

### WPS Flexible Learning Grid – Year 4 Term 4 , Week 3

At Werribee Primary School we understand that every family is different and every family has their own routines, so our home learning planning is structured in such a way that parents/carers/families have flexibility to adjust their child/children's learning from day to day. Schedules are provided as a timetable/guide to assist you in managing your day. Students are free to contact classroom teachers on Class Dojo if they have any questions regarding their learning tasks. Parents can also contact teachers about Learning Tasks through Class Dojo Messages. Teachers' responses will be during working hours.

YEAR 4 TERM 4 WEEK 3- EXAMPLE WEEKLY TIMETABLE						
	LITERACY (30 mins)	LITERACY (30 mins)	BREAK	NUMERACY (30-45 min)	BREAK	ADDITIONAL LEARNING (30-45 min)
MONDAY	Reading	Writing		Maths		Specialists
TUESDAY	Reading	Writing		Maths		Specialists
WEDNESDAY	Reading	Writing		Maths		Specialists
THURSDAY	Reading	Writing		Maths		Specialists
FRIDAY Or onsite Remote	Reading	Writing		Maths		

**\*\*The highlighted sessions are what needs to be submitted to your teacher for feedback. All tasks must be uploaded on the required day.**

- Literacy activities that take a total of about 45-60 minutes
- Numeracy activities of about 30-45 minutes
- Additional curriculum/learning areas i.e. Specialists, of about 90 minutes.
- Physical Education of about 30 minutes

**LITERACY**
**NUMERACY**
**Reading - Writing**
**Number - Fractions & Decimals**
**Monday: READING**
**Learning Focus: Critiquing Text Titles**

A title for a book is very important. The title is the first thing the reader sees or hears about a book. When a writer comes up with a title for their book they want it to mean something for the audience. They also want it to convey a message about what may be in the book, but they don't want to give it all away either.



When we as a reader critique a text we think about whether we liked the title, why we feel that way and also how we could have made it better if we had a chance.

Here's how some authors come up with book title:

- They relate it to the problem the character is solving.
- Create it to stir intrigue (arouse curiosity or interest)
- Include the character in the title.
- based on the setting
- a play on words where words have two meanings

These are the questions that you will use to critique the text you chose below.

1. **Was the title a good one? Why do you think that?**
2. **What other title could the writer have chosen and why?**

**Question Stems:**

1. The title **was /was not** a good one? I think this because.....?
2. Another title that the writer could have chosen was..... because.....

It is important that you read the whole book so that you can decide about the title and also what may have been another possible title for the text. Let's look at a title together.

**Monday: WRITING**

Please make sure writing is in one book and you can follow each day's learning after another.


**Learning Focus : Choosing your issue**

This lesson you will choose an issue that will become the topic of your written debate. These issues are ones that we have explored already. The issues have now been turned into statements which will force you to take a side (For/agree, Against/disagree)

The following are the statements

1. **Animals should be banned from being used in a circus.**
2. **Homework should be compulsory for all students.**
3. **Sharks should be culled (killed) to prevent shark attacks?**

**Task:** Follow the steps below.

**Step 1-** Choose your statement.

**Step 2-** Choose your side (For/Agree, Against/Disagree)

**Step 3-** Find your bubble brainstorm on the topic from a previous lesson. This will help you with your writing later on. Keep it together with all the work from now on.

**Step 4-** Research your topic further and add more reasons that agree with your point of view on the issue. Record your information. Dot points are a great idea.

Make sure you record where you got your information from. This is very important because you will need to use this again. You can copy and paste just the bits of information you want.

**Monday: MATHS**
**Learning Focus: What is a Fraction?**

A fraction is part of a whole number, and a way to split up a number into **equal parts**. It is written as the number of equal parts being counted, called the numerator, over the number of parts in the whole, called the denominator. These numbers are separated by a line. There are different types of fractions and different ways of writing the same fraction. Fractions are all around us. Take a look at the PowerPoint to explore fractions further and learn about different types of fractions and where they can be found in everyday life. This will help you with today's task so please look at it carefully.

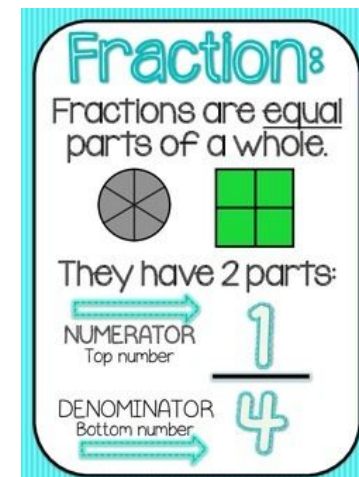
[Introduction to Fractions PowerPoint](#)

**Task:** Using what you have learnt in the PowerPoint, try to find some examples of fractions in your home or some you have seen before. Some examples are a sandwich, your window, pizza, fruit such as an

orange. Take photos of these or draw a picture. Don't forget to write the fraction you have represented on/next to the photo/drawing. Your challenge is to find the following fractions: **1/2, 1/4, 1/3, 1/5**

**Feeling like a challenge?**

[Click here](#) and try this task after you finish your work



It is important that you read the whole book so that you can decide about the title and also what may have been another possible title for the text. Let's look at a title together.

Read the text **Title: My Granny Rides a bicycle Learning Space 2 -Level 6** <https://www.sunshineonline.com.au/>

This is how the teacher's would answer these questions about the text.

#### Question Stems Answer

The title **Granny Rides a Bicycle** was a good title. I think this because it was very predictable and told me exactly what was in the text .

Another title that the writer could have chosen was **Granny makes a splash** because at the end of the story she fell into a fountain. This title is better because it creates some intrigue(arouse curiosity or interest)

**Task:** Listen to one of the following texts and use the sentence stems to answer the questions.

#### Question Stems:

1. The title **was /was not** a good one? I think this because.....?
2. Another title that the writer could have chosen was..... because.....?

#### Something a little easier

**Title:Two Dogs in a Trenchcoat start a club by accident**

**Listen to Chapter 1**

<https://www.getepic.com/app/read/71608>

#### More of a challenge

**Title: Ghost Buddy :Zero to Hero**

**Listen to Chapter 1**

<https://www.getepic.com/app/read/14617>

Hints for searching for info:

You could search BTN further and see if there are other articles. <https://www.abc.net.au/btn/>

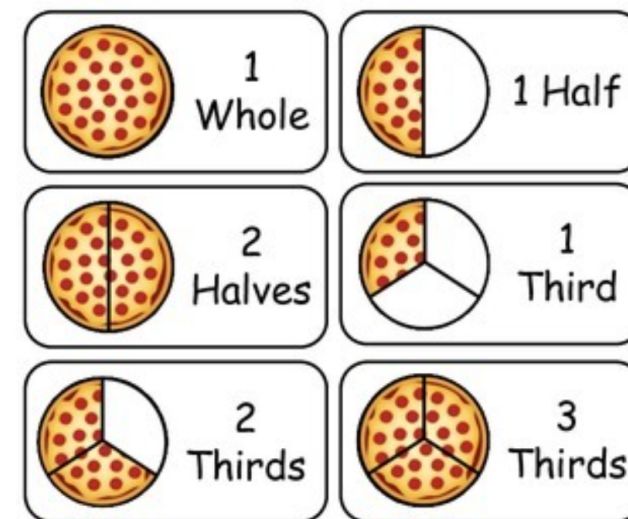
You can use the sentence stems below;

- You can type the statement into google
- Points of view on .....

Please use the link below to see the teacher modelled example for hints on how to complete your own on the statement of your choice.

[Teacher modelled example Mon Wk 3.pdf](#)

Keep your information safe and together so you can use them again.



## Tuesday: READING

### Learning Focus: Critiquing points of view.

A story can be told from a number of points of view or perspectives. First, second, and third person are ways of describing perspectives.

- First person is the 'I/we' perspective.
- Second person is the 'you' perspective.
- Third person is the 'he/she/it/they' perspective.

Click on the link to see these explained in more detail. [1st, 2nd and 3d person perspectives](#)

**Task:** Now, read the story "The Mud Pony" on Sunshine Online, Level 20 <https://www.sunshineonline.com.au/> and answer the following questions. There are sentence stems to help you.

1. Is this story written from a first person, second person or third person perspective?

SS: *This story is written from a ... perspective*

2. Could the story have been told from a different perspective? How would the story have changed?

SS: *The story could have/could not have been told from a different perspective because .....*

SS: *The story would have changed because ...*

## Tuesday: WRITING

### Learning Focus : Researching the 'against' side

Yesterday, you chose your debate topic and found more information to support the 'for' side. Today, you will research information for the 'against' side.

**Task:** Research your topic further and add more reasons that disagree with your point of view on the issue. Record your information. Remember, dot points are a great idea. Make sure you record where you found your information. This is very important because you will need to use this again. You can copy and paste just the bits of information you want.

Also, make sure you keep all your research, both for and against your topic, together with your bubble brainstorm.

Hints for searching for information:

You could search BTN further and see if there are other articles. <https://www.abc.net.au/btn/>

You can use the sentence stem below:

- Points of view on .....

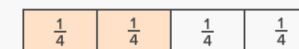
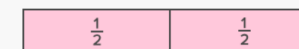
Click on the link below to see the teacher modelled example.

[Teacher modelled example](#)

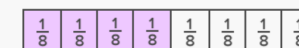
## Tuesday: MATHS

### Learning Focus: Equivalent fractions

Today we are looking at Equivalent Fractions. Equivalent fractions are two fractions that have the same value, even though they may look different. Take a look at the example below,  $\frac{1}{2}$  and  $\frac{2}{4}$  are equivalent, because they are both "half". You can also see that  $\frac{4}{8}$  is equivalent (equal to)  $\frac{1}{2}$  and  $\frac{2}{4}$  because all of those fractions are the same size, even though they have a different numerator (top number) and denominator (bottom number).



$$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$$



#### Fun Facts

- Equivalent fractions represent the same amount of distance or points on a number line.
- All equivalent fractions reduce to the same fraction in their simplest form.

To help you with this concept, watch the following videos. This will also help you with today's task.

[Equivalent fractions Video 1](#)

[Equivalent fractions video 2](#)

**Task:** Create your own fraction strips to help you find equivalent fractions. You can use white or coloured paper. Don't forget to label each fraction (see picture example below). Please read and follow the steps below:

1. Using pre-cut strips of A4 paper, make sure that the length of the strip equals one whole
2. Fold one strip in half and unfold
3. Demonstrate that the strip is now divided into two equal parts by drawing a line on the number line to indicate  $\frac{1}{2}$
4. Label each part as close to the line as possible (so that we start to think about working from left to right like on a numberline)



5. Challenge yourself to create different numbers of equal parts on new strips (e.g. 4, 8, and maybe 16) remembering that one strip equals a whole
6. Make sure you label the strips in the same way we did with the half. Glue these in order on paper/in your book when completed (see image above)
7. What equivalent fractions can you find? Record these in your book/paper, using your fractions strips to help you.

**Hint: check the parts are equal, count the total number of equal parts, and label them with fractions as if the strip was a number line**

**Challenge:** Create strips with more difficult fractions (thirds, fifths, sixths, sevenths, ninths, tenths)? Can you find any patterns? (e.g. thirds, sixths, twelfths)



### Wednesday: READING

#### Learning Focus: Critiquing Craft - Illustrations & Graphics

When a good reader critiques a text, they ask themselves specific questions about different features of the text and why an author has written about that particular topic. Some of those questions a good reader asks relate to the Illustrations and Graphics of a text.

**Illustrations and graphics in fiction texts are a great way for authors to add details and information to support the important themes & ideas without using more writing.**

#### Focus Question:

**1. Do the illustrations enhance or extend the story? Explain how.**

**SS:** The illustrations in the story... enhance/ extend the story because...

#### Teacher Example on [All Along the River](#)

The illustrations in 'All Along the River' enhance the story because on each page, the illustrations provide much more information to the setting. For example, on page 6; the text mentions how there is a party in town and if you look at the illustration you can see various animals participating in different activities which allows the readers to think more about what is happening in town.



### Wednesday: WRITING

#### Learning Focus : Title/ Introduction.

Today you will begin to write your debate. We are only focussing on the elements you need to write **a title** and **an introduction** that will make the reader want to keep reading. Your title has to state your topic of discussion and state the author, that's you! The introduction needs to grab the reader's attention. It needs to clearly state your opinion on the issue and you need to briefly give 2 reasons for your opinion. Click on the link to see an example on the topic "Energy drinks should be banned for children".

[Energy drinks should be banned for children](#)

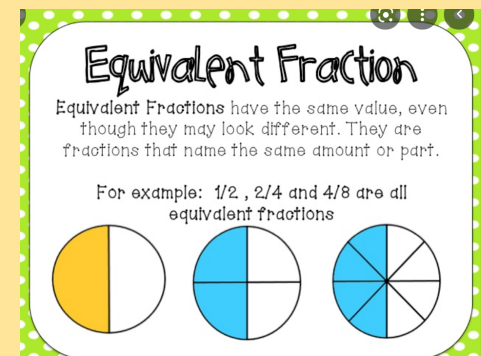
Debate Structure checklist		
Structure	Structural elements	✓ yes
Topic Title	1 State the topic of discussion	
	2 State author of debate- eg by Beth Helmore	
Introduction	1 Hook- grab the reader's attention	
	2 Introduce yourself	
	3 Clearly state your opinion on the issue	
	4 Briefly give 2 reasons for your opinion	

**Task:** Now it's your turn. **Write down the title of your debate and the author. Try and come up with an introduction that will hook the reader in!** You have already researched this topic, so use the information from your previous work.

### Wednesday MATH Upload Task to Dojo

#### Learning Focus: Equivalent Fractions

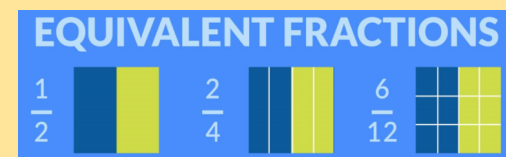
**Today you will be learning about Equivalent Fractions. What does equivalent mean?** Equivalent fractions are fractions which have the same value, even though they may be written/shown differently. For example;



**Equivalent Fraction**

Equivalent Fractions have the same value, even though they may look different. They are fractions that name the same amount or part.

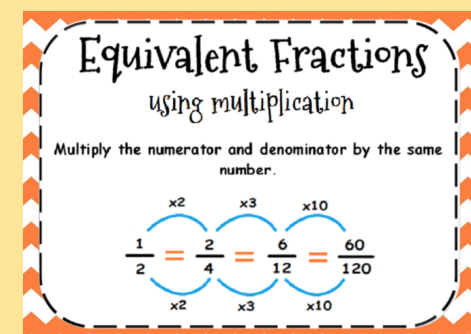
For example:  $\frac{1}{2}$ ,  $\frac{2}{4}$  and  $\frac{4}{8}$  are all equivalent fractions



**EQUIVALENT FRACTIONS**

$\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{6}{12}$

An easy way to find equivalent fractions is to multiply the numerator and denominator by the same number. The rule is 'whatever we do to the top, we do to the bottom' Example:



**Equivalent Fractions**  
using multiplication

Multiply the numerator and denominator by the same number.

$\frac{1}{2} \times \frac{2}{2} = \frac{2}{4}$ ,  $\frac{2}{4} \times \frac{3}{3} = \frac{6}{12}$ ,  $\frac{6}{12} \times \frac{10}{10} = \frac{60}{120}$



## Thursday: READING Upload Task to Dojo

### Learning Focus: Critiquing-Comparing texts by the same author

When we compare texts we look to see how similar they are. What do they have in common? Sometimes when authors write more than one book they have things in both that are the same or similar (not exactly the same but almost). In texts there are features that may be the same or similar. These may be things like

- similar character -personalities, behaviour etc
- similar setting features
- similarities in plot
- similar themes or messages
- similar Author's craft-language features, like rhyme, onomatopoeia, descriptive language, (see picture on right)



The question you will be answering is,

### How do the two texts by the same author compare?

If you are a fan of Dr Seuss you will know that his books have many similarities. You will be looking at two texts by this author and comparing them. Remember that comparing is finding *what is the same or similar (not exactly the same but almost)*.

**Task:** Read the following two texts by the same author and complete the graphic organiser to record similarities in both texts. Look at the graphic organiser so you know what elements to compare. Record your answers.

### Graphic Organiser:

<https://drive.google.com/file/d/17TkqI5NNGi-UTdUCOfj-KQG7OaDv-m03/view?usp=sharing>



## Thursday: WRITING

### Learning Focus : Debate writing - Body Paragraph 1

Today you will be learning how to draft your Body- paragraph 1 of your debate topic. Remember you will be writing a total of 2 paragraphs over today and tomorrow.

Today you will be writing your **FIRST draft** body paragraph of your chosen debate topic. Remember to write about the topic you have chosen and which stance you are siding with (FOR or AGAINST). Use your research to help create your body paragraph.

Let's look at our [debate checklist](#) to see what is needed in our body paragraph 1.

Here is our teacher example for paragraph 1 on energy drinks: [Should Energy Drink be Banned? Body Paragraph 1](#)



You will notice that it follows the checklist and lists reasons and evidence. It also talks about what the other side thinks and shows why that thinking is wrong.

**Task:** It is now your turn to have a go writing your first paragraph on your chosen topic. Remember to refer to the debate checklist to see if you have included all elements of a body paragraph.

\*Remember you are choosing 1 argument point to elaborate on per paragraph. (*This means to not put all your reasons into the same paragraph*)

## Thursday: MATHS

### Learning focus: Equivalent fractions

**Task:** For this task, you will need a piece of paper, either a square or a rectangle, and your book to record your answers.

**Step 1.** Take a piece of paper and fold it in half. Then open it up. What fractions have you created? 2 halves, or 2/2.

**Step 2.** Fold your paper in half again. Now fold it in half for a second time. Guess what fraction your paper has been divided into and then open it up and check. Draw up the table below in your book and record your answers.

Number of times paper is folded	Estimate of fraction	Actual fraction
1	3	2
2		
3		
4		
5		


**Step 3.** Fold your paper in half for a third time and open it up. Estimate your fractions now and then unfold the paper to check. Record your answer.

**Step 4:** Keep on doing this until you have folded your paper five times. What fraction has the whole piece of paper been divided into now?

Can you work out the pattern? Record your answer in your book.

**Extension:** Use this paper to work out some equivalent fractions. For example,  $\frac{1}{2} = \frac{2}{4}$ . Challenge yourself! Can you find the equivalent fractions for  $\frac{3}{4}$ ? What about  $\frac{3}{8}$ ?



<p><b>Easier texts:</b></p> <p><b>Text:</b> Green eggs and ham <a href="#">Green Eggs and Ham</a></p> <p><b>Text:</b>Hop on Pop <a href="https://fliphtml5.com/tzpim/hpve">https://fliphtml5.com/tzpim/hpve</a></p> <p><b>OR</b></p> <p><b>More Challenging texts:</b></p> <p>Text 1:The Lorax <a href="https://fliphtml5.com/zimk/nlot/basic">https://fliphtml5.com/zimk/nlot/basic</a></p> <p>Text 2:Oh Say can you Seed <a href="https://fliphtml5.com/hhyev/jjhs">https://fliphtml5.com/hhyev/jjhs</a></p>		<p><b>Just for fun:</b> Some people believe that you can only fold any piece of paper in half seven times and after that it’s impossible. Other people have proved that this is not true. What do you think would influence how many times you can fold a piece of paper in half? Write down your ideas in your book and then try them out!</p>																
<p><b>Friday: Reading</b></p> <p><b>Learning Focus: Independent Reading Task</b></p> <p>Today you can choose your own adventures.</p> <p><b>Task:</b> You can simply choose to sit in the sun and read a book or you can complete a reading activity from below.</p> <p><a href="https://drive.google.com/file/d/1-hkizj91x4S01djWt0l8p0-1T2sfDxiS/view?usp=sharing">https://drive.google.com/file/d/1-hkizj91x4S01djWt0l8p0-1T2sfDxiS/view?usp=sharing</a></p> <table border="1"><tr><td>Design a new cover for the picture book. What did you change from the original cover?</td><td>Turn a picture book into a four cell comic strip. This means you must sum up the story in four cells. Add speech and thought bubbles to the characters.</td><td>If you were going to give a gift to a character out of the book, what would it be and why? Draw a picture of the gift and the character's face when they receive it.</td><td>Make a travel poster describing the location of the setting from the book. Be sure to include persuasive devices in your poster enticing people to travel there.</td></tr><tr><td>Create a timeline of the events from the picture book. Create a small illustration to go with each event.</td><td>Change the resolution that takes place in the story. How does this change the ending? Rewrite the end of the story with the new resolution.</td><td>Write a Wikipedia entry for one of the characters in the book. Include information such as the character's name, age, background information and interesting facts.</td><td>Identify one word used by the author that helps you understand the mood of the story. Write a definition for it. Then draw an illustration that reflects the mood of the story.</td></tr><tr><td>Create a bumper sticker to convince people to read the picture book. Make sure it is bright and visible from a moving car.</td><td>Create a rap summarising the picture book. Make sure you don't leave out any of the events in the story. Then create a video to go along with your rap.</td><td>If the book you read became a TV show, what would be a good theme song for the beginning of the show? Why do you think this song would be appropriate?</td><td>Create a 'Most Wanted' poster for one of the characters in the book. Be sure to include what they look like, why they are wanted and what the reward for their capture will be.</td></tr><tr><td>Make a collage to represent the mood or theme of the book.</td><td>Make a playlist that the main character in the book would take to the beach. Why did you choose each song?</td><td>Create a job application for the main character of the book. What job would they be applying for? Fill out the application as if you were them.</td><td>Imagine you are the first TV journalist to read the picture book. Write and perform a review of the book to be broadcast on the news.</td></tr></table>	Design a new cover for the picture book. What did you change from the original cover?	Turn a picture book into a four cell comic strip. This means you must sum up the story in four cells. Add speech and thought bubbles to the characters.	If you were going to give a gift to a character out of the book, what would it be and why? Draw a picture of the gift and the character's face when they receive it.	Make a travel poster describing the location of the setting from the book. Be sure to include persuasive devices in your poster enticing people to travel there.	Create a timeline of the events from the picture book. Create a small illustration to go with each event.	Change the resolution that takes place in the story. How does this change the ending? Rewrite the end of the story with the new resolution.	Write a Wikipedia entry for one of the characters in the book. Include information such as the character's name, age, background information and interesting facts.	Identify one word used by the author that helps you understand the mood of the story. Write a definition for it. Then draw an illustration that reflects the mood of the story.	Create a bumper sticker to convince people to read the picture book. Make sure it is bright and visible from a moving car.	Create a rap summarising the picture book. Make sure you don't leave out any of the events in the story. Then create a video to go along with your rap.	If the book you read became a TV show, what would be a good theme song for the beginning of the show? Why do you think this song would be appropriate?	Create a 'Most Wanted' poster for one of the characters in the book. Be sure to include what they look like, why they are wanted and what the reward for their capture will be.	Make a collage to represent the mood or theme of the book.	Make a playlist that the main character in the book would take to the beach. Why did you choose each song?	Create a job application for the main character of the book. What job would they be applying for? Fill out the application as if you were them.	Imagine you are the first TV journalist to read the picture book. Write and perform a review of the book to be broadcast on the news.	<p><b>Friday: Writing Upload Task to Dojo</b></p> <p><b>Learning Focus : Debate Writing - Paragraph 2</b></p> <p>Yesterday you wrote your first draft debate body paragraph 1 on your chosen topic. Today you will be focusing on writing your draft body paragraph 2.</p> <p>One again, here is our debate checklist to refer to: <a href="#">debate checklist</a>.</p> <p>Let’s look at our teacher example on energy drinks for paragraph 2: <a href="#">Should Energy Drinks be Banned Body Paragraph 2</a></p> <p><b>Notice it follows the structure of the checklist once again.</b></p> <p><b>Task:</b> It is now your turn to have a go writing your 2nd paragraph on your chosen topic. Remember to refer to the debate checklist to see if you have included all elements of a body paragraph. <i>(2nd paragraph is another reason why you agree or disagree with your topic, different from the first paragraph.)</i></p> <p><b>Task upload requirements:</b> Upload what you have written so far on your topic. This includes; Introduction, Paragraph 1 + Paragraph 2. Just like the teacher modelled example</p>	<p><b>Friday: Maths</b></p> <p><b>Learning Focus: Fractions</b></p> <p><b>Warm Up:</b> Times Tables Practice - Maths Online or My Numeracy on Essential Assessment</p> <p><b>Task:</b></p> <div><p><b>MathsOnline</b> YOUR ONLINE MATHS TUTOR</p></div> <p>Login: <a href="https://www.mathsonline.com.au/login">https://www.mathsonline.com.au/login</a></p> <p>Today you will be completing fractions questions based on your learning goals. Your learning goals have been created from your Essential Assessment pre-test. These are individual.</p> <p><b>Today’s task is called: Friday’s activities - 22 October.</b> That’s right, you have 2 activities today to complete.</p> <p><b>If your tasks are too difficult or too easy, please let your classroom teacher know via Dojo.</b></p>
Design a new cover for the picture book. What did you change from the original cover?	Turn a picture book into a four cell comic strip. This means you must sum up the story in four cells. Add speech and thought bubbles to the characters.	If you were going to give a gift to a character out of the book, what would it be and why? Draw a picture of the gift and the character's face when they receive it.	Make a travel poster describing the location of the setting from the book. Be sure to include persuasive devices in your poster enticing people to travel there.															
Create a timeline of the events from the picture book. Create a small illustration to go with each event.	Change the resolution that takes place in the story. How does this change the ending? Rewrite the end of the story with the new resolution.	Write a Wikipedia entry for one of the characters in the book. Include information such as the character's name, age, background information and interesting facts.	Identify one word used by the author that helps you understand the mood of the story. Write a definition for it. Then draw an illustration that reflects the mood of the story.															
Create a bumper sticker to convince people to read the picture book. Make sure it is bright and visible from a moving car.	Create a rap summarising the picture book. Make sure you don't leave out any of the events in the story. Then create a video to go along with your rap.	If the book you read became a TV show, what would be a good theme song for the beginning of the show? Why do you think this song would be appropriate?	Create a 'Most Wanted' poster for one of the characters in the book. Be sure to include what they look like, why they are wanted and what the reward for their capture will be.															
Make a collage to represent the mood or theme of the book.	Make a playlist that the main character in the book would take to the beach. Why did you choose each song?	Create a job application for the main character of the book. What job would they be applying for? Fill out the application as if you were them.	Imagine you are the first TV journalist to read the picture book. Write and perform a review of the book to be broadcast on the news.															

### ADDITIONAL RESOURCES

Prodigy: <https://play.prodigygame.com/>  
 Sunshine online: [www.sunshineonline.com.au](http://www.sunshineonline.com.au) Password: Werribee Username: Werribee  
 Epic: <https://www.getepic.com/>  
 ABC Education: <https://education.abc.net.au/>  
 Code.Org: <https://code.org/>

### SPECIALISTS

Spanish NO WEBEX	Physical Education NO WEBEX	Music NO WEBEX
<p><b>LEARNING FOCUS:</b> This week we are learning to order food in Spanish.</p> <p><b>TASK:</b></p> <ol style="list-style-type: none"> <li>Click this link <a href="https://www.spanish-games.net/spanishlessons?variant=latino-spanish&amp;topic=Food%20-%20restaurant&amp;level=primary">https://www.spanish-games.net/spanishlessons?variant=latino-spanish&amp;topic=Food%20-%20restaurant&amp;level=primary</a> and practice the words.</li> <li>Practice saying “Yo quiero (un/una) (Comida)” which means “I would like the(food)”.</li> <li>Choose a food to complete the sentence in Spanish like this, “Yo quiero una pizza” or “Yo quiero un pescado”.</li> <li>Use google translate to help you read it out.</li> </ol>	<p><b>Learning Focus:</b> This week we are continuing to practice our striking skills with correct technique and accuracy.</p> <p><b>Challenge:</b> How many flutter kicks can you do in 1min?</p> <p><a href="https://drive.google.com/file/d/1bRkUzd5xOWBYTr71qXVBwMeGhL_Tb6R5/view?usp=sharing">https://drive.google.com/file/d/1bRkUzd5xOWBYTr71qXVBwMeGhL_Tb6R5/view?usp=sharing</a></p> <p><b>Task:</b> Set up a tower of objects (tupperware, blocks, toys, etc) and try to knock them down using a bat or racket and a ball. Have a few attempts!</p> <p><a href="https://drive.google.com/file/d/1gk6kHDvmY3uUYIZbZl7p7CflyCyvBme/view?usp=sharing">https://drive.google.com/file/d/1gk6kHDvmY3uUYIZbZl7p7CflyCyvBme/view?usp=sharing</a></p>	<p><b>LEARNING FOCUS:</b> We are learning to use our tummy breathing to sing a song!</p> <p><b>TASK:</b></p> <p>Your activity this week is to use your tummy breathing when you are singing a song!</p> <p>Step 1: Choose a song you want to sing! You don’t have to sing the whole song and it doesn’t have to be a long song.</p> <p>Step 2: Warm up your tummy muscles with one of the exercises we have used last week or the week before.</p> <p>Step 3: Sing the song! Make sure when you breathe you are using those tummy muscles!</p> <p>Mr Tooth will be working at school every day next week so NO WEBEX!</p>

**Art**  
**NO WEBEX**

**Learning Focus:** Drawing a Portrait

**Task:** Yes, nothing new. I would like those who have **not** completed a portrait of themselves or a family member to do so and **upload**. If you have already done one, I'd love to see another. Drawing takes practice. This time your proportions may be better, the shape of your facial features improved and your shading improved. Remember, use light pressure for shading and smooth each layer down with a tissue. I will be teaching at school next week but will look at your work on Friday. Happy sketching!