



PWPS Learning from Home Plan – Year 4

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| INDEPENDENT | IN |
| SHARE WITH AN ADULT | SA |
| SHARE ON GOOGLE CLASSROOM | GC |




While at home, here are some activities to complete. Some activities require a device and these are optional to complete. We understand that every home is different, so please complete what you can. There is no expectation that every activity is complete.

TERM 2 WEEK 3 - MONDAY & TUESDAY

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|--|---|--|--|
| English | Mathematics | Science & Technology | HSIE |
| <p>Each day read on your own for 20 minutes.</p> <p>Monday</p> <ul style="list-style-type: none">Write a spelling list that has 15 words:<ul style="list-style-type: none">5 x words from a book5 x words that have the 'our' sound in them5 x words about <p>Check them with an adult to see that they are correct. (SA)</p> <ul style="list-style-type: none">Empathy is understanding or sharing the feelings of another. Write the sentence in another way using empathy 'You're such a sook.' Explain why you chose to write it like that? Answer on Google Classroom if you can (GC) <p>Tuesday</p> <ul style="list-style-type: none">Write the passage in your best handwriting. Then highlight the question, underline the three explaining sentences and circle the persuading words. (IN) <p><i>You think plastic bags are harmless? Tell that to the dolphin with the plastic bag wound around its snout, slowly starving to death. Over one million bags a week are buried, ditched and dumped in our country. One little bag blowing in the wind couldn't hurt, could it? One maybe wouldn't, a million does.</i></p> | <p>Each day complete the Daily 10 Mental Maths Challenge focus on multiplication this term or create ten questions of your own and answer them. Use a calculator to correct your work. (IN)</p> <p>Monday</p> <ul style="list-style-type: none">Practise skip counting by fours eg 4, 8, 12, 16, 20 Now try counting by 6, 7 and 8's (IN) <p>Challenge: Think of a three-digit number and count on by 4's, 6's, 7's and 8's e.g. 458, 462, 466, 470, 474... (IN)</p> <p>Tuesday</p> <ul style="list-style-type: none">Watch Multi-digit Multiplication Then Create 10 multiplication algorithms using x4, x6, x7 and x8 eg 287 6 x _____ _____ <p>Check your answers using a calculator (SA)</p> <p>Challenge: Use 4- or 5-digit numbers on the top line. (SA)</p> | <p>Monday</p> <ul style="list-style-type: none">Create a T-Chart and list out what you know about day & night <div><div>Name: _____ Date: _____</div><div>Day and Night</div><div>Directions: Complete the chart.</div><div><div>Day </div><div>Night </div></div></div> <p>What might you see during the day & night? How do you know it is day or night-time? (IN)</p> | <p>Tuesday</p> <ul style="list-style-type: none">Watch the video Choose Your Own Explorer and your third and final explorer but NOT Captain Cook. Write five things you learnt about your chosen explorer. (SA)If you are unable to access the internet you will find information about an explorer (Matthew Flinders) in your pack, which you can read and then write five facts about. (SA) |
| | | Creative Arts | PDHPE |
| | | <p>Monday</p> <ul style="list-style-type: none">Think about the different shapes dancers create with their bodies (e.g. <i>square, circle, half a circle, clump, v shape</i>). Have a go at creating these shapes using your own body. (IN) | <p>Tuesday (Miss Minikin)</p> <ul style="list-style-type: none">Watch the video 'growth mindset' Listen to the book: Green Eggs and Ham by Dr Seuss. Does the main character have a fixed mindset or a growth mindset? Complete set tasks on Google Classroom slides. (GC) |






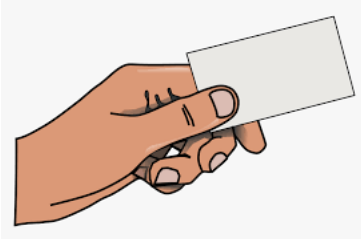


TERM 2 WEEK 3 - WEDNESDAY, THURSDAY & FRIDAY

| English | Mathematics | Science & Technology | HSIE |
|--|--|--|---|
| <p>Each day read on your own for 20 minutes.</p> <p>Wednesday</p> <ul style="list-style-type: none"> Listen to the story We're All Wonders. What does ordinary mean? What is the opposite of ordinary? Write it in your book. (IN) Write your spelling words once with your left hand and once with your right. (IN) <p>Thursday (School Tasks)</p> <ul style="list-style-type: none"> Spend 20 mins working on you Speaking and Listening assessment. Try and complete the brainstorming section in that time. (IN) Based on what you know about your teacher make some inferences and write down what you think they would have in their bag. Repeat the same with a character in the book you are reading. (IN) <p>Friday</p> <ul style="list-style-type: none"> Think of three strong reasons why it is important to save water. Use 'Question, 3 Explaining Sentences and persuasive language' technique to write a paragraph on why we should save water. Read it aloud to a family member to check if it makes sense (SA) Ask an adult to test you on your spelling words. (SA) | <p>Each day complete the Daily 10 Mental Maths Challenge focus on multiplication this term or create ten questions of your own and answer them. Use a calculator to correct your work. (IN)</p> <p>Wednesday</p> <ul style="list-style-type: none"> Find and list 15 things in your home or outside that you would measure in mm, cm and m. Choose 5 of each. Share your answer on Google Classroom (GC) Explain why you have chosen each unit of measurement. (SA) <p>Thursday (School Tasks)</p> <ul style="list-style-type: none"> Without using a ruler, draw a square, rectangle and triangle and estimate the perimeter (distance around the outside) of each shape. Use a ruler to measure the perimeters and compare with your estimation (SA) <p>Friday</p> <ul style="list-style-type: none"> Using a ruler, draw a square, rectangle and a triangle that all have the same perimeter. Label the length of each side. Challenge: Can you write the lengths in mm and cm? (SA) | <p>Thursday (School Task)</p> <ul style="list-style-type: none"> Watch the video on Earth's Rotation and Revolution. Write down three interesting facts you learnt from the video. Draw and label a diagram of Earth's orbit and rotation. (SA)  <p>Friday</p> <ul style="list-style-type: none"> Create 12 different dance shapes with your body. Present it to your family and let them guess what shapes you are creating. (SA) | <p>Wednesday</p> <ul style="list-style-type: none"> Watch the video about Captain Cook. List 10 facts using bullet points that you have learnt from the video. <p align="center">OR</p> <ul style="list-style-type: none"> If you are unable to access the internet you will find information about an explorer (Captain Cook) in your pack, which you can read and then write ten facts about. (SA) <p>Every day</p> <ul style="list-style-type: none"> Complete a different Cosmic Yoga journey. (IN) If you do not have access to the internet go for a walk each day and do some stretches. (IN) |
| | | Creative Arts | PDHPE |

If you require support, please contact the school's email addressed as follows **Attention – CLASS NAME - TEACHER NAME :** parramattw-p.school@det.nsw.edu.au






The Perfect Park!

Over the next 3 weeks you will be preparing your Speaking and Listening Assessment Task. You will be given time in your **Learning From Home Plans** to complete it. On your scheduled days at school ensure you are able to share with your teacher where you are up to. You are to create 1-2 minutes talk convincing your classmates to visit the park you have created.

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| <p>Brainstorm the perfect park. What should it include? Get creative (e.g. water slide, lion enclosure, bike track etc.)</p>  | <p>Create a visual support for your park. Design, draw or make your park!</p>  | <p>Write a sizzling start to hook the listeners into your coming to your park.</p>  | <p>Write 3 boulders (strong reasons) to convince someone to come. Think about forming paragraphs with reasons and evidence to support you.</p>  |
| <p>Write an exciting ending to call all the students to come to your park.</p>  | <p>Practise the delivery of your speech. Think about palm cards.</p>  | <p>Get some feedback from your peers or an adult.</p>  | <p>Practise, practise practise! Think about voice changes, eye contact & prop usage.</p>  |

See success criteria for how you can be creating the best talk!

The Perfect Park - How can I write and deliver a successful presentation?

| | 0 marks | 1 mark | 2 marks |
|--|---|---|--|
| Hook the audience!  | I forgot to spark the interest of the audience. | I sparked the interest of the audience. | I sparked the interest of the audience and everyone wanted to hear more. |
| Organisation  | I did not include any of the elements that I needed to. | I included some of the thinking I needed to include. | I included a sizzling start, 3 reasons for coming to the park and an exciting ending. |
| Timing  | My speech was under 30 seconds. | My speech was between 30 seconds and 1 min. | My speech was between 1 min and 2 mins. |
| Delivery  | I did not give any eye contact or use a clear voice during my presentation. | I used some eye contact and attempted to change my voice as I was presenting. | I used a clear expressive voice with eye contact and palm cards when I was presenting. |
| Visual support  | I did not use a visual support in my presentation (e.g. poster, images or model). | I used a visual support but it did not make my presentation more effective. | I effectively used a visual support to support my presentation (e.g. poster, images or model). |
| Total | | | |