



**Holy Eucharist Catholic Primary School**

**1a Oleander Drive, St Albans South. VIC 3021**

**Phone: 8312 0900 Fax: 9366 8192**

**[www.hestalbanssth.catholic.edu.au](http://www.hestalbanssth.catholic.edu.au)**



# **Grade 4**

## **Remote Learning Pack**

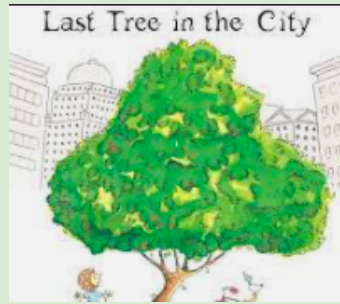
**Week Beginning - Monday 18th of October  
2021**

# Grade 4 Learning from Home Timetable- Term 4 Week 3

Once students are finished with their activities, please **take a photo** and **submit** it onto your own Google Classroom page between **3-3:15PM each day.**

**We will be checking who is submitting their work.**


	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:50- 9:00</b>	<p><b>Good Morning</b> Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB</p>	<p><b>Good Morning</b> Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB</p>	<p><b>Good Morning</b> Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB</p>	<p><b>Good Morning</b> Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB</p>	<p><b>Good Morning</b> Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB</p>
<b>9:00-10:00</b>	<p>Maths <b>WALT:</b> Identify real life objects at home <b>WILF:</b> Shape names, properties, features  <b>Activity 1:</b> Students watch the <a href="#">2D Shapes around the home video</a> and explain some of the items that are identified in the video and what shape/s they are.  <b>Activity 2:</b> Students take their device and photograph 10 objects inside / outside their home. They must name the 2D shape, and identify one feature and</p>	<p>Maths <b>W.A.L.T:</b> recognise Irregular &amp; Regular Shapes <b>W.I.L.F:</b> shapes can be different View the information in the <a href="#">powerpoint</a>.  - Explain the difference between an irregular and regular shape. - Make a list of regular and irregular shapes  <b>Day 1 A:</b> Sort the shapes into irregular and regular shapes by copying the picture and pasting</p>	<p>Maths <b>W.A.L.T:</b> recognise Irregular &amp; Regular Shapes <b>W.I.L.F:</b> shapes can be different  <b>Day 2 B:</b> Sort the shapes into the boxes by copying the picture and pasting onto the <a href="#">powerpoint document</a> using the following features. One has been done for you already.  1. Has equal sides and equal angles 2. Has equal sides and does not have equal angles 3. Has equal angles and</p>	<p>Mass <b><u>JOIN YOUR TEACHER ON THE GOOGLE MEET TO PARTICIPATE IN THE MASS TOGETHER.</u></b>  <b>Highway Heroes</b> Complete the <a href="#">Highway Heroes worksheet</a> on the doc.  <b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p>Reading Rotations: <b><u>Visual Literacy</u></b>  <b>W.A.L.T:</b> <b>W.I.L.F:</b> Complete the visual literacy text "<a href="#">Freedom Soup</a>" Remember to answer the questions onto the slides in full sentences.  <b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b></p>

	<p>one property. E.g 2D Table - Features: square, flat Properties: 4 equal sides. Access the <a href="#">document</a> to fill it out.</p>	<p>it under the correct heading on the <a href="#">document</a>.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p> <p><b>9:40-10:20: Miss Sun's Tutoring Group please join the Google Meet.</b></p>	<p>does not have equal sides</p> <p>4. Does not have equal sides and does not have equal angles</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>		
<b>10:00-11:00</b>	<p><b>Reading</b></p> <p><b>WALT:</b> Understand that literary non-fiction informs the reader about a topic in an entertaining or interesting way <b>WILF:</b> identify literary techniques, identify the information being presented</p> <p>Students are presented with the powerpoint <a href="#">Religious and Cultural Celebrations</a>.</p> <p>After reading through the powerpoint on Religious and Cultural Celebrations students choose one of the celebrations and fill in the senses chart explaining how they would experience this event at the end of the slide show.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p><b>Writing</b></p> <p><b>WALT</b> identifies the characters and world that the story belongs in. <b>WILF</b> composing, sentence structure, descriptive language, spelling and grammar, editing, illustration</p> <p><b>Part A:</b> With the 3 films that you said from last lesson. Write down the worlds and characters in each of the films.</p> <ul style="list-style-type: none"> <li>- Who are the main characters?</li> <li>- Is there a character you identify with most?</li> <li>- Where does the movie take place? Is it one world or multiple worlds?</li> </ul> <p><b>Independent Writing:</b> <b>Part B:</b> Try mixing a character and world together. Draw what it would look like and label different things you'll add to make the character more interesting in the world that they got added into.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p><b>Reading</b></p> <p><b>WALT:</b> plan our story using a story graph. <b>WILF:</b> problems, exciting endings and character wrap up.</p> <p><b>Look at the picture on the slide</b></p> <p><a href="#">Meme!</a></p> <p><b>Make a list of feelings Sponge Bob is going through on the <a href="#">document</a> provided. .</b></p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p><b>Writing</b></p> <p><b>WALT:</b> Develop ideas using a prompt. <b>WILF:</b> composing, sentence structure, descriptive language, spelling and grammar, editing</p> <p><a href="#">Maya and the Cat</a></p> <p>Story Box Library</p> <p>Username: heps3021 Password: heps3021</p> <p><b>Modelled Writing:</b></p> <ol style="list-style-type: none"> <li>1. Write 4 questions that you would like to ask Maya the Cat.</li> </ol> <p><b>Independent writing:</b></p> <ol style="list-style-type: none"> <li>1. Choose one of the seeds you have created and do rocket writing. (15 minutes)</li> <li>2. Edit your work in red (5-10minutes)</li> </ol> <p><b>10:15 Wellbeing Workshop with Edward 4BB</b></p>	<p>Reading Rotations: <a href="#">Last Tree in the City</a> <b>Username:</b> heps3021 <b>Password:</b> heps3021</p> <p><b>Before Reading:</b></p> <ol style="list-style-type: none"> <li>1. Make a prediction of what happened for there to be only 1 tree left in the city.</li> <li>2. What do you think of the front cover?</li> </ol> <div data-bbox="1787 730 2130 1034">  </div> <p><b>During Reading:</b></p> <ol style="list-style-type: none"> <li>1. What facial expressions do you see on the character's faces?</li> <li>2. How does adding facial expressions on the characters help with telling the story?</li> </ol> <p><b>After Reading:</b></p> <ol style="list-style-type: none"> <li>1. Illustrate a map of what your suburb</li> </ol>

					looks like and label it.
<b>11:00-12:00</b>	<b>LUNCH/QUESTIONS WITH TEACHER</b> If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	<b>LUNCH/QUESTIONS WITH TEACHER</b> If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	<b>LUNCH/QUESTIONS WITH TEACHER</b> If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	<b>LUNCH/QUESTIONS</b> If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB	<b>LUNCH/QUESTIONS</b> If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher. 4JK 4BB 4KB
<b>12-12:20</b>	<b>Independent Reading</b> Read a book from home for 20 minutes with a parent.  Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. <a href="#">4KB img4525</a> <a href="#">4JK: urs5163</a> <a href="#">4BB: awj5442</a>	<b>Independent Reading</b> Read a book from home for 20 minutes with a parent.  Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. <a href="#">4KB img4525</a> <a href="#">4JK: urs5163</a> <a href="#">4BB: awj5442</a>	<b>Independent Reading</b> Read a book from home for 20 minutes with a parent.  Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with. <a href="#">4KB img4525</a> <a href="#">4JK: urs5163</a> <a href="#">4BB: awj5442</a>	<b>Independent Reading</b> Read a book from home for 20 minutes with a parent.  Make a list of all the characters in your story so far. <a href="#">4KB img4525</a> <a href="#">4JK: urs5163</a> <a href="#">4BB: awj5442</a>	<b>Independent Reading</b> Read a book from home for 20 minutes with a parent.  Make a prediction of what you think will happen next, using the clues from the pages read and share with an adult you have been reading with. <a href="#">4KB img4525</a> <a href="#">4JK: urs5163</a> <a href="#">4BB: awj5442</a>
<b>12:20-1:00</b>	<b>PE</b> Mr Herrera Check Google Classroom stream for activity.	<b>Art</b> Mrs Hickey Check Google Classroom stream for activity.	<b>Music</b> Mr O'Bree Check Google Classroom stream for activity.	<b>ICT</b> Ms Faraj Check Google Classroom stream for activity.	Reading Rotations:  <a href="#">The Troll</a>
<b>1:00-2:00</b>	Religion Today we will continue with The Rosary. <b>Rosary</b> Show students the video explaining the meaning of the <a href="#">Hail Mary</a> and the powerpoint explaining the <a href="#">Our Father</a> . The Rosary has our most important prayers. Look at the	Inquiry <b>Portfolio Piece</b> Students revisit what a celebration is and what a commemoration is. Fill in the <a href="#">document</a> demonstrating your understanding of the similarities and	Religion Today we will continue with The Rosary <b>Show students the video</b> explaining the meaning of the <a href="#">Glory Be</a> , <a href="#">Hail Holy Queen</a> and the document explaining <a href="#">The Apostle's Creed</a> .	<b>LOTE</b> Miss Sun Check Google Classroom stream for activity.	Finishing Off Finish off any activities that you have not completed for your teacher yet.

	slides 1-7, from the powerpoint, <a href="#">Prayers of the Rosary</a> , and complete the blanks slides. Return to your teacher	differences between these two events, in full sentences.	The Rosary has our most important prayers. Look at the slides 8-14, from the powerpoint, <a href="#">Prayers of the Rosary</a> , and complete the blanks slides. Return to your teacher  <b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b>  <b>1:20-2:00:: Miss Sun's Tutoring Group please join the Google Meet.</b>		
<b>2:00-2:30</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
<b>2:30 -3:00</b>	Wellbeing Watch the <a href="#">clip about lock down</a> , that some children are talking about.  On a sheet of paper or google docs, write down your thoughts about COVID and remote learning.	Spelling With your new spelling words, find the definitions of all of your words.  Remember to write the definitions into your own words.  <a href="#">4BB Spelling words</a> <a href="#">4JK &amp; 4KB Spelling words</a>	Spelling Write a story including all of your spelling words.  Make sure to go back into your story to edit your work to see if it makes sense.	Spelling Syllables 1. Say the word out loud 2. Write the word 3. Say the word again and break into syllables using your hands 4. Show the syllable breaks with dots eg in.for.ma.tion 5. Repeat for each word.	Wellbeing Read through the story <a href="#">'Edna-May Story'</a> .  What lessons have you learnt during this lockdown?  What will you continue to do after the lockdown that you've learnt?
<b>3:00-3:15</b>	<b>PACK UP</b> Check in with the teacher and Submit/take photos of work on google classroom page.  If needed via google classroom	<b>PACK UP</b> Check in with the teacher and Submit/take photos of work on google classroom page.  If needed via google classroom	<b>PACK UP</b> Check in with the teacher and Submit/take photos of work on google classroom page.  If needed via google classroom	<b>PACK UP</b> Check in with the teacher and Submit/take photos of work on google classroom page.  If needed via google classroom	<b>PACK UP</b> Check in with the teacher and Submit/take photos of work on google classroom page.  If needed via google classroom

**2D Shapes at Home.**

Number	Object	2D Shape / Picture	Features	Properties
Example	Table		square, flat	4 equal sides.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1	2	3	4	5	6	7	8	9	10
一	二	三	四	五	六	七	八	九	十


Activity 2: Trace and write the following Chinese character


百 bǎi hundred


一 丿 丿 百 百 百

百	百	百	百	百

Activity 2: Translate the following Chinese numbers into English numbers.

1.  二十五元  $\Rightarrow$

2.  三百六十七元  $\Rightarrow$

3.  九百四十八元  $\Rightarrow$

## Highway Heroes: Sheet 3

### NORMAL REFUSALS:

☐ The game has enough players.

☐ The game has already started.

☐ The game is just about over anyway.

### NASTY REFUSALS:

☐ Intend to leave out.

☐ Said in a mean and nasty way.

☐ There's no good reason and it hurts your feelings.

**Activity 1:** Put the correct statements under the right headings of normal and nasty refusal.

"If you change your mind, please tell me."	"That's a nasty answer to a polite question."	"I think what you said is horrible."	"Too bad; it looks like a great game."
"OK, I'll find something else to do."	"No need to be nasty, just say NO!"	"That's mean and unfair."	"Perhaps next time there'll be room."

Normal Refusal:	Nasty Refusal:
"OK, have fun."	

### **Activity 2:**

Has there been a time where you gave someone a nasty refusal? What happened in that situation?



**Regular Shape**

**Irregular Shape**

## Music Term 4 Week 3

### Gr. 3-6

#### **Ging Gang Gooli**

Listen to and sing along to this fun song 'Ging Gang Gooli'.  
Watch my video on Dojo for actions to go with it.

Ging Gang Goolee, Goolee, Goolee, Goolee Watcha  
Ging Gang Goo Ging Gang Goo  
Ging Gang Goolee, Goolee, Goolee, Goolee Watcha  
Ging Gang Goo Ging Gang Goo  
Hayla, Hayla Shayla, Hayla Shayla Hayla Ho-o-o!  
Hayla, Hayla Shayla Hayla Shayla Hayla Ho-o-o!  
Shalawally shallaway shalawally shalawally!  
Oompah, Oompah, Oompah, Oompah!

#### Answer these questions:

- What is its speed: \_\_\_\_\_BPM (use the metronome)
- Tell me which Italian music word describes the song's tempo. \_\_\_\_\_
- Some parts of the song are sung slow and some sung fast. Which words are sung fast?

A giant troll with a large, open mouth and a crown of green foliage is carrying a colorful town on its back. The town features red and yellow buildings with white windows and roofs. A blue van is driving on a road in the foreground. The background shows a hilly landscape under a sunset sky.

# The Troll

14 October 2021





# Story starter

*Thump!* He slammed his enormous, grass-covered foot into the middle of the road, sending shockwaves of dust in all directions.

With a loud grunt, the troll wrenched the entire, fully tiled roof off a nearby holiday home, with the owners peering helplessly and frightened out of the downstairs windows. He didn't mean any harm, but he just couldn't help himself...

**Continue the story.**





# Question time

- What do you think the troll is thinking?
- Do you think he is a mean or a kind troll? Why?
- What are the people doing when they have seen the troll?
- Would you try to catch him or talk to him?
- Where do you think the troll has come from?
- What do you think the rope around the troll's waist is for?



# Sentence challenge

These sentences are 'sick' and need help to get better. Please help.

The troll put his hand on the house. He had a nose and teeth. He was covered in grass.





# Grammar/punctuation challenge

Spot the four mistakes in this sentence.

the roof ov the yellow house was ripped off  
by the enormous troll





# Picture it

Where do you think the troll lives?  
Draw and describe what you have  
imagined.



Name:

Date :

Celebration Differences	Similarities	Commemoration Differences



# HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



## Week 3 Physical Education TASK Grade 3 & 6 Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 3 activities, students can access the websites using a device. Some activities require sports equipment, use something from around the house that would do the same job as the sports equipment. You need a small space to do most of these activities, if you have outdoor space then use that.

### STUDENTS:

If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).






Please do these activities or get outside and get active with siblings or adults. (If weather permits).

Remember to **HAND IN** your work by posting a picture on Google Classroom and answering the two questions for the main activity. (Class Dojo for Grade 3 students).

Students and Parents, please don't hesitate to contact me for any help or support on:  
[heribert.herrera@hestalbanssth.catholic.edu.au](mailto:heribert.herrera@hestalbanssth.catholic.edu.au)

<b>Warm-Up 5 Minutes</b> I'm learning to warm-up correctly. <ul style="list-style-type: none"><li>•</li></ul> <b>Learning Intention:</b> I'm learning to warm-up correctly.	<b>Equipment:</b> <ul style="list-style-type: none"><li>• Water Bottle</li><li>• Yoga mat (if you have one)</li><li>• Space to exercise</li></ul> Warm Up Video: Link: <a href="#">Work-up with Mr H</a>
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	 <p>Warm up with Mr. Herrera</p>
<p><b>Activity or Skill</b>  <b>Yoga Sessions</b>  <b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>I'm learning to push myself and see how fit I am during this yoga session.</li> </ul>	<p><b>ACTIVITY</b>  <b>Link:</b> <a href="#">Feel Good Fit Flow Yoga with Lucy   The Body Coach TV</a></p> 
<p><b>Warm-Down</b></p> <p><b>Learning Intention:</b></p> <ul style="list-style-type: none"> <li>I'm learning to stretch correctly after my main activity.</li> </ul>	<p><b>Warm down for 5 to 10 minutes:</b>  <b>Link:</b> <a href="#">Here's a STRETCHING routine you can use in any PE lesson + learn the muscles (part 1)</a></p> 

Stay Safe and take care of your family.  
**Mr. Herrera Physical Education Teacher.**





## Year 3- 6, Term 4 Week 3: DIGITAL TECHNOLOGY: e-Safety

1. Watch the video about *Cybersmart Forever* - Take up the challenge! Be smart about sharing things online.  
<https://vimeo.com/227210174>

2. Discuss the various parts from the video with your parents or friends

3. Complete the worksheet Share/Post/Delete

Read the following scenarios and decide what to do with the image. Circle the emoji that best describes the action you should apply to the image.



**POST** - This is a photo you would be happy for anyone to see



**SHARE** - This is someone else's photo that you could share



**DELETE** - This is a photo that should go straight in the trash



A classmate took this photo of one of your friends. He's looking grumpy!



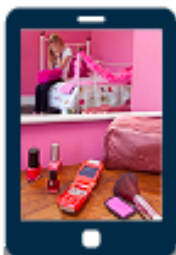
Your mum took this pic of you and your horse and sent it to you. You want to share it with your close friends.



You took this selfie of you and your friend. It's so cute but her parents don't let her post pictures online.



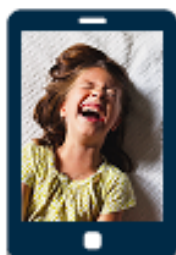
You took this pic of your mum running. It looks pretty artistic and posted it on her picstagram. She said it's ok to share.



You took this sneaky pic of your sister crying. You're having a fight and want to share it with your best friend.



You took this picture of your friend when you were hanging out. He said you could post it and tag him.



Your mum took this picture when you were having a great time. You've checked with her and she agrees it's cute.



Your Dad took this picture of your family on holiday. You've been asked by your teacher to share holiday pictures with the class.



You took this picture of your friend. You ask him to share it and he agrees but looks really worried.



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**GRADES 3 and 4**

**Visual Arts Term 4 Week 3**

## **Learning Intentions:**

**This week you will learn to make a honeycomb streamer for a decoration piece to celebrate.**

## **Materials:**

**Coloured paper. You can use one, two, three or even four colours if you wish to bring colour to your streamer, depending on what coloured papers you have at home or at school.**

**Glue**

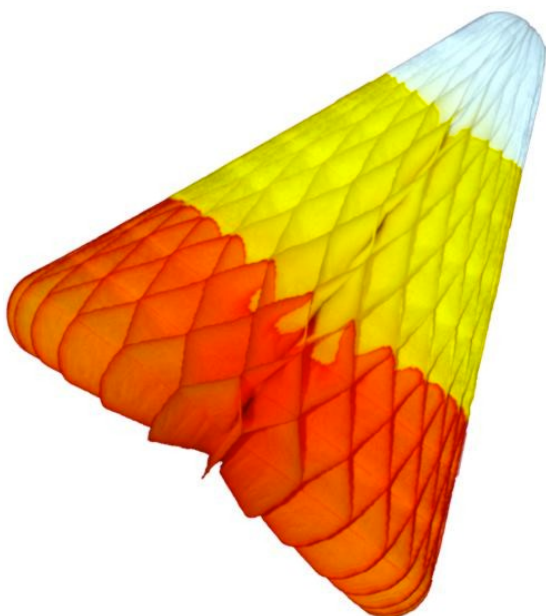
**Scissors**

**Satay stick to apply glue**

**<https://www.youtube.com/watch?v=q-2PecGT7Zg>**

## **Watch this video to get the ideas:**

**You will do the third activity, using the circles to make a honeycomb streamer. It depends how long you want to make it. I would use 8 circles to start with. Once you have traced one circle, you can cut out multiple circles by using that template**



**This is called a honeycomb except yours will be in circles. When you pull on either side, it will stretch and create a colourful streamer.**

**ENJOY !!**



Has equal angles

Does not have equal angles

Has  
equal  
sides

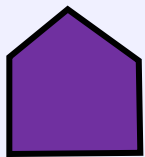
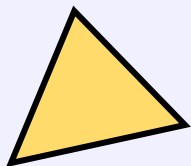
Does not  
have equal  
sides

# Maths Mastery

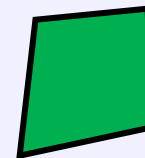
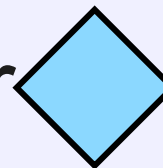
## Regular and Irregular Polygons



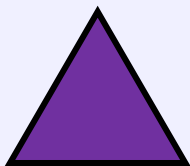
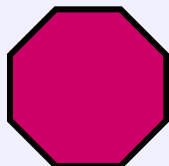
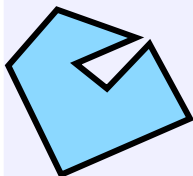
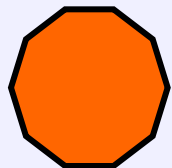




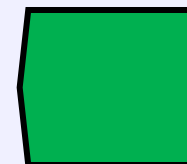
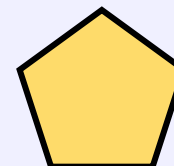
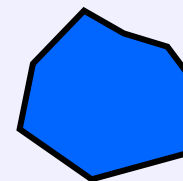
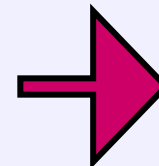
# Regular or Irregular



Sort the polygons.



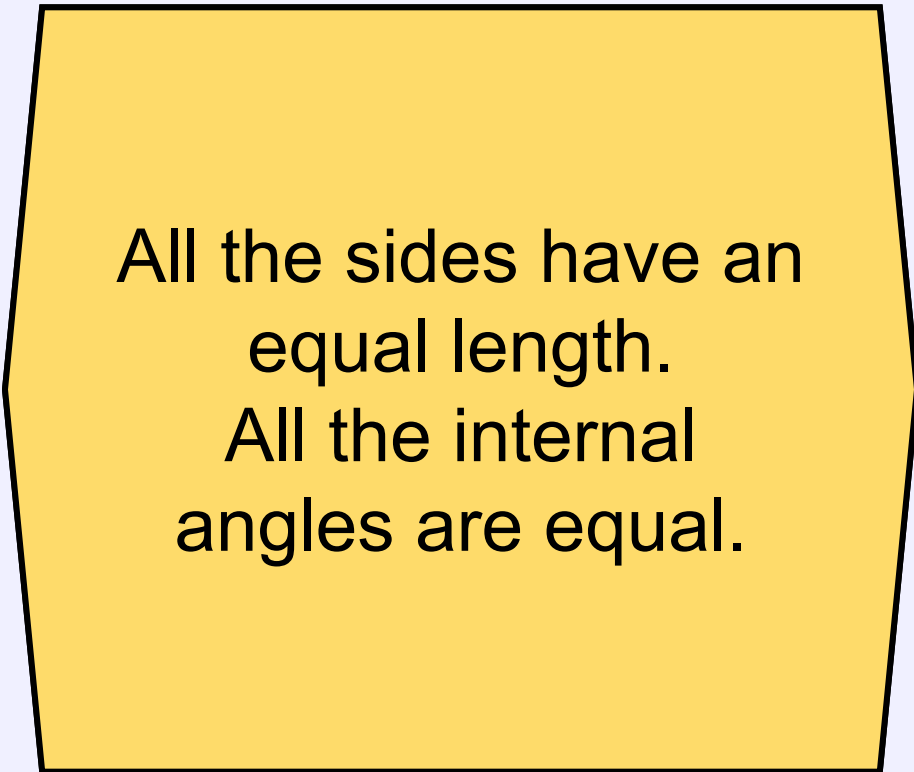
Regular	Irregular



Hide  
Answers

# Regular

Explain why this shape is a regular polygon.

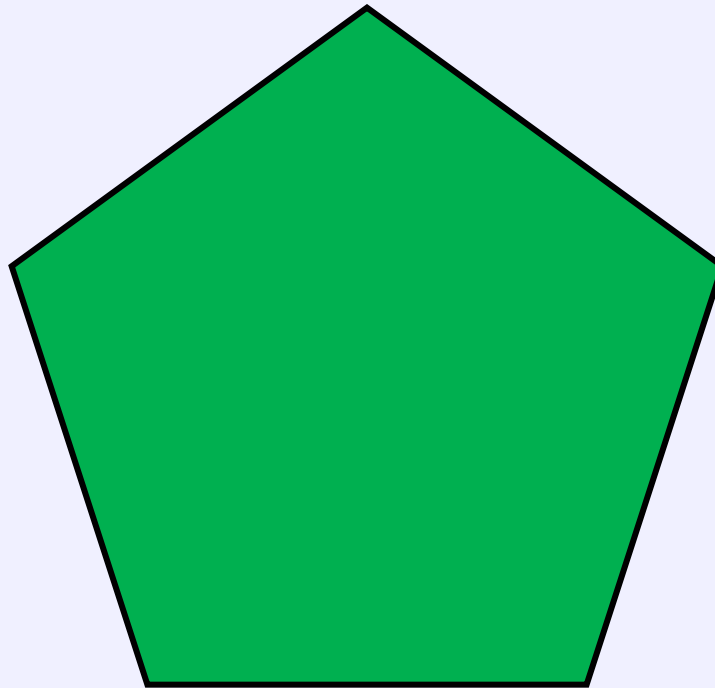


All the sides have an  
equal length.  
All the internal  
angles are equal.

Hide  
Answers

# Draw

Use a ruler and a protractor to draw a regular pentagon with a side length of 7cm.



Can you draw a different regular polygon?

# Religious and Cultural Celebrations

- Hundreds of different religious celebrations and cultural festivals are held around the world each year.
- Some of these festivals and celebrations include:
  - Diwali (a Hindu festival)
  - Eid al-Fitr (an Islamic celebration)
  - Hanukkah (a Jewish celebration)
  - Christmas (a Christian celebration).



# Diwali

- Diwali is a five-day Hindu festival known as the 'Festival of Lights'. It is celebrated during October or November.
- The festival signifies the victory of light over darkness, knowledge over ignorance, good over evil and hope over despair.
- People celebrate by lighting small oil lamps and candles and placing them inside and outside the house. Firecrackers are also let off to scare away evil spirits.
- During Diwali, families enjoy a feast together. There is also an exchange of gifts between family and friends.



# Eid al-Fitr

- Eid al-Fitr is an Islamic celebration that marks the end of the month of Ramadan (the month of dawn-to-dusk fasting).
- To start the holiday, many people gather in large, open-air locations or mosques for special prayers.
- It is customary to have a small sweet breakfast in the morning, preferably of dates (fruit), before prayers.
- Different cultures celebrate differently. Some customs include adorning arms with intricate henna tattoo designs, exchanging gifts and wearing festive clothing.



# Hanukkah

- Hanukkah is an eight-day celebration that begins on the 25<sup>th</sup> day of Kislev (the ninth month on the Hebrew calendar).
- It celebrates an ancient victory of the Jews over their enemies, and the freedom Jews enjoy today.
- The first task of the Jewish people after the victory was to clean up the Temple, and to restore the holy lamp (the menorah).
- Today, people celebrate Hanukkah by lighting candles on a menorah, exchanging gifts, making special foods and remembering their ancestors.



# Christmas

- Christmas is a Christian holiday that marks the birth of Jesus Christ. It is celebrated on December 25 every year.
- Many non-Christian people also recognise Christmas as a cultural holiday to be celebrated with family and friends.
- At Christmas, people celebrate by decorating a tree with lights, baubles and tinsel. Gifts are placed under the tree and are exchanged on Christmas Day.
- Families spend time together, eating special food and relaxing. Christian families will attend church on Christmas Eve, or on Christmas morning.





**CELEBRATION SENSES TASK**  
**CHOOSE ONE OF THE CELEBRATIONS MENTIONED IN THE**  
**POWERPOINT AND FILL IN THE SENSES CHART BELOW EXPLAINING**  
**WHAT EACH OF YOUR SENSES WOULD EXPERIENCE IF THEY WERE AT**  
**THIS CELEBRATION.**

CELEBRATION:					
HEAR	SEE	SMELL	TOUCH	TASTE	FEEL

