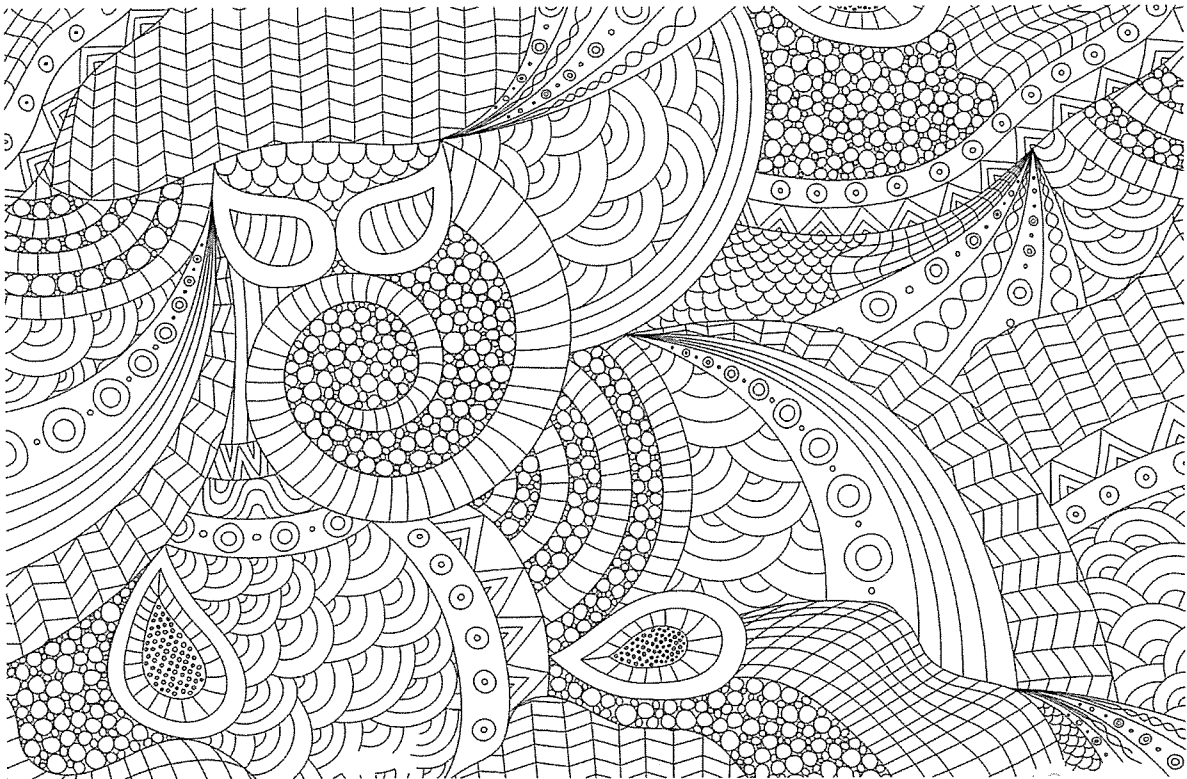


# Weekly Learning Framework - Unit Four



Year 6

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

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

## Teaching and Learning Continuity Plan – Unit 4

Dear Parents and Caregivers,

28<sup>th</sup> April 2020

We hope you've had a restful break and have enjoyed spending some quality time with your immediate family. We are continually amazed by the efforts and work that our students are producing. The conversations, photos and videos from our students give us great joy during this extremely difficult time. We would like to thank you again for supporting and assisting your child with remote learning. Please also remember that you can only do your best and we will continue to work together to achieve the best result we can.

This continued partnership ensures that we are able to support our students through this remote learning process, which may continue for an extended period of time as Mr. Wynn mentioned in his newsletter address last term. As a result, we have continued compiling units of work with the Unit 4 Teaching and Learning package attached. We will continue to communicate to parents on a weekly basis using our school email system, Google Classroom, Facebook and the School Webpage.

A member of our school staff will be available for questions and feedback each day for all grades. Please be mindful that the school has only limited phone lines available to use, so please be fair and limit your questions to allow all parents access to this provision. Please ask to speak to one of our Assistant Principals. We would also like you to consider that we have a reduced number of staff on site and ask that you understand this when making contact.

### **Stage 3 Unit 4 Information**

The Unit 4 booklet includes:

- A Weekly Learning Plan – this is effectively a timetable that outlines daily learning activities that would be completed throughout the course of a week.
- A Learning Environment Checklist that will enable you to set up the best possible environment for your child.
- Following these items will be each day's activities in order. There is space for your child to complete these activities in the booklet only.
- Under most daily activities will be a Success Criteria for your child to complete. This will also be the space for teacher recognition.
- At the end of each day, there is a reflection for students and a section for Parents/Caregiver's to sign stating they are happy with the amount of work completed.
- Stage 3 teachers have set two Mathletics learning tasks to be completed daily. Please don't feel restricted to only completing these set tasks if students would like to complete more activities. If you don't have the passwords for your child please respond to the school emails about Mathletics passwords.
- Google classroom contains the videos mentioned in the teaching and learning framework for students to view to help them with their learning.
- We have added a fast finishers table at the end of the booklet with extra activities for students who would like to engage in additional tasks.



# Cambridge Gardens Public School

*Innovation, Excellence, Connections & Fun*

## **Weekly Learning Booklets are due on a Wednesday**

At this stage we are anticipating that this form of learning may continue well into Term 2 and have made the following arrangements for Stage 3.

- For Term 2, Stage 3 booklets will continue to be due to either the front office, via email or Google Classroom on a **Wednesday** each week. This will also be the time that the following week's booklet will be uploaded on Google Classroom, collected and/or emailed home.
- **Unit 4 will be due on Week 2 Wednesday the 6<sup>th</sup> May.**
- Please ensure your child's name and class is on the front cover of the booklet.
- Each Stage will have their booklets collected and distributed on different days, as we wish to be as mindful of social distancing.
- If you are returning your work via email, the subject line must be **Mr Hunter** only. You must include your child's name and class in the body of the email. This will ensure that your child's work will be forwarded to the right teacher to provide recognition of work. The school's email address is [cambridgeg-p.school@det.nsw.edu.au](mailto:cambridgeg-p.school@det.nsw.edu.au)
- For returned student work via email, teacher recognition will be provided back via email.
- For returned student work via the front office, teacher recognition will be provided in a timely manner. This can be collected with the new weekly booklet.

## **Google Classroom**

- Please note, booklets for Stage 3 will no longer be available on Google Classroom in an online form. They will be available as a PDF to complete and send back via email or hard copy if you wish. This is due to the high amount of work it takes to get it online, and the low uptake among students. Teachers will be instead using this time to create learning activities/videos, which will be placed on our Google Classrooms platform.
- A video has been placed on the school Facebook page and a 'how to' document has been included at the back of each student's Unit 4 booklet.
- Students will need a joining code, which is outlined below. Please only join the grade that your child is in. Any child joining the incorrect classroom will be deleted and need to rejoin the correct class. If you're having difficulty joining your class and cannot access the videos please contact the school for additional options such as dropping off a USB for us to copy the videos on.
- If parents have any questions please contact Mr. Wood or Mr. Hunter by phone or the school email. If you need your child's student portal login please email the school.

**Joining Codes: Year 5 – tmyhy4u**

**Year 6 – tsiss3p**

Please be aware that over the coming period, the type, style and delivery of work to students will develop and change. We would like to thank all of our fantastic students and families for their support, patience and kindness.

Wishing you all health and happiness.

Stage 3 Teachers

Mr. Hunter, Mr. Kristof, Miss Mulock and Mrs. Nelson



## 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?



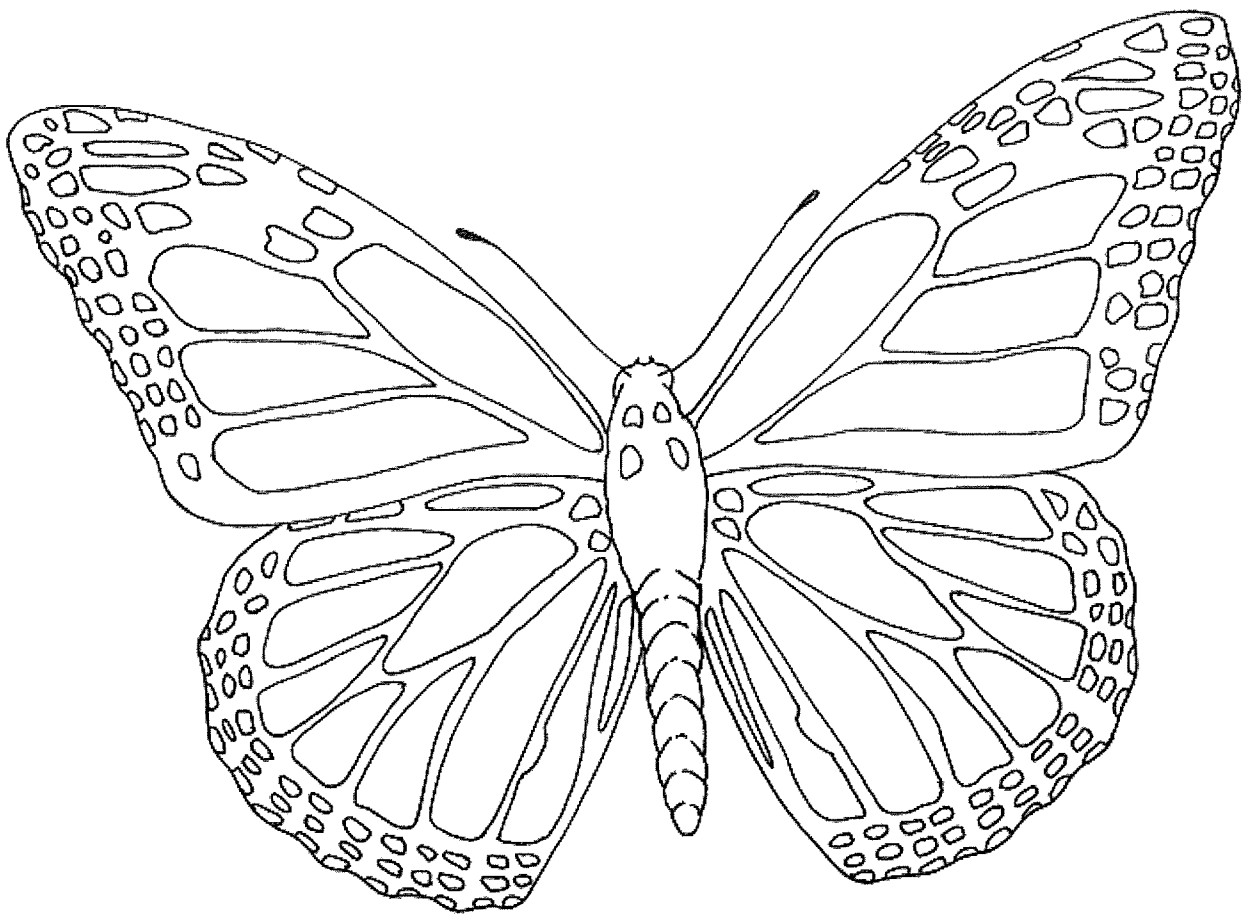
	Wednesday	Thursday	Friday	Monday	Tuesday
Morning	<p><b>English</b></p> <p>Revise the sound focuses of the suffix "eous". Complete spelling activity provided. Write 10 words that contain the specific sound focuses.</p> <p>Read the instructions and look at the pictures of the stimulus picture "Children need to play outdoors". Create a persuasive writing piece. Remember to use the PEEL structure for your argument paragraphs (P – state what your point/reason is, E – explain in detail what that point is, E – give an example or evidence supporting your point, L – link back to what side you are taking). Your persuasive piece should be at least 1 and a half A4 pages long, and include an introduction stating what side you are on and listing your arguments, one paragraph per argument, a conclusion summarising your arguments. Remember to use high modality, strong persuasive words.</p> <p>Brain Break – Try to do star jumps for 60 seconds without stopping. Record how long you could do it for.</p>	<p><b>English</b></p> <p>Revisit the grammar focus for the week "Relative Clauses in Sentences". Complete the grammar activity provided.</p> <p>Carefully read your persuasive piece of writing from yesterday. Edit your work by checking that you have included a P E E L for each argument paragraph, identify any part of the P E E L that you have missed. Circle or underline any high modality/persuasive words you have used, can you change them to make them more persuasive (e.g. 'bad' could be changed to 'terrible', etc.) Can you add any more persuasive words? Write a published version of your persuasive writing piece, including all the changes that you have identified that you can make.</p> <p>Brain Break – Try to do hopping on the spot for 60 seconds without stopping. Record how long you could do it for.</p> <p>Continue reading the novel from where you finished yesterday. Read for at least 20 minutes. <b>Watch the video on Inference</b></p>	<p><b>English</b></p> <p>Revise the sound focuses of the suffix "eous". Complete one spelling activity provided in the spelling activity grid. Write 10 words that contain the specific sound focuses.</p> <p><b>Creative Writing – choose or create a charity that you are in charge of. Write a letter trying to convince people and businesses to donate money to your charity.</b></p> <p>List at least 3 significant things that the charity would spend the donation money on and give reasons why. Remember to include adjectives, complex vocabulary and persuasive language to convince people to donate their money to your charity.</p> <p>Brain Break – Try to do step-ups (stepping up and down onto a step or stair) for 60 seconds without stopping. Record how long you could do it for.</p> <p>Watch BTN classroom news for the week. Create a VIP summary for each section, with at <b>least 3 dot points for each individual story.</b></p>	<p><b>English</b></p> <p>Revisit the grammar focus for the week "Relative Clauses". Write a paragraph of your own, including some words from your spelling list and your grammar focus for the week.</p> <p>Free writing, write about anything that you like, it can be an information piece, poetry, song, story, persuasive writing piece, speech etc.</p> <p>Brain Break – Try to do up-and-down squats for 60 seconds without stopping. Record how long you could do it for.</p> <p><b>Watch one of Mrs Antonelli's Story Videos on Google Classroom.</b> Create at least 5 surface level questions and 5 deep level questions about the section of the novel that you read today. Remember, surface level questions are questions that can be answered directly from information from the text e.g. "What does Harry Potter wear on his face?" (glasses). Deep level questions are questions that have to be answered by giving an opinion or a 'because'</p>	<p><b>English</b></p> <p>Look, cover, write, check your spelling list for the week. Get a family member to test you on 5 of your words, in sentences. Rewrite the sentence, and mark your work.</p> <p><b>ANZAC Poem Comprehension:</b> Read the poem 'For the Fallen' by Laurence Binyon. Complete the comprehension questions about this poem.</p> <p>Brain Break – Try to do jogging on the spot for 60 seconds without stopping. Record how long you could do it for.</p> <p><b>ANZAC Interview:</b> Create a list of questions to ask an older family member or family friend about ANZAC Day. Examples of questions could include: What does ANZAC Day mean to you? How to you commemorate on ANZAC DAY? Have you ever served in the Defence Force? Are there any of our family members who have served in the Defence Force? Why do you think it ANZAC Day is important? Write your interview questions and that person's responses in your booklet.</p>

	Read a novel of your choice for at least 20 minutes. Create at least 5 'I Wonder' questions about the characters or events from the novel that you have just finished reading.	<b>Equations on Google Classroom.</b> Using the inference equation strategy (information from the text + your own prior knowledge = "I can infer...") make at least 5 inferences from the part of the novel that you read today.		response. They often start with "why" or "how" e.g. 'How do you think Harry Potter was feeling when he found out he was a wizard?'	
<b>Break</b>					
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>Revise 3 times tables, time how long it takes you to go over them.</p> <p>Complete the Problem-A-Day task for today.</p> <p>Log on to number of the day <a href="https://mathsstarters.net/numoftheday">https://mathsstarters.net/numoftheday</a> 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>Watch Mrs Nelson's <b>1000 or Bust!</b> TENS video and then play that TENS activity by yourself or against someone else at home.</p> <p>Complete the maths mental activity in your booklet.</p> <p>Brain Break – Try to do knee-highs for 60 seconds</p>	<p><b>Mathematics</b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>Revise 3 times tables, time how long it takes you to go over them.</p> <p>Complete the Problem-A-Day task for today.</p> <p>Log on to number of the day <a href="https://mathsstarters.net/numoftheday">https://mathsstarters.net/numoftheday</a> 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>Complete the 1000 or Bust! TENS activity by yourself or against someone else at home.</p> <p>Complete the maths mental activity in your booklet.</p> <p>Brain Break – Try to do burpees for 60 seconds without stopping. Record how long you could do it for.</p>	<p><b>Mathematics</b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>Revise 3 times tables, time how long it takes you to go over them.</p> <p>Complete the Problem-A-Day task for today.</p> <p>Log on to number of the day <a href="https://mathsstarters.net/numoftheday">https://mathsstarters.net/numoftheday</a> 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>Complete the 1000 or Bust! TENS activity by yourself or against someone else at home.</p> <p>Complete the maths mental activity in your booklet.</p> <p>Brain Break – Try to do planking for 2 minutes without stopping. Record how long you could do it for.</p>	<p><b>Mathematics</b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>Revise 3 times tables, time how long it takes you to go over them.</p> <p>Complete the Problem-A-Day task for today.</p> <p>Log on to number of the day <a href="https://mathsstarters.net/numoftheday">https://mathsstarters.net/numoftheday</a> 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>Complete the 1000 or Bust! TENS activity by yourself or against someone else at home.</p> <p>Complete the maths mental activity in your booklet.</p> <p>Brain Break – Try to do lunges for 60 seconds without stopping. Record how long you could do it for</p>	<p><b>Mathematics</b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>Revise 3 times tables, time how long it takes you to go over them.</p> <p>Complete the Problem-A-Day task for today.</p> <p>Log on to number of the day <a href="https://mathsstarters.net/numoftheday">https://mathsstarters.net/numoftheday</a> 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>Complete the 1000 or Bust! TENS activity by yourself or against someone else at home.</p> <p>Complete the maths mental activity in your booklet.</p> <p>Brain Break – Try to do shadow boxing for 60 seconds without stopping.</p>

	without stopping. Record how long you could do it for.  Find 10 objects or containers around your house that have a capacity of between 50 mL and 2 L. Record your answers in the table.	Find and record 10 objects around your house with a volume of less than 50 cm <sup>3</sup> (remember: volume is height x width x depth)	Find for 10 objects or containers around your house that have a capacity of between 2 L and 5 L. Record your answers in the table.	Find and record 10 objects around your house with a volume of greater than 1 m <sup>3</sup> (remember: volume is height x width x depth)	Record how long you could do it for.  Capacity Problem Solver: You have been given <b>only</b> a 5 L jug and a 3 L jug. Your task is to get <b>exactly</b> 4 L in the 5 L jug. How can you do it? Explain your method using words and/or diagrams.
Break					
Afternoon	<p><b>PDHPE</b></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><b>Bounce Back:</b> Read through the 10 different behaviours that 'Put You Off' and make you less likely to want to be friends with someone. Rank them in order from 1-10, 1 being the most off-putting and 10 being the least off-putting.</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. Record which songs you chose in the brain breaks chart.</p>	<p><b>HSIE</b></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><b>ANZAC DAY</b> Visit the following website and read about ANZAC Day and its traditions. Write at least 5 VIPs from your reading. <a href="https://www.awm.gov.au/commemoration/anzac-day/traditions">https://www.awm.gov.au/commemoration/anzac-day/traditions</a></p> <p>Visit the following website and choose at least 3 Customs and Traditions to research. Write 3 VIPs for each custom and tradition chosen. <a href="https://www.awm.gov.au/commemoration/customs-and-ceremony">https://www.awm.gov.au/commemoration/customs-and-ceremony</a></p> <p>Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or</p>	<p><b>Science</b></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><b>Evaporation Investigation:</b> Your task is to explore how you can make an ice cube melt as fast as possible. Come up with 5 different methods of melting an ice cube (e.g. putting in the microwave, putting it in the sun, putting it in your mouth, wrapping it in a towel, etc.). Write your predictions and record your reasons in the table. Carry out your chosen methods and then record your observations of what happened in each method. Compare each method and explain why different methods were faster/slower.</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or</p>	<p><b>Creative Arts</b></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Sketch your own version of the ANZAC Artwork included in the booklet. Use materials to add colour to your landscape (e.g. pencils, <del>textas</del>, crayons, oil pastels, paint). If you are submitting your work online, you could take a photo of your artwork and add it to your online booklet.</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or different songs from yesterday. Record which songs you chose in the brain breaks chart.</p>	<p><b>Sport</b></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Using a ball (of any type) and at least two other common household objects (e.g. washing basket, chair, etc.) create a <b>brand new</b> game that you could play with the people in your house. What is the game called? What are the rules? How do you score points? How do you win the game? Write and use pictures to explain and/or demonstrate the game in your booklet.</p> <p>Play the game/sport that you created in the previous activity with members of your household. Play the game at least 3 times and record who the overall winner is.</p>

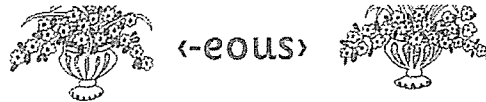
		different songs from yesterday. Record which songs you chose in the brain breaks chart.	different songs from yesterday. Record which songs you chose in the brain breaks chart.		Just Dance – Choose 2 Just Dance songs to dance to. These can be the same or different songs from yesterday. Record which songs you chose in the brain breaks chart.
--	--	---	---	--	--

# Wednesday





Spelling List 12



Which of these meanings correctly describes the spelling word?

1. hideous

\_\_\_\_\_

2. gorgeous

\_\_\_\_\_

3. piteous

\_\_\_\_\_

4. gaseous

\_\_\_\_\_

5. righteous

\_\_\_\_\_

6. outrageous

\_\_\_\_\_

7. courageous

\_\_\_\_\_

8. courteous

\_\_\_\_\_

9. bounteous

\_\_\_\_\_

10. erroneous

\_\_\_\_\_

11. nauseous

\_\_\_\_\_

12. advantageous

\_\_\_\_\_

13. extraneous

\_\_\_\_\_

14. simultaneous

\_\_\_\_\_

15. spontaneous

\_\_\_\_\_

16. miscellaneous

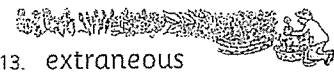
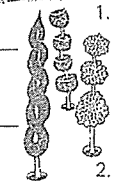
\_\_\_\_\_

17. instantaneous

\_\_\_\_\_

18. discourteous

\_\_\_\_\_



1. bounteous

A. an old-fashioned word meaning 'very generous'

B. not relevant to a particular subject

C. another word for 'rude' or 'impolite'

2. spontaneous

A. not planned; happening suddenly

B. happening immediately

C. happening at exactly the same time

3. miscellaneous

A. helpful or having a good effect

B. wrong; based on ideas that are not true

C. including many different and unconnected things

Write six noun phrases using these Spelling List adjectives.

4. hideous \_\_\_\_\_

5. gorgeous \_\_\_\_\_

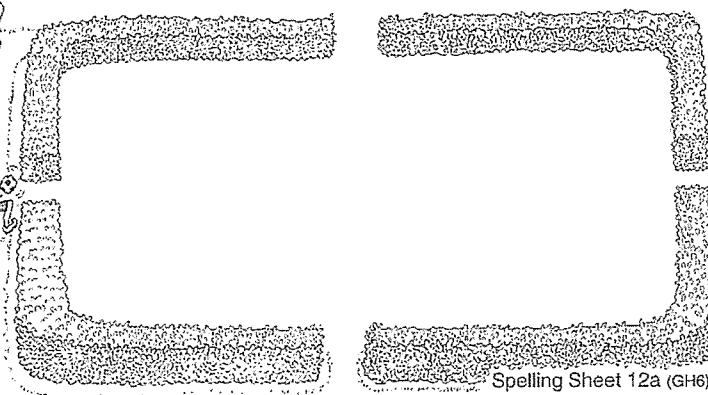
6. piteous \_\_\_\_\_

7. outrageous \_\_\_\_\_

8. courageous \_\_\_\_\_

9. courteous \_\_\_\_\_

Draw a picture to illustrate one of the noun phrases.



## Spelling Sheet Answer Page

Activity	Teacher Recognition
Completes spelling task	

Write your spelling words out each day

Wednesday	Thursday	Friday	Monday	Tuesday

Activity	Teacher Recognition
Spells words correctly each day	



## Children need to play outdoors.

Today you are going to write to persuade someone with your opinions about children playing outdoors. Do you agree or disagree? Can you think of ideas to support both sides of this topic?

Remember to include:

- \* an introduction – clearly state your choice
- \* your arguments with reasons to explain them
- \* a conclusion summarising your main points
- \* strong language that will persuade your reader
  - \* paragraphs for each new argument

Remember to:

- \* Plan your text before you start
- \* Write in sentences with correct punctuation
- \* Pay attention to spelling, paragraphing and the words you use
- \* Check and edit your writing when finished

Playing on a tablet - How much is too much?



**Persuasive Writing Page 1**

## Persuasive Writing Page 2

Success Criteria		Teacher Feedback
	Introduction - indicates side taken for the topic and lists 3 arguments	
	Arguments - one paragraph per argument. Paragraphs follow PEEL structure	
	Conclusion - summarises three arguments	
	Uses high modality, persuasive language	



I Wonders Activity Page

Success Criteria	Teacher Recognition
<input type="checkbox"/> Create sketch to stretch based on chapter of novel	

**Brain Breaks Completion Record**

<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Monday</b>	<b>Tuesday</b>
<b>Star Jumps:</b>	<b>Hopping:</b>	<b>Step-ups:</b>	<b>Up-and-down Squats:</b>	<b>Jogging on the spot:</b>
<b>Knee-highs:</b>	<b>Burpees:</b>	<b>Planking:</b>	<b>Lunges:</b>	<b>Shadow boxing:</b>
<b>Just Dance:</b>	<b>Just Dance:</b>	<b>Just Dance:</b>	<b>Just Dance:</b>	<b>Just Dance:</b>

Mathletics working out page

Mathletics Task

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

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

Teacher Recognition



# Revising 3 x Tables

Tnesay	Tuesday	Wednesday	Thursday	Friday
3 x 1 =				

Activity	Teacher Recognition
Recalls 3 x tables correctly each day	

Problem A Day

How many days are there in 5 weeks?




7 days      12 days      25 days      35 days

Working out - Transformation step

Cambridge Gardens Public School      25

Woe is me! My calculator does not have a 3 key that works!  
How can I use this broken calculator to do this problem?  
Explain your reasoning carefully and clearly.



$$\begin{array}{r} 23 \\ \times 45 \\ \hline \end{array}$$

Working out - Transformation step

Cambridge Gardens Public School      26

Write down all the numbers in your date of birth. Create 5 sums from the numbers. Solve the sums you create.

FRIDAY

- 1.
- 2.
- 3.
- 4.
- 5.

Working out - Transformation step

Bill, Sue and Mark share a bag of apples.

Bill and Sue each get  $\frac{1}{6}$  of the apples in the bag.

What fraction of the bag of apples is left for Mark?

$$\frac{4}{6}$$

$$\frac{3}{6}$$

$$\frac{2}{6}$$

$$\frac{1}{6}$$

MONDAY

Working out - Transformation step

TUESDAY



$$36 + \underline{\quad} = 69 - 19$$

Working out - Transformation step

Problem-A-Day Answers				
Wednesday	Thursday	Friday	Monday	Tuesday

Activity		Teacher Recognition
	Completes daily problem solving activity	

## Number of the Day Answers

<b>Wednesday</b>	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
<b>Thursday</b>	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
<b>Friday</b>	1. 2. 3. 4. 5.



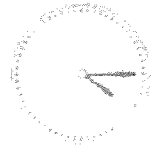
	6. 7. 8. 9. 10.
<b>Monday</b>	1.  2. 3. 4. 5. 6. 7. 8. 9. 10.
<b>Tuesday</b>	1.  2. 3. 4. 5. 6. 7. 8. 9. 10.



	<b>Activity</b>	<b>Teacher Recognition</b>
	Answers Number of the Day questions and marks own responses	


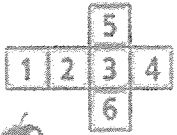

## TENS Activity: 1000 or Bust!



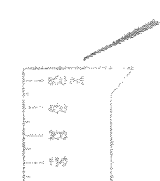
TENS Activity Completion Record				
Wednesday	Thursday	Friday	Monday	Tuesday

Activity		Teacher Recognition
	Completes daily TENS activity	

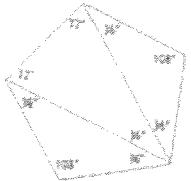
1. What is the time? 
2.  $\$5.00 - \$4.40 =$  .....
3. Is  $3\frac{1}{4}$  closer to 3 or 4? .....

4.  $\frac{1}{10} = 0.\dots = \dots\%$  
5. Show as a  $\frac{1}{4}$  turn clockwise. 
6. A quarter of 40 is
- $40 \div 4$         $40 = 4$
- $\frac{1}{40}$         $40 \times 4$

7.  $60 + 60 + 60 =$  .....
8. Match the net with the dice. Which number fits on the blank face?  
9.  $491 \dots 10 = 49.1$  


10. 1 km = ..... m 
11. If 6 apples = 1 kg, how many weigh 4 kg? 
12. The wizard's special potion needs 225 ml of pineapple juice. Shade this amount. 


13.  $25 \times 16 \times 4 =$  .....
14.  $3 \times 8 =$  .....
15.  $30 \times 8 =$  .....
16.  $0.8 \times 10 =$  .....

17. This regular pentagon has  scalene triangles.  
 isosceles triangles.  
 equilateral triangles. 

18.  $\frac{1}{2} < \frac{1}{3}$   true  false
19. 1 t = ..... kg
20.  $6 \overline{)96} =$  .....

1.  $9.5 \times 2 =$  .....
2. Rotate a  $\frac{1}{2}$  turn clockwise. 
3. Is  $2\frac{1}{2}$  closer to 2 or 3? .....

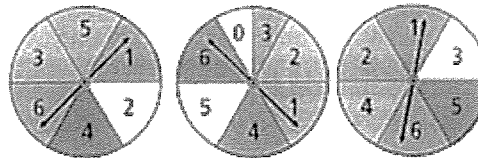
4.  $0.4 \times 100 =$  .....
5.    
A = ..... B = .....


6. 2000, ..... 1300, 950 
7.  $1300 - 950 =$  .....
8. What is the time? .....
9. Write the fraction of one quarter. ....

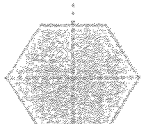
10. The polygon for:    
WALL'S WACKY WEIRD SIGNS   
(a) A is an .....   
(b) B is an .....

11. 1 m = ..... cm 
12.  $9 \times 3 =$  .....
13.  $90 \times 3 =$  .....

14. Alicia received 45c change from \$5. What amount did she spend? .....

15. Which spinner is least likely to sum to 7? 

16. Triangular numbers! Draw the next in this sequence.   


17. In which season is April? .....
18. Write  $\frac{1}{2}$  as a decimal. ....
19.  $\frac{1}{2} > \frac{1}{3}$   true  false
20. Draw 4 more lines of symmetry. 

Math Mentals Answer Page

Left Side	Right Side

Activity	Teacher Recognition
Completes Math Mental worksheet	

Find 10 objects or containers around your house that have a capacity of between 50 ml and 2 L.  
Record your answers in the table below.

Object	Capacity

Activity	Teacher Recognition
Locates and records 10 objects or containers with capacity between 50 ml and 2 L	

**Bounce Back - Getting Along With Others - Behaviours that 'Put You Off'**

**Being negative**

- Badmouthing others
- Complaining or moaning all the time
- Being in a bad mood a lot

**Ego-tripping**

- Talking constantly about themselves and how good they are
- Showing off or boasting
- Exaggerating or telling lies about themselves to look good

**Being too serious all the time**

- Having a scowl on their face and not smiling much
- Not having a sense of 'fun'

**Staying too private**

- Not telling others much about themselves and being 'reserved'
- Not saying what they think about something so you never know how they feel

**Being selfish**

- Trying to have things their own way all the time
- Not being prepared to do their share of the work or to help
- Being greedy (e.g. taking more than their share)

**Being mean and nasty**

- Criticising just about everyone and everything
- Talking about people behind their backs
- Saying mean or sarcastic things or using sly put-downs so you feel bad

**Being argumentative and difficult**

- Arguing about everything
- Starting fights and arguments over little things

**Being bossy**

- Trying to tell you what to do or how to do something even though they are not the boss
- Telling people that they've done something incorrectly

**Being boring or inflexible**

- Always wanting to do the same things the same way
- Going on and on and not getting to the point quickly enough
- Talking about things that no one is interested in much of the time
- Not being flexible when circumstances change

**Being 'insecure' and under-confident**

- Being too clingy and not being independent
- Not acting in a confident way



### Behaviours That 'Put You Off' Activity

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Activity	Teacher Recognition
Ranks in order the types of behaviours that 'Put You Off'	

**SPARE PAGE**

**Student**

I have completed my work to the best of my ability

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

**Parent/Carer**

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

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

# Thursday





## Relative Clauses in Sentences

There are two main kinds of relative clause. The way a clause is used in a sentence determines which kind it is.

Defining clauses give us important information that helps us identify the particular person or thing that we are talking about.

Without them, the meaning of the sentence would be quite different.

essential information = defining clause

Identify the defining clauses below. Underline the pronouns in pink and put round brackets around each clause in blue. Then answer the questions to see how each clause helps us to identify the noun in bold.

If a clause starts with 'that' it is always a defining clause.

- We saw the **woman** (who owns a blue bicycle) in the park.  
Which woman did we see in the park? the one who owns a blue bicycle
- They have caught the ferocious **lion** which escaped from the zoo.  
Which ferocious lion have they caught? \_\_\_\_\_
- They rescued the **man** whose ceiling had collapsed.  
Which man did they rescue? \_\_\_\_\_
- The **author** whom you like has written a new trilogy.  
Which author has written a new trilogy? \_\_\_\_\_
- The **pie** that my niece is baking smells delicious.  
Which pie smells delicious? \_\_\_\_\_

We separate them from the rest of the sentence with commas to show that they are not essential.

Non-defining clauses give us some extra information that could just as easily be left out.

extra information = non-defining clause

Rewrite each sentence, adding the extra information about the noun in bold. Put commas around the non-defining clause, unless it is at the end of the sentence, when only the first comma is needed.

- My **dad** especially likes roses. who loves gardening
- I had some semi-precious **stones**. which my sister gave me
- His **friend** is rather unsocial. whose name is Tom
- They would like to visit **Rome**. where their cousins live
- Jenny** is coming to stay. whom they met forty years ago

Grammar Activity Answer Page

Activity	Teacher Recognition
Completes grammar task	





Persuasive Writing (published copy) Page 2

Success Criteria	Teacher Feedback
Introduction - indicates side taken for the topic and lists 3 arguments	
Arguments - one paragraph per argument. Paragraphs follow PEEL structure	
Conclusion - summarises three arguments	
Uses high modality, persuasive language. Added more persuasive words.	

## Inferences

Success Criteria	Teacher Recognition
Uses the inference equation strategy (information from the text + your own prior knowledge = "I can infer...")	

Mathletics working out page

Mathletics Task

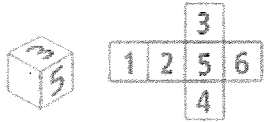
Task 1: \_\_\_\_\_

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

Teacher Recognition

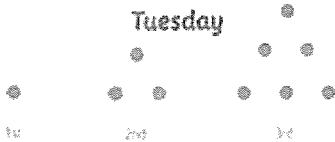
**Monday**

1. Look at the net. Which number is missing from the blank face of the cube?



2. How many triangles can you find?

**Tuesday**



1. What is the 6th triangular number?

2. What is the 8th triangular number?

**Wednesday**

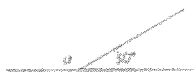
1. What is the sum of the numbers not visible on the dice?



2. What is the sum of the numbers on the bottom of the dice?



**Thursday**



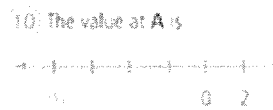
1. The obtuse angle of  $a = \dots\dots\dots^\circ$



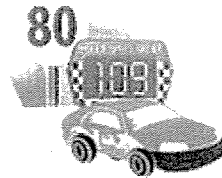
2. The measurement at A =  $\dots\dots\dots$  mm

1. 108, 96, 84,  $\dots\dots\dots$   
 2.  $30 \times 7 = \dots\dots\dots$   
 3.  $0.7 \times 10 = \dots\dots\dots$   
 4.  $\$5.00 - \$3.40 = \dots\dots\dots$   
 5. Write  $\frac{1}{2}$  as a decimal.

6. 125, 100,  $\dots\dots\dots$ , 50, 25  
 7.  $406 \div 10 = \dots\dots\dots$   
 8.  $80 \div 43 = \dots\dots\dots$   
 9.  $14 \times 25 \times 4 = \dots\dots\dots$



11. What is the speeding fine?



- 13–19 km/h \$200  
 20–29 km/h \$300  
 30–39 km/h \$400

12.  $2\frac{1}{2}$  is closer to:

- 2  
 3

13. A quarter of 36 is:

- $\frac{1}{4}$   
  $36 \div 4$   
  $36 - 4$   
  $36 \times 4$

14.  $1087 - 100 = \dots\dots\dots$   
 15.  $0.824 \times 100 = \dots\dots\dots$   
 16.  $8.5 \times 2 = \dots\dots\dots$   
 17.  $410 - 70 = \dots\dots\dots$

18. What is the time?



19. Show as a  $90^\circ$  turn clockwise.



20. What season is July in?

21. 1 km =  $\dots\dots\dots$  m

22. The length of one side of this square is  $\dots\dots\dots$  cm.

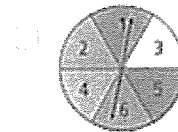
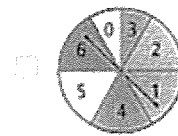
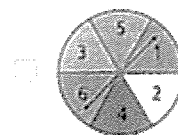


23. Which is symmetrical?



24. Sunrise is during  am  pm time.

24. Which spinner is more likely to land on a sum of 7?



Math Mentals Answer Page

Left Side	Right Side

Activity	Teacher Recognition
Completes Math Mental worksheet	

Find 10 objects around your house with a volume of less than  $50 \text{ cm}^3$  (remember: volume is height x width x depth).

Activity	Teacher Recognition
Finds 10 objects with a volume of less than $50 \text{ cm}^3$	



## **ANZAC Day Research VIPs**

**ANZAC Day VIPs**

## **ANZAC Day Customs and Traditions VIPs**

Custom/Tradition 1.

Custom/Tradition 2.

Custom/Tradition 3.

Activity	Teacher Recognition
ANZAC Day research and ANZAC Day customs and traditions research successfully completed	

SPARE PAGE

**Student**

I have completed my work to the best of my ability

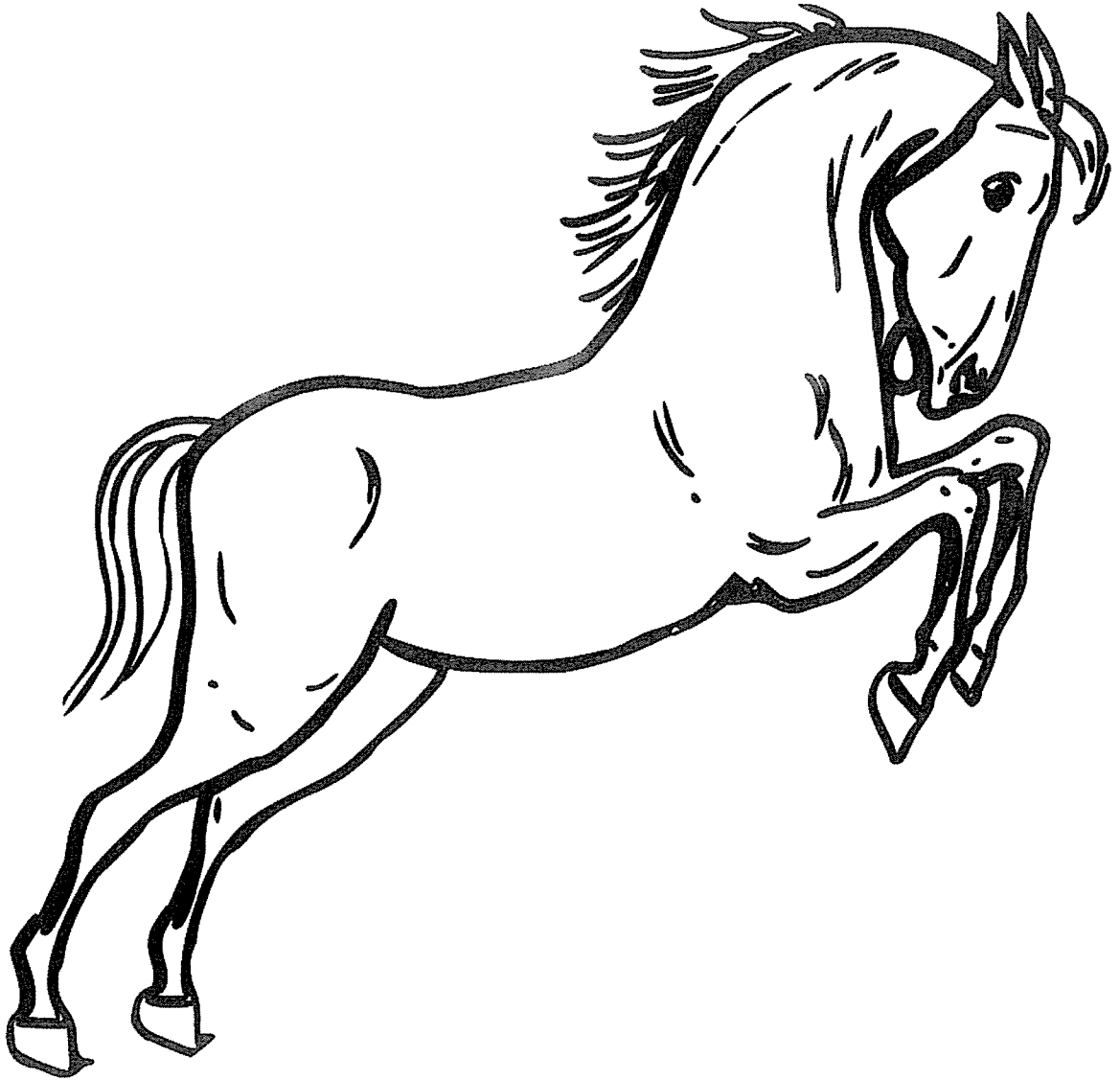
Name : \_\_\_\_\_

**Parent/Carer**

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

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

Friday



<b>Spelling practise and patterns</b>	<b>Find-a-word</b> Make a find-a-word using 10 of your words. List the words to find. Ask your teacher for a piece of grid paper.	<b>Picture Words</b> Write 5 words and draw a picture or diagram for each one.
	<b>Rainbow Syllables</b> Write or type 10 words using a different colour for each syllable.	<b>Mini Words</b> Find 10 mini words (words in words) within your spelling list
	<b>Synonyms</b> Write synonyms (similar meaning) for 5 of your words. Use a dictionary or thesaurus to help you	<b>Word Building</b> Find the base word of 5 of your words. Add prefixes or suffixes to make as many words as you can for each one.
<b>Meanings</b>	<b>Dictionary Meanings</b> Find dictionary meanings for at least 5 of your words. Write them neatly into your homework book.	<b>Acrostic Poem</b> Create an acrostic poem for 3 of your spelling words.
	<b>Etymology</b> Use a dictionary to find out the language the 5 of your words come from.	<b>Antonyms</b> Write antonyms (opposites) for 5 of your words. Use a dictionary or thesaurus to help you.
<b>Using your words</b>	<b>Sentences</b> Use at least 5 of your words in interesting sentences.	<b>Dictation</b> Write a dictation passage using all of your words.
	<b>Missing Words</b> Put 10 words in a cloze exercise. Leave a line for each missing word. List the missing words	<b>Parts of Speech</b> Put your words into grammatical categories e.g. nouns, verbs, adjectives, adverbs
<b>Taking Charge/ Self-evaluation</b>	<b>Your Activity</b> Create a new spelling activity of your own. Write the instructions down.	<b>Quiz Me</b> Choose 5 words from the spelling list and write them on cards to blutac around the house. Have people quiz you on them

### Spelling Grid Activity

Activity	Teacher Recognition
Completes one task from spelling grid	

**Creative Writing Page 1 - Choose or create a charity that you are in charge of. Write a letter trying to convince people and businesses to donate money to your charity.**

Creative Writing Page 2

Success Criteria		Teacher Feedback
	Includes complex vocabulary and persuasive language	
	Includes three significant things the money would be spent on	
	Uses paragraphs	



**BTN VIPS**

Activity	Teacher Recognition
	Includes at least 3 VIPS for each segment

**Mathletics working out page**

Mathletics Task

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

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

Teacher Recognition

WEEK 4

1. What is the time? .....



2.  $0.7 \times 10 =$  .....

3.  $800 + 300 =$  .....

4.  $7 + 7 + 7 =$  .....

5.  $4 \times 9 =$  .....

6.  - \$1.25 = .....

7. Write *one hundred and eleven thousand, one hundred and ten* as a numeral. ....

8. Is  $9\frac{1}{2}$  closer to 9 or 10?

9. Rotate a  $\frac{1}{2}$  turn clockwise.



10.  $41 \div 5 =$  .....

11.  $45 \times 25 \times 4 =$  .....

12.  $\frac{1}{10} > \frac{1}{7}$  true false

13.  $487 \div 100 =$  .....

14.  $71 - 7 =$  .....

15. Numbers divisible by 8 include 40, 80, 120, 160 and 200. Which set is also divisible by 8?

240, 280, 320, 360

220, 240, 260, 280

240, 260, 300, 320

16. What season is January in? .....

17. This is a:  rhombus.  
 trapezium.  
 parallelogram.



18.  $800\ 000 + \dots = 890\ 780$

19. Write  $\frac{1}{2}$  as a decimal. ....

20.  $30 \times 40 =$  .....

1. Numbers divisible by 6 include 30, 60, 90, 120, 150, 180. Which set is also divisible by 6?

190, 200, 210, 220

210, 220, 240, 260

210, 240, 270, 300

2. How many weeks are in one year? .....

3.  $4 \times 8 =$  .....

4. Halve 1930. ....

5. 10 000, 9750, 9250

6. Write *one hundred thousand and eleven* as a numeral. ....

7.  $\$10.00 - \$7.30 =$  .....

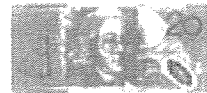


8. Rotate  $90^\circ$  clockwise.

9.  $90 \times 9 =$  .....

10.  $89 \times 9 =$  .....

11.  $53 \div 5 =$  .....



12. How many \$20 banknotes make up \$1000? .....

13. Is  $8\frac{1}{2}$  closer to 8 or 9?

14.  $0.5\ \text{km} = 500\ \text{m}$

$0.6\ \text{km} =$  ..... m

15. This is a:

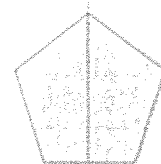
rhombus.

trapezium.

square.

16.  $\frac{1}{3} > \frac{1}{4}$  true false

17. Draw the other 4 lines of symmetry.



18.  $209 + 10 =$  .....

19.  $600 - 35 =$  .....

20.  $60 \times 30 =$  .....



Math Mentals Answer Page

Left Side	Right Side

Activity	Teacher Recognition
Completes Math Mental worksheet	

Find 10 objects or containers around your house that have a capacity of between 2 L and 5 L. Record your answers in the table below.

Object	Capacity

Activity	Teacher Recognition
Locates and records 10 objects or containers with capacity between 2 L and 5 L	

## Evaporation Investigation

<b>Methods</b>	1. 2. 3. 4. 5.
<b>Predict</b> Write a prediction of which method will melt the ice cube the fastest. Rank in order your predictions from fastest to slowest.	
<b>Reason</b> Write a description of why you think this will be the fastest method	
<b>Observe</b> Carry out your methods, taking special care to time accurately.  What happened?  What was the time for each method?	

**Explain**

Compare and explain your results for each method.

Did the results fit your predictions?

Why do you think that is?

Activity	Teacher Recognition
Completes all components of the evaporation investigation	

SPARE PAGE

**Student**

I have completed my work to the best of my ability

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

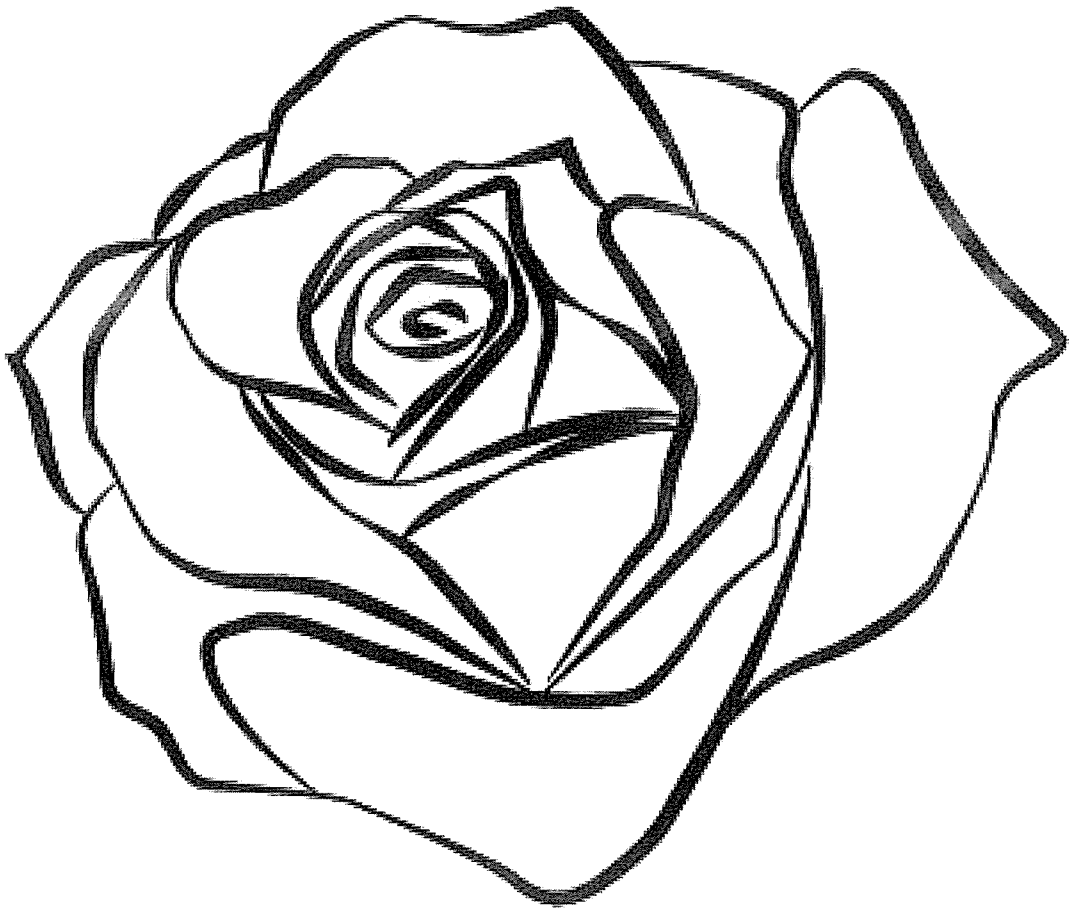
**Parent/Carer**

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

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



Monday



Write a paragraph using spelling words and grammatical features

Success Criteria	Teacher Recognition
Writes a paragraph using some of this week's spelling words and weekly grammatical features	

## Free Writing

Success Criteria		Teacher Feedback
	Includes paragraphs	
	Proofreads and edits own work	

Surface and Deep Level Questions

Success Criteria	Teacher Recognition
Creates at least 5 surface and at least 5 deep level questions	

Mathletics working out page

Mathletics Task

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

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

Teacher Recognition

## WEDNESDAY

1. What is the time? \_\_\_\_\_

2.  $25 \times 32 \times 4 =$  \_\_\_\_\_

3. A fifth of 35 = \_\_\_\_\_

4. A hectare is abbreviated to ha.

1 ha = \_\_\_\_\_  $m^2$

5. Write *three hundred and ten thousand, one hundred* as a numeral.  
\_\_\_\_\_

6.  $19 + 18 + 17 = 20 + 20 + 20 -$  \_\_\_\_\_

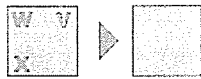
7.  $1200 - 750 =$  \_\_\_\_\_

8. The value of the ones in the product of  $717 \times 7$  is:

17       1       9

9. Write  $\frac{8}{17}$  in its simplest form.

10. Rotate  $270^\circ$  anti-clockwise.



11. odd + odd =  odd     even

12. The rhombus has been transformed by:



translation.     reflection.

13. Round  $3\frac{4}{5}$  to the nearest whole number. \_\_\_\_\_

14.  $0.3 \times 10 =$  \_\_\_\_\_

15.  $38 \div 5 =$  \_\_\_\_\_ r \_\_\_\_\_

16.  $40 \times 6 =$  \_\_\_\_\_

17.  $\frac{4}{5} < \frac{1}{10}$      true     false

18.  $\begin{matrix} \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet \end{matrix} + \begin{matrix} \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet \end{matrix} + \begin{matrix} \bullet \\ \bullet \end{matrix}$

$2 \times 3 + 1 = 7$     \_\_\_\_\_  $\times$  \_\_\_\_\_  $+ \dots =$  \_\_\_\_\_

19. What season is this likely to be?



20.  $900 - 55 =$  \_\_\_\_\_

## THURSDAY

1. What is the time? \_\_\_\_\_

2.  $\begin{matrix} \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet \end{matrix} + \begin{matrix} \bullet \\ \bullet \end{matrix}$

\_\_\_\_\_  $\times$  \_\_\_\_\_  $+ \dots =$  \_\_\_\_\_

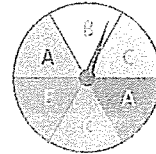
3. A fifth of 120 = \_\_\_\_\_

4. What season is it likely to be?

5.  $17 + 19 + 29 = 20 + 20 + 30 -$  \_\_\_\_\_

6.  $0.2 \times 100 =$  \_\_\_\_\_

7. The probability of an A is

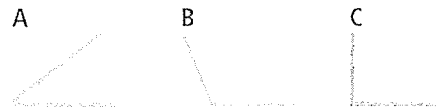


8. Write *half a million* as a numeral.

9.  $0.937 \times 100 =$  \_\_\_\_\_

10. Match the name and angle.

obtuse    acute    right angle

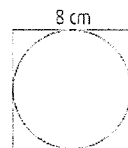


11.  $72 - 8 =$  \_\_\_\_\_

12. odd + even =  odd     even

13. Round  $7\frac{1}{3}$  to the nearest whole number. \_\_\_\_\_

14. What is the radius of the circle?



\_\_\_\_\_ cm

15. 1 m = \_\_\_\_\_ mm

16. 124, 129, 134, \_\_\_\_\_, 144

17.  $20 \times 9 =$  \_\_\_\_\_

18.  $19 \times 9 =$  \_\_\_\_\_

19.  $49 \div 5 =$  \_\_\_\_\_ r \_\_\_\_\_

20. 2 ha = \_\_\_\_\_  $m^2$

Math Mentals Answer Page

Left Side	Right Side

Activity	Teacher Recognition
Completes Math Mental worksheet	

Find 15 items around the house and measure the length of them in cm and mm. Next, order the measurements from smallest to largest.

Activity	Teacher Recognition
	Measures and orders 15 items in cm and mm



Sketch and colour using materials you have at home (pencils, crayons, textas, paints, etc.) your own version of this ANZAC artwork.



Activity	Teacher Recognition
Creates ANZAC Artwork	

**SPARE PAGE**

**Student**

I have completed my work to the best of my ability

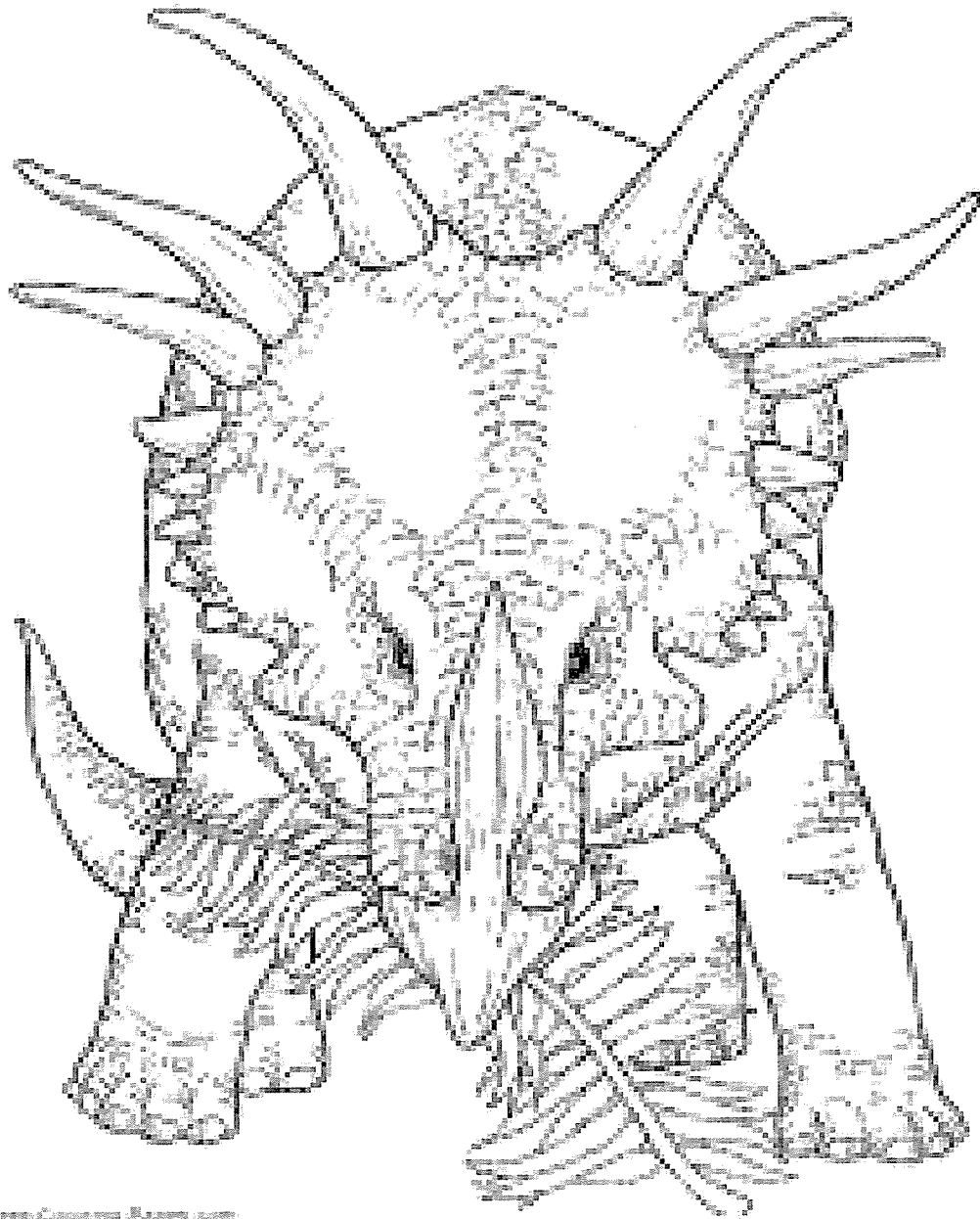
Name : \_\_\_\_\_

**Parent/Carer**

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

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

# Tuesday



### Sentences for Spelling Words

Activity	Teacher Recognition
Writes five sentences using one different spelling word per sentence.	

# FOR THE FALLEN

— Laurence Binyon - 1914 —

With proud thanksgiving, a mother for her children,  
England mourns for her dead across the sea.  
Flesh of her flesh they were, spirit of her spirit,  
Fallen in the cause of the free.

Solemn the drums thrill: Death august and royal  
Sings sorrow up into immortal spheres.  
There is music in the midst of desolation  
And a glory that shines upon our tears.

They went with songs to the battle, they were young,  
Straight of limb, true of eye, steady and aglow.  
They were staunch to the end against odds uncounted,  
They fell with their faces to the foe.

They shall grow not old, as we that are left grow old:  
Age shall not weary them, nor the years condemn.  
At the going down of the sun and in the morning  
We will remember them.

They mingle not with their laughing comrades again;  
They sit no more at familiar tables of home;  
They have no lot in our labour of the day-time;  
They sleep beyond England's foam.

But where our desires are and our hopes profound,  
Felt as a well-spring that is hidden from sight,  
To the innermost heart of their own land they are known  
As the stars are known to the Night;

As the stars that shall be bright when we are dust,  
Moving in marches upon the heavenly plain,  
As the stars that are starry in the time of our darkness,  
To the end, to the end, they remain.

### For the Fallen Comprehension Questions

1. What type of poem is "For the Fallen"?
2. Which words mean 'sad'?
3. What are the meanings of these words:
  - a. comrades
  - b. mourns
  - c. staunch
4. Why do you think the author wrote "For the Fallen"?
5. Who do you think this poem was written for?
6. How does this poem make you feel?
7. What do you think "They shall grow not old, as we that are left grow old" means?
8. Why do you think the author chose to write a poem and not a short story or an essay?

Success Criteria	Teacher Feedback
Complete ANZAC Poem comprehension questions	

## ANZAC Interview

Interview Questions:

Responses:

Success Criteria	Teacher Feedback
Conducts interview with older family member or family friend about ANZAC Day	



Mathletics working out page

Mathletics Task

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

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

Teacher Recognition

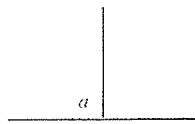
## PROBLEM-SOLVING

## FRIDAY REVIEW

### Monday

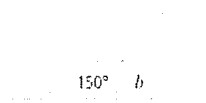
1. What is the size of Angle  $a$ ?

.....°



2. What is the size of Angle  $b$ ?

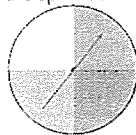
.....°



### Tuesday

1. Write the numbers 1, 2, 3 and 4 on the spinner.

- (a) 1 has a 1 in 4 chance.  
 (b) 2 has a 25% chance.  
 (c) 3 and 4 have the same chance.

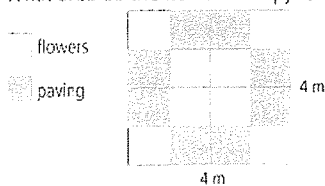


2. Eva saved \$1200 and purchased a new guitar for \$980. Eva bought a new strap for a further \$55. What money has she leftover after her buying spree?

.....

### Wednesday

1. What area do the flowers occupy? ..... m<sup>2</sup>



2. The paving area cost \$40 per square metre. What is the total cost?

.....

### Thursday

1. A non-stop fast train took 4 hours to cover 1600 km. What was the average speed?

..... km/h

2. On another trip the train travelled a distance of 720 km in 180 minutes. What is the average speed?

..... km/h



1 A fifth of 75 = .....

2 Write  $\frac{1}{7}$  as a decimal.  
 .....

3  $50 \times 9 = 450$

$49 \times 9 = \dots\dots\dots$

4 The value of the ones for  $9193 \times 7$  is  
 .....

5  $413 \div 100 = \dots\dots\dots$

6 Halve 1410. ....

7  $0.4 \times 10 = \dots\dots\dots$

8  $700 - 250 = \dots\dots\dots$

9  $\frac{1}{5} < \frac{1}{7}$  true false

10 How many \$20 notes make up \$900?  
 .....



11  $\begin{matrix} \odot & \odot & \odot & \odot \\ \odot & \odot & \odot & \odot \end{matrix} + \begin{matrix} \odot & \odot \\ \odot & \odot \end{matrix}$

.....  $\times$  ..... +

= .....

12  $37 \div 5 = \dots\dots\dots r \dots\dots\dots$

13  $30 \times 8 = \dots\dots\dots$

14  $29 \times 8 = \dots\dots\dots$

15 Write *ten thousand, one hundred and one* as a numeral.  
 .....

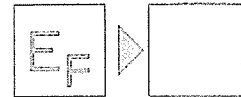
16 odd + odd = .....

17 Write  $\frac{3}{12}$  in its simplest form.  
 .....

18 1 m = ..... mm

19 1 L = ..... mL

20 Rotate the shapes 180°.



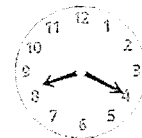
21 What is the length of side  $a$  of this square?  
 .....



22 This is a: .....

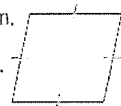
- rhombus.  
 parallelogram.  
 trapezium.

23 What is the time?  
 .....

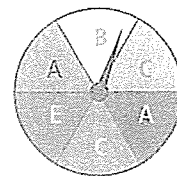


24 This is a: .....

- trapezium.  
 rhombus.  
 square.



25 The probability of landing on a vowel is  
 .....



Math Mentals Answer Page

Left Side	Right Side

Activity	Teacher Recognition
Completes Math Mental worksheet	

### Capacity Problem Solver

Activity	Teacher Recognition
Successfully uses words/diagrams to solve the problem	

Create your own brand new game using a ball (any type) and at least two common household objects

Activity	Teacher Recognition
Create a rule book for a sport or game	

## Sport

Who did you play against?

What was the score for each game?

Who was the overall winner?

Activity	Teacher Recognition
Played their invented game against a family member/members	

**SPARE PAGE**

**Student**

I have completed my work to the best of my ability

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

**Parent/Carer**

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

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



# Fast Finisher Activities

Start a journal so you can reflect on this historical time.  
There is a great free proforma available at [littlejemmings.com.au](http://littlejemmings.com.au)

Record your own fitness video. It can be yoga, dance, boot camp, footy skills - whatever you like. Keep the video to share with us all!

Invent a board game!  
You can physically build it or use technology to create it.  
Remember to have easy to follow rules!

Help mum or dad to cook dinner. You could make sure you have the right ingredients and help with the preparation.

Choose a 2D shape and draw 10 of these on a blank piece of paper. Then turn the shapes into other images. For example, you could turn a triangle into a piece of pizza, an ice cream cone etc.

*Complete a chore for your family. Record the steps you needed to follow to complete the chore and how long it took.*

Tidy up your bedroom. Make sure everything is in the right place, make your bed, clean out any toys you don't play with, rearrange your wardrobe.

Hide a 'treasure' in your house - it could be a toy or even a pair of socks! Draw a treasure map with clues for someone to follow to find your treasure

Create your own "I spy" task. Draw lots of random small objects on a piece of paper and then list what needs to be found. There is an example below.

Complete a scavenger hunt. Remember to time yourself!  
There's an example of one below!

Create your own scavenger hunt. It could be subject based, environmental or even technological. List 10 things to scavenge for!

Make a gratitude list. Each day of the week list at least one thing you are grateful for. For example: "I am thankful that I have a house to sleep in".



# Scavenger Hunt

- Find a fork
- Find something that is red
- Find a tissue box
- Find 3 things that have wheels
- Find an orange crayon
- Find something that is very soft
- Find a band-aid
- Find a key
- Find 2 socks that match
- Find something round
- Find a sticker
- Find a rubber band
- Find a pair of glasses
- Find an envelope.

