

NAME: _____



Learning from Home

Unit: 7
Stage 2

Year 3 and Year 4



Term 3 Week 7 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

BOOK WEEK

- [Book Week Official Webpage](https://www.cbca.org.au/cbca-book-week) <https://www.cbca.org.au/cbca-book-week>
- Get excited for book week <https://storyboxlibrary.com.au/blog/get-excited-for-cbca-book-week-2021>
- <https://www.penguin.com.au/books/lists/book-week-2021>
- The State Library <https://www.sl.nsw.gov.au/learning/kids-and-families>
- Ku-ring-gai Library - online reader platform for ebooks <https://www.krg.nsw.gov.au/Community/Ku-ring-gai-Library>

NEWS / EDUCATION

- [Education Live videos](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home) <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>
- Squiz kids - <https://www.squizkids.com.au/> A news podcast for 8-12 year olds.
- 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

- 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>

MATHEMATICS

- Mathletics <https://www.mathletics.com/au/> Students have their Login details
- Transum <https://www.transum.org/> Maths activities, puzzles, problems, visual aids, investigations and lots 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

- 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>



3H Zoom Classes for BOOK WEEK WEEK 7 TERM 3 2021

PLEASE NOTE THE CHANGE FOR MONDAY, 23 August only

- Students will participate in a Book Week livestream. No other Zoom classes will occur on Monday, 23 August.
- Regular morning and afternoon Zoom classes will recommence on Tuesday, 24 August.

<div>3H</div> <div>Monday</div> <div>23/8/21</div>	<div>BOOK WEEK LIVESTREAM:</div> <div><i>Bigger, Brighter, Better</i></div> <div>12noon – 12.45pm</div>		<div>LOGON DETAILS:</div> <div><ul style="list-style-type: none">Go to the secure web portal https://performlivestream.com/On the homepage, enter the school password fmE2ITuWait on the next screen and the school livestream event will start soon.</div>	
	<div>BEFORE the Livestream, you might like to meet the actors at:</div> <div>https://vimeo.com/579385090</div> <div>You might like to take the dance tutorial at:</div> <div>https://vimeo.com/580985863</div>		<div>Any issues, please call: 1300 652 470</div>	
<div>Tuesday 24/8/21</div> <div>Wednesday 25/8/21</div> <div>Thursday 26/8/21</div> <div>Friday 27/8/21</div>	<div>Zoom Meeting ID</div>		<div>Zoom Meeting Password</div>	
	<div>Morning am</div>	<div>Afternoon pm</div>	<div>Morning am</div>	<div>Afternoon pm</div>
	<div>690 2120 6094</div>	<div>670 7820 6503</div>	<div>635108</div>	<div>349405</div>

Students are expected to attend both the morning and afternoon class on Tuesday to Friday this week. 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.**

Tuesday 24/8/21, Wednesday 25/8/21, Thursday 26/8/21 and Friday 27/8/21

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 7 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. They are highlighted on the timetable.
The feedback tasks will be shared via Seesaw. See the task for more details.

	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	Mathematics Book Week livestream 12.00 – 12.55pm	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics
Break	Break	Break	Break	Break	Break
Afternoon	Science	Art ZOOM 2:15pm	Wellbeing Time ZOOM 2:15pm	PDHPE ZOOM 2:15pm	Music ZOOM 2:15pm

It's Book Week!

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

You will get to have fun sharing in lots of reading activities and dressing up as a class. No need to organise a costume this year. Everything you need is in your pack!

On Monday, students will participate in a Book Week livestream at 12.00 – 12.55pm.

On Wednesday we will put together our costumes on Zoom and on Friday we will wear them while we share in some fun activities!

Book Week Old Worlds, New Worlds, Other Worlds



Book Week 2021 – Old Worlds, New Worlds, Other Worlds

OPTIONAL activities for families – try some of them or all of them! It's up to you.

Try Transfiguration!



Celebrate your favourite book character's costume. Get in costume: old or new, recycled... use what you have, it doesn't matter. Take a photo of yourself in your Book Week costume. Your family / pets might like to join in too. The only limit is your imagination!

Illustrate or construct a costume for a book character using any medium you like – cardboard, paper, textas, crayons, newspaper, foil, fabric, whatever! Take a photo to share.

Whacky, Wild or Whimsical?



Send in a whacky, wild or whimsical (but safe/COVID-safe) photo of where you / your family like to read. Examples could include reading sitting upside down on a lounge, reading while jumping on a trampoline, or a relaxing spot in a pile of soft toys! If you don't want to show your face – no problem, hide behind your book or take the photo of where you are reading from behind.

Bookface: How well can you match your face with a book? The goal is to make the transition between the book and yourself as seamless as possible. (Where you strategically line up your face alongside a book cover that features a matching body part, so it appears both the individual and book merges.) Take a photo.

Old Worlds, New Worlds, Other Worlds



Use a bookshelf to construct a 'shellie' of your favourite book / character / author. Each member of your family could create a different 'shellie'.

Alternatively, create a diorama of the 'world' in which you favourite book is set. Examples might include: The fictional world of Narnia or the land from *Where the Wild Things* is set.

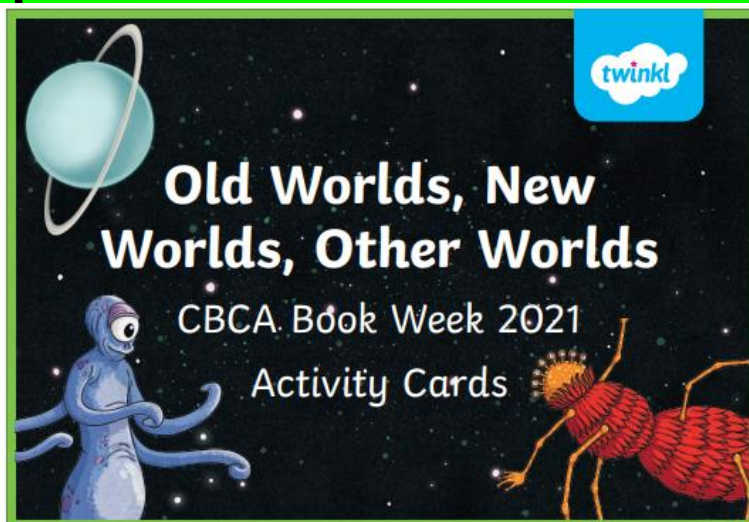
Lots of Links: Think of all the books, old and new, you / your family have read. (You could put a time limit on this or choose a theme for the books you list.) Then, write the name of each book on a strip of paper. Link the strips of paper together, paper chain style. Take a photo of yourself showing where you've displayed your lots of links.

We're looking forward to creating a TNPS Virtual Book Week presentation to share with all the photos sent in by Friday 27/8/21.

Email them to: turrumurn-p.school@det.nsw.edu.au

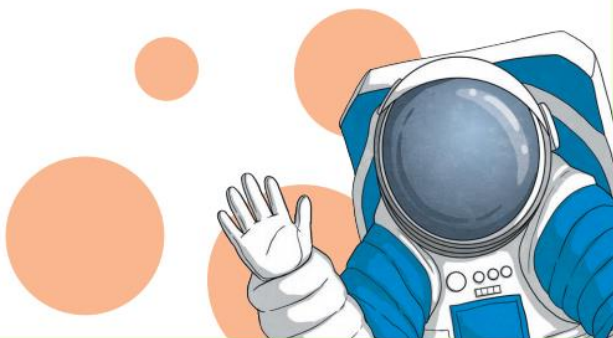
Mention your name and sports house to earn house points!

Optional Activities for this week!



Old Worlds, New Worlds, Other Worlds

Write a character profile of your favourite book character.



Old Worlds, New Worlds, Other Worlds

Rewrite an alternate ending to a classic fairytale. Some fairytales you might like to choose from are:

- Goldilocks and the Three Bears
- Jack and the Beanstalk
- The Three Billy Goats Gruff
- The Three Little Pigs
- Little Red Riding Hood
- The Gingerbread Man



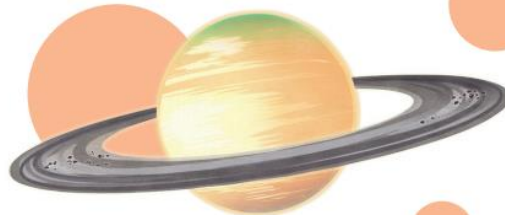
Old Worlds, New Worlds, Other Worlds

Imagine that you are an alien who has just landed on Earth. Describe all the weird things you are seeing, smelling and touching.



Old Worlds, New Worlds, Other Worlds

Design and illustrate a world of your own. Use your imagination!



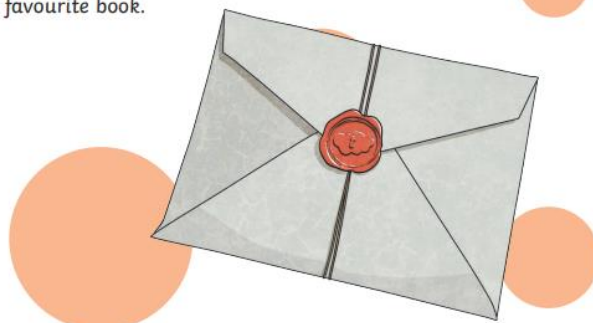
Old Worlds, New Worlds, Other Worlds

Rewrite and illustrate part of your favourite book as a comic strip.

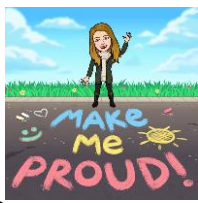


Old Worlds, New Worlds, Other Worlds

Write a letter to the author or illustrator of your favourite book.



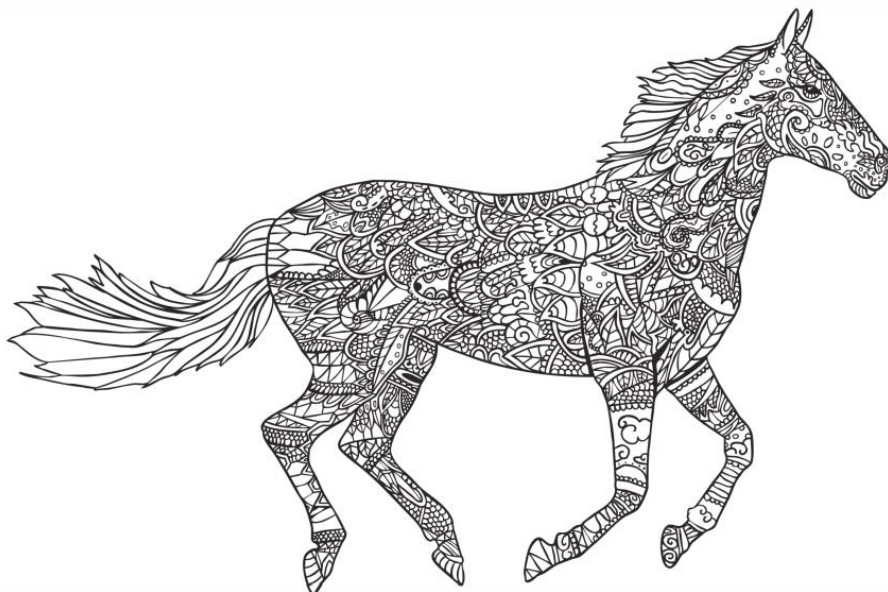
Week 7 Term 3 – Spelling



Year 3 Spelling Words

Year 4 Spelling Words

or ore a aw au horse core ball paw sauce		based on weekly focus in other KLA's	or ore a aw au horse core ball paw sauce		based on weekly focus in other KLA's
Core: saw small fall more morning talk fourteen forty horse born form door poor short story sport water sure warm draw north caught bought autumn August	Extension: astronaut audience automatic board brought cautious corner course daughter dinosaur distraught enormous exhausted fortune fourth naughty ordinary organise quarter reward	Theme fraction whole half denominator numerator world explanation introduction conclusion description Demon commodore audition applaud chlorine omnivore conservatorium Ecuador portfolio lawyer megafauna	Core: wall hall talk fork before because sport sure poor floor storm store draw lawn order corner fourth towards autumn August transport caught bought thought brought	Extension: according audible automatic automobile awful awkward cautiously coarse course distraught enormous exhaustion explore keyboard naughty organisation ornament slaughter thoughtfully untoward	Theme fraction whole half denominator numerator world explanation introduction conclusion description Demon corrosion Mauritius doctorate withdrawn oracle audacious nauseous glaucoma Singapore entrepreneur



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

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

Find the following words in the puzzle.

Words are hidden     and .

AUGUST	CORNER	FOURTEEN	ORDER	STORY	WATER
AUTUMN	DOOR	FOURTH	POOR	SURE	
BECAUSE	DRAW	HALL	SAW	TALK	
BEFORE	FALL	HORSE	SHORT	THOUGHT	
BORN	FLOOR	LAWN	SMALL	TOWARDS	
BOUGHT	FORK	MORE	SPORT	TRANSPORT	
BROUGHT	FORM	MORNING	STORE	WALL	
CAUGHT	FORTY	NORTH	STORM	WARM	

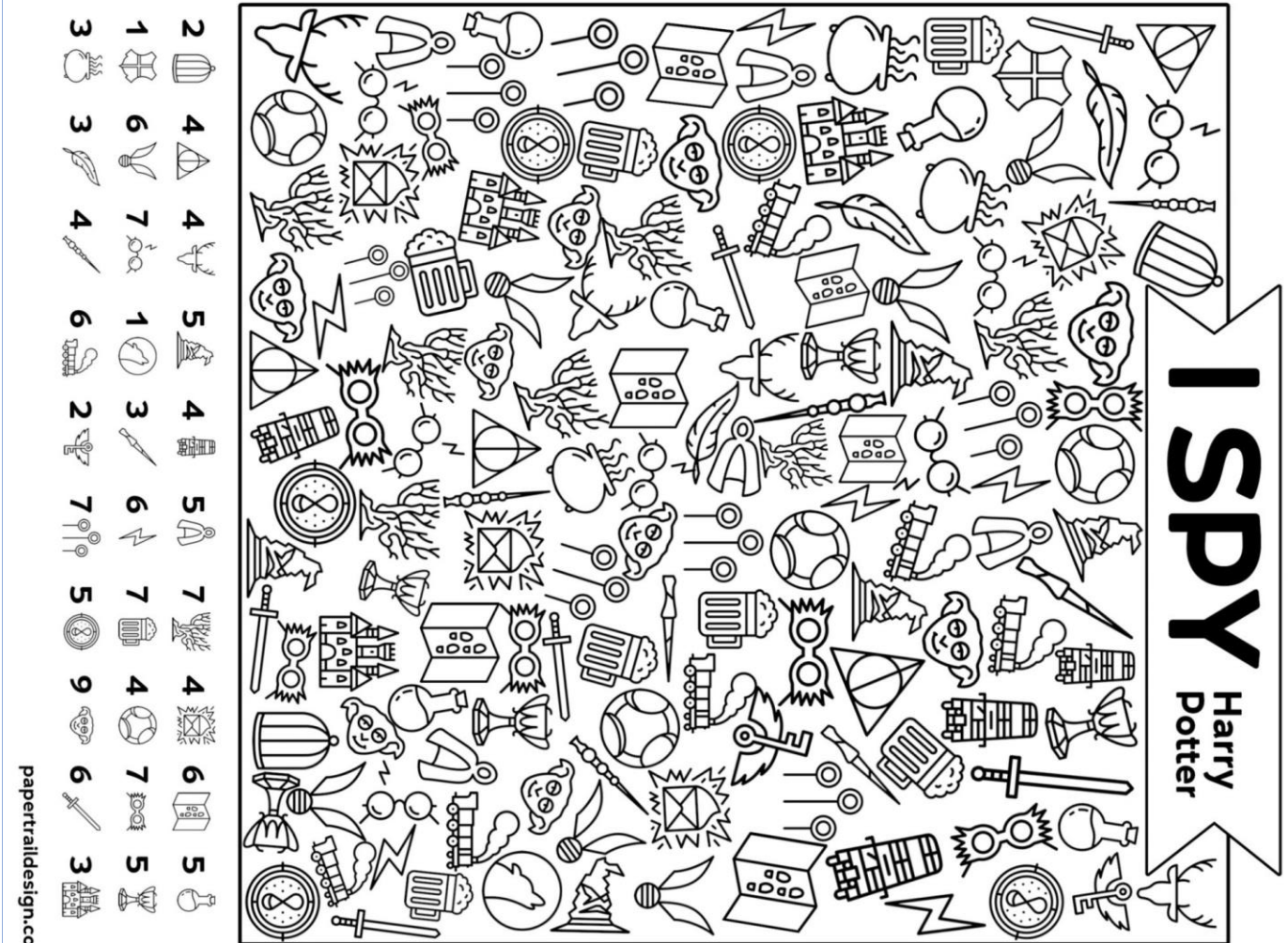
Reading

**This week your reading activities are based around a whimsical, imaginative, and magical author...
JK Rowling.**

- Read → Harry Potters Word Wizardry and then complete the **comprehension** questions.
- Here are some words to practise before you read

Harry Potter

banquet	potions	dungeons	pickled	sniggered
foolish	subtle	Simmering cauldron	Shimmering fumes	dunderhead





Harry Potter's Word Wizardry

This extract is from *Harry Potter and the Philosopher's Stone* in which Harry meets the infamous Potions master, Severus Snape.

While you are reading, don't forget to add any words that you would like to use in your own writing to your **Vocabulary Journal**.

At the start-of-term banquet, Harry had got the idea that Professor Snape disliked him. By the end of the first Potions lesson, he knew he'd been wrong. Snape didn't dislike Harry – he *hated* him.

Potions lessons took place down in one of the dungeons. It was colder here than up in the main castle and would have been quite creepy enough without the pickled animals floating in glass jars around the walls.

Snape, like Flitwick, started the class by taking the register, and like Flitwick, he paused at Harry's name.

'Ah, yes,' he said softly, 'Harry Potter. Our new – *celebrity*.'

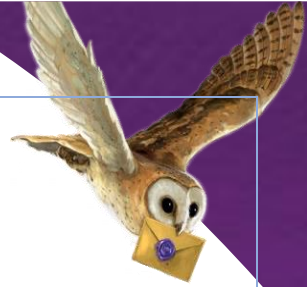
Draco Malfoy and his friends Crabbe and Goyle sniggered behind their hands. Snape finished calling the names and looked up at the class. His eyes were black like Hagrid's, but they had none of Hagrid's warmth. They were cold and empty and made you think of dark tunnels.

'You are here to learn the subtle science and exact art of potion-making,' he began. He spoke in barely more than whisper, but they caught every word – like Professor McGonagall, Snape had the gift of keeping a class silent without effort. 'As there is little foolish wand-waving here, many of you will hardly believe this is magic. I don't expect you will really understand the beauty of the softly simmering cauldron with its shimmering fumes, the delicate power of liquids that creep through human veins, bewitching the mind, ensnaring the senses ... I can teach you how to bottle fame, brew glory, even stopper death – if you aren't as big a bunch of dunderheads as I usually have to teach.'

More silence followed this little speech. Harry and Ron exchanged looks with raised eyebrows. Hermione Granger was on the edge of her seat and looked desperate to start proving that she wasn't a dunderhead.



Comprehension



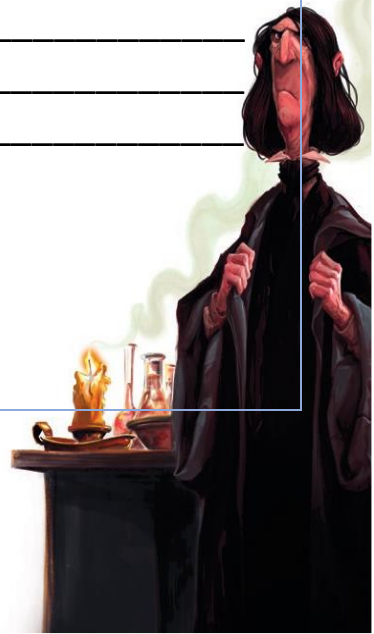
1. Where did potions lessons take place?

2. In the text, JK Rowling says "Snape... started the class by taking the register." What do you think a register is?

3. Draco Malfoy and his friends... sniggered behind their hands." What do you think sniggered means?

4. Write at some adjectives (at least 4) which could be used to describe Professor Snape.

5. JK Rowling says "Hermonie Granger was on the edge of her seat and looked desperate to start proving that she wasn't a dunderhead." How do you think Hermonie was feeling in that moment? What does 'on the edge of her seat' mean?



Choose one of the activities below to complete 😊

Harry Potter's Word Wizardry: Describing Settings

This extract is from Harry Potter's first term at Hogwarts School of Witchcraft and Wizardry in which Harry is just getting used to the school's strange layout.

There were a hundred and forty-two staircases at Hogwarts: wide, sweeping ones; narrow, rickety ones; some that led somewhere different on a Friday; some with a vanishing step halfway up that you had to remember to jump. Then there were doors that wouldn't open unless you asked politely, or tickled them in exactly the right place, and doors that weren't really doors at all, but solid walls just pretending. It was also very hard to remember where anything was, because it all seemed to move around a lot. The people in the portraits kept going to visit each other and Harry was sure the coats of armour could walk.



Harry Potter and the Philosopher's Stone, 'The Potions Master', Copyright © 1997 J.K. Rowling

Handwriting

Complete the handwriting activity below.

Make sure you have a sharp lead pencil, feet on the floor and a straight back.

Optional: Colour in the Emu.



Drawing

Read the extract above from Harry Potter's first term at Hogwarts School of Witchcraft and Wizardry in which Harry is just getting used to the school's strange layout.

Using the description above to help you, draw what you think Hogwarts would look like.

Colouring In

Colour in Diagon Alley!

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



Storyline Online

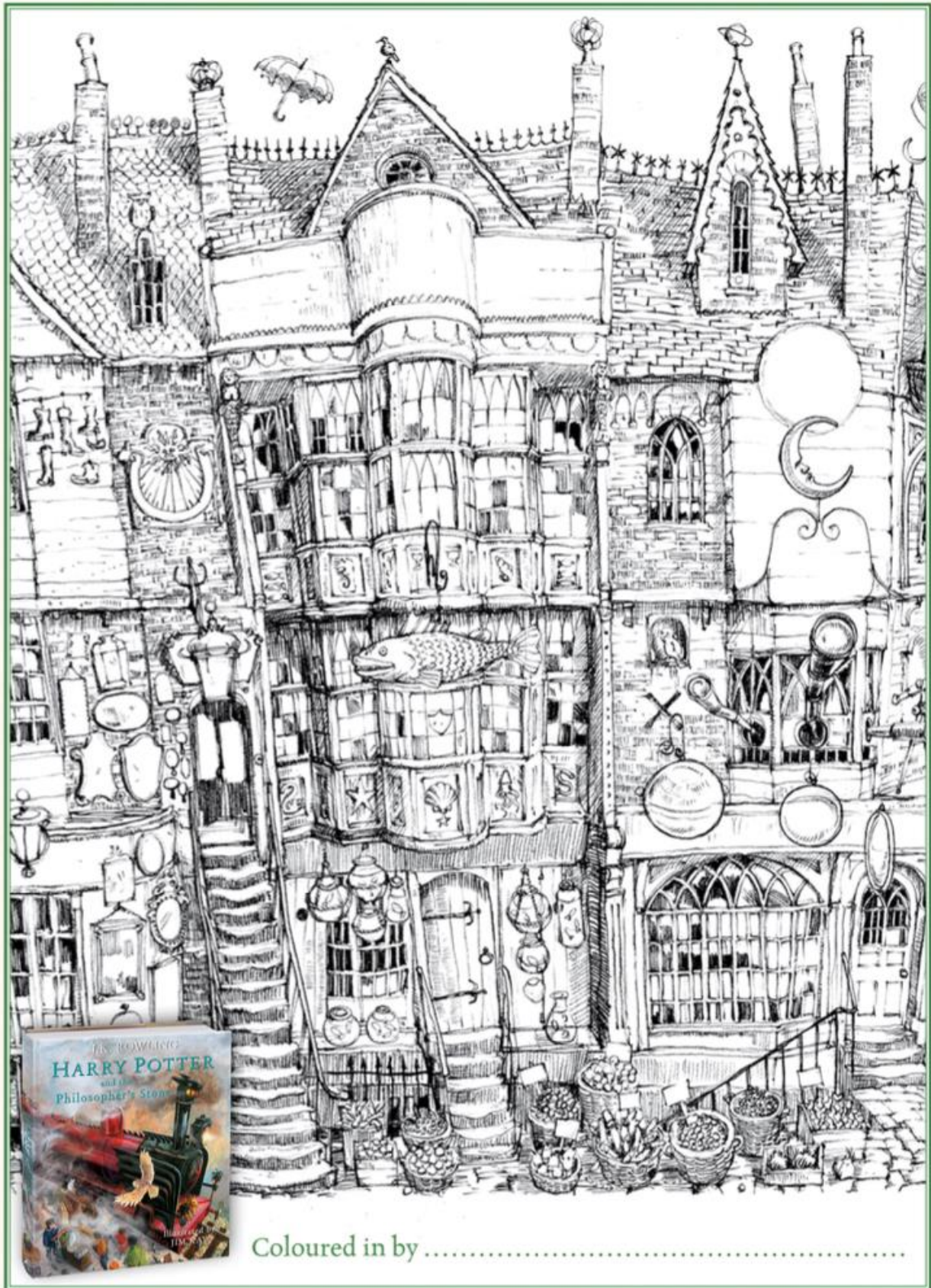




HARRY POTTER

COLOUR IN DIAGON ALLEY

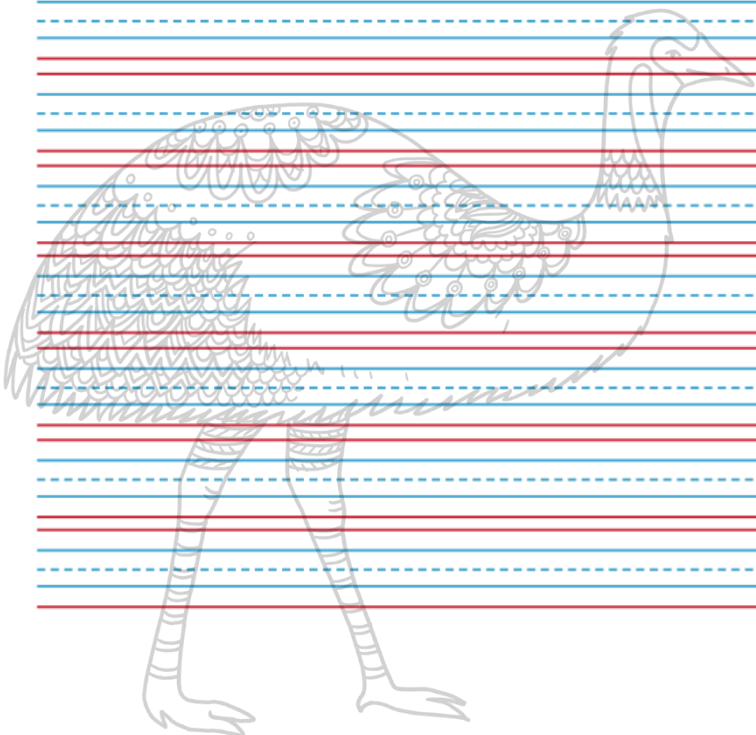
Colour in Diagon Alley, taken from the full-colour illustrated edition of *Harry Potter and the Philosopher's Stone* by J.K. Rowling with illustrations by Jim Kay.



Emu



Emus are fairly common and can be found all across Australia, except Tasmania. They have been in Australia for thousands of years and their ancestors are believed to have coexisted with the dinosaurs. Although emus are birds, they cannot fly; however, they can run at speeds of up to 50km per hour. When running quickly, they use their wings to steer.



MONDAY - Mathematics

Minute Maths

$4 \times 0 = \underline{\hspace{2cm}}$

$4 \times \boxed{} = 0$

$4 \times 1 = \underline{\hspace{2cm}}$

$4 \times \boxed{} = 4$

$4 \times 2 = \underline{\hspace{2cm}}$

$4 \times \boxed{} = 8$

$4 \times 3 = \underline{\hspace{2cm}}$

$4 \times \boxed{} = 12$

$4 \times 4 = \underline{\hspace{2cm}}$

$4 \times \boxed{} = 16$

$4 \times 5 = \underline{\hspace{2cm}}$

$4 \times \boxed{} = 20$

$4 \times 6 = \underline{\hspace{2cm}}$

$4 \times \boxed{} = 24$

$4 \times 7 = \underline{\hspace{2cm}}$

$4 \times \boxed{} = 28$

$4 \times 8 = \underline{\hspace{2cm}}$

$4 \times \boxed{} = 32$

$4 \times 9 = \underline{\hspace{2cm}}$

$4 \times \boxed{} = 36$

$4 \times 10 = \underline{\hspace{2cm}}$

$4 \times \boxed{} = 40$

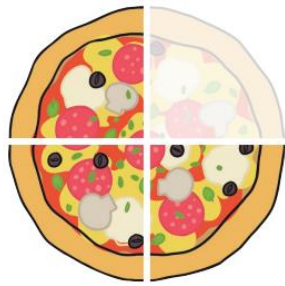


SCAN ME

Optional: 4 times tables song

<https://www.youtube.com/embed/fddxui9y0U>

Numerator and Denominator



Numerator
How many equal parts do you have?

3

Denominator
How many equal parts is the whole divided into?

4



1
3

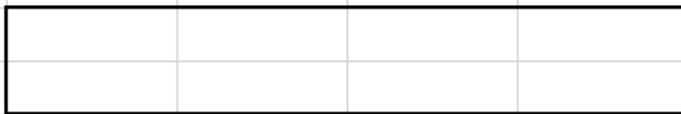


2
5



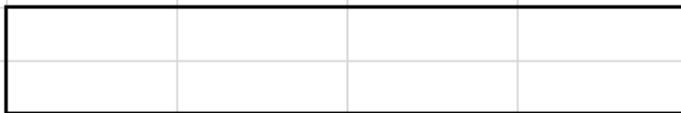
5
8

Colour in the rectangles below to represent each fraction



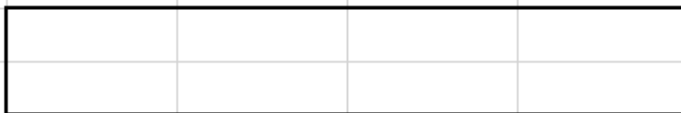
1

2



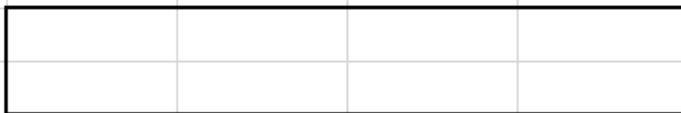
3

4



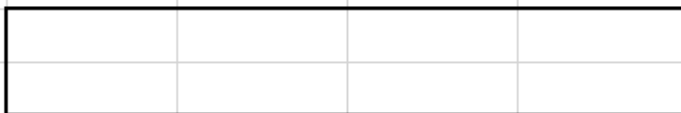
3

8



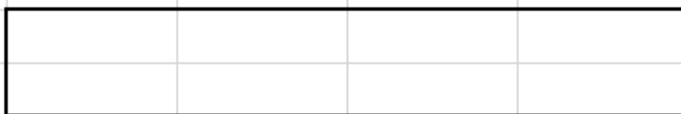
2

4



5

8



2

2

Mixed Numerals and Improper Fractions

<https://www.youtube.com/embed/KEmCZGbd4R8>

Watch video this video for some help



Mixed Numerals

Mixed numerals contain a whole number and a fraction.

$$2\frac{1}{4}$$

$2\frac{1}{4}$ is a mixed numeral.
The whole number is 2.
The fraction is $\frac{1}{4}$.

$$15\frac{5}{8}$$

$15\frac{5}{8}$ is a mixed numeral.
The whole number is 15.
The fraction is $\frac{5}{8}$.

Improper Fractions

An improper fraction is a fraction where the numerator is greater than or equal to the denominator.

$$\frac{5}{3}$$

← numerator
← denominator

$$\frac{8}{5}$$

← numerator
← denominator

visit [twinkl.com.au](https://www.twinkl.com.au)

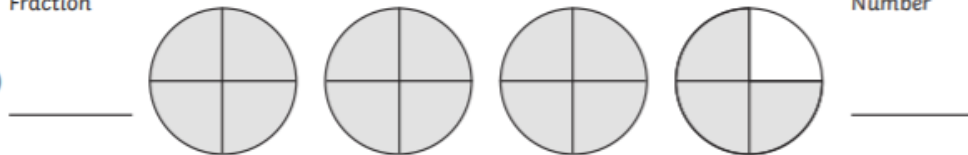
Improper Fractions

7. Write the proper fractions and mixed numbers represented by the shapes below.

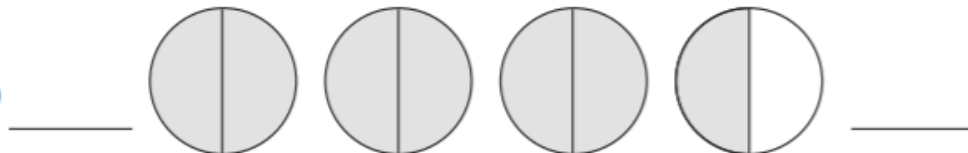
Improper
Fraction

Mixed
Number

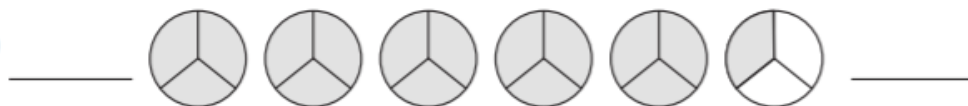
a)



b)



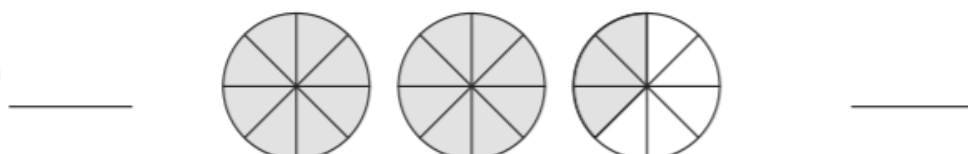
c)



d)



e)



MONDAY – Science

What is the Earth's surface and how does it change?

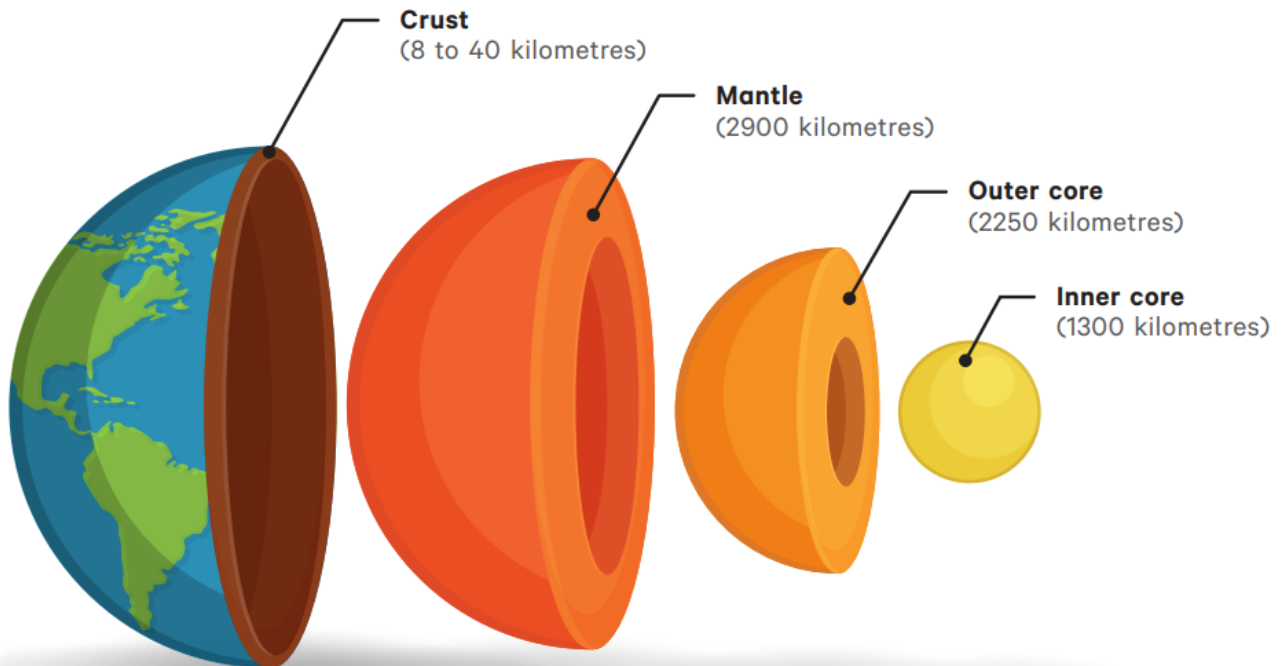


Watch this video about the layers of the Earth

https://www.youtube.com/embed/oEW_Qwj6ZCE



Structure of the Earth



Write a sentence describing the Earth's crust. The word bank will help you.

Word bank

- | | |
|-----------|---------|
| • Surface | • Thin |
| • Outer | • Layer |

Read the information below

The Earth's shell

The Earth's crust is its surface. The crust is cracked and made up of giant pieces of stone called tectonic plates.

The Earth's surface is not smooth. Sitting on liquid rock, its crust is constantly moving and shifting around. As the pieces move, the Earth's surface changes.



The Earth's crust is cracked into twelve tectonic plates.

What makes up the Earth's surface?

The Earth's crust is the solid land above and below the oceans. The rocks on mountain tops, the soil beneath the ground, the sand on beaches and the pebbles on river beds.

The Earth's surface is changed and shaped in two ways, from movement deep underground and from forces above ground like the sun, wind and rain.

As the Earth's surface changes, different landforms are created and spectacular places are formed.



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2

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3

HIGHEST

Mount Everest in the Himalayan mountain range is the highest point of the Earth's surface.



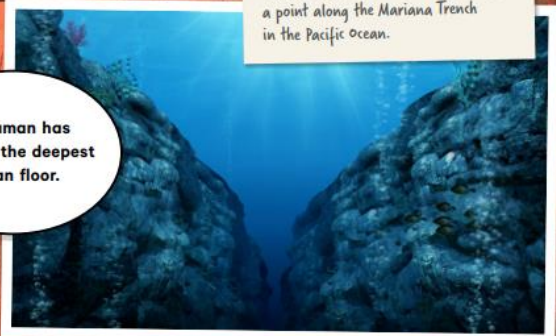
Mount Everest's peak is rising by 6 cm every year.

© Inquisitive Pty Ltd

4

DEEPEST

The deepest and lowest part of the Earth's surface is the Challenger Deep, a point along the Mariana Trench in the Pacific Ocean.



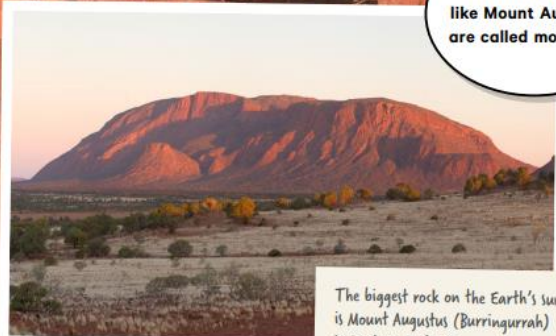
No human has reached the deepest ocean floor.

© Inquisitive Pty Ltd

5

BIGGEST

Enormous rocks like Mount Augustus are called monoliths.



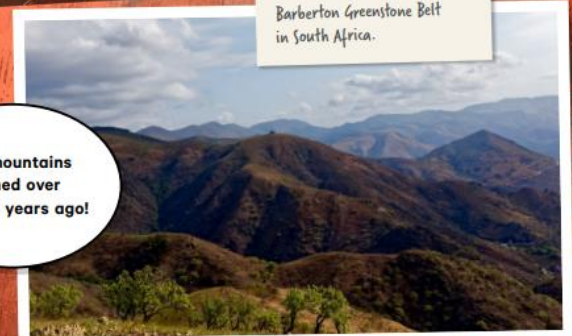
The biggest rock on the Earth's surface is Mount Augustus (Burringurrrah) in Western Australia.

© Inquisitive Pty Ltd

6

OLDEST

The oldest mountain range on the Earth's surface is the Barberton Greenstone Belt in South Africa.



The mountains formed over 3 billion years ago!

© Inquisitive Pty Ltd

7

SMELLIEST

The hot steaming pools of gas in Rotorua on the North Island of New Zealand are said to smell like rotten eggs.



The Earth's crust is very thin in Rotorua and water is heated by hot magma.

© Inquisitive Pty Ltd

8

COLDEST

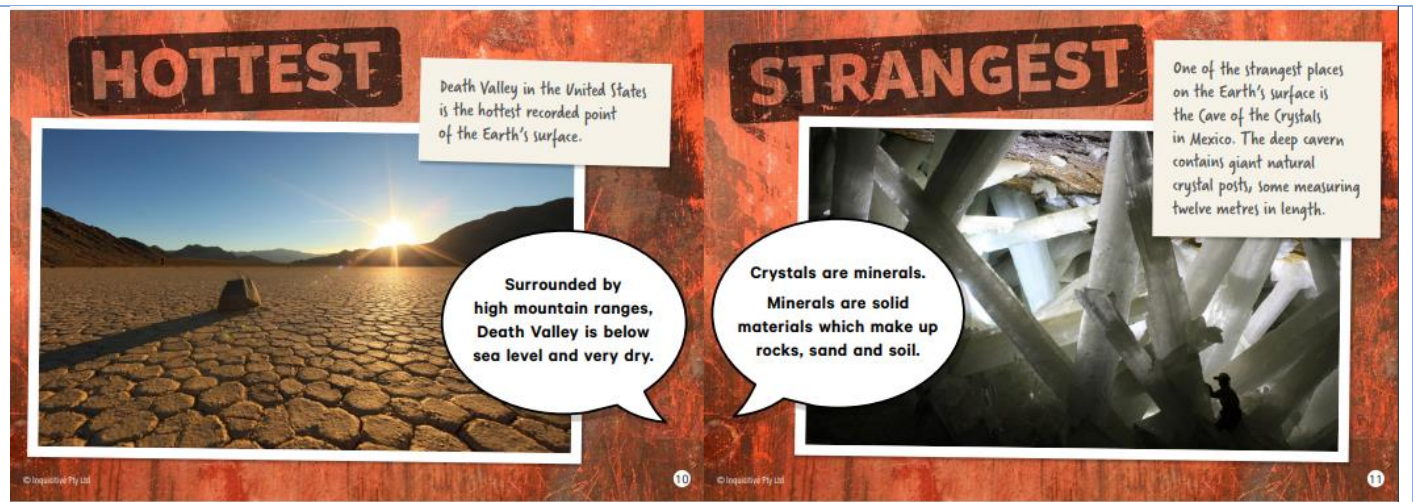
Antarctica is the coldest place on the Earth's surface.



Beneath the thick layer of ice lies vast canyons and mountain ranges.

© Inquisitive Pty Ltd

9



Activity:

Use Google Earth to visit the places mentioned above, then find some other spectacular landforms on Earth's surface.

Where you would like to visit and where you would avoid?
Which features are part of the Earth's natural surface?

<https://earth.google.com/web/>



6 Which features are part of the Earth's natural surface?

rocks	air	houses	sand	clouds	trees
gold	animals	ocean	soil	land	sun

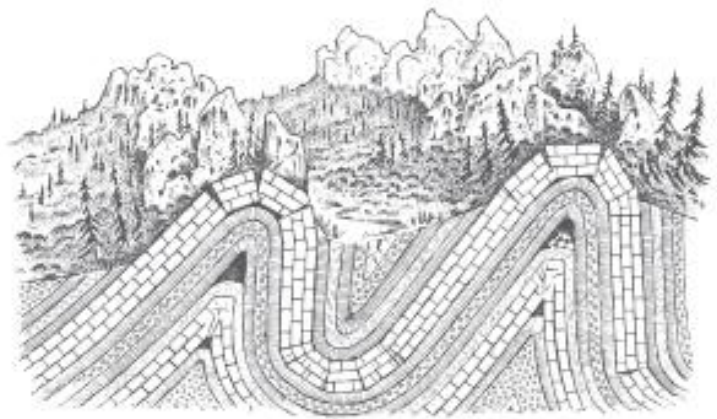
Write them in the shapes below.

YES

NO

MAYBE

Mountain ranges, like the Himalayas, are part of the Earth's surface. They are an example of how the Earth's surface changes over time. Most mountain ranges are formed when two pieces of the Earth's crust collide.



Experiment Time!

Materials needed

INVESTIGATION QUESTION 7

Create your own folded mountain range

You will need:

- 2 people
- A smooth surface
- Tablet to photograph results
- 5–7 towels (different colours work best)
- 2 sturdy boxes



Create your own folded mountain range

Step 1

Fold the towels in half, lay them on top of each other.



Step 2

Gently, start pushing the two boxes together.



Step 3

Observe and video/photograph your results with your tablet. Take a slow-motion video.



Repeat the procedure a few times.

Observe what happens and ask questions, e.g. where are the highest peaks?

The flat surface of the Earth **slowly** folds and lifts to create high ridges and low valleys. Mountains keep folding and rising over millions of years.

Record the interesting things you noticed during your investigation.

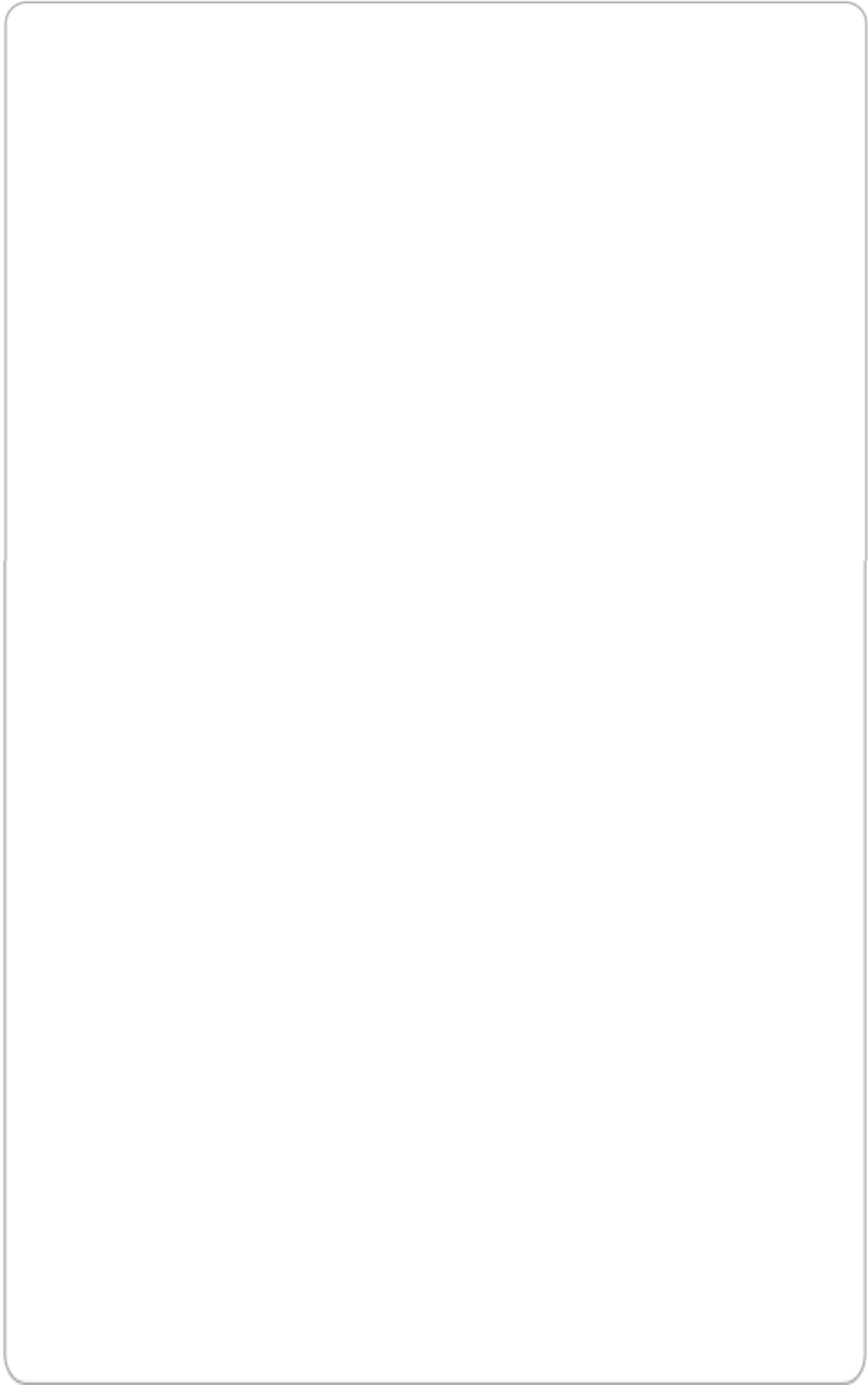
Observations:

Why do you think some Mountain Ranges, like the Himalayas, are still rising?

Please add to

Seesaw

Draw and label an infographic explaining how your mountain range formed.

A large, empty rectangular box with rounded corners, intended for drawing and labeling an infographic. The box is white with a thin grey border and occupies the majority of the page below the instruction.

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.



Look



Say



Cover



Write



Check

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 Harry Potter text.

We have attached **something magical** on the next page that you might like to cut out and use when reading!

Fluency Reading Practice

Let's practice reading!

1.  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.



HARRY POTTER

HOGWARTS WORD SEARCH

Hunt out these Hogwarts-themed words in the grid below. Words can read up, down, across, diagonally and backwards.

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

CHARMS
DUMBLEDORE
FANG
FAWKES
GRYFFINDOR
HAGRID

HUFFLEPUFF
LUPIN
MCGONAGALL
POTIONS
QUIDDITCH
RAVENCLAW

RON
HARRY
HERMIONE
SLYTHERIN
SNAPE



HARRY POTTER

BOOKMARK

Colour in and decorate the bookmark below. Then, cut out both sides and stick them together back to back.

YOU'LL ALWAYS
FIND A HOME AT
HOGWARTS



My house is:.....

This page has been left intentionally blank

Writing

We are continuing our learning about Explanation Texts!

Learning Objective

- We are learning to write explanation texts ☺ ☺ ☺

Success Criteria

- I can identify the language features of an explanation text ☺ ☺ ☺
- I can create and describe a potion that could save the world ☺ ☺ ☺

Read the text to revise the structure and language features of an explanation text.

In the space below write the structure of an explanation text

1. _____
2. _____
3. _____
4. _____

What language features do explanation texts use?

1. _____
2. _____
3. _____
4. _____

EXPLANATION

The purpose of an explanation is to describe how or why things happen, how things work or how certain tasks are done. Examples of explanations include:

- flow charts
- written explanations

Explanations use:

- Specific vocabulary
- Adjectives and adverbs
- Time Connectives
- Present tense verbs

Title

Where Does Water Come From?

Introduction

Water is all around us. It flows in a continuous movement around the land, oceans, rivers and the atmosphere. This natural phenomena is often referred to as the Water Cycle.

Description

When the sun shines on bodies of water (such as lakes, rivers and the ocean), tiny droplets of water begin to **evaporate**. This means that the liquid water turns into a gas called water vapour. The water vapour then **rises** into the air.

Up in the atmosphere, the water vapour cools and turns back into tiny water droplets called condensation. The water droplets join together with the dust particles in the atmosphere to form clouds.

Once the clouds become **heavy and full**, it will start to rain. This is called precipitation. When rain falls onto the earth, it will **eventually** collect in lakes, rivers and oceans. The process can then begin all over again.

Conclusion

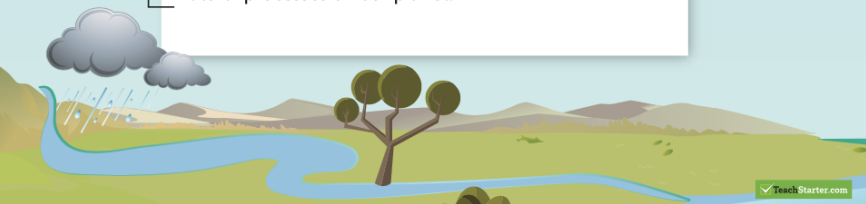
No animal or plant can survive without water. For this reason, the Water Cycle is one of the most important natural processes on our planet.

Specific vocabulary

Present tense verbs

Adjectives and adverbs

Time connectives



Teach Starter.com

Your task: 'My Magical Potion'

In Harry Potter and the Philosopher's Stone, Harry and his school mates are in Professor Snape's Potions Class. In their first lesson, they have to create a potion to cure boils. The ingredients for this potion included dried nettles, crushed snake fang and stewed horned slugs!



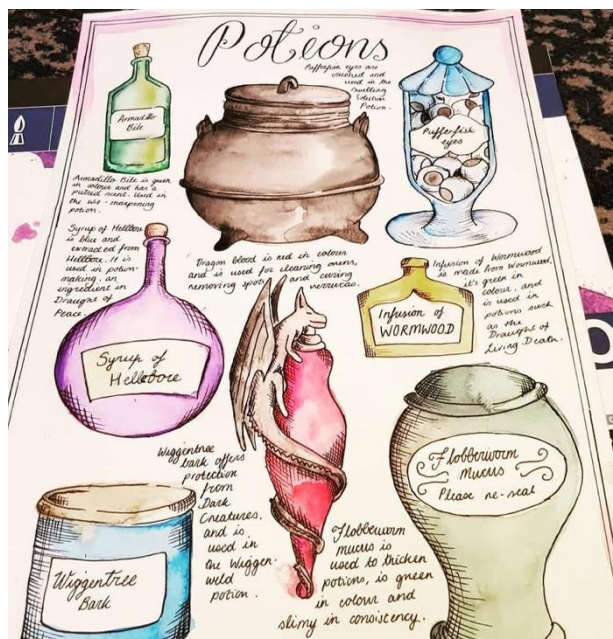
Today, you will be inventing your own potion. You will need to:

- Give it a name
- List its ingredients
- Explain its powers → Can it cure something? Does it give you a certain power?
- Think about what it would look and smell like



Harry Potter and the Philosopher's Stone, 'Diagon Alley', Copyright © 1997 J.K. Rowling

Your task:



Rat Spleen	Pond Slime
Bezoar	Cockroach
Bat Wings	Witch's Wart
Boomslang	Moonstone
Star Thistle	Shrivel Fig



HARRY POTTER

POTIONS MASTER

In *Harry Potter and the Philosopher's Stone*, Harry and his school friends are in Professor Snape's Potions class. Snape tells the class that potion-making is a subtle science and an exact art. In their first lesson, they have to make a potion to cure boils, a potion whose ingredients include dried nettles, crushed snake fang and stewed horned slugs.

Invent your own potion below, listing its ingredients and explaining its powers.



Ingredients:

1.....

2.....

3.....

4.....

5.....

6.....

Powers (i.e. what would it do)?.....

.....

What would it look like?.....

.....



What would it smell like?.....

.....

Read more:

Harry Potter and the Philosopher's Stone,
Chapter 8, page 145

POTIONS MASTER

Additional space to write or draw your ideas:

TUESDAY - Mathematics

Minute Maths

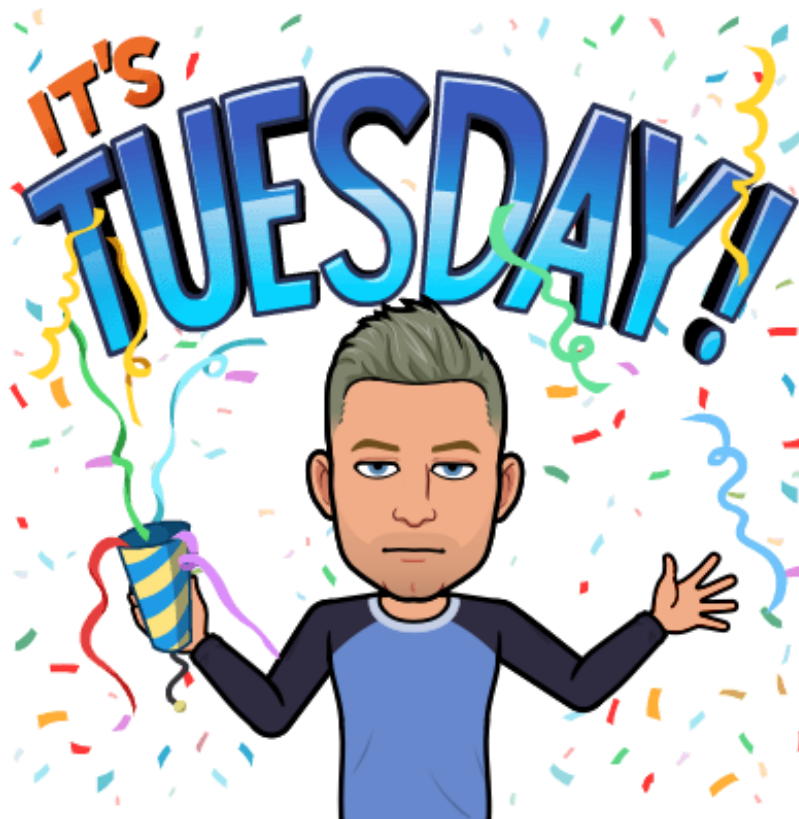
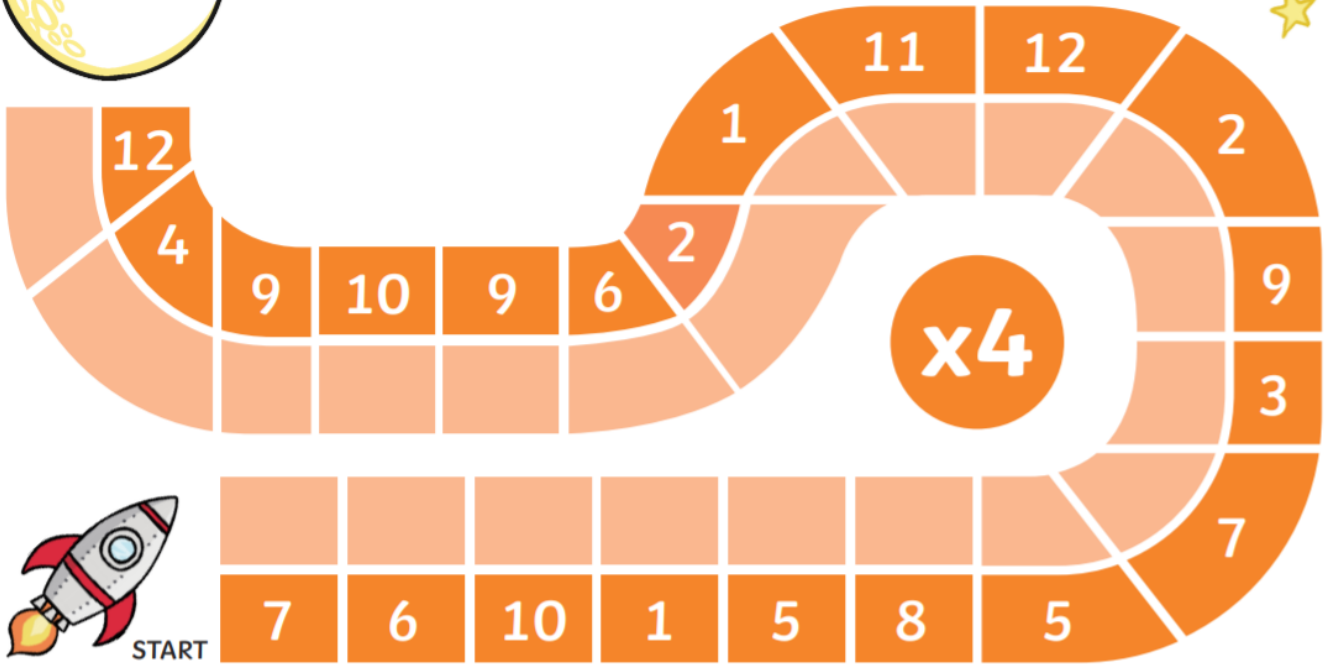
Start your stopwatch and try the 30 second challenge

4 Times Table Space Race

Multiply the numbers on the track.

Write them down as you go around.

Use a timer to see how long it takes you to finish the race!



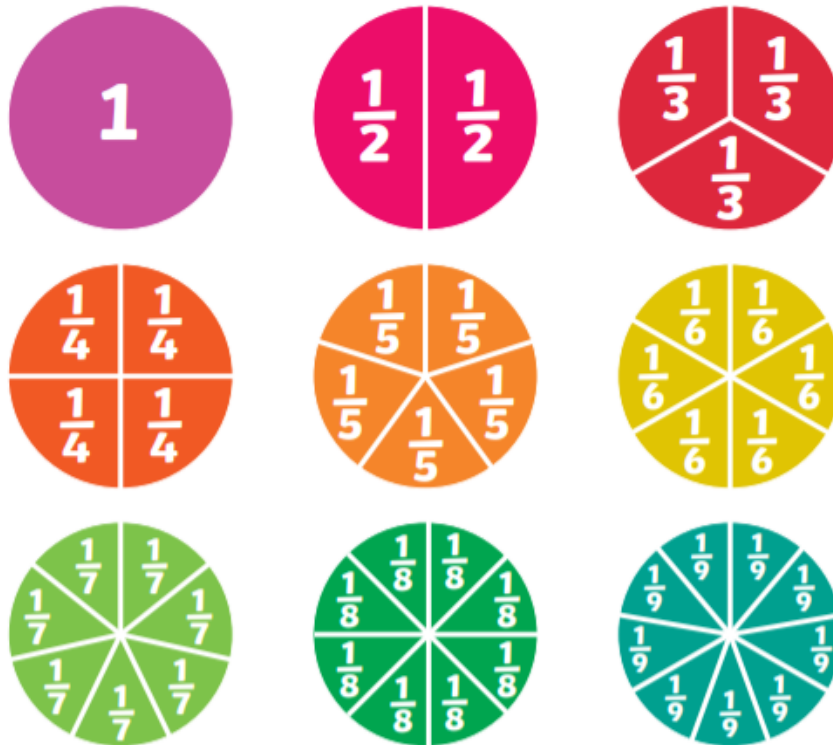
Revision: Fractions

Watch this funny video for a reminder about fractions
<https://www.youtube.com/embed/362JVVvgYPE>



Parts of a whole:

I can rename $2/2$, $3/3$, $4/4$, $5/5$ and $8/8$ as 1

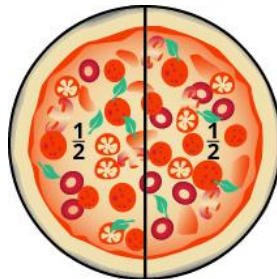


As you can see in the diagram above, fractions are part of a whole.

If we have $\frac{1}{2}$ of a pizza we have one of two pieces.

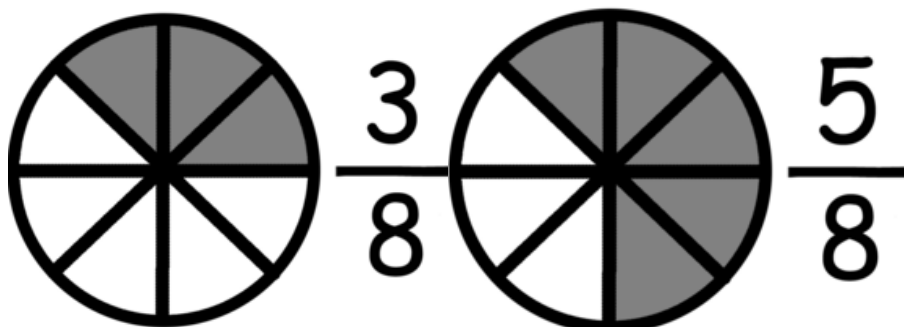
If we had $2/2$ this means we have the whole pizza.

$$\frac{1}{2} + \frac{1}{2} = \frac{2}{2}$$



$\frac{2}{2}$ is the same as
1 whole

Example: $\frac{3}{8} + \frac{5}{8} = \frac{8}{8}$ which is 1 whole



Optional Task

In the grid below there are 10 pairs of fractions that together make a whole.

One has been done for you. Can you find them all?

$\frac{7}{8}$	$\frac{2}{6}$	$\frac{1}{8}$	$\frac{11}{12}$	$\frac{1}{3}$	$\frac{7}{13}$	$\frac{1}{2}$	$\frac{5}{10}$	$\frac{5}{6}$	$\frac{3}{4}$
$\frac{9}{12}$	$\frac{1}{2}$	$\frac{2}{3}$	$\frac{3}{9}$	$\frac{3}{5}$	$\frac{2}{3}$	$\frac{6}{9}$	$\frac{2}{8}$	$\frac{9}{10}$	$\frac{1}{5}$
$\frac{10}{12}$	$\frac{4}{9}$	$\frac{3}{8}$	$\frac{7}{10}$	$\frac{3}{9}$	$\frac{1}{3}$	$\frac{4}{6}$	$\frac{1}{9}$	$\frac{12}{13}$	$\frac{7}{8}$
$\frac{1}{4}$	$\frac{6}{8}$	$\frac{1}{2}$	$\frac{8}{9}$	$\frac{1}{10}$	$\frac{3}{4}$	$\frac{5}{8}$	$\frac{5}{6}$	$\frac{3}{7}$	$\frac{7}{12}$
$\frac{4}{5}$	$\frac{1}{9}$	$\frac{3}{10}$	$\frac{7}{8}$	$\frac{4}{5}$	$\frac{8}{9}$	$\frac{6}{7}$	$\frac{1}{6}$	$\frac{1}{5}$	$\frac{8}{10}$
$\frac{9}{10}$	$\frac{3}{4}$	$\frac{5}{8}$	$\frac{3}{5}$	$\frac{4}{10}$	$\frac{1}{6}$	$\frac{2}{6}$	$\frac{7}{8}$	$\frac{4}{5}$	$\frac{4}{9}$
$\frac{1}{7}$	$\frac{2}{12}$	$\frac{5}{6}$	$\frac{5}{9}$	$\frac{3}{8}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{7}{9}$	$\frac{1}{8}$	$\frac{4}{7}$
$\frac{1}{8}$	$\frac{3}{6}$	$\frac{1}{7}$	$\frac{8}{9}$	$\frac{3}{4}$	$\frac{7}{9}$	$\frac{3}{9}$	$\frac{4}{6}$	$\frac{3}{6}$	$\frac{5}{8}$
$\frac{2}{3}$	$\frac{7}{8}$	$\frac{1}{9}$	$\frac{3}{7}$	$\frac{4}{5}$	$\frac{2}{10}$	$\frac{4}{9}$	$\frac{3}{5}$	$\frac{7}{10}$	$\frac{2}{4}$
$\frac{3}{6}$	$\frac{6}{12}$	$\frac{4}{5}$	$\frac{7}{10}$	$\frac{6}{7}$	$\frac{3}{4}$	$\frac{5}{10}$	$\frac{2}{6}$	$\frac{7}{8}$	$\frac{1}{10}$



Hey, you
make me
whole



Fractions: Zoom Lesson 11:30am till 12pm

Success Criteria

I can identify and describe mixed numerals, proper fractions and improper fractions



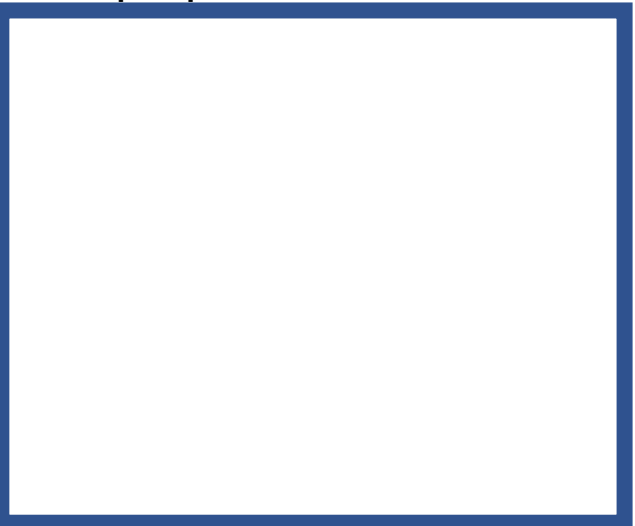
Proper Fraction



Mixed Numeral



Improper Fraction



Mixed Numbers

Write a mixed number to show what part of each illustration is shaded.

a.



b.



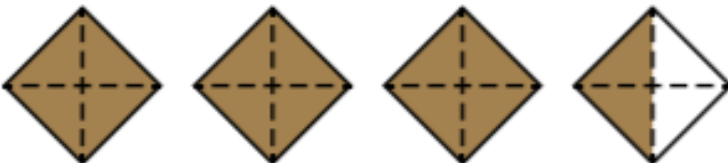
c.



d.



e.

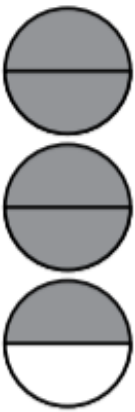



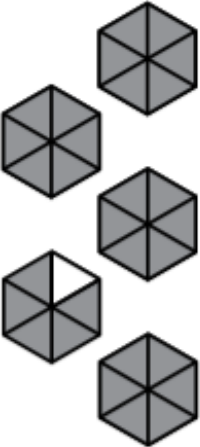


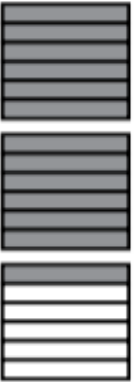




f.



Mixed Numbers and Improper Fractions

Write the mixed number and improper fraction for the shaded area of each picture.

	Mixed Number	Improper Fraction		Mixed Number	Improper Fraction
	Mixed Number	Improper Fraction		Mixed Number	Improper Fraction
	Mixed Number	Improper Fraction		Mixed Number	Improper Fraction
	Mixed Number	Improper Fraction		Mixed Number	Improper Fraction
	Mixed Number	Improper Fraction		Mixed Number	Improper Fraction

Mixed Fractions

A mixed fraction, or mixed number, is a whole number and a proper fraction combined. These fractions can also be written as improper fractions.

To convert a mixed fraction to an improper fraction, follow the steps below.



1. Multiply the whole number part by the fraction's denominator.
2. Add that to the numerator.
3. Then write the result on top of the denominator.

Example: Convert $3\frac{2}{5}$ to an improper fraction.

Multiply the whole number by the denominator: $3 \times 5 = 15$

Add the numerator to that: $15 + 2 = 17$

Then write that down above the denominator, like this: $\frac{17}{5}$

Convert the following mixed numbers to improper fractions.

Write your answer on the line next to each problem.

1) $5\frac{1}{3} =$ _____ 6) $2\frac{1}{2} =$ _____ 11) $9\frac{1}{5} =$ _____

2) $2\frac{1}{8} =$ _____ 7) $3\frac{1}{4} =$ _____ 12) $6\frac{1}{2} =$ _____

3) $3\frac{1}{4} =$ _____ 8) $6\frac{1}{10} =$ _____ 13) $5\frac{4}{9} =$ _____

4) $3\frac{2}{9} =$ _____ 9) $5\frac{7}{10} =$ _____ 14) $9\frac{2}{3} =$ _____

5) $9\frac{3}{8} =$ _____ 10) $9\frac{1}{2} =$ _____ 15) $2\frac{3}{8} =$ _____

TUESDAY – Art

Make your own book character out of egg cartons

What you will need:

- Egg carton
- Glue
- Cardboard
- Paint/textas

Have a look at the images below and see if you can create your own favourite book character using part of an egg carton.



The link below offers a tutorial on how to make them.

<https://www.instagram.com/tv/CBVJV8xnCa8/?igshid=1jjs42hgw7an3&epik=dj0yJnU9OHp3Y19VaVFJbUx2UIMta1lrYVAyRTk2MHhyY05heHMmcD0wJm49cndaWWhjTnlvbi01OTJ6d0otc1ZwQSZ0PUFBQUFBR0Q4ektz>



WEDNESDAY - English

Spelling

ACCURATE

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

For example: stir, were, word, heard, church

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



Look



Say



Cover



Write



Check

My Words	Practise

- Optional:** 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** one of the **EPIC EDITING sheets** below. Choose either **Sheet A** or **Sheet B**

Sheet A

Epic Editing – Worksheet

Name: _____

Date: _____

Text 1 – Slime

Correct the text using editing marks. There are 15 errors to find.

when you make slime, you are learning about chemistry chemistry is all about how different materials, such as liquids, solids and gases, are made up of tiny atoms and molecules.

slime is neither a liquid nor a solid. It is known as a non-Newtonian fluid because it can be picked up like a solid but can ooze between your fingers like a liquid. When you mix contact lens solution with PVA glue, a chemical reaction occurs that creates the slime.

Editing Marks

Capital letter

End punctuation ○!?

Insert a word

Change to lower case /l.c.

Take something out ๑

Check spelling

New paragraph

Write the text correctly on the lines below.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Uluru – Editing

Read the following text about Uluru and make the necessary edits using the editing marking key.

Editing Marks

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



during the 1870s, William Giles and William Gosse were first white explorers in this region. Gosse was the first to reach Uluru and named it 'Ayers Rock' after his superior, Sir Henry Ayers who was the Chief Secretary of South Australia. It wasn't until the 1990s that its traditional name of Uluru was reinstated. It is now considered disrespectful to refer to Uluru as 'Ayers Rock'. In the early 1900s the Australian Government declared ownership land. By the 1950s tourists and land developers began to make tracks to Uluru and Kata Tjuta. Tourist numbers steadily grew and by the early 1970s, the impact of tourism was having detrimental effects on Uluru and its surroundings. In 1973, the government agreed to relocate accommodation facilities to a new site in order to protect and preserve Uluru at the time only a few Anangu were living at Uluru. Most of the Anangu there scattered into other regions within central Australia. It was not until 1979 that a national park was acknowledged. This was done to recognize the traditional owners of Uluru. In 1983 Prime Minister Hawke announced the government's intention to grant ownership of land back to the traditional owners.

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing

Yesterday, you created a **mystical potion** inspired by Harry Potter and the Philosophers Stone.

This week you will be writing an **explanation text** which explains **how and why your potion works**.

Learning Objective

- We are learning to write an introduction to an explanation text 😊 😊 😊

Success Criteria

- I can write a title which explains what the text is about 😊 😊 😊
- I can write a descriptive introduction which tells the reader general information and hooks them in to read more 😊 😊 😊



The weeks explanation text overview will look like this:

Wednesday:

- Title
- Introduction

Thursday:

- Description

Friday:

- Conclusion
- Edit, publish and draw

Read the text 'Explanations' as a reminder of the structure and language features in an explanation text.

Watch: Explanation text Mini Lesson on Seesaw

or read the information below.

Text Types

Explanations

Title should explain what the explanation is for
e.g. 'What causes a tsunami?'

An opening statement about the subject
e.g. 'A tsunami is a giant powerful wave...'

Clear, simple key points about the subject
and why or how it occurs.

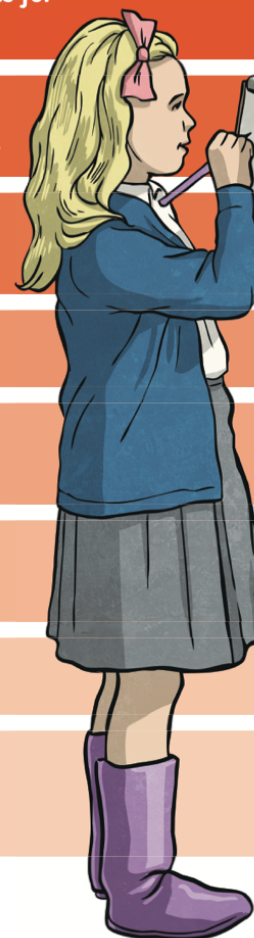
Use technical words where appropriate.

Use 'cause and effect' conjunctions e.g.
because, resulting in.

Use time conjunctions e.g.
Firstly, then, finally.

Write in the present tense.

End with a summary paragraph for the
explanation. Tell the reader something
interesting about the subject if possible.



Introduction

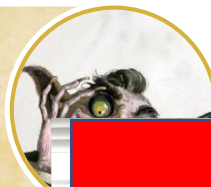
Explanation texts



This text will tell you how to make a cool potion called the Whiz-Bang-Fizz. This process is awesome. Read on to find out more about this cool potion that makes you invisible.



Have you ever dreamt of being able to sneak into your sibling's room and spy on them without them knowing? Have you ever wondered how you could move around the playground without no body seeing you? This explanation text will guide you through the fascinating, features of the new and extraordinary potion Whiz-Bang-Fizz. Did you know that Whiz-Bang-Fizz can make you invisible in under 20 seconds? Created using the highest quality ingredients, Whiz-Bang-Fizz has exceptional invisibility properties.



Harry Potter and the Philosopher's Stone, Diagon Alley, Copyright © 1997 J.K. Rowling

1

I have used a question and 'Read on____' sentence.

2

I have used **technical language** and **synonyms**, e.g. process, creatures.

3

I have included an **interesting fact**.

4

I have used exciting adjectives.

Have you ever dreamt of being able to sneak into your sibling's room and spy on them without them knowing? Have you ever wondered how you could move around the playground without no body seeing you? This explanation text will guide you through the **fascinating**, features of the new and **extraordinary** potion Whiz-Bang-Fizz. Did you know that Whiz-Bang-Fizz can make you invisible in under 20 seconds? Created using the highest quality ingredients, Whiz-Bang-Fizz has **exceptional** invisibility properties.

Title: How Whiz-Bang-Fizz works?

Introductory facts:

Did you know:

Whiz-Bang-Fizz makes you turn invisible in 20 seconds

Have you ever wondered...

Exciting adjectives: extraordinary, fascinating, exceptional

4× Table Search

2. Find the sets of 3 numbers from your 4x table number sentences. Colour them in. They may be horizontal, vertical or diagonal. Write the ones you find underneath. One is done for you as an example.

5	9	8	3	4	12	17	23	28	6
25	6	4	44	19	4	1	7	13	4
10	12	9	36	16	16	4	12	4	11
4	2	13	18	4	8	4	6	22	28
40	4	22	4	33	6	5	18	14	2
19	8	32	15	14	11	4	44	44	48
2	28	4	10	13	8	6	24	34	4
15	16	8	49	5	4	20	10	7	12

a. $4 \times 4 = 16$ _____

k. _____

b. _____

l. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

i. _____

j. _____

Revision: Fractions

Test your knowledge on our Fractions Kahoot.

Game PIN: 08150728

Make your username for first name and the first letter of your surname e.g., Mr H

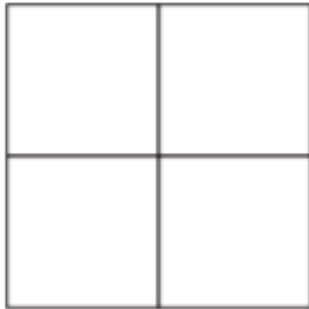


https://kahoot.it/challenge/08150728?challenge-id=90e47ba5-1229-46cb-8960-f05451077e88_1629242036745

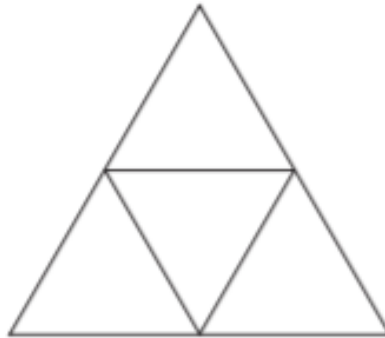


Stained Glass Fractions

Colour the windows to match the fractions listed.



$\frac{1}{2}$: red
 $\frac{1}{4}$: blue
 $\frac{1}{4}$: yellow



$\frac{3}{4}$: blue
 $\frac{1}{4}$: yellow



$\frac{2}{3}$: green
 $\frac{1}{3}$: red



$\frac{1}{5}$: red
 $\frac{2}{5}$: green
 $\frac{2}{5}$: blue



$\frac{1}{6}$: green
 $\frac{2}{6}$: yellow
 $\frac{3}{6}$: blue



$\frac{1}{10}$: blue
 $\frac{2}{10}$: yellow
 $\frac{3}{10}$: red
 $\frac{4}{10}$: green

Fractions and Decimals: Zoom Lesson 11:30am till 12pm

Success Criteria

I can count by halves, thirds, and quarters



I can express whole numbers, tenths and hundredths as decimals



Skip counting is a great way to work out the answer to multiplication questions. Did you know that you can also count and even skip count with fractions? Every time you get to a whole number the fractions reset whilst the whole numbers keep adding.

Counting Fractions with Mixed Numerals

$\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, **1**, $1\frac{1}{4}$, $1\frac{2}{4}$, $1\frac{3}{4}$, **2**

Or counting with improper fractions

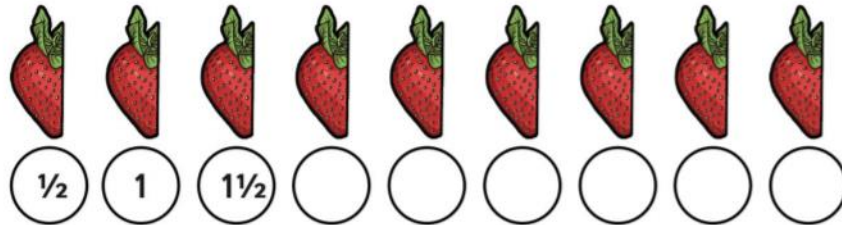
$\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$, **$\frac{4}{4}$** , $\frac{5}{4}$, $\frac{6}{4}$, $\frac{7}{4}$, **$\frac{8}{4}$**

Counting Fractions

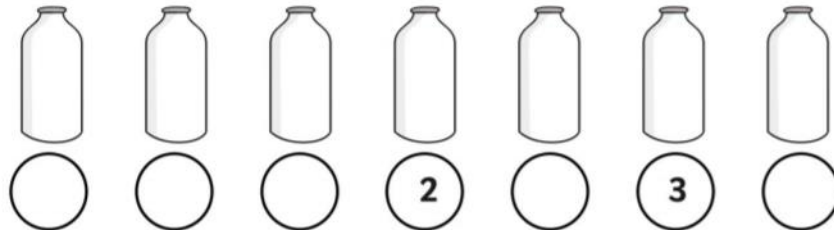
Level 1:

Counting in Halves

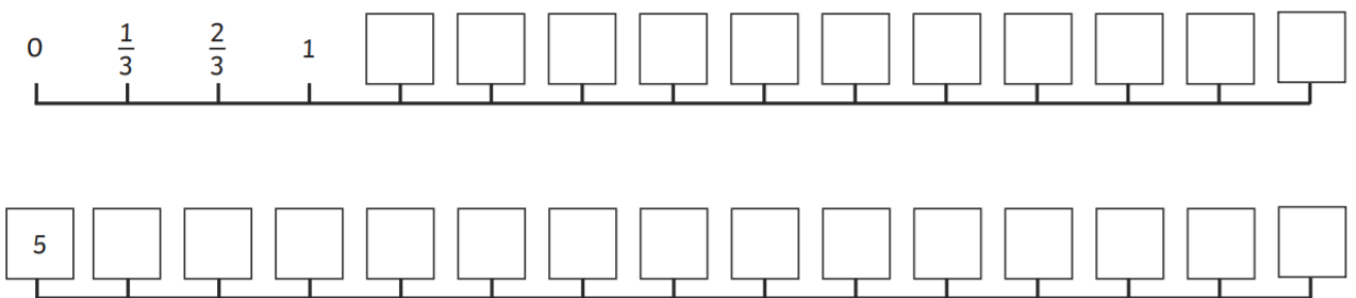
1. How many strawberries are there altogether? Can you count them in halves and fill in the missing numbers?



2. Each bottle has $\frac{1}{2}$ pint of milk in it. How many pints of milk are there altogether? Can you count them in halves and fill in the missing numbers?



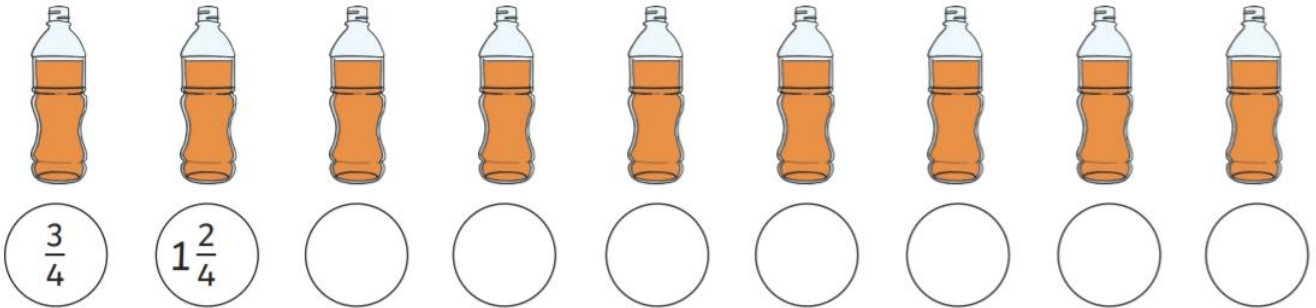
Counting in thirds



Skip Counting Fractions

Level 2:

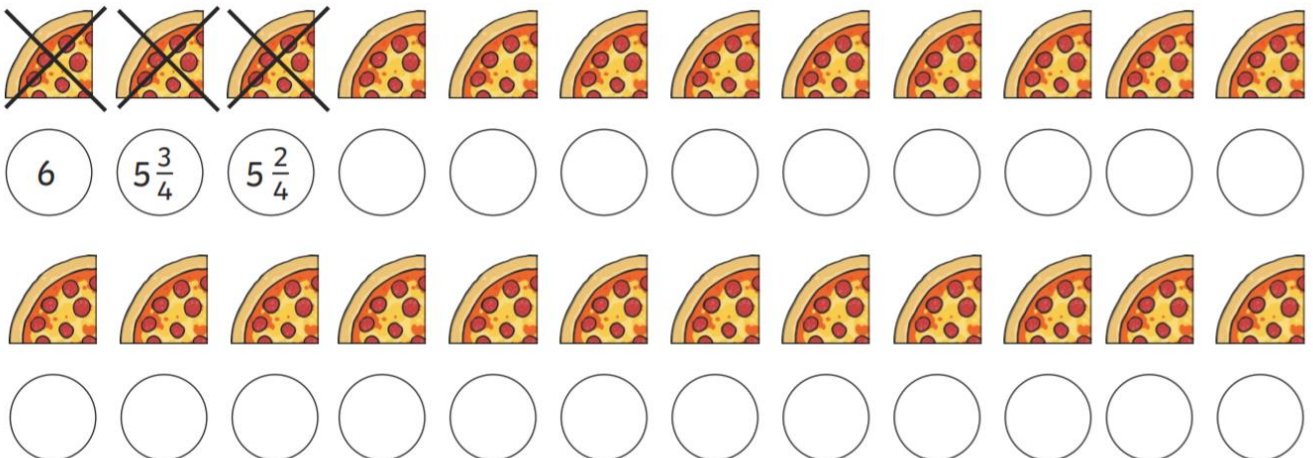
2. Each bottle of juice is $\frac{3}{4}$ full. How many full bottles would there be in total?



6. Seth the snake slithers $\frac{3}{4}$ of a metre at a time. Count how many slithers it takes him to get back to his rock. What is the total in metres?

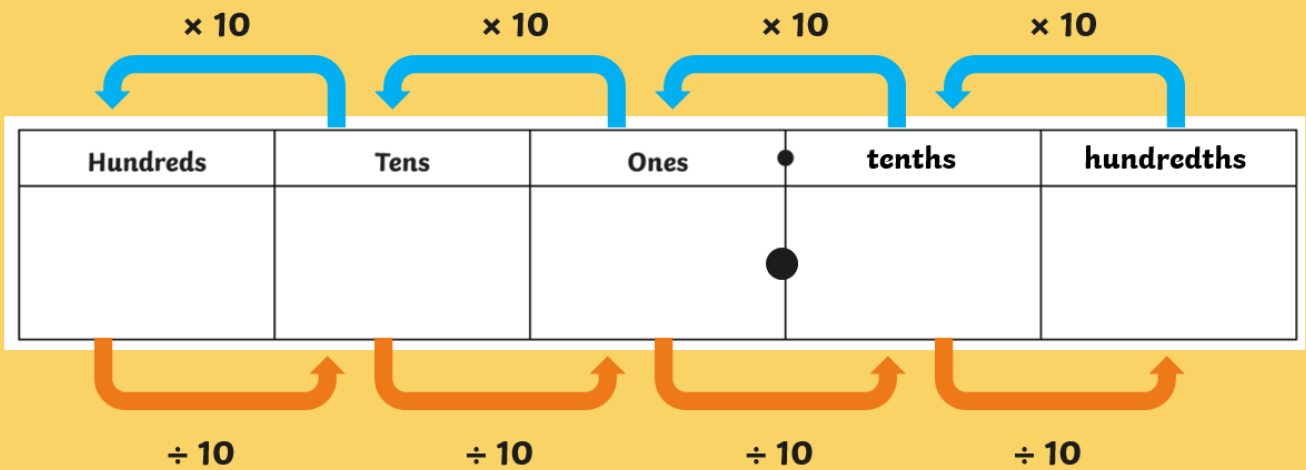


3. I have 6 pizzas. I have cut them all in quarters and I eat 12 quarters. Cross out each slice of pizza eaten and count back to show how many quarters are left.



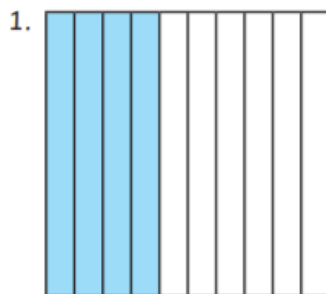
Level 3:

Fractions and Decimals



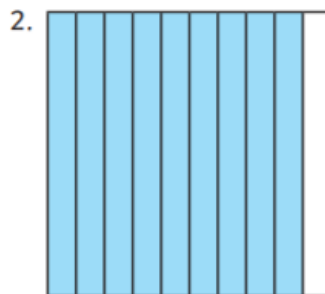
Fractions: Tenths

All the squares below have been separated into ten equal parts. Each part is $\frac{1}{10}$. To write this as a decimal fraction you would write 0.1. For all the squares below, write the fraction shaded both as a fraction and a decimal fraction.



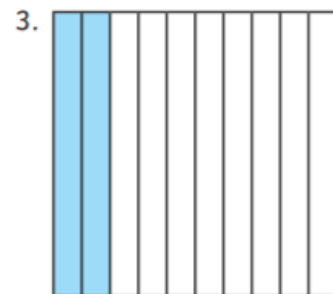
Fraction: _____

Decimal: _____



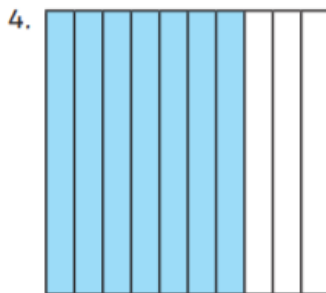
Fraction: _____

Decimal: _____



Fraction: _____

Decimal: _____



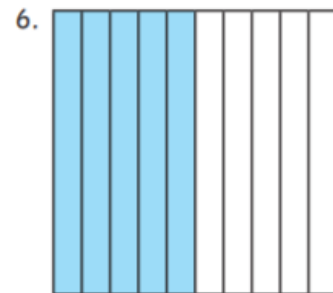
Fraction: _____

Decimal: _____



Fraction: _____

Decimal: _____



Fraction: _____

Decimal: _____

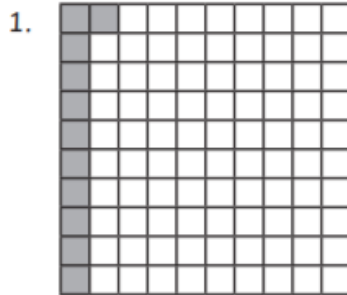
How would you write $\frac{8}{100}$ as a decimal number?

Hundreds	Tens	Ones	Tenths	Hundredths
		0	0	8

Place holders
8 hundredths

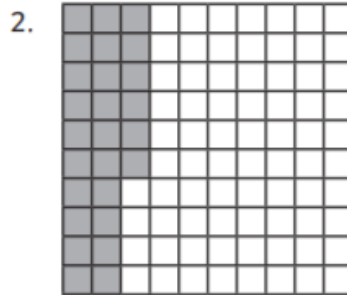
Fractions: Hundredths

All the squares below have been separated into 100 equal parts. Each part is $\frac{1}{100}$. To write this as a decimal fraction you would write 0.01. For all the squares below, write the fraction shaded both as a fraction and a decimal fraction. The first one has been done for you.



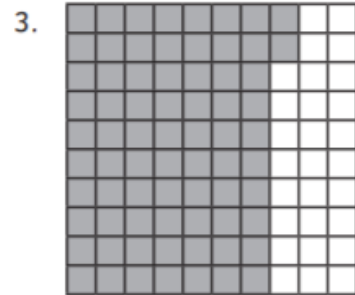
Fraction: $\frac{11}{100}$

Decimal: **0.11**



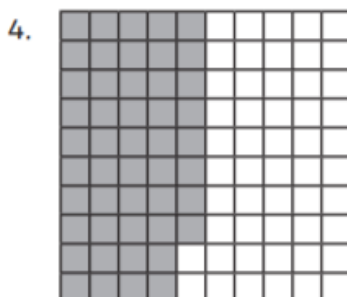
Fraction: _____

Decimal: _____



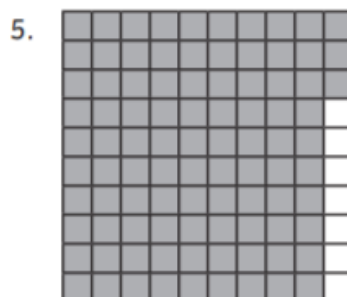
Fraction: _____

Decimal: _____



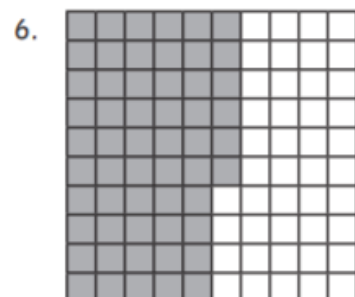
Fraction: _____

Decimal: _____



Fraction: _____

Decimal: _____



Fraction: _____

Decimal: _____

WEDNESDAY – Wellbeing Time

Use this time to focus on your wellbeing.



You might like to:

- catch-up on some unfinished work
- write a nice comment to a classmate on Seesaw
- organise to call one of your friends or family members and check in on how they are going
 - go for a walk or a bike ride
 - spend some time outdoors looking at the clouds
 - spend some time with a family member or pet
 - paint or draw a picture
 - read a chapter of a book
 - put on some music and dance around your room
- watch a documentary about something you are interested in
- design a game for your friends or family to play together
- help a family member (vacuum the floor or read to a younger sibling)



THURSDAY - English

Spelling

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

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

happy



Look



Say



Cover



Write



Check

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

My Words	Practise

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.
- **Read the** excerpt from **Harry Potter and the Philosophers Stone**, then **create** your own **dragon egg**!

School of Wizardry

Mystic Lane

Spellbrook

Harry Potter and the Philosophers Stone, Chapter fourteen

Harry noticed him glance at the fire. Harry looked at it too. "Hagrid – What's that?" But he already knew what it was. In the very heart of the fire, underneath the kettle, was a huge, black egg.

"Ah," said Hagrid, fiddling nervously with his beer. "That's – er..."

"Where did you get it Hagrid?" said Ron, crouching over the fire to get a closer look at the egg. "It must've cost you a fortune." "Won it," said Hagrid. "Las' night. I was down in the village havin' a few drinks an' got into a game o' cards with a stranger. Think he was quite glad to get rid of it, ter be honest."

"But what are you going to do with it when it's hatched?" said Hermione.

"Well, I've been doin' some readin'," said Hagrid, pulling a large book from under his pillow. "Got this one outta the library – Dragon Breeding for Pleasure and Profit – it's a bit outta date o' course, but it's all in 'ere. Keep the egg in the fire 'cause their mothers breathe fire on 'em see, 'an when it hatches, feed it on a bucket o' brandy mixed with chicken blood every half hour. An' see here – how ter recognise diff'rent eggs – what I got there's a Norwegian Ridgeback. They're rare them."

He looked very pleased with himself, but Hermione didn't. "Hagrid, you live in a wooden house," she said.

But Hagrid wasn't listening. He was humming merrily as he stoked the fire...



School of Wizardry

Mystic Lane

Spellbrook

Harry Potter and the Philosophers Stone, Chapter fourteen

When the bell sounded from the castle at the end of their lesson, the three of them dropped their trowels at once and hurried through the grounds to the edge of the forest. Hagrid greeted them looking flushed and excited.

"It's nearly out," he ushered them inside.

The egg was lying on the table. There were deep cracks in it. Something was moving inside; a funny clicking noise was coming from it.

They all drew their chairs up to the table and watched with bated breath. All at once, there was a scraping noise and the egg split open. The baby dragon flopped on to the table. It wasn't exactly pretty; Harry thought it looked like a crumpled, black umbrella. Its spiny wings were huge compared to its skinny jet body and it had a long snout with wide nostrils, stubs of horns and bulging, orange eyes.

It sneezed. A couple of sparks flew out of its snout.

"Isn't he beautiful?" Hagrid murmured. He reached out a hand to stroke the dragons head. It snapped at his fingers, showing pointed fangs. "Bless him, look, he knows his mummy!" said Hagrid

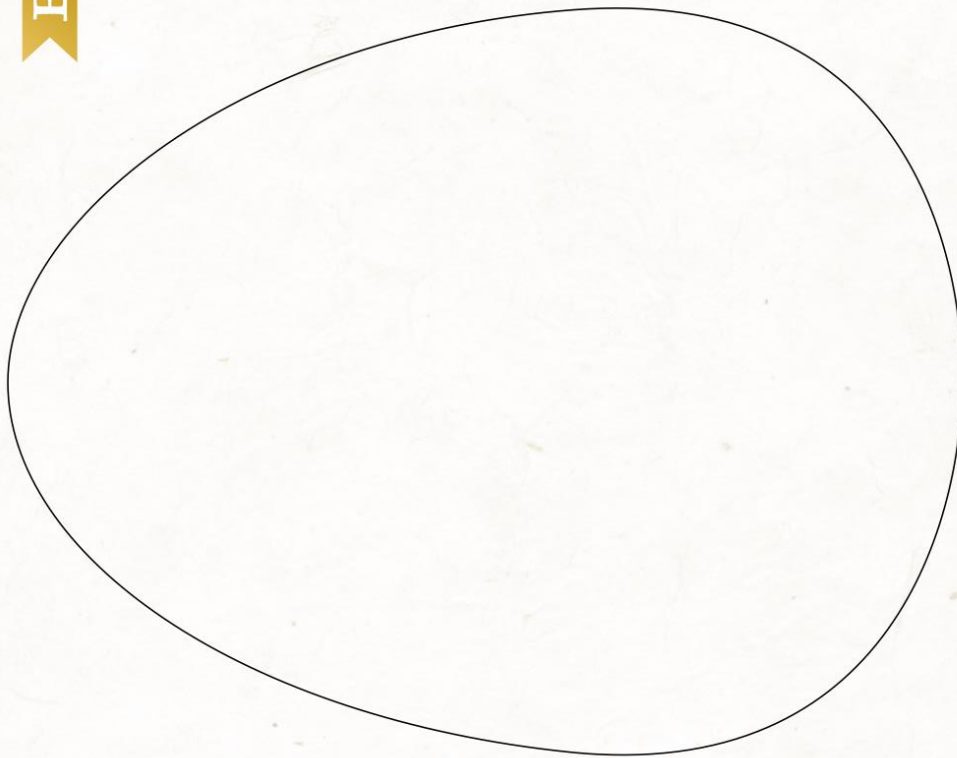


DESIGN YOUR OWN DRAGON EGG AND DRAGON

In *Harry Potter and the Philosopher's Stone*, Hagrid comes into possession of a dragon egg. What do you think a dragon egg looks like? Use the space below to draw your dragon egg. What species would hatch from it? What would that dragon look like?

EGG

DRAGON



Read more: *Harry Potter and the Philosopher's Stone*, Chapter 14, page 245.

Writing

We are continuing our investigation into explanation texts this week!



Learning Objective

- We are learning to write a description for an explanation text 😊 😊 😊

Success Criteria

- I can write a description which explains how my potion works 😊 😊 😊



Optional: Watch Potions Class | Harry Potter and the Half-Blood Prince

<https://www.youtube.com/embed/uc6-2z4e9oA>

When writing a description, it is important to include as much detail as possible.

Remember that explanations are written in the present tense.

Your task:

1. **Re read your introduction** to remind you of what you have written
2. **Read 'How Do Invisibility Cloaks Work?'** making note of what is included in the description
3. **Write a detailed description** which explains how your potion works

When you are writing your description, try to answer the following questions:

1. What does it look like?
2. What ingredients are in your potion?
3. What powers does it have?
4. How and why it works?

EXPLANATION

The purpose of an explanation is to describe how or why things happen, how things work or how certain tasks are done. Examples of explanations include:

- flow charts
- written explanations

Explanations use:

- Specific vocabulary
- Adjectives and adverbs
- Time Connectives
- Present tense verbs

Title

How Do Invisibility Cloaks Work?

Introduction

An Invisibility Cloak is a magical garment which makes whomever or whatever it covers invisible. Invisibility Cloaks are exceptionally rare and valuable within the wizarding world and can be used to hide from and defend themselves from attack. Wouldn't you like to have a day completely hidden from everyone?

Description

Invisibility Cloaks are made from woven hair of a Demiguise, a magical creature whose coat allows it to become invisible. Sometimes they can also be created by enchanting an ordinary cloak with an exceptionally strong Disillusionment Charm or Bedazzling Hex spell.

Once you find an Invisibility Cloak, rest it gently onto your shoulders. The Cloak should drape down your back and front to cover your whole body. Due to the cloak being made from Demiguise hair, you will become invisible immediately.

Most Invisibility Cloaks wear out over time, eventually becoming visible. They are also very vulnerable to damage from spells. Once a cloak is in your possession, it needs to be cared for and hung on a coat hanger in a dry cupboard.

Conclusion

No real wizard could ever survive without an Invisibility Cloak as it is valuable in protecting and hiding them from enemies. Invisibility Cloaks should be worn with care and used only for good and not evil.

Specific vocabulary

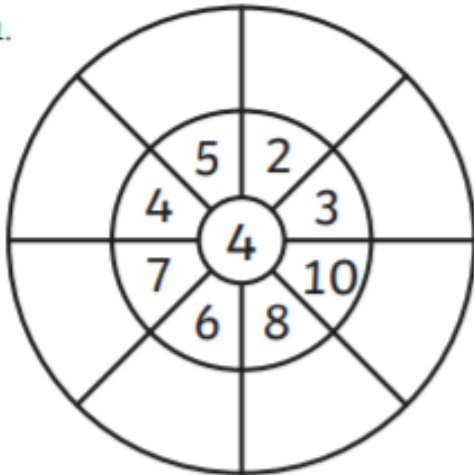
Present tense verbs

Adjectives and adverbs

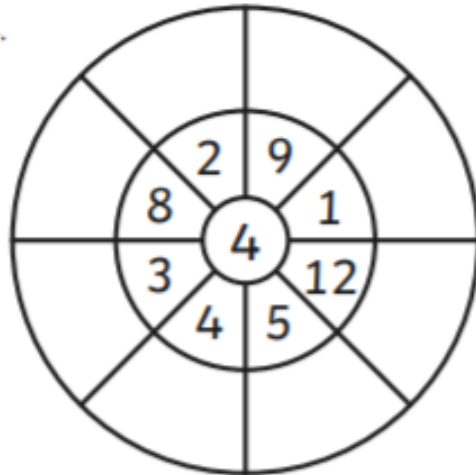
Time connectives

4 Times Table Multiplication Wheels

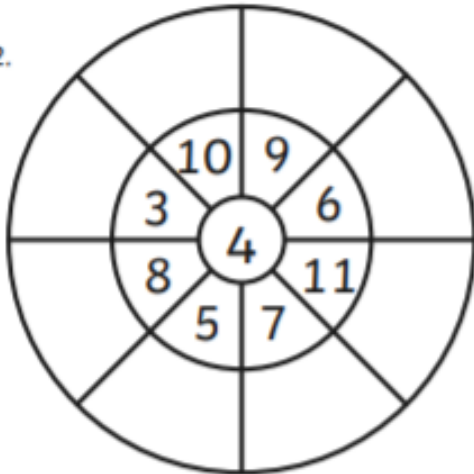
1.



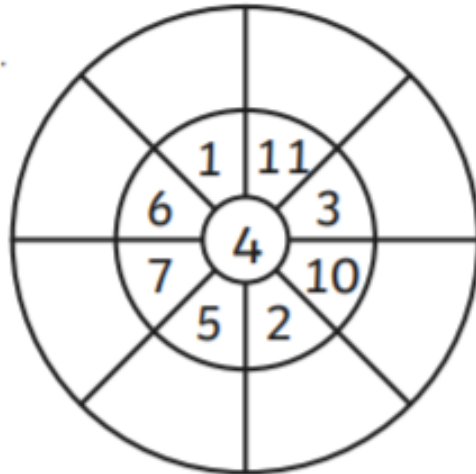
4.



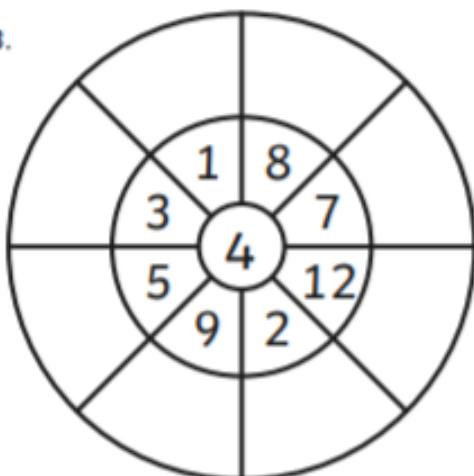
2.



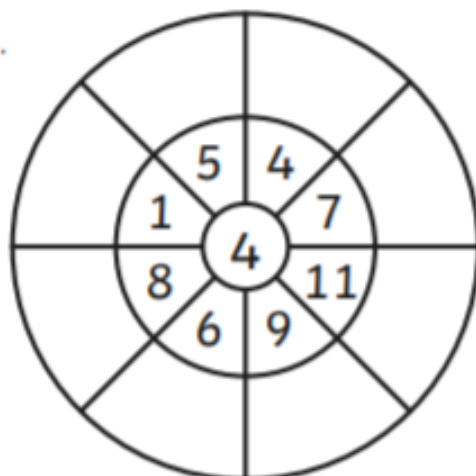
5.



3.



6.



Revision: Fractions and Decimals
Warm up with Pancake Fractions the game



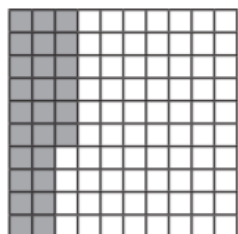
<https://www.education.com/game/pancake-fractions/>



Level 1:

Types of fractions – hundredths as decimals

This diagram shows
26 hundredths shaded or $\frac{26}{100}$

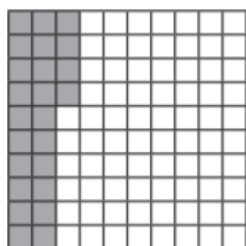


Fractions can be written as decimals.

As a decimal, this amount is
written as:

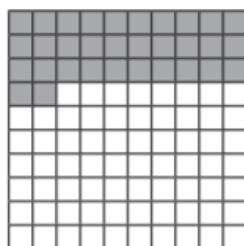
Units	Tenths	Hundredths
0	2	6

1 Label each hundredth grid picture with the fraction and decimal:



a

--



b

--



$\frac{10}{100}$ is the same
as $\frac{1}{10}$ which is
the same as 0.1

Rebecca Rabbit can hop $\frac{1}{2}$ metre each time she hops. She takes 11 hops. How far has she travelled?



Level 2:

Types of fractions – tenths as decimals

Fractions can be written as decimals.

This row of multilink cubes shows 10 tenths:



$\frac{6}{10}$ can be shown like this:



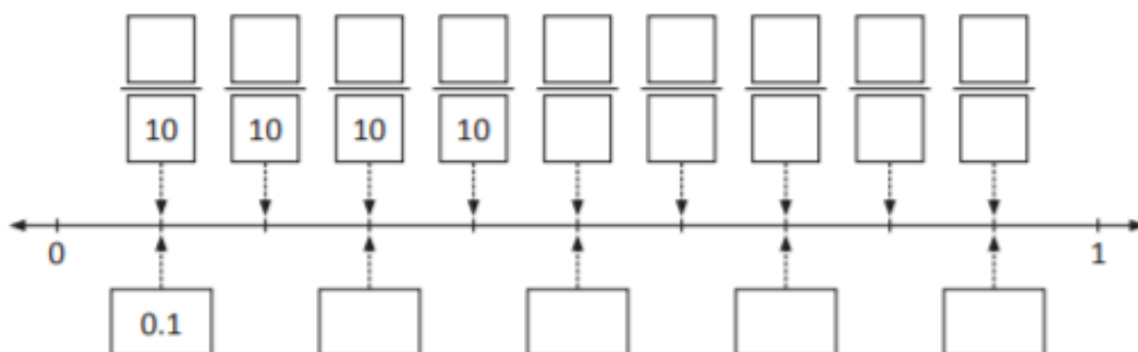
$\frac{6}{10}$ as a decimal is 0.6

Units	Tenths
0	6

The decimal point separates the whole number from the decimal.

We would write 1 or $\frac{10}{10}$ as 1.0

- 1 Complete this number line showing equivalent tenths and decimals:



- 2 If a row of 10 multilink cubes is 1 whole, then label the other rows with a fraction and decimal:

	Fraction	Decimal
a	$\frac{\quad}{\quad}$	\quad
b	$\frac{\quad}{\quad}$	\quad
c	$\frac{\quad}{\quad}$	\quad

Level 3: Extension

Number Monster Support Sheet (Divide by 10)

When dividing a number by 10, all the digits move one place to the right.
For example, $32 \div 10 = 3.2$

Tens	Ones	Tenths
3	2	
	3	2



Number Monster (Divide by 10)

The number monster is confused. Help him to complete the task by writing the value of the digit that has been shaded in each number below. The first has been done for you.

3. 6	4 5 .85	1 36.7	84. 3 2
6 tenths			
4 6.48	284. 3 9	6.0 8	1 2.98

Well done! Now help the number monster to complete the following calculations.
Use the place value chart to help you.



Tens	Ones	Tenths

1. $8 \div 10 =$

2. $5 \div 10 =$

3. $37 \div 10 =$

4. $62 \div 10 =$

5. $16 \div 10 =$

6. $89 \div 10 =$

7. $40 \div 10 =$

8. $92 \div 10 =$

Decimals: Zoom Lesson 11:30am till 12pm

Success Criteria

I can use place value to **partition** decimals of up to two decimal places



Expanded form

Previously we have written four- and five-digit numbers in expanded form. Looking at the example below we see can the number and the value of each numbers position.

Ten Thousands	Thousands	Hundreds	Tens	Ones/Units
4	3	1	3	2
$4 \times 10\,000$	3×1000	1×100	3×10	2×1

We can write the number in expanded form like this.

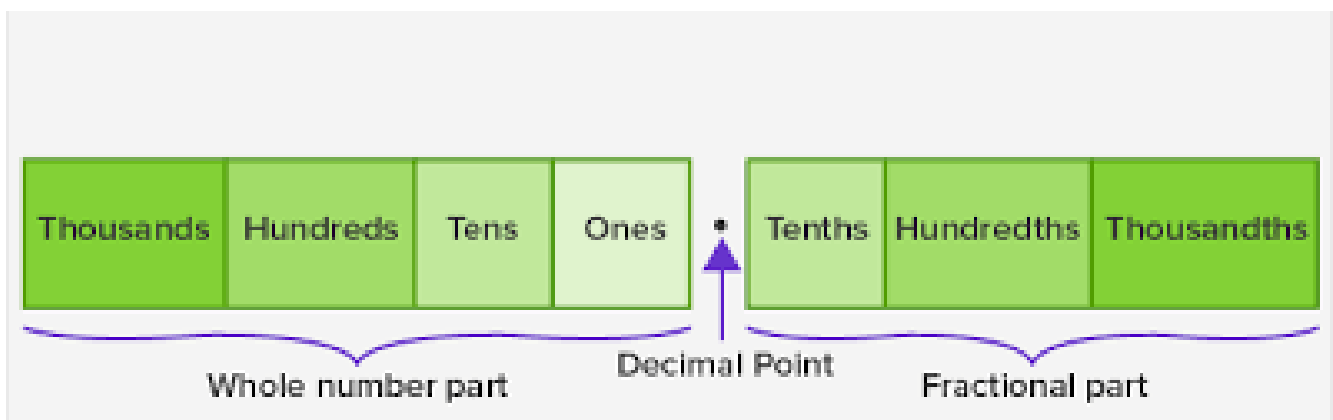
$$40000 + 3000 + 100 + 30 + 2$$

It is also possible to write numbers with decimals in expanded form.

Place Value Chart (Decimals)						
Hundreds	Tens	Ones	.	Tenths	Hundredths	Thousandths
100	10	1	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

Example 92.26 would be written in expanded form like this.

$$90 + 2 + \frac{2}{10} + \frac{6}{100}$$



Level 1: Expanded Form no decimals

Writing Numbers in Expanded Form

10 000s Activity

Complete the table below by writing the expanded form of the numbers.

53 809	50 000 + 3000 + 800 + 9
12 600	
63 807	
47 869	
25 411	
37 943	
89 004	
90 909	
12 345	
40 205	

e. _____ = 2 thousands, 3 hundreds, 4 tens, 4 ones

f. _____ = 7 thousands, 7 tens, 9 ones

g. _____ = 6 thousands, 4 hundreds, 8 ones

h. _____ = 9 thousands, 2 tens, 9 ones

i. _____ = 1 thousands, 6 hundreds, 8 tens

- j. Which one is the greatest? Circle it.
- 9 thousands, 8 tens, 8 ones
9 thousands, 8 hundreds, 8 tens
9 hundreds, 9 tens, 9 ones



Level 2: Expanded form with Decimals

Write the following numbers in expanded form:

Example: 26.85
 $20 + 6 + 8/10 + 5/100$

0.76	
12.86	
123.22	
85.13	
32,655.23	
37.79	
156.08	
43,756.02	

Challenge Question

- g.** The mass of a robin's egg is 6.501 grams. Write this number in expanded form.



- h.** The height of a puffin is 24.02 cm. Write this number in expanded form.



THURSDAY – PDHPE

Lesson 7 – All Systems Go!

Last week we looked at the Digestive System. Today we are going to explore the Nervous System.

Activity 1 – Fill in the missing words

Use the list of **red words** below to fill in the blanks.

Neurons

communicates
two

touching
hand

reaction
brain

The nervous system is made up of many cells called _____. These cells transmit information in the form of electrical signals throughout the body. This form of signalling allows the body to interact with the external environment, and it helps control many mechanisms that take place inside the body. For example, the _____ a person feels from touching a hot plate occurs because the brain _____ with the external environment using special signals and nerves. The primary function of the nervous system is to directly control the function of various organs in the body. This system is made of the _____ and spinal cord along with other organs. In general, the system is divided into _____ different forms: central nervous system (CNS) and peripheral nervous system (PNS). The CNS is the command centre of the body. It functions to organise and analyse information. The purpose of the PNS is to follow the commands of the CNS. Consider the earlier example about a person _____ a hot plate. The CNS organises and analyses the information it receives about the sense of touching something hot. It interprets this information and instructs the PNS to transmit signals that will have the person remove their _____ from the hot plate.

Activity 2 – Watch a short video about the Nervous System

<https://www.youtube.com/embed/sjyl4CmBOA0>



Brain Facts

The average brain weighs 1.4kg and is around 15cm long.

Every brain cell makes connections with around 10 000 other brain cells.

The brain uses 20 – 30% of all the blood and oxygen that the body uses.



Scientists are constantly working to understand the brain better and we still don't fully understand everything about it!

Activity 3 – Look at the slide below and use the information to complete the “What’s in your brain sheet”

Parts of the Brain

The Cerebrum: Frontal Lobe

Personality, thinking, planning, problem solving.

The Cerebrum: Temporal Lobe

Controls speech and hearing.

The Brain Stem: Controls all the automatic things, such as circulation.

Spinal Cord:

Links the brain to the rest of the body.

The Cerebrum: Parietal Lobe

Controls movement, sensations (pain, taste, touch, etc.), speed and writing.

The Cerebrum: Occipital Lobe

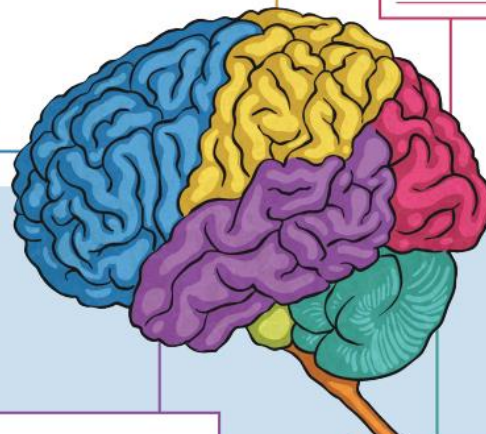
Controls memory, sight and smell.

The Cerebellum:

Controls movement, balance and muscles.



What's in Your Brain?



Match the regions of the brain with their functions.

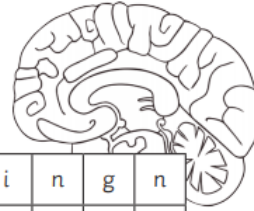
- a. cerebellum
- b. frontal lobe
- c. occipital lobe
- d. parietal lobe
- e. temporal lobe

- _____ 1. This is the part of the brain responsible for planning and problem solving.
- _____ 2. This part of the brain regulates coordination.
- _____ 3. Hearing is processed in this part of the brain.
- _____ 4. Vision is processed in this part of the brain.
- _____ 5. Taste and touch are a result of functions in this part of the brain.

Activity 4 – Can you find all the words?

Nervous System

Can you find...



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

sense organs	brain	neurotransmitter
stimulus	CNS	myelin sheath
impulses	knee-jerk	reflex
synapse	blinking	transmit
spinal cord	neurone	response

Activity 5 – PE Workout

We are going to do a Tabata Workout.

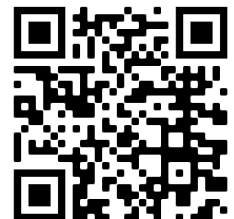
<https://www.youtube.com/embed/dcnA8lcICLM>

Tabata is a type of HIIT (High-Intensity Interval training) workout that aims to produce the most benefits in a short amount of time.

Generally a Tabata workout is at a higher intensity than a traditional HIIT workout
Each Tabata round lasts for 4 minutes and involves 8 intervals of 20 seconds of intense exercise followed by 10 seconds of rest.

Tabata training offers many benefits and these include;

- boosts metabolism
- is time-efficient
- boosts aerobic and anaerobic fitness levels
- increases lean muscle mass
- raises heart rate.



Reading

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

Expecto Patronum!



Time for you to conjure up your own Patronous Charm.

With your parents' permission (as it is rated PG), watch a short clip of:
Dumbledore's Army Secretly Masters the Patronus Charm | Harry Potter and the Order of the Phoenix

<https://www.youtube.com/embed/-ZHuf819-Pw>

Then, draw and explain which animal would be your Patronous Charm.



HARRY POTTER

WIZARDING WORKSHEETS

A PERFECT PATRONUS

In *Harry Potter and the Prisoner of Azkaban*, Harry learns how to cast a Patronus Charm.

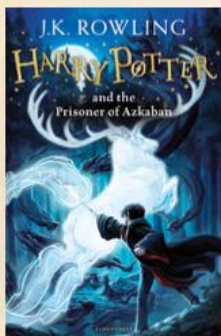
How to cast one:

‘With an incantation, which will work only if you are concentrating, with all your might, on a single, very happy memory.’ Professor Lupin

Incantation: *Expecto patronum!*

Each person’s Patronus Charm takes the form of a different animal. Harry’s Patronus is a stag, whereas Hermione’s is an otter.

What animal do you think your Patronus would be? Draw it in the space below and explain why it would be that animal.



Read more:

Harry Potter and the Prisoner of Azkaban,
Chapter 12, page 256

Writing

We are continuing our investigation into explanation texts this week!



Learning Objective

- We are learning to write a conclusion for an explanation text ☺ ☺ ☺

Success Criteria

- I can write a conclusion which sums up the key information from my text ☺ ☺ ☺

Your task:

1. Re read your introduction and description that you have written so far.
2. Read 'Explanation Text, Conclusion.'
3. Write a short conclusion which sums up the key information in your writing.

Hints:

When you are writing your conclusion, try to

- Sum up the key points from your text
- Reinforce how/why your potion is important

EXPLANATION TEXT *conclusion*

The **CONCLUSION** should sum up the key information from the text. It should provide an answer to the question in the title.

EXAMPLE

How Airplanes Fly

Airplanes fly using powerful propellers, strong engines, wings and air pressure. This creates wind that flows over and under the wings to lift it into the sky and keep it there.



4's Times Tables

Solve the problems by filling in the empty boxes.

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 12 \\ \hline \end{array}$$

Problem Solving

Level 1:

Use the clues to work out the word before using your calculator

Puzzle time

Calculator - words

Did you know that you can read words on your calculator?

You can if you turn it upside down!

Find a calculator. Got it? Good.

Now type in 0.7734 Turn the display upside down.

Hello!

Try these sums on your calculator. Turn the answer upside down and you should get a word.

We have given you some clues so you may be able to guess the word before you start.

1. $39459 \div 7 =$
(Spiders have 8 but millipedes do not have millions)
2. $15469 \times 5 =$
(Put it to your ear and you may hear the sea.)
3. The square root of 59876644
(It sounds like he invented the telephone.)
4. $10\,000 - 9\,393$
(It's easy to fall off this)
5. $1792202 \times 3 =$
(Put these on to see underwater)

The answer to
No. 5 is not
pyjamas!



There are loads more words you can make up. Try them for yourself. Can you make a five letter word? Can anyone make up a whole sentence? Can anyone find another 7 letter word, or even more?

Puzzle time



Dizzy digits



You can play around with your calculator to work out this puzzle.

You can use the +, −, x, ÷ and = keys.

This puzzle is in three parts. You need to answer all three parts.

Part 1: Use four 4's to make 44

Part 2: Use five 5's to make 55

Part 3: Use six 6's to make 66

Now let's see....
 $4 + 4 + 44 = 52$
that's no good
How about
 $44 \times 4 - 4$
Errm...not quite.

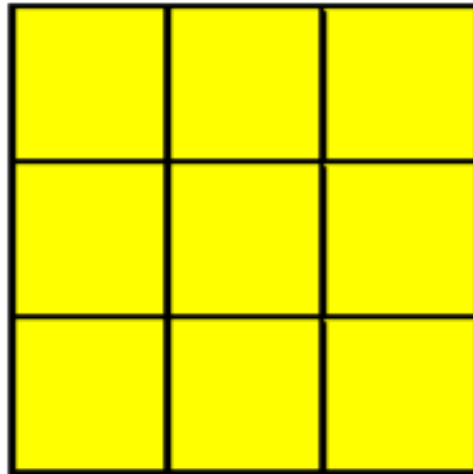
Remember: You can use any of the +, −, x, ÷ and = keys.





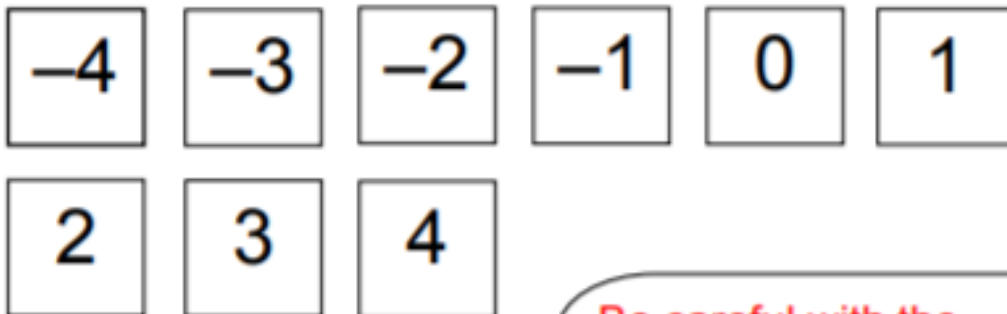
Puzzle time

It all adds up to nothing!!



A magic square which adds up to exactly nothing.

Put these numbers into the square above so that each row across, down and diagonally adds up to zero.



Be careful with the negative numbers. It's a good idea to cut the numbers out and rearrange them into a square.

Zoom Lesson 11:30am till 12pm

Lesson 1: Week 7 Revision

Label the fractions in the table below.

Write: **P** for a proper fraction

M for a mixed numeral

I for an improper fraction

And write the number **1** if they are equal to 1.

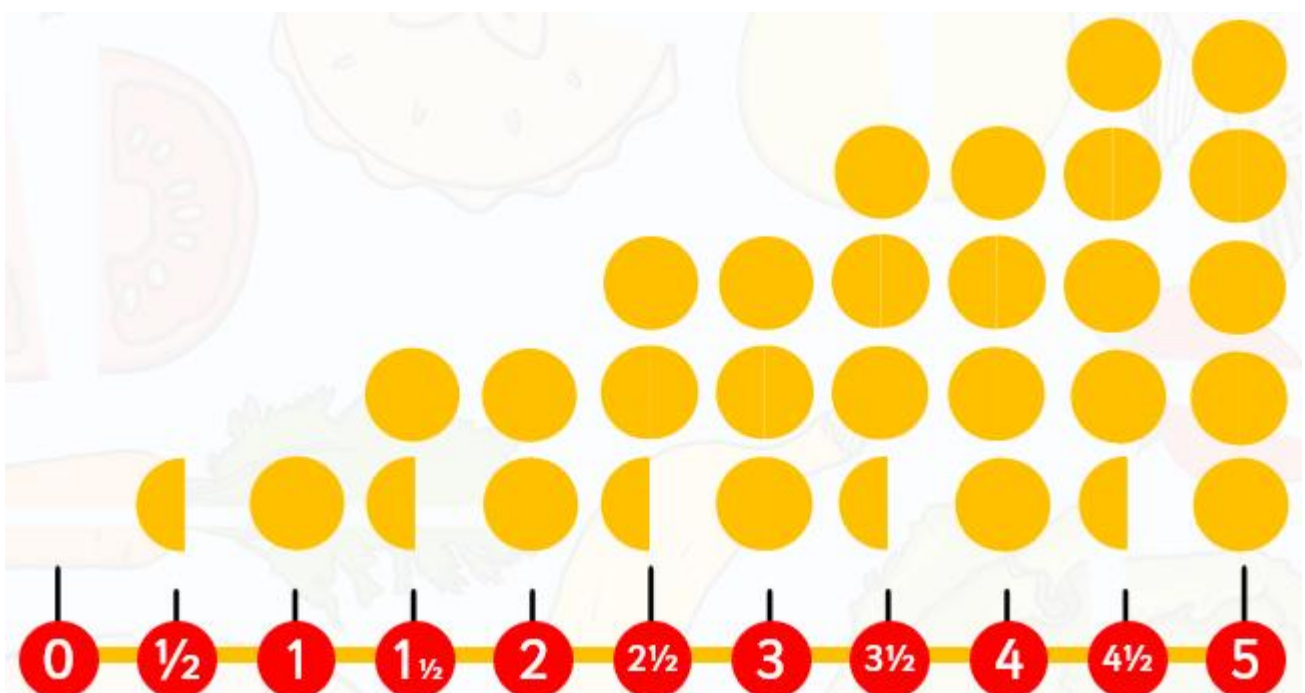
$\frac{3}{4}$	P	$\frac{6}{10}$	
$1\frac{1}{2}$		$\frac{2}{2}$	
$\frac{8}{5}$		$\frac{4}{3}$	
$2\frac{3}{4}$		$4\frac{5}{8}$	
$\frac{6}{6}$		$\frac{12}{2}$	
$\frac{7}{9}$		$9\frac{2}{3}$	

Counting in $\frac{1}{4}$'s

Fill in the table going up $\frac{1}{4}$ each time, what number do you end up at?

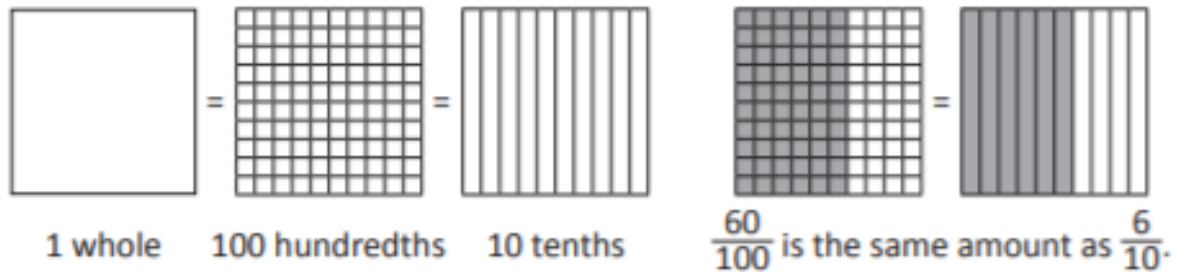
Repeat for $\frac{1}{3}$.

$\frac{1}{4}$									
$\frac{1}{3}$									



Lesson 2: Fractions as decimals

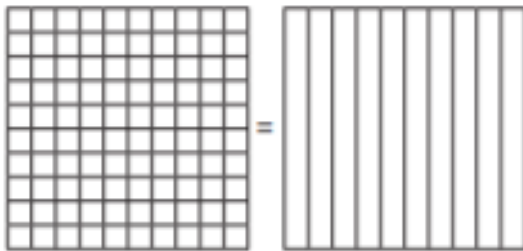
Fractions, decimals and percentages – writing tenths as decimals



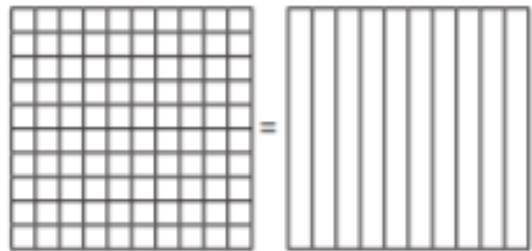
We can divide a whole into one hundred parts. These are called hundredths. Hundredths are made up of 10 lots of tenths.

1 Show how these amounts are the same:

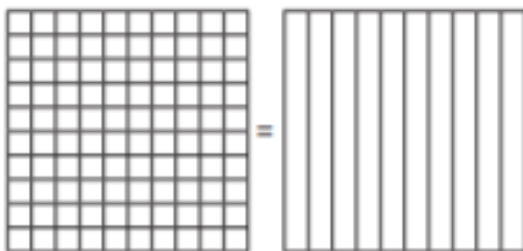
a $\frac{80}{100}$ is the same amount as $\frac{8}{10}$.



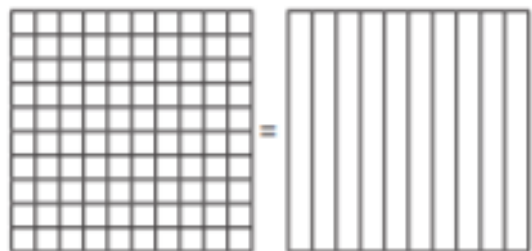
b $\frac{20}{100}$ is the same amount as $\frac{2}{10}$.



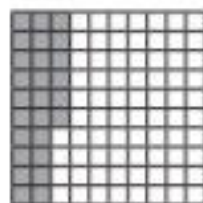
c $\frac{30}{100}$ is the same amount as $\frac{3}{10}$.



d $\frac{70}{100}$ is the same amount as $\frac{7}{10}$.



This diagram shows 26 hundredths shaded or $\frac{26}{100}$.



Fractions can be written as decimals.
As a decimal, this amount is written as:

Units	Tenths	Hundredths
0	2	6

3 Complete this table to show the amounts as tenths, hundredths and decimals:

a

Tenths	<input type="text"/>	
Hundredths	<input type="text"/>	
Decimals	<input type="text"/>	

b

Tenths	<input type="text"/>	
Hundredths	<input type="text"/>	
Decimals	<input type="text"/>	

c

Hundredths	<input type="text"/>	
Decimals	<input type="text"/>	

d

Hundredths	<input type="text"/>	
Decimals	<input type="text"/>	

1.5 is same as 1.50.



THINK

4 Show the place value of these decimals by writing them in the table:

	Hundreds	Tens	Units		Tenths	Hundredths
a	2.6			•		
b	3.76			•		
c	112.6			•		
d	45.67			•		



Rhythm warmup

Create some rhythm patterns using characters from your favourite book.
For example:

Harry Potter, Ron Weasley, Hagrid, Voldemort.

Say and clap your rhythms to a steady beat.

Some screen free music activities

- Go for a listening walk – notice all the sounds around you.
- Listen to your favourite music without the video and dance or play along with kitchen percussion.
- Practice a musical instrument.
- Ask a family member to play you a piece of music they've been practicing on an instrument or teach you a song.
- Sing in the bath or shower – it sounds great in there!
- Make up a song of your own.



Singing: Home Among the Gum Trees

<https://www.youtube.com/watch?v=Mfd6tyCZCPM>

Home Among the Gumtrees

By B. Brown/W. Johnson



[Verse 1]

I've been around the world
A couple of times or maybe more
I've seen the sights, I've had delights
On every foreign shore
But when my friends all ask me
The place that I adore
I tell them right away

[Chorus]

Give me a home among the gumtrees
With lots of plum trees
A sheep or two, a kangaroo
A clothesline out the back
Verandah out the front
And an old rocking chair

[Verse 2]

You can see me in the kitchen
Cooking up a roast
Or Vegemite on toast
Just you and me, a cup of tea
And later on, we'll settle down
And go out on the porch
And watch the possums play

[Chorus]

[Verse 3]

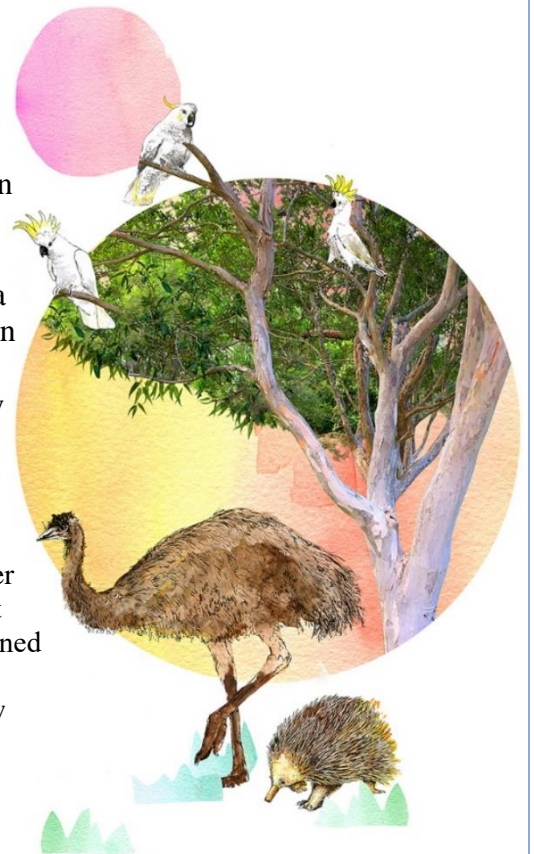
There's a Safeways on the corner
And a Woolies down the street
And a New Worlds that's just opened
Where they regulate the heat
But I'd trade them all tomorrow
For a simple bush retreat
Where the kookaburras call

[Chorus]

[Verse 4]

Some people live in houses
With fences all around
Others live in mansions
And some beneath the ground
But me I like the bush you know
With rabbits running round
And a pumpkin vine out the back

[Chorus] x2



Book-Week Song

https://docs.google.com/presentation/d/1zuQvf3iXXO-AcKPcv0U3qnasqVf3AQLw6mchRsVPHZQ/mobilepresent?slide=id.ge5afb030f0_0_45



Book-Week inspired soundscape

Watch this video on how to make a soundscape for a story.

<https://www.youtube.com/watch?v=2UI-Ynlvf6Y>



Below are some stories you can use to make your own soundscape. Find sounds to create for the highlighted words. You may also choose your own story.

The Tortoise and the Hare <https://www.youtube.com/watch?v=PH3wVfkVozE>



The Lion and the Mouse <https://www.youtube.com/watch?v=b4l62Oc6r4c>



The Fox and the Grapes <https://www.youtube.com/watch?v=Xf-6G1ixpuA>



Perform your soundscape to someone in your family or class (if you are at school). If you wish to share your work I will create a seesaw page for you to do so, but this is entirely optional.

Have fun 😊

Mathematics Answers

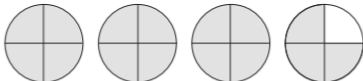
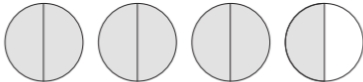

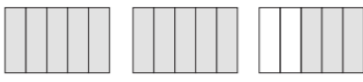
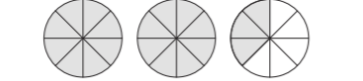

Monday

Drawing fractions

				1
				2
				3
				4
				3
				8
				2
				4
				5
				8
				2
				2

Improper Fractions **Answers**

7. Write the proper fractions and mixed numbers represented by the shapes below.

	Improper Fraction		Mixed Number
a)	$\frac{15}{4}$		$3\frac{3}{4}$
b)	$\frac{7}{2}$		$3\frac{1}{2}$
c)	$\frac{16}{3}$		$5\frac{1}{3}$
d)	$\frac{13}{5}$		$2\frac{3}{5}$
e)	$\frac{19}{8}$		$2\frac{3}{8}$
f)	$\frac{19}{5}$		$3\frac{4}{5}$

Tuesday

Find a Whole with Fractions **Answers**

Circle two fractions that together make a whole.

Can you find all 10 pairs?

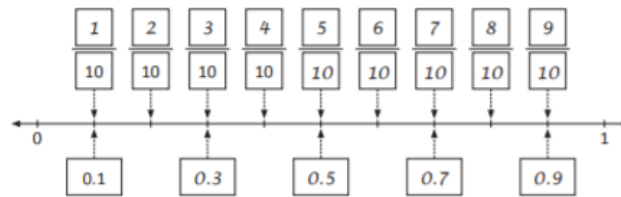


$\frac{7}{8}$	$\frac{2}{6}$	$\frac{1}{8}$	$\frac{11}{12}$	$\frac{1}{3}$	$\frac{7}{13}$	$\frac{1}{2}$	$\frac{5}{10}$	$\frac{5}{6}$	$\frac{3}{4}$
$\frac{9}{12}$	$\frac{1}{2}$	$\frac{2}{3}$	$\frac{3}{9}$	$\frac{3}{5}$	$\frac{2}{3}$	$\frac{6}{9}$	$\frac{2}{8}$	$\frac{9}{10}$	$\frac{1}{5}$
$\frac{10}{12}$	$\frac{4}{9}$	$\frac{3}{8}$	$\frac{7}{10}$	$\frac{3}{9}$	$\frac{1}{3}$	$\frac{4}{6}$	$\frac{1}{9}$	$\frac{12}{13}$	$\frac{7}{8}$
$\frac{1}{4}$	$\frac{6}{8}$	$\frac{1}{2}$	$\frac{8}{9}$	$\frac{1}{10}$	$\frac{3}{4}$	$\frac{5}{8}$	$\frac{5}{6}$	$\frac{3}{7}$	$\frac{7}{12}$
$\frac{4}{5}$	$\frac{1}{9}$	$\frac{3}{10}$	$\frac{7}{8}$	$\frac{4}{5}$	$\frac{8}{9}$	$\frac{6}{7}$	$\frac{1}{6}$	$\frac{1}{5}$	$\frac{8}{10}$
$\frac{9}{10}$	$\frac{3}{4}$	$\frac{5}{8}$	$\frac{3}{5}$	$\frac{4}{10}$	$\frac{1}{6}$	$\frac{2}{6}$	$\frac{7}{8}$	$\frac{4}{5}$	$\frac{4}{9}$
$\frac{1}{7}$	$\frac{2}{12}$	$\frac{5}{6}$	$\frac{5}{9}$	$\frac{3}{8}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{7}{9}$	$\frac{1}{8}$	$\frac{4}{7}$
$\frac{1}{8}$	$\frac{3}{6}$	$\frac{1}{7}$	$\frac{8}{9}$	$\frac{3}{4}$	$\frac{7}{9}$	$\frac{3}{9}$	$\frac{4}{6}$	$\frac{3}{6}$	$\frac{5}{8}$
$\frac{2}{3}$	$\frac{7}{8}$	$\frac{1}{9}$	$\frac{3}{7}$	$\frac{4}{5}$	$\frac{2}{10}$	$\frac{4}{9}$	$\frac{3}{5}$	$\frac{7}{10}$	$\frac{2}{4}$
$\frac{3}{6}$	$\frac{6}{12}$	$\frac{4}{5}$	$\frac{7}{10}$	$\frac{6}{7}$	$\frac{3}{4}$	$\frac{5}{10}$	$\frac{2}{6}$	$\frac{7}{8}$	$\frac{1}{10}$




Q2: The rabbit travels 5.5m

Level 2

- 1 Complete this number line showing equivalent tenths and decimals:



- 2 If a row of 10 multilink cubes is 1 whole, then label the other rows with a fraction and decimal:

	Fraction	Decimal
a 	$\frac{10}{10}$	1.0
b 	$\frac{6}{10}$	0.6
c 	$\frac{8}{10}$	0.8

Friday

Level 1

Puzzle time



Calculator - words answers

The answers to the upside down sums are:

1. legs
2. shell
3. bell
4. log
5. goggles

Have you seen my goggles anywhere?



Quite a few other words can be made on the upside down calculator. Here are a few of my favourites:

hills bills hogs begs
 bogless
 giggles lobes globe
 igloos holes high
 biggles

.....but I'm sure that there are plenty more!

Level 2

Puzzle time



Dizzy digits - answers

This puzzle was in three parts.
 You needed to answer all three parts.

- Part 1: Use four 4's to make 44
 Part 2: Use five 5's to make 55
 Part 3: Use six 6's to make 66



Not too difficult, but there are several ways of doing some of these.

For the four fours, the most popular answer is:

$$44 - 4 + 4 = 44,$$

but we you could also have $44 \times 4 + 4 = 44$

For the five fives, answers include

$$(5 \times 5) + (5 \times 5) + 5$$

and $5 + 5 + 5 + 5 \times 5$

and for six sixes, answers include

$$66 - 6 + 6 - 6 + 6$$

and $(6 + 6) \times 6 + 6 - 6 - 6$

Any other solutions?



Puzzle time

It all adds up to nothing!! - answers

Remember what this puzzle was?
A 3 by 3 box with numbers from negative four to four to put in, making sure that it all added up to 0 across, down and diagonally.



-3	2	1
4	0	-4
-1	-2	3

-1	-2	3
4	0	-4
-3	2	1

1	-4	3
2	0	-2
-3	4	-1

3	-4	1
-2	0	2
-1	4	-3

or

Lots of answers to this - here are just four. It seems the 0 must always be in the middle. How many more can you find?

Level 3

Reading Answers

Comprehension

1. Down in one of the dungeons
2. A register is the roll/ marking attendance
3. A small laugh, often in a disrespectful way
4. There are many options: scornful, nasty, wicked, cunning, vicious, sly, sneaky, witty, smart, grim...
5. On the edge of her seat is an idiom. An idiom is a phrase that doesn't mean the exact same as what is written. On the edge of her seat is an idiom for being excited or nervous or ready to get started. We might say that Hermonie was excited and eager to get started.

Editing

Sheet A

Text 1 - Slime

When you make slime, you **are** learning about chemistry. Chemistry is all about how different materials, such as **liquids**, solids and gases, are made up of tiny **atoms** and **molecules**.

Slime is neither a liquid nor a solid. It **is** known as a non-Newtonian fluid **because** it can be picked up like a solid but can ooze between your **fingers** like a liquid. **When** you mix contact lens solution with PVA glue, a **chemical** reaction occurs that creates the slime.

Sheet B

During the 1870s, **William Giles** and **William Gosse** were **the** first **white** explorers in this **region**. Gosse was the first to reach **Uluru** and named it 'Ayers Rock' after his superior, **Sir Henry Ayers** who was the **Chief** Secretary of **South Australia**. **I**t wasn't until the 1990s that its **traditional** name of Uluru was reinstated. It is now considered disrespectful to refer **to** Uluru as 'Ayers Rock'.

In the early 1900s the Australian **G**overnment **d**ec~~l~~**a**red ownership **of the** land. By the 1950s, tourists and land developers **b**eg~~a~~**n** to make tracks to Uluru and Kata Tjuta. Tourist numbers **s**tead~~i~~**l**y grew and by the early 1970s, the impact **of** tourism was having detrimental effects on **U**luru and its **s**ur~~r~~**o**undings. In 1973, the government **a**greed to relocate accommodation facilities to a new site in order to protect and preserve **U**luru. **A**t the time, only a few **A**nangu were **l**iv~~i~~**ng** at Uluru. **M**ost of the Anangu there scattered into other **r**eg~~i~~**o**ns within **C**entral **A**ustralia.

It was not until 1979 **t**hat a national park was acknowledged. This was **d**one to recognise the traditional owners of Uluru. In 1983, **P**ri~~m~~**e** Minister **H**awke announced the government's intention to grant ownership **of the** land back to the traditional owners.