login.htm>

## Viewing

Watch a BTN Classroom episode of your choice. If you do not have access to this, look for a news article in the local paper. Create a VIP summary with at least 3 dot points per new story. **For one of the stories in this episode, create 5 Facts or Fibs.** Present your summary to your family and see if they can identify the facts.






# Writing - Narrative



Planning Narrative Writing - read the below information and watch the [Google Classroom Demonstration Video on Planning Narrative Writing - Available Online](#)

Planning your writing is really important for any style of writing. There are many ways that you can plan your writing - there is no right or wrong way to do it. You could choose to do dot points, a mind-map or use a visual organiser such as the template below.

When you are planning your narrative it is really important that you plan for each part of the structure - the orientation, problem, series of events and resolution. Remember to include all of the 5 Ws for the orientation and to include at least 2-3 different events for the series of events.

Use any method of planning that you prefer to plan a narrative text for the following stimulus picture. You may choose to use the template provided on the next page.





Problem:

Title

Solution/End:

What:

Where:

Event:

Event:

Who:

When:

Why:

Event:



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"> <li><input type="radio"/> I have completed my spelling list and the rest of my spelling sheet.</li> <li><input type="radio"/> I have completed the Reading Eggspress assigned activity or I have read 2 chapters from a book at home.</li> <li><input type="radio"/> I have watched a BTN episode and written 3 VIP's per story and created Facts and Fibs for one of the stories.</li> <li><input type="radio"/> I have watched the narrative writing video, and completed the planning activity.</li> </ul>	<p>Teacher Recognition (English)</p> <ul style="list-style-type: none"> <li><input type="radio"/></li> </ul>
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## Mathematics - TENS Activity Multiplication Toss

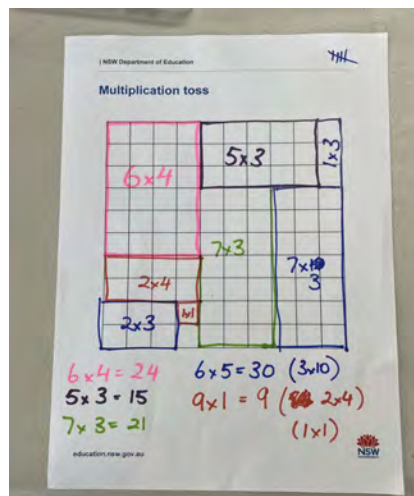


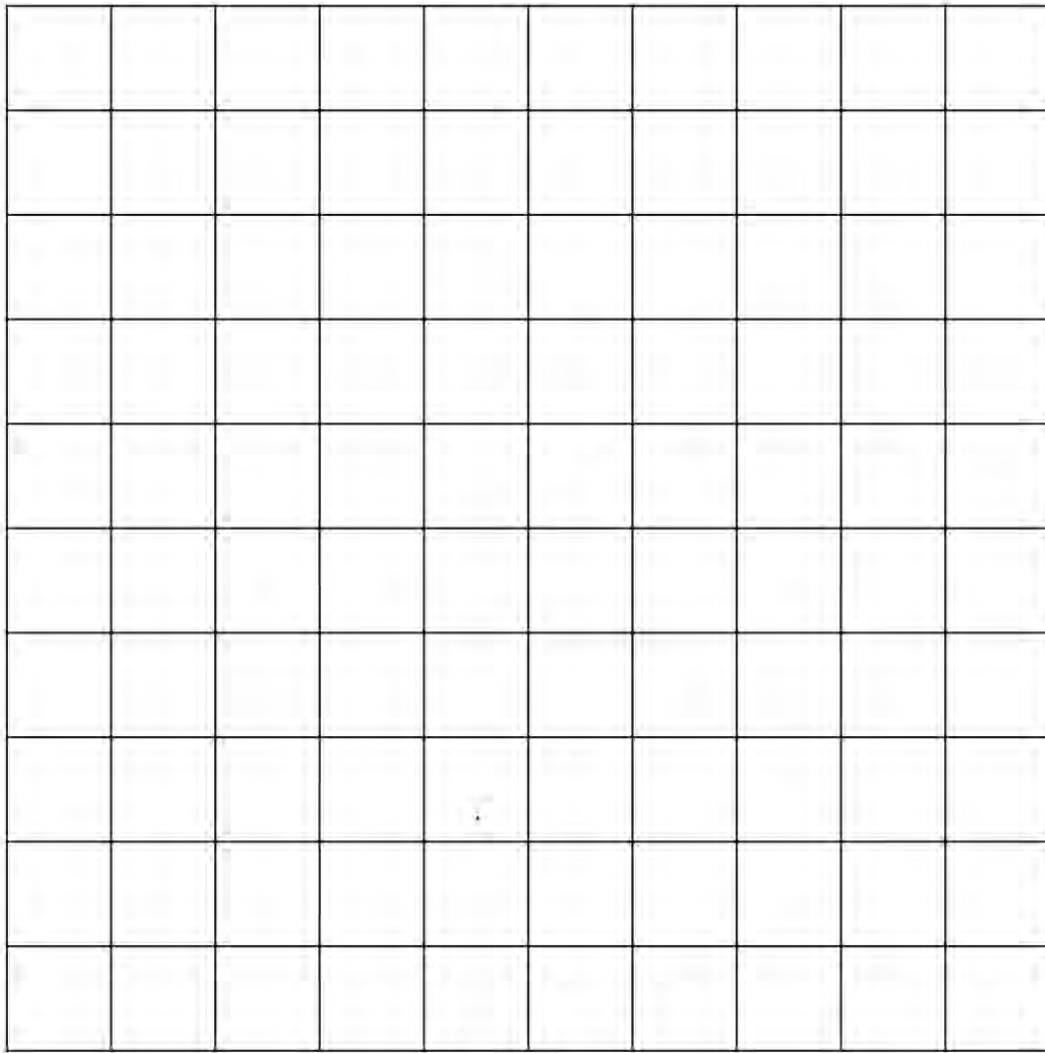
### You will need:

- 1cm square grid paper
- different coloured pencils or markers
- two spinners or dice (0-9) Use online dice if you have none.

### Instructions

- Players take turns to spin the spinners or roll the dice. If a 3 and 6 are spun, players can enclose either a block out of 3 rows of 6 (3 sixes) or 6 rows of 3 (6 threes). Each player records on their own grid paper.
- The game continues with no overlapping areas.
- The winner is the player with the largest area blocked out after 10 spins.
- Eventually the space on the grid paper gets really small.
- Then, you have to think:
  - What if my 3 sixes won't fit as 3 sixes or as 6 threes?
  - Players can partition to help them! So, for example, I can rename 3 sixes as 2 sixes and 1 six (if that helps me fit the block into my game board).





1. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

6. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

2. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

7. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

3. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

8. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

4. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

9. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

5. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

10. \_\_\_\_ x \_\_\_\_ = \_\_\_\_



## Optional Online Challenge Activity

Google: Number of the day MathsStarters

Choose either a 3, 4 or 5 digit number. Write your answers to the questions here and then check your answers online.

Record the number here. My number is: \_\_\_\_\_

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

## Times tables practice -

Practise your x3, x6 and x9 tables. Say them out loud as you go.

x3	x6	x9



## Problem A Day -

Complete today's problem.

How many sides are there altogether on 2 triangles and 5 squares?

- 20
- 22
- 24
- 26

Working out - Transformation step

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_





# Number and Algebra - Division



Fractions of a Collection Demonstration Video Available on Google Classroom.

- Complete the set activity on division.

## Division – linking multiplication and division facts

Knowing multiplication facts will help with division facts. This is because they are opposites. Look at how we can describe this array:

	$6 \times 4 = 24$	6 groups of 4 is 24.
	$4 \times 6 = 24$	4 groups of 6 is 24.
	$24 \div 4 = 6$	24 divided into 4 shares is 6.
	$24 \div 6 = 4$	24 divided into 6 shares is 4.

1 Describe each of these arrays using two multiplication and two division facts:

<b>a</b>		<input type="text"/> × <input type="text"/> = <input type="text"/>	<b>b</b>		<input type="text"/> × <input type="text"/> = <input type="text"/>
		<input type="text"/> × <input type="text"/> = <input type="text"/>			<input type="text"/> × <input type="text"/> = <input type="text"/>
		<input type="text"/> ÷ <input type="text"/> = <input type="text"/>			<input type="text"/> ÷ <input type="text"/> = <input type="text"/>
		<input type="text"/> ÷ <input type="text"/> = <input type="text"/>			<input type="text"/> ÷ <input type="text"/> = <input type="text"/>
<b>c</b>		<input type="text"/> × <input type="text"/> = <input type="text"/>	<b>d</b>		<input type="text"/> × <input type="text"/> = <input type="text"/>
		<input type="text"/> × <input type="text"/> = <input type="text"/>			<input type="text"/> × <input type="text"/> = <input type="text"/>
		<input type="text"/> ÷ <input type="text"/> = <input type="text"/>			<input type="text"/> ÷ <input type="text"/> = <input type="text"/>
		<input type="text"/> ÷ <input type="text"/> = <input type="text"/>			<input type="text"/> ÷ <input type="text"/> = <input type="text"/>

2 Draw an array of 6 rows of 3 then describe it with multiplication and division facts.

<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	×	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	÷	<input type="text"/>	=	<input type="text"/>

This is also called a fact family. ☆



REMEMBER



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed the TEN activity.</p> <p><input type="radio"/> I have practised my times tables.</p> <p><input type="radio"/> I have completed my Problem A Day.</p> <p><input type="radio"/> I have completed two Mathematics tasks.</p> <p><input type="radio"/> I have completed the division activity.</p>	<p>Teacher Recognition (Mathematics):</p> <p><input type="radio"/></p>
---	--

## Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? \_\_\_\_\_

## Sport *Video Available on Google Classroom.*

Watch the video link and join in some physical activity with Mr Sargent.



<p>Success Criteria (Student to complete)</p> <p><input type="radio"/> I have completed sport with Mr Sargeant.</p>	<p>Teacher Recognition</p> <p><input type="radio"/></p>
---	---

I have completed today's work to the best of my ability.

Signed: \_\_\_\_\_

I am happy with the quality and the amount of work my child has completed today.

Signed: \_\_\_\_\_



Tuesday 14.9.21



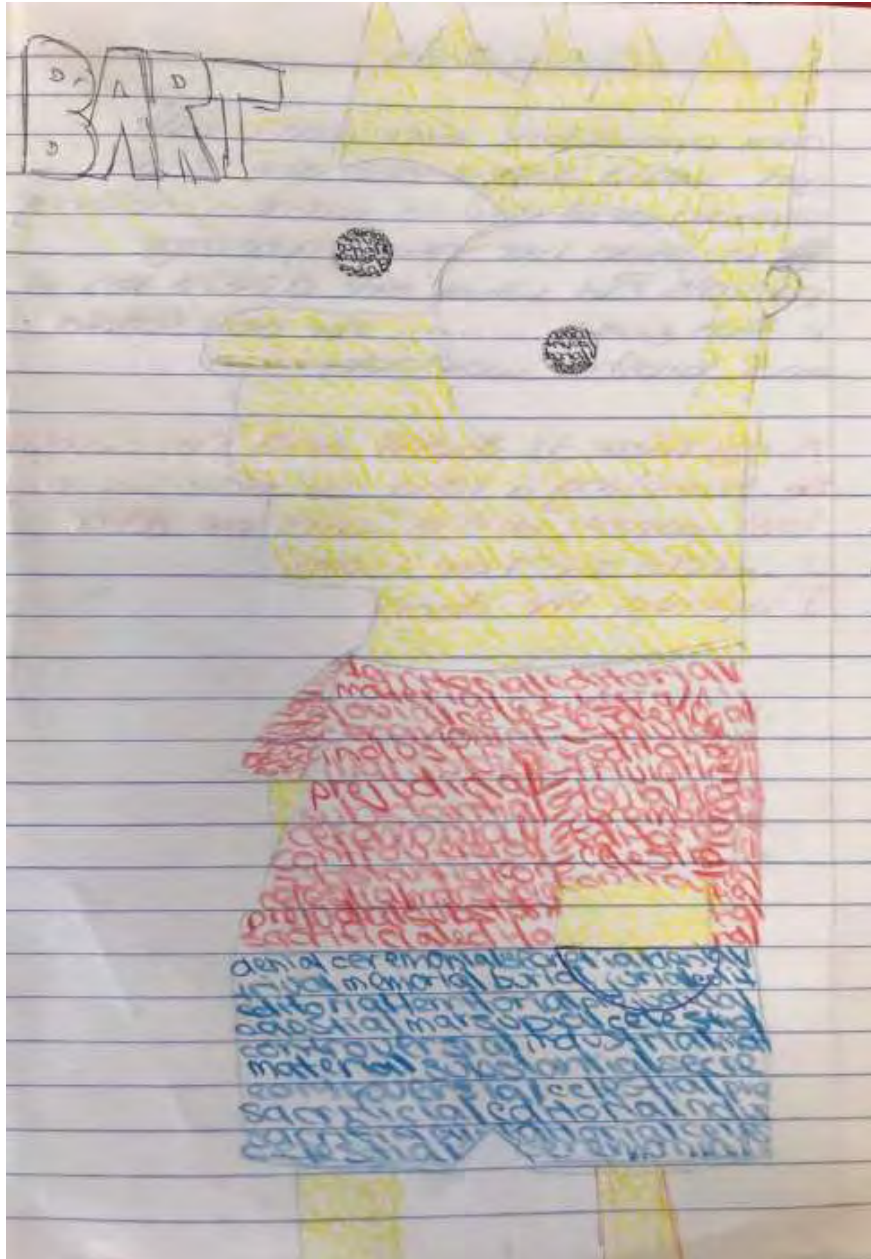
**English** Upload your work to Google Classroom.

**Spelling -**

-Write your spelling list

-Word Art.

Use your spelling words to create an amazing artwork.





A large, empty rectangular box with a thin black border, intended for students to create their spelling word art.



# Reading -



Choose one option from the below reading activities

1. Login to Reading Eggspress and complete the assigned reading task.
2. Read 2 chapters from a book you have at home
  - Create ten Fact or Fib statements from the chapters you just read. Try to get a family member to read the chapters (or you could read the chapters to them) and answer the fact or fib statements.
  - If needed, review the [Google Classroom Demonstration](#) on Fact or Fib.




# Writing - Narrative

Using your writing plan that you completed yesterday, write your narrative for the stimulus picture. You should aim for your narrative to be at least 1 and a half pages long and include an orientation, problem, series of events, resolution and a coda. Include descriptive language, adjectives, adverbs and a wide vocabulary to make your writing more interesting.








<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"> <li>○ I have written my spelling words and completed the spelling activity.</li> <li>○ I have written a narrative text ensuring I have an orientation, problem, series of events, resolution and coda.</li> <li>○ I have used descriptive language, adjectives, adverbs and a wide vocabulary.</li> </ul>	<p>Teacher Recognition (English)</p> <ul style="list-style-type: none"> <li>○</li> </ul>
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## Mathematics - TENS Activity Multiplication Toss

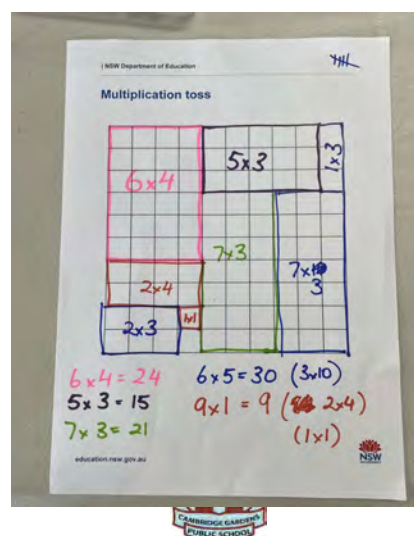


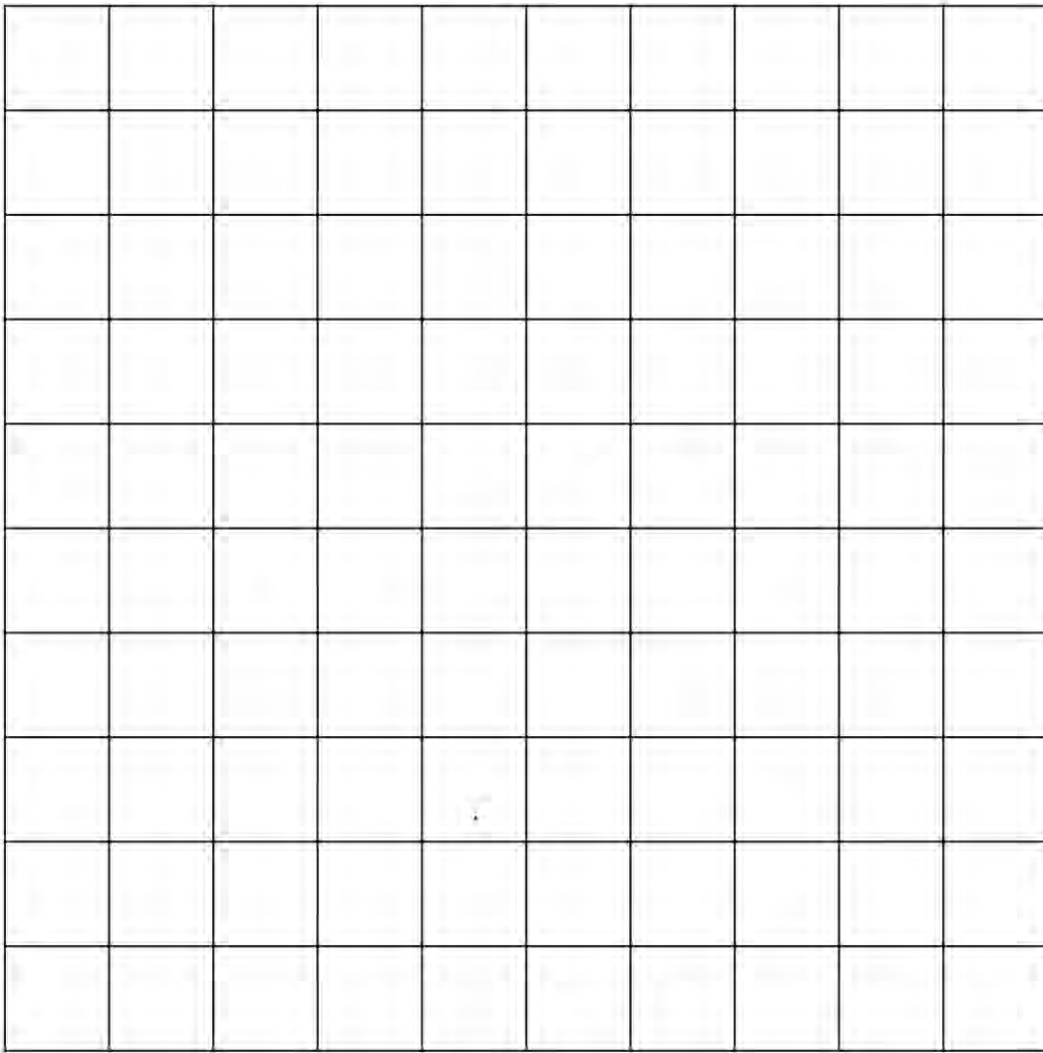
### You will need:

- 1cm square grid paper
- different coloured pencils or markers
- two spinners or dice (0-9) Use online dice if you have none.

### Instructions

- Players take turns to spin the spinners or roll the dice. If a 3 and 6 are spun, players can enclose either a block out of 3 rows of 6 (3 sixes) or 6 rows of 3 (6 threes). Each player records on their own grid paper.
- The game continues with no overlapping areas.
- The winner is the player with the largest area blocked out after 10 spins.
- Eventually the space on the grid paper gets really small.
- Then, you have to think:
  - What if my 3 sixes won't fit as 3 sixes or as 6 threes?
  - Players can partition to help them! So, for example, I can rename 3 sixes as 2 sixes and 1 six (if that helps me fit the block into my game board).





1. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

6. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

2. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

7. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

3. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

8. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

4. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

9. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

5. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

10. \_\_\_\_ x \_\_\_\_ = \_\_\_\_



## Optional Online Challenge Activity

Google: Number of the day MathsStarters

Choose either a 3, 4 or 5 digit number. Write your answers to the questions here and then check your answers online.

Record the number here. My number is: \_\_\_\_\_

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

## Times tables practice -

Practise your x3, x6 and x9 tables. Say them out loud as you go.

x3	x6	x9



## Problem A Day -

Complete today's problem.

How many sides are there altogether on 4 triangles and 2 squares and 1 hexagon?

- 7
- 21
- 9
- 25

Working out - Transformation step

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have completed the TEN activity.</li><li><input type="radio"/> I have practised my times tables.</li><li><input type="radio"/> I have completed my Problem A Day.</li><li><input type="radio"/> I have completed two Mathematics tasks.</li></ul>	<p>Teacher Recognition (Mathematics):</p> <ul style="list-style-type: none"><li><input type="radio"/></li></ul>
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# Science

Learning Intention: For students to understand how to conduct a fair test.

Investigation Question: (Complete the investigation question using the two phrases below.)

What happens to the m \_\_\_\_\_ when we change  
the s \_\_\_\_\_?  
melting time                      size of the piece of chocolate


Prediction: What do you think will happen? (Use because in your sentence to explain why.)

I think \_\_\_\_\_

---

To make the test (investigation) fair there are variables (things) we keep the same, measure and change. We only change one variable and we try to keep all the other things the same. This is so we can compare the measurement of the one thing we changed. In this investigation what are you going to:

Put the dot points below into the correct boxes

Change 	Measure 	Keep the same

- the time to melt
- the size of the piece of chocolate (whole piece vs broken up piece)
- the heat source
- the mass of the chocolate (each piece 50g)
- type of bag used

Equipment:

- 2 freddo frogs or two identical pieces of chocolate same mass (weight)
- Two small clear clip lock bags
- Heat source (eg hot water bottle filled by an adult, warm sunny spot)



### What will we do

1. Break one piece of chocolate into many smaller pieces.
2. Draw each piece of chocolate in the recording results section.
3. Label bags and place chocolate in the bags.
4. Put the bags in a warm place.
5. Check on bags every 10 minutes.
6. Record how long it takes for each chocolate to melt.

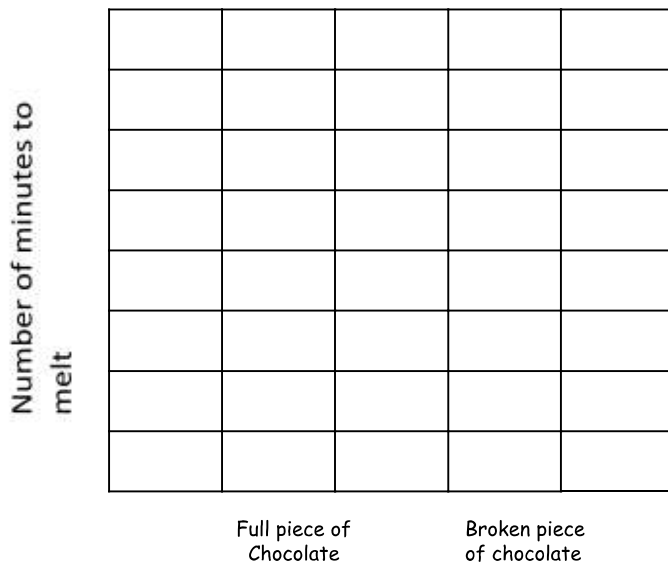
### Recording results

<p>Draw the full piece of chocolate:</p>          <p>It took _____ minutes to melt.</p>	<p>Draw the broken pieces of chocolate:</p>          <p>It took _____ minutes to melt.</p>
---	--

### Displaying results

Present the results in a graph

Title of graph: \_\_\_\_\_



## Discussing Results

What happens to the melting time when we change the size of the pieces of chocolate?

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Why do you think that happened?

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In this experiment we tried to show that the size of the pieces of chocolate changes the melting time. Explain how this was a fair test.

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<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><li><input type="radio"/> I have viewed the video.</li> <li><input type="radio"/> I have completed all sections of the investigation worksheet.</li> <li><input type="radio"/> I have done my best to answer the discussion questions.</li></ul>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
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# Whole School Assembly-



Please join us for our Week 10 Whole school Assembly.

<https://nsweducation.zoom.us/j/65430515008?pwd=VGZYSkIxZkpQaUI3dEZXTzIIM3FQZz09>

Passcode: cgps

Webinar ID: 654 3051 5008

**(If you are unable to attend the assembly, complete Reading Eggs or Mathletics activities.)**

Success Criteria (student to complete):	Teacher Recognition
<input type="radio"/> I attended the school assembly.	<input type="radio"/>



# Wednesday 15.9.21



Join the Cambridge Gardens Community to participate in our first Wellness Wednesday.

Today is a day to focus on your wellbeing. See [Google Classroom](#) for details to help you rest, relax and rejuvenate all while having lots of fun.



# Thursday 14.9.21

## SPOT THE DIFFERENCE

Find the six differences between the two pictures.



<https://nsweducation.zoom.us/j/66506044748?pwd=Wkw1b2ZKRHE1dTNBQU1yRUljVy9wZz09>

Meeting ID: 665 0604 4748

Passcode: 997872



# English

## Spelling -

- Write your spelling list

Have a family member test you. If this isn't possible write your list doing look, cover, write, check.

1.	10.
2.	11.
3.	12.
4.	13.
5.	14.
6.	15.
7.	16.
8.	17.
9.	18.



## Reading

### Stage Novel Ch 14

Watch a reading of *The Lion, The Witch and The Wardrobe* by CS Lewis and complete the comprehension activity.



Google Classroom reading available online.



## Comprehension Strategy



Fact or Fib [Google Classroom Demonstration Available Online](#)

- Use this strategy to create ten statements based on the events that happened in the chapter you just listened to. Make some of those statements true - "fact", and some of those statements false - "fib". Post your fact or fib questions on Google Classroom for your peers to answer. Let them know if they got them right or wrong.

You are aiming to write ten Fact or Fib statements for this chapter.

- If you want to do more than 10 - that is great!
- If you can't think of 10, that's okay - just do as many as you can.

Remember - just have a go! The only "bad mistake" you can make is the mistake of not giving it a go at all :)





# Handwriting

- Rewatch the video demonstrating diagonal joins for handwriting.

*[Google Classroom Demonstration Available Online](#)*

- Complete the handwriting work by copying the text inside the box - All About Mars (taken from the NASA Science for Kids website - <https://spaceplace.nasa.gov/all-about-mars/en/>).

Practise your exit flicks and diagonal joins. Rewrite as much as you can of the poem below. Add the exit flicks only to the letters that need them.



**Upload your work to Google Classroom.**

Like Earth, Mars has seasons, polar ice caps, volcanoes, canyons and weather. It has a very thin atmosphere made of carbon dioxide, nitrogen and argon. There are signs of ancient floods on Mars, but now water mostly exists in icy dirt and thin clouds.

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of 10 sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line.










Success Criteria (student to complete):

- I have completed my spelling activities.
- I have completed the reading and comprehension activities.
- I have completed my handwriting activity, paying attention to exit flicks.
- I have completed my free writing activity using neat handwriting, adding description and using a Limerick.

Teacher Recognition (English):

## Mathematics - TENS Activity Multiplication Toss

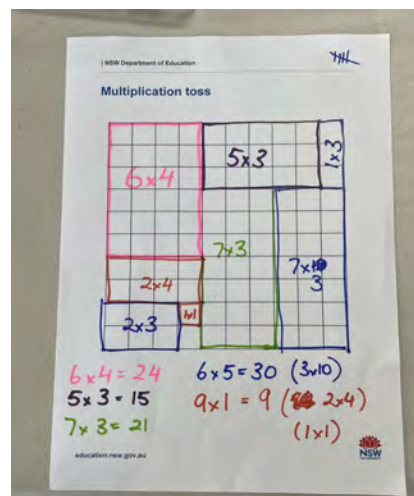


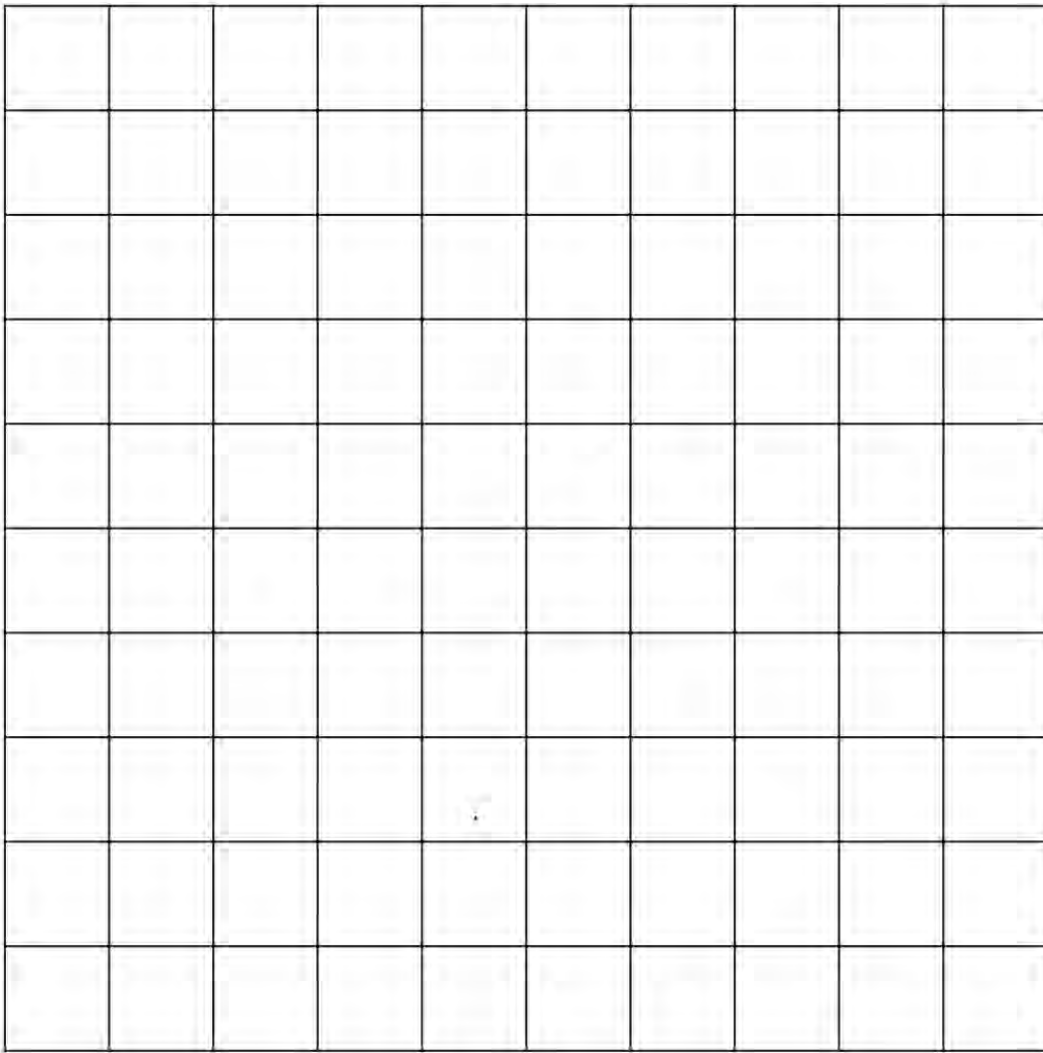
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- two spinners or dice (0-9) Use online dice if you have none.

### Instructions

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- Eventually the space on the grid paper gets really small.
- Then, you have to think:
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  - Players can partition to help them! So, for example, I can rename 3 sixes as 2 sixes and 1 six (if that helps me fit the block into my game board).





1. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

6. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

2. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

7. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

3. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

8. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

4. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

9. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

5. \_\_\_\_ x \_\_\_\_ = \_\_\_\_

10. \_\_\_\_ x \_\_\_\_ = \_\_\_\_



## Optional Online Challenge Activity

Google: Number of the day MathsStarters

Choose either a 3, 4 or 5 digit number. Write your answers to the questions here and then check your answers online.

Record the number here. My number is: \_\_\_\_\_

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

## Times tables practice -

Practise your x3, x6 and x9 tables. Say them out loud as you go.

x3	x6	x9



## Problem A Day -

Complete today's problem.

How many sides are there altogether on 2 triangles and 2 squares and 2 hexagons?

- 20
- 22
- 24
- 26

Working out - Transformation step

## Mathletics -

Complete two Mathletics tasks set by your teacher.

Task 1: \_\_\_\_\_

Task 2: \_\_\_\_\_



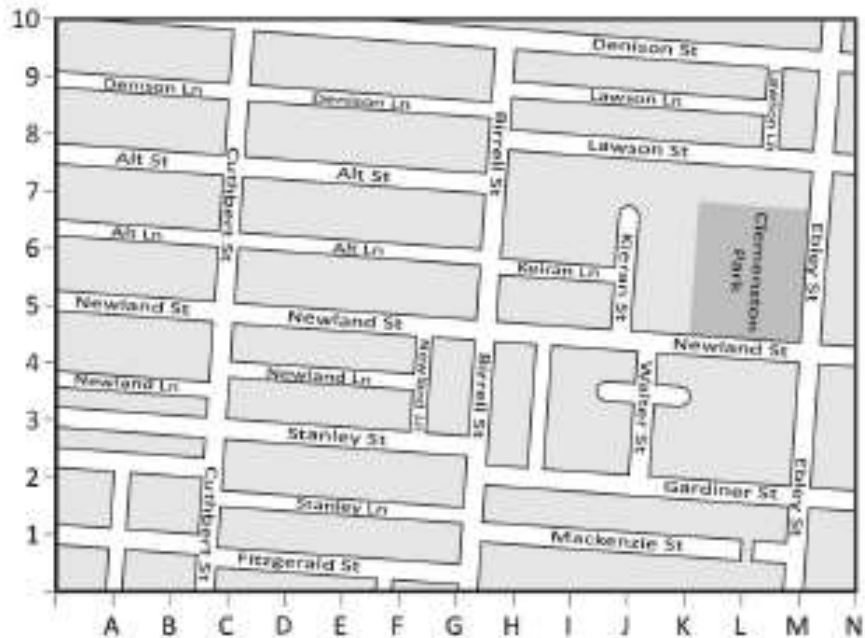
# Measurement and Geometry - Position

- Complete the set activity on Position.

## Position – using a map

Here is a map from a street directory. When you learn to drive, you will sometimes use a street directory to find out how to get somewhere that you do not know the directions to.

**1** Look carefully at this map and answer the questions below:



- a Which street is at E4? \_\_\_\_\_
- b What is parallel to Denison Lane at E8? \_\_\_\_\_
- c Which street is at J9? \_\_\_\_\_
- d What are the coordinates that best pinpoint the intersection of Birrell St and Newland St? \_\_\_\_\_
- e Draw one way to get from the corner of Lawson St and Ebley St to the corner of Cuthbert and Fitzgerald St.
- f Describe how to get to Clemenston Park from B8.

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Success Criteria (student to complete):  <input type="radio"/> I have completed the TEN activity.  <input type="radio"/> I have practised my times tables.  <input type="radio"/> I have completed my Problem A Day.  <input type="radio"/> I have completed two Mathletics tasks.  <input type="radio"/> I have completed two position activity.	Teacher Recognition (Mathematics):  <input type="radio"/>
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## Drop Everything And Read (DEAR):

Read for 15 minutes. What did you Read? \_\_\_\_\_





# Geography

Plants in Australia and Indonesia are very different. Complete the research below using different plants from both countries.

PLANT RESEARCH		
	AUSTRALIA	INDONESIA
Name of plant or tree		
Size - how tall does it grow?		
Where does it grow? (e.g. rainforest, desert)		
Interesting facts - is it used to make products? - does it have flowers?		
Picture (print a picture or draw one)		



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed research about plants in Australia and Indonesia</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
---	--

I have completed today's work to the best of my ability.

Signed: \_\_\_\_\_

I am happy with the quality and the amount of work my child has completed today.

Signed: \_\_\_\_\_



# Fast Finishers Activities

## No Bake Apple Donuts

### The Healthy Donut

**You'll need:** Apples, a sharp knife, protein-based spread and the toppings of your choice

**What you need to do:** Slice the apple into rounds. Carefully cut out the apple core to make a circle with a knife. You'll need to use a sharp knife so it's best to ask an adult for help here. You can then add the toppings.



#### **Grape and granola donut**

**You'll need:** apple rings, grapes, cream cheese, granola

**What to do:** Slice the grapes thin. Spread cream cheese on to the apple, completely covering one side. Add the grape slices to one half and sprinkle

#### **PB and strawberry donut**

**You'll need:** apple rings, strawberries, peanut butter, chocolate chips

**What to do:** Slice the strawberries. Spread peanut butter on to the apple, completely covering one side. (If your child has a nut allergy, you could use cream cheese or chocolate spread instead). Add the strawberry slices to one half. Sprinkle a few chocolate chips onto the other half.



#### **Raspberry chocolate crunch donut**

**You'll need:** apple rings, Nutella, raspberries, pretzel sticks

**What to do:** Spread Nutella on to the apple, completely covering one side. Add raspberries to one half. Break up the pretzel sticks into small pieces and sprinkle on to the other half.

If you don't have these ingredients, don't let that stop your taste buds from experimenting. You could use, honey, jam, shredded coconut, banana, blueberries, cereal or nuts to decorate your donuts. Use whatever you have available.

Share your creation with your friends on [Google Classroom](#).



# DIY BUBBLES

What you'll need

## Equipment

- 1 large bowl
- 1 spoon
- Bubble wands

## Materials

- 1/2 cup dishwashing liquid
- 1 1/2 cups water
- 2 teaspoons sugar

## Instructions

1. Pour 1/2 cup of dishwashing liquid into a large bowl.
2. Add 1 1/2 cups of water to the dishwashing liquid in the bowl.
3. Measure 2 teaspoons of sugar and add it to the water/soap mixture.
4. Gently stir your mixture.
5. Go outside and have fun blowing bubbles. If you don't use it all, you can pour it into a tightly sealed container to use later.

## Tips

- Don't shake or stir your bubble mixture too much.
- Experiment with blowing bubbles using different items!
- You can recycle an old jar by refilling it with your homemade bubble mix.



## Bubble Wands

You can use just about anything to make a bubble wand. Start with these ideas and experiment later.

### Plastic cup:

Punch a hole in the bottom to blow through.  
Dip the large open end into the solution and blow.

### Plastic soft drink bottles:

Cut the bottom off the bottle and dip.  
Use the lid end of the bottle to blow you bubbles.

### Pipe cleaners:

You can create just about any shape you like form a pipe cleaner, just make sure you keep a small section as a handle. Try with circles, stars or even triangles.

### Plastic funnel:

This already has a natural shape for a bubble wand. Using the large end to dip and the small end to blow, this is a sure winner!

### Drinking straws:

These should be small, but fast flowing bubbles. Why not bunch some together and see how many you can blow? Dip and try!

