



# Leumeah Public School

## Term 4, Week 3 Framework for teaching offline – Stage 2

Dear Parents/Caregivers,

This week for music students will create a homemade instrument with recycled goods:

- cereal/tissue/cardboard boxes,
- milk/juice containers and
- string, straws, bottle tops.

Please keep the instrument as you will need it for week 5.

The Department of Education has given schools recommendations about the learning plans. We have adjusted our plans to follow these with time devoted to physical activities and wellbeing experiences.

Thank you for your support with the learning plans.

Kind Regards,

Stage 2 Teaching Team

## Weekly Learning Intentions

### Mathematics

#### Learning Intention:

I can create, read and and interpret data displays

#### Success Criteria:

- ☐ Construct and interpret information presented in tables, column and picture graphs.
- ☐ Use terminology horizontal and vertical axes.
- ☐ Check solutions


### Writing

#### Learning Intention:




We are learning to create texts that entertain an audience.

#### Success Criteria:

- ☐ Create imaginative texts based on characters, settings and events from students' own and other cultures
- ☐ Use grammatical features to create complex sentences when composing texts
- ☐ Experiment with figurative language eg similes, metaphors, idioms and personification
- ☐ Experiment with a range of devices eg alliteration, onomatopoeia
- ☐ Compose poetry: Cinquain, Simile, Sensory, Ode

Task	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	Daily 3				
	<p>1. <b>Spelling:</b> Choose 5 NEW words for the week from the NEW List 3 or List 1 &amp; 2 below. Pick a spelling activity from the NEW activity grid below to complete each day.</p> <p>2. <b>Some words that end in f, form the plural by changing the f to v then adding -es.</b> View the first spelling rules posters. Create a list of words for this rule e.g. leaf = leaves, life = lives, wife = wives, half = thieves</p> <p>3. <b>Reading:</b> Read a book at home. Share with your parents/caregivers: a. Do you think this piece of text is fiction or nonfiction? Why do you think that?</p>				<p><b>Flourishing Friday</b></p> 

Words Ending in 'f' or 'fe'

- When words end in 'f' or 'fe' change the 'f' or 'fe' to a 'v' before adding 'es'.
- one knife  two knives  
- leaf → leaves      life → lives
- half → halves      hoof → hooves
- wife → wives      thief → thieves

	<p><b><u>Writing</u></b>  <u>View</u> the images and description of Miss Trunchbull.</p> <p><u>Write</u> down your thoughts about Miss Trunchbull's description based on her appearance and personality.</p> <p><u>Answer the question:</u> Do you like Miss Trunchbull? Why or why not? Use evidence from the description to support your ideas.</p>	<p><b><u>Writing</u></b>  <u>Read</u> the poem 'Our Teacher Wasn't Half as Nice as Yours'.</p> <p><u>Write</u> down your thoughts about Mister Unsworth based on his personality.</p> <p><u>Answer the question:</u> Do you like this character? Why/why not? Use evidence from the description to support your ideas.</p> <p><u>Answer the question:</u> What makes this poem interesting? Use some evidence from the poem to support your ideas.</p>	<p><b><u>Writing</u></b>  <u>Read the poem</u> 'Our Teacher Likes Minecraft'.</p> <p><u>Write down ideas</u> as to why you like Minecraft or another game you play at home.</p> <p><u>Create</u> a poem entitled I like Minecraft/your own choice.</p>	<p><b><u>Writing</u></b>  <u>Read the poem</u> 'A shark is a pet'.</p> <p><u>Think</u> about another type of animal that would make a terrible pet.</p> <p><u>Write down</u> some reasons why this animal would make a terrible pet.</p> <p><u>Create a poem</u> entitled 'A _____ is a Pet...'</p>	<p><b><u>Wellbeing Reflection</u></b></p> <p><u>Think about</u> your week of learning and <u>complete</u> the Reflection form attached.</p>
	<p><b><u>Brain Break:</u></b> Choose 1 activity to complete from the Brain Break table below.</p>				
Break	Lunch	Lunch	Lunch	Lunch	Lunch



1. Number of the day: Pick a number and complete the number of the day attachment.
2. View the multiplication posters attached. Write and practice your **4x** multiplication facts e.g. **4 ones** are 4, **4 twos** are 8, **4 threes** are 12. Refer to the chart attached.

Learning catch up

Catch up: Students are given the opportunity to catch up on the past week's learning tasks.

Mathematics

## Data

You will need a coin, a piece of paper and a pen/pencil.

Create a table with 3 columns and 4 rows on your piece of paper to record your results.

Toss your coin 30 times and keep a tally of your results.

Coin Toss Results	Tally	Total
Heads		17
Tails		13
TOTAL		30

Repeat the activity again and see if your results change.

Share your results with someone in your family.

Ask them to challenge you so you can compare your data.

Mathematics

## Data

Read the information about data collection using tables and column graphs.

Create a table to record the results of 3/4K's survey about their Favourite Colours.

Label the column graph.

Answer the questions about the data:

- What colour was the most popular?
- What colour was the least popular?
- How many students are in 3/4K?
- How many students liked the colour pink?

Mathematics

## Data

Revise the information about data collection using tables and column graphs.

Find a dice in your house.

Roll the dice 20 times and record your results in a table.

Create a column graph to represent your data.

Answer the questions about your results:

- What number was the most popular?
- What number was the least popular?
- What numbers had the same results?

Mathematics

## Data

Solve the problems and explain your answers.

Problem 1:

How many children were asked to name their favourite sport in the survey? Select and justify your answer.

Problem 2:

Mitch tossed a coin 10 times. He got 4 heads and 6 tails. What diagram shows his results correctly using tally marks? Select and justify your answer.

Problem 3:

Looking at the column graph, how many days during the week did Jill run at least 5 kms? Select and justify your answer.

Physical Education

## Cricket

Revise throwing, catching and batting skills from weeks 1-2. Explain to a family member how to perform these skills.

Read how to perform a bat tapping drill.

Read how to play Engage All

Warm Up by practising the bat tapping drill

Play Engage All with your family.

Brain Break: Choose 1 activity to complete from the Brain Break table below.

Break

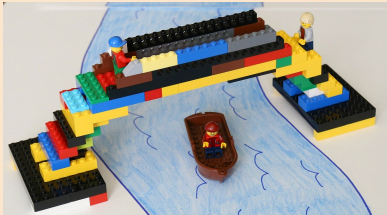
Recess

Recess

Recess

Recess

Recess

<p>Session <b>3</b></p>	<p><u>Personal Development &amp; Health</u></p> <p><u>View</u> the different food advertisement posters shown below.</p> <p><u>Talk</u> to your family member about the different things that get included in a food advertisement e.g. pictures, slogans etc.</p> <p><u>Choose</u> a food item or a restaurant.</p> <p><u>Create</u> a poster advertising this food or restaurant. Use the different food posters to help you come up with ideas!</p>	<p><u>Creative Arts</u> Music</p> <p><u>Look</u> at the music page to see a description of the musical concept of tone colour.</p> <p><u>Using</u> materials found around the house, create your own musical instrument.</p> <p><u>Create</u> your own tune with your new instrument and describe its tone colour in the table.</p> <p><u>NOTE:</u> You will need this instrument for Week 4 activities as well. DO NOT throw it away.</p>	<p><u>Geography</u></p> <p><u>Read</u> through the information about places in Australia.</p> <p><u>Answer</u> the questions about these locations. <u>Explain</u> your answers.</p>	<p><u>Science</u> Clean that water</p> <p><u>Design</u> a new water bottle that 'Survival School students' will be given to help them survive.</p> <p>Your water bottle will need to be able to:</p> <ul style="list-style-type: none"> <li>• collect water</li> <li>• hold water</li> <li>• filter water</li> </ul> <p><u>Make sure</u> you label your design.</p>	<p><u>Creative Challenge</u></p> <p>Each week there will be a challenge to complete using resources such as:</p> <ul style="list-style-type: none"> <li>• Lego</li> <li>• Blocks</li> <li>• Recycled goods.</li> </ul> <p><u>Task:</u> The city wants you to build a bridge to connect one side of the town to the other.</p> 
<p><u>Brain Break:</u> Choose 1 activity to complete from the Brain Break table below.</p>					

## Brain Breaks - You can repeat activities.

### Hamstring Stretch 1

- Step forward with one leg and straighten it so it roughly makes a 45° angle with the floor.
- Bend your other leg so that your bottom lowers towards the floor. You can lean on the front leg for balance.
- Keep the toes of both feet on the floor.
- You should feel the stretch in the back of your thigh (hamstring).
- Slowly, lift the toes of the straightened leg off the floor to feel the stretch further up your hamstring.
- Hold the stretch for six to ten seconds.
- Swap legs and repeat.

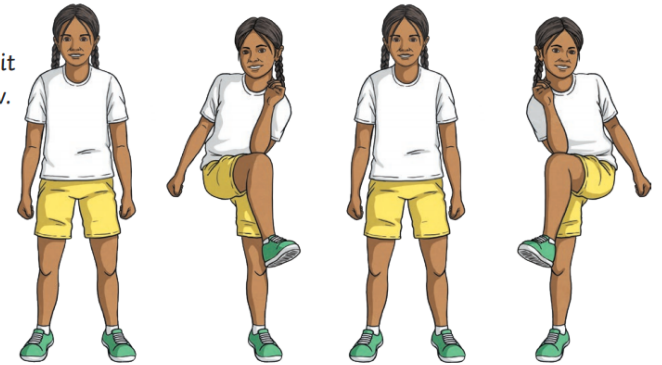
You should feel the stretch in the back of your thigh (hamstring).



## 8 MINUTE WORKOUT

### Knee to Elbow

1. Imagine you are marching on the spot.
2. Lift up one knee and bring it towards the opposite elbow.
3. Repeat with the other knee and the opposite elbow.
4. Keep a straight back.



### With your Family play: would you rather....

Do you prefer jelly or snails?  
Why?



Would you rather eat  
mussels or squid? Why?



Would you rather walk or swim?  
Why?



Would you rather drink a  
milkshake or a fizzy drink? Why?



### TAKE A DRAWING (DOODLING) BREAK

Try this:

1. Set a timer for 3-5 minutes.
2. Silently draw (doodle) with pencil and paper/whiteboard.
3. Listen to soft, calming music in the background.
4. Share with your family.



# \*NEW\* SPELLING ACTIVITY GRID

## Spelling Challenge Activity

### Spelling Races

Using letter cards or tiles, ask someone to time you to spell out your spelling words.



## ABC Order

Write out your spelling words in alphabetical order.



## Let's get physical

Count the letters of your word and do the exercise:

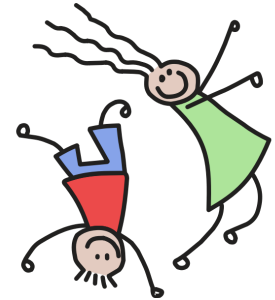
3 – 4 letters = 4 squats

5 – 6 letters = 6 side lunges

7 – 8 letters = 8 star jumps

9 – 10 letters = 10 jumps like a frog

11 – 12 letters = 12 arms up and touch toes.



## Across and Down

Write each word across and down, sharing the same first letter.

Example: when  
he  
n

## Three Times

Write each of your spelling words three times using a different coloured crayon or pen each time.



## Spelling Flowers

Draw a big flower. Write each of your spelling words on one of the petals.



## Fancy Letters

Write out each of your spelling words using fancy writing. Your letters could be curly or dotted.



## Blue Vowels

Write each of your spelling words. Trace the vowels in your words with a blue coloured pencil.

Vowels: a e i o u



## KEEP UP

Bounce a ball in the air as you spell your word.



## **\*NEW\*** SPELLING WORDS - LIST 3

Choose five words from the list to practise and learn each week. Cross off when *you can spell and read them*.

**\*NEW\*** List 3 - please ensure you are able to *spell and read* before moving on.

eleventh	quite	though	information	accept	twelfth	favourite	worrying	usual
available	thirteenth	program	accident	comfortable	accurate	fourteenth	usually	secret
decide	agreement	fifteenth	daughter	almost	especially	allowed	sixteenth	excitement
remember	invitation	appreciate	eighteenth	surprise	although	sandwich	capital	nineteenth
answered	probably	stomach	careful	twentieth	remembered	further	beginning	central
hundredth	appear	whether	difficult	character	thousand	instead	whose	certain
concern	machine	disappear	between	government	continue	scared	special	centre
breathe	community	believe	received	doesn't	discovery	comparison	except	interest
sincerely	drawer	competition	replied	knowledge	dangerous	extreme	convenient	enough
known	eventually	immediately	cooperate	quiet	picture	haven't	describe	decision

## SPELLING WORDS - LIST 2

Choose five words from the list to practise and learn each week. Cross off when *you can spell and read them*.

List 2 - please ensure you are able to *spell and read* before moving on.

Contractions		Homophone		Homophone		Your address & phone number		
• couldn't	• wasn't	• air	• heir	• flaw	• floor	• twenty	• sixty	• unit
• it's	• who've	• ate	• eight	• which	• witch	• thirty	• seventy	• hundred
• isn't	• you'll	• bale	• bail	• see	• sea	• forty	• eighty	• thousand
• here's	• you're	• bear	• bare	• tale	• tail	• fifty	• ninety	• million
• shouldn't	• she'll	• cheap	• cheep	• wait	• weight			• billion
one	first	April	suddenly	minute	two	second	more	February
May	only	island	three	third	June	through	hour	planet
love	four	fourth	July	why	birthday	five	eighteen	might
fifth	August	while	reached	six	sixth	September	say	captain
small	tried	seven	seventh	October	here	war	January	ago
eight	eighth	November	few	under	nine	ninth	seventeen	funny
December	money	behind	ten	tenth	Summer	always	other	please
kept	eleven	Monday	Autumn	family	both	twelve	Sunday	happen
Tuesday	Winter	great	must	thirteen	Wednesday	Spring	o'clock	Saturday
but	ready	fourteen	Thursday	where	right	uncle	until	sixteen
fifteen	Friday	which	finish	week				

# SPELLING WORDS - LIST 1




Choose five words from the list to practise and learn each week. Cross off when *you can spell and read them*.

List 1 - please ensure you are able to <i>spell and read</i> before moving on.								
weeks	strange	floor	packed	leave	beautiful	that's	during	goes
person	ring	station	someone	won	people	side	each	ago
stay	felt	air	straight	watch	try	street	caught	talk
brought	town	city	early	along	finally	across	planet	funny
sudden	voice	high	I'll	asleep	talk	should	white	already
hello	than	box	against	large	television	watch	being	please
clothes	Australia	course	died	animal	colour	cold	might	everything
let's	everybody	anything	different	corner	slept	light	most	twenty
bird	dollars	nothing	sure	quickly	book	feet	gone	hard
parents	wouldn't	show	even	own	seen	write	captain	March
slowly	hair	used	sent	able	space	games	sometimes	rain
know	everywhere	whole	train	past	hope			

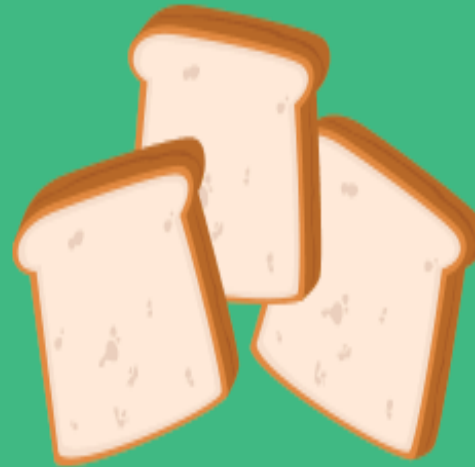


## SPELLING RULE POSTERS:

### Words Ending in 'f' or 'fe'

- When words end in 'f' or 'fe' change the 'f' or 'fe' to a 'v' before adding 'es'.
- one knife  two knives  
- leaf → leaves      life → lives
- half → halves      hoof → hooves
- wife → wives      thief → thieves

For nouns ending in -f or -fe, change them to "v" before adding -es to make them plural.



loaf → loaves

knife → knives

leaf → leaves

There are six **loaves** of bread on the table.



## ENGLISH: MONDAY

Look at the pictures and read the description of Miss Trunchbull. Write down some words in the personality and appearance column that show what you think.

Answer the question about Miss Trunchbull in FULL sentences.



Miss Trunchbull, the Headmistress, was something else altogether. She was a gigantic holy terror, a fierce tyrannical monster who frightened the life out of the pupils and teachers alike. There was an aura of menace about her even at a distance, and when she came up close you could almost feel the dangerous heat radiating from her as from a red-hot rod of metal. When she marched – Miss Trunchbull never walked, she always marched like a storm-trooper with long strides and arms aswinging – when she marched along a corridor you could actually hear her snorting as she went, and if a group of children happened to be in her path, she ploughed right on through them like a tank, with small people bouncing off her to left and right.

Personality

Appearance

Do you like Miss Trunchbull? Why or why not?

## ENGLISH: TUESDAY

Read the poem about Mr Unsworth. Write down some words that describe what you think he is like in the personality box.

Answer the two questions about the poem using FULL sentences.

<p>My teacher wasn't half as nice as yours seems to be. His name was Mister Unsworth and he taught us history. And when you didn't know a date he'd get you by the ear And start to twist while you sat there quite paralysed with fear. He'd twist and twist and twist your ear and twist it more and more. Until at last the ear came off and landed on the floor. Our class was full of one-eared boys. I'm certain there were eight. Who'd had them twisted off because they didn't know a date. So let us now praise teachers who today are all so fine And yours in particular is totally divine.</p>	<p><u>Personality</u></p>
<p><u>Do you like this teacher? Why or why not?</u></p>	<p><u>What makes this poem interesting? Use evidence from the poem to support your ideas.</u></p>

## ENGLISH: WEDNESDAY

Read the poem 'Our Teacher Likes Minecraft'.

Write down some reasons you like playing Minecraft in the second column (or a game of your own choice)

Use these ideas to create a poem called 'I like playing....' Write this in the third column.

<p>Our teacher likes Minecraft. She plays it all day. She tells us to study so she can go play.</p> <p>She'll dig in her mine, going deeper and deeper, then fight off a skeleton, zombie, or creeper.</p> <p>She'll engineer buildings from dirt, wood, and stone, then go out exploring the landscape alone.</p> <p>She'll build and collect and she'll run, jump, and swing. There's only one problem... we don't learn a thing.</p>	<p><u>Reasons I like playing....</u></p>	<p><u>My Poem</u></p>
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## ENGLISH: THURSDAY

1. Read the poem 'A Shark is a Pet'.
2. Choose another animal you think would be a terrible pet. Write down some reasons why it would be a bad pet in the second column.
3. Use these ideas to create a poem called 'A\_\_\_\_\_ is a Pet'. Write this in the third column.

<u>A Shark is a Pet</u>	<u>Reasons why _____ would be a terrible pet</u>	<u>My Poem</u>
<p>A shark is a pet that you don't want to get. There is nothing less fun than a shark. He doesn't have fur. He won't cuddle or purr, and he never takes walks in the park.</p> <p>Instead he just stares and intensely prepares, as he circles and waits in the dark, to nibble your nose and your fingers and toes, for his bite is much worse than his bark.</p>		

# NUMBER OF THE DAY

## Number of the Day

Odd or even?

\_\_\_\_\_

Write your number:

Sum of the digits:

Word form:

\_\_\_\_\_

Write a word problem that equals your number:

Tally marks:

10 more:

10 less:

100 more:

100 less:

1,000 more:

1,000 less:

Write a sum that equals your number:

Greater than and less than:

\_\_\_\_\_ > \_\_\_\_\_ > \_\_\_\_\_

Thousands	Hundreds	Tens	Ones

## 4-DIGIT NUMBER OF THE DAY

Word Form

Standard Form

Thousands

Hundreds

Tens

Ones

Thousands	Hundreds	Tens	Ones

Expanded Form

+

+

+

+

Open Number Line

1,000

10,000

Decomposing 2 Ways

Greater than



Less than



# MULTIPLICATION CHARTS - WRITE AND PRACTICE YOUR 4X

X	1	2	3	4	5	6	7	8	9	10
1	1 one 1	2 two 2	3 three 3	4 four 4	5 five 5	6 six 6	7 seven 7	8 eight 8	9 nine 9	10 ten 10
2	2 ones 2	4 twos 4	6 threes 6	8 fours 8	10 fives 10	12 sixes 12	14 sevens 14	16 eights 16	18 nines 18	20 tens 20
3	3 ones 3	6 twos 6	9 threes 9	12 fours 12	15 fives 15	18 sixes 18	21 sevens 21	24 eights 24	27 nines 27	30 tens 30
4	4 ones 4	8 twos 8	12 threes 12	16 fours 16	20 fives 20	24 sixes 24	28 sevens 28	32 eights 32	36 nines 36	40 tens 40
5	5 ones 5	10 twos 10	15 threes 15	20 fours 20	25 fives 25	30 sixes 30	35 sevens 35	40 eights 40	45 nines 45	50 tens 50
6	6 ones 6	12 twos 12	18 threes 18	24 fours 24	30 fives 30	36 sixes 36	42 sevens 42	48 eights 48	54 nines 54	60 tens 60
7	7 ones 7	14 twos 14	21 threes 21	28 fours 28	35 fives 35	42 sixes 42	49 sevens 49	56 eights 56	63 nines 63	70 tens 70
8	8 ones 8	16 twos 16	24 threes 24	32 fours 32	40 fives 40	48 sixes 48	56 sevens 56	64 eights 64	72 nines 72	80 tens 80
9	9 ones 9	18 twos 18	27 threes 27	36 fours 36	45 fives 45	54 sixes 54	63 sevens 63	72 eights 72	81 nines 81	90 tens 90
10	10 ones 10	20 twos 20	30 threes 30	40 fours 40	50 fives 50	60 sixes 60	70 sevens 70	80 eights 80	90 nines 90	100 tens 100

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## Multiplication Square

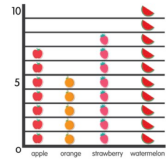
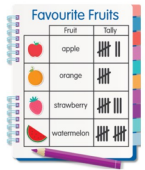
X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



# MATHS: DATA

Data is a collection of information gathered by observation, measurements or questioning.

We can collect data by asking **questions** about **COMMON TOPICS**.



The most favourite  
The second favourite  
The third favourite  
The fourth favourite

Data helps us to organise information so we can understand it better!

What is the most popular ice-cream Flavour in our class?

What is the most popular sport in our school?

What pets do our class mates have?

What birds live in our school environment?

How do students at Summerville School get to school?

What is the most popular musical instrument in our school?

- The first way we are going to talk about organising and displaying our data is in a table (or list).
- We can start making our table before we even start asking the questions, and they can be very helpful in the collection of data.

Month	# of students	Total
January		5
February		7
March		1
April		2
May		3
June		1
July		0
August		4

A frequency table is a table used to organise data. It lists the categories and the frequency, or number of times, that each category occurs.

Car Color	Tally	Frequency
Blue		18
Green		8
Black		29
White		26
Red		13

Tally marks are a great way to record information when collecting data. It is an **organised** and **easy** way to keep count!

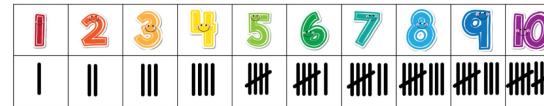
The teacher created a **table** with the data topic and the sports each student could vote for.

3L's Favourite Sports	
Soccer	
Tennis	
Basketball	
Football	
Hockey	

The teacher asked each student to vote for one sport they love.

Then, he recorded each one as a **tally mark**.

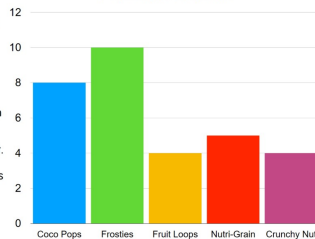
Remember one tally represents one item. Four tally marks with a **DIAGONAL LINE** through them represents 5 items.



Using tally marks is an **EASY** and **FAST** way to **group** numbers and **keep count**!

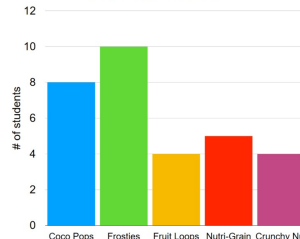
- Once you have collected your data, one of the best ways to communicate it to people in a clear, easy to understand form, is using a graph.
- Graphs, also known as charts, are designed to let you absorb and compare information quickly and easily.
- For example, what would you do if I asked you which of the cereals was the most popular (or least popular)? You would be able to tell me the answer quickly based on which bar is the biggest or smallest.
- You can also tell me relative information, like "Frosties is twice as popular than Nutri-grain" without having to do any calculations or anything.
- A good graph can be magical.

Favourite Cereals



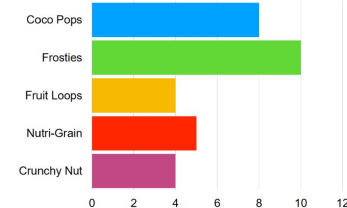
- Column graphs are similar to picture graphs in that they display data in an easy to understand, graphic way.
- However, column graphs (also called bar graphs) rely on their scale rather than a key to explain the values it is representing.
- To construct a column graph, you must create equal width rectangular bars for each category, with a height that equals the recorded data.
- For a bar graph to work properly, it is vital that the horizontal and vertical axes have an even scale.

Favourite Cereals



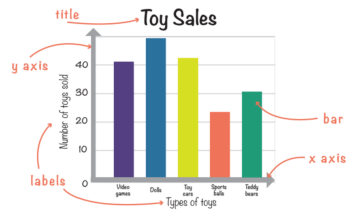
- Bar graphs can also go either vertically or horizontally.
- Again bar graphs should have
  - A title
  - An even scale
  - Labels explaining values
  - Neatness

Favourite Cereals  
# of students



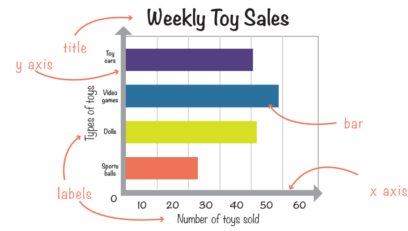
This is a vertical column graph.

A column graph must have a title, 2 axes, labels and bars.



This is a horizontal column graph.  
We also call it a bar graph.

A bar graph must have a title, 2 axes, labels and bars.





# MATHS: DATA

## 3/4K's Favourite Colours

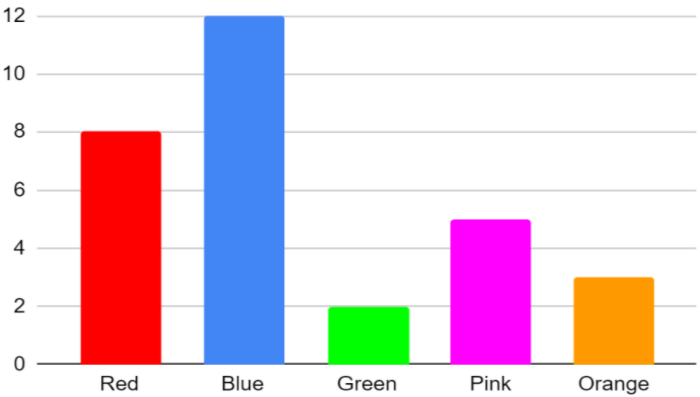
Create a table of results using the survey about 3/4K's Favourite Colours:

Favourite Colour	Number of Students
Red	8
Blue	12
Green	2
Pink	5
Orange	3

3/4K's Favourite Colours	Tally	Total Number of Students
Total		

## Graph Title:

Vertical axis label:



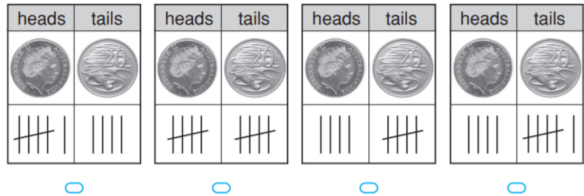
Horizontal axis label:

Some children were asked to name their favourite sport. The table below shows their responses.

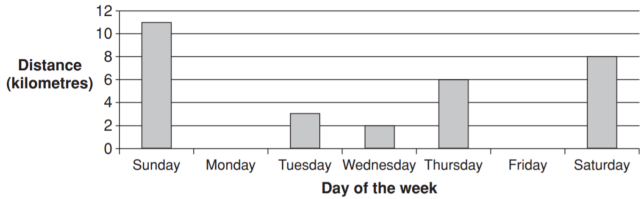
Favourite sport	Number of students
Basketball	
Tennis	
Hockey	

How many children were asked this question altogether?

Mitch tossed a coin 10 times. He got 4 heads and 6 tails. Which of these correctly shows Mitch's tally?



This graph shows how far Jill ran each day in a week.



On how many days in the week did Jill run at least 5 kilometres?

2 3 4 5

## Science ASSESSMENT:

- 5** Design a new water bottle that Survival School students will be given to help them survive. Your water bottle will need to be able to collect, hold and filter water. Make sure you label your design!

### Think about

- A name for your water bottle.
- The material your bottle is made from.
- How your bottle will filter water.



# MUSIC LEARNING TASKS



## WORDS YOU COULD USE TO DESCRIBE TONE COLOUR (TIMBRE)

**HARSH:** loud cymbals, electric guitars

**SOFT:** a recorder, quiet piano notes

**BRIGHT:** trumpet

**THUD/DULL:** drums

**REEDY:** clarinet

**BRASSY:** trombone or tuba

**LIGHT:** flute



## MUSIC LEARNING TASKS

**MY INSTRUMENT'S NAME:** \_\_\_\_\_

**WHAT DOES IT SOUND LIKE (TONE COLOUR)?**

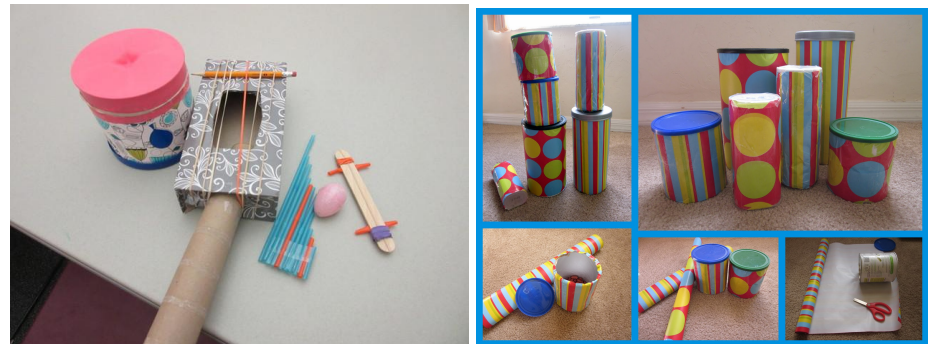
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**DRAW A PICTURE OF YOUR INSTRUMENT**

**CREATE** your own tune with your new instrument and describe its tone colour in the table.



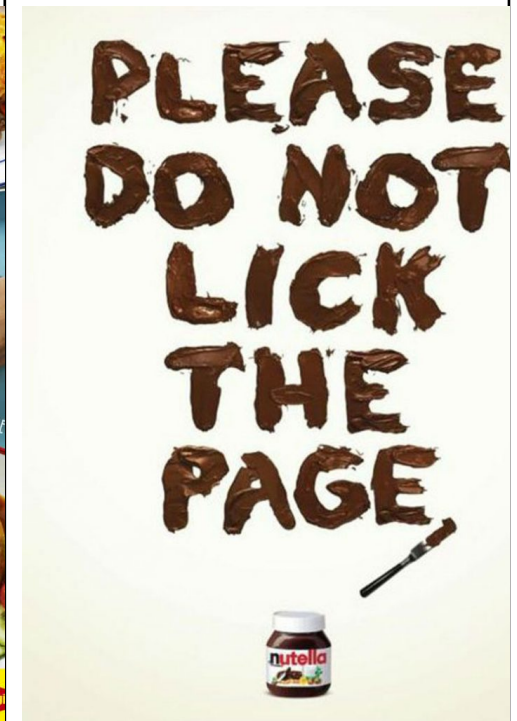


## PDH: FOOD ADVERTISEMENT POSTER EXAMPLES

Food companies and restaurants use lots of different advertisements to try and persuade us to buy their foods.

Create your own advertisement today. This could be for a type of food, or for a restaurant.

Have a look at these examples to get some ideas to help you create your own!



## GEOGRAPHY: BUNGLE BUNGLE RANGE, KAKADU NATIONAL PARK & ULURU



Bungle Bungles



Uluru



Kakadu

Look at the images and explain how you think these places are similar and/or different.

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### The Bungle Bungle Range

- The Bungle Bungles are located in the World Heritage listed Purnululu National Park, in the Kimberley region of Western Australia.
- The Bungle Bungles are a striking geological landmark with orange and black stripes across beehive-like mounds.
- Visitors can explore the ranges on foot, take a scenic flight and camp.



- Where are the Bungle Bungles located?
- Why are the Bungle Bungles special?
- Are the Bungle Bungle located on mainland Australia?
- What do you think the climate zone is where the Bungle Bungles are located? *Explain your answer*



## Kakadu National Park

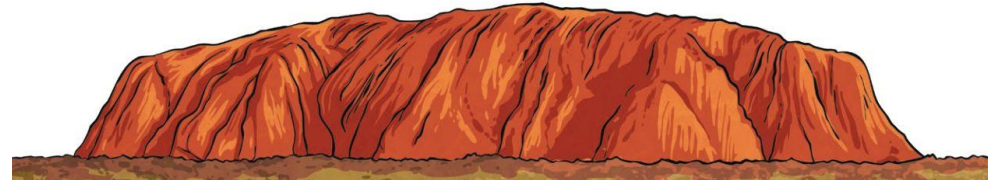
- Kakadu National Park is located 240km east of Darwin in Australia's Northern Territory. It is a World Heritage-listed national park.
- Kakadu is almost 20 000 square kilometres in size.
- Kakadu is home to 2000 plant species, saltwater crocodiles, flatback turtles, exotic bird life, cascading waterfalls and Aboriginal paintings.
- Visitors to Kakadu National Park can observe birds, fish, hike, tour with a ranger, swim, visit the waterfalls and observe paintings.



- Where is Kakadu National Park located?
- Do you think you would need a ranger to help you tour Kakadu National Park? Please explain your response.

## Uluru

- Uluru, one of Australia's most recognisable landmarks, is located in the Northern Territory.
- Uluru is located in the Uluru-Kata Tjuta National Park and is listed as a World Heritage Site by UNESCO.
- Uluru is one of the largest single rock monoliths, upright block of stone, in the world.
- Uluru is the Aboriginal People's official name for the rock, but it has also been known as Ayers Rock for a time. It was named this after Sir Henry Ayers, the eighth premier of South Australia. Uluru is sacred to the Pitjantjatjara, the Aboriginal People of the area, known as **Anangu**.



- What is the Pitjantjatjara word for Uluru?
  - ☐ Ayers Rock
  - ☐ Uluru
  - ☐ AnanguIf you choose "Other" please describe why.
- What do you think the climate zone is at Uluru? *Explain your answer*
- Why is Uluru a special place?

# PHYSICAL EDUCATION

## How to Practise: Bat tapping

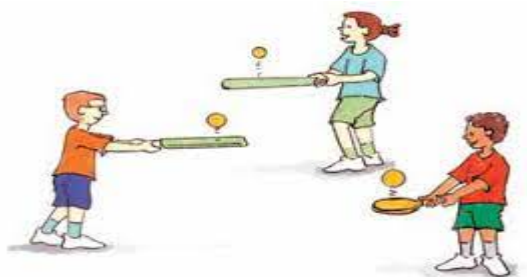
This drill helps to develop hand-eye coordination.

Equipment:

- A bat
- A ball

How to practise

- Hold the bat out straight in front of you with the ball on top.
- Bounce the ball on your bat using little taps. The higher you bounce the hard it will be.
- See how long you can tap!



## How to Play: French Cricket

Play this fun modified cricket game with your family!

Equipment:

- A bat
- A ball
- two markers (cones, bottles)



How to Play:

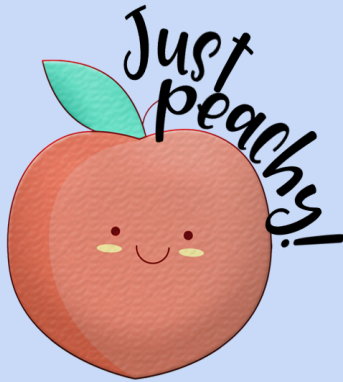
- Find a safe playing area. Set up two markers for the batter to run around.
- The batter stands at one marker. Fielders spread out.
- Throw or bowl the ball to the batter.
- The batter hits the ball and must run around the two markers, scoring a point every time they make it back to the first marker.
- When the ball is caught all fielders must touch the ball to stop the batter from scoring.
- When all fielders touch the ball they must call out STOP! The batter stops running when the fielders call out stop.



## WELLBEING REFLECTION: THINK ABOUT YOUR WEEK OF LEARNING

**I AM FEELING: (TICK BELOW)**

☐ Great



☐ Okay

**PEEL  
GOOD!**



☐ Just average

**FINEAPPLE!**



**I ENJOYED COMPLETING THIS WEEK....**

**ON THE WEEKEND I WILL.....**