#### Supporting Students at home K6S & K6M (Week 10)

	Monday 30/3/2020	Tuesday 31/3/2020	Wednesday 1/4/2020	Thursday 2/4/2020	Friday 3/4/2020
Buning Buning Buning Barring Buning B	English pelling Unit 10 g/gg Complete LSCWC Sheet Complete 2 Activities from your Soundwaves Booklet Log in to Soundwaves and complete segmenting tool for list words and 2 games. eading Log in to Reading ggs and read aloud one 1 hort story book from the brary and complete omprehension questions. Ariting 6M – Write one sentence sing your list words. 6S – Read Forests by Katy ke in Reading Eggs and rite one or more sentences to one paragraph escribing one type of forest.	<ul> <li>English</li> <li>Spelling Unit 10 g/gg</li> <li>Complete LSCWC Sheet</li> <li>Complete 2 Activities from your Soundwaves Booklet</li> <li>Log in to Soundwaves and complete segmenting tool for list words and 2 games.</li> <li>Reading Log in to Reading Eggs and read Forests by Katy Pike and complete comprehension questions.</li> <li>Writing</li> <li>K6M – Write one sentence about an animal that lives in a Forest.</li> <li>K6S – Write one or more sentences about an animal that lives in a forest. You can handwrite or use google docs.</li> </ul>	English Spelling Unit 10 g/gg Complete LSCWC Sheet Complete 2 Activities from your Soundwaves Booklet Log in to Soundwaves and complete segmenting tool for list words and 2 games. Reading Log in to Reading Eggs and read aloud 1 short story book from the Library and complete comprehension questions. Writing K6M – Write one sentence using your list words. K6S – Write one or more reasons why we need to protect native animals. You can handwrite or use google docs.	<ul> <li>English</li> <li>Spelling Unit 10 g/gg</li> <li>Complete LSCWC Sheet</li> <li>Complete 2 Activities from your Soundwaves Booklet</li> <li>Log in to Soundwaves and complete segmenting tool for list words and 2 games.</li> <li>Reading Log in to Reading Eggs and read aloud 1 short story book from the Library and complete comprehension questions</li> <li>Writing</li> <li>K6M – Write one sentence about the book you read.</li> <li>K6S – Write one or more sentences up to one paragraph about the book you are reading.</li> </ul>	<ul> <li>English</li> <li>Spelling Unit 10 g/gg</li> <li>Complete 2 Activities from your Soundwaves Booklet</li> <li>Log in to Soundwaves and complete segmenting tool for list words and 2 games.</li> <li>Reading Log in to Reading Eggs and complete a level in your program.</li> <li>Writing</li> <li>K6M – Write one sentence about what you would like to do on the weekend.</li> <li>K6S – Write one or more sentences up to one paragraph about what you would like to do on the weekend.</li> </ul>
			Break	1	
	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
• • • • • • • • • • • • • •	umber:Complete Worksheet from Maths Plus.Log into "Hit the Button" and complete Number Bonds.6M – Log in to Studyladder nd complete friends of ten sks.6S – Log in to Studyladder nd complete place value sks.	<ul> <li>Number:</li> <li>Complete Worksheet from Maths Plus.</li> <li>Log into "Hit the Button" and complete times tables drills.</li> <li>K6M – Log in to Studyladder and complete multiplication tasks.</li> <li>K6S – Complete Maths Plus area &amp; perimeter worksheets.</li> </ul>	<ul> <li>Number:</li> <li>Log in to Studyladder and complete set tasks.</li> <li>Log into "Hit the Button" and complete doubles drills.</li> <li>K6M – Log in to Studyladder and complete addition tasks.</li> <li>K6S – Complete Maths Plus arrays worksheets.</li> </ul>	<ul> <li>Number:</li> <li>Complete Worksheet from Maths Plus.</li> <li>Log into "Hit the Button" and complete Number Bonds.</li> <li>K6M – Log in to Studyladder and complete friends of ten tasks.</li> <li>K6S – Log in to Studyladder and complete place value tasks.</li> </ul>	<ul> <li>Number:</li> <li>Complete Worksheet from Maths Plus.</li> <li>Log into "Hit the Button" and complete times tables drills.</li> <li>K6M – Log in to Studyladder and complete multiplication tasks.</li> <li>K6S – Complete Maths Plus area &amp; perimeter worksheets.</li> </ul>

	Monday 30/3/2020	Tuesday 31/3/2020	Wednesday 1/4/2020	Thursday 2/4/2020	Friday 3/4/2020
Afternoon	Visual Arts Make a bushland scene by smudging pastels/colour pencils together in various colours on white paper. Draw a small figure of a child, wallaby, possum or owl in the bush.	Science Read the magazine article Earth Watch: Protecting Native Plants and Animals and complete the comprehension worksheet.	PDHPE Play the Fitness Bingo game with someone and your family and see how well you can perform challenges like star- jumps, crunches, and jumping forwards and backwards.	Science Reread the magazine article Earth Watch: Protecting Native Plants and Animals and design a poster about what you can do to help reduce the risk to the native environment?	PDHPE Complete the Healthy Foods Word search. Play the Fitness Bingo game with someone and your family and see how well you can perform challenges like star- jumps, crunches, and jumping forwards and backwards.

Week Term 1	8888	ge e e	g gg gir <sup>j</sup> ∉gg (66	G6
Words	Monday	Tuesday	Wednesday	Thursday
greedy				
eagle				
group				
entangle				
signalled				
grieve				
regardless				
agreement				
grammar				
engaging				
progressive				
migrate				

				magnificence
				extinguish
				distinguish
				anguish
				guarantee
				mortgage
				disorganised
				dialogue
				catalogue
				gorgeous
				fatigue
				vague
				migrant
Thursday	Wednesday	Tuesday	Monday	Words

Unit 10

11111111111

List Words		- • · · · ·				🖎 Grapher	ne Chart					
greedy	1	<b>Colour</b> th in the List		at represent 🛞	9 99	grapheme	word					
eagle group	2		age 80. <b>Count</b> tl es in each List W		entify all the							
entangle signalled grieve	3			nat can represent one word exampl	🗟 🔋 gg) on the							
regardless agreement	<u>.</u>	do <b>not</b> he	all the words w ar <b>&amp; g gg</b> . Ans that is left.	ith the letter <b>g</b> w wer the question	here you is about the							
grammar engaging progressive migrate migrant	Manana da Manana da Manana Manana Manana Manana da	climate, g He gnaw tongued f	iot signed entar ed struggled go fatigued and his	ngled in a ghast amely courageo s life was extingu	o eight a warmer ly rough fishing ne usly but progressiv uished. His partner ro grieve high alon	ely became very • daughter watch	ned					
vague		1. What	1. What kind of eagle was it?									
fatigue		2. What	2. What kind of net entangled him?									
gorgeous catalogue			3. Where did this happen?									
dialogue		4. What	4. What did he do to try to free himself?									
disorganised		5. Who was watching?										
mortgage guarantee	5	<b>Colour</b> all the digraphs in the following words. <b>Use</b> different colours where there are two or more digraphs in the same word.										
anguish distinguish extinguish magnificence		greedy eagle group	signalled	grammar	progressive extinguish disorganised	guarantee	gorgeous anguish magnificence					
	6	Write the	missing trigraph	us for various sou	nds in these List Wo	ords.	••••••					
		va	fati	catalo_	dialo	m	gage					
	7	Match the	words ending wit	h <b>gue</b> in the box,	to their meanings. <b>Ci</b>	rcle words where	gue represents 🛞 g gg.					
J	C	olleague t	ongue synago	ogue morgue	travelogue plagu	e catalogue di	alogue monologue					

. .

girl egg

🕱 g gg

speech given by one person	
place where dead bodies are kept until the funeral	found in the mouth
someone who works with you in the same job	conversation
Jewish place of worship	magazine listing goods for sale
film or talk about travel	serious disease that spreads quickly
$\Delta A$ -	

reqa	rd _	requ	lar		egal	-	ento	angle		tanc	gle		agre	e
gratit	tude _	graci	ious		grateful	-	gra	ceful		digr	nity		regu	larit
engo	ige _	forge	ettable	C	organise	ed _	org	anised	<u></u>	gair	nly		guise	5
Finish thes	•••••	• • • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • • •	• • • • • • • • • • • • • • •	•••••	•••••	•••••	•••••	• • • • • • • • • • • • •	••••		•••••		••••
★ Some v Gabrie	words con I is older t		-			-						•		).
The small	est of the	three no	aughty b	oys look	ed the .					_•			(g	uilty
This inven	tion is				than	any oth	her entr	y in the	e comp	etition			(cle	ever
Our small	ler dog is			·····	th	nan the	bigger	one wł	nen we	feed t	hem.		(gre	edy
The		m	igratory	birds ho	ave the	greates	st chanc	e of su	irvival (	on the	ir jou	rney.	(str	ongl
0 Colour cod		gra	tigue				ex	gard	tee	]				*****
word part f each colum		mi	geous				guar	a	guish					
form List W	/ords.	fa	guish				di	gress	ed					
<b>Write</b> the v the lines.	vords on	gor	gage				pro	tin	ive					
		mort	gue				re	nall	logue					
		va	grate				sig	an	guish					
PL		an	mmar				dis	tin	less	J	•••••	•••••		••••
<b>Challen</b> brilliance		an Write List Write the	Words, o				a Crossw s below t	/ord, th	at are s the joke		ns for	the g	iven wo	ords.
		Write List	Words, o				a Crossw s below t	vord, th	at are sont at are sont at are sont at a sont			the g	iven wo	ords.
brilliance	12	Write List	Words, o				a Crossw s below t	vord, th o read edness	at are s the joke	·.		the g	iven wc	ords. ]
brilliance continuing	12	Write List Write the	Words, o		umbered		a Crossw s below t	vord, th o read edness inclear	at are so	15	11	the g	iven wc	ords. ]
brilliance continuing quench	12	Write List Write the	Words, o letters fro		umbered		a Crossw s below t tire	vord, th o read edness inclear nigrant	at are s the joke	·.	11 16 7	the g	iven wc	ords.
brilliance continuing quench differentiate assurance arrangement		Write List Write the	Words, o		umbered		a Crossw s below t tire timn	vord, th o read edness inclear nigrant agony	at are s the joke	15	11 16 7 9	the g	iven wc	) ]
brilliance continuing quench differentiate assurance arrangement magazine		Write List Write the	Words, o letters fro		umbered		a Crossw s below t tire imn app conve	vord, th o read edness inclear nigrant agony pealing	at are s the joke	15	11 16 7		iven wc	) ]
brilliance continuing quench differentiate assurance arrangement magazine muddled		Write List Write the	Words, o letters fro		umbered		a Crossw s below t tire imn app conve	vord, th o read edness inclear nigrant agony pealing rsation	at are s the joke	15	11 16 7 9	the g	iven wc	) ]
brilliance continuing quench differentiate assurance arrangement magazine muddled beautiful		Write List Write the	Words, o letters fro		umbered		a Crossw s below t tire imn app conve	vord, th o read edness inclear nigrant agony pealing rsation mourn	at are s	15	11 16 7 9 18	6	iven wc	) ]
brilliance continuing quench differentiate assurance arrangement magazine muddled		Write List Write the	Words, o letters fro		umbered		a Crossw s below t tire imn app conve	vord, th o read edness inclear nigrant agony bealing rsation mourn asping	at are s	15	11 16 7 9 18		iven wc	     
brilliance continuing quench differentiate assurance arrangement magazine muddled beautiful		Write List Write the 3 2 10	Words, o letters fro			d square	a Crossw s below t tire imn app conve	vord, th o read edness inclear higrant agony bealing rsation mourn asping trap bird	at are s	15	11 16 7 9 18	6		vrds.

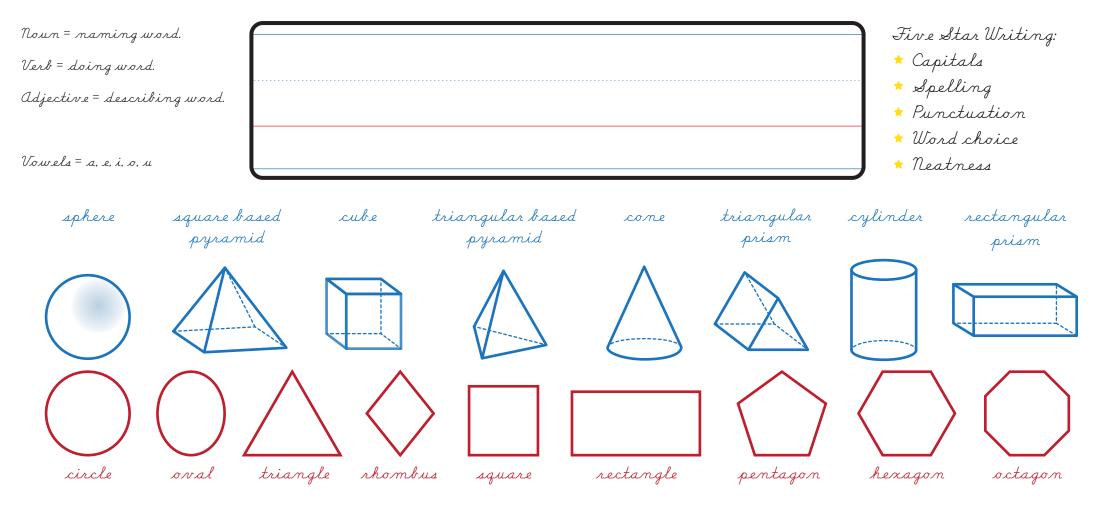
#### g gg Find A Word Level 6

			<u></u>	<u>」</u>												
M	A	G	N	I	F	T	С	Е	Ν	С	Е	S	L	М	D	G
G	Q	D	Ζ	D	A	N	G	И	I	S	Н	М	R	Q	L	G
И	М	1	R	1	G	R	0	и	Р	F	В	0	J	Х	К	R
A	1	S	E	S	F	V	N	У	И	A	K	R	I	Х	Р	A
R	G	0	G	Т	D	A	F	Х	G	Т	A	Т	I	1	R	М
A	R	R	A	1	Ζ	G	М	У	R	1	G	G	S	0	0	М
N	A	G	R	N	Е	И	Q	L	Ι	G	R	A	Ι	Q	G	A
Т	N	A	D	G	A	Е	L	W	E	И	E	G	G	В	R	R
E	Т	N	L	И	G	X	E	G	V	E	E	E	N	М	E	М
E	Z	1	E	1	L	J	N	R	E	L	М	1	A	1	S	Н
В	V	S	S	S	Е	W	G	E	Р	R	E	D	L	G	S	F
E	S	E	S	Н	Т	0	A	E	S	Q	N	E	L	R	I	В
Q	У	D	S	В	G	S	G	D	I	S	Т	У	E	A	V	Ζ
1	С	L	1	N	A	N	1	У	S	S	E	0	D	Т	E	С
Ζ	F	К	Е	Х	Т	I	N	G	И	1	S	Н	D	Е	Х	N
R	В	E	N	Т	A	N	G	L	E	N	И	S	Х	В	J	Q
J	Н	Ν	S	D	Х	0	Ν	R	Х	Р	Х	Х	A	G	С	L

GUARANTEE REGARDLESS VAGUE GRIEVE MORTGAGE PROGRESSIVE ANGUISH ENTANGLE MIGRANT

DISTINGUISH ENGAGING FATIGUE SIGNALLED GRAMMAR GROUP DISORGANISED EAGLE GREEDY AGREEMENT MIGRATE MAGNIFICENCE EXTINGUISH

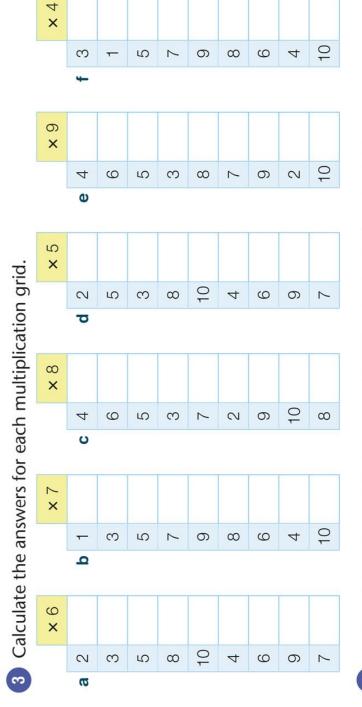
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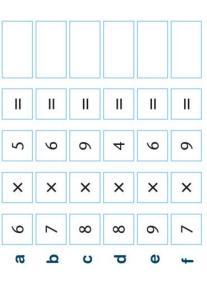
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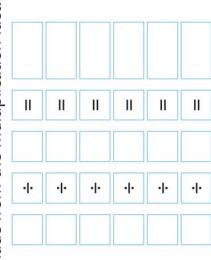
## facts **Multiplication**

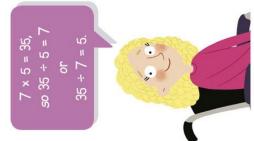
unit 5



## division fact that can be made from the multiplication fact. Write a 4







### School banking വ

each person has saved since they started their school banking account. Complete the "Total" section of the table to show how much money

	a	q	v	q	Ð	f
	Anne	Bree	Calvin	Lauren	Mani	Jorge
Monthly banking	\$9	\$10	\$8	\$6	\$8	\$4
Number of months	ω	7	7	0	5	ω
Total						

Create as many multiplication sentences as you can that have a product of 48.

6

3

# strategies Addition and subtraction

Last year, the following strategies were taught. Use them to solve the questions on this page.

Use the split strategy to add and subtract these numbers. -

<b>o</b> 427 + 132 =	<b>p</b> 534 + 354 =	<b>q</b> 627 + 252 =	309 + 490 =	s 378 - 267 =	784 + 141 =	u 356 + 277 =	38 + 37?	Think, 38 + 30 = 68,	then add 2 and 5
h 57 + 28 = c	i 23 + 35 = p	j 24 + 67 = q	k 68 – 47 = r	l 75 + 36 = s	m 325 + 133 = t	n 372 + 125 = u		answers.	
<b>a</b> 42 + 35 =	<b>b</b> 31 + 54 =	<b>c</b> 62 - 32 =	<b>d</b> 23 + 45 =	<b>e</b> 42 + 54 =	f 48 + 26 =	<b>g</b> 66 – 34 =		a decade to calculate the answers.	
Add the	hundreds, tens and ones sebarately.	325 + 133?	l hink, 300 + 100 plus 20 + 30	plus 5 + 3	.gct sidupa	1		2 Bridge to a	

the second				2			
	<b>m</b> 127 + 27 =	n 236 + 37 =	<b>o</b> 357 + 46 =	<b>p</b> 268 + 35 =	<b>q</b> 352 – 25 =	r 293 – 35 =	
	<b>g</b> 72 – 33 =	h 83 – 24 =	i 94 – 35 =	j 64 – 26 =	k 75 – 36 =	82 - 47 =	
	<b>a</b> 35 + 27 =	<b>b</b> 46 + 28 =	<b>c</b> 35 + 27 =	<b>d</b> 49 + 23 =	e 67 + 35 =	f 58 + 29 =	

Estimate an answer to each of the additions and subtractions by rounding each number. The first one is done for you. 3

Question 297 + 509 687 - 217 607 + 384 717 + 279 689 - 321 773 + 228
--

Question	227 + 477	408 + 179	575 - 325	297 + 313	556 + 437	717 + 477	569 - 437
	h 22	40	57	<b>k</b> 29	55	<b>m</b> 71	n 56

- 440

769

J

789 - 423

S

827 + 579

-

435 + 867

5

+ 387

937

0

- 427

878

Q

Solve these problems using your mental arithmetic skills. 4

+ 713

698

3

- a Jim has 54 m of timber in one pile and 38 m of timber in another. How much timber does he have altogether?
- Sarah had \$73 in her bank account but spent \$48 on clothes. How much money does she have left in her bank account? 9

o-digit numbers	00
two-digit	using afficiant mental and written strategies and annronriate digital technologies
ne- or	- lotinit
solve problems involving multiplication of large numbers by one- or two-	onriato,
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ication	atrata c
multipl	4 writtor
Solve problems involving	intal and
lems ir	ant ma
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à	-
1	-
- 2	2
17	=
- 5	2
- 6	15
10	5
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7	
1	5
12	2
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C	D)
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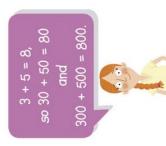
# Addition and subtraction strategies

**4** unit

Last year the following strategies were taught. Use them to answer the questions on this page.

Use your knowledge of number facts to extend these additions and subtractions. -

<b>g</b> $300 + 700 =$	<b>h</b> 800 – 400 =	i 400 + 900 =	j 180 + 70 =	<b>k</b> 250 + 80 =	<b>1</b> 800 - 500 =
a 7 + 8 =	<b>b</b> 70 + 80 =	c 700 + 800 =	<b>d</b> 60 + 70 =	e 90 + 50 =	f 150 - 60 =



2 Use the jump strategy to add and subtract these numbers.

26 = 29 =
36 =
37 =
23 =34 =
mbers mentally using the compensation strategy.
27 + 42 =
38 =
32 =
32 =
e numbers mentally using the compensation strategy.
- 49 =
78 =
37 =
37 =
Use the strategies above to write addition and subtraction number sentences that have an answer of 54.

Use efficient mental and written strategies and apply appropriate digital technologies to solve problems 14

15 = 54

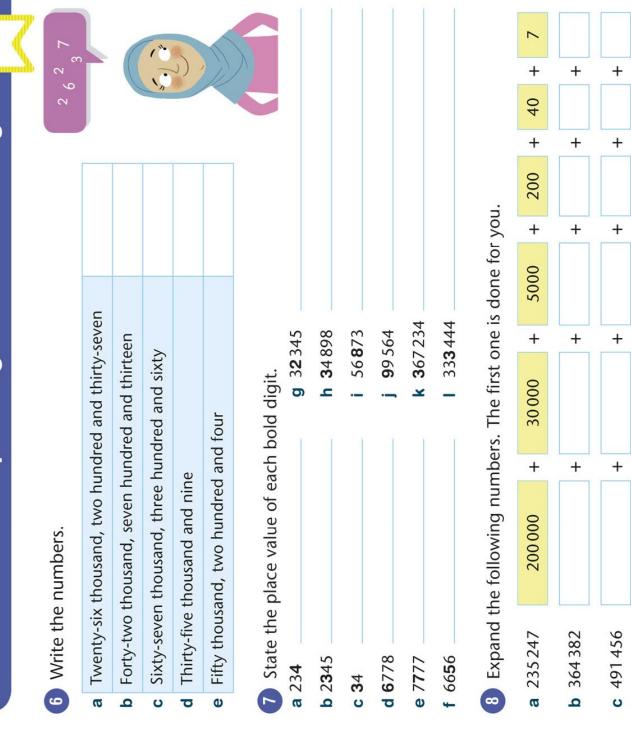
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Oxford University Press

## 6 digits to **Expanding numbers**

unit

4



Arrange the cards to make the largest number then the smallest number using all five digits. 6

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899 099

782008

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54321?			2
Smallest number			
Largest number			
	6	~	∞
	5	ŝ	6
Cards	4	∞	2
	~	9	З
	З	6	-
	ກ	٩	U

	281
	51
	1
1.0	11
10	21
	31
	1
	31
	-

# **Multiplication strategies**

Q II

Complete the multiplication facts using your knowledge of place value. -



Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental and written strategies and appropriate digital technologies 18

If you had \$150 to spend on the above items how might you spend it?

ß

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#### Multiplication • x 0 and x 1

Time\_\_\_\_\_

Number Correct \_\_\_\_\_/100

0	1	9	7	8	6	4	2	8	0
<u>x 1</u>	<u>x 1</u>	<u>x 0</u>	<u>x 1</u>	<u>x 0</u>	<u>x 0</u>	<u>x 1</u>	<u>x 1</u>	<u>x 1</u>	<u>x 0</u>
8	2	7	3	5	1	3	6	9	9
<u>x 1</u>	<u>x 0</u>	<u>x 1</u>	<u>x 0</u>	<u>x 0</u>	<u>x 1</u>	<u>x 1</u>	<u>x 1</u>	<u>x 0</u>	<u>x 1</u>
3	4	0	5	1	6	8	9	2	7
<u>x 1</u>	_ <u>x 0</u>	_ <u>x 0</u>	<u>x 1</u>	<u>x 0</u>	<u>x 1</u>	<u>x 0</u>	<u>x 1</u>	<u>x 1</u>	<u>x 0</u>
5	4	8	3	6	1	2	7	9	0
<u>x 0</u>	<u>x 1</u>	<u>x 1</u>	<u>x 0</u>	<u>x 0</u>	<u>x 1</u>	<u>x 0</u>	<u>x 1</u>	<u>x 0</u>	<u>x 0</u>
4	1	8	3	5	6	2	9	7	4
<u>x 0</u>	<u>x 0</u>	<u>x 0</u>	<u>x 1</u>	<u>x 1</u>	<u>x 0</u>	<u>x 1</u>	<u>x 1</u>	<u>x 0</u>	<u>x 1</u>
8	5	3	5	6	2	0	7	3	1
<u>x 1</u>	<u>x 1</u>	<u>x 0</u>	_ <u>x 0</u>	<u>x 1</u>					
9	4	5	8	1	6	3	2	7	3
<u>x 1</u>	<u>x 1</u>	_ <u>x 0</u>	<u>x 0</u>	<u>x 0</u>	<u>x 0</u>	<u>x 1</u>	<u>x 1</u>	<u>x 0</u>	_ <u>x 0</u>
		3 <u>x 0</u>							
7	4	0	8	5	3	2	7	5	4
<u>x 1</u>	<u>x 1</u>	<u>x 1</u>	<u>x 1</u>	<u>x 0</u>	<u>x 1</u>	<u>x 1</u>	<u>x 0</u>	<u>x 0</u>	_ <u>x 0</u>
8 <u>x 0</u>		6 <u>x 0</u>							4 <u>x 0</u>

#### Multiplication • x 1 and x 2

/100	
	/100

0	1	9	4	7	6	1	9	4	8
<u>x 1</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 1</u>	<u>x 2</u>	<u>x 1</u>	<u>x 1</u>	<u>x 2</u>	<u>x 2</u>
2	0	2	3	5	3	5	6	8	7
<u>x 1</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 1</u>	<u>x 2</u>
2	9	4	2	5	6	7	3	2	1
<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 1</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 1</u>
8	4	0	1	2	6	7	5	3	7
<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 1</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>
3	4	8	6	3	9	4	6	5	7
<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 1</u>	<u>x 1</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 1</u>
7	4	2	0	9	8	7	7	5	6
<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 1</u>	<u>x 1</u>	<u>x 1</u>
9	2	5	0	5	7	6	5	9	6
<u>x 1</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 1</u>
1	8	7	8	9	6	1	3	0	0
<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>
5	3	2	4	5	6	8	5	6	3
<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>	_ <u>x 1</u>	<u>x 1</u>	<u>x 2</u>
3	4	0	2	9	8	7	4	5	6
<u>x 2</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 1</u>	<u>x 1</u>	<u>x 2</u>	<u>x 2</u>	<u>x 1</u>	<u>x 2</u>

Time\_\_\_\_\_

#### Multiplication • x 2 and x 3 2 0 7 8 4 0 9 3 6 4 <u>x 3</u> x 3 <u>x 2</u> <u>x 2</u> <u>x 3</u> <u>x 3</u> <u>x 2</u> <u>x 2</u> x 2 <u>x 3</u> 3 1 1 6 5 9 5 7 3 2 <u>x 3</u> <u>x 3</u> <u>x 2</u> x 2 x 2 <u>x 2</u> <u>x 3</u> <u>x 2</u> <u>x 3</u> x 3 9 5 2 2 3 5 6 6 8 7 <u>x 3</u> <u>x 2</u> <u>x 3</u> <u>x 2</u> <u>x 2</u> <u>x 3</u> <u>x 3</u> x 2 <u>x 3</u> <u>x 2</u> 5 7 5 4 2 0 1 7 6 4 <u>x 2</u> <u>x 3</u> <u>x 3</u> <u>x 2</u> <u>x 2</u> <u>x 2</u> <u>x 2</u> <u>x 3</u> <u>x 2</u> <u>x 3</u> 6 3 5 7 4 8 6 3 3 2 <u>x 2</u> <u>x 3</u> 8 0 6 9 2 9 7 4 5 7 <u>x 3</u> <u>x 2</u> <u>x 2</u> x 2 <u>x 3</u> <u>x 3</u> <u>x 3</u> <u>x 2</u> <u>x 3</u> <u>x 3</u> 2 2 4 6 5 4 3 6 9 1 <u>x 2</u> <u>x 3</u> <u>x 2</u> <u>x 2</u> <u>x 2</u> <u>x 3</u> <u>x 3</u> <u>x 2</u> <u>x 2</u> <u>x 2</u> 2 3 0 9 8 4 1 0 6 8 <u>x 3</u> <u>x 2</u> <u>x 3</u> <u>x 2</u> <u>x 3</u> <u>x 2</u> <u>x 3</u> <u>x 3</u> <u>x 3</u> <u>x 2</u> 5 4 8 7 6 9 0 1 4 2 <u>x 3</u> <u>x 3</u> <u>x 3</u> <u>x 3</u> <u>x 3</u> <u>x 2</u> <u>x 2</u> <u>x 3</u> x 2 <u>x 2</u> 9 4 2 9 6 8 7 5 6 7 <u>x 3</u> <u>x 2</u> <u>x 3</u> <u>x 2</u> <u>x 2</u> <u>x 3</u> <u>x 3</u> x 2 <u>x 3</u> <u>x 3</u>

Time \_\_\_\_\_

Number Correct /100

#### Multiplication • x 3 and x 4

Number Correct /100

Time\_\_\_\_\_

9	0	1	1	0	5	4	0	2	8
<u>x 3</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>	<u>x 3</u>	<u>x 4</u>	<u>x 4</u>
5	3	2	6	5	7	6	4	8	9
<u>x 3</u>	<u>x 4</u>	<u>x 3</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>
8	0	0	2	6	3	5	1	6	5
<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 3</u>	<u>x 3</u>	<u>x 3</u>	<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>
3	9	1	8	2	2	9	8	4	6
<u>x 3</u>	<u>x 3</u>	<u>x 4</u>	<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>	<u>x 4</u>	<u>x 4</u>	<u>x 3</u>
8	2	5	3	3	4	2	6	5	3
<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>	<u>x 3</u>	<u>x 3</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>
7	1	6	1	7	0	8	9	9	7
<u>x 4</u>	<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>
1	8	5	4	4	7	0	2	9	4
<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>
5	0	6	3	1	3	4	1	0	9
<u>x 4</u>	<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 3</u>	<u>x 3</u>	<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 3</u>
3	9	2	9	6	5	0	1	4	6
<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 3</u>	<u>x 3</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>	<u>x 4</u>
6	3	0	1	5	6	4	1	7	8
<u>x 3</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>	<u>x 4</u>	<u>x 3</u>	<u>x 4</u>

#### Time\_\_\_\_\_

Number Correct \_\_\_\_/100

#### Multiplication • x 4 and x 5

3	3	1	9	0	2	0	7	1	2
<u>x 5</u>	<u>x 4</u>	<u>x 5</u>	<u>x 5</u>	<u>x 4</u>	<u>x 4</u>	<u>x 5</u>	<u>x 5</u>	<u>x 4</u>	<u>x 5</u>
4	5	5	9	8	7	6	6	8	4
<u>x 4</u>	<u>x 5</u>	<u>x 4</u>	<u>x 4</u>	<u>x 5</u>	<u>x 4</u>	_ <u>x 4</u>	<u>x 5</u>	<u>x 4</u>	<u>x 5</u>
0	4	1	7	0	6	0	1	5	4
<u>x 4</u>	_ <u>x 5</u>	<u>x 5</u>	<u>x 5</u>	_ <u>x 4</u>	<u>x 5</u>	<u>x 5</u>	<u>x 4</u>	<u>x 5</u>	_ <u>x 4</u>
7	2	6	2	2	7	6	3	1	0
<u>x 4</u>	<u>x 5</u>	<u>x 4</u>	<u>x 4</u>	<u>x 5</u>	<u>x 4</u>	<u>x 5</u>	<u>x 5</u>	<u>x 4</u>	<u>x 5</u>
2	6	1	0	3	3	4	6	7	1
<u>x 4</u>	<u>x 5</u>	_ <u>x 5</u>	_ <u>x 4</u>	<u>x 5</u>	<u>x 4</u>	_ <u>x 4</u>	<u>x 4</u>	<u>x 5</u>	_ <u>x 4</u>
8	2	4	6	8	7	4	3	0	1
<u>x 4</u>	<u>x 5</u>	<u>x 4</u>	<u>x 5</u>	<u>x 5</u>	_ <u>x 4</u>	_ <u>x 4</u>	<u>x 5</u>	<u>x 5</u>	_ <u>x 4</u>
7	0	9	8	0	5	4	3	6	1
<u>x 5</u>	<u>x 5</u>	<u>x 5</u>	<u>x 4</u>	<u>x 4</u>	<u>x 5</u>	<u>x 4</u>	<u>x 4</u>	<u>x 5</u>	<u>x 5</u>
		5 <u>x 5</u>							
5	0	7	6	1	3	7	4	8	9
<u>x 5</u>	<u>x 5</u>	<u>x 4</u>	<u>x 5</u>	<u>x 5</u>	<u>x 4</u>	<u>x 5</u>	<u>x 5</u>	<u>x 5</u>	<u>x 4</u>
4	1	3	5	9	9	8	3	6	7
<u>x 4</u>	<u>x 5</u>	<u>x 4</u>	<u>x 5</u>	<u>x 5</u>	<u>x 4</u>	<u>x 5</u>	<u>x 5</u>	<u>x 4</u>	<u>x 5</u>

#### Multiplication • x 5 and x 6

5	2	9	8	0	1	3	1	5	0
<u>x 5</u>	<u>x 6</u>	<u>x 5</u>	<u>x 6</u>	<u>x 5</u>	<u>x 6</u>	<u>x 5</u>	<u>x 5</u>	<u>x 6</u>	<u>x 6</u>
2	3	7	6	5	4	8	4	9	7
<u>x 5</u>	<u>x 6</u>	<u>x 6</u>	<u>x 6</u>	<u>x 6</u>	<u>x 5</u>	<u>x 5</u>	<u>x 6</u>	<u>x 6</u>	<u>x 5</u>
7	3	9	4	0	4	8	5	7	5
_ <u>x 6</u>	<u>x 5</u>	<u>x 5</u>	<u>x6</u>	<u>x 6</u>	<u>x 5</u>	<u>x 5</u>	<u>x 5</u>	<u>x 5</u>	<u>x 6</u>
0	1	4	2	9	0	9	4	6	8
_ <u>x 5</u>	<u>x 6</u>	<u>x 5</u>	<u>x 6</u>	<u>x 6</u>	<u>x 6</u>	<u>x 5</u>	<u>x 6</u>	<u>x 6</u>	<u>x 5</u>
4	2	5	0	1	3	2	0	8	9
<u>x 6</u>	<u>x 6</u>	<u>x 5</u>	_ <u>x 6</u>	<u>x 5</u>	<u>x 5</u>	<u>x 6</u>	<u>x 6</u>	<u>x 6</u>	<u>x 5</u>
5	8	7	0	5	6	3	1	1	3
_ <u>x 5</u>	<u>x 6</u>	<u>x 6</u>	<u>x 5</u>	<u>x 6</u>	<u>x 6</u>	<u>x 6</u>	<u>x 6</u>	<u>x 5</u>	<u>x 5</u>
8	6	0	4	5	8	4	0	3	9
_ <u>x 5</u>	<u>x 6</u>	<u>x6</u>	<u>x 6</u>	<u>x 5</u>	<u>x 6</u>	<u>x 5</u>	<u>x 5</u>	<u>x 6</u>	<u>x 5</u>
0	4	3	0	1	6	7	7	3	0
<u>x 6</u>	_ <u>x 5</u>	<u>x 6</u>	<u>x 5</u>	<u>x 6</u>	<u>x 6</u>	<u>x 6</u>	<u>x 5</u>	<u>x 5</u>	<u>x 6</u>
6	5	9	4	8	1	0	7	2	4
<u>x 6</u>	_ <u>x 5</u>	<u>x 5</u>	<u>x 6</u>	<u>x 5</u>	<u>x 5</u>	<u>x 5</u>	<u>x 5</u>	<u>x 6</u>	<u>x 5</u>
7	6	6	8	7	3	2	2	8	9
<u>x 5</u>	<u>x 5</u>	<u>x 6</u>	<u>x 5</u>	<u>x 6</u>	<u>x 5</u>	<u>x 6</u>	<u>x 5</u>	<u>x 6</u>	<u>x 5</u>

Number Correct \_\_\_\_\_/100

Time\_\_\_\_\_

#### Multiplication • x 6 and x 7

3	1	7	3	1	0	2	6	2	9
<u>x 6</u>	<u>x 7</u>	<u>x6</u>	<u>x 7</u>	<u>x 6</u>	<u>x 7</u>	<u>x 6</u>	<u>x 7</u>	<u>x 7</u>	<u>x 6</u>
4	5	6	9	0	1	3	4	2	5
<u>x 7</u>	<u>x 6</u>	<u>x 6</u>	<u>x 7</u>						
1	4	6	9	0	1	3	4	2	5
<u>x 7</u>	<u>x 6</u>	<u>x 6</u>	<u>x 7</u>						
6	0	7	8	9	3	2	1	4	2
<u>x 6</u>	<u>x 7</u>	<u>x 7</u>	<u>x 6</u>	<u>x 7</u>	<u>x 7</u>	<u>x 6</u>	<u>x 7</u>	<u>x 6</u>	<u>x 7</u>
8	1	3	1	5	2	7	8	9	9
<u>x 7</u>	<u>x 7</u>	<u>x 6</u>	<u>x 6</u>	<u>x 7</u>	<u>x 6</u>	<u>x 7</u>	<u>x 7</u>	<u>x 6</u>	<u>x 7</u>
2	3	4	5	8	7	8	0	1	5
<u>x 6</u>	<u>x 7</u>	<u>x 6</u>	<u>x 7</u>	<u>x 6</u>	<u>x 6</u>	<u>x 7</u>	<u>x 7</u>	<u>x 6</u>	<u>x 6</u>
3	4	8	6	7	9	0	3	3	5
<u>x 7</u>	<u>x 7</u>	<u>x 6</u>	<u>x 6</u>	<u>x 7</u>	<u>x 7</u>	<u>x 6</u>	<u>x 7</u>	<u>x 6</u>	<u>x 6</u>
9	0	2	3	5	2	4	5	8	9
<u>x 6</u>	<u>x 6</u>	<u>x 7</u>	<u>x 6</u>	<u>x 6</u>	<u>x 6</u>	<u>x 7</u>	<u>x 7</u>	<u>x 6</u>	<u>x 7</u>
7	6	4	5	2	1	0	8	3	2
<u>x 7</u>	<u>x 7</u>	<u>x 6</u>	<u>x 6</u>	<u>x 7</u>	<u>x 6</u>	<u>x 7</u>	<u>x 7</u>	<u>x 7</u>	<u>x6</u>
6	3	5	6	5	3	4	9	8	1
<u>x 7</u>	<u>x 6</u>	<u>x 7</u>	<u>x 6</u>	<u>x 6</u>	<u>x 7</u>	<u>x 6</u>	<u>x 6</u>	<u>x 7</u>	<u>x 7</u>

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Time\_\_\_\_\_

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#### Multiplication • x 7 and x 8

Number Correct \_\_\_\_/100

0	5	2	2	8	7	4	5	1	9
<u>x 8</u>	<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 7</u>	<u>x 8</u>	<u>x 8</u>	<u>x 7</u>
3	4	6	0	3	7	1	6	9	8
<u>x 8</u>	<u>x 8</u>	<u>x 8</u>	<u>x 7</u>	<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 7</u>	<u>x 8</u>	_ <u>x 7</u>
8	5	0	6	2	0	1	7	6	3
<u>x 8</u>	<u>x 7</u>	<u>x 8</u>	<u>x 8</u>						
6	4	5	6	7	2	9	8	0	1
<u>x 7</u>	<u>x 8</u>								
4	5	5	3	4	0	1	8	4	8
<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 7</u>	<u>x 7</u>	<u>x 8</u>
3	7	2	7	5	0	3	4	5	5
<u>x 8</u>	<u>x 8</u>	<u>x 7</u>	<u>x 7</u>	<u>x 8</u>	<u>x 8</u>	<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 8</u>
5	3	0	4	6	8	9	7	8	9
<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 8</u>	<u>x 8</u>	<u>x 7</u>	<u>x 7</u>
9	1	7	4	2	5	8	2	0	3
<u>x 8</u>	<u>x 7</u>	<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 7</u>	<u>x 8</u>	<u>x 8</u>	<u>x 7</u>	<u>x 8</u>
1	5	6	9	8	1	0	5	6	9
<u>x 8</u>	<u>x 7</u>	<u>x 8</u>	<u>x 8</u>						
7	0	1	6	7	9	5	7	2	4
<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 7</u>	<u>x 8</u>	<u>x 7</u>	<u>x 8</u>	<u>x 8</u>	<u>x 7</u>	<u>x 8</u>

Time\_\_\_\_\_

#### Multiplication • x 8 and x 9

0	1	2	2	7	2	9	6	1	0
<u>x 9</u>	<u>x 8</u>								
4	3	5	4	7	5	3	5	1	7
<u>x 8</u>	<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 8</u>	<u>x 9</u>
0	8	2	9	1	4	3	5	1	7
<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 9</u>	<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>
6	2	0	3	4	1	6	7	7	0
<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 9</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 9</u>
7	4	2	8	6	0	2	4	1	2
<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 9</u>	<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 9</u>	<u>x 9</u>	<u>x 8</u>
0	6	9	5	8	2	3	4	9	5
<u>x 9</u>	<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 9</u>	<u>x 9</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>
4	9	0	3	2	4	7	6	7	0
<u>x 9</u>	<u>x 9</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 9</u>	<u>x 9</u>	<u>x 8</u>	<u>x 8</u>	<u>x 8</u>
9	3	4	1	2	4	2	5	4	4
<u>x 9</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 9</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>
2	0	1	7	5	6	8	9	1	9
<u>x 9</u>	<u>x 9</u>	<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 9</u>	<u>x 8</u>
5	3	0	2	3	4	4	5	1	4
<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>	<u>x 9</u>	<u>x 8</u>

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Time\_\_\_\_\_

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#### PROTECTING NATIVE PLANTS AND ANIMALS



Animals come in all shapes, sizes and types. Most are very cute, but some harm the environment when they move to places they do not belong. When animals go to a new place, some of them spread too fast or hurt the other animals that live there.

#### WHAT ARE PESTS?

Animals that belong in a country are called *native animals*. New species that cause trouble are called *pests*. Some pests are farm animals or pets gone wild (or *feral*). Others were taken to new areas by accident or on purpose as people explored the world.

Cane toads are from South America, but they were brought to Australia to eat beetles that were destroying sugar cane crops. They look like frogs, but their poison kills frog-eating native animals. Stoats (or weasels) from America cause problems in New Zealand. They eat the chicks of native kiwi birds, which are endangered. Some pests travel by accident. Rats and mice come on ships. Bats, birds and insects fly. Mites and ticks arrive in the fur of other animals.



European starlings are very pretty birds, but they are pests that steal nests from native birds.



Flowers, plants and fruits like blackberry bushes can spread to take over wild places.



Sniffer dogs are good at smelling for pests at airports. They sit down next to luggage if they sniff pests.

#### **HOW DO PESTS SPREAD?**

In the past, people did not know the dangers of bringing plants or animals to new countries.

Boats were not checked, so pests got a free ride around the world. Cats, dogs, birds and rabbits got loose or were set free. Pigs, goats, cows and horses also went feral. Their hooves can damage habitats, and they compete with native animals for food and water.

Customs and border control agents now carefully check planes and ships for pests. These days, pests mostly travel through careless packing of goods or by hitching a ride with humans when they travel to new places.

Now that you know how to stop the spread of pests, you can help protect Australia's native plants and animals.

#### **5 WAYS TO STOP PESTS**

- 1. Be careful not to order plant or animal products from overseas or post them from Australia.
- 2. After hiking, wash your boots clean of mud before you travel home.
- 3. Don't take any fruit, vegetables or plants with when you visit other states or countries.
- 4. Never remove native animals from their homes or release insects, pets, fish or farm animals into the wild where they don't belong.
- 5. Protect national parks by telling rangers about any pests that you see.

Earth Watch: Protecting Native Plants and Animals - Work	sheet
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Name:

Date: \_

#### Earth Watch: Protecting Native Plants and Animals

#### Questions

1. What native animals and plants are found near your home?

2. Do you know of any introduced pests that are in your area?

3. How do pests in your area threaten the native environment?

4. What can you do to help reduce the risk to the native environment?

5. Draw the habitat of a native animal in your area.



#### **Fitness Bingo**

Health/P.E. > Physical Education > Sport

Disclaimer: This Starter Sheet should be regarded as a guide only. Teachers should make adjustments in accordance with the individual learning needs of their students.



#### Equipment

bingo grids, fitness cards, counters

#### Preparing

Familiarise yourself with the activity and ensure that your students will be able to complete the physical actions.

Print, cut out and prepare the bingo grids and fitness cards.

#### **CURRICULUM CODES**

#### **Australian Curriculum**

- ACPMP025 Perform fundamental movement skills in a variety of movement sequences and situations.
- ACPMP061 Practise specialised movement skills and apply them in a variety of movement sequences and situations.
- ACPMP043 Practise and refine fundamental movement skills in a variety of movement sequences and situations.

#### THE PURPOSE OF THIS RESOURCE IS:

to perform a range of fundamental movement skills and challenges.

#### STUDENTS WILL KNOW THEY ARE SUCCESSFUL WHEN THEY:

⊘ complete each movement challenge.

#### **PRIOR LEARNING**

Students should be familiar with:

performing each action that is part of the game.

#### Make it BUZZ!

Play some energetic music while students are performing the actions. Encourage them to complete the movements in time with the beat of the music. Experiment with different tempos and music genres.

#### DIFFERENTIATION

#### **Supporting Students**

Give less-capable students a smaller amount of repetitions/reduce the time they have to perform the action.

#### **Extending Students**

⊘ Increase the amount of time/repetitions more-capable students need to perform an action to successfully complete the task.

#### MONITORING STUDENT UNDERSTANDING

- Ensure that students know how to perform the actions during the game.
   Demonstrate as necessary.
- Monitor how students are performing as the game progresses, and reduce the difficulty of the tasks to ensure students continue to succeed.

#### SUSTAINABILITY

⊘ Adhere the bingo grids and fitness cards to thick cardboard for added durability.

#### **21ST CENTURY SKILLS**



**Collaboration and Teamwork** 

Participate in the game and help others perform the movement skills.

#### MOTOR SKILLS

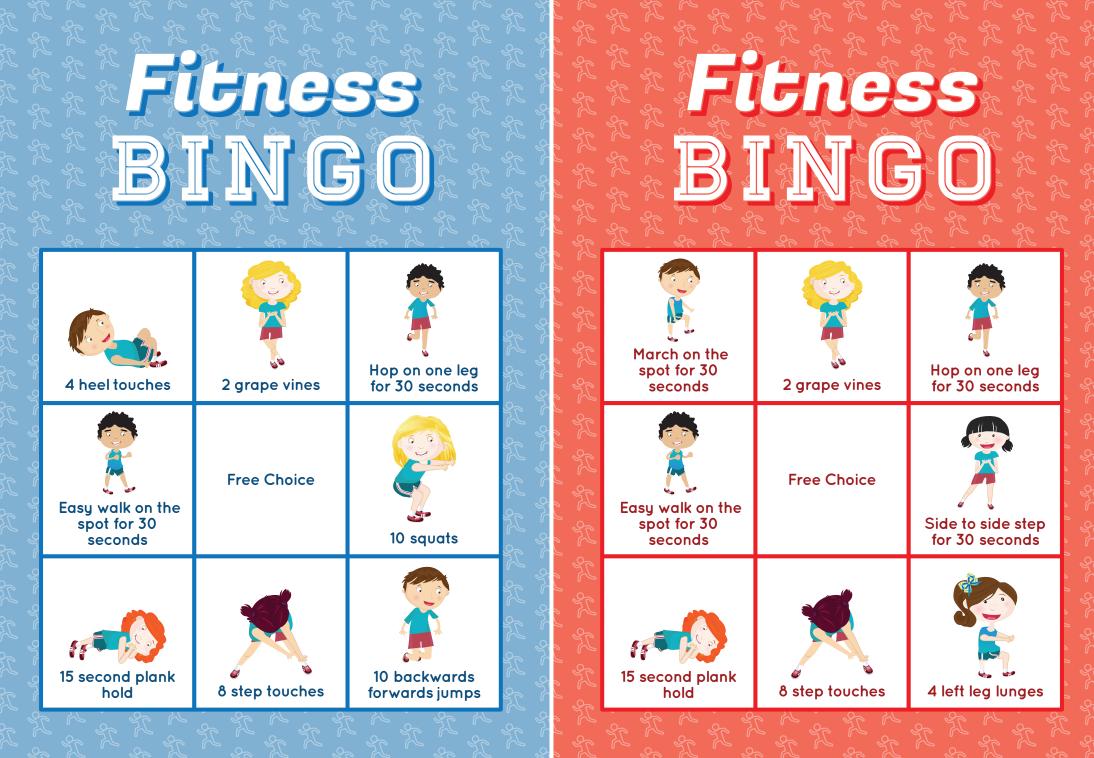


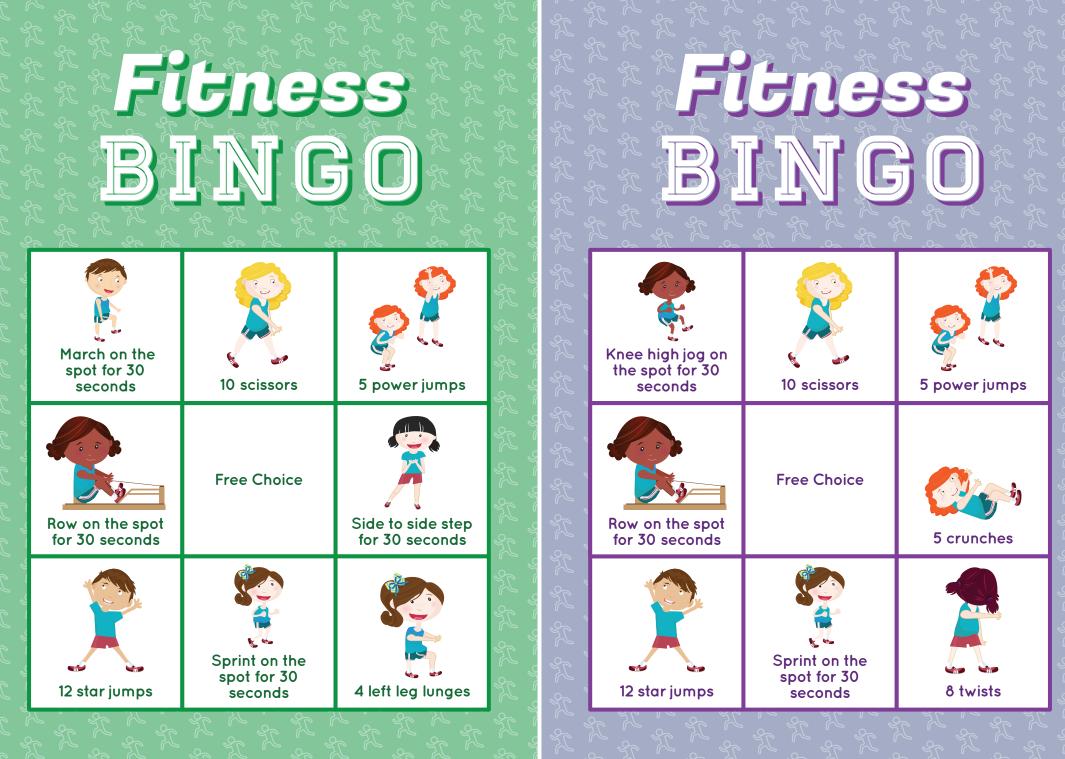


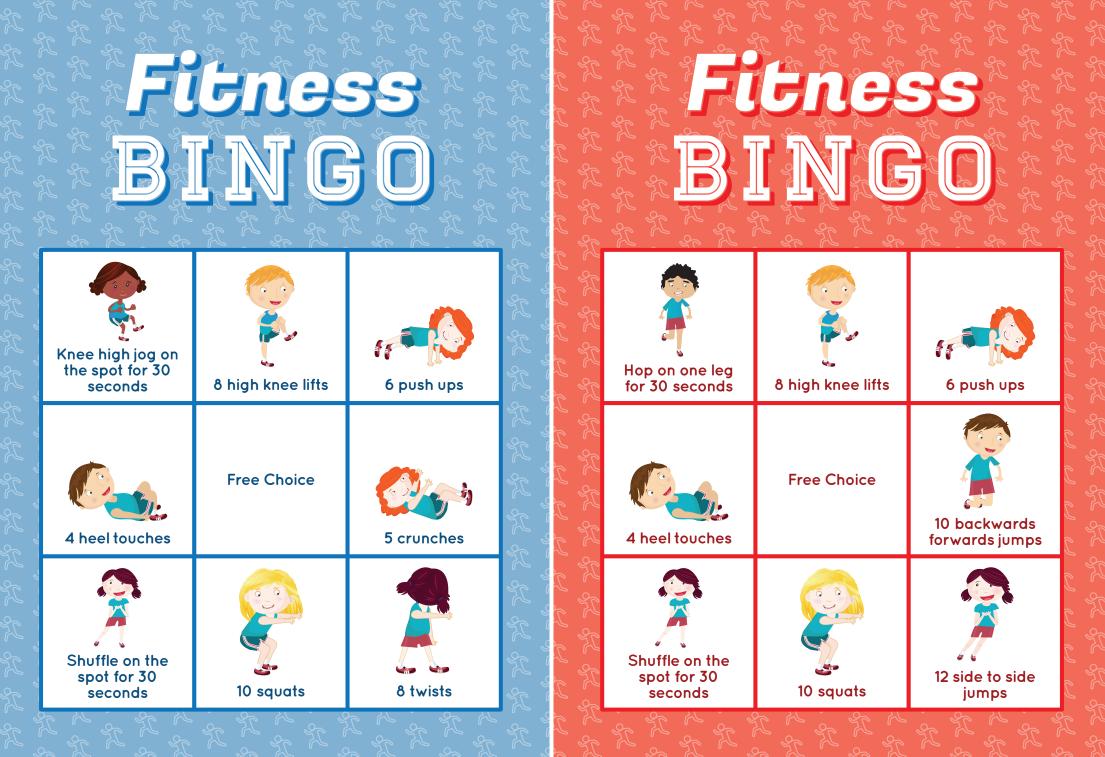




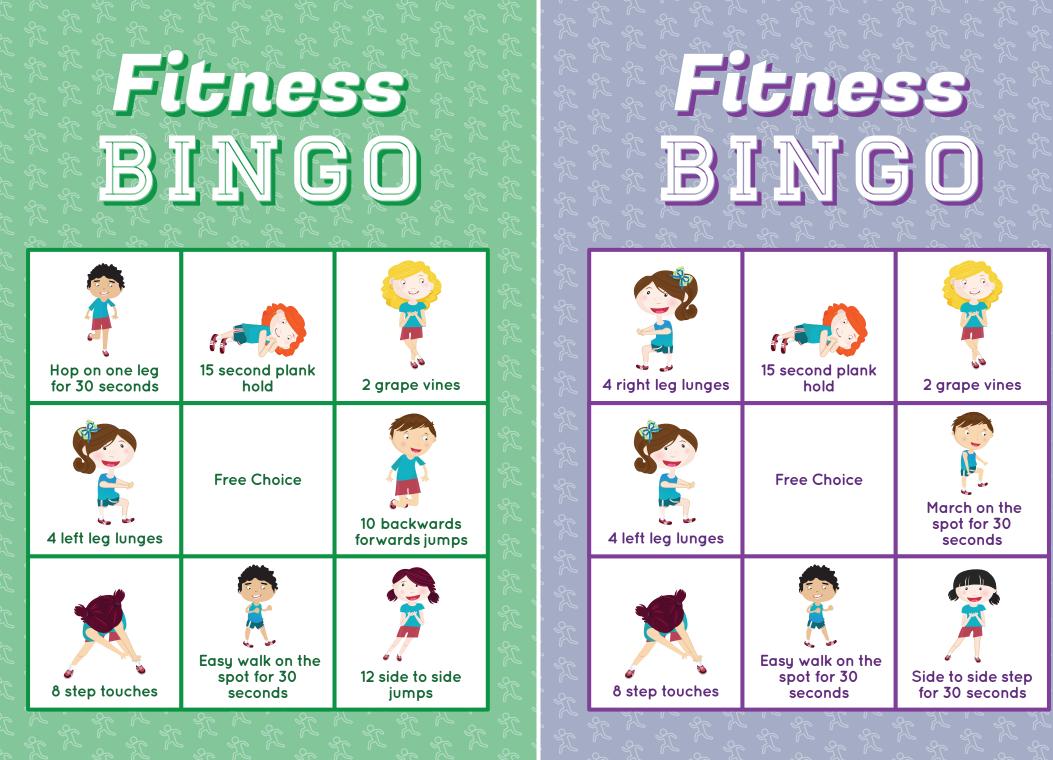


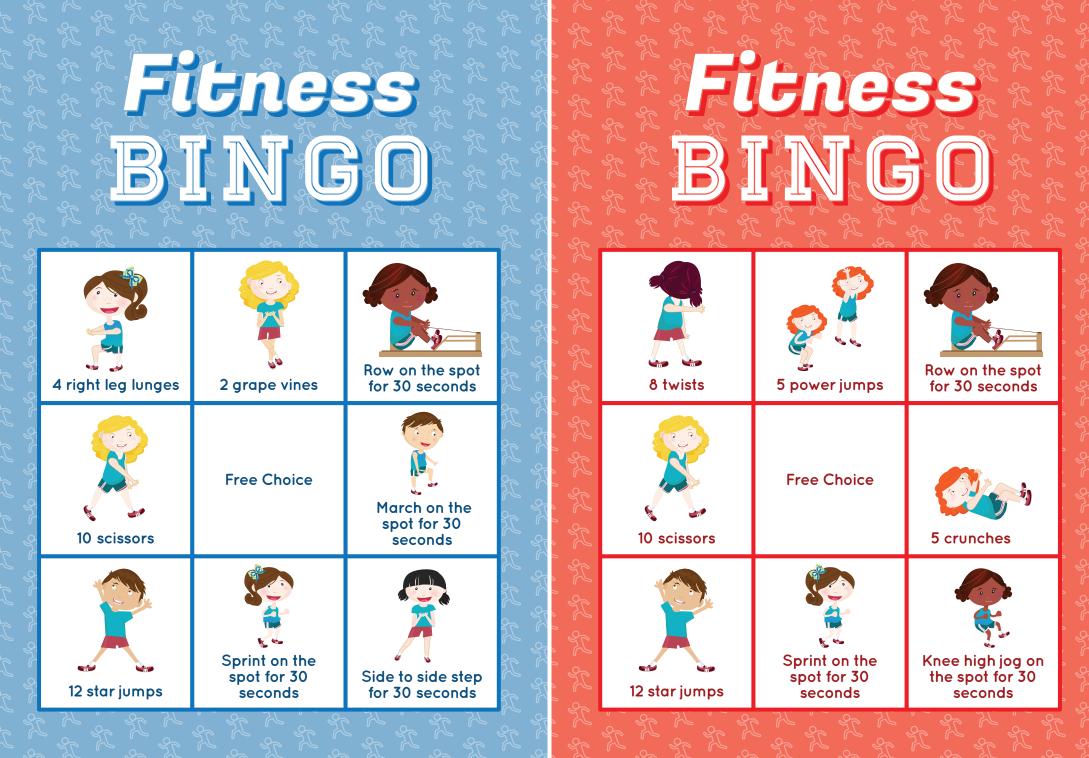


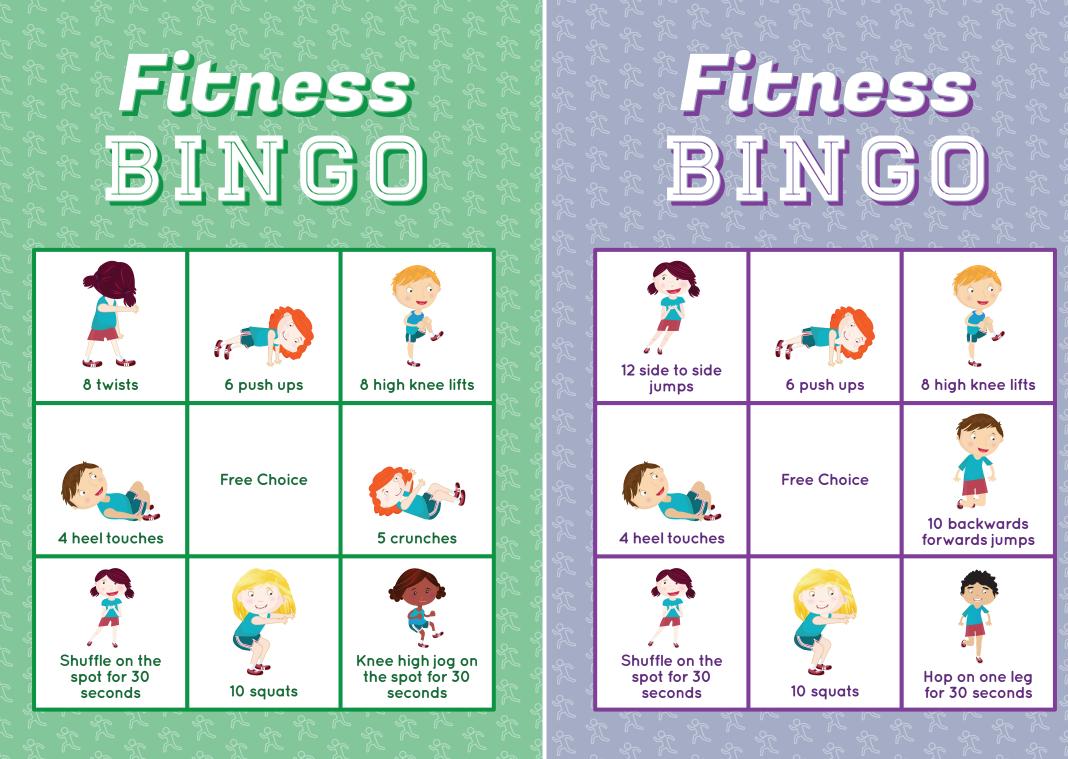


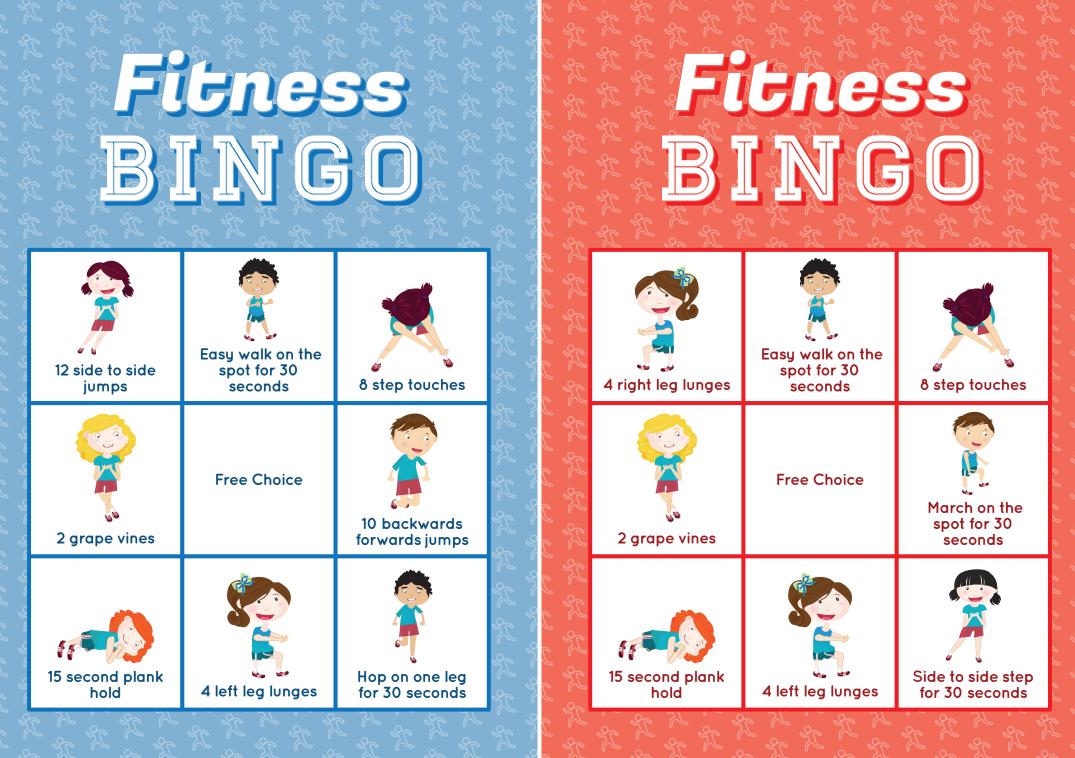


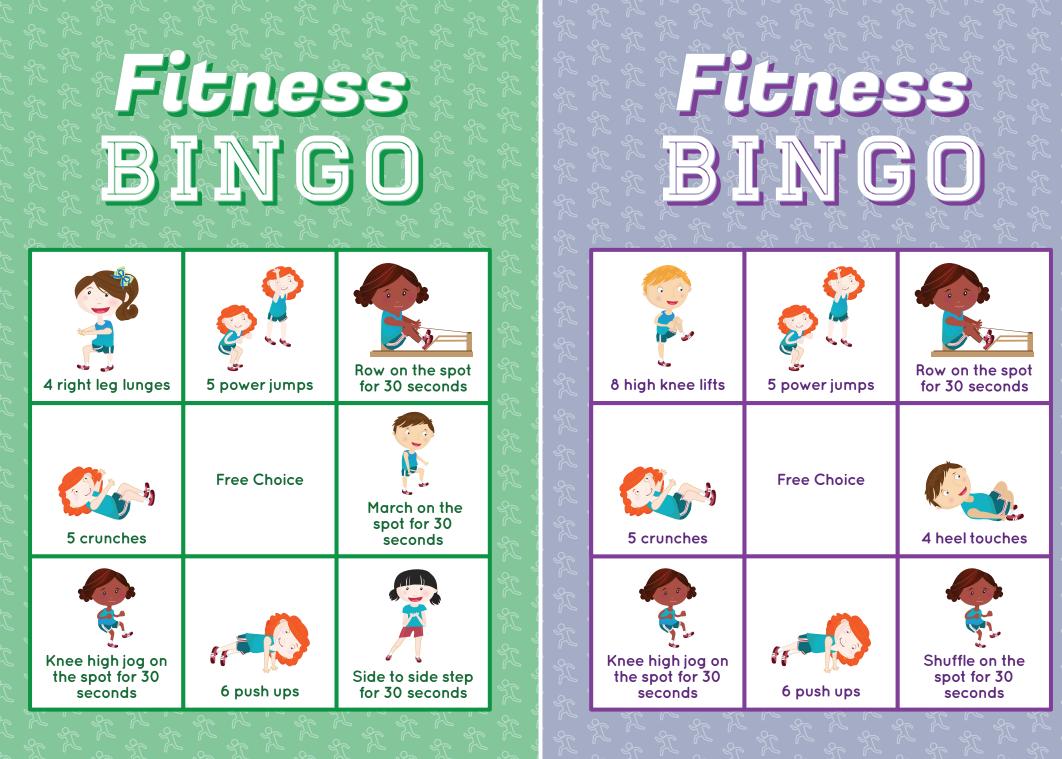


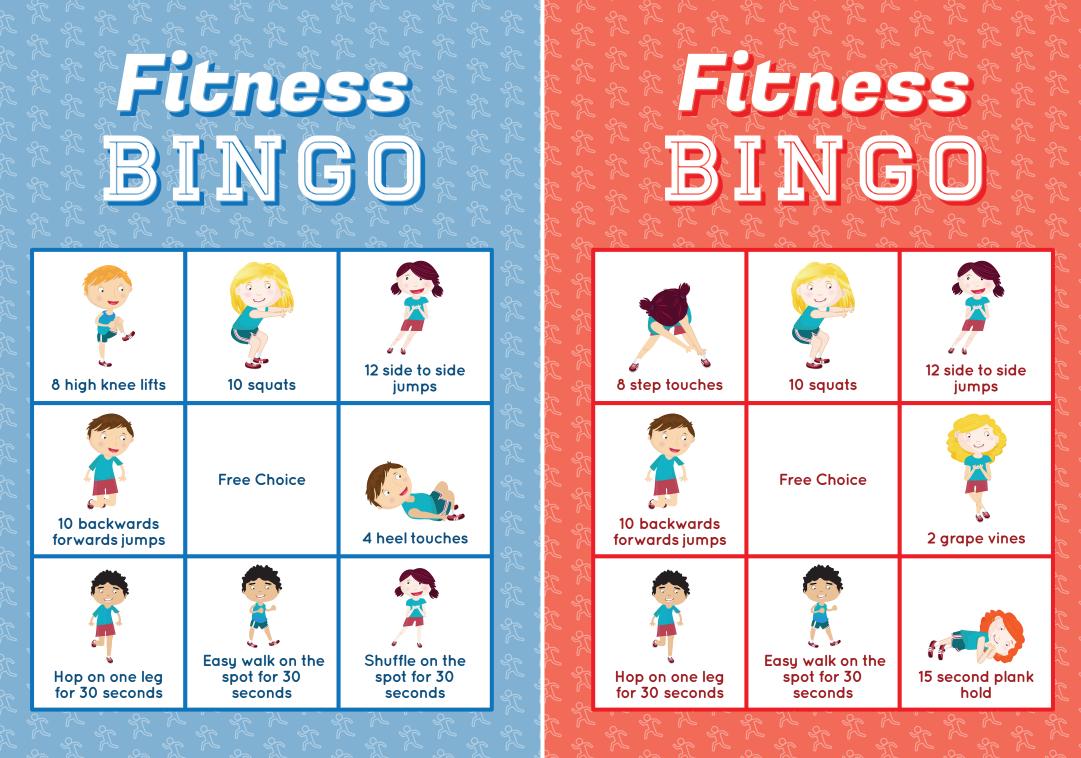


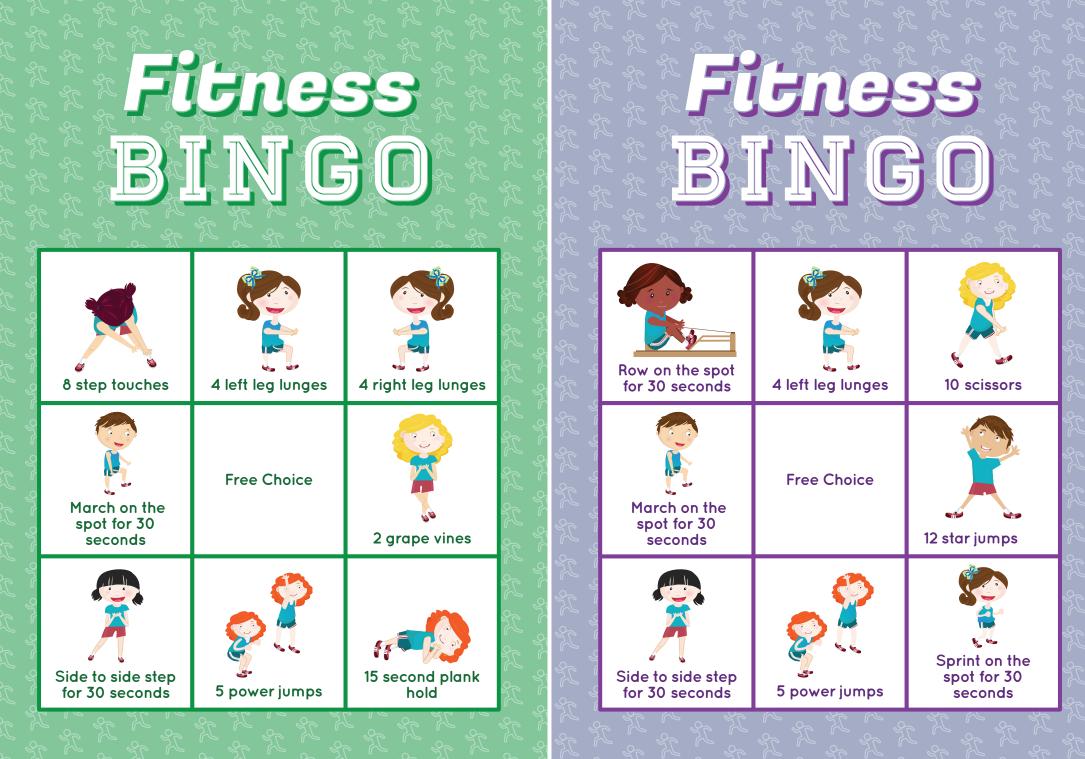


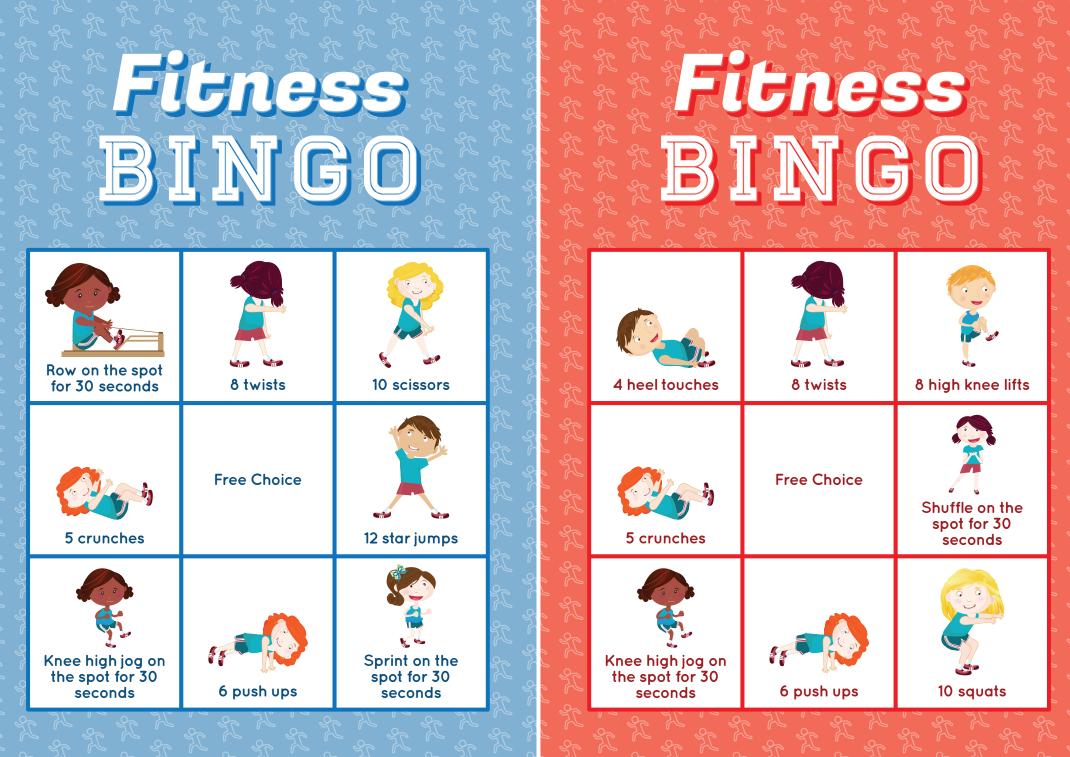


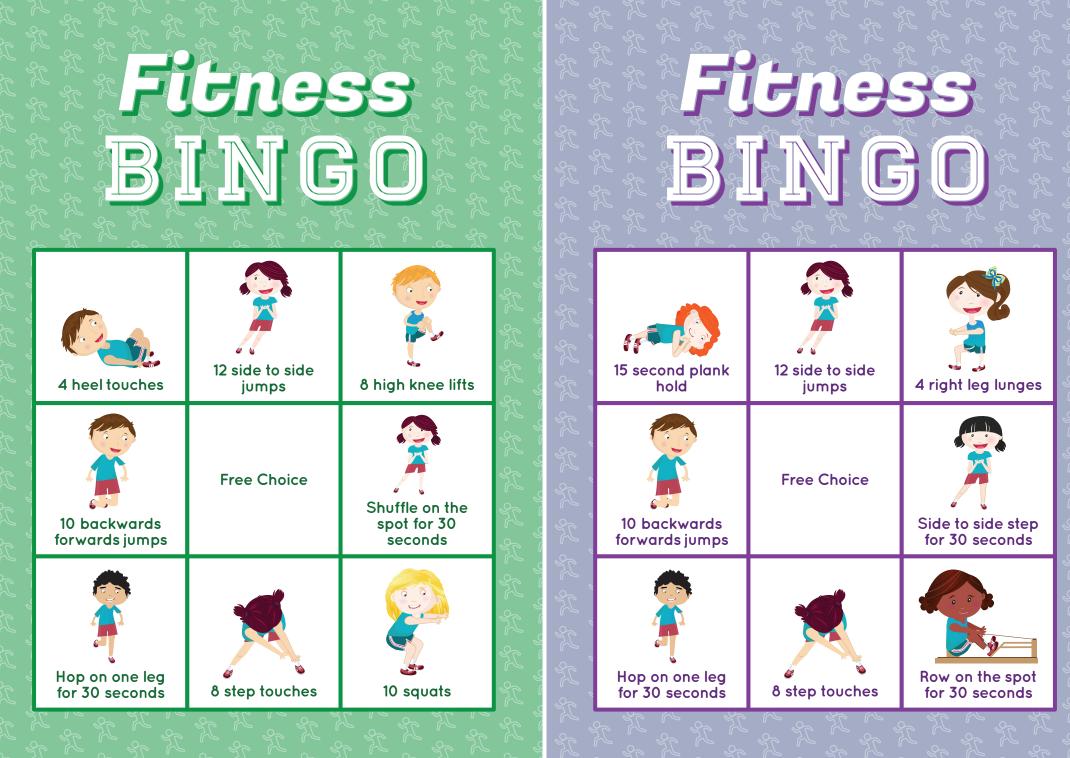


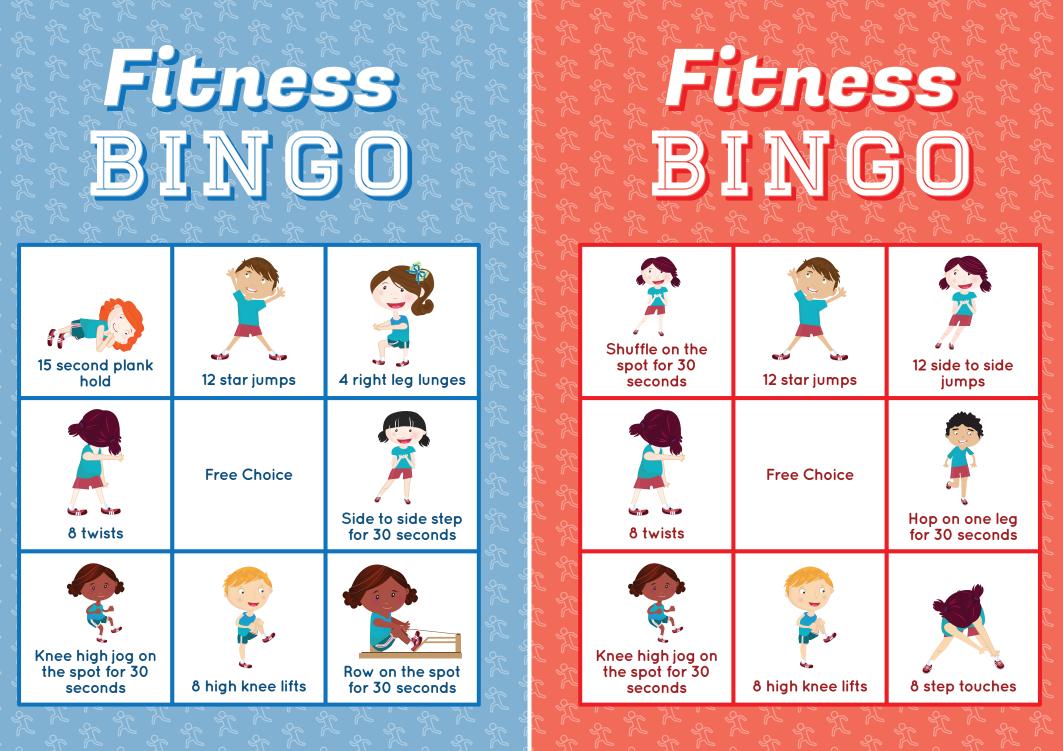


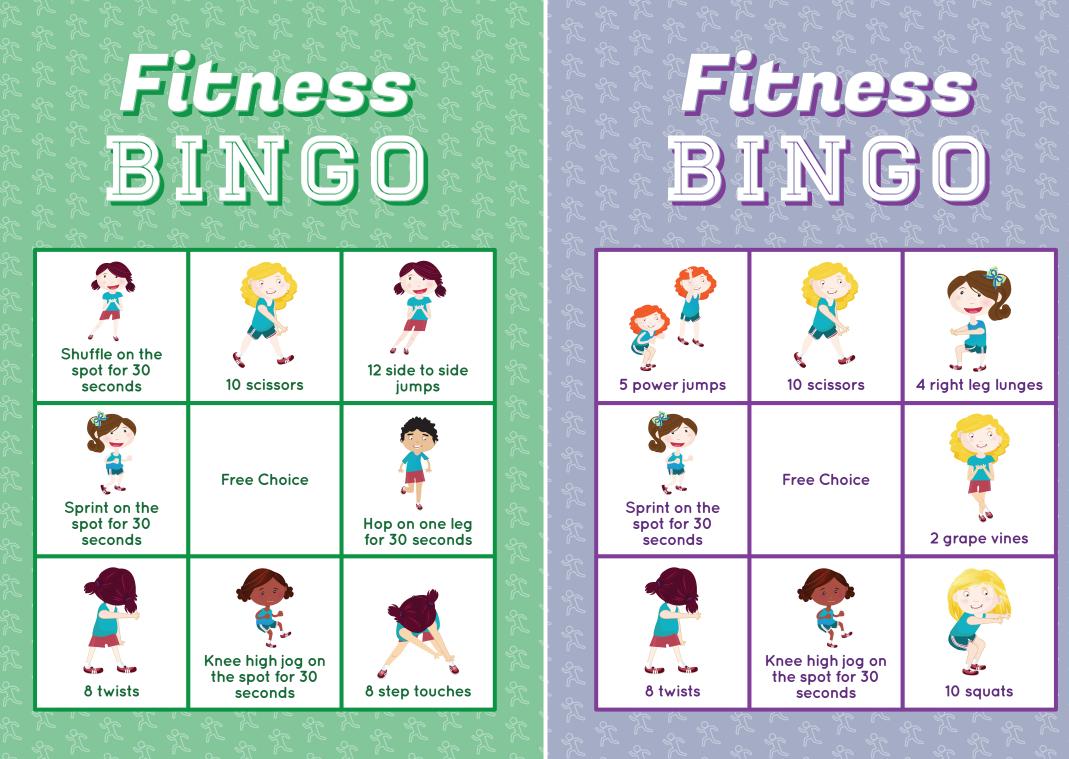


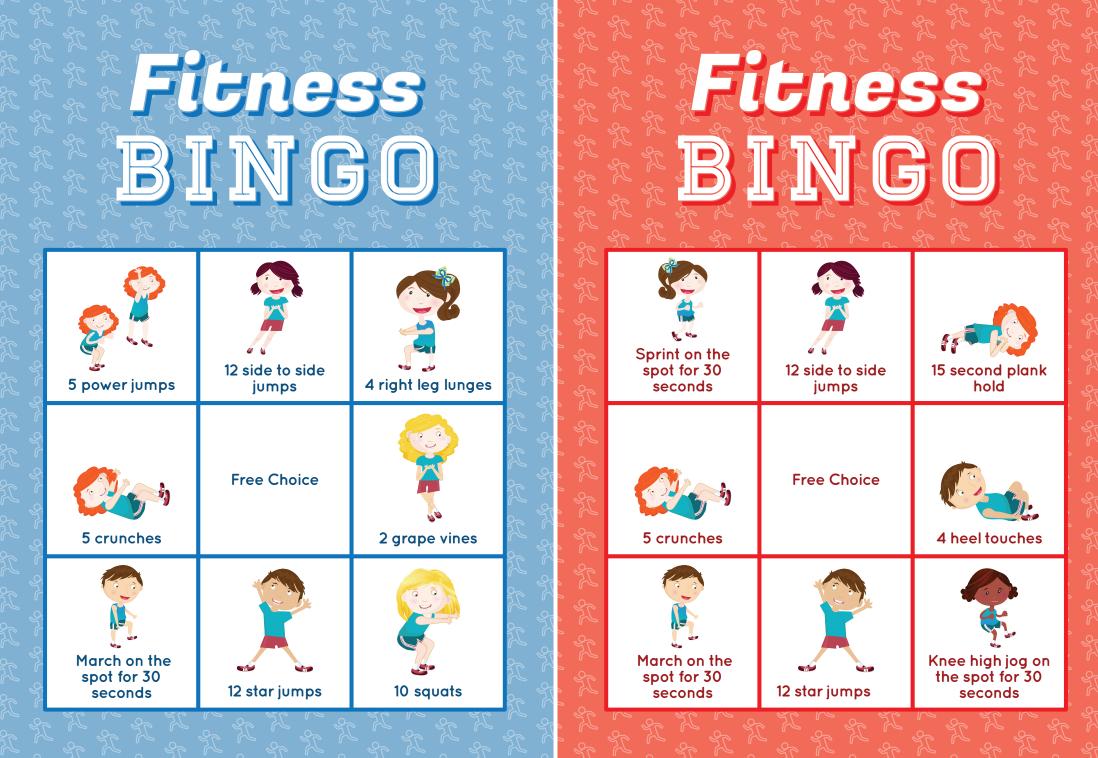












10 Scissors	12 star jumps
5 crunches	Knee high jog on the spot for 30 seconds
Shuffle on the spot for 30 seconds	10 squats
Easy walk on the spot for 30 seconds	8 step touches
4 right leg lunges	March on the spot for 30 seconds

Sprint on the spot for 30 seconds	Free Choice
6 push ups	8 high knee lifts
12 side to side jumps	10 backwards forwards jumps
2 grape vines	15 second plank hold
Side to side step for 30 seconds	5 power jumps

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8 twists	4 heel touches
Hop on one leg for 30 seconds	4 left leg lunges
Row on the spot for 30 seconds	