



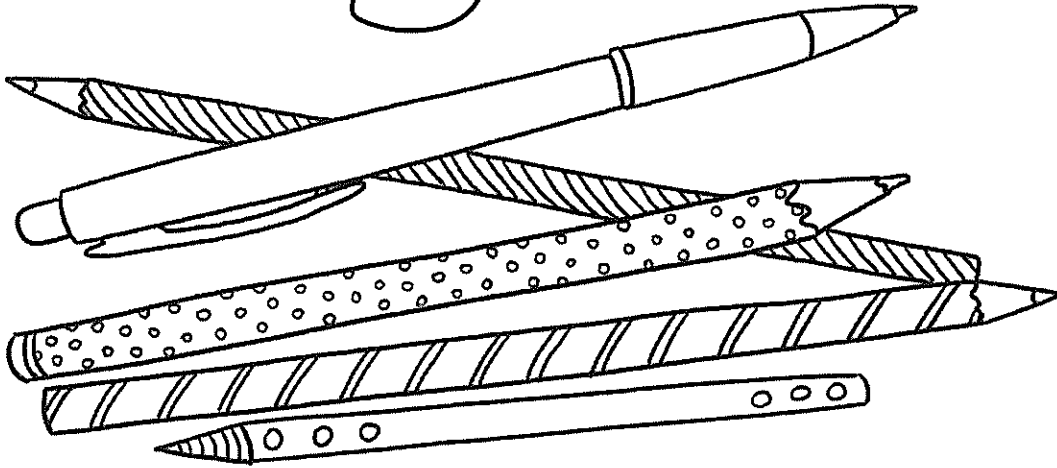
Stage 2
Learning From Home
Term 3 Week 6
Year 4

Stage 2 Home Learning Term 3, Week 6

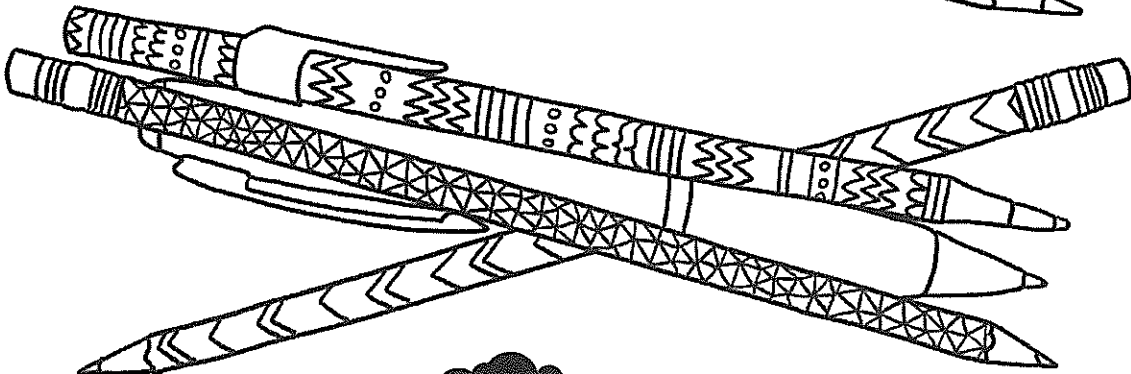
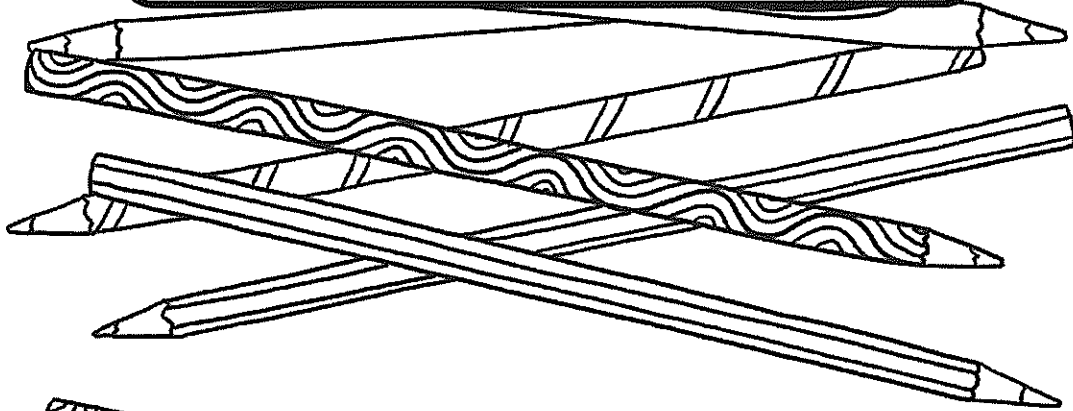
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English Reading Spend some time reading a book.</p> <p>Writing- Acrostic Poems In an acrostic poem, the first letters of each line spell out the subject of the poem.</p> <p>Write an acrostic poem about the ocean and what it means to be a good friend on the templates in your booklet.</p> <p>Grammar and Punctuation Complete the worksheets about noun groups.</p>	<p>English Reading Spend some time reading a book.</p> <p>Reading Comprehension Complete the reading comprehension, 'Polar Animals'.</p> <p>Spelling Brainstorm and record some words containing the s, ss, se, ce, x(k)s) and c 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 sheet focusing on diagonal joins to neckline entries.</p>	<p>English Reading Spend some time reading a book.</p> <p>Reading Comprehension Complete the reading comprehension, 'The Digestive System'.</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>Writing - Shape Poems A shape poem is written in the shape of the objects they describe. Write a shape poem about thunderstorms</p>
Break					
Middle	<p>Mathematics 2D_Space Complete worksheets from your booklet Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics 2D_Space Complete worksheets from your booklet Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics 2D_Space Complete worksheets from your booklet Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics 2D_Space Complete worksheets from your booklet Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics 2D_Space Complete worksheets from your booklet Complete 20 minutes of Mathematics on Multiplication</p>
Break					

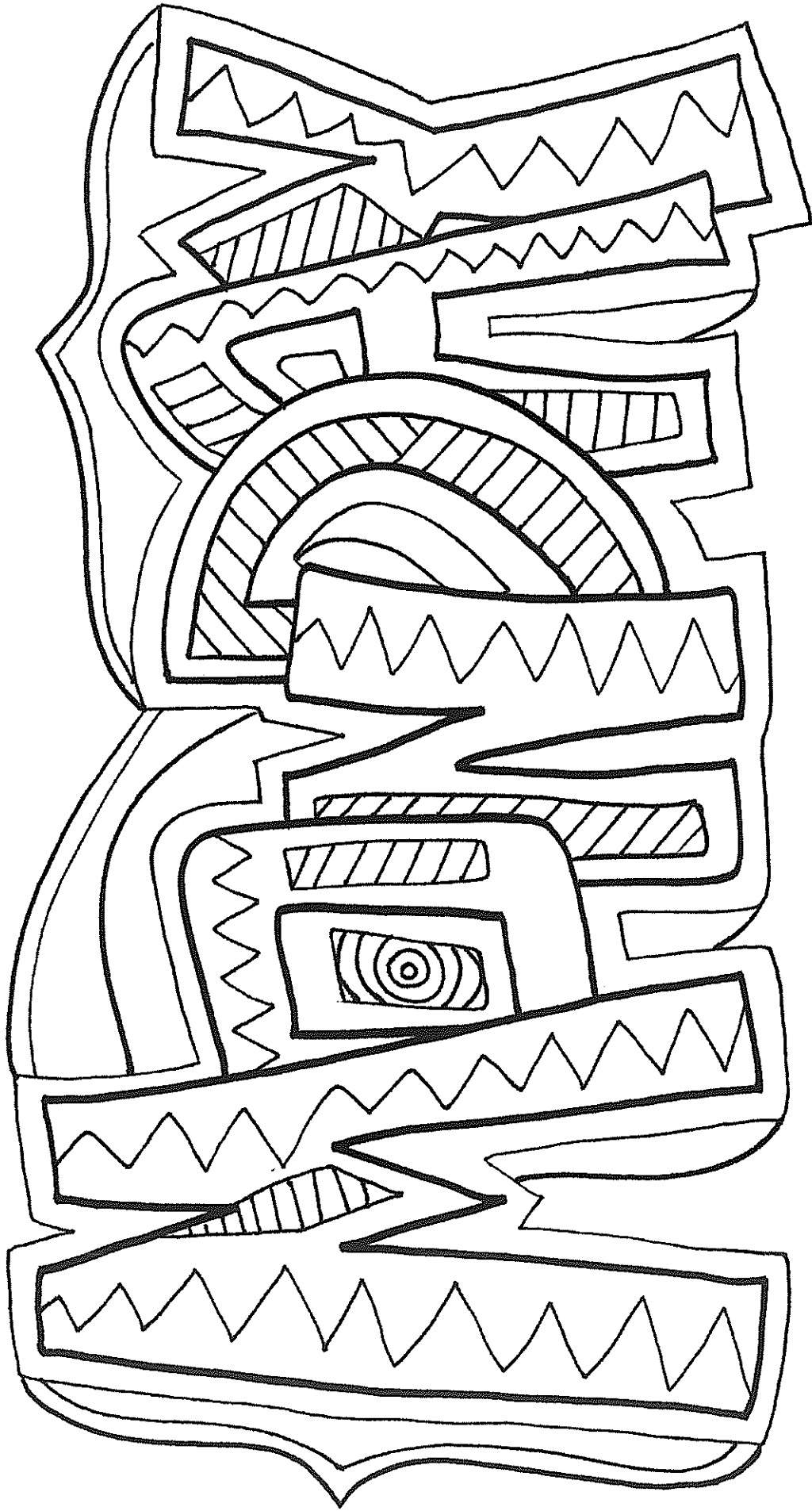
<p>Afternoon</p>	<p>Zones of Regulation</p>	<p>Science <u>Erosion</u> Watch a video about erosion https://youtu.be/R-lak3Wvh9c and complete the 3 activities. Video will be posted on Dojo as well on Tuesday.</p>	<p>PD/H/PE <u>Fitness Circuit</u> Complete the fitness circuit that is in the booklet. You can take a photos, post a video or tell me something you enjoyed doing.</p>	<p>Geography Choose a natural or human feature of Australia. Write some interesting facts about it and explain why it's a special place.</p>	<p>Creative Arts</p>
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English



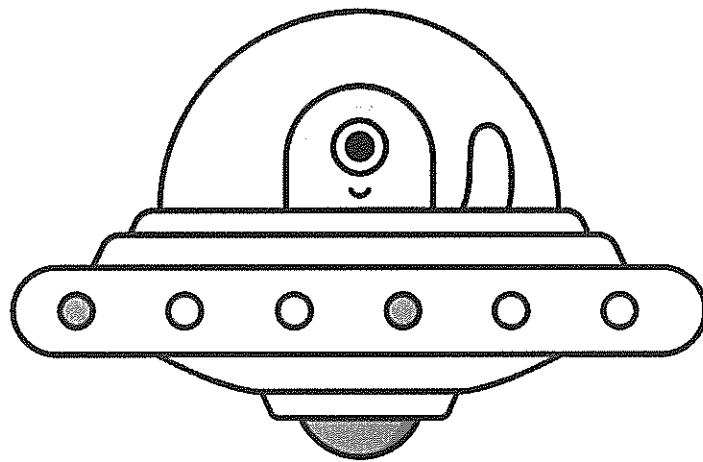
Name: _____





Acrostic Poems

In an acrostic poem, the first letters of each line spell out the subject of the poem.



What's Out There?

Somewhere out there

Past the stars

Aliens are watching

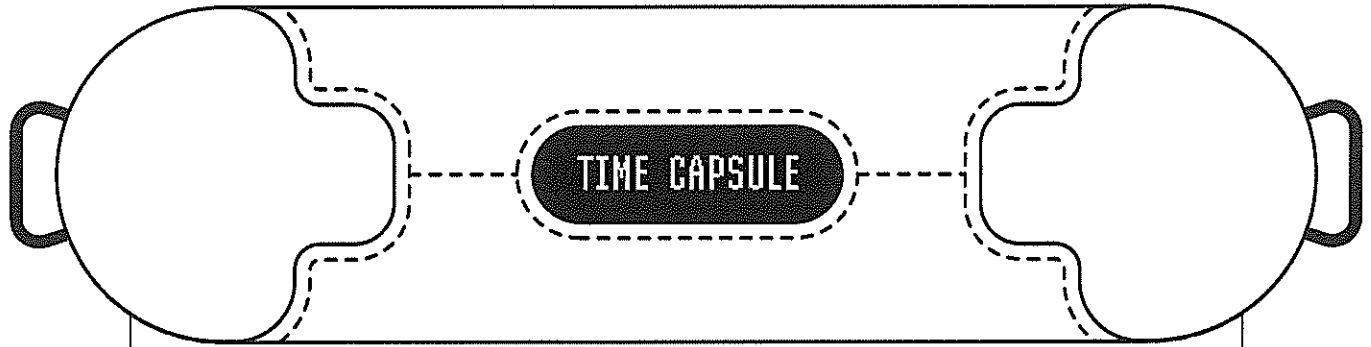
Counting the seconds before

Entering our world!

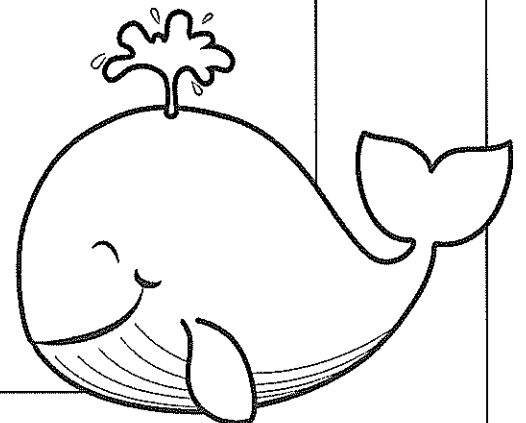
Acrostic Poem Time Capsule - Template

Name: _____

Date: _____



O _____
C _____
E _____
A _____
N _____



Name: _____ Date: _____

Write an acrostic poem about what it means to be a friend.

F _____

R _____

I _____

E _____

N _____

D _____

S _____

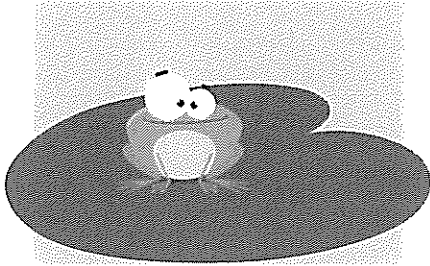
Name: _____

Date: _____

Packing in Meaning with Noun Groups

A noun group is a group of words built around a noun (head word). A noun group gives us more information about a person, place, thing or idea. Using noun groups helps us to communicate a lot of information quickly.

Look at the example below.



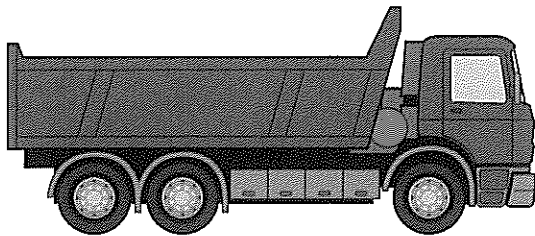
There is a frog in the pond.

There is a green frog in the pond.

There is a speckled green frog in the pond.

There is a small, speckled green frog in the pond.

1. Use adjectives (descriptors) to create a noun group by filling in the blanks in the sentences below.



The truck is on the road.

The red truck is on the road.

The _____ red truck is on the road.

The _____, _____ red truck is on the road.

2. Expand the noun (head word) in these phrases to create a noun group.

a) the _____, _____, _____ car

b) the _____, _____, _____ dog

Packing in Meaning with Noun Groups - Worksheet

Name: _____

Date: _____

c) the _____ , _____ , _____ girl

d) a _____ , _____ , _____ hat

e) a _____ , _____ , _____ giraffe

3. Choose a noun group from Question 2 and use it in a sentence.

4. Underline the noun groups in the sentences below.

a) The bright, white full moon shone in the sky.

b) A huge, fierce brown dog barked.

c) Two red spotty frogs jumped onto the lily pad.

d) The friendly, tired old man sat on the bench.

e) A large modern brick house is being built.

5. Choose three nouns (head words) from the box below. Write three sentences that each contain a noun group with your chosen nouns as the head word.

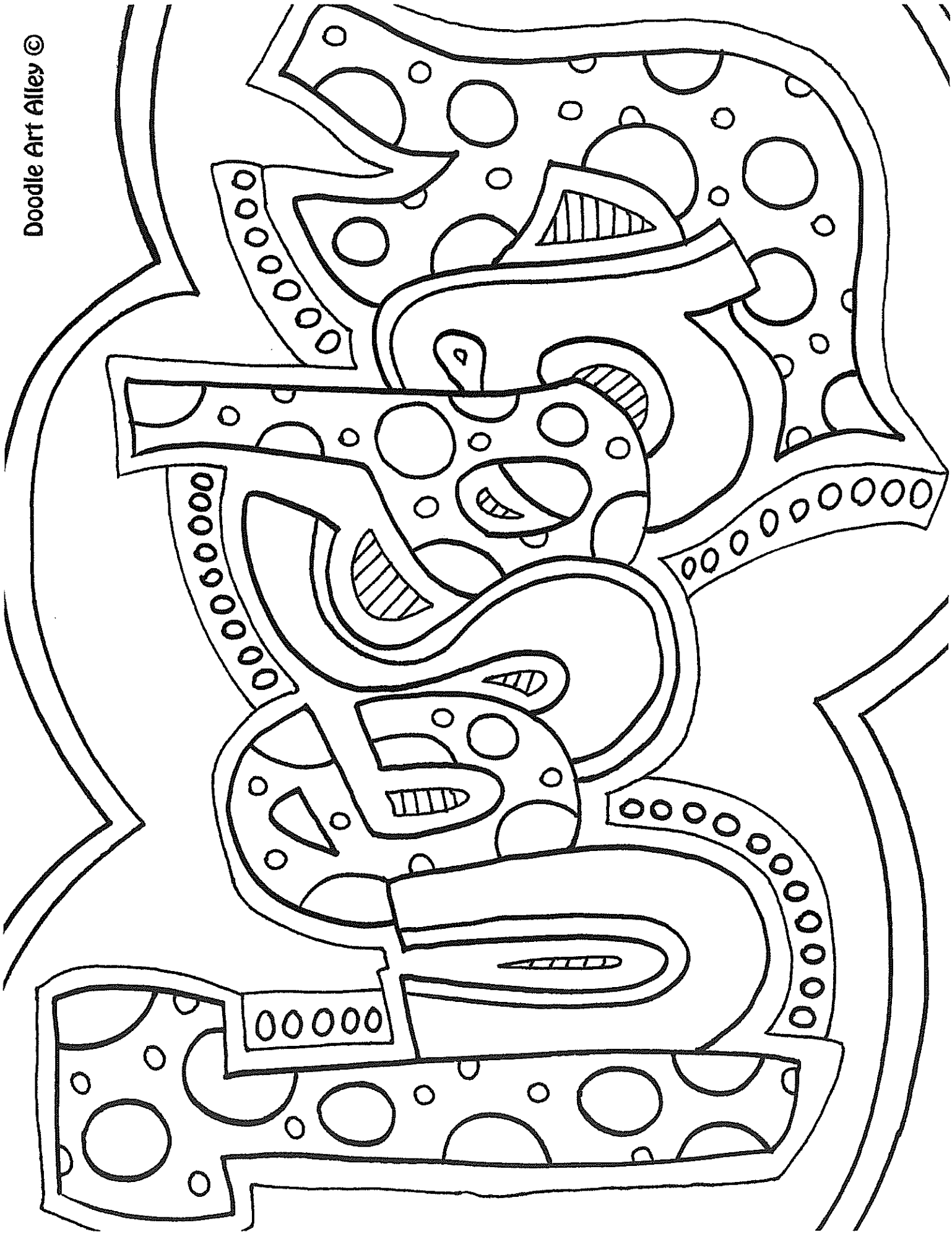
rocket	flower	teacher	town
bus	school	city	restaurant

1. _____

2. _____

3. _____



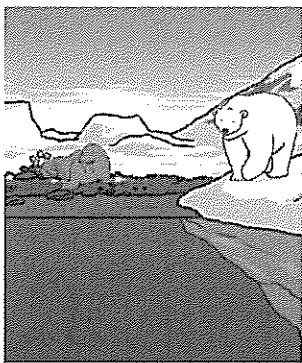


Polar Animals

Polar Bears

Polar bears are huge mammals that can weigh up to 700kg when they are fully grown and are the largest carnivores (meat eaters) to live on land. Polar bears are born between November and January and then spend up to five months in their den before they see the outside world. The cubs then stay with their mother for up to two years after that, before going on to live and hunt alone.

Although polar bears have their cubs on land, they actually spend most of their lives around water and ice, hunting for food. They are strong swimmers and can swim for hours to get from one piece of ice to another. As the winter gets particularly cold, the sea freezes and they are able to hunt many miles out to sea by walking across the thick sea ice. Polar bears mainly prey on seals as seal fat provides them with lots of energy to help them keep warm.

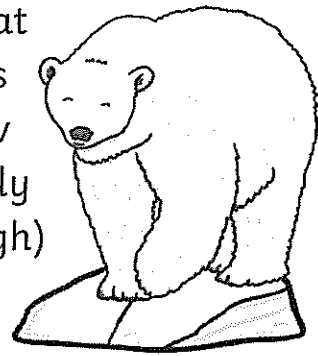


Wow!

They use their amazing sense of smell to find seals hidden under the snow. They can even smell an injured animal from up to one kilometre away. When polar bears get desperate for food, they will sometimes catch a whale or walrus.

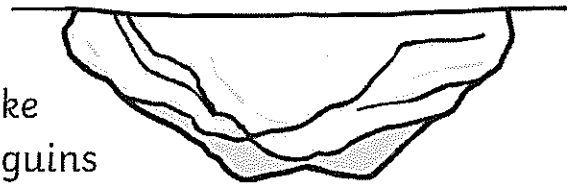
Polar bears live in the Arctic, at the very top of our planet, where the temperature can reach as low as -50°C . Water and steam will freeze almost instantly in the Arctic in winter. Thankfully, polar bears are adapted for this environment in different ways. Firstly, they have a thick layer of fat which keeps heat trapped

inside their bodies. On top of that, their coat not only keeps them warm, but also helps them to blend in with the snow. Despite how it might look, a polar bear's fur isn't really white. It's actually transparent (see-through) but reflects light, making it look white.



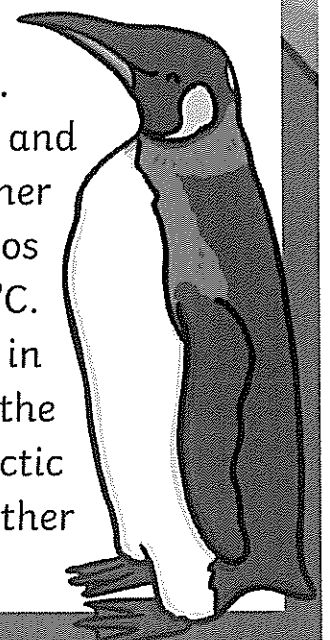
Penguins

Penguins are birds that spend much of their lives in the water and unlike most other birds, they cannot fly. Penguins do have wings but they are more like flippers to help them swim. As they live in water, their bodies have adapted so that they can swim brilliantly to catch food. Their bodies are smooth and dart-shaped so they glide easily through the water. They have dark feathers with light patches which help them to blend in so they are difficult to spot. This is very useful way to trick predators and avoid being eaten!



Penguins don't have to swim in deep water as the fish they catch are found near to the surface. Their feathers make their bodies waterproof.

Penguins are found on every continent in the southern hemisphere (the bottom half of the world). Most people think that penguins only live in the ice and snow but there are some species that live in warmer climates. The hottest penguin habitat is the Galapagos Islands, where temperatures can reach as high as 32°C. Emperor and Adélie penguins live in Antarctica in temperatures as low as -60°C. Emperor penguins are the only animals to stay on the open ice during an Antarctic winter, huddling together to survive the worst weather conditions on earth.



Questions

1. What is a carnivore?

2. What temperatures can it reach in the Arctic in winter?

3. From how far away can a polar bear smell an injured animal?

4. How are polar bears able to hunt many miles out at sea?

5. How have penguins adapted to their life in water? Give two ideas.

6. What is the southern hemisphere?

7. When do polar bears choose to stay on land?

8. Why don't penguins need to dive deep under water?

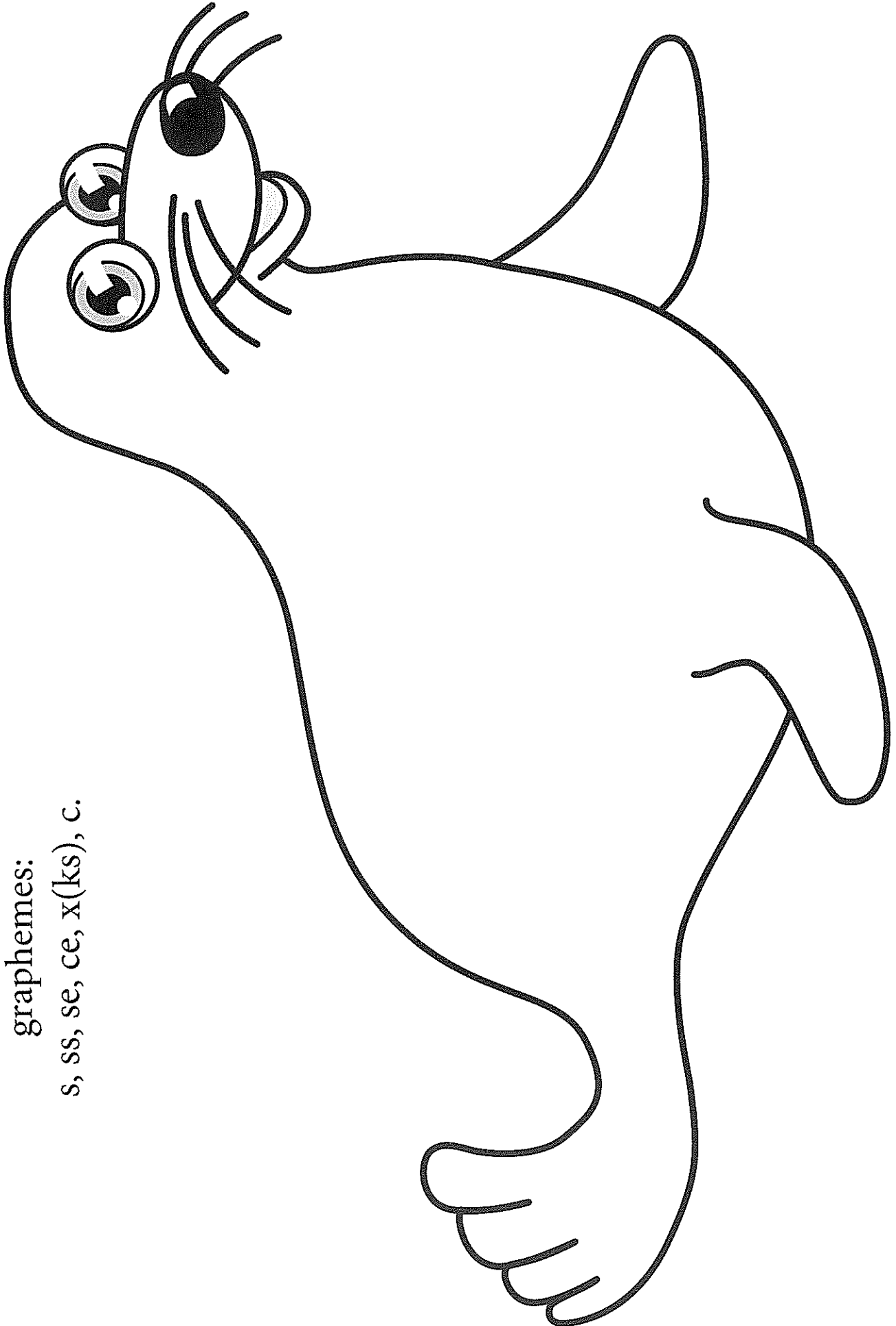
9. Which penguins spend the winter in the Antarctic?

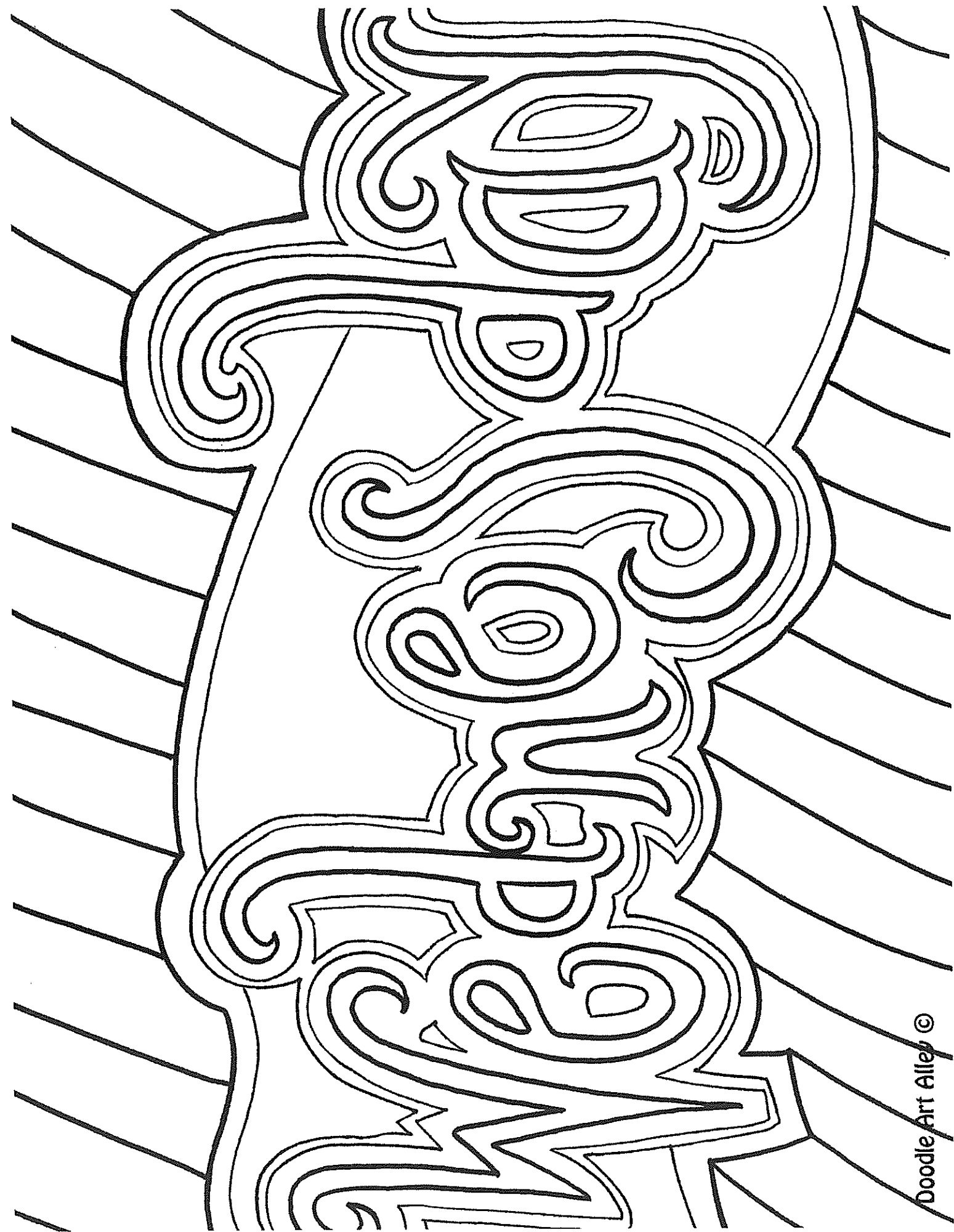
10. Can you name any other birds that don't fly?

Brainstorm words containing the following

graphemes:

s, ss, se, ce, x(ks), c.





Unit 22



s ss se ce x(k)s c seal kiss mouse juice fox pencil

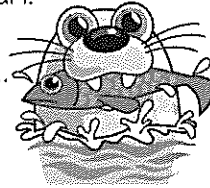
List Words

- sold _____
- cent _____
- once _____
- sail _____
- Christmas _____
- Easter _____
- story _____
- sprint _____
- centimetre _____
- circle _____
- glass _____
- sound _____
- fence _____
- sweet _____
- else _____
- lesson _____
- since _____
- space _____
- explain _____
- season _____
- sour _____
- September _____
- exercise _____
- kindness _____
- dangerous _____

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.



Grapheme Chart

letters	words

4 Cross out the words with the sound. Answer the question that is left.
★ Think about and .

Since Would you explain use a glass cup or a centimetre ruler to measure sweet sugar to make Christmas fruit pies? _____

5 Rewrite these List Words adding s, ss, se, ce, x or c to represent .

old _____ tory _____ gla _____ eason _____
ent _____ pae _____ leon _____ eplain _____
el _____ fen _____ ircle _____ eerise _____

6 Write ordinal numbers, for example 1st, 2nd, 3rd and so on, to show where you hear in the words.

else _____ once _____ Easter _____ since _____, _____
sprint _____ circle _____ explain _____ exercise _____, _____
sound _____ season _____ kindness _____ Christmas _____, _____

7 Unjumble these words that start or end with the letters sk, sm, sn or nd. Write rhyming words for each one.

eilms smka knaes nkis duson

Diagonal Joins to Neckline Entries

Writing Time 5

Name: _____ Date: _____

ai am an ap ar au ax ay cr ci cu dr em en er ex

im in ir ix iz km lm mm mn nr tr um un ur ux

ai am an ap ar au ax ay cr ci cu dr em en er ex

im in ir ix iz km lm mm mn nr tr um un ur ux

ai am an ap ar au ax ay cr ci cu dr em en er ex

im in ir ix iz km lm mm mn nr tr um un ur ux

ai am an ap ar au ax ay cr ci cu dr em en er ex

im in ir ix iz km lm mm mn nr tr um un ur ux

ai am an ap ar au ax ay cr ci cu dr em en er ex

Name: _____ Date: _____

aa

bb

cc

dd

ee

ff

gg

hh

kk

ll

mm

nn

oo

pp

rr

ss

tt

uu

vv

zz

aa

bb

cc

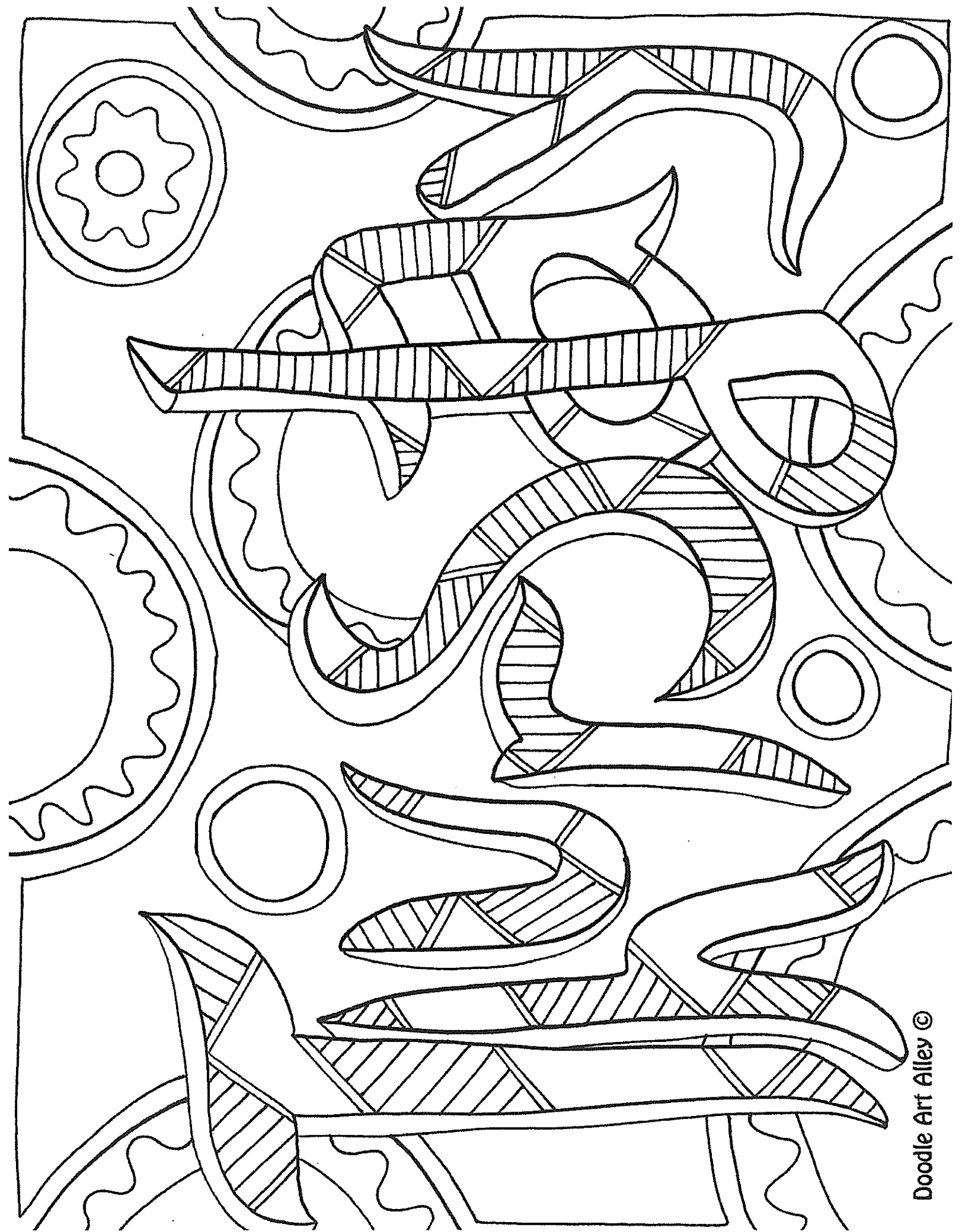
dd

ee

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gg

hh



Your Digestive System

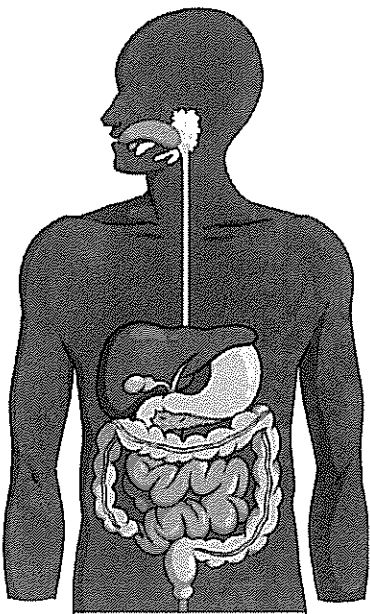
Have you ever wondered what happens to your food after you've chewed it in your mouth?

Your body is amazing and has a system that sorts and uses the food you eat to make sure your body has everything it needs to stay healthy. This is called your digestive system. Here's how it works...

Before the Stomach

Firstly, we all know that you put food in your mouth to eat it. You enjoy the taste and the texture of the food whilst your teeth break it down into smaller pieces. Then, saliva is mixed with it and your mouth cools it or warms it to a good temperature for you to be able to swallow.

When the food is broken down enough, it is swallowed and goes down a big tube to your stomach called the oesophagus (say: a-soff-a-guss). Muscles in the oesophagus move in waves to move the food down to your stomach. These muscles are so good at this job that they could even get the food to your stomach if you were standing on your head! (Don't try to eat your tea standing on your head though!)



Fact File

1. An adult eats about 500kg of food per year.
2. Your body can produce up to 1.5 litres of saliva every day.
3. An adult oesophagus is about 25cm long.
4. A camera has been invented now that is as small as a pill (called Pillcam). It can be swallowed so it passes through your oesophagus in order to take photos of the inside of your body. It can take up to 55,000 pictures over the 8 hours that it's in there! It's been used since 2001 to let doctors see inside patients.

At the Stomach

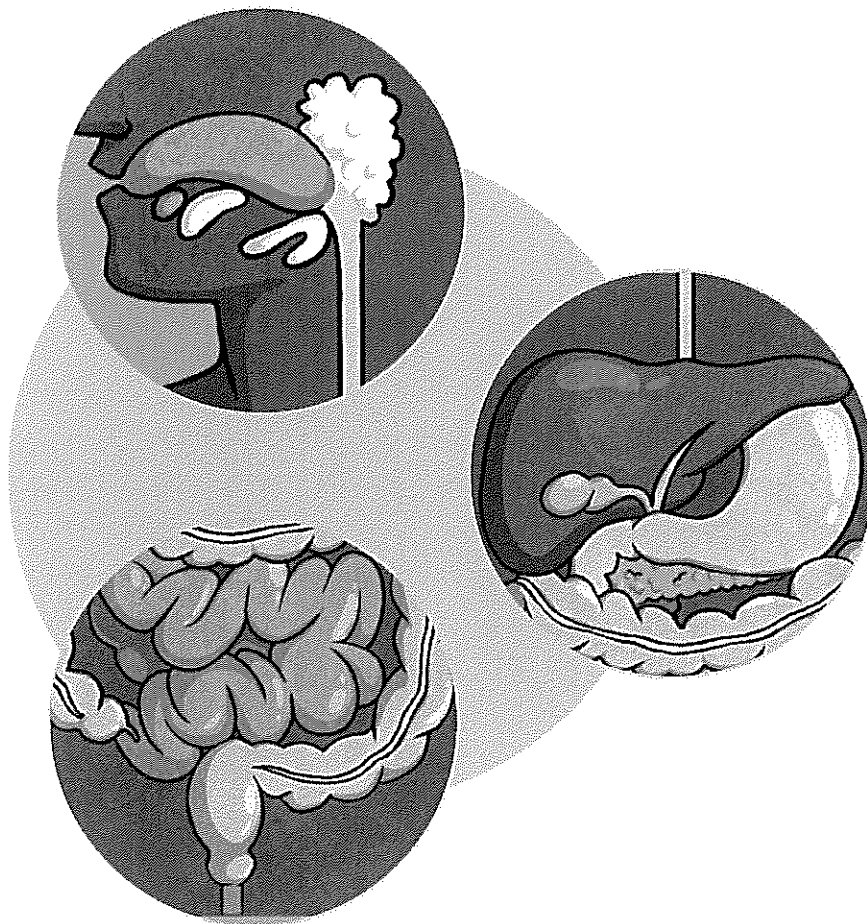
When the chewed-up food arrives in the stomach, it is mixed with acid that breaks the food down even more into something that looks a bit like porridge. This substance is called 'chyme'.

After the Stomach

The next part of the journey for your food (which doesn't look like food anymore) is through the small intestine. It's here that all the goodness is taken out of the food and goes off to different places in the body for you to use.

When the small intestine has done its job of getting all the goodness out of the food, all the material that is unwanted goes into the large intestine. Then, it makes its way out of the body as poo at the end of the large intestine.

So, there you have it. Isn't your body clever?



Questions

1. Why do you have to chew food before it goes down the oesophagus?

2. What mixes with the food in your mouth?

3. How much food does the average adult eat in a year? Tick one.

- 5kg
 50kg
 500kg
 5000kg

4. Number these organs in the order they are used during digestion. The first one has been done for you.

- large intestine
 1 mouth
 small intestine
 stomach
 oesophagus

5. What does 'chyme' look like? Tick one.

- water
 porridge
 teeth
 a camera

6. When was the Pillcam first used? Tick one.

- 2001
 2011
 2010
 2000

8 Join the word beginnings and endings to make List Words.

st	mas	_____
danger	plain	_____
Christ	ory	_____
ex	on	_____
East	ous	_____
less	er	_____

Septem	ness	_____
centi	cise	_____
kind	ber	_____
exer	son	_____
sea	cle	_____
cir	metre	_____

9 Write words ending with **ness** and **ous** to match the meanings.

- ✚ The suffix **ness** can mean *a state of being*. For example, **sickness** means *a state of being sick*.
- ✚ The suffix **ous** can mean *full of*. For example, **joyous** means *full of joy*.
- ✚ To add endings starting with a vowel, we usually remove the **e**, for example *move – movable*. However, for words ending in **ge** and **ce**, we usually leave the **e** to keep the sound of **j g ge dge** and **s ss se ce xiv c**, for example *courage – courageous, replace – replaceable*.
- ✚ To add **ness**, we usually change the **y** to **i** and add **ness**, for example *happy – happiness*.

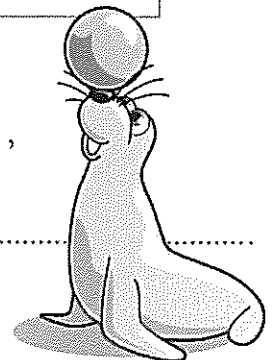
state of being kind _____ full of danger _____
 state of being happy _____ full of courage _____
 state of being lonely _____ full of poison _____

10 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddle by writing the letters from the shaded boxes in the boxes with matching numbers.

sail	<input type="text"/>	<input type="text"/>	12	story	<input type="text"/>	<input type="text"/>	<input type="text"/>	5	<input type="text"/>	<input type="text"/>	11	<input type="text"/>	<input type="text"/>	1
fence	<input type="text"/>	<input type="text"/>	4	sound	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
glass	<input type="text"/>	<input type="text"/>	3	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	8	sport	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
sold	<input type="text"/>	<input type="text"/>	6	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	13	cent	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

What happens if a kangaroo jumps into your rice bubbles cereal?

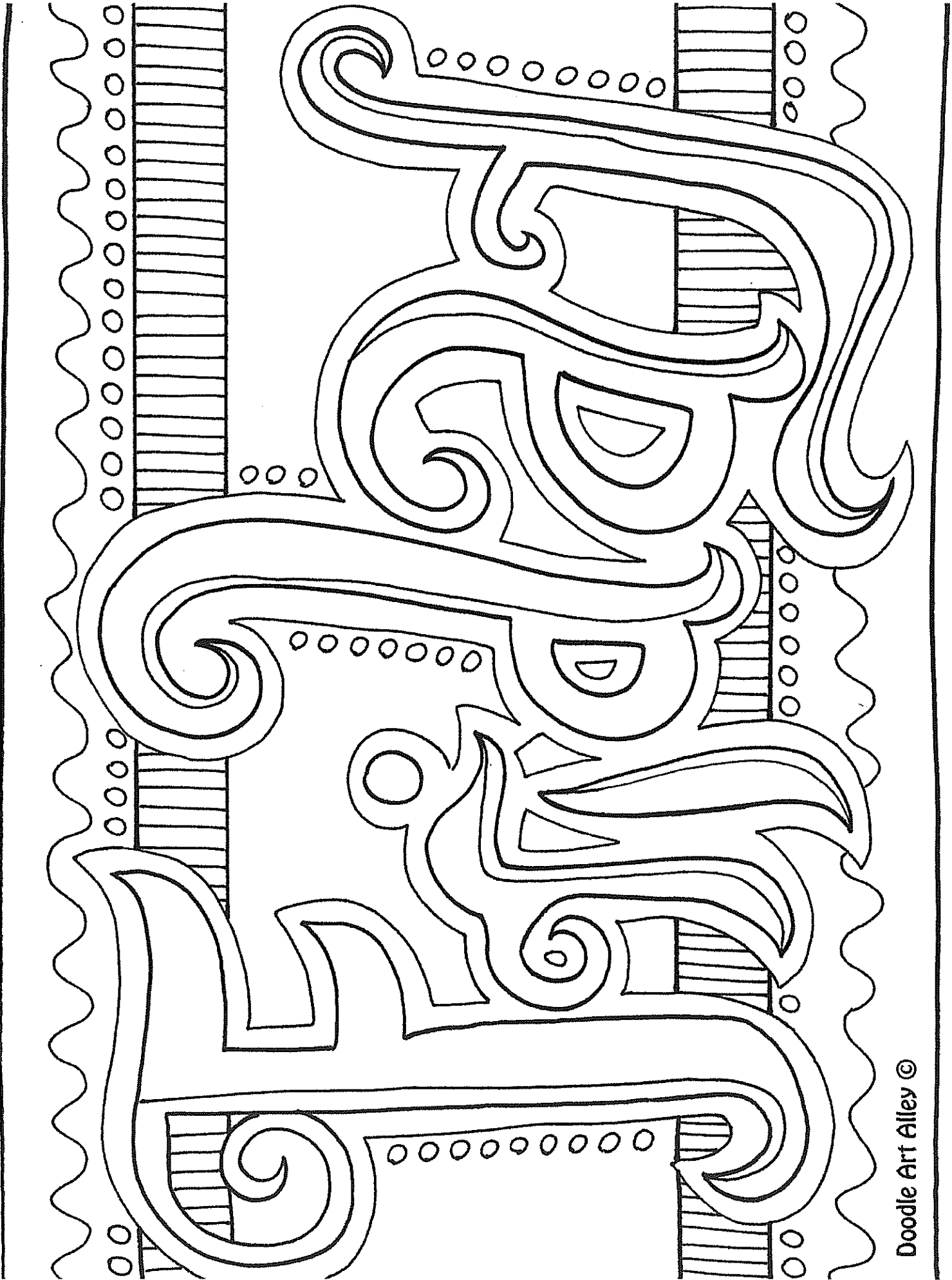
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



Challenge

The words in this sentence were joined together and then separated into groups of letters that don't make words. Rewrite the sentence regrouping the letters to make proper words.

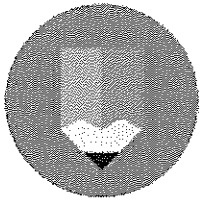
Theins tructo rexpla inedho wtodot heexer ciseca refull ysoitw ouldn' tbedan gerous.



19

The Tiny House

the tiny little house sat neatly between the larger homes along the quiet street. its shiny red door made it stand out. a big round pot filled with flowers sat beside the garden path. inside lived a small family of three bears



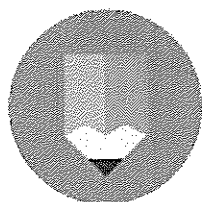
Find 3 spelling mistakes.
Add 4 capital letters and 1 full stop.

 teachstarter


20

The Frightened Rabbit

the frightened rabbit ran quickly into its warm burrow. Was it a scary monster Could it have been a hungry fox The curious rabbit carefully peeked out of his hole. he didnt see a thing. he soon realized he had scared himself with his own shadow.



Find 3 spelling mistakes.
Add 3 capital letters, 2 question marks and 1 apostrophe of contraction.

 teachstarter

Name _____

Date _____

Shape Poems

Purpose

Shape poems describe a particular topic. They are sometimes referred to as concrete poems.

Structure

Shape poems are written in the shape of the object they describe.

Rhythm

Shape poems do not usually follow a rhythm pattern.

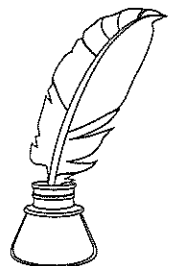
Rhyming Pattern

Shape poems do not usually rhyme.

Example

Here is an example shape poem about raindrops.

A
raindrop
slips down
my silent face.
It falls so gently
off my cheek.
Now gone.



Name _____

Date _____

Writing a Shape Poem

Step 1

Brainstorm as many ideas as possible that relate to thunderstorms.
Try to cover as many of the five senses as possible.

Step 2

Write your shape poem on the template

Brainstorm here!

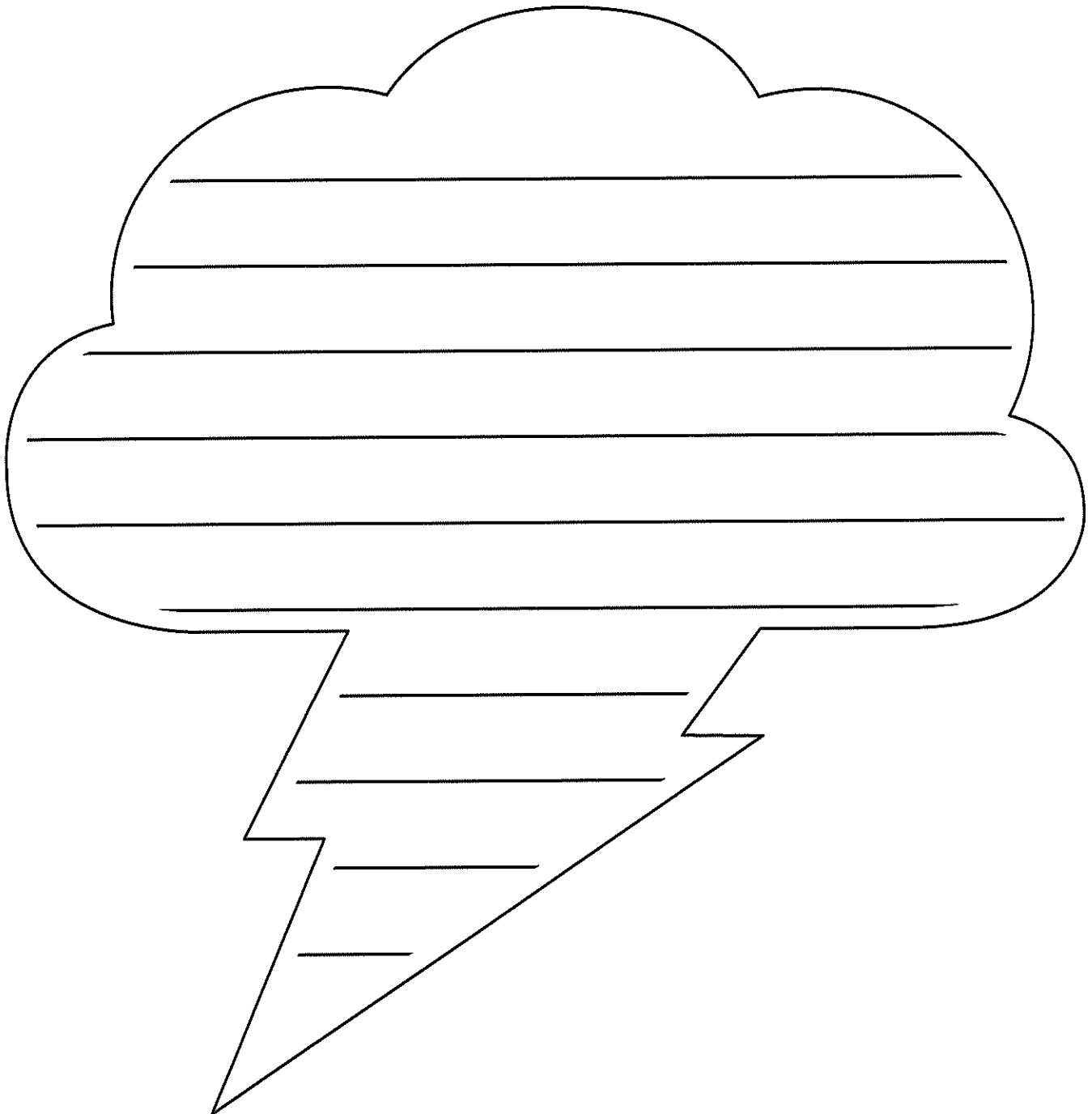
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Date: _____

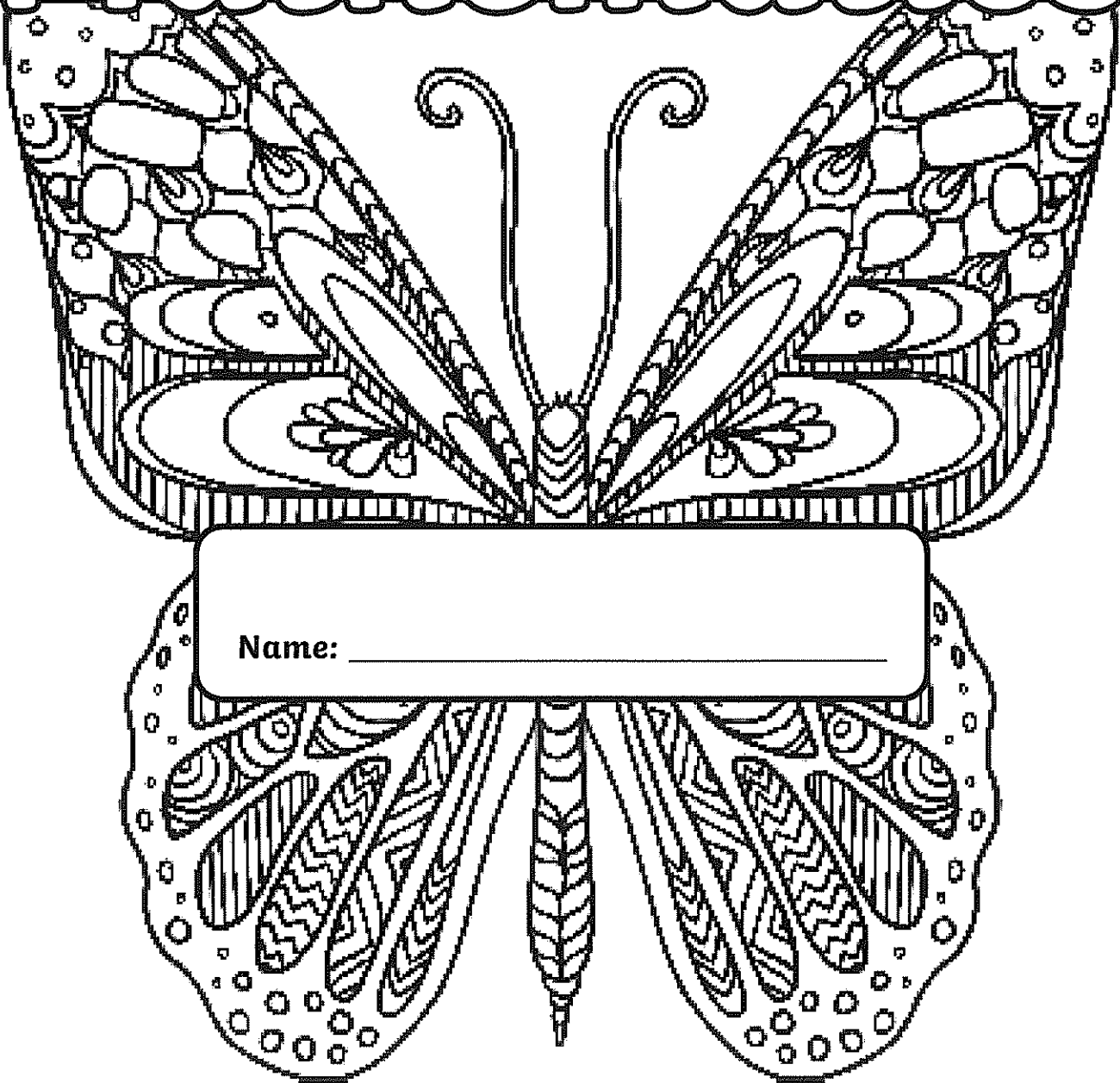
Shape Poem - Thunderstorm

Shape poems describe a particular topic. They are sometimes referred to as concrete poems. Shape poems are written in the shape of the object they describe.

Use this template to write a shape poem about a thunderstorm.



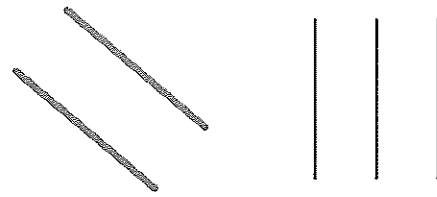
Mathematics



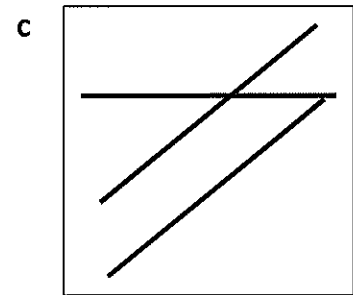
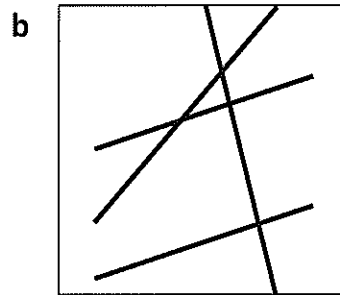
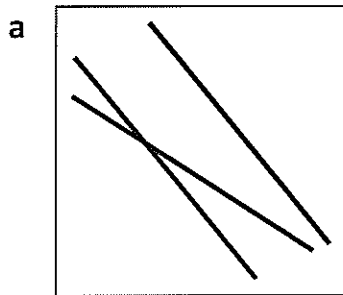
visit [twinkl.com.au](https://www.twinkl.com.au)

Lines, angles and shapes – parallel and perpendicular lines

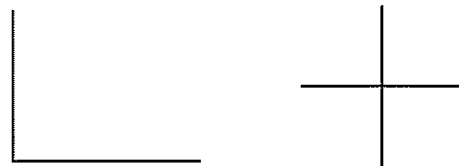
Parallel lines are always the same distance away from each other at any point and can never meet. They can be any length and go in any direction.



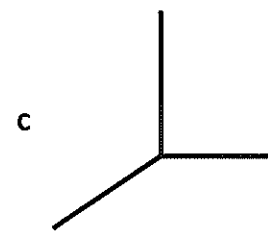
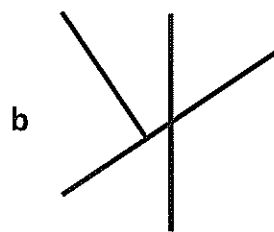
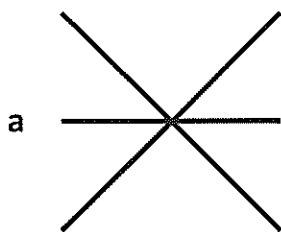
1 Look at each group of lines. Trace over any parallel lines with a coloured pencil:



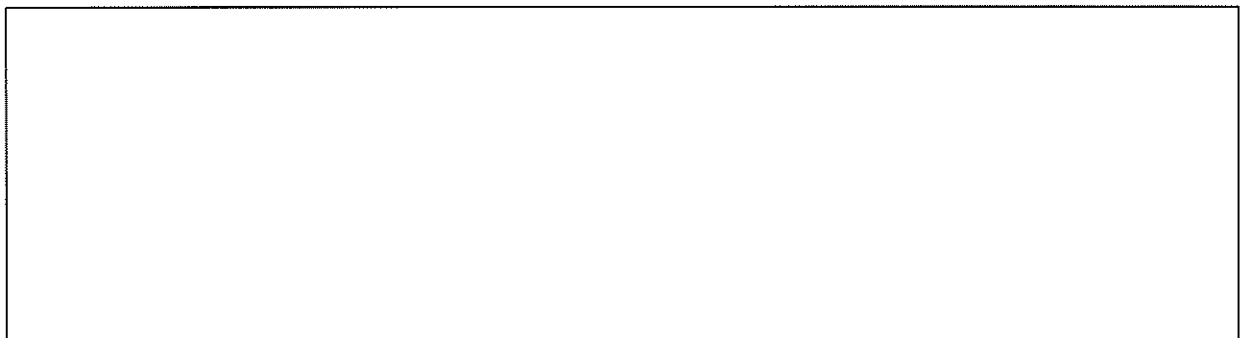
Perpendicular lines meet at right angles. Sometimes they intersect (cross over), sometimes they do not intersect.



2 Trace each pair of perpendicular lines with a coloured pencil:



3 In this space, draw three pairs of parallel lines and three pairs of perpendicular lines:

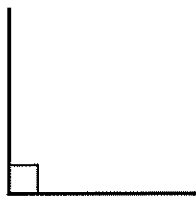


Lines, angles and shapes – angles

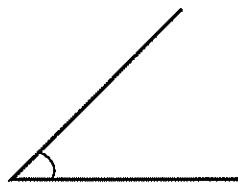
An angle is the amount of turning between two lines that meet.

There are three classifications of angles depending on their size.

A right angle is 90° (degrees).



An acute angle is smaller than a right angle.

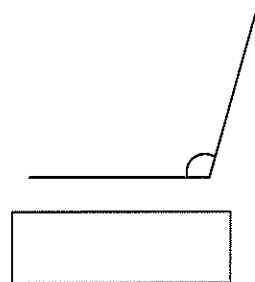


An obtuse angle is larger than a right angle.

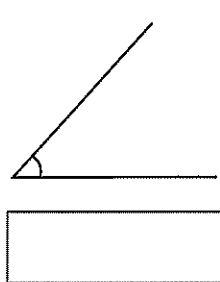


1 Classify each angle as right, acute or obtuse.

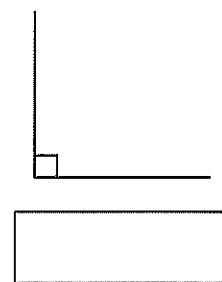
a



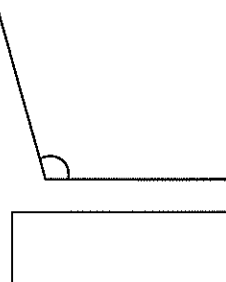
b



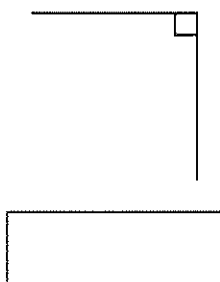
c



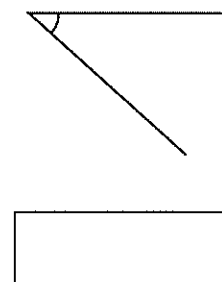
d



e

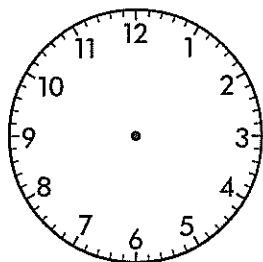


f

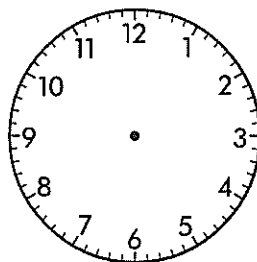


2 Draw hands on each clock that show a time for each type of angle.

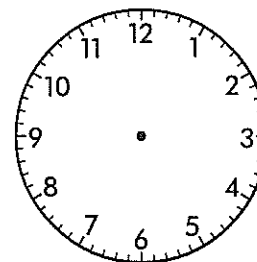
a Right angle



b Obtuse angle



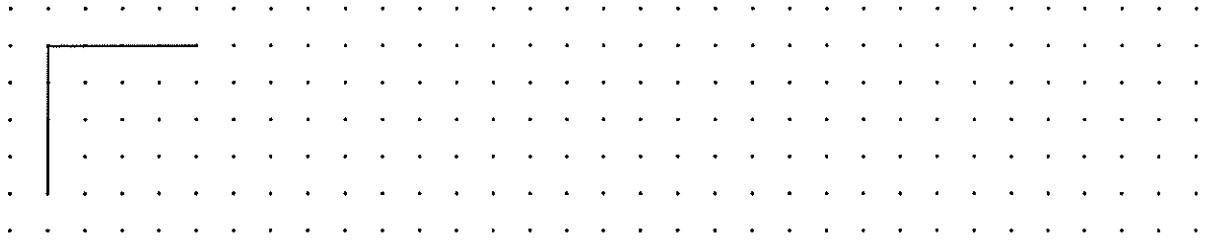
c Acute angle



Lines, angles and shapes – angles

3 Use your ruler to draw three more examples of each type of angle.

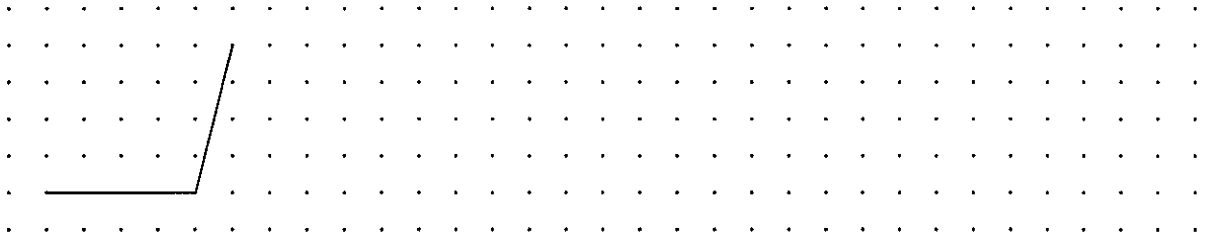
a Right angles



b Acute angles



c Obtuse angles

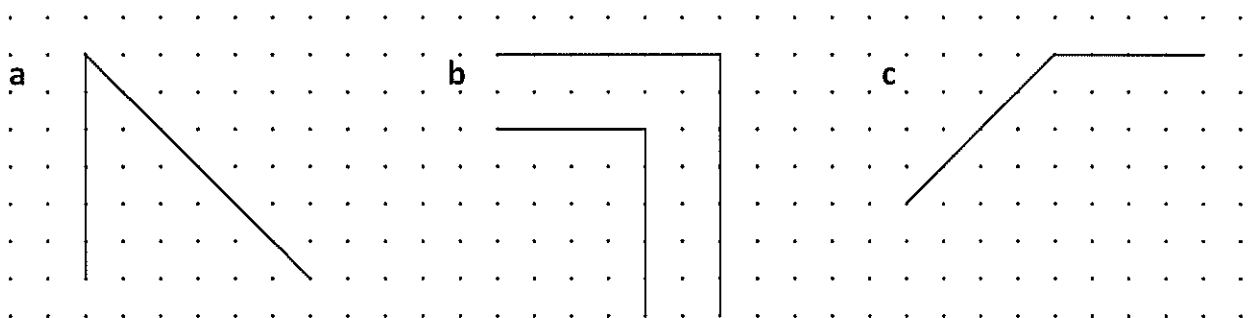


4 Complete each closed shape according to the directions:

Shape a has 2 acute angles.

Shape b has 5 right angles.

Shape c has 2 acute and 2 obtuse angles.

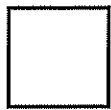
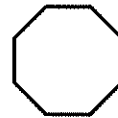
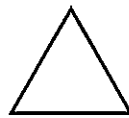
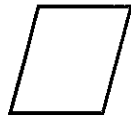
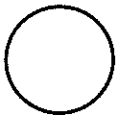


Lines, angles and shapes – polygons and quadrilaterals 1

Polygons are shapes with 3 or more sides.

Quadrilaterals are shapes with 4 sides.

1 Tick the polygons. Circle the quadrilaterals.



2 Complete this table:

	Name	Number of sides	Number of angles
a	rhombus		
b	pentagon		
c	trapezium		
d	octagon		
e	hexagon		
f	square		
g	rectangle		
h	triangle		

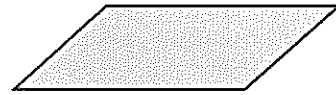
3 Name one shape that is both a quadrilateral and a polygon:

4 Why is a circle not a polygon?

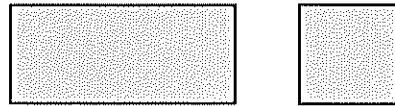
Lines, angles and shapes – types of quadrilaterals

A parallelogram is a quadrilateral with 2 pairs of parallel sides.

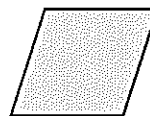
This is a parallelogram. Its opposite sides are an equal length and are parallel to each other.



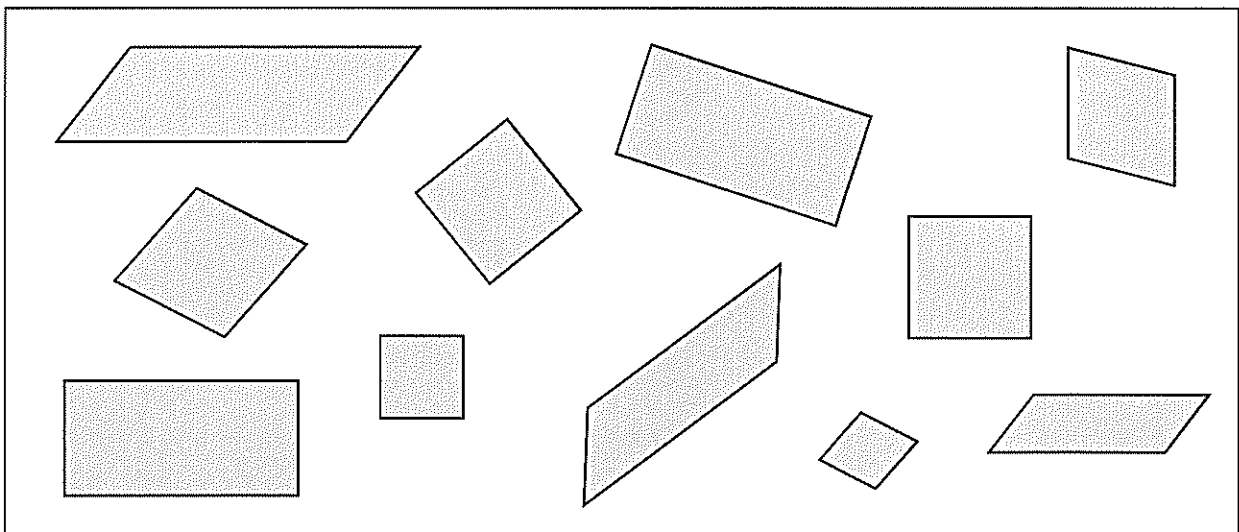
A square and a rectangle are also parallelograms. They have opposite sides that are equal lengths and are parallel to each other.



A rhombus is a parallelogram. Its opposite sides are an equal length and are parallel to each other. It has 4 equal sides.



1 How many pairs of parallel lines are there in these parallelograms?
Count them:

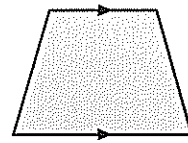


2 Write the number of shapes you can see in the box above.

	Name	Number of shapes
a	rhombuses	
b	squares	
c	rectangles	
d	parallelograms	
e	quadrilaterals	

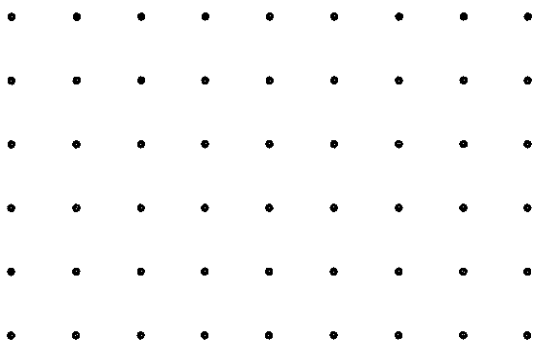
Lines, angles and shapes – types of quadrilaterals

A trapezium is a quadrilateral and has one pair of parallel sides.



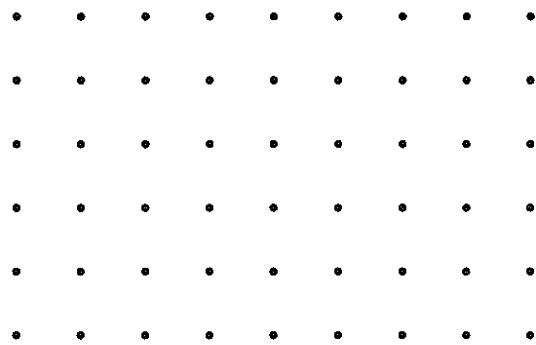
3 Check your understanding of types of parallelograms and trapeziums.

a Draw a shape with two pairs of parallel sides and sides that are equal in length.



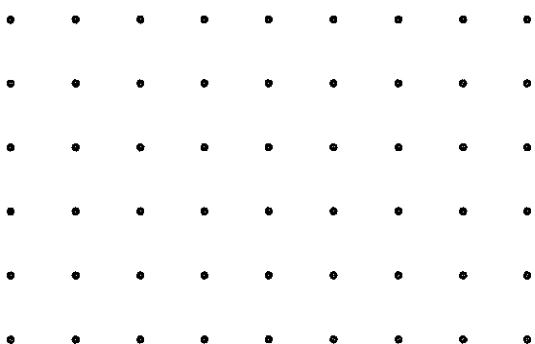
This shape is a _____.

b Draw a shape with one pair of parallel sides.



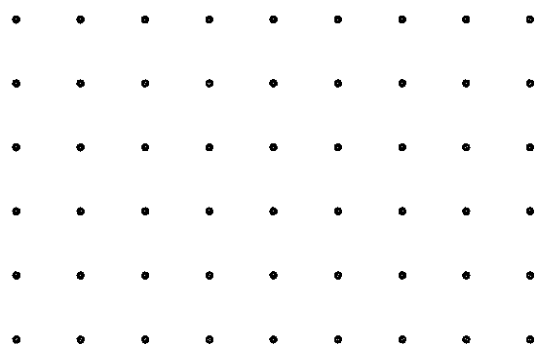
This shape is a _____.

c Draw a shape with two pairs of parallel sides and opposite sides that are equal.



This shape is a _____.

d Draw another parallelogram that is different to the others.



This shape is a _____.

Lines, angles and shapes – polygons and quadrilaterals 2

1 Decide whether each shape in the table is a quadrilateral or a polygon or both. Write yes or no.

	Name	Quadrilateral	Polygon
a	square		
b	rectangle		
c	hexagon		
d	octagon		
e	pentagon		
f	triangle		

2 Draw lines to connect the shapes to the labels. Then put a tick in the shapes which are quadrilaterals and circle the parallelograms. The first one has been done for you.

Some labels might have more than one connecting line.

rhombus

square

rectangle

pentagon

hexagon

trapezium

octagon

4 sides

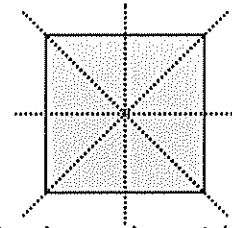
5 sides

6 sides

8 sides

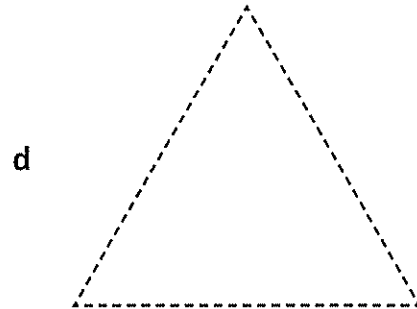
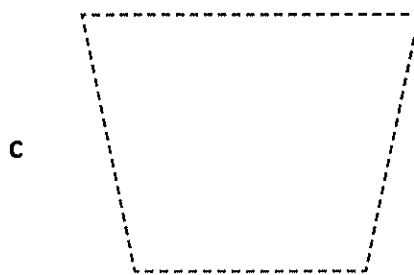
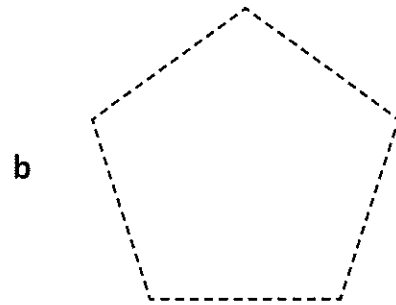
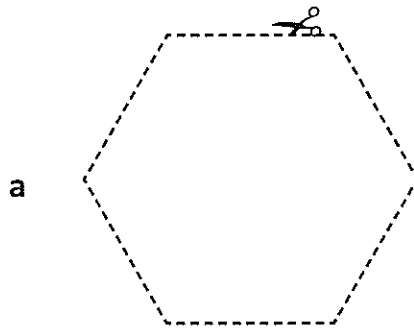
Lines, angles and shapes – symmetry

A shape is symmetrical when you can fold it in half so that one half exactly covers the other half. The fold line is the axis of symmetry. Many 2D shapes have more than one line of symmetry.

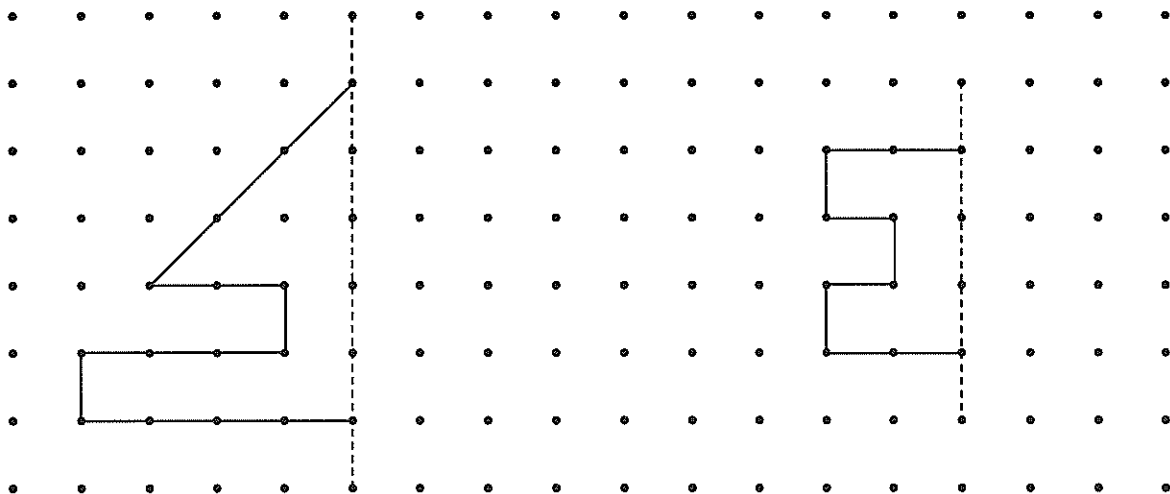


This shape has 4 lines of symmetry.

- 1** Copy this page and cut out each shape. Find all the lines of symmetry. See how many different ways you can fold each shape in half. Then draw in all the lines of symmetry on the shapes on this page.



- 2** Use the line of symmetry and a ruler to complete each shape.





For these challenges, you will need a ruler and a pencil.



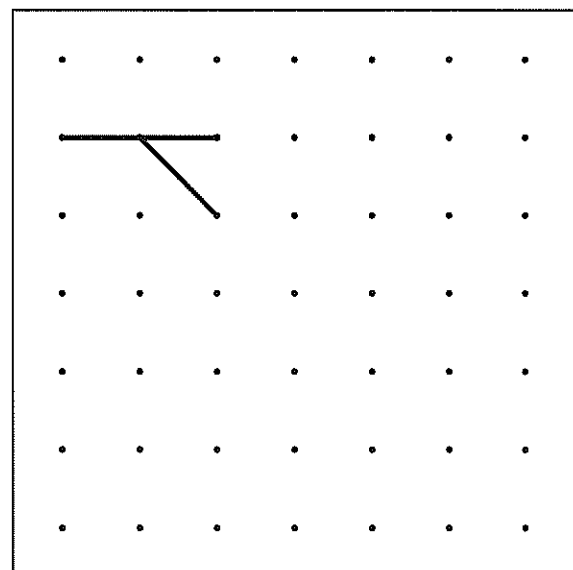
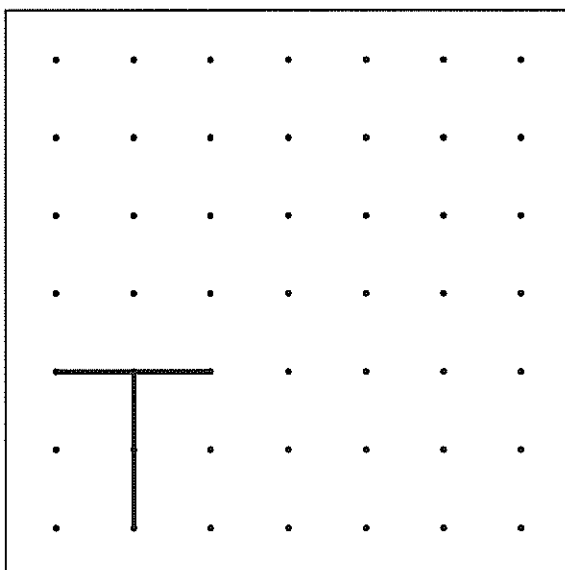
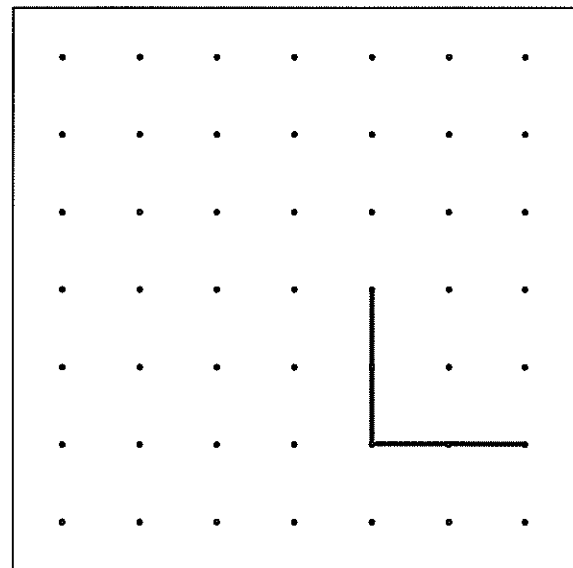
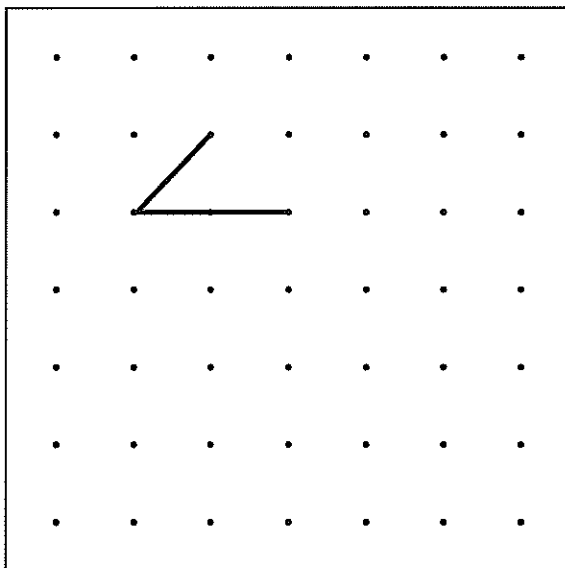
Here are four unfinished symmetrical designs on dot paper.

You must complete them. For each design, you must use a horizontal line, a vertical line and two diagonal lines.

When they are finished, they will each be symmetrical.

For each design, decide where the line of symmetry will be.

Pretend the line is a mirror – what will the reflection look like?



Science

Name: _____

twinkl

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

Lesson 3


Learning Intention:	Explore different types of erosion.
Success Criteria:	<ul style="list-style-type: none">• Classify types of erosion in the local environment.

Activity 1

Erosion at Work Over a Long Time

You may have heard of, or even possibly visited the Twelve Apostles. This group of limestone clumps are staggered along the Great Ocean Road in Victoria, Australia. The way they rise up almost magically out of the Southern Ocean has made them a popular tourist attraction.





The Twelve Apostles certainly didn't appear overnight. In fact, the process started 10-20 million years ago.

Constant erosion of the cliffs by wind and waves helped shaped them. The limestone broke down and eroded away into arches.

Later, the arches collapsed into nine single-standing clumps of limestone. Some were tall and some were short, however there were never 12, despite their name!

The diagram below shows us how erosion worked to create what we now know as the Twelve Apostles.

Activity 2

Weathering and Erosion

Weathering and erosion are important as they help shape the landscape. They can make fossils, rocks and gems visible on the Earth's surface. **Weathering** is the breakdown of materials in the Earth's crust into sediment. **Erosion** is weathered rock and soil (sediment) that is carried away by gravity, water, wind and ice.

Physical weathering can occur as a result of three different factors; water, wind and temperature.

Chemical weathering can occur when chemical reactions such as acid rain, break down the tiny bonds that hold rocks together. This causes them to fall apart.

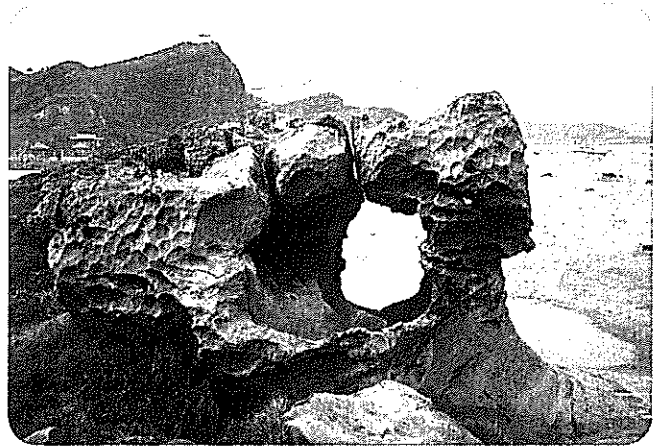


Watch **Video 3 - Weathering and Erosion** to learn more about this topic.

Here are some images that show different types of weathering:

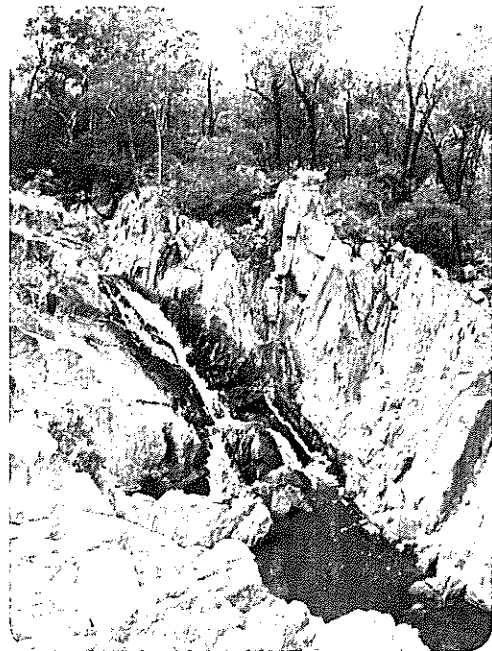
Weathering by naturally produced chemicals.

Source: Wikimedia Commons,
YehliuTaiwan-HoneycombWeathering.jpg,
photo by Stephen Codrington CC BY 3.0



Water weathering.

Source: © Shelley Murphy.



Weathering from freezing and thawing.

Source: © Daniel Sambras/Science Photo
Library.



Activity 3

Different Types of Erosion

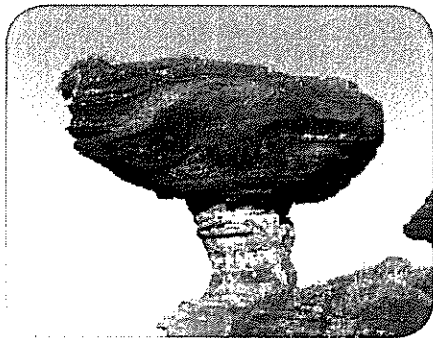
Earlier we examined different types of weathering. Now we are going to look at different types of erosion.

Erosion can be caused by:

- Natural forces, such as wind and water.
- Human movement and activity.

Whether it's naturally occurring or caused by humans, erosion is weathered rock and soil (sediment) that is carried away by gravity, water, wind and ice.

Have a look at these different types of erosion caused by wind, water and ice (glaciers).



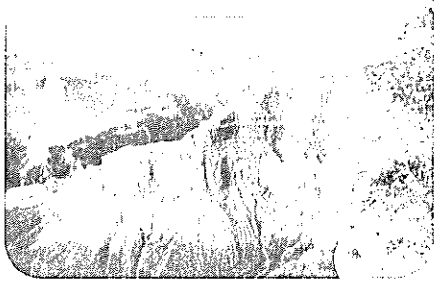
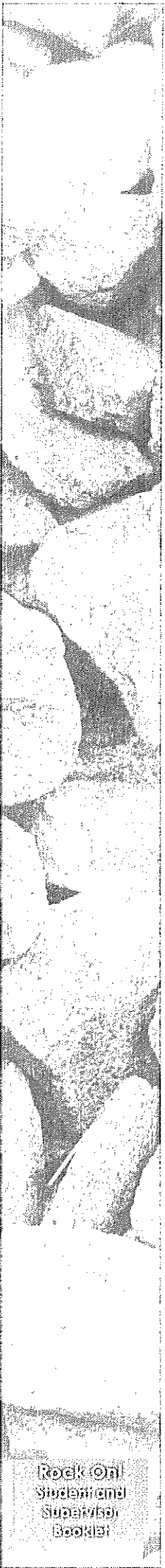
Wind erosion.

Source: Flickr, Wind Erosion, photo by loonyowl, CC BY-NC 2.0



Small scale water erosion.

Source: Flickr, Streambank erosion, photo by Soil Science. CC BY 3.0



Large scale water erosion.

Source: Flickr, Grand Canyon, photo by Arian Zwegers. CC BY 3.0



Glacial erosion.

Source: Wikimedia Commons, Glacial moraines above Lake Louise, Alberta, Canada, photo by Mark A. Wilson, public domain.



Coastal water erosion.

Source: Flickr, Coastal erosion, Skipsea, East Yorkshire, photo by Between a Rock. CC BY 2.0

As you can see, erosion can cause huge changes in landscapes. It can lead to huge consequences for beaches and coastal areas caused by rough seas and winds.

Erosion can be small or large. It can happen very slowly or very quickly.

Look around your local environment. With your supervisor, discuss:

- What evidence of erosion can you see?
- What do you think caused this erosion?

Assessment Task 2

Look at the images of rock formations and identify evidence of natural changes in landforms, rocks or fossils. Give suggestions of what you think caused the erosion.

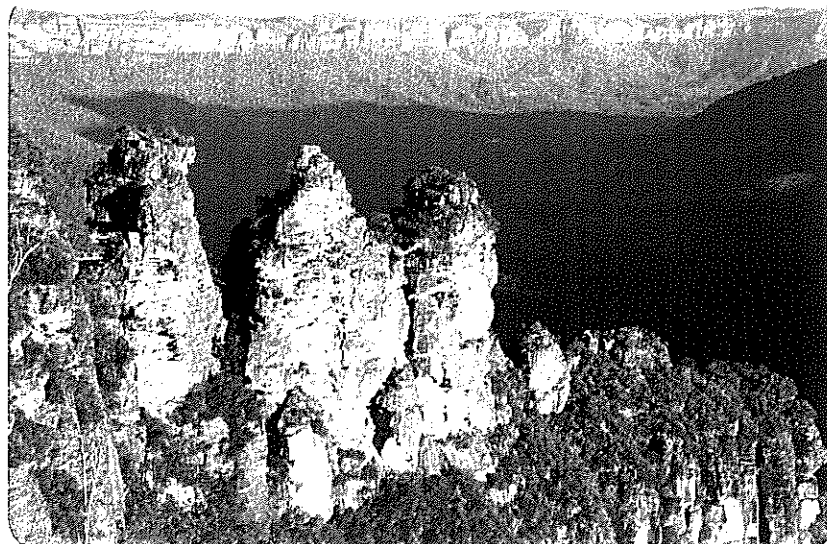


TAS

Name: Tessellated pavement

Located: Along Pirates Bay in Tasmania

Caused by: _____



NSW

Name: The three Sisters

Located: Blue Mountains near Sydney, NSW

Caused by: _____

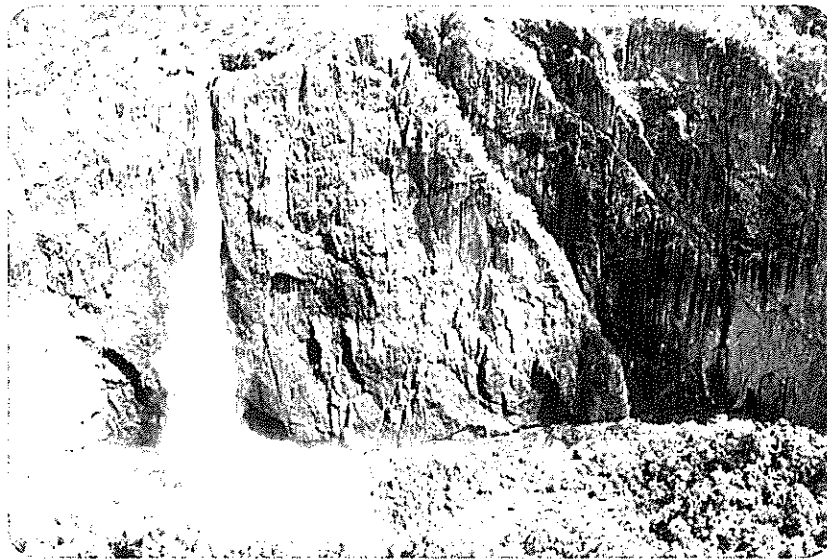


WA

Name: Wave Rock

Located: Hyden, 3 hours from Perth in WA

Caused by: _____



QLD

Name: Wallaman Falls

Located: North Queensland, QLD

Caused by: _____

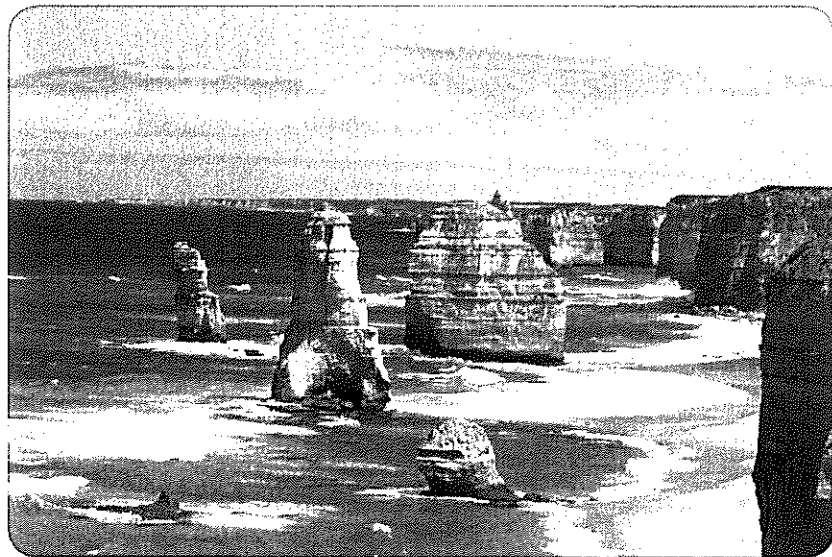


SA

Name: Wilpena Pound

Located: Near the cliffs of the Flinders Ranges in SA

Caused by: _____

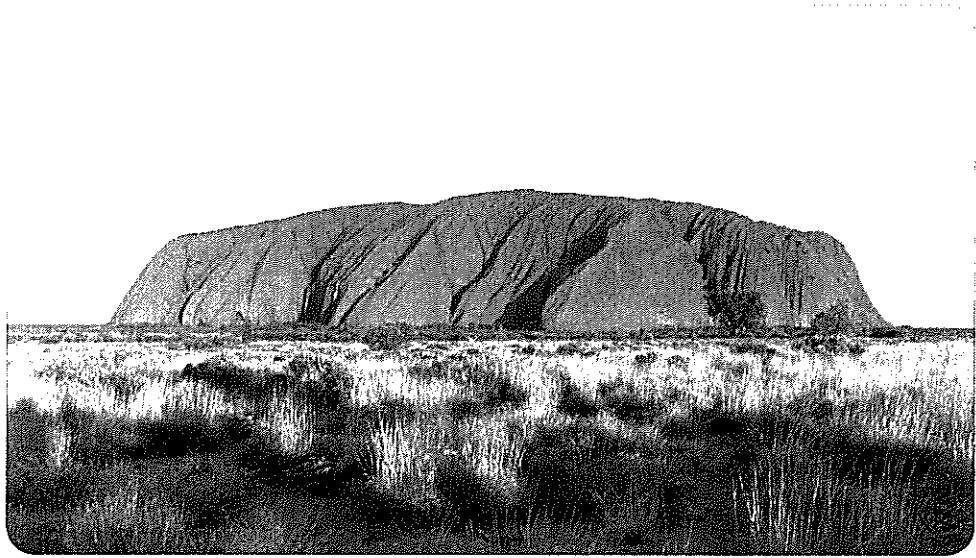


VIC

Name: The Twelve Apostles

Located: Off the coast of Victoria, in the Southern Ocean

Caused by: _____



NT

Name: Uluru

Located: Centre of Australia in the Northern Territory

Caused by: _____

Health and

Physical

Education

Name: _____

This is supposed to be fun, so take your time. If you get stuck, use the links to videos to help you. This should take 30 minutes, however if it takes longer that's okay too!

Main focus is HAVE FUN and BE ACTIVE 😊

Week 6 Fitness Circuit

Duration: 30 minutes

<p>Warm Up: 5 Minutes</p> <p>This can be done outside...</p> <p>Remember when you accelerate your running as fast as you can</p>	<p>Skip, roll and jump – Repeat for 10 sec Push Up, jump, spin – Repeat for 10 sec Squat, roll, jump – Repeat for 10 sec Run, stop, accelerate – Repeat for 10 sec</p>
<p>Activity 1 : Kick, punch and catch</p> <p>Duration: 5 minutes</p>	<p>You will need a partner, the idea is someone will yell out either kick, punch or catch and you do that movement.</p> <p>https://bkbestlife.lpages.co/kick-punch-catch/</p>
<p>Activity 2: Movement Variables</p> <p>Duration: 5 minutes</p> <p>We will be focusing on Fundamental Movement Skills.</p>	<p>March (5 seconds), Fast (5 seconds), Slow (5 seconds), Knees high (5 seconds), Knees low (5 seconds), March (5 seconds)</p> <p>https://bkbestlife.lpages.co/march-s/</p> <p>Hop (each foot) (5 seconds), Loud feet (5 seconds), Soft feet (5 seconds), Over something (5 seconds), Backward (5 seconds), Hop (5 seconds)</p> <p>https://bkbestlife.lpages.co/1-leg-hop-s/</p> <p>Squat (5 seconds), Stop and Go (5 seconds), Body wide (5 seconds), Body narrow (5 seconds), Moving (5 seconds), Squat (5 seconds)</p> <p>https://bkbestlife.lpages.co/squat-k/</p> <p>Crawl (5 seconds), Hips high (5 seconds), Hips low (5 seconds), Body long (5 seconds), Body short (5 seconds).</p> <p>https://bkbestlife.lpages.co/crawl-s/</p>

<p>Activity 3: Movement Circuit</p> <p>Duration: 5 minutes</p> <p>These circuits highlight developing the strength and coordination to transition from one movement to the next. Do the following circuit three times.</p>	<p>Surfer (30 seconds) https://bkbestlife.lpages.co/surfer-01/</p> <p>Wall Squat (30 seconds) https://bkbestlife.lpages.co/wall-squat/</p> <p>Alternating Superman (30 seconds) https://bkbestlife.lpages.co/alternating-superman/</p> <p>Bear, Crab, Butterfly (30 seconds) https://bkbestlife.lpages.co/bear-crab-butterfly/</p>
<p>Activity 4: The Get-up Challenge</p> <p>Duration: 5 minutes</p>	<p>Sit cross-legged on the floor with your arms folded across your chest. Try to stand up and sit down five times in a row without using your hands. Repeat this again and see if you IMPROVE 😊</p>
<p>Activity 5: Agility Shapes</p> <p>Duration: 5 minutes</p> <p>Agility requires young children to have the ability to quickly change direction at a variety of speeds and movement angles. Moving in nonlinear directions is a great way to develop agility in young athletes.</p>	<p>Following is an example of a letter/number/shape sequence (resting every 15 seconds to maintain movement quality):</p> <p>Call out the following shapes and have your athletes quickly move their feet in a small area to create an outline of the shape on the ground. Have them continue to make the shape for the duration of time.</p> <p>The letter A (5 seconds) The letter Z (5 seconds) The number 2 (5 seconds) Rest 20 seconds The number 10 (5 seconds) The number 237 (5 seconds) A square (5 seconds) Rest 20 seconds A triangle (5 seconds) The outline of a person (5 seconds) The word C-A-T (10 seconds) Rest 20 seconds The athletes first name (10 seconds) Spell their sport (10 seconds)</p> <p>https://bkbestlife.lpages.co/agility-shapes/</p>

Geography



Name: _____

Choose one special feature of Australia. For example, Uluru or The Daintree



Is it natural or human? _____

What state or territory is it in? _____

Mark it on the map of Australia.



Find or draw a picture of it.



Write some interesting facts about it.

Handwriting practice lines for writing facts about the chosen feature.

What makes this place special?

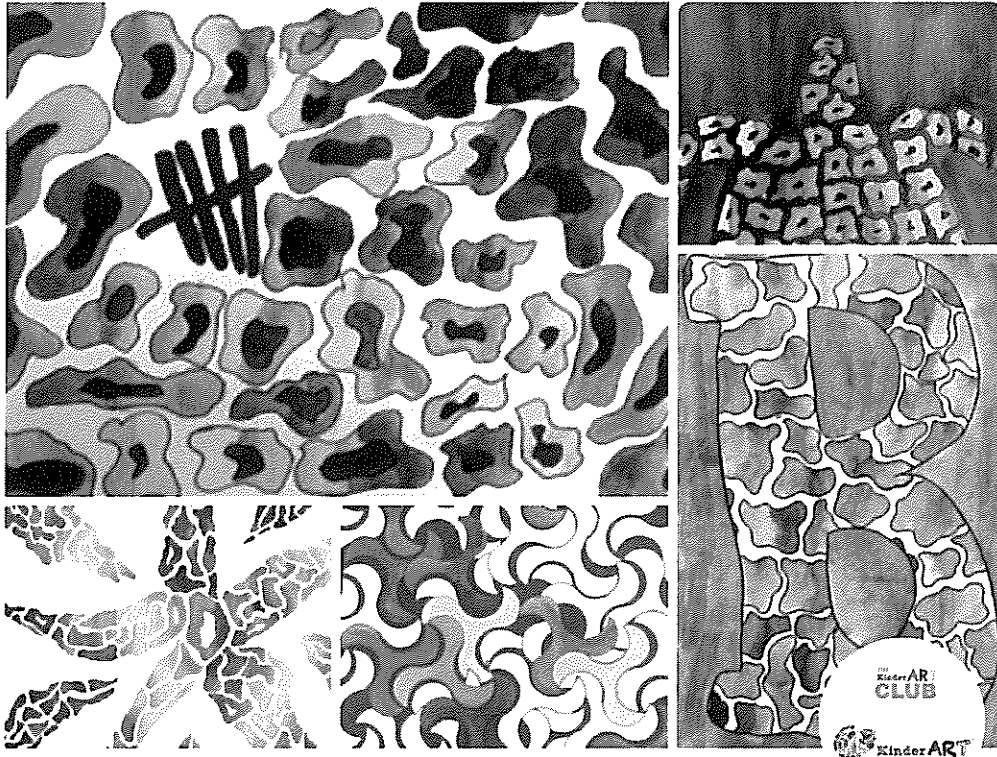
Handwriting practice lines for describing what makes the place special.

Visual Arts

Name: _____

COLOR COLLISION ART LESSON – STAGE 2

Color Collision



KinderArt | The KinderArt Club

Students will create designs using colour and shape as they learn about amorphic and organic shapes.

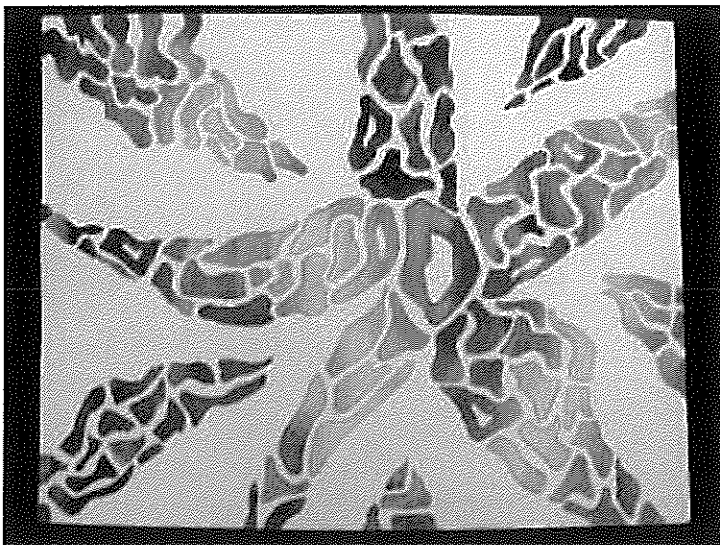
WHAT YOU NEED:

- White paper.
- paint brushes.
- Pencils.
- good quality erasers.

- watercolor paints. (If you do not have watercolour paints, any paints will do. And if you don't have any paint, coloured textas or pencils would work too)!

WHAT YOU DO:

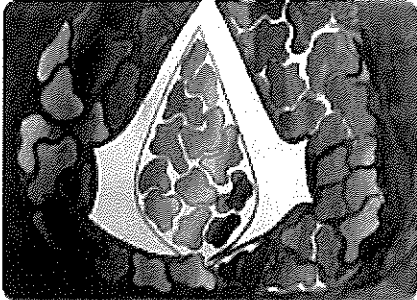
1. Discuss the difference in types of shapes.... straight, angles, sharp, round, blobbish, etc. (We have learnt about the types of shapes in art lessons this year)! Discuss how shapes next to one another can mimic each other's shape, as if they might touch. Example: puzzle pieces mimic each other's shape where they fit together.
2. Draw an arrangement of shapes that relate to one another in shape, but do not touch. The design should reach at least one portion of all four paper edges. Use light pencil lines so that they do not distract from the painting later. Have a look at some of the examples from the following page for some inspiration!
3. Demonstrate watercolor painting techniques:
 - o How to use wet paints to run together to create a new color and seem to flow together.
 - o How to use a dry brush as a sponge to pull up areas with too much water.
4. Begin at the center of the drawing by painting half of a shape red and half orange, flowing into red-orange in the center. Move to the next shape, and paint it orange, flowing into yellow to create yellow-orange. Continue on with the entire 12-color color wheel, starting over again with red as needed. My rule...each shape must contain two colors.



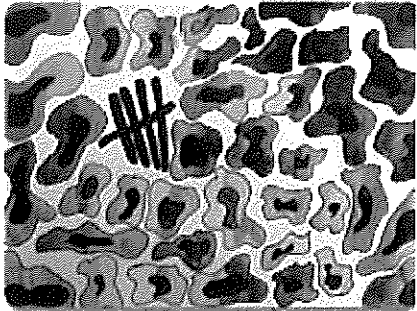
STUDENT EXAMPLES:



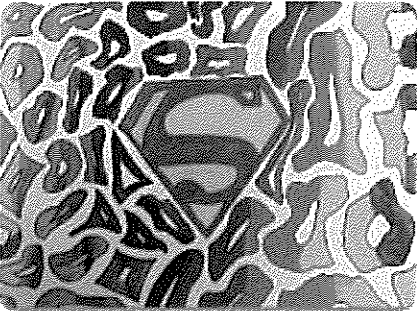
by [Mayra19](#) (grade 8) 👁 🗨



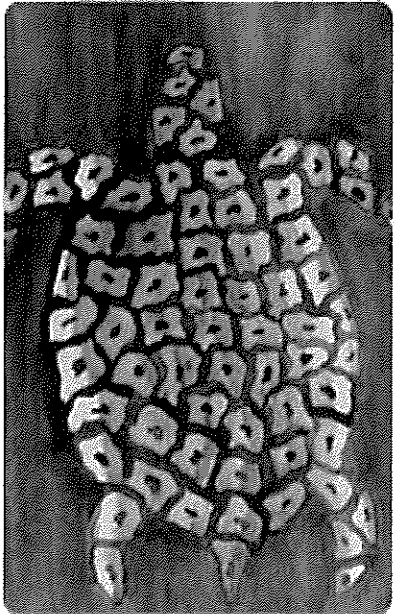
by [Amber2631](#) (grade 8) 👁 🗨



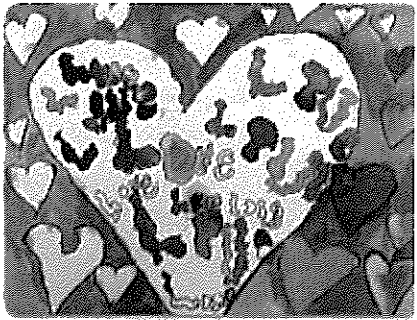
by [Heather075](#) (grade 8) 👁 🗨



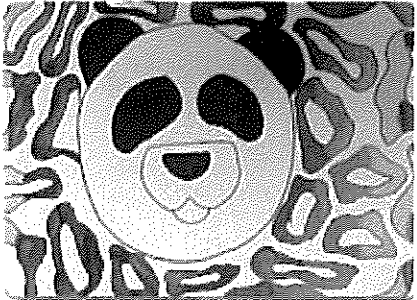
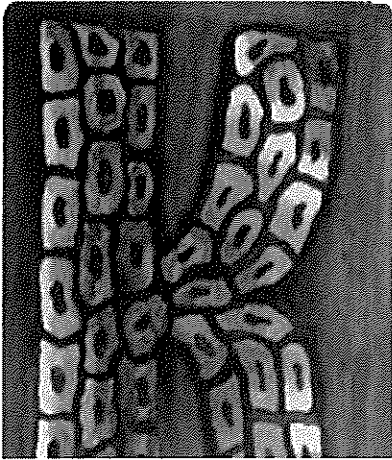
by [Brianna3372](#) (grade 8) 👁 🗨



by [Mark52](#) (grade 8) 👁 🗨



by [Adum3661](#) (grade 8) 👁 🗨



by [Isabel3952](#) (grade 8) 👁 🗨