

# MONDAY 18th October 2021

**Stage 2 ZOOM LINK**  
 Zoom Link <https://nsweducation.zoom.us/j/62420388321?pwd=MHd4UHU1Vy9kZWJRa0l3UlhTS092Zz09>  
 Meeting ID: 624 2038 8321 Passcode: 179791

**ZOOM Sessions today**  
 9.00am Number Talk  
 10.50am Phonics  
 View your daily overview on your Google Classroom.

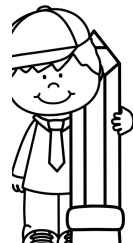
**Mathematics**

**TASK 1 - Maths warm up**

**Offline-** Answer the following multiplication questions:

What's the Product?

Use the center number to find the product of each equation.



**Online –** Complete google form on google classroom.



Morning

**TASK 2 - online learners respond to google classroom activities**

Learning Intention: We are learning to add and subtract two, three- and four-digit numbers.

Success Criteria:

I can:

Use place value to partition numbers.

- 
- Partition numbers in non-standard form
- Use a range of mental and written strategies



**Activity 1**

Solve the following problems by partitioning the numbers into its place value.

E.g.  $23 + 54 =$

$20 + 50 = 70$

$3 + 4 = 7$

$70 + 7 = 77$

1.  $45 + 32 =$
2.  $65 + 54 =$
3.  $543 + 673 =$
4.  $654 + 349 =$
5.  $1\ 234 + 6\ 345 =$
6.  $6\ 324 + 7\ 654 =$

**Activity 2**

Solve the following word problems. Do not forget to show your working out.

1. Shinji is 182 cm tall. Jane is 169 cm tall. If Brian is 15 cm taller than Jane, what is the combined height of all three people?
2. Janine wanted to buy a new laptop. The laptop costs \$1299, but has been reduced by \$249. If Janine has \$3423 in savings, how much money will she have left after she purchases the discounted laptop?
3. Neil decided to train for cross-country. On the first day of training he ran 3.2 km. On the second day he ran 5.4 km. On the 3rd and 4th day he ran a total

of 8.9 km. If he ran 22 km in total after five days of training, how far did he run on the fifth day?

4. There were 93 people on the high-speed train. 23 got on at the first station and 48 got off at the third station. If there are 5 people left on the train at the fourth station, how many got off at the second station?

5. A shop buys skateboards for \$83 and sells them for \$159.95. If they have a sale and sell them for \$20 less, what is the profit on each skateboard sold?

Break

Break

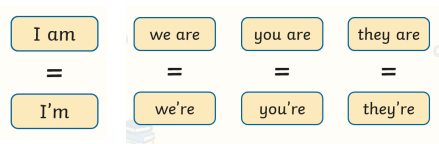
Break

**Phonics:**  
 Contractions are two words shortened to make one word. An apostrophe replaces the missing letter or letters.

Contractions of two words are made by:

1. Writing all of the first word
2. Joining the second word to it, leaving out one or more letters.
3. Writing an apostrophe (') where letters have been left out. An apostrophe is a type of punctuation mark. It helps form the contraction.

For example:  
 he is - he's  
 what is - what's



**Contraction focus: 'I am' and 'are'**

- When shortening 'am' with 'I', remove the 'a' and replace it with an apostrophe (e.g. I am = I'm).
- If 'are' is one of the words in the contraction, remove the 'a' and replace it with an apostrophe (e.g. we are = we're).

**Offline: Activity 1: Match Me!**  
 Match the word to its correct contraction. Rewrite the contraction word on paper.

- |               |                      |
|---------------|----------------------|
| <u>Words:</u> | <u>Contractions:</u> |
| 1. I am       | they're              |
| 2. we are     | I'm                  |
| 3. you are    | we're                |
| 4. they are   | you're               |

**Activity 2: Finish the Contraction**  
 Fill in the missing words that help form the contraction. The first one has been done for you.

1. we + are = **we're**
2. they + \_\_\_\_\_ = they're
3. I am = \_\_\_\_\_

**Writing:**  
**Learning intention:**  
 We are learning to plan, compose, edit and revise a letter.

**Success criteria:**  
 I can:  
 Use the correct letter structure  
 Organise my ideas into paragraph  
 Write with purpose to engage my audience (To....)  
 Use correct grammar and punctuation  
 Letters allow us to communicate with people who may not have the internet or a device to communicate with people.



**Let's review the structure of a letter**

**Greeting**  
Dear Mrs Gillard,

**Address**  
Elizabeth Street  
Riverstone NSW

**paragraphs**  
I hope you are enjoying learning from home. I have enjoyed the zoom lessons and Stage 2 connects. I am excited to come back to school in a next week. I can't wait to see all of my friends and my favourite teachers.

When school returns, will the canteen be open? I really miss ordering a pizza for lunch! That is one thing I have missed from school. I have also missed my friends but I know I will see them again very soon.

**Closing**  
See you at school soon,  
Mrs Bairstow

**Activity:** Can you identify all parts of the letter structure? Get a family member to test you and see if you can identify all parts correctly.

Write down your address to start to plan your letter. Write down the school's address for your letter to your teacher.

**Online:** Complete the activity found on google classroom.

4. \_\_\_\_\_ + are = \_\_\_\_\_

Break

Break

Afternoon

**PDH (Online on Google Classroom)**

Lesson objective: predict and reflect on how other students might feel in a range of challenging or unsafe situations and discuss how they can respond to support others to feel safe and empowered.

**Offline:**

When you are presented with a safe or unsafe situation you may respond with warning signals. You can respond differently to a range of situations to support others in feeling safe and empowered. Answer the questions in the table by reading the interaction and recording the body signals and feelings, circling whether it is safe or unsafe and explain why. (Please see the table on the last pages of the LFH grid)

## TUESDAY 19th October 2021

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Meeting ID: 624 2038 8321 Passcode: 179791

**ZOOM Sessions today**

9.00am Number Talk

10.50am Phonics

View your daily overview on your Google Classroom.

**Mathematics**

**TASK 1 - Maths warm up**

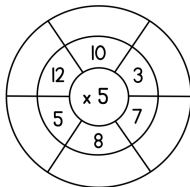
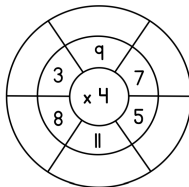
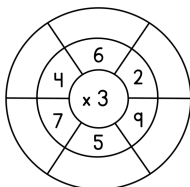
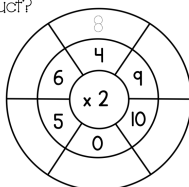
**Offline-**

**Warm Up**

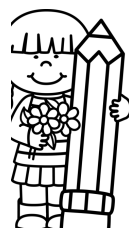
Answer the following multiplication questions:

What's the Product?

Use the center number to find the product of each equation.



Morning



**Online** - found on google classroom.

**TASK 2 - online learners respond to google classroom activities**

Learning Intention: We are learning to add and subtract two, three- and four-digit numbers.

Success Criteria:

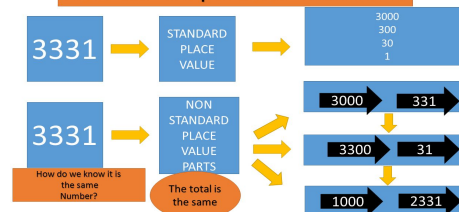
I can:

- Use place value to partition numbers.
- Partition numbers in non-standard form
- Use a range of mental and written strategies



**Activity 1 - we can partition numbers into standard and non-standard place value parts (see below).**

How can we partition numbers?



**Solve the following problems using non-standard place value:**

E.g.  $3331 + 220 =$

$3000 + 331 + 220 = 3551$

1.  $45 + 32 =$

2.  $654 + 213 =$



3.  $903 + 345 =$
4.  $6\,455 + 2\,390 =$
5.  $9\,890 + 3\,456 =$

### Activity 2

Solve the following word problems. Do not forget to show your working out.

1. How many sandwiches were sold in total? 15 chicken were sold. Vegetarian sold 8 less than chicken. Beef was the most popular sandwich and sold 14 more than vegetarian.
2. A total of 96 239 fans attended the grand final of the World Cup. If 36 829 supported Germany and 48 293 supported Argentina, how many neutral supporters were in the stadium?
3. Susan loves sushi! She ordered a plate with 4 chicken and avocado rolls, 6 California rolls and 3 prawn rolls. Her second plate had two less of each. How many sushi rolls did she have in total?
4. Kevin is great at basketball. His team scored 24 points in the first quarter, 32 in the second, 19 in the third and 25 in the fourth. If his team mates scored 54 points, how many points did Kevin score?
5. Jill's family y 8 432 km to arrive at their favourite holiday destination. They are in mid-air and have own 6 212 km. If the plane's tank of fuel can allow it to y for 12 000 km, how much further could they y from their current location?

Break

Break

Break

Middle

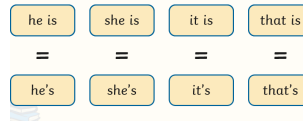
**Phonics:**

**Offline:**

**Revision: 'I am' and 'are'**

Do you remember the shortened word contractions for 'I am' and 'are'? Rewrite and form the contractions below:

1. we are =
2. they are =
3. I am =
4. you are =



**Contraction focus: 'is'**

If 'is' is one of the words in the contraction, remove the 'i' and replace it with an apostrophe.

**Activity 1: Watch me Make a Contraction!**



**Writing:**

We are learning to plan, compose, edit and revise a letter.

**Success criteria**

I can:

- I can plan my ideas
- I can organise my ideas into paragraphs

This is the first stage of the writing process. We need to plan what you are writing about. This week we are writing a letter to your teacher. It has been a long time since we have seen you in person and we miss you!

Task:

We are writing a letter to our class teacher. You can write to your teacher about what you did in the holidays, how you are feeling about going back to school, or if you are having trouble completing work. The ideas are endless, these are suggestions to help you plan your writing.

Use this template to help you plan your letter.





In the sentences below, change the word that has been underlined to a contraction. Then, rewrite the sentence with the contraction. The first one has been done for you.

1. I am going to school → **I'm** going to school.
2. That is the best present I have seen yet →
3. She is very scared of the birds and long snakes that live in her front yard →
4. Maggie said to Dad, "he is not very happy" →
5. "It is going to be the best day because it is my birthday!" said Rachel →

**Activity 2: Sentence Building**

Choose ONE contraction that you have learnt today (he's, she's, it's, that's) and put this into a compound sentence. If you want to challenge yourself, see if you can add more than two contractions in the compound sentence. Remember, it needs to make sense.

**Online:** Found on your Google Classroom.



**Online:** Found on your Google Classroom.

**Break**

**Break**

**Geography (online on google classroom)**

**Offline:** Demographic characteristics of places and the lives of the people who live there.

Information about places can help people to know what special things the people who live there might like. For example, if a place has a lot of families living in it the people may like to have parks for the children to play in. Information about places is collected in a census.

Complete a census for your house by answering the below questions: Where were your parents born? How many people are in your family? How many bedrooms are in your home? What languages are spoken at home? How many cars do you have at home?

**Activity 1:** A census is held in Australia every five years. The census tells us about our way of life and helps us plan for the future. The last census was in 2016. But we also completed one recently in August 2021. You can find out more about the census from the website 'QuickStats. Look at the 2016 census information for Kellyville.

What do you notice? Write three sentences.

**Activity 2:** Go to QuickStats -

<https://www.abs.gov.au/websitedbs/D3310114.nsf/Home/2016%20QuickStats> and research some information about your home town. Compare this to Kellyville. What is similar and different?

**Search QuickStats**

2016 ▾

GO

[Advanced search](#)

**2016 Census QuickStats**

Australia | New South Wales | State Suburbs

**Kellyville**

Code SSC12088 (SSC)

Search for a Community Profile

	<b>People</b>	<b>27,971</b>
	Male	49.2%
	Female	50.8%
	Median age	35
	<b>Families</b>	<b>7,675</b>
	Average children per family	
	for families with children	2
	for all families	1.3
	<b>All private dwellings</b>	<b>8,714</b>
	Average people per household	3.4
	Median weekly household income	\$2,564
	Median monthly mortgage repayments	\$2,600
	Median weekly rent	\$630
	Average motor vehicles per dwelling	2.2

# Wednesday 20th October 2021

## Stage 2 ZOOM LINK

Zoom Link <https://nsweducation.zoom.us/j/62420388321?pwd=MHd4UHU1Vy9kZWJRa0l3UIhTS09ZzZ09>

Meeting ID: 624 2038 8321 Passcode: 179791

### ZOOM Sessions today

9.00am Number Talk

10.50am Language Conventions

2.00pm Stage 2 Connects – join your teachers and friends online today for a catch-up chat and some fun games!

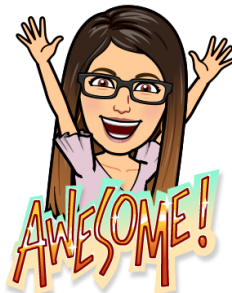
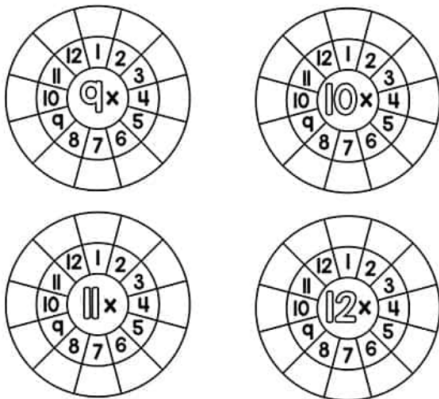
View your daily overview on your Google Classroom.

## Morning

### Mathematics

#### TASK 1- Maths warm up

Offline- Answer the following multiplication questions.



Online - found on google classroom.

### TASK 2 - online learners respond to google classroom activities

Learning Intention: We are learning to add and subtract two, three- and four-digit numbers.

Success Criteria:

I can:

- Use place value to partition numbers.
- Partition numbers in non-standard form
- Use a range of mental and written strategies



#### Activity 1 - Subtraction



Solve the following subtraction problems using one of the above strategies:

1.  $56 - 32 =$
2.  $78 - 45 =$

CAN'T WAIT  
TO SEE YOU



3.  $324 - 98 =$
4.  $893 - 432 =$
5.  $1\ 234 - 987 =$
6.  $3\ 456 - 7\ 654 =$
7.  $5\ 489 - 3\ 455 =$
8.  $23\ 903 - 4\ 901 =$

**Activity 2**

Solve the following word problems. Do not forget to show your working out.

1. The car's tank had 8.2 L of fuel remaining. It used 1.8L driving to the supermarket and 2.4 L driving to the beach. If it needs 6 L to travel to the petrol station, will it make it without running out of fuel?
2. Scott wanted to get to work at 8.00 am sharp. He stops at the shops for 13 minutes, after walking for 19 minutes. He then catches a bus for 32 minutes, then walks an additional 6 minutes. What time does he leave home?
3. The book stand sold 678 magazines in the first month and 46 less than that in the second month. How many magazines did they sell in these two months?
4. There are 88 elephants in the herd. 36 are male adults and 23 are children of which 10 are male. How many females are there in the herd?
5. On Monday, Jose had 198 apples, 139 oranges, and 55 pears available at his shop. That day, he sold 15 apples, 22 oranges, and 18 pears. How many pieces of fruit were remaining on Tuesday?

Break

Break

Break

**Phonics:**

**Offline: Revision: 'is'**

Do you remember the shortened word contractions for 'is'? Rewrite and form the contractions below:

1. it is =
2. she is =
3. that is =
4. he is =



it will	we will	they will
=	=	=
it'll	we'll	they'll

Middle

**Contraction focus: 'will'**

If 'will' is one of the words in the contraction, remove the 'w' and the 'i' and replace them both with an apostrophe.

I will	you will	he will	she will
=	=	=	=
I'll	you'll	he'll	she'll

**Activity 1: Finish the Contraction**

Fill in the missing words that help form the contraction. The first one has been done for you.

1. that + is = **that's**
2. he + will = \_\_\_\_\_

**Writing**

**Learning Intention:**

We are learning to plan, compose, edit and revise a letter.

**Success Criteria:**

I can: use the correct letter structure

- organise my ideas into paragraph
- write with purpose to engage my audience (To....)
- use correct grammar and punctuation

**Task:**

Using your plan created yesterday, start writing your letter. You might like to draft your writing on paper or on google doc. Remember to use paragraphs to separate your ideas. Each box in your plan is a new paragraph. Your letter should engage the reader (your teacher) and make them want to keep reading. You can tell your teacher about how you are feeling and any questions you might have.

**Online** - found on google classroom.

3. we + \_\_\_\_\_ = we'll
4. \_\_\_\_\_ + will = I'll
5. it + will = \_\_\_\_\_
6. \_\_\_\_\_ + \_\_\_\_\_ = you'll
7. she + \_\_\_\_\_ = she'll
8. they + will = \_\_\_\_\_

**Activity 2: Making Sense**

In the following sentences, choose the best contraction that makes sense with the sentence. Underline the correct contraction. Then, rewrite the sentence with the contraction you chose. The contraction for the first sentence has been done for you.

1. Instead of being the frog, (you'll / we're) be a dazzling princess.
2. If you behave, and do not scare the little pigs, I'm sure (**I'm** / **they'll**) grow very fond of you.
3. Well, sooner or later (**she'll** / **that's**) I have to take care of the babies by herself.
4. Peter does not know the way to his class. (**She'll** / **He'll**) need directions to get to class.
5. "Sit still and (**aren't** / **I'll**) go get a small band aid" he barked.

**Online:** Found on your Google Classroom.

TIME TO GO  
BACK TO SCHOOL



Break

Break

Afternoon  
Stage 2  
Connects  
2.00pm



PE

**Offline: Working collaboratively with team members in sport - Exercise Square**

You will need a family member to play this game. Choose a leader to go to the middle of the square and perform an exercise. The other players copy the leader. After 20 or 30 seconds blow the whistle (or yell, 'STOP') and have the leader choose another person to be the new leader. While the leaders switch places, the other players should jog in place until the new leader selects an exercise. When the leader performs another exercise the students again copy the leader. Don't forget to play some upbeat music!

**Online:** Complete on google classroom.

**RPS Unplugged**

It is time to pack away the devices. Join us from 1- 2pm as we disconnect from technology. You might like to go for a walk, play in your backyard, do some gardening or even read a book.

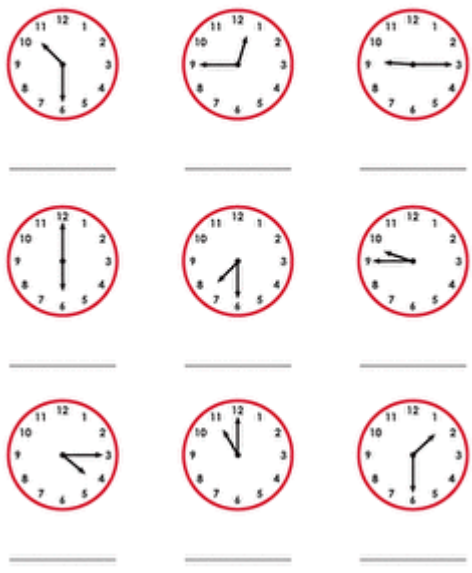



UNPLUG

WE  
DID IT



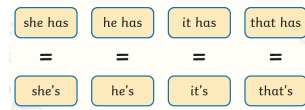
# THURSDAY 21st October 2021

<p><b>Stage 2 ZOOM LINK</b></p>	<p>Zoom Link <a href="https://nsweducation.zoom.us/j/62420388321?pwd=MHd4UHU1Vy9kZWJRa0l3UIhTS092Zz09">https://nsweducation.zoom.us/j/62420388321?pwd=MHd4UHU1Vy9kZWJRa0l3UIhTS092Zz09</a> Meeting ID: 624 2038 8321 Passcode: 179791</p> <p><b>ZOOM Sessions today</b> 9.00am Number Talk 10.50am Writing View your daily overview on your Google Classroom.</p>	
<p>Morning</p>	<p><b>Mathematics</b></p> <p><b>Task 1 - Maths warm up</b> <u>Offline-</u> Record the time shown on the clocks.</p>  <p><u>Online</u> - found on google classroom.</p>	<p><b>TASK 2 - online learners respond to google classroom activities</b></p> <p>Learning Intention: We are learning to read time</p> <p>Success Criteria:</p> <p>I can:</p> <ul style="list-style-type: none"> <li>• Read and interpret timetables and timelines.</li> <li>• Read and interpret calendars.</li> </ul> <p>Today you will be learning how to read timetables. A timetable is <b>a table showing events organised, according to a time schedule</b>. Often used to display transport times or lesson schedules.</p> <p>Complete the following activities all about reading and interpreting timetables.</p> <p><b>Activity 1</b> - Swimming Carnival task (see additional resources)</p> <p><b>Activity 2</b> - School day timetable task (see additional resources)</p> 
<p><b>OBreak</b></p>	<p><b>Break</b></p>	<p><b>Break</b></p>
<p><b>Middle</b></p>	<p><b>Phonics:</b> <u>Offline:</u> <b>Revision: 'will'</b></p>	<p><b>Writing</b> <b>Learning intention:</b> We are learning to plan, compose, edit and revise a letter. <b>Success Criteria:</b></p>



Do you remember the shortened word contractions for 'will'? Rewrite and form the contractions below:

1. I will =
2. you will =
3. he will =
4. she will =
5. it will =
6. we will =
7. they will =



**Contraction focus: 'has'**

If 'has' is one of the words in the contraction, remove the 'h' and the 'a' and replace them both with an apostrophe.

**Activity 1: Trash or Treasure**

Have a piece of paper with a line drawn vertically down the centre. Draw a small rubbish bin at the top of one side and some treasure at the top of the other. Using the words below sort them into trash (spelt incorrectly) or treasure (spelt correctly), then write it on the corresponding side of your sheet.

*Focus Words: shee's, it's, that''s, hee's, she'll, wel'l, theyr', we're, your'e, it'l.*

**Activity 2: Bingo!**

Play a game of bingo with members from your family. You will need to draw a 3 x 3 grid. Players need to write 9 of the *focus words*. The host will call out a word, if you have that word, cross it out. To win you need to have three words in a row.

*Focus words: she's, he's, it's, that's, l'll, you'll, he'll, she'll, it'll, we'll, they'll, he's, she's, it's that's, l'm.*

**Online:** Found on your Google Classroom.

I can:

- use the correct letter structure
- organise my ideas into paragraphs
- write with purpose to engage my audience (To....)
- use correct grammar and punctuation



The next step in the writing process is to revise your writing. Find your letter from yesterday and revise your writing.

You are checking:

- Do I need to add anything to my letter?
- Do I need to remove anything from my letter?
- Do I need to move anything around in my letter?
- Do I need to change any words in my letter?

Revise this passage and rewrite it using ARMS method.

**Let's practise**

Use ARMS to edit this passage. You will need to move sentences around and add some words in this passage.

At the park I played with my friend. We had some cupcakes and juice for a snack. We had fun playing until I fell over hurt my knee. My knee was bleeding. We had to go home. I played on the swings and went on the slide. I saw my friend who I haven't seen in a while and ran to her. I hugged my friend and didn't want to let go.

**Online:** Found on your Google Classroom.

**Break**

<b>Afternoon</b>	<p><b>Science</b></p> <p><b>Offline:</b></p> <p>Key Words:</p> <p><i>Decompose</i> - To break down or to be broken down in substances or simpler parts</p> <p><i>Biodegradable waste</i> - Materials or objects that can easily fall apart and be broken down into waste. It is made of plant or natural materials. These materials fall apart when exposed to sunlight and air. It takes a long time (about 1000 years) for it to be broken down into thin, almost invisible material. After being broken down they are easily absorbed into the soil to become nutrients or elements. Examples of biodegradable waste (that can be <i>decomposed</i>) are food waste, sewage, manure, paper products, and egg shells.</p> <p><i>Non-biodegradable waste</i> - Materials or objects that can not be broken down or decomposed naturally. As these materials are not natural and do not contain any plant or</p>
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animal like substance, it can cause toxic chemicals to go into the air. This causes pollution. Examples include plastic, and glass.

**Activity 1:** Decide whether the following materials below can be decomposed. Draw the table below and write in the correct columns which everyday materials are classified as biodegradable or non-biodegradable waste.

Biodegradable and non-biodegradable materials: Egg shells, grass, food waste, plastic cups, plastic bottles, manure, glass plates, sewage, Coca-Cola cans, wood.

Biodegradable waste	Non-biodegradable waste

**Activity 2: Experiment - testing biodegradable and non-biodegradable materials**

Experiment: This experiment will take 2 - 3 weeks.

Materials: Biodegradable material, non-biodegradable material containers (x 2), soil.

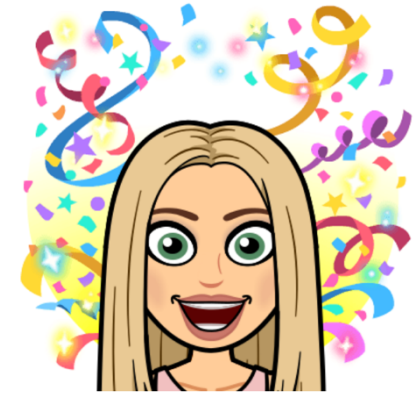
Method:

1. Put decomposed materials in one container and materials that you think will not decompose in another container.
1. Bury your containers into the ground and cover with soil.
2. Get 2 new containers and complete step 1 again.
3. Place your containers in a location outside where there is no direct sunlight.

Observation - Every week check on your experiment- write down what you noticed about each container. You could draw a picture.

Results – What did you notice about the biodegradable and non-biodegradable material?

Online: found on google classroom.



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 Meeting ID: 624 2038 8321 Passcode: 179791


**ZOOM Sessions today**  
 10.50am Last Zoom lesson! Join your teachers for some fun activities online! We are celebrating everything we have achieved when learning from home!  
 View your daily overview on your Google Classroom.

**Mathematics**


**Task 1 - Maths warm up**

Offline- Record the time on the clocks.

Write the time shown on each clock.




\_\_\_ o'clock    \_\_\_ o'clock    \_\_\_ o'clock    \_\_\_ o'clock



Half past \_\_\_    Half past \_\_\_    \_\_\_ o'clock    Half past \_\_\_

Write the digital time shown on each clock.



\_\_\_\_\_

Online- found on google classroom.



**TASK 2 - online learners respond to google classroom activities**

Learning Intention: We are learning to read time

Success Criteria:


I can:

- Read and interpret timetables and timelines.
- Read and interpret calendars.

Today you will be learning how to read a calendar. A calendar is a tool used to mark the passing of time. People of ancient times based their calendars on the most obvious regular events they knew—the changing positions of the Sun, Moon, and stars. These calendars helped them figure out when to plant and harvest their crops. Over time different groups of people developed other calendars based on their own needs and beliefs. Several units of time are common to almost all calendars. The day is the most basic unit. The day measures the cycle of daytime and night-time. It is now known to be the length of time the Earth takes to spin once on its axis. A group of seven days is called a week. Unlike the day, the week is not based on any astronomical event.

The month measures the cycle of the phases of the Moon. Its length is about  $29 \frac{1}{2}$  days, the time taken by the Moon to orbit Earth. The year measures the cycle of the seasons. Its length is about  $365 \frac{1}{4}$  days, the time taken by Earth to orbit the Sun. Fitting months into years is a problem for calendar makers. The difficulty comes from the fact that the month is lunar, or based on the Moon, but the year is solar, or based on the Sun. Twelve cycles of the Moon take about 354 days, not  $365 \frac{1}{4}$ . To make the lunar months fit into the solar year, it is necessary to add days at certain times. This is why calendar months differ in length. All except February are longer than 29 days to make up for the extra 11 days of the solar year. For the same reason a day is added to February every fourth year. These are called “leap years”.

**Activity 1** - October 2021 Task (see additional resources)  
**Activity 2** - Reading Calendars activity (see additional resources)



	Break	Break
<p><b>Break</b></p>	<p><b>Phonics:</b>  <b>Offline:</b>  <b>Dictation</b>            Change these words to its contraction            we are =            you are =            I am =            that is =            it is =            you will =            it will =            he has =            it has =</p> <p>Ask a parent or carer to read out this sentence. As someone is reading the sentence, write the sentence that you hear. Did you spell all the words correctly?</p> <ul style="list-style-type: none"> <li>- My mum likes to eat eggs and ham. <b>She'll</b> even eat it for dinner. <b>That's</b> yuck!</li> </ul> <p><b>Online:</b> Found on your Google Classroom.</p>	<p><b>Writing:</b>  <b>Learning intention:</b> We are learning to plan, compose, edit and revise a letter.  <b>Success criteria:</b> Review my letter using ARMS</p> <ul style="list-style-type: none"> <li>- use the correct letter structure</li> <li>- organise my ideas into paragraphs</li> <li>- write with purpose to engage my audience (To.....)</li> <li>- use correct grammar and punctuation</li> </ul> <p><b>Task:</b> Review your letter using CUPS method. Check for capital letters, sentences that make sense, punctuation and spelling. Once you have reviewed your letter, you can publish your letter to your teacher on google docs or on paper.</p> <p><b>Online:</b> Found on your Google Classroom.</p>
<p><b>Break</b></p>	<p><b>Break</b></p>	<p><b>Break</b></p>
<p><b>Afternoon</b></p>	<p><b>Music (Found on Google Classroom)</b>            Tone colour in music is the quality of the sound an instrument makes. Instruments make different sounds depending what material they are made of. They can also make sounds in different pitches, this means they could make high sounds, low sounds or sounds in the middle.</p> <p><b>Activity 1:</b> Watch the video <a href="https://www.youtube.com/watch?v=Tde91GvEHV8">https://www.youtube.com/watch?v=Tde91GvEHV8</a></p> <p><b>Activity 2:</b> Write down as many instruments as you can think of or can research. Put them into groups based on the material they are made from or how they are played. You might like to group instruments made from brass or that get blown into together, instruments you hit etc. Go to <a href="https://www.abcya.com/games/bandemonium">https://www.abcya.com/games/bandemonium</a>. Have a go at exploring, sorting and listening to these instruments.</p> <p><b>Activity 3:</b> Look at images of different instruments, think about the sounds that they make. You are to design your own musical instrument. Draw what you would like it to look like, write down the materials you will need to build it, how you will play it, what you are going to call it and what instruments you got ideas from. Do not make your instrument yet though, save the making for next week.</p>	



**Editing with CUPS**

**C** Capitals at the beginning of each sentence and proper nouns

**U** Understanding - all my sentences makes sense

**P** Proper punctuation at the end of each sentence.

**S** Spaces between my words and sentences.



# Monday PDH Lesson

Answer the questions in the table by reading the interaction and recording the body signals and feelings, circling whether it is safe or unsafe and explain why.

Safe and Unsafe situations and warning signals

Name:



Interactions	Body signals/feelings	Circle safe or unsafe	Explain why
You are playing at the park with a friend and you fall over, an adult comes over to you and helps you up. You are crying and they offer to give you a hug.		Safe Unsafe	
Your dad asks you to keep a secret from your mum about her surprised birthday present.		Safe Unsafe	
The home phone/mobile rings and you answer it. A voice on the other says they are doing a survey about children. They ask questions about your personal information; address, school, if you have siblings, what you like.		Safe Unsafe	
Your friend tells you that they are receiving mean online messages from peers at school.		Safe Unsafe	

# Thursday Maths Lesson

## Swimming Carnival

Use the timetable to answer the questions.

Waterfield School	
8:40	Bus departs school
8:55	Welcome
9:15	Freestyle heats
9:50	Breaststroke heats
10:25	Backstroke heats
11:00	Butterfly heats
11:35	Lunch
12:10	Freestyle finals
12:30	Breaststroke finals
12:50	Backstroke finals

1:10	Butterfly finals
1:30	Novelty Races
2:15	Presentations
2:25	Clean up
2:40	Bus departs
2:55	Bus arrives back at school

**Challenge!** The teachers are worried about the weather and so they have started making a backup plan in case everyone has to leave the pool early. They plan to cancel the novelty races and hold the presentations back at school. Help the teachers create a backup timetable.

- How long is the Welcome?
- How long is the break for lunch?
- How much time is given to the backstroke heats?
- How much longer are the heats than the finals?
- How long will the novelty races go for?
- Jake has an appointment and so will arrive at the pool at 12:45. What event should be taking place when he arrives?
- If the breaststroke heats were just beginning at 10:42, how many minutes behind schedule would they be?
- Emily's mum wants to watch her daughter compete in the freestyle finals race. She knows it is a 25 drive from home. What time should Emily's mum leave home to arrive on time?

## Reading a Timetable

Read the school timetable and use the information to answer the questions.



8:45 - 9:15	Spelling	
9:15 - 10:00	Writing	
10:00 - 11:00	Reading	
11:00 - 11:30	Morning Tea	
11:30 - 12:30	Maths	
12:30 - 1:15	Science	
1:15 - 1:50	Lunch Break	
1:50 - 2:20	Music	
2:20 - 2:55	Geography	

- What time does the school day start?
- What time does the school day end?
- How long is the school day?
- Which is longer: spelling or geography? By how much?
- Which break is longer? By how much?
- What would a student most likely be doing at 1:05?
- What are the two longest lessons that students have?
- Students do science twice a week. How long do they spend doing science in a week?
- A student is going to be picked up from school at 2:10. How much class time will they miss?
- Altogether, how much time do students spend in class?



# Friday Maths Lesson

October							2021
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
twinkl				1	2	3	
4 Queen's Birthday Holiday (QLD)	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27 Noosa Triathlon Starts	28	29	30	31 Noosa Triathlon Ends/ Halloween	

## October Calendar Questions

- How many Wednesdays are there in October?  
\_\_\_\_\_
- What event begins on the 27th of October 2021?  
\_\_\_\_\_
- How many days does the Noosa Triathlon last for?  
\_\_\_\_\_
- On which date does Halloween take place?  
\_\_\_\_\_
- How many Sundays are there in October?  
\_\_\_\_\_
- What event takes place for Queensland on the 4th of October 2021?  
\_\_\_\_\_
- On which day of the week is the last day of October?  
\_\_\_\_\_
- How many days in October in total?  
\_\_\_\_\_

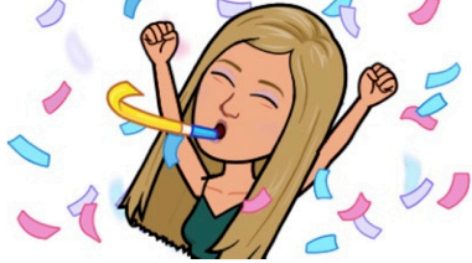
## Reading Calendars



- Fill in the missing numbers on the calendar.
- How many Wednesdays are there in July? \_\_\_\_\_
- How many Sundays are there in July? \_\_\_\_\_
- Tom's birthday is on the 20<sup>th</sup> July. What day is it? \_\_\_\_\_
- Tom had his party two days after his birthday. When was his party? \_\_\_\_\_
- What day is:
  - 2<sup>nd</sup> July?
  - 15<sup>th</sup> July?
  - 26<sup>th</sup> July?
  - 1<sup>st</sup> August?



**WE MADE IT!**



**WE ARE SO PROUD OF STAGE 2!**

**CONGRATULATIONS**



**WE DID IT**

