

Daily Planner

Today is Wednesday the 20th of October



Spelling

Crunch & Sip + Fitness Grid



English: Imaginative writing

Recess



Maths: Multiplication



Lunch



STEM: Car launcher

Planets	Stars	Rockets	Asteroids
fish	forty	fourteen	frighten
from	four	famous	cauliflower
fresh	friend	benefit	twelfth
face	final	finally	functionality
	fright	forgive	unfortunately
	finish	February	certificate
		favourite	confirmation
		feather	professional
Topic Words			
setting	setting	setting	setting
	gravity	gravity	gravity
		multiplication	multiplication
			enthralled

Match the spelling words below to noun, adjective, verb or adverb.

NOUN

a person,
place, thing.

ADJECTIVE

a word that
describes a
noun or pronoun

VERB

a word that
shows an action

ADVERB

a word that
describes a verb

Forgive







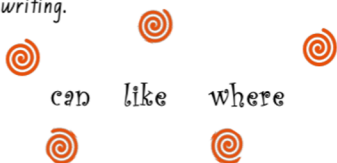



February

cauliflowe
r

Favourite

Spelling Grid

Complete one activity from the spelling grid.

<p>Rainbow Words</p> <p>Write each letter of the spelling words in a different colour.</p>  <p>mother house apple</p>	<p>Interesting Sentences</p> <p>Write some interesting sentences using the spelling words. See if you can use more than one word in the sentence!</p> <p>The <u>beautiful</u> princess danced with a green <u>frog</u>.</p>	<p>Word Stairs</p> <p>Write the spelling words one letter at a time so it looks like stairs.</p> <p>t to tod toda today</p>	<p>Nouns, Verbs and Adjectives</p> <p>Group the spelling words into nouns, verbs and adjectives.</p> <table><tr><th>Nouns</th><th>Verbs</th><th>Adjectives</th></tr><tr><td>table</td><td>run</td><td>pretty</td></tr><tr><td>girl</td><td>cooking</td><td>tall</td></tr></table>	Nouns	Verbs	Adjectives	table	run	pretty	girl	cooking	tall
Nouns	Verbs	Adjectives										
table	run	pretty										
girl	cooking	tall										
<p>Alphabetical Order</p> <p>Write the spelling words in alphabetical order.</p> <p>apple bread cat</p> 	<p>Syllables</p> <p>Group the spelling words by their number of syllables.</p> <table><tr><th>1</th><th>2</th><th>3</th></tr><tr><td>cat</td><td>father</td><td>banana</td></tr><tr><td>said</td><td>winter</td><td>dinosaur</td></tr></table>	1	2	3	cat	father	banana	said	winter	dinosaur	<p>Dictionary Definitions</p> <p>Use a dictionary to find and write the meanings of some tricky spelling words.</p>  <p>Jam – A spread made of fruit and sugar.</p>	<p>Picture Perfect</p> <p>Choose some spelling words to draw a picture of, then label it.</p>  <p>flower</p>
1	2	3										
cat	father	banana										
said	winter	dinosaur										
<p>Spelling Train</p> <p>Choose one spelling word then think of five words that start with the last letter of the word before it.</p> <p>top pan nap paw wet ten</p> 	<p>Spelling Garden</p> <p>Draw a big flower then write some spelling words on the petals.</p> 	<p>Curly Wurly</p> <p>Write the spelling words in curly writing.</p>  <p>can like where</p>	<p>Rhyming Words</p> <p>Choose one spelling word then think of three words that rhyme with it.</p> <p>pan man tan can</p> 									
<p>Across and Down</p> <p>Write the spelling words across and down.</p> <p>arm the r h m e</p> 	<p>Vowels</p> <p>Write the vowels in each spelling word using a coloured pencil.</p> <p>many like run</p>	<p>Dot Words</p> <p>Write each letter of the spelling words in dots.</p> <p>little asleep</p>	<p>Lowercase and Capitals</p> <p>Write the spelling words in lowercase letters and again in capital letters.</p> <p>goes went GOES WENT</p> 									

Imaginative writing

We are learning to (WALT): use different settings in our writing.

The setting is where a story takes place.
Stories may have more than one setting.
The setting could be strange planet, a
bee hive, a forest or even a deserted
island.

Watch the video about settings

www.youtube.com/embed/3BVOlyUnk6s



Talk about the setting in each of these pictures:



Descriptive Writing activity

Choose a setting. It could be one from the slides or one from your own imagination.
Write a description of your setting and then draw a picture.

Here is an example:

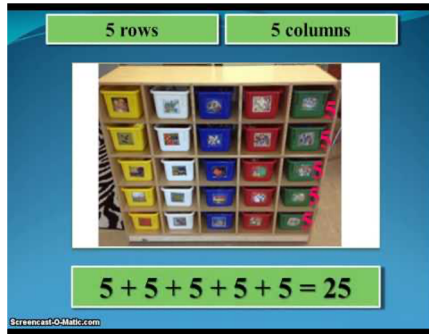
It is a warm and sunny day on the spectacular tropical island. The sky is as blue as a sapphire and the white fluffy clouds remind me of balls of cotton wool hanging in the sky. Tall palm trees sway gently in the breeze and their green leaves rustle quietly. The grey rocks feel as boiling hot as a volcano. The sea slowly laps the shore and the white sand glitters in the bright sunlight.



Mathematics

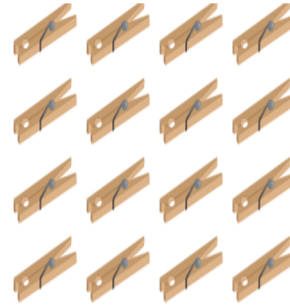
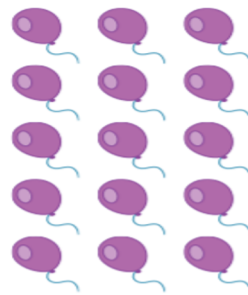
We are learning to (WALT): We are learning to model multiplication as an array.

Watch this video on
real-life arrays.



<https://www.youtube.com/embed/ks-q6gKoQKs>

Activity 1: Match the pictures to the multiplication sentences.







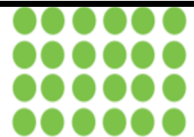



$$6 \times 4$$

$$2 \times 3$$

$$5 \times 3$$

$$4 \times 4$$

Activity 2: Write a number sentences to match each of the arrays.


$$4 \times 3 = 12$$
$$3 \times 4 = 12$$

$$\square \times \square = \square$$
$$\square \times \square = \square$$

$$\square \times \square = \square$$
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$$\square \times \square = \square$$
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$$\square \times \square = \square$$
$$\square \times \square = \square$$

Extension: Make your own array.



$$\square \times \square = \square$$

$$\square \times \square = \square$$



Upload this activity to Google Classroom

STEM

We are learning to (WALT): explore push and pull forces and what happens when we change the amount of force.

Forces can be weak or strong. How far you can push something depends on how much force you use.



Look at the pictures and think about which force would be most successful in moving the rock.

Watch Mr Cooper's video

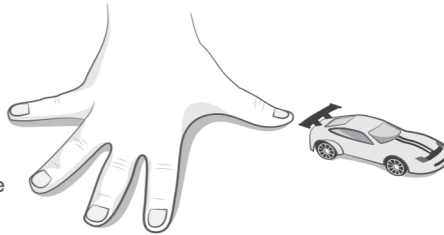


Follow Mr Cooper's video or the instructions posted on Google Classroom on how to make a toy car launcher.

Complete
these sheets
posted on
Google
Classroom.

Observe:

1. Put your car in the toy car launcher.
2. Pull it back to level 1.
3. Let the car go.
4. Use hand spans to measure how far it went.
5. Record your results.
6. Repeat steps 2–5 for level 2 and 3.



Force	Distance travelled	
Level 1	Number of hand spans	
Level 2	Number of hand spans	
Level 3	Number of hand spans	

- 4** Repeat the investigation with another car. One that is much bigger or smaller than the first one you used.

Predict: When I use a car that is _____ I think the force will make it go _____.

Observe and record:



Force	Distance travelled	
Level 1	Number of hand spans	
Level 2	Number of hand spans	
Level 3	Number of hand spans	

Explain:

What was different about the two cars? _____

What was the same? _____

Explain:



What did you see?



What do you think?



What do you wonder?

Was your prediction correct?



5

A famous scientist, Sir Isaac Newton said,
“**The greater the force the greater the acceleration.**”
Do you agree with his statement?



I think

Why I think that

Write your own statement to explain something about forces.

