

Term 4 – Week 3

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 3

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></p> <p>Please read for 20 minutes and then write a brief summary of what you have read.</p> <p><u>Spelling</u></p> <p>Endings el, al. Exploring moving between parts of speech.</p> <p>Your teacher will give you instructions on how to form your list.</p> <p>Please write out your list and write your list again, broken into syllables.</p> <p><u>Writing</u></p> <p>Free choice writing.</p> <p>Today you may write anything you like, you may write an imaginary, informative or persuasive text. You may also like to write a poem.</p>	<p>English</p> <p><u>Reading</u></p> <p>Please read for 20 minutes and then write a brief summary of what you have read.</p> <p><u>Comprehension</u></p> <p>Complete the comprehension activity. (Reading Resource 1)</p> <p><u>Writing</u></p> <p>Aspects of Visual Literacy-Saliance</p> <p>Complete Writing Resource 1.</p> <p><u>Spelling</u></p> <p>Write out your spelling list.</p> <p>Place 10 of your words into sentences.</p> <p>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></p> <p>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>Editing</u></p> <p>Complete the editing activity. (Editing Resource 2)</p> <p><u>Writing</u></p> <p>Aspects of Visual Literacy-Vectors</p> <p>Complete Writing Resource 2</p> <p><u>Spelling</u></p> <p>Place your words into alphabetical order.</p> <p>Choose 5 of your words and write their meaning.</p> <p>Complete Spelling Resource 1.</p>	<p>English</p> <p><u>Reading</u></p> <p>Please read for 20 minutes and then write a brief summary of what you have read.</p> <p><u>Writing and Reading</u></p> <p>Complete the Visual techniques in film activity. (Writing Resource 3)</p> <p><u>Writing</u></p> <p>Visual literacy in comic strips. Follow the steps on Writing resource 4 to create a comic strip on Writing resource 5. The planning on Writing resource 4 will be completed today and the comic (Writing resource 5) will be completed tomorrow.</p> <p><u>Spelling</u></p> <p>Complete the spelling activities below on Spelling Resource 2</p>	<p>English</p> <p><u>Reading</u></p> <p>Log on to</p> <p><u>Reading Eggspress</u></p> <p><u>Complete 20 minutes of 'MY LESSONS'</u></p> <p><u>Writing</u></p> <p>Complete the comic from the plan that you did yesterday.</p> <p>Complete the reflection sheet. (Writing resource 6)</p> <p><u>Spelling</u></p> <p>Ask someone to give you a spelling test using your spelling words.</p> <p><u>Handwriting</u></p> <p>Choose a passage from the book that you have been reading and write it our neatly using cursive writing.</p>

Monday		Tuesday	Wednesday	Thursday	Friday
		represent a word from your list and you need to guess the word.			
Break	Break	Break	Break	Break	Break
Middle	<p><u>Mathematics</u> Write out your 7 times tables.</p> <p>Watch the following video https://youtu.be/rGMecZ_aERo</p> <p>Watch the following videos up to 1:40 https://youtu.be/KGMf314LUC0</p> <p>Write a definition of division and include pictures to demonstrate your understanding. Complete activities on Resource page 1.</p> <p><u>Indonesian</u> Complete the assigned Indonesian task. This can be found on the school website.</p>	<p><u>Mathematics</u> Write out your 8 times tables.</p> <p>Watch the following video https://youtu.be/i31rRt5m1-4</p> <p>Complete activities on Math Resource 2</p>	<p><u>Mathematics</u> Write out your 9 times tables.</p> <p>Watch the following video https://youtu.be/BIGX05Mp5nw</p> <p>Complete activities on Math Resource 3</p> <p><u>Music</u> <u>Make</u> Make an instrument out of the things in your house. Be inventive. How does your instrument make sound?</p>	<p><u>Mathematics</u> Write out your 6 times tables.</p> <p>Complete activities on Math Resource 4</p>	<p><u>Mathematics</u> Write out your 4 times tables.</p> <p>Complete Mathletics tasks -Fact Families: Multiply and Divide -Missing Numbers: x and ÷ facts -Division Facts 1 -Halve it! -Problems: Times and Divide</p>
Break	Break	Break	Break	Break	Break

Monday		Tuesday	Wednesday	Thursday	Friday
Afternoon	<p><u>Visual Art</u></p> <p><i>New Zealand Kiwi</i> Link: Australia's Neighbours Follow the steps on the YouTube clip to draw a cute cartoon style Kiwi. https://www.youtube.com/watch?v=FkbkWfTJjRQ</p> <p>PE Do 30 minutes of physical activity if you have not already completed this today</p> <p>If you finish early, please work on Mathletics, Reading Eggs or practice your typing.</p>	<p><u>Technology</u></p> <p>Continue to work on your typing skills. 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>If you finish early, please work on Mathletics, Reading Eggs or practice your typing.</p>	<p><u>Geography</u></p> <p>Today we are continuing with the project. The project is explained on Geography Resource 1. Today you will complete the art and map components for the project. Geography Resource 2 and Geography Resource 3.</p> <p>PE Do 30 minutes of physical activity if you have not already completed this today.</p> <p>If you finish early, please work on Mathletics, Reading Eggs or practice your typing.</p>	<p><u>Science</u></p> <p>Science week 3 T4 How do you know if something is living? This week we are going to look at the features of living things and how they are different from non-living things.</p> <ol style="list-style-type: none"> 1. On science resource sheet 1 you are going to compare 5 different living things using some claims about them. 2 living things have been written for you, a cat and a rose bush. With the claim '<i>It can reproduce</i>' this means for animals they can have babies and for plants they create seeds or grow another one of itself. For the claim '<i>It can move</i>' think about whether plants can move on their own? The answer is yes, they can open flowers and turn towards the sun. Think of 3 more living things to add to your sheet then tick the claims that are true for each one. 2. Circle the claims that 	<p><u>Library</u></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> <p>If you finish early, please work on Mathletics, Reading Eggs or practice your typing.</p>

Monday		Tuesday	Wednesday	Thursday	Friday
				<p>have all ticks across the row for each living thing and write them into your books under the heading <u>Living Things</u>.</p> <p>3. There are more features that all living things have. Use the link to watch the you tube video about MRS GREN and then in your books list the 7 life processes that you learn about next to each letter of MRS GREN, eg. M is for _____ R is for _____ S is for _____ etc</p> <p>https://www.youtube.com/watch?v=q8q3KecirZw</p> <p>If you finish early, please work on Mathletics, Reading Eggs or practice your typing.</p>	

Writing Resource 1

Salience

Salience refers to the part of an image that your eyes are first drawn to. It uses elements of colour, placement, size and layout to draw that focus and determine what is most important in an image.



What is the salient object or focus of this photograph?

Which elements have been used to create salience in this image?

Why do you think this image has been portrayed this way? Why could that object be the most important?



Page 6 of 7

visit [twinkl.com.au](https://www.twinkl.com.au)



Writing Resource 2

Vectors

Vectors show action and direction in an image. They are the lines that our eyes take when looking at an illustration or photograph. They direct our focus and will often be shown through the character's line of sight.



What part of the image are your eyes drawn to?

Describe how the illustrator has used vectors in this image to help draw your eyes to a certain focus point.

What is the purpose of these vectors? Why do you think the illustrator wants us to look at and focus on that point?



Page 7 of 7

visit [twinkl.com.au](https://www.twinkl.com.au)



Writing Resource 3



Watch the film without sound [\[HD\] Pixar - For The Birds | Original Movie from Pixar - YouTube](#)

Watch it a second time and pause the clip on a scene that interests you.

Write the time of the scene. This can be found on the bottom of the clip. For example: 1min 23. If you are unable to pause a scene, use the picture above with the birds on the wire.

Answer the following questions

1. **Facial expressions/gestures:** What do you notice about the characters facial expressions, body language/position or gestures? How are the character feeling?

2. Gaze (demand or offer): What do you notice about the direction of the characters gaze? Are the characters looking at each other? Are they making direct eye contact with you, the viewer? How involved does this make you feel?

3. Camera distance (close-ups, mid shots, long-distance/wide shots): Identify various examples from the entire clip and discuss how involved in the story you feel, eg long shots are used to set the scene whereas close-ups often show strong feelings and emotions.

4. Camera angles (high angle, front on/eye level, low angle): Where are the character(s)? Does it help you understand how the characters are feeling at this part of the story?

Writing Resource 4


How do we create a simple comic strip?

1 Who is your character?
Where is your character?
What is happening?

2 Write a simple story, only 3-6 sentences long.

3 Illustrate the main parts of your story. Remember clear, simple diagrams.

4 Add speech bubbles to enhance your comic if you wish.



© Learning Interactive 2014

STEP 1

WHO?

Who is your character?

WHERE?

Where is your character?

WHAT?

What happens?

Name:

Date:

STEP 2

Remember only 3-6 sentences and use the 'who, where and what' from step 1.

Writing Resource 5



--

--

--

--

--

--

Writing Resource 6

1. What do comic strips give us the opportunity to do when working with Visual Literacy?







2. What did you find difficult about working with comic strips?
What did you enjoy the most when working with comic strips?

3. What was your comic strip about?

Reading Resource 1

Monitoring Comprehension Worksheet

Read the text *The Great Discovery*. As you are reading, monitor your comprehension by adding the following symbols to the text.

					
I understand this part of the text.	I am confused by this part of the text.	I am surprised by this part of the text.	I think this is an important part of the text.	I learned something new from this part of the text.	I really enjoyed this part of the text.

The Great Discovery

Professor Paleo sighed deeply as he wiped his plump, sweaty hands on his beige Safari suit. He was exhausted. The hot, blazing sun was relentless. The gentle pattering of rain had not been heard in this unforgiving landscape for many years now. That being said, he had known that life as a palaeontologist was not going to be easy. He was not going to give up now.

The professor’s pet eagle, Christopher, sat loyally in his normal position on Professor Paleo’s wide-brimmed hat. He watched his master dusting away layers upon layers of sand. His dedication to the cause was unwavering... and unusual. How could he keep digging hour after hour, day after day? Why did he persist in searching for something that obviously didn’t exist? Why wouldn’t he give up, jump on a plane, go home?

The professor kindly passed Christopher a worm from the pocket of his shorts. How he loved his master! “It might be time to call it a day, Christopher,” Professor Paleo mumbled to his feathered friend. “We’ll come back at first light.”







As the professor started gathering his brushes and trowels, he felt something hard and cool just beneath the sand. Suddenly, the excited professor jumped. His spectacles started sliding off the end of his nose. His moustache twitched with anticipation. “Oh my, what have we here?” he whispered, bending down again for a closer look. “Could it be, Christopher?” he murmured. “Could it really exist?”

Slowly, gently, Professor Paleo pulled the ancient dinosaur fossil out of the hot, barren earth. It was fragile and brittle – but perfectly intact.

Finally, at long last, Professor Paleo had found his treasure.

Monitoring Comprehension Worksheet

On the lines below, explain why you used each symbol when reading the text.

	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/>

Editing Resource 1

Text 19 – The History of Pizza


Correct the text using editing marks. There are 10 errors to find.

pizza has been around for thousands of years.

Ancient Babylonians first made plain flat bread in mud ovens. The Ancient Greeks then improved the plain flat bread. They added a range of toppings such as olive oil and herbs.

In the 17th century, mozzarella cheese is added as a topping to the flat bread. Soon after, tomatoes were added as a staple topping. Eventually, Greek and Italian peasants developed the pizza dough we know today.

Editing Marks

Capital letter 

End punctuation ○❗?

Insert a word 

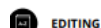
Change to lower case / _{lc}

Take something out ๑7

Check spelling 

New paragraph ¶

Write the text correctly on the lines below.

[illegible]


Text 20 – Bike Riding

Correct the text using editing marks. There are 15 errors to find.

Bike riding is a great activity. However, it is important that you stay safe during you're bike ride.

before you ride your bike, you should check a few things. Firstly make sure your breaks are working and the blocks are not worn down secondly, check that your bick chain is oiled and not too loose. Thirdly, make sure that both the front and back tyres has plenty of air in them. Next, check height of your seat your toes should be able to reach the ground. Finally always check that your shoelaces are tied up?

Editing Marks

Capital letter 

End punctuation ○!?

Insert a word

Change to lower case / _{lc}

Take something out 9

Check spelling 

New paragraph 1

Write the text correctly on the lines below.

[illegible]

Spelling Resource 1 Resource: Targeting Spelling Year 4

1. Add endings to complete each sentence correctly.

The great athlete has won five gold medal_____.

She gave me an angel_____ smile.

Your school uniform should be label_____ correctly.

They are tunnel_____ under the Brisbane River.

He is model_____ the latest clothing.

2. Add ly to these words to form adverbs.

Local _____

Visual

Usual _____

Total _____

Normal _____

Physical _____

Manual _____

Magical _____

3. Choose 5 of the words that you formed into an adverb for Question 2 and place them into sentence.

[illegible]

Spelling Resource 2

Resource: Targeting Spelling Year 4

1. Circle the eight spelling mistakes in this recount. Write the correct spelling of the words below.

We usally travel north to the tropickle coast for our holidays. We stay in a locel hotel and spend our days fishing, boating, swimming and gathering intresting shells.

Dad often hires a boat so we can go out on the reef. Brad and I love to go snorkeling in the clear, blue water. Its a magical world down there under the water. There's coral of all colurs and hundreds of brightly coloured fish.

It is allways sad when we finally have to leave to go home.

Correct spelling:

2. Write the words below next to their correct meaning.

Rural vocal total spinal vital frugal

Concerning the spine or backbone. _____

Necessary for life: essential; very important. _____

Careful not waste anything; thrifty. _____

Having to do with the voice. _____

Relating to the country, country life or country people. _____

3. Add the correct letters to complete the words . Choose from el an al.

When we trav____, we stay in hot____s or mot____s.

I am reading an interesting historic____ nov____ about Australia.

Improve your physic____ fitness with a sand-filled pumm____ ball.

Larry won a med____ for the fin____ race at the sports cariv____.

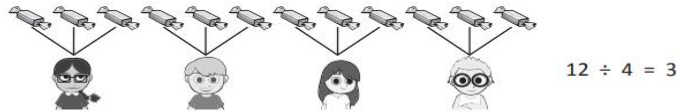
Some underwater cor____s look like the bright pet____s of flowers.

Maths Resource 1

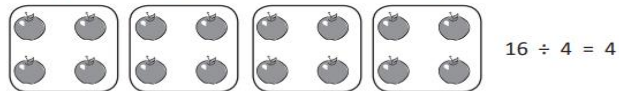
Division – division is sharing and grouping

Division can mean sharing or grouping.

There are 12 lollies shared between 4 kids. How many are in each share?



There are 16 apples and 4 go into each basket. How many baskets do I need?



1 Solve these sharing and grouping questions:

- a There are 9 cupcakes and 3 kids are sharing. How many are in each share?



- b 10 lollies are shared between a group of kids so they each get 2. How many kids are sharing?



- c There are 24 pencils and 6 pencil pots. How many pencils go into each pencil pot?



Division – division is sharing and grouping

- 2 Draw pictures to show these division questions. Then write the division fact and decide whether it is a sharing or a grouping question.

If you need to find out how many items there are in each share, it's a sharing question. If you need to find out the number of equal shares, it's a grouping question.



- a Divide 16 lollies between 4 girls. How many does each girl get?



sharing / grouping

- b From a packet of 24 pencils, each person will get 6. How many people are sharing the pencils?



sharing / grouping

- c 48 eggs are laid by 6 hens. If they all laid the same amount, how many did each hen lay?



sharing / grouping

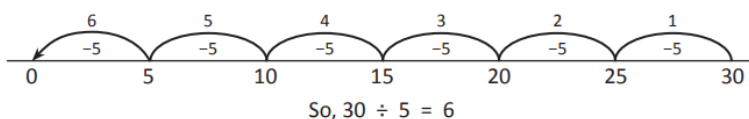
Maths Resource 2

Division – division is repeated subtraction

Division can also be thought of as repeated subtraction.

Look at $30 \div 5 = \square$ This question is asking how many groups of 5 there are in 30.

Jump in 5s along the number line and then count the jumps.



- 1 Show these division facts as repeated subtraction. First label the number lines and then show the jumps.

a $36 \div 6 = \square$



b $21 \div 3 = \square$



- 2 Write a division fact to match these number lines. Show the jumps.

a $\square \div \square = \square$

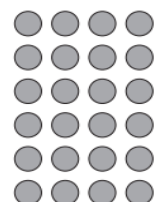


b $\square \div \square = \square$



Division – linking multiplication and division facts

Knowing multiplication facts will help with division facts. This is because they are opposites. Look at how we can describe this array:



$6 \times 4 = 24$

6 groups of 4 is 24.

$4 \times 6 = 24$

4 groups of 6 is 24.

$24 \div 4 = 6$

24 divided into 4 shares is 6.

$24 \div 6 = 4$

24 divided into 6 shares is 4.

- 1 Describe each of these arrays using two multiplication and two division facts:

a



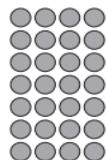
$\square \times \square = \square$
 $\square \times \square = \square$
 $\square \div \square = \square$
 $\square \div \square = \square$

b



$\square \times \square = \square$
 $\square \times \square = \square$
 $\square \div \square = \square$
 $\square \div \square = \square$

c



$\square \times \square = \square$
 $\square \times \square = \square$
 $\square \div \square = \square$
 $\square \div \square = \square$

d



$\square \times \square = \square$
 $\square \times \square = \square$
 $\square \div \square = \square$
 $\square \div \square = \square$

- 2 Draw an array of 6 rows of 3 then describe it with multiplication and division facts.

$\square \times \square = \square$
 $\square \times \square = \square$
 $\square \div \square = \square$
 $\square \div \square = \square$

This is also called a fact family.



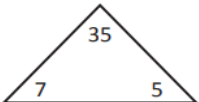
REMEMBER

Maths Resource 2

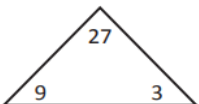
Division – linking multiplication and division facts

- 3 Write a fact family for each set of numbers in the triangle. The first one has been done for you.

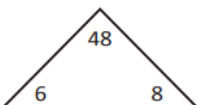
a

$\boxed{5} \times \boxed{7} = \boxed{35}$		$\boxed{35} \div \boxed{5} = \boxed{7}$
$\boxed{7} \times \boxed{5} = \boxed{35}$		$\boxed{35} \div \boxed{7} = \boxed{5}$

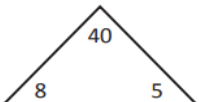
b

$\boxed{} \times \boxed{} = \boxed{}$		$\boxed{} \div \boxed{} = \boxed{}$
$\boxed{} \times \boxed{} = \boxed{}$		$\boxed{} \div \boxed{} = \boxed{}$

c

$\boxed{} \times \boxed{} = \boxed{}$		$\boxed{} \div \boxed{} = \boxed{}$
$\boxed{} \times \boxed{} = \boxed{}$		$\boxed{} \div \boxed{} = \boxed{}$

d

$\boxed{} \times \boxed{} = \boxed{}$		$\boxed{} \div \boxed{} = \boxed{}$
$\boxed{} \times \boxed{} = \boxed{}$		$\boxed{} \div \boxed{} = \boxed{}$

- 4 For these problems, think of a multiplication fact to help write the division fact:

- a \$25 is shared between 5 people. How much does each person get?

$\boxed{} \times \boxed{} = \boxed{}$	$\boxed{} \div \boxed{} = \boxed{}$
--	---

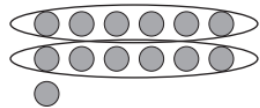
- b 45 people get into 9 cars. How many people are in each car?

$\boxed{} \times \boxed{} = \boxed{}$	$\boxed{} \div \boxed{} = \boxed{}$
--	---

Maths Resource 3

Division – remainders

Sometimes division is not exact.

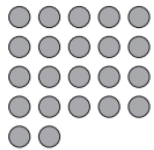


From 13, we can make 2 fair shares of 6 with 1 left over. We call the left over the remainder.

$$13 \div 6 = 2 \text{ remainder } 1$$

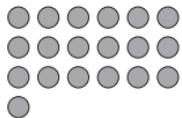
1 In each array, ring the fair shares to see the remainder:

a



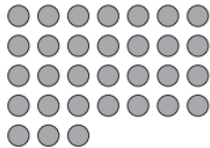
$$22 \div 5 = \square \text{ remainder } \square$$

b



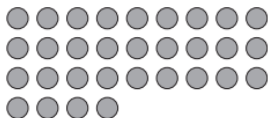
$$19 \div 6 = \square \text{ remainder } \square$$

c



$$31 \div 7 = \square \text{ remainder } \square$$

d



$$31 \div 9 = \square \text{ remainder } \square$$

Division – remainders

Now use your multiplication facts.

$$25 \div 6 = \square$$

Think $4 \times 6 = 24 + 1$ is 25

So, $25 \div 6 = 4 \text{ remainder } 1$

2 Use your multiplication facts to write the division facts and the remainder:

a $32 \div 10 = \square$ Think $\square \times \square = \square + \square$ is \square

So, $\square \div \square = \square \text{ remainder } \square$

b $30 \div 4 = \square$ Think $\square \times \square = \square + \square$ is \square

So, $\square \div \square = \square \text{ remainder } \square$

c $37 \div 9 = \square$ Think $\square \times \square = \square + \square$ is \square

So, $\square \div \square = \square \text{ remainder } \square$

3 Complete each word problem:

a 39 pencils were shared between 6 kids. How many did each kid get?

$$\square \div \square = \square \text{ remainder } \square$$

b 43 fish were divided between 6 tanks. How many fish are in each tank?

$$\square \div \square = \square \text{ remainder } \square$$

c From 17 flowers, 5 flowers were arranged in each vase. How many vases were used?

$$\square \div \square = \square \text{ remainder } \square$$

4 Write in the missing digit to make this statement true:

$$\square \div 6 = 8 \text{ remainder } 2$$

Maths Resource 4

Mental division strategies – dividing by 10 and 100

When we divide any number by 10, we move the number one place value space to the right.

When we divide any number by 100, we move the number two place value spaces to the right.

Thousands	Hundreds	Tens	Units	
6	7	0	0	
	6	7	0	$\div 10$
		6	7	$\div 100$

- 1 Use the place value tables to divide these numbers by 10 and 100.

a

Th	H	T	U	
5	3	0	0	
				$\div 10$
				$\div 100$

b

Th	H	T	U	
4	1	0	0	
				$\div 10$
				$\div 100$

c

Th	H	T	U	
8	4	0	0	
				$\div 10$
				$\div 100$

d

Th	H	T	U	
2	4	0	0	
				$\div 10$
				$\div 100$

- 2 Use patterns to solve these:

a $1\ 400 \div 1 = \square$ $1\ 400 \div 10 = \square$ $1\ 400 \div 100 = \square$

b $5\ 600 \div 1 = \square$ $5\ 600 \div 10 = \square$ $5\ 600 \div 100 = \square$

c $3\ 500 \div 1 = \square$ $3\ 500 \div 10 = \square$ $3\ 500 \div 100 = \square$

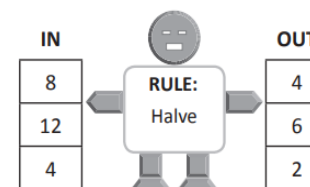
- 3 Use a calculator to solve these:

a $270 \div 100 = \square$

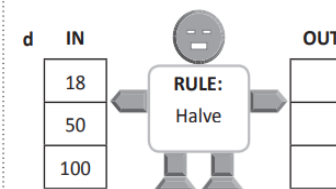
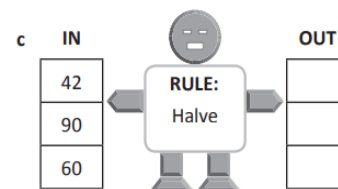
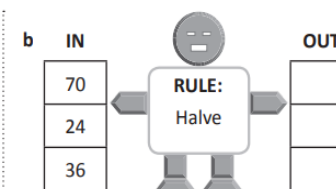
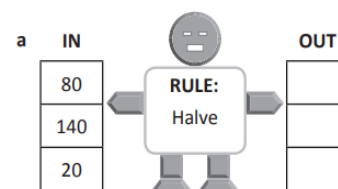
b $49 \div 10 = \square$

Mental division strategies – halving strategy

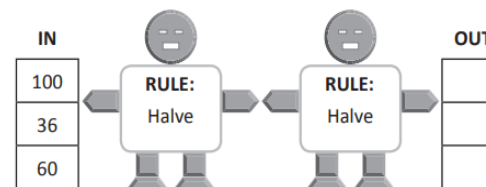
When you halve numbers you are dividing them by 2. In this function machine, numbers go IN, have the rule applied and come OUT again.



- 1 Complete the halving function machines. Halve the number going IN the machine and write the answer in the OUT column:



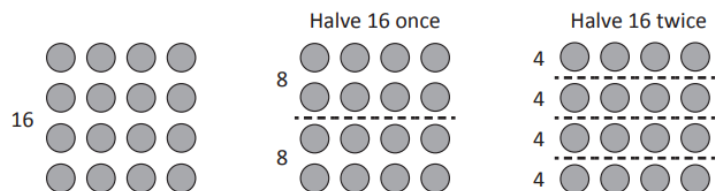
- 2 Below is a halving-halving function machine. The number goes IN and is halved and then halved again and comes OUT.



Maths Resource 4

Mental division strategies – halving strategy

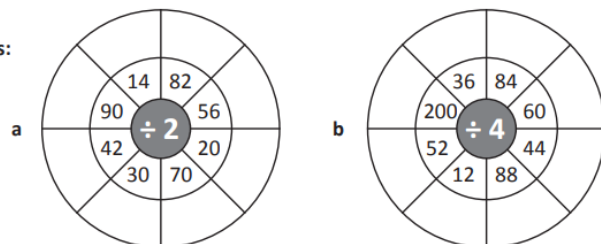
We also use halving-halving to divide by 4. Look at these diagrams:



3 Use the tables for halving-halving to divide by 4:

a	$80 \div 4 = \square$	b	$48 \div 4 = \square$
	Halve 80 once		Halve 48 once
	Halve 80 twice		Halve 48 twice
c	$64 \div 4 = \square$	d	$120 \div 4 = \square$
	Halve 64 once		Halve 120 once
	Halve 64 twice		Halve 120 twice
e	$244 \div 4 = \square$	f	$88 \div 4 = \square$
	Halve 244 once		Halve 88 once
	Halve 244 twice		Halve 88 twice

4 Complete the division wheels:



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 chosen a country to research from the list below.

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**

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**

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.

Geography Resource 2

Map



Geography Resource 3 - Art



What makes it living?

Name: _____ Date: _____

Tick the claims that are true for each living thing that you find.

Claims	Living thing			
It needs water.				
It has legs.				
It can reproduce.				
It grows.				
It has feathers.				
It is green.				
It moves.				
It is warm.				
It has eyes.				

Which of these claims do you think all living things have? Circle them.

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: Endings el, al. Exploring moving between parts of speech.

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.

travel	crucial	parallel	professional
arrival	cancel	criminal	intellectual
propel	rebuttal	carousel	supernatural
digital	compel	historical	chronological
funnel	festival	unravel	
illegal	quarrel	individual	

My list:

My list in syllables:

Writing

Free choice writing.

Today you may write anything you like, you may write an imaginary, informative or persuasive text. You may also like to write a poem.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Mathematics

Write out your 7 times tables.

Watch the following video

https://youtu.be/rGMecZ_aERo

Watch the following videos up to 1:40

<https://youtu.be/KGMf314LUc0>

Write a definition of division and include pictures to demonstrate your understanding. Complete activities on Resource page 1.

--

Indonesian

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

Visual Art

New Zealand Kiwi

Link: Australia's Neighbours

Follow the steps on the YouTube clip to draw a cute cartoon style Kiwi.

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

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.

Comprehension

Complete the comprehension activity. (Reading Resource 1)

Writing

Aspects of Visual Literacy- Saliance

Complete Writing Resource 1.

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.

Watch the following video

<https://youtu.be/i31rRt5m1-4>

Complete activities on Math Resource 2

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.

Editing

Complete the editing activity. (Editing Resource 2)

Writing

Aspects of Visual Literacy- Vectors

Complete Writing Resource 2

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.

Watch the following video

<https://youtu.be/BIGX05Mp5nw>

Complete activities on Math Resource 3

Music

Make an instrument out of the things in your house.

Be inventive.

How does your instrument make sound?

Geography

Today we are continuing with the project. The project is explained on *Geography Resource 1*.

Today you will complete the art and map components for the project. *Geography Resource 2* and *Geography Resource 3*.

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.

Writing and Reading

Complete the Visual techniques in film activity. (Writing Resource 3)

Writing

Visual literacy in comic strips. Follow the steps on Writing resource 4 to create a comic strip on Writing resource 5. The planning on Writing resource 4 will be completed today and the comic (Writing resource 5) will be completed tomorrow.

Spelling

Complete the spelling activities on Spelling Resource 2.

Mathematics

Write out your 6 times tables.

Complete activities on Math Resource 4

Science and Technology

Science week 3 T4

How do you know if something is living? This week we are going to look at the features of living things and how they are different from non-living things.

1. On **science resource sheet 1** you are going to compare 5 different living things using some claims about them. 2 living things have been written for you, a cat and a rose bush. With the claim '*It can reproduce*' this means for animals they can have babies and for plants they create seeds or grow another one of itself. For the claim '*It can move*' think about whether plants can move on their own? The answer is yes, they can open flowers and turn towards the sun. Think of 3 more living things to add to your sheet then tick the claims that are true for each one.
2. Circle the claims that have all ticks across the row for each living thing and write them into your books under the heading Living Things.
3. There are more features that all living things have. Use the link to watch the you tube video about MRS GREN and then in your books list the 7 life processes that you learn about next to each letter of MRS GREN,

M _____
R _____
S _____

G _____
R _____
E _____
N _____

<https://www.youtube.com/watch?v=q8q3KecirZw>

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

Complete the comic from the plan that you did yesterday.

Complete the reflection sheet. (Writing resource 6)

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 Mathematics tasks

- Fact Families: Multiply and Divide
- Missing Numbers: \times and \div facts
- Division Facts 1
- Halve it!
- Problems: Times and Divide

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