YEAR 5 Learning Tasks – Week 5

Monday AT SCHOOL	Tuesday AT SCHOOL	Wednesday AT SCHOOL	Thursday AT HOME	Friday AT HOME
English - Narrative **Sensory writing** Writing – Write a descriptive paragraph to a narrative using three of the five senses to write a description of the story as a class.	**English - Narrative** **Sensory writing** Writing – Write a descriptive paragraph to a narrative using three of the five senses to write a description of the story in small groups.	**English - Narrative** **Sensory writing** Writing – Use one of your sizzling starts from week 4 and then add the next paragraph by writing a detailed description using three senses individually	**English - Narrative** **Sensory writing** Writing – Use one of your sizzling starts from week 4 and then add the next paragraph by writing a detailed description using three senses individually	**English - Narrative** **Sensory writing** Writing – Use one of your sizzling starts from week 4 and then add the next paragraph by writing a detailed description using three senses individually
Spelling and Reading **Prefixes of number** Research the origins of the number prefixes (semi, 1 & 2) and use this to identify the meanings of number prefix words. **Reading** Print and complete the reading card "Netball"	**Spelling and Reading** **Prefixes of number** Research the origins of the number prefixes (3 & 4) and use this to identify the meanings of number prefix words. **Reading** Print and complete the reading card "Sally's Bad Day"	**Spelling and Reading** **Prefixes of number** "Word of the week" – "uniform" research the meaning, coding and synonyms of the word and then use the word in contextual sentences for each meaning **Reading** Print and complete the reading card "Stuck At the Airport"	**Spelling and Reading** **Prefixes of number –** **semi – part** **mono -1** **uni – 1** For each prefix find 10 words that fit the prefix **Reading** Print and complete the reading card "Don't Be Late for School"	**Spelling and Reading** **Prefixes of number –** **bi / di - 2** **tri – 3** **quad / quart – 4** For each prefix find 10 words that fit the prefix **Reading** Print and complete the reading card "Lightning"
Religion Revisit the class definition of the word 'dignity' and relate this to the word 'respect' Name 5 different people or groups of people that you show respect for.	**Religion** Describe one way in which you show respect for each of these people Explain some consequences that happen from people not showing respect to one another.	**Religion** Read the Caritas Australia poster Reflective Journal on "Dignity of the Human Person" Write a one sentence summary of the reflection and what this means in how we should treat all people.	**Religion** Read again, the Caritas Australia poster Reflective Journal on "Dignity of the Human Person" Explain how this helps us to reflect God's desire for justice.	**Religion** Read again, the Caritas Australia poster Reflective Journal on "Dignity of the Human Person" Explain how your everyday actions help to promote peace and justice in society.

YEAR 5 Learning Tasks – Week 5

Monday AT SCHOOL	Tuesday AT SCHOOL	Wednesday AT SCHOOL	Thursday AT HOME	Friday AT HOME
Maths **Measurement – Volume** Complete worksheet – "Volume – Cubes, Volume Rectangular Prisms" Complete Study Ladder set activities – Volume Year 5 Complete Word Problems Using the Problem Solving Steps	**Maths** **Measurement – Volume** Complete worksheet – "Volume – Triangular Prisms"	**Maths** **Subtraction** Complete worksheet 1 – "Subtraction" Complete Study Ladder set activities – Subtraction Year 5 Complete Word Problems Using the Problem Solving Steps	**Maths** **Subtraction** Complete worksheet 2 – "Subtraction" Complete Study Ladder set activities – Subtraction Year 5	**Maths** **Subtraction** Complete worksheet 3 – "Subtraction – word problems" Complete Study Ladder set activities – Subtraction Year 5 Complete Word Problems Using the Problem Solving Steps
Creative Arts **Music – Percussion** Watch the following clip: https://www.youtube.com/watch?v=sb-2VsE2y-U Brainstorm elements of body percussion and practice using body percussion without music to begin with (stomp, clap, hit knees, click tongue, click fingers etc). Have student's select one body percussion and follow along to a simple 4/4 beat using one type of body percussion.	**PD / Health** **Healthy eating** Using the serving sizes and suggestions table, for each category listed, write down the daily serving size for your age and sex. Then for each category, write down 3 foods that may fit this category and serving size.	**PE** Running / Athletics – Shot Put		

Year 5 English - Writing, Narratives – School / Home Learning, Term 2 Week 5

Week 5 – "Sensory Writing"

Learning Intention:
Students will:

- ***Understand how to use their senses to write descriptive sentences as part of a narrative***

Using our senses (touch, taste, smell, feel (emotions), see, and hear) is a great way in which to write descriptive sentences for a narrative. To do this, the writer has to put themselves into the viewpoint of the character and the situation and imagine what senses the character may be experiencing, then turn these experiences into sentences.

Eg:

Situation: "The Race" – Georgia at the starting line of a race (planning the sensory writing)

Touch shaking all over	*Feel* nervous, excited butterflies
Taste breakfast – coco pops	*See*
Smell	*Hear* noise of the crowd – going wild

(in sentences can become)

At that moment, Georgia heard the loud noise of the crowd going wild. She tasted her Coco Pops of breakfast that morning that tasted yum. Georgia was nervous and excited, shaking all over and she had butterflies in her belly.

Tasks:

- Write a descriptive paragraph to a narrative using three of the five senses to write a description of the story as a class.

- Write a descriptive paragraph to a narrative using three of the five senses to write a description of the story as a small group.

- (Home task) Use one of your sizzling starts from earlier in the week and then add the next paragraph by writing a detailed description using three senses.

Situation:

Touch	Feel
Taste	See
Smell	Hear

Situation:

Touch	Feel
Taste	See
Smell	Hear

Year 5 English - Spelling – School / Home Learning, Term 2 Week 5

Week 5 – "Prefixes of Number"

Learning Intention:
Students will:

- ***Understand the purpose of a prefix on a word and use some common prefixes of number***

A prefix is a group of letters at the beginning of a word that alter or change the meaning of a word. The prefixes **'semi-', 'mono-', 'uni-', 'bi-', 'di-', 'tri-'** and **'quad'** are all prefixes that relate to number.

Prefix Meanings

semi – part
mono -1
uni – 1
bi – 2
di – 2
tri – 3
quad – 4
quart - 4

Spelling Examples – Wk 5

semicircle	**dioxide**
monobrow	**triathlon**
monopoly	**triangle**
biathlon	**quadrangle**
bicycle	**quartet**

Tasks –

- Research the origins of the number prefixes and use this to identify the meanings of number prefix words.

- "Word of the week" – "uniform" research the meaning, coding and synonyms of the word and then use the word in contextual sentences for each meaning

Home Tasks:

- **semi – part, mono -1, uni – 1 -** For each prefix find 10 words that fit the prefix

- **bi – 2, di – 2 -** For each prefix find 10 words that fit the prefix

- **tri – 3, quad – 4, quart – 4 -** For each prefix find 10 words that fit the prefix

Netball

Netball is a fun and active team sport played by over 20 million people worldwide. It is a game that requires a lot of agility and coordination.

In netball, two teams play against each other on a rectangular court. The court is divided into thirds. The aim of netball is to get the ball to the other side of the court so that the goal shooter (GS) and the goal attack (GA) can shoot the ball into the hoop.

Some of the basic rules of netball include:

- There can only be seven players from each team on the court at all times.
- You cannot move into the areas of the court that are not designated to you.
- You cannot travel with the ball.
- You cannot hold the ball for more than three seconds.
- You cannot snatch or hit the ball out of a player's hand.
- When defending the ball, you must always stand three feet away from the person with the ball.
- When the ball goes out of the court, the team who last touched the ball must hand it over to the other team.

Find Word Meaning In Context

Netball

1. In the text, the word **agility** means

   a) to be quick and graceful.

   b) to be clever.

   c) to be careful.

2. *Teams play against each other on a rectangular court.*

   Write a sentence using the word **court** in another way.

3. *You cannot travel with the ball.*

   What is another word that could have been used instead of **travel**?

4. *You cannot move into the areas of the court that are not designated to you.*

   In your own words, what does **not designated** mean?

CRAZY CREATIVE CHALLENGE

Using the rules about netball from the text, design and create a brochure explaining the rules of netball to someone who is new to the sport.

Comprehension Task

TeachStarter.com

Sally's Bad Day

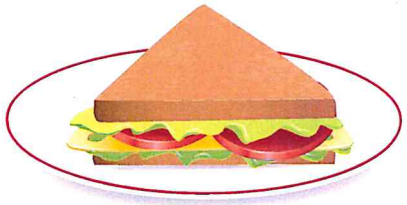
One cold morning, Sally was nice and warm, tucked in her cosy bed. She had been dreaming about all the things she was hoping to get for her birthday next week. Suddenly, her dad came into her room yelling, "Get up! Get up, Sally! You're going to be late for school!"

Sally had slept in! There was no time for breakfast. She quickly threw on her uniform, grabbed her school bag and charged out the front door. She ran as fast as she could to the bus stop, getting there just in time to see the bus driving up the hill. She would now have to walk herself to school.

Tired and grumpy, Sally arrived at school just as the bell was ringing for the start of class. She couldn't concentrate during her lessons because her stomach was grumbling so loudly!

Finally, it was lunch time. Sally opened her school bag, but the only thing she saw inside was her hat! In her rush to get out of the house, she had forgotten her lunch. Sally's teacher noticed that Sally didn't have any lunch, so she made her a delicious salad sandwich.

Sally's day was finally starting to improve.



Sally's Bad Day

1. List some of the events that caused Sally to have a bad day.
2. Why did Sally's teacher make her a salad sandwich?
3. Sally didn't have breakfast, so
   a) she dreamed about her birthday.
   b) she couldn't concentrate in class.
   c) she missed the bus.
4. What do you think Sally will do tomorrow so that she doesn't have another bad day?

CRAZY CREATIVE CHALLENGE

Design a new alarm clock that will help you get out of bed quickly on school days.

Draw and label a picture of your design.

Stuck at the Airport

We were waiting for our flight at the airport, when suddenly a wild storm began and delayed all the flights. We were stuck! After a week of eating grandma's pea soup for dinner every night, all I wanted to do was go home and eat a whole pizza!

Hours had passed and still there was no sign of the storm easing. We couldn't even go back to grandma's house as the roads were closed. People were starting to get cranky. Lucky for us, Dad had found a comfy lounge for us to sit on while we waited.

We started to get hungry, but we didn't want to lose our seats. Dad allowed my brother and me to get us all something to eat. Dad stayed and minded our seats and our bags.

Eventually, we found our way to the food court. There were lines of people everywhere! There was no way we were going to get something to eat here. So, we went to the little store near the airport check-in. We stocked up on chocolate bars, chips and drinks.

By the time we got back to our seats, the storm had passed. An announcement said we would be boarding our flight in half an hour.

Recognise Cause and Effect

Stuck at the Airport

1. There was a wild storm, so

a) they had to eat grandma's pea soup.

b) their flight was delayed.

c) they had to go home.

2. What caused them to get hungry?

3. They could only buy chocolate, chips and drinks because

a) Dad doesn't like fast food.

b) they didn't have enough money.

c) there were too many people at the food court.

4. What caused them to eventually board their flight?

CRAZY CREATIVE CHALLENGE

Design and make a travel board game that could be played whilst waiting for a flight at the airport.

Comprehension Task

TeachStarter.com

Don't be Late for School!

Amelia woke up and saw that she was running late for school. She jumped out of bed and started to get herself ready. She couldn't be late again, as she was already in trouble with Mrs Holder for being late two days last week!

As quickly as possible, Amelia put on her school uniform, tugged on a pair of socks and shoved her feet into her black school shoes.

Amelia then looked in the mirror. Her hair was a mess! She grabbed her hairbrush and yanked it through her hair. Amelia splashed some water on her face and then ran downstairs to have some breakfast. She slid two pieces of bread into the toaster and grabbed herself a glass of juice while she waited. Stuffing toast into her mouth, Amelia ran back upstairs to brush her teeth.

On her way out the door, Amelia grabbed her school bag and started running down the driveway. That's when she remembered she had forgotten her lunch!

Amelia ran back to grab her lunch off the kitchen table. She was finally on her way!

Don't be Late for School!

1. Which one of these things did Amelia **not do** before having breakfast?

   a) splash some water on her face

   b) run down the driveway

   c) brush her hair

2. Number the following sentences in the order they happened.

   _____ Amelia ran back to grab her lunch.

   _____ Amelia jumped out of bed.

   _____ Amelia brushed her teeth.

   _____ Amelia put on her school uniform.

3. What was the last thing Amelia did before going to school?

4. Create a list of all the things Amelia had to do before going to school. (Make sure your list is in order!)

CRAZY CREATIVE CHALLENGE

Create a comic strip of yourself getting ready for school.

Lightning

Lightning can be a very dangerous and frightening thing. Some people would say that it is also very beautiful to watch. Lightning is a bright flash of electricity that is produced by a thunderstorm. When you see a bolt of lightning, you can be sure that the sound of thunder will follow.

Lightning is an electric current. For lightning to form, there must be many small bits of ice (or frozen raindrops) bumping into each other as they move around in the air within a thundercloud. When all of these frozen raindrops collide, they create an electric charge.

The next step in the formation of lightning is when the whole thundercloud fills up with electrical charges. The charges separate, with the positive charges forming at the top and the negative charges forming at the bottom.

After a while, a positive charge builds up on the ground beneath the cloud. The charge coming up eventually connects with a charge reaching down from the clouds. Lastly, these charges connect and a lightning strike is formed.

Lightning

1. Which one of these things happens **before** an electric charge?

   a) a positive charge builds up

   b) small bits of ice bump into each other

   c) a lightning strike is formed

2. Number the following sentences in the correct order.

   ____ The whole thundercloud fills up with electrical charges.

   ____ A positive charge builds up on the ground beneath the cloud.

   ____ A lightning strike is formed.

   ____ The positive and negative charges separate.

   ____ Frozen raindrops collide to create an electric charge.

3. What is the final step before seeing a lightning strike?

4. Draw and label an illustration that explains how lightening is formed.

CRAZY CREATIVE CHALLENGE

Create an artwork to show what a thunderstorm looks like.

Year 5 RE, Values – School / Home Learning, Term 2 Week 5

This document contains two learning experiences over two weeks. For these learning experiences there are a number of activities outlined.

IMPORTANT: ***You do not have to do all the activities, pick one or two of the activities that will help your children learn about the learning intention.***

You may like to set up/change a little sacred space near your home learning area. Remember that it is now Easter. Use white and gold colours. Things you may like to include:

- Cross
- Bible
- Candle
- Holy picture

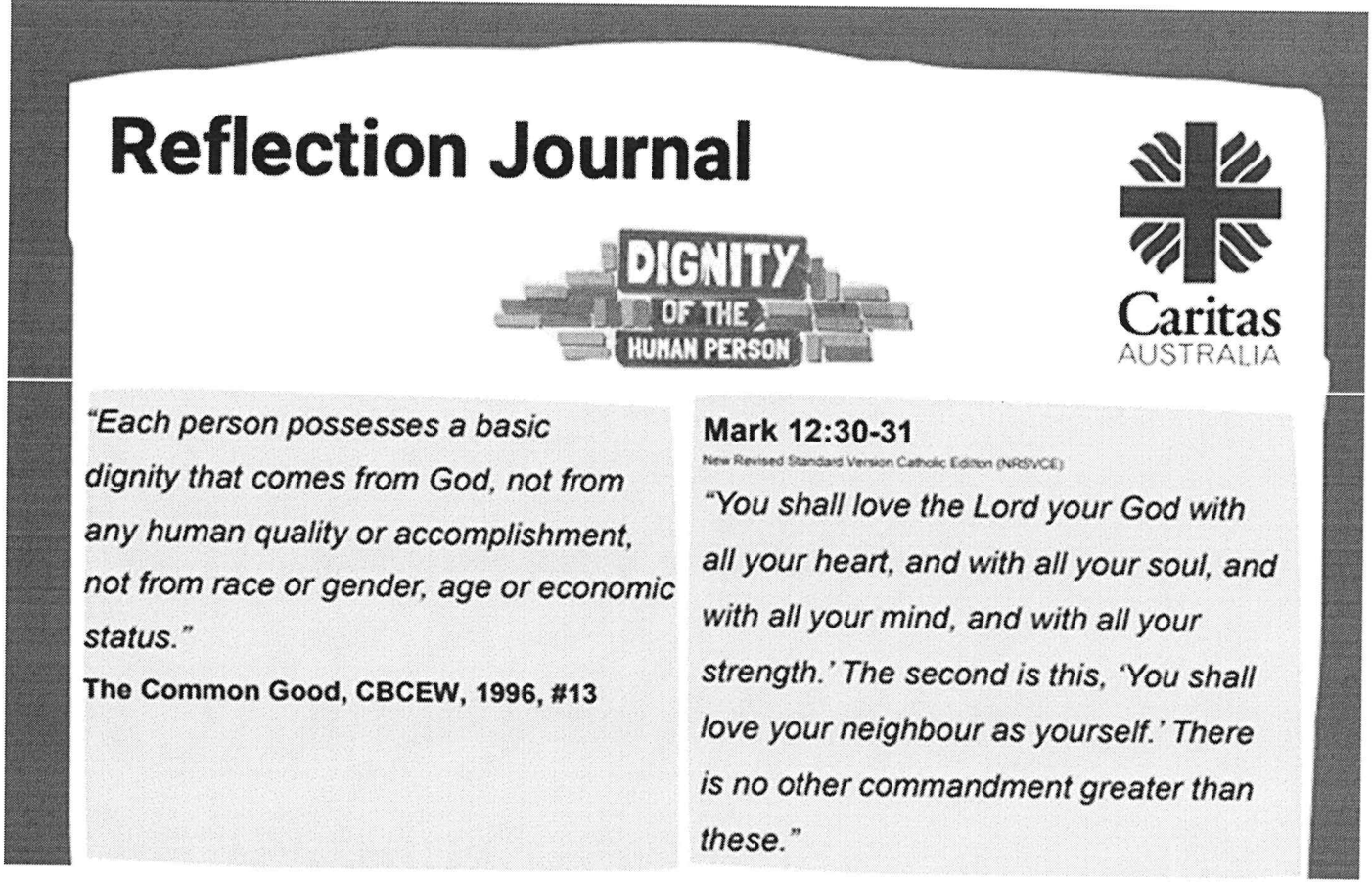
You may also like to draw a picture that you could place in this space if you have no pictures. Each day, before you begin you home learning, light a candle (with help from an adult) and say your school prayer, remembering that you are still part of the school and your friends and schoolmates are saying the prayer with you.

Week 5 – "God's oneness with creation through Scripture"

Learning Intention:
Students will:

- ***Understand that all people should be valued and treated with dignity and respect***

Read the poster below from Caritas Australia:



Activities:

- Revisit the class definition of the word 'dignity' and relate this to the word 'respect'
- Name 5 different people or groups of people that you show respect for
- Describe one way in which you show respect for each of these people
- Explain some consequences that happen from people not showing respect to one another
- write a one sentence summary of the reflection above and what this means in how we should treat all people.
- Explain how this helps us to reflect God's desire for justice.
- Explain how your everyday actions help to promote peace and justice in society

Year 5 Maths – Measurement - Volume
Home / School Learning, Term 2 Week 5

Measuring Volume

Learning Intention:
Students will:

- ***Measure the volume of cubes, rectangular prisms and triangular prisms***

Volume is the measurement of the space inside 3 dimensional object. Volume is measured in cubic metres or (m^3)

The formula for measuring the volume of a cube and rectangular prism is as follows:

Volume = Length x Width x Height

The formula for measuring the volume of a triangular prism is as follows:

Volume = ½ Base x Height x Length

Tasks – Complete worksheet "Volume – Cubes, Volume Rectangular Prisms"

- Complete worksheet – "Volume – Triangular Prisms"

Year 5 Maths – Number – Subtraction
Home / School Learning, Term 2 Week 5

Week 5 – Subtraction of larger numbers

Learning Intention:
Students will:

- ***Use mental and written strategies to subtract up to 4 digit numbers***

Much the same as week 4, when subtracting multiple numbers in a vertical equation, no matter how many addends or how many numbers we always do the working out the same as demonstrated below.

Eg

1 1
~~2~~36
142 –
094

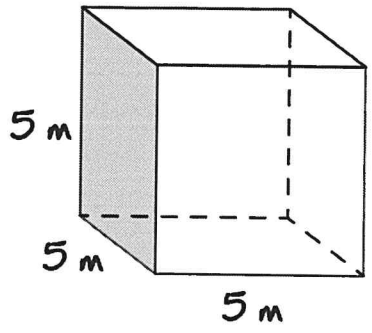
First we subtract the 'Ones' column **6-2 = 4.** There is no trading so we move on. Next we subtract the 'tens' column **3 - 4** **WE CANNOT DO THIS!!!** Because the second number is larger than the first – we must trade. We take one from the hundreds column and then trade back so we have **13 – 4 = 9.** Then we do the last column of **1 – 1 = 0** to get our answer of **94.**

Tasks – Complete the subtraction sheets (sheet 1, sheet 2 and sheet 3)

- Complete study ladder tasks relating to subtraction.
- Complete the word problems using the Problem Solving Steps

VOLUME - Cubes

1.



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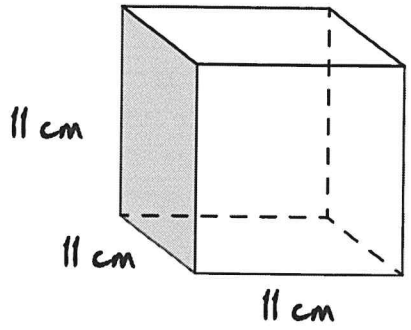

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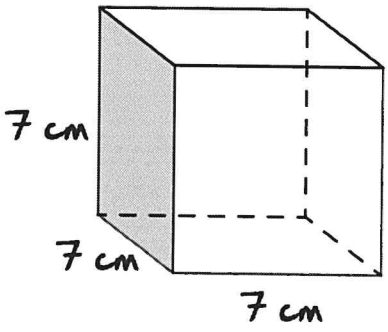

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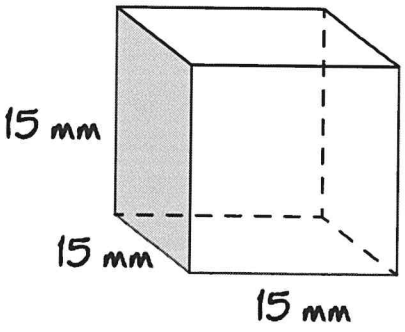

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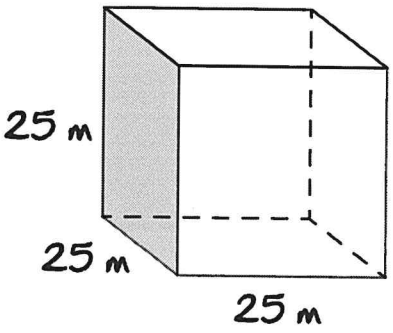

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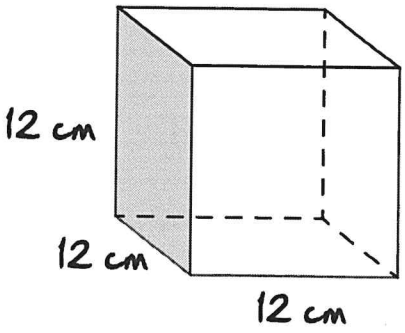

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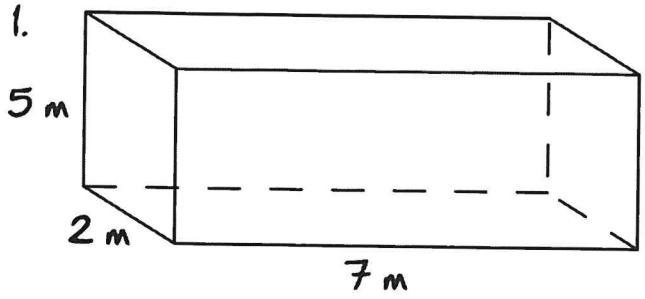
Not to scale

VOLUME - Rectangular Prism

1.



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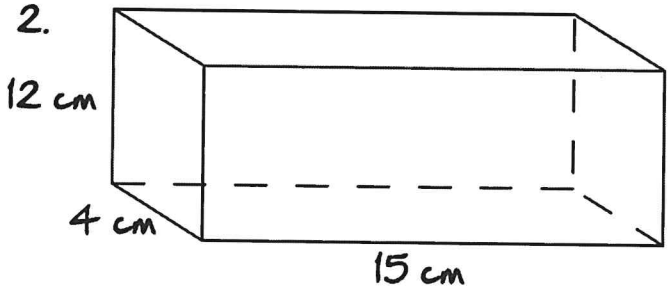

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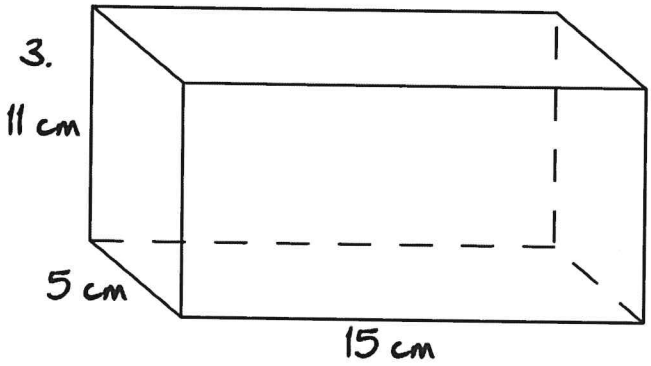

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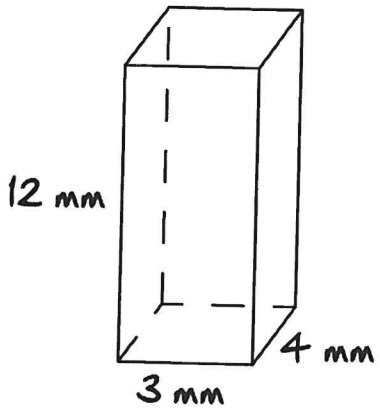

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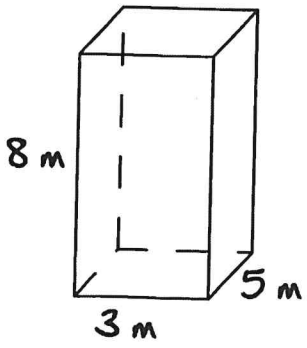

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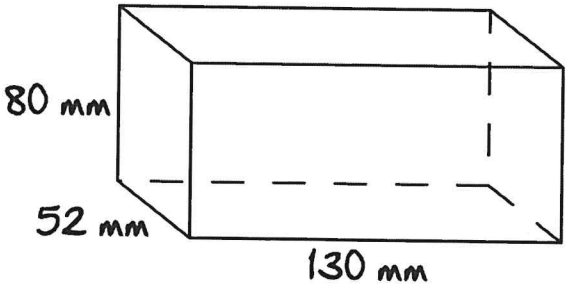

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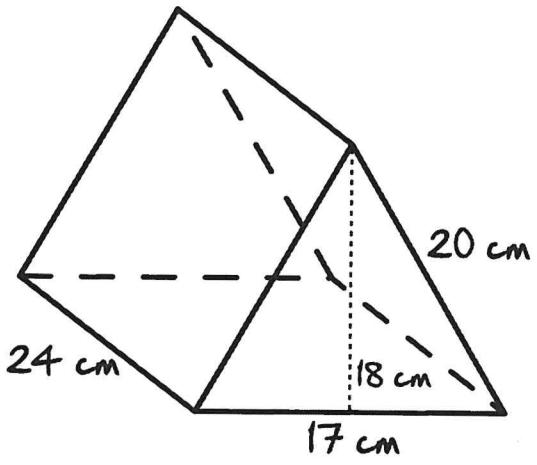
Not to scale

Volume - Triangular Prism

1.



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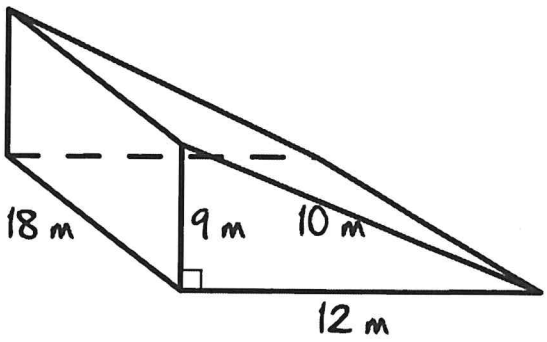

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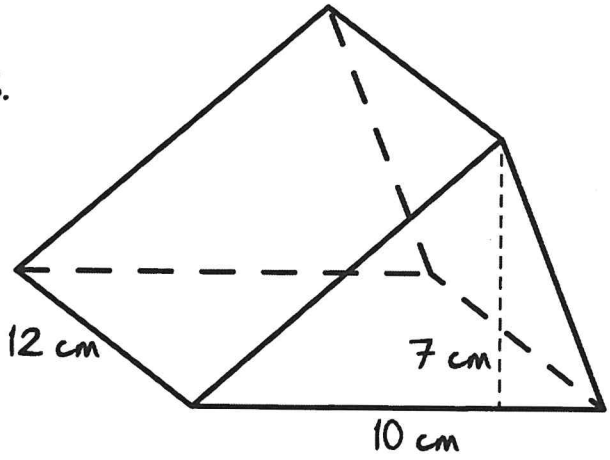

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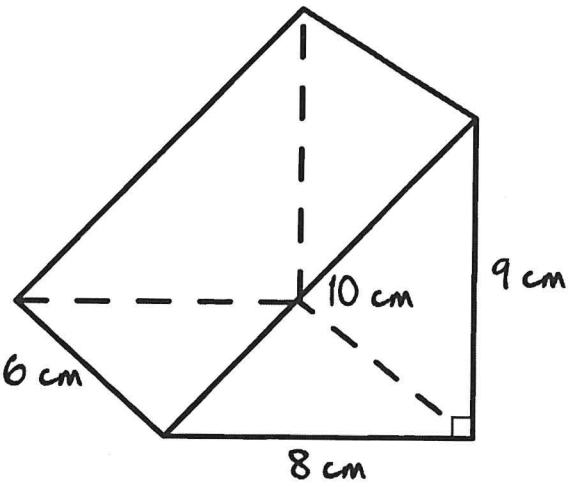

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Not to scale

Name : _____ Score : _____

Teacher : _____ Date : _____

4406 - 2622	4589 - 3891	7027 - 3878	9832 - 8701	8605 - 6111
9271 - 4030	8210 - 4979	4387 - 4042	8201 - 6648	9475 - 6659
6736 - 4834	4402 - 2612	4335 - 2734	2915 - 2674	9831 - 3717
9564 - 3245	9822 - 4759	8349 - 4679	8168 - 6168	8507 - 6953
8327 - 1382	3644 - 2993	8018 - 4289	8754 - 6112	8780 - 4563

Name : _____ Score : _____

Teacher : _____ Date : _____

7735 - 5422	7000 - 1836	4337 - 1004	6060 - 5437	9500 - 8167
8260 - 6102	6500 - 4051	7090 - 3847	8005 - 6934	5000 - 2163
8066 - 7931	7603 - 2430	8092 - 2330	5306 - 4122	5500 - 2051
2168 - 1041	4005 - 1361	9635 - 5201	9980 - 1111	9040 - 6534
7005 - 6431	4000 - 1136	9038 - 3717	3505 - 1261	3270 - 1018

Subtraction

Name:

Warm Up

1) 1000 - 475 =

2) 1000 - 890 =

3) 1000 - 638 =

4) 10000 - 7880 =

5) 10000 - 6550 =

6) 10000 - 3896 =

1) In a crowd of 10 000 people there are 2 970 children. If the rest are adults, how many adults are in the crowd?

2) 10 000 jeans are made at a factory. 8 788 are delivered to stores. How many jeans remain at the factory?

3) There are 1 000 tickets for a rock show. So far 918 tickets have sold. How many tickets are still available?

4) Annette wants to make 1 000 paper swans. She has 106 left to make. How many swans has she made so far?

5) A long distance runner has completed 208 km of a 1 000 km race. How far does she have left to run?

6) Toby has $1 000. He buys a bike that costs $738. How much money does Toby have left?

7) Janice has driven 5 602 km of her 10 000 km drive. How far has she left to drive?

8) The total weight of two boxes is 1 000 kg. If the larger box weighs 697 kg, how much does the smaller box weigh?

9) Betty had $10 000 to spend on her wedding dress. After purchasing a dress for $7 486, how much money does Betty have left?

10) The combined weight of the vehicle and trailer is 10 000 kg. If the trailer weigh 946 kg, what's the weight of the vehicle?

The temperature rose 3°C every 30 minutes from 10 am till 1 pm, when it steadied at 29°C.
What was the temperature at 10 am?

Nina's backyard is 108 m².
What is the length, if it is 9 metres wide?

Tony's fish and chip shop uses 60 kg of potatoes per day.
How many kilograms of potatoes would he use in two weeks?

At Jenny's bakery, iced donuts are three times more popular than cinnamon donuts.
If Jenny sold 12 cinnamon donuts on Sunday, estimate how many iced donuts she sold on the same day?

Rob earns twice as much as Ryan, but only saves half as much as Ryan.
How much does Rob save, if Ryan earns $80 per week and saves ¾ of it?

Krista is 154 cm tall, Alice is 149 cm and Lucy is 147 cm.
What is the average height of the three girls?

When Toby travelled from Sydney to Bangkok, the plane he was in flew at an average speed of 516 km per hour. If it took 9 hours to get to Bangkok, how far did he travel?

Kate and her sisters, Joy and Matilda, decided to rent an apartment in the city together. How much will each of them pay, if the rent is $360 per week?

n 19

There are 560 children at Jacob's school. Three-eighths of the students travel to school by bus. How many catch the bus to school?

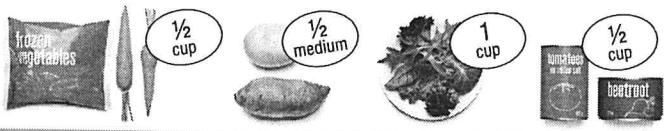
$vb' = 1/4u(1-e^2)$
$vc' = 1/4u(1+e)^2$

n 20

On the weekend, Nina made $98.70 from selling cakes at her store at the local fete.
How much profit did Nina make, if she spent $21.50 on ingredients and $4.65 on signs?

$vb' = 1/4u(1-e^2)$
$vc' = 1/4u(1+e)^2$

SERVE SIZES



Vegetables and legumes/beans

Serves per day

	2–3 years	4–8 years	9–11 years	12–13 years	14–18 years
Boys	2½	4½	5	5½	5½
Girls	2½	4½	5	5	5

A standard serve of vegetables is about 75g (100-350kJ) or:

½ cup	cooked green or orange vegetables (for example, broccoli, spinach, carrots or pumpkin)
½ cup	cooked, dried or canned beans, peas or lentils*
1 cup	green leafy or raw salad vegetables
½ cup	sweet corn
½ medium	potato or other starchy vegetables (sweet potato, taro or cassava)
1 medium	tomato

preferably with no added salt

Fruit

Serves per day

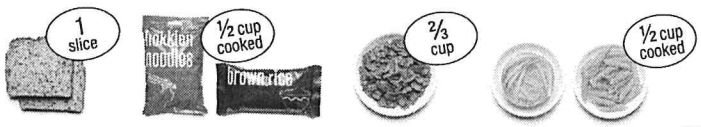
	2–3 years	4–8 years	9–11 years	12–13 years	14–18 years
Boys	1	1½	2	2	2
Girls	1	1½	2	2	2

A standard serve of fruit is about 150g (350kJ) or:

1 medium	apple, banana, orange or pear
2 small	apricots, kiwi fruits or plums
1 cup	diced or canned fruit (with no added sugar)

Or only occasionally:

125ml	(½ cup) fruit juice (with no added sugar)
30g	dried fruit (for example, 4 dried apricot halves, 1½ tablespoons of sultanas)



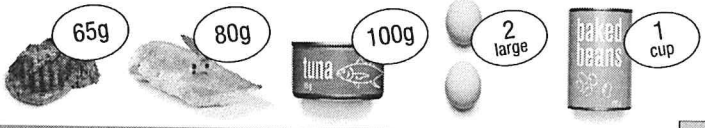
Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties

Serves per day

	2–3 years	4–8 years	9–11 years	12–13 years	14–18 years
Boys	4	4	5	6	7
Girls	4	4	4	5	7

A standard serve (500kJ) is:

1 slice (40g)	bread
½ medium (40g)	roll or flat bread
½ cup (75–120g)	cooked rice, pasta, noodles, barley, buckwheat, semolina, polenta, bulgur or quinoa
½ cup (120g)	cooked porridge
⅔ cup (30g)	wheat cereal flakes
¼ cup (30g)	muesli
3 (35g)	crispbreads
1 (60g)	crumpet
1 small (35g)	English muffin or scone



Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans

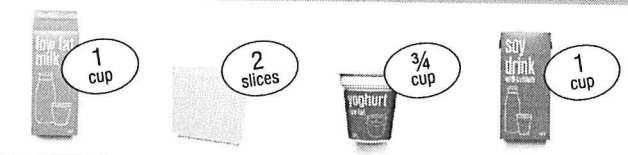
Serves per day

	2–3 years	4–8 years	9–11 years	12–13 years	14–18 years
Boys	1	1½	2½	2½	2½
Girls	1	1½	2½	2½	2½

A standard serve (500-600kJ) is:

65g	cooked lean meats such as beef, lamb, veal, pork, goat or kangaroo (about 90–100g raw)*
80g	cooked lean poultry such as chicken or turkey (100g raw)
100g	cooked fish fillet (about 115g raw weight) or one small can of fish
2 large (120g)	eggs
1 cup (150g)	cooked or canned legumes/beans such as lentils, chick peas or split peas (preferably with no added salt)
170g	tofu
30g	nuts, seeds, peanut or almond butter or tahini or other nut or seed paste (no added salt)

weekly limit of 455g



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat

Serves per day

	2–3 years	4–8 years	9–11 years	12–13 years	14–18 years
Boys	1½	2	2½	3½	3½
Girls	1½	1½	3	3½	3½

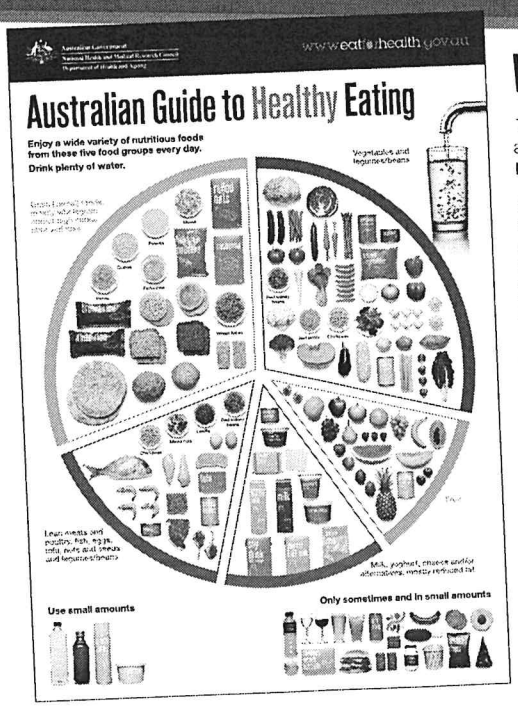
A standard serve (500-600kJ) is:

1 cup (250ml)	fresh, UHT long life, reconstituted powdered milk or buttermilk
½ cup (120ml)	evaporated milk
2 slices (40g)	or 4 x 3 x 2cm cube (40g) of hard cheese, such as cheddar
½ cup (120g)	ricotta cheese
¾ cup (200g)	yoghurt
1 cup (250ml)	soy, rice or other cereal drink with at least 100mg of added calcium per 100ml

- **To meet additional energy needs, extra serves from the Five Food Groups or unsaturated spreads and oils, or discretionary choices may be needed by children who are not overweight but are taller, more active or older in their age band.**
- **An allowance for unsaturated spreads and oils for cooking, or nuts and seeds can be included in the following quantities: 4–5g per day for children 2–3 years of age, 7–10g per day for children 3–12 years of age, 11–15g per day for children 12–13 years of age and 14–20g per day for adolescents 14–18 years of age.**
- **For meal ideas and advice on how to apply the serve sizes go to:**

www.eatforhealth.gov.au

FOR FURTHER INFORMATION GO TO www.eatforhealth.gov.au



WHICH FOODS SHOULD I EAT AND HOW MUCH?

The *Australian Dietary Guidelines* provide up-to-date advice about the amount and kinds of foods and drinks that we need regularly, for health and well-being.

By providing your child with the recommended amounts from the Five Food Groups and limiting the foods that are high in saturated fat, added sugars and added salt, they will get enough of the nutrients essential for good health, growth and development. They may have a reduced risk of chronic diseases such as heart disease, type 2 diabetes, obesity and some cancers. Your child may also feel better, look better, enjoy life more and live longer!

The amount of food your child will need from the Five Food Groups depends on their age, gender, height, weight and physical activity levels. For example, a 3-year-old boy requires 1 serve of fruit a day, but an 11-year-old boy needs 2 serves of fruit a day. A 9-year-old girl needs 4 serves of grain (cereal) foods a day, and a 14-year-old girl needs 7 serves a day. Children who are taller, more physically active or in the higher end of their age band (and not overweight or obese) may be able to have additional serves of the Five Food Groups or unsaturated spreads and oils or discretionary choices.

For further information go to www.eatforhealth.gov.au.

HOW MUCH IS A SERVE?

It's helpful to get to know the recommended serving sizes and serves per day so that your child eats and drinks the right amount of the nutritious foods they need for health – as shown in the tables above. We've given you the serve size in grams too, so you can weigh foods to get an idea of what a serve looks like.

The 'serve size' is a set amount that doesn't change. It is used along with the 'serves per day', to work out the total amount of food required from each of the Five Food Groups. 'Portion size' is the amount your child actually eats and this will depend on what their energy needs are. Some children's portion sizes are smaller than the 'serve size' and some are larger. Children may eat smaller amounts more often if they choose.

HOW MANY SERVES A DAY?

Children rarely eat exactly the same way each day and it is common to have a little more on some days than others. However, on average, the total of their portion sizes should end up being similar to the number of serves they need each day.

If your child eats portions that are smaller than the 'serve size' they will need to eat from the Food Groups more often. If your child's portion size is larger than the 'serve size', then they will need to eat from the Food Groups less often.