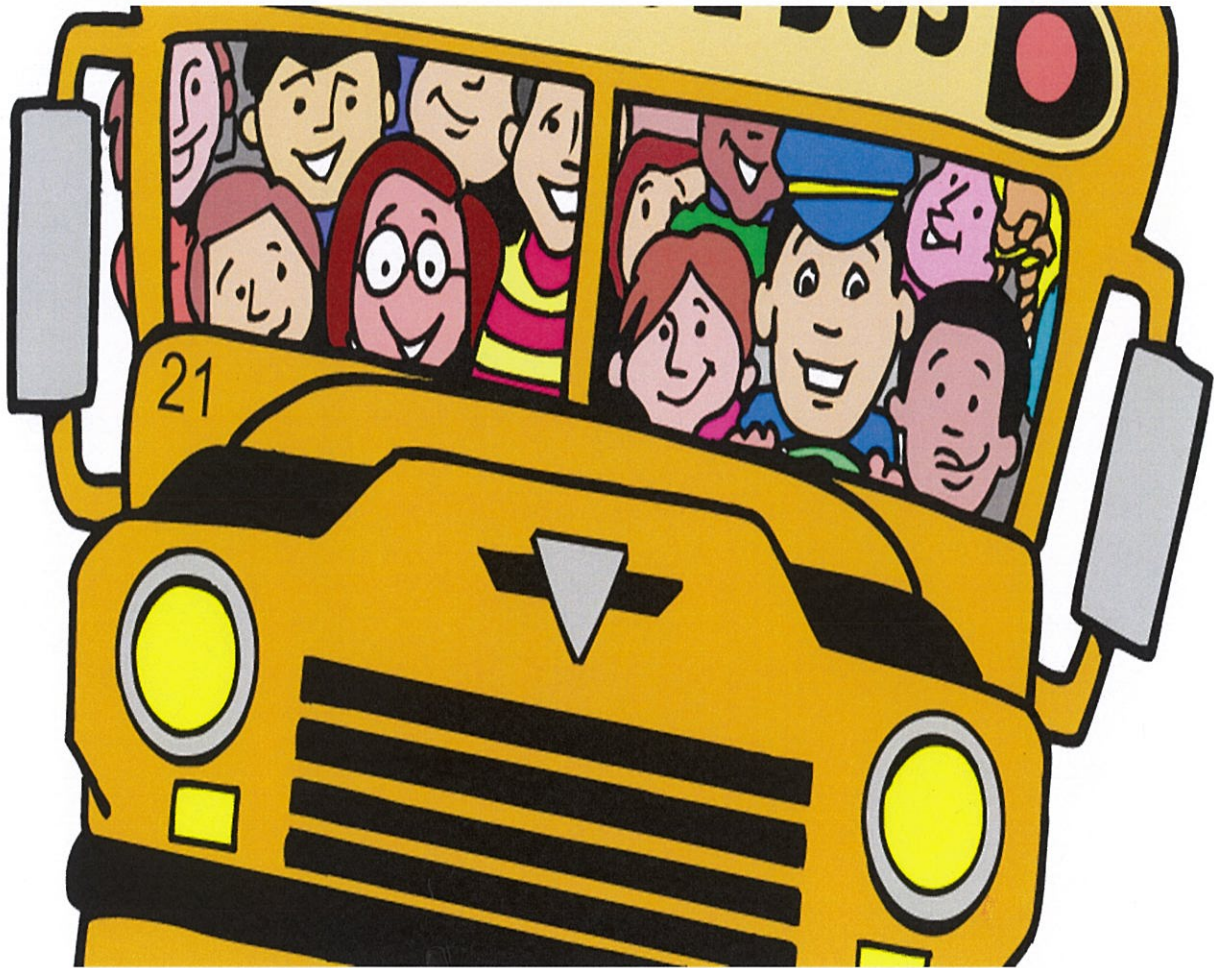
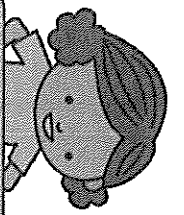


Year 3 –4 The Learning space

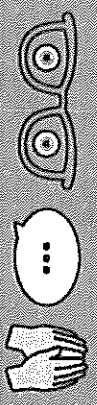
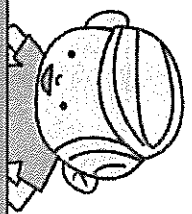
Week 1-2 Term 2



Wednesday



Look, Say, Cover, Write, Check



Look, Say, Cover	Write and Check	Write and Check	Write and Check
Red			
Win			
Drum			
will			
bell			
doll			
skull			
said			
here			
windmill			
Type here.			

The Lion and the Mouse



One day, a proud lion was asleep in the wood, his head resting on his paws. A timid mouse came along. The mouse didn't see the lion and ran across the lion's nose.

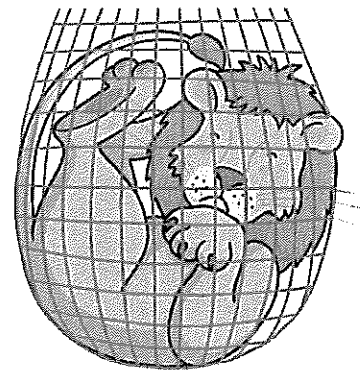
The lion woke up from his nap. He was cross with the mouse. "You woke me up!" he roared and laid his paw on the mouse, ready to gobble her up.

The mouse was scared. "Please let me go!" begged the mouse. "If you let me go, I will repay you one day!"

"You are funny!" said the lion. "How could a mouse help a lion?"

The lion laughed at the idea that a mouse could ever help him. But he was generous and let the mouse go.

Some days later, the lion was caught in a hunter's net. Unable to get out, the lion roared in anger. The mouse remembered the lion's voice and ran quickly to the net.

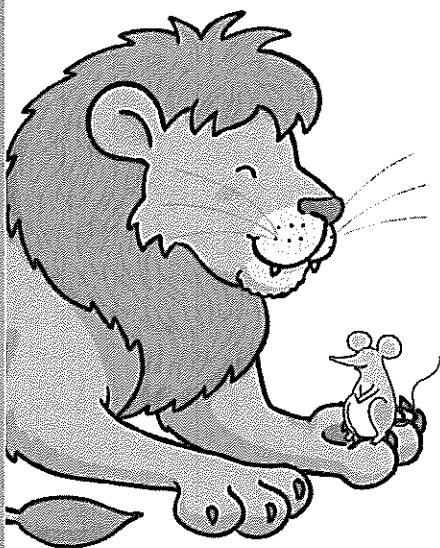


The mouse saw the lion struggling in the net and had an idea. She gnawed on the net until it broke and the lion was able to escape. The lion was free.

"Even a mouse can help a lion!" declared the tiny mouse.

From that day on, the mouse and the lion became friends forever.

A kindness is never wasted.



The Lion and the Mouse Questions

1. Why did the mouse run across the lion's nose? Tick one.

- She didn't see the lion.
- She wanted to surprise the lion.
- She thought it would be fun.

2. Why did the lion think the mouse was funny? Tick one.

- because she was dressed as a clown
- because she told him a joke
- because he thought a mouse could never help a lion

3. Why did the mouse run quickly to the net? Tick one.

- because she was in a hurry
- because she heard the lion's voice
- because she was nosy

4. Complete the sentences. One has already been done for you.

The mouse didn't see the lion

and had an idea.

The mouse saw the lion
struggling in the net

became friends forever.

The mouse and the lion

and ran across his nose.

5. What is the moral of the story?

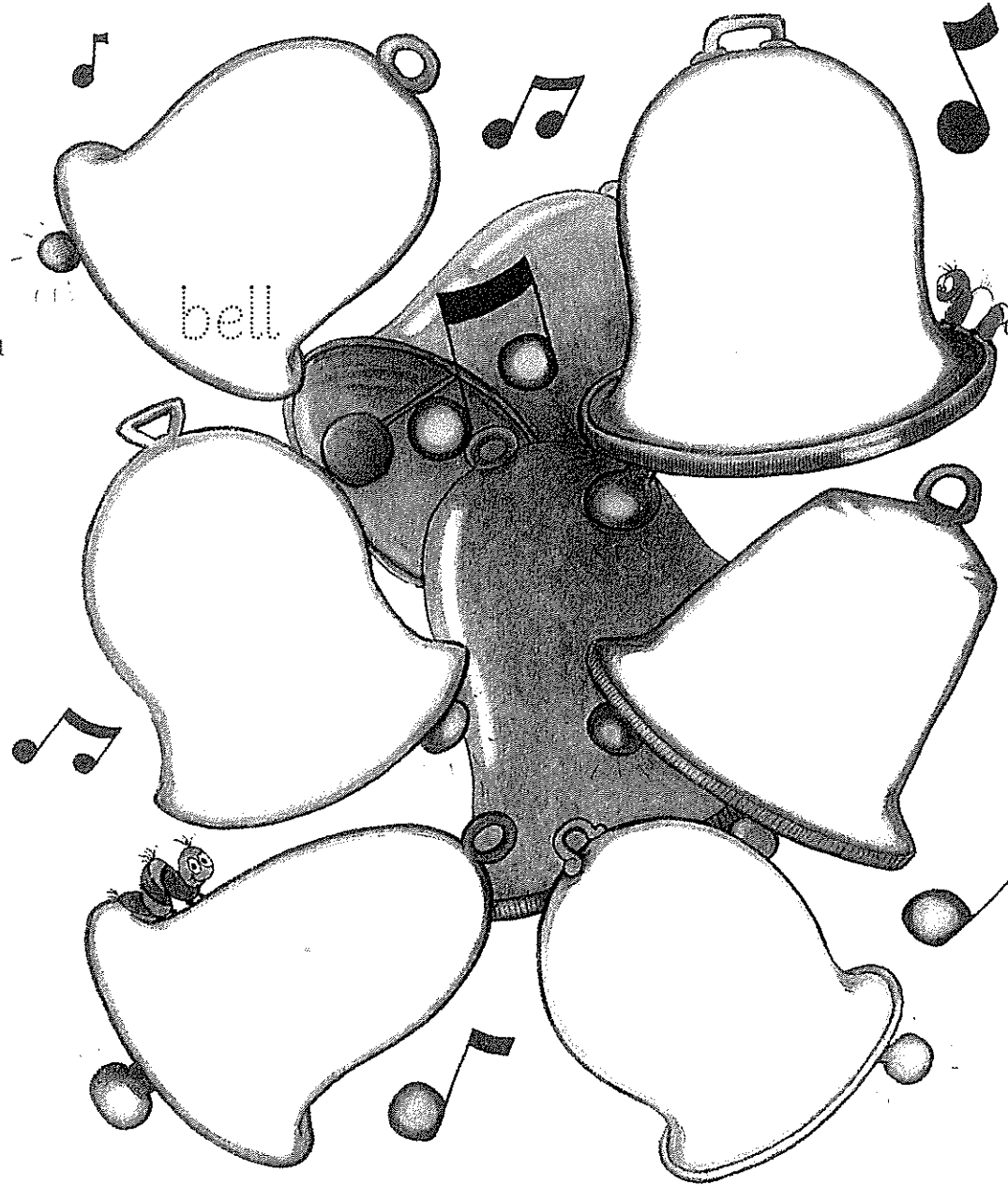
Write an <ll> word in each bell and draw a picture to illustrate it

ll



Action:
Pretend to lick a lollipop and say l, l, l.

red
win
drum
will
bell
doll
skull
said
here
windmill



Dictation

1.

2.

3.

4.

5.

6.

7.

8.

9.

cats bats

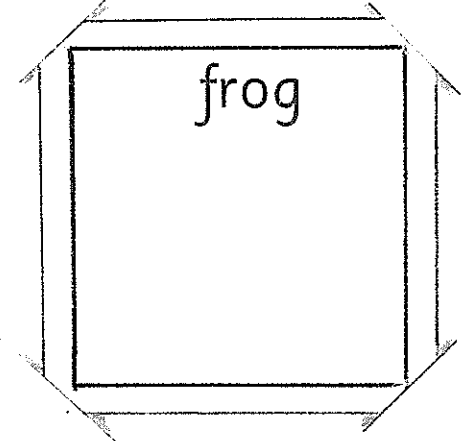
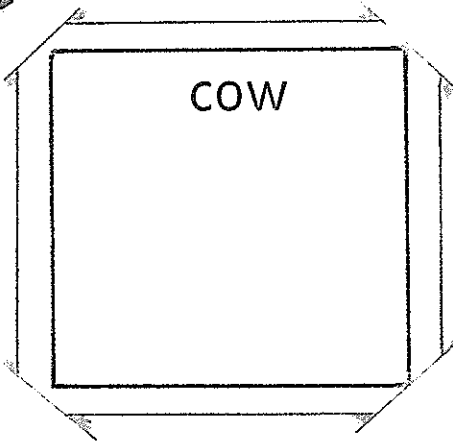
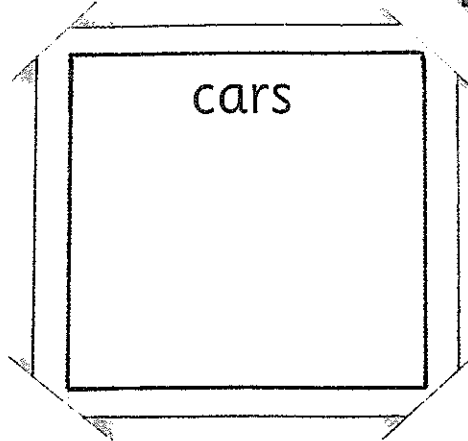
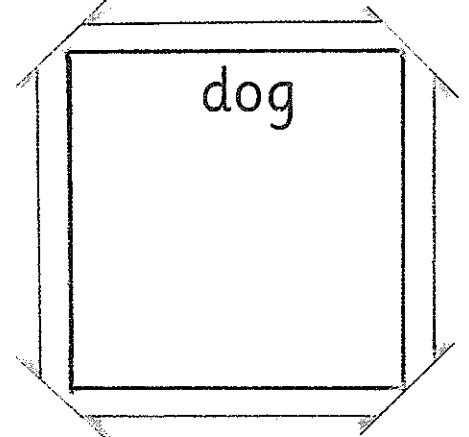
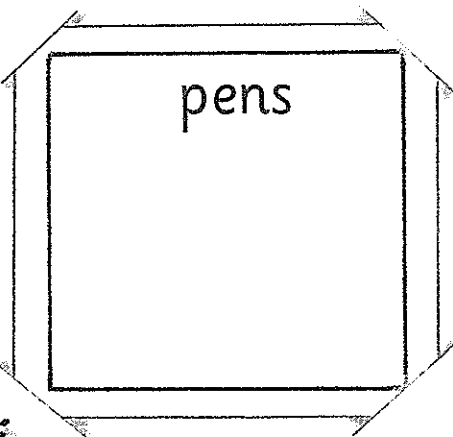
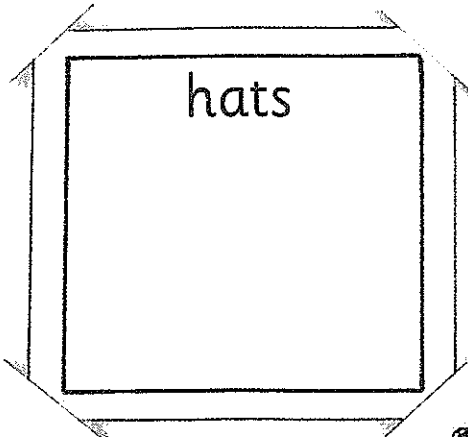
Plurals

socks

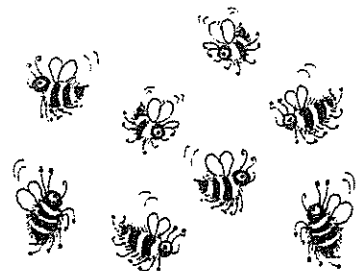
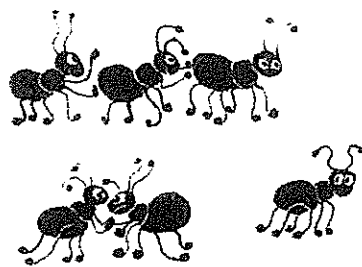
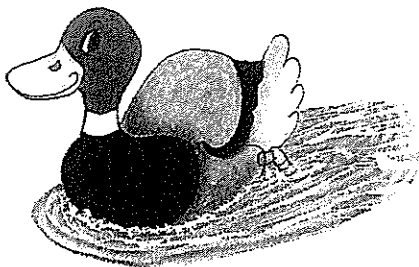
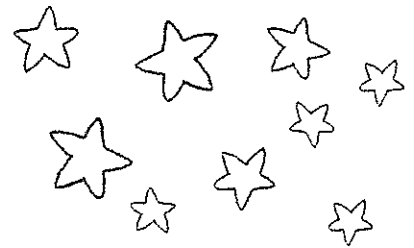
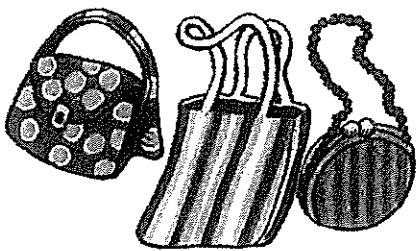
dots

books

Illustrate each word in the boxes.



Write the word for each picture.

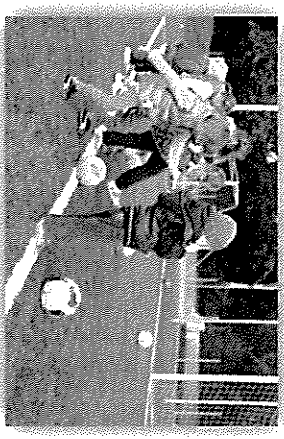
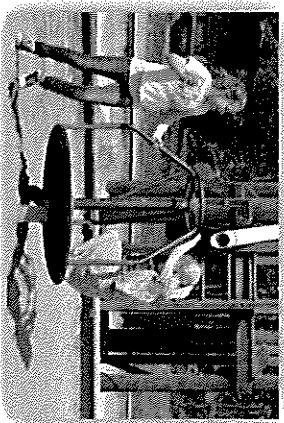
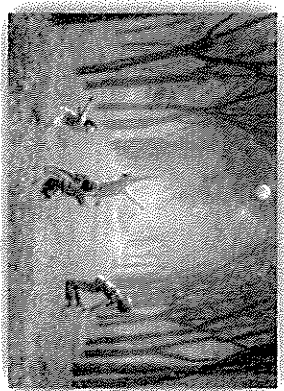


Thursday



Name: _____ Date: _____

Write a statement about a game you like playing.



Do your sentences have:

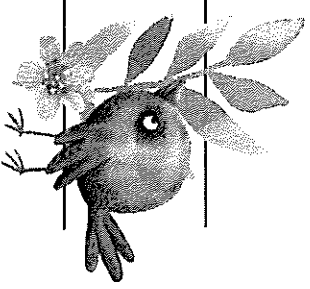
- Capital letters,
- full stops,
- spaces
- makes sense

Did you:

- use letter sounds to help you write words
- Hold your pencil the correct way

Self Assessment Emoji

I feel about my work



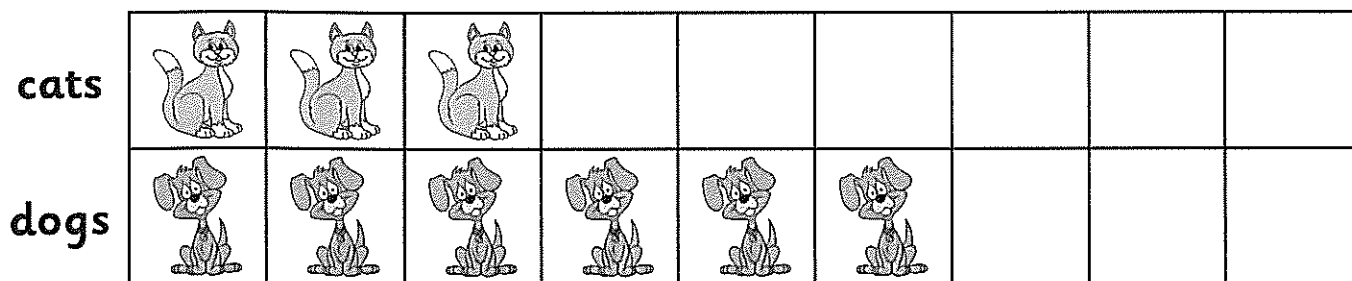
Data – interpreting and analysing data


You will need:  sticky notes  pencils


What to do:

Look at this graph.

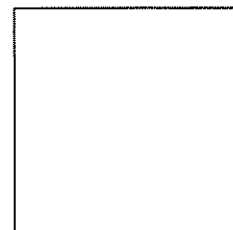
Does Ms Smith's class prefer cats or dogs?



How many people like  ?



How many people like  ?

Do more people like cats or dogs? Draw the favourite.



Tell someone how you know this.

What to do next:

Do you prefer  or  ? Draw your choice on a sticky note and make a class graph of the information.

Data – interpreting and analysing data

What to do:

Look at this graph.

Favourite fruits


apples



bananas



How many people prefer  ?

How many people prefer  ?

Which is the favourite fruit?

Was it easy to tell this? Tell someone why or why not.

What to do next:

Draw the apples and bananas onto the graph below to make it easier to understand the information.

apples									
bananas									

Read it Find it

aw

Read each word. Find the picture and circle it.

yawn

crawl

saw

draw

paw

straw



Read it Find it

ow

Read each word. Find the picture and circle it.

crown

bow

towel

cow

clown

owl



My Informative Prewriting Template

The template consists of a central oval labeled "Topic" and four surrounding rectangular boxes, each labeled "Fact". Each box contains horizontal lines for writing.



Tasmanian Devil

The Wild Tasmanian devil can only be found in the wild in Tasmania, Australia. The Tasmanian devil is a marsupial.

Female marsupial animals have pouches in which they carry their young. The pouch helps the Tasmanian devil mother to feed and protect newly born babies. There are four teats in the pouch, so she can look after four little devils at one time.

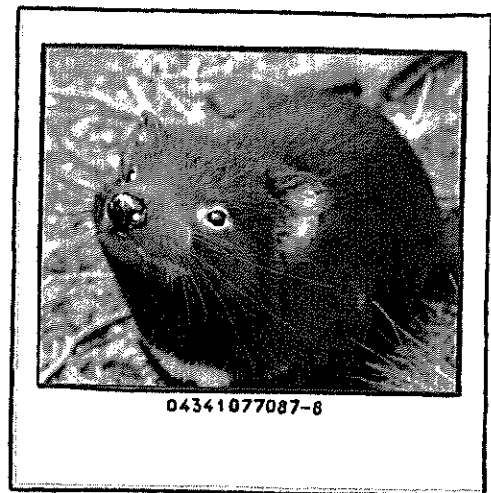
Tasmanian devils are mostly black, but usually have white marking on their bottom or the chest. Tasmanian devils are carnivores which means they only eat meat. They are also known to be scavengers. They eat lizards, frogs, insects and any animal meat they can find.

The Tasmanian devil stores fat in its tail so that it has something to draw on when there isn't a lot of food to eat. Their eyesight is better when it's dark. They are good at spotting things that are moving, but if things are still they probably won't see it as clearly.

Adult male devils are usually bigger than females. They are about 30 centimetres tall and weigh up to 14kg.

Did You Know...?

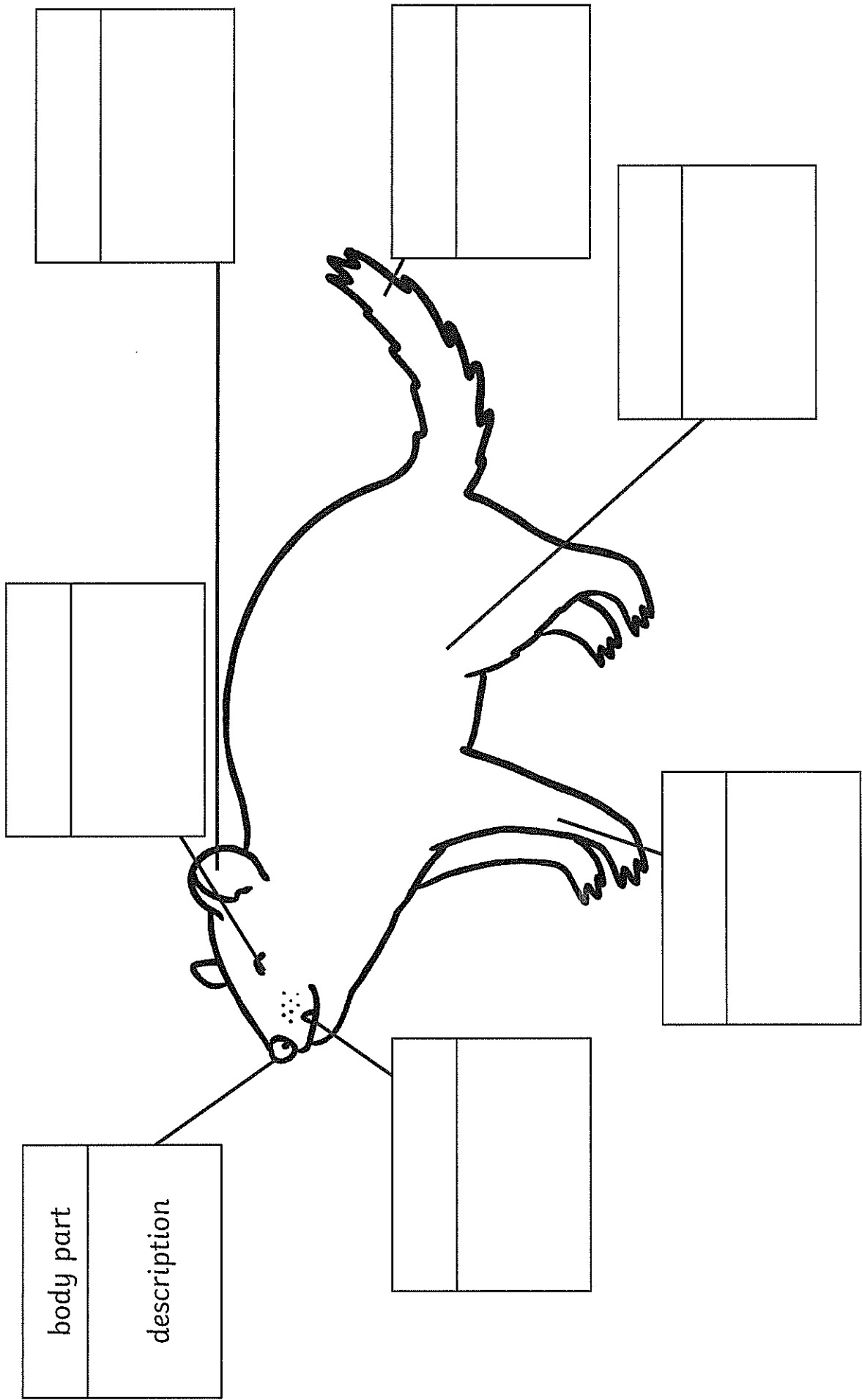
Devils can eat up to 40% of their body weight in a day.



<p>The Tasmanian devil uses these to hear sounds.</p>	<p>The Tasmanian devil uses this to smell and breathe through.</p>	<p>The Tasmanian devil uses this to eat food. It has a powerful jaws and eats meat.</p>	<p>This helps the Tasmanian devil balance when it moves quickly and stores fat.</p>
<p>nose</p>	<p>ears</p>	<p>legs</p>	<p>tail</p>
<p>The Tasmanian devil uses these to move.</p>	<p>These allow the Tasmanian devil to see.</p>	<p>This helps the Tasmanian devil mother to feed and protect newly born devils.</p>	
<p>mouth</p>	<p>eyes</p>	<p>pouch</p>	

<p>The Tasmanian devil uses these to hear sounds.</p>	<p>The Tasmanian devil uses this to smell and breathe through.</p>	<p>The Tasmanian devil uses this to eat food. It has a powerful jaws and eats meat.</p>	<p>This helps the Tasmanian devil balance when it moves quickly and stores fat.</p>
<p>nose</p>	<p>ears</p>	<p>legs</p>	<p>tail</p>
<p>The Tasmanian devil uses these to move.</p>	<p>These allow the Tasmanian devil to see.</p>	<p>This helps the Tasmanian devil mother to feed and protect newly born devils.</p>	
<p>mouth</p>	<p>eyes</p>	<p>pouch</p>	

Parts of Australian Animals



Friday

Money – coins

You will need:



a partner



scissors



glue stick









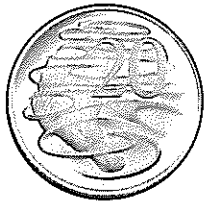

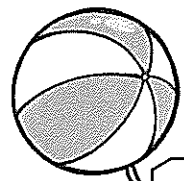
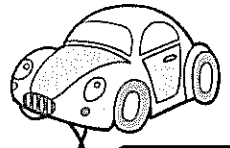

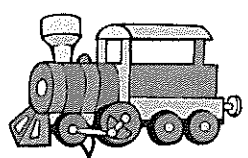

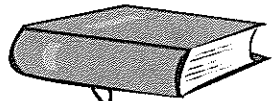
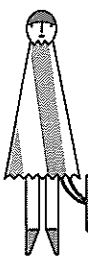
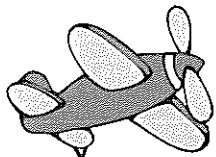

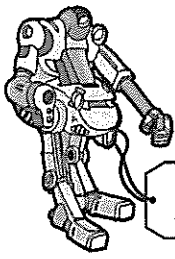


copy


What to do:

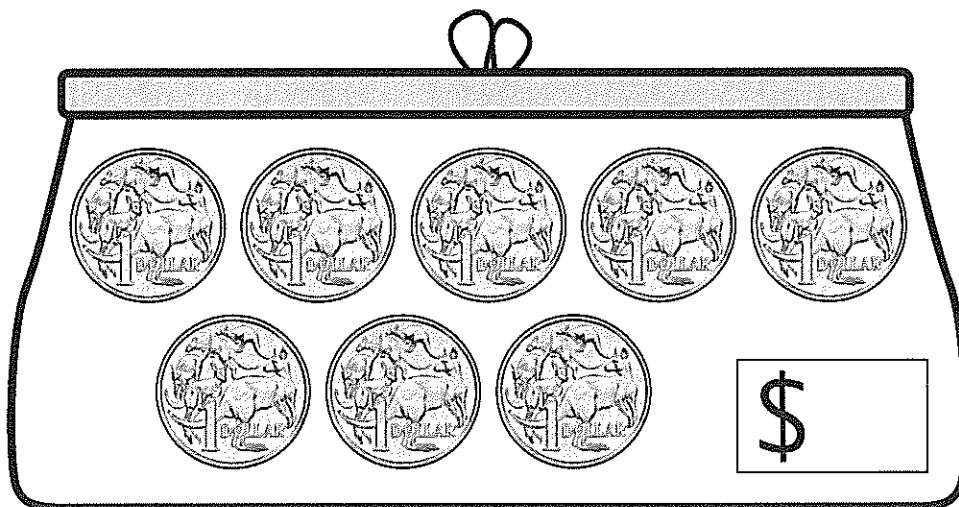
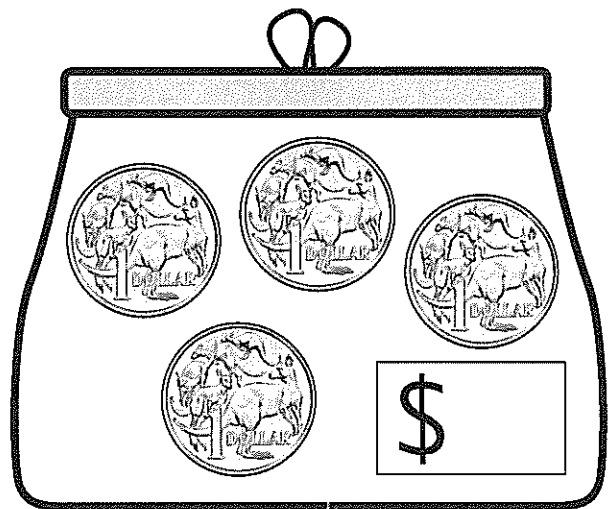
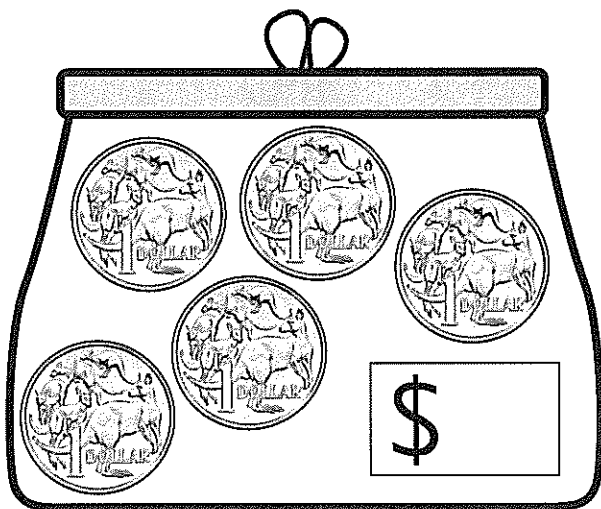
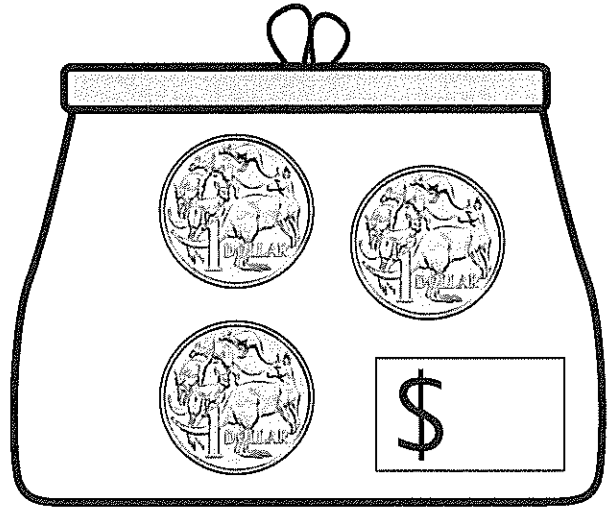
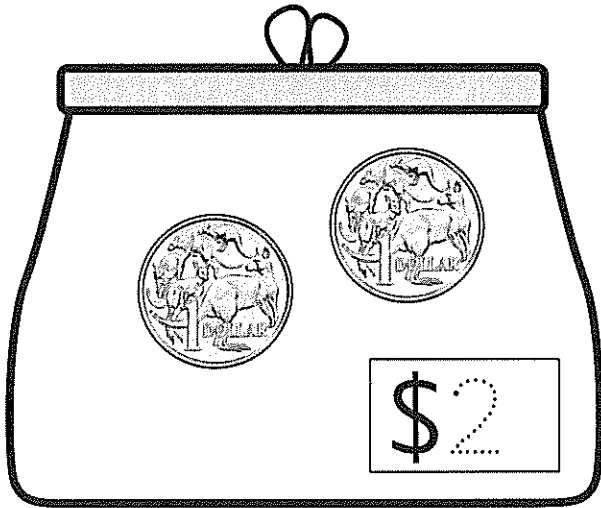
Cut out the toys and the coins. Spread them out face down. Take turns turning over 2 cards – if they match, you’ve bought the toy! Play until all the toys have been bought.

Glue your toys and the matching coins into your maths book.

			
			
		 5c	 10c
 20c	 50c	 \$1	 \$2
 5c	 10c	 20c	 50c

Money – counting coins

1  How much money is in each purse?



Name: _____

Date: _____

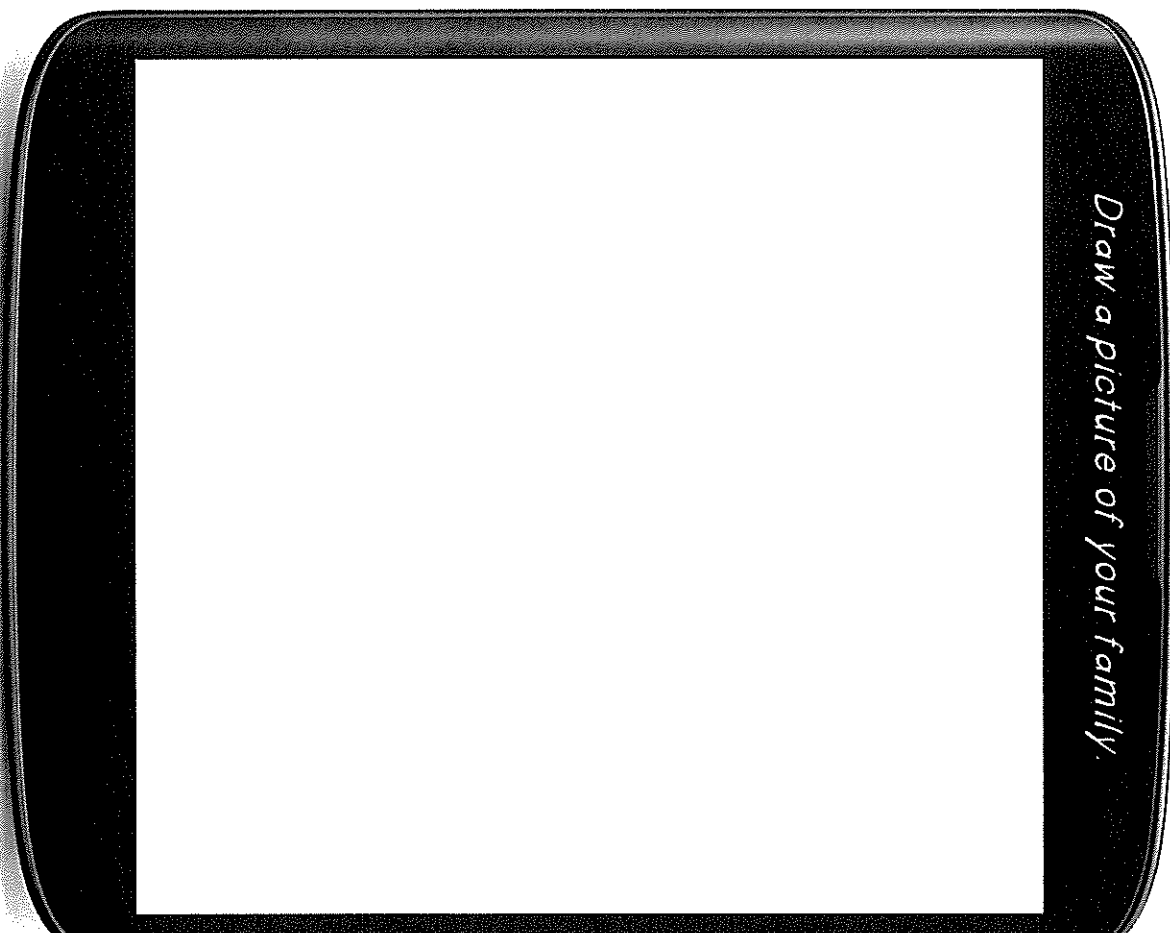
Write 3 sentences about your family.

A **subject** tells you who or what the sentence is about. A **verb** tells you what the subject does or is.

Self Assessment Emoji

How I feel about my work

Draw a picture of your family.



Challenge:

In your sentences:

- circle the subject
- underline the verb
- add an adjective

Do your sentences have:

Did you:

Capital letters,

use letter

full stops,

sounds to help

spaces

you write words

makes sense

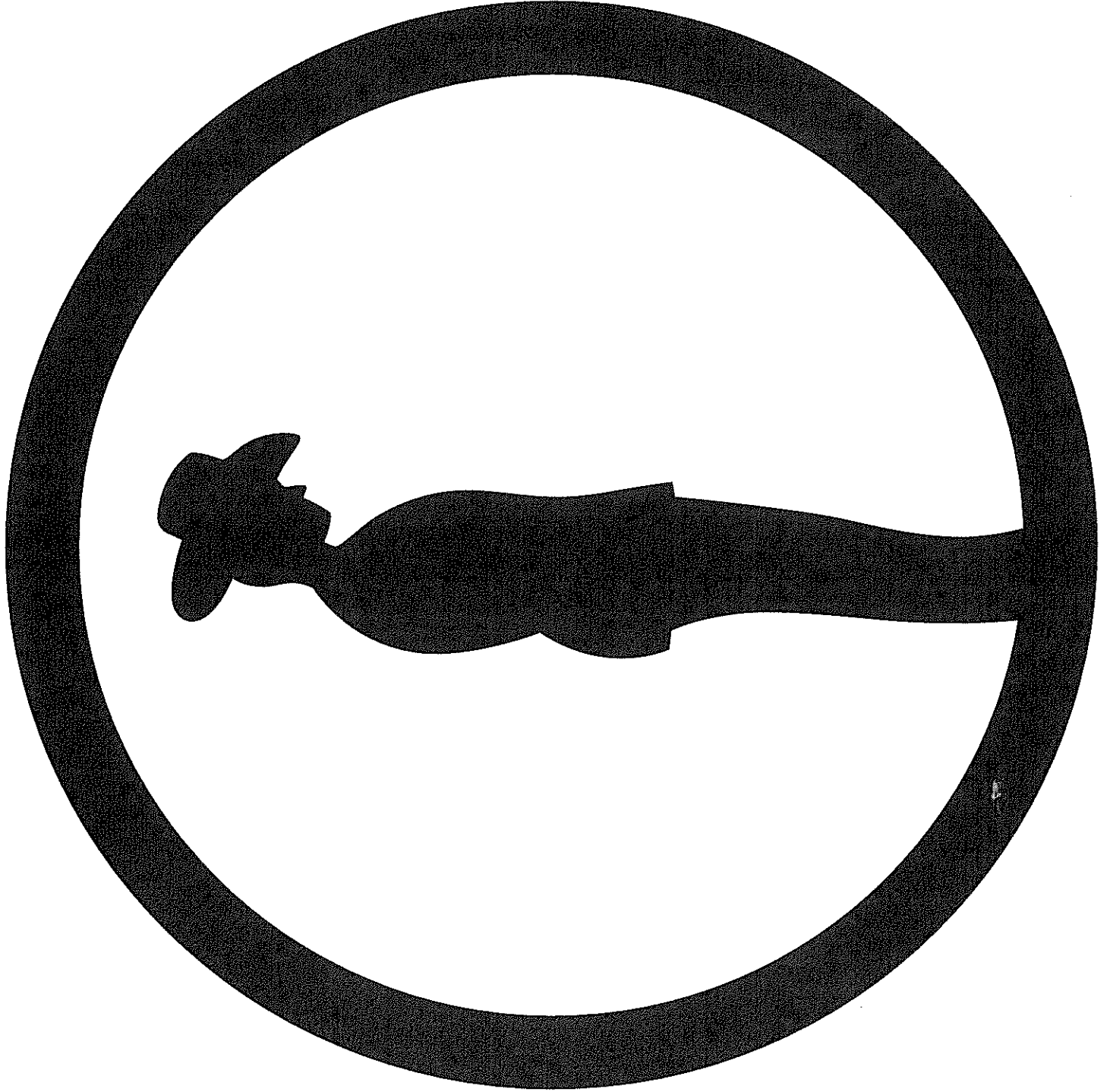
Hold your

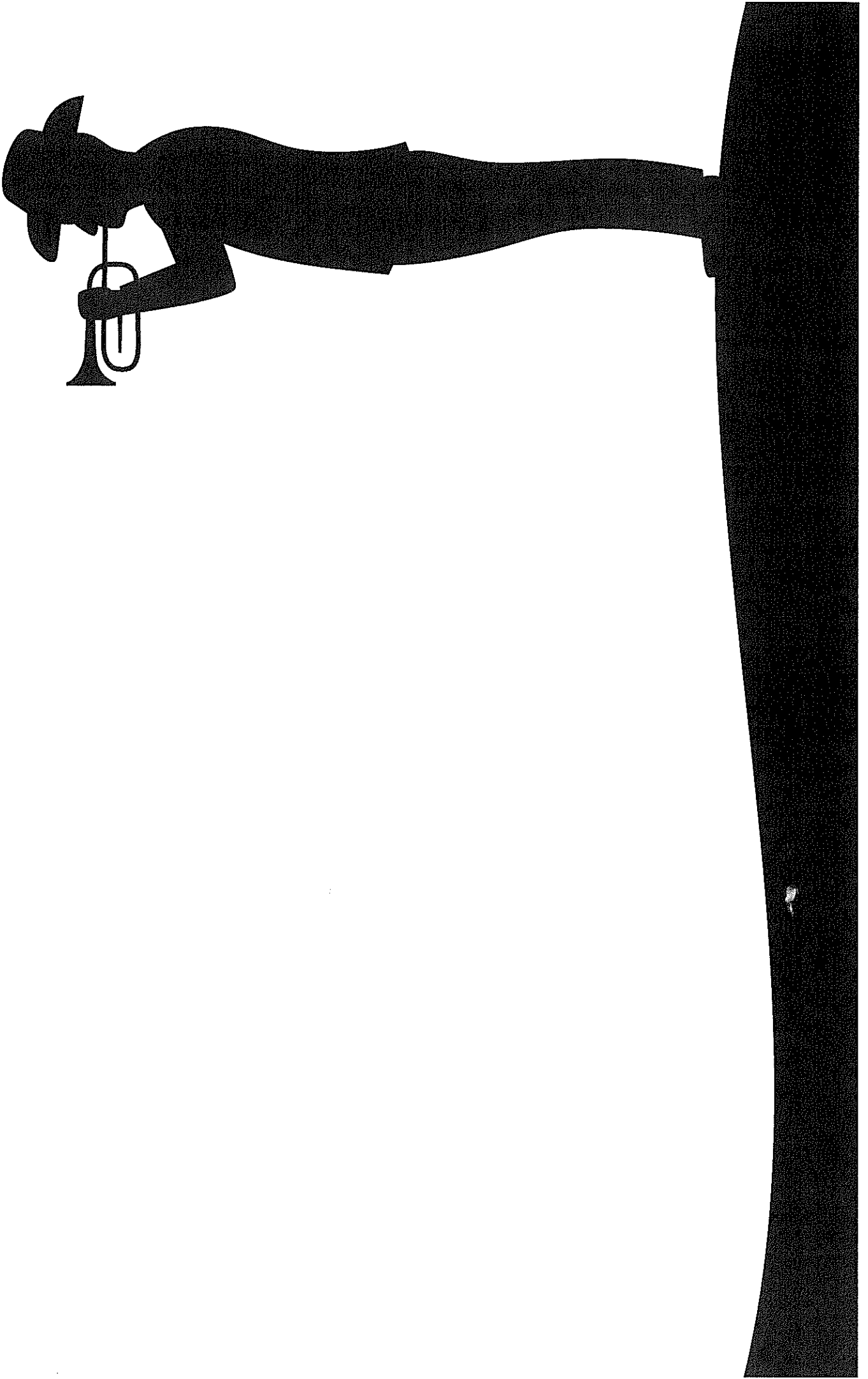
a subject

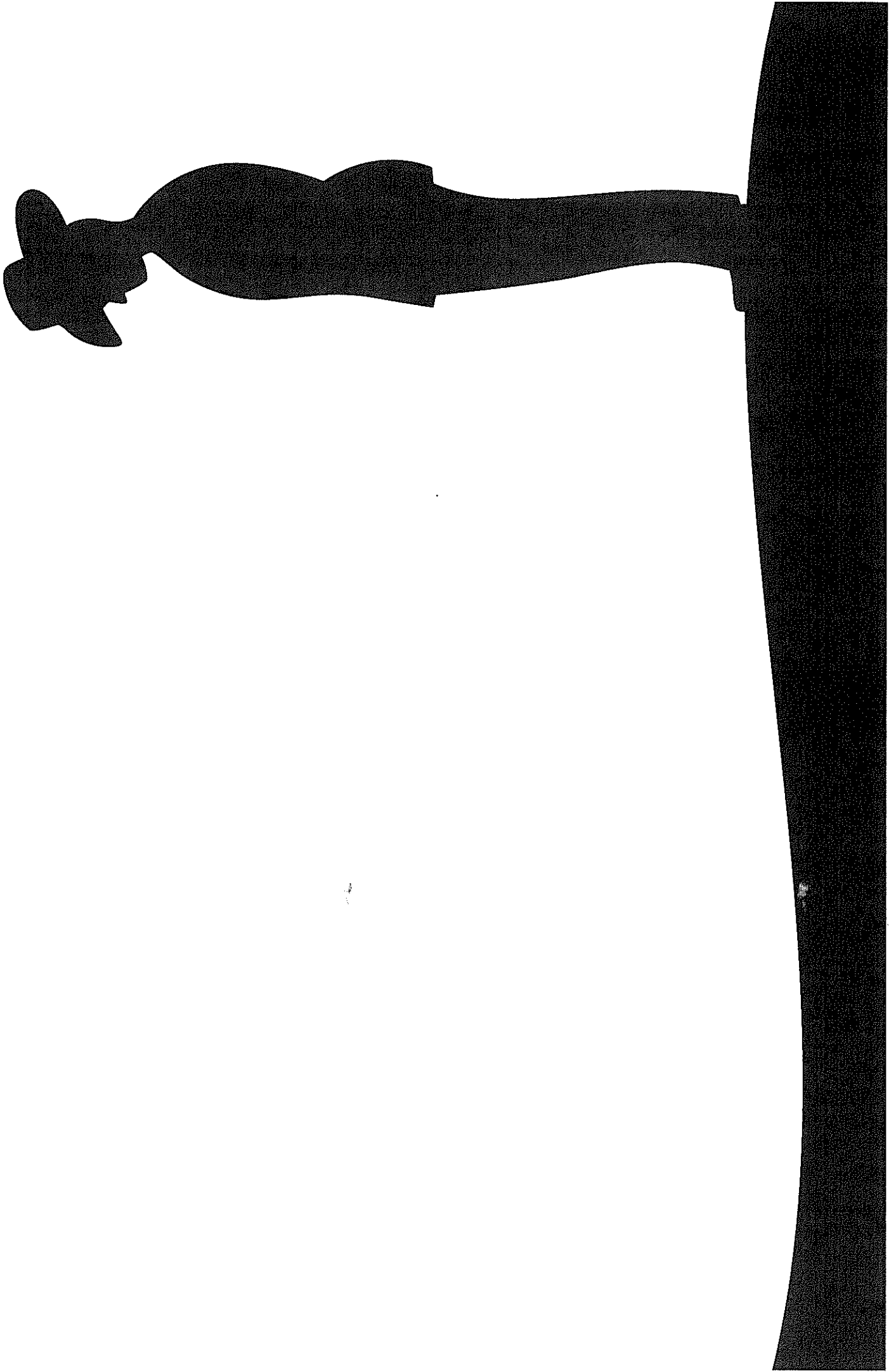
pencil the

a verb

correct way







Monday

duck

click

__nd

__sh

__sp

s__n

__tch

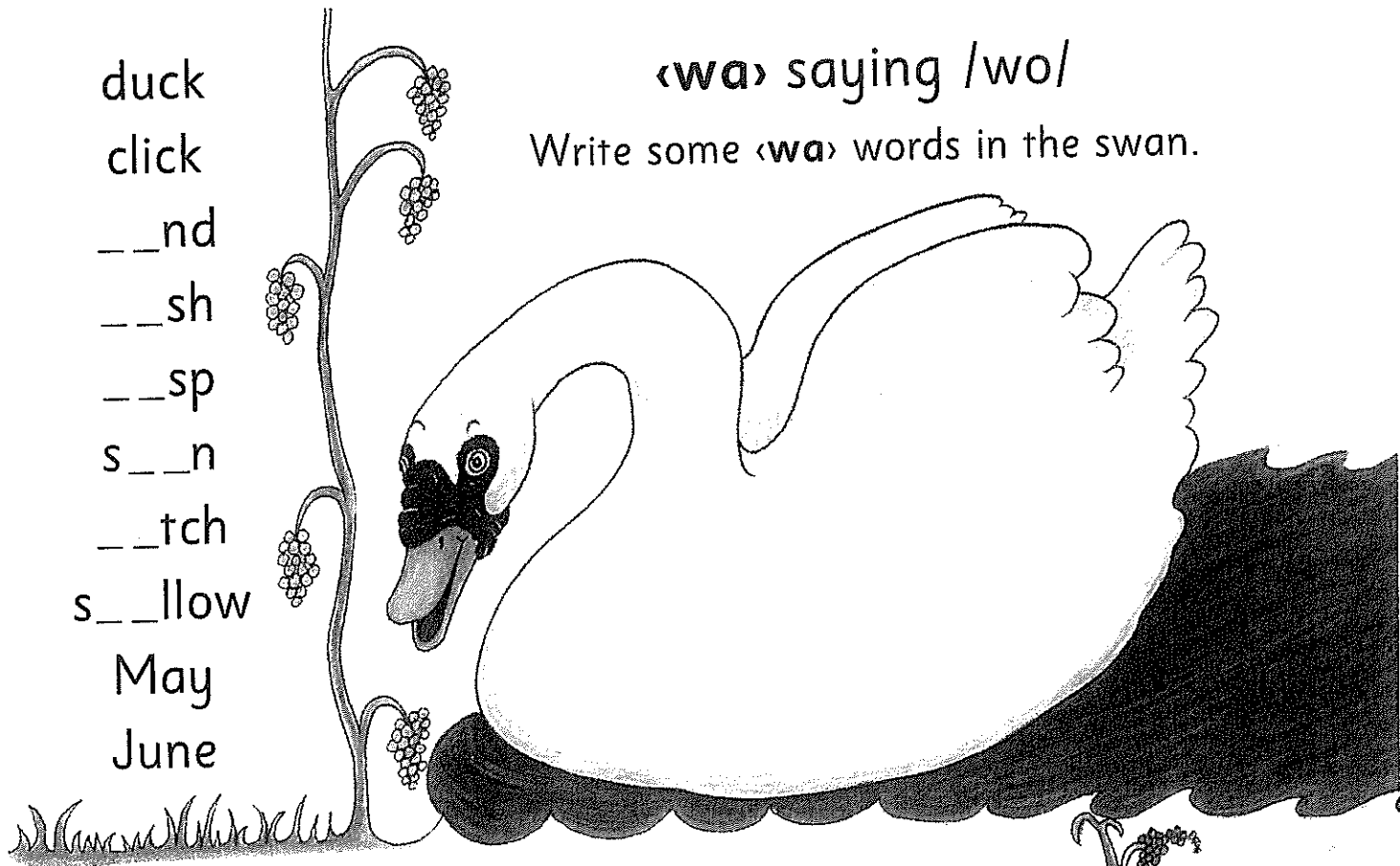
s__llow

May

June

«wa» saying /wo/

Write some «wa» words in the swan.



Choose a word from the list to fit each sentence.

My _____ says two o'clock.

She was stung by a _____.

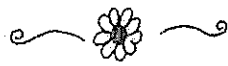
We must _____ our hands.

A _____ is a big, white bird.

May

M_y

a



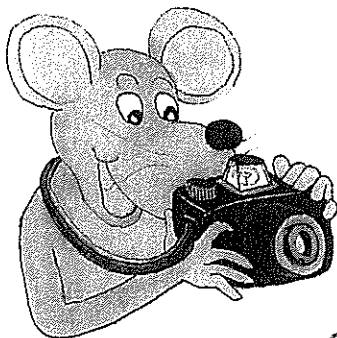
June

J_n_

_u_e



Read these nouns, and give each proper noun a capital letter.



england

michael

mrs swan

monday

wand

fire

flower

dog

september

chair

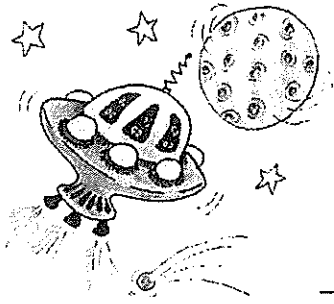
new zealand

mr brown

house

watch

hannah

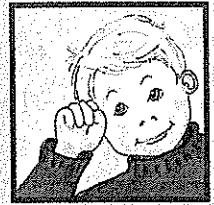


Adjectives



Choose a name for a planet
and write it on the line.

Action:



Touch the side of your
temple with your fist.

Imagine an alien living on the planet.

Write an **adjective** to describe the alien's head in the first box, and draw
the head next to it. Then do the same for the alien's body and feet.

My alien has a

(any adjective)

head...

...a

(texture adjective)

body...

...and some

(colour adjective)

feet!



AN Decodable Reading

Name: _____

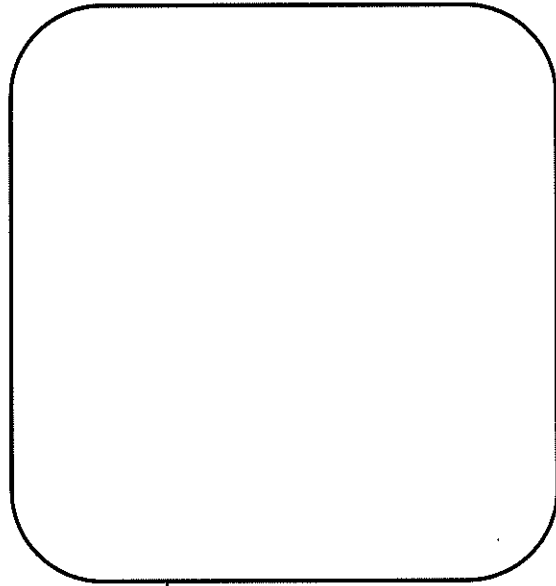
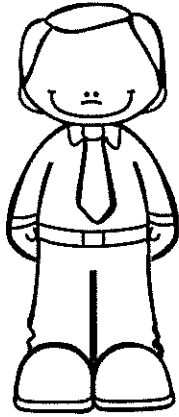
Read the story. Highlight the 'an' words. Illustrate the story in the box. Answer the questions.

Dan the Man

Dan is a man.

Dan is a tan man.

Dan has a van.



Dan has a fan, a pan and a can in his van.

The man's name is...

Dan is a what man?

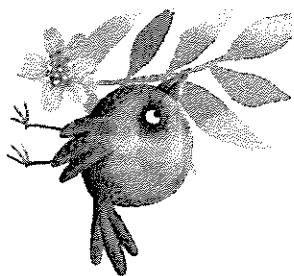
Dan has a...

In Dan's van are...



I am a sentence builder!

I am learning to write a simple sentence.



Read my Sentence

My sister plays with a ball .

Capital letter

Full stop

Build my Sentence

My sister plays with a ball .

Capital letter

Full stop

Write my Sentence



Write the capital letter and paste it where it belongs.

My

sister

plays

with

a

ball

.

My sister plays with a ball .

Numbers to 20 – location and order

1 Fill in the missing numbers.

1	<input type="text"/>		<input type="text"/>	11	<input type="text"/>	<input type="text"/>
	3		<input type="text"/>		13	19
	<input type="text"/>		8		14	<input type="text"/>
<input type="text"/>	6	<input type="text"/>		<input type="text"/>	<input type="text"/>	17

2 Say these counting numbers out loud. Are they in the right order? If not, put them in the right order. Say them again. Do they sound right now?

a

1	2	3	7	9	5	10	8	4	6
---	---	---	---	---	---	----	---	---	---

1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
---	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

b Try these.

11	12	14	13	15	18	17	16	19	20
----	----	----	----	----	----	----	----	----	----

11	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------

Numbers to 20 – location and order

1 Write the numbers that come before and after.

a

		3		
--	--	---	--	--

b

		7		
--	--	---	--	--

c

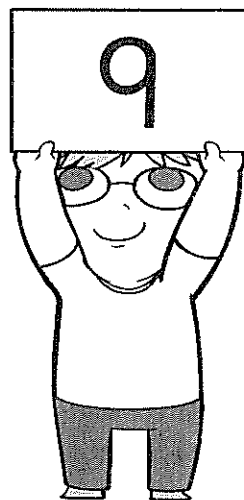
	12			
--	----	--	--	--

d

		15		
--	--	----	--	--

2 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

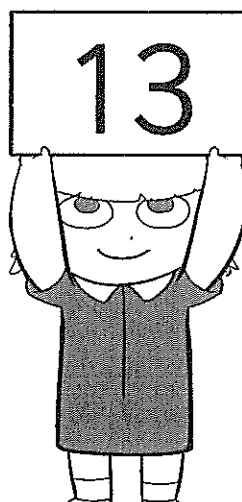
less than



more than

3 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than

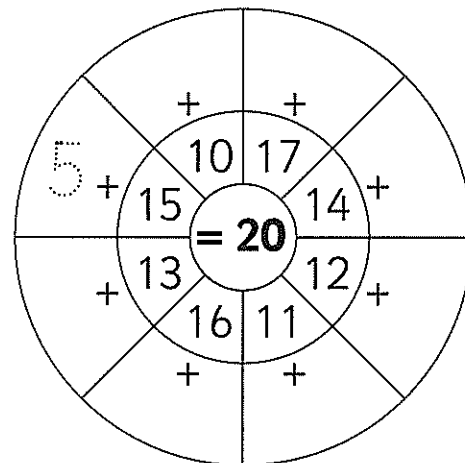
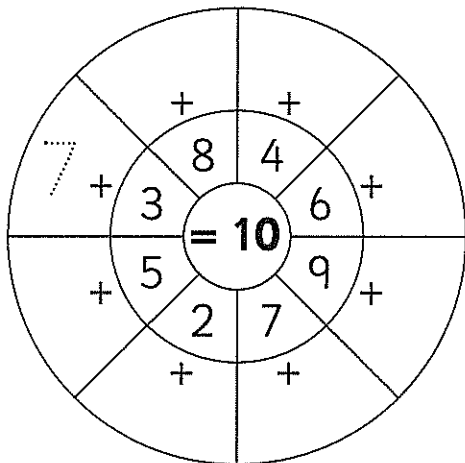


more than

Addition – revising basic number facts

Knowing your basic addition facts is handy. It means you don't have to keep on working out the same answers all the time!

1 Finish the addition number wheels.



2 Fill in the missing numbers in these facts.

a $5 + 2 = \square$

b $7 + 3 = \square$

c $\square + 5 = 9$

d $6 + 7 = \square$

e $3 + 9 = \square$

f $7 + \square = 15$

3 Write 4 addition facts for each number.

a

\square	+	10	=	10
\square	+	\square	=	10
\square	+	\square	=	10
\square	+	\square	=	10

b

\square	+	20	=	20
\square	+	\square	=	20
\square	+	\square	=	20
\square	+	\square	=	20



Name: _____

Date: _____

Write 3 sentences about your favourite sport.

A **subject** tells you who or what the sentence is about. A **verb** tells you what the subject does or is.

Self Assessment Emoji!

How I feel about my work

Draw a picture of your favourite sport.

Challenge:

In your sentences:

- circle the subject
- underline the verb
- add an adjective

Do your sentences have:

Capital letters,

full stops,

spaces

makes sense

a subject

Did you:

use letter

sounds to help

you write words

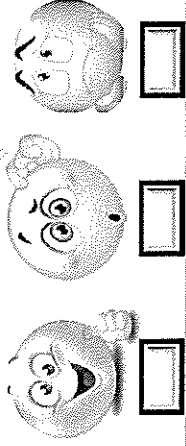
Hold your

pencil the

a verb

correct way

Tuesday



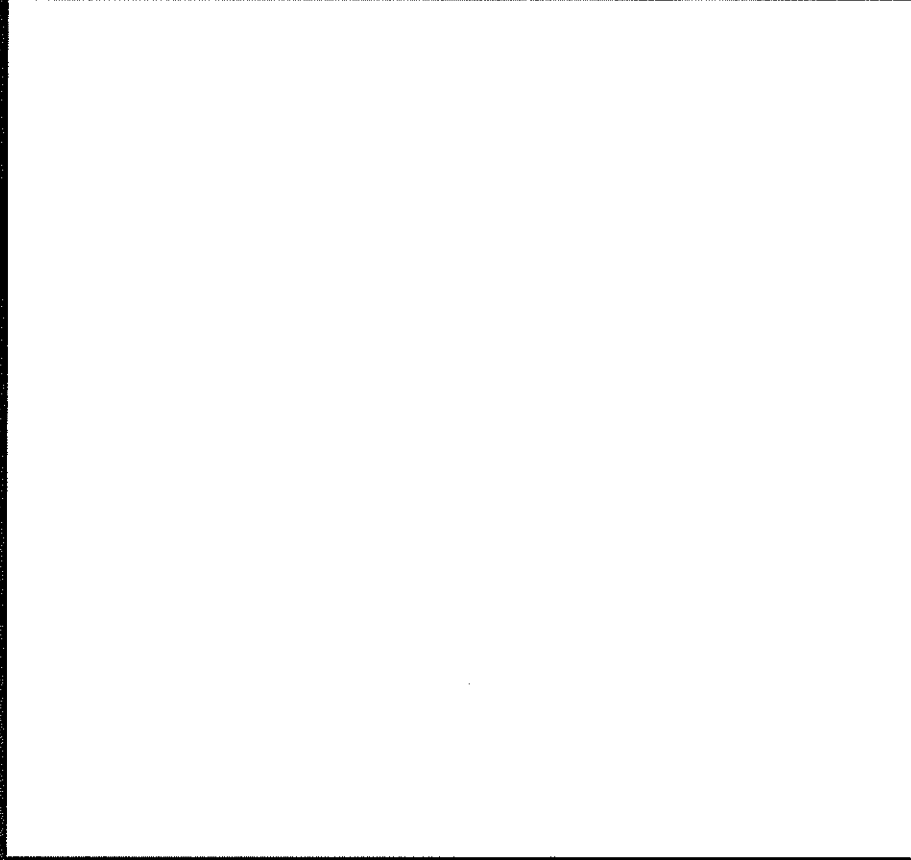
How I feel about my work

A **subject** tells you who or what the sentence is about. A **verb** tells you what the subject does or is.

Write 3 sentences about your class.

Seven horizontal lines for writing sentences.

Draw a picture of your class.



Challenge:

In your sentences:

- circle the subject
- underline the verb
- add an adjective

Do your sentences have:

- Capital letters,
- full stops,
- spaces
- makes sense
- a subject
- a verb

Did you:

- use letter sounds to help you write words
- Hold your pencil the correct way

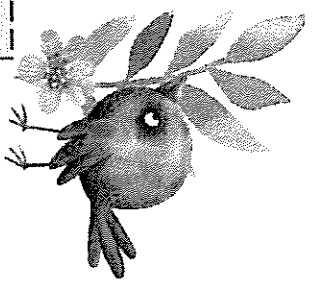


Week



I am a sentence builder!

I am learning to write a simple sentence.



Read my Sentence

Jack

Capital letter

laughed

at

the

clown

.

Full stop

Build my Sentence

Capital letter

Full stop

Write my Sentence



Write the capital letter and paste it where it belongs.

laughed

at

jack

the

clown

.

Numbers to 20 – counting from different starting points

1 Count forwards along these paths. Fill in the gaps.

a

11	12								
----	----	--	--	--	--	--	--	--	--

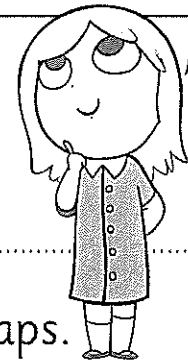
b

7	8					
---	---	--	--	--	--	--

Watch out!
The paths start at different numbers.

c

5	6					
---	---	--	--	--	--	--



2 Count backwards along these paths. Fill in the gaps.


a

10	9									0
----	---	--	--	--	--	--	--	--	--	---

b

19			16			
----	--	--	----	--	--	--

3 Work with a friend. Choose a number that is 20 or less. Close your eyes and together, count back from that number to zero. Every time you do it right, give yourselves a backwards ✓ tick!

	20	19	18	17	16	15	14	13	12	11
	10	9	8	7	6	5	4	3	2	1

Numbers to 50 – counting by 1s

1 Join the dots from 1 to 50 to create this picture.



Addition – revising basic number facts

1 Finish these number facts.

a $10 + 3 = \square$

b $10 + 6 = \square$

c $20 + 8 = \square$

d $20 + 7 = \square$

e $30 + 9 = \square$

f $30 + 2 = \square$

2 Put in the missing numbers or signs to make these facts true.

a $10 + \square = 15$

b $7 \square 3 = 10$

c $\square + 6 = 12$

d $\square + 10 = 17$

e $10 + \square = 18$

f $5 + 11 \square 16$

3 Solve these problems. Write the number facts.

a Zahra had **13** goldfish. Her cousin gave her **7** more. How many goldfish did she have altogether?

b Omar had **\$5** before his birthday. After his birthday, he had **\$20**. How much money was he given? (**Hint:** which part of the problem is missing?)

Addition – adding more than 2 numbers

We can add more than 2 numbers at a time and we can add them in any order. Look at $(3) + 5 + (7) = \boxed{?}$

We know that 3 and 7 makes 10 so we can add them together first. Then we add 5 to 10.

$$3 + 7 + 5 = 15 \quad \text{is the same as} \quad 3 + 5 + 7 = 15$$

1 Warm up by practising these make 10 problems.

a $0 + \boxed{10} = 10$

b $3 + \boxed{} = 10$

c $1 + \boxed{} = 10$

d $9 + \boxed{} = 10$

e $5 + \boxed{} = 10$

f $4 + \boxed{} = 10$

g $8 + \boxed{} = 10$

h $6 + \boxed{} = 10$

i $2 + \boxed{} = 10$

2 Practise turning these addition facts around.

a $2 + 5 = \boxed{}$

b $1 + 7 = \boxed{}$

$\boxed{5} + \boxed{2} = \boxed{}$

$\boxed{} + \boxed{} = \boxed{}$

3 Loop pairs of numbers that add to 10 first, then add what is left.

a $\boxed{(6)} \quad 3 \quad \boxed{(4)} = \boxed{13}$

b $\boxed{1} \quad \boxed{5} \quad \boxed{5} = \boxed{}$

c $\boxed{9} \quad \boxed{5} \quad \boxed{1} = \boxed{}$

d $\boxed{7} \quad \boxed{6} \quad \boxed{3} = \boxed{}$

e $\boxed{5} \quad \boxed{6} \quad \boxed{4} = \boxed{}$

f $\boxed{2} \quad \boxed{1} \quad \boxed{8} = \boxed{}$

Numbers to 50 – counting by 1s

1 Colour the counting numbers from 20 to 50 to help the birthday girl find a path to her birthday cake.



20	21	11	19	25	26	27	28	49	50
19	22	23	24	15	7	8	29	48	19
13	42	17	6	33	32	31	30	47	6
2	37	36	35	34	30	29	45	46	39
24	38	39	40	41	42	43	44	27	38



2 Where will 50 steps take you? Work with a friend to find out. Where do you think you will end up after 50 steps? Take the steps, counting out loud as you go. Was it closer or further than you thought? Now try a new direction.



Wednesday

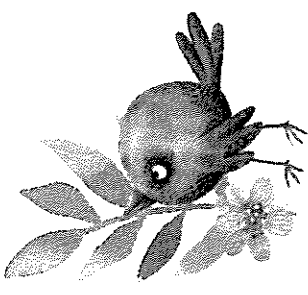


Week



I am a sentence builder!

I am learning to write a simple sentence.



Read my Sentence

I saw

an

elephant

sitting

down

.

Capital letter

Full stop

Build my Sentence

Capital letter

Full stop

Write my Sentence



Write the capital letter and paste it where it belongs.

i

saw

an

elephant

sitting

down

.

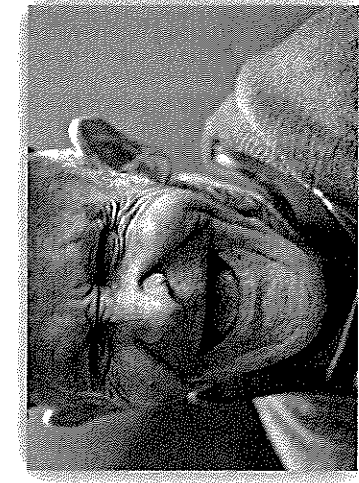
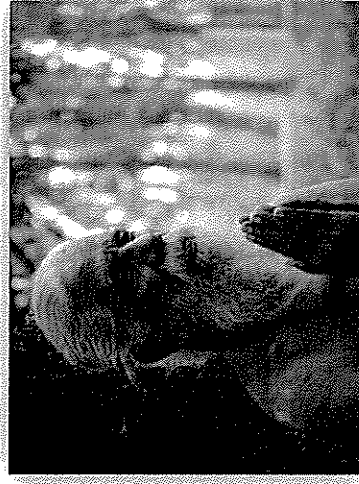
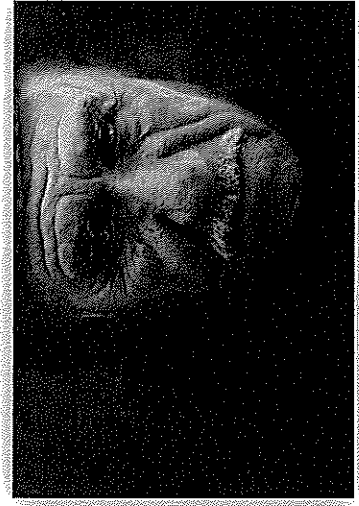
Finish this sentence:

Name: _____ Date: _____

Week 2



The little old man.....

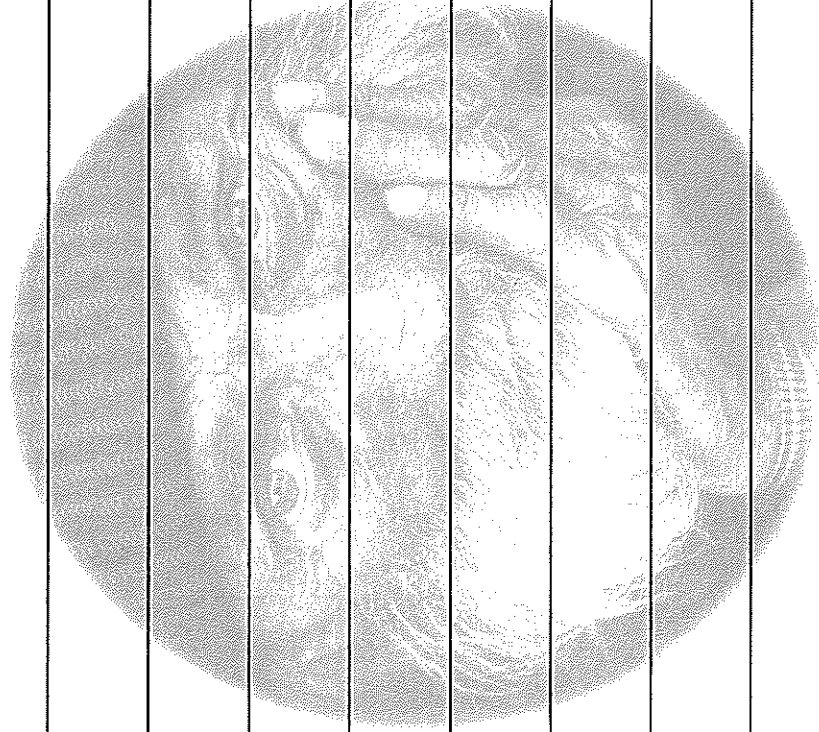


Do your sentences have:

- Capital letters,
- full stops,
- spaces
- makes sense
- a subject
- a verb

Did you:

- use letter sounds to help you write words
- Hold your pencil the correct way



Self Assessment Emoji

How I feel about my work

Who

What

When

Where

Why

How



Name: _____

Date: _____

Write 3 sentences about you.

A **subject** tells you who or what the sentence is about. A **verb** tells you what the subject does or is.

Self Assessment Emoji

How I feel about my work

Do your sentences have:

Capital letters,

full stops,

spaces

makes sense

a subject

Did you:

use letter

sounds to help

you write words

Hold your

pencil the

a verb

correct work

Challenge:

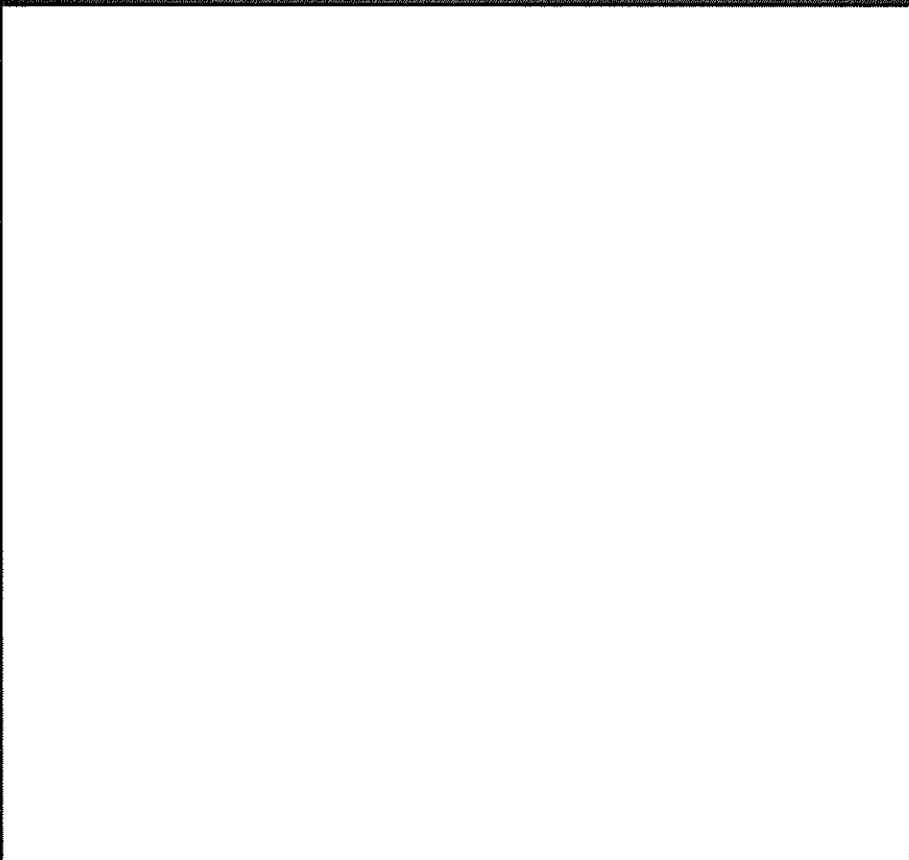
In your sentences:

circle the subject

underline the verb

add an adjective

Draw a picture of you.

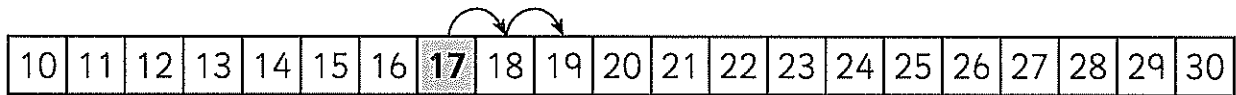


Addition – counting on

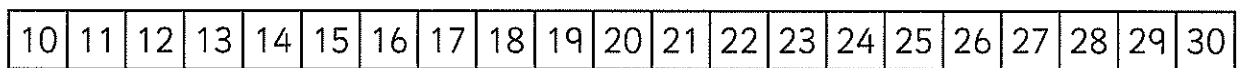
Counting on is a good strategy to choose when adding 1, 2 or 3.

$$17 + 2 = 19$$

We start at 17 and count on 2 more.



1 Use the number track to help you count on. Finish the facts.



a $14 + 2 =$

b $23 + 3 =$

c $19 + 1 =$

d $17 + 3 =$

e $15 + 1 =$

f $24 + 2 =$

2 How quickly can you finish these? Perhaps ask someone to time you using '1 hippopotamus, 2 hippopotamus' as the (quiet) count.



+ 1
$12 + 1 =$
$16 + 1 =$
$13 + 1 =$
$20 + 1 =$
$22 + 1 =$
Time

+ 2
$14 + 2 =$
$21 + 2 =$
$17 + 2 =$
$23 + 2 =$
$15 + 2 =$
Time

+ 3
$15 + 3 =$
$11 + 3 =$
$23 + 3 =$
$17 + 3 =$
$21 + 3 =$
Time

Time – calendars and dates

Calendars are usually organised month by month. This calendar page shows January.

The 1st day of this January is on a Monday.

The last day of this January is on a Wednesday.

January						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 Use the calendar below to answer the questions.

a How many Tuesdays are there in October?

b How many Sundays are there in October?

c Luke's birthday is circled. Pretend today is 17th October. How many days till his birthday?

d If you had to feed your fish every 2nd day, how many times would you feed your fish in October? Start feeding them on the 1st.

e Find the mystery date.

I have a 2 in the tens place.

I am even.

I am on a Sunday.

I am

October

October						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Time – calendars and dates

We can name and write dates in lots of different ways.

The ninth day of August 2014 could be written as:

9th August 2014

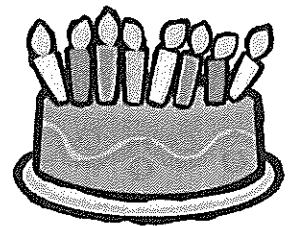
9 August 2014

August 9th 2014

9-8-14

09-08-2014

1 Write your birth date as many ways as you can.



2 How many days in a ...

a week

b fortnight

c year

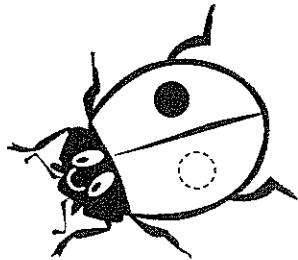
d leap year

3 Where do you think the word **fortnight** comes from?

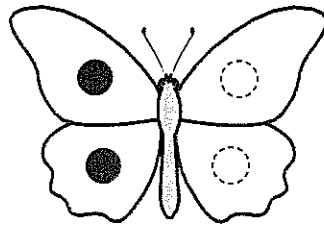
4 When will the next leap year be?

Addition – doubles

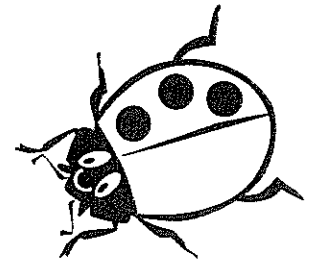
1 Draw the same number of spots on the empty side. Write the number fact to match.



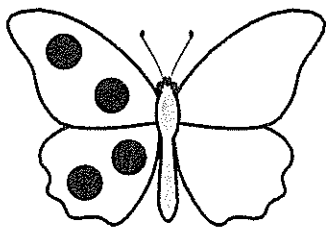
a $\boxed{1} + \boxed{1} = \boxed{}$



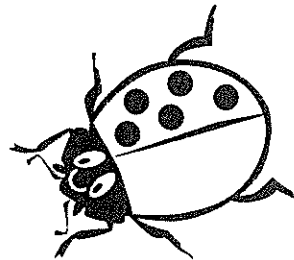
b $\boxed{} + \boxed{} = \boxed{}$



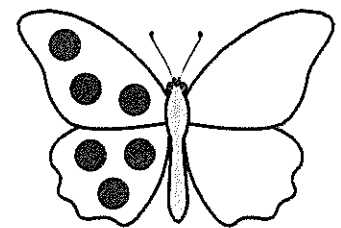
c $\boxed{} + \boxed{} = \boxed{}$



d $\boxed{} + \boxed{} = \boxed{}$

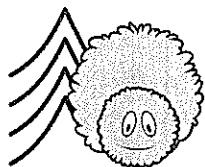


e $\boxed{} + \boxed{} = \boxed{}$



f $\boxed{} + \boxed{} = \boxed{}$

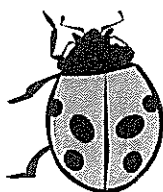
2 Draw the missing legs. Write the number fact to match.



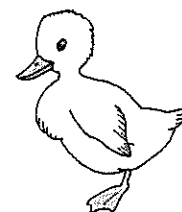
a $\boxed{} + \boxed{} = \boxed{}$



b $\boxed{} + \boxed{} = \boxed{}$



c $\boxed{} + \boxed{} = \boxed{}$



d $\boxed{} + \boxed{} = \boxed{}$

Addition – make 10

Knowing the addition facts that make 10 is really handy.
It helps us with trickier adding problems.

1 Practise your addition combinations to 10.

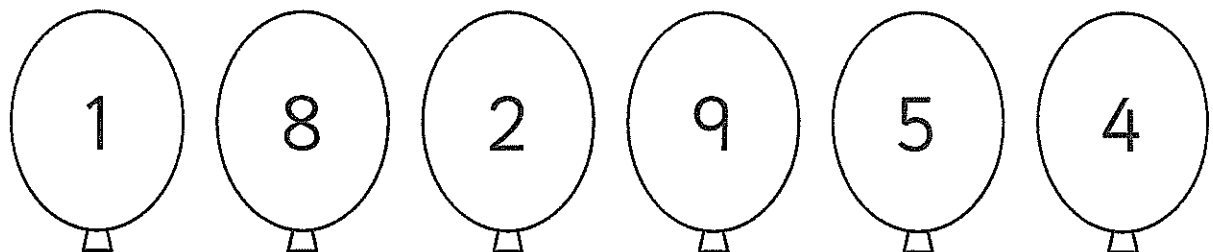
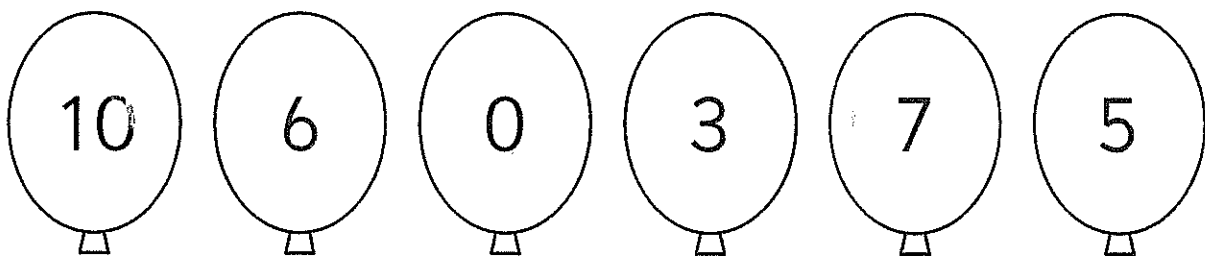
a $0 + \boxed{10} = 10$ **b** $1 + \boxed{} = 10$ **c** $2 + \boxed{} = 10$

d $3 + \boxed{} = 10$ **e** $4 + \boxed{} = 10$ **f** $5 + \boxed{} = 10$

g $6 + \boxed{} = 10$ **h** $7 + \boxed{} = 10$ **i** $8 + \boxed{} = 10$

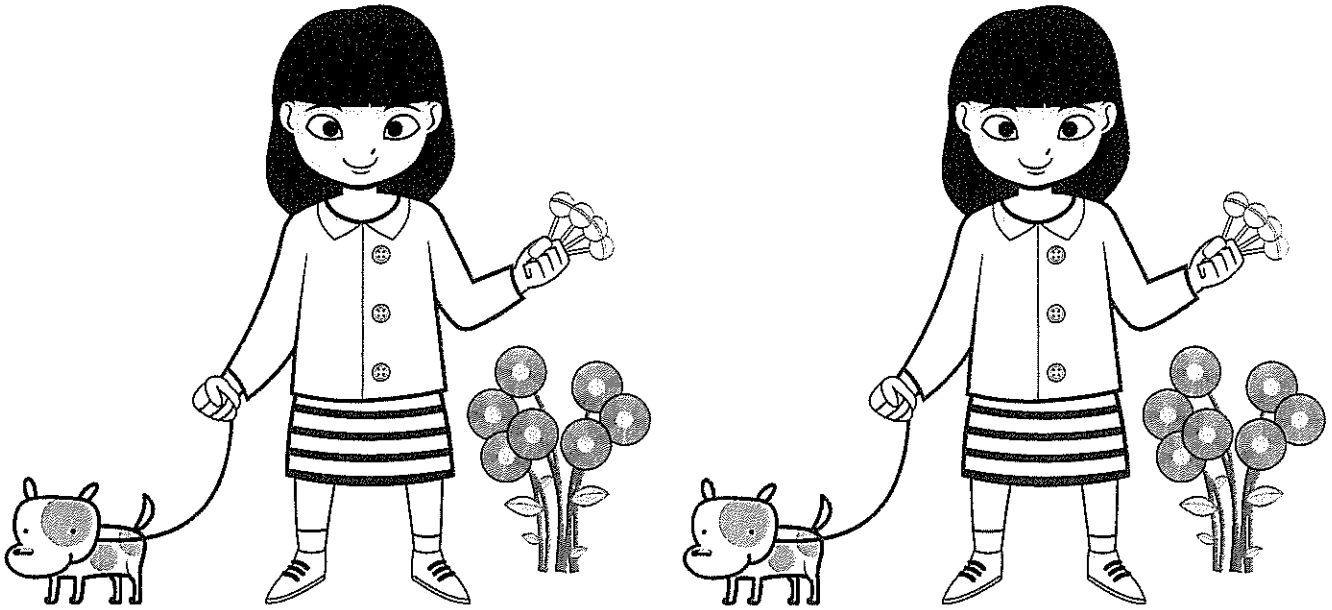
j $9 + \boxed{} = 10$ **k** $10 + \boxed{} = 10$

2 You will need 6 different coloured pencils for this activity.
Colour match the balloons that add to ten.





Thursday

Addition – doubles



1 These twins show us lots of doubles facts. Here are some.

 $2 + 2 = 4$

 $7 + 7 = 14$

Can you find any more? Write them.

Time – calendars and dates

11 of the months have either 30 or 31 days in them. One month has 28 days or 29 in a leap year.

How do we remember which month has which number of days?

One way is to learn a simple rhyme.

- 1 Can you fill in the missing words in the rhyme? If you don't know the answers, research with a partner.

30 days has September, _____, _____ and November.

All the rest have _____, except February alone,

which has _____ days clear, and _____ each leap year.

- 2 Write the number of days in each month.

January ____ February ____ March ____ April ____

May ____ June ____ July ____ August ____

September ____ October ____ November ____ December ____

- 3 Which month am I?

- a** I have 31 days.

The month before me has 28 days.

The month after me has 30 days.

I am

- b** I have 31 days.

The month before me also has 31 days.

The month after me has 30 days.

I am

Koala

Koalas are native to Australia. People still incorrectly refer to koalas as 'koala bears'. They are actually marsupials and are closely related to the wombat and kangaroo.

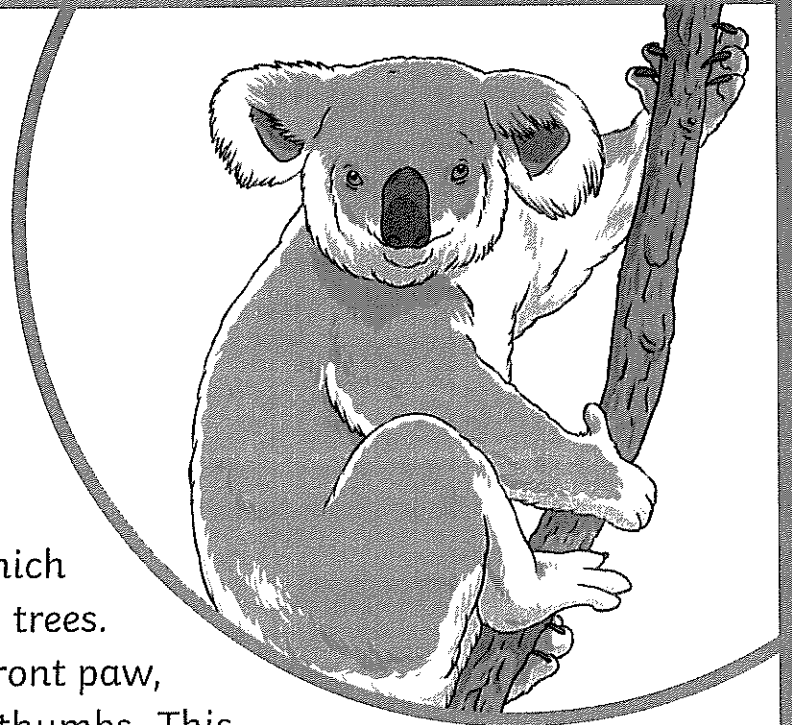
Koalas have sharp claws which they use to help them climb trees. They have five digits on each front paw, with two of them acting like thumbs. This helps them to hold firmly onto the branches and to grip their food. Their back paws are used as grooming paws.

A baby koala is called a 'joey'. Joeys live in their mother's pouch for around six months and will remain with them for another six months or so afterwards.

An adult koala can eat about half a kilogram to one kilogram of leaves each night.

Koalas are mostly nocturnal which means they are awake at night and asleep during the day.

Koalas sleep a lot during the day because they require a lot of energy to digest the toxic, low-nutrition diet that they eat. Sleeping is the best way to conserve their energy.



Did You Know...?

Koalas sleep for around 18-20 hours a day.



My Informative Prewriting Template

<p>Fact</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Topic</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Fact</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Fact</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Fact</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Fact</p> <p>.....</p> <p>.....</p> <p>.....</p>



Friday

Parts of Australian Animals

Cut and paste the information to match the parts of a koala.

The diagram shows a koala clinging to a tree branch. Lines connect the following parts to empty boxes:

- Left side: A box labeled 'body part' and a box labeled 'description' are connected to the koala's body.
- Right side: Three empty boxes are connected to the koala's head, its right arm, and its left arm.
- Bottom right: An empty box is connected to the koala's feet.



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<p>The koala uses these to hear sounds.</p>	<p>These help the koala move in trees and on the ground.</p>	<p>The koala uses this to smell and breathe through.</p>	<p>These allow the koala to see.</p>	<p>The koala uses this to eat food. Its teeth and tongue help it feed on leaves.</p>
<p>limbs</p>	<p>eyes</p>	<p>ears</p>	<p>nose</p>	<p>mouth</p>

A Koala

A koala bear
With fuzzy hair
Sat up in a tree.
He picked some fresh,
Green juicy leaves
And ate them for his tea.
He winked and blinked
His sleepy eyes,
And counted... one... two... three;
Then tucked his head
Inside his bed,
And fast asleep was he.

Materials

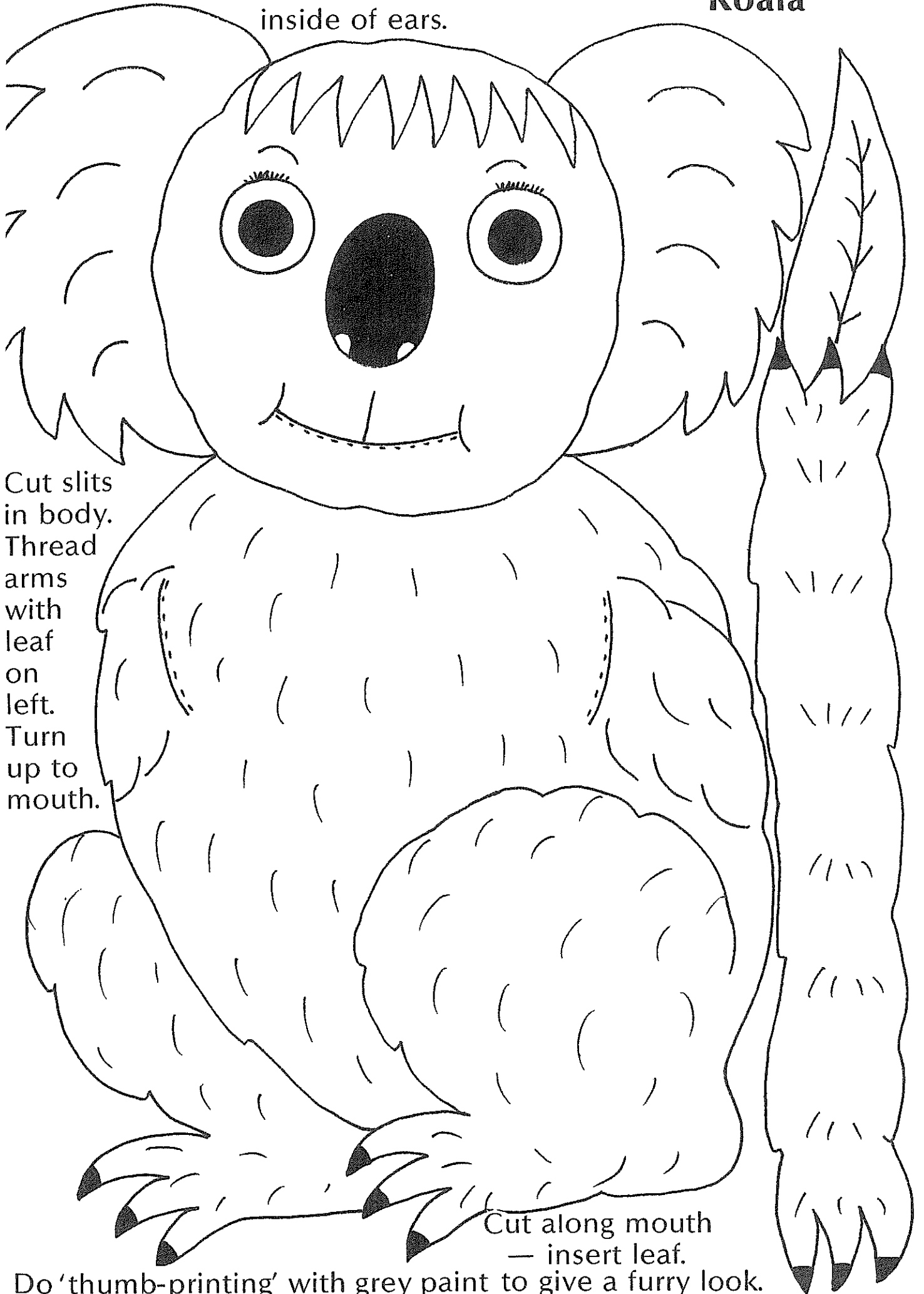
- paint
- cottonwool
- scissors
- paste

Extension Activities

- * List all the animals that spend time in trees.
- * Discuss the importance of conservation.
- * Investigate other animals that eat leaves such as giraffes, caterpillars, hipopotamuses, kangaroos, pandas, deer.
- * Discuss koalas as a protected species.
What other animals are protected and why?
- * Draw a large koala and write descriptive words on it such as cute, cuddly, furry, cozy, fuzzy, sleepy, curly.
- * Write about what you do if you can't get to sleep. Discuss the term 'counting sheep.'
- * Book : **The Koala** by Barbara Burton. Lansdowne.

Paste cottonwool on
inside of ears.

Koala



Cut slits
in body.
Thread
arms
with
leaf
on
left.
Turn
up to
mouth.

Cut along mouth
— insert leaf.

Do 'thumb-printing' with grey paint to give a furry look.

Addition – counting on

If we can count on by 1, 2 or 3, then we can count on by 10, 20 and 30.

Look at $17 + 20 = \square$?

We start at 17 and jump down ↓ the grid by 10s.

20 is 2 tens so we make 2 jumps.

$$17 + 20 = 37$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

- 1 Practise counting by 10s by reading **down** the columns on the grid out loud to a partner. Now try doing it without looking at the grid. Give yourself a tick for each column you can do.

- 2 Use the number grid to help you count on. Finish the facts.

a $14 + 10 = \square$ b $34 + 20 = \square$ c $27 + 10 = \square$

d $25 + 30 = \square$ e $46 + 20 = \square$ f $35 + 30 = \square$

- 3 Create your own addition facts by writing a number on the left for each fact. Swap with a partner and answer each other's facts.

a $\square + 20 = \square$ b $\square + 10 = \square$

c $\square + 10 = \square$ d $\square + 30 = \square$