

Term 4 – Week 2

Home Learning Plan – Year 4

Dear Parents/Carers,
On the following pages you will find a table outlining daily activities for your child to complete.

Some relevant websites to access over this period include:

www.mathletics.com Reading Eggs
<https://classroommagazines.scholastic.com/support/learnathome.html>

Typing Sites:

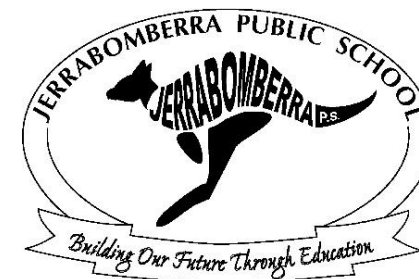
<https://www.typingclub.com/>
<http://www.keybr.com/>
www.typing.com
<http://www.bbc.co.uk/guides/z3c6tfr>

Physical Exercise

Children should do 30 minutes of physical activity daily. Ideas for getting moving might be kick a ball, bounce on the trampoline, make up a dance and perform it for a parent or pet, shoot some hoops.

NOTE: Please remember to limit screen time sessions to 30 minutes at a time. After 30 minutes please take a screen break and do another activity or some physical exercise.

Please ask your parents to assist you with setting up the YouTube clips.



Home Learning Plan – Year 4 – Term 4 – Week 2

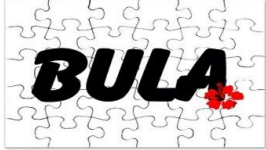
The English activities below are based on students working with an appropriate novel or a picture book of at least 10 pages. Please visit the following website for texts if you do not have any suitable books at home. <https://classroommagazines.scholastic.com/support/learnathome.html>

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|--|--|--|--|---|
| Morning | <p>English</p> <p><u>Reading</u> Please read for 20 minutes and then write a brief summary of what you have read.</p> <p><u>Spelling</u> Rule: <i>gu (guard) qu (quick)</i> Your class teacher will email you regarding how to form your list of words. Write out your list of words. Then write your list of words, breaking them into syllables.</p> <p><u>Writing</u> Definition of visual literacy: This term we are looking at Visual Literacy. Visual literacy is the ability to read, write and create visual images.</p> <ul style="list-style-type: none"> 90% of the information you take in from the world around you is visual rather than textual. | <p>English</p> <p><u>Reading</u> Please read for 20 minutes and then write a brief summary of what you have read.</p> <p><u>Comprehension</u> Complete the comprehension activity. (Reading Resource 1)</p> <p><u>Writing</u> Aspects of Visual Literacy- Angle and Perspective. Complete Writing Resource 2.</p> <p><u>Spelling</u> Write out your spelling list. Place 10 of your words into sentences. Play Pictionary with your words with a family member. Draw a picture to represent your word. Your family member needs to guess the word. The family member then draws a picture to</p> | <p>English</p> <p><u>Reading</u> Please read for 20 minutes and then write a brief summary of what you have read. Please use your neatest handwriting and use cursive.</p> <p><u>Comprehension</u> Complete the comprehension activity. (Reading Resource 2)</p> <p><u>Writing</u> Aspects of Visual Literacy- Colour Complete Writing Resource 3.</p> <p><u>Spelling</u> Place your words into alphabetical order. Choose 5 of your words and write their meaning. Complete Spelling Resource 1.</p> | <p>English</p> <p><u>Reading</u> Please read for 20 minutes and then write a brief summary of what you have read.</p> <p><u>Comprehension</u> Complete the comprehension activity. (Reading Resource 3)</p> <p><u>Writing</u> Aspects of Visual Literacy- Framing Complete Writing Resource 4.</p> <p><u>Spelling</u> Complete the spelling activities below on Spelling Resource 2</p> | <p>English</p> <p><u>Reading</u> Log on to <u>Reading Eggspress</u> <u>Complete 20 minutes</u> of <u>'MY LESSONS'</u></p> <p><u>Writing</u> Aspects of Visual Literacy – Positioning Complete Writing Resource 5</p> <p><u>Spelling</u> Ask someone to give you a spelling test using your spelling words.</p> <p><u>Handwriting</u> Choose a passage from the book that you have been reading and write it out neatly using cursive writing.</p> |

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|--|--|----------|--------|
| | <p>Images express information and emotion all at once. Images often speak to us in more influential ways than words. Visual literacy offers a deeper connection with all kinds of texts and encourages analytical interpretations of what is represented and their hidden meanings. Visual literacy is understanding what is not written and what is presented using signs, symbols, icons and colours.</p> <ul style="list-style-type: none"> • Look at the ad (Writing Resource 1) and write your interpretation of the image. • Review the main lesson points: Visual literacy is the ability to read, interpret, analyse visual images to understand the message being communicated. A picture is worth 1000 words. Visual texts express information and emotion | <p>represent a word from your list and you need to guess the word.</p> | | |

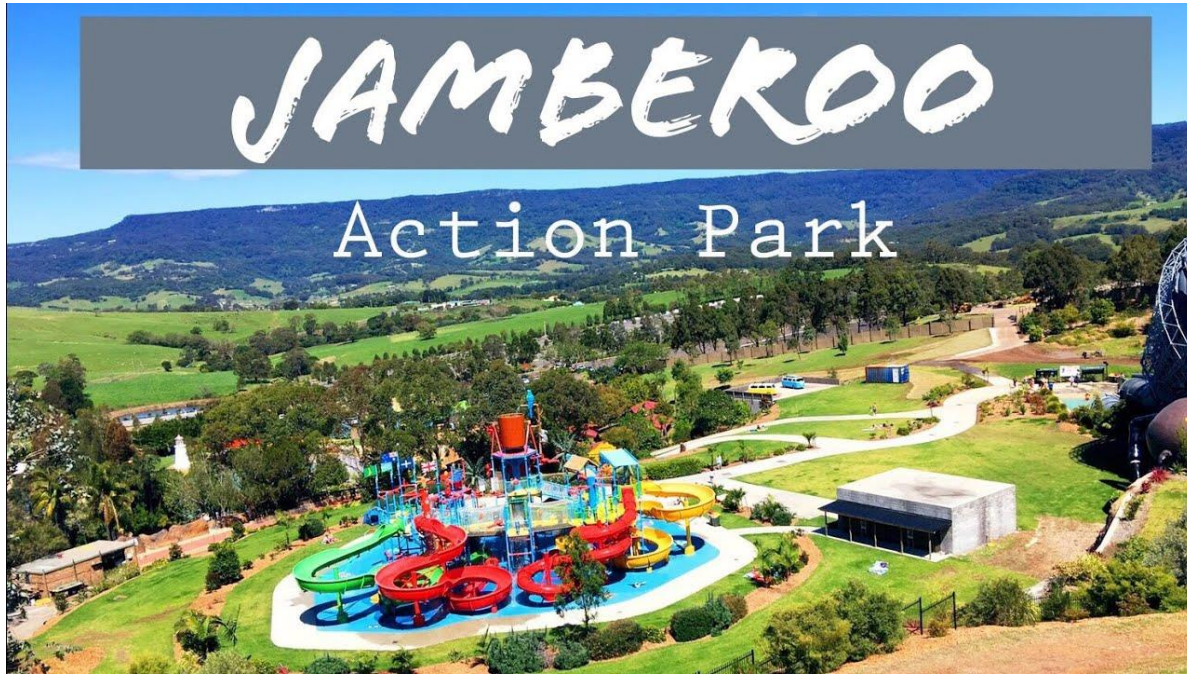
| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--|---|--|--|---|
| | all at once. We are able to process visual information 60,000 times faster than written text. | | | | |
| Break | Break | Break | Break | Break | Break |
| Middle | <p><u>Mathematics</u> Write out your 7 times tables.</p> <p>Chance and Data Possible outcomes. Watch this link (clip) on Probability- https://youtu.be/rIUZXrJGuf8?t=11 Write three sentences to demonstrate your understanding of Probability.</p> <p>Complete Maths resource Page 1.</p> <p>After that draw a container with 3 red, 2 green and 5 blue pencils. What is the probability of drawing out a A) red pencil B) green pencil C) blue pencil D) green and blue pencils E) of not drawing out a green pencil</p> | <p><u>Mathematics</u> Write out your 8 times tables.</p> <p>Chance and Data Bar Graphs and Picture Graphs Watch the link (clip) below. It is fun song to learn about Bar graphs and Picture Graphs SONG https://youtu.be/yZJR2MzkBrU?t=5</p> <p>Open Link: https://youtu.be/KzfwUEJjG18?t=12 -Maths Antics. Watch link till 2.50 minutes. Complete Maths resource page 2- Likely outcomes- Coin toss and Mystery Graph.</p> <p>Continue watching Maths Antics and stop at 6.40 minutes Complete Resource Page 3-- Rolling 2 dice, 40 times. Add the 2 numbers</p> | <p><u>Mathematics</u> Write out your 9 times tables.</p> <p>Chance and Data Column and Picture Graphs Watch these links (clip) below on Picture Graphs and Bar Graphs https://youtu.be/7oyDsm-k9YQ -Reading Picture Graphs- Boxes of apples sold. https://youtu.be/iCnh6EL1Lmq - Reading a Bar Graph - Baseball home runs. Complete Resource Pages 4 and 5 – Picture Graphs and Bar Graphs</p> <p><u>Music</u> <i>As our school has an upcoming Musica Viva performance in Week 3, “The Air I Breathe”, we are fortunate enough to have</i></p> | <p><u>Mathematics</u> Write out your 6 times tables.</p> <p>Chance and Data Complete Resource Page 6 - Picture Graphs Complete Resource Page 7- Blank Bar Chart Today you are going to create your own Bar Graph. Collect some data from around your house to collate onto a bar graph. For example number of knives, spoons, forks, teaspoons, cups and plates in drawer and cupboard. Remember to give your Bar Graph a title and to label each axis. You will also need to select a Key (scale) to fit the data onto the Bar Graph.</p> | <p><u>Mathematics</u> Write out your 4 times tables.</p> <p>Maths Mathletics Complete assigned Mathletics activities. -Picture graphs with scale and half symbols -Pictographs -Making graphs with scale -Column graphs -Reading from a column graph</p> |

| Monday | | Tuesday | Wednesday | Thursday | Friday |
|--------------|---|---|---|----------|--------|
| | <p><u>Indonesian</u> Complete the assigned Indonesian task. This can be found on the school website.</p> | <p>together, to gather data and put onto a bar graph.</p> | <p><i>online access to the Musica Viva resources on offer. If you and your child would like to access the Student Learning Journey for the upcoming show, please visit www.musicavivainschools.com.au and login using the following classroom code for 'The Air I Breathe': breathe</i></p> <p><u>.Music Year 4 Week 2</u></p> <p><u>Listen</u> <i>Guess the sound!</i> Ask a family member (if possible) to choose five objects and make a noise with them in some way (e.g.: a pencil tapping on a table, shaking water in a bottle). Guess the Sound! SWAP – You choose five objects and play them for your family member to guess. Alternatively: Play Guess The Instrument (YouTube)</p> | | |
| Break | Break | Break | Break | Break | Break |
| | | | | | |

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------|---|---|--|---|--|
| Afternoon | <p><u>Visual Art</u></p>  <p><i>Fiji BULA</i> The word Bula is a Fijian word. It 'Bula' means. (hello, goodbye, welcome, love and more. It means LIFE. A blessing of health and happiness). Look at the Bula puzzle image. You are to create your own writing format of Bula on puzzle template (Art Resource 1) and select 3 or 4 colours to use to colour the puzzle pieces.</p> <p>PE Do 30 minutes of physical activity if you have not already completed this today</p> | <p><u>Technology</u></p> <p>Continue to work on your typing skills.</p> <p>If possible, type an email to your teacher letting them know how you are going.</p> <p>PE Do 30 minutes of physical activity if you have not already completed this today.</p> | <p><u>Geography</u></p> <p>Today we are beginning a project. The project is explained on Geography Resource 1. Today you will choose the country which you would like to research. You will then begin working on the research page. Geography Resource 2.</p> <p>In the following week, you will be completing the other components (the map and art).</p> <p>PE Do 30 minutes of physical activity if you have not already completed this today.</p> | <p><u>Science and Technology</u></p> <p>The new Term 4 science topic is.....Feathers, Fur or Leaves? During this topic we will be studying how living things can be grouped on the basis of their observable features and their differences to non-living things.</p> <p>You will be exploring both living and non-living things around your home and garden so it is ESSENTIAL that you have read and discussed with your parents the CODE FOR CARING emailed to your parents and on science resources sheet 1 (DO IT NOW IF YOU HAVEN'T).</p> <p>Today you are going to complete a 'Home Explorer's' project. Read the instructions carefully on science resource sheet 1. Then you complete science resource sheet 2. You can complete your journal entries either on the sheet provided or in your workbook.</p> <p>We would like you to collect and complete a journal entry for:</p> <p>2 Living things 2 non-living things.</p> <p>Remember to think like a</p> | <p>Complete the assigned library activity. This is found on the school website.</p> <p>PE Do 30 minutes of physical activity if you have not already completed this today</p> |

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|--|--------|
| | | | <p>scientist and act in a safe and respectful way in the natural environment.</p> <p>PE</p> <p>Do 30 minutes of physical activity if you have not already completed this today.</p> | |

Writing Resource 1



Write what you think this image is used for and what it is trying to tell you about the park.

What techniques have been used to get your attention and interest in the park.

Does looking at this image make you think that you want to go there? Why or why not?

Writing Resource 2

Angle and Perspective

The angle, or perspective, is a visual technique used by illustrators and photographers to convey point of view.



Explain how the photographer has used elements of angle and perspective to help tell a story and convey a point of view.

Whose perspective was this image taken from?

What can you tell about the relationship between the people and animals in this image?

Writing Resource 3

Colour

Colour can be used to express and develop ideas in images, to express feelings and emotions, and also to try to elicit a response in the reader or viewer.



How do you feel when you look at these colours?

Describe how the illustrator has used colour to help tell a story and communicate emotion.

Explain what you think might have happened to this character to make them look and act in this way?

Writing Resource 4

Framing

Framing refers to the way a photograph or image is portrayed using close-ups, extreme close-ups, medium shots, long shots and tilted up or down shots. These help to create a focus and determine importance within an image.



Name the object of most importance and explain how the photographer has used framing to help you identify it.

Framing helps to tell the story of this image by signifying importance and focus. If this image is the focus, what do you think is happening outside of the framing?

Writing Resource 5

Positioning

Positioning of elements within an image will help a viewer to discern the depth and size of the setting, as well as the importance of each element and the relationships between them.



Name the object of most importance and explain how the photographer has used positioning to help you identify it.

What can you tell about the depth and size of the setting based on the positioning of people and objects within the photograph?

Reading Resource 1

What is extreme weather?

Extreme weather is simply really bad weather, or weather on a large, serious scale. Extreme weather occurs when a weather event is significantly different from the usual weather pattern. This may take place over one day or a period of time.

For example, in the UK there is usually very little snow. But if there were to be lots of snow in the form of snowstorms and snowdrifts many metres deep, much worse than normal, this would be classed as an extreme weather event. Extreme wind could include gales, tornadoes and hurricanes, and extreme rain – lasting for many days – can cause serious flooding.

Extreme weather events do not happen very often. But when they do occur they can cause devastating destruction. Buildings, roads, homes and even lives have all been lost as a result of extreme weather.



Can we predict extreme weather?

Yes we can, although some forms of weather events are easier to predict than others. A meteorologist is the name we give to people who assess and monitor the weather and weather conditions. We often call meteorologists 'weather forecasters'. The technology used in modern weather forecasting can tell us where and when a hurricane will hit land, allowing people to prepare their homes and leave the area if necessary. However, the movement of some storms, including tornadoes, is harder to predict.

What do meteorologists do?

A meteorologist uses scientific ideas to explain, understand and forecast what is happening in the Earth's atmosphere. They predict and observe at how the atmosphere creates weather which affects life on planet Earth.

Broadcast meteorologists interpret and report on the weather on television and radio.



| Types of Extreme Weather | Features and Effects |
|---|---|
| <p>Drought</p> | <p>Caused by too little rain. Minor droughts in the UK happen during long, hot summers but don't last long. Major drought occurs when there is too little rainfall for years, even decades. South-western Australia suffered a drought lasting 12 years from 1997-2009. Drought causes dry rivers, shrivelled crops and starvation. Dry soil and dirt can be blown into the air and cause dust storms which block out the sun (sometimes called black blizzards).</p> |
| <p>Flooding</p> | <p>Flooding is any area of land covered by water which is usually dry. Can occur steadily or be rapid and unexpected, causing loss of life. Main weather event which can be made worse by where and how we choose to live. More likely when there has been a lot of rain in recent days or weeks, when the ground is already saturated with water and cannot absorb any more.</p> |
| <p>Blizzards</p> | <p>Extreme snow can take the form of a blizzard, or snow storm. Common in northern regions of North America, Europe and Asia. When wind accompanies snowfall it can cause huge drifts of snow, sometimes several metres deep. Visibility can be zero – this is called a 'whiteout'. Can cover trains and cars, trapping people inside. Causes huge disruption to travel and business.</p> |
| <p>Tornadoes</p> | <p>One of the most violent extreme weather events. Produces the strongest winds on Earth, close to 300 miles per hour. Lasts for a few seconds to many hours. Can occur anywhere in the world (speed varies greatly with location) and cause widespread devastation. 'Tornado Alley' is the name given to an area of North America where tornadoes occur most frequently.</p> |
| <p>Hurricanes, Typhoons and Cyclones</p> | <p>Different names for one event – powerful, rotating storm with thunder, lightning and rain. Major danger to people, buildings and the environment. Hurricane is the term given to major storms affecting the Atlantic Ocean and nearby land (America, Caribbean, Gulf of Mexico). In the Pacific Ocean they are called typhoons, in the Indian Ocean they are called cyclones. Can move from sea across land, causing extreme flooding (waves up to 6m high).</p> |

Reading Resource 1

1. What is 'Extreme Weather'? **Circle one.**

weather far away

your favourite kind of weather

really bad or unusual weather

2. What are meteorologists often called? **Find and copy** the exact words.

3. Draw lines to match the labels to the correct image



flooding

blizzard

drought

tornado

Use the table on page 4 to answer questions 4 – 6.

4. Which weather type can be made worse by where and how people choose to live?

5. Which weather type can produce winds of close to 300 miles per hour?

6. What is the name given to the rotating storms that occur in the Pacific Ocean? **Circle one.**

cyclones

typhoons

hurricanes

7. Why do people need to be made aware of the dangers of floodwaters?
Find and copy one reason.

8. **'Minor** droughts in the UK happen during long, hot summers but don't last long.'

Which word could have been used instead of 'minor' in this sentence? Circle one.

unexpected

insignificant

devastating

9. Why might you be more used to extreme weather if you live in North America?

Using the text, give two reasons for your answer.

Hawaii



The US state of Hawaii is made up entirely of islands. The eight main islands situated in the Pacific Ocean are: Hawaii (also known as The Big Island), Maui, Oahu, Molokai, Kauai, Lanai, Kahoolawe and Niihau. Each island is the very top of an undersea mountain.

Islands of Hawaii Facts

Kahoolawe – The smallest of the islands with no permanent residents.

Niihau – Although this island is privately owned, tours are offered to the public. It is the 7th largest Hawaiian island.

Lanai – The 6th largest island is known as the 'Pineapple Island' because of its history of pineapple plantations. There is only one school on Lanai.

Molokai – This island is the 5th largest and home to the highest sea cliffs in the world.

Kauai – The 4th largest Hawaiian island is known as the 'Garden Isle'. It is also home of Waimea Canyon State Park, a very popular tourist attraction. To the east of Mount Wai'ale'ale, the high levels of annual rainfall have eroded the mountains, creating deep valleys.

Oahu – Oahu is the 3rd largest island and home to around 65% of the entire population of the state of Hawaii. Honolulu is located here - the state capital. Waikiki Beach is a popular destination of this island.

Maui – This is the second largest Hawaiian island. Haleakalā volcano makes

Facts:

- A population of over 1.4 million people.
- Hawaii is the longest island chain in the world.
- Hawaiian and English are the official languages.
- The Hawaiian language only has 12 letters.
- The currency is the US dollar.
- The most common religious groups are Protestants and Roman Catholics.
- Hawaii became the 50th US state in 1959.

up around 75% of the island of Maui. Another volcano, Mauna Kahalawai, can also be found here.

Hawaii Island (The Big Island) – As its nickname suggests, it is the largest of the islands. This is an island made up of five volcanoes, three of which are active. One of the active volcanoes, Mauna Loa, is widely considered to be the tallest volcano in the world.

The Flag

Hawaii's state flag incorporates the Union Jack, honouring Hawaii's friendship with the United Kingdom. Each stripe on the flag represents one of the main islands.



Points of Interest

Mauna Kea is the highest point in the state of Hawaii. It is a dormant volcano on the Big Island of Hawaii.

Pearl Harbor is located on the island of Oahu. Much of this area is a US naval base. During World War 2, Pearl Harbor was heavily bombed by the Japanese, killing and injuring thousands of people. The USS Arizona Memorial remembers the people who lost their lives.

Diamond Head, located on Oahu island, is another of Hawaii's most famous landmarks. This is an extinct, volcanic crater which has been used as a lookout by the military. Today, it is a hiking destination with panoramic views.

The Bishop Museum in Honolulu is a museum dedicated to the sciences, cultures and history of the Pacific and its people.

Climate

Hawaii is situated just below the Tropic of Cancer and has a mild, tropical climate. Although the weather is often humid, there is a pleasant north-easterly breeze. Hawaii only has two seasons - summer and winter. Summer starts in May and ends in October. At this time of year, the average temperature in the capital is around 26 degrees Celsius.

Winter is the rainy season, beginning in November and lasting until April. The temperature is cooler during these months.

Reading Resource 2

History

British Captain, James Cook, came across the islands in 1778, originally naming them the 'Sandwich Islands' after the 4th Earl of Sandwich. Over the next 40 years, explorers and adventurers stopped off at the islands for supplies. These travellers brought new illnesses and many natives died of diseases such as tuberculosis.

Christian missionaries arrived in the 1820s. By the 1850s, Hawaii was largely Christian with a small number of American and European settlers. Since then, people from all over the world have settled in Hawaii, creating a diverse society of different customs and languages.

Economy

Once the island chain became an official US state, the population rose and its economy prospered. Hawaii has become a very popular tourist destination, making tourism Hawaii's largest industry.

Agriculture is a large part of Hawaii's economy. Pineapple, banana, papaya, coconut, guava, mango and avocado are grown here.

Main exports include sugar and canned fish. Other exports include jams, fruit juices, macadamia nuts and coffee.

Traditions

In Hawaii, a lei is a garland of flowers. These floral necklaces are given to people as a sign of affection.

A luau is a traditional Hawaiian party to celebrate special events. There is hula dancing, music and plenty of food. Hawaiian limbo is a popular game.

Hula dancers traditionally wear grass skirts and leis. The dancing is often accompanied by the ukulele.

Wildlife

Hawaii is home to many plants which are endemic. Endemic means native to only one place in the world. Similarly, the Niihau Finch is a bird only found in the state of Hawaii and the Hawaiian Hoary Bat is Hawaii's



only native land mammal. There are also 10,000 native species of insects on the islands, 90% of which are unique to Hawaii.

As there are many endangered species in Hawaii, more than 1 million acres of land in the state has been dedicated to help the survival of different plants and animals.

The waters surrounding the islands are home to a number of species of whales.

Reading Resource 2

Answer in full sentences.

1. When did Hawaii become the 50th US state?

2. Can you explain why the island of Hawaii is given the nickname 'The Big Island'?

3. Give the nickname of one of the other islands.

4. What is Molokai well known for?

5. How have certain parts of the island of Kauai been affected by high levels of annual rainfall?

6. What is special about Mauna Loa?

7. If you had the chance to visit Hawaii, which island would you visit and why?

8. What do the stripes on the Hawaiian flag represent?

9. What happened at Pearl Harbor on the island of Oahu?

10. Why do you think Diamond Head was a useful military lookout? Explain your answer.

11. What were the islands originally called?

12. Why did many Hawaiian natives die once the islands had been discovered?

13. What does endemic mean?

Reading Resource 3

What Is Minecraft?

Minecraft is a super popular video game. In this game, players build and create with a variety of different blocks in digital, three-dimensional worlds. The purpose of the game is to build and explore. There are no points or levels to work through.

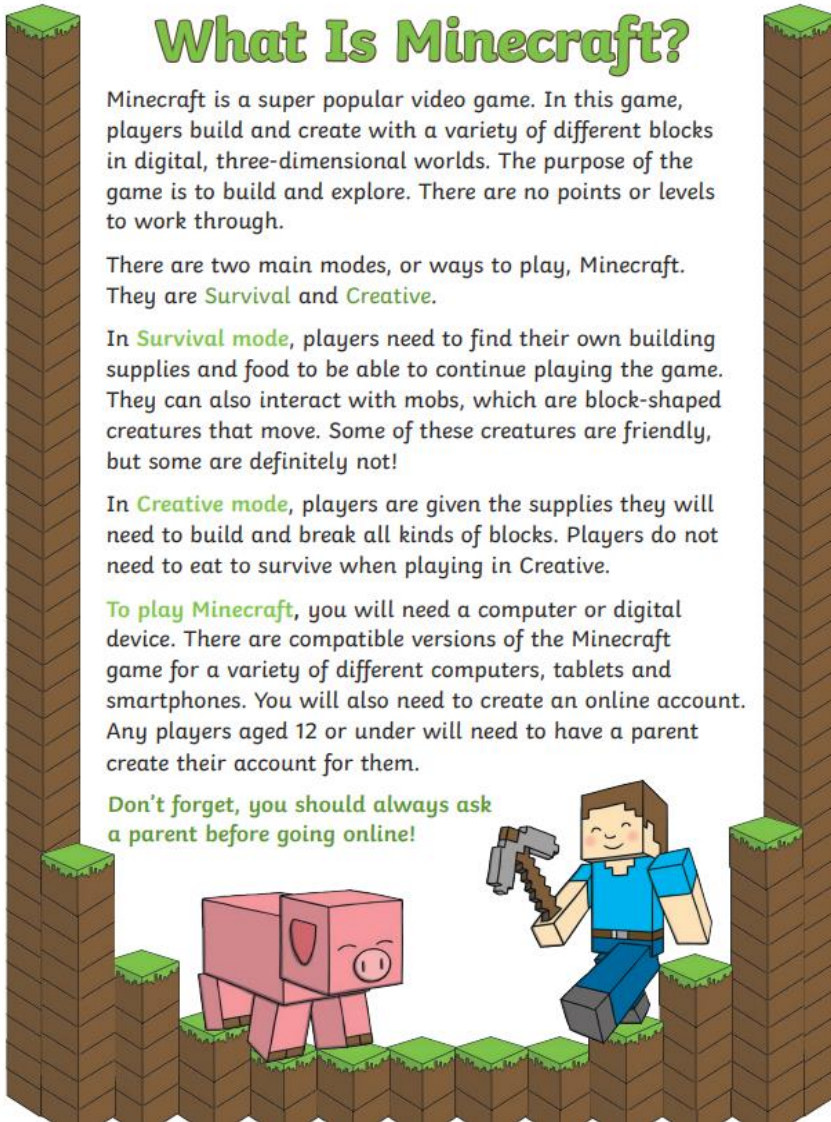
There are two main modes, or ways to play, Minecraft. They are **Survival** and **Creative**.

In **Survival mode**, players need to find their own building supplies and food to be able to continue playing the game. They can also interact with mobs, which are block-shaped creatures that move. Some of these creatures are friendly, but some are definitely not!

In **Creative mode**, players are given the supplies they will need to build and break all kinds of blocks. Players do not need to eat to survive when playing in Creative.

To play Minecraft, you will need a computer or digital device. There are compatible versions of the Minecraft game for a variety of different computers, tablets and smartphones. You will also need to create an online account. Any players aged 12 or under will need to have a parent create their account for them.

Don't forget, you should always ask a parent before going online!



Questions

1. Select the **best** definition for Minecraft.
 Minecraft is an online game.
 Minecraft is a popular video game in which players use blocks to build and create digital, three-dimensional worlds.
 Minecraft is a fun game that can be played on a computer.
2. What are the two main modes, or ways to play, Minecraft?

3. Which Minecraft mode do you think you would prefer to play?
Explain your answer.

4. What are mobs?

5. What do I **need** to be able to play Minecraft?

Spelling Resource 1 Resource: Targeting Spelling Year 4

1. Add an ending to the word in bold to complete each sentence correctly.

Quiet

He moved quickly and _____ back to his desk.

Mosquito

Our picnic was ruined by ants and _____.

Queue

People have been _____ for tickets all day.

Guilty

He glanced _____ over his shoulder.

Guide

The dog is _____ his blind master across the street.

2. Write 2 sentences for each word. Use the word as a noun in your first sentence and as a verb in your second one. Use a dictionary to help you.

Squeal

Guard

3. Write these words in plural form:

guest _____ query _____

guitar _____ guess _____

4. Add endings to the words in bold to complete the sentences.

No one **guess** _____ who was **disguise** _____ as Batman.

The students **move** _____ **quick** _____ and **quiet** _____ into the classroom.

Queue _____ of people **gather** _____ to see the fairy **penguin** _____ **be** _____ fed.

Bella **squeal** _____ with delight when she heard the **strum** _____ of **guitar** _____.

Mosquito _____ breed **quick** _____ in the still water of **pond** _____ and **puddle** _____.

Spelling Resource 2

Resource: Targeting Spelling Year 4

Read each of the qu words and match them to their meanings.
quilt quartet quaff quiver quench quill squad squander

Satisfy (e.g. thirst): extinguish (e.g. fire): _____

Group taking part in a shared activity (e.g. police, soldiers):

To spend or wastefully use (e.g. money, time, goods):

A light, warm bed cover: _____

A group of 4 people, especially musicians or singers:

To drink down thirstily: _____

Tremble or shake slightly. Case for holding arrows:

Large feather; old fashioned feather pen; spine of an echidna:

Don't confuse quite and quiet.

Examples: I arrived at school quite-- early. I have been quite busy today.

The students were quiet and well-behaved. Jane is a shy and quiet child.

Complete the following sentences correctly. Choose quite and quiet.
Note quietly may also be used.

The forest grew _____ and dark. And I began to feel
_____ afraid.

I couldn't _____ see over the wall because it was _____ high.

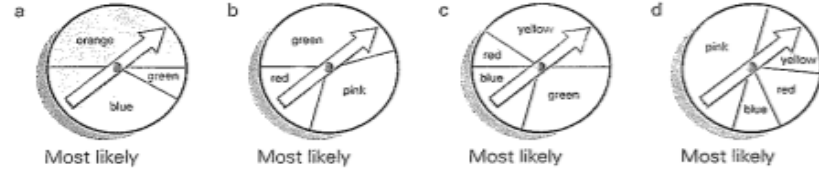
I was _____ pleased that the horse that I rode was
_____ and gentle.

The night was _____ and the air was still _____
warm.

Ella spoke in a _____ voice and it was _____ hard to
hear her.

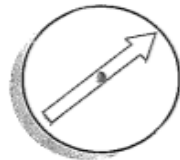
UNIT 14 • CHANGE

11 Which colour is most likely and least likely to occur?

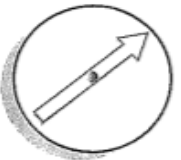


Most likely _____
Least likely _____

e Design a spinner where pink is most likely and green is least likely to occur.



f Design a spinner where green is the most likely and pink and blue have the same chance of occurring.



12 Use these words to describe the chance that each event has of happening.

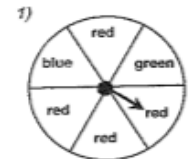
possibly, probably, likely, unlikely, maybe, might, never, always, fifty-fifty, even chance, 99% sure, certain

| Event | Chance |
|--|--------|
| a I'll turn 11 next year. | |
| b My sister becomes School Captain. | |
| c The next traffic light we come to will be red. | |
| d Our teacher will be away tomorrow. | |
| e My pencil breaks today. | |
| f I get 100% in my spelling test. | |
| g The Prime Minister visits our school. | |
| h We go away for the weekend. | |
| i I go on television. | |



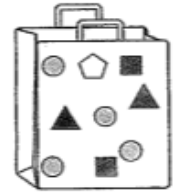
13 Name an event which has an even chance of happening.

POSSIBLE OUTCOMES



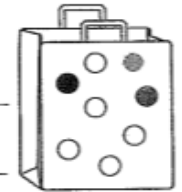
a. Which outcome is most likely? _____
b. What is the probability of spinning green? _____

2) Use the bag of shapes to answer the following questions.

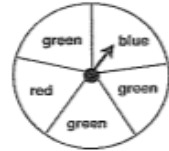


a. Nathan is pulling one shape from this bag. What is the number of possible outcomes? _____
b. Which outcomes are equally likely? _____
c. What is the probability that Nathan will pull a circle? _____

3) Use the bag of marbles to answer the following questions.



a. Which outcome is least likely? _____
b. What is the probability of pulling a black tile? _____



4) Look at the spinner and answer the questions.

a. Which outcome is most likely? _____
b. The probability of spinning blue is: _____

Likely outcomes

Throw one coin 20 times. Put your results on a bar graph.
Keep a tally.

| | | |
|---|--|--|
| H | | |
| T | | |

What do you notice?
Heads and tails come up roughly the same number of times because there are only two possible outcomes and they are equally likely.

Number of throws

| | |
|----|----|
| H | T |
| 10 | 10 |

Predict what you think the outcome will be if you tossed two coins 48 times.

2 heads times 2 tails times 1 of each times

Now actually throw two coins 48 times and record your results on this tally chart.

| | |
|-----------|--|
| 2 Heads | |
| 2 Tails | |
| 1 of each | |

Draw a bar graph to show your results.

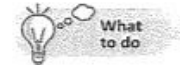
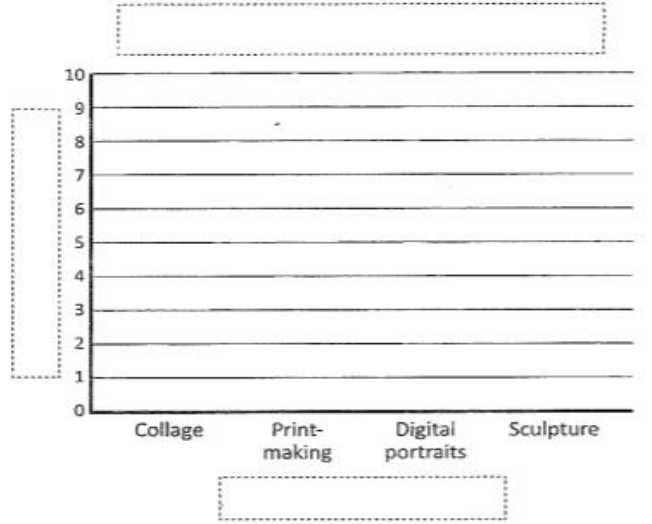
Which result comes up the most often?

Can you explain why some results are more probable than others?

Mystery graph solve



4B made a column graph of their favourite art lessons for the term.

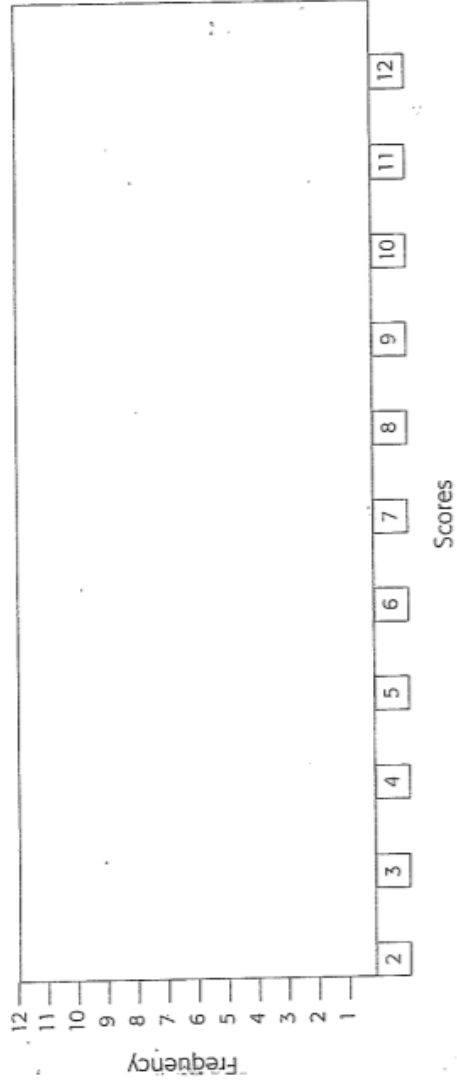
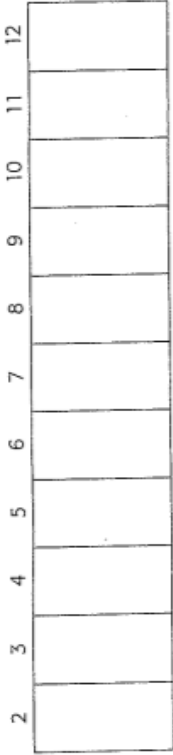


- Use the clues to complete this column graph and label it.
- 5 kids chose collage as their favourite art activity.
 - Double the number of kids preferred print-making to sculpture.
 - 4 more kids chose digital portraits than collage.
 - 1 less kid chose print-making than digital portraits.

What score is most likely to result from rolling 2 dice? Write your prediction here.

Chance & Data/Working Mathematically WM.3-4-3-2

Roll the 2 dice 40 times. Use tally marks to record the number of times each result occurred, and then transfer this information onto a column graph.



5 What were the most frequently occurring scores? Why?

6 Write true or false.

| | | |
|---|--|--|
| a | It is unlikely that I would throw a score of 2. | |
| b | It is equally as unlikely I'd throw a score of 12. | |
| c | 7 is a more likely score to throw. | |



Lab 4 Ice-cream data Column graph

The school canteen sold these drinks last Friday.



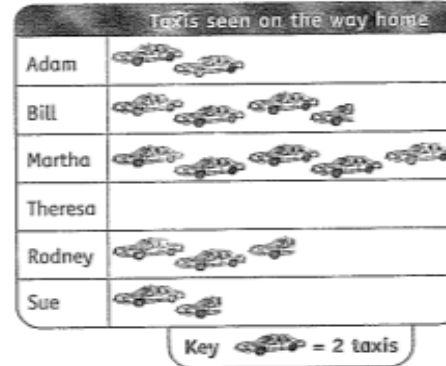
- How many drinks were sold? _____
- Complete this table.

| Drink | Tally marks | Total |
|------------|-------------|-------|
| a Cola | | |
| b Orange | | |
| c Lemonade | | |
| d Water | | |
| e Milk | | |
- Use the table to complete the graph.

| | | | | | | | | | | | |
|-------------|------|--------|----------|-------|------|---|---|---|---|---|---|
| 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |
| Number sold | | | | | | | | | | | |
| | Cola | Orange | Lemonade | Water | Milk | | | | | | |
| Drinks | | | | | | | | | | | |
- Which drink is:
 - most popular? _____
 - least popular? _____
- Write a title for the graph.

A survey

- Some friends counted the taxis they saw on the way home from school. The next day they drew this graph to show their survey.



- How many friends counted taxis? _____
- Who counted the most? _____
- Who counted the least? _____
- Write one possible reason Theresa didn't count any taxis.

- Complete this table.

| Child | Tally | Total |
|---------|-------|-------|
| Adam | | |
| Bill | | |
| Martha | | |
| Theresa | | |
| Rodney | | |
| Sue | | |

- How many taxis were counted altogether? _____
- How many more taxis did Bill count than Sue? _____
- Who might live furthest from the school? _____
Why? _____

- Use the information to complete this table.

b Which table is better? _____
Why? _____

| | Tally | Total |
|-------|-------|-------|
| Boys | | |
| Girls | | |



Challenge!

Show the information on a column graph.

Maths Resource 5

Data – picture graphs

- 3 Alexis and Xavier went to the zoo and counted the different animals that they saw. They saw 20 penguins, 16 chimpanzees, 24 flamingoes and 6 lions. Show this data in the picture graph below. Use ● for 4 animals. Add a heading.

Key: ● = _____

| | |
|-------------|--|
| Penguins | |
| Chimpanzees | |
| Flamingoes | |
| Lions | |

- 4 Here are the results of a charity drive where a group of kids worked together to sell cookies to raise money for the homeless. Help them turn the tally data into a picture graph to present in assembly. Use ☐ for 4 boxes of cookies. Add a heading.

| | |
|----------|--|
| Max | |
| Harley | |
| Sara | |
| Christie | |

Key: ☐ = _____

| | |
|----------|--|
| Max | |
| Harley | |
| Sara | |
| Christie | |

Data – picture graphs

Picture graphs use pictures to show how many items are in each category. They have a title that tells us the data that has been collected. A key tells us the value of the symbol. In the first picture graph below, we can see that one whole cupcake stands for 2 actual cupcakes. Half a cupcake stands for 1.

- 1 This picture graph shows the amount of cupcakes sold in each flavour:

Cupcakes sold in a day Key:  = 2 cupcakes

| | |
|------------|---|
| Strawberry |    |
| Lemon |      |
| Vanilla |     |
| Choc-chip |     |

- a How many lemon cupcakes were sold?
- b How many choc-chip cupcakes were sold?
- c How many were sold altogether?

- 2 This picture graph shows the number of tickets sold each day in the week leading up to the Friday night school concert. Answer the questions that follow:

Tickets sold Key:  = 10 tickets

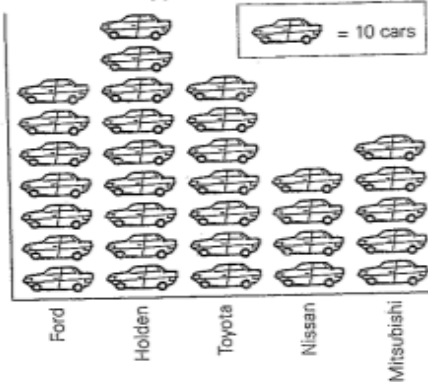
| | |
|-----------|---|
| Monday |          |
| Tuesday |      |
| Wednesday |         |
| Thursday | |

- a How many tickets were sold on Monday night?
- b How many fewer tickets were sold on Tuesday night compared to Wednesday night?
- c 65 tickets were sold Thursday night, add this to the graph.



14 Examine the picture graph and its key before answering the questions.

Cars in Shopping Centre Car Park

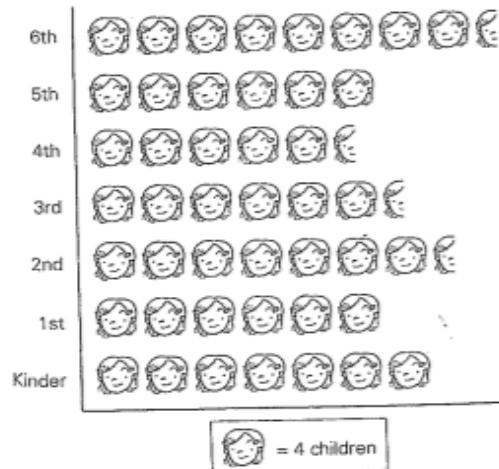


Class 5L made a picture graph to represent the most popular makes of cars in the shopping centre car park.

- How many Fords? _____
- How many Toyotas? _____
- How many Holdens? _____
- How many more Holdens than Nissans? _____
- How many cars are represented by the graph? _____

15 Examine the key carefully before attempting the questions.

Bedrock Primary Class Sizes



- How many children in 5th grade? _____
- How many children in Kindergarten? _____
- How many children in 3rd grade? _____
- How many children in 6th grade? _____
- Which is the smallest class? _____
- Which is the largest class? _____
- Which class has 22 children? _____
- How many more children are in 2nd grade than 5th grade? _____
- How many children in the school? _____

Notepads and pencils pictograph

Data and Graphing Worksheet

Count how many notepads and pencils were sold by each shop. Study the pictograph and answer the questions below.

| Shop | Number of notepads | Shop | Number of pencils |
|--------|--------------------|--------|-------------------|
| Shop A | | Shop A | |
| Shop B | | Shop B | |
| Shop C | | Shop C | |
| Shop D | | Shop D | |

= 50 notepads = 25 notepads = 20 pencils = 10 pencils

- How many notepads were sold by shop B? _____
- Which shop sold a total of 125 notepads? _____
- How many more notepads were sold by shop C than shop A? _____
- Which shop sold the least number of pencils? _____
- What is the total number of pencils sold by all the _____
- Which shop sold the same number of notepads and pencils? _____

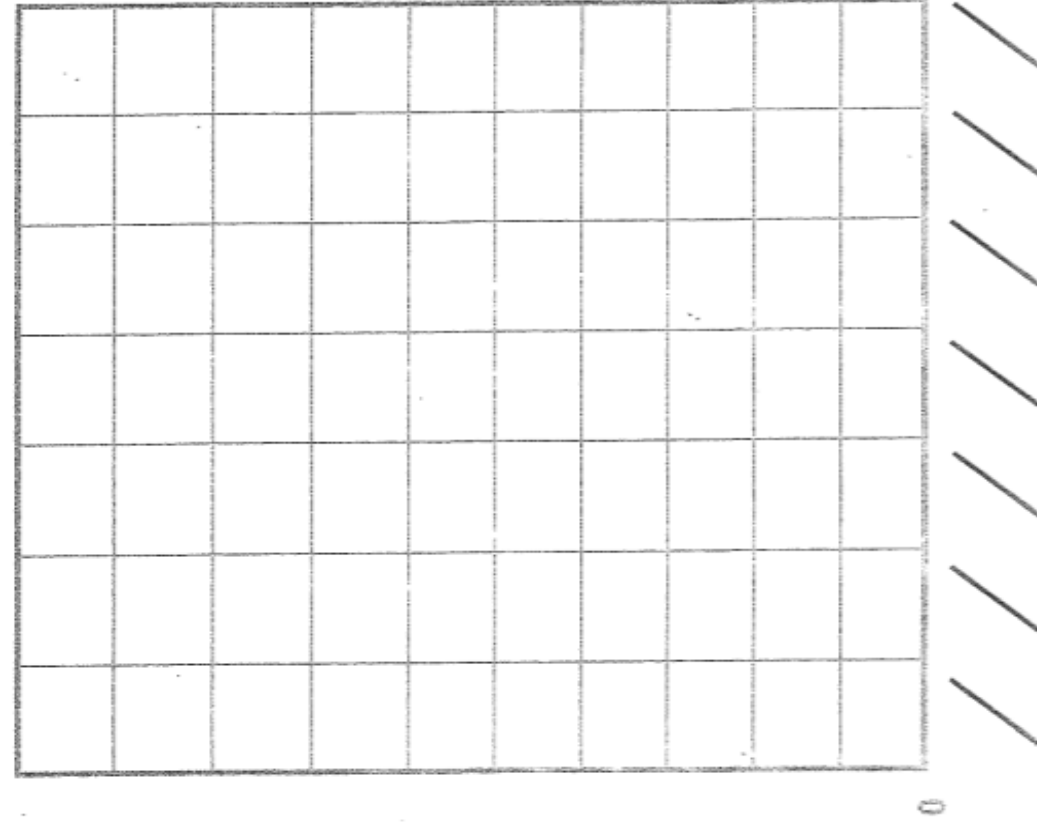


Blank bar chart

Data and Graphing Worksheet

Make a bar chart.

Title



Australia and Its Neighbours Term 4

* The following activities that the children do at home will be part of a project that will be completed AT school. Please put all information gathered into a plastic sleeve and bring back to class when we return to school.

**Each student is asked to also bring a plain A4 manila folder to school when we return please.

During this term we are learning about Australia's neighbours. Your child has been given a country to explore.

PART 1 RESEARCH DUE - on return to school

Your task is to research one of the countries below.

Norfolk Island Cook Islands Tonga Samoa Philippines
Fiji Indonesia Timor Leste Papua New Guinea Malaysia
Solomon Islands New Caledonia Vanuatu Singapore

Research and answer the questions on your research sheet. (Geography Resource 2)

*Remember to find **pictures to print out** to go with your information eg culture, ceremonies, special clothes, features etc

* Remember to keep a list of all resources used for your **bibliography**. (Books and authors, web addresses and webpage titles)

Part 2 MAP (This will be completed in a later week)

GOOGLE Maps - using your knowledge of Google maps, find your country and print out:

* Your country, showing Australia with it.

* Your country only, zoomed in.

Make sure you include a 'key' and important information to make your map clear and help the reader to understand your map.

PART 3 ART WORK (This will be completed in a later week)

Now that you have learnt about your country, create an artwork that represents your country on the page provided. Be creative! Let your inner artist shine! You can use paint, collage, crayon, textas, pencils...anything your imagination can come up with. Underneath your artwork, write a paragraph explaining how your piece relates to your country.

Remember: The due date is our return to school date as we will use class time to work on this project.

Part 1 Research (Weeks 2 and 3)

Country: _____ Capital: _____ Largest City: _____

Location: _____

Surrounding bodies of water:

How is the country made up? (eg, four small islands, north/south, one large main island etc)

People:

Climate:

Interesting landforms (mountains/rivers)

Flora and Fauna:

Products and Industries:

Any interesting information:

Bibliography: _____

Introducing the 'Home explorer's' project

This term, our class is studying how living things can be grouped on the basis of observable features and can be distinguished from non-living things. Students are asked to explore their home, garden and/or surrounds and choose:

- Something that is non-living (eg stone, plastic bag, toy car)
- Something that is living (eg goldfish, dog, caterpillar).

Students are asked to write a journal entry for each one on the provided "Home explorer's journal" sheet.

Each entry should include:

- Their name
- The date
- Where they found it (location)
- A labelled diagram of the specimen
- Whether it is living or non-living and why they think that.

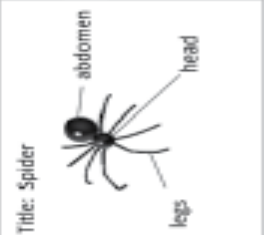
Students are also invited to take a photo and/or, if appropriate, bring the specimen in to school to share with the class.

Code for caring

The class has established a 'Code for caring' to help students search carefully without disturbing the search area. This includes:

- Replace stones and logs after searching under them.
- Leave all plants and gardens undisturbed.
- Leave all dangerous animals alone.
- Wear gloves to avoid bites and stings.
- Use spoons and damp brushes when picking up small animals to avoid crushing them.
- When observing animals, keep them in a labelled container that has air holes and after a short time return the animal to where it was found.

If students find something that they are unsure of whether it is living or non-living, they are encouraged to complete a journal entry about it for discussion in class.

| | |
|--|---|
| Name: <u>Veronica</u> | Date: <u>9 June</u> |
| Location: <u>On the tree in my backyard</u> | |
| Specimen 1 | |
| Title: <u>Spider</u> | I think this specimen is <u>living</u> because: <u>it can run and it can eat.</u> |
|  | |

Work sample of 'Home explorer's' journal

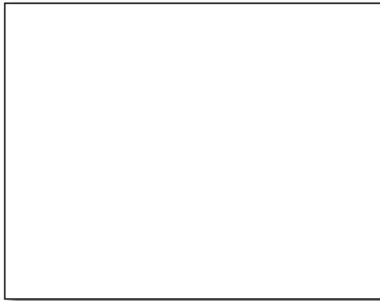
Science Resource 2

Home explorer's journal

Name: _____ Date: _____

Location: _____

Specimen 1



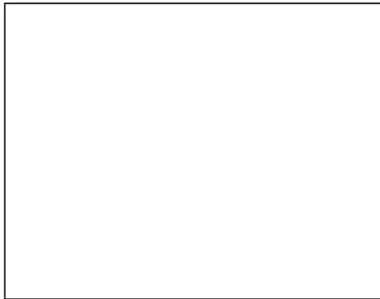
I think this specimen is living because:



Name: _____ Date: _____

Location: _____

Specimen 2



I think this specimen is non-living because:

Home explorer's journal

Name: _____ Date: _____

Location: _____

Specimen 1



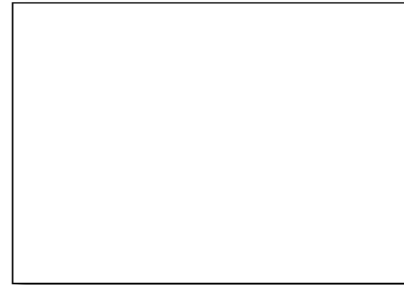
I think this specimen is living because:



Name: _____ Date: _____

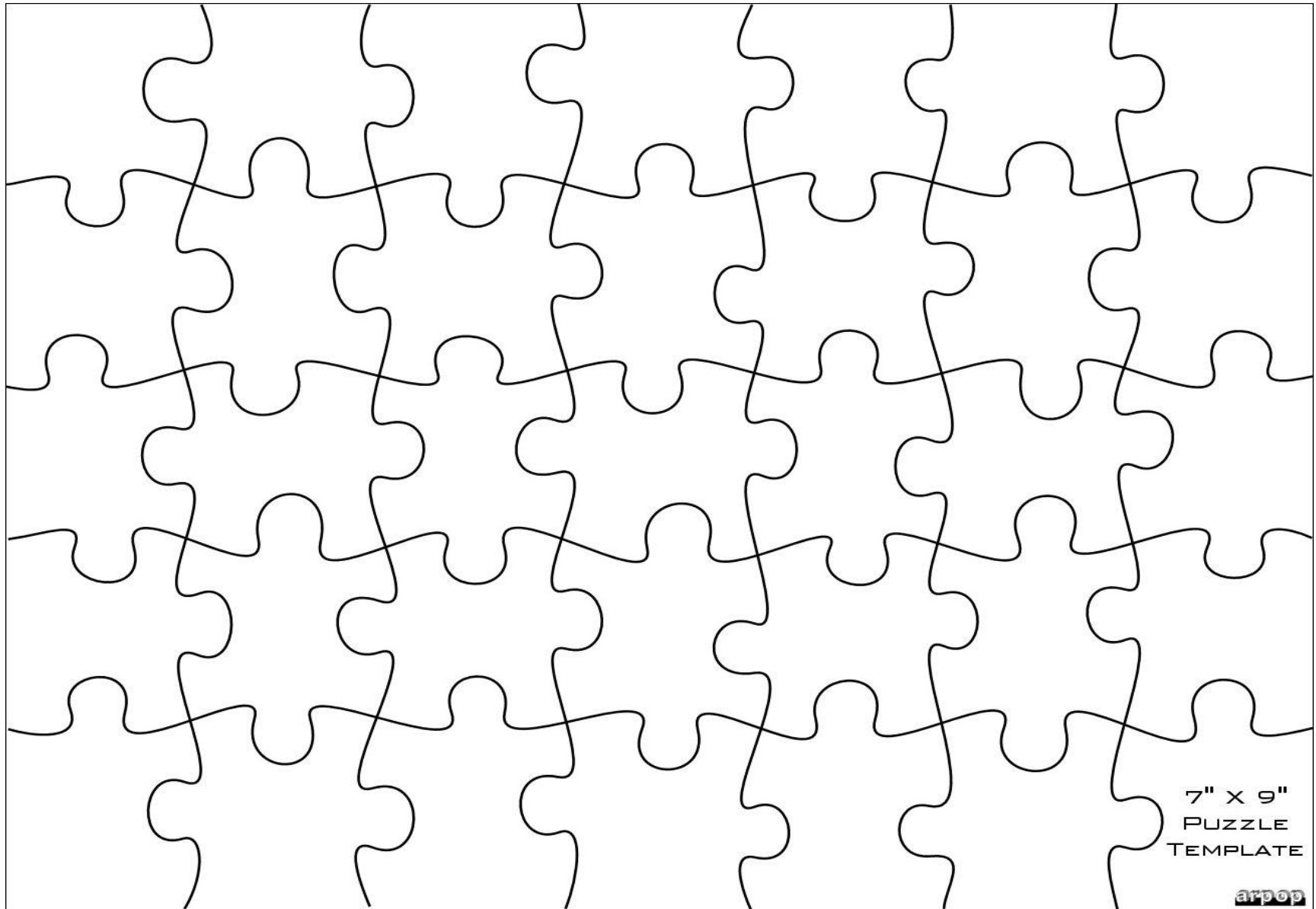
Location: _____

Specimen 2



I think this specimen is non-living because:

Visual Art Resource 1



7" X 9"
PUZZLE
TEMPLATE



Year 4 Learning Plan
Monday

Reading

Choose a book and read for 20 minutes.

The title of the book: _____

Write a brief a summary of what you read:

Illustrate a scene from you book.

Spelling

Rule: *gu (guard) qu (quick)*

Your class teacher will email you regarding how to form your list of words.

Write out your list of words. Then write your list of words, breaking them into syllables.

Please write out your list. Then write out your words again, breaking them into syllables.

| | | | |
|----------|------------|----------|----------|
| guard | guess | guide | quick |
| quite | quest | squash | quiet |
| quill | guardian | guilty | guitar |
| disguise | query | queue | mosquito |
| Queries | mosquitoes | guise | penguin |
| quartet | quench | squander | |

My list:

| | |
|--|--|
| | |
| | |
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| | |
| | |
| | |
| | |
| | |

My list in syllables:

| | |
|--|--|
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| | |
| | |
| | |

Writing- Visual Literacy

Definition of visual literacy: This term we are looking at Visual Literacy. Visual literacy is the ability to read, write and create visual images.

- 90% of the information you take in from the world around you is visual rather than textual. Images express information and emotion all at once. Images often speak to us in more influential ways than words. Visual literacy offers a deeper connection with all kinds of texts and encourages analytical interpretations of what is represented and their hidden meanings. Visual literacy is understanding what is not written and what is presented using signs, symbols, icons and colours.
- Look at the ad (Writing Resource 1) and write your interpretation of the image.

- Review the main lesson points: Visual literacy is the ability to read, interpret, analyse visual images to understand the message being communicated. A picture is worth 1000 words. Visual texts express information and emotion all at once. We are able to process visual information 60,000 times faster than written text.

Mathematics

Write out your 7 times tables.

Chance and Data - Possible outcomes.

Watch this link (clip) on Probability- <https://youtu.be/rIUZXrJGuf8?t=11>

Write three sentences to demonstrate your understanding of Probability.

1.

2.

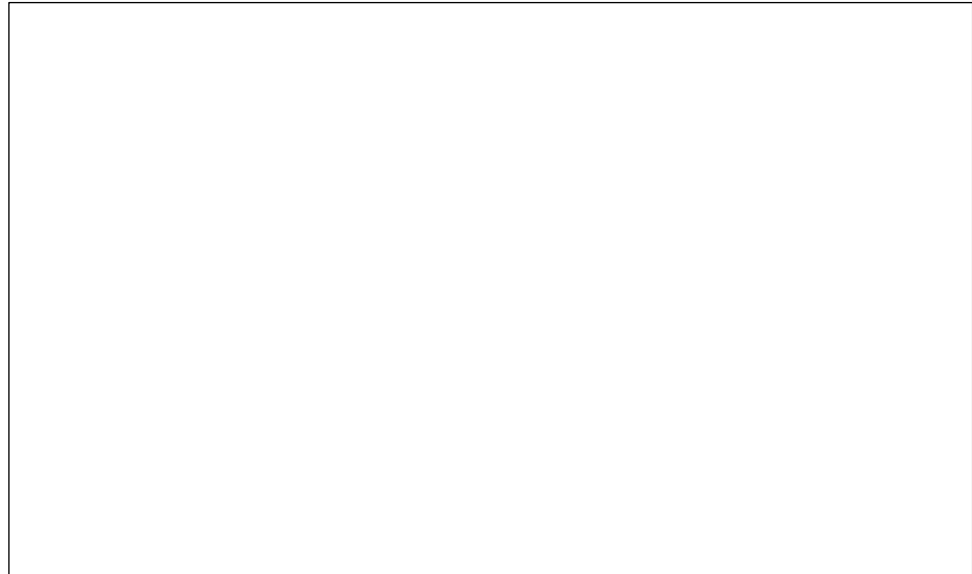
3.

Complete Maths resource Page 1.

After that draw a container with 3 red, 2 green and 5 blue pencils.

What is the probability of drawing out a

- A) red pencil _____
- B) green pencil _____
- C) blue pencil _____
- D) green and blue pencils _____
- E) of not drawing out a green pencil _____



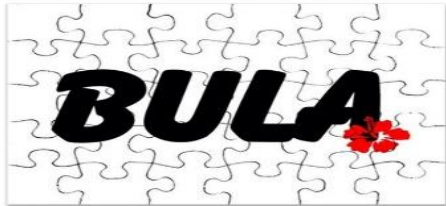
Indonesian

Complete the assigned Indonesian task. This can be found on the school website.

Visual Art

Fiji BULA

Bula is a Fijian word. The word 'Bula' means. (hello, goodbye, welcome, love and more. It **means** LIFE. A blessing of health and happiness). Look at the Bula puzzle image. Students are to create their own writing format of Bula on puzzle template (Art Resource 1) and select 3 or 4 colours to use to colour the puzzle pieces.



PE

Do 30 minutes of physical activity if you have not already completed this today.

Year 4 Learning Plan
Tuesday

Reading

Choose a book and read for 20 minutes.

The title of the book: _____

Write a brief a summary of what you read:

Illustrate a scene from you book.

Complete the Reading comprehension activity (Reading Resource 1)

Writing

Aspects of Visual Literacy- Angle and Perspective.
Complete Writing Resource 2.

Spelling

My list:

| | |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Place 10 of your words into sentences.

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

- 6) _____

- 7) _____

- 8) _____

- 9) _____

- 10) _____

Play Pictionary with your words with a family member. Draw a picture to represent your word. Your family member needs to guess the word. The family member then draws a picture to represent a word from your list and you need to guess the word.

Mathematics

Write out your 8 times tables.

Chance and Data

Bar Graphs and Picture Graphs

Watch the link (clip) below. It is fun song to learn about Bar graphs and Picture Graphs

SONG <https://youtu.be/yZJR2MzkBrU?t=5>

Open Link: <https://youtu.be/KzfWUEJjG18?t=12> -Maths Antics.

Watch link till 2.50 minutes. Complete Maths resource page 2- Likely outcomes- Coin toss and Mystery Graph.

Continue watching Maths Antics and stop at 6.40 minutes

Complete Resource Page 3--Rolling 2 dice, 40 times. Add the 2 numbers together, to gather data and put onto a bar graph.

Technology

Continue to work on your typing skills.

If possible, type an email to your teacher letting them know how you are going.

PE

Do 30 minutes of physical activity if you have not already completed this today.

Year 4 Learning Plan
Wednesday

Reading

Choose a book and read for 20 minutes.

The title of the book: _____

Write a brief a summary of what you read:

Illustrate a scene from you book.

Complete the Reading Comprehension activity (Reading Resource 2)

Writing

Aspects of Visual Literacy- Colour
Complete Writing Resource 3.

Spelling

Place your words into alphabetical order.

Choose 5 of your words and write their meaning.

1) _____

2) _____

3) _____

4) _____

5) _____

Complete Spelling Resource 1

Mathematics

Write out your 9 times tables.

Chance and Data

Column and Picture Graphs

Watch these links (clip) below on Picture Graphs and Bar Graphs

<https://youtu.be/7oyDsm-k9YQ> -Reading Picture Graphs- Boxes of apples sold.

<https://youtu.be/iCnh6EL1Lmo> - Reading a Bar Graph -Baseball home runs.

Complete Resource Pages 4 and 5 - Picture Graphs and Bar Graphs

Music

*As our school has an upcoming Musica Viva performance in Week 3, "The Air I Breathe", we are fortunate enough to have online access to the Musica Viva resources on offer. If you and your child would like to access the Student Learning Journey for the upcoming show, please visit www.musicavivainschools.com.au and login using the following classroom code for 'The Air I Breathe': **breathe***

Listen

Guess the sound!

Ask a family member (if possible) to choose five objects and make a noise with them in some way (e.g.: a pencil tapping on a table, shaking water in a bottle). **Guess the Sound!**

SWAP - You choose five objects and play them for your family member to guess.

Alternatively: Play [Guess The Instrument \(YouTube\)](#)

Geography

Today we are beginning a project. The project is explained on *Geography Resource 1*. Today you will choose the country which you would like to research. You will then begin working on the research page. *Geography Resource 2*.

PE

Do 30 minutes of physical activity if you have not already completed this today.

Year 4 Learning Plan
Thursday

Reading

Choose a book and read for 20 minutes.

The title of the book: _____

Write a brief a summary of what you read:

Illustrate a scene from you book.

Complete the Reading Comprehension activity. (Reading Resource 3)

Writing

Aspects of Visual Literacy-

Framing

Complete Writing Resource 4.

Spelling

Complete the spelling activities on Spelling Resource 2.

Mathematics

Write out your 6 times tables.

Chance and Data

Complete Resource Page 6 -Picture Graphs

Complete Resource Page 7-Blank Bar Chart

Today you are going to create your own Bar Graph.

Collect some data from around your house to collate onto a bar graph.

For example number of knives, spoons, forks, teaspoons, cups and plates in drawer and cupboard.

Remember to give your Bar Graph a title and to label each axis.

You will also need to select a Key (scale) to fit the data onto the Bar Graph.

Science and Technology

The new Term 4 science topic is....Feathers, Fur or Leaves?

During this topic we will be studying how living things can be grouped on the basis of their observable features and their differences to non-living things.

You will be exploring both living and non-living things around your home and garden so it is ESSENTIAL that you have read and discussed with your parents the *CODE FOR CARING* emailed to your parents and **on science resources sheet 1** (DO IT NOW IF YOU HAVEN'T).

Today you are going to complete a 'Home Explorer's' project. Read the instructions carefully on **science resource sheet 1**. Then you complete **science resource sheet 2**. You can complete your journal entries either on the sheet provided or in your workbook.

We would like you to collect and complete a journal entry for:

2 Living things

2 non-living things.

Remember to think like a scientist and act in a safe and respectful way in the natural environment.

PE

Do 30 minutes of physical activity if you have not already completed this today.

Year 4 Learning Plan
Friday

Reading

Log on to

Reading Eggspress

Complete 20 minutes of 'MY LESSONS'

Writing

Aspects of Visual Literacy - Positioning

Complete Writing Resource 5

Spelling

Ask someone to give you a spelling test using your spelling words.

| | | |
|--|--|--|
| | | |
| | | |
| | | |
| | | |
| | | |

Handwriting

Choose a passage from the book that you have been reading and write it out neatly using cursive writing.

Mathematics

Write out your 4 times tables.

Complete your assigned Mathematics activities.

Library

Complete the assigned library activity. This is found on the school website.

PE

Do 30 minutes of physical activity if you have not already completed this today

