



Stage 2

TERM 3

Week 9, 2021































LEARN-FROM-HOME PACK

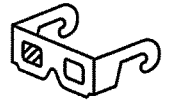
Name:

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 - Draft Fact Section 3	Writing - Draft Ending With Impact	Writing - Revise Sizzling Start & Fact Section 1	Writing - Revise Fact Section 2 & Fact Section 3	Writing - Revise Ending With Impact
Number of the day	Number of the day	Number of the day	Number of the day	Number of the day
Addition Strategies	Subtraction Strategies	Addition Strategies	Subtraction Strategies	Numbers In Our World
Maths- Chance	Maths- Position	Maths-Angles	Maths-Volume & Capacity	Maths-Money
PE: Cricket Golf 2.0	PE: Knock 'em Down, Build 'em Up 2.0	PE: Circuit Crushers 2.0	PE: Fielding Fanatics 2.0	PE: Jump Over the Bat 2.0
Science: Personal Project	Science: Personal Project	PDH: Problem Solving	Art: Publicity Poster	Art: Publicity Poster
    	    	    	    	    



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

Today, DRAFT your Fact Section 3. You have a whole page for this so that you have room to revise and edit later. Today you will only DRAFT.

- Include:
- action – *make it exciting*
 - a literary device (onomatopoeia, simile, personification, hyperbole etc)
 - a statistic (% or ratio) or dialogue (thought or speech – keep it to one sentence)
- Use:
- perspective (of a character)
 - senses to make your writing descriptive – what can you or your character see, hear, smell, taste, touch and feel (emotions)

Activity 3: Number of the Day

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

67 or 667 or 7667 or 77 667

10 more

100 more

1000 more

Number of the Day

10 less

100 less

1000 less

Total number of ones

Total number of hundreds

Expanded Notation

Total number of tens

Total number of thousands

Number Sentences (using different operations + - x ÷)

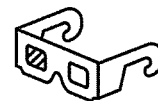
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Number Story

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). If you 'get it', see if you can write the steps to each strategy by yourself (without Mr Walter's help).



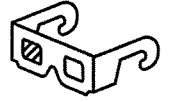
<http://mrw1.weebly.com/>

Bridge to 10	$7 + 4$	Doubles	$6 + 9$
Compensation	$4 + 8$	Partitioning	$3 + 8$
Split	$58 + 36$	Jump	$47 + 23$
Compensation	$74 + 18$	Reconfiguring	$41 + 47$

Activity 5: Chance

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

Paper: Complete the following activity

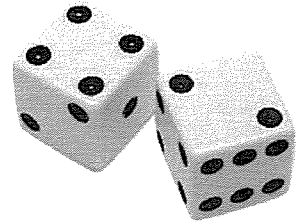


Open-Ended Chance Experiment

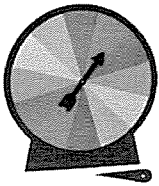
You are going to create your own chance activity.

Below are some ideas you can choose from or you can come up with your own...

1. create a spinner and record what colours you spin
2. place a collection of different counters (or objects – pegs etc) in a bag, mix them up and pick one out, replacing the counter (or object) each time.
3. record the colours of cars passing by your house in a set period of time.
4. Draw cards from a shuffled deck and record what you get.
5. Close your eyes and type a key on the computer or tablet. Record which keys you press.



Use the following page as a guide to complete your activity or you can create something on a blank piece of paper.



What is your chance experiment?

Time to try it out. Record your results here

Use this table to organise your data

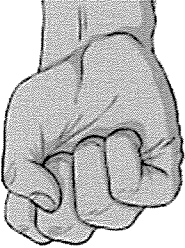


Title:									
Results:									
Total:									

Extension:

Rock

Paper

Sixths


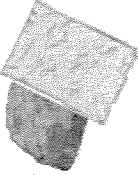

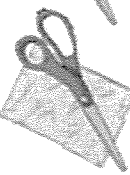
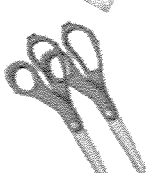

You will need:

- Game board
- Counters

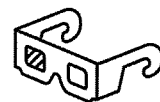
How to Play...



1. Choose which result of rock, paper, scissors will be the most likely result. Place your counters at the top of your chosen column.
2. Now it's time to play rock, paper, scissors! Record the result of each game by placing a counter in the appropriate column.
3. The first column to fill up is the winner. Did you choose it? If not, better luck next time.
4. Now it's question time. Ask each other:
 - Is each result an equally likely outcome?
 - How can you affect the result?
 - What is each result as a fraction?

	Rock/ Scissors	Rock/ Paper	Rock/ Rock	Scissors/ Paper	Scissors/ Scissors	Paper/ Paper
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						

Activity 6: PE (Cricket Golf 2.0)



Description	<ul style="list-style-type: none"> You will need a bat and a ball (per player) Players choose a target to be the hole. This could be a tree, bin, washing basket or a shopping bag etc From a chosen starting position, players hit the ball with their bat, aiming for it to land in or hit the hole in the fewest shots possible Get creative. Design an entire course. Make holes that go under objects, around corners or through tight gaps 	
Daily Challenge	<ul style="list-style-type: none"> How many shots does it take for you to complete your entire course? 	
Change it up/ (EQUIPMENT/AREA)	<ul style="list-style-type: none"> Change the size of the ball or the distance of the course to make it easier or harder Do it inside or outside The ball doesn't have to be big. Use a marble, a rolled-up pair of socks... Be creative Use anything to hit the ball e.g., stick, stump, broom, book 	
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 shots does it take for you to successfully complete a hole? If you want to play with more than two players at a time, you can! (Make sure that each person gets the same number of shots so that it's fair) 	
Change it up (SKILL)	Select the skill/s you attempted by ticking the boxes below: <input type="checkbox"/> Throw or bowl instead of hitting <input type="checkbox"/> Use the opposite hand <input type="checkbox"/> Throw the ball in the air and hit it while moving	Video Link  
Feedback – What did you enjoy about this activity? Any additional comments? 		

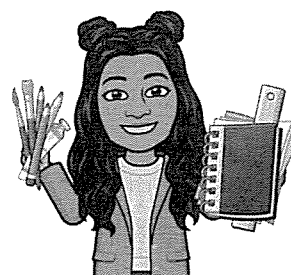
Activity 7: Science (Hidden Forces)

Personal Interest Project

Today's goal: Putting everything together!

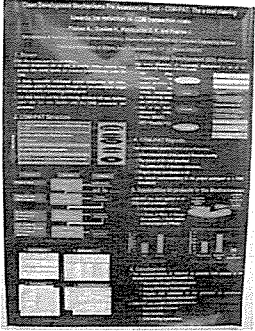

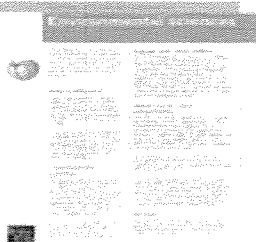

Last week you continued to investigate your model.

Throughout the term you have created a model and investigated your force. You should have a good understanding about how it works! You need to collect all the information you have researched and put it together.



Some ideas:



<p><i>Poster: A great visual way to show pictures and display your information</i></p> 	<p><i>Speech: An excellent way to explain your force and demonstrate your model</i></p> 	<p><i>Booklet: A scientific approach to sharing information</i></p>  <p><small>This Photo by Unknown Author is licensed under CC BY-SA</small></p>	<p><i>Video: Explain everything you know about your force and demonstrate how your model works</i></p>  <p><small>This Photo by Unknown Author is licensed under CC BY-SA</small></p>
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No matter which way you choose to present your assignment don't forget to include your bibliography (Where did you find all your information?)

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

Today, DRAFT your Ending With Impact. You have a whole page for this so that you have room to revise and edit later. Today you will only DRAFT.

- Include:
- action – *make it exciting*
 - a literary device (onomatopoeia, simile, personification, hyperbole etc)
 - a statistic (%) or ratio) or dialogue (thought or speech – keep it to one sentence)
- Use:
- perspective (of a character)
 - senses to make your writing descriptive – what can you or your character see, hear, smell, taste, touch and feel (emotions)

Activity 3: Number of the Day



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

77 or 477 or 8477 or 18 477

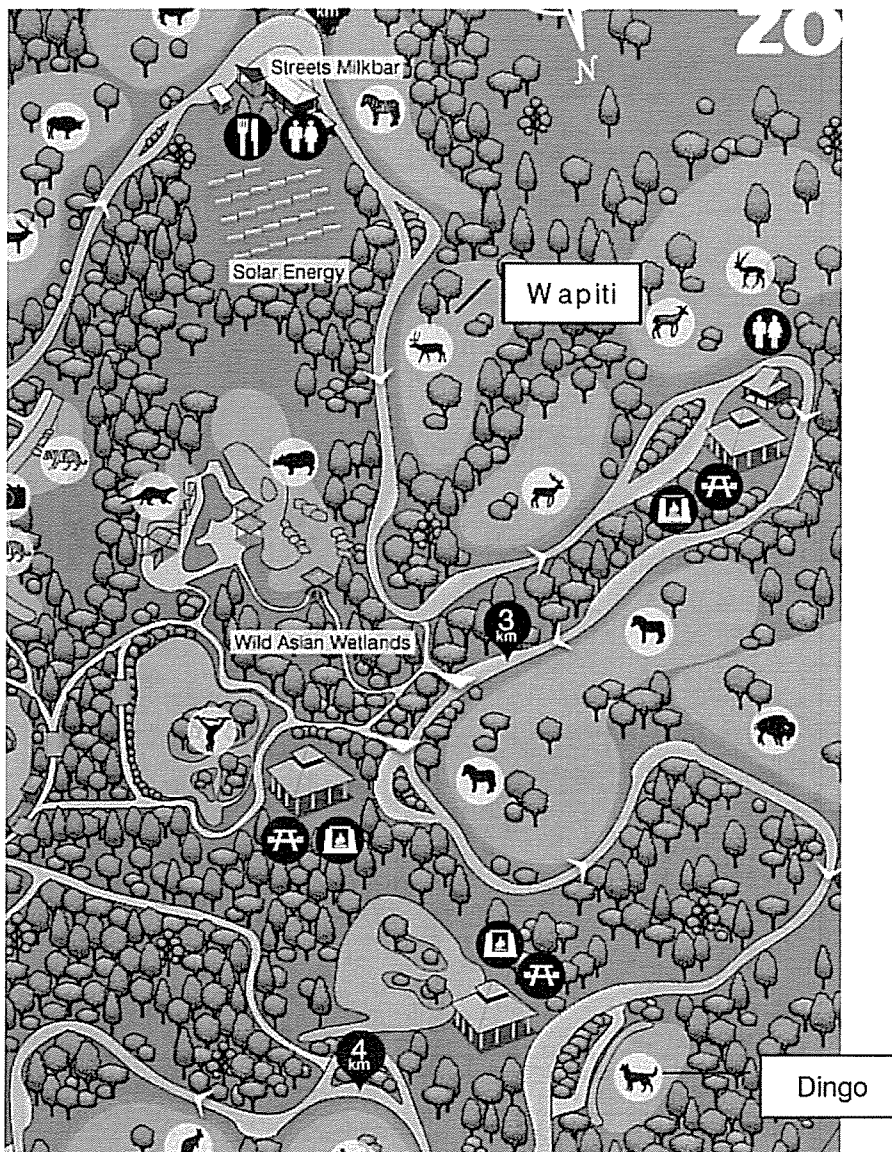
Activity 4: Position

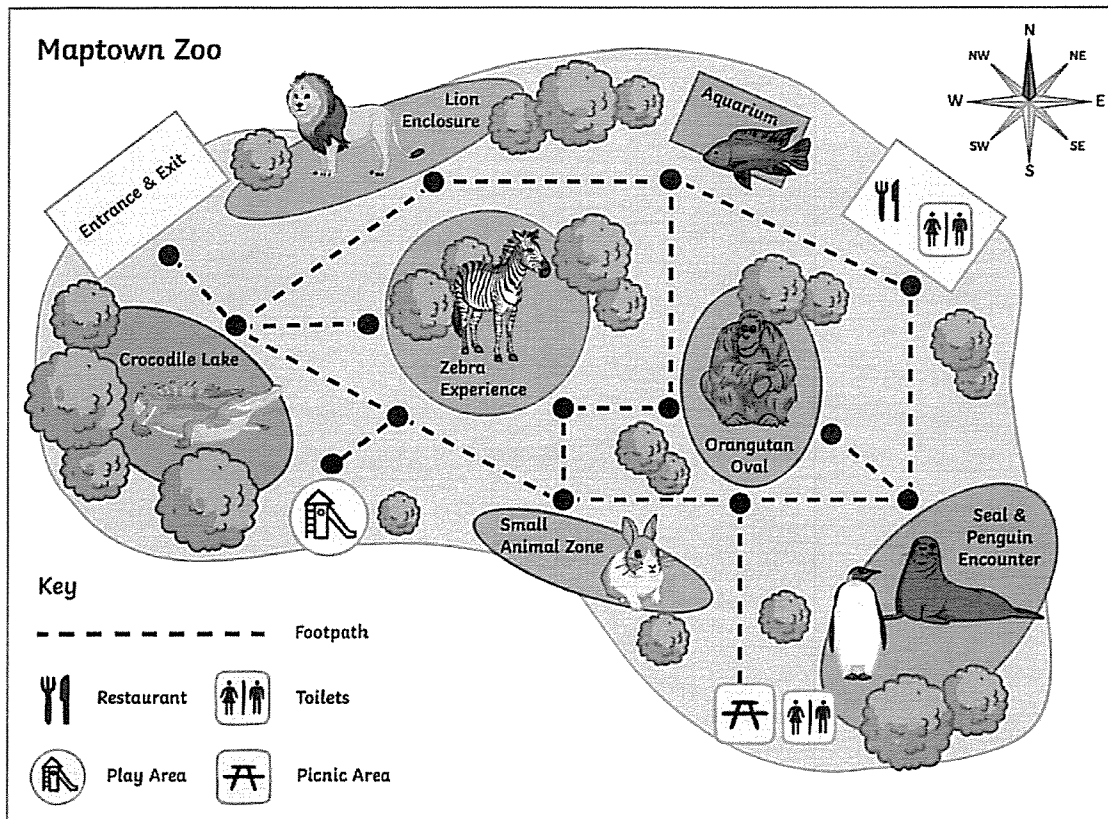
Online: StudyLadder – log in and complete the Position activity in the pod
<https://www.scootle.edu.au/ec/viewing/L351/index.html#>

Paper: Complete the following activity

Following Directions

You are at the Dingo exhibit and realise you have left something behind at the Wapiti. On the map, trace the route you would take to go from the Dingos to the Wapiti (you can only travel on the roads or the walking tracks). Make a list of animals you would pass travelling between the two exhibits.

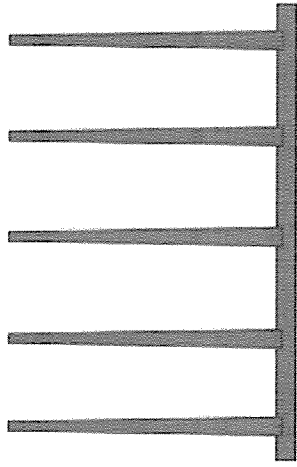




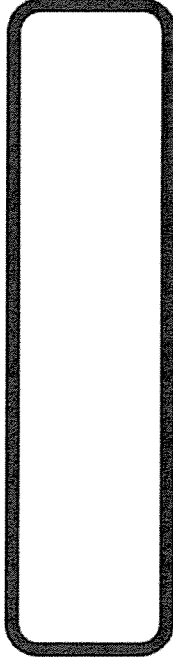
1. Following the footpaths, what is the direction from:

- The Lion Enclosure to the Aquarium? _____
- Orangutan Oval to the Picnic Area? _____
- The Restaurant to the Aquarium? _____
- Crocodile Lake to the Entrance? _____
- Orangutan Oval to the Aquarium? _____
- Zebra Experience to the Play Area? _____
- Crocodile Lake to the Lion Enclosure? _____
- Zebra Experience to Orangutan Oval? _____

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

Spelling

Add or Subtract

Add 8 =

Add 23 =

Add 564 =

Subtract 5 =

Subtract 42 =

Subtract 137 =

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):





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

Back Through 10 16 - 7	Up Through 10 16 - 7
Fact Families 15 - 6	Think Addition 13 - 5
Think Addition (2 digit) 51 - 36	Jump (2 digit) 77 - 45
Compensation (2 digit) 58 - 36	Reconfiguring (2 digit) 45 - 17

Activity 6: PE (Knock ‘em Down, Build ‘em Up 2.0)



Description	<ul style="list-style-type: none"> You will need a ball and something to use as a rebuildable target From a starting position, bowl the ball, aiming to knock the target down If you successfully knock the target down, quickly rebuild it and run back to the starting position Once you feel comfortable or are hitting the target consistently, move the starting position back 	
Daily Challenge	<ul style="list-style-type: none"> How long does it take to hit the same target 6 times? 	
Change it up/ (EQUIPMENT/AREA)	<ul style="list-style-type: none"> Use a wall: put some tape or chalk on it to make stumps Move nearer or closer to the target if needed If you don't have a rebuildable target, just hit the target as many times as you can Make your own target by using household or backyard materials 	
Change it up/ (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> Challenge a partner by setting up several targets – who can knock them down first? Individual: You have 30 seconds - how many times can you knock down the same target? 	
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"/> Opposite hand	Video Link  
Feedback – What did you enjoy about this activity? Any additional comments? <hr/> <hr/> <hr/>		

Activity 7: Science (Hidden Forces)



Personal Interest Project

Today's Goal: Putting everything together!

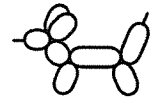
Spend more time putting your assignment together.

Use the checklist on the next page to check you have included everything. Your assignment can be handed with your learning back next week.

Assignment Checklist

Named my force	
Defined it	
Included examples of your force (pictures)	
Created a model (explain how it works)	
Model works	
Hand drawn and labelled your model	
Inquiry question (what would the world be like without your force?)	
Included some interesting facts	
Bibliography	

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

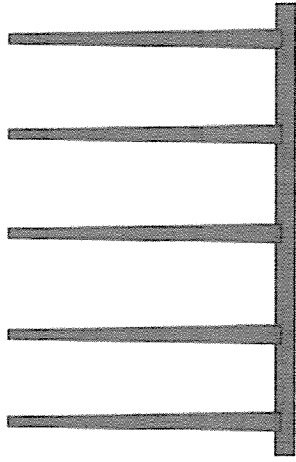
Today, REVISE your Sizzling Start draft and your Fact Section 1 draft (in your writing booklet). Use ARMS to help you revise. DO NOT EDIT. If you can, revise your work using a green pencil.

Activity 3: Number of the Day

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

78 or 678 or 1678 or 51 678

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 =

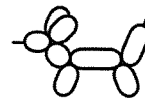
Subtract 5 =

Subtract 42 =

Subtract 137 =

Activity 4: Addition Strategies

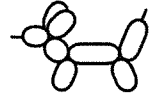
Have a go at solving the problems using the strategies OR write the steps out with Mr Walter. If you 'get it', see if you can write the steps to each strategy by yourself (without Mr Walter's help). These numbers are different to the numbers on the videos.



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

Bridge to 10	$6 + 5$	Doubles	$5 + 8$
Compensation	$9 + 4$	Partitioning	$7 + 5$
Split	$47 + 25$	Jump	$58 + 34$
Compensation	$83 + 27$	Reconfiguring	$72 + 36$

Activity 5: Angles



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

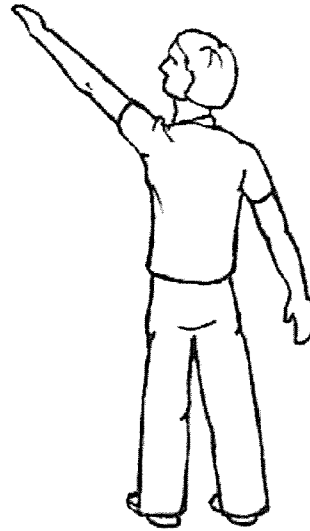
Paper: Complete the following activity

Body Angles

Raise one arm at your side, like this:

What angle sizes can you make?

Draw the smallest angle and the largest angle.



Make your hand flat and then make an angle at your wrist, like this:

What angle sizes can you make?

Draw the smallest angle and the largest angle.

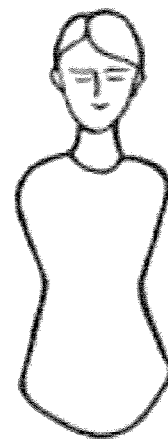


Arm 1

Draw one arm on this person that is an obtuse angle from the body

Arm 2

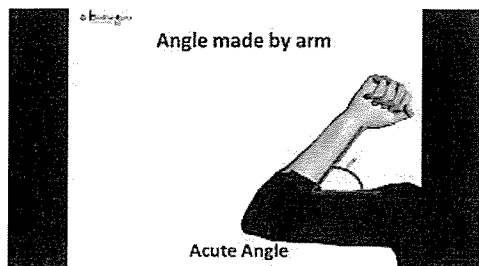
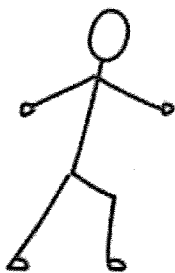
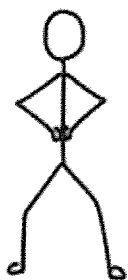
Draw the other arm at a right angle from the body to the elbow and an acute angle from the elbow to the hand





Extension activity

Can you draw some stick figures and or body parts using different angles?

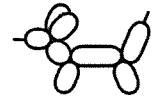
See the examples on the next page:



Activity 6: PE (Circuit Crushers 2.0)

Description	<ul style="list-style-type: none"> • Set up a fun obstacle course using a variety of equipment • Some possible ideas: hurdling over cones, weaving through sticks, throwing a ball into a bucket. Add as many as you can! • Work your way around the obstacle course 	
Daily Challenge	<ul style="list-style-type: none"> • How many times can you get through the course in one minute? 	
Change it up/ (EQUIPMENT/AREA)	<ul style="list-style-type: none"> • Make the course as big or small as you have room for • Add household furniture as part of the course e.g., crawl under the table, hop from tile to tile • Use whatever you have around the house/yard to make the circuit 	
Change it up/ (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> • Work with a partner as part of a relay team. Once the first partner completes the course, they must tag the next partner before they set off • Race against a partner – who can complete the course in the shortest amount of time? 	
Change it up (SKILL)	<p>Select the skill/s you attempted by ticking the boxes below:</p> <p><input type="checkbox"/> Utilise one-legged movements (hopping, skipping)</p> <p><input type="checkbox"/> Go in reverse</p> <p><input type="checkbox"/> Do it blind-folded (only with adult supervision)</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: PDH (Problem Solving)



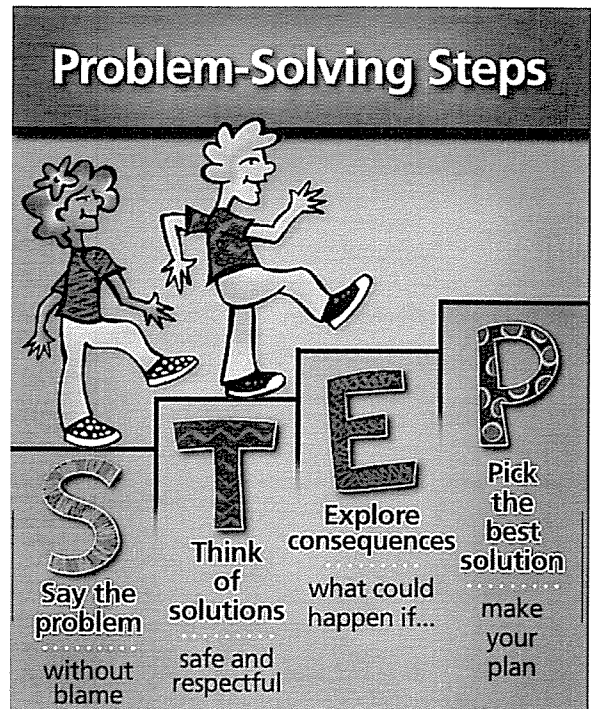
This week, we are going to continue practicing how to solve problems using the Problem-Solving Steps. They are:

S – Say the problem

T – Think of solutions

E – Explore consequences

P – Pick the best solution



Lupita and Cody

This is Lupita on the left. She just called Cody a pest and told him to stop bugging her on purpose ALL the time.



1. Focus your attention on Cody. How do you think he is feeling?

2. How can you tell?

Cody is hurt and offended. He calls Lupita a snoop and tells her mind her own business. No one is learning or getting along. When you can't get along with the student you sit next to in class, it's a problem. The teacher, Mr Singh, notices the problem and goes over to help them.

3. Pretend you are the teacher. What is the first step in the Problem-Solving Steps?

4. You tell the students that they need to 'Say the problem'. What is the problem?

Mr Singh asks the students to think about the problem from their own perspectives by saying what they want or need. This makes it easier to not blame the other person. Cody says he prefers to move around and spread out when he works. Lupita says she prefers to work in a quiet, tidy space with no distractions. The problem is, they have different work habits.

The next step is 'Think of solutions'. Brainstorm some things Lupita and Cody could do to solve the problem.

Some ideas the students came up with were: respect each other's space, accept differences, move to a different spot.

6. Mr Singh then says it's time to 'Explore consequences'. What are some positive or negative outcomes for each of the solutions you brainstormed?

7. The last step is to 'Pick the best solution'. Which solution do you think Lupita and Cody will pick?

It is important both students come to a solution together so they can maintain their classmate relationship.

8. Think of three things Lupita and Cody could do next time they are distracted by each other.

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

Today, REVISE your Fact Section 2 draft and Fact Section 3 draft (in your writing booklet). Use ARMS to help you revise. DO NOT EDIT. If you can, revise your work using a green pencil.

Activity 3: Number of the Day

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

22

or

222

or

2222

or

22 222

10 more

100 more

1000 more

Number of the Day

10 less

100 less

1000 less

Total number of ones

Total number of hundreds

Expanded Notation

Total number of tens

Total number of thousands

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):

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

Back Through 10 15 - 6	Up Through 10 15 - 6
Fact Families 14 - 7	Think Addition 16 - 7
Think Addition (2 digit) 84 - 47	Jump (2 digit) 88 - 56
Compensation (2 digit) 87 - 63	Reconfiguring (2 digit) 56 - 38

Activity 5: Volume and Capacity



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

More information - https://www.youtube.com/watch?v=Jhgm_ipgFQ4

Paper: Complete the following activity

What are Cubic Centimetres?

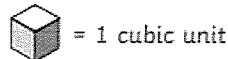
Cubic centimetres are the common units of volume which measure the space occupied by a liquid or a solid or space inside a container. It corresponds to the same amount of space that a small cube has that measures 1 cm x 1 cm x 1 cm.

A cubic centimetre is actually a very small unit of measurement and is even smaller than a teaspoon! Objects that have a volume of 1 cubic centimetre, include a pea, chocolate chip and the eraser on the end of a pencil.

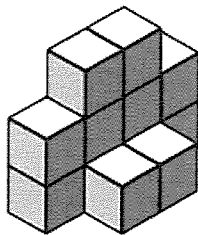
Write the answer near each object and remember to write cubic units as part of your answer. Eg 4 centimetres cubed or 4 cm³

Finding the Volume by Counting Cubes

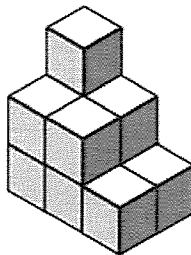
What is the volume of each shape below?



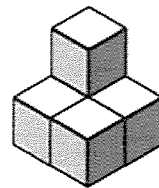
1.



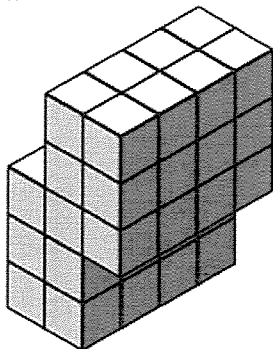
2.



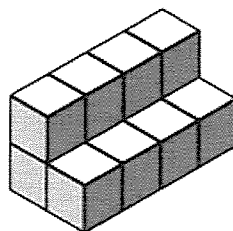
3.



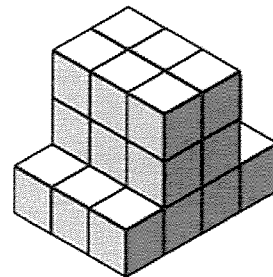
4.



5.



6.

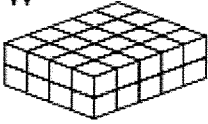


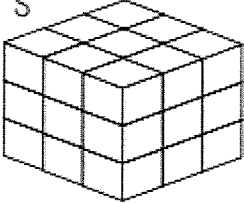


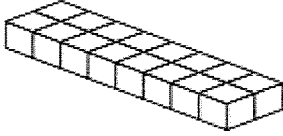
Volume Riddle

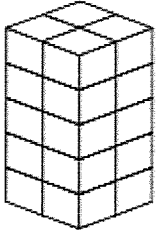
Answer the volume questions, and use the corresponding letters to find the punchline of the joke!

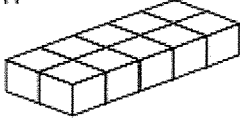
What kind of dog keeps the best time?

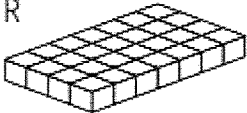
W 

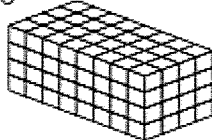
S 

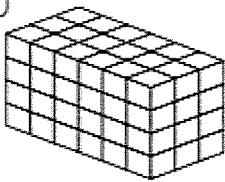
Y 

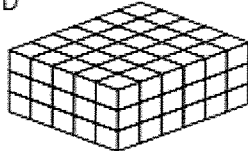
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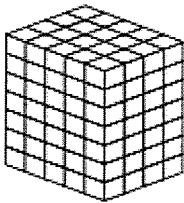
H 

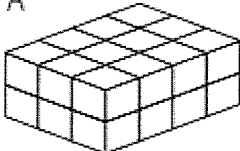
R 

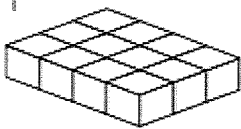
C 

O 

D 

L 



A 

T 

24 units ³		40 units ³	24 units ³	12 units ³	128 units ³	10 units ³		90 units ³	72 units ³	20 units ³

Activity 6: PE (Fielding Fanatics 2.0)



Description	<ul style="list-style-type: none"> You will need one ball (or object) per player Create fun ball handling and catching challenges Players can play on their own, throwing the ball in the air and trying to complete as many claps as possible before catching Use a variety of balls, alternate hands and create your own challenges 	
Daily Challenge	<ul style="list-style-type: none"> Can you bounce the ball, spin around and catch it before it hits the ground? 	
Change it up/ (EQUIPMENT/AREA)	<ul style="list-style-type: none"> Use as much or little space as you have e.g., sit on the couch or bed Use socks, a ball of foil, an apple or orange 	
Change it up/ (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> Play 'Simon Says' - compete against family members by creating challenges for each other. See who can wrap the ball around their head, waist, knees, and ankles the fastest Work together: players throw the ball back and forth to complete as many passes as they can in one minute 	
Change it up (SKILL)	<p>Select the skill/s you attempted by ticking the boxes below:</p> <p><input type="checkbox"/> One-handed catching</p> <p><input type="checkbox"/> Fundamental movement skills during the motion (eg hopping, jumping, catching)</p> <p><input type="checkbox"/> Wrap the ball around your body parts</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: Visual Art (Fantastic Mr Fox Poster)

See your separate Visual Arts booklet for today's activity.

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: Writing Plan

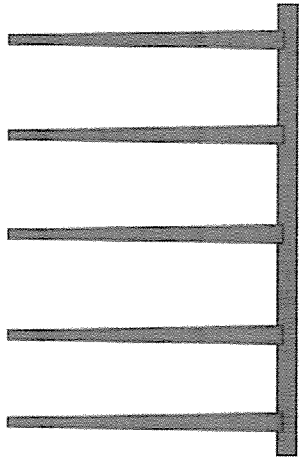
Today, REVISE your Ending With Impact draft (in your writing booklet). Use ARMS to help you revise. DO NOT EDIT. If you can, revise your work using a green pencil.

Activity 3: Number of the Day

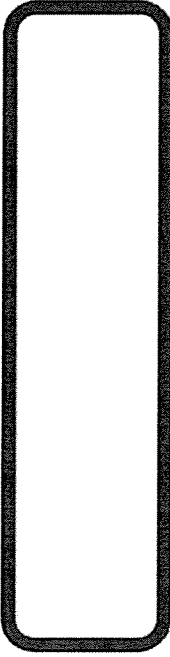
Complete the Number of the Day page (see separate sheet). Today's number (choose one):

14 or 814 or 9814 or 19 814

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: Money



Online: StudyLadder – log in and complete the Money activity in the pod
 Paper: Complete the following activity

Read each event below and adjust the amount Betty has in cash and in her bank/savings account in the correct columns.

Time	Events	Betty's cash	Bettys bank savings account balance
9am	Betty wakes up	\$ 0	\$ 280
10am	Betty uses a card to pay for breakfast at the café, by accessing money from her savings account. It costs \$20	\$ 0	\$ 260
11am	Betty buys some washing powder, costing \$10, at the corner store. She pays from her savings account with a card and withdraws \$100 as cash out.		
12pm	Betty earns \$40 coaching a soccer team. She is paid in cash.		
4pm	Betty buys her weekly groceries at the supermarket costing \$200. She pays using all the cash she has and pays the rest from her savings account using her card		
6pm	Betty needs an energy saving light bulb. It costs \$10 at the corner store. She pays from her savings account using her card and withdraws \$50 as cash out.		

Savings account - A savings account is a basic type of bank account that allows you to deposit money, keep it safe, and withdraw funds, all while earning interest.

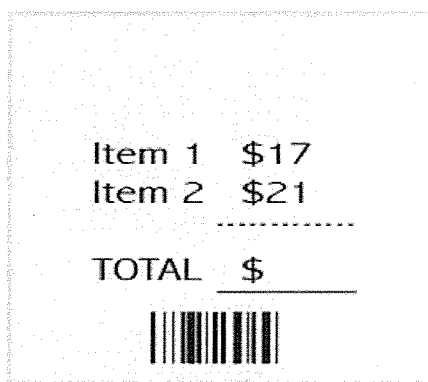
Cash – Our money system including coins (cents) and notes (dollars)

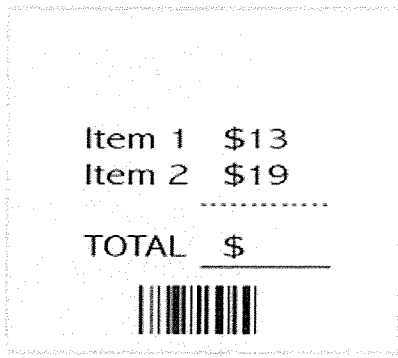
EFTPOS machine/ATM - EFTPOS stands for Electronic Funds Transfer at the point of sale. It is used to describe an electronic payment system (or machine or terminal) that enables the taking of payments by debit, credit and charge cards.

Extension activity

Use these receipts below to create your own money sentence.

For example 'I went to Coles and purchased some washing detergent for \$17 and a box of bottled water for \$21. I paid \$50 and got \$12 change.





Activity 5: Numbers In Our World

Think about all the different ways you could show this number, then write, draw or explain them.

15 is


Examples:

- odd
- 1 ten and 5 ones
- number of players in a rugby union team
- 3×5
- 3 human hands
- made up of factors being 1, 3, 5 and 15
- a composite number
- 5 less than 20
- a multiple of 45



Activity 6: PE (Jump Over the Bat 2.0)



Description	<ul style="list-style-type: none"> You will need a bat or something you can safely jump over To get started, place the bat on your right hand side Bend your knees, move your arms, and move yourself up in the sky Focus on taking off and landing with bent knees on the other side of the bat 	
Daily Challenge	<ul style="list-style-type: none"> How many times can you jump over the bat in 30 seconds? 	
Change it up/ (EQUIPMENT/AREA)	<ul style="list-style-type: none"> No bat? Use alternative equipment e.g., broom, drink bottle, tennis racquet Can be done indoors or outdoors 	
Change it up/ (NUMBER OF PARTICIPANTS)	<ul style="list-style-type: none"> Challenge the other people in your house – who can jump over the highest bat and still land with perfect technique? If you're playing on your own, give yourself a score (such as a number of jumps) to achieve - how long does it take you to reach that score? 	
Change it up (SKILL)	<p>Select the skill/s you attempted by ticking the boxes below:</p> <p><input type="checkbox"/> Jumping with one leg only</p> <p><input type="checkbox"/> Bring your knees to your chest before hitting the ground</p> <p><input type="checkbox"/> Throw an object up in the air and try to catch it before landing on the other side</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)

See your separate Visual Arts booklet for today's activity.