



Differentiated 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...





- Reading Eggspress for assigned activities and online books
- Mathletics for assigned activities and to practise skills


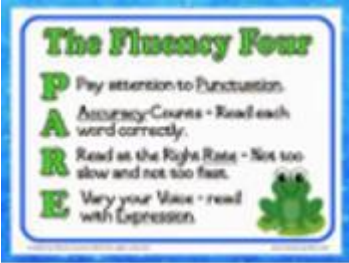
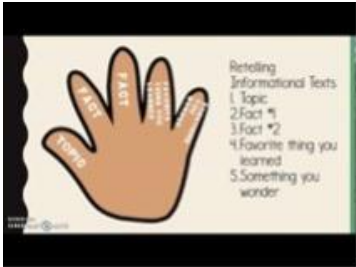


Remember...


- Have regular breaks
- READ daily!
- Try to do some work outside in the sun
- TRY your best!

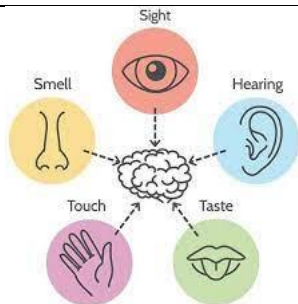
Week 2 FAIR Rule

Focus: **Friendly:** I can use kind words and actions, with my family and friends.

	Monday 18/10	Tuesday 19/10	Wednesday 20/10	Thursday 21/10	Friday 22/10
Spelling Silent 'w' and silent 'c' and silent 'k' in words	I am learning the Silent 'w' and silent 'c' and silent 'k' letters in words. Write out your spelling list words. Use different colours to highlight each phoneme in the core words. eg: write w r i t e 	Identifying Sounds I can identify words that have the Silent 'w' and silent 'c' and silent 'k'. Sentences with silent letters In the movie there is a scene where the scientist creates a time machine.	Syllables I can identify syllables within a word. Syl  la  ble 	Cloze sentences I can write the correct Silent 'w' and silent 'c' and silent 'k' in a sentence, so the sentence makes sense. Cloze sentences Choose a word from the spelling words and fill in the spaces.	Simple Sentences I can form a simple sentence using the correct punctuation. SIMPLE sentences activity

<p>Reading</p> 	<p>Reading the story I can accurately read & moderately complex text (UnT7)</p> 	<p>Reading and Retelling I can accurately read & retell a text, including the most relevant details regarding the information in the text (UnT8)</p> <p>Read and retell the main ideas in this information report. Record yourself reading the text again trying to make improvements from your teacher's feedback from yesterday or from a reading goal that you are working towards.</p> 	<p>Comprehension I can answer literal and inferential questions (UnT5-7)</p> <p>Complete the comprehension questions based on The Butterfly House.</p> 	<p>True or False I can identify the main idea is a text (UnT7)</p> <p>Answer True or False for each sentence about the information report.</p>	<p>Sustained Reading & Book Club I can read for a sustained period of time.</p> <p>Find a quiet and comfortable spot in your house and spend time reading your favourite book or listening to an audiobook.</p> <p>Remember to join Ms Batar and all the Year 4 teachers for Book Club on Zoom after assembly Zoom.</p> 
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<p>Grammar / writing</p>	<p>Picture Book Analysis I can write about how the writing suits and supports the image. (CrT8)</p> <p>When creating an illustration to support or match the text, authors pay special attention to the smaller, finer details written in the text.</p> <p>Writers and illustrators think about what they can see, smell, hear, feel and taste.</p>	<p>Picture Book Analysis I can write about how the image and the text conflict with each other. (CrT8)</p> <p>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.</p> <ol style="list-style-type: none"> Look at the image of the picture book and write a response explaining why the illustration do not match. 	<p>Picture Book Analysis I can write descriptively about the story within the image. (CrT8)</p> <p>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.</p> <p>Using the picture:</p> <ol style="list-style-type: none"> Annotate (label and brainstorm) on the picture the things that you see including nouns and adjectives you could use in 	<p>Picture Book Analysis I can create and write a short story to match a picture that has no dialogue. (CrT8)</p> <p>Using the image, annotate (label and brainstorm) the things that you see, descriptive details you may include and story ideas.</p>	<p>Picture Book Analysis I can create and write a scene in a story to match the picture. (CrT8)</p>  <p><i>Robin exhaled slowly. As an archer, this final exhalation, the final moment before releasing the arrow.</i></p>
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Using the image from the picture book, write a response explaining how you think the picture and text help the reader imagine.



2. Think about how the author could improve the image (make it better?)
3. Imagine you are the illustrator of this text, what would your image look like... what you include? Draw or list your ideas.

your descriptive writing.

2. Using your ideas from question 1, write a short, descriptive scene for a story that will match the picture.



Use your brainstorm to write a short story.

Remember, this image should be used in your story.

Include:

- Introduction
- Complication
- Resolution

The connection between the story and the image is extremely important

Like all bowman, Robin was as strong as an ox. Hour upon hour of training has allowed him to draw the bow with ease.

As he pulls back on his bow, a rustle from the tree disturbed Robin's thoughts...

1. 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.
2. 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.

Which one doesn't belong?

Decide which of the following numbers does not belong in the group. Explain your reasoning below.

27	423
54	61

_____ does not belong because: _____

Now give **another possible answer**, using different reasoning.

_____ does not belong because: _____

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Which one doesn't belong?

Decide which of the following numbers does not belong in the group. Explain your reasoning below.

263	73
505	712

_____ does not belong because: _____

Now give **another possible answer**, using different reasoning.

_____ does not belong because: _____

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Which one doesn't belong?

Decide which of the following numbers does not belong in the group. Explain your reasoning below.

415	522
225	635

_____ does not belong because: _____

Now give **another possible answer**, using different reasoning.

_____ does not belong because: _____

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Which one doesn't belong?

Examine the 4 different addition problems in the table.

Decide which **ONE** doesn't belong in the group.

Add a response to the Topic: providing a detailed explanation to justify why you chose that addition problem.

Help you be able to **CONVINCE**...

- yourself?
- a friend?
- a skeptic?

$\begin{array}{r} 5231 \\ + 4331 \\ \hline 9562 \end{array}$	$\begin{array}{r} 3696 \\ + 6939 \\ \hline 10,635 \end{array}$
$\begin{array}{r} 1842 \\ + 1614 \\ \hline 3456 \end{array}$	$\begin{array}{r} 2184 \\ + 4812 \\ \hline 6996 \end{array}$

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.

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.

<https://nrich.maths.org/1130>

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, $44 + 7 = 51$

I can apply place value to partition, rearrange & regroup numbers to at least tens of thousands

Missing Digits

Find the sum of two three-digit numbers, with some of the digits missing.

$$\begin{array}{|c|c|c|} \hline \square & 3 & \square \\ \hline 2 & \square & 6 \\ \hline \square & 5 & 0 \\ \hline \end{array} +$$

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.

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).

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.


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.

	<p>- changing the order of addends to form multiples of 10 eg $16 + 8 + 4$; add 16 and 4 first</p>		<p>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.</p>	<p>Take it in turns to roll the dice. The number you roll will be your digit. Use the digit somewhere in your number. Use the chart included.</p> <p>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.</p>	<p>Finally, add these last two numbers together. For example, $396 + 639$. Here comes the magic... The answer is 1089!</p> <p>Investigate</p> <p>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? Why do you think this might be happening?</p>
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Afternoon	<p>PBL</p> <p>Always Safe Wear a hat</p> <p>Complete the seesaw activity OR Design your own hat</p> 	<p>PDH <u>Elements of Dance</u></p> <p>I can identify the rhythm of a piece of music.</p> <p>Listen to the Carnival of Animals music, play from 07:30 - 9:58. Describe the rhythm.</p> <p>Improvise actions while considering the rhythm of a piece of music?</p>	Wellbeing	<p>PE <u>Elements of Dance</u></p> <p>I can move with rhythm and control in a dance sequence.</p> <p>Practice performing the Sea Creature dance routine created on Tuesday and upload a video of your performance.</p> <p>Remember to warm up your body before and cool down after your performance.</p>
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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=63OCBSn14Y>

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!"***

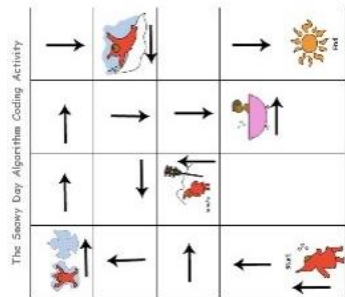
Record yourself chanting Danny's lines to your Incredibox creation.

Video or record it and upload it to seesaw.

Science

Digital Technologies

I can use simple 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

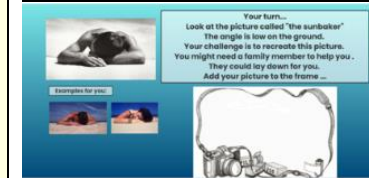
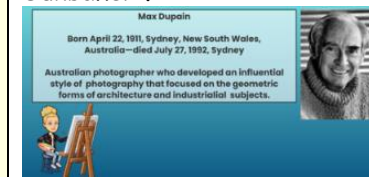
Who is Max Dupain?

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



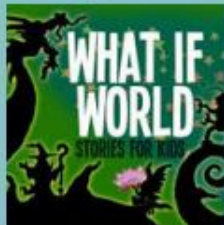
Build a Fort and have a nap inside



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?












									
a ant	e egg	i igloo	o olives	u lunch	a_e cake	ee tree	i_e kite	oa road	u_e cube
ai plait	ea feather	y gym	a watch	o glove	ai rain	ea leaf	y fly	o_e bone	ue fuel
a many	a many	u busy	ou cough	ou double	ay pray	e me	ie tie	ow snow	ew stew
ai said	ai said	e pretty	au fault		a baby	ey key	igh light	oe toe	u music
			ow knowledge		eigh eight	y happy	l lion	o open	ie view
					ea break	ie piece	uy buy	ew sew	

eCode Short, Long and Complex Vowel Spelling Choices Placemat














TLC

									X
oo boots	oo cook	or fork	ar star	ear hear	er fern	air chair	ow crown	oy boy	silent letter
ew chew	ou could	aw paw	a grass	eer deer	ir first	are hare	ou house	oi coin	
ui fruit	u push	au sauce	ear heart	ere sphere	ur turtle	ear bear	ough drought	uoy buoy	
ue glue	o wolf	oor door	au laugh	ea idea	ear pearl	ere where			
ou soup		ough thought		ier pier	or worm	ar canary			
oe shoe		oar roar			our journey	elr their			
									→ schwa

												
b bat	c cat	d door	f flag	g girl	h happy	j jam	l leaf	m mouse	n nest	p paint	qu quilt	r rose
bb rabbit	k key	dd ladder	ff coffee	gg egg	wh who	g giant	ll shell	mm hammer	nn bunny	pp apple	ch choir	rr arrow
	ck duck	ed waved	gh laugh			dge bridge		mb climb	kn knife			wr write
	ch school		ph phone									

eCode Consonants and Digraphs Spelling Choices Placemat

TLC

												
s sun	t tent	v van	w wig	x box	y yawn	z zip	ch chair	sh shop	th feather	th bath	ng sing	ge beige
ss dress	tt kitten	f of	u penguin	cks ducks	i onion	zz buzz	tch watch	ch chef			n sink	s television
c circle	ed looked		wh whale			s rose	t picture	ci magician				
								ti rotation				
								s sugar				

Spelling - Monday

Week 4 Spelling List

Silent letters have no sound in a word.

The letter **w** is often silent before **r**.

write

wrap

wrong

The letter **c** is silent when it comes after **s** in a word

scene

science

ascent

The letter '**k**' is silent if it appears before the letter **n** in a word.

knit

knot

Knee

Week 4	Level 1
Morphologic Silent w Silent c	what write wrap wrong scene science ascent
Morphologic Silent k	knit knot knee

Spelling - Monday

Write out your spelling list words. Use different colours to highlight each phoneme in the core words that have /b/ or /bb/. Use the Phonemes charts in this grid to help you find the phonemes.



For example: write **w** **r** **i** **t** **e**

ascent **a** **s** **c** **e** **n** **t**

Core words

what

write

wrap

wrong

scene

science

ascent

knit

knot

knee

Spelling - Tuesday

Highlight the words in the sentences that make the silent 'w' and 'c' and 'k'.

Sentences with silent letters

In the movie there is a scene where the scientist creates a time machine.

What message did you say you wanted to write on the wrapping paper?

When I was knitting my jumper, I made a knot in the wool.

Don't worry that you wrote the wrong answer for that question.

I accidentally knocked my knee against the table leg.

I cut along the wriggly line with the scissors.

The man has been exercising to build the muscles in his body.

Spelling - Tuesday

Now that you've highlighted the words in the sentences, write them into the correct column of the table.

Silent 'w'	Silent 'c'	Silent 'k'

Extension:

If you know any other words that have these silent letters write them in the table above.

What Are Syllables?

Syllables are small groups of sounds that you hear in each word.
Each syllable must have a vowel sound.

Using your spelling list, uncover how many syllables in each word.
When you write your words into the table, demonstrate using dashes (-) where the syllables break.



Syllables are the beats within a word. Clap the beats in each spelling word before you add them to the table.

1 Syllable	2 syllables
Here is an example of a one-syllable word:	Here is an example of a two-syllable word:
wrap	sci-ence

Cloze sentences

Choose a word from the spelling words and fill in the spaces.

what write wrap wrong scene science ascent
knit knot knee

- My aunt is going to _____ me a scarf to keep me warm.
- _____ did you say you're going to buy the money you got for your birthday?
- I grazed my _____ when I slid on the grass.
- I really enjoy doing experiments in _____.
- The opposite of descent is _____. That means something is going upwards.
- It doesn't matter that you got the answer _____, have another go.
- I really liked the _____ in the movie when the boy won the race.
- I really like to _____ presents in colourful wrapping paper.
- My teacher likes to read the stories I _____.
- It's very hard to untie your shoelaces when they're in a _____.

What Are Syllables?

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Each syllable must have a vowel sound.

Using your spelling list, uncover how many syllables in each word.
When you write your words into the table, demonstrate using dashes (-) where the syllables break.

mail|box

Syllables are the beats within a word. Clap the beats in each spelling word before you add them to the table.

1 Syllable	2 syllables
Here is an example of a one-syllable word:	Here is an example of a two-syllable word:
wrap	sci-ence

What Good Readers Do

Before reading

- Read title
- Look over text features
- Set a purpose for reading
- Activate background knowledge




After Reading

- Reflect what you read
- Paraphrase
- Check predictions

During Reading

- Visualize
- Monitor comprehension
- Make connections
- Make and check predictions
- Analyze characters
- Reread confusing parts
- Infer meanings
- Ask and answer questions
- Mentally paraphrase

Reading Strategies

PREDICT  Try to figure out what might happen next.	VISUALIZE  Picture the people, places, and events being described.	CONNECT  Connect what you are reading to other texts and the real world.
QUESTION  Ask questions about the material you are reading.	CLARIFY  Investigate. Identify main points and summaries.	EVALUATE  Judge the story and the actions of the characters.

The Butterfly House

Annette Smith

There is a butterfly house
in our Town Garden.

The butterfly house is very big.
It is made of glass.
The walls are glass
and the roof is glass.
Sunlight comes in the roof
and the walls and the windows.

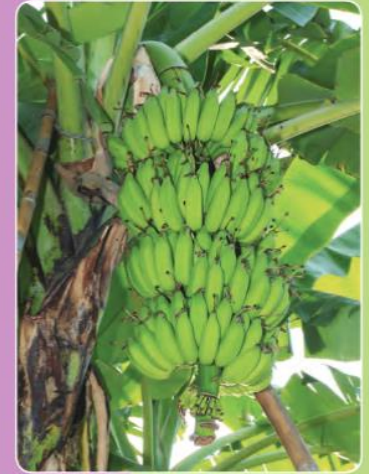
The air is very warm
inside the butterfly house.
Butterflies do not like cold air.

1

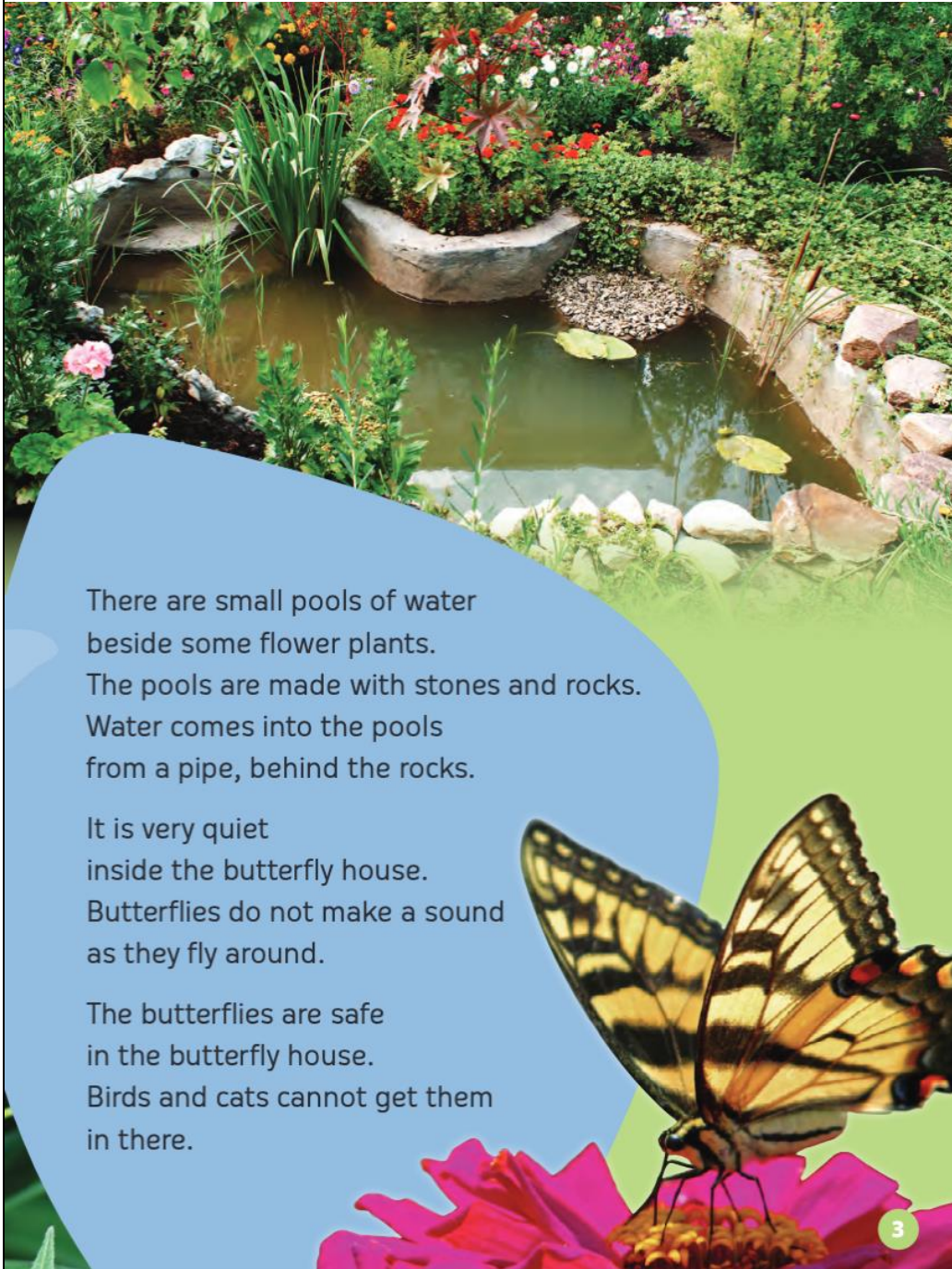
The butterfly house
looks like a big, green garden.
It has lots of plants
with very big leaves.
The plants grow fast
because the air is so warm.

Some plants have flowers.
The flowers are red and yellow
and orange.
Butterflies sit on these flowers.

One big plant has bananas.
The bananas grow on a long stem.
Butterflies fly around the bananas.



2



There are small pools of water beside some flower plants. The pools are made with stones and rocks. Water comes into the pools from a pipe, behind the rocks.

It is very quiet inside the butterfly house. Butterflies do not make a sound as they fly around.

The butterflies are safe in the butterfly house. Birds and cats cannot get them in there.



Boys and girls come to look at the butterflies. They walk slowly along the paths with their mums and dads.

Some butterflies fly down and sit on the children's hands and in their hair. Then, the butterflies fly away again.

Children feel happy when they are in the butterfly house. It is a beautiful place.

Use this page to write any notes on the story this could be...

- Words you don't understand
- Characters in the story
- Sequence of the story
- Where is the story set?

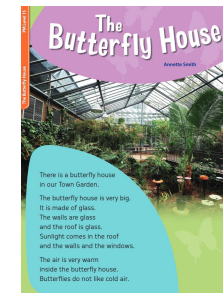


Read the Information Report

Read the story first focusing on all the things that are on the chart
Punctuation, Accuracy, Read at the right pace, and with Expression.

If you are **online** using Seesaw-Record yourself. Make sure you listen to or read your teacher's feedback about your reading for Tuesday's reading activity.

If you are **offline** and working on the paper grid-Read the story to a family member.



Reading

If you are **online** using Seesaw-Using the feedback your teacher gave you from your reading yesterday, read the text again and record yourself.

Try to make improvements from your teacher's feedback from yesterday or from a reading goal that you are working towards.

If you are **offline** and working on the paper grid-Re-read the text to a family member. Tell this person what this information report is about. Look at the chart to help you know what you must talk about.

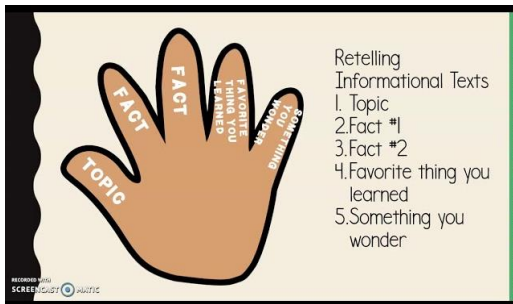
Remember your **P**unctuation, **A**ccuracy, **R**ead at the right pace, and to read with **E**xpression.

Retelling

If you are **online** record yourself telling the facts you learnt.

If you are **offline** tell the facts to a family member.

Look at the chart to help you know what you must talk about.



Comprehension - The Butterfly House

Remember answers should be written in full sentences, and use a capital letter at the beginning and a full stop at the end.

1. What are the walls and roof made of?
2. Why is the air warm inside the butterfly house?
3. Why do the plants grow so fast inside the butterfly house?
4. What do the bananas grow on?
5. Why is it quiet inside the butterfly house?
6. Why do children feel happy inside the butterfly house?

Reading - Thursday

Main Ideas in the story - The Butterfly House

Answer **True** or **False** for each sentence about the information report.

Here's an example of what you need to do.

One big plant has apples. False

1. The butterfly house is made for moths. _____
2. Butterflies make lots of noise when they fly.

3. The butterfly house is in the Town Square. _____
4. The walls and roof are made of glass. _____
5. The air is very cold in the butterfly house. _____
6. The flowers are red, yellow and orange. _____
7. Boys and girls walk slowly along the paths. _____
8. Butterflies fly down and sit on the children's' hands
and in their hair. _____

Reading - Friday

**What book are you reading?
Tell me something about your book**

Title:

This book is about _____

Join me on Friday via Zoom
12:00

Meeting ID: 666 4477 7339
Passcode: Bookclub



Suddenly, the pages sprang to life, sparkling with brilliant diamond light.

Hundreds of fairy-sized children flew from the pages and the entire room burst with activity. Frantically, they swirled and swirled like a tornado. Then, with the roar of a volcano, they exploded through the roof.

And that's how the prophesied Diamond Children were released into the world.

A young boy with brown hair, wearing a green t-shirt and blue pants, stands in a room, holding a large, open book that glows with a brilliant yellow light. From the pages of the book, hundreds of tiny, colorful children in various outfits are flying out, swirling like a tornado. The room is filled with magical light and sparkles. In the background, there is a wooden chair, a stack of books, and a small table with a green lamp. The overall atmosphere is one of wonder and magic.[illegible]

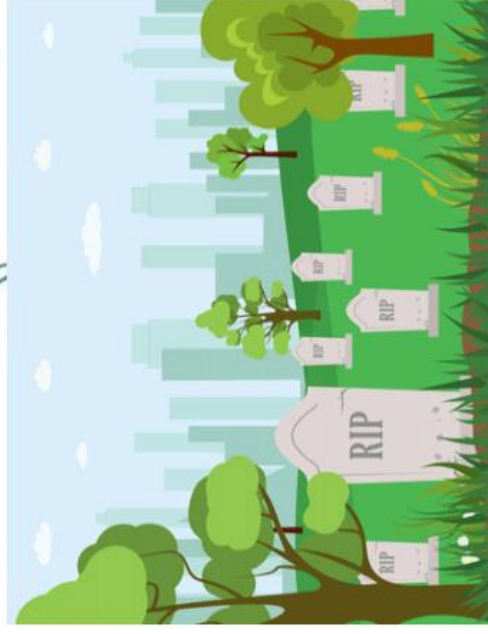
It was the teacher who took Tom by the ear and dragged him back to his usual seat. Tom was happy. School wasn't so bad, after all! Early that night Tom said goodnight to Aunt Polly and went to bed. At eleven o'clock he heard Huck's signal. He got up and climbed out of his bedroom window. Huck put a finger 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 not ghosts, they are real men, flesh and blood!" "You are right! That's Muff Potter!" said Huck.



Tom Sawyer

[illegible]

[illegible]

[illegible]

[illegible]

Maths - Monday

Practice the strategies below using any number of your choice.

- Add 2-digit numbers
- Add 3-digit numbers
- the jump strategy
- the compensation strategy
- bridging the decades
- changing the order of addends

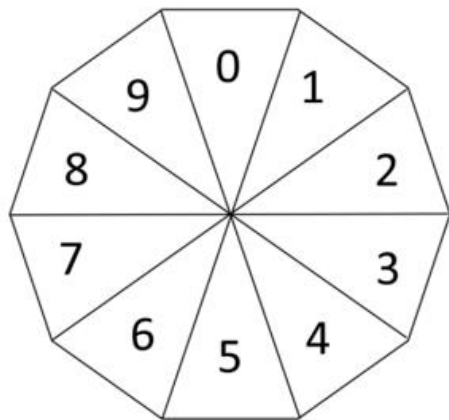
Maths - Tuesday

<input type="text"/>	3	<input type="text"/>	+
2	<input type="text"/>	6	
<hr/>			
<input type="text"/>	5	0	
<hr/>			

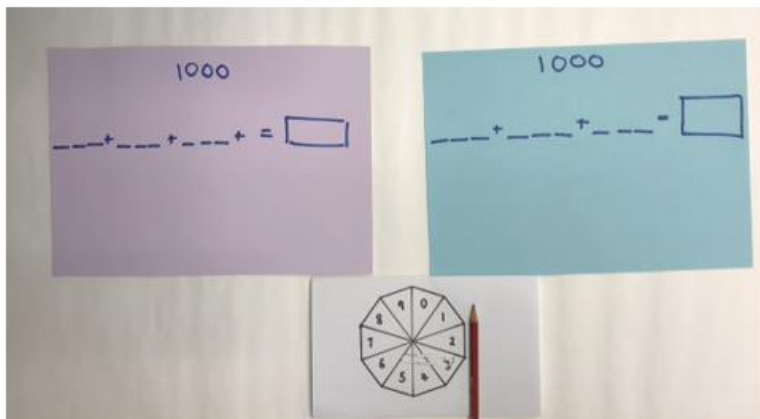
1. Solve the problem above.
2. Create your own missing number problems.
3. Try solving subtraction problems.

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 - Thursday

Hundred

Tens

Ones

1

2

3

4

5

6

1

2

3

4

5

6

Beach Cleanup

Maze Rules:

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!

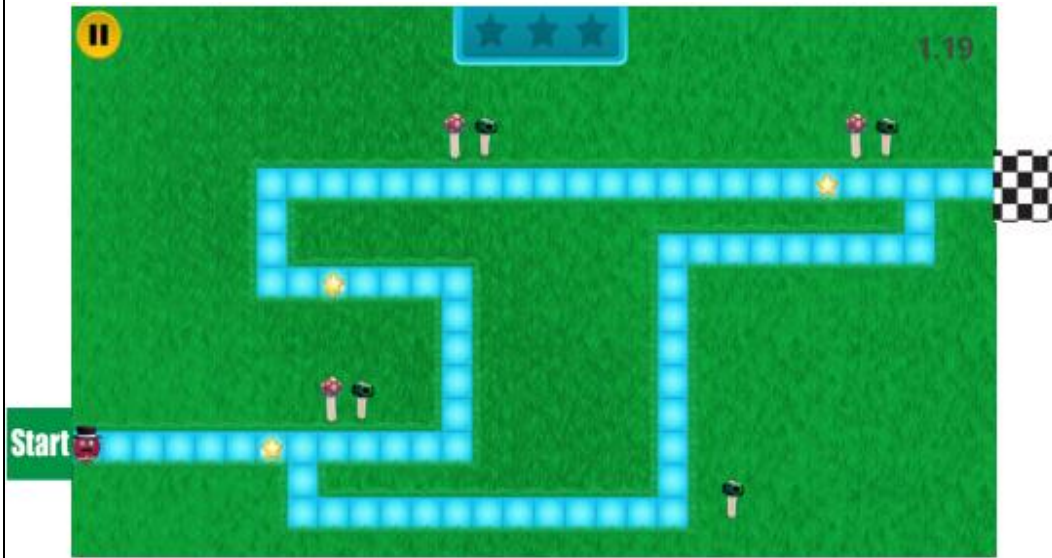


Write code 

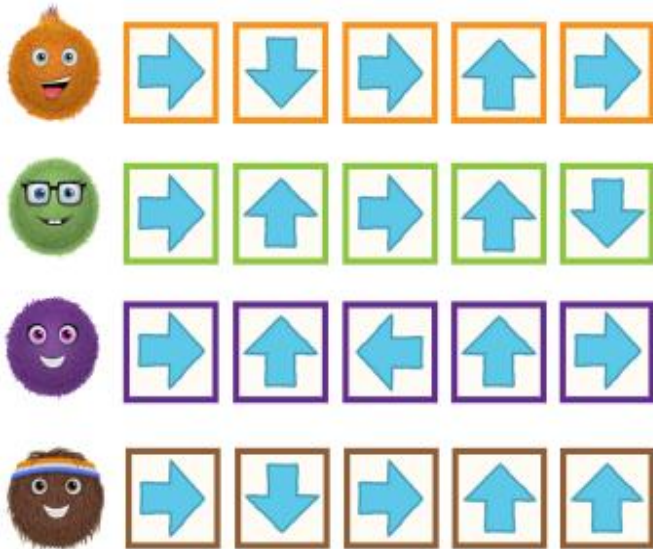
Now you try! Draw the path that connects the recycle tiles



Write code 



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

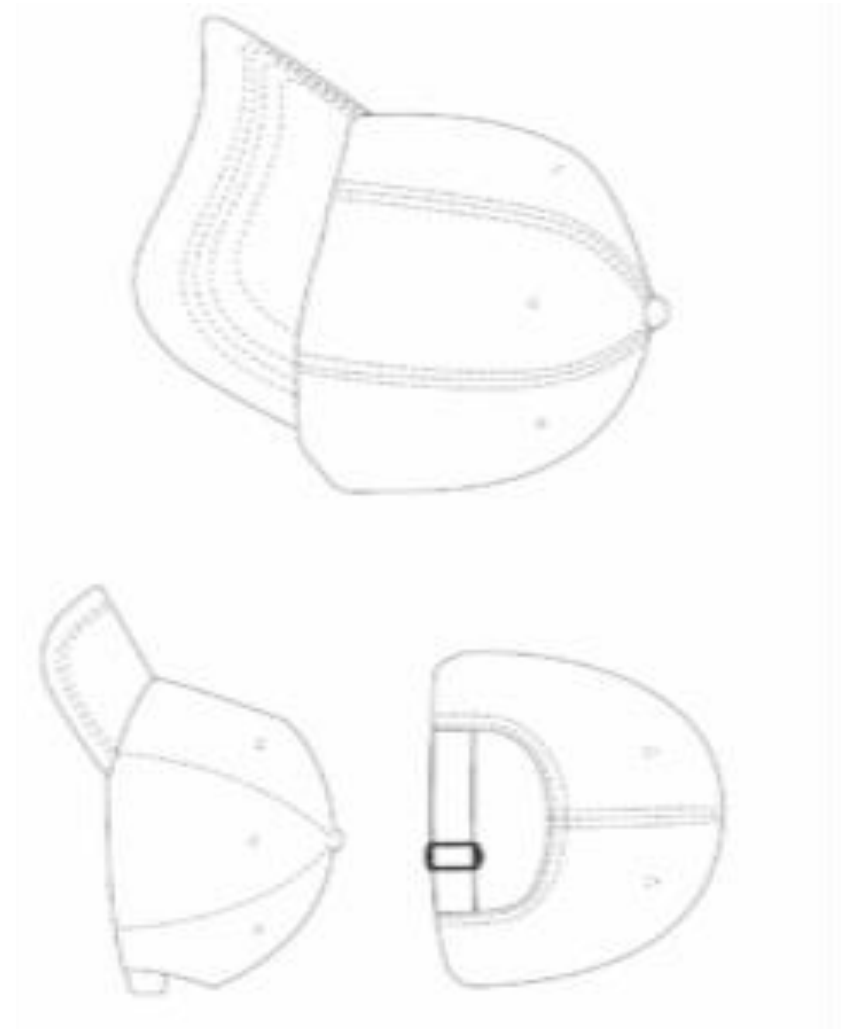


Always Safe

Wear a hat

Design your own hat

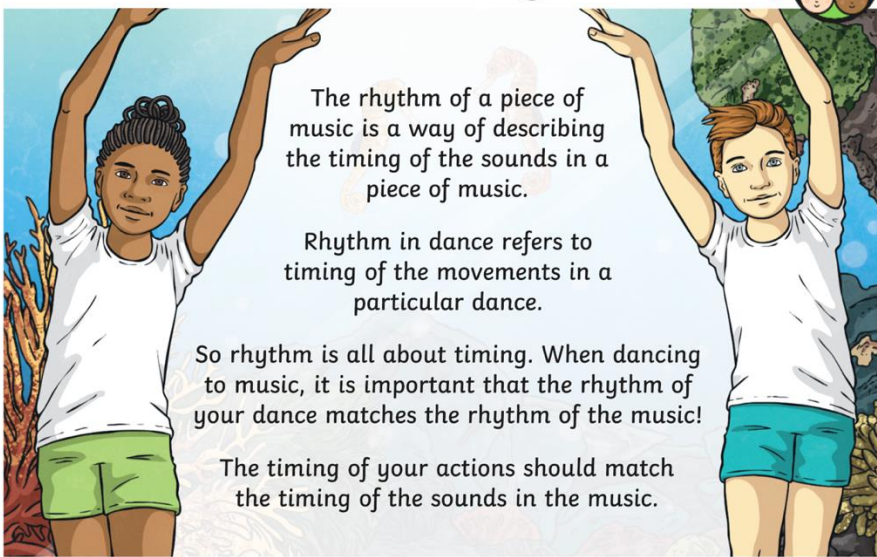
Think about the front, back and sides of your design



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

Feel the Rhythm

Whole Class



The rhythm of a piece of music is a way of describing the timing of the sounds in a piece of music.

Rhythm in dance refers to timing of the movements in a particular dance.

So rhythm is all about timing. When dancing to music, it is important that the rhythm of your dance matches the rhythm of the music!

The timing of your actions should match the timing of the sounds in the music.

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.

Warm up

Stretches

Whole Class

Shoulder Stretch 1




2 **Shoulder Stretch**

You should feel the stretch in your shoulder and tricep.

- Reach forwards with one arm straight out in front of you.
- Put the wrist of the other arm on the back of the outstretched arm, just above the elbow.
- Gently press the outstretched arm towards your body, whilst keeping it straight.
- You should feel the stretch in your shoulder.
- Hold the stretch for six to ten seconds.
- Swap arms and repeat.

Shoulder Stretch 1



2 **Shoulder Stretch**

You should feel the stretch in your shoulders.

- Stand tall with your feet shoulder-width apart.
- Place your arms either side of your body and relax your shoulders.
- Keeping your arms where they are, shrug your shoulders up towards your ears.
- Next, move your shoulders backwards in a circular motion ten times and then forwards in a circular motion ten times.

Upload your dance performance you had improvised and choreographed! from Tuesday PDH task.




Cool down

Cool-Down: Dish and Arch

Whole Class

Get into the dish position and hold it for five to ten seconds. Slowly, relax each body part until you are lying on your back.



for relaxing your back ing you feel relaxed body.

Get into the arch position and hold it for five to ten seconds. Slowly, relax each body part until you are lying flat on your front.

