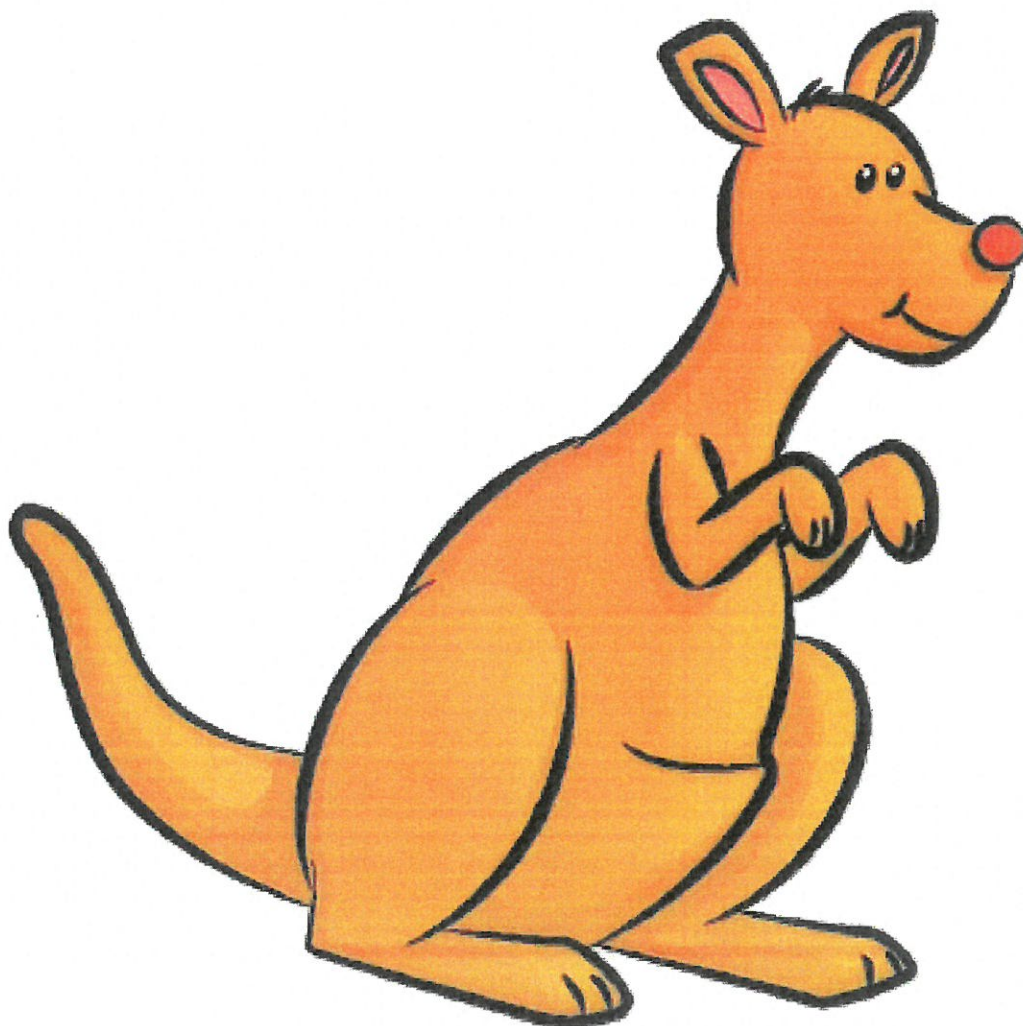


Year 4

Work Package 1

Term 2, 2020 - Weeks 1-3



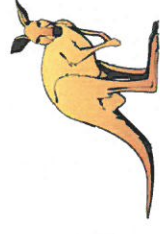
Merriwa Primary School



Merriwa Primary School

Daily Learning Routine YEAR 4

WEEK 1



	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Break - eg. Breathing exercise, stretches, core practice. Physical activity and begin the day with Lexile reading Search: Scholastic Learning Zone: Code 7C2F Login in: e.g. tom.smith password: hello1 Library : online books and quizzes					
9.00 - 9.30	SPELLING: Read your Week 1 word list and complete one activity	Continue with Week 1 spelling sheet and complete one activity	Continue with Week 1 spelling sheet and complete one activity	Continue with Week 1 spelling sheet and complete one activity	Complete all week 1 spelling activities
9.30 - 10.00	READING: Complete an activity from the Reading package section	Reading: Complete an activity from the Reading package section	Reading: Complete an activity from the Reading package section	Reading: Complete an activity from the Reading package section	Complete all week one reading activities and read a lexile text
Snack and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
10.30 - 11.00	WRITING: Complete one writing activity each day	Writing: Check that your sentences are punctuated correctly	Writing: Continue to complete one activity from the package each day	Writing	Writing
11.00 - 11.30	MATHS: 1 page from booklet and 1 page from the times table book each day	Maths:	Maths	Maths	Maths
Lunch and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
12.00 - 12.30	Select from other subject areas : Science, HASS, Health, Music, Italian				
12.30 - 1.00	Select 1 VISUAL ARTS activity	End the school day with something fun from Mrs Waterhouse's	List of fun things to do		



Merriwa Primary School

Daily Learning Routine YEAR 4

WEEK 1



	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Break - eg. Breathing exercise, stretches, core practice. Physical activity and begin the day with Lexile reading Search: Scholastic Learning Zone: Code 7C2F Login in: e.g. tom.smith password: hello1 Library : online books and quizzes					
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9.30 - 10.00	READING: Complete an activity from the Reading package section	Reading: Complete an activity from the Reading package section	Reading: Complete an activity from the Reading package section	Reading: Complete an activity from the Reading package section	Complete all week one reading activities and read a lexile text
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10.30 - 11.00	WRITING: Complete one writing activity each day	Writing: Check that your sentences are punctuated correctly	Writing: Continue to complete one activity from the package each day	Writing	Writing
11.00 - 11.30	MATHS: 1 page from booklet and 1 page from the times table book each day	Maths:	Maths	Maths	Maths
Lunch and Brain Break - eg. Breathing exercise, yoga moves, outdoor stretches, core practice, dance					
12.00 - 12.30	Select from other subject areas : Science, HASS, Health, Music , Italian				
12.30 - 1.00	Select 1 VISUAL ARTS activity	End the school day with something fun from Mrs Waterhouse's	List of fun things to do		

Spelling



Name:

Class:

SPELLING LIST ①

Complete one activity each day



Word List

1 trade

2 amaze

3 exchange

4 freeze

5 squeeze

6 growl

7 snatch

8 hatch

9 switch

10 parade

Write each word in a sentence

Write the words in alphabetical order

1

2

3

4

5

6

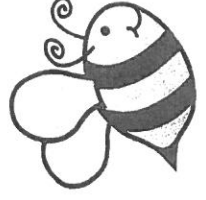
7

8

9

10

RAINBOW WRITING: Write your words on this graffiti wall and trace them with 3 different colour-



Name: _____ Date: _____



WORD FIND

O	A	F	Y	L	O	G	G	E	R	N	R	L	H	C	V	L	S
M	A	T	T	E	R	N	O	T	E	R	S	A	I	M	R	I	I
R	L	O	G	G	E	D	F	E	A	R	E	D	I	T	M	C	L
A	J	U	M	P	E	R	K	P	I	P	I	N	G	L	T	K	V
C	Q	O	I	M	E	T	R	E	S	Q	V	D	Y	G	E	E	E
K	D	J	V	G	O	G	G	L	E	G	U	O	L	U	T	D	R
E	S	K	R	O	L	L	E	R	L	O	N	A	S	M	Z	C	V
D	G	U	T	T	E	D	L	A	N	C	E	S	K	M	M	M	Y
S	I	P	P	E	R	G	E	A	R	E	D	Q	V	E	L	C	C
N	I	I	U	G	U	T	T	E	R	H	O	G	K	D	D	Q	C
J	I	U	N	A	I	L	E	R	N	G	M	I	N	I	O	N	A
O	I	L	I	N	G	H	O	C	K	E	D	D	M	N	S	R	R

Find the following words in the puzzle.

Words are hidden → ↓ and ↘.

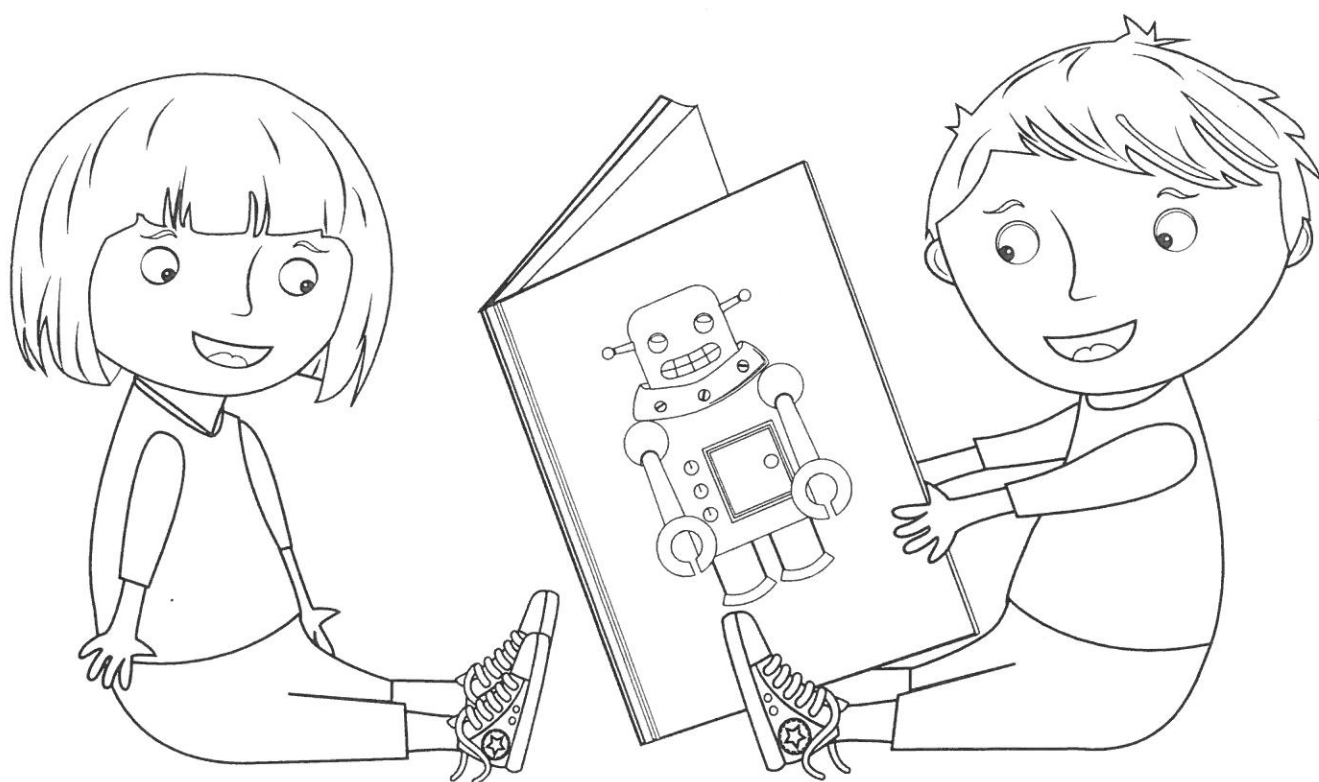
FEARED
GEARED
GOGGLE
GUMMED
GUTTED
GUTTER
HOCKED
JUMPER

LANCES
LICKED
LITTER
LOGGED
LOGGER
MATTER
METRES
MINION

NAILER
NOTERS
OILING
PIPING
QUAKED
RACKED
RAILED
ROLLER

SILVER
SIPPER

Reading



Name _____

Class _____

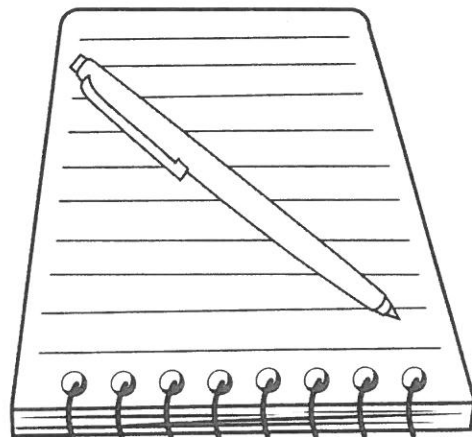
HOMEWORK

IS UNNECESSARY

Students already spend a great deal of their lives doing school work. It is not fair that students must spend extra time at home on tasks that could be done during school hours.

Firstly, students need a break from school work when they come home. They should be allowed to unwind by playing with friends, spending time with the family and just relaxing. Secondly, students should have the time to participate in other activities after school that are also educational. Playing sport, learning a musical instrument or joining a community group are just a few ways that students could be learning new skills... if they didn't have to do homework! Thirdly, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework.

In conclusion, schools should not be setting homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.



Name: _____

Date: _____

Comprehension Questions

1) What is the main idea of this text?

2) The title of this text is *Homework is Unnecessary*.

What does the word 'unnecessary' mean?

3) What are the three main arguments the writer gives to explain why homework is unnecessary?

Name: _____

Date: _____

Comprehension Questions

4) Why do children need a break from school work?

5) What are some other things that children could do after school to learn new skills?

6) Write an argument stating that homework is valuable for children.

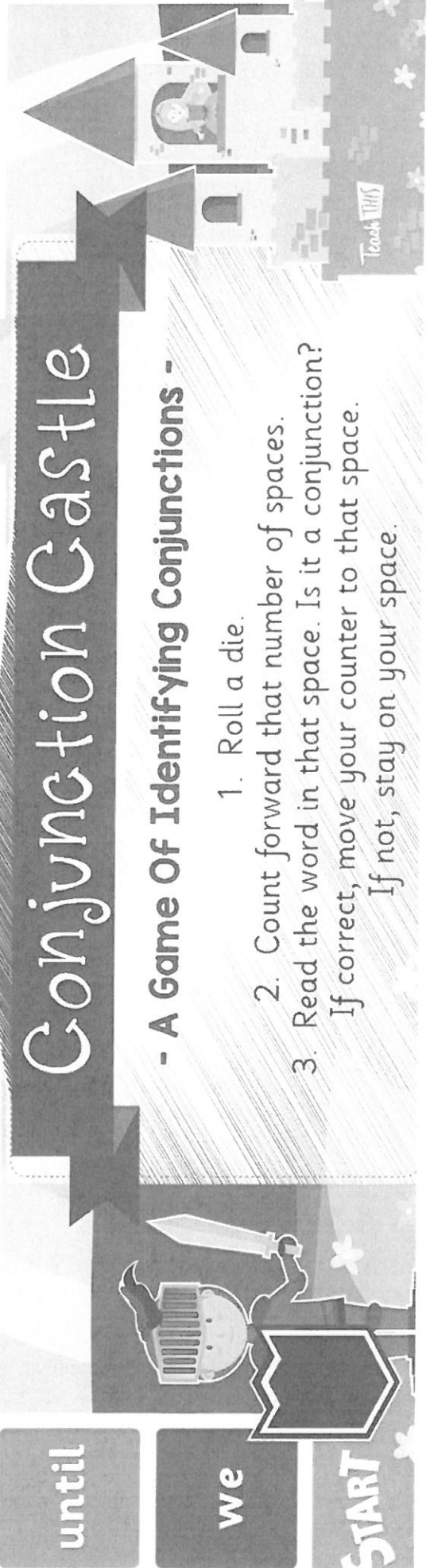
7) What is your opinion? Do you think teachers should be setting homework?
Give reasons for your answer.

fast	before	me	once	there	either	as	see	but
			my					will
they	shine	green	and	play		with	can	
for				apple		or		
over	nor	late	her	so		mine	Swap spaces with another player.	these
until								
we								

Conjunction Castle

- A Game Of Identifying Conjunctions -

1. Roll a die.
2. Count forward that number of spaces.
3. Read the word in that space. Is it a conjunction?
If correct, move your counter to that space.
If not, stay on your space.



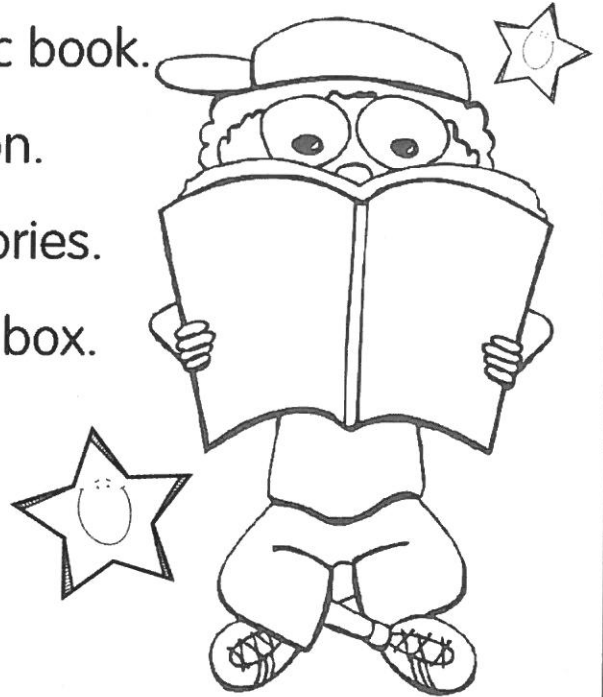
START

FINISH

Articles - A, An or The?

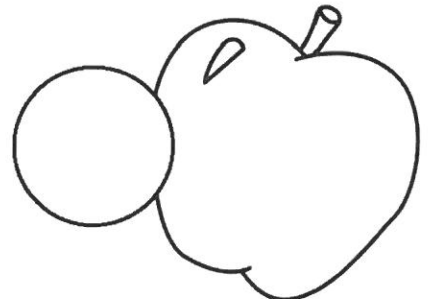
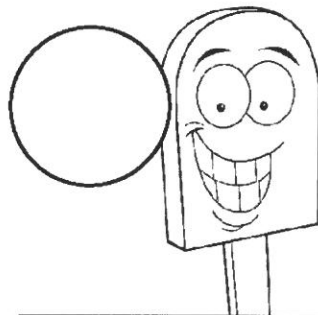
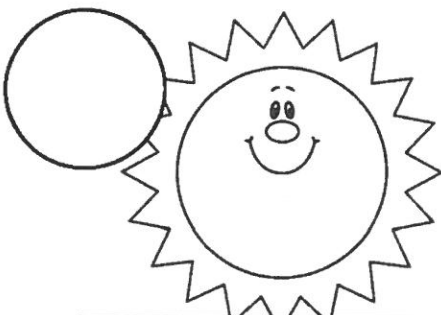
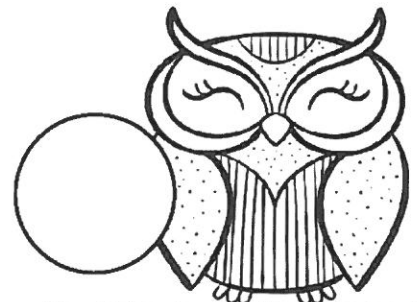
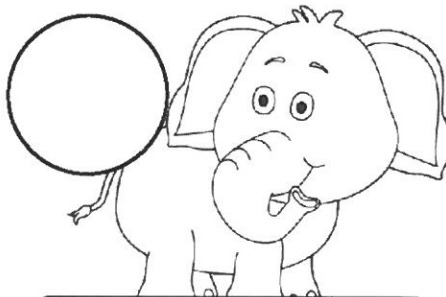
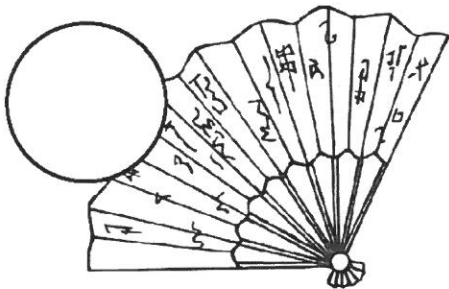
Circle the correct article (a/an/the) in each sentence:

1. John wanted to read a/an comic book.
2. The class went on a/an excursion.
3. He likes to read an/ the short stories.
4. Lisa put a/an apple in her lunch box.
5. The cat caught a/an mouse.
6. I saw a/an monkey at the zoo.
7. I quickly ate the/an cookies.
8. A/an oval is shaped like a/an egg.



Teach **THIS**

Write the correct article (a/an/the) beside each noun:

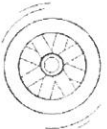

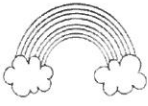

















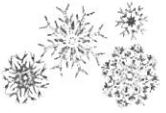











Articles - Cut & Paste



Cut out all the cards and match the correct article to the picture:

a	a	a	a	a
an	an	an	an	an
the	the	the	the	the
a	a	a	a	a
an	an	an	an	an
the	the	the	the	the

 wheel	 igloo	 rainbow	 umbrella	 slippers
 letter	 world	 swan	 tongs	 egg
 apple	 purse	 fruit	 alien	 envelopes
 ambulance	 lemon	 moon	 salt	 pie
 snowflakes	 ear	 strawberry	 butterfly	 ant
 elephant	 leaf	 socks	 feet	 island

Hansel

and Gretel

Once upon a time, there was a poor wood-cutter who had two children. The boy was called Hansel and the girl, Gretel. The wood-cutter had little to eat and when a great drought fell on the land, he could no longer afford to feed his children.

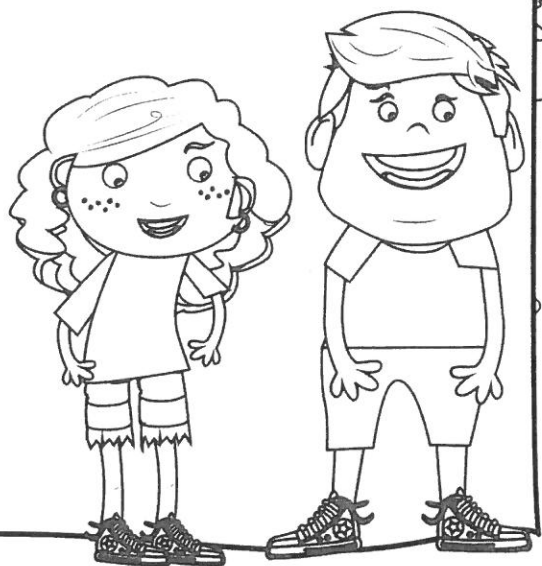
One morning, the wood-cutter sent Hansel and Gretel out into the forest to find some berries to eat. Hansel and Gretel walked off, and after walking for a little while, they came upon a candy-covered gingerbread house. They decided that candy would be tastier than berries, so they ran up to the house to steal something to eat.

"I will eat a bit of the roof, and you Gretel, can eat some of the window. Yum!"

Hansel reached up above and broke off a little bit of the roof to try how it tasted, and Gretel nibbled at the window panes. Then a soft voice cried from the parlor, "Nibble, nibble, gnaw! Who is nibbling at my door?"

The children answered, "The wind, the wind," and went on eating. Hansel, who liked the taste of the roof, tore down a great big piece of it. Meanwhile Gretel pushed out the whole of one window-pane, then sat down and gobbled it up.

Suddenly the door opened, and a woman as old as the hills, came creeping out. The old woman, upon seeing the plump children, nodded her head and said, "Oh, you dear children, do come in and stay with me." She took them both by the hand and led them into her little house. Then she set milk and pancakes, with sugar, apples, and nuts before them.



The old woman had only pretended to be so kind; she was really a wicked witch, who wanted to eat the children. Suddenly, she grabbed the children and locked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then, Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly.

Gretel ran like lightning to Hansel, opened the cage and cried: "Hansel, we are saved! The old witch is dead!" Then they danced and cheered.

As they no longer had any need to fear her, they explored the witch's house and in every corner there stood chests full of pearls and jewels. Hansel and Gretel filled their pockets and ran home to tell their father.

Gretel emptied her pockets until pearls and precious stones ran about the room, while Hansel took one handful after another out of his pockets to add to them. Then their father never had to worry about money ever again, and they lived happily ever after.



Name: _____

Date: _____

Comprehension Questions

1) Why did the wood-cutter send Hansel and Gretel into the forest?

2) How do you think they felt when they saw the candy-covered house?

3) Why did the children run up to the house?

4) How do you think they felt when they saw the woman open the door?

5) What did the woman do when she saw the children eating her house?

Name: _____

Date: _____

Comprehension Questions

6) What do you think the phrase *as old as the hills* means?

7) Why was the old lady pretending to be kind?

8) What do you think the phrase *ran like lightning* means?

9) Why did the father never have to worry about money again?

10) Put these events in order in which they happened in the text.

☐

The children and their father lived happily ever after.

☐

Hansel and Gretel found a house made of candy.

☐

Gretel let Hansel out of the cage.

☐

The witch fell into the boiling hot water.

☐

The witch decided to make soup out of Hansel.

The Three Billy Goats Gruff

Once upon a time, there were three Billy Goats Gruff. They lived in a valley in the hills. One day, they saw a field of sweet, green grass on the other side of the valley. They decided to go there. To reach the valley, the three billy goats had to cross a river.

There was only one bridge across the river and underneath there lived a terrible, grumpy troll. He never let anyone cross and he always gobbled them up for his breakfast. The three goats made a plan.

The smallest Billy Goat Gruff was the first to get to the bridge. Trip trap, trip trap went his hooves as he walked across the bridge. "Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the little Billy Goat Gruff," said the smallest goat.

"Then I'm going to eat you up!" roared the troll.

"Don't eat me, I'm much too little," said the smallest Billy Goat Gruff. "My brother is coming after me and he is much bigger."

"Hmm," grunted the troll. "Then I will wait for him."

Next, the medium-sized Billy Goat Gruff came over the bridge. Trip trap, trip trap went his hooves. "Who's that trip trapping over my bridge?" growled the troll.

"It's only me, the medium-sized Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.

"Don't eat me, I'm much too little," said the medium-sized Billy Goat Gruff. "My brother is coming after me and he is much bigger."

"Hmm," grunted the troll. "Then I will wait for him."

Soon, the biggest Billy Goat Gruff came over the bridge. Trip trap, trip trap went his hooves.

"Who's that trip trapping over my bridge?" growled the troll.

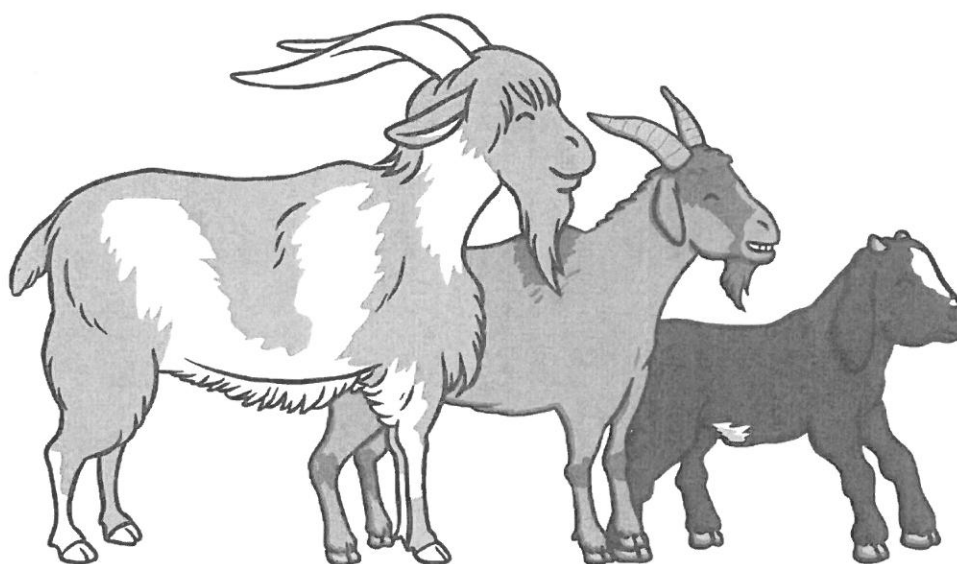
"It's me. Big Billy Goat Gruff," said the goat.

"Then I'm going to eat you up!" roared the troll.



"Oh no you won't!" shouted the biggest goat, and he lowered his horns and charged at the troll. Smack! He butted him right over the edge of the bridge. The troll fell into the river and was never seen again.

The big Billy Goat Gruff joined his brothers. They found their field of sweet, green grass and ate their fill.



The Three Billy Goats Gruff Questions

1. Where did the three Billy Goats Gruff live?

2. Write down two phrases that are repeated throughout the traditional tale.

3. Why did the goats want to cross the bridge?

4. Why did they have to hatch a plan?

5. Why did the troll wait for the next brother?

6. What could the troll hear as the goats crossed the bridge?

7. Does this story have a happy ending for all the characters?

8. Describe the troll using three adjectives.

9. Which is your favourite word or phrase in the story and why?

10. What would be an alternative ending for the story?

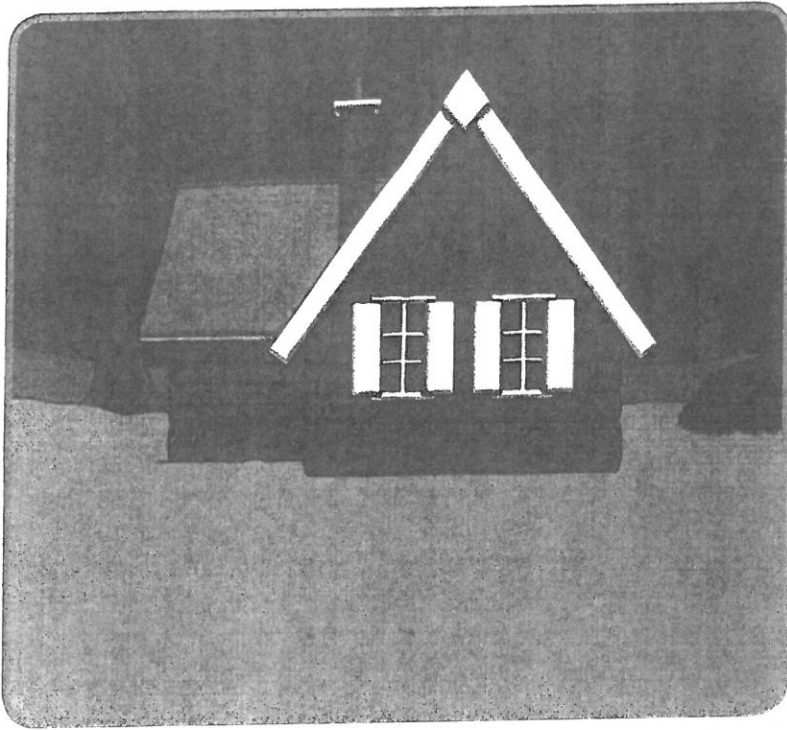
Writing



Name _____

Class _____

Story Settings Description



Key Words

spooky dark quiet damp

freezing gloomy creepy

calm peaceful lonely

wild leafy cold terrifying

hidden

Can you write a paragraph about this setting?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page, possibly from a spiral-bound notebook, as there's a slight shadow on the left edge suggesting binding. The paper is otherwise blank, with no writing or markings other than the lines themselves.

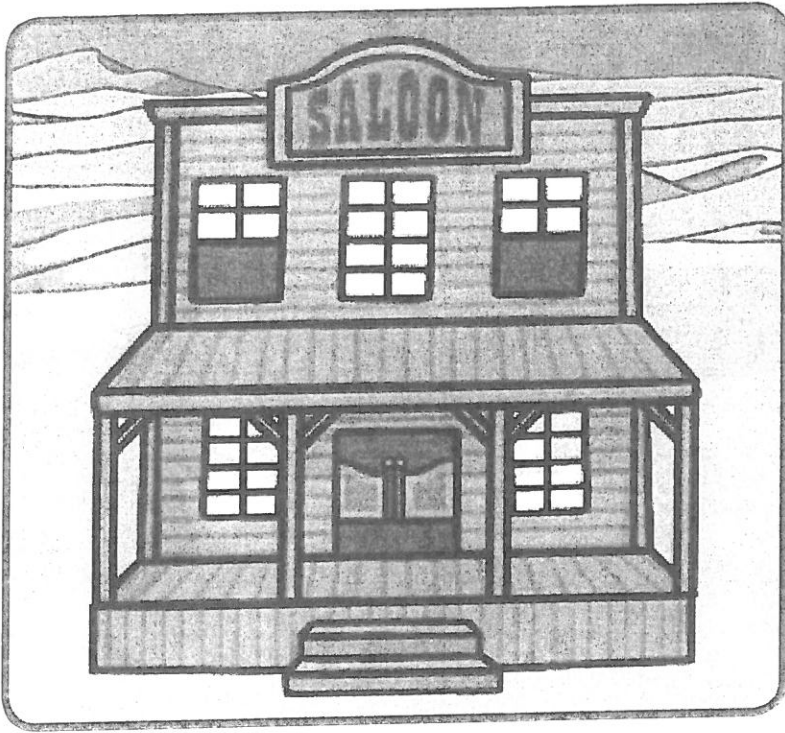
Photo 2



I can see...

I can hear...

Story Settings Description



Key Words

sandy dusty hot

scorching bright

dry warm old wild

wooden old-fashioned

unattractive dirty filthy

arid

Can you write a paragraph about this setting?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Photo 3



I can see...

I can hear...

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose the correct type of conjunction from the box to complete these sentences.

Coordinating Conjunctions

and but or so

Subordinating Conjunctions

although because so that even if whenever before even though until

Correlative Conjunctions

whether/or either/or both/and not only/but

Questions

1. I went to bed very late _____ I am tired today.
 2. My dad has fixed my bike _____ I can take it to the park.
 3. We are having _____ pasta _____ curry for dinner
 4. I listened to the weather forecast _____ put an umbrella in my bag.
 5. I will always support my local team, _____ they always lose!
 6. The weather is forecast to be _____ hot _____ humid.
 7. My brother is grumpy _____ he has got to do his homework.
 8. He goes abroad on holiday, _____ he doesn't like flying.
 9. My mum is _____ a brilliant doctor, _____ she is a great runner too.
 10. I enjoy playing hockey _____ it's not my favourite sport.
 11. We could go to the park _____ to the cinema.
 12. I'm not sure _____ I'm going to the match _____ not.
-

÷

Maths

2

9

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1

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+

4

3

>

X

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9

8

10

—

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3.14

+

6

X

Name _____

Class _____

Addition and Subtraction Word Problems

LO: to solve word problems using addition and subtraction

Solve the following problems:

1. There are 167 books in one classroom and 392 books in the other.

How many books are there altogether in both classrooms? _____

2. Jay has a collection of 263 football cards. His brother has 189.

How many more football cards does Jay have? _____

3. A family drive 289km from Canberra to Sydney, and then 149km on to Newcastle.

How far did they travel altogether? _____

4. A cricket team score 456 in the first innings and 249 in the second innings.

How many runs did they score altogether? _____

5. Jenny has \$5.60. She spends \$2.80 on a present for her brother.

How much money does she have left? _____

6. Abi collects stamps. She has 351 in a box and 456 in a book.

How many does she have altogether? _____

7. A lorry driver has a 561km journey. He stops for a break after 314km.

How much further has he to travel? _____

8. A pack of Christmas cards costs \$5.40.

How much change would there be from \$10.00? _____

9. A packet of lentils weighs 450g and a packet of kidney beans weighs 385g.

How much do they both weigh altogether? _____

10. A shopkeeper has 367 bottles of lemonade.

He orders 480 more. How many bottles of lemonade will he have now? _____

Challenge:

Two children have 720 marbles between them.

Jay has 126 more than Abi.

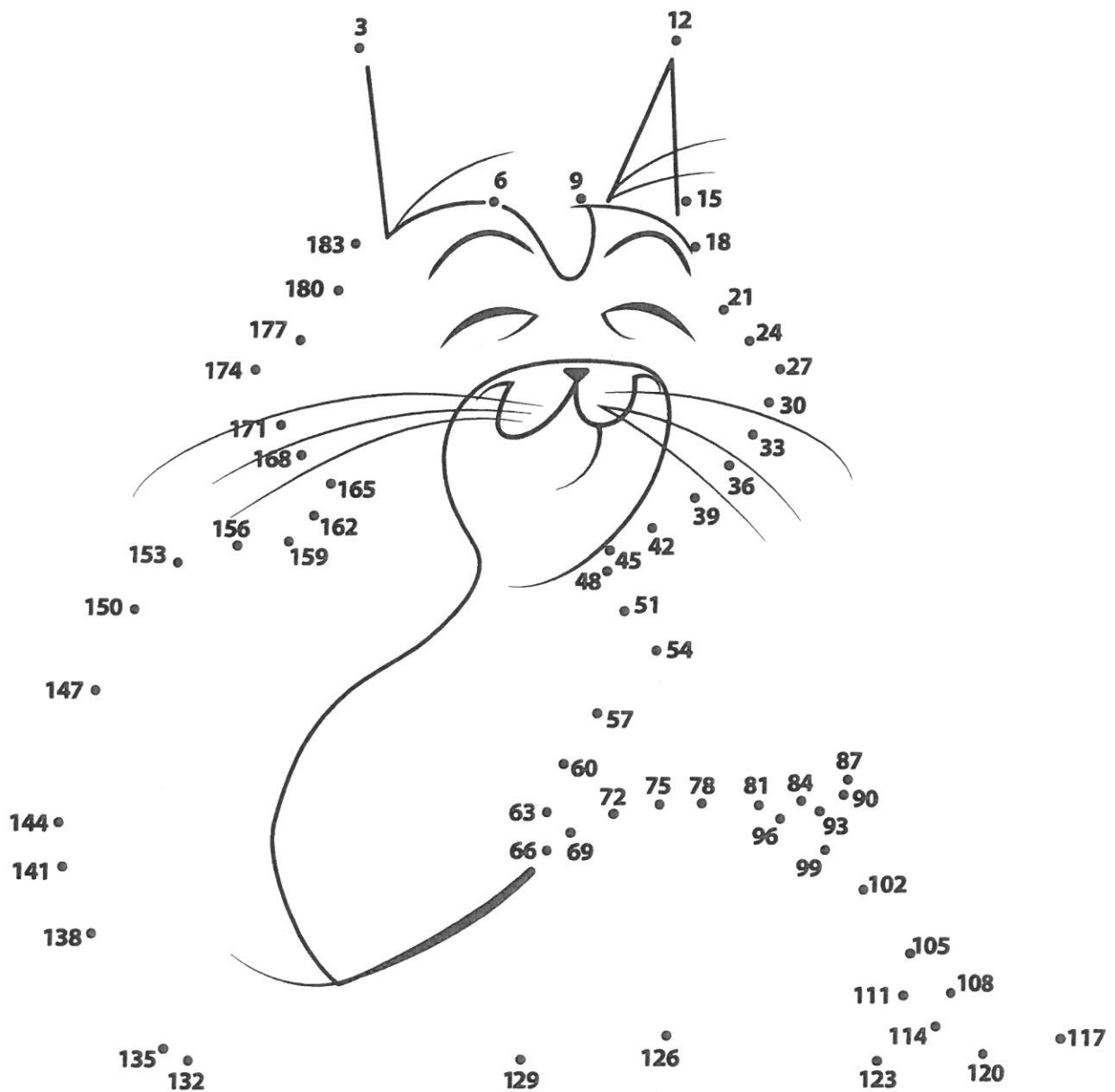
How many does Abi have? _____

Name _____

Date _____

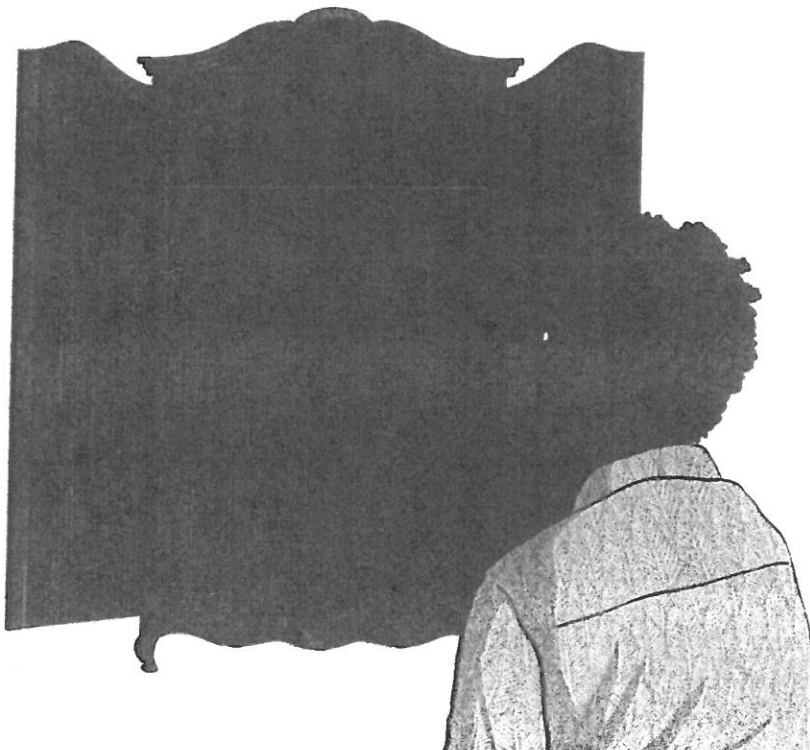
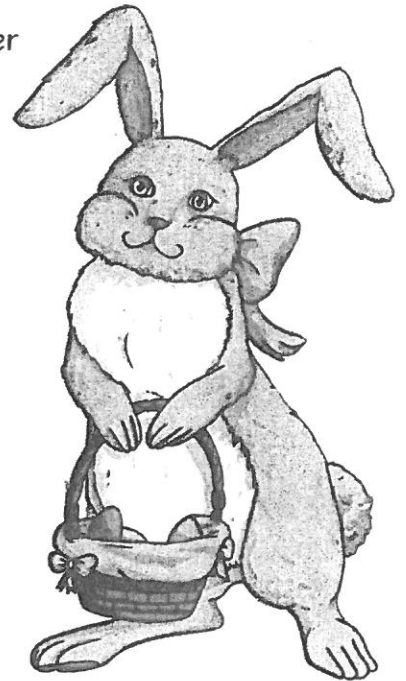
Counting by 3

Complete the dot-to-dot by starting at 3 and counting up by threes.



The Mystery of the Easter Bunny Costume

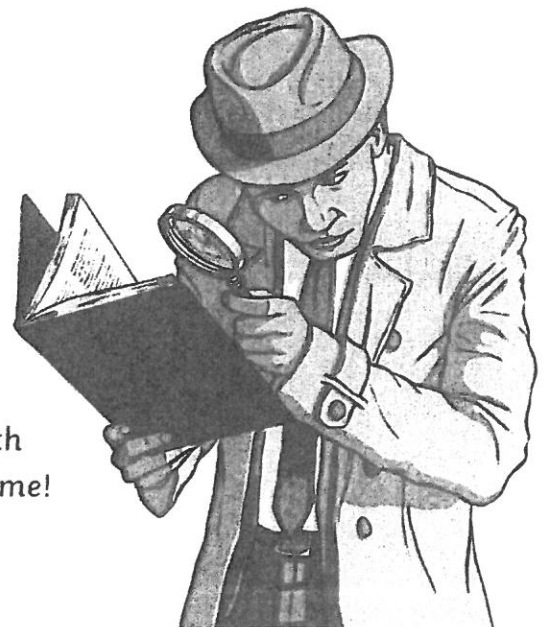
Members of the local Women's Institute have an annual Easter bunny egg hunt. Fred, the groundsman, always dresses up as the Easter bunny, and hops through the village hiding eggs for the children at Sunny Days Nursery, to find. It is always a wonderful occasion and the children look forward to it very much.



However, there is a problem this year. Fred has gone to the cupboard where the costume is stored, and to his horror, he has discovered it has been cut up into pieces!

Your task is to solve the five clues and use the character descriptions of all the people who have a connection with the Women's Institute to work out who wrecked the costume!

Good luck!

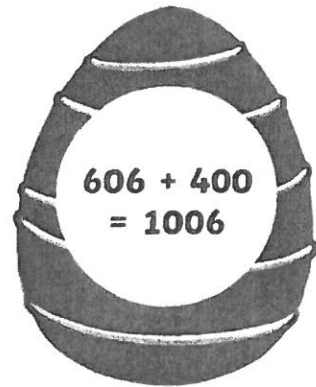
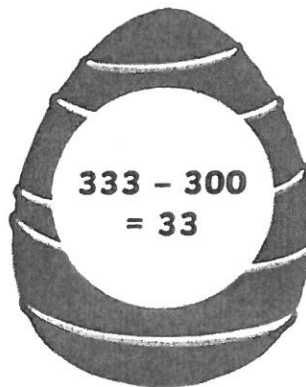
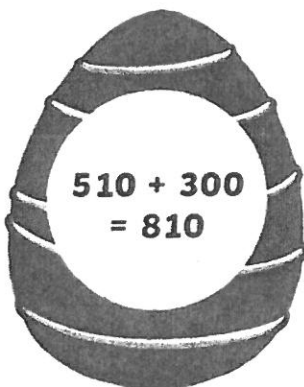
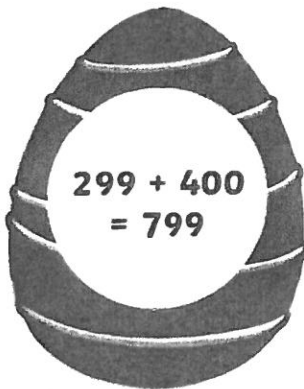
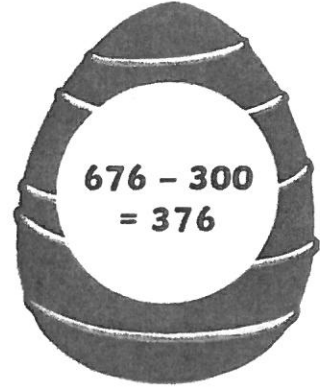
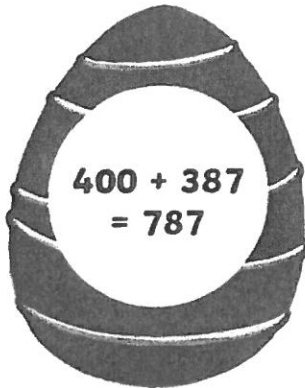


Character Descriptions

Name	M/F	Age	Hair colour	Favourite crisps	Owens a dog
Kim Hadley	F	61	black	spicy beef	yes
George Mears	M	57	grey	smoky bacon	yes
Brenda Thornhill	F	61	black	ready salted	yes
Connie Cornforth	F	56	grey	salt/vinegar	no
Matt Jones	M	28	black	Worcester sauce	yes
Kath Ecclestone	F	33	blonde	cheese/onion	yes
Graham Tone	M	49	black	ready salted	no
Lindsay Cramp	F	69	black	cheese and onion	yes
Summer Twell	F	22	brown	cheese/onion	no
Dawid Gierak	M	62	grey	pickled onion	yes
Paul Grimes	M	44	brown	spicy beef	no
Wen Li	F	60	grey	ready salted	yes
Hannah Belling	F	38	blonde	cheese/onion	no
Trish Plimsoll	F	61	grey	cheese/ onion	no
Enid Gardner	F	78	white	smoky bacon	yes
Usman Hussain	M	66	black	pickled onion	no
Doris Clubb	F	69	black	prawn cocktail	yes
Monika Kilmczak	F	37	blonde	ready salted	yes
Derrick Stanley	M	81	bald	spicy beef	no
Sue Guest	F	63	grey	ready salted	yes
Chris Bates	F	70	grey	prawn cocktail	yes
Fenella Hope	F	65	black	cheese/onion	yes
Steph Hawes	F	47	blonde	pickled onion	yes
Helena Wickers	F	39	black	smoky bacon	no
Sharon Day	F	43	brown	spicy beef	yes
Jessica Mathers	F	32	red	Worcester sauce	no
Zoe Hall	F	38	black	cheese/onion	yes
Tina Flame	F	46	black	salt/ vinegar	yes
John Nuttall	M	69	grey	salt/vinegar	no
Belinda Havers	F	72	black	cheese/onion	yes

Clue 1: Egg-citing Numbers

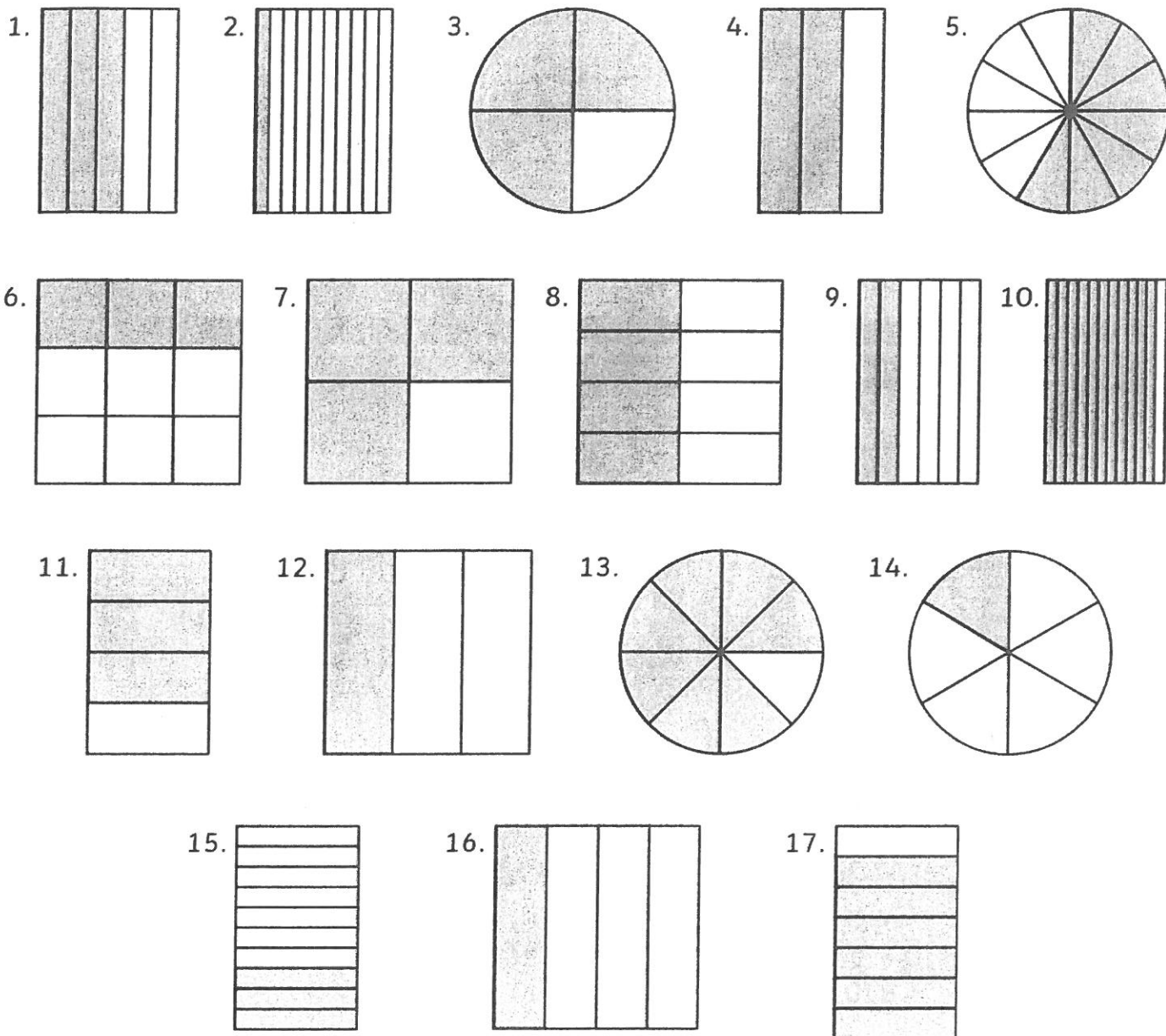
Work out which of these number statements are correct. If there are more correct than incorrect answers, the costume wrecker is female.



Clue 1: M / F

Clue 2: Hop to It!

Help the Easter Bunny work out the coloured fractions of these shapes. Use your answers and the table of letters to discover an important clue about the crime scene.



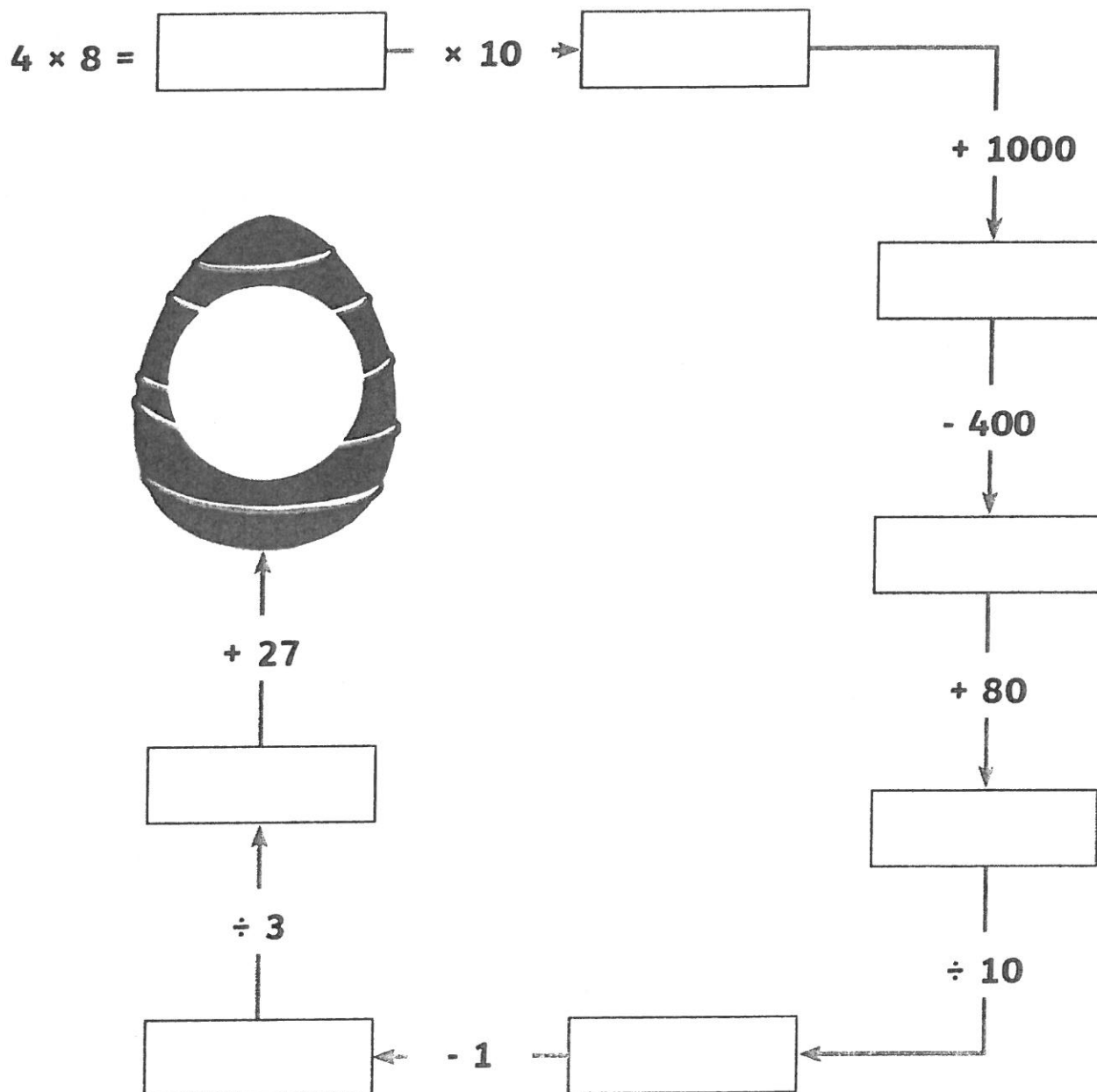
A	B	C	D	E	F	G	H	I	J	K	L	M
$\frac{3}{4}$	$\frac{3}{5}$	$\frac{2}{3}$	$\frac{6}{7}$	$\frac{9}{12}$	$\frac{7}{8}$	$\frac{2}{5}$	$\frac{3}{9}$	$\frac{4}{8}$	$\frac{2}{4}$	$\frac{7}{12}$	$\frac{1}{10}$	$\frac{8}{12}$

N	O	P	Q	R	S	T	U	V	W
$\frac{1}{4}$	$\frac{1}{6}$	$\frac{3}{8}$	$\frac{1}{5}$	$\frac{2}{6}$	$\frac{1}{3}$	$\frac{2}{14}$	$\frac{3}{10}$	$\frac{8}{9}$	$\frac{11}{12}$

Clue 2: _____

Clue 3: What's the Decade?

Follow the instructions and work out in which decade the age of the culprit falls.



Clue 3: The culprit is in their _____

Clue 4: What's the Time?

Read these times and find the digital equivalent in the box below. Rearrange the words below your answers to reveal another clue.

twenty to seven

quarter past six

ten to eight

twenty-five past eleven

quarter to three

five past twelve

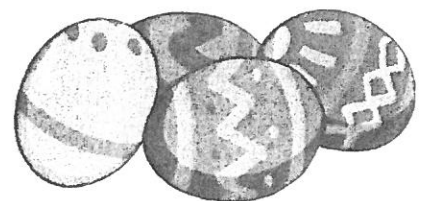
twenty past one

ten past ten

18.15	12.30	11.25	19.50
a	not	lead	found

2.45	7.20	12.05	6.40
was	next	dog	on

15.15	13.20	5.12	10.10
to	the	costume	floor



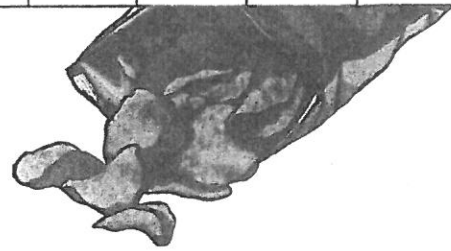
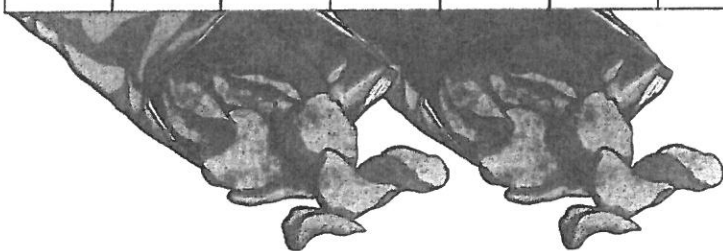
Clue 4: _____

Clue 5: What's the Flavour?

A crisp wrapper was found near the costume cupboard. Work out the answers to the calculations below, then rearrange the letters to identify the flavour of crisps and solve the last clue!

A	B	C	D	E	F	G	H	I	J	K	L	M
10	12	24	400	16	32	100	8	45	20	40	6	35

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
240	9	64	28	36	60	50	2	11	90	3	18	0



1. $3 \times \square = 30$

2. $160 \div 4 = \square$

3. $\square \div 4 = 9$

4. $5 \times 9 = \square$

5. $54 \div 6 = \square$

6. $\square \times 3 = 150$

7. $6 \times 4 = \square$

8. $100 \div 10 = \square$

9. $80 \times 3 = \square$

10. $8 \times 8 = \square$

11. $180 \div 2 = \square$

12. $36 \div 6 = \square$

13. $2 \times \square = 48$

Clue 5: _____

Have you solved the mystery?

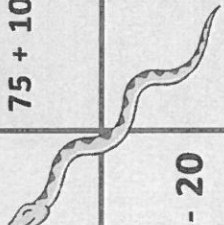



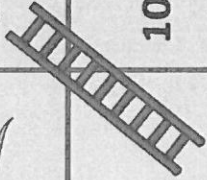

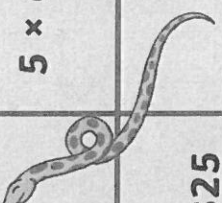

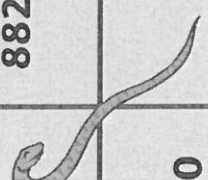
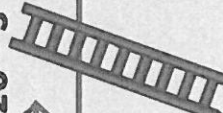
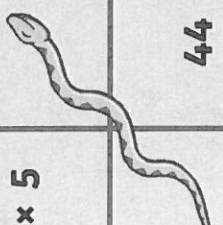


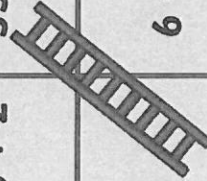
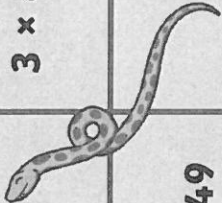
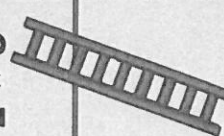

The Easter bunny costume wrecker is: _____

Odd and Even Snakes and Ladders



How to Play...

1. You will need dice and counters.
2. Roll the dice and move the correct number of squares.
3. Decide whether the number or the answer to the calculation on the square is odd or even.
4. If you answer incorrectly, go back to the previous square.
5. If you land on a ladder, go up it.
6. If you land on a snake, go down it.
7. The winner is the first person to reach the finish.

Finish		75 + 100	1000 - 150	677 	3 x 2	3367 - 3	608 
111 	27 - 20		10 ÷ 2			5 x 6	200 + 27 
350 - 2	9899		10 x 7		8825 	38 + 10	
220 - 3 	7	99 + 2	60 ÷ 5	550			
	3 x 5		20 - 6	230 + 11	450	3 x 7	6788 
13 + 7 		44	60 ÷ 2			3 x 4	33 - 3
39	2 x 8 	29 + 3		6 ÷ 3	449		66 
Start		127	7 + 8	1309	15 - 5	2 x 2	16 + 20

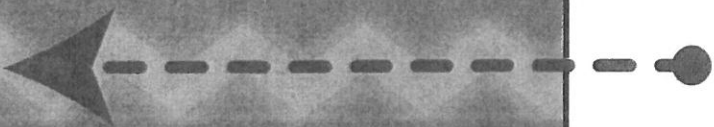
**DOUBLE
(X2, X2) UP**

A game for two players.

Aim: To place four counters in a row, column or diagonal on the board. The first player to do this wins.

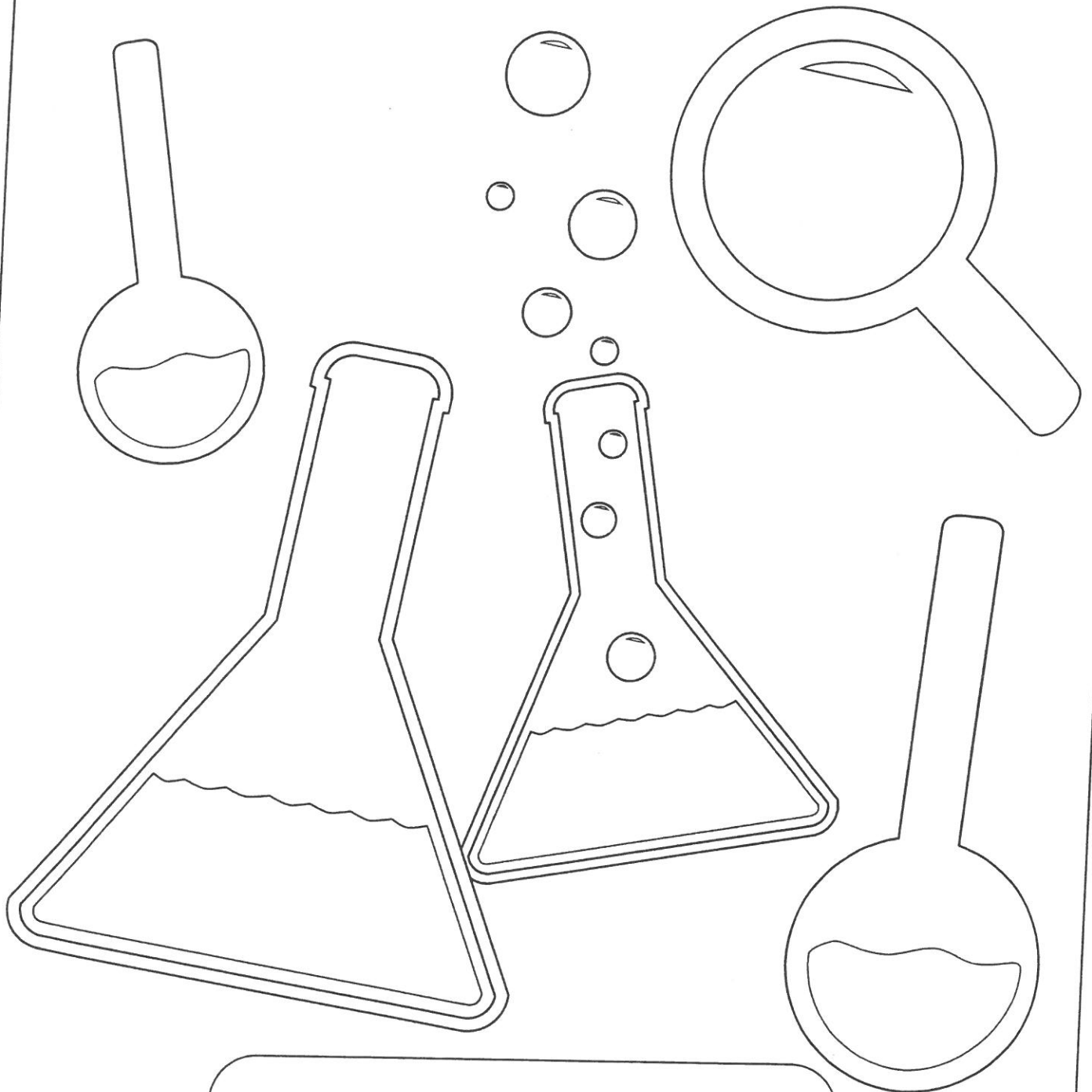
number you land on and place a counter on that number in the centre square. The first

that number in the centre square. The first player with four in a row wins.

1	3	5	7	9	2	4	6	8
8								1
6	8	48	56	40	24	16	3	
4	32	16	24	72	48	40	5	
2	16	72	40	56	64	8	7	
9	64	48	8	32	56	16	9	
7	24	56	72	40	64	48	2	
5	72	32	24	8	32	64	4	
3								6
1	START						8	



Science



Name _____

Class _____

Push or Pull Toy Sort

Each time we play with a toy, we are using push and pull forces to make it move.

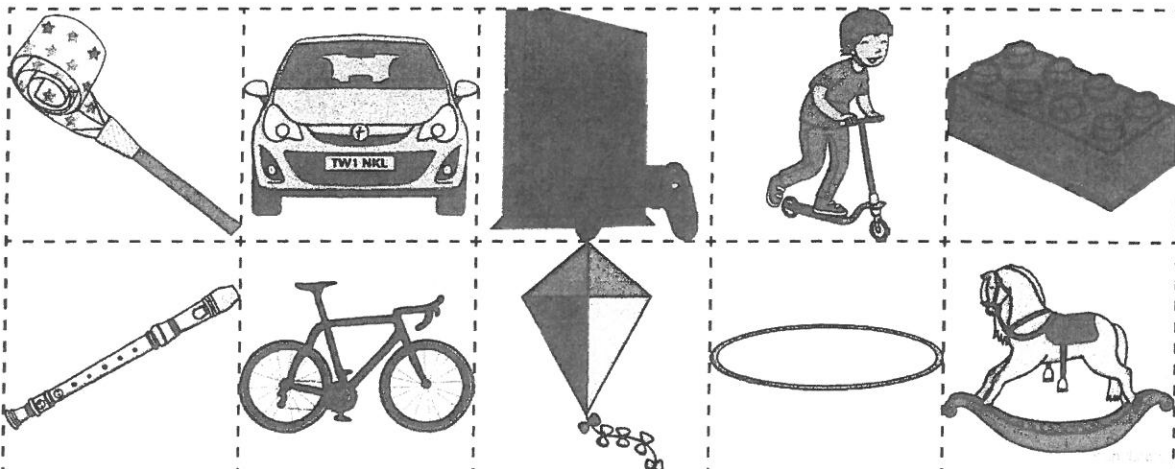
Look at the toys below. Cut, sort and paste the toys onto the table.

Push	Pull	Both

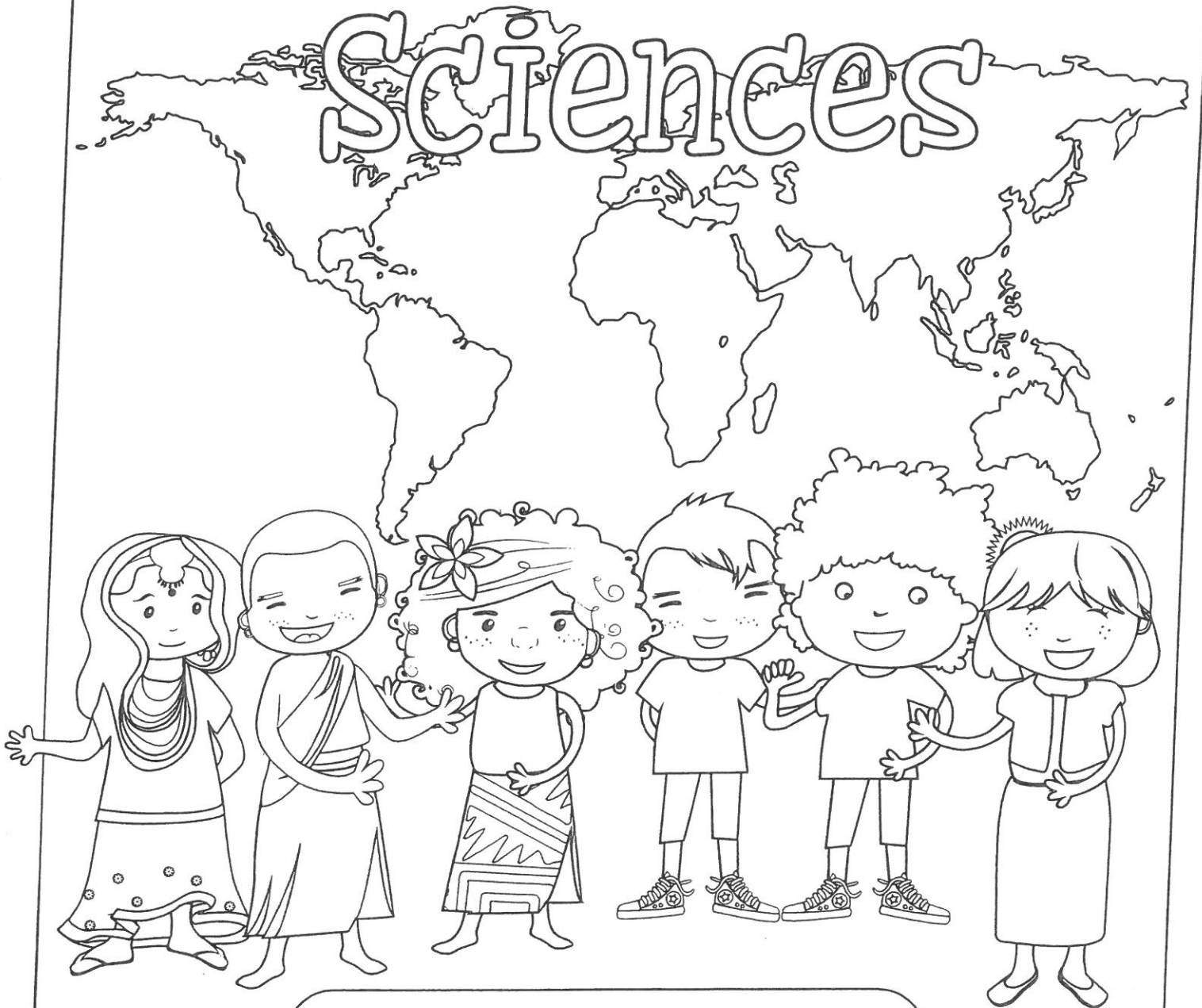
Draw any more toys you can think of that use the forces of push or pull.



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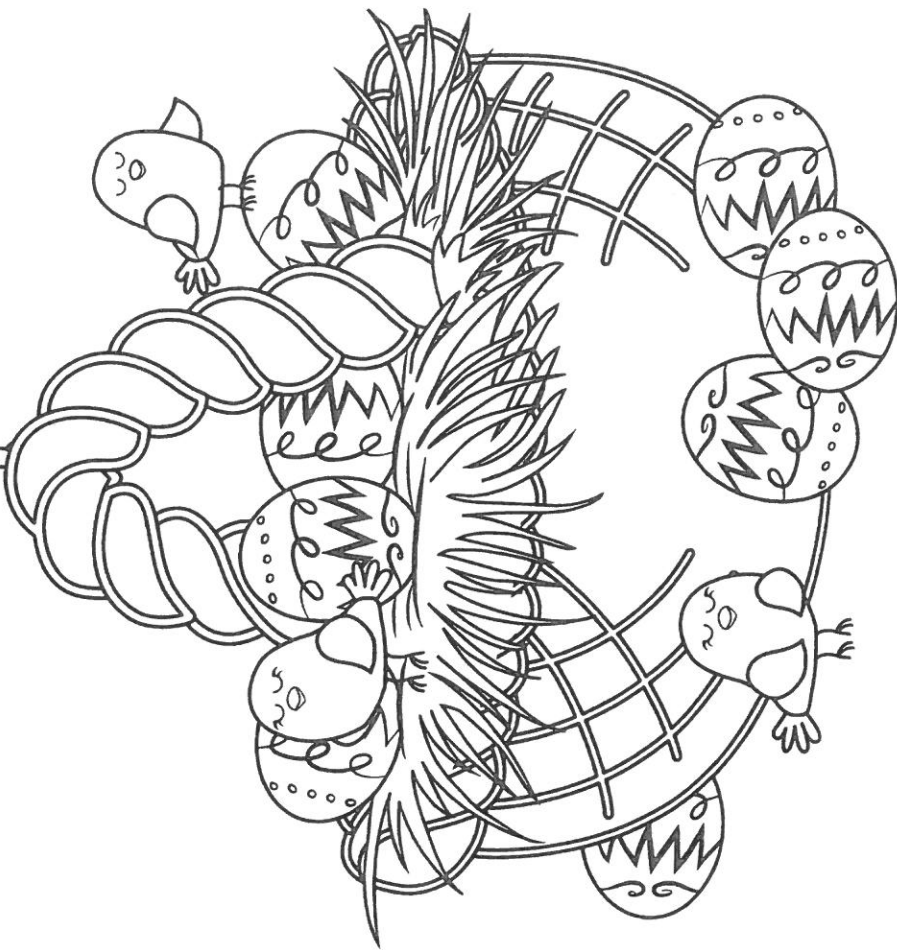
Humanities and Social Sciences



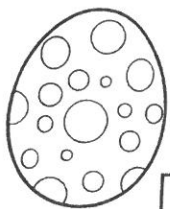
Name _____

Class _____

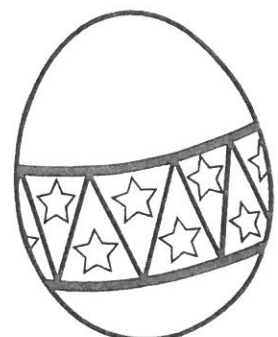
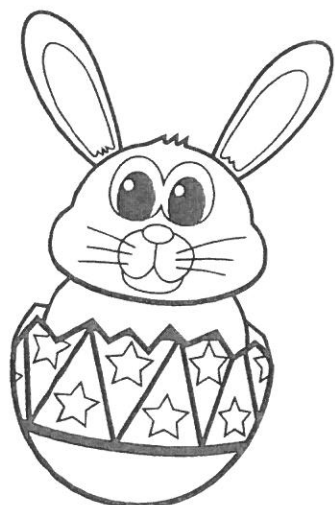
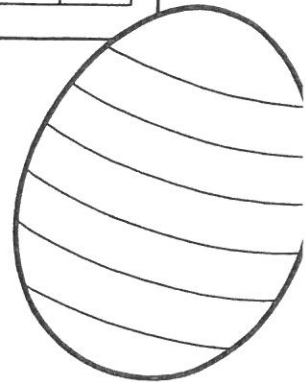
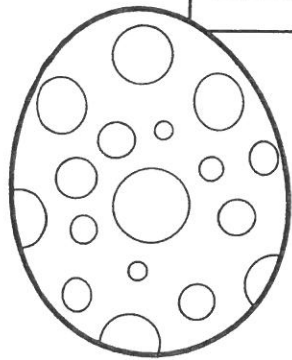
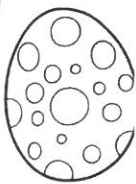
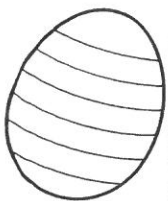
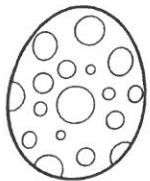
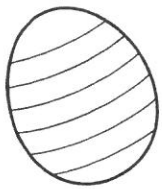
Happy Easter







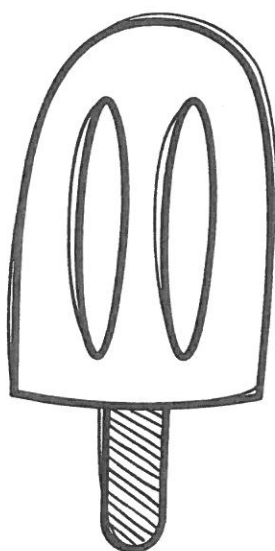
Easter Word Search



S	M	Z	E	T	B	X	H	S	T	I	Y	Y	T	T
F	N	D	C	U	I	O	B	E	G	A	I	A	R	E
E	I	U	N	H	P	B	K	N	D	G	N	D	A	N
H	A	N	B	P	O	S	B	N	S	N	E	N	D	N
C	Y	S	I	S	A	C	O	A	D	Y	E	U	I	O
H	I	N	T	B	S	M	O	Z	R	T	N	S	T	B
I	G	Q	S	E	R	O	C	L	G	F	T	R	I	T
C	U	V	R	E	R	Z	R	R	A	T	I	E	O	N
K	V	Q	T	M	Q	S	X	C	H	T	O	T	N	U
S	G	S	P	A	R	A	D	E	T	U	E	S	J	H
I	A	D	O	C	Q	C	K	R	S	O	Y	A	E	X
E	G	O	O	D	F	R	I	D	A	Y	H	E	W	D
Q	Y	A	D	I	L	O	H	K	C	B	H	D	H	J
P	R	L	J	I	F	N	F	A	U	C	W	F	A	H
V	C	Q	B	E	T	A	R	O	C	E	D	Q	K	B

BASKET
BONNET
BUNNY
CHICKS
CHOCOLATE
DECORATE
DYE
EASTER
EASTER MONDAY
EASTER SUNDAY

EGGS
GOOD FRIDAY
HIDE
HOLIDAY
HOPPING
HOT CROSS BUNS
HUNT
PARADE
RABBIT
TRADITION

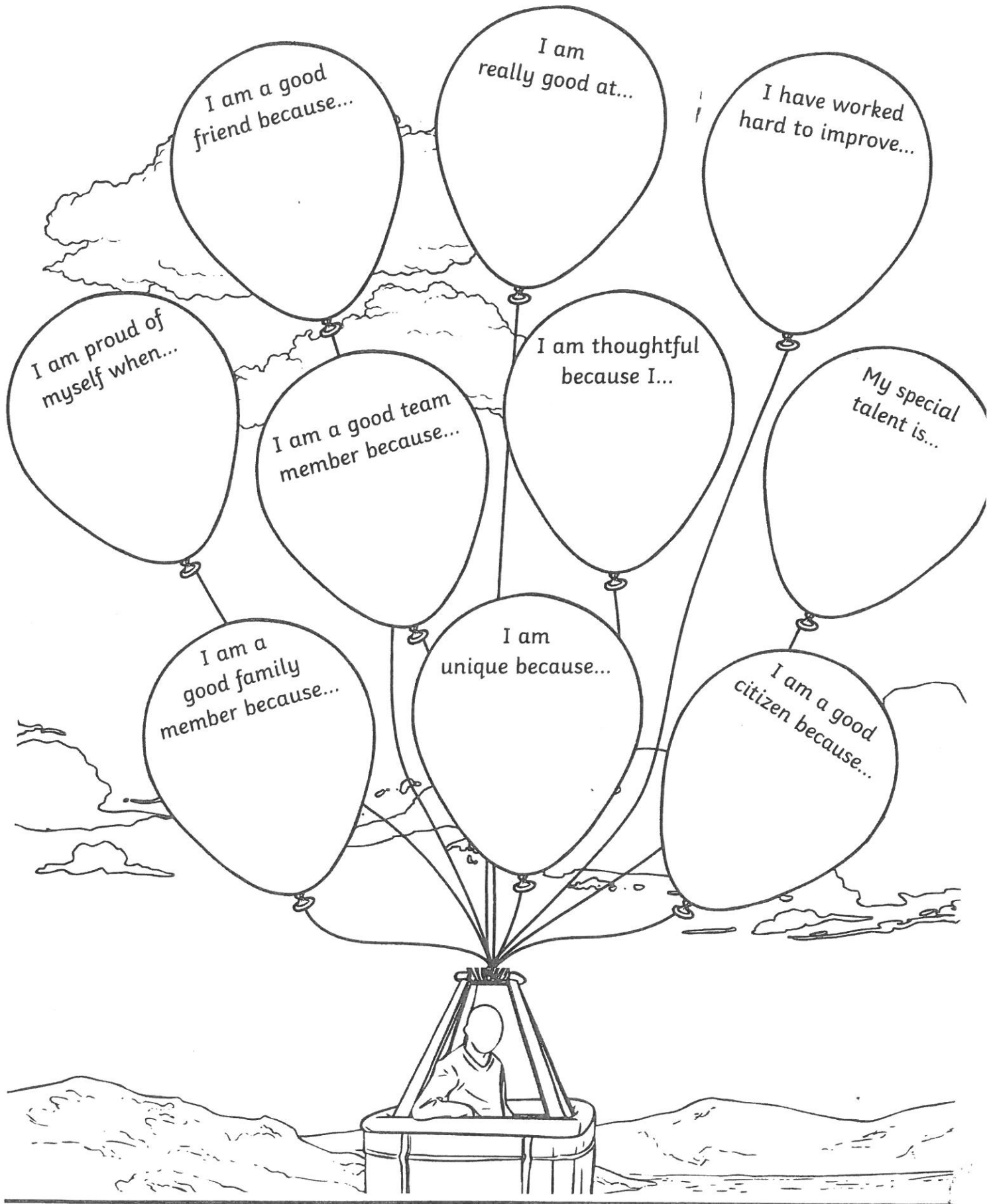


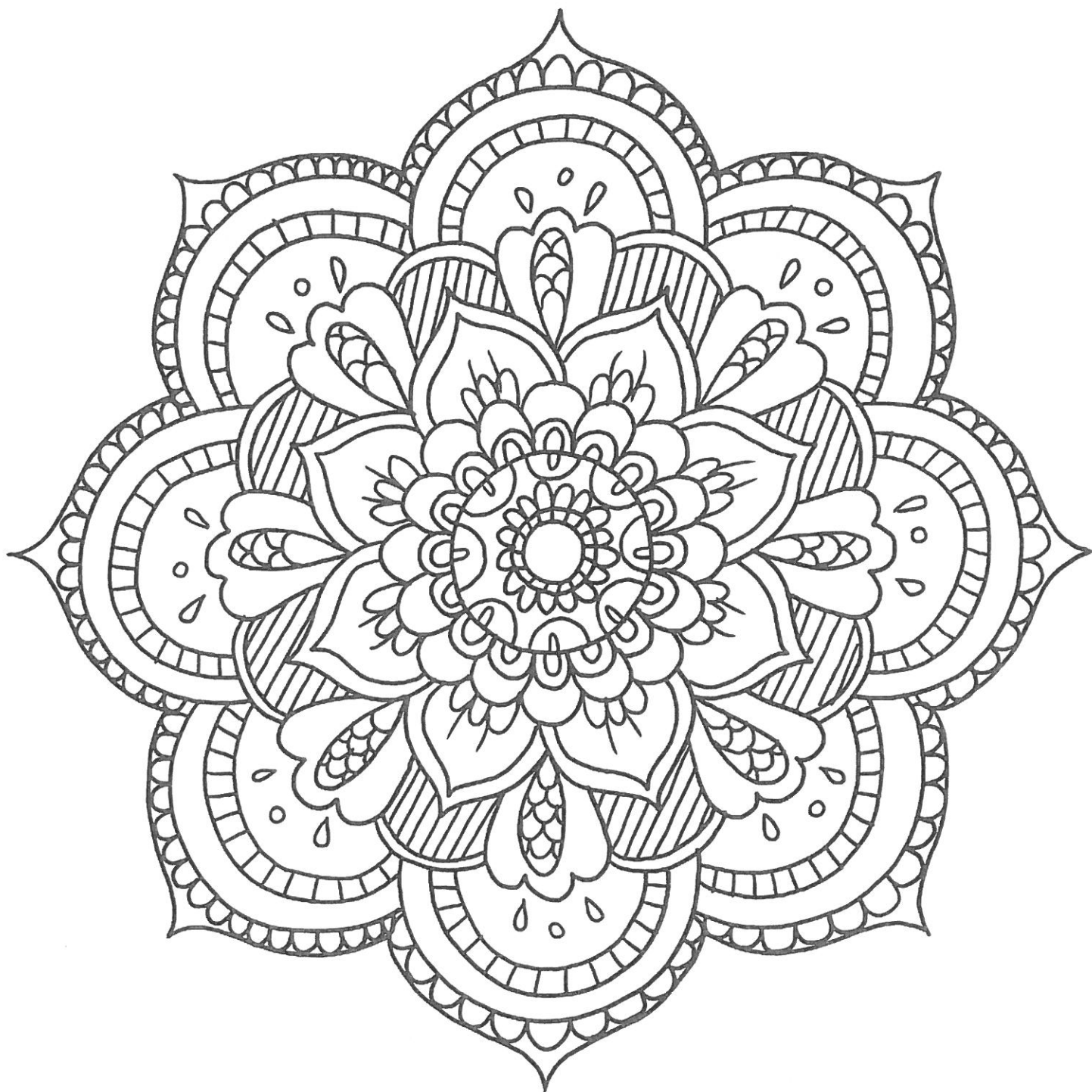
name:

class:

I Am an Amazing Person!

Read and finish the sentences in the balloons below.





Safe and Unsafe Items to Share

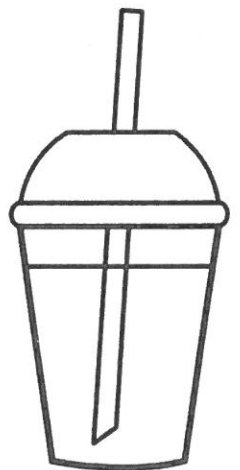
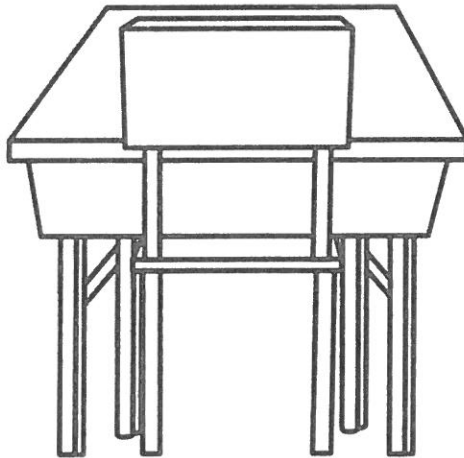
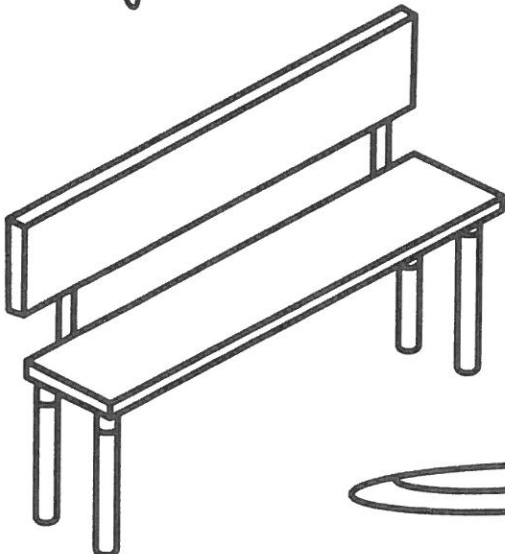
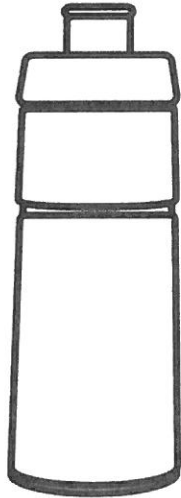
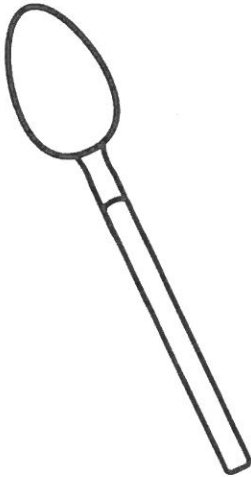
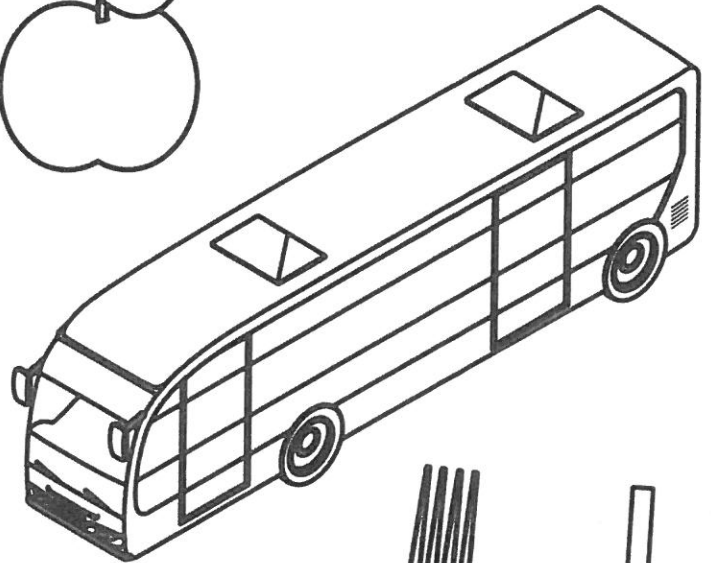
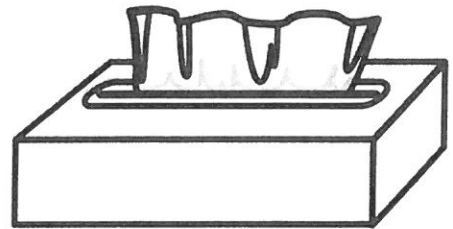
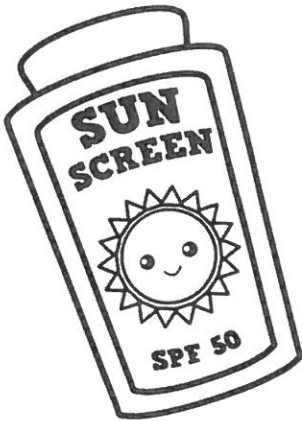
Name: _____

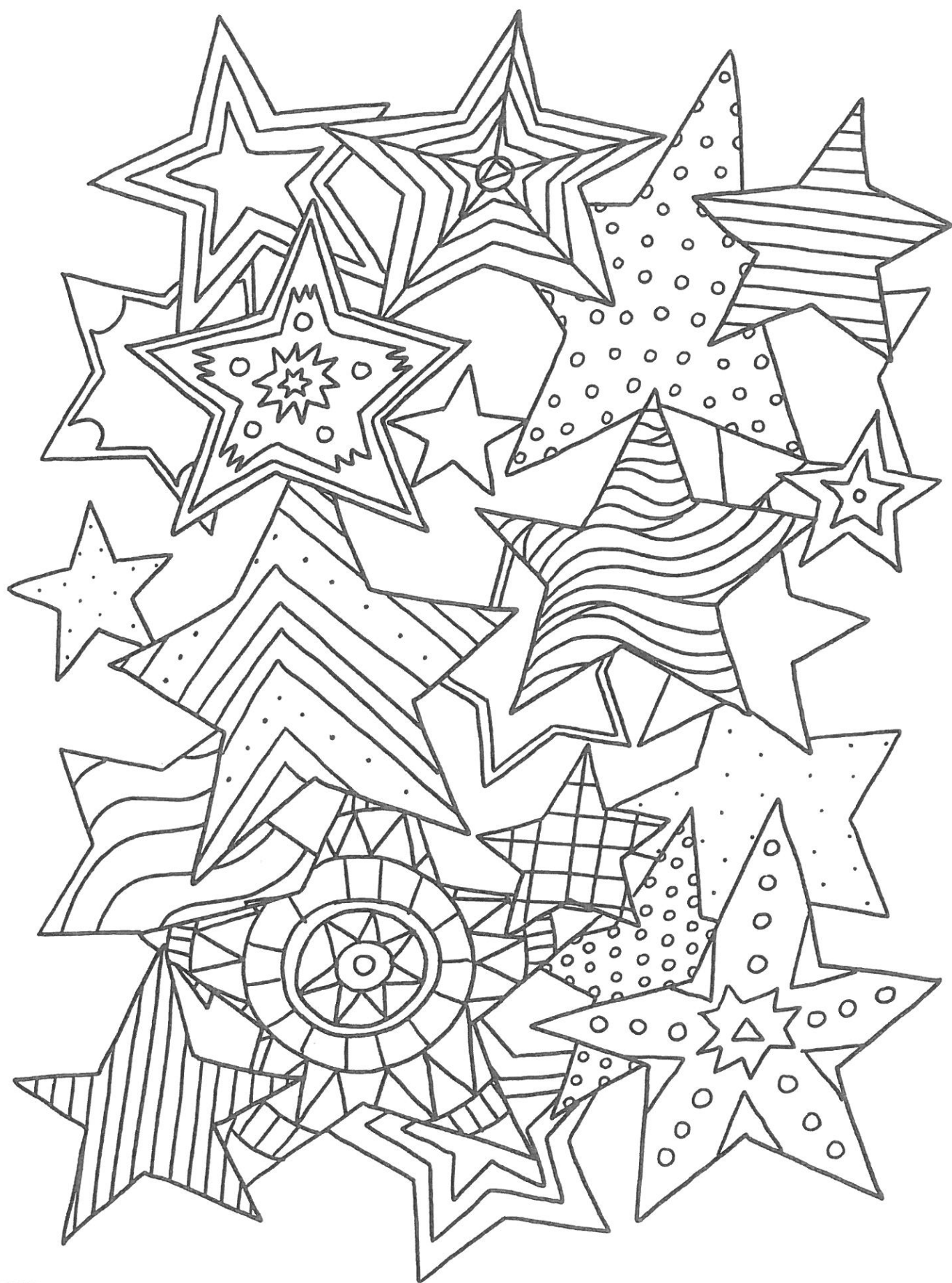
Teach **THIS**

safe items to share



unsafe items to share





Music



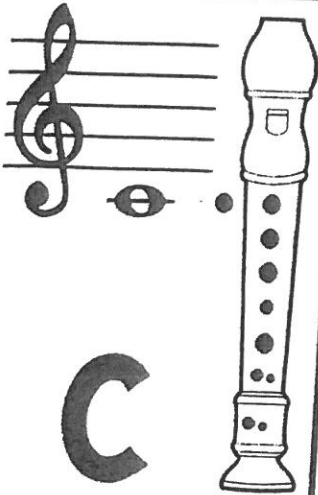

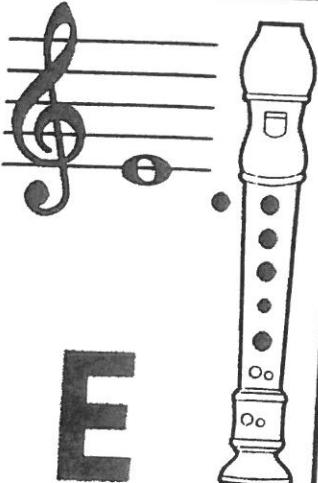
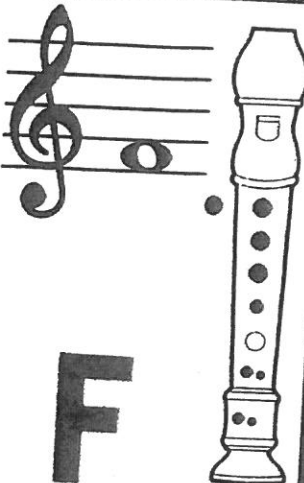



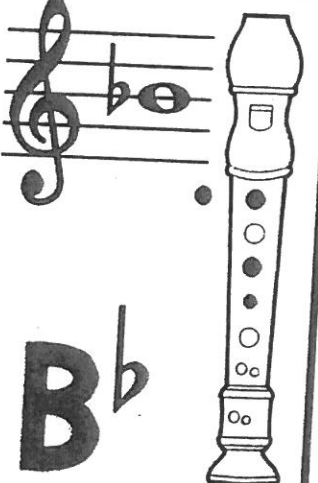
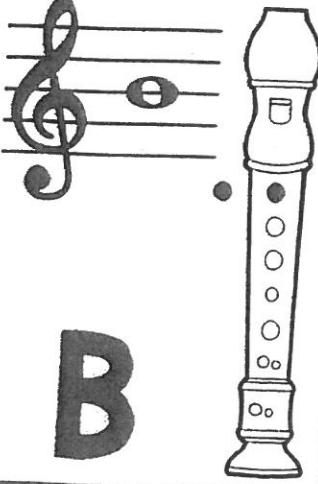

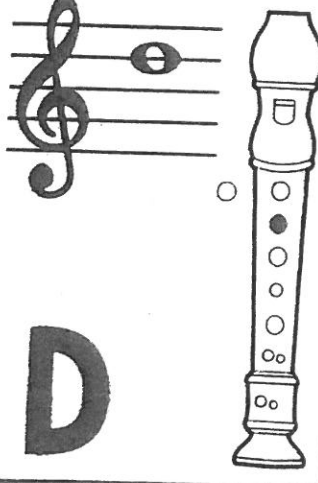
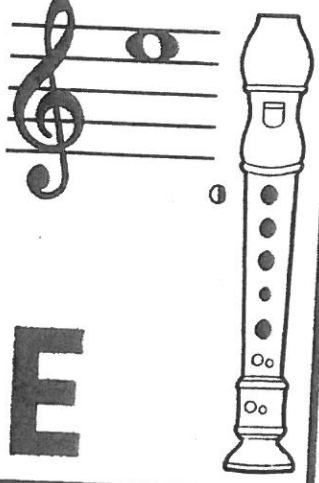
twinkl

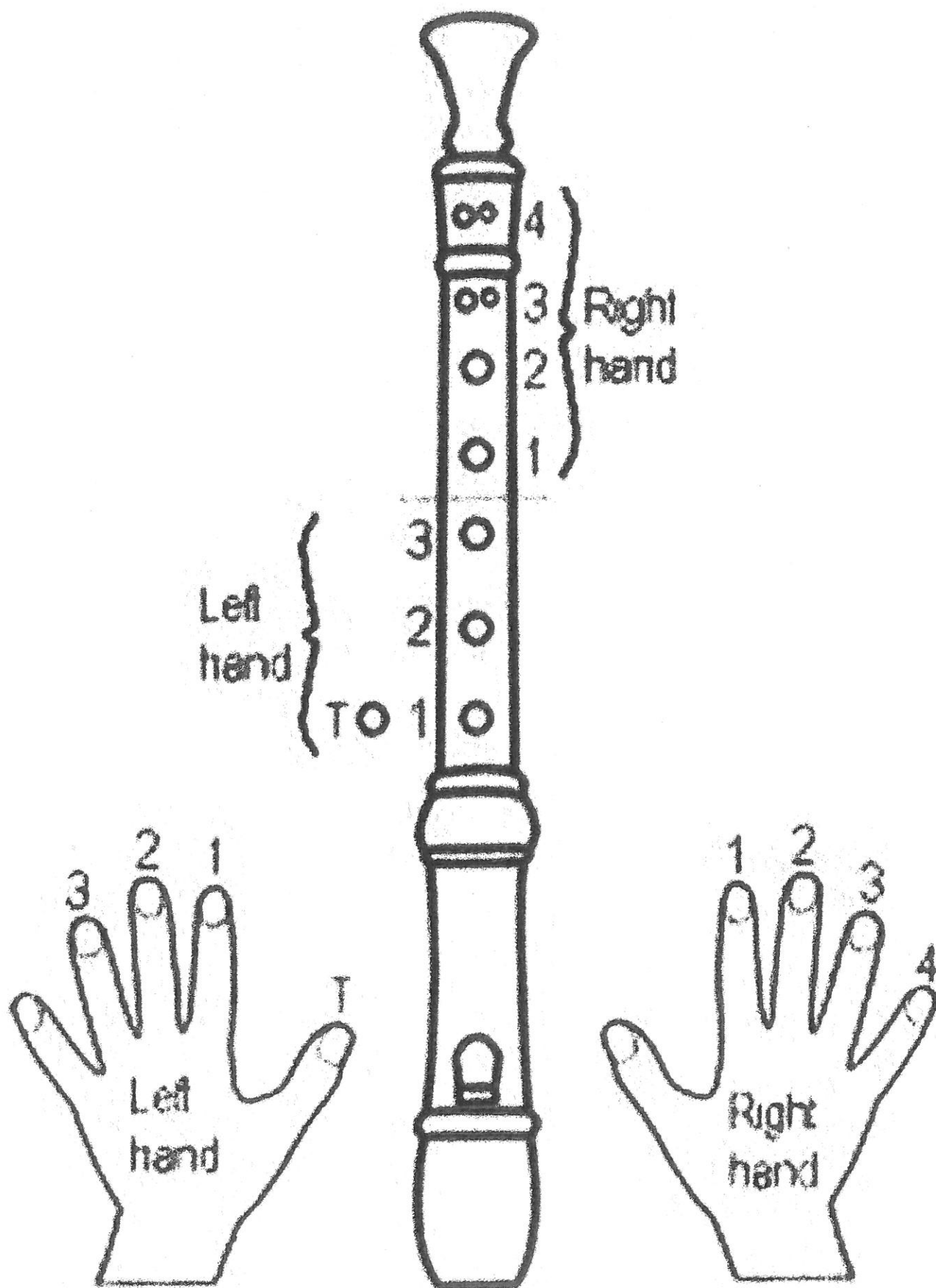
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FINGER CHART

● = CLOSED HOLE
○ = OPEN HOLE

NAME: _____

 <p>C</p>	 <p>D</p>	 <p>E</p>	 <p>F</p>
 <p>F#</p>	 <p>G</p>	 <p>A</p>	 <p>B^b</p>
 <p>B</p>	 <p>C</p>	 <p>D</p>	 <p>E</p>



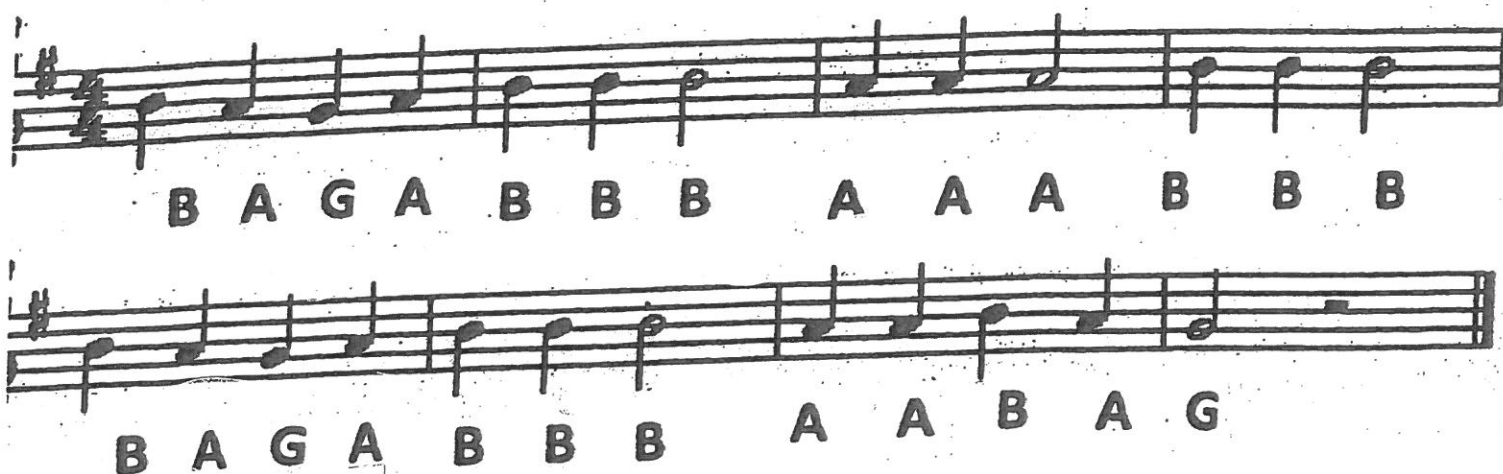
White Belt

Hot Cross Buns



Yellow Belt

Mary had a little lamb



Pink Belt

Pierrot



Orange Belt

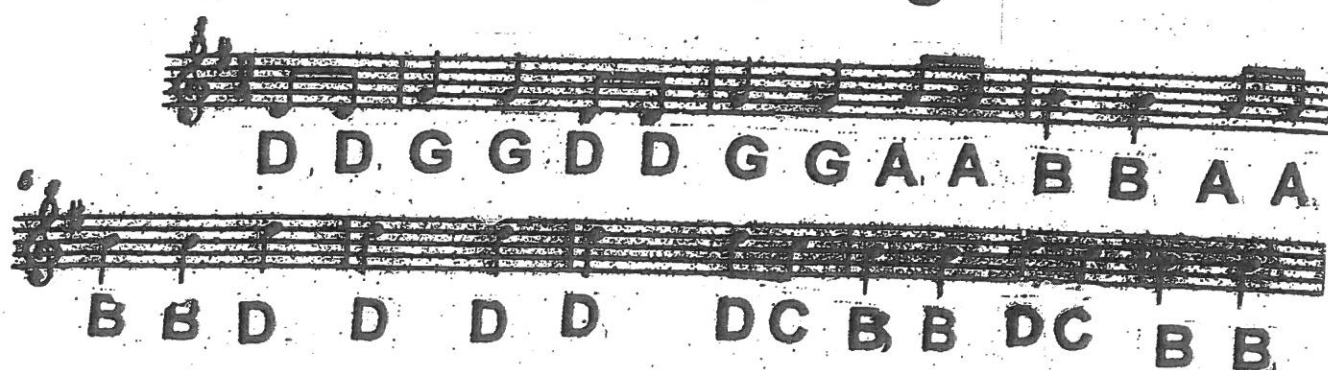
It's Raining

Trad. Children's Song



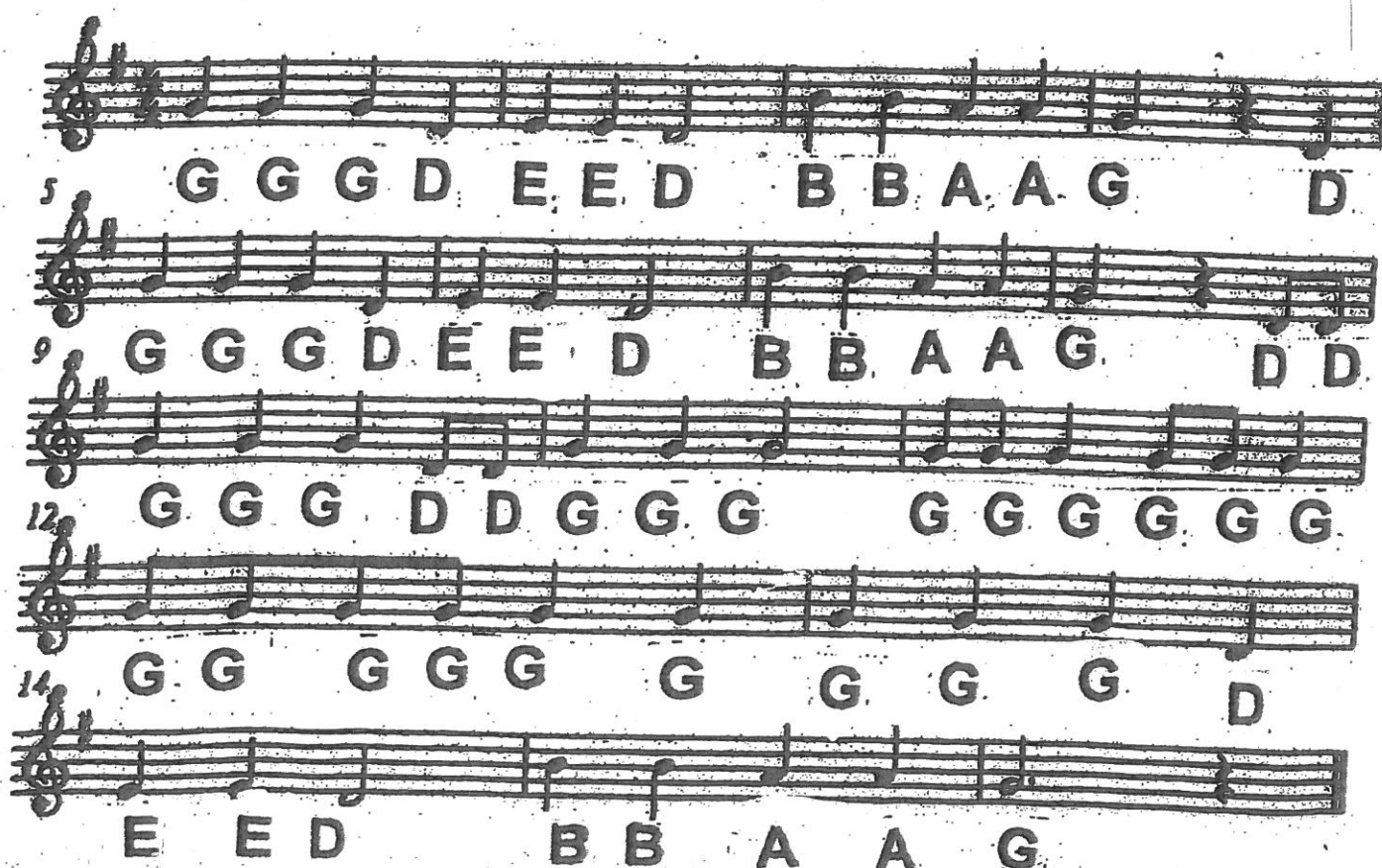
Green Belt

London's burning



Purple Belt


Old MacDonald Had a Farm



Blue Belt

When the Saints Go Marching In

Traditional



G B C D G B C D

G B C D B G B A

B B A G G B D D C

G B C D B G A G G

Dark Blue Belt

Jingle Bells

Traditional



B B B B B B B D G A B

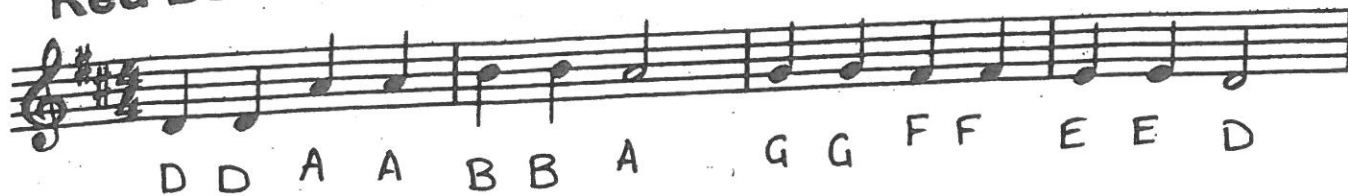
C C C C C B B B B A A B A D

B B B B B B B D G A B

C C C C C B B B D D C A A G

Red Belt

Twinkle, Twinkle, Little Star



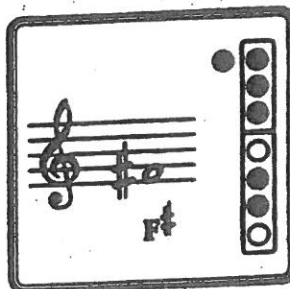
New things to learn for the Red Belt song:

key signature



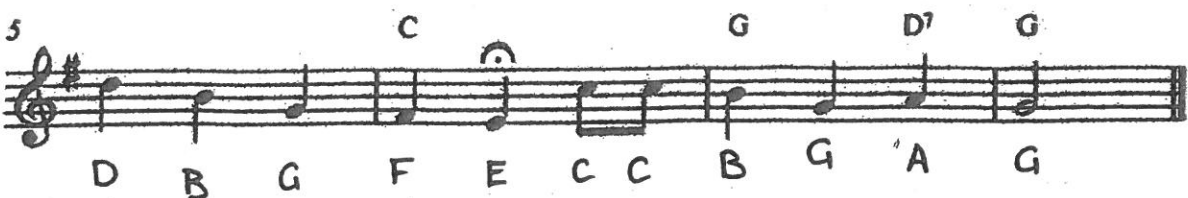
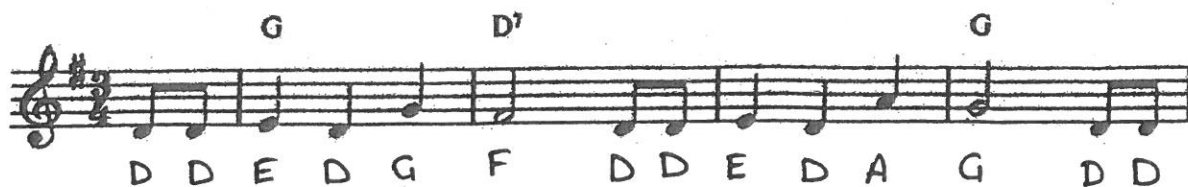
These sharps (♯), when placed at the beginning of a line, are for all C's and F's in the song. This is called a key signature. However, since there are no C's in this song, you only have to remember to play every F in this song as F♯.

new note:



Dark Red Belt

Happy Birthday To You



Italian



www.twinkl.co.uk

Italian Work Package-

Week one

This package includes:

- Italian vocabulary list – to practice your Italian (focus on numbers)
- Easter Card – colour and fill in the message on the inside
- Italian word search



Italiano



I Numeri

Uno - one	Undici - eleven
Due - two	Dodici - twelve
Tre - three	Tredici - thirteen
Quattro - four	Quattordici - fourteen
Cinque - Five	Quindici - fifteen
Sei - Six	Sedici - sixteen
Sette - seven	Diciasette - seventeen
Otto - eight	Diciotto - eighteen
Nove - nine	Diciannove - nineteen
Dieci - ten	Venti - twenty

10 - 100

dieci - ten
venti - twenty
trenta - thirty
quaranta - forty
cinquanta - fifty
sessanta - sixty
settanta - seventy
ottanta - eighty
novanta - ninety
cento - one hundred

I Giorni della Settimana

lunedì - Monday
martedì - Tuesday
mercoledì - Wednesday
giovedì - Thursday
venerdì - Friday
sabato - Saturday
domenica - Sunday

I COLORI

bianco - white
giallo - yellow
verde - green
arancione - orange
rosso - red
marrone - brown
grigio - grey
nero - black
azzurro - blue
rosa - pink
viola - purple



I Mesi Dell'Anno

Gennaio - January
Febbraio - February
Marzo - March
Aprile - April
Maggio - May
Giugno - June
Luglio - July
Agosto - August
Settembre - September
Ottobre - October
Novembre - November
Dicembre - December

Come ti chiami? - What is your name?
Io mi chiamo - My name is

Quanti anni Hai? How old are you?
Ho anni. I am years old.

Come Stai?

Benissimo - Fantastic
Molto bene - Very well
Bene - well
Così-così - o.k/ so-so
Male - not well

Buongiorno -
goodmorning

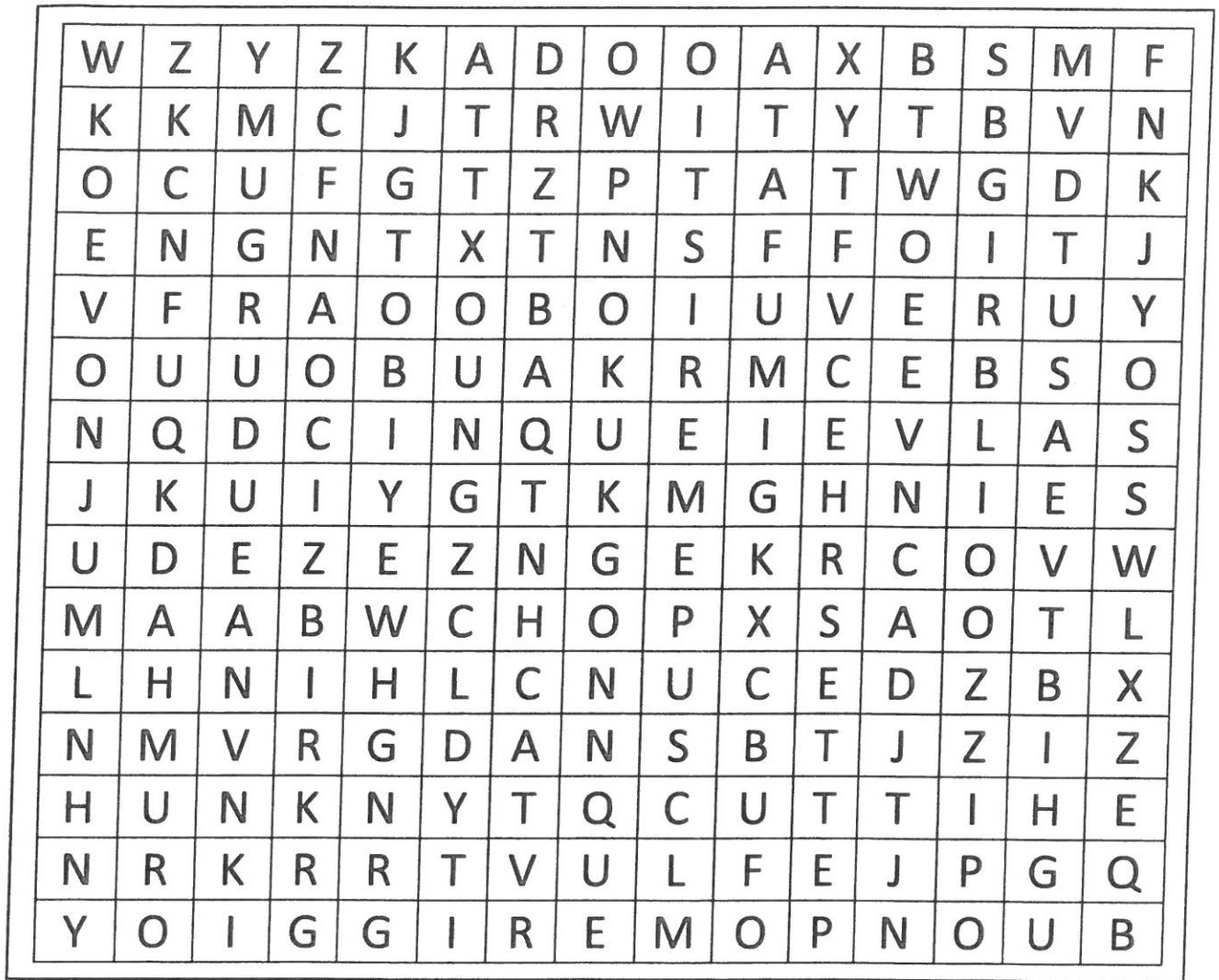
Buonasera - good
evening

Buonanotte - good night

Ciao - hello/goodbye

Grazie - Thank-you
Prego - You're welcome
Mi scusi - Excuse me

Italian Word Search



UNO

QUATTRO

SETTE

DIECI

BUON GIORNO

DUE

CINQUE

OTTO

CIAO

BUON POMERIGGIO

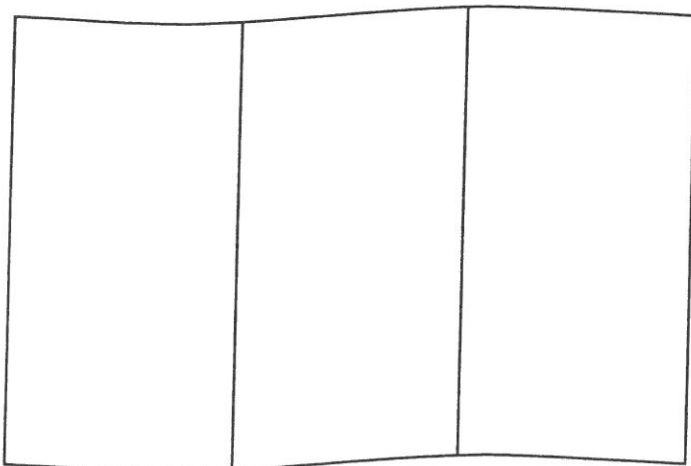
TRE

SEI

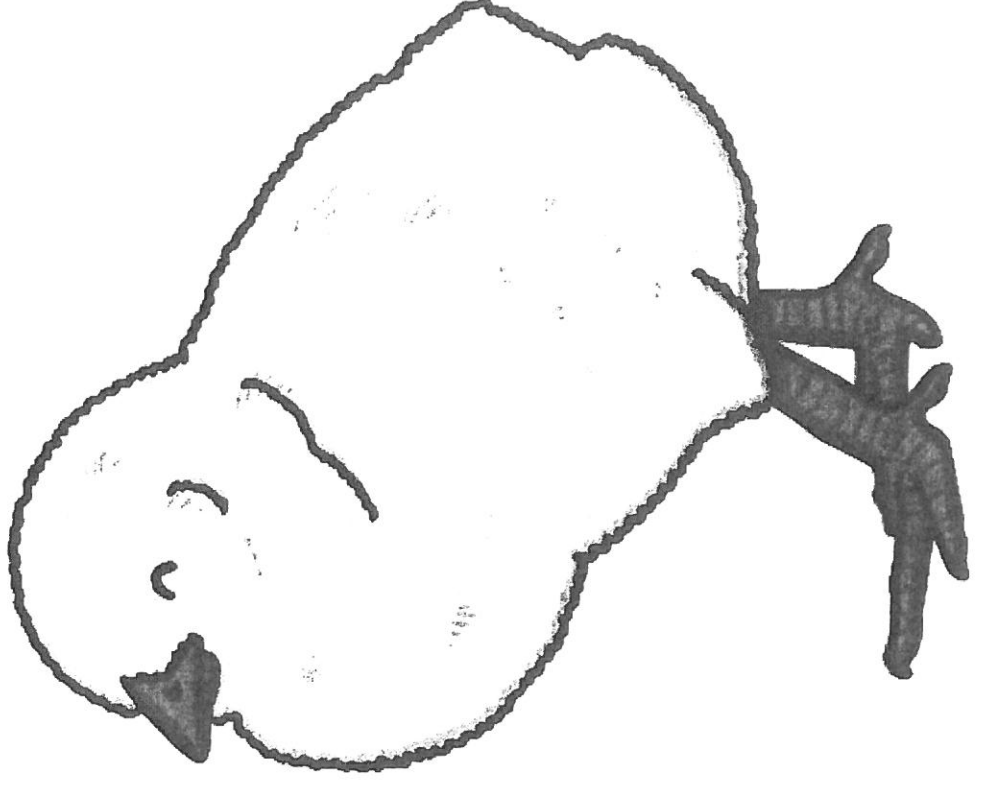
NOVE

SALVE

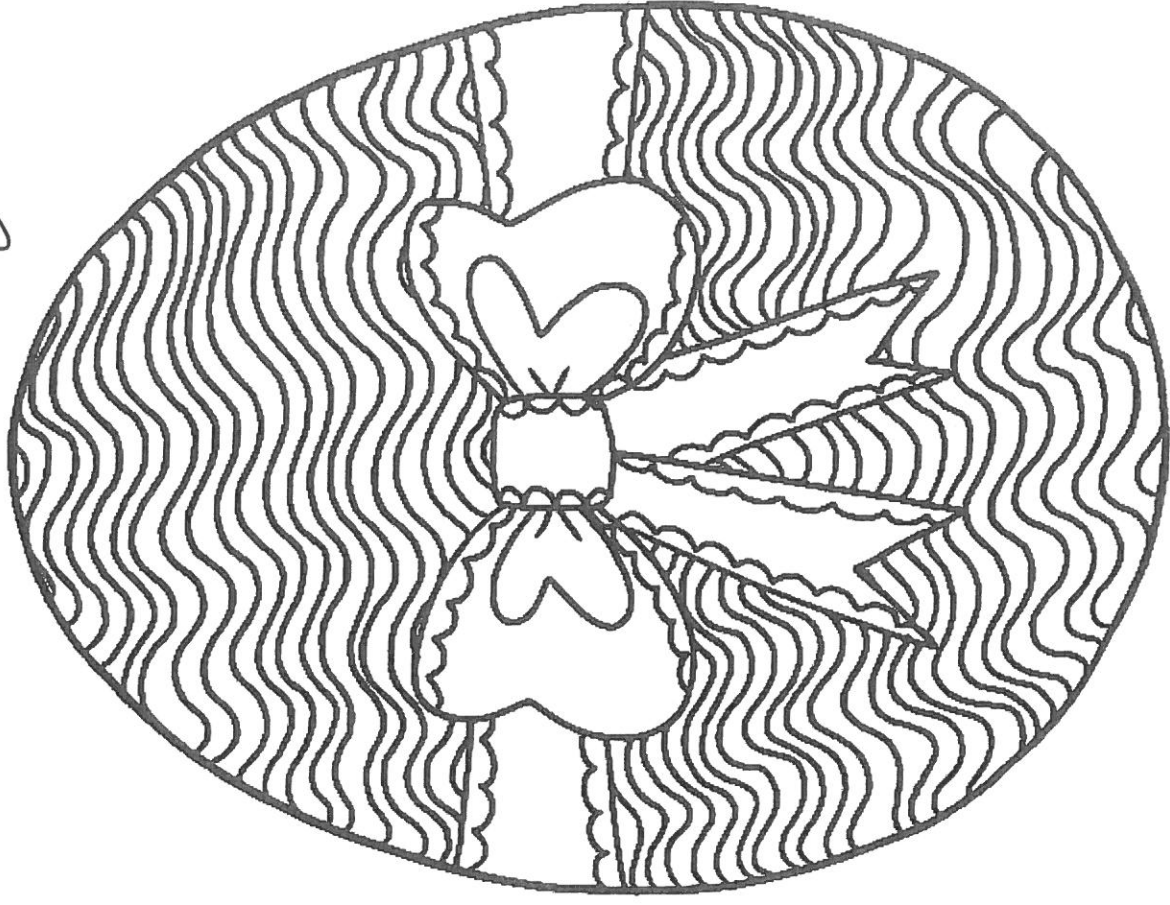
GRAZIE



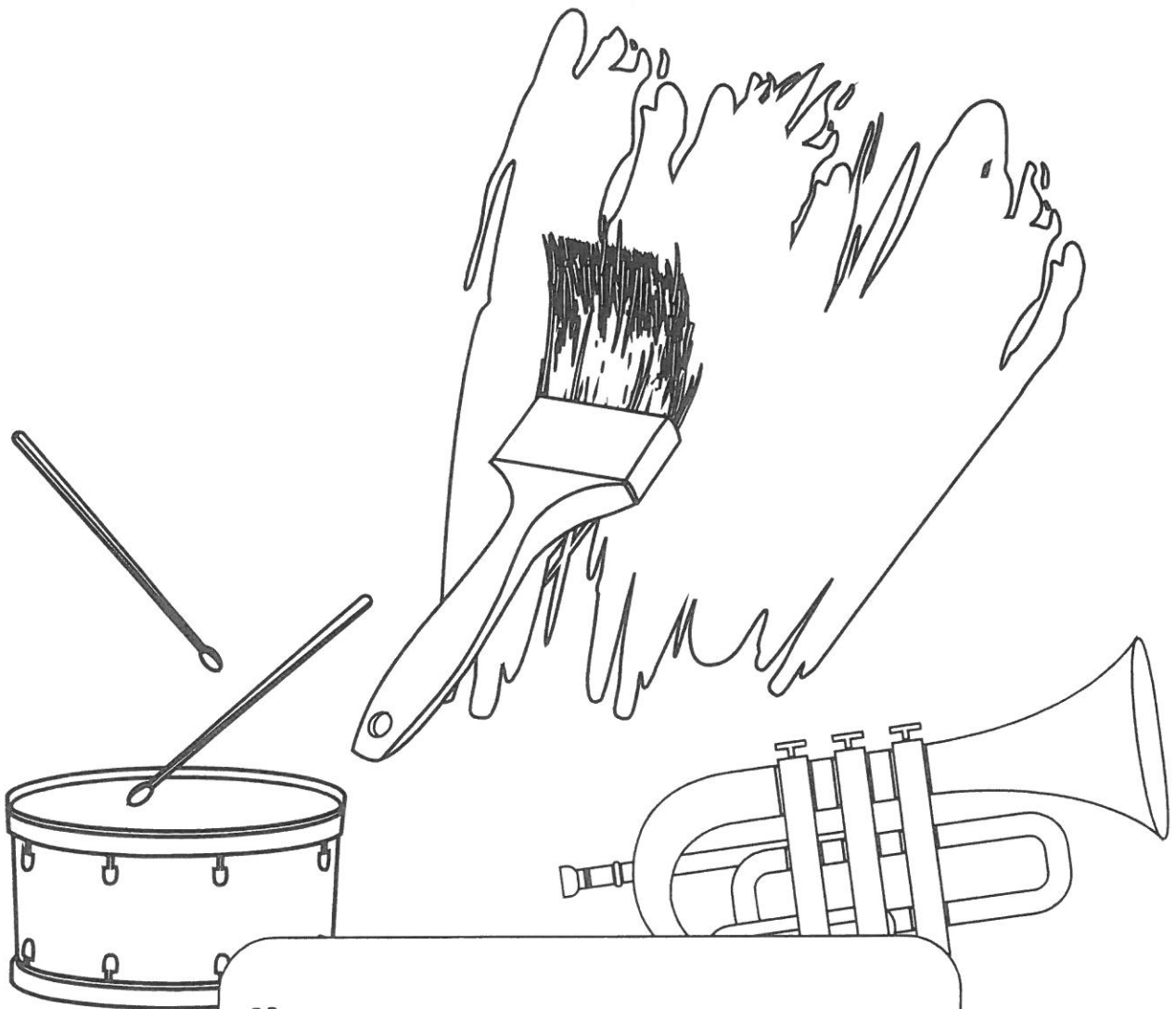
Happy Easter!
Buona Pasqua!



Happy Easter!
Buona Pasqua!



Visual Arts



Name _____

Class _____

Art Project links to see coloured pictures.

<https://artprojectsforkids.org/wp-content/uploads/2020/03/Draw-a-Britto-Cat-.pdf>

<https://artprojectsforkids.org/wp-content/uploads/2018/01/Draw-a-Peacock.pdf>

<https://artprojectsforkids.org/wp-content/uploads/2020/03/Draw-a-Bunny-Face.pdf>

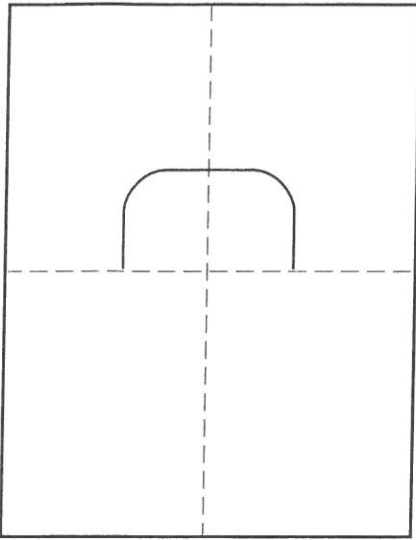
<https://artprojectsforkids.org/wp-content/uploads/2020/03/Easter-Bunny.pdf>

Fantastic site for directed Art activities

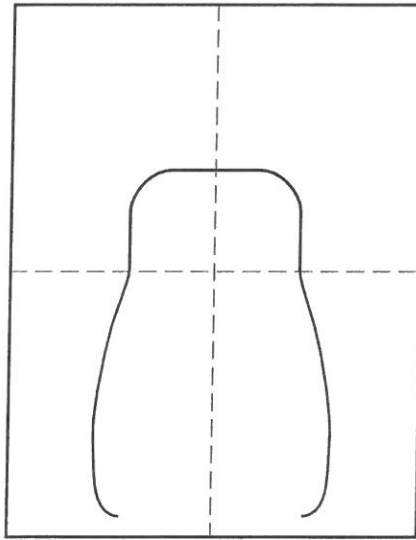
<https://www.artforkidshub.com/>



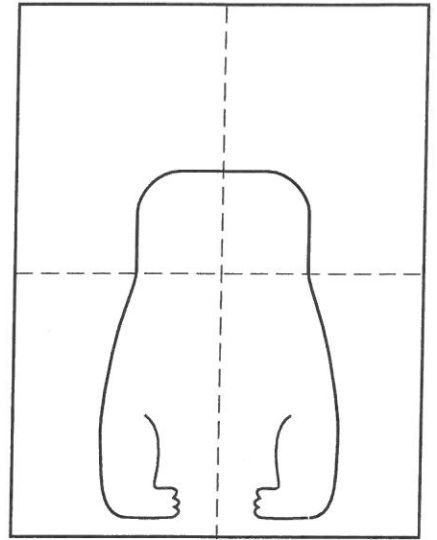
Draw an Easter Bunny



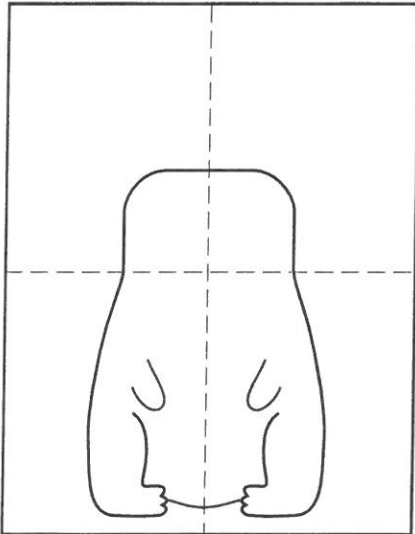
1. Fold to make guides. Draw head.



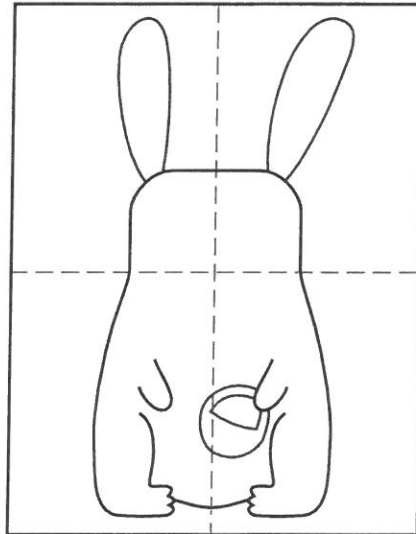
2. Add curved sides as shown.



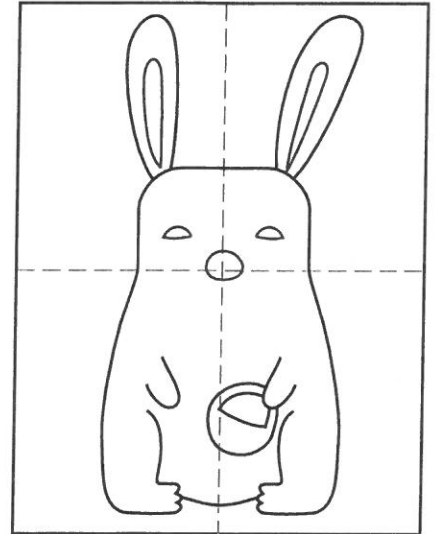
3. Draw the legs and toes.



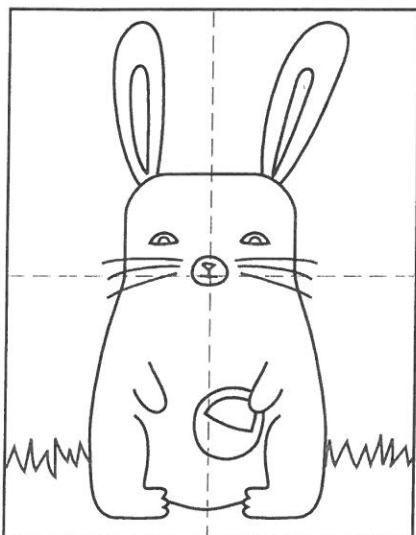
4. Add paws and belly line.



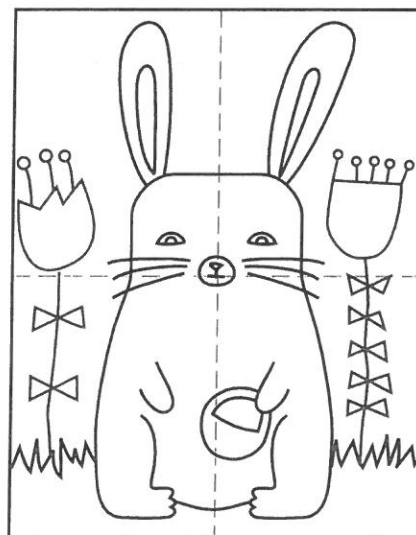
5. Draw basket and ears.



6. Draw inside ears and face.



7. Draw eyes, nose, whiskers, grass.

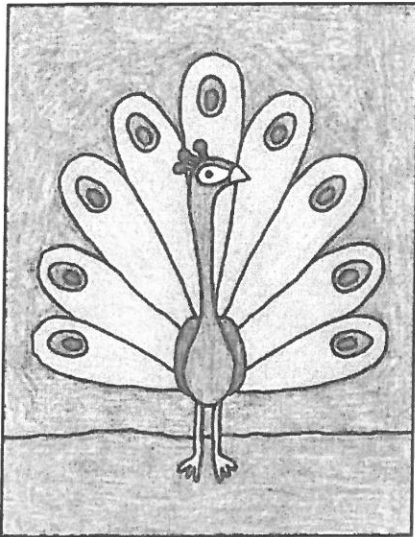


8. Finish with pretty flowers.

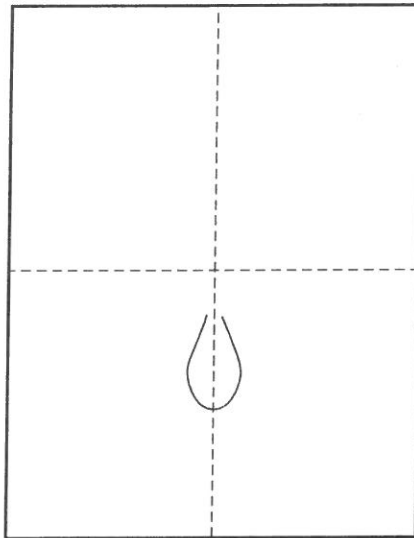


9. Trace with a marker and paint.

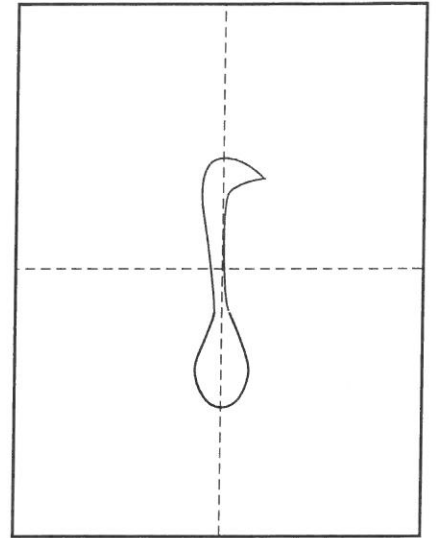
Draw a Peacock



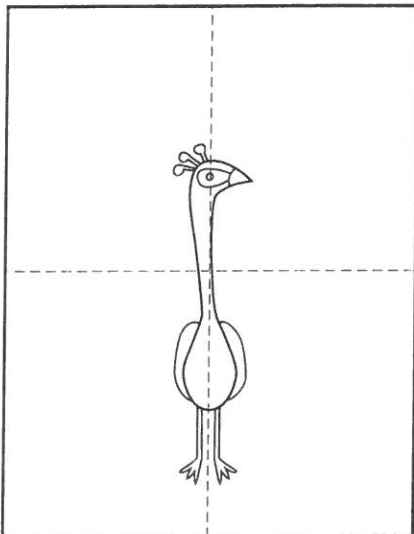
Supplies: Marker, crayons



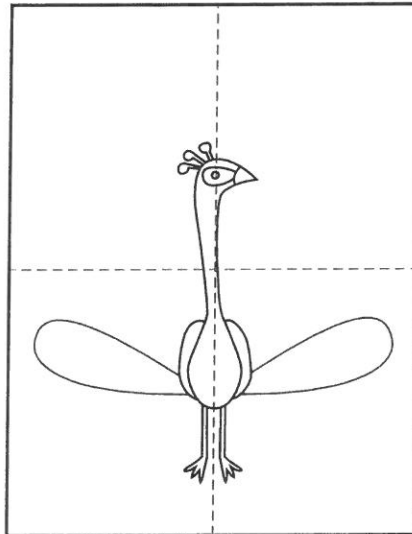
1. Make guide lines. Draw the belly.



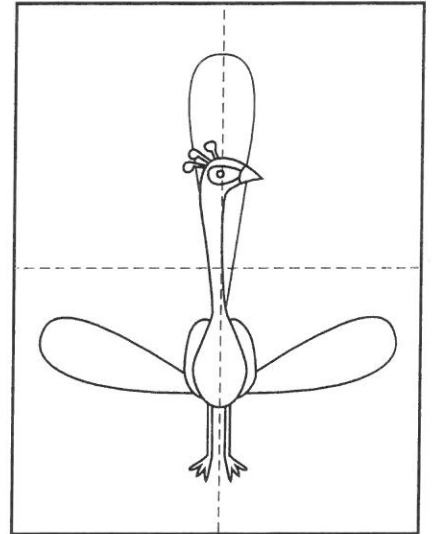
2. Add the neck and head.



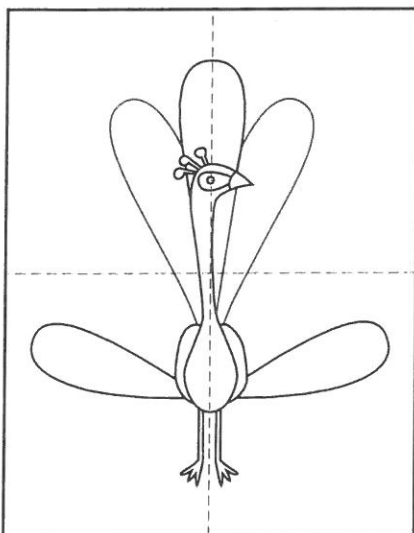
3. Add wings, face and feet.



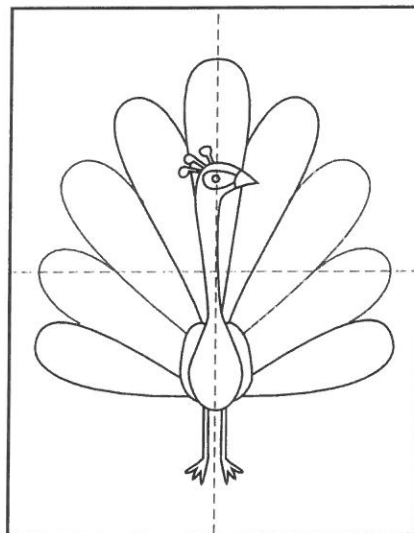
4. Draw two bottom feathers.



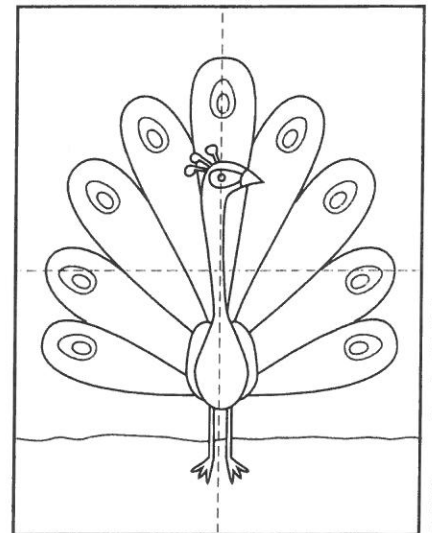
5. Draw the center back feather.



6. Add a feather to either side.



7. Add two more feathers, both sides.



8. Draw spots on feathers, ground.