STAGE 3 LEARNING FROM HOME PACK

BOOKLET 7

TERM 2 WEEK 4

18- 22 MAY, 2020

NAME:_____

CLASS_____

Stage Three Online Resources

Prodigy
https://www.prodigygame.com/
Some teachers have assigned work for students and once this is completed they can free play at their own level. A great, fun resource to practice key concepts. Not all students will have an existing log in for Prodigy.

Study ladder
https://www.studyladder.com.au/
Some students have an online account set up for Study Ladder. You can sign up for this resource and it is free.

Scholastic Learn at Home
https://classroommagazines.scholastic.com/support/learnathome.html
Scholastic have put together packages which include books and videos designed to build knowledge of a subject.

Go Noodle: At Home
https://family.gonoodle.com/
Copy the routines from the clip for physical activity inside.

National Geographic: For Kids
https://www.natgeokids.com/au/category/kids-club/
Navigate your way around this website to find information.

Typing Club
https://www.typingclub.com/
Practise your typing. Can you improve your speed?

ABC Education
https://education.abc.net.au/home#!/resources/-/all/all/all
Select appropriate year level at the top and choose your area of learning.

Matific
https://www.matific.com/au/en-au/home/
Use your Matific login, log in and complete set tasks.

Kids News
https://www.kidsnews.com.au
Great site for kid's news articles and learning about different animals and events.

Term 2 Week 4 Stage 3 Learning from Home Timetable Dates 18-22 May 2020

Monday	Tuesday	Wednesday	Thursday	Friday
English				
Task: *Reading* ***Read** the comprehension passage **'First Australians'** with someone at home. ***Highlight** technical words (words that I don't understand). Clarify these words with someone at home or use a dictionary to look them up. *Complete **LSCWC** and **Monday's spelling activities.**	Task: *Reading* ***Read** the comprehension passage **'First Australians'** aloud to someone at home. ***Identify the** *purpose* of the text (is it to *entertain*, to *inform* or to *persuade*?). ***Summarise** the main idea of the text. *Ask a **question** to someone at home, from the text (be the teacher!). *Complete **LSCWC** and your spelling activity for Tuesday.	Task: *Reading* ***Read** the comprehension passage **'First Australians'** aloud to someone at home. *Complete the **first comprehension question activity** on your question page for this text. *Ask someone at home another **question** about this text. *Complete your **LSCWC** and spelling activities.	Task: *Reading* ***Read** the comprehension passage **First Australians'** aloud to someone at home. *Complete the **next comprehension question activity** on your question page for this text. *Ask someone at home a final **question** relating to this text. *Complete **LSCWC** for your spelling activities	Task: *Reading* ***Read** the comprehension passage **''First Australians'** aloud to someone at home. ***Complete** the remaining questions from the comprehension activity page. **Spelling Activity and *Spelling Test*** Ask someone at home to **test** you on this week's spelling words. **Rewrite** any spelling errors 5 times and ask someone to retest you on those words again.
Task: *Grammar* **Adjectives** *Rewrite the sentences and include commas on the correct place. * Read the passage about the Titanic and complete the sentences to show where the commas should go.	Task: *Grammar* **Peculiar Nouns** *Read and revise the definition of a Peculiar Nouns. *Complete the activities about Peculiar Nouns.	Task: *Grammar* **Conjunctions** *Read and revise the definition of a conjunction. *Complete the activities to show your understanding of conjunctions..	Task: *Grammar* **Text Connectives** *Read and revise the definition of text connectives. *Complete the text connective activities for Thursday.	Task: *Handwriting* Students practice correct letter and word formation by rewriting a passage based on our grammar learning for this week, with the aim of developing a legible, fluent handwriting style.
Task: *Writing ('Dreams')- Story Starter* *In the **'Dreams'** writing activity: *read the 'story starter'; *circle the *commas* *highlight any *pronouns* (he , she, they, we, I) *underline examples of conjunctions and connectives.(see grammar activity for Wednesday and Thursday if you have forgotten.	Task: *Writing ('Dreams)- Question Time* *Answer the questions relating to 'Dreams' in full sentences.	Task: *Writing ('Dreams')- Sick Sentences!* *Improve the sick sentences. These can be used in your own draft writing on Friday.	Task: *Writing- PLAN* *Use the Story Mapping boxes to PLAN ideas to continue the story on your own tomorrow.	Task: *Writing- DRAFT, REVISE, EDIT* *Continue the story starter using your PLAN as well as your question and answer ideas. *When you have finished DRAFTING, use your green pen to REVISE meaning, and your red pen to EDIT spelling and punctuation errors. ***You may publish if you have time!***

Maths				
Maths Minutes 11	Maths Minutes 12	Maths Minutes 13	Maths Minutes 14	Maths Minutes 15
Time tables Speed test-2 mins Level A	Time tables Speed test-2 mins Level A	Time tables Speed test-2 mins Level A	Time tables Speed test-2 mins Level A	Time tables Speed test-2 mins Level A
Identify Symmetry Reflect, Rotate, Reverse	Lines of Symmetry and Symmetry Drawing	Enlarging 2D shapes Robot Symmetry Drawing	Enlarging 2D shapes Rabbit Symmetry Drawing	Enlargements
Number of the Day	Number of the Day	Number of the Day	Number of the Day	Finish any incomplete maths activities
Optional Activities – These activities can be completed on any day and in any order				
History Australian Colonies The Life of a Convict	**Science** Water Resistance Learn about water resistance and conduct some experiments with paper boats.	**PDH (Personal Development and Health)**	**PE - Yoga** Relax and stretch with some yoga. Maybe someone at home might like to join you.	**CAPA** Perspective Cube Drawing activity
Mindfulness Colouring In activity Colour for relaxation. Play some music while you colour.	Find – A - Word	Chore Time Surprise someone at home by doing one of the chores you have learnt how to do. Do this chore without being asked.	Be Sketchy! Head out into the back yard. Fin a spot and sketch what you see.	Read for leisure Pick a book, magazine or online text and read for relaxation. Aim for a minimum of 30 minutes.

Comprehension Corner
Read this passage each day. Check the timetable at the front for daily activities.

First Australians

ON 26 January 1788, eleven British ships carrying about 1000 people sailed into Port Jackson on Australia's east coast. Most on board were **convicts**, about to start life in a **penal colony**.

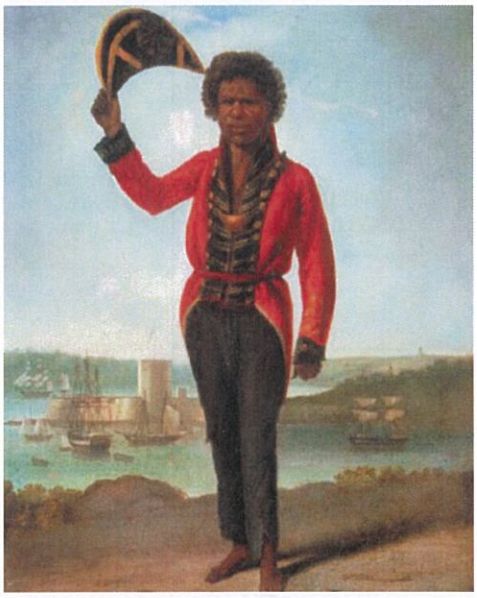
Reaction of Indigenous people

Aboriginal people thought the first Europeans they saw might have been ghosts, or evil spirits. Their **Dreaming** provided them with no clues as to who these pale-skinned, strangely dressed people might be. Some wondered if they might be women, as they had no beards. Some tried to find a place for them in their **kinship** system by treating them as spirits of their dead, and offering them food and gifts.

It soon became clear that the 'visitors' planned to stay. They were clearing land near sacred sites, fencing off properties, which cut access to waterholes and hunting grounds, and fishing without permission of the **elders**. **Indigenous** people became increasingly worried. These 'spirits of their former dead' did not speak their language. Nor did they obey their rules and respect their rituals and sacred places. The view that they were invaders, not visitors, began to take hold. Some Indigenous people may have been puzzled or fascinated by the first Europeans they saw; others were undoubtedly frightened. When exploring the Lachlan River in 1817, John Oxley described how two young Indigenous men reacted to the sight of his party: 'They trembled excessively, and, if the expression may be used, were absolutely intoxicated with fear . . .'

Reaction of the Europeans

In 1788, Europeans held a range of views about Australia's Indigenous people. In line with thinking at the time, many of the more educated would have regarded them as 'noble savages' — primitive people who lived a contented life in the natural world without the pressures of civilisation. The observant Captain Watkin Tench expressed a much more insightful view in 1793. He said that those he had met possessed '. . . a considerable portion of that acumen, or sharpness of intellect, which bespeaks genius'.



Most of the new European arrivals, however, were neither educated nor sensitive. The majority were convicts, many of whom had been **brutalised**. For many, the view of the British explorer William Dampier might have been more acceptable. He wrote in 1688 that Australia's Indigenous people were '. . . the most miserable people in the world . . . [who differed] but little from brutes'.

Be like us!

Captain Arthur Phillip, Australia's first governor, had been instructed to do everything he could to make friendly contact with the 'natives' and to '. . . live in amenity [friendship] and kindness with them'. Any Europeans who hurt or killed Indigenous people were to be punished.

The problem was that Europeans expected Indigenous people to act and live as they did. They could not, for example, understand why Indigenous people did not have a god or churches, towns or cultivated land. Their kinship systems seemed especially odd (where an 'uncle', for example, was also a 'father'). Most importantly, they did not understand that the land they were clearing for farms, towns and pasture might contain sacred sites that the traditional owners had tended for generations, or hunting grounds that provided their food. Many Europeans assumed the Indigenous people could just be moved on.

As more towns sprang up, Indigenous people often clustered around the edges of these new settlements. Some found jobs as expedition guides for European explorers; others became **Native Police** under the command of British officers. A few, such as Arabanoo, Bungaree and Bennelong, were captured and coached to act like Europeans, in the hope that they might encourage others to become more like them.

Week 4 Spelling Words

convicts Indigenous Europeans

kinship brutalised rituals

sacred civilisation penal colony

traditional savages amenity

generations settlements cultivated

Monday Activity 1 – complete your LCWC. Check that you have spelt your words correctly.

Monday Activity 2 - Find the definitions of these words.

sacred_____

rituals _____

savages_____

generations_____

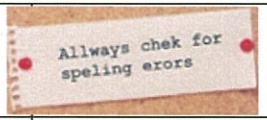
amenity_____

traditional_____

Monday Activity 3 - Write each of your words in a fancy font. Eg, kinship

Term 2 Week 4 Spelling

LOOK SAY COVER WRITE CHECK



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

MONDAY

Commas

Commas are used to separate three or more words in a list, or two or more adjectives or adverbs when they appear together.

Mum made sandwiches, cakes, biscuits and tarts. (no comma before 'and')
Ginger is a strong, young foal. The lion slowly, stealthily, crept forwards.

Commas separate two long sentences (principal clauses) joined with 'and', 'but', 'for', 'yet' and other conjunctions.

The train driver saw the red signal in the distance, and he applied the brakes to bring his locomotive to a halt.

Commas are used to separate phrases or clauses in a sentence, but do not change the meaning of that sentence.

A plane that has two engines is safer than a plane with one. (no comma)
Mrs Jones, who recently joined the staff, is going to teach ballroom dancing.

Rewrite these sentences putting in any commas that are needed as well as capitals, full stops or question marks. One sentence needs no commas.

1. for my birthday in july i was given shoes a video and some books _____

_____

2. we toured england for a week by bus and we saw many thatched cottages _____

_____

3. do you want me to sing slowly clearly and as loud as possible _____

_____

4. sydney which is australia's largest city has a beautiful harbour _____

_____

5. the painting hanging on the wall was of sydney harbour _____

_____

Text Type: Report

Titanic Sinks on Maiden Voyage

On April 10, 1912, the Titanic set sail with over 2200 passengers and crew members. Disastrously, the ship was only equipped with sixteen lifeboats which could only hold 1178 people.

On April 14, four days into its maiden voyage, the captain received five ice warnings. He ignored the warnings and continued to travel at a high speed.

In the middle of the night, at approximately 11:40pm, a lookout spotted a huge iceberg in the water. The Titanic was heading straight towards it. Unfortunately, the sighting was too late. The ship hit the iceberg, ripped a huge hole in its side, and sank.

That night, 1522 people either drowned or died from hypothermia (low body temperature).

The sinking of the Titanic has been hailed the "greatest maritime disaster in history".

6 Read the report on the Titanic. Write the words or numbers that need a comma after them.

a On April 14 four days into its maiden voyage the captain received five ice warnings.

_____ _____

b In the middle of the night at approximately 11:40pm a lookout spotted a huge iceberg in the water.

_____ _____

c Unfortunately the sighting was too late. The ship hit the iceberg ripped a huge hole in its side and sank. _____ _____ _____

Some commas are used to show a pause in a sentence.
E.g. Even though there was lots of traffic, we made it to the game on time.

7 Insert a comma in the following sentences to show a pause.

a Even though I was tired I still went to basketball training.

b Although there wasn't much snow we still went skiing.

c When the rain ceased we went out to play.

8 Shade the bubble/s to show where the comma/s should go in these sentences.

a I packed a tent torch pillow blanket and food.

b After the painter finished the job he cleaned his brushes.

Challenge Option

Write a sentence of your own that uses a comma to show a pause.

Writing Rounds at RPS

Step 1	**PLAN** 	• Record your **ideas** • Use key words; not sentences • You can PLAN in a variety of ways: **headings / questions / mind maps**
Step 2	**DRAFT** 	• Use your PLAN to **draft** your writing • Expand your ideas **into sentences** and **paragraphs** • Don't let spelling and punctuation be 'road blocks' to writing!
Step 3	**REVISE** 	• Use GREEN pen to revise • Read your writing (to yourself or to someone else) • Make changes so that your meaning is clear (more interesting) • Delete words, add words and phrases, rephrase, make
Step 4	**EDIT** 	• Read your writing and check for correct punctuation and spelling • Underline words that are spelled incorrectly and try to fix them • Check for capitals and full stops, commas, question marks and exclamation marks
Step 5	**PUBLISH** 	• Rewrite / type your writing without any mistakes • Add drawings, borders, headings • Share your writing with a teacher or friend

Writing Rounds Activity

DREAMS

Monday:

Read the 'Story Starter'.

- **Can you write a sentence that uses 2 adjectives before a noun? Can you use a comma to separate the adjectives (because they are in a list)?**
  e.g. The lonely, grey bird sat on its perch, dreaming about being set free.

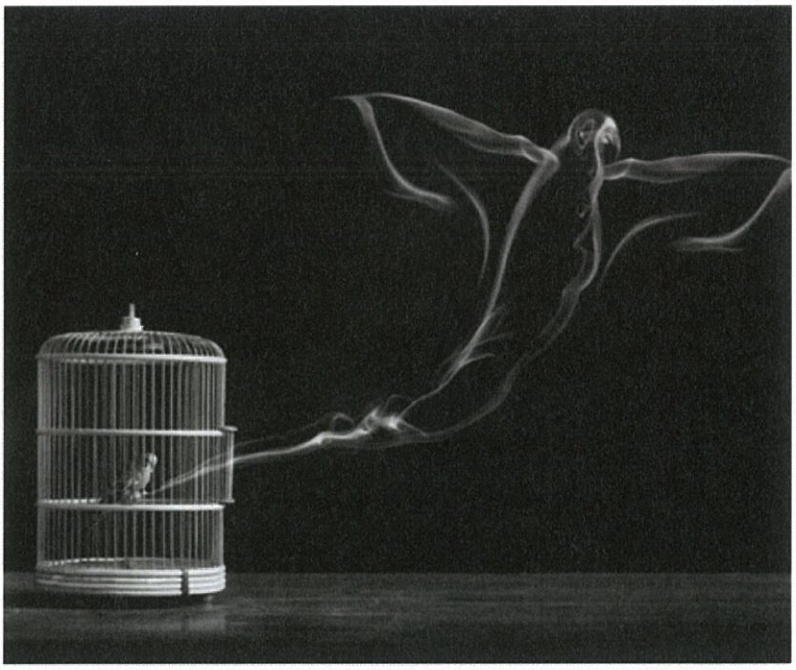


Image by: Alaa Al-Shurafa

Story Starter

- The bird closed its eyes and began to dream...

Pobble.com
Pobble365.com

Useful maths facts – 1

Addition and subtraction facts to 20

+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13	14	15	16	17	18	19
10	10	11	12	13	14	15	16	17	18	19	20

Symbols

+	addition	c	cent
−	subtraction	$	dollar
x	multiplication	<	less than
÷	division	>	greater than
=	equal to		

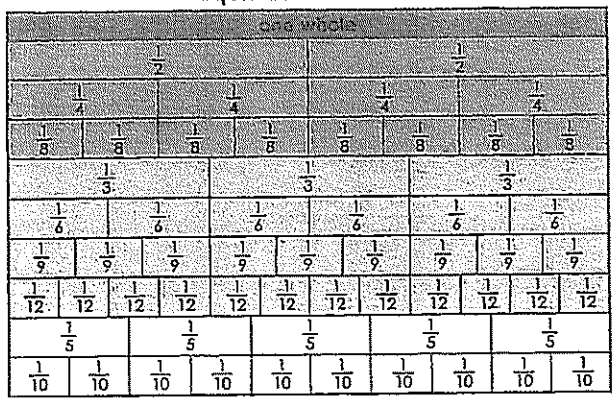
Fractions

Numerator
The number above the line, indicating how many parts are in consideration.

$\frac{3}{4}$

Denominator
The number below the line, indicating how many parts the whole number is divided into.

Equivalent fractions



Fractions and decimals

Fraction	Decimal
1/2	0.5
1/3	0.33
1/4	0.25
1/5	0.2
1/8	0.125
1/10	0.1

Capacity

Unit	Abbreviation
millilitre	mL
litre	L

1000 mL = 1 L

Place value

9741.25
9000.00
700.00
40.00
1.00
.20
.05

thousands	hundreds	tens	units	·	tenths	hundredths
9	7	4	1	·	2	5

Length

Unit	Abbreviation
centimetre	cm
metre	m

100 cm = 1 m

Weight

Unit	Abbreviation
gram	g
kilogram	kg

1000 g = 1 kg

Money

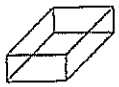
Unit	Symbol
cent	c
dollar	$

100c = $1.00

Useful maths facts – 2

3-D shapes

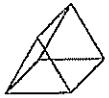

cube
6 faces
12 edges
8 vertices


cuboid
6 faces
12 edges
8 vertices


cylinder
3 faces
2 edges
0 vertices


sphere
1 face
0 edges
0 vertices


cone
2 faces
1 edge
1 vertex


triangular prism
5 faces
9 edges
6 vertices


pyramid
5 faces
8 edges
5 vertices

2-D shapes – quadrilaterals

A quadrilateral is a shape with 4 sides and 4 angles.
The total of the angles adds up to 360°.


square
4 sides the same length
4 angles the same size


rhombus
4 sides the same length
2 pairs of angles the same size


rectangle
2 pairs of sides the same length
4 angles the same size


parallelogram
2 pairs of sides the same length
2 pairs of angles the same size

2-D shapes – triangles

A triangle is a shape with 3 sides and 3 angles.
The total of the angles adds up to 180°.


equilateral triangle
3 sides the same length
3 angles the same size


isosceles triangle
2 sides the same length
2 angles the same size


scalene triangle
0 sides the same length
0 angles the same size

Other 2-D shapes


circle
1 side
0 corners


semicircle
2 sides
2 corners

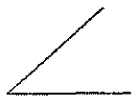

ellipse
1 side
0 corners


pentagon
5 sides
5 corners

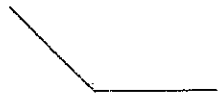

hexagon
6 sides
6 corners


octagon
8 sides
8 corners

Angles


Acute
An acute angle is less than 90°.


Right
A right angle has 90°.

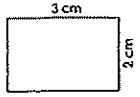

Obtuse
An obtuse angle has between 90° and 180°.

Area

The area of a rectangle can be found by applying the formula:

area = length x width

Example



area = l x w
area = 3 cm x 2 cm
area = 6 cm^2

Time

60 seconds = 1 minute
60 minutes = 1 hour
24 hours = 1 day
7 days = 1 week
52 weeks = 1 year
12 months = 1 year

Analog	Digital
	7.15
	1.50

Multiplication Facts

1 x 0 = 0	2 x 0 = 0	3 x 0 = 0	4 x 0 = 0
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40
1 x 11 = 11	2 x 11 = 22	3 x 11 = 33	4 x 11 = 44
1 x 12 = 12	2 x 12 = 24	3 x 12 = 36	4 x 12 = 48

5 x 0 = 0	6 x 0 = 0	7 x 0 = 0	8 x 0 = 0
5 x 1 = 5	6 x 1 = 6	7 x 1 = 7	8 x 1 = 8
5 x 2 = 10	6 x 2 = 12	7 x 2 = 14	8 x 2 = 16
5 x 3 = 15	6 x 3 = 18	7 x 3 = 21	8 x 3 = 24
5 x 4 = 20	6 x 4 = 24	7 x 4 = 28	8 x 4 = 32
5 x 5 = 25	6 x 5 = 30	7 x 5 = 35	8 x 5 = 40
5 x 6 = 30	6 x 6 = 36	7 x 6 = 42	8 x 6 = 48
5 x 7 = 35	6 x 7 = 42	7 x 7 = 49	8 x 7 = 56
5 x 8 = 40	6 x 8 = 48	7 x 8 = 56	8 x 8 = 64
5 x 9 = 45	6 x 9 = 54	7 x 9 = 63	8 x 9 = 72
5 x 10 = 50	6 x 10 = 60	7 x 10 = 70	8 x 10 = 80
5 x 11 = 55	6 x 11 = 66	7 x 11 = 77	8 x 11 = 88
5 x 12 = 60	6 x 12 = 72	7 x 12 = 84	8 x 12 = 96

9 x 0 = 0	10 x 0 = 0	11 x 0 = 0	12 x 0 = 0
9 x 1 = 9	10 x 1 = 10	11 x 1 = 11	12 x 1 = 12
9 x 2 = 18	10 x 2 = 20	11 x 2 = 22	12 x 2 = 24
9 x 3 = 27	10 x 3 = 30	11 x 3 = 33	12 x 3 = 36
9 x 4 = 36	10 x 4 = 40	11 x 4 = 44	12 x 4 = 48
9 x 5 = 45	10 x 5 = 50	11 x 5 = 55	12 x 5 = 60
9 x 6 = 54	10 x 6 = 60	11 x 6 = 66	12 x 6 = 72
9 x 7 = 63	10 x 7 = 70	11 x 7 = 77	12 x 7 = 84
9 x 8 = 72	10 x 8 = 80	11 x 8 = 88	12 x 8 = 96
9 x 9 = 81	10 x 9 = 90	11 x 9 = 99	12 x 9 = 108
9 x 10 = 90	10 x 10 = 100	11 x 10 = 110	12 x 10 = 120
9 x 11 = 99	10 x 11 = 110	11 x 11 = 121	12 x 11 = 132
9 x 12 = 108	10 x 12 = 120	11 x 12 = 132	12 x 12 = 144

FOCUS

Date: 18/5

Name: _____

Level C — Focus: 3, 4

1. 3 X 3 = ____	26. 3 X 11 = ____
2. 3 X 1 = ____	27. 4 X 0 = ____
3. 4 X 3 = ____	28. 11 X 4 = ____
4. 4 X 2 = ____	29. 12 X 3 = ____
5. 3 X 2 = ____	30. 3 X 8 = ____
6. 4 X 10 = ____	31. 3 X 9 = ____
7. 5 X 3 = ____	32. 4 X 9 = ____
8. 1 X 4 = ____	33. 3 X 0 = ____
9. 10 X 3 = ____	34. 2 X 4 = ____
10. 5 X 4 = ____	35. 2 X 3 = ____
11. 3 X 4 = ____	36. 0 X 4 = ____
12. 6 X 3 = ____	37. 10 X 4 = ____
13. 4 X 4 = ____	38. 4 X 12 = ____
14. 7 X 3 = ____	39. 3 X 12 = ____
15. 4 x 6 = ____	40. 4 X 11 = ____
16. 9 X 3 = ____	41. 6 X 4 = ____
17. 7 X 4 = ____	42. 3 X 10 = ____
18. 8 X 3 = ____	43. 4 X 1 = ____
19. 9 X 4 = ____	44. 0 X 3 = ____
20. 3 X 7 = ____	45. 12 x 4 = ____
21. 8 X 4 = ____	46. 4 X 7 = ____
22 4 X 5 = ____	47. 11 X 3 = ____
23. 3 X 5 = ____	48. 1 X 3 = ____
24. 3 X 6 = ____	49. 4 X 12 = ____
25. 4 X 8 = ____	50. 12 X 3 = ____

Your Score: _____

SERIES

FOCUS

Date: 19/5

Name: _____

Level C — Focus: 3, 4

1. 3 X 3 = ____	26. 3 X 11 = ____
2. 3 X 1 = ____	27. 4 X 0 = ____
3. 4 X 3 = ____	28. 11 X 4 = ____
4. 4 X 2 = ____	29. 12 X 3 = ____
5. 3 X 2 = ____	30. 3 X 8 = ____
6. 4 X 10 = ____	31. 3 X 9 = ____
7. 5 X 3 = ____	32. 4 X 9 = ____
8. 1 X 4 = ____	33. 3 X 0 = ____
9. 10 X 3 = ____	34. 2 X 4 = ____
10. 5 X 4 = ____	35. 2 X 3 = ____
11. 3 X 4 = ____	36. 0 X 4 = ____
12. 6 X 3 = ____	37. 10 X 4 = ____
13. 4 X 4 = ____	38. 4 X 12 = ____
14. 7 X 3 = ____	39. 3 X 12 = ____
15. 4 x 6 = ____	40. 4 X 11 = ____
16. 9 X 3 = ____	41. 6 X 4 = ____
17. 7 X 4 = ____	42. 3 X 10 = ____
18. 8 X 3 = ____	43. 4 X 1 = ____
19. 9 X 4 = ____	44. 0 X 3 = ____
20. 3 X 7 = ____	45. 12 x 4 = ____
21. 8 X 4 = ____	46. 4 X 7 = ____
22 4 X 5 = ____	47. 11 X 3 = ____
23. 3 X 5 = ____	48. 1 X 3 = ____
24. 3 X 6 = ____	49. 4 X 12 = ____
25. 4 X 8 = ____	50. 12 X 3 = ____

Your Score: _____

SERIES

FOCUS

Date: 20/5

Name: _____

Level C — Focus: 3, 4

1. 3 X 3 = ____	26. 3 X 11 = ____
2. 3 X 1 = ____	27. 4 X 0 = ____
3. 4 X 3 = ____	28. 11 X 4 = ____
4. 4 X 2 = ____	29. 12 X 3 = ____
5. 3 X 2 = ____	30. 3 X 8 = ____
6. 4 X 10 = ____	31. 3 X 9 = ____
7. 5 X 3 = ____	32. 4 X 9 = ____
8. 1 X 4 = ____	33. 3 X 0 = ____
9. 10 X 3 = ____	34. 2 X 4 = ____
10. 5 X 4 = ____	35. 2 X 3 = ____
11. 3 X 4 = ____	36. 0 X 4 = ____
12. 6 X 3 = ____	37. 10 X 4 = ____
13. 4 X 4 = ____	38. 4 X 12 = ____
14. 7 X 3 = ____	39. 3 X 12 = ____
15. 4 x 6 = ____	40. 4 X 11 = ____
16. 9 X 3 = ____	41. 6 X 4 = ____
17. 7 X 4 = ____	42. 3 X 10 = ____
18. 8 X 3 = ____	43. 4 X 1 = ____
19. 9 X 4 = ____	44. 0 X 3 = ____
20. 3 X 7 = ____	45. 12 x 4 = ____
21. 8 X 4 = ____	46. 4 X 7 = ____
22 4 X 5 = ____	47. 11 X 3 = ____
23. 3 X 5 = ____	48. 1 X 3 = ____
24. 3 X 6 = ____	49. 4 X 12 = ____
25. 4 X 8 = ____	50. 12 X 3 = ____

Your Score: _____

SERIES

FOCUS

Date: 21/5

Name: _____

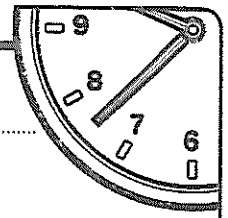
Level C — Focus: 3, 4

1. 3 X 3 = ____	26. 3 X 11 = ____
2. 3 X 1 = ____	27. 4 X 0 = ____
3. 4 X 3 = ____	28. 11 X 4 = ____
4. 4 X 2 = ____	29. 12 X 3 = ____
5. 3 X 2 = ____	30. 3 X 8 = ____
6. 4 X 10 = ____	31. 3 X 9 = ____
7. 5 X 3 = ____	32. 4 X 9 = ____
8. 1 X 4 = ____	33. 3 X 0 = ____
9. 10 X 3 = ____	34. 2 X 4 = ____
10. 5 X 4 = ____	35. 2 X 3 = ____
11. 3 X 4 = ____	36. 0 X 4 = ____
12. 6 X 3 = ____	37. 10 X 4 = ____
13. 4 X 4 = ____	38. 4 X 12 = ____
14. 7 X 3 = ____	39. 3 X 12 = ____
15. 4 x 6 = ____	40. 4 X 11 = ____
16. 9 X 3 = ____	41. 6 X 4 = ____
17. 7 X 4 = ____	42. 3 X 10 = ____
18. 8 X 3 = ____	43. 4 X 1 = ____
19. 9 X 4 = ____	44. 0 X 3 = ____
20. 3 X 7 = ____	45. 12 x 4 = ____
21. 8 X 4 = ____	46. 4 X 7 = ____
22 4 X 5 = ____	47. 11 X 3 = ____
23. 3 X 5 = ____	48. 1 X 3 = ____
24. 3 X 6 = ____	49. 4 X 12 = ____
25. 4 X 8 = ____	50. 12 X 3 = ____

Your Score: _____

SERIES

Minute 11



Name: ..... **Date:** .....

1. If $3^2 = 3 \times 3 = 9$, then $4^2 = 4 \times 4 =$ .....

2. Circle the best estimate for the angle.

45°	90°	180°

3. Ethan wants to purchase a cricket bat for $12.00, some new wickets for $15.25 and a ball for $1.50.

   How much money does he need altogether to buy the items? $.....

4. 45
   + 6
   .....

   .....

5. 53
   − 8
   .....

   .....

6. 22
   x 7
   .....

   .....

7. $8\overline{)32}$

For Questions 8 to 10, write how much time has passed.

8. 3.15 pm to 3.30 pm = ... minutes

9. 4.15 am to 4.25 am = ... minutes

10. 2.45 pm to 3.30 pm = ... minutes

My score: ____ / 10

My time: ..... minutes ..... seconds

Number of the day

491

1. Place value of the underlined digit.	
2. What is the number after?	
3. Is the number less than < or greater than >	
4. 10 more than =	
5. 15 less than =	
6. Count down by 10's	_____ , _____ , _____ , _____
7. What is the next even number?	
8. Write in expanded notation.	☐ + ☐ + ☐
9. Round to the nearest 100.	
10. Write in word form.	

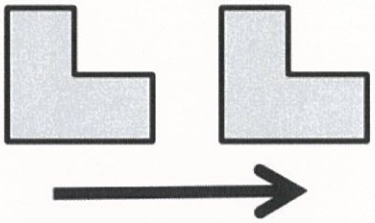
Help Page

Figures that are the same size and same shape are congruent.
You can use:

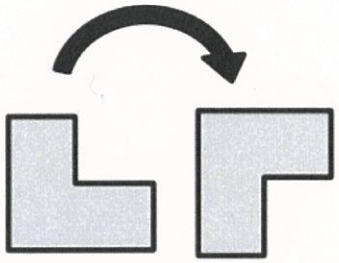
- reflections (flips),
- translations (slides), and
- rotations (turns)

to test whether or not two figures are congruent.

Congruent figures can be related by a **reflection**.
(Think of this one as flipping a shape to make a copy of it.)

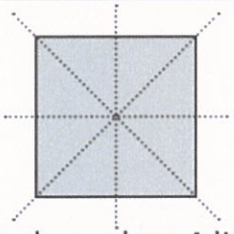


Congruent figures can be related by a **translation**.
(Think of this one as sliding a shape to make a copy of it.)



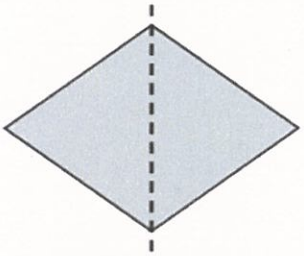
Congruent figures can be related by a **rotation**.
(Think of this one as turning a shape to make a copy of it.)

A shape is symmetrical when you can fold it in half so that one half exactly covers the other half. The fold line is the axis of symmetry. Many 2D shapes have more than one line of symmetry.

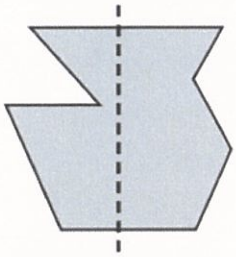


This shape has 4 lines of symmetry.

An axis of symmetry is a line that divides something exactly in half. When one half of a shape or picture matches the other exactly, we say it's symmetrical.



This shape is symmetrical.

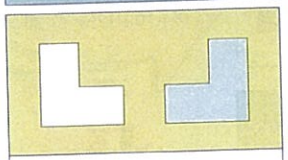
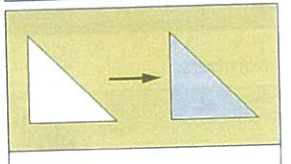
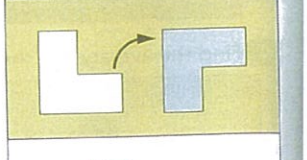


This shape is asymmetrical.

UNIT 20

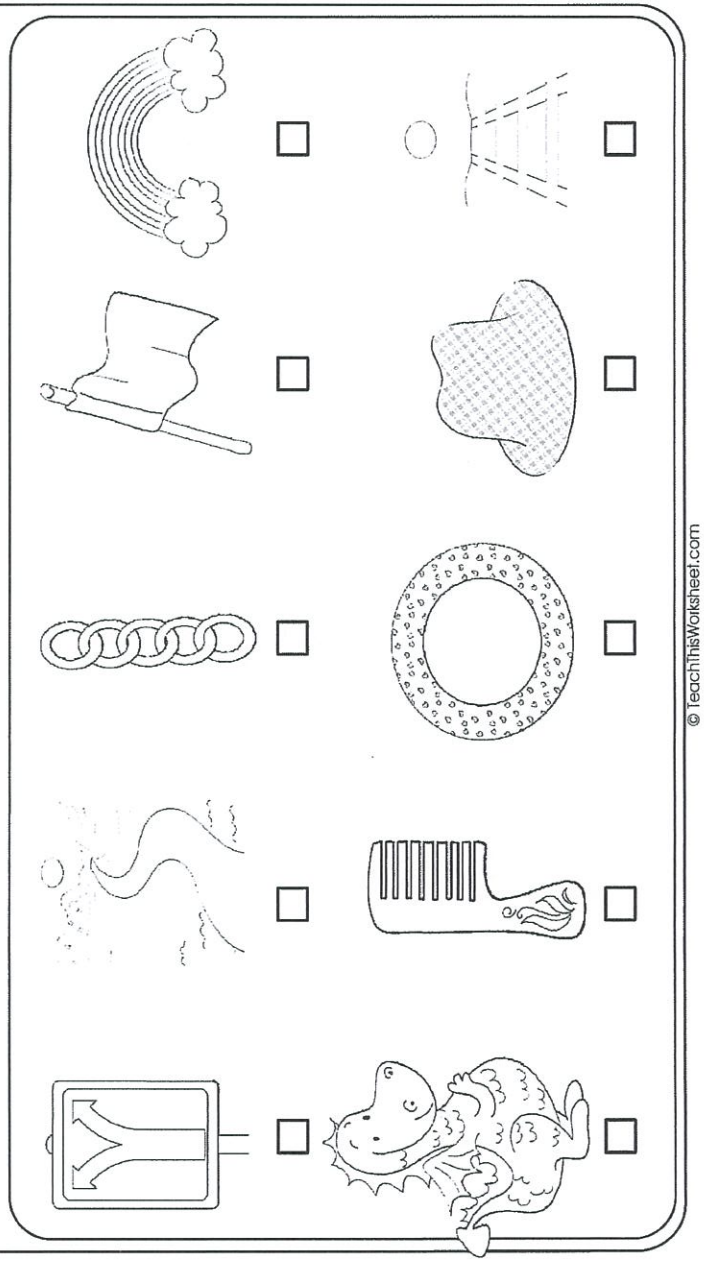
Reflect, translate, rotate

7 Reflect, translate or rotate the following shapes. Draw your results.

	Reflect	Translate	Rotate
a			
b			
c			
d			
e			
f			
g			
h			

Identify symmetry

Put a tick (✓) in the box of pictures that are symmetrical and an X on items that are not symmetrical.



Tuesday Activity 1 - complete your LCWC. Check that you have spelt your words correctly.

Tuesday Activity 2 - Find words that rhyme with your spelling list words.

ritual _____ sacred _____

civilise_____convict_____

brutal_____ colony_____

traditional _____kinship_____

Tuesday Activity 3 - Words as pictures. Draw your lists words as pictures.

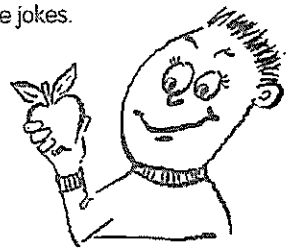
TUESDAY

Peculiar Pronouns

Pronouns are the words that take the place of nouns in a sentence.

---

1. Circle the correct pronouns in brackets to complete the jokes.



a. Thomas: **(Me I)** took our dog to the vet last night because **(she me)** bit the teacher.
Lin: Did **(them you)** have to put **(she her)** to sleep?
Thomas: No way ..... **(I me)** had her teeth sharpened!

b. Does an apple a day keep the teacher away?
(It Me) does if **(you us)** aim it accurately.

2. Use the pronouns in the boxes to complete the jokes below. You may have to use some pronouns more than once.

a. | her | you | I | we |

Jack: Where are ..... going, dad?
Father: To the doctors. ..... don't like the look of your little sister.
Jack: Can ..... come with .....? ..... don't like the look of ..... either.

b. | he | him | them | I | you | me | it |

Teacher: Where did ..... get those lollies from?
William: ..... got ..... from Joe for doing ..... a favour.
Teacher: And may ..... ask what the favour was?
William: ..... had borrowed his CD player and ..... wanted ..... back.

c. | she | her | you | he |

Did ..... hear about the man who fell in love with a girl the second time ..... saw .....?
The first time ..... didn't know ..... had lots of money!

Peculiar Pronouns

Pronouns are words that take the place of nouns. The main kind of pronouns we use are **personal pronouns**.

First person pronouns are used when we are talking about ourselves: I me we us.
Second person pronouns are used when we talk **to** someone else: you.
Third person pronouns are the ones we use when we are talking **about** someone or something: he she it they him her them.

In the jokes below, circle the first person pronouns in red, the second person pronouns in blue, and the third person pronouns in green.

1. Teacher: When did Captain Cook die?
   Student: I don't know, miss. I didn't even know he had been ill.
2. Teacher: If you took six apples and I asked you to give me three, how many would you have left?
   Student: Six.
3. Boy: What would it take to get you to kiss me?
   Girl: An anaesthetic.
4. Boy: Girls whisper they love me.
   Girl: Well, they would hardly say it out loud would they?
5. Boy: Could you be happy with a boy like me?
   Girl: Maybe, if you were never around!
6. Did you hear he had an athletic nose?
   It was always running.
7. What do you get if you cross a sheep dog with a daffodil?
   A collie flower.
8. Mother: Why is your little sister crying?
   Maria: She is crying because I wouldn't give her my piece of chocolate.
   Mother: Well, what has she done with her own piece?
   Maria: She cried when I ate that too.

Writing Rounds

Tuesday:

Answer the questions relating to 'DREAMS' in full sentences.

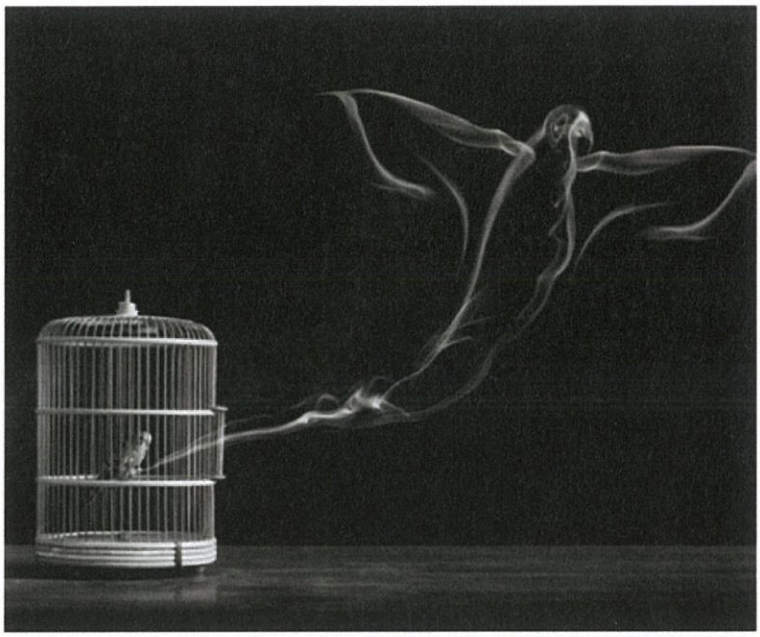


Image by: Alaa Al-Shurafa

Question Time

- What do you think is happening in the picture?
- What is the bird dreaming about?
- How do you think the bird is feeling?
- Do animals have feelings in a similar way that humans have feelings?
- Do you think animals dream?
- If so, what do you think animals dream about?
- Do you often have dreams?
- Why do you think that you never remember all of your dreams?

Minute 12

Name: ..... Date: .....

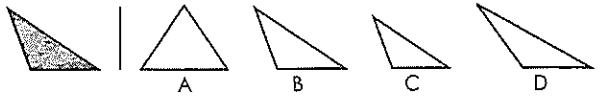
1. $7\overline{)56}$

2. Continue the pattern. 6, 12, 18, 24, ..., ...

3. 68
   + 4
   .....

   .....

4. Circle the figure that is **congruent** (same shape and size) to the shaded figure.



5. 45
   − 3
   .....

   .....

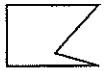
6. 20 − 8 = ...

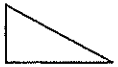
7. 56
   x 4
   .....

   .....

In Questions 8 to 10, does the figure have a line of symmetry? Write yes or no. If yes, draw the line(s) of symmetry.

8.  .....

9.  .....

10.  .....

My score: ___/10

My time: ..... minutes ..... seconds

www.ricpublications.com.au R.I.C. Publications®

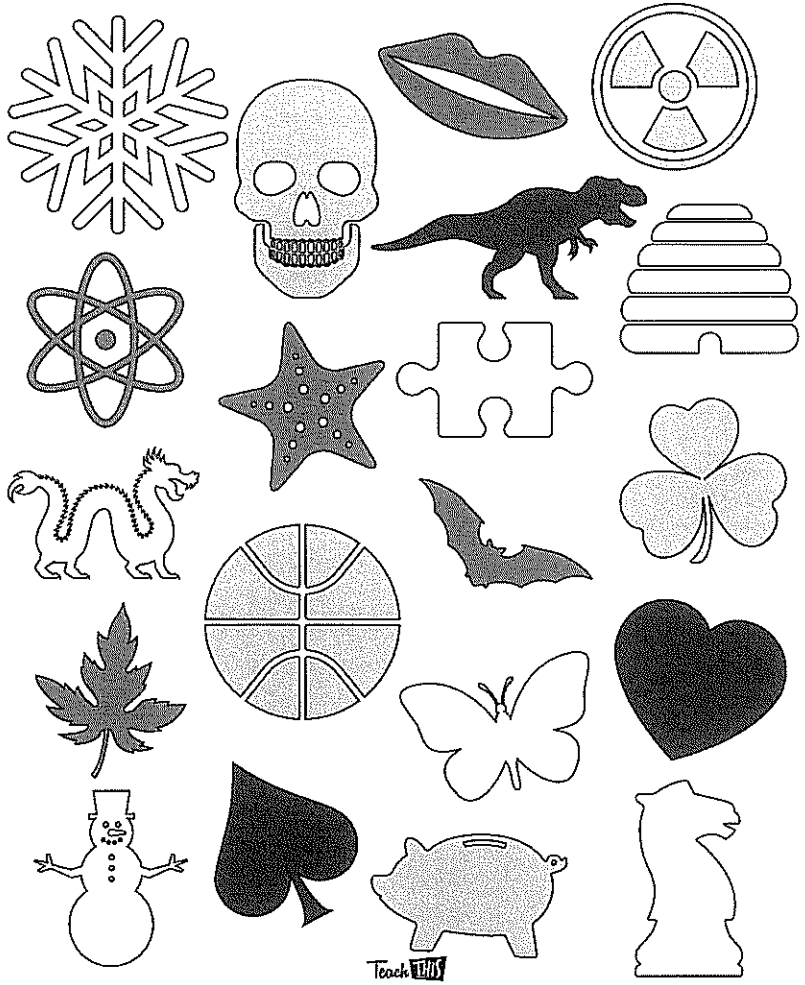
Number of the day

206

1. Place value of the underlined digit.	
2. What is the number after?	
3. Is the number less than < or greater than >	
4. 10 more than =	
5. 15 less than =	
6. Count down by 10's	_____ , _____ , _____ , _____
7. What is the next even number?	
8. Write in expanded notation.	☐ + ☐ + ☐
9. Round to the nearest 100.	
10. Write in word form.	

Lines of Symmetry

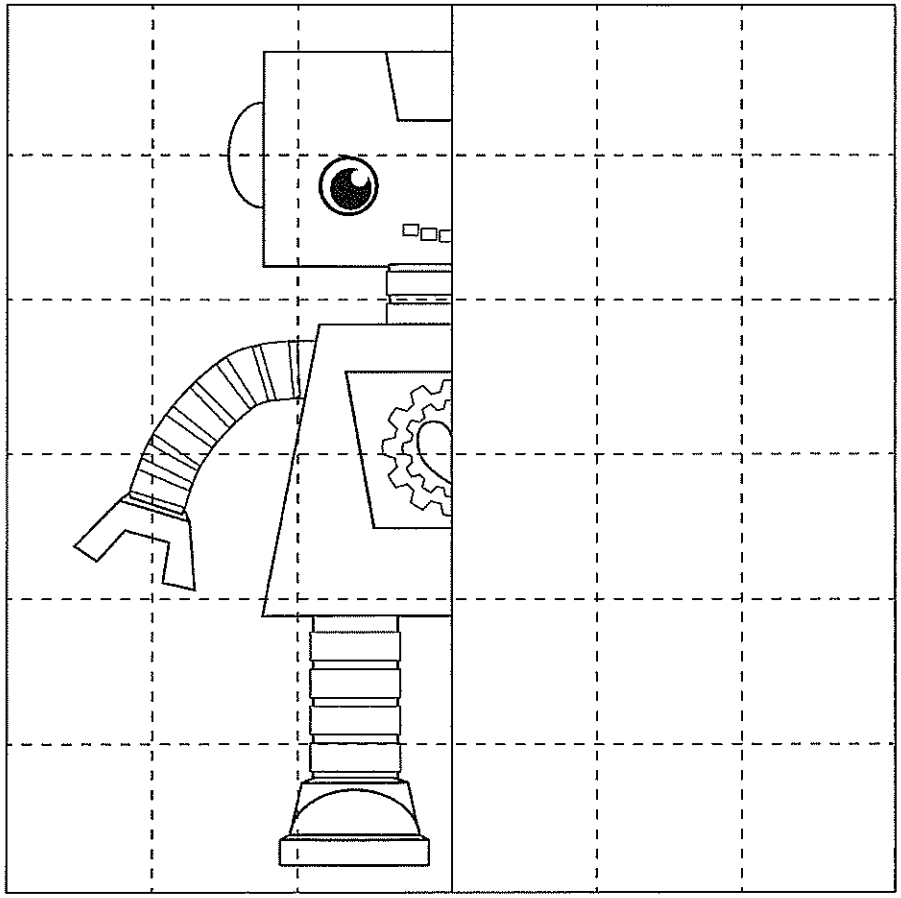
Draw the lines of symmetry for each shape on this paper. If there are no lines of symmetry, circle the shape in blue.



Name: _____ Date: _____

Symmetry Drawing – Robot

Use the grid to draw the other side of the robot. Colour it in when you have finished.



Spelling Wednesday

Wednesday Activity 1 - complete your LCWC. Check that you have spelt your words correctly.

Wednesday Activity 2 - Find synonyms (words that mean the same as) for each of your list words.

convict _____ traditional _____

sacred _____brutalised_____

cultivated_____ settlement_____

amenity _____generation_____

Indigenous _____Europeans_____

Wednesday Activity 3 – create find a word using your list words and ask someone at home to solve.

Word List:

WEDNESDAY

Conjunctions

Coordinate conjunctions join words or sentences together. The most common are:

and but or as so yet

Use one coordinate conjunction in each space.

1. We were running late _____ we had to hurry to arrive on time.
2. The road was blocked _____ two trucks had collided.
3. You may have apple pie _____ a slice of plum pudding, but not both.
4. I am very fond of steak _____ kidney pie.
5. She is only two years old _____ she talks quite well.
6. The fish was large, _____ was full of bones.

Subordinate conjunctions join parts of sentences. Use the ones in the box to complete the sentences below.

while After whenever before for

7. We laughed _____ the clown tripped over his long feet.
8. I saved some money _____ the day when I might want to buy something.
9. The surgeon operated _____ the patient was put to sleep.
10. Please stir the stew on the stove _____ I am making fruit salad.
11. _____ you have played tennis, you must take a shower.

although unless because wherever When

12. Do not sit in the sun _____ you are wearing a hat.
13. The car came to a halt _____ it had run out of petrol.
14. The dog ran quite fast _____ it only had three legs.
15. _____ the rainy season begins, the roads are impassible.
16. _____ you go in Australia, you will find eucalyptus trees.

Conjunctions are joining words. They are used to join single words or groups of words. For example: We went to the movies **and** bought some popcorn **and** ice creams.

Use the conjunctions from the box to complete the jokes.

when before unless because until and

1. Did you hear about the man who dreamt he was a car mufiler ..... woke up feeling exhausted?
2. Did you hear about the monkeys at the zoo who went on strike ..... they were tired of working for peanuts?
3. Did you hear about the baby who was so surprised ..... she was born she remained speechless for eighteen months?
4. Did you hear about the woman who used to own a paper shop ..... it blew away?
5. Did you hear about the astronaut who wouldn't go to the moon ..... he could travel there on an elevator?

Now draw a cartoon to illustrate your favourite joke on this page.

Wednesday :

Improve the 'sick sentences' by expanding them with more interesting details.

Think about adjectives and adverbs, similes, metaphors and personification.

Sick Sentences!

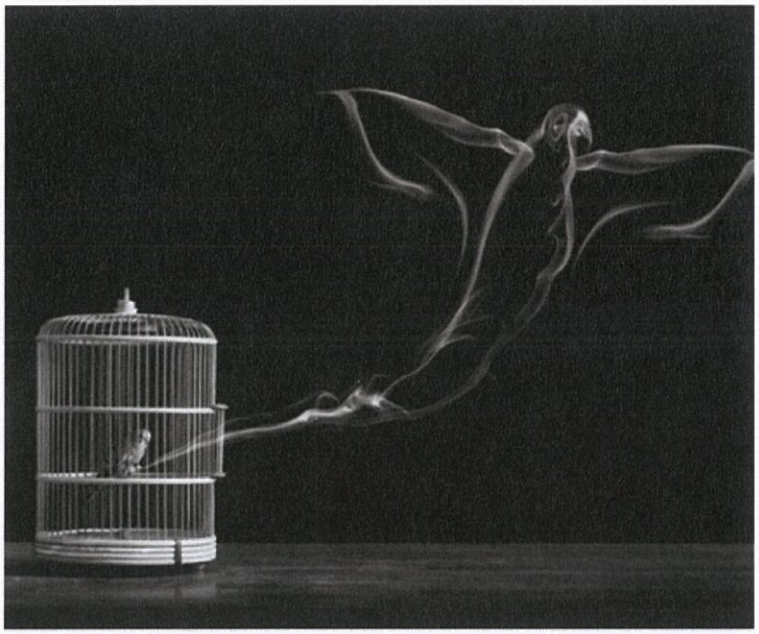
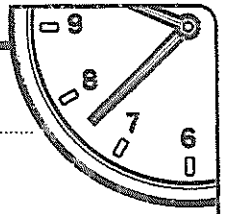


Image by: Alaa Al-Shurafa

- These sentences are 'sick' and need help to get better. Can you help?
- The bird sat on the perch. She wished she could leave the cage. She wished she could fly.

Pobble.com
Pobble365.com

Minute 13

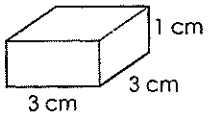


Name: ..... **Date:** .....

1. $4 \times 6 = 24$ Which numbers are the **factors**? ..... and .....

2. $6\overline{)54}$

3. The **volume** of the shape is 9 cubic centimetres.
   length x width x height = volume (3 cm x 3 cm x 1 cm)
   Circle: **True** or **False**



4. 27
   \+ 7
   .....
   .....

5. Harry bought a toy and a bag of treats for his cat. The total was $8.25. He paid with a ten-dollar note.
   How much change did he receive? .....

6. 34
   x 6
   .....
   .....

7. 32
   \+ 9
   .....
   .....

Write <, > or = to complete Questions 8 to 10.

8. 9.3 ..... 8.8
9. 2.3 ..... 3.2
10. 4.7 ..... 7.4

My score: ___/10 **My time:** ..... minutes ..... seconds

Number of the day

450

1. Place value of the underlined digit.	
2. What is the number after?	
3. Is the number less than < or greater than >	
4. 10 more than =	
5. 15 less than =	
6. Count down by 10's	____ , ____ , ____ , ____
7. What is the next even number?	
8. Write in expanded notation.	☐ + ☐ + ☐
9. Round to the nearest 100.	
10. Write in word form.	

Year 5 - Location and Transformation - Questions

Name _____ Date _____

Enlarging 2D Shapes (A)

(1) Draw these shapes double their original size.

a)

b)

c)

d)

(2) Write the new dimensions for the shapes if they were doubled.

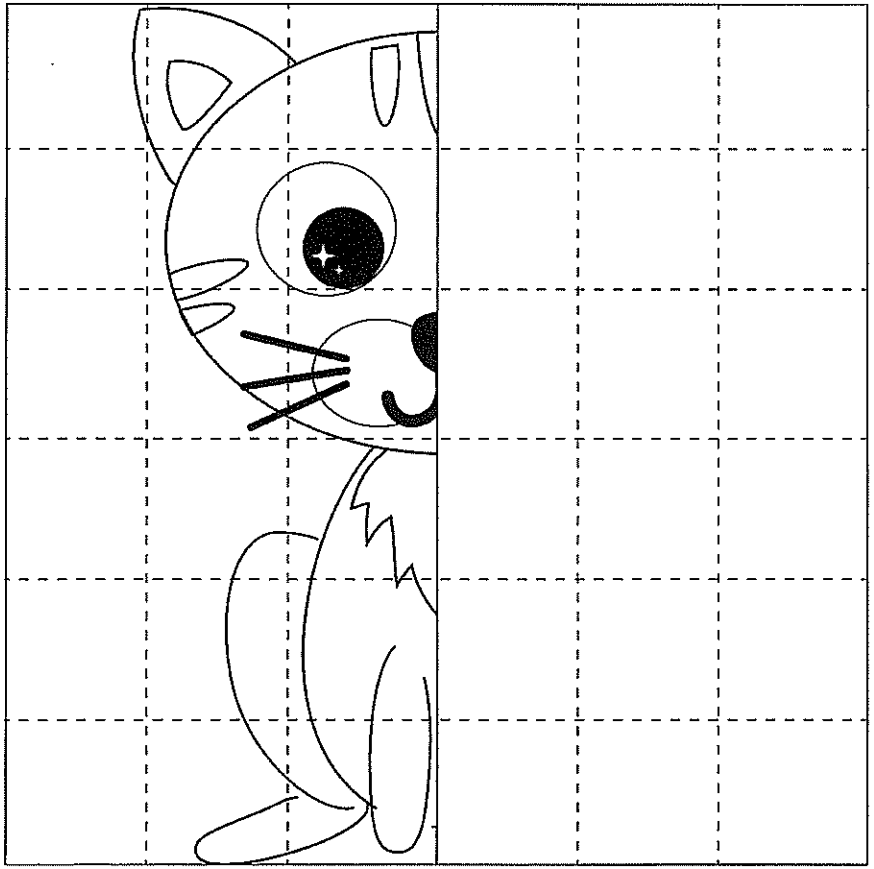
Original Dimensions	New Dimensions (x2)
L = 3 cm, W = 3 cm	
L = 4 mm, W = 6 mm	
L = 10 mm, W = 4 mm	
L = 12 cm, W = 8 cm	
L = 5 cm, W = 2 cm, H = 3 cm	
L = 8 cm, W = 4 cm, H = 4 cm	

Symmetry Drawing - Cat Worksheet

Name: _____ Date: _____

Symmetry Drawing - Cat

Use the grid to draw the other side of the cat. Colour it in when you have finished.



Spelling Activity ~ Thursday

Thursday Activity 1 - complete your LCWC. Check that you have spelt your words correctly.

Thursday Activity 2 – Unscramble the following list words.

hkpiins _____ dgsionneiu _____

tdaebursil _____ nciioislavit _____

tcvnico _____ rngneasoiet _____

eiaynmt _____ ulirtsa _____

Thursday Activity 3 – Create a comic strip that tells a story using your list words.

THURSDAY

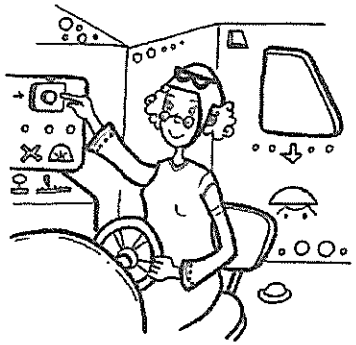
TEXT CONNECTIVES

Unit 20
Focus: Text cohesion – text connectives

Aunty Em's A.N.T.T.I. E.M. Machine

In a quiet suburban street, Aunty Em looks secretively over her shoulder then climbs into the back of a semi-trailer. Once inside, she sits before her Anti-Nuclear Time Transfer Interface on her Export Machine (A.N.T.T.I. E.M. for short) and fastens her safety harness before flicking some switches.

Flick! "Transporter – ON!"
Flick! "Translator – ON!"
Flick! "Transmitter – ON!"
Flick! "Anti-Matter Pre-Modulator – ON!"
Flick! "Kettle for a nice cup of tea – ON!"



Aunty Em reaches for the Time Transfer dial and turns it slowly until the indicator arrow points to Prehistory. Now Aunty Em is ready. She presses a red button and, at once, she becomes ANTICLOCKWISE WOMAN!

The entire semi-trailer disappears as Anticlockwise Woman begins another fantastic journey.

The A.N.T.T.I. E.M. picks up speed. Faster and faster and faster it whirrs. As a consequence, days turn to months, months to years, years to decades, decades to centuries and centuries to millenia.

Eventually, the A.N.T.T.I. E.M. appears in the steamy, prehistoric jungle of long ago. In due course, Anticlockwise Woman emerges from the machine and briefly scans the scene, until she spots what she has come here for. She quickly gathers a dozen Triceratops eggs before hastily returning to the A.N.T.T.I. E.M.

LATER...

Back in her own time, Aunty Em wins yet again, for the tenth year in a row, first prize at the local fair's Best Sponge Cake Competition.

People are astounded by her success year after year. In fact, they would give anything to know the secret of Aunty Em's baking success. They just don't know how she does it! However, they do suspect she may be using a secret ingredient!

When we write, it is a good idea to provide our readers with **signpost** words or phrases that tell them how the text is developing. We call these signposts **text connectives** because they form links between paragraphs, sentences and longer pieces of text.

For example: *It is likely to rain today. **Therefore** it might be an idea to take an umbrella.*
Therefore is a text connective because it links two sentences together.

- Text connectives can **clarify:** *in other words, for example, for instance, in fact*
- They can **show cause or result:** *therefore, consequently, as a result, for that reason*
- They can **indicate time or sequence:** *then, next, soon, finally, first, to start with, in conclusion*
- They can **add information:** *in addition, as well, too, what's more, furthermore*
- They can **express a condition or an acknowledgement:** *in that case, however, anyway, yet, on the other hand*

Use the text on page 50 to help you write the missing **text connectives** in these sentences.

a She presses a red button and, _____, she becomes ANTICLOCKWISE WOMAN!

b _____, the A.N.T.T.I. E.M. appears in a steamy, prehistoric jungle.

c _____, days turn to months, months to years and years to decades.

d Back in her own time, Aunty Em wins, _____, for the tenth year in a row.

e _____, they would give anything to know her secret.

As you can see, **text connectives** can appear anywhere in a sentence.

Circle the **text connectives** in this list that indicate **time** or **sequence.**

at first	however	next	in this way	meanwhile	to begin with
likewise	on the other hand	furthermore	now	at once	in conclusion

Star challenge

On a separate piece of paper, use the lists of **text connectives** to write on one of the topics shown.

Text connectives!

Cause: *so that, because of this, then, as a result, despite, therefore*
Time: *first, then, next, at once, meanwhile, as soon as, before that, after a while, later, finally*
Adding: *also, as well as, and besides, including, too, what's more*
Clarifying: *in other words, that is, for example, for instance, as a matter of fact, in fact*
Condition/acknowledgement: *in that case, even so, on the other hand, however, otherwise*

Your topics!

If I could fly I would ...
How to make a smoothie
Is climate change real?
How to start a lawn mower
Why skateboards should/shouldn't be allowed on footpaths

Thursday: Plan for your story (look at the next page for details of what you will write).

Story Mapping Boxes

Beginning What happens first? Who are the main characters? What are they doing? Where is it set?	
Build up What happens next? How does the story hint at a problem? Continue to describe the setting.	
Problem What is the problem within the story? Detail the events in order.	
Resolution How is this problem resolved/sorted out? Describe the feelings of the characters.	
Ending How does the story end? Does it end happily? Is there a twist to the plot? 'Show' the setting at the end.	

Thursday & Friday:

DRAFT : Continue the story.....

- Don't forget to Revise and Edit your work.

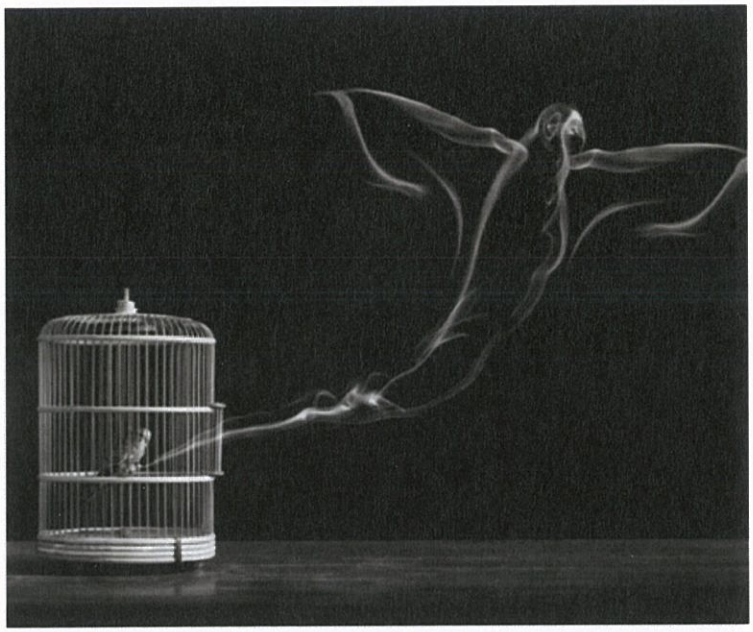
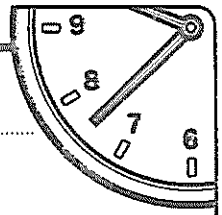


Image by: Alaa Al-Shurafa

Story Starter

- The bird closed its eyes and began to dream...

Minute 14



Name: ..... Date: .....

1. 56
   − 8
   .....

2. 68
   x 3
   .....

3. 94
   + 6
   .....

4. Matthew has a 150-page book. He has read $\frac{1}{2}$ of it.

   How many pages has he read so far? ..... pages

5. $8\overline{)48}$

6. What is the **difference** between 5 and 7? .....

7. John has 24 biscuits. He shares them equally among himself and 3 friends.

   How many biscuits each do John and his friends get? ..... biscuits

Write <, > or = to complete Questions 8 to 10.

8. 10 millimetres = 1 centimetre 5 mm ..... 1 cm
9. 1 metre = 100 centimetres 1m ..... 1 cm
10. 1 kilometre = 1000 metres 1 km ..... 900 m

My score: ___/10 My time: ..... minutes ..... seconds

Number of the day

296

1. Place value of the underlined digit.	
2. What is the number after?	
3. Is the number less than < or greater than >	
4. 10 more than =	
5. 15 less than =	
6. Count down by 10's	____ , ____ , ____ , ____
7. What is the next even number?	
8. Write in expanded notation.	☐ + ☐ + ☐
9. Round to the nearest 100.	
10. Write in word form.	

Year 5 - Location and Transformation - Questions

Name _____ Date _____

Enlarging 2D Shapes (B)

1. a) Draw a square that is 3 cm x 3 cm on the first isometric grid. Label the dimensions.
   b) Draw a square double the size on the second isometric grid. Label the dimensions.

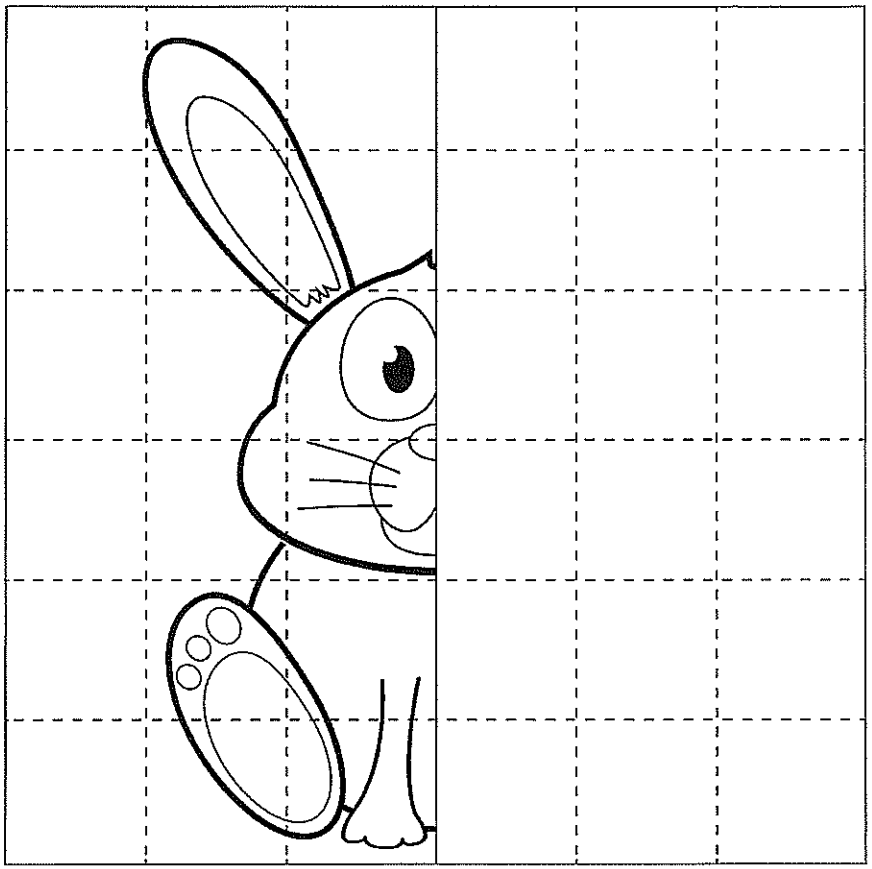
2. a) Draw a rectangle that is 3 cm x 2 cm on the first isometric grid. Label the dimensions.
   b) Draw a rectangle 3 times the size on the second isometric grid. Label the dimensions.

Symmetry Drawing - Rabbit Worksheet

Name: _____ Date: _____

Symmetry Drawing - Rabbit

Use the grid to draw the other side of the rabbit. Colour it in when you have finished.



Comprehension Corner Quiz. Read the text 'First Australians' from Monday and answer the questions.

First Australians

1. What is a 'penal colony'?

   _____

2. What events led the Indigenous people to believe the 'visitors' had planned to stay?

   _____

   _____

3. What was a 'noble savage'? Why might some have regarded Australia's Indigenous people this way?

   _____

4. If you had been an Indigenous person living at this time, what attitude or action taken by Europeans would have upset or angered you most? Why?

   _____

   _____

   _____

5. Explain the expression 'They trembled excessively, and, if the expression may be used, were absolutely intoxicated with fear . . .' in your own words.

   _____

   _____

   _____

6. Explain why Captain Watkin Tench and British explorer William Dampier's views of the Indigenous people were very different?

   _____

   _____

7. What were some of the jobs the Indigenous people found once the Europeans settled?

   _____

   _____

8. Why do you think the Europeans found it difficult to accept how the Indigenous people lived?

   _____

   _____

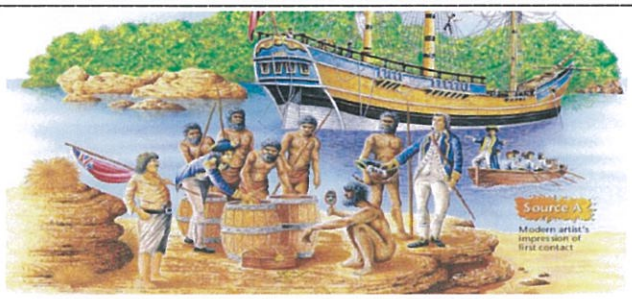
9. What emotions does this text prompt? For the reader? Why?

   _____

   _____

   _____

   _____



Friday Spelling Activities

Friday Activity 1 - complete your LCWC. Check that you have spelt your words correctly.

Friday Activity 2 – Write sentences using the following list words. Use your knowledge of their meanings to ensure the sentence makes sense.

convict

_____

_____

settlement

_____

_____

rituals

_____

_____

penal colony

_____

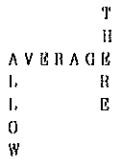
_____

traditional

_____

_____

Friday Activity 3 - Create a word web using your list words. Eg,



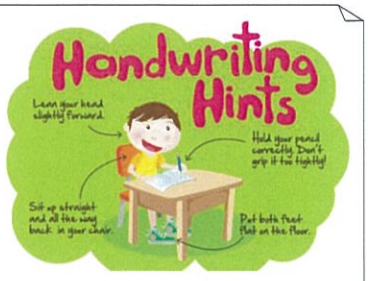
Spelling Test	Friday
1	6
2	7
3	8
4	9
5	10

My score out of 10 _____

My words that I need to learn (practise your words here)

My retest on the words I needed to learn (cover the words you got incorrect and retest yourself on those words here). Did you get them all correct?

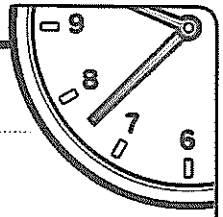
FRIDAY- Handwriting



Homophones

Homophones are words that are pronounced the same, but have different meanings. The words may be spelt the same, such as rose (flower) and rose (past tense of "rise"), or differently, such as where, wear and we're, or there, their, and they're. Homophones that are spelt the same are known as both homographs and homonyms. Homophones that are spelt differently are also called heterographs. Some more examples of homophones are:

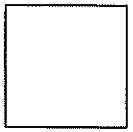
Minute 15



Name: ..... **Date:** .....

1. The **area** of the shape is 6 square metres.
   length x width = area

   Circle: **True** or **False**



2. 44 x 7 = ...

   .....

3. 85 + 9 = ...

   .....

4. Claire earns $1.50 for each dog she walks for 15 minutes. Today, she walked two dogs for 15 minutes.

   How much money did she earn? $.....

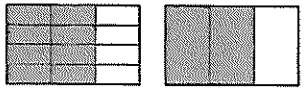
5. What is the **sum** of 10 and 12? .....

6. 91 − 7 = ...

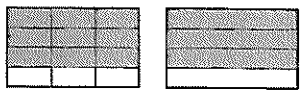
   .....

7. $9\overline{)54}$

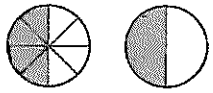
For Questions 8 to 10, write the equivalent fraction.



8. $\frac{8}{12} = \frac{\square}{3}$



9. $\frac{9}{12} = \frac{\square}{4}$



10. $\frac{4}{8} = \frac{\square}{2}$

My score: ____ / 10

My time: ..... minutes ..... seconds

The final times table challenge.

No peeking back in your book.

Aim for your best score for correct answers and your fastest time.

You have 2 minutes - ready, set, GO!!

FOCUS

Date: 22/5

Name: _____

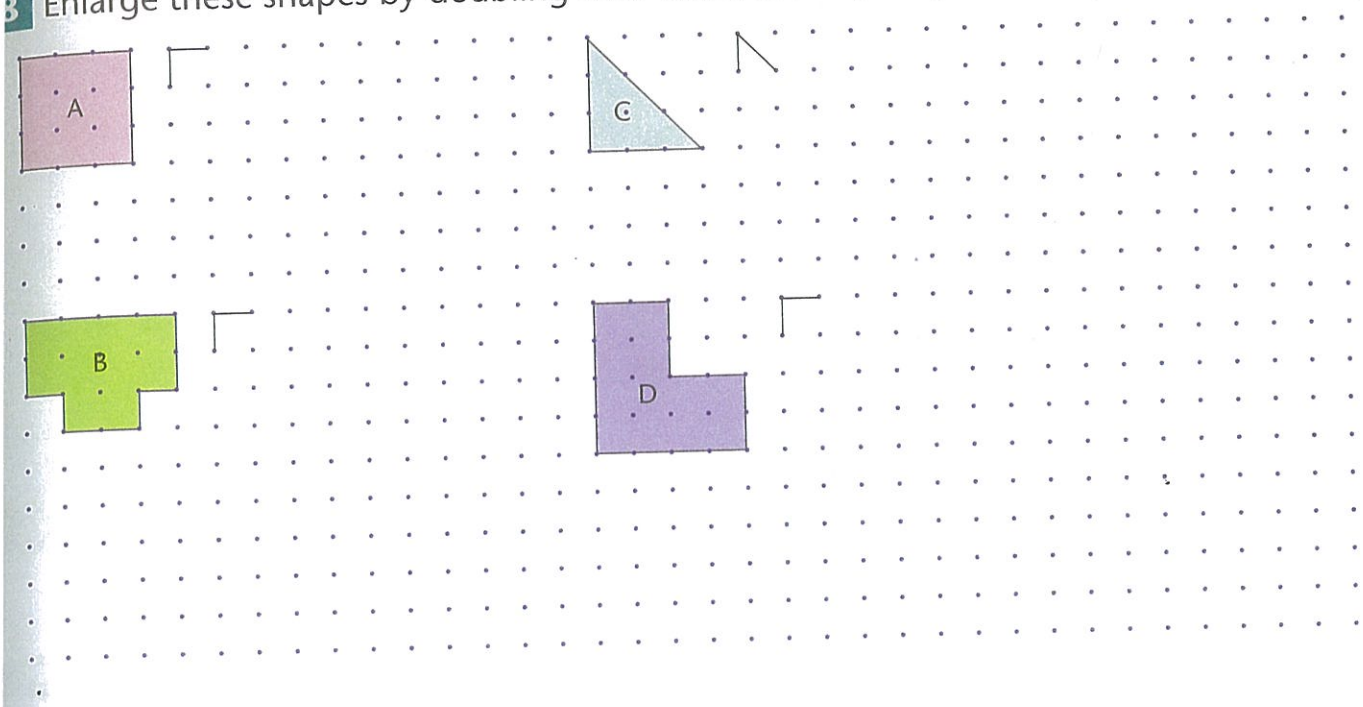
Level C **Focus: 3, 4**

1.	3 X 3 = ____	26.	3 X 11 = ____
2.	3 X 1 = ____	27.	4 X 0 = ____
3.	4 X 3 = ____	28.	11 X 4 = ____
4.	4 X 2 = ____	29.	12 X 3 = ____
5.	3 X 2 = ____	30.	3 X 8 = ____
6.	4 X 10 = ____	31.	3 X 9 = ____
7.	5 X 3 = ____	32.	4 X 9 = ____
8.	1 X 4 = ____	33.	3 X 0 = ____
9.	10 X 3 = ____	34.	2 X 4 = ____
10.	5 X 4 = ____	35.	2 X 3 = ____
11.	3 X 4 = ____	36.	0 X 4 = ____
12.	6 X 3 = ____	37.	10 X 4 = ____
13.	4 X 4 = ____	38.	4 X 12 = ____
14.	7 X 3 = ____	39.	3 X 12 = ____
15.	4 x 6 = ____	40.	4 X 11 = ____
16.	9 X 3 = ____	41.	6 X 4 = ____
17.	7 X 4 = ____	42.	3 X 10 = ____
18.	8 X 3 = ____	43.	4 X 1 = ____
19.	9 X 4 = ____	44.	0 X 3 = ____
20.	3 X 7 = ____	45.	12 x 4 = ____
21.	8 X 4 = ____	46.	4 X 7 = ____
22	4 X 5 = ____	47.	11 X 3 = ____
23.	3 X 5 = ____	48.	1 X 3 = ____
24.	3 X 6 = ____	49.	4 X 12 = ____
25.	4 X 8 = ____	50.	12 X 3 = ____

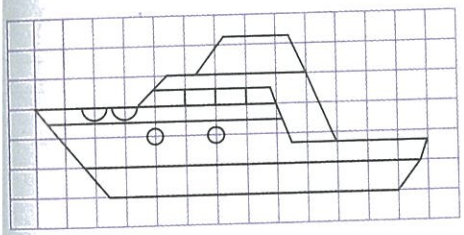
Your Score: _____

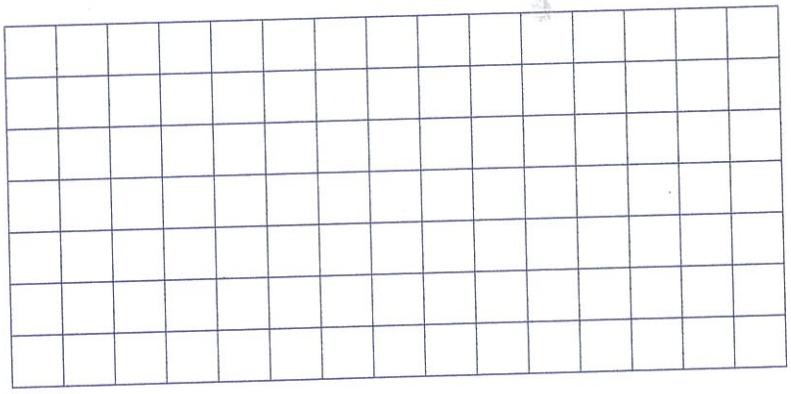
SPEED

8 Enlarge these shapes by doubling their dimensions (sides).

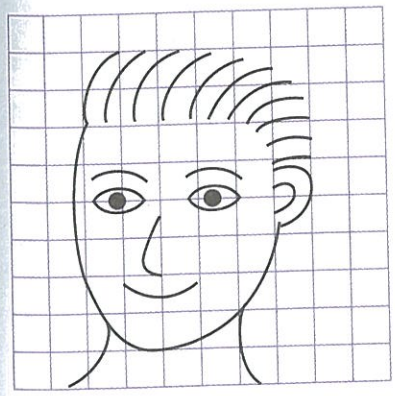


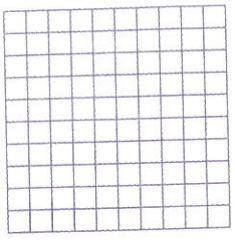
9 Enlarge the boat on the grid.

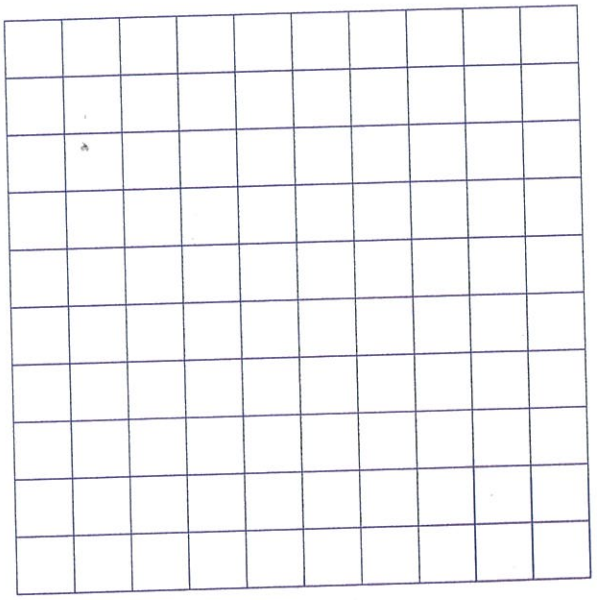




10 Enlarge the boy on the large grid, then reduce him on the smaller one.







AT HOME ACTIVITY

Pitch Maps

Pitch is about how high or low a sound is, it takes practice to be able to hear and create accurate changes in pitch. This activity shows you how to draw a pitch map and then have a go at making high and low sounds.

Make

1. On a blank piece of paper, each person can make a pitch map by drawing a line across the page that includes low, middle and high points.
2. Then, take it in turns to sing or make sounds that represent each other's high and low points. Use your finger to trace the line and try to change your voice as it goes up and down. You can sing a song you know or just make sounds with your voice. It doesn't matter if it's not exact, your just trying to practice making changes in pitch.
3. If you have an instrument that has a range of pitch sounds try using it to follow your pitch map.

Things You Need

Paper
Pencils
Crayons or
Coloured markers

Optional Extras

Any musical instruments

AT HOME ACTIVITY

Pitch Maps

These can be made using any instrument including your voice.

1. Draw a line or pattern across on a page.

2. Include high and low points.

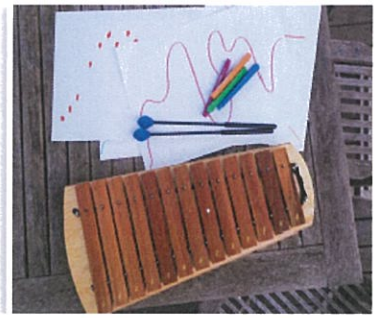
Things to Think About

Who can make the highest or the lowest pitch in your home?

Which was the hardest jump to make?

Whose map has the biggest changes?

Which pitch map did you most enjoy?



TERM 2 HISTORY: THE AUSTRALIAN COLONIES LESSON 3

Key Inquiry Question for Lesson 3:

What life was like for different groups of people in colonial Australia and how do we know?

MUST DO TASK 1: ***Look up the meaning of the topic words below to help you understand the lesson better:***
shillings, **lashings**, **occupation**, **labourer**, **conditions**, **infrastructure**, **maize** , **malnourished**

THE LIFE OF A CONVICT IN AUSTRALIA

Work

Arthur Philip created a labour system which assigned employment according to skills. Some of these included brick maker, carpenter, nurse, servant, cattleman, shepherd or farmer. Educated convicts were used for record keeping and administration work. The colony's infrastructure, such as roads, courthouses and hospitals, was built by convict labour.

Clothing

The government handed out clothes to the convicts which they called 'slops'. When more free settlers arrived, a convict uniform was created. They wore a woollen jacket, a yellow and grey waistcoat, a pair of trousers with long socks, a linen shirt, a neckerchief and a leather hat.

Punishment

Discipline was harsh. If punished, convicts were either whipped with a cat o' nine tails, given lashes or sent to a more distant penal colony.

Food

Each week, convicts were given 3 kg of beef, 1.3 kg of maize and 0.9 kg of sugar. Fruit and vegetables were hard to come by and many convicts were malnourished.

Conditions

Convicts worked up to 18 hours a day attached to leg-irons. At night, they were either locked up behind stockades or lived in barracks.

Ticket of Leave

If they showed good behaviour, convicts were able to apply for a Ticket of Leave or a Certificate of Freedom. This gave them the opportunity to live independently and earn their own money.

How do we know this information about how convicts lived?

- Official records kept by government officials such as Arthur Phillip
- Paintings and sketches drawn of convicts during the time the British established a penal colony
- Records from the British Convict Transportation Register
- Letters sent by convicts to their families in England and Ireland

Can Do Task 1: Look at records of convicts who came to Australka between 1788 and 1867 at https://convictrecords.com.au/ **You might even find an ancestor!**

Drawing of convicts in New Holland, 1793
* New Holland was what Europeans called mainland Australia in the colonial era.

***MUST DO TASK 2*: Use the information from the excerpt below about the convict, Robert Bails. Create a profile identification card for him on the following page.**

He was tried at Reading, Berkshire on 28 February 1785 for assault and highway robbery with a value of 2 shillings. He was sentenced to transportation for 14 years having been originally sentenced to death, and left England on the Alexander aged about 21 at that time (May 1787). His occupation was listed as labourer and former soldier. Described as "near six feet high, wears his own lank hair, pitted with the smallpox, thick lips and stout made", he had been a soldier. In October 1788 he received 25 lashes for insolence. In 1806 he was listed as a schoolmaster.

Robert Bails Identification Card

Name:

Year of Birth:

Date and Place of Conviction:

Sentence:

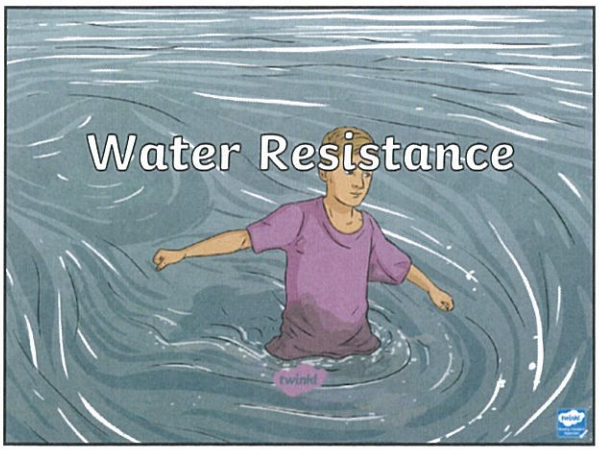
Ship:

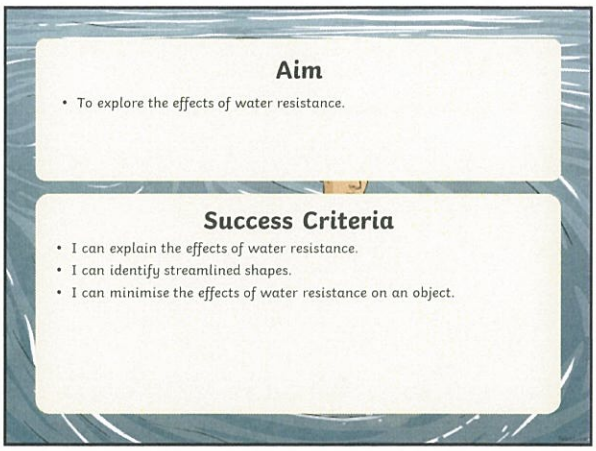
Crime:

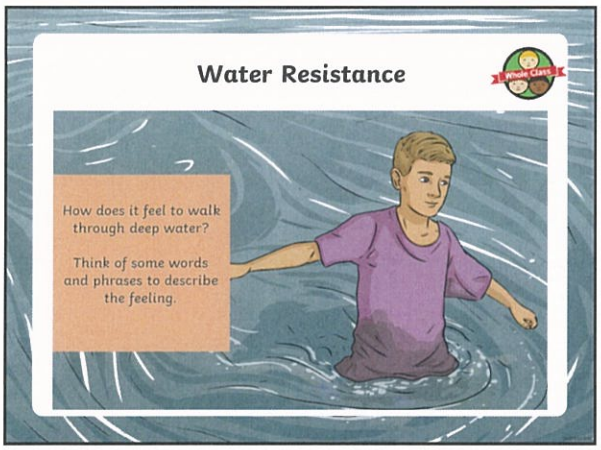
Other Interesting Facts:

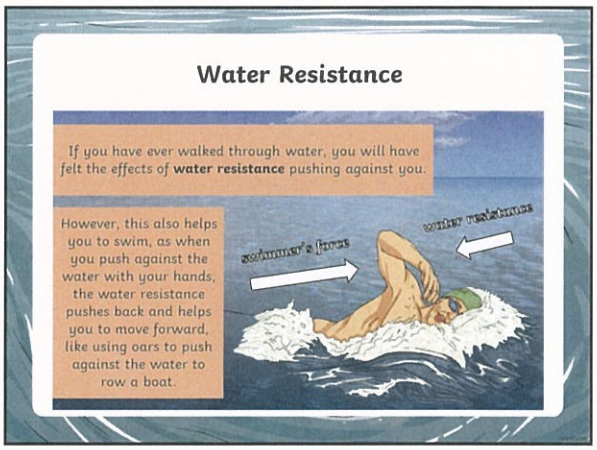
Science - Water Resistance

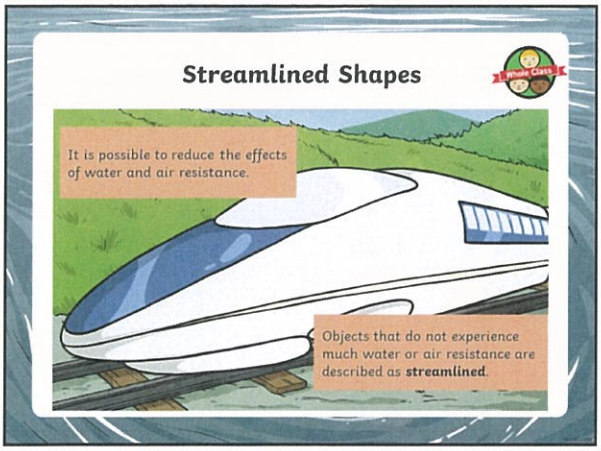
Read the PowerPoint slides and then complete the boat making activity.
You will need some paper and a large tub / sink of water.

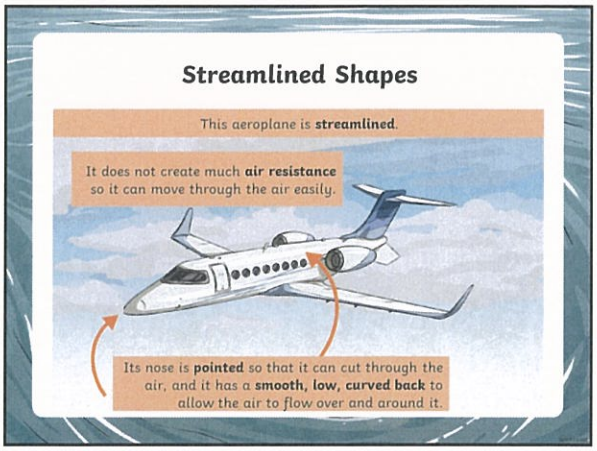






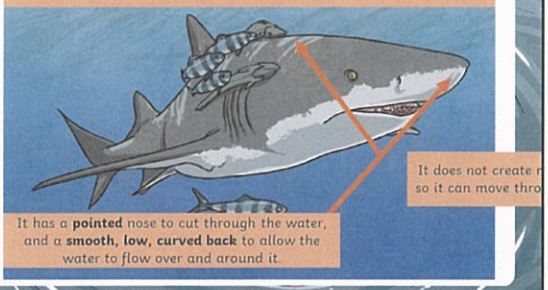






Streamlined Shapes

This shark is **streamlined**.



It has a **pointed** nose to cut through the water, and a **smooth, low, curved back** to allow the water to flow over and around it.

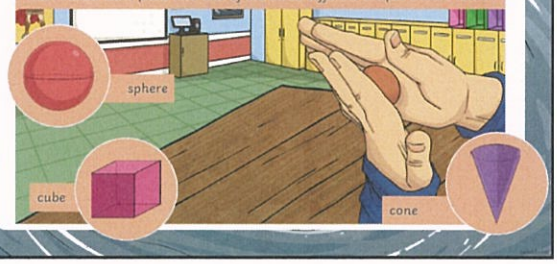
It does not create r
so it can move thro

Streamlined Shapes

Try this mini-investigation to explore streamlined shapes.

Weigh out three equal pieces of modelling clay.

Then mould each piece into one of the three different shapes shown below.



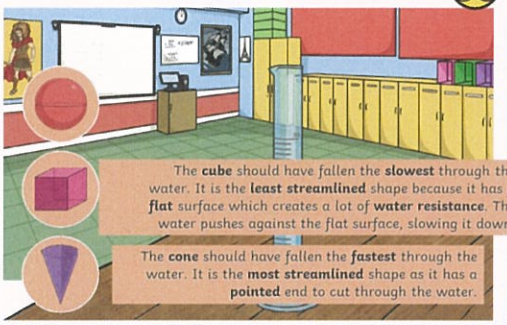
Streamlined Shapes

You will drop each shape into the water and use a stopwatch to **time** how long it takes to fall through the water.

Which shape do you think will fall the **fastest**? Which will fall the **slowest**?

Try it out!

Streamlined Shapes



The **cube** should have fallen the **slowest** through the water. It is the **least streamlined** shape because it has a **flat** surface which creates a lot of **water resistance**. The water pushes against the flat surface, slowing it down.

The **cone** should have fallen the **fastest** through the water. It is the **most streamlined** shape as it has a **pointed** end to cut through the water.

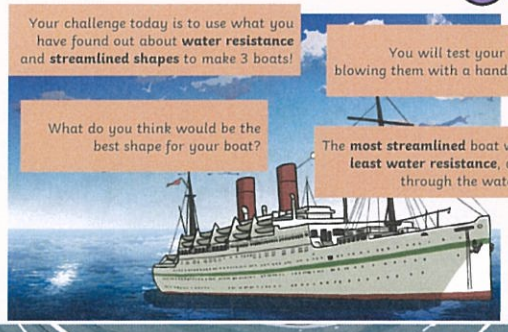
Boat Building

Your challenge today is to use what you have found out about **water resistance** and **streamlined shapes** to make 3 boats!

You will test your boats
blowing them with a handheld f

What do you think would be the best shape for your boat?

The **most streamlined** boat will cr
least water resistance, and w
through the water the



Boat Building

Evaluate each of your boats' performance on your Boat Race Activity Sheets.

Make sure to explain the effects of water resistance and how you designed your boat to minimise these effects.

Science Water Resistance Activity

Boat Race

Draw and label your boat here.

Do you think your boat will move through the water easily and quickly? Why/why not?

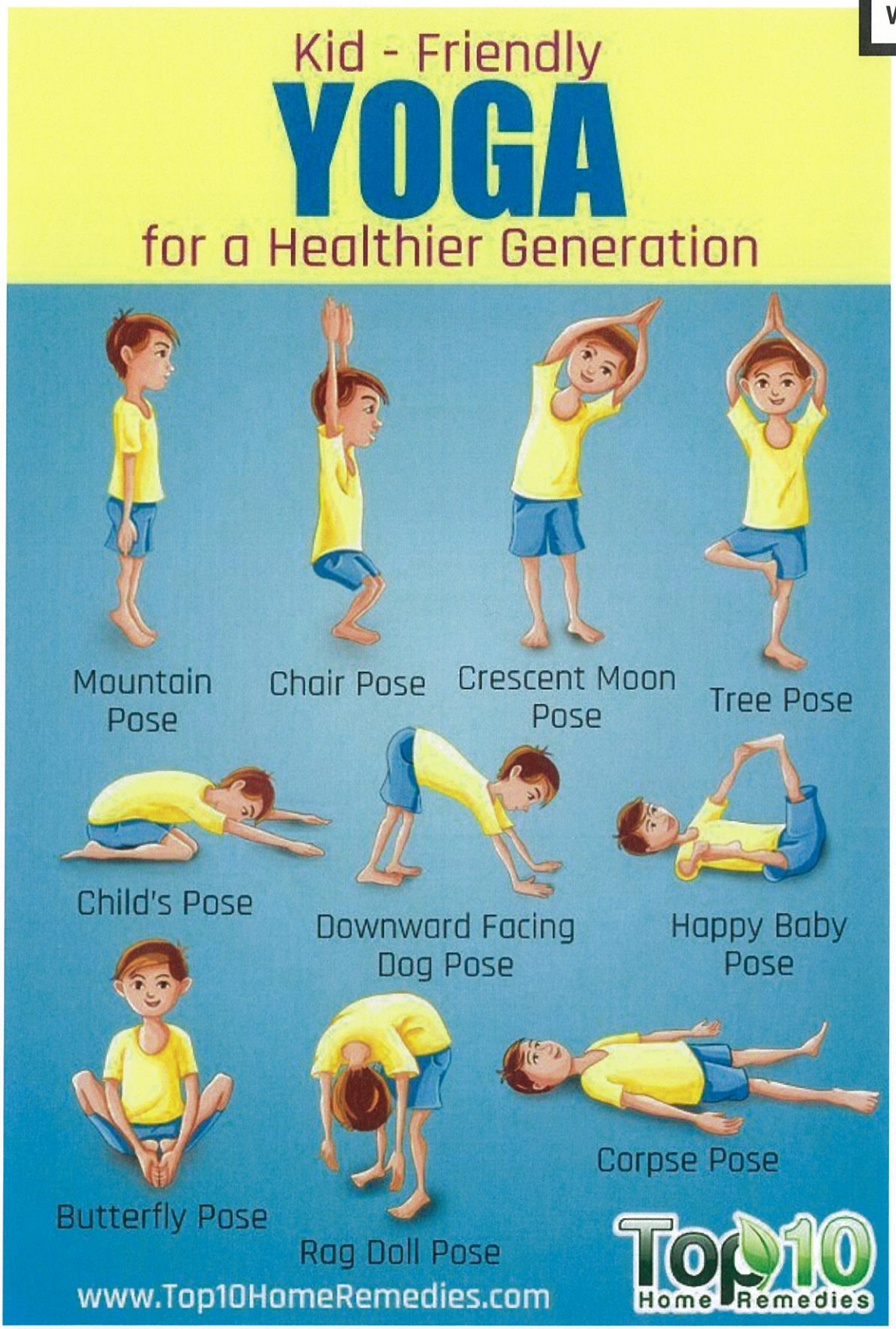
How long did it take your boat to cross the water tray?

How did your boat do compared to the other boats?

Why do you think your boat performed this way? Use the key words below to explain your ideas.

Key Words

water resistance streamlined pointed flat curved low high smooth surface push



Stretch and balance

- Choose a song that makes you feel calm and relaxed. Or you can use relaxation music on youtube.
- Copy the poses on the poster, hold each pose at least 20 seconds each.
- When you have completed every pose on the poster, repeat each pose so that you have done the whole thing twice.

Did you find any of the poses tricky?

PD/H/PE - Staying Safe

AIM: This activity is about how to respond to situations in order to stay safe.

TASK:

Remember what we have learnt in the past lessons. If you are feeling unsafe…

- ✓ **Say NO**
- ✓ **LEAVE the situation**
- ✓ **GET HELP and tell a trusted adult.**

Read the following scenario;

Someone you met on the internet has started asking lots of personal questions about where you live and when your parents get home from work. They want to meet you after school tomorrow.

Discuss with a family member whether you think you could use the Say NO, Leave and Get help response steps in this situation.

Record and explain your answers on the worksheet provided.

How would you say "NO" in this scenario? E.g. you could type a message back to the person telling them that you want them to stop asking questions and that "NO" you will not meet them tomorrow.

How would you LEAVE this situation? E.g. could you leave the chatroom, shut down the app, block the person from contacting them or close down their account. What else could you do?

Personal Development and Health – Week 4 lesson worksheet

Read the following scenario;

Someone you met on the internet has started asking lots of personal questions about where you live and when your parents get home from work. They want to meet you after school tomorrow.

Using the Response framework, identify and record possible responses for Saying No, Leave and Get Help in the table below.

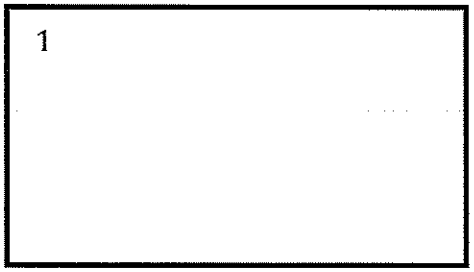
Response Framework	Possible responses
Say No if you can 	
Leave the unsafe situation 	
Get help from a trusted adult. 	

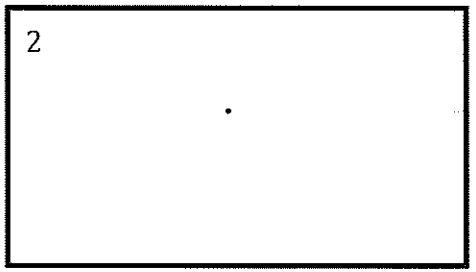
One Point Perspective Cubes

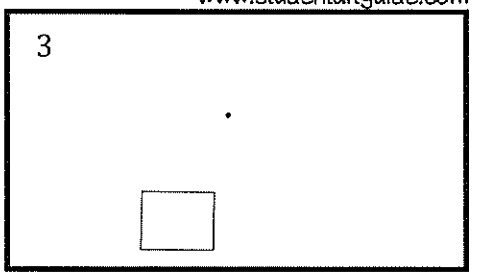
This exercise explains how to draw a cube in one point perspective and takes you through the task of drawing three simple blocks that are positioned above, below and in line with the horizon line.

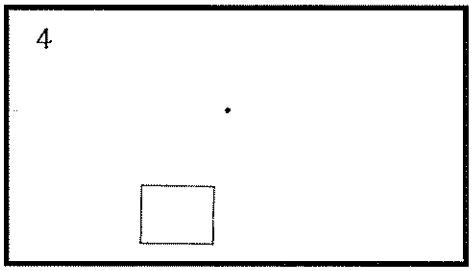
KEY POINTS:

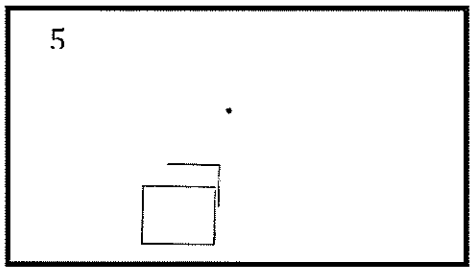
- Objects above the horizon line are drawn as if you are looking up at them (you see the bottom of the object)
- Objects below the horizon line are drawn as if you are looking down on them (you see the top of the object)
- Objects that are in line with the horizon line are drawn as if they are at eye level (you see neither the top or the bottom of the object)

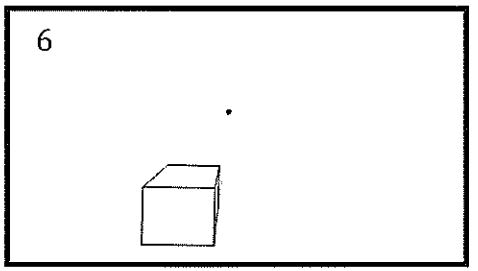


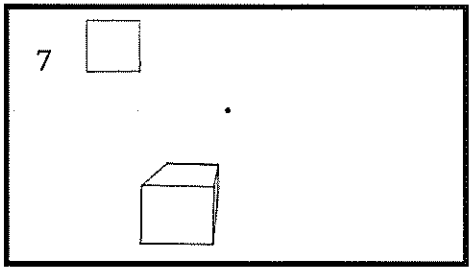


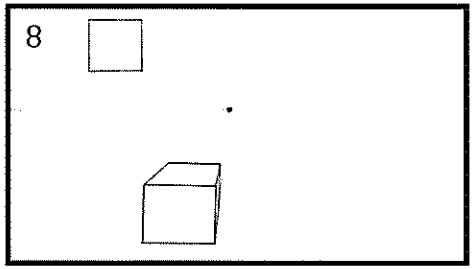


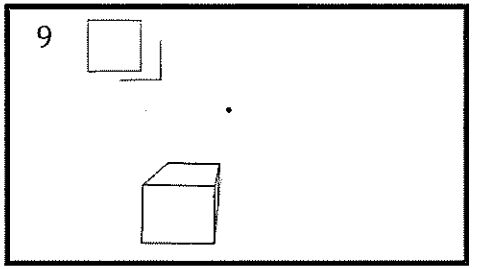


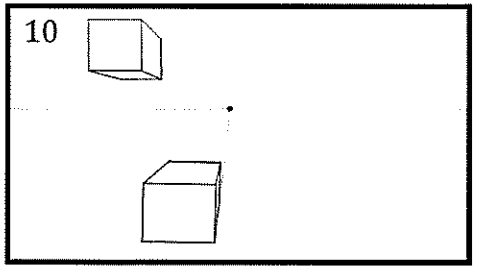


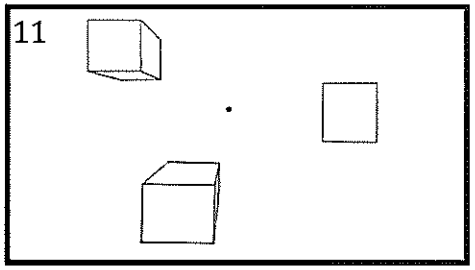


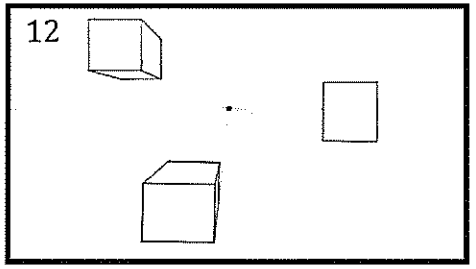


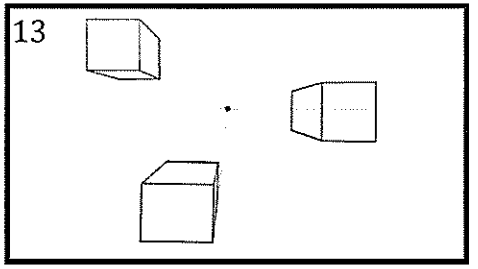










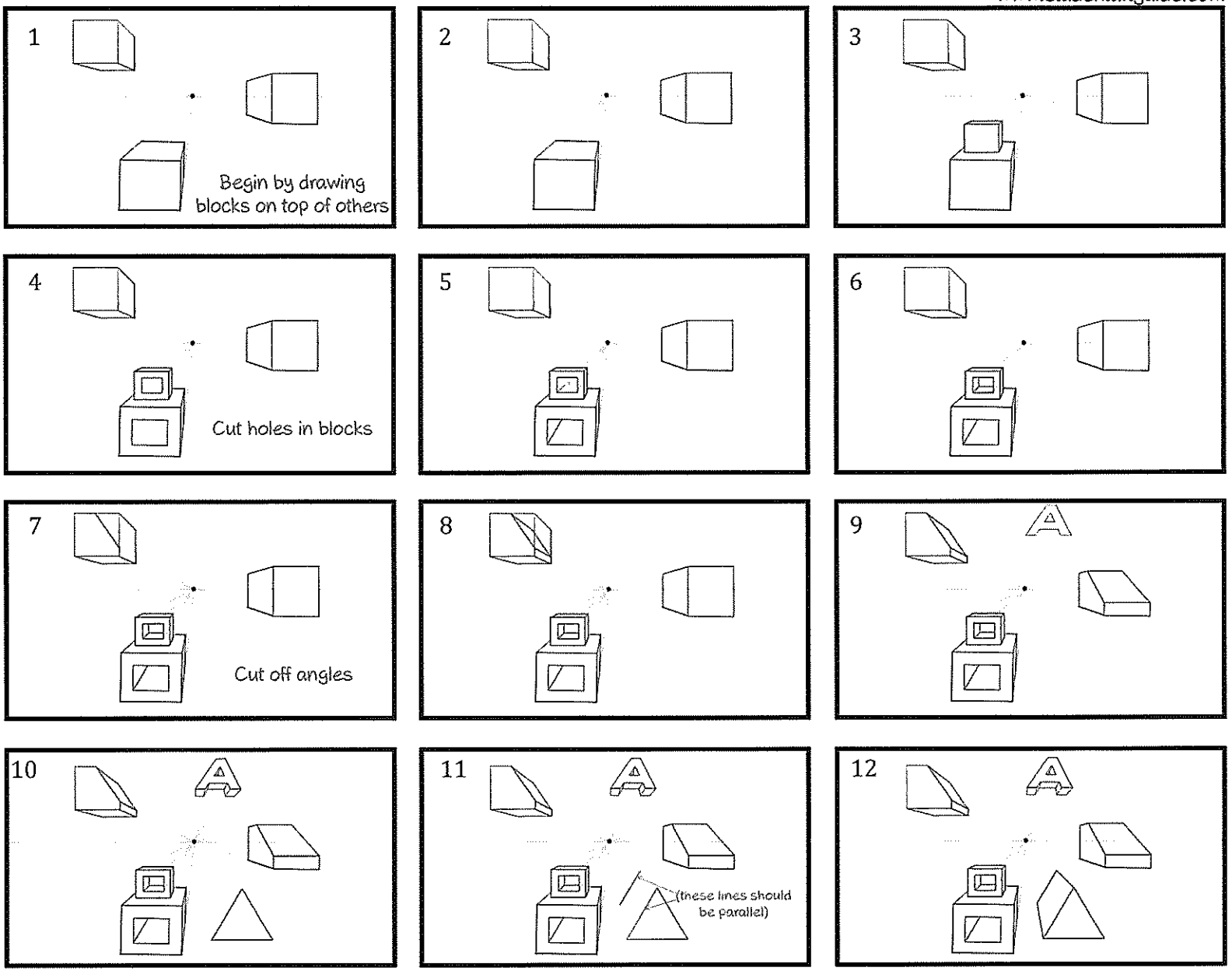


1 Point Perspective: Complex Forms

This worksheet helps you to move from drawing simple blocks to creating more complex forms, by stacking, cutting holes and adding unusual angles.

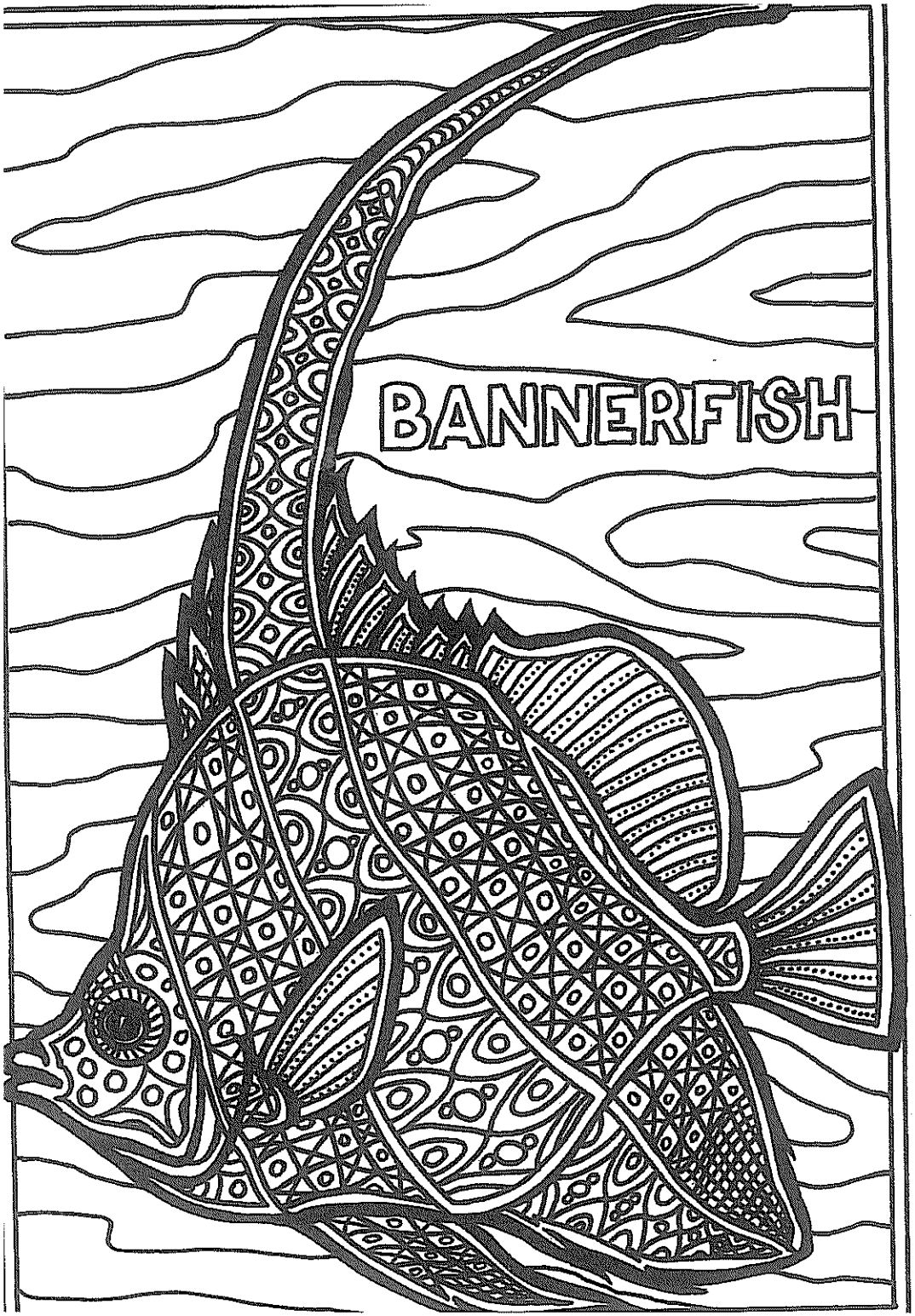
TASK:

- Begin by drawing a series of blocks in one point perspective, above and below the vanishing point
- Draw other blocks sitting on top or beside these blocks
- Draw rectangular holes cutting through some of the blocks. Remember you may need to draw construction lines to find where the back edge of the hole will be
- Slice off different edges of the blocks on unusual angles
- In the gaps around the blocks, add in more complicated forms, such as letters and triangular shaped blocks (extension activity)



Activity:

Use the blank paper, a lead pencil and ruler to follow the steps on the previous page and make a one-point perspective drawing of the cubes.



ALL DRESSED UP & NOWHERE TO GO!

These clothes can all be found in the wordsearch grid below. Which of them do you possess?

ANORAK
BANDANNA
BASQUE
BIKINI
BLAZER
BLOUSE
BOXERS
BRACES
BRIEFS
CARDIGAN
COAT
CULOTTES
DRESS
DUNGAREES
FLARES
FLEECE
HIPSTERS
HOOD
JACKET
JEANS
JERSEY
JUMPER
KILT
KNICKERS
LEGGINGS
LINGERIE
MINI
PANTS
ROBE
SARONG
SCARF
SHELLSUIT
SHIRT
SHORTS
SKIRT
SLACKS
SOCKS
STOCKINGS
SUSPENDERS
TANKTOP
TIGHTS
TROUSERS
VEST

F E X E V J O L T V P Z S B D A D N T L
A R A E P P D X H X C C G Q L B L X I M
L N S B L D G U U I C P I S A R O N G I
X Q O L E G G I N G S E P V F J G Q H V
H S F R T K M H D G D F N Y H E Z D T C
P I B B A N D A N N A G I D R A C X S M
H M H Y N K N I C K E R S I J N P H P Q
E S O C K S K C A L S H E L L S U I T S
C E O D T C S U S P E N D E R S K M Y M
S S D N O A N E X E T R O U S E R S T N
C O A T P R E F R N T B X Q T U Z Q J J
V P S A Y F L I O A O D R S P M O A I U
A E B R I E F S B X L X U A I Y C L L O
V B D R E S S U E T U F E B C K R N B B
P A N C X T J R Z N C Q Q H E E Q H O P
I U E Z R Z S G E P N L H T P Z S J O B
H H A O H K H P R J U T S M Q F H V C D
A A H M I N I K I B R U U W R Y K N L O
X S G R U E R L D H J J N R R I M W T Y
I V T R H Y T D T O D K W S X L S M R X