



# Erina Heights Public School

## *Learning from Home - Stage 2*

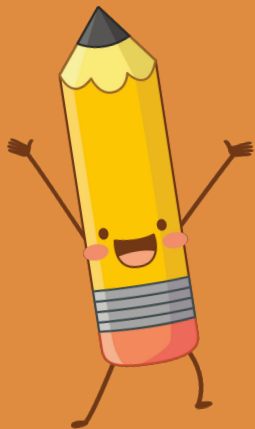
|       |   |   |   |   |   |   |   |   |   |    |    |  |
|-------|---|---|---|---|---|---|---|---|---|----|----|--|
| Term  | 1 | 2 | 3 | 4 |   |   |   |   |   |    |    |  |
| Weeks | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |  |

|                     | Monday  | Tuesday                  | Wednesday                | Thursday                 | Friday                         |
|---------------------|---|--------------------------|--------------------------|--------------------------|--------------------------------|
| 9:00                | Daily Zoom Meeting <a href="#">2/3L Zoom link</a> <a href="#">3A Zoom Link</a> <a href="#">3/4C Zoom Link</a> <a href="#">3/4C Zoom Link</a>  |                          |                          |                          |                                |
| Morning             | Literacy Activities   | Literacy Activities      | Literacy Activities      | Literacy Activities      | FUN<br>FRIDAY<br>BINGO<br>GRID |
|                     | Recess Break  |                          |                          |                          |                                |
| Middle              | Maths Activities  | Maths Activities         | Maths Activities         | Maths Activities         |                                |
|                     | Manga High  | Manga High               | Manga High               | Manga High               |                                |
|                     | Lunch Break   |                          |                          |                          |                                |
| Afternoon           | Personal Passion Project  | Personal Passion Project | Personal Passion Project | Personal Passion Project |                                |
| Optional Activities | Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here <a href="http://www.digitallunchbreak.nsw.gov.au">www.digitallunchbreak.nsw.gov.au</a> |                          |                          |                          |                                |

Stage 2

# Literacy Activities

Term 4 – Week 1



# Expectations

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- ☺ Do one activity each day.
- ☺ If you get stuck, send your teacher a message on Google Classroom.
- ☺ You can add extra slides to do your answers, otherwise you can do your work in a Google doc or workbook at home.
- ☺ Submit your work on Google Classroom.
- ☺ Do the best you can! ☺

# TED Ed

## Why are there so many types of apples?

**Learning Intention:** To use comprehension strategies to build meaning.

**What to do?**

- Read the questions on the next slide first.
- Watch the video. Take notes if it helps.

**Your task:**

- Answer the questions on the next slide.



## Why are there so many types of apples?

**Learning Intention:** To use comprehension strategies to build meaning.

How many apple varieties are there?

Why do breeders create different types of apples?

What are some things that breeders need to consider when growing apples?

What is cross-pollination and why do breeders use it?

How long does it take for the new apple tree to produce fruit?

What are some of the traits in the apples that the breeders test for?

# RESEARCH TASK

Research countries beginning with the letter A - Z. Write the countries below.

|   |  |   |  |
|---|--|---|--|
| A |  | N |  |
| B |  | O |  |
| C |  | P |  |
| D |  | Q |  |
| E |  | R |  |
| F |  | S |  |
| G |  | T |  |
| H |  | U |  |
| I |  | V |  |
| J |  | W |  |
| K |  | X |  |
| L |  | Y |  |
| M |  | Z |  |



# VOCABULARY - *Parts of the body*

Fill in the missing blanks with the correct words from the box below.

larynx    dentine    sinuses    aorta    cranium    capillaries  
phlegm    ulna    heart    intestine    iris    sinew

Double click on the pink text boxes to type your answer.

1. The  are blood vessels that connect veins to arteries.
2. Cavities in your nose are called .
3. The bony material beneath the outer covering of teeth is .
4.  is the largest artery in your body.
5. Your vocal chords are situated in your .
6. The  is the bony part that covers your brain.

1. The  is the circular coloured part of the eye around the pupil.
2. A tendon is also known as a .
3. Adrenalin is a hormone that can speed up your .
4. Thick mucus of the throat is called .
5. The  is the longer of the two bones in your forearm.
6. The colon is also called the large .

**You may need to research the meanings of the vocabulary words to help you answer the questions.**

# WRITING TASK

## Writing instructions

**Learning Intention:** To write a set of well-sequenced and clear instructions.

**What to do:**

- Look at the picture.
- Write some instructions to explain how to draw the picture on the next slide.
- Read your instructions to a family member who hasn't seen the picture.
- On a piece of paper, the family member attempts to draw the picture by listening only to your written instructions. They must not have seen the picture.
- Compare the family member's picture and the original.
- Dojo points will be given if you include photos of the drawings in your slides.





# WRITING TASK

## Writing Instructions

Write your instructions here:

# Maths



Stage 2 - Term 4, Week 1

# Maths Instructions

1. Watch the instructional video before beginning the tasks. You may need to watch this more than once.
2. Complete as many activities each day as you can - activities should be completed on paper or in a book. Please draw any tables or diagrams that you need to complete these activities.
3. To make answering easier, please type into the pink text boxes.

# Practise **your** multiplication tables





# PLEASE NOTE

If it is easier for you to complete this work in a book, then please do so and send a photo to your teacher or submit on Google Classroom if you know how.

Otherwise - Click on the pink text boxes on the activity slides to enter your answer.

# Monday

Lesson 1

# Ignition Activity 1 – choose your level



ID: 56035 EASY **Next Level**  
EMOJI PUZZLES FOR DEVELOPING MINDS

$$\begin{array}{l} \text{Cable Car} + \text{Cable Car} + \text{Cable Car} = 12 \\ \text{Car} + \text{Car} + \text{Cable Car} = 22 \\ \text{Ship} + \text{Car} + \text{Car} = 21 \\ \text{Car} \times \text{Cable Car} + \text{Ship} = ? \end{array}$$

[solveemoji.com](https://www.solveemoji.com)



3/3 (100%)

Answer...



ID: 56047 MEDIUM **Next Level**  
EMOJI PUZZLES FOR DEVELOPING MINDS

$$\begin{array}{l} \text{Dress} + \text{Dress} + \text{Dress} = 12 \\ \text{Dress} + \text{Dress} \times \text{Hat} = 24 \\ \text{Socks} + \text{Hat} \times \text{Hat} = 34 \\ \text{Hat} + \text{Socks} \times \text{Dress} = ? \end{array}$$

[solveemoji.com](https://www.solveemoji.com)



1/2 (50%)

Answer...



ID: 55998 HARD **Next Level**  
EMOJI PUZZLES FOR DEVELOPING MINDS

$$\begin{array}{l} \text{Canada} + \text{Spain} + \text{Canada} = 23 \\ \text{UK} + \text{Canada} \times \text{Canada} = 58 \\ \text{Spain} + \text{Spain} + \text{UK} = 42 \\ \text{UK} \times \text{Canada} \times \text{Spain} = ? \end{array}$$

[solveemoji.com](https://www.solveemoji.com)



2/4 (50%)

Answer...



# 2D Space

Instructional Video Links - Click the links below to access the videos



[2D Space Unit 2](#)



[2D Space Unit 1](#)





## Glossary

- **irregular shape:** a two-dimensional shape that is not regular; does not have equal sides or angles
- **line of symmetry:** a line that divides a shape in half so that each half is a mirror image of the other
- **polygon:** a closed shape with three or more angles and straight sides
- **quadrilateral:** any four-sided shape
- **regular shape:** a two-dimensional shape with all sides and angles equal
- **rigid:** something that does not move, something that is fixed at its joints
- **symmetry:** when one half of a shape is a mirror image of the other
- **two-dimensional shape (2D shape):** a flat shape with only two dimensions; length and width (breadth)

# Regular and Irregular Shapes

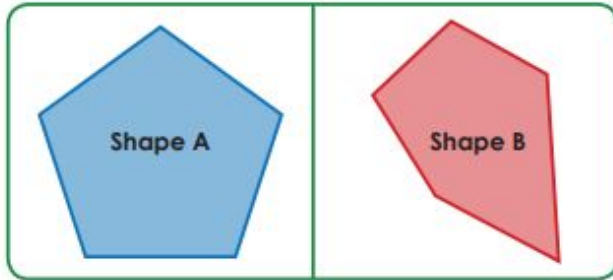
## Watch and Learn

Watch the video, **Watch and Learn**, which will introduce this unit on two-dimensional space. In this lesson you will be learning to identify and compare regular and irregular shapes. The video will also introduce the activities that follow in the **Have a Go** section below.

## Have A Go!

Compare the **two-dimensional shapes** below.

They are both pentagons. They each have five straight sides.

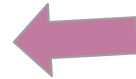


1. Measure the sides of each shape using a ruler.

a. Are the sides of each shape equal in length?

b. Do you think the angles are equal in each shape? Shape A  Shape B

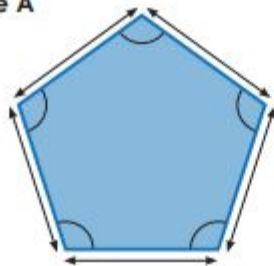
Type your  
answers in the  
pink text boxes



Shapes can be grouped into **regular** and **irregular shapes**. Look at the examples below.

Shape A

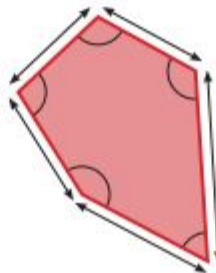
- all sides equal
- all angles equal



Regular 2D Shape

Shape B

- sides of any length
- angles of any size



Irregular 2D Shape

2. Decide whether each of the **polygons** below are regular or irregular. Circle the correct answer.

a.



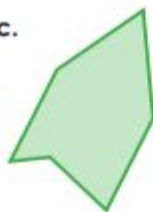
regular  
or  
irregular

b.



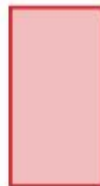
regular  
or  
irregular

c.



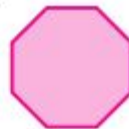
regular  
or  
irregular

d.



regular  
or  
irregular

e.



regular  
or  
irregular

f.





regular  
or  
irregular

Drag the circles  
over irregular or  
regular.



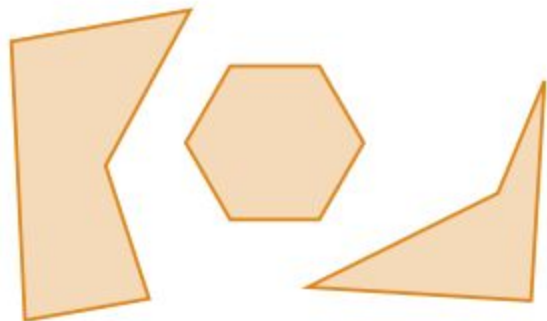
4. Look at the regular pentagon and octagon below. How would you draw these as irregular shapes? Draw three irregular pentagons and three irregular octagons in the table below.

| <p>pentagon</p> <p>2D shape with 5 sides</p>  | <p>octagon</p> <p>2D shape with 8 sides</p>  |
|--|---|
| <p>a.</p>  | <p>b.</p>   |

You can draw these in a workbook and send them to your teacher.

5. There is a regular shape hiding in each box amongst the irregular ones. Identify the shape and circle it.

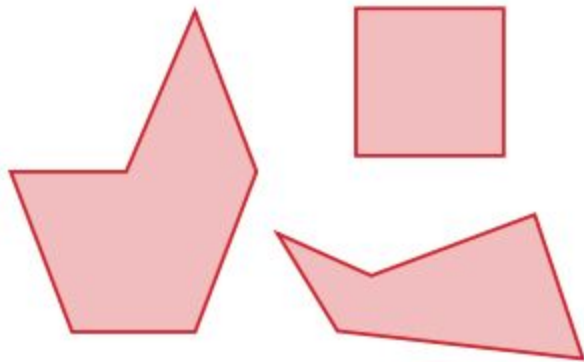
a.



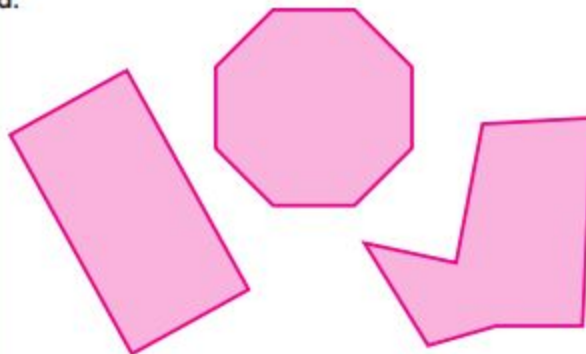
b.



c.



d.



Drag the circles  
over the regular  
shapes in each  
box.



# Rigid Shapes

Read

In this lesson you will be learning to identify, compare and make rigid and non-rigid shapes.

## Have A Go!

Let's investigate how some regular shapes can be used in the construction of structures around us.

What shapes can you see in the objects or structures in these pictures?



You should have noticed that these objects and structures have used triangles.

Why do you think the triangle shape has been used?



Can you find some objects or structures around you that use the triangle shape to make them stable?

Look for objects in your house or in your environment that might be rigid, such as a table, chair, house, bridge or play equipment. Some things used in construction may be hidden but other objects are easy to see.

Choose the ones that have a triangle shape in them.

**rigid:** something that does not move, something that is fixed at its joints.



1. Write a list of the things you found in the space below.

A large, empty rectangular box with a pink border, intended for students to write their list of objects found.

Type your  
answers in the  
pink text box.

Take a photograph of two objects that use triangles within them to make them rigid, then send the photographs to your teacher.

## 2. Investigating rigid shapes

### You will need:

- cardboard strips or paddle pop sticks
- butterfly clips or Blu-Tack

- Join 4 strips of cardboard (about 10 cm each) together at the corners with a butterfly clip OR join 4 paddle pop sticks together with Blu-Tack. This will make a square.
- Push on one of the corners. What happens? Does the square keep its shape?

Describe what happened in the space below.



Type your  
answer in the  
pink text box.




- Add an extra piece of cardboard or some paddle pop sticks to fit diagonally across the shape.
- Now push on the shape. What happens? Does the square keep its shape now?

Describe what happened in the space below.



Type your  
answer in the  
pink text box.

3. How many triangles were formed when you added the extra stick or strip diagonally across?





You probably noticed that the square was forced out of shape. It was pushed into a different shape and became a rhombus. The square could be easily pushed out of shape because it did not have rigid or fixed vertices.

The two triangles did not move when pushed on because the vertices were fixed.

The Eiffel Tower, pictured below, has a triangle shape as its base. You can see that there are many triangles used in the construction of its metal frame.



### Extra Challenge

Research a building that has used the triangle shape to provide a rigid structure. Find pictures and write a paragraph explaining how it was constructed.

Suggestions: Birds Nest Stadium in Beijing, Sydney Harbour Bridge, a local structure

Send your explanation and pictures to your teacher.

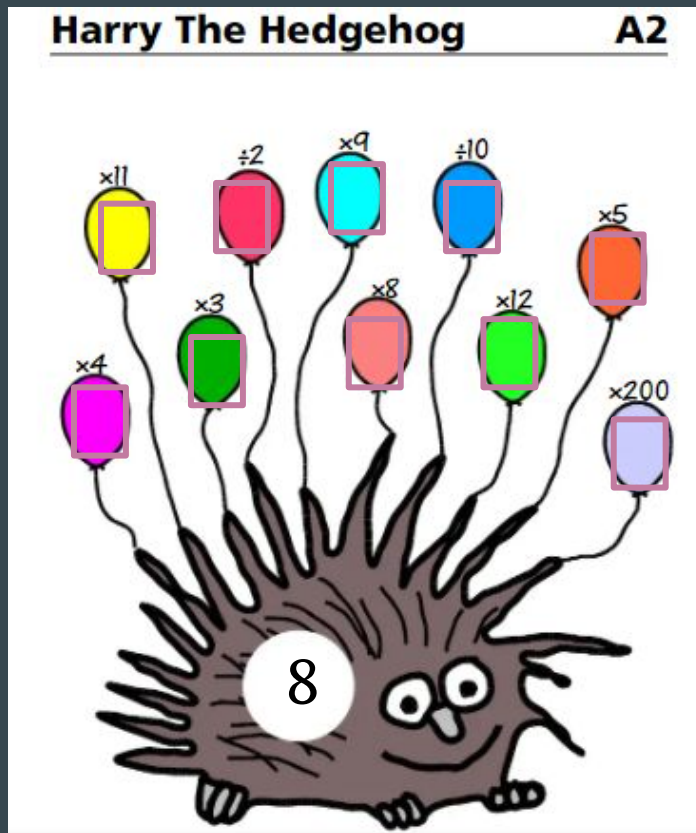
Type your  
answer on the  
next slide.

My research on a building that uses triangles in its construction:

# Tuesday

Lesson 2

# Ignition Activity 2



← Write your answers in the pink text boxes.

# Symmetry in 2D Shapes

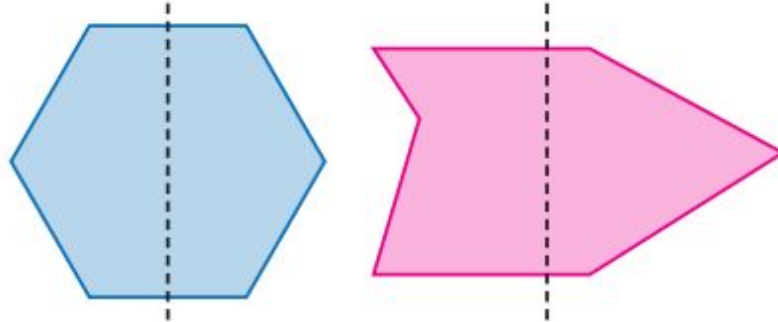
Read

In this lesson you will be learning to identify, count and draw lines of symmetry on 2D shapes.

## Have A Go!

If a line is drawn through a 2D shape and one side looks exactly like a mirror image of the other one then we say it is symmetrical.

The line is called a **line of symmetry**. This is a line that divides a shape into two matching sides.



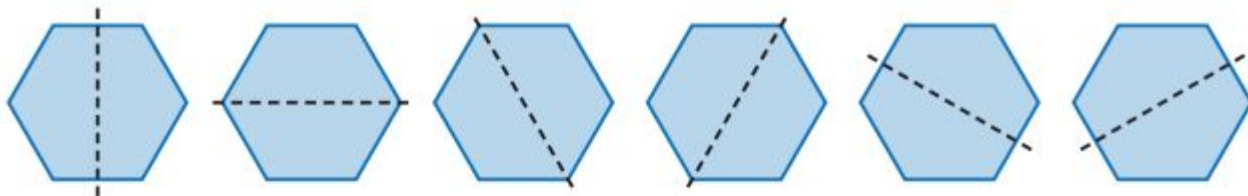
**symmetry:** one half of an object is a mirror image of the other half

Are both these hexagons symmetrical? Is one side of each shape a mirror image of the other?



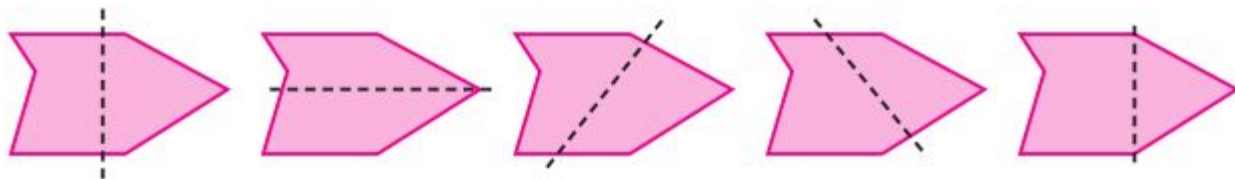
Lines of symmetry can go in any direction.

This hexagon is a regular shape. It has more than one line of symmetry. If I folded along each of the lines then the folded half would sit perfectly on top of the other half.



Lines of symmetry in different directions

This hexagon is an irregular shape. It does not have any lines of symmetry. If I folded along each of the lines, the folded part would not fit perfectly on top of the other part.



No lines of symmetry



Drag the tick into the box next to the shape that has a line of symmetry.



Drag the circle over yes or no to say whether each shape has a line of symmetry. Explain your answer in the pink box.

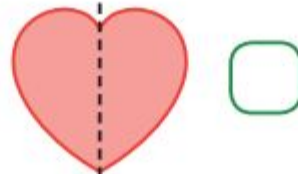


1. Which picture has a line of symmetry? Tick the box beside it.

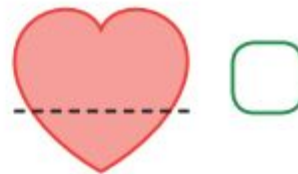
a.



b.



c.

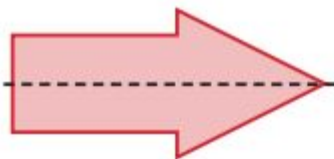


2. Look at the shapes below which have lines drawn through them. Are they lines of symmetry? Circle yes or no beside each shape and then explain why or why not in the space provided.

To check if it is a line of symmetry, you can place a small mirror along the line, so it is at right angles to the page. If the reflection in the mirror matches the shape hidden by the mirror, then it is a line of symmetry.



a.



yes

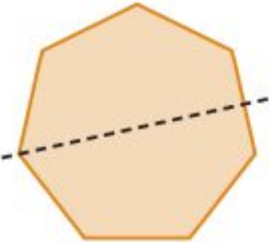
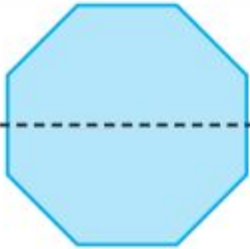
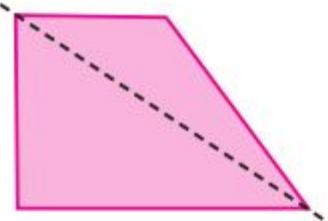
no

Explanation



Drag the circles over yes or no to say whether each shape has a line of symmetry. Explain your answer in the pink box.



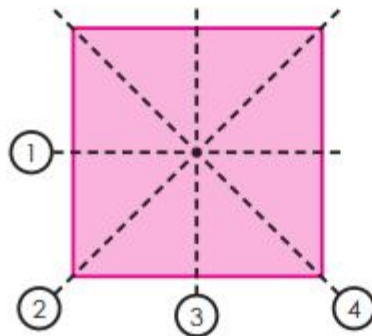
|   |                          |   |
|---|--------------------------|---|
| <p>b.</p>  | <p>yes<br/>or<br/>no</p> | <p>Explanation</p> <div data-bbox="1145 132 1802 374"></div>  |
| <p>c.</p>  | <p>yes<br/>no</p>        | <p>Explanation</p> <div data-bbox="1145 445 1802 687"></div>  |
| <p>d.</p>  | <p>yes<br/>no</p>        | <p>Explanation</p> <div data-bbox="1145 758 1802 1001"></div> |



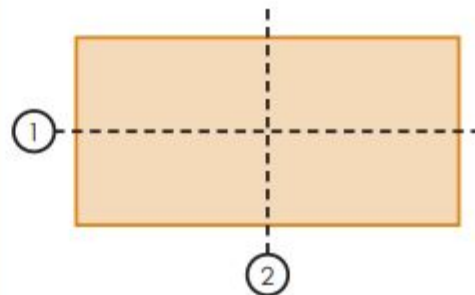
Some 2D shapes have more than one line of symmetry. This means the shape can be looked at from different directions and the other half will still be identical.

Look at the examples below.

**A square has 4 lines of symmetry**



**A rectangle has 2 lines of symmetry**

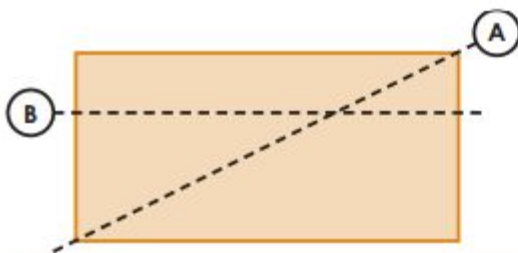


If you folded along each of the lines on the special **quadrilaterals** above then the other half would fit perfectly on top.

Did you notice that a line of symmetry goes through the middle of a shape?



Take photo of the folded rectangle to show your teacher.



These lines on the rectangle are **not** lines of symmetry.

Look at line **A**. The rectangle can be folded in half horizontally and vertically but not from corner to corner.

Line **B** does not go through the middle of the rectangle so one half would be larger than the other.

Investigate how many lines of symmetry a rectangle has by folding an A4 piece of paper or an envelope.

- Fold the paper or envelope in half vertically and then horizontally. Can these objects be folded so that the folded down part fits perfectly on top of the other part?
- Now try to fold the paper or envelope corner to corner. Can one side of the paper or envelope be folded down to perfectly match the other side?

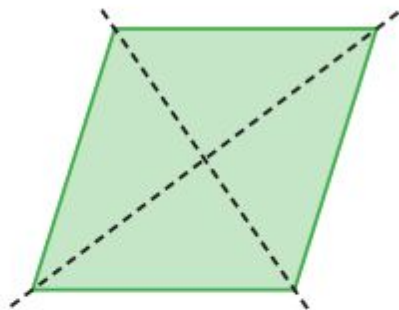
How many times could you fold the paper or envelope perfectly? This will tell you how many lines of symmetry a rectangle has.

I have great symmetree!

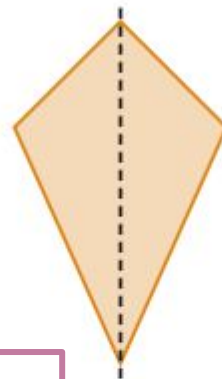


Write your  
answers in the  
pink text  
boxes.

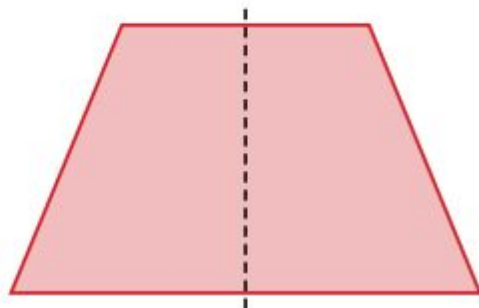
3. How many lines of symmetry are there on the special quadrilaterals pictured below? Count the lines of symmetry on each shape and complete each of the sentences.



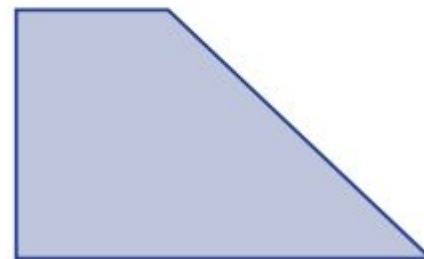
a. A rhombus has  lines of symmetry.



b. A kite has  line of symmetry.



c. This trapezium has  line of symmetry.

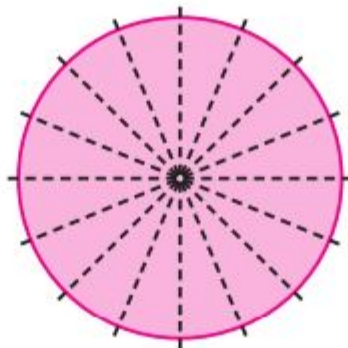


d. This trapezium has  lines of symmetry.

Take a photo of the folded circle to show your teacher.

A circle has infinite lines of symmetry. Any line that goes through and across the centre of the circle is a line of symmetry.

This shows some but not all of the lines of symmetry on a circle.



**infinite:** unable to be counted, unlimited

Draw a circle on a piece of paper (use the bottom of a cup to draw around or create one using a computer program). Cut out the circle and fold it over to see how many lines of symmetry there are for a this shape.










How do the properties of a circle create infinite lines of symmetry on this shape?

4. Look at the smiley faces below. They are in the shape of a circle but they have a drawing on them. How does this change the lines of symmetry? Draw the lines of symmetry on each circle if the drawing has symmetry.

Write an explanation of why or why not. **Hint:** Is one half a mirror image of the other half?












5. Complete the lines of symmetry chart. Draw the lines of symmetry on each shape then answer the questions. If you need to check, place a small mirror along the lines you draw, then look at the reflection in the mirror.

| Shape  | Does it have symmetry?<br>Yes or No  | How many lines of symmetry?   |
|--|--|---|
| a.  |  |  |
| b.  |  |  |
| c.  |  |  |





| Shape  | Does it have symmetry?<br>Yes or No  | How many lines of symmetry?   |
|--|--|---|
| d.  |  |  |
| e.  |  |  |
| f.  |  |  |

# Wednesday

Lesson 3



# Ignition Activity 3

Today's number is

12

- Add 17
- Double it
- Multiply it by 10
- Halve it
- Subtract 7
- Multiply by 6
- Square it
- Find its factors
- Find  $\frac{1}{4}$  of it

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Write your  
answers in the  
pink text  
boxes.

# Symmetry in the Environment

Read

In this lesson you will be learning to recognise lines of symmetry in objects in the environment and also in pictures, artefacts and designs.

## Have A Go!

Symmetry can also be found in the environment around us. This includes natural and man-made objects.

Look at some examples of symmetry in the environment.



Drag the circles  
over some  
examples of  
symmetry.

1. Many buildings have symmetry. Can you see lines of symmetry in any of the buildings below?  
Circle 1 to 2 features on each building which are symmetrical.

a.



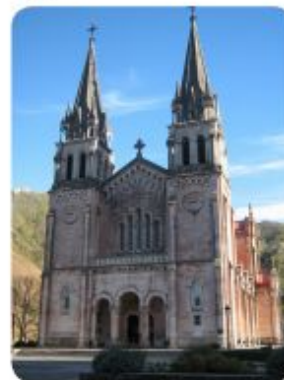
b.



c.



d.

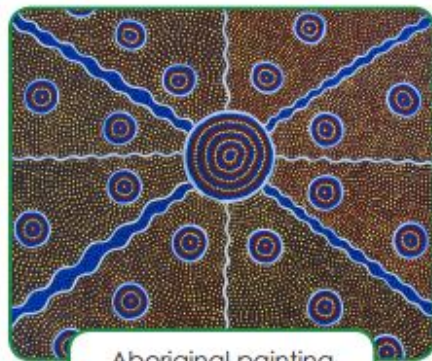


e.



Symmetrical patterns are found in many cultures. Designs on rugs, wall tiles and paintings can be symmetrical.

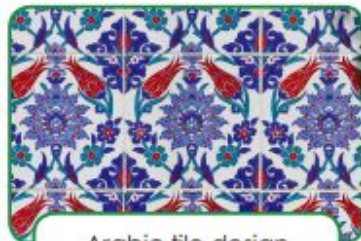
Look at the different designs below. Are they symmetrical in shape and colour? Is one half the mirror image of the other half?



Aboriginal painting



Lotus design from Asia



Arabic tile design



Persian rug design

Which design do you like the most? Why do you think many cultures use symmetry in design?  
See if you can find some more examples of symmetrical designs on the internet or in your local area.  
Send your photos to your teacher and record your ideas about the questions above.

There are many flags from around the world that have symmetry.

Look at the flags below.



2 lines of symmetry



1 line of symmetry



No lines of symmetry

2. Look at the flags on the following pages. Decide whether they have one, two or no lines of symmetry.

- You may wish to use a small mirror to help you decide if one half is a reflection of the other half.
- Draw dotted lines to mark each line of symmetry on the flags.

**Hint:** If the flag is rectangular in shape it can only have a maximum of two lines of symmetry.



Drag the lines to show lines of symmetry on the flags.



Drag the lines  
to show lines of  
symmetry on  
the flags.



3. Do you think the number of lines of symmetry would change on certain flags if they were square in shape? Write your answer and explain why below.

### Challenge Activity 1 - Design a Symmetrical Flag

On the flag outline create your own symmetrical flag.

Does your flag have 1 or 2 lines of symmetry? \_\_\_\_\_



### Challenge Activity 2 - Symmetry Scavenger Hunt

Look around your local environment and see if you can spot some examples of symmetry. They can be natural or man-made.

Take photos and send your favourite one to your teacher.





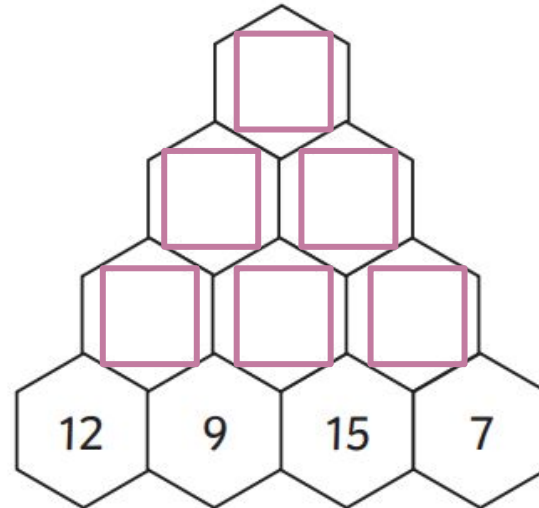
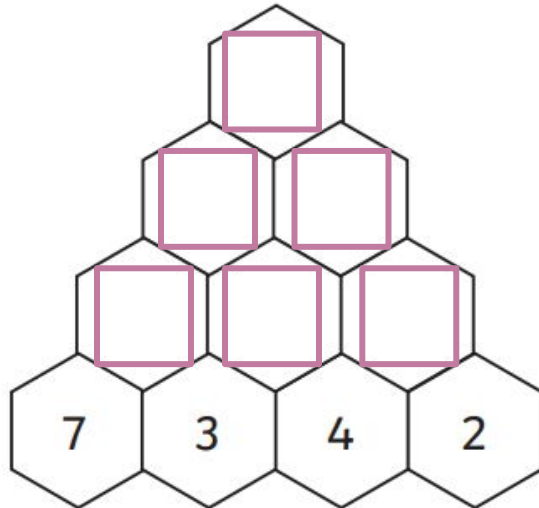
# Thursday

Lesson 4

# Ignition Activity 4

## Hexagon Puzzles

The number in each hexagon is the total of the two numbers below it. Fill in the missing numbers in the empty hexagons.





Complete the Skill Tester independently.

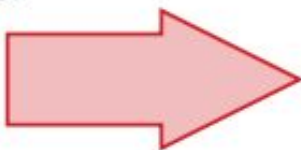
1. Complete the sentences to show the differences between regular and irregular shapes. Use the words in the box.

|              |                |              |            |
|--------------|----------------|--------------|------------|
| <i>equal</i> | <i>lengths</i> | <i>sizes</i> | <i>all</i> |
|--------------|----------------|--------------|------------|

- a. A regular shape has  sides and  angles are the same.
- b. An irregular shape has sides with different  and angles which are different .

2. Label each of the shapes below as regular or irregular.

a.



b.



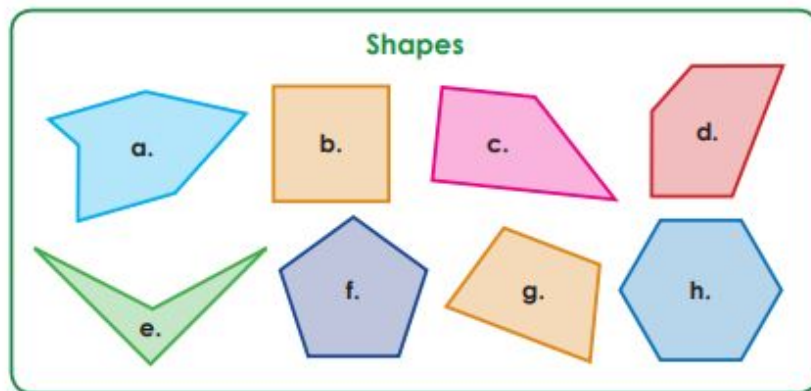
c.



d.



3. Sort the following shapes into groups of regular and irregular shapes. Write the letters for each shape in the correct column.



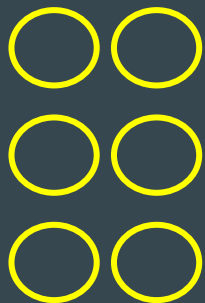
| Irregular | Regular |
|-----------|---------|
|           |         |

4. Draw 2 irregular shapes which have the same number of sides as the regular shape in the box.

|  |  |
|--|--|
| a.  |  |
| b.  |  |

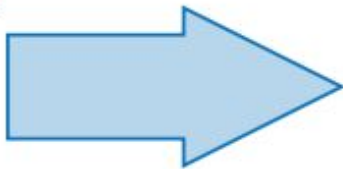
Draw these in a workbook to send to your teacher if that is easier.

Drag the circles over yes or no to say whether each shape has a line of symmetry. Type the number of lines of symmetry in the box below each shape.



5. Do the following shapes have a line of symmetry? (circle yes or no). If yes, how many lines of symmetry does the shape have? Draw lines on each shape.

a.



yes / no

Number of lines of symmetry:

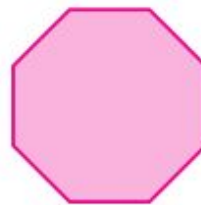
b.



yes / no

Number of lines of symmetry:

c.



yes / no

Number of lines of symmetry:

d.



yes / no

Number of lines of symmetry:

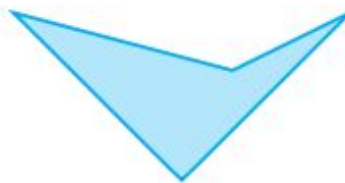
e.



yes / no

Number of lines of symmetry:

f.



yes / no

Number of lines of symmetry:

Drag the circles  
over the objects  
that have NO  
lines of  
symmetry.



Drag the lines  
over the objects  
to show lines of  
symmetry.



6. Circle the objects that have **no** lines of symmetry.

a.



b.



c.



d.



7. Draw the lines of symmetry on these objects.

a.



b.



c.



# Friday

Lesson 5



# Personal Passion Project

Week 1 Term 4





This week you will choose your own topic of interest. It can be anything that you would love to find out more about and present to your teacher and classmates.

It may include:

- Your favourite animal or a unique species you know very little about.
- A scientific phenomenon like weather, experiments, gravity etc.
- An environmental topic, like natural disasters, rainforests or pollution.
- Something to do with your favourite sport, food, colour, hobby or famous person.

[CLICK HERE](#) and [HERE](#) to watch some videos of personal passion projects.

**IT CAN BE ANYTHING YOU LIKE!**

MONDAY

# Monday

Decide on your topic. On the following slide make a colourful collage of pictures that represent this topic.

For example, if my topic was 'OCEANS', my collage might look like this:





# Define your topic

What are the key words of the topic you are presenting?  
Define these key terms:



Now brainstorm all the words you think might relate to your topic in a concept map on the following slide. For example, my concept map on oceans might look like this:



Concept map

# My Concept Map

TUESDAY

# What do you want to know?



What about your topic of interest do you want to find out more about?

Come up with 3 great questions that you can find out. For example, one of my questions for my ocean passion project might be: 'How many different species of fish live in Australian oceans?'

Make sure your questions are asking you to find out what you don't know already.

Questions:

- 1.
- 2.
- 3.



WEDNESDAY

# Research Time!

Do some research and answer your 3 questions in as much detail as you can. You might like to include pictures and diagrams that help explain your answers.



# Question 1: Research and Answer

## Question 2: Research and Answer

# Question 3: Research and Answer

THURSDAY

## Let's Experiment!



Find an experiment you can do at home that links to your topic. Conduct the experiment and show photos or a video of what happened. Write about what you discovered from doing this experiment.

For example, because my passion project is on 'Oceans', I might chose to do an experiment on how oil spills and pollution impacts marine life.

I would find an experiment and demonstrate what I learnt from conducting my experiment.

# My Experiment



FRIDAY

Today you are able to choose from the  
Friday Fun Bingo Grid!

You can choose from any of the activities  
and do as many as you like!

Don't forget to send through some photos  
of what you get up to.

Please try to have fun and choose things  
that make you happy!

## FUN FRIDAY BINGO GRID

Choose 5 activities in a row to do today. Your line can go vertically, horizontally, diagonally or zig-zag. Have a great day.  
Highlight the activities you are choosing and share some pictures of the things you do with your teacher and class.



|  |   |  |  |   |
|--|---|--|--|---|
| Find a fun place to sit and read a book. Under the bed? Up a tree?   | Create an artwork or model using only recycled materials.   | Bake some biscuits, mini pizzas or cupcakes cakes  | Have an online playdate with a friend using Zoom or Facetime.  | <b>Scavenger Hunt</b><br>See if you can find: <ul style="list-style-type: none"> <li>• a toy with wheels</li> <li>• 4 green things</li> <li>• something fuzzy</li> <li>• something you treasure</li> <li>• something noisy</li> <li>• something starting with T</li> <li>• a sphere</li> <li>• something bendy</li> <li>• something smelly</li> </ul> |
| Create a Spoonville family in your garden<br> | Make a list of all of the things that you are grateful for. Could you show these on the petals of a flower drawing or the coloured stripes of a rainbow painting? | Dance! Put on your favourite song and dance along. You might be able to follow a dance-along version on YouTube.                         | Draw a self-portrait. Have your family suggest words to describe you. Write these around your picture.                       |   |
| Make a certificate for a friend to celebrate one of their special qualities or an achievement                                  | Create your own word search using words on the topic of food or cooking, then ask someone to complete it.   | Design your ideal cupcake and draw it. Think about flavour, frosting and decorations.  | Create a list of the rooms in your house and monitor how often the lights are used. Can you save electricity in any of them? | Enjoy a walk or a bike ride with your family.   |
| Go on a 'senses walk' and think of all of the things that you can see, hear, smell and feel.                                   | Conduct a food scrap and rubbish audit. Develop a plan to reduce the amount of rubbish going in the bin at your house.  | Make a timeline to show the main events in your life and highlight when you achieved new things for the first time e.g. your first steps | Play a card or board game or do a jigsaw puzzle with your family.  | Design and make a poster of all the ways we can look after the earth.   |
| Make a scrapbook or a collage to show things that make you smile or things that you are proud of.                              | Make a cubby in your wardrobe, under your bed or in the backyard  | Find an object for each letter of the alphabet in your kitchen.  | Ride your bike, scooter, roller skates (anything with wheels) for 30 minutes. Remember to wear your helmet.                  | Make a pop-up card for someone that you miss.<br>   |

