

Year 5/6 - Learning at Home - Week 4

Each of the activities included in this document are designed to last for approximately 30 minutes.

Weekly Focus

Reading	Visual Literacy. Noticing how authors communicate meaning through the use of images.
Writing	Effectively revising and publishing writing.
Spelling	Investigate German-origin words and their place in the English language.
Mathematics	Investigate Chance and Probability.
Science	Understanding the impact of Natural Disasters and how they occur.
Health	Developing resilience and a Growth Mindset
Personal Learning	Recording your process and sharing your research with others.

Weekly Assessment

Mathematics	Complete your Chance Pre-Test on Essential Assessment. What score did you get? Write two goals that you would like to work on. Submit to Google Classroom (Monday)
Literacy	Upload your published narrative about Competition to Google Classroom (Monday)
Other	All remaining tasks for the week are to be compiled into one Keynote Presentation and submitted as a PDF to Google Classroom at the end of the week (Friday 3.30pm)

Year 5/6 - Learning From Home – Monday 4th May 2020

Reading

Students should be independently reading for at least 30 minutes per day, as per usual.

Read the comic and complete the 'text response' questions below.



1. What sorts of sports, games or activities do you like to do?
2. What do you think the boy in the story's reaction is to being exposed to different sports?
3. Why do you think the boy said he hated sports?
4. What sorts of activities do you think the boy would be into?
5. What sports or activities would you advise for the boy in the comic? Why?
6. Which one of the sports mentioned in the comic would you most like to do or try? Why?
7. What purpose did the author have for creating this comic?

Art

Introduction - Developing your own art practice

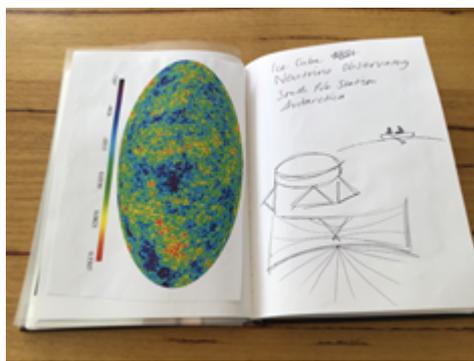
As an artist I'm going to share my art practice with you. I'm going to show you how I use my art journal to explore ideas, experiment with different techniques and create artworks for exhibition. I'm going to take you through the process, step by step, by showing you the way I work.

Step 1 - Journaling

As an artist it is important to collect ideas, thoughts and things you find interesting for inspiration. This inspiration will help you develop a meaningful artwork. You can collect inspiration by finding or creating the following things; drawings, photographs, stories, poems, news articles, magazine articles, found objects.



One of Leonardo de Vinci's journals



Pages from my art journal

I like to watch documentaries about the Universe and our Solar System. When I learn something interesting I do research to find out more. I find pictures that are interesting or beautiful and stick them in my journal. I also write a note about the picture or a drawing so I can remember.

[Type here]

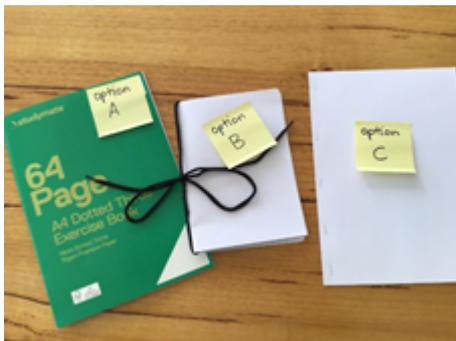
Task 1 – Get a journal

First you need to get a journal or make a journal so you have somewhere to put your inspiration. Here are some options for making a journal, it will depend on what you have at home.

A – Use an old exercise book or scrap book – doesn't matter if it has lines

B – Make a book, get some paper; fold it in half; tie a piece of string or put a rubber band around the fold to hold the paper together.

C – Staple several sheets of paper along one edge to make a book.



Task 2 – First entry

Consider these questions to help you find your inspiration;

What do you find interesting? What are your hobbies? What are you curious about? What puzzles you? What fascinates you?

Find 3 to 5 pieces of inspiration and paste them into your art journal. They could be photos of an object or place, drawings, pictures from a magazine or book, an image downloaded and printed from the internet....anything that relates to your ideas. Write a note about what the picture, drawing or photo is about so you can remember why it inspired you.

Next week...

Next week you will be thinking about how personal experience can be used for inspiration.

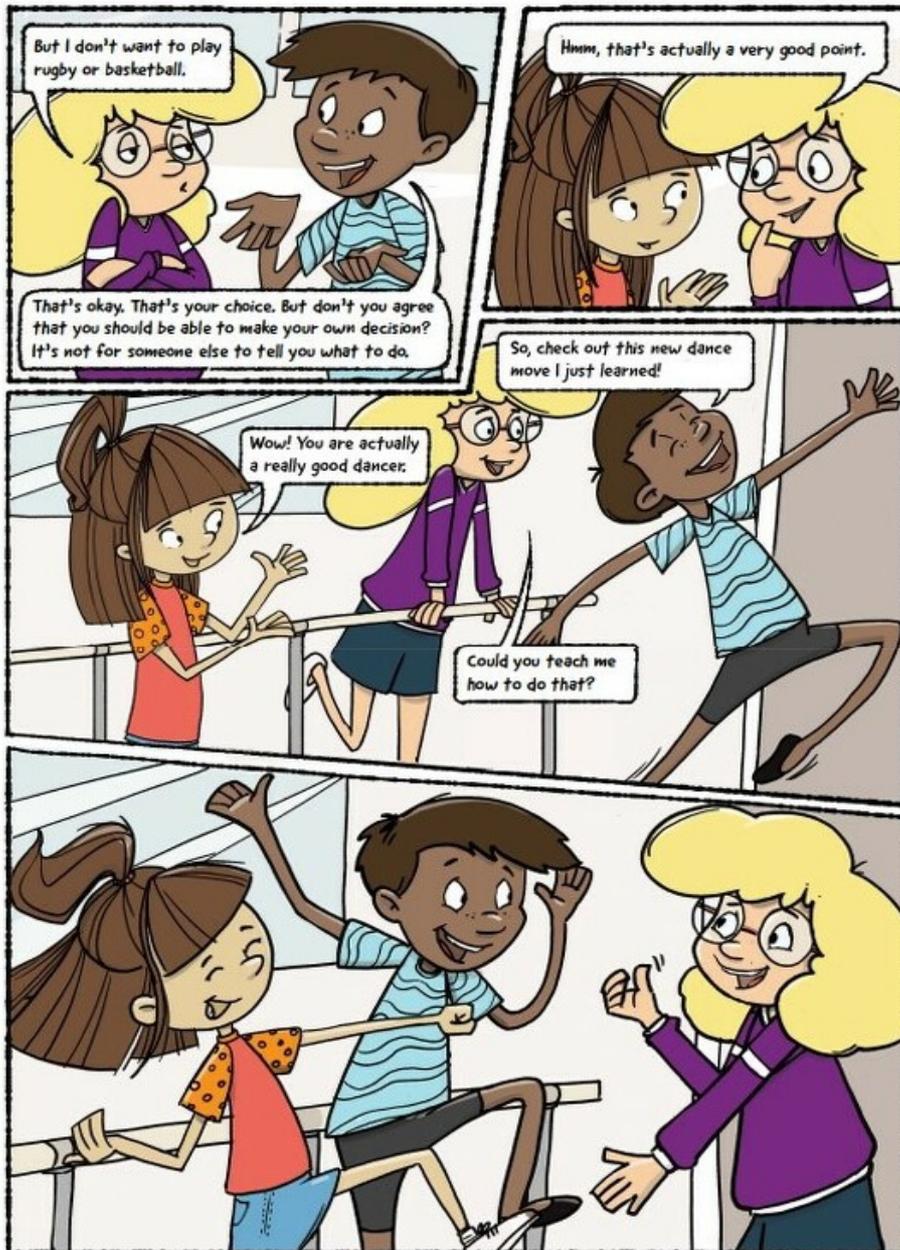
Year 5/6 - Learning From Home – Tuesday 5th May 2020

Reading

Students should be independently reading for at least 30 minutes per day, as per usual.

Read the comic and complete the 'text response' questions below.





1. What is the main point of this comic?
2. What is a stereotype?
3. What is the stereotype that is represented in the comic?
4. Give an example of a stereotype you know.
5. Why do you think the girls in this story believe this?
6. What might the consequences be if the boy in the story was forced not to dance because he was not a girl?
7. Why should or shouldn't gender stereotypes be used?
8. Why do you think gender stereotypes exist?
9. Name something you or someone you know likes to do that does not fit traditional stereotypes?

Keep in mind - talking about a stereotype does not mean you believe it!

Writing

Find a new vocabulary word from the book you are reading. Copy the Word Nerds worksheet into your book and complete this using your new vocab word!

Challenge! Can you find 3 new vocab words and complete this worksheet three times?
(Worksheet pdf is uploaded to Google Drive)

Name _____

Date _____

	Word	

noun	verb	adjective
Have you heard this word before?		
___ Yes ___ No		

	Definition

Use the word in your own sentence.

Draw a picture to help understand the word.


	SYNONYMS

Rate Yourself (after you learn it)
4 I can say the word & tell exactly what it means.
3 I can say the word & tell mostly what it means.
2 I'm not sure I can say the word & tell what it means.
1 I don't understand the word at all

Maths

Warm-up - Mystery Spinner Game – this game will only work on a computer (not an iPad):

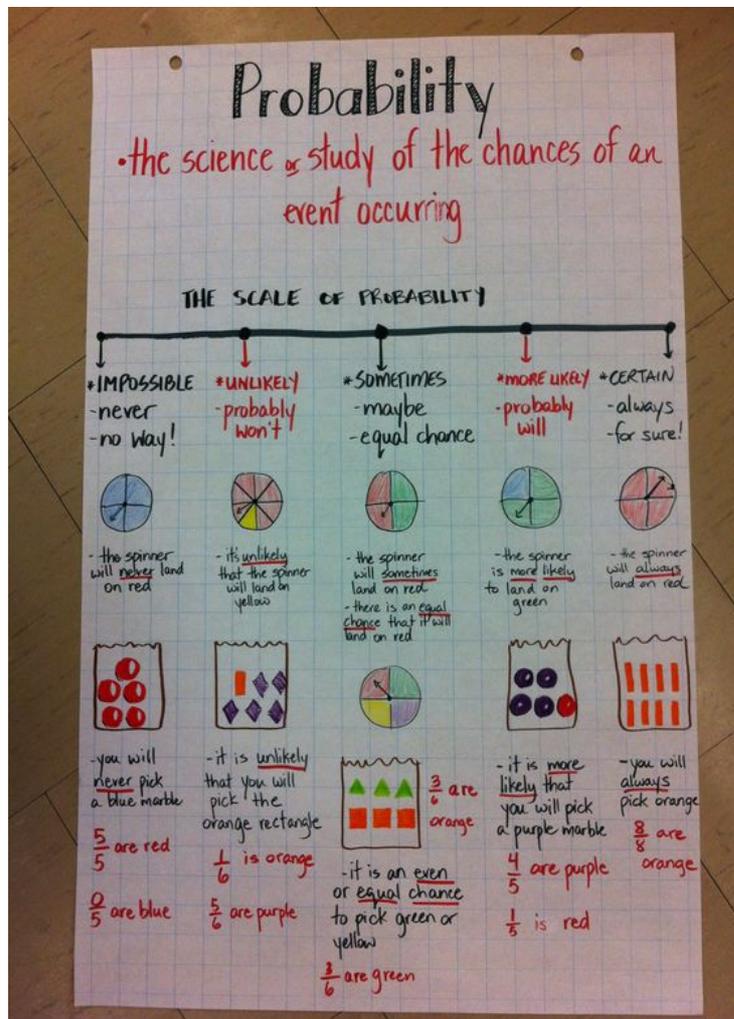
<http://www.scottle.edu.au/ec/viewing/L2382/index.html>

Do not worry about playing the game if you do not have access to a computer.

Probability is the chance of something happening.

You might want to know the chance of it raining today, the chance of getting heads or tails, the chance of rolling an even number on a dice, the chance of getting picked for something. All of these chances have a numerical value called the probability of the event occurring.

Probabilities are written as fractions, decimals, and percentages.



Probability
The science of the chances of an event occurring

The scale of probability...

0%	25%	50%	75%	100%
* Impossible - never - no way	* Unlikely - probably won't - possible	* Sometimes - maybe - equal chance	* More likely - probably will	* Certain - always - definite
The spinner will never land on red	It's unlikely the spinner will land on navy	There's an equal chance of the spinner landing on orange or yellow	The spinner is more likely to land on pink	The spinner will always land on blue
You will never pick a blue lily	It is unlikely you will pick a yellow lily	It is an even / equal chance you'll pick yellow or blue	It is likely you will pick a pink lily	You will always pick a blue lily
$\frac{0}{5}$ are pink	$\frac{1}{5}$ are yellow $\frac{4}{5}$ are blue	$\frac{2}{5}$ are yellow $\frac{3}{5}$ are blue	$\frac{3}{5}$ are yellow $\frac{2}{5}$ are pink	$\frac{5}{5}$ are blue

Examine the posters above and create your own.

Make sure you include:

1. a 'scale of probability' with words like 'impossible' and 'certain'
2. spinners with different probability
3. marbles in a jar with different probability
4. fractions showing the probability of your marbles and spinners

Extension: Write the fractions as decimals and percentages as well

Post your anchor chart to padlet:

<https://padlet.com/09539107/rgczmt88isyrd42n>

'Like' another student's anchor chart - one that you think helped you understand probability and chance.

Science

Where do natural disasters occur?

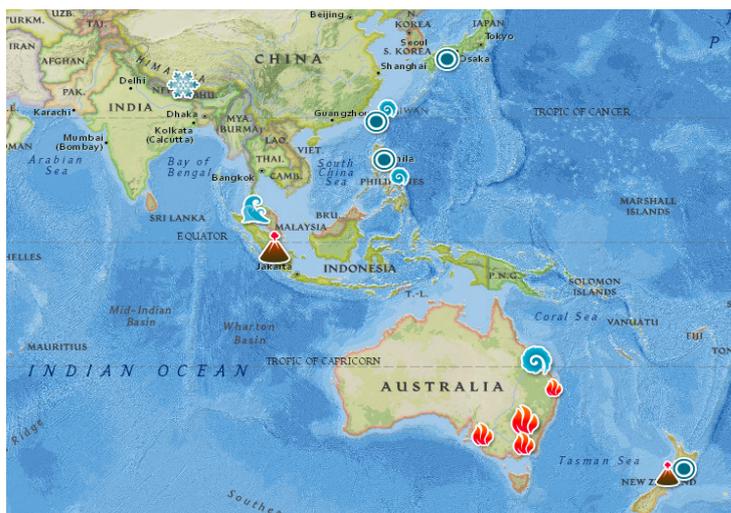
Natural disasters can occur all over the world, but some kinds occur more frequently in certain places. For example, bushfires are more common in Australia because of our climate and environment.

Research: Using the websites below and your own research, find out which parts of the world natural disasters are more commonly found.

- Global Disaster Alert and Coordination System
<https://www.gdacs.org>
- NOAA National Oceanic and Atmospheric Administration - Natural Hazards Viewer
<https://maps.ngdc.noaa.gov/viewers/hazards/>
- Geoscience Australia
<https://www.ga.gov.au/scientific-topics/community-safety>

Task: Use the mapmaker website below to record your findings on your own map. Have a look at my example below - I have started recording some of the cases I found from my research using icons. The more cases I record, the better understanding I will have of where natural disasters are most likely to occur.

<http://mapmaker.nationalgeographic.org>



TIP: Click on the 'Marker' icon in the toolbar on the left. It will give you lots of options for icons to place on your map.

Drama

Monologues

Choose a monologue, film yourself reading it and submit it on Google Classroom into the folder labelled week 4 monologue.

Peter Pan by J.M. Barrie

LOST BOY: I saw Pirates! I saw Indians! Not only did I see Pirates, and Indians, but I saw a wonderful thing. High over the lagoon I saw the loveliest, great, white bird. It is flying this way. It looks weary and as it flies it moans, "Poor Wendy." I think there are birds called Wendies. See, here it comes! Look how white it is.

Hey, there's Tinkerbell. Tink is trying to hurt the Wendy. She says Peter wants us to shoot the Wendy. Let us do what Peter wishes. Out of my way, Tink. I'll shoot it. I've shot the Wendy! Peter will be so pleased!

Or

THE LITTLE PRINCESS by Frances Hodgson Burnett

MISS MINCHIN: Stop crying. I sent for you to talk to you, and I have no time to waste.

(Sara sobs) Stop crying, do you hear?

(Pause until Sara rises and faces Miss Minchin)

You are not a princess any longer. Remember that. You have no friends. You have no money. You have no one to take care of you. Your pony and carriage will be sold at once. Your maid will be sent away. You'll wear your plainest and oldest frocks. Your extravagant ones are no longer suited for your station. You're like Becky — you will have to work for your living. You will be obliged to do it whether you like it or not. If I do not choose to keep you out of charity, you have no home but the street. If you work hard, and try to make yourself useful, I may let you stay here. You are a sharp child and pick up things readily. You speak French very well, and you can help with the younger children. You are not a parlour-boarder now. You have to earn your bread. You will have more to do than to teach the little ones. You will run errands and help in the kitchen as well as in the schoolroom. If you don't please me, you will be sent away. Now go.

[Type here]

Write a definition for each word

- Soliloquy
- Tableau
- Understudy

Google classroom codes for drama

5/6 E- uxggpb5

5/6 A-wdq7xot

5/6 M- abulyo5

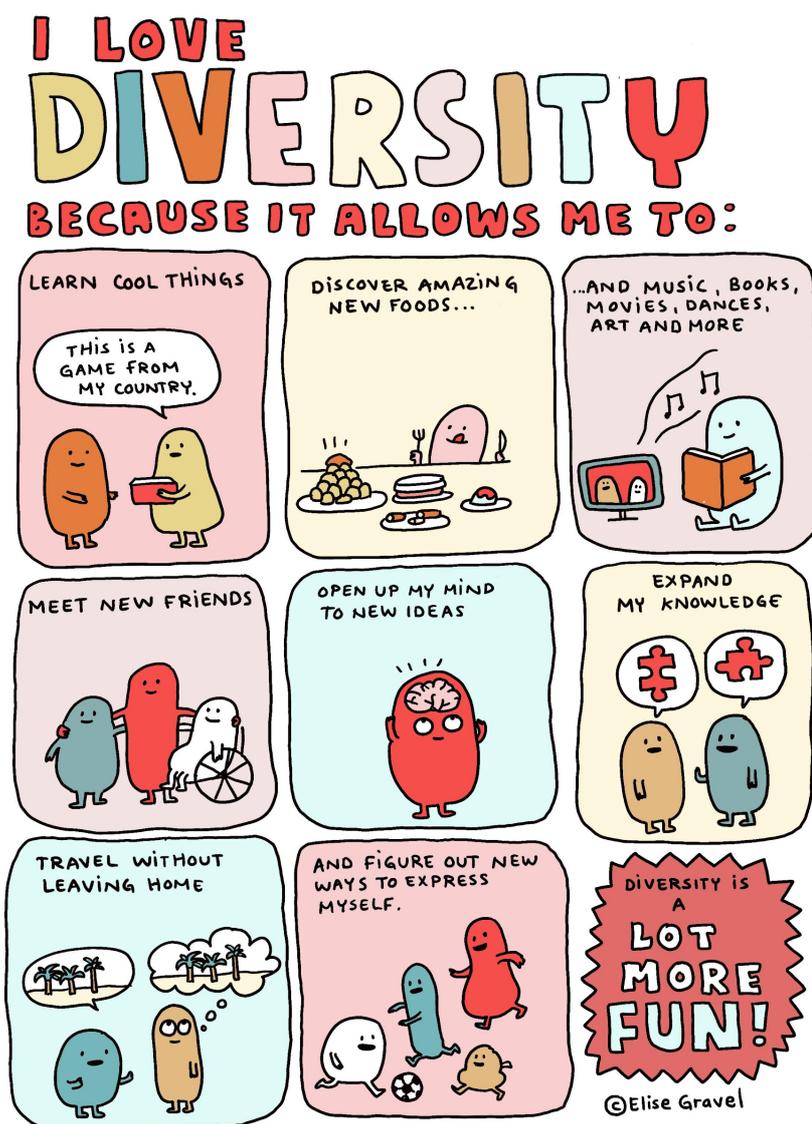
5/6 W- dasdhvf

Year 5/6 - Learning From Home – Wednesday 6th May 2020

Reading

Students should be independently reading for at least 30 minutes per day, as per usual.

Read the comic and complete the 'text response' questions below.



1. What is diversity?
2. What is the message the author is trying to send?
3. Why did the author draw the characters different shapes, sizes and colours?
4. What are the different ways people can be diverse?
5. When have you learned something new from a friend? What was it?

Writing

Powerwrite! Choose a genre and write a piece beginning with this starter, *Bleary-eyed, I went downstairs for breakfast, the house was empty, even the furniture was gone...*

Bonus Points! Remember your new vocab words that you studied yesterday? Challenge yourself by trying to use these new words in your own writing!

Maths

Watch the following videos on Khan Academy:

Simple Probability (Yellow Marble):

<https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:basic-prob-precalc/v/simple-probability>

Simple Probability (non-blue marble):

https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:basic-prob-precalc/e/probability_1

Notice how probability is written:

What is the probability that.....?



I pick a green marble? P(green) =

I pick a blue or a red marble? P(blue or red) =

I don't pick a yellow marble? P(not yellow) =

$$\text{Probability of an event} = \frac{\text{Number of successful outcomes}}{\text{Total number of possible outcomes}}$$

Complete these questions to practise finding the probability of certain events:

(you can write your answers as fractions using a forward slash. e.g 3/10, or you can find the decimal/percentage)

<https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:basic-prob-precalc/v/probability-1-module-examples>

Answer these questions in your book (pretend the jokers are removed).

How many cards are there in a deck of cards?

How many suits are there in a deck of cards?

What are the names of the suits?

How many cards are in each suit?

How many cards are red?

What is the probability of randomly drawing a heart?

$P(\text{heart}) =$

What is the probability of randomly drawing a queen?

$P(\text{queen}) =$

What is the probability of randomly drawing a red card?

$P(\text{red card}) =$

What is the probability of randomly drawing a queen of hearts?

$P(\text{queen of hearts}) =$

Extension: Find the smallest equivalent fraction for these.

Health

Resilience is an important skill to develop, particularly now during self-isolation. Watch this video on resilience...

<https://www.youtube.com/watch?v=1FDyiUEn8Vw>

TASK: You're going to put all 5 ways of building resilience into practice...

Watch this video of a family who took the 'Blinding Lights' dance challenge. They're not only a great example of staying resilient, but they also worked together while exercising their minds, bodies and hearts.

<https://www.youtube.com/watch?v=43RV7eZgRml>



- Set a goal - Your goal is to take the 'Blinding Lights' dance challenge.
- Get a charge - Boost your energy by practising the dance routine.
- Express yourself - Express your emotions through your dance.
- Know when to take time out - Take breaks, so you are able to achieve the goal.
- Stay connected - Get your siblings (and parents/grandparents/pets if they aren't busy) to do it too. And of course, once you've recorded yourself, share it on Padlet...

<https://padlet.com/morellmichaelb/qanfeq4paf0ggxno>

Music

Last week, we listened to a piece of electronic music called 'We've Just Begun'. We looked at how the music evolved and what sounds came in, in order to layer the music. This is a really effective and common way in which music is composed. Think back to the "OK, Go" song we listened to in week one, they did the same thing; The song started with one or two sounds and added more in to create a busier texture as the song progressed.

When we dissect this music further, we can hear 3 main sounds the music is based on;

Harmony/chord progression; The chords or notes under the song that suggest the style the music will take. This can change as the music plays but usually only has a few chords per song.

Rhythm; The combination of beats, accents and rests. Usually something we can clap to.

Melody; A combination of notes or pitches put together to create a tune. Usually something we can sing to.

These are the main ingredients that musicians use to base the song around, but of course there are other sounds that artists use to flavour a song.

This week, we are going to listen to a piece of music; 'Come Back Down' by Home.
<https://www.youtube.com/watch?v=-NXEcmszXzQ>

[Type here]

This song starts with the harmony which is a basic chord progression that uses 2 chords, as well as a rhythm.

At the one minute mark, we hear the melody come in. We now have all 3 main musical sounds in.

TASK

In your own words and using complete sentences, write a paragraph about this piece of music. Describe how these 3 main sounds are used and changed throughout the song to add interest.

- Put your description onto Google Classroom;

5/6W; uqxvdo2

5/6M; y4pdt7y

5/6A; tlb2ktx

5/6E; xv2xauf

Here are the elements of music to help guide your writing if you need.

Rhythm: Is there a rhythmic pattern? Does it use short notes or long notes or a combination?

Dynamics: Describing the volume of the piece. Does it change?

Melody: What is the pitch (high/low)? The melody is a combination of notes, usually something we like to sing to.

Harmony: What are the chords or bass line doing underneath the melody? Is it adding a sad/happy sound?

Tone colour: What are the instruments doing? What do they sound like? Is it a harsh sound, warm, smooth...etc?

Texture: Describes the layers in music; busy, thin, thick, sparse...etc.

Structure/Form: Does the song evolve? Is there a climax point? Does it change at the end?

Year 5/6 - Learning From Home – Thursday 7th May 2020

Reading

Students should be independently reading for at least 30 minutes per day, as per usual.

Read the comic and complete the 'text response' questions below.

Digital Warriors
Episode: Social Footprints

That photo is hilarious!

Yeah, we should send it to everyone in our grade.

WAIT!
SHARE

You mean just show them from your phone screen, right?

Nah, it'll be easier to send it online. It will only take a second. Everyone will lose their minds with laughter.
HA HA HA HA HA

You do know that once you upload it or send it, you can't take it back, right?

What do you mean? Why would I want to take it back?

Well, once you send it to someone's device, they have a copy and they can use it however they want. They could send it to anyone! You can no longer control who sees it.

Some online platforms also have permission to use any photos you upload through their service, meaning all your photos and messages could be saved by those companies and sent anywhere.

Even if platforms say they delete the photo straight away, people can make copies just from seeing things on the screen. They call this a 'digital footprint'.

The comic includes several diagrams: 1) A flowchart showing a photo being sent from one phone to another, then to a third, and back to the first. 2) A diagram showing a photo being uploaded from a phone to a computer monitor displaying a thumbs-up icon, with arrows pointing to a network symbol. 3) A diagram showing a photo being uploaded from a phone to a computer monitor, then to a trash can, and finally to two other phones, illustrating how a copy can be made even after deletion.

Oh, now that you mention it, I hate the idea of someone sharing or keeping a photo of me without me knowing about it.

Fun photos hold great memories, but maybe they should be just for us, and not for the whole world.

Perhaps we can share these on a PowerPoint presentation...

...or make a photo album, that way we know where our photos are and can easily remove them when we've finished sharing.

Good idea!

Hey, check out this new filter that has just come out!

HA HA HA HA HA

1. What is social media?
2. What different types of social media are there?
3. What is the age limit from some of those platforms?
4. What are some of the consequences for sending photos without thinking?
5. Draw a photo of you and a friend and design your own filter on it.

Writing

It has been decided that the theme for this year's Early Harvest writing competition is ADVENTURE, as chosen by most of you! Now is the time to start thinking about how you are going to write your very own adventurous story. First, you must complete the following planning steps:

1. List 5 adventure stories you have watched or read.
2. Choose your artifact. What is it that you want to get your hands on and why? (A treasure chest, a sword, a museum statue, a famous painting...)
3. Create your hero. Every adventure story has a hero, someone who saves the day.
4. A hero is nowhere without their sidekick. Create your sidekick/best friend/leading lady. Does the sidekick stay loyal to the hero?
5. Create your villain. Who is the evil character that is going to get in the way of your adventure story?

Create a 6-grid storyboard plotting how your story is going to flow. You must use pictures and small captions only. **Remember**, this is just your plan!

Use this template to help you set out your storyboard.

Storyboard

Copyright © Angela Terris 2011. All rights reserved.

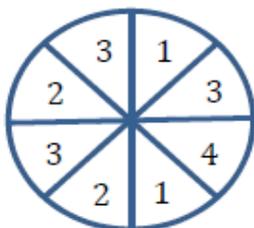
1	2	3
What's your first shot: _____ _____ _____	What's happening now: _____ _____ _____	And now: _____ _____ _____
4	5	6
And now: _____ _____ _____	And now: _____ _____ _____	Last Shot! How does your story end? _____ _____ _____

Maths

Warm-up

Fluency

1. Look at the spinner below and answer the questions.



- a) What is the total number of outcomes? _____
- b) What is the probability of spinning a 3? _____
- c) Which number is least likely to be spun? _____

Task:

Draw up a 6 by 4 grid (24 squares) in your maths book and colour according to the rules given below.

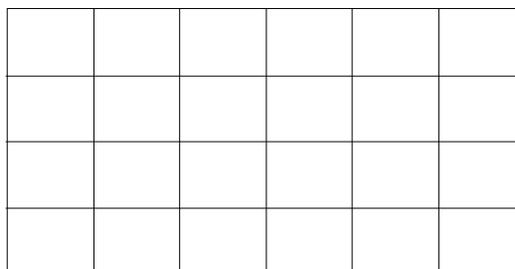
HINTS:

- 1) You may need to find equivalent fractions (where the denominator is 24)
- 2) 25% is the same as 0.25 and 25/100 (or $\frac{1}{4}$)

Probability Using Fractions, Decimals and Percentages (B)

① a) Colour the rectangles to represent the likelihood shown.

- i) $\frac{1}{12}$ chance of purple
- ii) 25% chance of red
- iii) $\frac{1}{6}$ chance of green
- iv) 0.25 chance of orange
- v) $\frac{2}{24}$ chance of blue
- vi) $\frac{2}{12}$ chance of yellow



Next, draw up your own grid. Create 6 rules, like those given above. Make sure your whole grid is coloured.

Post your grid and hints to google classroom!

Personal Learning

Now that you have done a lot of the ground work on your personal learning project, you want to start thinking about how you are going to record your learning process.

In today's session, set up a way to record your process so you can share it once it's complete. How will you do it? It will need to be something you can post online, engaging, and clearly show the steps you took. Here are some ideas...

- Keynote
- Timeline
- Mini documentary
- Poster
- Interview
- Photo essay

Take some time to start setting this up so that you may continue adding to it as you progress over the coming weeks.

DON'T FALL INTO THE CLASSIC TRAP - Don't leave it until the last minute and scramble desperately trying to put something together.

Physical Education

Opening/Warm-up – Complete the Body Combat warm-up found in the link. It runs for approximately 15 minutes and is broken into an upper body, lower body and full body warm-up. Like last week, it is a high intensity workout so it is perfectly fine to only complete part of the workout and it's a good idea to pause and have breaks whenever they are needed.

<https://www.youtube.com/watch?v=3kfJ0qQnJ6Q&list=PLCzr8bZECkgBwg-dBjyPZryuLvhlSuLew&index=8>

or complete your own circuit consisting of 6-8 exercises. Perform each exercise for 45 seconds, have a short rest and then move onto your next one. Remember to choose exercises that will target different parts of your body so you get a full-body warm-up.

Athletics – High Jump

Watch the video link below. The two online coaches provide some drills that will help you jump high without the need to use equipment. All you need is an open space and a soft comfortable surface underfoot.

Perform each exercise the number of times instructed on the clip but ensure you have enough rest in between each set.

<https://www.youtube.com/watch?v=Sgtlesh7LHw>

Triple Jump

The triple jump is a relatively challenging event because it is not a natural motion or movement. There are four aspects to the triple jump – the run-up, hop, step and jump.

Watch this first link which provides important tips about technique and body position during the run-up.

<https://www.youtube.com/watch?v=v6ZvAuulgxc>

Now watch the second link which provides a brief summary of the overall event.

https://www.youtube.com/watch?v=w_X7cLnFCYw

Finally, complete the basic drill progressions shown in the link below. Perform each one no less than six times and remember to have a nice soft surface to land on and to be wearing appropriate footwear.

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

Time to put all four phases together through this final triple jump progression. Complete each stage five times and mark out the distance of your landing. If you improve your distance, move your marker. You will also need to have a marker acting as your starting or take-off point.

- Complete the triple jump sequence of hop, step and jump, beginning from a standing position with no run-up.
 - Complete with a 3 step run-up
 - Complete with a 5 step run-up
 - Complete with a 9 step run-up
- Record your 9 step attempts and share your best jump with me via Google Classroom.

5/6A – zmf27dk	5/6E - yaldbwm	5/6M - yxdftqv	5/6W – 7kko7ql
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Year 5/6 - Learning From Home – Friday 8th May 2020

Reading

Students should be independently reading for at least 30 minutes per day, as per usual.

Choose one of the pages you just read and turn it into a comic strip. Try to summarise what you read into a few key points and illustrate your page in 5-6 cells. You can use a template like the one below, or draw one up yourself. Make sure to include some of the dialogue between the characters, and onomatopoeia to show action.

The image shows a comic strip template with five panels. The top row consists of two panels of equal size. The middle row consists of two panels, with the left panel being smaller than the right panel. The bottom row consists of a single wide panel.

www.PrintablePaper.net

Spelling

It's time to look into which German words we use in our language. Can you think of any off the top of your head? Do some research and make a list of some common words. Break these words up into syllables and make note if any of the letters in the German word make different sounds (for example, in sauerkraut the "aue" makes an "ow/ou" sound).

Maths

YAHTZEE!

Yahtzee is a classic Chance game which can be played by yourself, or with friends. You will need 5 dice to play (gather them from other board games, or use an online dice and repeatedly roll) You can read about how to play Yahtzee here:

<https://www.wikihow.com/Play-Yahtzee>

Upper Section	How to score							
Aces  = 1	Count and add only aces							
Twos  = 2	Count and add only twos							
Threes  = 3	Count and add only threes							
Fours  = 4	Count and add only fours							
Fives  = 5	Count and add only fives							
Sixes  = 6	Count and add only sixes							
TOTAL SCORE	→							
Bonus <small>if total score is 45 or over</small>	Score 35							
TOTAL <small>Of upper section</small>	→							
LOWER SECTION								
3 of a kind	add total on all dice							
4 of a kind	add total on all dice							
Full house	Score 25							
Sm Straight <small>Sequence of 4</small>	Score 30							
Lg Straight <small>Sequence of 5</small>	Score 40							
YARDZEE <small>5 of a kind</small>	Score 50							
Chance	Score total of all 5 dice							
YARDZEE BONUS	✓ per each bonus							
	Score 100 per ✓							
TOTAL <small>Of lower section</small>	→							
GRAND TOTAL	→							

Health

Shifting thoughts

As a result of the coronavirus pandemic it is easy to think about the things we are not allowed to do and what we are missing because life has definitely changed. Let's use this time to really think about our thoughts and how we can shift some of our negative thoughts to positive ones.

Complete the following table; the first one is done for you as an example.

<u>Negative Thoughts</u>	<u>Positive Thoughts</u>
I don't want to dress up for book week because I'll look silly.	If I dress up for book week I'll be joining in the fun and I'll be a good role model for the younger students.
I don't want to go to high school because I'll miss my friends.	
I'm hopeless at Maths because I only got 25/40 on my test.	
Playing football is hard and I wish I could've played netball.	
<i>Now have a go at writing down some of your own personal negative thoughts and turn them into a positive thought</i>	
<u>Negative Thoughts</u>	<u>Positive Thoughts</u>

Mother's Day Special Activity

This Sunday the 10th of May, we will be celebrating Mother's Day. Whilst we may not be able to take our Mums (or special parent guardians) out to brunch at Leroy's we can still do something to make them feel extra special!

Choose your activity:

1. Write a letter to your Mum explaining what makes them great. You can use one of the templates below or create your own!
(PDFs of the templates will be uploaded to the To-Do list on Friday)
2. Put your origami skills to the test and create a rose for your Mum. Follow along with this YouTube video: <https://www.youtube.com/watch?v=JcxixgpRXnQ>
3. Jump into the kitchen with an adult and make some delicious Jam Drop Biscuits. Follow along with the recipe: <https://www.kidspot.com.au/kitchen/recipes/jam-drop-biscuits-2/cp44mq63?r=collection/cookingwithkids&c=rzo1hmt9/Cooking%20with%20kids>
4. Create a DIY Wind Chime for your Mum. All you need is at least 5 unused keys (spoons, nails, anything light that will clink together), a stick, some string or fishing line and some paint (optional). Check out how to make your own here: <https://giving.innerchildfun.com/2013/04/recycled-crafts-for-kids-diy-key-wind-chime.html?ref=pcrorganicmsfunkwn&pid=pcseomsfunkwn>

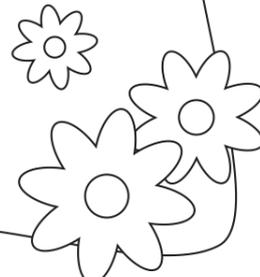
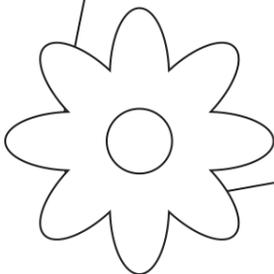


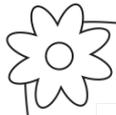
Happy Mother's Day



Dear Mum,

Love





You Are Special



Dear _____ ,

Love

