



## STAGE 2- TERM 3 WEEK 4 PROGRAM OVERVIEW- STUDENTS

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am	<p><b>Check In Time</b>  <b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>	<p><b>Check In Time</b>  <b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>	<p><b>Check In Time</b>  <b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>	<p><b>Check In Time</b>  <b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>	<p><b>Check In Time</b>  <b>** All Activities are posted via Seesaw and are scheduled during their allocated time.</b></p>
Morning Session Literacy  9:00 - 11:00 am	<p><i>Pick an activity from the wellbeing grid. Colour the activity on the grid once you have completed it</i></p>	<p><i>Pick an activity from the wellbeing grid. Colour the activity on the grid once you have completed it</i></p>	<p><i>Pick an activity from the wellbeing grid. Colour the activity on the grid once you have completed it</i></p>	<p><i>Pick an activity from the wellbeing grid. Colour the activity on the grid once you have completed it</i></p>	<p><i>Pick an activity from the wellbeing grid. Colour the activity on the grid once you have completed it</i></p>
	<p><b>English: Reading</b>  <b>Read a text/book of your choice for at least 15mins.</b>   <b>WALT:</b> Summarise.  <b>WILF:</b> Identify the VIPs by the text             Read the text called: 'The Only Way is Up'.             Highlight VIPs and complete the table with 10 facts from the text.</p>	<p><b>English: Reading</b>  <b>Read a text/book of your choice for at least 15mins.</b>   <b>WALT:</b> identify Author's Purpose.  <b>WILF:</b> Use clues in the text to identify Author's Purpose and the Audience             Read the text called: 'The Only Way is Up'.            Identify the purpose / audience and provide clues from the text to support your thinking.</p>	<p><b>English: Reading</b>  <b>Read a text/book of your choice for at least 15mins.</b>   <b>WALT:</b> Read texts with fluency  <b>WILF:</b> Read with expression and pay attention to punctuation.             Read the text "The Solver", using expressions and paying attention to punctuation.            Answer a reflection questions:            What went well and what would you do to improve for next time?</p>	<p><b>English: Reading</b>  <b>Read a text/book of your choice for at least 15mins.</b>   <b>WALT:</b> Make predictions  <b>WILF:</b> Use clues to make predictions            Look at the text and predict what the text will be about. Read the text and predict what will happen next.  <ul style="list-style-type: none"> <li>• <i>What happens next is...because...</i></li> <li>• <i>Based on the clues in the text, I predict... I think... will happen because...</i></li> </ul> </p>	<p><b>English: Reading</b>  <b>Read a text/book of your choice for at least 15mins.</b>   <b>WALT:</b> Make inferences  <b>WILF:</b> Clues to make inferences            Read the text and use clues from the text to infer:            Who ate the cake? How will the crowd react to the mess?  <ul style="list-style-type: none"> <li>• <i>I wonder... because</i></li> <li>• <i>I can tell that...</i></li> <li>• <i>I know this... because</i></li> <li>• <i>Based on the picture... I think that...</i></li> </ul> </p>
	<b>Fruit Break</b>	<b>Fruit Break</b>	<b>Fruit Break</b>	<b>Fruit Break</b>	<b>Fruit Break</b>
		<p><b>English: Grammar</b>  <b>WALT:</b> write sentences that use <b>noun groups</b> to engage our audience.  <b>WILF:</b> use a range of adjectives to describe nouns.            1. Read the teacher model about noun groups.            2. Create a noun group by choosing 2 adjectives to complete each sentence.            3. Look at the adjectives posters for words to help you.</p>	<p><b>English: Grammar</b>  <b>WALT:</b> use a range of <b>verbs</b> to write engaging sentences.  <b>WILF:</b> use a range of verbs correctly.            1. Read the teacher model about verbs: action, sensing (thinking &amp; feeling) and saying.            2. Write 3 sentences to describe the picture using action, sensing and saying verbs.            3. Look at the verb posters for words to help you.</p>	<p><b>English: Grammar</b>  <b>WALT:</b> use a range of <b>adverbs</b> to write engaging sentences.  <b>WILF:</b> use a range of adverbs to describe verbs.            1. Read the teacher model about adverbs.            2. Write 2 sentences to describe each picture using different adverbs.            3. Look at the adverb posters for words to help you.</p>	

	<p><b>English: Writing</b>  <b>WALT:</b> Write a short descriptive story  <b>WILF:</b> Use a range of sentences Using the image  - Map out the adjectives, verbs, adverbs and synonym words that you will use in your sentences.  - Using the map of words, created simple, compound and complex sentences  - Put the sentences into a short paragraph</p>	<p><b>English: Writing</b>  <b>WALT:</b> Write a short descriptive story  <b>WILF:</b> Use a range of sentences Using the image  - Map out the adjectives, verbs, adverbs and synonym words that you will use in your sentences.  - Using the map of words, created simple, compound and complex sentences  - Put the sentences into a short paragraph</p>	<p><b>English: Writing</b>  <b>WALT:</b> Write a short descriptive story  <b>WILF:</b> Use a range of sentences Using the image  - Map out the adjectives, verbs, adverbs and synonym words that you will use in your sentences.  - Using the map of words, created simple, compound and complex sentences  - Put the sentences into a short paragraph</p>	<p><b>English: Writing</b>  <b>WALT:</b> Write a short descriptive story  <b>WILF:</b> Use a range of sentences Using the image  - Map out the adjectives, verbs, adverbs and synonym words that you will use in your sentences.  - Using the map of words, created simple, compound and complex sentences  - Put the sentences into a short paragraph</p>	<p><b>English: Writing</b>  <b>WALT:</b> Write a short descriptive story  <b>WILF:</b> Use a range of sentences Using the image  - Use the sentences that has been composed the whole week to write a short story.</p>
LUNCH	Break 11:00- 11:50 am	Break 11:00- 11:50 am			
Middle Session Numeracy  11:50 - 1:35pm	<p><b>Mathematics: Place Value</b>  <b>Number of the Day: 59</b>  <b>WALT:</b> Represent and partition numbers using standard and non-standard ways.  <b>WILF:</b> Represent numbers in three different ways.   Choose one set of numbers to complete - pineapple, orange or watermelon.</p>	<p><b>Mathematics: Place Value</b>  <b>Number of the Day: 68</b>  <b>WALT:</b> Represent and partition numbers using standard and non-standard ways.  <b>WILF:</b> Represent numbers in a variety of ways.   Choose one set of numbers to complete - pineapple, orange or watermelon.</p>	<p><b>Mathematics: Place Value</b>  <b>Number of the Day: 89</b>  <b>WALT:</b> Skip count by 2, 3 or 8 to find the missing numbers.  <b>WILF:</b> Skip counting patterns.   Choose one to complete - pineapple, orange or watermelon. Students fill in the missing numbers on the chart by identifying the rule.</p>	<p><b>Mathematics: Calendar</b>  <b>Number of the Day: 25</b>  <b>WALT:</b> Read and interpret calendars  <b>WILF:</b> Answer the questions and complete a research task.   Students answer the questions about the calendar. Next, students complete the Research Task.</p>	<p><b>Mathematics: Timeline</b>  <b>Number of the Day: 73</b>  <b>WALT:</b> Read and interpret timelines.  <b>WILF:</b> Answer the questions and construct a timeline.   Students answer the questions about the 'Olympic Timeline.' Next, students draw a timeline to show the events in their life.</p>
RECESS	Break 1:35 - 2:00 pm	Break 1:35 - 2:00 pm			
Afternoon Session 2.00 - 2:50 pm	<p><b>Complete RFF/Cultural Study activity</b>  Activity found in your RFF seesaw class.  <b>Offline:</b> see worksheets</p>	<p><b>Pick an activity from the KLA grid</b>  Colour the activity on the grid once you have completed it.</p>	<p><b>Pick an activity from the KLA grid</b>  Colour the activity on the grid once you have completed it.</p>	<p><b>Pick an activity from the KLA grid</b>  Colour the activity on the grid once you have completed it.</p>	<p><b>Pick an activity from the KLA grid</b>  Colour the activity on the grid once you have completed it.</p>

## Stage 2 Wellbeing + Cyber safety Choice Board

## Stage 2 Education Week Choice Board- Lifelong learners

### Fitness

Create a 1 minute fitness video for your classmates to do. Teacher will pick the best 5 to showcase.



### Hand on Heart

Gently place your hand over your heart and breathe in and out slowly. Notice the beating of your heart and count how many times it beats in 1 minute.



### Interland

Go on Google and Play Inter-land- Kind Kingdom. Give kind words to others online



### Make a paper

Create a paper aeroplane. Post and Film yourself flying your plane and measure the distance.

2 Class awards: Design award + Furthest flight award.



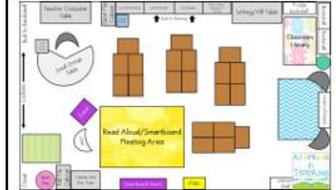
### Make a poster

Create a poster for Education week- using the words 'Lifelong learners'



### Classroom Makeover

Use lego / Ipad / drawing materials to create your perfect classroom. Use your imagination!



### Wellbeing

Post 5 things in your house that represent you



### Fitness

Take a photo of yourself doing these Yoga Poses. Post it online



### Poster

Create a Cyber safety poster Or Video using:

- Paper
- Seesaw
- Canva
- Google Slides



### Guess The Teacher

Teachers are also lifelong learners! We learn every day.

Match the childhood photos to the teacher's name. Then upload a baby photo of yourself.



### Poem or Descriptive Writing

Write a poem or short descriptive writing about Lansvale Public School or a teacher at LPS



### Dress up

Dress like a teacher from Lansvale Public School. Post a photo



### Guess The Teacher

Teachers are also lifelong learners! We learn every day.

Match the childhood photos to the teacher's name. Then upload a baby photo of yourself.



Post your baby photo here!

Miss Langi

Mr Halloran

Miss J Le

Mrs Micallef

Miss Phan

Miss Carradice

Mrs Halwagy

Mrs Brown

Miss Nguyen

Miss Nghe

Miss Phounsavanh

Mrs Ristev

Miss M Le

## MONDAY -READING

1. Read a text/book of your choice for at least 15 mins.
2. Complete this Reading task.
3. Go to the next slide if you need help reading this text.

**WALT:** Summarise. **WILF:** Identify the Very Important Points (Facts) in the text



Helium just wants to leave planet Earth forever.



### Up ...

Helium is a gas that is lighter than air, but it begins by being formed deep underground. It slowly bubbles its way up to the surface of the Earth. Sometimes it's trapped underground by rocks. This means it can be mined and then used for many things, including, of course, party balloons!

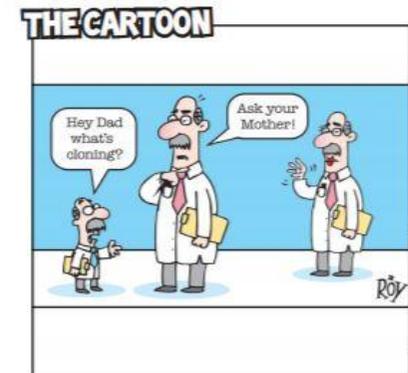
### Up ...

Helium doesn't stay in balloons for very long, though. It escapes through tiny holes that are too small to see in the sides of the balloon. That's why your helium balloon starts to sulk on the floor after a few days. The helium has leaked out and gone up into the air.



### And away!

If you accidentally let go of the string of your helium balloon, it will rise up and disappear out of sight. It might travel as high as 10 kilometres before popping. The string and balloon drop back to the ground and become litter, but the helium keeps going up. It is so light that it leaves the Earth's atmosphere and travels into space—lost forever to us mere Earthlings! ■





**WALT:** Summarise. **WILF:** Identify the Very Important Points (Facts) in the text



Go back and reread/listen to the teacher read *Never Cease, The Only Way is UP* and highlight the facts. Now record **10 facts** from the text about the Helium:

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.



## TUESDAY- READING

**WALT:** identify Author's Purpose. **WILF:** Use clues in the text to identify Author's Purpose and the Audience

1. Read a text/book of your choice for at least 15 mins.
2. Complete this Reading task.
3. Go to the next slide if you need help reading this text.



Helium just wants to leave planet Earth forever.



### Up ...

Helium is a gas that is lighter than air, but it begins by being formed deep underground. It slowly bubbles its way up to the surface of the Earth. Sometimes it's trapped underground by rocks. This means it can be mined and then used for many things, including, of course, party balloons!

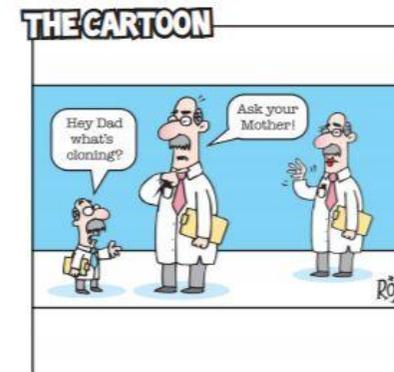
### Up ...

Helium doesn't stay in balloons for very long, though. It escapes through tiny holes that are too small to see in the sides of the balloon. That's why your helium balloon starts to sulk on the floor after a few days. The helium has leaked out and gone up into the air.



### And away!

If you accidentally let go of the string of your helium balloon, it will rise up and disappear out of sight. It might travel as high as 10 kilometres before popping. The string and balloon drop back to the ground and become litter, but the helium keeps going up. It is so light that it leaves the Earth's atmosphere and travels into space—lost forever to us mere Earthlings! ■



**WALT:** identify Author's Purpose.

**WILF:** Use clues in the text to identify Author's Purpose and the Audience

### Persuade

Did the author change your point of view of something?  
Did the author make you think/believe something?



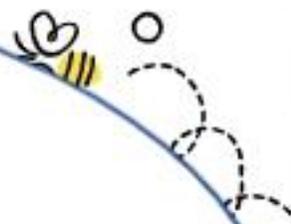
### Inform

Did the author teach you something new?  
Did the author give you facts?



### Entertain

Did the author entertain you by making you laugh?  
Did the author enjoy the story?



What is the purpose of the text (Persuade / Inform / Entertain)?  
How do you know? Give at least 3 clues from the text.

Who would read this text and why? Give at least 2 reasons:

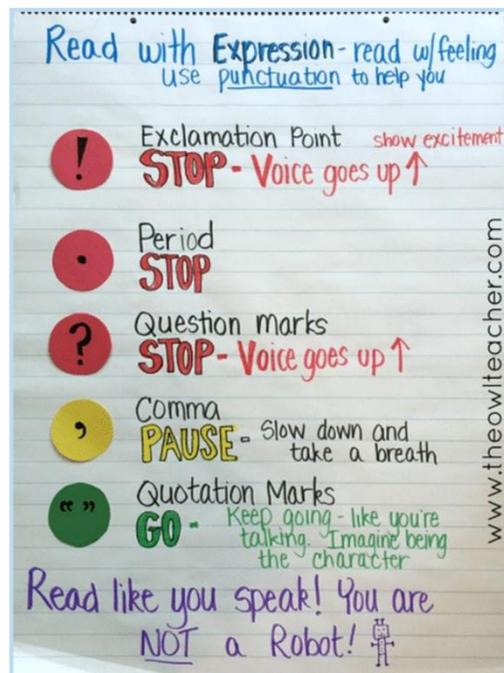


## WEDNESDAY- Remember to read a book/text for at least 15 minutes.

**WALT:** Read with fluency

**WILF:** Read with expression and pay attention to punctuation.

1. Read the passage 'The Solver' with **expression**.
2. What went well in your reading? What would you do to improve next time?



## The Solver

Kevin loves to read mystery books. He reads mystery books because he likes to try to solve the mystery himself before he gets to the end. Solving puzzles is like solving mysteries, so he likes working on puzzles too. He also likes solving problems. Kevin can usually solve any mystery, puzzle or problem.

One day Kevin's mom was trying to find her glasses. Without her glasses, she could not drive. This was a problem because she was going to drive Kevin to his friend's house. It was also a mystery and a puzzle. Kevin really wanted to solve this mystery.

Kevin sat down with his mom. "Where do you last remember seeing your glasses?" he asked.

"I had them on while I was watching the news this morning," she said.



"Where were you watching the news?" asked Kevin.

## THURSDAY- Remember to read a book/text for at least 15 minutes.

**WALT:** Make predictions

**WILF:** Use clues from the text to make predictions

**1.Look** at the text 'Cat-astrophe'. **Skim and scan** the text for clues. **Predict what you think the text will be about.** List 2 clues from the text that support your thinking.

**2.Read** the text 'Cat-astrophe' on PAGE 3. **Predict what you think will happen next in the text.** List 2 clues from the text to support your thinking

- I predict...because...
- What happens next is...because...
- Based on the clues in the text, I predict...
- I think... will happen because...

# Cat-astrophe

poem by Alison A Ferguson | illustrated by Aśka

Dad says, 'Out of the kitchen!  
Who popped this blue balloon?  
Please don't touch the birthday cake.  
Our party will start soon.'

But I spy blobs of icing,  
sticking to the platter.  
If I gently scrape them off,  
would it really matter?

And what about these lollies  
all dotted down each side?  
Just one will do, I promise  
and open my mouth wide.

Then as I stand there, chewing,  
I see a jammy space  
from where I took the lolly  
and stuffed it in my face.



I scoop a sticky dollop  
and dive back in for more.  
Without a single warning,  
the cake falls on the floor.

The plate not far behind it  
spins swiftly to the ground.  
Then smashing into pieces,  
it makes a crashing sound.

I hear the rush of footsteps.  
Before the guests can see,  
I wipe my guilty whiskers  
and purr, 'It wasn't me!'

**FRIDAY- Remember to read a book/text for at least 15 minutes.**

**WALT:** Make inferences

**WILF:** Use clues from the text to make inferences

**1.Read** the text 'Cat-astrophe' from yesterday.

**Who ate the cake and created the mess?** List at least 2 clues from the text to support your thinking.

*Remember to look at the entire text (pictures, title, text).*

**2.How do you think the guests will react when they see the mess?** Give reasons for your thinking.

**Monday 2nd August - Grammar**

Conjunctions and Sentence structure

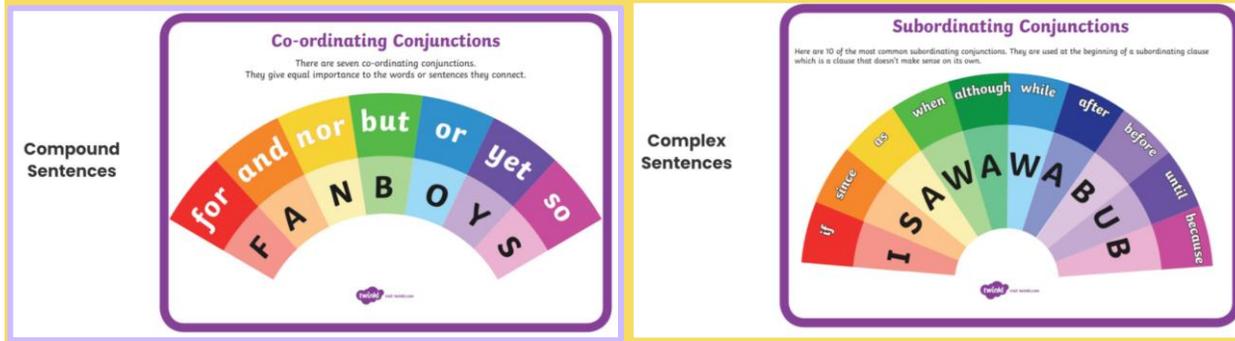
There are three types of sentences- simple, compound and complex.

I went to the park. → Simple.

I went to the park and I saw a dog. → Compound (joined with a conjunction)

While I went to the park, my sister stayed home. → Complex (if you break the sentence into two parts, they don't make sense by themselves.)

Conjunctions are used to make a simple sentence, a compound or complex sentence.



Circle the correct sentence type by using the conjunction pictures to help you.

1. The girl swam in the cold water. simple/compound/complex
2. Although I was waiting, they still weren't ready. simple/compound/complex
3. While I washed my hands, the germs were disappearing. simple/compound/complex
4. I liked being at home but I was ready to return to school. simple/compound/complex
5. The rain poured down and Sally grabbed her umbrella. simple/compound/complex
6. Sam had blue shoes. simple/compound/complex



- I can tell that...
- I know this... because
- Based on the text think that...
- I infer that...
- Since the text says/shows...I can infer that...



## English - Grammar: Noun Groups (Teacher Model)

WALT: write sentences that use **noun groups** to engage our audience.

A **noun group** is a group of words describing a **noun** in greater detail.

- Noun groups usually consist of an article (the, a, on, this, that, these, those, my, his, her, it's, our).
- Noun Groups also use **one or more adjectives** to describe **the noun**.



lots of **yummy**, **cold ice cream**

**Determiner**  
Used to introduce a noun to specify which one or how many there are, the, three, most.

**Adjective**  
A word that describes a noun: mountains, wild, delighted, familiar.

**Noun**  
A person, object or animal: garage, Henry, leopard, sofa.

1. **The dark, creepy monster** was lurking in the hallway.

2. **A clever, nimble fox** caught the **jumping pink salmon**.

3. **The red, ripe apple** was dangling from the tree.

4. **My ancient, cranky Grandpa** hobbled to his room.

Key  
Noun  
adjective  
noun group

## English - Grammar (Your Turn)

WALT: write sentences that use **noun groups** to engage our audience.

Key: Noun adjective noun group

**Example** **The blazing, hot sun** burnt my skin, while, I was gardening in the backyard.



The elephant flapped her \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ ears back and forth, so as, to swat away the flies.



Outside my window, I heard the \_\_\_\_\_, \_\_\_\_\_ sound of two cars colliding head on.



After, a refreshing swim at the beach, my sister bought a \_\_\_\_\_, \_\_\_\_\_ ice-cream.



Medium	Large	Slimny	Broad	Square	Even
Miniature	Small	Small	Crooked	Steep	Flat
Narrow	Tall	Tall	Curved	Shape	Hilly
Petite	Huge	Average	Deep	Deep	Jagged
Short	Long	Big	Round	Straight	Shallow

Adorable	Careful	Bloody
Alert	Careful	Blushing
Average	Appearance	Brainy
Beautiful	Appearance	Broken

Brick	Gradual	Low-speed
Agile	Sluggish	Sluggish
Deft	Fast	Fast
Nimble	Quick	Quick
Steady	High-speed	Rapid

Reviling	Fresh	Spicy
Ripe	Stale	Stale
Rotten	Bitter	Bitter
Salty	Blind	Blind

Cooning	High-pitched	Hissing
Deafening	Hushed	Hushed
Faint	Sound	Sound
Harsh	Husky	Husky
	Low	Low



# English - Grammar: Adverbs (Teacher Model)

WALT: use a range of **adverbs** to write engaging sentences

**Adverbs**  
describe verbs

**Tell how**  
softly slowly happily  
Luke walked quickly

**Tell when**  
daily soon now  
Yesterday, we ate pancakes.

**Tell where**  
there inside away  
I love playing outside

**Tell how often**  
always once  
We usually like to swim

Verb	You can use different <b>adverbs</b> to describe a <b>verb</b>		
waves 	1. The mysterious man waves cheerfully. (happy)	2. The mysterious man waves sorrowfully. (sadly)	3. The mysterious man waves frantically. (wildly)
ran 	1. The active boy ran steadily. (evenly)	2. The active boy ran swiftly. (fast)	3. The active boy ran gingerly. (carefully)
ate 	1. The cheerful family ate their lunch greedily. (selfish)	2. The cheerful family ate their lunch rapidly. (fast)	3. The cheerful family ate their lunch heartily. (with energy) *

# English - Grammar (Your Turn)

WALT: use a range of **adverbs** to write engaging sentences

- How?**
- angrily
  - anxiously
  - cautiously
  - cheerfully
  - courageously
  - crossly
  - cruelly
  - defiantly
  - doubtfully
  - elegantly
  - enthusiastically
  - foolishly
  - frantically
  - gently
  - gladly
  - gracefully
  - happily
  - hungrily
  - loudly

Verb	Write 2 interesting sentences using different <b>adverbs</b> to describe these images. See the list of HOW adverbs you could use.	
laughed 	1.	2.
cried 	1.	2.

# Monday 2nd August- Writing

Over the week we are going to create a short story based on these images. Each day you will write a part of the story.



Use the colours in the sentence to help you. Boy is the subject because it is blue. Can you think of other words to use instead of boy? Could you give the character a name instead? Do the same for the other boxes.

**Subject**

Looking at this image, create a map of words you would like to use in your sentences.

**Verbs**

**Adjectives**

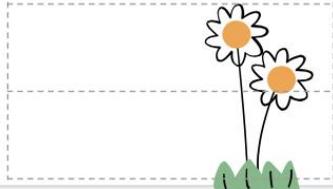


The boy tried to pull the sheet.

**Adverbs**

**Synonyms**

Synonyms



Now use your ideas to write a simple compound and complex sentence. The posters below might refresh your memory on sentences.

Then use those sentences to write a paragraph about the picture.

## Simple Sentence

A simple sentence consists of one clause that has a subject and a verb. A simple sentence puts across one simple idea.  
**The owl hooted.**



## Compound Sentence

Compound sentences contain two or more pieces of information and the pieces are linked by connectives.  
**The owl hooted then flew away.**



## Complex Sentence

A complex sentence is used to put across more detailed ideas. A complex sentence contains one main clause that can make sense on its own, and one or more minor clauses that are linked to it.  
**The hungry owl hooted loudly then flew away as it spotted its next meal.**



www.oxfordjup.com

Using the words in your map create simple, compound and complex sentences.



Simple sentence	
Compound sentence	
Complex sentence	



- Challenge**
- Circle the subject
  - Add an **adjective**
  - Add an **adverb**

Now that you have created these sentences. You are going to use some of your above sentences and your words in your map to write a short paragraph describing what is happening in the image on the next page.

➔ 

\* You should be reusing your sentences and ideas from your word map.

Self-Assessment



I did it!



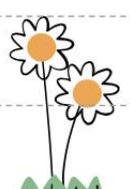
Almost there!



Getting there!

MM

## Tuesday 3rd August Writing

<b>Subject</b>	<div style="border: 2px dashed black; background-color: yellow; padding: 5px; margin-bottom: 10px;">                 Looking at this image, create a map of words you would like to use in your sentences.             </div>  <div style="background-color: yellow; padding: 2px; display: inline-block; margin: 5px 0;">A hand reached out.</div>	<b>Verbs</b>
<b>Adjectives</b>		<b>Adverbs</b>
		
○ * *	<b>Synonyms</b>	

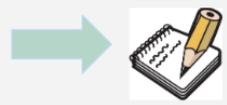
	Using the <u>words</u> in your map create simple, compound and complex sentences.	
<b>Simple sentence</b>		
<b>Compound sentence</b>		
<b>Complex sentence</b>		

- Challenge**

  - Circle the subject
  - Add an **adjective**
  - Add an **adverb**

Now that you have created these sentences. You are going to use some of your above sentences and your words in your map to write a short paragraph describing what is happening in the image on the next page.

\* You should be reusing your sentences and ideas from your word map.



*Self-Assessment*

★ I did it!	★ Almost there!	★ Getting there!
----------------	--------------------	---------------------

## Wednesday 4th August Writing

Subject

Looking at this image, create a map of words you would like to use in your sentences.

Verbs

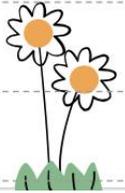
Adjectives



The boy was not scared of the monster.

Adverbs

Synonyms



Using the words in your map create simple, compound and complex sentences.

Simple sentence

Compound sentence

Complex sentence



**Challenge**

- Circle the subject
- Add an adjective
- Add an adverb

Now that you have created these sentences. You are going to use some of your above sentences and your words in your map to write a short paragraph describing what is happening in the image on the next page.

\* You should be reusing your sentences and ideas from your word map.



# Thursday 5th August Writing

**Subject**

\_\_\_\_\_

\_\_\_\_\_

Looking at this image, create a map of words you would like to use in your sentences.

**Verbs**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Adjectives**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



The boy did not know another monster was living under the bed.

**Adverbs**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Synonyms**

\_\_\_\_\_

\_\_\_\_\_

Using the words in your map create simple, compound and complex sentences.

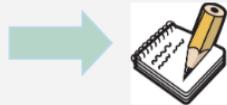
<b>Simple sentence</b>	_____
<b>Compound sentence</b>	_____
<b>Complex sentence</b>	_____



- Challenge**
- Circle the subject
  - Add an adjective
  - Add an adverb

Now that you have created these sentences. You are going to use some of your above sentences and your words in your map to write a short paragraph describing what is happening in the image on the next page.

\* You should be reusing your sentences and ideas from your word map.



**Self Assessment**

I did it!    Almost there!    Getting there!



# Friday 6th August- Writing

Now put all your paragraphs together to write a short story using the pictures.

Write your short story here on the next few pages.



Title of my story: \_\_\_\_\_

1.



### Check point

- Make sure your paragraphs connect with each other and your story flows to the next image.
- I have applied what I learnt into my writing



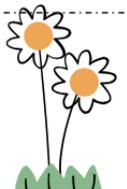
WALT: Use a range of interesting sentences  
WILF: Application of sentences into writing

2.



### Check point

- Make sure your paragraphs connect with each other and your story flows to the next image.
- I have applied what I learnt into my writing



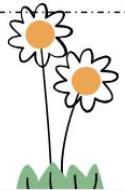
WALT: Use a range of interesting sentences  
WILF: Application of sentences into writing

3.



**Check point**

- Make sure your paragraphs connect with each other and your story flows to the next image.
- I have applied what I learnt into my writing



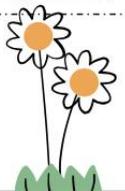
**WALT:** Use a range of interesting sentences  
**WILF:** Application of sentences into writing

4.



**Check point**

- Make sure your paragraphs connect with each other and your story flows to the next image.
- I have applied what I learnt into my writing



**WALT:** Use a range of interesting sentences  
**WILF:** Application of sentences into writing

Term 3 Week 4 Monday – Mathematics

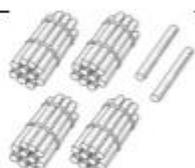
**Teacher Example:**

<b>Number of the Day is</b> <b>42</b>		
<b>10 Less</b> 32	<b>10 More</b> 52	<b>100 More</b> 142
<b>Sum of Digits</b> $4 + 2 = 6$	<b>Odd or Even</b> Even	<b>Place Value Blocks</b> 
<b>Double it</b> $42 + 42 = 84$	<b>Number Sentence</b> $60 - 18 = 42$	<b>Word Form</b> Forty-two

Answer the questions for the Number of the Day

<b>Number of the Day is</b> <b>59</b>		
<b>10 Less</b>	<b>10 More</b>	<b>100 More</b>
<b>Sum of Digits</b>	<b>Odd or Even</b>	<b>Place Value Blocks</b>
<b>Double it</b>	<b>Number Sentence</b>	<b>Word Form</b>

Draw this table in your Maths Book. Choose one set of numbers from the pineapple, orange or watermelon to complete.

Number	Draw it	Words	How many thousands, hundreds, tens and ones? (3 different ways)
<b>Example:</b>  42		Forty-two	4 tens and 2 ones 3 tens and 12 ones 42 ones

Pineapple 	Orange 	Watermelon 
25	125	1010
34	753	2452
58	375	5432
96	462	8956
12	101	9114

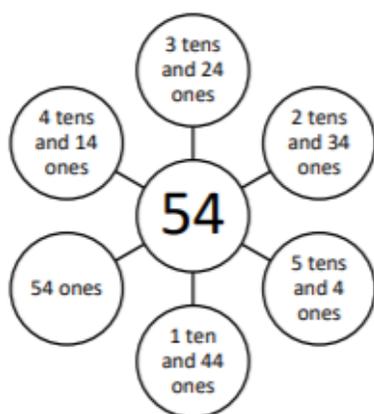
**Term 3 Week 4 Tuesday – Mathematics**

Answer the questions for the Number of the Day

Number of the Day is <b>68</b>		
10 Less	10 More	100 More
Sum of Digits	Odd or Even	Place Value Blocks
Double it	Number Sentence	Word Form

Partition the numbers in standard and non-standard ways using place value.

Teacher Example:



Choose one set of numbers from the pineapple, orange or watermelon to complete.

Pineapple 	Orange 	Watermelon 
31	392	1001
62	564	1111
12	125	2536
26	293	7474
79	783	3257

**Term 3 Week 4 Wednesday – Mathematics**

Answer the questions for the Number of the Day

Number of the Day is <b>89</b>		
10 Less	10 More	100 More
Sum of Digits	Odd or Even	Place Value Blocks
Double it	Number Sentence	Word Form

Choose one to complete from the pineapple, orange or watermelon.

<h2 style="margin: 0;">Pineapple</h2>	<h2 style="margin: 0;">Orange</h2>	<h2 style="margin: 0;">Watermelon</h2>																																																																																																																																																																																																																		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>8</td><td></td><td>14</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>28</td><td></td><td>32</td><td></td><td>38</td><td></td><td>44</td><td>46</td><td></td><td></td></tr> <tr><td></td><td></td><td>54</td><td></td><td>62</td><td></td><td>66</td><td></td><td></td><td></td></tr> <tr><td>68</td><td>70</td><td></td><td></td><td>80</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>90</td><td></td><td>96</td><td>102</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>112</td><td></td><td></td><td></td><td>126</td><td></td><td></td><td></td></tr> <tr><td></td><td>130</td><td></td><td>134</td><td></td><td>140</td><td></td><td>146</td><td></td><td></td></tr> </table> <p style="text-align: right; margin-top: 10px;">Hint: Count by 2</p>	8		14								28		32		38		44	46					54		62		66				68	70			80							90		96	102								112				126					130		134		140		146			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td></td><td>21</td><td></td><td>27</td><td></td><td>33</td><td></td><td></td><td></td></tr> <tr><td>42</td><td>45</td><td></td><td></td><td>57</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>78</td><td></td><td>84</td><td></td><td>90</td><td></td><td>99</td><td></td><td></td></tr> <tr><td></td><td></td><td>111</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>150</td><td></td><td></td><td></td><td></td></tr> <tr><td>162</td><td></td><td></td><td></td><td>174</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>240</td><td></td><td></td><td></td></tr> </table> <p style="text-align: right; margin-top: 10px;">Hint: Count by 3</p>			21		27		33				42	45			57							78		84		90		99					111													150					162				174												240				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td></td><td>80</td><td></td><td></td><td>112</td><td></td><td>136</td><td>144</td><td></td><td></td></tr> <tr><td></td><td>160</td><td>168</td><td></td><td></td><td>208</td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td>248</td><td></td><td></td><td>288</td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>392</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>648</td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>728</td><td></td><td></td><td></td></tr> </table> <p style="text-align: right; margin-top: 10px;">Hint: Count by 8</p>		80			112		136	144				160	168			208							248			288																392															648										728			
8		14																																																																																																																																																																																																																		
28		32		38		44	46																																																																																																																																																																																																													
		54		62		66																																																																																																																																																																																																														
68	70			80																																																																																																																																																																																																																
	90		96	102																																																																																																																																																																																																																
		112				126																																																																																																																																																																																																														
	130		134		140		146																																																																																																																																																																																																													
		21		27		33																																																																																																																																																																																																														
42	45			57																																																																																																																																																																																																																
	78		84		90		99																																																																																																																																																																																																													
		111																																																																																																																																																																																																																		
					150																																																																																																																																																																																																															
162				174																																																																																																																																																																																																																
						240																																																																																																																																																																																																														
	80			112		136	144																																																																																																																																																																																																													
	160	168			208																																																																																																																																																																																																															
		248			288																																																																																																																																																																																																															
	392																																																																																																																																																																																																																			
						648																																																																																																																																																																																																														
						728																																																																																																																																																																																																														

**Term 3 Week 4 Thursday – Mathematics**

**Answer the questions for the Number of the Day**

<b>Number of the Day is</b>		
<b>25</b>		
<b>10 Less</b>	<b>10 More</b>	<b>100 More</b>
<b>Sum of Digits</b>	<b>Odd or Even</b>	<b>Place Value Blocks</b>
<b>Double it</b>	<b>Number Sentence</b>	<b>Word Form</b>

**Information about Calendars**

**CALENDAR**

There are 12 months in a year:

- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

Each month is divided into weeks, and each week has 7 days:

<b>JULY</b>						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February is the shortest month. It usually has 28 days. But every 4th year is called a leap year. In leap years February has 29 days. The other months have 30 or 31 days.

**1. The Months**

January (31 days)  
 February (28/29)  
 March (31)  
 April (30)  
 May (31)  
 June (30)  
 July (31)  
 August (31)  
 September (30)  
 October (31)  
 November (30)  
 December (31)

<b>2021 AUGUST</b>						
SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

www.free-printable-calendar.com

**Read the August calendar and answer the questions in your Maths book.**

1. How many days are there in August?
2. What day of the week is August 17th?
3. How many Mondays are there in August?
4. What day of the week is August 10th?
5. What is the date for the third Friday in August?

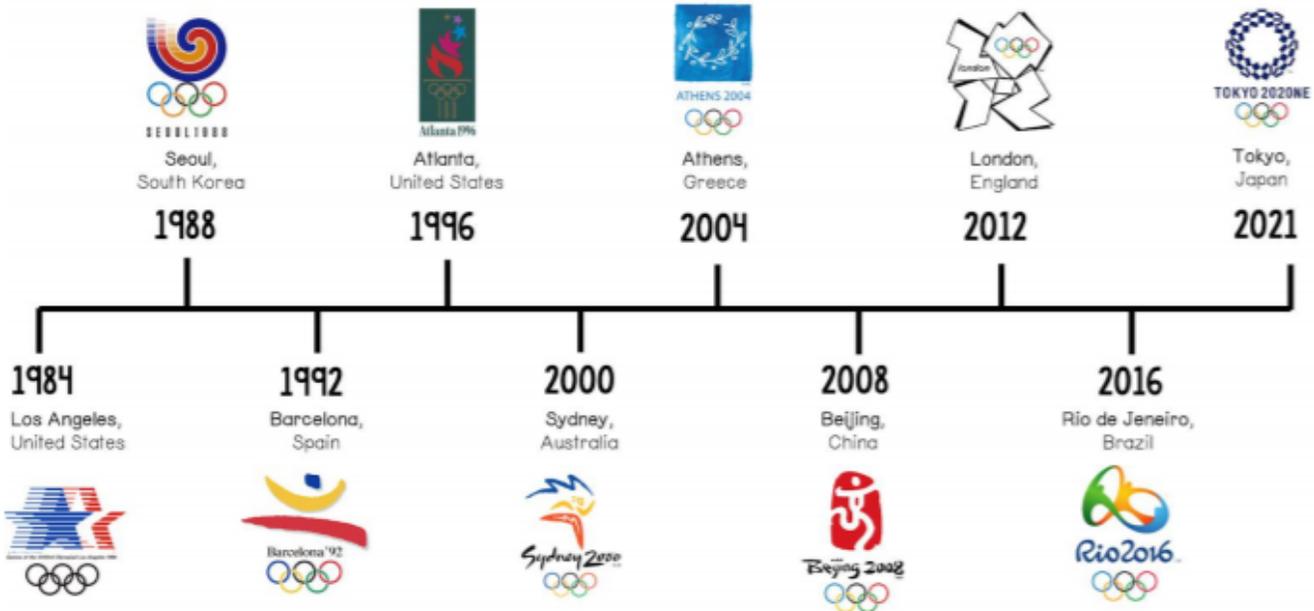
**Complete the Research Task:**

What is the day and date for a family member's birthday?	What is the day and date for Boxing Day in 2021?
What is the day and date for the Queen's birthday in 2021?	What are some other important dates?

**Answer the questions for the Number of the Day**

<b>Number of the Day is</b>		
<b>73</b>		
<b>10 Less</b>	<b>10 More</b>	<b>100 More</b>
<b>Sum of Digits</b>	<b>Odd or Even</b>	<b>Place Value Blocks</b>
<b>Double it</b>	<b>Number Sentence</b>	<b>Word Form</b>

**OLYMPICS TIMELINE**



**Read the 'Olympics Timeline' and answer the questions in your Maths Book:**

1. What year did Seoul host the Olympics?
2. What country hosted the Olympics in 2004?
3. How often are the Olympics held?
4. How many years are there between Barcelona's Olympics and Beijing's Olympics?
5. How many years in total does this timeline show? How did you solve it?

**Draw a timeline to show the events of your life in your Maths book.**

**Teacher Example:**

