

# Weekly Bulletin

## **Google Classroom**

If you are not already on Google classroom our code is: **2T - k4auudh** **1V - xxasanp**

We will use this to post our Weekly Timetable.

## **Submitting work on Google Classroom**

Each week you will be assigned one task, this will be a Google Doc that is blank called “Week 4 Completed Work”. This document can be used to type any work you complete or insert pictures of completed work. Teachers will be able to access and support you with your work in this document throughout the week.

Please only “turn in” your work on Friday once you have completed everything otherwise you will not be able to access it again.

## **Printing**

There is no expectation that families print any of the resources from the timetable/Google Classroom. Students can complete tasks digitally on their assigned Google Doc for the week or via paper and upload photos to their Google Doc.

## **Zoom Meet Up**

Our Zoom meet up will be on Wednesday at **2T 10:00am** and **1V 11:30am**. Please make sure you have practiced joining Zoom before then to ensure you are able to get on.

**2T** - The link for our Zoom is: <https://nsweducation.zoom.us/j/68114915507?pwd=NmkvdVlxd3dKSjBuTEljaTRaY0hXUT09>

Meeting ID: 681 1491 5507 Passcode: Class2T

**1V** - The link for our Zoom is: <https://nsweducation.zoom.us/j/4362611439?pwd=NWNuTW9kQStrcTFLL1B5YINrYWU0UT09>

Meeting ID: 436 261 1439 Passcode: Class1V

Monday

Tuesday

Wednesday

Thursday

Friday

*Zoom Check In  
IV - 11:30am 2T- 10:00am*

Morning

English

**Spelling-** Look at the list of words and choose 5-10 words for the week. These words will be used to complete your spelling activities each day. Write out your words once. Choose two activities from the spelling grid to complete.

**Writing-** Watch the video **'Writing Lesson 1'**. Today you will be learning about persuasive writing. Click on the links for today's videos:  
[Three Little Pigs](#)  
[The True Story of the Three Little Pigs](#)  
[Persuasive Writing - What is it?](#)

**Reading-** Logon to Wushka and listen to your reader for Monday. Then practise reading it by yourself. After reading the book, complete the quiz.

English

**Spelling-** Write out your chosen words once. Choose two activities from the spelling grid to complete.

**Writing-** Watch the video **'Writing Lesson 2'**.

**Handwriting-** Today we are practising the letter 'p P.' (lowercase and uppercase). Click on the link <https://vimeo.com/410457677/899ef25e2e> to watch an explanation on how to form the letter correctly. Practise the letter 'p' and 'P' on the two worksheets below or on some blank paper.

**Reading-** Logon to Wushka and practise reading your reader by yourself.

English

**Spelling-** Write out your chosen words once. Choose two activities from the spelling grid to complete.

**Writing-** Watch the video **'Writing Lesson 3'**.

**Reading-** Read your assigned Wushka book aloud. Complete your activity sheet or task card in the Wushka slides.

English

**Spelling-** Write out your chosen words once. Choose two activities from the spelling grid to complete.

**Grammar- Sentence a Day-** Watch the video **'Plurals Adding 's' and 'es'** This week we will be focusing on the spelling rule adding plural 's' or 'es' to words. Complete the worksheet by changing the singular nouns into plural adding either s/es.

**Reading-** Read your assigned Wushka book aloud. Complete your activity sheet or task card in the Wushka slides.

English

**Spelling-** Write out your chosen words once. Choose two activities from the spelling grid to complete. Have a family member test you on your spelling words for this week.

**Handwriting-** Today we are copying a sentence to practise the lowercase 'p' and capital 'P'. Copy the following sentence on the worksheet below or on some blank paper.  
**'Pepper Pig picked purple panies in the park.'**  
Create your own pattern for the letter 'p'.

**Reading-** Read your second assigned book on Wushka aloud. If you are unsure of what any words mean write them down to check with an adult. After reading, complete the quiz.

	<p><b>Optional:</b> Watch Education Live at 10:00am  <a href="https://education.nsw.gov.au/parents-learning-at-home">https://education.nsw.gov.au/parents-learning-at-home</a></p>	<p>After reading, complete the activity in the Wushka slides.</p> <p><b>Optional:</b> Watch Education Live at 10:00am  <a href="https://education.nsw.gov.au/parents-learning-at-home">https://education.nsw.gov.au/parents-learning-at-home</a></p>	<p><b>Optional:</b> Watch Education Live at 10:00am  <a href="https://education.nsw.gov.au/parents-learning-at-home">https://education.nsw.gov.au/parents-learning-at-home</a></p>	<p><b>Optional:</b> Watch Education Live at 10:00am  <a href="https://education.nsw.gov.au/parents-learning-at-home">https://education.nsw.gov.au/parents-learning-at-home</a></p>	<p><b>Optional:</b> Watch Education Live at 10:00am  <a href="https://education.nsw.gov.au/parents-learning-at-home">https://education.nsw.gov.au/parents-learning-at-home</a></p>
<b>Break</b>					
<p><b>Middle</b></p>	<p><u>Maths</u></p> <p><b>Number-</b> Use the clock face to count forwards (clockwise) by 5's. Can you count back (anti-clockwise) by 5's?</p>  <p><b>Multiplication</b> - watch the video "Multiplication 1" to support you with today's maths task. Find 15 objects and complete the Multiplication Thinkboard. Challenge; choose a number to repeat the above activity. <b>9, 18, 30.</b></p>	<p><u>Maths</u></p> <p><b>Number-</b> Find this number on the hundreds chart.</p>  <p>- Count forwards by 10 from this number.  - What do you notice about the pattern?  - repeat from a different number.</p> <p><b>Multiplication-</b> watch the video "Multiplication 2" to support you with today's maths task. Take a handful of pasta or lego and complete and sort it into equal groups. Use the Multiplication Think board below to calculate how much pasta/lego there is.</p>	<p><u>Maths</u></p> <p><b>Number-</b> Complete the warm up routine in an anticlockwise direction see the clock face in the attachments below.</p>  <p><b>Multiplication-</b> watch the video "Multiplication 3" to support you with today's maths task. Roll a die twice or choose 2 numbers between 1 &amp; 9. Use the 2 numbers to complete the Think board.  *Repeat the activity again.</p> 	<p><u>Maths</u></p> <p><b>Number-</b> Complete the warm up routine in a clockwise direction see the clock face in the attachments below.</p>  <p><b>Multiplication-</b> watch the video "Multiplication 4" to support you with today's maths task. Look at the arrays attached below. Write as many number sentences as you can to match two or more of the arrays. How many are in each array?</p>	<p><u>Maths</u></p> <p><b>Number-</b> Use the number line below to count by 3's until 30.</p> <p>How many times will the number line jump?</p> <p>Can you count by 3's backwards?</p> <p><b>Multiplication-</b> watch the video "Multiplication 5" to support you with today's maths task. Solve the number sentence below by completing the thinkboard and take a photo to add it to this week's google doc.</p> <p><i>10 flowers x 5 garden pots =</i></p>

		<p>Describe if there are any leftovers.</p>	<p><u>Health</u></p> <p>The password for all of these videos is: safety</p> <p><b>Watch - Video 6:</b> How to fit your helmet (4:10)  <a href="https://vimeo.com/449243360">https://vimeo.com/449243360</a></p> <p><b>DO:</b> Practice putting on a real or imaginary helmet following the steps:</p> <ol style="list-style-type: none"> <li>1. Place two fingers on your forehead, just above your eyebrow, and slide your helmet down to touch</li> <li>2. Check that the V on each side is underneath each ear</li> <li>3. Clip your helmet and check you can get two fingers beneath your chin and the strap</li> </ol> <p>Q1. What does the “wiggle test” of your helmet tell you after you have put on your helmet?</p> <p>Q2. What kind of damage to a helmet should you look out for?</p> <p>Complete Page 10 &amp; 11 in your Road Safety Booklet.</p>		<p>Write a turnaround fact for the number sentence.</p> <p>An example of a turnaround fact is  <math>3 \times 4 = 12</math> and <math>4 \times 3 = 12</math></p>
<p><b>Break</b></p>					

<p><b>Afternoon</b></p>	<p><u>Science</u></p> <p>There are 2 activities for you to do this week.</p> <p><b>Activity 1</b></p> <ol style="list-style-type: none"> <li>Please <a href="#">click here</a> to watch the video 'Sculpture by the Sea'. You can also copy and paste the following link into your browser to access the video: <a href="https://www.inquisitive.com/video/1973-sculptures-by-the-sea">https://www.inquisitive.com/video/1973-sculptures-by-the-sea</a></li> <li>In your 'Week 4 Completed Work' Google Doc, please do the following: <ol style="list-style-type: none"> <li>List some of the materials the sculptures in the video are made of.</li> <li><u>Describe</u> your favourite sculpture in the video in 1-2 full sentences.</li> </ol> </li> </ol> <p>To describe is to tell the reader what something looks like.</p> <p><b>Activity 2</b></p>	<p><u>History</u></p> <p>Can you remember which location we looked at last week ?</p> <p><b>HINT It was something down by the river.</b></p> <p>Write 1 or 2 sentences as revision, explaining what significant site we looked at last week and why was it special? What sites of today represent the history of Bennelong from the past?</p> <p>Now we are going to look at other significant Bennelong sites,</p> <ol style="list-style-type: none"> <li>Bennelong point is named after Bennelong as his house/hut originally was built there.</li> <li>Bennelong has significant connections with Goat island, Parramatta river and Government House</li> </ol> <p><i>Listen to Miss Macris's video talking about all the significant places Bennelong has connections with.</i></p>	<p><u>Sport/fitness</u></p> <p>Complete the warm up session, lesson on the fundamental movement skill-The Skip and the cool down stretches.</p> <p><i>Instructions are located further down in this document.</i></p> <p>Click the dance fever link and complete the Dance Activity #3- Robotics</p> <p><a href="https://www.dancefevermultisport.com/remote-learning-1/">https://www.dancefevermultisport.com/remote-learning-1/</a></p>	<p><u>Creative Arts</u></p> <p><b>Composing Music</b></p> <p><i>Your music lesson instructions are located further down in this document.</i></p>	<p><u>Wellbeing</u></p> <p>Choose <b>one</b> activity to complete from the Wellbeing Activity Grid.</p> <p><i>Activity grid is located further down in this document.</i></p>
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1. Please [click here](#) to watch the video 'Inflating a Balloon'.

You can also copy and paste the following link into your browser to access the video: <https://www.inquisitive.com/video/1968-balloon-inflating>

2. In your 'Week 4 Completed Work' Google Doc, please answer the following 4 questions:

- a. How did the balloon change?
- b. What happened to make it change?
- c. What materials are balloons made from?
- d. What happened to the balloon at the very end?

Once you have finished both activities, please write a short comment in the comments section to say you have finished so Mr

**Watch the video "History-Bennelong".**

Activity 2:  
Plot Bennelong on a timeline and state his impact on Australia today. Read through the information to answer questions such as; what was Bennelong's effect on Australian history and What was life like in 1748 for an Aboriginal person. Place the significant events of his life along the timeline.

Once you have finished the activities, please write a short comment in the comments section to say you have finished so Miss Macris knows your work is ready to be marked.

	<i>Quach knows your work is ready to be marked.</i>				
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## 2 Turquoise Reading Groups Term 3

Watermelons	Strawberries	Pineapples	Oranges	Blueberries	Grapes
Princess Alex	Sana	Maxine, May Brooke	Giuliana, Storm Mohammad, Aaliyah, Yayha	Ali, Charlie, Eli Farishta, Khalid James	Sophie, Mia Farzad, Marcus Daniel, Zand Ethan

## 1 Violet Reading Groups Term 3

Koalas	Possums	Dingoes	Kangaroos	Wombats	Bilbies
Elijah Alice	Louie Maverick Celine	Ava Derrick Jarrah Anesi Aaron	Amali Sami Zoe Omer	Liam Aman Bailey Hendrix	Jackson Linda Malik Thomas

### CORE LIST - YEAR 1

a	all	am	an	and	are
as	at	away	baby	be	big
book	boy	but	by	can	car
cat	come	dad	day	did	do
dog	doll	down	father	for	-from
get	girl	go	good	got	had
has	have	he	her	here	him
his	home	I	if	in	into
is	it	jump	just	like	little
look	man	me	mother	mum	my
no	not	of	off	on	one
over	play	put	ran	run	said
saw	school	see	she	so	some
that	the	them	then	they	this
to	took	under	up	us	walk
was	way	we	well	went	when
will	with	yes	you		

### CORE LIST - YEAR 2

about	after	afternoon	along	also	again
any	anyone	anything	another	around	ask
because	before	best	been	better	broth
called	came	children	coming	could	cry
dear	does	doing	door	don't	didn't
eat	every	face	fast	find	first
found	friend	gave	give	going	gone
half	happy	head	hear	house	I'm
inside	kind	letter	live	lunch	long
made	make	many	Miss	morning	Mr
Mrs	myself	name	never	new	next
nice	night	now	old	once	open
our	out	people	place	pretty	read
road	should	sister	something	start	story
their	there	these	thing	think	time
told	today	too	two	very	want
water	were	what	who	would	year
yesterday	your				

- ALSO:
- ✧ days of the week
  - ✧ numbers to 20
  - ✧ months of the year
  - ✧ personal street, suburb name
  - ✧ seasons

## *CORE LIST - YEAR 3*

weeks	strange	floor	packed	leave
beautiful	that's	person	ring	station
someone	won	people	side	stay
felt	air	straight	watch	try
street	brought	town	city	early
along	finally	across	sudden	voice
high	I'll	asleep	talk	should
hello	than	box	against	large
television	watch	clothes	Australia	course
died	animal	colour	cold	let's
everybody	anything	different	corner	slept
light	bird	dollars	nothing	sure
quickly	book	feet	parents	wouldn't
show	even	own	seen	write
slowly	hair	used	sent	able
space	games	goes	talk	already
everything	hard	rain	train	during

## Spelling Activities

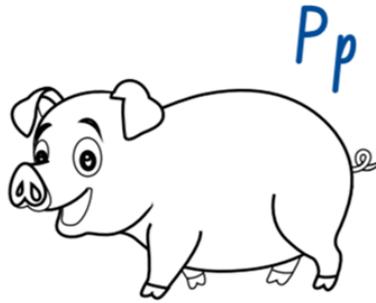
Each week, choose 10 sight words from the lists provided. (10 DIFFERENT words each week). These will be your spelling words for the week. Choose words that you don't know and often use in your writing. Challenge yourself. Have a family member test you at the end of the week. Any words you get wrong you can use them in the following weeks word list. Write out your words each day:- **Look/Say/Cover/Write/Check**. Each day choose two more activities to complete from the list below. Try not to choose the same activities each day.

<p style="text-align: center;"><b>Consonants and Vowels</b> Write the words with <b>red vowels</b> and <b>blue consonants</b>.</p> <p style="text-align: center;">Example: <b>when</b></p>	<p style="text-align: center;"><b>Across and Down</b> Write your words across and down, sharing the same first letter. Example:</p> <div style="text-align: center; border: 1px solid black; padding: 5px; display: inline-block;"> <p>when h e n</p> </div>	<p style="text-align: center;"><b>Spelling Flowers</b> Draw a big flower. Write one of your spelling words on each petal.</p> <div style="text-align: right;">  </div>
<p><b>Capital and lower Case Letters.</b> Write each of your words out two times. Write in CAPITALS the first time and lowercase the second time. WHEN when</p>	<p style="text-align: center;">Write your words each day in your best handwriting. <b>Look/Say/Cover/Write/Check</b></p> <p style="text-align: center;"><b>** MUST DO **</b></p>	<p style="text-align: center;"><b>Rhyming Words</b> Write each word and a word that rhymes with it. Example: when / then</p>
<p style="text-align: center;"><b>Air Writing</b> Write your words in the air with your finger. Ask someone to read your words as you write, or ask someone to air write the letters you tell them to spell your word.</p>	<p style="text-align: center;"><b>ABC Order</b> Write your words out in alphabetical order. Example: apple, baby, fish, into, time, when</p>	<p>Use the Scrabble letter points to find out which word has the highest value. when- 4+4+1+1=10</p> <div style="text-align: right;">  </div>

## Lower case p

The lower case 'p' is a long letter. We make a long line that goes down the page. We keep our pencil still, then follow the same line up until we are nearly at the top. We leave a little wedge at the top and make a round shape poking out from the line. Then we move back to the line.

Example mnemonic: Down, up, around and back!

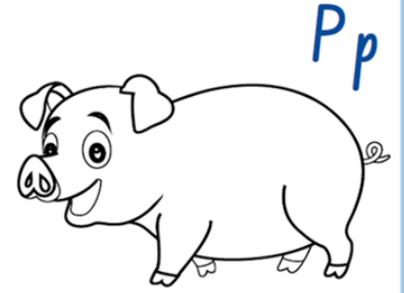


Handwriting practice lines for the lowercase letter 'p'. The page contains ten sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. The first set has a red lowercase 'p' written on it for tracing. The remaining nine sets are blank for practice.

## Upper case P

The upper case 'P' is a tall letter. We start at the top and make a straight line. We then we move to the top of the line and make a big bump coming from the top and it joins back to the straight line.

Example mnemonic: Down, up, around and back!



Handwriting practice lines for the uppercase letter 'P'. The page contains ten sets of horizontal lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line. The first set has a red uppercase 'P' written on it for tracing. The remaining nine sets are blank for practice.

Name \_\_\_\_\_

Date \_\_\_\_\_

### Fish Are the Best Pets

Cut out the for and against statements below arguing why fish are or are not the best pets. Paste each statement under the correct heading on the next page.

Fish only take up a small amount of space.

A fish tank needs to be cleaned regularly.

Fish do not make any mess outside of their tank.

Fish have a short life span.

You cannot play with a fish outside.

Fish do not need to be taken for a walk.

Fish cannot be trained to do tricks.

Fish are reasonably cheap to buy and care for.



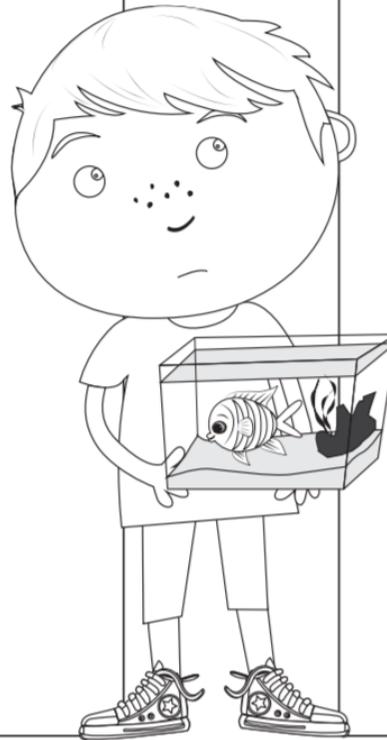
Name \_\_\_\_\_

Date \_\_\_\_\_

## Fish Are the Best Pets

FOR

AGAINST



*Tuesday*

*For and Against Quiz*

**Complete this quiz with 2 family members or friends. Think about each of the following statements. If you are 'for' the statement, put an F in the box. If you are 'against' the statement, put an A in the box.**

**You**

**Family Member  
or Friend**

**Family Member  
or Friend**

- Children should have a say in family rules.
- Children should be forced to share their toys.
- School should start an hour later.
- Children should choose their own bedtime.
- Boys and girls should play sports in mixed teams.

**Topic- Fish are the Best Pets.**

**What is your point of view? Write three statements that you agree with to tell me if you are for or against having a fish as a pet. Example: In my opinion, I believe that fish (are/are not) the best pests.**

1.

2.

3.

Name \_\_\_\_\_

Date \_\_\_\_\_

## All Children Should Play Weekend Sport

FOR

AGAINST



# Think Board

Equal Groups

Place in rows and columns (Array)

Write it as repeated addition (+)

Write a different number sentence (X)

# My 0 to 50 Number Line



twinkl.com



# Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Here's how to fit your helmet



Let's practise fitting your helmet

**Step 1:**  
Let's practise fitting your helmet



Replace your helmet if the strap is frayed.

**Step 2:**  
Only two fingers must fit between your eyebrows and the helmet.



**Step 3:**  
Make sure the strap forms a V just below each ear.  
Only two fingers must fit between the strap and your chin.



# Keep your helmet on your head

Your helmet must stay on your head in a crash.

Make sure your strap isn't too loose.

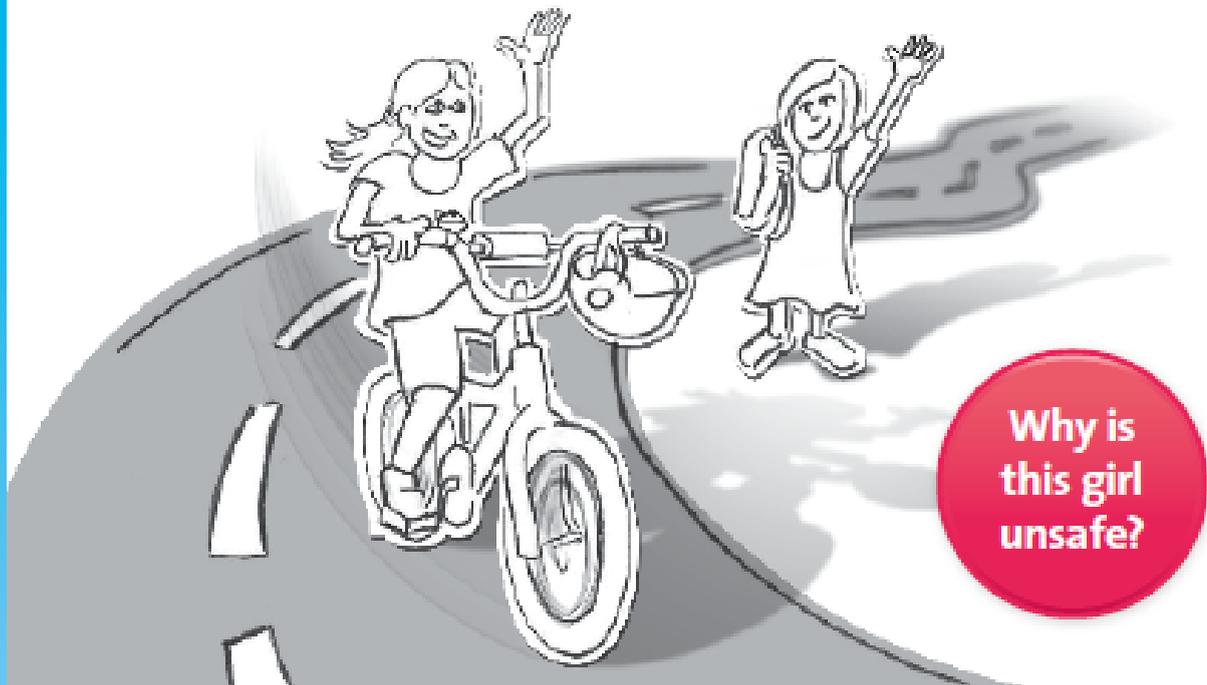


## Instructions

1. Draw a helmet on the girl's head.

2. Draw both hands on the handlebars.

3. Colour in her clothes so she can be easily seen.



### Online evaluations

Teachers and students, ask your Contact Teacher for the survey links to tell us your thoughts about the program and what you have learned.

## WEDNESDAY: PE

### Fundamental Movement Skill Focus- The Skip

#### Warm Up (8 minutes)

Get your muscles warmed up by doing a warm up with Joe and Alfie. Click the link <https://www.youtube.com/watch?v=Ext2jLRlaf8> . If you are working offline, go for a jog around the house to get your muscles warmed up.

#### The Skip (2 minutes)

Skipping is a rhythmical locomotor skill used in many children's games. It is also fundamental footwork in sports such as dance, basketball and netball. Click the link to see how to perform this skill.

<https://www.youtube.com/watch?v=AjGHUMnb3Zc>

#### Skipping with your family (15 minutes)

Hold hands facing a family member and skip around in an open space. You might like to put some of your favourite music on so that you can try and skip to the rhythm. Take turns to call out the number of skips and directions i.e. "three right, four left, one left, five right" etc. Try and do the same but put something on your head to balance like a bean bag, a pillow or a soft toy.

#### Follow the leader (15 minutes)

Use chalk to draw lines outside on the ground. If you do not have chalk or can't draw lines, just go up and down the footpath, or up and down your hallway. Try to involve as many people in your family as you can. Line up in a line and skip along the lines. Make sure you leave space between each other. When the leader yells change or someone blows a whistle, the leader goes to the end of the line and the second person becomes the leader. If you are playing by yourself, yell 'change' and switch your position so you are facing in the other direction. Continue to skip along the lines you have created.

#### 'North, South, East and West' (Approximately 10 minutes)

Show children where north, south, east and west are in relation to the play area. You might like to draw with chalk on the ground these directions or use post it notes to mark the directions and place them in the correct area. One person calls out a direction and the children move to that direction by skipping.

#### Cool Down (Approximately 10 minutes)

Complete the Post-Workout stretches and hold each pose for 30 seconds.



Thursday - Maths

Maths Challenge Cards

How many mangoes are there?



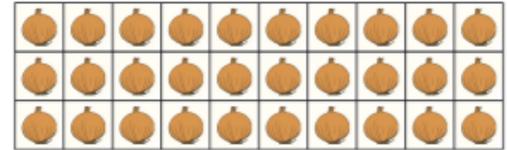
Maths Challenge Cards

How many apples are there?



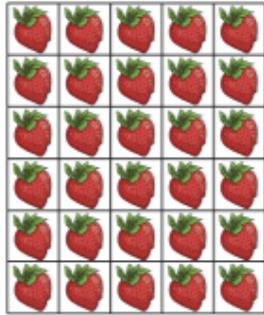
Maths Challenge Cards

How many onions are there?



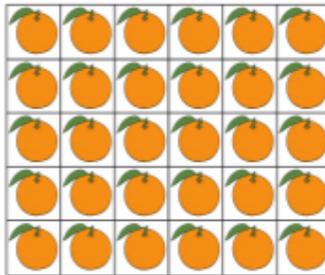
Maths Challenge Cards

How many strawberries are there?



Maths Challenge Cards

How many oranges are there?



Maths Challenge Cards

How many melons are there?



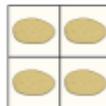
Maths Challenge Cards

How many peppers are there?



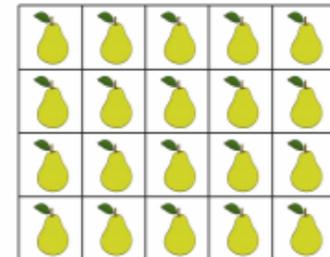
Maths Challenge Cards

How many potatoes are there?



Maths Challenge Cards

How many pears are there?



# Make It Plural

Singular

Plural



\_\_\_\_\_



\_\_\_\_\_



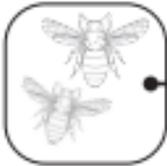
\_\_\_\_\_



\_\_\_\_\_



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\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



# Challenge

Fill in the missing words in these sentences by adding '-s' or '-es':

The teacher asked David to give out the \_\_\_\_\_ . **(book)**

When a cat is angry, it \_\_\_\_\_ at you. **(hiss)**

My brother \_\_\_\_\_ football every week. **(watch)**

Our dog \_\_\_\_\_ to go for a walk. **(like)**

The genie granted Aladdin three \_\_\_\_\_ . **(wish)**

We saw three \_\_\_\_\_ playing in the woods. **(fox)**

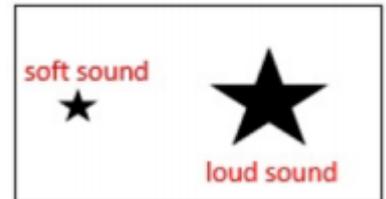
## THURSDAY: Creative Arts: Composing Music

### Activity 1: Loud and Soft Sounds

This activity could be done on paper or directly into your google doc as a table. Fold a piece of paper in half and look for sounds around your house or classroom. Draw pictures or write a list of things that make loud sounds in one half, and things that make quiet sounds in the other half. Label one side "loud" and the other side "soft". If you have completed this on paper, upload a photo of this to your weekly google doc. Watch this link to help you understand loud and soft sounds <https://www.youtube.com/watch?v=76FxEfcvdSw>

### Activity 2: Using symbols to represent loud and soft sounds

Use a small star to represent soft sounds and a big star to represent loud sounds. Using the 6 boxes below, place a star in each box to create a musical score. You can create any pattern with big and small stars.



Example

*	*	*	*	*	*
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Now that you have your musical score written, choose items from activity 1 that make loud and soft sounds. Use your voice to make the sounds and follow your musical score. Make your voice loud when it is a big star and make your voice soft when it is a small star.

### Activity 3: Using graphic notation: Online students only

Watch the following link <https://www.youtube.com/watch?v=INYT2tgFLVY> about composing with graphic notation. If you do not have access to a computer, read the instructions further below that is labelled Activity 3: Offline students. After watching the link use the 6 boxes below to draw sounds to create a musical composition like the example used in the link. You can create any symbols or pictures, as long as you know what they mean. If you can, upload a video of you playing your composition of music to your weekly google doc.

Example:



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**If you are working online- you have completed your music lesson for today.**

### OPTIONAL:

Use graphic notation to complete more musical compositions. Try to make your musical score go for 12 boxes.


**THURSDAY: Creative Arts: Composing Music- (continued)**

**Activity 3: Using graphic notation: Offline students only**

1. We can make sounds represented by symbols or pictures. For example: in these boxes you have the following symbols. When you see the symbol you make that sound out aloud with your voice. Practise using your voice to make the sounds of these symbols.



make an 's' sound.



make a 't' sound



make a pig sound



make a sound that

starts low and goes higher



make sound that starts high and goes lower

Now all the symbols have been placed in a pattern or sequence. This is called a composition. Follow the symbols by making these sounds with your voice.



Create your own musical composition by using graphic notation. Draw your own pictures in these boxes that represent the sound you are going to make. Once you have drawn your symbols, practise playing this. Perform your musical composition to someone at home.

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**If you are working offline, you have completed your music lesson today.**

**OPTIONAL:**

Use graphic notation to complete more musical compositions. Try to make your musical score go for 12 boxes.


**FRIDAY**

***Choose an activity to complete on Wellbeing Fridays***

Create a treasure hunt with a map and clues.	Make the alphabet from sticks or other natural items.	Build a fort using cushions and blankets.	Make dinner for your family.
Make your name or words out of recycled materials.	Write instructions to make a sandwich and let someone follow them.	Write your own book, including drawings and a cover.	Invent your own musical instrument.
Pick a word and see how many other words you can make from it.	Draw your own comic book.	Freeze a small toy or coin in water and make a time-lapse video of it melting.	Put different amounts of water in glass containers and tap them gently to make music.
Make paper aeroplanes.	Put some dirty coins in vinegar and see what happens.	Learn different bird calls.	Use playing cards to build a tower as high as you can.
Observe the moon each night and take pictures to make a time-lapse video.	Use a tape measure and measure items around your home. Draw and label these items.	Build a model city with items from your home.	Make a mini-golf course.
Paint rocks with motivational and encouraging words.	Invent a board game using small bottle lids or other small items as pieces.	Draw a detailed map of your home.	Look at the clouds and draw what you see.
Sit in your backyard, front yard or somewhere in your home and just listen. What can you hear? What is the closest sound you can hear? What is the furthest sound you can hear? Can you hear your own breathing?	Discuss with an adult why it is important that we keep our passwords safe. Can you think of 5 ways you can be a Safe Cyber Citizen? Discuss or list them.	Teach someone in your family how to do something on your device. It might be using an APP, playing a game or even taking a photo using a special filter.	List 10 ways you can be a responsible helper in your home. Think of a job/activity you would like to help with at home. Write down or discuss with an adult at home why you would be the best person for this job.
Talk to an adult at home about something you are proud of that you have achieved. Remember to listen, encourage and celebrate other people's success along with your own.	Choose a family member and write down or draw pictures of all the things you love about them. Using your list, write a letter or draw a picture telling them how much you love and why you respect them.	What are some kind words others have said to you? What are some kind words you have said to others? Write them down. Create a poster to display in your home for your family about being kind.	Search for an inspirational quote that will motivate you while you are learning from home. Get creative by making a poster of your quote and stick it somewhere you can see it while you complete your school work to help keep you motivated.
Role play and practise different ways of using your manners with a family member (eg when asking to use something, politely interrupting someone). You might like to video yourself so you can watch your role play together afterwards.	Draw or build a robot. You can build a robot out of blocks, lego or cardboard boxes. What would your robot be able to do?	Go outdoors and play a game and do some physical exercise either by yourself or with your family. Example: hopscotch, basketball, soccer, gymnastics, netball, skipping, ride your bike/scooter.	Visit <a href="https://www.youtube.com/user/cosmickidsyoga">https://www.youtube.com/user/cosmickidsyoga</a> and choose an episode of cosmic kids yoga.
Visit <a href="https://storylineonline.net/">https://storylineonline.net/</a> and listen to a story.	Visit Arts for Kids Hub online and choose a video to complete an instructional drawing.	With an adult, make playdough or slime.	Play a board game or card game with your family.