Year 4: Term 4, Week 4

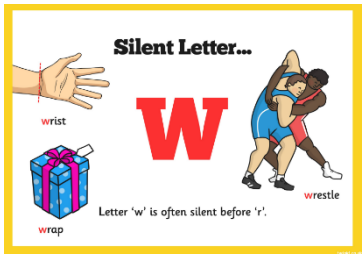
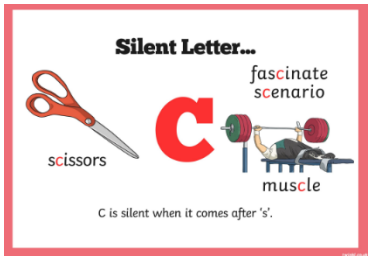
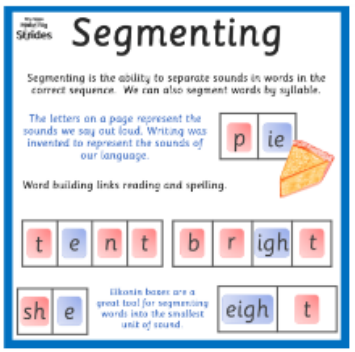
Year 4 is now back learning at school.

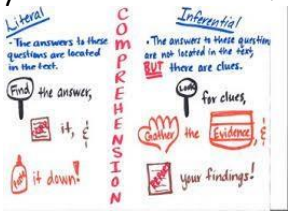
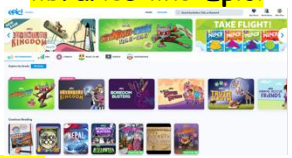
This means class teachers will only be working with children in the classroom.

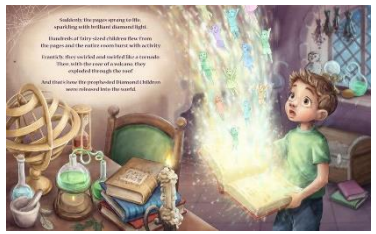
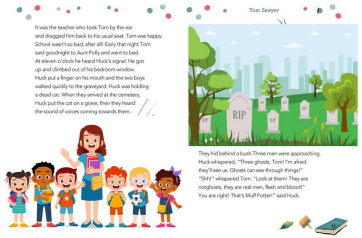
There will be no more learning grids after this week.

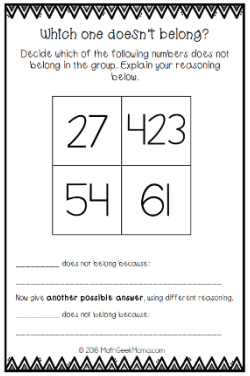
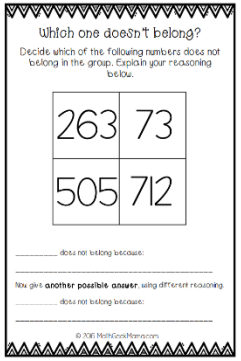
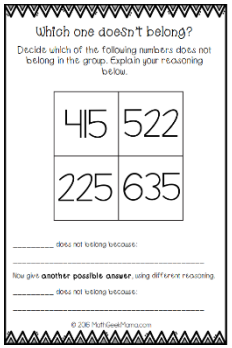
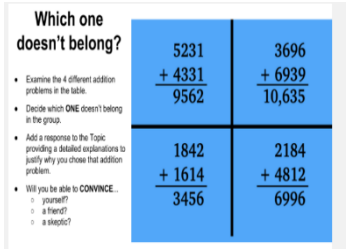
We hope to see you very soon!

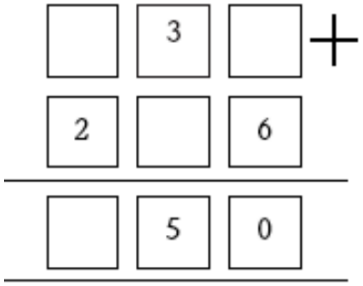
Check in with…	Remember…	
○ Reading Eggspress for assigned activities and online books ○ Mathletics for assigned activities and to practise skills	• Have regular breaks • **READ daily!**	• Try to do some work outside in the sun • **TRY your best!**

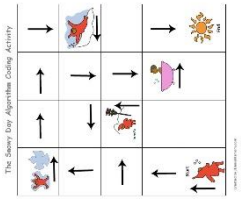
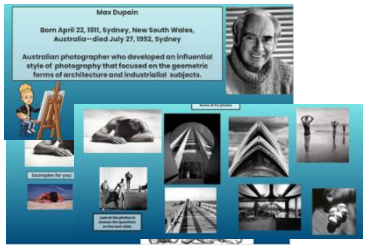
	Monday 25/10	Tuesday 26/10	Wednesday 27/10	Thursday 28/10	Friday 29/10
Spelling	**Topic** **I can identify the silent letter w.** Silent letters have no sound in a word. The letter w is often silent before r. Read the story 'Theo the writer'. Highlight all the silent w words you can find. **EXTENSION**-Can you find any other words with silent letters? 	**Topic** **I can identify the silent letters g and k.** The letters g and k are silent if the appear before the letter n in a word. Complete the Spelling Bee's match challenge on the worksheet below.  Spelling Bee's Match Challenge 	**Morphemic-Silent letters** **I can identify the silent letter c.** The letter c is silent when it comes after s in a word. Locate the silent c words in the word search below. 	**Morphemic-Silent letters-sorting** **I can identify the silent letters, b, c, g, h, k and w.** Sort the words on the worksheet below into the correct columns according to the silent letter you identify. Remember that silent letters have no sound in a word.	**Identifying Sounds** **I can identify each sound in my spelling words.** Using your spelling list, show how you would use the Elkonin box method to show how the sounds in the words are segmented (broken up) Eg. O-FF-I-CE 

Reading	**Reading & Retelling** **I can accurately retell a text, including the most relevant details (UnT8)** **Online:** Read the the information report and record yourself reading. When you have finished reading, make a second recording retelling what had happened in the story. To retell, means that you are giving a summary of what happened in the story, including key details and information. **Offline:** If you are working offline, read the the information report card below and retell retell the information report to someone in your house. Post a recording or a written version of this on SeeSaw.	**Reading & Retelling** **I can accurately retell a text, including the most relevant details (UnT8)** Yesterday you completed a first read and retell of the story. Using the **feedback that you received from your teacher**, or a goal that you are working towards in reading Read the information report again. Record yourself as you retell the information report.	**Comprehension** **I can answer literal and inferential questions (UnT5-7)** Complete the comprehension questions based on the book you've read this week.  **Remember**: **Literal questions** > you can find the answers in the text and put your finger on it. **Inferential questions** > you use some evidence from the text and your own thoughts and opinions to create a reasonable answer.	**Vocabulary** **I can…** **-asks questions to find out meaning of unfamiliar words UnT3** **-draw on knowledge of word origin to work out meaning of discipline specific terms. UnT7** Using this week's text 1. Highlight words from the text to clarify. 2. Write down all and **clarify** each word by finding the **definition** 3. Write the meaning in your own words. (May include a photo of the word if possible) **At least 3 words.**	**Sustained Reading & Book Club** **I can read for a sustained period of time.** Find a comfy, quiet place in your house and read for enjoyment. **You can find a book at home to read or online libraries like Epic!**  **Online:** complete your weekly graph of your sustained reading achievements. **Offline:** On a piece of paper, keep track of your reading by writing how long you can read for, add to it everyday. Remember to join Mrs Batar and all the Year 4 teachers for Book Club on Zoom. 

Grammar / writing	Picture Book Analysis **I can write about how the writing suits and supports the image. (CrT8)**	Picture Book Analysis **I can write about how the image and the text conflict with each other. (CrT8)**	Picture Book Analysis **I can write descriptively about the story within the image. (CrT8)**	Picture Book Analysis **I can create and write a short story to match a picture that has no dialogue. (CrT8)**	Picture Book Writing **I can create and write a scene in a story to match the picture. (CrT8)**
	When creating an illustration to support or match the text, authors pay special attention to the smaller, finer details written in the text. • What would the scene look like, feel like? • What language is used? • How does the character look? Why? • Which colours would be best? • What is most important to include in the image that will help the reader better understand what the author is trying to say.  Using the page taken from an excerpt of the picture book, write a response as to how the picture and text support and extend upon each other.	When the illustration and text **do not** match or support each other, this creates confusion in the reader, and therefore affects the comprehension of the text. Look at the excerpt of the picture book and write a response as to why the text and illustration do not match. Think about mixed messages, details missing.  Secondly, think about how the author could improve the image. If you were the illustrator of this text, what would your image look like… what would it include?	When using a picture prompt as a writing stimulus, authors will often annotate what they see and their story ideas on the picture to create a better, detailed story. Using the picture: 1. Annotate on the picture the things that you see, details you may include, adjectives and story ideas. 2. Using the ideas, you've planned for, write a short, descriptive scene for a story that will match the picture. 	Using the image, annotate the things that you see, descriptive details you may include and story ideas.  Once you have recorded some ideas, create a story around this image. *Remember, this image should be featured somewhere in your story.* Think about: - The introduction? Where is it? When is it? Who could be there? - The plot – what is going to happen? **The connection between the story and the image is extremely important**	 *Robin exhaled slowly. As an archer, this final exhalation, almost a ritual, was the calm before the storm; the final moment before releasing the arrow and wreaking havoc on its target.* *Like all bowman, Robin was as strong as an ox. Daily training had seen to that. Hours upon hours of drawing back the beautifully curved yew bow had thickened Robin's muscles like hempen rope, to the point where he could now draw the massive bow with ease.* *A rustle from the tree line to his left disturbed Robin's thoughts…* Using the story starter, complete the rest of the story. Remember to use adjective, adverbs, and other literacy techniques to make your story more engaging. When you have completed your story, create your own image for a scene in the story that you've written.

Numeracy	We are learning to problem solve and use reasoning to explain and justify our answers - **What Does Not belong.**				
					Here is a grid of four "boxes": You must choose four **different** digits from 1–9 and put one in each box. Your challenge is to find four **different** digits that give four two-digit numbers which add to a total of 100. **https://nrich.maths.org/1130** **eg:** 5 2 1 9 This gives four two-digit numbers: 52(reading along the 1st row) 19(reading along the 2nd row) 51(reading down the left hand column) 29(reading down the right hand column) In this case their sum is 151.

	Topic **I can apply place value to partition, rearrange & regroup numbers to at least tens of thousands** **Reviewing Addition Strategies** Revisit strategies for addition and subtraction using two-, three- and four-digit numbers, including: – **the jump strategy** eg 23 + 35; 23 + 30 = 53, 53 + 5 = 58 – the split strategy eg 23 + 35; 20 + 30 + 3 + 5 is 58 – **the compensation strategy** eg 63 + 29; 63 + 30 is 93, subtract 1, to obtain 92 – using patterns to extend number facts eg 5 – 2 = 3, so 500 – 200 is 300 – **bridging the decades** eg 34 + 17; 34 + 10 is 44, 44 + 7 = 51 – **changing the order of addends** to form multiples of 10 eg 16 + 8 + 4; add 16 and 4 first Use the strategies you know to solve the addition sums on the worksheet. Use a different strategy to check your answer.	**Topic** **I can apply place value to partition, rearrange & regroup numbers to at least tens of thousands** **Missing Digits** Students are shown a calculation to find the sum of two three-digit numbers, with some of the digits missing.  Eg Students investigate possible solutions for this problem. Students are encouraged to design their own 'missing digits' problems. This activity should be repeated using subtraction.	**Topic** **I can apply place value to partition, rearrange & regroup numbers to at least tens of thousands** **Dicey Addition** https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/dicey-addition Find a partner and a 0-9 dice or spinner. Draw your gameboard so you each have the same one. (We used this one to start with: _ _ _ + _ _ _ + _ _ _ = _____ You can start with something different if you like). Each player takes a turn to spin the spinner and decide where to play that digit in your number sentence (equation). Spin the spinner 9 times each. The person whose sum is closest to 1000 is the winner! Enjoy playing dicey addition with your family members.	**Topic** **I can apply place value to partition, rearrange & regroup numbers to at least tens of thousands** **Hit It!** https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-2/contexts-for-practise/hit-ity Draw up your game board (in this game, we were working with 3-digit numbers but you can use larger or smaller numbers if you like). Select a multiple of hundred between 100 and 900 to be your target number. The person with the most letters in their surname goes first. Take it in turns to roll the dice and use the digit somewhere in your number. Once the digits are full, players read their number and determine how far they are away from the target number. The player who is closest to the target number wins a point. The winner with the most points after 3 rounds is declared the winner.	**Topic** **I can apply place value to partition, rearrange & regroup numbers to at least tens of thousands** **Lets Get Magical** https://sites.google.com/education.nsw.gov.au/get-mathematical-stage-3/contexts-for-practise/lets-get-magical Choose a 3-digit number where each digit is smaller than the previous one (they don't have to be in order. For example, 982 or 531). Then, reverse the digits and subtract the second number from the first one. So, if I had chosen 531, I would now work out 531 – 135. The answer is 396. (If you get 99, record your answer as 099). Next, reverse your new number. For example, from 396 I can make 639. Finally, add these last two numbers together. For example, 396 + 639. Here comes the magic... The answer is 1089! **Investigate** Try another starting number and test it out again...is the final answer still 1089? Explore what happens if you use the same process, starting with a 2-digit number or a 4-digit number... What do you notice about the final answer?

Afternoon	PBL	PDH	Wellbeing	PE	
	Always Safe Wear a hat Complete the seesaw activity OR Design your own hat 	Elements of Dance **I can identify the rhythm of a piece of music.** Listen to the Carnival of Animals music, play from 07:30 – 9:58. Describe the rhythm. Improvise actions while considering the rhythm of a piece of music?		Elements of Dance **I can move with rhythm and control in a dance sequence.** Practice performing the Sea Creature dance routine created on Tuesday and upload a video of your performance. Remember to warm up your body before and cool down after your performance.	
	Music & Drama Learn to use 'Incredibox'  Watch the tutorial and don't be afraid to experiment and use different sounds to create an ostinato pattern that gets repeated. https://www.youtube.com/watch?v=63OCBScn14Y Incredibox.com: https://www.incredibox.com/demo/ We are going to create a piece that we can use as a background to Danny's famous line: ***"I'm never coming out for the rest of my life. Never, ever, ever, so there!"*** Record yourself chanting Danny's lines to your Incredibox creation. **Video or record it and upload it to seesaw.**	**Science** Digital Technologies **I can use simple simples and explicit instruction to create algorithms.**  An algorithm is the list of instructions and rules that a computer or digital system needs to complete a task. Algorithms are in everything that we do – to explain step by step how to do something useful or solve a problem *Like making a cake or creating an animation or video.* Complete the algorithm activities below.		**Art** Who is Max Dupain? **I can appreciate and recreate an artist's work.** View examples of Max Dupain's work. Discuss why they are important to the history of Australian photography. What stories do the pictures tell us? Can you recreate a Max Dupain image? "The Sunbaker".  	**STEM** Topic **Rock and rollercoaster** Create a rollercoaster using different size strips of paper. Try bending and twisting the paper in various ways to create interesting shapes. Take a picture or video of your creation. 

Wellbeing Wednesdays

Take the afternoon to do some of the fun things below. This is some time just for you!

Go to Smiling Mind and complete an activity

Do some sidewalk art using chalk

Build a Fort and have a nap inside

Play a board game with your family

Listen to the 'What If World' Podcast for some amazing stories

Build a Fairy Garden outside using leaves, sticks and rocks

Build a MUD Village outside by adding water to some dirt. Get dirty!

Start a passion project. What is something you really want to learn about? A musician, a type of art, outer space, a celebrity? Do some research.....read, watch videos, investigate! How will you show your learning?

Spelling List

Week 4	Level 1	Level 2	Level 3
Morphologic **Silent w** **Silent c**	what write wrap wrong scene science ascent	wriggle wren wrong wrist scissors ascend scenario scent	playwright sword wrangle wrinkle muscle conscience fluorescent fascinate
Morphologic **Silent k** **Silent g**	knit knot knee gnaw sign gnat high	knock knife Knight gnome design signed align	knowledge knuckle knitting foreign reign campaign consign

Spelling -Monday

Highlight the silent w words.

Theo the Writer!

By, Anna Misureli

Theo always knew she would be a writer. She couldn't wait to unwrap her birthday presents because they were always tools to help her as a writer. She would get a new pencil or pen. Maybe even a pillow for her wrist, which often got tired after hours of writing. One of Theo's favorite gifts to receive was a new journal.

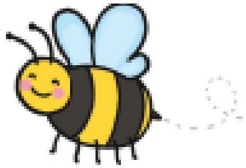
Theo would feel weak in the knees when she held a brand-new journal. She would gnaw at her finger nails thinking about all the stories she would write. Maybe a new fairytale with a brave princess who pretends to be a knight in order to fight for the survival of her kingdom. Maybe a children's book staring a baby lamb whose best friend was the farm's mule. Idea after idea knocked Theo in the head whenever she got a new journal.

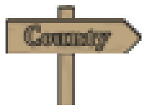
Theo felt the need to write, and decided to get to work until her fingers felt numb. Here I go she thought as she wrenched the plastic wrap off her new journal. I'm Theo the writer, its time to create!

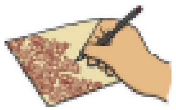
Spelling – Tuesday

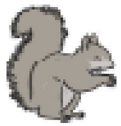
Spelling Bee's Match Challenge

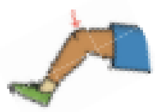
Spelling Bee wants you to complete this challenge. All these words contain the 'n' sound when it is spelt with 'kn' or 'gn'. Both these graphemes make a short 'n' sound like in 'nose'. Look at the pictures below. Write the correct word from the bottom of the page underneath the picture it matches.











design	gnaw	signed	gnome	sign	gnat
knight	knee	knot	knife	knitting	knock

Spelling – Wednesday

SILENT C WORDSEARCH

s	c	e	n	e	e	s	e	s	e
o	i	r	a	n	e	c	s	c	e
s	c	h	o	o	l	s	s	e	s
l	c	t	r	t	c	c	e	n	d
w	i	e	e	e	i	t	t	t	n
w	o	e	n	e	c	s	b	o	e
s	o	e	n	a	s	e	e	e	c
f	s	c	e	n	t	e	d	n	s
s	e	h	o	o	l	i	s	d	e
e	n	e	c	s	b	o	o	e	d

FIND THESE WORDS:

scenario	science	obscene
scented	school	descend
scene	scent	?

Spelling- Thursday

Silent Letters Sorting

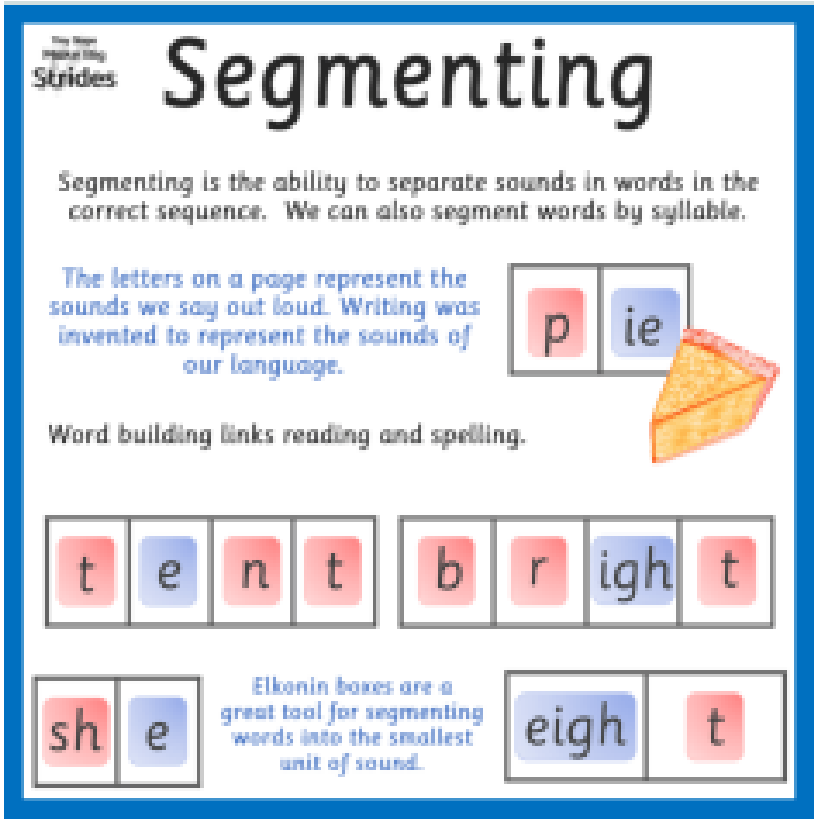
To spell words with silent letters

Put each of these words into the right column, according to the silent letter.
Remember that silent letters have no sound in a word.

knight	knock	scissors	climb	knife
lamb	what	whale	muscle	wreck
numb	write	wrap	wrong	knee
knit	wriggle	knot	wrist	right
comb	ghost	gnome	crumb	sword
bomb	wren	honest	hour	doubt

Silent k	Silent w	Silent b	Silent h	Silent g	Silent c

Spelling- Friday



Make your own boxes

HOW ANIMALS PROTECT THEMSELVES

Pamela Rushby

Nearly all animals are in danger of being hunted and eaten by other animals. Many animals have developed ways of protecting themselves from predators.

Some animals protect themselves by hiding:

- in tree hollows
- in burrows in the ground
- under rocks and logs.

The Spinifex Hopping Mouse hides in a burrow.

Some animals, such as deer and rabbits, run away – very fast! Some animals use behaviours to scare predators away. They enlarge themselves, or use the markings on their bodies to look like bigger animals.

Other animals mimic their surroundings and blend into the background, so predators will not see them.

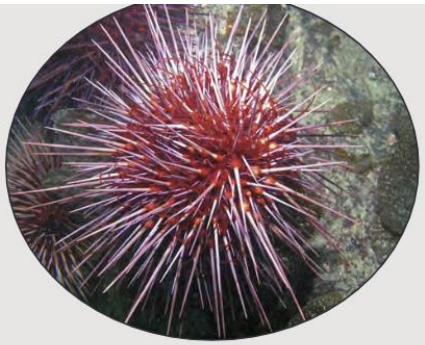
Some animals have sharp spines or hard scales on their bodies. Predators find it difficult to attack these animals.

Several animals use smells and poison to protect themselves from predators.

The chameleon protects itself by blending into its surroundings.

Spines, Scales and Shells

Sea urchins are found in seas around the world. They have very sharp spines all over their bodies. Their sharp spines protect them from sea otters, eels and other predators. Some sea urchins have spines that are 30 cm long.



Some sea urchins can inject poison with their spines.

Echidnas have sharp spines, too. Echidnas are mammals that live in Australia. They have spines on their backs. When an echidna is frightened, it defends itself by curling into a ball. Its head and legs are then protected by its hard, sharp spines.

Predators find it difficult to attack an echidna that has curled into a spiky ball.

Tree Pangolins live in central Africa. They also defend themselves by rolling into a ball. Tree Pangolins do not have spikes. Their backs are covered in very hard, overlapping scales. If a Tree Pangolin encounters a predator, such as a leopard, hyena or python, it curls up into a very tight, hard ball that is almost impossible to unroll.

Like an echidna, the Tree Pangolin curls into a ball to protect itself.

Snails and tortoises have hard shells. When snails and tortoises feel threatened, they protect themselves by pulling the soft parts of their bodies into their hard shells.

The snail pulls its body into its shell to protect itself from predators, such as birds.

Cunning Camouflage

Flatfish, including Plaice, Halibut, Flounder, Sanddab and Sole, can change the colour of their skin. Flatfish live on seabeds in the Atlantic and Pacific Oceans. They can change colour very quickly to match their surroundings, such as sand, stones or seaweed. Scientists have even experimented by placing a flatfish on a chessboard. The flatfish developed a checked pattern to match the chessboard.

The Sanddab is a species of flatfish that changes the colour of its skin to match its surroundings.

A Wobbegong is an Australian shark. Wobbegongs are similar to flatfish, as they also live on the seabed. Their bodies are the same colour as the weed they live in, so they are difficult to see. But the Wobbegong has another disguise. It has pieces of loose skin around its mouth that look like seaweed. This makes it even more difficult for predators to find it.

Predators are tricked into thinking that the pieces of skin around the Wobbegong's mouth are seaweed.

Arctic Foxes change colour, too. They live in Alaska and northern Canada. In summer, their fur is grey or brown. In winter, when snow falls, their fur becomes pure white. Predators, including polar bears and wolves, find the foxes very difficult to see.

The fur of the Arctic Fox changes colour depending on the season.

Mimics and Tricksters

Some creatures scare away potential predators by looking like something else. The Owl Butterfly is very small, between 65 and 200 mm. It frightens predators by looking like something much bigger. The patterns on its wings resemble the eyes of a large owl.

The patterns on an Owl Butterfly's wings resemble an owl's eyes.

Stick insects not only look like sticks, they also confuse predators by the way they move. They sway gently, just as the bush or tree they are sitting on sways in the wind, so predators find it very difficult to distinguish the insects from their background.

Stick insects are difficult for predators to see.

The Tawny Frogmouth can disguise itself to look like a tree. These Australian birds come out at night. In the daytime, they perch on branches. If they are threatened, they freeze into the shape of a broken branch.

The Tawny Frogmouth is a nocturnal bird that can freeze when a predator is near.

Some animals trick their predators. When a skink is caught by the tail, it can shed part of its tail. This part wriggles violently on the ground. The movement distracts the predator, and the skink can make its escape.

The skink will eventually grow a new tail.

Huddling in Herds

Zebras huddle in a group to protect themselves from lions.

Grazing animals, including deer, bison, zebra and wildebeest, live in large groups, or herds. While they graze on open grassland, some herd members stay alert and on watch for predators, such as lions or wolves. If a predator is spotted, the animals warn each other and draw close together. Predators will not attack the whole group.

Elephants live in smaller family groups of females, babies and young males. Predators will not usually attack a large elephant. However, a predator may attempt to attack an elephant calf or a weak or sick elephant. If this happens, the herd forms a circle with the threatened animal in the middle. The herd turns to face the predator and drives it away, protecting the animal inside the circle.

Poisons and Smells

Poison Dart Frogs live in tropical rainforests in South America. Their bright colours make them easy to see. However, these frogs have a powerful defence against possible predators.

The Poison Dart Frog has poison in its skin. Just a touch from a predator releases enough poison to make the predator very sick.

The Poison Dart Frog can injure, or even kill, many predators.

Cane Toads also have poisonous skin. They were introduced to Australia in 1935. Now they have become pests. The Cane Toad has poison in the glands on its shoulders, and this is a defence against predators like birds and other animals.

The Bombardier Beetle not only has poison in its body – it sprays it out! The beetle uses a gland towards the back of its body to squirt out the poison with a loud pop. Both the noise and the squirt scare predators away.

Skunks also use spray as a defence – and their spray smells very unpleasant! A skunk can hit a predator with its spray from as far as 3 m away.

The skunk has an unpleasant-smelling spray to use as a defence against predators.

Animals protect themselves in many different ways. This means that their predators have to be very alert, too, if they are going to find food and survive.

Reading – Tuesday

Reading – Wednesday Comprehension questions

3) Why do flatfish lie on seabeds?

4) What was the purpose of the scientists' experiments with flatfish?

1) Where do some animals hide to protect themselves?

2) Why does an echidna roll itself into a ball?

Reading - Thursday

STEP 01

In the text highlight and find interesting words to clarify.

STEP 02

Type all the words you highlighted.

STEP 03

Find out what those words mean.

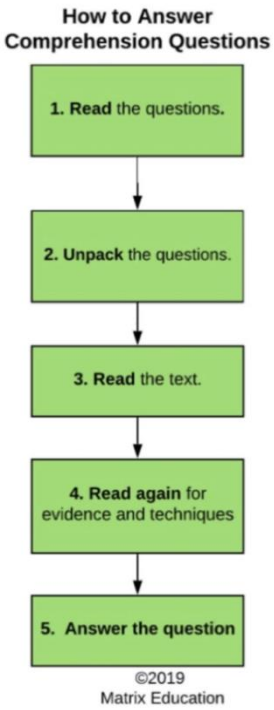
It is important write the definition into your own words

Word	Definition

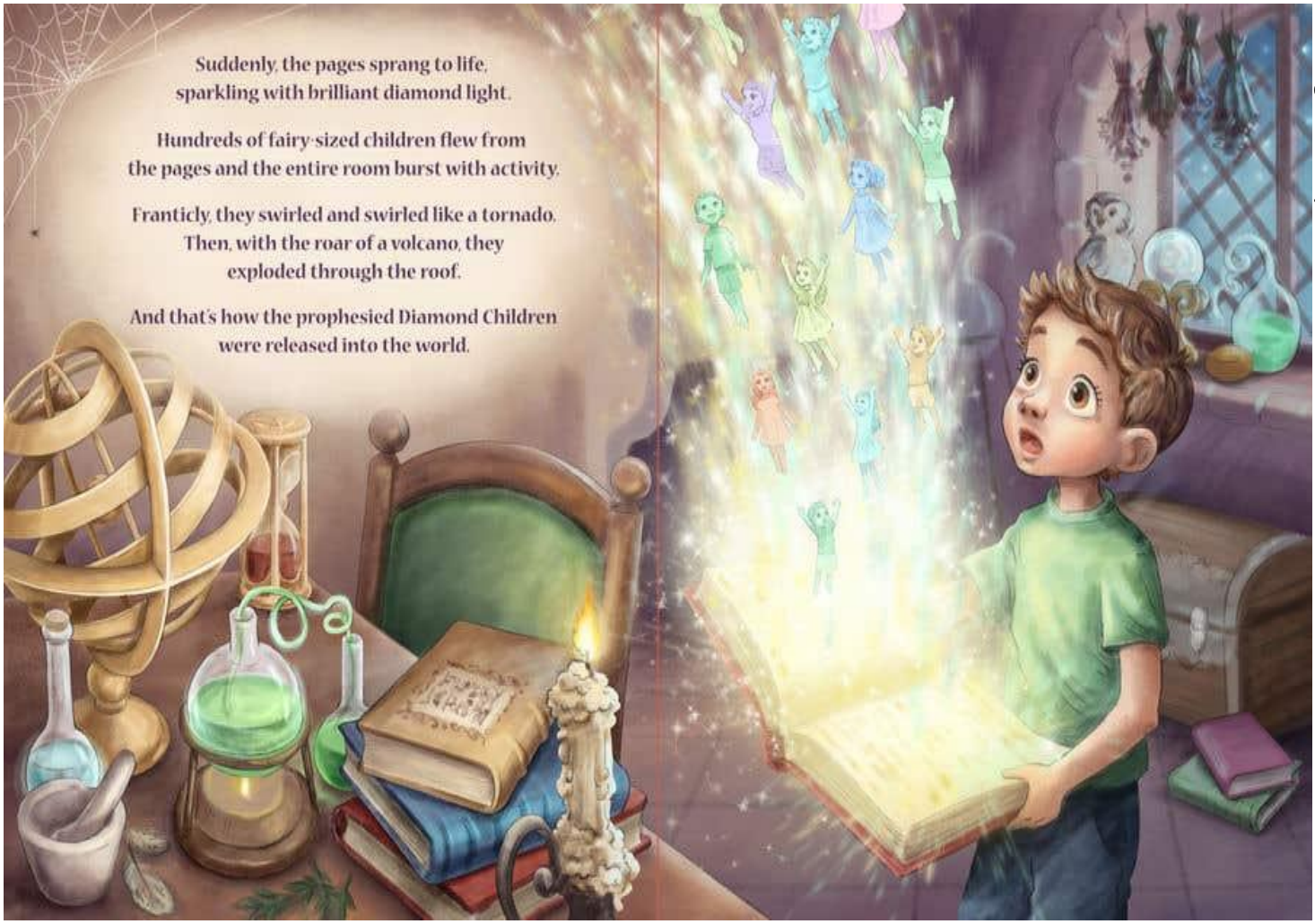
Write it on a piece of paper then take a photo and post it on SeeSaw.

5)How does the Arctic Fox change the colour of its fur in winter?

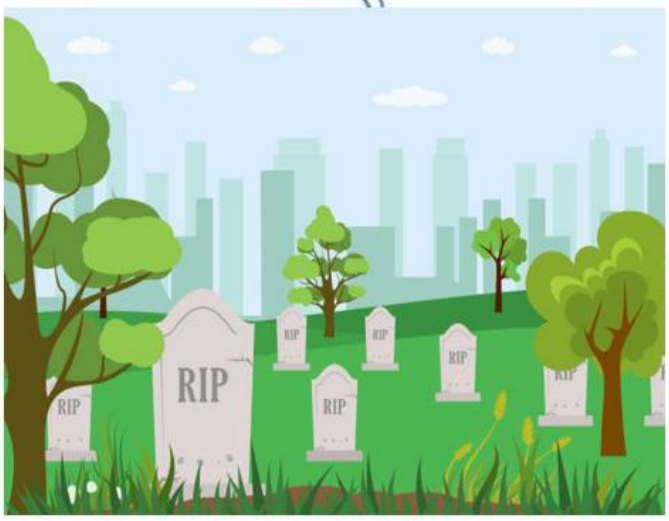
6)What creature would prey on the Owl Butterfly?



Writing-Monday

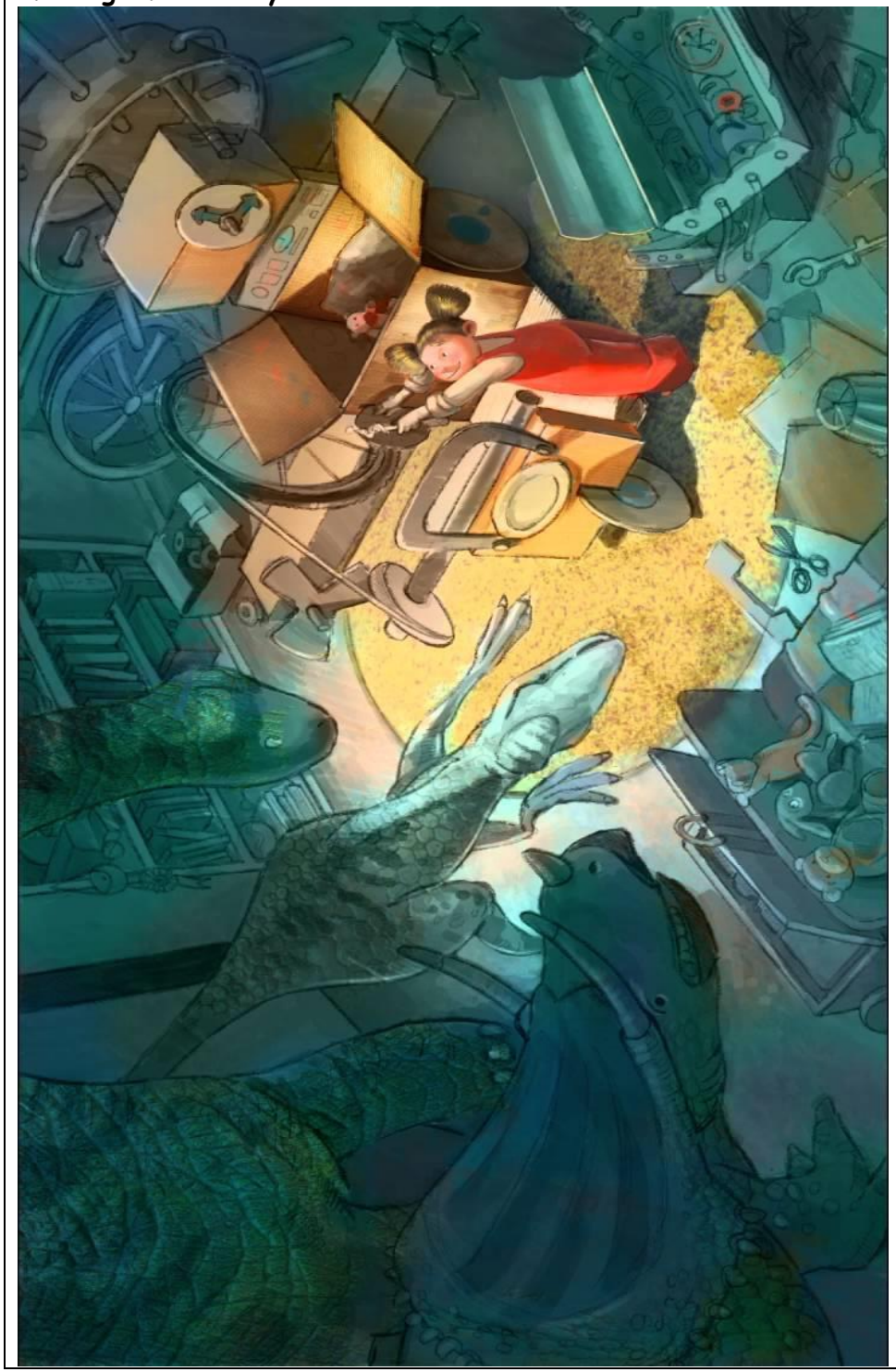


It was the teacher who took Tom by the ear and dragged him back to his usual seat. Tom was happy. School wasn't so bad, after all! Early that night Tom said goodnight to Aunt Polly and went to bed. At eleven o'clock he heard Huck's signal. He got up and climbed out of his bedroom window. Huck put a finger on his mouth and the two boys walked quickly to the graveyard. Huck was holding a dead cat. When they arrived at the cemetery, Huck put the cat on a grave, then they heard the sound of voices coming towards them.

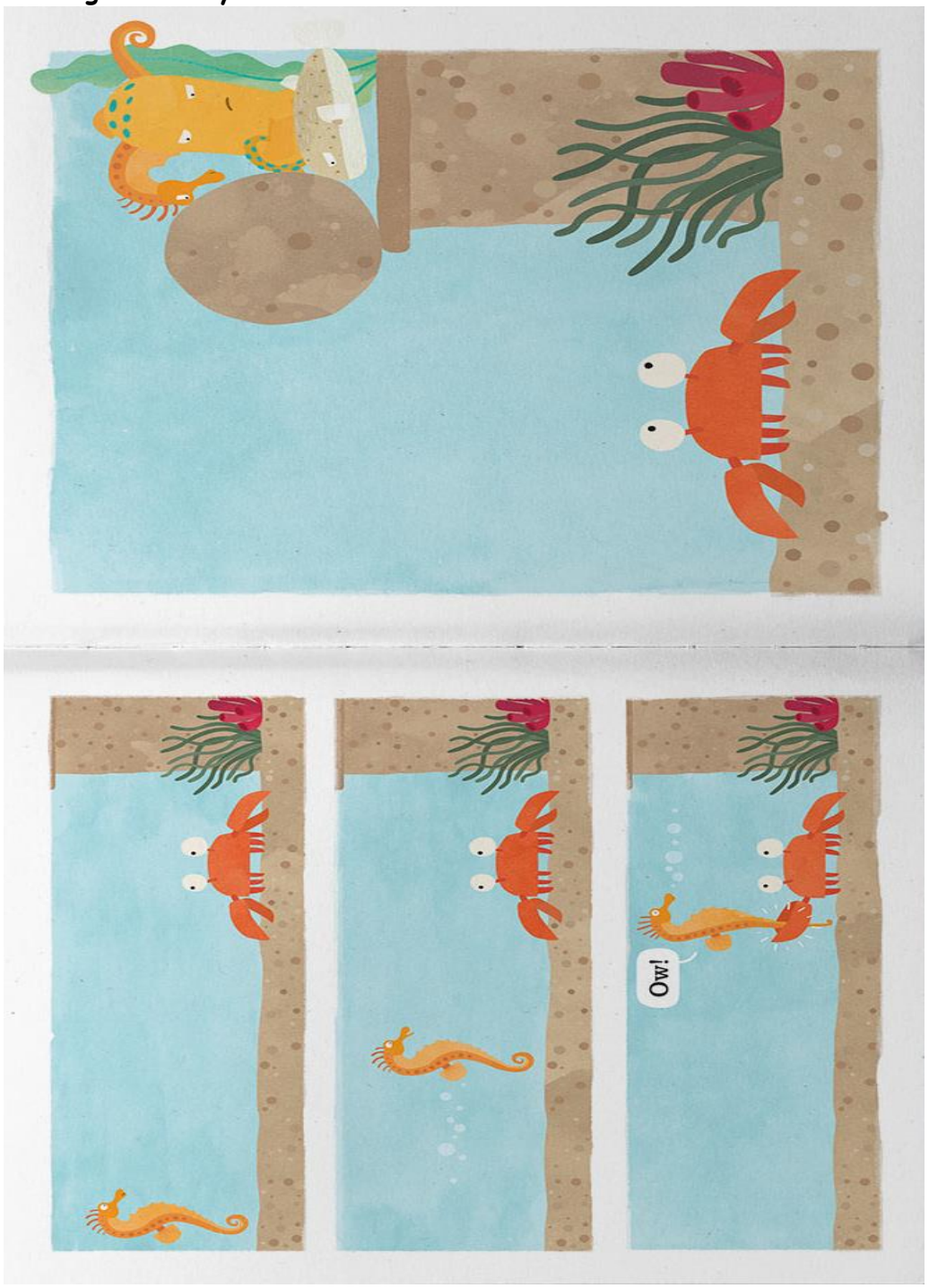


They hid behind a bush.Three men were approaching. Huck whispered, "Three ghosts, Tom! I'm afraid they'll see us. Ghosts can see through things!" "Shh!" whispered Tom. "Look at them! They are notghosts, they are real men, flesh and blood!" You are right! That's Muff Potter!" said Huck.

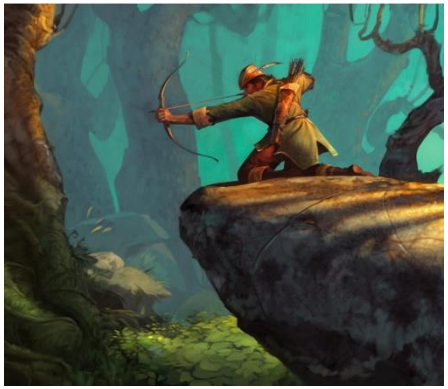
Writing-Wednesday



Writing-Thursday



Writing-Friday



Robin exhaled slowly. As an archer, this final exhalation, almost a ritual, was the calm before the storm; the final moment before releasing the arrow and wreaking havoc on its target.

Like all bowman, Robin was as strong as an ox. Daily training had seen to that. Hours upon hours of drawing back the beautifully curved yew bow had thickened Robin's muscles like hempen rope, to the point where he could now draw the massive bow with ease.

A rustle from the tree line to his left disturbed Robin's thoughts…

Maths- Monday

c) 347 + 58 =

Strategy 1 working out:

Strategy 2 working out:

d) 12 600 + 5670 =

Strategy 1 working out:

Strategy 2 working out:

Maths- Monday

Solve the following problems. Show and explain your strategy.

a) What is the total cost of the following amounts: $4.50, $12.25 and $20.15? Show your strategy:

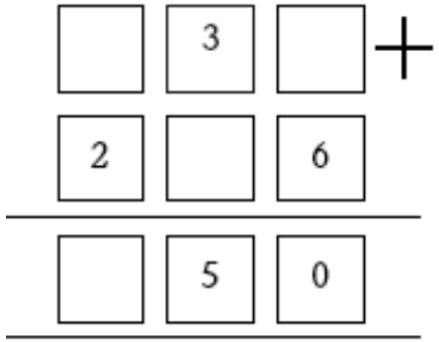
Explain your strategy:

b) I purchased a book for $15.60. How much change will I get from $20? Show your strategy:

Explain your strategy:

Maths – Tuesday

This sum has some missing digits. Can you work out what digits are missing?



Can you explain your choices?

Complete the following missing digit sums.

Work out the missing numbers in these 3-digit additions.

1) $3\square\square + \square48 = 469$

2) $5\square3 + 14\square = \_55$

3) $\square44 + 2\square3 = 56\_$

Maths – Tuesday (challenge questions)

7) $\square09 + 1\square4 = 38\_$

8) $7\square3 + 57\square = 1\_85$

9) $\square4\square + 302 = 11\_8$

10) $5\square3 + 75\square = 1\_72$

11) $8\square4 + \square83 = \_15\_$

12) $9\square7 + 65\square = 1\_81$

1) $527 + 94 + 138$

2) $264 + 605 + 38$

3) $471 + 328 + 133$

4) $845 + 169 + 246$

1) 5132+2016

$$\begin{array}{r} 5132 \\ +\ 2016 \\ \hline \end{array}$$

2) 4365+1123

$$+\ \underline{\qquad}$$

3) 5036+2310

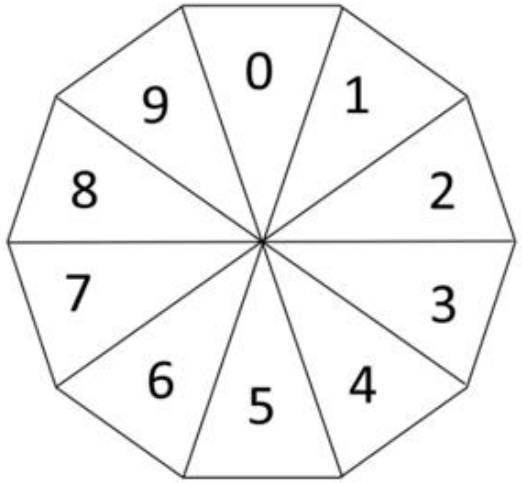
$$+\ \underline{\qquad}$$

4) 4425+2162

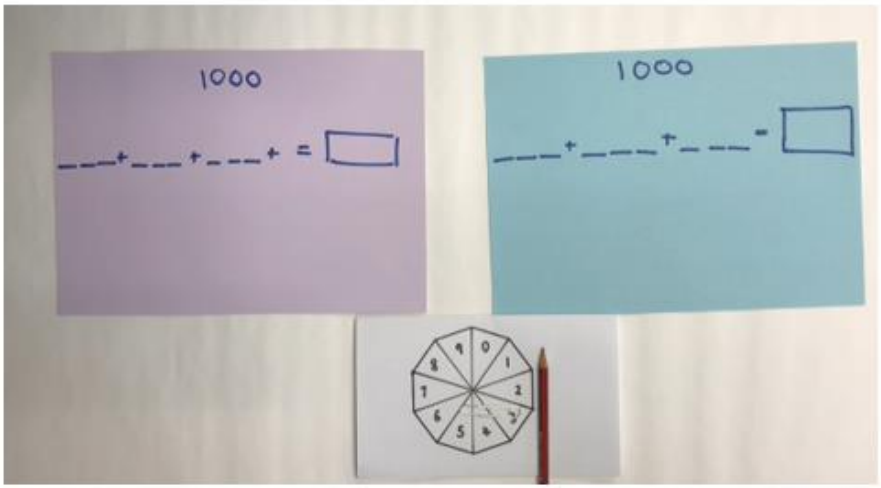
$$+\ \underline{\qquad}$$

Maths – Wednesday

Use this spinner to help you play the game.



With a partner, take turns to spin a number. Decide where you will place it in the equation. Take turns until all numbers are in a place. Add your sum. The closest to 1000 is the winner.



Maths – Wednesday

Use this page to record your responses

Game 1

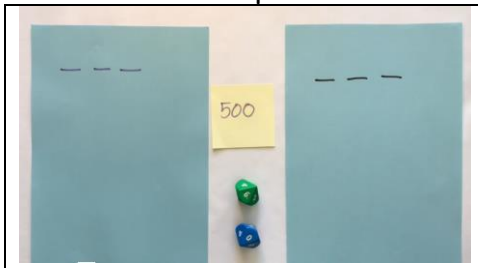
Game 2

Game 3

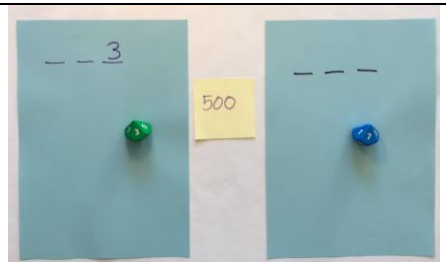
Maths - Thursday

- Draw up your game board (in this game, we were working with 3-digit numbers but you can use larger or smaller numbers if you like).
- Select a multiple of hundred between 100 and 900 to be your target number.
- The person with the most letters in their surname goes first.
- Take it in turns to roll the dice and use the digit somewhere in your number.
- Once the digits are full, players read their number and determine how far they are away from the target number. The player who is closest to the target number wins a point.
- The winner with the most points after 3 rounds is declared the winner.

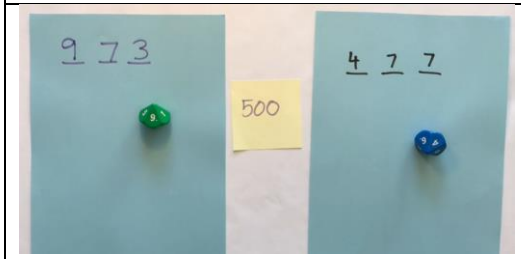
Follow these examples:



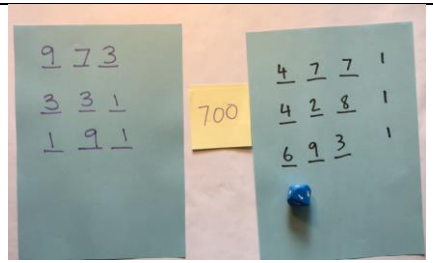
Pick a 3-digit starting number



Take turns rolling a dice and select which place value the number will take.



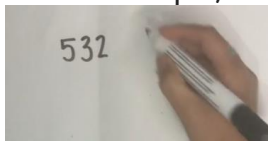
Continue till you both have a complete 3-digit number. The person closest to the target number is the winner of that round



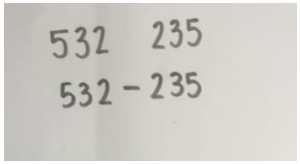
Continue playing another round, with a new target number each time, and see who the ultimate winner after 3 rounds is.

Maths – Friday

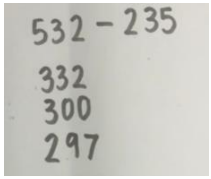
Choose a 3-digit number where each digit is smaller than the previous one (they don't have to be in order. For example, 982 or 531).



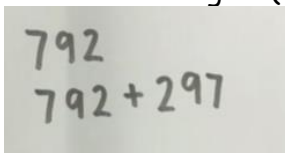
Then, reverse the digits and subtract the second number from the first one.



Work out the answer.



Now you have a new number (in this example 297)
Reverse that again (792) and add that to 297



The answer will be 1089.

Try this with another 3-digit number and see what answer you get!

Explore what happens if you use the same process, **starting with a 2-digit** number or **a 4-digit number**...
What do you notice about the final answer?

Why do you think this might be happening?

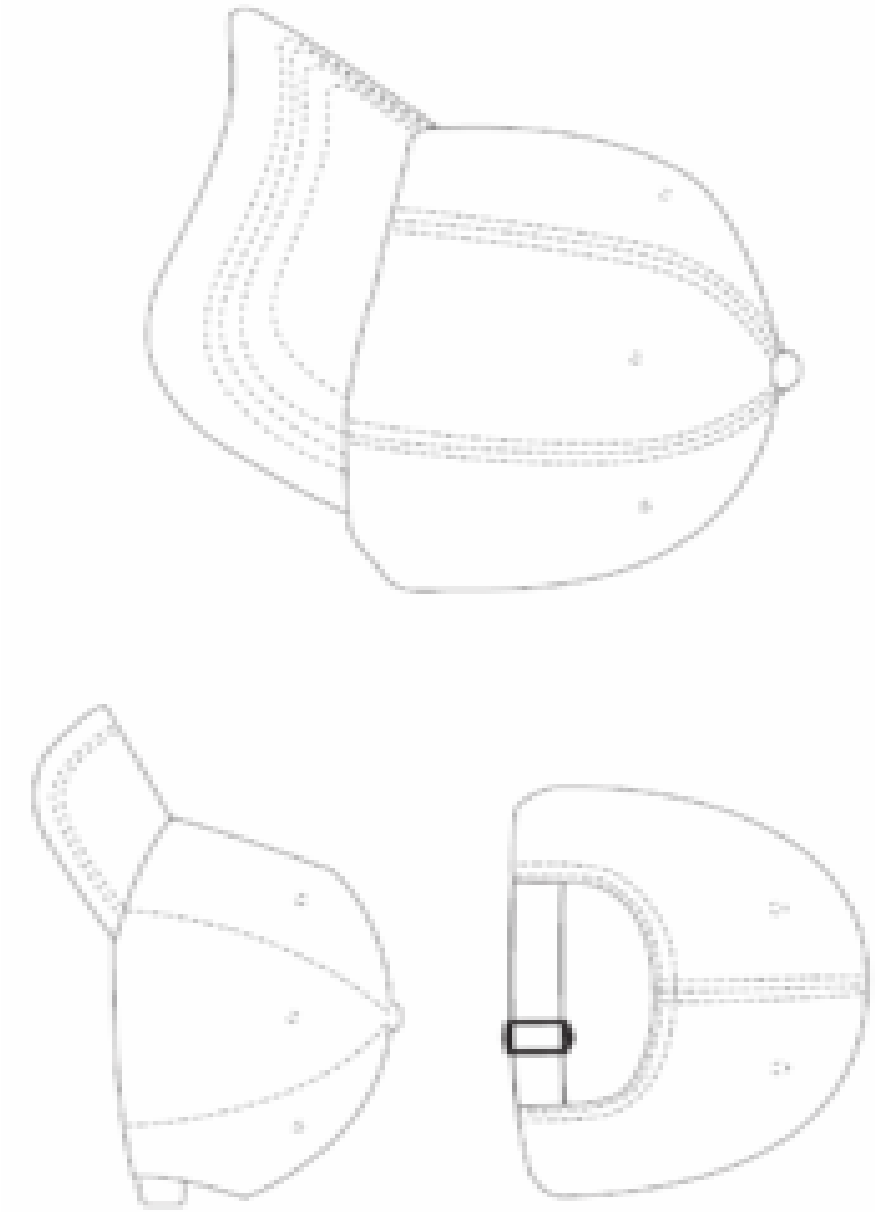
PBL

Always Safe

Wear a hat

Design your own hat

Think about the front, back and sides of your design



Science

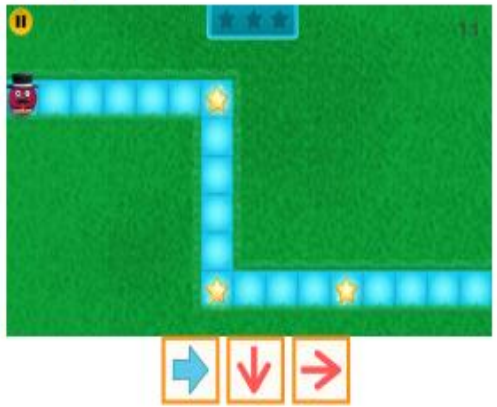
Sequence Solver

Directions:

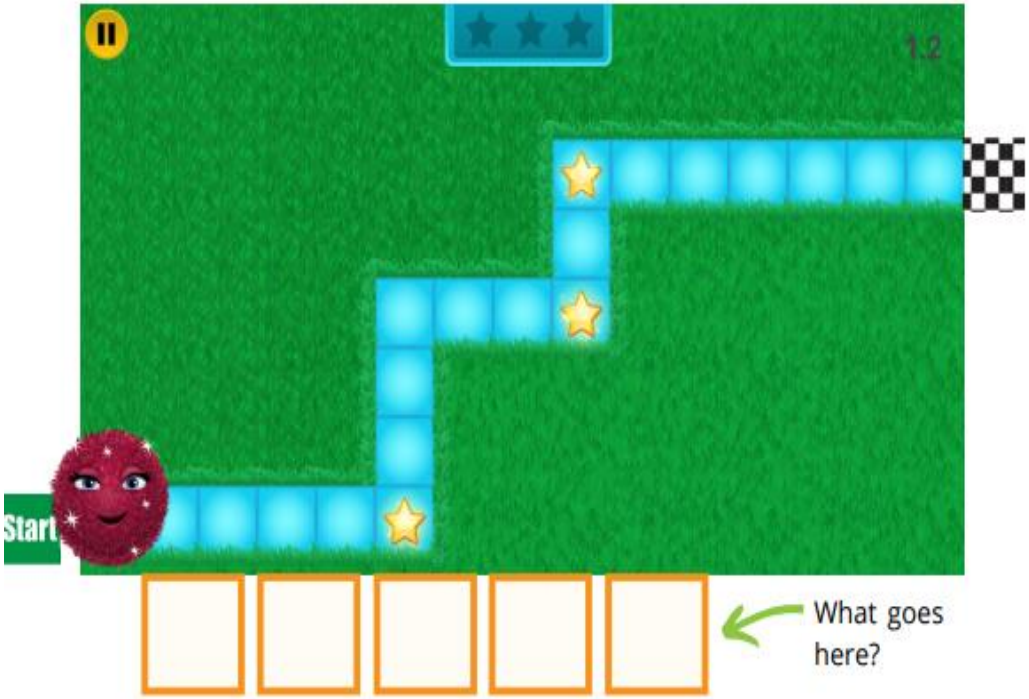
Help the Fuzz get through the maze!

Draw the missing arrows to tell the fuzz which way to roll to get to the end of the maze.

Example:



Now you try!



Science

Beach Cleanup

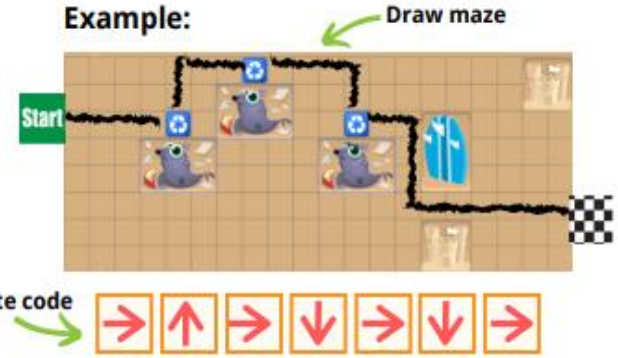
Directions:

1. Draw a path from the start tile to the end tile that connects with all the blue recycle tiles.
2. Write the arrow commands in the command bins that would solve the maze!

Maze Rules:

- Must connect with all the pieces of trash.
- Can't cross over any obstacles (objects or sea creatures)

Example:



Now you try! Draw the path that connects the recycle tiles

Write code

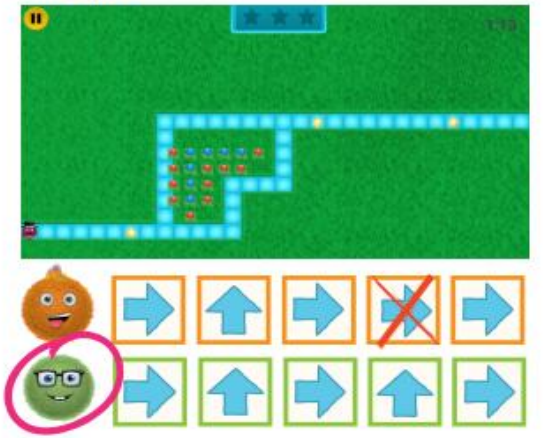
Bug Hunting

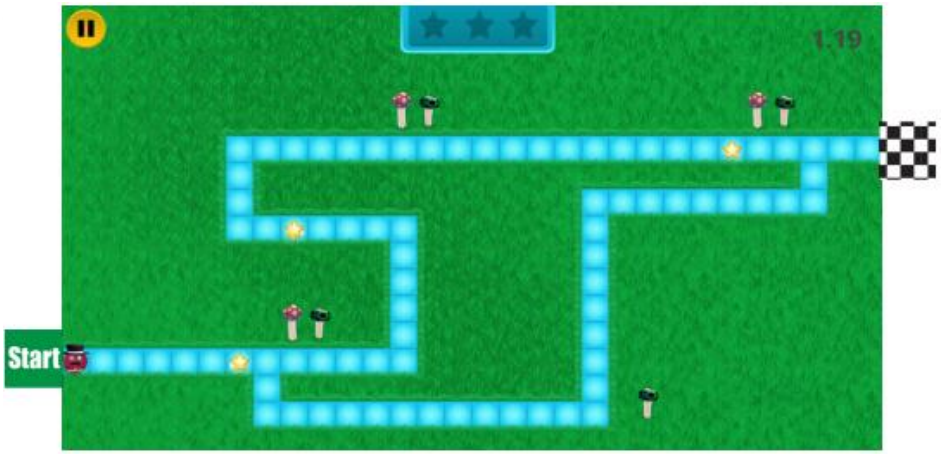
Directions:

One of the Fuzzes has the correct code to solve the maze.

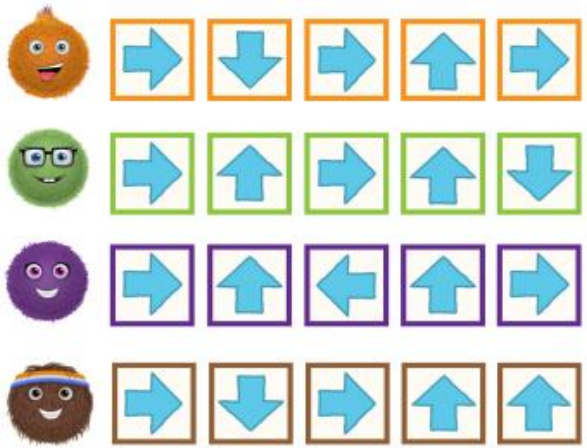
Circle the fuzz with the correct code! Put an "X" through any incorrect command.

Example:



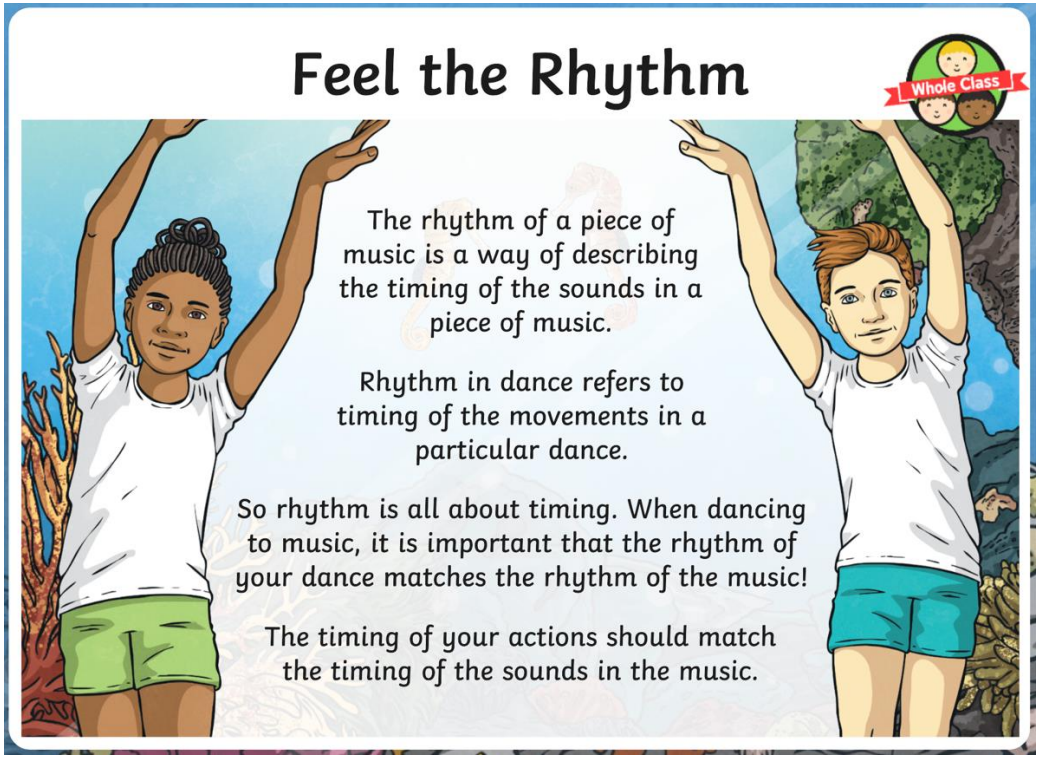


Circle the fuzz with the correct code. Put an "X" through any incorrect commands.



PDH - Tuesday

Listen to the Carnival of Animals music, play from 07:30 – 9:58 and describe the rhythm below.



Improvise movements and actions that fit with the timing of the sounds in the music.

Remember, your actions should be swaying and gentle. Use the movement of the sea creatures to inspire your improvisations.

PE - Friday