



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	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	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
11.00 - 11.30	MATHS: 1 page from booklet and 1 page from the times table book each day	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:

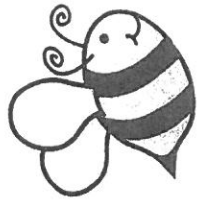
Class:

SPELLING LIST 1 Complete one activity each day



Word List	Write each word in a sentence	Write the words in alphabetical order
1 send		1
2 bend		2
3 bump		3
4 jump		4
5 camp		5
6 stamp		6
7 slip		7
8 slop		8
9 sleep		9
10 keep		10

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



Name: _____ Date: _____



WORD FIND

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

Find the following words in the puzzle.

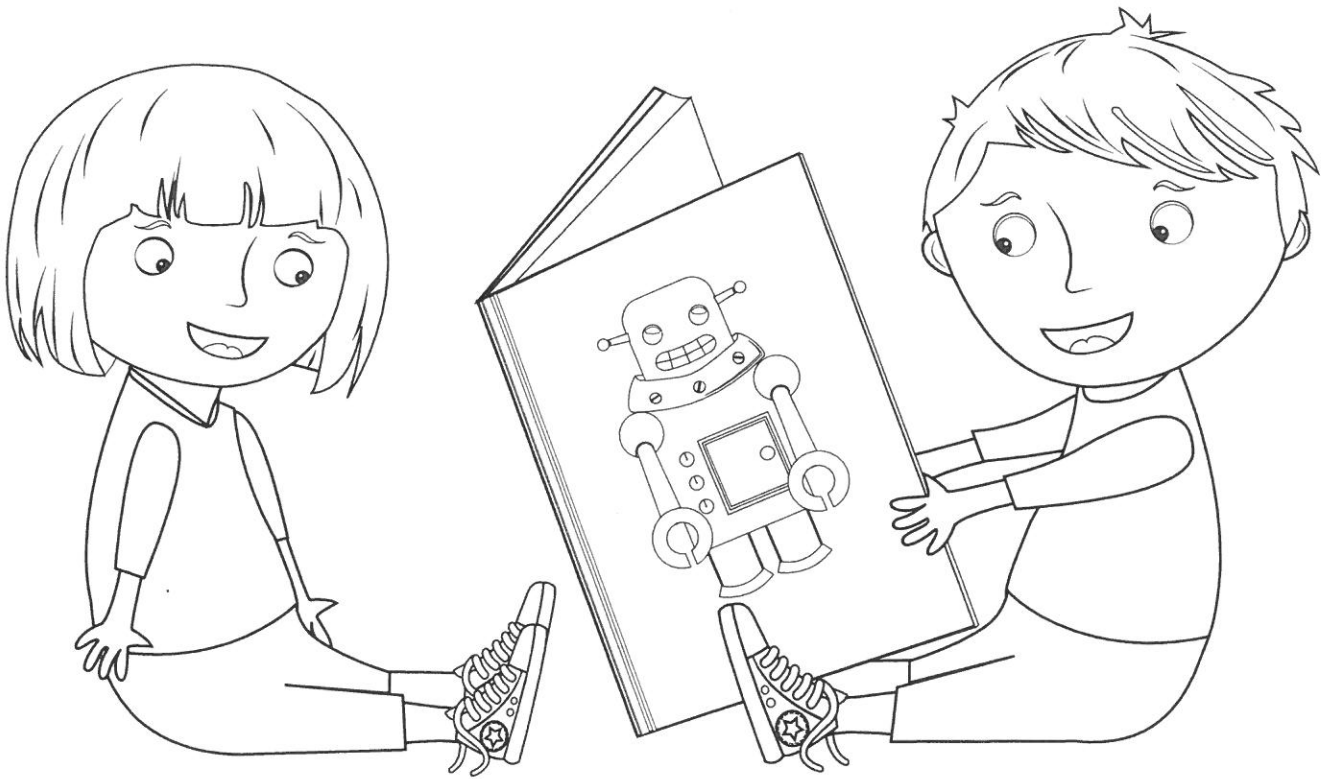
Words are hidden → and ↓.

BODED
COAST
DRILL
FLICK
FUDGE
LOOPS

LURED
MAILS
MALLS
MUTES
NOTED
NOTER

PEARS
PEERS
WALL
WOOD
ZIPS

Reading



Name _____

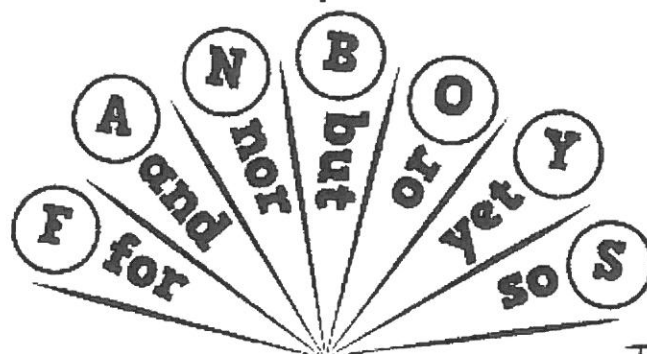
Class _____



CONJUNCTIONS

Coordinating conjunctions join two independent clauses to make a compound sentence.

sentence
+
FANBOYS
+
sentence
=
compound sentence



Teach **THIS**

Choose a coordinating conjunction to complete each sentence.
Then write it on the blank line.

1. He was not allowed to train, _____ he needed to let his knee rest after his injury.
2. I love eating ice-cream, _____ I also enjoy cake.
3. Sandy loved to play tennis, _____ she was nervous about getting injured.
4. Grandma was really tired, _____ she took a nap.
5. Jane had a lot of games to play, _____ she still felt bored.

Choose a coordinating conjunction to make the two sentences, one compound sentence and then rewrite the sentence on the line.

Marcus is quite shy. He still has many close friends.

We waited for the train. It didn't show up.

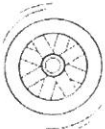
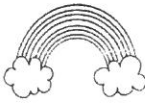













Articles - Cut & Paste

Teach **THIS**



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

Articles - Cut & Paste



Teach **THIS**

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

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--	--	--	--	--

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--	--	--	--	--

Sequencing a Story

Stories have a beginning, a middle and an end. It's important for you to know the sequence of events in a story. It helps you to understand what you read. Words like first, next, before, after, lastly and finally will help you work out the sequence. You can also use other word clues or what you know already to find the sequence.

Unfortunately, someone has mixed up the pages of the story 'Sam and the Rainstorm'. Read through each of the boxes carefully.

Suddenly the sky went black and the rain began to pour down.

But Sam didn't listen to Mr Williams. He kept on walking.

The second person Sam came across was Mrs Johnson, the shopkeeper.

"I wouldn't go for a walk today," said Mr Williams. "It looks like it's going to rain!"

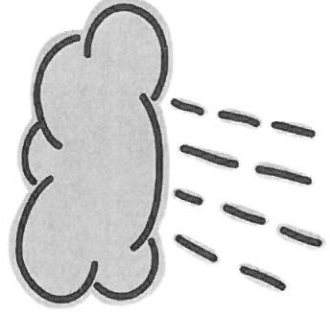
The first person Sam came across was Mr Williams, his next-door neighbour.

"It's going to rain," said Mrs Johnson. "I'd go home now!"

Finally, Sam decided to run home as fast as he could. He was soaked!

It was a sunny day. It was so warm that Sam decided to go for a walk.

But Sam didn't listen to Mrs Johnson either. He still kept on walking.



Have a think about which box is the beginning of the story and which one is at the end.

Now cut out the boxes and rearrange them on your table into the right order.



Sam and the Rainstorm

Stick the boxes from the first sheet in the correct sequence to tell the story of Sam and the Rainstorm.

When you've finished, draw an illustration of Sam getting wet!

1	2	3
4	5	6
7	8	9

Earth Watch

Good Pet Care



All images have been sourced from Unsplash.

Most people have pets. They are cute and fun to play with. But did you know that pets can be bad for wildlife? Dogs and cats may hurt wild animals or harm wild places near you.

NO CHASING

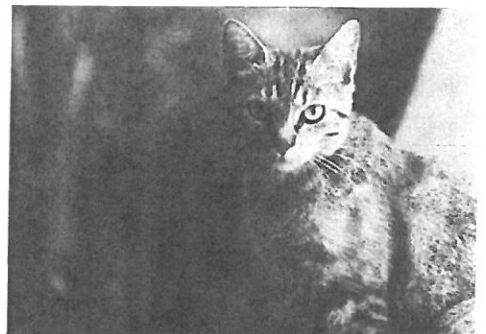
Dogs like to run, sniff and explore. Dogs need to be walked each day. But you must take care that your dog does not chase. If dogs chase other animals, they may scare animals away from their homes.

NO POUNCING

Cats make nice pets. They like to purr. But they like to 'pounce' too! Cats that are let outside will hunt and eat other animals.

NO DIGGING

Rabbits and mice make good small pets. But make sure they can't get wild! They make lots of babies, and they dig holes and eat the food of other animals.



Make sure that your cat does not hunt birds.



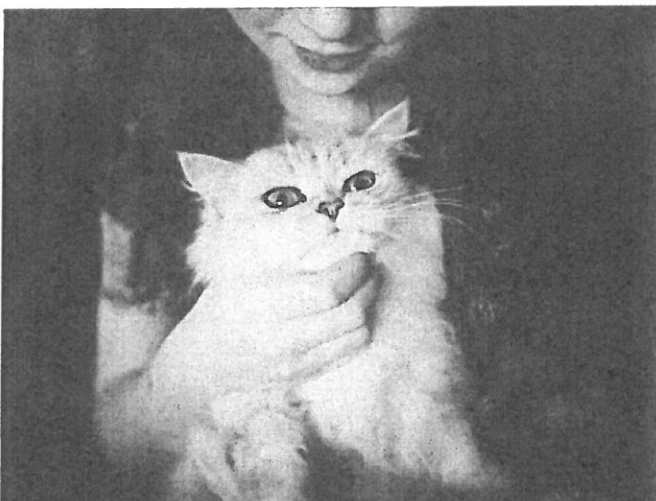
Rabbits and mice must never be set free.

NO FLYING

Some pet birds may fly in the house. But if they get loose outside, they could fly away and be lost. They might get hurt or they could spread diseases to native birds.

NO FREEING

Some people think it might be kind to set pets like fish, turtles, snakes or birds free. This is a very bad idea. Pets do not last long in the wild. They can't find food or shelter. They fight with wild animals and try to take over their homes or food. Pets need owners to care for them.



If you take good care of your pet, you will take good care of wildlife too.



Pet birds have not been born in the wild. They may not live if they are set free.



10 WAYS TO KEEP ANIMALS SAFE

1. Keep pets away from national parks or wild places.
2. Make sure your yard has a fence so your dog cannot run free or chase.
3. Keep your dog on a leash when you go for a walk.
4. Clean up any mess your pets make in parks or on the street.
5. Give your kitten lots of food and hugs. Keep your cat inside at night so it will not hunt.
6. Keep rabbits or mice safe in a cosy cage.
7. Do not set pets free into the wild.
8. Tell your parents if you see any animals that are hurt or need help.
9. Plant trees that animals like to live in or that birds like to eat.
10. Leave water out for wildlife to drink in dry weather.

Name: _____

Date: _____

Earth Watch: Good Pet Care

Questions

1. Do you have any pets? What kind of pet do you have? If you don't have a pet, what kind of pet have you always wanted?

2. How can pets harm native life?

3. What can you do to help protect native life from pets?

4. What would you do if you saw a stray cat at the park?

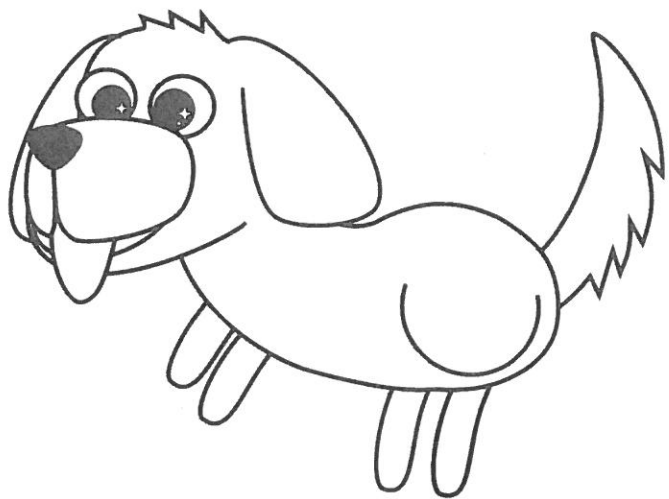
5. What native animals do you have near your home?

DOGS MAKE THE BEST PETS

When it comes to pets, dogs are most certainly the best choice. They are loyal, affectionate and active companions. No other choice of pet can compete with a dog.

Firstly, dogs are incredibly loyal companions. They see themselves as a part of the family and will always be there for you, no matter what happens. Secondly, dogs are extremely affectionate animals. No other animal can show their love when you arrive home at the end of the day quite like a dog can. Thirdly, dogs are very active. This means that you can always keep fit and healthy, taking your dog for walks and playing games together.

For these reasons, it is clear that dogs make the best pets. Other animals might have some good qualities, but dogs are the most loyal, affectionate and active companions of them all.



Name: _____

Date: _____

Comprehension Questions

- 1) The writer states 'no other choice of pet can compete with a dog.' What do you think the writer is trying to say?

- 2) What does the word 'affectionate' mean?

- 3) What is the purpose of this text? To convince you to...

- 3) What are the three words the writer uses to describe dogs in the first paragraph?

Name: _____

Date: _____

Comprehension Questions

4) List the three main arguments the writer uses to explain why dogs are the best pets.

1. _____

2. _____

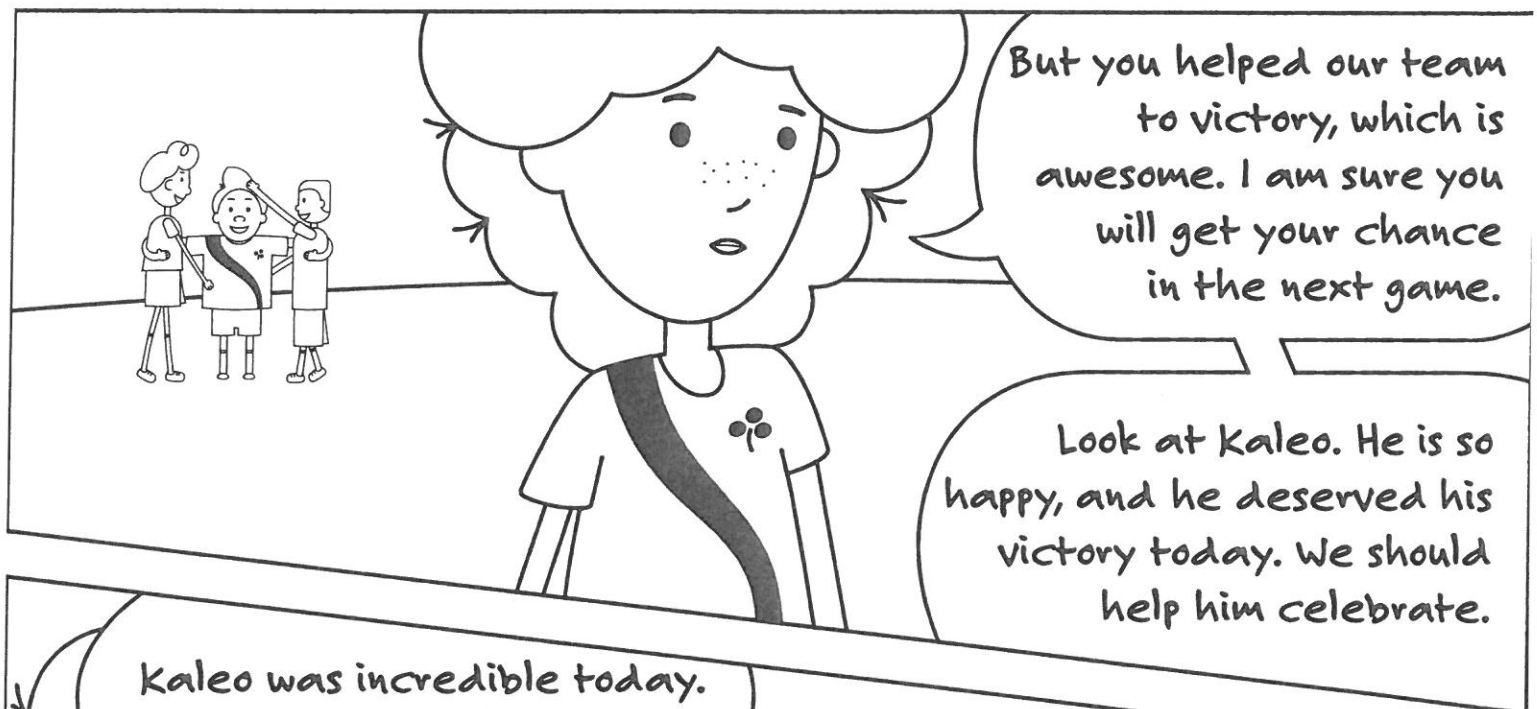
3. _____

5) Which argument do you think is the best? Why?

6) Using the text, what do you think the word active means? Give reasons for your answer.

7) Underline the words in these sentences that help to persuade the reader to get a dog as a pet:

1. *When it comes to pets, dogs are most certainly the best choice.*
2. *Firstly, dogs are incredibly loyal companions.*



Name: _____

Date: _____

Team Trials: Success Celebrators

Questions



1. Why do you think Felix is upset?

2. Why do you think people get sad when other people do well?

3. What should you do if someone wins when you do not?

4. Why do you think Felix was not made player of the day when he had done so well?

5. What happens at the end of the comic?

6. Write about a time where you did well, but may not have been made a winner?

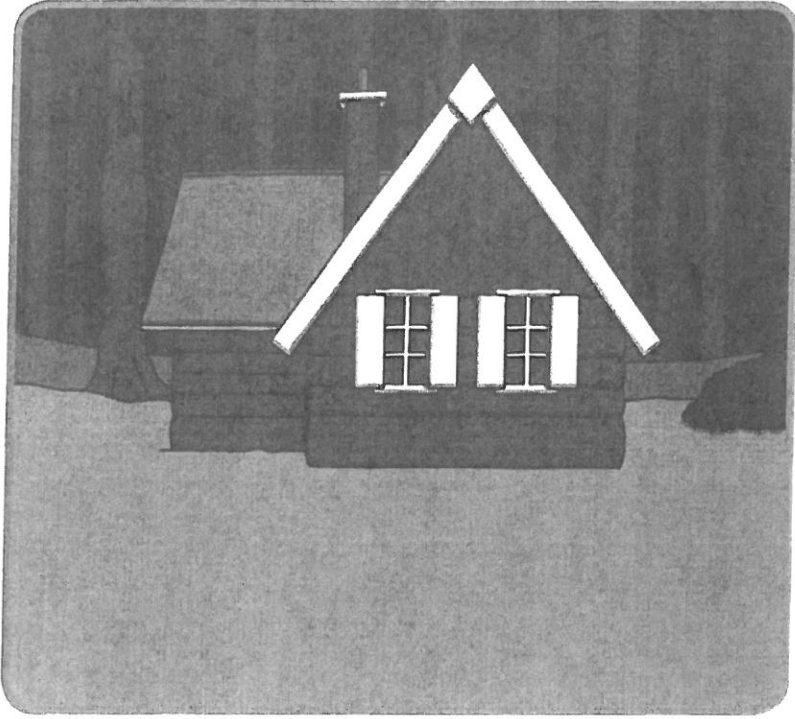
Writing



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 has a slightly textured appearance and is set against a dark background.

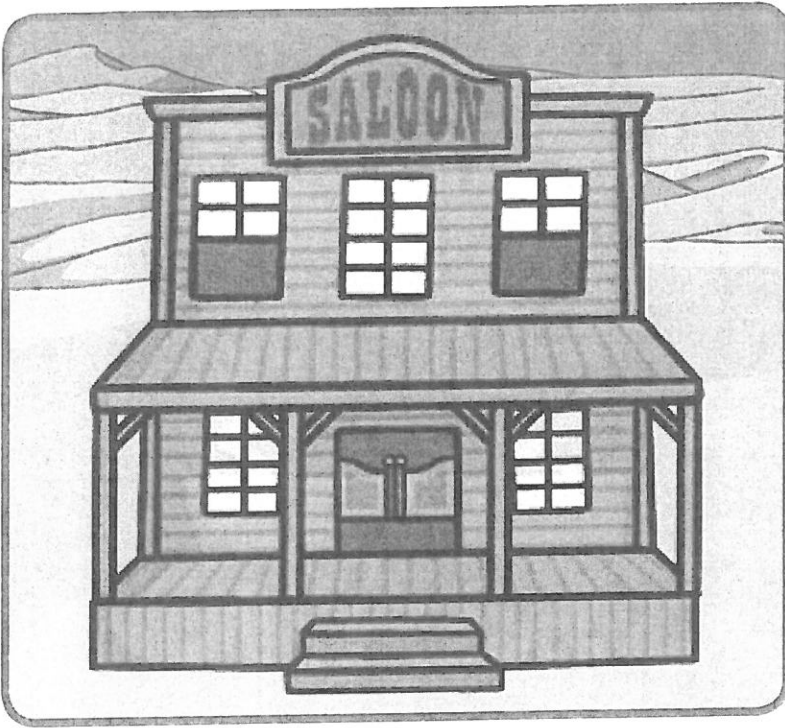
Photo 2



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.
-

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2

9

5

Maths

1

6

+

>

X

4

2

3

÷

9

8

10

—

÷

3.14

+

6

X

Name _____

Class _____

Number Bonds Challenges

Number Bonds Challenge 1

$1 + 4 =$	$0 + 5 =$	$3 + 2 =$
$3 + 3 =$	$2 + 4 =$	$3 + 3 =$
$4 + 1 =$	$1 + 4 =$	$4 + 2 =$
$6 + 0 =$	$5 + 1 =$	$5 + 0 =$
$2 + 4 =$	$4 + 2 =$	$2 + 4 =$
$3 + 2 =$	$0 + 5 =$	$3 + 3 =$
$5 + 1 =$	$6 + 0 =$	$1 + 5 =$
$0 + 6 =$	$2 + 4 =$	$6 + 0 =$
$3 + 3 =$	$5 + 1 =$	$4 + 1 =$
$2 + 3 =$	$3 + 2 =$	$0 + 5 =$
$3 + 2 =$	$4 + 1 =$	$5 + 1 =$
$1 + 5 =$	$0 + 5 =$	$2 + 4 =$
$3 + 3 =$	$2 + 3 =$	
$4 + 2 =$	$1 + 4 =$	



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Number Bonds Challenges

Number Bonds Challenge 2

$4 + 5 =$	$1 + 6 =$	$2 + 6 =$
$3 + 4 =$	$5 + 4 =$	$7 + 1 =$
$1 + 7 =$	$2 + 5 =$	$2 + 5 =$
$5 + 3 =$	$3 + 6 =$	$3 + 6 =$
$7 + 2 =$	$0 + 7 =$	$7 + 2 =$
$1 + 8 =$	$6 + 3 =$	$1 + 8 =$
$0 + 7 =$	$1 + 7 =$	$0 + 7 =$
$4 + 4 =$	$5 + 4 =$	$4 + 5 =$
$2 + 5 =$	$9 + 0 =$	$6 + 2 =$
$9 + 0 =$	$3 + 6 =$	$3 + 4 =$
$4 + 3 =$	$2 + 5 =$	$9 + 0 =$
$8 + 0 =$	$6 + 1 =$	$5 + 3 =$
$5 + 2 =$	$1 + 8 =$	
$4 + 4 =$	$8 + 0 =$	



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Numbers Word Search 0-20

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

20 Find the word for each of the numbers in the word search. 16

0 1 2 3 4 5 6

7 8 9 10 11 12 13

14 15 16 17 18 19 20

4 3 15 9 18

Name _____

Date _____

Number of the Day

Odd or even?

96

Sum of the digits:

Word form:

Make the number using coins and notes:

Tally marks:

10 more: _____

10 less: _____

100 more: _____

100 less: _____

1000 more: _____

1000 less: _____

Write a sum that equals your number:

=

Greater than and less than:

_____ > _____ > _____

Thousands	Hundreds	Tens	Ones

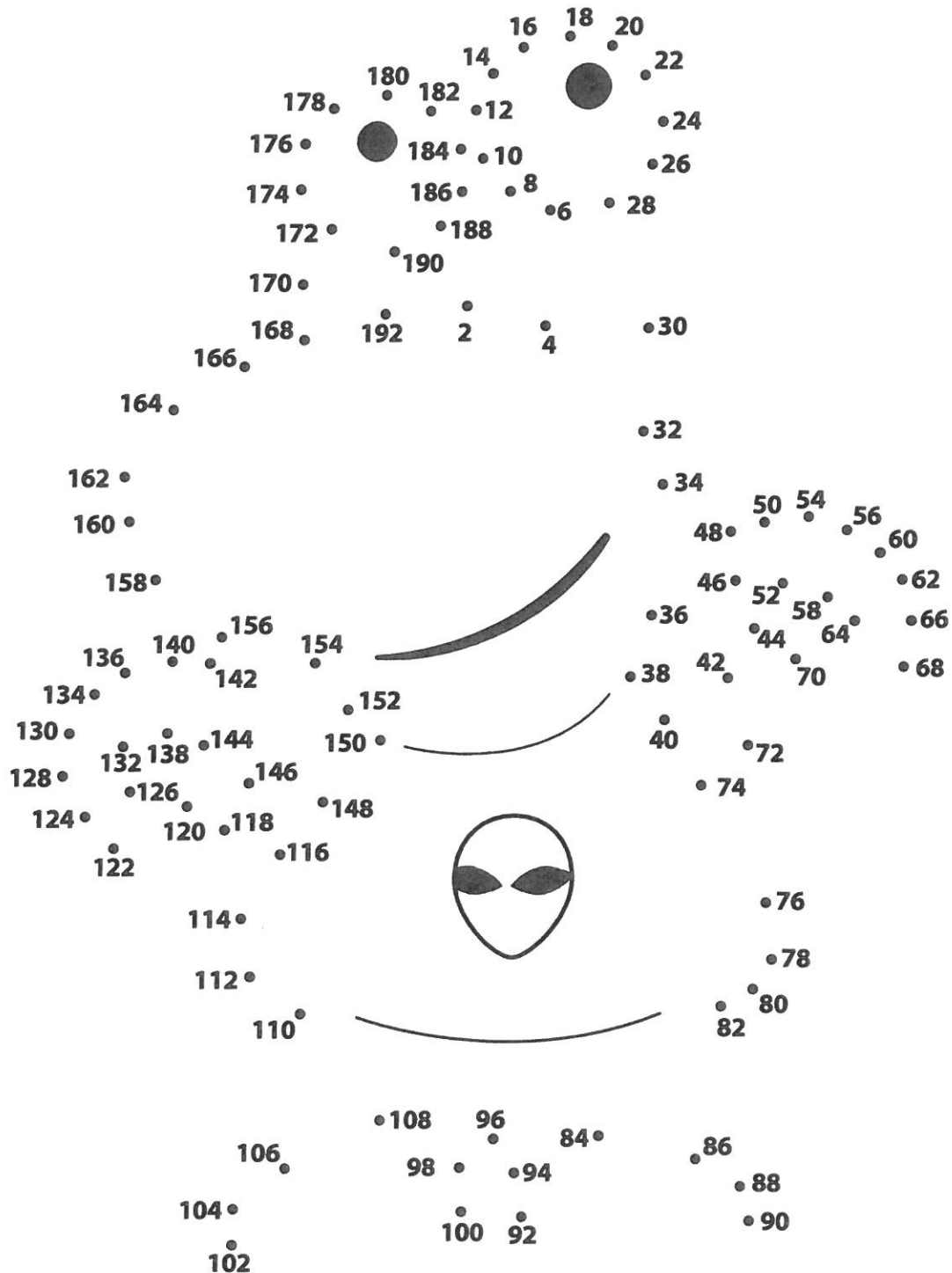


Name _____

Date _____

Counting by 2

Complete the dot-to-dot by starting at 2 and counting up by twos.



Snakes and Ladders

You will need...

- A dice
- A counter per player

How to play...

1. Players take it in turns to roll the dice. The player with the highest rolled number goes first, the person with the second highest rolled number goes second and so on.
2. The player moves the counter the number of spaces shown on the dice, then says the value of the digit underlined. If they correctly identify the place value of the underlined digit, they stay on the square. If not, they move back to the previous square that they came from.
3. If a player lands on a snake's head, the player's counter slides down to the square at the bottom of the snake's tail.
4. If a player lands on the bottom of a ladder, the player's counter climbs up to the square at the top of the ladder.
5. The first player to reach 30 is the winner!



Finish 30	48 <u>5</u> 29	33 <u>1</u> 28	63 <u>4</u> 27	36 <u>8</u> 26
15 <u>6</u> 21	37 <u>4</u> 22	22 <u>4</u> 23	64 <u>7</u> 24	38 <u>6</u> 25
14 <u>1</u> 20	43 <u>2</u> 19	88 <u>5</u> 18	57 <u>4</u> 17	34 <u>2</u> 16
64 <u>7</u> 11	47 <u>8</u> 12	87 <u>5</u> 13	43 <u>6</u> 14	85 <u>8</u> 15
51 <u>1</u> 10	15 <u>5</u> 9	37 <u>3</u> 8	20 <u>6</u> 7	94 <u>7</u> 6
Start 1	58 <u>3</u> 2	39 <u>2</u> 3	56 <u>7</u> 4	82 <u>7</u> 5

Draw and Measure Lines

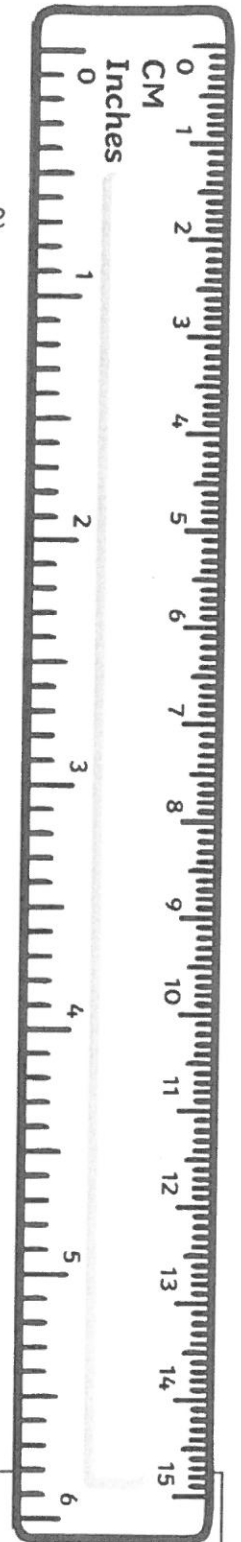
Amazing Fact

A pencil has the potential to draw a line 38 miles long.

Challenge

Using a ruler and a pencil, draw lines the lengths stated in the boxes below.

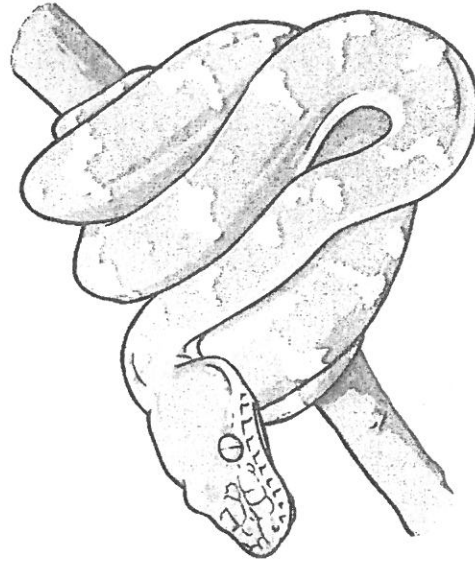
2cm
5cm
10cm
4cm
6.5cm
3.5cm
9.5cm



You could also try to find out:

- what the longest line ever drawn was;
- when the pencil was invented;
- whether the pencil or the rubber came first;
- how a pencil is made.

Numbers to 10 000 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. If you land on a number, read it aloud.
4. If you read it incorrectly, go back to your 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 square.

Finish	7012	7340	2303	4632	2999	8078
1199	6250	1234	1007	8825	7905	3333
1218	9899	9992	6015	5550	3810	6788
2203	7323	3050	4444	8026	5501	3331
1337	8219	2974	6039	4492	8188	5500
3967	8219	2974	6039	4492	8188	5500
Start	9988	3568	4002	6211	2178	5500

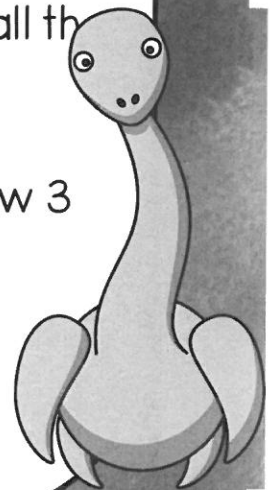
LOCH NESS LAKE

Learning Intention: We can use a grid reference system to describe locations

EASY

Part One – Creating your Map

1. Place co-ordinates on your A4 grid page. (Use the letters A B C D etc. to mark the lines running horizontally across the page on the x-axis. Use numbers 1 2 3 4 etc. to mark the lines running vertically down the page on the y-axis).
2. The splotch in the middle of the grid is the lake. In the centre of the lake, write 'Loch Ness Lake'. Trace around the outline in black texta or fineliner.
3. In the top right hand corner of the map draw and label a compass rose with cardinal points (4) and intercardinal points (4).
4. Above the lake is an embankment known as 'Turtle Bank'. Write this in, draw in three turtles. Shade all the land area around the lake green.
5. In the bottom right-hand corner of the grid draw 3 houses on a hill. Label this 'Loch City'.



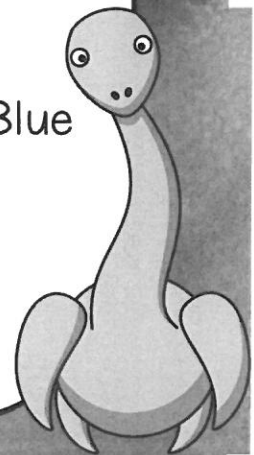
LOCH NESS LAKE

Learning Intention: We can use a grid reference system to describe locations

EASY

Part One – Creating your Map

6. Draw a boat halfway at grid reference K10.
7. The water to the south of the lake is called 'The Great Current'. Write this in and draw a whale in it.
8. Draw a swamp in the most north-east corner of the lake. Call this 'Insect Swamp'.
9. A bike path runs from 'Insect Swamp' to the most southern point of the lake. Draw the bike path. Draw a person riding a bicycle on it.
10. Name the most southern tip of the lake 'Frog Foreshore'. Draw two frogs.
11. Name the area of land to the west of the lake, Wetland Waterfront. Draw a forest of trees.
12. Label the cove-shaped lake area at I20 'The Great Blue Heron Bight'.

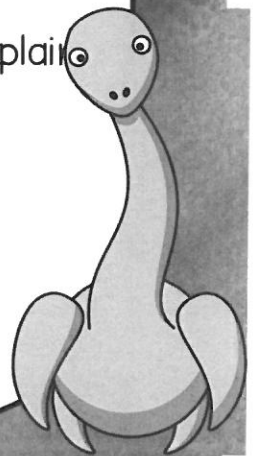


LOCH NESS LAKE

Learning Intention: We can use a grid reference system to describe locations
EASY

Part One – Creating your Map

13. Draw a road from 'Wetland Waterfront' to 'The Great Blue Heron Bight'. Draw a red car on the road.
14. Draw three fish in the centre of the lake.
15. Draw a small riverbed of bushes and aquatic plants in the lake at grid reference L8.
16. A mountain range called 'The Death Mountain' is located in the top left hand corner of the land area/grid. Draw and name it. Draw some grasslands to the south east of the mountain range. Small animals graze here. Draw two cows and one pig.
17. Shade all land areas green. Shade all of the lake area blue. At G4 in the land area, draw a lolly shop.
18. In the bottom right hand corner create a scale that shows a ratio of 1 cm = 1 km or 1 cm = 1 mile.
19. Add a key to your map in the bottom left hand corner. Explain all the symbols and colours you have used.



LOCH NESS LAKE

Learning Intention: We can use a grid reference system to describe locations

EASY

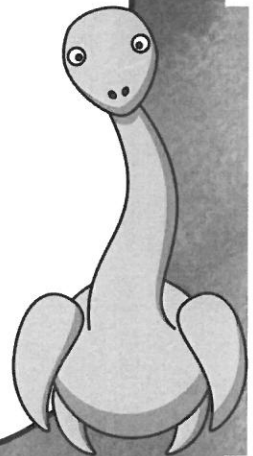
Part Two – Steps to finding the Loch Ness Monster

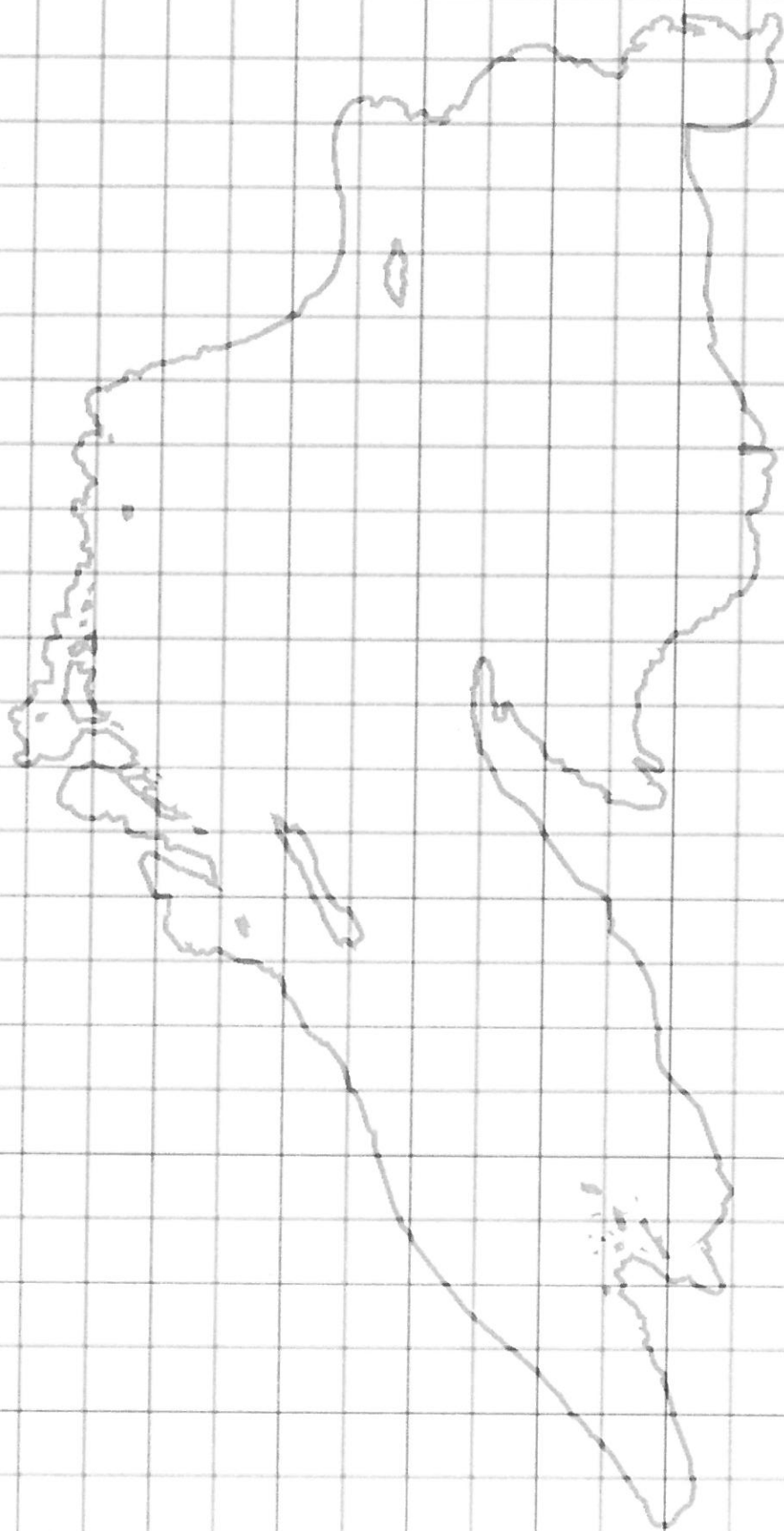
Using a starting point on your map, indicate at least 10 steps for how to arrive at the point in Loch Ness Lake where the Loch Ness Monster (aka Nessie) is hiding.

Present this information in a table.

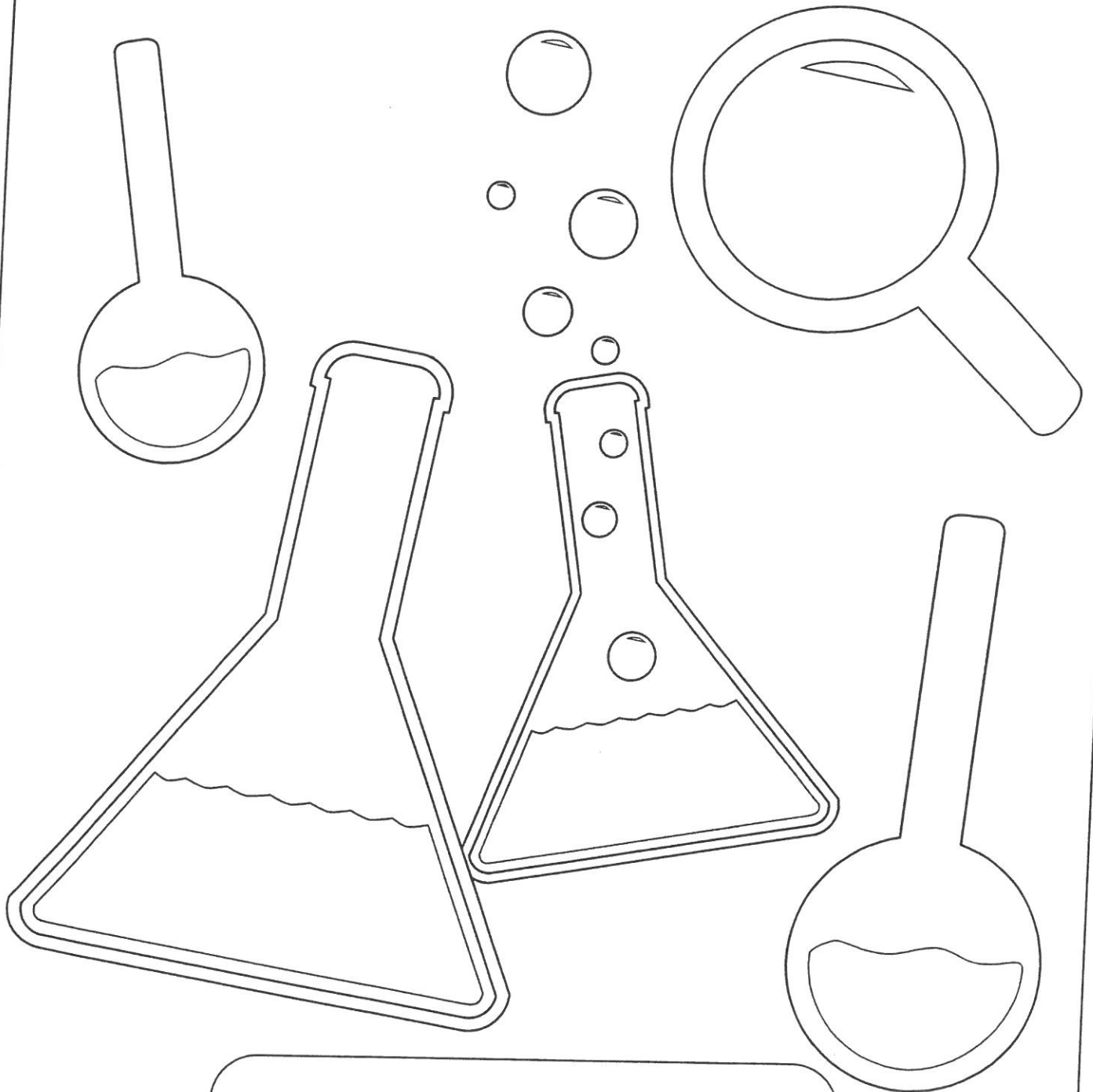
Mark the starting point on your map with the letter S (this will need to be indicted on your legend).

STEP	MAP REF	DIRECTION	KILOMETRES/MILES	INSTRUCTIONS
1	W3	West	3	Swim through Frog Foreshore to get to some dry land.





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.

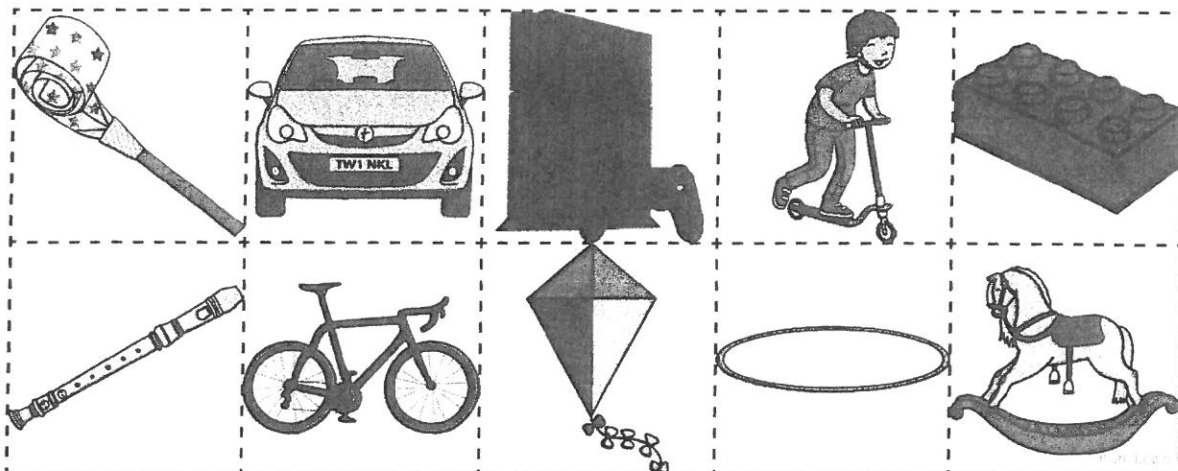
Look at the toys below. Cut, sort and paste the toys onto the table.

Push	Pull	Both

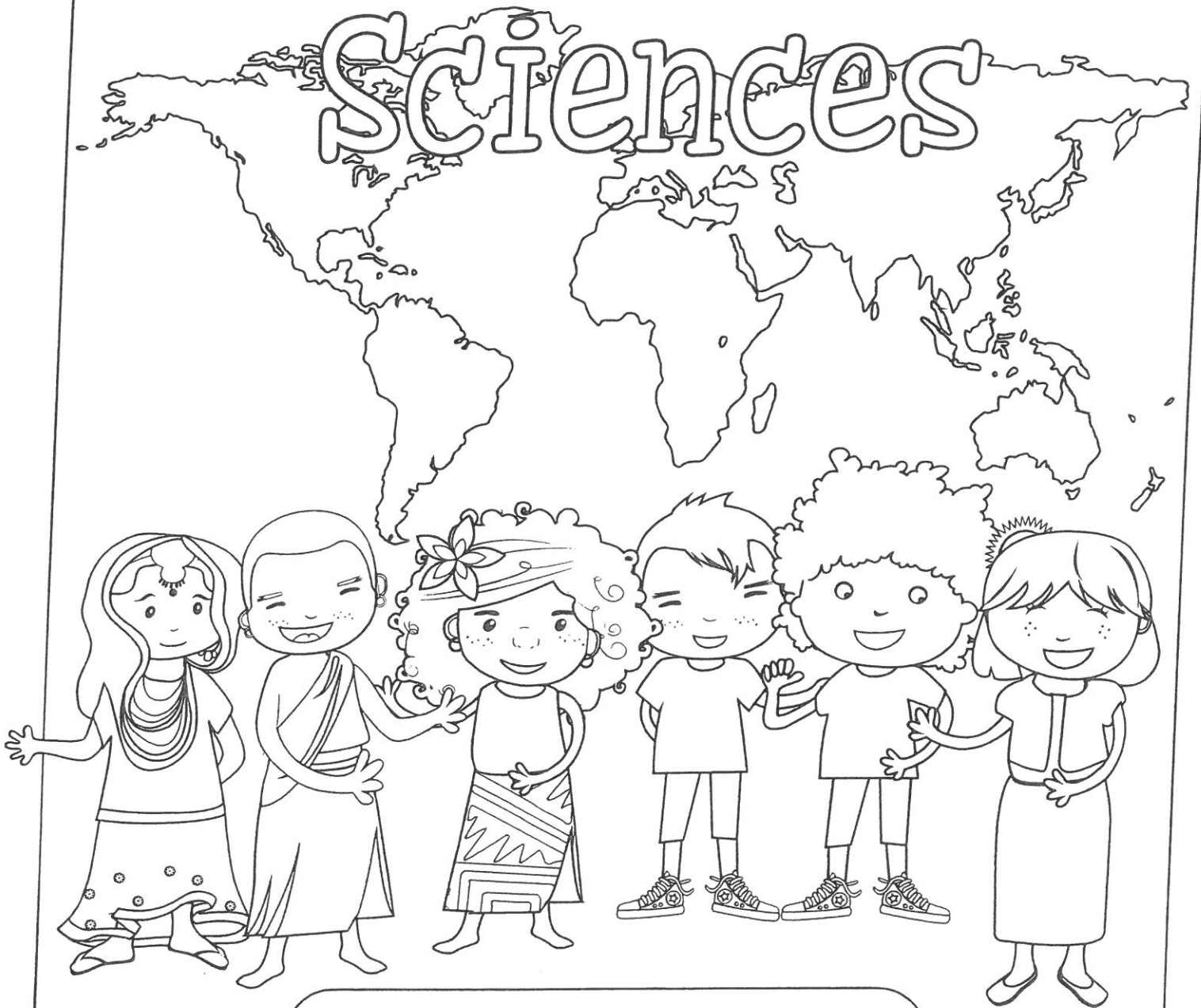
Draw any more toys you can think of that use the forces of push or pull.



visit [twinkl.com](https://www.twinkl.com)



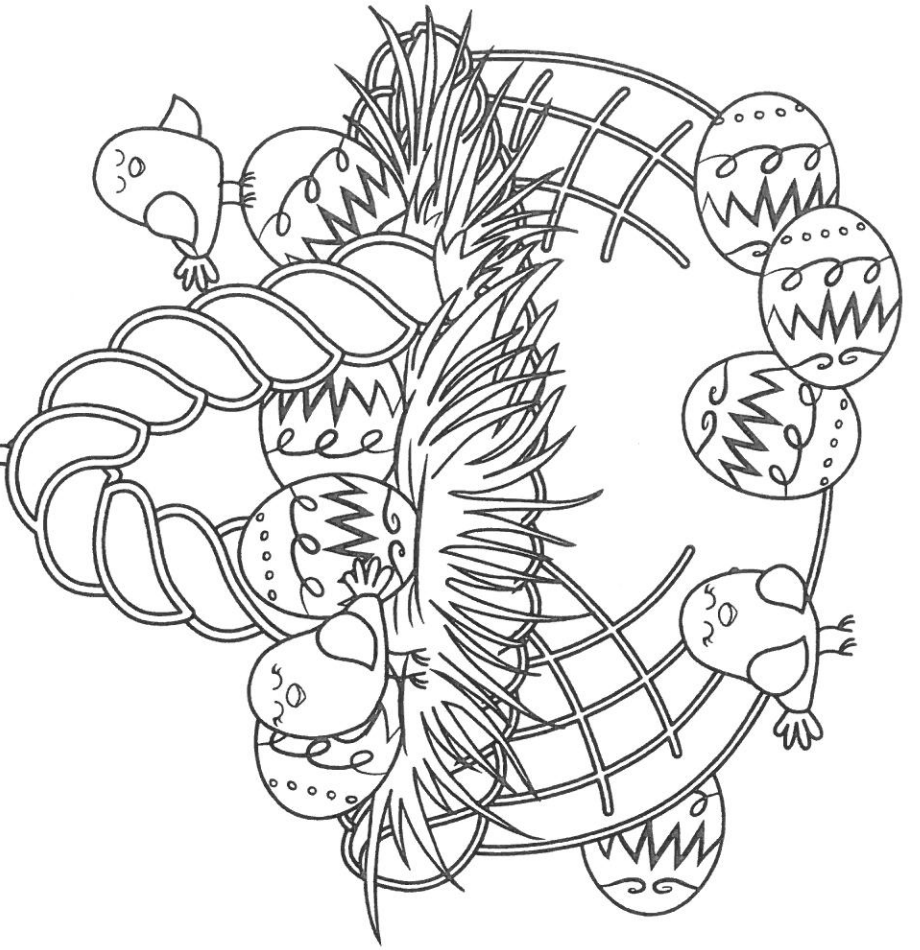
Humanities and Social Sciences



Name _____

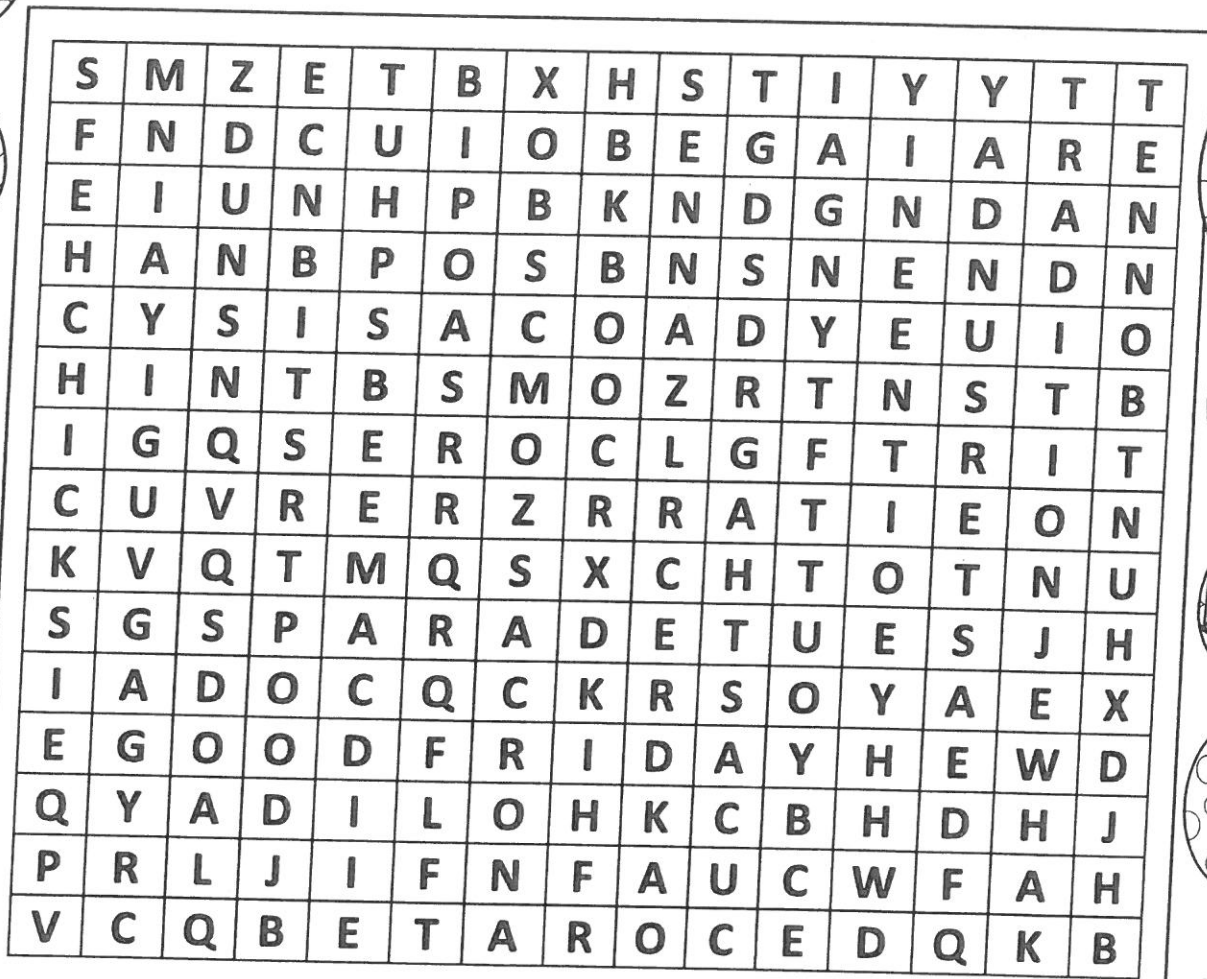
Class _____

Happy Easter





Easter Word Search



BASKET

BONNET

BUNNY

CHICKS

CHOCOLATE

DECORATE

DYE

EASTER

EASTER MONDAY

EASTER SUNDAY

EGGS

GOOD FRIDAY

HIDE

HOLIDAY

HOPPING

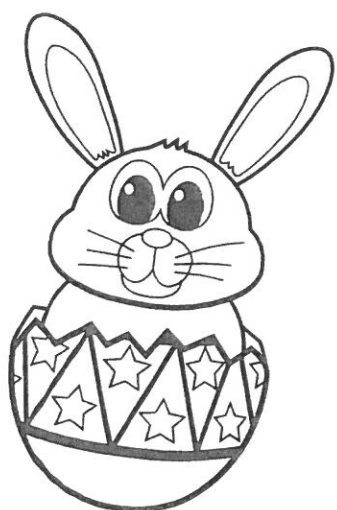
HOT CROSS BUNS

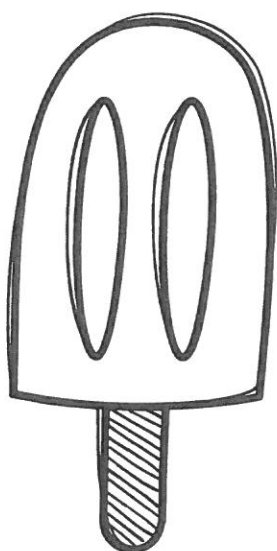
HUNT

PARADE

RABBIT

TRADITION



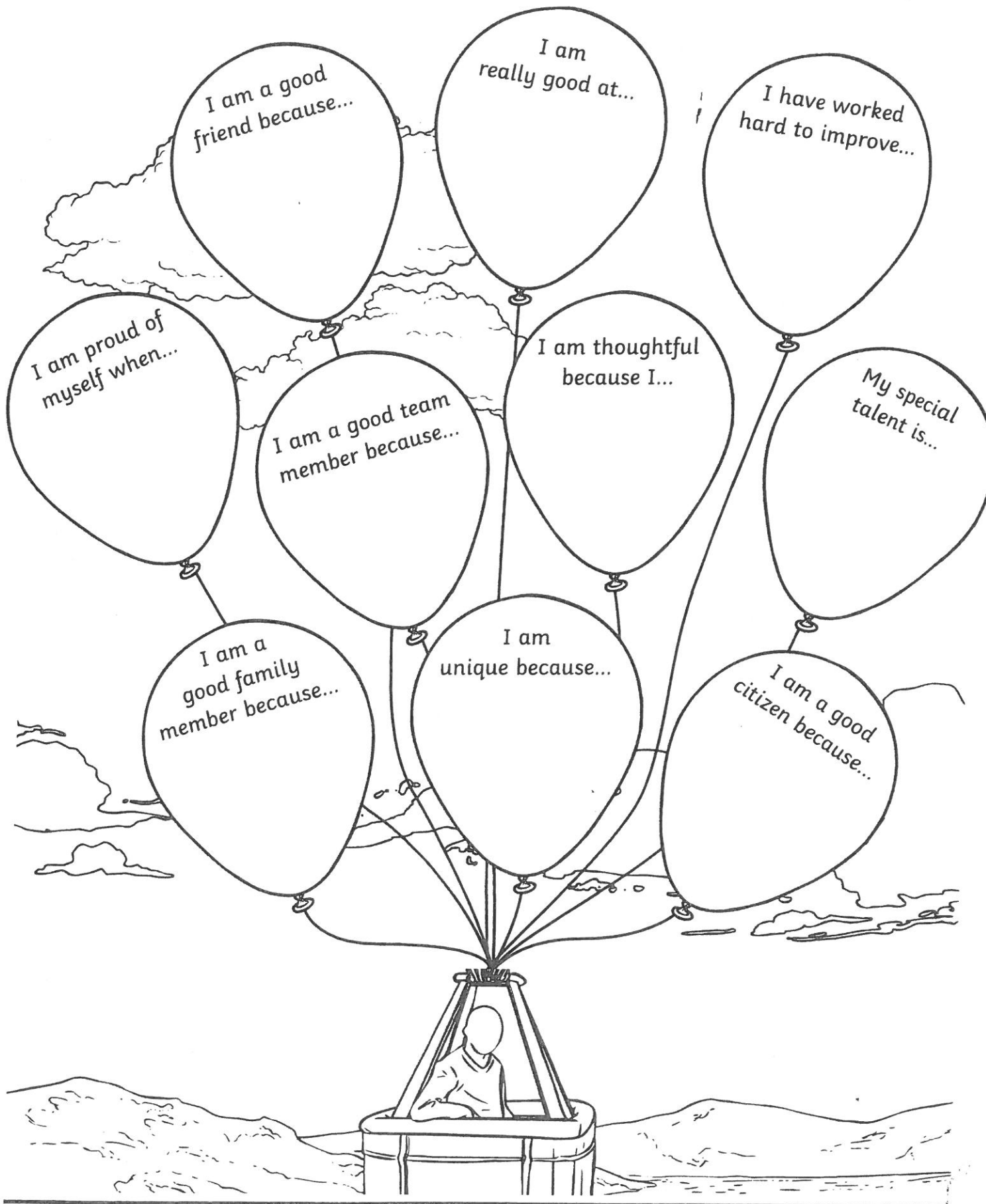


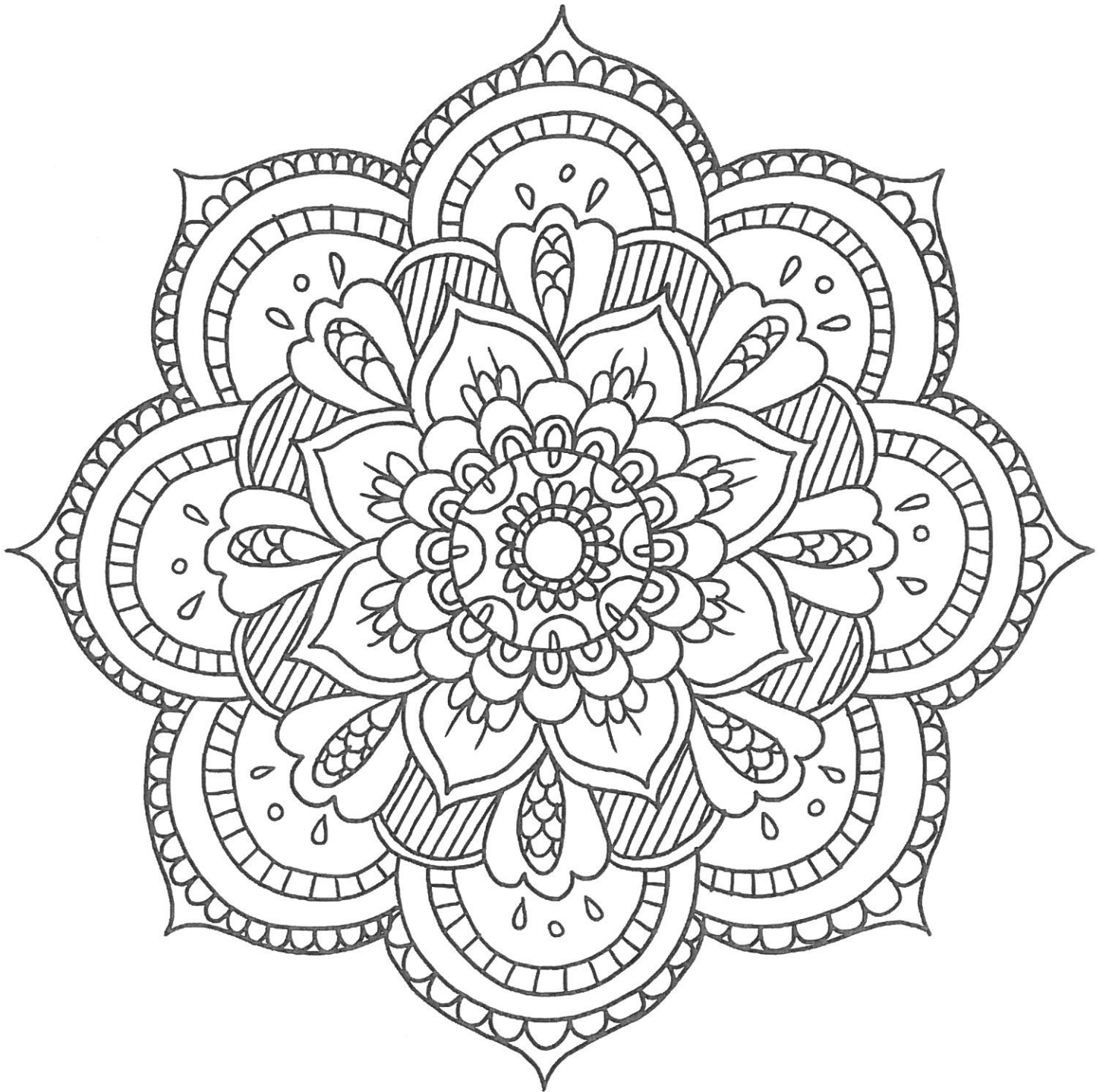
name:

class:

I Am an Amazing Person!

Read and finish the sentences in the balloons below.





Safe and Unsafe Items to Share

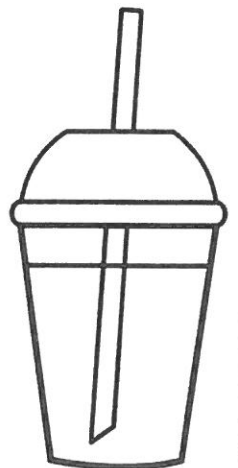
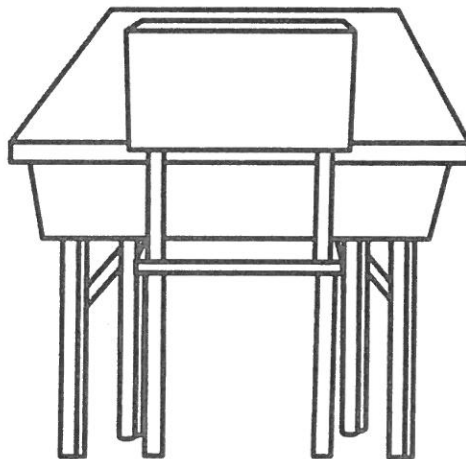
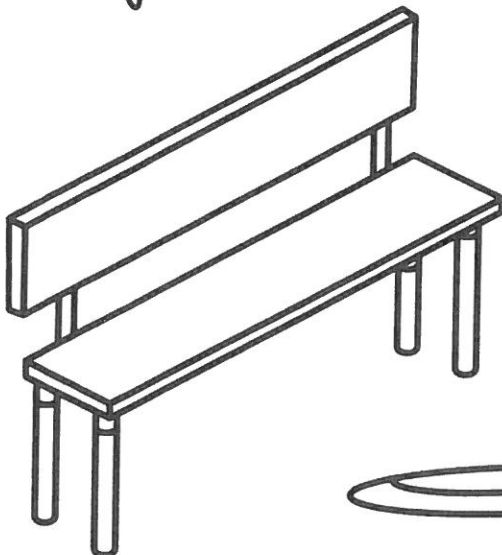
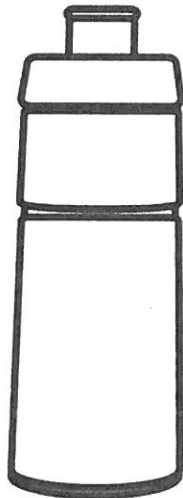
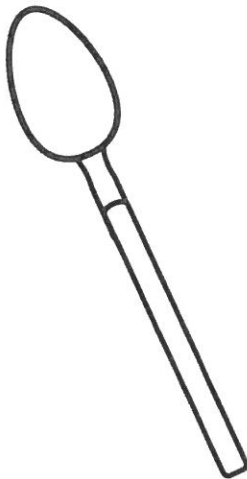
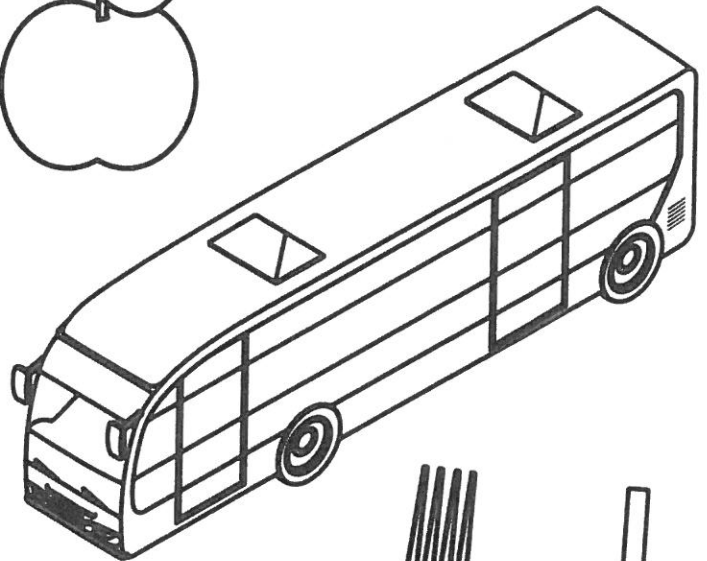
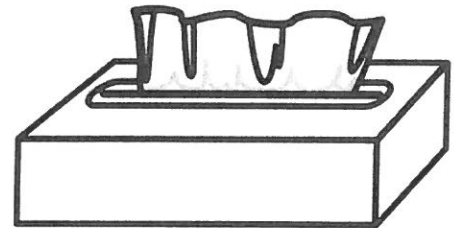
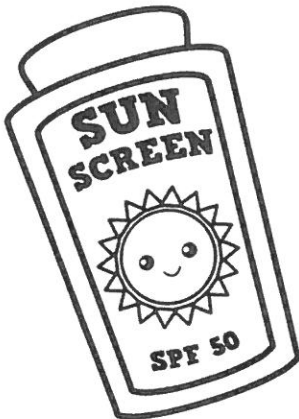
Name: _____

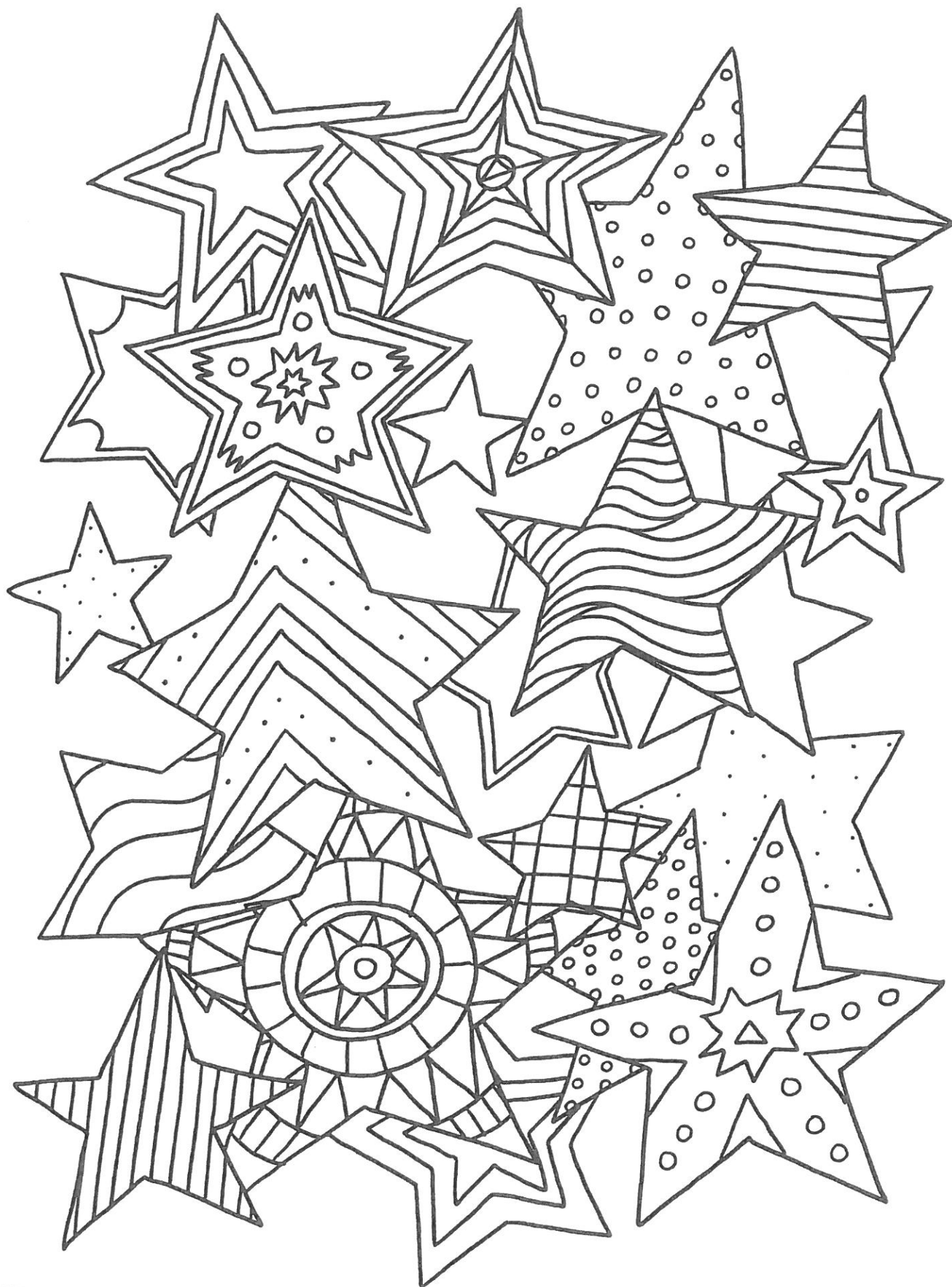
Teach **THIS**

safe items to share



unsafe items to share





Music



twinkl

visit [twinkl.com.au](https://www.twinkl.com.au)

FINGER CHART

● = CLOSED HOLE
○ = OPEN HOLE

NAME: _____



C



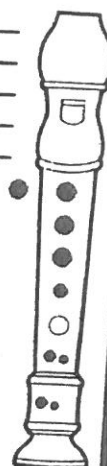
D



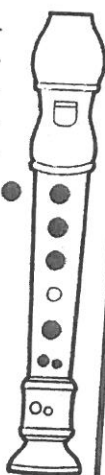
E



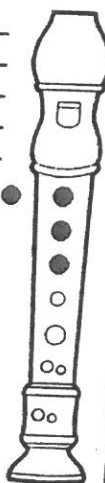
F



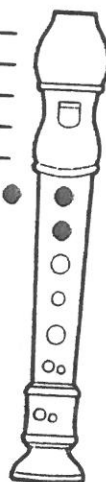
F#



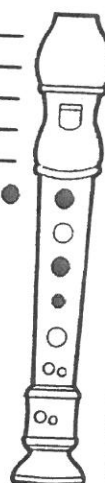
G



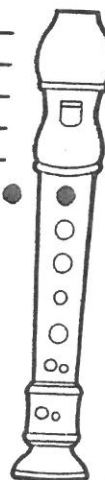
A



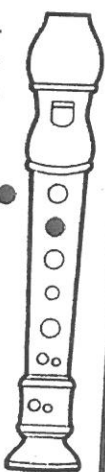
B^b



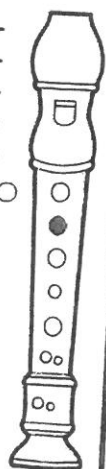
B



C

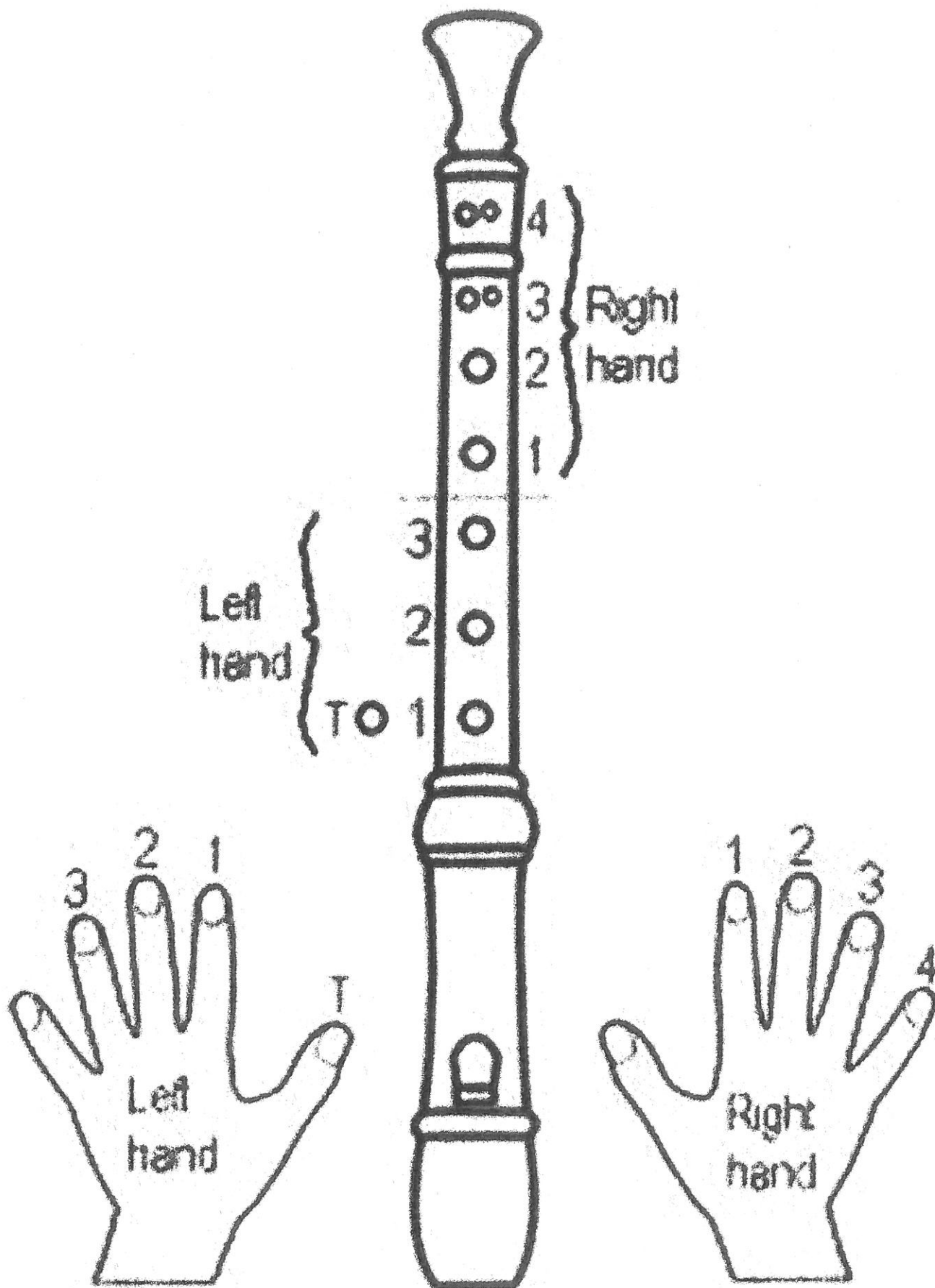


D



E





White Belt

Hot Cross Buns



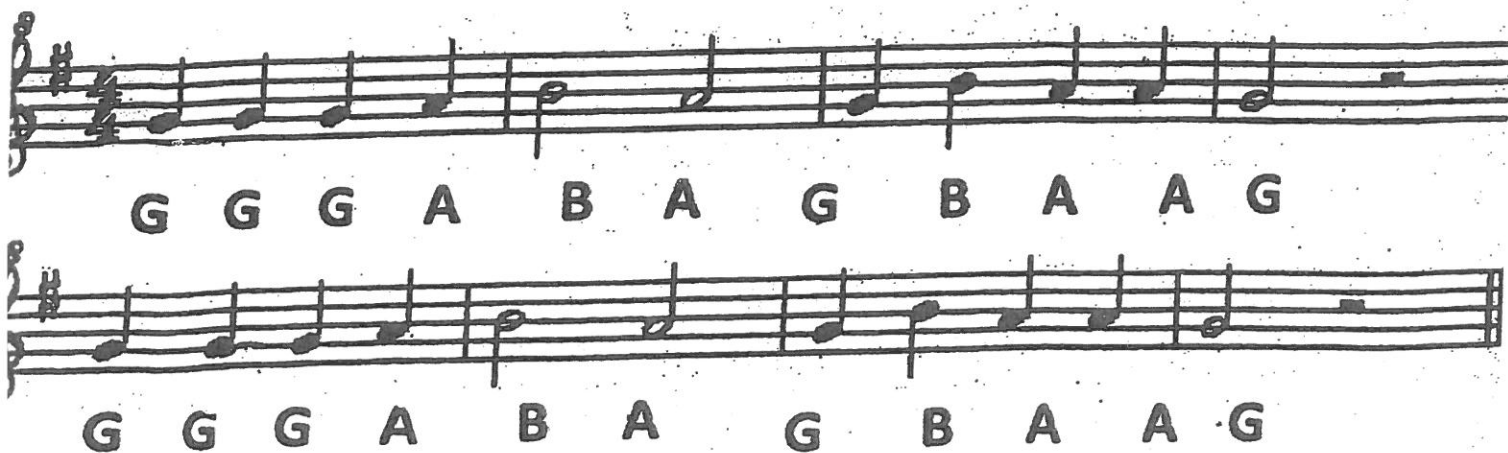
Yellow Belt

Mary had a little lamb



Pink Belt

Pierrot



Orange Belt

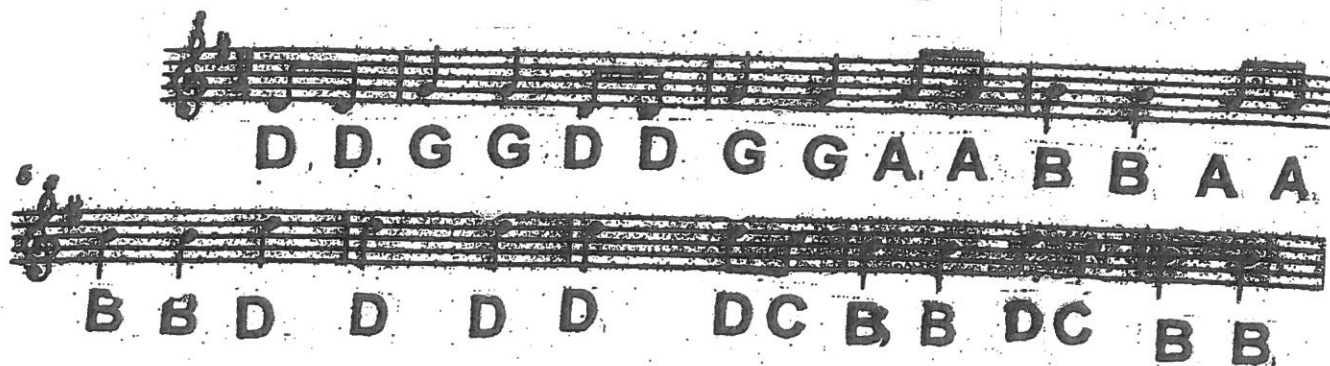
It's Raining

Trad. Children's Song



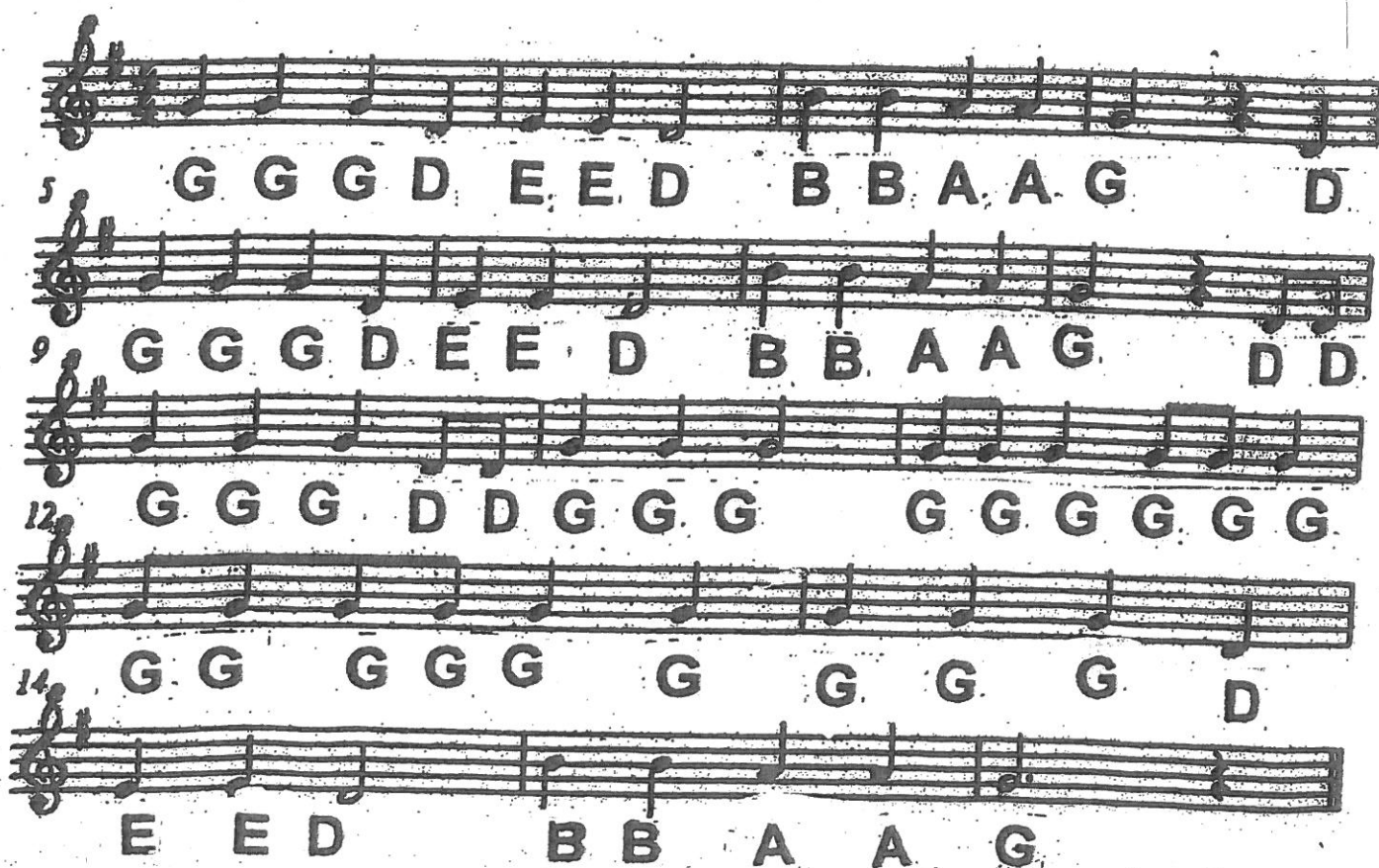
Green Belt

London's burning



Purple Belt

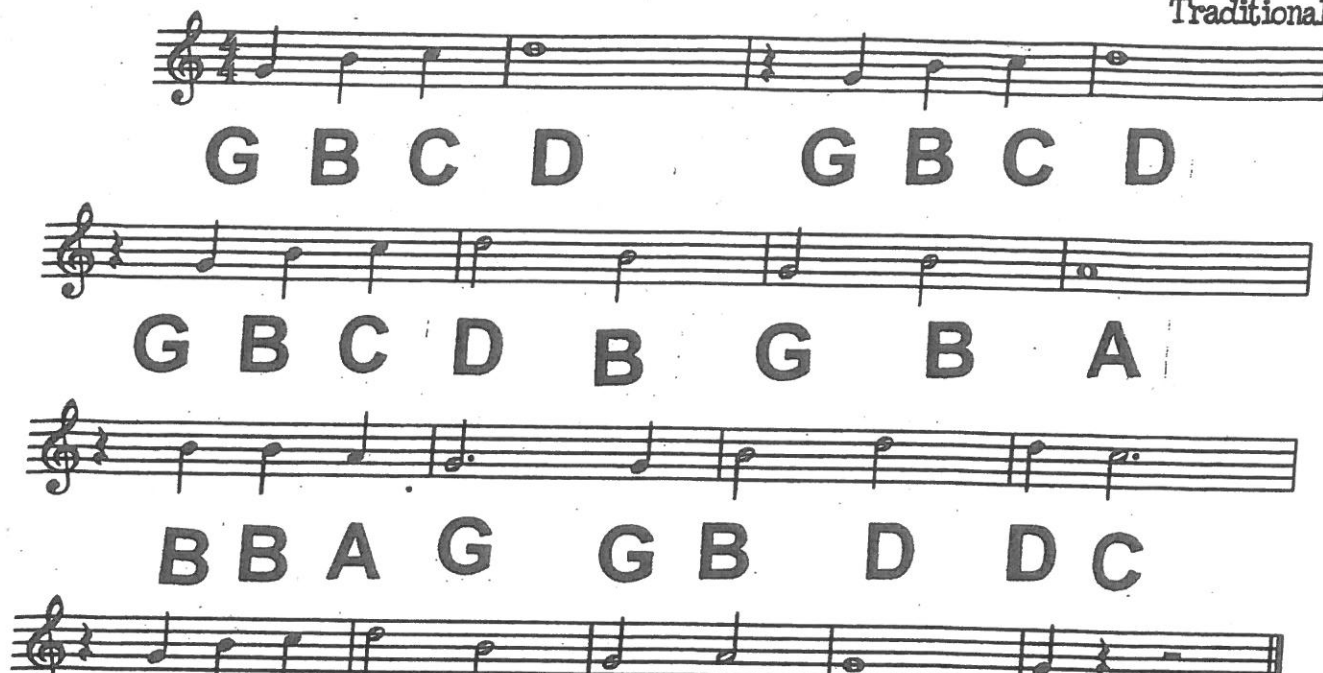
Old MacDonald Had a Farm



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



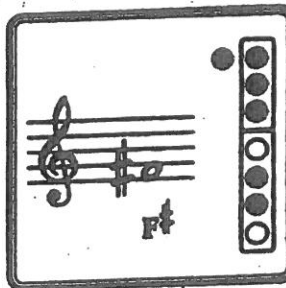
New things to learn for the Red Belt song:

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



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	Diciassette - 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

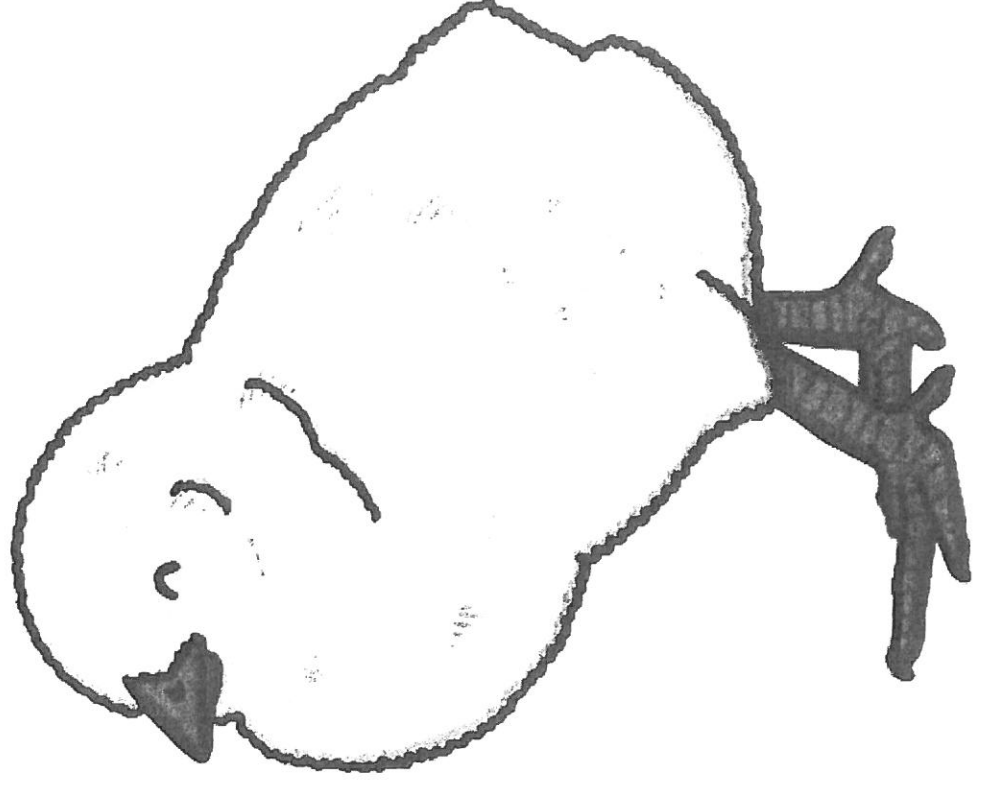
Buonasera - good
evening

Buonanotte - good night

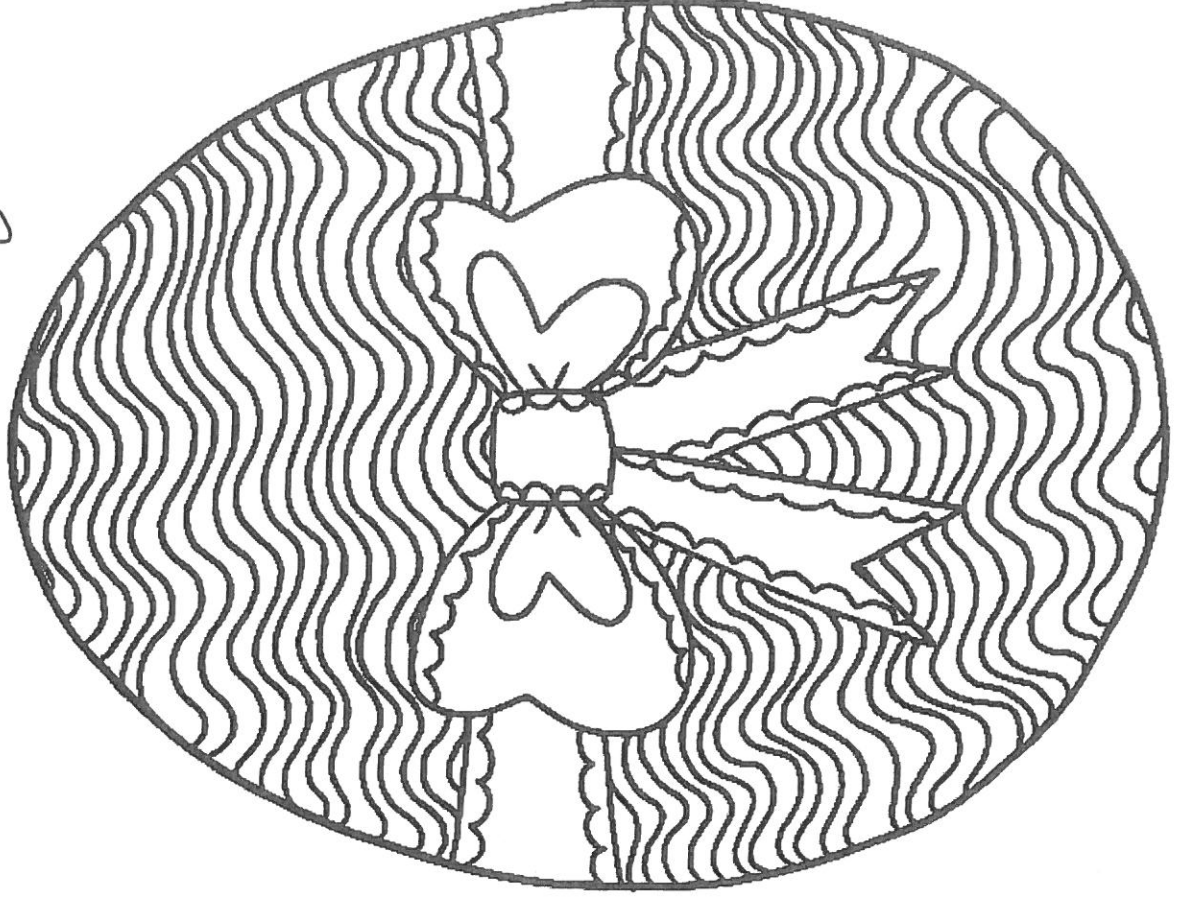
Ciao - hello/goodbye

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

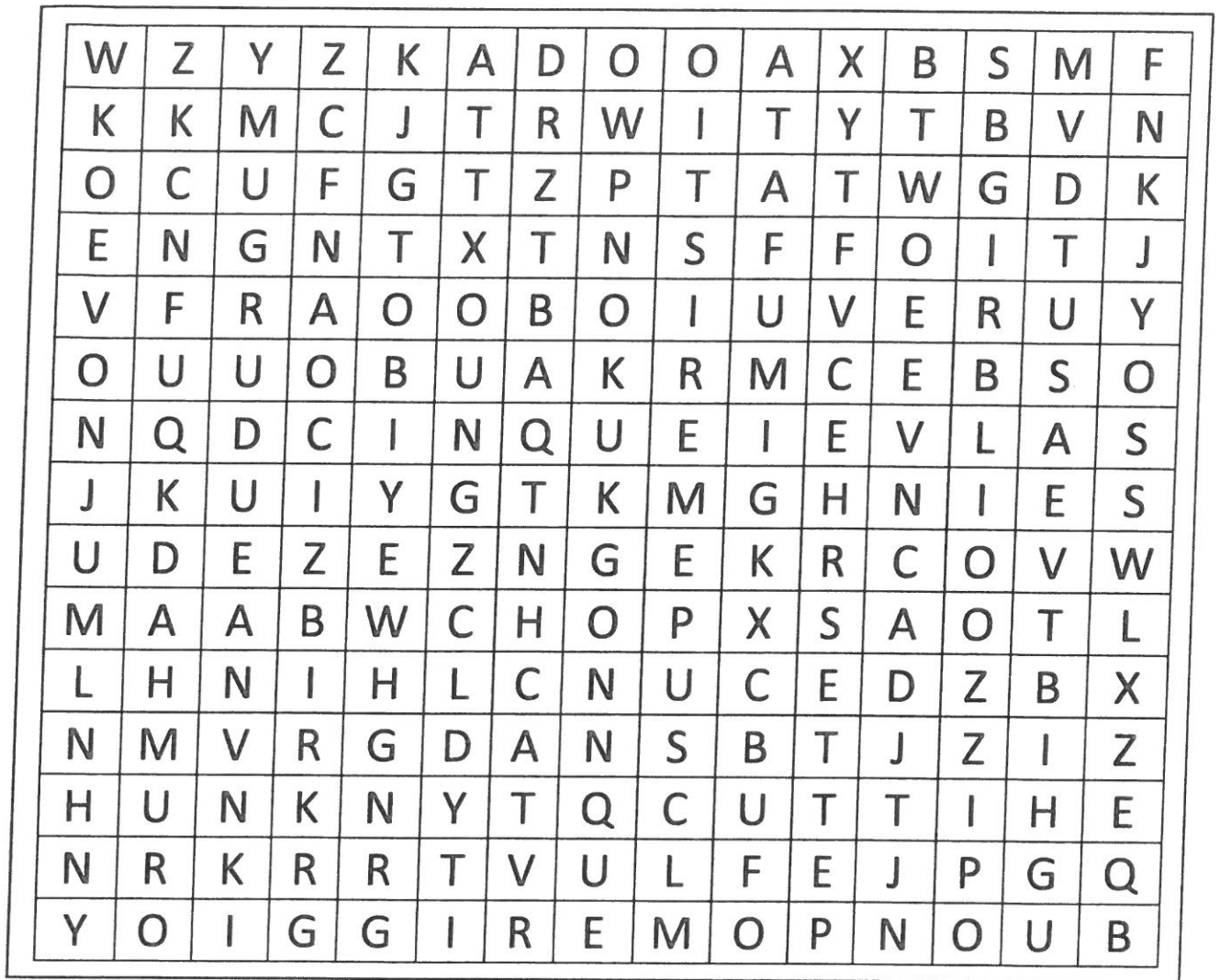
Happy Easter!
Buona Pasqua!



Happy Easter!
Buona Pasqua!



Italian Word Search



UNO

QUATTRO

SETTE

DIECI

BUON GIORNO

DUE

CINQUE

OTTO

CIAO

BUON POMERIGGIO

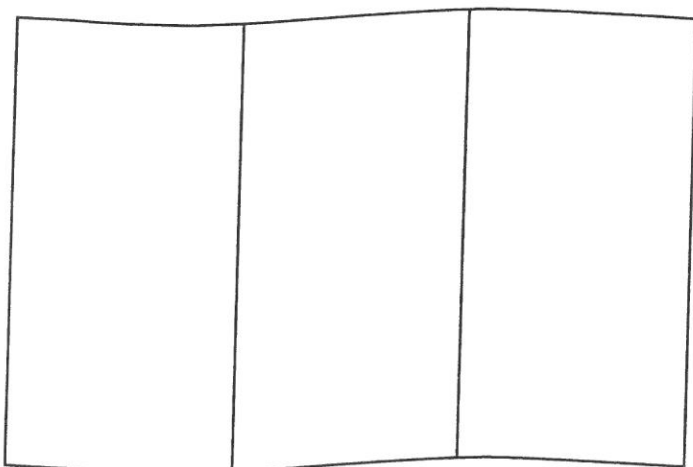
TRE

SEI

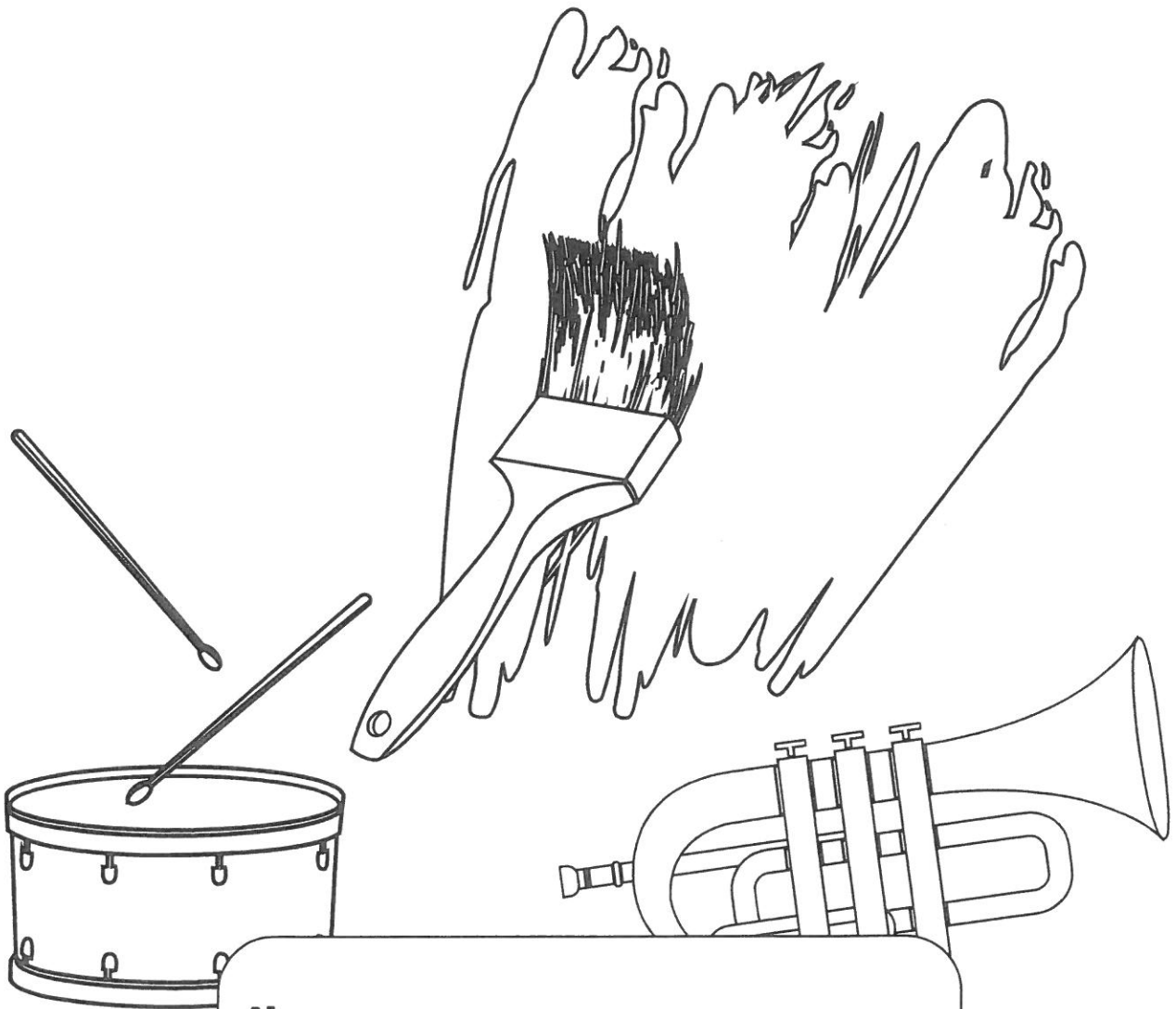
NOVE

SALVE

GRAZIE



Visual Arts



Name _____

Class _____

Art Project links to see coloured pictures.

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

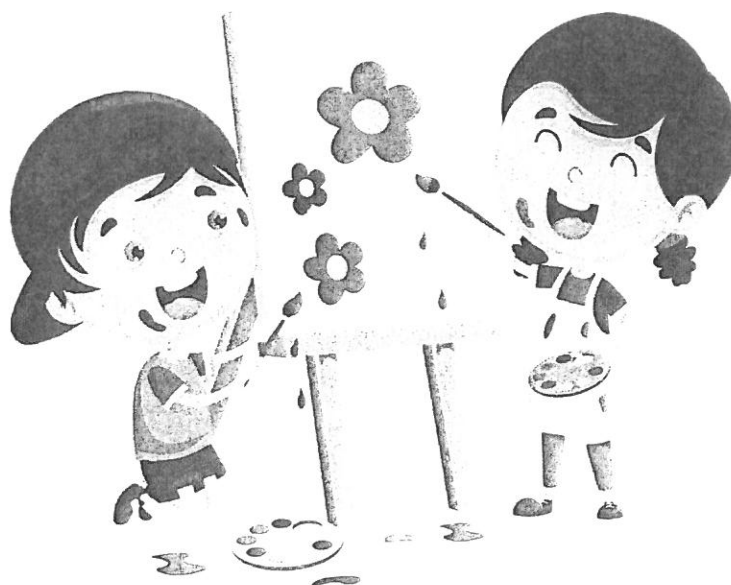
<https://artprojectsforkids.org/wp-content/uploads/2018/01/Draw-a-Peacock.pdf>

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

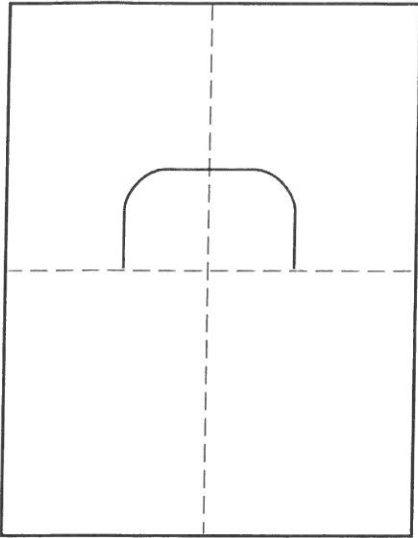
<https://artprojectsforkids.org/wp-content/uploads/2020/03/Easter-Bunny.pdf>

Fantastic site for directed Art activities

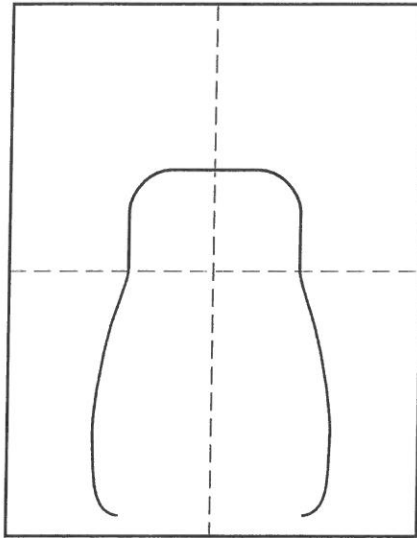
<https://www.artforkidshub.com/>



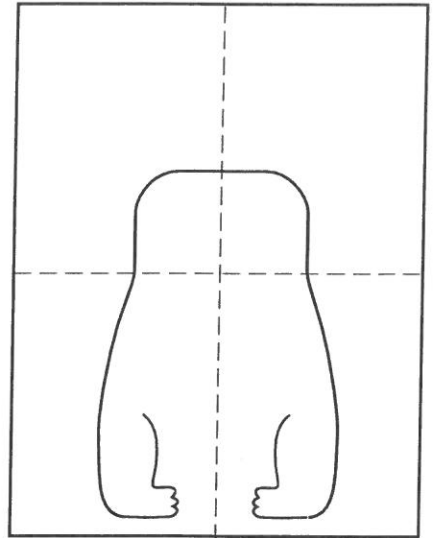
Draw an Easter Bunny



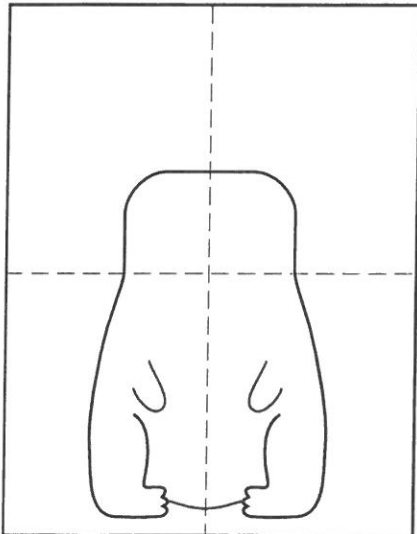
1. Fold to make guides. Draw head.



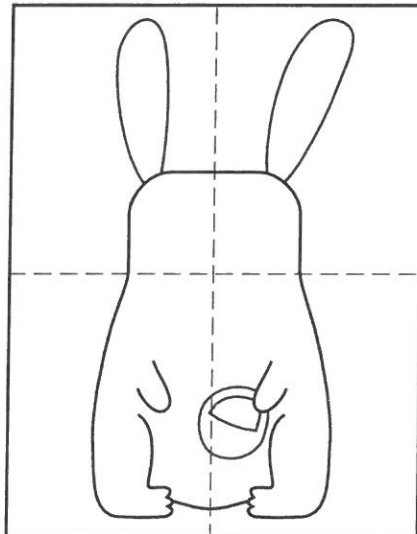
2. Add curved sides as shown.



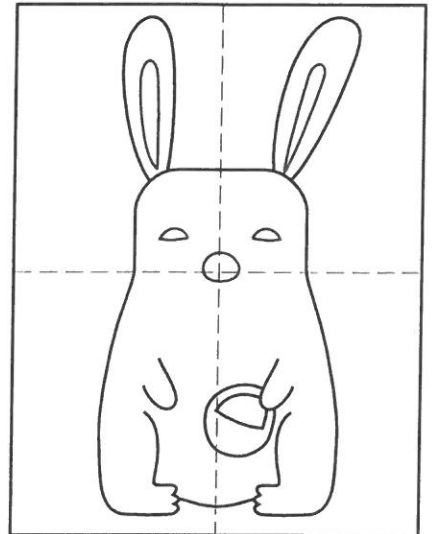
3. Draw the legs and toes.



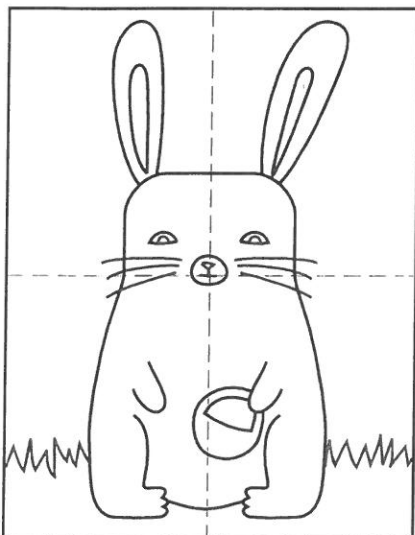
4. Add paws and belly line.



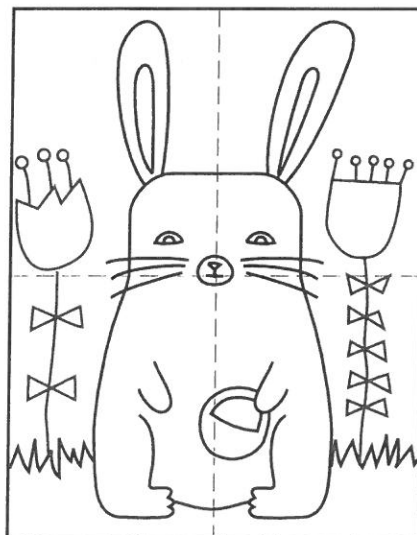
5. Draw basket and ears.



6. Draw inside ears and face.



7. Draw eyes, nose, whiskers, grass.

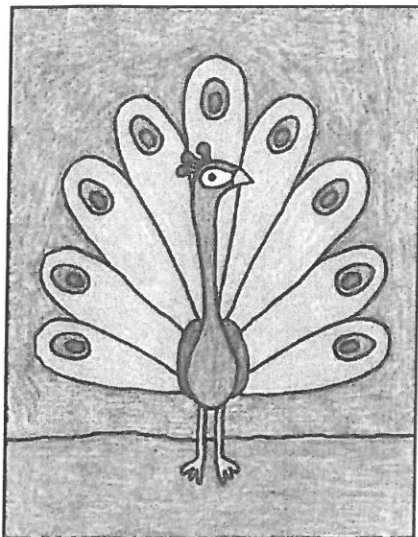


8. Finish with pretty flowers.

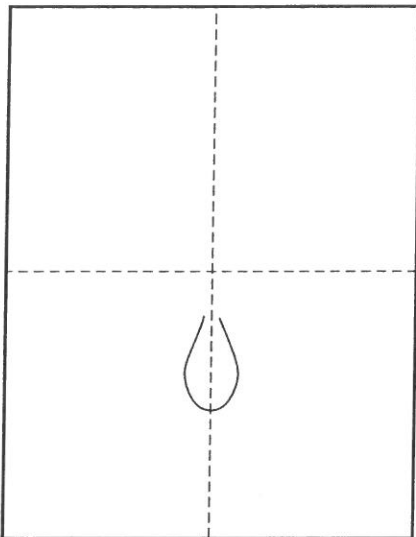


9. Trace with a marker and paint.

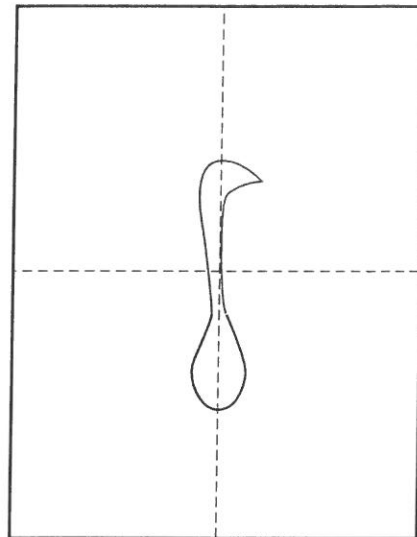
Draw a Peacock



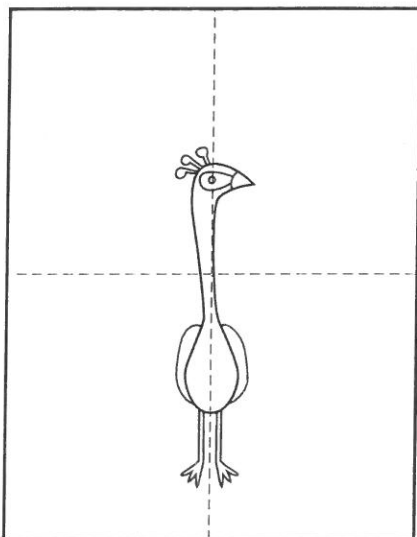
Supplies: Marker, crayons



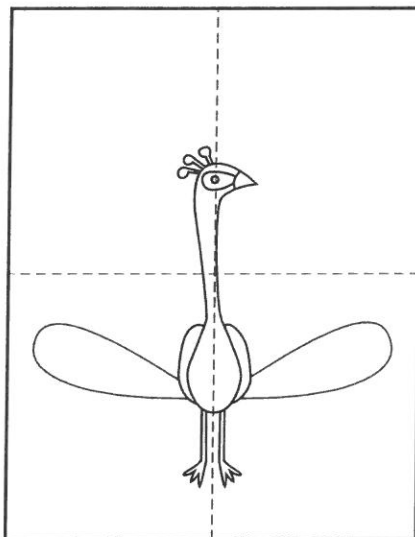
1. Make guide lines. Draw the belly.



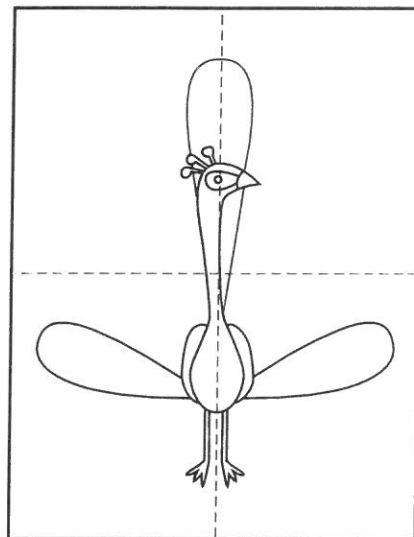
2. Add the neck and head.



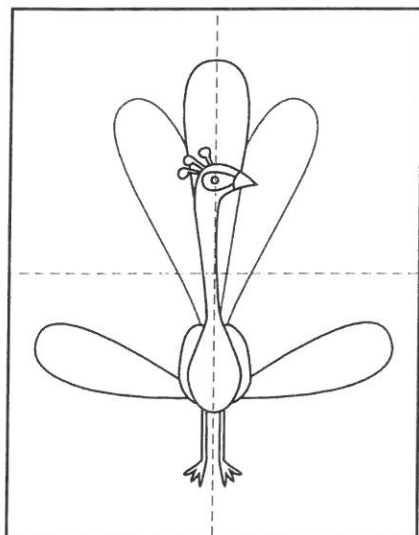
3. Add wings, face and feet.



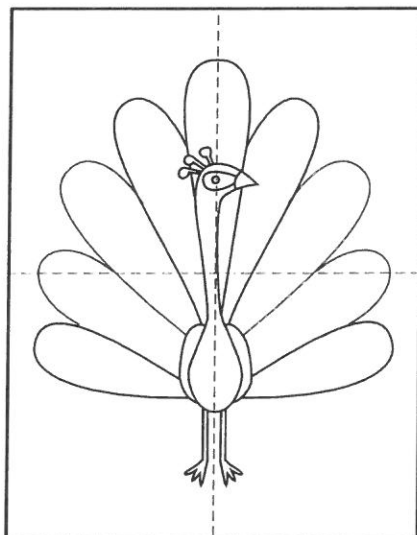
4. Draw two bottom feathers.



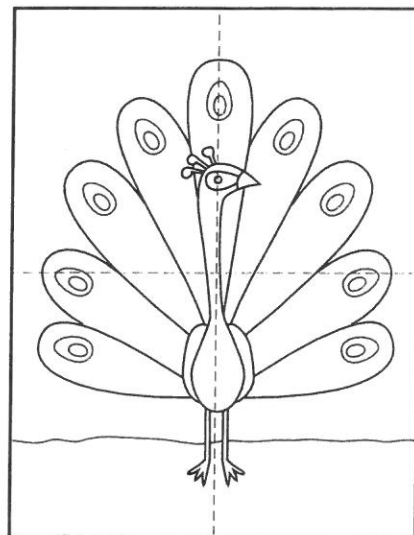
5. Draw the center back feather.



6. Add a feather to either side.



7. Add two more feathers, both sides.



8. Draw spots on feathers, ground.