

Year 1

Term 4 – Week 2

Class \_\_\_\_\_

ABC

Name: \_\_\_\_\_



# Monday 11th October



Spelling – Unit 29 'oo' as in boot

Write as many words as you can in the picture of the boot.

Handwriting – complete letter sheets g and h

Reading – Read aloud a book of your choice to a family member OR log into PM online / Wushka and complete a book

Writing – Recount. Write about something you did on the weekend.

Grammar - Complete 'What is a sentence?' worksheet

Numeracy activities - Complete the number of the day activity. The number is 56

PDHPE - Complete the questions about the Australian Healthy Eating Guide.





Gg

Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height as each other.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Now, copy the letters and words into your handwriting book.

g g g

G G G

Gg Gg Gg

gold

grass

great



Hh

Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height as each other.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Now, copy the letters and words into your handwriting book.

h h h

H H H

Hh Hh Hh

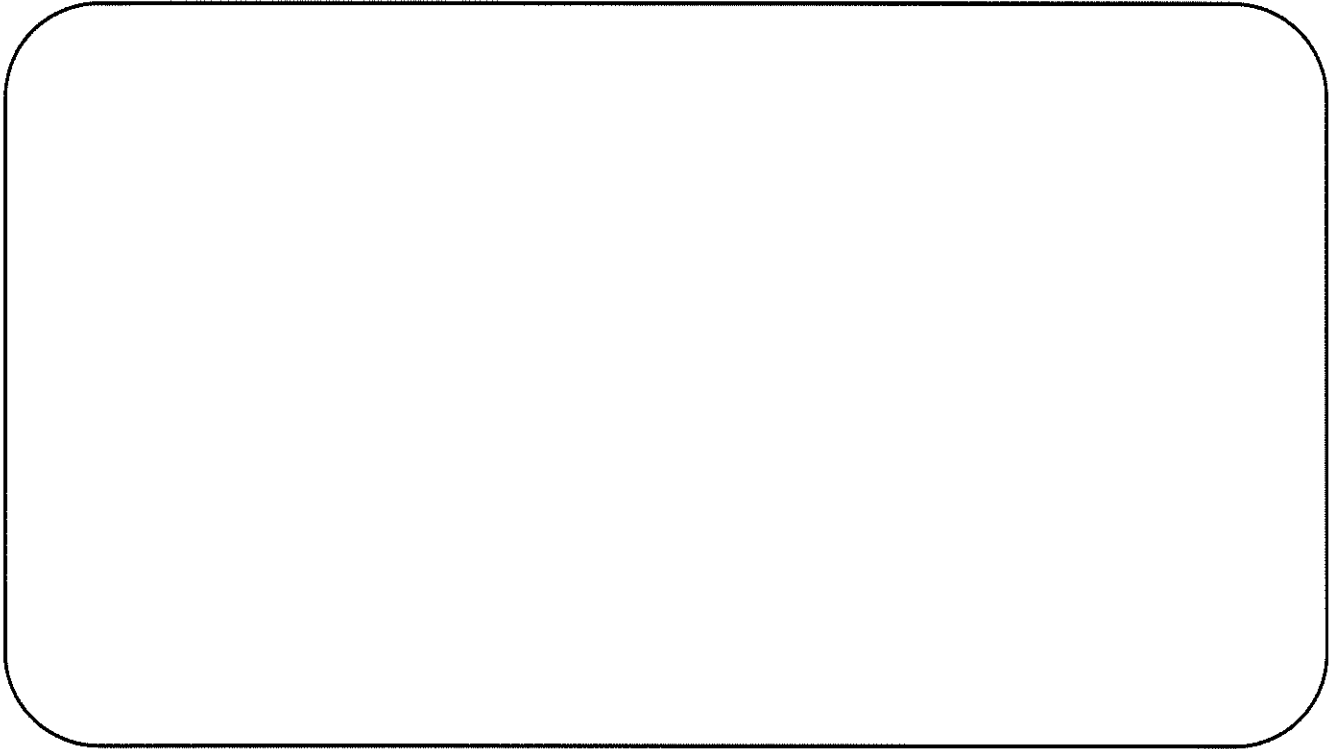
half

house

hour

Name: \_\_\_\_\_

# Weekend Recount



On the weekend \_\_\_\_\_

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Name \_\_\_\_\_

Date \_\_\_\_\_

## What is a Sentence?

Use colours to match a sentence beginning (the first column of boxes) with a sentence ending (the second column of boxes). Make a meaningful sentence.

The rabbit that is hopping  
around the yard

around the racetrack.

The bunch of red roses

in their beehives.

The lion is roaring

is in a purple vase.

Bees make honey

is brown and white.

The little white kitten was  
waiting patiently

in the cage.

The horse galloped

by its food bowl.

Write your own sentence. Make sure your sentence has a subject and a verb.

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## What is a Sentence? - Answers

Use colours to match a sentence beginning (the first column of boxes) with a sentence ending (the second column of boxes). Make a meaningful sentence.

The rabbit that is hopping  
around the yard

around the horsetrack.

The bunch of red roses

in their beehives.

The lion is roaring

is in a purple vase.

Bees make honey

is brown and white.

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waiting patiently

in the cage.

The horse galloped

by its food bowl.

Write your own sentence. Make sure your sentence has a subject and a verb.

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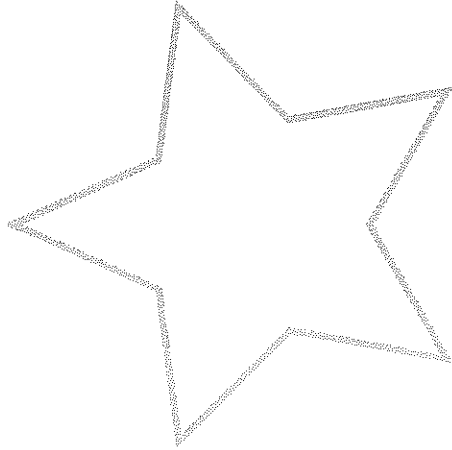
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# Number of the Day

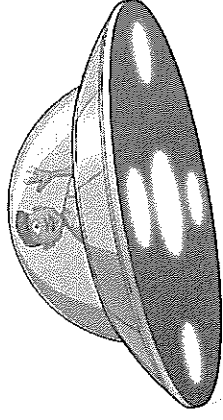
Today's number is:



Circle if it is:

Odd

Even



Rounding:

10 more is \_\_\_\_\_

10 more is \_\_\_\_\_

100 less is \_\_\_\_\_

100 more is \_\_\_\_\_

Rounding:

To the nearest 10 \_\_\_\_\_

To the nearest 100 \_\_\_\_\_

hundreds

tens

ones

Write the number word:

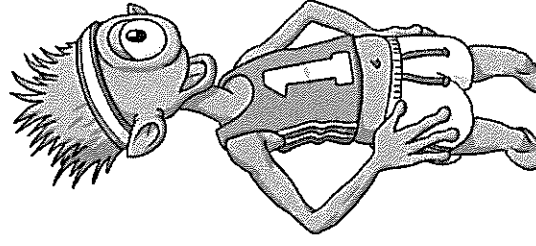
Numbers before:

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



Expanded form:

$$\bigcirc + \bigcirc + \bigcirc + \bigcirc = \bigcirc$$



Numbers after:

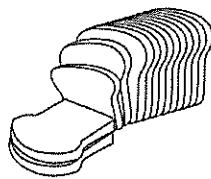
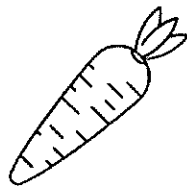
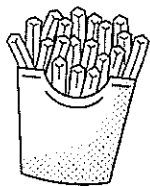


\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Show where it is on the number line:



PDHPE – Healthy Eating – Week 2.



Have a look at the Australian Guide to Healthy Eating and fill in the table below. You can use words and/or pictures to show your answers.

<https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>

<p>What are the everyday foods?</p>	<p>What are the sometimes foods? Why are these sometimes foods?</p>
<p>What types of foods do our bodies need <u>most</u>?</p>	<p>What types of foods do our bodies need <u>least</u>?</p>
<p>Why do you think our bodies need a balance of different foods?</p>	<p>What do you think would happen if we didn't eat these foods and only ate the sometimes foods?</p>
<p>What is your favourite everyday food?</p>	<p>What is your favourite sometimes food?</p>

# Tuesday 12th October



Spelling – Unit 29 'oo' as in boot.  
Write your list of words on your spelling worksheet.

Reading – Read the sentence and colour the picture

Writing – If I was an Astronaut. Write about what you would do if you were an Astronaut and went to Space.

Grammar - Complete 'Simple sentences' worksheet

Numeracy activities - Complete the fraction worksheet. We are working on one-half of the objects.

Science - What changes can we see on the landscape? After reading the information and viewing the online resources. Go outside and look up and around. Draw and label what you can see on your landscape. Don't forget to add the time.  
Draw any changes you might see on worksheet 6.

do

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to

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into

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who

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two

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too

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moon

--	--	--	--	--	--	--	--	--	--	--

boot

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food

--	--	--	--	--	--	--	--	--	--	--

room

--	--	--	--	--	--	--	--	--	--	--

cool

--	--	--	--	--	--	--	--	--	--	--

noon

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you

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flew

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new

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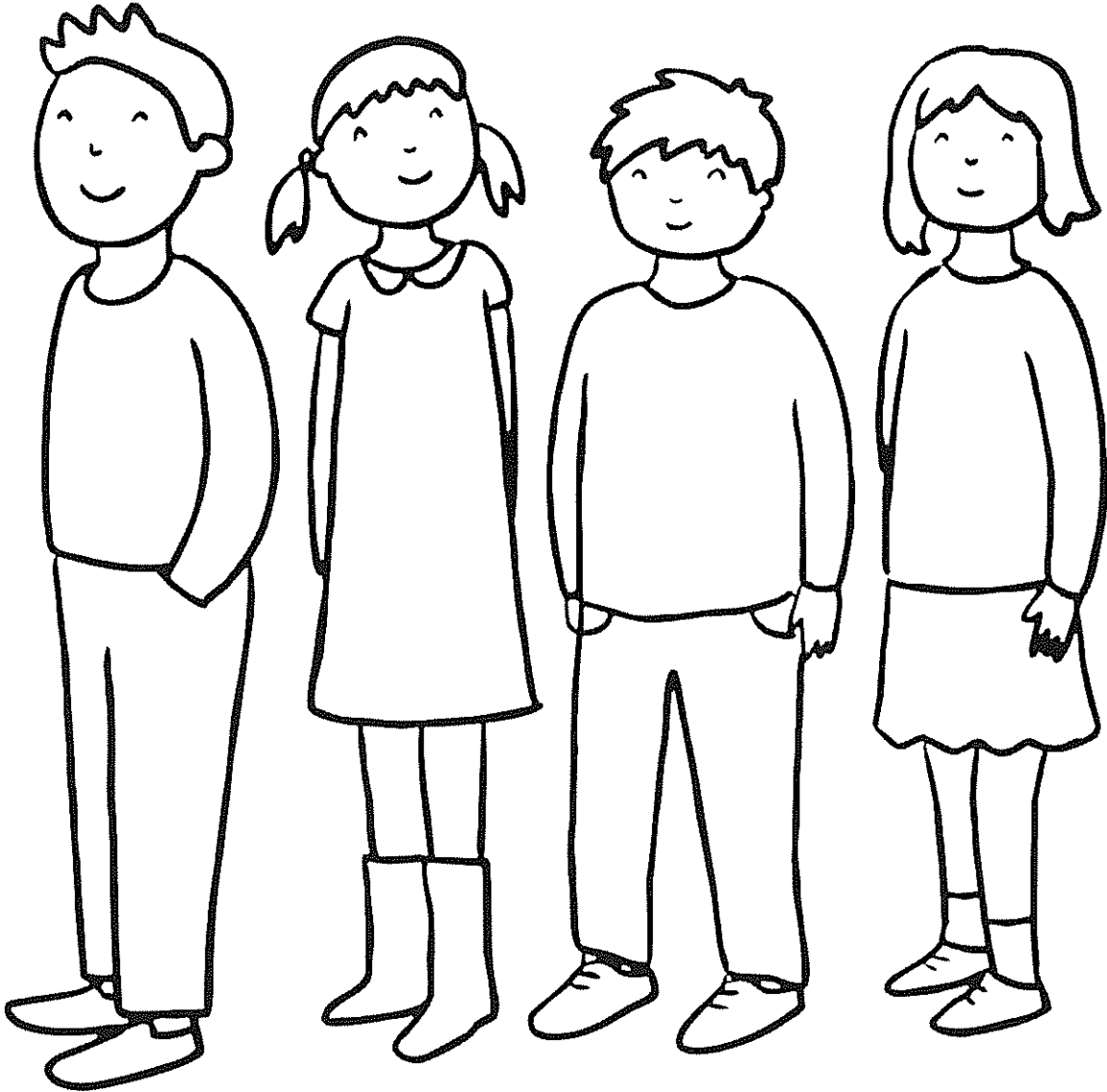
knew

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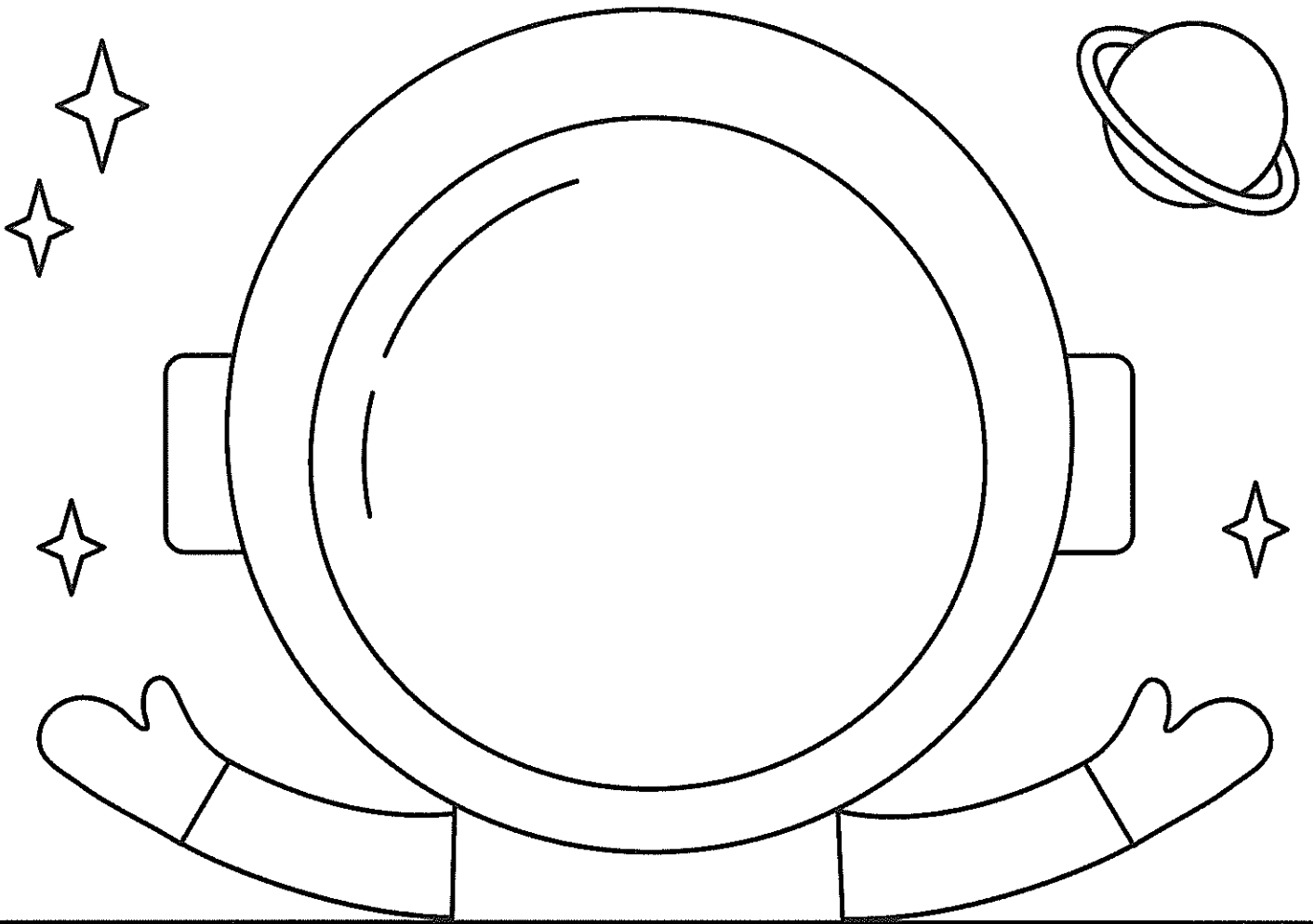
# Reading Comprehension

## Four Key Words

Read the sentence and colour the picture.



1. The first child has a green and blue jumper.
2. The third child has red and yellow shoes.
3. The fourth child has a pink and purple skirt.
4. The second child has a blue and pink dress.
5. The third child has a blue and red jumper.
6. The fourth child has blue and pink socks.



## If I was an astronaut...

.....

.....

.....

.....

.....



Name \_\_\_\_\_

Date \_\_\_\_\_

## Simple Sentences

**Underline the subject and the verb/s in these simple sentences.**

- The hamster ran around the hamster wheel.
- Scientists have discovered a new planet.
- The boy ate a hamburger.
- We have singing rehearsals before school.
- Birds wash themselves in our birdbath.
- Tom can read chapter books.
- I went to the beach.

**Use the correct word from the word bank to complete the sentences.**

bananas

football

plane

pool

bike

trains

apples

dog

I like to eat \_\_\_\_\_.

My brother likes to play with his toy \_\_\_\_\_.

Evie went swimming in the school \_\_\_\_\_.

The jet \_\_\_\_\_ has two wings.

My \_\_\_\_\_ team won the final match on the weekend.

There were ten red \_\_\_\_\_ ready to be picked.

I went for a long ride on my \_\_\_\_\_.

I hope to get a \_\_\_\_\_ one day.

## Simple Sentences – Answers

Underline the subject and the verb/s in these simple sentences.

- The hamster ran around the hamster wheel.
- Scientists have discovered a new planet.
- The boy ate a hamburger.
- We have singing rehearsals before school.
- Birds wash themselves in our birdbath.
- Tom can read chapter books.
- I went to the beach.

Use the correct word from the word bank to complete the sentences.

bananas

football

plane

pool

bike

trains

apples

dog

I like to eat **bananas**.

My brother Tom likes to play with his toy **trains**.

Evie went swimming in the school **pool**.

The jet **plane** has two wings.

My **soccer** team won the grand final on the weekend.

There were ten red **apples** ready to be picked.

I went for a long ride on my **bike**.

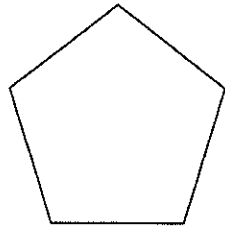
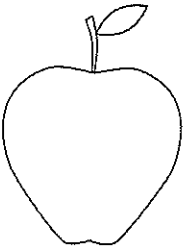
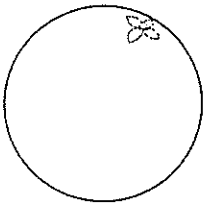
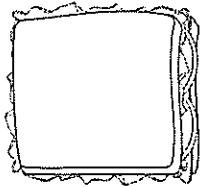
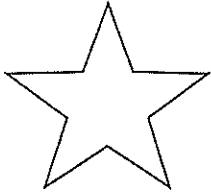
I hope to get a **dog** one day.

Name \_\_\_\_\_

Date \_\_\_\_\_

## One-Half (A)

① Colour in one-half of each object.



② Solve these word problems.

half of 2 =

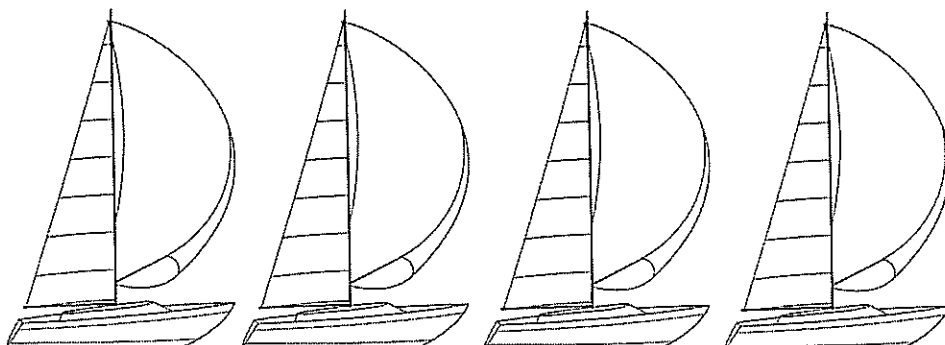
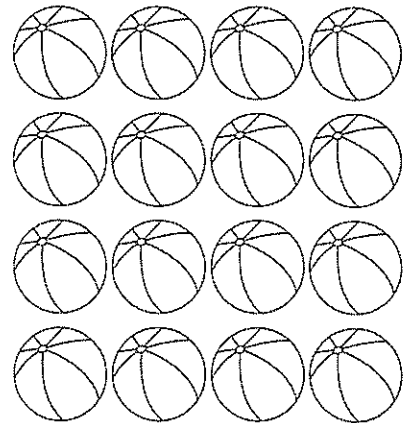
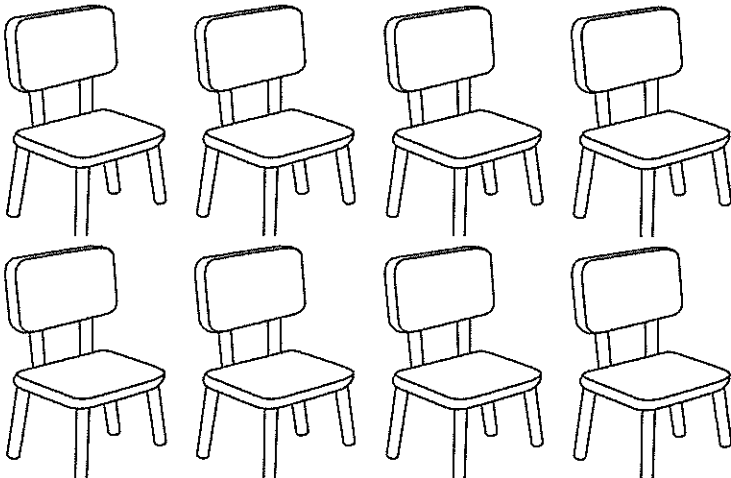
half of 4 =

half of 6 =

half of 8 =

half of 10 =

③ Colour in half of the number of objects in each group.

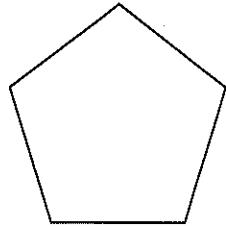
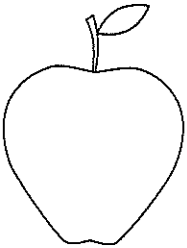
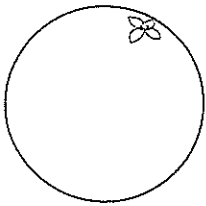
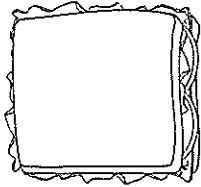


Name \_\_\_\_\_

Date \_\_\_\_\_

### One-Half (B)

① Colour in one-half of each object.



② Solve these word problems.

half of 10 =

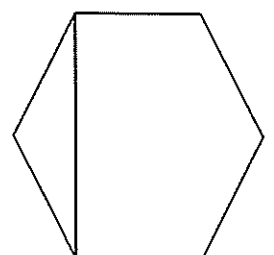
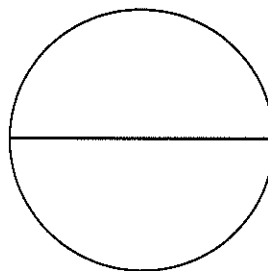
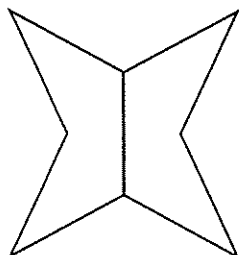
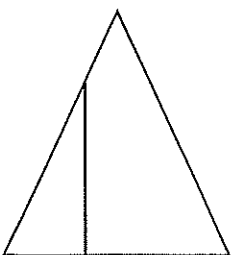
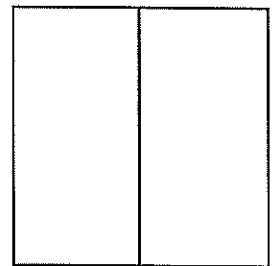
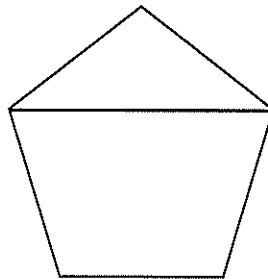
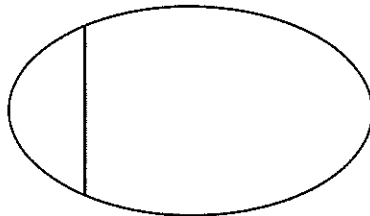
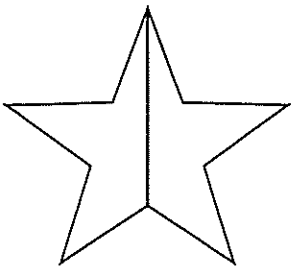
half of 20 =

half of 30 =

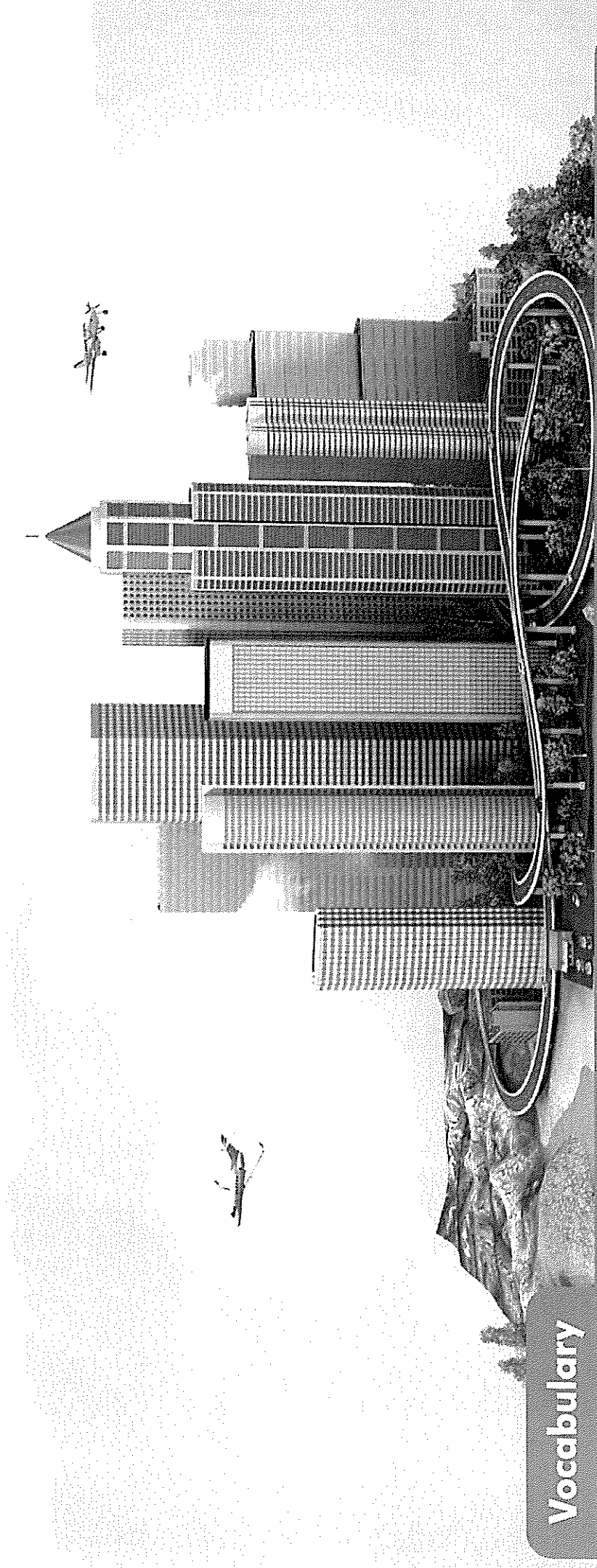
half of 40 =

half of 100 =

③ Circle the shapes that have been divided into two equal parts.



# What changes can we see on the landscape?



## Vocabulary

landscape   local   Australia   natural   constructed   managed   changing

Uluru

Landscapes can have natural, managed and constructed features.

- 1 Look at the eBook to find out more about the different types of features we can find on landscapes.

- 2 Play I Spy using the picture.

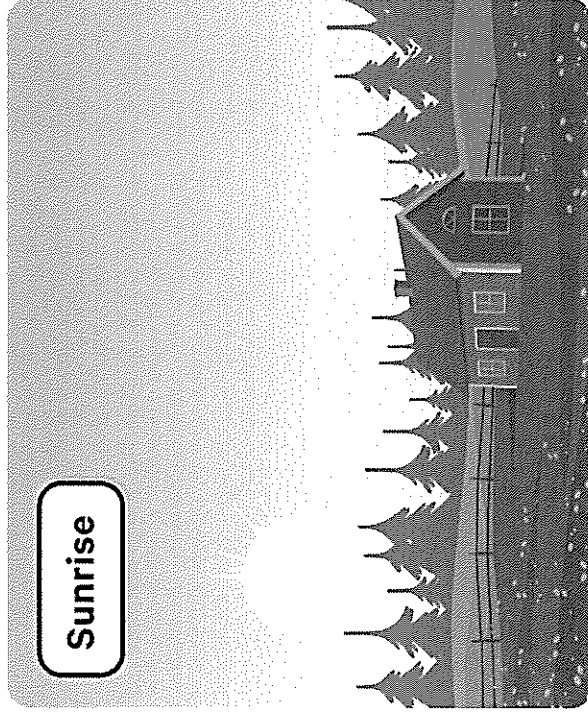


I spy something ...  
natural.

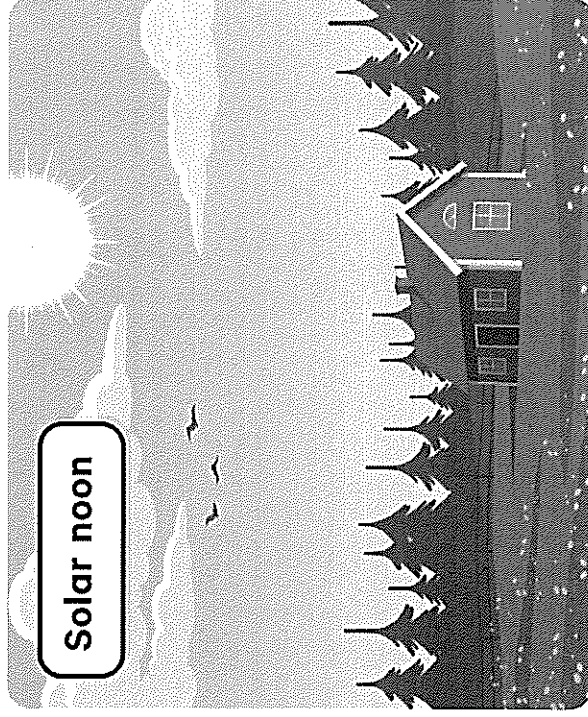
I spy something ...  
constructed.

I spy something ...  
managed.

The movement of the Sun in the sky can change the way natural, managed and constructed features look on the landscape.

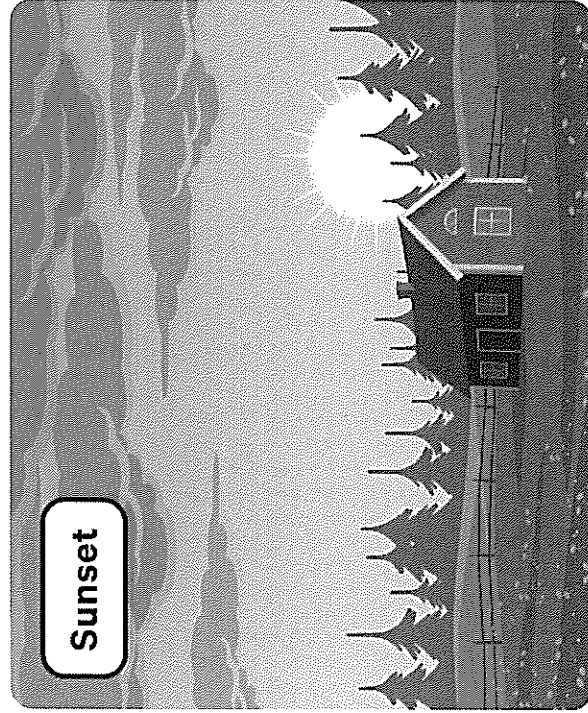


Sunrise

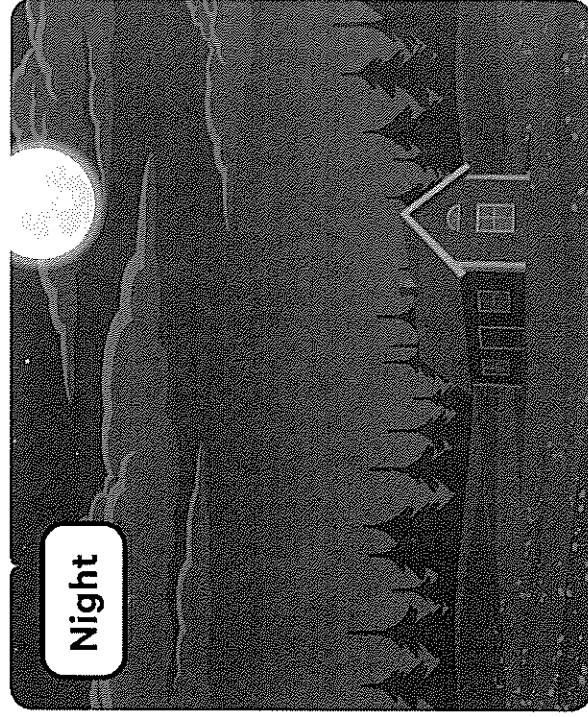


Solar noon

3 Look at the pictures and talk with your class about how the Sun has made changes to the landscape.



Sunset

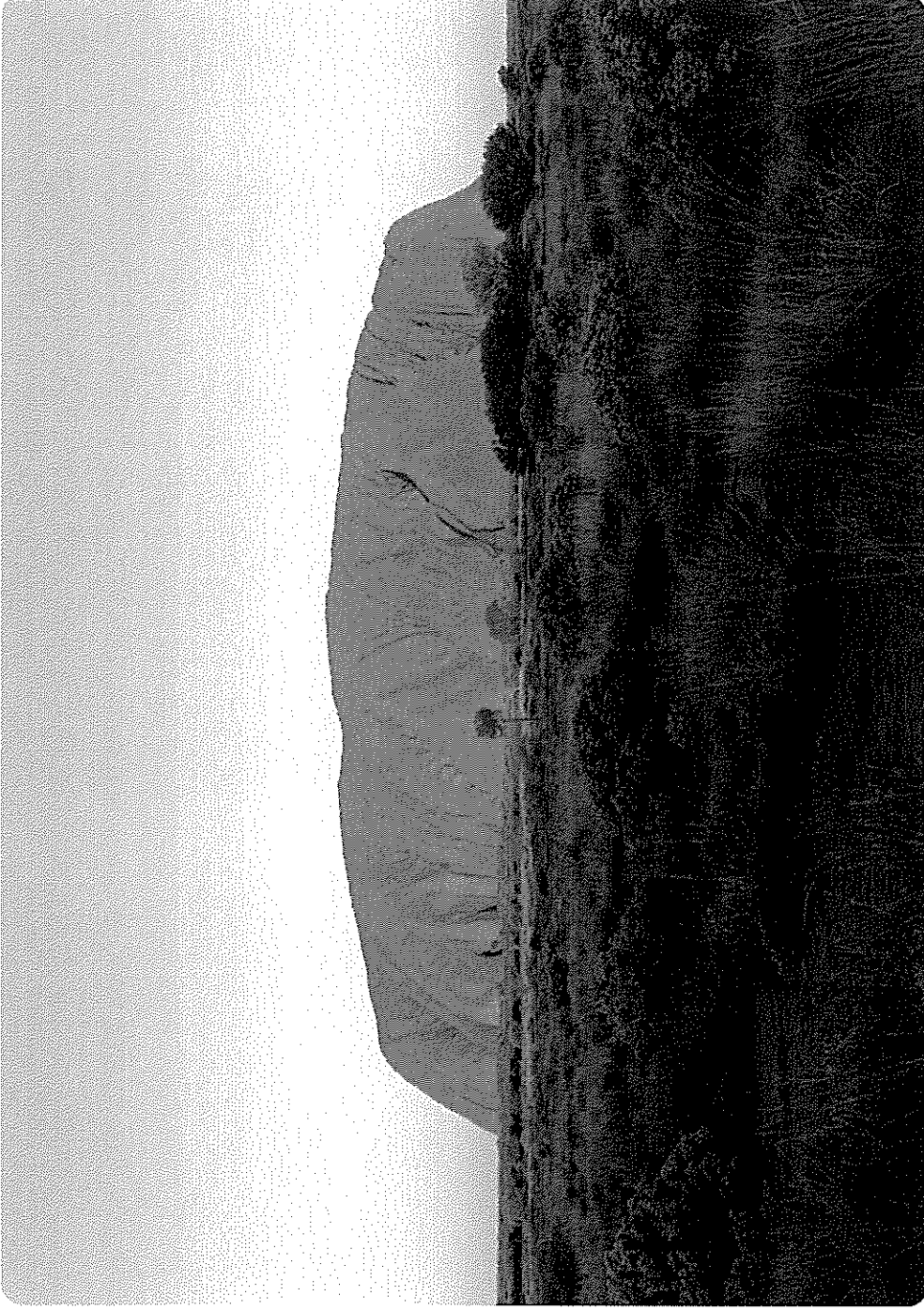
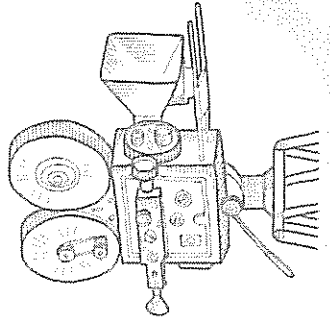


Night

Uluru is a big rock  
in central Australia.  
It is a natural  
feature.  
It can change colour  
during the day.

▶ Watch the Uluru  
animation.

4



What did  
you notice?

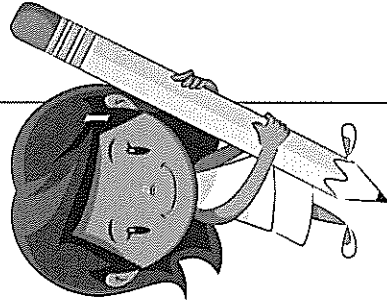
Why do you think  
that happens?





**5** Go outside and look up and around. Draw and label what you can see on your landscape.

Time:



A large, empty rectangular box with rounded corners, intended for the student to draw and label their landscape.



**6**

Draw any changes you might see on your landscape on a different time of day or night.

Time:

A large, empty rectangular box with rounded corners, intended for drawing a landscape at a different time of day or night. A line connects the 'Time:' label to the top-left corner of this box.

# Wednesday 13th October



Spelling – Unit 29 'oo' as in boot.  
Complete your first page of your spelling activity

Handwriting – Complete letter sheets i and j

Reading – Read the sentence and colour the picture

Writing – Pirate Ship. Write about what you would do if you were a pirate and had your very own pirate ship.

Grammar - Complete 'Compound Sentences' worksheet

Numeracy activities - Complete the fraction worksheet. We are working on quarters of the shapes.

Geography - Complete the 'Do all places have the same weather?' Choose a place to visit and draw the things you would take with you in the suitcase. Make sure you have suitable clothes for the expected weather.



oo

boot



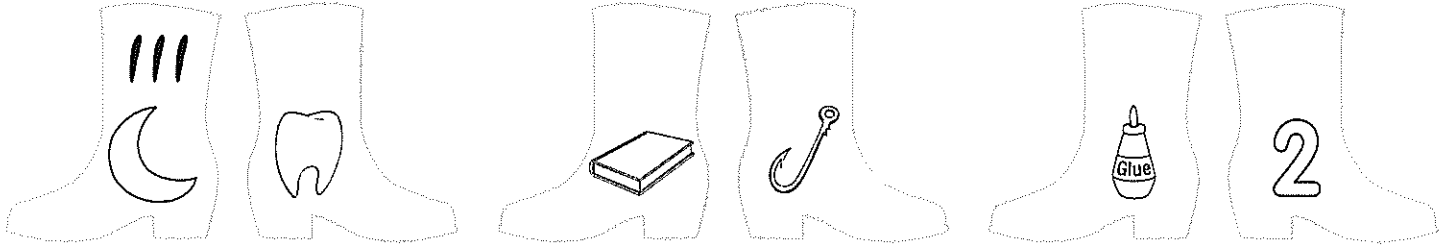
List Words

do	two	food	you
to	too	room	flew
into	moon	cool	new
who	boot	noon	knew

Letters

Words


- 1 **Underline** the letter or letters for in each List Word. If any of these are not in the sound box, write them with a word example in the box above.
- 2 **Colour** the boot if you hear in the picture name. **Write** a stroke in the top of the boot for each sound in the picture name. The first one is done for you.



- 3 **Write** oo to finish the words. **Join** the pictures to the correct words.

★ We sometimes write oo for , as in boot .

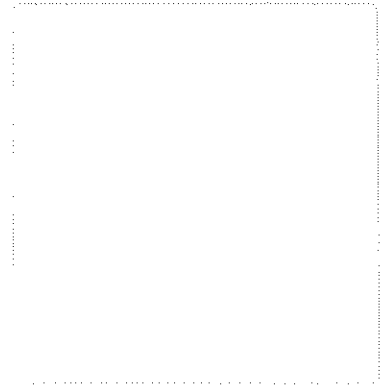
t___		c___l	m___n		t___th
b___t		f___d	r___m		n___n

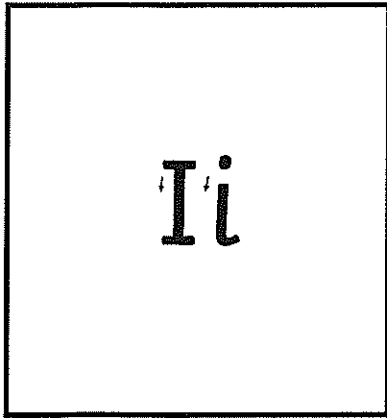
- 4 **Write** to, two or too in the sentences.  
Draw Sue and Tom at school.

Sue has \_\_\_\_\_ boots.

She wears her boots \_\_\_\_\_ school.

Tom wear boots \_\_\_\_\_.





Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height as each other.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

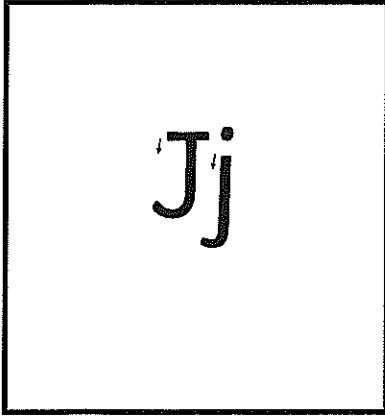
Now, copy the letters and words into your handwriting book.

i i i

I I I

improve

is



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height as each other.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Now, copy the letters and words into your handwriting book.

j j j

J J J

Jj Jj Jj

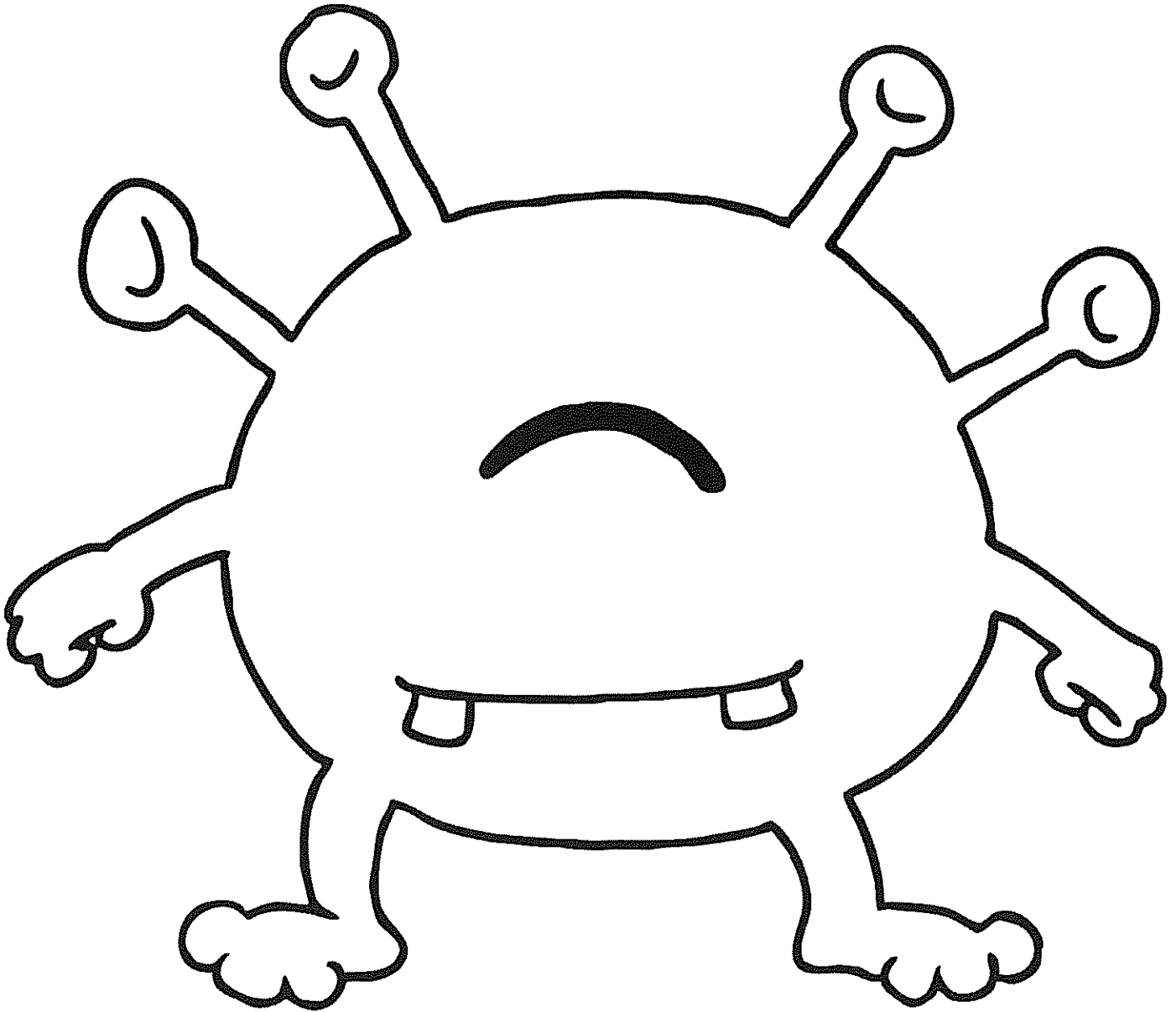
jelly

joke

# Reading Comprehension

## Four Key Words

Read the sentence and colour the picture.

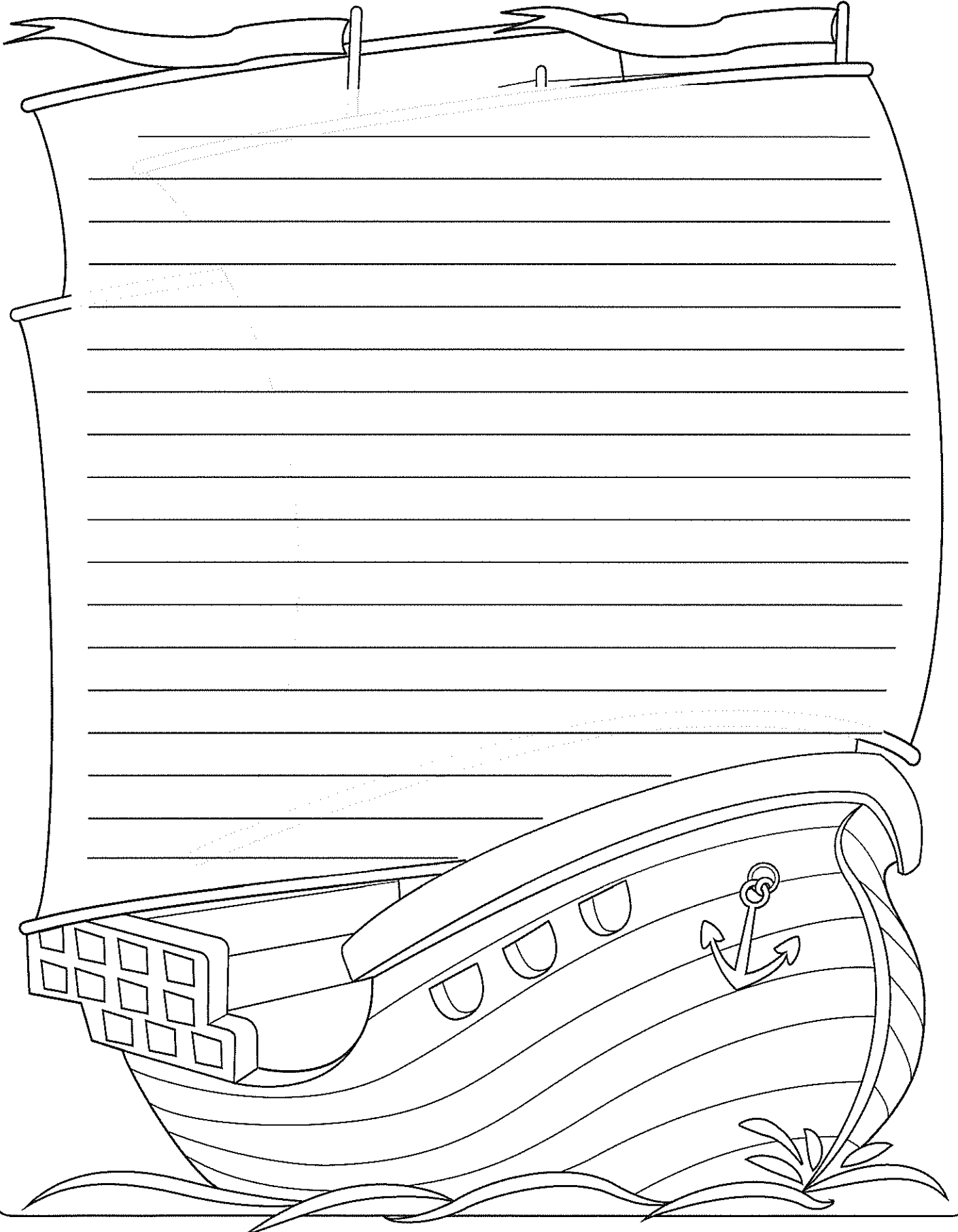


1. My body has green and blue stripes.
2. My left leg is blue and black.
3. My feet are green with red spots.
4. My right leg is blue and black.
5. My arms have green and white stripes.
6. My hands are green with white spots.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Shiver Me Timbers!





Name \_\_\_\_\_

Date \_\_\_\_\_

## Compound Sentences

Choose which coordinating conjunction works best to join the simple sentences together to make a compound sentence.

so

and

but

yet

I would like to go to the football game, \_\_\_\_\_ I don't have a ticket.

The children went for a walk, \_\_\_\_\_ they saw many different types of birds.

I like orange juice, \_\_\_\_\_ Susie likes apple juice.

It was late at night, \_\_\_\_\_ the weather was hot.

Jack doesn't like to eat vegetables, \_\_\_\_\_ he likes to eat meat.

**Rewrite the sentences below to create a compound sentence.**

Robin painted with blue paint. Barry painted with yellow paint.

---

---

---

Zack ran fast. Tom ran faster.

---

---

---

## Compound Sentences – Answers

Choose which coordinating conjunction works best to join the simple sentences together to make a compound sentence.

so	and
but	yet

I would like to go to the football game, **but** I don't have a ticket.

The children went for a walk, **and** they saw many different types of birds.

I like orange juice, **but** Susie likes apple juice.

It was late at night, **yet** the weather was hot.

Jack doesn't like to eat vegetables, **but** he likes to eat meat.

**Rewrite the sentences below to create a compound sentence.**

Robin painted with blue paint. Barry painted with yellow paint.

**Robin painted with blue paint, and Barry painted with yellow paint.**

Zack ran fast. Tom ran faster.

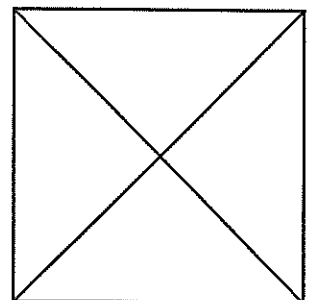
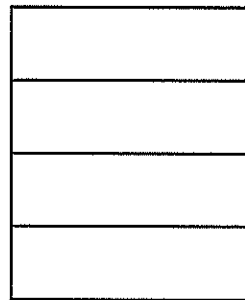
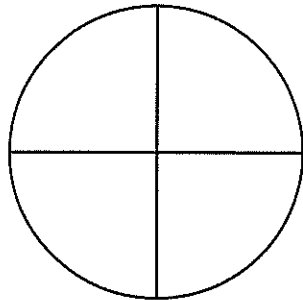
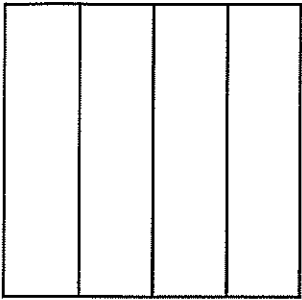
**Zack ran fast, but Tom ran faster.**

Name: \_\_\_\_\_

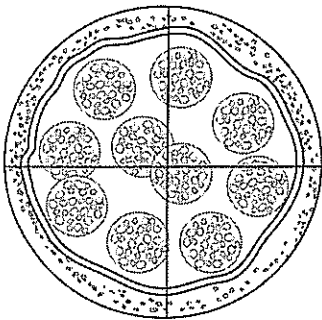
Date: \_\_\_\_\_

# Quarters

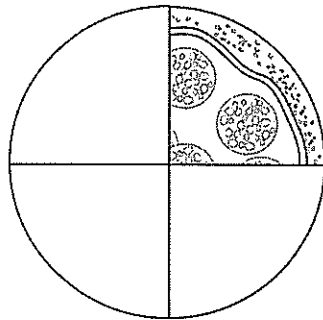
1. Colour in one-quarter of each of the following shapes.



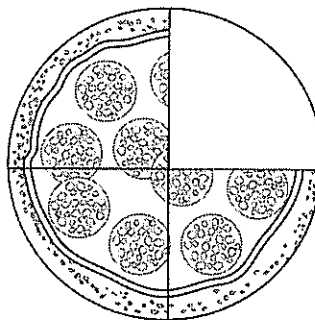
2. How many quarters of the pizza are left in each picture?



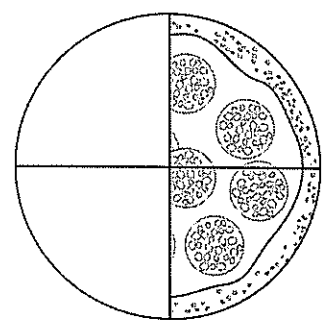
\_\_\_\_\_ quarters



\_\_\_\_\_ quarters



\_\_\_\_\_ quarters



\_\_\_\_\_ quarters

3. My mother was cutting up fruit for my brother, my sister, herself and me. She had one apple and one orange. To share the fruit equally, what could she do?

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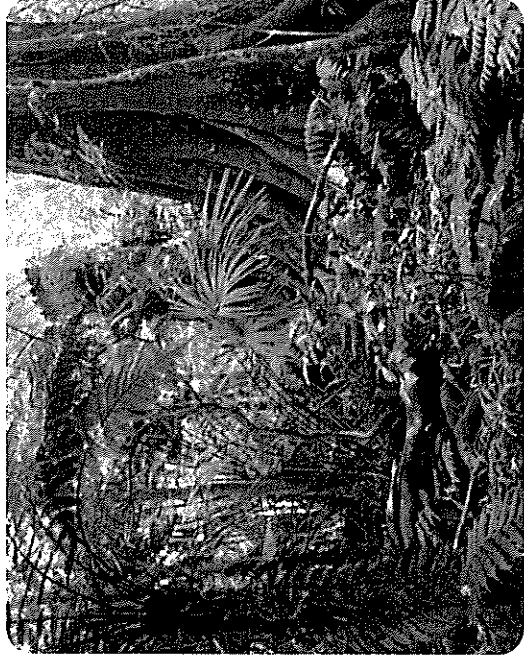
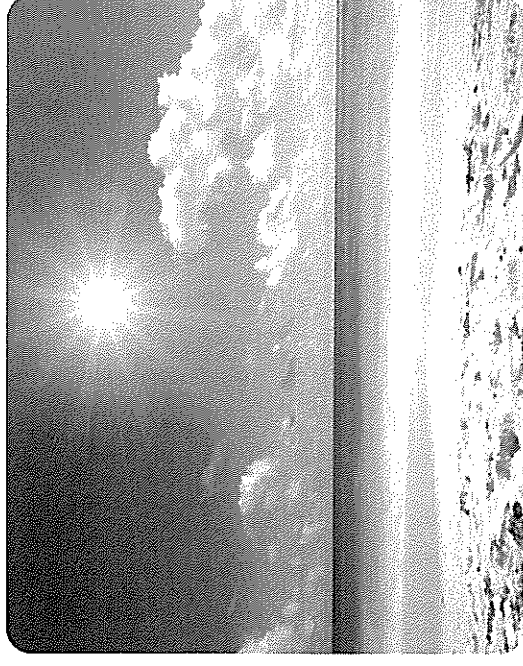
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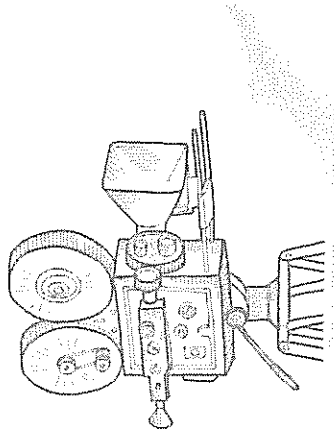
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# Do all places have the same weather?

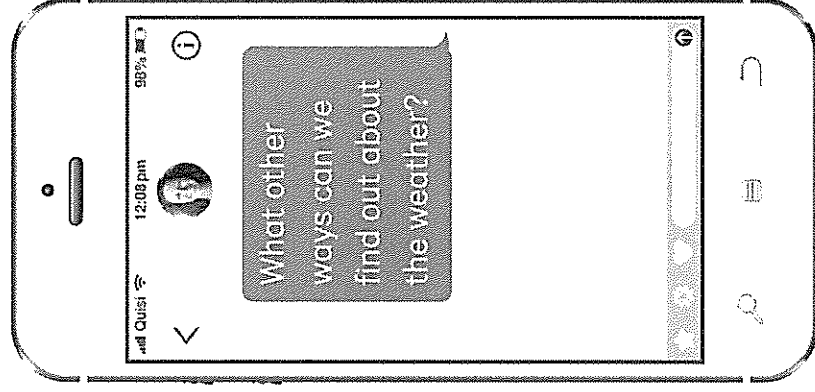
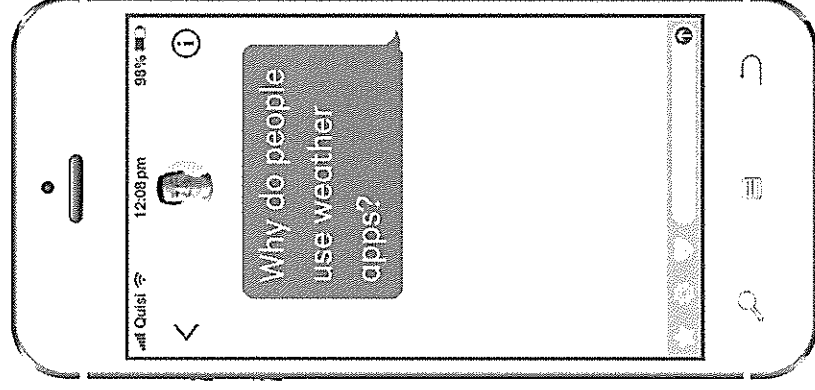
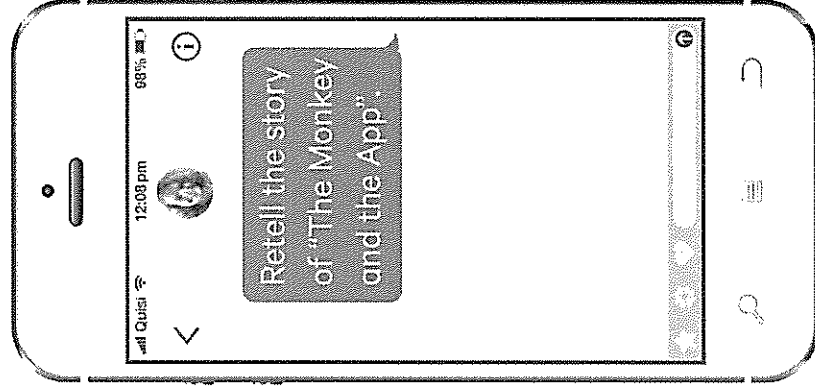
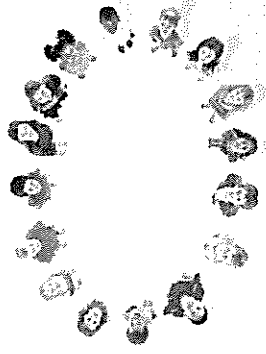
1 Share **with your class** all the places you have visited and talk about what the weather was like.



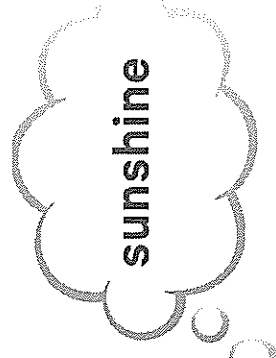
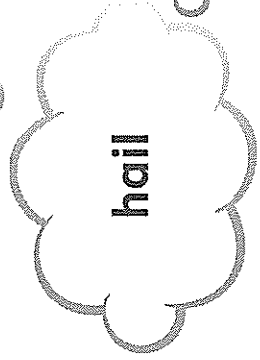
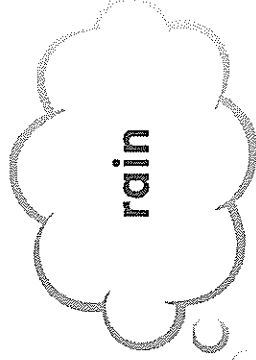
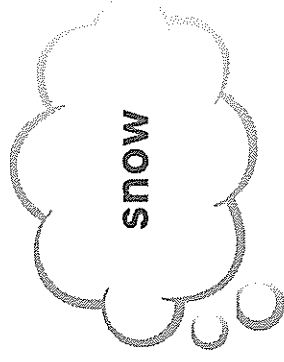
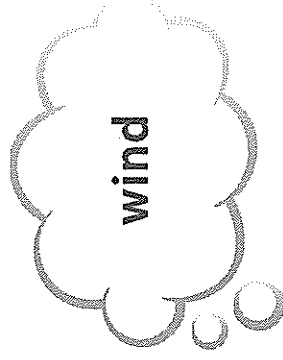
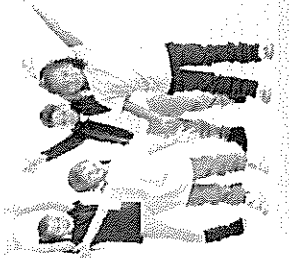
- 2 Watch the video The Monkey and the App.



- 3 In a **talking circle**, take turns to answer the text messages on the phones.



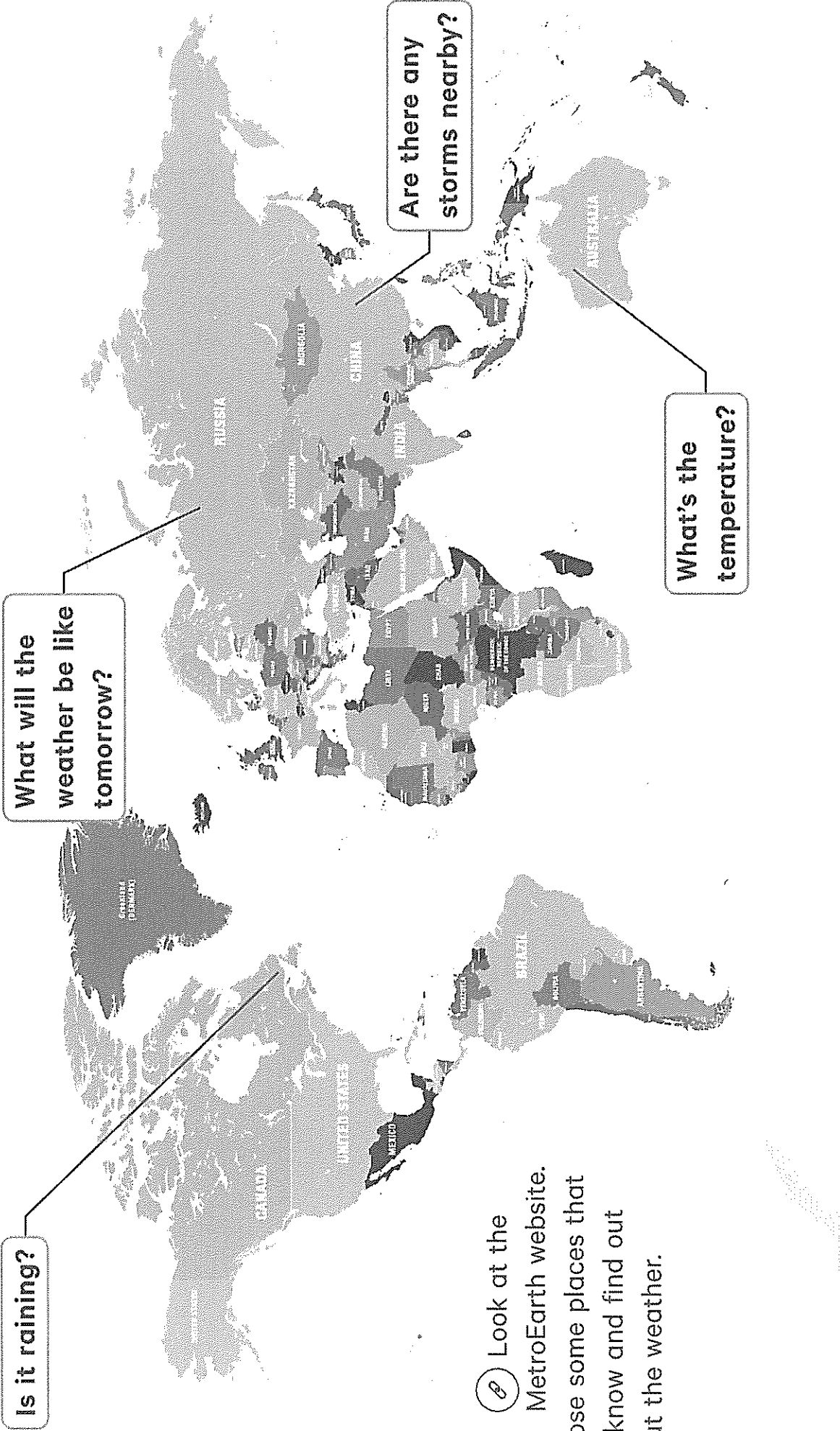
**4** **Move it!** Find a space and stand in it. When the teacher says a weather word, mime something you might do in that weather.



**5** Make a group of four. In your group make a still scene for a type of weather.

Have other groups guess your weather type.





Is it raining?

What will the weather be like tomorrow?

Are there any storms nearby?

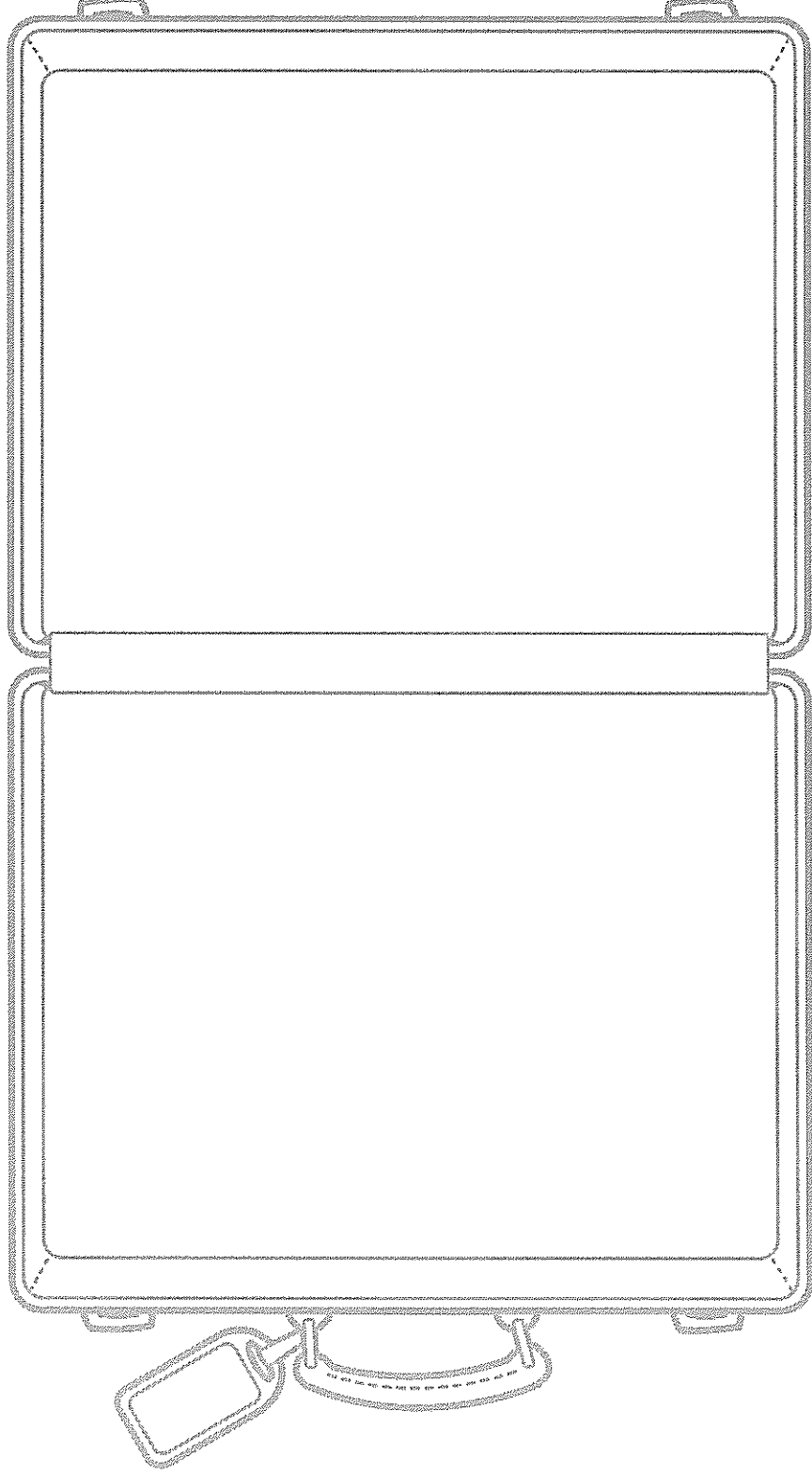
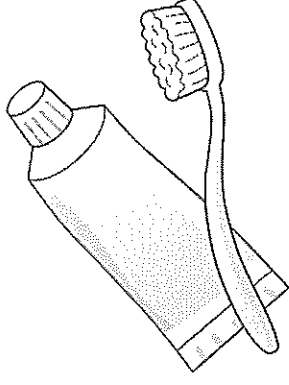
What's the temperature?

- 6 Look at the MetroEarth website. Choose some places that you know and find out about the weather.



8

Choose a place to visit and draw the things you would take with you in the suitcase. Make sure you have things suitable for the weather you expect.



Place

Weather



# Thursday 14th October



Spelling – Unit 29 'oo' as in boot.  
Complete your second page of your spelling activity

Reading – Read the sentence and colour the picture

Writing – Story starter ideas. Please choose one and write a story.  
Remember your finger spaces, capital letters and fullstops.

Grammar - Complete 'Complex Sentences ' worksheet

Numeracy activities - Complete the fraction worksheet. We are  
working on halves and quarters.

Creative Arts - Complete the drama lesson - Character Walk. If you  
would like to share these please add them to Class Dojo.

5 **Underline** the letter or letters for **oo** in the words in the box.  
Finish the sentences with these words.

do few  
into new  
you knew

I have \_\_\_\_\_ boots.

We went \_\_\_\_\_ the room.

I \_\_\_\_\_ you could \_\_\_\_\_ it.

A \_\_\_\_\_ of us will help \_\_\_\_\_.

6 **Write Who** to start each question. **Answer** the questions with words from the box.

\_\_\_\_\_ says moo? \_\_\_\_\_

\_\_\_\_\_ lives in a zoo? \_\_\_\_\_

\_\_\_\_\_ makes food? \_\_\_\_\_

\_\_\_\_\_ has one tooth? \_\_\_\_\_

cook  
cow  
baby  
monkey

7 **Help** Sue find her blue boot.

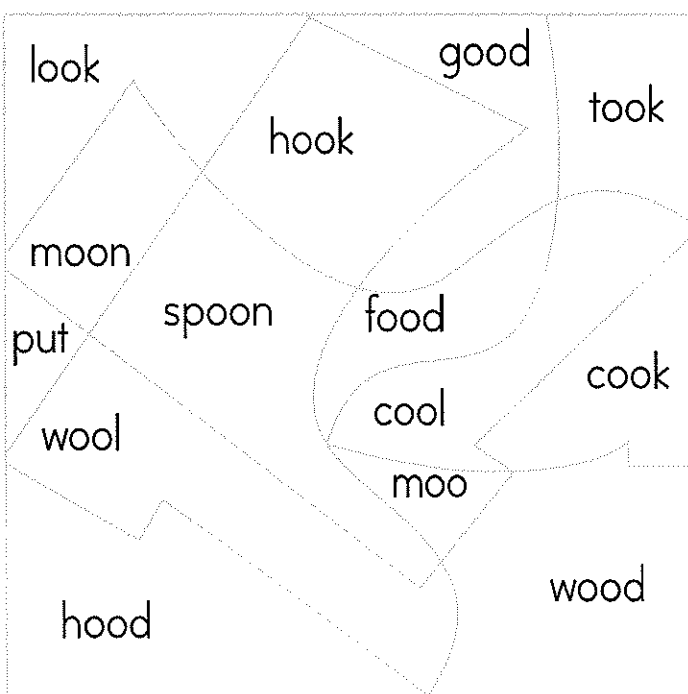
Colour **oo** parts blue.

Colour **oo u** parts red.



Where would Sue keep her boots –  
in her pool,  
in her room  
or  
on her roof?

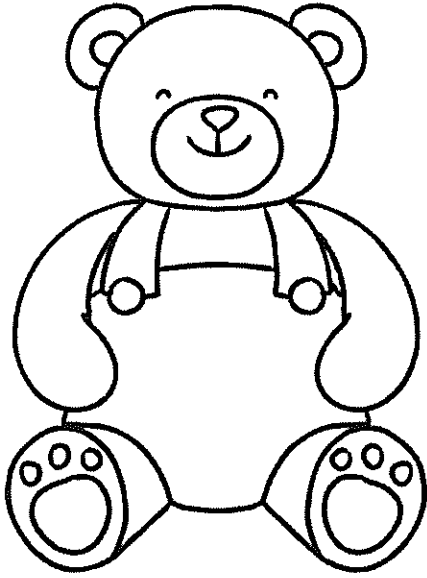
Answer: \_\_\_\_\_



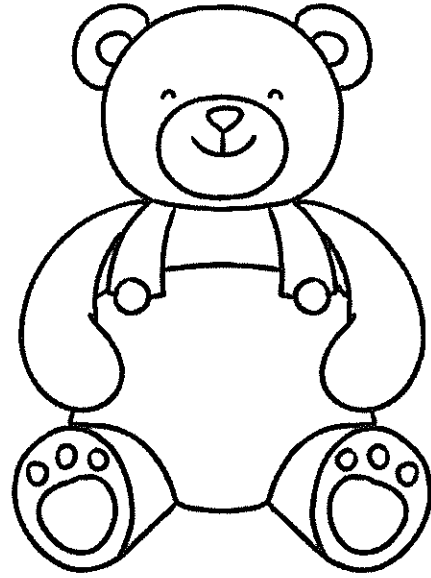
# Reading Comprehension

## Four Key Words

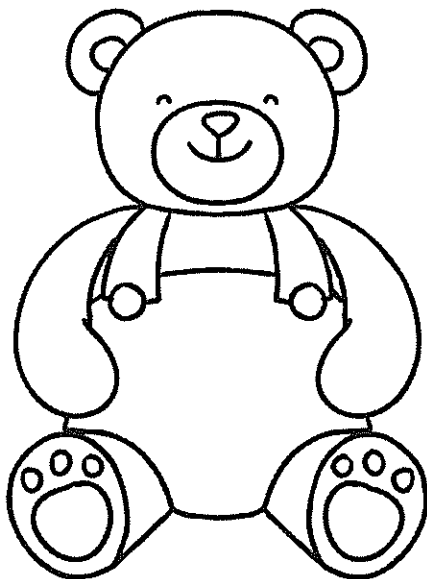
Read the sentence and colour the picture.



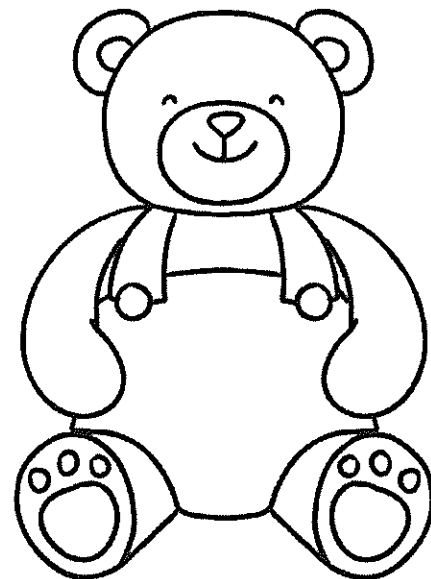
The teddy has red legs and blue arms.



The teddy has pink arms and blue legs.

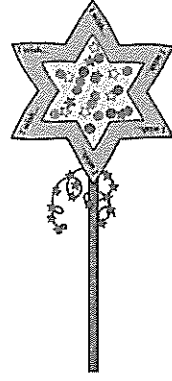


The teddy has green ears and blue legs.

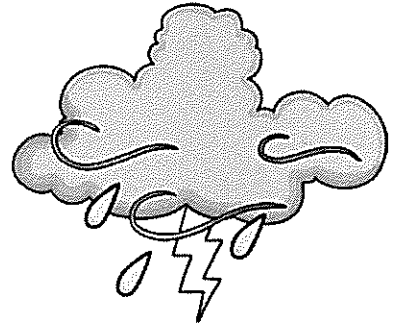


The teddy has red clothes and orange ears.

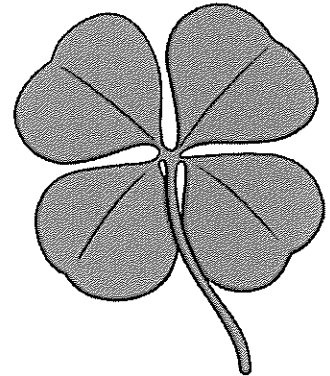
I made a wish  
and...



It was a stormy  
day...



I was so lucky...



I was so scared...





Name \_\_\_\_\_

Date \_\_\_\_\_

## Complex Sentences

Choose which subordinating conjunction works best to join the clauses together to make a complex sentence.

unless

that

despite

which

when

while

Beetles keep their wings folded \_\_\_\_\_ they are flying.

My grandma made a chocolate cake, \_\_\_\_\_ everyone enjoyed.

I will make the beds \_\_\_\_\_ you cook breakfast.

He returned his book to the library \_\_\_\_\_ he was finished with it.

Here is the basketball \_\_\_\_\_ you lost yesterday.

My soccer team still played yesterday \_\_\_\_\_ it raining heavily.

**Highlight the independent clause that can stand alone as a sentence.**

When the town flooded many properties were damaged.

Once the sun goes down it is time to come home.

The children saw many exhibits when they went on their excursion.

We enjoyed playing on the beach even though it was cold.

I did not see Scott today because he was playing football.

## Complex Sentences – Answers

Choose which subordinating conjunction works best to join the clauses together to make a complex sentence.

unless

that

despite

which

when

while

Beetles keep their wings folded **unless** they are flying.

My grandma made a chocolate cake, **which** everyone enjoyed.

I will make the beds **while** you cook breakfast.

He returned his book to the library **when** he was finished with it.

Here is the basketball **that** you lost yesterday.

My soccer team still played yesterday **despite** it raining heavily.

**Highlight the independent clause that can stand alone as a sentence.**

When the town flooded **many properties were damaged.**

Once the sun goes down **it is time to come home.**

**The children saw many exhibits** when they went on their excursion.

**We enjoyed playing on the beach** even though it was cold.

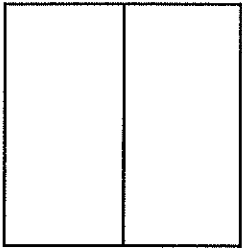
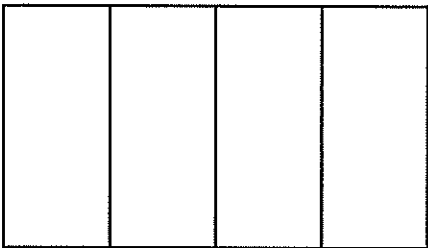
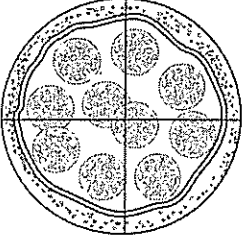
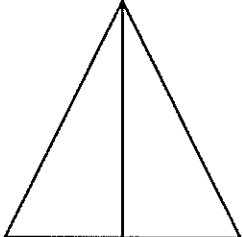
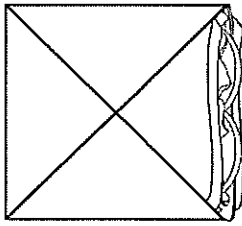
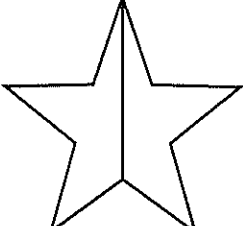
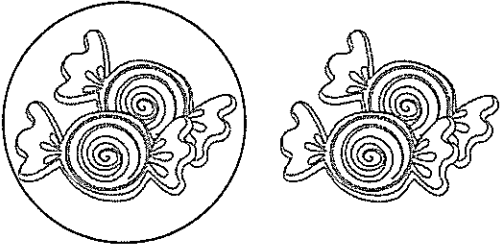
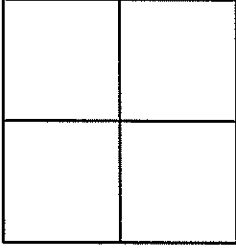
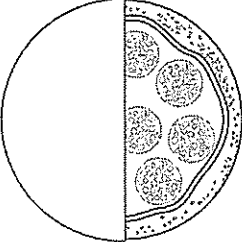
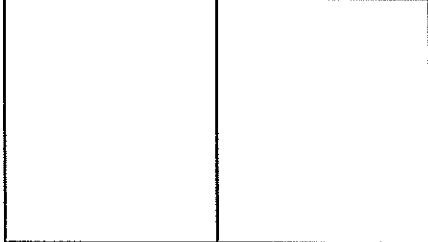
**I did not see Scott today** because he was playing football.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Halves and Quarters

Cut and paste the shapes and everyday objects into the correct column of the table on the next page, under the heading 'halves' or 'quarters'.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Halves and Quarters Table

Halves	Quarters



# Drama Activity – Character Walk

## Instructions

- This game should be played in a space where there is room to walk and move about.
- The children walk around the space freely. When the teacher calls out on the cards, the children must become that character.
- This can be played in group or whole class setting.

Walk like a lion hunting his prey.	Walk like a tourist in a new city.
Walk like a toddler.	Walk like a famous football player.
Walk like a fashion model.	Walk like you have just lost €1,000
Walk like a busy principal.	Walk like an elephant.
Move like a snake.	Move like a thunderstorm.
Move like a bird of prey.	Move like a bee.
Walk like a clown in a circus.	Walk like a dog.
Walk like a teacher.	Walk like an elderly person.
Walk like a dancer.	Move like seagull.
Move like a butterfly.	Walk like a business man/woman.
Walk like a giraffe.	Walk like a doctor.
Walk like you have just won the lottery.	Walk like an actor/actress.
Walk like you cannot find your car keys.	Move like snow.
Walk like a soldier.	Walk like a hairdresser
Move like the wind.	Move like fireworks.
Move like water.	

# Friday 15th October



Spelling – Unit 29 'oo' as in boot.

Write 3 sentences using as many 'oo' sounds as you can.

Words to help - food, room, moon, boot, too

Handwriting – complete letter sheets k and l

Reading – Read aloud a book of your choice to a family member OR log into PM online / Wushka and complete a book

Writing – SFree writing.

Remember your finger spaces, capital letters and fullstops.

Grammar - Complete 'Sorting Sentences' cut and paste worksheet

Numeracy activities - Complete the number of the day activity. The number is 71

STEM - LEGO spinners. Can you please make a LEGO spinner? Please complete activity and add record your results.

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Kk

Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height as each other.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Now, copy the letters and words into your handwriting book.

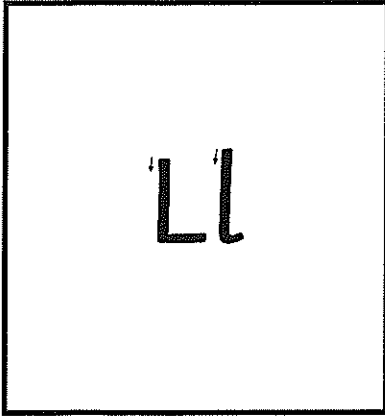
k k k

K K K

Kk Kk Kk

kind

king



Notes to remember:

- My letters sit on the line.
- My lower case letters are the same height as each other.
- My upper case letters touch the top of the line.
- I start the letter at the right point.
- I use finger spaces between each new letter or new word.

Now, copy the letters and words into your handwriting book.

l l l

L L L

l l l l l

last

love



Name \_\_\_\_\_ Date \_\_\_\_\_

## Sorting Sentences

Cut and paste the sentences under their correct headings.

I like bananas and I like grapes.	The football match was postponed because it was raining.	The dog barked whenever I knocked on the door.
Our team tried hard, but we lost the game.	Tom can read chapter books.	It was very hot outside, so the ice cream melted.
Birds wash themselves in our birdbath.	I love roast potatoes but my mum prefers them mashed.	I went to the beach.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Sorting Sentences Table

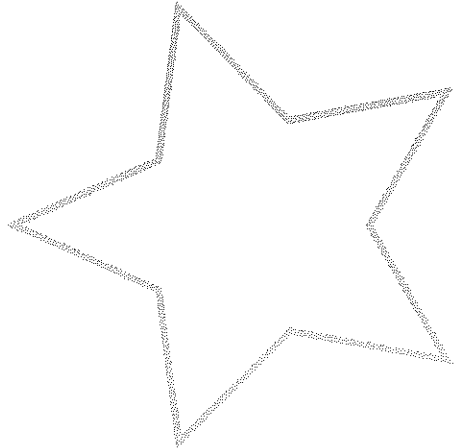
Simple Sentences	Compound Sentences	Complex Sentences

## Sorting Sentences Table - Answers

Simple Sentences	Compound Sentences	Complex Sentences
<p>I went to the beach.</p> <p>Tom can read chapter books.</p> <p>Birds wash themselves in our birdbath.</p>	<p>I like bananas and I like grapes.</p> <p>It was very hot outside, so the ice cream melted.</p> <p>Our team tried hard, but we lost the game.</p>	<p>The dog barked whenever I knocked on the door.</p> <p>The football match was postponed because it was raining.</p> <p>I love roast potatoes but my mum prefers them mashed.</p>

# Number of the Day

Today's number is:



Circle if it is:

Odd

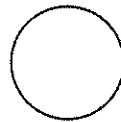
Even

\_\_\_\_\_ hundreds

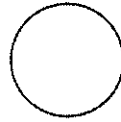
\_\_\_\_\_ tens

\_\_\_\_\_ ones

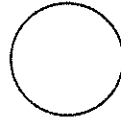
Expanded form:



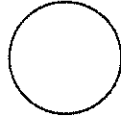
+



+



=



+ 10 = \_\_\_\_\_

+ 20 = \_\_\_\_\_

+ 50 = \_\_\_\_\_

- 10 = \_\_\_\_\_

- 20 = \_\_\_\_\_

- 50 = \_\_\_\_\_

- 100 = \_\_\_\_\_

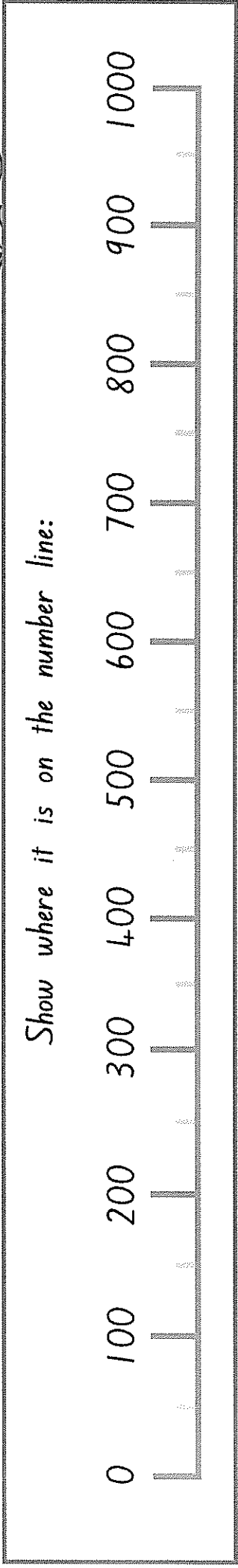
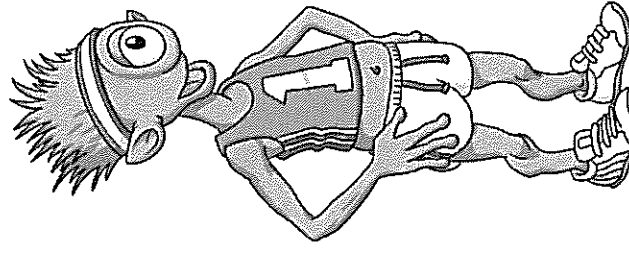
Write the number word:

\_\_\_\_\_

$\bigcirc \times 2 = \underline{\quad}$
$\bigcirc \times 10 = \underline{\quad}$
$\bigcirc \times 100 = \underline{\quad}$
$\bigcirc \div 2 = \underline{\quad}$
$\bigcirc \div 10 = \underline{\quad}$
$\bigcirc \div 100 = \underline{\quad}$

Write as a number bond to 1000:

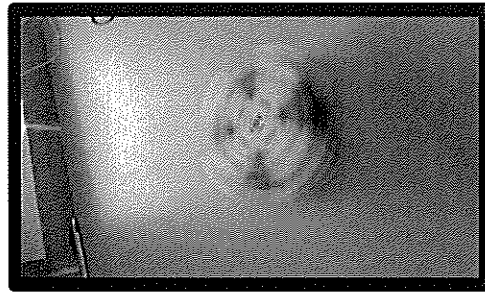
$\bigcirc + \underline{\quad} = 1000$
$\underline{\quad} + \bigcirc = 1000$
$1000 - \bigcirc = \underline{\quad}$
$1000 - \underline{\quad} = \bigcirc$



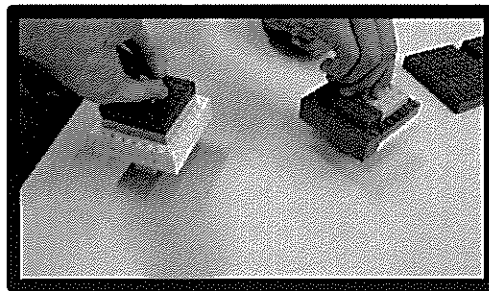
# Lego Spinners

## Lesson Plan

Duration:  
60 minutes



Materials:  
Lego  
Timer



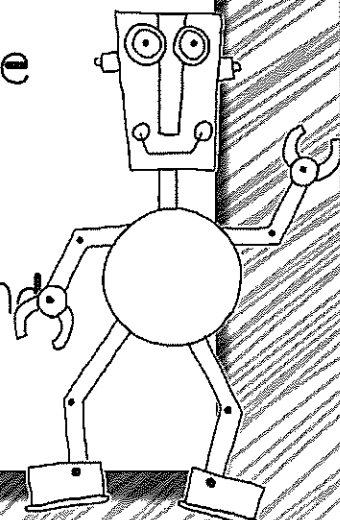
## Lesson Steps

This lesson can be done as a team of 2, 4 or as an individual challenge

The students are given the challenge to build a spinner out of Lego. The challenge is to design a spinner that can spin for the longest amount of time. They have 25 minutes to construct their spinner.

The test can be to see how long the spinners spin for.

They need to list their materials, make a plan, record the results and make observations on the worksheet provided.



# Lego Spinners

## The Challenge

Your challenge is to make a spinner out of Lego that can spin for the longest amount of time.

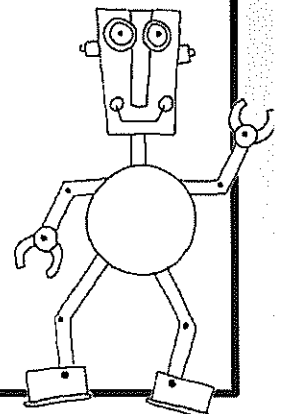
## Materials

## Make a Plan

## Record the Results

	How long did it spin for?
Test 1	
Test 2	
Test 3	
Test 4	
Test 5	

## Observation



# Lego Spinners

## The Challenge

Your challenge is to make a spinner out of Lego that can spin for the longest amount of time.

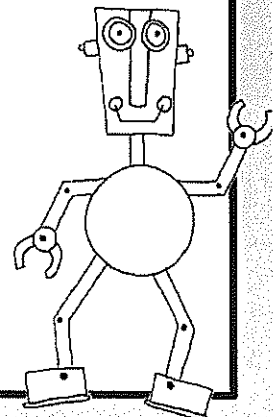
## Materials

## Make a Plan

## Record the Results

	How long did it spin for?
Test 1	
Test 2	
Test 3	
Test 4	
Test 5	

## Observation



# Lego Spinners

## The Challenge

Your challenge is to make a spinner out of Lego that can spin for the longest amount of time.

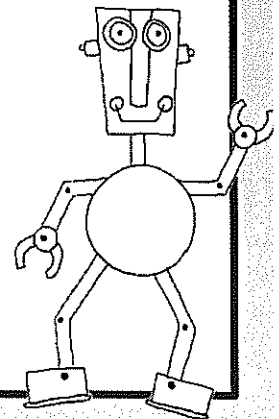
## Materials

## Make a Plan

## Record the Results

	How long did it spin for?
Test 1	
Test 2	
Test 3	
Test 4	
Test 5	

## Observation





## EXTRA activities section

To be completed at your choice

Sight word search

Boggle word puzzle

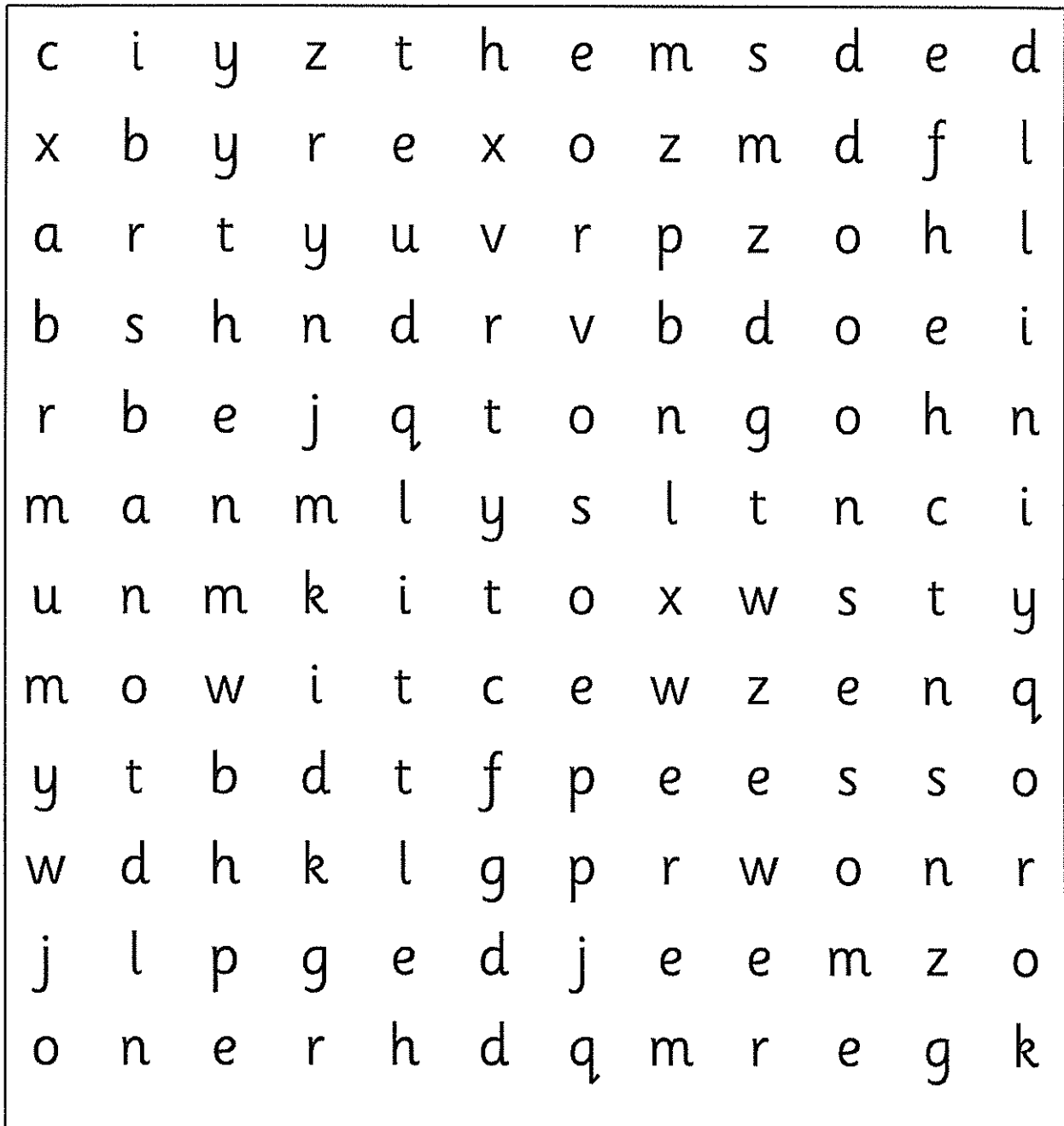
Fractions Eights activity

Reading comprehension - Spring in Australia

Reading comprehension - Keep Australia Beautiful

Spring Maths revision sheets

# High Frequency Words Wordsearch



little

mum

one

not

them

some

then

no

were

go

do

as

# Boggle

## Spelling Word Puzzle

Date:

Name:

Word Count:

S	D	E	H
H	U	L	J
D	A	D	G
V	T	F	O

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# Boggle

## Spelling Word Puzzle

Date:

Name:

Word Count:

H	A	S	P
O	S	M	D
K	L	N	A
F	T	I	M

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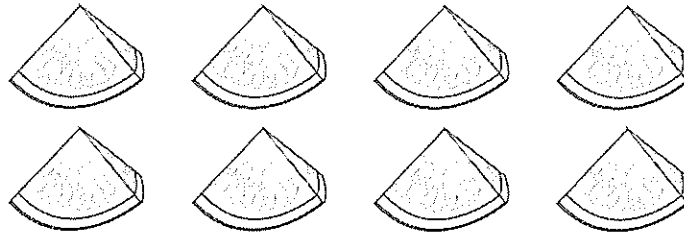


Name: \_\_\_\_\_

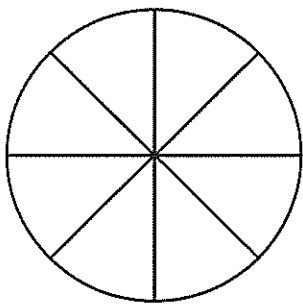
Date: \_\_\_\_\_

# Eighths

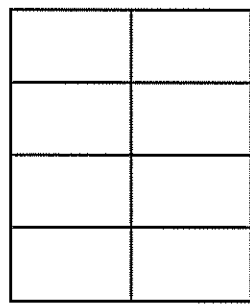
1. A chef cut a tomato into 8 equal parts. Colour in five-eighths of the tomato.



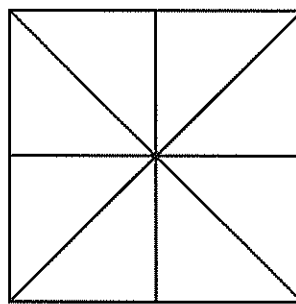
2. Colour in the fraction on each shape.



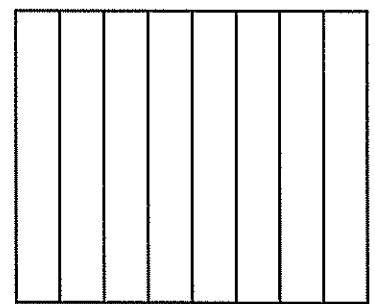
three-eighths



five-eighths



seven-eighths



six-eighths



four-eighths

3. At my birthday party, there were seven of my friends (and me). We had two big cupcakes to share. Dad divided each cupcake into quarters. Do I have enough for everyone? Explain your answer.

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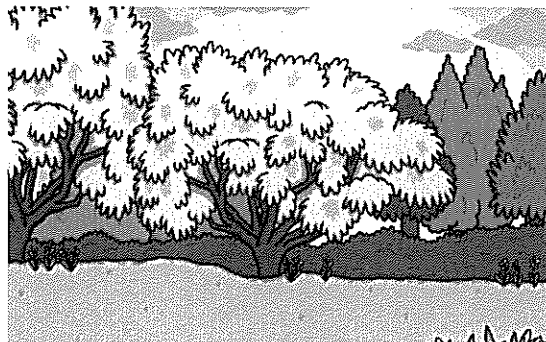
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# Spring in Australia

There are four seasons during a year. The four seasons are spring, summer, autumn and winter. Each season lasts for three months. In Australia, spring happens during September, October and November.



## Weather in Spring

In spring, the days become warmer and longer. There is more daylight in spring. During spring, the weather is mixed. It can be warm, cool and rainy.

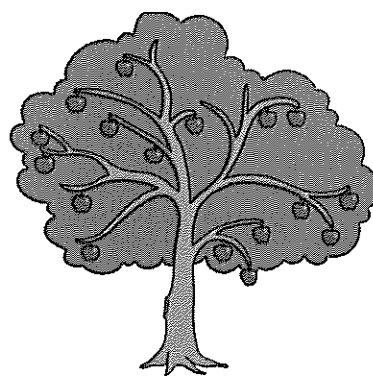


## Animals in Spring

In spring, many animals have their babies. Birds start to build their nests and then lay their eggs.

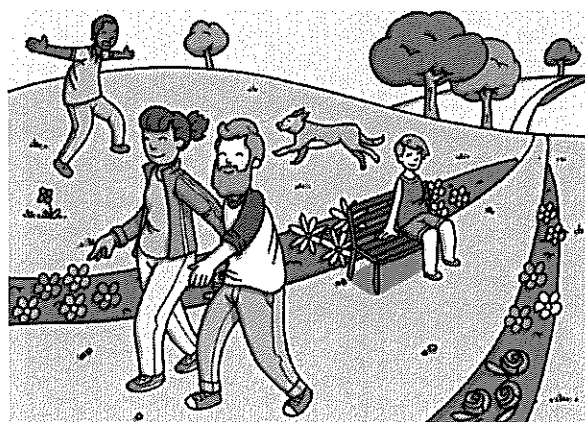
## Plants in Spring

Plants need water and sunlight to grow. Spring provides the perfect environment for new growth. Flowers may start to bloom because of the warmer weather. Fruits, such as apples, pears, avocados, lemons, mandarins and strawberries, begin to grow.



## People in Spring

As the weather gets warmer and the days last longer, people spend more time outside. What do you like to do in spring?



# Questions

1. When does spring begin? Choose the correct answer.

September

October

November

December

2. How long is spring?

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3. Which season comes after spring?

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4. What is the weather like in spring?

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5. How do plants change in spring?

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6. Why do you think people spend more time outside in spring?

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7. What do you like to do in the warmer weather?

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# Answers

1. When does spring begin? Choose the correct answer.



September



October



November



December

2. How long is spring?

**Spring is three months long.**

3. Which season comes after spring?

**After spring comes summer.**

4. What is the weather like in spring?

**In spring, the weather is mixed. It can be cool, warm and rainy.**

5. How do plants change in spring?

**In spring, plants change by growing fruit and flowers.**

6. Why do you think people spend more time outside in spring?

**People might spend more time outside in spring because the days are longer and warmer.**

7. What do you like to do in the warmer weather?

**Answers will vary.**



# Keep Australia Beautiful

Keep Australia Beautiful Week is a time to learn about how to look after our environment. It is also a time to learn about how to stop litter being thrown on the ground.

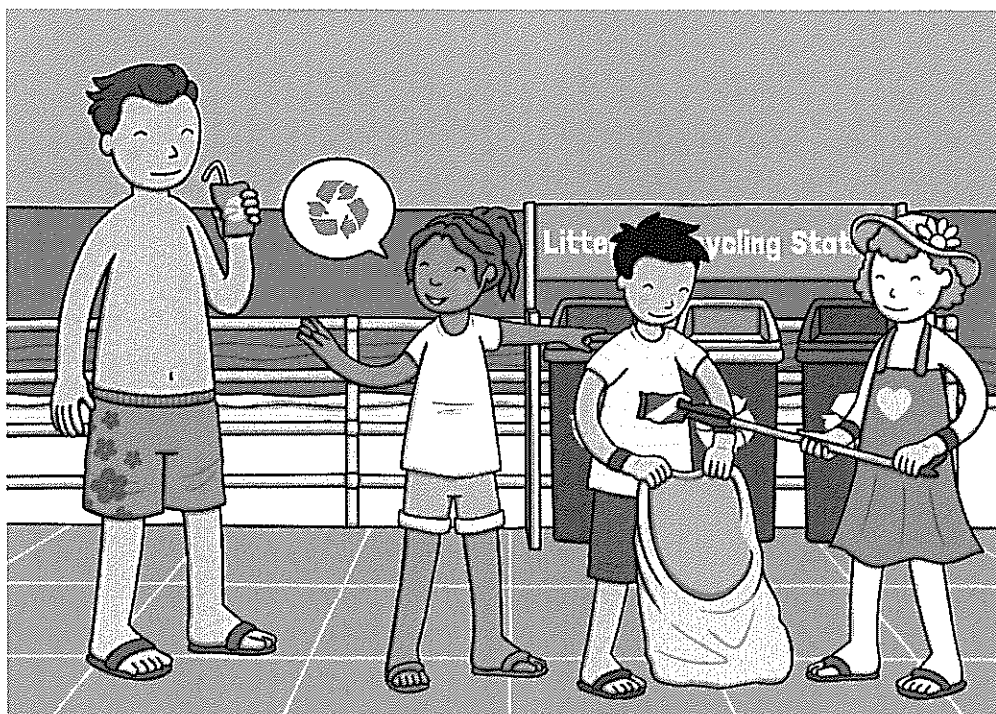
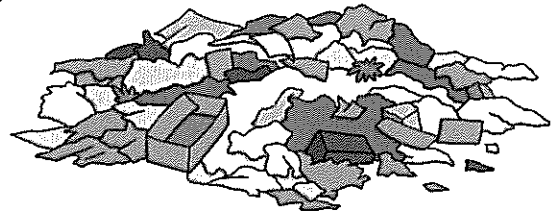
Litter is any rubbish like paper and cans left on the ground instead of being put in a bin. Litter can be small items like cigarette butts and big items like wrappers from food.

Litter is harmful to the environment. It often ends up in rivers and the ocean. Animals can choke on litter as they may try to eat it. They can become trapped in plastic bags.

It is very important to make sure litter is not thrown on the ground. Make sure rubbish is placed in bins to keep Australia beautiful.

## What You Can Do to Keep Australia Beautiful

- Make sure you put your rubbish in the bin.
- Say no to plastic bags.
- Reuse and recycle things you no longer need.



# Questions

1. Choose the correct answer to finish the sentence. Keep Australia Beautiful Week is a time to...

- drop rubbish.
- draw pictures of Australia.
- learn about how to look after the environment.

2. Circle all the items that are litter.

tissues      leaves      chip packets      cigarette butt      sticks

3. How can litter be harmful to the environment?

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4. Draw a line to complete the sentences.

Litter is	very harmful to the environment.
Litter can be	aims to teach people about reducing litter.
Keep Australia Beautiful Week	any rubbish that is left on the ground.

5. How do you help to reduce litter?

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# Answers

1. Choose the correct answer to finish the sentence. Keep Australia Beautiful Week is a time to...

drop rubbish.

draw pictures of Australia.

learn about how to look after the environment.

2. Circle the items that could be litter on the ground:

tissues

leaves

chip packets

cigarette butt

sticks

3. How can litter be harmful to the environment?

**Answers may vary but should include one of the following: animals can choke on litter as they may try to eat it; animals can also become trapped in plastic bags.**

4. Draw a line to complete the sentences.

Litter is \_\_\_\_\_ very harmful to the environment.

Litter can be \_\_\_\_\_ aims to teach people about reducing litter.

Keep Australia Beautiful Week \_\_\_\_\_ any rubbish left on the ground.

5. How do you help to reduce litter?

**Answers will vary.**

# Collect the Daffodils

Help the shop keeper by putting these numbered daffodils in the correct order, from smallest to largest number.



Now put these in order from **largest** to **smallest**.



\_\_\_\_\_

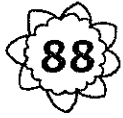
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\_\_\_\_\_

# Match the Carrots to the Bunnies

You can draw lines to match each carrot to its bunny, or colour the matching carrot and bunny in the same colour.

The activity consists of 10 carrots and 10 bunnies. Each carrot has a number written on it, and each bunny has a description of its number's place value. The goal is to match each carrot to the bunny it represents.

Carrot Number	Bunny Description
43	no ones
96	5 tens
21	2 ones
78	3 ones
30	5 ones
44	8 ones
75	9 tens
57	2 tens
32	8 ones
2	same number of tens as ones
	no tens

# Spring Maths Revision Activity Booklet **Answers**

## Collect the Daffodils

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12 32 40 54 67 99

50 51 52 53 55 59

4 14 34 64 84 94

81 76 67 63 36 21

98 88 78 38 28 18

20 19 17 14 11 10

## Match the Carrots to the Bunnies

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43 – 3 ones

96 – 9 tens

78 – 8 ones

21 – 2 tens

30 – no ones

44 – same number of tens and ones

57 – 5 tens

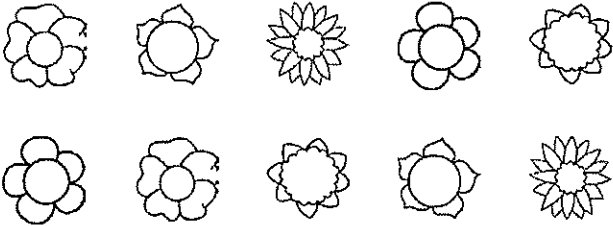
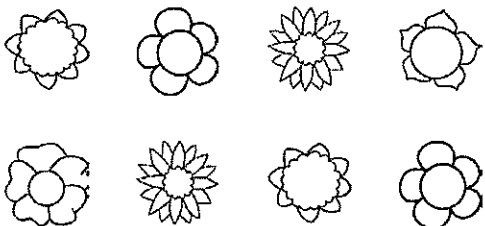
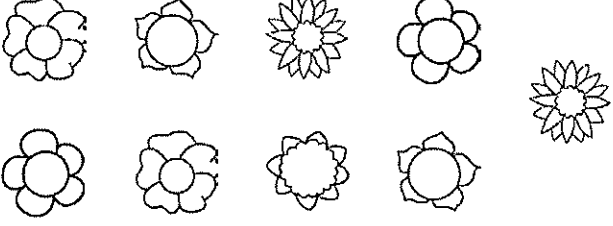
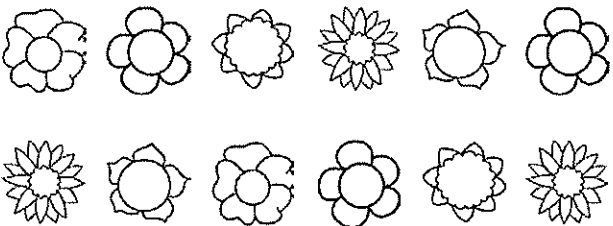
75 – 5 ones

32 – 2 ones

2 – no tens

# Flower Fractions

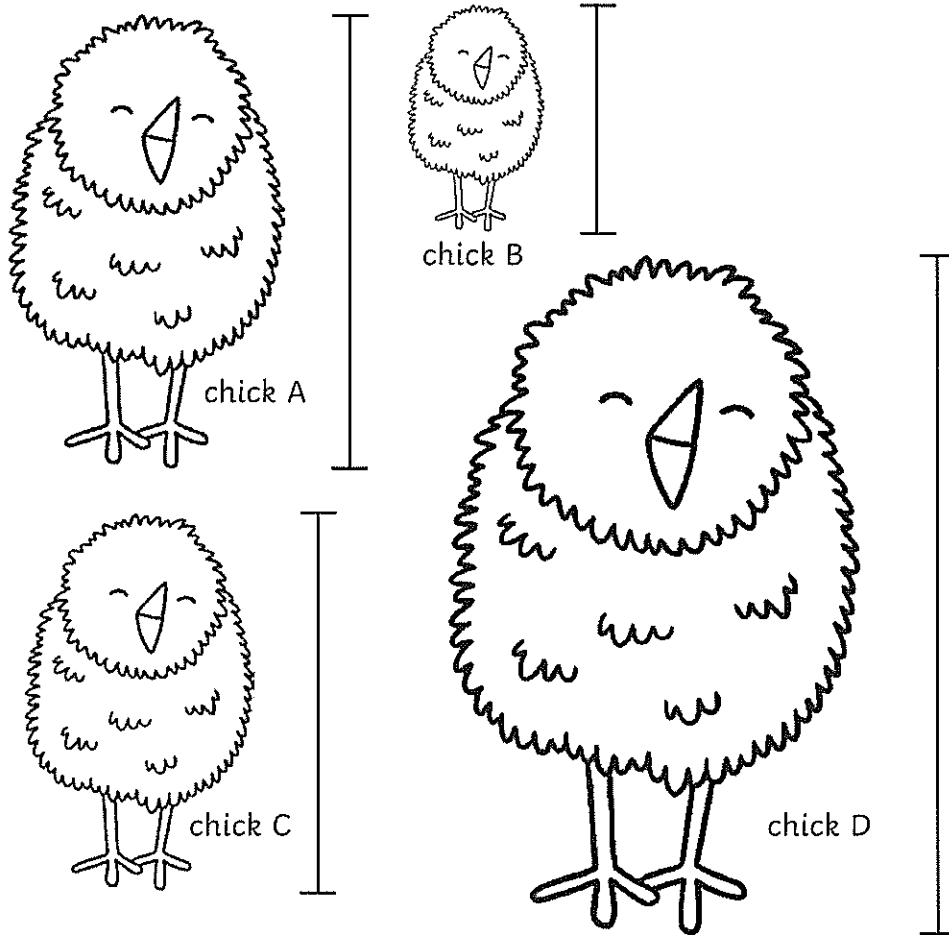
Find the fractions of these Spring flowers.

	Find $\frac{1}{2}$
	Find $\frac{1}{4}$
	Find $\frac{1}{3}$
	Find $\frac{3}{4}$



# How Big Is the chick?

Use a ruler to measure these chicks.



Now complete these statements using  $<$ ,  $>$  or  $=$


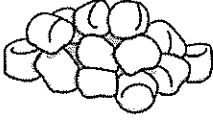
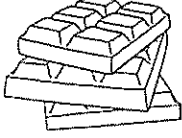

chick A  chick B

chick B  chick C

chick A + chick B  chick D

# Marvellous Milkshakes

Here are the prices of some different milkshake flavours in the shops. Draw two different combinations of coins you could use to pay for each one.

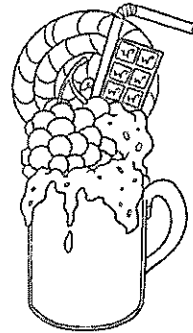
 <b>Toffee Surprise</b> 28p	 <b>Marvellous Marshmallow</b> 35p	 <b>Choco Chip</b> 41p	 <b>Nutty Delight</b> 66p
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Toffee Surprise

Marvellous Marshmallow

Choco Chip

Nutty Delight



## Flower Fractions

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$\frac{1}{2}$  of 10 is 5

$\frac{1}{4}$  of 8 is 2

$\frac{1}{3}$  of 9 is 3

$\frac{3}{4}$  of 12 is 9 ( $12 \div 4 = 3$ ,  $3 \times 3 = 9$ )

## How Big Is the Chick?

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chick A = 6cm

chick B = 3cm

chick C = 5cm

chick D = 9cm

chick A  chick B

chick B  chick C

chick A + chick B  chick D

## Marvellous Milkshakes

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### Toffee Surprise

Example answer: 20p + 5p + 2p + 1p

### Marvellous Marshmallow

Example answer: 10p + 10p + 10p + 5p

### Choco Chip

Example answer: 20p + 20p + 1p

### Nutty Delight

Example answer: 50p + 10p + 5p + 1p

# How Many Jelly Beans?

Jack buys a packet of coloured jelly beans. He empties them into a bowl and counts the different colours. He starts to make a tally chart. Complete Jack's tally chart.

Colours	Tally	Number
Yellow		3
Pink		
Purple		
Orange		
Brown		6
Green		1

1. How many pink jelly beans were there?

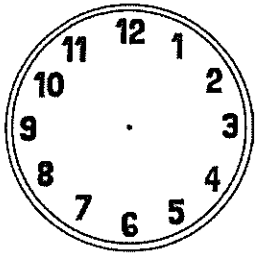
2. How many more purple jelly beans than green jelly beans were there?

3. Which colour had the most jelly beans?

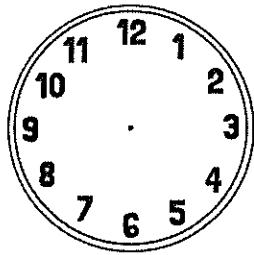
4. How many jelly beans were in the packet altogether?

# Spring Time

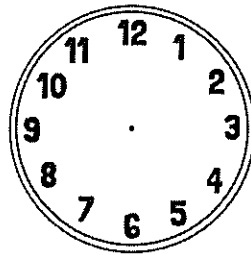
Draw hands on these clocks to show the correct times.



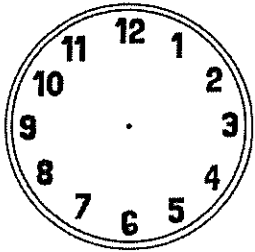
6 o'clock



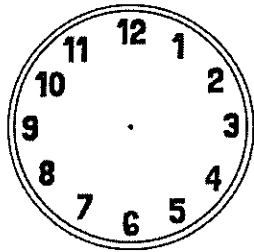
quarter past 8



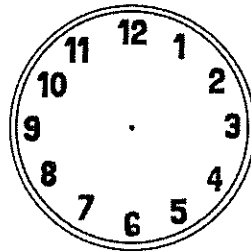
twenty past 7



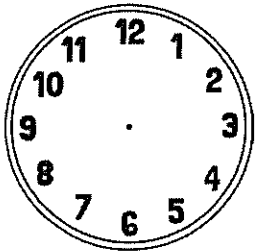
5 to 3



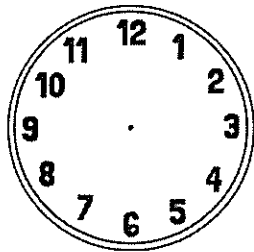
half past 1



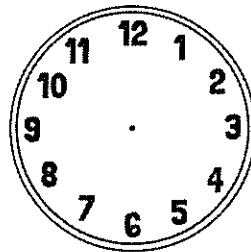
quarter to 9



10 past 10



25 to 5



12 o'clock

## How Many Jelly Beans?

Colours	Tally	Number
Yellow	III	3
Pink		5
Purple	III	3
Orange	II	2
Brown	I	6
Green	I	1

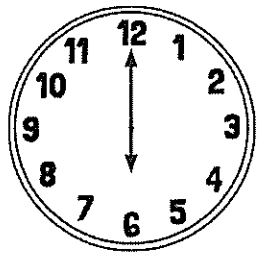
How many pink jelly beans were there? **5**

How many more purple jelly beans than green jelly beans were there? **2**

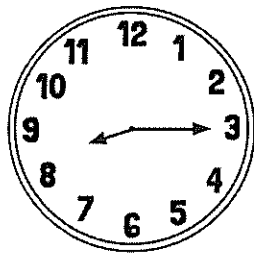
Which colour had the jelly beans? **brown**

How many jelly beans were in the packet altogether? **20**

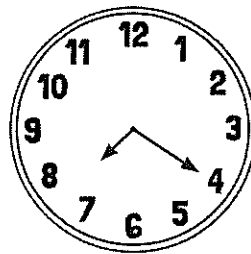
## Spring Time



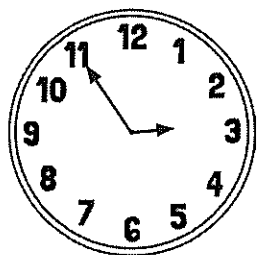
6 o'clock



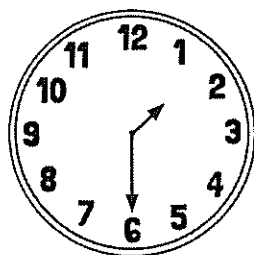
quarter past 8



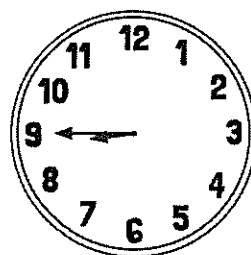
twenty past 7



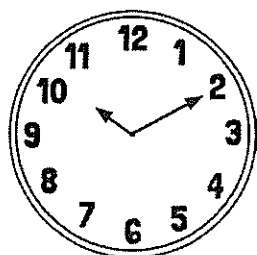
5 to 3



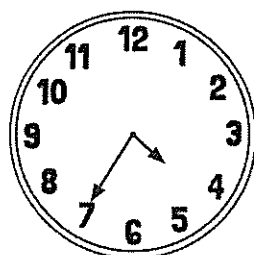
half past 1



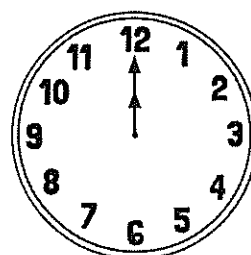
quarter to 9



10 past 10



25 to 5



12 o'clock

