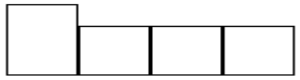
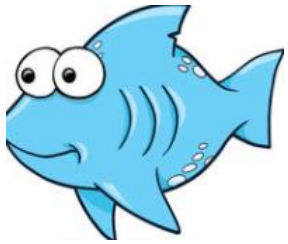
Week 2 Grid – Term 4

The theme this week is ' The Sea'. To get into the mood, watch this video https://video.link/w/ZiPCc

Highlighted activities can be submitted for feedback.

MONDAY 11th October	TUESDAY 12th October	WEDNESDAY 13th October	THURSDAY 14th October	FRIDAY 15th October
Check in by greeting your teacher.	Check in by greeting your teacher.	Check in by greeting your teacher.	Check in by greeting your teacher.	Check in by greeting your teacher.
SPELLING SOUNDWAVES If you want to revise all of your sounds, sing along. https://video.link/w/qOF5c The sound for this week is 'ow'. It can even be made by 'ou'. Introduce the sound. Practise saying the sound. Brainstorm 'ow' words. Write as many as you can. Introduce the list words. Say the words. Discuss the meanings. Highlight / underline the sound in each word. 	**SPELLING** Revise your spelling list words. Remember the sound is 'ow'. Say your words aloud. Break each word into sounds. Example: town is t ow n Write each of your spelling words into a good quality sentence. Remember to self-edit using a coloured pencil. Sentence Doctor Checklist Give yourself a tick for a capital letter at the beginning of your sentence. Give yourself a tick if you have ending punctuation like a full stop, question mark or exclamation mark. Give yourself a tick if you have read your sentence and it makes sense.	**SPELLING** Revise your spelling list words. Remember the sound is 'ow'. Say your words aloud. Draw a picture to represent each spelling word OR Arrange your list words into alphabetical order. Draw a word shape for each of your words. Example: town is  Grammar - Homophones Homophones are words that are spelled differently, have different meanings, yet sound the same. Sing along to the homophones song. https://video.link/w/1BP8c Have a look at the 'Homophones PowerPoint' that your teacher will upload today. Can you answer the questions?	**SPELLING** Revise your spelling list words. Remember the sound is 'ow'. Say your words aloud. Soundwaves textbook. Your teacher will upload a copy of the worksheets to complete this today. Did you try the Spelling City website yet? https://www.spellingcity.com/# There are some free activities, so no need to sign up. It can be used as an optional tool to work on skills. Grammar - Homophones Yesterday for grammar you learned about homophones. Sing the song again to refresh your memory. https://video.link/w/1BP8c On a piece of paper, brainstorm as many homophones as you can. How many did you get? *More than 8? – Not bad*	**SPELLING** Get someone in your family to test you on your spelling words. Make it a fun family game. Have a house spelling bee! ONLINE OPTIONAL Access the Soundwaves website for games and activities. Year 1 code: road273 Year 2 code: first475 

			More than 12? – Pretty good! *More than 20? – You are a homophone superstar!* Complete the homophone worksheet. (*Your teacher will upload this today)*	
READING We have three e-books available. Pick only one of these books. ***In the Sea - (Easy)*** ***Deep in the Ocean - (Middle)*** ***Sharks - (Challenging)*** ***Select the book most appropriate to your reading level. Read this text each day. Little learners respond well to repetitive daily reading. See their confidence soar over the week with the texts***	**READING** The Runaway Iceberg Open the PowerPoint which your teacher will share with you today. Read through the slides. If you see a '?', click on this symbol and answer the questions. 	**READING** The Runaway Iceberg Part 2 Read the text again. Answer the multiple choice questions to demonstrate your understanding of the text. (*Your teacher will upload a copy of this today)*	**READING** Dive into the Deep Read the slides in the PowerPoint very carefully. When you have finished, answer the questions. *(Your teacher will upload the PowerPoint and question sheet today).*	**READING** Revisit your e-book from Monday. Read the text again. After reading the text, answer these questions. -What type of text is it? (imaginative, informative or persuasive?) -What evidence did you use? -Why do we read these texts?
HANDWRITING This week we are focusing on the letters o, d and n. Watch the video carefully. https://vimeo.com/415859848 Practise writing o, d and n on the worksheet your teacher will upload for you today.	**WRITING** Brainstorming Set a timer for 5 minutes. Write as many words related to the sea as possible. Have a go at the spelling. How many words did you come up with? *More than 10 – Not bad!* *Between 10 and 20 – Pretty good!* *More than 20 – Sea superstar!*	**WRITING** Labelling the parts of a penguin Label the body parts of the penguin by cutting and pasting the labels into the correct positions. (*Your teacher will upload a copy of this today.)*	**WRITING** Clark the Shark Listen to the text. https://video.link/w/hzZ8c After reading along to the book, complete the missing words in the vocabulary passage. (*Your teacher will upload a copy of this today.)*	**WRITING** Types of sentences -Statement -Question -Command -Exclamation View the PowerPoint that your teacher will upload today. Work through the questions on the PowerPoint.

TYPING PRACTISE Did you know that the Year 3 NAPLAN test writing component requires students to type using a keyboard? Let's start refining those typing skills now! Jump online and have a go at the activities. See the links below the grid.	Pick three of these words. Write them in a good quality sentence.			Afterwards, write your own sentences. One sentence that is a statement one that is a question, one that is a command and one that is an exclamation.
SOMETHING FUN (Optional) Rube Goldberg Machine Challenge Do you know what a Rube Goldberg machine is? Watch these video links to help you with some ideas. https://video.link/w/tW18c https://video.link/w/eX18c https://video.link/w/yX18c https://video.link/w/VX18c Using materials from around your house, create your own 'machine'.	**SOMETHING FUN (Optional)** How Do Penguins Stay Dry? **Equipment** -crayons -blue food colouring -spray bottle I**nstructions** 1.Colour in the penguin with a thick coat. 2.Fill a spray bottle with water and add a small amount of food colouring. 3.Spray the water onto the penguin. 4.Write down your observations. (*Your teacher will upload a copy of this today.)*	**SOMETHING FUN (Optional)** How to Draw a Penguin Follow the steps to create a drawing of a simple penguin. When you have finished, colour it in. (*Your teacher will upload a copy of this today.)* How to draw a great white shark https://video.link/w/S8Z8c 	**SOMETHING FUN (Optional)** Check out this online drawing website. https://www.drawize.com/ This is a website with a lot of online games. Give it a try! https://www.safekidgames.com/grade-1-games/ 	**SOMETHING FUN (Optional)** Just Dance You've almost finished another week. Get your body moving. The Power https://video.link/w/G5Z8c Dynamite https://video.link/w/96Z8c Shake it Off https://video.link/w/H7Z8c
REVISION SONG Contractions https://video.link/w/GQa9c	**REVISION SONG** Parts of a Book https://video.link/w/sRa9c	**REVISION SONG** Letter Sound Song https://video.link/w/nSa9c	**REVISION SONG** Homophones https://video.link/w/USa9c	**REVISION SONG** Adjectives https://video.link/w/XTa9c

YEAR 1 MATHS

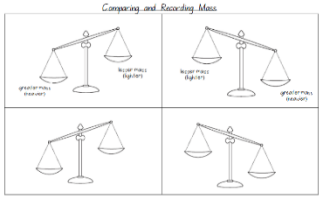
Comparing, Sorting and Recording Mass

Watch this video on mass on Click View- you will need to log in using your DoE username and password. https://clickv.ie/w/z7mr

ACTIVITY 1-
Use your equal arm balance and some of the objects whose mass you investigated last week.
Or, you could find some new objects if you like.

Estimate which object is heavier and lighter, by hefting them in your hands.

Next, put them into your equal arm balance.
Record what you find out on the worksheet - your teacher will upload this today.



You need to **label the objects** and **record the mass** of each object by writing the words 'heavier' and 'lighter' each time.

YEAR 1 MATHS
Equal Masses Balance

Watch the video about mass - https://vimeo.com/595637652/adf2b8c39a

Today you are going use your equal arm balance to find objects that have the same **mass.**

On the equal arm balance, when the objects in the pans or cups have the same mass, the arm of the balance is **horizontal** and they are **balanced.**

ACTIVITY 1-
For this activity you will need your equal arm balance and continuous material, like sand, rice, sugar or water, that you can pour to measure mass.

From around your home, choose a heavy object to put in your equal arm balance.

Practise balancing masses by placing the object in one of the cup/containers and pouring a continuous material into the other cup, until the equal arm balance is horizontal and balanced.

You may need to empty some out, if you pour too much, so **go slowly!**

Spend some time investigating this - balance masses using a variety of objects from around your home and a variety of continuous materials.

YEAR 1 MATHS
Measuring mass using an informal unit.

Watch the elephant mass song – https://video.link/w/Sih8c

Today we are going to measure the mass of objects using a unit - like small blocks, cubes or Lego pieces. Try to find something form around your house that you can use.

So that we can compare the mass of different objects, the units must be all exactly the same, so you will need to pick out identical blocks or Lego pieces from your collection.

First, watch this video about measuring with a unit on an equal arm balance.

https://video.link/w/Pzm9c

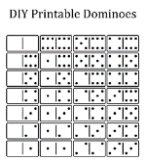
Look at the worksheet that your teacher will upload today and gather the 3 items that you will be weighing – a ruler, a pair of scissors and a glue stick. Use other items if you don't have these ones.

Predict the mass of the ruler first by holding the ruler in one hand, and some of the units (cubes etc) in the other hand.

Think and then predict– how many cubes will I need to balance the ruler in the equal arm balance?

YEAR 1 MATHS
Equivalent Number Sentence.

ACTIVITY 1-

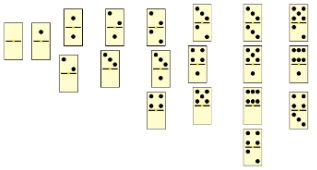


Click the link to access the online dominoes for this activity, OR you could use real dominoes if you have some at home OR use the domino worksheet that your teacher will upload today.

https://mathsbot.com/manipulatives/dominoes
Refresh the page if the dominoes do not load.
Press the button that says 'scatter'

Sort the dominoes to find the ones that have the same total number of dots. You can click on a domino and press 'rotate' if you want to change a domino's orientation.

See if you can add by using your knowledge of doubles, near doubles, friends of ten. You could also count on from the biggest number. When you have sorted them, it might look like this-



YEAR 1 MATHS
Word Problems

Revise the 4 parts of the 'Think board' that we use to solve word problems.

READ IT- Read and visualise the question and underline the important parts.

THINK IT- Think about how you could solve it. Write the important words. Write what strategy you plan to use.

SOLVE IT- Work out the anwser. Show how you worked it out on the paper, by recording what you did.

EXPLAIN IT – Explain how you got the answer to someone. Write this in a sentence.

EXAMPLE –
Alan had 3 toy cars and 5 marbles. Betty had 2 toy cars and 6 marbles. Do they have the same number of toys, or does one of the children have more toys? Record a number sentence to show this.

Your teacher will upload a 'thinkboard' example to

ACTIVITY 2-

Select 3 objects with different masses.

Predict which object is heaviest and which object is lightest by hefting the objects to compare them. You are going to place them in order from lightest to heaviest.

Use your equal arm balance to compare the mass of 2 objects at a time.

You will need to do this a couple of times, with different combinations of the 3 items, until you are sure which is heaviest and which is lightest.

Now record what you have found out with pictures and words.

Draw them in order from lightest to heaviest, starting from the left-hand side.

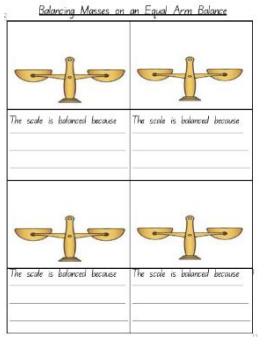
Make sure you **label your objects and write the words 'lightest' and 'heaviest'.**

ACTIVITY 2-

From around your home, choose a heavy object to put in your equal arm balance.

Now, collect things from around your house, that might combine to have the same mass as the object.

Once you have balanced your objects– record them on the worksheet that your teacher will upload, by drawing them on the equal arm balance (this can also be called a 'scale').



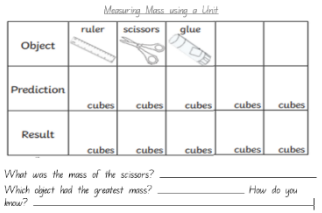
Finish the sentence underneath each scale. Make sure you use the word **mass** in your sentence.

For example- *The scale is balanced because the apple has the same mass as 3 textas and 2 rubbers.*

Repeat this with 3 more heavy objects from around your home.

Record your predictions on your worksheet for **all** of your items by hefting them one by one.

The last 2 boxes are for you to choose your own items.



Now, it's time to use your equal arm balance to find out the number of cubes that will balance each object.

Record this information on your worksheet. Answer the questions on the worksheet.

CHALLENGE-

Find small objects that are heavy and large objects that are light.

Use hefting and your equal arm balance (if your objects are able to fit in the containers).

Discuss-

Are larger objects always heavier?

Are smaller objects always lighter?

Why are some large objects light and some small objects heavy?

On a piece of paper, record all of the equal number sentence you can for each number.

For example- for number 6 could record –

1 + 5 = 6 + 0

2 + 4 = 3+ 3

Reflection – What does the equal's sign mean. Explain this to someone at home.

ACTIVITY 2- online only

If you have access to a device and the internet, click on the below to get to an online balance scale.

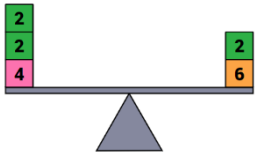
https://toytheater.com/scale/

Use the scale by adding numbers to each side to make it balance.

Write down 5 or more equivalent number sentences.

They can be as tricky or long as you want them to be!!

For example –



2 + 2 + 4 = 2 + 6

show you how to record your problem solving.

ACTIVITY 1-

Choose 2 of the following problems to solve. Problems 3 and 4 are more difficult.

Your teacher will upload 2 blank 'thinkboards' for you to use.

Write your chosen problems in the middle of each 'thinkboard'.

1. Sara had 2 toys car and 9 marbles. Beau had 5 toy cars and 6 marbles. Do they have the same number of toys, or does one of the children have more toys? Record a number sentence to show this.

2. The Sharks scored 3 goals in game 1 and 7 goals in game 2. The Goats scored 6 goals in game 1 and 4 goals in game 2. Did they score the same number of goals? Record a number sentence to show this.

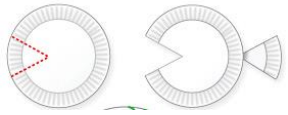
3. Alan and Betty have the same number of toys. Alan had 3 toy cars and 2 marbles. Betty had 4 toy

				cars. How many marbles does Betty have? Record a number sentence to show this. Gerry said that this number sentence is true: 6 + 7 = 15 - 2. Is he right? Show why? <u>ACTIVITY 2-</u> You will need numeral cards or playing cards from Ace – 10. To make it more challenging include Jack, Queen and King for 11, 12 and 13. Each person chooses a card at random. You must work out how many you need to add or subtract from your number to make your partner's number. You might need counters or other small concrete objects to help you. Now record your equivalent number sentences. Write down at least 4 equivalent number sentences that you have made.

YEAR 2 MATHS	YEAR 2 MATHS	YEAR 2 MATHS	YEAR 2 MATHS	YEAR 2 MATHS
Learning Intention: We are learning to – • Read analog and digital clocks. Activities: 1. Pre-thinking: a. How can we know what time of day it is? b. Brainstorm - What do you know about clocks and telling the time? Background Information: * Humans have been telling the time in lots of different ways for thousands of years. The most obvious historic methods of telling the time may be the use of a sundial, looking up at the sun in the sky or using the changing tides. * Both analog and digital clocks and watches are now very common. * Analog clocks: - The short hand indicates the hour. - Each 'hour' on an analog clock has its own space or room. When the short hand is in this space it belongs to that hour. The short hand does not stay in the one position for the whole hour, it moves slowly towards the next number for the whole hour. - The long hand indicates the minutes. - The minute hand points to a specific number as indicated with the little marks.	Learning Intention: We are learning to – • Read analog and digital clocks to the half-hour using the terms 'o'clock' and 'half past'. • Describe the position of the hands on a clock for the half-hour. • Explain why the hour hand on a clock is halfway between the two hour-markers when the minute hand shows the half-hour. Activities: 1. Watch '*Telling Time to the Half Hour*'. 2. Look at the *'12 Hour Clock Template'* and answer the following questions: a. What do you notice about this clock? b. What can you see in the blue circle? c. How many minutes in one hour? d. How many minutes in half an hour? 3. Use paper fasteners/split pins if you have them at home to attach the minute (red) and the hour (orange) hand to the clock. 4. Show 3 o'clock. Explain how you know it is 3 o'clock by the position of the hands. 5. Show 3.30/30 minutes past 3. Explain how you know what time is showing by the position of the hands.	Learning Intention: We are learning to • Associate the numerals 3, 6 and 9 with 15, 30 and 45 minutes and with the terms 'quarter past', 'half past' and 'quarter to', respectively. Activities: 1. Revise your understanding of what we have learnt about clocks so far by moving, listening and singing along to *'Telling Time to the Half Hour and Hour Song'*. Background information: * It is important to be able to skip count by 5s to be able to tell the time when we use an analog clock. * The minutes are usually represented by multiples of 5, from 5 to 60. 5 to 30 shows half way around the clock that the minute hand will move in an hour. When we read this time we say it is "(number of minutes) past (the hour)" Example: 5/10/15/20/25 minutes past 1/2/3/4/5/6/7/8/9/10/11/12. * 35 to 60 shows the second half of the way around the clock that the minute will move in the hour. When we read this time we say it is "(number of minutes) to (the next hour)". Example: 35/40/45/50/55 minutes to 1/2/3/4/5/6/7/8/9/10/11/12 (the next hour that is coming up). * When the minute hand is point to the '3' it indicates that it is 15 minutes or a quarter past the hour.	Learning Intention: We are learning to • Tell time to the quarter-hour using the language of 'past' and 'to'. • Describe the position of the hands on a clock for quarter past and quarter to. • Describe the hands on a clock as turning in a 'clockwise' direction. Activities: 1. Play half, quarter or full turn. You need to imagine that there is a giant clock in the air and you are the hands that indicate the time. Try to visualise where the numbers would be. * Your left arm is going be the hour hand on the clock and your right arm is going to be the minute hand on a clock. * Make sure to move your minute hand arm (right arm) clockwise (to the right). * Start by standing up straight with both arms above your head. * Ask a family member or someone in your house to call out "half turn", "quarter turn", "3 quarter turn" or "full turn". * If "half turn" is called move your minute hand arm (right arm) down so it pointing towards the floor. This indicates that it has moved half way around the clock or 30 minutes has passed. If "quarter turn" is called move your arm to the right, stopping halfway between the sky and the floor. *This indicates that it has moved a quarter of the way around the clock or	Learning Intention: We are learning to - • Use objects, diagrams and technology to explore mathematical problems. • Support conclusions by explaining or demonstrating how answers were obtained. Use a number line, partitioning, split strategy or another known strategy to work out the answers to the problems. Show your thinking and your working out. Complete the Matharoo worded Maths Problems OR Spend 25-30 minutes working out maths problems online with Prodigy. Option: • Play clock and calendar games through SmashMaths. • Develop your number sense through *'Number of the Day – Junior'*.

- The clock is divided into 12 equal sections to indicate the 12 hours in the am and the 12 hours in the pm. - The hour hand will rotate through the 12 hours on the clock twice every day because there are 24 hours in a day. 2. Watch '*How to Tell the Time - Educational Video for Kids'*. **a**. Pause the video to answer the questions then press play to check your answers. **b**. Can you add anything to your brainstorm about what you know about clocks and telling the time? 3. Make/draw an analog clock. Make sure you include the numbers (1-12 to represent the 12 hour cycle and 0-60 in intervals of 5 to represent the minutes within each hour), the hour hand (short hand), the minute hand (long hand). Extension: Include the seconds hand. Option: Make your clock using a hula hoop, playdough, chalk on concrete or any other materials you have at home. You could even use yourself and a sibling or another family member as the hands on the clock. 4. Show at least 3 different times on your clocks and **explain** how you know what time is shown on your clock.	6. Show at least 5 different times on your own clock, on the hour or half past the hour. Explain how you know what time is showing by describing the position of the hands. Extension: Show time 15 minutes past/a quarter past or 15 minutes to/a quarter to the hour or other times you know how to show. Explain how you know what the time is each time by describing the position of the hands. Extension: Draw digital clocks to show the times that you have shown on your analog clocks. Option: • Complete the *'Analog Time Worksheet (O'Clock and Half Past)'*. • Play clock and calendar games through SmashMaths. Develop your number sense through *'Number of the Day'*.	* When the minute hand is pointing to the '6' it indicates that it is 30 minutes or half past the hour. * When the minute hand is pointing to the '9' it indicates that it is 45 minutes past the hour but we say this as a quarter to (the next hour). 1. Practice skip counting by 5s out loud or on a number line on paper or with chalk on concrete. 2. Use the *'Telling the Time Clock Template'* to cement you understand of analog clocks. a. Cut around the outside dotted line of the clock on the second page. b. Cut along the dotted lines, making sure to stop cutting when the lines stop. c. Run your glue stick over the grey circle on the clock on the first page. d. Place your cut out circle onto the first page clock. e. Use the tab that you have cut to check which minutes are represented under each hour. f. Skip count by 5s again showing where the hour and the minute hand would point to at each multiple of 5 minutes. g. Stop when the hour hand is point to the '3', '6' and '9' and explain how we read this time. Option: Use the terms 'quarter past', 'half past', 'quarter to' and relate them to these times: 11.15, 9.45, 6.30. Extension: Write/show at least 5 different times and explain the most common ways of reading these times.	15 minutes has passed. If "3 quarter turn" is called move your arm from the top, to the right, down to the bottom and then to the left, stopping when it is halfway between the floor and the sky. This indicates that it has moved 3 quarters of the way around the clock or that 45 minutes has passed. * Repeat this activity a few times to ensure an understanding of where the minute hand will be pointing on the hour, at a quarter past, half past and a quarter to the next hour and that these terms correspond to the minutes that have passed within the hour. The hour hand does not remain still for the whole hour. It moves very slowly towards the next hour. Extension: Have someone in your family call out times on the hour, a quarter past the hour, half past the hour or a quarter to the next hour. Use your left arm to indicate where you think the hour hand would be pointing as well as using your right arm to indicate where the minutes are. Example: 11.15 or a quarter past 11 – Right arm (minutes hand) is pointing to the right, halfway between the sky and the ground. Left arm (hour hand) is pointing just almost to the top, just a little bit past where the '11' would be, on its way to the '12'.	

Easy – Show times only on the hour. Example: 3 o'clock. Middle – Show times on the hour or at half past the hour. Example: 3 o'clock and 3.30/30 minutes past 3. Extension: Show times on the hour, half past the hour, a quarter to or past the hour or whatever other times you know how to show. Example: 3 o'clock, 3.30/30 minutes past 3, 3.15/a quarter past 3/15 minutes past 3. Extension: Draw digital clocks to match the times shown on your analog clocks. Option: * Play clock and calendar games through SmashMaths. * Develop your number sense through *'Number of the Day'*.		Option: • Complete *'Features of an Analog Clock'* Worksheet. • Play clock and calendar games through SmashMaths. Develop your number sense through *'Number of the Day'*.	2. Use chalk to draw a giant clock face on the concrete. Make sure to include the numbers 1-12 to represent the hours. Option: Multiples of 5 starting at 5 and ending at 60 can also be drawn in to help cement the understanding of how hour 1 corresponds to minute 5, hour 2 corresponds to minute 10, hour 3 corresponds to minute 15 and so on. If you do not have chalk or can not draw on concrete at home then completing this activity on paper is great too. a. Show and explain where the hour and minute hands are one o'clock. b. Show and explain where the hour and minute hands are at a quarter past one. c. Show and explain where the hour and minute hands are at half past one. d. Show and explain where the hour and minute hands are at a quarter to two. Option: • Complete *'Quarter Time Match Up Worksheet'*. • Play clock and calendar games through SmashMaths. Develop your number sense through *'Number of the Day'*.	

History Special	ART	SPORT	SCIENCE	HISTORY
We have a special guest who has been invited to speak to our stage very soon. This special guest is over 90 years old and is the grandfather of a year 2 class teacher. Think about what questions you would like to ask him. It could be: What was it like at school? What did you play during your lunch breaks? Did you have a playground to play in? Think of some questions to ask and then add them to the stage 1 Padlet. We will pass on these questions to our guest to answer. The Padlet will be up all week so you can keep adding questions when you think of them. **PERSONAL DEVELOPMENT** *Recognising safe and unsafe situations within an environment* Places can be safe or unsafe depending on the situation. For example, who is with them (supervision), time of day, weather conditions, and quality of equipment or physical features such as grass. Think about our playground at school and answer the questions in the worksheet *'Safe or Unsafe at Newbridge'.*	Tropical Fish Materials -Paper plate or piece of cardboard cut into a circle (an old cereal box or some other type of recycled cardboard is fine) -Coloured paper. Using old magazines, catalogues or printed paper/cardboard, cupcake papers or patty pans or tissue paper. -White paper -Black marker -Googly eye (optional) Directions 1.To make your fish, first cut a wedge/triangle out of your plate or circular cardboard. {any size will work} The triangle you cut out will be the tail of the fish, while the hole in the plate will be the mouth. It will look like Pac-Man. 2.Now glue or staple your cut out triangle to the plate, to give it the look of a fish tail.  3.Cut or tear your coloured paper or tissue paper into squares. {The more	Spell your name activity Use the image to complete a workout using the letters of your name.	All about water! One of Earth's treasures which we all need is WATER! Have a think about water! What do you know about water? Get a container with a lid and pour some water in the container and attach the lid. Use your five senses to explore what water looks like, feels like, tastes like, smells like and sounds like. Record your observations on the "Exploring with my five senses" sheet. SAFETY – remember you should never taste or drink a liquid that looks like water unless they know that it is water. This next part needs to be done by yourself to show how much you know with no adult answers. Have a think - 'Where does water come from?', 'What is water used for?', 'Who or what uses water?' and 'How can I use water responsibly?'. Record what you know right now on the "Wonderful Water" sheet. Go for a walk around your home to look for examples of how water is used, such as for water features, watering plants and animals, and swimming pools; and how it is accessed by implements, such as bubblers, hose, sprinkler and taps. Ask your Parents to show you your home's water meter and discuss what it does. Optional: Take photographs of water uses and water access points.	**Learning Intention:** Demonstrate an understanding of change and continuity in family life over time. View the stimulus video Crespo's Changing Family and answer the following questions: -How did Crespo's family change over time? -Who are the three generations in his family? View the picture stimulus of Crespo's family and chronologically sequence photographs of his family. Students search for clues as to how old the photos are and predict what the next photo might be in the timeline. The eBook 'All Grown Up' gives students the opportunity to compare the different photos and to see similarities and differences between them. Students draw and label four members of their family from the oldest to the youngest. (worksheet page 5) Students demonstrate their understanding that

	colours you have – the more vibrant your fish will be!} 4.Cover the entire paper plate fish with glue and place the coloured paper all over the fish. Some overlapped pieces will look good. 5.Once the fish is completely covered – glue on the wiggle eye or a small white circle with a black dot to give your fish some life. 6.Add extra cardboard for fins if you like. 		Draw a map of your home and show where water is accessed. Annotate how the water is used. Topic song – we will be learning this song across the term. Have a watch and start to sing along. https://video.link/w/HwOCc	many things about families stay the same by illustrating various scenarios. They add one of their own ideas. (worksheet page 6) Optional - Students apply their inquiry and research skills by investigating the most popular names for six and seven year olds now. They then predict what the most popular names will be in 50 years' time. (worksheet page 7)

TOPIC TALKS

Year 1 commence learning from school next week. We hope to quickly establish routines. Topic talks will recommence. The topic for Week 3 is 'Free Choice'.

This means you can present a speech about any topic you wish. You will present on your usual topic talk day. If you have any questions, please ask your teacher.

YEAR 1 SPELLING -ow ou + revision

YEAR 1 RED	YEAR 1 BLUE	YEAR 1 WHITE
how	town	mountain
now	down	thousand
our	about	towel
out	round	flower
cake	note	flour
tape	cone	ground
kite	cube	crowded
bite	tube	table
		write
		those

YEAR 2 SPELLING

YEAR 2 RED	YEAR 2 BLUE	YEAR 1 WHITE
cow	round	allow
now	sound	amount
how	around	bounce
down	ground	cloud
town	count	crowd
our	hour	downstairs
out	loud	flour
house	mouth	frown
mouse	brown	thousand
about	flower	ourselves

TYPING PRACTISE

Dance Mat typing practise

https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr

Typing Club

https://www.typingclub.com/

YEAR 2 – Maths

Colour code key:

- Brown – Learning Intention
- Purple = Option or simplified activity
- Green = Extension activity
- Blue = Necessary information
- Red = Example

Daily Option:

- Clock and Calendar games: https://www.smashmaths.com.au/measurement-and-geometry/measurement/time (scroll down to year 2 – complete Foundation or Year 1 activities for simpler options or higher grades for extension activities)
- Number of the Day: https://mathsstarters.net/activity/numdaystudent (choose 2 or 3 digit under 'Junior Stages')

Monday:

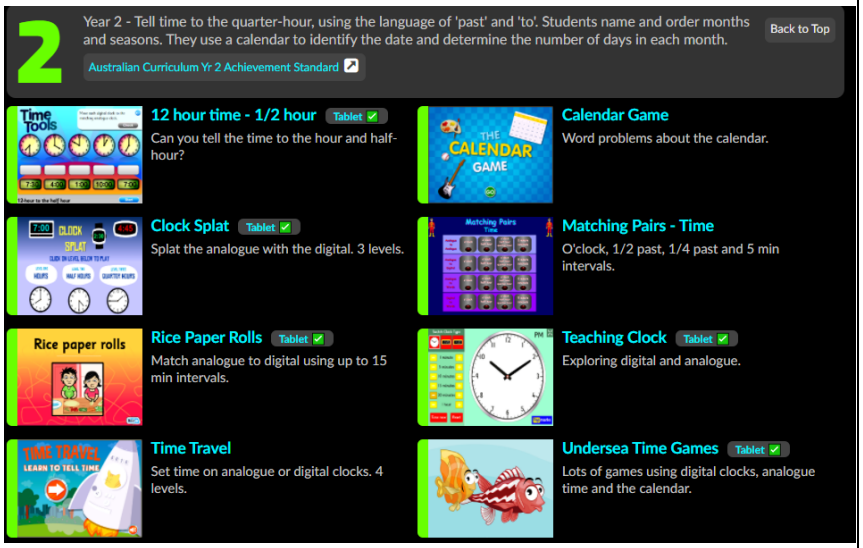
- How to Tell the Time - Educational Video for Kids: https://www.youtube.com/watch?v=3Posbu-VKxU

Tuesday:

- Telling Time to the Half Hour: https://www.youtube.com/watch?v=rrayvaGIuMY

Wednesday:

- Telling Time to the Half Hour and Hour Song: https://www.youtube.com/watch?v=MaVgBjVh4b8



Deep in the Ocean

A Reading A–Z Level L Leveled Book
Word Count: 367

Connections

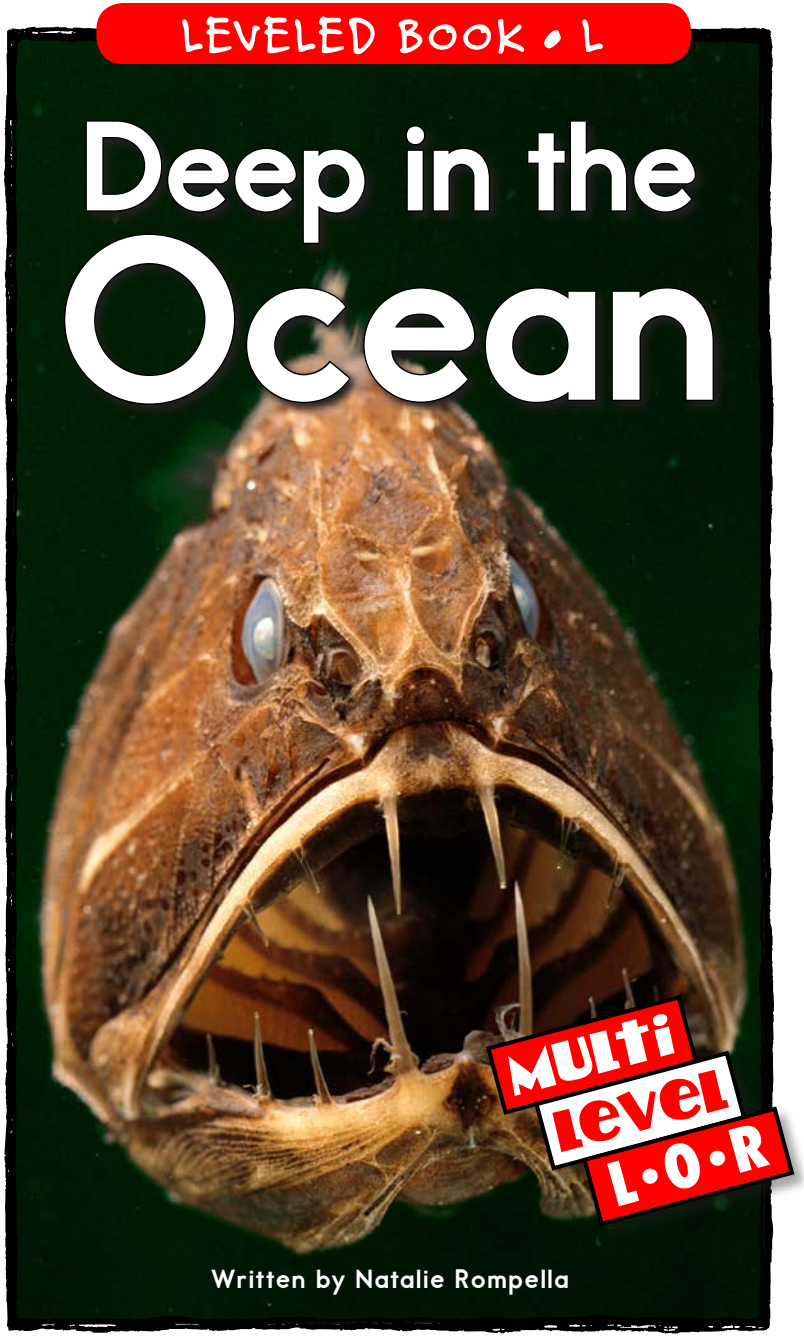
Writing

Would you want to be an oceanographer when you grow up? Why or why not? Write a paragraph using details from the text to support your answer.

Science

Choose and research an animal that lives in the deep ocean. Create a poster. Include a picture and at least five interesting facts about the animal and its habitat.

Reading A–Z
Visit www.readinga-z.com
for thousands of books and materials.



www.readinga-z.com

Deep in the Ocean

Written by Natalie Rompella

www.readinga-z.com

Focus Question

How would you describe the deep ocean and what lives there?

Words to Know

marine	submersible
oceanographers	tag
species	water pressure

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Front cover: The deep ocean fangfish has a bony, hard body. This strong body works like a shell to help protect it from both the freezing temperatures and heavy water pressure found at depths of about 4,876 meters (16,000 ft).

Title page: The tunicate attaches itself to the walls of deep ocean canyons. It waits for small sea life to swim past its wide-open mouth.

Page 3: The deep ocean anglerfish uses the bright end of a spine like a fishing pole to attract prey.

Deep in the Ocean
Level L Leveled Book

Written by Natalie Rompella

www.readinga-z.com

Correlation

LEVEL L	
Fountas & Pinnell	K
Reading Recovery	18
DRA	20

Table of Contents

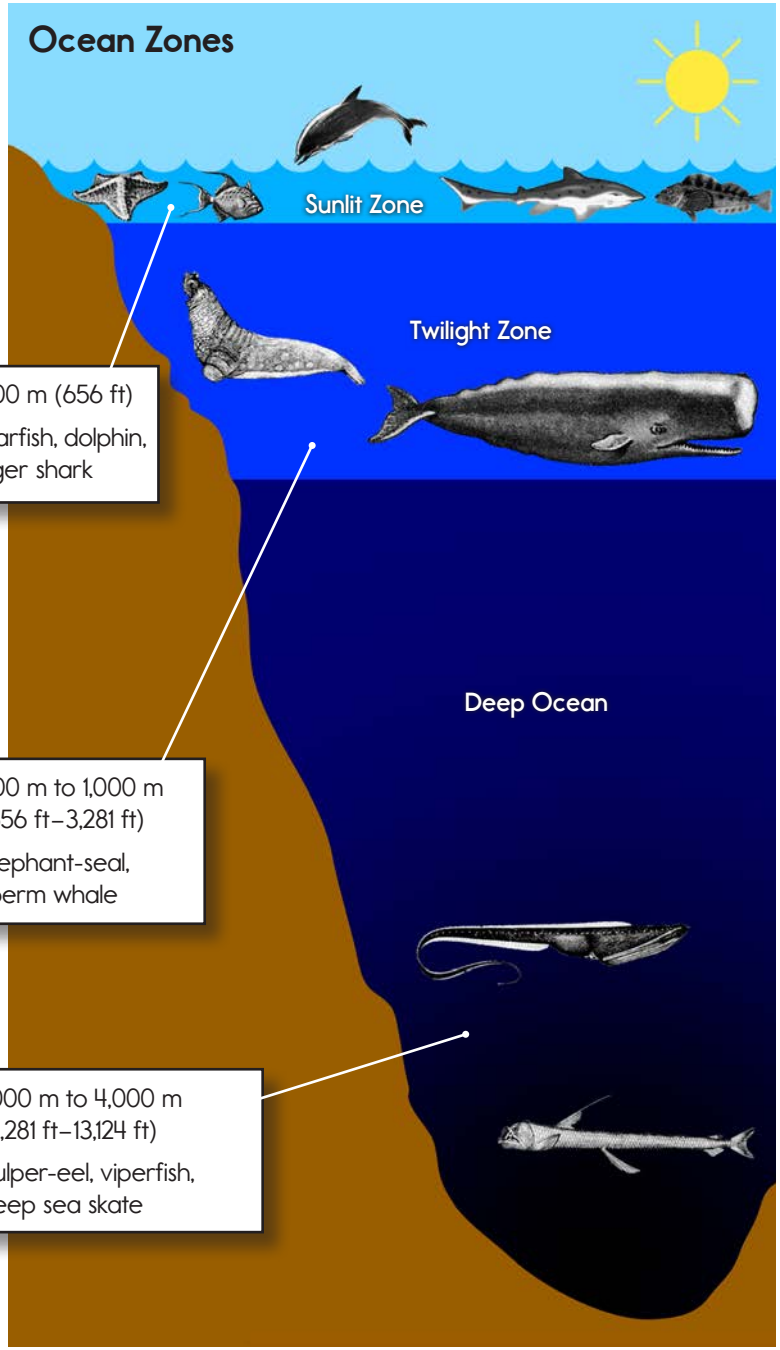
The small, deep ocean sea pig roams the ocean floor, often in herds, eating tiny sea animals and microbes that live in the mud.

Deep Underwater

Imagine a trip to the deepest part of the ocean. What would you expect to see? Would it be dark or light? Would it be warm or cold? Would you find strange new animals and plants?

Sunlight warms the surface, or shallow parts, of the ocean. Plants and animals that need sunlight and warm water live there. Deep in the ocean, other animals live in water that is cold and dark.

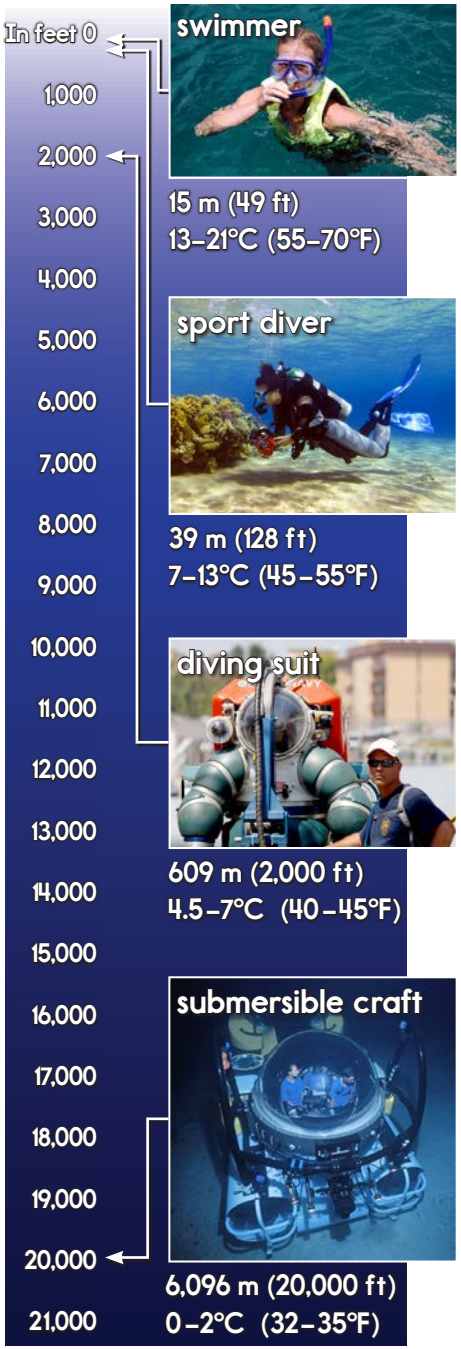
The warm, shallow waters of tide pools are home to species of starfish, anemones, mussels, and tiny crabs.



Diving Deep in the Ocean

The deep ocean is freezing cold. The weight, or **water pressure**, of very deep water can harm you.

Sport divers wear air tanks for safety. Deep divers wear a special diving suit. Scientists ride in a small submarine called a **submersible**.



Oceanographers

Scientists who study the ocean are called **oceanographers** (oh-shuh-NOG-ruh-furs). They often live for months on a ship. Some study what a sea animal eats and where it lives.

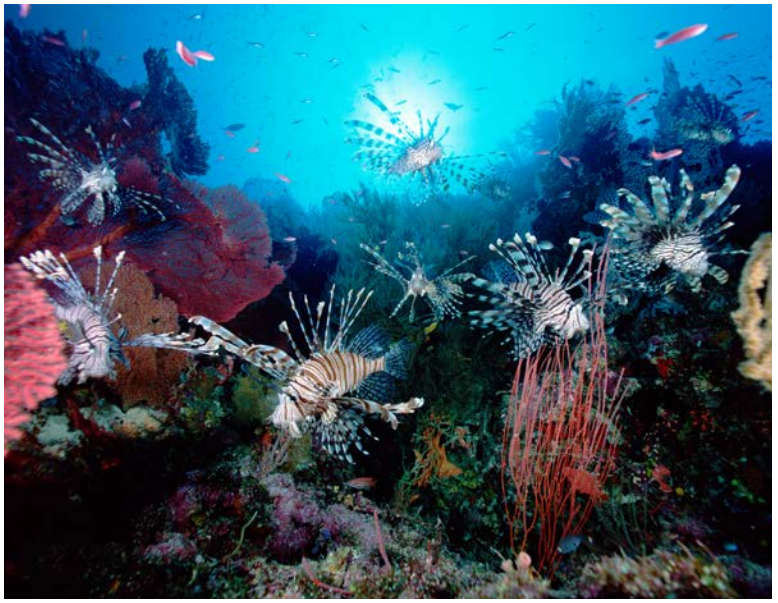
Using Satellites for Tracking

Satellites can help to track sea animals' travels. Scientists **tag** some animals. A satellite can track the signal from the tag. The signal shows where the animal goes.

Counting the Sea Animals

What animals live in the ocean? Where do they live? How many are there? Oceanographers studied and counted animals for ten years to find out.

The surprising report is called the Census of **Marine** Life.

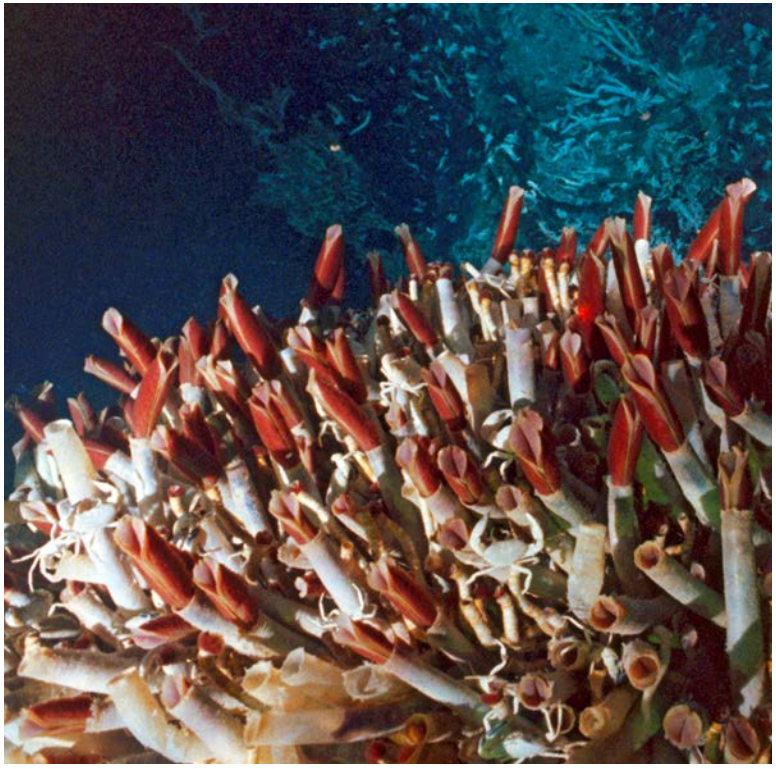


Lionfish, or turkeyfish, swim among coral sea fans off the Solomon Islands. Their long, feathery spines can sting any predator that comes too close. Native to the South Pacific, lionfish were first spotted in United States' waters in 2000.

The leafy sea dragon blends in with the plants of its surroundings. Its eyes move independently of each other so it can look in two directions at once. The male sea dragon carries the eggs for the female and gives birth.

The Census of Marine Life

The first surprise was where things lived: *everywhere!* Marine **species** lived in the hottest and coldest places. Some species lived in deep places without light or oxygen.



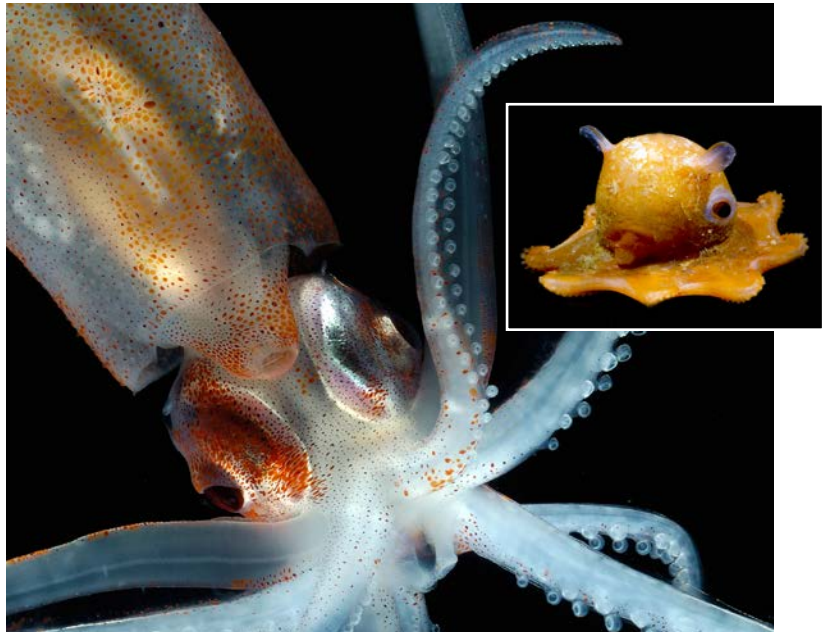
Over 2 kilometers (1.3 mi) deep in the ocean, giant tube worms live in the hot water that bubbles up from a lava pillar.

Living in Hot and Cold Water

The very cold Deep Ocean Zone has *hot volcanoes* in it. The water temperature at a volcano can be 400°C (752°F). Some species of shrimp, crabs, worms, and bacteria live in this very hot water.

Huge groups of Arctic sea life were also found living in freezing water. Some species of squid, cod, and jellyfish live under solid ice that is 700 meters (2,296 ft) thick.

The Antarctic ice fish has no red blood cells. Its thinner blood contains a type of antifreeze that allows it to survive in the frigid waters beneath ice that would freeze the blood of most fish.



(Main) The big-eyed Atlantic gonate squid lives in the cold, deep waters of the northern Atlantic Ocean. (Inset) The flapjack octopus is sometimes called *Dumbo* for its resemblance to the elephant cartoon character. The flapjack has webbing between its tentacles.

What Did We Learn?

The marine census counted over 230,000 species. Over 6,000 *new* species had never been seen before! Some creatures were see-through. Some had warning lights that turned on and off. Others had long feelers instead of eyes.

What else lives in the deep ocean? Scientists keep finding new species and new facts. They think that only one-fourth of all marine life has been counted. So there are many more surprises to come!

Explore More

To learn more about the Census of Marine Life, A Decade of Discovery, go to its website at: www.coml.org

Each week, new discoveries are added to the marine census project using a map on Google Earth: www.comlmaps.org/census-on-google-earth

On the Internet, search terms such as: *deep sea species, nudibranch, blind lobster*, or *NASA oceanography*

Glossary

marine *(adj.)*	of or relating to the sea (p. 10)
oceanographers *(n.)*	scientists who study the ocean and everything in it (p. 8)
species *(n.)*	groups of living things that are physically similar and can reproduce (p. 11)
submersible *(n.)*	a small vessel that can operate under water, especially at deep levels (p. 7)
tag *(v.)*	to put a label on an object to tell something about the object, such as who owns it or where it belongs (p. 9)
water pressure *(n.)*	the force that water puts on an object (p. 7)

Unit 31

ou ow cloud flower

List Words

how	our	town	about
now	out	down	round

Letters	Words

1 **Underline** the letter or letters for ou ow in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Colour** the cloud if you hear ou ow in the picture name.
Write a stroke beside the cloud for each sound in the picture name.

3 **Write** ow to finish the words. **Join** the pictures to the correct words.

★ We sometimes write **ow** for ou ow, as in flower.

c____  d____n

h____  cl____n

4 **Write** ou to finish the words. **Join** the pictures to the correct words.

★ We sometimes write **ou** for ou ow, as in cloud.

____t  h____se

____r  m____se

5 **Write** words from the brackets to finish the sentences.

We came _____ of _____ house. [out / our]

_____ do you go to town _____? [now / How]

I went _____ the hill to the _____. [down / town]

I am _____ to go _____ the hill. [round / about]

 ISBN 978 1 74135 156 9

Revision a_e i_e o_e u_e

List Words

cake	kite	note	cube
tape	bite	cone	tube

1 **Say** the words. **Write** e in the spaces to make new words. **Join** the words to the pictures.

tap___ can___ cap___ kit___ hid___

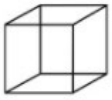
pip___ rid___ not___ rob___ tub___

2 **Write** letters to finish the words. **Use** a_e, i_e, o_e or u_e.

c___k___

r___s___

f___v___



c___b___

b___t___

c___n___

r___k___

n___n___

sl___d___

pl___t___

sm___k___

sp___d___

ISBN 978 1 74135 156 9

Unit 31

ou ow cloud flower

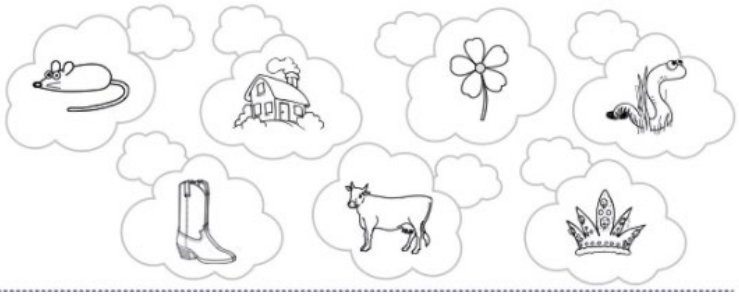
List Words

cow	our	round	hour
now	out	sound	loud
how	house	around	mouth
down	mouse	ground	brown
town	about	count	flower

Letters	Words

1 **Underline** the letter or letters for ou ow in each List Word. If any of these are not in the sound box, write them with a word example in the box above.

2 **Colour** the large cloud if you hear ou ow in the picture name. **Count** the number of sounds in each name. **Write** the number in the small cloud above each large cloud.



3 **Read** the words in the box. **Write** a word from the box for each clue.

★ We sometimes write **ow** for ou ow, as in flower. We sometimes write **ou** for ou ow, as in cloud.

now	mouse
town	round
down	house
crown	loud
brown	out
clown	sound

at this time _____ kind of home _____

up and ___ _____ an animal _____

small city _____ not in _____

in a circus _____ a noise _____

a colour _____ a circle is _____

for a queen _____ very noisy _____

4 **Colour** ou ow words **yellow**. ★ We sometimes write **ow** for ou ow.
Colour oa o_e ow o words **blue**. ★ We sometimes write **ow** for oa o_e ow o.

cow	grow	now	frown	window	show	down	flow
how	slow	mow	brown	yellow	town	gown	flower

 ISBN 978 1 74135 157 6

5 **Make** as many words as you can.

br l cl pr oud

gr r s gl ound

ch sh sc sp out

fr br cr pr own

6 **Read** the words. **Cross** out the ones that don't make sense.

cow	now	jow	how	fow	wow
out	hout	shout	prout	trout	spout
round	sound	gound	found	ground	around

7 **Finish** the words by writing the letters for ou ow. **Use** ou or ow.
Write one of these words for each picture.

h____ ____t h____se fl____er ab____t

n____ l____d m____th c____nt br____n

8 **What** shape is the cloud? **Unjumble** the letters to make ou ow words.
The letters in the boxes will tell you the cloud shape.

souem ☐ _ _ _ _

tuo ☐ _ _

rou _ ☐ _

wno ☐ _ _

ntwo ☐ _ _ _

buato ☐ _ _ _ _

The cloud is shaped like a

_____.

notcuing _ _ _ _ _ ☐ _ _

nwdo _ _ _ ☐

ISBN 978 1 74135 157 6

The Runaway Iceberg

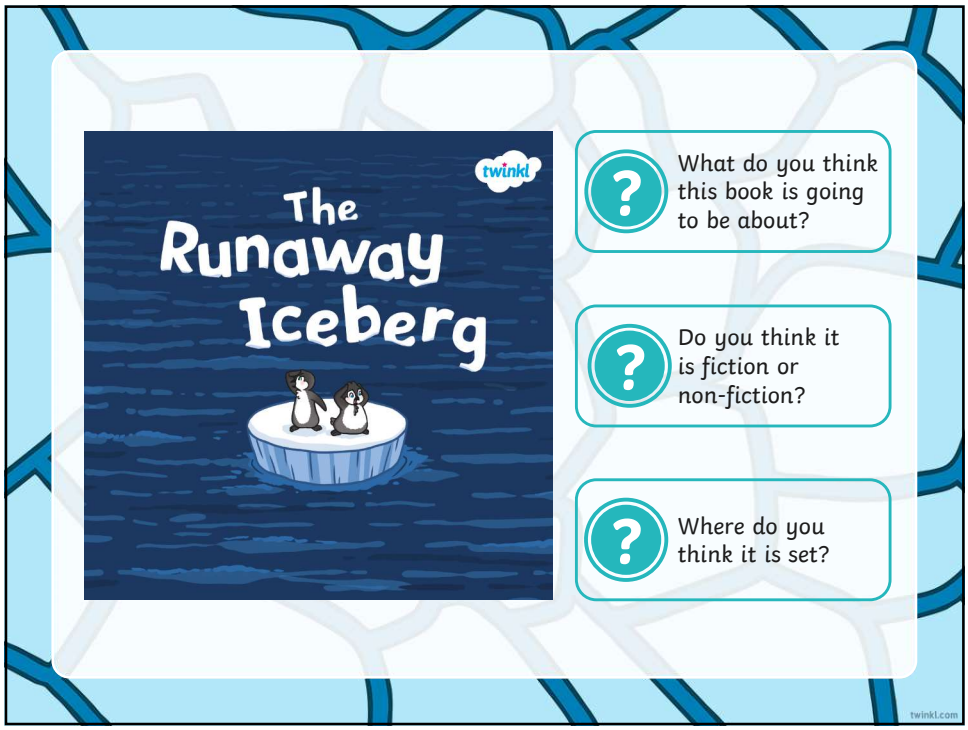
Guided Reading

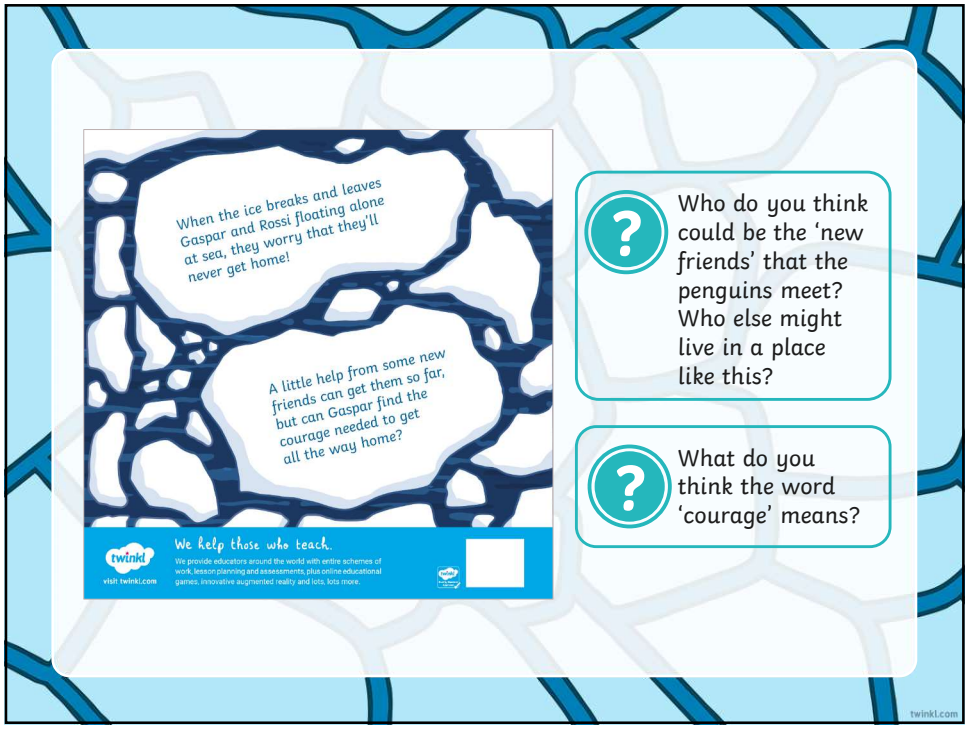
The Runaway Iceberg

Read the book 'The Runaway Iceberg' and look at the illustrations.

To see a question about the book, click this button:

?


The Runaway Iceberg
twinkl
What do you think this book is going to be about?
Do you think it is fiction or non-fiction?
Where do you think it is set?
twinkl.com


When the ice breaks and leaves Gaspar and Rossi floating alone at sea, they worry that they'll never get home!
A little help from some new friends can get them so far, but can Gaspar find the courage needed to get all the way home?
twinkl
We help those who teach.
visit twinkl.com
We provide educators around the world with entire schemes of work, lesson planning and assessments, plus online educational games, innovative augmented reality and lots, lots more.
Who do you think could be the 'new friends' that the penguins meet? Who else might live in a place like this?
What do you think the word 'courage' means?
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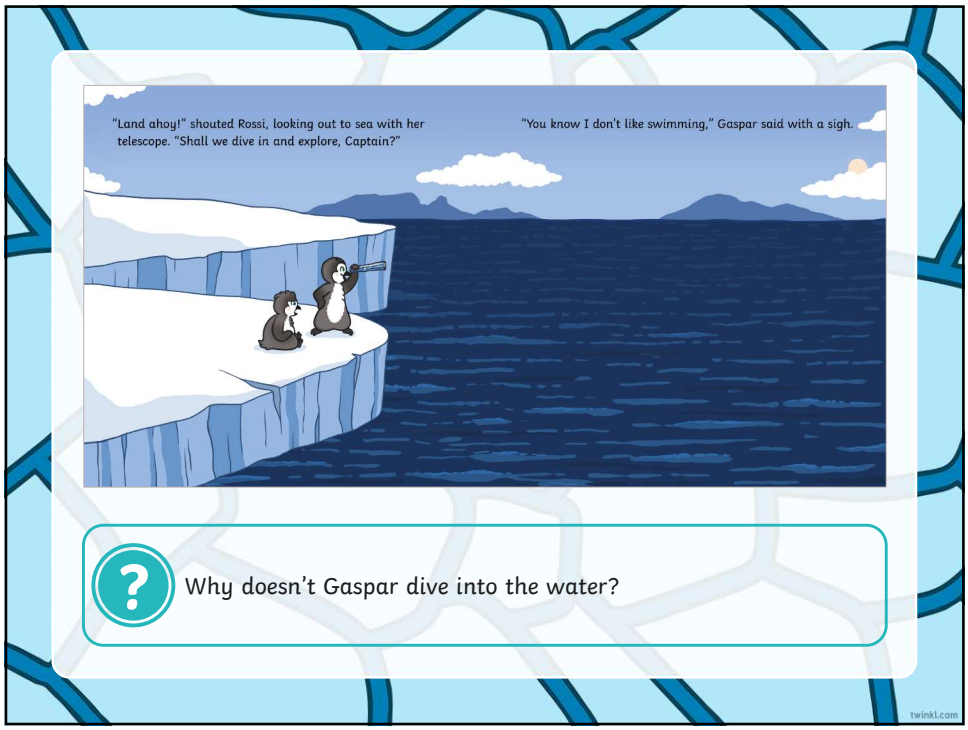
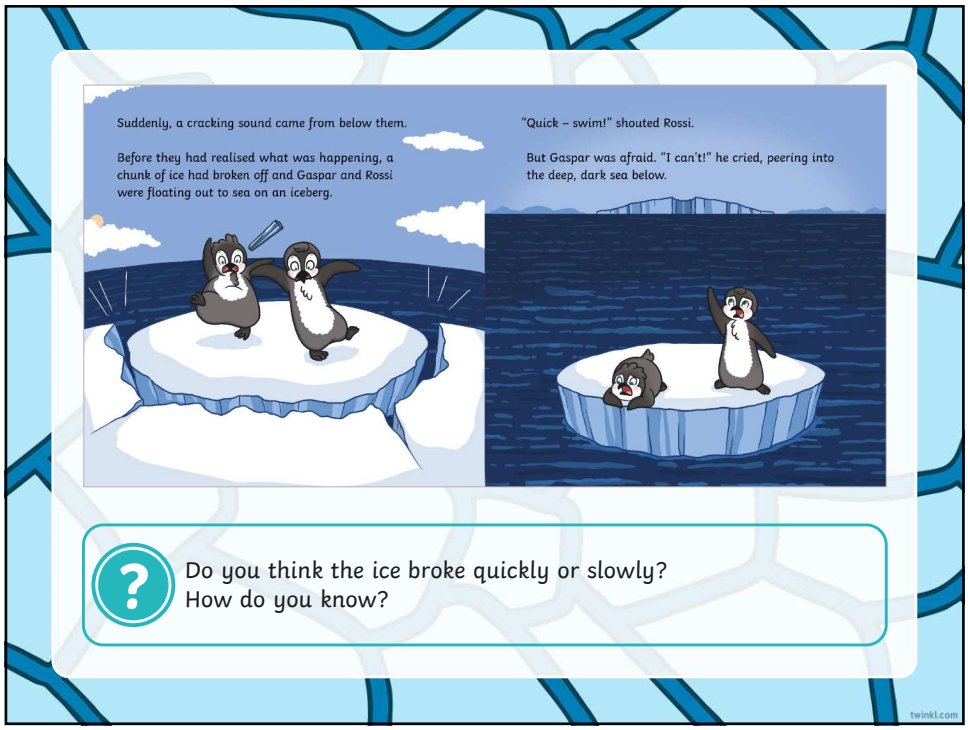
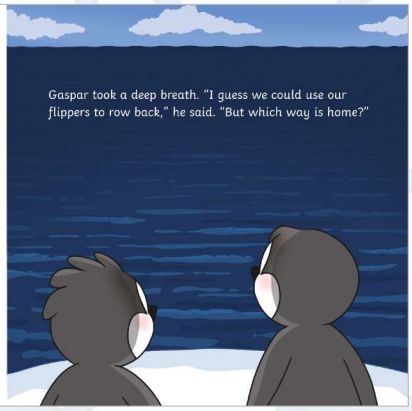

"Land ahoy!" shouted Rossi, looking out to sea with her telescope. "Shall we dive in and explore, Captain?"
"You know I don't like swimming," Gaspar said with a sigh.
Why doesn't Gaspar dive into the water?
twinkl.com


Suddenly, a cracking sound came from below them.
Before they had realised what was happening, a chunk of ice had broken off and Gaspar and Rossi were floating out to sea on an iceberg.
"Quick – swim!" shouted Rossi.
But Gaspar was afraid. "I can't!" he cried, peering into the deep, dark sea below.
Do you think the ice broke quickly or slowly? How do you know?
twinkl.com

The iceberg floated out farther and farther until they could no longer see land.

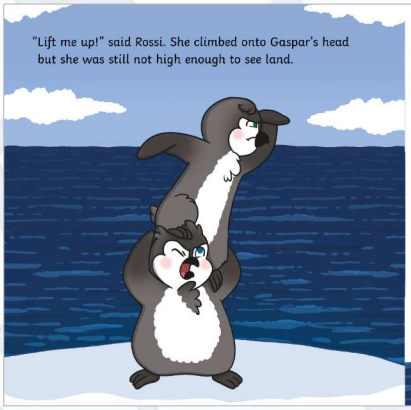
"What are we going to do?" asked Gaspar, trembling. "How will we ever get back?"

"We're brave explorers, remember," said Rossi, holding Gaspar's flippers. "We will find a way."



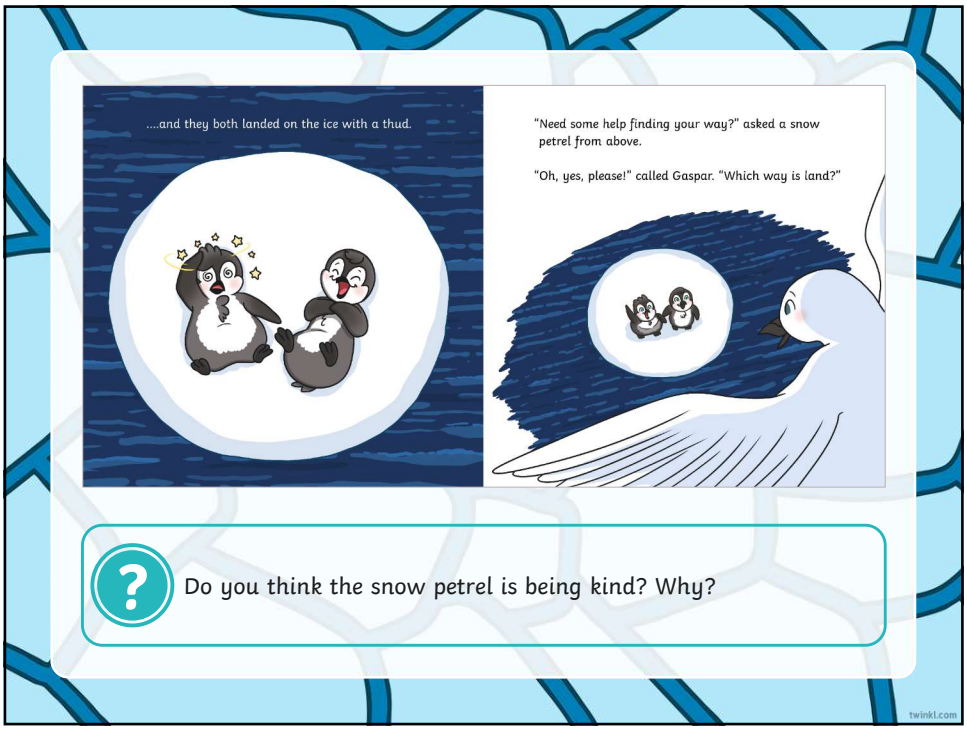
? How do you think Gaspar feels?

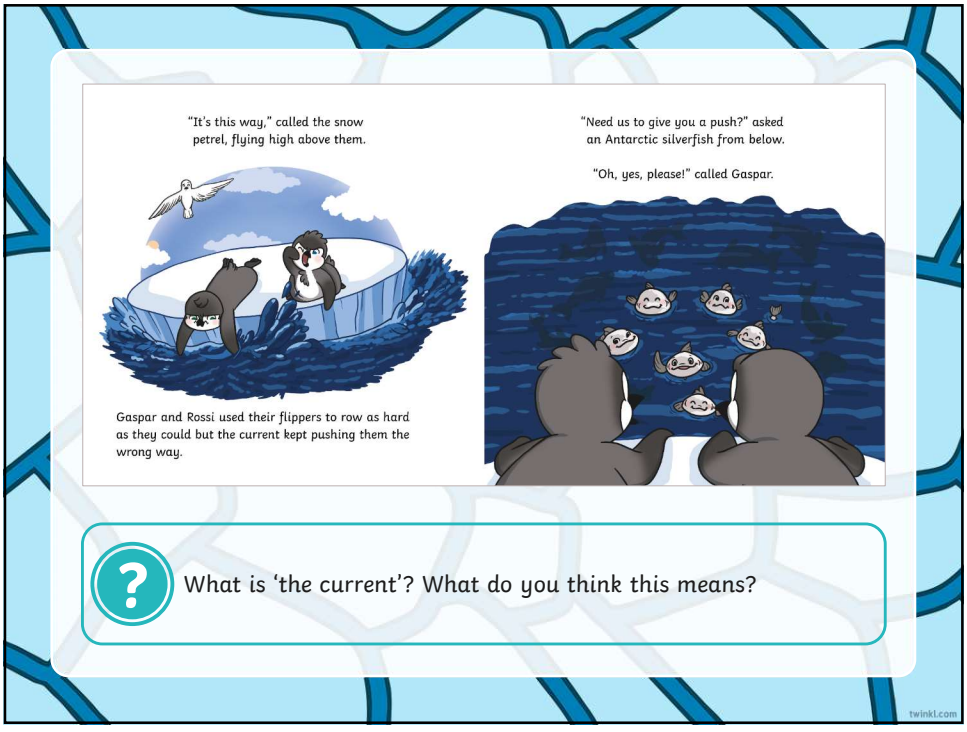
"Lift me up!" said Rossi. She climbed onto Gaspar's head but she was still not high enough to see land.

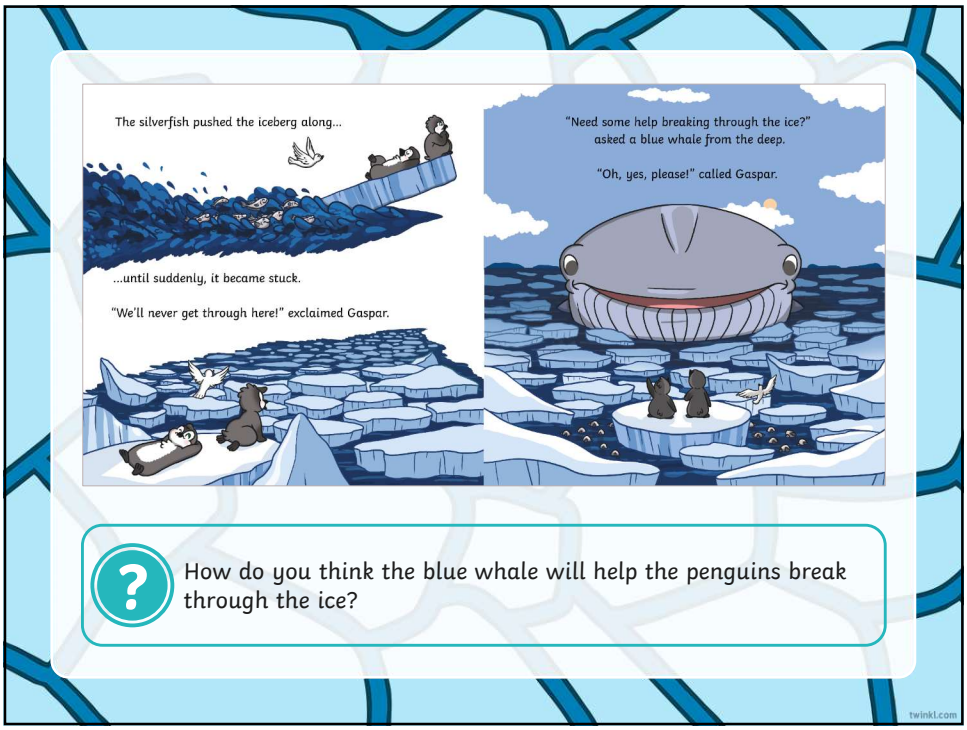


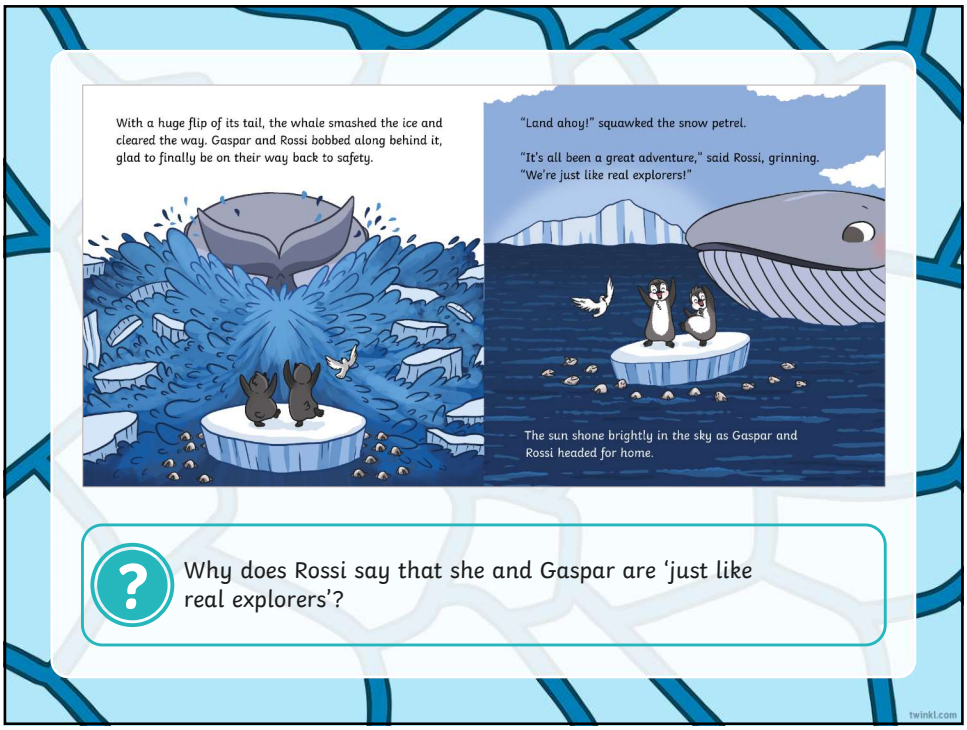
"Try jumping!" she suggested, giving him a little nudge with her foot.

? What are the penguins looking for?


....and they both landed on the ice with a thud.
"Need some help finding your way?" asked a snow petrel from above.
"Oh, yes, please!" called Gaspar. "Which way is land?"
Do you think the snow petrel is being kind? Why?
twinkl.com


"It's this way," called the snow petrel, flying high above them.
"Need us to give you a push?" asked an Antarctic silverfish from below.
"Oh, yes, please!" called Gaspar.
Gaspar and Rossi used their flippers to row as hard as they could but the current kept pushing them the wrong way.
What is 'the current'? What do you think this means?
twinkl.com


The silverfish pushed the iceberg along...
...until suddenly, it became stuck.
"We'll never get through here!" exclaimed Gaspar.
"Need some help breaking through the ice?" asked a blue whale from the deep.
"Oh, yes, please!" called Gaspar.
How do you think the blue whale will help the penguins break through the ice?
twinkl.com


With a huge flip of its tail, the whale smashed the ice and cleared the way. Gaspar and Rossi bobbed along behind it, glad to finally be on their way back to safety.
"Land ahoy!" squawked the snow petrel.
"It's all been a great adventure," said Rossi, grinning. "We're just like real explorers!"
The sun shone brightly in the sky as Gaspar and Rossi headed for home.
Why does Rossi say that she and Gaspar are 'just like real explorers'?
twinkl.com

"Hey! Stick to your side, Captain!" laughed Rossi as Gaspar's tail feathers tickled her feet.

"I'm right on the edge!" grumbled Gaspar.

The two penguins turned to face each other in shock. The iceberg was getting smaller...

...and smaller!

"It's melting!" shrieked Gaspar. "We need to move faster!"

? What will happen if the iceberg melts?

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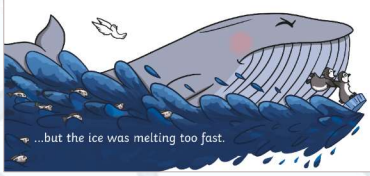
The silverfish swam quicker...

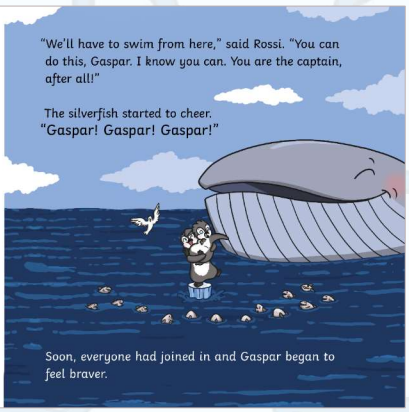
...and the blue whale helped to push...



...but the ice was melting too fast.

"We'll have to swim from here," said Rossi. "You can do this, Gaspar. I know you can. You are the captain, after all!"

The silverfish started to cheer. "Gaspar! Gaspar! Gaspar!"



Soon, everyone had joined in and Gaspar began to feel braver.

? Do you think Rossi is a good friend? Why?

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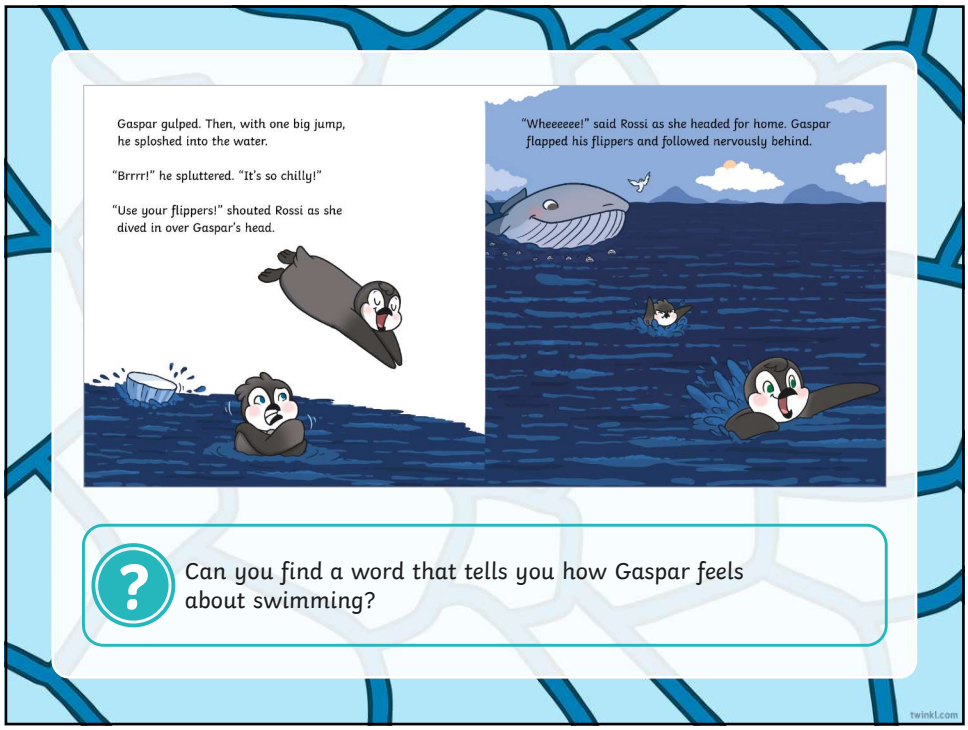

Gaspar gulped. Then, with one big jump, he sploshed into the water.
"Brrrr!" he spluttered. "It's so chilly!"
"Use your flippers!" shouted Rossi as she dived in over Gaspar's head.
"Wheeeeee!" said Rossi as she headed for home. Gaspar flapped his flippers and followed nervously behind.
Can you find a word that tells you how Gaspar feels about swimming?
twinkl.com


It wasn't long before Rossi and Gaspar were back home with their families.
"You did it, Captain!" said Rossi. "You got us through our most dangerous adventure yet."
"I guess I did!" agreed Gaspar, feeling proud. "But I couldn't have done it without my trusty first mate."
Why does Gaspar feel proud?
twinkl.com

Who are the main characters in this story?

the Antarctic silverfish

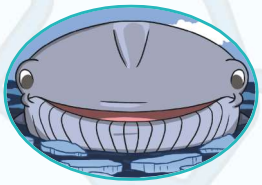
Gasper and Rossi

What is the problem in the story?

How would you feel if this happened to you?

? Who helps the penguins first?

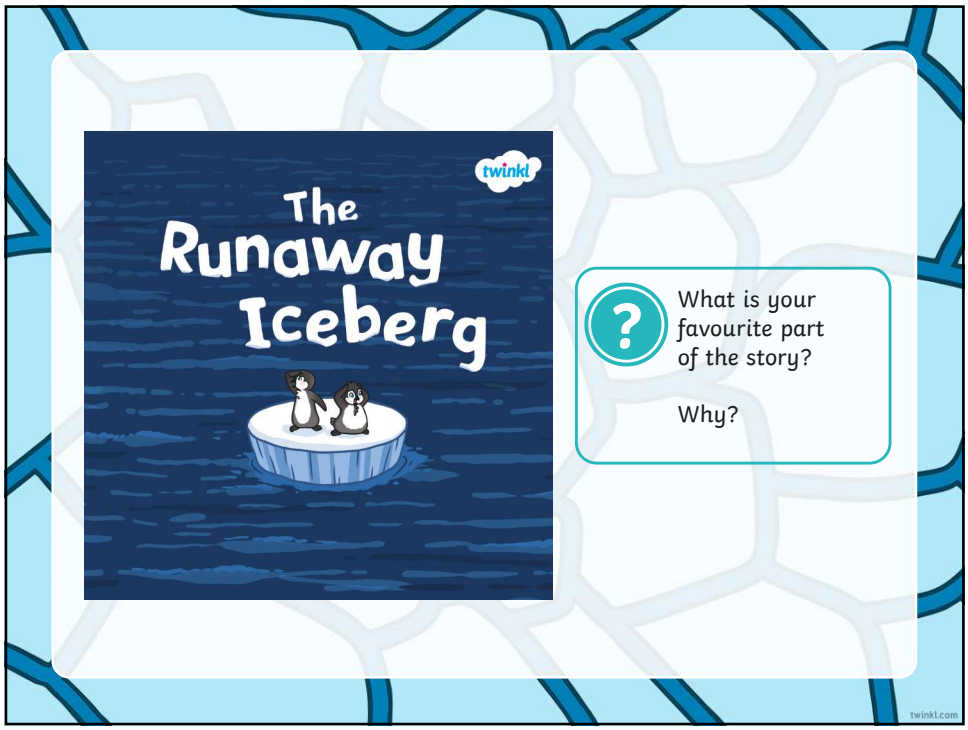
the Antarctic silverfish

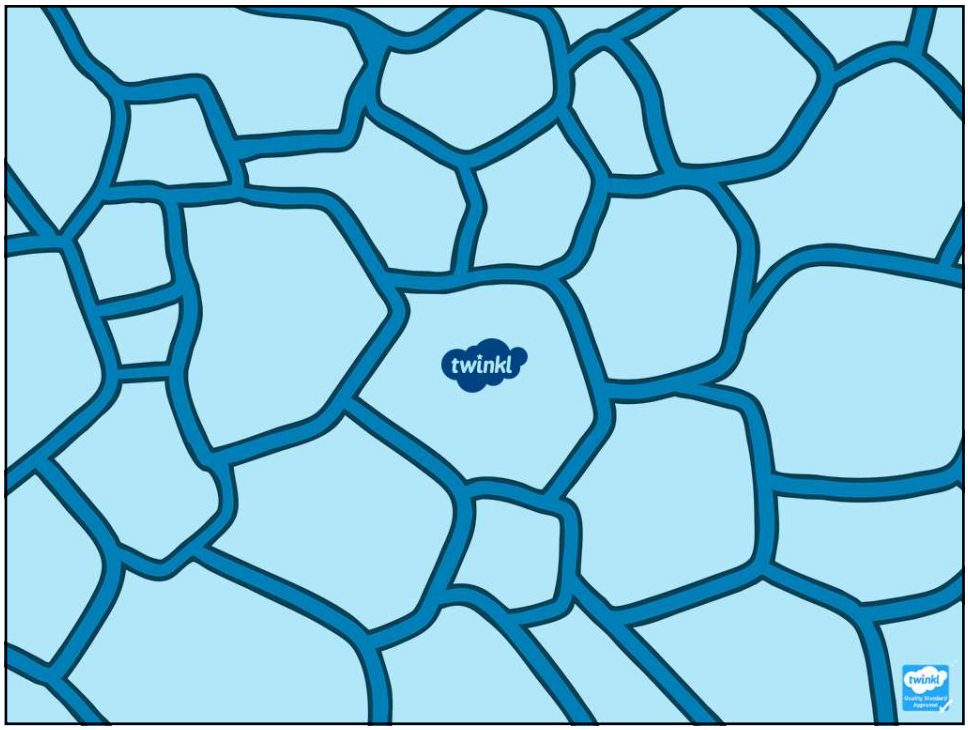


the blue whale

the snow petrel

? Do you think there is a message in this story? What do you think it might be?


twinkl
The Runaway Iceberg
What is your favourite part of the story?
Why?
twinkl.com


twinkl

The Runaway Iceberg

"Land ahoy!" shouted Rossi, looking out to sea with her telescope. "Shall we dive in and explore, Captain?"

"You know I don't like swimming," Gaspar said with a sigh.

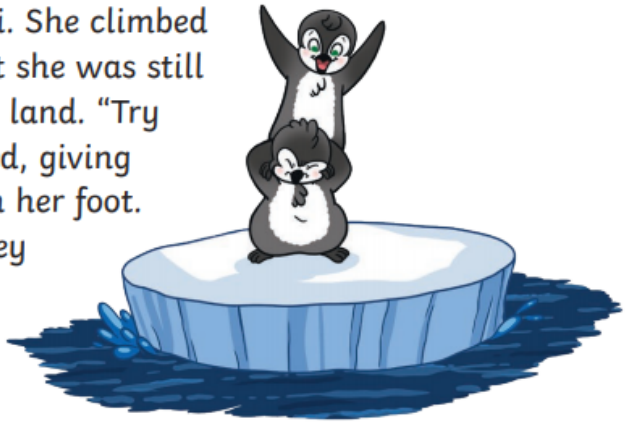
Suddenly, a cracking sound came from below them. Before they had realised what was happening, a chunk of ice had broken off and Gaspar and Rossi were floating out to sea on an iceberg. "Quick – swim!" shouted Rossi.

But Gaspar was afraid. "I can't!" he cried, peering into the deep, dark sea below. The iceberg floated out farther and farther until they could no longer see land. "What are we going to do?" asked Gaspar, trembling. "How will we ever get back?"

"We're brave explorers, remember," said Rossi, holding Gaspar's flippers. "We will find a way."

Gaspar took a deep breath. "I guess we could use our flippers to row back," he said. "But which way is home?"

"Lift me up!" said Rossi. She climbed onto Gaspar's head but she was still not high enough to see land. "Try jumping!" she suggested, giving him a little nudge with her foot. Gaspar jumped and they both landed on the ice with a thud.



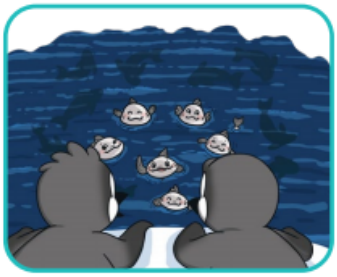
"Need some help finding your way?" asked a snow petrel from above.

"Oh, yes, please!" called Gaspar. "Which way is land?"

"It's this way," called the snow petrel, flying high above them.

Gaspar and Rossi used their flippers to row as hard as they could but the current kept pushing them the wrong way.

"Need us to give you a push?" asked an Antarctic silverfish from below.



"Oh, yes, please!" called Gaspar.

The silverfish pushed the iceberg along until suddenly, it became stuck.

"We'll never get through here!" exclaimed Gaspar.

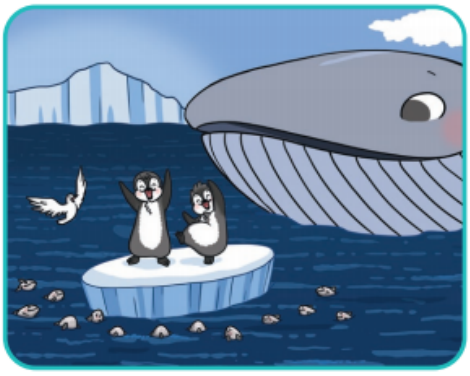
"Need some help breaking through the ice?" asked a blue whale from the deep.

"Oh, yes, please!" called Gaspar.

With a huge flip of its tail, the whale smashed the ice and cleared the way. Gaspar and Rossi bobbed along behind it, glad to finally be on their way back to safety.

"Land ahoy!" squawked the snow petrel.

"It's all been a great adventure," said Rossi, grinning. "We're just like real explorers!" The sun shone brightly in the sky as Gaspar and Rossi headed for home.



"Hey! Stick to your side, Captain!" laughed Rossi as Gaspar's tail feathers tickled her feet.

"I'm right on the edge!" grumbled Gaspar. The two penguins turned to face each other in shock. The iceberg was getting smaller... and smaller! "It's melting!" shrieked Gaspar. "We need to move faster!"

The silverfish swam quicker and the blue whale helped to push but the ice was melting too fast. "We'll have to swim from here," said Rossi. "You can do this, Gaspar. I know you can. You are the captain, after all!"

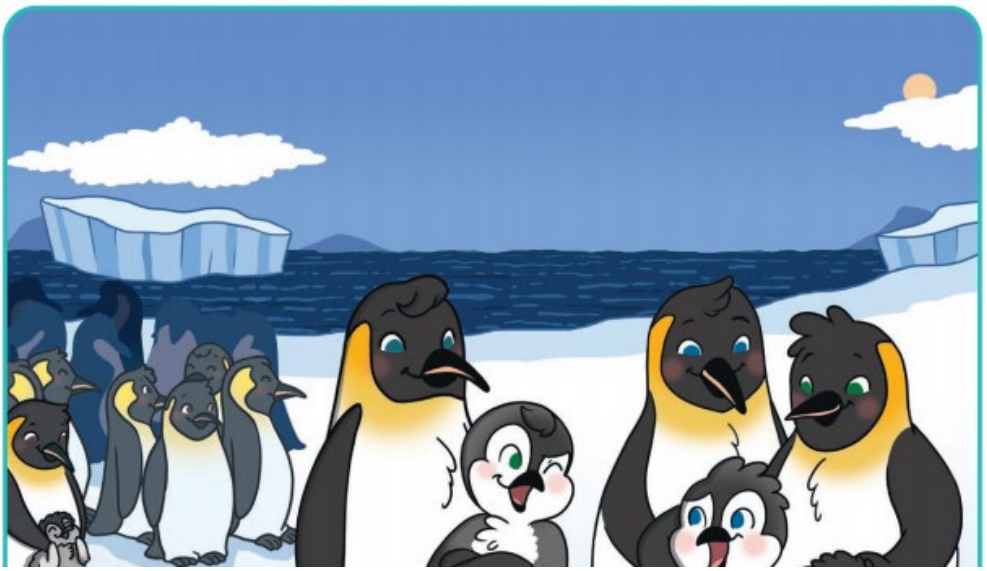
The silverfish started to cheer. "Gaspar! Gaspar! Gaspar!" Soon everyone had joined in and Gaspar began to feel braver.

Gaspar gulped. Then, with one big jump, he sploshed into the water. "Brrrr!" he spluttered. "It's so chilly!"

"Use your flippers!" shouted Rossi as she dived in over Gaspar's head. "Wheeeeee!" said Rossi as she headed for home. Gaspar flapped his flippers and followed nervously behind.

It wasn't long before Rossi and Gaspar were back home with their families. "You did it, Captain!" said Rossi. "You got us through our most dangerous adventure yet."

"I guess I did!" agreed Gaspar, feeling proud. "But I couldn't have done it without my trusty first mate."



The Runaway Iceberg

Questions

1. What are Gaspar and Rossi? **Tick one.**

   ◯ penguins
   ◯ whales
   ◯ fish

2. What do Gaspar and Rossi float on? **Tick one.**

   ◯ a leaf
   ◯ an iceberg
   ◯ a cloud

3. What doesn't Gaspar like doing? **Tick one.**

   ◯ running
   ◯ dancing
   ◯ swimming

4. Who uses their tail to smash the ice? **Tick one.**

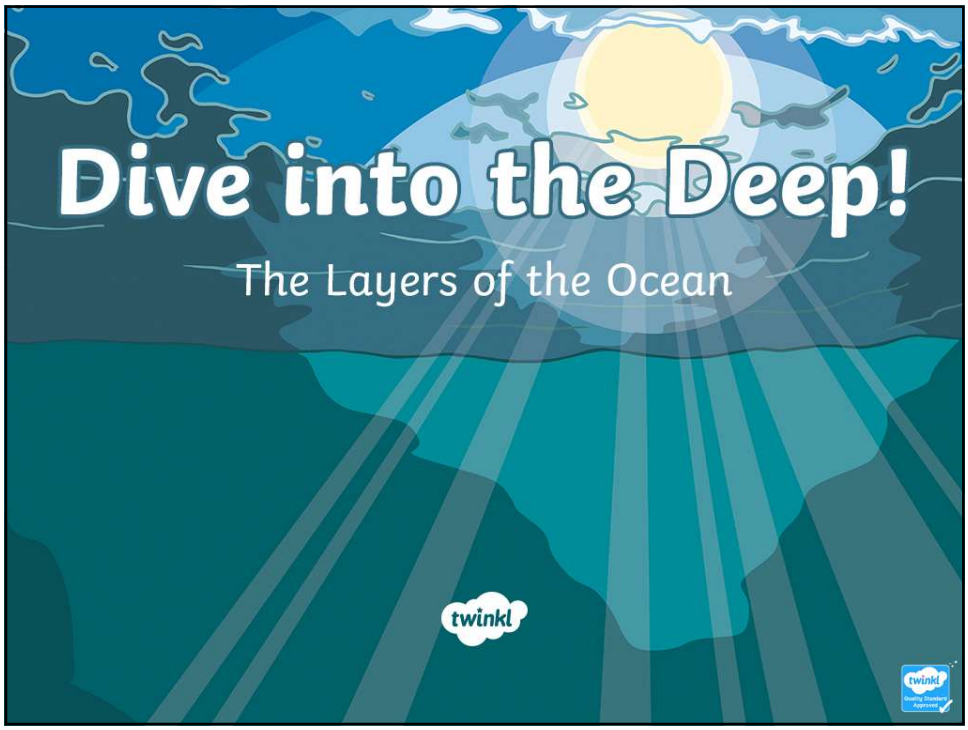
- ◯ the blue whale
- ◯ the silverfish
- ◯ the snow petrel

5. How does Gaspar feel at the end of the story? **Tick one.**

- ◯ sad
- ◯ angry
- ◯ proud

Draw a line to match up the boxes to complete the sentences.

"You know I don't like	get home?
"How will we ever	swimming."
"I guess we could use our flippers	to row back."



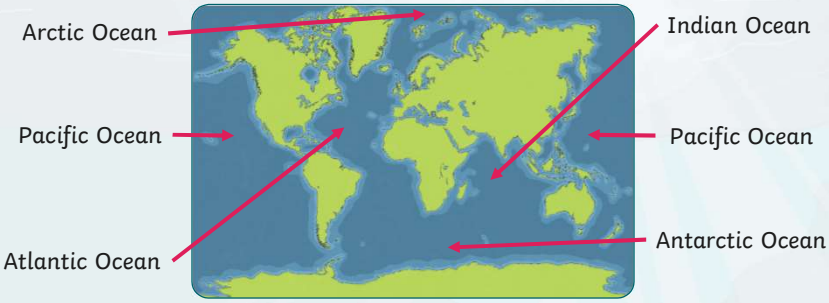
The Earth's Oceans

Oceans cover two thirds of our Earth.

Did you know...?
Oceans cover 362 million km^2 of the Earth's surface – that's more than twice as much ocean as there is land!

The Earth's Oceans

Oceans cover two thirds of our Earth.



Did you know...?
The Pacific Ocean is the largest and deepest of all the oceans. It is so deep in places that the world's tallest mountain, Everest, would sink without a trace!

The United Kingdom

There are five oceans, but they are not separated.
They all flow into each other. Some smaller areas are called a sea.

Oceans should not be confused with seas. Seas are smaller than oceans and are usually located where the land and ocean meet.

Look at this map of the United Kingdom as an example:

Did you know...?
97% of the world's water is in the oceans. Where do you think the other 3% is?

Dive into the Deep!

The ocean is deeper in some places than others. We call these different depths, layers. Each layer has it's own characteristics and unique set of animals which live there.

Let's explore the ocean!
Click on a layer to find out more.

Sunlight Zone

Twilight Zone

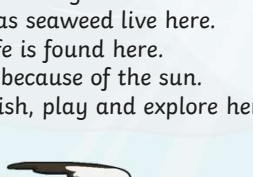
Midnight Zone

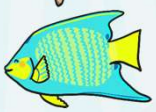
Abyss

Trench

The Sunlight Zone

- The Sunlight Zone is up to 200m below the surface of the ocean.
- Sunlight can reach this layer.
- Many plants, such as seaweed live here.
- 90% of all ocean life is found here.
- The water is warm because of the sun.
- Both humans and fish, play and explore here.



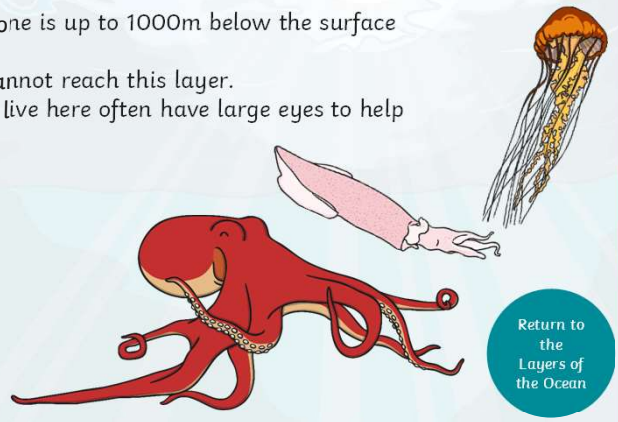


Return to the Layers of the Ocean

Can you name some of the creatures that live in this layer?

The Twilight Zone

- The Twilight Zone is up to 1000m below the surface of the ocean.
- The sunlight cannot reach this layer.
- Creatures that live here often have large eyes to help them see.

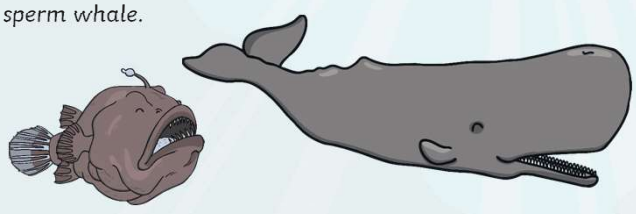


Return to the Layers of the Ocean

Can you spot the octopus?

The Midnight Zone

- The Midnight Zone is up to 4000m below the surface of the ocean.
- Sunlight cannot reach this layer, which means it is pitch black.
- 90% of the ocean is in the Midnight Zone.
- Many creatures produce their own light to help them to hunt their prey.
- Most animals will be black or red because of the lack of light.
- Other creatures dive to these depths to hunt, for example, the sperm whale.



Return to the Layers of the Ocean

Can you name some of the creatures that live in this layer?

The Abyss

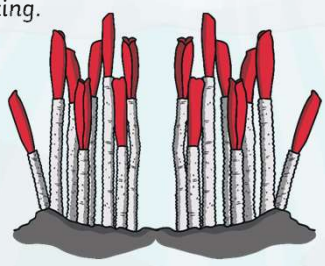
- The Abyss is up to 6000m below the surface of the ocean.
- The ocean bed at this level is covered with thick mud, made from the remains of dead animals.
- Water temperatures in this layer are near freezing.
- The sunlight cannot reach this level at all so it is pitch black.
- Very few creatures live here, mainly invertebrates, such as sea stars.
- 75% of the ocean bed is in this zone.

Return to the Layers of the Ocean

Can you see the crab?

The Trench

- The Trench is up to 11,000m below the surface of the ocean.
- The Trench is also known as the ocean floor and is a series of underwater **canyons**.
- This zone can only be explored using specialist scientific equipment.
- The temperature is near freezing.



Return to the Layers of the Ocean

Did you know...?
The deepest part of the ocean is in the Mariana Trench.
It is almost 11,000m deep!

DIVE INTO THE DEEP

1. What type of text is this? Circle.

Imaginative

Informative

2. Why do we read these texts?

_____

3. On Earth, is there more ocean or land covering the surface?

_____

4. List the six oceans mentioned in the text.

_____ _____

_____ _____

_____ _____

5. What is the difference between an ocean and a sea?

_____

6. How many ocean layers are there?

_____

7. What layer of the ocean is the temperature near freezing?

_____


Homophones
Flour
twinkl
750g


Aim
• To identify homophones.

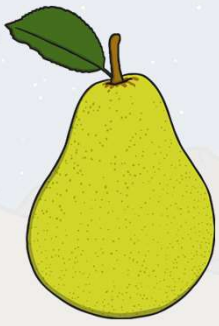
What Are Homophones?

Homophones are words that are spelled differently, have different meanings, yet sound the same.

homophone

same **sound**

For Example...



pear

pair

For Example...

weak **week**

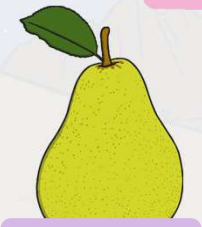
How many homophones can you think of?

break	brake
here	hear
night	knight
where	wear

Did you get any of these?

Can you work out the homophones from the following clue?

Two of a fruit



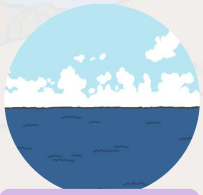
pear

pair

Can you work out the homophones from the following clue?

Look at the ocean

see



sea

Can you work out the homophones from the following clue?

An animal that grows on your head

hare

hair

Can you work out the homophones from the following clue?

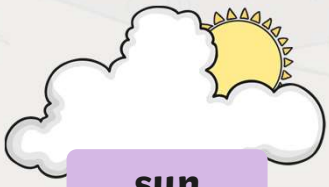
Swallow a number

ate

eight

Can you work out the homophones from the following clue?

A boy around whom the planets revolve



sun

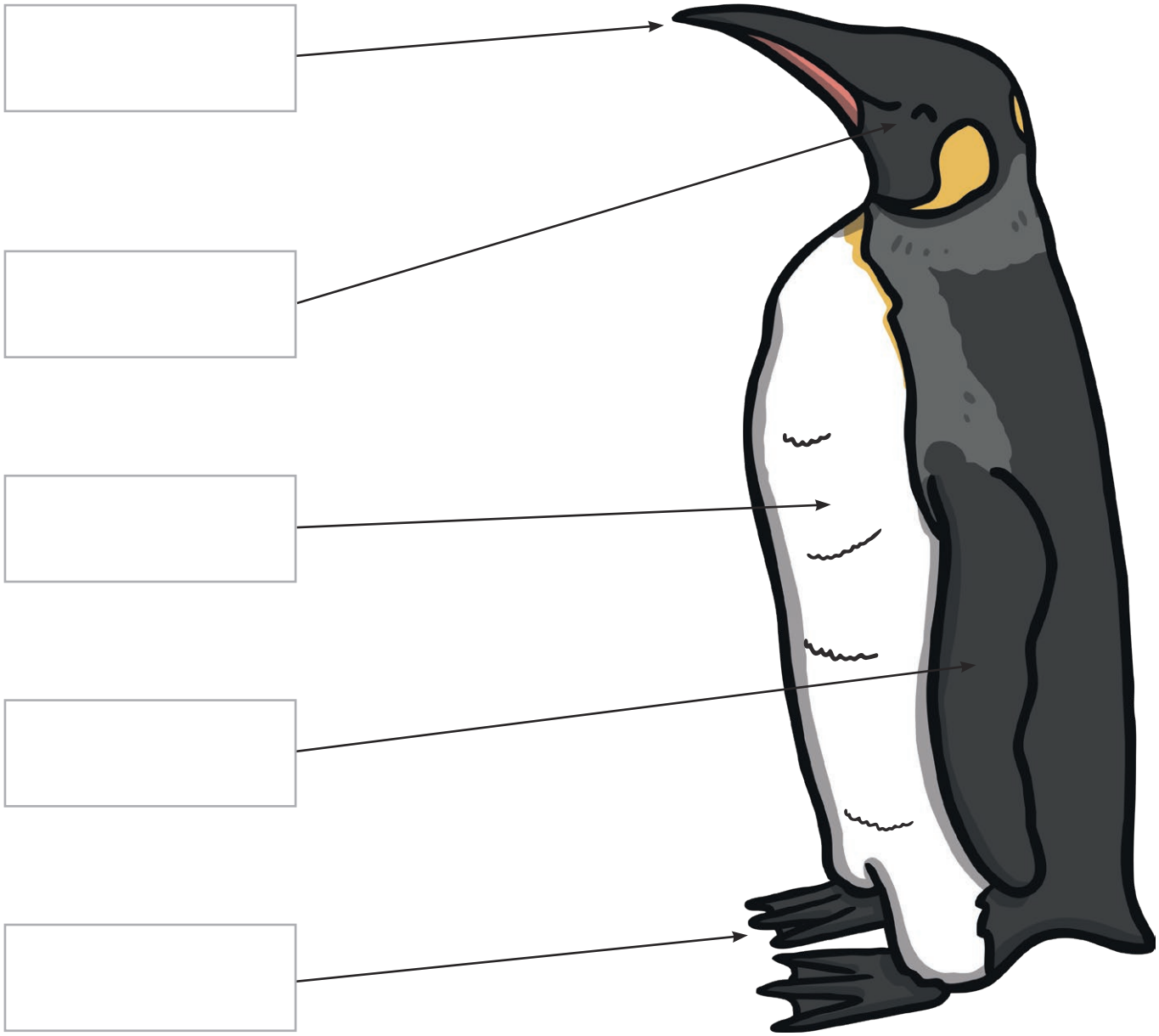
son

Can you think of your own clues for these homophones?

wail	whale
saw	sore
night	knight
flour	flower

Label the Penguin

Cut out the labels at the bottom and glue them onto the correct part of the penguin.



	eyes	beak
webbed feet	feathers	flippers

Homophones

Two, to or too?

Are you going _____ the fair?

There are only _____ places left!

There are _____ many people in here.

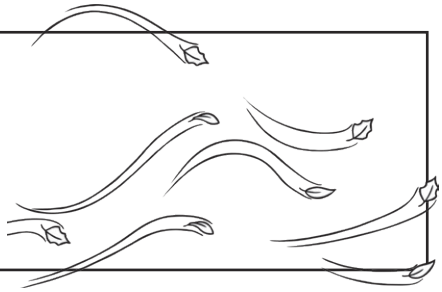
New or knew?

I _____ you would do that!

Do you like my _____ shorts?

This car is brand _____.

Blue or blew?

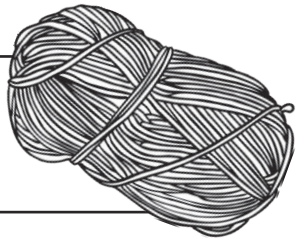


The wind _____ really hard.

My favourite colour is _____.

Is that _____?

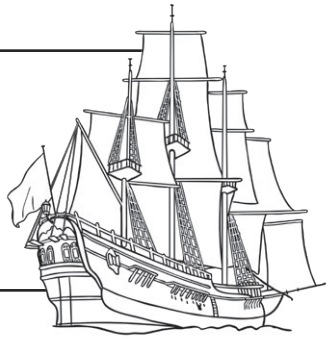
So or sew?



I couldn't climb over it, _____ I went around it.

Do you know how to _____?

Sea or see?

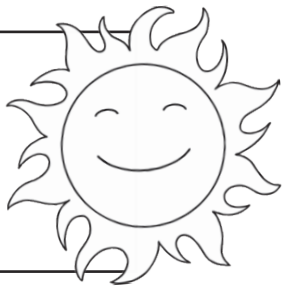


Can you _____ me?

There's nothing to _____ here.

The ship sailed across the _____.

Sun or son?



The _____ is going down.

My _____ plays football really well!

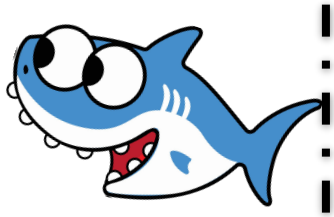
The _____ shines really brightly.

Name: _____

Date: _____

Clark the Shark

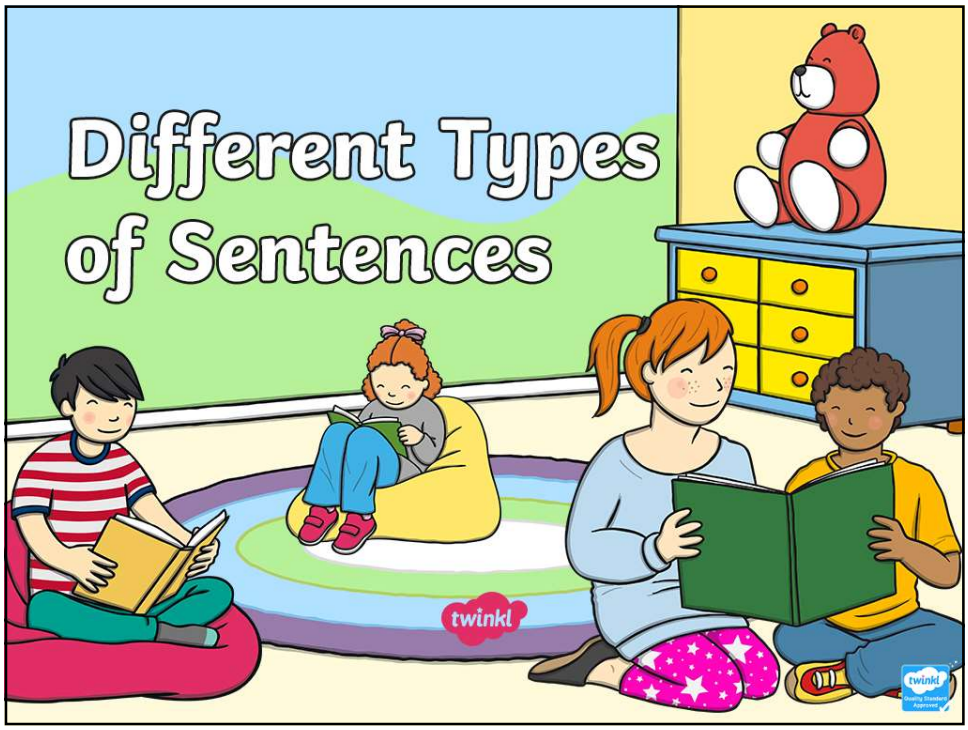
Vocabulary



Use the vocabulary words from the box to complete the sentences.

bellowed	bounced	munch	rough
cool	grinned	handle	might

1. Shelly _____ as her friends sang her favorite song.
2. My brothers and I play too _____.
3. To open the front door, push with all your _____.
4. My mom said I _____ loudly when eating chips.
5. The coach's voice _____ from the bench following the buzzer.
6. The two friends _____the ball between each other.
7. Keep your _____when you are frustrated.
8. Patience is sometimes hard to _____.



Learning Objective

- To use sentences with different forms; statement, question, exclamation, command.

Types of Sentence

There are four types of sentence...

statement

command

question

exclamation

Statement

A statement is a sentence that simply tells the reader something.

The dog was growling.

Question

This type of sentence asks a question. Use a question mark **?** at the end of a sentence to show that you are asking a question.

Why is your room so messy?

Command

A command is when you are telling someone to do something. Commands usually start with a verb.

Go and brush your teeth.

Exclamation

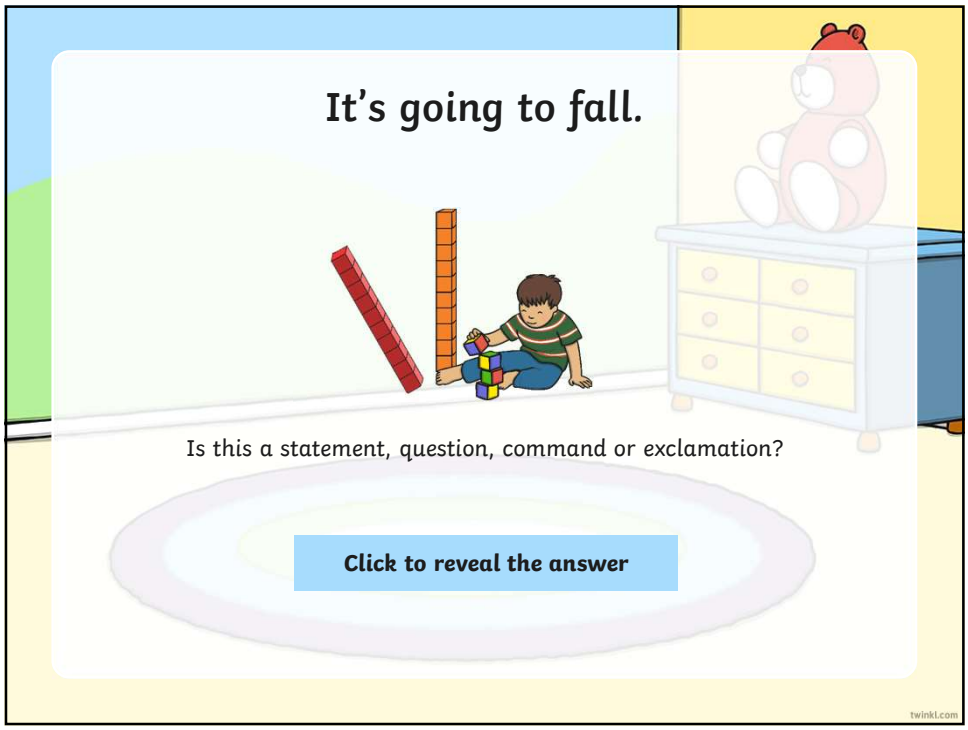
An exclamation is a sentence beginning with 'what' or 'how'. It is a full sentence, including a verb, which ends with an exclamation mark.

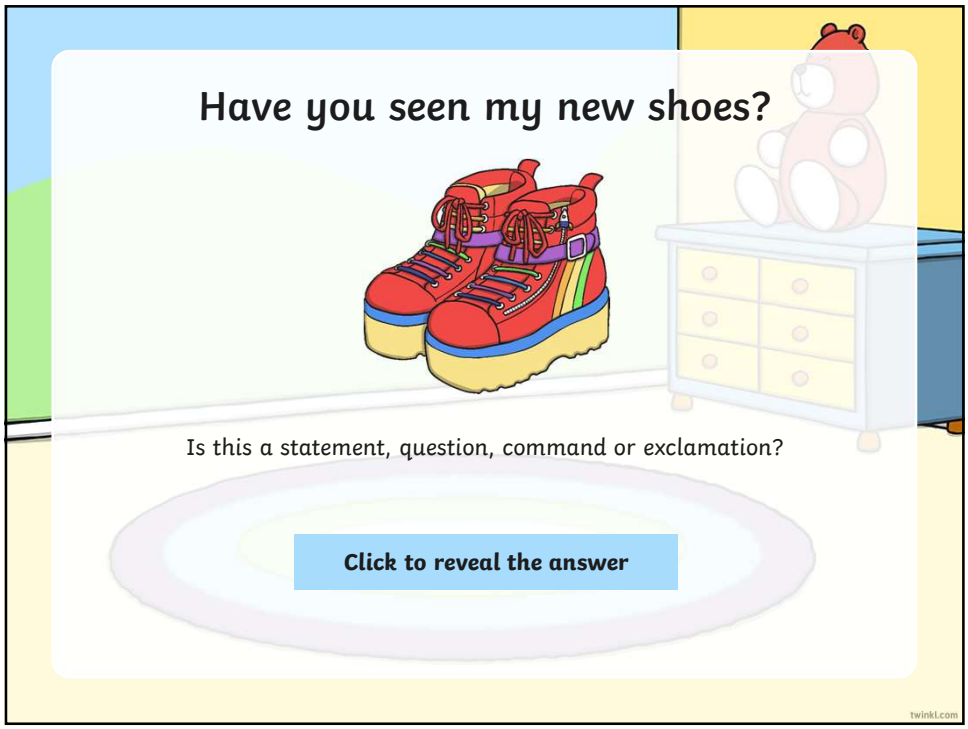
How exciting, I love going to the zoo!

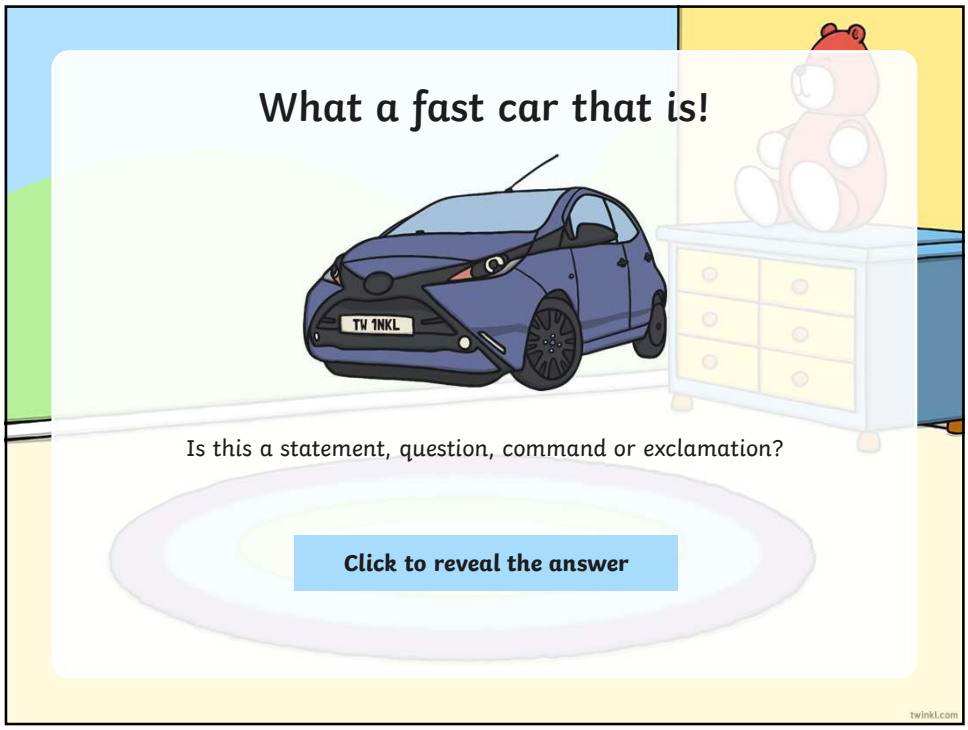
The koala climbed down the gum tree.

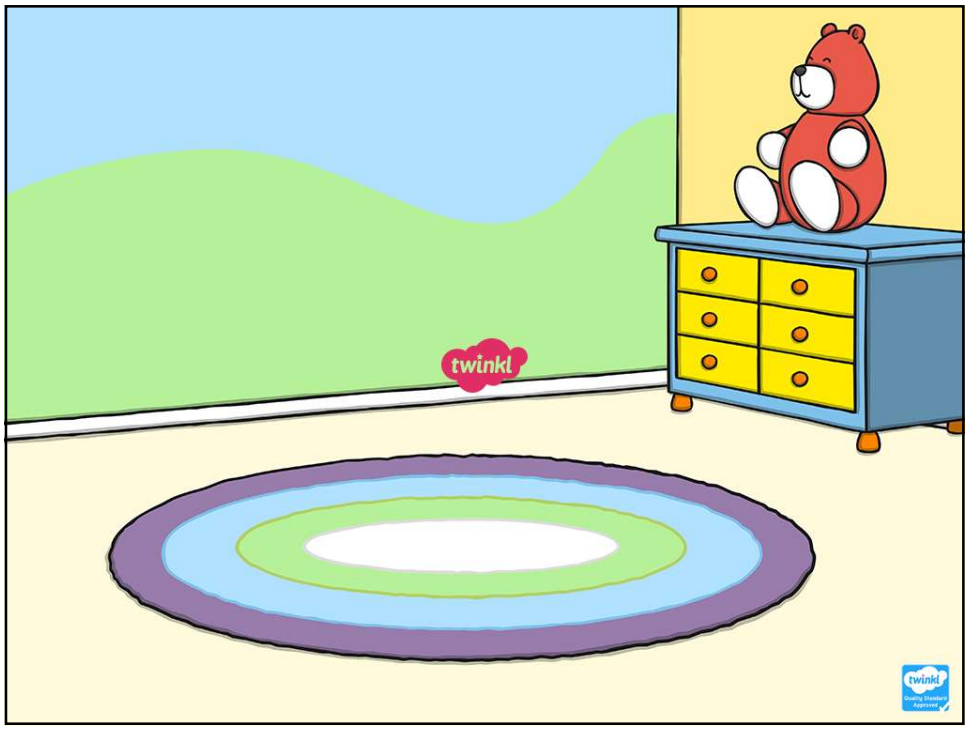
Is this a statement, question, command or exclamation?

Click to reveal the answer


It's going to fall.
Is this a statement, question, command or exclamation?
Click to reveal the answer
twinkl.com


Have you seen my new shoes?
Is this a statement, question, command or exclamation?
Click to reveal the answer
twinkl.com


What a fast car that is!
TW 1NKL
Is this a statement, question, command or exclamation?
Click to reveal the answer
twinkl.com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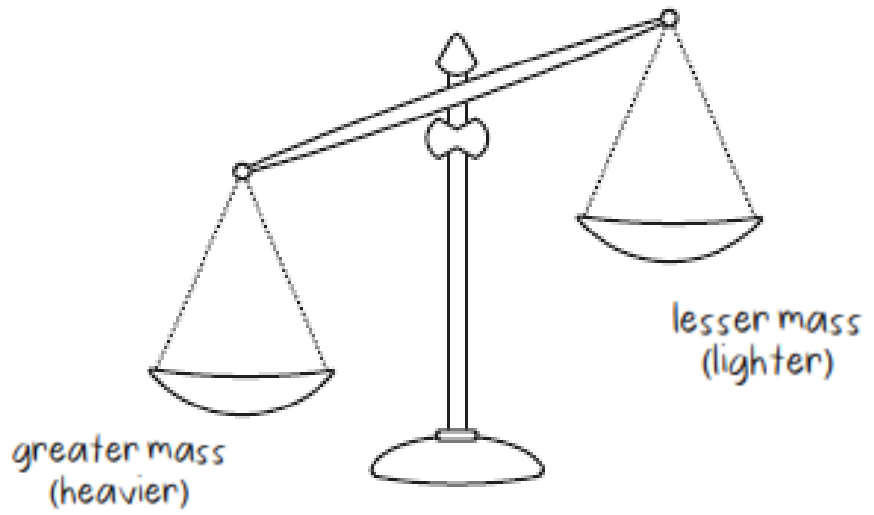
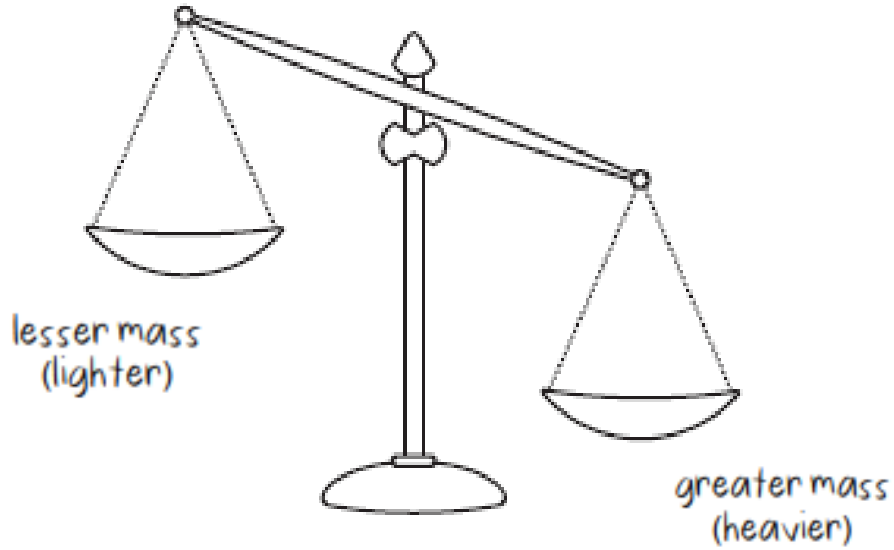
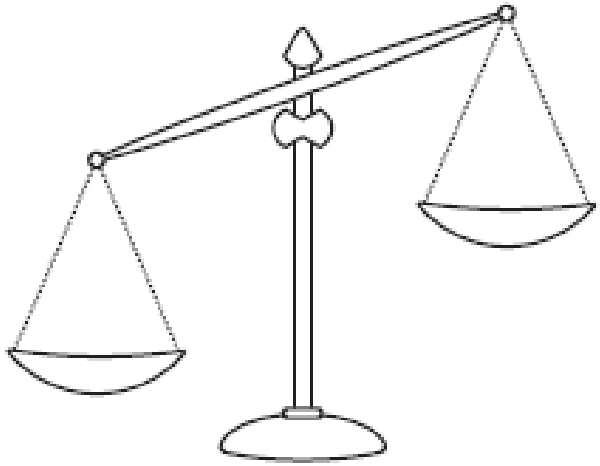
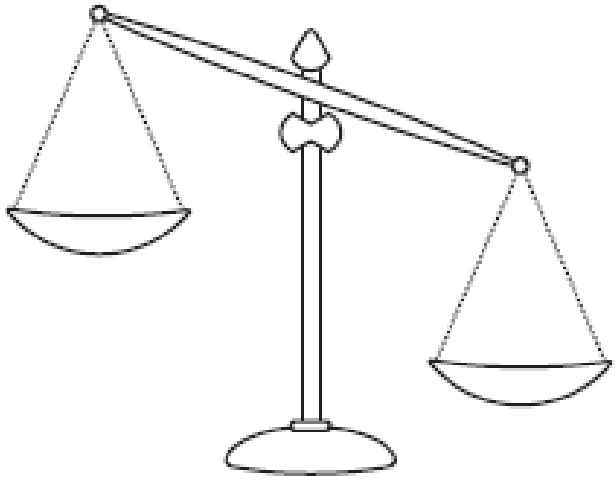
Comparing and Recording Mass









Balancing Masses on an Equal Arm Balance

The scale is balanced because

_____

_____

_____

The scale is balanced because

_____

_____

_____

The scale is balanced because

_____

_____

_____

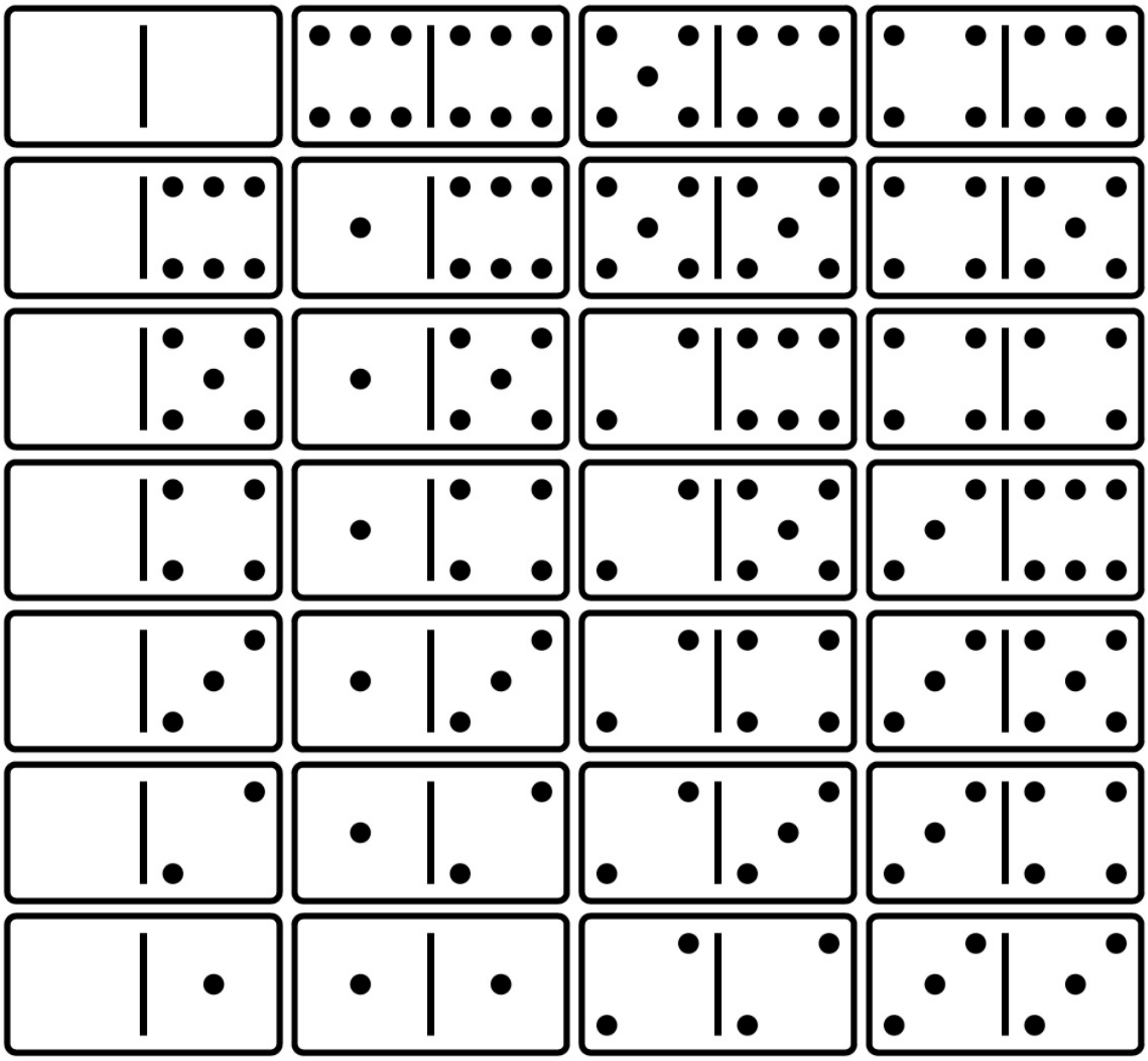
The scale is balanced because

_____

_____

_____

DIY Printable Dominoes



1. Read it!

Read the question carefully

Visualise the children and their toys.

Underline the important parts of the question.

2. Think it!

addition

+

pictures

PROBLEM

Alan had 3 toy cars and 5 marbles.
Betty had 2 toy cars and 6 marbles.
Do they have the same number of toys, or does one of the children have more toys? Record a number sentence to show this.

3. Solve it!

Alan -

Betty-

4. Explain it!

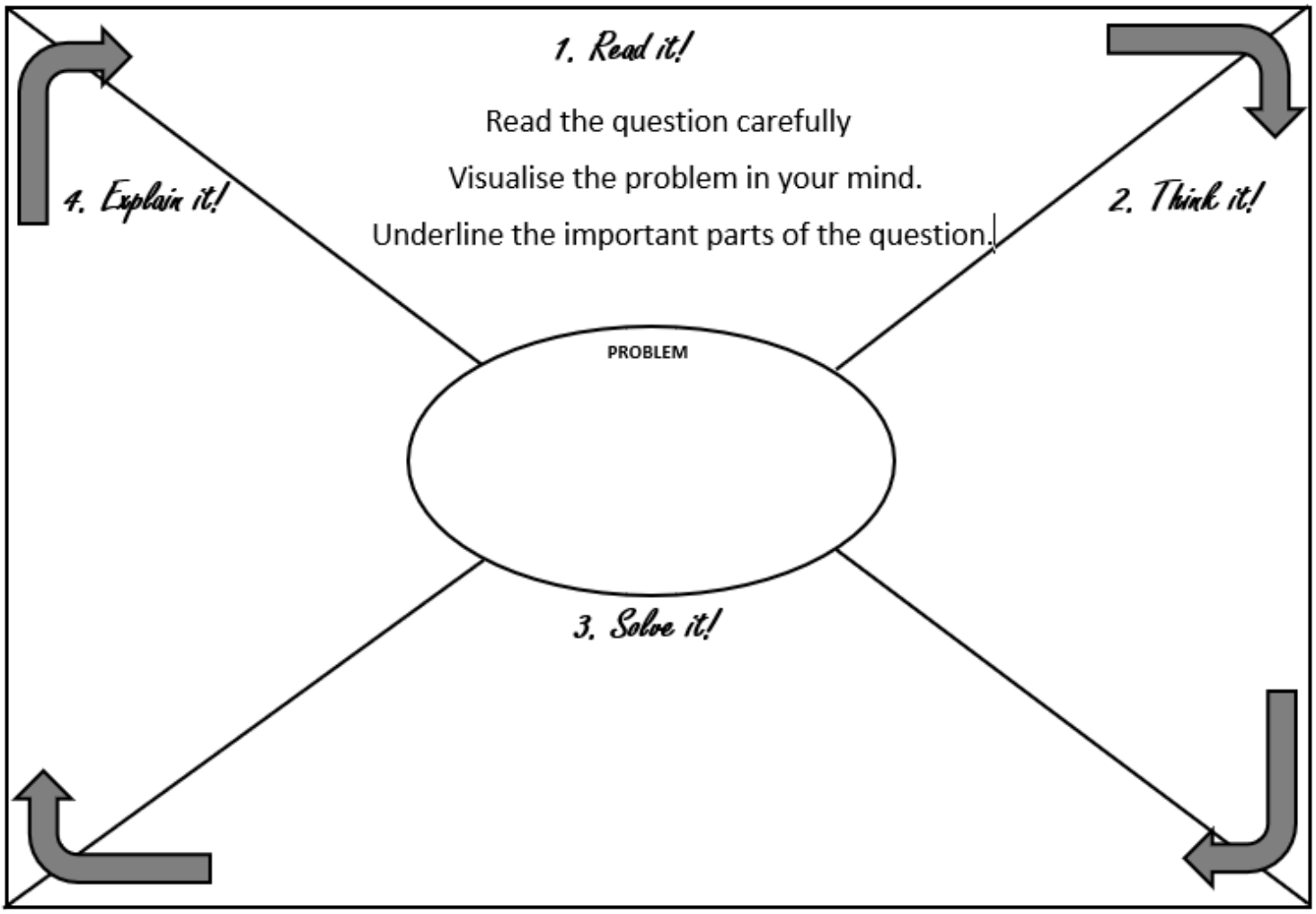
Alan and Betty have the same number of toys. They both have 8 toys.

I drew they toys and counted them.

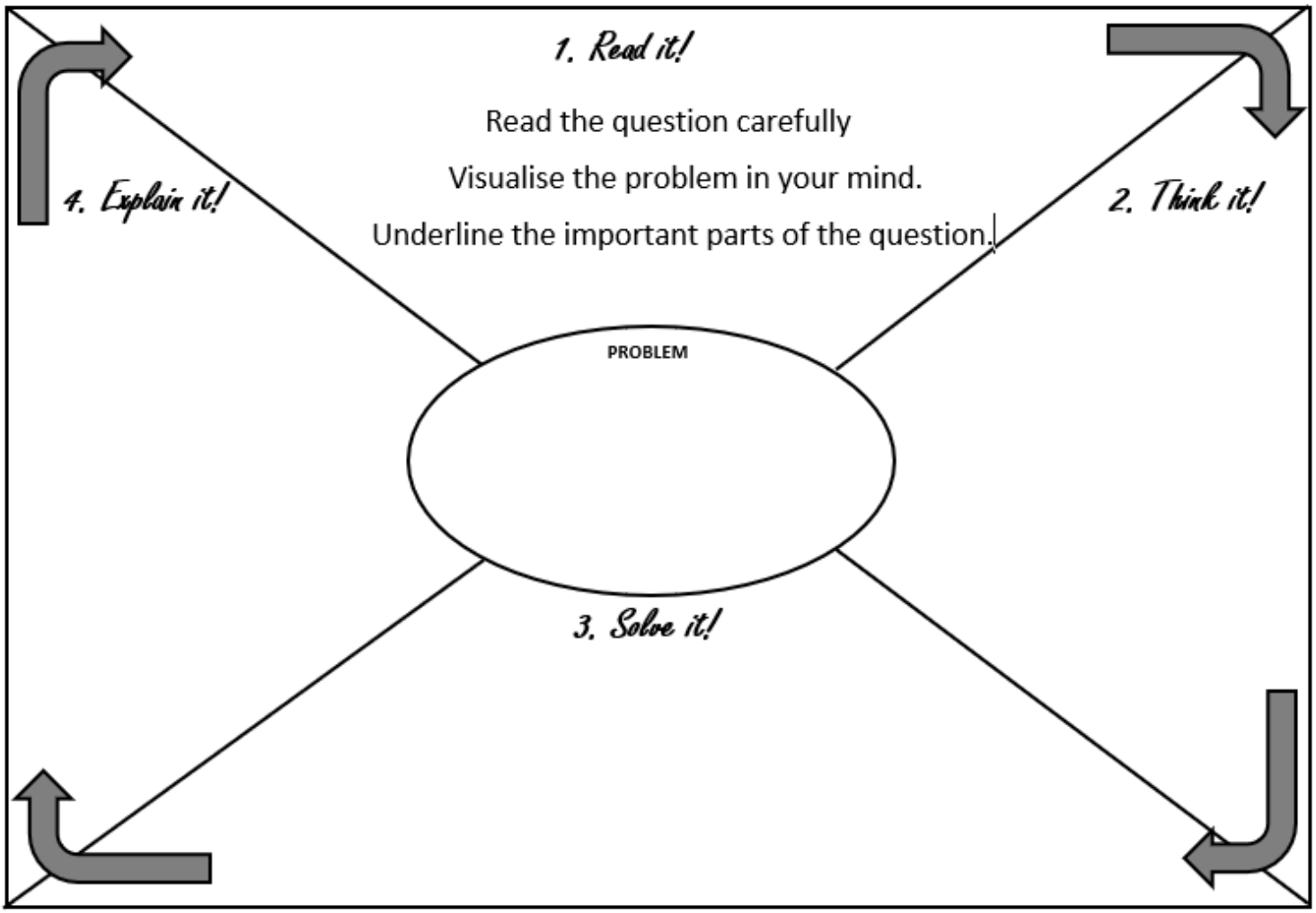
The number sentence is equivalent –

3 + 5 = 2 + 6

THINK BOARD



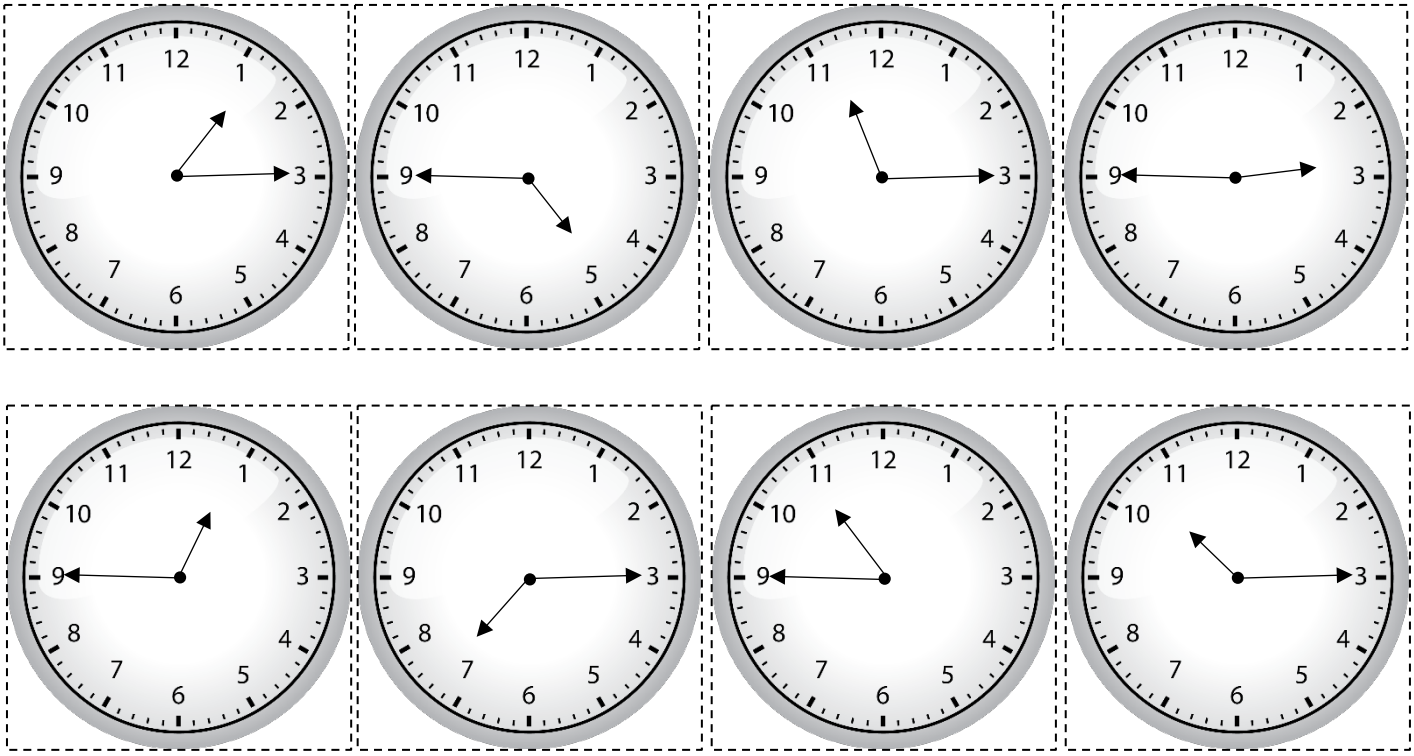
THINK BOARD



Name: _____ Date: _____

Quarter Time Match Up

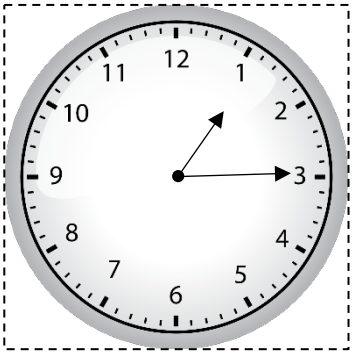
Cut and paste the correct analogue time with the time in words.



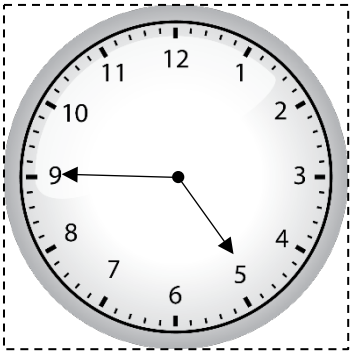
Quarter past 11	**Quarter to 5**	**Quarter to 11**	**Quarter past 10**
Quarter to 3	**Quarter past 1**	**Quarter past 7**	**Quarter to 1**

Answers

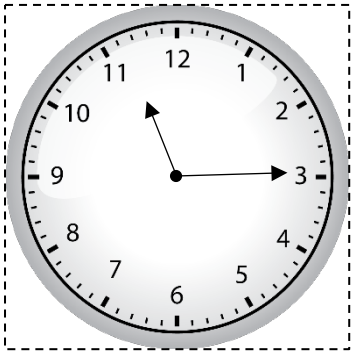
Cut and paste the correct analogue time with the time in words.



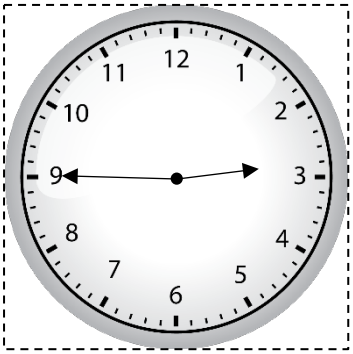
Quarter past 1



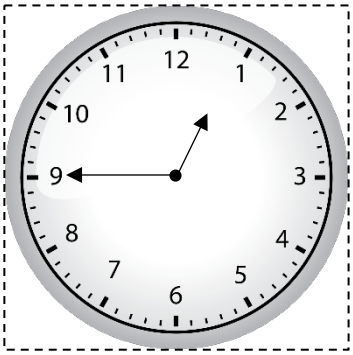
Quarter to 5



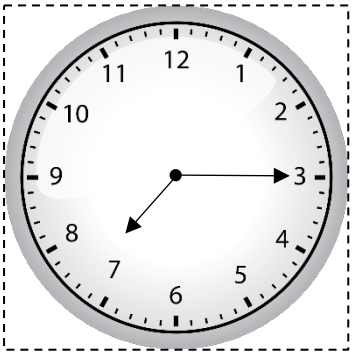
Quarter past 11



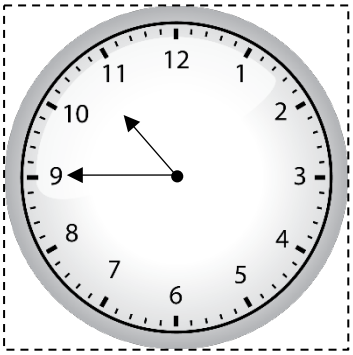
Quarter to 3



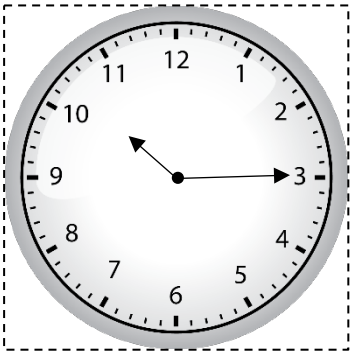
Quarter to 1



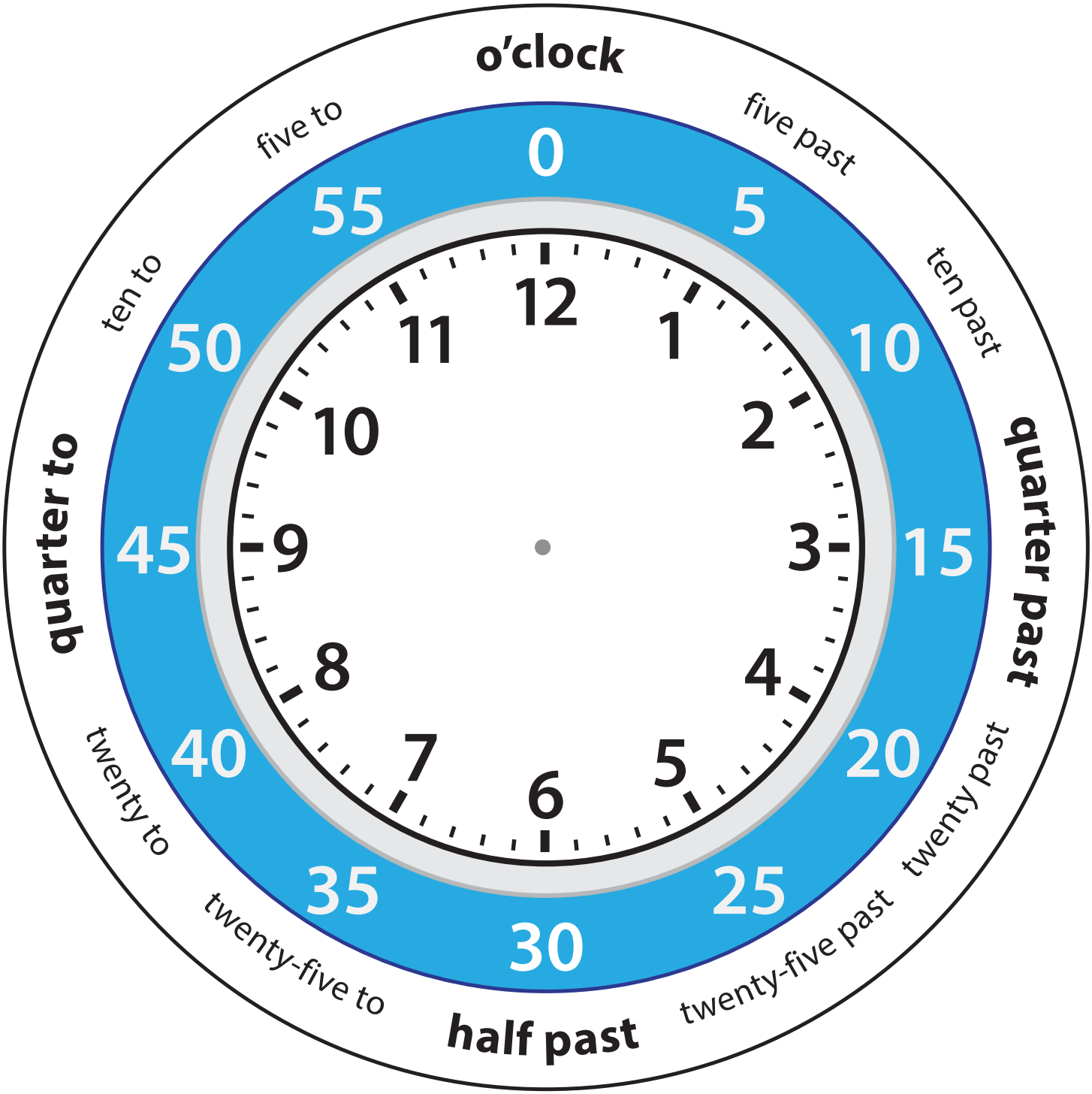
Quarter past 7

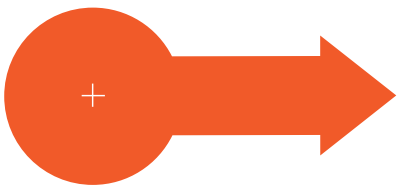


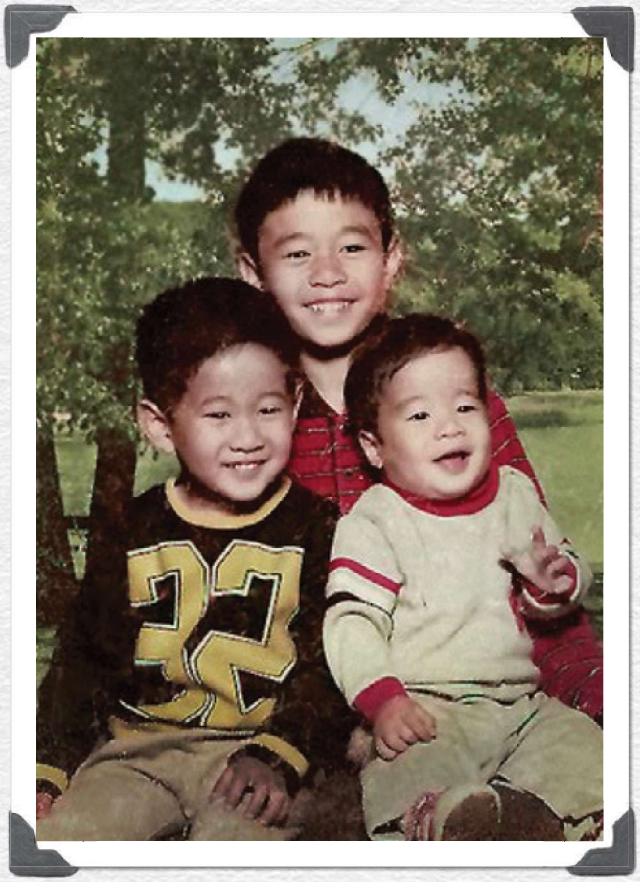
Quarter to 11

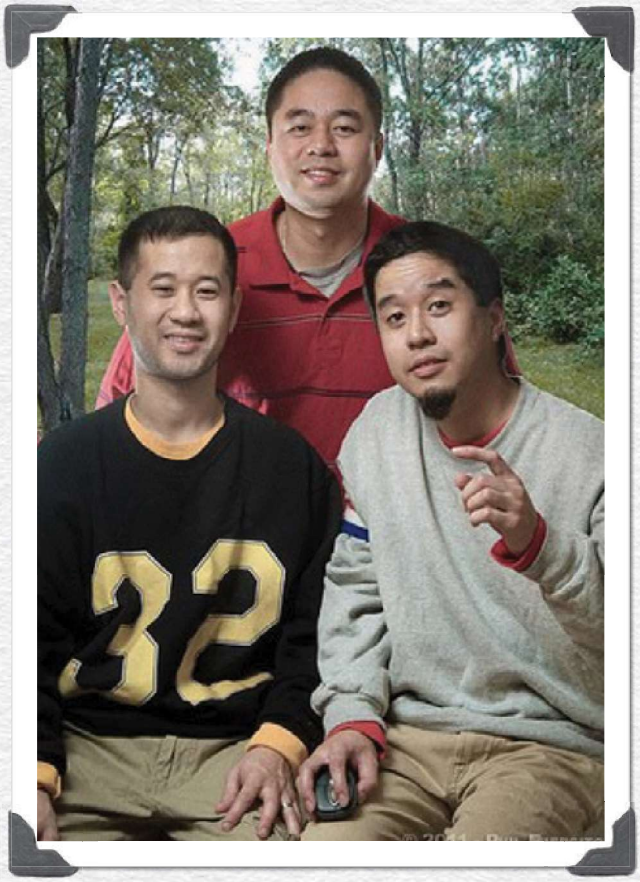


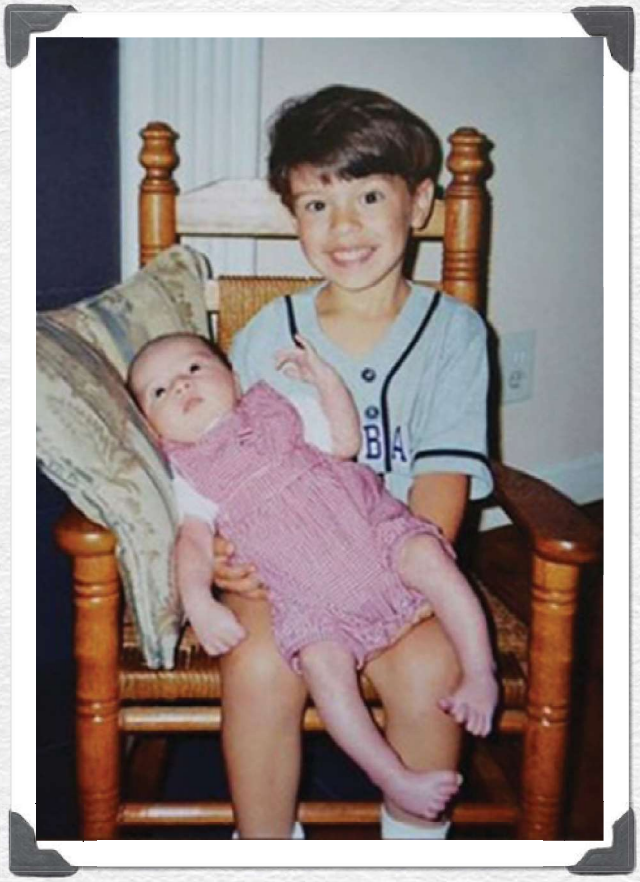
Quarter past 10

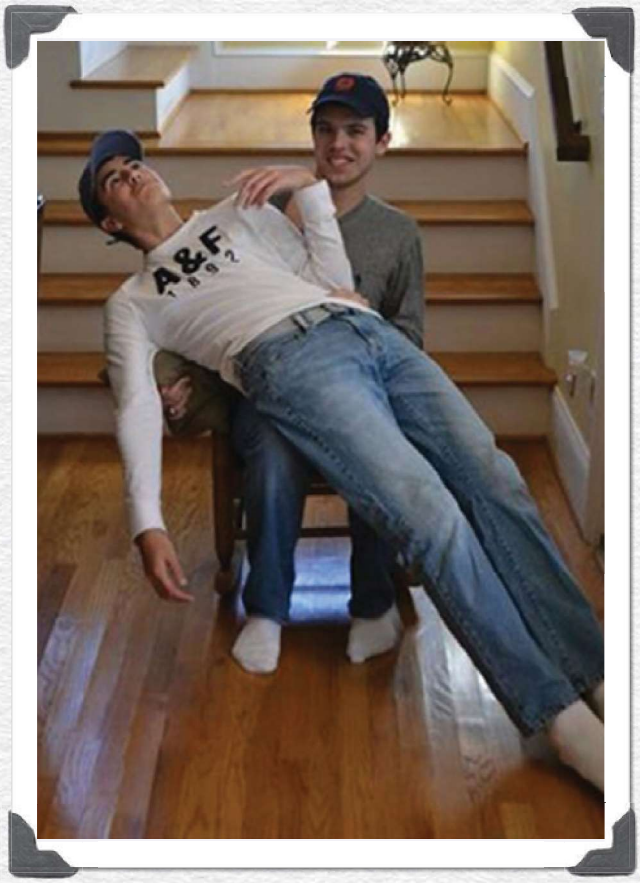


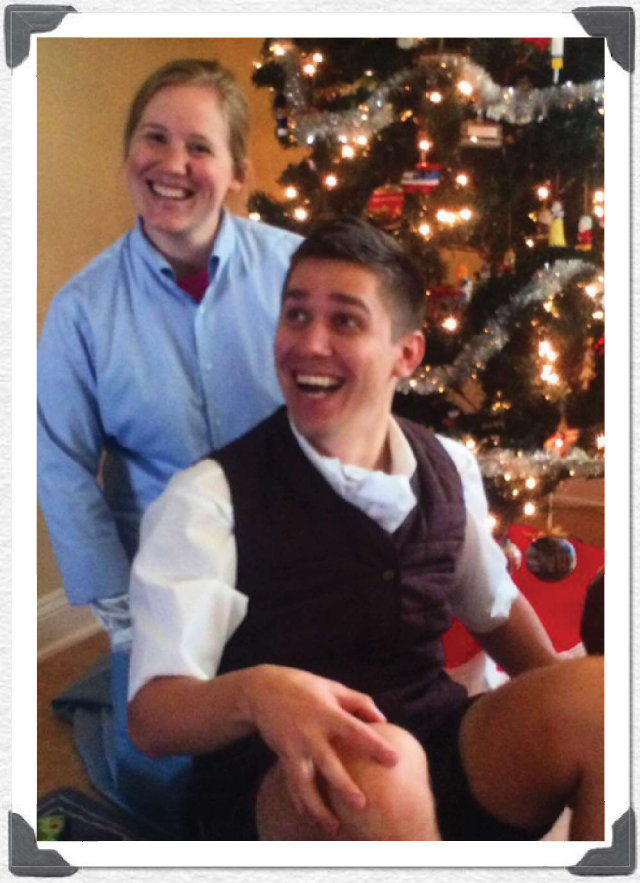


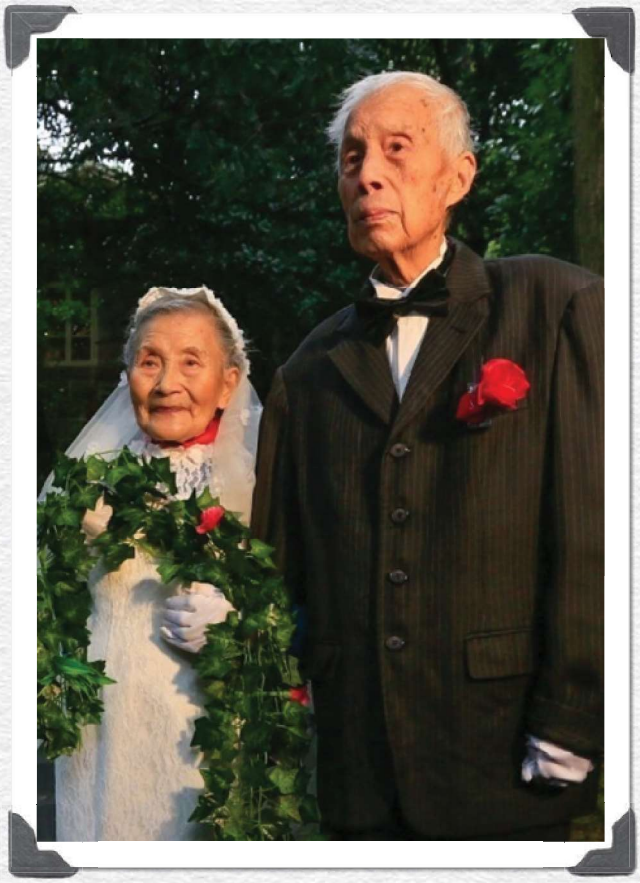


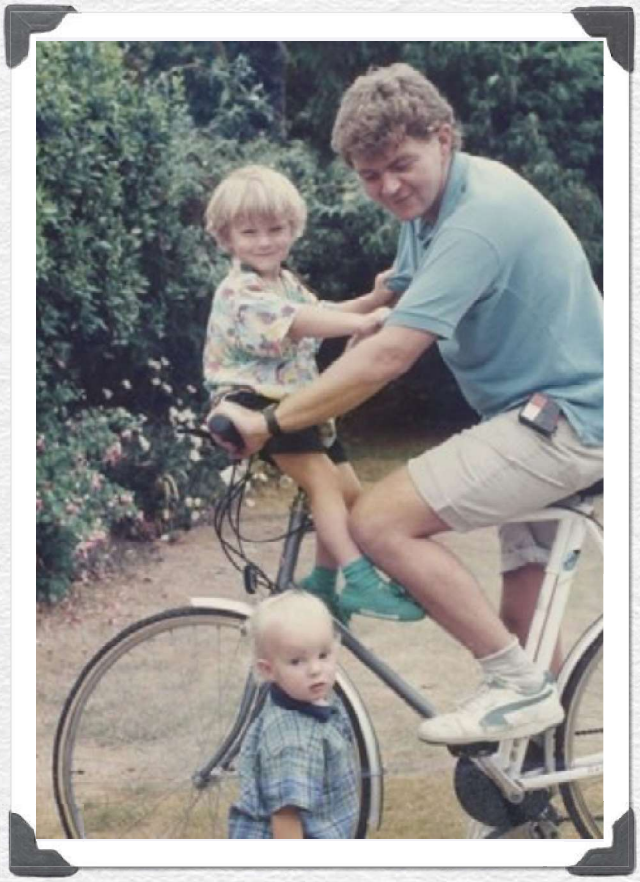


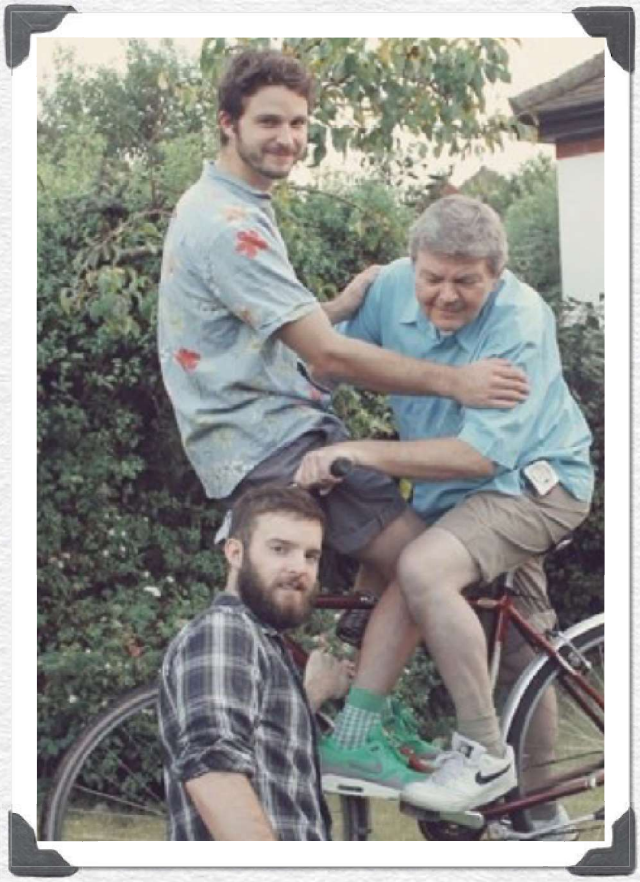


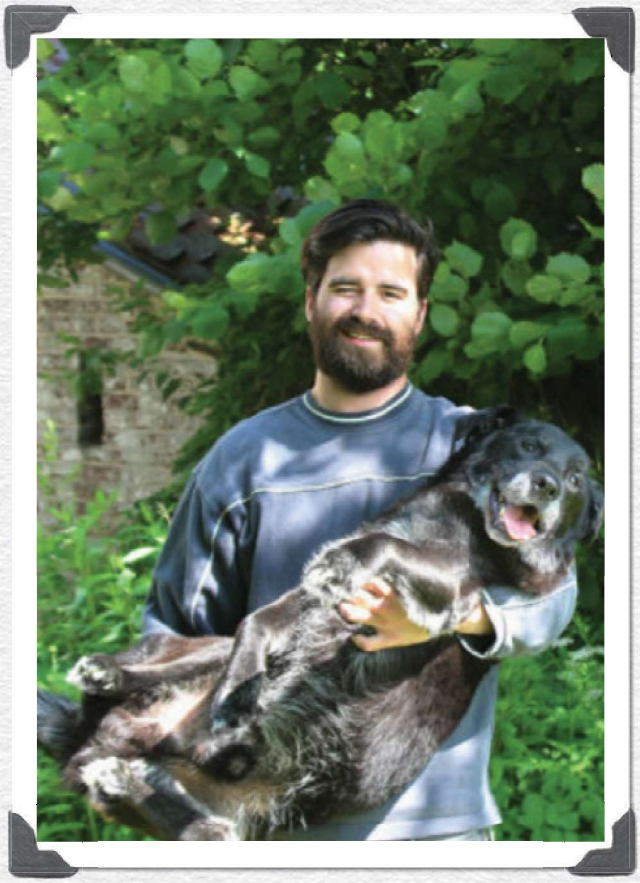


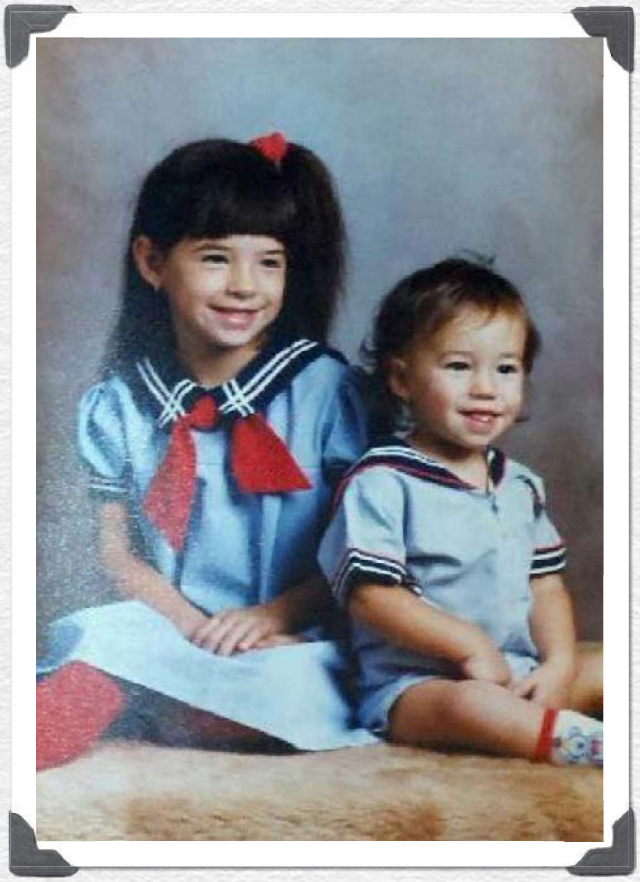


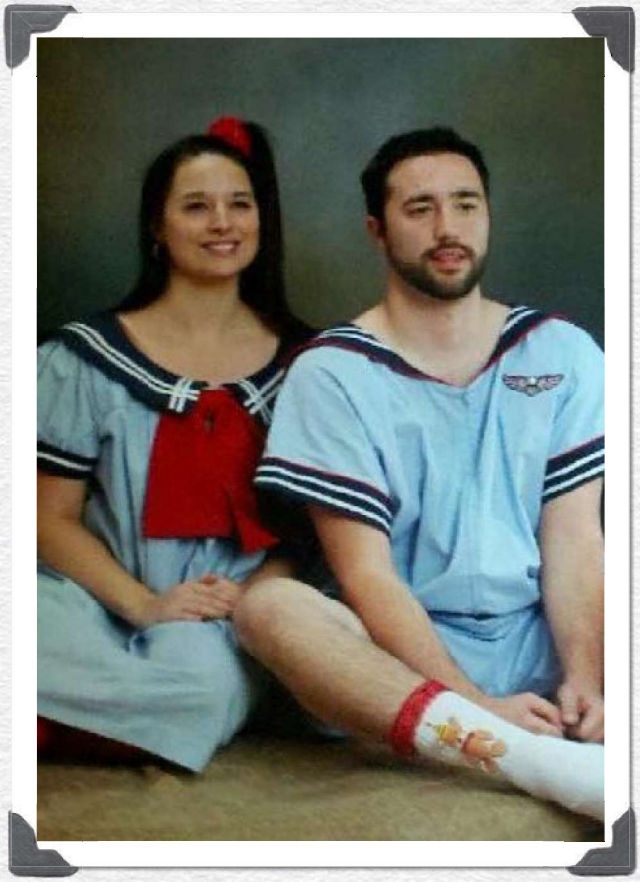






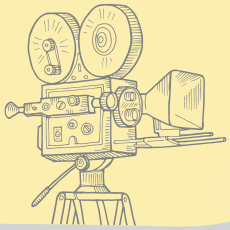






How do families change over time?

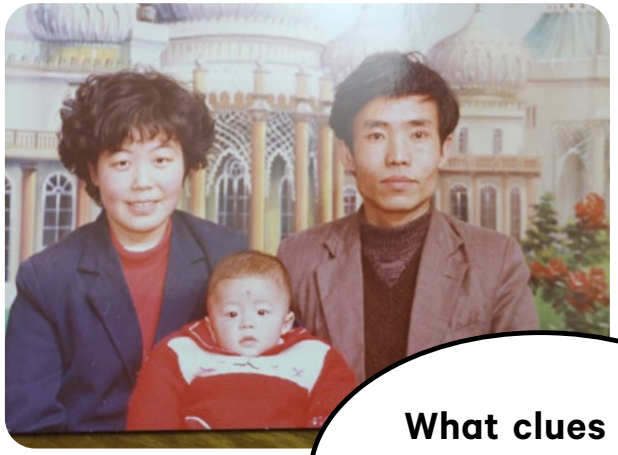
1 This video starts with Crespo as a baby. Watch how he and his family change over time.



2 With your class, answer the questions about Crespo.

Photos can give us information about families over the years.

3 Look carefully at Crespo's family photos and order them from the oldest to the newest.



What clues tell you how old the photos are?

What might be the next photo in the timeline?

4 Look at the old photos. Count how many people belong in each family.

Think, pair and share about the questions in the pink boxes.

Families in the past were often much larger than today.

What would be the good things about living in a big family?

What would be the bad things about living in a big family?

When we look at old and new photos we can see how people have changed over time.

5 Read the eBook *All Grown Up*, which shows people posing the same way they did in old photos of themselves. Which one looks the most like the old photo?

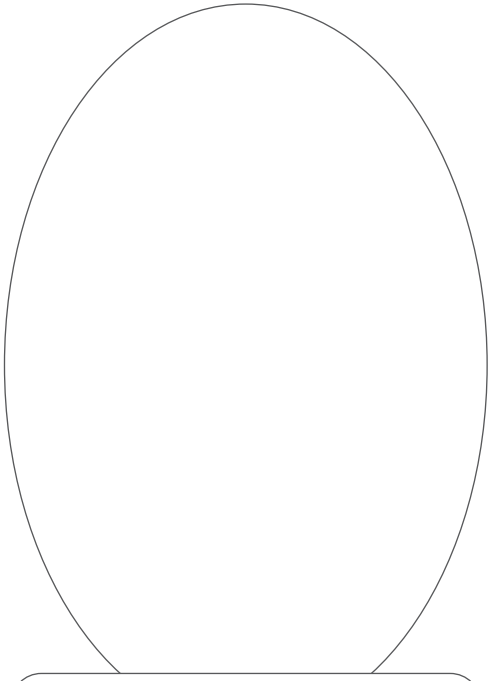
6 Choose one of the photos on this page. Get into small groups and make the same poses.

7 Draw and label four members of your family from the oldest to the youngest. Label their connection to you, eg mum, grandad, cousin.

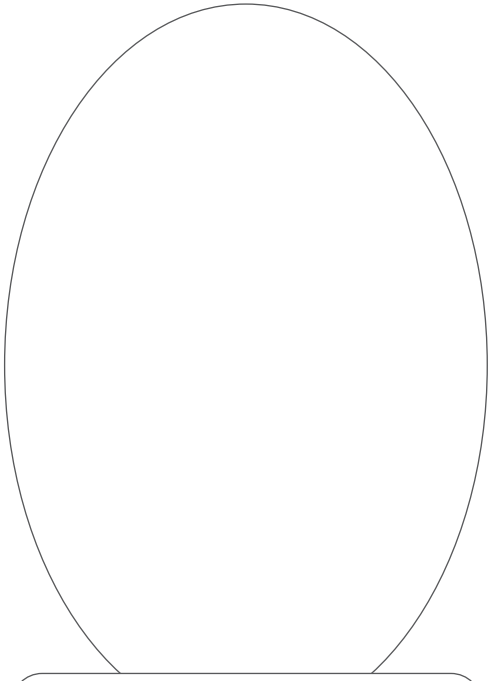
Oldest **Youngest**

8 Families have changed over time but many things about families stay the same.

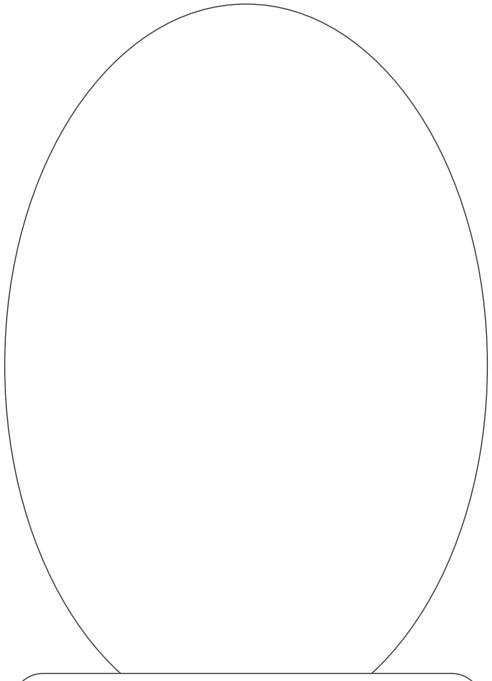
Draw the things that have stayed the same for families.
Do one of your own.



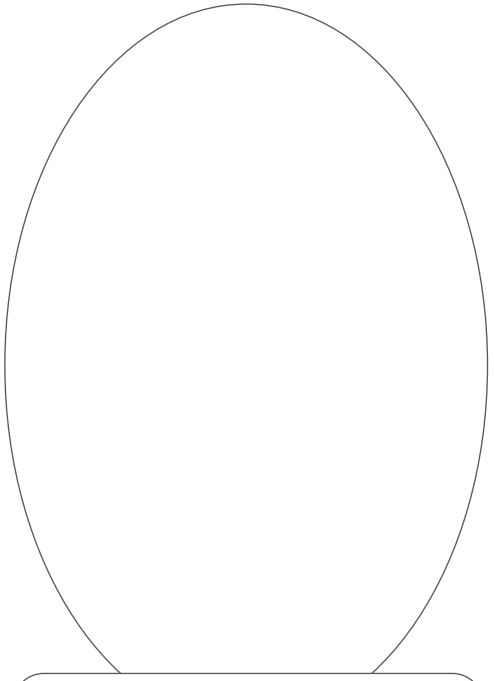
Caring for each other



Raising children



Celebrating



9 Look at the most popular baby names from different times in the past.

1940s Margaret, Judith, John, Peter

1980s Sarah, Jessica, Daniel, Matthew

2000s Emily, Jessica, Joshua, Jack

Find out what the most popular baby names are for six and seven year olds now.

What do you think the most popular names will be in 50 years' time?

10 Fairy tales were created a long time ago and many of them are about different types of families.

Think of a fairy tale that matches these types of families:

Three brothers:

A mother and son:

A mum, a dad and a child:

Find and describe one of your own:

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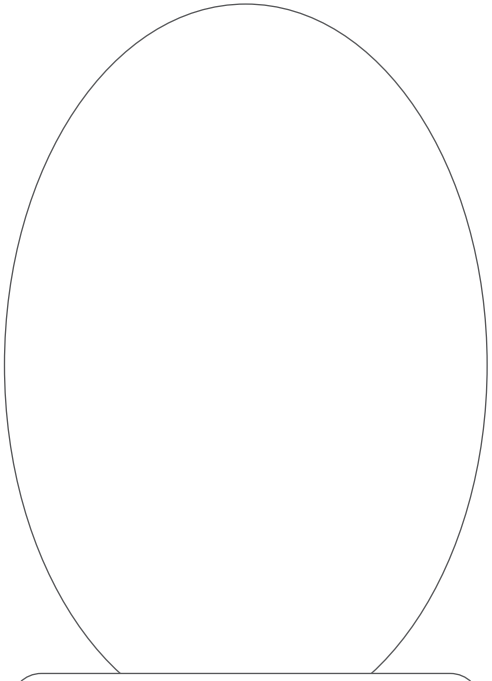

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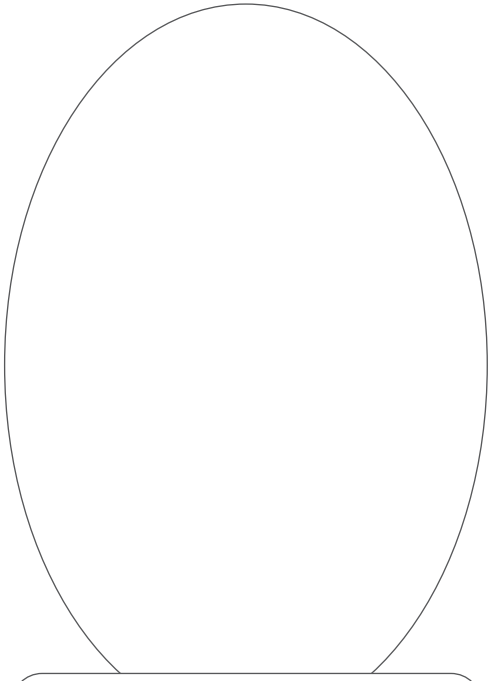
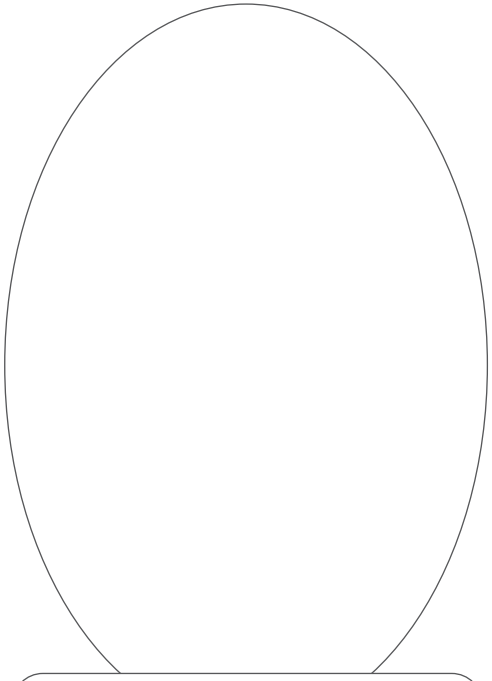
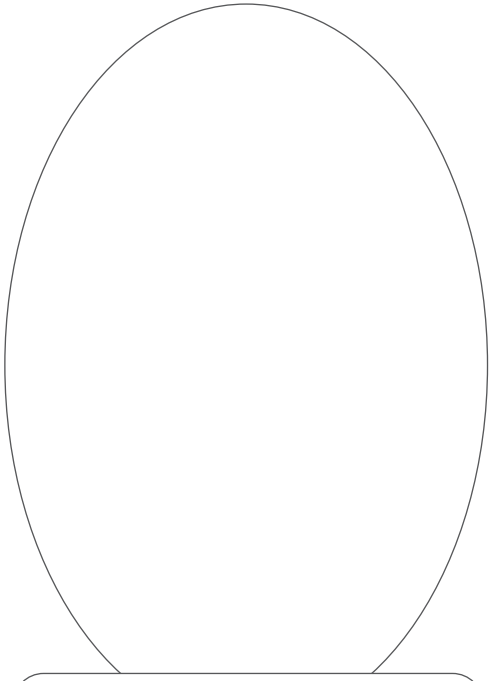


Raising children



Celebrating



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A mum, a dad and a child:

Find and describe one of your own:

Exploring With My 5 Senses

Select an item to explore. Write the name of the item where indicated.
Then use each of your five senses to explore and describe the item.

Item to explore: _____

 Sight	
 Smell	
 Hearing	
 Taste	
 Touch	

Wonderful water

Name: _____ **Date:** _____

Where does water come from?

What is water used for?

Who or what uses water?

How can I use water responsibly?

Safe or Unsafe at Newbridge Playground

1. **What time of day is it safe to play here? For example, recess and lunch time.**

   _____

2. **What time of day is it not safe to play here? For example, after school, during class time.**

   _____

3. **Who can help make this a safe place to play and how? For example, a teacher on duty by checking the equipment for damage, yourself by following the rules.**

   _____

4. **Who can make this an unsafe place to play and how? For example, a stranger by approaching you, older children by playing roughly, yourself by not following the rules.**

   _____

5. **What type of weather would make this place safe to play and why? For example, sunny it is not slippery.**

   _____

6. **What type of weather would make it unsafe to play and way? For example, it rains so the surface becomes slippery.**

   _____

7. **What makes the equipment/physical features here safe to use? For example, soft grass to prevent injury, safety rules on a sign.**

   _____

8. **What could the equipment/physical features look like to make it unsafe? For example, broken chain, loose screws, wet grass, and incorrect use of equipment /physical feature.**

   _____

9. **How could the environment be made safer?**

   _____

SPELL YOUR NAME Activity for KIDS

A Chomp your arms 10 TIMES like an ALLIGATOR

B Bounce up and down 15 times

C CLAP your hands above your head 10 times

D DANCE around like a Monkey for 2 minutes

E Pretend you are an ELEPHANT for 20 seconds

F FLAP your arms like a bird 20 times

G GALLOP like a horse for a minute

H HOP like a bunny 20 times

I 10 Jumping Jacks and high as possible

J JUMP on one foot for the count of 10 then switch feet and jump 10 more times

K 10 Side KICKS on each leg

L Squat down and JUMP up high 10 times

M Shake your HIPS side to side for the count of 15

N 10 TOE touches

O Pretend you are an OCTOPUS and swing your arms around for 5 seconds

P 15 AIR Punches

Q Stretch up high to the sky and then touch the floor 10 times

R Jump Like a FROG 10 times

S Skip for 20 seconds

T Go up on your tip toes and back down 10 times

U 20 Elbow to your Knee touches

V Put your hands on your hips and twist left to right 10 times

W WIGGLE all over for 10 seconds

X MARCH like a soldier for 30 Seconds

Y Kick back like a DONKEY 10 times on each leg

Z Jump with your feet together 10 jumps forward