

Year 4

Unit 2

Name: _____

Class: _____

Google Classrooms will be rolling out slowly. Don't be overwhelmed by it, everything your child needs is right in this booklet 😊

Google Classroom username: _____@education.nsw.gov.au

Class code: vlgycbv

If you would like a reminder of your username or password please reply to the email sent regarding Google Classrooms with the name of your child and their class. We will return email with those details



Cambridge Gardens Public School

Innovation, Excellence, Connections & Fun

Teaching and Learning Continuity Plan – Unit 2

Dear Parents and Caregivers,

2nd April 2020

We would like to start by acknowledging the amazing response we have had from the Cambridge Gardens school community. As teachers we have felt incredibly supported and it fills our hearts with warmth seeing the positive comments that our school is receiving at this extremely testing time.

This continued support and partnership will ensure that we can continue to support our students through this and enable our wonderful staff the opportunity to plan appropriately. We have compiled Unit 2 of the Teaching and Learning package, which will continue to be communicated to parents on a weekly basis using our school email system. We will also communicate via Facebook and the School Webpage.

We will continue to make a member of our school staff 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.

Unit 2 Information

The Unit 2 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 section for Parents/Caregiver's and students to sign stating they are happy with the amount of work completed.
- A Fast Finishes Grid at the end of the unit. Students can choose a different activity each day.
- Year 3 and Year 4 teachers have set two Mathematics 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.
- Google Classroom has some additional learning videos and activities for Year 3 and 4 students to view and complete.



Weekly Learning Booklets are due on a Thursday

- Year 3 and Year 4 booklets will continue to be due to the front office, via email or through Google Classroom on a **Thursday** each week. This will also be the time that the following week's booklet can be collected/emailed home.
- Please ensure your child's name and class is on the front cover of the booklets.
- Each Stage will have their booklets collected and distributed on different days, as we wish to be as mindful of social distancing as possible.
- If you are returning your work via email, the subject line must be **Mrs Hetherington** 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 cambridgeq-p.school@det.nsw.edu.au
- For returned student work via email, teacher recognition will be provided back via email, in a timely manner.
- For returned student work via the front office, teacher recognition will be provided in a timely manner. This can be picked up with the new weekly learning booklet on the following Thursday.

Google Classroom

- Teachers are planning some additional learning activities/videos to be placed on our Google Classrooms platform. This will commence with this unit of work.
- A video has been placed on the school Facebook page and a how to document has been included in each student's booklet. This will show you how to login to Google Classrooms via the student portal and how to access this style of communication once on the platform. Student portal information will be sent home to students to enable this.
- 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 re-join the correct class.
- If parents have any questions please contact Mr Wood or Mr Hunter on the school email or phone.



Cambridge Gardens Public School

Innovation, Excellence, Connections & Fun

Joining Codes

Year 3 - ahmg4ou

Year 4 - vlgycbv

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 during this time.

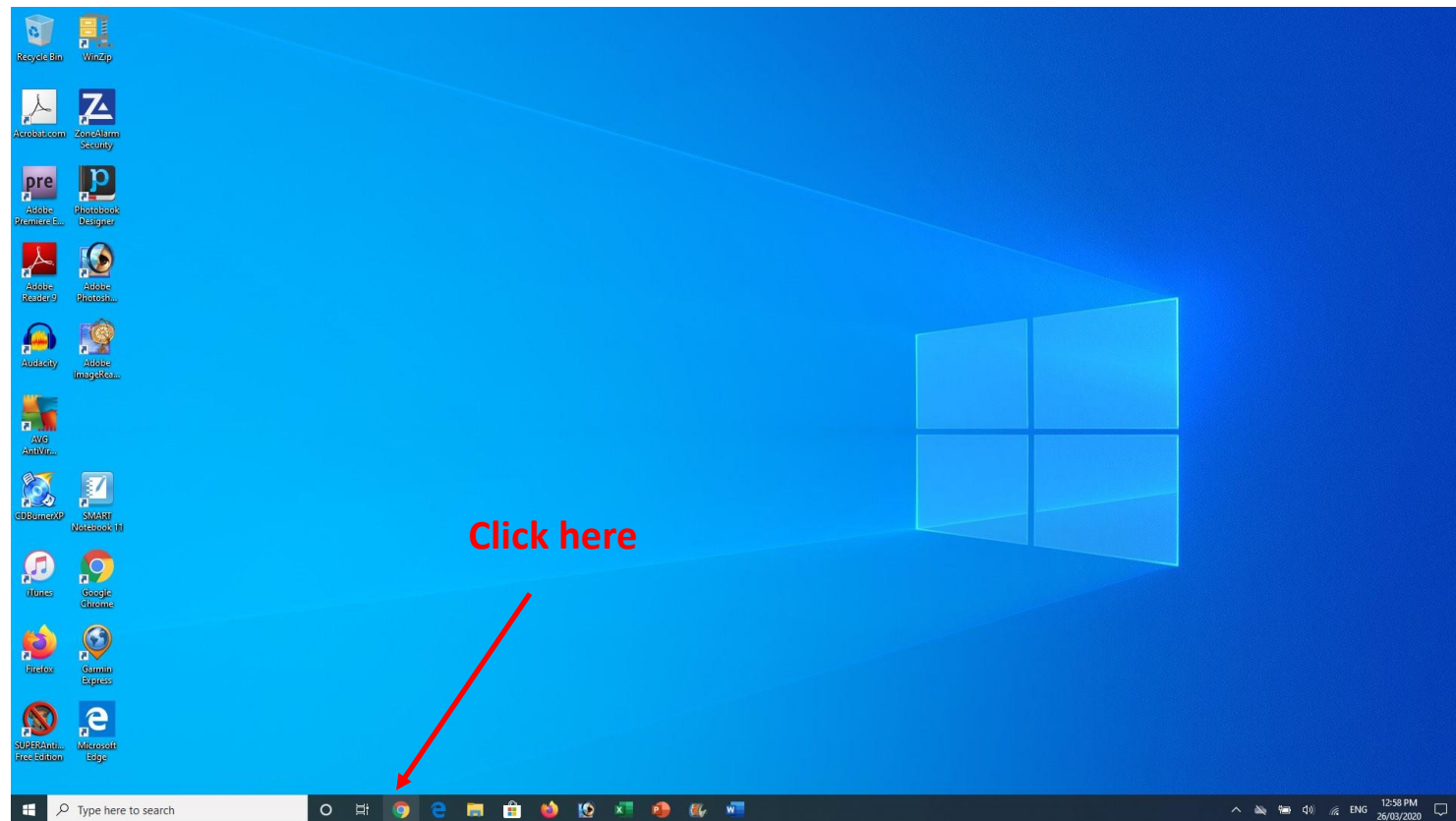
Wishing you all health and happiness.

Stage 2 Teachers,

Mr Sheaves, Mrs Hiser-Smith, Mrs Stoeckl, Miss Barbagallo and Mrs Hetherington

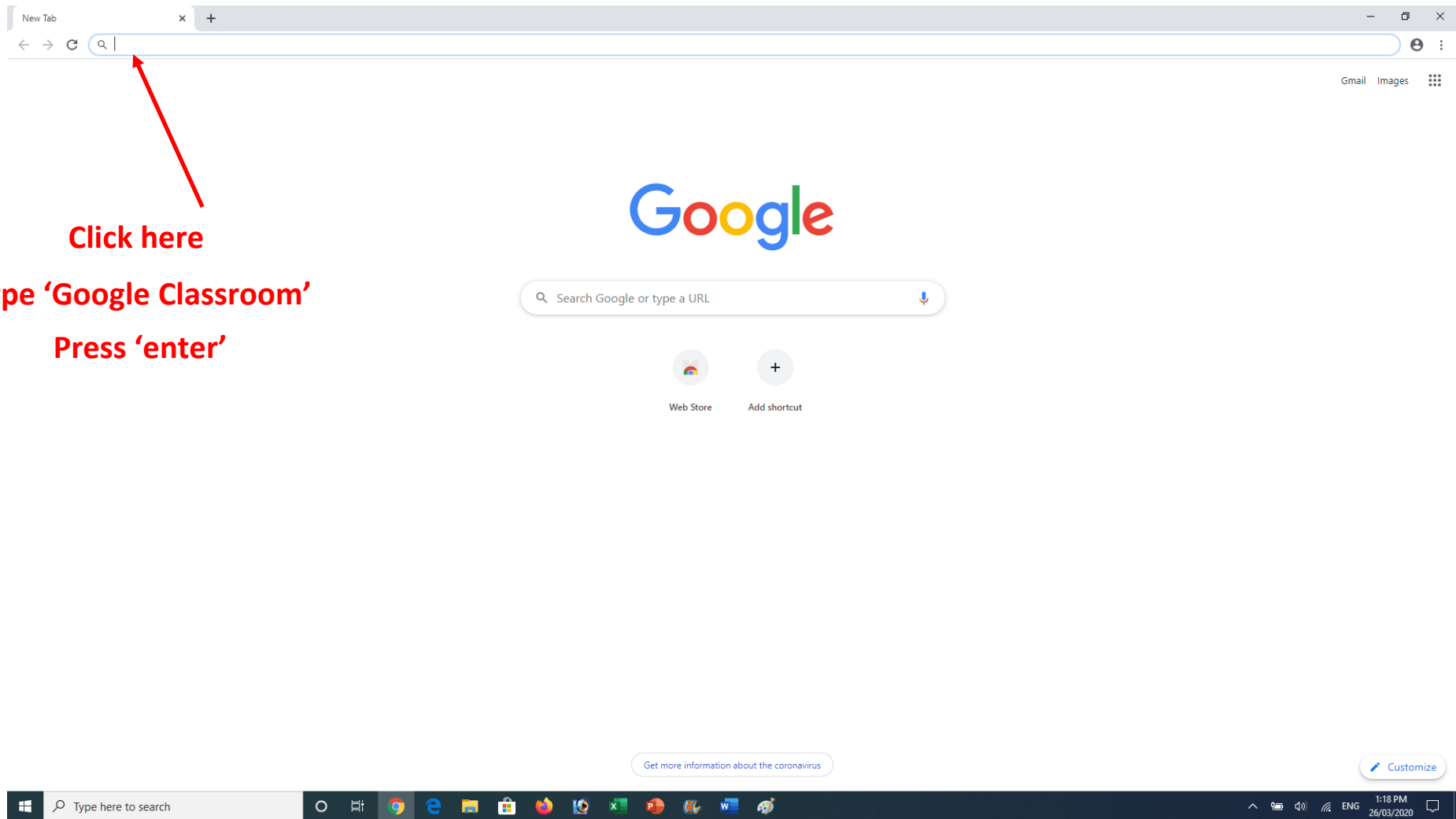


How to access Google Classrooms instructions



1. Click on your internet browser icon to open your internet browser.





Click here

Type 'Google Classroom'

Press 'enter'

2. Click in the URL/search bar and type Google Classroom. Press enter.



google classroom - Google Search

google.com/search?q=google+classroom&aq=Google+classroom&aqs=chrome.0.017j69i64.2648j0j7&sourceid=chrome&ie=UTF-8

Google

google classroom

All Images Videos News Shopping More Settings Tools

About 1,040,000,000 results (0.45 seconds)

edu.google.com > products > classroom

Classroom: manage teaching and learning | Google for ...
Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication. ... With simple setup and integration with G Suite for Education, Classroom streamlines repetitive tasks and makes it easy to focus on what teachers do best: teaching.

Click here

classroom.google.com

Google Classroom

Sign in. Use your Google Account. Email or phone. Forgot email? Type the text you hear or see. Not your computer? Use a private browsing window to sign in.

play.google.com > store > apps > details > id=com.google.android.app...

Google Classroom - Apps on Google Play

★★★★★ Rating: 3.9 - 129,267 votes - Free - Android - Educational

Classroom is a free service for schools, non-profits, and anyone with a personal Google account. Classroom makes it easy for learners and instructors to ...

Videos

Getting Started with Google Classroom | EDTech Made Easy ...
Pocketful of Primary
YouTube - Jul 7, 2019

The NEW Google Classroom - Full Tutorial
Technology for Teachers...
YouTube - Sep 17, 2018

Google Classroom Tips and Tricks for Teachers | EDTech ...
Pocketful of Primary
YouTube - Aug 4, 2019

Google Classroom

classroom.google.com

Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Wikipedia

Developed by: Google

Initial release date: 12 August 2014

Operating system: iOS; Android; web browser

People also search for

Google Docs, Google Slides, Google Drive, Gmail, Google Docs, Sheets...

Feedback

Type here to search

1:26 PM 26/03/2020

3. Click the 'Google Classroom' link



Classroom: manage teaching and learning

edu.google.com/int/en-GB/products/classroom?modal_active=none

Google

Get products Contact us

For Education Why Google Products Teaching Resources Code with Google Training & Support The Latest Sign in

Home > Classroom

Manage teaching and learning with Classroom

Classroom helps students and teachers organize assignments, boost collaboration, and foster better communication.

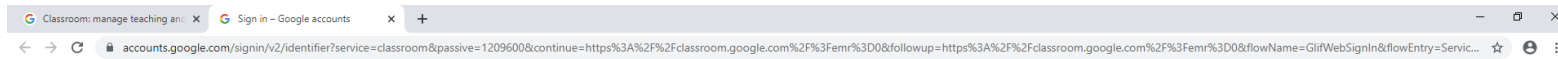
[Go to Classroom](#) **Click here**

Having trouble signing into Classroom? [Get tips and help here.](#)

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Click the 'Go to Classroom' icon





Click here



5. Click in the “Email or phone” bar and type in your student login, followed by “@education.nsw.gov.au”

For example: Alexander.Nelson8@education.nsw.gov.au



Google
Sign in
Use your Google Account

Email or phone
alexander.nelson8@education.nsw.gov.au

[Forgot email?](#)

Not your computer? Use Guest mode to sign in privately.
[Learn more](#)

[Create account](#) **Next**

English (United States) Help Privacy Terms

Click here



6. Click 'Next'



Classroom: manage teaching x Department of Education x

https://saml.det.nsw.edu.au/sso/XUI/?realm=/&forward=true&spEntityID=google.com/a/education.nsw.gov.au&goto=/SSORedirect/me

NSW DEPARTMENT OF EDUCATION

Login with your DoE account

User ID

Enter your user ID
Example.jane.citizen1

Password

Enter your password

Log in

[Forgot your password?](#)

Have trouble logging in?
[Help for DoE staff](#)

NSW Government Education

ACCESSIBILITY
INFORMATION ACCESS
PRIVACY

COPYRIGHT
DEPARTMENT CONTACTS
NSW GOVERNMENT

Type here to search

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26/03/2020


7. Type in your User ID and your password. Click the 'Log In' icon.

(Your user ID and password are the same that you use to login to the computers at school.)



Google

Verify it's you

 alexander.nelson@education.nsw.gov.au

We would like to confirm the referenced account is yours.
If you recognize this account, please press continue.

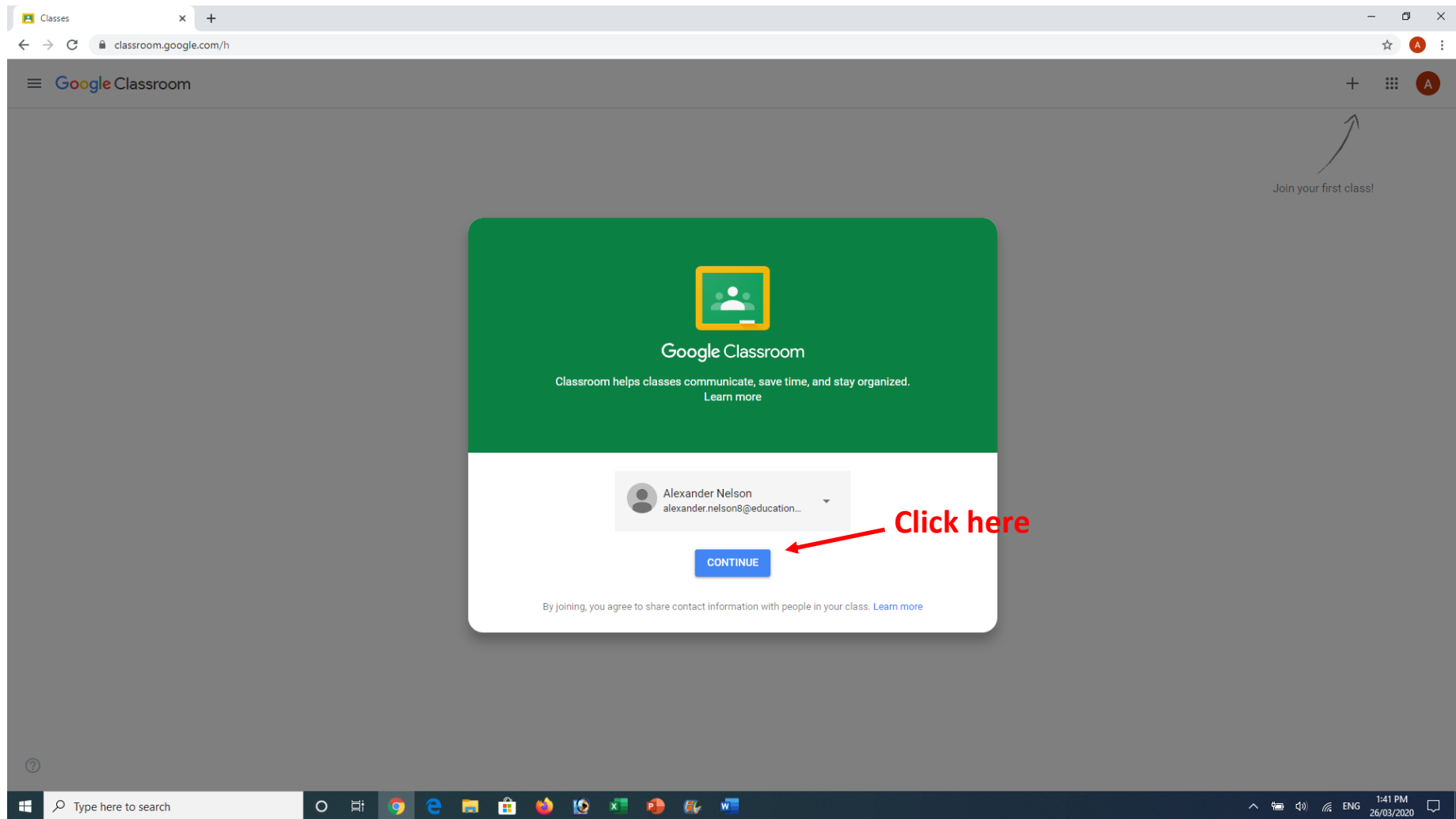
[I don't recognize this account](#)

English (United States) ▾ Help Privacy Terms

Click here

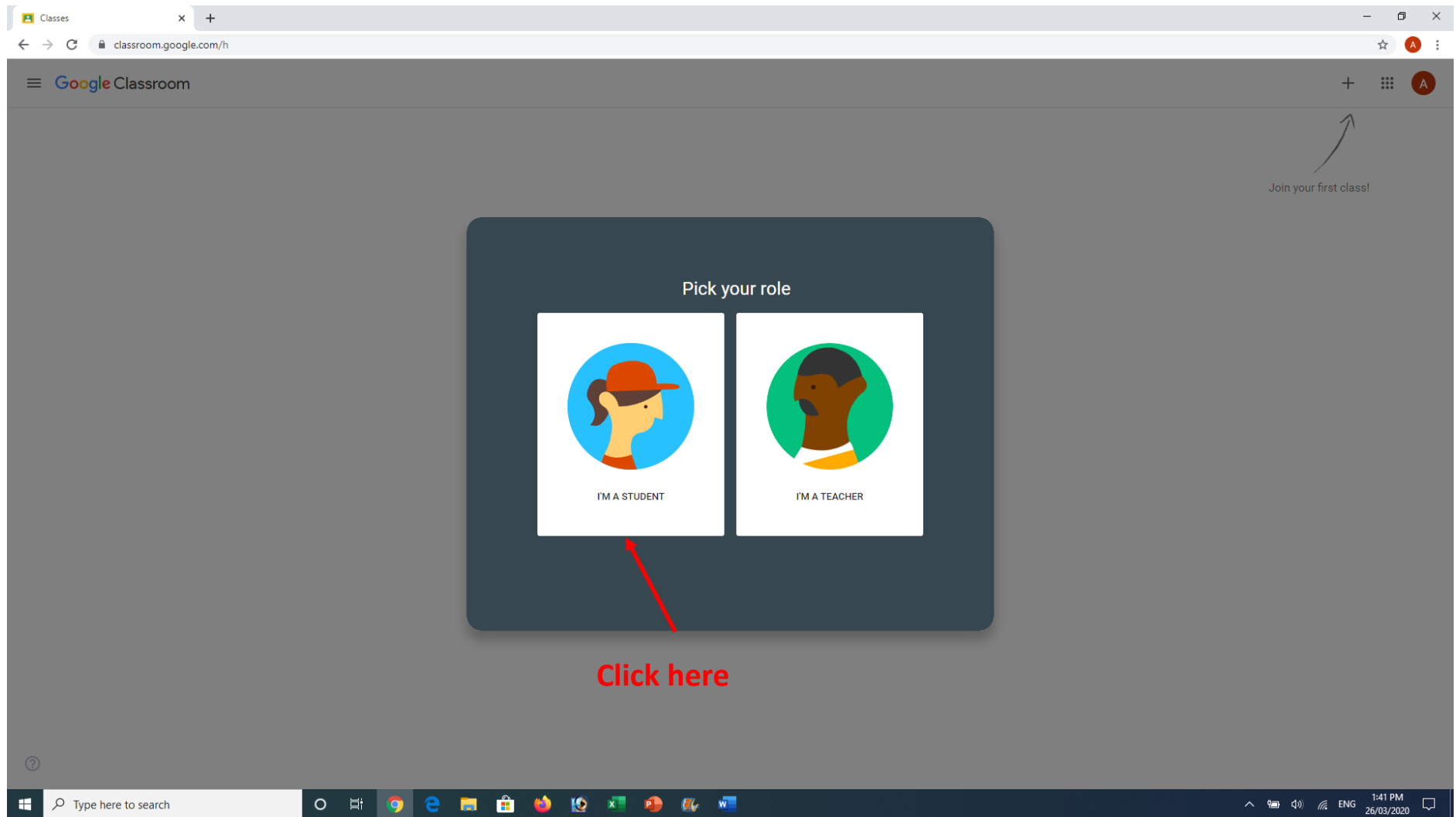
8. Click the 'Continue' icon.





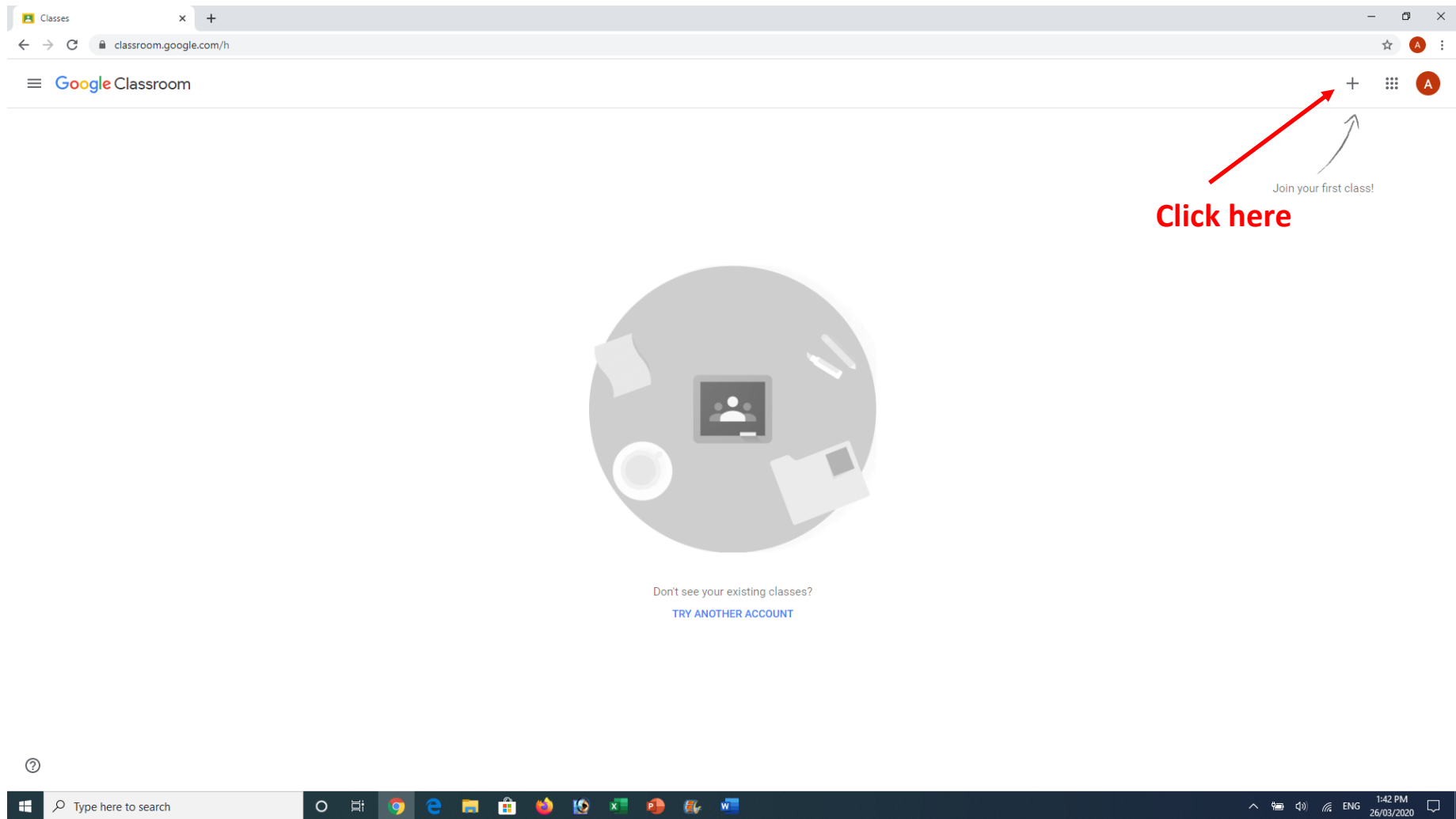
9. Click the 'Continue' icon.





10. Click the 'I'M A STUDENT' icon.



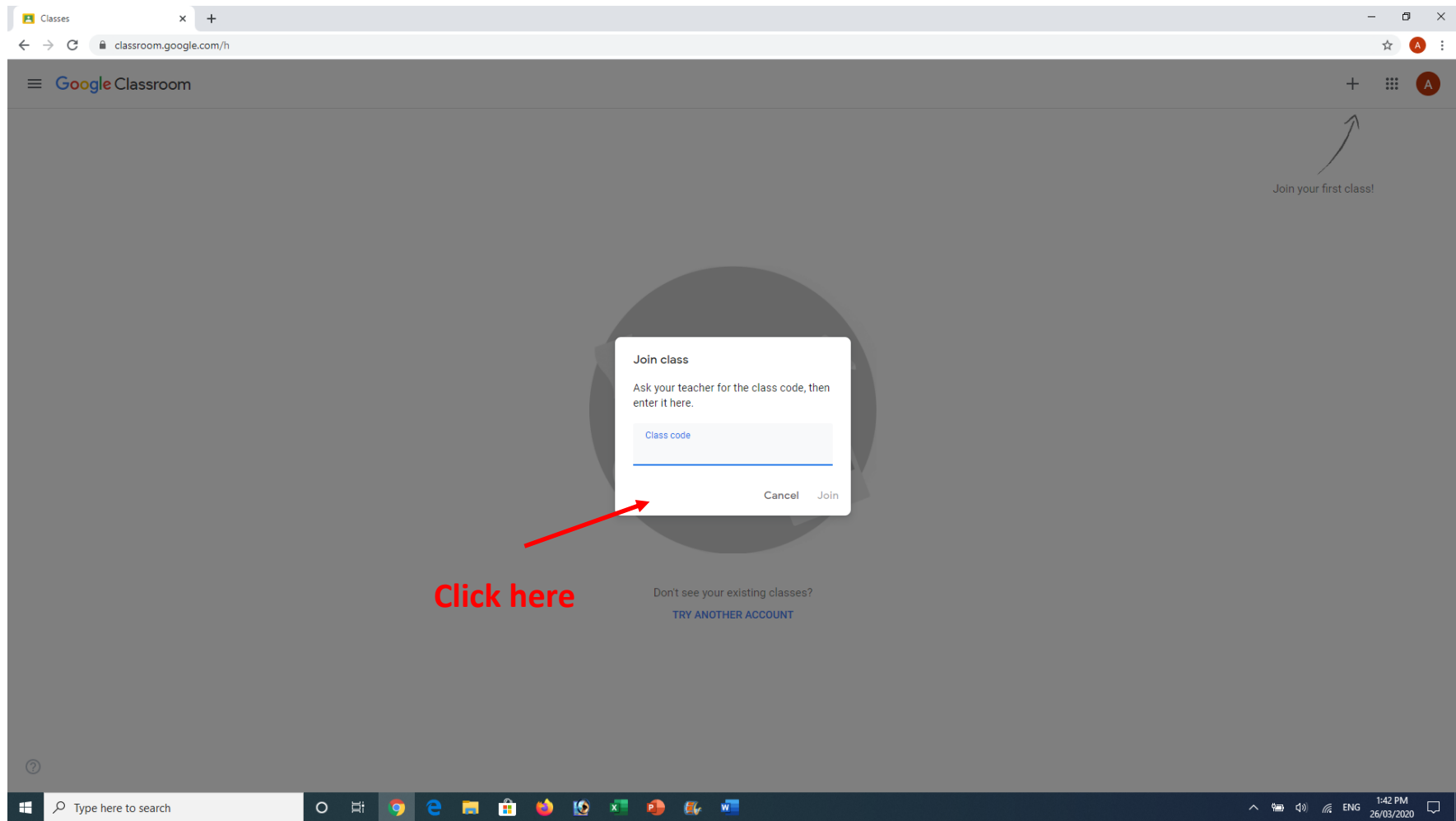


Click here

Join your first class!

11. Click the '+' icon where it says 'Join your first class!'

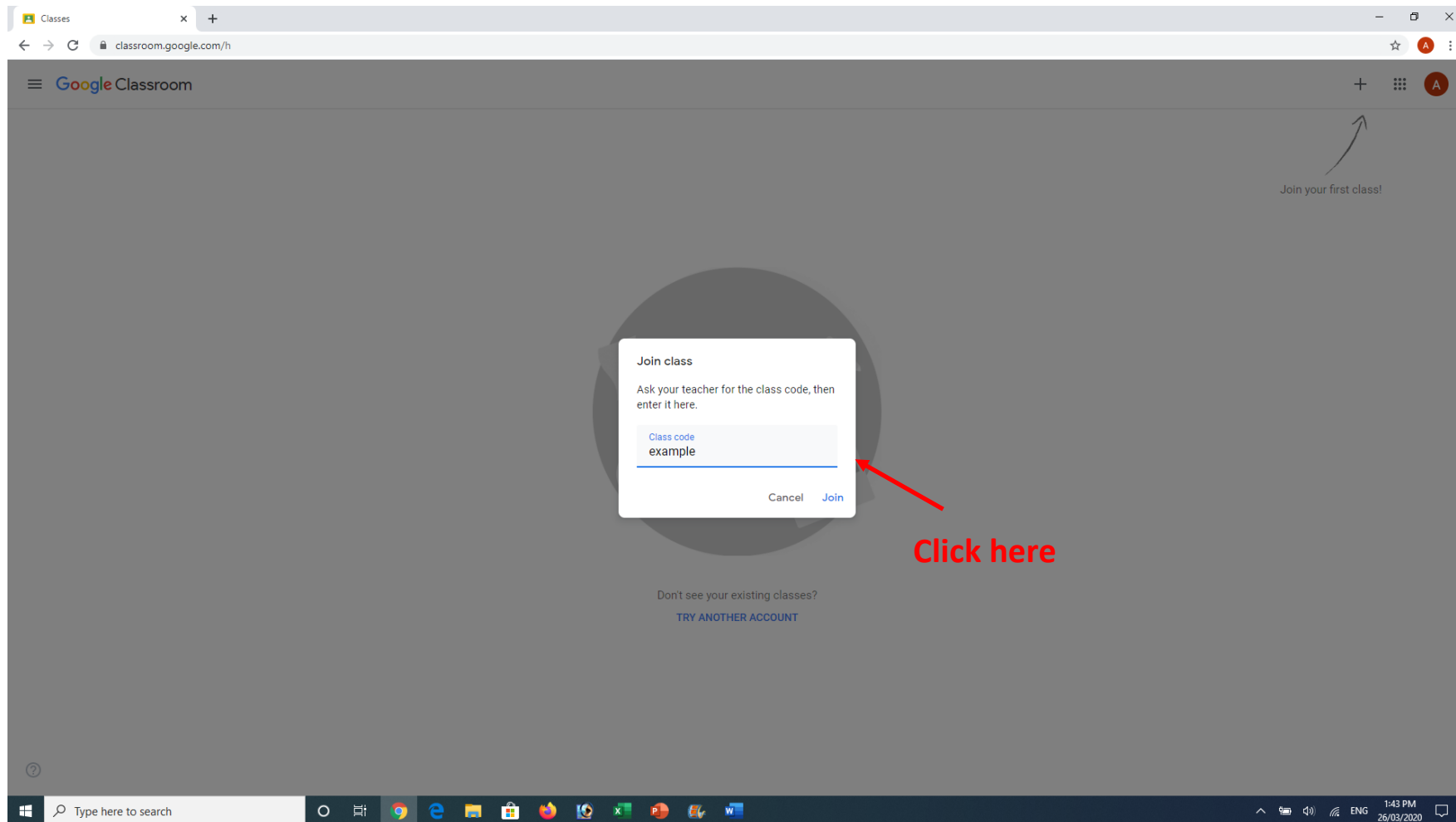




Click here

12. Type in your Class code. Click the 'Join' icon.





13. Click the 'Join' ic



Year 4 Weekly Learning Plan Unit 2 – 2/4/20 - 8/4/2020

	Thursday – 2/4 on	Friday	Monday	Tuesday	Wednesday
Morning	<p>English <i>Reading</i> Read the next 2 chapters of your book. If you have finished choose a new chapter book to complete these tasks. Try the following website https://www.getepic.com/. Your parents will need to open an account for you.</p> <ul style="list-style-type: none"> - Read two chapter of the book. - Create a VIP summary with at least 3 dot points. <p><i>Spelling</i> This week's focus is Schwa <ar>. -Write your spelling list. - Complete 2 parts of your spelling sheet</p> <p><i>Writing</i> Use this image from Pobble http://www.pobble365.com/the-hole-in-the-fence</p>	<p>English <i>Reading</i> Read the next 2 chapters of your book. Focus on visualising the scene while you are reading. - Draw a visualisation poster of your favourite scene from these chapters. Label the image.</p> <p><i>Spelling</i> - Write your spelling list - complete the remainder of your spelling sheet</p> <p><i>Viewing</i> 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. Present your summary to your family.</p>	<p>English <i>Reading</i> Read the next chapter of your book out loud to a family member. -Think about volume and smooth reading.</p> <p><i>Spelling</i> -Write your spelling list -Write your words in alphabetical order</p> <p><i>Jolly Grammar</i> This week's focus is Possessive Nouns - Complete your Jolly Grammar sheet</p> <p><i>Writing</i> Continue to use this image from Pobble http://www.pobble365.com/the-hole-in-the-fence</p>	<p>English <i>Reading</i> Read the next chapter of your book. - Write 3 questions you could ask another person that has read this chapter to test their knowledge</p> <p><i>Spelling</i> - Write your spelling list -Write your words with rainbow colours</p> <p><i>Handwriting</i> - Complete the handwriting work</p> <p><i>Writing</i> Write a procedure explaining how to properly wash your hands.</p>	<p>English <i>Reading</i> Find a short story or picture book and read out loud to a family member. Think about your pausing at full stops and commas.</p> <p><i>Spelling</i> -Have a family member test you. If this isn't possible write your list doing look, cover, write, check.</p> <p><i>Journal Writing</i> Write about your favourite holiday. Remember to include lots of description. Use adjectives and interesting vocabulary</p>



	- Brainstorming day	<p><i>Writing</i> Continue to use this image from Pobble http://www.pobble365.com/the-hole-in-the-fence - Use your brainstorm from yesterday to start your story.</p>	-Finish writing your story today.		
Break					
Middle	<p><u>Mathematics</u></p> <p><i>Number of the Day</i> Our number for today is 26. Draw and write everything you know about 26 (you can use any operation you like).</p> <p><i>Mathletics</i> Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><i>Timetables Practice</i> Practice your x7 tables 3 times. Try saying them out loud also.</p>	<p><u>Mathematics</u></p> <p><i>Number of the Day</i> Our number for today is 14. Draw and write everything you know about 14 (you can use any operation you like).</p> <p><i>Mathletics</i> Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><i>Timetables Practice</i> Practice your x6 tables 3 times. Try saying them out loud also.</p>	<p><u>Mathematics</u></p> <p><i>Number of the Day</i> Our number for today is 29. Draw and write everything you know about 29 (you can use any operation you like).</p> <p><i>Mathletics</i> Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><i>Timetables Practice</i> Practice your x8 tables 3 times. Try saying them out loud also.</p>	<p><u>Mathematics</u></p> <p><i>Number of the Day</i> Our number for today is 30. Draw and write everything you know about 30 (you can use any operation you like).</p> <p><i>Mathletics</i> Complete two Mathletics tasks set for you by your classroom teacher.</p> <p><i>Timetables Practice</i> Practice your x4 tables 3 times. Try saying them out loud also.</p>	<p><u>Mathematics</u></p> <p><i>Number of the Day</i> Our number for today is 9. Draw and write everything you know about 9 (you can use any operation you like).</p> <p><i>Mathletics</i> complete two Mathletics tasks set for you by your classroom teacher.</p> <p><i>Timetables Practice</i> Practice your x9 tables 3 times. Try saying them out loud also.</p>



	<p><i>Problem a Day</i> Complete today's PAD</p> <p><i>Measurement and Geometry- Length</i> Use a ruler to measure the length of some things around your house. Record the object and their lengths in the table.</p>	<p><i>Problem a Day</i> Complete today's PAD</p> <p><i>Number and Algebra- Whole Number</i> Putting numbers in ascending and descending order.</p>	<p><i>Problem a Day</i> Complete today's PAD</p> <p><i>Statistics and Probability- Data</i> Observe the cars that you see pass your house. Record the colour of them and tally the number of times you see that colour car in the table.</p>	<p><i>Problem a Day</i> Complete today's PAD</p> <p><i>Number and Algebra- Addition</i> Complete addition problems provided</p>	<p><i>Problem a Day</i> Complete today's PAD</p> <p><i>Number and Algebra- Subtraction</i> Complete subtraction problems provided</p>
Break					
Afternoon	<p>DEAR – Drop everything and read (15minutes)</p> <p>Creative Arts – Visual Arts Design a magical land at the top of the Faraway tree</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Science Create a ramp and test some ideas.</p> <p>PE Using Youtube complete 4 different 'Just Dance' dances and list the 4 dances you have completed.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>HSIE- History Captain James Cook fact finding.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Creative Arts Natural Environment Sketch -Use the space provided to sketch a tree, plant or garden from your front or back yard.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>PDH Brainstorm all the ways you can support a friend being bullied. -Share this with your family</p> <p>PE Set up a fitness circuit and complete 15 minutes of physical activity.</p>



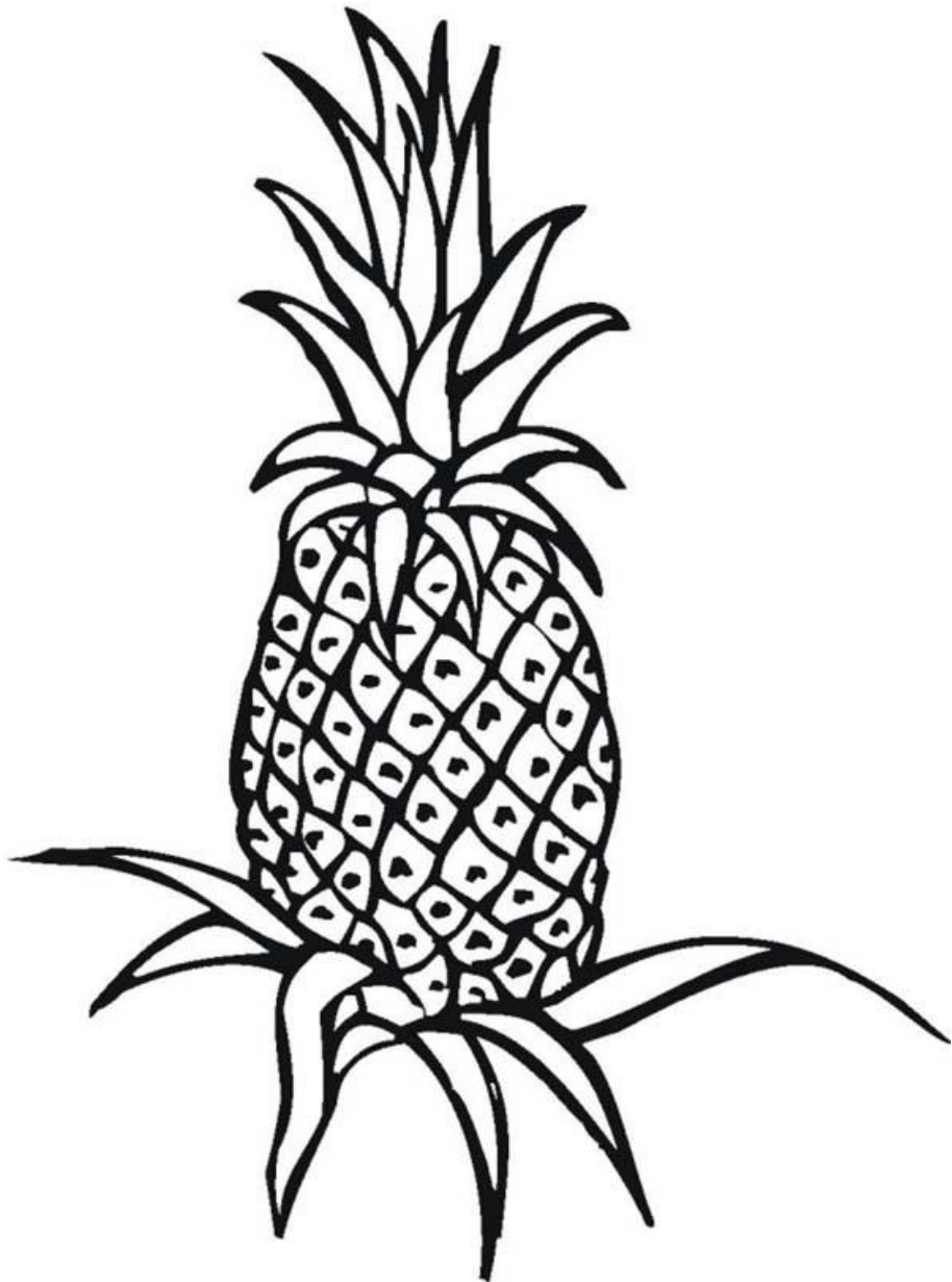


Learning environment checklist

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?

Thursday



English-

Read the next two chapters of your book. Create a VIP Summary with at least 3 dot points. Don't forget to include information about the characters, setting and important events.

If you have finished your book choose another chapter book that you have not read. Have a look on www.getepic.com if you do not have one. Your parents will need to make an account for you.



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have summarised two chapters of my book.<input type="radio"/> I have included characters, setting and evets in my summary.<input type="radio"/> I have proof read my summary.<input type="radio"/> I have used at least three VIPs.	<p>Teacher Recognition:</p> <ul style="list-style-type: none"><input type="radio"/>
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Spelling-

The focus for this week is 'Schwa <ar>'.

Write your spelling list.

Complete two parts of your spelling sheet.

Thursday	Friday	Monday	Tuesday	Wednesday



Spelling List 10

Schwa <ar>

1. grammar
2. custard
3. cellar
4. sugar
5. wizard
6. dollar
7. popular
8. coward
9. burglar
10. regular
11. orchard
12. forward
13. standard
14. separate
15. calendar
16. familiar
17. particular
18. spectacular



The words from the Spelling List have been misspelt. Correct each one, using a different colour, and then write it correctly underneath.

gramer	wizerd	bergler
populer	shuger	seller
kusterd	foreword	reguelar
oarchard	calander	doller
famillyar	standerd	seperait
partikuler	specacuelar	kowerd

Write the singular noun for each of these plural words.

parents	dollars	spiders	anchovies	leaves
foxes	deer	scarves	pirates	viruses

Parse this sentence, identify the subject and choose the correct tense.

The cowardly burglar is hiding in the castle's cellar.

simple past	simple present	simple future
past continuous	present continuous	future continuous

Spelling Sheet 10 (GH4)

Success Criteria (student to complete):

- I have correctly spelt and written my spelling words.
- I have completed two parts of my spelling sheet.

Teacher Recognition:



Writing-



Day 1. Brain storming

Look at the picture above. Or login on to <http://www.pobble365.com> (picture for March 26th) Imagine what the boy heard that made him peep through the fence. What does he see? What will he do? Write down your ideas for a story about it? Think about the setting, characters, possible problems and endings.



Brain Storming

Success Criteria (student to complete):

I have completed a narrative brain storm based on the picture supplied.

Teacher Recognition:



Mathematics-

Number a Day

Today's number of the day is 26.

Draw and write everything you know about the number 26.

Success Criteria (student to complete):

I have drawn and written everything I know about the number 26.

Teacher Recognition:



Mathletics

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Success Criteria (student to complete): <input type="radio"/> I have completed two Mathletics tasks.	Teacher Recognition: <input type="radio"/>
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Timetables

Practise your x7 tables three times. Say them out loud as you go.

$7 \times 0 = 0$		

Success Criteria (student to complete): <input type="radio"/> I have written my x7 timetables three times.	Teacher Recognition: <input type="radio"/>
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Problem a Day

On Monday and Tuesday, Farmer Brown sheared 43 sheep on each day.

On Wednesday he sheared 44. He had a sore back on Thursday and didn't shear any sheep. How many sheep did he shear during the week?

Demonstrate how you solved it in the transformation box.



100



113



124



130



144



Working out - Transformation step

Success Criteria (student to complete):

I have completed Problem a Day.

Teacher Recognition:




Measurement and Geometry- Length

Use a ruler to measure the length of some things around your house. Record the object and their lengths in the table.

Object	Length

Success Criteria (student to complete): <input type="radio"/> I have measured the length of various objects.	Teacher Recognition: <input type="radio"/>
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Drop Everything and Read (DEAR): Read for 15 minutes.	
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Creative Arts-

Magical Land above the Clouds

Use the outline provided on the following page and draw a magical land at the top of the clouds. You can decorate your creation using whatever materials you have available.



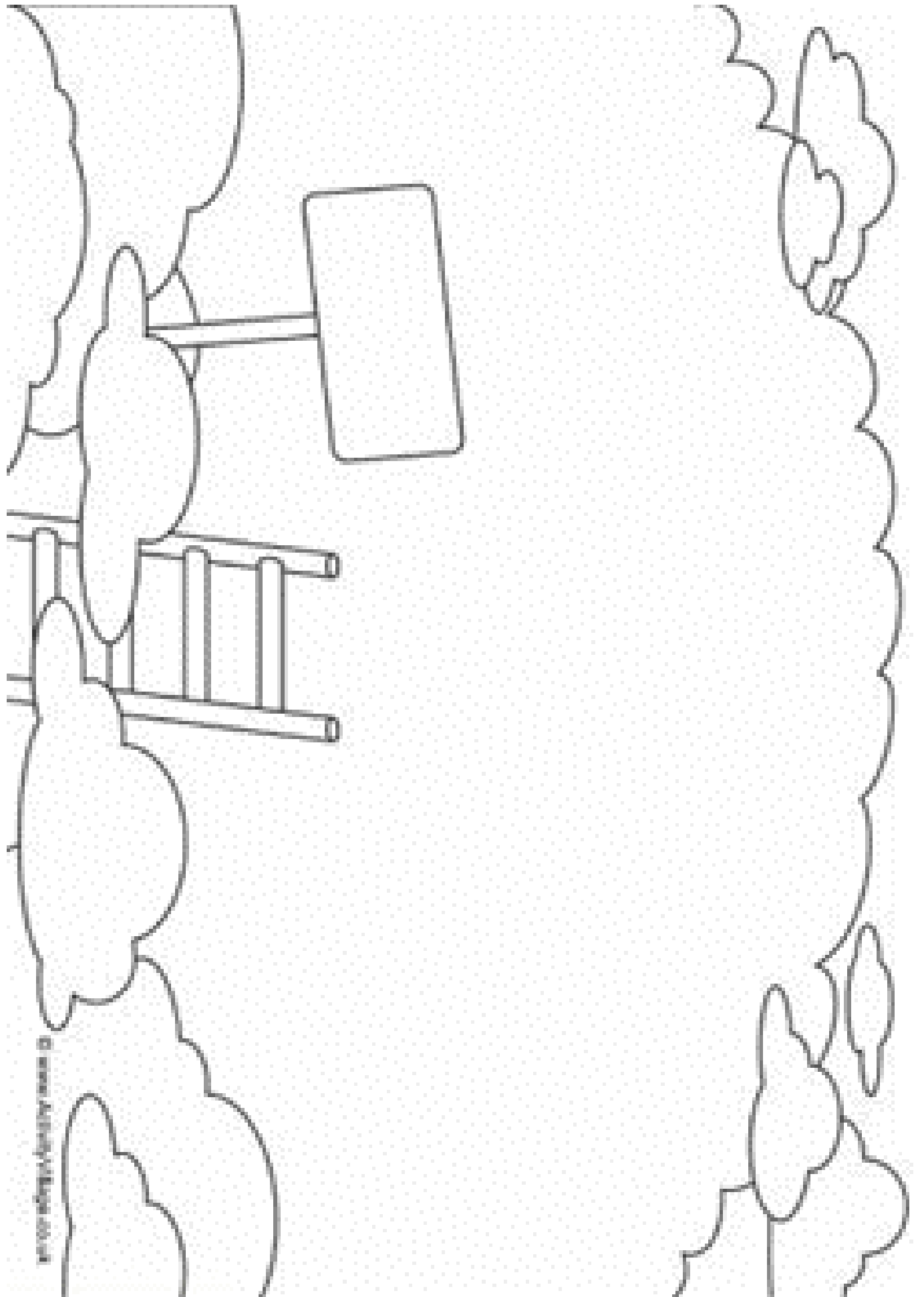
I have completed today's work to the best of my ability.

Signed: _____

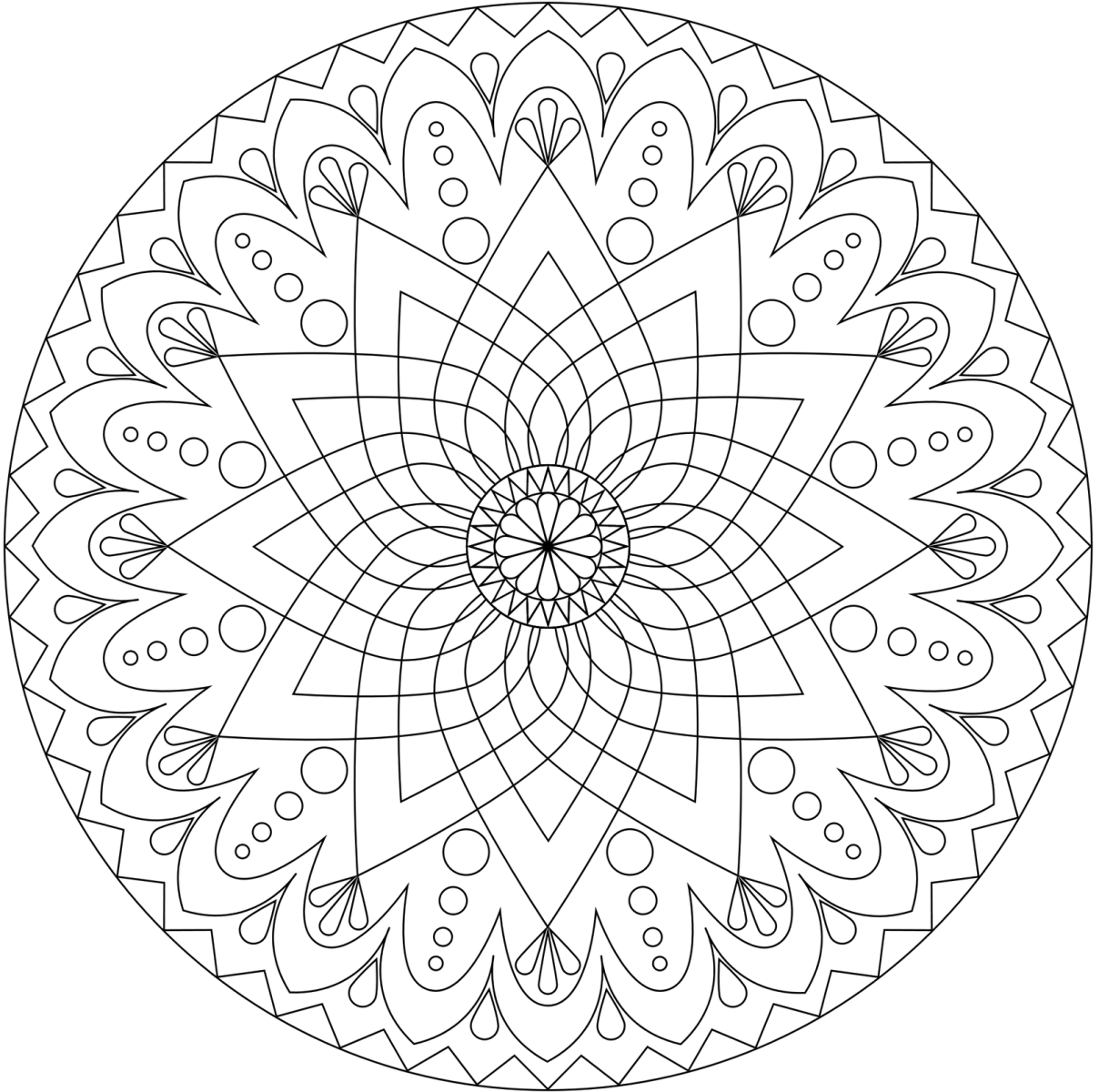
I am happy with the quality and the amount of work my child has completed today.

Signed: _____





Friday



English-

Read the next two chapters of your book. Focus on visualising the scene while you are reading.

Draw a visualisation poster of your favourite scene from these chapters and label the image.



Success Criteria (student to complete):

- I have read the next two chapters of my book.
- I have drawn my visualisation.
- I have labelled my visualisation.

Teacher Recognition:



Spelling

Write your spelling list.

Complete the remainder of your spelling sheet.

Success Criteria (student to complete): <input type="radio"/> I have written my spelling list correctly. <input type="radio"/> I have completed the remainder of my spelling sheet.	Teacher Recognition: <input type="radio"/>
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B.T.N.

Watch a BTN Classroom episode of your choice.

Create a VIP (Very Important Point) summary with at least 3 dot points per news story. Present your summary to your family.



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"> <input type="radio"/> I have watched a BTN Classroom video. <input type="radio"/> I have written three VIPs per news story. <input type="radio"/> I have presented my summary to my family. 	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
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Writing



Day 2. Using your brainstorm from yesterday, start writing your story, remember to begin with an orientation that describes the setting, characters. Use adjectives to help you paint a picture for your story. Start a new paragraph when you start to explain the problem or complication your characters have.



Success Criteria (student to complete):

- I have started writing my story.
- I have proof read my work.
- I have included a setting and characters.
- I have included adjectives.
- I have included a complication.

Teacher Recognition:



Mathematics-

Number a Day

Today's number of the day is 14.

Draw and write everything you know about the number 14.

Success Criteria (student to complete):

I have drawn and written everything I know about the number 14.

Teacher Recognition:



Mathletics

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Success Criteria (student to complete): <input type="radio"/> I have completed two Mathletics tasks.	Teacher Recognition: <input type="radio"/>
---	---

Timetables

Practise your x 6 tables three times. Say them out loud as you go.

$6 \times 0 = 0$		

Success Criteria (student to complete): <input type="radio"/> I have written my x6 timetables three times.	Teacher Recognition: <input type="radio"/>
---	---



Problem a Day

Farmer Brown has three water tanks. Tank one has 127 L in it, tank two has 75 L in it and tank three only has 43L of water left. What is the sum of all the tank water on the farm? Demonstrate how you solved it in the transformation box.



163 L

237 L

245 L

344 L

287 L



Working out - Transformation step

Success Criteria (student to complete):

I have completed Problem a Day.

Teacher Recognition:



Number and Algebra- Whole Number

Put these numbers in ascending order (from smallest to largest)

14, 7, 29, 35, 105, 82, 63

Put these numbers in descending order (from largest to smallest)

6, 34, 21, 95, 98, 12, 45

Success Criteria (student to complete):

I have placed numbers ascending and descending order.

Teacher Recognition:



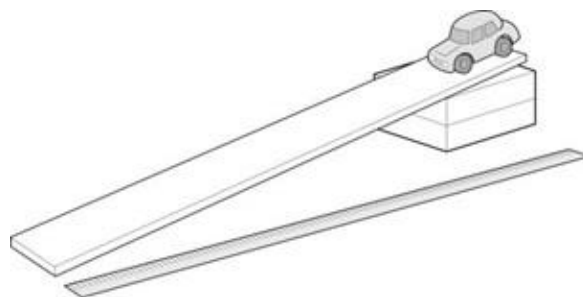
Drop Everything and Read (DEAR):

Read for 15 minutes.



Science-

1. Create a ramp as pictured.
2. Time how long it takes for a toy car or similar object to reach the bottom of the ramp (Don't push the car).
3. By placing 5 different materials on the ramp to increase friction and slow the car.
4. Make one observation per material.



Material	Observation

Success Criteria (student to complete):

I have observed ways to increase friction.

Teacher Recognition:

PE-

Using YouTube, complete 4 different 'Just Dance' dances. List the 4 dances you have completed.



Dance 1: _____

Dance 2: _____

Dance 3: _____

Dance 4: _____

Success Criteria (student to complete): <input type="radio"/> I have completed 15 minutes of Dancing.	Teacher Recognition: <input type="radio"/>
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I have completed today's work to the best of my ability.

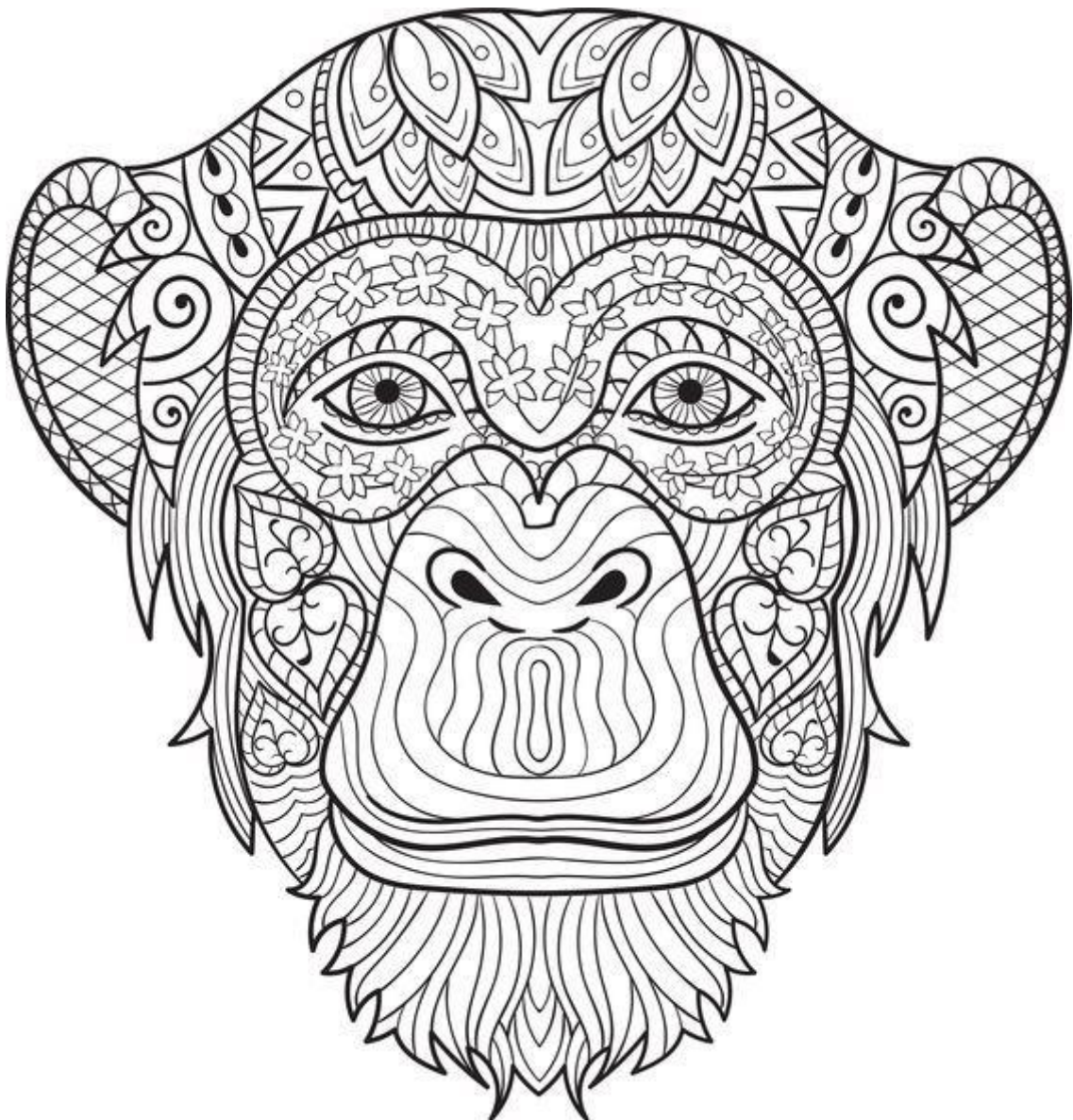
Signed: _____

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

Signed: _____



Monday



English-

Reading

Read the next chapter of your book out aloud to a family member. Try to focus on your volume and reading smoothly.

I read to: _____

Success Criteria (student to complete): <input type="radio"/> I have read the next chapter of my book. <input type="radio"/> I have read with volume and fluency.	Teacher Recognition: <input type="radio"/>
---	---

Spelling

Write your spelling list.

Write your words in alphabetical order.

Success Criteria (student to complete): <input type="radio"/> I have written my spelling list correctly in alphabetical order. <input type="radio"/> I have completed the remainder of my spelling sheet.	Teacher Recognition: <input type="radio"/>
---	---

Grammar

The focus for this week is 'Possessive Nouns'.

Complete your Jolly Grammar sheet.



Possessive Nouns

Nouns Acting as Adjectives

Nouns followed by apostrophe (s) are called possessive nouns. They are used to show possession, so rather than saying 'the pen of the boy', we say 'the boy's pen'.

'S 'S 'S 'S 'S 'S 'S 'S 'S

In these sentences, identify the nouns and underline them in black. Then rewrite each sentence, using the correct possessive noun.

1. The tail of a peacock is magnificent.

A peacock's tail is magnificent.

2. Everyone applauded the outfit of the model.

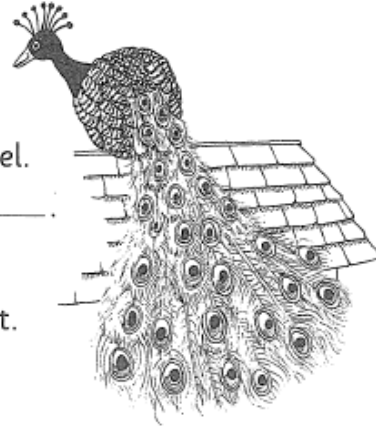
Everyone applauded the _____.

3. The ideas of a genius are usually brilliant.

A _____ are usually brilliant.

4. The cheers of the crowd were very loud.

The _____ were very loud.



Choose a possessive noun to finish the sentences.

5. The _____ prickles were very sharp.

6. The _____ ship was huge and menacing.

7. A _____ teeth are large and strong.

8. They found traces of the abominable _____ footprints.

pirate's
crocodile's
snowman's
cactus's



Possessive nouns act like adjectives in a sentence. Underline each possessive noun in blue and the noun it is describing in black.

9. They came to collect me in Dad's car.

10. The king's army besieged the castle.

11. They went to Meg's house for the day.

12. The horse's mane was very long.

13. Smoke was coming from the van's engine.

14. Seth's party was a great success.



Grammar Sheet 10 (GH4)

Success Criteria (student to complete):

I have completed my Jolly Grammar sheet.

Teacher Recognition:



Writing



Day 3. Complete your story write the conclusion/ending where the character's problem is solved. Check your writing for capitals and full stops. When you have finished draw an illustration for your story.





Illustration

Success Criteria (student to complete):

- I have completed my story.
- I have proof read my work.
- I have included a resolution and conclusion.
- I have included an illustration.

Teacher Recognition:



Mathematics-

Number a Day

Today's number of the day is 29.

Draw and write everything you know about the number 29.

Success Criteria (student to complete):

I have drawn and written everything I know about the number 29.

Teacher Recognition:



Mathletics

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Success Criteria (student to complete): <input type="radio"/> I have completed two Mathletics tasks.	Teacher Recognition: <input type="radio"/>
---	---

Timetables

Practise your x 8 tables three times. Say them out loud as you go.

$8 \times 0 = 0$		

Success Criteria (student to complete): <input type="radio"/> I have written my x8 timetables three times.	Teacher Recognition: <input type="radio"/>
---	---



Problem A Day

The hens at the chicken farm laid 70 eggs on Saturday and 35 on Sunday.

How many eggs did they lay over the weekend altogether?

Show your thinking in the box.



105

102

124

80

110



Working out - Transformation step

Success Criteria (student to complete):

I have completed Problem a Day.

Teacher Recognition:



Statistics and Probability- Data

Observe the cars that you see pass your house. Record the colour of them and tally the number of times you see that colour car in the table.

Car Colour	Tally

Success Criteria (student to complete):

I have successfully completed a data table.

Teacher Recognition:

Drop Everything and Read (DEAR):

Read for 15 minutes.



HSIE- History

Use the below fact file about Captain James Cook to compile a list of ten questions you could ask a family member. Be sure to record the answers too.

Captain James Cook

- **Occupation:** Explorer
- **Born:** October 27, 1728 in Marton, England
- **Died:** Killed by natives at the Hawaiian Islands on February 14, 1779
- **Best known for:** Exploring the South Pacific



Where did Captain Cook grow up?

James Cook was born on October 27, 1728 in Marton, [England](#). His father was a farmer, but as James grew older he began to feel the lure of the sea. At around the age of 18 he took an apprenticeship as a merchant seaman. Although he did well and was advancing in the merchant navy, Cook decided to enlist in the Royal Navy at the start of the seven year War.

It was during the seven year War that James became a master at map making. His ability at surveying, navigating, and creating large accurate maps was noticed by those high up in the Navy.

The Endeavour

Cook was given command of the Endeavour by England's Royal Society. The ship was a cat-collier that was typically used for carrying coal. It wasn't fast, but it was durable and could carry a lot of supplies.

Captain Cook introduced some rigid and innovative rules in order to keep his crew healthy and safe. He required his men to bathe every day, the ship to be kept very clean, and the bedding to be aired twice a week. He also brought lots of fresh fruit to keep his men from getting scurvy. These rules and planning helped his men to stay healthy throughout the long voyages ahead.



First Expedition

Cook set off for his first journey on August 26, 1768. His main objective was to observe the planet Venus as it passed between the Earth and the Sun. This would help astronomers to calculate the distance of the Sun from the Earth. He also hoped to find the fabled southern continent.

During this trip he visited Tahiti (where he made the observations of Venus), the Society Islands, and New Zealand. He mapped much of the two main islands of New Zealand, but also ended up fighting with the local Maori tribe.

Next stop on the journey was the east coast of Australia. Here James and his crew found all sorts of interesting animals and plants including the kangaroo. Unfortunately, the ship was damaged on some coral and they had to stop for a while to do repairs. Many of the crew got malaria from mosquitoes during this stop and over 30 of the crew died from the disease.

Question 1.
Answer
Question 2.
Answer



Question 3.

Answer

Question 4.

Answer

Question 5.

Answer

Question 6.

Answer



Question 7.

Answer

Question 8.

Answer

Question 9.

Answer

Question 10.

Answer



Success Criteria (student to complete):

- I have read the fact file about Captain Cook.
- I have created ten questions with answers.

Teacher Recognition:



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

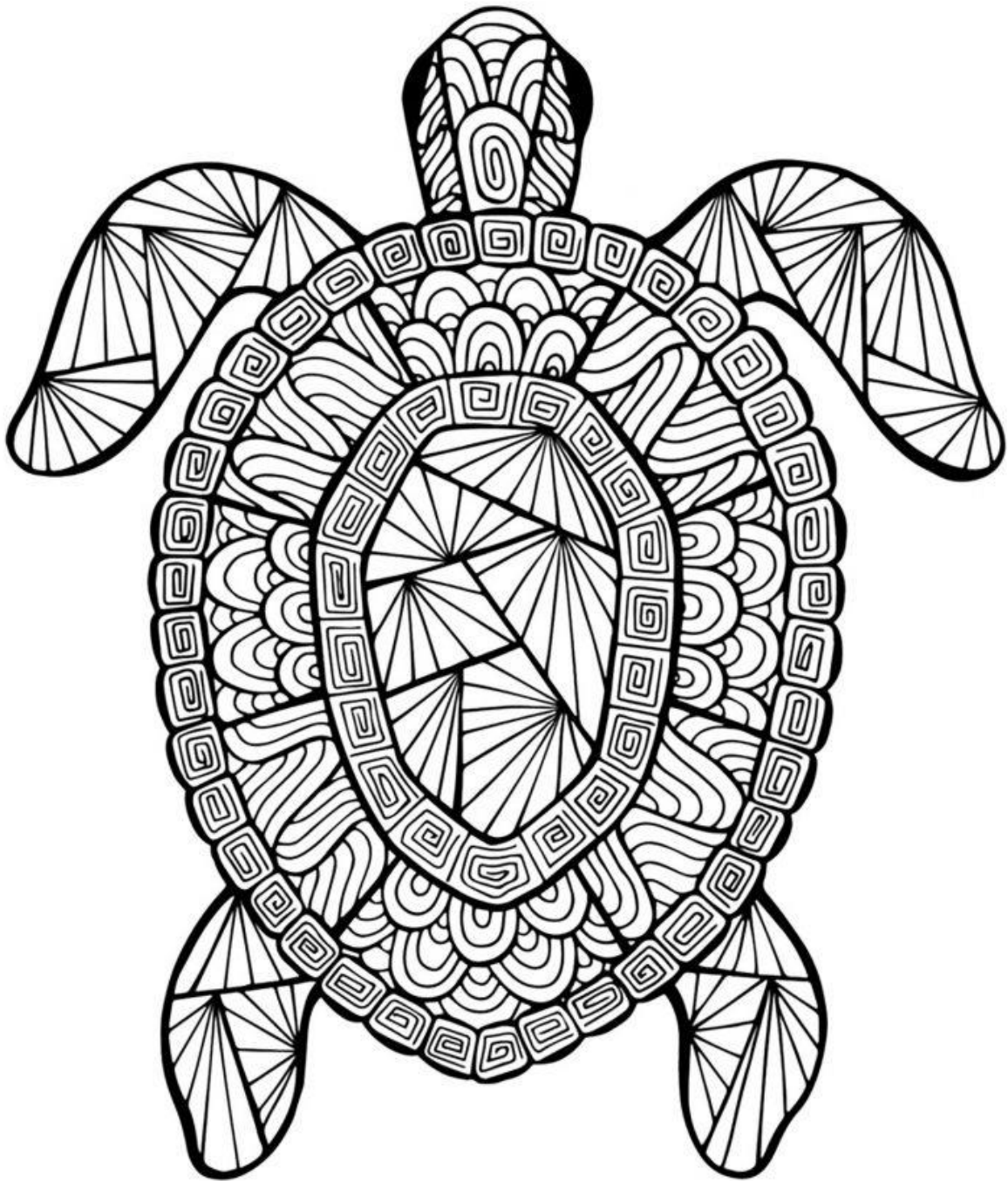
Signed: _____

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

Signed: _____



Tuesday



English-

Reading

Read the next chapter of your book. Write three questions you could ask another person that has read this chapter to test their knowledge.

Question 1.

Answer

Question 2.

Answer

Question 3.

Answer

Success Criteria (student to complete):

- I have read the next chapter of my book.
- I have written three questions that another person who has read the chapter could answer.

Teacher Recognition:

-
-



Spelling

Write your spelling list. Write your words with rainbow colours.

Success Criteria (student to complete): <input type="radio"/> I have written my spelling list correctly in rainbow colours.	Teacher Recognition: <input type="radio"/>
--	---

Handwriting

Exit flicks

Letters that finish at a line can be given a little exit flick. Later these exit flicks will help you get from one letter to another when you start to join letters. Not all letters have exit flicks. Practise these letters that do on the following page.

Success Criteria (student to complete): <input type="radio"/> I have completed handwriting with correct exits.	Teacher Recognition: <input type="radio"/>
---	---



a

d

h

m

k

i



Writing

Write a procedure to show how you wash your hands.

How to Wash Your Hands

You will need:

Steps	Illustration (diagram)
1.	
2.	
3.	
4.	
5.	
6.	

Success Criteria (student to complete):

I have completed writing a procedure on how to wash your hands.

Teacher Recognition:



Mathematics-

Number a Day

Today's number of the day is 30.

Draw and write everything you know about the number 30.

Success Criteria (student to complete):

I have drawn and written everything I know about the number 30.

Teacher Recognition:



Mathletics

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Success Criteria (student to complete): <input type="radio"/> I have completed two Mathletics tasks.	Teacher Recognition: <input type="radio"/>
---	---

Timetables

Practise your x 4 tables three times. Say them out loud as you go.

$4 \times 0 = 0$		

Success Criteria (student to complete): <input type="radio"/> I have written my x4 timetables three times.	Teacher Recognition: <input type="radio"/>
---	---



Problem A Day

The hens at the chicken farm laid 95 eggs on Monday 35 on Tuesday and 50 on Wednesday. How many eggs did they lay altogether?
Show your thinking in the box.

TUESDAY



150

202

250

180

130



Working out - Transformation step

Success Criteria (student to complete):

I have completed Problem a Day.

Teacher Recognition:



Number and Algebra- Addition

Complete the following activity.

a.				b.				c.				d.				e.			
	1	4			5	2			5	4			3	2			1	0	
+	2	3		+	4	1		+	4	5		+	3	2		+	4	4	
f.				g.				h.				i.				j.			
	5	4			7	4			6	3			2	1			3	8	
+	3	2		+	2	1		+	2	4		+	3	7		+	3	1	

Success Criteria (student to complete):

I have completed addition question.

Teacher Recognition:

Drop Everything and Read (DEAR):

Read for 15 minutes.



Creative Arts

Sketch a tree, plant or garden from your front or backyard.

Success Criteria (student to complete):

I have sketched a tree, plant or garden.

Teacher Recognition:



Wednesday



English-

Reading

Find a short story or picture book to read out loud to a family member. Make sure you pause at full stops and commas.

Success Criteria (student to complete): <input type="radio"/> I have read aloud a short story or picture book with a focus on punctuation.	Teacher Recognition: <input type="radio"/>
---	---

Spelling

Have a family member test you on your spelling words if possible. If this isn't possible, write your list using the look, cover, write, and check method.

Success Criteria (student to complete): <input type="radio"/> I have completed an assessment of this week's spelling words.	Teacher Recognition: <input type="radio"/>
--	---

Writing

Write a journal entry about your favourite holiday. Remember to include lots of description. Use adjectives and interesting vocabulary.



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have completed a journal entry about my favourite holiday.<input type="radio"/> I have used descriptive language.	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
---	--



Mathematics-

Number a Day

Today's number of the day is 9.

Draw and write everything you know about the number 9.

Success Criteria (student to complete):

I have drawn and written everything I know about the number 9.

Teacher Recognition:



Mathletics

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Success Criteria (student to complete): <input type="radio"/> I have completed two Mathletics tasks.	Teacher Recognition: <input type="radio"/>
---	---

Timetables

Practise your x 9 tables three times. Say them out loud as you go.

$9 \times 0 = 0$		

Success Criteria (student to complete): <input type="radio"/> I have written my x 9 tables three times.	Teacher Recognition: <input type="radio"/>
--	---



Problem A Day

The hens at the chicken farm laid 72 eggs on Thursday 47 on Friday and 28 on Saturday. How many eggs did they lay altogether?

Show your thinking in the box.



140

128

162

247

147



Working out - Transformation step

Success Criteria (student to complete):

I have completed Problem a Day.

Teacher Recognition:



Number and Algebra- Subtraction

Complete the following activity.

a.				b.				c.				d.				e.			
	3	3			2	5			1	6			2	7			2	9	
-	1	1		-	1	3		-	1	0		-	1	6		-	1	2	
f.				g.				h.				i.				j.			
	2	6			3	2			2	9			4	2			2	7	
-	1	3		-	2	0		-	1	4		-	1	2		-	2	3	

Success Criteria (student to complete):

I have completed subtraction questions.

Teacher Recognition:

Drop Everything and Read (DEAR):

Read for 15 minutes.



Physical Development and Health (PDH)-

Brainstorm all the ways you can support a friend being bullied. Share your work with your family.

Success Criteria (student to complete):

- I have created a brainstorm about supporting a friend who is being bullied.
- I have presented this brainstorm to my family.

Teacher Recognition:



PE-

Set up a fitness circuit and complete 15 minutes of physical activity.



<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed my fitness circuit for 15 minutes.</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: _____



<p>Create a treasure map with a map and clues.</p>	<p>Pick a word from a dictionary and see how many other words you can make from it.</p>	<p>Draw 20 circles and turn each one into something different (a pizza, a wheel, a planet etc.)</p>	<p>Draw your favourite fish.</p>
<p>Write instructions to make a sandwich for somebody to follow.</p>	<p>Invent a toy for your pet.</p>	<p>Draw a detailed map of a room of your house.</p>	<p>Draw a garden.</p>
<p>Draw a toy.</p>	<p>Draw outer space.</p>	<p>Draw someone you love.</p>	<p>Write a poem about food.</p>
<p>Invent something to solve a problem you have in your home.</p>	<p>Invent your own recipe.</p>	<p>Draw yourself.</p>	<p>Draw your most recent accomplishment.</p>
<p>Write your own book with pictures and a front cover.</p>	<p>Invent a board game.</p>	<p>Draw your home.</p>	<p>Write an interview transcript of an interview between you and a celebrity.</p>





Some activities and ideas for home for parents of primary and early learners

Make or do a jigsaw puzzle  Try some origami Create an obstacle course

Bake or cook something Learn a magic trick Paint or draw a picture 

Make a joke book Take photos of 10 living things  Build a blanket fort

Plan and hold a picnic Make your own kite Try a new board game 

Play indoor mini-golf  Play Limbo Write a letter to your future self

Potato sack race with pillow cases Hold a tea-party  Make a time capsule

Hold a Karaoke concert  Play hide and seek Open a pretend store

Blindfolded taste test Look at photo albums Have a paper plane contest 

Play Pictionary Play dress up  Play Restaurant Try Yoga

Make a shoebox diorama Learn a new card game  Put on a play

Make or play an instrument  Create a treasure hunt Write or recite poem

Have a talent show Make handmade presents Choreograph a dance 

Read a new book from the library Play water bottle bowling

Play life-size Noughts and Crosses Build the tallest tower 