



## **Stage 3 – Take Home Learning Pack Term 3, Week 2**

Dear families,

Please find the learning from home work for this week attached. There is a suggested timetable, but children can complete the activities in any order and can also complete them more than once if they would like to.

If you can, we ask that you send a photo/video of the work your child has completed. All photos/videos can be uploaded in your child's Class Dojo Portfolio.

Taking photos of the tasks your child completes, allows us to see all the wonderful learning that the children are doing as well as allowing us to see which children are learning from home so that we can mark the roll.

Alternatively, bring your completed work to school when you come and collect your new booklet.

Happy learning!



# LIVERPOOL WEST PS - STAGE 3 – REMOTE LEARNING – TERM 3, WEEK 2

## 2021 STAGE 3 REMOTE LEARNING TIMETABLE – TERM 3, WEEK 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:10	20mins Reading				
9:30	Reading Comprehension Choose an activity from the grid	Reading Eggs	Reading Comprehension Choose an activity from the grid	Reading Eggs	Reading Comprehension Choose an activity from the grid
	<b>Crunch and Sip</b>				
10:10	Movie Review Writing Plan your movie review	Movie Review Writing Finish your movie review	Imaginative Writing Use the picture prompt to write your story	Comic Writing Plan your comic	Comic Writing Finish your comic
10:50	Vocab – word of the day 'producer'	Vocab – word of the day 'evaluation'	Vocab – word of the day 'geography'	Vocab – word of the day 'demographic'	Vocab – word of the day 'economy'
11:00	<b>Break 1</b>				
11:40	Mindfulness Journey into your body	Crunches Backwards Quiz	Mindfulness 5 Things I See, Hear and Feel	Crunches The Prequel	Mindfulness Smile Mindfully
11:50	Maths Multiplication & Division <a href="https://bit.ly/3B2YBQ3">https://bit.ly/3B2YBQ3</a>	Maths Multiplication & Division	Maths Multiplication & Division	Maths Multiplication & Division	Maths Multiplication & Division
12:30	BTN 'New Ocean' <a href="https://www.abc.net.au/btn/classroom/new-ocean/13396018">https://www.abc.net.au/btn/classroom/new-ocean/13396018</a>	Number of the Day TEN Maths Fractions	Geography Olympics <a href="https://www.inquisitive.com/video/353-derek-redmond-olympic-video">https://www.inquisitive.com/video/353-derek-redmond-olympic-video</a>	Number of the Day TEN Maths Fractions	Music Clapping Patterns <a href="https://youtu.be/7Z23EmPso">https://youtu.be/7Z23EmPso</a>
1:10	Fitness PE with Joe – 8 min Workouts <a href="https://video.link/w/cs03c">https://video.link/w/cs03c</a>	Fitness Dice Workout	Fitness Uno Workout	Fitness Just Dance	Fitness 30sec Physical Challenges
1:30	<b>Break 2</b>				
2:10	Visual Arts Perspective Landscape Drawing <a href="https://bit.ly/2yyp3G">https://bit.ly/2yyp3G</a>	Library Premier's Reading Challenge World Book Encyclopaedia	Visual Arts Scenery drawing <a href="https://video.link/w/gU3c">https://video.link/w/gU3c</a>	Science Stem Activity: Paper Rockets <a href="https://video.link/w/CwU3c">https://video.link/w/CwU3c</a>	Journal Reflection How are you feeling? What have you been doing? What's going well? What would you change?

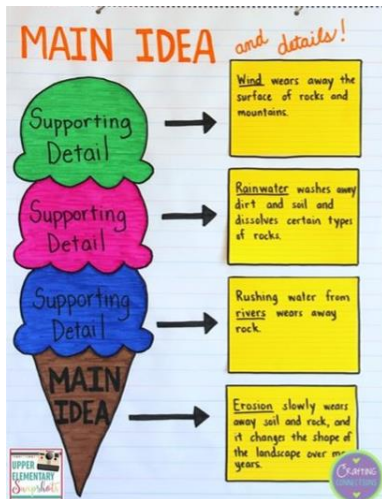
## LWPS - STAGE 3 – REMOTE LEARNING – TERM 3, WEEK 2

### Read for 20 mins each day

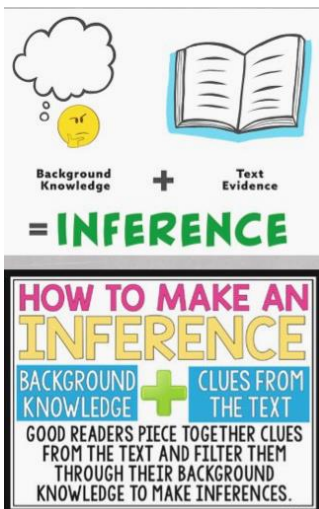
▪ Book of your choice	▪ Reading Eggs	▪ Read a piece of everyday text (a menu, timetable, an ad, cereal box)
▪ Library book	▪ Newspaper article	
▪ Magazine article	▪ Online book or information	

### COMPREHENSION

Choose an activity from the grid or complete a Reading Eggs activity each day.



Draw a 3-scoop ice-cream and write the three supporting details and main idea of your text.	Write a paragraph about the main idea of your text with 3 supporting details.	Draw an image to represent the main idea of the text.
Write down a list of clues that led you to the main idea? Do they have anything in common?	Construct your own way to show the main idea – building, playdough, lego, drawing.	Make a collage to represent the main idea.



Write 5 inferential questions to support your text.	Write a paragraph with your inference that includes your background knowledge and evidence from the text.	Share with someone at home you inference and ask them what do they infer about the book cover.
Write a list of your own background knowledge and text evidence that led you to your inference.	Draw 3 puzzle pieces and inference. 1st puzzle is your background knowledge. 2nd puzzle is your text evidence. 3rd puzzle is your inference.	

### BTN

Watch the BTN episode: 'New Ocean'

<https://www.abc.net.au/btn/classroom/new-ocean/13396018>

1. What was the main point of the New Ocean story?
2. What continent does the Southern Ocean surround? Find on a map.
3. Who approved the Southern Ocean as the world's 5th ocean?
4. What are the 4 other oceans?
5. What makes the Southern Ocean an ocean?
6. The ACC is the weakest ocean current on our planet. True or false?
7. What helps keep Antarctica cool and icy?
8. The Southern Ocean is home to thousands of \_\_\_\_\_ that aren't found anywhere else.

## WRITING: Movie Review

**WALT:** We are learning to write a review about a movie or tv show we have watched.

### Success Criteria:

- \* I can plan my movie review.
- \*\* I can write an introduction to grab the reader's attention.
- \*\*\* I can write a short summary of the movie/tv show.
- \*\*\*\* I can include descriptive language.
- \*\*\*\*\* I can give my opinion and a recommendation.

- A movie review has the same structure as the book review you wrote last week.
- However, a movie review has a producer / director and not an author / illustrator.
- In a movie a review we can also comment on the music, sound and visual effects.

## Sample Movie Review

<https://bit.ly/3r6rJ4p>

### Example Introduction

Movie Review **Finding Nemo**

Find Nemo is a Pixar film directed by Andrew Stanton and produced by Graham Walters in 2003.

A young family of clown fish find themselves in danger of a shark attack. The scene moves quickly with scary music until there is dark. Marlin who is Nemo's dad wakes up and finds only one egg left... Nemo. As the last living egg Marlin becomes very protective of Nemo which pressures him into swimming far away to touch a strange boat. Nemo is taken by a scuba diver which leads Marlin to begin his long and adventurous journey of finding Nemo. On this journey both Marlin nemo meet some exciting and scary characters along the way.

- Title
- Producer and Director
- Adjectives
- Evidence from the movie (sound/ visual/ music)
- Don't give away too much of the story in your introduction!

### Body Example

As young Nemo is taken by the scuba diver, Marlin begins searching for him immediately. The director uses a wide shot of the ocean to show how large the space is that Marlin will have to search for Nemo.

As Marlin swims after the boat the music slows down and becomes quite deep to show that Marlin is too small and too tired to keep up with the speeding boat.

His love for Nemo forces him to keep swimming until he bumps into Dorey the fish. In this dark ocean we can see that both Dory and Marlin are bright in colour which lets the audience know that they are the focus.

- Your body should include who, what, when, where, why and how.
- Make sure to include information about the visuals and music in your writing.

### Conclusion – Example)

Finding Nemo is a fun and adventurous movie for the whole family. I highly recommend this movie to people of all ages as it addresses concepts of friendship and family through Marlin's journey with Dorey to find Nemo.

I really enjoyed this film because there is a wide range of characters like the friendly sea creatures in the tank to the crazy sea gulls in the harbour. The setting being in Australia made me like this movie even more.

- High Modality language (to persuade someone to watch this movie)
- Opinion
- Suitable audience
- Evidence from the film

## Movie Review

Use the template and tips below to:

- Plan
- Draft
- Edit
- Publish a review of a movie that you have read.

### Movie Review Plan

Movie Title:

Director:

Producer:

**Introduction:**

Introduce the topic:

Setting:

Character/s:

Main idea:

**Summary / Text description:**

What happened in the story?

**Conclusion / Recommendations / Opinions:**

Overall Opinion:

Recommendation:

Rating: ☆☆☆☆☆

Choose a movie you have watched and would like to review.

Write down the Title and Director/Producer.

In your introduction:

- Introduce the topic
- Tell the reader the main idea of the movie.
- Make sure to use evaluative and descriptive language

In your Summary:

- Include events that happened in the movie (in chronological order)
- Tell the reader what you thought about the characters and their actions (use descriptive language).
- Tell the reader what you thought about the events and give examples.

In your Conclusion:

- Include your overall opinion of the movie.
- Include your overall recommendations for the movie's audience.
- Include your rating out of 5 stars



## WRITING: Narrative

**WALT:** We are learning to write imaginative texts to engage our reader.

**Success Criteria:**

- \* I can plan my writing.
- \*\* I can write an introduction to grab the reader's attention.
- \*\*\* I can use descriptive language for my characters and setting.
- \*\*\*\* I can include an interesting problem.

### Narrative Story

Use the picture prompt below to write a narrative story.



## WRITING: Comic

**WALT:** We are learning to write imaginative texts to engage our reader.

### Success Criteria:

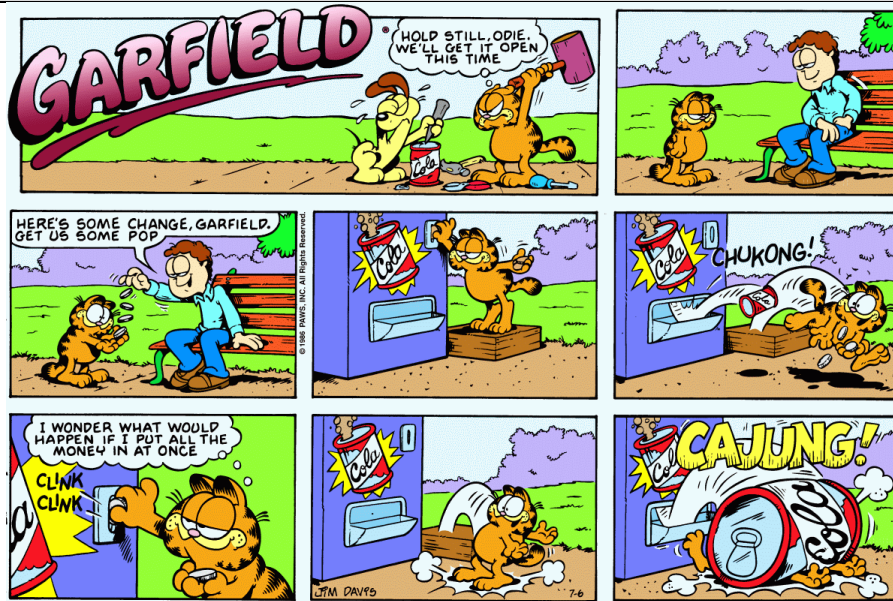
\* I can plan my comic.

\*\* I can include an interesting setting and characters.

\*\*\* I can include speech bubbles, thought bubbles, narration boxes and onomatopoeia.

### Comic

Use the template and sample below to write a comic with a hero and a villain.



1

2

3

4

5

6

7

8

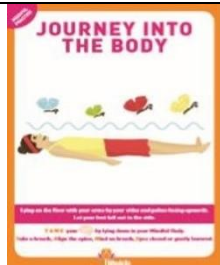
## VOCABULARY – WORD OF THE DAY

	Syllables How many?	Meaning Can use a dictionary	Base Word	Part of Speech (noun, verb, adjective, adverb)	Prefix / Suffix Can you add a prefix or suffix to the word?	Synonym Similar meaning Can use thesaurus	Antonym Opposite Can use thesaurus	Sentence
Example <b>'frustrating'</b>	3	Causing feelings of anger and annoyance.	frustrate	adjective	frustrates frustrated frustration	annoy irritate	pleasing	Homework can be very <u>frustrating</u> at times.
Monday <b>'producer'</b>								
Tuesday <b>'evaluation'</b>								
Wednesday <b>'geography'</b>								
Thursday <b>'demographic'</b>								
Friday <b>'economy'</b>								



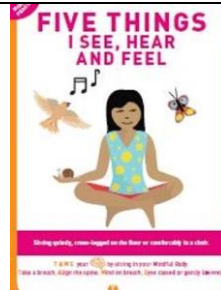
## MINDFULNESS

### Monday



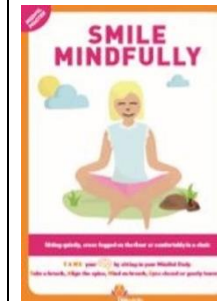
1. Lie on your back, place your arms by your side, palms facing upwards.
2. Take three slow deep breaths. Let your body become still.
3. Bring your attention to your feet, notice what they feel like against your shoes or the floor. Move attention to your knees, legs, body. Be mindful of one single breath. Your shoulders, arms, hands, fingertips, neck. Your face- hold your hands in front of your face and let eyelashes touch your hands. Your head. Your ears.
4. Keep your body still, think about your breathing for three breaths. Gently wiggle your fingers, wiggle your toes. Then gently and quietly sit up in your mindful body.

### Wednesday



1. Take three mindful breaths. Moving just your eyes, look around you and notice five things you can see.
2. Continue sitting very still, gently close your eyes and listen for five different sounds. Note one sound, then move on to hear the next.
3. Without moving your hands, notice five things that you can feel. Perhaps the feeling of your clothes against your skin, or the floor beneath your feet.
4. Take another mindful breath in. As you breathe out, listen for any sounds in the room. Notice the parts of your body in contact with the floor. Gently open your eyes.

### Friday



- Use your hands to gently massage your face.
- Think about something that makes you smile (joke, person).
- Eyes closed and smile. Notice what you feel happening to the muscles in your face.
- Smile as you breath in and relax as you breath out. Continue for 5 or more breathes.

## CREATIVE AND CRITICAL THINKING (CCT) CRUNCHES

### Tuesday

## Backwards Quiz

Suitable for all ages 8+

A critical thinking exercise for your brain

CCT CURRICULUM - TEST OPTIONS TO IDENTIFY THE MOST EFFECTIVE SOLUTION, CONSIDER REASONABLE CRITICISM AND ADJUST THEIR THINKING IF NECESSARY, EXPLAIN AND JUSTIFY CHOICES

**Conduct a backwards quiz using words from a current classroom topic.**

- Choose a key word from a topic that you have been studying.
- "If \_\_\_\_\_ is the answer, what was the question?"
- Students construct questions that would result in that answer only.
- Be ready to justify or modify your question!

**Example:**

A. "Heart is the answer. What is the question?"

Q. "What is an organ that keeps you alive?"

(This question is wrong because it has more than one answer: "brain", "kidneys", "liver" and "lungs" as well as "heart".)

Q. "What is the organ in the human body that pumps the blood?"

(This question is correct because it has only one possible answer: "heart".)

\* This activity works best with the whole class together led by the teacher. But after practice students can do this activity in small groups independent of their teacher.

### Thursday

## The Prequel

Suitable for all ages 7+

A creative thinking exercise for your brain

CCT CURRICULUM - USE IMAGINATION, GENERATE NUMEROUS POSSIBILITIES, ADD DETAIL TO BASIC IDEAS MAKING THEM MORE COMPLEX AND INTRICATE

Think of a strange scenario. Create a back story to explain how that scenario came about.

**Try these:**

When I arrived at school this morning I discovered Mr \_\_\_\_\_ up a tree, covered in green paint and screaming.

When I got home from school I found Dad trapped inside our bird cage singing lullabies.

On my way to school this morning I saw Ms \_\_\_\_\_ riding a hover board and wearing sunglasses.

Think up some of your own scenarios.

## FITNESS (30 mins each day)

### Monday: PE With Joe

Complete 8 minute workouts by clicking on the links

<https://video.link/w/cS03c>



<https://video.link/w/7S03c>



### Tuesday: Dice Workout

Set a timer for 15 mins. Roll the dice and complete the body movement skill. Complete the skill 10 times.

	Touch your toes (hold for 15 seconds)	
	10 Push Ups	
	15 Sit-Ups	
	20 Jumping Jacks	
	Run in place (Count to 30)	
	15 squats	

### Wednesday:



<b>A</b> 10 jumping jacks	<b>N</b> 10 second jump rope
<b>B</b> 5 push-ups	<b>O</b> 10 russian twists
<b>C</b> 1 burpee	<b>P</b> 5 plie squats
<b>D</b> 20 high knees	<b>Q</b> 10 arm circles
<b>E</b> 5 crunches	<b>R</b> 10 skaters
<b>F</b> 10 mountain climbers	<b>S</b> 10 second jog in place
<b>G</b> 5 squats	<b>T</b> 10 butt kickers
<b>H</b> 10 front lunges	<b>U</b> 5 inchworms
<b>I</b> 10 side lunges	<b>V</b> 5 tricep dips
<b>J</b> 10 second wall sit	<b>W</b> 3 star jumps
<b>K</b> 5 calf raises	<b>X</b> 5 bird dogs
<b>L</b> 5 second plank	<b>Y</b> 10 Leg raises
<b>M</b> 3 squat jumps	<b>Z</b> 5 squat jacks

CONSULT A DOCTOR BEFORE STARTING AN EXERCISE PROGRAM - WWW.THEYSMELL.COM

### Thursday: Dance

What Does The Fox Say

<https://video.link/w/vV03c>



Cha Cha Slide

<https://video.link/w/aW03c>



Dynamite

<https://video.link/w/2X03c>



### Friday:



<b>Red</b> Star Jumps	<b>Yellow</b> Push Ups	<b>Blue</b> Hops	<b>Green</b> Frog Jumps
<b>1 Lap of</b> Skipping	<b>1 Lap of</b> Walking Backwards	<b>Double</b> Time! 1 Lap of Sprinting	<b>10x</b> Activity of Your Choice

# Number of the DAY

Make your own number, roll dice to create a number, ask a family member for a number or use a number generator online. It can be a whole number or decimal.

Today's  
Number Is:

Circle one:

**Odd Even**

Expanded form:

**Addition!**

$+ 10 = \underline{\hspace{2cm}}$

$+ 100 = \underline{\hspace{2cm}}$

$+ 1000 = \underline{\hspace{2cm}}$

**Subtract!**

$- 10 = \underline{\hspace{2cm}}$

$- 100 = \underline{\hspace{2cm}}$

$- 1000 = \underline{\hspace{2cm}}$

**Multiply!**

$\times 10 = \underline{\hspace{2cm}}$

$\times 100 = \underline{\hspace{2cm}}$

$\times 1000 = \underline{\hspace{2cm}}$

**Divide!**

$\div 10 = \underline{\hspace{2cm}}$

$\div 100 = \underline{\hspace{2cm}}$

$\div 1000 = \underline{\hspace{2cm}}$

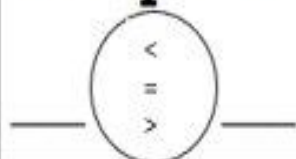
Round the  
number to the  
nearest:

Ten:           

Hundred:           

Thousand:           

**Compare!**



WRITE THE NUMBER  
IN WORDS

Double it!

Halve it!

Write a word problem where the number is the answer

Write some of the  
factors of the number:

# Number of the DAY

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**Subtract!**

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$- 1000 = \underline{\hspace{2cm}}$

**Multiply!**

$\times 10 = \underline{\hspace{2cm}}$

$\times 100 = \underline{\hspace{2cm}}$

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**Divide!**

$\div 10 = \underline{\hspace{2cm}}$

$\div 100 = \underline{\hspace{2cm}}$

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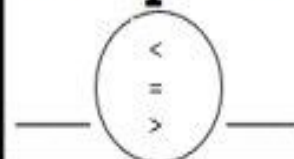
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Thousand:           

**Compare!**



WRITE THE NUMBER  
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Double it!

Halve it!

Write a word problem where the number is the answer

Write some of the  
factors of the number:





## MULTIPLICATION WAR



### Equipment

Deck of playing cards or UNO cards

### Instructions

- Play with a partner OR play by yourself and time how quickly you can go through the deck
- Remove picture cards J, Q, K

#### Level 1

- Focus on a particular times table and leave the focus card turned up (eg. 7)
- Players take turns to flip a card (eg. 5) which will be multiplied by the focus number
- $7 \times 5 = 35$
- The first player to say the answer keeps the card.

#### Level 2

- Split the deck in half and give  $\frac{1}{2}$  to each player
- On the count of 3, players each flip their top card
- They multiply their cards together
- The first player to say the answer keeps the card.

*Variation:* remove tricky times tables if needed (eg. 7, 8 or 9)

#### Level 3 (remove number 10s)

- Split the deck in half and give  $\frac{1}{2}$  to each player
- On the count of 3, one player flips their top 2 cards (each creating a 2-digit number eg. 34) while the other player flips one card
- They multiply their cards together ( $34 \times 5$ )
- The first player to say the answer keeps the card.
- Remember to explain your strategy (eg.  $30 \times 5 = 150$ ,  $4 \times 5 = 20$ ,  $150 + 20 = 170$ )

#### Level 4

- Each player flips 2 cards each creating a 2-digit number to multiply



## FRACTIONS GAMES



### Equipment

Deck of playing cards or dice

### Instructions

- Play with a partner OR play by yourself
- Remove picture cards J, Q, K if using cards

#### Level 1

- Flip 2 cards or roll 2 dice to create a proper fraction (small number on top).
- Players each represent that fraction in a drawing.

- Eg. 2 and 3 =  $\frac{2}{3}$   

#### Level 2

- Flip 2 cards or roll 2 dice reading it as a proper fraction (small number of top).
- Repeat another 2 times and place fractions in order (smallest to largest).
- Can draw pictures to help if needed.

- Eg.  $\frac{1}{4}$   $\frac{2}{3}$   $\frac{4}{5}$

#### Level 3

- Flip 3 cards or roll 3 dice.
- Place the largest number on the bottom of the fraction (the denominator)
- Place the top 2 smaller numbers on top of the fraction (the numerator).
- Add the fractions together.

*Variation:* subtract fractions

- Eg. If you flip/roll 2, 3 and 6. 6 is the largest and becomes the denominator.  $\frac{2}{6} + \frac{3}{6} = \frac{5}{6}$
- \*\* You may end up with an improper fraction (bigger number on top) which is fine or you can convert it into a mixed numeral.

#### Level 4

- Flip 2 cards or roll 2 dice reading it as a proper fraction (small number of top).
- Repeat then add the fractions together.

*Variation:* subtract fractions

- Eg. If you flip/roll 1, 2 and 2, 5 your fractions become  $\frac{1}{2} + \frac{2}{5} = \frac{5}{10} + \frac{4}{10} = \frac{9}{10}$

# MATHS

**WALT:** We are learning about the area model for multiplication.

**Success Criteria:**

- \*I can understand that the area model is a strategy to help solve big numbers.
- \*\* I can explain why it is called the are model.
- \*\*\* I can apply this strategy when solving bigger numbers.

**Play this online game 'Hit the Button' to practice your times tables**

<https://www.topmarks.co.uk/maths-games/hit-the-button>

**Math Talk:** How does the area model make math easier? (Think in terms of what you know about place value)

## Multiplication $34 \times 26$

	20	6	
30	$30 \times 20 =$ <b>600</b>	$30 \times 6 =$ <b>180</b>	30
4	$4 \times 20 =$ <b>80</b>	$4 \times 6 =$ <b>24</b>	4
	20	6	

**$600 + 180 + 80 + 24 = 884$**

## Division $884 \div 4$

	200	+	20	+	1	=	221
4	$\begin{array}{r} 884 \\ -800 \\ \hline 084 \end{array}$		$\begin{array}{r} 84 \\ -80 \\ \hline 04 \end{array}$		$\begin{array}{r} 4 \\ -4 \\ \hline 0 \end{array}$		
	$4 \times 100$ $4 \times 200$ $4 \times 300$		$4 \times 10$ $4 \times 20$ $4 \times 30$		$4 \times 1$ $4 \times 2$		

- Watch the video for help <https://bit.ly/3B2YBQ3>
- Try and solve the following number sentences using the area model:  
 $12 \times 15$                        $18 \times 24$                        $22 \times 18$
- Then roll some dice to create numbers and make up some of your own problems.

1.  $65 \times 47 =$

×	60	5
40		
7		

3.  $801 \times 21 =$

×	800	00	1
20			
1			

2.  $82 \times 49 =$

×	80	2
40		
9		

4.  $930 \times 98 =$

×	900	30	0
90			
8			

## How many days old are you?

Your task is to find out how many days you have been alive. You can use any mathematical strategies you like to reach your answer.

- 1 You cannot use a calculator, computer or electronic device.
- 2 The day of your birth is day one.
- 3 You can only ask for three answer checks - minimum of 10 minutes apart.

**Problem solving approach**

☐ Brainstorm

☐ Predict


☐ Plan

☐ Solve

What will be your 10 000th day on Earth?

How many days old are your parents?

How many days old is the world's oldest person?



Click on the link to watch the video and find out how many days old you are:  
<https://bit.ly/3z4eu73>

## Multiplication Square Puzzles

Fill in each square with sets of factors so that the products on the right-hand side and the bottom are correct.

example:

5	6
3	8

30  
24  
15   48

a.


6  
49  
14   21

b.


27  
32  
36   24

c.


42  
72  
54   56

d.


12  
30  
18   20

e.


56  
9  
7   72

## Dandy Division Squares

**Directions:** Divide going across and down. Write the missing numbers. Study the example.

Example

÷	→			
↓		48	8	6
		12	4	3
		4	2	2

Square #1

÷	→			
↓		64		4
			4	
		8		2

Square #2

÷	→			
↓		120		3
			20	
		2		1



# AREA GAME

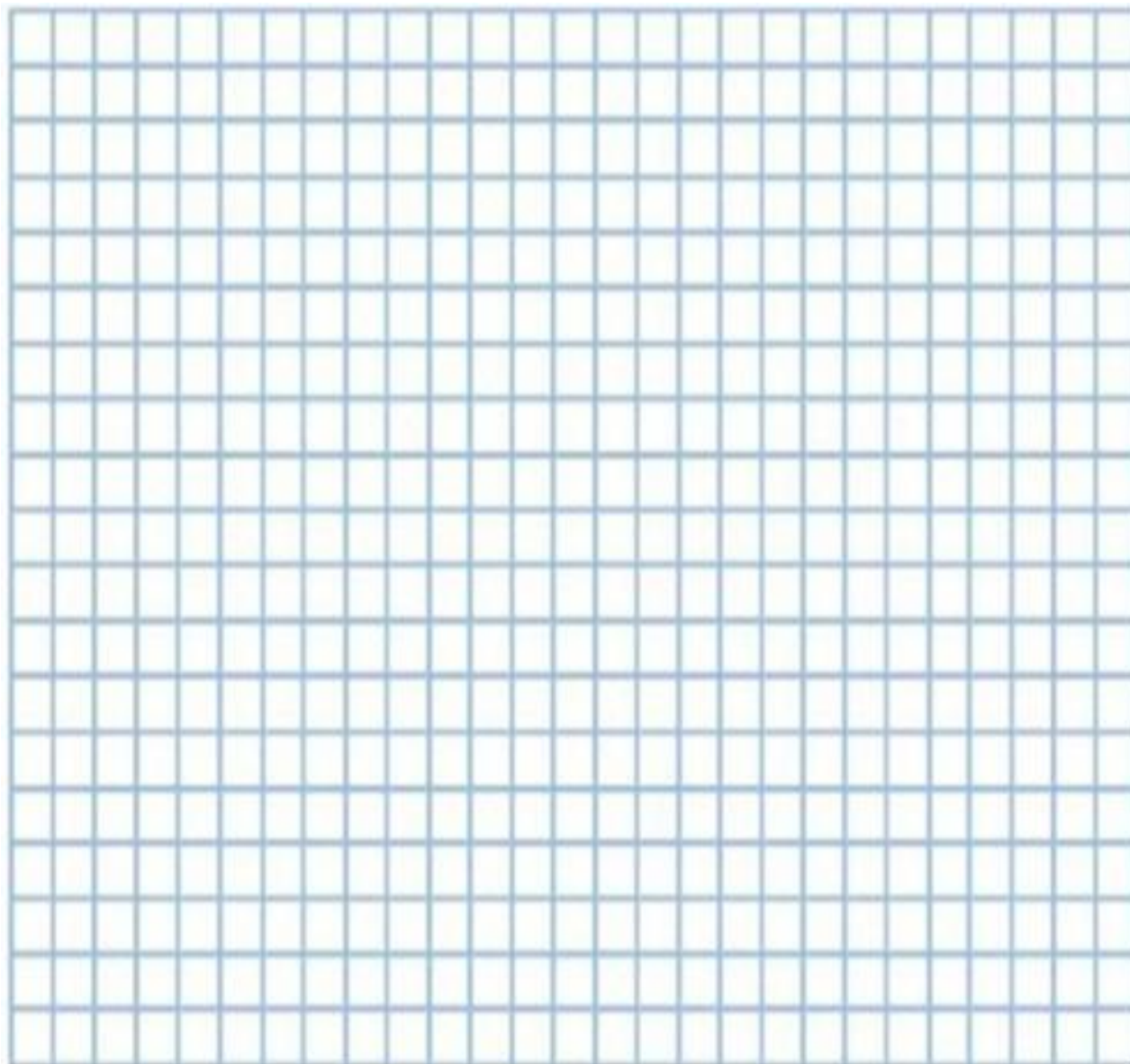
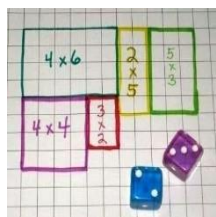
## How to Play

**Object of the game:** Have the most squares coloured/crossed at the end

**What you need:** 2 dice or cards, Different coloured highlighter or whiteboard texta for each player

### **Instructions:**

1. Players take turns to roll 2 dice or flip 2 cards.
2. Use the numbers to draw the perimeter of a rectangle and write the area inside .
3. The game ends when there are no more squares left.
4. The winner is the player who covers the largest area (covers the most squares).



## GEOGRAPHY

**WALT:** We are learning to understand how and why global connections can be classified by using a variety of primary and secondary sources.

**Success Criteria:**

\* I can identify some global connections.

\*\* I can classify global connections using some sources.

\*\*\* I can classify and understand global connections by using a variety of sources.

### Japan is playing host to the 2020/2021 Olympic Games in Tokyo.

Watch the video about Derek Redmond Barcelona 1992.

<https://www.inquisitive.com/video/353-derek-redmond-olympic-video>

- As you watch the link again write down things you find interesting, important, or meaningful.
- Write three things that stand out most to you.

1.

2.

3.

- Choose a colour , symbol and an image that you feel best represents or captures the essence of that idea.

Colour

Symbol

Image

## VISUAL ARTS

**WALT:** We are learning how to draw Perspective Landscape.

**Success Criteria:**

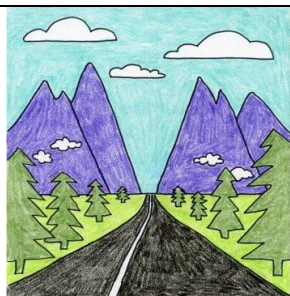
\* I can use perspective to draw 2 large trees.

\*\* I can use perspective to draw 2 medium size trees.

\*\*\* I can use perspective to draw 4 smaller trees.

\*\*\*\* I can use perspective to draw the mountains.

\*\*\*\*\* I can use perspective to add clouds in the sky.



### Perspective Landscape Drawing

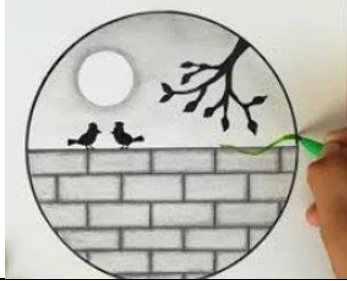
- Watch the video below and follow the instructions to complete your drawing.
- <https://bit.ly/2yypi3G>
- Upload your artwork into you Class Dojo Portfolio.

## VISUAL ARTS

**WALT:** I am learning to draw a realistic picture using shading and contrasting.

**Success Criteria:**

- \* I can draw a picture following step by step instructions.
- \*\* I can draw a picture which looks realistic following step by step instructions.
- \*\*\* I can draw a picture which looks realistic with shading and contrasting following step by step instructions.



### Scenery Drawing

- Watch the video below and follow the instructions to complete your scenery drawing.
- <https://video.link/w/qlU3c>
- Upload your artwork into you Class Dojo Portfolio.

## MUSIC

**WALT:** We are learning to create a musical clapping pattern.

**Success Criteria:**

- \*I can follow a clapping pattern.
- \*\* I can read rhythm accurately and clap in time.
- \*\*\* I can create and record a clapping pattern using my body.

### Clapping Music Patterns: Making music with your hands and body percussion.

Watch Steve Reich's Clapping Patterns clip. You can download the Clapping App on a device or you can use your hands and body percussion.

<https://youtu.be/7Z23EmPsoto>

Here is some more Clapping Music Inspiration....

<https://youtu.be/QZpGe5rNJkl>

<https://youtu.be/iANRO3l30nM>

[https://youtu.be/IDvlo\\_LRIZ4](https://youtu.be/IDvlo_LRIZ4)



Pattern 1

**Step 1:** Have look at Pattern Number 1. Try and clap it out.

1,2,3, break, 1, 2, break, 1, break, 1,2 and REPEAT.

**Step 2:** Put some other actions to pattern 1. Example: tap your knees, clap, click your fingers, tap the table. Repeat until you get a steady beat.



Pattern 2

**Step 3:** Have a look at Pattern 2 slide. Clap it out and then add some different movements following the pattern.

**Step 4:** Optional: if you have someone else to participate, you can each do a clapping pattern.

**Step 5:** Record yourself and upload to ClassDojo

## SCIENCE

**WALT:** We are learning to design and create a paper rocket that can fly the furthest distance into space!

**Success Criteria:**

\*I can plan and design a paper rocket

\*\* I can make and record changes made to my rocket

\*\*\* I can determine the most and least effective changes by measuring the distance the rocket travels into space

### Design and Make – Paper Rocket

Your Mission...

- You have been selected by NASA to design and make a rocket that can travel the furthest distance into space!
- You may only use paper, scissors, glue and sticky tape if available.
- You may decorate your rocket how you like
- Once your rocket is completed you can throw it once and measure how far it travels.
- You then can make one change and throw it again – was it better or worse? How do you know?
- You can have a total of 3 changes to measure how far your rocket travels!
- Follow the template on the next page to record your distance travelled and changes made.
- Who's rocket will travel the furthest, who will NASA pick to send into space?

#### YOUR PLAN

Use the space below to explain your ideas and plan:

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### DIAGRAM

Watch the video for some ideas

<https://video.link/w/CwU3c>



Number of Throws	Changes made	Distance travelled	Better or worse?	Why?
First Throw		_____cm		
Second Throw		_____cm		
Third Throw		_____cm		
Fourth Throw		_____cm		

### JOURNAL REFLECTION

Please reflect on (think about) your week. This can be completed any way you choose (journal entry, mind map, drawing, video)

- How are you feeling?
- What have you and your family been doing?
- What's going well?
- What would you change?

Please share your reflections on Dojo.

## WEEK 2 CHALLENGES

### Physical Challenge



30 Second Fitness Challenge:  
Shoulder Taps

<https://video.link/w/h823c>



### Word Challenge

#### Therein

How many words can you find in  
T H E R E I N ?  
Letters must stay in their order.  
You should be able to find eight.

1. \_\_\_\_\_ 5. \_\_\_\_\_
2. \_\_\_\_\_ 6. \_\_\_\_\_
3. \_\_\_\_\_ 7. \_\_\_\_\_
4. \_\_\_\_\_ 8. \_\_\_\_\_



### Picture Challenge

What word does this picture make?



### Maths Challenge

Judy bought 6 bags of apples. The red apples came in bags of 5 and the green apples came in bags of 9.

Judy bought a total of 38 apples.

How many bags of each type of apple did she buy?

### Mystery Number Challenge

#### Magic squares

Add the missing numbers so the numbers in each square add up to 12 — across, down and diagonally. You can use a number more than once.

7		1
		5



### Times Table Challenge

Choose a times table that you need to practice and time how quickly you can say and write them, or ask a family member to test you. Record your best time and try to beat it. (For extra challenge try doing them out of order.)