NAME: _____

Turramurra North
PUBLIC SCHOOL – 1914
EXPERIENCE TODAY INSPIRE TOMORROW

Learning from Home

Unit: 12

Stage 2

Year 3 and Year 4

Term 4 Week 2 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
- 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
- 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 2 TERM 4 2021

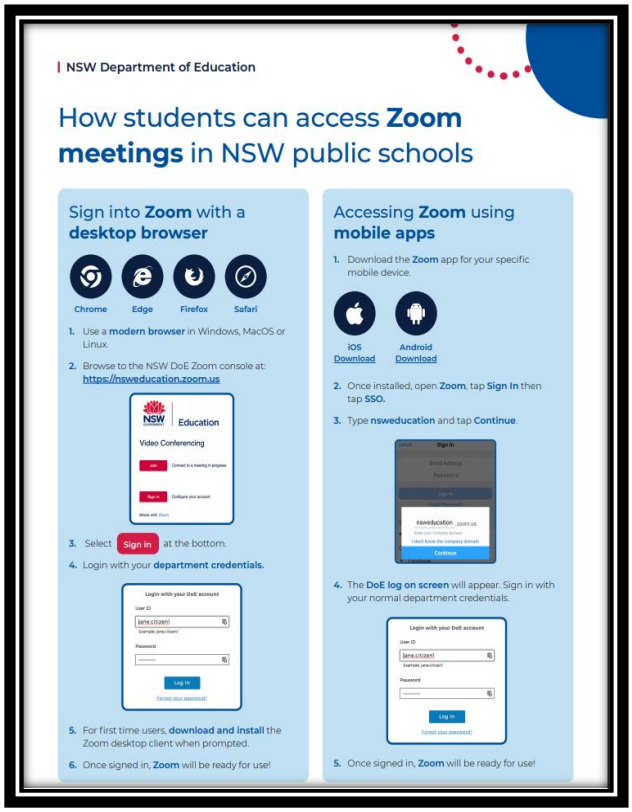
The Zoom meeting ID and passwords for this week are:

Class	Zoom Meeting ID		Zoom Meeting Password	
2R	Morning am	Afternoon pm	Morning am	Afternoon pm
	658 5266 7164	697 8000 2310	**932430**	**859292**

Class	Zoom Meeting ID		Zoom Meeting Password	
3R	Morning am	Afternoon pm	Morning am	Afternoon pm
	612 2952 0098	690 7548 7116	**052364**	**881100**

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.**

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 2 Zoom meeting changes

Morning Zoom meetings remain the same Monday – Friday (all inclusive)

Afternoon Zoom meetings
Mon, Tues, Wed, Thurs

Friday afternoon

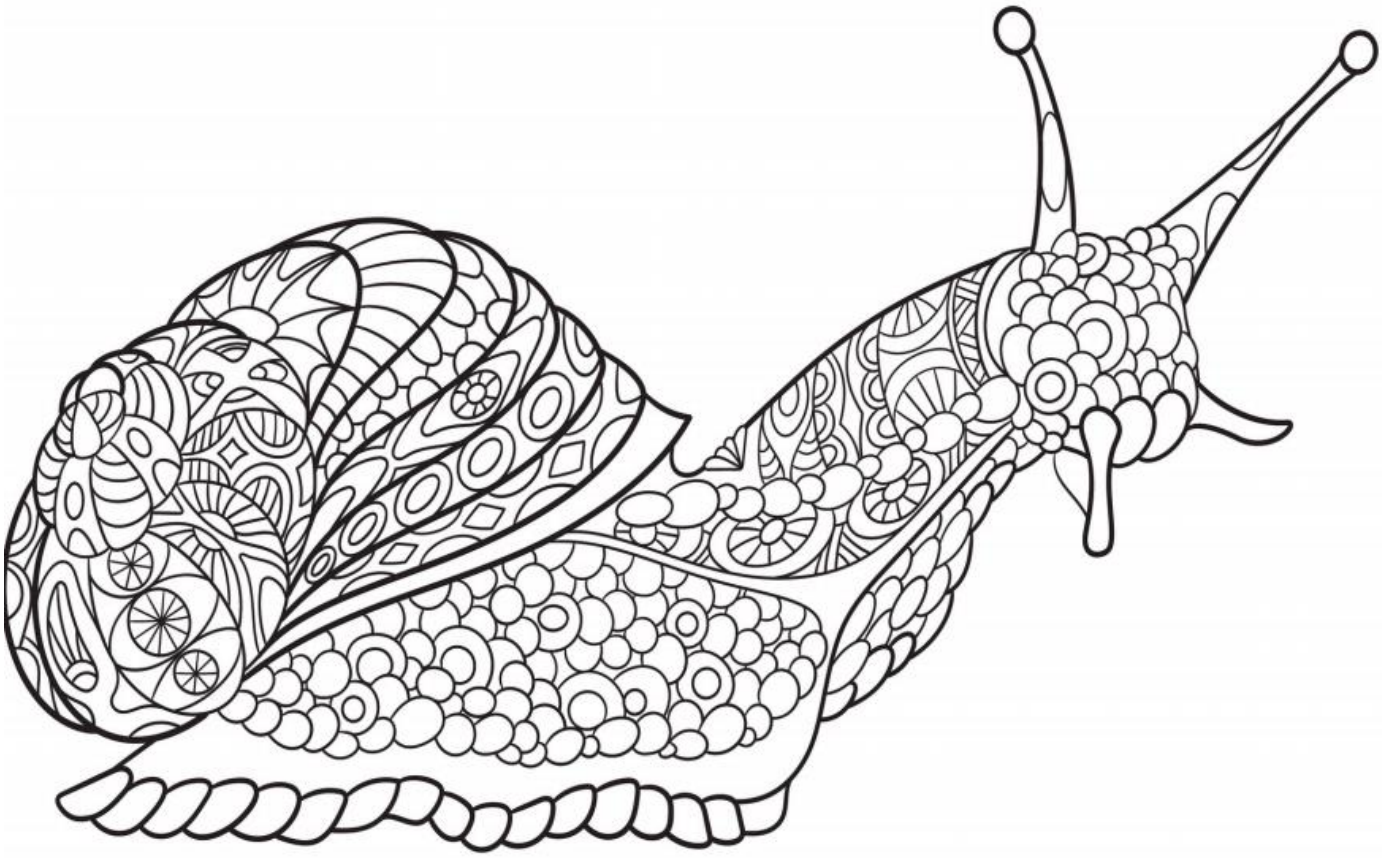
Your classroom Zoom meeting will be replaced with Footsteps Friday – a learn to dance program which will continue throughout term 4. Join by clicking on the link included in the Friday activities.

Week 2 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. The feedback tasks will be shared via Seesaw. See the task for more details.

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



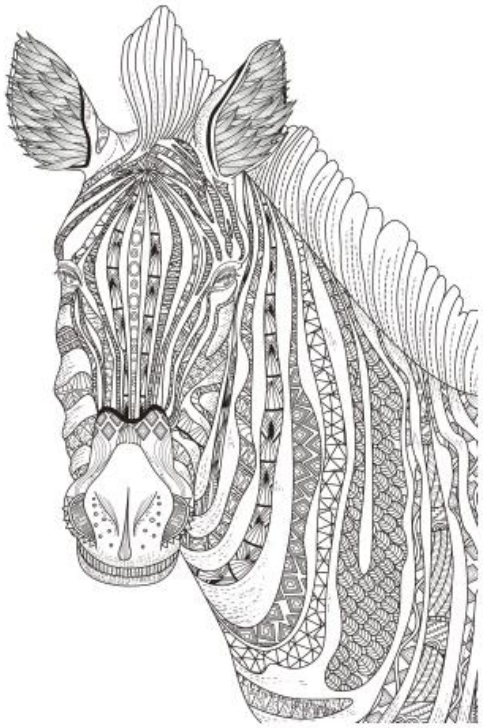
Week 2 Term 4 – Spelling

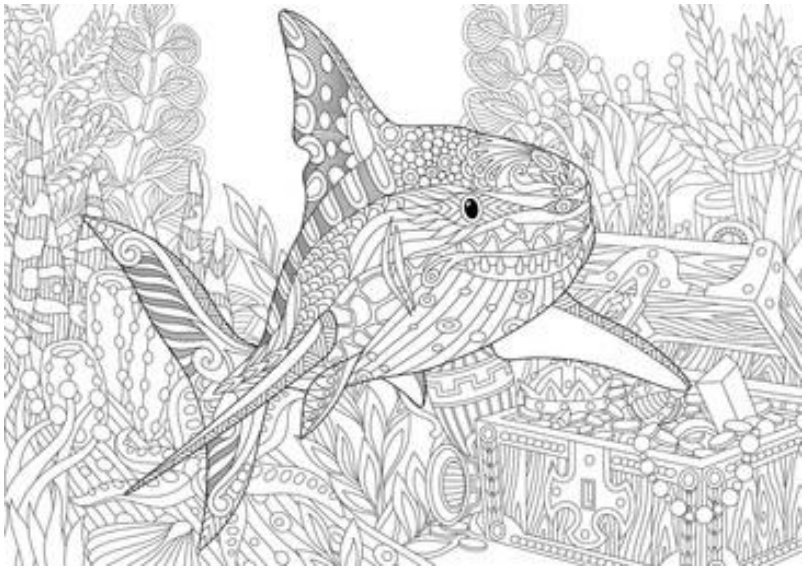
Year 3 Spelling Words

z zz s se / s, si **z**ebra pu**zz**le bear**s** chee**se** / trea**s**ure televi**si**on		*based on weekly focus in other KLAs*
Core:	**Extension:**	**Theme**
zip	advertise	poetry
does	apologise	language
toys	craze	purpose
zero	disguise	conjunction
zebra	drizzle	apostrophe
these	exercise	kilogram
those	frozen	gram
close	hazardous	mass
always	horizon	measure
busy	invisible	object
easy	memorise	
please	observe	**Demon**
use	organise	brazen
used	puzzle	Switzerland
size	scissors	bizarre
prize	sneeze	zodiac
visit	xylophone	percussion
who's	zealous	expertise
whose	zoology	perseverance
thousand	zucchini	magazine
because		mosaic
lazy		forensic
fuzzy		
frizzy		
sizzle		

Year 4 Spelling Words

z zz s se / s si **z**ebra pu**zz**le bear**s** chee**se** / trea**s**ure televi**si**on		*based on weekly focus in other KLAs*
Core:	**Extension:**	**Theme**
zero	amazement	poetry
zebra	citizen	language
those	civilisation	purpose
closed	disease	conjunction
busy	disguise	apostrophe
who's	dizziness	kilogram
whose	exercise	gram
clothes	familiarise	mass
present	grazier	measure
prize	hazardous	object
doesn't	immobilise	
frozen	memorise	**Demon**
music	otherwise	Tanzania
noise	personalise	azalea
zipper	puzzling	bamboozle
drizzle	sneeze	fantasia
horizontal	summarise	Malaysia
realise	supervise	appraise
organise	xylophone	berserk
	zucchini	moisturiser
treasure		abysmal
measure	camouflage	mayonnaise
usual	closure	
vision	collision	
television	corrosion	
division	decision	
	enclosure	
	exclusion	
	explosion	
	exposure	
	incision	
	invasion	
	leisure	
	occasion	
	occasionally	
	pleasure	
	precision	
	prestige	
	provision	
	revision	
	usually	





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

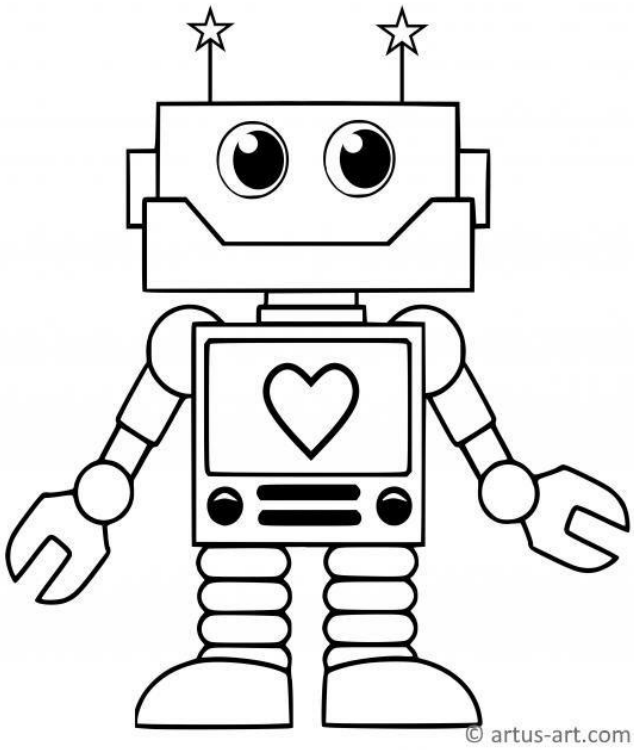
Find the following words in the puzzle.
Words are hidden ↑ ↓ → ← and ↘ .

ALWAYS
BECAUSE
BUSY
CLOSE
CLOSED
CLOTHES
DIVISION
DOES
DOESN'T
DRIZZLE
EASY
FRIZZY
FROZEN
FUZZY
HORIZONTAL
LAZY
MEASURE
MUSIC
NOISE
ORGANISE
PLEASE
PRESENT
PRIZE
REALISE
SIZE
SIZZLE
TELEVISION
THESE
THOSE
THOUSAND
TOYS
TREASURE
USE
USED
USUAL
VISION
VISIT
WHO'S
WHOSE
ZEBRA
ZERO
ZIP
ZIPPER

Reading

Mindfulness Monday

Choose one of the activities below to complete ☺



Story Starter

Write your own creative story using the picture above as inspiration. You may use the story starter below to get you started.

Thump…Thump…Thump…His footsteps thundered down the road, causing passers-by to stare in amazement, dogs to howl in back yards and alarmed old ladies to peer out of their bedroom windows wearing petrified looks on their faces.

His legs were as long as oak trees, his torso was as wide as a house and his fists were as heavy as tractors: this metallic monster meant business.

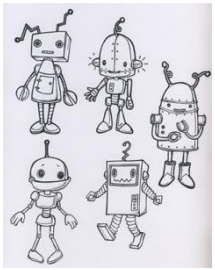
"Number 28 checking in. Over." He spoke into the radio set, built into his helmet. His instructions crackled back through the earpiece. He knew what he had to do…

Drawing

Look at the image of Robot 28 above!

Can you design a robot? Think about what it looks like, and what things it can do!

Draw your robot on the next page and label its interesting features.



Monday Movement

Kid Fit Workout

Morning Mindfulness

- Design and draw your own robot
- Label its special features e.g., laser beam eyes, fairy floss button…
- Can it cure anything? What is its mission? How does it help/hinder the community?

Thump…Thump…Thump…His footsteps thundered down the road, causing passers-by to stare in amazement, dogs to howl in back yards and alarmed old ladies to peer out of their bedroom windows wearing petrified looks on their faces.

His legs were as long as oak trees, his torso was as wide as a house and his fists were as heavy as tractors: this metallic monster meant business.

"Number 28 checking in. Over." He spoke into the radio set, built into his helmet. His instructions crackled back through the earpiece. He knew what he had to do…

Writing

- Complete **two pages** (1 double spread) of your handwriting booklet.
- Remember to have your feet planted on the floor, your chair tucked in at a table and use a nice sharp pencil.

A girl teaching her cat how to write

MONDAY - Mathematics

Minute Maths

9 times tables

0 × 9 = _____	9 × ___ = 18	9 × ___ = 90
1 × 9 = _____	9 × ___ = 90	9 × ___ = 54
2 × 9 = _____	9 × ___ = 0	9 × ___ = 45
3 × 9 = _____	9 × ___ = 9	9 × ___ = 18
4 × 9 = _____	9 × ___ = 72	9 × ___ = 0
5 × 9 = _____	9 × ___ = 27	9 × ___ = 54
6 × 9 = _____	9 × ___ = 45	9 × ___ = 63
7 × 9 = _____	9 × ___ = 81	9 × ___ = 81
8 × 9 = _____	9 × ___ = 36	9 × ___ = 90
9 × 9 = _____	9 × ___ = 27	9 × ___ = 36
10 × 9 = _____	9 × ___ = 9	9 × ___ = 0

Multiplication

Using times table facts:

Year 3 must do
Year 4 revision

You know more times tables facts than you realise. For example, knowing your × 5 can help with your × 6.

The array shows 3 rows of 5. If we add another dot to each row we can change 3 rows of 5 to 3 rows of 6. This is called building up.

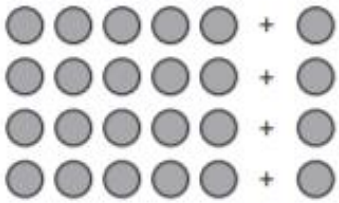
$3 \times 5 = 15 + 3 \longrightarrow 3 \times 6 = 18$

5 **Change these × 5 arrays into × 6 arrays.**

a

$2 \times 5 = \square + \square \longrightarrow 2 \times 6 = \square$

b



$4 \times 5 = \square + \square \longrightarrow 4 \times 6 = \square$

6 **Complete this table to show how to change a × 5 array to a × 6 array by building up. The first one has been done for you.**

	× 5	Build up by	× 6
a	3 × 5 = 15	*3*	*3 × 6 = 18*
b	2 × 5 = 10		
c	7 × 5 = 35		
d	4 × 5 = 20		
e	6 × 5 = 30		
f	9 × 5 = 45		

Multiplying by multiples of ten:

Year 3 must do
Year 4 revision

Remember how we learned the × 9 by building down from the × 10?

$$3 \times 10 = 30 - 3 \longrightarrow 3 \times 9 = 27$$

This is the compensation strategy.

Look at 3 × 19. 19 is close to 20, so we can multiply by the next multiple of ten which is 20. Then we build down because we have an extra group of 3.

$$3 \times 19 \longrightarrow 3 \times 20 = 60 - 3$$

So, $3 \times 19 = 57$

1 **When you are multiplying by a multiple of ten, look for a fact you know then put a zero on the end. These patterns show you how to do this:**

a $3 \times 2 = \square$

$3 \times 20 = \square$

b $5 \times 3 = \square$

$5 \times 30 = \square$

c $7 \times 2 = \square$

$7 \times 20 = \square$

d $4 \times 4 = \square$

$4 \times 40 = \square$

2 **The steps for the compensation strategy are set out for you here. Practise multiplying by the next multiple of ten and then build down.**

a $5 \times 29 \longrightarrow 5 \times 30 = \square - 5$

So, $5 \times 29 = \square$

b $3 \times 19 \longrightarrow 3 \times 20 = \square - 3$

So, $3 \times 19 = \square$

c $2 \times 39 \longrightarrow 2 \times 40 = \square - 2$

So, $2 \times 39 = \square$

Multiplying by multiples of ten:

Year 3 must do
Year 4 revision

a $3 \times 39 \rightarrow 3 \times \boxed{40} = \boxed{120} - \boxed{3}$

So, $3 \times 39 = \boxed{117}$

b $4 \times 29 \rightarrow 4 \times \boxed{} = \boxed{} - \boxed{}$

So, $4 \times 29 = \boxed{}$

c $6 \times 19 \rightarrow 6 \times \boxed{} = \boxed{} - \boxed{}$

So, $6 \times 19 = \boxed{}$

d $5 \times 59 \rightarrow 5 \times \boxed{} = \boxed{} - \boxed{}$

So, $5 \times 59 = \boxed{}$

9 Times Table Kahoot

Scan the code to attempt the Kahoot. Use your first name and the first letter of your surname as your username.

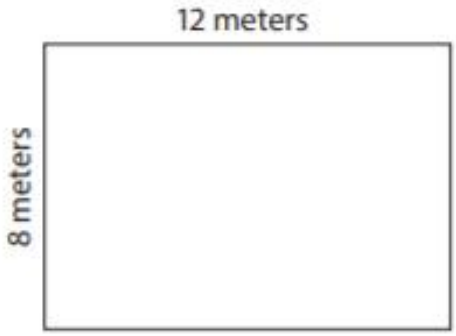
Game PIN: **01112423**

https://kahoot.it/challenge/01112423?challenge-id=90e47ba5-1229-46cb-8960-f05451077e88_1633387089687

Multiplication: Zoom Lesson 11:30am till 12pm

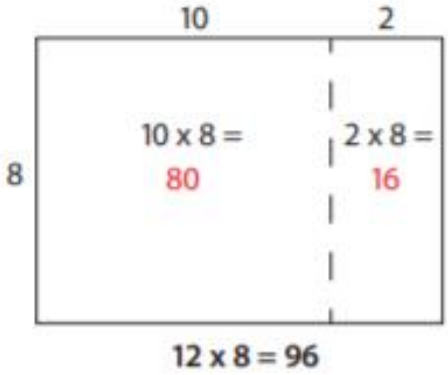
Multiplication using the Area Model

I can use the area model to solve multiplication problems



When we find the area of a rectangle, we multiply length x width.

Area = Length x Width



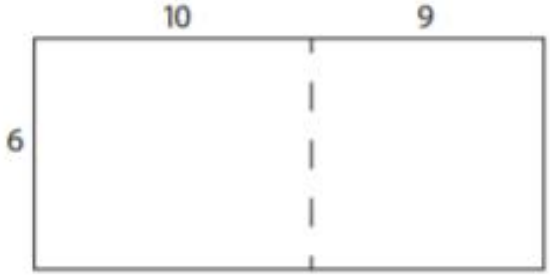
12 x 8 = 96

We can use the concept of area to help us multiply big numbers

1. Draw a rectangle with one factor as the width and the other factor as the length.
2. Decompose large factors into smaller numbers so they are easier to multiply. For example, 12 can be decomposed into 10 + 2.
3. Find the area of each part of the rectangle. Then, add the products together to find the total area. The area of the rectangle is the answer to the multiplication problem!

Try it! Use the area model to solve the multiplication problem below.

19 x 6 = _____

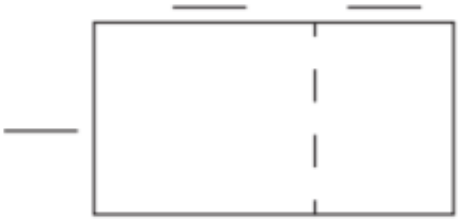


Zoom lesson continued

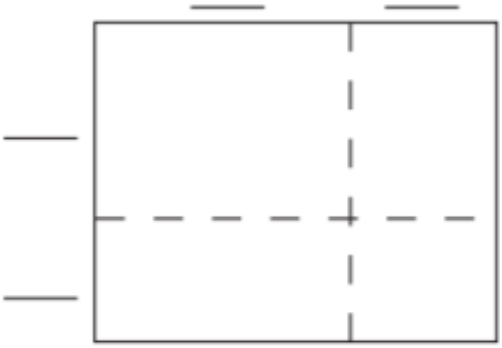
Multiplying with Area Model

Use the area model to solve each multiplication problem below.

1. **15 x 7 =** _____

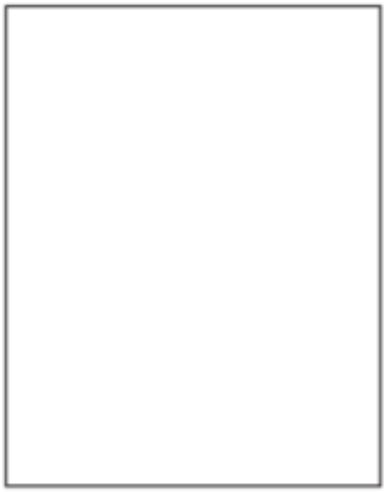


2. **14 x 12 =** _____



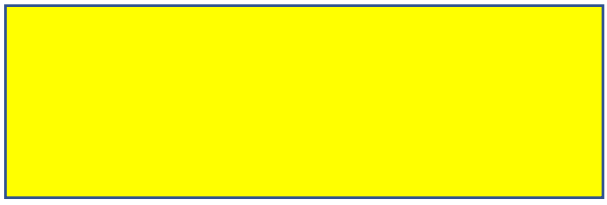
3. **13 x 8 =** _____

4. **17 x 11 =** _____



Now, try drawing your own area model.

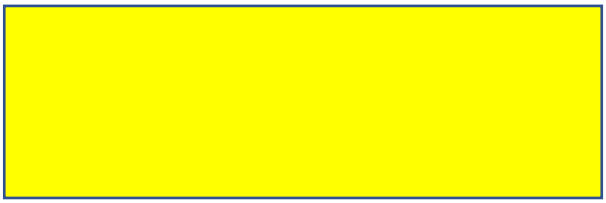
5. **16 x 4 =** _____

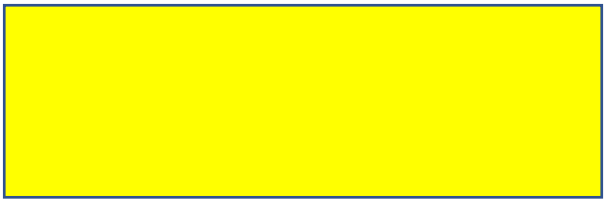


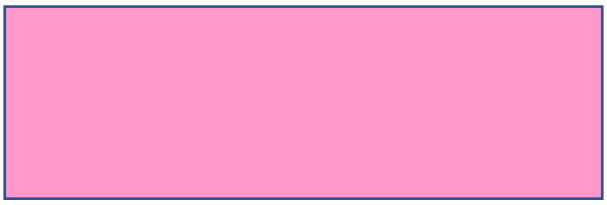
Zoom lesson continued

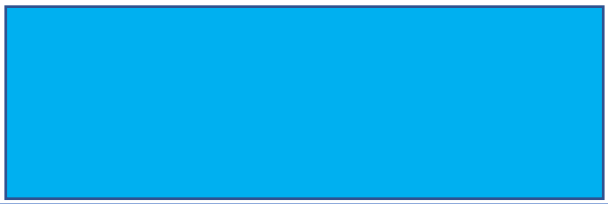
Ext: Division using the Area Model

I can use the area model to solve division problems









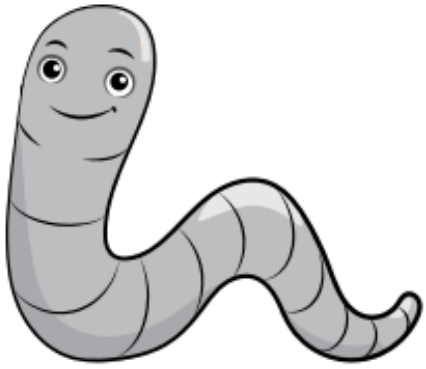
MONDAY – Science

What is a living thing?

This term we will be focusing on Living World during Science lessons.

An earthworm has filled out the application form to apply to live on Planet Zog. However, he has put some of his answers in the wrong place! Can you work out what he has done wrong?

Think, pair, share your thoughts.



Application form to live on Planet Zog

Name of applicant: Earthworm

Do you **grow and change**? Yes

Explain: I don't like bright light so on sunny days, I respond by staying underground.

Do you **need energy**? Yes

Explain: I was old enough to have my own babies at just 60 days old. They hatch from eggs.

Do you **reproduce**? Yes

Explain: Even though I start off small I can grow up to 30 cm.

Do you **respond to your environment**? Yes

Explain: I get my energy by eating manure and decomposing plants.

An interesting fact about me:

I have no ears but my body can sense the vibrations of other animals moving nearby.

Living things need your help!

Using the websites below, choose a living thing and complete the application form.

https://www.sciencekids.co.nz/sciencefacts/animals.html	https://www.natgeokids.com/uk/category/discover/animals/	https://www.softschools.com/facts/plants/	https://www.sciencekids.co.nz/sciencefacts/plants.html	https://switchzoo.com/animallist.htm

Application form to live on Planet Zog

Name of applicant: _____

Do you **grow and change**? _____

Explain: _____

_____

Do you **need energy**? _____

Explain: _____

_____

Do you **reproduce**? _____

Explain: _____

_____

Do you **respond to your environment**? _____

Explain: _____

_____

An interesting fact about me:

_____

_____

_____

Find an image of your chosen living thing. Use it to complete a labelled scientific drawing. You could use your drawings to make a class display of Planet Zog.

Optional

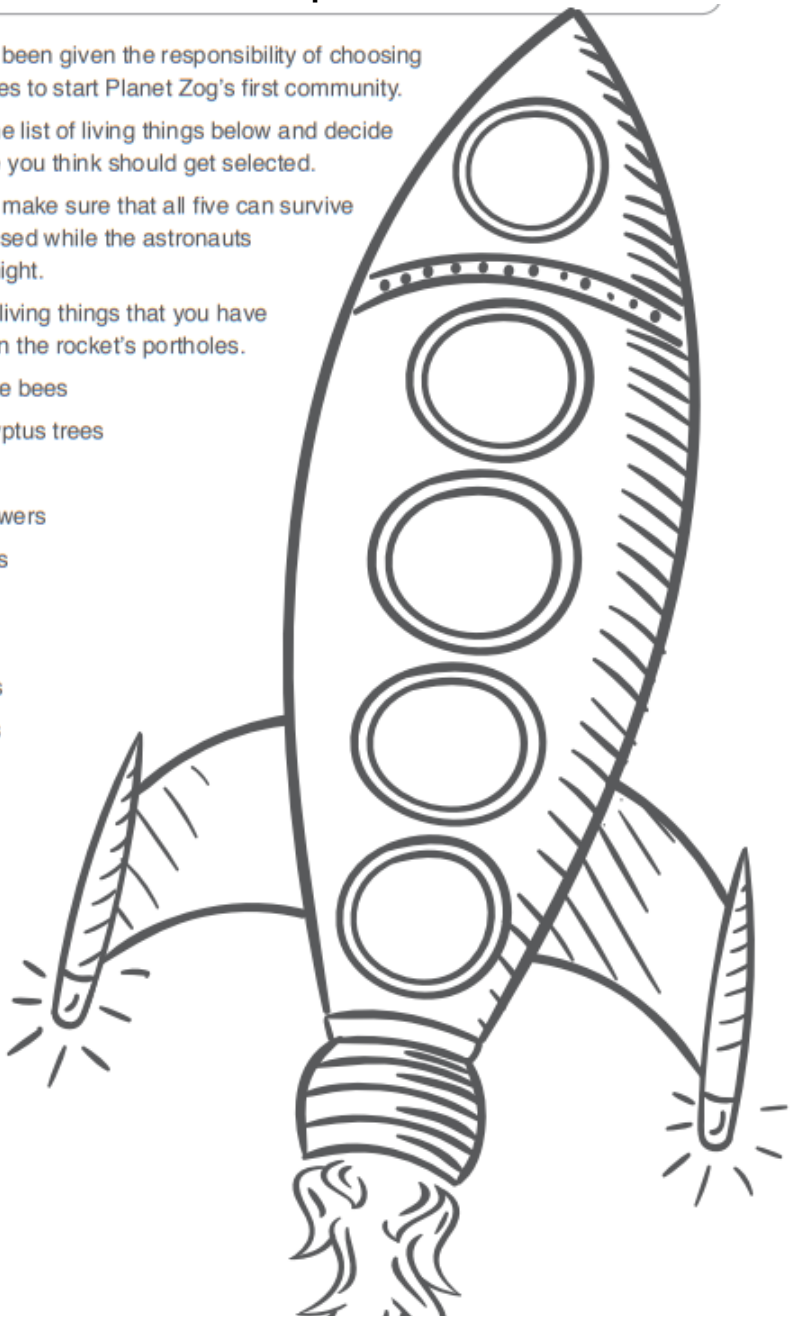
You have been given the responsibility of choosing five species to start Planet Zog's first community.

Look at the list of living things below and decide which five you think should get selected.

You must make sure that all five can survive unsupervised while the astronauts sleep at night.

Write the living things that you have selected in the rocket's portholes.

- bumble bees
- eucalyptus trees
- cats
- sunflowers
- snakes
- grass
- mice
- worms
- koalas
- birds
- cows
- lions



Explain why you have selected these five species.

TUESDAY - English

Spelling

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

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

My Words	Practise	Sentence

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

Reading

- **Read → either A Fish in a Spaceship or My Shadow** and then complete the **comprehension questions**.
- **Here are some words to <u>practise</u> before you read**

Sheet A: A Fish in a Spaceship

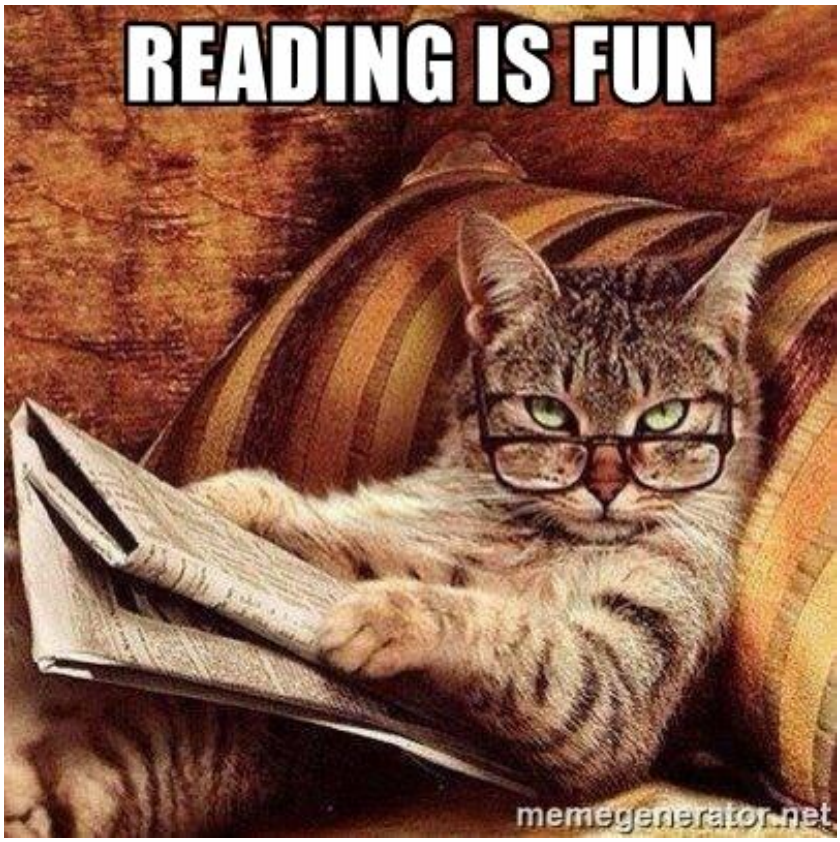
spaceship	**tuxedos**	**pencils parade**	**robots on rockets**	**careen**

- **Careen:** move quickly

Sheet B: My Shadow by Robert Louis Stevenson

shadow	**funniest**	**Indian-rubber ball**	**notion**	**ought**
coward	**Nursie**	**shining**	**dew**	**arrant-sleepy head**

- **Ought:** A synonym for should
  e.g., You ought to pick up your rubbish as it might blow into the ocean
- **Nursie:** A synonym for a Nanny/ Babysitter
- **Dew:** the water droplets that we find in the morning on leaves and other things outside
- **Arrant:** Arrant is used to emphasize that something or someone is very bad in some way**.**



A Fish in a Spaceship

Read the poem 'A Fish in a Spaceship' and answer the questions.

A fish in a spaceship is flying through school.
A dinosaur's dancing on top of a stool.
The library's loaded with orange baboons,
in purple tuxedos with bows and balloons.

The pigs on the playground are having a race
while pencils parade in their linens and lace.
As camels do cartwheels and elephants fly,
bananas are baking a broccoli pie.

A hundred gorillas are painting the walls,
while robots on rockets careen through the halls.
Tomatoes are teaching in all of the classes.
Or maybe, just maybe, I need some new glasses.

-- Kenn Nesbitt

Questions

1. Where is the dinosaur? _____

2. What is in the library? _____

3. What are the pigs doing? _____

4. Who is baking a broccoli pie? _____

5. Why is the author seeing all of these strange things in this poem?

_____

6. In the first stanza, orange baboons are wearing purple tuxedos. What is a 'tuxedo'?

_____

My Shadow

By Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow-
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

My Shadow By Robert Louis Stevenson

Answer in full sentences.

1. Who is 'he' in the poem?

_____

2. What do we call the device we use to give human characteristics to something that isn't human?
   a) simile ☐
   b) metaphor ☐
   c) personification ☐
   d) ellipsis ☐
3. How many rhyming couplets are there in the poem?

_____

4. Use the text to help explain what a coward is.
   *Clue: What does the shadow do?

_____

_____

5. Who does the narrator mean when using the word 'nursie'?

_____

6. Does the language in the poem tell us that this is an old or modern poem? Give one example to back up your answer.

_____

_____

7. In the final verse, why had the shadow 'stayed at home'?
   (a) His shadow went to bed late the night before. ☐
   (b) His shadow doesn't like buttercups. ☐
   (c) His shadow is too lazy to get up. ☐
   (d) The sun wasn't up so the narrator wouldn't be able to see their shadow. ☐

Writing

POETRY

With Curious Zelda

Learning Intention:

- We are learning to answer the question 'What is Poetry?'
- We are learning to identify the purpose, audience, and subject matter of a poem.

Success Criteria:

- I can give an answer to the question 'What is Poetry?'
- I can identify the purpose, audience, and subject matter of a poem

Before your Zoom, complete these questions below

1. **What is poetry? Write a definition of what you think poetry is.**

2. **Watch: Introduction to Poetry** (by scanning the QR code)

3. **After watching this video, has your definition changed?**
   Re write your own definition of poetry, thinking about the new information you learnt in the video.

Zoom Lesson

DAYCARE DISASTERS

My mother runs a daycare,
She's so wonderful with kids.
And every day, when I get home,
She tells me what they did.

"Scott put play dough in his ears,
Then ate a huge mud pie.
Mitch smeared lunch all down the walls,
Then rubbed some in his eye!

Cassie took some scissors,
Then cut off her teddy's ears.
And when they wouldn't go back on,
She collapsed in floods of tears!

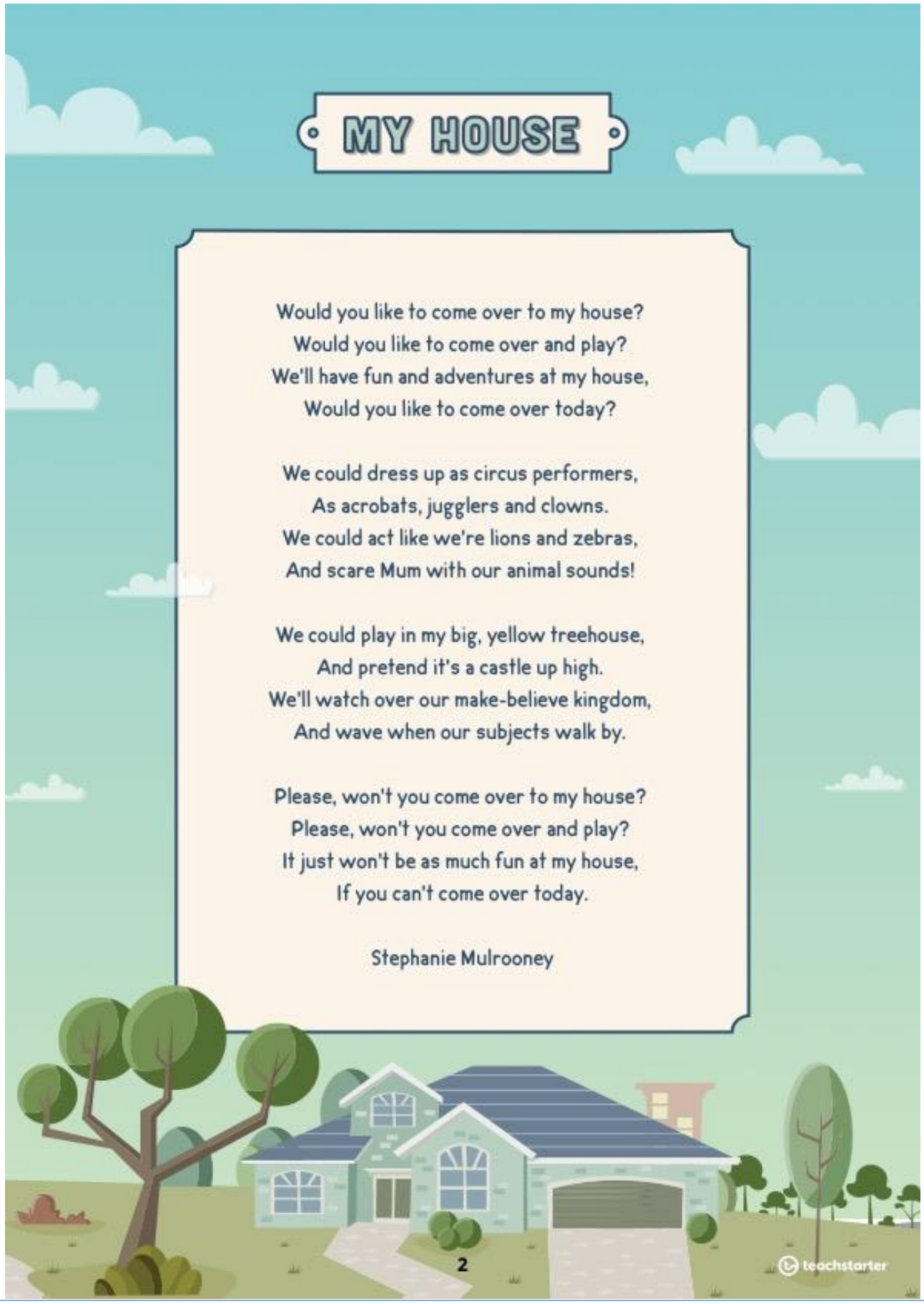
Jill wrecked Kelly's artwork,
Holly washed her hands with glue.
Nathan poured his glass of milk
Into Jemima's shoe!

Bob bit Harry on the hand,
Ali kicked her toe.
Julie cried for hours and hours,
What for? I'll never know!"

My mother runs a daycare,
And she says it's really cool.
But secretly, I'm quite relieved,
That I can go to school!

Stephanie Mulrooney

Zoom Lesson


MY HOUSE
Would you like to come over to my house?
Would you like to come over and play?
We'll have fun and adventures at my house,
Would you like to come over today?
We could dress up as circus performers,
As acrobats, jugglers and clowns.
We could act like we're lions and zebras,
And scare Mum with our animal sounds!
We could play in my big, yellow treehouse,
And pretend it's a castle up high.
We'll watch over our make-believe kingdom,
And wave when our subjects walk by.
Please, won't you come over to my house?
Please, won't you come over and play?
It just won't be as much fun at my house,
If you can't come over today.
Stephanie Mulrooney
2
teachstarter

Zoom Lesson


NIGHT
As the darkness falls, the night comes in,
I feel a coldness creep under my skin.
The time is coming, they'll say goodnight,
And then, I know, they'll turn out the light.
They'll leave me alone, all alone in my bed,
And night-time fears will jump into my head.
I will shake like a leaf on a cold, windy day,
As I try to wish all of my worries away.
While shadows dance hauntingly over my wall,
I know I'll hear footsteps outside in the hall.
Something is out there, I hear it each night,
Please, will you come back and turn on the light?
If only they knew that the night is my foe,
If only they knew I don't want them to go.
I wish I could tell them the secret I keep,
Please won't you stay 'till I drift off to sleep?
Stephanie Mulrooney
3
teachstarter

Exploring Context, Purpose and Audience

1. Read the poems *Daycare Disasters*, *My House* and *Night.* Complete the table below.

	Daycare Disasters	***My House***	***Night***
Context Describe what the poem is about in one or two sentences.			
Purpose What is the purpose of the poem? How do you know?			
Audience Who is the intended audience of the poem? How do you know?			

TUESDAY - Mathematics

Minute Maths

9 Times Table Activities

Count in 9s 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 x 9 = _____

b) 3 x 9 = _____

c) 5 x 9 = _____

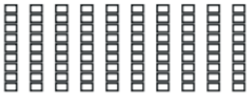
d) 8 x 9 = _____

e) 12 x 9 = _____

f) 9 x 9 = _____

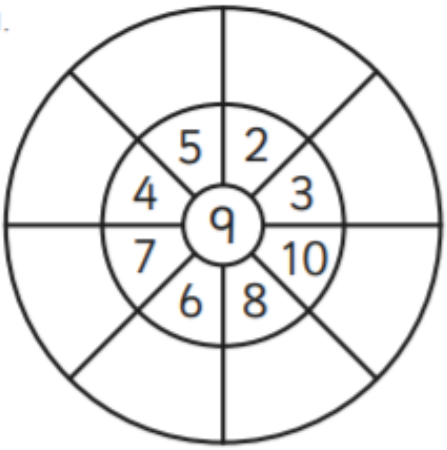
How many blocks are there?

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

1.



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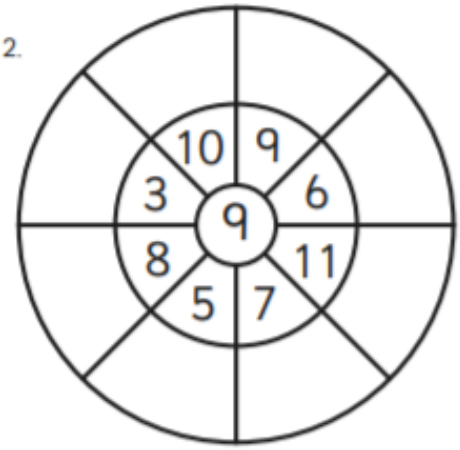

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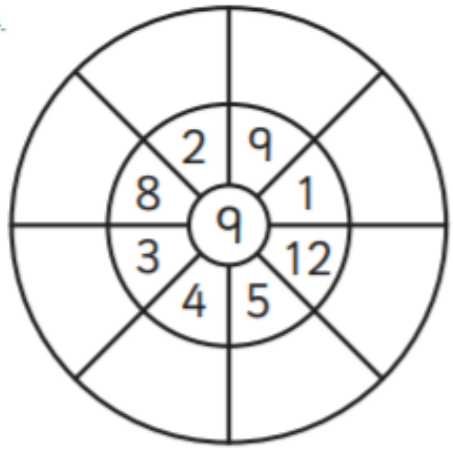

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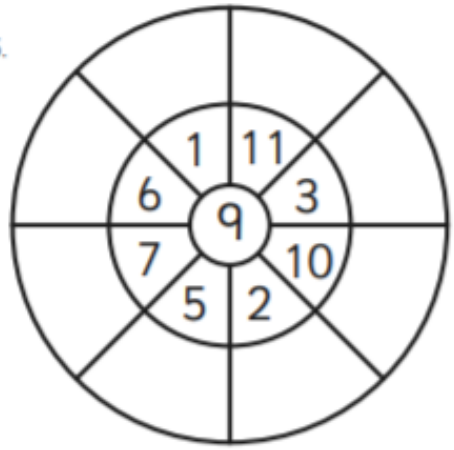


Multiplication Strategy: Doubles

Year 3 must
Year 4 revision

The double-double strategy is when you multiply by 4. Look at double-double 2: double 2 once is 4 and double 2 twice is 8.
Practise using the double-double strategy with these tables. The first one is done for you.

a

7 × 4 = 28	
Double 7 once	14
Double 7 twice	28

b

15 × 4 =	
Double 15 once	
Double 15 twice	

c

21 × 4 =	
Double 21 once	
Double 21 twice	

d

12 × 4 =	
Double 12 once	
Double 12 twice	

e

11 × 4 =	
Double 11 once	
Double 11 twice	

f

14 × 4 =	
Double 14 once	
Double 14 twice	

Extension Question:

Multi was lazing on the beach when he was feeling peckish. He went to the café and bought 2 iced buns and 1 lolly.
It cost him 80 pence.

Divvy came along just as Multi was finishing the iced bun.
"Hey, where's mine?" he shouted.
"All gone" muttered Multi, feeling rather guilty.
"Well, I'll just get my own then," said Divvy, "I'll show you!"

Showing off, Divvy bought 3 iced buns and 2 lollies. It cost him £1.30.
He took them back and sat down next to Multi and then ate all the buns in one go.

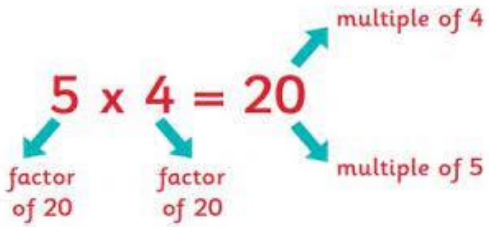
Five minutes later:
"Err, I don't feel very well," groaned Divvy, "would you like to buy the lollies off me?"

"OK," said Multi, "How much did they cost?"

Good question: how much did each lolly cost?

Factors & Multiples

Year 3 challenge
Year 4 must do



Level 1:

Factors: Any number that can be divided into another without leaving a remainder.
For example, the factors of 12 are 6, 4, 3, 2, 1, 12

Circle the factors.

Factors of 15	Factors of 20	Factors of 48	Factors of 36
2 3 6 5	2 4 6 5	3 7 4 6	2 8 4 6
1 15 7 10	20 15 1 10	2 8 10 12	10 12 15 18
		25	

Multiples: any number that a selected number can be divided into.
For example, the multiples of 4 are, 4, 8, 12, 16, 20, 24, 28 etc.

Write the next four multiples.

6,	12,	18,	____,	____,	____,	____,
27,	36,	45,	____,	____,	____,	____,
20,	25,	30,	____,	____,	____,	____,
21,	28,	35,	____,	____,	____,	____,

Write the multiples of 8 that are greater than 20 but less than 60.

Write the multiples of 3 that are greater than 14 but less than 35.

Write the multiples of 4 that are greater than 10 but less than 41.

Level 2:

Factors and Multiples Revision

F = Factor M = Multiple B = Both

Write the letters F, M or B next to the numbers.

F, M or B of 8

8	
16	
4	
2	

F, M or B of 10

5	
20	
10	
30	

F, M or B of 12

3	
12	
36	
48	

Colour the common factor for 12 and 15.

12 5 6 15 3 10

Colour the common factor for 20 and 24.

10 12 20 6 4 42

Colour the common factor for 36 and 45.

30 5 15 9 6 18

TUESDAY – Art

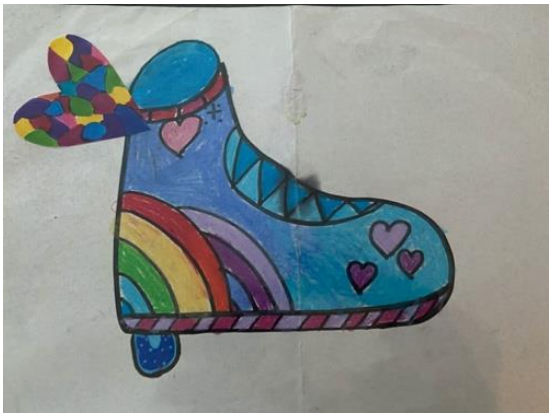
Designer Shoes

Have you ever wanted to design your own shoe?

Look at some of the shoes below and be inspired to create your own.

This is an imaginary shoe so you can add whatever you would like. Maybe your shoe is on roller skates, or perhaps your shoe has a flag attached to it. Add whatever you would like to make your shoe your own. Below are some designs. You can copy the shape of the shoe and then add your creations to it. Don't forget to colour your shoe.

I have created two different shoe designs. What will yours look like?



WEDNESDAY - English

Spelling

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

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

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

My Words	Practise

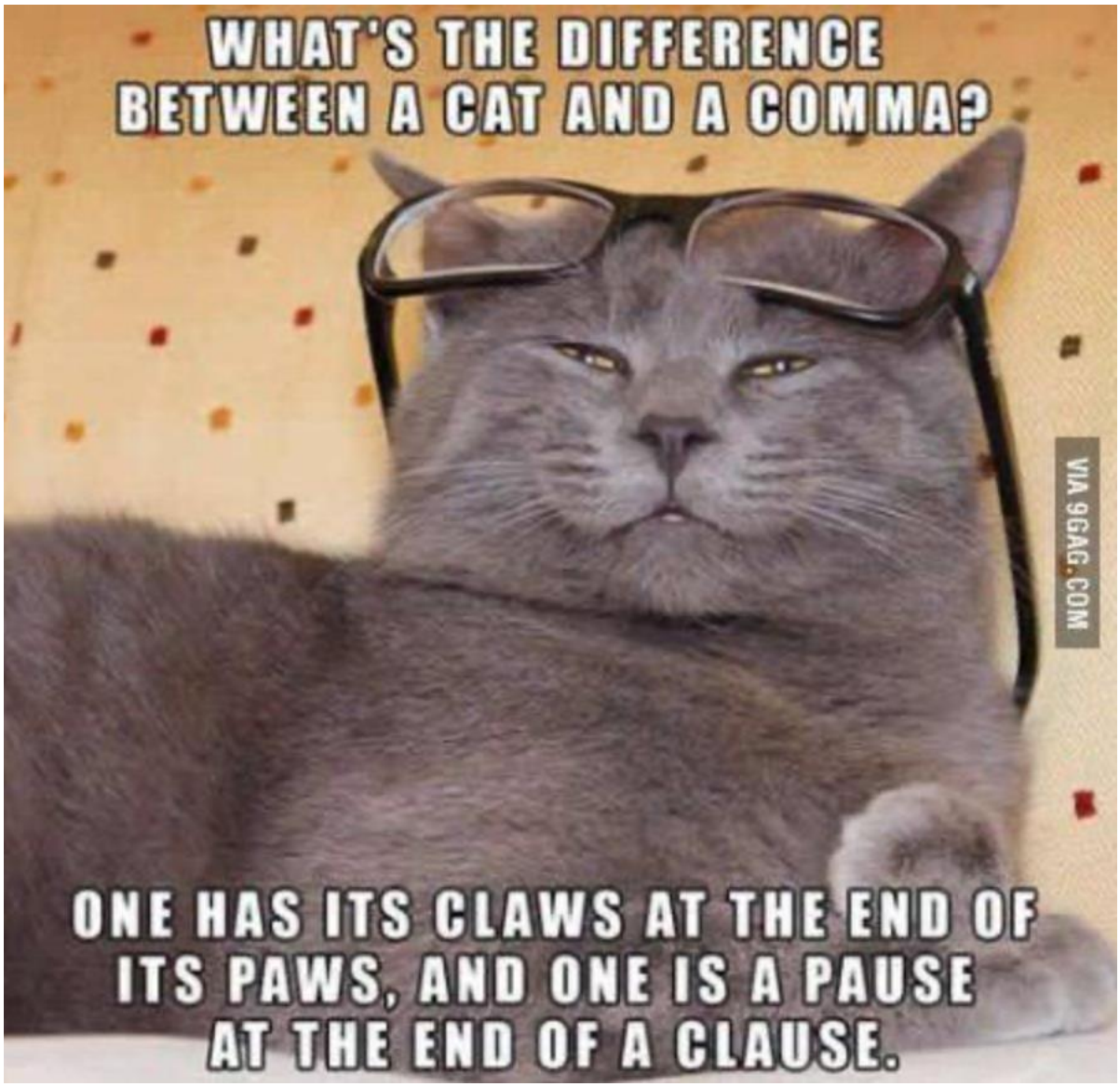
- **Optional:** Choose **one** activity to complete in the space below

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

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

Reading

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



Name: _____ Date: _____

Text 2 – The Dog Shelter

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

- find and fix 3 spelling mistakes
- add 3 capital letters
- add 2 full stops and 1 exclamation mark.

my famaly and I went to the animal shelter to get a pet dog Animals go to the shelter if they don't hav a home. there were many dogs and cats waiting to find a new home All the dogs were verry cute. it was hard to choose one

Write the text correctly on the lines below.

Sheet B

Name: _____ Date: _____

Text 3 – The Moon

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

the moon is a satellite of planet earth. A satellite is an object that orbits a planet the moon's path around Earth is a squashed circle shape called an ellipse?

the moon is made from rock It has mountains, craters, and flat areas of hardened lava on it's surface. Scientists beleive that moon was probably created around 4.5 billion years ago when a large obgect hit Earth. the impact blasted rocks out into space, witch eventually came together too orbit around Earth. They melted together cooled down and became the moon.

Editing Marks	
Capital letter	≡
End punctuation	○ ! ?
Insert a word	⅄
Change to lower case	/ l.c.
Take something out	⁀
Check spelling	SP ⬭
New paragraph	¶

Write the text correctly on the lines below.

Optional QUIZ

Name: _____ Date: _____

Which is Right? – Basic Punctuation

Choose the sentence that contains the correct punctuation.

1. ⓐ The capital city of Japan is tokyo
ⓑ the capital city of japan is Tokyo.
ⓒ The capital city of Japan is Tokyo.
ⓓ The Capital City of Japan is Tokyo.

2. ⓐ I named my pet lizard Jubby
ⓑ I named my pet lizard jubby.
ⓒ i named my pet Lizard jubby.
ⓓ I named my pet lizard Jubby.

3. ⓐ Tim and tammy are really nice.
ⓑ Tim and Tammy are really nice.
ⓒ tim and tammy are really nice
ⓓ Tim, and Tammy are really nice.

4. ⓐ We need rice beans and apples.
ⓑ We need Rice, Beans and Apples.
ⓒ We need rice, beans and apples.
ⓓ we need rice, beans and apples

5. ⓐ Come to Flowden creek with us.
ⓑ Come to flowden creek with us.
ⓒ Come to Flowden Creek with us
ⓓ Come to Flowden Creek with us.

6. ⓐ The train began to slow down.
ⓑ The Train began to slow down
ⓒ the train began to slow down.
ⓓ The Train began to slow down.

7. ⓐ Central park is very busy today.
ⓑ Central Park is very busy today.
ⓒ central park is very busy Today.
ⓓ CENTRAL PARK is very busy today.

8. ⓐ We love to eat at the red bistro
ⓑ We love to eat at The red Bistro.
ⓒ we love to eat at the red bistro
ⓓ We love to eat at The Red Bistro.

Writing

POETRY

With Curious Zelda

Learning Intention:

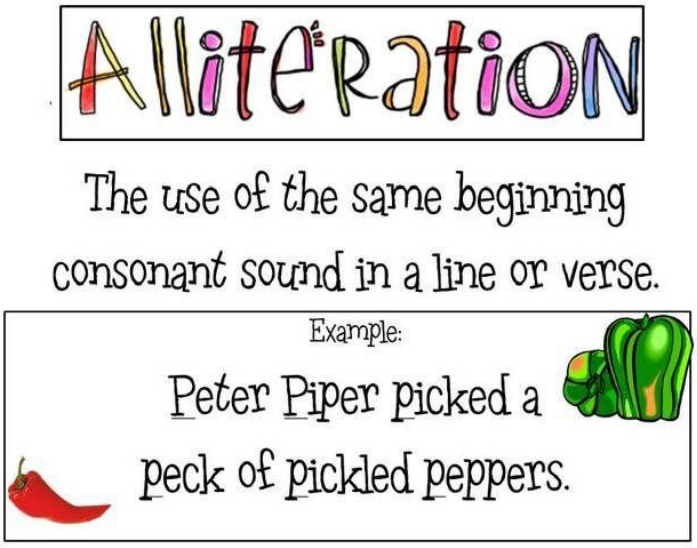
- We are learning to identify and explore alliteration in poetry

Success Criteria:

- I can identify and explore alliteration in poetry

Your task:

- Watch *The Alliteration Song* video on YouTube (by scanning the QR code)
- Then, read The Falling Leaves and complete the activity on the following page



Graceful as a dancer,
Twirling through the sky.
Turning, tumbling, twisting,
Gently floating by.

Silent as a church mouse,
Gliding on the breeze.
Falling, floating, flying,
Drifting through the trees.

Falling like a parachute,
To sleep upon the eaves.
Waiting, watching, whispering,
The ever-falling leaves.

Dancing off the rooftops,
To rest upon the ground.
Crinkling, crunching, crackling,
A joyous autumn sound.

Stephanie Mulrooney

Exploring Alliteration

1. There is an example of alliteration in each verse of *The Falling Leaves.* Write each example of alliteration on the lines below.
   Verse 1: _____
   Verse 2: _____
   Verse 3: _____
   Verse 4: _____

2. Add one more appropriate word to these alliterations.
   a. Turning, tumbling, twisting, _____
   b. Falling, floating, flying, _____
   c. Waiting, watching, whispering, _____
   d. Crinkling, crunching, crackling, _____

3. Brainstorm some more alliterations that could have been used in the poem. Record your ideas in the box below.

Extension (optional)

Choose 1, or both activities below to complete ☺

1. **Identify the language features the author uses in her poem.**
   - Create your own key and underline/ highlight these devices in colours of your choice.
   - E.g., Graceful as a dancer Simile

2. **Write another verse/s* to the poem 'The Falling Leaves.'**

   - Your verse may go at the start of the poem, or at the end.
   - Follow the alliterative structure used above and use your knowledge of language devices to engage the reader.
   - Identify the language features used in your verse and highlight them using your key above.
   - You may choose how you want to present your extra verse. E.g., write it in the space below, create a poster with the poem written on it, record yourself reading you additional verse and upload it to Seesaw…

*A verse is lines of poetry grouped together- like a paragraph

Wednesday Zoom Lesson

Learning Intention:

- We are learning to write alliterative tongue twisters.

WHAT IS A Tongue Twister?

Tongue Twisters are a series of repeated words or sounds, written in alliteration style, that are hard to say quickly and correctly. Tongue twisters are meant to be read three times quickly and are often very funny.

HOW TO WRITE A Tongue Twister:

1. Pick a letter or sound that you will use repeatedly throughout your tongue twister.
2. Pick a subject or “who” your tongue twister will be about.
3. Pick an action or “what” the subject is doing.
4. Include describing words to tell how, why, or when the subject did the action.

Letter: _____
Subject: _____
Action: _____
Describing Words: _____

My first draft tongue twister:

_____

_____

My second draft tongue twister:

_____

_____

My final draft tongue twister:

_____

_____

Brainstorming space

Please post a photo of your finished work on Seesaw after the Zoom lesson

WEDNESDAY - Mathematics

Minute Maths

Grab a stopwatch and try the 30 second challenge

9 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!

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

×9

Revision: Division

Division: equal groups

Year 3 & 4 must do

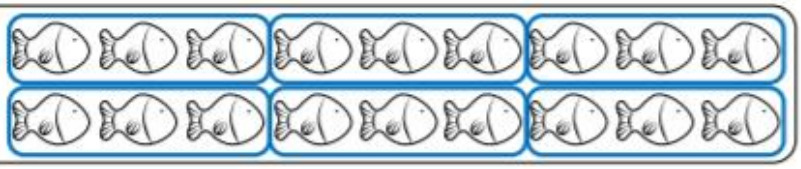
Division is also when we make equal groups.

Here are 10 candy apples. How many bags do we need if we put 2 in each bag?

If we circle 2 candy apples in each group, we can make 5 groups. So, we need 5 bags.

example

18 ÷ 3 = 6

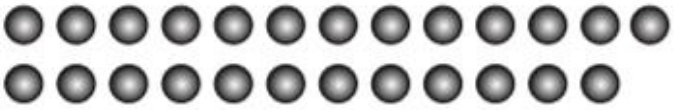


a. 20 ÷ 4 = ___

b. 16 ÷ 2 = ___

c. 24 ÷ 8 = ___

d. 25 ÷ 5 = ___



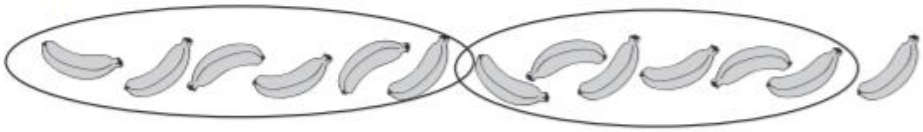
e. 27 ÷ 9 = ___

Division with remainders

Year 3 & 4 must do

Sometimes when we make equal groups there are some left over.

Here are 13 bananas. If we make 2 equal groups of 6, there is 1 banana left over.



Make groups of each of the following items and show the left overs:

a Here are 13 butterflies:

If we make _____ equal groups

of 3 there is _____ left over.

b Here are 16 apples:

If we make _____ equal groups

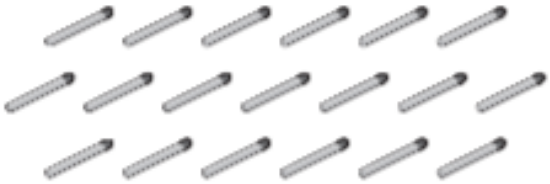
of 7 there are _____ left over.

c Here are 21 paper planes:

If we make _____ equal groups

of 6 there are _____ left over.

d Here are 19 match sticks:



If we make _____ equal groups

of 5 there are _____ left over.

Division with remainders

Year 3 challenge
Year 4 must do

Division With Remainders

1. You have 7 objects.
Divide them into groups of 3.

How many groups of 3 do you have? _____

How many objects are left over that do not fit into a group? _____

Draw a picture of your groups:

Division problem: _____

2. You have 10 objects.
Divide them into groups of 4.

How many groups of 4 do you have? _____

How many objects are left over that do not fit into a group? _____

Draw a picture of your groups:

Division problem: _____

3. You have 13 objects.
Divide them into groups of 6.

How many groups of 6 do you have? _____

How many objects are left over that do not fit into a group? _____

Draw a picture of your groups:

Division problem: _____

Division With Remainders

4. You have 16 objects.
Divide them into groups of 6.

How many groups of 6 do you have? _____

How many objects are left over that do not fit into a group? _____

Draw a picture of your groups:

Division problem: _____

5. You have 22 objects.
Divide them into groups of 11.

How many groups of 11 do you have? _____

How many objects are left over that do not fit into a group? _____

Draw a picture of your groups:

Division problem: _____

6. You have 19 objects.
Divide them into groups of 6.

How many groups of 6 do you have? _____

How many objects are left over that do not fit into a group? _____

Draw a picture of your groups:

Division problem: _____

Division: Split Strategy

Year 3 challenge
Year 4 must do

Division problems can be much easier to solve if you split the number.

Look at 125 ÷ 5.

Can we split the number into two multiples of 5?

Yes, we can split 125 into 100 and 25.

We divide each part by 5 and then add the two answers together.

125 ÷ 5

100 25

÷5 ÷5

20 + 5 = 25

1 **Use the split strategy to divide these by 5:**

a 115 ÷ 5

□ □

÷5 ÷5

□ + □ = □

b 135 ÷ 5

□ □

÷5 ÷5

□ + □ = □

2 **Use the split strategy to divide these by 4:**

a 64 ÷ 4

□ □

÷4 ÷4

□ + □ = □

b 116 ÷ 4

□ □

÷4 ÷4

□ + □ = □

3 **Use the split strategy to divide these by 3:**

a 330 ÷ 3

□ □

÷3 ÷3

□ + □ = □

b 612 ÷ 3

□ □

÷3 ÷3

□ + □ = □

WEDNESDAY – Music

Halloween Rhythm Warm-Up
https://youtu.be/kPO3XiJgBII?t=4

Halloween Song – Hey Ho, Nobody (Anybody) Home

We sing this song in class using the words 'Hey ho, anybody home' and some of the other words are different as well. If you have a piano at home have a go at playing the notes as indicated in the video.

https://www.youtube.com/embed/gkAUE-0EQyQ

Kaboom Percussion Play-alongs: Johnny B. Goode

This term we will continue with Cat and Josh from Kaboom Percussion. 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.

You will need a plastic cup or a small container such as a clean, empty yoghurt container for this activity.

Watch the tutorial video to learn how to play cups with the song, then watch the performance video and play along.

Tutorial Video: https://youtu.be/aKoiIkVWJOY

Performance Video: https://youtu.be/b7KG4rLC5XA

Revise last week's percussion playalong – The Bare Necessities

Performance

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

And here are Cat and Josh performing a medley of Disney Songs on plastic bottles. Can you work out how the instrument is made and tuned? Next week we will reveal the answer.

https://www.youtube.com/embed/T0C5PnCID10

Indigenous Music of Northern Australia and Papua New Guinea

Revise Sesereye from last week. Can you do the actions without looking at the video?

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

Treaty – Yothu Yindi

One of the first pieces of Indigenous music to become well known in Australia was a song called Treaty by the band Yothu Yindi. 'Treaty' was a worldwide hit and the first song by a mainly Aboriginal band to peak on the ARIA singles chart. It was also the first song in an Aboriginal Australian language to gain extensive international recognition. Peaking internationally at number 6 on the Billboard Hot Dance Club Play singles chart, it remains one of Australia's most iconic rock songs.

The song combined balanda (non-Indigenous) and Yolngu rhythms along with political lyrics that were in response to the Hawke Government's broken promise of a Treaty between Indigenous Australians and the Australian Government. A treaty is a legally binding agreement between nations. We still do not have such a treaty in Australia.

Here is the original version of the song. You might like to make up a beat or a dance as you listen.

https://www.youtube.com/embed/Jf-jHCdafZY

Have fun 😊

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

My Words	Practise

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

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

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

Reading

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

CONTRACTIONS

Today we will be learning about contractions. A contraction is a shorter way of saying two words. We use an apostrophe to replace the missing letters in contractions.

For example:
- do not = don't
- we will = we'll
- have not = haven't

- **Watch:** Jack Hartman – Contractions
- **Choose** to complete Sheet A or Sheet B
- We have also attached a **fun find-a-word** for you to complete! Enjoy

  Optional: Make a **'Contraction Chatterboxes.'** Check Seesaw for instructions.

Name: _____ Date: _____

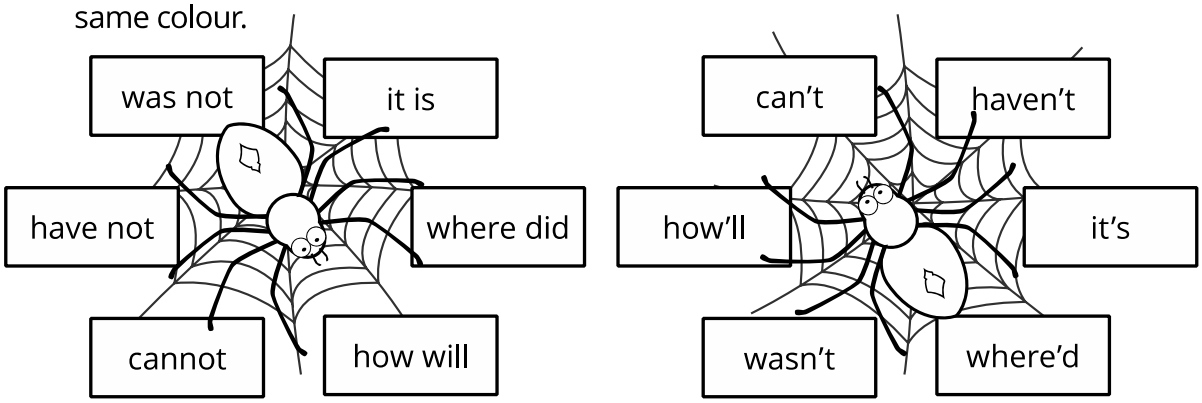
Apostrophes and Contractions

When combining two words, place an apostrophe to show the missing letter/s.

'

didn't | should've | they're | he'll

1. Match the words with their correct contractions by colouring them in the same colour.



2. Fill in the missing sections of the table.

Words	Contraction	Words	Contraction
you will			hasn't
they are		could have	
how has		we are	
how is			
are not			doesn't
	I'm	she would	
where did			that's

Sheet B

Name: _____ Date: _____

Contractions – The Housemate Application

The application below has too many words and needs to be reduced. Circle the words that can be turned into contractions and rewrite the text. Can you guess who the application is from?

Housemate Application

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Housemate Application

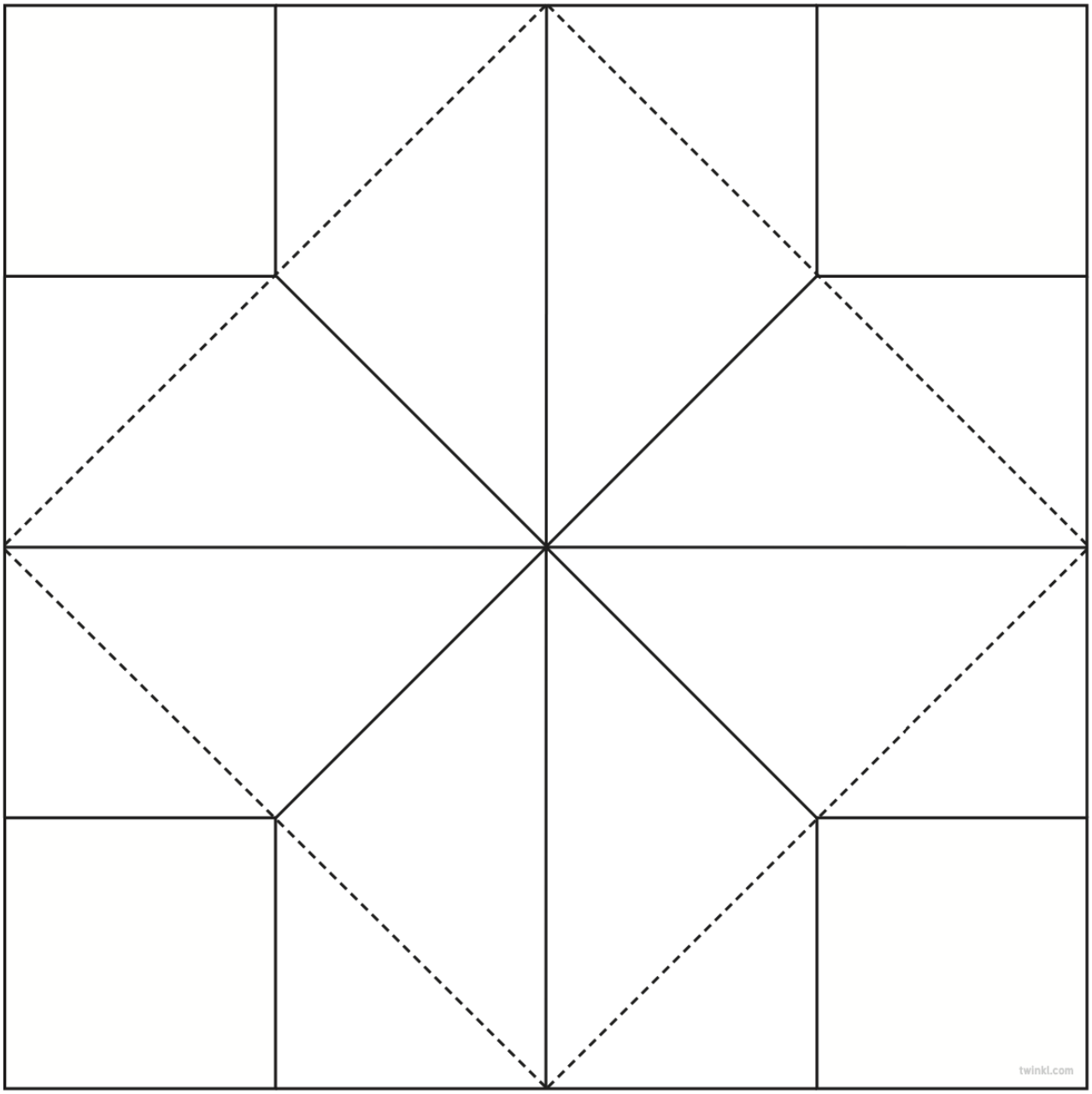
I would love to be your housemate. I must admit, I am not the greatest, and you might not like some of my habits, but I am sure we will get along eventually.

I always have a hard time being on my own and do not cope very well. I will often sit and look out the window, waiting for you to come home.

You might not like the way I do the gardening, but I have been digging holes most of my life, so I know what I am doing.

I do not cook but I will eat pretty much anything.

Hope to hear from you soon!


twinkl.com

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Name: _____ Date: _____

Contraction Word Search

I	W	A	G	H	E	’	S	V	I	S	N	’	T	S
’	A	S	W	R	L	I	’	S	O	W	C	I	H	H
M	T	D	’	E	Y	H	D	U	’	H	H	H	E	J
U	Y	U	W	H	R	D	G	W	M	O	V	Y	Y	T
E	O	S	R	E	’	E	T	O	I	’	N	I	’	K
Y	S	D	M	T	O	W	N	B	G	S	I	P	R	D
I	W	S	A	W	F	Q	K	’	H	H	’	E	E	’
H	S	H	O	U	L	D	N	’	T	E	T	T	T	W
A	T	E	E	R	B	I	W	O	N	G	H	’	U	O
S	A	’	L	R	L	A	I	T	’	S	N	N	T	H
N	Z	L	H	J	E	D	E	N	T	A	H	E	D	P
’	W	L	’	X	T	’	N	M	C	N	O	R	’	N
T	P	U	Y	B	M	E	S	S	G	C	L	A	S	A
M	U	S	T	’	V	E	W	A	W	A	S	N	’	T

SHOULD NOT	THEY ARE	SHE WILL	WHY DID	HAS NOT
_____	_____	_____	_____	_____
MIGHT NOT	WERE NOT	WAS NOT	IS NOT	IT IS
_____	_____	_____	_____	_____
WHERE IS	THAT HAD	ARE NOT	WHO IS	HE IS
_____	_____	_____	_____	_____
MUST HAVE	YOU ARE	CANNOT	HOW DID	I AM
_____	_____	_____	_____	_____

Writing

POETRY

With Curious Zelda

Learning Intention:

- We are learning to identify and explore onomatopoeia in poetry

Success Criteria:

- I can identify and explore onomatopoeia in poetry
- I can write my own onomatopoeia poem

Onomatopoeia is a word that imitates the sound of an object or action E.g, bang, crash, splat

1. Watch the *Everyday Grammar: Onomatopoeia* video by scanning the QR code

2. Then, read the onomatopoeia poems on the next page and highlight /underline the examples of onomatopoeia in each poem.

   Extension: Are there any other language devices you can identify in each poem? Create a key and highlight/underline your findings.

3. Your final task will be posted on Seesaw for you to complete.

Onomatopoeic Poems

The Noisy House

Bang! Clonk! Not again!
My dad's out in the shed.
He thumps and hammers all day long,
It really hurts my head!

Smash! Crash! Not him as well!
My brother's on his drums.
He'll bash and clang for hours on end,
How noisy it becomes!

Fa-la-la! Please, not her too!
Mum's singing in the shower.
And once she starts, she doesn't stop,
For at least a half an hour.

Tic-tock! Meow! Woof, woof! Ding-dong!
Tweet-tweet! Beep-beep! A-choo!
With all this noise, I think it's time,
For me to make noise, too!

Stephanie Mulrooney

Pancakes

Some flour - Flop!
An egg - Plop!
Some milk - Sploosh!
Now stir - Whoosh!

Some butter – Sizzle!
Some batter – Fizzle!
A flip - Whoopee!
Pancakes for me!

Stephanie Mulrooney

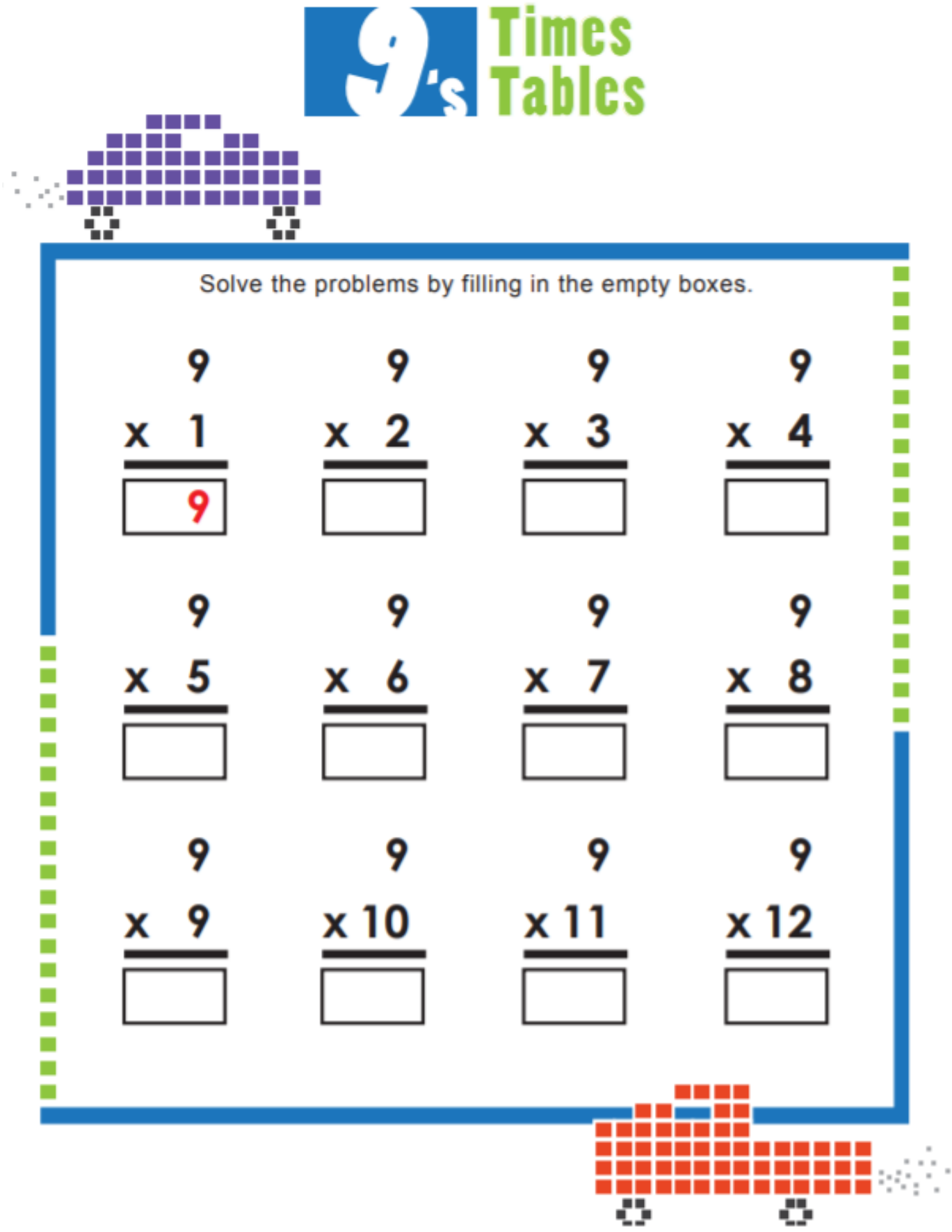
Raindrops

Drip, drop, drip,
Plip, plop, plip,
Tiny, falling raindrops,
Drip, drop, drip.

Stephanie Mulrooney

THURSDAY - Mathematics

Minute Maths



Multiplication: Split Strategy

Year 3 & Year 4 must do

Level 1:

The split strategy is when we multiply numbers in 2 pairs and then add the parts.
Let's use the split strategy for 26 × 4.

- Split 26 into 20 and 6.
- Multiply each part.
- Add the answers together.

$26 \times 4 \longrightarrow 20 \times 4 + 6 \times 4$

$80 + 24 = 104$

So, $26 \times 4 = 104$

1 **Use the split strategy to answer these:**

a $34 \times 3 \longrightarrow 30 \times 3 + 4 \times 3$

$90 + \square = \square$

So, $34 \times 3 = \square$

b $45 \times 5 \longrightarrow \square \times \square + \square \times \square$

$\square + \square = \square$

So, $45 \times 5 = \square$

c $52 \times 4 \longrightarrow \square \times \square + \square \times \square$

$\square + \square = \square$

So, $52 \times 4 = \square$

Level 2:

Use the compensation strategy to make it easier to multiply 2-digit numbers that are close to a ten.

Look at 4 × 19.

19 is close to 20, so we can multiply by the next multiple of ten which is 20. Then we build down because we have an extra group of 4.

$4 \times 19 \longrightarrow 4 \times 20 = 80 - 4$

So, $19 \times 4 = 76$

1 **Use the compensation strategy to answer these:**

a $5 \times 29 \longrightarrow 5 \times \square = \square - \square$

So, $5 \times 29 = \square$

b $3 \times 49 \longrightarrow 3 \times \square = \square - \square$

So, $3 \times 49 = \square$

c $4 \times 39 \longrightarrow 4 \times \square = \square - \square$

So, $4 \times 39 = \square$

2 **Use the compensation strategy to answer these questions. This time you need to look for more than one extra group to subtract:**

a $4 \times 18 \longrightarrow 4 \times \square = \square - \square$

So, $4 \times 18 = \square$

b $3 \times 17 \longrightarrow 3 \times \square = \square - \square$

So, $3 \times 17 = \square$

Multiplication: Formal algorithm

Year 3 & Year 4 extension

Multiplying Two-Digit Numbers by One-Digit Numbers

1. 24 × 4	2. 22 × 5	3. 18 × 5	4. 26 × 3
5. 12 × 5	6. 48 × 2	7. 41 × 9	8. 31 × 7
9. 44 × 7	10. 32 × 7	11. 62 × 3	12. 66 × 4
13. 82 × 4	14. 87 × 8	15. 94 × 8	16. 53 × 8
17. 85 × 4	18. 75 × 3	19. 68 × 6	20. 78 × 7

THURSDAY – PDHPE

Games Sense

Week 2 – Invasion Games Introduction

After we have exercised or played sport we need to cool down. Its sometimes tempting to skip this important part of your training session but there are many reasons why we should cool down. These include:

- Slows our breathing
- Improves relaxation
- Helps our body to recover
- Allows our muscles to readjust to normal workloads
- Minimises stiffness and injury after participation
- Lessens the chance of muscle strain and pain
- Prevents the pooling of blood in the limbs which can lead to faintness and dizziness

Activity 1 - Write down some ways you could cool down after playing sport.

_____

_____

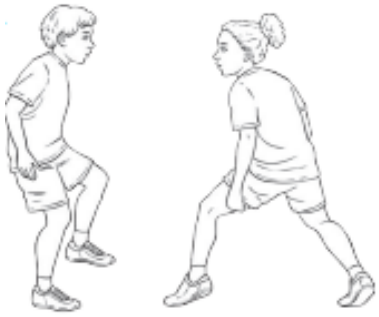
_____

_____

<u>Invasion Games Activities to practice at home this week.</u>

Activity 2

Marking is an important skill for defenders and involves trying to block or prevent an opposition player from receiving the ball from a member of their team. You will need three people for this game and a large open space. Ask your parents, care-giver or siblings to help you play this activity. One of you is an attacker and one is a defender. The third person is the whistle blower. Attackers can go anywhere within the area and should try and get away from the defender. When the whistle (or something similar that makes a loud noise) is blown, the players should freeze. How far away is the defender from the attacker? The defender should aim to stay within 1m from the attacker. Swap roles.



Activity 3

Dodging is a skill used by attackers involving a quick change of direction to try and send the defender the wrong way. Find a partner (you will need to ask mum, dad, a brother, or sister) and practise dodging around their outstretched arms.

Activity 4

Throwing and catching are important skills for the invasion games of netball, basketball, and rugby. Practise your throwing and catching skills by playing the game of sevens. See sheet below.

Sevens Ball Game

You will need a ball.

Practise your throwing and catching skills with this Sevens Ball Game challenge. Starting at 7 and working down to 1, complete each throwing and catching activity in order without dropping the ball. If you make a mistake, you must start back at number 7 again.

twinkl

7

Throw the ball up in the air, let it bounce once and catch it.

Complete 7 times.

6

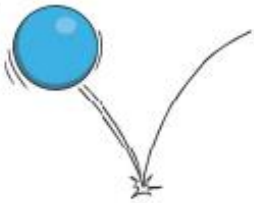
Throw the ball up in the air and catch it, without a bounce.

Complete 6 times.

5

Bounce the ball on the ground five times and catch it.

Complete 5 times.



4

Throw the ball up in the air, clap once and catch it.

Complete 4 times.

3

Throw the ball under one leg, up in the air and catch it.

Complete 3 times.

2

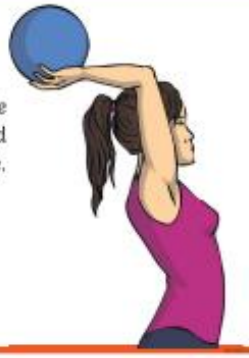
Throw the ball up in the air, do a 360° turn, let the ball bounce once and catch it.

Complete twice.

1

Throw the ball up in the air, do a 360° turn and catch it, without a bounce.

Complete once.



Activity 5 – PE Activity Fitness Cube.

Look for the cube at the end of the pack

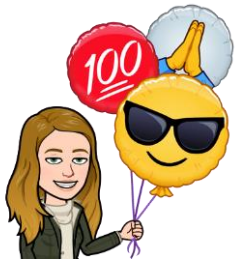
Cut around the outside of the shape and glue the cube together. Roll your dice and start completing the activities. You will need to set up a small area as a circuit and instead of running the length of a court maybe do laps around your backyard.

FRIDAY - English

Spelling

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

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



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

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

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

ADVERTISE	DIZZINESS	IMMOBILISE	PUZZLING	ZUCCHINI
AMAZEMENT	DRIZZLE	INVISIBLE	SCISSORS	
APOLOGISE	EXERCISE	MEMORISE	SNEEZE	
CITIZEN	FAMILIARISE	OBSERVE	SUMMARISE	
CIVILISATION	FROZEN	ORGANISE	SUPERVISE	
CRAZE	GRAZIER	OTHERWISE	XYLOPHONE	
DISEASE	HAZARDOUS	PERSONALISE	ZEALOUS	
DISGUISE	HORIZON	PUZZLE	ZOOLOGY	

Challenge

Write the letters where the pairs of coordinates meet to make words.

	1	2	3	4	5	6	7
D	mea	e	u	sion	zen	real	trea
C	tel	or	hor	mu	i	sic	vi
B	su	sure	drizz	gan	vi	pres	le
A	sion	fro	al	ent	sure	ise	zont

(2, A) (5, D)	(1, D) (2, B)	(2, C) (4, B) (6, A)	(3, D) (1, B) (3, A)
(6, D) (6, A)	(7, D) (5, A)	(3, B) (7, B)	(3, C) (5, C) (7, A) (3, A)
(7, C) (4, D)	(4, C) (6, C)	(6, B) (4, A)	(1, C) (2, D) (5, B) (1, A)

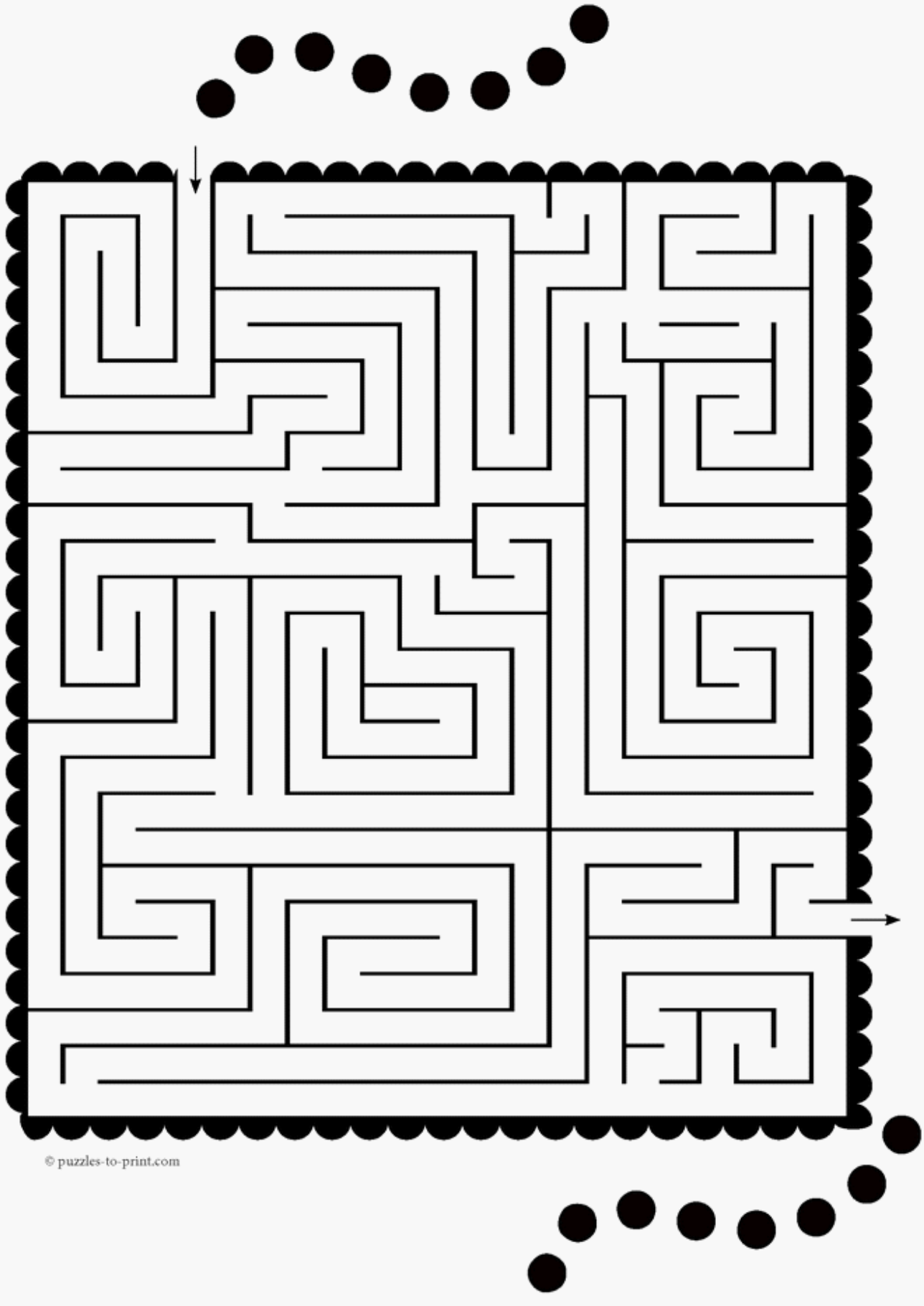
Reading

- **Read** one chapter of a book that you have at home. This activity can be completed at any time of the day.
- **Let's revise contractions.** Attempt the kahoot using the game pin below! Have fun.

Kahoot!

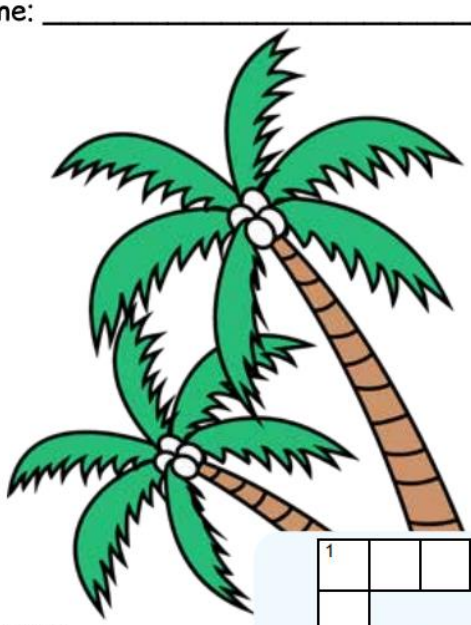
PIN: 06627647

Optional MAZE



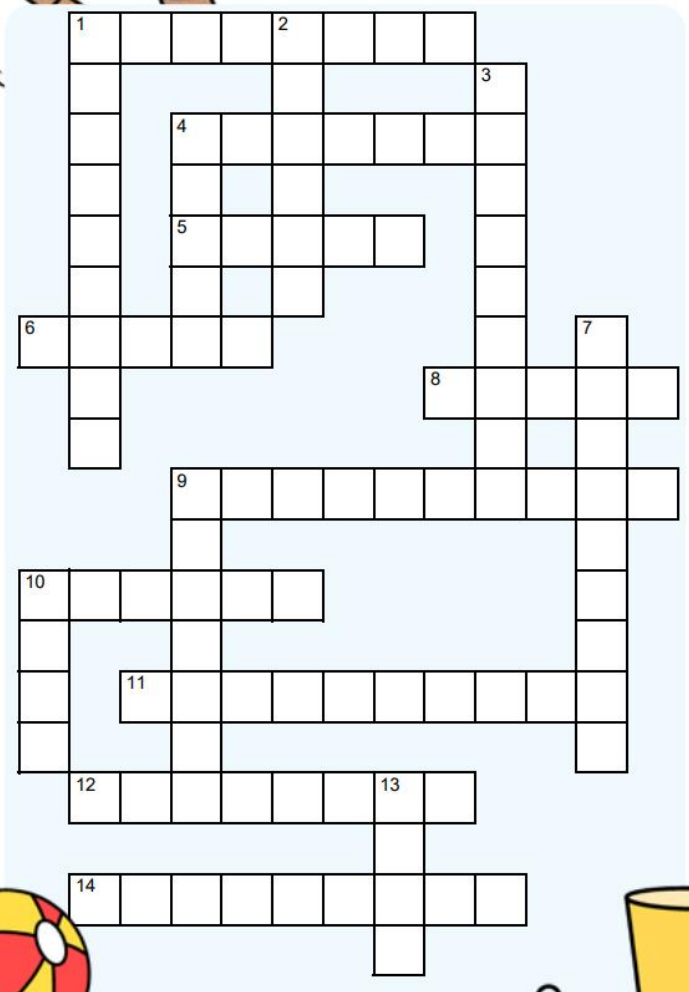
Optional Word Search

Name: _____ Date: _____



Word Bank

CRAB	PICNIC	SUNBURN
FLIP FLOPS	SANDCASTLE	SUNGLASSES
JELLYFISH	SHORE	SURFBOARD
LIFEGUARD	SHOVEL	SWIMSUIT
OCEAN	SNORKEL	TOWEL
PAIL	SUNBLOCK	WAVES

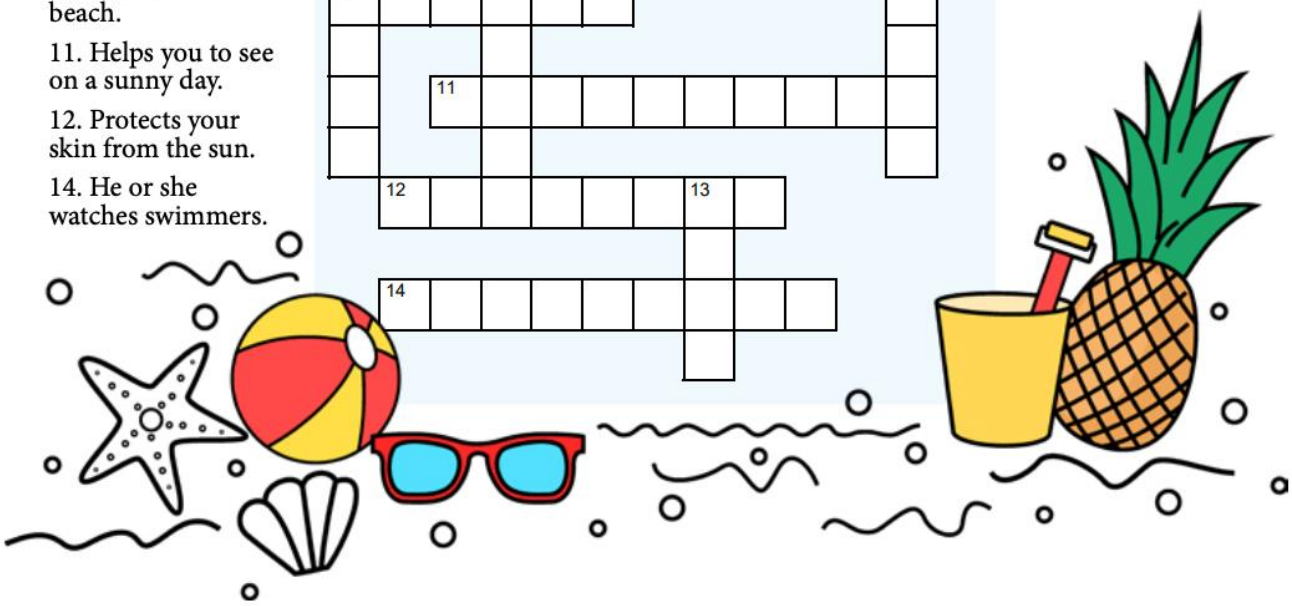


Across

1. What most people wear on the beach.
4. Allows you to breath underwater.
5. It's right next to the beach.
6. They wash in at the seaside.
8. Use this to dry off.
9. You might build this on the beach.
10. Lunch on the beach.
11. Helps you to see on a sunny day.
12. Protects your skin from the sun.
14. He or she watches swimmers.

Down

1. Use this to ride the waves.
2. Used for digging.
3. Shoes for the beach.
4. The edge of the water.
7. Sea animal that stings.
9. Watch out! If you turn red, you have this.
10. Use this to collect sand, water, or shells.
13. Little animal with pinchers.



Writing

POETRY

With Curious Zelda

Learning Intention:

- We are learning to write a colour poem

Success Criteria:

- I can write a colour poem using alliteration and onomatopoeia

Yellow looks like sunshine, dancing among the flower beds
Yellow sounds like the happy kids- playing, prancing, pretending
Yellow smells like crumpets as they waft through the air
Yellow feels like the warmth of the sun sizzling on your skin
Yellow tastes like lovely, lemon lollies, lick-lick
Yellow reminds me of hot summers days

1. **IMPORTANT → Watch: The Colour Poem Mini Lesson by scanning the QR code.**

- **Mini lesson questions**

Blue tastes like _____

Blue feels like _____

Blue reminds me of_____

Then,

1. Use the colour poem planning sheet to plan for your poem or brainstorm your ideas in the space below.
   Attempt to brainstorm some examples of alliteration and onomatopoeia to add to your poem.

2. You may choose to write or type your poem on Seesaw. You can then add pictures and drawings around your poem once you have finished.

3. Post your poem on Seesaw to share with the class ☺

Need some help?

Use the template to help you brainstorm for your colour poem.

Look around your house and notice what things around you are that colour

Green

- E.g., Green → apple ,grass, zucchini, iced cold lime cordial, leafy covered trees which dance in the wind.

Need a challenge?

When you are writing each sentence, attempt to use your knowledge of language devices to see how creative your poem can be. Attempt to add detail to make your work more interesting E.g.,

Pink smells like fairy floss →
Pink smells like the sweet aroma of fairy floss as it dashes through the air.

BRAINSTORM

My Colour Poem Planning Sheet

Before you begin writing your colour poem, you should start by writing down different ideas that you have about your particular colour. Use the following template to help you with your ideas.

Choose a colour for your poem: _____

What things **look** like your chosen colour?

_____ _____

_____ _____

What things **sound** like your chosen colour?

_____ _____

_____ _____

What things **smell** like your chosen colour?

_____ _____

_____ _____

How does your chosen colour **feel to touch?** Think about textures.

_____ _____

_____ _____

What things **taste** like your chosen colour?

_____ _____

_____ _____

How does your colour make you **feel** like?

_____ _____

_____ _____

List some other ideas that you have about your chosen colour:

_____

_____

_____

My Colour Poem

_____

_____

_____

_____

_____

_____

_____

FRIDAY - Mathematics

Minute Maths

Answer the calculations below and find the answers in the word search.

Efectuează înmulțirile de mai jos și apoi găsește răspunsul în careul de cuvinte.

9 x 6 =

9 x 7 =

9 x 4 =

9 x 5 =

9 x 10 =

9 x 1 =

t	o	e	v	s	n	e	n	i	n
h	w	r	t	i	e	i	v	e	f
i	t	u	e	x	b	g	n	o	i
r	f	o	r	t	y	f	i	v	e
t	o	f	e	y	y	t	y	i	y
y	p	y	r	t	y	y	t	r	t
s	d	t	n	h	r	f	e	t	r
i	s	f	o	r	t	u	n	y	i
x	c	i	o	e	t	e	i	u	h
e	i	f	x	e	e	e	n	n	r

How Many Times around the Track?

Every time the car completes one lap of the track, the driver gets 9 points. Calculate how many points each driver will get.

Number of completed laps	Points
 7 laps	
 4 laps	
 6 laps	
 5 laps	
 8 laps	
 10 laps	

Multiplication

Year 3 & Year 4: pick level 1 or level 2 to complete

Level 1: You will need dice for this

SCAN ME

If you don't have dice scan the QR code to access some online dice to roll.
https://www.online-stopwatch.com/chance-games/roll-a-dice/

Draw Arrays for Multiplication

Roll two dice, add the numbers together, and record the number sentence and answer. Next, draw an array (grid) of dots to represent the numbers. Make sure that your dots form a rectangular shape (each row needs to have the same number of dots). If they cannot be drawn in a rectangle, please record "no" in the correct column.

Total of dice added together	Draw dots in a rectangular shape	Can the dots form a perfect rectangle?	If the dots can form a perfect rectangle, write the multiplication problem for the dots below.
Example: 4 + 6 = 10	● ● ● ● ● ● ● ● ● ●	Yes	2 × 5 = 10
Example: 3 + 2 = 5	● ● ● ● ●	No	

Level 2: Area Models

Area Model Multiplication #1

35 × 12 = 420

Step 1
Write each number in expanded form.

	30	5
10		
2		

Step 2
Multiply to find each of the partial products.

	30	5
10	300	50
2	60	10

Step 3
Add the partial products.

	30	5
10	300	50
2	60	10

300
50
60
+ 10
420

a. 35 × 21 = ____

c. 15 × 18 = ____

b. 62 × 15 = ____

d. 54 × 23 = ____

Area Model Multiplication #1

e. 33 × 22 = ____

f. 24 × 45 = ____

g. 42 × 14 = ____

h. 35 × 25 = ____

i. 17 × 12 = ____

j. 86 × 52 = ____

Division

Year 3 & Year 4: Extension

1. $7\overline{)77}$ **2.** $7\overline{)798}$ **3.** $4\overline{)644}$

4. $7\overline{)91}$ **5.** $7\overline{)1154}$ **6.** $3\overline{)2044}$

7. 138 ÷ 6 =

8. 217 ÷ 7 =

9. Connor had 91 marbles. He shared them out equally between 7 bags. How many marbles were in each bag?

FRIDAY – Dance

Time to get your body moving!

Every Friday you will enjoy a Footsteps Dance lesson by following the link below

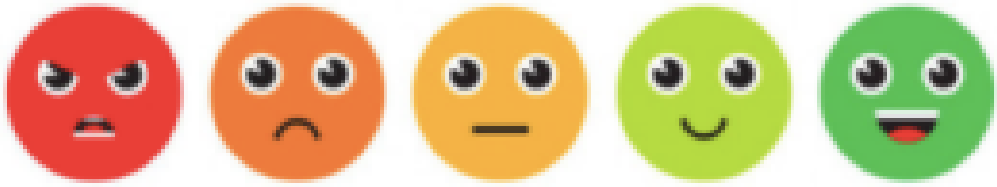
https://vimeo.com/555500767/59f65411be

Dance reflection sheet

How did you go with dance today?

Scatman

I tried my best today…



I enjoyed todays' lesson because

……

……

……

……

……

……

I showed respect to the teacher by……

……

……

……

……

……

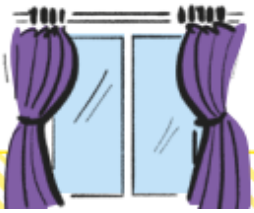
A new word I learnt was ……

Optional

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!

21 **Junk modelling!** Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.	22 **Draw a map of your local area** and highlight interesting landmarks. 	23 **Write a postcard to your teacher.** Can you tell them what you like most about their class?	24 **Draw a view.** Look out of your window and draw what you see. 	25 **Get reading!** What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?
21 **How many words can you think of that rhyme with WRITE?** 	22 **Write a recipe for 'Springtime'.** What will you include? Flowers? Sunshine? What else?	23 **Use your body to make the shape of a letter.** How many more can you make? Can you make every letter in the alphabet?	24 **Play alphabet bingo!** Can you spot an item in your home or garden that starts with the letter a,b,c and so on? 	25 **Start a diary.** Write a short entry every day about what you do and how you feel. It will be good to look back on when you're older.
21 **How many words can you think of that rhyme with COOK?** Write a list. 	22 **Rainbow foods.** There are 7 colours in the rainbow. Can you think of a food that's the colour of each one? Draw a picture to show these.	23 **Potion power!** Imagine you have the power to create a potion. What would your potion do and how would you make it? 	24 **Alphabet food!** Can you name something you would find in the kitchen that starts with the letter a,b,c and so on? 	25 **Put on a show!** Can you put on a cookery show? Explain what you are doing at each step so it's simple for others to follow.'

Mathematics Answers

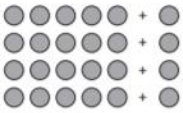
Monday

Change these × 5 arrays into × 6 arrays.

a

2 × 5 = 10 + 2 → 2 × 6 = 12

b



4 × 5 = 20 + 4 → 4 × 6 = 24

Complete this table to show how to change a × 5 array to a × 6 array by building up. The first one has been done for you.

	× 5	Build up by	× 6
a	3 × 5 = 15	3	3 × 6 = 18
b	2 × 5 = 10	2	2 × 6 = 12
c	7 × 5 = 35	7	7 × 6 = 42
d	4 × 5 = 20	4	4 × 6 = 24
e	6 × 5 = 30	6	6 × 6 = 36
f	9 × 5 = 45	9	9 × 6 = 54

When you are multiplying by a multiple of ten, look for a fact you know then put a zero on the end. These patterns show you how to do this:

a 3 × 2 = 6
3 × 20 = 60

b 5 × 3 = 15
5 × 30 = 150

c 7 × 2 = 14
7 × 20 = 140

d 4 × 4 = 16
4 × 40 = 160

The steps for the compensation strategy are set out for you here. Practise multiplying by the next multiple of ten and then build down.

a 5 × 29 → 5 × 30 = 150 − 5
So, 5 × 29 = 145

b 3 × 19 → 3 × 20 = 60 − 3
So, 3 × 19 = 57

c 2 × 39 → 2 × 40 = 80 − 2
So, 2 × 39 = 78

Use the compensation strategy. This time you have to think of the next multiple of ten and what you have to build down by. The first one has been done for you.

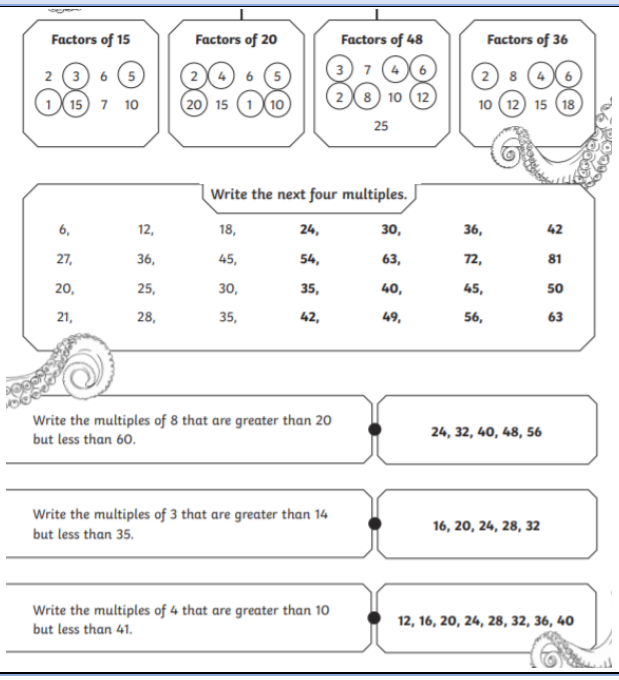
a 3 × 39 → 3 × 40 = 120 − 3
So, 3 × 39 = 117

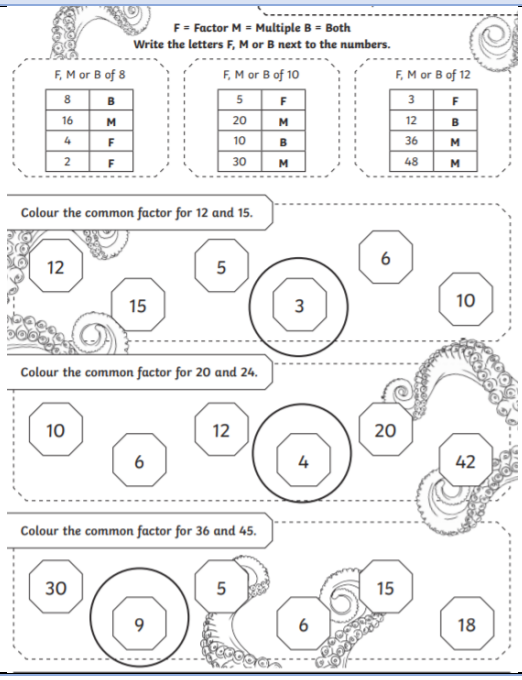
b 4 × 29 → 4 × 30 = 120 − 4
So, 4 × 29 = 116

c 6 × 19 → 6 × 20 = 120 − 6
So, 6 × 19 = 114

d 5 × 59 → 5 × 60 = 300 − 5
So, 5 × 59 = 295

Tuesday





7 × 4 = 28	
Double 7 once	14
Double 7 twice	28

b

15 × 4 = 60	
Double 15 once	30
Double 15 twice	60

21 × 4 = 84	
Double 21 once	42
Double 21 twice	84

d

12 × 4 = 48	
Double 12 once	24
Double 12 twice	48

11 × 4 = 44	
Double 11 once	22
Double 11 twice	44

f

14 × 4 = 56	
Double 14 once	28
Double 14 twice	56

Puzzle time

Food for thought - answer

A little bit of Sherlock Holmes logic to find the answer to the price of a bun and a lolly.

Let's see:

2 buns and 1 lolly cost 80p

3 buns and 2 lollies cost £1.30

so.....

1 bun and 1 lolly cost 50p (the difference in price)

but…

as 2 buns and 1 lolly cost 80 p this means that.....

a bun costs 80p – 50p which is 30p

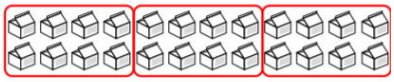
so.... a lolly costs 50p - 30p which is 20p!

Wednesday

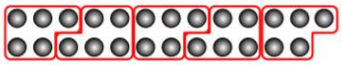
a. 20 ÷ 4 = 5

b. 16 ÷ 2 = 8

c. 24 ÷ 8 = 3

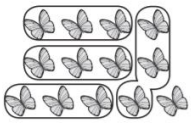


d. 25 ÷ 5 = 5



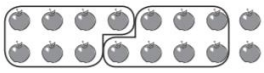
e. 27 ÷ 9 = 3

a Here are 13 butterflies:



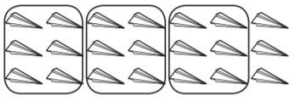
If we make 4 equal groups of 3 there is 1 left over.

b Here are 16 apples:



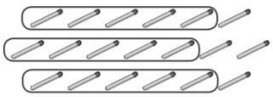
If we make 2 equal groups of 7 there are 2 left over.

c Here are 21 paper planes:



If we make 3 equal groups of 6 there are 3 left over.

d Here are 19 match sticks:



If we make 3 equal groups of 5 there are 4 left over.

Division With Remainders

1. You have 7 objects.
Divide them into groups of 3.

How many groups of 3 do you have? 2

How many objects are left over that do not fit into a group? 1

Draw a picture of your groups:

Division problem: 7 ÷ 3 = 2r1

2. You have 10 objects.
Divide them into groups of 4.

How many groups of 4 do you have? 2

How many objects are left over that do not fit into a group? 2

Draw a picture of your groups:

Division problem: 10 ÷ 4 = 2r2

3. You have 13 objects.
Divide them into groups of 6.

How many groups of 6 do you have? 2

How many objects are left over that do not fit into a group? 1

Draw a picture of your groups:

Division problem: 13 ÷ 6 = 2r1

Division With Remainders

4. You have 16 objects.
Divide them into groups of 6.

How many groups of 6 do you have? 2

How many objects are left over that do not fit into a group? 4

Draw a picture of your groups:

Division problem: 16 ÷ 6 = 2r4

5. You have 22 objects.
Divide them into groups of 11.

How many groups of 11 do you have? 2

How many objects are left over that do not fit into a group? 0

Draw a picture of your groups:

Division problem: 22 ÷ 11 = 2

6. You have 19 objects.
Divide them into groups of 6.

How many groups of 6 do you have? 3

How many objects are left over that do not fit into a group? 1

Draw a picture of your groups:

Division problem: 19 ÷ 6 = 3r1

1 Use the split strategy to divide these by 5:

a 115 ÷ 5

100	15
÷5	÷5
20	3

20 + 3 = 23

b 135 ÷ 5

100	35
÷5	÷5
20	7

20 + 7 = 27

2 Use the split strategy to divide these by 4:

a 64 ÷ 4

60	4
÷4	÷4
15	1

15 + 1 = 16

b 116 ÷ 4

100	16
÷4	÷4
25	4

25 + 4 = 29

3 Use the split strategy to divide these by 3:

a 330 ÷ 3

300	30
÷3	÷3
100	10

100 + 10 = 110

b 612 ÷ 3

600	12
÷3	÷3
200	4

200 + 4 = 204

Thursday

Use the split strategy to answer these:

a 34 × 3 → 30 × 3 + 4 × 3

90 + 12 = 102

So, 34 × 3 = 102

b 45 × 5 → 40 × 5 + 5 × 5

200 + 25 = 225

So, 45 × 5 = 225

c 52 × 4 → 50 × 4 + 2 × 4

200 + 8 = 208

So, 52 × 4 = 208

Thursday

1 Use the compensation strategy to answer these:

a 5 × 29 → 5 × 30 − 150 − 5

So, 5 × 29 = 145

b 3 × 49 → 3 × 50 − 150 − 3

So, 3 × 49 = 147

c 4 × 39 → 4 × 40 − 160 − 4

So, 4 × 39 = 156

2 Use the compensation strategy to answer these questions. This time you need to look for more than one extra group to subtract:

a 4 × 18 → 4 × 20 − 80 − 8

So, 4 × 18 = 72

b 3 × 17 → 3 × 20 − 60 − 9

So, 3 × 17 = 51

Multiplying Two-Digit Numbers by One-Digit Numbers Answers

1. 24 × 4 = 96	2. 22 × 5 = 110	3. 18 × 5 = 90	4. 26 × 3 = 78
5. 12 × 5 = 60	6. 48 × 2 = 96	7. 41 × 9 = 369	8. 31 × 7 = 217
9. 44 × 7 = 308	10. 32 × 7 = 224	11. 62 × 3 = 186	12. 66 × 4 = 264
13. 82 × 4 = 328	14. 87 × 8 = 696	15. 94 × 8 = 752	16. 53 × 8 = 424
17. 85 × 4 = 340	18. 75 × 3 = 225	19. 68 × 6 = 408	20. 78 × 7 = 546

Friday

a. 35 × 21 = 735

	30	5
20	600	100
1	30	5

c. 15 × 18 = 270

	10	5
10	100	50
8	80	40

b. 62 × 15 = 930

	60	2
10	600	20
5	300	10

d. 54 × 23 = 1,242

	50	4
20	1,000	80
3	150	12

e. 33 × 22 = 726

	30	3
20	600	60
2	60	6

f. 24 × 45 = 1,080

	20	4
40	800	160
5	100	20

g. 42 × 14 = 588

	40	2
10	400	20
4	160	8

h. 35 × 25 = 875

	30	5
20	600	100
5	150	25

i. 17 × 12 = 204

	10	7
10	100	70
2	20	14

j. 86 × 52 = 4,472

	80	6
50	4,000	300
2	160	12

1. 11
2. 14
3. 16
4. 13
5. 22
6. 68
7. 23
8. 31
9. 13
10. 22

Reading Answers

Comprehension

Sheet A

1. Dancing on top of a stool
2. Orange baboons
3. They are having a race
4. Bananas are baking a broccoli pie
5. He can't see properly and needs new glasses
6. A tuxedo is a fancy suit

Sheet B

My Shadow By Robert Louis Stevenson Answers

1. Who is 'he' in the poem?

   'He' is the narrator's shadow.

2. What do we call the device we use to give human characteristics to something that isn't human?

   (c) personification

3. How many rhyming couplets are there in the poem?

   There are eight rhyming couplets in the poem.

4. Use the text to help explain what a coward is. •Clue: What does the shadow do?

   A coward is someone who lacks courage or is scared.

5. Who does the narrator mean when using the word 'nursie'?

   The narrator means someone who takes care of a child, like a nanny or a babysitter.

6. Does the language in the poem tell us that this is an old or modern poem? Give one example to back up your answer.

   Various answers which suggest that the language is old rather than modern, e.g. words such as notion, arrant, ought and nursie tell us that this poem is old as these words aren't used very much today.

7. In the final verse, why had the shadow 'stayed at home'?

   (d) The sun wasn't up so the narrator wouldn't be able to see their shadow.

Editing

Sheet A

Text 12 – Pets and Wildlife

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

Sheet B

Text 3 – The Moon

The moon is a satellite of planet **E**arth. A satellite is an object that orbits a planet**.** **T**he moon's path around Earth is a squashed circle shape called an ellipse**.**

The moon is made from rock**.** It has mountains, craters, and flat areas of hardened lava on **its** surface. Scientists **believe** that **the** moon was probably created around 4.5 billion years ago when a large **object** hit Earth. **T**he impact blasted rocks out into space, **which** eventually came together **to** orbit around Earth. They melted together**,** cooled down and became the moon.

At The Beach Crossword SOLUTION