
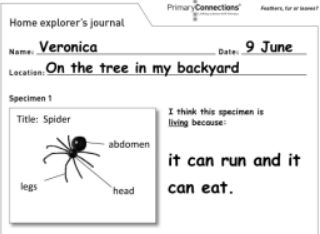
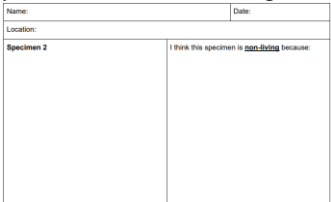


Old Guildford Public School Learning at Home Grid – Stage 2 – Week 10

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer.



WEEK 10	Monday 13/9	Tuesday 14/9	Wednesday 15/9	Thursday 16/9	Friday 17/9
Before School	Eat breakfast, brush your teeth, dress in school uniform. Have your learning pack ready. Be ready to learn.				
Session 1 9am-10.30am	<p>Read: for 15-20 minutes.</p> <p>Spelling Write 3-5 words for the beginning 'r' blend: br – eg bright cr – eg crowd dr – eg drought fr – eg freedom gr – eg greed tr – eg. Treasure</p> <p>Choose 5 of those words and put them into sentences.</p> <p>Journal Writing Imagine yourself as a teacher. What parts of the job would you like & what would you find difficult?</p>	<p>Read: for 15-20 minutes.</p> <p>Spelling Write 3-5 words for each prefix: ab – eg ability im – eg impossible dis – eg disaster con – eg contain ad – eg advertise</p> <p>Choose 5 of those words and put them into sentences.</p> <p>Journal Writing Write up a menu for a restaurant. Make sure you include the prices of the meals. Give your restaurant a name.</p>	<p>Read: for 15-20 minutes.</p> <p>Spelling Write 3-5 words that have the rhyiming sound: ump – eg thump est – eg newest ock – eg padlock ore – eg explore ame – eg surname</p> <p>Choose 5 of those words & put them into sentences.</p> <p>Journal Writing If you could give any gift to anyone in the world, what would it be, who would you give it to & why would you give it to them?</p>	<p>Read: for 15-20 minutes.</p> <p>Spelling Write the antonym (opposite meaning) for each word: strong sleepy beginning shiny healthy flexible shallow young</p> <p>Choose 5 of those words and put them into sentences.</p> <p>Journal Writing Write about yourself today. Begin your writing with.. <i>"People might be surprised to find out that I'm really good at..."</i></p>	<p>Read: for 15-20 minutes.</p> <p>Spelling Use the following letters to write as many words as you can: T E R N P S A T U N F D</p> <p>eg peanuts eg trust</p> <p>Choose 5 of those words and put them into sentences.</p> <p>Journal Writing Write about one thing you would like to do in the holidays and why?</p>
Recess	Eat a healthy snack. Drink some water. Play a game. Get active!				
	<p>MATHEMATICS There are 12 legs altogether. How many kids (2 legs) and dogs (4 legs) could there be? Show as many possibilities as you can.</p> <p>Challenge: Change number of legs to 36.</p> <p>Position of Objects: Describe the location of 10 objects in your house using more than one descriptor, eg 'The book is on the third shelf and second from the left'</p>	<p>MATHEMATICS There are 15 legs altogether. How many snails (1 leg), kids and dogs could there be? Show as many possibilities as you can.</p> <p>Challenge: Change number of legs to 65.</p> <p>Grid Maps: Create a grid map and include hidden treasure items. Write sentences explaining how you would get from A1 to the treasure items. Use positional language such as position, location, path direction, left, right, forward, backwards and grid.</p>	<p>MATHEMATICS There are 20 legs altogether. How many snails, kids, dogs and ants could there be? Show as many possibilities as you can.</p> <p>Challenge: Change number of legs to 80.</p> <p>Drawing a Map: Draw a map from an arial view with labels of your bedroom or backyard. Explain how this map id different to a grid map. Is it easier or harder to read?</p>	<p>MATHEMATICS There are 33 legs altogether. How many snails, kids, dogs, ants and spider could there be? Show as many possibilities as you can.</p> <p>Challenge: Change number of legs to 99.</p> <p>Compass Rose: Draw a compass rose and indicate where North, East, South, West. Challenge: indicate NE, SE, SW and NW on the compass rose.</p>	<p>MATHEMATICS There are 56 legs altogether. How many snails, kids, dogs, ants, spider and hermit crab could there be? Show as many possibilities as you can.</p> <p>Challenge: Change number of legs to 183.</p> <p>Direction: Is your front door facing North? Check by holding an analogue watch horizontal in your palm and point the hour hand to the sun. Say it is 10 o'clock, draw an imaginary line between the hour hand and 12 o'clock to create the</p>

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					north-south line. The sun rises in the east and sets in the west so this will tell you which way is north and which is south. Show your front door position on a map using a compass rose key.
Session 2 10.55-11.55am 11:55-12:25pm	SCIENCE: With an adult, choose 10 items that can be placed in water . Which items do you think will float? Make a hypothesis (guess) for each object, then test them. How many of your hypotheses were correct?	SCIENCE: Take different sized pots and a wooden spoon outside. Hit each pot with the wooden spoon. Listen carefully for the ringing sound to stop. Test which sized pot makes the longest ringing sound . Can you explain why?	SCIENCE: Search your home for different forms of energy, eg. sound, light, thermal, mechanical, and electrical. Make a list of the different types of energy. What type of energy is most common in your home?	SCIENCE: Go into your garden to observe a living thing (eg an insect). Draw a diagram of one of the living things, label where you found it and why you think it is a living thing.	SCIENCE: Go into your garden to observe a non-living thing (eg tool shed). Draw a diagram of one of the non-living things, label where you found it and why you think it is non-living.
					
Lunch	Eat a healthy lunch. Drink some water. Play a game. Get active!				
Session 3 Afternoon 12.50-1.50pm	SCIENCE: Finish your science activity. GEOGRAPHY: Design a park for your neighbourhood. Where is the best location for it? Think about using a mix of built (shelter, play equipment) & natural areas (trees, bushes & gardens).	SCIENCE: Finish your science activity. GEOGRAPHY: Create a soundscape of the rainforest using things around the house. You can use running water for the rain, leaves, or whistling for the sound of animals. Record it if you can.	SCIENCE: Finish your science activity. GEOGRAPHY: Search inside your house and garage and search for living things. Make a list of all the living things you observe and where you found them.	SCIENCE: Finish your science activity. GEOGRAPHY: Go outside into your garden to search for living things. Make a list of all the living things you observe and where you found them.	SCIENCE: Finish your science activity. GEOGRAPHY: Have animal races in the yard with your family. Who can make it from one end to the other in the least amount of frog jumps? Who can gallop or crabwalk the fastest?
Fruito	Eat a healthy snack. Drink some water. Play a game. Get active!				
Session 4 2.15-3.00pm	GEOGRAPHY: Visit your local park or backyard. Draw, in detail, 3 animals or plants you observe that call this place home.	GEOGRAPHY: Using the same objects, try to create a soundscape of a busy city. What do you notice? Record it if you can.	GEOGRAPHY: Draw a map of your house & label all the locations where you found living things. What do you notice?	GEOGRAPHY: Draw a map of your garden and label all the locations where you found living things. What do you notice?	GEOGRAPHY: Explain why you think our environment is so important for animals and humans?