

Year 4/5 Learning from Home Activities

Please see attached for a sample schedule that you might like to follow. Each week there will be multiple activities from the IXL program. The school has registered your child to use this program for English and Maths. A text message was sent out this Term with your child's login and password details.

We are requiring the child to revise activities from the previous year in order to reinforce their skills as we know that repeated practice will lead to mastery. This will also allow them to become accustomed to using the program and should require limited adult assistance.

Your child's teacher will have access to their class IXL dashboard and will be monitoring the work undertaken daily. Through the dashboard they can see a 'Live' view of what activities the child is undertaking at any moment throughout the school day.

Classroom teachers will also be marking the role daily based on the English and Maths activities completed, and for Years 3-6, how frequently your child is completing the Literacy Pro Quiz.

Please be aware that this 'attendance' and work completed will also form part of your child's End of Year Report.

Each day, your child's class teacher will be available through online support. See email below.



Google Drive

Share work with your teacher on Google Drive

Please share your writing tasks with your teachers on Google Drive to **45teacher@olwkingsbury.catholic.edu.au**. If you have forgotten your Google Drive login details, email your teachers (see email address below).



Literacy Pro Library & Quiz (Years 3-6 only)

<https://slz04.scholasticlearningzone.com/slz-portal/#/>

School Org ID: YXHF Password: reading1



EPIC! Books Online

<https://www.getepic.com/students>

Year 4/5 Class Code: phk6695

For online support, Mr Mizzi & Mrs Mithen can be contacted Mon - Fri 9:00am - 3:30pm

45teacher@olwkingsbury.catholic.edu.au

Learning from Home Schedule

Time	Activity	Expectations
Before 9:00 a.m.	Wake Up Morning Chores 	Wake up, make your bed, brush teeth, eat breakfast, pick up laundry and/or toys, tidy up your room, feed pets
	Morning Exercise	Physical activity of your choice. Example: exercise video by Mrs Van Ballegooy https://youtu.be/V1BLbicbj-w
9:00am - 10:30am	ENGLISH Learning Time 	READING, WRITING & SPELLING <ul style="list-style-type: none"> • 45 minutes Reading Task: IXL and 20 minutes of Stamina Reading • 25 minutes Writing Task • 20 minutes Spelling & Vocabulary & Phonics Work
10:30am – 11:15am	Creativity Time	Examples: Art, Crafts, Lego, drawing, play music, bake, cook
11:15am – 12:00pm	Snack	Eat snack and clean up afterwards
12:00pm -1:00pm	MATHS Learning Time 	<ul style="list-style-type: none"> • Practice automatic recall of basic number facts • Complete today's Maths activity on IXL
1:00pm– 1:30pm	Lunch	Eat Lunch and clean up afterwards
1:30pm – 3:30pm	Afternoon Learning Time 	<ul style="list-style-type: none"> • Religion, Inquiry & Specialists subjects • Personal interests activities: Maths or Literacy Tasks
3:30pm – 4:30pm	Peaceful Activity	Examples: Physical Puzzles, Read, Nap, Play with pets/toys
4:30pm – 6:00pm	Dinner	Help set the table, eat dinner and clean up afterwards
6:00pm – 7:00pm	TV	Family time: TV shows, YouTube shows, Netflix, etc.
7:00 p.m.	Ready for Bed	Take a bath/shower, wash face, brush teeth, etc.

Week 5 – YEAR 4/5 Learning from Home Activities

DAY	ENGLISH	MATHS
MONDAY	<p>Reading: Stamina Reading (20 minutes) Lexile Online & Quiz (Org ID is YXHF) https://slz04.scholasticlearningzone.com/slz-portal/#/login2/AUS</p> <p>Writing: Write a review of the latest book you have finished reading.</p> <p>Practice of Skills: YEAR 4: Work through Year 4 Prefixes and Suffixes on IXL English. Complete K.1 - K.3 https://au.ixl.com/ela/year-4</p> <p>YEAR 5: Work through Year 5 Prefixes and Suffixes on IXL English. Work through J.1 - J.3 https://au.ixl.com/ela/year-5</p>	<p>15 minutes: Practice automatic recall of <u>2 and 14 times tables</u>. Use a timer to time yourself. Record your time.</p> <p>45 minutes: Practice of skills YEAR 4: Work through Year 4 Money on IXL Mathematics. Complete I.1 and I.2 https://au.ixl.com/math/year-4 YEAR 5: Work through Year 5 Money on IXL Mathematics. Complete I.1 and I.2 https://au.ixl.com/math/year-5</p>
TUESDAY	<p>Reading: Stamina Reading (20 minutes) Lexile Online & Quiz (Org ID is YXHF) https://slz04.scholasticlearningzone.com/slz-portal/#/login2/AUS</p> <p>Writing: (40 minutes) Picture prompt for writing: Going Under https://www.pobble365.com/going-under</p> <p>Question Time: Write down, then answer in detail each of the 9 questions provided.</p>	<p>15 minutes: Hit the Button (Times Tables) https://www.topmarks.co.uk/mathsgames/hit-the-button</p> <p>45 minutes: Practice of skills YEAR 4: Work through Year 4 Money on IXL Mathematics. Complete I.3 Mathematics. Complete H.10 https://au.ixl.com/math/year-4 YEAR 5: Work through Year 5 Money on IXL Mathematics. Complete I.3 https://au.ixl.com/math/year-5</p>
WEDNESDAY	<p>Reading: Stamina Reading (20 minutes) Lexile Online & Quiz (Org ID is YXHF) https://slz04.scholasticlearningzone.com/slz-portal/#/login2/AUS</p> <p>Writing: Choose your favourite animated movie and write a different ending for it.</p> <p>Practice of Skills: YEAR 4: Work through Year 4 Prefixes and Suffixes on IXL English. Complete K.4 - K.6 https://au.ixl.com/ela/year-4 YEAR 5: Work through Year 5 Prefixes and Suffixes on IXL English. Work through J.4 - J.6 https://au.ixl.com/ela/year-5</p>	<p>15 minutes: Practice automatic recall of 3 and 6 <u>times tables</u> Use a timer to time yourself. Record your time.</p> <p>45 minutes: Practice of skills YEAR 4: Work through Year 4 Money on IXL Mathematics. Complete I.4 and I.5 https://au.ixl.com/math/year-4 YEAR 5: Work through Year 5 Money on IXL Mathematics. Complete I.4 and I.5 https://au.ixl.com/math/year-5</p>
THURSDAY	<p>Reading: Stamina Reading (20 minutes) https://slz04.scholasticlearningzone.com/slz-portal/#/login2/AUS</p> <p>Writing: Literacy Shed writing prompt. Watch the video, 'Reverso' https://www.literacyshed.com/reverso.html</p> <p>Write a report about an accident caused by him.</p>	<p>15 minutes: Hit the Button (Times Tables) https://www.topmarks.co.uk/mathsgames/hit-the-button</p> <p>45 minutes: Practice of skills Work through Year 4 Money on IXL Mathematics. Complete I.6 https://au.ixl.com/math/year-4 YEAR 5: Work through Year 5 Money on IXL Mathematics. Complete I.6 https://au.ixl.com/math/year-5</p>
FRIDAY	<p>Reading: Stamina Reading (20 minutes) Lexile Online & Quiz (Org ID is YXHF) https://slz04.scholasticlearningzone.com/slz-portal/#/login2/AUS</p> <p>Practice of Skills: YEAR 4: Work through Year 4 Prefixes and Suffixes on IXL English. Complete K.7 and K.8 https://au.ixl.com/ela/year-4 YEAR 5: Work through Year 5 Prefixes and Suffixes on IXL English. Work through J.7 and J.8 https://au.ixl.com/ela/year-5</p>	<p>15 minutes: Practice automatic recall of <u>5 and 10 times tables</u>. Use a timer to time yourself. Record your time.</p> <p>45 minutes: Practice of skills YEAR 4: Work through Year 4 Money on IXL Mathematics. Complete I.7 https://au.ixl.com/math/year-4 YEAR 5: Work through Year 5 Money on IXL Mathematics. Complete I.7 https://au.ixl.com/math/year-5</p>

Week 5 – YEAR 4/5 Afternoon Activities

Religion, Inquiry, Personal Interests

RELIGION

Focus: Feast of the Assumption (Feast Day is 15 August)

The Assumption of Mary is a teaching of the Catholic Church. It signals the end of Mary's life on Earth and her return to be reunited with Jesus in heaven. Our Lady of the Way school carries Mary's name which is why this is a significant occasion for us. Follow the link below to assist you with drawing your own image of Mary. Remember to add colour to your drawing.

<https://www.youtube.com/watch?v=-mdeYR6PDSM>

INQUIRY

Term Focus: Explore the Scientific World (Physical Sciences/Technologies)

Topic: The focus of this term's Inquiry is to investigate different inventors and scientists and how their inventions have impacted everyday life.

Follow the link below to find out about the inventor Albert Einstein. After reading about this inventor complete the Ten Question quiz.

https://www.ducksters.com/biography/albert_einstein.php

PERSONAL INTERESTS

Homework Contracts: Homework Contract Book – Contract 22. If you do not have your Homework Book, You will need to print out a copy and fill in. See below.

Matrix Homework Write a list of 10 words from the book you are currently reading. Complete a Crossword Puzzle where you create your own crossword puzzle using your words. Be sure to include clues to go across and down.

Word of the Week - impeccable. Write the meaning of this word and use it in a sentence that describes its meaning.

Visit these sites to develop and research a personal interest of your own choice.

PRODIGY

<https://www.getepic.com/>

BTN: Watch this week's episode of BTN and write down 2 facts from each story.

<https://www.abc.net.au/btn/stories/>

Week 5 – YEAR 4/5 Afternoon Activities

Specialist Subjects

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CREATIVE ART: CITYSCAPES COLLAGE

Please see slide below for Collage examples

This week you will be creating a cityscape collage using textured paper and colored construction paper, with at least six buildings created from geometric shapes. The objects in your picture are made mainly from collaged paper and glue, rather than just simply drawing the objects. You will be encouraged to think of interesting things to put in your cityscape that would make your city unique. Look at pictures of cities for more inspiration.

Or watch this link: https://www.youtube.com/watch?v=Bp_215H4ibg&pbjreload=101

What you will need to get you started:

A3 or A4 paper or construction paper(for your background)

Construction paper (you can use cereal boxes), tissue paper, newspaper, magazines, metallic cellophane
Glue and scissors

Optional: You can enhance your buildings by decorating it with markers or crayons, if you wish.

* Cut out basic shapes such as squares, rectangles and triangles. Vary the sizes and widths.

*Play around with the shapes building new and different creations before gluing onto your construction paper.

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Get active at home!

Hi everyone! I've put together some activities that you can do at home with very little equipment. These activities will help you develop your skills and improve your overall coordination. You can compete against your parents or siblings. The video is posted on the OLW YouTube Channel. **Video link here:**

<https://youtu.be/8ISrpHDrMno>



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Grade 4:

Ciao Bambini, **Behind the News** is a news programme aimed at school-age children. Today, we will explore a "Behind The News" segment on "What's happening in Italia". Please see attached activity.

Grade 5:

Remember we have talked about the phrase '**Mi piace**' which means '**I like**'.

When you put a '**Non**' in front of the phrase it gives you the opposite meaning... '**Non mi piace**' means '**I don't like**'. Please see attached activity.

F
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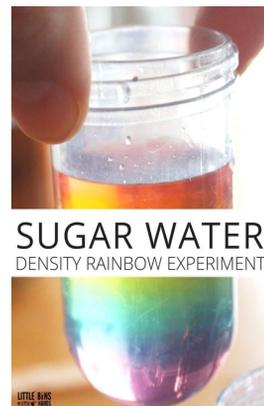
STEM Activity - Rainbow in a Cup

What You Need

- Sugar
- Warm water
- Food colouring
- Tablespoon
- 5 glasses or clear plastic cups

See attachments for instructions

If you have a sibling in Year 3/4 or Year 5/6 you can work together on this activity



Weekly Spelling Sheet

Term 3 Week 5 Focus: The digraph /or/ making the 'eh' sound as in doctor.

Usually at the end of words. <https://youtu.be/1TNbRMzbuXg>

Say the word, Write the word.	Monday	Tuesday	Thursday	Friday
Red Spelling Words				
doctor				
forget				
forgetful				
actor				
adaptor				
author				
Orange Spelling Words				
visitor				
director				
error				
alligator				
indicator				
inspector				
Green Spelling Words				
collector				
inventor				
conductor				
narrator				
censor				
B				
O				
B				

Spelling

Write your word list or use List 22 at the back of this book. Revise your spelling daily.

Spelling focus

Before adding *es* to words ending in *f* or *fe*, change the *f* or *fe* to a *v*.
For example: *wife/wives, life/lives*.

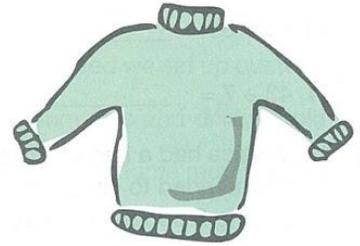
Make the following words plural.

- calf _____
- loaf _____
- knife _____
- shelf _____
- yourself _____

Reading Report

Wool

Many of the clothes we wear are made from wool. But how is wool made? Wool comes from sheep, whose fleece keeps them warm in winter. Sheep are shorn of their fleece once a year by shearers using electric clippers. Once the sheep are shorn, the fleece is thrown onto a table where it is checked for any dirty particles. The fleece is then sorted into categories according to thickness and quality. Once it has been sorted, the fleece is washed and dyed a variety of colours. The wool is then spun into yarn. The yarn is then shipped to the manufacturers who weave or knit it into cloth or garments, which are then sold to retailers. People often use wool to knit clothing such as jumpers and socks.



- From what animal does wool come? _____
- How many times a year is a sheep shorn? _____
- Into what is the spun wool made? _____
- How is wool sorted into different categories? _____

English Grammar

Adverbs

Adverbs give you more information about a verb. They tell you how, when or where the action was done. Adverbs often end in *ly*. For example: *The dog barked loudly*.

Using the words in the box, add an adverb to each sentence.

gently quickly beautifully easily clearly angrily

- The jumper was _____ knitted.
- The sheep ran _____.
- Tim yelled _____ at his brother.
- The race was won _____ by Ferrari.
- Ted can hear _____ now.
- Sally stroked the dog _____.



Number *Subtraction* **Patterns and Algebra**

Solve the subtractions.

$$\begin{array}{r} 1 \quad 326 \\ - 144 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 647 \\ - 256 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 756 \\ - 264 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 557 \\ - 165 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 468 \\ - 235 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 669 \\ - 173 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 976 \\ - 394 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 878 \\ - 486 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 489 \\ - 194 \\ \hline \end{array}$$

10 Write 2 subtractions that have an answer of 134.

$$\begin{array}{r} \square \quad \square \quad \square \\ - \square \quad \square \quad \square \\ \hline 1 \quad 3 \quad 4 \end{array}$$

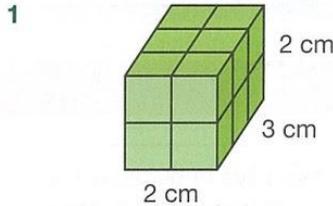
$$\begin{array}{r} \square \quad \square \quad \square \\ - \square \quad \square \quad \square \\ \hline 1 \quad 3 \quad 4 \end{array}$$

1 Adam earns \$7 per hour to help his friend mow lawns. How much would he earn if he mowed 6 lawns if they took one hour each?

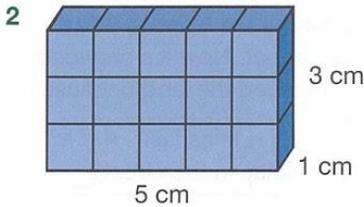
2 Tim packs 8 rockmelons in a box. How many boxes will he need to pack 56 rockmelons?

Measurement *Volume*

Record the volume of the following shapes.



cm³



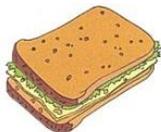
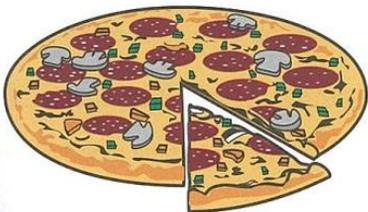
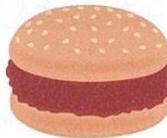
cm³

Health and Physical Education

Nutrition

You are about to start playing soccer for your school and you want to be as fit and as healthy as possible. Therefore, you decide to start eating healthy food.

Circle the foods that you think would be the most healthy and nutritious.



Spelling

Write your word list or use List 22 at the back of this book. Revise your spelling each day.

Spelling focus

The root of a word is the part upon which a word is built. For example: the word *impress* provides the root for *impressive*, *impression* and *impressible*.

Write the root word in the oval at the end of each line.

- active activate action 
- postal postage postman 
- addition additive addendum 
- motorway motorist motorcycle 

Reading Information report

Water use

A tap dripping at one drop per second wastes 20 litres of water per day.

Amounts of water used in a typical household

Toilet	13 L per flush (about 200 L per household per day)
Bath (half full)	50 to 120 L
Shower	40 to 250 L (8-minute shower)
Dishwashing by hand	18 L per wash
Dishwasher	23 to 60 L per wash
Clothes washing	Automatic machine 73 to 265 L
Hand basin	5 L
Tap running while cleaning teeth	5 L
Drinking and general household	Average of 8 L per person per day
Garden sprinkler	Up to 1500 L/h
Car washing with a hose	100 to 300 L
Filling a swimming pool	20 000 to 55 000 L

Answer true or false to statements 1 to 3.

- 200 litres of water are flushed down the toilet each day, per house. _____
- The average shower uses more water than a bath. _____
- Five litres of water are used while a person cleans his or her teeth, each day, per house. _____
- List 5 ways you could save water around your house.

English Grammar

Demonstrative pronouns

This, that, these and those are demonstrative pronouns.

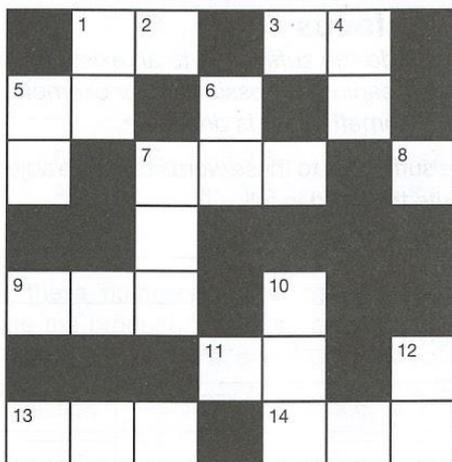
<i>This</i> and <i>that</i> refer to singular nouns.	<i>This</i> and <i>these</i> refer to things nearby.
<i>These</i> and <i>those</i> refer to plural nouns.	<i>That</i> and <i>those</i> refer to things farther away

Place demonstrative pronouns in these sentences.

- _____ girl over there is my sister.
- "Can I have some of _____?" asked the young boy, peering into the saucepan.
- "_____ are mine and _____ on the bench are yours," said Tina.
- _____ is the way to my place and _____ is the way to Rana's.



Number Addition, subtraction, multiplication



Complete the Number Cross by solving these.

Across

1 $100 - 10 =$

3 $7 \times 5 =$

5 $6 \times 10 =$

7 $24 \times 10 =$

8 $94 - 87 =$

9 $46 \times 10 =$

11 $7 \times 3 =$

13 $100 + 5 =$

14 $21 \times 6 =$

Down

1 $80 + 10 =$

2 $5 \times 0 =$

4 $5 \times 11 =$

5 $8^2 =$

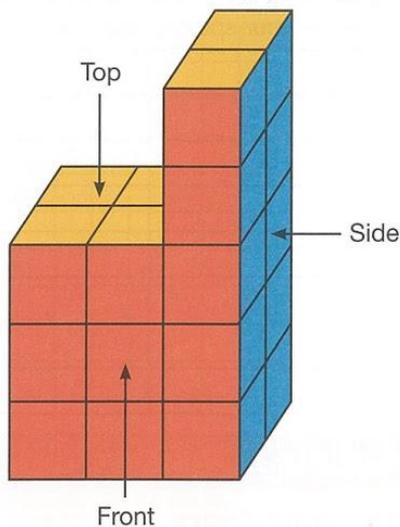
6 $72 - 8 =$

7 $3 \times 90 =$

10 $617 - 6 =$

12 $7 \times 8 =$

Space Top, front and side views



Colour the grids to represent the top, front and side views of the shape.

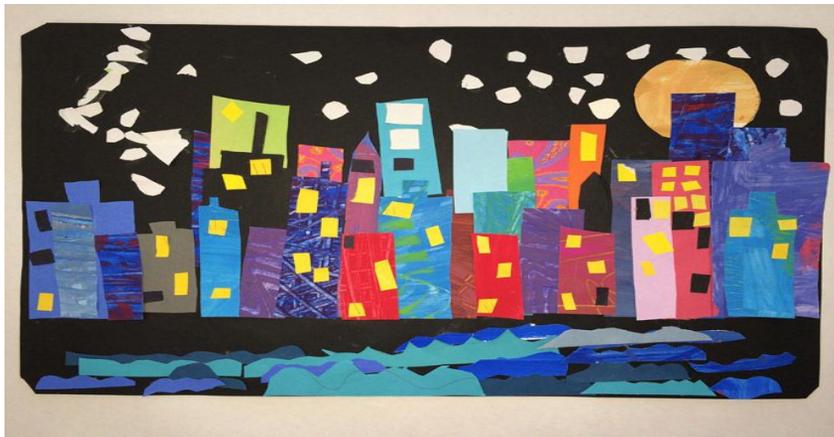
Top			Front			Side		

Society and Environment

Significant Australians

In the large box, write the name of an Australian you admire. If you can find or draw a picture of that person, add it to the box. In the smaller boxes, record some of this person's achievements or the reasons you like him or her.

VISUAL ART- CITYSCAPE COLLAGE



P.E exercises at home

The activities this week are slightly different from previous videos!

P.E learning at home can be tricky when equipment and space may be limited for physical activities.

The following video highlights how you can play some competitive games with equipment that you may already have around the house and play with limited space.

You will need:

- 8x toilet rolls
- 1x paper towel roll
- 9x balls or make your own paper balls
- 2x spoons
- Paper – around 10 sheets
- Tape
- X3 chairs to make a tunnel

Safety concerns:

- Be mindful of the space you are using.
- Be careful of furniture and you may have a slippery floor.
- For the jumping activities on paper you may need to tape them down to avoid slipping over.

I would love to see a photo of you creating some fun active games at home, or even your own fitness circuit!

Have some fun and keep active!

Link: <https://youtu.be/8ISrpHDrMno>

Mrs Van Ballegooy
Physical Education



Grade 4

Italiano con Signora Grace

Ciao Bambini, **Behind the News** is a *news programme* aimed at school-age children. Today, we will explore a "Behind The News" segment on "What's happening in Italia".

Coronavirus report from Castagne, Italy

For the past few months, life has been very different for people like Zach and Maggie, two Australian kids who live in Northern Italy. They've put together a report showing us what it's like to live in a country that's been almost entirely shut down by COVID-19.

<https://www.youtube.com/watch?v=cN1suf-9J0o>

Attività:

1. Watch the Behind the News report.
2. Imagine you are *writing back* to these children (Zach and Maggie). What would you say to them about Coronavirus in Victoria/Australia?

Write (In English) a "**positive**" letter telling them how you have managed to cope. What has worked well for you? What are some positives?

For example: Have you adapted a new daily routine? Exercised in a different way? Read a new book? Are you learning new things or doing things you normally don't have time for?

3. Start your work with....

Ciao/Salve. Mi chiamo.....Abito in Melbourne, Australia. Ho.....anni.

Hi my name is.....I live in Melbourne, Australia. I am.....years old.

Durante Coronavirus, I havecontinue in English.

During Caronavirus, I have.....

Arrivederci da.....

Goodbye from.....

Grazie and Stay safe!!

Signora Grace

Week 5: Years Five

Italiano con Signora Grace

Attività:

1) Remember we have talked about the phrase '**Mi piace**' which means '**I like**'.

When you put a '**Non**' in front of the phrase it gives you the opposite meaning...

'**Non mi piace**' means '**I don't like**'.

Practice saying these phrases by listening and repeating the sentences on the following video:-

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

This has '**Mi piace....**' Sentences

It also has '**Non mi piace...**' sentences

And also asks... '**Ti piace...?**' 'Do you like...' sentences.

2) Use any parts of the video you watched and the attached sheet of '**Mi piace....**' ideas to write **5 sentences** in Italian about foods you like.

For example:- **Mi piace la pizza.** (I like Pizza.)

3) Then write **5 sentences** about **two** foods that you like. Remember to join those two things with '**e**' (**and**)

For example: **Mi piace il gelato e la bruschetta.** (I like ice-cream **and** bruschetta)

***If you would like to try something more challenging.**

* **Write 5 sentences** using the conjunction '**but**' to express what you like and don't like. The easiest and most basic way to say '**but**' in Italian is '**ma**'

For example: **Mi piace il gelato ma non mi piace il caffè.** I like ice cream **but** I don't like coffee.

Grazie Signora Grace

Mi piace mangiare... I like to eat...

la frutta	fruit
la pasta	pasta
la carne	meat
il pollo	chicken
il pesce	fish
il pane	bread
l'insalata	salad
il gelato	ice-cream
il cioccolato	chocolate
la torta	cake
You can use google Translator to help you.	

RAINBOW IN A CUP

In this project you will use coloured sugar solutions made at different concentrations. The solutions will form layers, from least dense to most dense at the bottom of the glass. Density mean how concentrated the solution is. We are going to use different amounts of sugar to vary the concentration of each colour.

Look at the image on the right:

- Which colour is most dense? **Blue**
- Which colour is less dense? **Red**



What You Need

1. Sugar
2. Warm water (to dissolve the sugar)
3. Food colouring
4. Tablespoon
5. 5 glasses or clear plastic cups



Glass 1



Glass 2



Glass 3



Glass 4

RAINBOW IN A CUP

The Process:

1. Line up five glasses. Add 1 tablespoon of sugar to the first glass, 2 tablespoons of sugar to the second glass, 3 tablespoons of sugar to the third glass, and 4 tablespoons of sugar to the fourth glass. The fifth glass remains empty.
2. Add 3 tablespoons (45 ml) of water to each of the first 4 glasses. Stir each solution. If the sugar does not dissolve in any of the four glasses, then add one more tablespoon (15 ml) of water to each of the four glasses.
3. Add 2-3 drops of red food colouring to the first glass, yellow food colouring to the second glass, green food colouring to the third glass, and blue food colouring to the fourth glass. Stir each solution.
4. Now let's make a rainbow using the different density solutions. Fill the last glass about one-fourth full of the blue sugar solution.
5. Carefully layer some green sugar solution above the blue liquid. Do this by putting a spoon in the glass, just above the blue layer, and pouring the green solution slowly over the back of the spoon. If you do this right, you won't disturb the blue solution much at all. Add green solution until the glass is about half full.
6. Now layer the yellow solution above the green liquid, using the back of the spoon. Fill the glass to three-quarters full.
7. Finally, **CAREFULLY AND SLOWLY** layer the red solution above the yellow liquid. Fill the glass the rest of the way.

* If you wanted to add orange or purple to the layers, how much sugar would you add to these cups? Would you need to change the amount of sugar you add to the other cups?



RAINBOW IN A CUP

Safety and Tips:

1. The sugar solutions are mixable, so the colours will bleed into each other and eventually mix.
2. If you stir the rainbow, what will happen? Because this density cup is made with different concentrations of the same sugar, stirring would mix the solution.
3. Try to avoid using gel food colouring. It is difficult to mix the gels into the solution.
4. If your sugar won't dissolve, an alternative to adding more water is to microwave the solutions for about 30 seconds at a time until the sugar dissolves. If you heat the water, use care to avoid burns. Ask an adult to help you.
5. Let heated solutions cool before pouring them. You'll avoid burns, plus the liquid will thicken as it cools so the layers won't mix as easily.
6. Use a narrow cup rather than a wide one to see the colours the best.

Have a go at making your own layers of colours. It doesn't have to be a rainbow. You can create stripes or ombre colours.





**Attached are the
STEM activities for
Years PREP - 2/3 that
you might like to try**

PREP

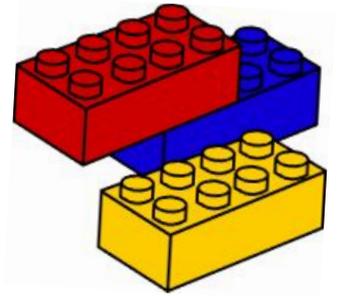
**Help the PREP's
celebrate their**

100th Day of Learning

BUILDING 100

Materials needed:

- 100 building blocks of various shapes
- STEM Challenge Station Sheet
- Building 100 journal reflection page



BUILDING 100

Challenge:
Can you build the number 100 using 100 building blocks?

Materials:



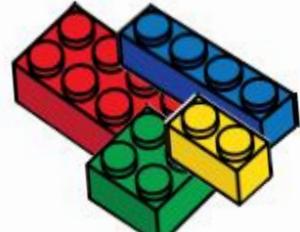
BUILDING 100
Can you build the number 100 using 100 building blocks?

PLAN

WHAT WORKED?

WHAT DID NOT?

I used _____ building blocks.



BUILDING 100

Challenge:
Can you build the number 100 using 100 building blocks?

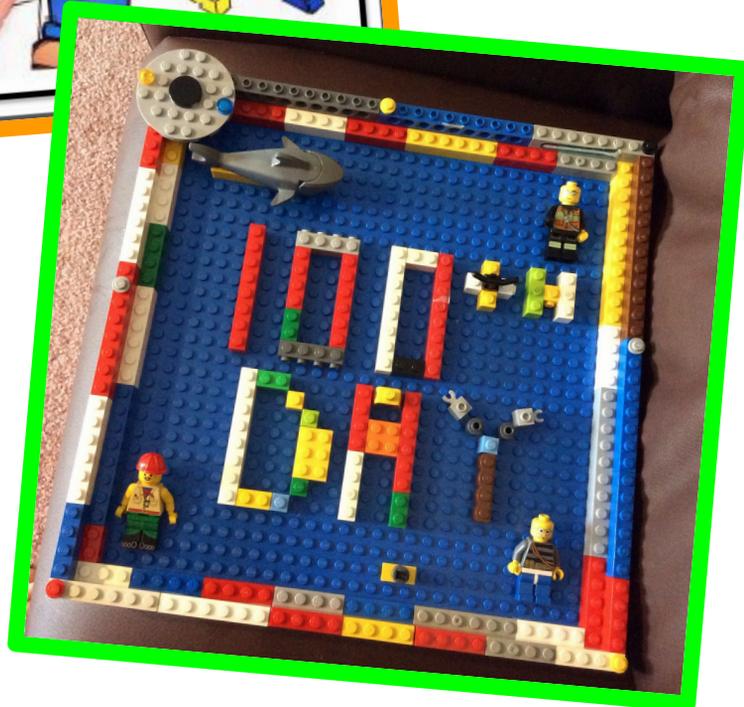
Materials:

PLAN

WHAT WORKED?

WHAT DID NOT?

I used _____ building blocks.



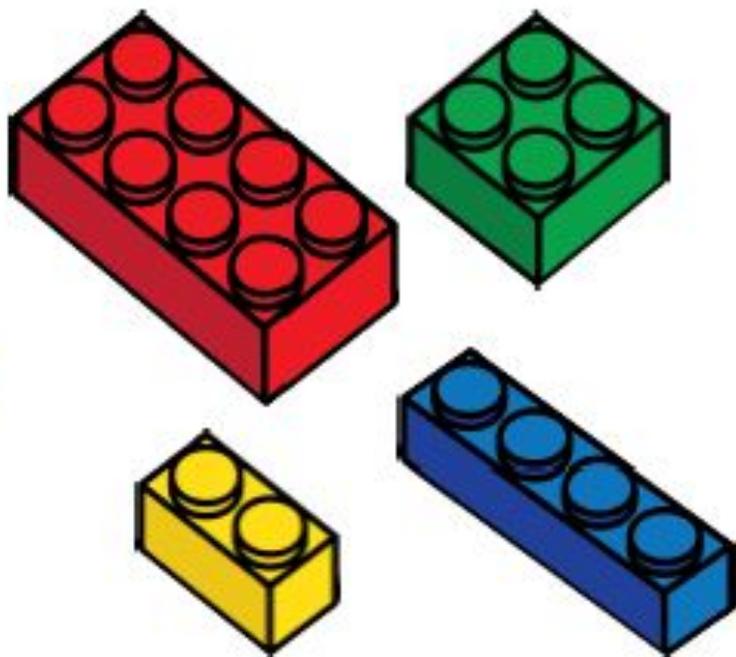
BUILDING 100

Challenge:

Can you build the number 100 using 100 building blocks?



Materials:



BUILDING 100



Can you build the number 100 using 100 building blocks?

PLAN



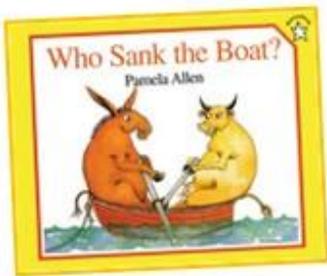
WHAT WORKED? 😊

WHAT DID NOT? ☹️

I used _____ building blocks.

Years

1/2 - 2/3



Picture Story prompt for STEM activity

Listen to the story: **Who Sank the Boat?** by Pamela Allen:

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

**How many animals
were on the boat?**

**Which animal was first
to get on the boat?**

**Which animal was last
to get on the boat?**

**Put the animals from
heaviest to lightest.**

**Which animal is the
tallest?**

**Which animals was the
shortest?**

**If the mouse didn't
really sink the boat,
who did?**

**Who do you think sank
the boat? Why?**

**What would happen if
the mouse had gone in
first?**

STEM Boat Investigation 1

How much weight can your aluminium boat float?

1. MAKE A BOAT TO FLOAT ALL THE CHARACTERS. Use aluminium foil to create a boat for the characters in 'Who Sank The Boat?' View the tutorials below to learn how to fold a simple boat. The tutorials use paper, but you can make the boat using foil. You can make any type of boat you like. If you don't have foil, you can use plastic lids or containers instead. Make sure your boat is waterproof!



Double Point Boat

<https://www.youtube.com/watch?v=6X7g5RWSEq4>



Single Point Boat

https://www.youtube.com/watch?v=61FYdrlwE_E

STEM Boat Investigation 1

How much weight can your aluminium boat float?

2. ADD WEIGHT & TEST YOUR BOAT

How much weight can your boat support before it tilts or sinks? Place your boat in a container of water, sink or bathtub to test it.

Order the weight of the character from heaviest to lightest. Use different size balls of playdough or any other objects that you can find around the house to represent each character. *Examples: candy, lego piece, button, coin, pea & paperclip.*

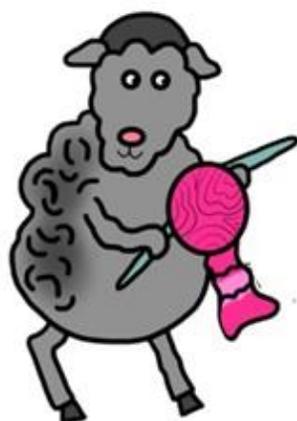
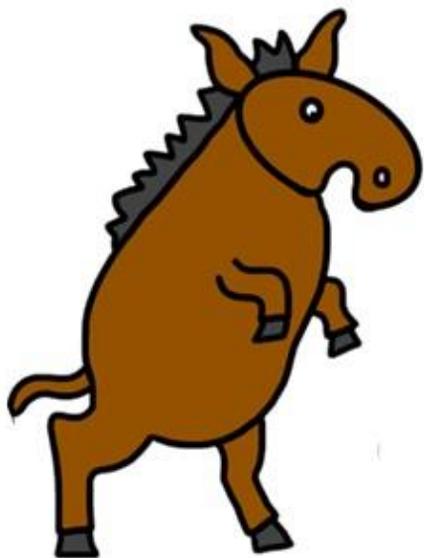


Place the characters/objects into the boat one at a time. Does your boat float, tilt or sink with all the characters in it? What happens when you change who goes into the boat first?

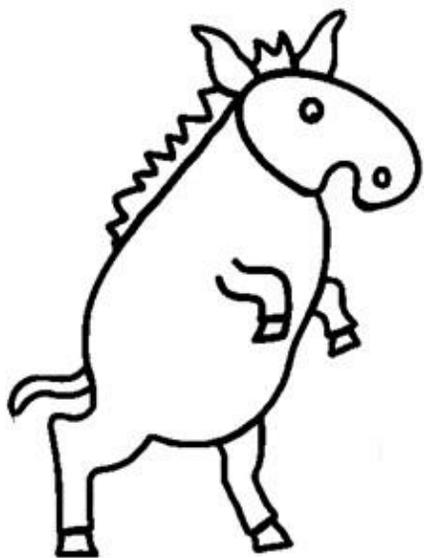
MY BOAT SANK!

Can you change the design of your boat?
What happens when you place your boat
in a larger tub of water?

Who Sank the Boat? Characters



Who Sank the Boat? Characters



STEM Boat Investigation 2

How many coins to sink a boat?

Find out how many coins it takes to sink a foil boat.

1. Collect some treasure (e.g. coins, but you can use other small objects).
2. Construct different sized aluminium boats using the tutorial from 'Who Sank the Boat?' or create any type of boat you like.
3. Check that your boat floats.
4. Once you're happy the boat floats add coins slowly to find out how many coins it takes to make it sink.
5. Try spreading the coins out for the first attempt and then try again but place all the coins at one end.
6. Remember to make sure the coins are dried for each boat you test so you are not adding extra weight.
7. Repeat the investigation, but this time use different sized foil boats. Do smaller boats sink with less coins? Count the number of coins and let your teacher know!



You can make boats from recycled materials and work out how much weight it takes to make each one sink.

Things float if they are less dense than the liquid they are in (in this case water). If they are more dense they sink. Adding coins to the boats increased the density and when the density became greater than that of water the boat sank.

