

NAME: \_\_\_\_\_



# Learning from Home

Unit: 8  
Stage 2

Year 3 and Year 4



Term 3 Week 8 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	<a href="mailto:alexandra.redford1@det.nsw.edu.au">alexandra.redford1@det.nsw.edu.au</a>
3H	Madi Hyde	<a href="mailto:Madison.hyde3@det.nsw.edu.au">Madison.hyde3@det.nsw.edu.au</a>
4H	Alex Hahlos	<a href="mailto:alexander.hahlos1@det.nsw.edu.au">alexander.hahlos1@det.nsw.edu.au</a>

## INDIGENOUS LITERACY DAY

- [Why the Koala has a Stumpy Tail](http://www.viewpure.com/fqmuAZL3h-o?start=0&end=0) <http://www.viewpure.com/fqmuAZL3h-o?start=0&end=0>
- The Rainbow Serpent <http://www.viewpure.com/T8RA7-yktM0?start=0&end=0>
- How the Kangaroos got their Tails <http://www.viewpure.com/JS2sZrI0KzQ?start=0&end=0>
- How the Birds got their Colours <http://www.viewpure.com/pu-HG9yuU4Q?start=0&end=0>

## 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>



**4H Zoom Classes**  
**WEEK 8 TERM 3 2021**

**PLEASE NOTE THE CHANGE FOR the Wednesday, 1 September only**

- **Morning: Students will participate in an Indigenous Literacy Day livestream from the Sydney Opera House. The link for the livestream will be sent to families via SZapp before the day.**
- **Afternoon: Students will participate in Wellbeing activities outlined in their Learning from Home package.**

	Zoom Meeting ID		Zoom Meeting Password	
	Morning am	Afternoon pm	Morning am	Afternoon pm
<b>Monday 30/8/21</b> <b>Tuesday 31/8/21</b> <b>Thursday 2/9/21</b> <b>Friday 3/9/21</b>	690 8075 8565	674 6413 8628	<b>686728</b>	<b>331043</b>
<b>Wednesday 1/9/21</b>	Indigenous Literacy Day – livestream	Wellbeing activities as outlined in the Learning from Home Pack (No Zoom)	Livestream link will be sent via SZapp before the event.	Wellbeing activities as outlined in the Learning from Home Pack (No Zoom)

Students need to access Zoom via <https://nsweducation.zoom.us/> and are required to use their **DoE student portal login** to gain access. **The DoE user ID and DoE password will be the same as last week.**

**Monday 30/8/21, Tuesday 31/8/21, Thursday 2/9/21, Friday 3/9/21**

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 8 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.

Three 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 <b>Reading</b> Writing	Spelling Reading Writing	Spelling Reading Writing	Spelling <b>Reading</b> Writing
Break	Break	Break	Break	Break	Break
Middle	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	<b>ZOOM 11:30am</b> <b>Mathematics</b>	ZOOM 11:30am Mathematics
Break	Break	Break	Break	Break	Break
Afternoon	Science ZOOM 2:15pm	Art ZOOM 2:15pm	Wellbeing Time ZOOM 2:15pm	PDHPE ZOOM 2:15pm	Friday Funday! ZOOM 2:15pm





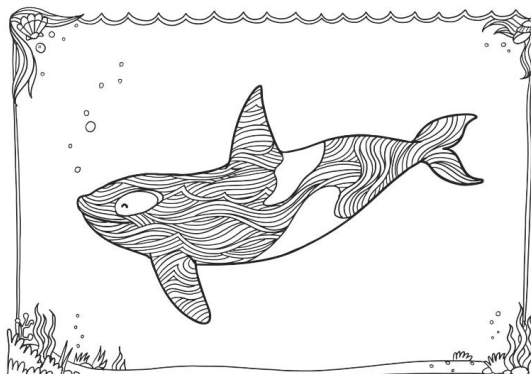
# Week 8 Term 3 – Spelling



## Year 3 Spelling Words

## Year 4 Spelling Words

v ve / w wh u vase sleeve / web whale queen		based on weekly focus in other KLAs	v ve / w wh u vase sleeve / web whale queen		based on weekly focus in other KLAs
<p><b>Core:</b>                      loving                      even                      we've                      river                      move                      drive                      arrive                      drove                      leave                      video                      believe                      favourite                      November</p> <p>wish                      which                      while                      walk                      white                      window                      quit                      quiz                      swish                      twist                      wonderful                      Wednesday</p>	<p><b>Extension:</b>                      arrival                      conversation                      environment                      evaporate                      evidence                      invention                      receive                      survive                      television                      vacancy                      vacation                      vacuum                      valuable                      variable                      vegetable                      vehicle                      versatile                      vertical                      vicious                      volume</p> <p>adequate                      afterwards                      aquarium                      consequence                      hardware                      quality                      quarter                      question                      quietly                      reward                      swallow                      turquoise                      twelfth                      wealthy                      weather                      western                      whether                      whisper                      withered                      woollen</p>	<p><b>Theme</b>                      simple                      compound                      complex                      millimetres                      centimetres                      converting                      estimating                      measuring                      kilometres                      length                      nearest                      unit</p> <p><b>Demon</b>                      civil                      vague                      veneer                      vertical                      violence                      voluntary                      vulnerable                      civilisation                      mischievous                      inconvenience</p>	<p><b>Core:</b>                      never                      eleventh                      seventh                      seventeen                      heavy                      heavier                      evening                      invite                      travel                      lovely                      knives                      believe                      favourite                      themselves</p> <p>water                      which                      weekend                      sandwich                      won't                      without                      woman                      towards                      upwards                      square                      question</p>	<p><b>Extension:</b>                      adventure                      advisable                      available                      beverage                      devastation                      environment                      evacuation                      evaporate                      inevitable                      invasion                      receive                      resolved                      survive                      vacuum                      vanished                      vehicle                      versatile                      vicious                      violence                      volunteer</p> <p>adequate                      awkward                      backwards                      consequence                      overwhelmed                      persuade                      qualified                      quality                      suede                      turquoise                      wallaby                      wealthy                      weariness                      weather                      whether                      whisper                      whistle                      withered                      worthless                      worthy</p>	<p><b>Theme</b>                      simple                      compound                      complex                      millimetres                      centimetres                      converting                      estimating                      measuring                      kilometres                      length                      nearest                      unit</p> <p><b>Demon</b>                      vaguely                      oblivious                      vertically                      inevitable                      intuitively                      sovereign                      evaluation                      vengeance                      involuntary                      inconceivable</p>







# 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.

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

Find the following words in the puzzle.

Words are hidden     and .

ARRIVE	HEAVIER	NEVER	SQUARE	WALK	WINDOW
BELIEVE	HEAVY	NOVEMBER	SWISH	WATER	WISH
DRIVE	INVITE	QUIT	THEMSELVES	WEDNESDAY	WITHOUT
DROVE	KNIVES	QUIZ	TOWARDS	WEEKEND	WOMAN
ELEVENTH	LEAVE	RIVER	TRAVEL	WE'VE	WONDERFUL
EVEN	LOVELY	SANDWICH	TWIST	WHICH	WON'T
EVENING	LOVING	SEVENTEEN	UPWARDS	WHILE	
FAVOURITE	MOVE	SEVENTH	VIDEO	WHITE	

The world of  
**David Walliams**

This week some of your reading activities are based around the crazy, kooky, and hilarious author David Walliams!

- Read → David Walliams and then complete the comprehension questions.  
Choose either Sheet A or Sheet B

Here are some words to practise before you read

Merton	river Thames	Labrador	Charity	Gangsta Granny
Billionaire Boy	Horrid Henry	awarded	adapted	collaborating





# David Walliams



## Who Is David Walliams?

David Walliams is a comedian, actor and author. He is also a judge on a TV talent show and writes for TV. David raises money for the charity, Sport Relief, which helps people all over the world.

## David's Childhood

David was born on 20<sup>th</sup> August 1971 in Merton, London. He was the child of Peter and Kathleen Williams. From a young age, he loved dressing up and his older sister Julie would often dress him up in girls' clothes for fun.

David went to school in Surrey, where his love of dressing up grew and his love of acting began. He was also on the school swimming team. At age 11, he acted in his first school play wearing a dress and made everyone laugh. This was the moment he knew that what he wanted to do with his life was make people laugh.

## David the Author

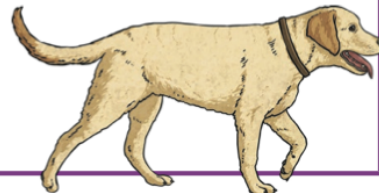
David had a successful TV career and his own TV show. But he wanted to write a book about how it's OK to be different. In 2008, he published 'The Boy in the Dress' about a boy who loves football and wearing dresses. The book sold over half a million copies.

David has now written twelve chapter books for children and six picture books for younger readers. Some of his most famous books are 'Mr Stink', 'Billionaire Boy' and 'Gangsta Granny'. His books are often illustrated by Tony Ross, who also illustrates the 'Horrid Henry' books.



## Did You Know...?

- David changed his name from Williams to Walliams because there was already an actor called David Williams!
- When swimming in the river Thames, David rescued a Labrador dog that had fallen in the river!
- David has sold over eight million books all over the world.







Many of David's books have now been filmed for TV and you can sometimes spot him acting in them too!

### **Charity Work**

David has raised a lot of money for charity. In 2006, David swam the English Channel (from England to France) to raise money for Sport Relief. He swam 22 miles and raised over one million pounds. In 2011, David swam the length of the river Thames (140 miles) and raised more than two million pounds for Sport Relief. David was awarded an OBE by The Queen in 2017 for his charity work.

# Questions

1. What did David like doing as a child? Tick two.

- running
- dressing up
- writing
- acting

2. When was 'The Boy in the Dress' published? Tick one.

- 2004
- 2006
- 2008
- 2011

3. Draw lines to complete the sentences about David.

David has raised a lot of money for charity through

David wanted to write a book about

David knew early on that he wanted to

being different.

make people laugh.

swimming.

4. Number the events below to show the order in which they happened in David's life.

- David had a successful TV career.
- David was born the son of Peter and Kathleen Williams.
- David published 'The Boy in the Dress'.
- David acted in his first play.
- David enjoyed dressing up with his sister.

5. Fill in the missing words in this sentence.

David raised \_\_\_\_\_ million pounds for charity in 2011 and \_\_\_\_\_ million pounds for charity in 2006.

# David Walliams

David Walliams is a comedian, actor and children's author. He is also a judge on a television talent show and writes scripts for television. David raises money for the charity Sport Relief, which helps people in the world's poorest countries.



## Childhood

David was born on 20<sup>th</sup> August 1971 in Merton, London. He was the youngest child of Peter Williams, an engineer, and Kathleen Williams, a lab technician. From a young age he enjoyed dressing up; his older sister Julie loved dressing him up in girls' clothes.

David went to a boys' school in Surrey, where his love of dressing up continued and his love of acting was formed. He was also on the school swimming team. Although he never won a race, he loved the freedom of being in the water. Aged 11, he performed in his first school play wearing a dress and made the audience howl with laughter. This was the moment he realised what he wanted to do with his life.

## Career Highlights

After studying drama at the University of Bristol, David changed his surname from Williams to Walliams because there was already an actor with that name. David finally got his "big break" **collaborating** with his friend on a comedy sketch show. The show was extremely popular and David's name instantly became a household name.

David had a successful television career but he decided to try out a new **vocation**. He wanted to write a book with the important message that it's OK to be different. In 2008, he published 'The Boy in the Dress' about a boy who loves football and wearing dresses. The book sold over half a million copies.



David has now written twelve chapter books for children and six picture books for younger readers. His most celebrated books include 'Mr Stink', 'Billionaire Boy', 'Gangsta Granny' and 'Ratburger'. He frequently works with the illustrator Quentin Blake, best known for illustrating Roald Dahl's books, or Tony



Ross, best known for illustrating the 'Horrid Henry' books. Many of David's books have now been **adapted** for television and he occasionally appears in these films as an actor!



### Charitable Work

David has raised impressive sums for charity, using his passion for swimming. In July 2006, David swam the **English Channel**, raising over one million pounds for Sport Relief. It took him 10 hours and 34 minutes to swim 22 miles. This distance is equal to 700 lengths of an Olympic-sized swimming pool! In September 2011, David swam the length of the river Thames (140 miles), raising more than two million pounds for Sport Relief.

David was awarded an **OBE** by The Queen in 2017 for his work in charity and the arts.

### Glossary

**adapted:** To make a different version of something, for example making a book into a film.

**collaborating:** Working together on an activity or project.

**English Channel:** The body of water separating southern England and northern France.

**vocation:** A form of employment or job.

**OBE:** An award presented by The Queen, standing for Officer of the Order of the British Empire.



# Questions

1. What were David's hobbies at school? Tick two.

- swimming
- running
- acting
- painting

2. Why did David change his surname? Tick one.

- He thought it was boring.
- Another actor had the same name.
- He thought he wouldn't get jobs.
- It was too long.

3. Who dressed David up in girls' clothes?

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4. Find and copy a word that shows David did not become famous straight away.

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5. What does the word vocation mean? Use the glossary to help you.

---

6. Sum up David's main achievements in his life so far.

---

---

---

7. What do you think David realised he wanted to do with his life aged 11?

---

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8. Explain why you think David wrote a book about a boy who loves wearing dresses?

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# The world of David Walliams

## THE WORLDS' WORST CHILDREN

What a gruesome line-up  
of revolting kids!



Windy MINDY

Mindy likes  
to play music  
in a most  
unusual way!



NIGEL Nit Boy

Nigel's hair is  
home to many  
tiny creatures!



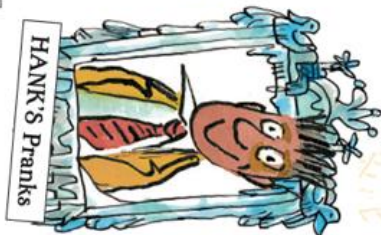
Spoiled BRAD

Brad's parents give  
him everything he  
wants and MORE.



STACEY Superstar

Stacey believes  
she is destined  
for stardom...



HANK'S Pranks

Pranks can be  
harmless but  
trust Hank to  
go too far!



Kung Fu KYLIE

Nothing is  
safe when  
Kylie is on the  
rampage...

Now master the simple art of drawing like Tony Ross to draw your own world's worst kid in the frame.



Draw an oval and add in  
position lines for the eyes,  
nose and mouth. Add the ears  
between the eye and nose lines.



Make your face frown  
with angry eyebrows and  
a little straight mouth.  
Different-shaped eyebrows  
and mouth will change the  
expression in an instant!



Different nose shapes  
and angles give your  
character personality.  
Close-together eyes  
look shifty!

Also think  
about your  
character's hair and  
in movement  
lines.



## Mindfulness Monday

Choose one of the activities below to complete 😊



DRAW YOUR WAY FROM  
NORTH POLE  
TO SOUTH POLE

### HOW TO DRAW LIKE TONY ROSS

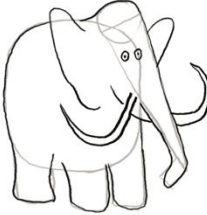
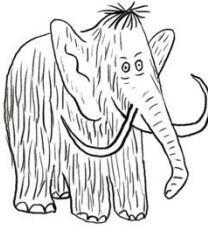
HarperCollinsChildren'sBooks  
presents  
The world of  
*David Walliams*

#### A WOOLLY MAMMOTH

YOU WILL NEED:  
Paper, a felt-tip pen, a pencil and an eraser

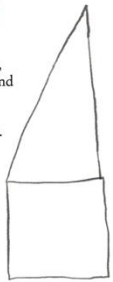




- 1 Using a pencil, for the body and head shape, draw a square with rounded edges and a smaller circle for the head.
- 2 Add a triangle for the trunk shape, and oblongs for the legs and end of the trunk.

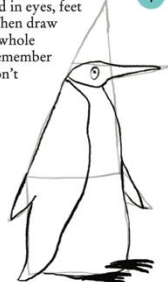




- 3 Using a felt-tip pen, carefully add in ears, eyes and tusks, and then draw around the whole shape.
- 4 Erase the sketched pencil lines and add hair, expression lines and toenails.

#### A PENGUIN







- 1 Using a pencil, for the body and head, draw a square topped with a triangle.
- 2 Add more small triangles to make the beak and flippers.

- 3 Using a felt-tip pen, carefully add in eyes, feet and body. Then draw around the whole shape but remember penguins don't have pointy heads!
- 4 Erase the sketched pencil lines and colour in the dark areas with pen or paint.

TOP TIP:  
Sketch in the shapes lightly with pencil! You will need to erase them later.

Handwriting	Drawing	Monday Movement
<p>Complete the handwriting activity below.</p> <p>Make sure you have a sharp lead pencil, feet on the floor and a straight back.</p> <p>Optional: Colour in the Red Bellied Black Snake.</p>	<p>Learn to draw like Tony Ross! Tony Ross is the illustrator of all David Walliams books, including Ice Monster.</p> <p>Using the image above to help you draw like Tony!</p>	<p>Did you know that when we exercise it helps pump blood all through body! This works to boost our mood (if we are feeling down), help us concentrate and make us more alert! Scan the QR code below to start your day with calming Yoga, a sweaty HIIT session or get moving with a Disney Dance session.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p><i>Yoga for Kids</i></p>  </div> <div style="text-align: center;"> <p><i>Disney Dance</i></p>  </div> </div> <div style="text-align: center; margin-top: 10px;"> <p><i>Kids HIIT</i></p>  </div>

HarperCollinsChildren's Books  
presents

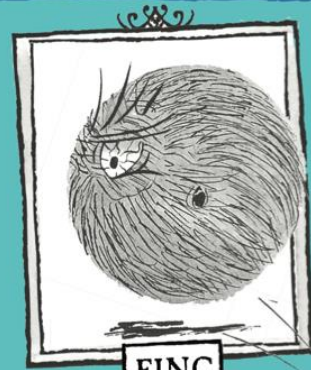
# David Walliams FING

Meet the monsters you'll discover in...



**AAGADONGDONG**

A man-eating underground bird.



**FING**

This, the most rarest of rare beasts, is found only in the deepest, darkest, jungliest jungle.

## THE MONSTERPEDIA



**BOOBOO**

A giant slug that leaves a poisonous trail of slime in its wake.



**CRUNKLETOAD**

A reptile so ugly it can kill a man with a look.



**DUMDUM**

A cross between a jellyfish and a warthog.



**EEBINKIBONK**

An amphibious monkey found only in the deepest depths of the oceans.



## DESIGN YOUR OWN MONSTER FOR THE MONSTERPEDIA!





# The world of David Walliams



DRAW WITH WALL FROM NORTH POLE TO SOUTH POLE

## HOW TO DRAW LIKE TONY ROSS

The world of David Walliams

### A WOOLLY MAMMOTH

**YOU WILL NEED:** Paper, a felt-tip pen, a pencil and an eraser.

- 1 Using a pencil, for the body and head shape, draw a square with rounded edges and a smaller circle for the head.
- 2 Add a triangle for the trunk shape, and oblongs for the legs and end of the trunk.
- 3 Using a felt-tip pen, carefully add in ears, eyes and tusks, and then draw around the whole shape.
- 4 Erase the sketched pencil lines and add hair, expression lines and toenails.

**TIP TIP**  
Sketch in the shapes lightly with pencil! You will need to erase them later.

### A PENGUIN

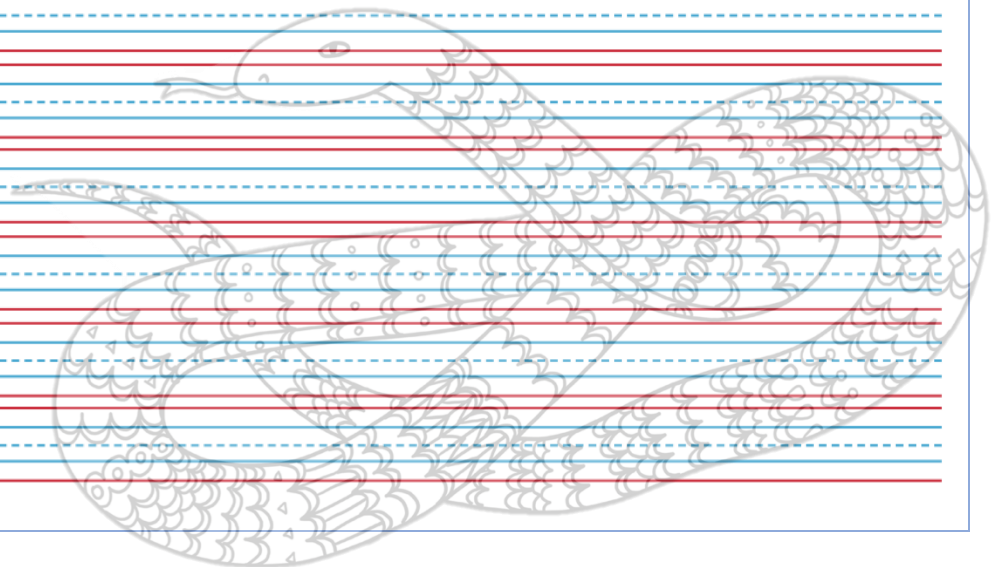
- 1 Using a pencil, for the body and head, draw a square topped with a triangle.
- 2 Add more small triangles to make the beak and flippers.
- 3 Using a felt-tip pen, carefully add in eyes, feet and body. Then draw around the whole shape but remember penguins don't have pointy heads!
- 4 Erase the sketched pencil lines and colour in the dark areas with pen or paint.



Trace and copy

# Red-Bellied Black Snake

The red-bellied black snake is just one of the many species of snake which are native to Australia. They are found in the coastal regions of the eastern states of Australia near water sources. The red-bellied black snake mostly eats frogs but will also eat lizards, small mammals and birds. Its bite is extremely venomous and people should seek immediate medical attention if they are bitten.



### Instant Recall 5× Table

I can recall and use multiplication and division facts for the 5 times table.

$1 \times 5 = \underline{\quad}$

$5 \div 5 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$10 \div 5 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$15 \div 5 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

$20 \div 5 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$25 \div 5 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

$30 \div 5 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$35 \div 5 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$40 \div 5 = \underline{\quad}$

$9 \times 5 = \underline{\quad}$

$45 \div 5 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$50 \div 5 = \underline{\quad}$

$11 \times 5 = \underline{\quad}$

$55 \div 5 = \underline{\quad}$

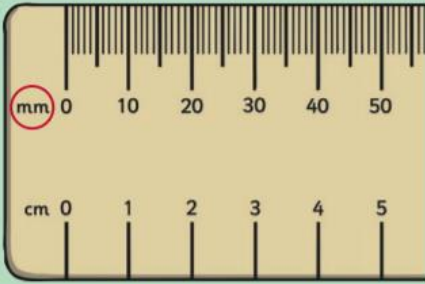
$12 \times 5 = \underline{\quad}$

$60 \div 5 = \underline{\quad}$

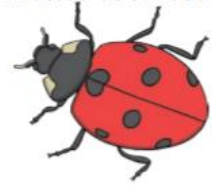


## Revision: Length

### Length: Level 1



We use a ruler to measure very small items.



We measure these in millimetres.

We write this as **mm**.

$$10\text{mm} = 1\text{cm}$$

How many millimetres in:

a  $4\text{ cm} = \square\text{ mm}$

b  $9\text{ cm} = \square\text{ mm}$

c  $2\text{ cm} = \square\text{ mm}$

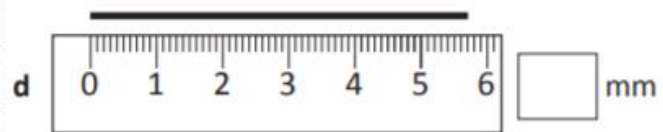
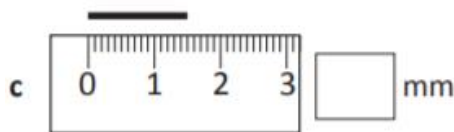
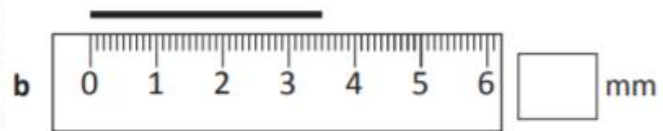
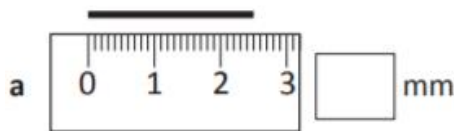
Write these measurements in centimetres:

a  $40\text{ mm} = \square\text{ cm}$

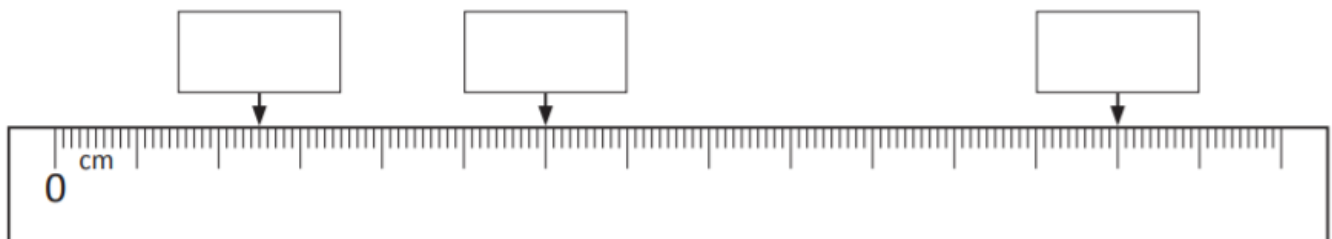
b  $70\text{ mm} = \square\text{ cm}$

c  $30\text{ mm} = \square\text{ cm}$

Record the length of each piece of string in millimetres:



Record the lengths shown on this ruler in each box:





# Centimeters and Millimeters

**Part 1:** Complete the table.

centimeters	1	3	12	40	145
millimeters					

**Part 2:** Circle the greater length for each pair.

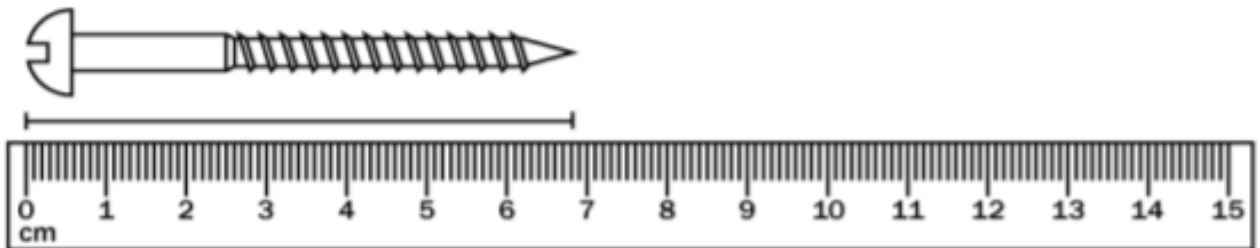
a. 4 cm 45 mm

b. 50 mm 6 cm

c. 800 cm 1,000 mm

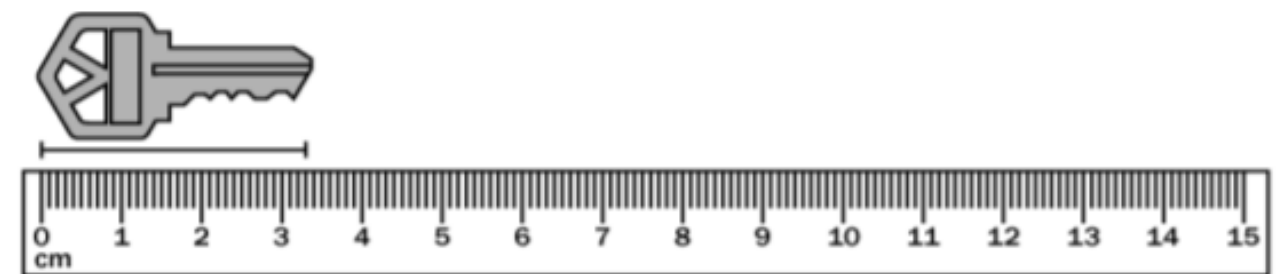
d. 3,200 mm 340 cm

**Part 3:** Measure to the nearest centimeter and/or nearest millimeter.



nearest cm = \_\_\_\_\_

nearest mm = \_\_\_\_\_



nearest cm = \_\_\_\_\_

nearest mm = \_\_\_\_\_

**Success Criteria:**

I can convert between metres and centimetres, and between centimetres and millimetres



# Converting Units of Length

10 millimetres = 1 centimetre

100 centimetres = 1 metre

1000 metres = 1 kilometre



**millimetres to centimetres:** divide by 10 (e.g.  $30 \text{ mm} \div 10 = 3 \text{ cm}$ )

**centimetres to millimetres:** multiply by 10 (e.g.  $3 \text{ cm} \times 10 = 30 \text{ mm}$ )

**centimetres to metres:** divide by 100 (e.g.  $500 \text{ cm} \div 100 = 5 \text{ m}$ )

**metres to centimetres:** multiply by 100 (e.g.  $5 \text{ m} \times 100 = 500 \text{ cm}$ )

**metres to kilometres:** divide by 1000 (e.g.  $4000 \text{ m} \div 1000 = 4 \text{ km}$ )

**kilometres to metres:** multiply by 1000 (e.g.  $4 \text{ km} \times 1000 = 4000 \text{ m}$ )

### Let's practice millimetres to centimetres

$$22\text{mm} = ?\text{cm}$$

$$22 \div 10$$

$$22.00 = 2.2$$

$$22\text{mm} = 2.2\text{cm}$$

When we convert from mm to cm, we divide by 10.

To do this we move the decimal point one spot to the left.

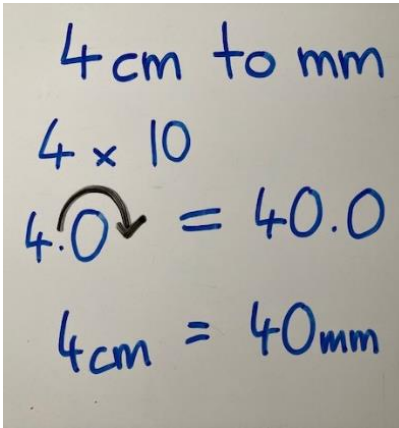
In the image on the left you will notice that the decimal point is not visible in 22mm. However, it is still there and is move one spot to find the answer.

Millimetres	Centimetres
3.8	
9.8	
0.7	
2	
3.6	
5.3	
4.7	
4.3	
3.7	
7.7	

Millimetres	Centimetres
15	
8.5	
37.3	
47.2	
73.1	
54.3	
16.8	
18.4	
5.9	
42.9	



Now let's try centimetres to millimetres



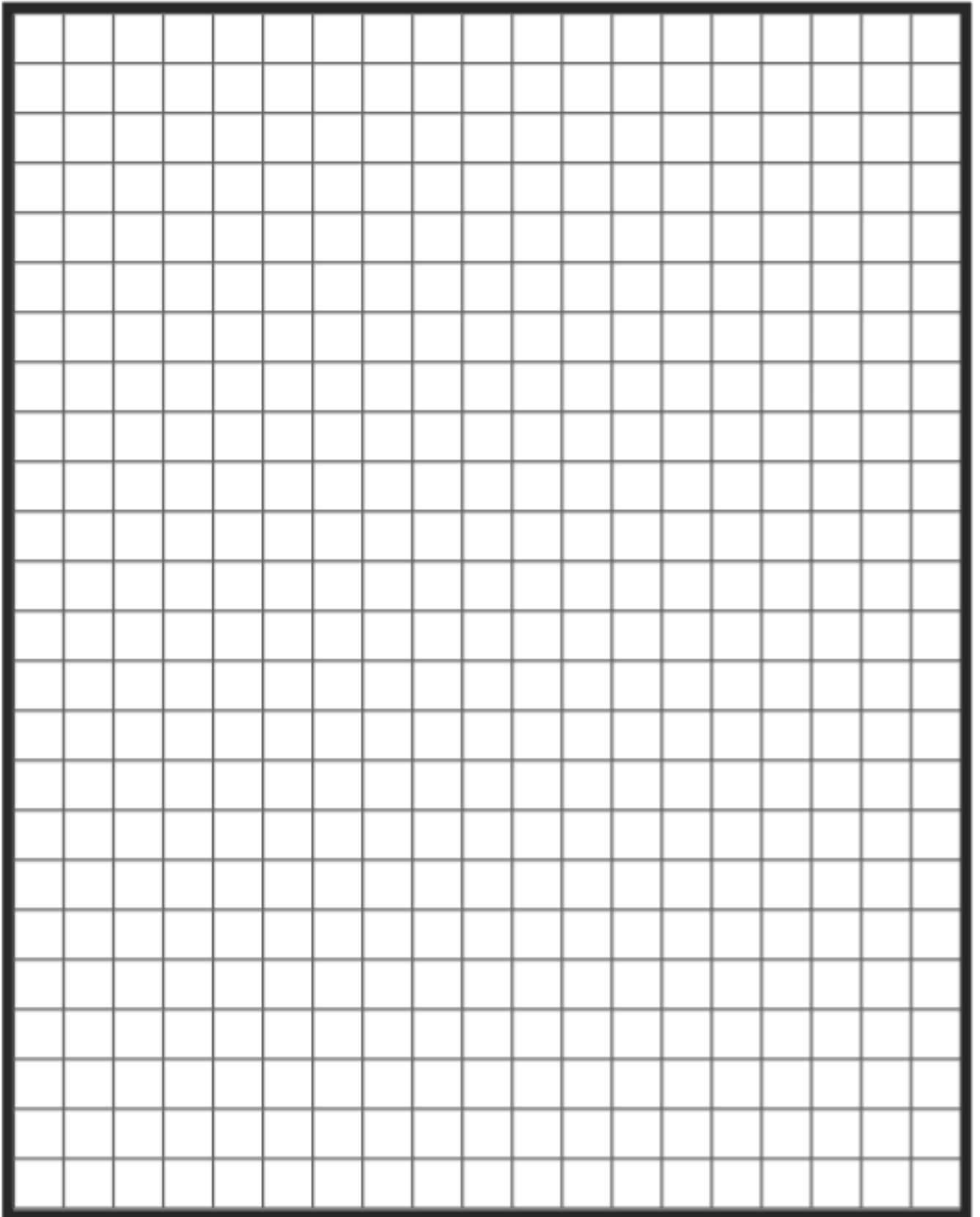
When converting cm to mm we multiply by ten. The decimal point jumps one spot to the right.

E.G. 6.3cm become 63.00mm or 63mm

Millimetres	Centimetres
	0.91
	0.07
	0.95
	0.02
	0.33
	0.88
	0.67
	0.06
	0.86
	0.65

Millimetres	Centimetres
	6.22
	3.38
	3.75
	2.76
	1.9
	7.03
	3.8
	4.66
	8.63
	0.49

Working out Page



## MONDAY – Science

### What is weathering of the Earth's surface?

Look at the image of the hands, then think about the questions.

How would you describe these hands?

Look at your hands. How do they compare?

Why are these hands different from yours?



These hands belong to an old man. The skin covering his hands has changed over time. Age has made the skin thinner and wrinkled, hard work has caused bruises and cracks, and the Sun's rays have darkened and speckled them. We can describe these hands as looking **weathered**.

Like the skin on our hands, the Earth's surface weathers over time. Think of the tiniest rock you've ever held. That rock was not always small. It was broken down from larger pieces like boulders and mountains. Even the strongest, hardest rocks can break and crumble. Natural forces, like the wind and rain, weather rocks and over time the Earth's surface changes.





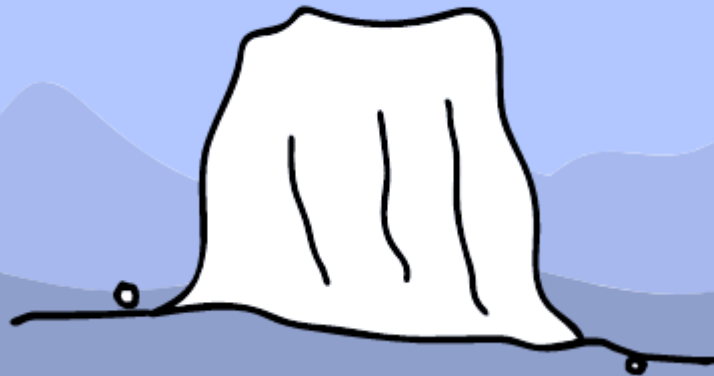
Explore the Weathering Rocks information to find out what causes rocks to break down.

Draw and label each weathering process to complete the flow diagram.

## Chemical Weathering



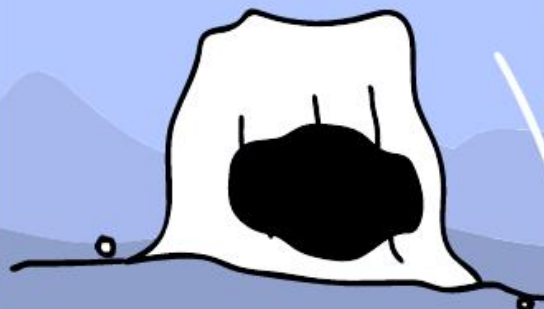
Before Weathering



When water reacts with carbon dioxide in the air and soil, it creates an acid which can dissolve softer rocks.

Rocks like limestone can be worn away as water drips over them. Caves and sinkholes are created by this process of chemical weathering.

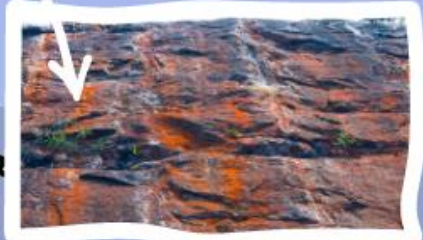
### Dissolving



### Oxidation

Many rocks contain iron, a natural mineral. Oxygen in the air and water, combines with the iron to produce rust (iron oxides).

The rock turns a reddish, brown colour. As rocks rust, they weaken and break down.



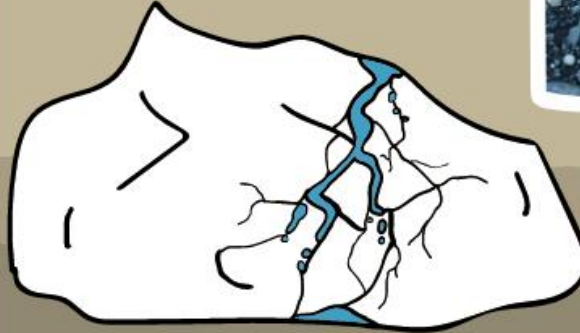
# Physical Weathering



## Water and Ice

Water pours into natural spaces in rocks. As the water freezes and thaws, the rock bulges, expands and then cracks. When the cracks become bigger, the rock eventually breaks into smaller pieces.

Geologists call this weathering process 'ice wedging'.



ice wedging

When rocks scrape and rub against each other, they change and break down. Geologists call this process abrasion.

Friction (rubbing) can happen as rocks move down a river or are tossed around by waves.

Falling rocks and sand blown by strong winds can also cause abrasion.

## Abrasion



broken down rocks

sand particles

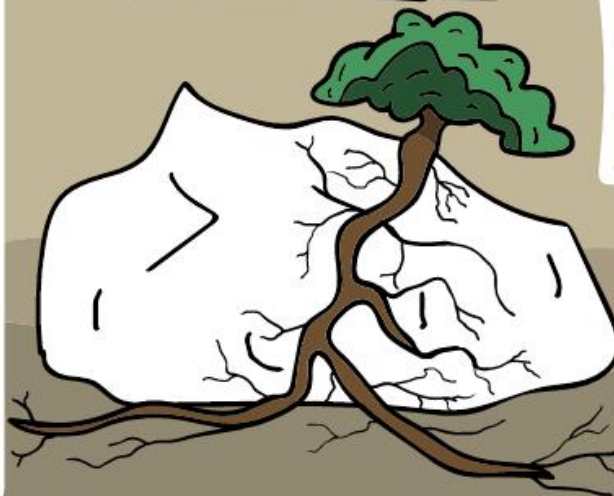


Biological weathering is the weakening and breaking down of rocks by plants and animals (including humans).

Tree roots can grow in between cracks in rocks and cause them to break.

Some animals like rabbits and ants burrow tunnels into the ground and many animals tread and stomp over rocks, causing them to crumble and wear away.

## Biological



rock split

**Weathering**

P \_ \_ \_ \_ \_ a \_  
**weathering**

Ice wedging:  
freezing and thawing



C \_ \_ m \_ \_ \_ \_  
**weathering**



Shade the box which you think is the best definition for the term 'weathering of the Earth's surface'.

Weathering is ...

... the type of weather we have, like the rain, the wind and snow.

... the breaking down of rocks by the Sun, wind and water.

... when a tree or building stays standing in different kinds of weather.





Geologists call natural weathering forces *agents of change*.

Create a superhero character to represent each of these *agents of change*.

Explain the force each agent has and what change they can make.



**Water and ice**

Blank space for describing the force and change of Water and ice.

**Biological**

Blank space for describing the force and change of Biological.

**Oxidation**

Blank space for describing the force and change of Oxidation.

**Abrasion**

Blank space for describing the force and change of Abrasion.

## Optional Experiment

We can explore how weathering of the Earth's surface occurs by conducting an experiment. When planning an experiment, scientists make sure it is a fair test by only changing one thing, this is called a variable. In the example experiment below, the variable is the action; the shaking or non shaking of the sugar cubes or rocks.



### Materials needed

#### EXPERIMENT QUESTION 4

#### How does abrasion weather rocks?

You will need:

- Metal can or tin with lid
- Black paper or card
- Sugar cubes or soft rocks



### *How does abrasion weather a rock?*

Experiment

#### Materials needed

- Sugar cubes or soft rocks (e.g. sandstone)
- Black paper
- Tin can/container with lid
- Timer



#### Method

1. Place the cubes/rocks on black paper.  
Draw or photograph and record their appearance.
2. Place some cubes/rocks in a can, place others to the side.  
Put the lid on the can and shake the can strongly for at least two minutes.
3. Pour the rocks from the can onto the black paper.  
Draw or photograph how they look.
4. Compare them to the cubes or rocks you put aside.  
Repeat the shaking a few times to observe what happens.



# 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!**

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## Reading





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

### Let's Read!

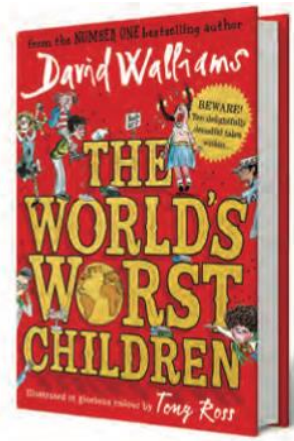
Read the instructions below to help you upload a recording of yourself reading to Seesaw. You may choose to read a few pages of a chapter book of your choice or Humbert the Hungry Baby.

## 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.





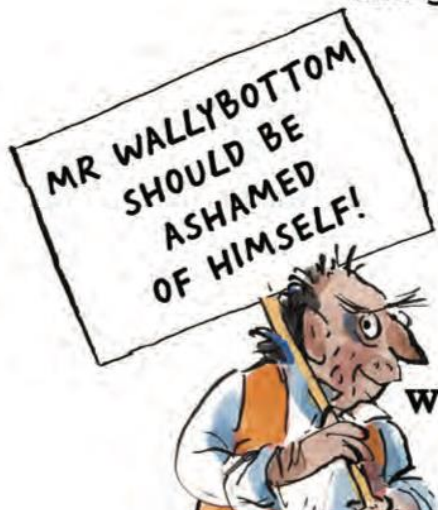
No.1 Bestselling Author  
**David Walliams**  
**Word Search**

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



Can you help find these words? The words can go up, down, left, right or diagonal.

TUBA	GRUBBY
WALLYBOTTOM	ERNEST
DRIBBLING	SOFA
BLUBBERER	NITS



[www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)



## Writing

**This week we are learning about the key features and purpose of a podcast!**

By the end of next week, you will have written and recorded your own podcast!

### Learning Objective

- We are learning to define the purpose and key features of a podcast

### Success Criteria

- I can define the purpose and features of a podcast 😊 😊 😊

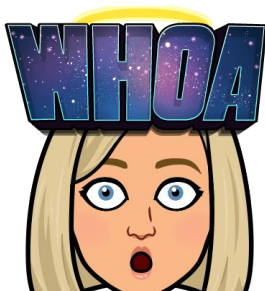
#### Your task:

Watch 'What is a Podcast' and answer the following questions



What is a Podcast

[https://drive.google.com/file/d/1\\_jT3XCUDbwolLOLH6A1DHnZ5O8UI9oB8/vi](https://drive.google.com/file/d/1_jT3XCUDbwolLOLH6A1DHnZ5O8UI9oB8/vi)  
[ew](#)



## WHAT IS A PODCAST

Instructions: Watch this video "[What is a Podcast](#)" and answer the following questions.

a) What's a podcast?

b) What are podcasts about?

c) Where can you hear podcasts?

d) Why would YOU listen to a podcast?

e) What makes a podcaster different from a YouTuber?



# 5 Times Table Activities

Count in 5s and colour in the grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Work out these answers:

a)  $2 \times 5 =$  \_\_\_\_\_

d)  $6 \times 5 =$  \_\_\_\_\_

b)  $4 \times 5 =$  \_\_\_\_\_

e)  $7 \times 5 =$  \_\_\_\_\_

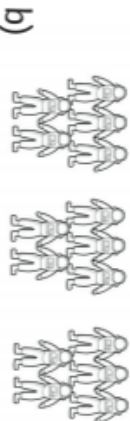
c)  $5 \times 5 =$  \_\_\_\_\_

f)  $12 \times 5 =$  \_\_\_\_\_

How many are there?



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

## Revision: Length

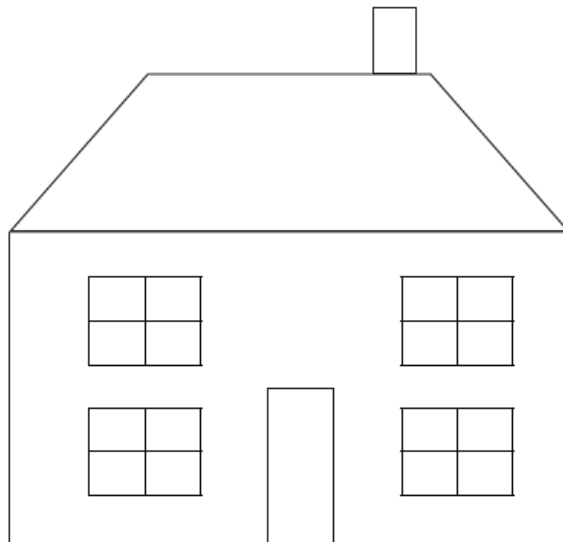
Answers will be posted on Seesaw

### Estimating and measuring in millimetres

Choose six items from home and estimate and then measure them in cm & mm

Object	Estimate (cm)	Measurement (cm)

Use your ruler to find these measurements:



The height of the house to the top of the roof, not including the chimney.

\_\_\_\_\_

The width of the door.

\_\_\_\_\_

The height of the window.

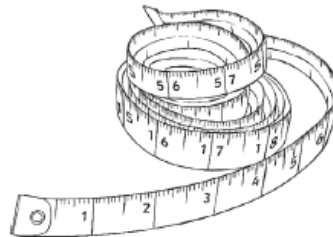
\_\_\_\_\_

The width of the house.

\_\_\_\_\_

The height of the chimney.

\_\_\_\_\_



Answers will be posted on Seesaw

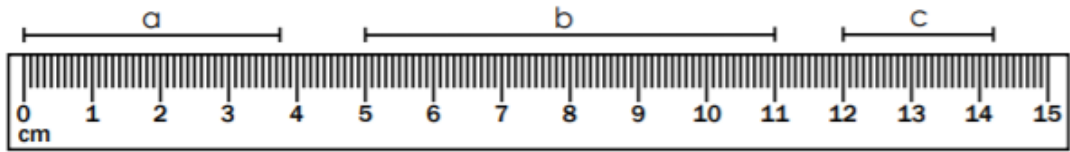
### Estimating and measuring in millimetres

To estimate and measure length in centimetres.

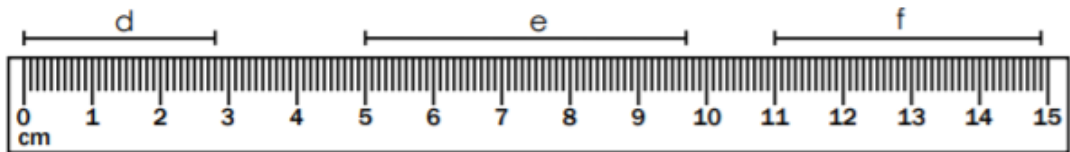
Diagram showing six line segments labeled a through f for estimation and measurement. Segment a is approximately 4 cm long. Segment b is approximately 10 cm long. Segment c is approximately 12 cm long. Segment d is approximately 6 cm long. Segment e is approximately 3 cm long. Segment f is approximately 11 cm long.

Line	Estimate (cm)	Measurement (cm)
a		
b		
c		
d		
e		
f		

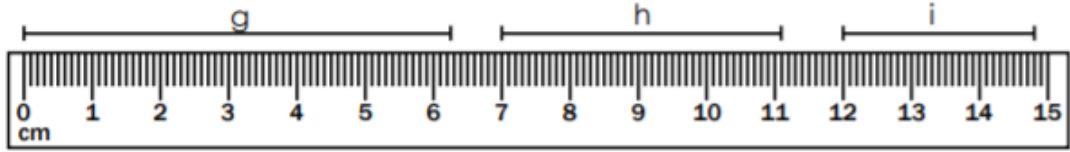
### Measure the line segments in cm and mm



a = \_\_\_\_\_ b = \_\_\_\_\_ c = \_\_\_\_\_



d = \_\_\_\_\_ e = \_\_\_\_\_ f = \_\_\_\_\_



g = \_\_\_\_\_ h = \_\_\_\_\_ i = \_\_\_\_\_

**Success Criteria**

I can estimate and measure in centimetres and millimetres



In our Zoom lesson today, you will need the piece of string from your pack. We will be using it to measure our bodies.



Part	Estimate	Actual



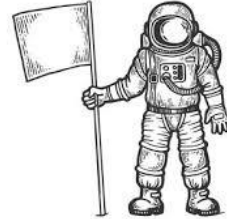
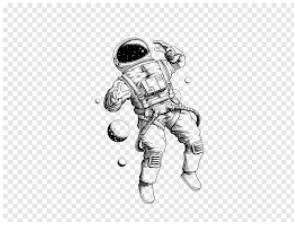


## TUESDAY – Art

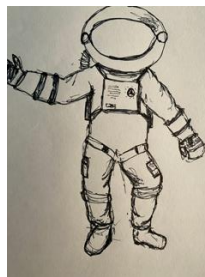
### Choice of two Art lessons this week: Astronaut in Space or Paper Sculptures

Please post a photo of your artwork onto Seesaw so we can share with Mrs Plasto – she misses seeing your fabulous creations!

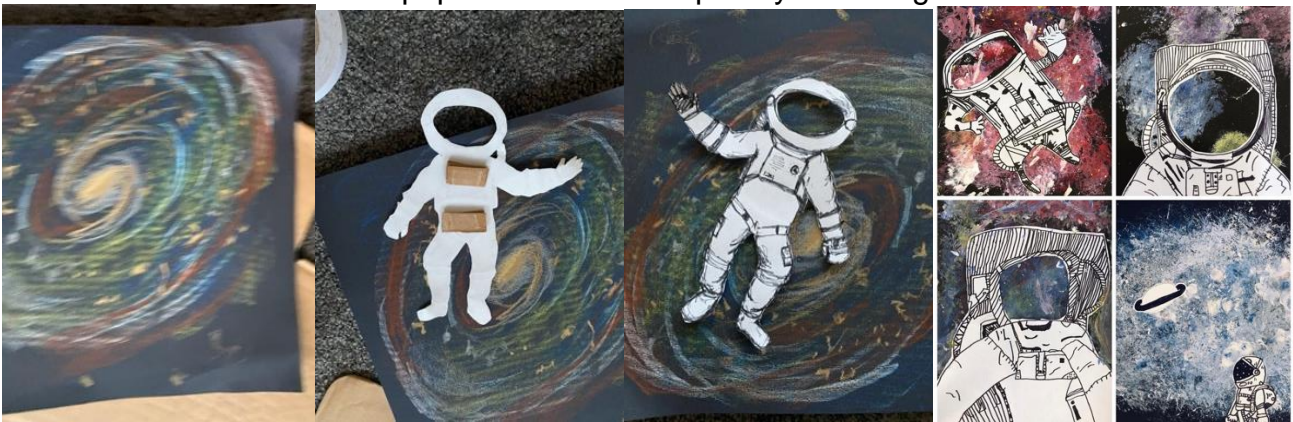
Look at sketches of astronauts.



On a white piece of paper begin to draw your own astronaut by combining some of these elements you see here or coming up with your own design. If you have one leg bent and arms at different angles it gives the impression of the astronaut floating. This is the one I drew.



When you have finished adding detail cut out your astronaut and cut out his visor. Create your galaxy background using a black piece of paper and some chalk pastels. To give your astronaut the feeling of floating in space add cardboard pieces onto the back of your astronaut so when you stick it down on the black piece of paper the astronaut is lifted a little away from the paper. You can also paint your background.



## Paper Sculpture Lesson

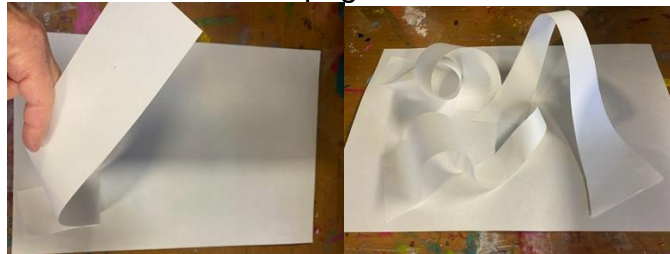
### What you will need:

- Two sheets of paper
- Scissors
- Tape
- Torch or lamp

Take one sheet of paper and cut it into different shapes.



On the other piece of paper stick these shapes in interesting ways so they stand up from the page.



If you have a desk light or a torch shine it on your page to observe the different shadows that the light makes depending on where it falls.



Take a close-up photo of an interesting part of your paper sculpture and look at the direction of the lines. Try to draw the lines and if you want you can do some shading.





# 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.



My Words	Practise

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

<p><b>Illustrations Expert</b> Draw a picture to match the meaning of each of your words.</p>	<p><b>Cartoon Connection</b> Create a cartoon strip using as many spelling words as you can.</p>
<p><b>Fancy Fonts</b> Write your spelling words using fancy letters.</p> <p><i>apple</i> <b>keep</b> arrive</p>	<p><b>Spelling Addition</b> 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</p>

- 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

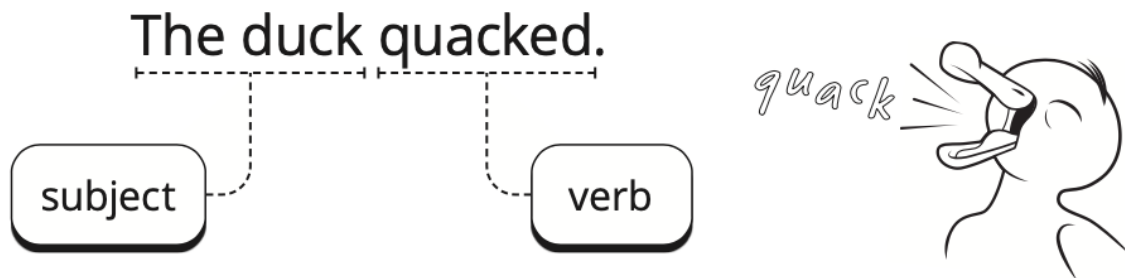
- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.

This week you will be revising the three different types of sentences:  
simple, compound, and complex.

- You will have a mini grammar lesson in your Zoom this morning to revise simple sentences.

### Simple Sentences

A simple sentence expresses a complete idea. It needs a subject and a verb. The following sentence has the subject and verb labelled.



A simple sentence is called also known as an independent clause.  
An independent clause is a complete thought/sentence.

**Thank you for sharing  
this important piece of  
information with me.**



Name \_\_\_\_\_

Date \_\_\_\_\_

## Simple Sentences

**Underline the subject and the verb/s in these simple sentences.**

- The hamster ran around the hamster wheel.
- Scientists have discovered a new planet.
- The boy ate a hamburger.
- We have singing rehearsals before school.
- Birds wash themselves in our birdbath.
- Tom can read chapter books.
- I went to the beach.

**Use the correct word from the word bank to complete the sentences.**

bananas

football

plane

pool

bike

trains

apples

dog

I like to eat \_\_\_\_\_.

My brother likes to play with his toy \_\_\_\_\_.

Evie went swimming in the school \_\_\_\_\_.

The jet \_\_\_\_\_ has two wings.

My \_\_\_\_\_ team won the final match on the weekend.

There were ten red \_\_\_\_\_ ready to be picked.

I went for a long ride on my \_\_\_\_\_.

I hope to get a \_\_\_\_\_ one day.



## Writing

**This week we are learning about the key features and purpose of a podcast!**

By the end of next week, you will have written and recorded your own podcast!

### Learning Objective

- To listen to various podcasts and identify the **topic**, **audience**, and **structure**

### Success Criteria

- I can identify the topic, audience, and structure of a podcast 😊 😊 😊
- I can listen to a range of podcasts for enjoyment 😊 😊 😊



**Podcasts always include:**

- **A specific topic**  
**What is the podcast about?**  
*E.g., school, current events, cooking, famous person*
- **A targeted audience**  
**Who is the podcast written for?**  
*E.g., Kids 6-12 years old, Mums who like cooking, kids who like sport*
- **A structure**  
**What structure does the podcast follow?**  
*E.g., conversation/debate, one-on-one interview, 1 person telling a story*

**Your task:**

Listen to the podcasts below (for at least 3 minutes each) by scanning the QR code (or following the link). On the worksheet, identify the topic, audience, and structure of each podcast.

# TYPES OF PODCASTS

Podcasts include a(n):

- Specific topic - What is the podcast about? e.g., school, current events, cooking
- Audience - Who is the podcast written for? e.g., kids who like sports
- Structure - What structure does the podcast follow? e.g., conversation, one-on-one interview...

Instructions: Listen to each podcast for at least 3 minutes and identify the topic, structure and audience.

Name of Podcast: Brains On

Topic:  Audience:

Structure:



Name of Podcast: David Walliams Musical Podcast

Topic:  Audience:

Structure:



Name of Podcast: Mystery Recipe

Topic:  Audience:

Structure:



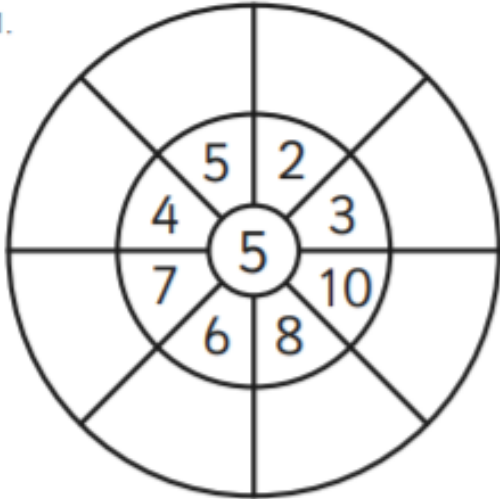
Which podcast did you like best and why?



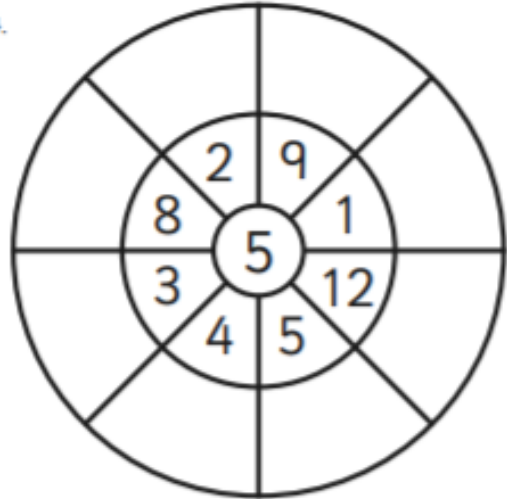


# 5 Times Table Multiplication Wheels

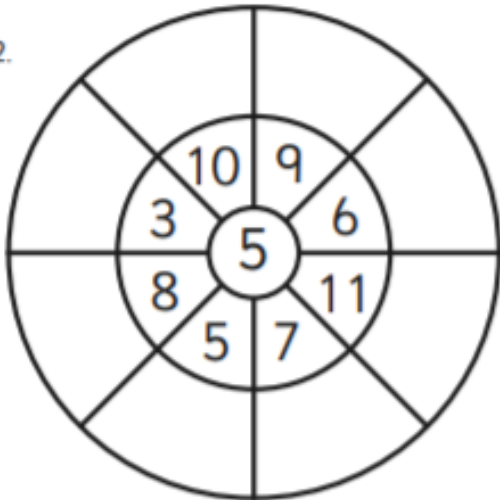
1.



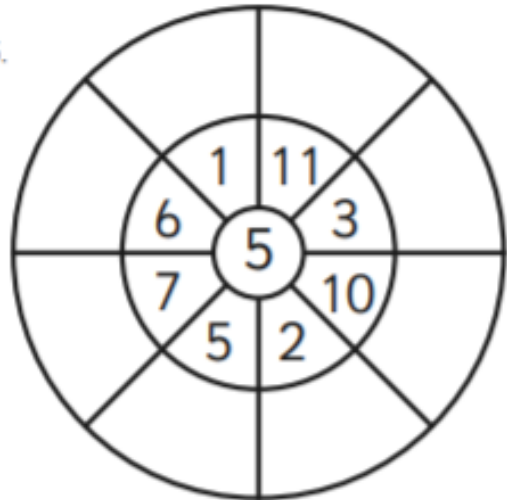
4.



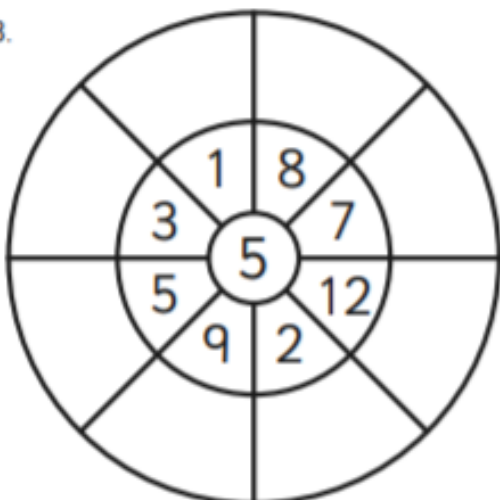
2.



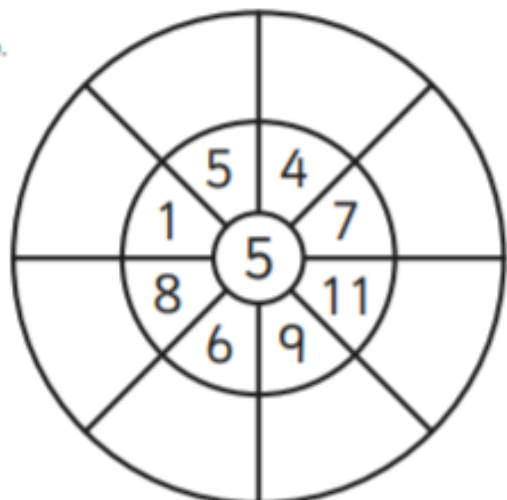
5.



3.



6.



## Revision: Temperature

### Temperature

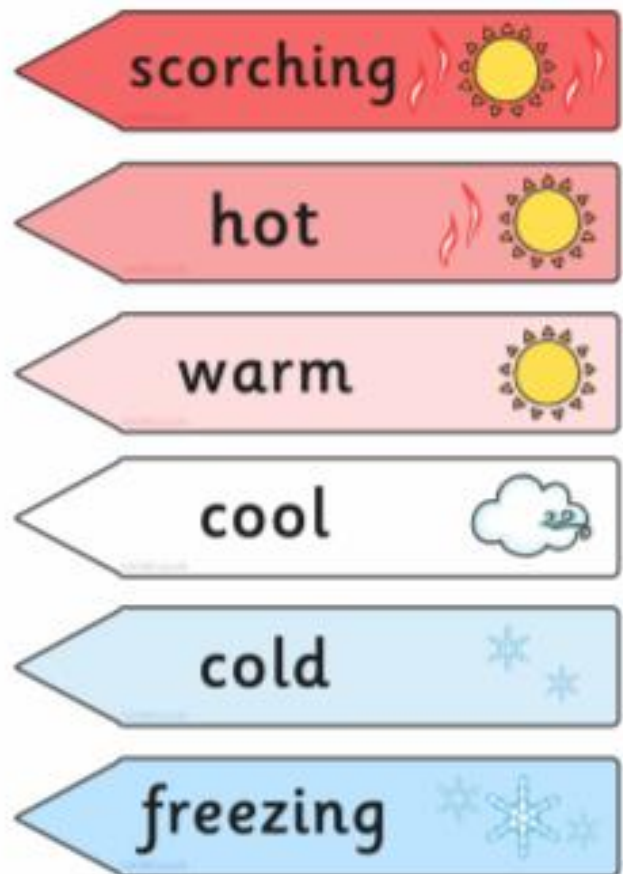
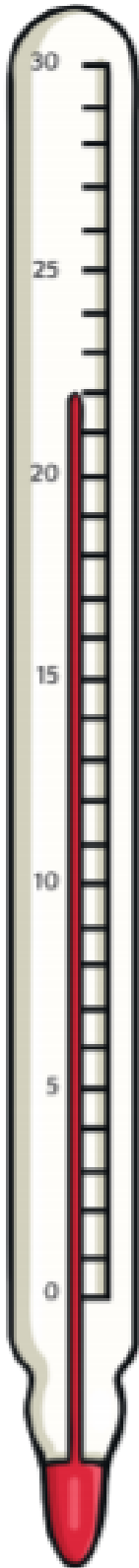
In many countries, including Australia, temperature is measured in degrees Celsius ( $^{\circ}\text{C}$ ).

Water begins to freeze at  $0^{\circ}\text{C}$

Fresh water boils at  $100^{\circ}\text{C}$

A person's body temperature is  $37^{\circ}\text{C}$

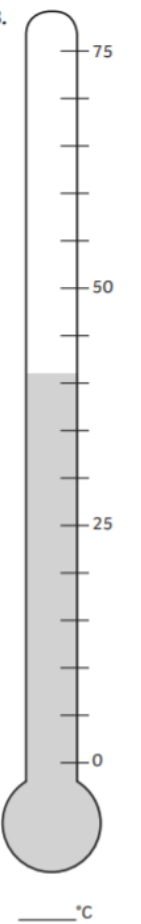
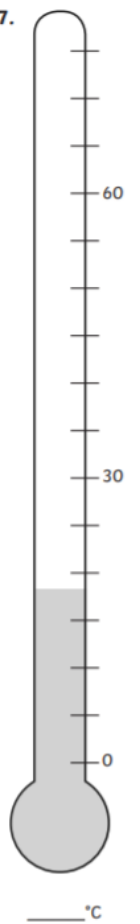
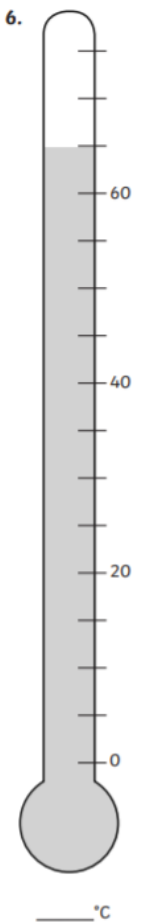
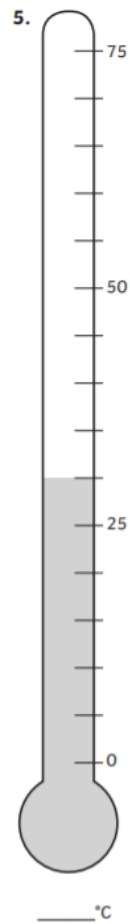
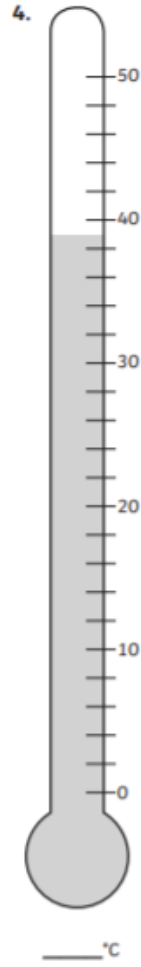
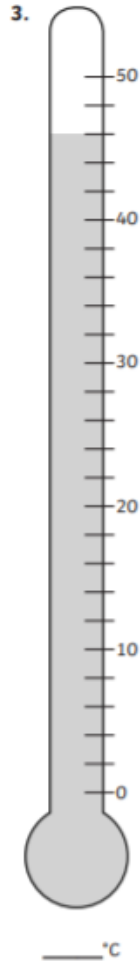
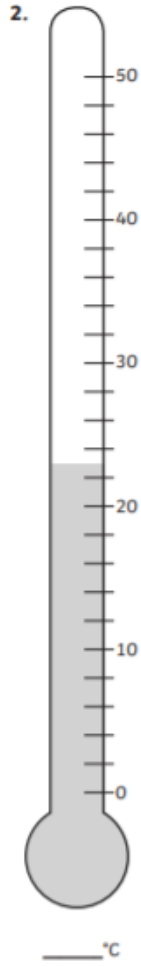
Room temperature:  $15^{\circ}\text{C}$  to  $25^{\circ}\text{C}$



Choose one of the following activities to complete

### Level 1:

Write the correct temperatures underneath each thermometer.



## Level 2:



1

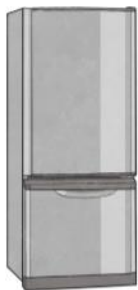
Temperature Word Problems

The temperature inside is  $15^{\circ}\text{C}$  and outside is  $-2^{\circ}\text{C}$ . What is the difference in temperature?



2

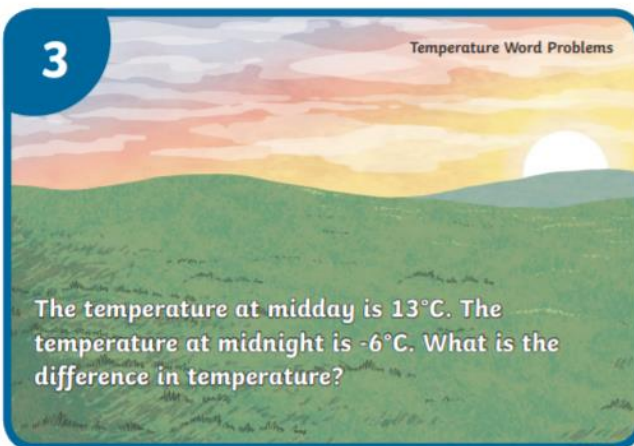
Temperature Word Problems



The temperature in the fridge is  $4^{\circ}\text{C}$ . The temperature in the freezer is  $21^{\circ}\text{C}$  lower. What is the temperature in the freezer?

3

Temperature Word Problems



The temperature at midday is  $13^{\circ}\text{C}$ . The temperature at midnight is  $-6^{\circ}\text{C}$ . What is the difference in temperature?

4

Temperature Word Problems

Ice cream is served at  $-11^{\circ}\text{C}$ . The temperature in the room is  $21^{\circ}\text{C}$ . How much warmer is the room than the ice cream when served?



5

Temperature Word Problems

When salt is added to ice, the temperature drops. Before the salt was added, the temperature was  $-2^{\circ}\text{C}$ . After the salt was added the temperature was  $-13^{\circ}\text{C}$ . By how much did the temperature drop?



6

Temperature Word Problems

Fish is taken from the sea, where the temperature is  $4^{\circ}\text{C}$ . The fish is put into a cold store, which is kept at  $-28^{\circ}\text{C}$ . How much does the temperature of the fish decrease?



7

Temperature Word Problems

The boiling point of oxygen is  $-183^{\circ}\text{C}$ . The melting point is  $-218^{\circ}\text{C}$ . What is the difference between the boiling point and melting point of oxygen?





# WEDNESDAY – Wellbeing Time

Use this time to focus on your wellbeing.



## WELLBEING



Choose an activity from the ideas below or think of something that you enjoy doing.

Try to choose an activity that is away from the screen to give your eyes a rest.

Feel free to share your choice of wellbeing with a post on Seesaw!

<p><b>1</b> How many different words can you make from the letters in this sentence, below? Grab a pencil and paper and write a list!</p> <p>'Learning from home is fun'</p>	<p><b>2</b> Thank a community hero. Think of someone that helps you in some way and write a short letter to thank them.</p> <p>Thanks!</p>	<p><b>3</b> Get building! You could build a Lego model, a tower of playing cards or something else!</p> 	<p><b>4</b> Can you create your own secret code? You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?</p>	<p><b>5</b> Start a nature diary. Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?</p>
<p><b>1</b> Get doodling! Grab some paper and pens and doodle anything you like! Animals, aliens or something else.</p> 	<p><b>2</b> Create your own animal. Could you combine two of your favourites? What will you call it?</p> 	<p><b>3</b> Design and draw a new musical instrument. How would you play it and what will it sound like?</p> 	<p><b>4</b> Make up your own 5 minute exercise routine. What will you include?</p> 	<p><b>5</b> Can you make up your own jokes? Tell them to someone to make them laugh!</p> 
<p><b>1</b> Write a recipe for happiness. What are the essential ingredients you need to include?</p> 	<p><b>2</b> Design the front cover of your own recipe book. What will you call your book and how will you make it stand out?</p>	<p><b>3</b> Get revolting! What is the most disgusting menu you can think of? Design and create your own revolting menu.</p>	<p><b>4</b> Make your own chef's hat. What will you use to make it? Newspaper or something else?</p> 	<p><b>5</b> What makes a good friend? Can you write a recipe with the key ingredients?</p> 



# THURSDAY - English

## Spelling

- Practise your spelling words and write them 5 times in different colours.  
Remember to look, say, cover, write, check and correct each word.

literacy



Look



Say



Cover



Write



Check

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

My Words	Practise

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

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

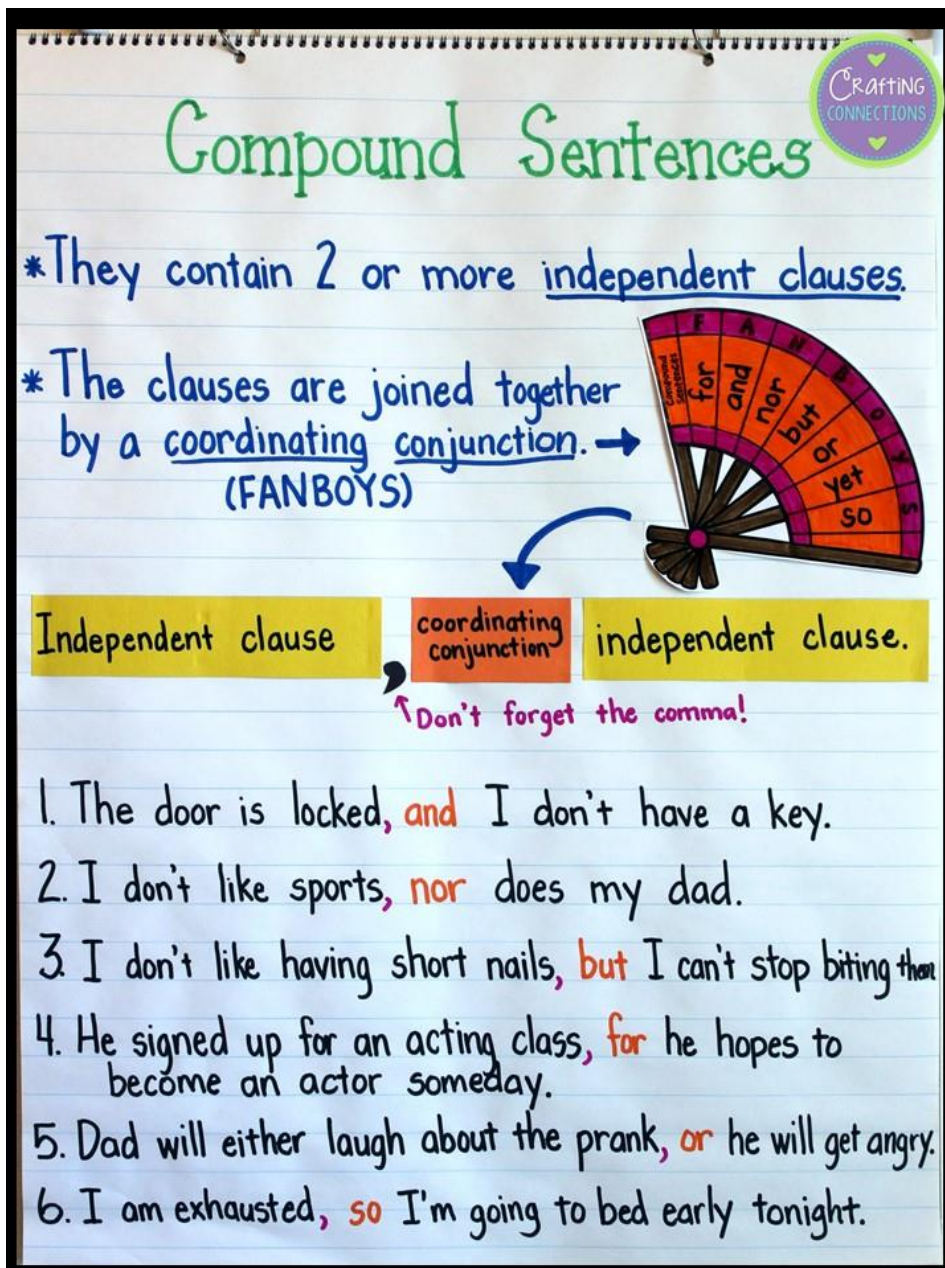
## Reading

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

This week you will be revising the three different types of sentences:  
simple, compound, and complex.

- You will have a mini grammar lesson in your Zoom this morning to revise **compound sentences.**
- You may choose to complete the worksheet **or** Seesaw activity.


### Compound Sentences



**Compound Sentences**

\*They contain 2 or more independent clauses.

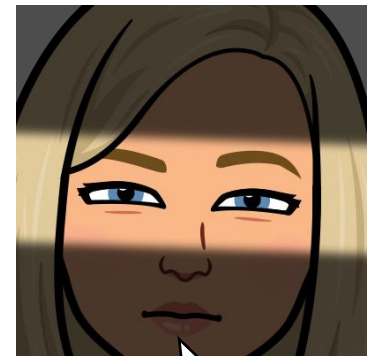
\*The clauses are joined together by a coordinating conjunction. →  
(FANBOYS)



Independent clause **coordinating conjunction** independent clause.

↑ Don't forget the comma!

1. The door is locked, **and** I don't have a key.
2. I don't like sports, **nor** does my dad.
3. I don't like having short nails, **but** I can't stop biting them.
4. He signed up for an acting class, **for** he hopes to become an actor someday.
5. Dad will either laugh about the prank, **or** he will get angry.
6. I am exhausted, **so** I'm going to bed early tonight.



Remember you must have **two independent clauses** connected with a **conjunction**.

**I love lollies, but I love chocolate more.**

Name \_\_\_\_\_

Date \_\_\_\_\_

## Compound Sentences

Choose which coordinating conjunction works best to join the simple sentences together to make a compound sentence.

so                      and  
but                     yet

I would like to go to the football game, \_\_\_\_\_ I don't have a ticket.

The children went for a walk, \_\_\_\_\_ they saw many different types of birds.

I like orange juice, \_\_\_\_\_ Susie likes apple juice.

It was late at night, \_\_\_\_\_ the weather was hot.

Jack doesn't like to eat vegetables, \_\_\_\_\_ he likes to eat meat.

**Rewrite the sentences below to create a compound sentence.**

Robin painted with blue paint. Barry painted with yellow paint.

---

---

---

Zack ran fast. Tom ran faster.

---

---

---





Optional: Create your own **coordinating conjunction** fan to help you remember FANBOYS.

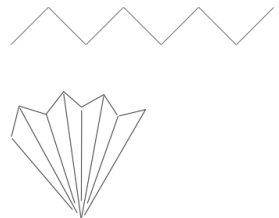
<b>F</b>	for
<b>A</b>	and
<b>N</b>	nor
<b>B</b>	but
<b>O</b>	or
<b>Y</b>	yet
<b>S</b>	so

*Remember:  
Compound  
sentences are  
joined together  
by a coordinating  
conjunction*

Create a FANBOYS Fan

How to make a FANBOYS Fan

1. Cut around the outside of the rectangle (Do not cut along the dotted lines)
2. Fold along the dotted lines to create a fan (use the image below to help you).



This page has been left intentionally blank

## Writing

**This week we are learning about the key features and purpose of a podcast!**

By the end of next week, you will have written and recorded your own podcast!

### Learning Objective

- We are learning to identify the different sounds effects (background music, transition sounds and sound effects) and their purposes

### Success Criteria

- I can identify different sounds and sound effects in podcasts ☺ ☺ ☺

**Some podcasts use sound effects to excite and engage the reader.**

Sound effects are added for different purposes. It might be to

- Emphasise what is on the screen
- Add a dramatic or funny moment
- Or mimic the sound of a bird or animal

Next time you are listening to a podcast (or movie) think about the sound effects you might hear. Maybe it's a tweet, the ringing of a bell, a loud BANG or some background music! These are all sound effects.



Check out your task on the next page



# LISTENING TO SOUNDS



Listen to a few podcasts which are linked on the next page (also available on Seesaw). Focus on the sounds other than people or the person talking. Choose three/four sounds you heard in the podcasts and answer the information below.

Sound:

This sound is important because

Sound:

This sound is important because

Sound:

This sound is important because

Sound:

This sound is important because





# PODCAST EXAMPLES

Scan the QR code or click the image to take you to the podcast



**Smash Boom Best:** It's killer fish versus stinky furballs! *Science Vs.* host Wendy Zukerman goes to bat for SHARKS, those ancient, blood-thirsty predators that make swimming at the beach just a little bit scary...

**News Time:** Every Friday, join Ruby for News Time as she counts down the week's most interesting news stories for kids. From amazing animals to special events, the natural world to outer space, News Time is made especially for children to help them understand the world around them.



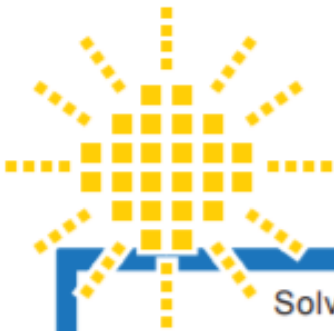
**WOW in the World:** Join hosts Guy Raz and Mindy Thomas on a journey away from your screens, inside your brain, out into space, and deep into the coolest new stories in science, technology, and innovation



**This Kid Life:** Kids are front and centre here. We invite them to talk about a range of topics from The environment, education, creativity, social media and more.



**Fierce Girls:** From athletes to aviators, scientists to spies. From the deep blue sea to the dark, black skies. Australia is full of girls who dare to do things differently. Adventurous girls. Girls with guts and spirit. You know what they are? They're FIERCE. And these are their stories.



Solve the problems by filling in the empty boxes.

$$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$$

5

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$$



## Revision: Converting Units

### Level 1:

#### Converting between metres, centimetres, and millimetres

84cm divided by 100

Jump the decimal 2 spaces forward

$$84.0\text{cm} = 0.84\text{m}$$

Centimetres	Metres
91	
66	
65	
23	
19	
59	
88	
0	
11	
95	

Centimetres	Metres
17.8	
6.3	
46	
54.8	
74.4	
39.8	
35.2	
13.8	
90.6	
46.2	

Level 2:

Metres	Centimetres	Millimetres
0.327		
0.794		
0.329		
0.818		
0.651		
0.215		
0.802		
0.57		
0.845		
0.453		

2.

Metres	Centimetres	Millimetres
6.674		
5.016		
1.014		
3.125		
5.47		
8.215		
5.23		
1.551		
4.228		
9.774		

Level 3:

Metres	Centimetres	Millimetres
		546
	84.4	
0.842		
	60.7	
		820
	89.4	
0.011		
		271
	83.9	
0.107		

8.

Metres	Centimetres	Millimetres
	767.7	
9.489		
	187.5	
		3966
		5257
2.534		
		5295
7.231		
	359.4	
		5304



Don't start until lesson

Weather and Temperature

Success Criteria

I can record temperatures to the nearest degree Celsius



SCAN ME

Sydney



SCAN ME

Hobart



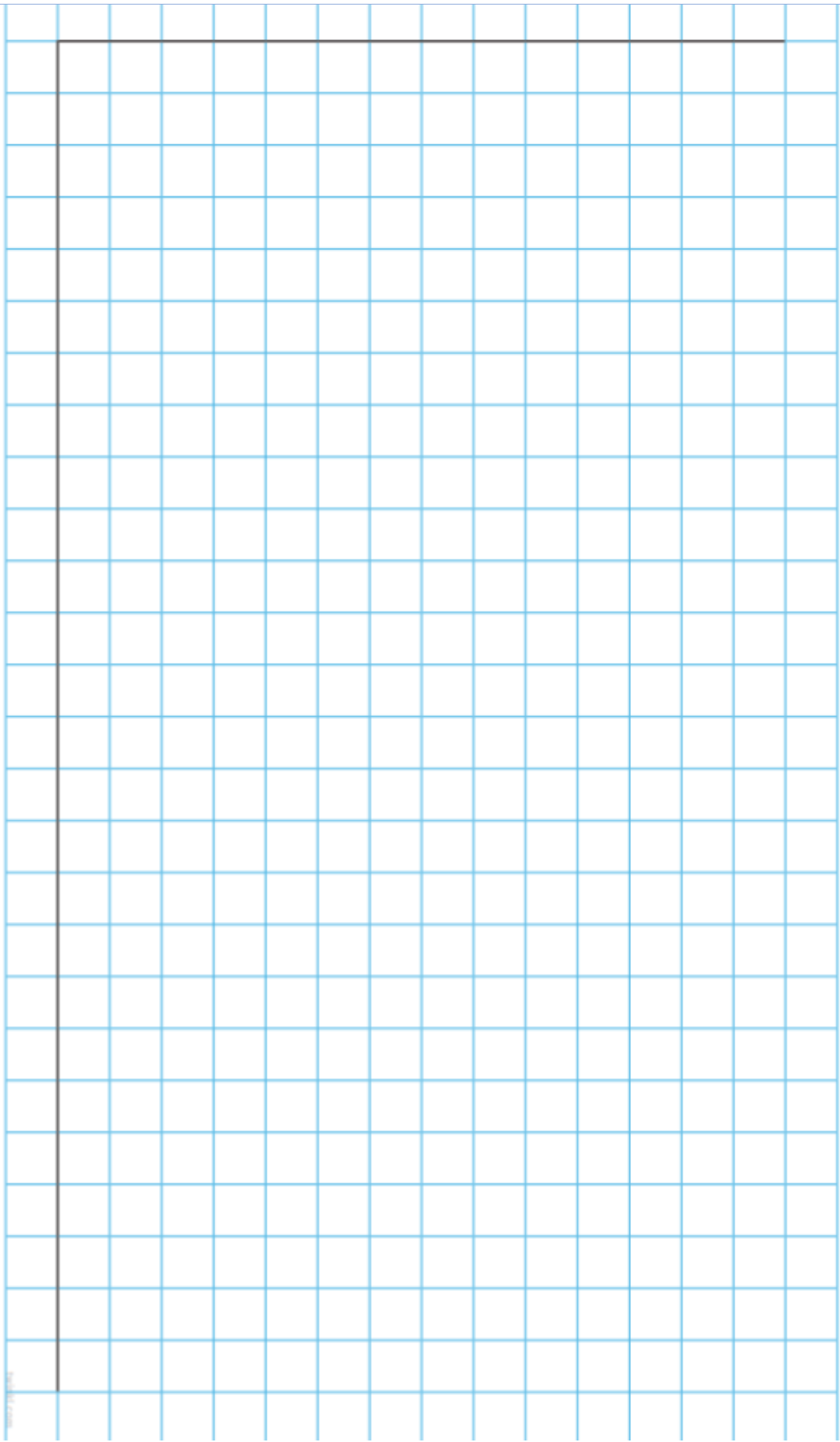
SCAN ME

Alice  
Springs



SCAN ME

London



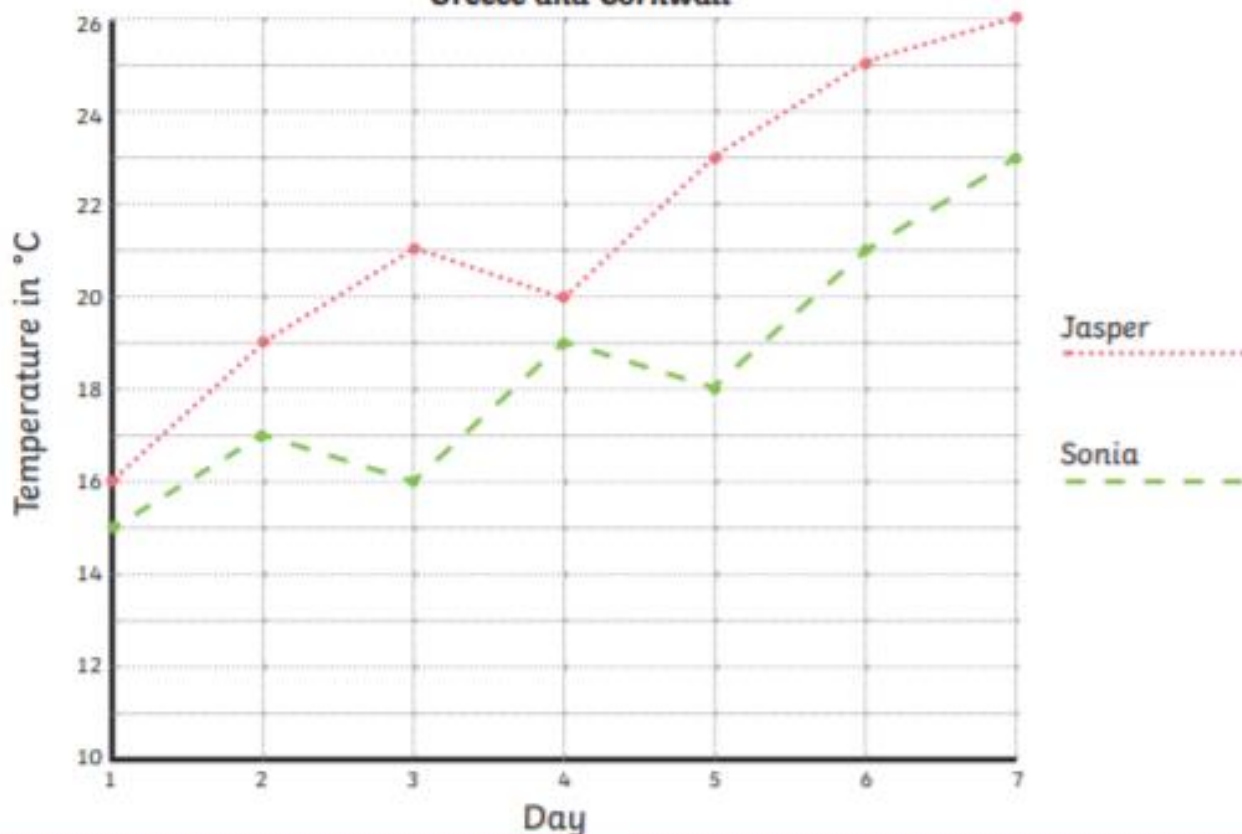
## Optional Activity

# Summer Holiday Temperatures Line Graph

Jasper went on his summer holiday to Greece. Sonia went on her summer holiday to Cornwall. Here is a line graph showing the highest daily temperature on each day of their summer holidays.

Use the graph to answer the questions.

**A Line Graph to Show the Highest Daily Temperatures in Greece and Cornwall**



1. What was the temperature on day 4 of Jasper's holiday? <input type="text"/>	2. What was the temperature on day 1 on Sonia's holiday? <input type="text"/>
3. What was the difference in temperature between Greece and Cornwall on day 3? <input type="text"/>	4. How much warmer was it in Greece than Cornwall on day 7? <input type="text"/>
5. On which day was the temperature of Sonia's holiday 21°C? <input type="text"/>	6. On which day did the temperature in Greece decrease? <input type="text"/>

# THURSDAY – PDHPE

## Lesson 8 – All Systems Go!

**This week we are going to look at the Musculoskeletal System.**

The Musculoskeletal system's primary functions include supporting the body, allowing motion, and protecting vital organs. It is made up of the bones of the skeleton, muscles, cartilage, tendons, ligaments, joints, and other connective tissue that supports and binds tissues and organs together. The system also helps with other bodily functions such as breathing, posture, and regulating body temperature.

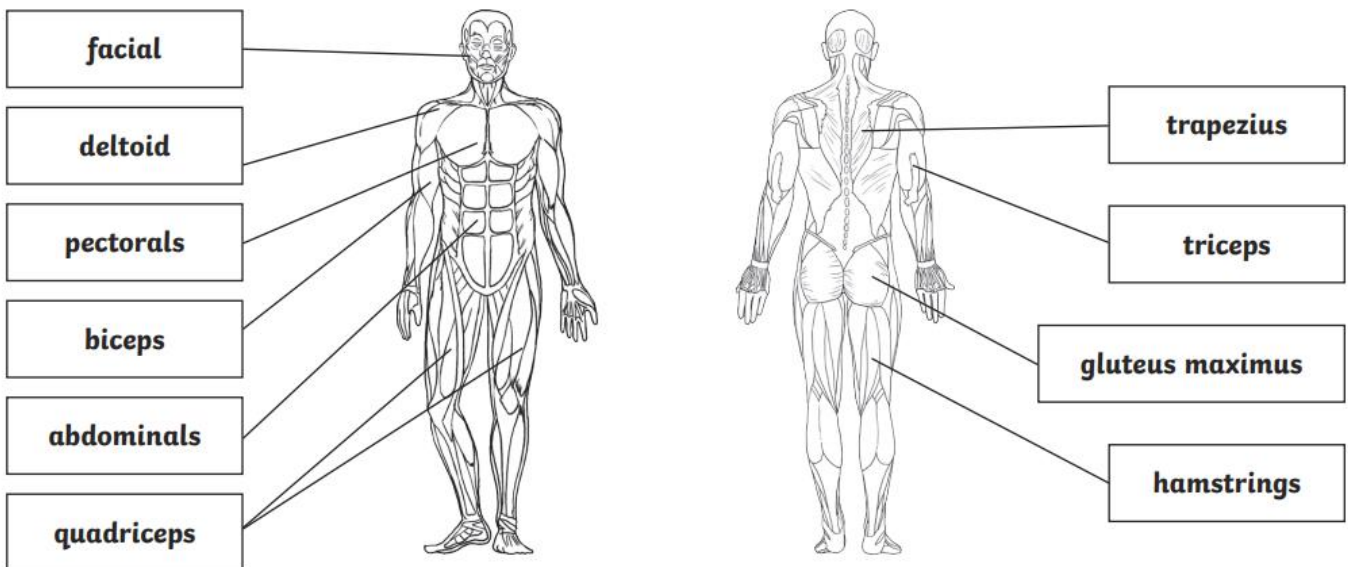
There are three types of muscle in the body – skeletal, smooth, and cardiac. The skeletal muscle is a type of voluntary muscle that is attached to the bones of the body. When they contract, this allows the bones to move. For example, when a person bends their arm, the bicep muscle contracts, and the triceps muscles relaxes. This action allows the bones in the arm to move so that the person can bend the arm. Both smooth and cardiac muscles are under involuntary conscious control.

**Activity 1 – Watch the video to learn about the musculoskeletal system.**

<https://www.youtube.com/embed/ynVRDsDC-84>

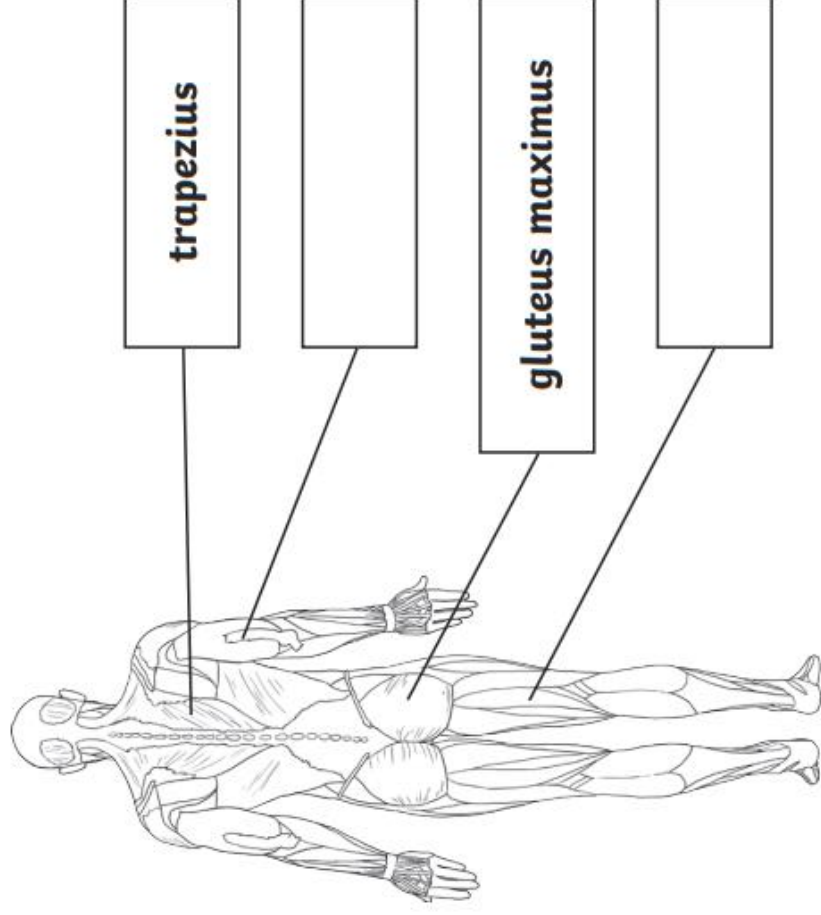
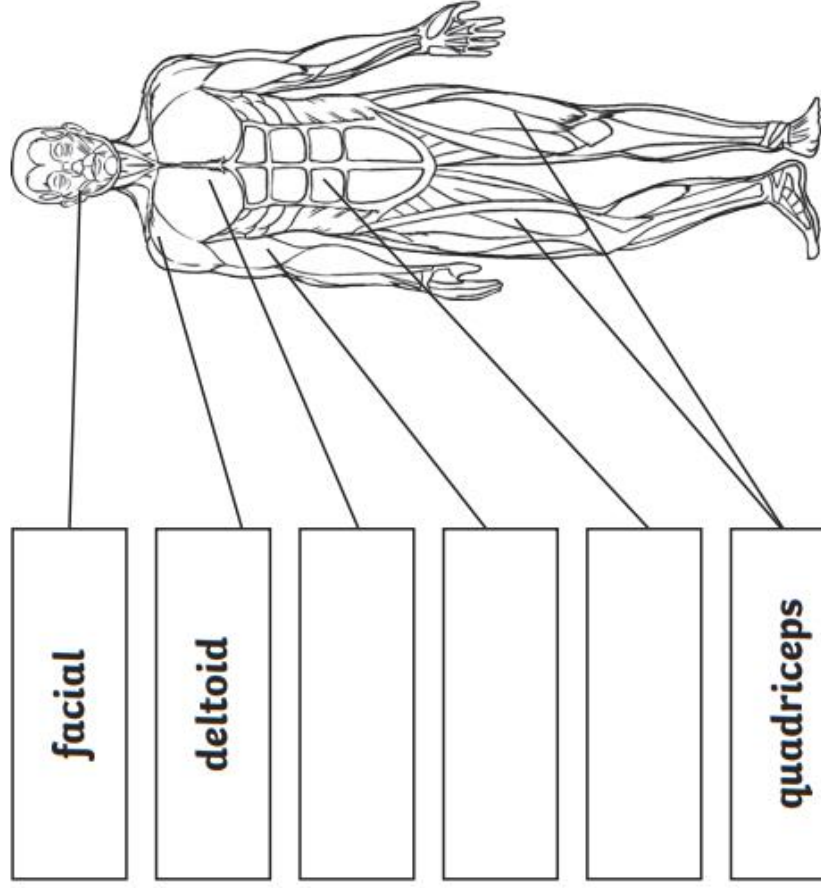


**Activity 2 – Refer to the image below to help you label the missing muscles in the human body on the next page.**





# KS2 Human Muscles Labelling Activity



facial

deltoid

quadriceps

hamstrings

abdominals

triceps

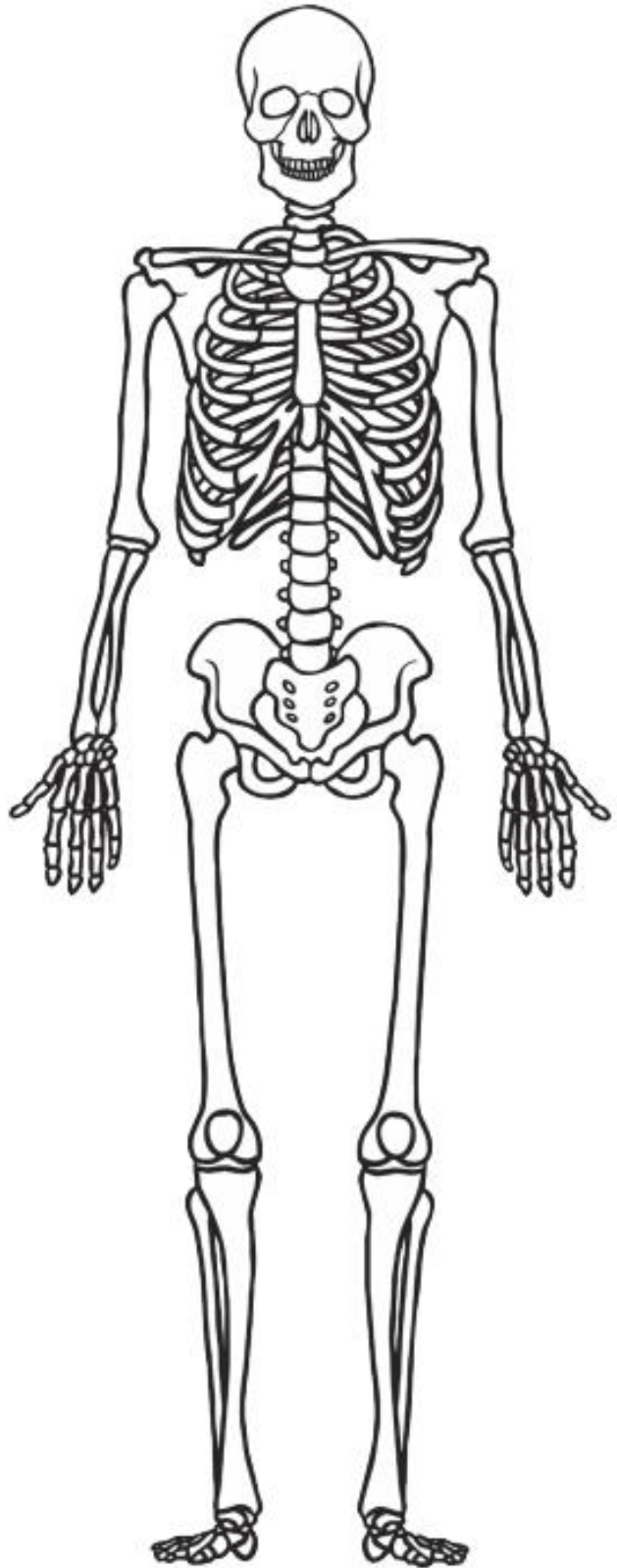
biceps

pectorals

# Colouring Mr. Bones

## Instructions:

1. The **cranium** keeps your brain safe. Colour the cranium yellow!
2. **Phalanges** are connected by knuckles. Colour the phalanges dark blue!
3. Soccer players use shin guards to protect their **tibias**. Colour the tibias dark green!
4. **Metatarsals** are the bones under your shoe laces. Colour the metatarsals red!
5. **Ribs** keep all your organs safe. Colour the ribs orange!
6. The **maxilla** is the largest bone in your face, surrounding the eyes nose and upper jaw. Colour the maxilla purple!
7. The **radius** connects the elbow to the wrist. Colour the radius pink!
8. **Clavicles** are more commonly known as collarbones. Colour the clavicles brown!
9. The **humerus** connect the elbow to the shoulder. Colour the humerus black!
10. The **pelvis** is located between the hip and the spine. Colour the pelvis light blue!
11. The **mandible** is the bone in the lower jaw. Colour the mandible light green!
12. The **femur** connects your knees to your hips. Colour the femur gray!



## Activity 4 – Bodyweight Tabata Workout

Watch the video to follow along with Mrs Deck doing a bodyweight Tabata workout.

<https://youtu.be/3QjPLsu4bC8>



What's THE BEST WAY TO  
REACH A SKELETON?



CALL HIM ON HIS  
SKEL-PHONE!

allwording.com

# FRIDAY - English

## Spelling

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

My Words	Mark
appear	x
keep	✓
Score: _____ / _____	

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



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

- |              |           |            |           |         |
|--------------|-----------|------------|-----------|---------|
| ADEQUATE     | EVIDENCE  | REWARD     | VALUABLE  | WEALTHY |
| AFTERWARDS   | HARDWARE  | SWALLOW    | VARIABLE  | WEATHER |
| AQUARIUM     | INVENTION | TELEVISION | VEGETABLE | WESTERN |
| ARRIVAL      | QUALITY   | TURQUOISE  | VEHICLE   | WHETHER |
| CONSEQUENCE  | QUARTER   | TWELFTH    | VERSATILE | WHISPER |
| CONVERSATION | QUESTION  | VACANCY    | VERTICAL  |         |
| ENVIRONMENT  | QUIETLY   | VACATION   | VICIOUS   |         |
| EVAPORATE    | RECEIVE   | VACUUM     | VOLUME    |         |

### Challenge

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

Crack the code to read the riddle.

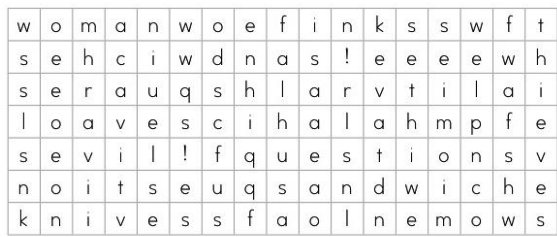
Question                                              ?

Answer                                                 .

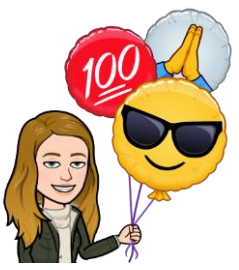
### Challenge

Colour all the singular words in the list and the plural forms of those words in the Word Search. Some words share letters. The words go ←→↓↖↗↘↙.

- |          |        |
|----------|--------|
| Singular | Plural |
| self     | _____  |
| question | _____  |
| knife    | _____  |
| sandwich | _____  |
| loaf     | _____  |
| square   | _____  |
| thief    | _____  |
| woman    | _____  |
| life     | _____  |



Hidden Words \_\_\_\_\_





## Reading

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

This week you will be revising the three different types of sentences:  
simple, compound, and complex.

- You will have a mini grammar lesson in your Zoom this morning to revise **complex sentences.**
- You may choose to complete the worksheet **or** Seesaw activity.

### Complex Sentences

Tune in to the **mini lesson on Seesaw** or read the information below.

**Complex Sentences**  
sentences with 1 independent clause and 1 dependent clause

A **dependent clause** cannot "stand" by itself. It depends on an independent clause to help it be part of a complete sentence.

An **independent clause** is a sentence that can "stand" by itself.

Since Meg lost the bet, she had to do her brother's chores.  
Aiden sat on the sofa while Meg folded the laundry.  
Although Meg was annoyed, she remained silent.

**\* Important note!** When a complex sentence begins with a dependent clause, a comma separates the two clauses.

Dependent clauses begin with subordinating conjunctions.

after	before	unless
although	even though	until
as	if	when
as long as	now that	whenever
as soon as	since	where
because	though	while

A **dependent clause** cannot stand alone, it relies on an **independent clause** to make a full sentence.

**E.g. 1** When the cake is cool

When the cake is cool does not make sense as a full sentence. It relies on an **independent clause** to make it complete.

**When the cake is cool,**  
spread your icing onto the top.

**E.g. 2** Since Stage 2 lost the bet

Since Stage 2 lost the bet does not make sense by itself. It needs an **independent clause** to make it a complete sentence.

**Since Stage 2 lost the bet,**  
they had to pick up all the rubbish in the school.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Complex Sentences

Choose which subordinating conjunction works best to join the clauses together to make a complex sentence.

unless

that

despite

which

when

while

Beetles keep their wings folded \_\_\_\_\_ they are flying.

My grandma made a chocolate cake, \_\_\_\_\_ everyone enjoyed.

I will make the beds \_\_\_\_\_ you cook breakfast.

He returned his book to the library \_\_\_\_\_ he was finished with it.

Here is the basketball \_\_\_\_\_ you lost yesterday.

My soccer team still played yesterday \_\_\_\_\_ it raining heavily.

**Highlight the independent clause that can stand alone as a sentence.**

When the town flooded many properties were damaged.

Once the sun goes down it is time to come home.

The children saw many exhibits when they went on their excursion.

We enjoyed playing on the beach even though it was cold.

I did not see Scott today because he was playing football.



## Writing

**Now that you know the main elements of a podcast and have compared different types, it is time to start working on creating your own.**

### Learning Objective

- We are learning to plan and brainstorm ideas for a podcast

### Success Criteria

- I have brainstormed ideas and have a good plan for what I want to include in my podcast 😊😊😊

Your project will be divided into 3 parts

1. **Brainstorming**
2. **Script Writing**
3. **Recording**

**Next week**, you will receive a podcast planning book for you to work through in your writing lessons. We will offer you a guide for what activities we suggest you complete each day to keep you on track.

### Today, you will begin part 1: brainstorming

**Your task:**

**Think about the podcasts you have listened to and ask yourself these questions:**

- What has stood out to you?
- What topics are you interested in?
- Who is your targeted audience?
- What structure would you like your podcast to follow?

**You could create a podcast about anything you are interested in:**

- A hobby you are interested in
- A question you have always wanted to know the answer to
- You could interview a friend, family member or special guest



**Then, complete the two brainstorming sheets.**

**NOTE: Don't hand these sheets in with your pack. You will need them for next week's work.**



# BRAINSTORMING

THINK: What do you want to talk about in your podcast episode?  
What are you interested in?  
Is there something you want to teach or inform people about? Is your topic realistic?

Make a list of as many topics you would be interested in creating a podcast episode for. Highlight your top 3 choices. Then choose ONE topic as your final choice.

## TOPIC IDEAS

Type here

My podcast episode topic is:





# BRAINSTORMING CONTINUED

Now that you have a topic chosen, you must think about the audience and structure of the episode.

## AUDIENCE



THINK: Who do you want listening to your podcast? Kids, adults, teenagers? People who like sports, art, history?



Watch this [video](#) about audience. Use the thinking questions above and the topic you chose to decide who you want your audience to be?

My audience will be:

Type here

## STRUCTURE



THINK: How do you want to structure your podcast? Do you want it to be a debate about your topic, a conversation between two people, an interview? Or do you just want to talk about the topic?



Watch this [video](#) about some structures. Use the thinking questions above and podcasts you have listened to, and decide what structure you want your episode to have. *Remember: It should make sense to your topic.*

The structure of my podcast episode will be

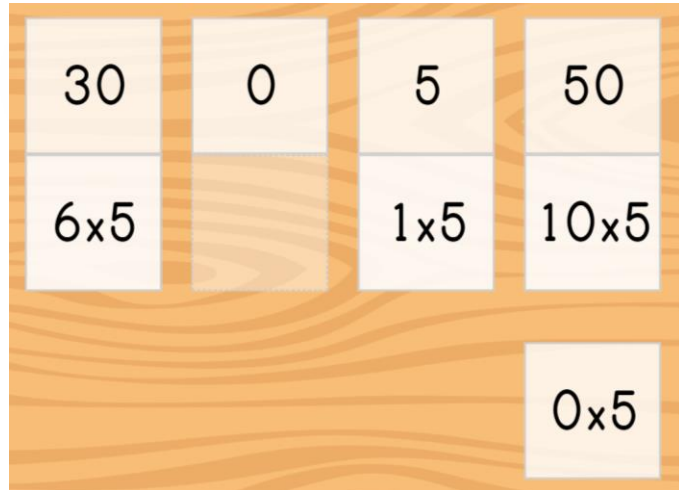
Type here

# FRIDAY - Mathematics

## Minute Maths

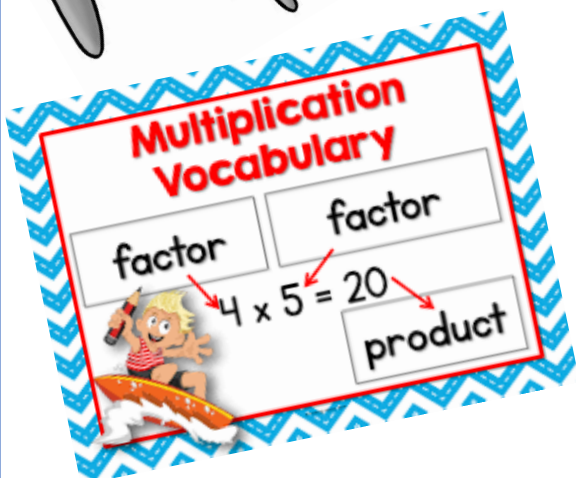
Try the multiplying by 5 online game

<https://www.education.com/game/multiplication-by-5s-matching/>



# HINT

I can find the products of the 5 times table.  
Circle the products.



15  
40  
50  
6  
32  
0  
20  
35  
11  
24  
10  
5  
15  
30  
100  
44  
6  
45

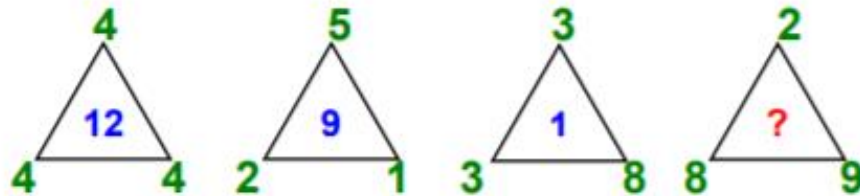
## Problem Solving

Level 1:

### Puzzle time



Triangular terror!



Now all you have to do is work out what number should go in the fourth triangle.

To give you a clue, you have to do something (or some things) to the three numbers round the outside of the triangle to get the number in the middle.

You then have to use the same rule for all the triangles.

Level 2:

### Puzzle time

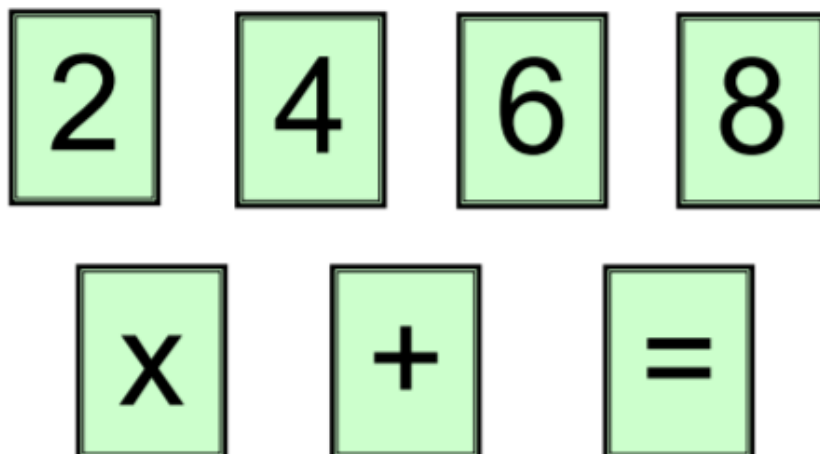


The largest number

You need a calculator for this puzzle.

Using the numbers 2, 4, 6 and 8, the multiply sign, the add sign and the equals sign, what is the largest number you can make?

You may only press each digit and sign once, but you don't have to press all the signs.



Level 3:



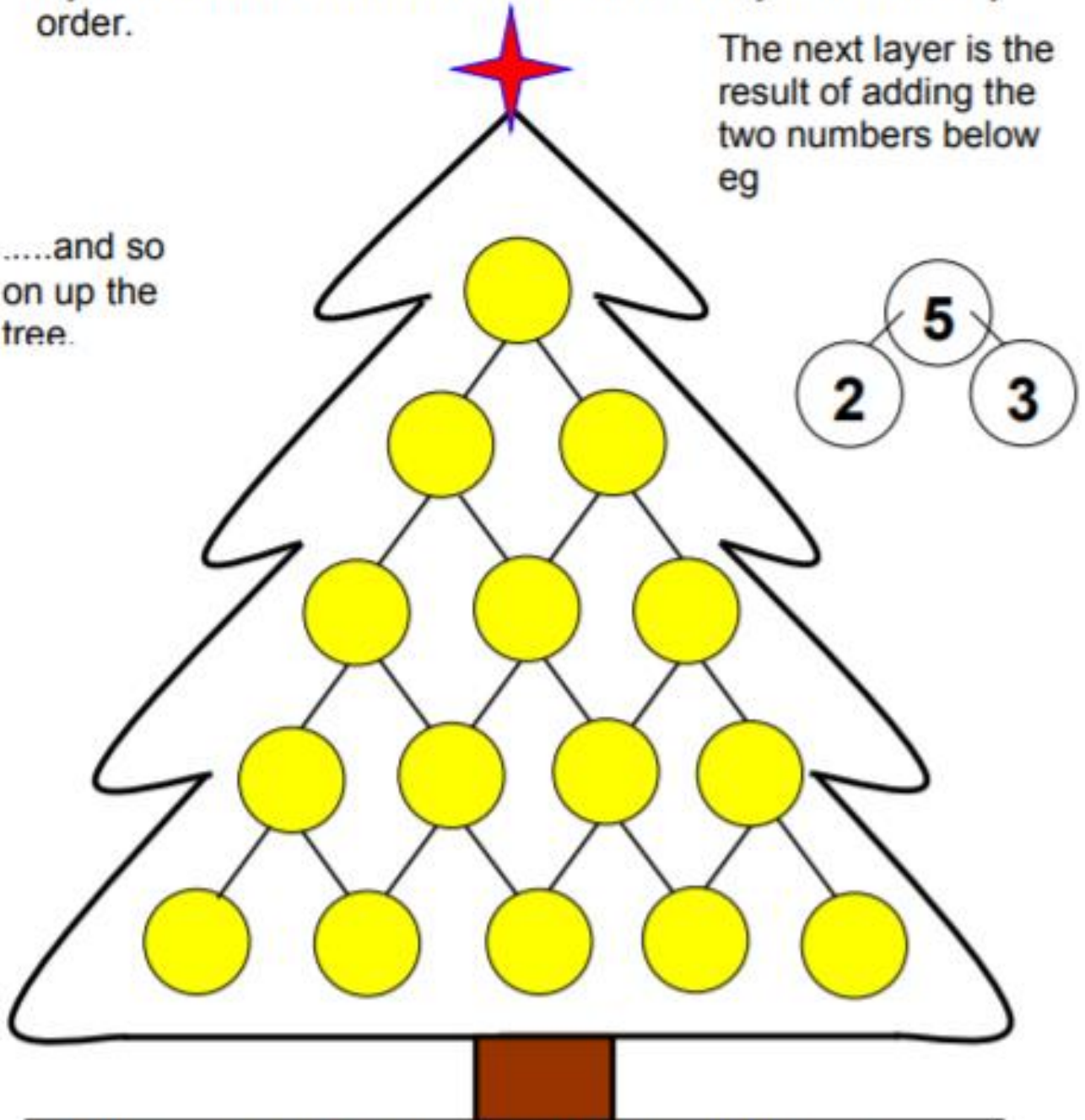
## Puzzle time

### Christmas tree

Put the numbers **1,2,3,4,5** in the bottom layer of baubles on the Christmas tree. They can be in any order.

The next layer is the result of adding the two numbers below eg

.....and so on up the tree.



What order on the bottom line will give the highest possible total at the top?

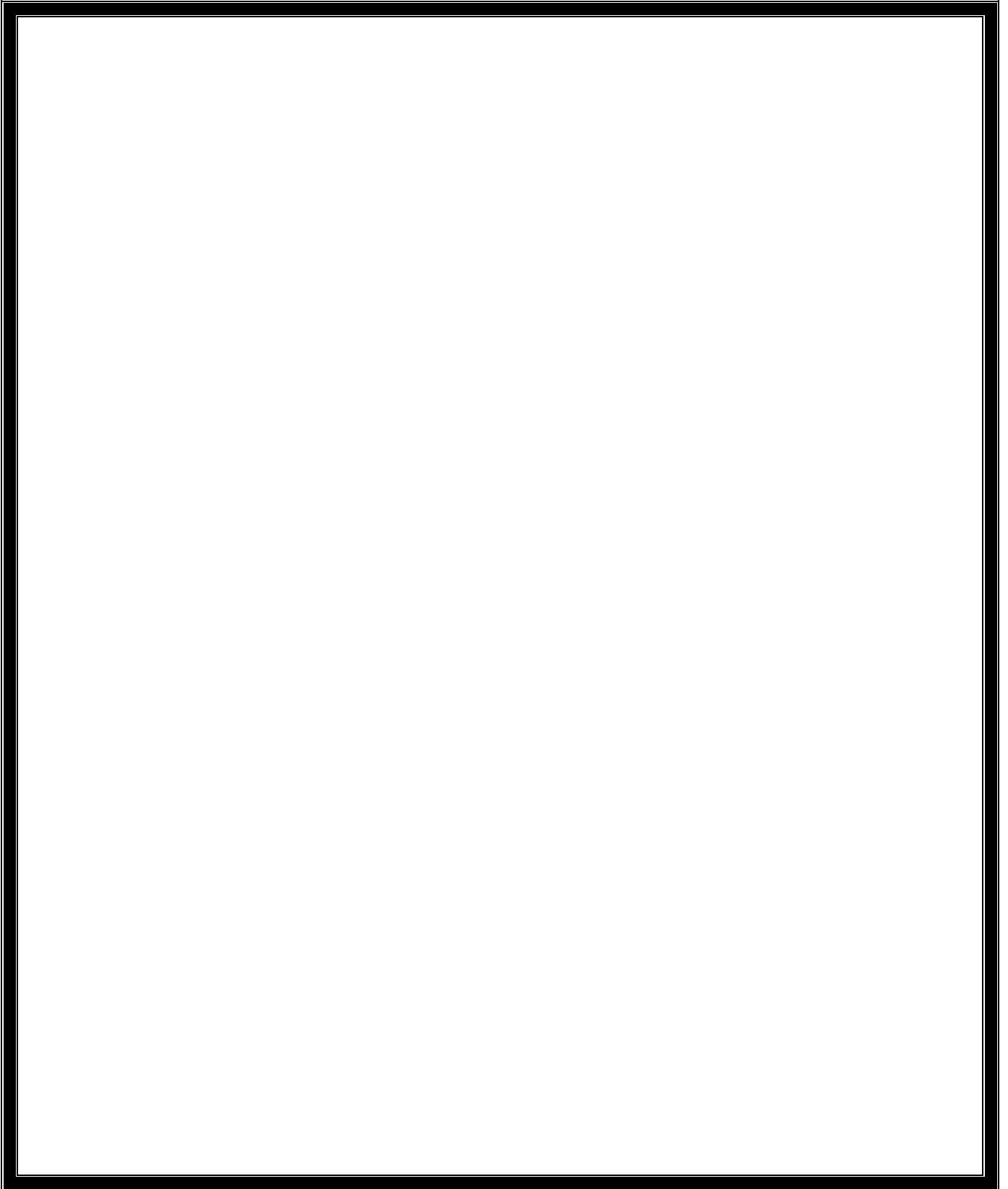
Clue: there is more than one possible way.



**Zoom Lesson 11:30am till 12pm**

**Measurement Art**

**Please have a ruler, lead pencils, red, blue, and black pens.**





Put on your favourite music and spend the afternoon completing some fun activities

### An Amazing Fact a Day

## Magic Squares

Complete these magic squares.

Don't use the same number twice in a square and the numbers must add up to the same number in each row, column and diagonal line.

a)

8		9
	6	
3		4

b)

13	9	8
12		

c)

3		
10	5	
2		

# What's My Number?

Follow the clues below to figure out the number in this maths riddle.

Cross out every number that the clue eliminates.

At the end you should be left with only one number

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Clues

My number has two digits.

It is not divisible by 5.

The first digit is bigger than the second digit.

It is not an even number.

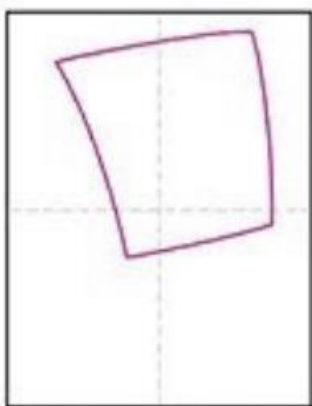
It is divisible by 3.

Its digits add up to 12.

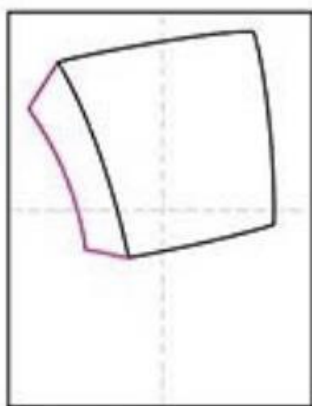
The number is \_\_\_\_ .



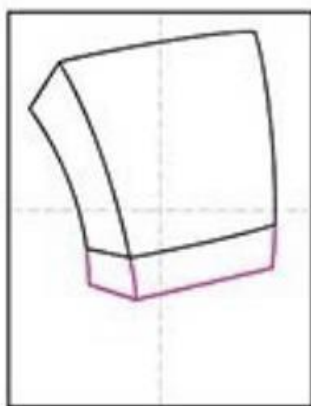




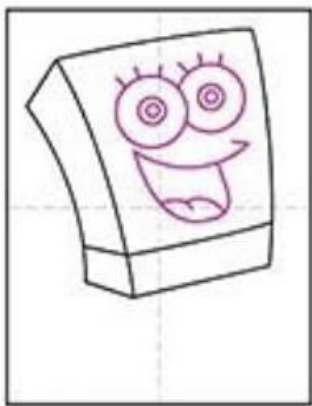
1.



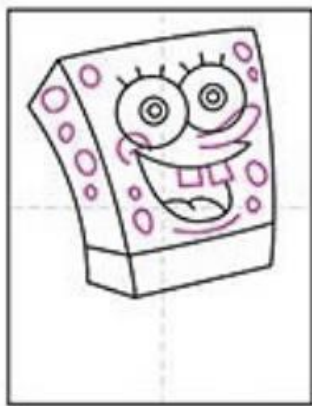
2.



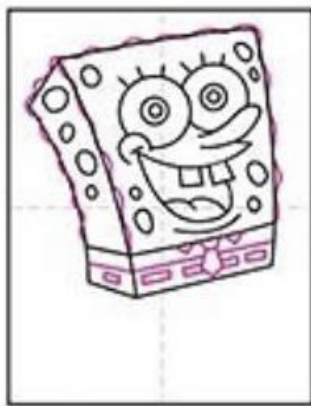
3.



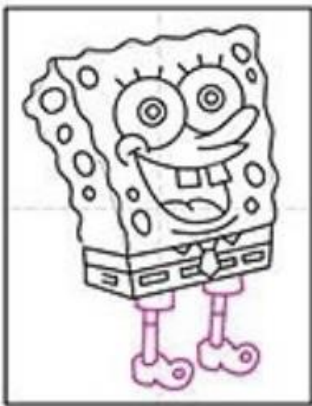
4.



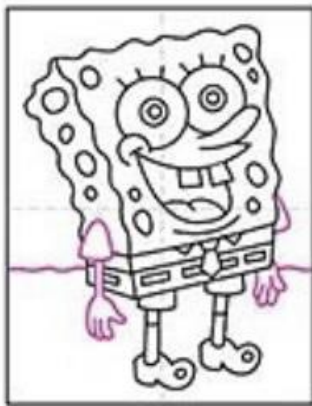
5.



6.



7.



8.



9.

## How to write a

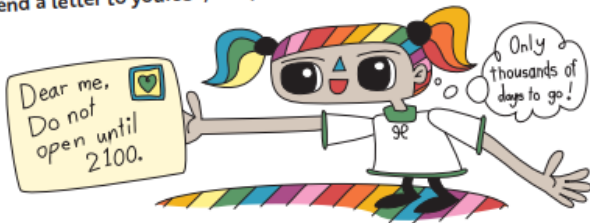
# FUN letter!

Letters don't have to be boring. Letters can be super fun and interesting. Here are six tips to make your letters awesome!

## Before we begin,



let us think about who you could send a letter to. Maybe your cousin or your best friend. Think about who would like to get a letter from you, or who you would like to get a letter from. Perhaps you could send a letter to your favourite author or sports star. You could even send a letter to yourself, to open in the future.



## Tip 1: Make your paper an interesting shape.

You can cut your paper into the shape of a fish, a cat, or something else! You could even trace around yourself with your arms outstretched, and then cut it out, fold it up, and send someone a big hug in the mail.



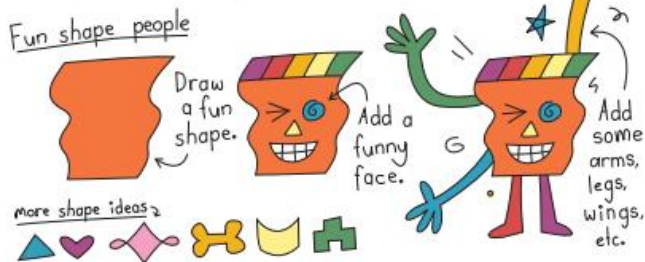
## Tip 2: Letters can be full of fun and colour.

You don't have to write in black. You can write your letter in any colour you want. You can even change colours for each word or each letter.



## Tip 3: Add drawings to your letter.

Drawing little pictures around the border or between the words of your letter is also fun. (Between the letters of your letter?) You can draw funny shapes and add eyes, a mouth, and arms. Add anything you want!



## Tip 4: Make your letter hilarious!

It's lots of fun to write a silly short story or draw a comic. You could even start a story and ask your penpal to finish it. If you write often, it could become a never-ending story! You could even write a story about a frog called Cow!



## Tip 5: Add all kinds of fun things!

Once you've finished, add other flat, light things to the envelope too - like photos, comics you cut from a newspaper, or a bookmark you coloured in. (Ask a grown-up what is okay to post.) You could even make a crossword, a maze or an activity to enclose with your letter.



## Tip 6: Make the envelope look really cool!

Did you know that mail carriers are great at reading addresses? As long as the address is clear, you can decorate the envelope. Imagine your letter as a funky present a person will receive from you.







Here are some links to activities to give your brain a break and move your body!

<https://www.youtube.com/watch?v=LaB9c3kQkfU>



<https://youtu.be/zM3GZ9RjumU>

Aerobics



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



# Mathematics Answers

Monday

Level 1:

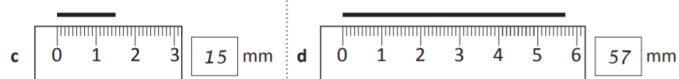
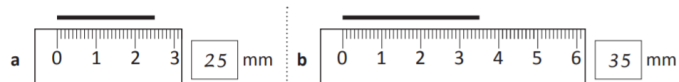
How many millimetres in:

a 4 cm =  mm    b 9 cm =  mm    c 2 cm =  mm

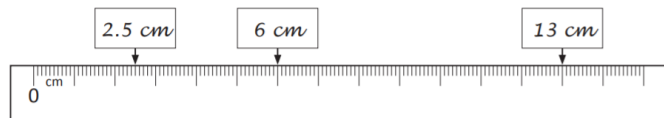
Write these measurements in centimetres:

a 40 mm =  cm    b 70 mm =  cm    c 30 mm =  cm

Record the length of each piece of string in millimetres:



Record the lengths shown on this ruler in each box:

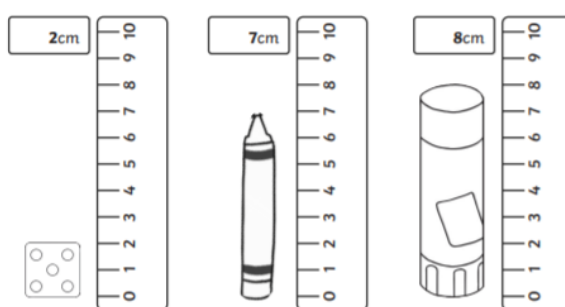
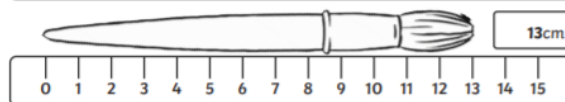
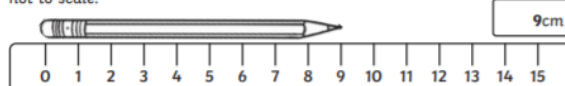


Level 2:

## Measuring Length and Height Answers

To measure length and height in centimetres.

Use the ruler to measure the **length** or **height** of these objects. They are not to scale.



Tuesday

Answer will be posted on Seesaw

Wednesday

Level 1:

- |         |         |
|---------|---------|
| 1. 8°C  | 5. 30°C |
| 2. 25°C | 6. 65°C |
| 3. 46°C | 7. 18°C |
| 4. 39°C | 8. 41°C |

Level 2:

### Answers

- |          |           |
|----------|-----------|
| 1. 17°C  | 5. 11°C   |
| 2. -17°C | 6. 32°C   |
| 3. 19°C  | 7. 35°C   |
| 4. 32°C  | 8. 97.5°C |

Thursday

Level 1:

Centimetres	Metres
91	0.91
66	0.66
65	0.65
23	0.23
19	0.19
59	0.59
88	0.88
0	0
11	0.11
95	0.95

2.

Centimetres	Metres
17.8	0.178
6.3	0.063
46	0.46
54.8	0.548
74.4	0.744
39.8	0.398
35.2	0.352
13.8	0.138
90.6	0.906
46.2	0.462



## Level 2:

Metres	Centimetres	Millimetres	2.	Metres	Centimetres	Millimetres
0.327	<b>32.7</b>	<b>327</b>		6.674	<b>667.4</b>	<b>6674</b>
0.794	<b>79.4</b>	<b>794</b>		5.016	<b>501.6</b>	<b>5016</b>
0.329	<b>32.9</b>	<b>329</b>		1.014	<b>101.4</b>	<b>1014</b>
0.818	<b>81.8</b>	<b>818</b>		3.125	<b>312.5</b>	<b>3125</b>
0.651	<b>65.1</b>	<b>651</b>		5.47	<b>547</b>	<b>5470</b>
0.215	<b>21.5</b>	<b>215</b>		8.215	<b>821.5</b>	<b>8215</b>
0.802	<b>80.2</b>	<b>802</b>		5.23	<b>523</b>	<b>5230</b>
0.57	<b>57</b>	<b>570</b>		1.551	<b>155.1</b>	<b>1551</b>
0.845	<b>84.5</b>	<b>845</b>		4.228	<b>422.8</b>	<b>4228</b>
0.453	<b>45.3</b>	<b>453</b>		9.774	<b>977.4</b>	<b>9774</b>

## Level 3:

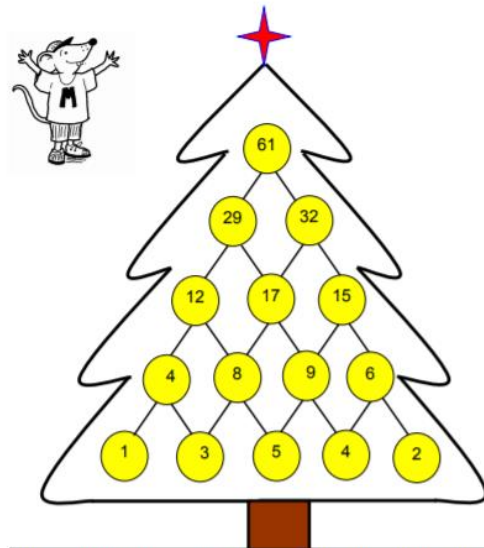
Metres	Centimetres	Millimetres	8.	Metres	Centimetres	Millimetres
<b>0.546</b>	<b>54.6</b>	546		<b>7.677</b>	767.7	<b>7677</b>
<b>0.844</b>	84.4	<b>844</b>		9.489	<b>948.9</b>	<b>9489</b>
0.842	<b>84.2</b>	<b>842</b>		<b>1.875</b>	<b>187.5</b>	<b>1875</b>
<b>0.607</b>	60.7	<b>607</b>		<b>3.966</b>	<b>396.6</b>	3966
<b>0.82</b>	<b>82</b>	820		<b>5.257</b>	<b>525.7</b>	5257
<b>0.894</b>	89.4	<b>894</b>		2.534	<b>253.4</b>	<b>2534</b>
0.011	<b>1.1</b>	<b>11</b>		<b>5.295</b>	<b>529.5</b>	5295
<b>0.271</b>	<b>27.1</b>	271		7.231	<b>723.1</b>	<b>7231</b>
<b>0.839</b>	83.9	<b>839</b>		<b>3.594</b>	359.4	<b>3594</b>
0.107	<b>10.7</b>	<b>107</b>		<b>5.304</b>	<b>530.4</b>	5304

- |  |  |
|--|--|
| 1. What was the temperature on day 4 of Jasper's holiday? <b>20°C</b>                      | 2. What was the temperature on day 1 on Sonia's holiday? <b>15°C</b>   |
| 3. What was the difference in temperature between Greece and Cornwall on day 3? <b>5°C</b> | 4. How much warmer was it in Greece than Cornwall on day 7? <b>3°C</b> |
| 5. On which day was the temperature of Sonia's holiday 21°C? <b>Day 6</b>                  | 6. On which day did the temperature in Greece decrease? <b>Day 4</b>   |

## Friday

### Level 3: Puzzle time

Christmas tree



To get the highest possible total at the top you needed to put the numbers in following these rules:

1 and 2 at the ends and 5 in the middle.  
There are several ways of doing this, including the one shown above.

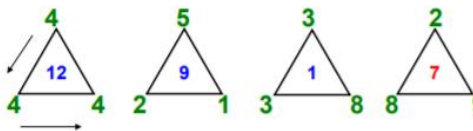
## Friday

### Level 1: Puzzle time



Triangular terror! - answers

All you had to do is work out what number should go inside the fourth triangle.



Well, it may be called a terror but you probably didn't find it terrible at all.

An explanation here:

**The answer is 7**

because 4 times 4 is 16, take away 4 is 12  
5 times 2 is 10, take away 1 is 9  
3 times 3 is 9, take away 8 is 1  
the last one:  
2 times 8 is 16 take away 9 is 7

### Level 2: Puzzle time



The largest number - answer

Remember what this puzzle was? The rules are below.

Using the numbers 2, 4, 6 and 8, the multiply sign, the add sign and the equals sign, what is the largest number you can make?

You may only press each digit and sign once, but you don't have to press all the signs.



The favourite answer for this puzzle is 5 248, which is achieved by  $82 \times 64$ . Well done if you got that.

But!!!! if you are a bit smart you might come up with 8642. Yes, just the digits written down will give a larger answer! Note that the rules said that the signs did not have to be used.

However!!! If you are a real whizz on the calculator you can get the incredible answer of 74 684 164.

You get this by pressing  $8642 \times =$  on the calculator.

What the calculator does when you put in a number and press  $\times$  and then  $=$  is to multiply the number by itself. If in doubt try it for your self!

# Reading Answers

## Comprehension

### Sheet A

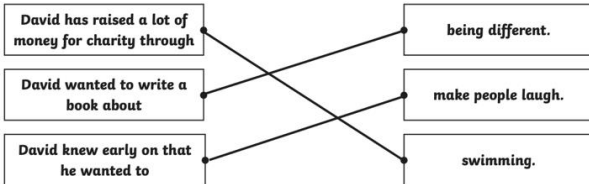
1. What did David like doing as a child? Tick two.

- running
- dressing up**
- writing
- acting**

2. When was 'The Boy in the Dress' published? Tick one.

- 2004
- 2006
- 2008**
- 2011

3. Draw lines to complete the sentences about David.



4. Number the events below to show the order in which they happened in David's life.

- 4** David had a successful TV career.
- 1** David was born the son of Peter and Kathleen Williams.
- 5** David published 'The Boy in the Dress'.
- 3** David acted in his first play.
- 2** David enjoyed dressing up with his sister.

5. Fill in the missing words in this sentence.

David raised **two** million pounds for charity in 2011 and **one** million pounds for charity in 2006.

### Sheet B

1. What were David's hobbies at school? Tick two.

- swimming**
- running
- acting**
- painting

2. Why did David change his surname? Tick one.

- He thought it was boring.
- Another actor had the same name.**
- He thought he wouldn't get jobs.
- It was too long.

3. Who dressed David up in girls' clothes?

**David's sister, Julie, dressed him up in girls' clothes.**

4. Find and copy a word that shows David did not become famous straight away.

**finally**

5. What does the word vocation mean? Use the glossary to help you.

**The word vocation means a form of employment or job.**

6. Sum up David's main achievements in his life so far.

**Pupils' own responses, such as: David has had a successful television career, written many children's books, been a talent show judge and raised a lot of money for charity.**

7. What do you think David realised he wanted to do with his life aged 11?

**He realised he wanted to make people laugh and entertain them.**

8. Explain why you think David wrote a book about a boy who loves wearing dresses?

**Pupils' own responses, such as: I think David wrote a book about a boy who loves wearing dresses because he loved wearing dresses when he was a little boy and he wanted other boys to know that's OK.**

## Worksheet Answers

### Simple Sentences – Answers

Underline the subject and the verb/s in these simple sentences.

- The hamster ran around the hamster wheel.
- Scientists have discovered a new planet.
- The boy ate a hamburger.
- We have singing rehearsals before school.
- Birds wash themselves in our birdbath.
- Tom can read chapter books.
- I went to the beach.

Use the correct word from the word bank to complete the sentences.

bananas	football	plane	pool
bike	trains	apples	dog

I like to eat **bananas**.

My brother Tom likes to play with his toy **trains**.

Evie went swimming in the school **pool**.

The jet **plane** has two wings.

My **soccer** team won the grand final on the weekend.

There were ten red **apples** ready to be picked.

I went for a long ride on my **bike**.

I hope to get a **dog** one day.

### Compound Sentences – Answers

Choose which coordinating conjunction works best to join the simple sentences together to make a compound sentence.

so	and
but	yet

I would like to go to the football game, **but** I don't have a ticket.

The children went for a walk, **and** they saw many different types of birds.

I like orange juice, **but** Susie likes apple juice.

It was late at night, **yet** the weather was hot.

Jack doesn't like to eat vegetables, **but** he likes to eat meat.

Rewrite the sentences below to create a compound sentence.

Robin painted with blue paint. Barry painted with yellow paint.

**Robin painted with blue paint, and Barry painted with yellow paint.**

Zack ran fast. Tom ran faster.

**Zack ran fast, but Tom ran faster.**

## Complex Sentences – Answers

Choose which subordinating conjunction works best to join the clauses together to make a complex sentence.

unless                      that                      despite  
which                      when                      while

Beetles keep their wings folded **unless** they are flying.

My grandma made a chocolate cake, **which** everyone enjoyed.

I will make the beds **while** you cook breakfast.

He returned his book to the library **when** he was finished with it.

Here is the basketball **that** you lost yesterday.

My soccer team still played yesterday **despite** it raining heavily.

**Highlight the independent clause that can stand alone as a sentence.**

When the town flooded **many properties were damaged.**

Once the sun goes down **it is time to come home.**

**The children saw many exhibits** when they went on their excursion.

**We enjoyed playing on the beach** even though it was cold.

**I did not see Scott today** because he was playing football.

## Funday Answers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

## Magic Squares Answers

a)

8	1	9
7	6	5
3	11	4

b)

13	9	8
5	10	15
12	11	7

c)

3	4	8
10	5	0
2	6	7