

# Remote learning Grid – Week 2 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 27.7.21	Tuesday 28.7.21	Wednesday 29.7.21	Thursday 30.7.21	Friday 31.7.21
Morning	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question <b>English</b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> Login to Wushka and read the text assigned to your group.</li> </ul> <p>Mercury - School of the future Venus- Blackout Earth - Stuck Mars - The Magic Noodle Jupiter - The Clumsy tiger</p> <p>*Identify who, when, where, what and why/how: * Use this information to write a short summary of what your text was about and highlight the different</p>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question <b>English</b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> Login to Wushka and re-read the text assigned to your group.</li> </ul> <p>*Identify a text to text connection for your Wushka text and then compare how they are similar or different. -Silent read own choice novel for 15 minutes. Record which book you read and pages read.</p> <p><b>Spelling:</b> Choose 5 words from Soundwaves Unit 20</p>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question <b>English</b></p> <ul style="list-style-type: none"> <li><b>Reading:</b> Silent read own choice novel for 15 minutes. Record which book you read and pages read.</li> </ul> <p><b>Spelling:</b> Choose 5 words from Soundwaves Unit 20 "P" and put them in alphabetical order. Choose another 5 words and make up rhyming words.</p> <p><b>Writing:</b> Writing a narrative. Writing about setting and characters.</p>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question.</p> <p><b>English</b></p> <p><b>Reading:</b> Based on your wushka text, identify an interesting or unknown word and look up the meaning. Also, read information on prefixes, match the prefix meanings and find examples in your Wushka text.</p> <p>-Silent read own choice novel for 15 minutes. Record which book you read and pages read.</p> <p><b>Spelling:</b> Rewrite the sentences with the correct spelling.</p>	<p><b>Admin:</b> Login to Google Classroom and answer the attendance question</p> <p><b>English</b></p> <ul style="list-style-type: none"> <li><b>Reading</b></li> </ul> <p>What two questions would you like to ask the main character in your Wushka text? Use the prompts in the slides to help you. Then answer your own questions</p> <p>-Silent read own choice novel for 15 minutes. Record which book you read and pages read.</p> <p><b>Spelling:</b> Log in to Soundwaves Unit 20 "P". Add correct grapheme to complete the words.</p>

	<p>sections using different colours.</p> <p>-Silent read own choice novel for 15 minutes. Record which book you read and pages read.</p> <p><b>Spelling-</b> Choose 10 words from Soundwaves Unit 20 "P". Brainstorm 15 words with the grapheme. Segment the words from your spelling list.</p> <p><b>Writing-</b> Journal Writing. Writing about how you are feeling today.</p> <p>Sentence of the day.</p> <p>Write 3 sentences about someone in your family.</p>	<p>"P" and write an interesting sentence for each word that includes adjectives and conjunctions. Underline the word that you used from your spelling list.</p> <ul style="list-style-type: none"> <li>• <b>BTN-</b> Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Writing-</b> Writing a narrative. Writing about complications and series of events in a story.</li> </ul>	<p>Rewrite the sentences using past tense. Unjumble the words.</p> <ul style="list-style-type: none"> <li>• <b>Journal Writing:</b> Write about how you have been feeling this week.</li> <li>• <b>Writing-</b> Writing a narrative. Writing about the resolution of a story.</li> </ul>
<b>Wellbeing break</b>	<p><b>Spiritual Wellbeing</b></p> <p>Find Somewhere quiet or put on some relaxing music in the background. You can do this with a parent guiding</p>	<p><b>Emotional wellbeing</b></p> <p>Gratitude Journal</p>	<p><b>Physical Wellbeing-</b></p> <p>Get out in nature</p>	<p><b>Cognitive Wellbeing:</b></p> <p>Pen flipping brain break</p>	<p><b>Physical wellbeing</b></p> <p>Butterfly Pose</p>
<b>Break</b>					
<b>Middle</b>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number Ninja Activity</b></li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number Ninja Activity</b></li> <li>• <b>Topic: Fractions</b></li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number Ninja Activity</b></li> <li>• <b>Topic: Fractions</b></li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number Ninja Activity</b></li> <li>• <b>Topic: Fractions</b></li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Number Ninja Activity</b></li> <li>• <b>Topic: Fractions</b></li> </ul>

	<p><b>●Topic: Fractions</b> To identify, compare and order common fractions, decimals and mixed numerals.</p> <ul style="list-style-type: none"> <li>●Problem of the day</li> <li>●Login to Mathletics and complete 2 of the tasks assigned.</li> <li>● <b>PE: Sport</b> Get Active @home</li> <li>● Lesson 1 - hand and racquet control</li> </ul>	<p>To identify, compare and order common fractions, decimals and mixed numerals.</p> <p><b>●Problem of the day</b></p> <ul style="list-style-type: none"> <li>●Login to Mathletics and complete 2 of the tasks assigned</li> <li>● <b>PE: Sport</b> Get Active @home</li> <li>●Lesson 2 - forehand and backhand strike challenges.</li> </ul>	<p>To identify, compare and order common fractions, decimals and mixed numerals.</p> <ul style="list-style-type: none"> <li>●Problem of the day</li> <li>●<b>Mathletics:</b> Login to Mathletics and complete 2 of the tasks assigned.</li> <li>●<b>PE: Sport</b> Get Active @home</li> <li>● Lesson 3- forehand and backhand strikes continued</li> <li><b>Zoom Session</b> <ul style="list-style-type: none"> <li>● 1pm: 4M, 3/4B, 3W</li> <li>● 1:30pm: 4J, 3I</li> </ul> </li> </ul>	<p>To identify, compare and order common fractions, decimals and mixed numerals.</p> <p><b>●Problem of the day</b></p> <ul style="list-style-type: none"> <li>●<b>Mathletics:</b> Login to Mathletics and complete 2 of the tasks assigned.</li> <li>●<b>PDHPE:</b> Relationships - James and Alice ask to join the soccer team. Suzie ignores their request and carries on playing. Tom stops playing and invites James and Alice to play.</li> <li>● Who is showing respect or disrespect? How?</li> </ul>	<p>To identify, compare and order common fractions, decimals and mixed numerals.</p> <p><b>●Problem of the day</b></p> <ul style="list-style-type: none"> <li>●<b>Mathletics:</b> Login to Mathletics and go on to Live Mathletics.</li> <li>●<b>PE:</b> Got Game</li> <li>● Sock tennis - practice the skills you learnt this week with a fun game of sock tennis</li> </ul>
<b>Wellbeing break</b>	<b>Spiritual Wellbeing</b> Smell the flowers	<b>Emotional wellbeing</b> Gratitude Wellbeing	<b>Physical wellbeing</b> Frog Pose Exercise	<b>Emotional wellbeing</b> Continuation of PDHPE lesson	Continuation of Sport lesson.
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<b>Library</b> Practising your note taking skills	<b>KLA PE with Mr Ellis</b> Explore your fitness with Mr Ellis' at home challenges, then complete the quiz.	<b>KLA- Science &amp; Technology</b> <b>●Earth &amp; Space</b> - Exploring Geology - Complete the task assigned	<b>KLA- HSIE: geography</b> <b>Places are similar and different</b> <b>Key Inquiry question-</b> How and why are places similar and different? Discussion about places students have visited. Locating Australia on a World map	<b>KLA Creative arts</b> <b>● Visit Art Gallery of NSW website and complete puzzle of Charles Conder's Rainy Day.</b> Answer: What is the artwork showing? Why do you think Charles Conder

					wanted to paint this scene?
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MONDAY  
WORKBOOK

# TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing	Reading Spelling Writing	Reading Spelling Journal writing Writing
Wellbeing Break	Spiritual wellbeing	Emotional wellbeing	Physical wellbeing	Physical wellbeing	Physical wellbeing
Middle session	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

# READING

# LEARNING INTENTION

We are learning to accurately retell a text including only the most relevant details

## SUCCESS CRITERIA:

- I can retell what happened in a text by describing the most important facts in order.
- I will include details on who, where, when and what, whenever possible

# READING - LOG IN TO WUSHKA AND READ YOUR TEXT

Then complete the quiz!

Summarise the book you read using these prompts:

1. Identify who, when, where, what and why / how

- Who:
- When:
- Where:
- What:
- Why / how:

2. Use this information to write a short summary of what your text was about. Highlight the different parts of your summary in the colours above. (For example, highlight the 'who' in blue.)



# SILENT READ YOUR OWN CHOICE NOVEL FOR 15 MINUTES

Book read:

Pages read:

If you don't have any books you are interested in reading at home, visit the [Inner West Library website](#) and explore borrowing a book from their e-library. Mum or Dad will have to help you organise this, but it is well worth doing!

# SPELLING - SOUNDWAVES UNIT 20 (P)



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 20 P. Type them in below.

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

## Brainstorm

### List Words

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

1	
2	
3	
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6	
7	
8	
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11	
12	
13	
14	
15	



# WRITING

# LEARNING INTENTION

We are learning to write an informative text containing key information and supporting details

## SUCCESS CRITERIA:

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

# 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 three sentences about some things you enjoyed on the weekend at home.

## 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.

# SPIRITUAL WELLBEING



Find somewhere quiet or put on some relaxing music in the background. You can do this with a parent guiding

1. Find a comfortable place to sit or to lie down on your back.
2. Place your hands on your stomach.
3. Take a big deep breath – in through your nose and out through your mouth. Do this three times and then gently close your eyes.
4. Continue to slowly breathe in through your nose and count 1, 2, 3 in your head (or out loud).
5. Hold your breath and count 1, 2, 3 in your head (or out loud).
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head (or out loud).
7. Count 1, 2, 3 in your head (or out loud) and then breathe in again through your nose.
8. Repeat these steps for five minutes and think about the questions below while you are breathing.
9. When you have finished, gently open your eyes. Have a look at the room around you and think about how you feel. Do you feel different compared to before the activity?

RECESS

YEAR 4 MATHS  
ACTIVITY



# YEAR 4 - MATHS

## LEARNING INTENTION

To identify, compare and order common fractions, decimals and mixed numerals.

### SUCCESS CRITERIA:

- I can find the place value of tenths and hundredths.
  - I can recognise fractions of equal value when recording decimal numbers and place decimals on a number line.
- I can round decimal place values to the nearest whole number.

# MATHS NUMBER NINJA!

Q1	73	+	53	=			
Q2	94	-	23	=			
Q3	9	x	11	=			
Q4	51	+	43	=			
Q5	104	-	71	=			
Q6	4	x	12	=			
Q7	100	x	439	=			
Q8	Round to nearest 100 and 1000		2837	=		=	
Q9	Double the number		236	=			
Q10	Halve the number		460	=			
Q11	Smallest:	7	2	4	1	2	=
Q12	Biggest:	6	7	7	3	3	=
Q13		8416	+	1490	=		
Q14		8615	-	569	=		
Q15		24	÷	4	=		

**(remember to give yourself a 5 minute timer)**



# MATHS NUMBER NINJA!

Q1:

Q2:

Q3:

Q4:

Q5:

Q6:

Q7:

Q8:

Q9:

Q10:

Q11:

Q12:

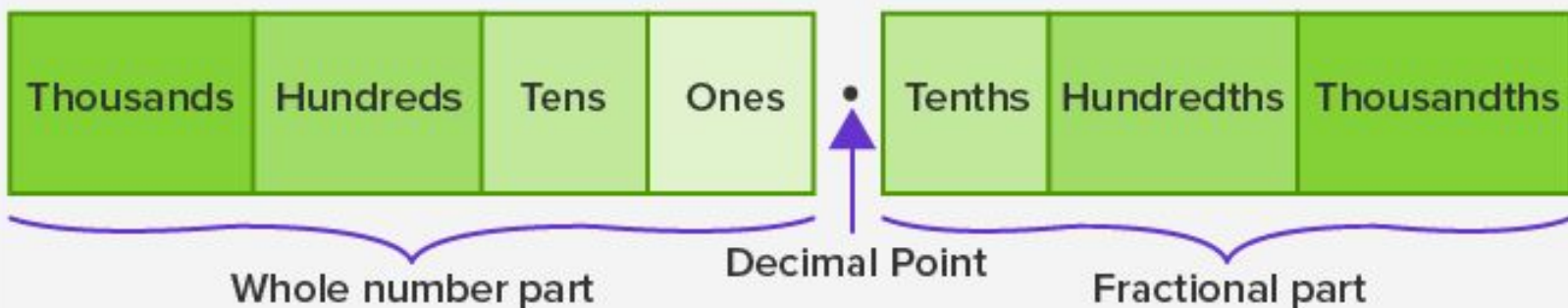
Q13:

Q14:

Q15:

# PROBLEM OF THE DAY

Fractions and decimals are representations of numbers that are less than 1 whole.



Write the number below (3528.74) using expanded notation.

For example:

35.12 would be  $30+5+1/10+2/100$  **or**  $30+5+0.1+0.02$ ).

\_\_\_\_\_ +   +   +   +   +

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
1000	100	10	1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

3, 5   2   8. 7   4



# DECIMALS - DECIMAL PLACE VALUE

Watch the video below about decimal place value.



Explain decimal place value and fractions based on the video in your own words. Include an example decimal number and fraction in your answer.

# DECIMALS - EXPANDING DECIMAL NUMBERS

**Step 1:** Expand the decimal numbers shown below. The first is done for you as an example.

1. 817.18

$$\frac{800 + 10 + 7 + 1/10 + 8/100}{}$$

**OR**  $\frac{800 + 10 + 7 + 0.1 + 0.08}{}$

2. 27.5

$$\frac{\quad + \quad}{}$$

3. 128.42

$$\frac{\quad + \quad + \quad + \quad}{}$$

4. 928.84

$$\frac{\quad + \quad + \quad + \quad}{}$$

5. 9.26

$$\frac{\quad + \quad}{}$$

6. 45.99

$$\frac{\quad + \quad + \quad}{}$$

**Step 2:** Place a number from 1-6 in the boxes on the right, to order numbers in ascending order (smallest to largest).

# NUMBER NINJA ANSWERS!

A1	126					
A2	71					
A3	99					
A4	94					
A5	33					
A6	48					
A7	43900					
A8	2800	and	3000			
A9	472					
A10	230					
A11	1	2	2	4	7	
A12	7	7	6	3	3	
A13	9906					
A14	8046					
A15	6					

COMPLETE TWO  
TASKS FROM  
MATHLETICS

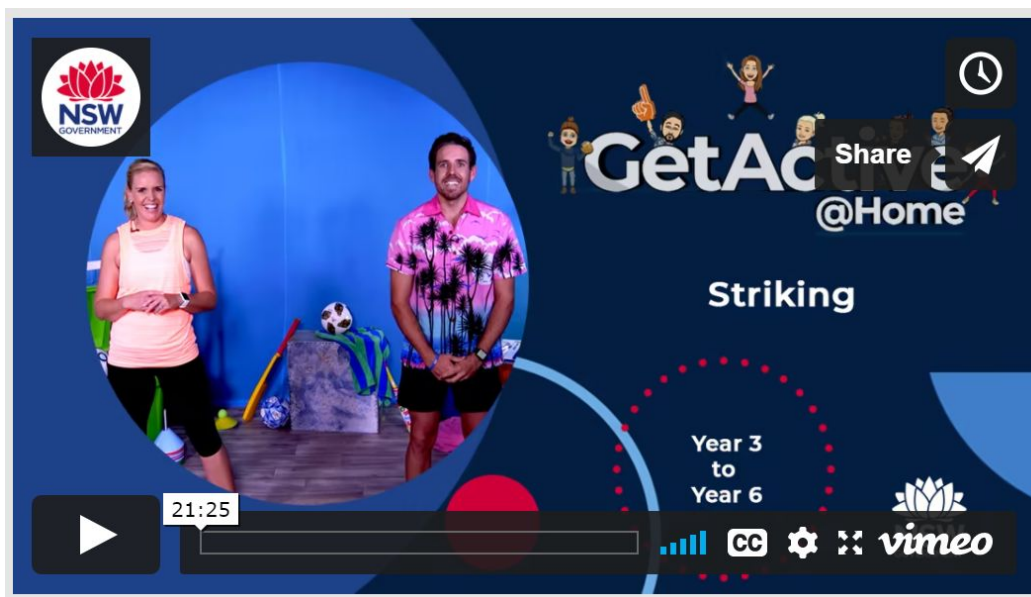


# DAY 1

## Hand and racquet control

Follow the link below to watch the episode and join in the striking fun with Adam and Elissa.

[GetActive@Home - Episode](#)



## GetActive@Home

### Episode 1 - Hand & racquet control

Stage 2

#### Challenges

- Tap the ball or socks using the palm and back of the hand while standing on one leg.
- Alternate between using both hands to tap and standing on each leg.
- Using the racquet, tap the ball continuously at the ground for a set amount of taps.
- Toss the socks in the air with one hand, then using the palm of the other hand, hit the socks into the ground. Complete a set amount.

#### Mega Challenges

- Using the racquet, tap the ball using the forehand and backhand while sitting, kneeling and standing.
- Using the hand, tap the ball or socks using the forehand and backhand continuously.
- Creative challenge - Move any way you can while tapping the ball or socks with the forehand and backhand.

#### Other variations

With a partner try:

- Create tapping combinations back and forth with a partner.
- Use a bigger soft ball to make it easier.



#### Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

**PD2-4** performs and refines movement skills in a variety of sequences and situations.

**PD2-11** combines movement skills and concepts to effectively create and perform movement sequences.

#### Sample questions

How do you move to make tapping easier ?

Where do you look when tapping the ball?

How can you control the ball to make tapping successive?

#### Teaching cues

Flat hand or racquet face.

Eyes on the ball.

Try to tap lightly.

Move your feet to track the ball.

#### Equipment

Ball or rolled up socks, bat or racquet.

# WELLBEING BREAK

## Smell the Flowers

Tip- Try this with real flowers and plants outside.

1. Find a flower to smell or imagine you can smell a flower.
2. Slowly breathe in through your nose and count 1, 2, 3 in your head.
3. Hold your breath and count 1, 2, 3 in your head.
4. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
5. Repeat with as many flowers you can think of or find.
6. You may then want to draw and colour in all the flowers you can think of or find.

### Questions to think about

- Which one did you think smelt the best and why?
- What did you smell when you breathed in?
- What did you smell when you breathed out?
- Could you feel the flower?
- What did it feel like?
- Did smelling the flowers remind you of any memory from your past?



LUNCH

# LIBRARY RESEARCH SKILLS - NOTE TAKING

Read each paragraph from the text about astronauts.

- Look for keywords and information which inform the reader about the subject.
- Next to each paragraph, write notes about the key information

Hint: Dot point notes should be a few words only, not full sentences.

Astronauts are a special type of pilot. They are qualified to travel into space in space shuttles. Both men and women can be astronauts, as long as they have completed their training.

Type your notes here

- 
- 

Astronauts conduct missions into space. While they are in space, they often deploy satellites that orbit Earth. Astronauts must also know how to repair their space craft if something goes wrong during a mission.

Type your notes here

- 
- 

Astronauts wear highly-protective space suits. These contain oxygen so the astronaut can breathe. Astronauts use heat-resistant safety tethers to stop them floating away. They also use tools built especially for doing repairs in space.

Type your notes here

- 
- 

Astronauts need to have a great amount of knowledge about space. They must be able to cope with zero gravity, which can be very demanding on the body. Astronauts must also be able to work in a team with other people.

Type your notes here

- 
-

TUESDAY  
WORKBOOK

# TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing	Reading Spelling Writing	Reading Spelling Journal writing Writing
Wellbeing Break	Spiritual wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotional wellbeing
Middle session	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	PE with Mr Ellis	Science	Geography	Visual Arts



# READING

# LEARNING INTENTION

We are learning to make connections between different texts by comparing what is similar and what is different.

## SUCCESS CRITERIA:

- I can connect something in the story to something in another text type (ie, news article, show, podcast)
- I can compare this story to another text and describe how the authors have represented the same ideas differently



# YEAR 4: CONNECT TO YOUR WUSHKA TEXT

## Text to text

*Think about something from another book, show, movie, text that you have seen that is similar to the book you read this week for Wushka. Make sure you use the word **because** to describe your connection.*

This text remind me of:

## Now compare!

Compare how the text you have chosen is similar or different to the Wushka text.

These two texts are similar **because**:

- 
- 
- 

These texts are different **because**:

- 
- 
-

# SILENT READ YOUR OWN CHOICE NOVEL FOR 15 MINUTES

Book read:

Pages read:

If you don't have any books you are interested in reading at home, visit the [Inner West Library website](#) and explore borrowing a book from their e-library. Mum or Dad will have to help you organise this, but it is well worth doing!

# SPELLING - SOUNDWAVES UNIT 20 (P)



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



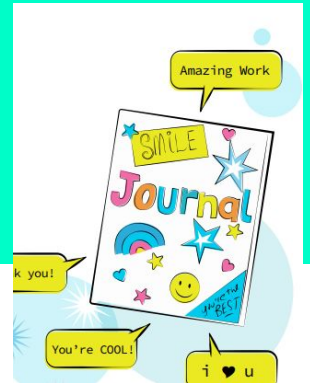
Watch ['Behind the News'](#) at 10am on ABC Me.

Write a summary of your favourite story below.

My favourite story was ...

# EMOTIONAL WELLBEING

## GRATITUDE JOURNAL



- SELECT A JOURNAL

PICK OUT A JOURNAL THAT LOOKS APPEALING, OR DECORATE A CHEAP NOTEBOOK WITH CHERISHED PICTURES OF PEOPLE OR THINGS YOU LOVE AND CARE ABOUT.

GRATITUDE JOURNALS CAN TAKE ON ANY DESIRED FORMAT. YOU MIGHT: -  
MAKE A GRATITUDE LIST OF ITEMS TO EXPRESS GRATITUDE - DRAW IMAGES  
OR CREATE A COLLAGE OF PICTURES - WRITE A POEM TO CAPTURE AND  
MOTIVATE YOUR GRATITUDE.

WRITE ABOUT

A PART OF YOUR BODY YOU ARE GRATEFUL FOR

RECESS

YEAR 4 MATHS  
ACTIVITY

# YEAR 4 - MATHS

## LEARNING INTENTION

To identify, compare and order common fractions, decimals and mixed numerals.

### SUCCESS CRITERIA:

- I can find the place value of tenths and hundredths.
  - I can recognise fractions of equal value when recording decimal numbers and place decimals on a number line.
- I can round decimal place values to the nearest whole number.



# MATHS NUMBER NINJA!

Q1	68		+	18	=		
Q2	50		-	13	=		
Q3	6		x	4	=		
Q4	117		+	113	=		
Q5	114		-	49	=		
Q6	10		x	9	=		
Q7	10		x	149	=		
Q8	Round to nearest 100 and 1000			38097	=		=
Q9	Double the number			462	=		
Q10	Halve the number			950	=		
Q11	Smallest:		3	8	9	5	6 =
Q12	Biggest:		9	0	9	4	4 =
Q13			7031	+	1461	=	
Q14			8293	-	2749	=	
Q15			32	÷	4	=	

(remember to give yourself a 5 minute timer)



# MATHS NUMBER NINJA!

Q1:

Q2:

Q3:

Q4:

Q5:

Q6:

Q7:

Q8:

Q9:

Q10:

Q11:

Q12:

Q13:

Q14:

Q15:

# PROBLEM OF THE DAY

847.29

In the number above, what is the place value of the digit:

8→

2→

4→

9→

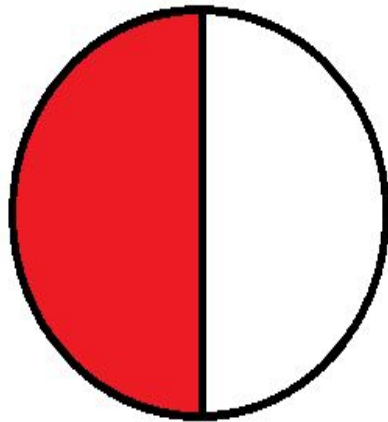
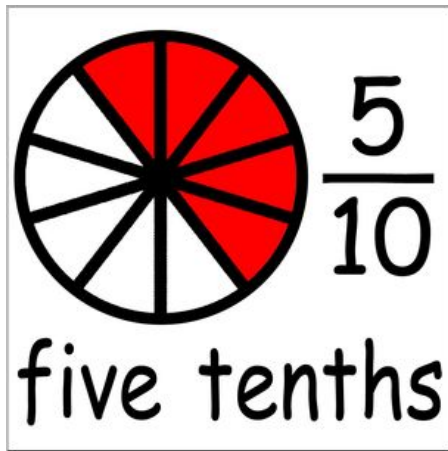
7→

Write a number which is greater than 847 but has a value less than this number.

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# FRACTIONS - COMPARING FRACTIONS AND DECIMALS

Fractions and decimals are both ways to show a value that is less than 1 whole. A fraction and its equivalent values are shown below.



As a fraction :  $\frac{1}{2}$

As a decimal : 0.5


Remember the place value after the decimal point is called **tenths**, the place value after that is called the **hundredths**.

This decimal value is showing 5 tenths or **0.5** as a decimal.

In the tenths, 5 parts are shaded out of 10 parts ( **$\frac{5}{10}$** ). In the halves, 1 part is shaded out of 2 parts ( **$\frac{1}{2}$** ). In each circle the same amount of space is shaded, which shows that these fractions are equal in value.

## Question:

Fill in the missing fraction:

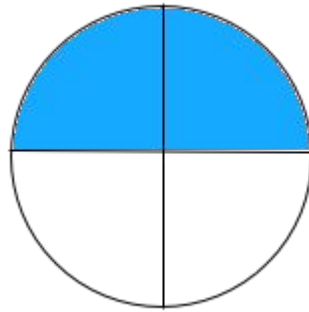
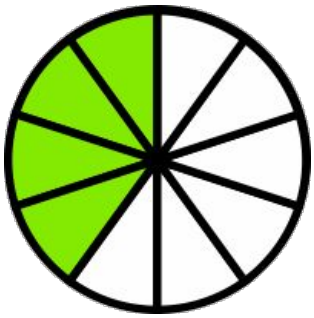
 =  $\frac{\quad}{\quad}$  = 0.25

How many tenths and hundredths are there in  $\frac{1}{4}$  ?

---

# FRACTIONS - FIND EQUIVALENT FRACTIONS AND DECIMALS.

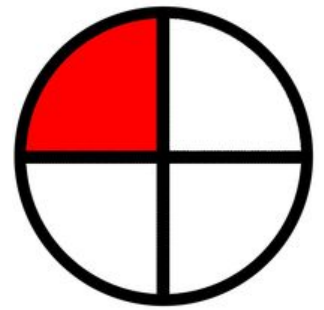
Match the **fractions** with the **diagram** and the **decimal number** of the same value by drawing a line between them.



$$\frac{1}{3}$$

$$0.5$$

$$\frac{4}{10}$$



$$0.25$$

$$\frac{2}{4}$$

$$\frac{1}{4}$$

$$0.33$$

$$0.4$$

# NUMBER NINJA ANSWERS!

A1	86					
A2	37					
A3	24					
A4	230					
A5	65					
A6	90					
A7	1490					
A8	38100	and	38000			
A9	924					
A10	475					
A11	3	5	6	8	9	
A12	9	9	4	4	0	
A13	8492					
A14	5544					
A15	8					

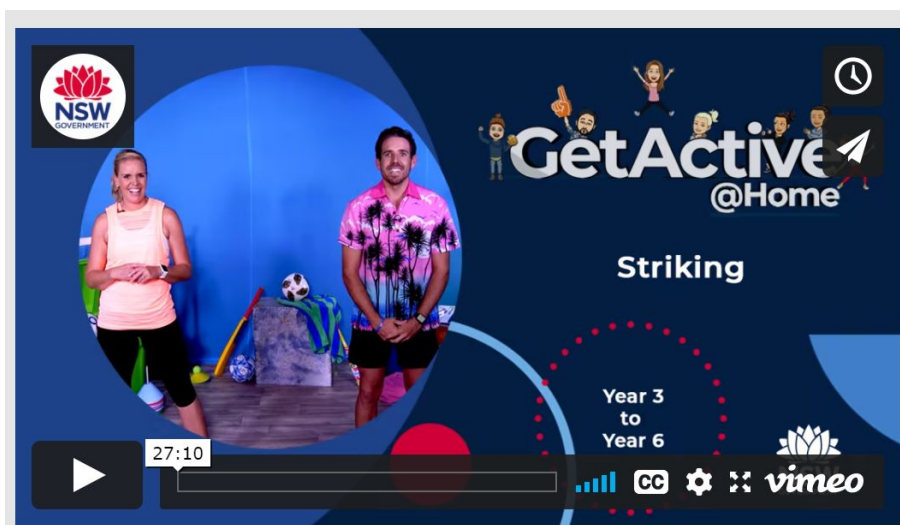
COMPLETE TWO  
TASKS FROM  
MATHLETICS

# DAY 2

## Forehand and backhand strike

Follow the link below to watch the episode and join in the striking fun with Adam and Elissa.

[GetActive@Home - Episode](#)





# FOREHAND AND BACKHAND STRIKE CHALLENGES

## GetActive@Home

### Episode 2 - Forehand & backhand strike

Stage 2

#### Challenges

Perform the following striking activities with a ball or similar.

- Using the hand or a racquet, tap the ball with the forehand and backhand in an alternate sequence.
- Using the palm of the hand or a racquet, make a forehand or backhand strike at the ball towards a wall or partner.

#### Mega Challenges

- Using the palm of the hand or a racquet, make a forehand or backhand strike at the ball towards a smaller target.
- Repeat both sequences at varying distances set from the target.

#### Creative Challenge

- Move the body any way you can while forehand and backhand striking the ball at the target.

#### Other variations

With a partner try:

- choosing different starting positions for the ball before striking at the target
- tossing the ball and allowing a bounce before striking at the target
- striking the ball to each other using forehand and backhand combinations.



#### Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

**PD2-4** performs and refines movement skills in a variety of sequences and situations.

**PD2-11** combines movement skills and concepts to effectively create and perform movement sequences.

#### Sample questions

How can you move your feet to create better body position when striking a bouncing ball?

How can you use your eyes to create more awareness of your surroundings whilst striking a ball?

#### Teaching cues

Stand side on to the target.

Striking arm up, back, down and forward in one motion (over the bridge then through the tunnel).

Step forward and follow through.

#### Equipment

Racquet (optional), ball, bean bag or rolled up pair of socks.

# GRATITUDE WELLBEING

1. SIT SOMEWHERE COMFORTABLE.
2. CLOSE YOUR EYES.
3. 3. SLOWLY BREATHE IN THROUGH YOUR NOSE AND COUNT 1, 2, 3 IN YOUR HEAD.
4. 4. HOLD THE BREATH FOR 1, 2, 3.
5. 5. SLOWLY BREATHE OUT THROUGH YOUR MOUTH AND COUNT 1, 2, 3 IN YOUR HEAD.
6. 6. REPEAT THIS 2 MORE TIMES

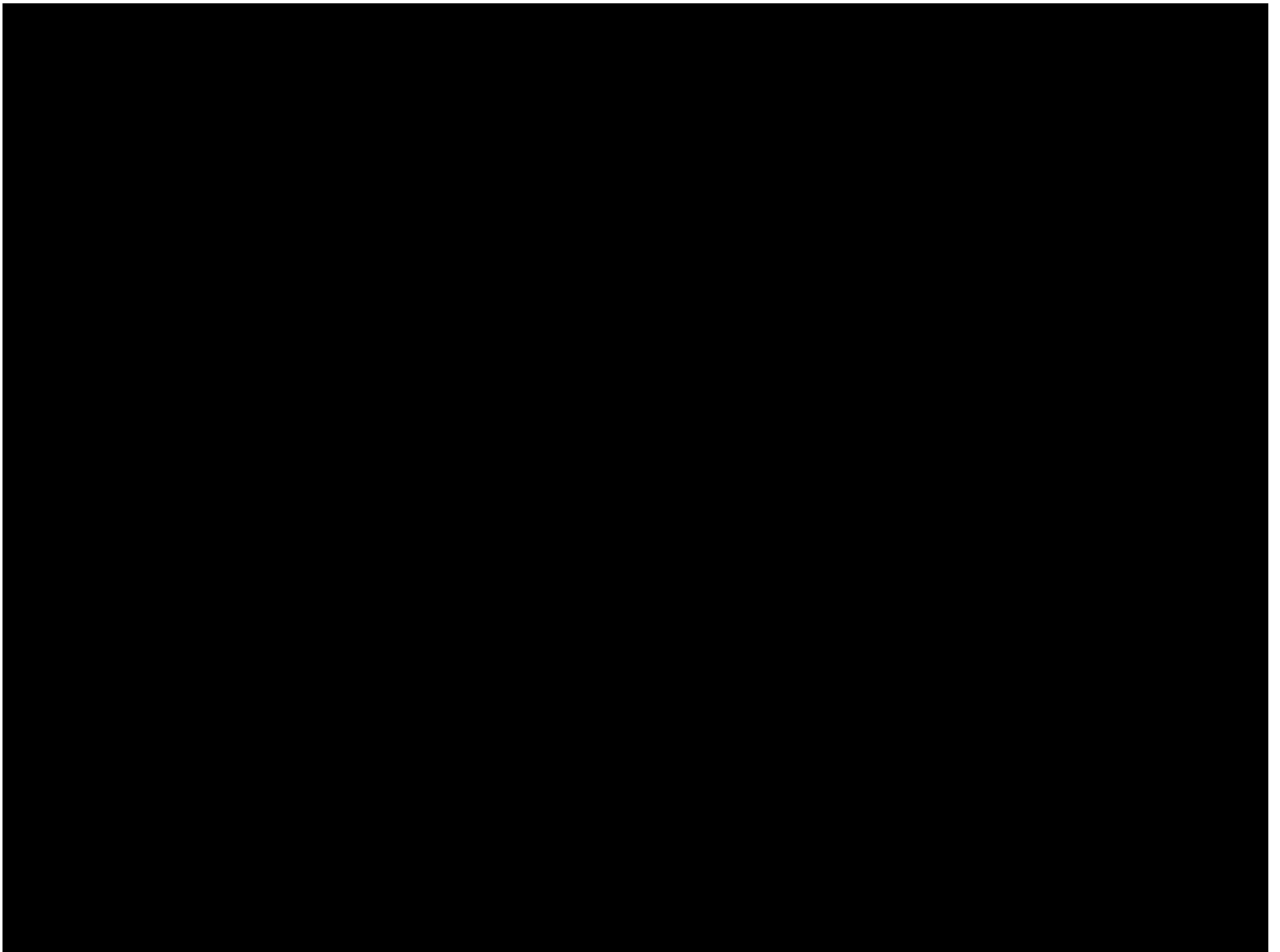
THINK ABOUT A PET THAT YOU LOVE



LUNCH

# PE WITH MR ELLIS

Watch the video and explore your fitness with Mr Ellis  
Then complete the quiz using this [link](#).



WEDNESDAY  
WORKBOOK

# TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - writing a narrative	Reading Spelling BTN	Spelling Writing	Reading Spelling Writing	Reading Spelling Journal writing Writing
Wellbeing Break	Spiritual wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotional wellbeing
Middle session	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Numberf Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

# SILENT READ YOUR OWN CHOICE NOVEL FOR 15 MINUTES

Book read:

Pages read:

If you don't have any books you are interested in reading at home, visit the [Inner West Library website](#) and explore borrowing a book from their e-library. Mum or Dad will have to help you organise this, but it is well worth doing!

# SPELLING - SOUNDWAVES UNIT 20 (P)



The soundwaves password is::

Year 4 - near766

Choose 5 spelling words and put them in alphabetical order.  
Underline (ctrl+u) the phoneme represented this week.

1	
2	
3	
4	
5	

## Rhyming Words

Choose another 5 words from your spelling list then make up rhyming words.

Spelling Word	Rhyming Word



# WRITING

# LEARNING INTENTION

We are learning to write a narrative text.

## SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.

# WRITING ACTIVITY

LOOK AT THE PICTURE BELOW:



**Some questions to think about. Write your answers if you like.**

- What is the boy doing? Why?
- Why hasn't he gone inside the shop? Will he?
- Do you think he's a good or bad character?
- What do you know for certain about him?
- What can you infer?
- Imagine that the shopkeeper sees him at the window. Role play the conversation they might have.
- How do you feel towards the boy? Would you like him? Would he be your friend/

Let's write a story about that picture.

First we need to plan our ideas. Let's start with characters and setting. This is our **ORIENTATION**

Where does the story take place? This is the **setting**.

Write at least 3 sentences about the setting here:

Who are the **main characters** in the story?

Write at least 3 sentences about the setting here:

Tomorrow we will start working on our **complication!!**

# Physical wellbeing

## Get out in Nature

Connecting with nature can play a huge role in everyone's general wellbeing.

- Go outside in your frontyard/backyard or balcony
- Take a moment to watch the clouds
- take photos of bugs or plants while enjoying the fresh air.

RECESS

YEAR 4 MATHS  
ACTIVITY

# YEAR 4 - MATHS

## LEARNING INTENTION

To identify, compare and order common fractions, decimals and mixed numerals.

### SUCCESS CRITERIA:

- I can find the place value of tenths and hundredths.
  - I can recognise fractions of equal value when recording decimal numbers and place decimals on a number line.
- I can round decimal place values to the nearest whole number.

# MATHS NUMBER NINJA!

Q1	69		+	3	=			
Q2	94		-	29	=			
Q3	5		x	2	=			
Q4	93		+	87	=			
Q5	85		-	58	=			
Q6	4		x	10	=			
Q7	100		x	241	=			
Q8	Round to nearest 100 and 1000			61182	=		=	
Q9	Double the number			535	=			
Q10	Halve the number			986	=			
Q11	Smallest:		4	0	6	1	7	=
Q12	Biggest:		9	7	8	7	1	=
Q13			8281	+	641	=		
Q14			8315	-	2732	=		
Q15			28	÷	4	=		

**(remember to give yourself a 5 minute timer)**





# MATHS NUMBER NINJA!

Q1:

Q2:

Q3:

Q4:

Q5:

Q6:

Q7:

Q8:

Q9:

Q10:

Q11:

Q12:

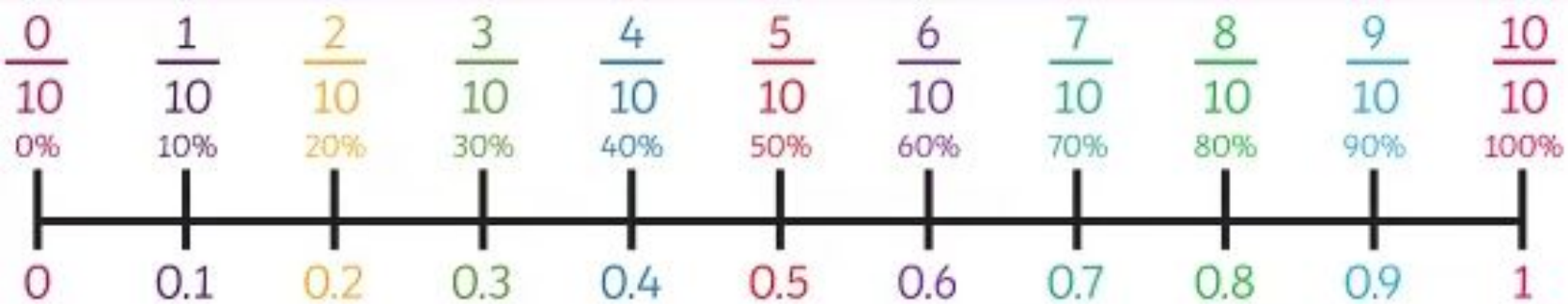
Q13:

Q14:

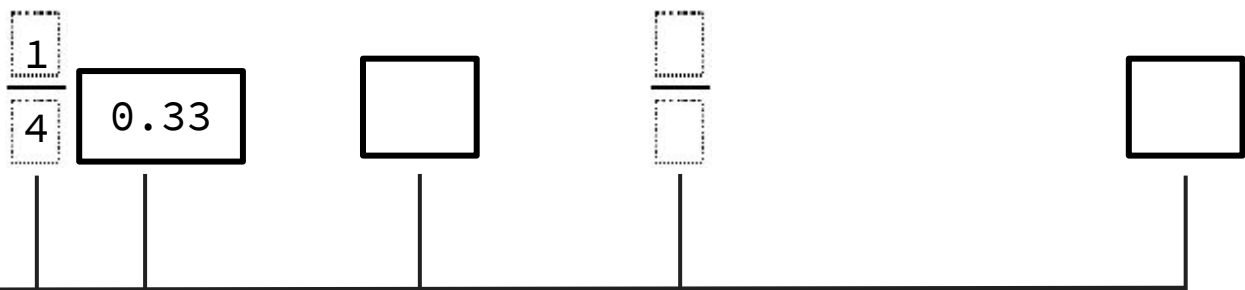
Q15:

# PROBLEM OF THE DAY

Fractions and decimals can be placed on a number line to compare their values.

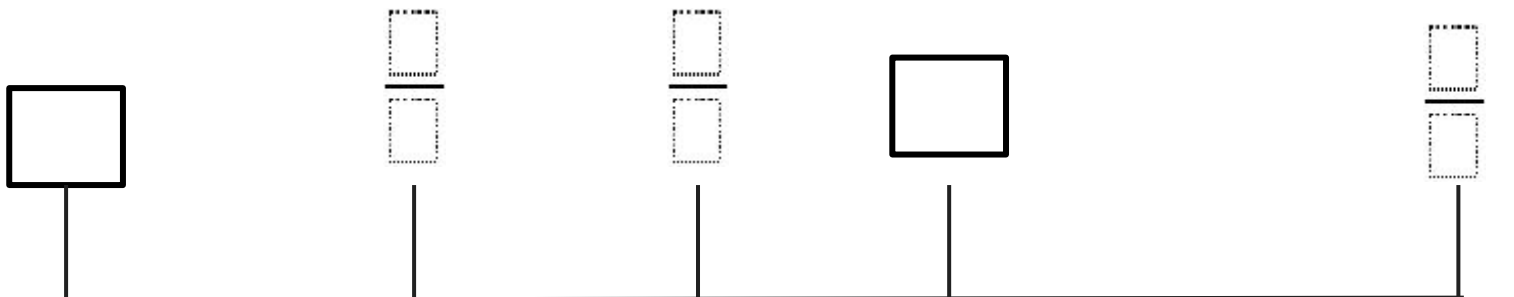


Use the number line above to help you fill in the blank number lines below using fractions and decimal numbers.



0

1


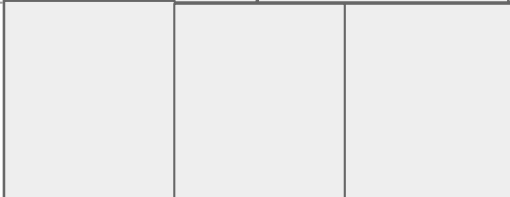

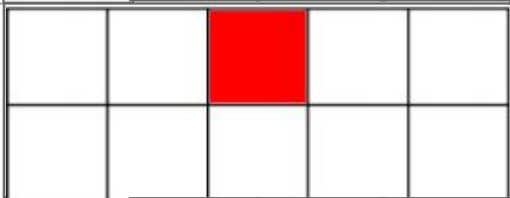

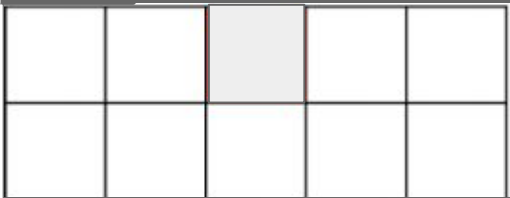



0

1

# FRACTIONS - EQUIVALENT FRACTIONS AND DECIMALS

Fill in this missing diagrams, fractions or decimals in the table below.

Fraction	Decimal	Picture
	0.5	
	0.33	
1/4		
		
		
5/10		
	0.75	

# FRACTIONS - FINDING FRACTIONS AND DECIMALS ON A NUMBER LINE

Place the fractions and decimal numbers listed below on the blank number lines. You can create a text box to write each fraction.

$\frac{1}{4}$  , 0.25, 0.66,  $\frac{1}{1}$



$\frac{1}{3}$  ,  $\frac{3}{4}$  , 1.0, 0.1



$1\frac{1}{2}$ , 0.33, 0.5,  $\frac{5}{10}$



# NUMBER NINJA ANSWERS!

A1	72					
A2	65					
A3	10					
A4	180					
A5	27					
A6	40					
A7	24100					
A8	61200	and	61000			
A9	1070					
A10	493					
A11	0	1	4	6	7	
A12	9	8	7	7	1	
A13	8922					
A14	5583					
A15	7					

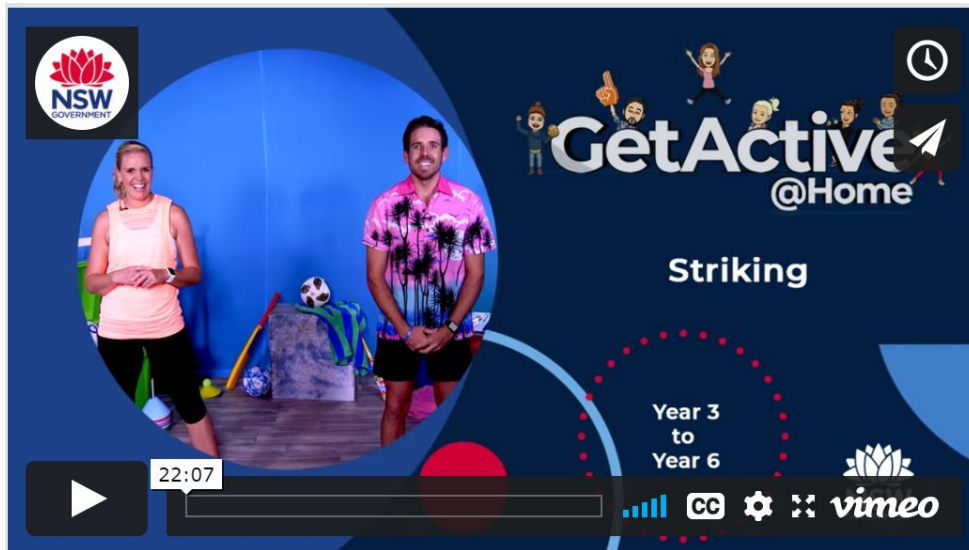
COMPLETE TWO  
TASKS FROM  
MATHLETICS

# DAY 3

## Forehand and backhand strike

Follow the link below to watch the episode and join in the striking fun with Adam and Elissa.

[GetActive@Home - Episode](#)



# FOREHAND AND BACKHAND STRIKE CHALLENGES

## GetActive@Home

### Episode 3 - Forehand & backhand strike

Stage 2

#### Challenges

Perform the following striking activities with a balloon.

- Using the open palm and back of the hand to practise forehand and backhand striking with a partner.
- Drop the balloon from the top of your head towards your back. Turn and use the forehand or backhand strike to hit the balloon. Try running to the balloon to strike it back again.
- With a partner, set up a pretend net with two or more markers. Practise forehand and backhand striking to each other continuously while completing jumping jacks in between.

#### Mega Challenges

- With a partner and using two balloons, strike the balloons to each other at the same time.
- Creative Challenge: Perform Dance moves in between striking a balloon to a partner.

#### Other variations

With a partner try:

- performing a different body weight resistance movement in between striking the balloon eg. squat or tuck jump.
- work with a partner and try to keep more than two balloons up in the air.



#### Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

**PD2-4** performs and refines movement skills in a variety of sequences and situations.

**PD2-11** combines movement skills and concepts to effectively create and perform movement sequences.

#### Sample questions

How can you move your feet to create better body position when striking a moving balloon?

How can you use your eyes to create more awareness of your surroundings whilst striking a balloon?

#### Teaching cues

Stand side on to the target.

Striking arm up, back, down and forward in one motion (over the bridge then through the tunnel).

Step forward, toss, strike and follow through.

#### Equipment

Balloon and two field markers or similar.



# Physical wellbeing



Try doing this stretching exercise

## Frog Pose

This pose is good for opening your hips and groin muscles

How to do:

- Begin in a tabletop position.
- Make sure your hands are underneath your shoulders and knees are stacked under your hips. Have your ankle in line with your knees. Point your fingers forward.
- Look downwards and focus at a point between your hands.
- Inhale and slowly widen the distance between your knees as much as you can without over stretching. Point your toes away from your body.
- Make sure the ankles and hips are in line with your knees.
- Continue sliding downwards while keeping your palms and elbows flat against the floor, if you can and aren't over stretching.
- Exhale and keep pushing your hips backwards until a stretch is felt.
- Now, hold this position for three to five breaths.
- Come back to the table position again.

LUNCH

# SCIENCE - EARTH & SPACE

## SOIL

You were meant to watch this video last week, but here it is again, just in case the ole' brain has gone a bit blank.

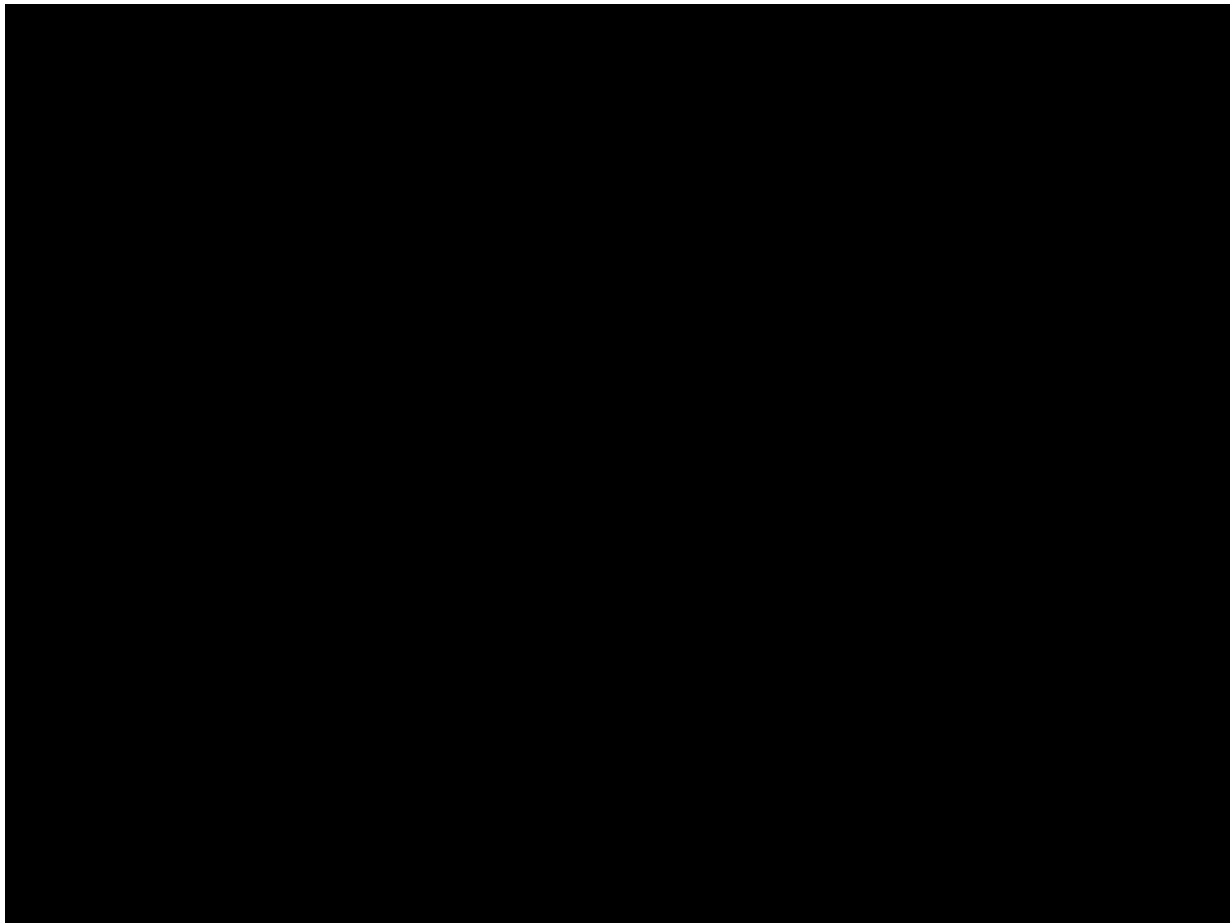
### LAYERS OF SOIL



# SCIENCE - EARTH & SPACE

After watching the video, draw the cross section (that means a side on view) of the different layers of soil and label each one..

Now watch this video of weathering and erosion and answer the questions on the next slide.





# SCIENCE - EARTH & SPACE

Have a look at the following images for some examples of different types of weathering.

## Chemical weathering





# SCIENCE - EARTH & SPACE

Water weathering



# SCIENCE - EARTH & SPACE

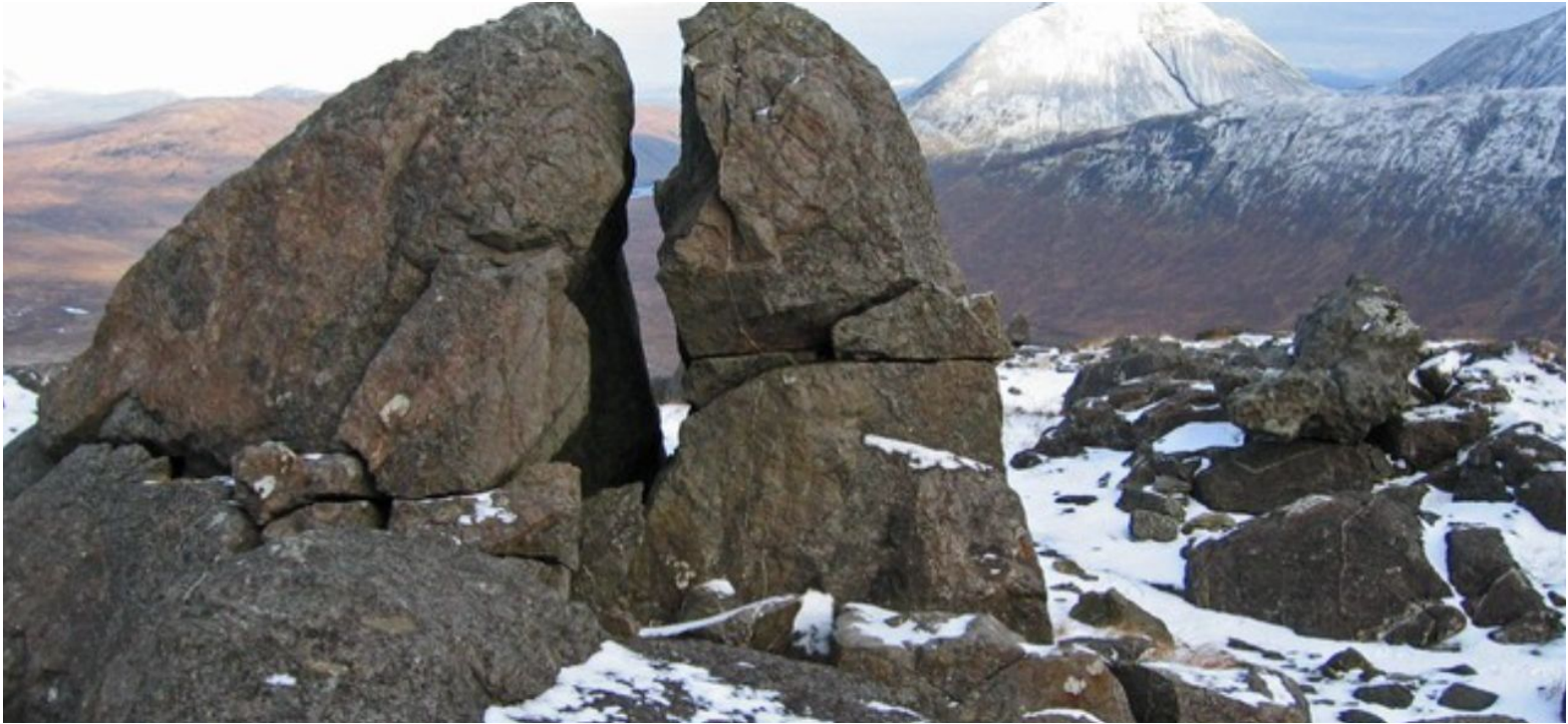
## Wind weathering





# SCIENCE - EARTH & SPACE

Frost / ice weathering



THURSDAY  
WORKBOOK

# TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional Feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing Writing a narrative	Reading Spelling Writing a narrative	Reading Spelling Writing a narrative
Wellbeing Break	Spiritual Wellbeing	Emotional wellbeing	Physical wellbeing	Cognitive wellbeing	Emotionall wellbeing
Middle session	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

# READING

## 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 look up the meaning of an unknown word in the dictionary and then use the word in a sentence
- I can use my knowledge of prefixes to read and interpret unfamiliar words

# READING - LOG IN TO WUSHKA AND RE-READ YOUR TEXT

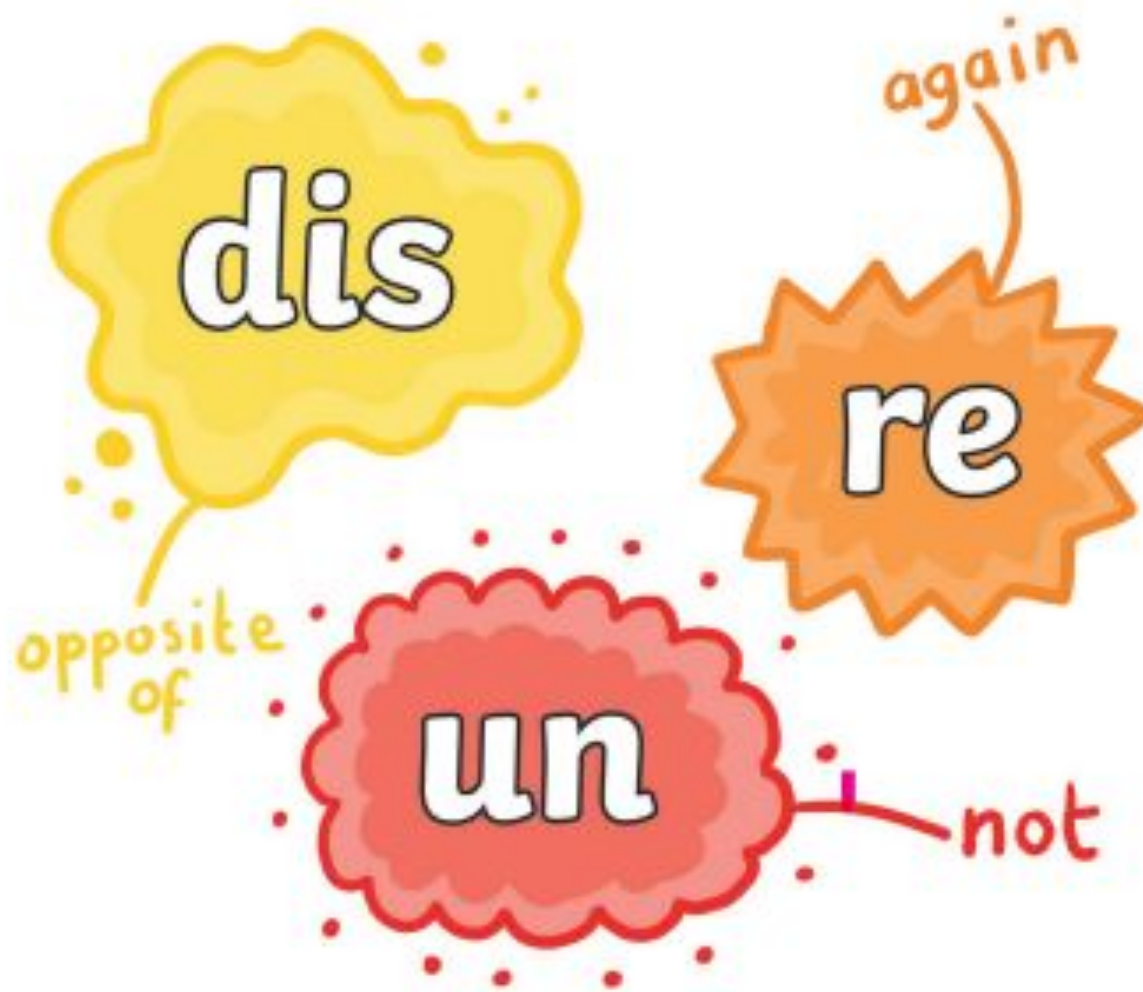
Which book did you read? \_\_\_\_\_

## Finding word meaning in context

1. Find a new or interesting word from the text.
2. Look the word up in the dictionary (you can use an online dictionary like [Britannica Kids](#))
3. Write it into a sentence to show its meaning.

New word	
Dictionary meaning	
Use it in a sentence	

# Prefixes



A prefix is added to the beginning of a word to make a new word.

# EXAMPLES OF PREFIXES

**Prefix: bi**



**Meaning:**  
two, twice

**b**icycle **b**iannual

**Prefix: tele**



**Meaning:**  
far, at a  
distance

**tele**vision **tele**phone

**Prefix: dis**



**Meaning:**  
not

**dis**like **dis**agree

**Prefix: mis**



**Meaning:**  
wrong

**mis**take **mis**behave

**Prefix: un**



**Meaning:**  
not, without

**un**happy **un**known

**Prefix: anti**



**Meaning:**  
against,  
opposite

**anti**biotic **anti**social

# PREFIXES - DRAG THE MEANING BOXES TO THE CORRECT PREFIX

un

re

pre

mis

dis

in

anti

Not, opposite of

wrongly

Against, opposite

before

again

Not

Not, into



# PREFIXES

Find base words with prefixes in your wushka text or own choice novel/text. Record below.

Prefix	Base word
Un	fair

Pick one of the words in the table and use it in a sentence:

# SILENT READ YOUR OWN CHOICE NOVEL FOR 15 MINUTES

Book read:

Pages read:

If you don't have any books you are interested in reading at home, visit the [Inner West Library website](#) and explore borrowing a book from their e-library. Mum or Dad will have to help you organise this, but it is well worth doing!

# SPELLING - SOUNDWAVES UNIT 20

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

1. The pore bird kwickly escaped from the preying lion.
2. "It will probyly rain tomorrow!" said Dad. "Be positive please!"  
"Tomorrow is my birthday parti". I replied.
3. We need to look after our plannet for future generations
4. In summer, I like to splach and sprai water to keep cool.

## Challenge Questions

5. I undertook a perilous journey to the mountain to find a presious  
perpal jewel.
6. It's okay to have oppzit interests to friends because they can explayn  
it to you

1	
2	
3	
4	
	Challenge Sentences:
5	
6	

# WRITING

# LEARNING INTENTION

We are learning to write a narrative text.

## SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.

HERE IS OUR PICTURE FROM WEDNESDAY:



Yesterday you worked on characters in your narrative and the setting of your narrative, which is the **ORIENTATION** of the story. Today we will try and think of some ideas for our **COMPLICATION** which is the problem in the story. Every story has one! We will also work out what the **SERIES OF EVENTS** are in our story. These are the things that actually happen.. We are going to use a template to help us. Write your ideas in the template on the next page.

Use the template below to write your ideas.  
Don't worry about the ending yet!

**Title**

**Orientation**

Type here!

**Complication**

This is the problem in the story.

Type here!

**Series of Events**

This is what happens in the story.

Type here!

**Resolution**

Type here!

# COGNITIVE WELLBEING

## Pen flipping brain break

- Take a pen and flip it one revolution.
- Now do the same thing with your other hand.
- Now get a pen for both hands and try to do both pens at the same time.
- If you really are good at that, then try to throw the pens up into the air and catch them in opposite hands. This is tough.

RECESS



YEAR 4 MATHS  
ACTIVITY

# YEAR 4 - MATHS

## LEARNING INTENTION

To identify, compare and order common fractions, decimals and mixed numerals.

### SUCCESS CRITERIA:

- I can find the place value of tenths and hundredths.
  - I can recognise fractions of equal value when recording decimal numbers and place decimals on a number line.
- I can round decimal place values to the nearest whole number.

# MATHS NUMBER NINJA!

Q1	22	+	59	=			
Q2	91	-	20	=			
Q3	11	x	9	=			
Q4	65	+	117	=			
Q5	175	-	23	=			
Q6	12	x	6	=			
Q7	10	x	251	=			
Q8	Round to nearest 100 and 1000		69132	=		=	
Q9	Double the number		715	=			
Q10	Halve the number		316	=			
Q11	Smallest:	5	7	3	9	7	=
Q12	Biggest:	4	5	5	5	4	=
Q13		7104	+	786	=		
Q14		6094	-	3200	=		
Q15		40	÷	4	=		

(remember to give yourself a 5 minute timer)



# MATHS NUMBER NINJA!

Q1:

Q2:

Q3:

Q4:

Q5:

Q6:

Q7:

Q8:

Q9:

Q10:

Q11:

Q12:

Q13:

Q14:

Q15:

# PROBLEM OF THE DAY

Round the numbers below. Explain your answers!

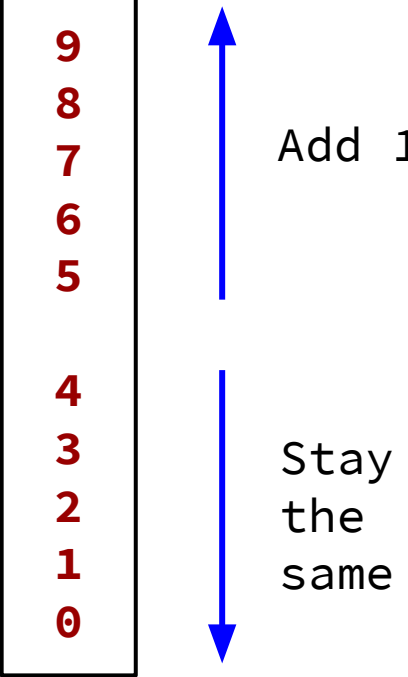
Nearest 100:           **2763**

Nearest 10:           **352**

Nearest 1:           **18.31**

# DECIMALS - ROUNDING

Rounding numbers means making a number simpler but keeping the value close to the original number.



**Rounding Poem**

Find your **place**  
Look **next door**  
5 or greater, **add one** more  
All digits in front stay the same  
All digits behind, zero's your name

*Example:*

**Round to nearest ten**

$6\underline{3} \rightarrow 60$   
 $6\underline{5} \rightarrow 70$   
 $5\underline{24} \rightarrow 520$   
 $5\underline{28} \rightarrow 530$

**Round to nearest hundred**

$4\underline{35} \rightarrow 400$   
 $4\underline{62} \rightarrow 500$   
 $7\underline{328} \rightarrow 7300$   
 $7\underline{356} \rightarrow 7400$

You can also round decimal numbers by looking 1 place value to the right of the digit you are trying to round. You round to the nearest whole number by looking at the tenths place.

E.g. 3.92 rounded to the nearest whole number would be:

- 3 is in the ones place so we look to the right at the 9 in the tenths place
- 3.92 is between 3 and 4
- 9 is between 5 and 9, so we round up
- 4.00 is the final answer (4.00 is the same as 4)

# DECIMALS - ROUNDING

Round the decimal numbers below to the nearest whole number (the nearest one).

1.  $8.14 =$

2.  $17.5 =$

3.  $0.52 =$

4.  $55.31 =$

5.  $5.8 =$

6.  $3.99 =$

7.  $4.12 =$

8.  $3.6 =$

9.  $11.4 =$

Draw an arrow to match each number to its nearest whole number. An example is shown.

6.12

8.49

3.5

1.05

0.41

9.25

2.84

5.37

0

1

2

3

4

5

6

7

8

9

# NUMBER NINJA ANSWERS!

A1	81				
A2	71				
A3	99				
A4	182				
A5	152				
A6	72				
A7	2510				
A8	69100	and	69000		
A9	1430				
A10	158				
A11	3	5	7	7	9
A12	5	5	5	4	4
A13	7890				
A14	2894				
A15	10				



COMPLETE TWO  
TASKS FROM  
MATHLETICS

# PDHPE - RESPECT



James and Alice ask to join the soccer team. Suzie ignores their request and carries on playing. Tom stops playing and invites James and Alice to play.

Who is showing respect or disrespect? How?

LUNCH

# GEOGRAPHY - PLACES ARE SIMILAR AND DIFFERENT

## Australia's Neighbours

### Learning Intention

Locate and record Australia's neighbours on a map.

Focus Question

Should we know our neighbours?



# Why should we know our neighbours?

Watch this video

<https://www.inquisitive.com/video/218-neighbours>

Discuss what the neighbours are doing. List some reasons why neighbours are important?

---

---

---

---

Did you know that countries have neighbours too?  
Who are Australia's neighbours?

List all the countries you think might be neighbours to Australia.

---

---

---

---

---

Use an atlas or Google Earth to find Australia's neighbours. Write the name of each neighbouring country and write its direction from Australia.

---

---

---

---

---

Write the name for each country on the map (country names are usually in capitals). Some countries are small and include many islands. You can write the name beside the country. Colour each country a different colour.



FRIDAY  
WORKBOOK

# TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing Writing a narrative.	Reading Spelling Writing Writing a narrative	Reading Spelling Writing a narrative.
Wellbeing Break	Physical wellbeing	Emotional wellbeing	Social wellbeing	Spiritual wellbeing	Emotional wellbeing
Middle session	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts



# READING

## LEARNING INTENTION

We are learning to pose and answer inferential questions

### SUCCESS CRITERIA:

- I can *infer* a character's feelings from their actions
- I can justify my opinion by using the word **because** in my answer and giving examples from the text.

# ASKING INFERENTIAL QUESTIONS

What two questions would you ask the main character in your Wushka book? Try to start with why or how. Then, pretend you are the main character and answer your questions!

## Examples of questions:

Why did you do?

How did you feel when.....?

What do you think might happen to you next?

What do you think might have happened if you had done this instead of that?

## My questions:

1.

2.

## My answers:

1.

2.

# SILENT READ YOUR OWN CHOICE NOVEL FOR 15 MINUTES

Book read:

Pages read:

If you don't have any books you are interested in reading at home, visit the [Inner West Library website](#) and explore borrowing a book from their e-library. Mum or Dad will have to help you organise this, but it is well worth doing!

# WRITING

# LEARNING INTENTION

We are learning to write a narrative text.

## SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.

HERE IS OUR PICTURE FROM THURSDAY:



Yesterday you worked on **Orientation**, **Complication** and **Series of Events**. Today you're going to think about your **RESOLUTION**. The resolution is how the problem in the story is solved, and how the story ends.

# WRITING GOOD STORY BEGINNINGS. HERE ARE SOME IDEAS TO TRY.

When we write a story we want to get the reader's attention as soon as we can! Today when you write your story, use one of these ideas to make the start of your story catch your readers quickly!

## Setting

Start by giving a great description of the setting of the story. Use lots of adjectives, similes and metaphors.

## Character

Begin your story with a detailed description of your main character. Make the reader really want to get to know them and find out what happens.

## Action

Start your story with some action! Describe something exciting or strange that is happening, so the reader really wants to find out how things end!

**H**ere is the template again. Use it to write your resolution and then get started on your story!

**Title**

**Orientation**

**Complication**

**Series of Events**

**Resolution**

WRITE YOUR STORY HERE.

A large, empty rectangular box with a thin black border, occupying most of the page below the text. It is intended for the user to write their story.



# SPELLING YEAR 4 - SOUNDWAVES UNIT 20



The soundwaves password is::

Year 4 - near766

1. Rewrite the list words by adding the grapheme **p** or **pp**.

\_roud    \_oor    s\_lash    \_robably    o\_\_osite    a\_\_roach

a\_\_ear    \_ale    \_iece    \_lane    ex\_lain    s\_ray

2. Write the following sentences using past tense verbs e.g teach/taught, clap/clapped, see/saw, fly/flew

Sentence	Sentence with past tense verb
My mum ( <u>keep</u> ) all my school pictures.	
When we were babies we ( <u>sleep</u> ) in cots.	
The frightened cat ( <u>leap</u> ) over the fence.	
Yesterday we ( <u>hope</u> ) for snow.	
My dog ( <u>spring</u> ) up on the dinner table.	

3. Unjumble and rewrite the words in the box below

opch    ptsle    polcie    usppoes    pu    lanpeaero

# PHYSICAL WELLBEING



## Butterfly Pose

A pose that makes you flutter like a graceful butterfly. How to do:

- Sit with your spine upright and legs spread out straight.
- From a seated position, bring the bottoms of the feet together with the knees bent out to the sides, and interlace the fingers around the toes
- While exhaling, gently move your thighs and knees in a downward motion.
- Then start flapping your legs up and down, like the wings of a butterfly.
- The flapping should be slow to start with, and then pick up speed.
- Keep your back flat and the chest open.
- Slow down gradually and then stop.
- Gently release your posture while exhaling. Caution: If you have tightness in your hips, knees, or groin, sit a blanket under your thighs to prevent pain.

RECESS

YEAR 4 MATHS  
ACTIVITY

# YEAR 4 - MATHS

## LEARNING INTENTION

To identify, compare and order common fractions, decimals and mixed numerals.

### SUCCESS CRITERIA:

- I can find the place value of tenths and hundredths.
  - I can recognise fractions of equal value when recording decimal numbers and place decimals on a number line.
- I can round decimal place values to the nearest whole number.

# MATHS NUMBER NINJA!

Q1	26	+	57	=			
Q2	41	-	29	=			
Q3	3	x	11	=			
Q4	71	+	105	=			
Q5	144	-	13	=			
Q6	9	x	6	=			
Q7	1000	x	193	=			
Q8	Round to nearest 100 and 1000		92831	=		=	
Q9	Double the number		800	=			
Q10	Halve the number		712	=			
Q11	Smallest:	6	0	8	1	9	=
Q12	Biggest:	3	9	6	8	0	=
Q13		5176	+	1445	=		
Q14		5429	-	3416	=		
Q15		48	÷	4	=		

(remember to give yourself a 5 minute timer)



# MATHS NUMBER NINJA!

Q1:

Q2:

Q3:

Q4:

Q5:

Q6:

Q7:

Q8:

Q9:

Q10:

Q11:

Q12:

Q13:

Q14:

Q15:

# PROBLEM OF THE DAY

Write, draw or explain everything that you can about the following number. Include facts about mixed numerals, fractions, decimals and rounding.

**3.75**

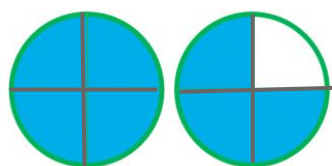


# DECIMALS, FRACTIONS AND MIXED NUMERALS

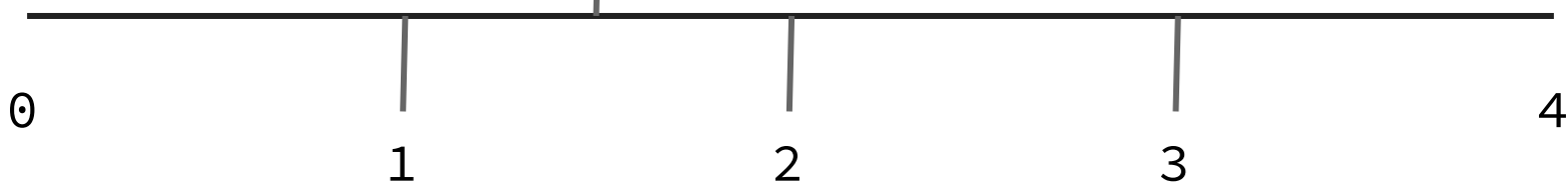
Place each fractions, mixed numeral and decimal number in order from smallest to largest.

**Draw diagrams** and **use number lines** to help you.  
The first number is done for you.

$1 \frac{1}{2}$ ,  $0.33$ ,  $\frac{3}{4}$ ,  $2.75$ ,  
 $\frac{4}{4}$ ,  $2 \frac{3}{4}$ ,  $\frac{2}{3}$ ,  $3.66$

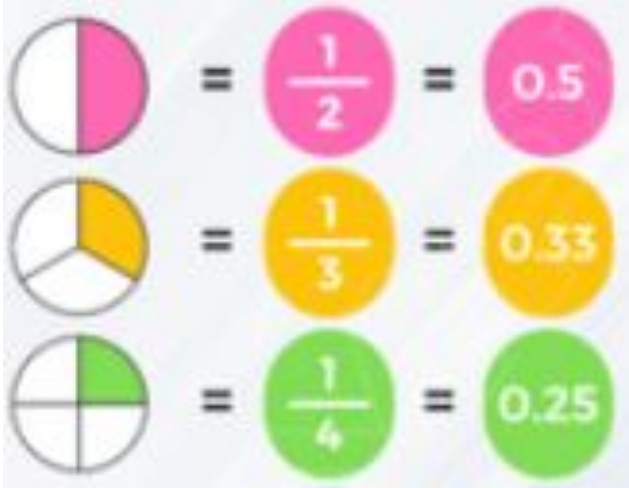


$1 \frac{1}{2}$

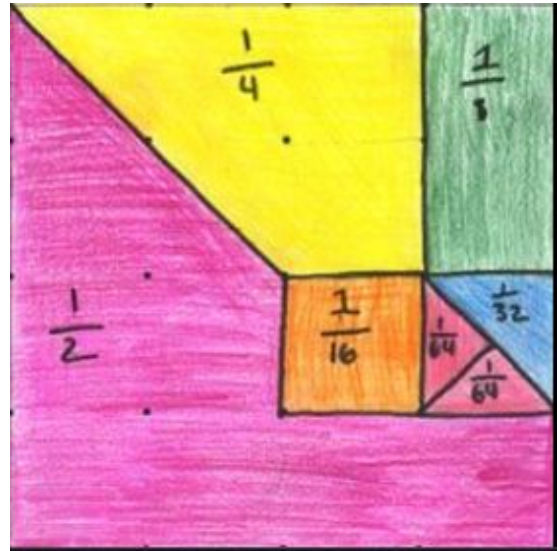


# FRACTION AND DECIMAL - ACTIVITIES

Try one or more of the following activities.



Create (or draw) art about fractions or decimals.



Create a poster explaining fractions, decimals and mixed numerals.



Write 3 or more examples of when you use fractions and decimals in real life!

Share your best 3 fraction or decimal jokes! I'm sure only a proper fraction of you will try this.



If you don't have resources at home, you could use the shape app to make shape fractions/drawings! <https://apps.mathlearningcenter.org/pattern-shapes/>



# NUMBER NINJA ANSWERS!

A1	83				
A2	12				
A3	33				
A4	176				
A5	131				
A6	54				
A7	193000				
A8	92800	and	93000		
A9	1600				
A10	356				
A11	0	1	6	8	9
A12	9	8	6	3	0
A13	6621				
A14	2013				
A15	12				

COMPLETE TWO  
TASKS FROM  
MATHLETICS

# SOCK TENNIS WITH GOT GAME



What you need: a pair of socks to use as a tennis ball.

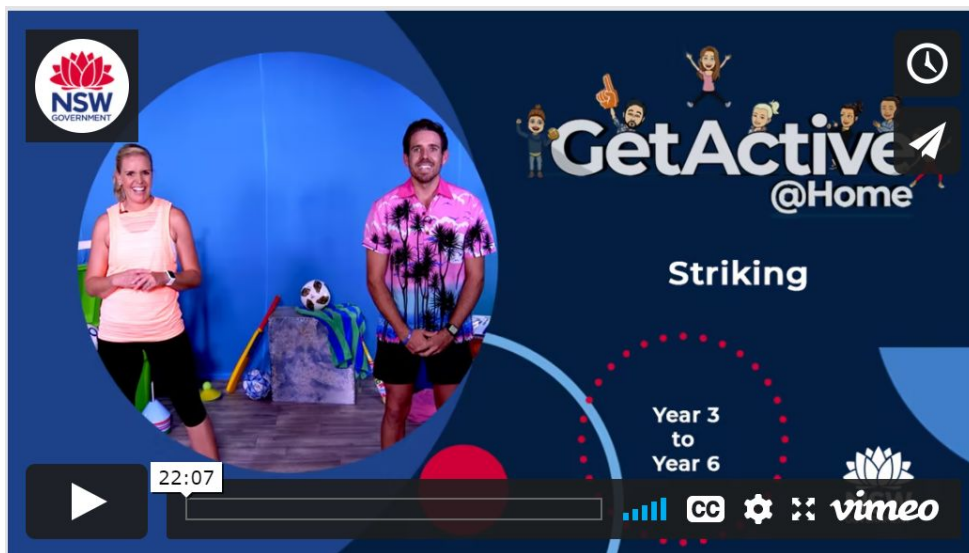
Practise gently serving 'the ball' over a coffee table. Ask your sibling or parents to join in and return the 'ball' to you!

# DAY 3

## Forehand and backhand strike

Follow the link below to watch the episode and join in the striking fun with Adam and Elissa.

[GetActive@Home - Episode](#)





# FOREHAND AND BACKHAND STRIKE CHALLENGES

## GetActive@Home

### Episode 3 - Forehand & backhand strike

Stage 2

#### Challenges

Perform the following striking activities with a balloon.

- Using the open palm and back of the hand to practise forehand and backhand striking with a partner.
- Drop the balloon from the top of your head towards your back. Turn and use the forehand or backhand strike to hit the balloon. Try running to the balloon to strike it back again.
- With a partner, set up a pretend net with two or more markers. Practise forehand and backhand striking to each other continuously while completing jumping jacks in between.

#### Mega Challenges

- With a partner and using two balloons, strike the balloons to each other at the same time.
- Creative Challenge: Perform Dance moves in between striking a balloon to a partner.

#### Other variations

With a partner try:

- performing a different body weight resistance movement in between striking the balloon eg. squat or tuck jump.
- work with a partner and try to keep more than two balloons up in the air.



#### Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

**PD2-4** performs and refines movement skills in a variety of sequences and situations.

**PD2-11** combines movement skills and concepts to effectively create and perform movement sequences.

#### Sample questions

How can you move your feet to create better body position when striking a moving balloon?

How can you use your eyes to create more awareness of your surroundings whilst striking a balloon?

#### Teaching cues

Stand side on to the target.

Striking arm up, back, down and forward in one motion (over the bridge then through the tunnel).

Step forward, toss, strike and follow through.

#### Equipment

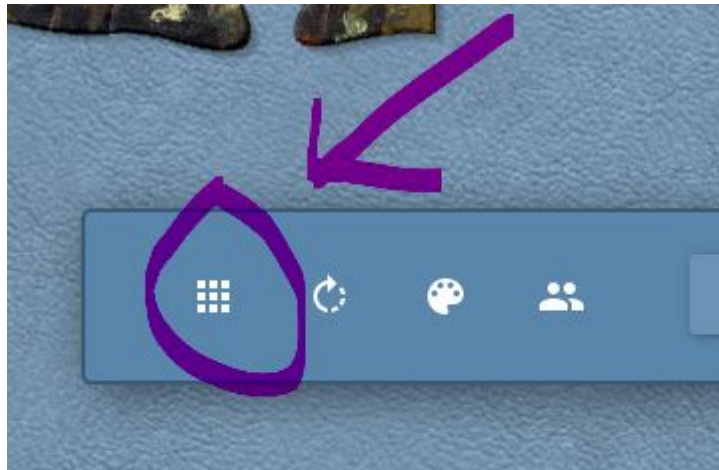
Balloon and two field markers or similar.



LUNCH

# VISUAL ART - APPRECIATING ARTWORKS

Visit the [Art Gallery of NSW](#) website and complete the free puzzle for Charles Conder's Rainy Day. You can choose how many pieces your puzzle has by clicking on this icon:



1. What is the artwork showing?
2. Why do you think Charles Conder wanted to paint this scene?