



Stage 2

Learning From Home

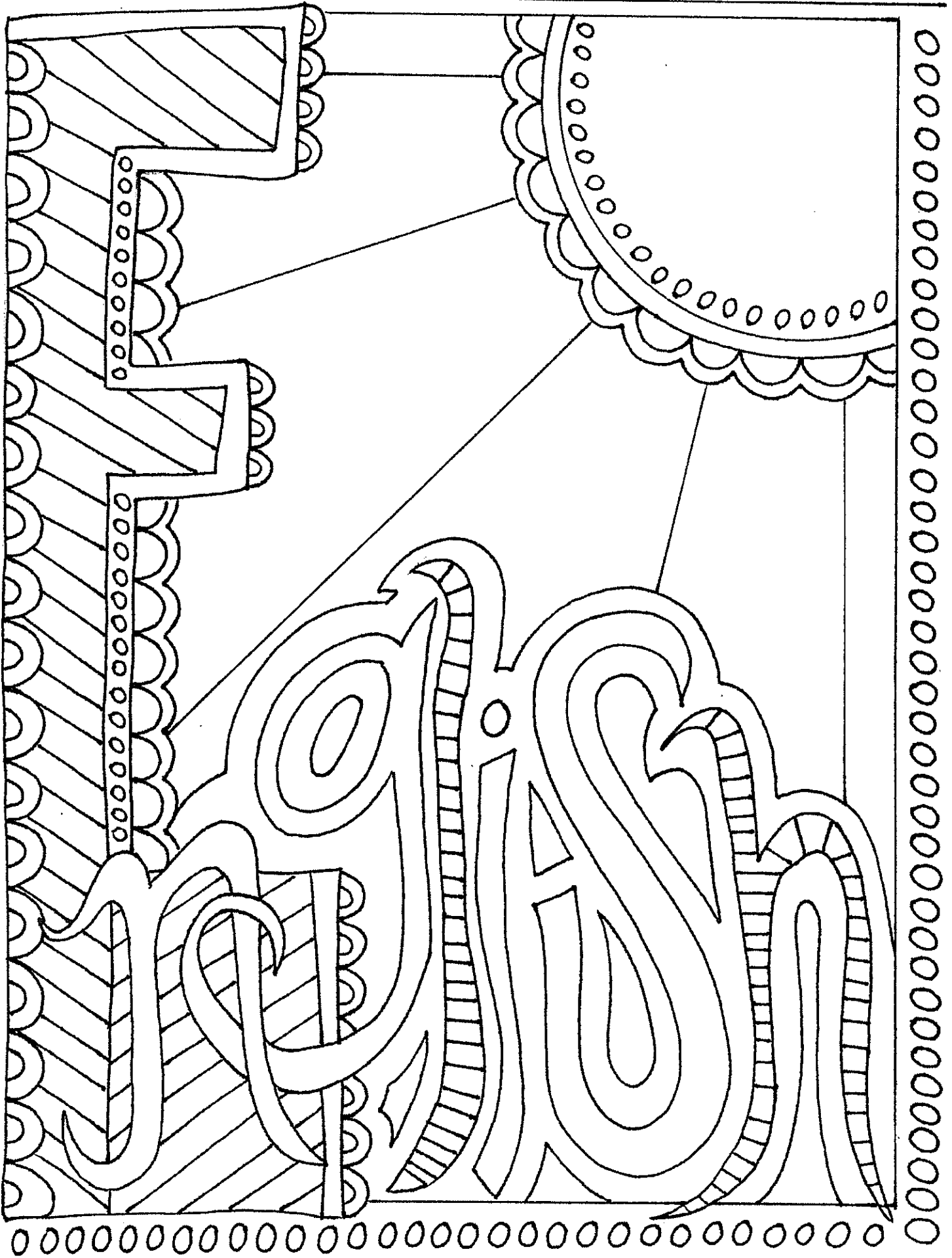
Term 3 Week 10

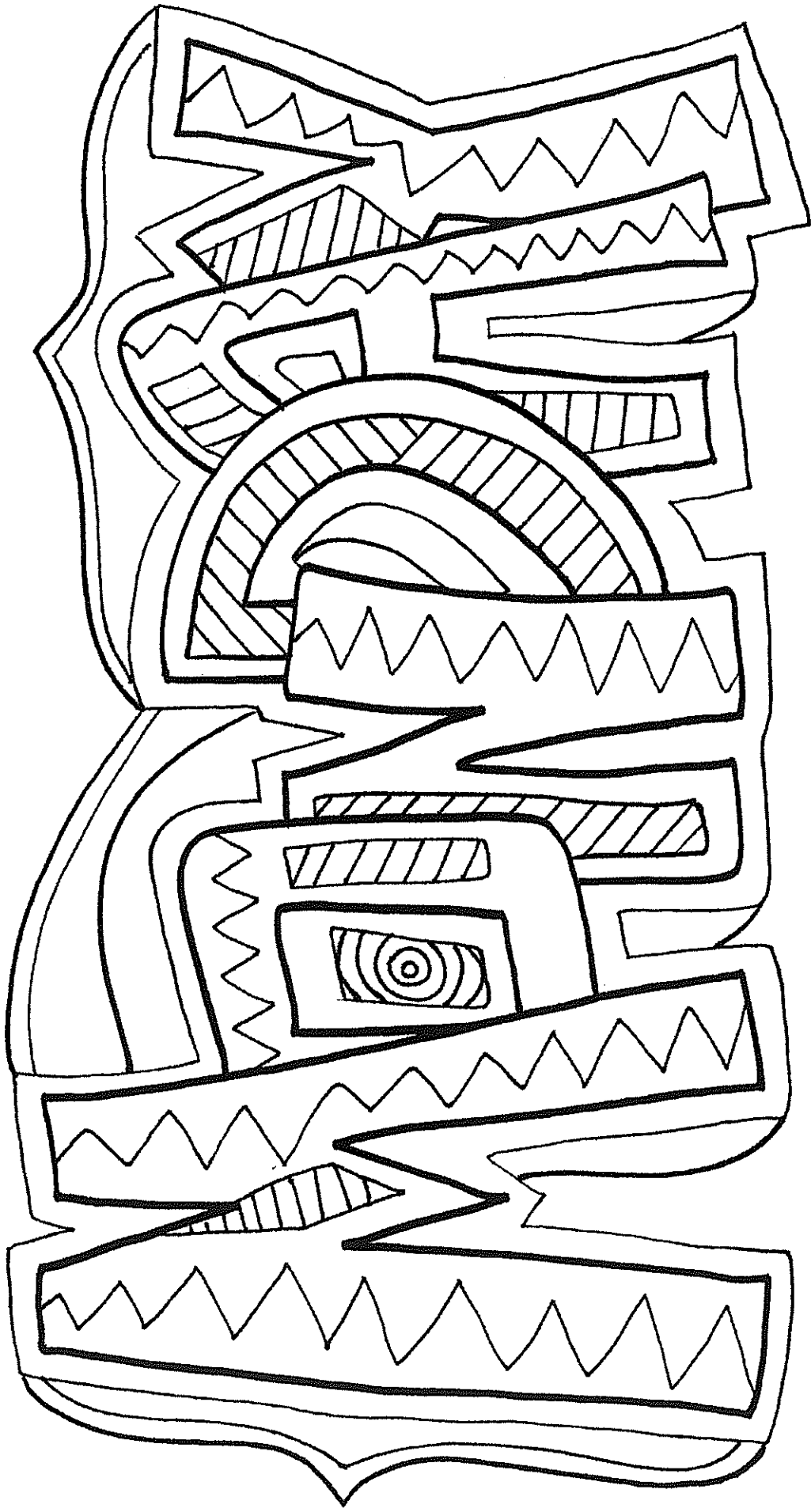
Year 4

Stage 2 Home Learning Term 3, Week 10

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English Reading Spend some time reading a book.</p> <p>Informative Writing Using the template provided, write a procedure about how to plan an event of your choice. For example, a birthday party or a day out with your friends.</p> <p>Homophones - they're...their...there Complete the worksheets about homophones.</p>	<p>English Reading Spend some time reading a book.</p> <p>Reading Comprehension Complete the reading comprehension, 'Summer in Australia'.</p> <p>Spelling Brainstorm and record some words containing the v and ve graphemes</p>	<p>English Reading Spend some time reading a book.</p> <p>Spelling Complete the first page of your spelling sheet.</p> <p>Handwriting Complete the handwriting sheets.</p>	<p>English Reading Spend some time reading a book.</p> <p>Reading Comprehension Complete the reading comprehension about Jamie Oliver'.</p> <p>Spelling Complete the second page of your spelling sheet</p>	<p>English Reading Spend some time reading a book.</p> <p>Editing Edit the passages for spelling and punctuation. Make sure you correct the mistakes.</p> <p>Informative Writing Write a procedure about how to build something of your choice. For example, a snowman or a house of cards.</p>
Break					
Middle	<p>Mathematics Revision Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Revision Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Revision Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Revision Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Revision Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>
Break					
Afternoon	Creative Arts	Science	PD/H/PE	Geography Create a brochure about a special place in Australia.	Zones of Regulation

		<p>Interactive Zoo</p>	<p>Health and Physical Education Task Cards</p> <p>Choose (3) activities from the cards and complete the activities.</p> <p>Complete 5 minutes of physical education. Use this link to help you. You can do this as many times as you want.</p> <p>https://www.youtube.com/watch?v=SbFqQarDM50</p> <p>or</p> <p>Complete some fun yoga</p> <p>https://www.youtube.com/watch?v=EVH9gHhiB4E</p>	<p>You could choose a capital city such as Sydney or a specific landmark such as Uluru. Include information such as the location and things to do.</p>	<p>Lesson will be via Zoom on Friday</p>
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PROCEDURE

The purpose of a procedure is to provide instructions about how to achieve a goal by following a series of steps. Examples of procedures include:

- recipes
- instruction manuals.

Procedures use:

Present tense

Action verbs or commands

Adverbs

Subject-specific vocabulary

Short, clear sentences

Title

How to Wash your Dog

Materials

What you will need:

- a large basin
- dog shampoo
- a small bucket
- a large towel
- a dog brush
- a dog treat

What to do:

1. Gently take off your dog's collar and place it somewhere safe.
2. Fill up a large basin or sink with warm water.
3. Carefully place your dog into the water.
4. Scoop some water into the small bucket and pour it over your dog.
5. Squeeze some dog shampoo into the palm of your hand. Gently massage the shampoo all over your dog. Do not put any in your dog's eyes.
6. Use the small bucket to rinse all of the shampoo off your dog.
7. Slowly pick up your dog and wrap it in a towel. Dry your dog.
8. When your dog is dry, carefully brush your dog's hair until it feels soft.
9. Give your dog a dog treat as a reward for having a bath.

Sequence of steps

Subject-specific vocabulary

Present tense

Adverbs

Commands

Short, clear sentences



How to Plan a...

Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Plan a..."

Think:

What event are you going to explain how to plan?

Think of an event you know how to plan well. This could be planning for a party, a holiday, a day out with your friends or a family celebration.

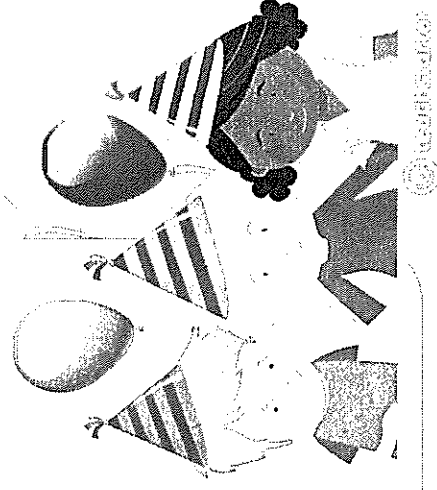
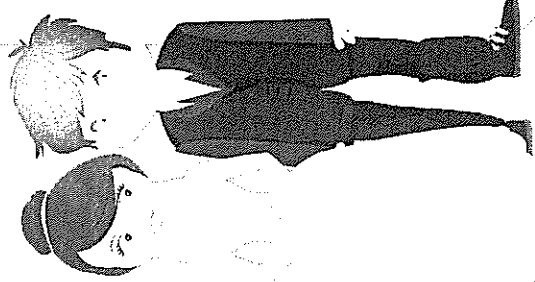
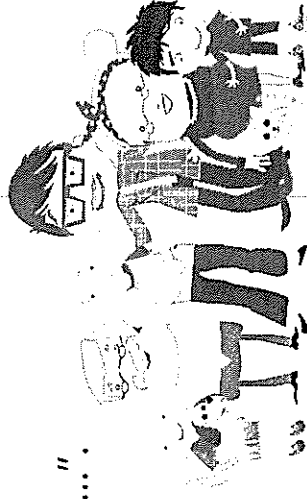
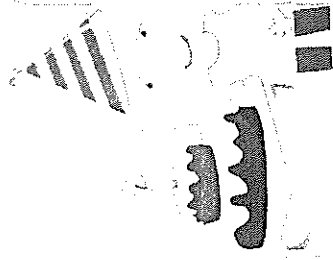
Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.

Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.



Name _____

Date _____

Procedure Text Writing Scaffold

Title: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____



Name _____

Date _____

Procedure Text Checklist

Structure

- My procedure has a relevant title which begins with "How to".
- My procedure has a list of the required materials/equipment/ingredients.
- My procedure has a series of ordered steps which explain how to successfully complete the task.

Language and Visual Features

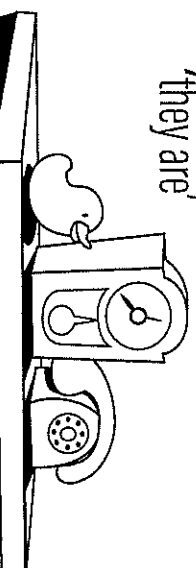
- I have used a formal tone when writing.
- I have written clear and precise sentences.
- I have used present tense.
- I have used action verbs.
- I have used 'ly' adverbs to describe verbs.
- I have used adverbial phrases to show when, where and how things happen.
- I have used common nouns.
- I have used adjectives.

their they're there

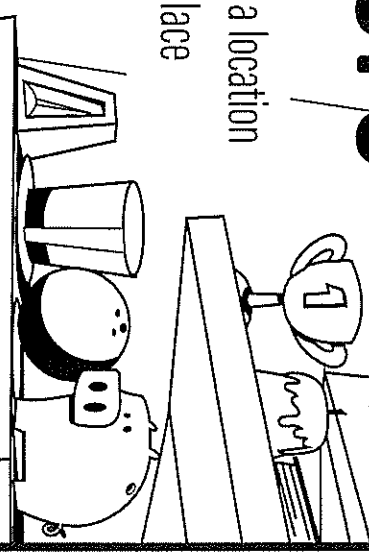
belonging to a person or
people



a contraction of
'they are'



identifies a location
or place



Their house is amazing!

Yes. **They're** collectors
of antiques.

Look at that statue over **there**!

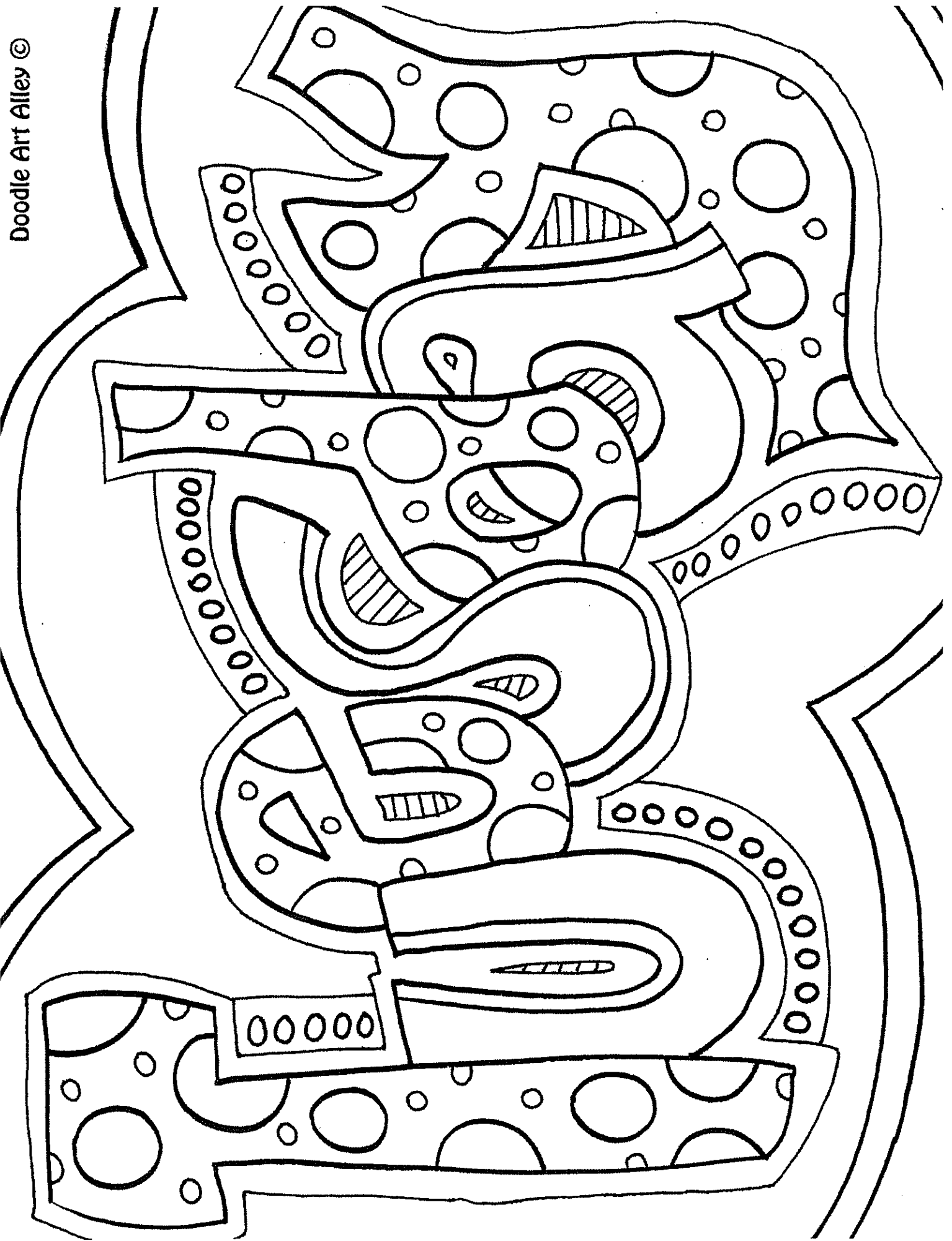


Homophones Practice: They're, There and Their

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?
4. Put the book over _____ on the shelf.
5. _____ bus was running late.
6. The cold wind made _____ teeth chatter.
7. Could they be in _____?
8. Blue sweets are the best; _____ my favourites.
9. Ava and Lucas put _____ hands up at the same time.
10. Are you sure _____ not real?
11. The new teacher got _____ books in a muddle.
12. I went _____ last summer too!
13. Is _____ a doctor anywhere near?





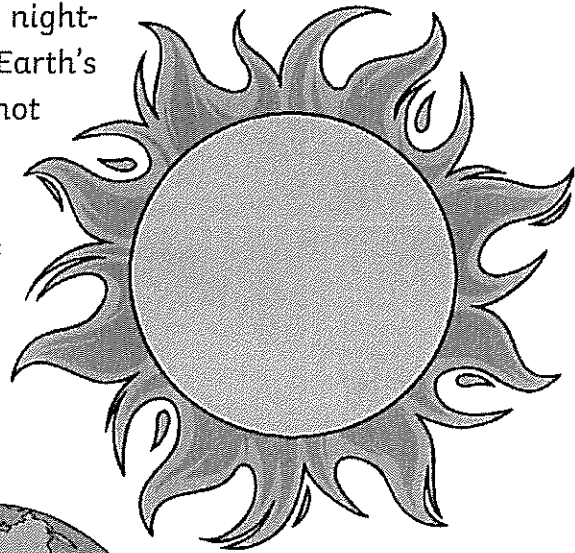
Summer in Australia

Seasons in Australia

Most people in Australia refer to the European four seasons: summer, autumn, winter and spring. Each season lasts for three months. In the tropical areas of Australia, many people refer to the wet and dry season, each lasting about six months. Indigenous communities have their own descriptions of seasons based on the weather and the impact this has on the animals, plants and land. These descriptions vary for different communities based on location. Some communities have five or six seasons. Overall, the number of seasons an area has depends on where a person lives in Australia.

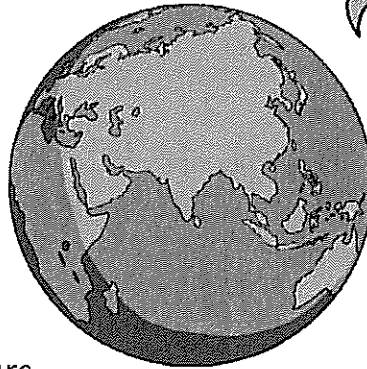
The Weather in Summer

During summer, there is more daylight than night-time hours. This is because of the tilt of the Earth's axis. In summer, the weather is generally hot and dry. However, it can be humid closer to the equator. The sun is extremely strong in the southern hemisphere compared to the northern hemisphere during summer so the risk of getting sunburnt is much higher. Australia is also prone to natural disasters like bushfires and cyclones during summer. As a result, the weather can be hostile during the summertime.



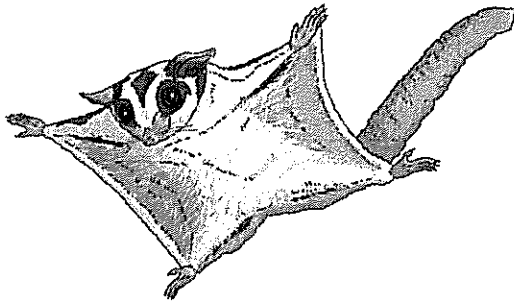
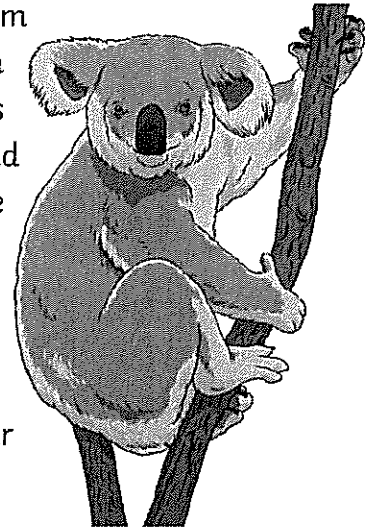
Why Do We Have Seasons?

Seasons occur because when the Earth orbits the Sun, it is tilted 23.5° on its axis. For six months of the year, the South Pole is tilted towards the Sun. As a result, the days are longer and the weather is warmer in the southern hemisphere. During the Australian summer, the southern hemisphere is tilted towards the Sun. When the North Pole is tilted towards the Sun, the days are shorter in the southern hemisphere. The temperature will be cooler as well. This explains the changes between the seasons.



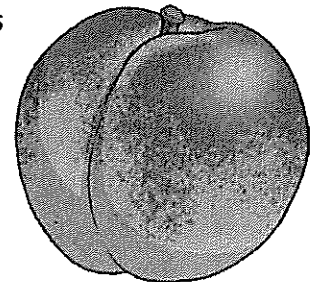
Animals in Summer

Native Australian animals have adapted to survive the warm summertime temperatures in Australia. Koalas stay still in the shade of a tree and wait for the heat to pass. Sugar gliders are nocturnal so they are active during the cooler nights and avoid being active during the day by curling up in the shade of the tree. The kangaroo, another native Australian animal, does not sweat and instead licks itself to maintain a regular body temperature. Finally, snakes living in Australia are active in summer because they are cold-blooded animals. Therefore, they need to be outside in order to warm their bodies.



Plants in Summer

Australian native plants have adapted to the weather conditions during summer. Plants with smaller leaves or spikes lose less water through evaporation. Some plants have adapted by growing spikes, which prevents them being eaten by primary consumers. Some plants cease growing during summer and, in some instances, appear to be dead; however, they are just in dormant state so that they save energy in the heat. Soft fruits, such peaches, tomatoes and strawberries, are ripe and ready to eat in summer.



Questions

1. How long is summer?

2. Thinking about where you live, which way of describing seasons suits your home best?
Why?

3. Describe the weather in summer.

4. Explain why the seasons occur.

5. What are two ways an animal might keep cool in summer?

6. Why do you think a plant may stop growing in the summer?

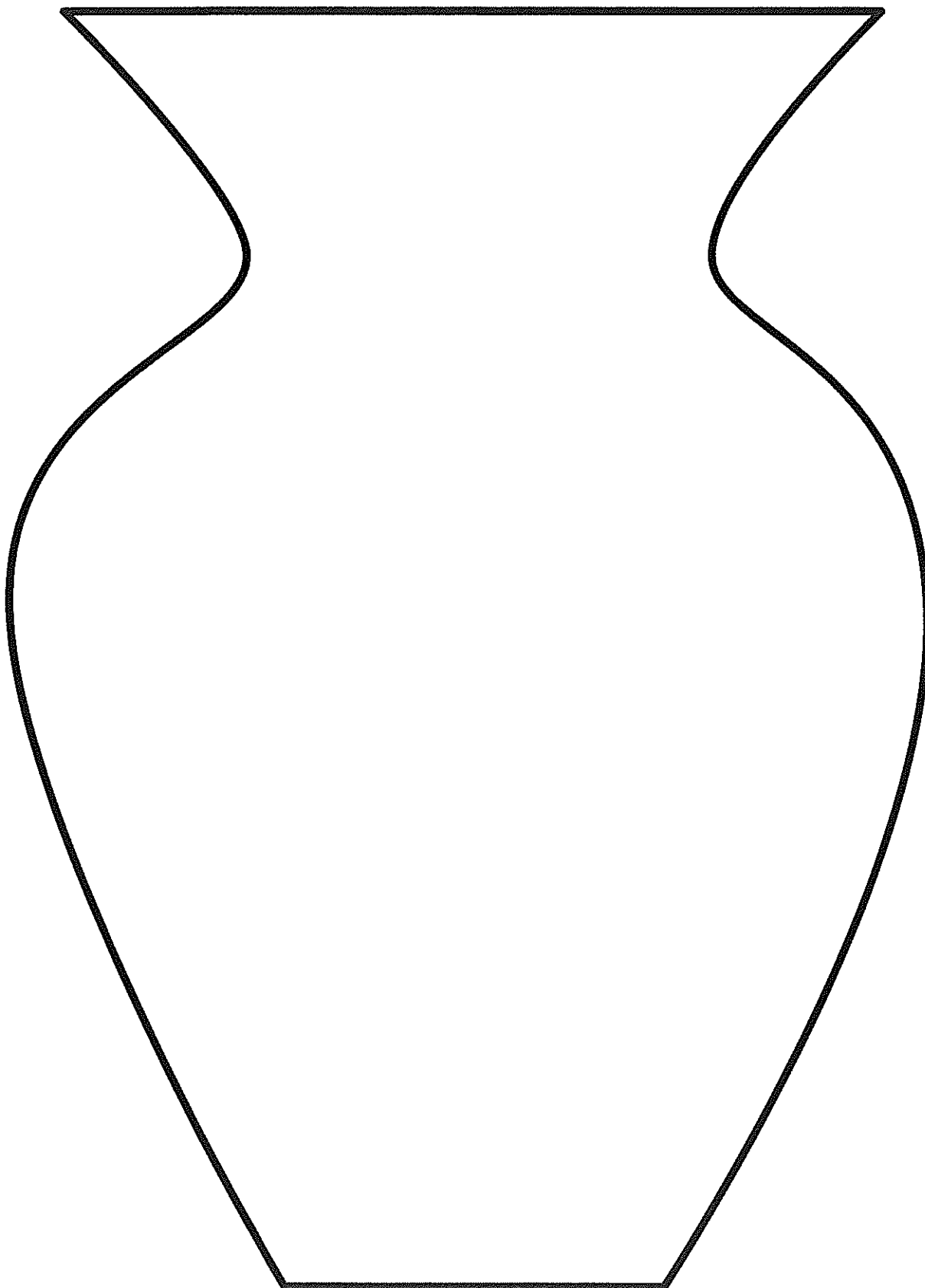
7. Animals and plants change to stay cool in the summer. How do people stay cool in summer?

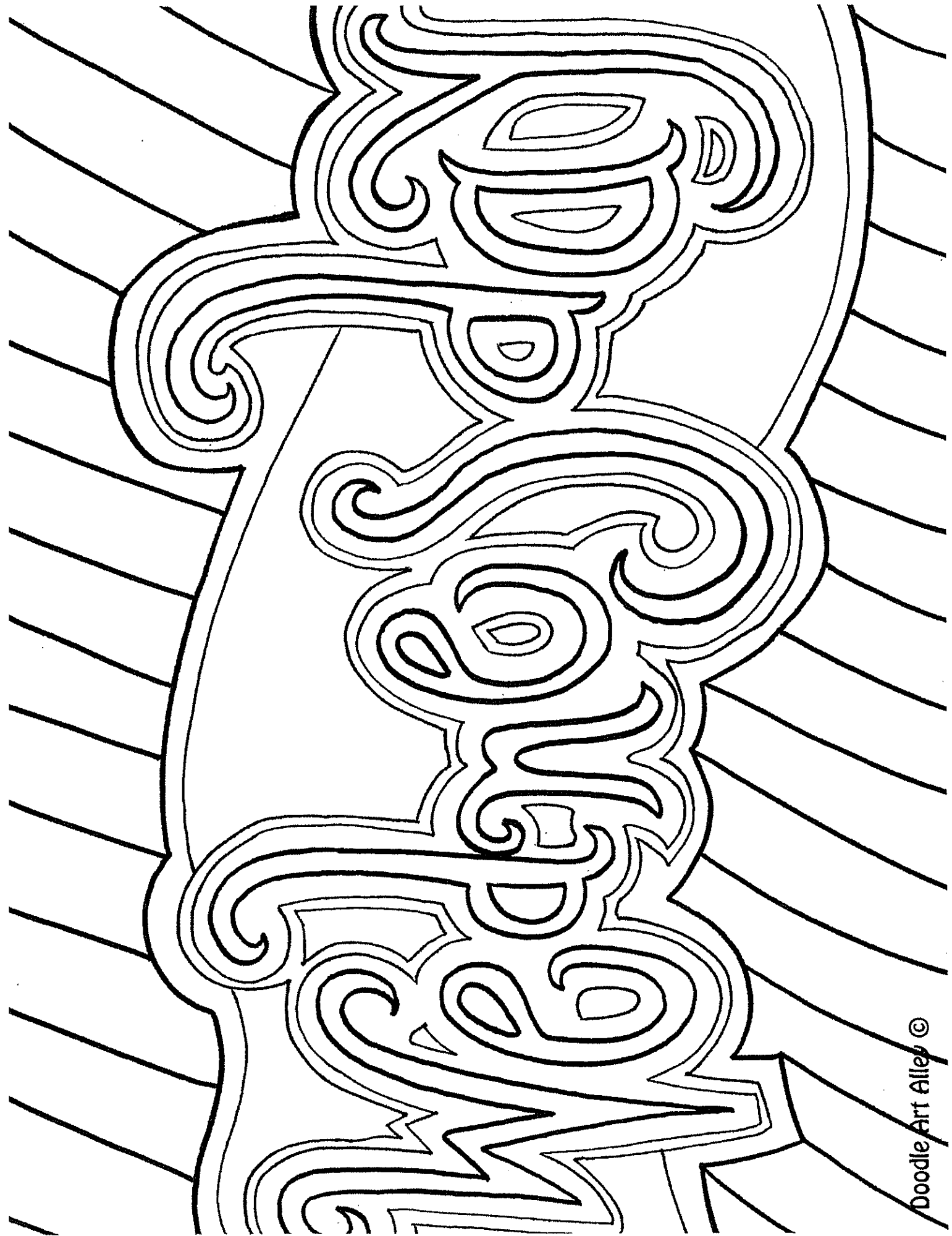
8. Why do some plants grow spikes?

9. Why are soft fruits eaten widely during the summer?

10. Using information given in the text, which plant or animal adaptation do you think is the most effective?

Brainstorm some words containing the v and ve graphemes





Unit 26



v ve vase sleeve

List Words

- loving _____
- even _____
- we've _____
- river _____
- move _____
- drive _____
- arrive _____
- drove _____
- leave _____
- video _____
- believe _____
- favourite _____
- November _____
- _____
- _____

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.



Grapheme Chart

letters	words

3 Write one stroke for every sound in each List Word.

4 Colour the rhyming words in each row.

love	above	glove	move	shove	dove
hive	drive	arrive	thrive	give	dive
cove	drove	prove	stove	rove	grove
leave	brave	weave	we've	receive	believe
river	shiver	driver	liver	quiver	sliver

5 Write contractions for these pairs of words.
 Go to Helpful Hint **9**.

we have _____ you have _____ they have _____

6 Underline two pairs of words that could be made into contractions in the sentence. Rewrite the sentence changing the underlined words to contractions.

We have invited visitors and they have just arrived.

7 Rewrite these words adding s.

We often change f or fe on the end of word to ve and add s.

wife knife half shelf loaf scarf

8 Write all the List Words starting with letters from a to n in alphabetical order.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Name: _____ Date: _____

as as es es ds ds es hs is ks ls ns ls us os rs vs ws

as as es es ds ds es hs is ks ls ns ls us os rs vs ws

as as es es ds ds es hs is ks ls ns ls us os rs vs ws

as as es es ds ds es hs is ks ls ns ls us os rs vs ws

as as es es ds ds es hs is ks ls ns ls us os rs vs ws

as as es es ds ds es hs is ks ls ns ls us os rs vs ws

as as es es ds ds es hs is ks ls ns ls us os rs vs ws

as as es es ds ds es hs is ks ls ns ls us os rs vs ws

as as es es ds ds es hs is ks ls ns ls us os rs vs ws

Name: _____ Date: _____

of rf wf fa ff fh fi fl fm fn fo fp fr fs fl fu fy

of rf wf fa ff fh fi fl fm fn fo fp fr fs fl fu fy

of rf wf fa ff fh fi fl fm fn fo fp fr fs fl fu fy

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of rf wf fa ff fh fi fl fm fn fo fp fr fs fl fu fy

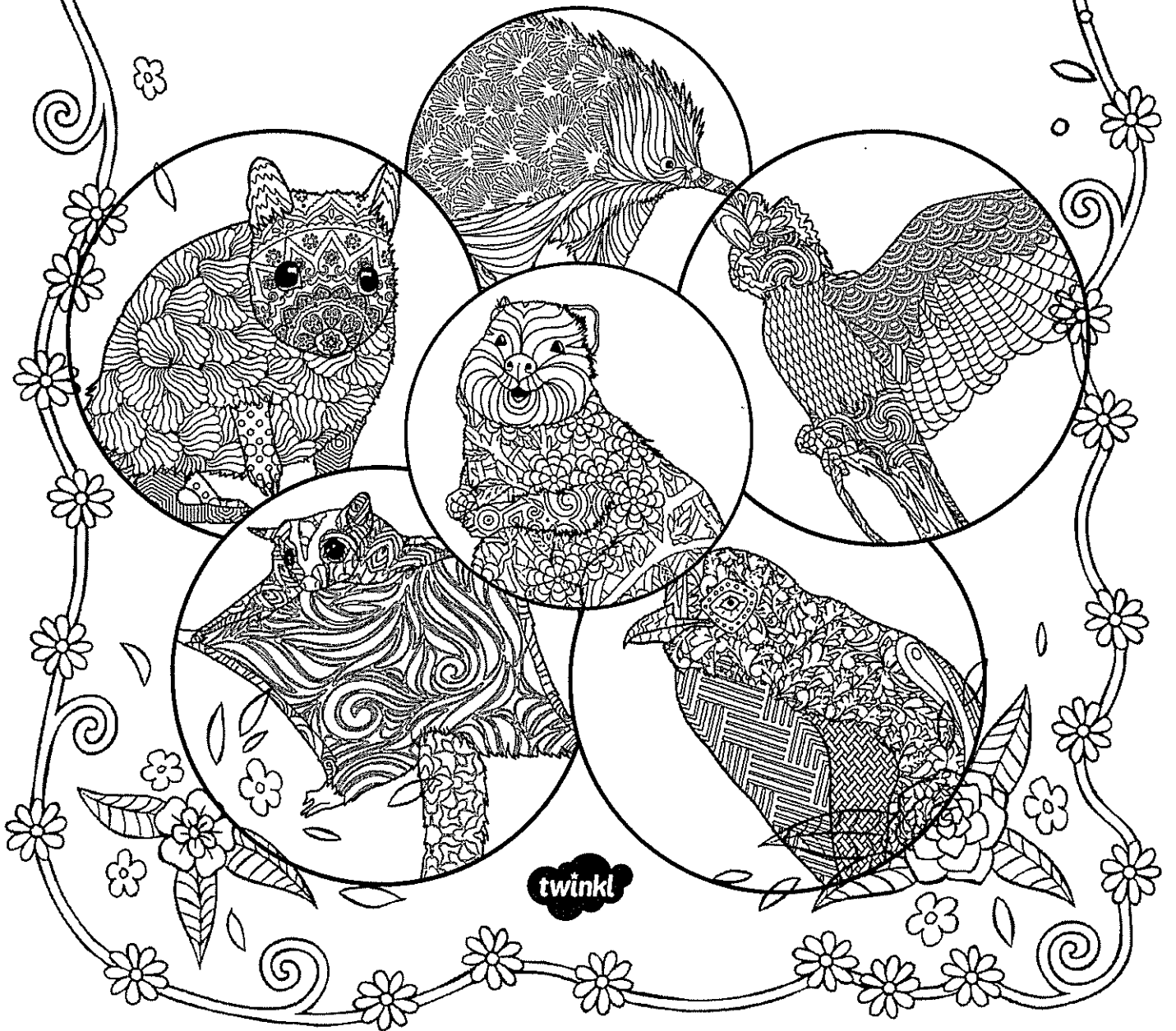
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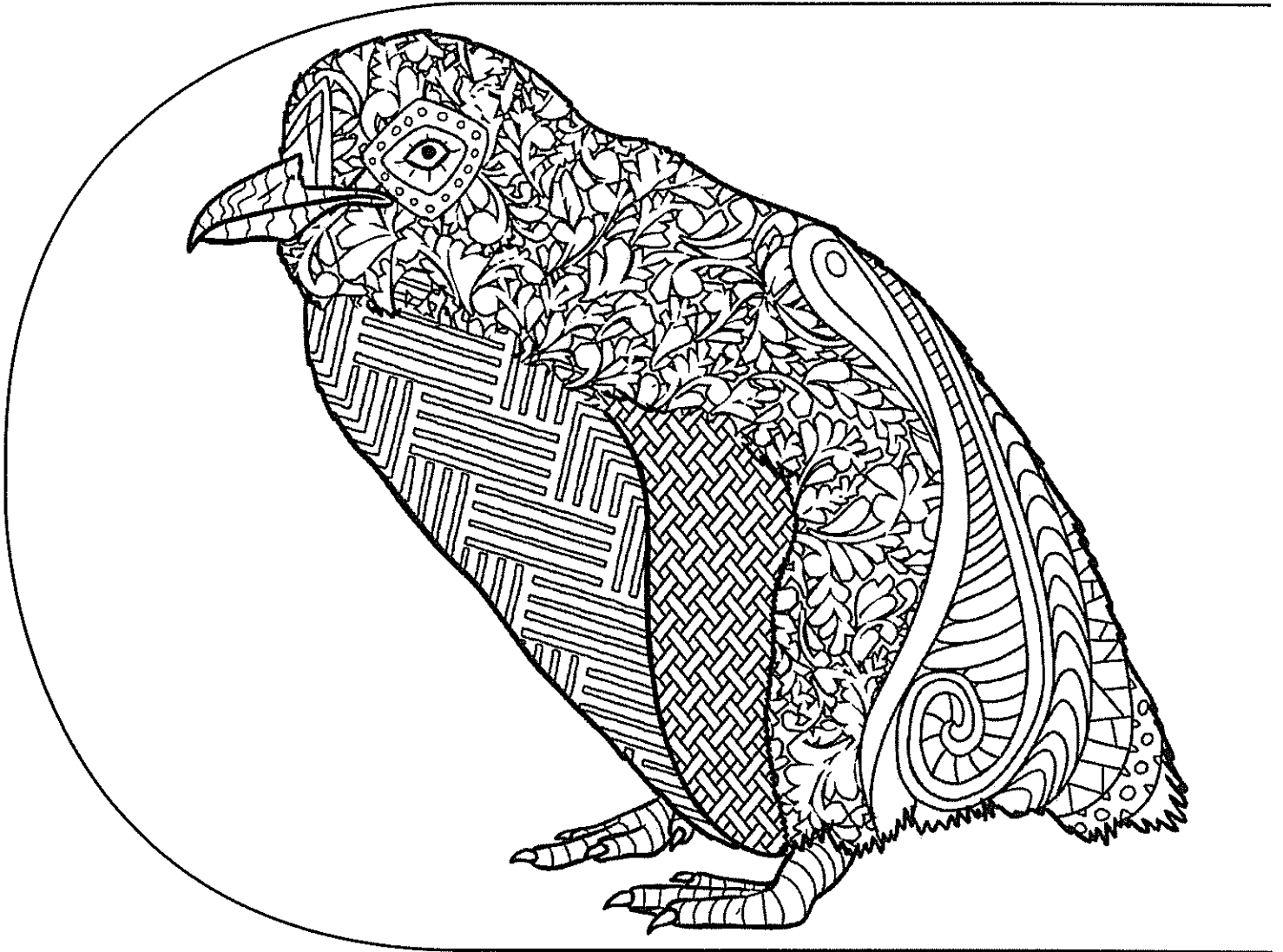
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Australian Animals
Handwriting and
Mindfulness Colouring

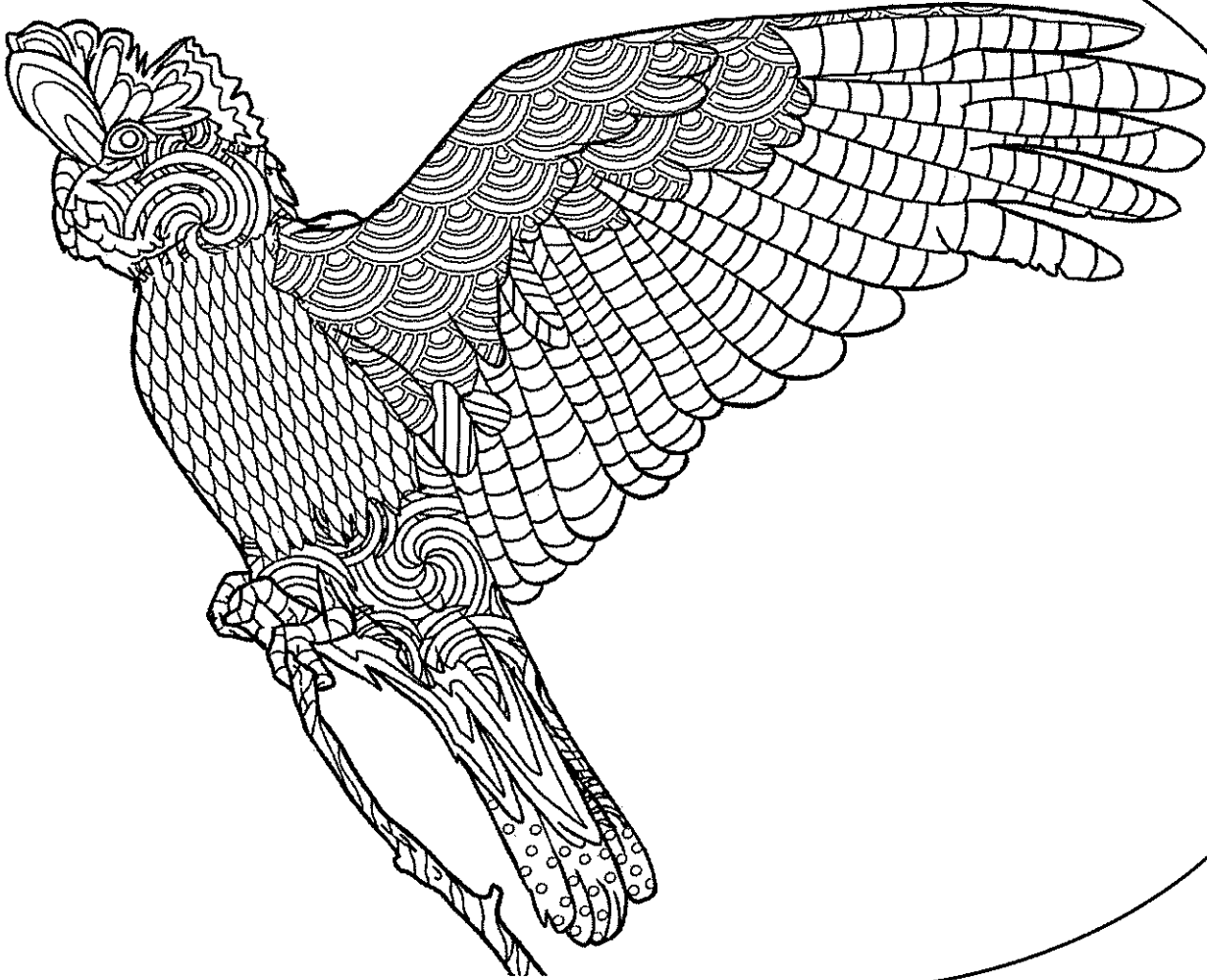


Little Penguin



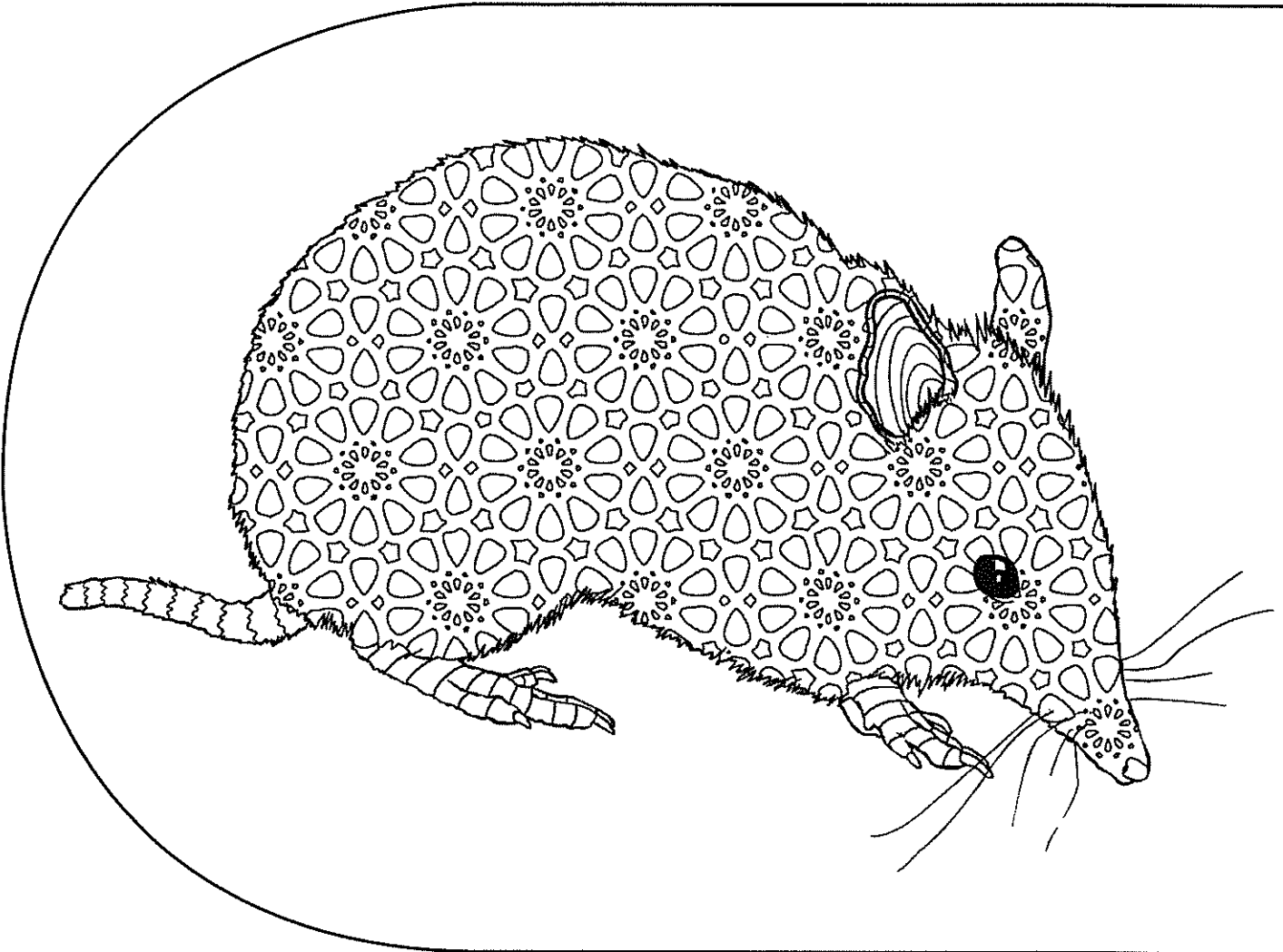
The little penguin, or fairy penguin is a small flightless seabird. They live in colonies along the eastern and southern coasts of Australia. These penguins spend most of their lives at sea but come ashore to their burrows at night. They are the smallest penguin species in the world and live for about six years.

Galah



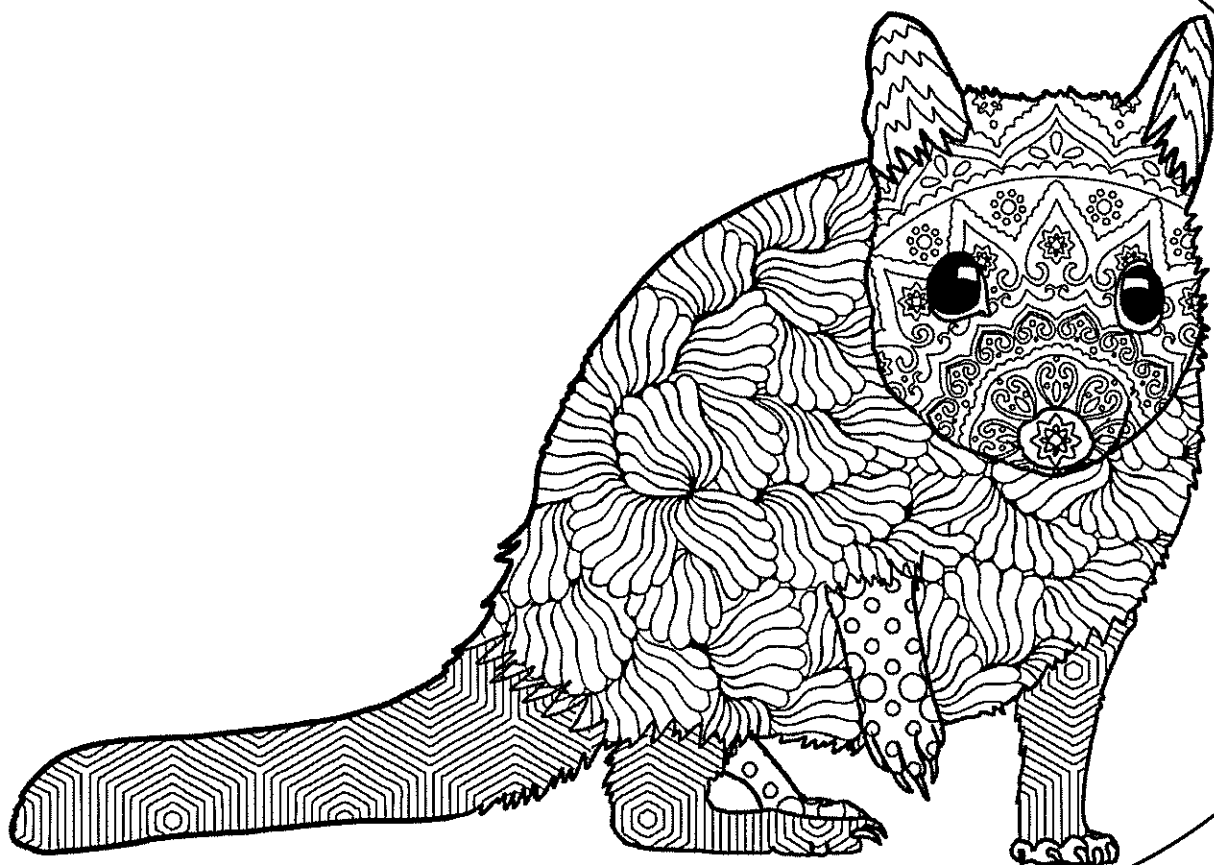
Galahs are birds that are found over most of Australia where there are trees and water. They are covered in pink and grey feathers. Galahs mostly feed on the ground in large flocks. Male and female galahs mate for life and live for about twenty-five years. 'Galah' is Australian slang for a silly person.

Bandicoot



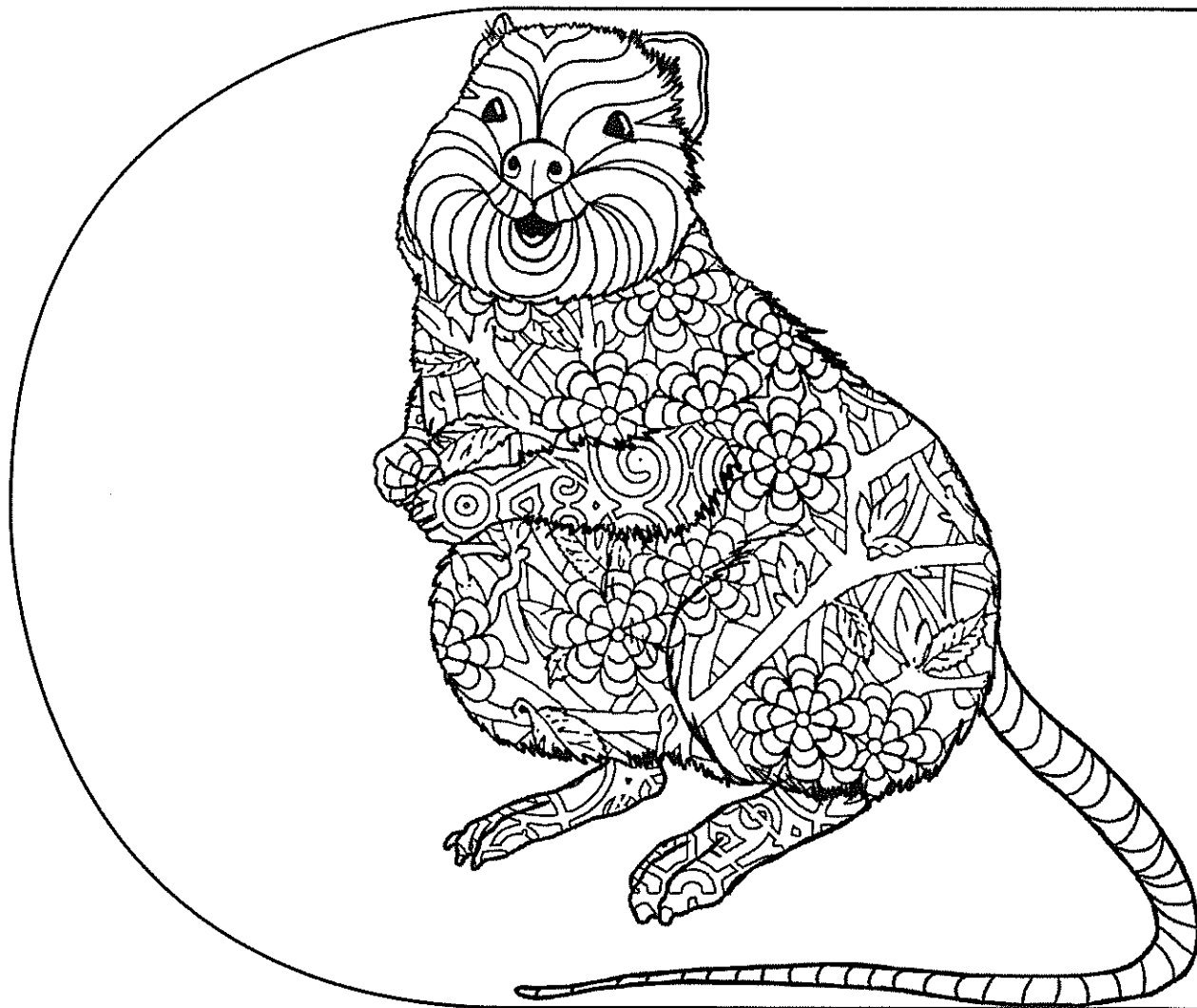
Bandicoots are small, nocturnal, omnivorous marsupials that are found throughout Australia. They are greyish-brown in colour, have a pointy snout, humped back, thin tail and large hind feet like a kangaroo. They eat insects, worms, tubers, fungi, insect larvae and spiders. Some species of bandicoots are endangered.

Quoll



Quolls are carnivorous marsupials that are active at night. They have a pointed snout, pink nose, long tail, sharp teeth and dark fur with white spots. Quolls eat fruit, other animals and sometimes eat what is found around at campsites and in rubbish bins. Smaller quolls live for two years and larger quolls live for about five years.

Quokka



Quokkas are small marsupials that are found only in Western Australia. They are thought of as being happy animals because they look like they are smiling. People like to take a selfie with quokkas that are found on Rottnest Island. In the past, quokkas have been described as rats that are as big as cats. Quokkas are herbivores and live for about ten years.

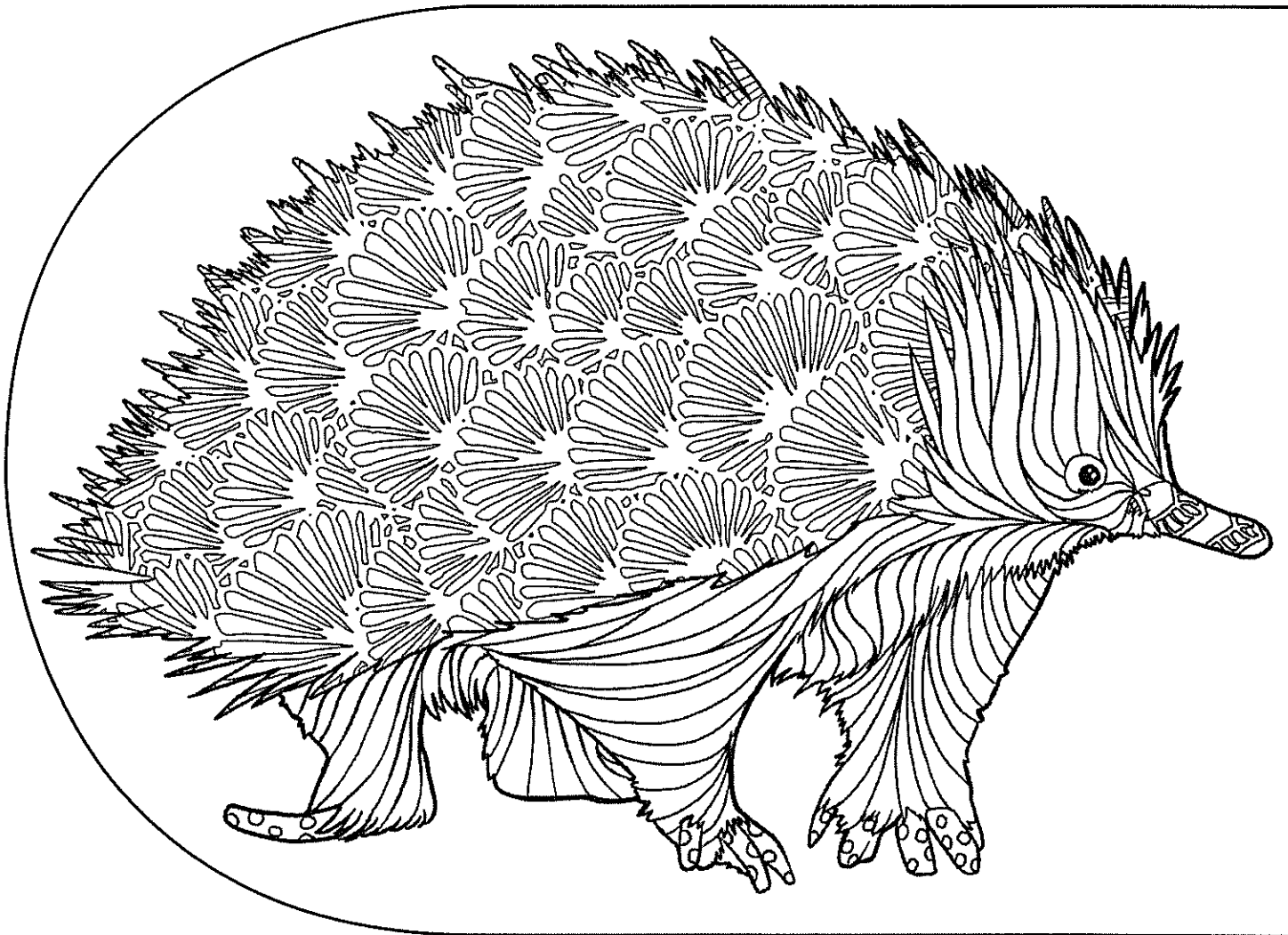
Numbat



Numbats are small marsupials that can be found in southwest Australia. They are active during the day and live alone inside burrows or empty logs.

Numbats have a striped back, long bushy tail, sticky tongue, small pointed head, four short legs and only eat termites. Female numbats don't have a pouch like other marsupials.

Echidna

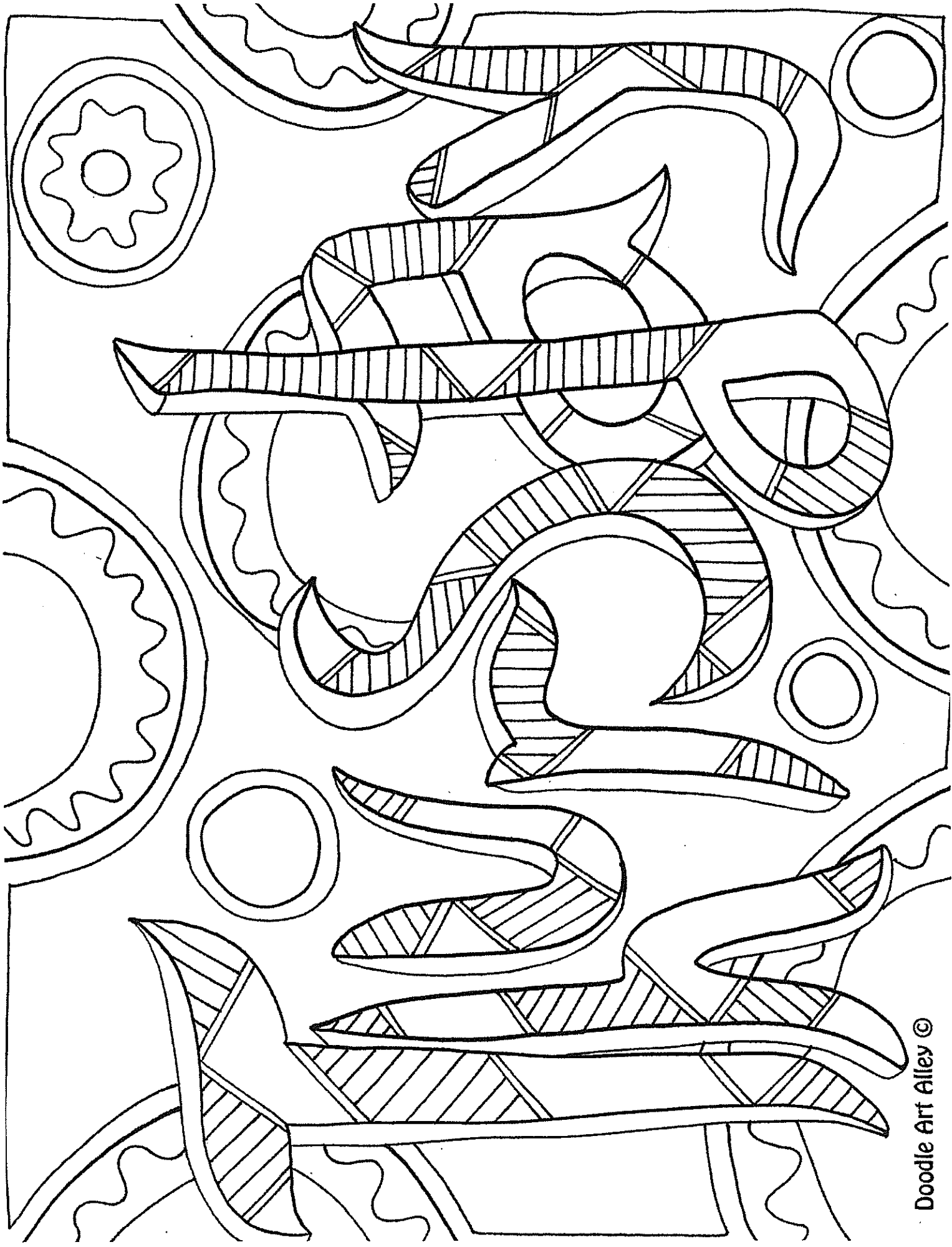


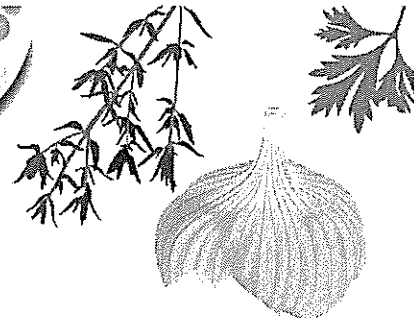
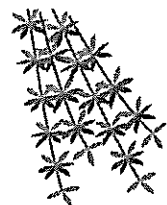
The echidna has the widest distribution of any native Australian mammal. It has a skinny snout, long flicking tongue and very sharp spines. The echidna is a monotreme, a rare type of mammal that lays eggs. Termites and ants are what echidnas love to eat. When threatened, an echidna will curl inwards to protect itself.

Sugar Glider



The sugar glider is a small, nocturnal marsupial and common where there are tree hollows for shelter. They eat tree sap, nectar, pollen and small invertebrates. Sugar gliders have stretchy membranes that extend from both sides of their body, between their front and back legs. These membranes help them glide between trees when they jump. They are covered with grey-brown fur and have a dark stripe on their foreheads.





he was working at. The television company liked him so much that he was asked to host his own cooking show!

Television and Books

Jamie's first television show, *The Naked Chef*, showed people how to cook delicious food using simple ingredients and cooking techniques. It started in 1999 and ran for three seasons. Other television shows followed, including *Jamie's Kitchen*, *Jamie's School Dinners*, *Jamie at Home* and *Jamie Oliver's Food Revolution*. Jamie published many cookbooks, which included the recipes he cooked on his TV shows.

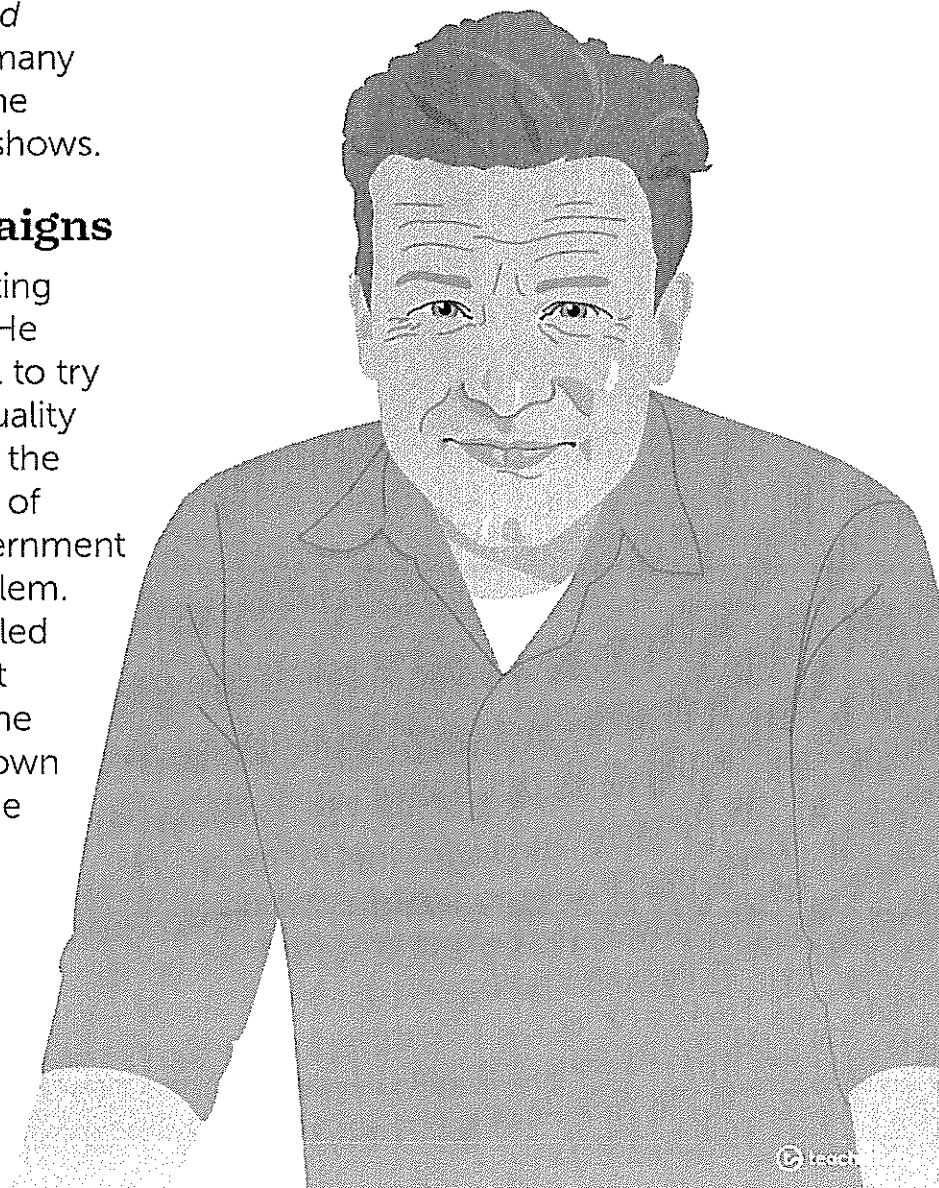
Healthy Eating Campaigns

In 2004, Oliver started educating people about healthy eating. He worked with a London school to try and improve the nutritional quality of the food they were serving the students for lunch. As a result of Jamie's work, the British Government promised to address the problem. Three years later, Jamie travelled to the United States and spent some time trying to change the unhealthy eating habits of a town in West Virginia. In 2007, Jamie started the television show *Jamie at Home*. It showed people how to use healthy homegrown produce in their cooking.

Award and Recognition

In 2003, Jamie was awarded the Most Excellent Order of the British Empire (MBE) for services to the hospitality industry. He was inducted into the Culinary Hall of Fame in 2013.

Jamie raises awareness of environmental issues and supports the charity Trees for Cities. He continues to educate the public about healthy food and eating, through his speeches, books and television shows.



Name: _____

Date: _____

Jamie Oliver

1. In your own words, explain why Jamie Oliver is a noteworthy (famous) person.

2. Number these events from Jamie's life in the order they happened, from 1 to 5.

a) Jamie was inducted into the Culinary Hall of Fame. _____

b) Jamie starred in his own television show, *The Naked Chef*. _____

c) Jamie was born in Clavering, Essex, England. _____

d) Jamie travelled around teaching people about healthy eating. _____

e) Jamie helped the chef's cook in his parents' restaurant. _____

3. Why did Jamie travel to West Virginia in the United States?

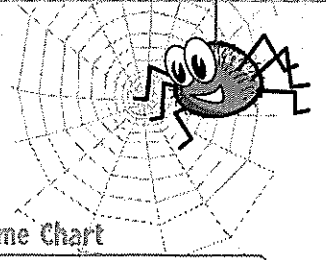
4. Would you like to be a chef? Explain why or why not.

5. List some of your favourite healthy foods.






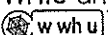
w wh u web whole queen



List Words

- wish _____
- which _____
- while _____
- walk _____
- white _____
- window _____
- quit _____
- quiz _____
- swish _____
- twist _____
- wonderful _____
- Wednesday _____
- _____
- _____
- _____

1 Circle the letters that represent  in the List Words.
.....

2 Write any other letters that can represent  on the Grapheme Chart.
Write one word example for each.
.....

3 Write one stroke for every sound in each List Word.
.....

4 Read the clues. Finish the words.
★ Your dictionary will help you.

qu ___ no noise

qu ___ to argue

qu ___ a test

qu ___ cover for a bed

qu ___ to stop

squ ___ 4-sided plane shape

squ ___ scrunch up

squ ___ spray water

squ ___ mice noise

squ ___ creature with tentacles

5 Write letters wh, sw or tw to finish these words.
★ Your dictionary will help you.

___ite ___elve ___enty ___ile ___ist ___itch ___ich ___ag
___ept ___ung ___inkle ___ift ___ice ___itch ___ish ___ap

6 Match words from the box with the prefixes to make new words. Use each word once only.

fix	ward
wind	head
winter	market
understand	write

un_____ mid_____

up_____ mis_____

over_____ pre_____

super_____ re_____

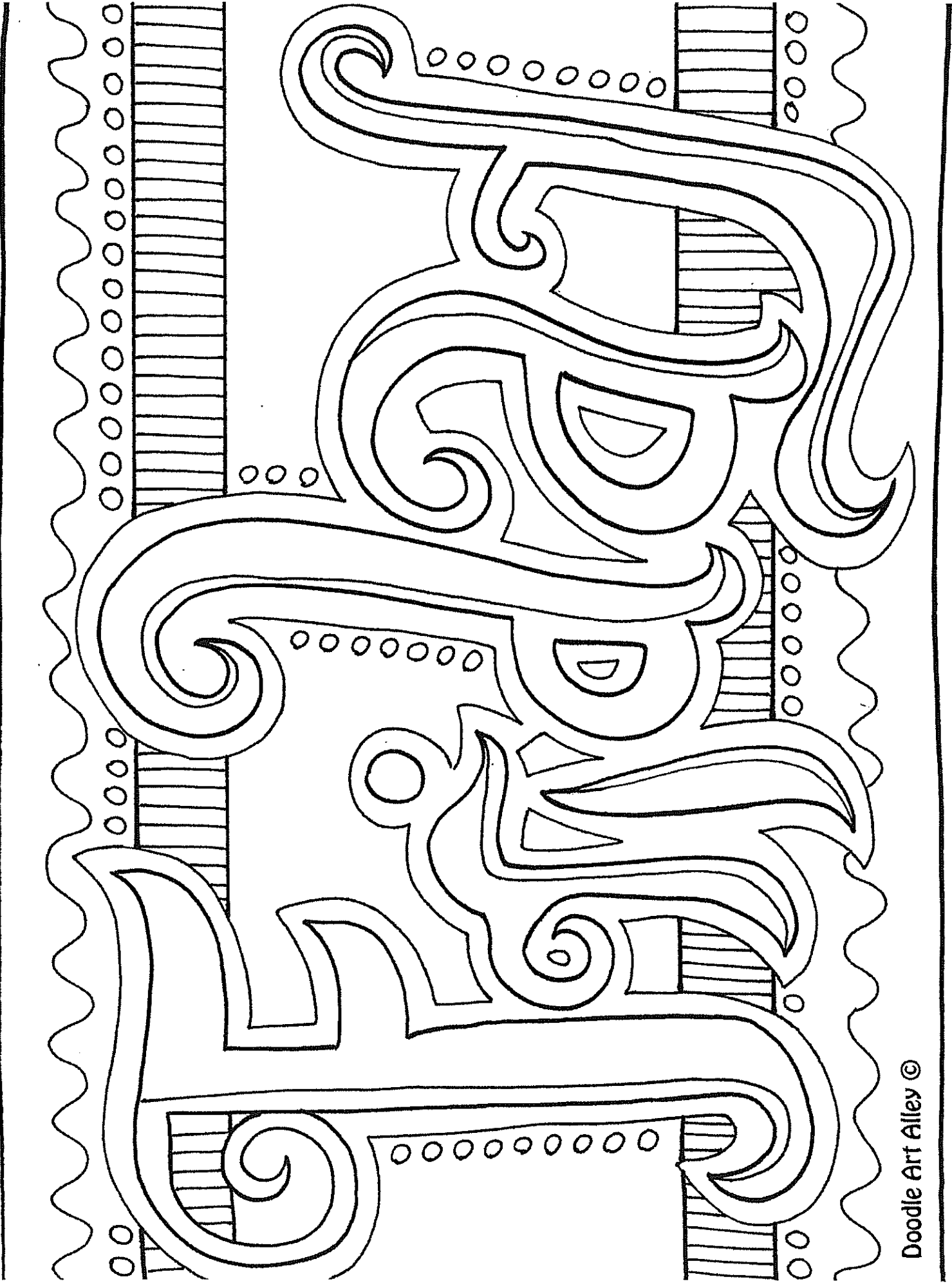
Challenge

Crack the code to read the riddle.

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

Question ?
 Jung unf rvtug yrif ba n pbzchgre?

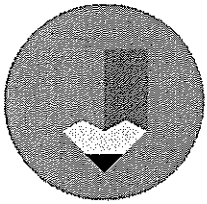
Answer .
 N fcvqre ybbxvat sbe n arj jro fvg



17

The Tall Giraffe

which animal did you see at the city
zoo today is it yello with brown spots
did it have a really long neck so that it
can eat the leafs off the trees could it
be a tall giraf



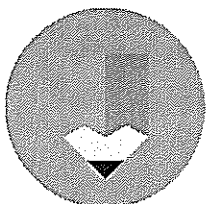
Find 3 spelling mistakes.
Add 4 capital letters and 4 question marks.

 teachstarter

18

The Cheeky Monkey

which animal did you see up high in
the trees did it have soft brown fer
could you see it swinging from branch
to branch does it like eating yellow
bannas could it be a cheeky monkey



Find 3 spelling mistakes.
Add 5 capital letters and 5 question marks.

 teachstarter

How to Build a...

Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Build a...".

Think:

What are you going to explain how to build?

Think of something you know how to build well. This could be a Lego tower, a snowman, a sandcastle, a model or a house of cards.

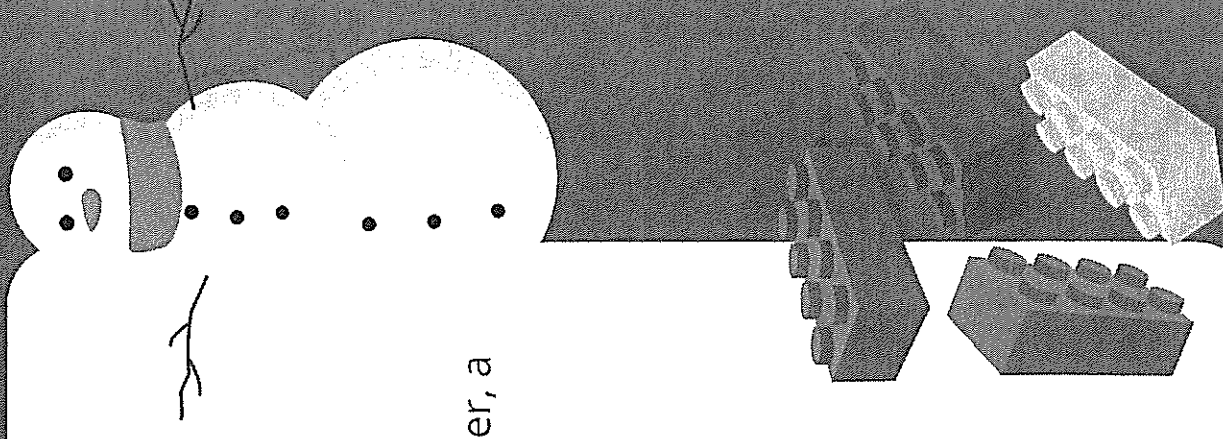
Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.

Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.



Name _____

Date _____

Procedure Text Writing Scaffold

Title: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

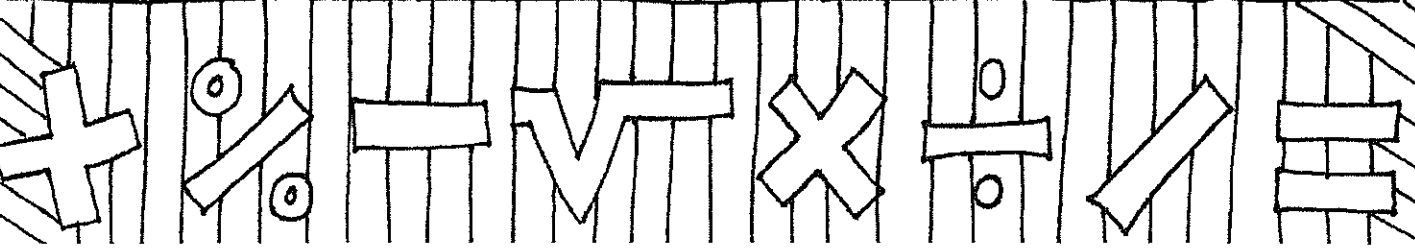
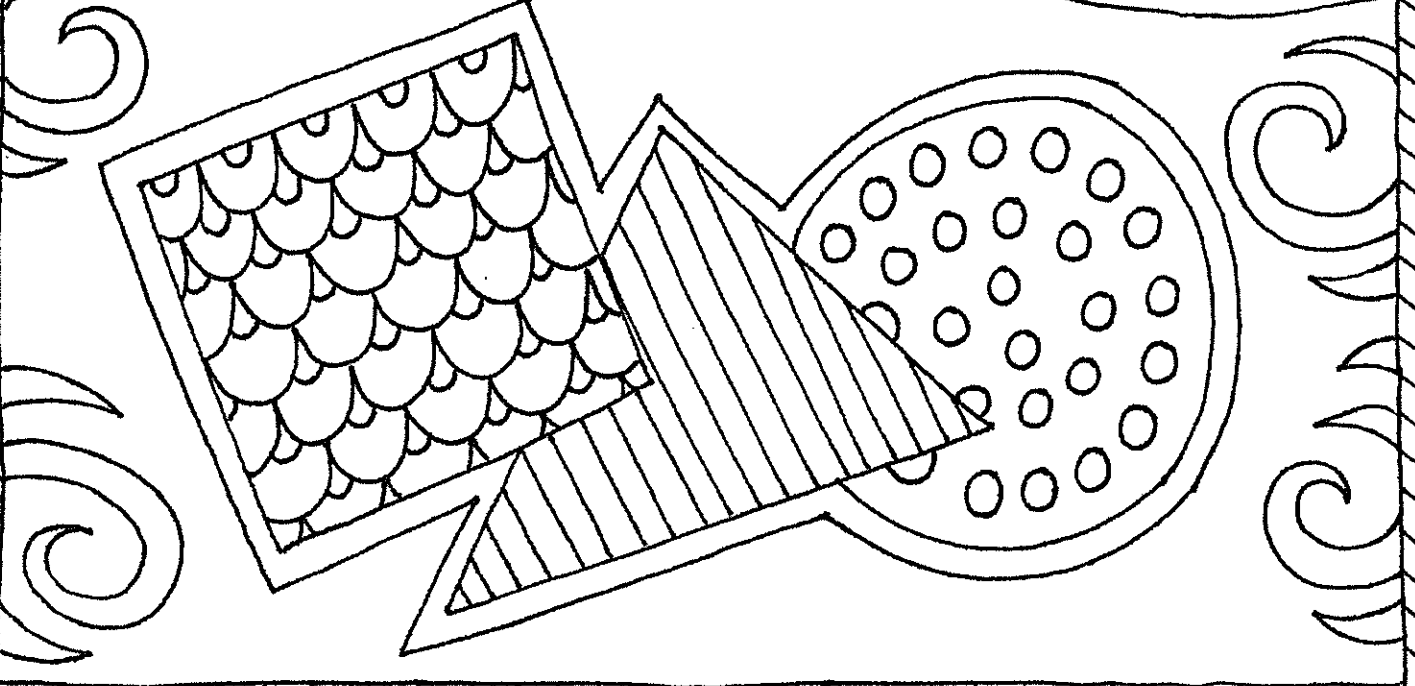
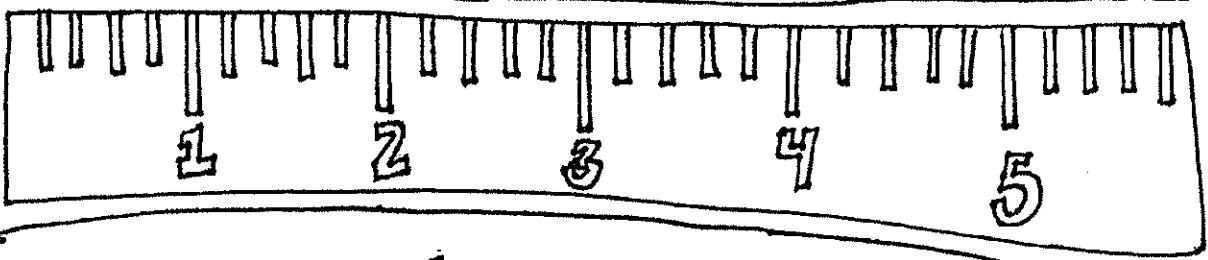
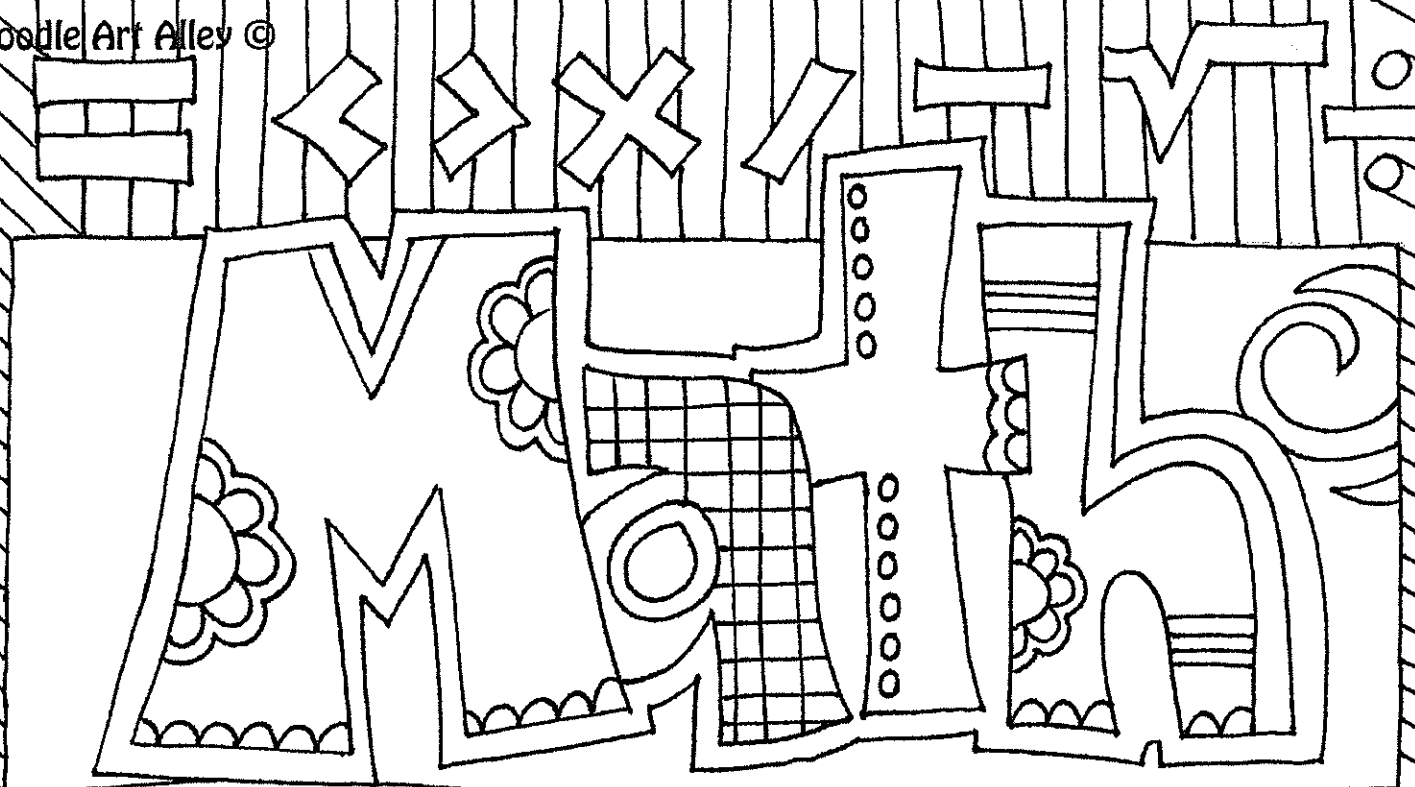
Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____





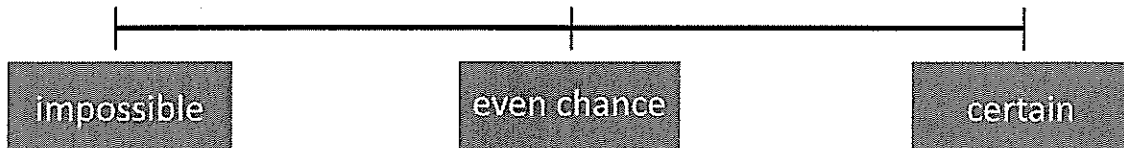
Chance – ordering events

Chance is the likelihood of something happening.

If something will definitely happen, we say it is certain.

If something has an even chance of happening, it means that it is just as likely to happen as it is unlikely to happen.

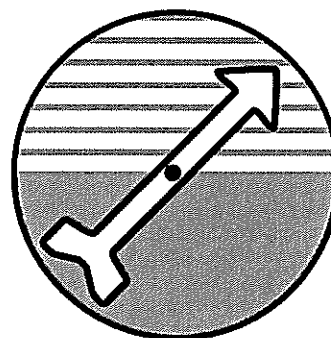
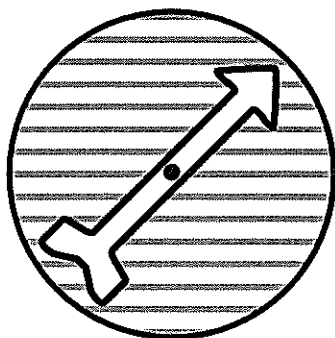
If something can't happen it is impossible.



1 Read each statement and circle the chance of it happening:

	Event	Chance
a	A baby is born a girl.	impossible / even / certain
b	Christmas Day will fall on December 25 this year.	impossible / even / certain
c	A coin is tossed and the result is a tail.	impossible / even / certain
d	6 red counters are placed in a bag and a yellow one is drawn.	impossible / even / certain

2 Draw a line to match each spinner to the correct statement:



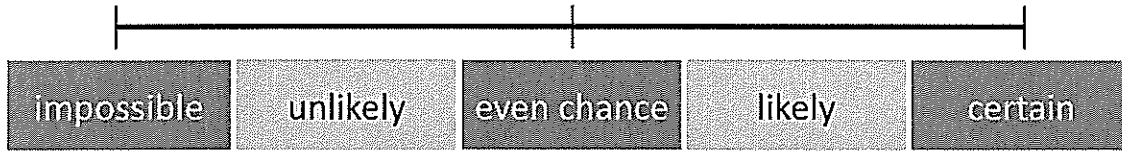
There is an even chance that this spinner will land on stripes.

It is certain that this spinner will land on stripes.

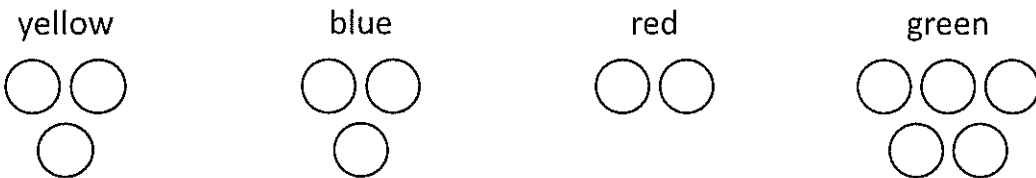
Chance – ordering events

If something might happen, we say it is likely.

If something might not happen, we say it is unlikely. These two zones fit between like this:



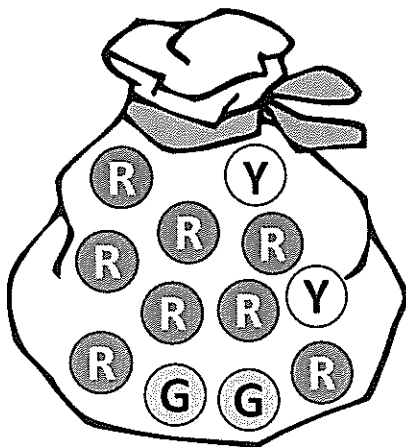
3 Poppy bought a box of lollies and tipped them out on her desk. Colour them in and answer the questions below:



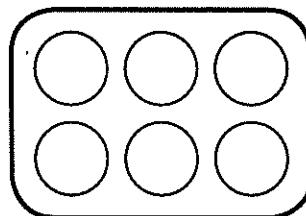
- a If she put them all into a bowl and took one without looking, which colour would she be most likely to pick? _____
- b Which colour would be least likely to be picked? _____
- c The 2 colours that have an even chance of being picked are: _____ and _____

4 Sam and Charlie played a game of bingo. In this game, the players had to fill each space on their board with either R for red, G for green or Y for yellow.

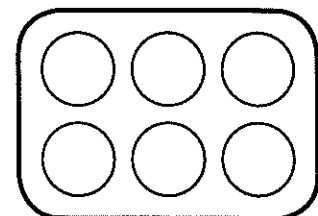
Next, coloured marbles were drawn out of the bag shown below and then replaced. If either player had the colour on their board, they could tick it. The winner was the player who got 6 ticks first. Charlie won the game. Show what each board could have looked like, before they started ticking.



Charlie's board



Sam's board



Chance – probability

Probability is the measure of how likely something is to happen.

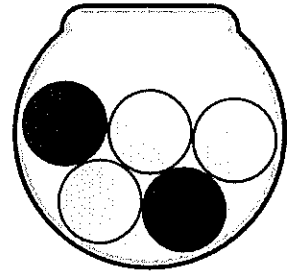
Look at the bowl of balls.

The expected probability of choosing a black ball is 2 out of 5.

This is because out of 5 possible balls that could be chosen, 2 are black.

However, expected results can be different to actual results.

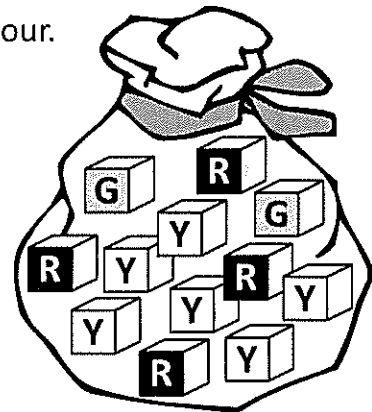
For instance if we chose a ball without looking 5 times and it was black each time, this would be surprising, but not impossible.



1 Place the following cubes in a bag: 4 red, 6 yellow and 2 green.

a Record the expected probability of choosing each colour.

Colour	Probability
Red	4 out of 12
Yellow	
Green	



b If I chose a cube 12 times and it was green each time, would this be surprising?

Yes / No

2 Let's look at what actually happens. Use the cubes from question 1.

a Without looking, choose a cube and record its colour by placing a tick next to the colour in the table below. Repeat twelve times and record the result.

Colour	1	2	3	4	5	6	7	8	9	10	11	12
Red												
Yellow												
Green												

b Was there much difference between what you expected to happen and what actually happened?

Chance – probability

- 3** Spin it! This is an investigation where you are going to make two spinners and look at the chance of the arrow landing on certain colours.



a For this activity you will need to copy this page and cut out the spinners. Make your spinners firmer than a regular piece of paper either by copying onto cardboard or pasting together several sheets of scrap paper.

b Colour Spinner 1 so:

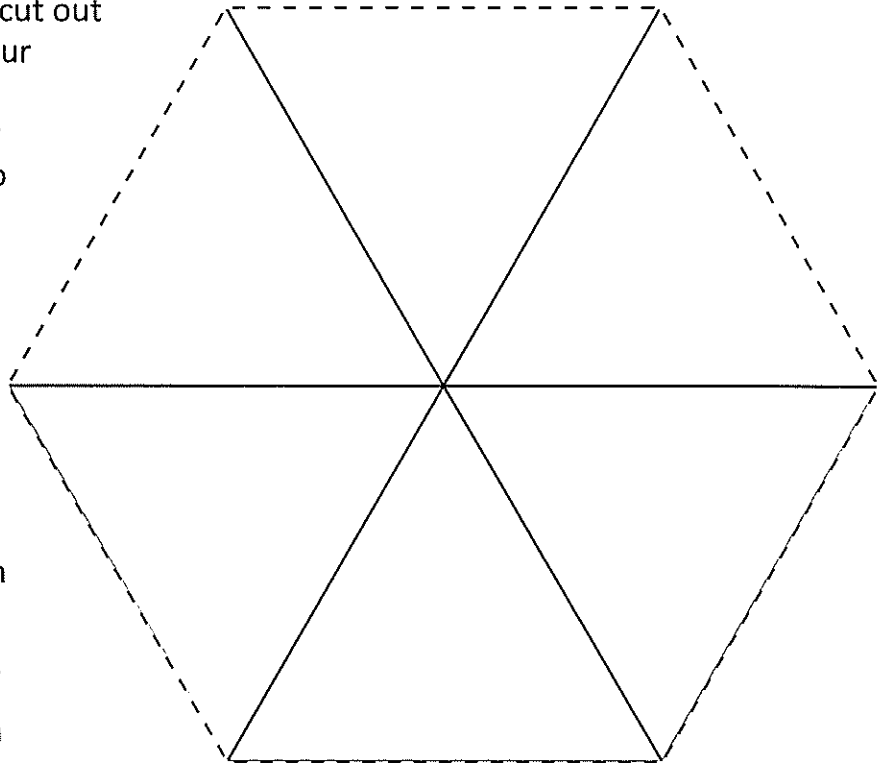
- 2 sections are red
- 4 sections are blue.

c Colour Spinner 2 so:

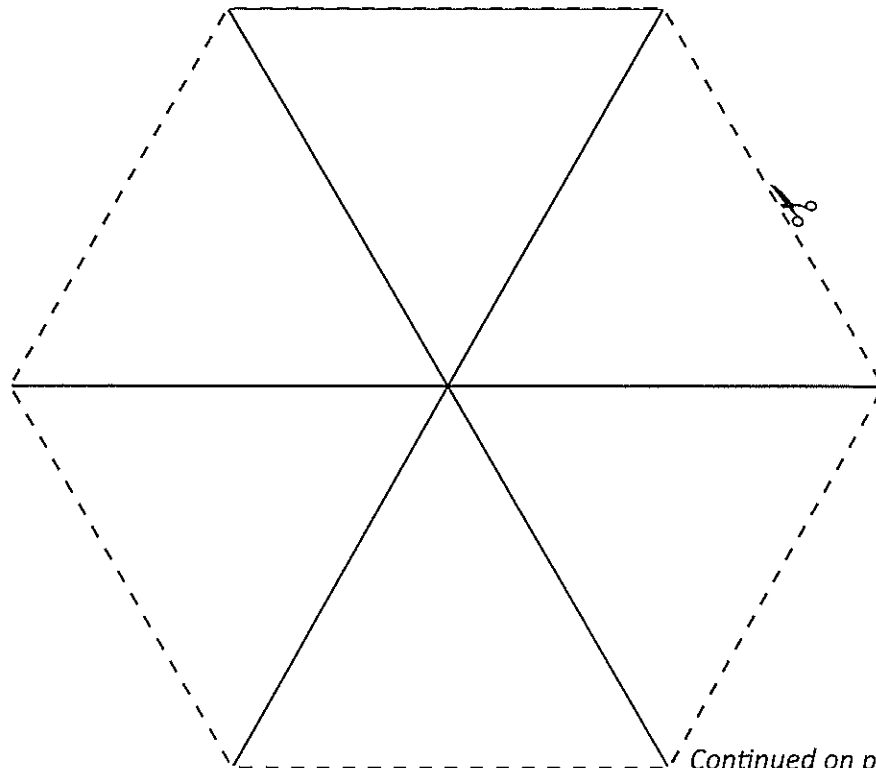
- 2 sections are green
- 1 section is red
- 3 sections are blue.

d Push a pencil through the middle so you can spin the spinner.

Spinner 1



Spinner 2



Continued on page 5.

Chance – probability

Continued from page 4.

- e Now you can begin the investigation. First, let's make some predictions based upon the expected probability.

Spinner 1	
Colour	Probability
red	2 out of 6
blue	
Most likely colour is _____	
Least likely colour is _____	

Spinner 2	
Colour	Probability
green	2 out of 6
red	
blue	
Most likely colour is _____	
Least likely colour is _____	

- f Now spin each spinner 12 times and tick to record the colour each spinner landed on:

Results for Spinner 1

	1	2	3	4	5	6	7	8	9	10	11	12
red												
blue												

Results for Spinner 2

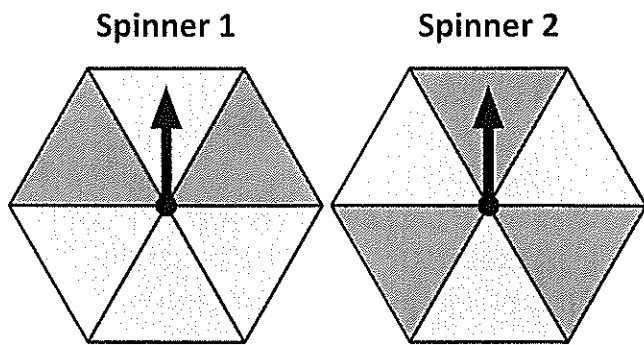
	1	2	3	4	5	6	7	8	9	10	11	12
green												
red												
blue												

- g What was expected about your results?

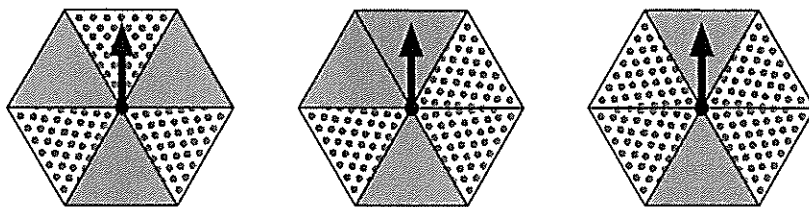
- h What was surprising about your results?

Chance – fair and unfair

When everyone has the same chance of winning a game, it is fair. When there is not the same chance for everyone to win, the game is unfair. Look at these spinners. If landing on black scores 1 point, then these spinners are unfair because there is a greater chance of landing on black with Spinner 2 than there is with Spinner 1.



1 Bec and Drew are about to play a game where if their spinner lands on dots, they score 1 point.



- Put a ring around the 2 spinners they should use for this game so it is fair.
- Cross out the unfair spinner.
- Why is the spinner that you crossed out unfair?

2 For this activity, you will need to look at a die.

- Complete this table to show the chance of rolling certain numbers:

Number rolled	Probability
A 2	1 out of 6
An odd number	
An even number	
A number greater than 4	

- Tom invents a game where if a die lands on an odd number you win a point and if the die lands on a number greater than 4 you win a point. Is this game fair? Why or why not?

Chance – coin investigation

If we toss 2 coins, we can expect 4 possible outcomes.

		Coin 1	
		H	T
Coin 2	H	HH	HT
	T	TH	TT



If we use a table to show the possible outcomes of tossing 2 coins 4 times, we would expect it to look like this:

		Possible outcomes			
		TT	TH	HH	HT
Toss	1				✓
	2			✓	
	3		✓		
	4	✓			



Would it be possible for the coins to land on HH 4 times? Yes it would, however, it would be a surprising result.

1 Complete these experiments:

a Toss 2 coins 8 times and show the results on this table:

		Possible outcomes			
		TT	TH	HH	HT
Toss	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				

b Repeat this experiment again, and show the results on this table:

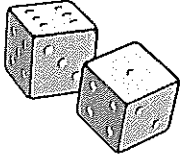
		Possible outcomes			
		TT	TH	HH	HT
Toss	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				

c Were your results in question a and b surprising? Why or why not?

Chance – two dice investigation

We can work out all the possible outcomes of an event.
 When we looked at what we could expect to happen when we tossed two coins, we saw that there are four possible outcomes.
 What can we expect to happen when we roll two dice and add the numbers?

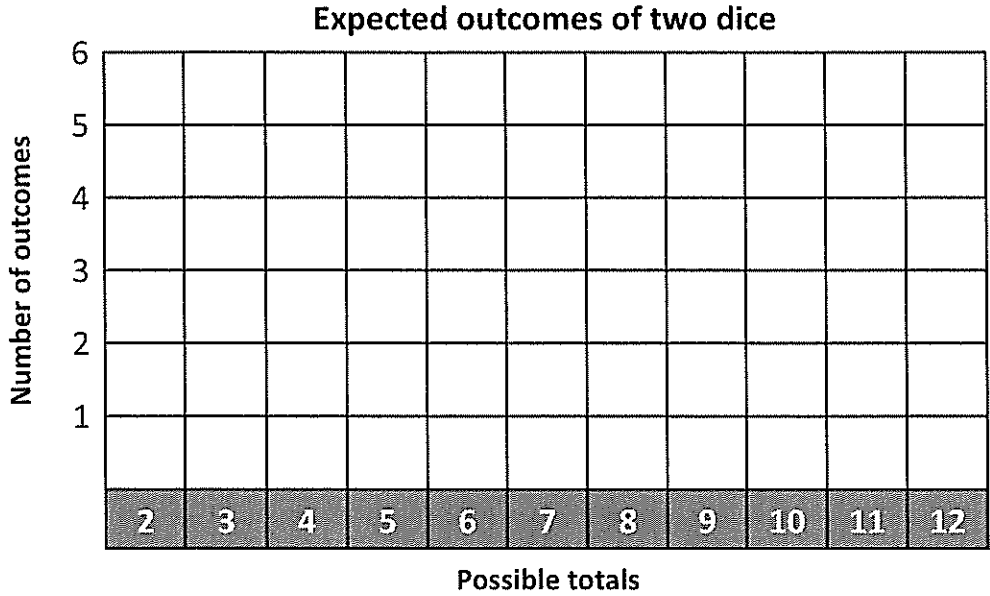
1 Fill in this table to show the possible outcomes when two dice are rolled and added together.



+	1	2	3	4	5	6
1	2					
2		4				
3						
4						
5						
6						

a How many possible outcomes are there?

b Graph the expected outcomes in the grid below:



c The chance of rolling a 7 is _____ out of 36.

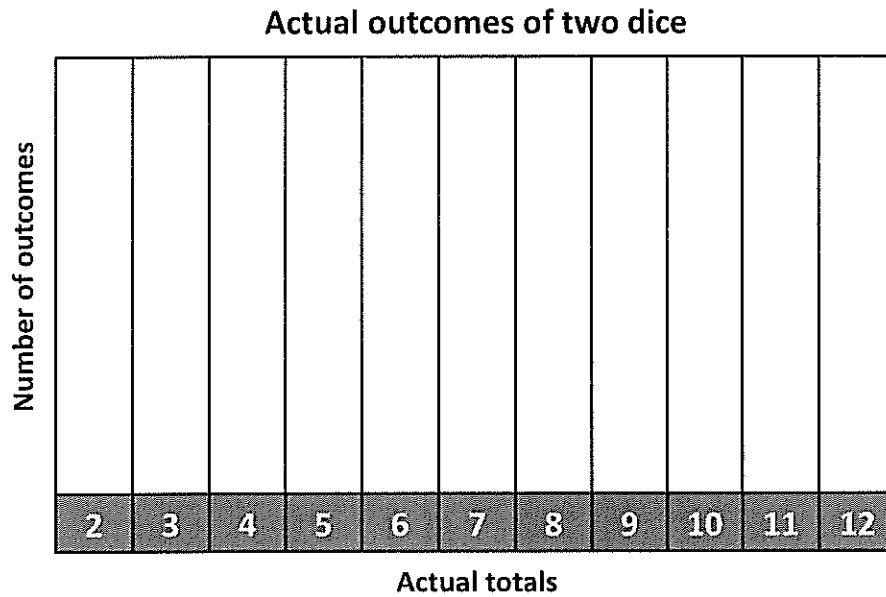
d The chance of rolling a 2 is _____ out of 36.

Continued on page 9.

Chance – two dice investigation

Continued from page 8.

- e Now see what happens in real life. Work with a partner. Roll two dice 36 times. When an actual total comes up, tick the column.



Probability is the measure of how likely something is to happen but things don't always turn out exactly as we would expect.



- f Look at difference between the 'Expected outcomes' graph (on page 8) and the 'Actual outcomes' graph (above). What happened? Were the actual outcomes surprising?

- 2 Three kids were playing a bingo game where if you rolled two dice and added the numbers, you can cross out a number if it's on the bingo card. Put a ring around the card that you would expect to win.

2	4
3	5

9	10
12	11

7	5
6	8



Getting ready

This is a game for two players. Each player will need two dice, 12 counters and a copy of pages 10 and 11.



copy



What to do

The object of this game is to be the first player to release all of the prisoners. Each player places all 12 counters (these are the prisoners) in the prison cells numbered 2–12. There can be any amount of prisoners in a cell.

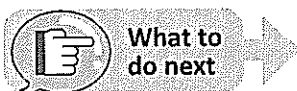
Player 1 rolls the dice, adds the numbers and removes the prisoners from that cell. They must record the dice total they rolled by ticking the column on the recording grid after each turn.

Player 2 repeats this process. The winner is the player who releases all of their prisoners first.

Recording grid

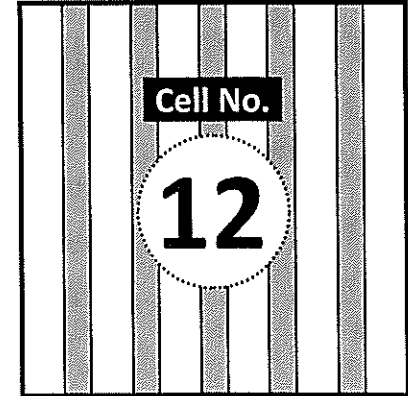
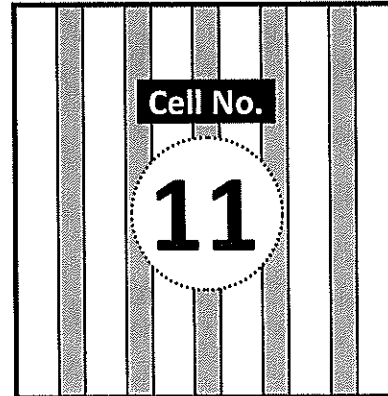
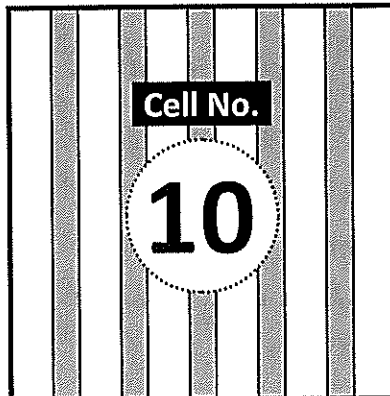
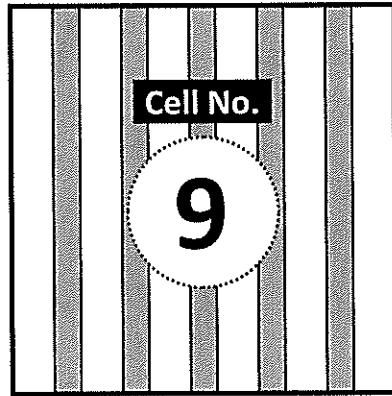
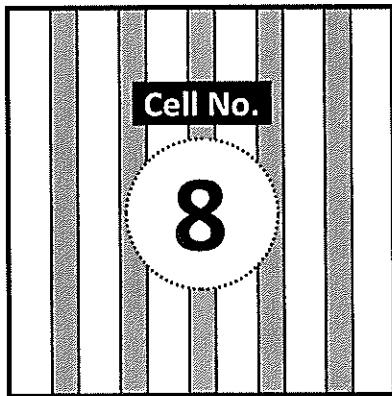
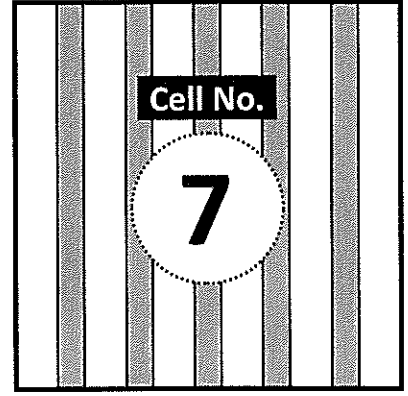
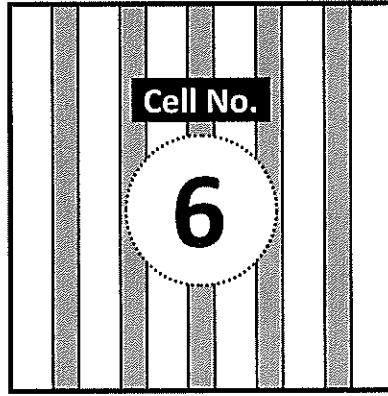
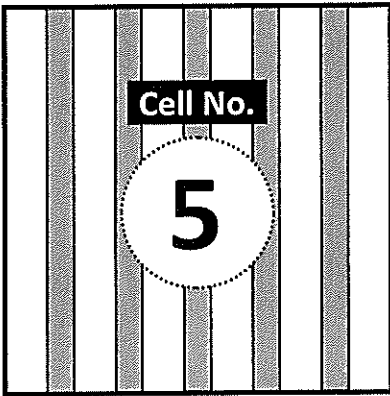
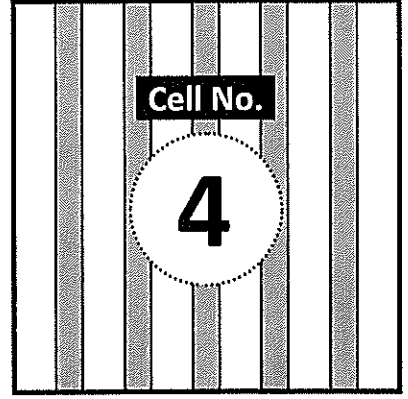
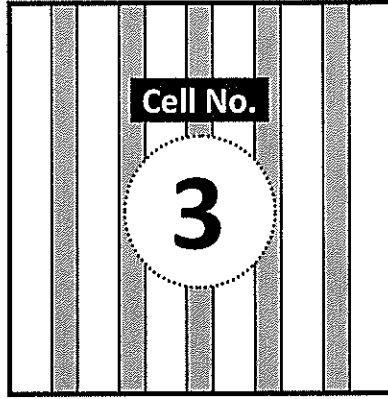
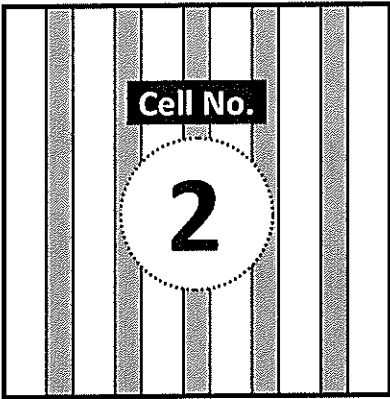
2	3	4	5	6	7	8	9	10	11	12

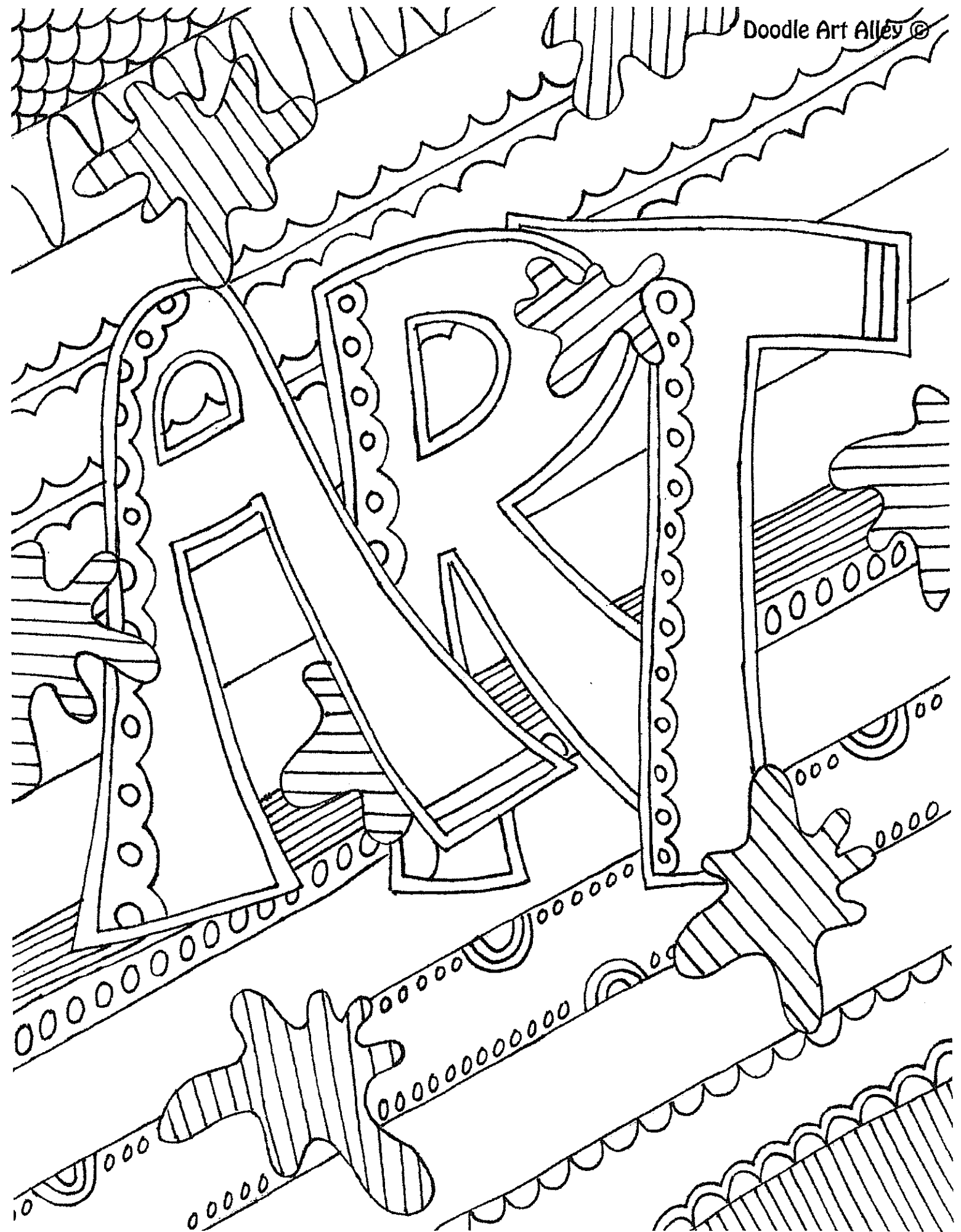
Total of dice



What to do next

Play this game several times. Look at the numbers that have the most ticks. How can this help you place your counters better next time so that you have more chance of winning? Or is there a better way to find out expected outcomes for the total of the dice?

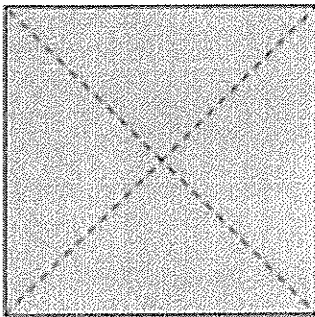
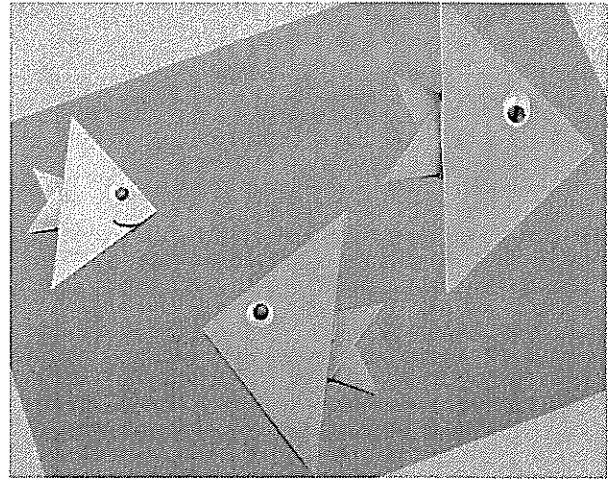




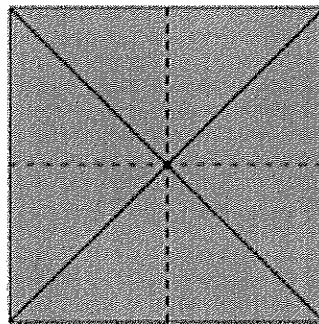
Origami Fish

You will need:

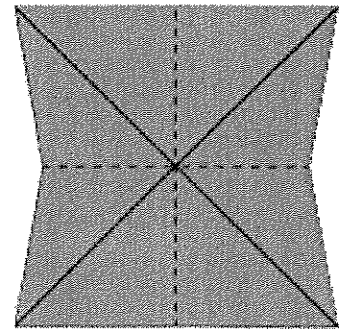
- 1 square piece of paper (at least 12cm x 12cm)
- black felt tip pen



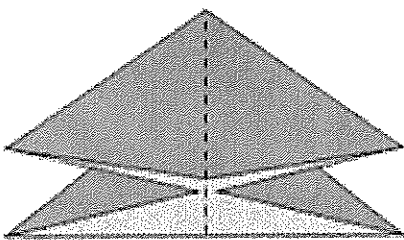
1. Fold the two diagonals.



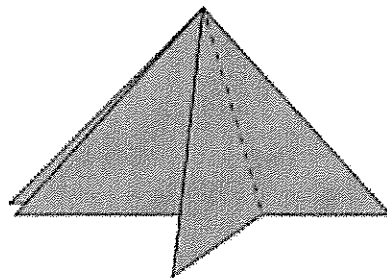
2. Turn the paper over and fold the vertical and the horizontal line.



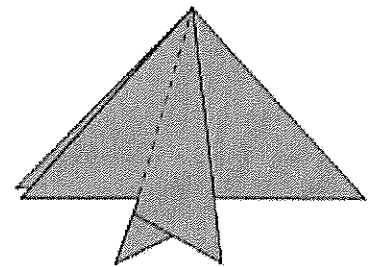
3. Hold the paper on both sides and push it together at the folded lines.



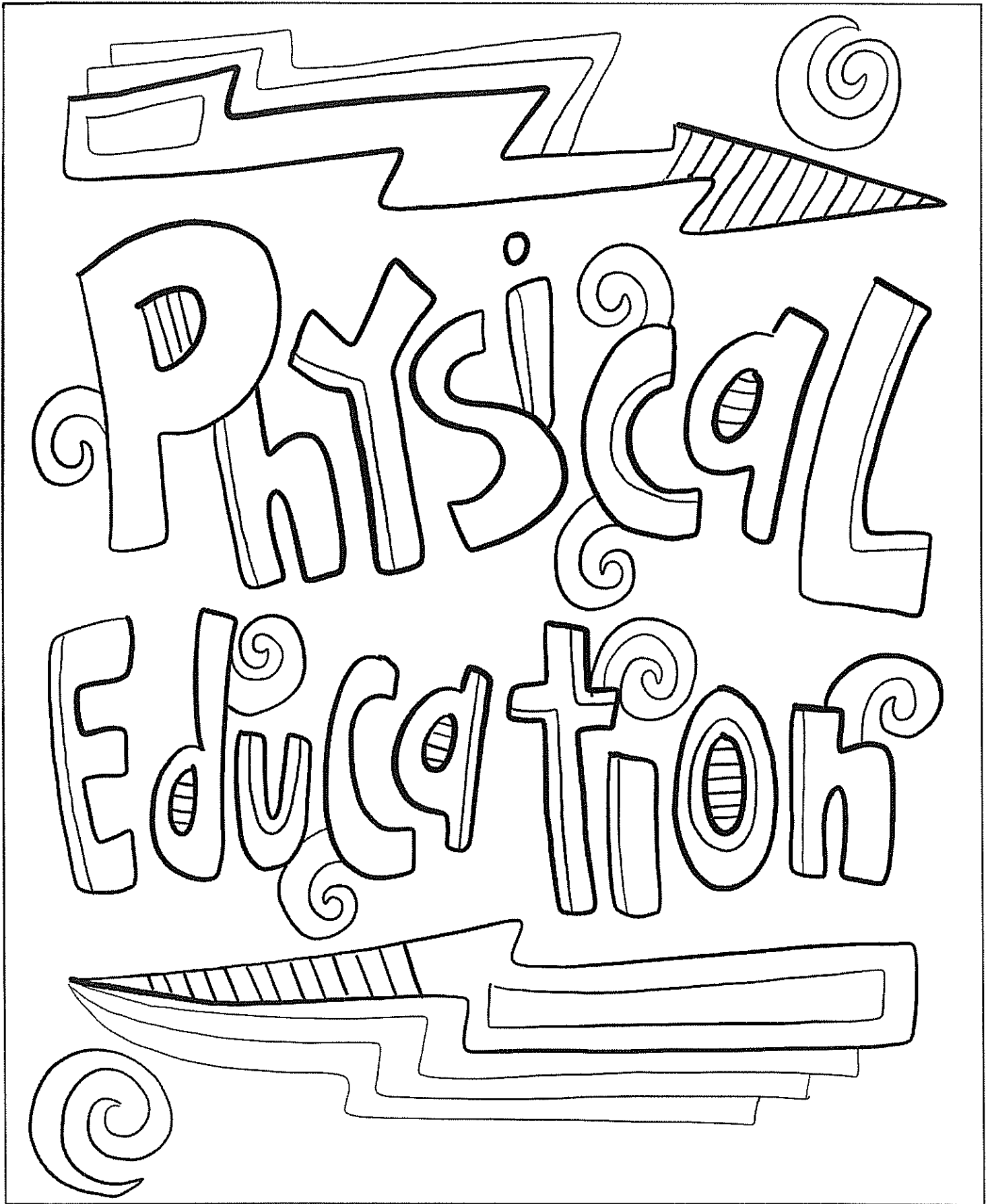
4. This creates a triangle.



5. Fold the right corner to the middle to create a fin.



6. Finally fold the left corner on top of the right corner. Turn around the fish and use your black pen to draw an eye.



HEALTH AND PHYSICAL EDUCATION

BEING HEALTHY, SAFE AND ACTIVE

Write a paragraph about a time that you achieved an important goal. Describe some of the factors and people that contributed to your success.



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HEALTH AND PHYSICAL EDUCATION

BEING HEALTHY, SAFE AND ACTIVE

Imagine that your best friend has started playing with other children. List 5 things you might do to adapt to and manage this change in your life.



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HEALTH AND PHYSICAL EDUCATION

BEING HEALTHY, SAFE AND ACTIVE

Create a poster showing how children can stay safe when they are playing in a shared area, such as the park.



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HEALTH AND PHYSICAL EDUCATION

BEING HEALTHY, SAFE AND ACTIVE

List 3 ways that you could increase the amount of physical activity you do each day. Write a paragraph to explain why these activities are good for your fitness.



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HEALTH AND PHYSICAL EDUCATION

HEALTH & WELLBEING

List 5 safe actions you could take if you saw a student being bullied in the school playground.



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HEALTH AND PHYSICAL EDUCATION

HEALTH & WELLBEING

Create a Venn diagram to compare what your facial expressions and body language look like when you are feeling angry to when you are feeling calm.

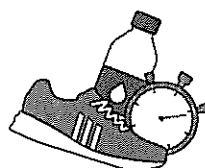


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HEALTH AND PHYSICAL EDUCATION

HEALTH & WELLBEING

Imagine you are writing a TV commercial to encourage children to eat healthily. Create a mind map to show all the facts you might include in your ad.



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HEALTH AND PHYSICAL EDUCATION

HEALTHY & ACTIVE COMMUNITIES

Create a poster to persuade your classmates to use paper in a more sustainable way.

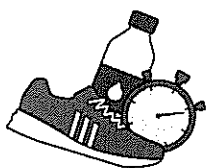


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HEALTH AND PHYSICAL EDUCATION

HEALTHY & ACTIVE COMMUNITIES

Create a new game that you and your friends could play in the playground at lunchtime. Write a list of rules for your game.



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HEALTH AND PHYSICAL EDUCATION

HEALTHY & ACTIVE COMMUNITIES

Create a Venn diagram to compare the food you like to eat with the food from another cuisine that you know e.g. Italian, Asian, Aboriginal bush food.



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HEALTH AND PHYSICAL EDUCATION

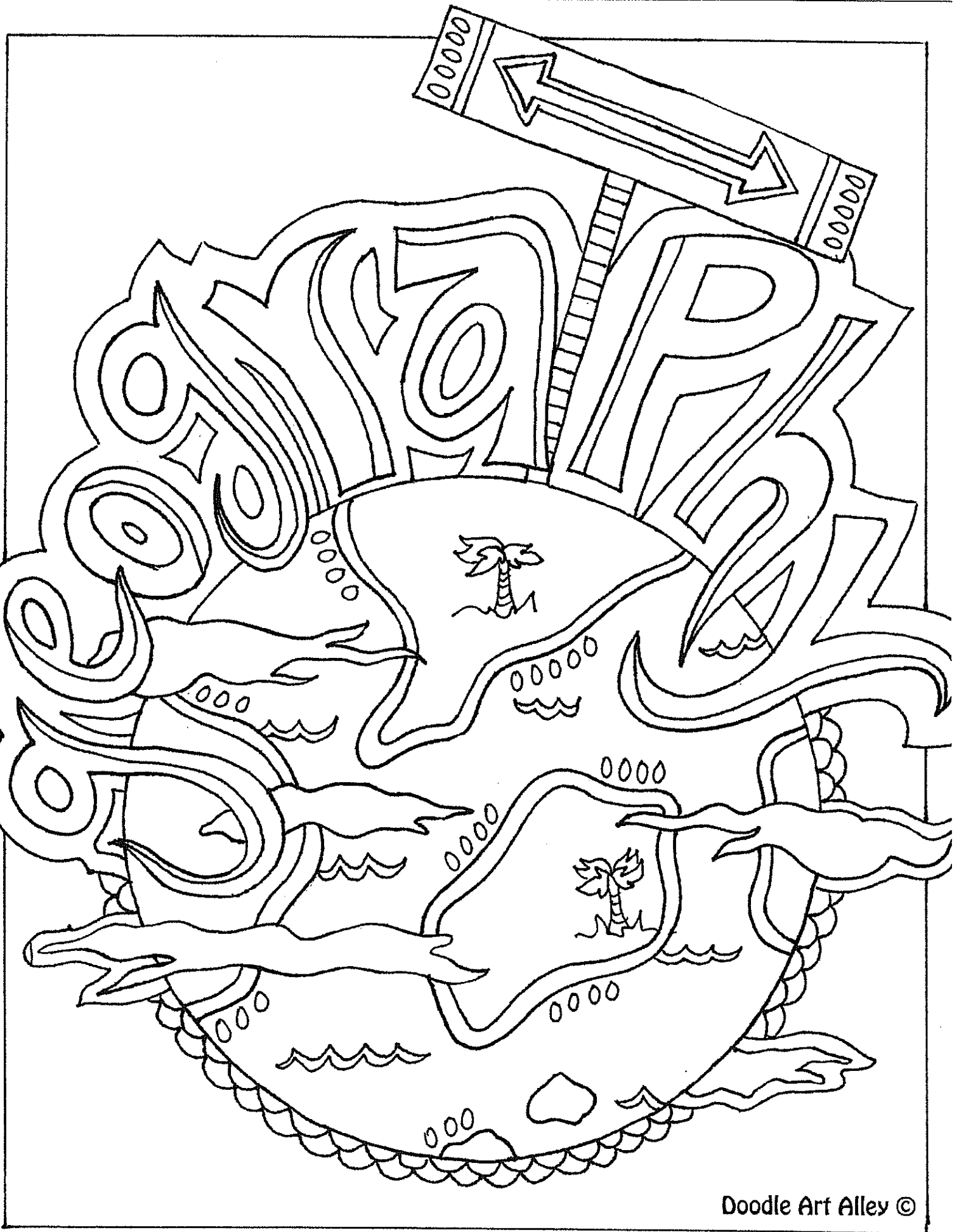
HEALTH AND PHYSICAL EDUCATION

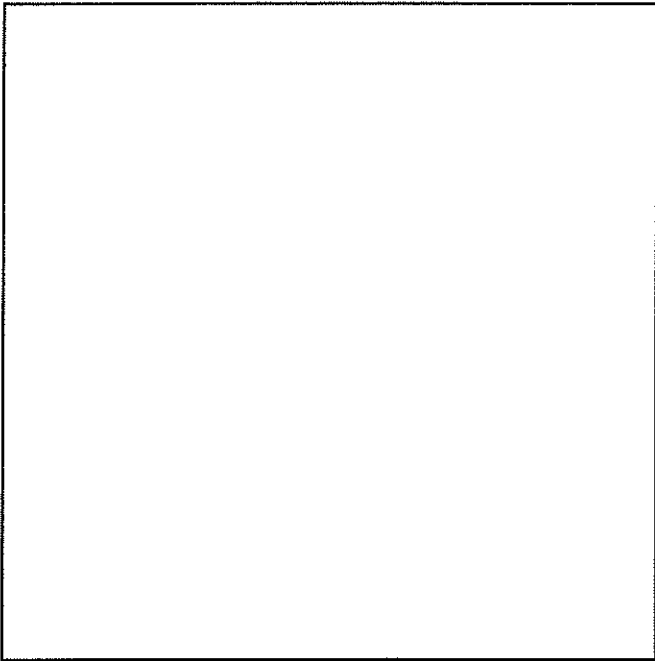


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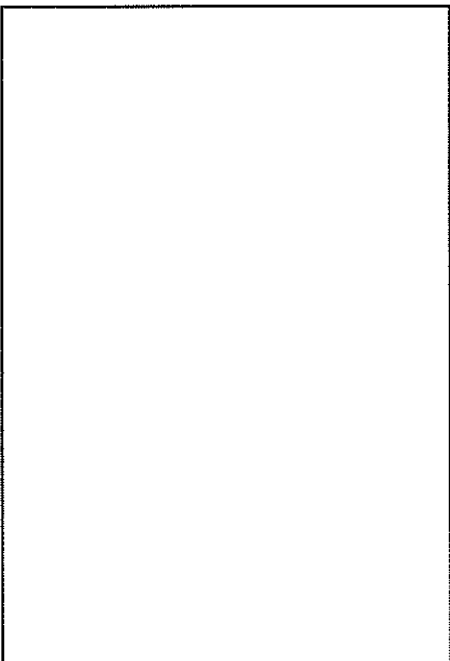
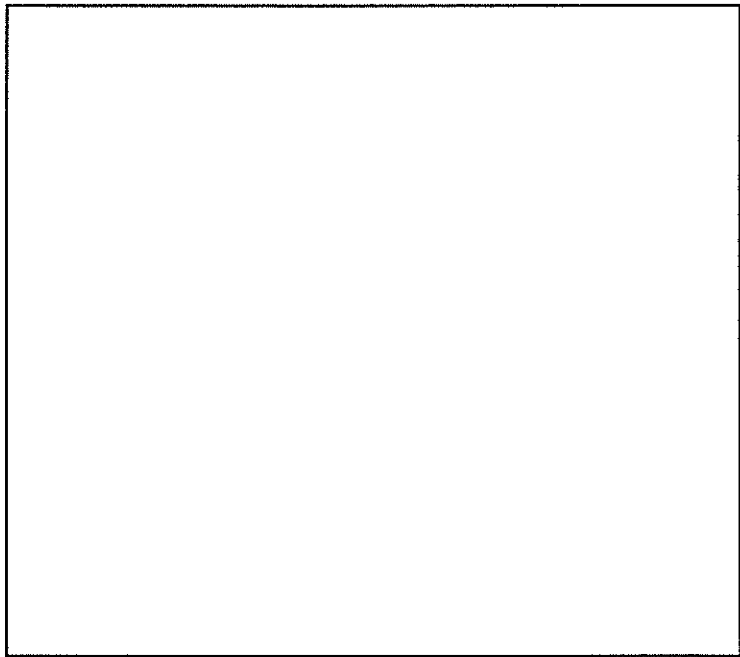
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Handwriting practice lines consisting of ten horizontal lines.

Handwriting practice lines consisting of ten horizontal lines.



Handwriting practice lines consisting of ten horizontal lines.



Handwriting practice lines consisting of 10 horizontal lines.

A large empty rectangular box for drawing or illustration.

A large empty rectangular box for drawing or illustration.

Handwriting practice lines consisting of 8 horizontal lines.

Handwriting practice lines consisting of 20 horizontal lines.



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