Home Learning Pack

Year 5

Week 2, Term 4, 2021

Barramurra
Public School

Barramurra Public School

Year 5 Home Learning Grid - Term 4 Week 2

Activities can be completed digitally on the Seesaw app or as a hard copy and uploaded as an image to Seesaw

	Monday	Tuesday	Wednesday	Thursday	Friday
Good Morning	Answer the question given by your teacher on Seesaw and say good morning! **Word of the Day** Complete the word of the day on Seesaw/Hard Copy and submit when complete				
Reading Log	**PM & Recording:** Read a book from the PM e-collection for 20 minutes. Record yourself reading and enter the details in your reading log.	**Reading Eggs:** Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.	**PM & Recording:** Read a book from the PM e-collection for 20 minutes. Record yourself reading and enter the details in your reading log.	**Reading Eggs:** Log onto Reading Eggs and complete 20 minutes of activities/reading. Record this in your reading log.	**PM & Recording:** Read a book from the PM e-collection for 20 minutes. Record yourself reading and enter the details in your reading log.
Literacy	**Spelling:** Seesaw activity: Correcting spelling mistakes **Reading:** Seesaw activity: Read 'Marine Mammals' then complete the activities **Writing:** Seesaw activity: Creative writing 'Message in a Bottle'	**Editing:** Seesaw activity: Edit the passage about 'Sharks' **Reading:** Seesaw activity: Read 'Marine Mammals' then complete the activities **Writing:** Seesaw activity: Creative writing 'Message in a Bottle'	**Spelling:** Seesaw activity: Commonly misspelt words find-a-word **Reading:** Seesaw activity: Read 'Marine Mammals' then complete the activities **Writing:** Drop Everything and Write (DEaW) using paper and pen/pencil	**Editing:** Seesaw activity: Edit the passage about 'The Great Barrier Reef' **Reading/Writing:** Seesaw activity: Read 'Marine Mammals' then complete the activities and persuasive writing response	**Grammar** Seesaw activity: Doubling consonants **Spelling:** Seesaw activity: BOGGLE **Editing:** Seesaw activity: Spot the mistake **Writing:** Drop Everything and Write (DEaW) using paper and pen/pencil
Physical Activity	Outdoor Physical Activity and Play You could post a picture or video of yourself getting out and getting active				
Mathematics	**Maths** Seesaw activity: Whole Number Lesson 1. Log onto Prodigy and complete 30 minutes of activities	**Maths** Seesaw activity: Whole Number Lesson 2. Log onto Prodigy and complete 30 minutes of activities	**Maths** Seesaw activity: Whole Number Lesson 3. Log onto Prodigy and complete 30 minutes of activities	**Maths** Seesaw activity: Whole Number Lesson 4. Log onto Prodigy and complete 30 minutes of activities	**Maths** Seesaw activity: Whole Number Lesson 5. Log onto Prodigy and complete 30 minutes of activities
Other Key Learning Areas	**Science & Technology:** Seesaw activity: Cleaning Up The Oceans STEM Challenge Part 2	**Geography:** Seesaw activity: Indigenous Peoples and the UN	**Personal Development and Health:** Complete the activity on Seesaw.	**Creative Arts:** Seesaw Activity: Positive and Negative Space Create an underwater experience	**Free Choice Afternoon** Do something that interests you and upload a photo or video to Seesaw explaining what you did
Additional <u>Optional</u> Activities	**PM e-collection/Reading Eggs (Online English)** Log on to PM e-collection or Reading Eggs and explore. PM e-collection online Reading Eggs		**Mathematics** Youcubed prich Maths OR Number of the day Maths Starters		**Outdoor Physical Activity and Play** Post a picture or video of yourself being active. **DET - Learning from Home Resources** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home

Matrix – Week 2

Monday Activities

You are enough

Correcting Spelling Mistakes 1

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. The athleet won gold at the sports carnival.
2. I felt nervus as I waited for the race to start.
3. He sat down in a cumftabul armchair.
4. Sarah carefully opened the treshure chest.
5. He made a good choise.
6. She caught a tropical diseese and had to go to the hospital.
7. I shouted lowdly at the referee.
8. The sercumfrense of the circle was 18 centimetres.

Monday – Spelling

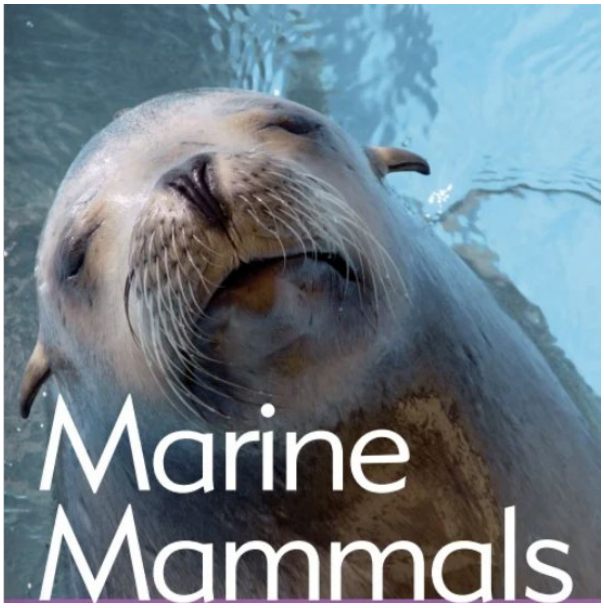
Monday – Spelling

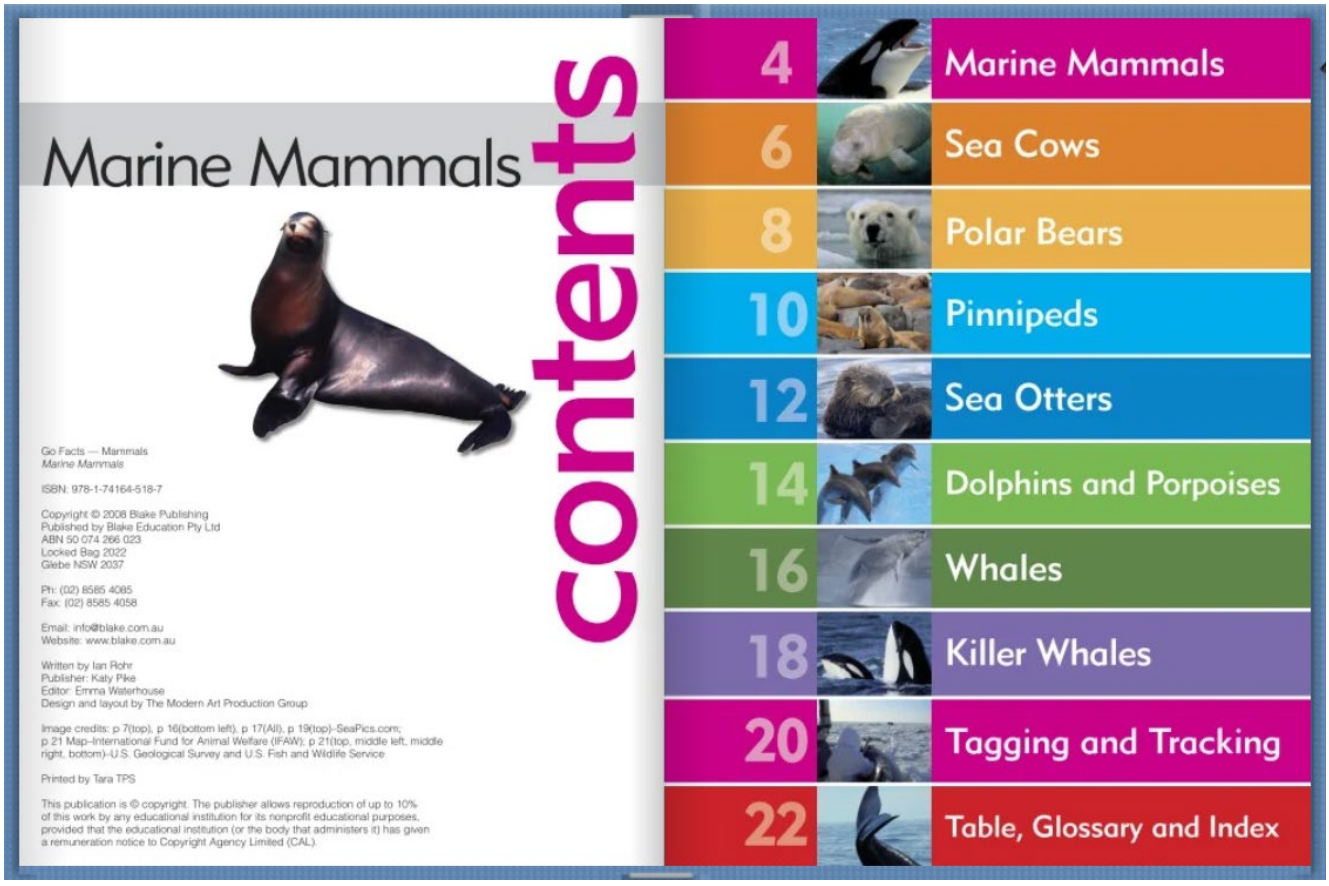
Each sentence has one word that is incorrect. Write the correct spelling of the word in the box.

1. She stagered around feeling dizzy and confused.
2. It was a perfict day at the beach.
3. I heard an incredable story on the news about a boy surviving an explosion.
4. You will recieve a certificate if you complete the course.
5. Many people spend their holidays in foreign countrys.
6. The man cheerfuly whistled a familiar tune.
7. I wondered happily through the ancient house.
8. It is important to have confidents in your own abilities.

Monday - Reading

1. Read marine mammals - pages 4-9
2. Complete the activities





Marine Mammals

Marine mammals live in oceans, seas, lakes and rivers.

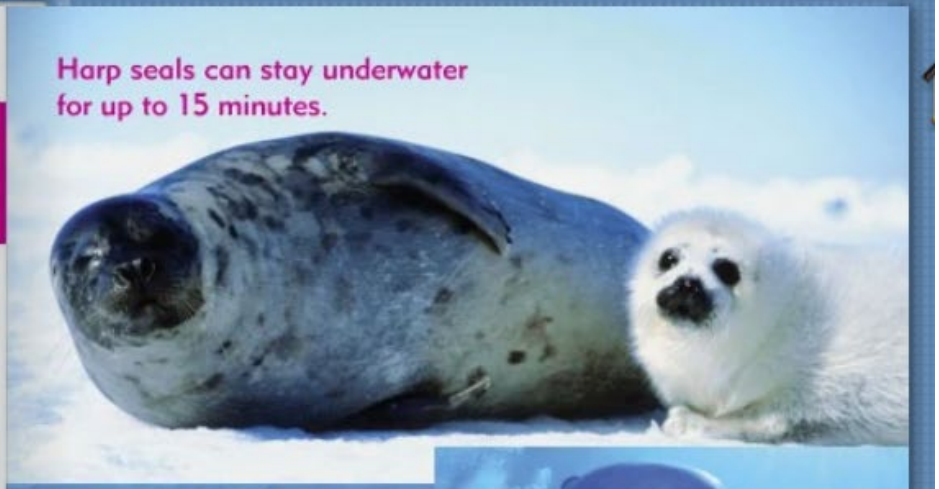
Like other mammals, they breathe air and are warm-blooded. They give birth to babies, not eggs, and produce milk to feed them.

There are four groups of marine mammals:

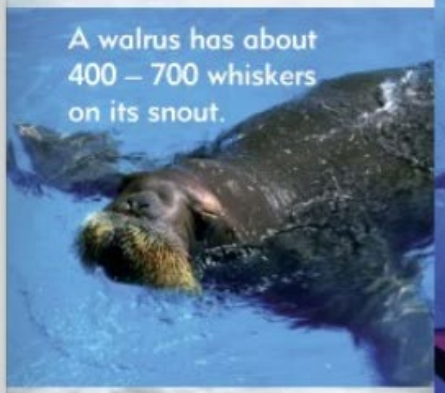
- pinnipeds (seals and walruses)
- cetaceans (whales, dolphins and porpoises)
- sirenians (dugongs and manatees)
- **carnivores** (sea otters and polar bears).

Marine mammals can stay underwater for a long time. Their heartbeats slow down when they dive. Many live in cold waters, where there are lots of fish.

Marine mammals have **streamlined** bodies and fins. These help the animals move smoothly through the water.



Harp seals can stay underwater for up to 15 minutes.



A walrus has about 400 – 700 whiskers on its snout.

GO FACT!

SLOW

When it dives, a dolphin's heartbeat can slow down to one beat every five seconds.

Sea otters live for 10 – 15 years in the wild.

Sea Cows

Manatees and dugongs are the cows of the sea.

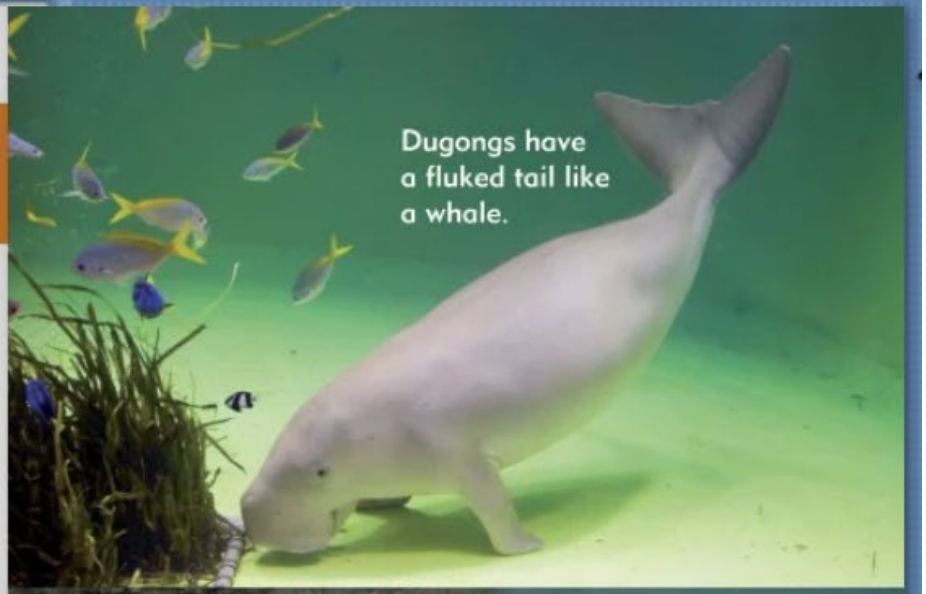
Most dugongs live in warm, coastal waters off Northern and Western Australia. Manatees live in the coastal waters of the Atlantic Ocean, from the southeast coast of North America to Central and West Africa.

GO FACT!

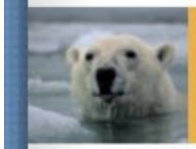
DID YOU KNOW?
Sea cows are related to elephants.

Dugongs and manatees eat sea grass. Manatees are slightly larger than dugongs. West African manatees can grow to four metres long and weigh up to 600 kilograms.

Sea cows are **endangered**. People used to hunt sea cows. Today, their **habitat** is being destroyed. Sea cows get caught in fishing nets and run over by boats.



Monday – Reading



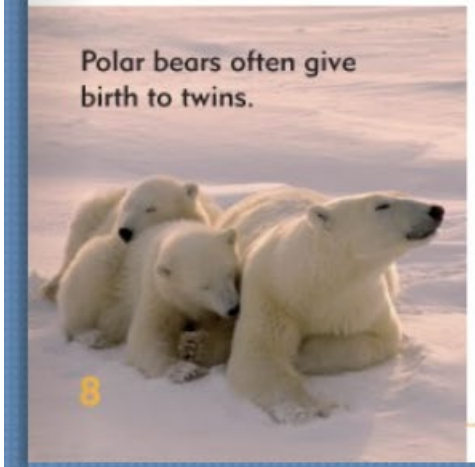
Polar Bears

Polar bears are the largest carnivores on land.

They eat seals, seabirds and fish. The bears sit next to holes in the ice, waiting for seals to surface.

Polar bears live in the Arctic. They have layers of fat and fur to keep them warm.

Polar bears are strong swimmers. Their large paws help them paddle.



Polar bears often give birth to twins.

Polar bear cubs are born in dens dug in the snow. They stay with their mother for about two and a half years.

Male polar bears can grow to three metres long. They are two to three times bigger than females.

Polar bears can swim up to 100 kilometres away from land.

GO FACT!

DID YOU KNOW?

Polar bears have hair on the bottom of their paws. This helps them grip the ice.

Polar bears wait by the water for seals to surface.

Monday - Reading

ACTIVITY 1:

Use the information on page 4 to create a table displaying the 4 groups of mammals - use the headings:

- Pinnipeds
- Cetaceans
- Sirenians
- Carnivores

ACTIVITY 2:

Find the words in bold on pages 4 and 6 and record a definition of each - there are 4

Vocabulary	Definition

Monday/Tuesday - Writing

Message in a Bottle

Today you are going to plan and write a story that relates to the picture.

Your story could be about a person who wrote the message in a bottle or about a person who finds the message.

Look at the image - what do you see?

Spend 5-10 minutes planning your story using the questions on the next slide to help you

NOTE: You will have 2 days to work on your story so don't submit this task until you have planned, drafted, reviewed and edited your work.

Monday/Tuesday - Writing

Message in a Bottle

Planning Questions:

Who are your characters?

Where is your story set?

Who wrote the message in the bottle?

Who found the message in the bottle?

What is the problem or complication and how will it be solved?

How will your story end?

Remember to:

- use descriptive language and interesting vocabulary
- include a setting and characters
- include a complication and a resolution
- use a range of punctuation
- use a range of devices e.g. similes, metaphors, alliteration and onomatopoeia
- write in full sentences
- organise your ideas into paragraphs
- pay attention to your spelling

Monday/Tuesday - Writing

Message in a Bottle

Plan your story here - think about the questions and use a 10 x 2 to start you off

Monday/Tuesday - Writing

Message in a Bottle

Start writing here:

Monday/Tuesday - Writing

Message in a Bottle

Monday/Tuesday - Writing

Message in a Bottle

Monday/Tuesday - Writing

Message in a Bottle

Were you successful today?

- [ ] I planned my story using the picture as a prompt
- [ ] I have written in full sentences and checked my sentences make sense
- [ ] I have checked for spelling errors
- [ ] I have used correct punctuation including capital letters and full stops
- [ ] I have written in paragraphs
- [ ] I have used descriptive language
- [ ] I have included a range of devices (similes, metaphors, alliteration etc)
- [ ] My story has a complication
- [ ] My story has a resolution

Monday - Maths

Year 5 Maths Term 4 Week 2
Whole Number
~Place Value of Numbers of Any Size~

Learning Intentions
- To be able to apply an understanding of place value and the role of zero to read and write numbers of any size.
- To be able to state the place value of digits in numbers of any size.

Success Criteria
- I understand that zero plays a role in place value.
- I can say what the place value of each number represents in very large numbers.

Problem of the Day

Have a go at this problem. It requires you to think logically.

Figure this

Ben has a box with a number in it that is **greater than** 7.

Moana has a box with a number in it that is **less than** 9.

Tom has a box with a number in it that is **greater than** 5.

They all have the same number. What is it?

LEVEL 2

Place Value & Zero

The value of a digit as determined by its position in a number relative to the ones (or units) place. For integers the ones place is occupied by the rightmost digit in the number.

For example, in the number **2594.6** the 4 denotes 4 ones, the 9 denotes 90 ones or 9 tens, the 5 denotes 500 ones or 5 hundreds, the 2 denotes 2000 ones or 2 thousands, and the 6 denotes 6/10 of a one or 6 tenths.

Thousands	Hundreds	Tens	Ones	.	Tenths
2	5	9	4	.	6

It is also **very important** to remember that the digit '0' holds a place anywhere inside a number and can also denote place value. For example in the number **7014529** the 9 denotes 9 ones, the 2 denotes 20 ones or 2 tens, the 5 denotes 500 ones or 5 hundreds, the 4 denotes 4000 ones or 4 thousands, the 1 denotes 10000 ones or 1 tens of thousands, the 0 denotes that there are no hundreds of thousands and the 7 denotes 7000000 ones of 7 millions.

Millions	Hundreds of thousands	Tens of thousands	Thousands	Hundreds	Tens	Ones
7	0	1	4	5	2	9

Try these for yourself.

Fill in the place value chart for each number. The first one has been done for you.

	Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Units
816 958		*8*	*1*	*6*	*9*	*5*	*8*
1 254 958							
91 806							
3 048 787							
958 656							
1 362 055							

Place Value & Zero

When we are looking at a digit that is holding a place it is important to understand what value the digit is actually holding. Let's look at the digit **5** in these four whole numbers and see what the value of each is.

a) 1903**5**72 in this number the '**5**' has a value of **500** because it is in the hundreds place.

b) 4**5**10371 in this number the '**5**' has a value of **500 000** because it is in the hundred thousands place.

c) 692460**5** in this number the '**5**' has a value of **5** because it is in the ones or units place.

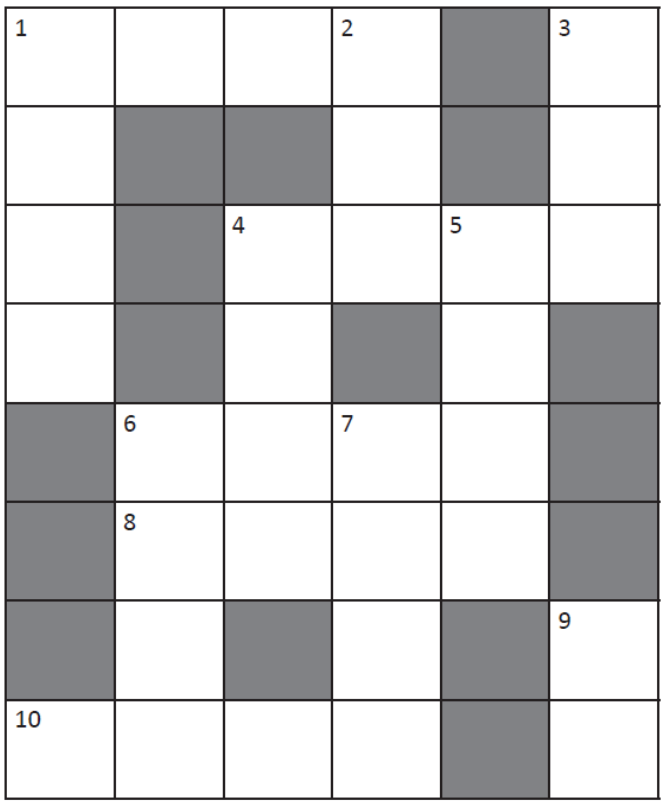
d) **5**980036 in this number the '**5**' has a value of **5 000 000** because it is in the millions place.

Try these for yourself. What is the value of the **8** in these numbers?

1) 7580: _____ 2) 8201: _____ 3) 781001: _____

4) 1812057: _____ 5) 8902617: _____ 6) 20018: _____

Try this crossword out. You need to read the word clues and write the number in the correct places. Don't forget the zeros.



Across

1. four thousand two hundred and seven
4. seven thousand and ninety four
6. two thousand five hundred and sixty
8. one thousand and forty seven
10. nine thousand and forty three

Down

1. four thousand and eighty six
2. seven hundred
3. two hundred and four
4. seven thousand and fifty
5. nine thousand two hundred and seven
6. two thousand one hundred and thirty
7. six thousand four hundred and three
9. sixty

Reflection

- ❑ I understand that zero plays a role in place value.
- ❑ I can say what the place value of each number represents in very large numbers.
- ❑ What is one new thing you learnt today in Mathematics?

_____

_____

_____

It's Prodigy Time

Remember to log into your class Prodigy account and enjoy up to 30mins of Prodigy Time!

Monday-Science/STEM

S.T.E.M. Challenge Term 4 Week 2

Cleaning Up The Oceans – Part 2

Pollution in the Oceans

Last week we looked at how pollution in the ocean is harmful to the fish, animals, reefs, and plants that need the water to survive. Water pollution can also have damaging and disruptive impacts on the natural water cycle.

We also learnt that a lot of water pollution comes from human activity and our task was to create a prototype to help others understand the effects of pollution and waste in our oceans and design a way to help make the oceans healthy again.

Your task today will need you to continue, improve and share your prototype with other people.

Your Challenge – Improving Your Plan

- Now that you have your prototype from last lesson and you shared it with another person to get their evaluation, it is now time to finalise your project.
- Fifth Step: Think about the ways you can improve your prototype. This may mean you need to change, add or remove an element. You might also change the way you share or present your plan to make it more effective.

Write down all the ways you are going to improve your prototype (You must be able to change something).

Your Challenge – Finalising Prototype

- Sixth Step: It is now time to finalise your prototype. Make the changes you wrote about on the previous slide. Upload your final project in the box below. If you have created a movie or animation add a link or upload on a new page.

Upload your finalised project here:

Your Challenge – Sharing Your Project

- Seventh Step: It is now time to share your project with other people. Remember the idea is to help others understand the effects of pollution and waste in our oceans. In this stage you need to think of 2 or 3 questions to ask people after they see your project, share your project with at least 3 other people and then record their responses to your questions.

Your questions to ask:

1)

2)

3)

- Write down the responses to your project in this box for each person you asked. Include who it was your shared your project with and what they thought.

Person 1:

Person 2:

Person 3:

Reflection

- What did you enjoy the most about this challenge?

- What challenges did you have and how did you overcome them?

- Were you able to share your idea effectively?

Tuesday Activities

You are kind

Sharks – Editing

Read the following paragraph and make the necessary edits using the editing mark symbols.

Editing Marks

Capital Letter	|||
Lower case letter	/
Add end marks	. ? !
Spelling mistake	
Add a word	^
Doesn't make sense	_____
New paragraph	[ ]
Add a space	#

sharks have a very streamlined shape This shape is good for swimming and helps keep shark buoyant or afloat. a sharks tail otherwise known as the caudal fin moves them forward and downward. the side or pectoral fins provide lift, much like the wings of an aeroplane sharks have many rows replacement teeth, which grow on inside of jaws and move forward when needed- they are a bit like a conveyor belt a sharks feeding depends on its species and location most sharks are carnivores so they eat fish and sometimes other sharks. Some large sharks eat dolphins sea lions and small whales smaller sharks eat molluscs clams crabs squid lobster and other small life

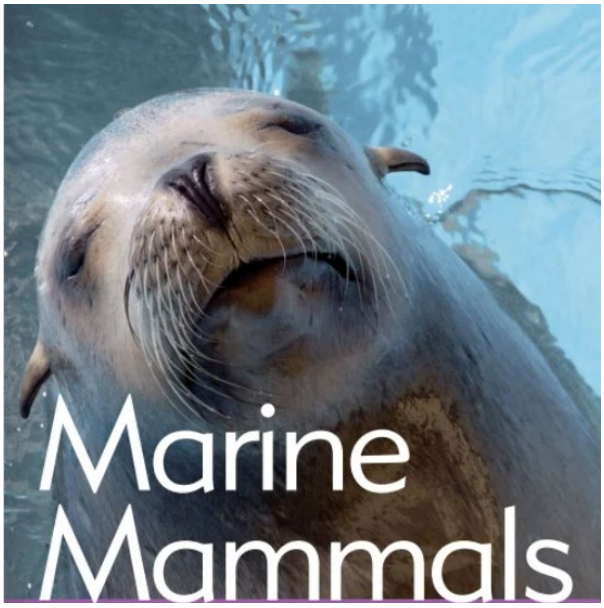
Tuesday – Editing

After you have edited the paragraph, re-write the text correctly on the lines below.

Tuesday - Editing

Tuesday - Reading

1. Read marine mammals - pages 10-13
2. Complete the activities



ACTIVITY 1:

Record 3 key facts about Pinnipeds (pages 10-11)

ACTIVITY 2:

Record 3 key facts about Sea Otters (pages 12-13)

Pinnipeds

Seals, sea lions, fur seals and walruses are all pinnipeds.

There are 32 species of earless seal, sea lion and fur seal, and two species of walrus.

GO FACT!

DID YOU KNOW?

Hawaiian monk seals are endangered. There are only about 1 200 – 1 500 left in the wild.

Most seals live in cold waters near the Arctic and Antarctica. Others, such as the Pacific harbour seal and the northern elephant seal, live in the Pacific Ocean. Antarctic fur seals live in the Southern Ocean, further south than any other fur seal.

Seals, sea lions and fur seals eat fish and squid. Leopard seals also eat sea birds, such as penguins.

Atlantic walruses live in the Arctic Ocean, near Canada. Pacific walruses live in coastal waters near Alaska and Russia. Walruses have tusks up to one metre long. They eat clams, worms and fish.

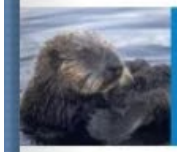
About 800 000 Weddell seals live in Antarctica.

Walruses weigh up to 1 700 kilograms.

Leopard seals will eat other seals.

Southern elephant seals dive over 1 500 metres to catch food.

Tuesday – Reading



Sea Otters

There are two **species** of sea otter — the Alaskan sea otter and the California sea otter.

Sea otters eat fish, crabs, mussels and octopuses. They sleep while floating on the water's surface.

Sea otters use their large, webbed, back feet like flippers. Their front feet have claws that can extend and draw back, like cats' claws. They use their claws for hunting.

Otters have a very thick fur. The fur traps air keeping the otter's skin warm and dry.

GO FACT!

DID YOU KNOW?

Otters close their nostrils and ears when underwater.

Sea otters were hunted for their thick fur. By 1900, they were nearly extinct. Now they are protected. There are fewer than 3 000 California sea otters left in the wild.

A male sea otter has up to 800 million hair fibres on its body.

Sea otters eat up to nine kilograms of food each day.

Sea otter pups are born in the water. Newborn pups weigh up to three kilograms.

Tuesday – Reading

Monday/Tuesday - Writing

Message in a Bottle

Today you are going to plan and write a story that relates to the picture.

Your story could be about a person who wrote the message in a bottle or about a person who finds the message.

Look at the image - what do you see?

Spend 5-10 minutes planning your story using the questions on the next slide to help you

NOTE: You will have 2 days to work on your story so don't submit this task until you have planned, drafted, reviewed and edited your work.

Monday/Tuesday - Writing

Message in a Bottle

Planning Questions:

Who are your characters?

Where is your story set?

Who wrote the message in the bottle?

Who found the message in the bottle?

What is the problem or complication and how will it be solved?

How will your story end?

Remember to:

- use descriptive language and interesting vocabulary
- include a setting and characters
- include a complication and a resolution
- use a range of punctuation
- use a range of devices e.g. similes, metaphors, alliteration and onomatopoeia
- write in full sentences
- organise your ideas into paragraphs
- pay attention to your spelling

Monday/Tuesday - Writing

Message in a Bottle

Plan your story here - think about the questions and use a 10 x 2 to start you off

Monday/Tuesday - Writing

Message in a Bottle

Start writing here:

Monday/Tuesday - Writing

Message in a Bottle

Monday/Tuesday - Writing

Message in a Bottle

Monday/Tuesday - Writing

Message in a Bottle

Were you successful today?

- [ ] I planned my story using the picture as a prompt
- [ ] I have written in full sentences and checked my sentences make sense
- [ ] I have checked for spelling errors
- [ ] I have used correct punctuation including capital letters and full stops
- [ ] I have written in paragraphs
- [ ] I have used descriptive language
- [ ] I have included a range of devices (similes, metaphors, alliteration etc)
- [ ] My story has a complication
- [ ] My story has a resolution

Tuesday - Maths

Year 5 Maths Term 4 Week 2
Whole Number
~Arranging Numbers~

Learning Intentions
- To be able to understand the size of numbers and arrange a group of numbers in ascending or descending order.

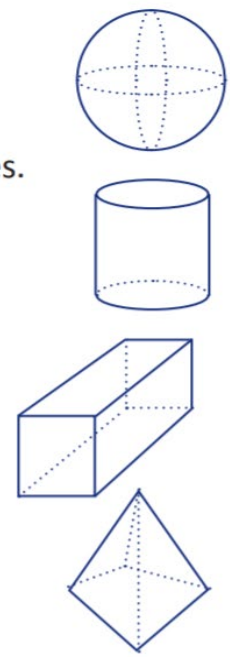
Success Criteria
- I understand that the number of places can determine its size.
- I understand that the digits 0-9 in specific places attribute to a number's size.
- I can order a set of numbers in ascending or descending order.

Problem of the Day

Have a go at this problem. It requires you to think logically.

Odd thing out

Eva, Tamati, Noah and Jo are looking at these shapes.



Eva says, "Hey, the first shape is the odd one out."

Tamati says, "No, Eva, the second one's the odd thing out!"

Noah says, "No, it's the third one!"

Jo says, "Well you are ALL wrong! The last one is clearly the odd thing out."

Who is right and why?

LEVEL 2

Who is right and why?

Ordering Numbers

When ordering numbers, we need to pay close attention to the position and value of each digit.

The first thing we need to see is the number of digits in the number. For example, a five digit number like 10267 will be bigger than a four digit number like 9876.

The second aspect we need to focus on is the position of the digits in the numbers and it's value. For example these two numbers have five digits, 57201 & 57291, and they have some of the same digits. Where they are different is in the Tens place where the first number has a 0 and the second a 9… this makes the second number larger.

Which is the largest in this group and why?
6093, 3069, 3960 & 6039

_____

_____

Using Symbols to Order Numbers

We can order and compare numbers using symbols. The < & > symbols can be used to represent '*less than*' < & '*greater than*' >.

For example **<u>12 < 78</u>** and **<u>502 > 498</u>**. Try these out for yourself.

a	6 482		6 681	**b**	9 452		9 360
c	84 945		85 105	**d**	1 999		2 009
e	1 469		1 649	**f**	75 136		73 156

Ordering Number Groups

Remember when ordering numbers it is important to look closely at the place of the digits and this applies especially to a group of numbers. Try this out for yourself.

Put the following numbers in order from smallest to largest:

1 548 654		smallest ↓
550 654		
1 547 521		
1 485 554		
1 547 656		
1 256 441		
995 841		largest

Look at each set of numbers and list some that come in between. Write them in order.

a 23 560 — 37 682

b 123 691 — 223 691

c 110 420 — 80 682

Ascending & Descending Order

We have two terms that we can use to describe the order of numbers:

Ascending = starting from the smallest number and ordering up to the largest in a group.

Descending = starting from the largest number and ordering down to the smallest number in the group.

It is very important that you understand these terms and apply them correctly.

Arrange the following numbers in *ascending* order:

46 827, 468 457, 115 468, 250 015, 98 652, 12 698

_____, _____, _____, _____, _____, _____

Arrange the following numbers in *descending* order:

36 817, 408 453, 115 468, 252 013, 89 632, 12 898

_____, _____, _____, _____, _____, _____

Reflection

- ❑ I understand that the number of places can determine its size.
- ❑ I understand that the digits 0-9 in specific places attribute to a number's size.
- ❑ I can order a set of numbers in ascending or descending order.
- ❑ What is one new thing you learnt today in Mathematics?

_____

_____

_____

It's Prodigy Time

Remember to log into your class Prodigy account and enjoy up to 30mins of Prodigy Time!

Tuesday - Geography

How are indigenous peoples and other groups around the world protected and supported?

Tuesday - Geography

Watch the video **Kid President visits the UN.**

Think

What do you think you know about the UN?

Puzzle

What puzzles or questions do you have about the UN?

Explore

How can you explore more about the UN?

Tuesday - Geography

Use your exploration ideas to find answers to your puzzles and questions.
Record your findings in the olive wreath below.

Tuesday - Geography

The United Nations General Assembly is a place where global issues are discussed by diplomats from each country. This group also passes resolutions, declarations and conventions which support the UN's goals of peace and security.

Give these UN declarations a 1–5 rating for how important you think they are. (1 is not really that important, 5 being very important).

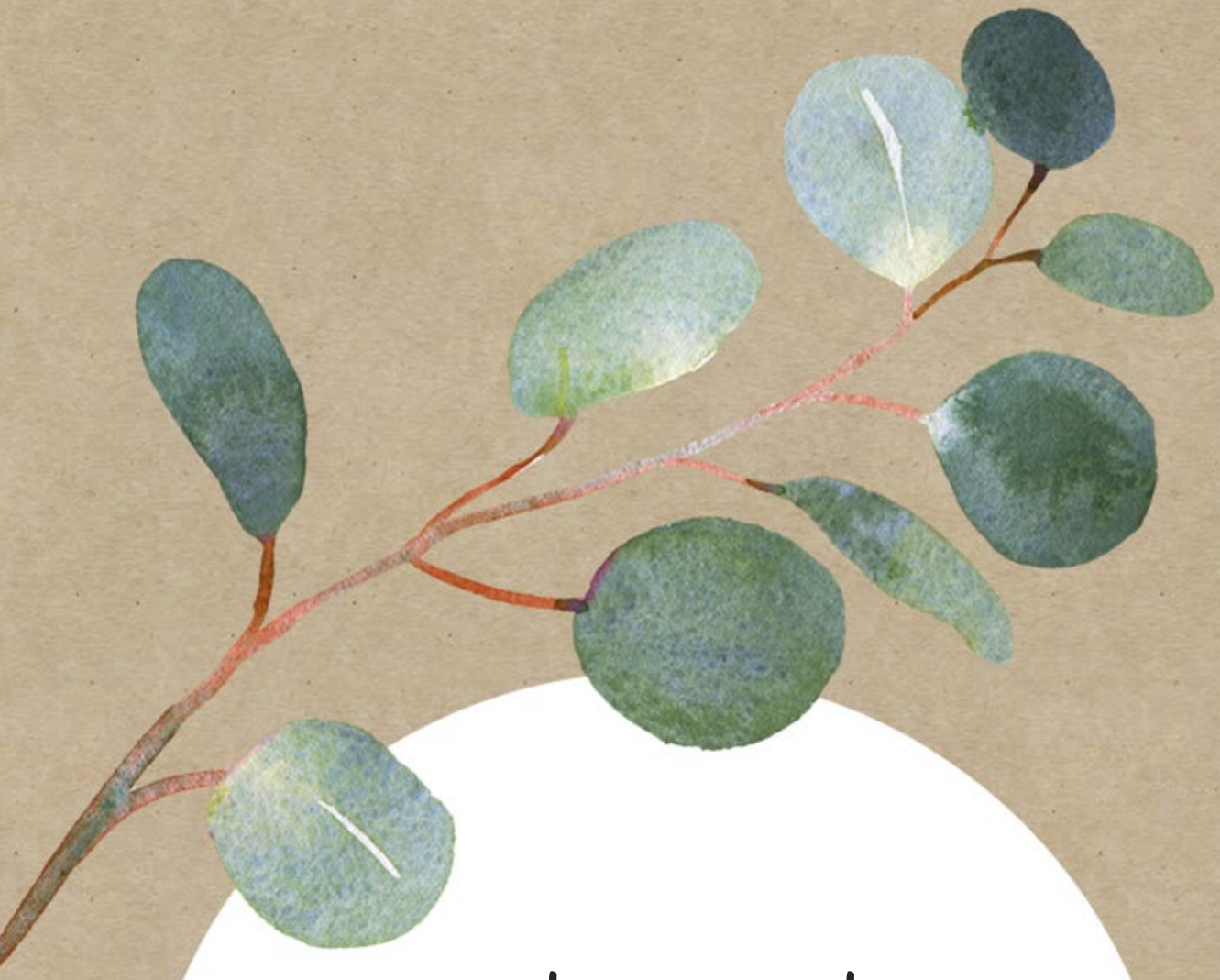
- ☐ Human rights
- ☐ Rights of Indigenous Peoples
- ☐ International co-operation in the exploration of outer space
- ☐ Human cloning
- ☐ The prevention of a nuclear catastrophe
- ☐ The Indian Ocean as a zone of Peace

Find out which year each of the declarations in question four was made. Draw an arrow from each declaration to its place on the timeline.

Tuesday - Geography

What do you notice about when the declaration of the rights of indigenous peoples was made?

What is your opinion about this?



Wednesday Activities

You are strong

Wednesday - Spelling

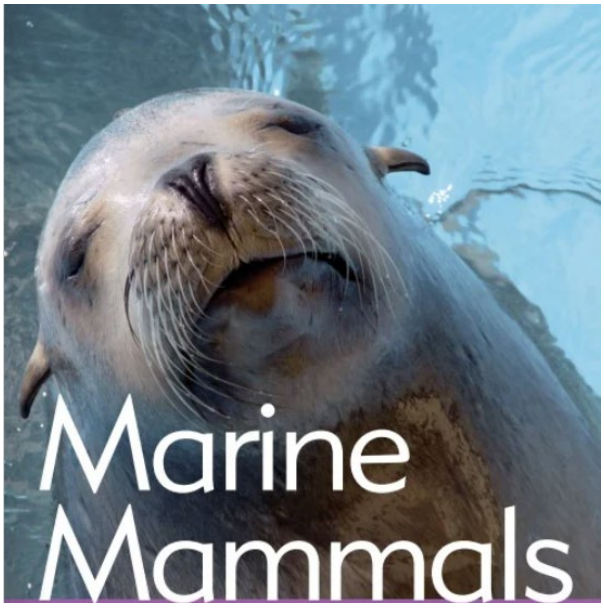
Commonly Misspelt Words 1

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

allowed
awhile
believe
breakfast
brought
cannon
can't
caught

Wednesday - Reading

1. Read marine mammals
   - pages 14-19
2. Complete the activities



ACTIVITY 1:

Find the words in bold and record a definition of each - there are 8

Wednesday - Reading

ACTIVITY 2:

Answer the questions using information from the text:

How many species of dolphin are there? _____

What do dolphins and porpoises eat? _____

_____

What is a group of dolphins called? _____

How big is the heart of a blue whale? _____

How long is a sperm whale's tooth? _____

What is another name for a Killer Whale? _____

Describe in your own words the hunting method known as 'wave hunting'.

_____

_____

_____

_____

Dolphins and Porpoises

There are 31 species of dolphin and six species of porpoise.

Some dolphin species, such as the bottlenose dolphin, live in oceans. Others live in coastal waters and rivers. Porpoises, such as the harbour porpoise, live in coastal waters.

Dolphins and porpoises eat fish and squid. They breathe through a blowhole, which closes when the animal is underwater. They have flippers and streamlined bodies. All dolphins and porpoises have a **dorsal fin**, except the finless porpoise.

Dolphins and porpoises mostly live and hunt in groups called pods. Pods protect dolphins from **predators**. If a shark attacks, bottlenose dolphins fiercely defend their pod. They ram the shark's soft belly with their snouts.

Wednesday – Reading

Wednesday – Reading

Whales

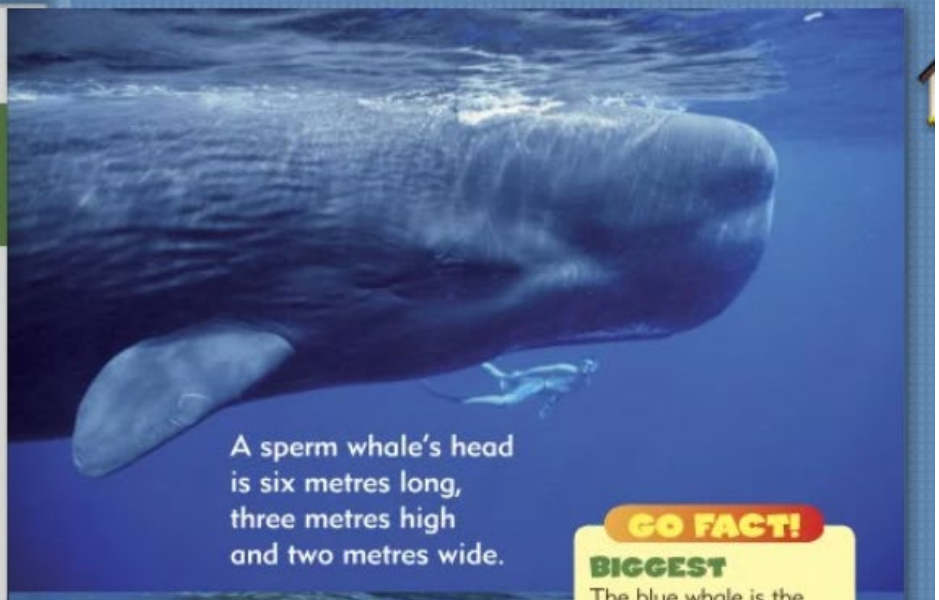
There are two groups of whales — toothed whales and baleen whales.

Baleen whales, such as blue and humpback whales, eat **plankton** and **krill**. Toothed whales, such as sperm and killer whales, eat fish, squid and other cetaceans.

Toothed whales use **sonar** to **navigate** and hunt. Toothed whales make sounds that bounce off objects underwater. Echoes show the whale how close and how big an object is.

This is a sperm whale's tooth.

Whales were hunted for hundreds of years. They were killed for their meat and the oil in their blubber. Most countries now ban whale hunting.


A sperm whale's head is six metres long, three metres high and two metres wide.

GO FACT!

BIGGEST

The blue whale is the biggest animal on the planet. Its heart is the size of a small car.


Newborn humpbacks drink about 200 litres of their mother's milk each day.

Killer Whales

Killer whales are also called orcas. They live and hunt in groups called pods.

Orcas are fierce hunters. They hunt and eat seals, penguins and even whales. Firstly, the whole pod chases a whale with its calf. Then, they separate the calf from its mother. The orcas stop the calf swimming to the surface. The calf drowns because it can't breathe.

GO FACT!

DID YOU KNOW?

Killer whales can swallow small seals and walruses whole.

Another hunting method is wave-hunting. A pod of orcas makes waves to wash seals off **icefloes**. The orcas then catch the seals.

Some orcas swim out of the water onto icefloes to get their **prey**. They may also hit icefloes from below to knock prey into the water.

Orcas are attacking this elephant seal.

Killer whales can grow up to 10 metres long.

Wednesday – Reading

Wednesday - Writing

Drop Everything and Write (D.E.a.W)

- ❑ Drop Everything and Write is an opportunity for you to just write!
- ❑ You can choose the topic you want to write about and the type of text you would like to write.
- ❑ The purpose of you completing D.E.a.W is to increase your writing stamina, that means the amount of time you can just write.
- ❑ This writing will not be marked to take the pressure off and encourage can take more risks and experiment in your writing.
- ❑ Since we have been on devices for a whole term, we are going to have Wednesdays and Fridays dedicated to you writing on paper.

Some things to think about:

- Write using paper and a pencil/pen - no devices allowed
- You need to write for 20 minutes (non-stop). Set a timer..
- If you need help with what to write visit this site for ideas (https://www.pobble365.com/)
- Focus on your writing and you can go back at the end to edit.
- You can write about an experience, a story, to persuade someone, an informative text, a review, a newspaper article.
- Keep your handwriting neat.
- Make sure you have a bit of a plan first before you write.
- Be mindful of your spelling.
- Use paragraphs.

Wednesday - Writing

What makes a good paragraph?

- Use different types and lengths of sentences.
- Use different sentence beginnings.
- Use varied and correct punctuation.
- Use interesting vocabulary/words.
- Use correct tense.
- Organise your ideas so each sentence connects with the next and makes sense.

Wednesday - Writing

Wednesday - Writing

Wednesday - Writing

Year 5 Maths Term 4 Week 2
Whole Number
~Expanded Notation~

Learning Intentions
- To be able to understand and record numbers of any size using expanded notation.

Success Criteria
- I understand and record numbers of any size using expanded notation.
- I can use expanded notation to explain place value and vice versa.

Problem of the Day

Have a go at this problem of the day.

Names and numbers

Penina is playing with her name and with numbers. She lets all the consonants equal 10 and all the vowels equal 5.

So the value of Penina's name is 10 + 5 + 10 + 5 + 10 + 5 = 45.
What is the value of your name?

Can you find at least 5 names that have a value of 30?

Penina's name goes even, odd, even, odd, even, odd. What other names have an even, odd or odd, even pattern?

What is the biggest value that a name of six letters can have?

What is the biggest value that you can actually find?

LEVEL 2

Use this space to show your responses

Expanded Notation

Expanded Notation can be used to show the amount each digit is worth because of its place in a number. There are a number of ways we can express expanded notation. Let's look at them using the number ***2847***

a) Using place value words: ***2 thousands + 8 hundreds + 4 tens + 7 ones***

b) Using place value addition: ***2000 + 800 + 40 + 7***

c) Using grouping symbols: ***(2x1000) + (8x100) + (4x10) + (7x1)***

Each of these methods are correct, however, we generally use the first two more frequently in Stage 3.

We can use expanded notation to help our understanding with place value and vice versa we can use place value to help our understanding of expanded notation. You can think of it like the split strategy for a single whole number.

Have a go at these activities to practise expanded notation.

1) Express these numbers in expanded notation form.

a 8 246

b 468

c 761

d 1 645

e 7 240 547

f 4 215 632

g 770 421

Expanded Notation

Have a go at these activities to practise expanded notation.

2) Express these expanded notations in numeral form.

a 600 + 80 + 7 = ☐

b 3 000 + 700 + 40 + 5 = ☐

c 800 + 30 + 4 = ☐

d 200 + 60 + 9 = ☐

e 20 000 + 7 000 + 300 + 8 _____

f 300 000 + 2 000 + 500 + 80 + 4 _____

g 800 000 + 50 000 + 6 000 + 200 + 30 + 8 _____

Have a go at these activities to practise expanded notation.

3) Answer the following questions around expanded notation.

a Tim says 4 329 in expanded notation is written as 4 000 + 3 000 + 29. Is he correct? _____

b Now he says that 5 847 is written as 5 000 + 800 + 40 + 7. Is he correct this time? _____

c Look carefully at the number 8 953. Why don't we expand it as 8 + 9 + 5 + 3 ?

_____

d What is the point of a zero in the middle of 7 049? It has no value so why not just leave it out?

_____

Expanded Notation Extension

There is a 4th way that we can look at expanded notation and that involves the use of powers of tens. If we look at **2847** again using the powers the expanded notation would look like this.

$$(2x10^3) + (8x10^2) + (4x10) + 7$$

Have a go at these activities.

a $(6 \times 10^3) + (3 \times 10^2) + (2 \times 10^1) + 5 =$ ☐

b $(4 \times 10^3) + (2 \times 10^2) + (9 \times 10^1) + 8 =$ ☐

c $(8 \times 10^4) + (4 \times 10^3) + (5 \times 10^2) + 3 =$ ☐

d $(2 \times 10^5) + (7 \times 10^4) + (9 \times 10^3) + (9 \times 10^2) + (9 \times 10^1) =$ ☐

Matching Expanded Notation Extension

Match the numerals with their expanded notation form. Colour the boxes that match.

23 587 111

78 361

20 000 000 + 6 000 000 + 500 000 + 20 000 + 6 000 + 900

20 000 + 3 000 + 700 + 10 + 1

70 000 000 + 8 000 000 + 900 000 + 30 000 + 4 000 + 200 + 10

23 711

4 509 094

32 590

20 000 000 + 3 000 000 + 500 000 + 80 000 + 7 000 + 100 + 10 + 1

78 934 210

4 000 000 + 500 000 + 9 000 + 90 + 4

70 000 + 8 000 + 300 + 60 + 1

$(3 \times 10^4) + (2 \times 10^3) + (5 \times 10^2) + (9 \times 10^1)$

26 526 900

Reflection

- ❑ I understand and record numbers of any size using expanded notation.
- ❑ I can use expanded notation to explain place value and vice versa.
- ❑ I understand there are a number of methods for expressing expanded notation.
- ❑ What is one new thing you learnt today in Mathematics?

_____

_____

_____

It's Prodigy Time

Remember to log into your class Prodigy account and enjoy up to 30mins of Prodigy Time!

Wednesday - PD/H

To access your sports activity for today, you will need to scan this QR Code or use the link below.

Link: shorturl.at/dfCP0

SCAN ME

Thursday Activities

You are unique

The Great Barrier Reef – Editing

Read the following paragraph and make the necessary edits using the editing mark symbols.

Editing Marks

Capital Letter	|||
Lower case letter	/
Add end marks	. ? !
Spelling mistake	⬭
Add a word	^
Doesn't make sense	_____
New paragraph	[ ]
Add a space	#

the great barrier Reef is the world's lagest coral reef system. The reef is located in the CoralSea, the coast of queensland, Australia. The great barrier Reef can be seen from outer space and is the world's biggest single structure made by living organisms the reef structure is composed of and built bybillions of tyny organisms called coral polyps. It supports a wide divercity of life and was selected as a World HeriTAGE site in 1981.

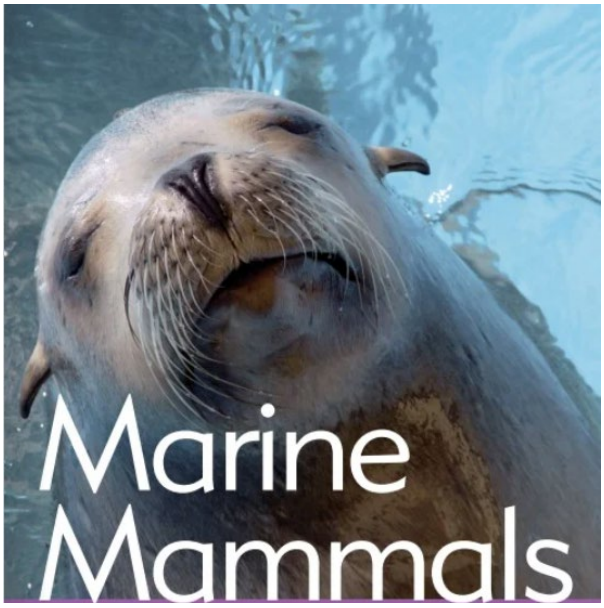
A large part of the reef is protected the Great Barrier Reef Marine Park. this helps to limit the impact of human use, such fishing and tourism. It is also known to and used by the Aboriginal Australia and Torres Straight Islander peoples. It very important part of local groups and culture.

Thursday - Editing

After you have edited the paragraph, re-write the text correctly on the lines below.

Thursday - Literacy

1. Read marine mammals - pages 20-24
2. Complete the activities



ACTIVITY 1: Reading Task

Draw a line to match the vocabulary to the correct definition - use the Glossary on page 23 to help you

krill	Animals that mainly eat meat
sonar	Species at risk of becoming extinct
endangered	To find a way through a place
carnivores	Method of locating objects and the depth of water using sound waves
navigate	Small, shrimp-like animals

Thursday - Literacy

ACTIVITY 2: Reading Task

Use the information on page 20 to record the steps for tagging and tracking marine mammals - there are 4

ACTIVITY 3: Writing Task

Write 2 persuasive paragraphs arguing **for or against** the tagging and tracking of marine mammals.

Remember you need to convince the reader so provide arguments and supporting evidence when stating your point of view.

Think about using:

- ❑ rhetorical questions
- ❑ high modality words
- ❑ rule of 3
- ❑ a range of punctuation
- ❑ facts and statistics

Thursday - Literacy

ACTIVITY 3: Writing Task

Tagging and Tracking

Researchers tag and track marine mammals to learn where they go and when.

1. The animal is caught. Researchers shoot the animal with a **tranquilliser** dart.
2. Researchers attach an electronic tag to the animal. It may be part of a collar, or glued to the animal's skin. The tag collects information about the animal's location.
3. When the animal comes out of the water, the tag sends information to a **satellite**. This information is sent from the satellite to computers.
4. Researchers study the information, and track the behaviour and migration of marine mammals.

GO FACT!

DID YOU KNOW?

Humpback whales swim up to 25 000 kilometres every year.

Thursday – Literacy

Body Parts

	Fur	Blowhole	Dorsal fin	Flippers	Tail
Polar Bear 	✓				✓
Dolphin 		✓	✓	✓	✓
Humpback Whale 		✓		✓	✓
Sea Cow 		✓		✓	✓

Glossary

carnivores animals that mainly eat meat

dorsal fin a single fin on the back of a fish or other water animal

endangered species at risk of becoming extinct

habitat a place where a plant or an animal naturally lives or grows

icefloe sheets of floating ice

krill small, shrimp-like animals

navigate find a way through a place

plankton very tiny plants and animals which float in the sea

predators animals that hunt, kill and eat other animals

prey an animal hunted by another animal for food

satellite a man-made object sent into space to transmit information back to Earth

sonar method of locating objects and the depth of water using sound waves

species basic classification of biology that contains animals, or plants, that look like each other and can breed with each other

streamlined something shaped to move easily through water or air

tranquilliser a drug that makes an animal calm or sleepy

Thursday – Literacy

Thursday - Maths

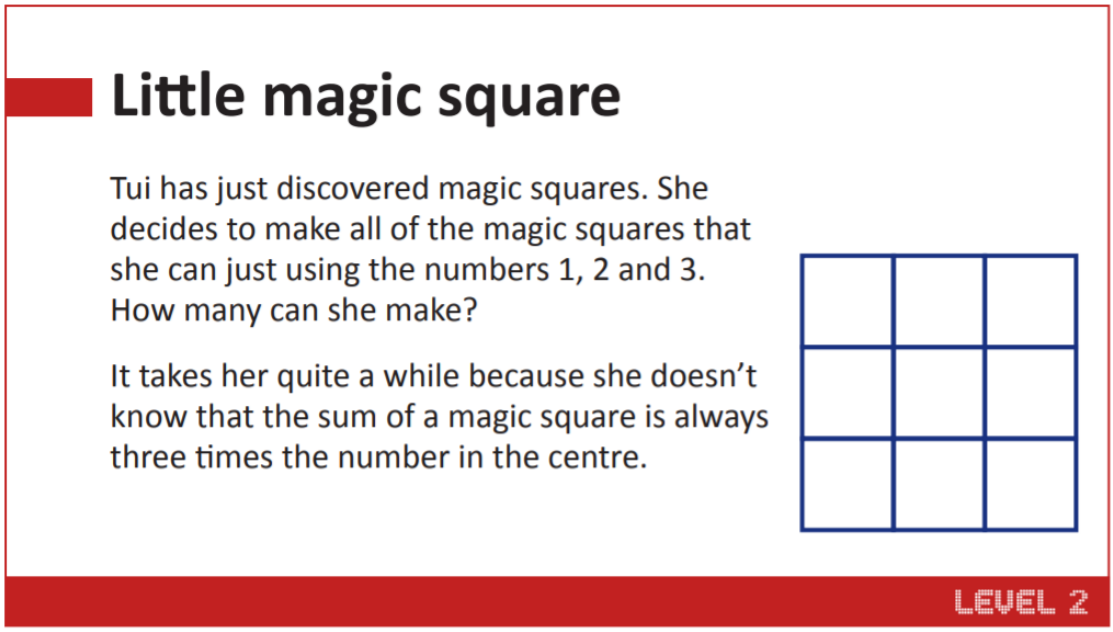
Year 5 Maths Term 4 Week 2
Whole Number
~Partitioning Numbers~

Learning Intentions
- To be able to understand how to partition numbers of any size in non-standard forms to aid mental calculation.

Success Criteria
- I understand what partitioning numbers is and how it helps with mental maths.

Problem of the Day

Have a go at this problem of the day.



Partitioning Numbers

The word ***Partition*** means to '*divide into parts or shares*'.

Partitioning Numbers involves breaking up larger numbers to make them easier to do our mental calculations, particularly addition & subtraction. We have looked at this when we were learning about mental maths strategies and it involves a solid understanding of place value. Expanded notation is a form of partitioning.

For example, when adding 163 480 and 150 000, 163 480 could be partitioned as 150 000 + 13 480, so that 150 000 could then be doubled and added to 13 480.

Partitioning numbers involves looking at the number in a different way and how it can be used for a specific purpose.

You can look at partitioning in the same way we looked at expanded notation, however, it is the ability to use the break up to help up with a calculation is what we want to focus on.

Watch this video on partitioning. https://youtu.be/MWRvFNrL4K4

For example, if I had $6482 that I wanted to share between my two children I can break the 6482 up and work with each part separately.

e.g. 6000 + 482… I know half of 6000 is 3000, then I just need to work on the 482.

half 400 is 200, half of 80 is 40 & half of 2 is 1… I can then put it all back together and I get 3000 + 200 + 40 + 1 = $3241. See how it is similar to expanded notation.

Partitioning Numbers

Let's try some of these algorithms. Think of the easiest way to break the numbers up so you can calculate the answers quicker. I will do the first one.

a) 7327 + 3511 = 7000 + 327 + 3500 + 11 … now I will group them

(7000 + 3500) + (327 + 11) = (10500) + (338) = 10838

b) 633 + 181 =

c) 3381 + 1968 =

You can also break the number up even further than just the once. I will do the first one, this time we will look at subtraction. Notice that there are still addition symbols in the question like the expanded notation and then it gets moved.

d) 8524 – 5113 = (8000 + 500 + 24) – (5000 + 100 + 13) … now regrouped

(8000 – 5000) + (500 - 100) + (24 – 13) = 3000 + 400 + 11 = 3411

e) 633 - 181 =

f) 3381 - 1968 =

Partitioning Numbers

Let’s try with halving numbers with partitioning. Remember you can break it up however you like to make it easier for you.

g) Halve 6488

h) Halve 7210

i) Halve 9124

Reflection

- ❑ I understand what partitioning numbers is and how it helps with mental maths.
- ❑ I can use expanded notation to partition numbers.
- ❑ What is one new thing you learnt today in Mathematics?

_____

_____

____

It’s Prodigy Time

Remember to log into your class Prodigy account and enjoy up to 30mins of Prodigy Time!

Thursday - Creative Arts

Last term we looked deeply at colour in artworks. Now let's look at some of the other elements of art! This week we are looking how the use of SPACE can impact an artwork. Space is the area between shapes and forms.

Positive Space

Positive space refers to the areas of interest or subject matter in an artwork. It might be a person's face or a vase of flowers.

Negative Space

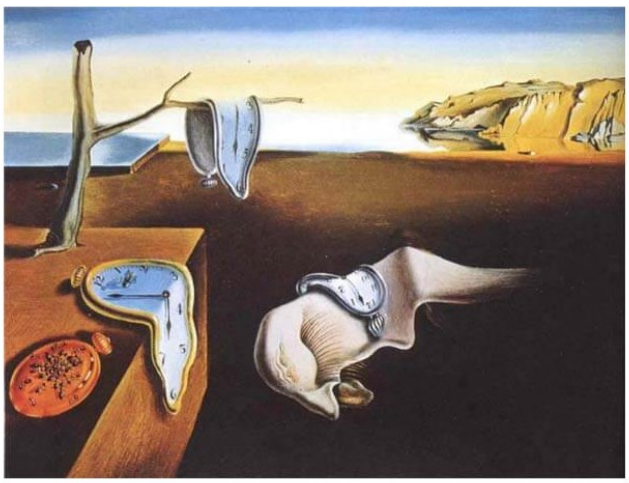
Negative space is the background or the area that surrounds the subject of the work.

https://qrgo.page.link/A3s7K

Thursday - Creative Arts

Tang Yau Hoong is one of the modern masters when using negative space in his art. Here, the negative space (sky) is being zipped away to reveal another sky, which is also forming buildings along a cityscape.
Depending on how you look at it, the blue sky can also be seen as a type of negative space.

This sculpture, “Missing Pieces” by Catalano, goes well with its surroundings, allowing the viewer to see the far-off horizon where the man’s torso should be. Again, the mind has to fill in the missing pieces, which makes viewing it fun.

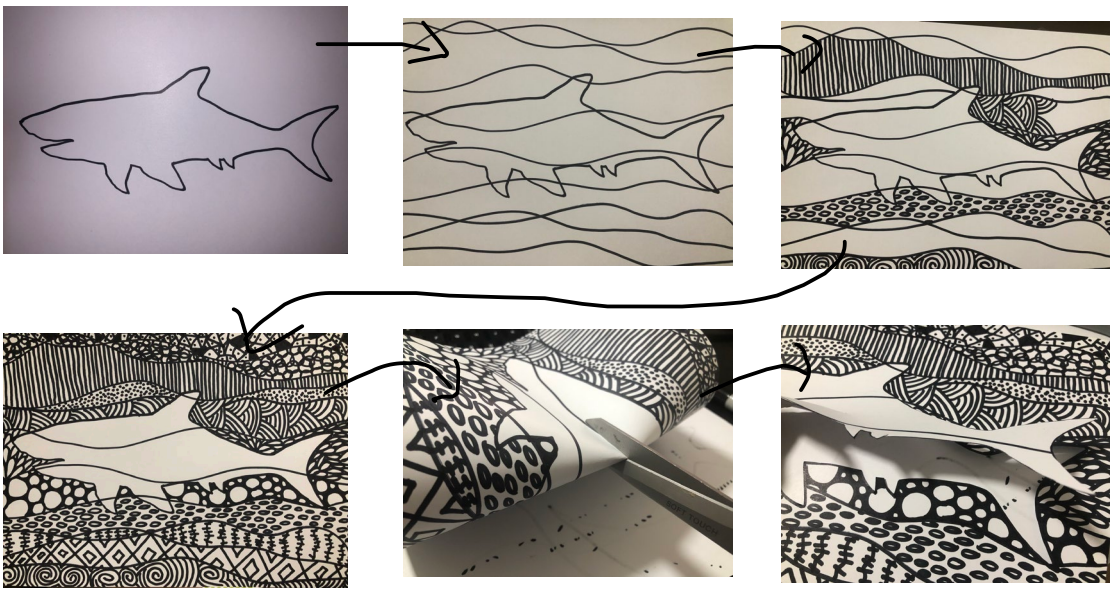


Here’s famous example of a balanced piece of art with plenty of negative space.
The Persistence of Memory by Salvador Dali has obvious subjects of interest surrounded by emptiness. The brown of the ground and yellow and blue-hued sky frame the central points of focus beautifully.

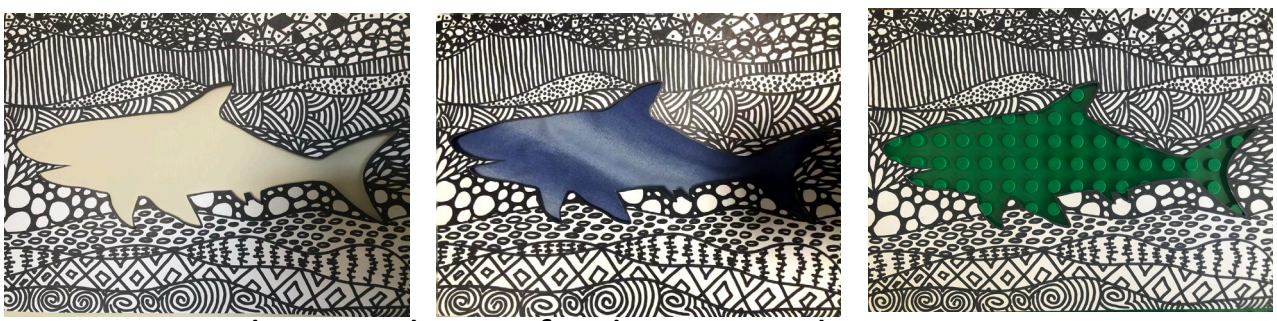
Thursday - Creative Arts

Scan the QR code or follow the link to watch my lesson on creating an under the sea positive and negative space artwork!

https://qrgo.page.link/A3s7K



Go on a texture hunt with your negative space animal frame.
Take some photos and share them on Seesaw.



Share a photo of at least one that you LOVE
and one that you don't think worked very well visually.

Friday Activities

You are capable

Friday - Grammar

Doubling the last consonant

Vowels: a, e, I, o, u

Consonants: Every other letter

If the last three letters in a word are a consonant, vowel, consonant (CVC); double the last consonant when adding a suffix.

E.g. Stop. What type of letters are the last three letters in this word? (CVC).

Add a suffix. Stop becomes stopping or stopped. The last consonant is doubled.

Trip. Add ed or ing. Tripped or tripping.

Tunnel. Add ed or ing. Tunnelled or tunnelling.

Brood. Look at the last 3 letters. Do they meet our rule (CVC)? Add ed or ing.

Brooded. Brooding.

The last three letters were not CVC, so the last consonant is not doubled.

Added ed or ing to these words

Remember to double the last consonant where appropriate.

Stop	Feel
Trip	Sleep
Run	Hop
Swim	Crawl
Tunnel	Wink
Dream	Swim

Friday - Spelling

BOGGLE

Find as many words as you can using the letters in the Boggle grid.

The rules for playing Boggle are as follows:

- Each word should be of at least three letters.
- Words that have the exact spelling but different meanings will be counted only once.
- You can use both singular and plural forms of the same word.
- You cannot use any letter more than once, and the consecutive letters of your words must be adjacent to each other horizontally, vertically, or even diagonally.

Challenge yourself by setting a time limit!!

Boggle Spelling Word Puzzle

U	T	F	E
A	M	T	S
R	Z	I	L
H	S	E	F

Scoring:

Fewer than 3 Letters: 0 points.

3 Letters: 1 point.

4 Letters: 1 point.

5 Letters: 2 points.

6 Letters: 3 points.

7 Letters: 5 points.

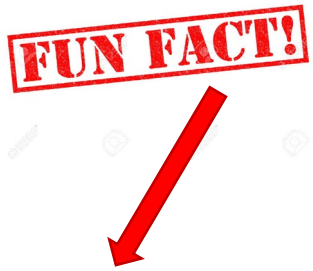
8 or More Letters: 10 points.

Add your words here either by typing them in, or writing them on a piece of paper and uploading a photo.

MY TOTAL POINTS SCORE TODAY WAS: _____

Friday - Spelling

Friday - Editing



An Amazing Fact a Day!

Spot the Mistake

When pencils were first invented, moist bread was used to erase any mistakes!

Read the sentences below. Can you spot the spelling, grammar and punctuation mistakes? Rewrite the sentences correctly.

1. There not in they're house because their over they're, in the park.

2. The golden sands felt warm and soothing beneth my worn out and weary feet. Their where beads of condensation dripping from my cold refreshing glass off water.

Friday - Writing

Drop Everything and Write (D.E.a.W)

- ❑ Drop Everything and Write is an opportunity for you to just write!
- ❑ You can choose the topic you want to write about and the type of text you would like to write.
- ❑ The purpose of you completing D.E.a.W is to increase your writing stamina, that means the amount of time you can just write.
- ❑ This writing will not be marked to take the pressure off and encourage can take more risks and experiment in your writing.
- ❑ Since we have been on devices for a whole term, we are going to have Wednesdays and Fridays dedicated to you writing on paper.

Some things to think about:

- Write using paper and a pencil/pen - no devices allowed
- You need to write for 20 minutes (non-stop). Set a timer..
- If you need help with what to write visit this site for ideas (https://www.pobble365.com/)
- Focus on your writing and you can go back at the end to edit.
- You can write about an experience, a story, to persuade someone, an informative text, a review, a newspaper article.
- Keep your handwriting neat.
- Make sure you have a bit of a plan first before you write.
- Be mindful of your spelling.
- Use paragraphs.

Friday - Writing

What makes a good paragraph?

- Use different types and lengths of sentences.
- Use different sentence beginnings.
- Use varied and correct punctuation.
- Use interesting vocabulary/words.
- Use correct tense.
- Organise your ideas so each sentence connects with the next and makes sense.

Friday - Writing

Friday - Writing

Friday - Writing

Friday - Maths

Year 5 Maths Term 4 Week 2
Whole Number
~Number Abbreviations & Rounding~

Learning Intentions

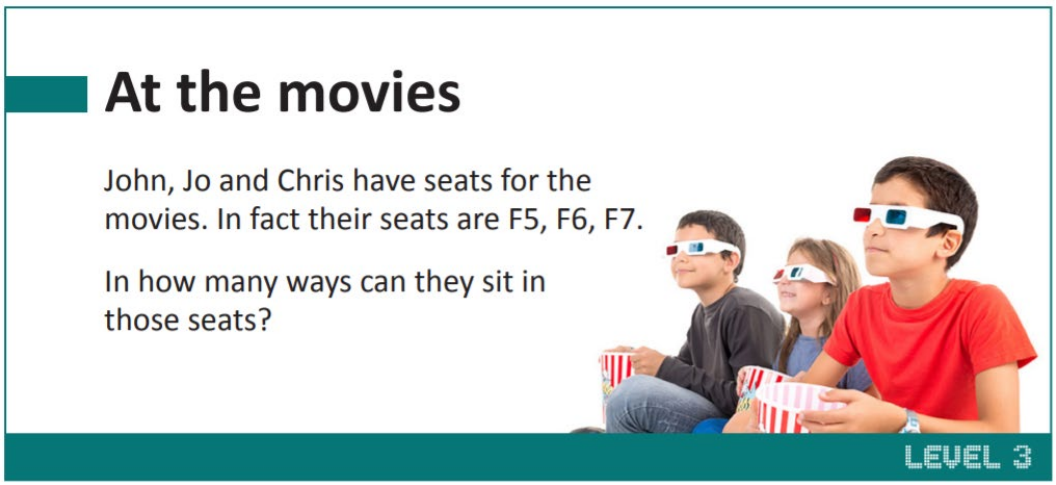
- To be able to recognise different abbreviations of numbers used in everyday contexts.
- To be able to round numbers to a specified place value

Success Criteria

- I understand abbreviations of numbers are and why we might use them.
- I can round numbers to any place value.

Problem of the Day

Have a go at this problem of the day.



Show your working here:

Abbreviations of Numbers

The abbreviation K comes from the Greek word khilioi, and it means thousand. It is used in many job advertisements and in measurement.

A salary of 70 K is $70000, 1 000 grams is 1 kilogram and something 35ks away refers to being 35 kilometres away.

When else do we use the term kilo or K?

Convert the following abbreviations into numerals:

a $60 K — $ _____

b 4 kilograms — _____ grams

c $66 K — $ _____

d 8 kilometres — _____ metres

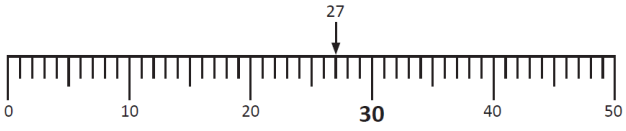
Are the following statements true or false?

a $36 K = $3 600	True / False
b Seventy four thousand three hundred and two = 74 320	True / False
c Six hundred and seventy four thousand and thirty nine = 674 039	True / False
d $51 K = $51 000	True / False
e Two hundred thousand eight hundred and two = 200 802	True / False
f Fifty one thousand and sixty = 5 560	True / False

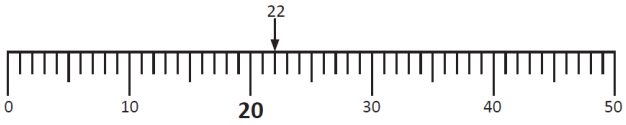
Rounding Large Numbers

Rounding makes big numbers easier to work with. We round up if the number is exactly halfway between the 10s or over

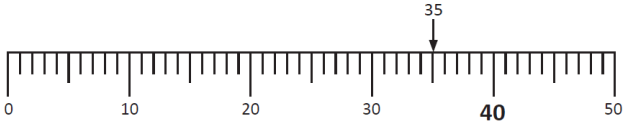
27 is over halfway between the 10s, so it rounds up to 30.

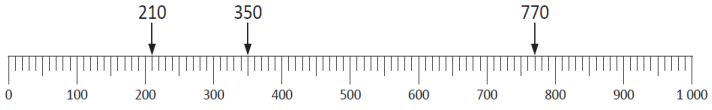


22 is under halfway between the 10s, so it rounds down to 20.



35 is exactly halfway between the 10s, so it rounds up to 40.





770 rounds to 800

210 rounds to 200

350 rounds to 400

Round *up* when it is halfway between the 10s or more.

Round *down* when the number is less than halfway.

Round the following numbers to the closest hundred:

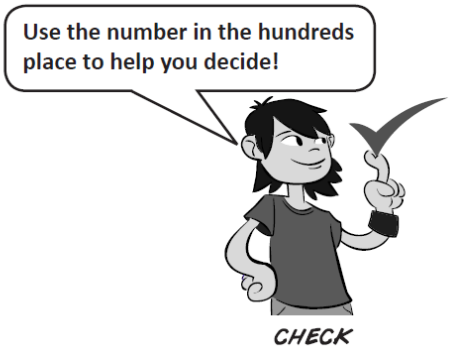
a 235 _____ **b** 680 _____

c 513 _____ **d** 450 _____

e 5 164 _____ **f** 3 748 _____

Rounding Large Numbers

Round the following numbers to the closest thousand:



a 942		**b** 4 964	
c 2 435		**d** 9 350	
e 5 678		**f** 2 845	

1 **Round to the nearest thousand:**

a 12 388	_____	**b** 9 525	_____
c 39 610	_____	**d** 55 239	_____
e 8 392	_____	**f** 89 743	_____

2 **Round to the nearest ten thousand:**

a 14 987	_____	**b** 24 033	_____
c 36 095	_____	**d** 77 330	_____

3 **Round to the nearest hundred thousand:**

a 828 549	_____	**b** 653 200	_____
c 105 525	_____	**d** 223 669	_____

A number rounded to the nearest thousand is 4 000. List at least 10 numbers it could be.

Rounding Large Numbers

To find a secret fact about the gorilla, round the numbers in the clues below and insert the matching letters above the answers.

2 000	50 000		400	8 000	20 000		400	8 000	50 000	400	200
8 000		200	70 000	500	8 000	20 000		400	7 000	900	10 000

H	249	rounded to the nearest hundred	**U**	69 623	rounded to the nearest thousand
N	19 432	rounded to the nearest ten thousand	**M**	462	rounded to the nearest hundred
T	49 832	rounded to the nearest thousand	**I**	2 490	rounded to the nearest thousand
L	850	rounded to the nearest hundred	**C**	361	rounded to the nearest hundred
D	10 320	rounded to the nearest thousand	**A**	7 711	rounded to the nearest thousand
O	6 625	rounded to the nearest thousand			

Reflection

- ❑ I understand abbreviations of numbers are and why we might use them.
- ❑ I can round numbers to any place value.
- ❑ What is one new thing you learnt today in Mathematics?

_____

_____

It's Prodigy Time

Remember to log into your class Prodigy account and enjoy up to 30mins of Prodigy Time!

Optional Activities

More

Non-screen activities you can do at home

Pobble

25 more ideas!

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.

1 **Get doodling!** Grab some paper and pens and doodle anything you like! Animals, aliens or something else.

2 **Create your own animal.** Could you combine two of your favourites? What will you call it?

3 **Design and draw a new musical instrument.** How would you play it and what will it sound like?

4 **Make up your own 5 minute exercise routine.** What will you include?

5 **Can you make up your own jokes?** Tell them to someone to make them laugh!

6 **Make some jewellery.** Use anything you can find around the house. Strips of wrapping paper or rolled up magazines make great beads!

7 **Paper aeroplane challenge!** Make a paper aeroplane and see how far you can fly it! Can you make a target and try to aim for it?

8 **Fingerprint art!** Use only your fingertips and paint to create a picture.

9 **Make a bookmark to use when you're reading.**

10 **Make some wild art using sticks, leaves, flowers and anything else you can find outdoors.**

11 **Quick draw!** Set a 1 minute timer, draw a quick doodle and see if the other person can guess what it is before the time is up.

12 **Write a silly sentence that includes all of these words... BANANA, CURTAIN, DOLPHIN, SNOW** and **BALLOON.** Now think of your own words and write some more!

13 **How many different words can you make from the letters in this sentence?**

Keeping my brain busy is fun

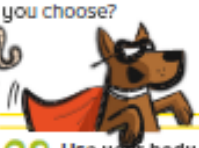
14 **Ping pong story telling!** Write the opening sentence to a story, then someone else writes the next line. Then it's your turn again! Keep alternating until you have a full story.

15 **Guess the character!** Think of a character from a book, write it down so no-one can see. Have others ask you questions to try and guess which character you chose.

16 **Make a finger puppet!** Use a paper cone to make a body, then attach a paper head.

17 **Describe the most disgusting meal EVER!** What is in it? Spaghetti worms, toenails on toast or something else?

18 **Create a comic strip about an animal who turns into a superhero.** Which animal will you choose?



19 **Create a family kindness jar.** Every time someone does something kind, write it down and put it in the jar. When the jar is full you all deserve a special treat!

20 **Find a fun place to sit and read a book.** Under the bed? Up a tree? Where will you go?

21 **How many words can you think of that rhyme with WRITE?**

22 **Write a recipe for 'Springtime'.** What will you include? Flowers? Sunshine? What else?

23 **Use your body to make the shape of a letter.** How many more can you make? Can you make every letter in the alphabet?

24 **Play alphabet bingo!** Can you spot an item in your home or garden that starts with the letter a,b,c and so on?

25 **Start a diary.** Write a short entry every day about what you do and how you feel. It will be good to look back on when you're older.

Parents and teachers – please share your success stories with us on social media:

HeyPobble Pobble Education TeamPobble