

Stage Two

Week 2, Term 4

Paper Pack

JPS Framework for teaching– Stage 2, Week 2 (Term 4)

You **will** need access to a digital device to complete **some** of the following activities. You will need help from a parent/carer and some paper. Remember when you need to login to external sites (e.g typing club) you may need to use **YOUR** email – e.g. john.smith@education.nsw.gov.au

	Monday 11 th October	Tuesday 12 th October	Wednesday 13 th October	Thursday 14 th October	Friday 15 th October
Morning	<p>Reading</p> <p>Log onto Reading Eggress and <u>complete assignment</u>.</p> <p><u>Complete activity sheet on Google Classroom.</u></p>	<p>Reading</p> <p>Log onto Reading Eggress and <u>complete assignment</u>.</p> <p>Design a new book cover for the text you have read on Reading Eggress.</p>	<p>Well being Day</p> <p>Relax, Refresh, Recharge.</p> <p>Enjoy a technology free day. There are some <u>activity ideas in the matrix on Google Classroom.</u></p>	<p>Reading</p> <p>Log onto Reading Eggress and <u>complete assignment</u>.</p> <p>Using the fiction text you have read on Reading Eggress, Sunshine Online, or any other txt that is of interest to you. Create 5 questions you would ask someone to see if they have read the story carefully.</p> <p>They could be multiple choice, true or false or require a sentence answer.</p> <p>Complete on <u>Google Doc</u> or on paper and upload to GC.</p>	<p>Reading</p> <p>Log onto Reading Eggress and <u>complete assignment</u>.</p> <p><u>Complete activity sheet on Google Classroom.</u></p>

<p><u>Writing</u></p> <p>Make a list of improvements you think would benefit everyone at JPS. Pick the best one and underline it. Complete this on Google Classroom or paper and upload a photo.</p> <p>CRUNCH N' MUNCH</p> <p><u>Spelling</u></p> <p>Find your week 2 spelling words on Google Classroom.</p> <p>Write all of your spelling words out once on paper using look, cover, write, check.</p> <p>Complete the text book pages on Google Classroom.</p>	<p><u>Writing</u></p> <p>Take your best school improvement idea from yesterday and write 3 arguments for why it is important at JPS. Complete this on Google Classroom or paper and upload a photo.</p> <p>CRUNCH N' MUNCH</p> <p><u>Library with Mrs Jones</u></p>	<p><u>Class Zoom 10am</u></p> <p>CRUNCH N' MUNCH</p> <p><u>Spelling</u></p> <p>Find your week 2 spelling words on Google Classroom.</p> <p>Write all of your spelling words out once on paper using look, cover, write, check.</p> <p>Find dictionary definitions for at least five of your spelling words.</p> <p>Complete this on Google Classroom or on paper and submit a photo.</p>	<p><u>Writing</u></p> <p>Make corrections to the passage in Google Classroom. Edit the spelling, punctuation and break the writing into paragraphs.</p> <p>CRUNCH N' MUNCH</p> <p><u>CAPA with Mrs T.</u></p>
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Break				
Middle	<p>Maths</p> <ul style="list-style-type: none"> *Twinkl Go game *Problem Solving *Multiplication <p>Fitness/Wellbeing</p>	<p>Maths</p> <ul style="list-style-type: none"> *Kahoot! Quiz *Problem Solving *Multiplication <p>Fitness/Wellbeing</p>	<p>Maths</p> <ul style="list-style-type: none"> *Kahoot! Quiz *Problem Solving *Capacity <p>Fitness/Wellbeing</p>	<p>Maths</p> <ul style="list-style-type: none"> *Kahoot! Quiz *Problem Solving *Capacity <p>Fitness/Wellbeing</p>
Break				

Term 3 Year 4 Spelling Lists

Week 2	Week 3	Week 4	Week 5	Week 6
knot	yellow	direct	business	wrist
kneel	sorrow	effect	quickness	wrote
known	shown	inject	laziness	wrong
knuckle	fellow	select	closeness	whole
knitting	barrow	defect	brightness	wrestle
chief	does	heart	join	wrap
lately	month	speak	chair	raise
include	proper	dinner	height	ready
together	yourself	amount	finally	shown
darkness	although	measure	station	myself
flour	herd	discover	electric	further
dash	trust	mountain	spoil	indeed
useful	public	everyone	avoid	narrow
depend	safely	thief	frozen	herself
garage	standard	scarf	lovely	clothes
whistle	content	dying	cruelly	always
whisper	decade	rough	finalist	imagine
advertise	different	cough	silently	tomorrow
activities	dictionary	bough	highway	lazily
backward	yourself	courage	December	flavour
hoarse	kiosk	triangular	rhyme	angrily
glacier	hygiene	hexagonal	tsunami	shrieked
humorous	revision	pentagonal	reluctant	courtesy
generation	invisible	millimetres	sceptical	travelled
introduction	professor	rectangular	scientific	supervision

Week 1	Week 2	Week 3	Week 4
queue	bless	badge	comb
queen	worthless	hedge	crumb
quite	lessons	ledge	doubt
quiet	tireless	wedge	bomb
liquid	useless	bridge	thumb
apart	worth	party	single
change	heavy	system	human
double	surface	quarter	answer
trouble	straight	difficult	chapter
season	strength	television	hungry
necessary	flight	faith	strange
firm	hotel	flash	question
steal	motel	pride	therefore
piece	battle	price	themselves
feast	blame	devil	hero
parent	stretch	piano	cargo
whiten	respect	halves	native
shorten	happily	mighty	except
narrative	research	faithful	hunger
horseman	happiness	telescope	haven't
radius	polygon	illusion	version
vertices	trapezium	satisfied	antique
geometry	perimeter	autograph	receipts
properties	quadrilateral	completed	secluded
strategies	parallelogram	disappointed	marathon

Term 4 Year 4 Spelling Lists

Reading- Monday Week 2

Worksheet 2

Lesson 49 • Invitations

Name _____



Read the passage.

Circle
who is having
the sleepover

Underline
who is
invited to the
sleepover

Dear Amy,
I am going to have a sleepover at my house next Friday. Do you want to come? We will play games, eat lots of pizza and stay up really late. Mum says that she can drive you home the next morning. My address is 48 Trig Street. Please let me know if your Mum and Dad say it is OK to come. It will be lots of fun!
Bye,
Hua

Box
what they
will eat

STAR
what they
will play

Draw pictures of the images you create in your head of the sleepover. Make connections to sleepovers you have been to and add extra information.

What will you see?	What will you taste?	What will you smell?	What will you hear?



Lesson 49 • Invitations

Name _____

Visualisation

Good readers see pictures in their minds when they read a text. This is called visualising. Looking for key words in the text help us create images in our heads.

Read the passage.

<p style="text-align: center;">Circle</p> <p>who is having the party</p>	<p>To: Kosoko From: Matilda Please come to my: 8th birthday party Where: Memorial Park, Dale Street When: Saturday, 14 September RSVP: 03 2590 1234</p>	<p style="text-align: center;">Box</p> <p>what the party is for</p>
<p style="text-align: center;">Underline</p> <p>who is invited to the party</p>		<p style="text-align: center;">*STAR*</p> <p>when the party will be held</p>

Colour the correct answer for the following question.

- 1 **Who** is having an 8th birthday party?
 Matilda Kosoko Dale Parker
- 2 **Which** month is the party?
 August November February September
- 3 **Which** street is Memorial Park on?
 Kosoko St Dale St Saturday St Park St
- 4 Have you been to a birthday party in a park before? Write down the games you played.

Reading- Tuesday Week 2

Worksheet 2

Lesson 54 • Haikus

Name: _____



Visualisation

Good readers see pictures in their minds when they read. You use your senses to help you visualise. Haiku poems are special poems that show a moment in time. They have few words and readers fill in the gaps by visualising.

Read the passage.

Circle

the **sound**
words

Box

words that
describe how
the **egg feels**

Warm snug speckled egg
Dappled light fading quickly
Soft crack of shutter

Alysha Hodge

Underline

words that
describe
what the **egg**
looks like

STAR

words that
describe the
light

Colour the correct answer for each question.

- 1 What **time of day** is the poet looking at the egg?
 morning late at night midday afternoon
- 2 Which phrase describes the sound of the egg cracking?
 dappled warm snug fading quickly soft
- 3 To hear this sound, how far away is the poet from the egg?
 far away behind it in a field very close in the next town
- 4 What is the **poet seeing**?
 a person taking a photo of an egg
 two chickens wrapped in a warm blanket
 two farmers ploughing the field
 a person making breakfast for a friend



Lesson 54 • Haikus

Name _____

Visualisation

Good readers see pictures in their minds when they read. You use your senses to help you visualise. Haiku poems are special poems that show a moment in time. They have few words and readers fill in the gaps by visualising.

Read the passage.**Circle**the **things** in
the room**Box**the
punctuation
marks

A man, just one—
also a fly, just one—
in the huge drawing room
Kobayashi Issa

Underlinethe
adjectives***STAR***the **repeated**
phrase

- 1 Which **two** things are in the drawing room?
 man huge bay fly
- 2 Which **two** punctuation marks are used?
 question mark comma colon dash
- 3 **What** do these punctuation marks tell the reader to do?
 shout pause whisper look up
- 4 Which word **best** describes how the drawing room would look?
 crowded empty full noisy

Reading- Thursday Week 2

Worksheet 2

Lesson 57 • Farms

Name _____



Read the passage.

Cows and Sheep

Some farmers raise large herds of cattle. Others raise large flocks of sheep.

Farmers raise herds of cows, called cattle, for their meat and hides. Leather is made into shoes, clothes and furniture. Cattle eat grass in fields or are fed hay and grain.

Dairy cows make milk. Milk can be made into cheese, yogurt and ice cream.

Farmers raise sheep for their wool, meat and milk. Farmers shear sheep once a year. The wool can be made into sweaters, blankets and carpets.

Box

what
farmers use
cows for

Circle

what
farmers use
sheep for

Underline

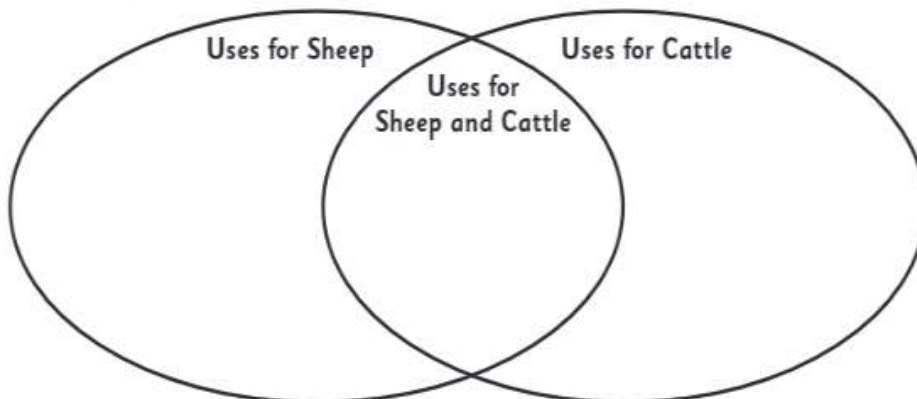
the name
for a group
of cows

STAR

the name
for a group
of sheep

Use the information to compare and contrast the sheep and cattle.

Compare and contrast uses for sheep and cattle on the farm.





Lesson 57 • Farms

Name _____

Compare and Contrast

When we compare and contrast information, we look for similarities and differences.

Read the passage.

Vegetables

Many vegetables need a certain temperature to grow well. Some vegetables that grow well in cooler weather are carrots, onions, and winter lettuce. Tomatoes, corn, and peppers, need hot, sunny weather to grow well.

Some vegetables, such as lettuce and peppers, are quick growing. Lettuce is ready to eat in six to eight weeks. Other vegetables, such as carrots, tomatoes, onions, and corn, take four to five months to grow and ripen.

Complete the table using [✓].

Vegetable	Grows best in cooler weather	Grows best in warmer weather	Quick to grow	Longer to grow
carrot				
corn				
pepper				
onion				
winter lettuce				
tomato				

Put a [✓] next to true information.

- 1 Carrots and corn are quick-growing vegetables.
- 2 Onions and tomatoes are best to grow in winter.
- 3 Peppers are quick-growing vegetables that like warm weather.
- 4 You would have more tomatoes and corn in summer than in winter.
- 5 Winter lettuce likes cool weather.

Reading- Friday Week 2

Worksheet 2

Lesson 58 • Fighter Planes

Name _____



Read the passage.

Swing Wings and Jumping Jets

Wide wings help get a plane off the ground. They also slow it down in the sky. Swing wings solve this problem. On fighters like the F-14 Tomcat, the wings sweep back once the jet is in the air.

1 What helps a plane take-off and land?

2 On an F-14 Tomcat, where are the wings at take-off?

3 On an F-14 Tomcat, when do the wings sweep back?

4 What will happen to the wings when it is time to land?



Lesson 58 • Fighter Planes

Name _____

Sequencing Events

To identify the sequence of events in a text, look at words that give clues to the order in which things happen.

Read the passage.

How a jet engine works

Jet engines burn a mixture of fuel and air. This makes hot gases, which give thrust. Thrust gets a plane off the ground and keeps it moving.

- 1 What does a jet engine burn?
 thrust and ground fuel and air
 gases and thrust jets and air
- 2 Order the events using the numbers 1-4.
 The hot gases give thrust.
 Thrust lifts a plane off the ground
 Jet engines burn a mixture of fuel and air.
 Thrust keeps the fighter plane moving.
 The mix of fuel and air makes hot gases.

Writing- Monday Week 2 School Improvements

Make a list of improvements you think would benefit everyone at JPS. Pick the best one and underline it.

LI: I can generate and evaluate persuasive arguments.

SC:

- I can list improvements for our classrooms
- I can list improvements for the library
- I can list improvements for the playground
- I can list improvements for the hall
- I can list improvements for technology, sport, dance and music.
- I can use dot points to make a list
- I can write in sentences
- I can edit my work

Make sure you underline the improvement you can think of the most reasons for. Try to remember these arguments because you will be writing about your chosen improvement tomorrow.

List of Improvements

-

Writing- Tuesday Week 2
School Improvement Argument

Take your best school improvement idea from yesterday and write 3 arguments for why it is important at JPS. Remember to use strong persuasive language to try and convince me to agree with you.

LI: I can write a persuasive text.

SC:

- I can write a school improvement idea (argument)
- I can write three reasons why this idea is important
- I can use strong persuasive language
- I can write in full sentences
- I can write in paragraphs
- I can edit my work for spelling and punctuation
- I can read my work to make sure it makes sense

School improvement idea:

Reason 1:

Reason 2:

Reason 3:

Writing- Friday Week 2

Persuasive Letter to Mr Clarke

Write a letter to Mr Clarke to persuade him to use your school improvement idea. Remember to use your most persuasive language. Your first paragraph will explain your improvement idea and briefly list your three reasons. Each reason will be explained in a paragraph with examples. The final paragraph will be a conclusion and sum up your argument. Don't forget to add your name to the end of the letter.

LI: To write a persuasive letter

SC:

- I can write a clear improvement idea
- I can include three reasons to support this improvement idea
- I can write a paragraph for each reason
- I can use strong persuasive language
- I can write in complete sentences
- I can use correct spelling and punctuation
- I can write in paragraphs
- I can edit my work

Dear Mr Clarke,

I strongly believe that....

UNIT 29

Phonics dge	Basic list - high frequency			Difficult	My Words
bridge	part	undertake	cream	prey	
ridge	treat	understand	wheat	engage	
edge	graph	lamb	thumb	express	
hedge	history	partly	vibrate	passport	
lodge	multiply	crumb	supper	mystery	



Spelling rule

When followed by 'e', 'i' or 'y', the consonant 'c' has the sound of an 's', e.g. 'ce' sounds like 's' in race 'ci' sounds like 's' in circle 'cy' sounds like 's' in cycle In many other words 'c' has the sound of a 'k', e.g. crumb, card.

1 Write **s** in the square where the **c** makes an **s** sound, and **k** where it makes a **k** sound.

- | | | | |
|-----------|--------------------------|----------|--------------------------|
| a certain | <input type="checkbox"/> | f card | <input type="checkbox"/> |
| b crumb | <input type="checkbox"/> | g decide | <input type="checkbox"/> |
| c cloth | <input type="checkbox"/> | h cotton | <input type="checkbox"/> |
| d cent | <input type="checkbox"/> | i centre | <input type="checkbox"/> |
| e clock | <input type="checkbox"/> | j cuddle | <input type="checkbox"/> |

2 Unjumble the list words.

- | | | | | | |
|---------|-------|---------|-------|----------|-------|
| a mbla | _____ | d crmae | _____ | g umthb | _____ |
| b eatrt | _____ | e aewht | _____ | h ehdeg | _____ |
| c ucrbm | _____ | f ragph | _____ | i enegag | _____ |

Wrong spelling

3 Each sentence has a list word that is spelt wrongly. Write the word correctly in the box.

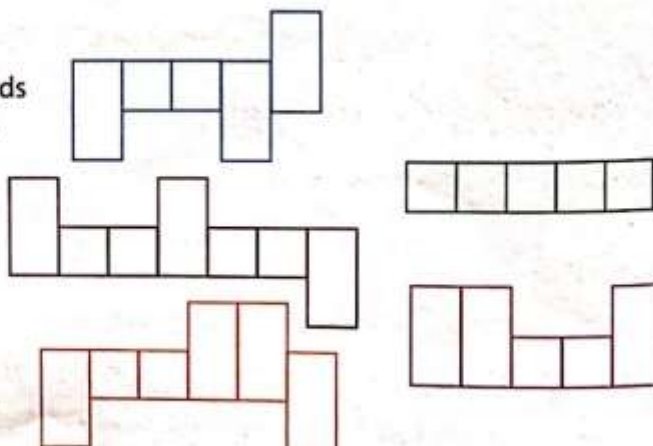
- | | |
|---------------------------------------|----------------------|
| a Can you multipli by ten? | <input type="text"/> |
| b The bird ate a crumm from the roll. | <input type="text"/> |
| c The farmer grew weet to make bread. | <input type="text"/> |
| d Brett enjoys reading hestory books. | <input type="text"/> |



Words in context

4 In the word shapes, write the list words that are missing from the sentences.

- a Jack drew a line on the .
- b For a treat we ate buns.
- c Alison had a lesson.
- d Which part of your is sore?
- e The meat was only cooked.



Word meanings

5 Use the clues to find these words in the lists. Then shade them in the wordsearch.

- a A light meal at night
- b A baby sheep
- c A part of your hand

- d Used to make bread and pasta
- e A row of small bushes
- f Something put on cakes

h	b	m	a	l	t	h
h	e	s	r	t	a	e
r	l	e	a	a	e	d
s	u	p	p	e	r	g
m	b	m	u	h	t	e
h	u	a	a	w	s	z
c	r	e	a	m	b	p

6 Write these words in alphabetical order.

a vibrate, engage, edge

b lodge, lamb, partly

c wheat, hedge, history

7 Write list words that:

a start with **p**

b that have a silent **b**

c are the **names of foods**

8 Draw lines to break these words into their sounds.

For example: **f/ l/ i/ p**, **ch/ ew** and **c/ ou/ ch**.

p a r t

g r a p h

c r u m b

t h u m b

9 Write list words that rhyme with these words.

a ledge

b grey

Using better words

10 Use a better word or words than **lots of** in these sentences, e.g. many.

a Leanne learnt (lots of) _____ new spelling words.

b There are (lots of) _____ crumbs on the table.

c The library had (lots of) _____ history books.

d Kristy loves (lots of) _____ cream on the scones.



Punctuation

11 Choose an abbreviation from the box for each word below.

Rd	Dr	Mrs
Ave	Mr	St

a Mister

c Avenue

e Doctor

b Road

d Street

f Mistress

UNIT 29

Phonics less
bless
worthless
lessons
tireless
useless

Basic list - high frequency		
worth	flight	stretch
heavy	hotel	respect
surface	motel	happily
straight	battle	research
strength	blame	happiness

Difficult
polygon
trapezium
perimeter
quadrilateral
parallelogram

My Words

1 Write the **missing letters** to complete the list words.

a	__or__h
b	h__t__l
c	b__t__le

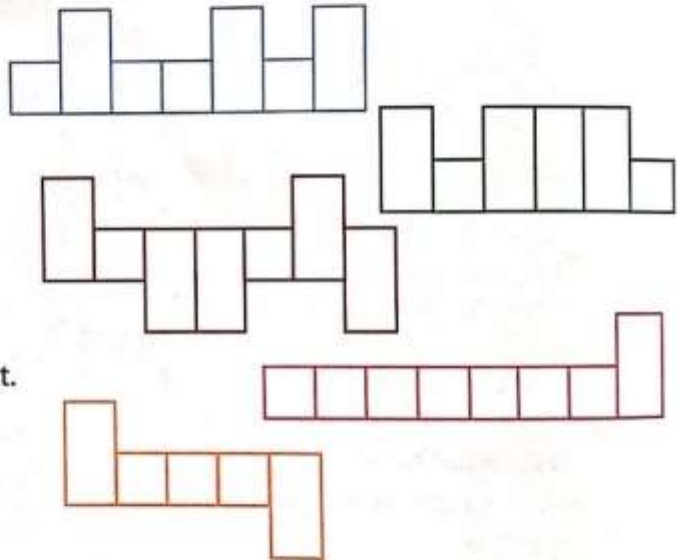
d	__la__e
e	__li__ht
f	__ur__a__e

g	__e__p__ct
h	__ap__il__
i	p__ly__o__

Words in context

2 In the word shapes, write the list words that are missing from the sentences.

- a You can an elastic band.
- b The caused many injuries.
- c The child played with her toys.
- d I used the internet to my project.
- e That box is too to lift.



Wrong spelling

3 Write the correct spelling for each wrongly spelt word.

- a The glass bottle floated to the serface.
- b You should respekt everyone and everything.
- c Troy missed his fligte because he was running late.
- d The boy drew staight lines on the page.
- e Jack is a tyrless charity worker.

Building words

4 Build these words by adding **s**, or **es**, **d** or **ed** and **ing**.

a blame __	d battle __	g gather __	j stretch __
b blame __	e battle __	h gather __	k stretch __
c blam ____	f battl ____	i gather ____	l stretch ____

Word meanings

5 Use the clues to find these words in the basic list, then shade them in the wordsearch.

- a A fight between armies
- b The opposite of light
- c A place to stay when travelling

- d To seek information
- e To make bigger or longer
- f To show admiration

r	r	b	y	t	h	c
e	e	a	c	s	o	h
s	s	t	e	t	t	e
e	p	t	h	r	e	h
a	e	l	s	e	l	e
r	c	e	t	t	a	a
c	t	e	y	c	c	v
h	w	y	c	h	l	y

Alphabetical order

6 Write these words in alphabetical order.

- a bless, battle, polygon
- b heavy, trapezium, happiness
- c surface, quadrilateral, stretch

A	B	C	D	E	F	G	H	I
36	35	34	33	32	31	30	29	28

J	K	L	M	N	O	P	Q	R
27	26	25	24	23	22	21	20	19

S	T	U	V	W	X	Y	Z
18	17	16	15	14	13	12	11

Secret code

7 Find these words using the secret code.

- a 29, 32, 36, 15, 12 _____
- b 18, 17, 19, 32, 17, 34, 29 _____
- c 18, 16, 19, 31, 36, 34, 32 _____
- d 35, 25, 36, 24, 32 _____
- e 29, 36, 21, 21, 28, 25, 12 _____

8 Write a word from any list using the secret code. _____

Word patterns

9 Write the list words that have these letter patterns.

- a preface, lace, grace, trace _____
- b access, actress, careless _____

Letter patterns – Suffixes

The suffix **less** means *without*.

10 Besides the words in the phonics list, find two more words that have **less** as a suffix. You may need to use a dictionary or the internet.

Suffixes

11 Draw a line to match the words to a suffix.

worth	○	ion
sad	○	ful
respect	○	ness
manage	○	ment
subtract	○	less

Punctuation

12 Rewrite this sentence with correct punctuation and spelling.

oh no cried the man as he slipped down the stairs

Spelling Thursday Week 2

Write all of your spelling words out once on paper using look, cover, write, check.

Dictionary Definitions

Find dictionary definitions for at least five of your spelling words.

Spelling Word	Dictionary Definition

Mathematics- Monday Week 2

Multiplication and Division Word Problems

1. How many wheels would 11 motorbikes have?



2. If 7 taxis arrive at the party at the same time, each carrying 5 passengers, how many guests arrive at once?



3. While playing a dice game, Robert managed to throw nine 5s in a row. How many did he score altogether?

4. All four judges gave the dancer a score of 10. How many did she score altogether?



5. 12 people came to the show and they paid £5 each. How much were the ticket sales altogether?

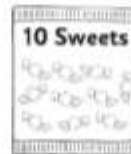
6. On a wet day, the teacher finds 32 wellies. How many children will be able to wear one on each foot?



7. Sam is sharing biscuits between himself and his four brothers. If there are 25 in the pack how many will they each get?



8. A machine making sweets puts 10 in each packet. If the machine has produced 70 sweets, how many packets can it fill?



9. Carol gives half of her owl collection to her sister. She has 35 owls remaining. How many did she have to start with?



Multiplying Two-Digit Numbers by One-Digit Numbers

$$\begin{array}{r} 1. \quad 24 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 22 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 18 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 26 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 12 \\ \times 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 48 \\ \times 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 41 \\ \times 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 31 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 44 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 32 \\ \times 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 62 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 66 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 82 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 87 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 94 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 53 \\ \times 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 85 \\ \times 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 75 \\ \times 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 68 \\ \times 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 78 \\ \times 7 \\ \hline \\ \hline \end{array}$$

Colour the Measuring Jug

Colour each jug to show the correct volume of liquid.



Example: 6l



2l



9l



5l



7l



6l



18l



12l



20l

Challenge: Circle the jug that has the largest volume of liquid.

Least to Most Capacity

Cut out the items. Order them to show how much they would hold (start from the least).

--	--	--

least

most

Challenge

Find 3 items in your classroom and order them showing which would hold the least to the most. Draw the items below.

--	--	--

least

most



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Least to Most Capacity

Cut out the items. Order them to show how much they would hold (start from the least).

--	--	--	--	--	--

least

most

Challenge

Find 5 items in your classroom and order them showing which would hold the least to the most. Draw the items below.

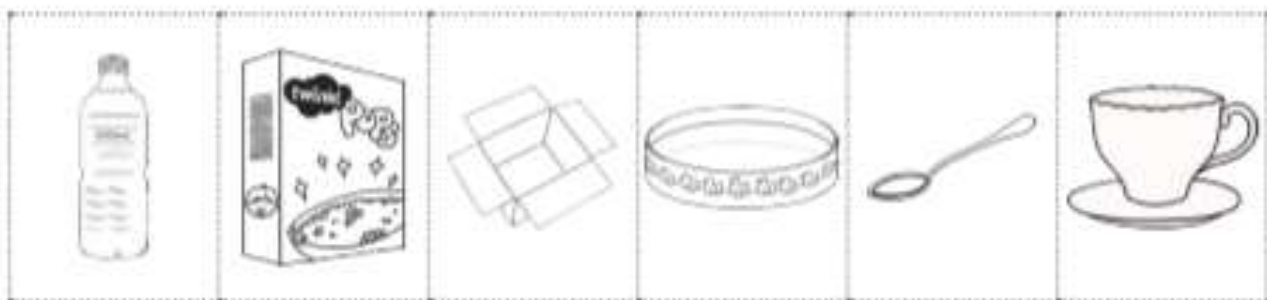
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least

most



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Why was Australia considered Terra Nullius?

1

▶ Watch the BTN clip, then in your own words describe what Terra Nullius is.

During his voyage along the East coast of Australia in 1770, Captain Cook saw and even met Aboriginal and Torres Strait Islander Peoples. In his journal, he commented that they seemed '*far more happier than we Europeans*'.

2

Complete the **step in, step out, step back** thinking routine.

Step in... Imagine you are a British person. Even though you had seen people living on the land, why do you think the term Terra Nullius was used?



Step Out... Was Australia really a land belonging to no one? Explain your answer.

Step Back... Consider the point of view of an Aboriginal person seeing the British arrive and claim the land. How do you think they would feel?

BTN Episode Transcript

DWAYNE COULTHARD: My name is Dwayne Coulthard. I'm an Adnyamathanha Kokatha person from South Australia. On June third, we always celebrate Mabo Day. It has been a great day for Aboriginal and Torres Strait Islander people to recognise Australia's acknowledgement of prior existence of Aboriginal people in Australia.

This land has always been important to us, but long ago life was very different.

Aboriginal and Torres Strait Islanders were the first Australians. They lived all over the country as different groups of people with their own languages, ways of life and dreaming stories.

In different areas they lived in different ways. They developed skills and knowledge based on their environment. But everywhere, the relationship to the land was strong.

They took what they needed, and made sure the areas where they lived and hunted were allowed to regenerate and survive. They cared for the land and respected it.

But things changed when European settlers arrived.

DWAYNE: During settlement in 1788, the British then employed the doctrine of Terra Nullius, which means that nobody essentially lived in Australia when the British arrived, which we know today is untrue.

The settlers thought their own way of life was the best way to live, and that Aboriginal people should try to behave more like them.

For a long time, Aboriginal and Torres Strait Islanders had very few rights, and no claim to the lands of their ancestors.

But in the nineteen eighties, a guy called Eddie Mabo fought the idea of terra nullius in court, and in '92, he won. On that date we now celebrate Mabo Day.

DWAYNE: The Mabo decision was about recognising the continuing culture of Aboriginal and Torres Strait Islander people in Australia. Despite the colonisation in 1788, the culture still continued today, and will continue on in the future.

That's really important, because while a lot of time has passed, for many Indigenous Australians, connection to land is still strong.

DWAYNE: Your home is always where your people came from. It's important now for Aboriginal and Torres Strait Islander people to acknowledge and embrace that, be proud of their history. And a big part of that is their connection to country and their ancestors' connection to country that have spanned thousands of years.

There have been many challenges for Aboriginal and Torres Strait Islander people, but one thing won't change.

DWAYNE: Your country is a significant part of who you are. That will never change despite the fact that you may live in different areas of Australia. Or you might not live on your local traditional lands, but you still have that connection to the country as a whole. I think that has been something that has continued on to this very day is that idea that we belong to this land and this land belongs to us.

PDH- Tuesday Week 2

Sun Safety

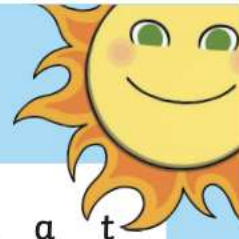
- Have a discussion with a person in your family about sun safety.
 - What do you do to keep safe in the sun?
 - Why is it important to keep safe in the sun?
-

Pack for Sun Safety

Directions: Colour and cut out the pictures that help you stay safe in the sun and glue them to your beach bag.



Sun Safety



f a v v e l f m h h a t
v s u n p o e i n m k s
p u a s f n v d u w c u
a n j h b g n d d s e n
r c r t b s v a d h g g
a r y k m l n y v a f l
s e t r f e d c v d p a
o a n h b e d e w e g s
l m n j i v p l r d b s
f u i o l e m h t r e e
c i o k n s w a t e r s
p s a f e i n g d w s f



sun
shade
hat
midday

water
suncream
parasol

safe
long sleeves
sunglasses



Technology- Thursday Week 2

Stem Challenge

STEM – Watercraft (boat) challenge



Challenge

Design and build a boat that can hold the weight of $\frac{1}{4}$ cup of water for at least 10 seconds without sinking.

Rules

16. You can only use the materials on the list, but you do not have to use all the materials.
17. Your boat needs to hold a weight of $\frac{1}{4}$ cup of water for at least 10 seconds without sinking.
18. The boat must float by itself (you cannot hold onto the boat).

Materials

- straws
- clingwrap
- tape
- string
- plastic cup
- container filled with water, such as a sink or bucket



Instructions

- Read the rules.
- Collect materials and think about how they could be used for the challenge.
- Record your ideas and results in your workbook.

Step 1: Brainstorm and design your boat

- Test the materials by floating them in the container of water.
- Think about how you are going to construct the boat.
- What shape are you going to make the boat?
- How will you support the heavy weight?
- Sketch some designs in your workbook.
- Does your design meet the challenge rules?
- Which solution are you going to trial? Why did you choose that solution?

Tip: Shape matters! Try tying or taping the straws together to make a **raft shape** or a **boat shape** and see which one floats best.

Step 2: Time to build! Make and test your boat

- Build your boat.
- Make your design and test it.
- Does it float? Can it hold the weight of $\frac{1}{4}$ cup of water?

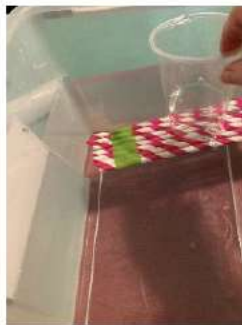
- Draw or take a photo of your design.
- Why do you think it did/did not work?
- What else could you try?



Tip: Shape matters! Try tying or taping the straws together to make a raft shape or a boat shape and see which one floats best.

Step 3: Test, improve and present

- Redesign or make improvements to your boat.
- What improvements did you make? Note this in your workbook.
- How many times did you have to test your design before you were successful?
- Did you meet the challenge?



Tips:

If your boat sinks easily, try changing the width of the boat or the height of its sides.

If your boat tips easily, try moving the cup of water to another position.

Too easy?

- How much weight can your boat hold? Keep adding weights until it sinks!
- OR
- Change the materials you make your boat out of. What is the best design?

What makes it float?

Shape matters when you want something to float. Buoyancy is a force on an object making that object rise or move upward (float). An object will float if the volume of water it displaces weighs more than the object. An object will sink if the volume of water it displaces weighs less than the object.

Heat Sources



Adding heat made the solids in the video change to liquids. We call this melting.

3 There are different heat sources that can melt solids.

Heat sources		
tumble dryer 	sun 	campfire 
stove 	oven 	radiator 







Heat Sources

Look at the images of solids in the table on the **right**. Choose a heat source from below that you might use to melt each one.

Adding heat made the solids in the video change to liquids. We call this melting.

3 There are different heat sources that can melt solids.

Heat sources		
tumble dryer 	sun 	campfire 
stove 	oven 	radiator 

Before heating	Heat source
chocolate 	 <input data-bbox="1270 1178 1576 1245" type="text"/>
pizza cheese 	 <input data-bbox="1270 1402 1576 1469" type="text"/>
marshmallows 	 <input data-bbox="1270 1630 1576 1697" type="text"/>

SEA LEVEL:

What if it keeps rising this fast?

The global average sea level has risen over 7 inches in the past 100 years. A few inches may not seem like much, but every inch of sea level rise covers 50-100 inches of beach. If the ice keeps melting, global sea level could rise more than 20 feet. That would put a lot of coastlines under water. Whole islands could disappear!



If the glacial ice covering Greenland were to melt, sea level would rise 20 feet (6 meters)! Credit: Center for Remote Sensing of Ice Sheets.







As global temperature goes up, ice trapped on land begins to melt, and sea level rises.

But something else also causes sea level to rise. Water expands as it gets warmer. As the temperature of the ocean goes up, the ocean actually expands, even without adding any water from the melting ice!

Write 3 VIPs from the information above:

- 1.
- 2.
- 3.

PDH Matrix

<p>Create some new yoga moves. Use animals or plants as inspiration. Teach them to someone else.</p> 	<p>Set up a series of drills to practice your ball skills. You can use any type of ball, e.g. a handball, soccer, basketball or netball.</p>	<p>Create a daily food diary. List all the items you eat during the day. Can you swap any for a healthier option?</p>	<p>Practice skipping and create a routine to your favourite song.</p> 
<p>Invent a new fitness game. Write down the rules and equipment needed.</p>	<p>Go for a bush walk with your family. Take a journal with you and write down some of the special things you notice.</p>	<p>Design a poster for our new canteen. Promoting all the healthy eating options that might be available.</p> 	<p>Make a gratitude jar. Add in all the family, friends and joys of nature that you are grateful for.</p>
<p>Create a short TV advertisement for a sun safety campaign.</p> 	<p>Make your own healthy treat. This could be trail mix, a muesli bar, slice or fruit salad. Write down the recipe.</p>	<p>Practice your throwing skills. Overarm and underarm. Can you measure the distance you threw the ball and try to beat it? Keep a record of your attempts.</p>	<p>Create a fire escape plan for your home. Draw a map and write a list of instructions.</p> 
<p>Create a weekly activity log. Record all the physical activities you complete and how long you did them for. List two improvements</p>	<p>Set up a running or sprint track. Set a timer and challenge yourself to beat your time each lap. Record your track and times.</p> 	<p>Set up a bootcamp with a range of activities. E.g star jumps, high knees, running on the spot, boxing. Try to get your family to participate and challenge each other.</p>	<p>Have a dance party in your lounge room. Put on your favourite music and your dancing shoes. Can you create a new dance routine?</p>