NAME: _____

Turramurra North
PUBLIC SCHOOL – 1914
EXPERIENCE TODAY INSPIRE TOMORROW

Learning from Home

Unit: 5

Stage 2

Year 3 and Year 4

Term 3 Week 5 2021

Websites for Learning

- TNPS school website: https://turramurrn-p.schools.nsw.gov.au for our Learning From Home Packages.
- Department of Education *Learning from Home*: https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home

Should you need to contact your child's teacher please use the following emails:

3R	Alex Atterton	alexandra.redford1@det.nsw.edu.au
3H	Madi Hyde	Madison.hyde3@det.nsw.edu.au
4H	Alex Hahlos	alexander.hahlos1@det.nsw.edu.au

News / Education / SRE/SEE

- Education Live videos https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home Each day at 10am, Education Live Daily topical shows.
- Squiz kids -https://www.squizkids.com.au/ A news podcast for 8-12 year olds. In a few minutes, kids get a rundown of the big news events delivered free of opinion, and with positivity and humour.
- Scripture and ethics https://education.nsw.gov.au/covid-19/advice-for-families/schools-in-greater-sydney1#School7 Scroll down to the next heading SRE/SEE and click on the links for your child's appropriate scripture/ethics link

ENGLISH

- **www.storyboxlibrary.com.au** (username: tnps and password: tnps)
- Reading Eggs https://readingeggs.com.au/ login etc
- Typing club https://www.typingclub.com/ each class have their own links and students use their school log ins
- Visual writing prompts http://visualprompts.weebly.com/001.html a range of prompts for writing
- The School Magazine https://theschoolmagazine.com.au/explore - A collection of plays, poems, stories and comics.
- Premier's Reading Challenge 2021 Book List. https://online.det.nsw.edu.au/prc/booklist/home.html
- Wordshake https://learnenglishkids.britishcouncil.org/games/wordshake how many words can you find in 3 mins?
- Free Rice Word Game https://freerice.com/categories/english-vocabulary For each question a player gets right, the site donates 10 grains of rice through the World Food Program to help end hunger.

MATHEMATICS

- https://education.nsw.gov.au/campaigns/mathematics/everyday-maths activities to develop everyday Maths skills
- Mathletics https://www.mathletics.com/au/ Students have their Login details
- Transum https://www.transum.org/ Maths activities, puzzles, problems, visual aids, investigations and more.
- Figure This https://figurethis.nctm.org/index.html Maths challenges for kids and their families
- Funbrain – MathsZone https://www.funbrain.com/math-zone offers maths games
- Kids Maths Games https://www.kidsmathgamesonline.com/ offers maths games
- Math Game Time https://www.mathgametime.com/ offers maths games

SCIENCE AND TECHNOLOGY

- Blockly https://blockly.games/ online coding challenges
- Scratch https://scratch.mit.edu/ coding platform
- Sydney Observatory https://www.maas.museum/sydney-observatory/
- Hubble https://hubblesite.org/resource-gallery/learning-resources
- Windows to the Universe https://www.windows2universe.org/
- Questacon at home https://www.questacon.edu.au/discover/questaconathome Questacon activities

HSIE – HISTORY AND GEOGRAPHY

- ABC Splash – Space https://education.abc.net.au/home#!/topic/496370/space-and-our-solar-system
- Ducksters https://www.ducksters.com
- Nature lesson in Bobbin Head NP https://sites.google.com/education.nsw.gov.au/lessons-in-nature/home

CREATIVE ARTS

- The Arty Teacher https://theartyteacher.com/online-art-games-for-the-art-classroom/ games and online lessons.
- Sydney Opera house for kids https://www.sydneyoperahouse.com/digital/for-the-kids.html

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- Health Activities and articles https://kidshealth.org/en/kids/
- PE workouts to do at home https://darebee.com/workouts.html

4H Class Catch Up and Check In Meetings
ZOOM INFORMATION WEEK 5 TERM 3 2021

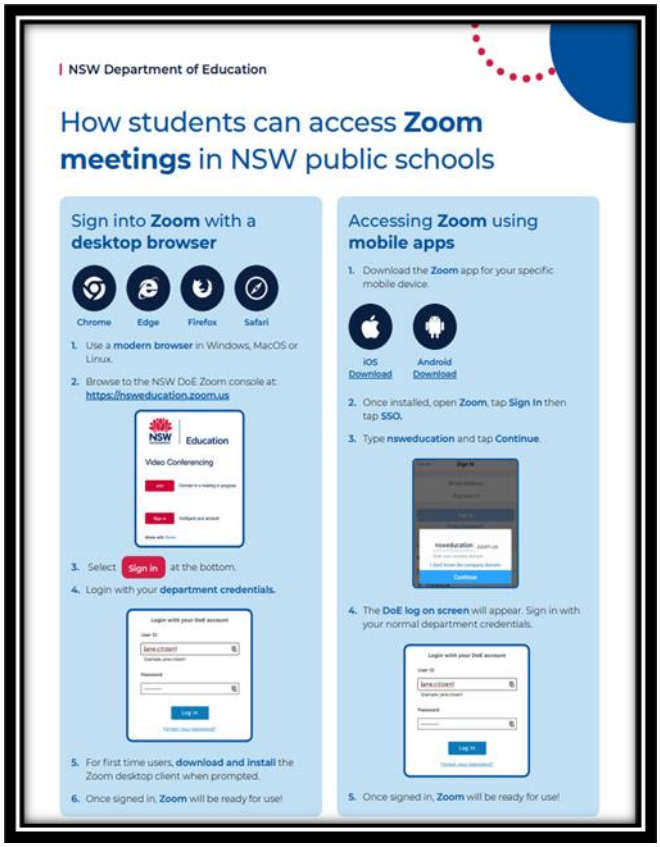
The Zoom meeting ID and passwords for this week are:

Class	Zoom Meeting ID		Zoom Meeting Password	
4H	Morning am	Afternoon pm	Morning am	Afternoon pm
	689 2112 4294	610 5510 9156	**347395**	**956623**

Each class will have a Zoom meeting in the morning and another, with different content, in the afternoon. Each session will be approximately 30-45 minutes as indicated. Students are expected to attend both the morning and afternoon session each day. The video conference room is like a classroom, and the same school behaviour and discipline policies apply to this environment. Students need to access Zoom via https://nsweducation.zoom.us/ and are required to use their **DoE student portal login** to gain access. **The DoE user ID and DoE password will be the same as last week.**

Monday 9 August, Tuesday 10 August, Wednesday 11 August, Thursday 12 August and Friday 13 August

Time	Class
9.30am	KK & KW & 5T & 6B
10.30am	1F & 1W & 2M & 2R
11.30am	3R & 3H & 4H
12.15pm	KK & KW & 5T & 6B
1.30pm	1F & 1W & 2M & 2R
2.15pm	3R & 3H & 4H



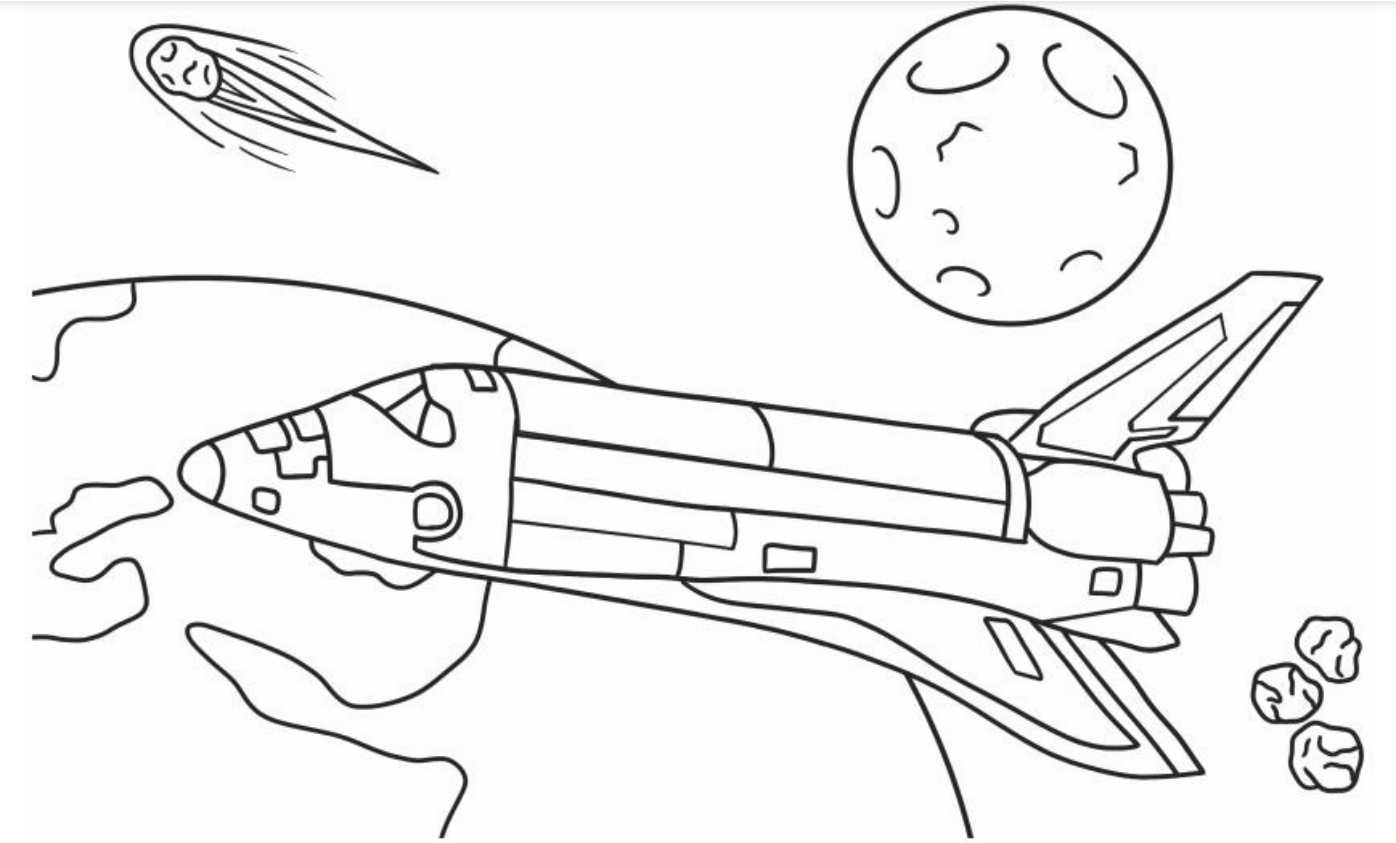
Week 5 Term 3 – Learning from Home
Stage 2 Year 3 and 4

You may need help from a parent/carer and possibly resources from your teacher.

Two activities have been selected for feedback. This is highlighted on the timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	**Spelling** **Reading** **Writing**	**Spelling** **Reading** **Writing**	**Spelling** **Reading** **Writing**	**Spelling** **Reading** **Writing**	**Spelling** **Reading** **Writing**
Break	Break	Break	Break	Break	Break
Middle	**ZOOM 11:30am** **Mathematics**	**ZOOM 11:30am** **Mathematics**	**ZOOM 11:30am** **Mathematics**	**ZOOM 11:30am** **Mathematics**	**ZOOM 11:30am** **Mathematics**
Break	Break	Break	Break	Break	Break
Afternoon	**Science** **ZOOM 2:15pm**	**Art** **ZOOM 2:15pm**	**Library** **ZOOM 2:15pm**	**PDHPE** **ZOOM 2:15pm**	**Music** **ZOOM 2:15pm**

The feedback tasks will be shared via Seesaw. See the task for more details.



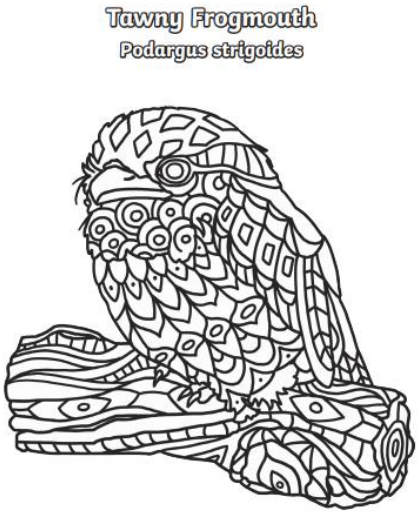
Week 5 Term 3 – Spelling

Year 3 Spelling Words

ir ur or er b**ir**d n**ur**se w**or**ld f**er**n		*based on weekly focus in other KLAs*
Core:	**Extension:**	**Theme**
girl	burglar	
dirt	certain	
first	circular	**Demon**
third	commercial	feature
thirteen	courteous	virtual
thirty	emergency	entirely
were	furniture	circumference
work	further	aerodrome
word	herbivorous	circumstantial
hurt	journal	legionnaire
turn	observe	guiro
church	permanent	circumvent
early	personal	irate
heard	research	corrosion
birthday	serve	portmanteau
circle	suburb	
herd	survey	
term	turquoise	
learn	vertical	
earth	worthwhile	
purple		
return		
search		
world		
worth		

Year 4 Spelling Words

ir ur or er b**ir**d n**ur**se w**or**ld f**er**n		*based on weekly focus in other KLAs*
Core:	**Extension:**	**Theme**
dirt	affirm	
first	burglar	
third	burgundy	**Demon**
thirteen	circular	femur
thirty	commercial	extortionate
stir	courteous	horseradish
were	determine	doctorate
word	emergency	omnivore
heard	fertile	inordinate
early	herbicide	samurai
church	observatory	circumnavigate
circle	occurred	conspiracy
purple	permanently	infrastructure
return	returnable	soiree
world	semicircle	fortuitous
worst	surgeon	
learn	turquoise	
serve	vertically	
service	worthless	
Thursday	yearned	
turtle		
journey		
observe		
vertical		
worthwhile		



Just a little bit of fun for you to complete any time this week.

Birds
Word Search

a	i	r	f	q	w	b	i	r	d	s	c	h	k	c	v	f	f
c	z	p	e	t	w	e	e	t	f	p	b	v	h	p	b	c	l
o	v	s	n	b	r	n	m	a	j	a	d	y	u	v	u	p	y
c	p	p	k	e	v	r	e	l	y	r	e	b	i	r	d	a	i
k	l	e	g	g	s	m	f	g	w	r	u	i	f	a	g	o	n
a	a	c	n	v	r	t	r	e	e	o	r	m	y	s	e	n	g
t	f	i	a	g	h	g	f	d	m	w	g	a	h	j	r	k	b
o	s	e	d	t	u	h	s	k	u	l	q	g	c	e	i	y	e
o	t	s	z	x	k	i	w	a	s	f	h	p	r	a	g	i	l
d	f	a	i	p	z	l	n	k	p	w	p	i	z	g	a	a	l
s	f	a	y	t	h	g	a	l	a	h	r	e	h	l	r	q	b
z	e	f	e	a	t	h	e	r	s	g	y	h	n	e	f	g	i
i	d	e	w	i	w	a	t	e	r	p	r	o	o	f	j	m	r
x	c	h	d	l	h	b	k	o	o	k	a	b	u	r	r	a	d
e	r	j	y	s	d	p	n	q	z	s	w	o	o	p	n	y	m

birds	flying	cockatoo	budgerigar	tweet
nest	eggs	galah	seeds	lyrebird
tree	emu	sparrow	magpie	species
feathers	sing	penguin	swoop	waterproof
tails	kookaburra	eagle	air	bellbird

MONDAY - English

Spelling

- Ask a family member to **pre-test** you from the weekly spelling lists. If a family member can't help you, choose words that you find tricky.
- **Choose** up to 15 spelling words to create your personal list from the words that you spelt incorrectly in the pre-test.
- This week we are focusing on words that contain the sound made by the graphemes **ir ur or er**. Brainstorm as many words as possible that contain these sounds. Make sure to underline or highlight the letters making the sound. Do you notice any patterns?

ir	ur	or	er	ear
thirty	hurt	word	were	earth

- Complete the Core Word Find-a-Word. Words are taken from the Year 3 and Year 4 Core Lists.

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

Find the following words in the puzzle.
Words are hidden ↑ ↓ → ← and ↘ .

BIRTHDAY
CHURCH
CIRCLE
DIRT
EARLY
EARTH
FIRST
GIRL
HEARD
HERD
HURT
JOURNEY
LEARN
OBSERVE
PURPLE
RETURN
SEARCH
SERVE
SERVICE
STIR
TERM
THIRD
THIRTEEN
THIRTY
THURSDAY
TURN
TURTLE
VERTICAL
WERE
WORD
WORK
WORLD
WORST
WORTH
WORTHWHILE

Reading

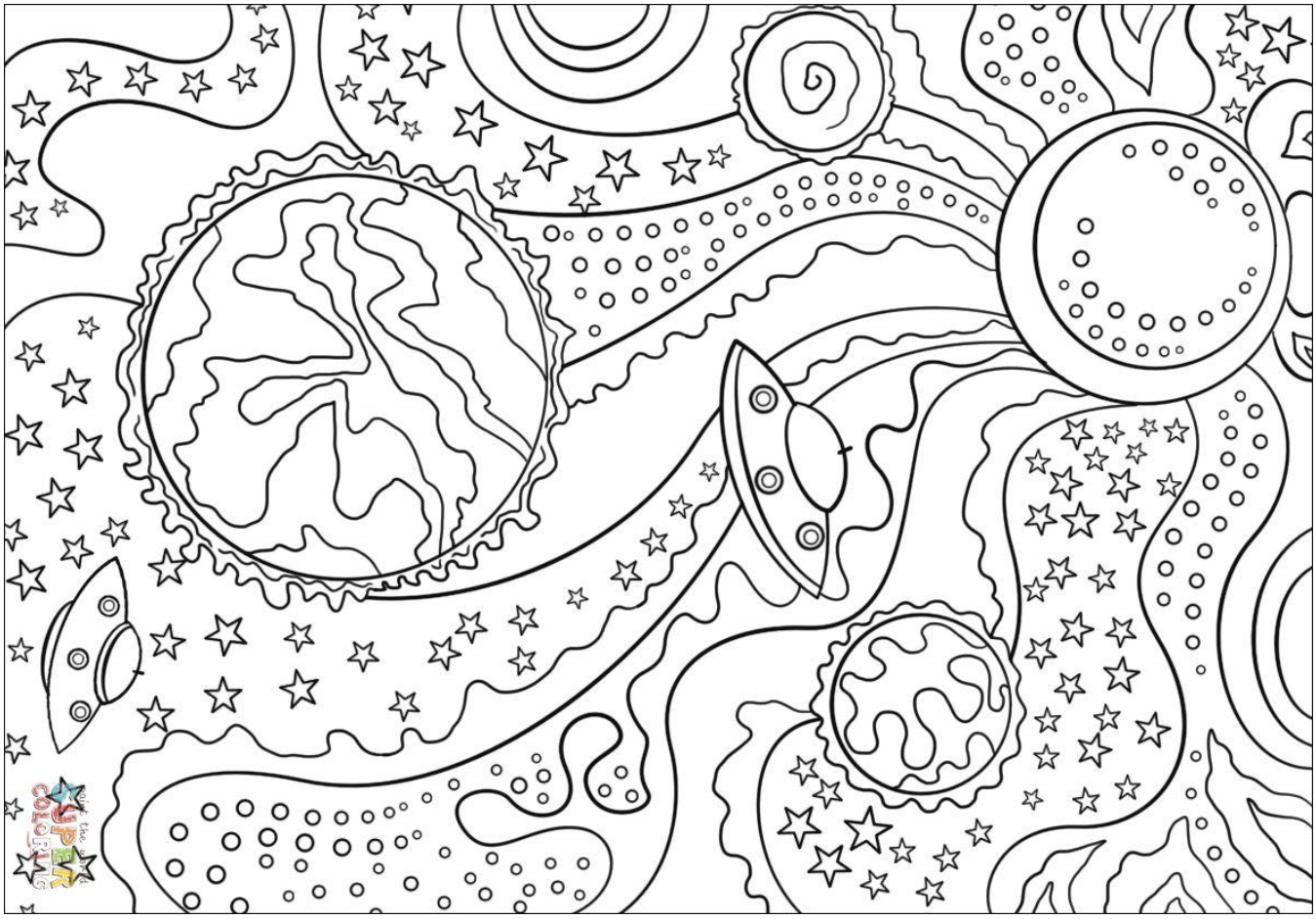
- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Read → First Man on the Moon** and then complete the **comprehension** questions. Choose either Sheet A or Sheet B.
- **Here are some words to practise before you read**

Sheet A

astronaut	**Cleveland**	**suffered**	**aircraft**	**Edwin Aldrin**
Michael Collins	**estimated**	**collecting**	**retired**	**Neil Armstrong**

Sheet B

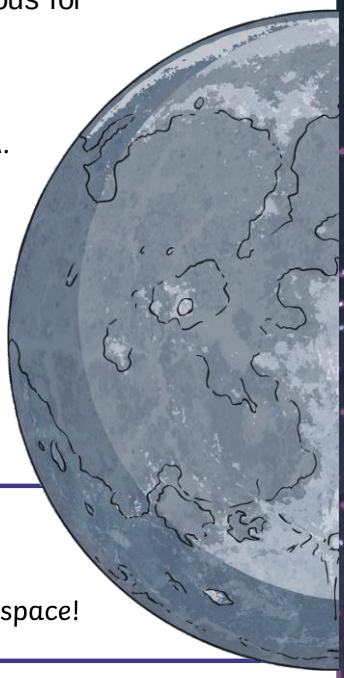
aviation	**chemist**	**resilient**	**NASA astronaut corps**	**lunar module**
estimated	**audience**	**quarantined**	**isolation**	**enthusiasm**



Sheet A

First Man on the Moon

Neil Armstrong was an American astronaut who was famous for being the first person to walk on the Moon.



His Early Life

Neil Armstrong was born on 5th August 1930, in the USA. His passion for flying began at a young age. When he was two years old, his parents took him to Cleveland Air Race which was where he saw his first ever aircraft. At the age of six, Neil was taken by his dad for a ride in an aeroplane. He worked hard to achieve his dream of being a pilot: Armstrong was only 16 years old when he received his first pilot's licence, before he could even drive a car!

Fun Facts

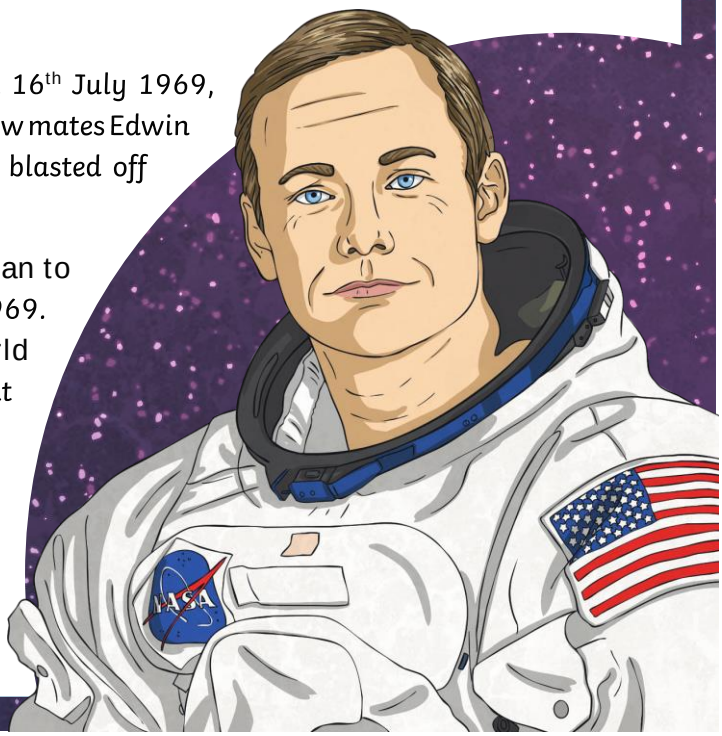
- He was a keen Boy Scout.
- He suffered from travel sickness as a child, but was fine in space!

In September 1962, Neil Armstrong was accepted to the NASA astronaut corps, where he knew he might one day go in to space. Amazingly, during his career he flew over two hundred different aircraft!

The Moon Landing

Finally, everything was ready! On 16th July 1969, at 13:32, Neil Armstrong and his crew mates Edwin (Buzz) Aldrin and Michael Collins blasted off into space.

Neil Armstrong became the first man to walk on the Moon on 20th July 1969. It was shown all across the world on television. It is estimated that 600 million people watched the astronauts make history.



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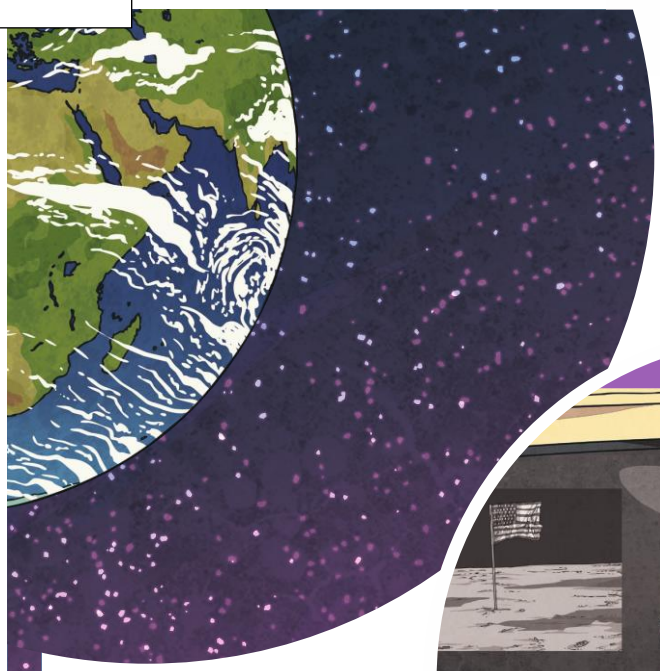
Sheet A



First Man on the Moon

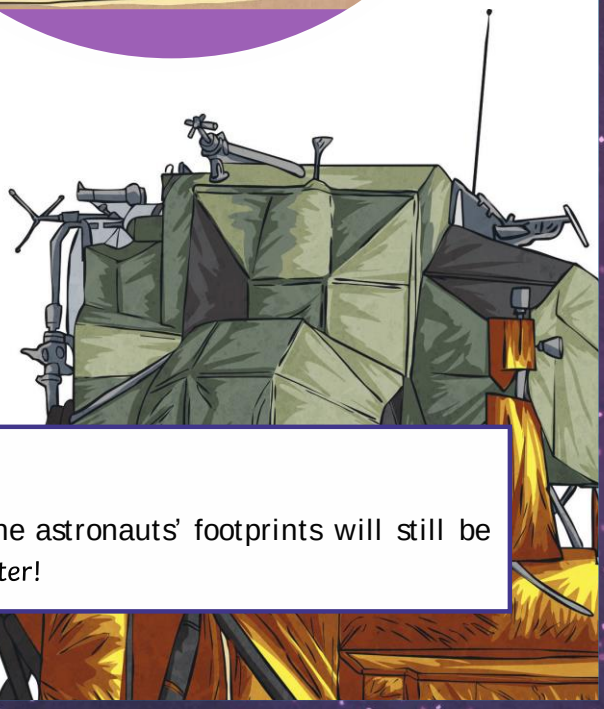
During their moonwalk, Armstrong and Aldrin planted the flag of the United States of America. They also spent time collecting moon rocks from the surface. The astronauts returned home to Earth on 24th July 1969.

Later Life

After he had returned home, Armstrong retired from being an astronaut. However, his enthusiasm for space and aircraft continued and he became a professor in order to share his passion.

Famous Words

Neil Armstrong died on 25th August 2012 at the age of 82. He will always be remembered for his famous words: "That's one small step for man, one giant leap for mankind."



Did You Know...?

There is no wind on the Moon so the astronauts' footprints will still be there right now, nearly fifty years later!

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Sheet A

Questions

1. Who was Neil Armstrong? Tick one.

   - ○ An American scientist
   - ○ A British pilot
   - ○ The first person to drive a car
   - ○ The first person to walk on the Moon

2. Where was he born? Tick one.

   - ○ In the UK
   - ○ In Cleveland
   - ○ In France
   - ○ In the USA

3. Number the events below from 1 to 4 to show the order in which they happened.

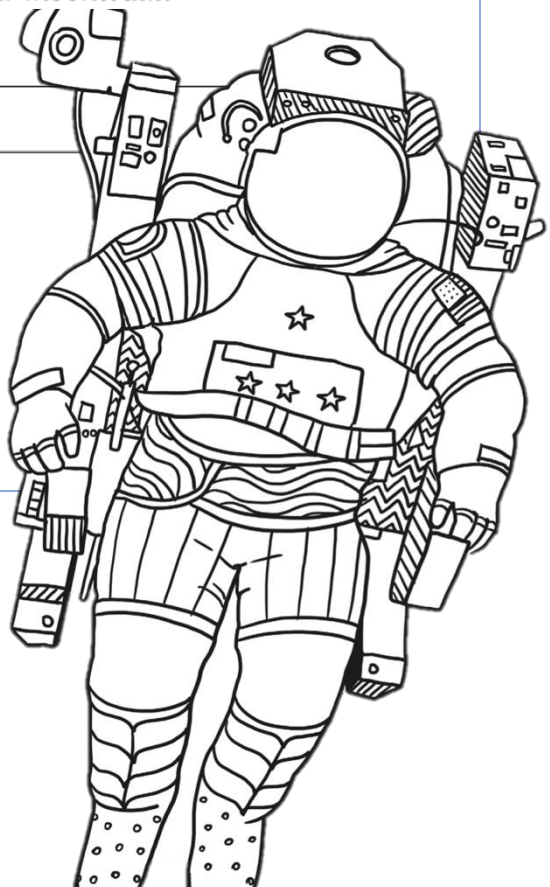
   - ☐ He went to Cleveland Air Race.
   - ☐ He was born on 5th August 1930.
   - ☐ He blasted off into space.
   - ☐ He was accepted to the NASA astronaut corps.

4. Why did the space mission Apollo 11 take months of practice and preparation? Tick one.

   - ○ NASA had to check that everything was safe.
   - ○ Armstrong was suffering from travel sickness.
   - ○ 600 million people watched.
   - ○ He received his first pilot's licence.

5. Which two activities did Armstrong and Aldrin do during their moonwalk?

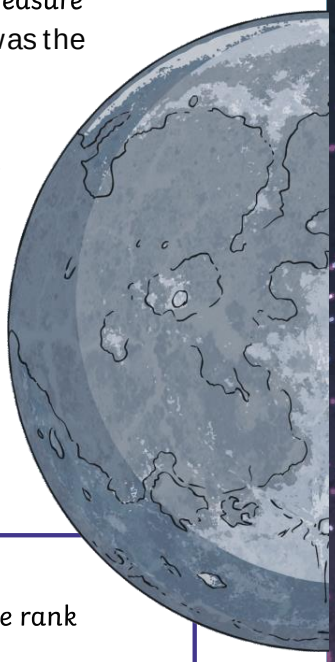
   1. _____
   2. _____



Sheet B

First Man on the Moon

In July 1969, Neil Armstrong became a hero, a national treasure and worldwide name. He was the American astronaut who was the first person to ever set foot on the surface of the Moon.



His Early Life

Neil Armstrong was born on 5th August 1930, in the state of Ohio in the USA, the eldest of three children. He developed a passion for aviation from a young age. His first experience of aircraft was when his parents took him to Cleveland Air Race as a toddler. At the age of six, he flew for the first time with his father. As a teenager, he took flying lessons which he paid for himself by working at a local chemist. He practised and persevered. Consequently, by 16 years old he had achieved his first pilot's licence, before he could even drive a car!

Fun Facts

- Neil Armstrong was a committed Boy Scout and earned the rank of Eagle Scout!
- He loved making model aircraft in his spare time.
- As a child, he suffered from travel sickness, but fortunately he did not experience space sickness.

During his career in aviation, Neil Armstrong flew more than two hundred different aircraft! He was renowned for being resilient and calm under pressure, strengths which helped him to fly in very dangerous situations. It was in September 1962 that he was accepted to the NASA astronaut corps, which would eventually lead to the very difficult job of landing on the Moon!

The Moon Landing

Finally, everything was ready! On 16th July 1969, at 13:32, the powerful Saturn V rocket blasted Neil Armstrong and his crew

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Sheet B

First Man on the Moon

mates Edwin (Buzz) Aldrin and Michael Collins into space. It was a long journey to the Moon which lasted over three days.

Once they arrived, the crew split up. Armstrong and Aldrin climbed into the lunar module, called 'the Eagle', to begin the descent to the Moon's surface. Collins stayed in orbit, doing experiments and taking photographs. Finally, following checks and preparation, on 20th July 1969, Neil and Buzz opened the Eagle's hatch. The Moon landing was shown all across the world on television to an estimated audience of 600 million people. As he stepped off the ladder, on to the Moon's surface, Armstrong was heard to say, "That's one small step for man, one giant leap for mankind."

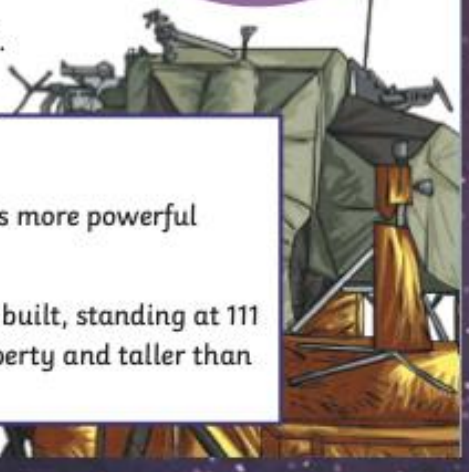
After landing, Armstrong and Aldrin had a moonwalk around the landing site where they planted the flag of the United States of America. They also spent time collecting moon rocks from the surface so they could be studied back on Earth.

The astronauts arrived home on Earth on 24th July 1969 where they were quarantined (put in isolation) in case of infectious diseases or illnesses before being released to tour the country.

Later Life

After he had returned home, Armstrong retired from being an astronaut. However, his enthusiasm for space and aircraft continued and he became a professor in order to share his passion.

Neil Armstrong died on 25th August 2012, aged 82.



Did You Know...?

- A modern smartphone is several thousand times more powerful than the computers used for Apollo 11!
- The Saturn V rocket was the largest rocket ever built, standing at 111 metres tall! It was higher than the Statue of Liberty and taller than many tower blocks!

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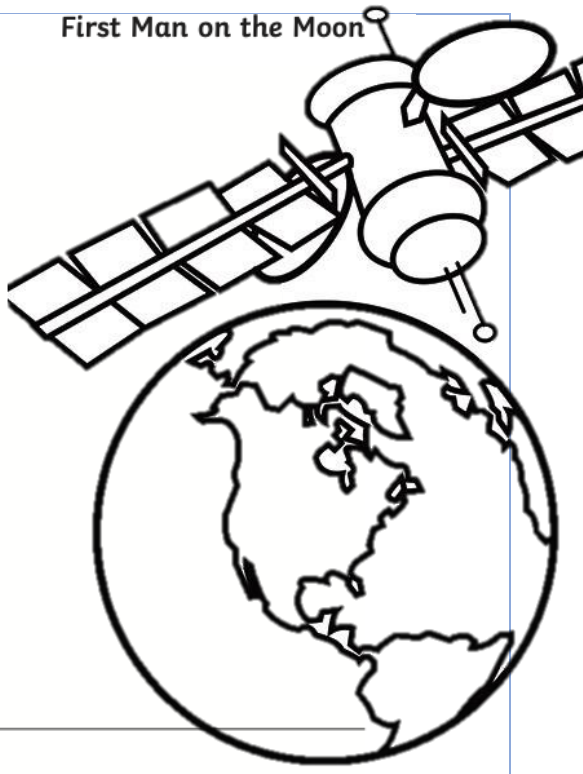
Sheet B

Questions



1. When was Neil Armstrong born? Tick one.

   - ○ July 1969
   - ○ August 1930
   - ○ September 1962
   - ○ September 1946

2. What happened to him when he was six years old? Tick one.

   - ○ His parents took him to Cleveland Air Race.
   - ○ He took flying lessons.
   - ○ He became a hero.
   - ○ He flew for the first time with his father.

3. What did Neil Armstrong love to do in his spare time?

   _____

4. What does the author mean when they describe Neil Armstrong as a '**worldwide name**'?

   _____

5. How could Armstrong afford to take flying lessons?

   _____

6. Explain why the crew did not come straight back home after landing on the Moon.

   _____

   _____

7. Why do you think people wanted the astronauts to tour the country after arriving home?

   _____

   _____

   _____

8. How would you describe Neil Armstrong? Use evidence from the text to support your answer.

   _____

   _____

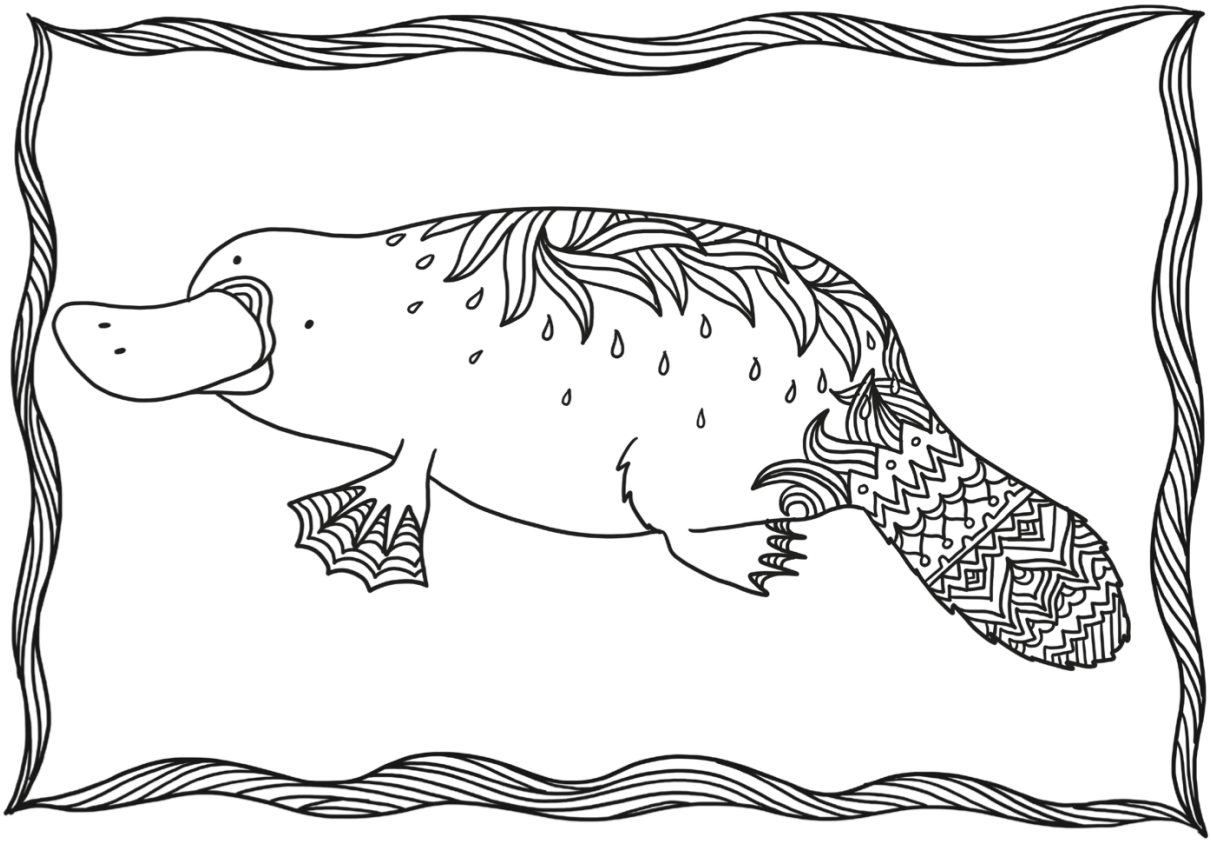
   _____

Writing

Mindfulness Monday

Choose **one** activity to complete below ☺

Handwriting	Gratitude	Colouring In	Hands on
Complete the handwriting activity below. Read, trace and then copy the text. Make sure you have a sharp lead pencil, feet on the floor and a straight back.	Write a letter to someone you are grateful for. Think about the reasons why you are grateful, what they have done to help/support you and how it makes you feel. **or** Journal writing- write in a journal about how you are feeling today.	Colour the platypus. Optional: Take this time to think about the things you are grateful for, listen to some music, a Squizz kids podcast or tune into a story read on Storyline Online. Squizz Kids Podcast Storyline Online	Create a Writing Tray to practise your handwriting. ***You will need to ask for permission prior to doing this activity*** Fill a baking tray with a sensory material. Some ideas are listed below - Flour - Sand - Rice - Sugar - Playdough Practise your handwriting by using the opposite end of a pencil to form letters and words in the writing tray. Copy out your spelling words and/or the Platypus text below making sure to include entry and exit flicks. 



Platypus

The platypus is native to the eastern states of Australia, including Tasmania. It is an unusual animal with a bizarre appearance. When the first platypus specimen was seen at the British Museum in London, people thought it was a hoax! The platypus is a monotreme, a rare type of mammal that lays eggs, and it has a bill like a duck. They are also one of the few mammals that are venomous.

Zoom lesson

Today we will be planting our seedlings. Use the space below to draw pictures and write notes as you go. This will be very helpful for you during tomorrow's activity.

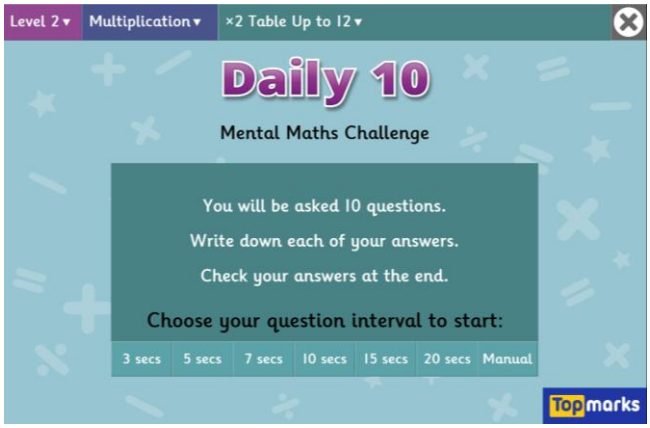
Optional: take a photo of your finished product and upload to Seesaw with the title 'Day 1'

MONDAY - Mathematics

Minute Maths

How well do you know the two times tables?

2 × 0 = _____	2 × ☐ = 0
2 × 1 = _____	2 × ☐ = 2
2 × 2 = _____	2 × ☐ = 4
2 × 3 = _____	2 × ☐ = 6
2 × 4 = _____	2 × ☐ = 8
2 × 5 = _____	2 × ☐ = 10
2 × 6 = _____	2 × ☐ = 12
2 × 7 = _____	2 × ☐ = 14
2 × 8 = _____	2 × ☐ = 16
2 × 9 = _____	2 × ☐ = 18
2 × 10 = _____	2 × ☐ = 20



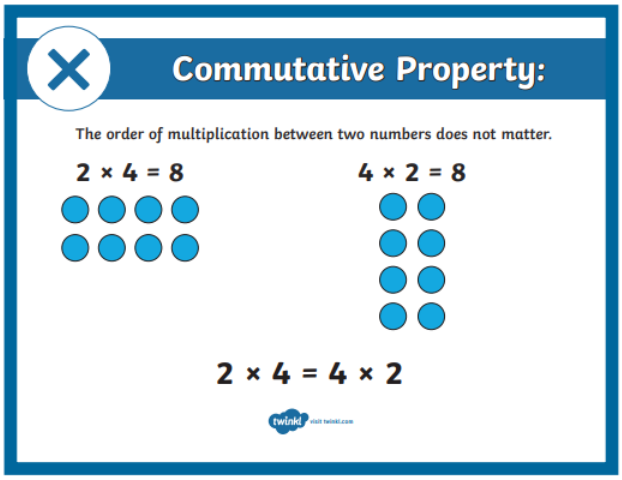
Optional: Play TopMarks Daily 10 Mental Maths 12 x Challenge
https://www.topmarks.co.uk/maths-games/daily10

Revision: Multiplication

What is Commutative Property?

The word 'commutative' originates from the word 'commute', which means 'to move around'. Hence, the commutative property deals with moving the numbers around. **The commutative property of multiplication says that the order in which we multiply the numbers does not change the final product.**

For example, 6 × 7 = 42 The same result is obtained when we multiply 7 × 6 = 42. The product/answer in both the cases is 42. The commutative property is often referred to as the associative property although they both have the same meaning.



Level 1:

Write the alternative number sentences for these multiplications

3 × 5 = 15	or	___ × ___ = 15
10 × 2 = 20	or	___ × ___ = 20
9 × 10 = 90	or	___ × ___ = 90
7 × 5 = 35	or	___ × ___ = 35
6 × 2 = ___	or	___ × ___ = ___
2 × 8 = ___	or	___ × ___ = ___
10 × 5 = ___	or	___ × ___ = ___
5 × 5 = ___	or	___ × ___ = ___

Level 2

Example: 4 × 17 = 17 × 4 = 68

17 x 4 = ____ x ____ = ____

3 x 24 = ____ x ____ = ____

5 x 17 = ____ x ____ = ____

29 x 6 = ____ x ____ = ____

4 x 18 = ____ x ____ = ____

7 x 11 = ____ x ____ = ____

19 x 3 = ____ x ____ = ____

7 x 30 = ____ x ____ = ____

8 x 21 = ____ x ____ = ____

3 x 18 = ____ x ____ = ____

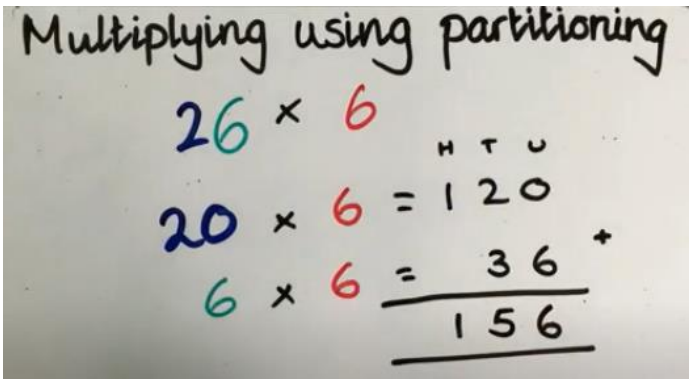
28 x 9 = ____ x ____ = ____

2 x 15 = ____ x ____ = ____

12 x 4 = ____ x ____ = ____

29 x 5 = ____ x ____ = ____

7 x 27 = ____ x ____ = ____



This strategy might help you find the answers to some tricky problems!
But if you are not sure, don't worry because it will be explained later in the week!

Monday Zoom Class 11:30am – 12pm

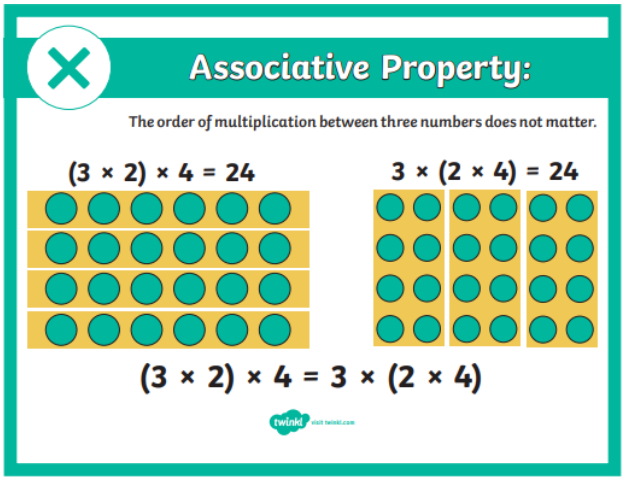
Success Criteria

I can model and apply the associative property of multiplication

I can use mental strategies to multiply a one-digit number by a multiple of 10

Associative Property

Is 3 x 2 x 4 = the same as 4 x 2 x 3 =



Answer the following:

Level 1:	Level 2:	Level 3:
2 x 3 x 2 =	2 x 3 x 5 =	7 x 2 x 8 =
4 x 3 x 2 =	3 x 4 x 3 =	9 x 6 x 7 =
1 x 5 x 3 =	5 x 1 x 2 =	12 x 10 x 6 =
6 x 2 x 2 =	6 x 3 x 2 =	8 x 2 x 7 =
4 x 3 x 4 =	10 x 2 x 2 =	5 x 9 x 7 =
1 x 12 x 1 =	5 x 4 x 2 =	8 x 11 x 10 =
5 x 3 x 2 =	3 x 5 x 6 =	7 x 12 x 8 =

Working out pad:

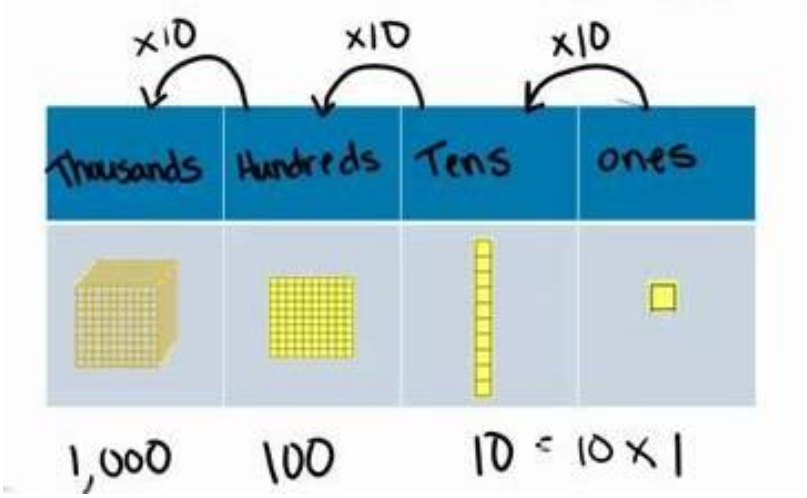
Multiplying by 10

When we multiply by 10, we could try repeated addition.
For example, 10 x 4 would look like 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 40

But this would take a long time and become impossible when we multiply by 100 or 1000.

Instead, we use the power of place value.

When we multiply by ten, numbers move across to the next column in the place value chart.



Multiplying any number by 10, 100, or even 1,000 is easy if you know these tricks.

If you have to multiply any number by 10, just place a 0 at the end of the original number.

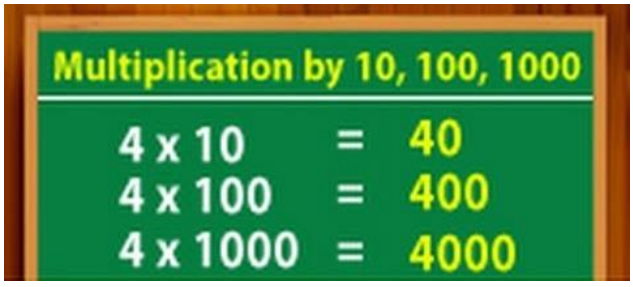
EX: 10 x 14 = 140

If you have to multiply a number by 100, just place two 0s at the end of the original number.

EX: 100 x 14 = 1400

And if you have to multiply a number by 1,000, just place three 0s at the end of the original number.

EX: 1000 x 14 = 14,000



Answer the following problems:

10 x 24 = 240

1. 10 x 12 = _____

2. 10 x 32 = _____

3. 10 x 87 = _____

4. 10 x 376 = _____

5. 10 x 6,395 = _____

100 x 24 = 2,400

6. 100 x 16 = _____

7. 100 x 38 = _____

8. 100 x 94 = _____

9. 100 x 672 = _____

10. 100 x 4,936 = _____

1,000 x 24 = 24,000

11. 1,000 x 17 = _____

12. 1,000 x 39 = _____

13. 1,000 x 91 = _____

14. 1,000 x 289 = _____

15. 1,000 x 3,386 = _____

MONDAY – Science

How are the Sun, Earth and Moon connected?

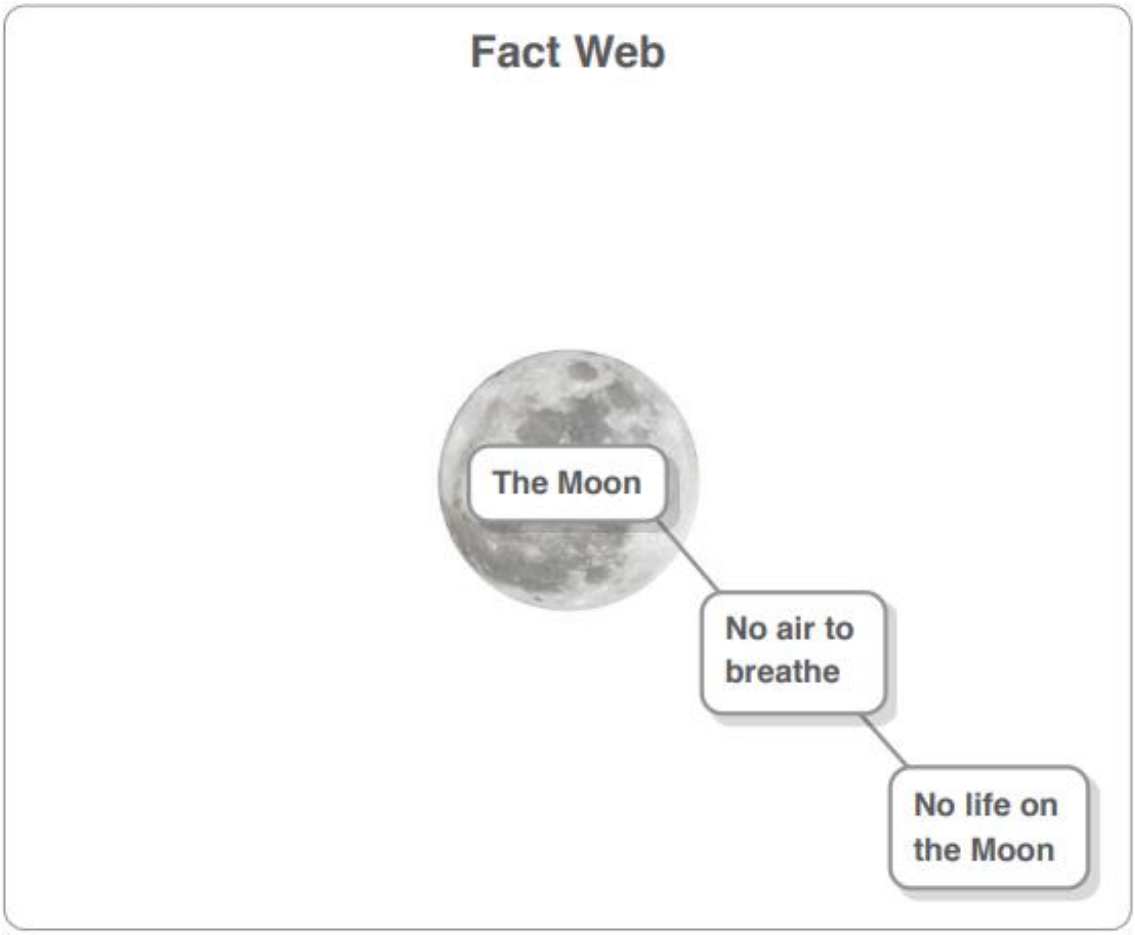
Think of some more questions about the Moon.

Research Time!

Use some of the websites below and any books that you may have at home to find some information about the Moon.

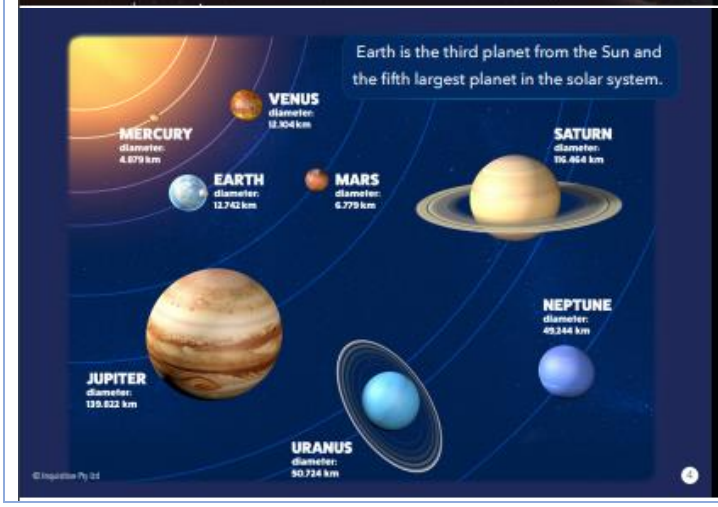
https://www.dkfindout.com/us/space/solar-system/moon/	https://solarsystem.nasa.gov/moons/earths-moon/overview/	https://www.cbc.ca/kidscbc2/the-feed/5-fun-facts-about-the-moon
https://www.natgeokids.com/au/discover/science/space/facts-about-the-moon/	https://www.echalk.co.uk/Science/physics/solarSystem/InteractiveMoon/interactiveMoon.html	https://www.cbc.ca/kidscbc2/the-feed/50-years-ago-we-travelled-to-the-moon

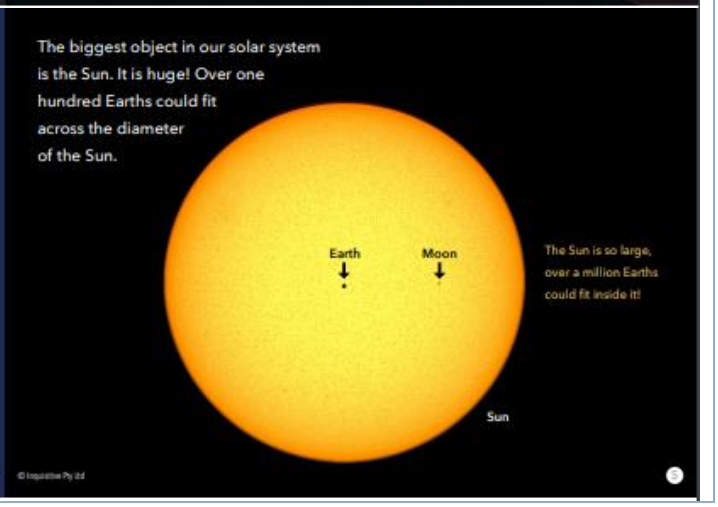
Write important facts on the web below. Draw a line between the facts that are connected.

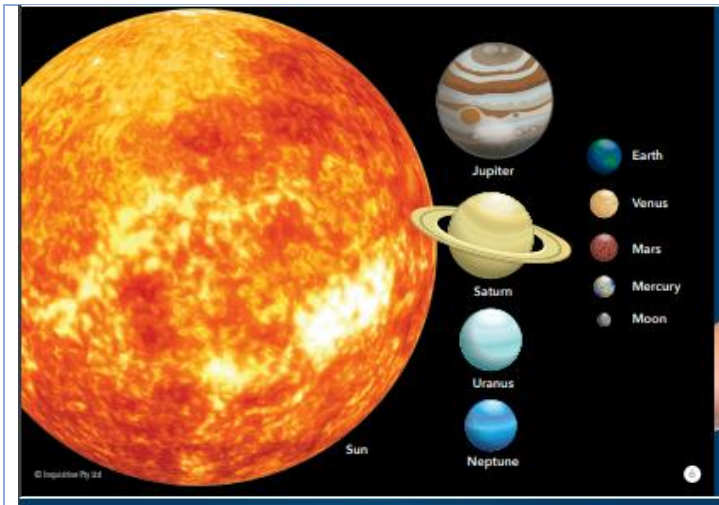


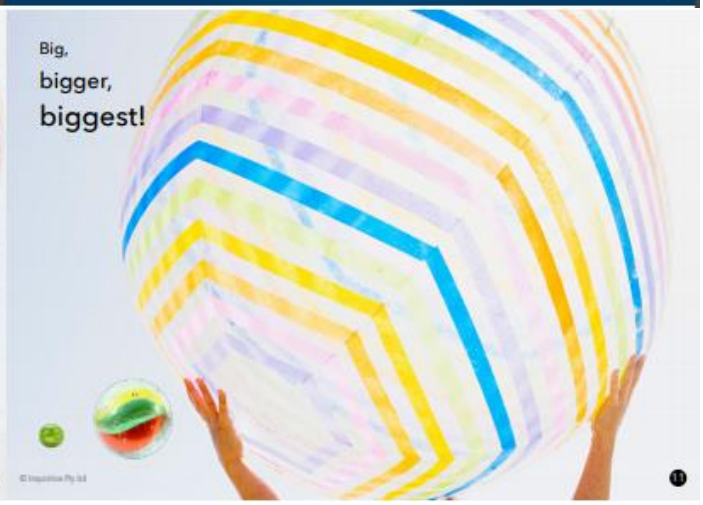
Read the eBook *Big, Bigger, Biggest.*

Like their sizes, the distances between the Sun, Earth and Moon are enormous. If you were to drive a car to the Moon it would take you over six months. If you kept on driving to the Sun it would take you 177 years!









Visit the website below and then complete the activity on the next page

http://www.bbc.com/future/bespoke/20140304-how-big-is-space-interactive/

As you travel to the Moon and then on to the Sun, investigate some of the interesting things you would encounter along the way. Include man made and natural objects. Record them on the distance line below.

_____ km

_____ km

_____ km

_____ km

_____ km

_____ km

The Sun

Optional Investigation

Look at the image. Using the same measurements and similar-sized objects, investigate the distances between the Sun, Earth and Moon.

What you will need:

- a large area over 100 metres in length
- measuring equipment (e.g. ruler, tape measure, trundle wheel)
- objects to represent the Moon, Earth and Sun.

2–3 mm

10 mm (1 cm)

110 cm (1.1 m)

Optional Creative Task

Create a new solar system, draw and label it and explain how the suns, moons and planets orbit and work together.

Just for fun!
You may need to research some of the facts to help you find the words.

Space

n	e	i	l	a	r	m	s	t	r	o	n	g	i
y	y	g	i	d	f	u	t	i	l	y	h	s	d
g	r	a	v	i	t	a	t	i	o	n	a	l	f
j	y	d	t	b	e	l	e	q	s	t	a	r	t
m	o	r	x	p	n	g	u	s	i	o	f	j	c
n	r	e	m	k	a	a	v	y	p	g	n	u	q
o	b	t	u	r	l	l	x	w	f	i	e	v	t
y	i	i	l	p	p	i	k	r	a	z	l	w	t
d	t	p	c	f	d	l	y	b	z	n	j	c	r
g	s	u	x	k	e	e	b	r	w	n	i	i	e
b	y	j	v	v	r	o	k	c	o	r	t	n	y
v	y	r	u	c	r	e	m	x	h	k	u	k	g
m	y	k	q	s	o	f	s	k	b	t	p	k	m
u	v	c	t	h	m	x	z	b	b	s	g	o	g

1. The Moon o_____ the Earth.
2. When we see less of the Moon, this is known as w_____.
3. The first person to set foot on the Moon was N_____ _____.
4. The Sun is a huge s_____.
5. The Sun's g_____ force pulls the planets in space towards it.
6. The closest planet to the Sun is M_____.
7. The planet J_____ has seventy nine known moons.
8. The scientist G_____ discovered Jupiter's second largest moon.
9. Mars is sometimes called the R_____ _____.
10. When the Moon passes between the Earth and Sun, it causes an e_____.

TUESDAY - English

Spelling

- Ask a family member to **test** you on your spelling list.
- Practise your spelling words and write a sentence that shows the meaning of the word.
  For example: opposite - the words hot and cold are **opposite** in meaning.

Remember to look, say, cover, write, check and correct each word.

My Words	Practise	Sentence

- Optional task: Using as many of your spelling words as possible, write a short entertaining story that you could share with a friend or family member. **Make sure your words are spelt correctly!**

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.

We miss listening to you read!

Read the instructions below to help you upload a recording of yourself reading to Seesaw.

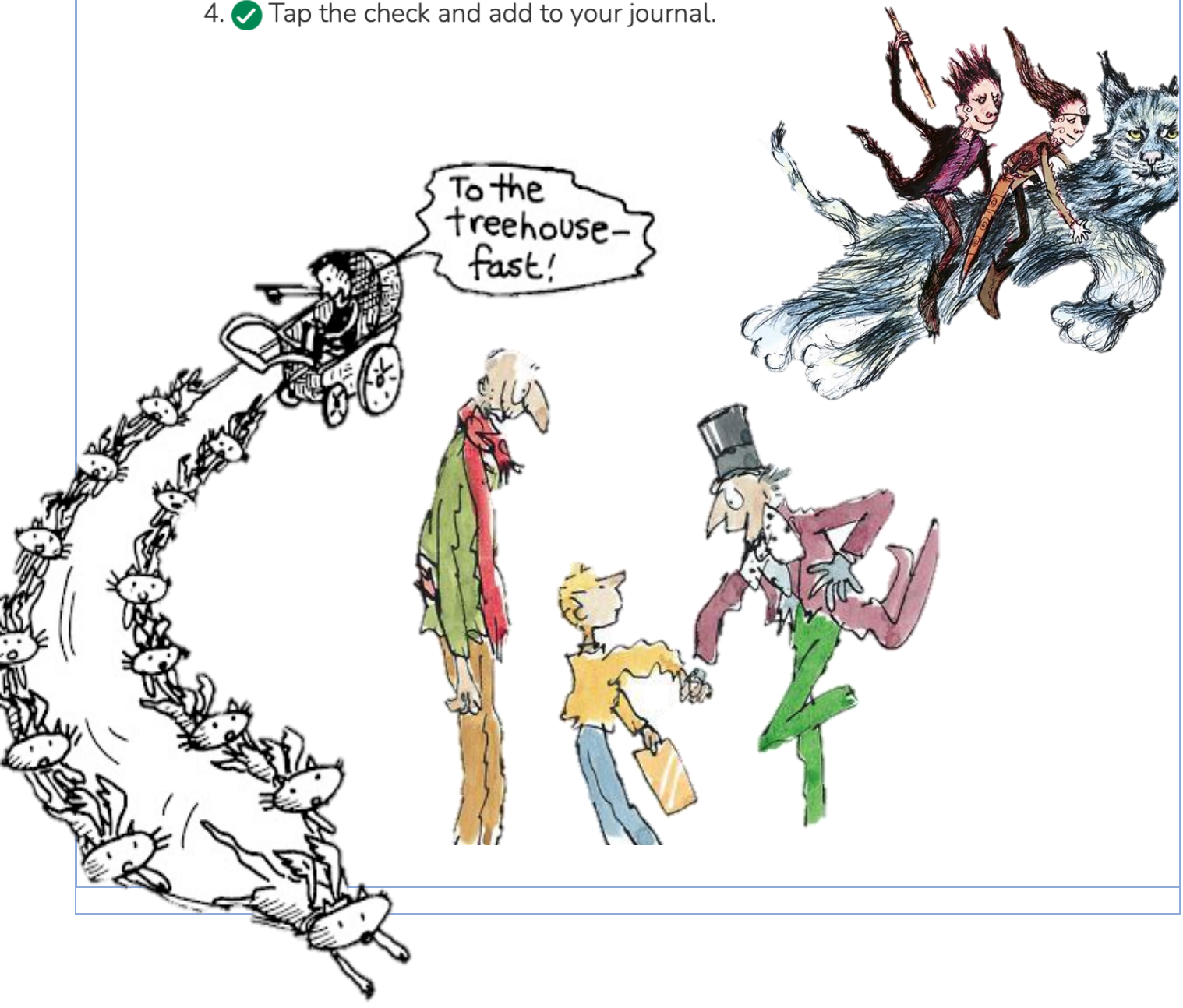
You may choose to read a few pages of a chapter book of your choice or The First Man on the Moon text above.

.

Fluency Reading Practice

Let's practice reading!

1. ⊕ Add Tap the add button.
2. Take a photo of your book cover or the page you will read.
3. Tap the mic and read your book or page aloud.
4. Tap the check and add to your journal.



Writing

Yesterday you planted your seedlings whilst on Zoom!

You have nearly made it to the finish line! You have one last procedure text to write ☺☺

Over the next **two** days, you are going to be writing a procedure text which instructs a reader on how to plant seedlings.

Today's activities:

1. **Read the success criteria** to remind yourself of what you need to include in a procedure text.
2. **Write** your procedure text using **neat handwriting.**

   Sheet A: You may use the template provided to help you write your procedure text.

   Sheet B: Blank lined paper. You will need to include titles and headings yourself.

Your teachers will be providing feedback on your writing. You will have today **and** tomorrow to write, edit and upload your work to Seesaw (on Wednesday).

Here is an example of a procedure text on 'How to Make a Parachute.' You may like to read this to remind yourself of what is needed in your writing.

How to Make a Parachute

You will need:

- scissors
- cotton thread
- plastic bag
- modelling clay

Instructions

1. Using the scissors, cut a 20cm square from the plastic bag.
2. Carefully attach cotton thread to each corner of the plastic square.
3. Cut a small hole in the middle of the plastic square to let the air rush out when flying.
4. Tie the loose ends of the cotton thread securely around the modelling clay weight.
5. Test the parachute by gently throwing it high into the air.
6. If it does not work, add or remove some of the modelling clay.

Name _____ **Date** _____

Procedure Text Writing Scaffold

Title: _____

Goal: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

_____

_____

Step 2: _____

_____

_____

Step 3: _____

_____

_____

Step 4: _____

_____

_____

Step 5: _____

_____

_____

TUESDAY - Mathematics

Minute Maths

MULTIPLY THE NUMBERS BY 2

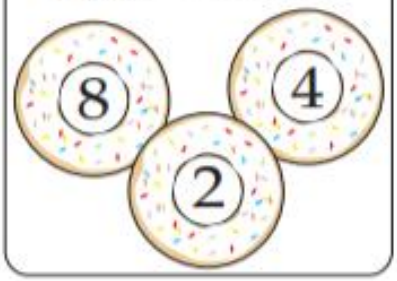
Janet needs help finding the right donut. Multiply the numbers in each box and color the donut with the correct answer.

8 x 2 = ...

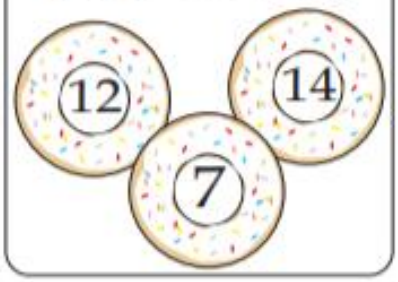
2 x 2 = ...

5 x 2 = ...

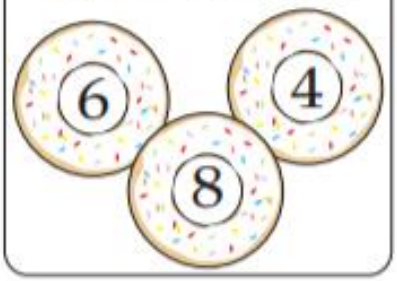
1 x 2 = ...



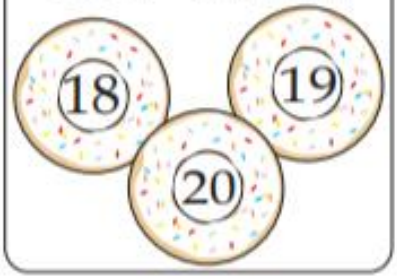
7 x 2 = ...



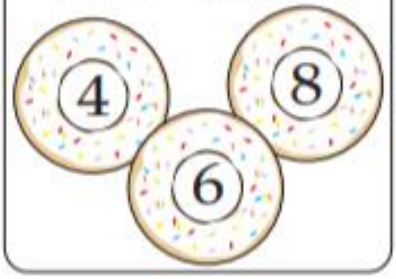
4 x 2= .....



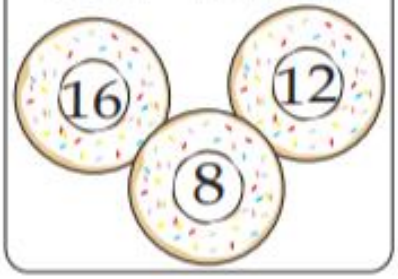
9 x 2 = ...



3 x 2 = ...



6 x 2 = ...



Revision: Multiplication

Let's test your knowledge from Monday!

When we multiply any number by 10, a zero goes in the units column and the digits all move one space along to the left.

Hundreds	Tens	Units
		2
	2	0

$2 \times 10 = 20$

1 **Show how the digits all move along when they are multiplied by 10 and write the answers below:**

a

Hundreds	Tens	Units
		7
	7	0

$7 \times 10 =$ ☐

b

Hundreds	Tens	Units
		3

$3 \times 10 =$ ☐

c

Hundreds	Tens	Units
	1	5

$15 \times 10 =$ ☐

d

Hundreds	Tens	Units
	2	2

$22 \times 10 =$ ☐

2 **Connect these × 10 facts to the answers:**

16 × 10	62 × 10	93 × 10	99 × 10	13 × 10

220	510	930	990	850	160	130	620	720	980

72 × 10	51 × 10	85 × 10	22 × 10	98 × 10

Mental Strategies for Multiplying by Four

Now for the 4 times table. The 4 times table is just double the 2 times table. This is handy to remember if you forget a 4 times table fact.

5 **The 2 times table should be easier, so complete it first. Then double each of the 2 times table facts to get the 4 times table facts:**

1 × 2 = ☐	1 × 4 = ☐
2 × 2 = ☐	2 × 4 = ☐
3 × 2 = ☐	3 × 4 = ☐
4 × 2 = ☐	4 × 4 = ☐
5 × 2 = ☐	5 × 4 = ☐
6 × 2 = ☐	6 × 4 = ☐
7 × 2 = ☐	7 × 4 = ☐
8 × 2 = ☐	8 × 4 = ☐
9 × 2 = ☐	9 × 4 = ☐
10 × 2 = ☐	10 × 4 = ☐

6 **Write the missing numbers for these 4 times table facts:**

a ☐ × 4 = 8

b ☐ × 4 = 16

c ☐ × 4 = 40

d ☐ × 4 = 24

e ☐ × 4 = 12

f ☐ × 4 = 36

g ☐ × 4 = 20

h ☐ × 4 = 28

7 **Use the hint to get the answer. Then fill in the missing digit to make the 4 times table fact complete:**

a **Hint:** Double 16

☐ × 4 = ☐

b **Hint:** Double 12

☐ × 4 = ☐

c **Hint:** Double 18

☐ × 4 = ☐

8 **Look at the numbers in the grid and circle 3 numbers that would make a multiplication fact. Look for × 2 and × 4 facts. They are either left to right or top to bottom. The first one has been done for you. There are 10 to find.**

4	3	12	4	8	32
4	1	3	2	7	1
16	5	3	8	2	9
3	4	6	24	14	4
2	8	16	7	9	36
9	2	18	10	2	20

Multiplication: Zoom Lesson 11:30am till 12pm

Mental Strategies for Multiplication

I can use mental and informal written strategies for multiplication

Distributive Property

The distributive property a great mental strategy for calculating multiplication questions.

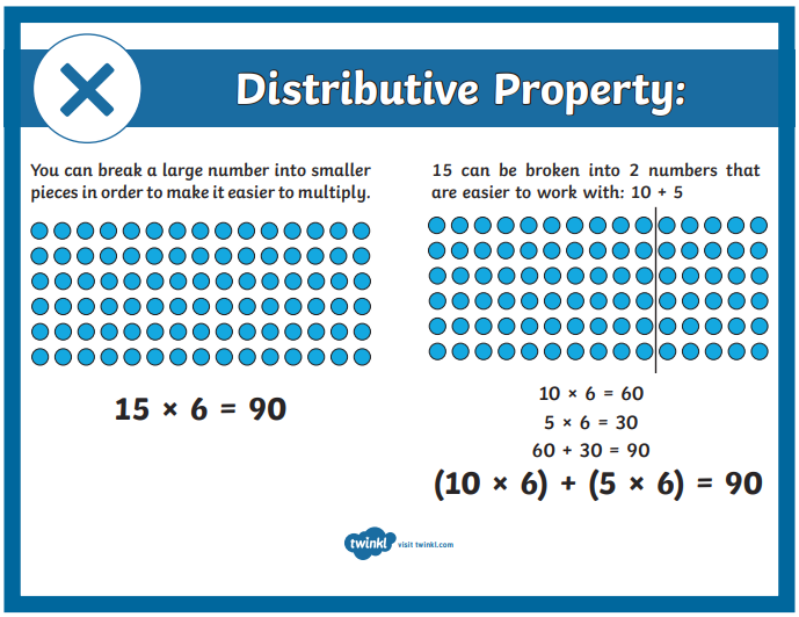
For example:
12 x 9 =

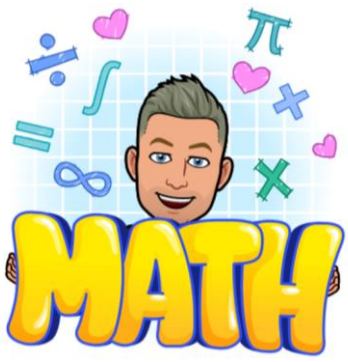
10 2

Split the 12 into 10 and 2

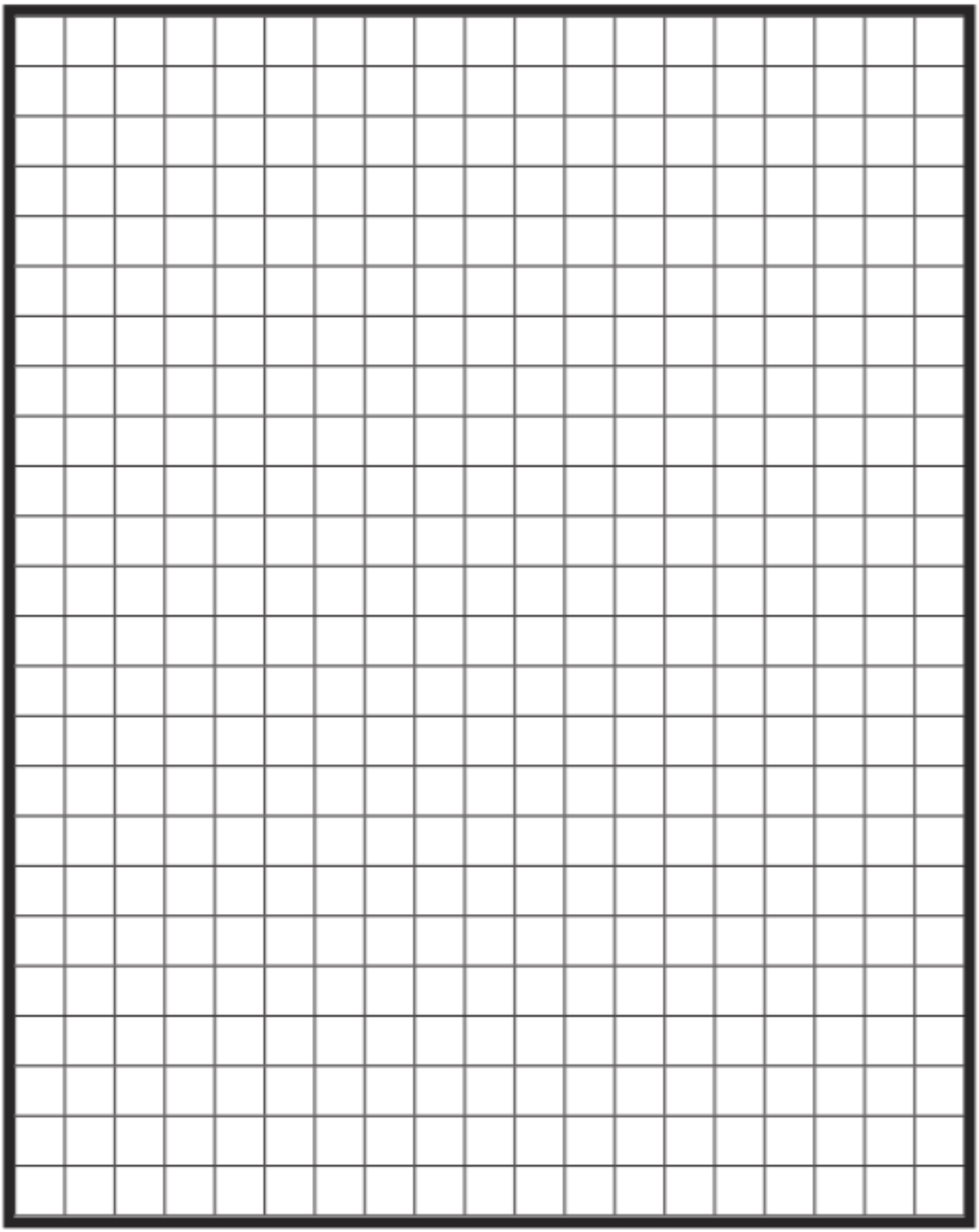
(10 and 2 are easier to multiply by)

10 x 9 = 90
2 x 9 = 18
9 = 108





Distributive Property Multiplication:



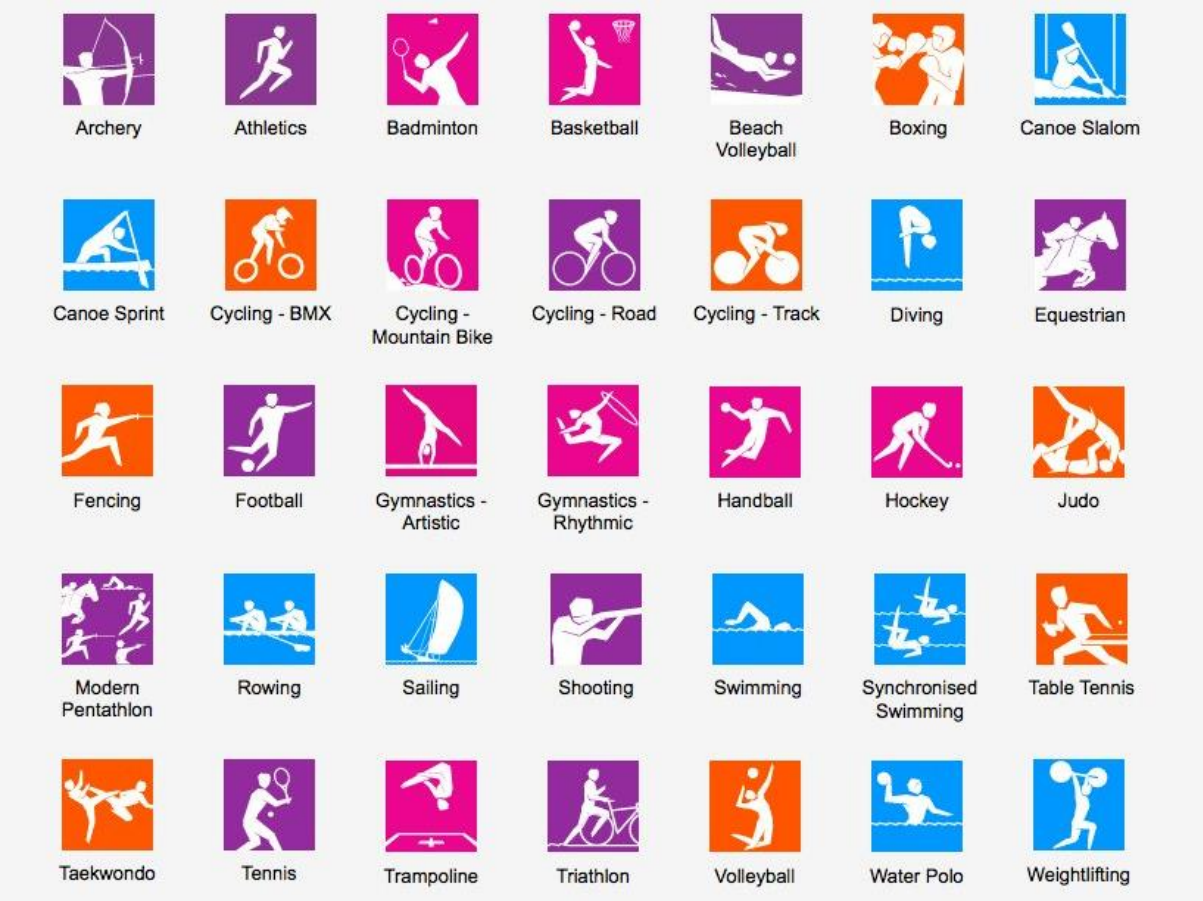
Distributive Property Multiplication:
Show your working out

16 x 5 =
22 x 5 =
13 x 6 =
14 x 8=
17 x 3 =
35 x 3 =
42 x 3 =

TUESDAY – Art

Olympic Athletes in Action Lesson

Each Olympic games host country creates pictograms of all the events that take place. Although these Olympics are being held in Tokyo, the pictograms below are from the London Olympics in 2012. I have included the pictograms from Tokyo as well.

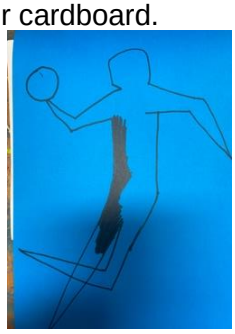


For the example I have used the pictogram of Handball.

What you will need:

- Alfoil
- Scissors
- Black pen
- Cardboard or paper

Begin by drawing your image on the paper or cardboard.


Visit this website to find out how to create your 3D action person.
https://www.youtube.com/embed/kYDayHvcjY4

Here is another way to make your figure. You may have to skip parts of this as it is quite long.
https://www.youtube.com/embed/VLTFiGt-kxU

Once you have created your figure bend and mould it to the shape of your pictogram and attach it onto your paper with glue or tape.
Make sure it is a little off to one side so you can see the black image behind it.

Can you make animals or any other creatures using alfoil?
Mrs Plasto 😊

WEDNESDAY - English

Spelling

- Practise your spelling words and use a coloured pencil to show the focus sounds for this week.

For example: st**ir**, w**er**e, w**or**d, h**ear**d, ch**ur**ch

Remember to look, say, cover, write, check and correct each word.

My Words	Practise

- Choose **one** activity to complete in the space below

Illustrations Expert Draw a picture to match the meaning of each of your words.	**Cartoon Connection** Create a cartoon strip using as many spelling words as you can.
Fancy Fonts Write your spelling words using fancy letters. *apple* **keep** arrive	**Spelling Addition** Vowels are worth 10 and consonants are worth 5. Write your words and then add the value of each letter in the word. E.g. cat 5+10+5 = 20

- Optional: Write clues for your spelling words for a family member or friend to guess
  For example: this word means the opposite of leave (arrive)

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Complete** <u>one</u> of the **editing passages** below**.** Choose either **Sheet A** or **Sheet B**

Sheet A

Epic Editing – Worksheet

Name: _____ **Date:** _____

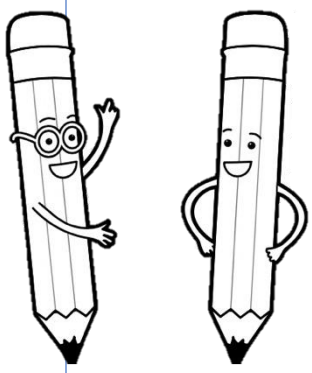
Text 12 – Pets and Wildlife

Find the mistakes in this text. You will need to:

- find and fix 4 spelling mistakes
- add 3 capital letters
- add 1 full stop, 1 question mark and 1 exclamation mark.

pets are cute and fun too play with But did you know that pets can be bade for wildlife dogs and cats may hert wild animals or harm wild places neer you. never set your pets free into the wild

Write the text correctly on the lines below.



teachstarter

Sheet B

The Great Barrier Reef – Editing

Read the following paragraph and make the necessary edits using the editing mark symbols.

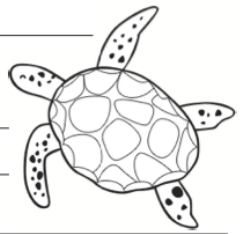
Editing Marks

Capital Letter	|||
Lower case letter	/
Add end marks	. ? !
Spelling mistake	⬭
Add a word	^
Doesn't make sense	_____
New paragraph	[ ]
Add a space	#

the great barrier Reef is the world's lagest coral reef system. The reef is located in the CoralSea, the coast of queensland, Australia. The great barrier Reef can be seen from outer space and is the world's biggest single structure made by living organisms the reef structure is composed of and built bybillions of tyny organisms called coral polyps. It supports a wide divercity of life and was selected as a World HeriTAGE site in 1981.

A large part of the reef is protected the Great Barrier Reef Marine Park. this helps to limit the impact of human use, such fishing and tourism. It is also known to and used by the Aboriginal Australia and Torres Straight Islander peoples. It very important part of local groups and culture.

After you have edited the paragraph, re-write the text correctly on the lines below.



Writing

Yesterday you wrote a procedure text about the steps involved in planting a seedling.

Today's activities:

- **Edit** your work for spelling and punctuation. Use the success criteria to ensure your procedure includes everything you need.
- **Colour code** (highlight/underline) the **verbs and adverbs** that you have used in your writing.
- **Take a photo** of your procedure writing and **upload your work to Seesaw.**

Reminder: You are doing a great job!

WEDNESDAY - Mathematics

Minute Maths

I can recall and use multiplication and division facts for the 2 times table.

2 × 1 = _____	2 ÷ 2 = _____
2 × 2 = _____	4 ÷ 2 = _____
2 × 3 = _____	6 ÷ 2 = _____
2 × 4 = _____	8 ÷ 2 = _____
2 × 5 = _____	10 ÷ 2 = _____
2 × 6 = _____	12 ÷ 2 = _____
2 × 7 = _____	14 ÷ 2 = _____
2 × 8 = _____	16 ÷ 2 = _____
2 × 9 = _____	18 ÷ 2 = _____
2 × 10 = _____	20 ÷ 2 = _____
2 × 11 = _____	22 ÷ 2 = _____
2 × 12 = _____	24 ÷ 2 = _____

Revision: Division

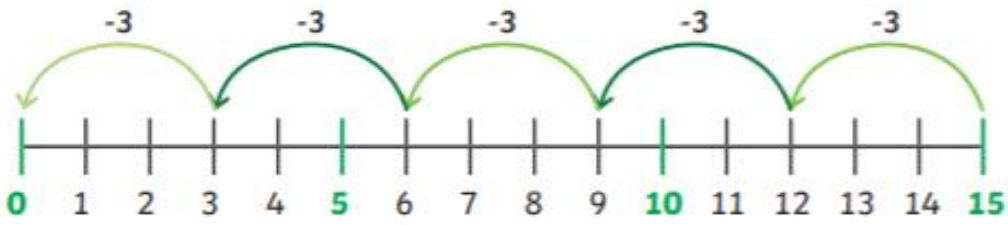
Division on a number line

Division Strategies

Repeated Subtraction

You can use repeated subtraction to see how many times a smaller number goes into a bigger one.

15 ÷ 3 = ?



The number of times you can take 3 from 15 is 5.

15 - 3 - 3 - 3 - 3 - 3 = 0

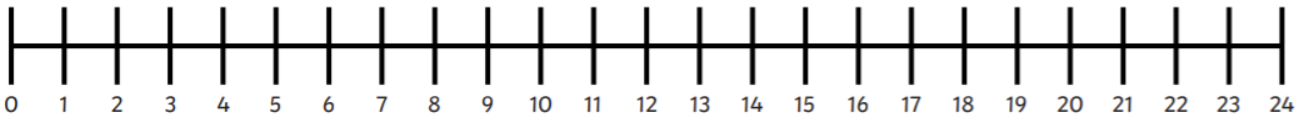
15 ÷ 3 = 5

Level 1:

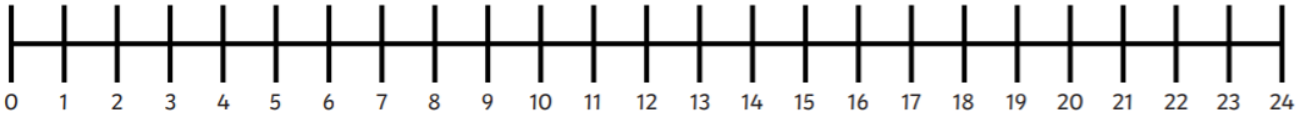
Dividing by 2 on a Number Line

This number line shows 10 divided by 2 = 5. I know the answer is 5 because I count how many jumps of 2 are in 10.

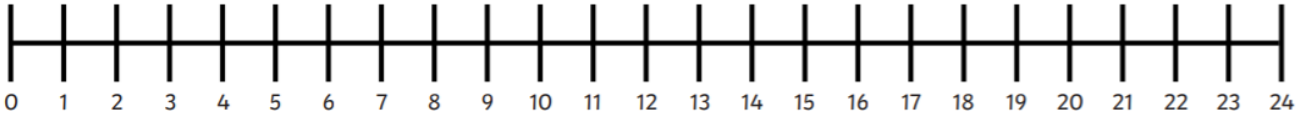
1. What is 16 divided by 2? ☐



2. How many 2s are in 20? ☐



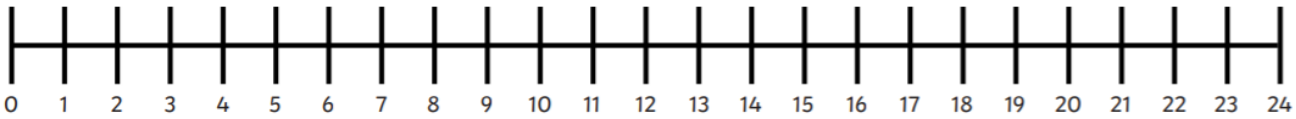
3. What is 14 shared by 2? ☐



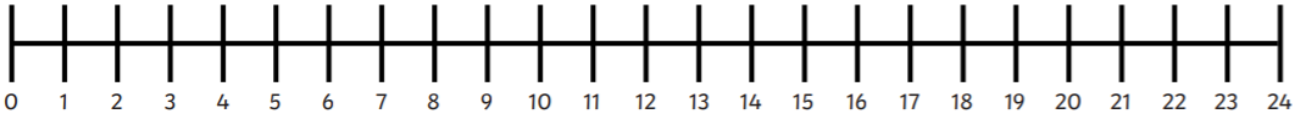
Level 1 continued:

Dividing by 2 on a Number Line

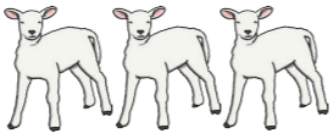
4. How many groups of 2 make 8? ☐

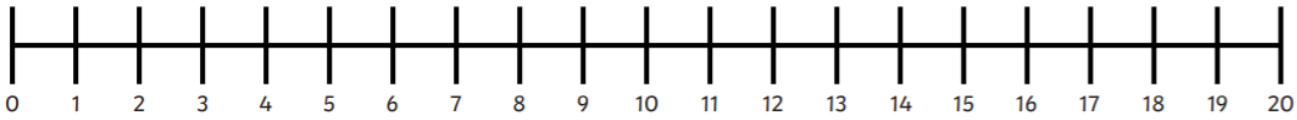


5. Share 24 equally between 2. ☐



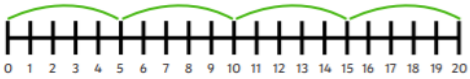
6. Each of my sheep had 2 lambs. I have 12 lambs. How many sheep do I have? ☐





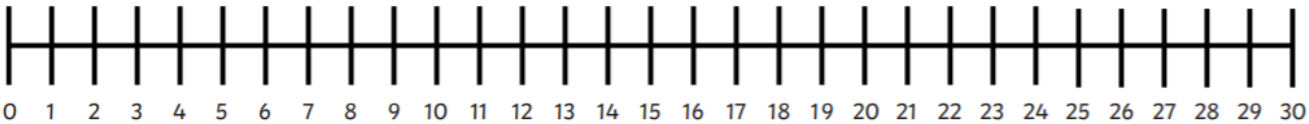
Level 2:

Dividing by 5 on a Number Line



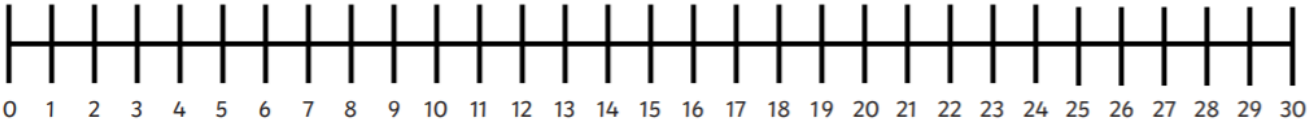
This number line shows 20 divided by 5 = 4. I know the answer is 4 because I count how many jumps of 5 are in 20.

1. How many 5s make 30? _____



2. What is 35 divided by 5? _____

3. Share 15 equally between 5. _____

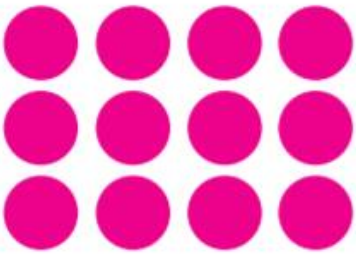


Multiplication & Division: Zoom Lesson 11:30am till 12pm

Success Criteria

I can write inverse multiplication and division number sentences

Turn the card to find two multiplication equations.



$4 \times 3 = 12$

$3 \times 4 = 12$

We can use our knowledge of the commutative property of multiplication to write number sentences based on arrays.

These sentences can then be inverted to write number sentences with division.

For example:

$12 \div 4 = 3$

$12 \div 3 = 4$

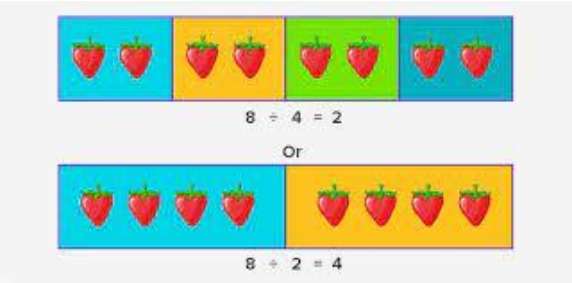
For this array you write the following inverse number sentences

$2 \times 4 = 8$

$4 \times 2 = 8$

$8 \div 4 = 2$

$8 \div 2 = 4$



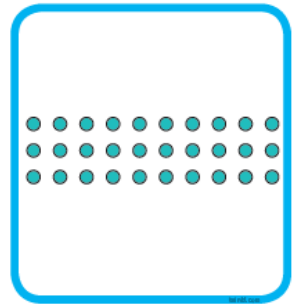
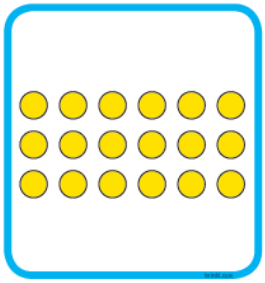
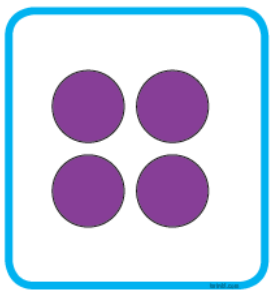
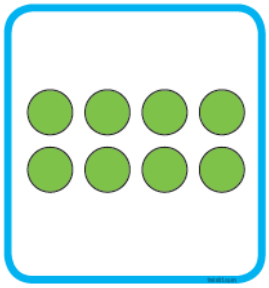
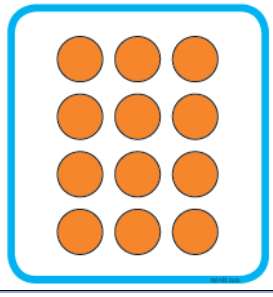
Multiplication ⇄ Division

2 x 4 = 8

8 ÷ 4 = 2

8 ÷ 2 = 4

Write inverse number sentences for the following arrays

Array	Number sentences
	
	
	
	
	

Working out page

WEDNESDAY – Library

CBCA Book Week

The theme for Book Week this year is "Old Worlds, New Worlds, Other Worlds".

Task:

- Use your imagination and make up a new country.
- Your country could be similar to a country in our world. It could be a country from another planet or time (the future or past). You may wish to make up a country similar to those found in fantasy books, such as Narnia or Neverland.
- Complete a fact sheet about your country, using the template provided below.
- Create a flag for your country.

Here is an example of a country fact sheet I created. See how creative you can be.

Pentariana

Capital City	Population	Currency
Meadow Caves	2, 358,000	Ceena
Languages Pentarian Dragonese	**Inhabitants** Humans Dragons mermaids	**Celebrations** Full Moon Celebration Dragon Day Brightest Night
Places To Visit Dragon Mountain The Winter Palace Traders Town	**Food** Humans-mainly vegetarian based Dragons-animal based Mermaids- fish and other sea creatures	**Plants and Animals** Plants- keopy bush racur tree Animals -swiker truopa
Other Interesting Facts	**Other Interesting Facts**	**Other Interesting Facts**
Flag		

Capital City	**Population**	**Currency**
Languages	**Inhabitants**	**Celebrations**
Places To Visit	**Food**	**Plants and Animals**
Other Interesting Facts	**Other Interesting Facts**	**Other Interesting Facts**
Flag		

THURSDAY - English

Spelling

- Practise your spelling words and write them in fancy font.

  Remember to look, say, cover, write, check and correct each word.

My Words	Practise

- Choose **one** activity to complete in the space below

Spelling Fitness Practise your spelling words whilst completing some physical activity e.g. bouncing a ball, hula hooping, skipping.	**Working Out Words** Group your spelling words into noun, adjectives, verbs, adverbs.
Rap Your Words Create a rap or song which includes as many words as possible.	**Spelling Addition** Write a silly story using as many spelling words as you can.

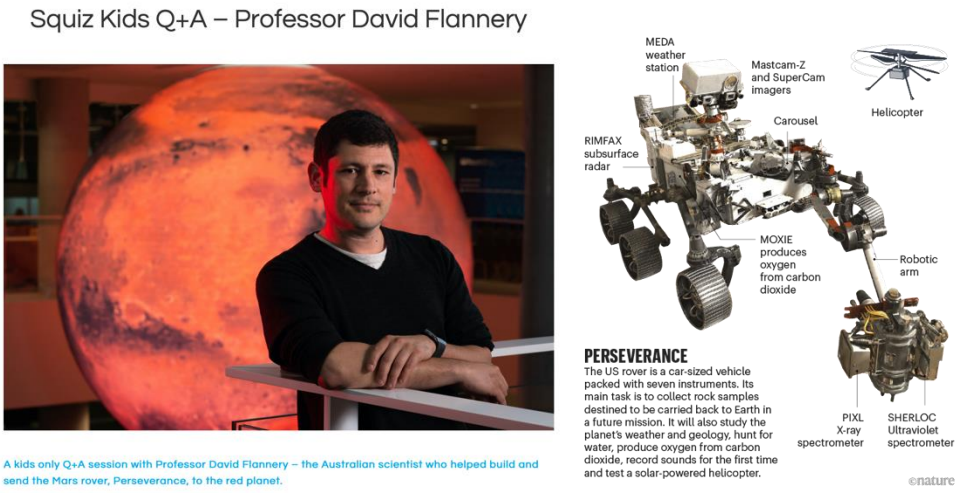
- Optional: In preparation for tomorrow's spelling test, ask a family member to test you.

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Listen to the Squiz Kids Podcast below:**

https://www.squizkids.com.au/squiz-kids-specials/squiz-kids-qa-professor-david-flannery/

Squiz Kids Q + A- Professor David Flannery



1. **How many months did it take for the Perseverance Rover to get to Mars?**

   _____

   _____

2. **What life forms are they expecting to find on Mars?**

   _____

   _____

3. **Does David Flannery think we will ever be able to live on Mars?**

   _____

   _____

   _____

4. **What does the sky on Mars look like?**

   _____

   _____

5. **How will they get the rocks from Mars to earth?**

   _____

   _____

Writing

We are continuing our learning on informative texts and are now beginning to read and write

Explanation Texts!

We are learning to:

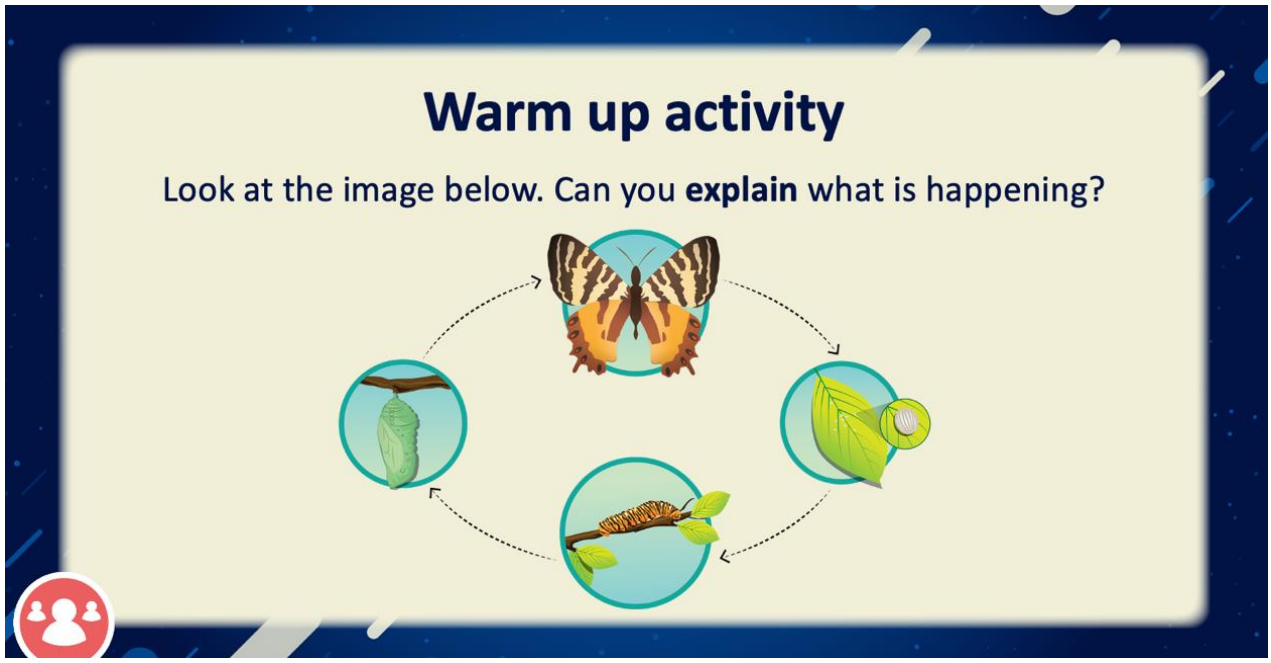
- Understand the purpose and structure of an explanation text

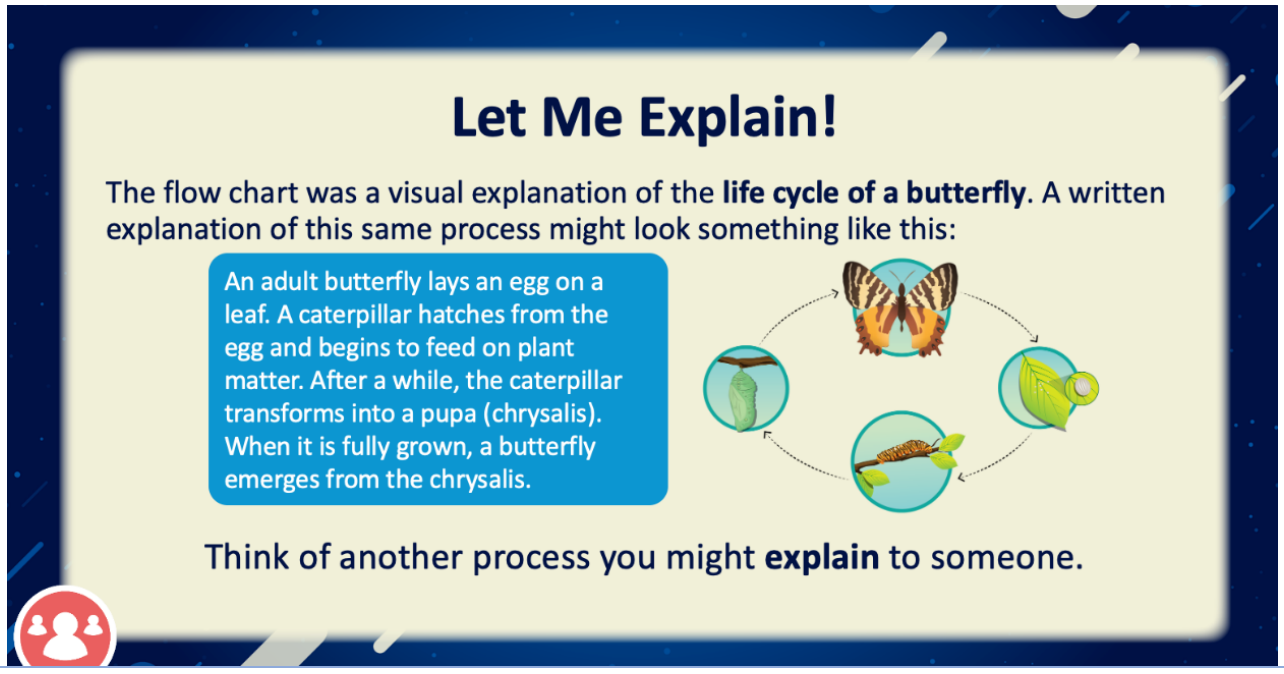
Success criteria:

- I can explain the purpose of an explanation text ☺ ☺ ☺
- I can identify and label the structure of an explanation text ☺ ☺ ☺

Tune in to the **Writing Mini Lesson on Seesaw** or read through the slides below and complete the activity

Extension: Draw a flow chat/diagram to add to either Sheet A or Sheet B

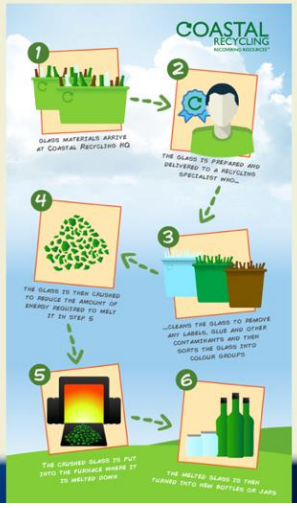




What Are Explanation Texts?

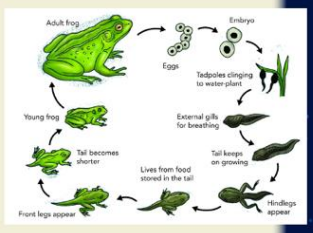
An explanation text explains **how or why something happens.**

Diagrams and/or flow charts are common features of explanation texts. They can help the reader to understand what is being explained.



But don't get confused

- An explanation text is similar to a procedure text, however an explanation text explains **the how and why** behind a process such as
  - The Water Cycle
  - How Is Glass Recycled?
  - How Are Rainbows Formed?
  - What causes a tsunami?



How many processes can you think of in 20 seconds?

Explanation Texts – Structure

Title

States a question to be answered by the text.

Introduction

Provides a brief overview of the topic.

Description

Explains the process and the reasons why.

Conclusion

Provides a brief summary of the topic.

What Causes Flooding?

Flooding is a natural disaster that occurs when a piece of land (that is usually dry land) is submerged under water. Some floods occur suddenly. Others can take many days or months to build.

Flooding can happen for many reasons such as heavy rainfall. When rain falls over an area of land, some of the water is absorbed by the soil. The water that is not absorbed becomes runoff. This water flows into stormwater drains. When there is more rainfall than the drains can hold, flooding can occur.

Flooding can be extremely dangerous. It affects the lives of many people every year. For this reason, it is important to understand how and why flooding happens.

Your turn

You are going on an explanation text hunt!

Use colours to colour-code the structure of an explanation text. You might like to use colours suggested below.

- ✓ Underline the title
- ✓ Highlight the introduction in yellow
- ✓ Highlight the description in green
- ✓ Highlight the conclusion in pink
- ✓ Underline any time connectives in red
- ✓ Underline any adjectives and adverbs in blue

Sheet A

The Life Cycle of a Moth

A moth is an insect with two antennae and a small pair of wings. Moths also have feelers.

To begin with, a female moth uses her antennae to help choose the right plant to lay her eggs on. Three weeks later, the eggs hatch and baby caterpillars come out. The baby caterpillars eat their own shell for nourishment. After they have finished eating their shell, they move on to eating leaves and other plants.

As a result, the caterpillar grows quickly. Soon, it starts to sheds its skin. At between 11 and 14 weeks of age, it starts to make a pupa to live in. While the caterpillar is inside its pupa, its body changes. Eventually, the pupa case will open and a lovely moth will come out.

Adult moths flit from plant to plant to feed. All moths have two sets of wings covered in tiny scales. They grow two eyes and big eye spots on their wings so that they can scare away predators. Their antennae are very sensitive.

For the cycle to begin again, the female must lay eggs on a leaf.

Sheet B

Cyclones

Cyclones are fierce, tropical storms. Meteorologists explain that cyclones are caused by low pressure weather systems with ferocious winds spiralling inwards and blowing at more than 150 kilometres per hour. Cyclones are known as 'typhoons' when they occur in the Far East and 'hurricanes' in the Atlantic Ocean.

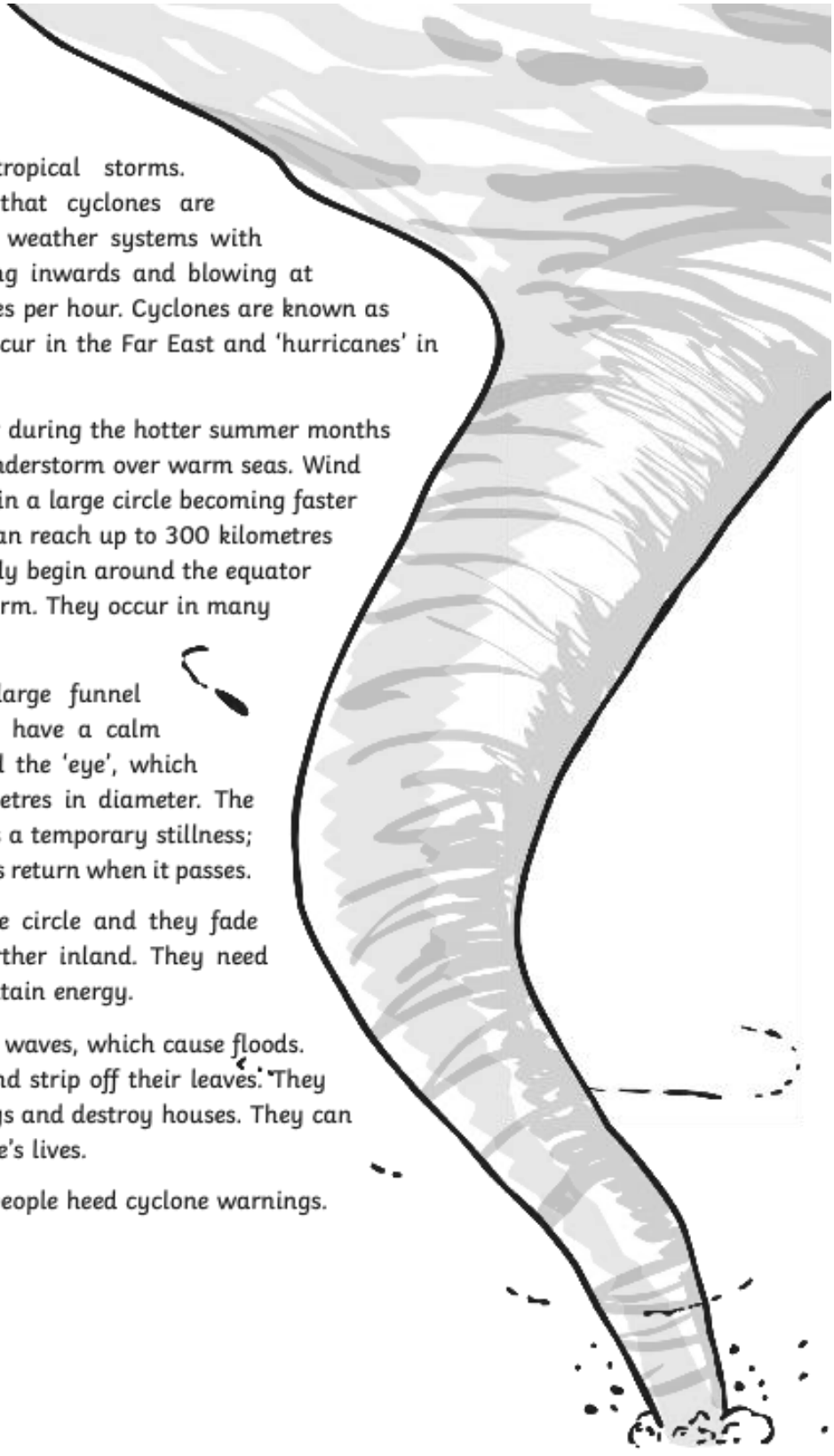
Cyclones generally occur during the hotter summer months and they begin as a thunderstorm over warm seas. Wind and clouds start to spin in a large circle becoming faster and faster. Their speed can reach up to 300 kilometres per hour. Cyclones usually begin around the equator where the oceans are warm. They occur in many parts of the world.

Cyclones look like a large funnel of spinning wind. They have a calm part in the centre called the 'eye', which is between 10-20 kilometres in diameter. The eye of the cyclone brings a temporary stillness; however, the severe winds return when it passes.

Cyclones spin in a large circle and they fade away when they go further inland. They need the sea or water to maintain energy.

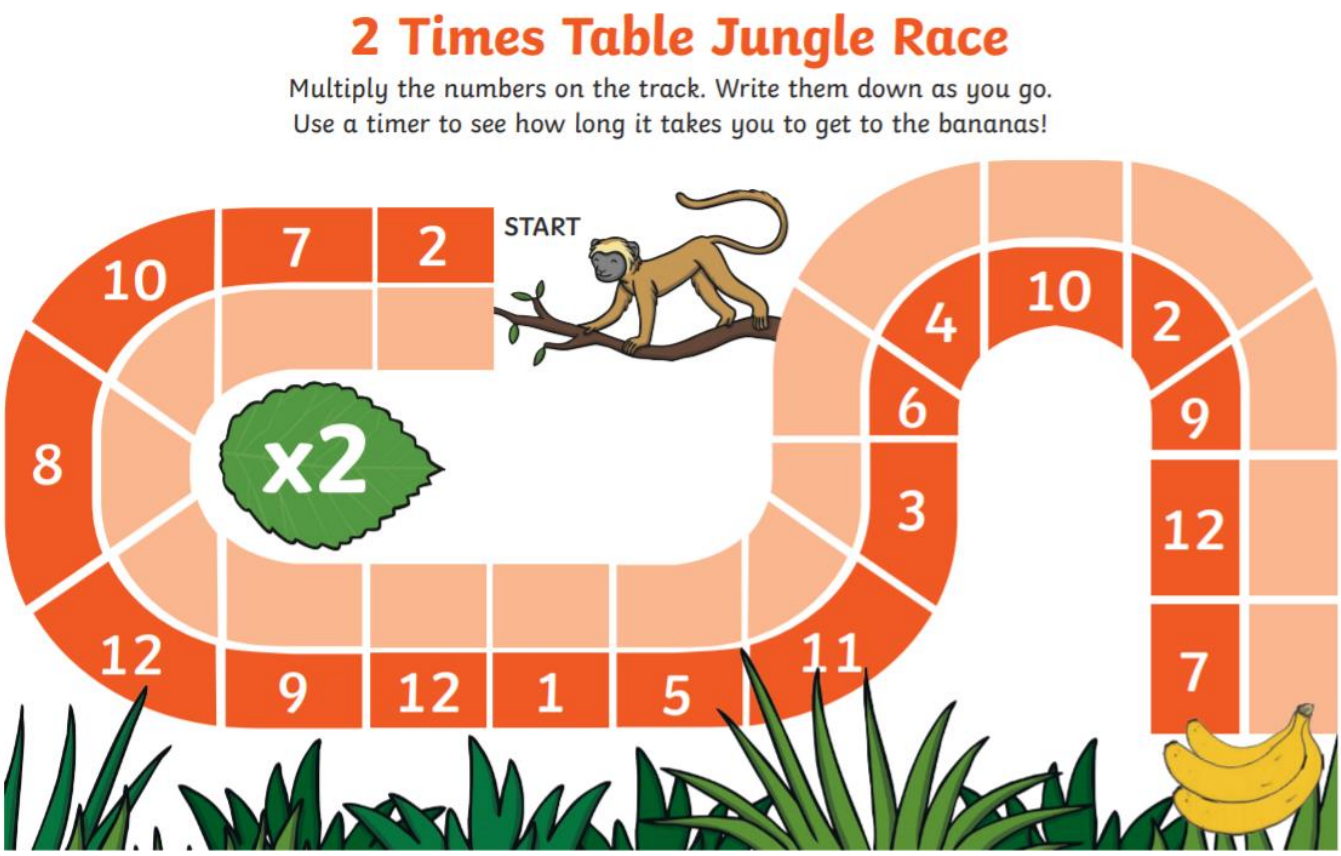
Cyclones can cause tidal waves, which cause floods. They can uproot trees and strip off their leaves. They can knock down buildings and destroy houses. They can also destroy many people's lives.

It is important that all people heed cyclone warnings.



THURSDAY - Mathematics

Minute Maths



Can you crack the 30 second barrier?

Using known facts – factors and multiples

When 2 numbers are multipled together, the answer is called a multiple.
The first 3 multiples of 2 are 2, 4, 6.

$1 \times 2 = 2$ $2 \times 2 = 4$ $3 \times 2 = 6$

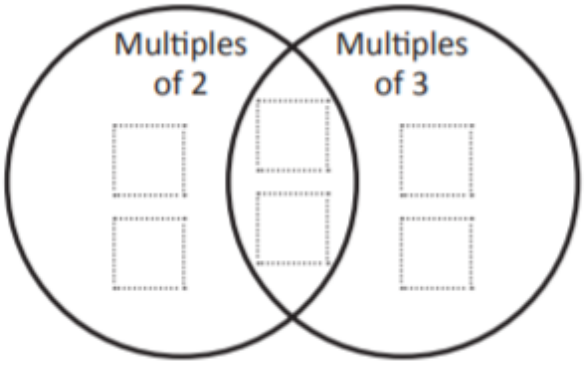
5, 10, 15, 20, 25, 30, 35, 40, 45, 50 are the first 10 multiples of 5.

1 **List the first ten multiples of each number:**

a 6	6									
b 2	2									
c 10										
d 3										
e 4										

2 **Write these numbers in the correct spots on the Venn diagram:**

8 4 9 6 12 3



The space in the diagram where the circles overlap is where you put numbers that are *both* multiples of 2 and 3.

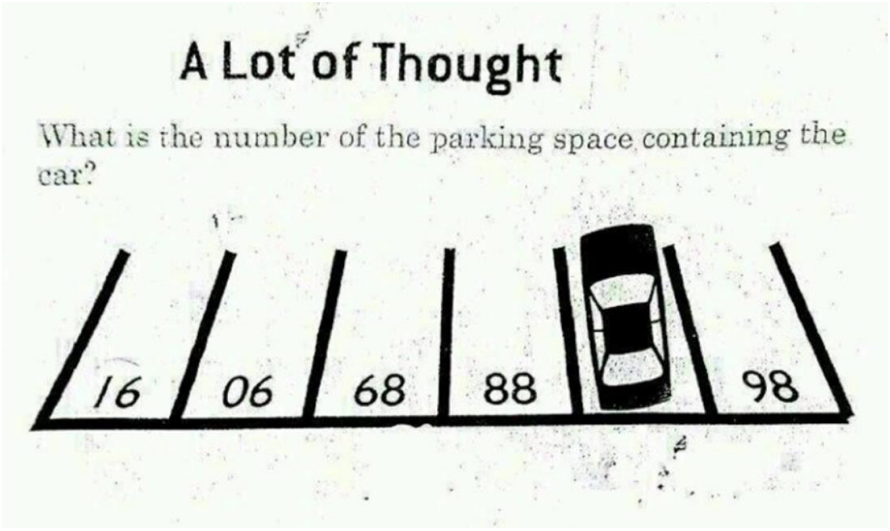
Problem Soolving

Choose one Puzzle to try and Solve

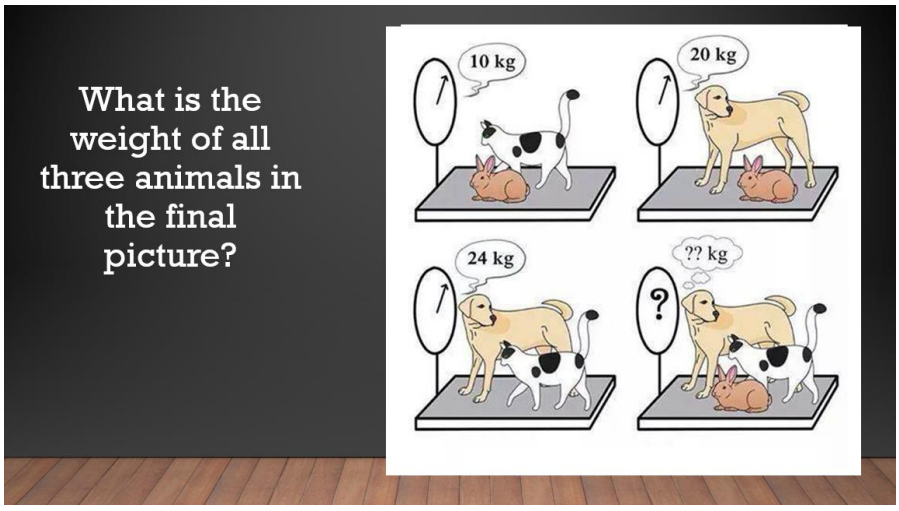
Level 1:

Wolves and Lambs:
Six Wolves can catch just six lambs in six minutes. So how many wolves will they need to catch 60 lambs in sixty minutes?

Level 2:



Level 3:



Division: Zoom Lesson 11:30am till 12pm

Mental strategies for Division

I can use a variety of mental strategies to solve division problems

Strategy 1: Halving

Sometimes you can use halving to divide into 2s, 4s and 8s.

120 ÷ 2 = 60

We can use this to divide by 4 by halving twice.

120 ÷ 2 = 60

then

60 ÷ 2 = 30

so

120 ÷ 4 = 30

We can use this to divide by 8 by halving three times.

120 ÷ 2 = 60

then

60 ÷ 2 = 30

then

30 ÷ 2 = 15

so

120 ÷ 8 = 15

Divide the numbers by 2, 4 and 8 by halving

Level 1:

Number:	Divide by 2	Divide by 4	Divide by 8
40	20	10	5
16			
120			
88			
68			
24			

Level 2:

Number:	Divide by 2	Divide by 4	Divide by 8
16			
120			
88			
96			
68			
24			

Level 3:

Number:	Divide by 2	Divide by 4	Divide by 8
136			
104			
800			
1000			
904			
528			
1320			

Working out paper

THURSDAY – PDHPE

Lesson 5 – All Systems Go!

Last week we looked at the Circulatory System.

Today we are going to explore the respiratory system.

All living things must breathe in order to live. This is because they must use oxygen, which is essential to life. The respiratory system has a primary function, which is to have the body breathe in (or inhale) air containing oxygen and breathe out (or exhale) air containing carbon dioxide. Carbon dioxide is a type of waste produced by cells in our body. Oxygen is essential for life and survival. When a person inhales air it enters the body through the nose and mouth. After the air travels through the airways, it is carried into the lungs. The lungs are the sites where the fresh oxygen is exchanged with carbon dioxide in the blood. This oxygen is transported through the blood so that it can be sent to the rest of the body. Cells use oxygen to create much needed energy for the body.

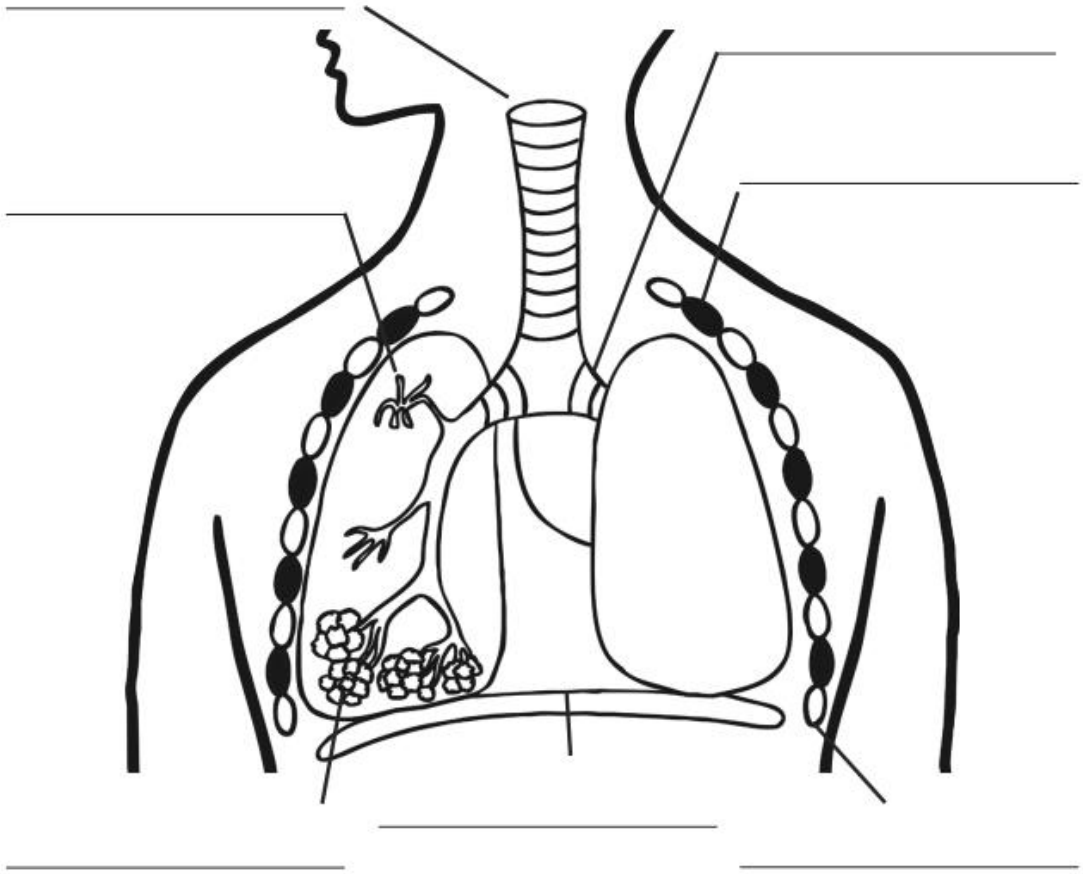
Activity 1 – Watch the video

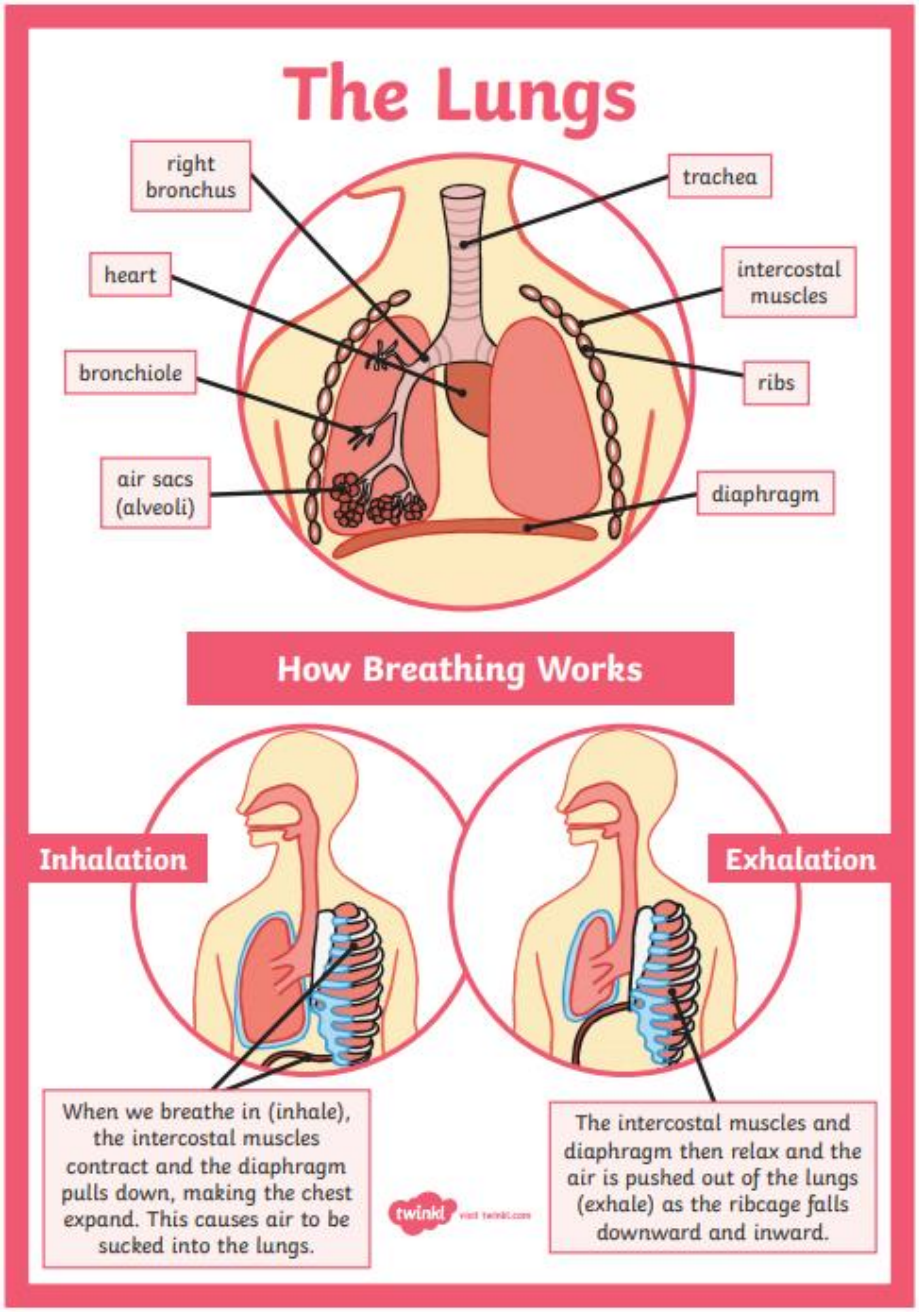
Click on the link below and watch the short video to learn more about how the Respiratory System works.

https://www.youtube.com/embed/1ut0-7VreCM

Activity 2 – You will need to look at the next page and read the information to label the diagram of the respiratory system below.

Label the parts of the lungs on the diagram below.





Activity 3 – Read the statements about lungs below and write whether you think they are true or false.

An Amazing Fact a Day

True or False? Facts About Lungs

Facts	True or False
Lungs help blood to get around your body.	
Humans have two lungs.	
The right lung is larger than the left lung.	
Smoking is good for your lungs.	
The average adult breathes 200 times a minute.	
You can help your lungs work better by doing exercise.	
People who have asthma have problems with their legs.	
You cannot live with one lung.	
Your lungs are in your tummy.	
Bronchitis is an illness of the lungs.	

Answers – False, true, true, false, false, true, false, false, false, true.

Activity 4 – PE Session

Core Burner Session – Can you keep up!!

You will need a ball, a safe space to exercise, appropriate footwear and a drink bottle, preferably an exercise mat or a soft surface.

There are two rounds

Round 1	**Round 2**
Watch the YouTube video below to follow along for Round 1 https://www.youtube.com/embed/ZTYmiGTup7Q	Watch the YouTube video below to follow along for Round 2 https://www.youtube.com/embed/g36P3pYgTyM
Workout Format – Round 1 Each Exercise is for 30 seconds with 30 seconds of rest Round 1 ✓ Exercise 1 – Ball Leg Raises ✓ Rest – Ball Wraps ✓ Exercise 2 – Ball Russian Twists ✓ Rest – Ball Wraps ✓ Exercise 3 – Table Top Passing ✓ Rest – Ball Wraps ✓ Exercise 4 – Toe Taps ✓ Rest – Ball Wraps ✓ Exercise 5 – Plank Taps ✓ Rest – Ball Wraps	**Workout Format – Round 1** Each Exercise is for 30 seconds with 30 seconds of rest Round 2 ✓ Exercise 1 – Figure 8's between legs ✓ Rest – Ball Wraps ✓ Exercise 2 – Toe Taps holding ball between legs ✓ Rest – Ball Wraps ✓ Exercise 3 – Side Planks ✓ Rest – Ball Wraps ✓ Exercise 4 – Ball crunches ✓ Rest – Ball Wraps ✓ Exercise 5 – Ab's with cycles ✓ Rest – Ball Wraps

FRIDAY - English

Spelling

- Ask a family member to test you on your spelling words. Don't forget to mark your attempts and work out your score.

My Words	Mark
apear	x
keep	√
Score: _____ / _____	

- Complete the Extension Word Find-a-Word. Words are taken from the Year 3 and Year 4 Extension Lists.

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

Find the following words in the puzzle.
Words are hidden ↑ ↓ → ← and ↘ .

AFFIRM
BURGLAR
BURGUNDY
CERTAIN
CIRCULAR
COMMERCIAL
COURTEOUS
DETERMINE
EMERGENCY
FERTILE
FURNITURE
FURTHER
HERBICIDE
HERBIVOROUS
JOURNAL
OBSERVATORY
OBSERVE
OCCURRED
PERMANENT
PERMANENTLY
PERSONAL
RESEARCH
RETURNABLE
SEMICIRCLE
SERVE
SUBURB
SURGEON
SURVEY
TURQUOISE
VERTICAL
WORTHWHILE

8 **Finish** the meanings for these words.
Go to Activity 10 on page 21, Activity 10 on page 33 and Activity 5 on page 40.

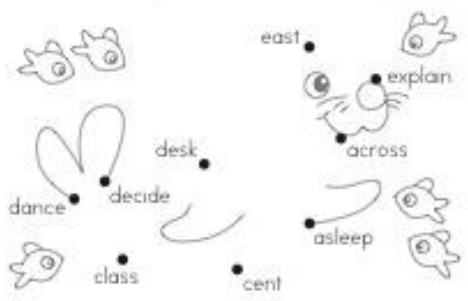
careful means full of _____
careless means without _____
booklet means a small _____
wooden means made of _____
gosling means a small _____
sleepless means without _____

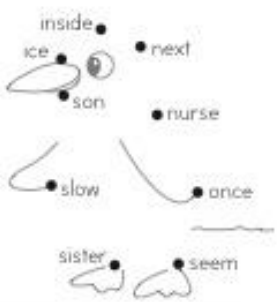
9 **Colour** compound words *blue*, words with prefixes *green*, and words with suffixes *purple*.

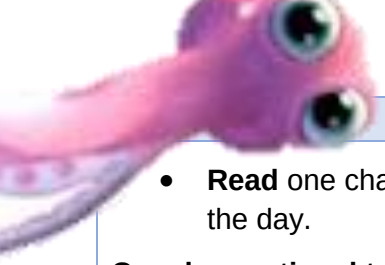
nextdoor	sleepless
woollen	crossword
helpful	booklet
classroom	misplace
postbox	desktop
midsummer	icepack
restring	preview

Challenge

Join the words in alphabetical order. **Colour** the pictures.







Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.

Can do – optional task: Inferring meaning

When we infer we use what we already know and evidence from a text to 'read between the lines' to figure out what an author is saying.

Watch this funny video and then answer the questions below by inferring their meaning.

Oktapodi (2007)- Oscar 2009 Animated Short Film
https://www.youtube.com/embed/badHUNl2HXU

1. What does the orange octopus think is going to happen to the pink octopus? How do you know this?

_____
_____
_____
_____
_____

1. How does the man feel? How do you know this?

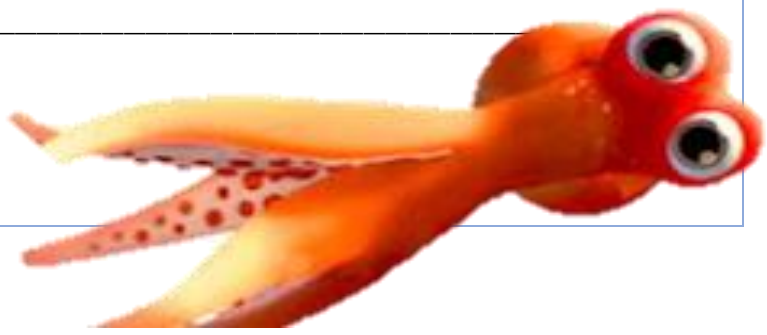
_____
_____
_____
_____
_____

2. Why does the pink octopus fight so hard to get the orange octopus back? What clues helped you figure that out?

_____
_____
_____
_____
_____

3. What is the man's job? Where is he taking the octopus?

_____
_____
_____
_____



Writing

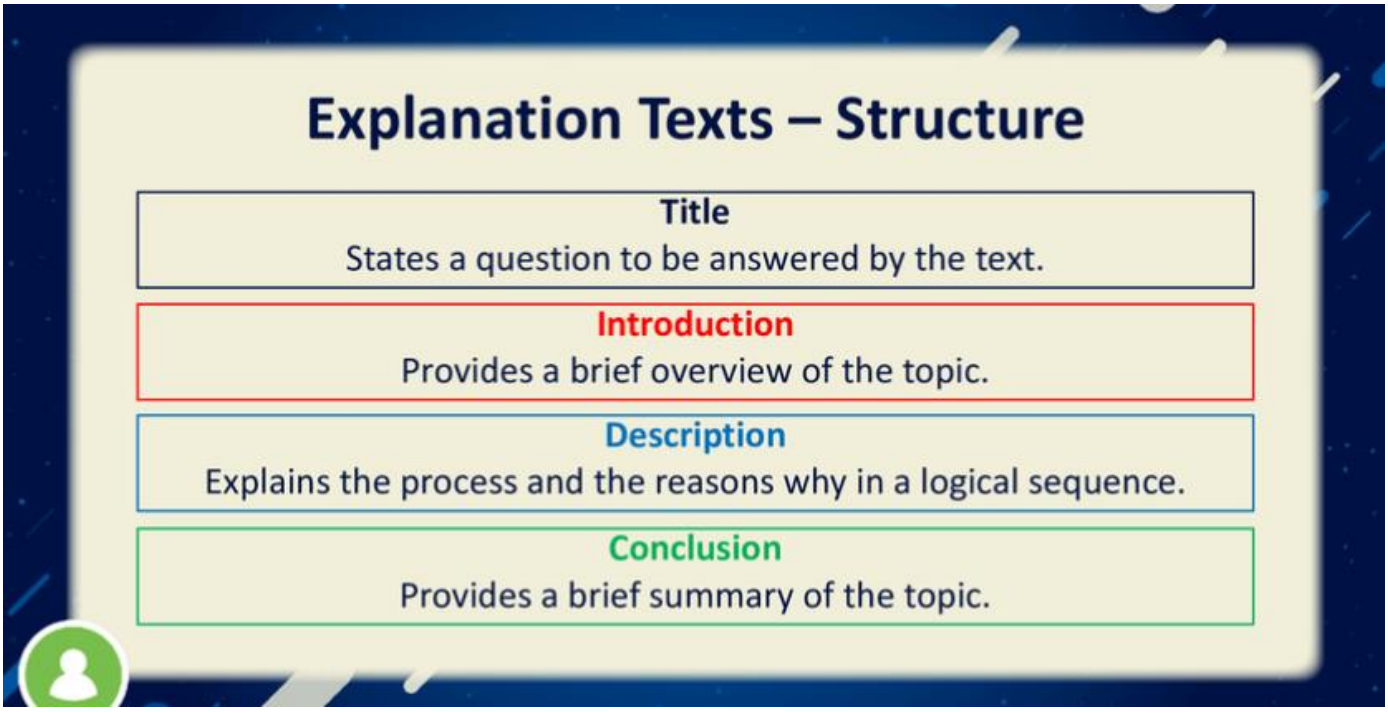
Yesterday we began looking at explanation texts! Read the structure over view and then choose an activity below (Option A or B) to complete

We are learning to:

- Revise the purpose and structure of an explanation text

Success criteria:

- I can identify and label the structure of an explanation text ☺ ☺ ☺

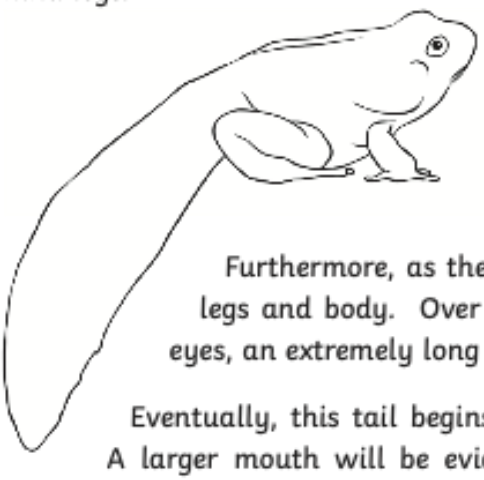


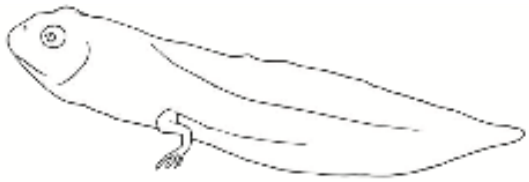
Choose your own adventure	
Option A 1. Read 'The Development of a Tadpole' 2. Colour code the title, introduction, description, and conclusion. 3. Draw a flow chart/ diagram which shows how a frog grows.	**Option B (Challenge)** 1. Read 'How Do We Digest Our Food' 2. Colour code the title, introduction, description, and conclusion. 3. Answer the quiz questions 4. Draw a flow chart/ diagram which details what happens in the digestive system. Include labels and colour to give your illustration detail.

The Development of a Frog

A frog is a tailless, leaping four-legged amphibian with webbed feet. It would appear that the life cycle of a frog is very complex and complicated.

Initially, after mating, a mother frog will lay a shoal of egg cells in which a miniscule tadpole will grow. In time, the egg will hatch and a newborn tadpole will emerge. Directly after this, the amphibian will begin to become more obese and will grow temporarily insignificant hind legs.



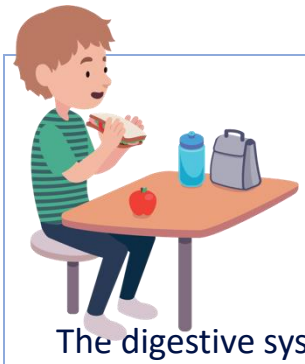


Furthermore, as the tadpole ages, its tail will become thicker along with its legs and body. Over time, the tadpole will grow large webbed flippers, huge eyes, an extremely long body and a much thinner tail.

Eventually, this tail begins to disappear as the near fully-developed frog emerges. A larger mouth will be evident, and the frog's eyes will substantially separate to either side of its grossly large head. At this stage, the frog's defense system will also develop quickly.

Once the cycle is complete, the frog will be able to grip onto both dry and slippery surfaces. In addition, the frog will have completely lost its tail and the squatting position will be a lifelong stance. Frequently, the frog will be covered in spots, dimples and will turn muddy brown in colour.

Draw your diagram/ flow chart below:



How Do We Digest Our Food?

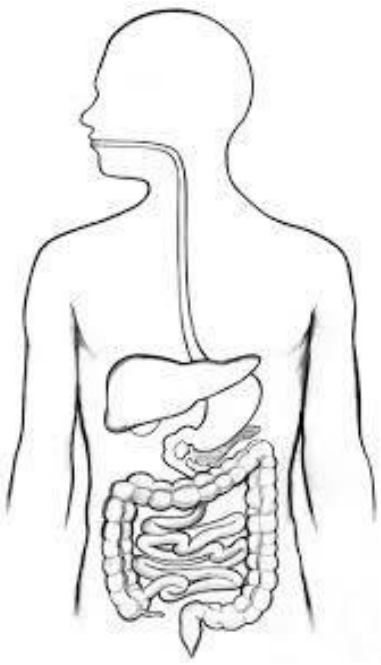
The digestive system is one of the human body's major operating systems. It helps us to convert the food we eat into nutrients and energy. Some of the organs included in the digestive system are the stomach, the small intestine, the large intestine, the liver and the pancreas.

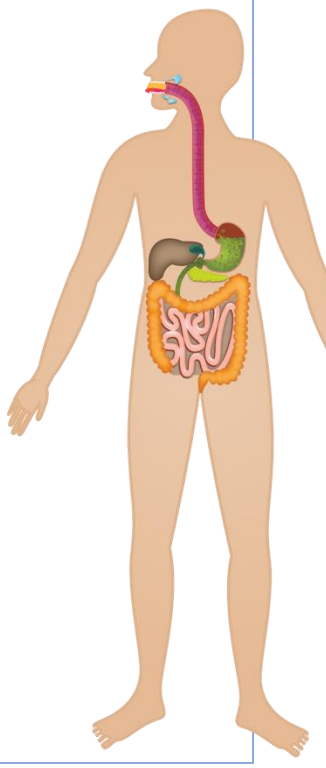
The digestion process begins before we even start eating! Smelling, seeing or thinking about a tasty meal causes saliva to form in the mouth. Once the food is inside the mouth, the saliva breaks down the chemicals in the food. This makes the food mushy and easier to swallow. The tongue also assists by pushing the food around while the teeth are chewing. When the food is ready to be swallowed, the tongue pushes it backwards and into the opening of the esophagus.

Once the food arrives in the stomach, it remains there for around four hours. Enzymes break down and isolate proteins that the body needs. It then moves through the small intestine where juices from the liver and pancreas continually break down the food. Finally, the food travels through the large intestine. Any unrequired material is sent to the rectum. As it is not needed, it later leaves the body as solid waste.

The digestive system plays a valuable role in keeping us happy and healthy. Without it, our bodies would not have the energy to function properly. For these reasons, it is important to maintain a healthy digestive system.

Draw your diagram/flow chart below (you can use the illustration to help you)

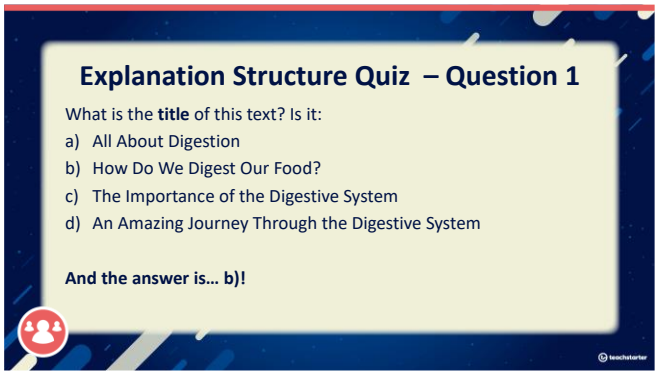


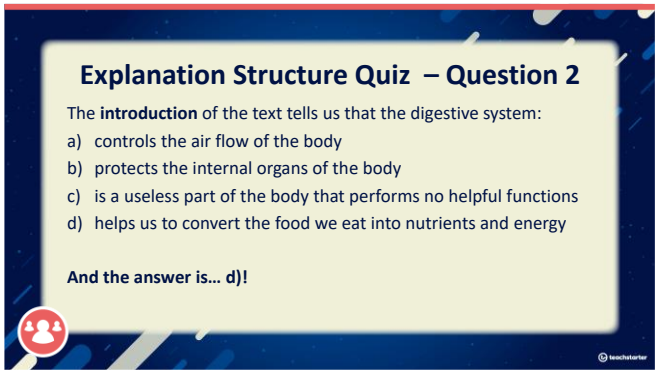


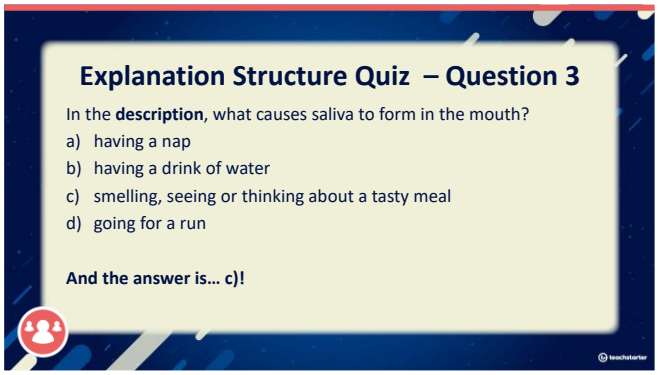
QUIZ TIME: How Do We Digest Our Food?

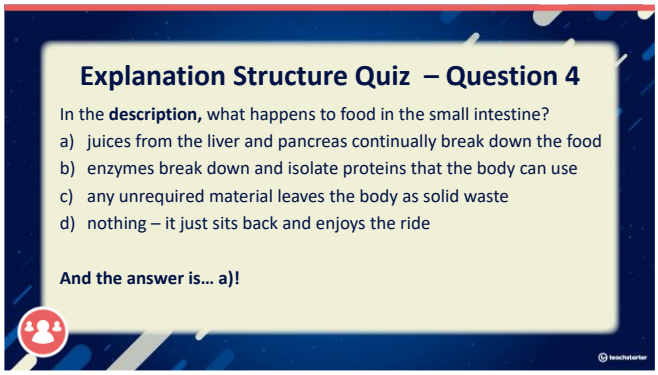
Keep the answers hidden with your hand until you have answered the question!

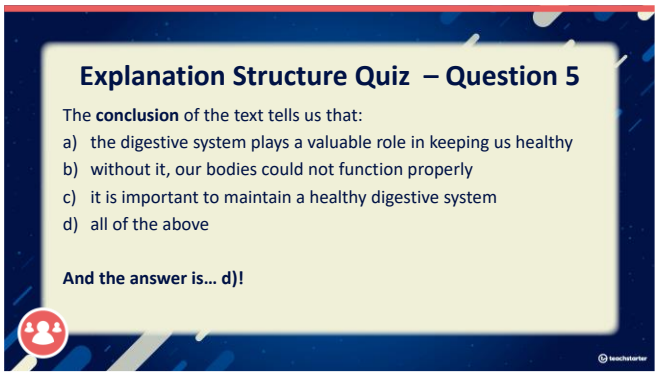
Give yourself 1 point for each correct answer.











FRIDAY - Mathematics

Minute Maths

Solve the problems by filling in the empty boxes.

2 x 1 = 2	2 x 2 =	2 x 3 =	2 x 4 =
2 x 5 =	2 x 6 =	2 x 7 =	2 x 8 =
2 x 9 =	2 x 10 =	2 x 11 =	2 x 12 =

Division

Using place value to divide by 10

Division Strategies

Dividing by 10

Use place value to work out how to divide in 10s

674 ÷ 10 = ?

If you divide a number by 10, the digits move one place value to the right.

Hundreds	Tens	Units	Tenths	Hundredths
6	7	4 .		

Hundreds	Tens	Units	Tenths	Hundredths
	6	7 .	4	

674 ÷ 10 = 67.4

For example:

650 divided by 10 = 65

220 divided by 10 = 22

653 divided by 10 = 65.3

Use your knowledge of place value to divide the following numbers by 10

Level 1

820 ÷ 10 = _____

630 ÷ 10 = _____

170 ÷ 10 = _____

950 ÷ 10 = _____

210 ÷ 10 = _____

930 ÷ 10 = _____

560 ÷ 10 = _____

530 ÷ 10 = _____

440 ÷ 10 = _____

180 ÷ 10 = _____

340 ÷ 10 = _____

940 ÷ 10 = _____

230 ÷ 10 = _____

460 ÷ 10 = _____

150 ÷ 10 = _____

Level 2

7200 ÷ 10 = _____

3680 ÷ 10 = _____

7950 ÷ 10 = _____

7410 ÷ 10 = _____

2800 ÷ 10 = _____

3030 ÷ 10 = _____

5520 ÷ 10 = _____

3650 ÷ 10 = _____

2290 ÷ 10 = _____

7450 ÷ 10 = _____

7650 ÷ 10 = _____

2680 ÷ 10 = _____

8610 ÷ 10 = _____

5070 ÷ 10 = _____

7300 ÷ 10 = _____

Division: Zoom Lesson 11:30am till 12pm

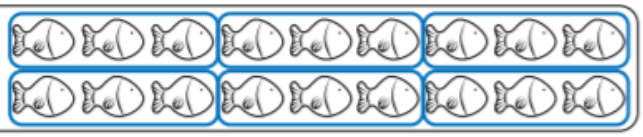
Division Strategies

Level 1: Equal Groups

Find the answer to each division fact by breaking each set of objects into equal groups.

example

18 ÷ 3 = 6



a. 20 ÷ 4 = ___

b. 16 ÷ 2 = ___

c. 24 ÷ 8 = ___

d. 25 ÷ 5 = ___

e. 27 ÷ 9 = ___

Level 2: Equal Groups with Remainders

1. Jin is making 5 party bags. How many of each item will he put in each bag? Remember, they need to be exactly the same.

19 stickers

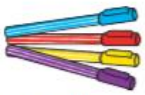
In bag _____

Left over _____

23 sweets

In bag _____

Left over _____



12 felt tips

In bag _____

Left over _____

8 marbles

In bag _____

Left over _____

2. There are 10 people at his tea party. How many packets of each item does he need to buy so there is enough for everyone to have 1 of everything?

2 drinks

Packs _____

Left over _____

8 biscuits

Packets _____

Left over _____

4 cakes

Packets _____

Left over _____

12 paper cups

Packs _____

Left over _____

Extension Level 3: Short division without remainders

1. 7 | 7 7

2. 7 | 9 8

3. 4 | 6 4

4. 7 | 9 1

5. 7 | 1 5 4

6. 3 | 2 0 4

Working out space

FRIDAY – Music

From Mr Cronin

Warm up – Air Guitar

Did you know that the air guitar was celebrated at the Olympic Games?

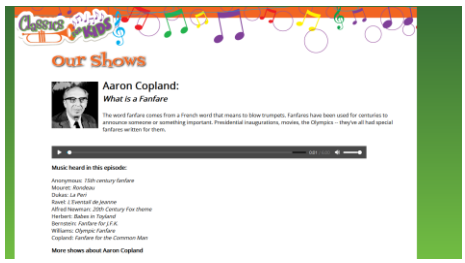
Play along with this man as he shows us some moves.
https://www.youtube.com/embed/Fhrrv_F573c

Play a Rhythm Game

https://www.youtube.com/embed/AyMxoVBjk0s

Listening about Fanfares

Listen to the follow podcast about Fanfares.
https://www.classicsforkids.com/shows/shows.php?id=249



Sing a Song

Let's sing the song that we learned a few weeks ago *I LIke The Flowers*, with Mrs Cronin helping. Have a go at holding a part when we start singing in a round.

https://youtu.be/tllwmW3OZtY

Revise *Don't Fence Me In*

https://www.youtube.com/watch?v=kqAa4IDb29M

Don't Fence Me In
Oh, give me land, lots of land under starry skies above
Don't fence me in
Let me ride through the wide open country that I love
Don't fence me in
Let me be by myself in the evenin' breeze
listen to the murmur of the cottonwood trees
Send me off forever, but I ask you please
Don't fence me in
Just turn me loose
Let me straddle my old saddle
Underneath the Western skies
On my Cayuse
Let me wander over yonder
Till I see the mountains rise
I want to ride to the ridge where the West commences
Gaze at the moon till I lose my senses
Can't look at hobbles and I can't stand fences
Don't fence me in
Repeat (go back to the beginning).
Songwriter: Cole Porter

Move and Get Fit

https://www.youtube.com/embed/0FLVPlKPn_c

Have fun 😊

Mathematics Answers

Monday

Level 1:	Level 2:
5 x 3 = 15	17 x 4 = 68
2 x 10 = 20	3 x 24 = 72
10 x 9 = 90	5 x 17 = 85
5 x 7 = 35	29 x 6 = 174
2 x 6 = 12	4 x 18 = 72
8 x 2 = 16	7 x 11 = 77
5 x 10 = 50	19 x 3 = 57
5 x 5 = 25	7 x 30 = 210
	8 x 21 = 168
	3 x 18 = 54
	28 x 9 = 252
	2 x 15 = 30
	12 x 4 = 48
	29 x 5 = 145
	7 x 27 = 189

Tuesday

1 **Show how the digits all move along when they are multiplied by 10 and write the answers below:**

a

Hundreds	Tens	Units
		7
	7	0

7 × 10 = 70

b

Hundreds	Tens	Units
		3
	3	0

3 × 10 = 30

c

Hundreds	Tens	Units
	1	5
1	5	0

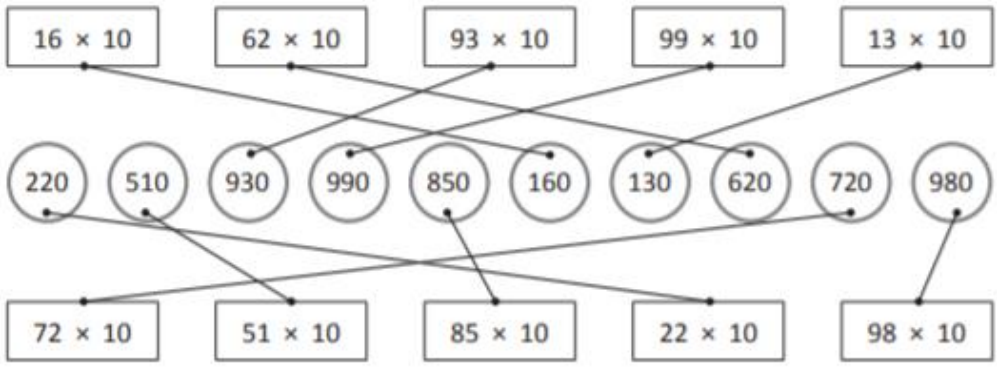
15 × 10 = 150

d

Hundreds	Tens	Units
	2	2
2	2	0

22 × 10 = 220

2 **Connect these × 10 facts to the answers:**



5 **The 2 times table should be easier, so complete it first. Then double each of the 2 times table facts to get the 4 times table facts:**

1 × 2 =	2	1 × 4 =	4
2 × 2 =	4	2 × 4 =	8
3 × 2 =	6	3 × 4 =	12
4 × 2 =	8	4 × 4 =	16
5 × 2 =	10	5 × 4 =	20
6 × 2 =	12	6 × 4 =	24
7 × 2 =	14	7 × 4 =	28
8 × 2 =	16	8 × 4 =	32
9 × 2 =	18	9 × 4 =	36
10 × 2 =	20	10 × 4 =	40

6 **Write the missing numbers for these 4 times table facts:**

a 2 × 4 = 8
b 4 × 4 = 16
c 10 × 4 = 40
d 6 × 4 = 24
e 3 × 4 = 12
f 9 × 4 = 36
g 5 × 4 = 20
h 7 × 4 = 28

7 **Use the hint to get the answer. Then fill in the missing digit to make the 4 times table fact complete:**

a **Hint:** Double 16 — 8 × 4 = 32
b **Hint:** Double 12 — 6 × 4 = 24
c **Hint:** Double 18 — 9 × 4 = 36

8 **Look at the numbers in the grid and circle 3 numbers that would make a multiplication fact. Look for × 2 and × 4 facts. They are either left to right or top to bottom. The first one has been done for you. There are 10 to find.**

4	3	12	4	8	32
4	1	3	2	7	1
16	5	3	8	2	9
3	4	6	24	14	4
2	8	16	7	9	36
9	2	18	10	2	20

Wednesday

Level 1:	Level 2:
1. 8 2. 10 3. 7 4. 4 5. 12 6. 6	1. 6 2. 7 3

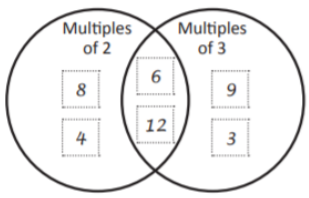
Thursday

1 **List the first ten multiples of each number:**

a 6	6	12	18	24	30	36	42	48	54	60
b 2	2	4	6	8	10	12	14	16	18	20
c 10	10	20	30	40	50	60	70	80	90	100
d 3	3	6	9	12	15	18	21	24	27	30
e 4	4	8	12	16	20	24	28	32	36	40

2 **Write these numbers in the correct spots on the Venn diagram:**

8 4 9 6 12 3



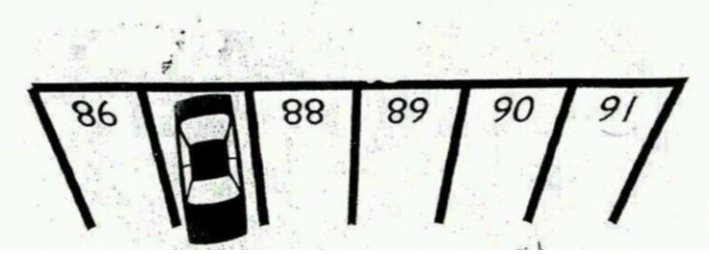
The space in the diagram where the circles overlap is where you put numbers that are *both* multiples of 2 and 3.

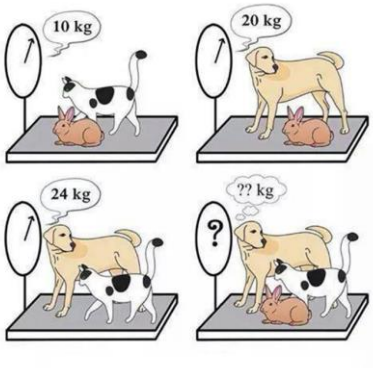
Level 1: Problem Solving

6 wolves can catch six lambs in 6 minutes.
If you multiply it by ten, the same wolves can catch sixty lambs in 60 minutes.

Level 2: Problem Solving

Turn the picture upside down. You will then see the following number sequence: 86 ? 88, 89, 90, 91. So the answer is 87.





Level 3: Problem Solving

The dog and rabbit together are 20kg and the dog and cat are 24kg.
This means the cat is 4kg more than the rabbit.
Since the cat and rabbit together are 10kg this means the cat is 7kg and the rabbit 3kg. Take the 3kg of the rabbit off the 20kg total and it means the dig is 17kg.
Total of the animals is 27kg.

Friday

Level 1	Level 2
79÷10=7.9	779÷10=77.9
87÷10=8.7	398÷10=39.8
75÷10=7.5	761÷10=76.1
23÷10=2.3	797÷10=79.7
43÷10=4.3	427÷10=42.7
26÷10=2.6	402÷10=40.2
43÷10=4.3	224÷10=22.4
39÷10=3.9	998÷10=99.8
69÷10=6.9	354÷10=35.4
13÷10=1.3	336÷10=33.6
45÷10=4.5	276÷10=27.6
98÷10=9.8	384÷10=38.4
95÷10=9.5	901÷10=90.1
71÷10=7.1	711÷10=71.1
87÷10=8.7	943÷10=94.3

Reading Answers

Monday Comprehension

1. Who was Neil Armstrong? Tick one.

   - ○ An American scientist
   - ○ A British pilot
   - ○ The first person to drive a car
   - ✓ **The first person to walk on the Moon**

2. Where was he born? Tick one.

   - ○ In the UK
   - ○ In Cleveland
   - ○ In France
   - ✓ **In the USA**

3. Number the events below from 1 to 4 to show the order in which they happened.

   - [2] He went to Cleveland Air Race.
   - [1] He was born on 5th August 1930.
   - [4] He blasted off into space.
   - [3] He was accepted to the NASA astronaut corps.

4. Why did the space mission Apollo 11 take months of practice and preparation? Tick one.

   - ✓ **NASA had to check that everything was safe.**
   - ○ Armstrong was suffering from travel sickness.
   - ○ 600 million people watched.
   - ○ He received his first pilot's licence.

5. Which two activities did Armstrong and Aldrin do during their moonwalk?

   1. **They planted a flag of the United States.**
   2. **They spent time collecting moon rocks from the surface.**

6. **Find** and **copy** a word which shows that Neil Armstrong was no longer an astronaut after returning home.
   retired

7. How is it possible Neil Armstrong's footprints are still there on the Moon even now? Explain your answer.
   Pupils' own responses, such as 'His footprints are still there as there is no wind on the Moon to blow away the footprints in the dust of the Moon's surface.'

Sheet A

Wednesday: Epic Editing

1. When was Neil Armstrong born? Tick one.

   - ○ July 1969
   - ✓ **August 1930**
   - ○ September 1962
   - ○ September 1946

2. What happened to him when he was six years old? Tick one.

   - ○ His parents took him to Cleveland Air Race.
   - ○ He took flying lessons.
   - ○ He became a hero.
   - ✓ **He flew for the first time with his father.**

3. What did Neil Armstrong love to do in his spare time?
   He loved to make model aircraft.

4. What does the author mean when they describe Neil Armstrong as a '**worldwide name**'?
   It means his name was known all over the world because he had achieved something so amazing: he was the first person on the Moon!

5. How could Armstrong afford to take flying lessons?
   He could afford to take flying lessons because he worked and earned money at a local chemist.

6. Explain why the crew did not come straight back home after landing on the Moon.
   Pupils' own responses explaining what they did on the Moon and why: The astronauts planted a flag of the United States and spent time collecting moon rocks so they could be studied back on Earth.

7. Why do you think people wanted the astronauts to tour the country after arriving home?
   Pupils' own responses that show an understanding of how popular the astronauts were as heroes having walked on the Moon.

8. How would you describe Neil Armstrong? Use evidence from the text to support your answer.
   Pupils' own responses that refer to information in the text. For example, I think that he was hardworking because he worked in a local chemist to raise money to pay for flying lessons. This shows that he was willing to work hard to achieve his dream. He was calm under pressure and able to fly in very dangerous situations and this would be useful on a mission to the Moon.

Sheet B

Sheet A

Text 12 – Pets and Wildlife

Pets are cute and fun **to** play with**.** But did you know that pets can be **bad** for wildlife**?** **D**ogs and cats may **hurt** wild animals or harm wild places **near** you. **N**ever set your pets free into the wild**!**

Sheet B

The Great Barrier Reef – Answers

The **G**reat **B**arrier Reef is the world's **largest** coral reef system. The reef is located in the **Coral Sea**, **off** the coast of **Q**ueensland, Australia.

[The **G**reat **B**arrier Reef can be seen from outer space and is the world's biggest single structure made by living organisms. **T**he reef structure is composed of and built **by billions** of **tiny** organisms called coral polyps. It supports a wide **diversity** of life and was selected as a World Heri**tage** site in 1981.]

A large part of the reef is protected **by** the Great Barrier Reef Marine Park. This helps to limit the impact of human use, such **as** fishing and tourism. It is also known to have been used by the Aboriginal Australians and Torres **Strait** Islander peoples. It **is a** very important part of local groups and culture**s**.

Thursday: Squizz Kids Questions

1. 4 months
2. They are looking for everything, however, it is expected that they will find small evidence of life. These are called Microbes.
3. Eventually we will have the capability to live on Mars, but we must decide whether we want to live on Mars. The environment on Mars isn't very pleasant and it is very difficult to come back to earth.
4. The sky on Mars looks very similar to the sky on earth. The Sun is smaller because they are much further away from the Sun and the sky often has a tinge of red because of the dust.
5. Getting rocks back from Mars to Earth is very difficult. The rocks need to be collected by Perserverance and then they are taken off the surface of Mars and put into orbit. Then they will need to send astronauts into space to collect those rocks.

Friday: Inferencing

Answers will vary.