




Daily Learning Tasks: Blue

Weeks 10 – 1


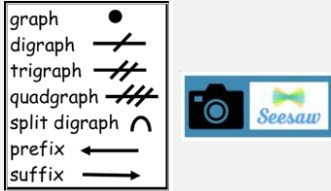
These learning tasks are designed to be completed by students daily, with guided support from parents/carers. The activities below are to be repeated over a two-week cycle. Students can access further learning through the Enrichment Learning Grids. All documents can be found on the school website.












We understand and appreciate the different circumstances for each family and their capacity to support their child/ren’s home learning. We encourage families to complete what is manageable with the resources that are available. Your child/ren’s teacher will be communicating with you weekly, so please inform them of your child/ren’s progress as well as your concerns and challenges.












How do I contact my teacher?		Screen Time Recommendations Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning). Supervision of Online Learning If your child is accessing online learning activities, please ensure your child is supervised.
Students can contact their teacher about learning via Seesaw or phone. Parents/carers can contact teachers via phone only. Please note, teachers are only available during school hours 9-3:00pm.		
If you are self-isolating:		
Please understand teachers are still teaching on class and will respond to messages as soon as they are available.		Brain Breaks Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment Learning Grids.
If the school is requested to close:		
Teachers will update via Seesaw with further information on when they will be online for daily contact. If you are not accessing Seesaw, teachers will contact you via phone.		What learning is taking place at school? Students who are at school participate in the same Learning Units that are used at home.
Please note:		
Teachers will do their best to respond with the technology at hand. In the event of School Closure, if you haven’t heard a response from the classroom teacher on an urgent matter within 48 hours, please email the school using the email address below.		
End of week check:	Key:	
Has my teacher seen my learning this fortnight? If not, please send some of your learning to your teacher via Seesaw or another agreed method.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>photograph</p>  </div> <div style="text-align: center;"> <p>voice recording</p>  </div> <div style="text-align: center;"> <p>video</p>  </div> </div>	



Daily Learning Tasks: Blue

Weeks 10 – 1

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	<p>Phonics/Spelling</p> <p>1. Read over your phonics/spelling list for the corresponding week.</p> <p style="text-align: center;">Appendix 1: Phonics/Spelling List</p> <p>2. Write your words in your exercise book.</p> <p>3. Look - Cover - Say - Write - Check!</p> <p style="text-align: center;">Extension: Access the spelling warm-up via Seesaw</p> <p style="text-align: center;">Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Write your words out and underline the sound of the week in a different colour.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Extension: Access the spelling warm-up via Seesaw</p> <p style="text-align: center;">Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Write your words out and code as many as you can.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Extension: Access the spelling warm-up via Seesaw</p> <p style="text-align: center;">Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>1. Read over your words that you wrote in your exercise book.</p> <p>2. Use your spelling words to write sentences. Try and put more than one spelling word in each sentence!</p> <p style="text-align: center;">Extension: Access the spelling warm-up via Seesaw</p> <p style="text-align: center;">Access: Phonics/ Spelling Enrichment Learning Grid</p>	<p>Phonics/Spelling</p> <p>Ask a family member to give you a spelling test.</p> <p>How many words can you spell correctly?</p> <p>What words do you need to work on?</p> <p style="text-align: center;">Access: Phonics/ Spelling Enrichment Learning Grid</p>
	<p>Reading</p> <p>Read a short story or chapter of a book that you have at home.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p style="text-align: center;">Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read a short story or chapter of a book that you have at home.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p style="text-align: center;">Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read a short story or chapter of a book that you have at home.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p style="text-align: center;">Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read a short story or chapter of a book that you have at home.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p style="text-align: center;">Access: Reading Enrichment Learning Grid</p>	<p>Reading</p> <p>Read a short story or chapter of a book that you have at home.</p> <p>You could choose: Bug Club, book at home, book online, magazine, recipe, newspaper etc.</p> <p style="text-align: center;">Access: Reading Enrichment Learning Grid</p>

	<p>Writing</p> <p>Week 10: Planning Choose any destination to make a travel brochure for. It could be somewhere you've been, somewhere you'd like to go or a fictional place. Note: The structure for this writing task should be used just as a guide. You might plan on Day 1, compose on Day 2 and 3, edit and revise on Day 4 and publish on Day 5. Go with whatever works.</p> <p>Appendix 2: Modelled planning</p>  <p>Week 1: Responding to the story This term we are doing a novel study on The Iron Man by Ted Hughes.</p> <p>Appendix 7: Responding to the story</p> 	<p>Writing</p> <p>Week 10: Composing Use the information in your planning page to help you write out your brochure.</p> <p>Appendix 3: Modelled composing</p>  <p>Week 1: Reader's theatre</p> <p>Appendix 8: Reader's theatre</p> 	<p>Writing</p> <p>Week 10: Editing Reread your brochure. Edit with a coloured pencil.</p> <p>Appendix 4: Modelled editing</p>  <p>Week 1: Drawing and annotating</p> <p>Appendix 9: Drawing and annotating</p> 	<p>Writing</p> <p>Week 10: Revising Reread your brochure. Revise with a coloured pencil.</p> <p>Appendix 5: Modelled revising</p>  <p>Week 1: Similes</p> <p>Appendix 10: Similes</p> 	<p>Writing</p> <p>Week 10: Publishing Reread your brochure. Publish it!</p> <p>Appendix 6: Modelled publishing</p>  or  <p>Week 1: Planning – Poetry</p> <p>Appendix 11: Modelled planning - Poetry</p> 
Break	Access: Brain Breaks Enrichment Learning Grid				
Middle	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>	<p>Mindfulness & Positivity</p> <p>Access: Mindfulness & Positivity Enrichment Learning Grid</p>

	<p>Patterns and Algebra Week 10: Number Patterns Work out what the number pattern rule is for each of these patterns. Appendix 12: Number Patterns</p>  <p>Week 1: Number Patterns Work out the number pattern rule for each pattern. Write them in your book.</p> <ol style="list-style-type: none"> 18, 21, 24, __, __, __. Rule: 39, 37, 35, __, __, __. Rule: 72, __, 82, 87, __, __. Rule: 195, 190, __, 180, __, __. Rule: 54, 50, 46, __, __, __. Rule: 63, __, 71, 75, __, __. Rule: 305, 315, 325, __, __, __. Rule: 99, 88, 77, __, __, __. Rule: 	<p>Patterns and Algebra Week 10: Missing Number Problems Solve the following number sentences by using addition or subtraction. Appendix 13: Missing Number Problems</p>  <p>Week 1: Patterns and Algebra Activity Sheet: Complete the questions on the worksheet. Appendix 16: Activity Sheet</p> 	<p>Multiplication Week 10 and 1: Multiplication Workout Choose a times tables list to practise whilst completing a movement activity: i.e., star jumps, ball bounces, throwing and catching. Write down what you practised in your workbook.</p>  <p>Multiplication Facts: Complete the 'Multiplication facts of 4'. Time yourself in week 10 and again in week 1. Appendix 17: Multiplication Facts of 4</p> 	<p>Statistics and Probability Week 10: Data Investigation Complete the worksheet 'Australian Birthplace Data Investigation'. Appendix 14: Data Investigation</p>  <p>Week 1: Let's Work Out! Record how many of these different types of exercises you can do in 20 seconds. Record your findings using a bar graph. Appendix 18: Let's Work Out</p> 	<p>Statistics and Probability Week 10: Bar Chart Complete the worksheet 'Chocolate Bars Bar Chart'. Appendix 15: Chocolate Bars Bar Chart</p>  <p>Week 1: Chance Complete the 'Chance' worksheet. Appendix 19: Chance</p> 
	<p>Number of the Day Choose at least one number: 53 765 8561 Represent the number in different ways. Appendix 20: Number of the Day</p> <p>Note: In Week 1, complete the same activity using the numbers below: 36 915 2937</p> <p>Access: Mathematics Enrichment Learning Grid</p>	<p>Before and After Select up to four (number) cards from your deck of cards.</p> <ol style="list-style-type: none"> 1. Make the smallest number you can and write it in your book. 2. Now write the number that comes before and the number that comes after. 3. Repeat this activity four more times. <p>Access: Mathematics Enrichment Learning Grid</p>	<p>Greater than and Less than 17 > 4 (17 is greater than 4) 21 < 28 (21 is less than 28) <i>Notice which way the arrow points.</i> Answer these questions in your book, using the correct symbol.</p> <ol style="list-style-type: none"> 1. 85 ____ 18 2. 168 ____ 186 3. 318 ____ 870 4. 3148 ____ 5169 5. 32 857 ____ 51 551 <p>Note: In Week 1, make up five of your own and record in your book.</p> <p>Access: Mathematics Enrichment Learning Grid</p>	<p>Before and After Select up to four (number) cards from your deck of cards.</p> <ol style="list-style-type: none"> 1. Make the largest number you can and write it in your book. 2. Now write the number that comes before and the number that comes after. 3. Repeat this activity four more times.  <p>Access: Mathematics</p>	<p>Number of the Day Choose at least one number: 78 855 1584 Represent the number in different ways. Appendix 20: Number of the Day</p> <p>Note: In Week 1, complete the same activity using the numbers below: 89 649 9467</p> <p>Access: Mathematics Enrichment Learning Grid</p>

	<p>Ninja Maths Week 10: Play Number Racers.</p> <p>Appendix 21: Ninja Maths - Number Racers</p> <p>For more instructions, see this activity on Seesaw.</p> 	<p>Ninja Maths Week 10: Play Number Racers.</p> <p>Appendix 21: Ninja Maths - Number Racers</p> <p>For more instructions, see this activity on Seesaw.</p>	<p>Ninja Maths Week 10: Play Number Racers.</p> <p>Appendix 21: Ninja Maths - Number Racers</p> <p>For more instructions, see this activity on Seesaw.</p>	<p>Ninja Maths Week 10: Play Number Racers.</p> <p>Appendix 21: Ninja Maths - Number Racers</p> <p>For more instructions, see this activity on Seesaw.</p>	<p>Ninja Maths Week 10: Play Number Racers.</p> <p>Appendix 21: Ninja Maths - Number Racers</p> <p>For more instructions, see this activity on Seesaw.</p>
	<p>Ninja Maths Week 1: Play Cross Off.</p> <p>Appendix 22: Ninja Maths - Cross Off</p> <p>For more instructions, see this activity on Seesaw.</p> 	<p>Ninja Maths Week 1: Play Cross Off.</p> <p>Appendix 22: Ninja Maths - Cross Off</p> <p>For more instructions, see this activity on Seesaw.</p>	<p>Ninja Maths Week 1: Play Cross Off.</p> <p>Appendix 22: Ninja Maths - Cross Off</p> <p>For more instructions, see this activity on Seesaw.</p>	<p>Ninja Maths Week 1: Play Cross Off.</p> <p>Appendix 22: Ninja Maths - Cross Off</p> <p>For more instructions, see this activity on Seesaw.</p>	<p>Ninja Maths Week 1: Play Cross Off.</p> <p>Appendix 22: Ninja Maths - Cross Off</p> <p>For more instructions, see this activity on Seesaw.</p>
Break	Access: Brain Breaks Enrichment Learning Grid				
Afternoon	<p>Science and Technology</p> <p>Access: Science and Technology Enrichment Learning Grid</p>	<p>PDHPE</p> <p>Access: PDHPE Enrichment Learning Grid</p>	<p>Creative Arts</p> <p>Access: Creative Arts Enrichment Learning Grid</p>	<p>History/Geography</p> <p>Access: History/Geography Enrichment Learning Grid</p>	<p>Free Play</p> <p>Time to have some free play!</p>
	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>	<p>Hands on Learning</p> <p>Access: Hands on Enrichment Learning Grid</p>

Appendix 1: Phonics/Spelling List

Week 10

Spelling Focus Sound:

ou and ow

*ou and ow
are digraphs*

Yellow	Blue	Green
down town out our loud hour south mouth	clown frown power allow flower house round around ground shout	thousand proud outside drought ourselves aloud powerful downstairs however crowded
Sight words	Sight words	Sight words
work know place	step side feet	morning children passed

Spelling Focus Sound:

v and ve

v is a graph


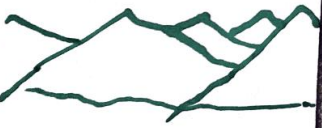

ve is a digraph

Week 1

Yellow	Blue	Green
dive ever love dove cover give have eve	river drove even arrive leave video loving move above given	heavy evening travel knives believe favourite eleventh seventeen themselves seventh
Sight words	Sight words	Sight words
year live me	began grow river	numeral north slowly


Appendix 2: Modelled Planning - Brochure

Draw and fill out your own planning page in your scrap book. Here's my example:

<p>① <u>Title</u></p> <ul style="list-style-type: none"> • Explore Japan . Visit Japan • Journey to Japan • Jumpstart your Japanese Journey . Joyful Japan • Jump on a Jet and Start Your Japanese Journey • Wake up in the Land of the Rising Sun • See the Light in the Land of the Rising Sun 	<p>② <u>When to go, public holidays</u></p> <p>Winter: Dec to Feb - cold and snowy, best time for skiing is Jan or Feb</p> <p>Spring: March to May - warm weather, cherry blossoms</p> <p>Summer: June to Aug - hot and humid, rainy season</p> <p>Autumn: Sep to Nov - cool and pleasant, bright red autumn leaves</p> <p>1st Jan - Shogatsu, April 29 - May 5 - Golden Week, Obon Fest.</p>	<p>③ <u>Cities</u></p> <p>Tokyo - capital and largest city</p> <p>Osaka - more relaxed than Tokyo, Osaka Castle</p> <p>Nagoya - world's largest train station, lots of museums - especially showing samurai history and culture</p>
<p>④ <u>Natural attractions</u></p> <p>Mount Fuji </p> <p>Hokkaido </p> <p>Okinawa </p>	<p>⑤ <u>Activities</u></p> <ul style="list-style-type: none"> - watch a sumo wrestling match - visit a Buddhist temple - traditional tea ceremony 	<p>⑥ <u>Food</u></p> <ul style="list-style-type: none"> - sushi - ramen - tempura - gyoza


Appendix 3: Modelled Composing - Brochure

Use the information in your planning page to help you design and compose your brochure in your scrap book. Here's my example:

<p>①</p> <p>Wake up in the land of the rising sun</p>  <p>Your journey to Japan awaits</p>	<p>② When to go</p> <p>Jan Shogatsu (Japanese New Year) Feb Mar Apr May golden week (Apr 29-May 5) - a week of different public holidays Jun Jul Aug obon festival (dates change each year, sometimes in Jul or Sep) - buddhist custom to honor the spirits of ancestors. Sep Oct Nov Dec</p> <p>Winter - Cold and snowy. The best months for skiing are Jan and Feb Spring - Warm weather and cherry blossom season. Summer - Hot and humid. Also rainy season. Autumn - Cool and pleasant with lots of bright red autumn leaves to look at.</p>	<p>③ Cities</p> <p>Tokyo Tokyo is the capital and largest city in Japan. It is well known for its shopping, food and extreme fashion culture. Did you know, Tokyo is the most popular city in the world.</p> <p>Osaka Although it is just two and a half hours by train from Tokyo, Osaka is a much more laid-back city. It has many historical locations, the best being Osaka Castle</p> <p>Nagoya Nagoya is the birthplace of the three most famous samurai in Japanese history - Toyotomi Hideyoshi, Oda Nobun and Tokugawa Ieyasu. They all played a big part in reunifying Japan after almost 150 years of civil war and are known as the three unifiers of Japan. Nagoya also has the world's largest train station.</p>
<p>④ Natural attractions</p> <p>Mount Fuji Japan's highest peak is an active volcano that sits about 100 km south-west of Tokyo. You can reach the top via the Mount Fuji Yoshida Trail or you can just check out the Fujisan World Heritage Centre at the base of the mountain.</p> <p>Hokaido The most northern prefecture (state) in Japan is famous for its powdery snow. Niseko is the most popular area for skiing in Japan. There is also a lot of hot springs.</p> <p>Okinawa Enjoy relaxing on white sand beaches and swimming in clear blue ocean waters or kayaking through the mangrove jungles on Iriomote Island.</p>	<p>⑤ Things to do</p> <p>Watch a sumo wrestling match.</p> <p>Visit a buddhist temple.</p> <p>Enjoy a traditional tea ceremony.</p>	<p>⑥ Food</p> <p>Sushi Delicious dishes containing rice which has been prepared with sushi vinegar.</p> <p>Ramen Noodle soup.</p> <p>Tempura Lightly battered and deepfried seafood and vegetable</p> <p>Gyoza Dumplings filled with meat and vegetables and wrapped in a thin dough.</p>


Appendix 4: Modelled Editing - Brochure

Reread your brochure. Make sure you have capital letters at the start of each sentence, capital letters for all proper nouns, end marks (. ! ?) at the end of each sentence and correct spelling. Make any editing changes with **coloured pencil**. Here's my example:

<p>①</p> <p>Wake up in the Land of the Rising Sun</p>  <p>Your journey to Japan awaits</p>	<p>② When to go</p> <p>Jan Shogatsu (Japanese New Year)</p> <p>Feb</p> <p>Mar</p> <p>Apr</p> <p>May Golden Week (Apr 29 - May 5) - a week of different public holidays</p> <p>Jun</p> <p>Jul</p> <p>Aug Obon Festival (dates change each year, sometimes in July or Sep) - Buddhist custom to honor the spirits of ancestors.</p> <p>Sep</p> <p>Oct Winter - Cold and snowy. The best months for skiing are Jan and Feb</p> <p>Nov Spring - Warm weather and cherry blossom season.</p> <p>Dec Summer - Hot and humid. Also rainy season.</p> <p>Autumn - Cool and pleasant with lots of bright red autumn leaves to look at.</p>	<p>③ Cities</p> <p>Tokyo</p> <p>Tokyo is the capital and largest city in Japan. It is well known for its shopping, food and extreme fashion culture. Did you know, Tokyo is the most populous city in the world?</p> <p>Osaka</p> <p>Although it is just two and a half hours by train from Tokyo, Osaka is a much more laid-back city. It has many historical locations, the best being Osaka Castle</p> <p>Nagoya</p> <p>Nagoya is the birthplace of the three most famous samurai in Japanese history - Toyotomi Hideyoshi, Oda Nobun and Tokugawa Ieyasu. They all played a big part in reunifying Japan after almost 150 years of civil war and are known as the three unifiers of Japan. Nagoya also has the world's largest train station.</p>
<p>④ Natural attractions</p> <p>Mount Fuji</p> <p>Japan's highest peak is an active volcano that sits about 100 km south-west of Tokyo. You can reach the top via the Mount Fuji Yoshida Trail or you can just check out the Fujisan World Heritage Centre at the base of the mountain.</p> <p>Hokkaido</p> <p>The most northern prefecture (state) in Japan is famous for its powdery snow. Niseko is the most popular area for skiing in Japan. There are also a lot of hot springs.</p> <p>Okinawa</p> <p>Enjoy relaxing on white sand beaches and swimming in clear blue ocean waters or kayaking through the mangrove jungles on Iriomote Island.</p>	<p>⑤ Things to do</p> <p>Watch a sumo wrestling match.</p> <p>Visit a Buddhist temple.</p> <p>Enjoy a traditional tea ceremony.</p>	<p>⑥ Food</p> <p>Sushi</p> <p>Delicious dishes containing rice which has been prepared with sushi vinegar.</p> <p>Ramen</p> <p>Noodle soup.</p> <p>Tempura</p> <p>Lightly battered and deepfried seafood and vegetable</p> <p>Gyoza</p> <p>Dumplings filled with meat and vegetables and wrapped in a thin dough.</p>

Appendix 5: Modelled Revising - Brochure

Reread your brochure. Could you use puns, rhyming or alliteration to make your title catchier? Could you add any emotive language, rhetorical questions or extra information to make your audience want to go to this place? How could you make the layout more interesting to look at? Make any revising changes with coloured pencil. Here's my example:

<p>①</p> <p>Wake up in the Land of the Rising Sun</p>  <p>Your journey to Japan awaits has just begun!</p>	<p>② When to go</p> <p>Jan Shogatsu (Japanese New Year)</p> <p>Feb</p> <p>Mar</p> <p>Apr</p> <p>May Golden Week (Apr 29 - May 5) - a week of different public holidays</p> <p>Jun</p> <p>Jul</p> <p>Aug Obon Festival (dates change each year, sometimes in July or Sep) - Buddhist custom to honor the spirits of ancestors.</p> <p>Sep</p> <p>Oct Winter - Cold and snowy. The best months for skiing are Jan and Feb</p> <p>Nov Spring - Warm weather and cherry blossom season. humid</p> <p>Dec Summer - Hot and humid. Also rainy season.</p> <p>Autumn - Cool and pleasant with lots of bright red autumn leaves to look at.</p>	<p>③ Cities</p> <p>Tokyo</p> <p>Tokyo is the capital and largest city in Japan. It is well known for its shopping, food and extreme fashion culture. Did you know, Tokyo is the most populous city in the world. More people live in Tokyo than in Sydney, London, Paris, Osaka and New York all combined!</p> <p>Although it is just two and a half hours by train from Tokyo, Osaka is a much more laid-back city. It has many historical locations, the best highlight being Osaka Castle.</p> <p>Nagoya</p> <p>Nagoya is the birthplace of the three most famous samurai in Japanese history - Toyotomi Hideyoshi, Oda Nobun and Tokugawa Ieyasu. They all played a big part in reunifying Japan after almost 150 years of civil war and are known as the three unifiers of Japan. Perhaps not as interesting but!</p> <p>Nagoya also has the world's largest train station!</p>
<p>④ Natural attractions</p> <p>Mount Fuji If you're feeling adventurous,</p> <p>Japan's highest peak is an active volcano that sits about 100 km south-west of Tokyo. You can reach the top via the Mount to Yoshida Trail or you can just check out the Fujisan World Heritage Centre at the base of the mountain.</p> <p>Hokkaido. Hokkaido</p> <p>The most northern prefecture (state) in Japan is famous for its powdery snow. Niseko is the most popular area for skiing in Japan. There are are also a lot of hot springs. After a long day of skiing or boarding, what could be better than a long soak in one of the many natural hot springs?</p> <p>Okinawa Enjoy relaxing on white sand beaches and swimming in clear blue ocean waters or kayaking through the mangrove jungles on Iriomote Island. Japan really does have it all!</p>	<p>⑤ Must do tourist experiences in Japan</p> <p>Experience the thrill of watching a sumo wrestling match!</p> <p>Visit a Buddhist temple.</p> <p>Enjoy a traditional tea ceremony.</p> <p>Japanese hospitality (known as omotenashi) during</p>	<p>⑥ Must try Foods in Japan</p> <p>Sushi Probably the most famous Japanese food!</p> <p>Delicious dishes containing rice which has been prepared with sushi rice vinegar.</p> <p>Ramen</p> <p>Noodle soup and another Japanese dish that has become very popular around the world.</p> <p>Tempura</p> <p>Lightly battered and deepfried seafood and vegetable</p> <p>Gyoza</p> <p>Dumplings filled with meat and vegetables and wrapped in a thin dough. Gyoza are usually pan fried (yaki gyoza), but can also be boiled (sui gyoza) or deep fried (age gyoza).</p>

Appendix 6: Modelled Publishing - Brochure

Publish your brochure so that it is ready to be presented! You could make a tri-fold brochure by folding a piece of blank paper in thirds and writing and drawing your brochure on each side of the three sections. You could make a travel poster by combining your pages on a large sheet of paper or in your scrap book. You could even film yourself reading out the information for your very own travel show! I used Book Creator to make mine into a book. If you wish to publish yours on Book Creator, go to the activities tab on Seesaw and look for the Book Creator assignment. There are video instructions. Here is my example:



When to go

Winter
Cold and snowy, best time for skiing is January or February.

Spring
Warm weather, best time to see cherry blossoms.

Summer
Hot and humid, rainy season usually lasts from June to July.

Autumn
Cool and pleasant with lots of bright red autumn leaves to look at.

January - Shogatsu (Japanese New Year)
February
March
April
May - Golden Week (April 29 - May 5) - a week of different public holidays
June
July
August - Obon Festival (dates change each year, sometimes in July or Sept) - Buddhist custom to honor the spirits of ancestors
September
October
November
December

TOKYO

Tokyo is the capital and largest city in Japan. It is well known for its shopping, food and extreme fashion culture. Did you know, Tokyo is the most populous city in the world? More people live in Tokyo than Sydney, London, New York and Paris all combined!

OSAKA

Although it is just two and a half hours by train from Tokyo, Osaka is a much more laid-back city. It has many historical locations, the highlight being Osaka Castle.

NAGOYA

Nagoya is the birthplace of the three most famous samurai in Japanese history - Toyotomi Hideyoshi, Oda Nobunaga and Tokugawa Ieyasu. They all played a big part in reunifying Japan after almost 150 years of civil war and are known as the three unifiers of Japan. Perhaps not as interesting, but Nagoya also has the world's largest train station!

HOKKAIDO

The most northern prefecture (state) in Japan is famous for its powdery snow. Niseko is the most popular area for skiing in Japan. After a long day of skiing or boarding, what could be better than having a soak in one of the many natural hot springs?

MOUNT FUJI

Japan's highest peak is an active volcano that sits about 100 km south-west of Tokyo. If you're feeling adventurous, you can reach the top via the Mt. Fuji Yoshida Trail or you can just check out the Fujisan World Heritage Centre at the base.

OKINAWA

Enjoy relaxing on white sand beaches and swimming in clear blue ocean waters or kayaking through the mangrove jungles on Miyake Island. Japan really does have it all!

experience the thrill of a live sumo wrestling match!

MUST DO TOURIST EXPERIENCES IN JAPAN

visit a Buddhist temple

Enjoy Japanese hospitality (known as omotenashi) during a traditional tea ceremony

Sushi

Probably the most famous Japanese food. Delicious dishes containing rice which has been prepared with sushi vinegar.

Ramen

A noodle soup and another Japanese dish that has become very popular around the world.

Tempura

Lightly battered and deepfried seafood and vegetables

Gyoza

Dumplings filled with meat and vegetables and wrapped in a thin dough. Gyoza are usually pan fried (yaki gyoza), but can also be boiled (zui gyoza) or deep fried (age gyoza).

MUST TRY FOODS IN JAPAN

Appendix 7: Responding to the story



Ted Hughes
the Iron
man

WALT: LISTEN AND RESPOND TO A STORY.

WILF:

- **WHAT YOU KNOW**
- **WHAT KIND OF STORY YOU THINK THIS IS**
- **WHO YOU THINK THE IRON MAN IS**
- **WHAT YOU THINK MIGHT HAPPEN NEXT**

Jamboard Seesaw

1. Access *The Iron Man - Lesson 1: Responding to the Story* on Seesaw.
2. Watch the video to listen to the story.
3. Post your questions on Jamboard. If this is challenging, write your questions in the chart below and upload a photo of it on Seesaw.
4. Draw a picture of what you imagine the scene looks like in the opening of the story.
5. Add your picture as a response to the activity on Seesaw.

What I know about the Iron Man	What kind of story I think this is	What I think about the Iron Man	My predictions

Appendix 8: Reader's theatre

1. Access *The Iron Man - Lesson 2: Reader's theatre* on Seesaw.
2. Watch the video to listen to the story.
3. Practise reading the passage below focusing on the WILF (What I'm Looking For) dot points.
4. Video record your reading as a response to the activity on Seesaw.

The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left.

His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, tumbling slowly.

And as he crashed and crashed and crashed.

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off.

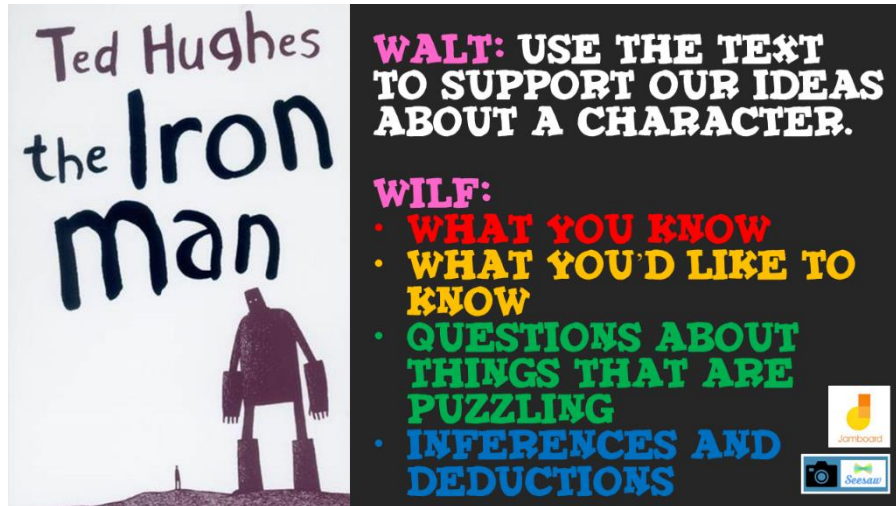
All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below.

A few rocks tumbled with him.

Then

Silence.

Appendix 9: Drawing and annotating





Ted Hughes
the Iron man

WALT: USE THE TEXT TO SUPPORT OUR IDEAS ABOUT A CHARACTER.

WILF:

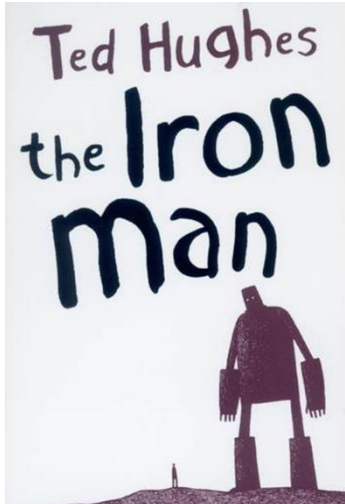
- **WHAT YOU KNOW**
- **WHAT YOU'D LIKE TO KNOW**
- **QUESTIONS ABOUT THINGS THAT ARE PUZZLING**
- **INFERENCES AND DEDUCTIONS**

1. Access *The Iron Man - Lesson 3: Drawing and annotating* on Seesaw.
2. Watch the video to listen to the story.
3. Post new notes on Jamboard. If this is challenging, write your ideas in the chart below and upload a photo of it on Seesaw.
4. Draw a picture of the Iron Man.
5. Add your picture as a response to the activity on Seesaw.

What I know about the Iron Man	What I'd like to know	Questions	Inferences and deductions

Appendix 10: Similes





Ted Hughes
the Iron
man

WALT: USE SIMILES.

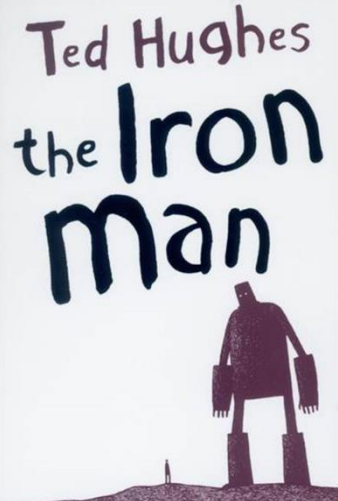
WILF:

- **SIMILES IN THE FORM OF 'HIS ___ WAS SHAPED LIKE A ___ BUT AS BIG AS A ___'**
- **EMOTIVE LANGUAGE**
- **CREATIVE AND ORIGINAL IDEAS**

1. Access *The Iron Man - Lesson 4: Similes* on Seesaw.
2. Watch the video to listen to the story.
3. *His great iron head, shaped like a dustbin but as big as a bedroom...* Go into your bedroom. Look around and try to imagine the Iron Man's head. It's as big as your bedroom!
4. Post some other similes that we could use to describe the Iron Man on Jamboard. If this is challenging, write them in your writing book and take a photo to post as a response to the activity on Seesaw.

Appendix 11: Modelled planning - Poetry



Ted Hughes
the Iron
man

WALT: PLAN A POEM.

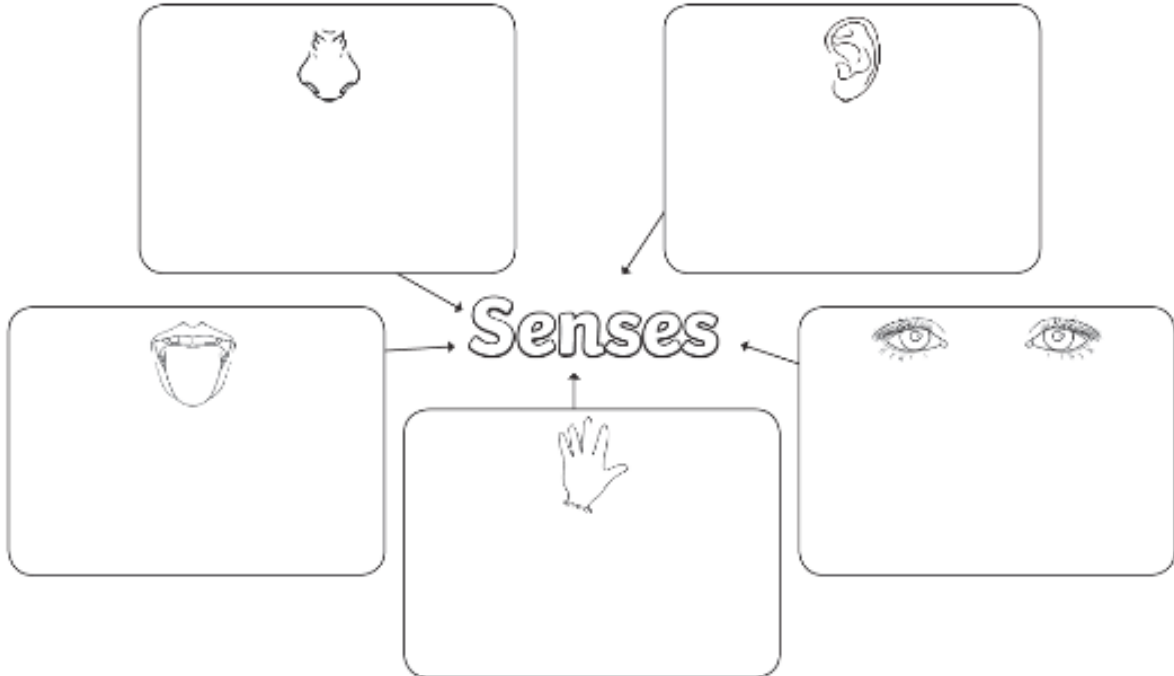
PURPOSE: TO ENTERTAIN
AUDIENCE: READERS OF THE IRON MAN

WILF:

- SIGHTS
- SOUNDS
- SENSATIONS AND FEELINGS
- SMELLS
- TASTES

1. Access *The Iron Man - Lesson 5: Planning - Poetry* on Seesaw.
2. Watch the video to listen to the story.
3. On the Seesaw activity, fill out the Senses Record Template. You can record with words, pictures or an audio recording. Even better if you can do all three! If you aren't able to do this, fill out the Senses Record Template below and upload a photo of it on Seesaw. Remember, you can use pictures as well as words.

Senses Record Template



Appendix 12: Number Patterns

Identifying Number Pattern Rules

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

14	18	22	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Rule: _____
28	26	24	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Rule: _____
65	<input type="text"/>	75	80	<input type="text"/>	<input type="text"/>	<input type="text"/>	Rule: _____
150	145	<input type="text"/>	135	<input type="text"/>	<input type="text"/>	<input type="text"/>	Rule: _____
36	30	24	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Rule: _____
90	<input type="text"/>	96	99	<input type="text"/>	<input type="text"/>	<input type="text"/>	Rule: _____
201	211	221	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Rule: _____
77	66	55	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Rule: _____



Appendix 13: Missing Number Problems

Missing Number Problems

Think carefully about what strategy you will use to find the missing number in the following calculations. You could:

Use a number line and count on from the smallest number.

Use a number line and count back to the given number.

Use column addition or subtraction to find the missing number.

$$1. \quad 16 + \boxed{} = 27 \qquad 8. \quad \boxed{} + 9 + 11 = 35$$

$$2. \quad 38 - \boxed{} = 26 \qquad 9. \quad \boxed{} + 23 = 101$$

$$3. \quad \boxed{} - 18 = 36 \qquad 10. \quad 153 - \boxed{} = 104$$

$$4. \quad \boxed{} + 17 = 66 \qquad 11. \quad 160 = 105 + \boxed{}$$

$$5. \quad 38 + \boxed{} = 73 \qquad 12. \quad 143 = \boxed{} + 62$$

$$6. \quad 87 - \boxed{} = 53 \qquad 13. \quad 37 - 7 - \boxed{} = 17$$

$$7. \quad 6 + \boxed{} + 8 = 24 \qquad 14. \quad \boxed{} - 12 - 8 = 25$$

Challenge:

Can you write your own missing number problems and give them to a friend?

Appendix 14: Data Investigation

Australian Birth Place Data Investigation

Name: _____ Date: _____

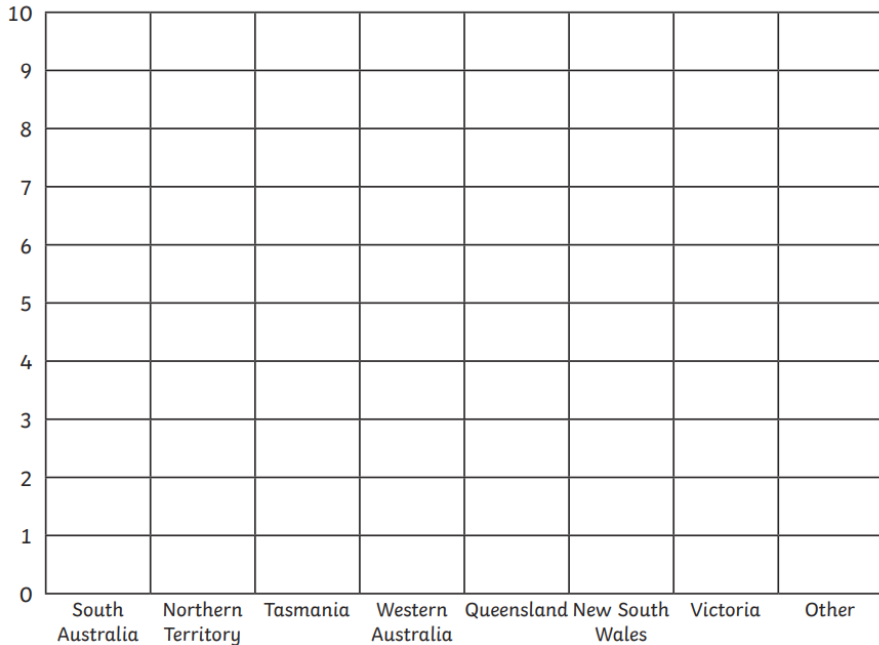
I can use a data display to answer questions. (ACMSP097)

A class of school students completed a survey to see where everyone was born. Complete the tally chart and bar graph, then answer the questions.

Tally Results:

Birth Place	South Australia	Northern Territory	Tasmania	Western Australia	Queensland	New South Wales	Victoria	Other
Tally	###							
Total		1		0	3		9	

Bar Graph:



Questions:

Where were the majority of students born?

How many people were born there?

Which state/territory has the smallest number of people born there?

How many people were born there?

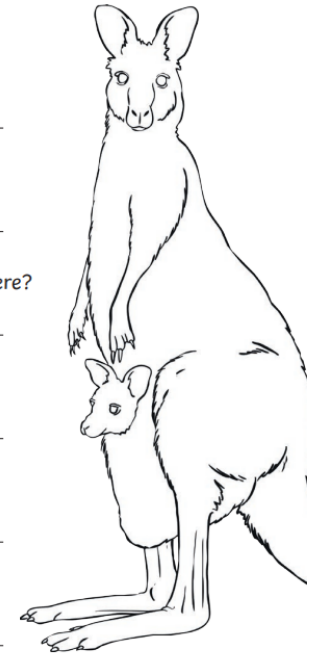
How many people were surveyed?

Which state do you think this survey was completed in? Why?

Use the data to write 2 questions of your own.

1. _____

2. _____



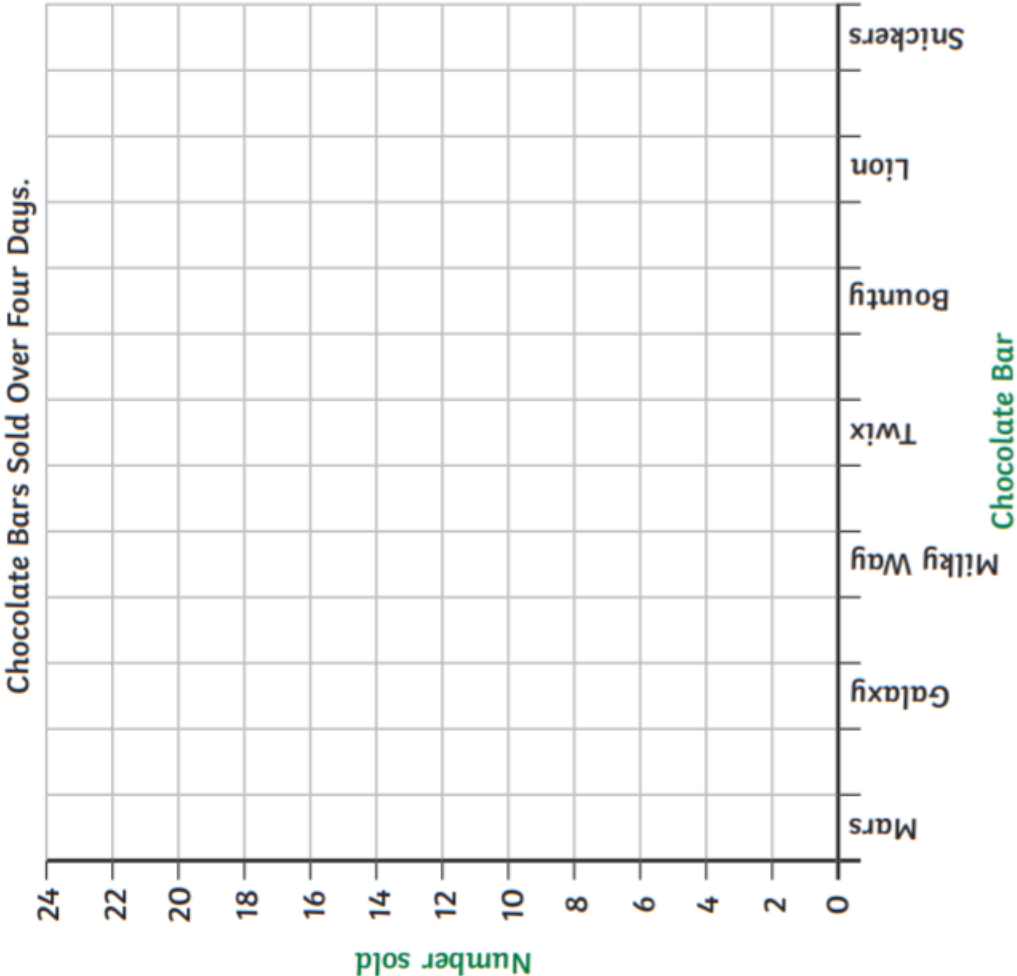
Appendix 15: Chocolate Bars Bar Chart




Chocolate Bars Bar Chart

1. Here is a table of the chocolate bars sold to customers in a shop over 4 days:

	Monday	Tuesday	Wednesday	Thursday	Total
Mars	5	3	3	4	
Twix	8	2	2	5	
Galaxy	5	8	5	3	
Milky Way	5	3	2	2	
Bounty	4	2	5	0	
Lion	6	3	4	1	
Snickers	1	1	2	2	

2. Now draw a bar chart to show these results.



<p>1. What is the missing number from the pattern? 2, 4, 6, __, 10, 12</p> <p><input type="radio"/> 6 <input type="radio"/> 8</p> <p><input type="radio"/> 7 <input type="radio"/> 14</p> <p>2. Enter the missing number to make the number sentence true. $6 + 10 = \square + 6$</p> <p>3. $\blacksquare = 5$ $\bullet = 7$ $\blacktriangle = 10$ $\blacksquare + \blacktriangle =$</p> <p><input type="radio"/> 17 <input type="radio"/> 12</p> <p><input type="radio"/> 10 <input type="radio"/> 15</p> <p>4. $\blacksquare + \bullet - \blacktriangle =$</p> <p><input type="radio"/> 2 <input type="radio"/> 12</p> <p><input type="radio"/> 5 <input type="radio"/> 22</p> <p>5. Which fruits continue the pattern?</p> <div style="display: flex; align-items: center; margin-bottom: 10px;">  </div> <p><input type="radio"/> </p> <p><input type="radio"/> </p>	<p>6. Which three numbers continue the pattern? 5, 10, 15, 20, __, __, __</p> <p><input type="radio"/> 30, 40, 50 <input type="radio"/> 21, 22, 23</p> <p><input type="radio"/> 25, 35, 45 <input type="radio"/> 25, 30, 35</p> <p>7. Which number sentence is true?</p> <p><input type="radio"/> $6 + 7 = 6 \times 7$</p> <p><input type="radio"/> $6 + 7 = 7 - 6$</p> <p><input type="radio"/> $6 + 7 = 7 + 6$</p> <p><input type="radio"/> $6 + 7 = 77 - 66$</p> <p>8. Which number sentence is not true?</p> <p><input type="radio"/> $5 + 9 = 7 + 7$</p> <p><input type="radio"/> $4 + 6 = 5 + 5$</p> <p><input type="radio"/> $6 + 9 = 8 + 8$</p> <p><input type="radio"/> $3 + 9 = 6 + 6$</p> <p>9. Fill in the missing number. 10, 20, 30, <input style="width: 30px; height: 20px;" type="text"/> 50, 60.</p> <p>10. What is the fifth number in the pattern? 4, 8, 12, 16, 20, 24, 28, 32.</p> <p><input style="width: 30px; height: 20px;" type="text"/> is the fifth number in the pattern.</p>
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Appendix 17: Multiplication Facts of 4 – Week 10 and 1

Multiplication and Division Facts of 4

1) $32 \div 4 =$	21) $8 \div 4 =$	41) $28 \div 4 =$	61) $40 \div 4 =$
2) $4 \times 3 =$	22) $4 \times 4 =$	42) $32 \div 4 =$	62) $3 \times 4 =$
3) $40 \div 4 =$	23) $44 \div 4 =$	43) $36 \div 4 =$	63) $4 \times 11 =$
4) $8 \div 4 =$	24) $16 \div 4 =$	44) $24 \div 4 =$	64) $8 \div 4 =$
5) $4 \times 10 =$	25) $4 \times 12 =$	45) $2 \times 4 =$	65) $3 \times 4 =$
6) $4 \times 6 =$	26) $9 \times 4 =$	46) $36 \div 4 =$	66) $24 \div 4 =$
7) $4 \times 3 =$	27) $32 \div 4 =$	47) $4 \times 5 =$	67) $4 \times 4 =$
8) $16 \div 4 =$	28) $8 \div 4 =$	48) $4 \times 7 =$	68) $0 \times 4 =$
9) $12 \div 4 =$	29) $4 \times 12 =$	49) $12 \div 4 =$	69) $4 \times 8 =$
10) $1 \times 4 =$	30) $4 \div 4 =$	50) $4 \times 5 =$	70) $8 \div 4 =$
11) $4 \times 7 =$	31) $1 \times 4 =$	51) $20 \div 4 =$	71) $48 \div 4 =$
12) $48 \div 4 =$	32) $3 \times 4 =$	52) $24 \div 4 =$	72) $4 \times 8 =$
13) $28 \div 4 =$	33) $12 \div 4 =$	53) $4 \div 4 =$	73) $4 \times 12 =$
14) $4 \div 4 =$	34) $24 \div 4 =$	54) $36 \div 4 =$	74) $4 \div 4 =$
15) $20 \div 4 =$	35) $4 \times 1 =$	55) $40 \div 4 =$	75) $8 \times 4 =$
16) $4 \times 4 =$	36) $4 \times 11 =$	56) $4 \times 10 =$	76) $12 \div 4 =$
17) $0 \times 4 =$	37) $12 \div 4 =$	57) $20 \div 4 =$	77) $5 \times 4 =$
18) $36 \div 4 =$	38) $8 \times 4 =$	58) $44 \div 4 =$	78) $4 \times 3 =$
19) $24 \div 4 =$	39) $4 \times 2 =$	59) $10 \times 4 =$	79) $4 \times 12 =$
20) $3 \times 4 =$	40) $11 \times 4 =$	60) $5 \times 4 =$	80) $2 \times 4 =$

Time: _____ Score: _____ / 80


Multiplication and Division Facts of 4

1) $32 \div 4 =$	21) $8 \div 4 =$	41) $28 \div 4 =$	61) $40 \div 4 =$
2) $4 \times 3 =$	22) $4 \times 4 =$	42) $32 \div 4 =$	62) $3 \times 4 =$
3) $40 \div 4 =$	23) $44 \div 4 =$	43) $36 \div 4 =$	63) $4 \times 11 =$
4) $8 \div 4 =$	24) $16 \div 4 =$	44) $24 \div 4 =$	64) $8 \div 4 =$
5) $4 \times 10 =$	25) $4 \times 12 =$	45) $2 \times 4 =$	65) $3 \times 4 =$
6) $4 \times 6 =$	26) $9 \times 4 =$	46) $36 \div 4 =$	66) $24 \div 4 =$
7) $4 \times 3 =$	27) $32 \div 4 =$	47) $4 \times 5 =$	67) $4 \times 4 =$
8) $16 \div 4 =$	28) $8 \div 4 =$	48) $4 \times 7 =$	68) $0 \times 4 =$
9) $12 \div 4 =$	29) $4 \times 12 =$	49) $12 \div 4 =$	69) $4 \times 8 =$
10) $1 \times 4 =$	30) $4 \div 4 =$	50) $4 \times 5 =$	70) $8 \div 4 =$
11) $4 \times 7 =$	31) $1 \times 4 =$	51) $20 \div 4 =$	71) $48 \div 4 =$
12) $48 \div 4 =$	32) $3 \times 4 =$	52) $24 \div 4 =$	72) $4 \times 8 =$
13) $28 \div 4 =$	33) $12 \div 4 =$	53) $4 \div 4 =$	73) $4 \times 12 =$
14) $4 \div 4 =$	34) $24 \div 4 =$	54) $36 \div 4 =$	74) $4 \div 4 =$
15) $20 \div 4 =$	35) $4 \times 1 =$	55) $40 \div 4 =$	75) $8 \times 4 =$
16) $4 \times 4 =$	36) $4 \times 11 =$	56) $4 \times 10 =$	76) $12 \div 4 =$
17) $0 \times 4 =$	37) $12 \div 4 =$	57) $20 \div 4 =$	77) $5 \times 4 =$
18) $36 \div 4 =$	38) $8 \times 4 =$	58) $44 \div 4 =$	78) $4 \times 3 =$
19) $24 \div 4 =$	39) $4 \times 2 =$	59) $10 \times 4 =$	79) $4 \times 12 =$
20) $3 \times 4 =$	40) $11 \times 4 =$	60) $5 \times 4 =$	80) $2 \times 4 =$

Time: _____ Score: _____ / 80

Appendix 18: Let's work out

Let's Work Out!



- 1. Hops
- 2. Star Jumps
- 3. Sit Ups
- 4. Push Ups
- 5. Squats
- 5. Free Choice

Complete 1 exercise at a time and record your

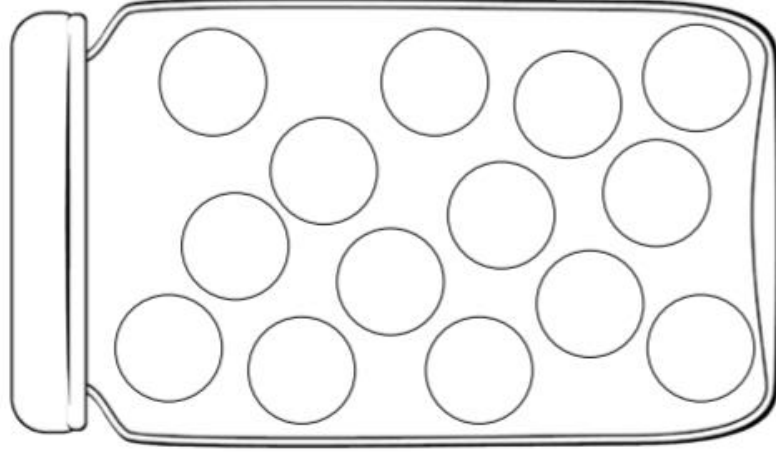
20						
19						
18						
17						
16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	Hops	Star Jumps	Sit Ups	Push Ups	Squats	

Chance (A)

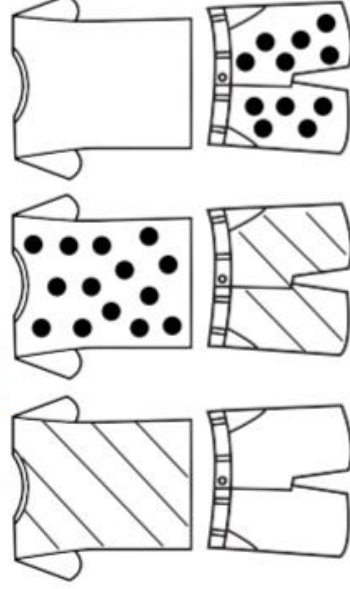
- ① Use a word from the box to describe the chance of each event occurring.

possibly, probably, likely, unlikely, maybe, might, never, always, even chance, certain	Event	Chance
a) I'll have a birthday next year.		
b) My class will go to the cinema today.		
c) I won't come to school tomorrow.		
d) I will have homework tonight.		
e) It will rain today.		
f) I will go to my friend's house after school.		
g) The principal will give each class a puppy.		

- ② Colour the marbles in the jar so that blue is the most likely and red is the least likely to occur.

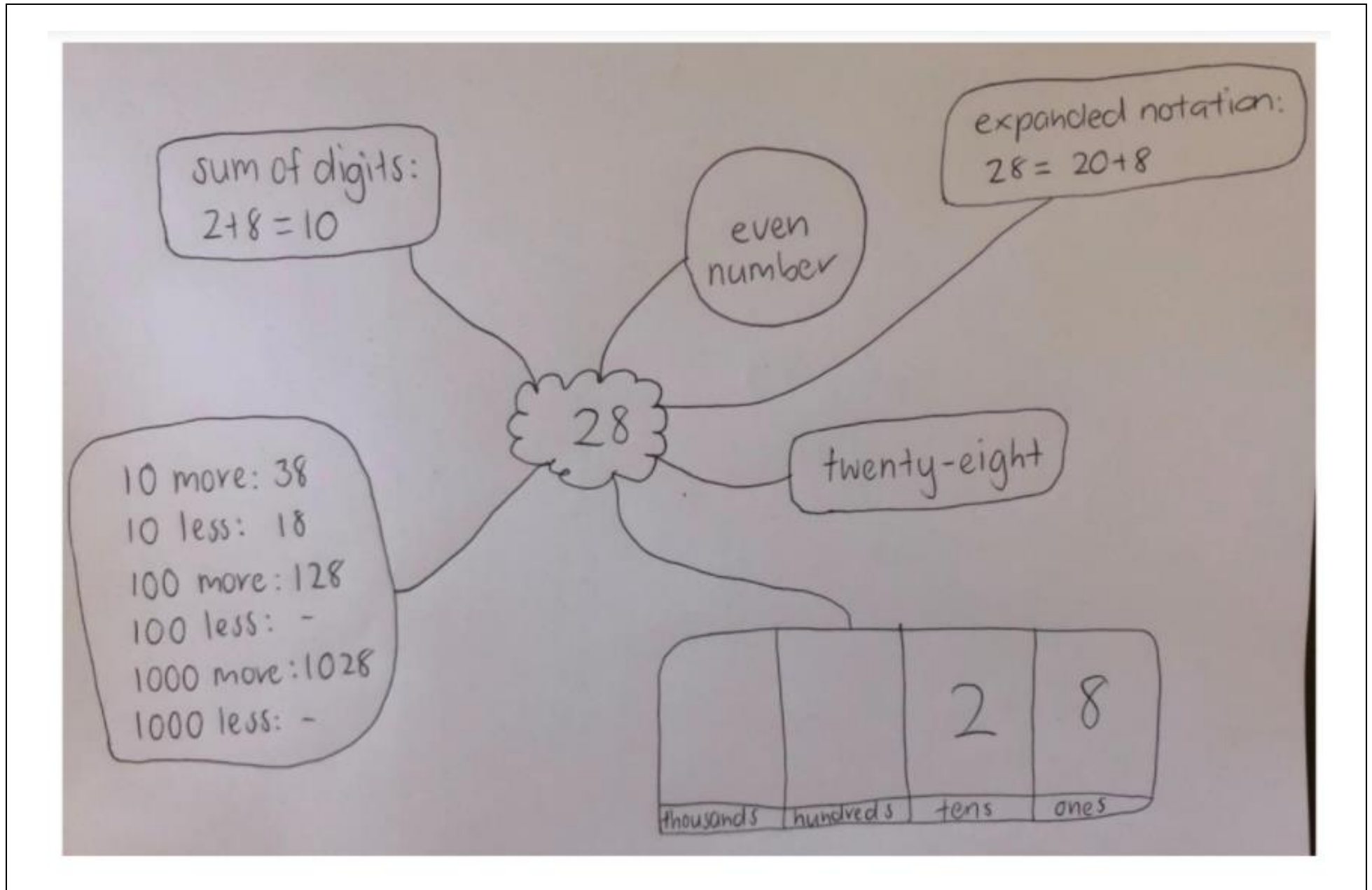


- ③ List five possible combinations of t-shirts and shorts.



1. _____
2. _____
3. _____
4. _____
5. _____

Appendix 20: Number of the Day



Appendix 21: Ninja Maths – Number Racers

The aim of Number Racers is to be the first to get to or past your finish line number. You can play against someone at home, or you can just challenge yourself. You will need your playing cards, your whiteboard and a marker or your maths grid book and a pencil.



Green belts: Race to 30 (use cards 1 - 10 (use the 10s as 0s))

Take turns to flip 3 cards and make a number with two decimal places. For example, if you flip a 3, 7 and 10 (0), you might make 7.30. On your next turn, flip another 3 cards, make another number with two decimal places and use your knowledge of place value to add the new number to 7.30. The first player to get to 30 or higher wins. When all players have reached the finish line, keep playing, but now it's a subtraction race to or past 0!

Purple belts: Race to 3000 (use cards 1 - 10 (use the 10s as 0s))

Take turns to flip 3 cards and make a 3-digit number. For example, if you flip a 3, 7 and 10 (0), you might make 730. On your next turn, flip another 3 cards, make another 3-digit number and use the jump, split or compensation strategies to add the new number to 730. The first player to get to 3000 or higher wins. When all players have reached the finish line, keep playing, but now it's a subtraction race to or past 0!

Red belts: Race to 300 (use cards 1 - 10 (use the 10s as 0s))

Take turns to flip 2 cards and make a 2-digit number. For example, if you flip a 10 (0) and a 7, you might make 70. On your next turn, flip another 2 cards, make another 2-digit number and use the jump, split or compensation strategies to add the new number to 70. The first player to get to 300 or higher wins. When all players have reached the finish line, keep playing, but now it's a subtraction race to or past 0!

Orange belts: Race to 100 (use all cards)

Take turns to flip a card and write down your number. On your next turn, add your new number to your score by using strategies such as bridging ten, partitioning, doubles and near doubles. The first player to get to 100 or higher wins. When all players have reached the finish line, keep playing, but now it's a subtraction race to or past 0!
Jack = 11, Queen = 12, King = 13, Joker = 14

Pink belts: Race to 0 (use cards 1 - 10)

Every player starts by writing down 30. When you flip a card, subtract that number by counting back. The first player to or past 0 wins!

Yellow belts: Race to 30 (use cards 1 - 10)

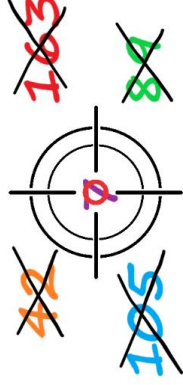
Take turns to flip a card and write down your number. On your next turn, flip another card and add to your score by counting on. The first player to or past 30 wins!

Blue belts: Race to 20 (use cards 1 - 6)

Take turns to flip a card and write your number down. On your next turn, flip another card and add to your number by counting the two numbers. Write down your new number. The first player to or past 20 wins!

Appendix 22: Ninja Maths – Cross Off

The aim of Cross Off is to be the first player to cross off all your numbers. You can play against someone at home, or you can just challenge yourself by playing with a stopwatch. You will need your playing cards, your whiteboard and a marker or your maths grid book and a pencil.



Green belts: Cross Off - Within 0.5 (use cards 1 - 10 (use the 10s as 0s))

Write down 5 decimal numbers ranging from 0 to 19.98. Then take turns to flip 3 cards. The first card is whole ones, the second is tenths and the third is hundredths. So, if you flipped a 4, then a 10, then a 6, your first number is 4.06. Write it down. Flip another 3 cards to make a second number in the same way. Let's say you got 9.32. Write it down. Can you use these two numbers in an addition or subtraction to get within 0.5 of **one** of the numbers you wrote down? If you can, cross it off.

4.06 + 9.32 = 13.38 (you could cross off **one** number from 12.88 to 13.88)

or

9.32 - 4.06 = 5.26 (you could cross off **one** number from 4.76 to 5.76)

Purple belts: Cross Off - Within 50 (use cards 1 - 10 (use the 10s as 0s))

Write down 5 numbers ranging from 0 to 1998. Then take turns to flip 3 cards. The first card is hundreds, the second is tens and the third is ones. So, if you flipped a 4, then a 10, then a 6, your first number is 406. Write it down. Flip another 3 cards to make a second number in the same way. Let's say you got 932.

Write it down. Can you use these two numbers in an addition or subtraction to get within 50 of **one** of the numbers you wrote down? If you can, cross it off.

406 + 932 = 1338 (you could cross off **one** number from 1288 to 1388)

or

932 - 406 = 526 (you could cross off **one** number from 476 to 576)

Red belts: Cross Off - Within 5 (use cards 1 - 10 (use the 10s as 0s))

Write down 5 numbers ranging from 0 to 198. Then take turns to flip 2 cards. The first card is tens and the second is ones. So, if you flipped a 4, then a 10, your first number is 40. Write it down. Flip another 2 cards to make a second number in the same way. Let's say you got 93. Write it down. Can you use these two numbers in an addition or subtraction to get within 5 of **one** of the numbers you wrote down? If you can, cross it off.

40 + 93 = 133 (you could cross off **one** number from 128 to 138)

or

93 - 40 = 53 (you could cross off **one** number from 48 to 58)

Orange belts: Cross Off - Exact number (use all cards. Jack = 11, Queen = 12, King = 13, Joker = 14)

Write down 5 numbers ranging from 0 - 28. Then take turns to flip 2 cards. Can you use these two numbers in an addition or subtraction to get **one** of the numbers you wrote down? If you can, cross it off.

Pink belts: Cross Off - Exact number - Subtraction (use all cards)

Write down 5 numbers ranging from 0 - 13. Then take turns to flip 2 cards. Can you use these two numbers in a subtraction to get **one** of the numbers you wrote down? If you can, cross it off.

Yellow belts: Cross Off - Exact number - Addition (use cards 1 - 10)

Write down 5 numbers ranging from 2 - 20. Then take turns to flip 2 cards. Can you use these two numbers in an addition to get **one** of the numbers you wrote down? If you can, cross it off.

Blue belts: Cross Off - Before or after (use all cards. Jack = 11, Queen = 12, King = 13, Joker = 14)

Write down 5 numbers ranging from 0 - 15. Then take turns to flip a card. Do you have any numbers that come just before or after this number? If you do, cross it off.

If you flip an 8, you can cross off 7 or 9.

