




## Enrichment Learning Grids: Stage 2



Weeks 8 – 9

The Enrichment Learning Grids have been organised into topic areas and provide a range of activities for students to choose from. Students complete a variety of activities daily, with guided support from parents/carers. If you have access to a device, you can choose some of the online learning options. Parents/carers please supervise your child when working online. Additional support material can be found in the appendices, which are attached to this document.

| PHONICS/SPELLING/GRAMMAR                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                            |                                          |                                              |    |     |    |   |   |   |   |   |   |   |                                                                                           |                                                                                                                                                                        |
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| Choose your activity below:                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                            |                                          |                                              |    |     |    |   |   |   |   |   |   |   |                                                                                           |                                                                                                                                                                        |
| <p><b>Editing</b></p> <p>Rewrite the text ‘Kangaroos’, in your exercise book. Correct the errors!</p> <p>Appendix 1: Kangaroos</p>         | <p><b>Coordinating Conjunctions</b></p> <p>Write 5 sentences using some spelling words. Include some coordinating conjunctions to make them compound sentences!</p> <table><tr><td>for</td><td>and</td><td>nor</td><td>but</td><td>or</td><td>yet</td><td>so</td></tr><tr><td>F</td><td>A</td><td>N</td><td>B</td><td>O</td><td>Y</td><td>S</td></tr></table> | for                                                                                                                                                                                                                                                                    | and                                                                                                                                                                                                                                                                                                                                        | nor                                      | but                                          | or | yet | so | F | A | N | B | O | Y | S | <p><b>Dictionary Work</b></p> <p>Find the definition for some of your spelling words.</p> | <p><b>Phonics Focus!</b></p> <p>What is the phonics (sound) focus of the week?</p> <p>With your parent/carer, list as many words you can that have the same sound.</p> |
| for                                                                                                                                                                                                                         | and                                                                                                                                                                                                                                                                                                                                                           | nor                                                                                                                                                                                                                                                                    | but                                                                                                                                                                                                                                                                                                                                        | or                                       | yet                                          | so |     |    |   |   |   |   |   |   |   |                                                                                           |                                                                                                                                                                        |
| F                                                                                                                                                                                                                           | A                                                                                                                                                                                                                                                                                                                                                             | N                                                                                                                                                                                                                                                                      | B                                                                                                                                                                                                                                                                                                                                          | O                                        | Y                                            | S  |     |    |   |   |   |   |   |   |   |                                                                                           |                                                                                                                                                                        |
| <p><b>How quick are you?</b></p> <p>How many times can you write your spelling list in 1 minute?</p> <p>See if you can improve!</p>                                                                                         | <p><b>Rhyming Time</b></p> <p>Chose 5 of your spelling words.</p> <p>See how many words you can think of that rhyme with them.</p> <p>pot – spot – trot</p>                                                                                                                                                                                                   | <p><b>Spelling Word Art</b></p> <p>Represent your spelling words in a creative way. This could be including them in an artwork or writing your words out in a different font.</p>  | <p><b>Clauses</b></p> <p><a href="https://www.youtube.com/watch?v=E5Kdc2O0bvc">https://www.youtube.com/watch?v=E5Kdc2O0bvc</a></p> <p>Use the subjects and verbs below to write your own clauses:</p> <table><tr><td><b>Subject:</b><br/>dog<br/>Sally<br/>Kevin</td><td><b>Verb:</b><br/>singing<br/>eating<br/>running</td></tr></table> | <b>Subject:</b><br>dog<br>Sally<br>Kevin | <b>Verb:</b><br>singing<br>eating<br>running |    |     |    |   |   |   |   |   |   |   |                                                                                           |                                                                                                                                                                        |
| <b>Subject:</b><br>dog<br>Sally<br>Kevin                                                                                                                                                                                    | <b>Verb:</b><br>singing<br>eating<br>running                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                            |                                          |                                              |    |     |    |   |   |   |   |   |   |   |                                                                                           |                                                                                                                                                                        |
| <p><b>Story Time</b></p> <p>Using as many spelling words as you can write an interesting narrative.</p> <p>Include an illustration!</p>  | <p><b>Find-A-Word</b></p> <p>Create your own Find-A-Word using your spelling words.</p> <p>Use a page from your maths grid book.</p> <p>When done, ask a family member to complete it.</p>                                                                                                                                                                    | <p><b>Water Words</b></p> <p>Using water and a paintbrush, go outside and write your spelling words on the concrete and watch them disappear!</p>                                                                                                                      | <p><b>Alphabetical Order</b></p> <p>Write your spelling words in alphabetical order.</p>                                                                                                                                                                                                                                                   |                                          |                                              |    |     |    |   |   |   |   |   |   |   |                                                                                           |                                                                                                                                                                        |

## READING

Choose your activity below:

|                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                              |                                                                                                                                                   |                                                                                                                                                                                                                                                                                      |
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| <p><b>Make a Bookmark!</b></p> <p>On one side, illustrate the main characters, setting, problem and solution/resolution of a book you have read/are reading.</p> <p>If it is a non-fiction text, then draw pictures to illustrate 5 new facts you've learned from the text.</p>                                                                                                                        | <p><b>Character work</b></p> <p>If you were to spend a day with the main character from a book you have read, what would you do together?</p>                                | <p><b>The Setting</b></p> <p>From a book you have read write a list of things you would find where the story is set.</p>                          | <p><b>Author work</b></p> <p>Choose a book and write a letter to the author telling them what you thought of their book.</p>                                                                                                                                                         |
| <p><b>Be a Word Wizard!</b></p> <p>Find 2-3 tricky or interesting words in a book you have read. For each word:</p> <ul style="list-style-type: none"> <li>• Copy the sentence from the book that has the word in it.</li> <li>• Look up the word in the dictionary or Google it to find the meaning.</li> <li>• Write the meaning.</li> <li>• Now write your own sentence using that word.</li> </ul> | <p><b>Vocabulary</b></p> <p>Find 10 words in a book you are reading and write them in alphabetical order.</p>                                                                | <p><b>Non-Fiction</b></p> <p>Write down 5 quiz questions about a book. Give them to a family member and see if they can answer the questions.</p> | <p><b>Higher Order</b></p> <p>Create a 'WANTED' poster for a character in a story from a book you have read. Remember to include a description of them and detail what they are wanted for.</p>  |
| <p><b>Epic</b></p> <p>Login to your class epic using your classcode and do some reading!</p> <p>You can access your class code on Seesaw or via your teacher.</p>                                                                                                                                                                                                                                      | <p><b>Book cover</b></p> <p>Create a new book cover for one of your favourite books.</p>  | <p><b>Ending change</b></p> <p>Read one of your favourite books. Change the ending of the story and draw an illustration to match.</p>            | <p><b>Noun Detective!</b></p> <p>Choose a book you love to read and write down all the nouns that you can find.</p> <p style="text-align: right;"><a href="#">Appendix 2: What are nouns?</a></p>                                                                                    |

## WRITING

Choose your activity below:

### Animal information posters

Choose an animal to create an information poster on.  
See this activity on Seesaw for the full instructions.



### Your own personal planet

Congratulations, you just discovered your own planet! Draw a picture of it and write descriptively about its:

- Name
- Features (does it have mountains, deserts, seas? What colour is it?)
- Temperature
- Atmosphere
- Gravity
- Wildlife (do any creatures or plants live there? What are they like?)



### Game Instructions

Write instructions for a fun game to play at home. It can be an existing game, or you can make one up.

Your instructions should include:

- A brief summary of the game
- The equipment and area you need to play
- Rules
- A picture



### Animal Tales with Tim Faulkner

Watch the clip below to learn about Australia's owls:

<https://fb.watch/7so2U3Hn3z/>

Choose one of the owls to draw. Label your picture and write some of the facts you learned about that species of owl.



### Journal Writing

Keep a daily journal.



### Human coding

Write clear step by step instructions to complete a basic task (for example brushing your teeth or making a sandwich). Give these instructions to a robot friend (or a human) to see how precise your instructions were.

Watch this video to see how important clear instructions are!

<https://www.youtube.com/watch?v=Ct-IOOUqmyY>

### Behind the News (BTN)

Watch the latest episode of BTN.

<https://www.abc.net.au/btn/classroom/20210817-ep23-btn/13494784>

Watch the story and use your summarising skills to write down at least 5 important or interesting points from the video.

### Persuasive writing

Which make better pets - cats or dogs?

Write about which you think is best and provide reasons as to why. Include:

- Introduction
- 2 or more arguments (reasons)
- Conclusion
- Correct punctuation and spelling

### Thank you

Write a thank you letter to someone in your home who you are grateful for.

### Finish the story!

I was still me, but I wasn't quite myself...



### Finish the story...

"Oh, what have you done?" yelled the professor as we ran for our lives...

### Question time!





If you could ask anyone in the world 5 questions, what would they be?

Record your questions on Seesaw.









## MATHEMATICS

Choose your activity below:

|                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                |
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| <p><b>Number Challenge</b></p> <p>The answer is 76!</p> <p><i>What could the question be?</i></p> <p>List as many questions as you can that equal that answer.</p> <p>Challenge: <i>Can you get 50??</i></p>  | <p><b>Ninja Maths</b></p> <p>Play Target. You will need your playing cards.</p> <p>Appendix 3: Ninja Maths – Target</p> <p>For more instructions, see this activity on Seesaw.</p>                                                                                              | <p><b>Studyladder</b></p> <p>Complete the <i>converting between units of time</i> activity on Studyladder.</p> <p><a href="https://www.studyladder.com.au/teacher/resources/activity?activity_id=35886">https://www.studyladder.com.au/teacher/resources/activity?activity_id=35886</a></p> | <p><b>Ascending Order</b></p> <p>Use the numbers in the appendix and write them in ascending order.</p> <p>Appendix 4: Ascending Order</p>                                                                                                     |
| <p><b>Studyladder</b></p> <p>Complete the <i>expanded notation</i> activity on Studyladder.</p> <p><a href="https://www.studyladder.com.au/teacher/resources/activity?activity_id=30965">https://www.studyladder.com.au/teacher/resources/activity?activity_id=30965</a></p>                   | <p><b>Who am I?</b></p> <p>Complete the place value <i>Who am I?</i></p> <p>Appendix 5: Who am I?</p>                                                                                                                                                                                                                                                            | <p><b>Measure it!</b></p> <p>Find 5 things in your house that are less than 30cm long.</p> <p>Write or draw them in your book with the exact measurements.</p>                                          | <p><b>Multiplication Wheels</b></p> <p>Complete as many of the wheels as you can!</p> <p>Appendix 6: Multiplication Wheels</p>                                                                                                                 |
| <p><b>Hit the Button</b></p> <p>Play 5 games of Hit the Button</p> <p>Hit the Button -</p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>                                                                    | <p><b>Capacity- Millilitres and Litres</b></p> <p>Find 6 items in your fridge or cupboard that have millilitres or litres written on them.</p> <p>Put them in order from smallest to biggest.</p> <p>Draw this in your workbook.</p> <p>Challenge – Appendix 7: Capacity</p>  | <p><b>Studyladder</b></p> <p>Complete the <i>converting between units of time</i> activity on Studyladder.</p> <p><a href="https://www.studyladder.com.au/teacher/resources/activity?activity_id=20681">https://www.studyladder.com.au/teacher/resources/activity?activity_id=20681</a></p> | <p><b>Measuring Steps</b></p> <p>Measure in steps the distance from the back door to your front door.</p> <p>How many steps?</p> <p>Can you measure the distance different ways?</p> <p>Use pictures and/or numbers to show your findings.</p> |



| <b>SCIENCE &amp; TECHNOLOGY</b><br>Choose your activity below:                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>HISTORY/GEOGRAPHY</b><br>Choose your activity below:                                                                                                                                                                                                                    | <b>CREATIVE ARTS</b><br>Choose your activity below:                                                                                                                                                                                                                                                       | <b>PDHPE</b><br>Choose your activity below:                                                                                                                                                                                                                |
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| <p><b>Dirty Coins!</b></p> <p>Find some coins to use for this experiment. Place 1 coin into each cup and find some liquids to use to see which liquid cleans the best. You might use: vinegar, toothpaste, soft drink, dish soap or anything else you can find.</p> <p>Appendix 8: Dirty Coins</p> <p><i>What happened to the coin?</i></p> <p><i>Did it change or stay the same?</i></p> <p><i>Which liquid had the best result?</i></p>  | <p><b>Convicts</b></p> <p>Read the information about Thomas Boardman. Complete the research table.</p> <p>Appendix 9: Convict Information</p> <p>Appendix 10: Convict Research Sheet</p>  | <p><b>Directed Drawing</b></p> <p>Choose and complete a directed drawing of your choice.</p> <p><a href="https://www.youtube.com/user/ArtforKidsHub/videos">https://www.youtube.com/user/ArtforKidsHub/videos</a></p>  | <p><b>Safety Town!</b></p> <p>Click on the website and explore 'Safety around Trams' and 'Pulling it Together'.</p> <p><a href="https://www.safetytown.com.au/to wn/student/stage-2/#map">https://www.safetytown.com.au/to wn/student/stage-2/#map</a></p> |
| <p><b>Dirty Coins continued...</b></p> <p>Draw a detailed picture with labels and information of your experiment for Dirty Coins.</p>                                                                                                                                                                                                                                                                                                    | <p><b>Convicts</b></p> <p>Read the information about John Cahill. Complete the research table.</p> <p>Appendix 9: Convict Information</p> <p>Appendix 10: Convict Research</p>          | <p><b>Leaf Art</b></p> <p>Collect some leaves from your backyard and create an artwork. Here are some examples for inspiration.</p>                                                                                  | <p><b>Physical Education (PE) Focus</b></p> <p>Mrs Morison wants you to continue to develop your PE skills.</p> <p>Have fun!</p> <p>Appendix 11: PE Activity</p>                                                                                           |







## MINDFULNESS & POSITIVITY

Choose your activity below:

|                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                       |                                                                                                                            |
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| <p><b>Kindness</b></p> <p>Do an act of kindness and record it.<br/><i>Will you write it, draw a picture or take a photo?</i></p>                                                                                                                                                                   | <p><b>Candle Breathing</b></p> <p>Practise your special breathing.<br/><a href="#">Appendix 12: Breathing</a></p>                                                                                              | <p><b>Gratitude</b></p> <p><i>Have you started your Gratitude Jar?</i></p> <p>Each day write or draw something you are grateful for and place it in your Gratitude Jar.</p>                                                                                           | <p><b>Counting Breaths</b></p> <p>Practise your special breathing.<br/><a href="#">Appendix 12: Breathing</a></p>          |
| <p><b>Circle Breath</b></p> <p>Practise your special breathing.<br/><a href="#">Appendix 12: Breathing</a></p>                                                                                                                                                                                     | <p><b>Reflection Time</b></p> <p>At mealtime, take it in turns to share your favourite thing from the day.<br/><br/><i>Why was this your favourite thing?</i><br/><i>How did it make you feel?</i></p>         | <p><b>Waterfall Breath</b></p> <p>Practise your special breathing.<br/><a href="#">Appendix 12: Breathing</a></p>                                                                                                                                                     | <p><b>Being Unique</b></p> <p><i>Why is it good that everyone is different?</i><br/><br/>Draw or write your response.</p>  |
| <p><b>Peaceful Kids</b></p> <p>Try a meditation.<br/>Draw or write how you are feeling <i>before</i> the meditation, then how you feel <i>after</i> the meditation.<br/><br/><a href="https://www.peacefulkids.com.au/meditations1.html">https://www.peacefulkids.com.au/meditations1.html</a></p> | <p><b>5 Strengths</b></p> <p>Draw a picture of yourself.<br/>Write 5 strengths about you around your picture.<br/><br/></p> | <p><b>Values</b></p> <p><i>Respect, Responsibility &amp; Excellence</i> are our school values.<br/><br/><i>Are you practising our values at home?</i><br/>Explain.<br/><br/></p> | <p><b>Choose Kind!</b></p> <p>Write/draw a song; poem; comic; or make a short video with the key message 'being kind'.</p> |

## HANDS ON LEARNING

Choose your activity below:

|                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                           |
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| <p style="text-align: center;"><b>Puzzle Time</b></p> <p style="text-align: center;">Complete a puzzle with a family member.</p>                                                                                                                                                                                                                                     | <p style="text-align: center;"><b>Gardening</b></p> <p style="text-align: center;">Weed the garden or plant some seeds.</p>                                                                                                                                                                                                                                                             | <p style="text-align: center;"><b>Cubby House</b></p> <p style="text-align: center;">Build a cubby house to fit you and your favourite toy.</p> <p style="text-align: center;"></p>                   | <p style="text-align: center;"><b>Construction Time</b></p> <p style="text-align: center;">Construct something using Lego, blocks or something similar.</p> <p style="text-align: center;">Sketch your design.</p> <p style="text-align: center;"></p> |
| <p style="text-align: center;"><b>Scavenger Hunt</b></p> <p style="text-align: center;">Go on a nature scavenger hunt with your family.</p> <p style="text-align: center;"><i>What things do you see?</i></p> <p style="text-align: center;">Draw a picture of what you find.</p>                                                                                    | <p style="text-align: center;"><b>Making Music</b></p> <p style="text-align: center;">Find items around your yard and make a wind chime.</p> <p style="text-align: center;">Change a few bits and notice the difference it makes to the music your wind chime makes.</p>                                                                                                                | <p style="text-align: center;"><b>Stick Creation</b></p> <p style="text-align: center;">Create something from a pile of sticks.</p>                                                                                                                                                      | <p style="text-align: center;"><b>Paper Plane Challenge</b></p> <p style="text-align: center;">Make a paper plane and test it out.</p> <p style="text-align: center;">Did it fly well? What could you do to improve your design?</p> <p style="text-align: center;">Try a new design and compare.</p>                                     |
| <p style="text-align: center;"><b>Making Art with Scissors</b></p> <p>Matisse is a famous artist known for not only painting but also making art from paper cuttings.</p> <p>Use scraps of paper and glue to create a marvellous artwork.</p> <p style="text-align: center;"></p> | <p style="text-align: center;"><b>Exercise Your Brain</b></p> <p style="text-align: center;">Draw a picture using a pencil.</p> <p style="text-align: center;">Now try to draw the same picture but use the hand you don't normally use to hold your pencil.</p> <p style="text-align: center;"></p> | <p style="text-align: center;"><b>Musical Instruments</b></p> <p style="text-align: center;">Make a musical instrument from something you can find at home.</p> <p style="text-align: center;"></p> | <p style="text-align: center;"><b>Cooking Fun</b></p> <p style="text-align: center;">With your parent/caregiver, cook something delicious.</p> <p style="text-align: center;"></p>                                                                   |

## BRAIN BREAKS

Choose your activity below:

|                                                                                                                                    |                                                                                                                                                                                                                              |                                                                                                                                                                               |                                                                                                                                                                                         |
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| <p><b>Keepie Uppie!</b></p> <p>Keep a balloon from touching the ground for as long as possible.</p>                                | <p><b>Mission Impossible</b></p> <p>Create a 'Mission Impossible' obstacle course.<br/>If you touch an object you have to start again.</p>  | <p><b>Mini-Marathon</b></p> <p>Create a mini-marathon around your home.<br/>Time yourself and see if you can beat your time.<br/>Encourage family members to participate.</p> | <p><b>Squiggles</b></p> <p>Draw a random squiggly line (or have someone draw one for you).<br/>Try to turn the squiggle into a picture.</p>                                             |
| <p><b>Ball Practice</b></p> <p>Outside, practise your throwing and catching skills.<br/><i>Do you think you are improving?</i></p> | <p><b>Lava Floor</b></p> <p>The floor is hot lava!<br/>Use cushions/pillows and move around the house without touching the lava (floor).</p>                                                                                 | <p><b>Hallway Bowling</b></p> <p>Use water bottles and a ball (or something similar) and have a bowling competition.</p>                                                      | <p><b>Balance Challenge</b></p> <p><i>Are you good at balancing?</i><br/>Time yourself balancing on one leg.<br/>Swap legs and time yourself again.<br/><i>What did you notice?</i></p> |
| <p><b>Go Noodle!</b></p> <p><a href="https://www.gonoodle.com">https://www.gonoodle.com</a></p>                                    | <p><b>Just Dance</b></p> <p>Search 'Just Dance' on Youtube and select a suitable song/dance to move to.</p>                                                                                                                  | <p><b>Aerobic Workout</b></p> <p>10 x star jumps<br/>10 x sit-ups<br/>10 x squats</p>                                                                                         | <p><b>Cosmic Kids Yoga</b></p> <p><a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p>                                             |

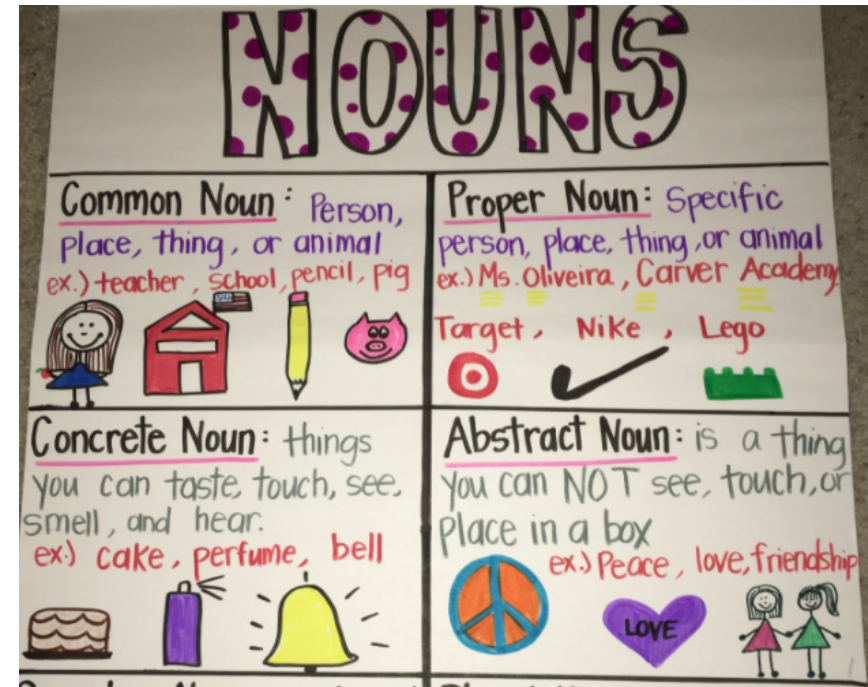
## Appendix 1

### Kangaroos

kangaroos are mammals and marsupials that are found in australia including tasmania there are about fifty of kangaroos in australia and they can be found in almost all types habitats They live high in the in deserts in rainforests and on the coast there is even a type of with a long that lives trees the kangaroo has large powerful hind legs large feet a long muscly tail The tail provides counter-balance when they hopping. the is also used as a weight when the kangaroo upright

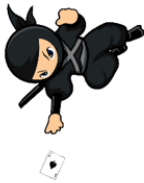

## Appendix 2

### What are nouns?



# Appendix 3

## Ninja Maths – Target



### Ninja Maths - Target

The aim of Target is to get as close as you can to your target number. You can play against someone at home, or you can just challenge yourself. You must use the exact number of cards as described for each ninja belt. If you don't know your ninja belt colour, ask your teacher by posting on Seesaw.

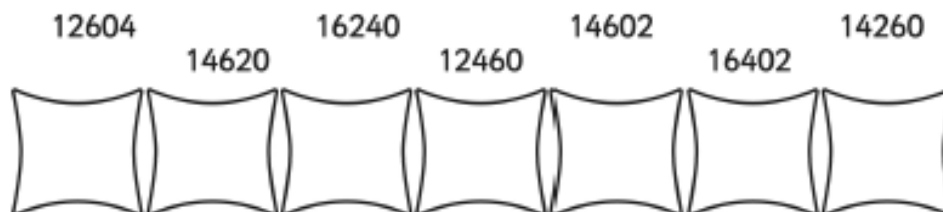
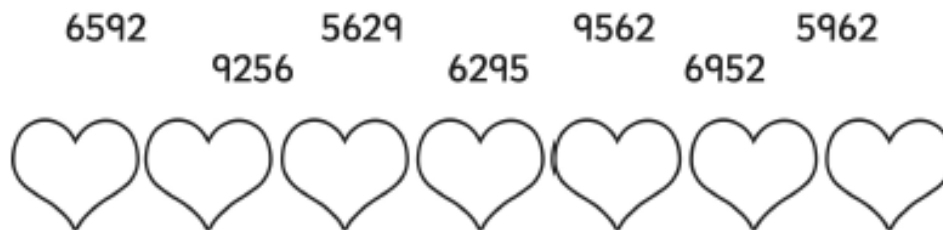
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| <b>Green belts: Target 10 Decimals</b><br>Place all the cards from 1 to 10 face down in a pile in front of you. Flip 6 cards and use the numbers to make two numbers with 2 decimal places. Use your knowledge of place value to add or subtract the numbers. Closest to 10 wins. |
| <b>Purple belts: Target 500</b><br>Place all the cards from 1 to 10 face down in a pile in front of you. Flip 6 cards and use the numbers to make two 3-digit numbers. Add or subtract the numbers using the jump, split or compensation strategies. Closest to 500 wins.         |
| <b>Red belts: Target 50</b><br>Place all the cards from 1 to 10 face down in a pile in front of you. Flip 4 cards and use the numbers to make two 2-digit numbers. Add or subtract the numbers using the jump, split or compensation strategies. Closest to 50 wins.              |
| <b>Orange belts: Target 20</b><br>Place all the cards from 1 to 10 face down in a pile in front of you. Flip 4 cards, then add them together by looking for friends of ten, double and near-doubles. Closest to 20 wins.                                                          |
| <b>Pink belts: Target 10 Subtraction</b><br>Place all the cards from 1 to 10 face down in a pile in front of you. Flip 2 cards, then subtract the smaller number from the bigger number by counting back. Closest to 10 wins.                                                     |
| <b>Yellow belts: Target 10 Addition</b><br>Place all the cards from 1 to 10 face down in a pile in front of you. Flip 2 cards, then add the two numbers together by counting on. Closest to 10 wins.                                                                              |
| <b>Blue belts: Target 10</b><br>Place all the cards from 1 to 6 face down in a pile in front of you. Flip 2 cards, then cover them. Add the two numbers together. Closest to 10 wins.                                                                                             |



## Appendix 4

### Ascending Order

Fill in the spaces below with the numbers in order from smallest to largest.



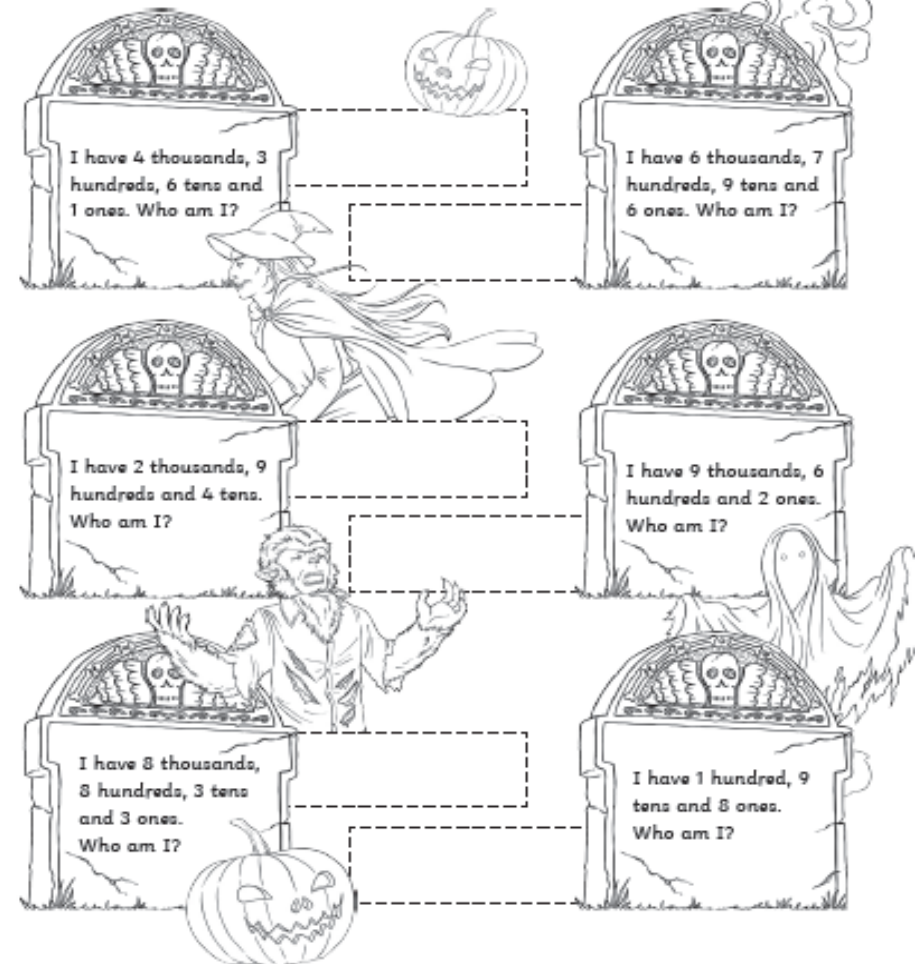
## Appendix 5

### Who am I?

### Who Am I?

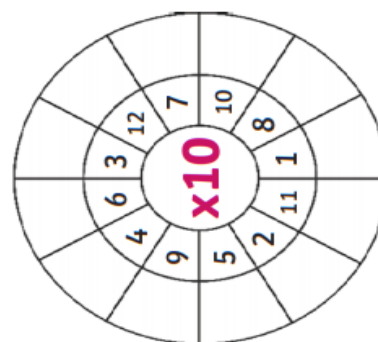
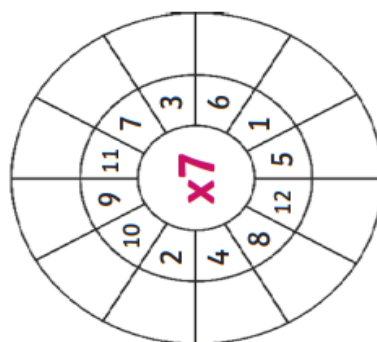
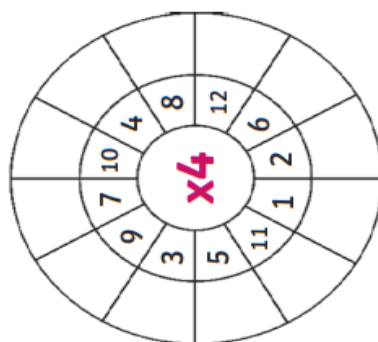
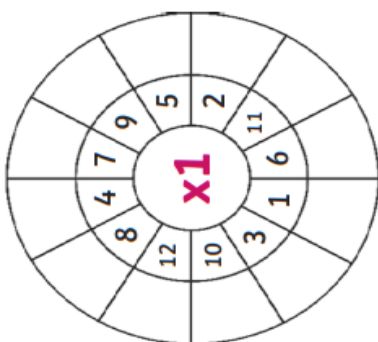
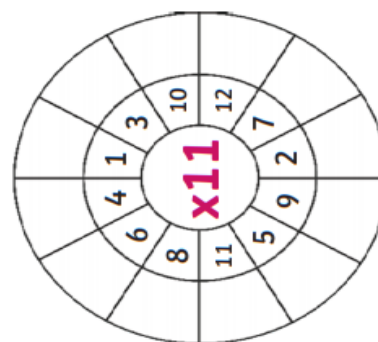
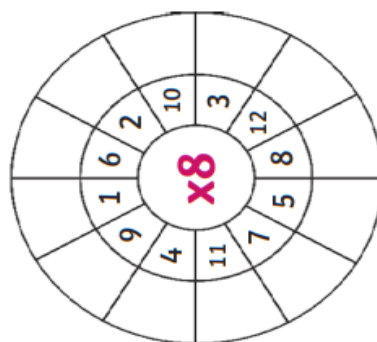
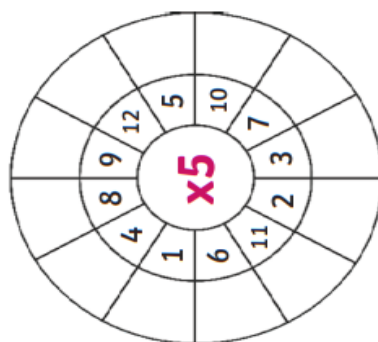
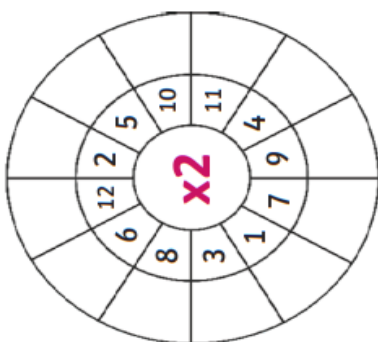
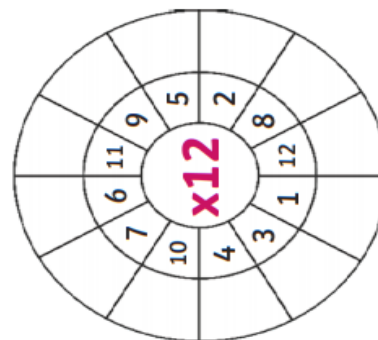
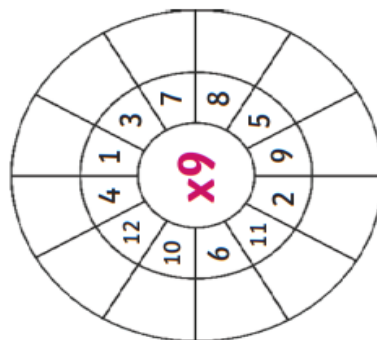
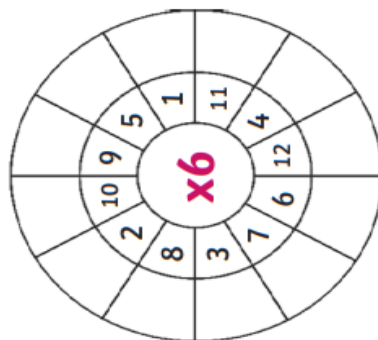
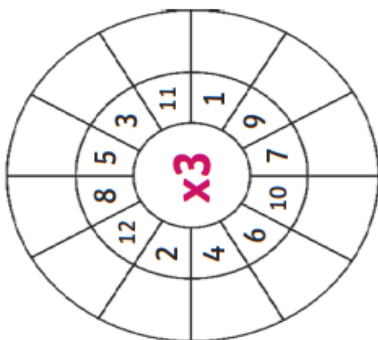
Numbers to 10 000

Use the clues to write and find what the number is.



## Appendix 6

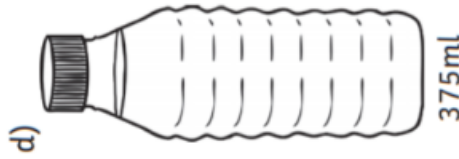
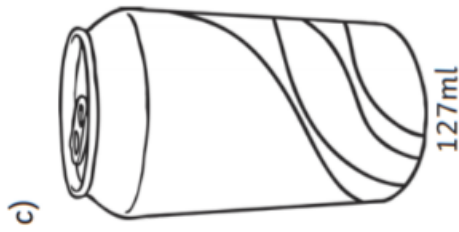
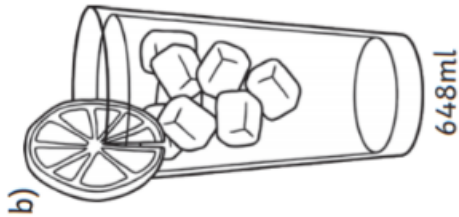
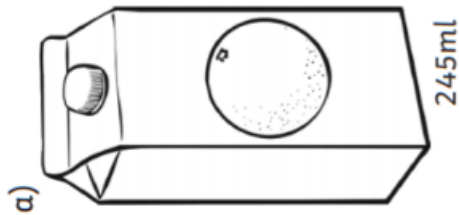
### Multiplication Wheels



## Appendix 7

### Capacity

If you are going shopping and want to buy as close as you can to 1 Litre of each of these drinks, how many should you buy?



a) How many should you buy of a?

b) How many should you buy of b?

c) How many should you buy of c?

d) How many should you buy of d?

## Appendix 8

### Dirty Coins

#### Overview:

You have some dirty coins lying around your house, so let's put them to good use in a simple and fun science experiment that even young kids can enjoy. Coins are copper, and they are often in circulation for years (yuck!), so they often appear very tarnished. In this experience, you're going to see if soap or vinegar (or other liquids) do a better job at cleaning the exterior of the dirty copper coin.

#### What You'll Need

Dirty coins

2 paper cups

Vinegar

Dish soap

Paper towel

Other liquids from around the house (tomato sauce, soft drink, etc.)

1. Make some guesses about which liquid will make the coin the shiniest.
2. Then, put each coin in a paper cup. In one up, pour in enough vinegar to totally cover the dirty penny. In the other cup, pour in enough dish soap to totally cover the dirty penny.

Wait about ten minutes.

3. After ten minutes, take the coins out, rinse them in water, and rub them with a paper tower. Now compare the coins and see how clean they got!

Lastly, try it with other liquids from around the house.

## Appendix 9

### Convict Information

#### THOMAS BOARDMAN

Thomas Boardman was born in England about 1780. In 1814 he was transported to NSW on the General Hewett to serve a life sentence. In 1816 he was re-sentenced after escaping from a goal in Parramatta and sent to the Newcastle Penal Colony.

Two years later Thomas was allocated a 30 acre farm at Wallis Plains and selected a site adjacent to where Commandant Morissett had built a government cottage named 'Lachlan Cottage', soldiers barracks and a lockup. Part of Boardman's land also sat across on the opposite side of Wallis Creek and on this land he constructed huts, a cottage, a barn and an orchard.

Boardman was given the role of reading prayers each Sunday for the convict service and was paid extra rations for his services.

In 1822 Thomas Boardman married Jane Davis at Christ Church in Newcastle, however Jane died later that year.

By 1823 Thomas Boardman's land holding had expanded to a total of 60 acres in two parcels – one of 16 acres and the other of 44 acres. The land was partially cleared and improvements included a wattle and plaster cottage, shed, garden, peach orchard and pig pen. However Boardman was not able to make a success of the farm and in 1826 Anne and Samule Cliff bought the western farm to raise cattle.

Thomas Boardman continued to work on his other farm raising dairy cattle.

He is believed to have died around 1850.

*This biography was adapted from the publication Bound for Wallis Plains-Maitland's Convict Settlers' by Cynthia Hunter. Additional information on Thomas Boardman can be found on p46 of the publication.*

#### JOHN CAHILL

John Cahill came to New South Wales on the transport ship Britannia in 1796. He was assigned to a landholder in the Parramatta district. In 1814, he was found guilty of having stolen a cow from the government herd and sent to the Newcastle penal settlement. After four years at Newcastle he was allowed to become a farmer on 30 acres at Wallis Plains. His farm was situated between the farms of Boardman and Jones and bounded by the lagoon (Yarrawong Lagoon) and the river.

When Henry Dangar measured the farms in 1823, he noted that John Cahill was then deceased. He had worked 19 acres and erected a wattle and plaster cottage, an open log shed and barn, pig yards and pigsty, fenced stockyards and peach trees - all valued at more than £26. After Cahill's death, the judge of the Supreme Court advertised for his next of kin to come forward to administer his estate. His heirs were entitled to receive a crown grant of increased size.

It is believed that his farm passed to James Connelly a settler and free man who it is thought cared for John Cahill's young daughter Sarah (born about 1921).

*This biography was adapted from the publication Bound for Wallis Plains-Maitland's Convict Settlers' by Cynthia Hunter. Additional information on John Eckford can be found on p48 of the publication.*

## Appendix 10

### Convict Research Sheets

|                               |  |                    |  |
|-------------------------------|--|--------------------|--|
| <b>Convict Research</b>       |  | <b>NAME:</b>       |  |
| Name/s of convict:            |  |                    |  |
| Male or female:               |  |                    |  |
| When were they born?          |  | When did they die? |  |
| Where?                        |  | Where?             |  |
| Crime committed:              |  |                    |  |
| Where:                        |  | When:              |  |
| Sentence:                     |  |                    |  |
| Date of arrival in Australia: |  |                    |  |
| Name of ship:                 |  |                    |  |

|                               |  |                    |  |
|-------------------------------|--|--------------------|--|
| <b>Convict Research</b>       |  | <b>NAME:</b>       |  |
| Name/s of convict:            |  |                    |  |
| Male or female:               |  |                    |  |
| When were they born?          |  | When did they die? |  |
| Where?                        |  | Where?             |  |
| Crime committed:              |  |                    |  |
| Where:                        |  | When:              |  |
| Sentence:                     |  |                    |  |
| Date of arrival in Australia: |  |                    |  |
| Name of ship:                 |  |                    |  |



## Appendix 11

### Physical Education (PE)

#### P.E ACTIVITY – WEEKS 8 & 9 Stage 2

#### GET MOVING

Using the PE MOVEMENT chart select one activity from each column (warm up, move, cool down) and perform each for approximately 1½ minutes each.

#### IMPROVE YOUR SKILL – VOLLEYBALL FITNESS CHALLENGE BINGO

You will need a light ball or improvised ball – such as rolled up socks, and something to strike the ball with – racquet, bat, improvised bat – such as a book, rolled up newspaper etc.

#### STRIKING FITNESS CHALLENGE BINGO

Work alone or challenge someone else to play striking bingo. Each time you successfully complete a challenge or activity, put an 'X' or marker on that space.

Once you have 5 in a row, you are done! (Of course – you can play multiple times too.)

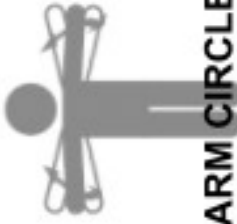

















|                                                                                     |                                                                             |                                                                                     |                                                                                                                        |                                                                          |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| HIT THE BALL INTO THE AIR CONTINUOUSLY FOR 5 MINUTES                                | BALANCE THE BALL ON YOUR BAT FOR 15 SECONDS, WHILE WALKING AROUND THE AREA  | HIT THE BALL USING FOREHAND FOLLOWED BY BACKHAND STRIKE FOR 5 MINUTES               | HIT THE BALL INTO THE AIR AS MANY TIMES AS YOU CAN WHILE BALANCING ON ONE LEG                                          | HIT THE BALL INTO THE AIR CONTINUOUSLY FOR 5 MINUTES                     |
| JOG ON THE SPOT WHILE TAPPING THE BALL ABOVE YOUR HEAD FOR 1 MINUTE                 | HIT THE BALL SO THAT IT LANDS ON A TARGET 10 TIMES                          | HIT THE BALL CONTINUOUSLY INTO THE AIR, USING YOUR NON-PREFERRED HAND FOR 3 MINUTES | EACH TIME YOU HIT THE BALL INTO THE AIR, SAY A LETTER OF THE ALPHABET. TRY TO MAKE IT ALL THE WAY THROUGH THE ALPHABET | HIT THE BALL INTO THE AIR AS MANY TIMES AS YOU CAN WHILST KNEELING,      |
| HIT THE BALL USING FOREHAND FOLLOWED BY BACKHAND STRIKE FOR 5 MINUTES               | HIT THE BALL INTO THE AIR AND TRY TO CATCH IT ON THE BAT FOR 1 MINUTE       | FREE SPACE                                                                          | HIT THE BALL SO THAT IT LANDS ON A TARGET 10 TIMES                                                                     | USE YOUR HANDS AND HIT THE BALL FROM ONE HAND TO THE OTHER FOR 3 MINUTES |
| HIT THE BALL CONTINUOUSLY INTO THE AIR, USING YOUR NON-PREFERRED HAND FOR 3 MINUTES | PRACTISE HITTING THE BALL WITH A PARTNER, OR AGAINST A WALL FOR 5 MINUTES   | JOG ON THE SPOT, WHILE HITTING THE BALL FOR 1 MINUTE                                | HIT THE BALL USING FOREHAND FOLLOWED BY BACKHAND STRIKE FOR 5 MINUTES                                                  | HIT THE BALL TO THE GROUND CONTINUOUSLY FOR 5 MINUTES                    |
| HIT THE BALL TO THE GROUND CONTINUOUSLY FOR 5 MINUTES                               | PRACTISE BALL STRIKING SKILLS FOR 2 MINUTES AND JUMPING JACKS FOR 1 MINUTES | HIT THE BALL AGAINST A WALL SO THAT IT BOUNCES OFF AND LANDS IN A TUB               | TAP THE BALL CONTINUOUSLY INTO THE AIR WHILE SKIPPING ACROSS AN AREA AND BACK                                          | USE YOUR HANDS AND HIT THE BALL FROM ONE HAND TO THE OTHER FOR 3 MINUTES |

#### IMPROVE YOUR SKILL – ACTIVITY DESIGN

Create your own activity/game to assist in striking skill practice.

1. What equipment and space are needed?
2. What skills are being practiced?
3. How many people can be involved?
4. What are the rules?
5. Is it safe and fun to play?
6. Does it help you to get better at striking?



| WARM - UP                                                                                                                  | MOVE                                                                                                            | COOL DOWN                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <br><b>ARM CIRCLES</b>                  | <br><b>FROG JUMPS</b>          | <br><b>BUTTERFLY STRETCH</b> |
| <br><b>JUMPING JACKS</b>                | <br><b>BUTT KICKS</b>          | <br><b>ARM ACROSS BODY</b>   |
| <br><b>STRETCH TALL</b>                | <br><b>SIT UPS</b>            | <br><b>CHILD'S POSE</b>     |
| <br><b>BASKETBALL SHOOTING ACTION</b> | <br><b>SQUATS</b>            | <br><b>QUAD STRETCH</b>    |
| <br><b>MARCH ON THE SPOT</b>          | <br><b>MOUNTAIN CLIMBERS</b> | <br><b>SIDE STRETCHES</b>  |
| <br><b>DANCE ON THE SPOT</b>          | <br><b>JOG ON THE SPOT</b>   | <br><b>TOE TOUCHES</b>     |

## Appendix 12

### Breathing

#### Candle Breathing

Hold one hand up with your fingers stretched out wide.

Take a big breath in and blow one of your fingers as if it were a birthday candle. Fold that finger down. Blow down each finger/candle down one at a time.



[www.headandheartmindfulness.com.au](http://www.headandheartmindfulness.com.au)

#### Counting Breaths

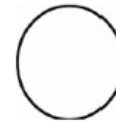
As you breathe in, pinch each finger together with your thumb one at a time and count one, two, three, four. As you breathe out, pinch each finger together with your thumb and count to four again.



[www.headandheartmindfulness.com.au](http://www.headandheartmindfulness.com.au)

#### Circle Breath

Place your hands together so that they are pointing to the ground. As you breathe in, separate your hands and bring them out wide and then up high to join them back together above your head - as if tracing the outline of a circle. As you breathe out, bring your hands down tracing the same path as before.



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#### Waterfall breath

As you breathe in, gently lift your hands in a straight line up above your head. As you breathe out, wriggle your fingers and move your hands down towards the ground whilst making a soft 'shhhhh' sound.



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