

Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
	Daily Check In	Daily Check In	Daily Check In	Daily Check In	Daily Check In
Session 1 45-60 mins	Spelling	Spelling	Choose an activity from our Wellbeing Wednesday Grid	Spelling	Spelling Test
	Synonyms Activity	Story/ Comprehension Activity	Wellbeing Wednesday Grid	Grammar Activity	Typing Activity
	Writing Lesson 1	Writing Lesson 2	Wellbeing Wednesday Grid	Writing Lesson 3	Writing Lesson 4
Brain Break		PE		Library Lesson	PE
Session 2 30-45 mins	Maths 2D Shapes and 3D Objects	Maths 2D Shapes and 3D Objects	Choose an activity from our Wellbeing Wednesday Grid	Maths 2D Shapes and 3D Objects	Maths 2D Shapes and 3D Objects
Session 3 30-60 mins	Integrated Unit Lesson 1	Integrated Unit Lesson 2	Wellbeing Wednesday Grid	Integrated Unit Lesson 3	Art Lesson

Spelling Year 1 Week 9

Phonological words:

Blend focus -

pl

Spelling rule:

The digraph 'ck' is only used after a short vowel.

Focus vowel - **u**

Visual words

Big word of the week!

Week 9	Monday	Tuesday	Thursday
plan			
play			
please			
plump			
plank			
duck			
luck			
truck			
stuck			
bucket			
November			
December			
month			
year			
calendar			
polar			

Spelling Year 2 Week 9

Phonological words:

In these words the letter 'y' sounds like 'e'.

crazy

happy

lazy

silly

filly

foxes

dishes

bunches

kisses

flashes

November

December

month

year

calendar

polar

Monday

Tuesday

Thursday

Spelling rule:

Add 'es' to these words to make them plural.

Plural - more than one.

Visual words

Big word of the week!

Vocabulary - Synonyms



Synonyms are words that mean the same or similar thing.

We are going to practice some synonyms that you can include in your writing this week.

Match the word that means the same as...

ice -

hide -

run -

fast -

tall -

scary -

camouflage

glacier

sprint

terrifying

rapidly

gigantic

Move the words below to complete the sentences.

The polar bear was _____ and in perfect _____ with the snow.

There is a _____ between the bear and I.

I started to _____ to get away from the polar bear.

rapid

sprint

camouflage

gigantic

terrifying

glacier

Write your own sentence below with the left over word.

WEEK 9 WRITING AN IMAGINATIVE TEXT

Topic - Escaping the Polar Bear

Learning intention: We are learning to write an imaginative text.

Success criteria: I can write an introduction.

My story has a sizzling start.

My story has a complication.

My story has a resolution.

Writing lesson 1



ESCAPING THE POLAR BEAR

- We are going to use the first paragraph to set the scene and let the reader imagine what to picture in their mind.



Writing lesson 1 - Setting the scene



ESCAPING THE POLAR BEAR

Imagine you are in the Arctic. **What can you see? (The snow, the water, ...)**

Who is there? Why are you there? (explore, find something, ...)

Use sentences

Mr Pankhurst's example

The area was wide and filled with ice. Everywhere I looked, all I could see was white. This was not Newcastle anymore. I was here with my helpers, Max and Kara. We were here to find the lost treasure of the Arctic.

DO THIS PAGE **OR** THE
NEXT PAGE- **NOT**
BOTH

Writing lesson 1 - Setting the scene

ESCAPING THE POLAR BEAR

Imagine you are in the Arctic. **What can you see? (The snow, the water, ...)**

Who is there? Why are you there? (explore, find something, ...)

Use sentences

Your turn

DO THIS PAGE **OR**
THE PREVIOUS
PAGE- **NOT BOTH**

Writing lesson 1: Setting the scene

Type/write your ideas in the boxes.

Sizzling start - Start with action!

Setting - describe what your
character can see

Characters - describe all about
who is there

Lesson 1 MONDAY 6th September 2021

Learning Intention:

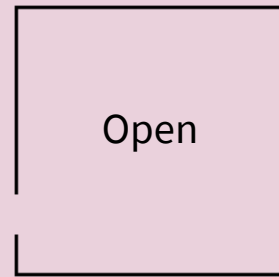
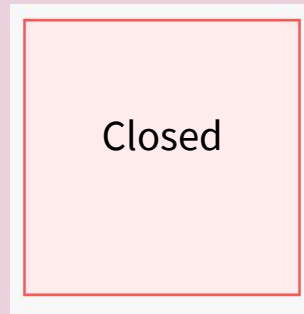
- We are learning to manipulate, compare and describe features of two-dimensional shapes, including triangles, quadrilaterals, pentagons, hexagons and octagons

Success Criteria:

- recognise, name and label common 2D shapes
- draw a variety of 2D shapes
- find 2D shapes in our environments

What does 2D mean? - 2D stands for two dimensional. These are shapes that are flat like paper.

All 2D shapes are closed shapes, all the lines are joining. If a shape's lines aren't closed it cannot be called a 2D shape.



Properties of 2D shapes

Properties of shapes are the things that belong to

2D shapes have:

Name: square

Sides: 4

Vertices: 4

Sides are the lines that join shapes together.

Sides



Vertices

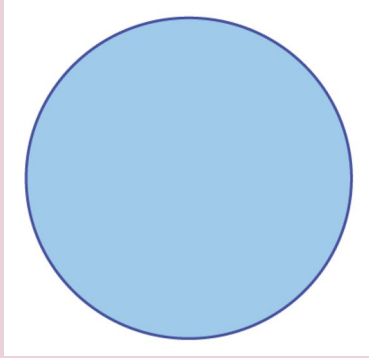


Vertices are the corners of the shape.

Properties of 2D shapes

List each shapes name, and how many sides and vertices they have.

Name:



Sides:

Vertices:

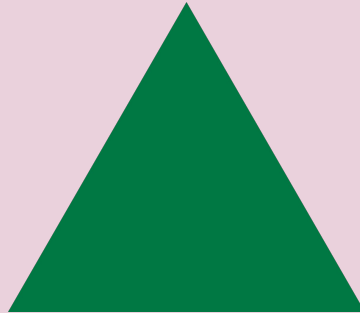
Name:



Sides:

Vertices:

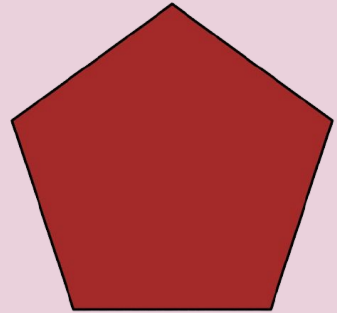
Name:



Sides:

Vertices:

Name:



Sides:

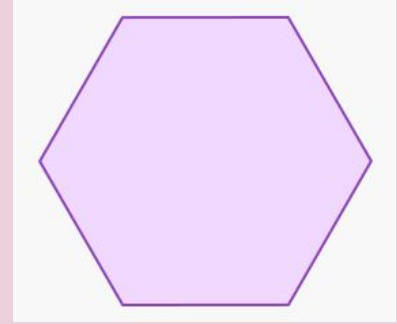
Vertices:

Properties of 2D shapes

Name:

Sides:

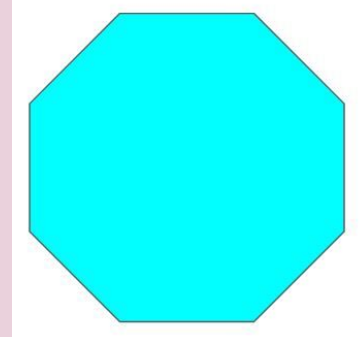
Vertices:



Name:

Sides:

Vertices:



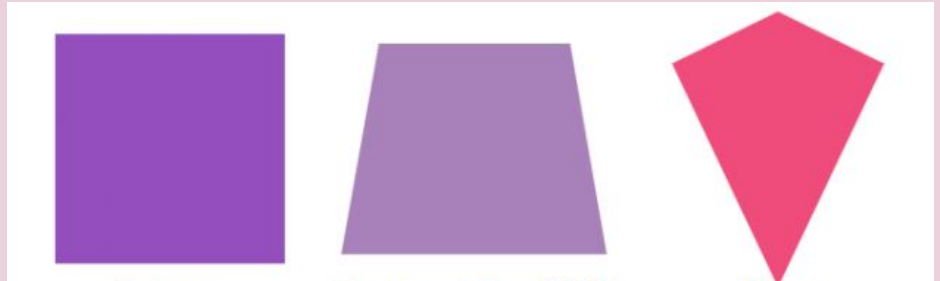
Quadrilaterals

Quadrilaterals are ALL the shapes with 4 sides.

Quad translates to 4, this is a good tip to help remember!



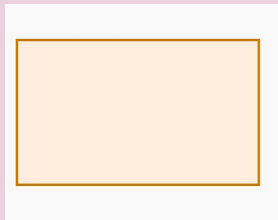
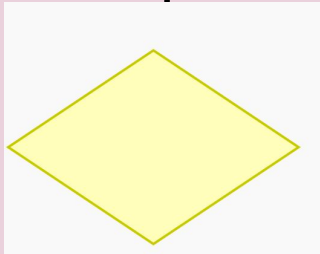
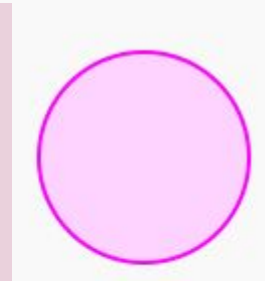
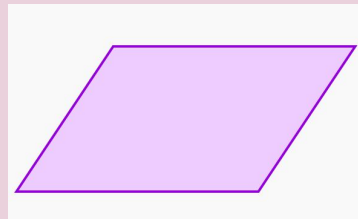
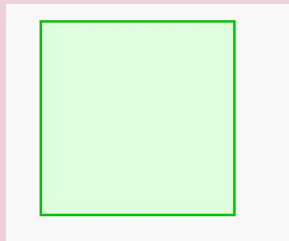
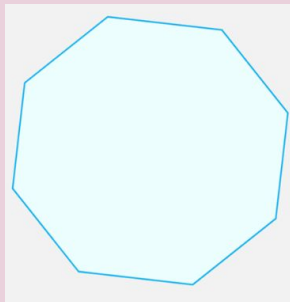
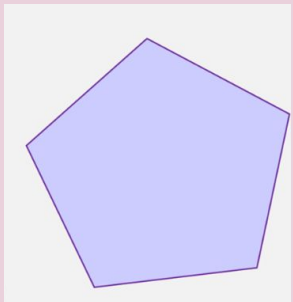
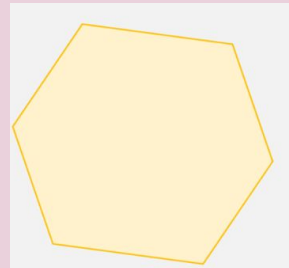
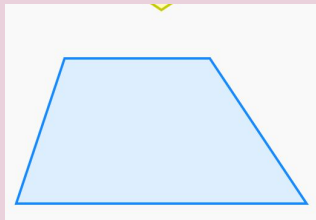
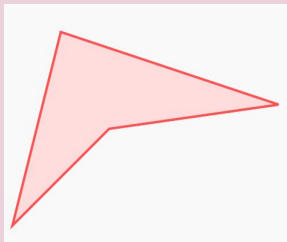
We use the word quadrilaterals to categories our 4 sided shapes. This means squares and rectangles are quadrilaterals too!



Spot the Quadrilaterals

On paper: cross out the shapes that are NOT quadrilaterals.

On Google Classroom: delete the shapes that are NOT quadrilaterals.



Choose an activity to complete, you can do as many as you like.



Create your shapes using things around the house! Like rocks, cutlery, paddle pop sticks, textas, pencils.

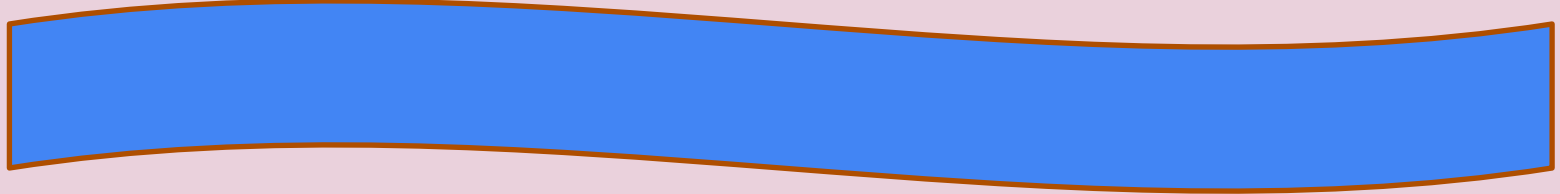
What shapes can you make?
Ready Set Go!!



Now let's draw pictures with our 2D shapes! Use a ruler to create the perfect lines and sides to our shapes.



Animals from Hot Environments



Week 9 Integrated Unit

Lesson 1- animals in hot environments

Learning Intention:

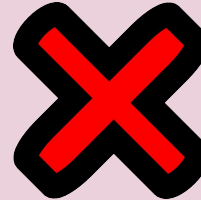
We are learning
about how animals
that live in hot
environments keep
cool

Success Criteria:

I can explain what nocturnal
means and what this means for
animals in hot environments

Which animals live in a hot environments?

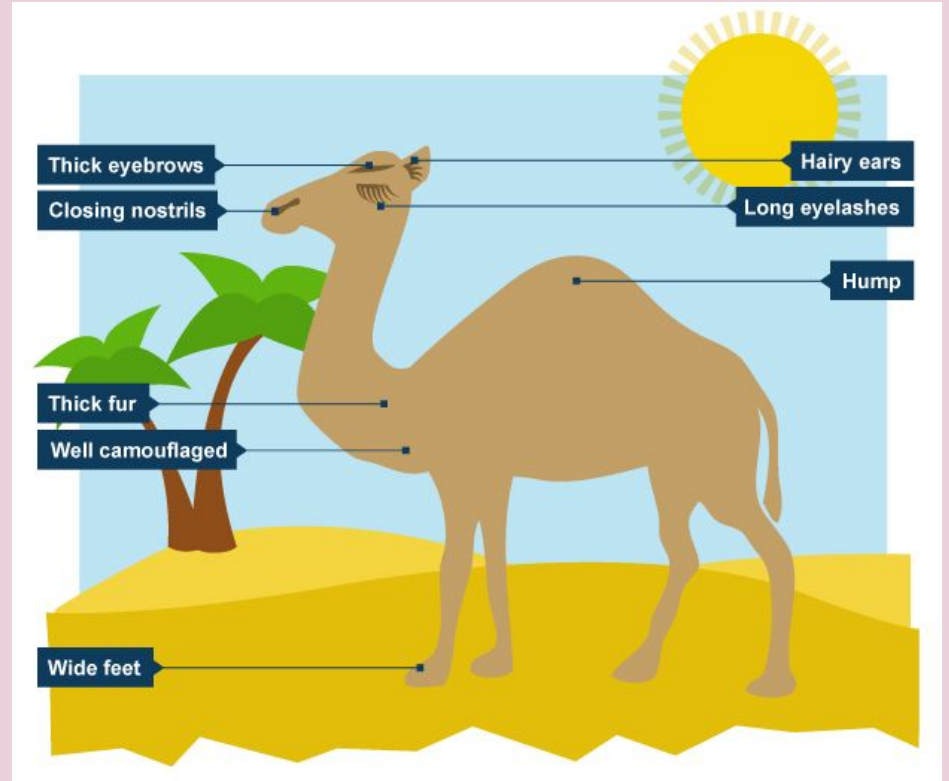
Put the cross on the animals that don't belong in a hot environment and tick the ones that do.



How do animals survive in such hot places?

- Most animals don't go out in the sun during the hottest part of the day. Many mammals, reptiles, and amphibians live in burrows to escape the intense desert heat.
- Some animals are nocturnal which means they sleep during the daytime in their burrows or dens and hunt only during the night when it's cooler.
- Certain animals resort to hibernation (a long time not moving) when they slow down their body to save water and energy when the days become very hot.
- It is a known fact that light colors don't get as hot as dark colors. Most desert animals are pale in color which stops their bodies from absorbing more heat in the sun.
- Reptiles are known to store water in the fatty tissues in their tails and other parts of the body. Also, the hump of the camel has fatty tissue. This adaptation helps save body water. Most animals have found ways of extracting water from the food that they eat.

How do animals survive in such hot places? Watch the video below!



Write or draw an explanation of how animals survive in the hot desert .

Choose an activity to practice your spelling words.

<h2>SPELLER'S CHOICE MENU</h2>					Consonants=2 points
<u>Practice Test</u> Take a practice spelling test and have a family member check your work.	<u>ABC Order</u> Write all of your words in ABC order twice.	<u>Pyramid Words</u> Spell each of your words, adding just one letter at a time so you make a pyramid. Example: c ca cap	<u>Silly Script</u> Write your spelling words twice – once using your best handwriting, and again in a silly script.	<u>Rainbow Words</u> Write your words two times each in different colors.	<u>Phonics Party</u> Write your spelling word two times each. Underline the phonics pattern.
<u>Vowel Search</u> Write each word, circling all of the vowels.	<u>Computer</u> Type your spelling words two times each. Make them funky fonts!	<u>Find the Value</u> Write your spelling words. Find the value of the words. Vowels=5 points	<u>Consonant Search</u> Write each word, circling all of the consonants.	<u>Ask a Question</u> Use each of your spelling words to write a question. Don't forget the question mark!	<u>Silly Story</u> Write a silly story using all of your spelling words. Underline your spelling words.
			©Rhiana Beverly-Sun, 2nd & 2nd Grade		

IF I WAS PRIME MINISTER

<https://www.youtube.com/watch?v=N-5ynIWLopc> link to copy for students using the booklet.



Q1: What would Esme change to make things fair?

Q2: What would Ziggy introduce?

Q3: What would Daisy hang in the sky?

Q4: What would Wilbur do if he was Prime Minister?

Q5: What is the name of the new day of the week that Reuben would create?

Q6: Why would Levi build the world's largest telescope?



WEEK 9 WRITING AN IMAGINATIVE TEXT

Topic - Escaping the Polar Bear

Learning intention: We are learning to write an imaginative text.

Success criteria: I can write an introduction.

My story has a sizzling start.

My story has a complication.

My story has a resolution.

Writing lesson 2



ESCAPING THE POLAR BEAR

- **We are going to use the second paragraph to start some action.**
- **Watch the video on the next page to get some background information on Polar bears.**

Have a look at the video on the next page for inspiration.

Writing lesson 2

ESCAPING THE POLAR BEAR

Answer the following questions about Polar Bears and the Arctic (delete the incorrect response).

- | | | |
|-----------------------|------------------------|---------------------------|
| 1. Polar bears are - | in cold areas | in warm areas |
| 2. Polar Bears are - | in grassy areas | in icy areas |
| 3. Polar bears are - | weak | strong |
| 4. Polar bears are - | big | small |
| 5. Polar bears are - | cute | wild |
| 6. Polar bears have - | big, bumpy paws | small, smooth paws |

Writing lesson 2

ESCAPING THE POLAR BEAR

Answer the following questions about Polar Bears and the Arctic (delete the incorrect response).

- | | | |
|----------------------|----------------------|----------------------|
| 1. Polar Bears are - | tall | short |
| 2. Polar bears are - | heavy | light |
| 3. Polar bears are - | furry | smooth |
| 4. Polar bears are - | good swimmers | weak swimmers |
| 5. Polar bears are - | slow runners | fast runners |

Writing lesson 2 - Complication



ESCAPING THE POLAR BEAR

Imagine a bear sees you. **Describe the bear (Use the describing words from the video).** **What did the bear do when it saw you? (Ran towards you, walked slowly, ...)** **How did you feel? (nervous, excited, ...)** Use sentences

Mr Pankhurst's example

Suddenly, I am spotted by a bear. **The bear was huge. It stood so much taller than any of us. I could see its massive legs and paws and knew I couldn't outrun it. It started walking towards me. I was frightened and didn't know what to do.**

DO THIS PAGE **OR** THE
NEXT PAGE- **NOT BOTH**

Writing lesson 2 - Complication

ESCAPING THE POLAR BEAR

Imagine a bear sees you. **Describe the bear** (Use the describing words from the video). **What did the bear do when it saw you?** (Ran towards you, walked slowly, ...)
How did you feel? (nervous, excited, ...)

Use sentences

Your turn

DO THIS PAGE **OR**
THE PREVIOUS
PAGE- **NOT BOTH**

Writing lesson 2: Complication

Type/write your ideas in the boxes.

Describe the bear!

What did the bear do when it saw
you?

How did you feel?

Lesson 2 TUESDAY 7th September 2021


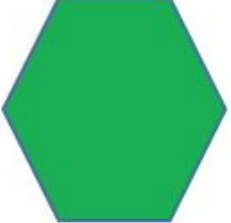
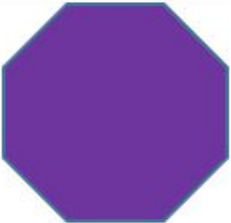
Learning Intention:

- We are learning to manipulate, compare and describe features of two-dimensional shapes, including triangles, quadrilaterals, pentagons, hexagons and octagons

Success Criteria:

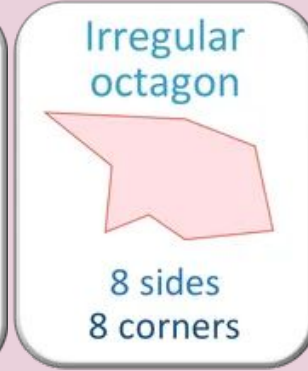
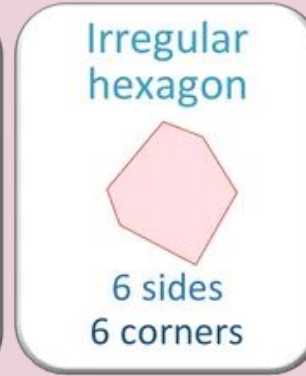
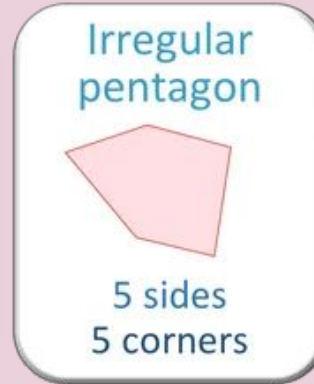
- recognise, name and label common 2D shapes
- draw a variety of 2D shapes
- determine irregular or regular 2D shape
- rotate 2D shapes in $\frac{1}{2}$ $\frac{1}{4}$ and full turns

Regular vs Irregular

		
Pentagon	Hexagon	Octagon
Five equal length sides	Six equal length sides	Eight equal length sides

Regular

Has the correct amount of corners and all sides are equal

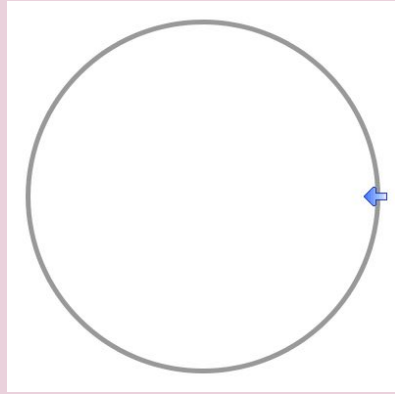
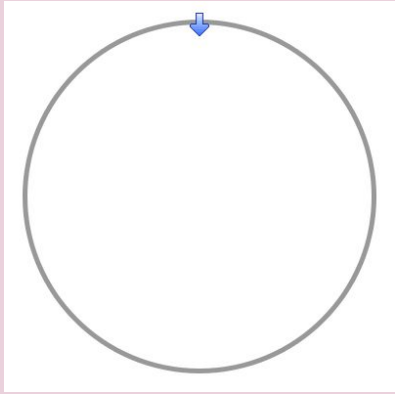


Irregular

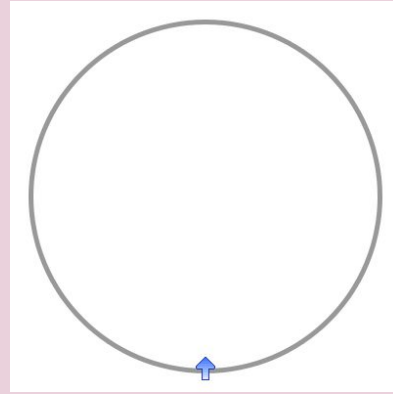
Has the right amount of corners but the sides are not equal

Now lets rotate

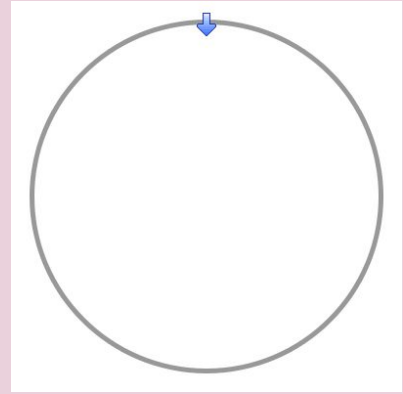
We can rotate 2D shapes, let's have a look how:



$\frac{1}{4}$ turn



$\frac{1}{2}$ turn



full turn

When we rotate shapes it doesn't change what shape it is, just what way we look at it.

Can you rotate the shapes?

Paper copy:

Draw the shape as it rotates around

Google Classroom: drag and rotate the shape using the little circle above the shape when you click on it.



$\frac{1}{4}$ turn

$\frac{1}{2}$ turn

full turn

Choose an activity to complete, you can do as many as you like. **drawing**

Use your shapes to create a masterpiece!

1. Draw and plan where your shapes will go on the page, make sure they overlap in areas.
2. Go over these lines in black
3. Colour in all different colours to create an eye catching artwork!



Game time!

With someone in your house take turns at drawing a 2D shape on each others back.

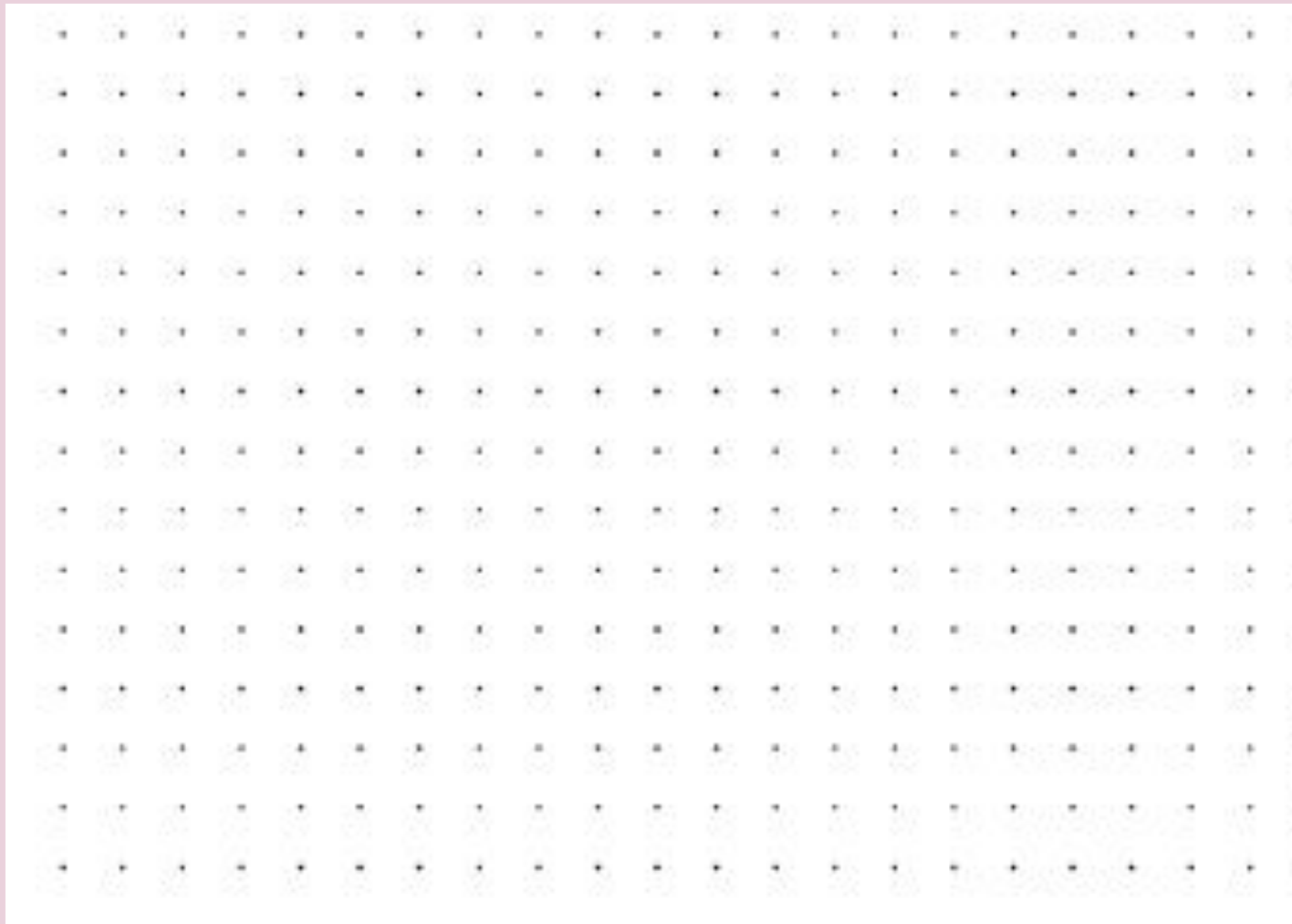
Can you tell what shape it is? Have a guess?



Google classroom:
Click this link to
draw shapes online
with virtual rubber
bands.

<https://apps.mathlearningcenter.org/geoboard/>

On paper: you can
draw your shapes
using this GEO
paper! Connect the
dots.



Tuesday: Bring Sally Up Challenge- Squats

Type this link in to take you to the video
<https://www.youtube.com/watch?v=bql6sIU2A7k>



Learning Intention: We are learning to squat to improve our physical fitness and muscular endurance.

Success Criteria: We will be able to squat continuously to improve physical fitness and muscular endurance by:

- Standing shoulder width apart when squatting.
- Pretending we are sitting on invisible chair
- Keep feet flat on the ground
- Pushing up from our heels
- Looking straight ahead.

Instructions:

1. Open and play the following link
<https://www.youtube.com/watch?v=bql6sIU2A7k>
2. When it says 'bring sally up' stand tall
3. When it says 'bring sally down' sit and hold the squat position until they say 'bring sally up'
4. Continue for the duration of the video.

Lesson 2 – animals in zoos and wildlife parks

Learning Intention:

We are learning about the positives and negatives of animals from hot environments living in zoos and parks.

Success Criteria

I can form an opinion on whether animals from cold environments should live in a zoo/aquarium or in the wild.

Desert animals in built environments.....



Desert animals in built environments.....

- Look at the pictures on the previous page and write some “pro’s and con’s” on desert animals living in built environments

PRO's	CON's



WELLBEING WEDNESDAY

























**ASK
R U OK?**
It can make a big difference

Physical	Go for a walk or a run around the block with a family member.	Do some yoga with Cosmic Yoga or make up some of your own moves.	Create a 'happy dance' to your favourite song.
Creative	Make a poster to promote kindness. Put it somewhere others can see it.	Draw a chalk drawing on your driveway or nearby footpath to brighten up someone else's day.	Make a warm fuzzies jar. Decorate the jar and add pieces of paper with the things you love about each of your class mates or family members.
Nature	Go outside and practise some breathing exercises.	Find three things that remind you of spring.	Take a walk in nature and collect some things that make you smile.
Cognitive	Draw a mind map of your support network and people you can go to for support.	Interview a grown up. Ask them for some ideas of what you could say to a friend who is not feeling ok.	Make some positive affirmation cards. I am grateful for... I am proud of... I feel calm when...
Social	Make a care package with a card, craft or small gift and drop it off to someone to show them you are thinking of them.	Make a life size 'hug' and send it to someone.	Create a family trivia quiz and share it over a video call.

Roll and Spell Homework

Roll a die to determine how to practice each spelling word on your list.
Remember to write neatly and do quality work.



Which Color?	Which Voice?	Which Writing Tool?	How Many Times?
 Write the word in red.	 Spell the word aloud 3x in a whisper voice.	 Write the word in crayon.	 Write the word one time.
 Write the word in orange.	 Spell the word aloud 3x in a deep voice.	 Write the word in red pen.	 Write the word two times.
 Write the word in yellow.	 Spell the word aloud 3x in a robot voice.	 Write the word in marker.	 Write the word three times.
 Write the word in green.	 Spell the word aloud 3x in a baby voice.	 Write the word in pencil.	 Write the word four times.
 Write the word in blue.	 Spell the word aloud 3x in a silly voice.	 Write the word in blue pen.	 Write the word five times.
 Write the word in purple.	 Spell the word aloud 3x in an opera voice.	 Write the word in colored pencil.	 Write the word six times.

Grammar lesson

1. Which sentence is correct? Drag the tick.

- Tom runned to the fish shop.
- Tom ran to the fish shop.
- Tom rand to the fish shop.



2. Which suffixes complete the sentence? Drag the suffix.

Sam look___ at the big dog dig___ a hole in the dirt.

- -er
- -ing
- -ed

-er

-ing

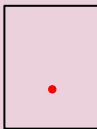
-ed

Grammar lesson

3. Give each sentence the correct punctuation. Drag the punctuation mark.



- Wow, the polar bear is going to eat a fish _
- The polar bear is going to eat a fish _
- Is the polar bear going to eat a fish _



4. Write the past tense for the words run and kick in the sentence.

At lunch, I will run and kick the ball on the grass.

Yesterday, I and the ball on the grass.

Rewrite the sentences adding in **verbs** to each sentence. Tap the box to type your answers.

The hungry lioness is across the river. She is

for food to her cubs. The lioness is

a gazelle.

REMEMBER! Verbs are
doing words!



Write these sentences adding in **verbs** to tell the reader what the animal is doing. **BONUS** - see if you can come up with some **ADVERBS** too. Tap the boxes to type your answers.

The brown dingo is a big fish in his mouth. He is
 to the fish back to his den for his
pup's dinner.

REMEMBER! Adverbs give more detail about the verb!



WEEK 9 WRITING AN IMAGINATIVE TEXT

Topic - Escaping the Polar Bear

Learning intention: We are learning to write an imaginative text.

Success criteria: I can write an introduction.

My story has a sizzling start.

My story has a complication.

My story has a resolution.

Writing lesson 3 - Resolution

ESCAPING THE POLAR BEAR

- **We are going to use the third paragraph to continue/ wrap up the action.**



Writing lesson 3 - Resolution

ESCAPING THE POLAR BEAR

Important points about Polar bears

Polar bears are **in cold areas.**

Polar bears are **strong.**

Polar bears are **wild.**

Polar Bears are **tall.**

Polar bears are **furry.**

Polar bears are **fast runners.**

Polar Bears are **in icy areas.**

Polar bears are **big.**

Polar bears have **big, bumpy paws.**

Polar bears are **heavy.**

Polar bears are **good swimmers.**

Writing lesson 3 - Resolution



ESCAPING THE POLAR BEAR

What are you going to do to save yourself? (run, fight, hide, feed the bear,...) What are you going to use? (fish, stick, ...) Where did you get this from? (the ground, Max, Kara ...)

Use sentences

Mr Pankhurst's example

I knew that if I stood still I'd be in trouble. I threw my food at it but it only made it mad. Luckily, there was one fish in our camp. Max arrived with a fish. The bear went for the fish. When it did, Max, Kara and I left in a hurry.

DO THIS PAGE **OR** THE
NEXT PAGE- **NOT BOTH**

Writing lesson 3 - Resolution

ESCAPING THE POLAR BEAR

What are you going to do to save yourself? (run, fight, hide, feed the bear,...) What are you going to use? (fish, stick, ...) Where did you get this from? (the ground, Max, Kara ...)

Use sentences

Your turn

DO THIS PAGE **OR**
THE PREVIOUS
PAGE- **NOT BOTH**

Writing lesson 3: Resolution

Type/write your ideas in the boxes.

What are you going to do to save
yourself?

What are you going to use?

Where did you get this from?

Lesson 3 Thursday 9th September 2021

Learning Intention:

- We are learning to manipulate, compare and describe features of three-dimensional shapes, including cubes, cones, spheres, prisms and cylinders

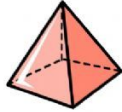
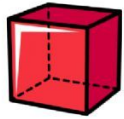
Success Criteria:

- recognise, name and label common 3D shapes
- make a variety of 3D shapes
- find 2D shapes inside 3D shapes

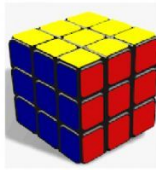
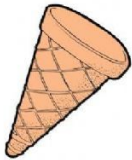
3D shapes

3D shapes are shapes that you can physically hold and touch.

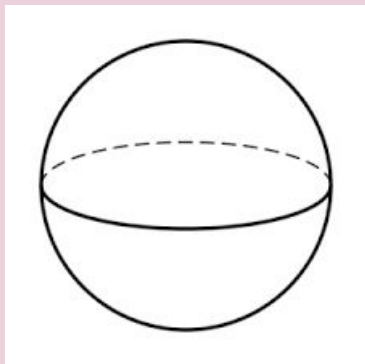
You can find different objects that look like our 3D shapes in the world around us.



Watch this video to find out more:
<https://www.youtube.com/watch?v=TFRIPBAyPLO>



Properties of 3D Spaces

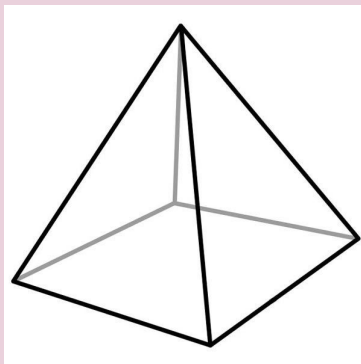


Name:

Sides:

Vertices:

Faces:

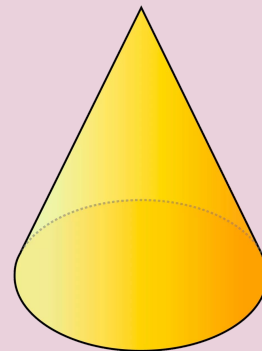


Name:

Sides:

Vertices:

Faces:



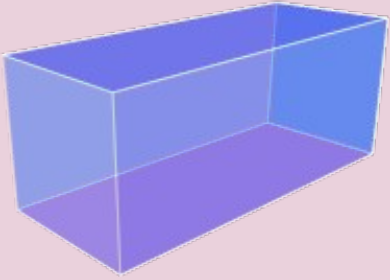
Name:

Sides:

Vertices:

Faces:

Properties of 3D Spaces

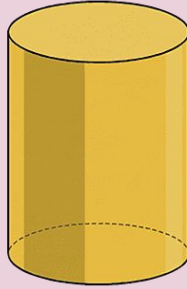


Name:

Sides:

Vertices:

Faces:

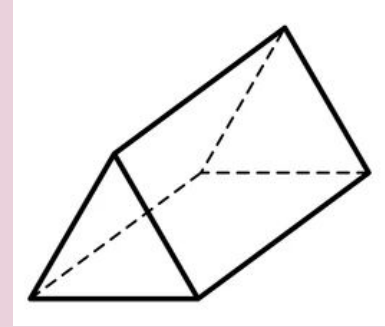


Name:

Sides:

Vertices:

Faces:



Name:

Sides:

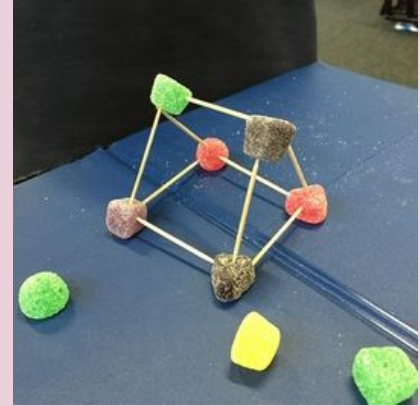
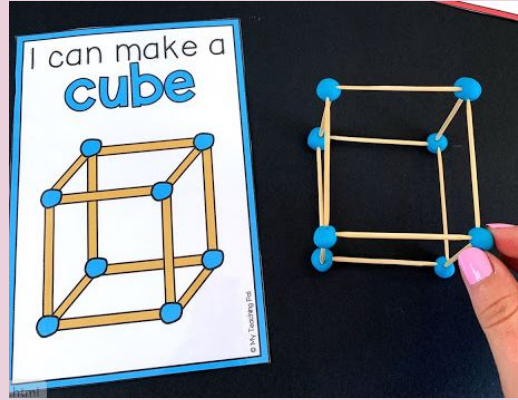
Vertices:

Faces:

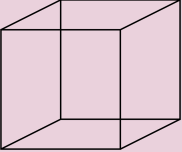
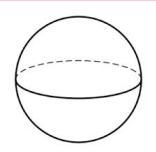

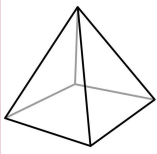
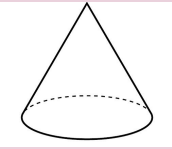

Choose an activity to complete, you can do as many as you like.

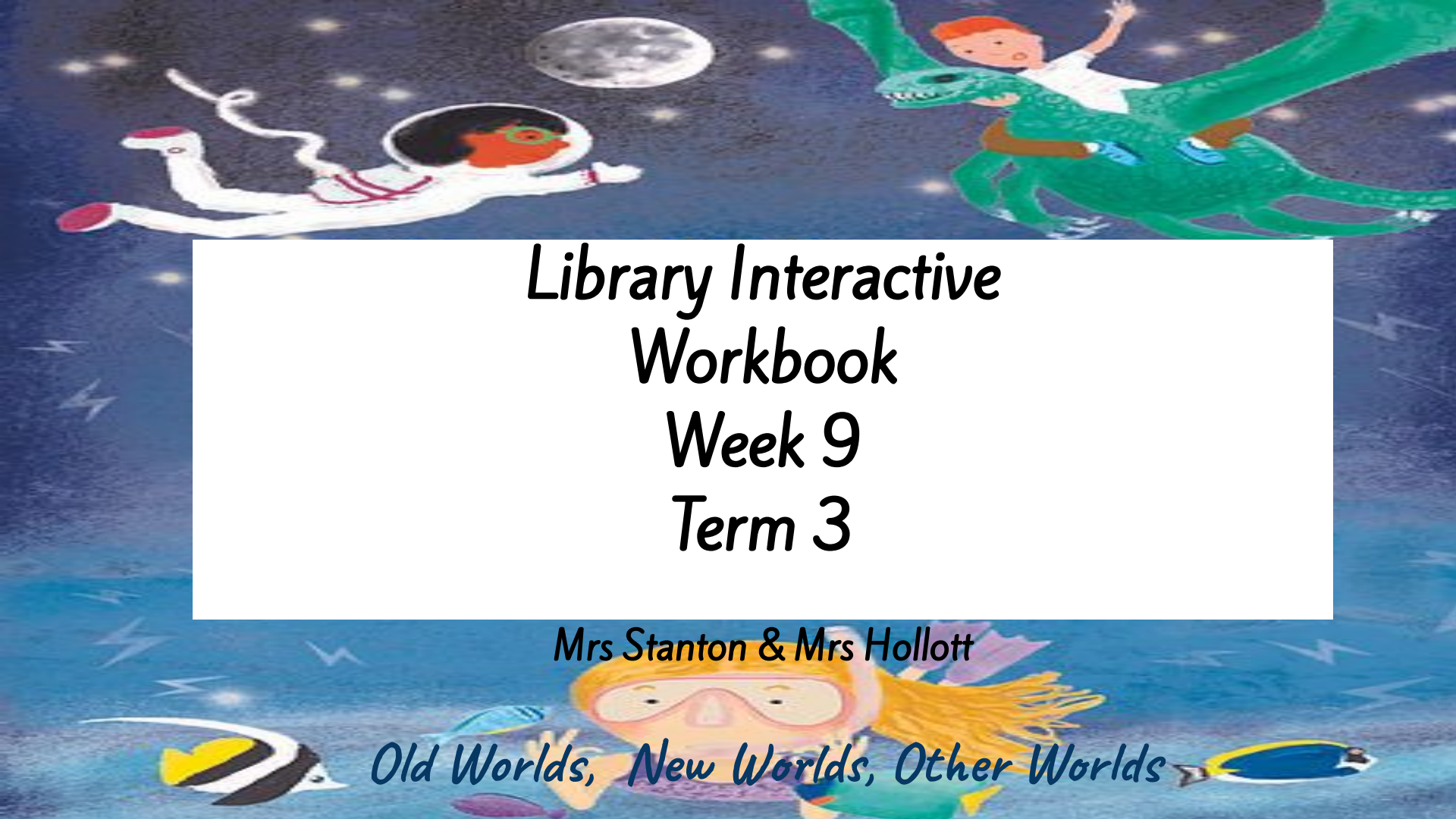


Using something sticky like blu tack, lollies or playdough to create 3D shapes with toothpicks or sticks and create as many 3D shapes as you can!
See if you can label how many sides and vertices they have.



What 3D objects are in or outside your house? Time for a shape hunt!

cube	sphere	rectangular prism	pyramid	cone	cylinder
					



Library Interactive Workbook Week 9 Term 3

Mrs Stanton & Mrs Hollott

Old Worlds, New Worlds, Other Worlds

Learning intention	<ul style="list-style-type: none">• Students will listen to a story and relate to the feelings the penguin feels - fear, bravery and loneliness.• Students will learn some facts about penguins.• Students will discover water doesn't freeze when mixed with salt.
Success criteria	<ul style="list-style-type: none">• I can describe a time I have felt scared/brave/lonely.• I can say at least one fact about penguins.• I know that water does not freeze if mixed with salt.

Fiction books are Story books!

This is a Fiction book.

- *It is not real, the author made it up in his imagination.*
- *You read it for enjoyment.*
- *It has a beginning, a middle and an end.*
- *It has characters.*

We're going to travel to Antarctica to meet some penguins.

This week's story....

Be Brave Little Penguin

by Giles Andreae and Guy Parker-Rees.

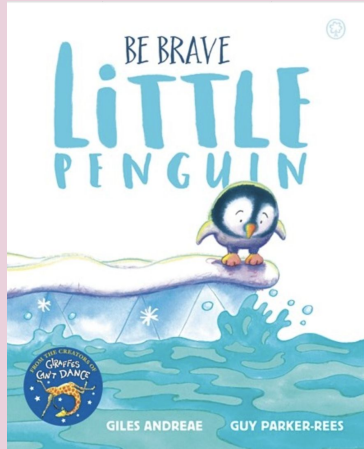


Antarctica is below
Australia.

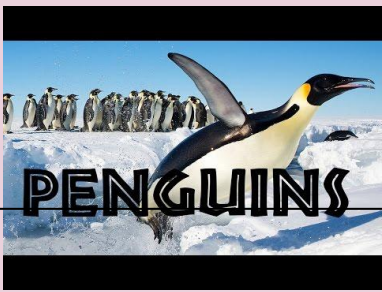


This story reading can be found at:
<https://youtu.be/-UQ-vvC6psE>

This book is about a little penguin named Pip-Pip who is frightened of the sea. He is laughed at for his feelings of fear, and he becomes sad and lonely because he can't join the other young penguins who enjoy games in the chilly waters.



His mum encourages him to have a go. She assures him that everyone has fears that they must try to overcome slowly. Pip-Pip's negative 'what ifs' are replaced by his mum's positive ones, and he gives it a try.



All About Penguins

<https://youtu.be/O8qilxaBR20>

Information from Worldbookonline:

Penguins are birds that spend most of their lives in the ocean. They come on land to build nests and raise their young. Penguins cannot fly. Instead, they use their wings as flippers in the water. Penguins are swift and graceful in the water. They stand upright on land. They walk with a waddle because they have short legs and tall, bullet-shaped bodies.

There are many kinds of penguins. All wild penguins live south of the equator. Most live in the cold waters around Antarctica. They generally nest on islands near Antarctica. Some penguins even nest on Antarctica itself. Thousands of penguins may nest in the same area. These groups are called colonies.

Penguins are covered with short, thick feathers. Their back, head, and wing feathers are black or bluish-gray. Their undersides are white.

Penguins eat fish, crabs, shrimp, and other animals. Penguins are eaten by killer whales, sea leopards, and other animals.

The ancestors of modern penguins could fly millions of years ago. Then they stopped flying and began to spend most of their time in the water. Over many generations, their wings took the shape of flippers. This helped make penguins strong swimmers.

Experiment: What happens if salt touches ice?

You will need: ice cubes, $\frac{1}{2}$ cup of water, a piece of string some salt and a bowl or a glass.



What to do:

1. Put 5-6 pieces of ice into an empty glass or bowl.
2. Next, add the water into the glass.
3. Try to use the string to pick up a piece of ice. You will find that it isn't possible.
4. Next, lay the piece of string over the ice.
5. Sprinkle the salt over the string and wait for a minute.
6. After a minute has passed, pick up the string and watch what happens.

How it works:

Water freezes at 0°C . When salt is added to ice, it lowers the freezing point and since the ice cubes can't get any colder than they already are, they start to melt. But when the ice is surrounded by freezing temperatures, they quickly freeze again, causing ice to form over the string. When this happens, the string can 'magically' pick up the ice!

Activity

You have three choices! Only choose ONE.

1

Write some information about penguins:

- What are they?
- What do they look like?
- Where do they live?
- What do they eat?
- One more interesting fact.

Draw a picture of a penguin.

2

Do the ice and salt experiment.

3

Make a scene from Antarctica or a scene from another location, using your toys and any recycling materials. See ideas below.



Writing lesson 4 - Resolution/ Coda

ESCAPING THE POLAR BEAR

- We are going to use the final paragraph to finish the story and demonstrate any lessons learnt.



Writing lesson 4 - Resolution/ Coda



ESCAPING THE POLAR BEAR

Did you get away or will you stay? How do you feel about what happened?

What did you learn?

Use sentences

Mr Pankhurst's example

Max, Kara and I agreed that it was best to go home. We were sad that we didn't find the lost treasure of the Arctic but we were happy to be leaving there alive. Maybe some things need to be left alone.

DO THIS PAGE **OR** THE
NEXT PAGE- **NOT BOTH**

Writing lesson 4 - Resolution/ Coda

ESCAPING THE POLAR BEAR

Did you get away or will you stay? **How do you feel about what happened?**

What did you learn?

Use sentences

Your turn

DO THIS PAGE **OR**
THE PREVIOUS
PAGE- **NOT BOTH**

Writing lesson 4: Resolution/ Coda

Type/write your ideas in the boxes.

Did you get away or will you stay?

How did you feel about what
happened?

What did you learn?

Friday: Bring Sally Up Leg Raise Challenge

Click this link to take you to the video

<https://www.youtube.com/watch?v=Q9cnrvL4Apc>



Learning Intention: We are learning to leg raise to improve our physical fitness and muscular endurance.

Success Criteria: We will be able to lunge continuously to improve physical fitness and muscular endurance by:

- Your back and head remaining flat on the ground
- Your legs staying close together
- Your legs raising up and lowering down.

Instructions:

1. Open and play the following link
<https://www.youtube.com/watch?v=Q9cnrvL4Apc>
2. When it says 'bring sally up' perform a leg raise and hold there.
3. When it says 'bring sally down' lower your leg raise to just above the ground.
4. Continue for the duration of the video.

Lesson 4 Friday 10THE SEPTEMBER 2021

Learning Intention:

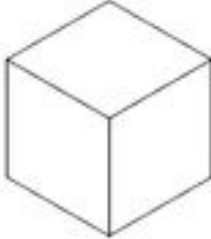
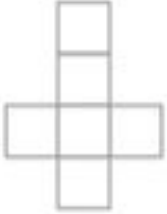

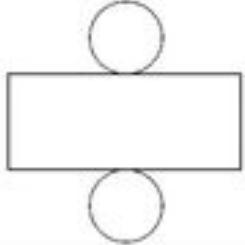
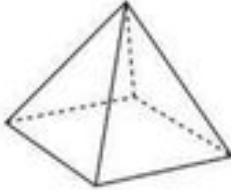
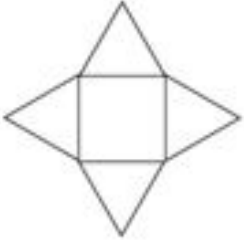
- We are learning to manipulate, compare and describe features of three-dimensional shapes, including cubes, cones, spheres, prisms and cylinders

Success Criteria:

- recognise, name and label common 3D shapes
- make a variety of 3D shapes
- match the net to the 3D shape

3d shape nets

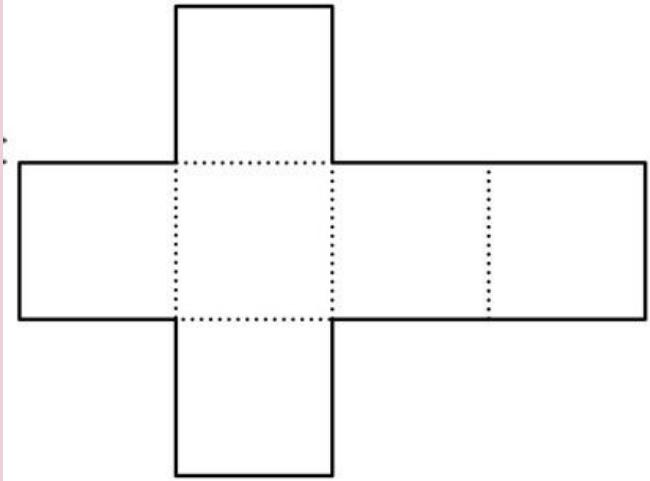
- We can create 3D shapes by using their nets.
- A net is made up of 2D shapes.
- It is what the 3D shape looks like when we take it apart.

Cube		
Cylinder		
Square-based pyramid		

activity

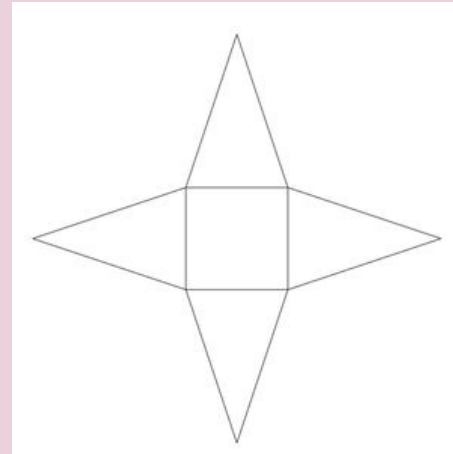
What shape belongs to this nets?

What 2D shapes can you see in these nets?



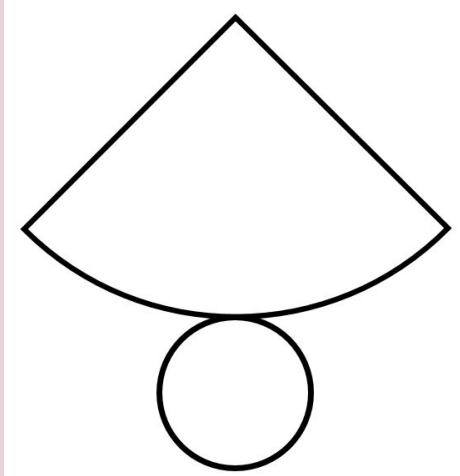
What shape belongs to this nets?

What 2D shapes can you see in these nets?



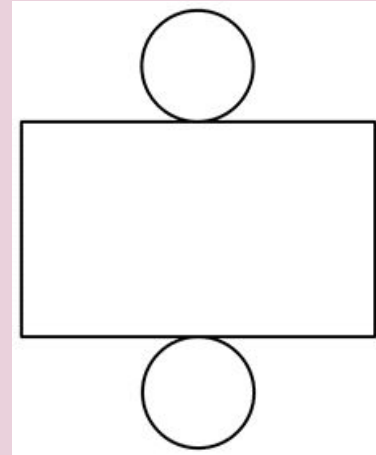
activity

What shape belongs to this nets?



What 2D shapes can you see in these nets?

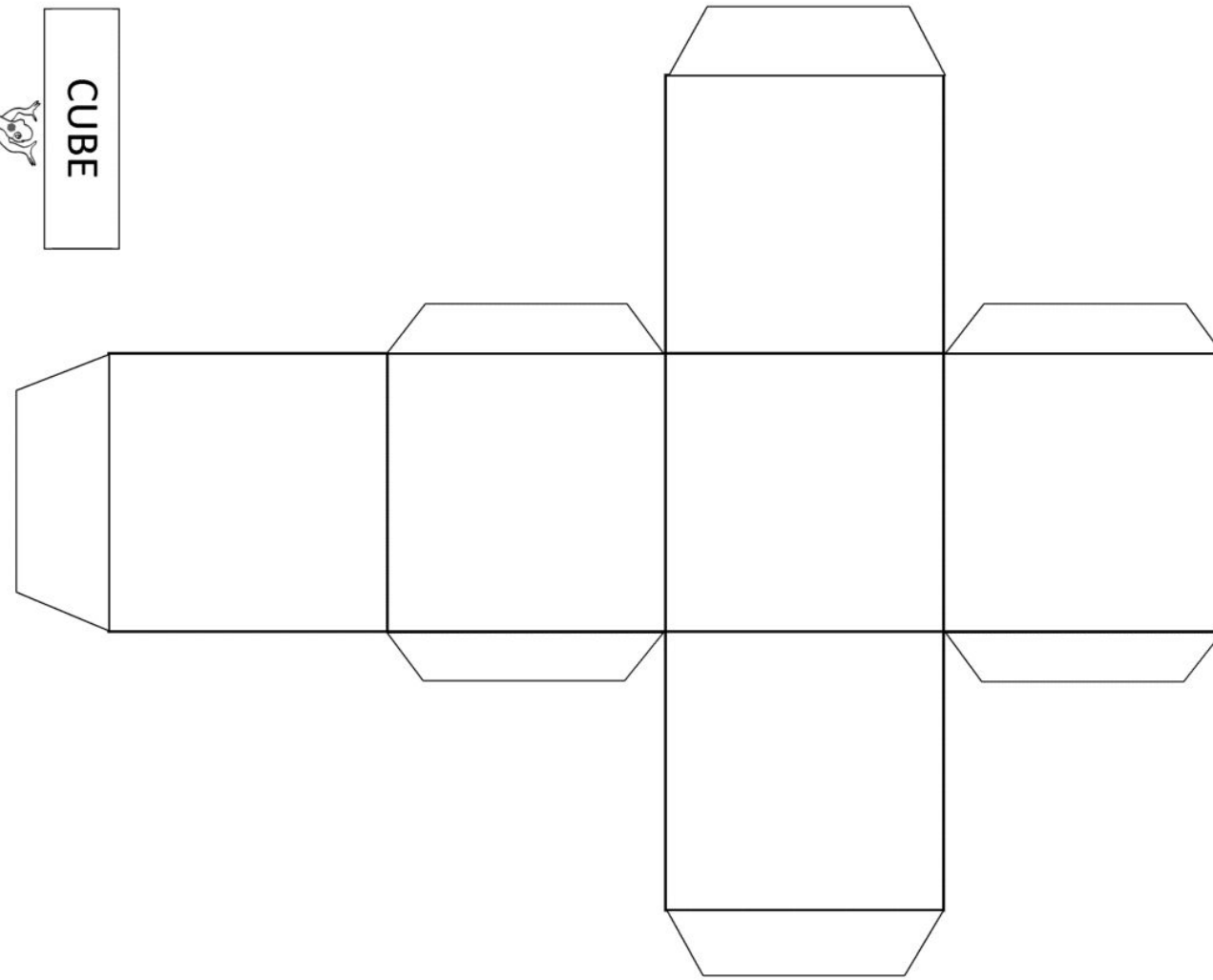
What shape belongs to this nets?



What 2D shapes can you see in these nets?



CUBE



Create this cube
from this paper net
by cutting it out and
gluing the tabs
together.

OR

Draw your own net
to create a 3D shape
from.

Lesson 3

Learning Intention:

We are learning to use our knowledge of animals from hot and cold environments to create a make believe animal

Success Criteria:

I can think about features of animals and their environments and put together an art work to show a make believe animal.

Design Your Own Creature

Where does your creature **live**? Is it hot or cold?
Dry or wet?

What does it **eat**?

Is it a predator or prey? Does it
have clever ways of **hunting** or
keeping **safe**?

Does it have **skin, feathers** or
scales? **Why**?

How does your creature **move**?
Wings? Legs?

Draw your creature here.

Let's get creative!!

- Using old magazines, drawings, or paint (or if you are working on a computer google images), I want you to come up with a new animal. Have a look at the images below for some inspiration.
- BONUS POINTS for a creative name EG: Elefly could be an elephant with butterfly wings!!!

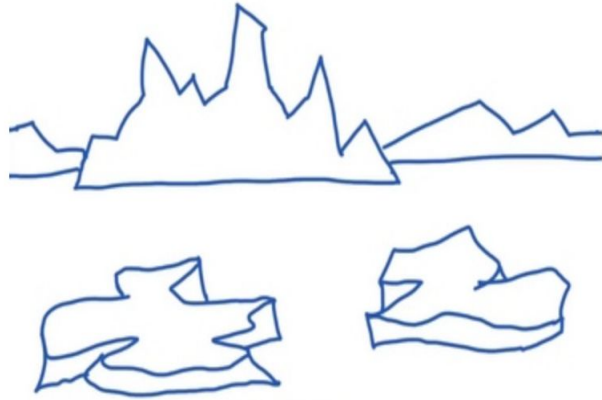


How to draw an iceberg...

An iceberg is a large piece of freshwater ice that has broken off a glacier or an ice shelf and is floating freely in open (salt) water. Small bits of disintegrating icebergs are called “growlers” or “bergy bits”.



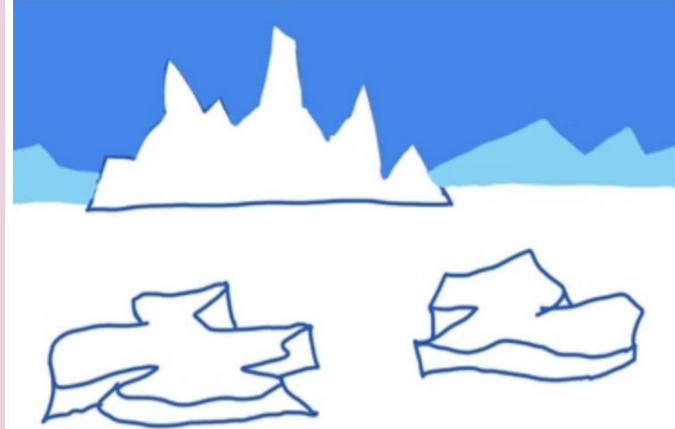
How to draw an iceberg..



Easy-To-Draw.com

You will need:

- *Paper
- *Lead Pencil
- *Coloured pencils/textas/crayons (light blue and dark blue)
- *Optional - black texta if you like to outline your drawing



Easy-To-Draw.com

Step 1:

Draw the outlines of the 3 icebergs.

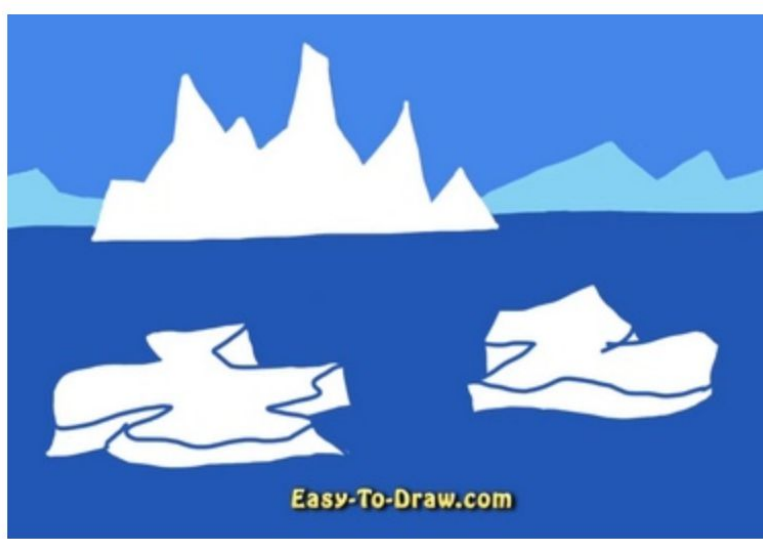
Step 2:

Colour the sky blue and the faraway icebergs light blue.

Steps 3 & 4:

Colour the lake dark blue.

Colour the nearby icebergs light blue with layers.



Steps 5:

Draw some reflections of the icebergs on the lake.



**REMEMBER TO TAKE A
PICTURE OF YOUR WORK
AND POST IT TO YOUR
TEACHER.**