STAGE 3 LEARNING FROM HOME PACK TERM 2 WEEK 2

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 2 Stage 3 Learning from Home Timetable Dates 4/5/20 – 8/5/20

Monday	Tuesday	Wednesday	Thursday	Friday
English				
Task: *Reading* ***Read** the comprehension passage **'Amazing Antarctica' 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 **'Amazing Antarctica'** 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** for your spelling activity for Tuesday.	Task: *Reading* ***Read** the comprehension passage **'Amazing Antarctica'** aloud to someone at home. *Complete the **first comprehension question activity** on your question page for tis text. *Ask someone at home another **question** about this text. *Complete your **LSCWC** and spelling activities.	Task: *Reading* ***Read** the comprehension passage **'Amazing Antarctica'** 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 **'Amazing Antarctica'** 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** *Read and revise the definition of an adjective. Add powerful adjectives to sentences to describe the noun. * Rewrite and improve boring sentences by adding adjectives to describe each noun.	Task: *Grammar* **Similes** *Read and revise the definition of a simile. Circle the simile in each sentence provided. *Look at the well-known similes provided then create new up to date versions.	Task: *Grammar* **Metaphors** *Read and revise the definition of a metaphor. For each metaphor given, write what is being compared. *Use your knowledge of both similes and metaphors and change the given simile to a metaphor.	Task: *Grammar* **Personification** *Read and revise the definition of personification. Read the story and circle the examples of personification. *In the examples provided, circle the object being personified, underline the human characteristic being given, write what is really happening under the sentence.	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 ('World of Ice')- Story Starter* *In the **'World of Ice'** writing activity: *read the 'story starter'; *circle the *adjectives* (describing	Task: *Writing ('World of Ice')- Question Time!* *Answer the questions relating to 'World of Ice' in full sentences.	Task: *Writing ('World of Ice')- 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

words) *highlight a *simile* (comparing one thing to another using 'like' or 'as') *underline examples of *personification* (making non-human things seem human)				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 1	Maths Minutes 2	Maths Minutes 3	Maths Minutes 4	Maths Minutes 5
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
Units of Measurement	Comparing Measurements	Perimeter	Perimeter	Bunny Hops
Number of the Day	Number of the Day	Number of the Day	Number of the Day	Rest Day
Optional Activities – These activities can be completed on any day and in any order				
History Introduction to Australian Colonies	**Science** Fabulous Forces Read the PowerPoint slides and complete the activity sheet on forces.	**PDH (Personal Development and Health)** Staying safe – How I can stay safe in the community.	**PE – Fitness Challenge** Complete the activities given on the stencil provided. You will be tested again later in the term to see if your fitness has improved.	**CAPA** Coffee Art
Mindfulness Colouring In activity Colour for relaxation. Maybe a sibling, parent or carer might like to join you?	Find – A - Word	Tidy – a – room Pick a room in your house and clean it. Put away items back into the right place and use a cloth to wipe away any dust.	Learn a new skill. Help someone at home with an every day task to learn a new skill. For example; cooking, ironing, yard work.	Read for leisure Pick a book, magazine or online text and read for relaxation. Aim for a minimum of 20 minutes.
Still looking for something fun to do? Pick some activities from the 25 Fun Things to do at home matrix.				

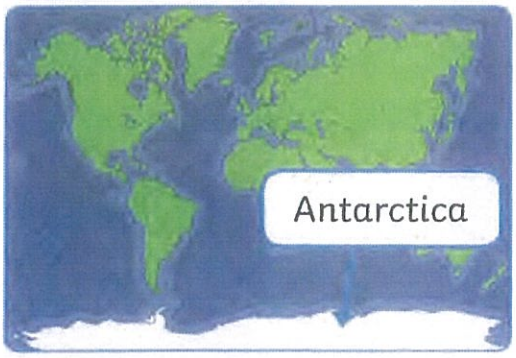
25 Fun things to do at home

1. Count all the light switches in your house. How many are on and how many are off?	2. Learn a short passage from your favourite book off by heart and perform it at home.	3. Build a blanket cubby house. Draw up a plan for your cubbyhouse and create a list of the items you will need.	4. Write a letter to a family member or friend that you haven't seen in a while.	5. Go on a nature scavenger hunt outside. Sketch items on paper.
6. Build an outdoor obstacle course for your family.	7. Find different 3D objects around the home and draw them on paper.	8. Dress up and perform a play with your family.	9. Go on an alphabet scavenger hunt. Can you find an object that starts with every letter of the alphabet?	10. Do some mindful colouring as a family.
11. Cut out letters from a magazine to make your name.	12. Create a colour wheel by cutting out bits of coloured paper from a magazine.	13. Using the food that you have at home, create a dinner menu. Try to include descriptive language to make your menu sound delicious!	14. Use items found in your garden to make nature faces.	15. Draw a maze with a start and end point and ask each family member to try and navigate it.
16. Learn magic tricks and perform a magic show for your family.	17. Teach your family how to make origami.	18. Start a gratitude journal. Every morning wake up and write about something you are grateful for.	19. Interview members of your family – use video chat – messenger, zoom.	20. Start a squiggle on a piece of paper and place it on the fridge. During the day, family members can add to it.
21. Design a piece of furniture made from straws, masking tape, paper or other materials.	22. Use chalk on the driveway to create a hopscotch game or obstacle course.	23. Have some messy fun, using shaving cream and food colouring on a tray.	24. Create a dinosaur city from sticks, rocks, dirt and whatever you have outside.	25. Play a board game with your family.

Comprehension Corner Passage. You will need this from Monday - Friday
Please see your timetable for how to complete today's activity.

Amazing Antarctica

Where Is Antarctica?



Antarctica is a continent in the southern hemisphere. It is surrounded by the Southern Ocean.

Antarctica is the fifth largest continent in the world and is about 50 times the size of the UK.

Antarctic Animals

There are lots of different animals that live in Antarctica. They all have special adaptations (skills or features they have developed) which allow them to live in such cold temperatures. Many of these animals, such as seals and penguins, have a special layer of fat under their skin, called blubber. This helps to insulate their bodies and keep the heat in. Birds in Antarctica have to take special care of their eggs to prevent them from freezing before they hatch. Emperor penguins have a special flap of skin above their feet. Their egg (and then their chick, once it is hatched) sits under this flap, on top of their feet, to keep it off the cold ground.

A Cold Climate

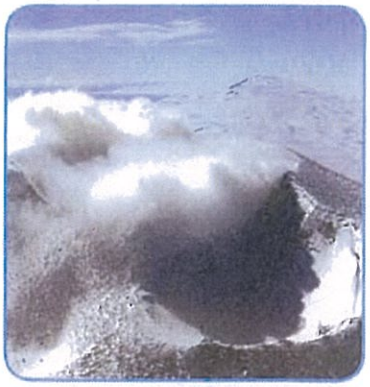
Antarctica is the coldest place on Earth. The lowest temperature ever recorded here was -89°C but the average temperatures range from about 10°C to -60°C. Because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about one mile!

People in Antarctica

No people permanently live in Antarctica because it is too cold for them to live there for a long time. Scientists take turns living there for short periods of time to study the ice and the animals. Tourists also sometimes visit in the summer. There are no towns or cities in Antarctica.

Fascinating Features

There are lots of different physical features in Antarctica. These include seas, mountains, valleys, islands, glaciers and even volcanoes. In fact, there are 138 volcanoes in Antarctica! However, only two of them are currently active. The most active is called Mount Erebus and it has been active for about 1.3 million years.



Did You Know?

Antarctica is home to the driest place on Earth. There are places in Antarctica which haven't had rain or snow in over 2 million years!

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

World of Ice

Monday:

Read the 'Story starter'.

- Circle the adjectives.
- Can you highlight a simile?
- Underline examples of personification.
- Write a paragraph to describe the arrival of winter where you live.

A simile is where two things are directly compared, and "as" or "like" is usually used to compare.

A metaphor compares one thing to another by saying it is that thing.

Personification is when you give human qualities to an object or animal

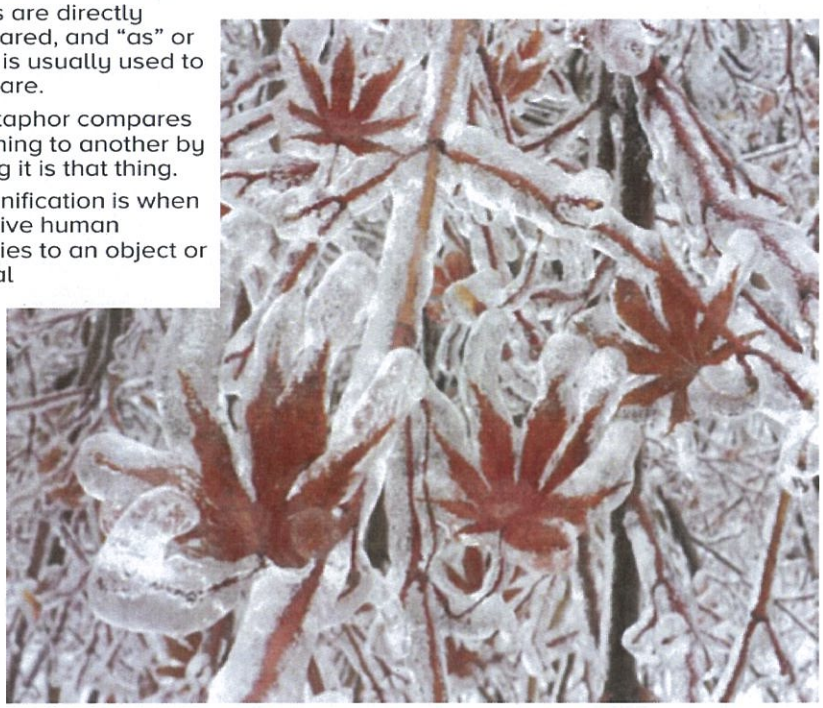


Image by: Caras Ionut

Story starter!

When they went to sleep that night, Laura and her sister Maisie had looked out over their garden. The trees were full of rusty leaves - orange like copper kettles - that danced gracefully in the wind. They had enjoyed a spell of warm weather recently, and the garden was happy to be so full of life and growth.

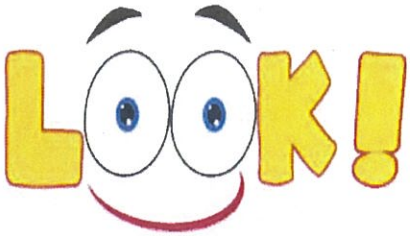
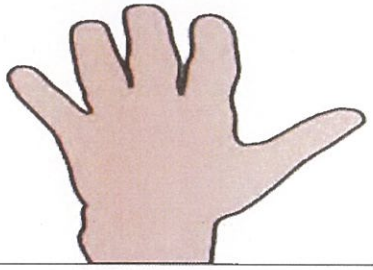
When they woke up the next morning they couldn't believe their eyes. Winter had sneaked up on them without them even noticing. He had flexed his icy fingers and touched everything in his path. The garden was covered in his frosty trail, and even the lawn was blanketed by his snowy cape.

The rusty, copper leaves were now entombed in ice; they were the hands of winter, held up to the sky in surrender...

Can you write a description of winter arriving where you live?

Pobble.com
Pobble365.com

How to do LSCWC – Look, Say, Cover, Write, Check.

Look 	Look at the word. How many letters are there? What are the tricky parts? Are there any spelling patterns?
Say 	Say the word to yourself. Break the word into syllables. How many parts are there? Listen carefully to the sounds.
Cover 	Cover the word so that you can not see it. (Use your hand or an item such as a book or paper) Visualise the word in your mind.
Write 	Write the word down in the right column. Try to remember what the word looked like. Try to remember the sounds you heard.
Check 	Check to see if your spelling is correct. Give it a little tick if it is. If you got the word incorrect, find a piece of paper to try the word again

Term 2 Week 2 Spelling

LOOK SAY COVER WRITE CHECK

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Week 2 Spelling Words

there	animals	hemisphere
their	average	continent
they're	prevent	Antarctica
allow	penguins	temperature
insulate	Southern	adaptations

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

Monday Activity 2 - Find the definitions of these words.

allow _____

place _____

special _____

before _____

heat _____

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

Monday

Powerful Adjectives

Add a powerful adjective into each gap to describe the noun.

Use the word bank below to help you.

1. The _____ earthquake shook the ground.
2. The people were _____ when the buildings shook.
3. The _____ island lay in the middle of the ocean.
4. The crowd were _____ after watching the film.
5. "I'm _____ by what I've done," admitted Cathy.
6. The _____ winner jumped for joy at the news.
7. The monster's attempts at hiding were _____.
8. Our new neighbours are _____.

Adjectives

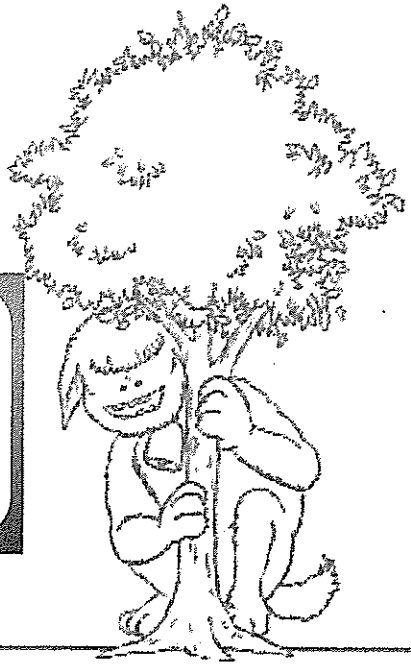
Adjectives add meaning or describe a noun or noun group. They can be placed before or after the nouns they describe.

E.g. I like crunchy, red apples.

Adjectives

Descriptive adjectives give nouns:

colour – red shoes, green forest
sound – quiet voice, hushed whisper
shape – round pot, oval table
size – tiny ants, short rope
feeling – angry mob, sad boy
qualities – fascinating story, lazy Jack



Word Bank

terrified	flabbergasted	appalled	abysmal
menacing	exquisite	distraught	eccentric
shaken	marvellous	pathetic	delightful
astonished	magnificent	absurd	

Rewrite and improve these sentences by using powerful adjectives to describe each noun.

1. The lady was sitting in a chair.

2. My mum had a haircut.

3. The weather on the beach was blustery.

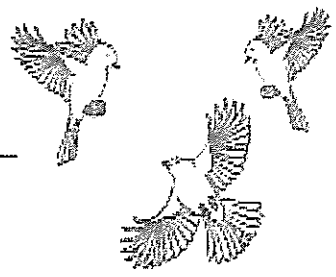
4. Lorna got a new puppy.

5. The story written by Fred was good.

6. We got on the coach to go on our school trip.

7. Miss Riley always tells jokes.

8. The birds played with their toys inside the cage.



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		

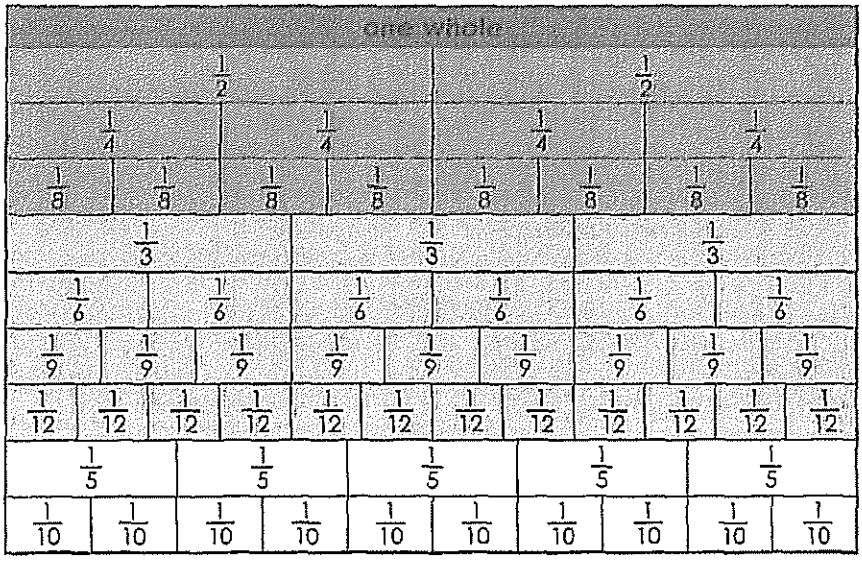
Fractions

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

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

Capacity

Unit	Abbreviation
millilitre	mL
litre	L

1000 mL = 1 L

Length

Unit	Abbreviation
centimetre	cm
metre	m

100 cm = 1 m

Weight

Unit	Abbreviation
gram	g
kilogram	kg

1000 g = 1 kg

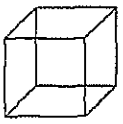
Money

Unit	Symbol
cent	c
dollar	$

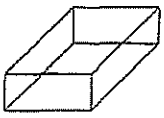
100c = $1.00

Useful maths facts – 2

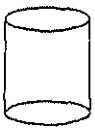
3-D shapes



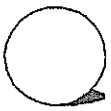
cube
6 faces
12 edges
8 vertices



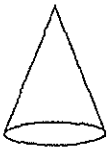
cuboid
6 faces
12 edges
8 vertices



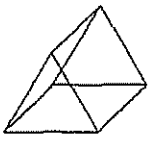
cylinder
3 faces
2 edges
0 vertices



sphere
1 face
0 edges
0 vertices



cone
2 faces
1 edge
1 vertex



triangular prism
5 faces
9 edges
6 vertices

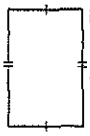
pyramid
5 faces
8 edges
5 vertices

2-D shapes – quadrilaterals

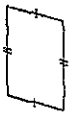
A quadrilateral is a shape with 4 sides and 4 angles.
The total of the angles adds up to 360°.

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 some size



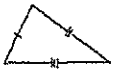
parallelogram
2 pairs of sides the same length
2 pairs of angles the same size

2-D shapes – triangles

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

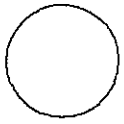
equilateral triangle
3 sides the same length
3 angles the same size

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



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

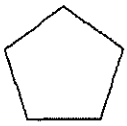
Other 2-D shapes



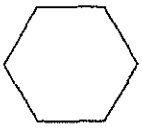
circle
1 side
0 corners

semicircle
2 sides
2 corners

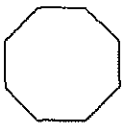
ellipse
1 side
0 corners



pentagon
5 sides
5 corners

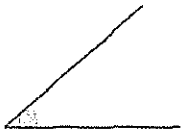


hexagon
6 sides
6 corners

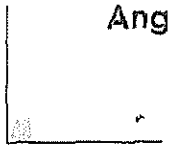


octagon
8 sides
8 corners

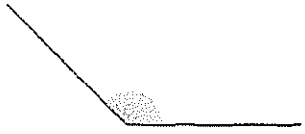
Angles



Acute
An acute angle is less than 90°.



Right
A right angle has 90°.



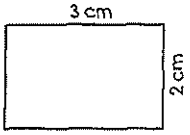
Obtuse
An obtuse angle has between 90° and 180°.

Area

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

area = length x width

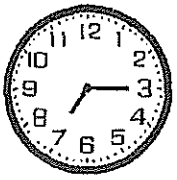
Example



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

teachstarter

Measurement Help Page

Less than, Greater than or equals <, >, =

When we compare numbers we use these symbols:

$>$ This symbol means is greater (more) than

$<$ This symbol means is less than

An easy way to remember this is to think of Crandall the crocodile who is always hungry and will always eat the BIGGER number! We always read the number sentence from left to right.

5 is less than 54

5 is < 54

124 is greater than 92

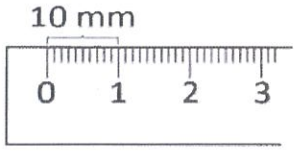
124 is > 92

Conversions

We use metres to measure length.

There are 100 centimetres in a metre. 100 cm = 1 m

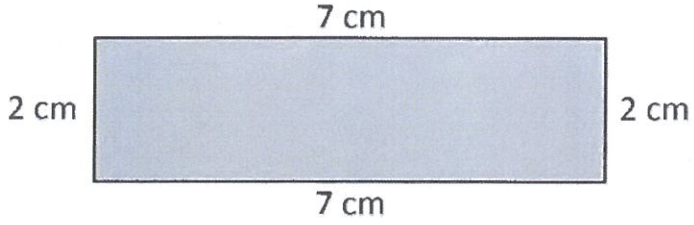
When we need a unit of length that is smaller than a centimetre, we use millimetres. There are 10 millimetres in 1 centimetre. 10 mm = 1 cm



Perimeter

The perimeter is the total length around the outside of an enclosed space.

To find the perimeter of this shape, we add the lengths of all the sides.



P = 7 + 2 + 7 + 2

= 18 cm

Time Tables Speed Test. Time yourself to complete the speed test. Mark your answers and record your score at the bottom. Try to beat your score each day.

FOCUS SERIES

Date: 4/5/20

Name: _____

Level A — Focus: 0 - 2

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

Your Score: _____

FOCUS SERIES

Date: 5/5/20

Name: _____

Level A — Focus: 0 - 2

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

Your Score: _____

FOCUS SERIES

Date: 6/5/20

Name: _____

Level A — Focus: 0 - 2

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

Your Score: _____

FOCUS SERIES

Date: 7/5/20

Name: _____

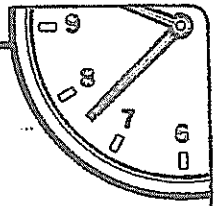
Level A — Focus: 0 - 2

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

Your Score: _____

MONDAY

Minute 1



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

1. The area of the shape is 6 square units.

   Circle: True or False

2. Jenna wants to purchase a pad of drawing paper for $5.00, a charcoal pencil for $0.75 and an eraser for $1.25.

   How much money does she need altogether to buy the supplies? $... .....

3. 45
   \+ 4
   .....

   .....

4. Complete the fact family. 5 x 7 = 35 7 x 5 = ...

   35 ÷ 7 = 5 35 ÷ 5 = ...

5. Circle the figure that matches the shaded figure.

A B C D

6. The difference between 8 and 5 is .....
7. The expanded form of 654 is 600 + 50 + ...
8. The sum of 8 and 5 is .....

For Questions 9 and 10, circle the digit in the tens place.

9. 456
10. 925

My score: ___/10

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

Number of the day

251

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.	

MONDAY

Units of Measurement
Multiple Choice Quick Quiz

I can choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108).

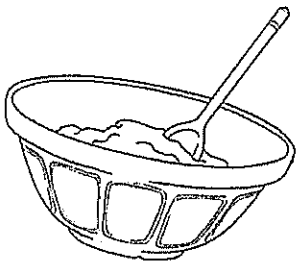
Tick the correct unit of measurement to be used in each measurement scenario.

1. Measuring the distance from the front door of your house to your bedroom door.

metres ☐ kilometres ☐ acres ☐ centimetres ☐

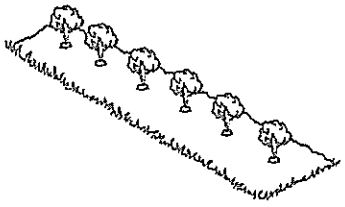
2. Measuring the amount of milk required when baking a cake.

litres ☐ grams ☐ millimetres ☐ millilitres ☐



3. Calculating the area of a vegetable garden.

metres ☐ metres squared ☐ centimetres ☐ kilometres ☐

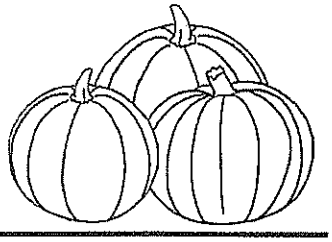


4. Recording the weight of a pumpkin.

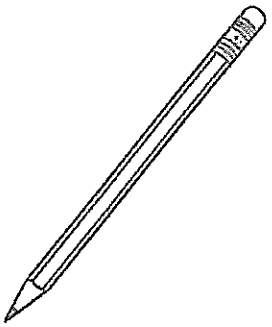
grams ☐ kilograms ☐ millilitres ☐ centimetres ☐

5. Measuring the size of a paddock on a farm.

acres ☐ metres ☐ millimetres ☐ kilometres ☐



6. Measuring the length of a pencil.

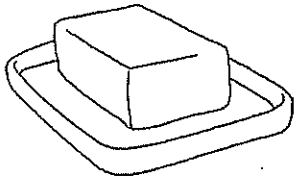


centimetres ☐ metres ☐ millimetres ☐ millilitres ☐

7. Measuring the length of the lead of a pencil.

litres ☐ grams ☐ millimetres ☐ millilitres ☐

8. Measuring the amount of butter required to make cup cakes.



grams ☐ kilograms ☐ litres ☐ millilitres ☐

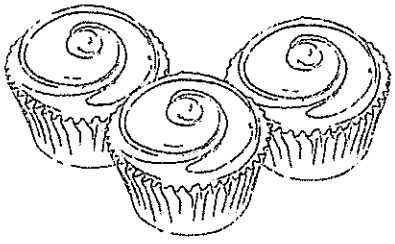
9. Make two of your own multiple choice measurement unit questions.

1. _____

_____ ☐ _____ ☐ _____ ☐ _____ ☐

2. _____

_____ ☐ _____ ☐ _____ ☐ _____ ☐



TUESDAY SPELLING ACTIVITIES

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.

there _____ animal _____hemisphere _____

their _____average_____continent_____

they're_____ prevent_____Antarctica_____

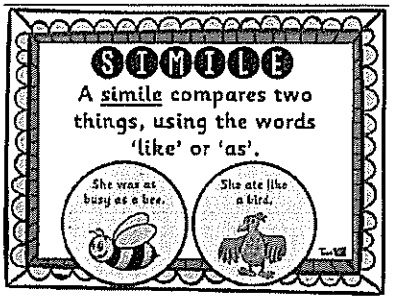
allow _____penguins_____temperature_____

insulate _____southern_____adaptions_____

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

Tuesday

SIMILES



Directions: Circle the simile in each sentence below.

Example A: The football player slithered like a snake as he ran for the touchdown.
Answer: slithered like a snake

1. The construction worker was as tough as nails.
2. I'm so tired because I was working like a dog.
3. The boy ran like the wind to the candy store.
4. Last night I slept like a baby.
5. My abs are as hard as a rock.
6. The competitor was as tough as a tiger.
7. My eyes are as dry as dust.
8. My uncle is as blind as a bat.
9. The purse is as light as a feather.
10. The girl was as quick as cat on the volleyball court.
11. Please don't cry like a baby again.
12. He swam like a fish in the lake.
13. The boy drank like a fish after basketball practice.
14. The wrestler fought like a lion against his opponent.

Inventing New Similes

Have a look at these well-known similes and think up some new up-to-date versions...

1. As happy as a pig in mud.

   New version: As happy as...

   _____

2. As fresh as a daisy.

   New version: As fresh as...

   _____

3. As busy as a bee.

   New version: As busy as...

   _____

4. As cool as a cucumber.

   New version: As cool as...

   _____

5. As clean as a whistle.

   New version: As clean as...

   _____

6. As flat as a pancake.

   New version: As flat as...

   _____

7. As quick as a wink.

   New version: As quick as...

   _____

8. As snug as a bug in a rug.

   New version: As snug as...

   _____

Tuesday:

Answer the questions relating to 'World of Ice' in full sentences.

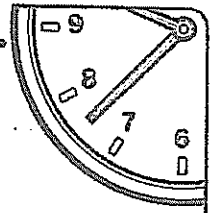
Image by Ceres Ionut

Question time!

- What do you think has happened in Maisie and Laura's garden?
- Why were they so surprised when they woke up and looked outside?
- Have you ever been surprised by the weather?
- What is your favourite type of weather?
- What is your lest favourite type of weather?
- What causes frost?
- What causes snow?
- What causes the different types of weather we experience?
- What causes the seasons?
- Why is the weather different in different parts of the world?

Pobble.com
Pobble365.com

Minute 2



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

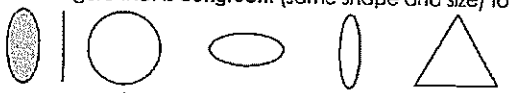
1. 15 – 8 = ...

2. Continue the pattern. 4, 8, 12, 16, 20, ...

3. 33
   + 5
   .....

   .....

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



5. 38
   – 5
   .....

   .....

6. Complete the fact family. 6 x 7 = 42 7 x 6 = ...

   42 ÷ 7 = 6 42 ÷ 6 = ...

7. 12
   x 3
   .....

   .....

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

Number of the day

149

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.	

TUESDAY

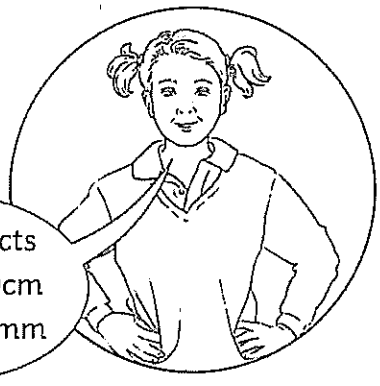
Comparing Measurements

I can compare measurements in m, cm and mm.

< means less than e.g. 4 < 7 **>** means greater than e.g. 7 > 4

1) Compare these measurements using <, > or =.

12cm		15cm
9cm		4cm
1cm		10mm
35mm		4cm
8m		4m
6m		12m
3m		350cm
4m		400cm

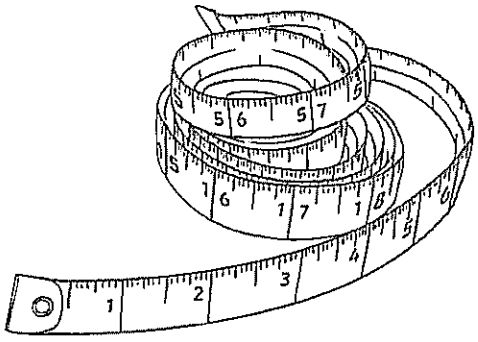


2) Order these measurements from shortest to longest.

a) 10cm 25mm 3m

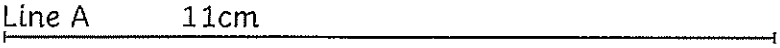
b) 45mm 1m 20cm

c) 3cm 5m 50mm

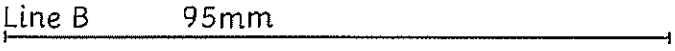


3) Here are some lines, along with their measurements.
Some measurements are in cm, some are in mm.

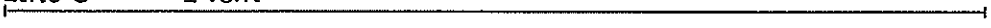
Line A 11cm



Line B 95mm



Line C 14cm



Line D 85mm

Order the lines from longest to shortest:

longest			shortest
line	line	line	line

4) Here are the heights of Leo's family:

Leo: 1m 64cm	Lucy (sister): 86cm	Dad: 1m 96cm	Mum: 1m 53cm

Order the family from shortest to tallest:

shortest			tallest

WEDNESDAY SPELLING ACTIVITY

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.

there _____ animal _____hemisphere _____

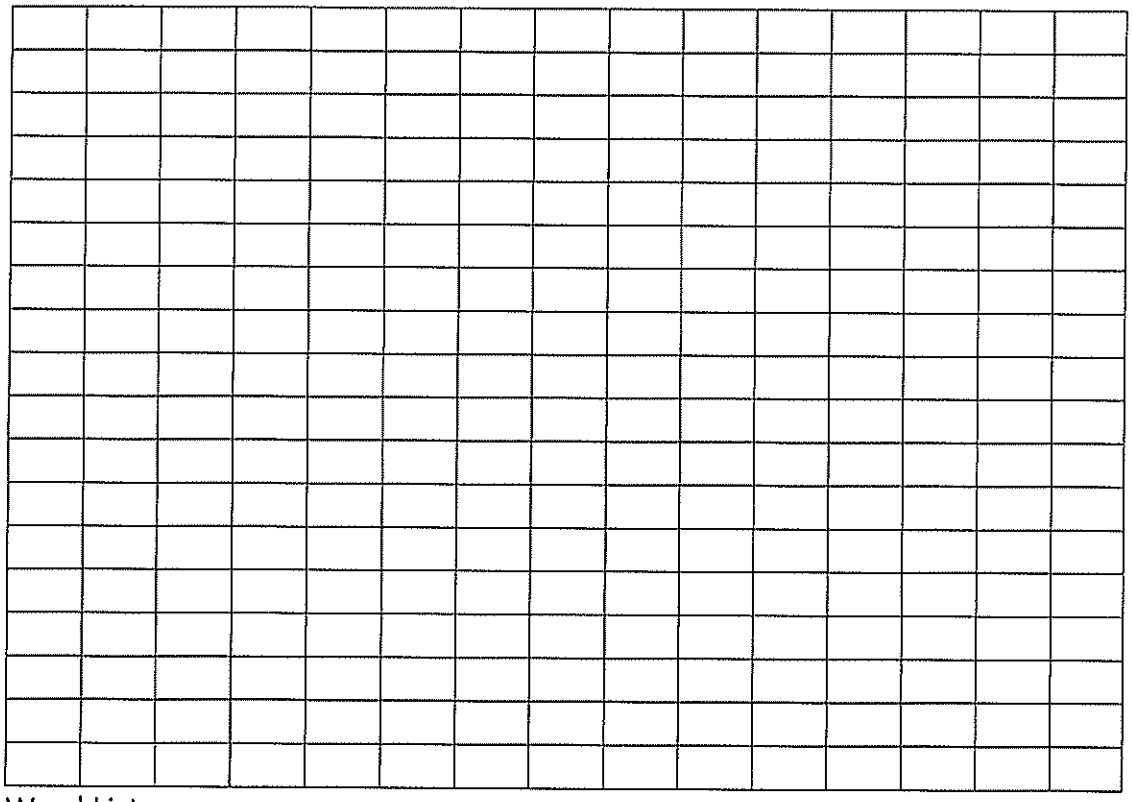
their _____average_____continent_____

they're_____ prevent_____Antarctica_____

allow _____penguins_____temperature_____

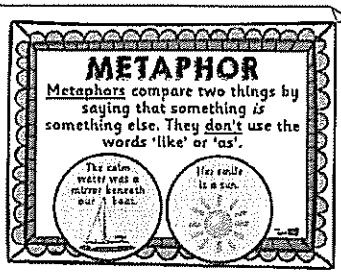
insulate _____southern_____adaptions_____

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



Word List:

Wednesday Metaphors



A metaphor is a figure of speech that compares two things. It often uses the word "is or was."

Directions: For each metaphor given blow, write what is being compared.

Example A: The noise is music to his ears.
Answer: noise is compared to beautiful music

1. My dad was an angry beast when I brought home my poor report card.
_____ is compared to _____

2. The lion at the show was a funny clown because it would play with its food.

_____ is compared to _____

3. The teacher was a bear to deal with in the class because he was so strict.

_____ is compared to _____

4. The boy has a heart of gold.
_____ is compared to _____

5. The reading yesterday was a Shakespeare play because it was so difficult.
_____ is compared to _____

6. He swam in the sea of diamonds.
_____ is compared to _____

7. His belt was a snake curling around his waist.
_____ is compared to _____

8. Her hair was bone white when she saw the angry lion.
_____ is compared to _____

Change the Simile to a Metaphor

Put these similes into new sentences where they become metaphors.

1. Simile: She danced like she was floating on air.

2. Simile: The waves crashed on to the beach like charging horses.

3. Simile: He was eating like he was shovelling cement into a mixer.

4. Simile: Katie was as powerful as a train when she crossed the finish line.

5. Simile: James swam as gracefully as a dolphin.

6. Simile: Mr. Jones sang like the sound of water going down a drain!

Do you want an extra challenge?? If so, this is for you!

Extension – Revision

Finish the Metaphor or Simile

1. She ran like

_____

2. When she danced she was

_____

3. The man trudged down the road like

_____

4. The waves on the ocean were

_____

5. Dave was in the water waving like

_____

6. On her way to her own birthday party, Lucy was as

_____

7. When he looked out from the stage, the audience was

_____

8. The rain was

_____

9. The trees in the storm were like

_____

10. The moon hung in the night sky like

_____

Wednesday:

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

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

Image by Ceras Ionut

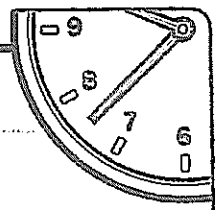
Pobble.com
Pobble365.com

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- The garden was frosty.
- The leaves had frozen.
- There was snow on the ground.
- It was white.
- Winter had come.

Minute 3

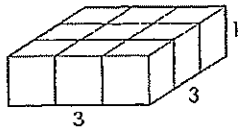


Name: ..... Date: .....

1. $4\overline{)48}$

2. 21
   + 6
   .....
   ....

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



4. Complete the fact family. 5 x 8 = 40 8 x 5 = ...
   40 ÷ 8 = ... 40 ÷ 5 = ...

5. Polly bought a new collar and leash for her dog. The total was $7.50. She paid with a ten-dollar note.
   How much change did she receive? $..... ....

6. 45
   − 3
   .....
   .....

7. 14
   x 2
   ....
   .....

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

8. 3 13
9. 31 13
10. 310 310

My score: 10

My time: ....
minutes seconds

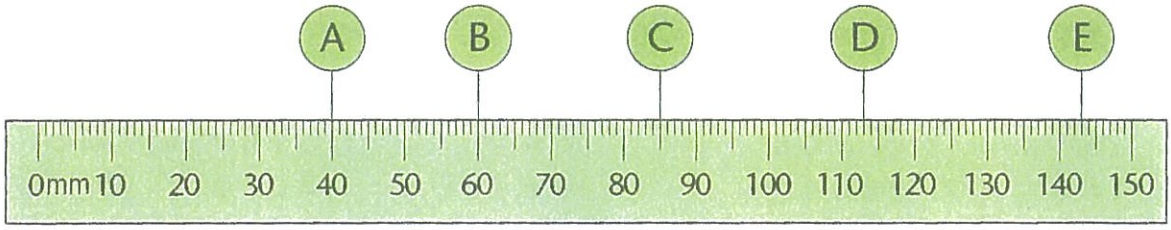
Number of the day

418

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.	

Millimetres and centimetres

UNIT 7



12 Give the length in millimetres for each letter above.

a _____ mm **b** _____ mm **c** _____ mm **d** _____ mm **e** _____ mm

13 Measure the length of each line to the nearest centimetre then in millimetres.

a _____

b _____

c _____

d _____

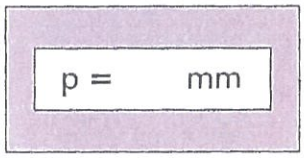
e _____

Nearest cm	mm

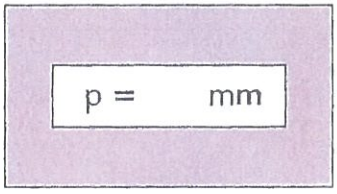
Perimeter is the distance around the outside of a shape.

14 Measure the perimeter of these shapes in millimetres.

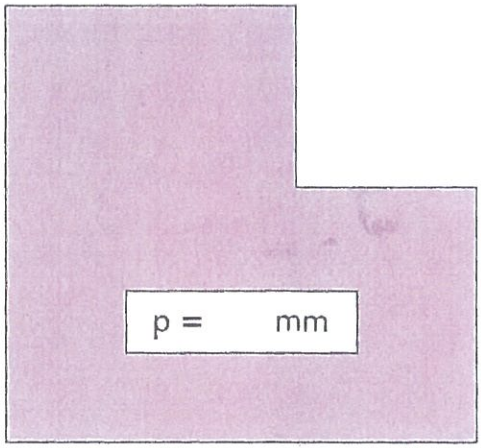
a



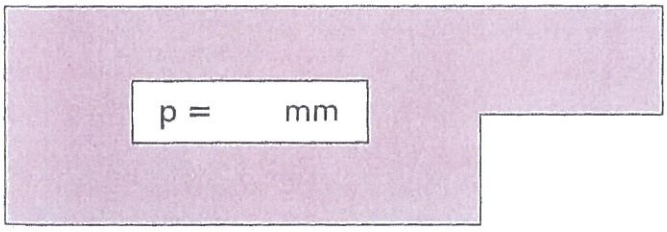
b



c



d



Our school photographer is offering 2 options for a small individual photo.

Passport size 40 mm × 50 mm
Wallet size 45 mm × 60 mm

15 Draw the two sizes of photo that he is offering on the 5 mm dot paper. They may overlap.

THURSDAY SPELLING ACTIVITY

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

Thursday Activity 2 – Unscramble the following list words.

tiseaunl _____ hosnurte_____ sotpaadin_____

eehrt _____ laiamn_____ hhsipeeemr _____

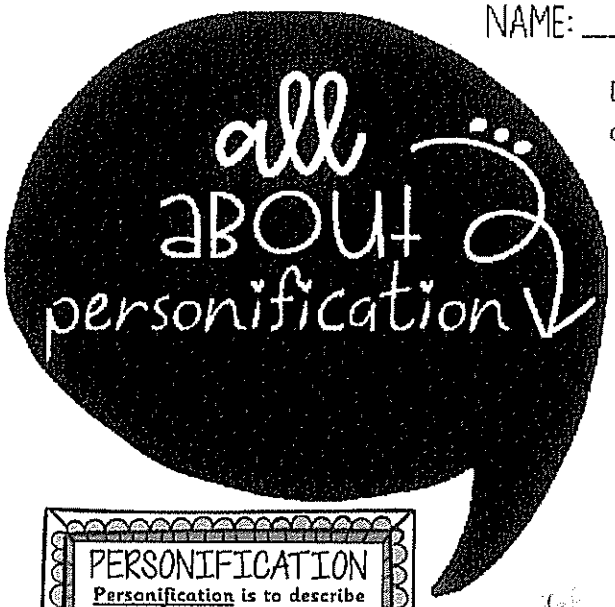
nipgieusn_____ vpetern_____ Acacntrati_____

gevaare_____ nntceoint_____ llwao_____

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

Thursday Personification

NAME: _____



Directions: Read and respond to the questions below.

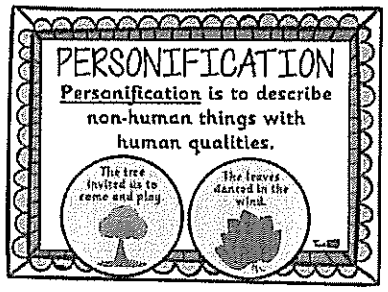
What is personification?

Personification is when an author gives a non-human object or idea human characteristics and qualities.

Personification is used to make nonhuman objects come alive

Example: New York City never sleeps.

The city does not actually sleep like a person, but rather the figurative language shows that NYC is a very busy place.



PRACTICE

Personification: My alarm yelled at me to wake up.
Meaning: _____

Personification: The flames of the fire danced across the pitch black sky.
Meaning: _____

Directions: Read the story below and circle all the examples of personification.

The clouds sobbed as they looked down upon the little, tiny town. It had virtually been wiped off the map by a monstrous twister. The tornado dropped down from the sky and devoured everything in its path. It feasted on cars, houses, and trees. The tornado ate and ate and ate until its stomach was full. Then as quickly as it had appeared, it danced back up into the sky. The poor people emerged from their shelters to find everything was gone. But the tiny town proved resilient. Soon, the road were dotted with beautiful houses, fences, and flowers.
Once again, the clouds laughed and played above the town.

©Teen White Mrs White

Circle the OBJECT being personified. **Underline** the human characteristic being given. **Write** what is *really* happening under the sentence.

1. The wind sang her mournful song through the falling leaves.

2. The microwave timer told me it was time to turn my TV dinner.

3. The video camera observed the whole scene.

4. The strawberries seemed to sing, "Eat me first!"

5. The rain kissed my cheeks as it fell.

6. The daffodils nodded their yellow heads at the walkers.

7. The water beckoned invitingly to the hot swimmers.

8. The snow whispered as it fell to the ground during the early morning hours.

9. The china danced on the shelves during the earthquake.

10. The car engine coughed and sputtered when it started during the blizzard.

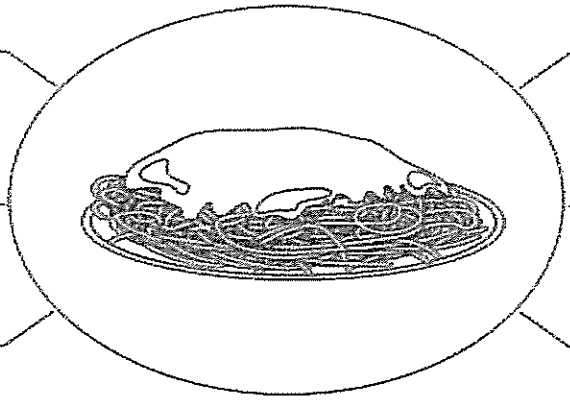
DO YOU NEED AN EXTRA CHALLENGE? THIS IS FOR YOU!

Can you think of your own examples of personification for the following objects?

Object	Human Quality
The cave	
Miranda's scarf	
The trees	

SPAGHETTI

An adjective is a 'describing' word. It gives more information about the noun that goes with it. Write an adjective on each line to describe spaghetti.



Use each of the adjectives in a sentence below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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 Corus Ionut

Story starter!

When they went to sleep that night, Laura and her sister Maisie had looked out over their garden. The trees were full of rusty leaves - orange like copper kettles - that danced gracefully in the wind. They had enjoyed a spell of warm weather recently, and the garden was happy to be so full of life and growth.

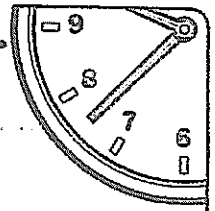
When they woke up the next morning they couldn't believe their eyes. Winter had sneaked up on them without them even noticing. He had flexed his icy fingers and touched everything in his path. The garden was covered in his frosty trail, and even the lawn was blanketed by his snowy cape.

The rusty, copper leaves were now entombed in ice; they were the hands of winter, held up to the sky in surrender. .

Pobble.com
Pobble365.com

BLANK PAGE FOR WRITING / PUBLISHING

Minute 4



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

1. 85
   − 2
   ....

   .....

2. $7\overline{)35}$ Which number is the **dividend** in this problem? .....

3. Riley has a 100-page book. She has read half of it.

   How many pages does she have left to read? ..... pages

4. Complete the fact family. 9 x 4 = ... 4 x 9 = ...

   36 ÷ 9 = ... 36 ÷ 4 = ...

5. $4\overline{)28}$

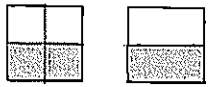
6. 62
   + 7
   ....

   .....

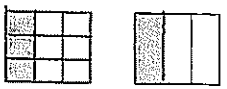
7. 16
   x 2
   ....

   .....

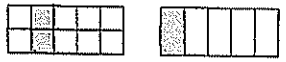
For Questions 8 to 10, write the equivalent fraction.



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



9. $\frac{3}{9} = \frac{\square}{3}$



10. $\frac{2}{10} = \frac{\square}{5}$

My score: ___/10

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

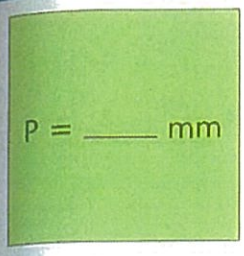
Number of the day

374

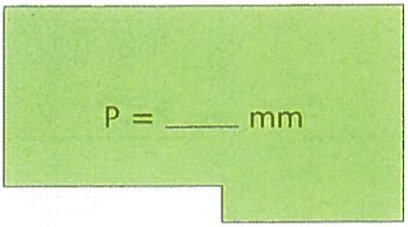
1. Place value of the underlined digit.	
2. What is the number after?	
3. Is the number less than < or greater than >	
4. 10 more than =	
5. 15 less than =	
6. Count down by 10's	_____, _____, _____, _____
7. What is the next even number?	
8. Write in expanded notation.	□ + □ + □
9. Round to the nearest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

13 Measure then calculate the perimeter of each shape in millimetres.

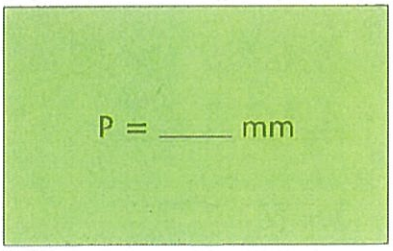
a



b

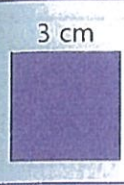


c



14 Explain how you could use a short cut to find the perimeters of these shapes.

a

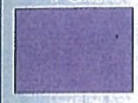


_____

_____

Perimeter = _____ cm

b



_____

_____

Perimeter = _____ cm

c

_____

_____

Perimeter = _____ cm

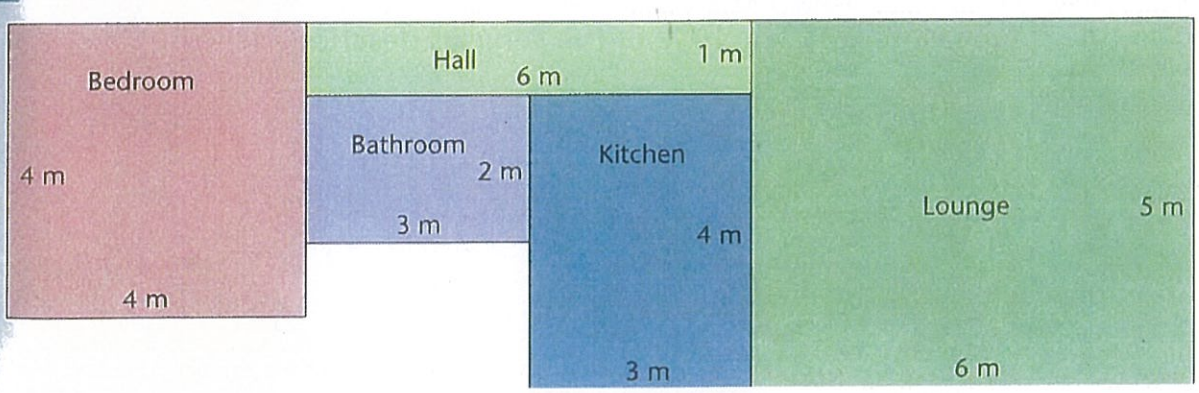
d

_____

_____

Perimeter = _____ cm

15 Calculate the perimeter of each room. This question is a challenge question and is **optional.**



a Bedroom _____ m

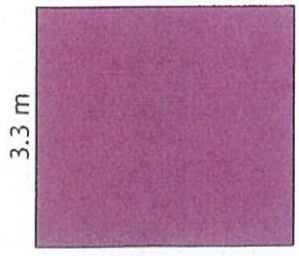
b Lounge _____ m

c Bathroom _____ m

d Kitchen _____ m

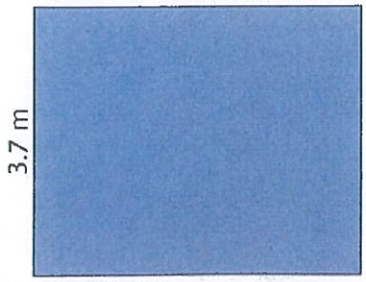
16 Calculate the perimeter of these shapes, using decimal notation.

a



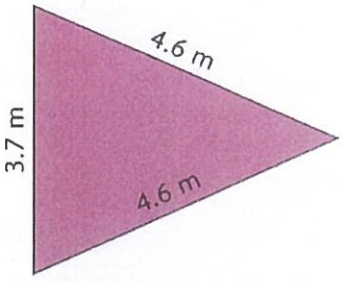
P = _____

b



P = _____

c



P = _____

Questions

1. Which ocean is Antarctica surrounded by? Tick **one**.

   ◯ the Southern Ocean
   ◯ the Pacific Ocean
   ◯ the Atlantic Ocean

2. What do seals and penguins have that helps to insulate their bodies?

   _____

   _____

3. In your own words, explain what an animal **adaptation** is.

   _____

   _____

   _____

4. Draw a line to match the word to its meaning.

continent	a large solid area of land
insulate	remains unchanged for all time
permanently	prevents the loss of heat

5. Why aren't there any people living permanently in Antarctica?

   _____

   _____

   _____

6. Do you think it is easy to visit Antarctica? Why?

   _____

   _____

   _____

FRIDAY SPELLING ACTIVITY PLUS SPELLING TEST

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.

continent

_____

_____

temperature

_____

_____

average

_____

_____

insulate

_____

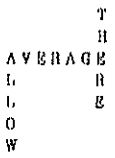
_____

adaptions

_____

_____

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 _____

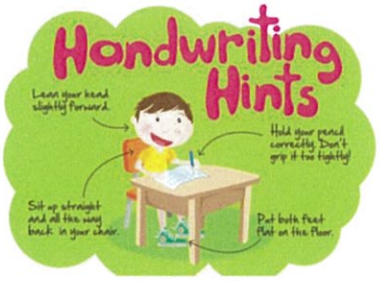
My words that I need to learn (practise your words here)

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

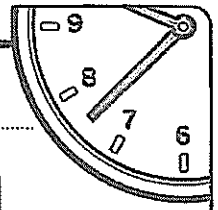
Handwriting

Similes



A simile uses the words 'like' or 'as' to compare one object or idea with another to suggest they are alike. For example, "She is as snug as a bug in a rug", "He was as busy as a bee", "Tim ran as fast as lightning" and "The boat was leaking like a sieve". Similes are used to explain things, to express emotion or to make writing more vivid and entertaining through interesting comparisons. Some more examples of similes are:

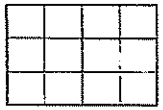
Minute 5



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

1. The area of the shape is 9 square units.

   Circle: True or False



2. 3 x 5 = 15 Which number is the product? .....

3. 68
   − 5
   .....

   .....

4. Carol wants to buy 4 pens for $0.75 each.

   How much money does she need? $.....

5. 21
   + 6
   .....

   .....

6. $8\overline{)72}$

7. The expanded form of 489 is 400 + ... + 9.

8. 18
   x 3
   .....

   .....

For Questions 9 and 10, write the value of the bold digit.

9. 50 = ... tens

10. 70 = ... tens

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

TIME TABLE ULTIMATE CHALLENGE

NO PEEKING BACK IN YOUR BOOK.

TRY TO ACHIEVE YOUR BEST TIME AND SCORE FOR THE WEEK.

FOCUS

Date: _____

Name: _____

Level A Focus: 0 - 2

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

Your Score: _____

SMART

Bunny Hop Family Math Activity

Preparation: Place a piece of tape on the ground or draw a line with chalk outside. Get a measuring tape or metre stick or use the measure app on an iPhone.

Measuring Length:

Directions: Stand with your heels in front of the line. Take a giant bunny hop forward. Have your partner measure the distance from the tape to the back of your feet in centimetres. Record your results and switch with a partner.

Partner 1: _____ (Name) _____(cm) Partner 2: _____ (Name) _____(cm)

Partner 1: _____ (Name) _____(mm) Partner 2: _____ (Name) _____(mm)

Measuring Height:

Directions: Have your partner hold the measuring tool at your feet. Jump as high as you can and your partner measures the height you jumped. Record your results in cm and switch with a partner.

Partner 1: _____ (Name) _____(cm) Partner 2: _____ (Name) _____(cm)

Partner 1: _____ (Name) _____(mm) Partner 2: _____ (Name) _____(mm)

Art Project - Still Life with Coffee

Step 1.

Use any granulated coffee.

Step 2.

Water

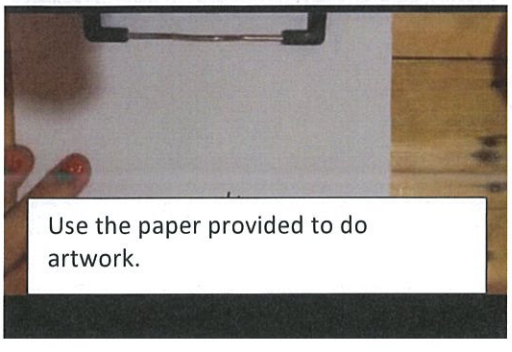
Step 3.

Paint brushes
(Pointed and Flat)

Step 4.

White palette or a small white dish plate

Step 5.

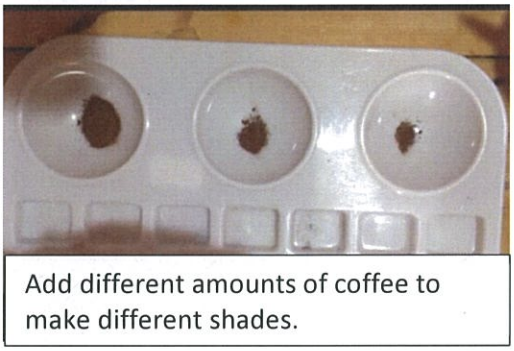


Use the paper provided to do artwork.

Step 6

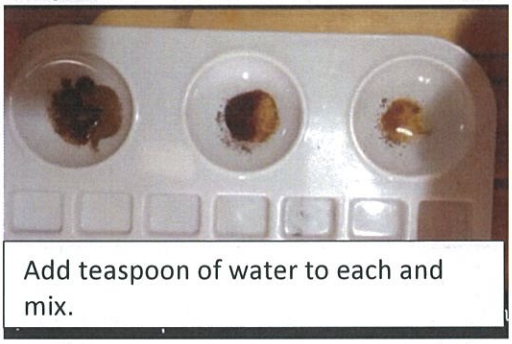
Use tray with sections. Can use a plastic container

Step 7



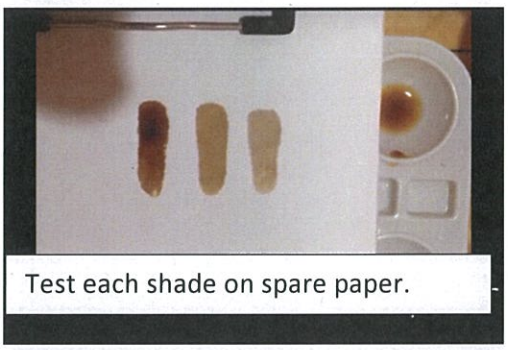
Add different amounts of coffee to make different shades.

Step 8



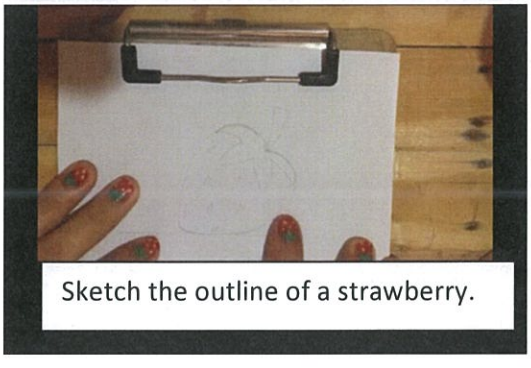
Add teaspoon of water to each and mix.

Step 9



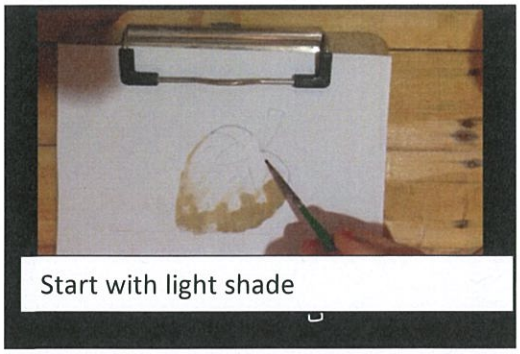
Test each shade on spare paper.

Step 10



Sketch the outline of a strawberry.

Step 11

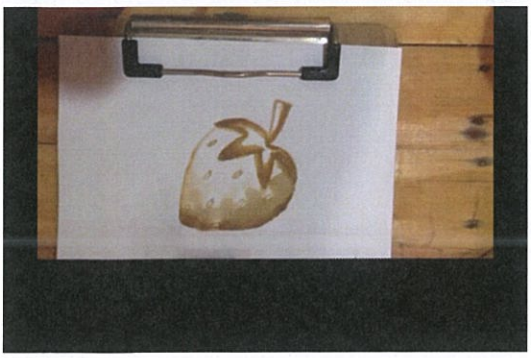


Step 12

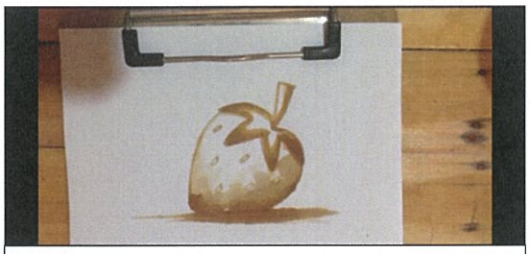
Step 13

Step 14

Step 15



Step 16

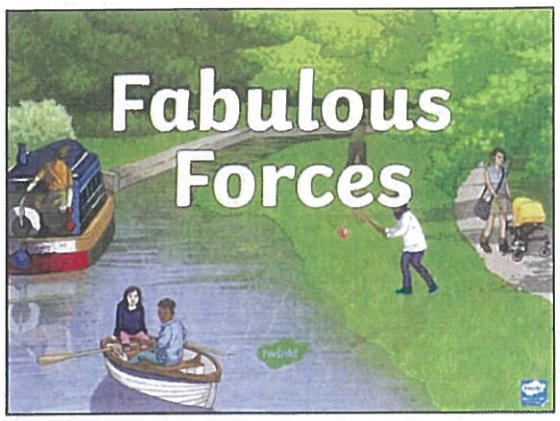


Blank Paper for Art activity

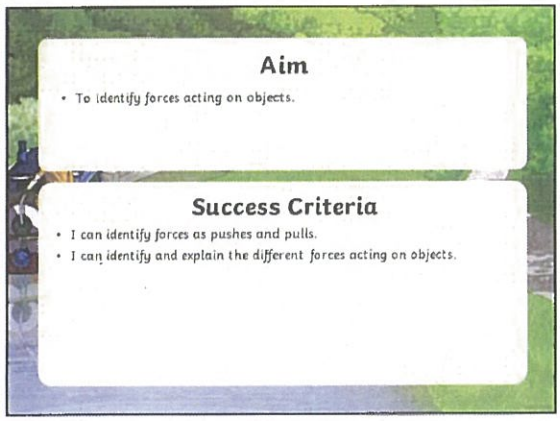
SCIENCE TERM 2 - FABULOUS FORCES

Read the slides about forces. Reflect on the questions given on the slides then answer the questions on the worksheet. Some are tricky but just do your best. You can ask someone at home or contact your teacher for help.

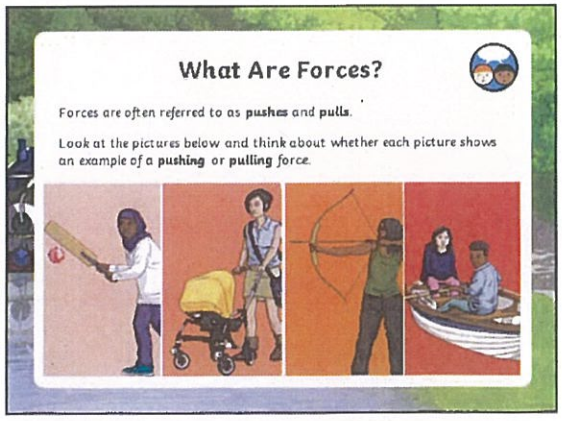
1



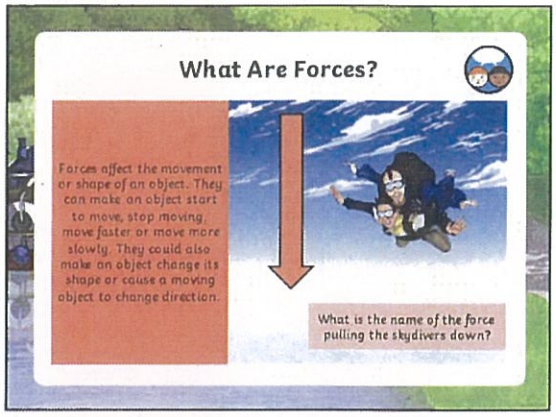
2



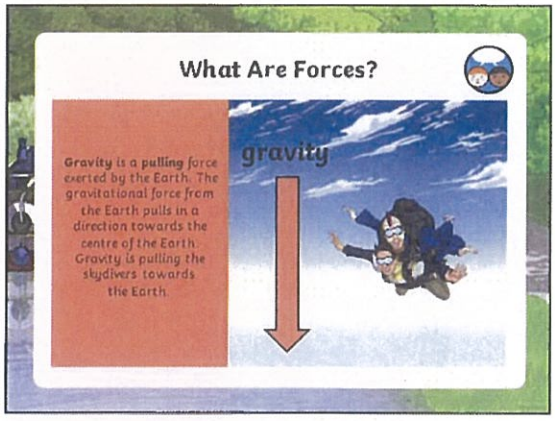
3



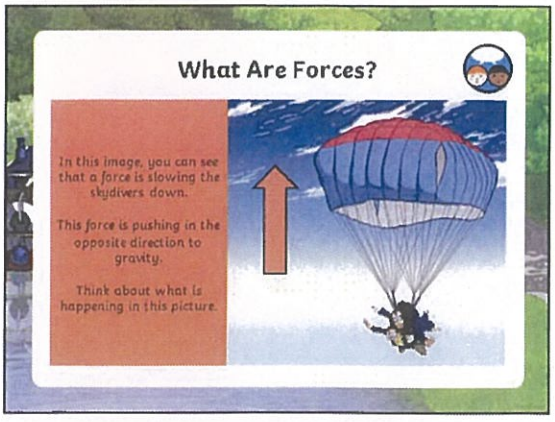
4



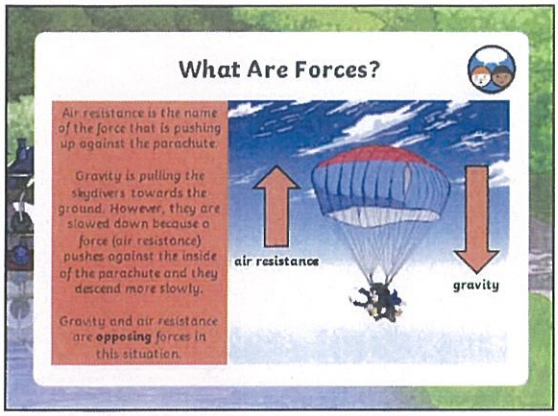
5



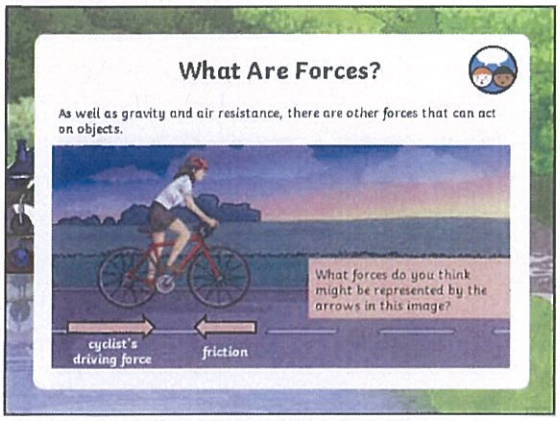
6



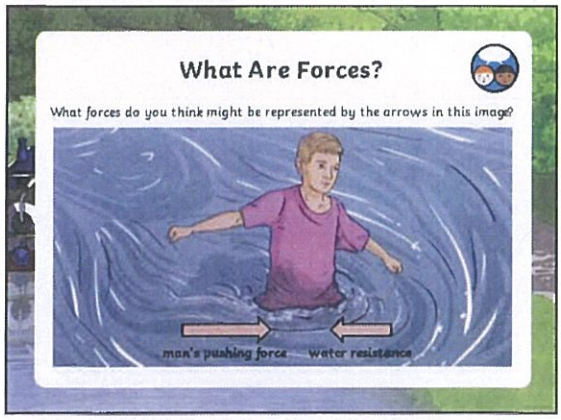
7


What Are Forces?
Air resistance is the name of the force that is pushing up against the parachute.
Gravity is pulling the skydivers towards the ground. However, they are slowed down because a force (air resistance) pushes against the inside of the parachute and they descend more slowly.
Gravity and air resistance are **opposing** forces in this situation.
air resistance
gravity

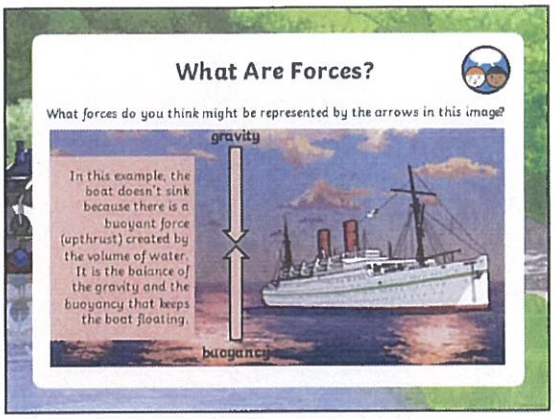
8


What Are Forces?
As well as gravity and air resistance, there are other forces that can act on objects.
What forces do you think might be represented by the arrows in this image?
cyclist's driving force
friction

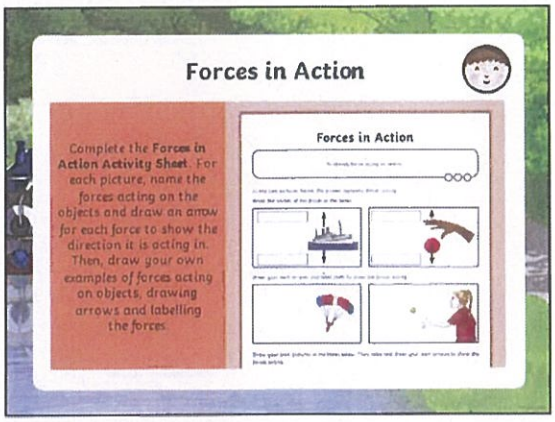
9


What Are Forces?
What forces do you think might be represented by the arrows in this image?
man's pushing force
water resistance

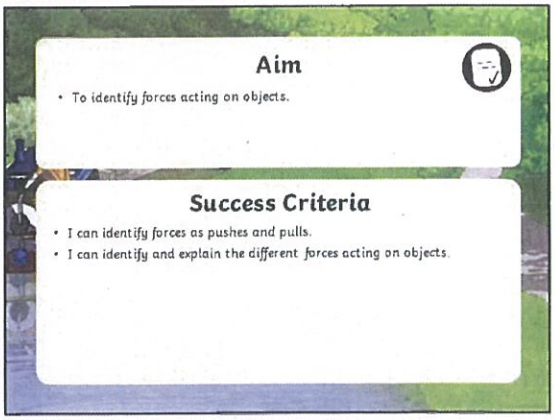
10


What Are Forces?
What forces do you think might be represented by the arrows in this image?
In this example, the boat doesn't sink because there is a buoyant force (upthrust) created by the volume of water. It is the balance of the gravity and the buoyancy that keeps the boat floating.
gravity
buoyancy

11


Forces in Action
Complete the **Forces in Action Activity Sheet**. For each picture, name the forces acting on the objects and draw an arrow for each force to show the direction it is acting in. Then, draw your own examples of forces acting on objects, drawing arrows and labelling the forces.
Forces in Action

12


Aim
• To identify forces acting on objects.
Success Criteria
• I can identify forces as pushes and pulls.
• I can identify and explain the different forces acting on objects.

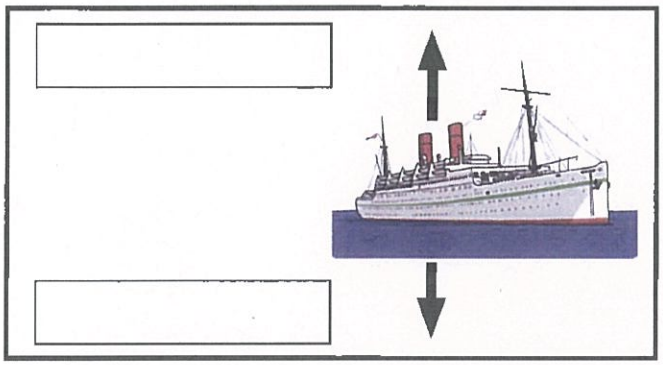
Find the answers to the Forces in Action worksheet in the slides on the previous pages.

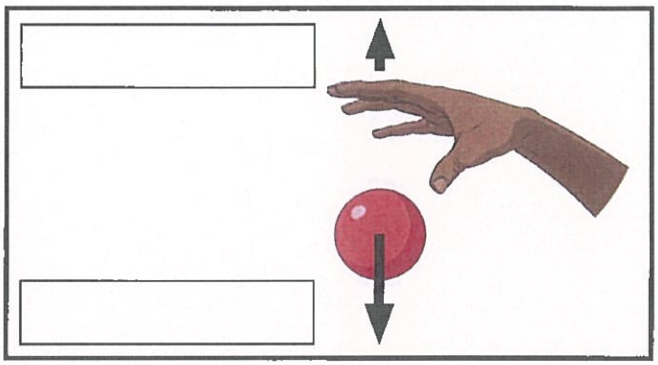
Forces in Action

To identify forces acting on objects.

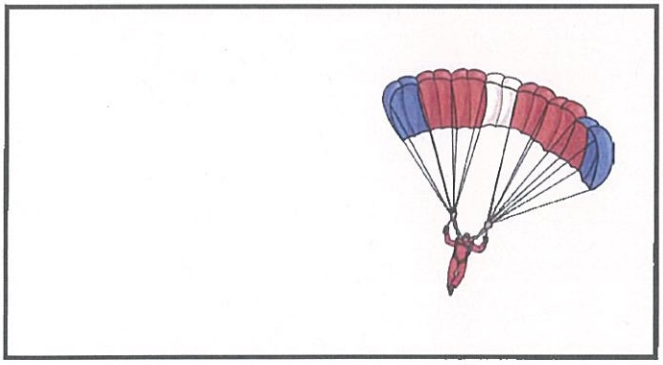
In the two pictures below, the arrows represent forces acting.

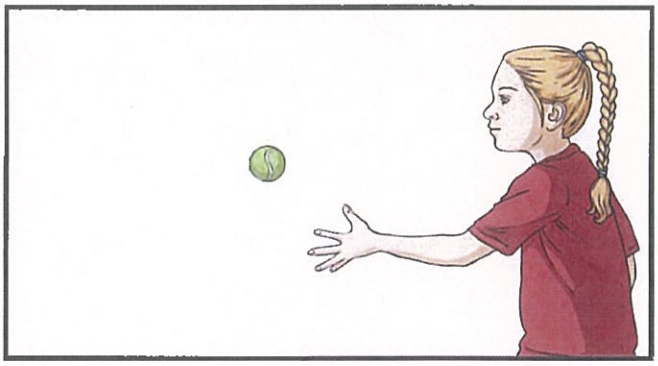
Write the names of the forces in the boxes.





Draw your own arrows and label them to show the forces acting.





Draw your own pictures in the boxes below. Then label and draw your own arrows to show the forces acting.

WEEK 2

P.E. Fitness Challenge

You will complete this again later in the term so see if your fitness has improved.

NAME: _____ Home Room Teacher:		How many can you do in **100 seconds?**
1.	Jumping Jacks	
2.	Sit-Ups	
3.	Hops	
4.	Toe Touches	
5.	Push-Ups	
6.	Step-Ups	
7.	Jump Rope	

<u>Personal Best Challenge:</u> Complete each of these activities and record how many you can do in 100 secs. Keep your sheet or take a photo of your results.

You will do this challenge again in **week 4** and **week 10**. I wonder how much you will improve?

What can **<u>you do</u>** to make sure that you do improve?

Remember, the goal is to be able to do more next time you complete the challenge

PERSONAL DEVELOPMENT AND HEALTH (PD/H)

AIM: This activity is about understanding situations where their personal safety may be at risk. This activity will help you learn to identify some of the cues that warn you, you may be in a risky situation and propose appropriate safe responses.

DEPARTMENT OF EDUCATION learners first

UNFINISHED STORY

Read the unfinished story about Carla and Tegan.
Look at the Safety Plan checklist provided on the next page
Answer the questions on the worksheet

Part 1:

Carla and Tegan were close friends. They were growing up and had started to become quite independent. They were responsible and usually took care to think about their safety. They were both peer support leaders and the younger students looked up to them.

This year was Carla and Tegan's final year of primary school and it was the end of the year. Their grade was having a school farewell celebration. The party finished at 8pm but neither of the girls remembered that.

Both Carla and Tegan's parents worked late so Carla had arranged to get dressed at Tegan's house. Tegan lived close to the school so they would be able to walk to the dance together. Carla was going to stay at Tegan's overnight.

Carla and Tegan had showers and got changed. They were feeling excited when they left to walk to school. Tegan's older brother said he would walk up to meet them at the school when the dance finished if they phoned him.

The dance was fun but when it was over Carla and Tegan realised they didn't have a phonecard or change to ring Tegan's brother.

Part 2:

They decided to walk home although it was late, because it was not far and there were two of them. They had gone a short distance when a well-dressed man pulled up in his car beside them. Tegan had seen the man in the neighbourhood before.

He told them that his new pup had just run away. He was worried that it might get hit by a car if he didn't find it soon. He begged them to get into his car and help him to find the pup. He said that three sets of eyes were better than one and he had no one else to help him.

Carla and Tegan politely said NO. The man seemed annoyed. He promised it would only take a few minutes, then he'd drop them home. He said that he lived in the area and told them where he lived. He promised he was an honest man and was only concerned that his pup might get hurt if he didn't find it soon.

Again, they told him that they couldn't go with him in his car. The man said he could hardly believe that they didn't trust him and wouldn't help when a young pup's life was at stake. He seemed disappointed.

Carla and Tegan felt confused. They also felt a bit scared. Carla was particularly concerned and she knew that it was getting dark and no one knew where they were or what time they would be home. This man was pressuring them to do something that could be unsafe.

Finally he asked them to take his card with his telephone number on it so that they could call him if they saw, or heard news, about the pup later.

Source: NSW Child Protection Education materials, Stage 3: Theme 3, page 104-105.

DEPARTMENT OF EDUCATION
learners first

SAFETY PLAN CHECKLIST

- ☐ Make sure you know exactly where you are going
- ☐ Make sure you know who will be there
- ☐ Make sure you know when the event starts, ends and what time you will be home or need picking up.
- ☐ Make sure you know how you will get there and get home
- ☐ Make sure you know what you will do if you are running late or if the person you are meeting doesn't turn up on time.
- ☐ Make sure you have all of the information you need – bus times, phone numbers, map.
- ☐ Make sure you know the nearest safe places in case you need to leave for any reason
- ☐ Make sure you have a plan for what to do if there is an emergency – ring 000, go to nearest house or find an adult who can help.

Personal Development and Health – Week 1 lesson worksheet

Read the unfinished story of Carla and Tegan. Use the Safety Plan checklist to help you answer the following questions.

Part One

What plans could Carla and Tegan could have made before they went to the dance to make sure they were going to be safe?

Part Two

a) Were they at risk, or in an unsafe or threatening situation?

b) What signs (internal and external) could Carla and Tegan trust to help them know they were unsafe?

c) If the stranger in the car was honest and fair how would they behave?

TERM 2 HISTORY: THE AUSTRALIAN COLONIES

UNIT OVERVIEW

This term, you will learn about the Australian Colonies.
The learning intentions for this unit include:

- I can explain why the British set up colonies in Australia
- I can describe what the Industrial Revolution was
- I can describe how Aboriginal and Torres Strait Islander people have been affected by colonisation
- I can describe life in a penal colony and on the gold fields
- I can explain how the Australian gold rushes shaped Australia
- I understand the significance of historical events, such as the Eureka Stockade
- I know what primary and secondary sources of information are

LESSON 1: *WHY DID THE BRITISH ESTABLISH COLONIES IN AUSTRALIA?*

BACKGROUND INFORMATION

Before Australia became a nation in the British Commonwealth, it was lived in and cared for by Aboriginal and Torres Strait Islander people for over 60,000 years. By the 18th Century, it had been discovered by a number of European explorers, including the British.
On January 26th 1788, the British arrived in Sydney with convicts and the intention to stay in Australia permanently. This led to the establishment of the Australian colonies and had a huge impact on indigenous Australians, the natural environment and its new inhabitants.

MUST DO TASK 1: *Use a dictionary to search for the meaning of each word or phrase you don't understand in the vocabulary list below:*

VOCABULARY: Industrial Revolution, Great Britain, labour, British Empire, settlement, penal colony, established, exporting

MUST DO TASK 2: *Read the following article about the Industrial Revolution and highlight the reasons why this led to the British setting up colonies in Australia:*

THE INDUSTRIAL REVOLUTION

The Industrial Revolution was the period from about 1780 to 1850.
It was when the steam engine was invented and companies began using machines in large factories instead of individual tradesmen. This had a huge impact on society.

In England, thousands of people moved from country towns to find work in large cities, such as London, where many new factories operated. Unfortunately, there were not enough jobs for everyone and cities became very crowded.

Poverty increased, and so did crime rates. At this time, the first formal police stations were set up because the government wanted harsh punishments on people who stole or caused other problems. This meant that prisons became overcrowded. Convicts were moved from jails to live on old boats known as prison hulks because there was no other space.

The British Government decided they could solve their problems of crime and over-crowded prisons by sending convicts to live in Australia, where they could be used to build roads, farms and cities. This would help the British government to form a more secure base in Australia and to make a lot of money from exporting valuable natural resources from Australia, such as coal and timber.

MUST DO TASK 3: Using the information above, explain two reasons why the British set up colonies in Australia:

1.

2.

CAN DO TASKS

1. There is a detailed PowerPoint lesson available, which explains themes in more depth and contains links to online learning resources. Ask your classroom teacher to send this through if you would like to learn more.

2. Watch the YouTube clip entitled '**Industrial Revolution Educational Video for Kids**' by Happy Learning on YouTube for more information about the Industrial Revolution.

3. Listen to and learn the song 'Botany Bay' to help you understand the experiences of the convicts who were brought to Australia against their will. It is available on Google and YouTube.

OCTOPUS

MESSING ABOUT ON THE WATER!

A collection of ships and boats for you to find!

AIRCRAFT CARRIER
BARGE
BATTLESHIP
CANOE
CATAMARAN
CRUISER
DHOW
DINGHY
DREADNOUGHT
DREDGER
FERRY
FREIGHTER
FRIGATE
GALLEON
GONDOLA
HOUSEBOAT
HYDROFOIL
ICE-BREAKER
JUNK
LIFEBOAT
LIGHTSHIP
LINER
MINESWEEPER
NARROWBOAT
OIL TANKER
PUNT
SAILING BOAT
SAMPAN
SCHOONER
SKIFF
SLOOP
SPEEDBOAT
STEAMBOAT
TEA CLIPPER
TORPEDO BOAT
TRAWLER
TRIREME
TUGBOAT
YACHT

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

SEE PAGE 86 FOR THE SOLUTION TO THIS WORDSEARCH