

NAME: _____



Learning from Home

Unit: 11

Stage 2

Year 3 and Year 4



Term 4 Week 1 2021

Websites for Learning

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

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

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

NEWS / EDUCATION

- [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.
- BTN <https://www.abc.net.au/btn/> - Explores news using the current language, music and popular culture of youths.

ENGLISH

- World Book Online (username: tnps and password: tnps) <https://www.worldbook.com.au/ebook-titles-2/>
- Story Box Library (username: tnps and password: tnps) www.storyboxlibrary.com.au
- 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) <https://online.det.nsw.edu.au/prc/booklist/home.html>
- [Wordshake](https://learnenglishkids.britishcouncil.org/games/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
- ABCya Number Games <https://www.abcya.com/grades/4/numbers>
- 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>
- Cyber Safety- Your Personal Information Online <https://www.esafety.gov.au/educators/classroom-resources/hectors-world/your-personal-information-online>



3/2R Zoom Classes WEEK 1 TERM 4 2021

The Zoom meeting ID and passwords for this week are:

Class	Zoom Meeting ID		Zoom Meeting Password	
2R	Morning am	Afternoon pm	Morning am	Afternoon pm
	688 4560 5790	685 8246 2848	150701	479478

Class	Zoom Meeting ID		Zoom Meeting Password	
3R	Morning am	Afternoon pm	Morning am	Afternoon pm
	693 8147 5754	614 9448 0305	751173	191609

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


Tuesday 5 October, Wednesday 6 October, Thursday 7 October and Friday 8 October

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


NSW Department of Education

How students can access Zoom meetings in NSW public schools


Sign into Zoom with a desktop browser



- Use a modern browser in Windows, MacOS or Linux.
- Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>




- Select **Sign in** at the bottom.
- Log in with your **department credentials**.



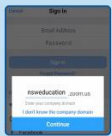
- For first time users, **download and install** the Zoom desktop client when prompted.
- Once signed in, **Zoom will be ready for use!**

Accessing Zoom using mobile apps

- Download the **Zoom** app for your specific mobile device.



- Once installed, open **Zoom**, tap **Sign In** then tap **SSO**.
- Type **nsweducation** and tap **Continue**.



- The **DoE log on screen** will appear. Sign in with your normal department credentials.
- Once signed in, **Zoom will be ready for use!**

Week 1 Term 4 – Learning from Home

Stage 2 Year 3 and 4

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

Two activities have been selected for feedback. They are highlighted on the timetable.

	Tuesday	Wednesday	Thursday	Friday
Morning	Spelling Reading Writing	Spelling Reading Writing	Spelling Reading Writing	Spelling Reading Writing
Break	Break	Break	Break	Break
Middle	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics	ZOOM 11:30am Mathematics
Break	Break	Break	Break	Break
Afternoon	Art ZOOM 2:15pm	Wellbeing No ZOOM	PDHPE ZOOM 2:15pm	Music ZOOM 2:15pm



Welcome to
Term 4!

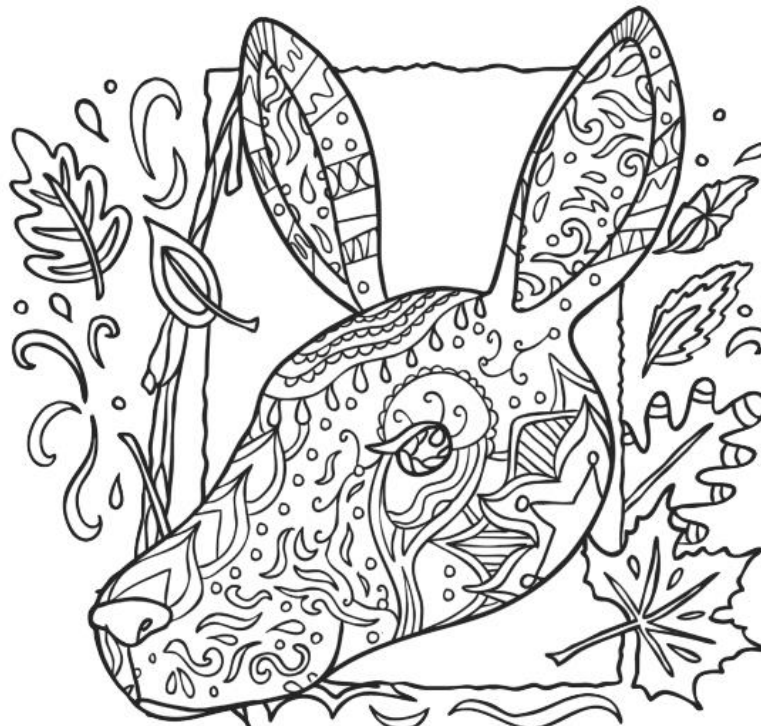
Week 1 Term 4 – Spelling



Year 3 Spelling Words

Year 4 Spelling Words

oo ew ue u_e u boot screw glue flute ruler		based on weekly focus in other KLA's	oo ew ue u_e u boot screw glue flute ruler		based on weekly focus in other KLA's
Core: two doing room moon blue true few knew move use afternoon flew drew threw spoon roof rule cube who's whose fruit beautiful through Tuesday supermarket	Extension: argue canoe cartoon choose eucalyptus fortune influence juicy loose nuisance pollution queue rescue suit superhuman supervisor toothache truth university usually	Theme quarter o'clock past elapsed calendar timetable clock digital analog Demon innocuous innumerable judicious marooned neutrality shrewdly spiritual supernatural supersede unison	Core: new soon flew crew drew true truth used shoe roof broom June rule beautiful useful fruit juice suit cruel through Tuesday balloon computer rescue pollute	Extension: amusement arguable baboon bandicoot bruise continuation eucalyptus honeydew influence jewel juicy junior loose neutral solution souvenir supervisor unique university usable	Theme quarter o'clock past elapsed calendar timetable clock digital analog Demon innocuous innumerable judicious marooned neutrality shrewdly spiritual supernatural supersede unison



TUESDAY - 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.

Word Search

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

Find the following words in the puzzle.

Words are hidden ↑ ↓ → ← and ↘ .

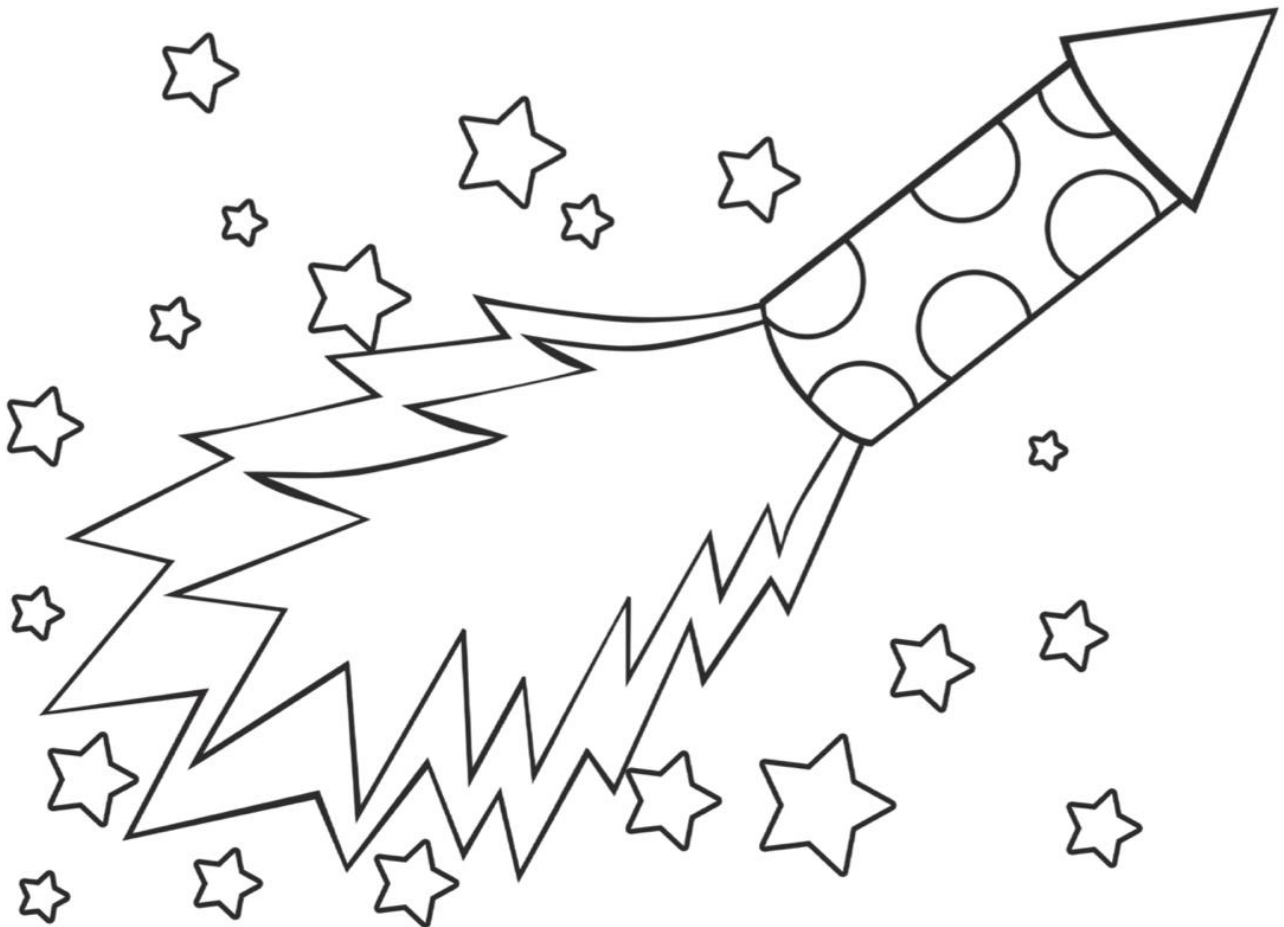
AFTERNOON	CUBE	KNEW	RULE	TRUE	WHOSE
BALLOON	DOING	MOON	SHOE	TRUTH	
BEAUTIFUL	DREW	MOVE	SOON	TUESDAY	
BLUE	FEW	NEW	SPOON	TWO	
BROOM	FLEW	POLLUTE	SUIT	USE	
COMPUTER	FRUIT	RESCUE	SUPERMARKE	USED	
CREW	JUICE	ROOF	T	USEFUL	
CRUEL	JUNE	ROOM	THREW	WHO'S	
			THROUGH		

Reading

- Read → Firework Night and then complete the comprehension questions.
- Here are some words to practise before you read

Firework Night

BANG!	Mistress	Master	trembling	grand
kennel	rushing	fright	flight	shoot



Firework Night By Enid Blyton

BANG!

What's that?

Bang-Bang! Oh, Hark,

The guns are shooting in the dark!

Little guns and big ones too,

Bang-bang-bang!

What shall I do?

Mistress, Master, hear me yelp,

I'm out-of-doors, I want your help.

Let me in - oh, LET ME IN

Before those fireworks begin

To shoot again - I can't bear that;

My tail is down, my ears are flat,

I'm trembling here outside the door,

Oh, don't you love me anymore?

BANG!

I think I'll die with fright

Unless you let me in to-night.

(Shall we let him in, children?)

Ah, now the door is opened wide,

I'm rushing through, I'm safe inside,

The lights are on, it's warm and grand -

Mistress, let me lick your hand

Before I slip behind the couch.

There I'll hide myself and crouch

In safety till the BANGS are done -

Then to my kennel I will run

And guard you safely all the night

Because you understood my fright.



Firework Night By Enid Blyton **Questions**

Answer in full sentences.

1. Which animal is the poem about?

2. What are the fireworks compared to?

3. Describe how the animal looks when he is outside of the house.

4. How did the animal enter the house? Why did he enter like this?

5. Which line of the poem best describes the animal's surroundings inside the house?

6. Why do you think Enid Blyton might have written this poem?



Firework Night By Enid Blyton Questions

Answer in full sentences.

1. Who is the character within the poem? Give detailed evidence for your answer.

2. a) What do we call words such as 'BANG!'?

- b) Why are words like this used in poetry?

- c) Give two other examples of this type of word which could also be used within this poem.

3. What does this line suggest about the way the character is feeling?

'Let me in-oh, LET ME IN' Explain your reasoning.

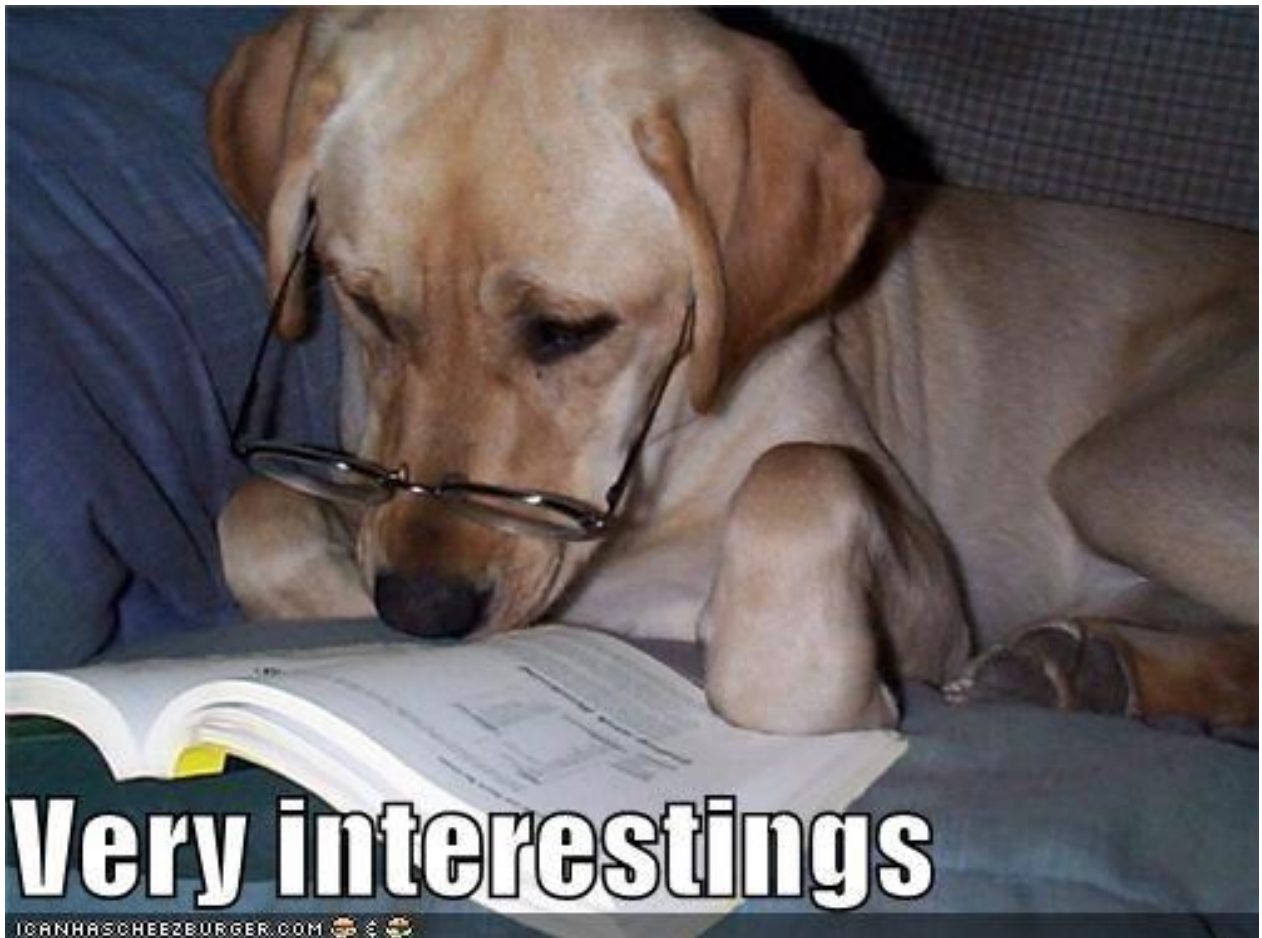
4. Who do you think is saying this line?

'(Shall we let him in, children?)'

5. At the end of the poem, why does the character say he will guard his owner?

6. Compare the length of the first three lines with the last three lines of the poem. What does this tell us about the way the character was feeling at the beginning and end of the poem? Explain your thoughts.

7. Why do you think Enid Blyton might have written this poem? Explain your reasoning.



Writing

Tuesday & Wednesday



We cannot wait to listen to all your stories about the exciting things you got up to in the holidays.

Learning Objective

- We are learning to create a brochure about your holidays ☺ ☺ ☺

Your task (Tuesday and Wednesday):

Create a brochure which shares some of the exciting activities you got up to in the holidays.

- You may choose to create this online on Microsoft, CANVA or use the template provided
- Make it colourful and bright
- Include photographs from your holiday
- Any funny stories that might have happened
- Somewhere you went
- Something you did a lot of

Post a photo of you sharing your brochure on Seesaw so your class can learn about what you got up to.



How To Make a Brochure Using CANVA



Goal: to make a brochure using CANVA

1. Open Canva or scan the QR code

Open Canva on google or launch the app to get started. You should be able to create a brochure without signing up, but if you do, ask a parent/carer to help you sign up using Google to start designing.



2. Explore templates

Find a 'brochure' template you love. Once you've found a layout you like, simply click, and start customising.

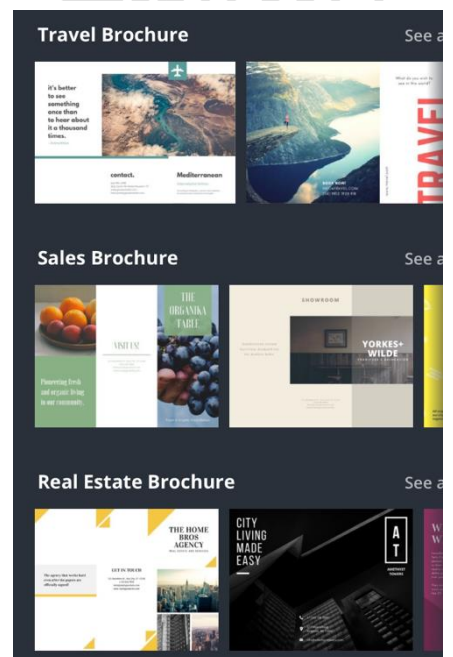
Make sure you choose a free template.

Any **paid templates** have a crown or a dollar sign in the bottom left hand corner.

Free



Paid

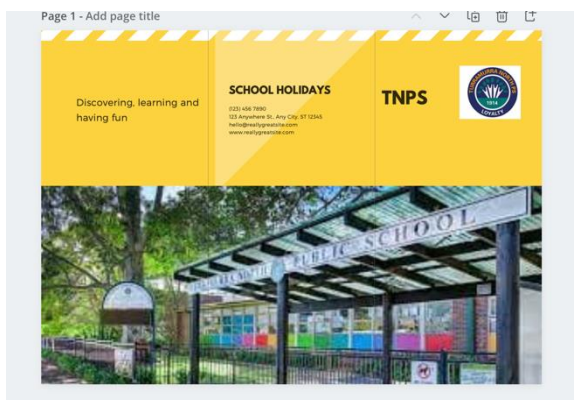


3. Customise your brochure

Once you've found the right brochure template, you can easily change the layout to get it looking exactly as you want it to. Upload your own photos; rearrange text boxes and change fonts and colours in a few clicks.

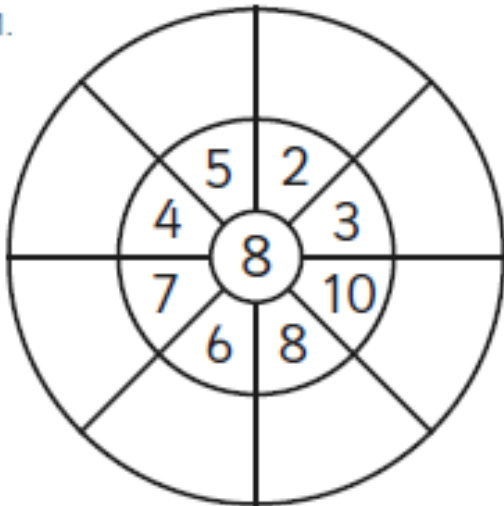
4. Download your brochure

Click the purple arrow to download your brochure (PDF Print)

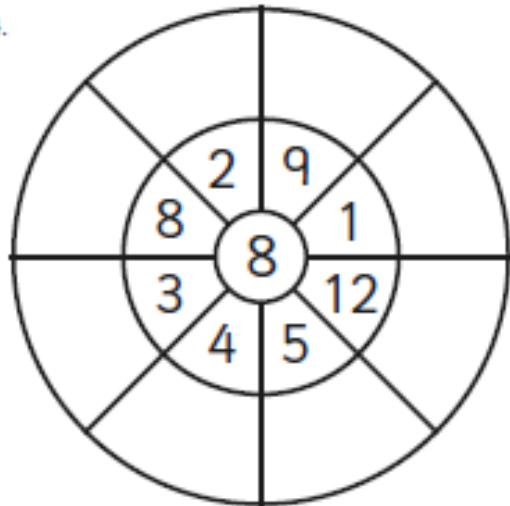


8 Times Table Multiplication Wheels

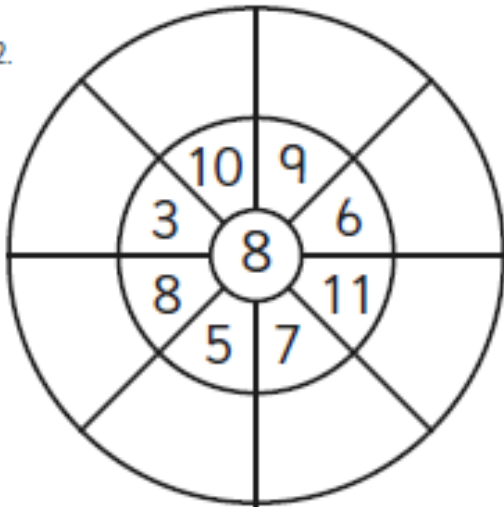
1.



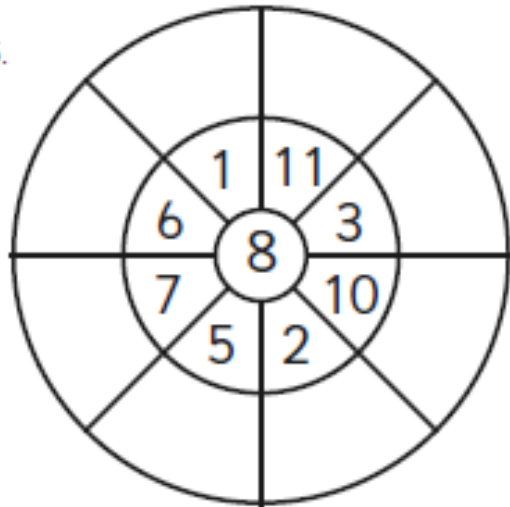
4.



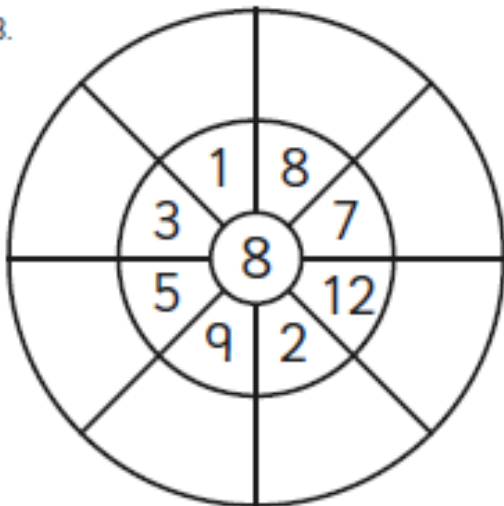
2.



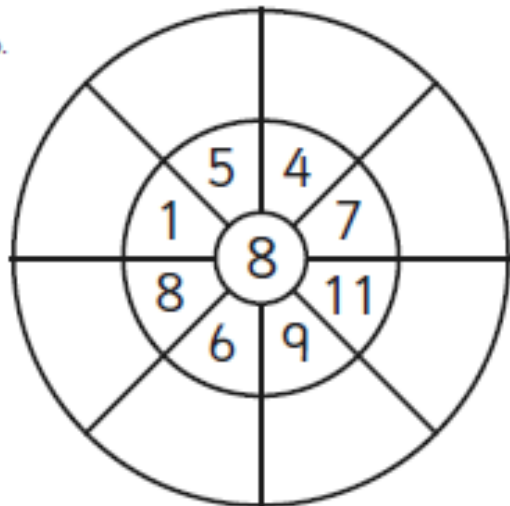
5.



3.



6.



Revision: Time

O'Clock and Half Past



The minute hand is on 12 and the hour hand is on 4.



4 o'clock




half past 4

The minute hand is on 6 and the hour hand is half way between 4 and 5.

- 1 Complete these labels of the clock hands by writing these words in the correct places – *long, short, hours, past, to* and *o'clock*:

The hour hand is _____.

It shows the _____.



The minute hand is _____.

It shows how many minutes _____ or _____.

It can also show _____.



- 2 Draw a line to connect each of these clocks to the matching times:



half past 3

7 o'clock

half past 8

half past 9

Remember when it is half past, the hour hand points between the hours.

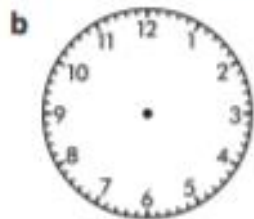


REMEMBER

- 3 Draw the hour and minute hands on each clock to show the correct time:



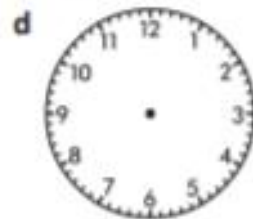
half past 10



5 o'clock



1 o'clock



half past 2

Tell the Time: Writing the Time

Write the time shown on each clock.



_____ o'clock



_____ o'clock



_____ o'clock



_____ o'clock



_____ o'clock



_____ o'clock



_____ o'clock



_____ o'clock



_____ o'clock



_____ o'clock



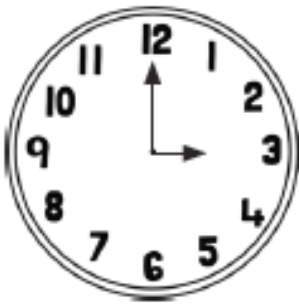
_____ o'clock



_____ o'clock

O'Clock and Half Past Level 2:

Write the time shown on each clock.

























O'Clock and Half Past Level 3:

Write the time that is **1 hour before** the time on each clock.







Write the time that is **1 hour after** the time on each clock.







Draw the time on each clock that is **2 hours before** the given time.



3 o'clock



half past 12



6 o'clock

Draw the time on each clock that is **2 hours after** the given time.



half past 7



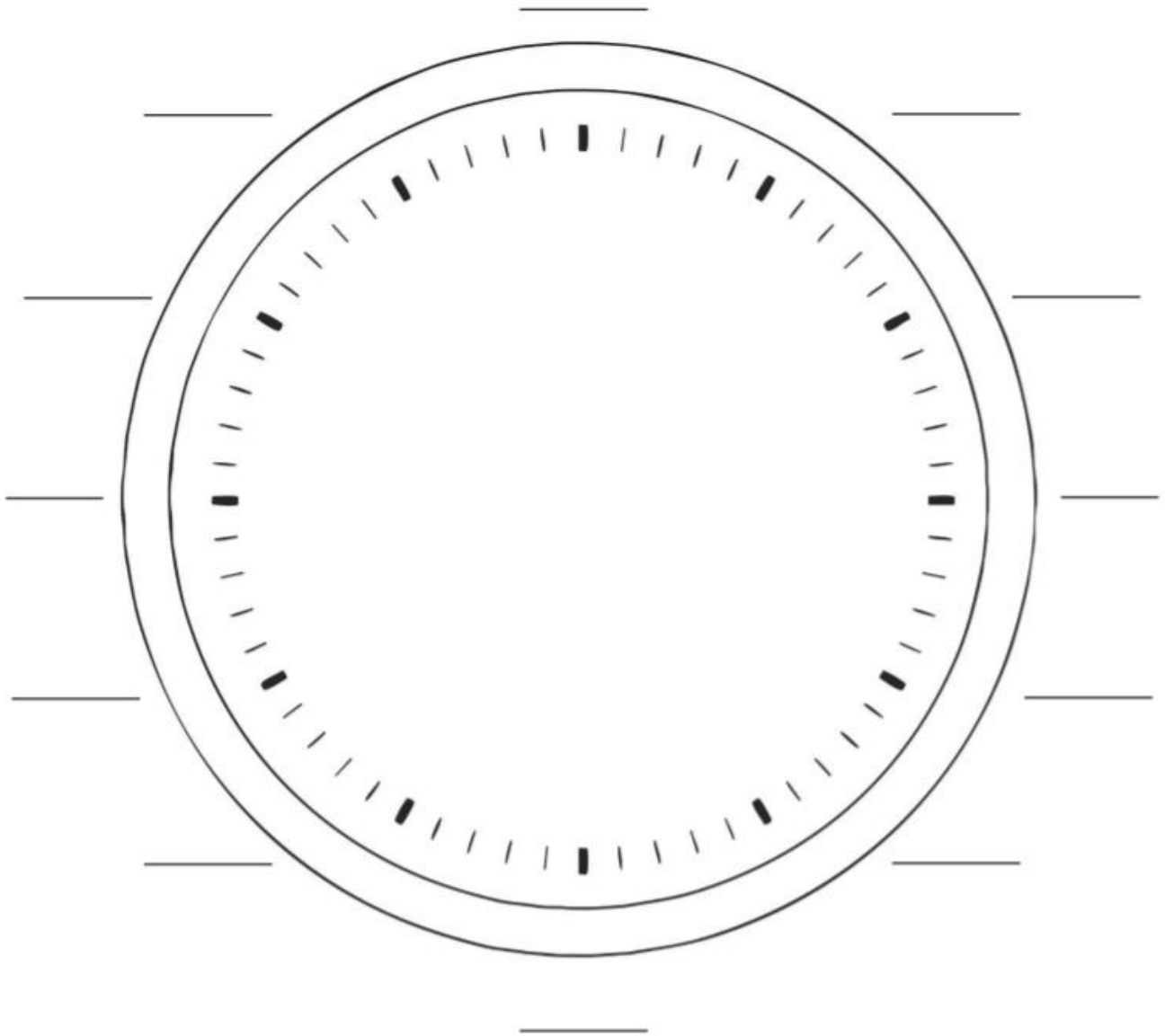
half past 5



8 o'clock

Time

I can read analog clocks to the minute, including using the terms 'past' and 'to'



How many seconds in a minute?	
How many minutes in an hour?	
How many hours in a day?	
How many days in a month?	
How many months in a year?	
How many days in a year?	

TUESDAY – Art

Collage Animals

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

Create a collage of your favourite animal or pet.

You don't have to draw your entire animal, it can just be looking around a corner like these dogs. Have a look at the half-done picture below. Can you see that I have outlined areas with black pen first? You will need to do this if you want your animal to look professional. You may have to redraw areas because your paper that you glue on may cover parts of these areas but by drawing them in first you have a really good idea of where they will be placed.



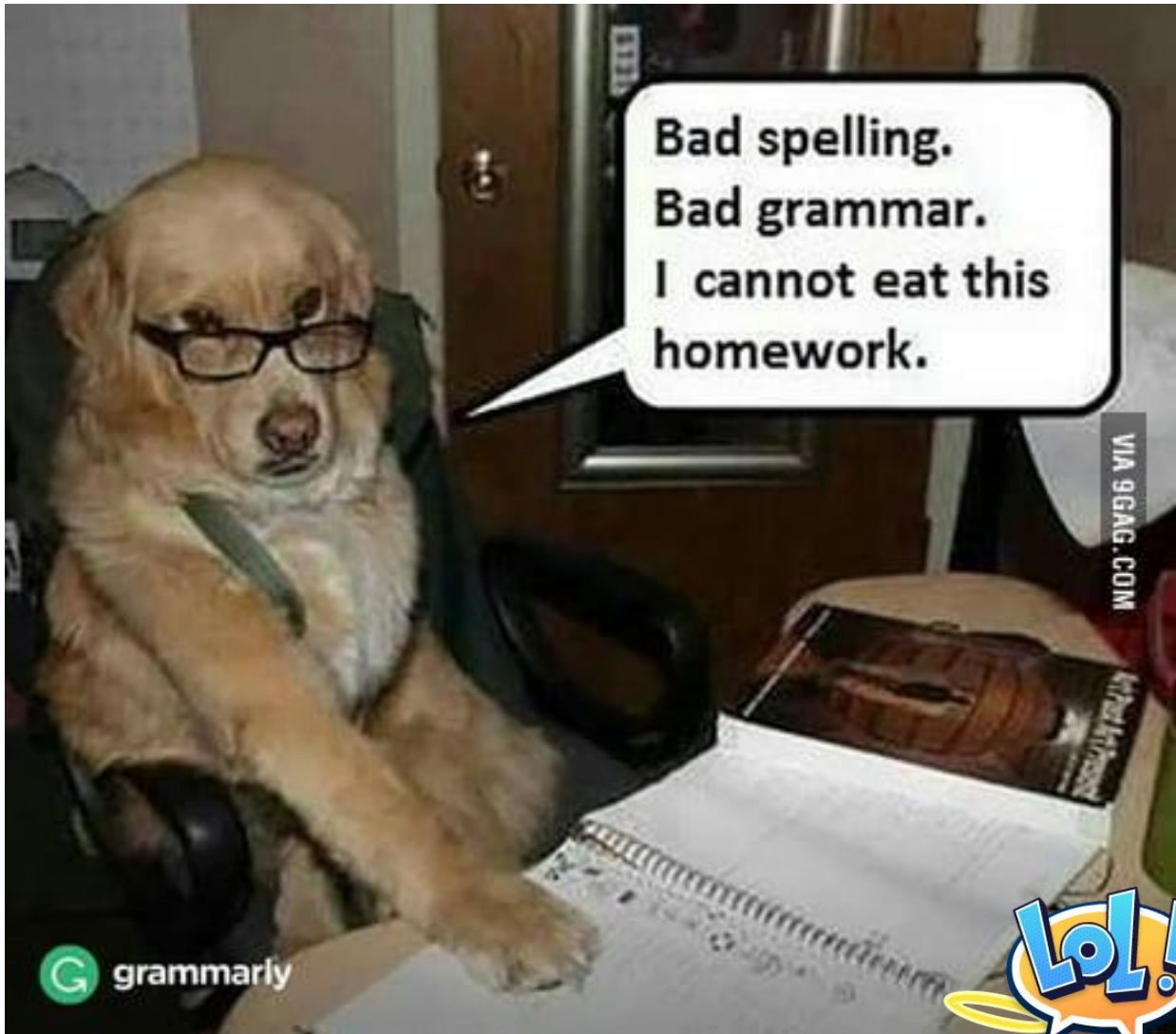
It is also a really good idea to begin in one area and continue from there rather than gluing a few pieces say on the ear and then gluing some on the face and then going back to the ear.

Below are some other collages of animals I have created. Have fun.



Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Complete one** of the **EPIC EDITING** sheets below. Choose either **Sheet A** or **Sheet B**



Name: _____

Date: _____

Text 12 - Pets and Wildlife

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

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

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

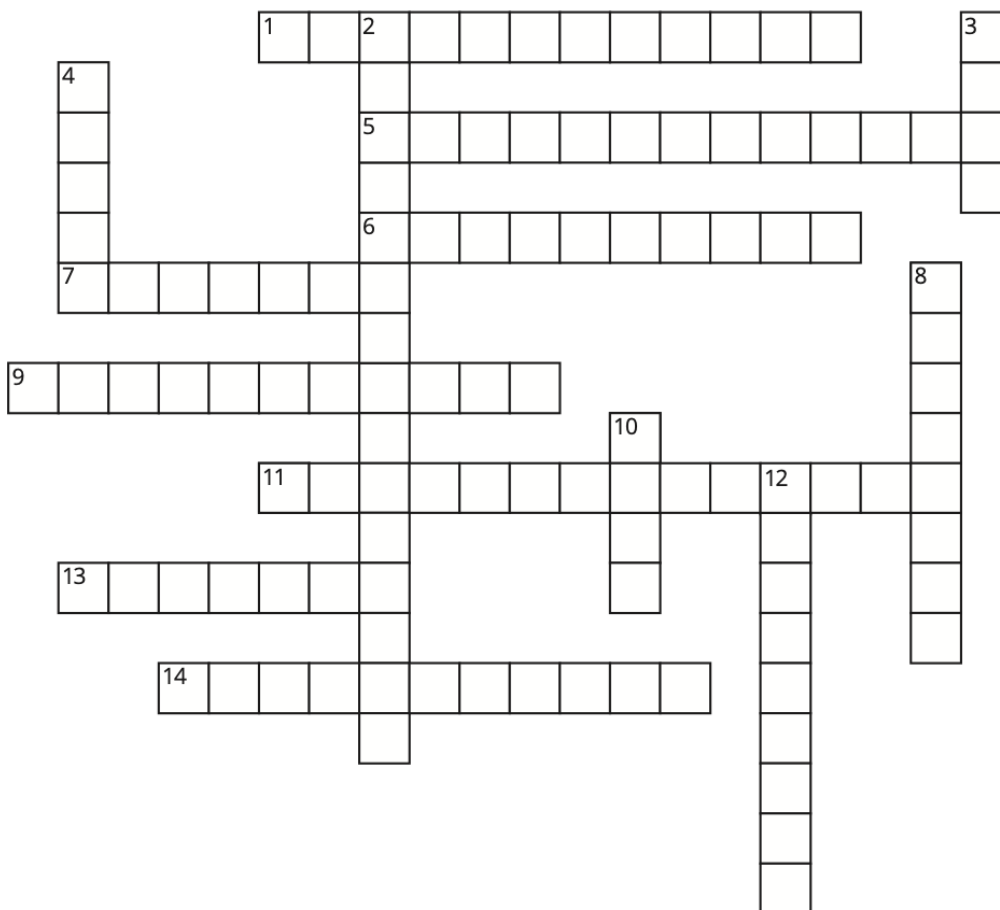
Write the text correctly on the lines below.



Name: _____

Date: _____

Punctuation and Grammar Crossword



Across

- 1 ends a sentence that asks something
- 5 begins every sentence and proper noun
- 6 indicates possession and missing letters
- 7 a word with an opposite meaning to another
- 9 a joining word: and, because, so
- 11 indicate direct speech
- 13 a word with a similar meaning to another
- 14 uses an apostrophe to combine two words or indicate missing letters

Down

- 2 indicates excitement or emphasis
- 3 a doing word
- 4 separates clauses
- 8 ends a sentence
- 10 a person, place or thing
- 12 describes a person, place or thing

Writing



Learning Objective

- We are learning to edit and publish a brochure ☺☺☺

Yesterday you began creating a brochure.

Today you will need to **edit, colour, and finalise your brochure.**

Once you are happy with your brochure, take a photo/video of you sharing your brochure with the class.
Post this on Seesaw so your class can learn about what you got up to in the holidays.



8 Times Table Activities



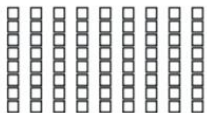
Count in 8s and colour in the grid:

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	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

- a) $2 \times 8 =$ _____ d) $8 \times 8 =$ _____
 b) $10 \times 8 =$ _____ e) $7 \times 8 =$ _____
 c) $5 \times 8 =$ _____ f) $12 \times 8 =$ _____

How many blocks are there?

- a)  _____ x _____ = _____
- b)  _____ x _____ = _____
- c)  _____ x _____ = _____

[Take on the Stage 2, 8 times table Kahoot Challenge](#)

Please use your first name and the first letter of your surname as your username.

For example: Josh K, Josh A
 Game PIN: 06149604



Revision: Time

Time: Quarter To and Quarter Past

When the minute hand is on 9, it is 15 minutes to the hour or it has a quarter of the way to go before it reaches the hour.



A quarter to 8



A quarter past 7

When the minute hand is on 3, it is 15 minutes past the hour or it has gone a quarter of the way around the clock face.

1 Write either 'past' or 'to' in the blanks:



A quarter

_____ 5.



A quarter

_____ 6.



A quarter

_____ 7.



A quarter

_____ 11.

2 Draw a line to connect each clock to its time label. Each clock has more than one label.



15 minutes past 9

a quarter to 3

a quarter past 8

15 minutes past 4

15 minutes past 8

15 minutes to 11

a quarter past 4

15 minutes to 3

a quarter to 11

a quarter past 9

Remember that a quarter of an hour is 15 minutes. That is why we say a quarter past and a quarter to.



REMEMBER

Level 1

Practice time with our set the clock game.



Draw the time on each clock.



quarter to 9



quarter to 3



quarter to 5



quarter to 1



quarter to 7



quarter to 8



quarter to 10



quarter to 12



quarter to 11



quarter to 4



quarter to 6



quarter to 2

Level 2:

Drawing the Times: Quarter Past and Quarter To

Draw the time on each clock.



quarter past 9



quarter past 3



quarter to 5



quarter past 2



quarter past 7



quarter to 8



quarter past 10



quarter to 12



Level 3: Time Problems

Time Word Problems

1.

Mom put the chicken in the oven at 4:25 p.m. She let it bake covered for 10 minutes, then uncovered for 35 more minutes. When will the chicken come out of the oven?

twinkl.com

Time Word Problems

2.

Your sister practiced dance for 45 minutes. She stopped practicing at 4:50 p.m. When did she begin?

twinkl.com

Time Word Problems

3.

You worked on homework from 4:00 p.m. to 5:10 p.m. How long did you do homework?

twinkl.com

Time Word Problems

4.

The teacher graded papers from 7:15 a.m. to 8:03 a.m. How long did she grade papers?

twinkl.com

Time Word Problems

5.

Your brother practiced karate for 2 hours and 15 minutes. He stopped practicing at 6:05 p.m. When did he begin?

twinkl.com

Time Word Problems

6.

Your neighbor began running in the neighborhood at 8:00 a.m. She ran for 45 minutes. She walked for 20 more minutes. When did she finish her exercises?

twinkl.com

Time Word Problems

7.

Dad worked in the yard for an hour and 25 minutes. If he stopped at 7:00 p.m. When did he begin?

twinkl.com

Time Word Problems

8.

Alexi painted from 9:40 a.m. to 10:20 a.m. How long did she paint?

twinkl.com

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.

Optional: share your choice of wellbeing with a post on Seesaw!

11 Do something kind for someone. Can you pay them a compliment, make them something or help them with a task?



12 Can you create a story bag? Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

13 List making! Write a list of things that make you happy, things you're grateful for or things you are good at.



14 Design and make an obstacle course at home or in the garden. How fast can you complete it?



15 Can you invent something new? Perhaps a gadget or something to help people? Draw a picture or write a description.



11 Quick draw! Set a 1 minute timer, draw a quick doodle and see if the other person can guess what it is before the time is up.

12 Write a silly sentence that includes all of these words... BANANA, CURTAIN, DOLPHIN, SNOW and BALLOON. Now think of your own words and write some more!

13 How many different words can you make from the letters in this sentence?

Keeping my brain busy is fun

14 Ping pong story telling! Write the opening sentence to a story, then someone else writes the next line. Then it's your turn again! Keep alternating until you have a full story.

15 Guess the character! Think of a character from a book, write it down so no-one can see. Have others ask you questions to try and guess which character you chose.

11 Start a food journal. Write down your favourite meals, ingredients and recipes. Are you eating healthily enough?



12 Imagine you need to make a cake for a special event. It needs to have 5 layers of different flavours. Design and label how it would look.

13 Word search fun! Create your own word search using words on the topic of food or cooking, then ask someone to complete it.



14 Imagine you discovered a new type of fruit! What would you call it? What would it look like and taste like? Write a description.

15 If you had your own restaurant, what would it be like? Would it have a theme? Make a model of it using things you find around the house.



My Daily Mindful Moments

Mindfulness can help us to feel calm, relaxed and content. It is all about paying attention to the present moment. It can help to settle our busy minds and racing thoughts, especially when we are feeling stressed, worried or anxious. Mindfulness can also help us to appreciate ourselves and the world around us. Making time each day to have a mindful moment can help our minds to feel and stay well.

Use this calendar to take a mindful moment each day of the month to help you look after your mental health.

1 Breathe in for three seconds and out for five seconds. Repeat this three times. Really notice your breath.	2 Look up at the sky. Take time to really notice what it is like.	3 Take a pencil for a walk on a piece of paper. Let it go wherever it likes. Notice how it feels.	4 Think of three things that make you special. Notice how it feels.	5 Blow up an imaginary balloon — deep breath in and slow breath out. Really feel your breath.	6 Look around the space you are in. Slowly, name each thing you see.	7 Focus on the sounds you can hear — describe them in your mind.
8 Think of three things that make you feel happy. Notice how it feels.	9 Smell your snack. Describe what you smell.	10 Starting at your toes, notice how each part of your body feels until you reach your head.	11 Make a creation of your choice. Really notice and appreciate it.	12 Think of three things you are grateful for. Notice how it feels.	13 Listen to a piece of music which relaxes you and notice how you feel.	14 Think of three things you love about yourself. Notice how it feels.
15 Eat your lunch and notice how it feels in your mouth.	16 Go on a mindful walk, really noticing what you see, hear and feel.	17 Create a colour pattern to show how you are feeling.	18 Tense all the muscles in your body, hold the squeeze for three seconds. Then, flop and relax your muscles for five seconds. Repeat.	19 When you have a drink, really notice how it feels.	20 Look closely at your snack. Describe what you see.	21 Think of three things you are looking forward to today. Notice how it feels.
22 Feel the breeze on your face. Really notice how it feels.	23 Touch something soft and really notice how it feels.	24 Colour in a picture mindfully — really noticing the colours and shapes.	25 Learn something new about an animal of your choice. How does it feel?	26 Share kindness with someone else. Notice how it feels.	27 As you walk, run or play, really notice how your body feels.	28 Chat with a friend — really notice what they are saying with their words and body.
29 Trace your finger in a pattern on a flat surface. Notice how it feels.	30 Sit quietly for one minute. Focus on your breath and let your mind and body settle.	31 Take a mindful moment in any way you choose.	 <p>Well done for making time to be mindful each day this month! How do you feel?</p>			



THURSDAY - English

Spelling

ACCURATE

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

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

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



Look



Say



Cover



Write



Check

My Words	Practise

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

<p>Illustrations Expert Draw a picture to match the meaning of each of your words.</p>	<p>Cartoon Connection Create a cartoon strip using as many spelling words as you can.</p>
<p>Fancy Fonts Write your spelling words using fancy letters.</p> <p><i>apple</i> keep arrive</p>	<p>Spelling Addition Vowels are worth 10 and consonants are worth 5. Write your words and then add the value of each letter in the word. E.g. cat 5+10+5 = 20</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.
- **Sorting Nouns:** A noun is a person, place or thing. Sort the nouns into their correct categories below.

Extension: Search for common nouns around your house/in your community.
Can you put these nouns into sentences which are exciting and entertaining?

Person	Place	Thing	Animal

Name: _____

Date: _____

Sorting Nouns

Cut out the nouns. Paste them into your book in columns in the correct categories (person, place, thing or animal). You may need a dictionary or a device to help you find the meaning of some of these words.



Person	Place	Thing	Animal
lemur	jerboa	city	father
airport	trainer	investigator	ranges
canyon	ottoman	wife	shuttlecock
tandoor	gorilla	judge	attorney
creek	serviette	kiwi	theatre
chameleon	genet	mountain	kiln
spatula	fireman	student	hospital
tarantula	axolotl	gazebo	gorge
glazier	sieve	veterinarian	tamandua
scorpion	abacus	plains	goggles



This page was left intentionally blank

Zoom Lesson

Learning Objective

- We are learning to string sentences together into a short story

Success Criteria

- I can write a six-sentence story 😊 😊 😊

SIX SENTENCES


What can *you* say in six sentences?

This is a fun way to write a short story, but can also be used as a great way to plan a longer story.

Term 1 Week 9-10

6 sentence stories

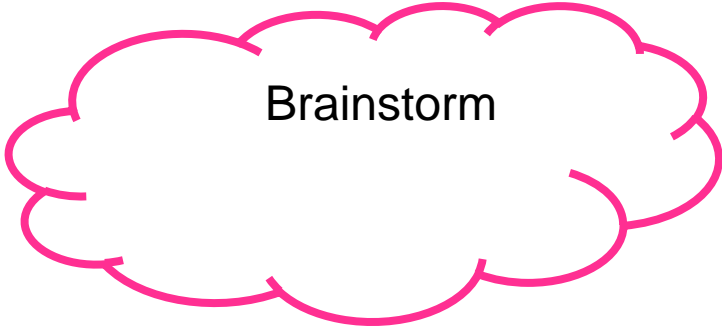
1. Introduce the main character
2. Where the character lived
3. The character's special talent
4. The character's problem
5. Why the character felt that way
6. How the character solved the problem



Example:

The Plastic Bag

1	There once was an old plastic bag who floated peacefully in the wind.
2	He dashed amongst the treetops and danced along the shores edge.
3	Plastic bag could fly, flitter and glide wherever he pleased.
4	However, he knew that he was dangerous, if ending up in the wrong place.
5	Like an ocean, a turtle's mouth or wedged in a tight drainpipe.
6	What he did was something special, as he glided to the bin- as if to say he won't destroy the environment that he is in.



1	
2	
3	
4	
5	
6	

THURSDAY - Mathematics

Minute Maths

$8 \times \underline{\quad} = 16$

$8 \times \underline{\quad} = 48$

$8 \times \underline{\quad} = 32$

$8 \times \underline{\quad} = 40$

$8 \times \underline{\quad} = 56$

$8 \times \underline{\quad} = 48$

$8 \times \underline{\quad} = 80$

$8 \times \underline{\quad} = 32$

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

$8 \times \underline{\quad} = 0$

$8 \times \underline{\quad} = 40$

$8 \times \underline{\quad} = 72$

$8 \times \underline{\quad} = 88$

$8 \times \underline{\quad} = 96$

$8 \times \underline{\quad} = 88$

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

$8 \times \underline{\quad} = 16$

$8 \times \underline{\quad} = 64$

$8 \times \underline{\quad} = 32$

$8 \times \underline{\quad} = 72$

$8 \times \underline{\quad} = 40$

$8 \times \underline{\quad} = 64$

$8 \times \underline{\quad} = 0$

$8 \times \underline{\quad} = 16$

$8 \times \underline{\quad} = 72$

$8 \times \underline{\quad} = 64$

$8 \times \underline{\quad} = 24$

$8 \times \underline{\quad} = 24$

$8 \times \underline{\quad} = 88$

$8 \times \underline{\quad} = 80$

$8 \times \underline{\quad} = 48$

$8 \times \underline{\quad} = 24$

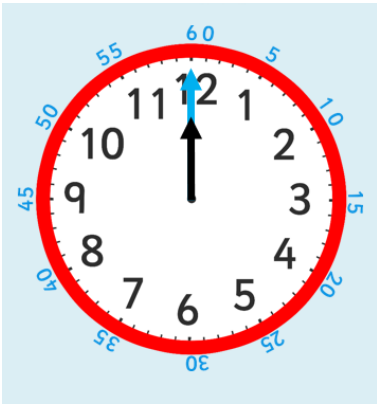
$8 \times \underline{\quad} = 0$

$8 \times \underline{\quad} = 96$

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

$8 \times \underline{\quad} = 56$

Time to the nearest 5 minute interval



This clock shows the hours in black on the inside, and the minutes in blue around the outside (most clocks don't show the minutes).



Black numbers are the hours and blue numbers are the minutes.

We read the time as 'minutes past or to the hour'.
Think of it as 'blue minutes past or to black'.
The time is 10 minutes past 12.



After the minute hand passes 'half past', the time stops being 'minutes past' and becomes 'minutes to'.

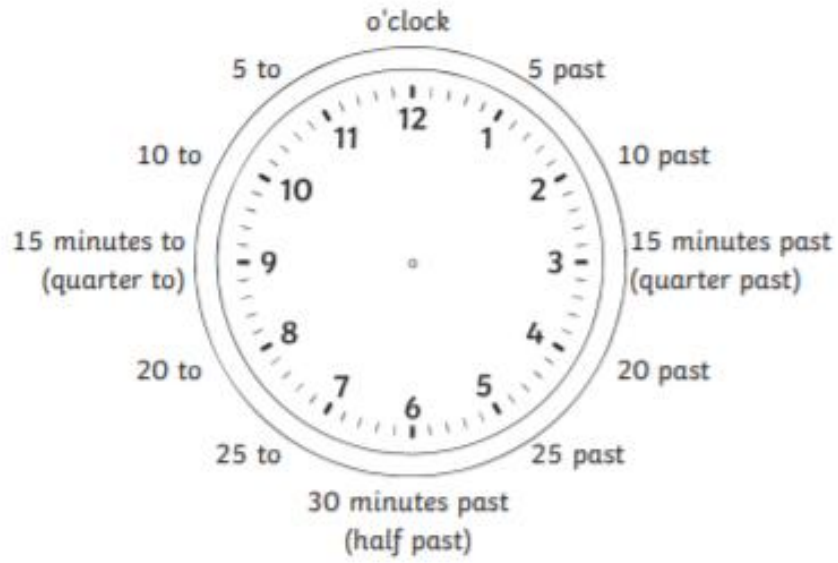
This is slightly trickier because the minutes on the outside of the clock are still counting past the hour.



This clock makes it easier to read the minutes to the hour because all the numbers in green show the minutes to the hour. The time will now be 'green minutes to black'.

Level 1:

1) Write the time shown underneath each clock. Use this labelled clock to help.



a)



b)



c)



2) Draw hands on each clock to show the time.

a)



quarter to 6

b)



5 to 9

c)



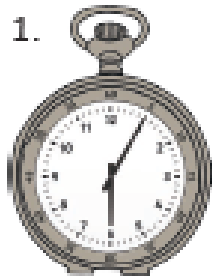
20 past 11

Level 2:

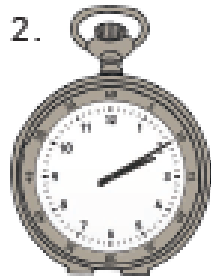
Telling the Time in Blocks of 5 Minutes

Professor Pike Lafayette Braddock Esquire has a new pocket watch, but he needs help to know what time it is.

1.



2.



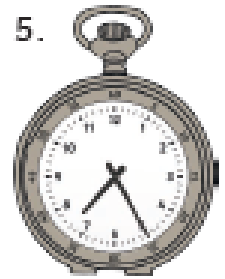
3.



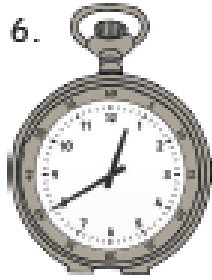
4.



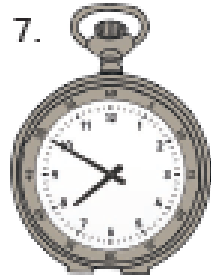
5.



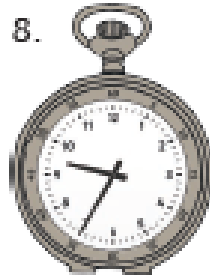
6.



7.



8.



9.

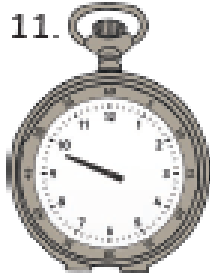


10.



The hands of the professor's pocket watch have fallen off! Draw them on so he knows what time it is.

11.



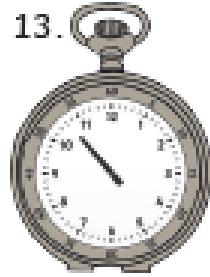
5 minutes to 10

12.



10 minutes past 8

13.



20 minutes to 11

14.



5 minutes past 7

15.



25 minutes past 4

16.



25 minutes to 9

17.



15 minutes
(quarter to) to 1

18.



15 minutes past
(quarter past) 9

Telling the Time in Blocks of 5 Minutes: Answers

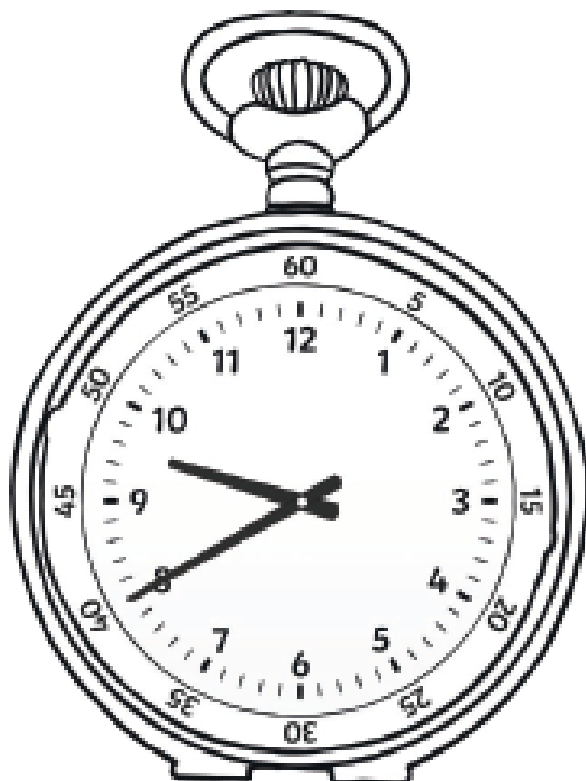
Extensive Activity

Professor Pike's pocket watch never tells the correct time!

Write down what the watch says if the real time was:

20 minutes to 10

1. 5 minutes slow _____
2. 15 minutes fast _____
3. 10 minutes slow _____
4. 20 minutes fast _____
5. 15 minutes slow _____
6. 25 minutes fast _____



Timetables are often used to schedule public transport.

1 Use the timetable to answer the questions below:

Station	Time				
Burwood	5:20	5:27	5:50	7:17	8:26
Croydon	-	-	6:00	7:27	8:36
Ashfield	5:35	5:42	6:05	7:32	8:41
Summer Hill	-	6:12	7:39	8:48	8:53
Lewisham	5:48	5:55	6:18	7:45	8:54

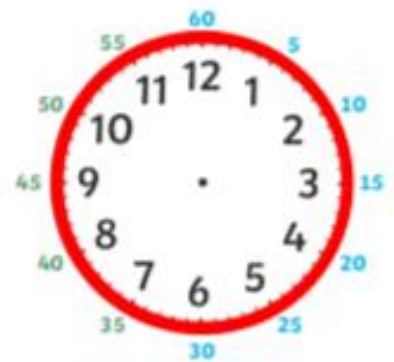
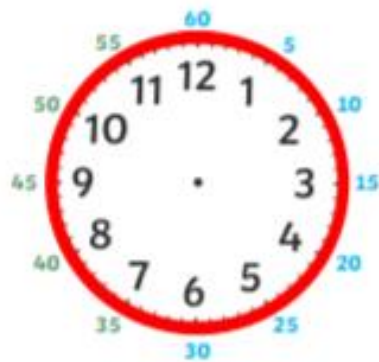
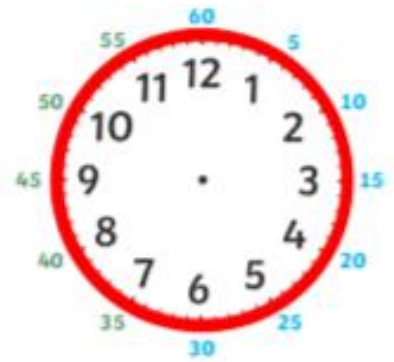
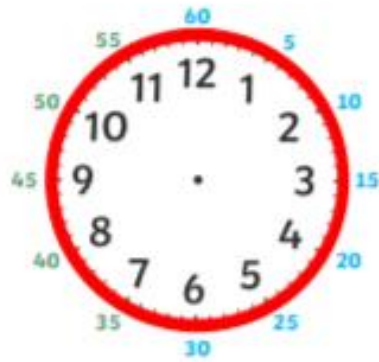
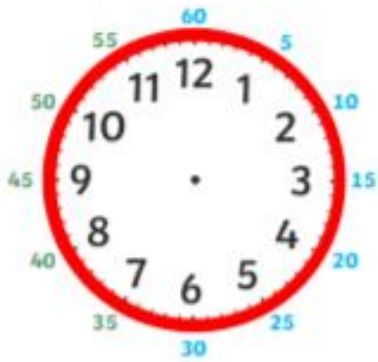
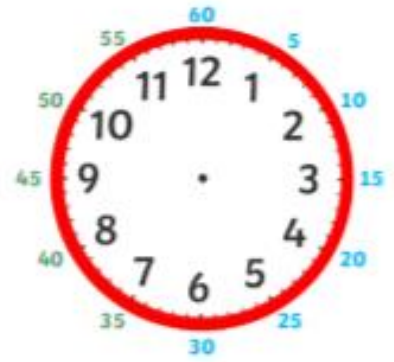
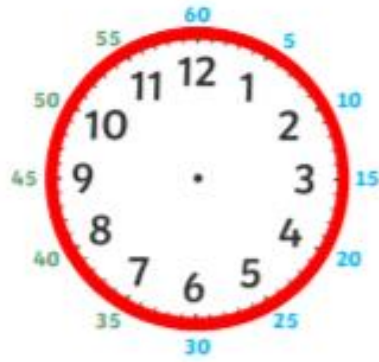
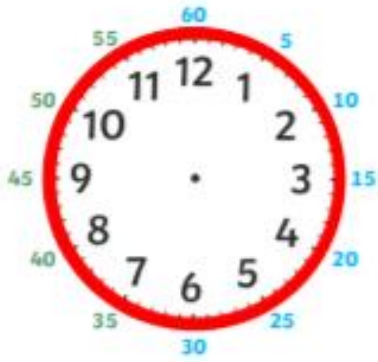
- a What time does the 10 to 6 train from Burwood arrive at Ashfield? _____
- b I have just missed the 5:35 train from Ashfield. How long do I have to wait until the next train? _____
- c I live in Croydon and I want to get to Lewisham by 6:30. Which train should I get? _____

2 Answer the questions below about this TV guide:

Time	7:00–8:00 pm	8:00–9:00 pm		9:00–10:00 pm	10:00–11:00 pm
Channel 1	News	Current Affairs		Soccer Finals	Late News
Channel 2	Days of Us	Fashion Watch	TV Bloopers	Movie: Ghost Busters	Movie Reviews
Channel 3	News	History of Gold		The Car Show	Late Night Movie

- a What time does Current Affairs on Channel 1 start? _____
- b How long is the History of Gold on Channel 3? _____
- c How long do the Soccer Finals go for? _____
- d What time does TV Bloopers start? _____
- e Alicia watches too much TV. If she watched Fashion Watch, TV Bloopers and then the movie Ghost Busters, how long was she in front of the box for? _____

Time Practice:



THURSDAY – PDHPE

Games Sense

Week 1 – Invasion Games Introduction

This unit of work will teach students about the basic and fundamental principles of invasion games such as keeping possession and teamwork. The children will learn how to pass, receive and travel with the ball using a variety of balls and techniques. They will develop their understanding of the principles of attacking and defending in invasion games and learn skills such as marking and dodging.

When we return to school students will have the opportunity to take part in individual, paired and small group activities as well as to play a range of team games to enable them to practise and improve their skills.

Invasion games are team games where the purpose is to:

- Invade the opponent's territory or zone to score goals or points
- Protect your own territory to prevent the opposition from scoring goals or points.

Before we play any sport or exercise we need to prepare our bodies for movement. Why is it important to warm-up before physical activity? Write your answer below.

The main reasons we warm up is to:

- To get your muscles ready for physical activity
- To prevent injury or hurting yourself during physical activity
- To increase your heart rate to supply oxygen to your muscles

Write down an example of a warm-up you could do before you play sport. List the stretches and movements below.

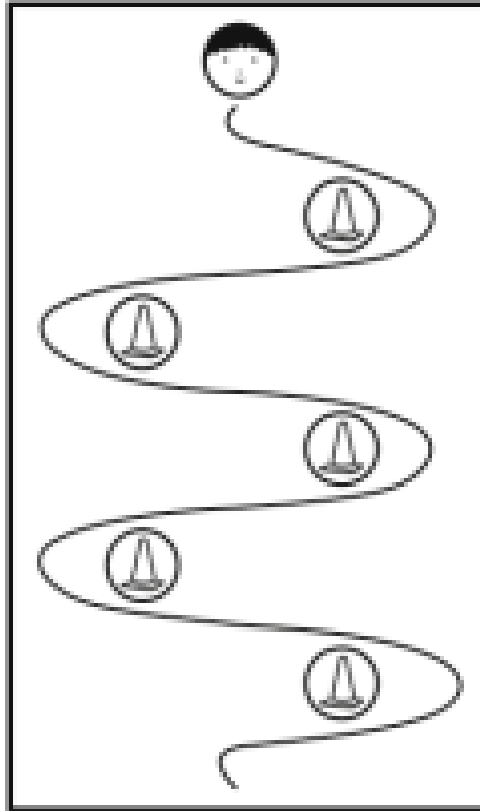
Invasion Games Activities to practice at home this week.

Activity 1 – Kicking Practice

Practise your kicking and shooting skills by setting up a goal approximately 3 metres apart. Stand 5 metres away and try kicking the ball into the goal. Move the cones or markers (you can even use buckets or shoes as markers too) closer together each time you are successful until you are left with the cones on top of one another and must attempt to hit them directly.

Activity 2 – Fast Feet

Practise quick movements and being light on your feet, which is an important skill for both attackers and defenders in invasion games, by running through a series of cones or markers. Place the markers approximately 1 m apart and zig-zagged (see picture below) and practice running through the markers as quickly as possible. You can also try side stepping from left to right through the markers and even running backwards.



Activity 3 – Piggy in the Middle

Play Piggy in the middle to practise passing and moving into space. You will need two other players (so ask your mum, dad or siblings to help out). Two players throw the ball to one another, while the third player stands in the middle and tries to intercept the ball. If they do intercept it, the player who passed it then moves to stand in the middle and the game starts again. This can also be played by kicking a football to each other.

Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Lets look at nouns!** Go on a proper noun search in Proper Noun Park.

When finding coordinate directions remember to go across to the letter and then up to the number. You can remember this by saying “We go **along** the corridor then **up** the stairs.”

“Along the corridor and up the stairs”



NOUN: PERSON, PLACE, THING

SO WHAT AM I ?

makeameme.org

Name: _____

Date: _____

Proper Noun Park

A 12x15 grid representing a park. The grid is labeled with letters A through O (skipping P) across the bottom and numbers 1 through 12 along the left side. Various park features are scattered throughout the grid, including trees, a slide, a kiosk, a pond, a bridge, a bicycle, a soccer ball, a person running, a person on a bicycle, a person walking, a person pushing a stroller, a person playing tennis, and an 'ENTRY' sign. A path is drawn through the grid, starting from the 'ENTRY' sign at (O, 1) and ending at the kiosk at (G, 11).

The coordinates point to a person, place or thing that could be rewritten as a proper noun. Follow the coordinates below and then rename the person, place or thing as a proper noun, e.g. a bridge might become Big Bend Bridge.

- (H, 7) _____ (I, 11) _____ Draw a path from the entrance of the park to the kiosk.
- (B, 4) _____ (F, 7) _____
- (M, 7) _____ (J, 8) _____ Draw two more features in the park and name them.
- (G, 4) _____ (C, 2) _____

Optional: Rebus Puzzles

Rebus Strategies

Here are a few things to look for when solving this type of puzzle:

1. **Word position**

If a word is over or under another word, or if one word is within another word, then that probably has something to do with the solution.

HEAD
HEELS

2. **Colour**

If a word is a different colour than the others (or even just a different colour from black) that might be a clue.

SUBMARINE

3. **Size**

If the word is unusually large or small.

PO**FISH**ND

4. **Quantity**


If a word or letter is repeated, then there is a probably a number involved in the solution.

GIVE GET
GIVE GET
GIVE GET
GIVE GET



REBUS FOR YOU !

Can you solve these visual word puzzles? Let your mind explore and you are sure to find the answers. Good luck!

1. FACE	2. EGG EGG HAM
3. BUR	4 THUMBS THUMBS THUMBS THUMBS THUMBS THUMBS ...
5. TEEF FEET TEEF	6. FAMILY  SHEEP
7. po FISH nd	8. ISSUE ISSUE ISSUE ISSUE ISSUE ISSUE ISSUE ISSUE ISSUE ISSUE
9. TIME a b d e f g h i j k l m n o p q r s t u v w x y z	10. DAYSALLWORK

Writing

Zoom Lesson

and feedback task

Learning Objective

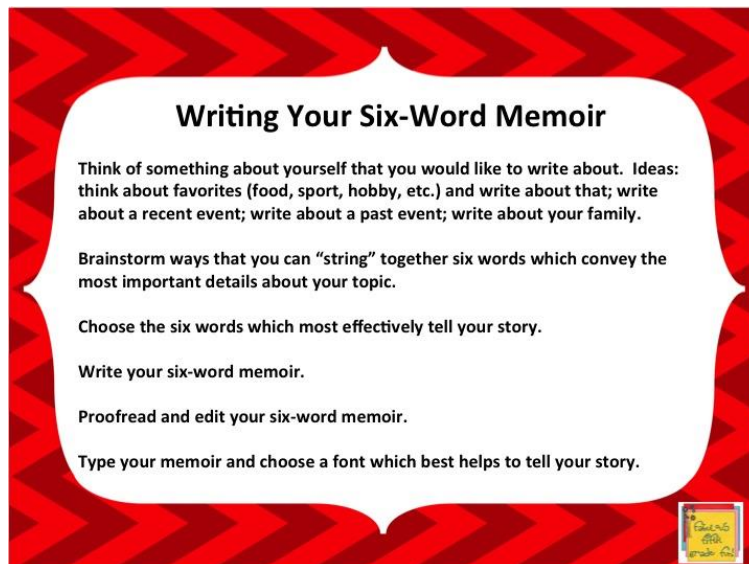
- We are learning to use our words carefully and with purpose

Success Criteria

- I can write a six-word memoir ☺ ☺ ☺ (a memoir is a story about someone's experiences)

Can you describe your life in six words for me?

Sure, your life story could fill a thousand pages- but sometimes a few words are all you need.



Writing Your Six-Word Memoir

Think of something about yourself that you would like to write about. Ideas: think about favorites (food, sport, hobby, etc.) and write about that; write about a recent event; write about a past event; write about your family.

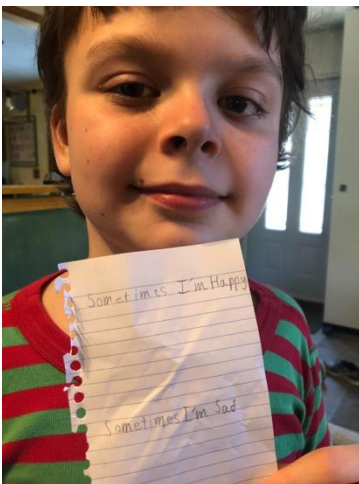

Brainstorm ways that you can "string" together six words which convey the most important details about your topic.

Choose the six words which most effectively tell your story.

Write your six-word memoir.

Proofread and edit your six-word memoir.

Type your memoir and choose a font which best helps to tell your story.



Brainstorm

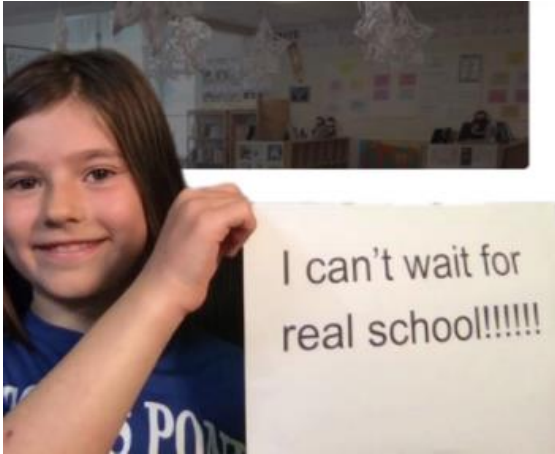


*Ambition
triggered
beast mode
within me*

TAI RIVERS



Everyone is the same no matter.



8 Times Table Space Race

Multiply the numbers on the track.
Write them down as you go around.
Use a timer to see how long it takes you to finish the race!

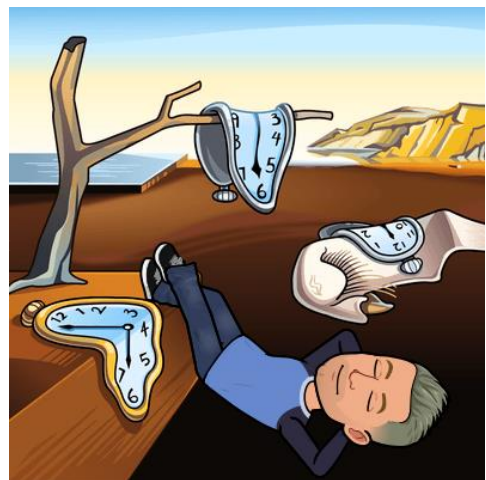


START

7 6 10 1 5 8 5

x8

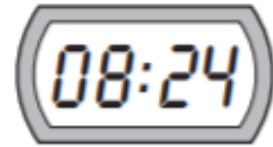
Want some extra help with telling the time?
Scan you the QR Code to watch a quick video and try the optional quiz questions.



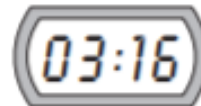
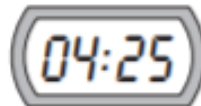
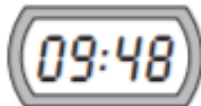
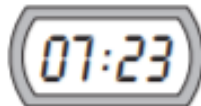
Revision: Digital Time & Elapsed Time

Time: Level 1 & 2 Part 1

Digital time is always read as minutes past the hour. This digital time could be read as 24 minutes past 8 or eight twenty four. Digital clocks often display a zero when the hour is a single digit.



1 Draw a line to connect each of these digital times to how they could be read:



16 minutes past 3

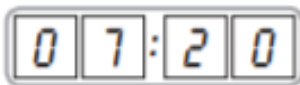
25 minutes past 4

48 minutes past 9

23 minutes past 7

2 Write the times on the digital clock radios. The first one has been done for you.

a seven twenty



b 13 minutes past 4



c 25 minutes past 2



d four thirty two



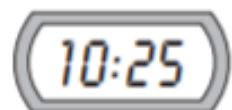
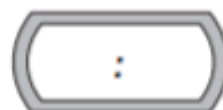
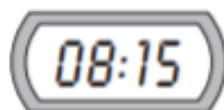
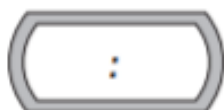
e 28 minutes past 6



f nine fifty two

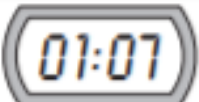
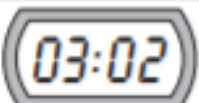
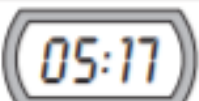
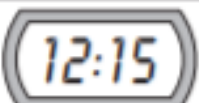


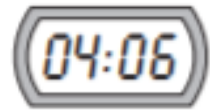
3 Complete this row of analogue and digital clocks so each pair displays the same time:



Time: Level 1 & 2 Part 2

- 4 When we read out digital time, we read the digits left to right. Complete the table to match how we say digital time to what it means. The first one has been done for you.

	Digital time	How we say it	What it means
a		one oh seven	7 minutes past 1
b			
c			
d			



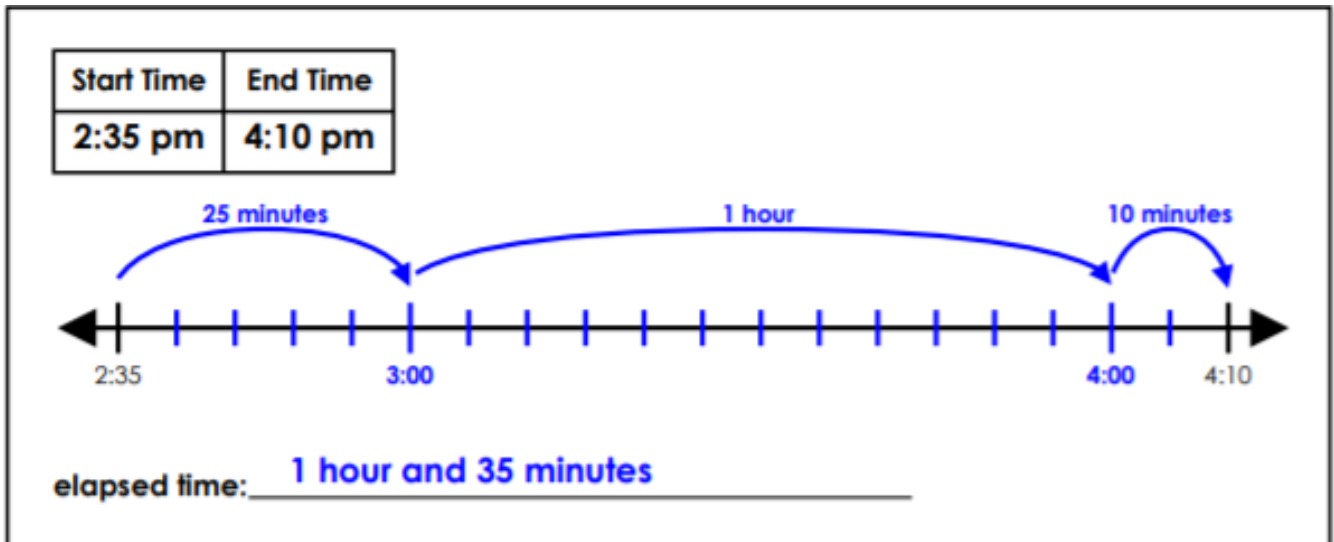
The time is
four oh six.



1. Convert the following times on these analogue clocks to digital time on a 12 hour clock.



Level 3: Ext Part 1



Use an elapsed time number line to calculate the amount of time that has passed.

a.

Start Time	End Time
11:55 am	1:20 pm



elapsed time: _____

b.

Start Time	End Time
6:15 pm	9:10 pm



Level 3: Ext Part 2

c.

Start Time	End Time
7:40 am	10:05 am



elapsed time: _____

d.

Start Time	End Time
10:30 pm	12:15 am



elapsed time: _____

e.

Start Time	End Time
2:20 pm	3:05 pm



elapsed time: _____

★

Start Time	End Time
quarter after 5 pm	10 minutes to 9 pm





Zoom Lesson 11:30am till 12pm

Success Criteria

I can read and interpret calendars



January				2021		
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1 New Year's Day	2	3
4	5	6 Sydney Festival starts	7	8	9	10
11	12	13	14	15	16	17
18 Australian Open starts	19	20	21	22	23	24
25	26 Australia Day/ Sydney Festival Ends	27	28	29	30	31 Australian Open ends



January Calendar Questions

Q1:

Q2:

Q3:

Q4:

Q5:

Q6:

Q7:

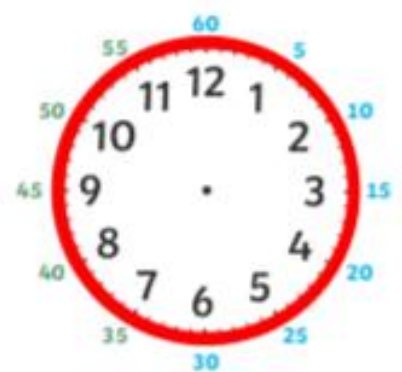
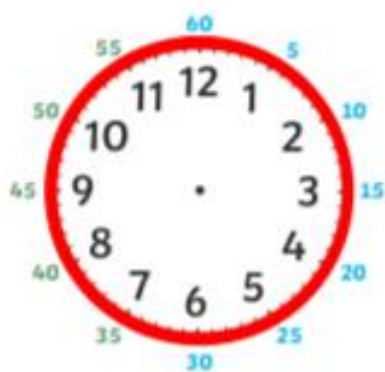
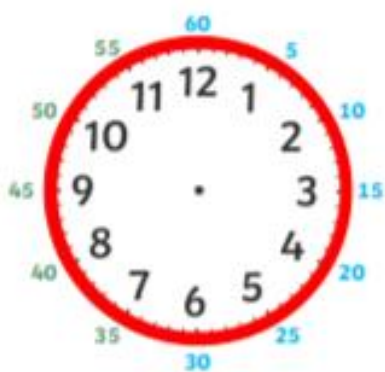
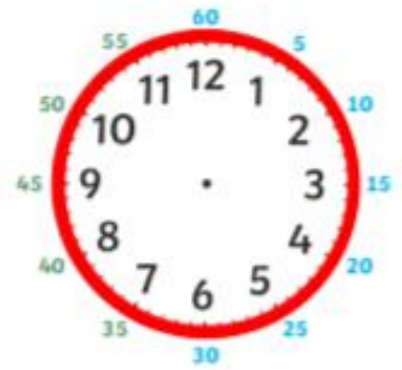
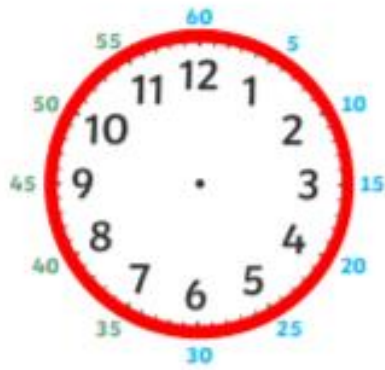
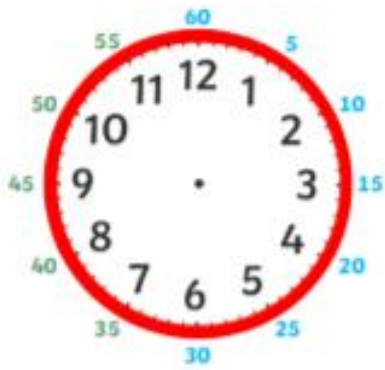
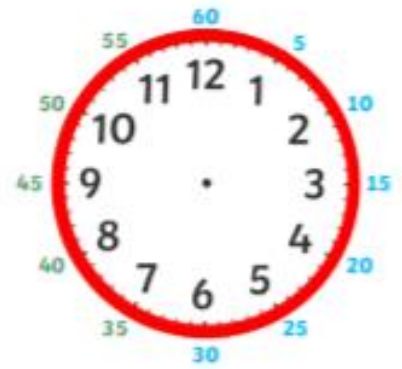
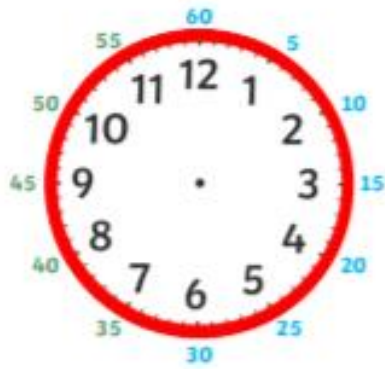
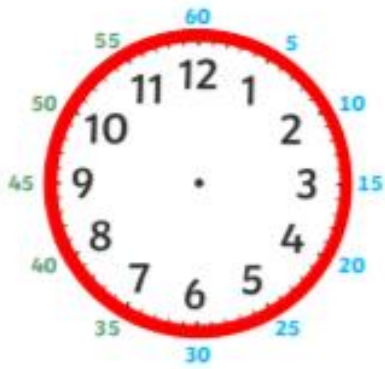
Q8:

Bonus Question:

How many Patterns can you see on the calendar?

What rules create them?

Additional Time Practice:



FRIDAY – Music



Rhythm Warm-up

Use body percussion to read the rhythms in the video and play along. Say the rhythms aloud while you are clapping, stomping or patting your knees.

https://youtu.be/mSHWM5TIF30?list=PLBYfU1COCRWxyWFn_xa4cpQzMauuDw4vS&t=2



Kaboom Percussion Play-alongs

This term we will work with Cat and Josh from Kaboom Percussion each week. First, they will teach you some patterns. Watch the tutorial video as many times as you need to become confident with performing the patterns yourself. When you're ready, watch the Performance video and try to keep up with the moves.

Tutorial

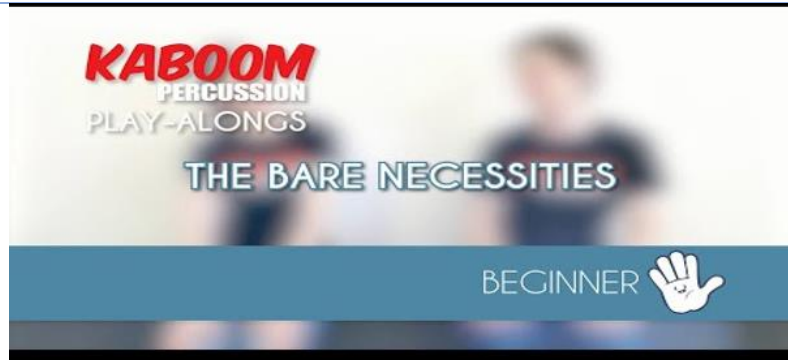


https://www.youtube.com/watch?v=fM_svjM__M

Performance



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



Here are Cat and Josh performing with Kaboom Percussion.
How many different sized recorders do they use?

<https://www.youtube.com/watch?v=LOE2x6PIxt4>



Indigenous Music of Northern Australia and Papua New Guinea

This term we will learn about music of first nations people from Australia's Northern Territory and our close neighbour Papua New Guinea. Today we will see some children performing a song and dance from the Torres Strait Islands.

<https://youtu.be/t2JxKnVJBqQ?t=1>



Here is a slower version. Use it to learn and practice the movements.

https://www.youtube.com/embed/ABoptA_Ok-E



Have fun 😊

Mathematics Answers


Tuesday

O'Clock and Half Past

- 1 Complete these labels of the clock hands by writing these words in the correct places – long, short, hours, past, to and o'clock:

The hour hand is short.

It shows the hours.







The minute hand is long.


It shows how many minutes past or to.

It can also show o'clock.

- 2 Draw a line to connect each of these clocks to the matching times:


Remember when it is half past, the hour hand points between the hours.




REMEMBER

half past 3
7 o'clock
half past 8
half past 9


- 3 Draw the hour and minute hands on each clock to show the correct time:



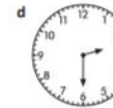
half past 10



5 o'clock







1 o'clock







half past 2





O'Clock Level 1:

2 o'clock
6 o'clock
9 o'clock
1 o'clock










12 o'clock
7 o'clock
10 o'clock
3 o'clock










8 o'clock
5 o'clock
11 o'clock
4 o'clock





O'Clock and Half Past Level 2:

3 o'clock
half past 9
1 o'clock
12 o'clock

half past 7
half past 8
5 o'clock
half past 2

6 o'clock
half past 10
half past 11
4 o'clock

O'Clock and Half Past Level 3:

Write the time that is **1 hour before** the time on each clock.





7 o'clock
half past 3
11 o'clock

Write the time that is **1 hour after** the time on each clock.





1 o'clock
half past 6
half past 4

Draw the time on each clock that is **2 hours before** the given time.





3 o'clock
half past 12
6 o'clock

Draw the time on each clock that is **2 hours after** the given time.





half past 7
half past 5
8 o'clock

Quarter To and Quarter Past

When the minute hand is on 9, it is 15 minutes to the hour or it has a quarter of the way to go before it reaches the hour.



A quarter to 8



A quarter past 7

When the minute hand is on 3, it is 15 minutes past the hour or it has gone a quarter of the way around the clock face.

1 Write either 'past' or 'to' in the blanks:

a



A quarter
past 5.

b



A quarter
to 6.

c



A quarter
to 7.

d



A quarter
past 11.

2 Draw a line to connect each clock to its time label. Each clock has more than one label.



15 minutes past 9

a quarter to 3

a quarter past 8

15 minutes past 4

15 minutes past 8

15 minutes to 11

a quarter past 4

15 minutes to 3

a quarter to 11

a quarter past 9

Remember that a quarter of an hour is 15 minutes. That is why we say a quarter past and a quarter to.



REMEMBER

Quarter To and Quarter Past

Drawing the Times: Quarter To

Answers



quarter to 9



quarter to 3



quarter to 5



quarter to 1



quarter to 7



quarter to 8



quarter to 10



quarter to 12



quarter to 11



quarter to 4



quarter to 6



quarter to 2

Time: Level 2

Drawing the Times: Quarter Past and Quarter To Answers



quarter past 9



quarter past 3



quarter to 5



quarter past 2



quarter past 7



quarter to 8



quarter past 10



quarter to 12



quarter past 4



quarter past 11



quarter to 6



quarter to 1

Time: Level 3

1. 5:10 p.m.

2. 4:05 p.m.

3. 1 hour 10 minutes

4. 48 minutes

5. 3:50 p.m.

6. 9:05 a.m.

7. 5:35 p.m.

8. 40 minutes

Thursday

Level 1

a. 5 past 6

b. 20 to 2

c. 25 past 10

Level 2:

Professor Pike Lofjette Braddock Esquire has a new pocket watch, but he needs help to know what time it is.

Answers

1. 6:05
2. 2:10
3. 2:20
4. 7:15
5. 7:25

6. 12:40
7. 7:50
8. 9:35
9. 2:35
10. 3:05

11. 5 minutes to 10
12. 10 minutes past 8
13. 20 minutes to 11
14. 5 minutes past 7

15. 25 minutes past 4
16. 25 minutes to 9
17. 15 minutes past 8
18. 15 minutes past 9

Level 3

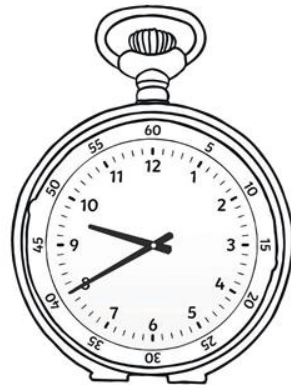
Extensive Activity

Professor Pike's pocket watch never tells the correct time!

Write down what the watch says if the real time was:

20 minutes to 10

- 5 minutes slow 25 to ten
- 15 minutes fast 5 to ten
- 10 minutes slow half past 9
- 20 minutes fast 11 O'clock
- 15 minutes slow 25 past 9
- 25 minutes fast 5 past 11



Friday

Level 1 & 2

1. Draw a line to connect each of these digital times to how they could be read:

07:23 09:48 04:25 03:16

16 minutes past 3 25 minutes past 4 48 minutes past 9 23 minutes past 7

2. Write the times on the digital clock radios. The first one has been done for you.

a seven twenty b 13 minutes past 4 c 25 minutes past 2

d 07:20 e 04:13 f 02:25

d four thirty two e 28 minutes past 6 f nine fifty two

3. Complete this row of analogue and digital clocks so each pair displays the same time:

a b c d

07:10 08:15 09:05 10:25

Question	Answer
1.	
a	05:35
b	10:15
c	08:58
d	02:40
e	07:05
f	11:33
g	12:25
h	06:50
i	04:46



Digital time	How we say it	What it means
a 01:07	one oh seven	7 minutes past 1
b 03:02	three oh two	2 minutes past 3
c 05:17	five seventeen	17 minutes past 5
d 12:15	twelve fifteen	15 minutes past 12

Level 3

Elapsed Time Number Line

1. Start Time: 2:35 pm, End Time: 4:10 pm. Elapsed time: 1 hour and 35 minutes.

2. Start Time: 11:35 am, End Time: 1:20 pm. Elapsed time: 1 hour and 25 minutes.

3. Start Time: 6:15 pm, End Time: 7:10 pm. Elapsed time: 55 minutes.

4. Start Time: 10:30 pm, End Time: 12:15 am. Elapsed time: 1 hour and 45 minutes.

5. Start Time: 7:40 pm, End Time: 10:05 pm. Elapsed time: 2 hours and 25 minutes.

6. Start Time: 8:20 pm, End Time: 9:55 pm. Elapsed time: 1 hour and 35 minutes.

7. Start Time: 1:35 pm, End Time: 3:58 pm. Elapsed time: 2 hours and 23 minutes.

8. Start Time: 11:30 am, End Time: 1:00 pm. Elapsed time: 1 hour and 30 minutes.

9. Start Time: 10:00 pm, End Time: 11:30 pm. Elapsed time: 1 hour and 30 minutes.

10. Start Time: 11:30 am, End Time: 12:30 pm. Elapsed time: 1 hour.

11. Start Time: 1:30 pm, End Time: 2:30 pm. Elapsed time: 1 hour.

12. Start Time: 3:30 pm, End Time: 4:30 pm. Elapsed time: 1 hour.

13. Start Time: 5:30 pm, End Time: 6:30 pm. Elapsed time: 1 hour.

14. Start Time: 7:30 pm, End Time: 8:30 pm. Elapsed time: 1 hour.

15. Start Time: 9:30 pm, End Time: 10:30 pm. Elapsed time: 1 hour.

16. Start Time: 11:30 pm, End Time: 12:30 am. Elapsed time: 1 hour.

17. Start Time: 1:30 am, End Time: 2:30 am. Elapsed time: 1 hour.

18. Start Time: 3:30 am, End Time: 4:30 am. Elapsed time: 1 hour.

19. Start Time: 5:30 am, End Time: 6:30 am. Elapsed time: 1 hour.

20. Start Time: 7:30 am, End Time: 8:30 am. Elapsed time: 1 hour.

21. Start Time: 9:30 am, End Time: 10:30 am. Elapsed time: 1 hour.

22. Start Time: 11:30 am, End Time: 12:30 pm. Elapsed time: 1 hour.

23. Start Time: 1:30 pm, End Time: 2:30 pm. Elapsed time: 1 hour.

24. Start Time: 3:30 pm, End Time: 4:30 pm. Elapsed time: 1 hour.

25. Start Time: 5:30 pm, End Time: 6:30 pm. Elapsed time: 1 hour.

26. Start Time: 7:30 pm, End Time: 8:30 pm. Elapsed time: 1 hour.

27. Start Time: 9:30 pm, End Time: 10:30 pm. Elapsed time: 1 hour.

28. Start Time: 11:30 pm, End Time: 12:30 am. Elapsed time: 1 hour.

29. Start Time: 1:30 am, End Time: 2:30 am. Elapsed time: 1 hour.

30. Start Time: 3:30 am, End Time: 4:30 am. Elapsed time: 1 hour.

31. Start Time: 5:30 am, End Time: 6:30 am. Elapsed time: 1 hour.

32. Start Time: 7:30 am, End Time: 8:30 am. Elapsed time: 1 hour.

33. Start Time: 9:30 am, End Time: 10:30 am. Elapsed time: 1 hour.

34. Start Time: 11:30 am, End Time: 12:30 pm. Elapsed time: 1 hour.

35. Start Time: 1:30 pm, End Time: 2:30 pm. Elapsed time: 1 hour.

36. Start Time: 3:30 pm, End Time: 4:30 pm. Elapsed time: 1 hour.

37. Start Time: 5:30 pm, End Time: 6:30 pm. Elapsed time: 1 hour.

38. Start Time: 7:30 pm, End Time: 8:30 pm. Elapsed time: 1 hour.

39. Start Time: 9:30 pm, End Time: 10:30 pm. Elapsed time: 1 hour.

40. Start Time: 11:30 pm, End Time: 12:30 am. Elapsed time: 1 hour.

Reading Answers

Comprehension

Firework Night By Enid Blyton Answers

1. Who is the character within the poem? Give detailed evidence for your answer.
The character within the poem is a dog. The dog is scared of the fireworks on Bonfire Night. I know this because dogs yelp when they are frightened and line 8 says, 'Mistress, Master, hear me yelp.' Also, a mistress or master is the owner of a pet. On line 13, the animal is described as having flat ears with its tail down, also suggesting that the pet could be a dog. Finally, dogs live in kennels and line 27 says, 'Then to my kennel I will run.'
2. a. What do we call words such as 'BANG'?
Words like BANG are examples of onomatopoeia (a word which mimics the sound of the action it relates to).
b. Why are words like this used in poetry?
Poets use onomatopoeia to create sound.
c. Give two other examples of this type of word which could also be used within this poem.
Own answers. Examples which sound like fireworks may include boom, crackle, whoosh, pop.
3. What does this line suggest about the way the character is feeling?
'Let me in-oh, LET ME IN' Explain your reasoning.
This line suggests that the animal is very unhappy and scared due to the noise of the fireworks. The pet is repeating the request to emphasise how much he wants to get inside the house, away from the loud bangs. The capital letters suggest that the animal is 'shouting' the request in desperation.
4. Who do you think is saying this line?
'(Shall we let him in, children?)'
I think that the owner of the animal, who is inside the house, is saying this to the children whilst looking outside at their pet.
5. At the end of the poem, why does the character say he will guard his owner?
The dog says he will guard his owner because he is thankful for being allowed into the house to avoid the noisy fireworks. The pet says that his owner understood his fright.
6. Compare the length of the first three lines with the last three lines of the poem. What does this tell us about the way the character might have been feeling at the beginning and end of the poem? Explain your thoughts.
The first three lines of the poem are very short and contain question and exclamation marks, suggesting that the dog was thinking quickly, panicked and scared about his surroundings. The last three lines are much longer, suggesting that the dog was more relaxed and happier about being safely inside the house.
7. Why do you think Enid Blyton might have written this poem? Explain your reasoning.
Own answers which may include the following ideas:
I think that Blyton might have written this poem to inform pet owners about how their animals may be feeling on Bonfire Night, if they are left outside. Blyton may have wanted to make pet owners think more carefully about where to keep their pets on this night, in order to keep them safe.

Firework Night By Enid Blyton Answers

1. Which animal is the poem about?
The poem is about a dog.
2. What are the fireworks compared to?
The animal compares the fireworks to big and little guns shooting in the dark.
3. Describe how the animal looks when he is outside of the house.
His tail is down, his ears are flat and he is trembling.
4. How did the animal enter the house? Why did he enter like this?
He rushed through the door because he was desperate to escape the loud bangs of the fireworks.
5. Which line of the poem best describes the animal's surroundings inside the house?
Line 22 best describes the animal's surroundings inside the house. The lights are on, it is warm and grand.
6. Why do you think Enid Blyton might have written this poem?
Own answers which may include the following ideas:
I think that Blyton might have written this poem to inform pet owners about how their animals may be feeling on Bonfire Night, if they are left outside. Blyton may have wanted to make pet owners think more carefully about where to keep their pets on this night, in order to keep them safe.

Sheet A

Text 12 – Pets and Wildlife

Pets are cute and fun **to** play with. But did you know that pets can be **bad** for wildlife? **Dogs** and cats may **hurt** wild animals or harm wild places **near** you. **Never** set your pets free into the wild!

Sheet B

The Sydney Harbour Bridge – Answers

The Sydney **Harbour Bridge** is a **steel** arch bridge **which** runs across Sydney Harbour. The bridge is able to transport trains, cars, **bicycles** and pedestrians.

The **bridge** is nicknamed “The **Coathanger**” because of its arch-based design. The bridge’s design was influenced by the Hell Gate **Bridge** in New **York City**. **It was designed and built by British organisation Dorman Long and Co Ltd.**

The bridge is the sixth longest spanning arch bridge in the world, and the tallest steel arch bridge, measuring 134m from the top to water level. It was also the world’s widest bridge at 48.8m until the Port Mann **Bridge** in Vancouver was **built in** 2012.

REBUS FOR YOU!

SOLUTIONS

1. Red in the face	2. Green Eggs and Ham
3. Backrub	4. All thumbs
5. Two left feet	6. Black sheep of the family
7. Big fish in a little pond	8. Tennis shoes
9. Long time, no see	10. All in a day’s work