

Remote learning Grid – Week 6 Term 3 – Year 4

This grid covers both online and offline options. Activities that are highlighted yellow will receive explicit feedback from teachers. Optional activities are highlighted in green. If the learning is completed offline, please submit the work via one of the 2 options. Option 1: submit work via Google Classroom. Option 2: hand in completed work to the teacher at the end of each week via the front office. Make sure you answer the attendance question on Google Classroom by 9am each morning. Students working online with Google Classroom will also be monitored every second day to ensure that work is being completed. If work is not completed parents will be contacted via Class Dojo. For those working on the home package progress will be checked by Class Dojo with parents on Thursday mornings. Feedback on activities will be provided in school hours only.

	Monday 16.8.21	Tuesday 17.8.21	Wednesday 18.8.21	Thursday 19.8.21	Friday 20.8.21
Morning	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> Log into Wushka, read HALF your text Identify the purpose of your text, whether it is fiction or nonfiction and list some important points from the text Silent read for 15 minutes <p>Mercury and Venus - Shaping the Earth (read to Chapter 3 today) Earth - Our Changing Earth (Read to chapter 3 today and <u>use the narration feature</u>)</p>	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> Silent read for 15 minutes Finish reading/listening to this week's Wushka text. Do the quiz. Connect this week's Wushka text to last week's. Explain how they are different <p>Spelling:</p> <ul style="list-style-type: none"> Choose 5 words from Soundwaves Unit 22 and write an interesting sentence for each word that includes 	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <p>Reading:</p> <ul style="list-style-type: none"> Silent read for 15 minutes Complete the fact or opinion activity <p>Spelling:</p> <ul style="list-style-type: none"> Hunt for items that contain the phoneme. Choose 5 spelling words and make up rhyming words. <p>Writing:</p> <ul style="list-style-type: none"> Writing a narrative. Writing about setting and characters. 	<p>Admin: Login to Google Classroom and answer the attendance question.</p> <p>English</p> <p>Reading:</p> <ul style="list-style-type: none"> Silent read for 15 minutes. Split the words up into their prefixes, root word and suffixes. <p>Spelling:</p> <ul style="list-style-type: none"> Rewrite the sentences with the correct spelling. <p>Writing:</p> <ul style="list-style-type: none"> Writing a narrative. Writing about 	<p>Admin: Login to Google Classroom and answer the attendance question</p> <p>English</p> <p>Reading:</p> <ul style="list-style-type: none"> Silent read for 15 minutes. Answer the questions based on the reading about sharks! <p>Spelling:</p> <ul style="list-style-type: none"> Highlight words with the phoneme Change the ending of each word <p>Writing-</p>

	<p>Mars - Our Changing Earth (<i>only to p19 and use the narration feature</i>)</p> <p>Jupiter: The changing land</p> <p>Spelling:</p> <ul style="list-style-type: none"> Choose 10 words from Soundwaves Unit 22 Brainstorm 15 words with the phoneme. Segment using Soundwaves online. <p>Writing:</p> <ul style="list-style-type: none"> Journal Writing. Writing about how you are feeling today. Sentence of the day. Write 3 sentences about some things you enjoyed on your weekend at home. 	<p>adjectives and conjunctions. Underline the word that you used from your spelling list.</p> <p>Writing:</p> <ul style="list-style-type: none"> BTN: Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story. 		<p>complications and series of events in a story. .</p>	<ul style="list-style-type: none"> Writing a narrative. Writing about the resolution of a story. Journal Writing: Write about how you have been feeling this week.
<p>Wellbeing break</p>	<p>Balloon Bubble- Blow up a balloon and tie a knot in the end. Spend some time batting the balloon gently into the air. Imagine it is a bubble that you mustn't pop. Focus on the movement it makes as it travels through the air.</p>	<p>At the Beach- Lie on the floor, in a position that is comfortable for you. Close your eyes and imagine you are lying on a beach on a warm day. As you breathe in, imagine the waves gently lapping your feet. As you breathe out, picture the waves retreating back to the sea</p>	<p>Using a camera, take close up photos of things like the cushion on the sofa or the wallpaper pattern. Can someone in your house work out what those things are?</p>	<p>Cloud Clues Go outside and lie on your back, looking up at the sky. Watch the clouds carefully. What shapes can you see? How are they moving?</p>	<p>Musical Games Play musical statues. Put some music on and freeze when the music stops.</p>

Break	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Middle	<ul style="list-style-type: none"> ● Number Ninja Activity ● Topic: Multiplication and division To develop efficient mental and written multiplication and division strategies. ● Problem of the day ● Login to Mathletics and complete 2 of the tasks assigned. 	<ul style="list-style-type: none"> ● Number Ninja Activity ● Topic: Multiplication and division To develop efficient mental and written multiplication and division strategies. ● Problem of the day ● Login to Mathletics and complete 2 of the tasks assigned 	<ul style="list-style-type: none"> ● Number Ninja Activity ● Topic: Multiplication and division To develop efficient mental and written multiplication and division strategies. ● Problem of the day ● Mathletics: Login to Mathletics and complete 2 of the tasks assigned. <p>Class Zoom Session</p> <ul style="list-style-type: none"> ● 1pm: 4M, 3/4B, 3W ● 1:30pm: 4J, 3I 	<ul style="list-style-type: none"> ● Number Ninja Activity ● Topic: Multiplication and division To develop efficient mental and written multiplication and division strategies. ● Problem of the day ● Mathletics: Login to Mathletics and complete 2 of the tasks assigned. <p>PDHPE:</p> <ul style="list-style-type: none"> ● What does a good friendship look like, feel like and sound like? 	<ul style="list-style-type: none"> ● Number Ninja Activity ● Topic: Multiplication and division To develop efficient mental and written multiplication and division strategies. ● Problem of the day ● Mathletics: Login to Mathletics and go on to Live Mathletics. <p>Class Zoom Session</p> <ul style="list-style-type: none"> ● 1pm: 4M, 3/4B, 3W ● 1:30pm: 4J, 3I
Break	Break	Break	Break	Break	Break
Afternoon	Library Practising your note taking skills	KLA PE with Mr Ellis Explore your fitness with Mr Ellis' at home challenges	KLA- Science & Technology ● Earth & Space - Exploring Geology - Complete the task assigned	KLA- HSIE: Geography MAPPING- Students learn to interpret and construct maps using the geographical convention of scale. The geographical tools included in this unit are mapping and visual representation	KLA Creative arts ● follow the steps to create a Shantell Martin inspired masterpiece!

MONDAY WEEK 6 TO DO: YEAR 4

Reading

- Log into Wushka, read **HALF** of your text (stop at Chapter 3!)
- Identify the purpose of your text, whether it is fiction or nonfiction and list some important points from the text
- Silent read for 15 minutes

Spelling

- Log on to Soundwaves Unit 22
- Choose 10 list words and brainstorm 15 words
- Practice segmenting your words using soundwaves online

Writing

- Complete sentence a day
- Complete journal task
- WELLBEING BREAK

TAKE A BREAK

Maths

- Number ninja
- Multiplication and division task
- Complete 2 mathematics set tasks

TAKE A BREAK

Library: Note taking activity

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

READING - LOG IN TO WUSHKA AND READ UP TO CHAPTER 3 IN YOUR TEXT

1. Was your book this week:
 - Fiction (made up)
 - Non-fiction? (factual)

Watch this video to learn more about the tasks for today

2. Why do you think the author decided to write this text?

I think the author decided to write this text because he or she wanted to INFORM the reader about Earthquakes.

3. Write a list of VIPs (Very Important Points) from the text below:
 - The Earth's crust and mantle are made up of about 20 tectonic plates
 - Faults are where most earthquakes occur
 -
 -
 -

4. Silent read your own choice novel for 15 minutes.

a. Book read:

b. Pages read:

Reading Learning intention

We are learning to identify the purpose of texts and the main idea

Success criteria:

- I can identify the purpose of a text
- I can identify whether a text is fiction or non-fiction
- I can describe the main idea in a text without giving too much detail

SPELLING - SOUNDWAVES UNIT 22



The soundwaves password is:

Year 4 - near766

Log in to Soundwaves and choose 10 words to form your spelling list for the week from unit 22. Type them in below.

Brainstorm 15 words that have the "s" phoneme at the beginning, middle and at the end of the word.

List Words

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Brainstorm

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

Practice segmenting your words using soundwaves online

WRITING ACTIVITIES

Do your sentences have:

- capital letters at the beginning of a sentence and for proper nouns
- correct punctuation
- makes sense

Did you:

- spell most words correctly
- write using neat, joined letters

Sentence a Day

Write 3 sentences about what annoys you.

Journal

Write about how you are feeling today. After you have written how you're feeling you could draw a picture to go with it. If you can, upload your picture so your teacher can see it, otherwise share it with someone you live with.

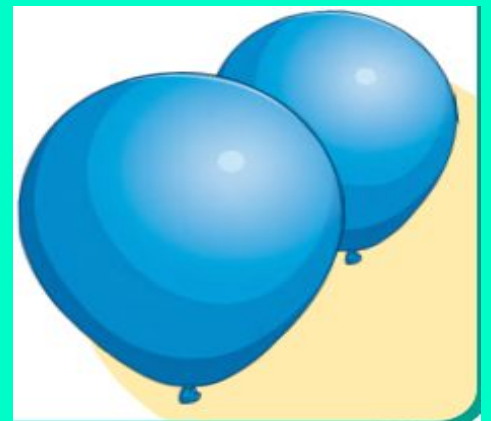
Success criteria

- I can write meaningful sentences with correct punctuation
- I can includes four or more simply stated and clearly connected ideas
- I can write ideas appropriate to a task or topic in sequenced sentences

WELLBEING BREAK

Balloon Bubble- Blow up a balloon and tie a knot in the end. Spend some time batting the balloon gently into the air.

Imagine it is a bubble that you mustn't pop. Focus on the movement it makes as it travels through the air.



Year 4 Mathematics

Learning intention

To develop efficient mental and written multiplication and division strategies.

Success criteria:

- I can recognise the inverse relationship between multiplication and division.
- I can use known facts (times tables, halving, doubling) to solve problems.
- I can use strategies (area multiplication, splitting, factors, algorithms) to flexibly solve problems.

MATHS NUMBER NINJA!



5:00

Q1	6	+	20	=		
Q2	99	-	14	=		
Q3	6	x	3	=		
Q4	109	+	55	=		
Q5	199	-	70	=		
Q6	3	x	5	=		
Q7	1000	x	421	=		
Q8	Round to nearest 100 and 1000		67893	=	=	
Q9	Double the number		342	=		
Q10	Halve the number		542	=		
Q11	Smallest:	0	4	5	6	8 =
Q12	Biggest:	0	2	6	3	2 =
Q13		3446	+	572	=	
Q14		6171	-	3161	=	
Q15		70	÷	7	=	

PROBLEM OF THE DAY

Choose the best strategy for the multiplication and division problem below by highlighting it. Explain why your chosen strategy is the best option in the box below!

$25 \times 18 =$

split:

$20 \times 10 = 200$

$20 \times 8 = 160$

$5 \times 10 = 50$

$5 \times 8 = 40$

$200 + 160 + 50 + 40 =$

$25 \times 18 =$

Area:

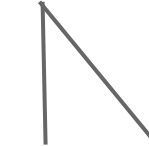
	20	5
10	200	50
8	160	40

$200 + 160 + 50 + 40 =$

$96 \div 4 =$

Split:

$96 \div 4 =$



$60 \div 4 + 36 \div 4 =$

$60 \div 4 = 15$

$36 \div 4 = 9$

$15 + 9 =$

$25 \times 18 =$

$25 \times 18 =$

factors:

$25 \times 18 =$

$25 \times 6 \times 3$

$25 \times 6 = 150$

$150 \times 3 =$

Algorithm:

$$\begin{array}{r} 4 \\ 25 \times \\ \underline{18} \\ 200 \\ 250+ \end{array}$$

$96 \div 4 =$

factors:

$96 \div 4 =$



$96 \div 2 \div 2 =$

$96 \div 2 = 48$

$48 \div 2 =$

(You can choose a strategy not shown on this page if you have one you would like to use instead, create a new slide to show your working)

Bonus: try this times tables drill → click the 2x2 to 9x9 button

<https://www.mathsisfun.com/numbers/math-trainer-multiply.html>

MULTIPLICATION AND DIVISION - SPLIT STRATEGY

a) $38 \times 4 =$
 $30 \times 4 =$
 $8 \times 4 =$
 + =


b) $54 \times 6 =$
 $\times =$
 $\times =$
 + =


c) $37 \times 9 =$
 $\times =$
 $\times =$
 + =


Create your own multiplication problem to solve using the split strategy.

Challenge yourself!


d) $\times =$
 $\times =$
 $\times =$
 + =

a) $63 \div 3 =$

 $30 \div 3 + 33 \div 3 =$
 $30 \div 3 =$
 $33 \div 3 =$
 + =

b) $168 \div 12 =$

 $\div + \div =$
 $\div =$
 $\div =$
 + =

c) $140 \div 5 =$

 $\div + \div =$
 $\div =$
 $\div =$
 + =

Create your own division problem to solve using the split strategy. Challenge yourself!

d) $\div =$

 $\div + \div =$
 $\div =$
 $\div =$
 + =

LIBRARY RESEARCH SKILLS - NOTE TAKING

Research an author of your choice. You can choose an author below or come up with your own.

- Roald Dahl
- J.K Rowling
- Anthony Horowitz
- Sally Murphy
- Anh Do

Fill in the note taking template below about what you've learned about the author

Main Idea
-
Key Vocabulary
- - -
Important Information
- - - - -
Source
- - -

TUESDAY WEEK 6 TO DO: YEAR 4

Reading

- Silent read for 15 minutes. Record your book here
 - Book read: _____ Pages read: _____
- Finish reading /listening to this week's Wushka text. Do the quiz.
- Connect this week's Wushka text to last week's. Explain how they are different

Spelling

- Write a sentence for five of your spelling words

Writing

- BTN - summarise one story

Wellbeing Break

TAKE A BREAK

Maths

- Number ninja
- Multiplication and division task
- Complete 2 mathematics set tasks
- TAKE A BREAK**

PE with Mr Ellis: Watch the video & see if you can keep up with Mr.Ellis

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

CONNECT TO YOUR WUSHKA TEXT

Watch this video to learn more about the tasks for today

1. Finish reading/listening to your wushka text from yesterday. Do the quiz.
2. Compare your wushka text from this week to the one from last week. Use 'Y' for yes and 'N' for no.

	Wushka text this week	Wushka text last week
Is there a heading or title?	Y	
Are subheadings used to break up information?	Y	
Does the author use paragraphs to separate information?	Y	
Does the text contain facts?	Y	
Does the text contain some opinions?	N	
Does the author refer to other sources of information like newspaper articles, websites, quoting people, etc	N	
Does the author use technical words?	Y	

2. How are the two texts different?

The two texts are different because:

Reading Learning intention

We are learning to make connections between texts to compare the way information is presented

We are learning to compares and contrast texts on the same topic

Success criteria:

- I can connect something in my Wushka text to another text.
- I can identify how authors represent the same ideas differently

SPELLING - SOUNDWAVES UNIT 22



The soundwaves password is::

Year 4 - near766

Choose 5 words from your spelling list and write an interesting sentence for each word. Underline (ctrl+u) the word that you used from your spelling list. Include **adjectives** (describing words) and **conjunctions** (for, and, as, nor, because, so, yet).

1	
2	
3	
4	
5	

BEHIND THE NEWS



Watch ['Behind the News'](#) at 10am on ABC Me.

Write a summary of your favourite story below. Use at least 3 sentences.

My favourite story was ...

WELLBEING BREAK

At the Beach- Lie on the floor, in a position that is comfortable for you. Close your eyes and imagine you are lying on a beach on a warm day. As you breathe in, imagine the waves gently lapping your feet. As you breathe out, picture the waves retreating back to the sea. Do this for five minutes.



Year 4 Mathematics

Learning intention

To develop efficient mental and written multiplication and division strategies.

Success criteria:

- I can recognise the inverse relationship between multiplication and division.
- I can use known facts (times tables, halving, doubling) to solve problems.
- I can use strategies (area multiplication, splitting, factors, algorithms) to flexibly solve problems.

MATHS NUMBER NINJA!



5:00

Q1	42	+	52	=		
Q2	81	-	21	=		
Q3	2	x	2	=		
Q4	92	+	71	=		
Q5	141	-	28	=		
Q6	7	x	5	=		
Q7	100	x	269	=		
Q8	Round to nearest 100 and 1000		45064	=		=
Q9	Double the number		866	=		
Q10	Halve the number		318	=		
Q11	Smallest:	2	7	2	3	3 =
Q12	Biggest:	8	6	7	2	1 =
Q13		7414	+	1304	=	
Q14		6012	-	1795	=	
Q15		7	÷	7	=	

PROBLEM OF THE DAY

Choose the best strategy for the multiplication and division problem below and solve the problem using that strategy.

Explain why your chosen strategy is the best option in the box below!

$28 \times 14 =$

split:

$$\begin{array}{r} X = \\ X = \\ X = \\ X = \\ + \quad + \quad + = \end{array}$$

$28 \times 14 =$

Area:

	20	8
10		
4		

$+ \quad + \quad + =$

$28 \times 14 =$

factors:

$28 \times 14 =$

$$\begin{array}{r} x \quad x \\ X = \\ X = \end{array}$$

$28 \times 14 =$

Algorithm:

$$\begin{array}{r} x \\ \hline + \\ \hline \end{array}$$

$64 \div 8 =$

Split:

$$\begin{array}{r} 64 \div 8 = \\ \swarrow \quad \downarrow \\ \div 8 + \quad \div 8 = \\ \div 8 = \\ \div 8 = \\ + = \end{array}$$

$64 \div 8 =$

factors:

$$\begin{array}{r} 64 \div 8 = \\ \swarrow \quad \downarrow \quad \searrow \\ \div 2 \div 2 \div 2 = \\ \div 2 = \\ \div 2 = \\ \div 2 = \end{array}$$

(You can choose a strategy not shown on this page if you have one you would like to use instead, create a new slide to show your working)

MULTIPLICATION AND DIVISION - AREA STRATEGY



-digit multiplication : Box Method

Work out the answers to these multiplication questions using the box method.

$27 \times 18 = 486$

	20	7	
10	200	70	200
8	160	56	70
			160
			+ 56
			486

$18 \times 17 =$

$21 \times 19 =$

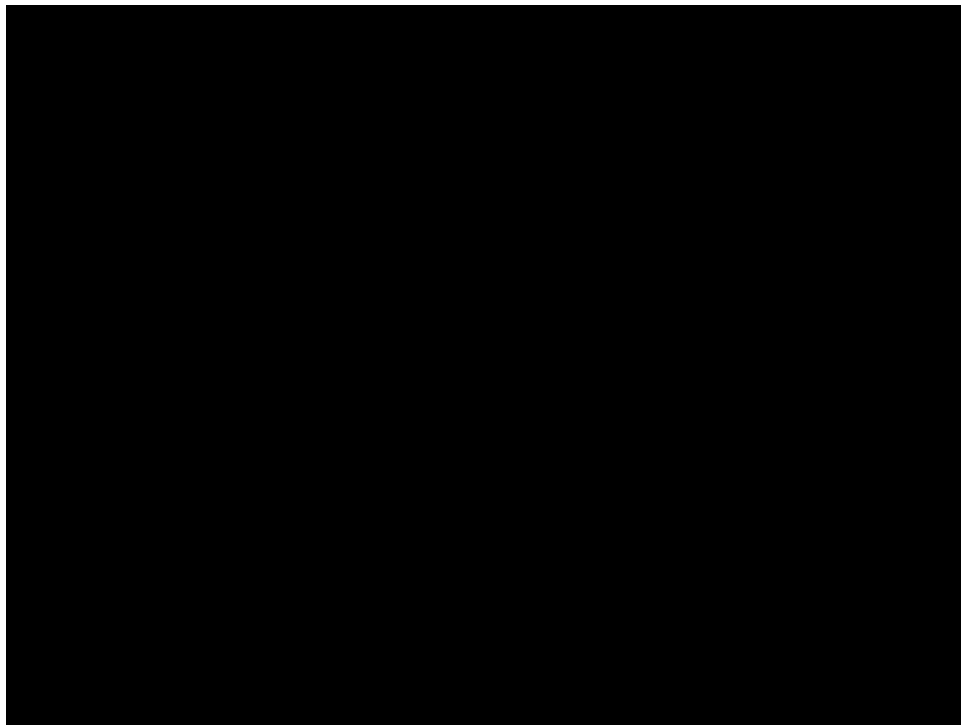
$29 \times 15 =$

$28 \times 24 =$

$17 \times 12 =$

PE

In this week's lesson you will be learning about the Fundamental Movement Skills (FMS) that we can perform with our bodies and recognising how we can apply them to a range of sports and activities



Bonus

[Throwing with Michelle](#)

[Dodging with Michelle](#)

[Kicking with Michelle](#)

[Two handed strike with Emily](#)

[Skipping with Emily](#)

[Catching with Emily](#)

Kahoot -

https://kahoot.it/challenge/02698938?challenge-id=4e948176-9013-45b9-960d-2c108477c092_1628643927976

WEDNESDAY WEEK 6 TO DO: YEAR 4

Reading

- Silent read for 15 minutes. Record your book here
 - Book read:
 - Pages read:
- Complete the fact or opinion activity

Spelling

- Hunt for words with the sound of the week
- Choose 5 spelling words and think of words that rhyme

Writing

- Choose a character and plot idea and begin planning a story.

Wellbeing Break

TAKE A BREAK

Maths

- Number ninja
- Multiplication and division task
- Complete 2 mathematics set tasks

TAKE A BREAK

Science

- The sun and the water cycle

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

READING - FACT AND OPINION

Fact and Opinion

Facts tell us about things that have been proven to be true.

Opinions tell us what someone believes.

Read each sentence carefully to decide if it is a fact or an opinion. Write either, 'Fact' or 'Opinion' next to each sentence on the line provided.

Statement	Fact or Opinion?
Ms Cheryl works in the office at our school	
My favourite day is Monday.	
Skipping is a healthy way to keep fit.	
Mr Brayovic loves science	
Lockdown seems to be going forever	
Our lockdown started on 26th June 2021.	

Write one fact about bananas:

Write one opinion about bananas:

Reading Learning intention

We are learning to identify to distinguish between fact and opinion in texts

Success criteria:

- I can tell the facts apart from the opinions in a text
- I can write one fact about an animal
- I can write one opinion about an animal

SPELLING - SOUNDWAVES UNIT 22



The soundwaves password is::

Year 4 - near766

Go on a hunt around the house and write down words that have the sound of the week either at the beginning, middle or end.

Rhyming Words

Log on to Soundwaves and choose 5 words from your spelling list then make up rhyming words.

Spelling Word	Rhyming Word

WRITING NARRATIVES

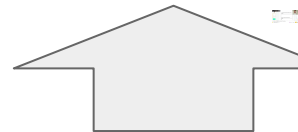
This week you are going to write another story. This time you can choose your **characters** and **plots** from these pictures. You can choose your own **setting**. Choose one picture from each category and use the template to first plan your story. We will work on it tomorrow and Friday you will do your final draft. Remember to use your senses, adjectives and descriptive writing to bring your stories to life!



Choose a character from here.



Choose a plot from here

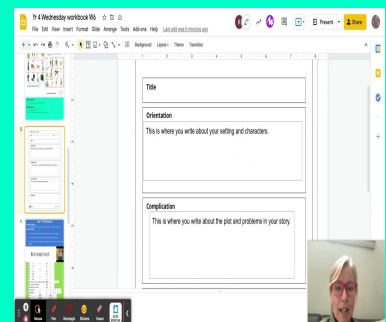


Learning intention

We are learning to write a narrative text

Success criteria:

- I can create a character and a plot.
- I can create a setting.
- I can use adjectives and adverbs to enhance my writing.



Writing a Narrative - Template

Name: _____

Date: _____

Title

Orientation

This is where you write about your setting and characters.

Complication

This is where you write about the plot and problems in your story.

Series of Events

This is where you write about what happens.

Resolution



Year 4 Mathematics

Learning intention

To develop efficient mental and written multiplication and division strategies.

Success criteria:

- I can recognise the inverse relationship between multiplication and division.
- I can use known facts (times tables, halving, doubling) to solve problems.
- I can use strategies (area multiplication, splitting, factors, algorithms) to flexibly solve problems.

MATHS NUMBER NINJA!



5:00

Q1	4	+	69	=				
Q2	76	-	12	=				
Q3	7	x	6	=				
Q4	41	+	43	=				
Q5	157	-	23	=				
Q6	10	x	3	=				
Q7	100	x	15	=				
Q8	Round to nearest 100 and 1000		15806	=		=		
Q9	Double the number		482	=				
Q10	Halve the number		566	=				
Q11	Smallest:	4	4	0	6	2	=	
Q12	Biggest:	4	5	5	8	2	=	
Q13		2808	+	1216	=			
Q14		8388	-	1462	=			
Q15		49	÷	7	=			

PROBLEM OF THE DAY

Factors are 2 numbers that multiply together to give a product.

For example, $5 \times 6 = 30$

5 and 6 are factors of 30.

Other factors of 30 are:

15 and 2 ($15 \times 2 = 30$)

30 and 1 ($30 \times 1 = 30$)

Write the factors of (pairs of numbers that multiply to equal) the following numbers:

a) 24

b) 63

c) 36

Compensation in maths means adjusting a question to make it easier.

For example, 19×24 could be $20 \times 24 - 24$ or 31×9 could be $30 \times 9 + 9$

How could you change the following questions to make them easier?

a) $18 \times 11 =$

b) $12 \times 15 =$

c) $9 \times 34 =$

MULTIPLICATION AND DIVISION - USING FACTORS AND COMPENSATION

Use factors to solve these multiplication and division problems.

11×24 \swarrow $11 \times 12 \times 2 =$ $\times =$ $\times =$ 7×18 \swarrow $7 \times 6 \times 3 =$ $\times =$ $\times =$	9×22 \swarrow $\times \times =$ $\times =$ $\times =$ $4 \times 28 =$ \swarrow $\times \times =$ $\times =$ $\times =$	$154 \div 8$ \swarrow $154 \div 2 \div 2 \div 2 =$ $154 \div 2 =$ $\div 2 =$ $\div 2 =$ $112 \div 4$ \swarrow $112 \div 2 \div 2 =$ $\div 2 =$ $\div 2 =$
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Use the compensation strategy to answer these:

<p>a $5 \times 29 \rightarrow 5 \times \square = \square - \square$ So, $5 \times 29 = \square$</p> <p>b $3 \times 49 \rightarrow 3 \times \square = \square - \square$ So, $3 \times 49 = \square$</p> <p>c $4 \times 39 \rightarrow 4 \times \square = \square - \square$ So, $4 \times 39 = \square$</p>	<p>This time you need to look for more than one extra group to subtract:</p> <p>a $4 \times 18 \rightarrow 4 \times \square = \square - \square$ So, $4 \times 18 = \square$</p> <p>b $3 \times 17 \rightarrow 3 \times \square = \square - \square$ So, $3 \times 17 = \square$</p>
--	--

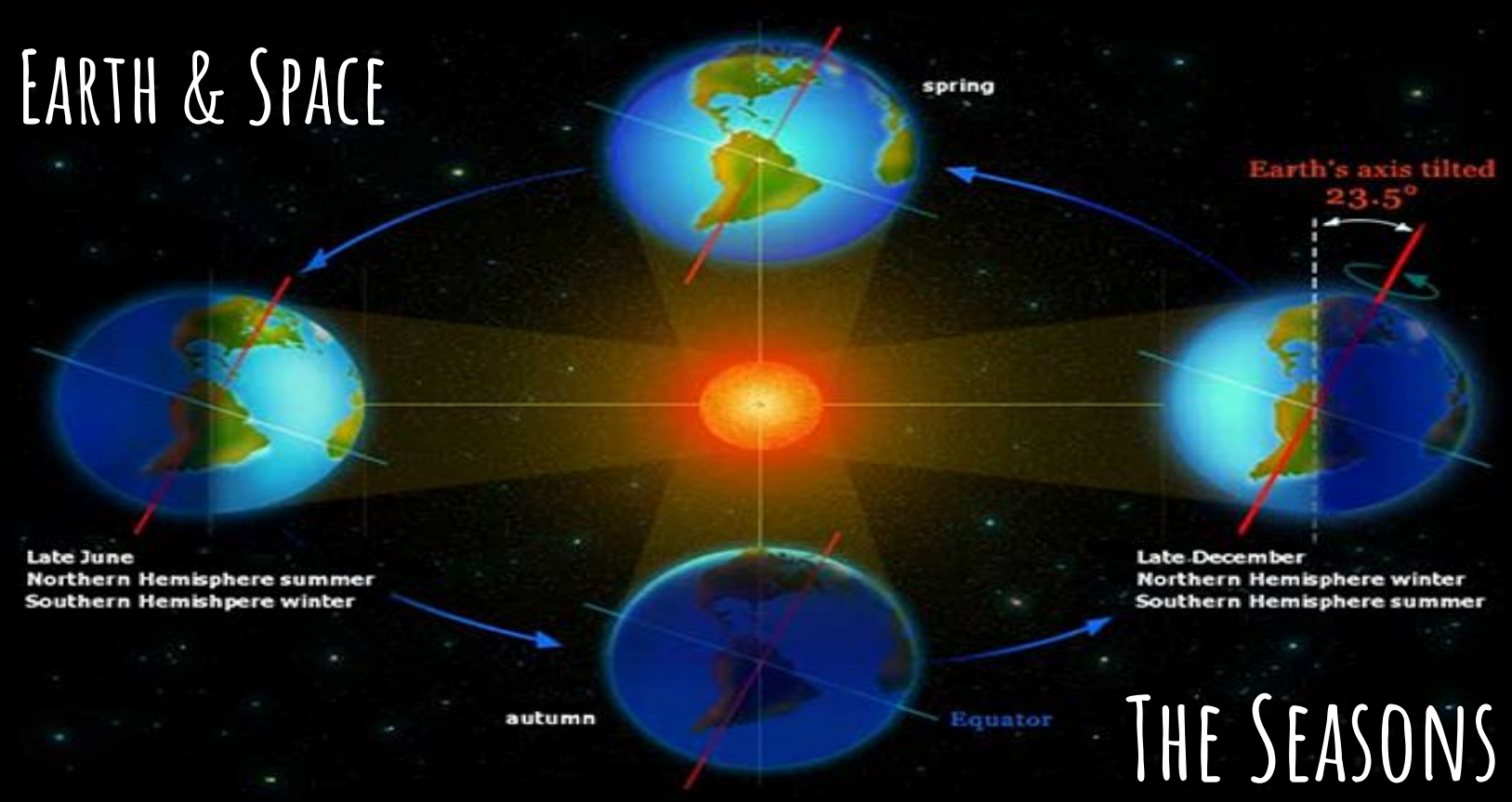
Complete 2 assigned activities on mathletics.

WELLBEING BREAK

USING A CAMERA, TAKE CLOSE UP PHOTOS OF THINGS LIKE THE CUSHION ON THE SOFA OR THE WALLPAPER PATTERN. CAN SOMEONE IN YOUR HOUSE WORK OUT WHAT THOSE THINGS ARE?



EARTH & SPACE



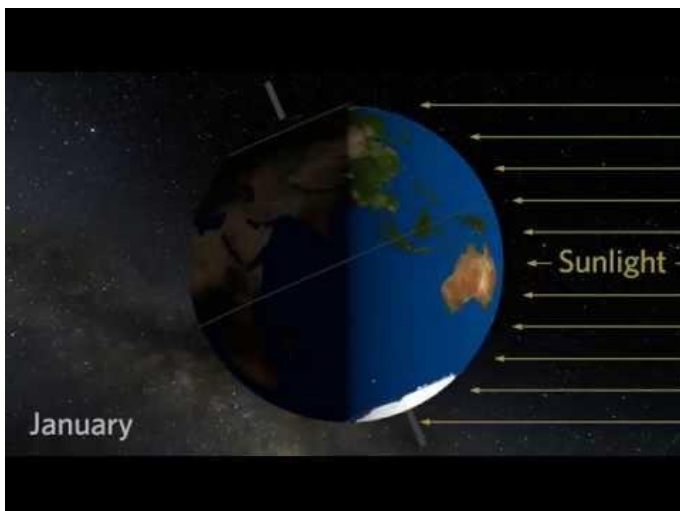
THE SEASONS

How does the Earth's rotation around the Sun affect us?

In this lesson, you will find out why and how we have seasons, due to the Earth's position in relation to the sun

- The Earth **spins (rotates)** on its axis once every 24 hours. This gives us night and day.
- It also **revolves (orbits)** around the Sun (due to the Sun's gravity holding it in orbit) once every 365 days (well, not exactly, which is why we have leap years, but close enough).
- The Earth's north and south poles aren't exactly 'upright'. They're on a 23.5 degree angle (hence why all globes are tilted on their stands).
- Our Earth is split between two imaginary halves called the northern and southern **hemisphere**.
- As the Earth travels around the Sun, the Earth's tilt means different parts (northern or southern hemispheres) are getting the majority of sunlight. This determines the seasons around the world.

Watch the video below.



Write one paragraph explaining how the position of the Earth in relation to the sun creates the seasons.

THURSDAY WEEK 6 TO DO: YEAR 4

Reading

- Silent read for 15 minutes. Record your book here
 - Book read:
 - Pages read:
- Split the words up into their prefixes, root word and suffixes.

Spelling

- Edit the sentence by rewriting them using the correct spelling.

Writing

- Continue planning your story.

Wellbeing Break

TAKE A BREAK

Maths

- Number ninja
- Multiplication and division task
- Complete 2 mathematics set tasks

PDHPE: What does a good friendship look like, feel like and sound like?

TAKE A BREAK

Geography - Mapping

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

READING - USING SUFFIXES, PREFIXES AND ROOT WORDS

Split the words listed below up into prefix, root word and suffix.

The first one is done for you. Come up with two of your own examples. Your example may just have a prefix, or just a suffix, or both!

Watch this video to learn more about the tasks for today

	Prefix	Root word	Suffix
<i>unhelpful</i>	<i>un</i>	<i>help</i>	<i>ful</i>
undoing			
prepackaged			
misplaced			
deactivated			
disconnecting			

Learning intention

We are learning to identify and explain the meaning of unknown words, and can show how it fits in the context of the sentence.

Success criteria:

- I can identify the root word, prefix and suffix in words

SPELLING - SOUNDWAVES UNIT 22



Read the sentences below. Rewrite the sentences with the correct spelling.

1. We ran around in sircals to get dizzy.
2. The season of spring starts in September.
3. The teacher read a story as part of the history leason.
4. She eksplained that scientists who explore space are called astronauts.

Challenge Questions

5. It is essental to exercize during lockdown to keep fit and healthy.
6. My friend got me a sensational chocolate souvenere after coming back from Mexico.

1	
2	
3	
4	
	Challenge Sentences:
5	
6	

WRITING. CONTINUING OUR STORIES.



Yesterday we started to **plan our stories** using these pictures for our **characters** and our **plots**. Today we are going to **continue our plans**. Use the **template** over the page to continue planning your story. Today, think about the ending, how your story will finish and how the problem will be **resolved**.

Learning intention: We are learning to write a narrative text.

Success criteria:

- I can choose a character and a plot.
- I can create a setting and plan my story.
- I can use adjectives and adverbs to enhance my writing.

WELLBEING BREAK Cloud Clues

Go outside and lie on your back, looking up at the sky. Watch the clouds carefully. What shapes can you see? How are they moving?



Writing a Narrative - Template

Name: _____

Date: _____

Title

Orientation

Complication

Series of Events

Resolution



Year 4 Mathematics

Learning intention

To develop efficient mental and written multiplication and division strategies.

Success criteria:

- I can recognise the inverse relationship between multiplication and division.
- I can use known facts (times tables, halving, doubling) to solve problems.
- I can use strategies (area multiplication, splitting, factors, algorithms) to flexibly solve problems.

MATHS NUMBER NINJA!



5:00

Q1	70	+	54	=				
Q2	42	-	22	=				
Q3	2	x	9	=				
Q4	63	+	54	=				
Q5	154	-	72	=				
Q6	5	x	6	=				
Q7	1000	x	89	=				
Q8	Round to nearest 100 and 1000		15141	=		=		
Q9	Double the number		384	=				
Q10	Halve the number		936	=				
Q11	Smallest:	6	9	1	8	9	=	
Q12	Biggest:	7	5	5	5	1	=	
Q13		4047	+	895	=			
Q14		9514	-	1541	=			
Q15		77	÷	7	=			

PROBLEM OF THE DAY

Solve the following multiplication and division problems using any strategy. Explain your reason for choosing each strategy and show your working out.

$$32 \times 16 =$$

$$180 \div 12 =$$

$$45 \times 9 =$$

$$84 \div 6 =$$

MULTIPLICATION AND DIVISION - ALGORITHMS

Video tutorials for multiplication using algorithms:

<https://www.youtube.com/watch?v=FJ5qLWP3Fqo&t=138s> single digit

<https://www.youtube.com/watch?v=RVYwunbpMHA> multi digit

Create your own question in the last spaces.

	2	4	x
		6	
<hr/>			
<hr/>			

	1	3	4	x
			5	
<hr/>				
<hr/>				

	2	8	7	x
			4	
<hr/>				
<hr/>				

		4	3	x
		2	7	
<hr/>				
<hr/>				

				x
<hr/>				
<hr/>				

<hr/>				
<hr/>				

You can even create division algorithms! See the tutorials below to help.

<https://www.youtube.com/watch?v=KGMf314LUc0&t=79s> basic division

<https://www.youtube.com/watch?v=LGqBQrUYua4> long division

Complete 2 assigned activities on mathletics.

PDHPE - WHAT DO GOOD FRIENDSHIPS LOOK, SOUND AND FEEL LIKE?

look like

-
-
-
-



-
-
-
-

-
-
-
-

sound like

feel like

GEOGRAPHY - PLACES ARE SIMILAR AND DIFFERENT

MAPPING

Learning Intention: Use mapping conventions of North Point, title and scale

Locate and collect information from different sources.

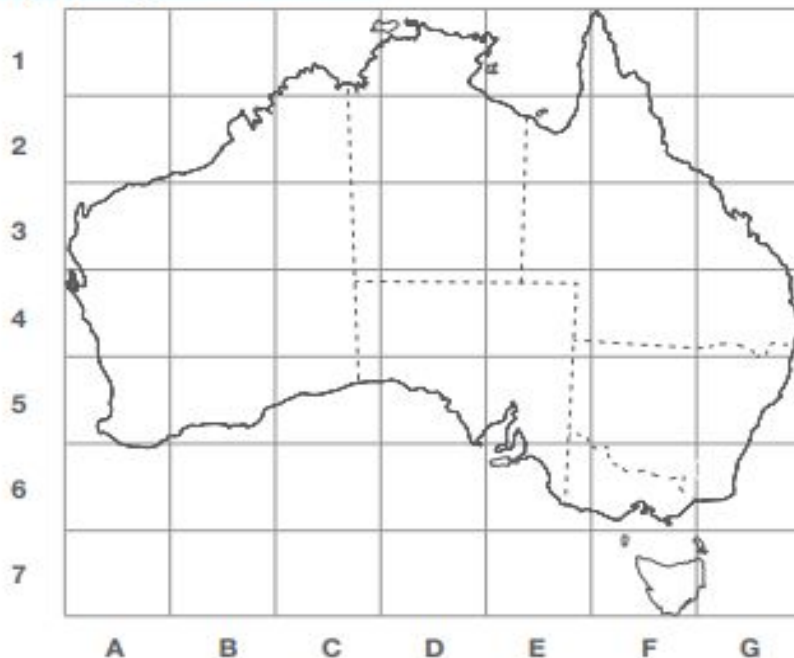
Key Concepts, Skills and Understandings-Students learn to interpret and construct maps using the geographical convention of scale. The geographical tools included in this unit are mapping and visual representation.

How do you change the size of a map?



Mapping- Scale

It is impossible to draw a map in its real size. Maps are drawn to scale which means that if you made it bigger or smaller it would look exactly the same. Australia is much bigger than this map but you can change the size by making the grid lines bigger or smaller. Copy the map onto the bigger grid lines.



It is impossible to draw a map in its real size.

Maps are drawn to scale which means that if you made it bigger or smaller it would look exactly the same. Australia is much bigger than this map but you can change the size by making the grid lines bigger or smaller. Copy the map on the previous slide onto the bigger grid lines.

1							
2							
3							
4							
5							
6							
7							
	A	B	C	D	E	F	G

FRIDAY WEEK 5 TO DO: YEAR 4

Reading

- Silent read for 15 minutes. Record your book here
 - Book read:
 - Pages read:

Answer the questions based on the reading about sharks

Spelling

- Highlight the words that contain the phoneme
- Change the ending of each word

Writing

Writing your story.

Wellbeing Break

TAKE A BREAK

Maths

- Number ninja
- Multiplication and division task
- Complete 2 mathematics set tasks

TAKE A BREAK

Class Zoom Session

- 1pm: 4M, 3 / 4B, 3W
- 1:30pm: 4J, 3I

Visual arts - follow the steps to create a Shantell Martin inspired masterpiece!

Yellow highlighter - task you will receive feedback on and MUST DO

Green highlighter - task you may receive feedback on

ASKING INFERENTIAL QUESTIONS

Sharks

Purpose

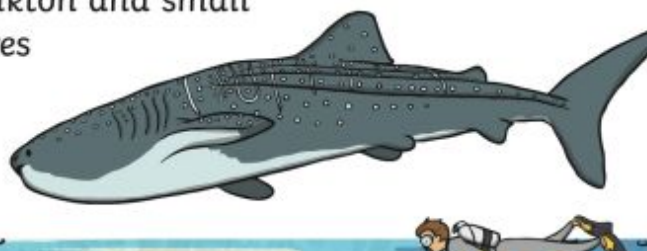


Click on the speaker if you'd like to hear this text read aloud!

Sharks are one of the sea's most famous predators, but there are some facts that might surprise you...

Sharks are the top carnivores (meat eaters) of the oceans and the top of the food chain eating other fish, dolphins, seals and would you believe it – seagulls! They have the most powerful jaws of any animal and hundreds of teeth that even replace themselves if they fall out!

Strangely enough, not all of them attack people. Often, it is the biggest ones that are the most harmless. The whale shark is the biggest of them all; it eats plankton and small fish and shrimps but it measures nearly 14m – that's about the length of one and a half doubledecker buses!



Why did the author finish the first sentence with 'there are some facts that might surprise you' and add this '...' afterwards?	
Why has the author put (meat eaters) in brackets?	
Why has the author used the phrase 'would you believe it' when talking about sharks eating seagulls?	
Why has the author used an exclamation mark at the end?	

Learning intention

We are learning to pose and answer inferential questions

Success criteria

- I can *infer* why the author has made certain choices in this text

SPELLING YEAR 4 - SOUNDWAVES UNIT 22

The soundwaves password is::

Year 4 - near766

1. Read the sentence below and highlight words that contain the 's, ks, ss, se, ce' phoneme

Sister Bears Sport This Seem
Was East Pays Asleep Sent

2. Write words ending with 'ness' and 'ous' next to the meanings

- To add **ness** we usually change **y** to **i** for example: happy - happiness
- To add endings starting with a vowel we usually remove the **e** for example: move - movable
- Ending with 'ge' and 'ce' we usually leave the **e** to keep the sound for example: courage - courageous, replace - replaceable

1. A state of being kind
2. A state of being happy
3. A state of being lonely
4. Full of courage
5. Full of danger
6. Full of poison

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

WELLBEING BREAK

Play musical statues.
Put some music on and freeze
when the music stops.



WRITING

Today you are going to write your story! You have spent 2 lessons planning, so now you can put all of your ideas together. You may want to go back and look at the work you have done already.

Learning intention:

We are learning to write a narrative text.

Success criteria:

- I can choose a setting, character and a plot.
- I can plan and write a story.
- I can use adjectives and adverbs to enhance my writing. .

STORY TITLE:

A large, empty rectangular box with a thin black border, intended for the user to write the story title. The box is positioned below the 'STORY TITLE:' label and occupies most of the page's width and height.

Year 4 Mathematics

Learning intention

To develop efficient mental and written multiplication and division strategies.

Success criteria:

- I can recognise the inverse relationship between multiplication and division.
- I can use known facts (times tables, halving, doubling) to solve problems.
- I can use strategies (area multiplication, splitting, factors, algorithms) to flexibly solve problems.

MATHS NUMBER NINJA!



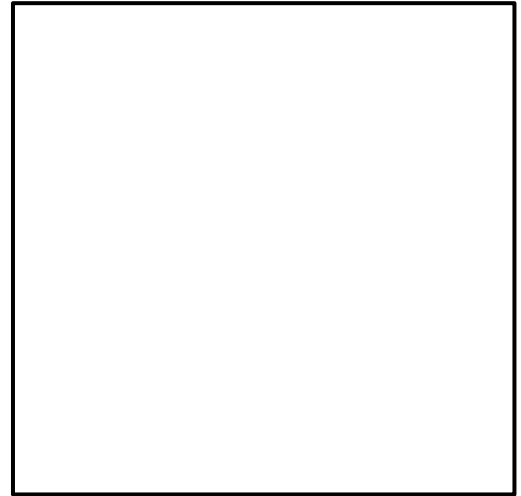
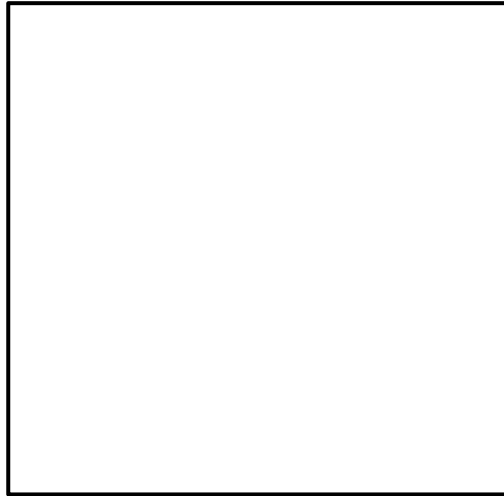
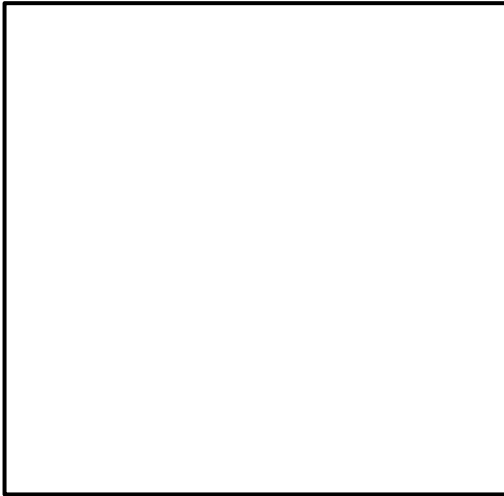
5:00

Q1	30	+	56	=				
Q2	83	-	24	=				
Q3	12	x	6	=				
Q4	94	+	46	=				
Q5	136	-	66	=				
Q6	4	x	5	=				
Q7	100	x	246	=				
Q8	Round to nearest 100 and 1000		52157	=	=			
Q9	Double the number		480	=				
Q10	Halve the number		522	=				
Q11	Smallest:	3	7	6	4	9	=	
Q12	Biggest:	0	3	1	4	8	=	
Q13		4978	+	1255	=			
Q14		7047	-	2044	=			
Q15		14	÷	7	=			

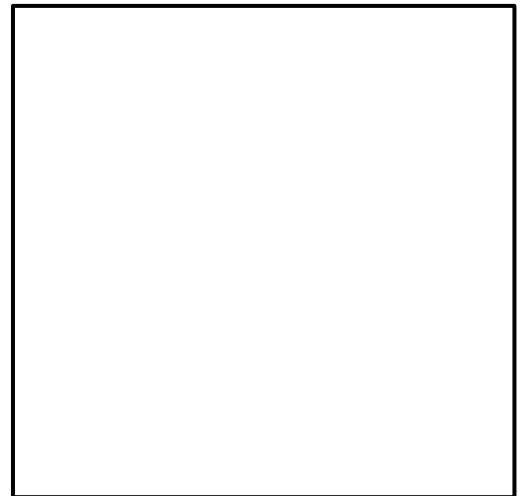
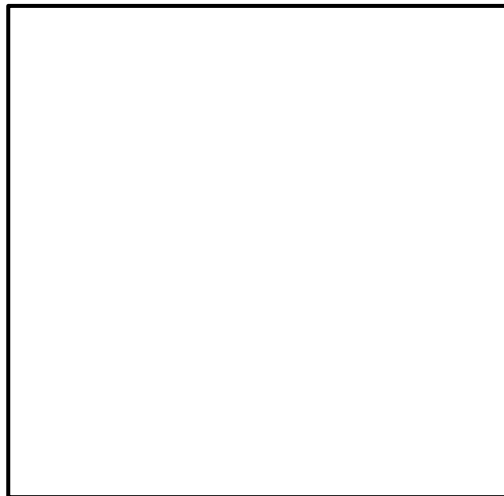
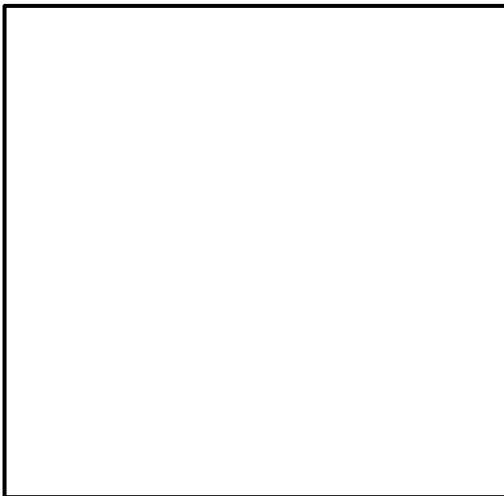
PROBLEM OF THE DAY

Use at least 2 different strategies to solve the following problems. Show your working out.

$$49 \times 14 =$$



$$162 \div 9 =$$



Algorithm reminder tutorials:

<https://www.youtube.com/watch?v=FJ5qLWP3Fqo&t=138s> single digit x

<https://www.youtube.com/watch?v=RvYwunbpMHA> multi digit x

<https://www.youtube.com/watch?v=KGMf314LUc0&t=79s> basic division

<https://www.youtube.com/watch?v=LGqBQrUYua4> long division

MULTIPLICATION AND DIVISION - ALL STRATEGIES

Solve each problem using the strategy named below. Show your working. If you can't use one of the strategies, explain another way to solve the problem. Create an extra slide for working out space if needed.

Known facts (Doubling, halving, times tables) → $24 \times 5 =$

Known facts (times tables) → $48 \div 12 =$

Split or area strategy → $74 \times 8 =$

Split strategy → $210 \div 15 =$

Compensation strategy or factors → $18 \times 15 =$

factors → $168 \div 8 =$

Algorithm strategy →

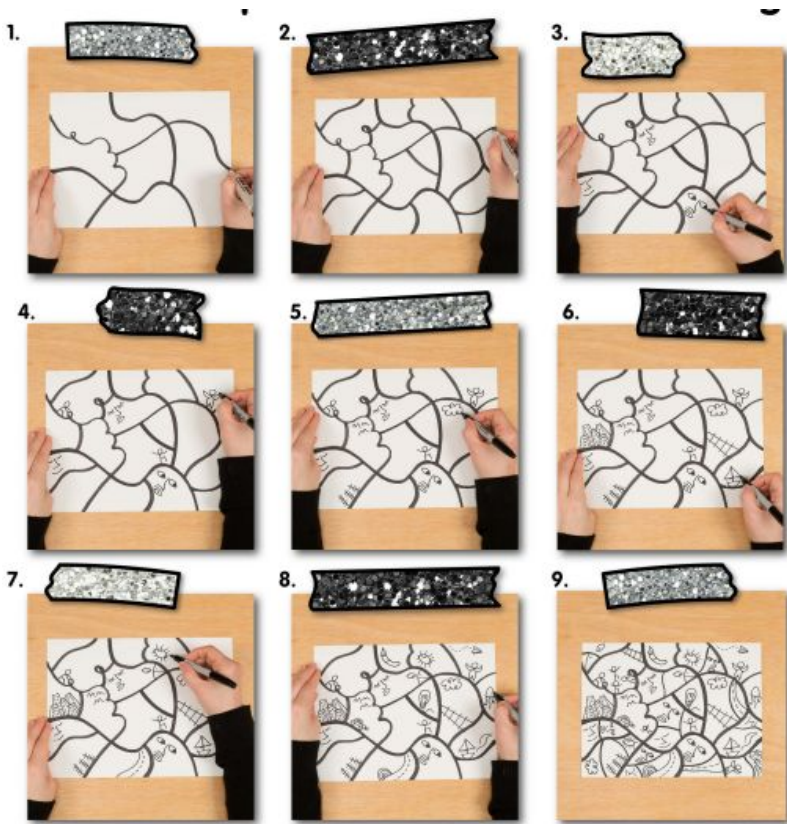
	5	3	x
	1	6	

Algorithm strategy →

4	1	2	4

Complete 2 assigned activities on mathletics.

ROLL A SHANTELL MARTIN MASTERPIECE!



Shantell Martin is a London-born artist who lives in New York and creates playful and fun line drawings. She is best known for making very large black-and-white drawings on museum walls.

What's really unique about her artwork is that she usually creates it in front of a live audience. This type of art is called **performance art**. She doesn't plan her ideas out before she begins drawing. And because Martin draws this way, no one picture is ever the same.

To create a drawing, Martin starts with a solid line. Then, it turns it into squiggles and loops. And, eventually into faces, figures, buildings, and even floating eyeballs! Her works look like a creative web of doodles.

1. Draw three or four long, thick lines across your paper with black texta/crayon
2. You will now have several large empty spaces on the page. Break up these spaces by drawing lines that branch off from the four original lines.
3. Roll a die and pick a face from the first column and draw it in one of your 'boxes'. Roll two more times and pick two more faces and draw them in too.
4. Then roll three times to pick three figures, three nature items, three man made items and three random doodles.
5. If you need to draw more lines to create more spaces, then do it!
6. You can use your own doodles for the random doodle section.

	Rolls 1 - 3 Faces	Rolls 4 - 6 Figures	Rolls 7 - 9 Nature	Rolls 10 - 12 Man Made	Rolls 13 - 15 Random Doodles

Name _____

CREATIVITY WARM-UP

Whoops! Someone forgot to finish these pictures. Use your imagination to draw the rest. You can use pencil, crayons, markers, or colored pencils to design.

