

Stage 2

TERM 3

Week 10, 2021











LEARN-FROM-HOME PACK

Name:

Class:

Instructions

- Complete your work each day
- Tick or colour each box when you complete the activity
- Ask an adult to sign next to the box when you have completed your daily reading if you can't find your Home Reading Log

| Monday  | Tuesday  | Wednesday  | Thursday  | Friday  |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Reading | Reading | Reading | Reading | Reading |
| Writing: Edit | Writing: Publish Sizzling Start & Fact Sections 1 & 2 | Writing: Publish Fact Section 3 & Ending With Impact | Maths: Money | If you have Netflix access, watch the <i>Fantastic Mr Fox</i> movie! |
| Number of the day | Number of the day | Number of the day | PE: Bowl in the River | |
| Addition Strategies | Subtraction Strategies | Addition Strategies | Number of the Day | Have you returned?: - Fantastic Mr Fox book - science project - Week 10 pack - writing publishing pack |
| Maths: Chance | Maths: Position | Maths: Angles | Subtraction Strategies | |
| PE: Catches Win Matches 2.0 | PE: Scorchers Ball 2.0 | PE: Roll it Under 2.0 | Volume & Capacity | Keep safe! See you back on Monday 4 th October on Zoom: - Year 3 at 9:30am - Year 4 at 10:00am |
| Visual Arts: Poster | Visual Arts: Poster | PDH: Quiz | PE: Goalies 2.0 | |
| | | | Visual Arts: Poster | |
|  |  |  |  |  |

Monday



Activity 1: Reading

Online: **PM Reader online** at the level you have been set (this will be below the level you read with your teacher): <https://app.pmecollection.com.au/login>;

If you have a microphone on your device (laptop, phone, computer), please record 2 pages of your reading (your teacher will be able to listen to your recording automatically):

- 1) Select your book
- 2) Press orange 'Read' button
- 3) Click the 'Settings' button (3 white horizontal lines in bottom left of screen)
- 4) Click 'Record'
- 5) Choose a page to read and click microphone icon
- 6) Start reading
- 7) Press (square) stop button when complete

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Writing

In your writing pack:

Now that you have revised your writing, you can EDIT your work. Use an orange pencil for this. Follow the steps listed on the CUPS and ARMS poster in your writing pack to follow the steps to edit your work. Focus on the CUPS steps. Tackle this one paragraph at a time.

Today you will EDIT your:

Sizzling Start

Fact Section 1

Fact Section 2

Fact Section 3

Ending With Impact

Activity 3: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose one):

78 or 778 or 8778 or 88 778

10 more

_____ , _____ , _____

100 more

_____ , _____ , _____

1000 more

_____ , _____ , _____

Number of the Day

10 less

_____ , _____ , _____

100 less

_____ , _____ , _____

1000 less

_____ , _____ , _____

Total number of ones

Total number of hundreds

Total number of tens

Total number of thousands

Expanded Notation

Number Sentences (using different operations + - x ÷)

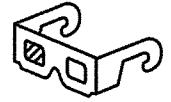
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=

Number Story

Activity 4: Addition Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below). Choose 1-, 2-, or 3-digit problems (or do them all!).

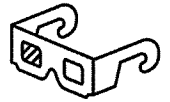


<http://mrw1.weebly.com/>

| | | | |
|--------------|-----------|---------------|-----------|
| Bridge to 10 | $6 + 5$ | Doubles | $5 + 8$ |
| | | | |
| Compensation | $5 + 7$ | Partitioning | $5 + 6$ |
| | | | |
| Split | $47 + 25$ | Jump | $36 + 12$ |
| | | | |
| Compensation | $63 + 97$ | Reconfiguring | $39 + 36$ |
| | | | |

| | |
|---------------------------|-------------|
| Split | $481 + 385$ |
| | |
| Jump | $573 + 294$ |
| | |
| Compensation | $578 + 216$ |
| | |
| Reconfiguring | $233 + 186$ |
| | |
| Non-standard Partitioning | $670 + 500$ |
| | |

Activity 5: Chance



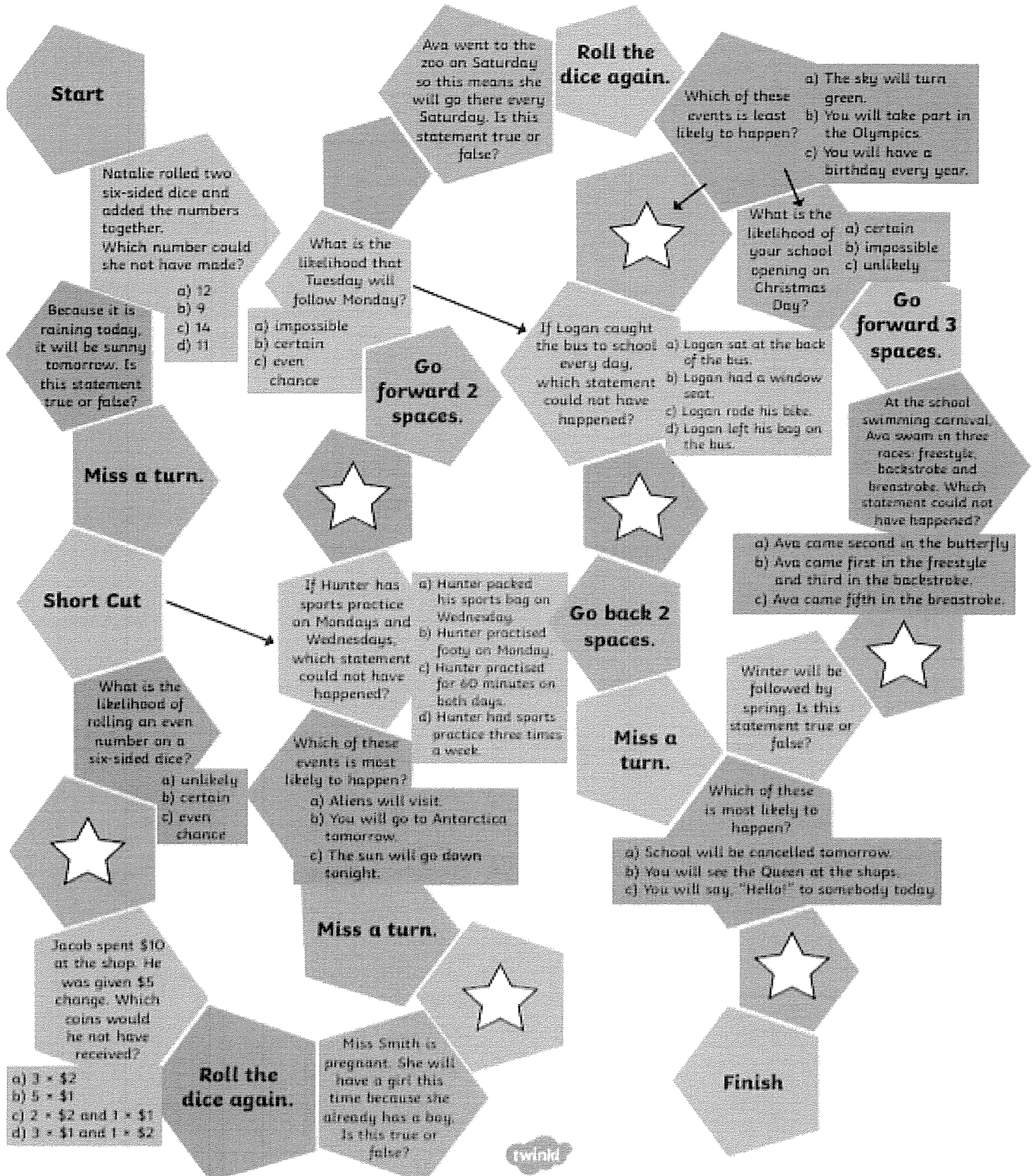
Online: StudyLadder – log in and complete the Chance activity in the pod

Paper: Complete the following activity

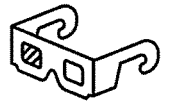
What's the Chance?



How to Play

1. You will need dice and counters.
2. Roll the dice and move forward the correct number of spaces.
3. Answer the question or follow the instructions on the space.
4. If you answer incorrectly, move back to your previous position.
5. If you land on a star, you can stay on that space without having to answer a question.
6. The winner is the first player who reaches the finish space.



Activity 6: PE (Catches Win Matches 2.0)



| | | |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | <ul style="list-style-type: none"> You will need a ball of any size or a pair of rolled up socks You have one minute for each activity (four in total) | |
| Daily Challenge (Please tick the challenges attempted) | <input type="checkbox"/> Challenge 1: Throw the ball up in the air with one hand. Whilst it's in the air, draw a circle around the ball with your index finger, before then catching it with one hand <input type="checkbox"/> Challenge 2: Drop and catch. Hold the ball with your fingers facing down. Drop the ball and quickly catch it again <input type="checkbox"/> Challenge 3: With one hand, throw the ball underneath one leg and catch it with the other hand <input type="checkbox"/> Challenge 4: Put the ball between your feet, bend your knees and jump. This will release the ball. You must then catch the ball using one or two hands | |
| Change it up/ (EQUIPMENT/AREA) | <ul style="list-style-type: none"> Change the size of the ball. Use a marble, a rolled-up pair of socks... just be creative Do it inside or outside | |
| Change it up/ (NUMBER OF PARTICIPANTS) | <ul style="list-style-type: none"> If you do not have a partner to play against, challenge yourself. How many challenges can you complete in a row? Challenge a partner - who can perform the most catches in one minute? Work together – go back and forth without dropping the ball. How long can you keep it going for? | |
| Change it up (SKILL) | Select the skill/s you attempted by ticking the boxes below: <input type="checkbox"/> Keep one eye closed <input type="checkbox"/> Use your non-dominant hand | Video Link   |
| Feedback – What did you enjoy about this activity? Any additional comments? | | |

Activity 7: Visual Arts

Poster project

In your separate Visual Arts pack:

Finish drawing your poster then add colour (you can use anything you like: pencils, texta, crayon, paint, watercolour).

Tuesday



Activity 1: Reading

Online: PM Reader online: <https://app.pmeollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Writing

In your writing pack:

Now that you have revised your writing, you can PUBLISH your work. Using your neatest handwriting, copy your draft work into the publishing section of your writing pack. You only need to PUBLISH:

Sizzling Start

Fact Section 1

Fact Section 2

Activity 3: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose one):

88 or 588 or 9588 or 29 588

Activity 4: Position

Online: StudyLadder – log in and complete the Position activity in the pod
<https://www.scootle.edu.au/ec/viewing/L351/index.html#>

Paper: Complete the following activity

Following Directions

Activity: Design and sketch a cross country course to be marked out within your school grounds or local area. Include a start point for your course and ensure the course does not cross itself. Use the grid paper below to draw your map and use positional language or grid coordinates to describe your cross-country course in relation to other structures or pathways.

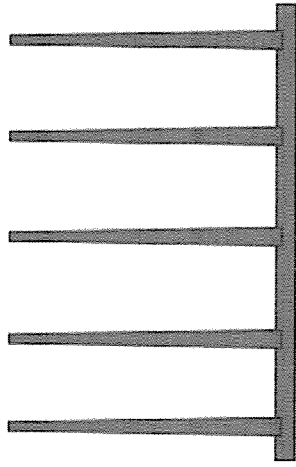
Extension:

Use a compass rose (draw it) to indicate directions.

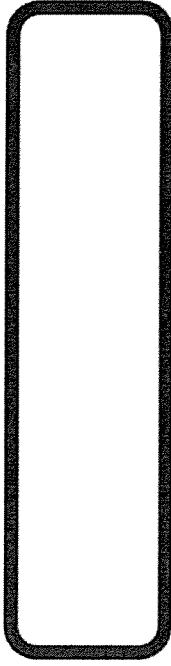


| | | | | | | | | | | |
|----|---|---|---|---|---|---|---|---|---|---|
| 10 | | | | | | | | | | |
| 9 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 1 | | | | | | | | | | |
| | A | B | C | D | E | F | G | H | I | J |

Place Value Stacks



Number of the Day



Regrouping

Number of ones

_____ ones

Number of tens

_____ tens + _____ ones

Number of hundreds

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ ones

Number of thousands

_____ thousands + _____ ones

_____ thousands + _____ hundreds + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

Base 10

Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

Subtract 42 =

Subtract 137 =

Spelling

Number Line



Activity 5: Subtraction Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below). Choose 1-, 2-, or 3-digit problems (or do them all!).





<http://mrw1.weebly.com/>

| | |
|-----------------------------------------|----------------------------------------|
| Back Through 10 15 - 6 | Up Through 10 15 - 8 |
| | |
| Fact Families 14 - 7 | Think Addition 12 - 7 |
| | |
| Think Addition (2 digit) 62 - 47 | Jump (2 digit) 88 - 56 |
| | |
| Compensation (2 digit) 69 - 47 | Reconfiguring (2 digit) 56 - 28 |
| | |

| | |
|---------------------------|-----------|
| Jump | 578 - 284 |
| | |
| Compensation | 489 - 265 |
| | |
| Reconfiguring | 775 - 428 |
| | |
| Non-standard Partitioning | 460 - 283 |
| | |
| Think Addition | 327 - 145 |
| | |

Activity 6: PE (Scorcher Ball 2.0)



| | | |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | <ul style="list-style-type: none"> You will need a large ball and many small balls, plus items to mark out each end of the playing area Using your markers, mark out the two ends that are roughly 3 metres apart Place the larger ball in the middle of the playing area From here, throw your balls at the larger ball, attempting to move it towards the opposing player's line Every time the ball crosses the line, you get a point | |
| Daily Challenge | <ul style="list-style-type: none"> How quickly can you get the ball to cross the line? | |
| Change it up/ (EQUIPMENT/AREA) | <ul style="list-style-type: none"> Substitute the items with what you have e.g., smaller balls – rolled up socks, bigger ball - milk carton Increase the distance of the playing area. | |
| Change it up/ (NUMBER OF PARTICIPANTS) | <ul style="list-style-type: none"> If you do not have a partner, position your playing area up against a wall Challenge a family member – who can win the most times in a row? Work as a team and see how quickly you can get the bigger ball to cross the line | |
| Change it up (SKILL) | Select the skill/s you attempted by ticking the boxes below: <input type="checkbox"/> Underarm throw <input type="checkbox"/> Overarm throw <input type="checkbox"/> Bowl instead of throw <input type="checkbox"/> Non-dominant hand | Video Link   |
| Feedback – What did you enjoy about this activity? Any additional comments? | | |

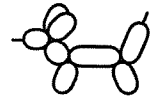
Activity 7: Visual Arts

Poster project

In your separate Visual Arts pack:

Complete your poster art (colouring).

Wednesday



Activity 1: Reading

Online: PM Reader online: <https://app.pmecollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Writing

In your writing pack:

Finish your PUBLISHING. Using your neatest handwriting, copy your draft work into the publishing section of your writing pack. You only need to PUBLISH:

Fact Section 3

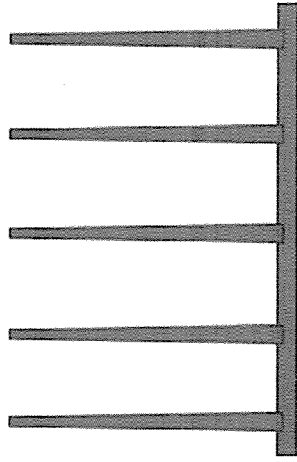
Ending With Impact

Activity 3: Number of the Day

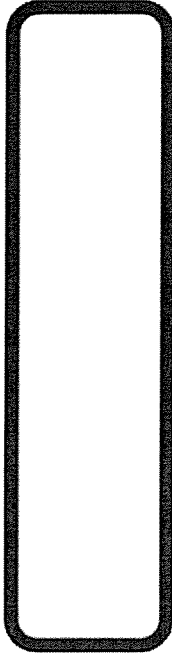
Complete the Number of the Day page (see separate sheet). Today's number (choose one):

89 or 789 or 9789 or 69 789

Place Value Stacks



Number of the Day



Regrouping

Number of ones

_____ ones

Number of tens

_____ tens + _____ ones

Number of hundreds

_____ hundreds + _____ tens + _____ ones

_____ hundreds + _____ ones

Number of thousands

_____ thousands + _____ ones

_____ thousands + _____ hundreds + _____ ones

_____ thousands + _____ hundreds + _____ tens + _____ ones

Number Line



Base 10

Spelling

Add or Subtract

Add 8 =

Add 23 =

Add 564 =

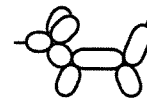
Subtract 5 =

Subtract 42 =

Subtract 137 =

Activity 4: Addition Strategies

Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below). Choose 1-, 2-, or 3-digit problems (or do them all!).

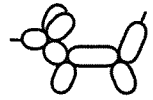


<http://mrw1.weebly.com/>

| | | | |
|--------------|-----------|---------------|-----------|
| Bridge to 10 | $3 + 8$ | Doubles | $6 + 9$ |
| | | | |
| Compensation | $4 + 7$ | Partitioning | $4 + 9$ |
| | | | |
| Split | $58 + 36$ | Jump | $69 + 45$ |
| | | | |
| Compensation | $94 + 38$ | Reconfiguring | $83 + 47$ |
| | | | |

| | |
|---------------------------|-------------|
| Split | $481 + 385$ |
| | |
| Jump | $573 + 294$ |
| | |
| Compensation | $578 + 216$ |
| | |
| Reconfiguring | $233 + 186$ |
| | |
| Non-standard Partitioning | $670 + 500$ |
| | |

Activity 5: Angles

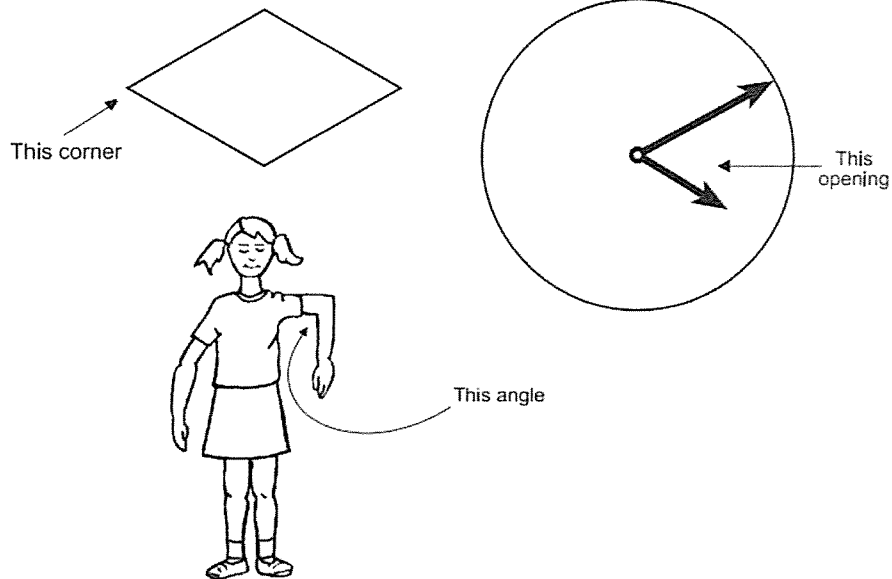


Online: StudyLadder – log in and complete the Angles activity in the pod

Paper: Complete the following activity

More Body Angles

Part 1. Each of these objects makes an angle. Draw the angles on each object.

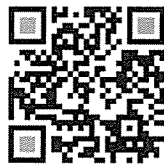



Part 2. Draw the three angles separately here:

Part 3. Find a way to check that the angles you drew in Part 2 are the same size as the angles you found in Part 1. Write how you measured the angles.

Activity 6: PE (Roll It Under 2.0)



| | | |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Description | <ul style="list-style-type: none"> You will need a chair and a ball of any size To get started, stand on either side of the chair Your goal is to roll the ball underneath the chair without hitting it Every time you successfully roll the ball underneath the chair, challenge yourself by taking a step back | |
| Daily Challenge | <ul style="list-style-type: none"> How many times can you roll the ball underneath the chair in one minute? | |
| Change it up/ (EQUIPMENT/AREA) | <ul style="list-style-type: none"> No ball? Roll up a pair of socks No chair? Find an object that you can roll something underneath/ through e.g., table. chair | |
| Change it up/ (NUMBER OF PARTICIPANTS) | <ul style="list-style-type: none"> Work together as a team – how many times can you roll the ball under the chair without making a mistake? If you do not have a partner, use a wall. See if you can roll the ball under the chair, hit the wall and have it come back to you | |
| Change it up (SKILL) | <p>Select the skill/s you attempted by ticking the boxes below:</p> <p><input type="checkbox"/> Over unders – roll the ball under the chair then throw it over the chair</p> <p><input type="checkbox"/> Use your non-dominant hand</p> <p><input type="checkbox"/> Close one or both eyes</p> | <p>Video Link</p> <div style="display: flex; justify-content: space-around;">   </div> |
| <p>Feedback – What did you enjoy about this activity? Any additional comments?</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |

Activity 7: PDH (Quiz)

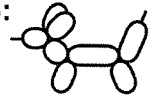
1. What are emotions? Circle one:

Emojis

Feelings

Movements

2. Match the facial expression or body language clue with the emotion (draw lines):



Frowning

Happy

Crying

Scared

Smiling

Upset

Arms folded

Angry

Sitting in a ball

Annoyed

3. Is it ok to have different feelings to someone else? Circle one: Yes No

4. Why? _____

5. What is it called when we understand how someone else is feeling? Circle one:

Sympathy

Telepathy

Empathy

None of these

*Bonus question: what is the saying people use when we think about how another person is feeling?

6. What conflicting emotions would you feel if a student in your house colour was winning a race?

Happy and excited

Jealous and annoyed

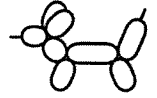
Nervous and upset

7. What is a scenario where you might feel excited and nervous at the same time?

8. Write down three things that are similar about you and your best friend:

- _____
- _____
- _____

9. Write down three things that are different about you and your best friend:



- _____
- _____
- _____

10. What does 'showing compassion' mean? Circle one:

Showing off

Knowing lots about computers

Being kind to others

11. Tick all the compassionate acts:

- Helping your sibling with their homework
- Arguing with your parents at bedtime
- Showing a new student around the school
- Laughing at someone who fell over
- Opening a door for an elderly person
- All of the above

12. What is a friendly way you could introduce yourself to a new student?

13. What are the Problem-Solving Steps?

S = _____

T = _____

E = _____

P = _____

What is the most helpful thing you have learnt about emotions and problem solving this term?

Marking Guide (teachers only):

| Q1 | Q2 | Q3 | Q4 | Q5 | BQ | Q6 | Q7 | Q8 | Q9 | Q10 | Q11 | Q12 | Q13 | Total |
|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-------|
| /1 | /5 | /1 | /2 | /1 | /1 | /1 | /2 | /3 | /3 | /1 | /3 | /2 | /4 | /30 |

Thursday



Activity 1: Reading

Online: PM Reader online: <https://app.pmecollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Writing

Read your informative writing aloud to a member of your family.

Activity 3: Money

Online: StudyLadder – log in and complete the Money activity in the pod
Interactive activity - <https://www.mathsisfun.com/money/index.html>

Paper: Complete the following activity

Double these values.

a. \$4 _____

b. \$6 _____

c. 25c _____

Halve these values.

a. \$16 _____

b. \$14 _____

c. \$1 _____

Write the answers.



a. $30c + 20c =$ _____

b. $50c - 20c =$ _____

c. $50c - 30c =$ _____

d. $\$17 + \$10 =$ _____

e. $\$23 + \$10 =$ _____

f. $\$34 - \$10 =$ _____

g. $16c + 20c =$ _____

h. $45c + 20c =$ _____

i. $52c - 20c =$ _____

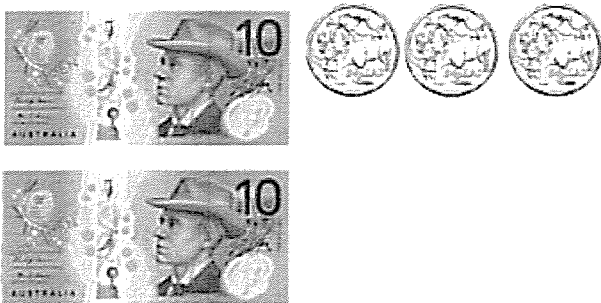


j. $\$32 + \$30 =$ _____

k. $\$56 - \$30 =$ _____

l. $\$73 - \$40 =$ _____

Extension activity

Draw one extra coin or note to make up the given total.

| | |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a.</p>  <p>\$33</p> | <p>b.</p>  <p>\$1</p> <p>c.</p>  <p>75c</p> |
|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Activity 6: PE (Bowl in the River 2.0)



| | | |
|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Description | <ul style="list-style-type: none"> You will need a ball of any size and items that can be used to mark out each side of the river Place two items (roughly two metres apart) on the ground. This is to mark out each end of the river. The aim is to bowl the ball overarm, trying to keep your arm straight, and bounce the ball in the river Once you can consistently land the ball in the river, add a target at the end to hit, e.g., chair, rubbish bin | |
| Daily Challenge | <ul style="list-style-type: none"> How many times can you bowl the ball in the river in one minute? | |
| Change it up/ (EQUIPMENT/AREA) | <ul style="list-style-type: none"> Don't have a ball? Use a rolled-up pair of socks Common items to mark out the area: milk carton, rope, canned food Size of the ball Width of the river Bowling distance | |
| Change it up/ (NUMBER OF PARTICIPANTS) | <ul style="list-style-type: none"> Challenge a partner – who can bowl the ball in the smallest river? Work together – perform a relay. One person bowls, the other stands at the other end of the river. Rotate If you do not have a target at the end, use a wall | |
| Change it up (SKILL) | Select the skill/s you attempted by ticking the boxes below: <input type="checkbox"/> One-step bowl <input type="checkbox"/> Run-up and bowl <input type="checkbox"/> Opposite arm bowl | Video Link |
| Feedback – What did you enjoy about this activity? Any additional comments? | | |

Activity 3: Number of the Day

Complete the Number of the Day page (see separate sheet). Today's number (choose one):

33 or 333 or 3333 or 33 333

10 more

100 more

1000 more

Number of the Day

10 less

100 less

1000 less

Total number of ones

Total number of hundreds

Total number of tens

Total number of thousands

Expanded Notation

Number Sentences (using different operations + - x ÷)

=

Number Story

=

Activity 4: Subtraction Strategies



Have a go at solving the problems using the strategies OR write the steps out with Mr Walter (go to the link below). Choose 1-, 2-, or 3-digit problems (or do them all!).

<http://mrw1.weebly.com/>

| | |
|-----------------------------------------|----------------------------------------|
| Back Through 10 14 - 7 | Up Through 10 14 - 8 |
| | |
| Fact Families 13 - 8 | Think Addition 15 - 8 |
| | |
| Think Addition (2 digit) 95 - 58 | Jump (2 digit) 99 - 67 |
| | |
| Compensation (2 digit) 98 - 74 | Reconfiguring (2 digit) 67 - 49 |
| | |

| | |
|---------------------------|-----------|
| Jump | 578 - 284 |
| | |
| Compensation | 489 - 265 |
| | |
| Reconfiguring | 775 - 428 |
| | |
| Non-standard Partitioning | 460 - 283 |
| | |
| Think Addition | 327 - 145 |
| | |

Activity 5: Volume and Capacity



Online: StudyLadder – log in and complete the Volume and Capacity activity in the pod

Paper: Complete the following activity

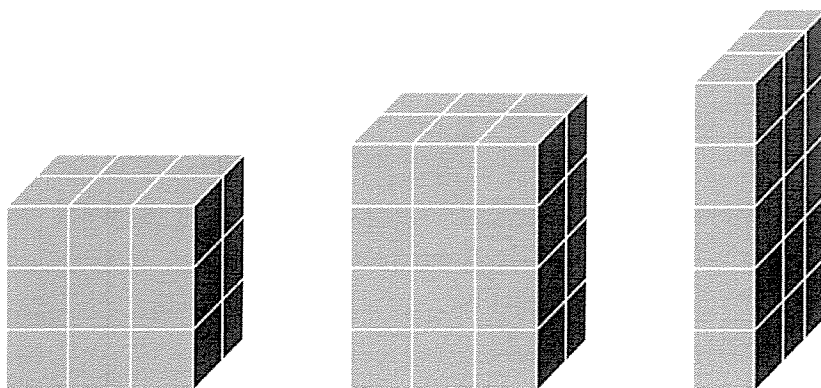
Give an example of when you would need to measure volume using cubic centimetres or cubic metres.

You can draw a diagram to help explain your answer.

Give an example of when you would need to measure volume using litres and millilitres.

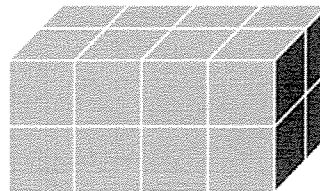
You can draw a diagram to help explain your answer.

Circle the prism that has the largest volume.



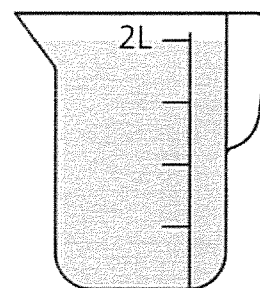
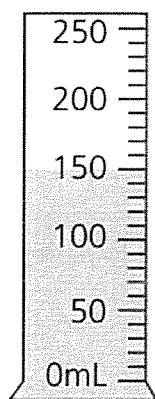
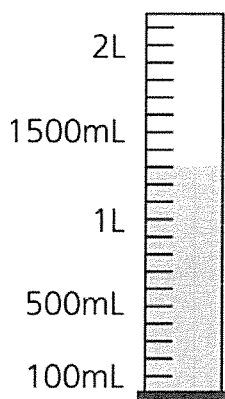
Explain or draw how you worked out your answer.

What is the volume of this prism?



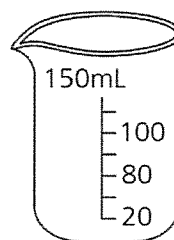
- a) Record the amount of liquid in the following containers.
Answer in litres or millilitres.

Note: these images are not to scale.



Extension question

- b) A recipe requires 600mL of milk. Explain or draw how you could use this jug to measure the amount of milk required.



- c) Can you think of another way to measure 600mL of milk using the same jug? If so, explain how it could be done.

Activity 6: PE (Goalies 2.0)



| | | |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Description | <ul style="list-style-type: none"> You will need a ball of any size Stand 2-3 metres apart. Make sure your feet are wider than shoulder width apart to provide a big enough goal for the opposition Your aim is to try and roll or underarm throw the ball between your partner's feet You must also stop the ball from passing through yours Each time you successfully get the ball through your partner's feet, you will score one point | |
| Daily Challenge | <ul style="list-style-type: none"> How many points can you score in one minute? | |
| Change it up/ (EQUIPMENT/AREA) | <ul style="list-style-type: none"> No ball? Use a rolled-up pair of socks Use a larger ball (easier) or a smaller ball (harder) Play inside or outside Increase or decrease the distance of the playing area | |
| Change it up/ (NUMBER OF PARTICIPANTS) | <ul style="list-style-type: none"> Challenge a partner – who can score the most points without the ball going through their legs? If you do not have a partner, play up against a wall. The ball will bounce back, and you must stop it from going through your legs | |
| Change it up (SKILL) | <p>Select the skill/s you attempted by ticking the boxes below:</p> <p><input type="checkbox"/> Step forward with the opposite foot every time you throw</p> <p><input type="checkbox"/> Use your non-dominant hand</p> <p><input type="checkbox"/> Roll or underarm throw</p> | <p>Video Link</p> |
| <p>Feedback – What did you enjoy about this activity? Any additional comments?</p> <p>.....</p> <p>.....</p> <p>.....</p> | | |

Activity 7: Visual Art (Fantastic Mr Fox Poster)

Last chance to finish your poster!

Friday



Activity 1: Reading

Online: PM Reader online: <https://app.pmecollection.com.au/login>;

OR

ReadTheory if you are reading at Independent level: <https://readtheory.org/auth/login>

Paper: Read a book aloud

Activity 2: Fantastic Mr Fox movie

If you have access to Netflix, watch the Fantastic Mr Fox movie (How does it compare to the book? Are there any differences?)