Daily Learning Tasks: Blue

Weeks 2 – 3

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?

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.

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.

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:

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.

Key:

photograph

voice recording

video

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.

Brain Breaks

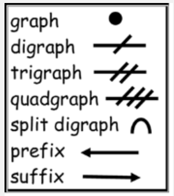
Please take Brain Breaks as often as needed.

A variety of activities can be found in the Enrichment Learning Grids.

What learning is taking place at school?

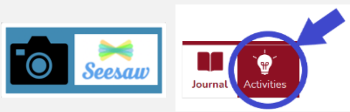
Students who are at school participate in the same Learning Units that are used at home.

Daily Learning Tasks: Blue — Weeks 2 – 3

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

	Writing **Week 2:** Planning – Poem Appendix 2: Modelled Planning - Poem  **Week 3:** Planning – Diary Entry Appendix 6: Modelled Planning - Diary Entry  	**Writing** **Week 2:** Composing – Poem Appendix 3: Modelled Composing - Poem  **Week 3:** Composing – Diary Entry Appendix 7: Modelled Composing - Diary Entry  	**Writing** **Week 2:** Composing – Poem Appendix 3: Modelled Composing - Poem  **Week 3:** Composing – Diary Entry Appendix 7: Modelled Composing - Diary Entry  	**Writing** **Week 2:** Editing and Revising – Poem Appendix 4: Modelled Editing and Revising - Poem  **Week 3:** Editing and Revising – Diary Entry Appendix 8: Modelled Editing and Revising - Diary Entry  	**Writing** **Week 2:** Publishing – Poem Appendix 5: Modelled Publishing - Poem  **Week 3:** Publishing – Diary Entry Appendix 9: Modelled Publishing - Diary Entry 
Break	Access: Brain Breaks Enrichment Learning Grid				
Middle	**Mindfulness & Positivity** Access: Mindfulness & Positivity Enrichment Learning Grid	**Mindfulness & Positivity** Access: Mindfulness & Positivity Enrichment Learning Grid	**Mindfulness & Positivity** Access: Mindfulness & Positivity Enrichment Learning Grid	**Mindfulness & Positivity** Access: Mindfulness & Positivity Enrichment Learning Grid	**Mindfulness & Positivity** Access: Mindfulness & Positivity Enrichment Learning Grid

	Time **Week 2: Label the Clock!** Label the clock using the example on your page. Read the diagram 'Telling the Time'. Draw your own clock in your maths book. Appendix 10: Analog Time https://www.visnos.com/demos/clock	**Time** **Week 2: Telling the Time: O'clock and Half Past** Read the information about how to read time using 'half past'. Complete the worksheet. *Note: There is a mix of half past and o'clock. Appendix 11: Telling the Time: O'clock and Half Past	**Multiplication** **Week 2 and 3:** **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.	**Time** **Week 2: Telling time: Analog and Digital** Read the analog clocks on the worksheets and circle the digital time for each. Appendix 12: Telling Time: Analog and Digital	**Time** **Week 2: Digital Time** Complete the worksheet by writing the correct time underneath the digital time. Appendix 13: Digital Time
	2D Shapes **Week 3: Quadrilaterals** Read the information on the poster to learn about quadrilaterals. Complete the worksheet. Appendix 14: Quadrilaterals	**2D Shapes** **Week 3: Identifying and describing 2D shapes.** Read the information about 'polygons' and complete the worksheet 'Identifying and Describing 2D Shapes'. Appendix 15: 2D Shapes	**Multiplication Facts:** Complete the 'Multiplication facts of 4'. Time yourself in week 2 and again in week 3. Appendix 16: Ultimate Multiplication Challenge	**3D shapes** **Week 3: Characteristics of Three-Dimensional Shapes** Complete the 'Characteristics of Three-Dimensional Shapes' worksheet. Appendix 17: Characteristics of 3D Shapes	**3D shapes** **Week 3: Shape Search** Find as many 2D and 3D shapes as you can. Draw and label them by name and shape on the correct side of the T chart as shown. Appendix 18: Shape Search
	Number of the Day Choose at least one number: **89 565 9254** Represent the number in different ways. Appendix 19: Number of the Day **Note:** In Week 3, complete the same activity using the numbers below: **71 489 3286** Access: Mathematics Enrichment Learning Grid	**Before and After** Select up to four (number) cards from your deck of cards. 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. Access: Mathematics Enrichment Learning Grid	**Greater than and Less than** **17 > 4** (17 is greater than 4) **21 < 28** (21 is less than 28) *Notice which way the arrow points.* Answer these questions in your book, using the correct symbol. 1. 99 ____ 23 2. 123 ____175 3. 352 ____ 878 4. 3223 ____ 5982 5. 34 435 ____51 769 **Note:** In Week 3, make up five of your own and record in your book. Access: Mathematics Enrichment Learning Grid	**Before and After** Select up to four (number) cards from your deck of cards. 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. Access: Mathematics Enrichment Learning Grid	**Number of the Day** Choose at least one number: **44 730 1964** Represent the number in different ways. Appendix 19: Number of the Day **Note:** In Week 3, complete the same activity using the numbers below: **78 375 9174** Access: Mathematics Enrichment Learning Grid

	Ninja Maths **Week 2:** Play Go Fish. Appendix 20: Ninja Maths - Go Fish For more instructions, see this activity on Seesaw. 	**Ninja Maths** **Week 2:** Play Go Fish. Appendix 20: Ninja Maths - Go Fish For more instructions, see this activity on Seesaw.	**Ninja Maths** **Week 2:** Play Go Fish. Appendix 20: Ninja Maths - Go Fish For more instructions, see this activity on Seesaw.	**Ninja Maths** **Week 2:** Play Go Fish. Appendix 20: Ninja Maths - Go Fish For more instructions, see this activity on Seesaw.	**Ninja Maths** **Week 2:** Play Go Fish. Appendix 20: Ninja Maths - Go Fish For more instructions, see this activity on Seesaw.
	Ninja Maths **Week 3:** Play Greedy Pig. Appendix 21: Ninja Maths - Greedy Pig For more instructions, see this activity on Seesaw. 	**Ninja Maths** **Week 3:** Play Greedy Pig. Appendix 21: Ninja Maths - Greedy Pig For more instructions, see this activity on Seesaw.	**Ninja Maths** **Week 3:** Play Greedy Pig. Appendix 21: Ninja Maths - Greedy Pig For more instructions, see this activity on Seesaw.	**Ninja Maths** **Week 3:** Play Greedy Pig. Appendix 21: Ninja Maths - Greedy Pig For more instructions, see this activity on Seesaw.	**Ninja Maths** **Week 3:** Play Greedy Pig. Appendix 21: Ninja Maths - Greedy Pig For more instructions, see this activity on Seesaw.
Break	Access: Brain Breaks Enrichment Learning Grid				
Afternoon	**Science and Technology** Access: Science and Technology Enrichment Learning Grid	**PDHPE** Access: PDHPE Enrichment Learning Grid	**Creative Arts** Access: Creative Arts Enrichment Learning Grid	**History/Geography** Access: History/Geography Enrichment Learning Grid	**Free Play** Time to have some free play!
	Hands on Learning Access: Hands on Enrichment Learning Grid	**Hands on Learning** Access: Hands on Enrichment Learning Grid	**Hands on Learning** Access: Hands on Enrichment Learning Grid	**Hands on Learning** Access: Hands on Enrichment Learning Grid	**Hands on Learning** Access: Hands on Enrichment Learning Grid

Appendix 1: Phonics/Spelling List

Spelling Focus Sound:

o and a

o and a are both a graph

Week 2

Yellow	Blue	Green
rock	song	dollar
stop	hopping	pocket
drop	watch	bottom
long	body	everybody
cost	what	doctor
wash	orange	opposite
want	across	swallow
gone	bottle	octopus
	sorry	wallaby
	follow	hospital
Sight Words	Sight Words	Sight Words
hello	once	state
air	gym	giraffe
am	four	giant

Week 3

Spelling Focus Sound:

oi and oy

oi and oy are both digraphs

Yellow	Blue	Green
coin	voice	moisture
boy	choice	uncoil
join	joint	pointed
soil	royal	hoist
noise	noisy	employer
joy	coil	enjoyable
point	annoy	appointment
foil	enjoy	voyage
	avoid	spoilt
	destroy	oyster
Sight Words	Sight Words	Sight Words
bird	began	because
boy	best	before
bed	boat	better

Appendix 2: Modelled Planning - Poem

1. Access ***The Iron Man - Lesson 5: Planning - Poem*** on Seesaw.
2. Watch the video. Make sure you have this sheet with you.
3. Plan your poem drawing on your own ideas and my modelled planning below.

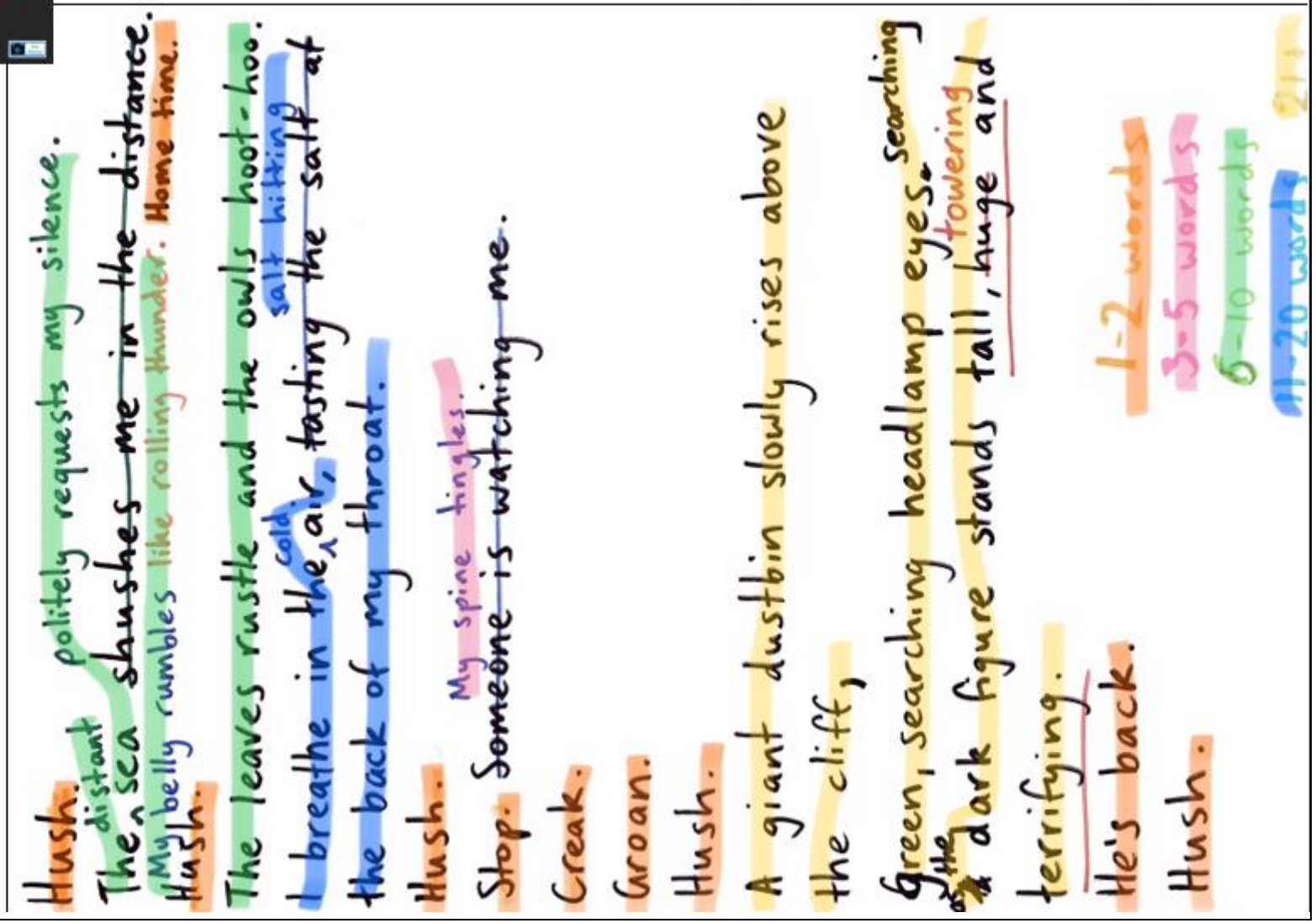
Appendix 3: Modelled Composing - Poem

1. Access ***The Iron Man - Lesson 6: Composing - Poem*** on Seesaw.
2. Watch the video. Make sure you have this sheet with you.
3. Write your own poem drawing on the ideas in your planning page and my modelled composing below.

Hush.
The sea shushes me in the distance.
Hush.
The leaves rustle and the owls hoot-hoo.
I breathe in the air, tasting the salt at the back of my throat.
Hush.
Stop. Someone is watching me.
Creak.
Groan.
Hush.
A giant dustbin slowly rises above the cliff.
Green, searching headlamp eyes.
A dark figure stands tall, huge and terrifying.
He's back.
Hush.

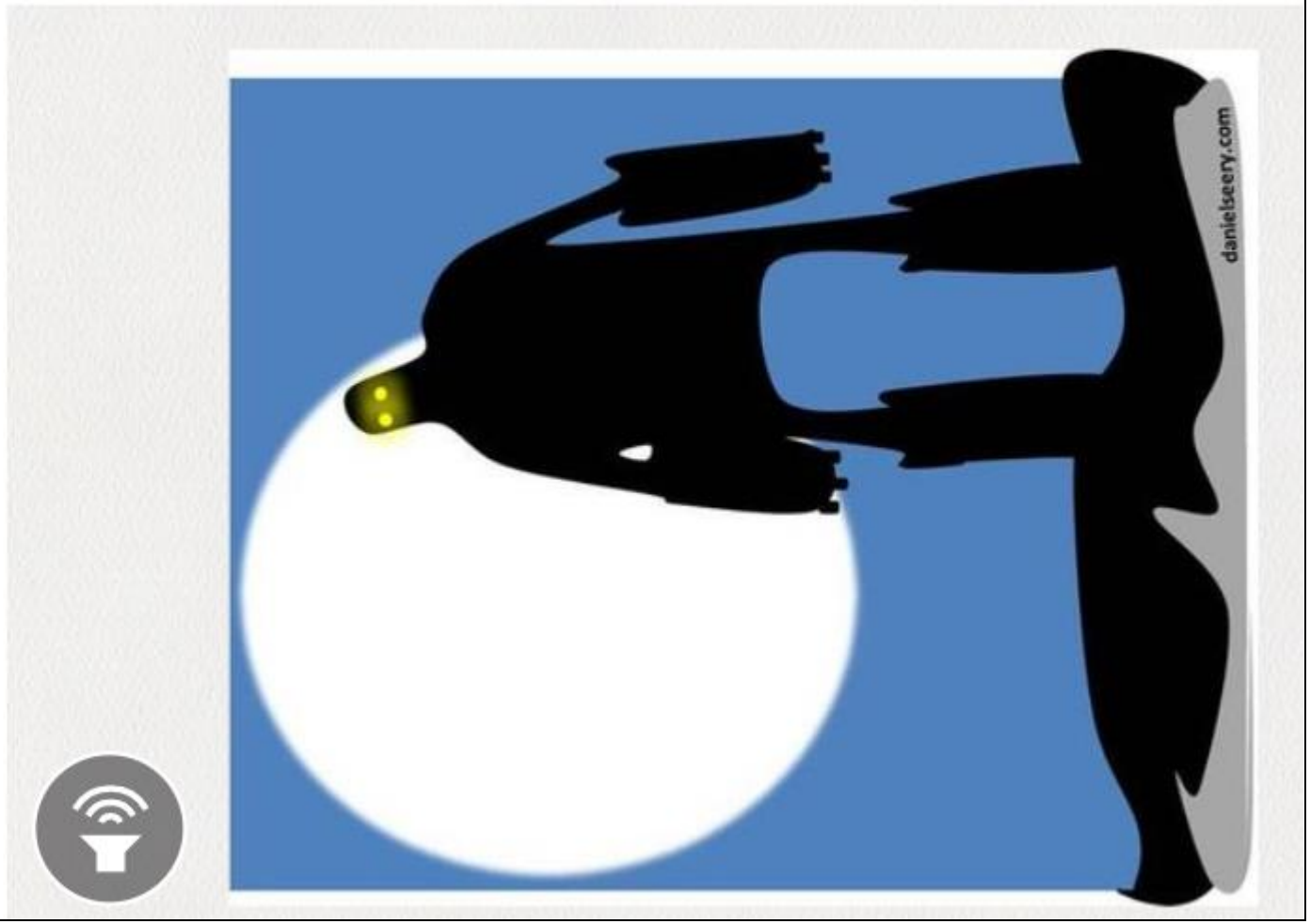
Appendix 4: Modelled Editing and Revising - Poem

1. Access ***The Iron Man - Lesson 7: Editing and Revising - Poem*** on Seesaw.
2. Watch the video. Make sure you have this sheet with you.
3. Edit and revise your poem drawing on your own ideas and my modelled editing and revising below.



Appendix 5: Modelled Publishing – Poem

1. Access ***The Iron Man - Lesson 8: Publishing - Poem*** on Seesaw.
2. Watch the video. Make sure you have this sheet with you.
3. Publish your poem by drawing the scene where Hogarth sees the Iron Man. Then record yourself reading the poem either on Seesaw or Book Creator.



Appendix 6: Modelled Planning – Diary Entry

1. Access ***The Iron Man - Lesson 9: Planning - Diary Entry*** on Seesaw.
2. Watch the video. Make sure you have this sheet with you.
3. Plan your diary entry drawing on your own ideas and my modelled planning below.

Appendix 7: Modelled Composing – Diary Entry

1. Access ***The Iron Man - Lesson 10: Composing - Diary Entry*** on Seesaw.
2. Watch the video. Make sure you have this sheet with you.
3. Write your own diary entry drawing on the ideas in your planning page and my modelled composing below.

Dear Diary,
Tonight I saw something amazing. I was minding my own business, fishing, about to head home when I felt a strange feeling. I knew I was being watched. I turned around. Slowly but surely, a gigantic... thing was climbing over the cliff-top. It stood up. Big iron legs. A huge metal mouth. Green glowing eyes. An iron giant! I couldn't believe what I was seeing!

When I came to my senses, I dropped my rod and ran home as fast as I could. I got home and told my parents what I saw. My mother turned white. My little sister started crying. Father believed me. He grabbed his double barrelled shotgun, locked the door and jumped in his car. I think he went to warn the neighbours at the next farm over. I hope he's okay.

Now I'm trying to go to sleep, but every time I shut my eyes I see those eyes. I wonder where that thing came from.

Appendix 8: Modelled Editing and Revising – Diary Entry

1. Access ***The Iron Man - Lesson 11: Editing and Revising - Diary Entry*** on Seesaw.
2. Watch the video. Make sure you have this sheet with you.
3. Edit and revise your diary entry drawing on your own ideas and my modelled editing and revising below.

Dear Diary,
Tonight I saw something utterly amazing! I was minding my own business, fishing, about to head home when I felt a strange feeling. I knew I was being watched. I turned around. Slowly but surely, a gigantic... thing was climbing over the cliff-top. It stood up. Big iron legs. A huge metal mouth. Green glowing eyes. An iron giant! I couldn't believe what I was seeing!

When I came to my senses, I dropped my rod and ran home as fast as I could. I got home and told my parents what I saw. My mother turned white. My little sister started crying. Father believed me. He grabbed his double-barrelled shotgun, locked the door and jumped in his car. I think he went to warn the neighbours at the next farm over. I hope he's okay.

Now I'm trying to go to sleep, but every time I shut my eyes I see those eyes. I wonder where that thing came from.
Where did it come from? Why is it here?

Appendix 9: Modelled Publishing – Diary Entry

1. Access ***The Iron Man - Lesson 12: Publishing - Diary Entry*** on Seesaw.
2. Watch the video. Make sure you have this sheet with you.
3. Publish your diary entry on Seesaw, Google Classroom or Book Creator.

Dear Diary,

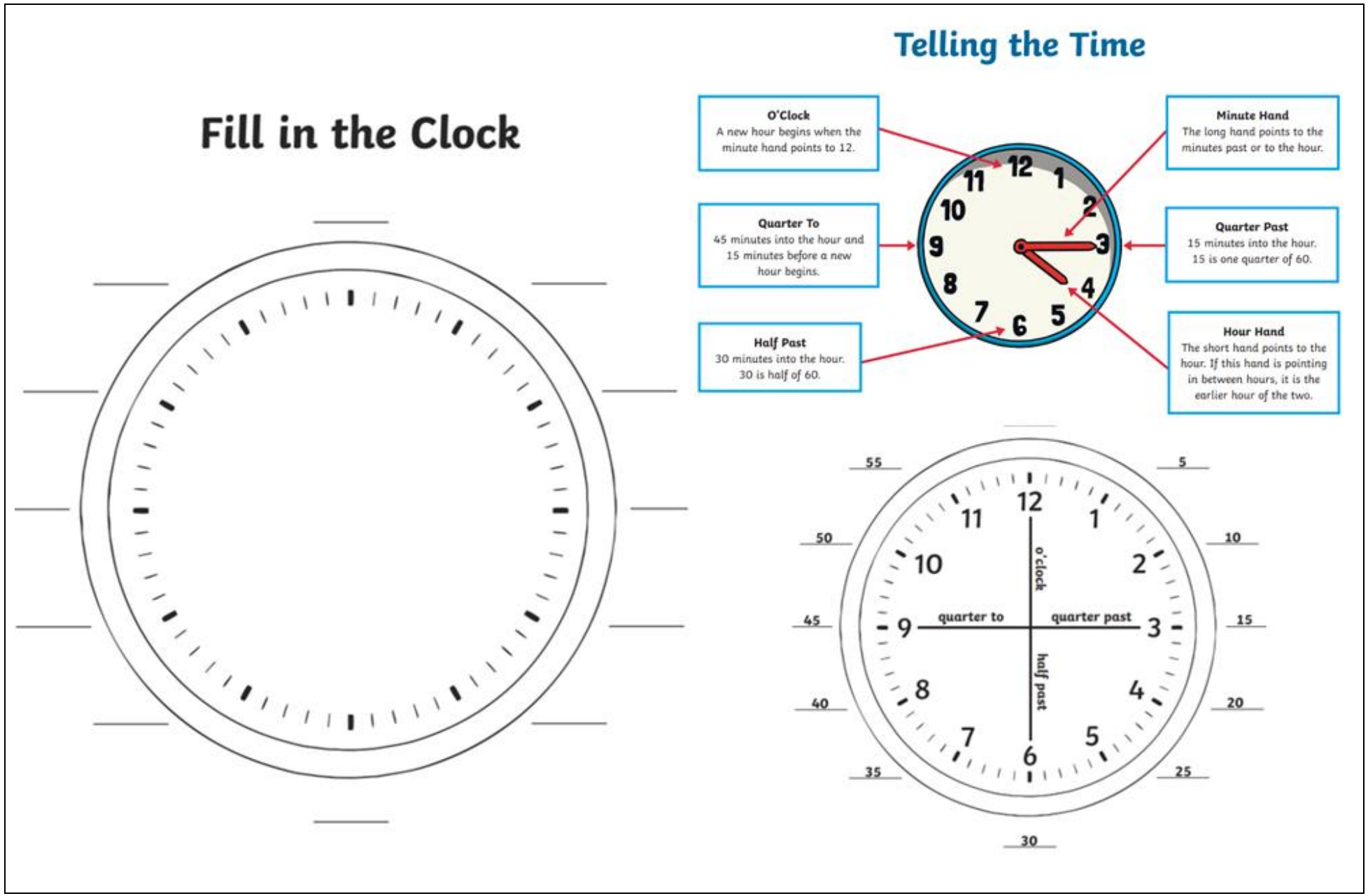
Tonight, I saw something utterly amazing! I was minding my own business, fishing, about to head home when I felt a strange feeling. I knew I was being watched. I turned around. Slowly but surely, a gigantic… thing was clambering over the cliff-top. It stood up. Immense iron legs. A massive metal mouth. Great green glowing eyes like car headlights shimmering underwater. **AN IRON GIANT!** I couldn't believe what I was seeing!

I dropped my rod and ran home as fast as I could. I burst in the door and told my parents. My mother turned as white as a ghost. My little sister began to cry. Father believed me. He grabbed his double-barrelled shotgun, locked the door and jumped in the car. I think he went to warn the neighbours in the next farm over. I hope he's okay.

Now I'm trying to go to sleep now, but every time I shut my eyes I see those searching eyes gleaming across the fields.

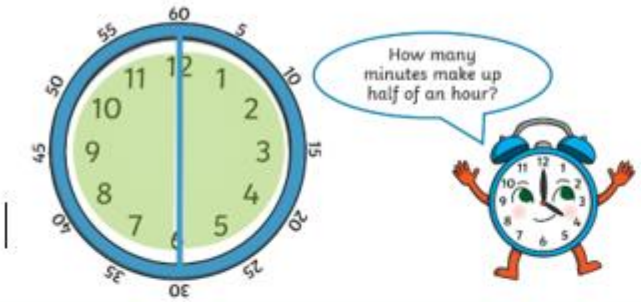
Where did it come from? Why is it here?

Appendix 10: Analog Time

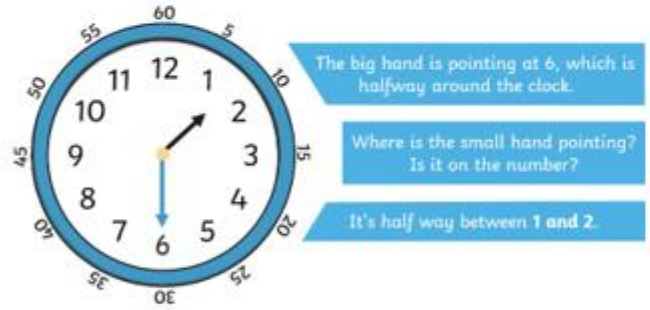


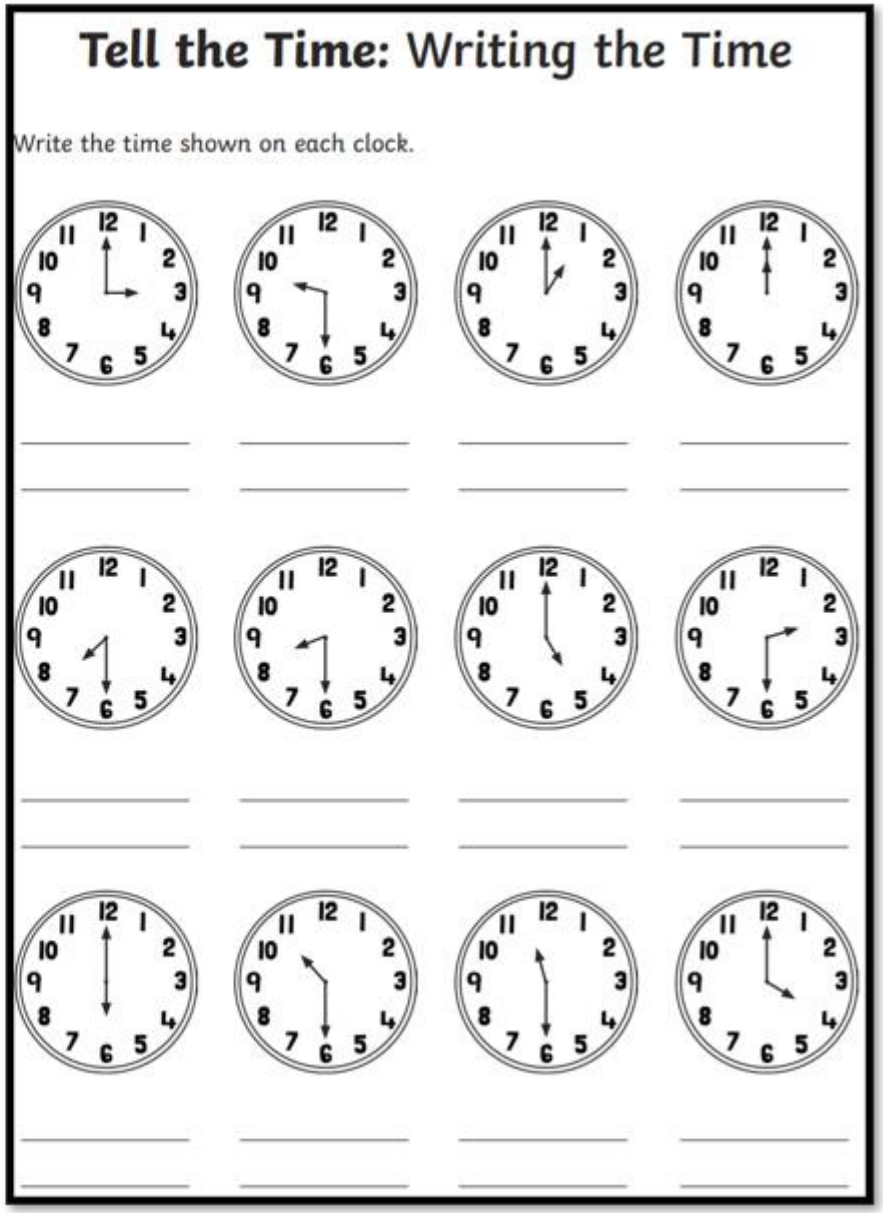
Appendix 11: Telling the Time: O'clock and Half Past

A clock face is a full circle which is made up of 2 halves.



Look at this time.





Let's tell the **Time!**

I CAN tell time to the hour.

Worksheet 1

Circle the correct time.

	11:00 1:00 12:00		7:00 9:00 4:00
	10:00 5:00 6:00		12:00 9:00 3:00
	8:00 2:00 5:00		3:00 9:00 4:00

Let's tell the **Time!**

I CAN tell time to the hour.

Worksheet 2

Circle the correct time.

	9:00 8:00 12:00		2:00 1:00 6:00
	10:00 9:00 6:00		4:00 9:00 11:00
	11:00 2:00 3:00		7:00 8:00 4:00

Let's tell the **Time!**

I CAN tell time to the half hour.

Worksheet 1

Circle the correct time.

	4:30 12:30 11:30		5:30 6:30 4:30
	11:30 8:30 7:30		4:30 5:30 9:30
	8:30 6:30 11:30		3:30 9:30 12:30

Let's tell the **Time!**

I CAN tell time to the half hour.

Worksheet 2

Circle the correct time.

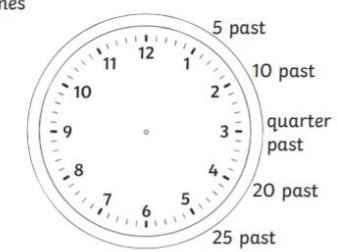
	12:30 5:30 4:30		7:30 9:30 6:30
	11:30 2:30 9:30		1:30 5:30 10:30
	10:30 6:30 12:30		4:30 9:30 2:30

Appendix 13: Digital Time

Five-Minute Digital Times

I can tell the time in 5-minute intervals using a digital clock.

Past the Hour Times

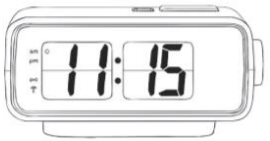


1) Write the time in words under the digital clocks. The first one has been done for you.

a) 

20 past 11

b) 

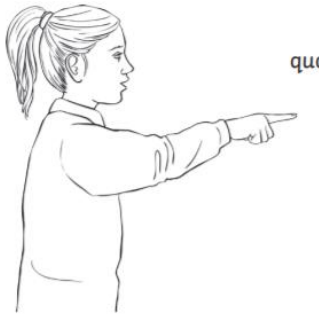
c) 

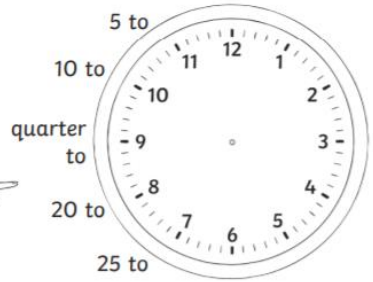
d) 

e) 

f) 

To the Hour Times





2) Write the time in words under the digital clocks.

a) 

b) 

c) 

d) 

e) 

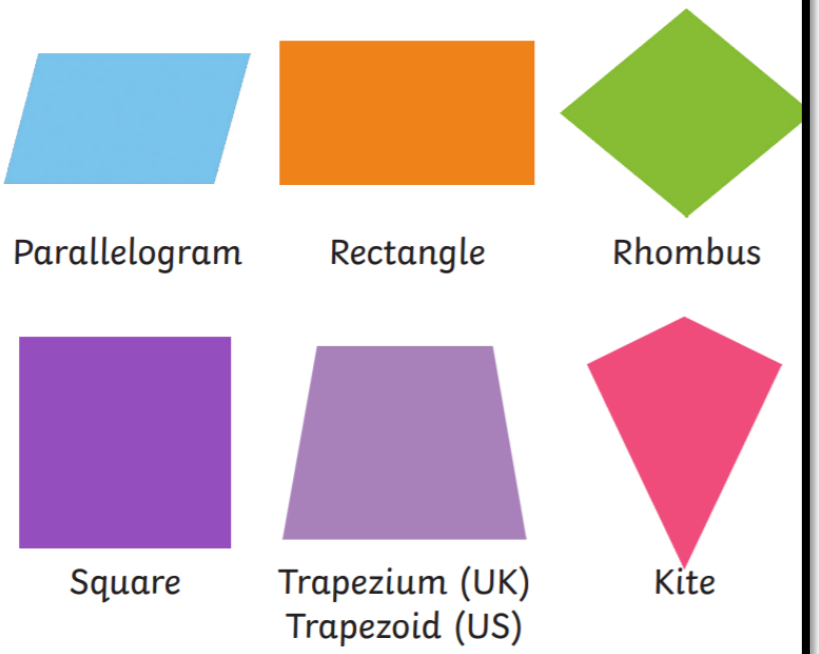
f) 

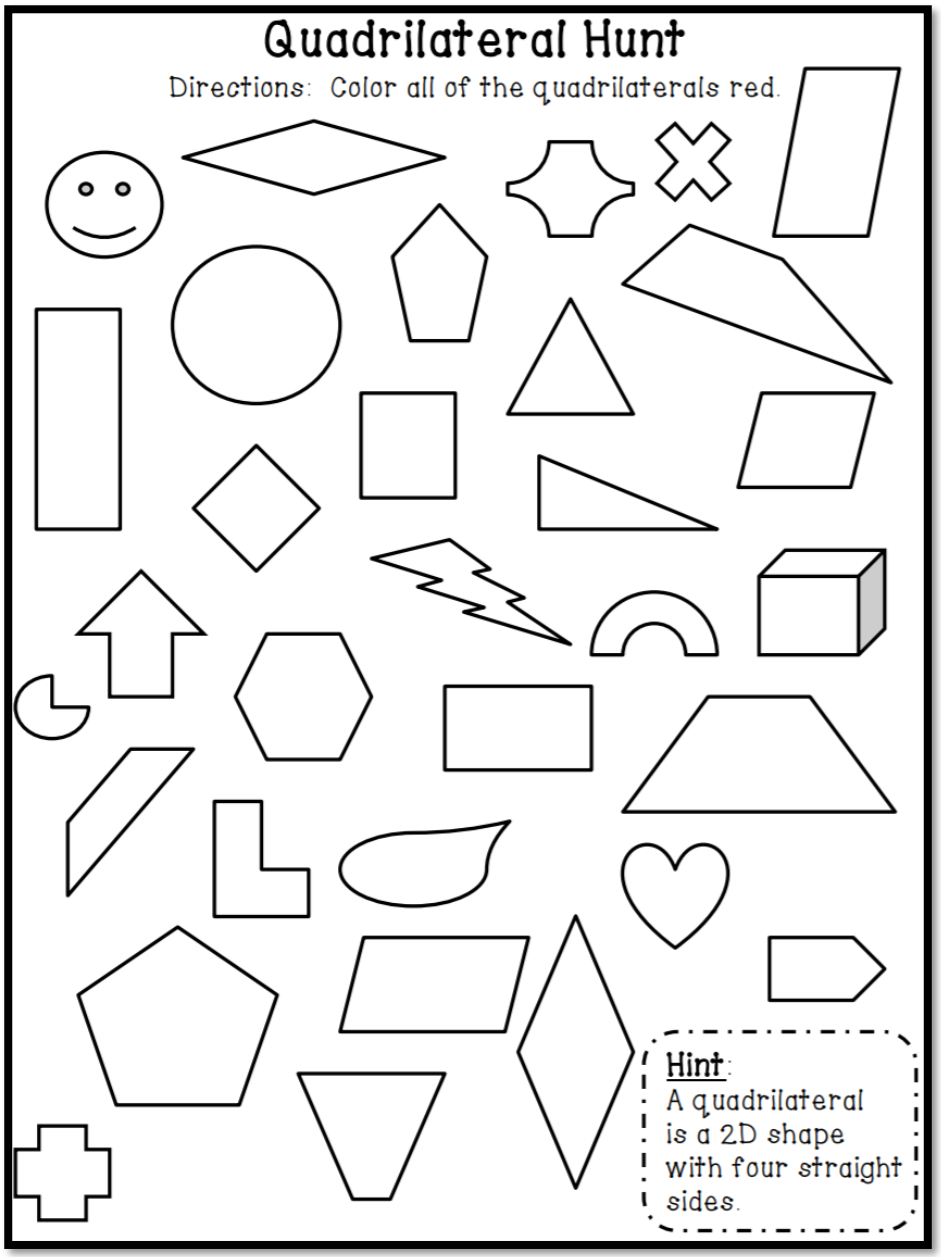
Appendix 14: Quadrilaterals

Quadrilaterals

- 'Quadrilateral' means four sides.
- 'Quad' means four and 'lateral' means sides.
- A quadrilateral is a 2D shape that is closed with four straight sides.
- Quadrilaterals have four vertices with interior angles that add up to 360°.

The shapes below are all types of quadrilaterals.





Appendix 15: 2D Shapes

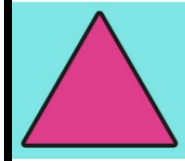
Polygons

A polygon is a shape with **straight** sides.

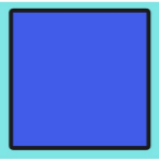
If all the sides are the same length, the shape is **regular**.

If they are not the same length, it is **irregular**.

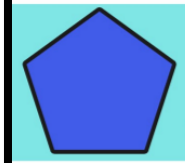
Regular shapes have equal sides **and** equal angles.



3 equal sides
3 equal angles
regular triangle

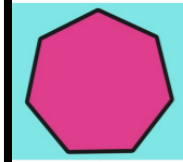


4 equal sides
4 equal angles
regular quadrilateral

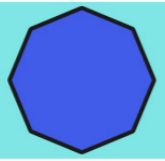


5 equal sides
5 equal angles
regular pentagon

6 equal sides
6 equal angles
regular hexagon



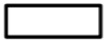
7 equal sides
7 equal angles
regular heptagon



8 equal sides
8 equal angles
regular octagon

twinkl www.twinkl.co.uk

Identifying and Describing 2 D shapes

Name	Figure	Number of Vertices	Number of Sides	Is it a polygon? Write Yes or No	Is it a quadrilateral? Write Yes or No
					
					
					
					
					
					
					
					

Appendix 16: Ultimate Multiplication Challenge

Ultimate Times Table Challenge

Name: Number Correct:

Time Taken: Previous Score:

1x1=	11x12=	10x12=	3x5=	1x9=	7x1=
1x5=	1x2=	2x5=	4x1=	2x9=	4x5=
3x1=	3x3=	9x12=	3x7=	6x1=	3x11=
1x4=	4x3=	1x3=	11x7=	4x9=	3x9=
5x1=	8x9=	5x5=	8x12=	2x7=	5x11=
10x3=	6x3=	1x11=	2x11=	11x11=	1x7=
5x3=	9x7=	7x5=	7x7=	7x9=	10x5=
8x1=	10x1=	5x7=	6x5=	3x8=	8x11=
9x1=	9x3=	3x10=	9x9=	4x7=	8x7=
11x9=	6x8=	6x11=	10x7=	10x9=	10x11=
11x1=	11x3=	11x5=	2x3=	4x11=	8x5=
12x5=	12x12=	5x4=	12x7=	12x9=	12x11=
2x1=	8x3=	6x7=	1x12=	1x10=	7x3=
2x2=	9x11=	2x6=	2x8=	2x12=	7x6=
11x4=	3x4=	5x9=	12x2=	2x4=	1x6=
4x2=	4x4=	4x6=	6x9=	4x10=	9x5=
5x2=	10x2=	12x1=	5x8=	3x6=	7x11=

Ultimate Times Table Challenge

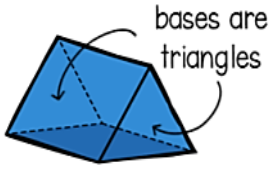
Name: Number Correct:

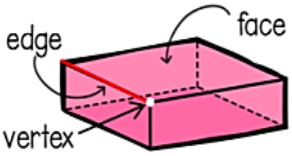
Time Taken: Previous Score:

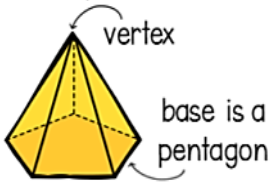
1x1=	11x12=	10x12=	3x5=	1x9=	7x1=
1x5=	1x2=	2x5=	4x1=	2x9=	4x5=
3x1=	3x3=	9x12=	3x7=	6x1=	3x11=
1x4=	4x3=	1x3=	11x7=	4x9=	3x9=
5x1=	8x9=	5x5=	8x12=	2x7=	5x11=
10x3=	6x3=	1x11=	2x11=	11x11=	1x7=
5x3=	9x7=	7x5=	7x7=	7x9=	10x5=
8x1=	10x1=	5x7=	6x5=	3x8=	8x11=
9x1=	9x3=	3x10=	9x9=	4x7=	8x7=
11x9=	6x8=	6x11=	10x7=	10x9=	10x11=
11x1=	11x3=	11x5=	2x3=	4x11=	8x5=
12x5=	12x12=	5x4=	12x7=	12x9=	12x11=
2x1=	8x3=	6x7=	1x12=	1x10=	7x3=
2x2=	9x11=	2x6=	2x8=	2x12=	7x6=
11x4=	3x4=	5x9=	12x2=	2x4=	1x6=
4x2=	4x4=	4x6=	6x9=	4x10=	9x5=
5x2=	10x2=	12x1=	5x8=	3x6=	7x11=

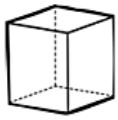
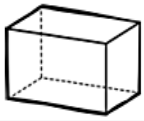
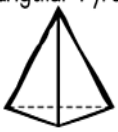
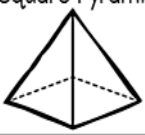
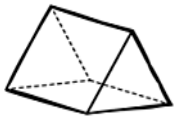
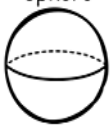
Characteristics of Three Dimensional Shapes

Count the number of faces, edges, and vertices to complete the table below. List the shapes that make up the faces and state whether it fits the requirements for a polyhedron.







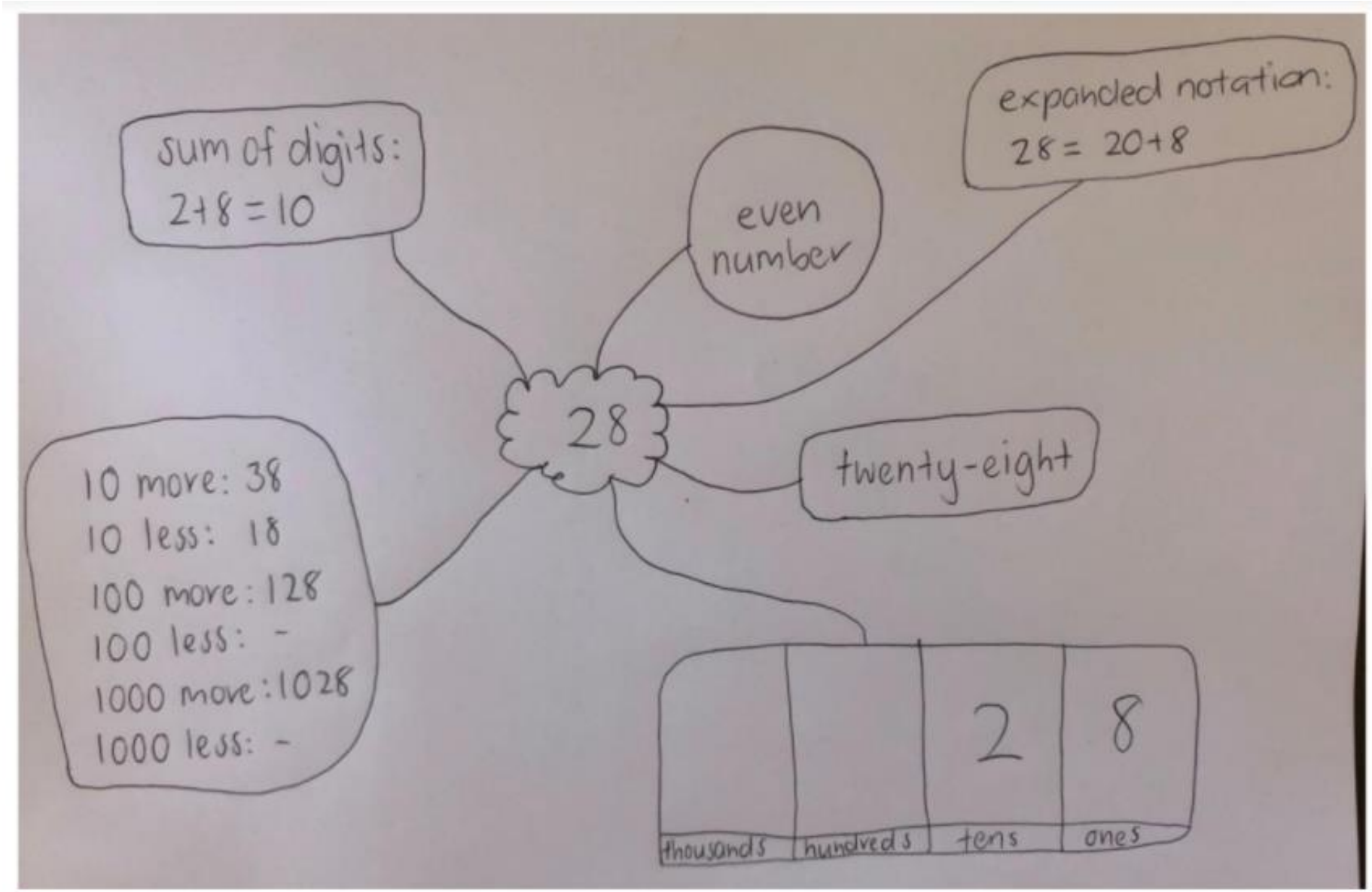
Geometric Solid	Number of Faces	Number of Edges	Number of Vertices	Shape of Faces	Polyhedron? Y/N
Cube 					
Rectangular Prism 					
Triangular Pyramid 					
Square Pyramid 					
Triangular Prism 					
Cylinder 					
Sphere 					
Cone 					

Shape Search

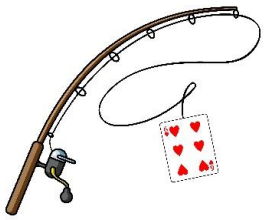
Directions: Find as many 2D shapes and three 3D shapes. Draw and label them by name and shape on the correct side of the T chart as shown.

2D shapes	3D shapes
 envelope (rectangle)	 basketball (sphere)

Appendix 19: Number of the Day



The aim of Go Fish is to have the most fish at the end of the game. You get a fish by getting a set of cards that equal your target number.



Rules of the game for all belts: Shuffle all the cards. Deal out 10 cards for each player (less if you have a few players) and leave the remaining cards in a pile in the middle. See if you can make any fish by combining cards in your hand. Look at the rules for each belt to see how to make a fish. Once all players have put down their fish, the game can start. The first player chooses another player to ask for **one** card to help them make a fish. If the asked player does have that card, they must hand it over. If they don't have that card, they say, "go fish" and the player who asked has to pick up **one** card from the pile. The next player then chooses a player to ask, and the game continues until all the cards have been used to make fish (or no more fish can be made). The player with the most fish at the end wins.

You can play against ninjas at home, no matter what belt you or they are on. You will need your playing cards, your whiteboard and a marker or your maths grid book and a pencil. Find this activity on Seesaw for a demonstration.

Black belts: Go Fish - 10 (decimals) 10 = 0, Jack = 1, Queen = 2, King = 3, Joker = 4 You can make a fish by combining 3 or 4 cards to make 10. You can choose whether each card represents a whole or a tenth and you can add or multiply your cards to make 10. For example, if you have a 5, Joker and 2 in your hand, you can put them down because 2.5 x 4 = 10.
Green belts: Go Fish - 10 (decimals) 10 = 0, Jack = 1, Queen = 2, King = 3, Joker = 4 You can make a fish by combining 3 or 4 cards to make 10. You can choose whether each card represents a whole or a tenth. For example, if you have a Jack, 6, Joker and 8 in your hand, you can put them down because 8.6 + 1.4 = 10.
Purple belts: Go Fish - 1000 10 = 0, Jack = 1, Queen = 2, King = 3, Joker = 4 You can make a fish by combining 4, 5 or 6 cards to make 1000. You can choose whether each card represents a hundred, ten or a one. For example, if you have a 6, King, 8, 9 and 2 in your hand, you can put them down because 968 + 32 = 1000.
Red belts: Go Fish - 100 10 = 0, Jack = 1, Queen = 2, King = 3, Joker = 4 You can make a fish by combining 3 or 4 cards to make 1000. You can choose whether each card represents a ten or a one. For example, if you have a 6, King, 8, and 2 in your hand, you can put them down because 68 + 32 = 100.
Orange belts: Go Fish - Doubles, Near Doubles Jack = 11, Queen = 12, King = 13, Joker = 14 You can make a fish putting down two cards that you know the total of by using doubles or near doubles. You must say the strategy you used every time you put a fish down. For example, if you have a 7 and an 8 in your hand, you could put them down and say "7 + 8 = 17. I know this because 7 + 7 = 14, and this is just one more. They are near doubles."
Pink belts: Go Fish - Friends of 10, Friends of 20 Jack = 11, Queen = 12, King = 13, Joker = 14 You can make a fish putting down two cards that equal 10 or 20. You must say the strategy you used every time you put a fish down. For example, if you have a 7 and a King, you could put them down and say "7 + 13 = 20. I know this because 7 and 3 are friends of 10, so 7 and 13 are friends of 20."
Yellow belts: Go Fish - Friends of 10 Jack = 1, Queen = 2, King = 3, Joker = 4 You can make a fish putting down two cards that equal 10. You must say the strategy you used every time you put a fish down. For example, if you have a 7 and a King, you could put them down and say "7 + 3 = 10. I know this because 7 and 3 are friends of 10."
Blue belts: Go Fish - Before or after Jack = 11, Queen = 12, King = 13, Joker = 14 You can make a fish putting down one card and the card that is one number before or after it. You must say the strategy you used every time you put a fish down. For example, if you have a 7 and a 6, you could put them down and say, "6 and 7, because 6 comes before 7."
White belts: Go Fish (use cards 1 - 10) You can make a fish putting down two with matching numbers. You must say the name of the numbers every time you put a fish down.

The aim of Greedy Pig is to be the player with the highest (or lowest depending on your ninja belt) score at the end of the game. **You can save your score at any time, which means you cannot add to (or subtract from) your score anymore until the next game. But, if you haven't saved your score when the "bomb" goes off, your score in that game will be 0 (unless you are playing Generous Pig).** 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.

Black belts: Greedy Pig (multiplying/dividing decimals (1 decimal place) - use cards 1 - 10)
On your turn, flip over two cards and use them to make the largest decimal number you can with 1 decimal place. On your next turn, make another 1 decimal place number and multiply it to your score (or divide your score by it) in order to get a larger number. **Your "bomb" cards are 10s.** If a 10 is flipped, all unsaved scores are wiped, and the player with the highest saved score wins. After you have played a few times, play Generous Pig - this time every player starts at 50 and aims to beat the bomb by getting the smallest saved score by multiplying or dividing by numbers with 1 decimal place.

Green belts: Greedy Pig (adding/subtracting decimals (2 decimal place) - use cards 1 - 10)
On your turn, flip over three cards and use them to make the largest decimal number you can with 2 decimal places. On your next turn, make another 2 decimal place number and add it to your score using either the split, jump or compensation strategy. **Your "bomb" cards are red 10s** (black 10s can be used as 0s). If a red 10 is flipped, all unsaved scores are wiped, and the player with the highest saved score wins. After you have played a few times, play Generous Pig - this time every player starts at 50 and aims to beat the bomb by getting the smallest saved score by subtracting numbers with 2 decimal places.

Purple belts: Greedy Pig (adding/subtracting 3-digit numbers - use cards 1 - 10)
On your turn, flip over three cards and use them to make the largest 3 digit-number you can. On your next turn, make another 3-digit number and add it to your score using either the split, jump or compensation strategy. **Your "bomb" cards are red 10s** (black 10s can be used as 0s). If a red 10 is flipped, all unsaved scores are wiped, and the player with the highest saved score wins. After you have played a few times, play Generous Pig - this time every player starts at 5 000 and aims to beat the bomb by getting the smallest saved score by subtracting 3-digit numbers.

Red belts: Greedy Pig (adding/subtracting 2-digit numbers - use cards 1 - 10)
On your turn, flip over two cards and use them to make the largest 2 digit-number you can. On your next turn, make another 2-digit number and add it to your score using either the split, jump or compensation strategy. **Your "bomb" cards are 10s.** If a 10 is flipped, all unsaved scores are wiped, and the player with the highest saved score wins. After you have played a few times, play Generous Pig - this time every player starts at 500 and aims to beat the bomb by getting the smallest saved score by subtracting 2-digit numbers.

Orange belts: Greedy Pig (adding/subtracting using non-count strategies) Jack = 11, Queen = 12
On your turn, flip over a card and write down your score. On your next turn, flip another card and add it to your score using non-count strategies such as doubles, near-doubles, partitioning, friends of 10 and bridging 10. **Your "bomb" cards are Kings.** If a King is flipped, all unsaved scores are wiped, and the player with the highest saved score wins. After you have played a few times, play Generous Pig - this time every player starts at 100 and aims to beat the bomb by getting the smallest saved score by subtracting.

Pink belts: Generous Pig (counting back - use cards 1 - 10)
Every player starts with a score of 50. On your turn, flip over a card and subtract it from your score by counting back. **Your "bomb" cards are 10s.** If a 10 is flipped, all unsaved scores go back to 50, and the player with the lowest saved score wins.

Yellow belts: Greedy Pig (counting on - use cards 1 - 10)
On your turn, flip over a card and write down your score. On your next turn, flip another card and add it to your score by counting on. **Your "bomb" cards are 10s.** If a 10 is flipped, all unsaved scores are wiped, and the player with the highest saved score wins.

Blue belts: Greedy Pig (counting on - use cards 1 - 6)
On your turn, flip over a card. On your next turn, flip another card and add it to your score by counting all the symbols on each card. **Your "bomb" cards are 6s.** If a 6 is flipped, all unsaved scores are wiped, and the player with the highest saved score wins.

White belts: Who has the Biggest Pig? (use cards 1 - 10)
Every player flips over a card. Whoever has the biggest number (or most symbols on their card) is the winner and gets 1 point. The first player to get 10 points wins.