NAME: _____

Turramurra North
PUBLIC SCHOOL – 1914
EXPERIENCE TODAY INSPIRE TOMORROW

# Learning from Home

## Unit: 13

## Stage 2

## Year 3 and Year 4

## Term 4 Week 3 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 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

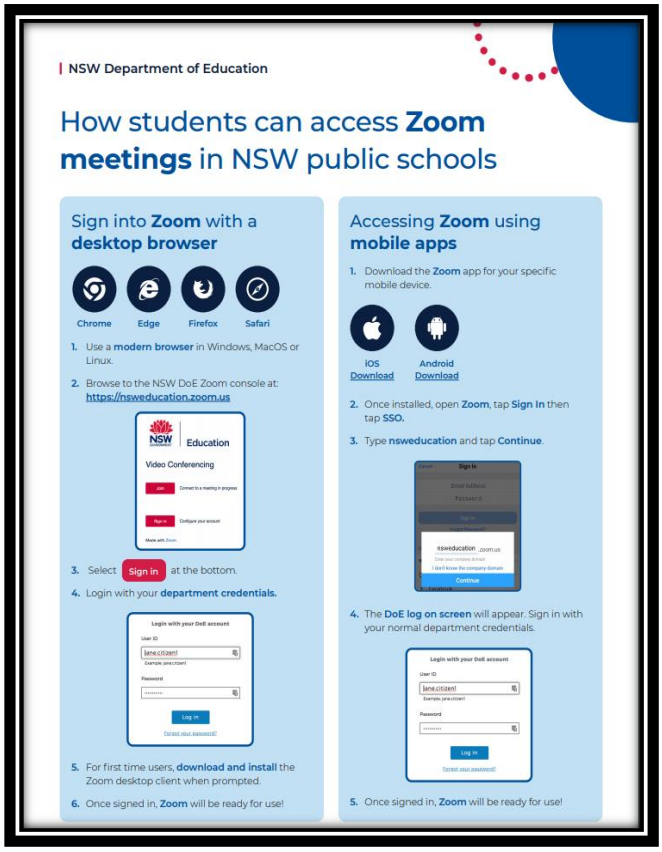
# 4H Zoom Classes
# WEEK 3 TERM 4 2021

**The Zoom meeting ID and passwords for this week are:**

| Class | Zoom Meeting ID | | Zoom Meeting Password | |
|---|---|---|---|---|
| **4H** | Morning am | Afternoon pm | Morning am | Afternoon pm |
| | 642 0734 7747 | 610 7354 9469 | **519177** | **369197** |

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 | 5T & 6B |
| 10.30am | 2M & 2R |
| 11.30am | 3R & 3H & 4H |
| 12.15pm | 5T & 6B |
| 1.30pm | 2M & 2R |
| 2.15pm | 3R & 3H & 4H |




**Week 3 Zoom meeting reminder**

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

**Afternoon Zoom meetings**
**Mon, Tues, Wed, Thurs**

**Friday afternoon**

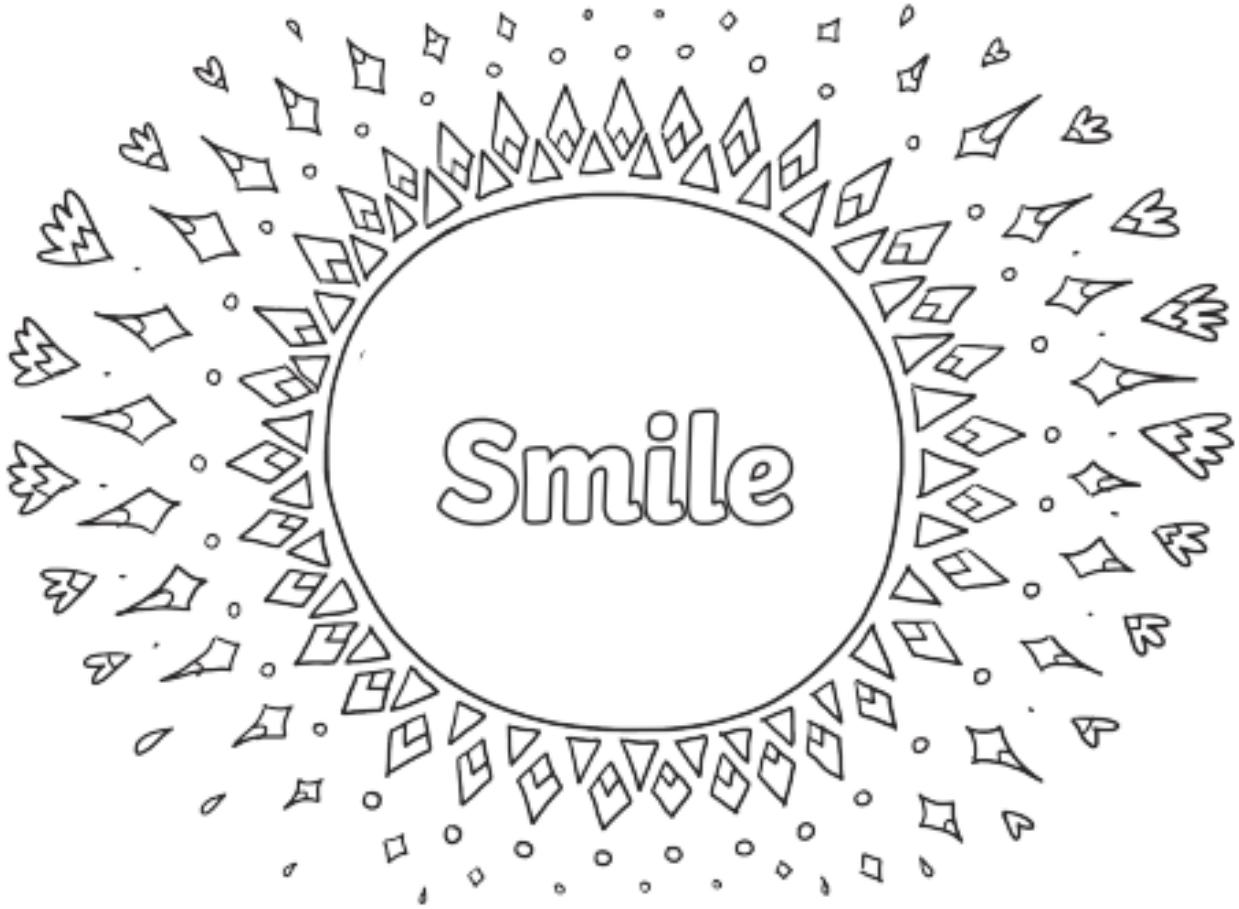
**Your classroom Zoom meeting will be replaced with Footsteps Friday – a learn to dance program which will continue throughout term 4. Join by clicking on the link included in the Friday activities.**

# Week 3 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<br>Reading<br>Writing** | **Spelling<br>Reading<br>Writing** | **Spelling<br>Reading<br>Writing** | **Spelling<br>Reading<br>Writing** | **Spelling<br>Reading<br>Writing** |
| **Break** | Break | Break | Break | Break | Break |
| **Middle** | **ZOOM 11:30am<br>Mathematics** | **ZOOM 11:30am<br>Mathematics** | **ZOOM 11:30am<br>Mathematics** | **ZOOM 11:30am<br>Mathematics** | **ZOOM 11:30am<br>Mathematics** |
| **Break** | Break | Break | Break | Break | Break |
| **Afternoon** | **Science<br>ZOOM 2:15pm** | **Art<br>ZOOM 2:15pm** | **Music<br>ZOOM 2:15pm** | **PDHPE<br>ZOOM 2:15pm** | **Dance<br>No ZOOM** |



# Week 3 Term 4 – Spelling

## Year 3 Spelling Words

| **ou ow**<br>cl**ou**d fl**ow**er | | *based on weekly focus in other KLAs* |
|---|---|---|
| **Core:** | **Extension:** | **Theme** |
| how | allowance | centimetre |
| now | allowed | position |
| town | aloud | estimate |
| down | announce | compare |
| house | boundary | capacity |
| about | doubtful | volume |
| round | drought | metre |
| ground | drown | pronoun |
| around | flour | personal |
| flower | fountain | possessive |
| brown | frowned | |
| hour | mountain | **Demon** |
| outside | plough | accountant |
| count | powder | surroundings |
| loud | powerful | astound |
| mouth | proud | accountable |
| south | sour | prowess |
| thousand | surround | marshmallow |
| mouse | towel | vicious |
| frown | trousers | couscous |
| shout | | pronounce |
| allow | | announcer |
| power | | |
| amount | | |
| ourselves | | |

## Year 4 Spelling Words

| **ou ow**<br>cl**ou**d fl**ow**er | | *based on weekly focus in other KLAs* |
|---|---|---|
| **Core:** | **Extension:** | **Theme** |
| cow | account | centimetre |
| town | allowance | position |
| out | allowed | estimate |
| house | announcement | compare |
| sound | bouncing | capacity |
| ground | browse | volume |
| south | compound | metre |
| mouth | discount | pronoun |
| count | doubtful | personal |
| cloud | encounter | possessive |
| thousand | lounging | |
| loud | outnumber | **Demon** |
| aloud | powder | announcement |
| allow | pronounce | cauliflower |
| drown | recount | drowsily |
| crown | southbound | sauerkraut |
| crowd | surround | ambiguous |
| hour | trousers | outrageous |
| sour | undoubtedly | stupendous |
| proud | unwound | moustache |
| outside | | pronouncing |
| downstairs | | noxious |
| powerful | | |
| ourselves | | |
| drought | | |

# 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.

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

ABOUT
ALLOW
ALOUD
AMOUNT
AROUND
BROWN
CLOUD
COUNT
COW
CROWD
CROWN
DOWN
DOWNSTAIRS
DROUGHT
DROWN
FLOWER
FROWN
GROUND
HOUR
HOUSE
HOW
LOUD
MOUSE
MOUTH
NOW
OURSELVES
OUT
OUTSIDE
POWER
POWERFUL
PROUD
ROUND
SHOUT
SOUND
SOUR
SOUTH
THOUSAND
TOWN

# Reading

- **Read → On Top of Spaghetti** and then complete either Sheet A or Sheet B.
- **Here are some words to <u>practise</u> before you read**

## On Top of Spaghetti

| | | | | |
|---|---|---|---|---|
| **meatball** | **sneezed** | **covered** | **moss** | **sauce** |

# On Top of Spaghetti

On top of spaghetti,
all covered with cheese,
I lost my poor meatball,
when somebody sneezed.
It rolled off the table
and onto the floor
and then my poor meatball,
rolled right out the door!

It rolled in a garden
and under a bush,
now my poor meatball,
was nothing but mush.
The mush was as tasty,
as tasty could be,
early next summer,
it grew into a tree.

The tree was all covered,
with beautiful moss.
It grew lovely meatballs,
in a tomato sauce.
So if you like spaghetti,
all covered with cheese,
hold on to your meatballs
and DON'T EVER SNEEZE!
A-A-A-CHOO !!

Sheet A

# Poetry Detective

What is the poem about?

_____

_____

Does the poem rhyme?

Yes ☐

No ☐

Copy all of the rhyming words that you can find in the poem.

_____

_____

_____

What is your favourite word or phrase in the poem?

_____

Explain why you like it.

_____

_____

What is your least favourite word or phrase in the poem?

_____

Explain why you don't like it.

_____

_____

How does the poem make you feel? Explain your answer.

_____

_____

_____

Would you recommend this poem to a friend?

Yes ☐

No ☐

Draw how the poem makes you feel here!

Sheet B

# Poetry Detective

What is the poem about?

Is there a rhyming pattern?
If so, what is it?

Has the poet used imagery (figurative language) in the poem?

| | |
|---|---|
| Similes | |
| Metaphors | |
| Personification | |
| Other | |

Copy an example of imagery from the poem

How does the poem make you feel?
Explain your answer.

Who would you recommend this poem to?
Explain your answer

What is your favourite word or phrase in the poem?

Explain why you like it.

What is your least favourite word or phrase in the poem?

Explain why you don't like it.

If you could change this word or phrase, what would you change it to?

Does the poem follow a repeating pattern or rhythm?
You may need to count syllables, words or lines.

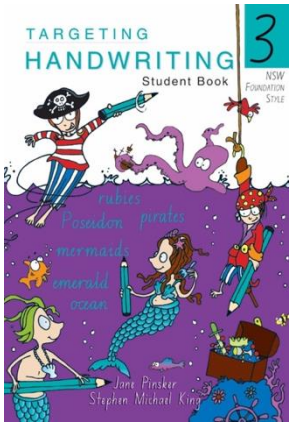
Does the poem contain any of the following?

| | |
|---|---|
| Repetition of words or phrases | |
| Onomatopoeia | |
| Alliteration | |
| Assonance | |

## Writing

# Mindfulness Monday

- 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.




# Poetry Presentation: Due Friday

This week you will be writing a collection of poems. You will be asked to create a portfolio of your poems to share with the class as your Feedback Task. You have the choice of how you would like to present your poems.

### Poetry Book

Create your own poetry booklet to present your poems from Week 3 Writing.
You can decorate and colour your booklet however you like!

### Digital Poetry Collection

Create a digital collection of your poems. Type/ draw all your poems from Week 3 onto your chosen program. You may choose to use CANVA, PowerPoint or Seesaw etc..

### Bookmark poems

Create a collection of bookmarks with a poem written on each.

### Poetry Artwork

Illustrate your poems using pictures to match your writing.

### Video/ Slam Poetry

Ask a family member to record you reading/presenting your poems out loud. Practise using expression and body language to engage an audience.

### Poem in your Pocket

Use the template to create a poetry booklet, small enough to fit inside your pocket. Write your poems on the pages and then follow the video tutorial to help you fold your teeny- tiny booklet.

# MONDAY - Mathematics

## Minute Maths

# 10 Times Table Activities

Count in 10s 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 |

Work out these answers:

a) 2 x 10 = _____

b) 10 x 10 = _____

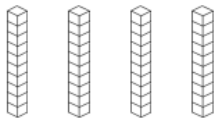
c) 5 x 10 = _____

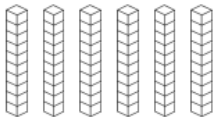
d) 6 x 10 = _____

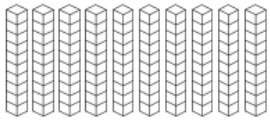
e) 12 x 10 = _____

f) 9 x 10 = _____

How many cubes are there? There are 10 cubes per stack.

a)  _____ x _____ = _____

b)  _____ x _____ = _____

c)  _____ x _____ = _____

I can complete 10 times table calculations.

10 × 0 = _____

10 × 1 = _____

10 × 2 = _____

10 × 3 = _____

10 × 4 = _____

10 × 5 = _____

10 × 6 = _____

10 × 7 = _____

10 × 8 = _____

10 × 9 = _____

10 × 10 = _____

I can complete missing number calculations.

10 × ☐ = 0

10 × ☐ = 10

10 × ☐ = 20

10 × ☐ = 30

10 × ☐ = 40

10 × ☐ = 50

10 × ☐ = 60

10 × ☐ = 70

10 × ☐ = 80

10 × ☐ = 90

10 × ☐ = 100

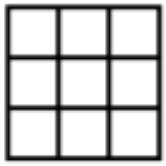
# Revision: Fractions

## Level 1: Colouring Fractions

### Fractions

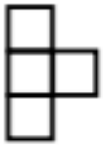
**a.** Color $\frac{3}{8}$

**b.** Color $\frac{5}{9}$



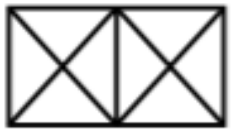
**c.** Color $\frac{1}{3}$

**d.** Color $\frac{1}{4}$



**e.** Color $\frac{4}{6}$

**f.** Color $\frac{7}{8}$



**g.** Color $\frac{1}{5}$

**h.** Color $\frac{2}{2}$

**i.** Color $\frac{3}{4}$

**j.** Color $\frac{2}{3}$

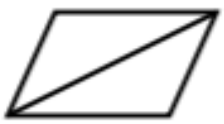
**k.** Color $\frac{2}{4}$

**l.** Color $\frac{3}{5}$

**m.** Color $\frac{5}{8}$

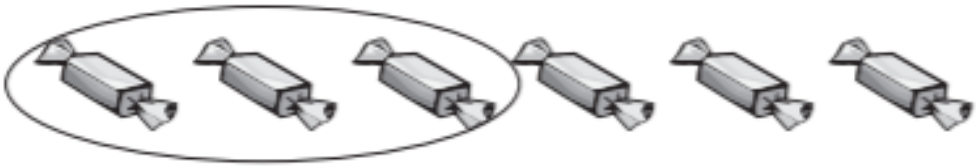
**n.** Color $\frac{5}{6}$

**o.** Color $\frac{1}{2}$



# Level 2: Representing Fractions

Fractions can show part of a collection. 3 out of 6 lollies are circled.



$\frac{3}{6}$

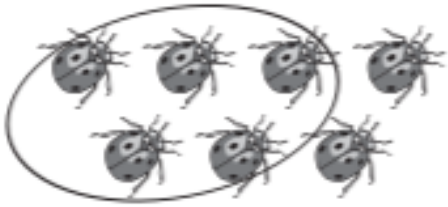
**1** **What fraction of each group is circled?**

**a** out of

**b** out of

**c** out of

**d** out of



**2** **Circle the fraction shown:**

**a** 6 out of 8

$\frac{6}{8}$

**b** 4 out of 6

$\frac{4}{6}$

**c** 3 out of 9

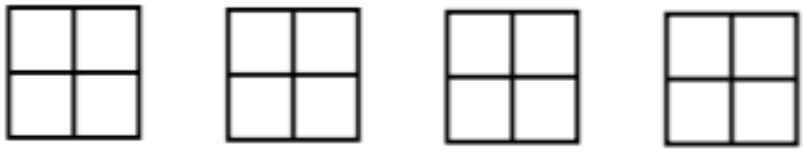
$\frac{3}{9}$

**d** 4 out of 12

$\frac{4}{12}$

# Fraction Stumpers

1. Show four different ways to color half of each square below.



2. Circle the shapes that are divided into thirds. Draw an X over the shapes that are not divided into thirds.

3. Two-fourths is _____ pieces of the whole.

   Three-fifths is _____ pieces of the whole.

   Seven-tenths is _____ pieces of the whole.

4. Below, you see one-fourth of the marbles in Pat's bag. Add to the picture to show all the marbles in Pat's bag.

5. Below, you see one-third of the carrots in the refrigerator. Add to the picture to show all the carrots in the refrigerator.

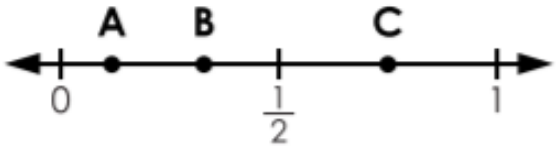
## Fractions: Zoom Lesson 11:30am till 12pm

**Zoom lesson**

**Practice Questions**

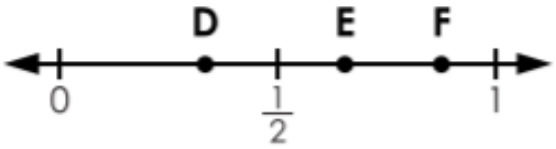
# Estimating Fractions on Number Lines

1.



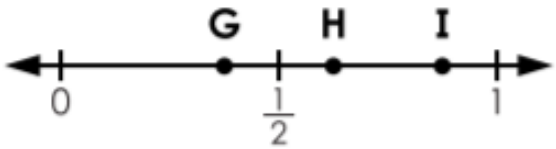

Which letter shows $\frac{3}{4}$? _____

2.




Which letter shows $\frac{1}{3}$? _____

3.




Which letter shows $\frac{7}{8}$? _____

4.

Which letter shows $\frac{1}{4}$? _____

5.

Which letter shows $\frac{3}{6}$? _____

6.

Which letter shows $\frac{3}{7}$? _____

7.

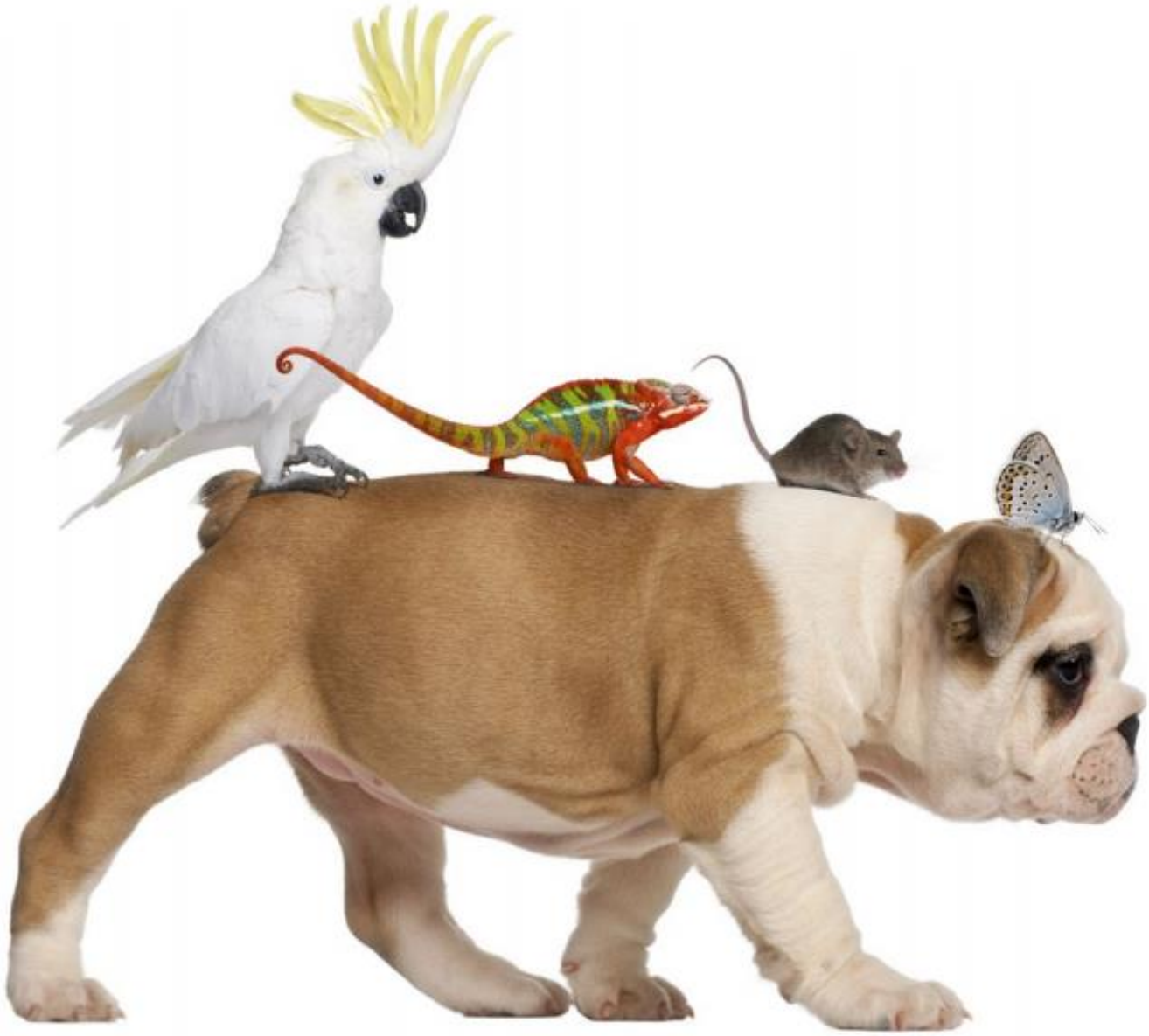
Mark $\frac{8}{9}$ on the number line.
Label this point ***S***.

8.

Mark $\frac{5}{10}$ on the number line.
Label this point ***T***.

# MONDAY – Science

**How can we group animals by their observable features?**



In this lesson, **observable features** are things that you can see on the **external** (outside) part of an animal. For example, body coverings.

**Below are some examples of Guess Who Animal clues. Can you guess the animal?**

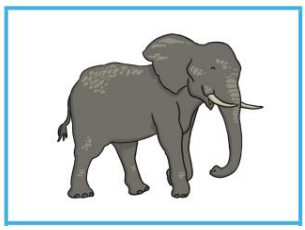
**What am I?**

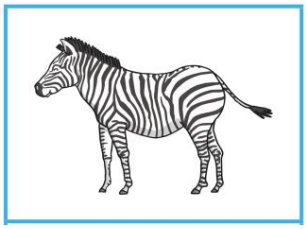
I have four legs.
I am big and grey.
I have a trunk.

**What am I?**

I have four legs.
I look like a horse.
I have black and white stripes.

**Answers**





Look at the animals below. Imagine you are one of these animals. Using your **observable features**, describe yourself giving clues. Write your clues on the following page.

See if someone can guess the animal based on your clues.

Panther

Raven

Horse

Snake

Newt

Pig

**Write your clues below. Remember they must be <u>observable features</u> only.**

In this lesson, **observable features** are things that you can see on the **external** (outside) part of an animal. For example, body coverings.

| | |
|---|---|
| **Panther** | **Raven** |
| **Horse** | **Snake** |
| **Newt** | **Pig** |

Today there are four spaceships travelling to Planet Zog. All these animals want to go. Sort these animals into four groups based on their observable features. You can either cut out and stick the animals or draw them in your chosen group.

Write what observable feature each group has in common. A maximum of four animals are allowed on each spaceship.

Ostrich

Duckling

Axolotl

Otter

Frog

Snake

Fish

Giraffe

Chameleon

Seal

Ladybird

Tortoise

Planet Zog has become a very popular place to live and astronauts are busy transporting animals to the planet daily.

Deciding which animals should go on each spaceship is a nightmare! To help the astronauts, scientists have told them to group the animals by their observable features.

Here is an example of how the astronauts have grouped six animals into two groups. Can you work out what each group has in common?

**Group 1**

Zebra

Skunk

Penguin

This group of animals _____

**Group 2**

Robin

Human

Kangaroo

This group of animals _____

**Sort the animals from the previous page into four groups by drawing and then write their names.**

1

- _____
- _____
- _____
- _____

This group of animals _____

_____

2

- _____
- _____
- _____
- _____

This group of animals _____

_____

3

- _____
- _____
- _____
- _____

This group of animals _____

_____

4

- _____
- _____
- _____
- _____

This group of animals _____

_____

Scientists group animals with backbones (vertebrates) into five groups based on their observable features. Read the eBook to find out more about these 5 groups.

## Classifying animals

There are millions of different animals on earth.

Scientists group these animals according to their different features. This is called **classifying**.

Animals with backbones (vertebrates) are classified into five different groups.

## Mammals

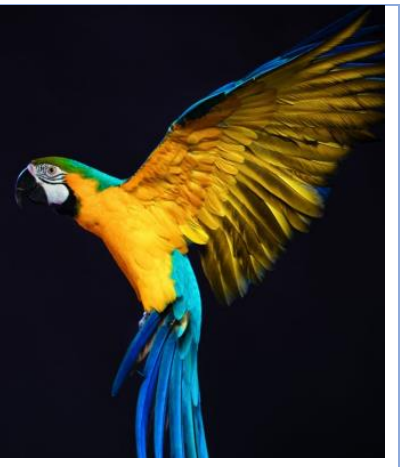
Mammals all have **hair** or **fur**.

## Amphibians

Other amphibians, such as frogs and toads, lose their tails.

## Birds

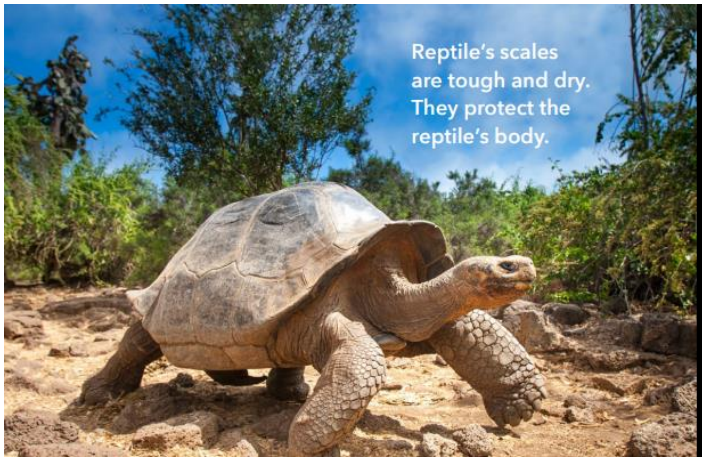
All birds have **feathers**, **wings** and a **beak**.



All birds have wings but not all of them can fly. These are called **flightless birds**.

## Reptiles

All reptiles have **scales**.



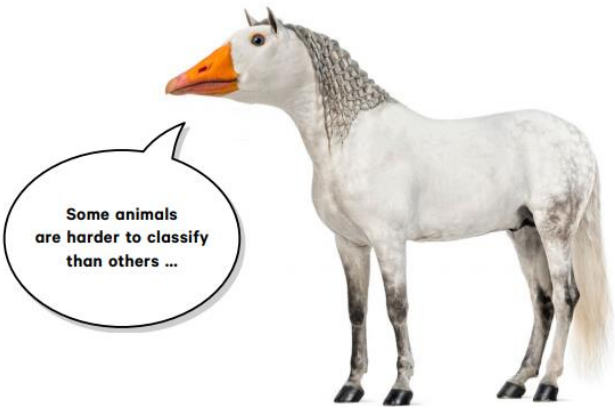
Reptile's scales are tough and dry. They protect the reptile's body.

## Fish

All fish have **scales** and **fins**.

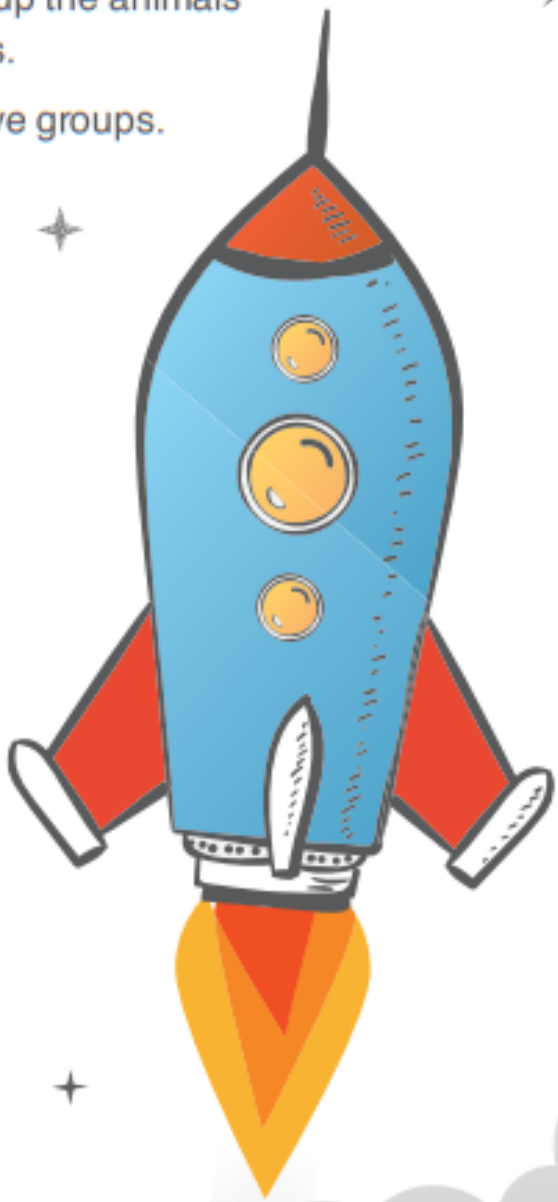
Fish use their caudal fin (tail) to move them through the water.

They use their other fins to turn and stop.



Using the scientific grouping system, regroup the animals wanting to go to Planet Zog into five groups.

One animal does not fit into any of these five groups. Can you work out which one it is?



| Mammals |
| --- |
| |

| Amphibians |
| --- |
| |

| Birds |
| --- |
| |

| Reptiles |
| --- |
| |

| Fish |
| --- |
| |

# 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 |
|---|---|---|
| | | |
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| | | |

- 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!**

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

**We miss listening to you read!**

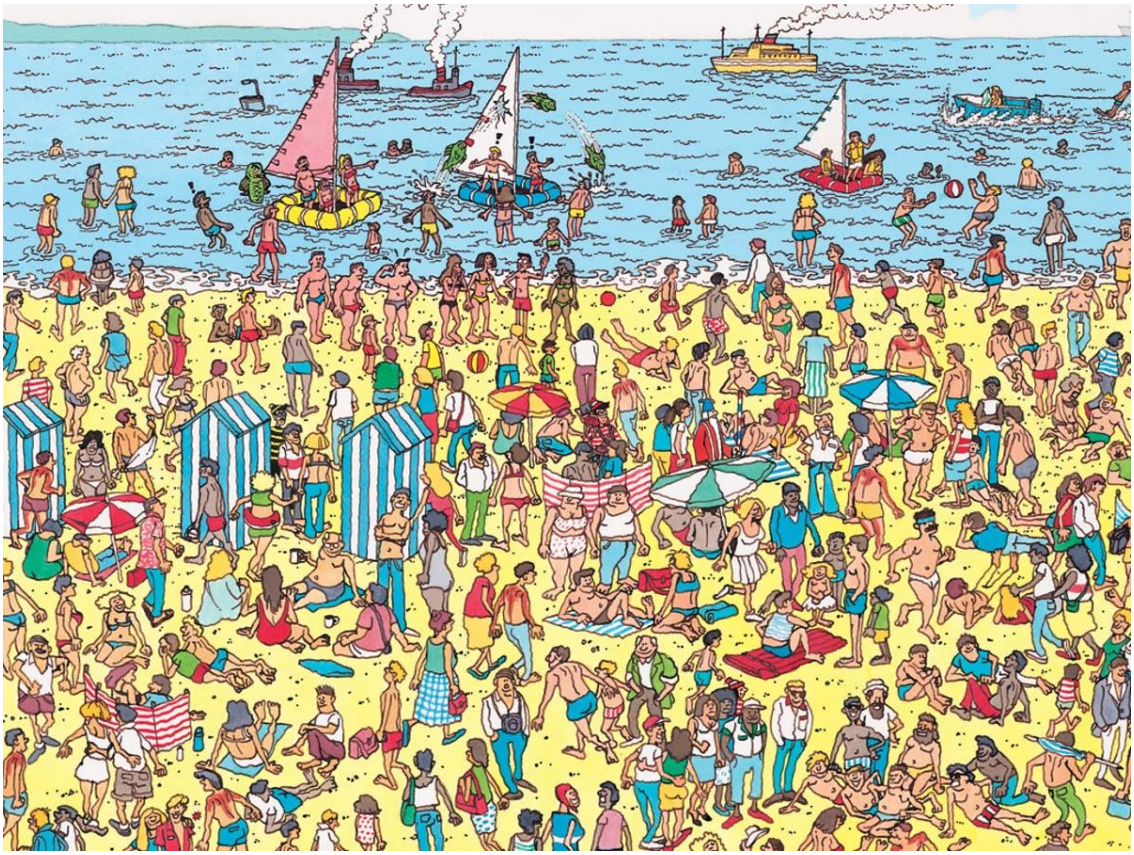
- Read the instructions below to help you upload a recording of yourself reading to Seesaw. You may choose to read a few pages of a chapter book of your choice or On Top of Spaghetti.

## Fluency Reading Practice

Let's practice reading!

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

Can you find Wally?



# Writing

**Learning Intention:**

- We are learning to understand the structure of free verse poetry
- We are learning to create a free verse poem using alliteration

**Success Criteria:**

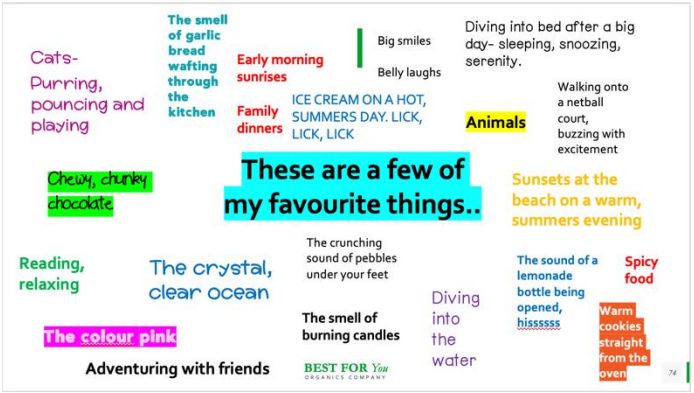
- I can understand the structure of free verse poetry
- I can write a free verse poem using alliteration

What is Free Verse Poetry?

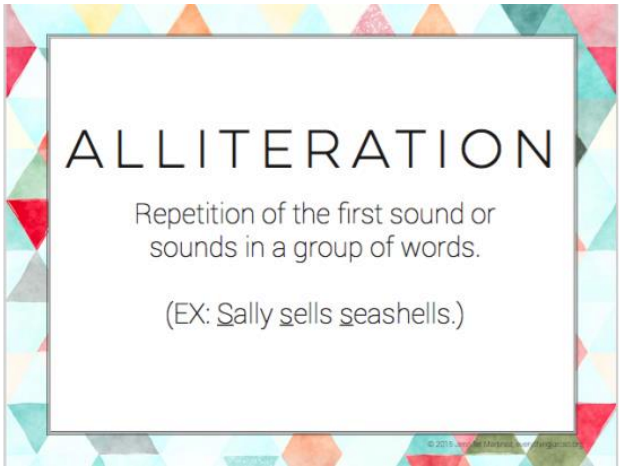
FREE VERSE is a kind of poetry that has no real rhythm or pattern, so you can put words together in all sorts of ways. You can be VERY imaginative!

## A few of my favourite things…

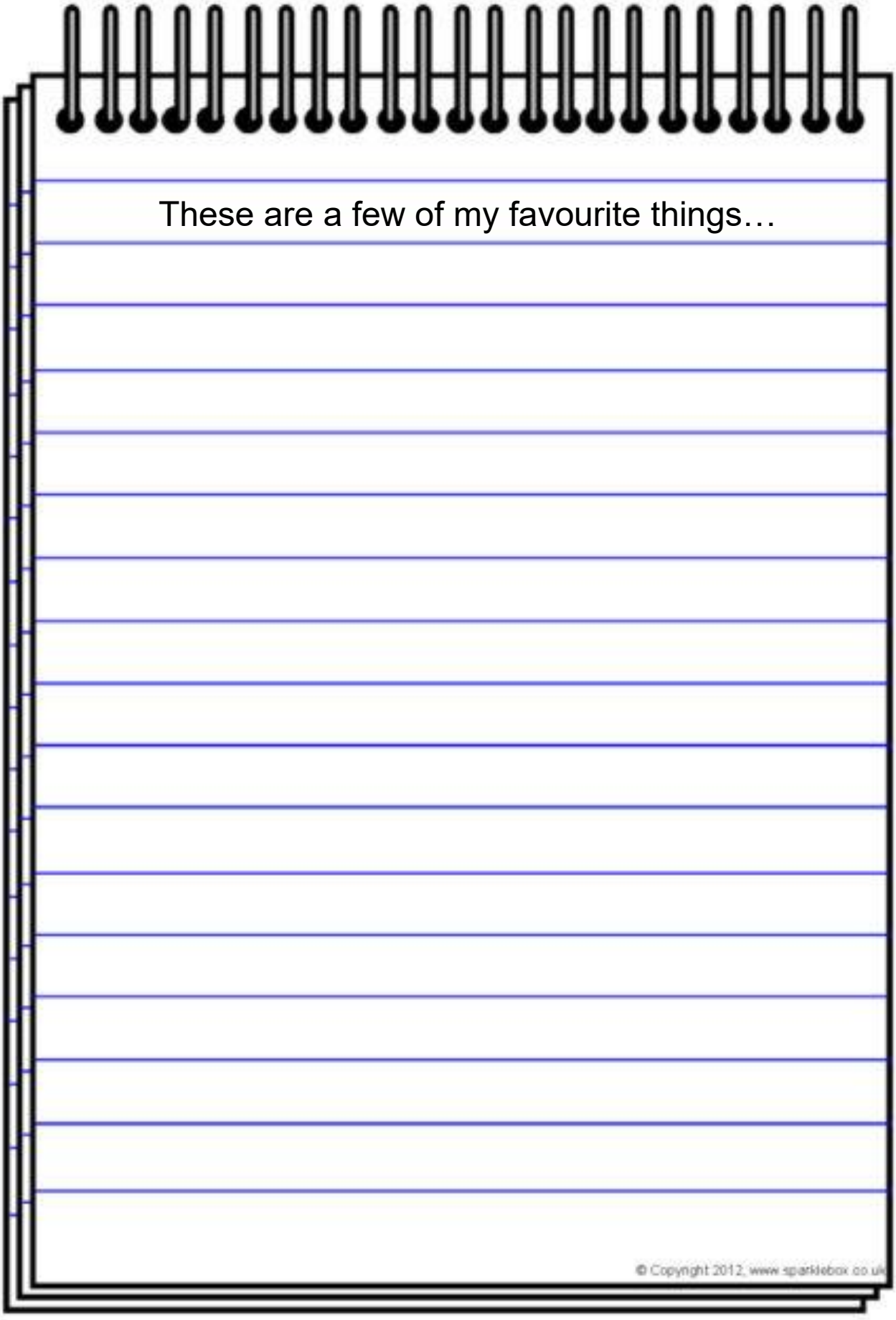
1. Open Seesaw (or use the space on the next two pages) and write/ draw/ 20 things that you love
   - Use a mix of different fonts, colours, etc..
   - Try to incorporate at least **two examples of alliteration** when you are writing e.g. the crystal, clear ocean




2. On the next slide (or in your book on the template) write your **top 10 things favourite from your list.**
3. Mix and match these things to create a poem titled 'These are a few of my favourite things.'
   - Use at least two examples of alliteration in your poem
   - You may add pictures and decorate your slide once you have written your poem.
   - **This poem will be part of your Poetry Presentation**




These are a few of my favourite things…


These are a few of my favourite things…
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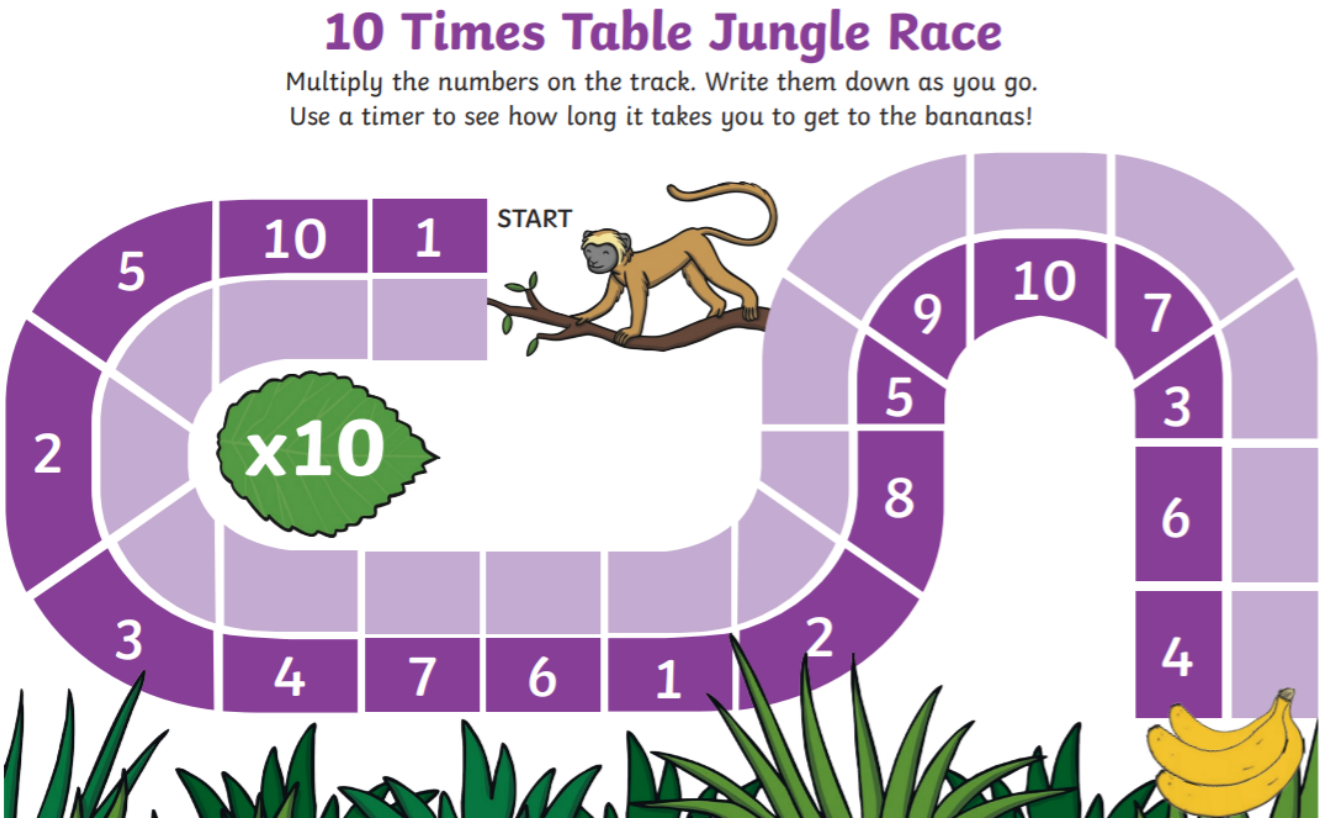
# TUESDAY - Mathematics

## Minute Maths

**Take on the 30 second challenge**



SCAN ME

**Game PIN:** 08879758

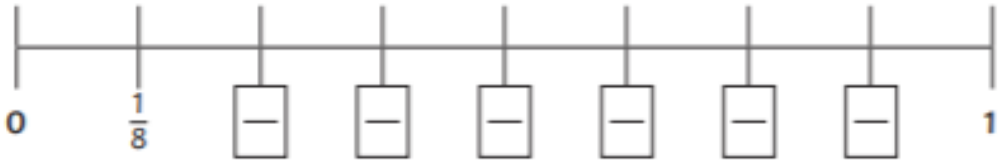
Scan the QR code to try the 10 Time times tables Kahoot. This game is set on fast mode with just 5 seconds to select your answer.
Use your first name and first initial as your username. E.G. SophieJ

# Fractions on Number Lines

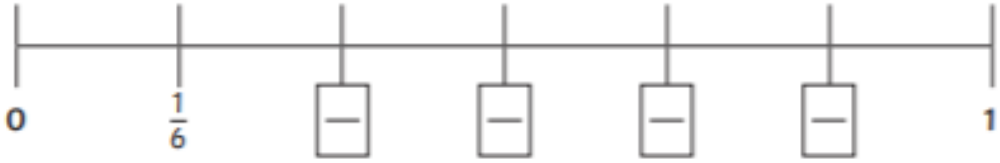
To reason about the position of fractions on number lines up to one whole.

1. Label the number lines. The first fraction has been given.

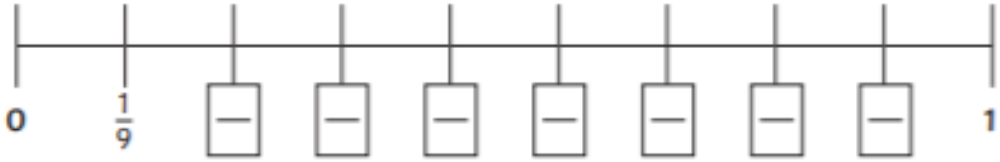
a)




b)



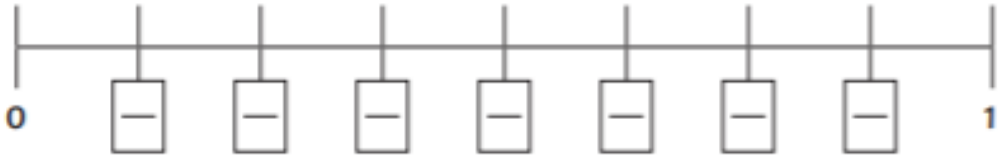

c)



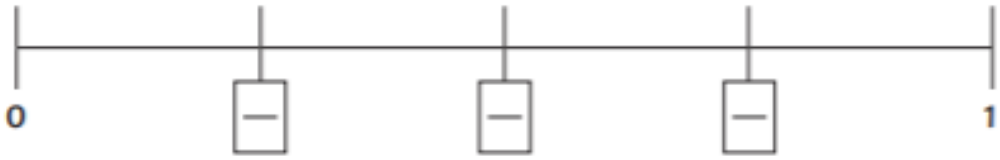

2. Label the number lines. Count how many equal parts the whole has been divided into.

a)

b)




c)




3. What fraction are the arrows pointing at? The first fraction has been given.

a)

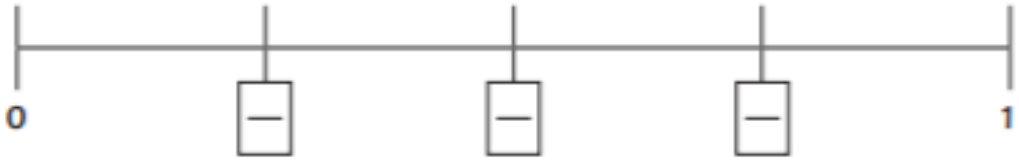
# Fractions on Number Lines

To reason about the position of fractions on number lines up to one whole.

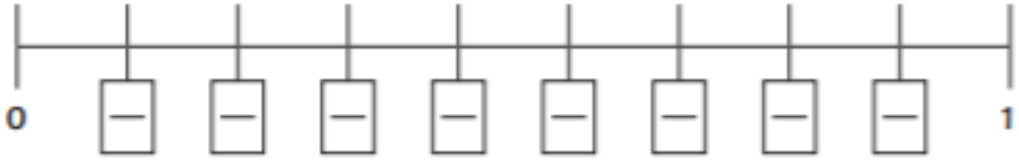
1. Label the number lines. Count how many equal parts the whole has been divided into.

a)

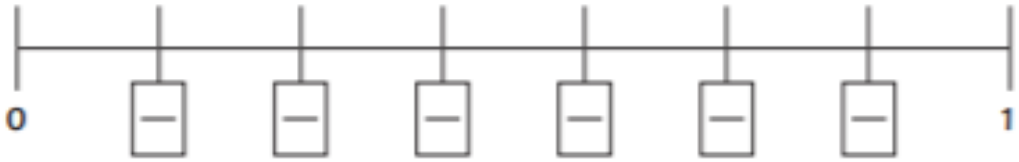
b)




c)




d)




2. What fraction are the arrows pointing at? Count how many equal parts the whole has been divided into.

a)

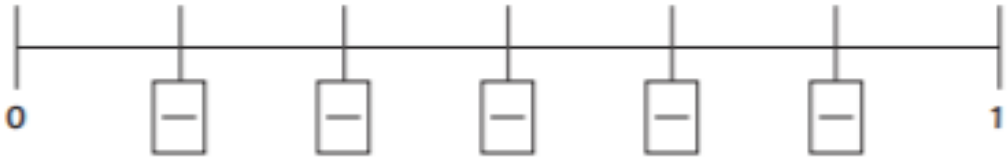
b)

# Fractions on Number Lines

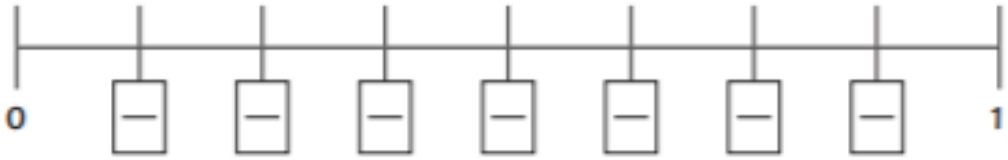
To reason about the position of fractions on number lines up to one whole.

1. Label the number lines.

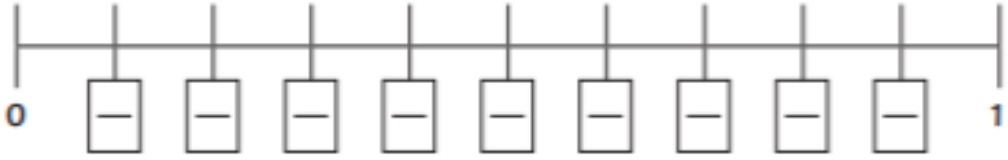
a)




b)



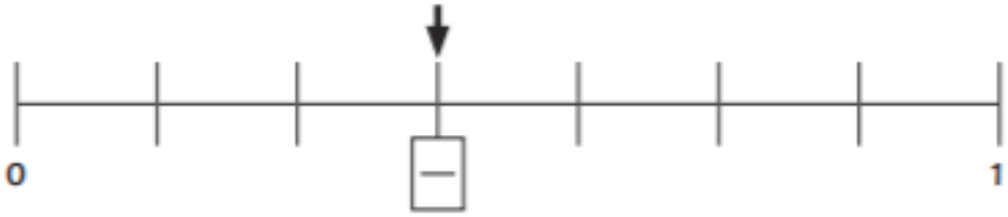

c)




d)

2. What fractions are the arrows pointing at?

a)

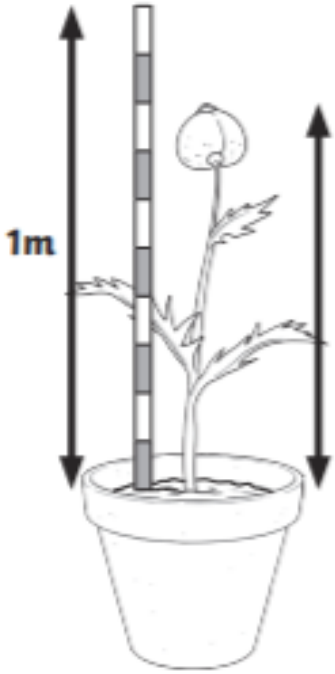



b)

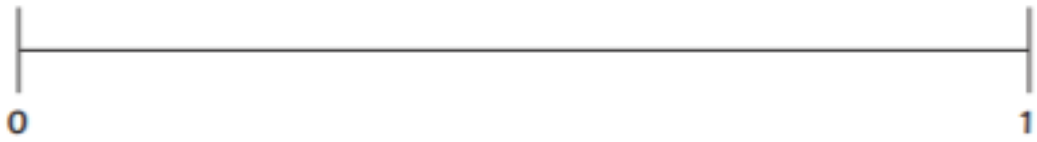
## Level 3 Part 2: Fractions on a number line

3. How tall is the plant?
   Write your answer as a fraction of a metre.

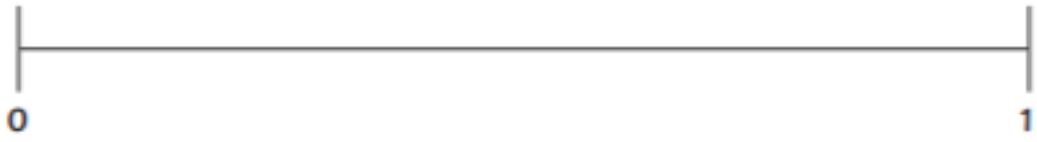
The plant is ☐ m tall.




4. Which is greater, $\frac{2}{4}$ or $\frac{2}{3}$ ? Use the number line to help you. Explain your answer.




5. True or false? $\boxed{\frac{2}{5} < \frac{2}{8}}$ Use the number line to help you. Explain your answer.



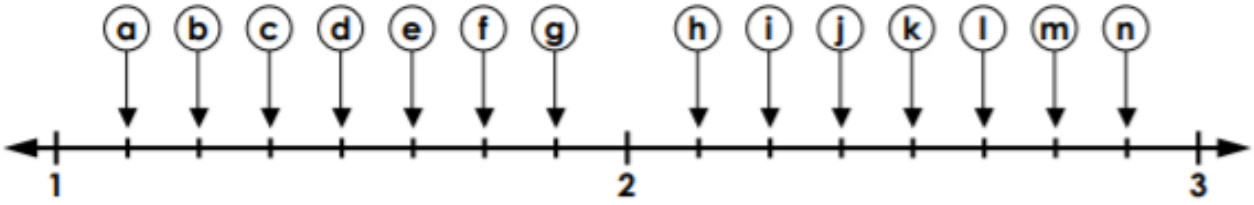
# Fractions: Zoom Lesson 11:30am till 12pm

**Zoom Lesson**

**Practice Questions**

## Mixed Fractions Number Line

Write the correct letter on the blank line next to each mixed fraction.




| | | | |
|---|---|---|---|
| $1\frac{1}{4}$ b | $2\frac{5}{8}$ _____ | $2\frac{3}{4}$ _____ | $1\frac{3}{8}$ _____ |
| $2\frac{1}{8}$ _____ | $1\frac{7}{8}$ _____ | $1\frac{1}{2}$ _____ | $2\frac{7}{8}$ _____ |
| $2\frac{1}{2}$ _____ | $1\frac{5}{8}$ _____ | $2\frac{1}{4}$ _____ | $1\frac{1}{8}$ _____ |

Compare the fractions using <, >, and =.

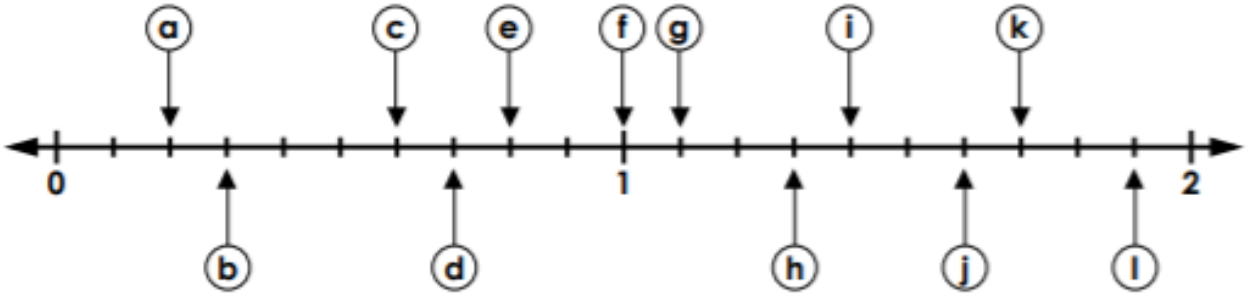
| | | |
|---|---|---|
| $1\frac{3}{4} = 1\frac{6}{8}$ | $2\frac{1}{8} \bigcirc 2\frac{1}{4}$ | $1\frac{7}{8} \bigcirc 2\frac{1}{4}$ |
| $2\frac{5}{8} \bigcirc 2\frac{1}{2}$ | $1\frac{3}{8} \bigcirc 2\frac{3}{8}$ | $1\frac{2}{4} \bigcirc 1\frac{2}{8}$ |
| $2\frac{2}{8} \bigcirc 2\frac{1}{4}$ | $1\frac{5}{8} \bigcirc 1\frac{3}{4}$ | $2\frac{7}{8} \bigcirc 1\frac{7}{8}$ |
| $1\frac{3}{4} \bigcirc 1\frac{4}{8}$ | $2\frac{2}{4} \bigcirc 2\frac{1}{2}$ | $1\frac{6}{8} \bigcirc 2\frac{2}{8}$ |

Zoom Lesson

Practice Questions

# Decimal Number Line

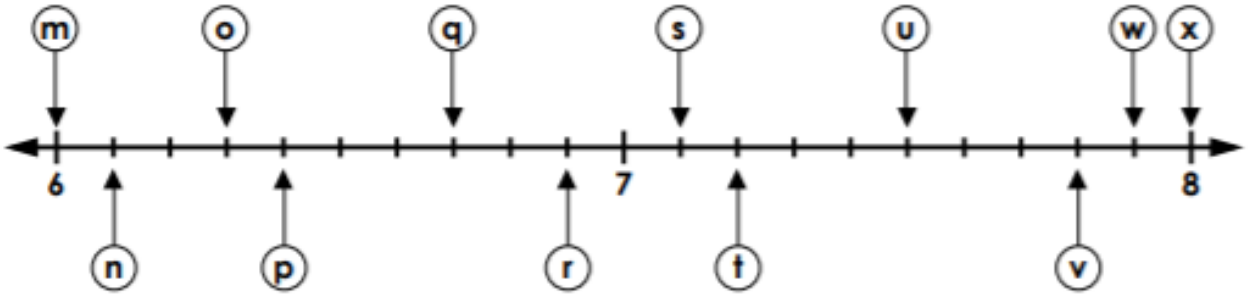
Write the correct decimal on the blank line next to each letter.




a. 0.2 b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

i. _____ j. _____ k. _____ l. _____




m. _____ n. _____ o. _____ p. _____

q. _____ r. _____ s. _____ t. _____

u. _____ v. _____ w. _____ x. _____

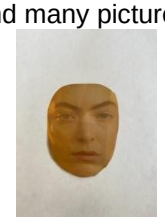
# TUESDAY – Art

## Okuda San Miguel

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

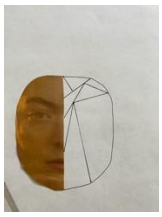
Okuda San Miguel is a Spanish painter and sculptor known for his distinctive style of colourful geometric patterns.

For your Okuda inspired artwork you will need to find a picture of a face that is looking straight at the camera. Make sure it is a reasonable size. I found many pictures of faces in the weekend papers.



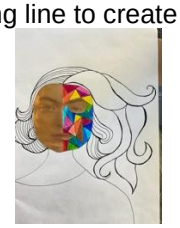
When you have found a face cut it out, so no hair or ears are showing. Next cut your face in half and glue on half onto your paper.

Now draw the other side of the face and begin to divide it up into small triangles.



Add colour.

After you have coloured in all the triangles cut out the mouth and the eye from the other half of the face and glue it on. Now begin to add hair using line to create movement.



Add contour lines within each section of hair.

Add a neck and shoulders and again using line create texture and value, important elements of art.

You may wish to colour different sections of your artwork.

# 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 |
|---|---|
| | |
| | |
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| | |

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

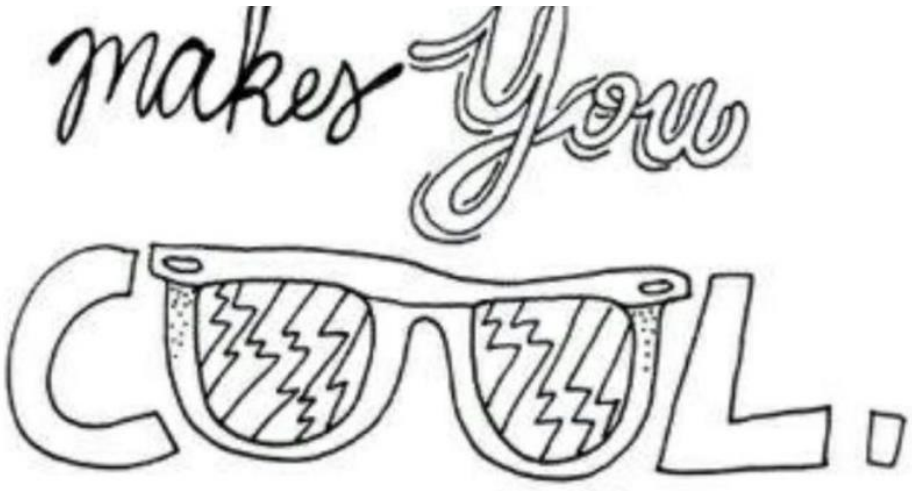
| | |
|---|---|
| **Illustrations Expert**<br>Draw a picture to match the meaning of each of your words. | **Cartoon Connection**<br>Create a cartoon strip using as many spelling words as you can. |
| **Fancy Fonts**<br>Write your spelling words using fancy letters.<br>*apple*<br>**keep**<br>arrive |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

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

## Reading

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

# EPIC EDITING



Sheet A

Name: _____ Date: _____

# Text 8 – France

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

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

france is a countrie on the continent of Europe Did you know that french peeple love cheese More than 350 types of cheese are made in france. One of the most famous is blu cheese. it is very smelly

Write the text correctly on the lines below.



teachstarter

Sheet B

Name: _____ Date: _____

# Text 6 – Littering

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

littering is a waste of naturel resources many of the items left lieing on the ground could be re-cycled or reused in some way.

If these items is not disposed of properly, brand-new items must be made to replace them? This means that more natural materials must be procesed to make new items. these resources will eventually run out! It is more expensive too make new items then to recycle or reuse old ones. putting litter in the bin helps peeple save money and conserve resources

**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.**



teachstarter

# Writing

**Learning Intention:**

- We are learning to understand the structure of free verse poetry
- We are learning to arrange words into a free verse poem

**Success Criteria:**

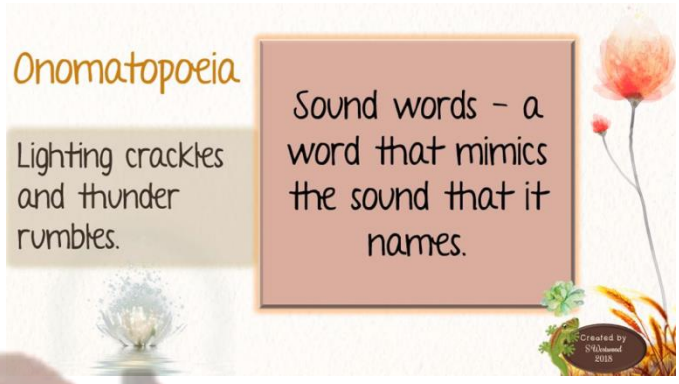
- I can arrange words into a free verse poem
- I can use onomatopoeia in my poem

What is Free Verse Poetry?

FREE VERSE is a kind of poetry that has no real rhythm or pattern, so you can put words together in all sorts of ways. You can be VERY imaginative!

## Halloween Poem

1. Open Seesaw and click 'Halloween Free Verse Poem' activity or look at the example on the next page.
2. Brainstorm different ideas, sounds and thoughts about Halloween.
   - How does it feel?
   - What does it look like?
   - What sounds do you hear?
3. Use your brainstorm to write a Halloween inspired poem on the ghost template or if using Seesaw click and drag the Halloween inspired words on the next slide to create your own free verse poem. You can use the words on the slide and the ones you brainstormed.




- Include examples of onomatopoeia e.g., bang, crash, whizz
- Write a free verse Halloween inspired poem
- Decorate with your choice of images and/or drawings

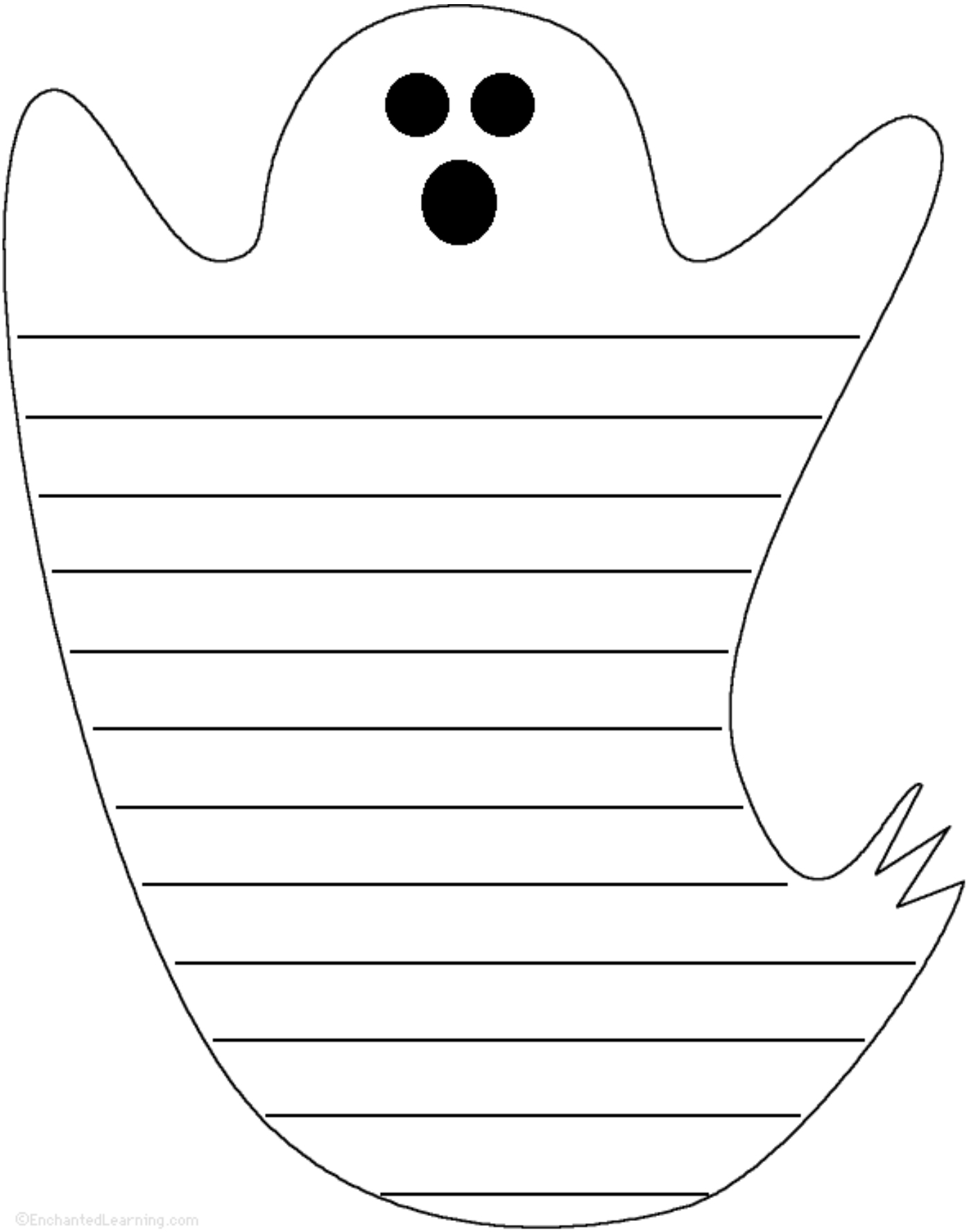
**This poem will be part of your Poetry Presentation.**

# Halloween Sensory Poem

Halloween smells like the sweet scent of lollies wafting through the air
Halloween tastes like glistening, ghostly gum drops
Halloween looks like the eerie, dark depths of a haunted castle
Halloween sounds like pumpkins and witches, cackling in the dead of night- HA HA HA HA
Halloween looks like spine chilling darkness, ghastly ghouls and sinister creatures who dance in the night

**Halloween**

What does it look like?
How does it feel?
What sounds do you hear?



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# WEDNESDAY - Mathematics

## Minute Maths

**Ski Race the 10x times table game.**
**Scan the QR Code to play**

SCAN ME

https://www.education.com/game/multiply-by-10-skiracer/

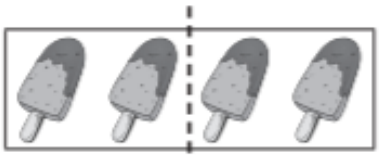
Solve the problems by filling in the empty boxes.

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

# Revision: Fractions

## Level 1:

Finding a fraction of different amounts is like division. Look at this tray of 4 ice creams. We can see that $\frac{1}{2}$ of this group is 2. This is the same as dividing 4 by 2.



$4 \div 2 = 2$

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

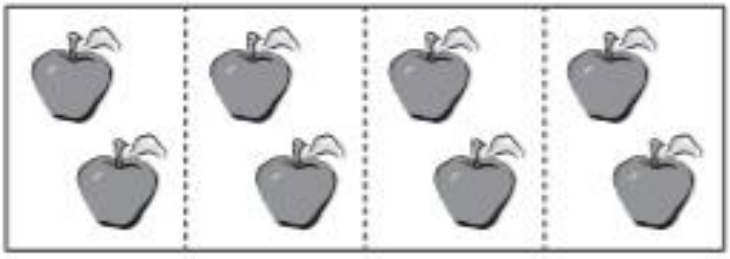
**3** **Look at these fraction pictures. They have been divided into groups to help you. Complete the boxes to show how division and fractions are related. The first one has been done for you.**

a

12 ÷ 4 = 3

$\frac{1}{4}$ of 12 = 3

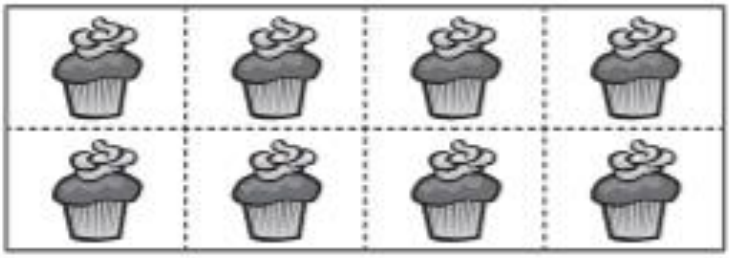
b



□ ÷ 4 = □

$\frac{1}{4}$ of □ = □

c



□ ÷ 8 = □

$\frac{1}{8}$ of □ = □

**4** **Find $\frac{1}{4}$ of these amounts:**

$\frac{1}{4}$ of 24 = □

SCAN ME

**Level 2:**

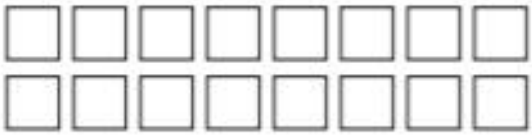
For a detailed explanation scan the QR code and watch the video.

**5** **Shade the fraction of these amounts:**

**a**

$\frac{1}{4}$ of 8 = 2

**b**



$\frac{1}{2}$ of 16 = 8

**6** **Find these amounts. Use counters to help you.**

**a** How many sweets did I get if I was allowed $\frac{1}{4}$ of 24? _____ sweets

**b** $\frac{1}{3}$ of all the kids in my class have a pet dog.
How many have a dog if there are 30 kids in my class? _____ kids

**c** $\frac{1}{5}$ of all the kids in my class ate an apple at recess.
How many apples were eaten if there were 30 kids in my class? _____ apples

**7** **Jackson loves to bake cookies. He is famous for his triple choc chip delights. Work out how many each person received if Jackson baked a batch of 24 triple choc chip delights.**

**a** His best friend Hamish got $\frac{1}{4}$. Hamish got _____ triple choc chip delights.

**b** He gave $\frac{1}{2}$ away to the teachers in the staff room.

The teachers got _____ triple choc chip delights.

**c** He gave the rest to his next door neighbour Mr Wallis.

Mr Wallis got _____ triple choc chip delights.

## Level 3:

**3** Shade $\frac{1}{4}$ on these grids and complete the statements:

a

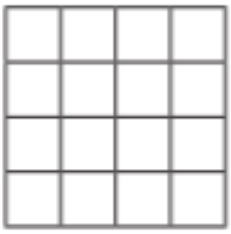
□ ÷ □ = □

$\frac{1}{4}$ of □ = □

b

□ ÷ □ = □

$\frac{1}{4}$ of □ = □

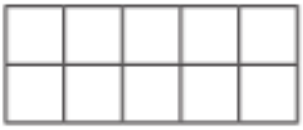
c 

□ ÷ □ = □

$\frac{1}{4}$ of □ = □

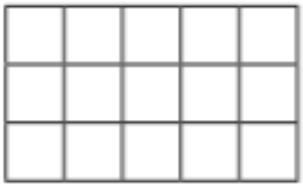
---

**4** Shade $\frac{1}{5}$ on these grids and complete the statements:

a 

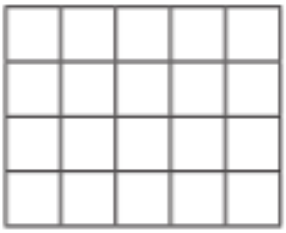
□ ÷ □ = □

$\frac{1}{5}$ of □ = □

b 

□ ÷ □ = □

$\frac{1}{5}$ of □ = □

c 

□ ÷ □ = □

$\frac{1}{5}$ of □ = □

---

**5** Find the fractions of these numbers:

a $\frac{1}{2}$ of 8 = □

b $\frac{1}{4}$ of 12 = □

c $\frac{1}{3}$ of 9 = □

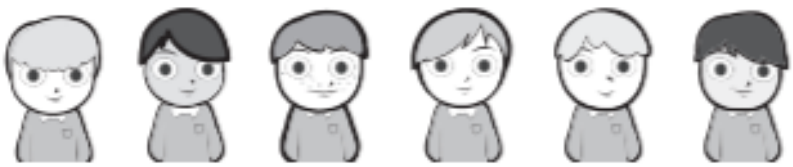
d $\frac{1}{5}$ of 15 = □

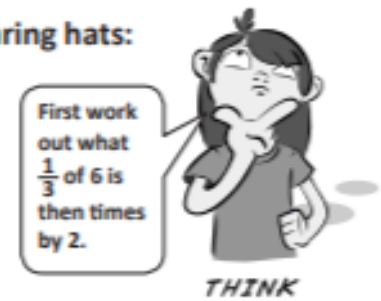
e $\frac{1}{8}$ of 16 = □

f $\frac{1}{4}$ of 20 = □

---

**6** Complete this picture to show that $\frac{2}{3}$ of these boys are wearing hats:





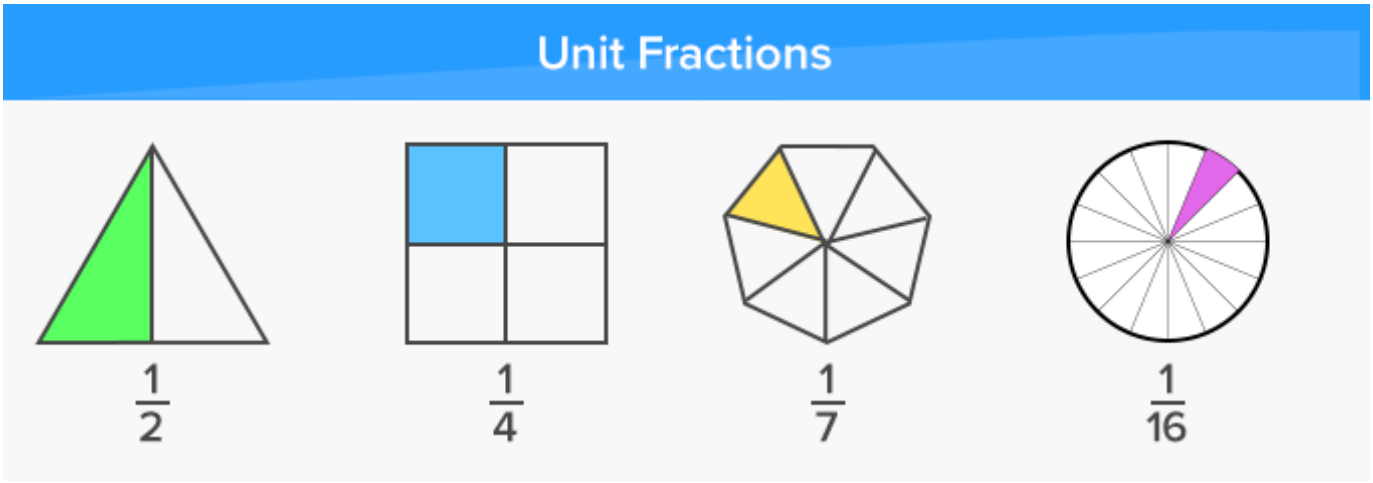
# Fractions: Zoom Lesson 11:30am till 12pm

**Success Criteria**

**Compare unit fractions by referring to the denominator**

What is a unit fraction?
In math, a unit fraction can be defined as a fraction whose numerator is 1.
It represents 1 shaded part of all the equal parts of the whole.

Here are a few examples of unit fractions.




_____

Draw a line from the fractions above to where they would roughly sit on the number line.

What do you notice about the position they sit their denominator?

_____

_____

_____

**Look at the unit fractions in the box below.**
**Write them in order from smallest to largest in the box below.**

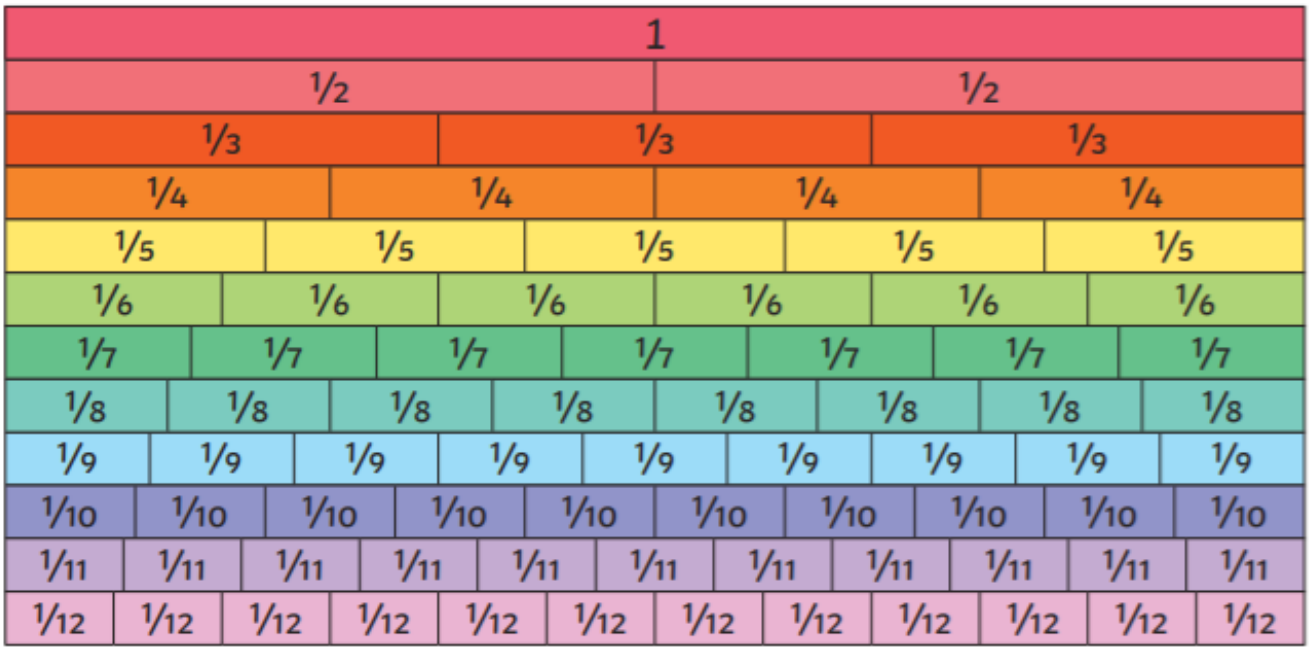
| | | | | |
|---|---|---|---|---|
| $\frac{1}{5}$ | $\frac{1}{2}$ | $\frac{1}{4}$ | $\frac{1}{8}$ | $\frac{1}{9}$ |
| $\frac{1}{14}$ | $\frac{1}{16}$ | $\frac{1}{6}$ | $\frac{1}{11}$ | $\frac{1}{3}$ |

## Smallest

| | | | | |
|---|---|---|---|---|
| | | | | |
| | | | | |

## Largest

## Challenge: Ordering Fractions




**Circle the larger fractions in the table below.**

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

# WEDNESDAY – Music

**Halloween Rhythm Warm-Up**

Last week you did Halloween medley using body percussion, and this week I'd like you to follow along with the notated rhythm, making up your own movements.

https://youtu.be/586_P69fdZA?t=6

**Body Percussion: Spooky Scary Skeletons**

https://youtu.be/gvC1um7evac?t=1

**Adams Family Bucket Drumming**

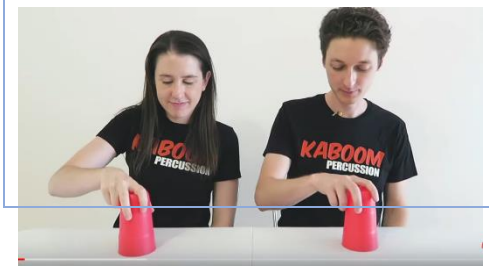
**https://youtu.be/M-HWSNxTa-E?t=2**

This week we are going to learn two cup percussion patterns to accompany "Fireflies". Watch the tutorial first and when you are confident have a go with the performance. You will need a plastic cup or a small container such as a clean, empty yoghurt container.

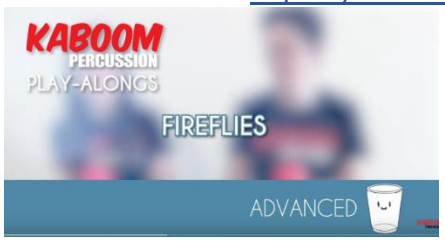
**Fireflies**

Tutorial:

https://youtu.be/lAs5FCExc7Q



**Performance:** https://youtu.be/JZkc0hVIvOs




**Listening: Soul Cake (Sting)**

Here is a beautiful arrangement of “Soul Cake” sung by Sting. We have sung several verses of this song in class.

https://youtu.be/bu8H5rA9HuA?t=2

And finally, did you work out how Josh and Cat made the instrument you heard last week? Here is how!

https://youtu.be/eHoHqHK2UVU?t=5

**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

| My Words | Practise |
|---|---|
| | |
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| | |

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

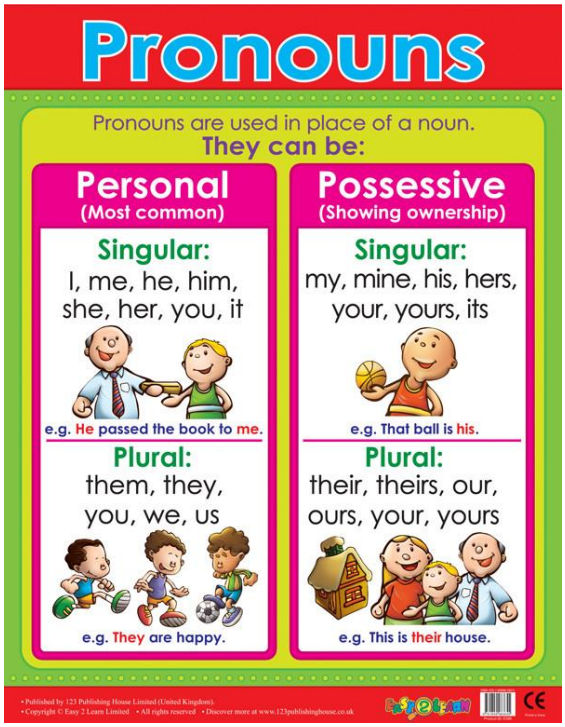
| | |
|---|---|
| **Spelling Fitness**<br>Practise your spelling words whilst completing some physical activity e.g. bouncing a ball, hula hooping, skipping. | **Working Out Words**<br>Group your spelling words into noun, adjectives, verbs, adverbs. |
| **Rap Your Words**<br>Create a rap or song which includes as many words as possible. | **Spelling Addition**<br>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.

Today we will be revising pronouns! Pronouns are words that take the place of nouns, including I, me, you, we, she, he…




- **Choose 1 of the following videos to watch**

**Mini Pronoun Lesson**

**Pronoun Rap**

- **Choose** to complete either Sheet A or Sheet B

**Optional:** Pronoun Game!
Play this awesome game as you save the Kingdom from the terrible dragon!

Scan me

# Pronouns

Sheet A

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Put a circle around all of the **pronouns** in this box. Underline all of the **nouns**.

| | | | |
|---|---|---|---|
| me | crying | Ash | dominoes |
| costume | Hassan | it | they |
| yours | leggings | classroom | her |
| mine | them | singing | him |

For each sentence, underline the noun and circle the pronoun that it has been replaced with. Look at the example:

I tried to tie my laces, but they ended up looking like balls of spaghetti.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. He fished my cap from underneath the art trolley and plonked it back on my head.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.

Sheet B

# Pronouns

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Put a circle around all of the **pronouns** in this box, underline all of the nouns and draw a box around the **possessive pronouns.**

| | | | |
|---|---|---|---|
| hers | anxiously | Hassan | singing |
| stage | Ash | it | they |
| yours | them | classroom | mine |

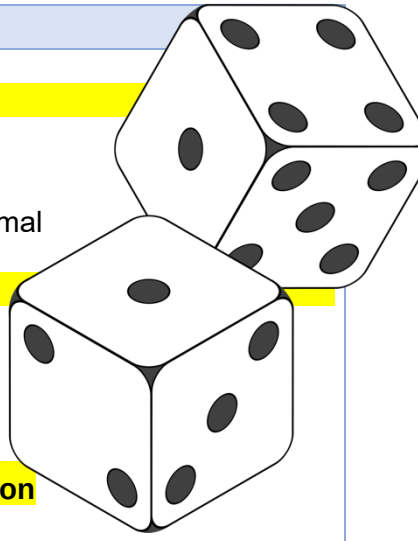
For each sentence, underline the noun and circle the pronoun that it has been replaced with.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. He fished my cap from underneath the art trolley and plonked it back on my head.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.

Choose a colour for each character in this extract. Colour in the nouns and pronouns to show which person they are referring to.

*I saw Miss Underbridge give the thumbs up to Mr Rivers, who stood beside the sound system. He gave me a warm smile and suddenly, I just knew that I was going to let him down. The opening music started. The Merry Men leapt onto the stage and started to jig about. Janelle bounced from side to side with a huge grin on her face. At least she was enjoying herself.*

# Writing



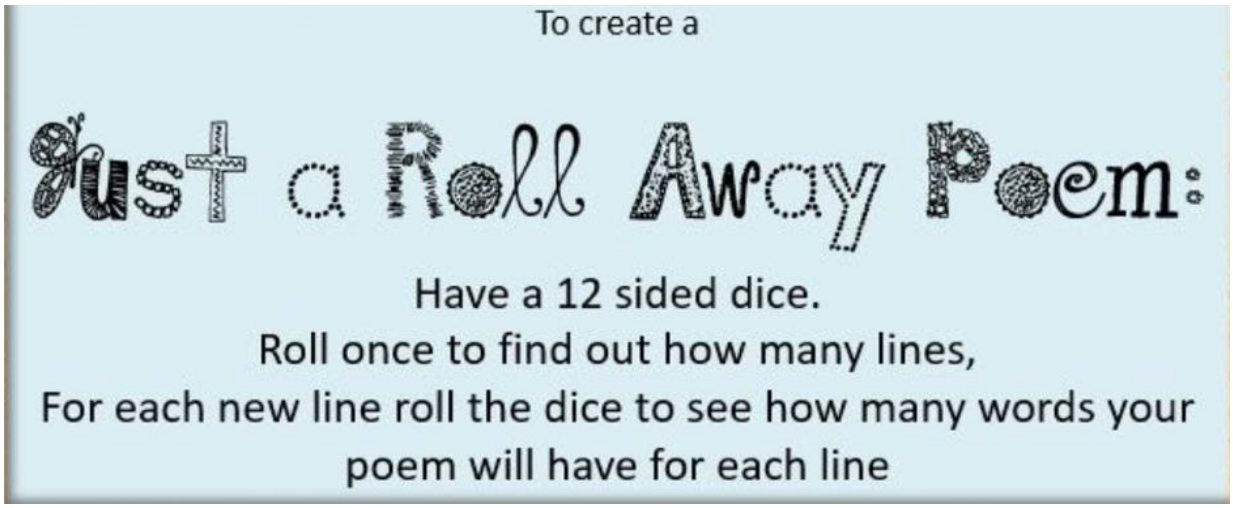
**Learning Intention:**

- We are learning to understand the structure of free verse poetry
- We are learning to create a 'Just Roll Away' poem about an Australian animal

**Success Criteria:**

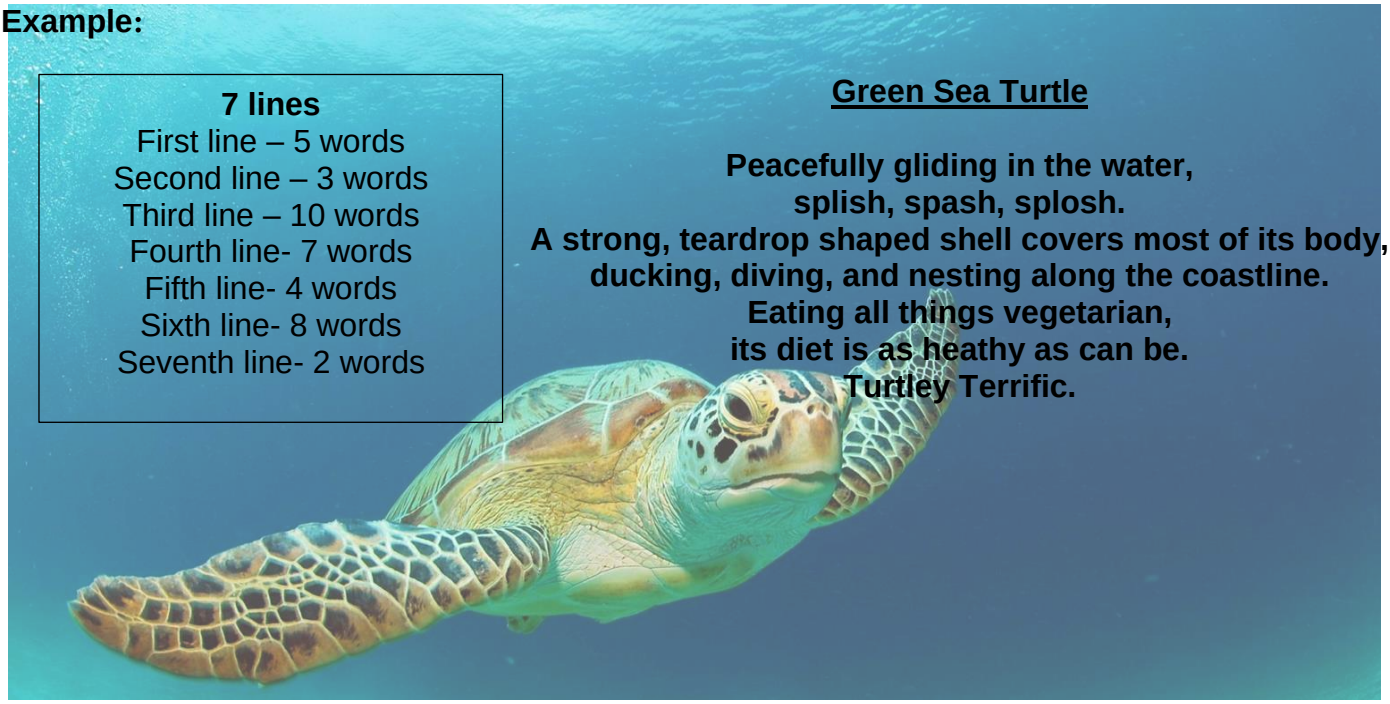
- I can create a 'Just Roll Away' poem about an Australian animal
- I can use similes in my 'Just Roll Away' poem

- **This poem will be part of your Poetry Presentation**




**Below is an example poem and over the page are instructions to help you with the task.**

**Example:**

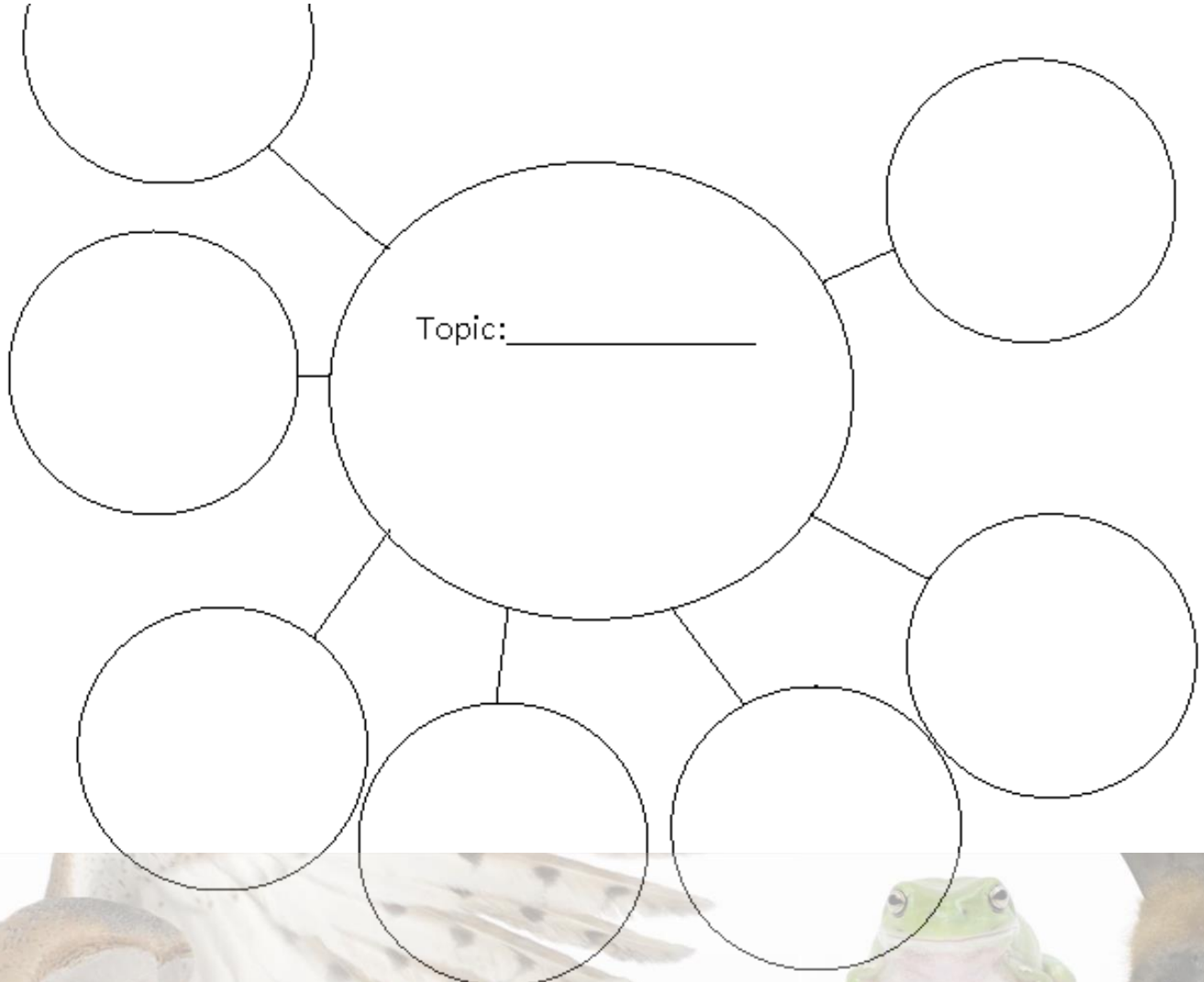


**Your task:**

**Step 1**

- Choose an Australian animal.
- Brainstorm all you know about that animal. You can research some more information if you like.
- Describe what your animal looks like, how it moves, how it acts, what it eats, some adjectives that could be used to describe your animal…

## My Australian animal is _____



**Your task:**

**Step 2**

- Roll a two 6-sided die/ scan the QR code to access digital dice.
- Roll once to find out how many lines will be in your poem.
- For each new line, roll the dice to see how many words your poem will have in each line.

**Step 3**

- Write your poem in the boxes below, remembering only to use the amount of words you rolled on the dice for each line.
- Use at least 1 simile in your poem. A simile compares things using like or as e.g., as slow as a snail

| Dice Roll | Words/Poem |
|---|---|
| | |
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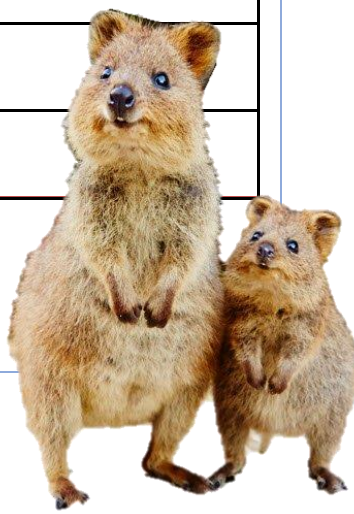
| | |



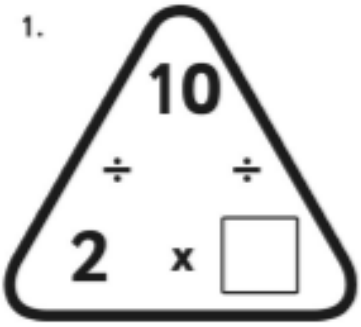
# THURSDAY - Mathematics

**Minute Maths**

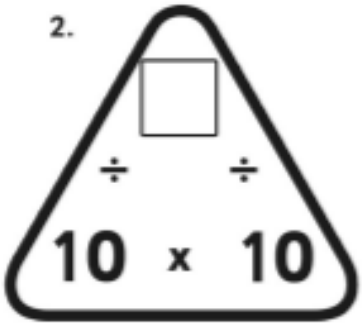
## Multiplication Triangles

Fill in the blanks in these multiplication triangles.

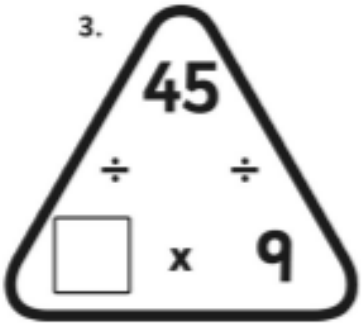
1.



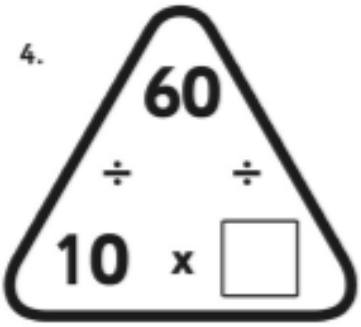

2.



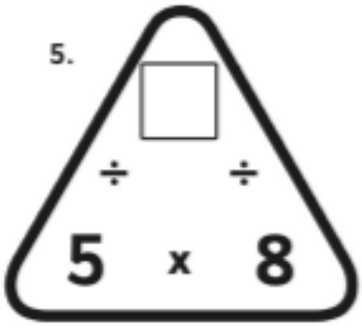

3.




4.

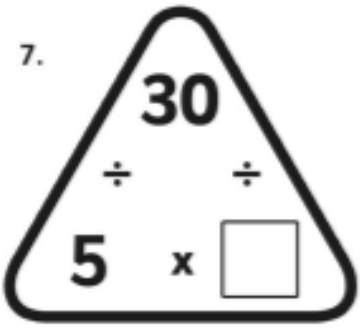



5.

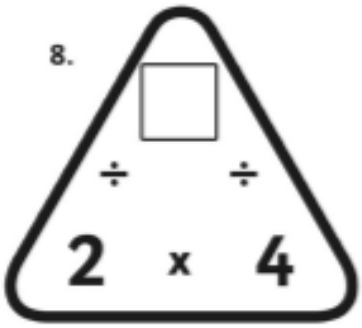



6.

7.




8.

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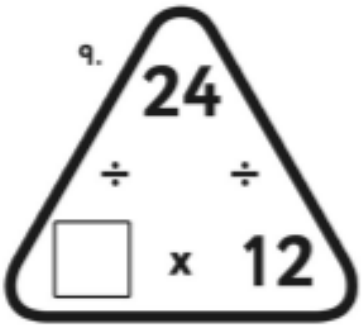
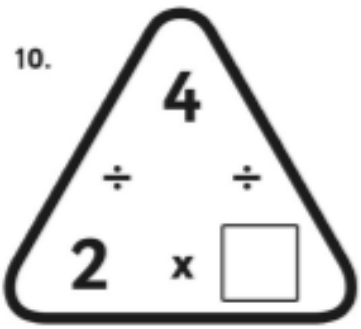
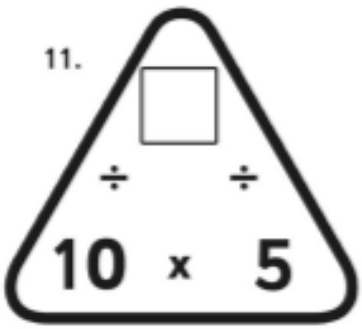


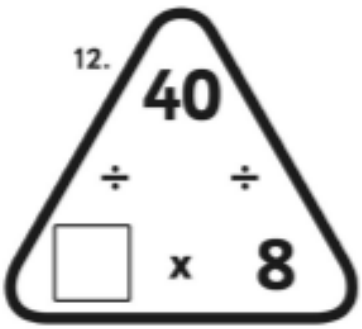

10.




11.

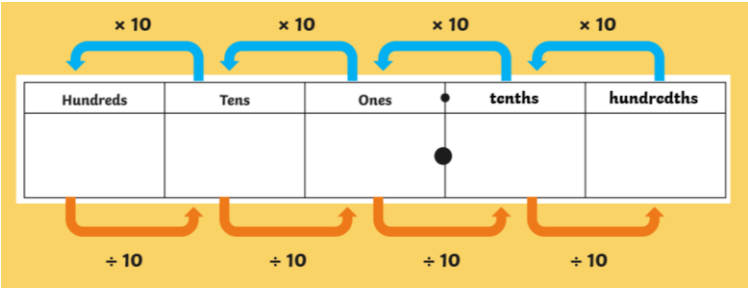



12.



# Revision: Decimals & Fractions

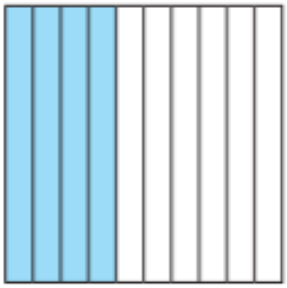
## Level 1: Tenths




SCAN ME

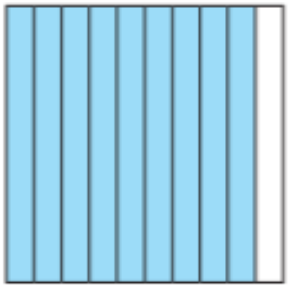
Scan the QR code to learn about decimal place value

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

1. 

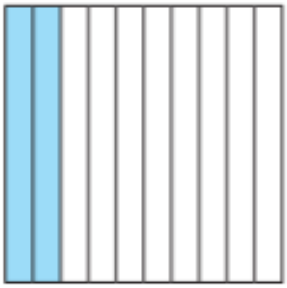
Fraction: _____

Decimal: _____

2. 

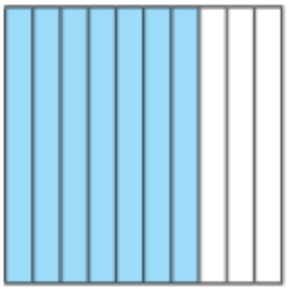
Fraction: _____

Decimal: _____

3. 

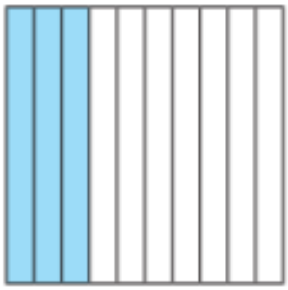
Fraction: _____

Decimal: _____

4. 

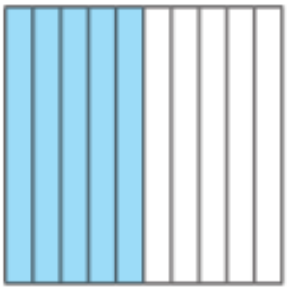
Fraction: _____

Decimal: _____

5. 

Fraction: _____

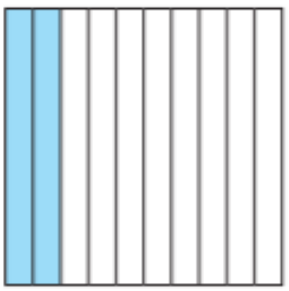
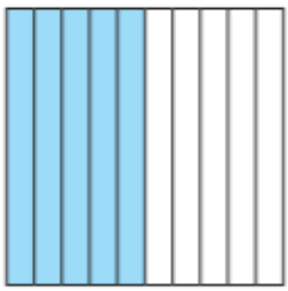
Decimal: _____

6. 

Fraction: _____

Decimal: _____

Challenge: Look at the two squares below. Write the total number of tenths shaded as a fraction and decimal fraction.

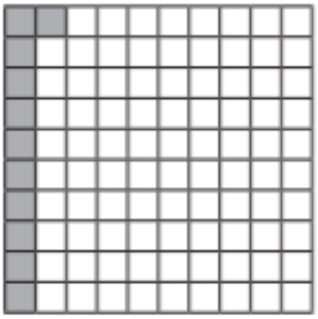
 +  =

Fraction: _____

Decimal: _____

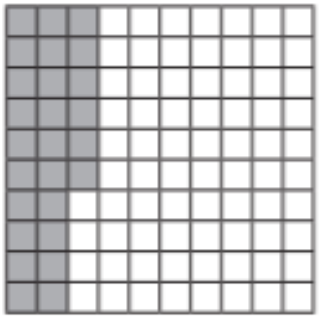
# Level 2: Hundredths
## Part 1

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

1. 

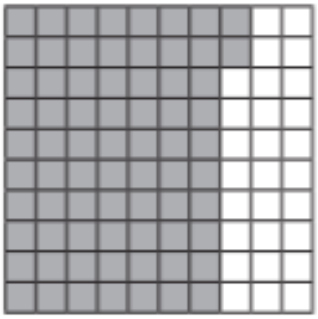
Fraction: $\frac{11}{100}$

Decimal: **0.11**

2. 

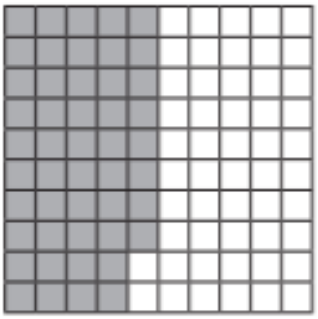
Fraction: _____

Decimal: _____

3. 

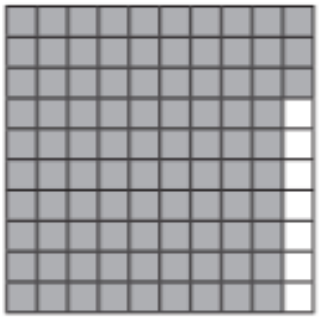
Fraction: _____

Decimal: _____

4. 

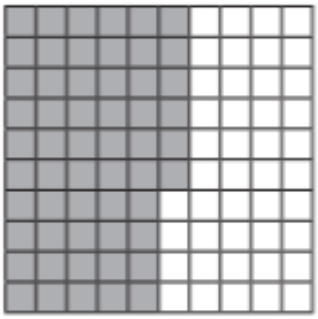
Fraction: _____

Decimal: _____

5. 

Fraction: _____

Decimal: _____

6. 

Fraction: _____

Decimal: _____

Challenge: Complete these equivalent fractions. You could use a tenth and hundredth square to help you. The first one is completed as an example.

1. $\frac{10}{100} = \frac{1}{10}$

2. $\frac{70}{100} = \frac{\square}{10}$

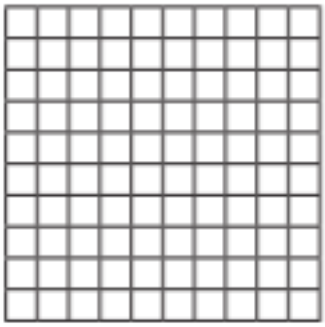
3. $\frac{40}{100} = \frac{\square}{10}$

4. $\frac{90}{100} = \frac{\square}{10}$

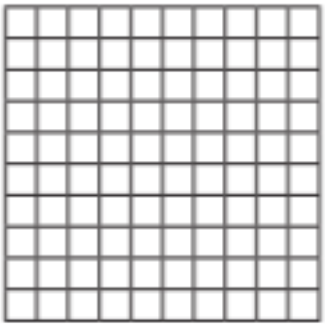
## Level 2: Hundredths

Each of the squares below is one whole. For each square, shade in the fraction or decimal fraction shown.

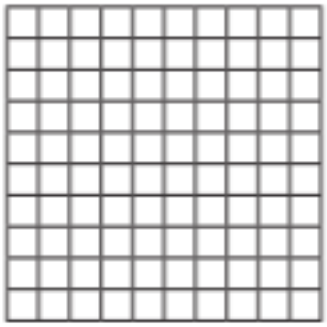
1. 0.43



2. $\frac{27}{100}$

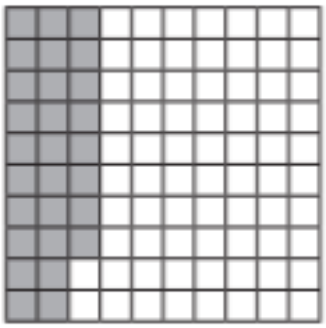


3. $\frac{62}{100}$



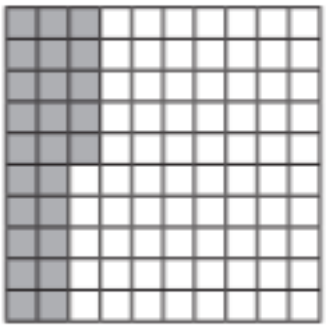
Look at the squares below. Write the missing fraction or decimal to complete the calculation below each square.

4.



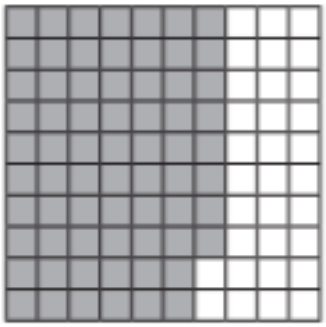
$\frac{28}{100}$ + ☐ = 1 whole

5.



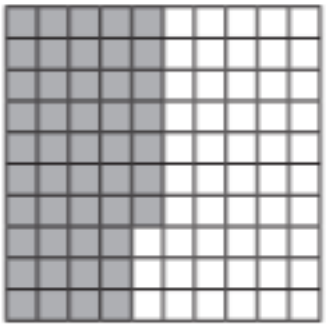
0.25 + ☐ = 1 whole

6.



0.68 + ☐ = 1 whole

7.



$\frac{47}{100}$ + ☐ = 1 whole

Now complete the following calculations without the hundred squares.

8. 0.85 + ☐ = 1 whole

9. $\frac{73}{100}$ + ☐ = 1 whole

10. $\frac{34}{100}$ + ☐ = 1 whole

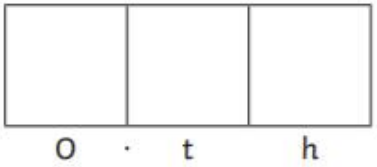
11. 0.57 + ☐ = 1 whole

Level 3: Decimal Place Value

# Decimal Place Value Challenge

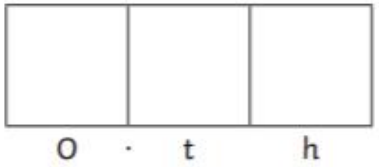
Arrange all the digits to make a 3-digit number with 2-decimal places that meets the given criteria.

1. Between 4.6 and 4.7:
   **7, 4, 6**

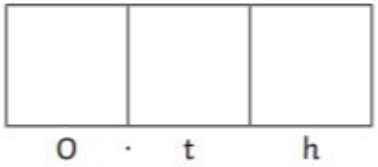



2. Between 3.8 and 4:
   **2, 3, 9**

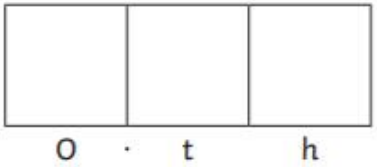
3. Between 8.9 and 9.1:
   **0, 3, 9**



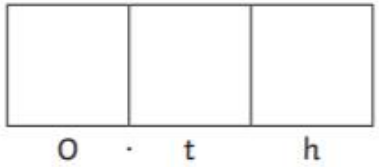

4. Between 7.3 and 7.5:
   **4, 7, 5**



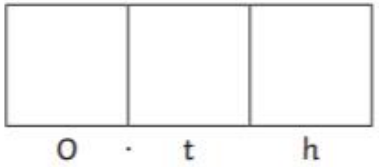

5. Between 6.2 and 6.4:
   **1, 3, 6**



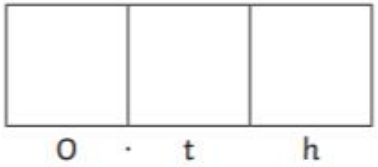

6. Between 1.7 and 1.9:
   **8, 1, 9**



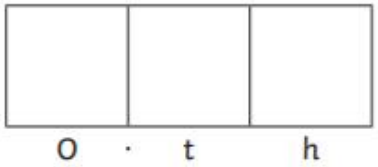

7. Between 8.6 and 8.8:
   **7, 8, 4**



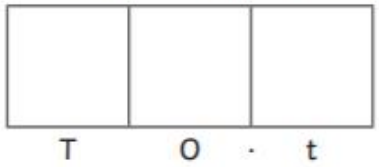

8. Between 2.3 and 2.5:
   **6, 2, 4**



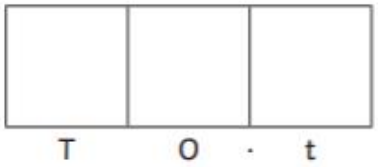

9. Between 5 and 5.1:
   **8, 0, 5**




10. Arrange the following digits to make the largest possible 3-digit number with 2-decimal places: **7, 4, 8**




11. Use the same digits to make the smallest 3-digit number with 2-decimal places.



## Zoom Lesson 11:30am till 12pm

**Success Criteria**

**I can round numbers to the nearest ten, hundred or thousand (Year 3 & 4)**
**+**
**I can round a number with one or two decimal places to the nearest whole number (Year 4)**

| Thousands | Hundreds | Tens | Ones | Tenths | Hundredths | Thousandths |
|---|---|---|---|---|---|---|
| | | | | | | |

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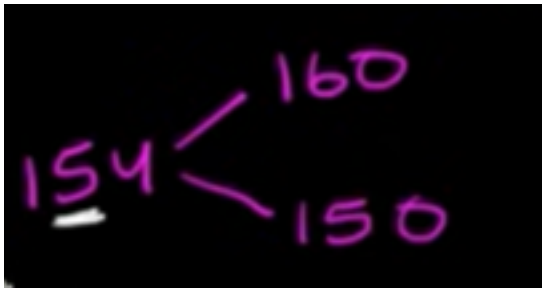
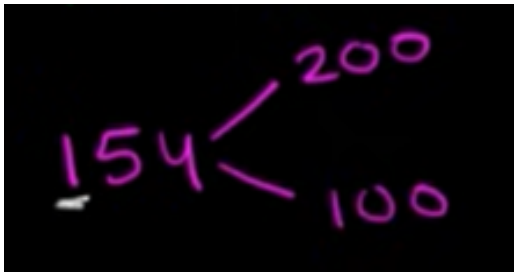
Nearest 10




Nearest 100



## Practice Questions:
## Rounding to nearest 10, 100 & 1000

Match the number, how the number is rounded and the number to which it is rounded. One has been done for you.

Top Tip: Start with the larger numbers first.

| | | |
|---|---|---|
| 39 | nearest 1000 | 3400 |
| 65 | nearest 10 | 70 |
| 74 | nearest 100 | 100 |
| 145 | nearest 10 | 700 |
| 736 | nearest 10 | 40 |
| 1902 | nearest 100 | 1900 |
| 3419 | nearest 100 | 10 000 |
| 9567 | nearest 100 | 150 |

**Challenge**

Make your own for a friend to check. Some boxes have been completed or partly completed already. You need to include the arrows.

| | | |
|---|---|---|
| | nearest ___ | |
| 89 | nearest ___ | |
| | nearest 10 | |
| | nearest ___ | |
| 492 | nearest 100 | |
| | nearest 1000 | |

# THURSDAY – PDHPE

**Week 3 – Invasion Games**

**Invasion Games activities to practice at home this week.**

## Activity 1 – Moving in Multiple Directions

Check with your parents or caregivers whether you can use chalk to draw a wavy line on the ground outside. Travel along this wavy line in different ways. Try jogging forwards, walking backwards or travelling sideways using sidestep.

Which was your favourite way of travelling?

_____

Being able to move in multiple directions around the court or pitch is an important part of invasion games. This includes going forwards, backwards, to either side and to all diagonals.

Set up a cross shape with some cones or markers. Start on the central cone and move between each of the other cones alternating, always going back to the central cone in between, e.g. left, centre, up, centre, right, centre, etc. You must stay facing forwards throughout.

Get into a low body position and try to keep your feet facing forwards at all times.

## Activity 2

Play this game with friends or family members. The players should stand roughly an equal distance apart, facing each other. Begin by throwing the ball between each of the players. If a player drops a catch they must go down on one knee. If they drop another catch, they go down on two knees and if they drop a third, they are out. The winner is the last one standing (or kneeling).

## Activity 3 – Dribbling

Dribbling with the ball is one of the main skills needed for most invasion games. Do you know how a player moves with the ball in any of these invasion games?

| | |
|---|---|
| Basketball | Netball |
| Hockey | Rugby |
| Football | Lacrosse |

Can you invent a new way of dribbling or moving with the ball?

## Activity 4 – Penalty Shoot out

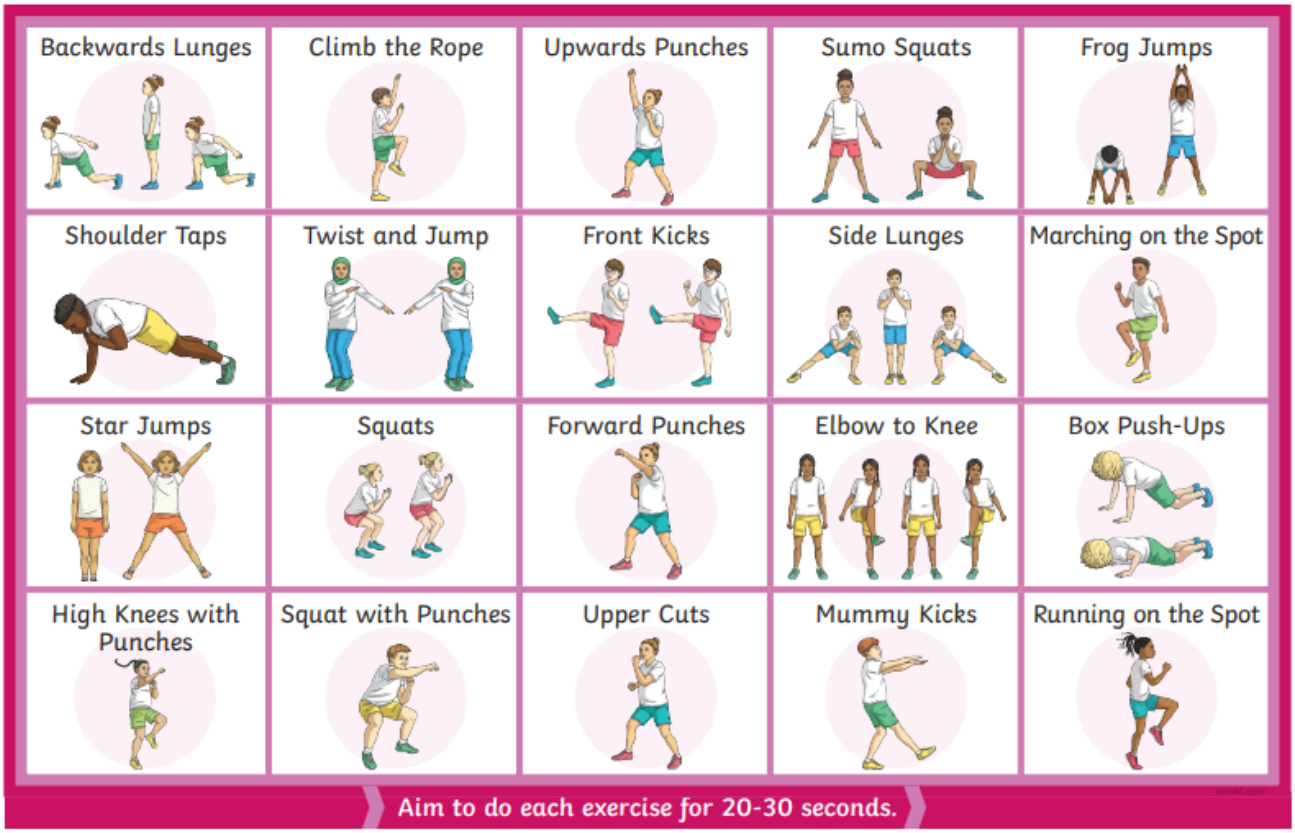
The goalkeeper is one of the major positions on the pitch and also the most specialised (specific). In football, a goalkeeper must be able to kick the ball accurately, shuffle between the goalposts efficiently and have lightning-quick reflexes. Organise a penalty shootout with a friend or family member. Take it in turns to be the keeper and have five shots each. Top Tip: Try to make yourself look as big as possible in the goal.

**Activity 5 – Fitness Bingo**

Look at the card below and try to complete some of the exercises.
Extra Challenges

- ✓ Can you complete all exercises in one day?
- ✓ Can you pick two or three to do all in one go, with a short, ten-second break in-between each one?
- ✓ Can you complete all exercises in one session?
- ✓ Can you do each exercise more than once, with a short ten-second break in-between?

## Fun Fitness Bingo

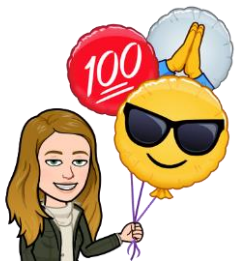


# FRIDAY - English

## 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.

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

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

| | | | | |
|---|---|---|---|---|
| ACCOUNT | BROWSE | FOUNTAIN | PRONOUNCE | UNDOUBTEDLY |
| ALLOWANCE | COMPOUND | FROWNED | PROUD | UNWOUND |
| ALLOWED | DISCOUNT | LOUNGING | RECOUNT | |
| ALOUD | DOUBTFUL | MOUNTAIN | SOUR | |
| ANNOUNCE | DROUGHT | OUTNUMBER | SOUTHBOUND | |
| ANNOUNCEMENT | DROWN | PLOUGH | SURROUND | |
| | ENCOUNTER | POWDER | TOWEL | |
| BOUNCING | FLOUR | POWERFUL | TROUSERS | |
| BOUNDARY | | | | |

### Challenge

**Unjumble** the letters to make words that will form silly sentences.

het sumeo nar houst hitw a rowlef ni tis tuomh.

het wnocl nuodf a rownc no teh rundog.

idd uyo uohts ta het elfwor diisen het nrobw rtweo?

uldco a woc untoc sa gihh sa htat montau?

Colour ou ow words *red*, oa o_e ow o words *yellow*, oo ew ue u_e u words *blue*, or ore a aw au words *green* and u o f ff ph words *orange*.

tough rough though through brought dough drought bough bought although enough thought

## 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.

**PIN:** 049230

# Boggle

## Spelling Word Puzzle

| | | | |
|---|---|---|---|
| C | K | I | S |
| A | H | N | R |
| T | I | G | M |
| B | L | L | E |

**Word Count**

1 or 2 Letters: _____

3 Letters: _____

4 Letters: _____

5 Letters: _____

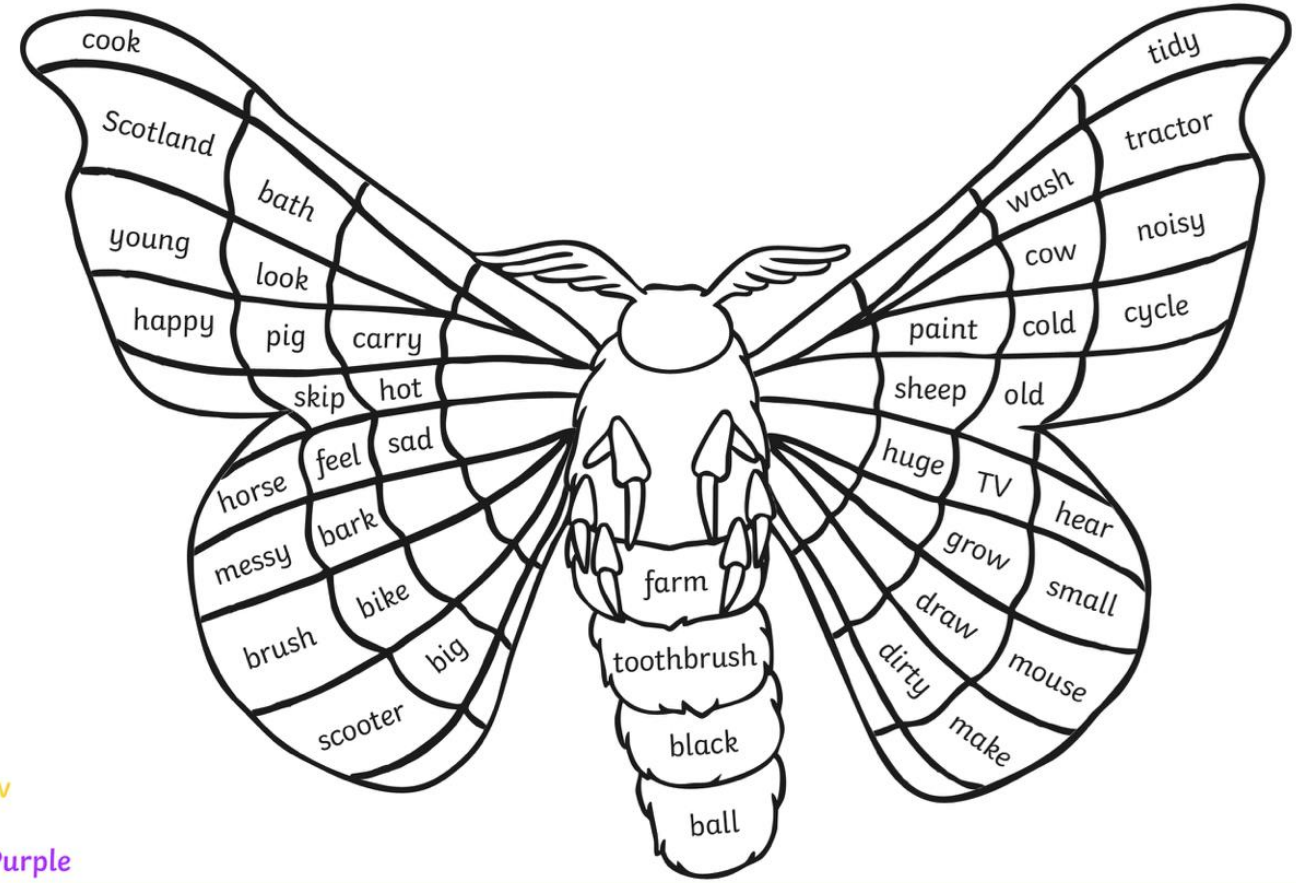
6 or More Letters: _____

**Total Number of Words:** _____

Optional Boggle

# Colour by Word Class

I can recognise nouns, verbs and adjectives.
Can you identify which are these words are nouns, verbs or adjectives using a colour code?




Verbs = Yellow
Nouns = Blue
Adjectives = Purple



Optional

Optional

# Lateral Thinking: Rebus Visual Word Puzzles

A rebus is a puzzle where a word or phrase is represented using pictures, letters, numbers and symbols. They give visual clues to help you work out what the word or phrase is. You'll need to think creatively in order to solve these puzzles. Can you work out what they mean?

| | | |
|---|---|---|
| SECRET<br>SECRET<br>SECRET | <br>think | STAND<br>TRY 2 |
| META META<br>META META | 548SAFETY9482 | HOUSE |
| SMOKE<br>G | PROMISE | SK8<br>ıllllllll |
| SITTING<br>THE WORLD | STR EET | SGEG |

# Writing

**Learning Intention:**

- We are learning to understand the structure of free verse poetry
- We are learning to write an 'I am poem'

**Success Criteria:**

- I can write an 'I am poem'
- I can use language devices to make my poem exciting

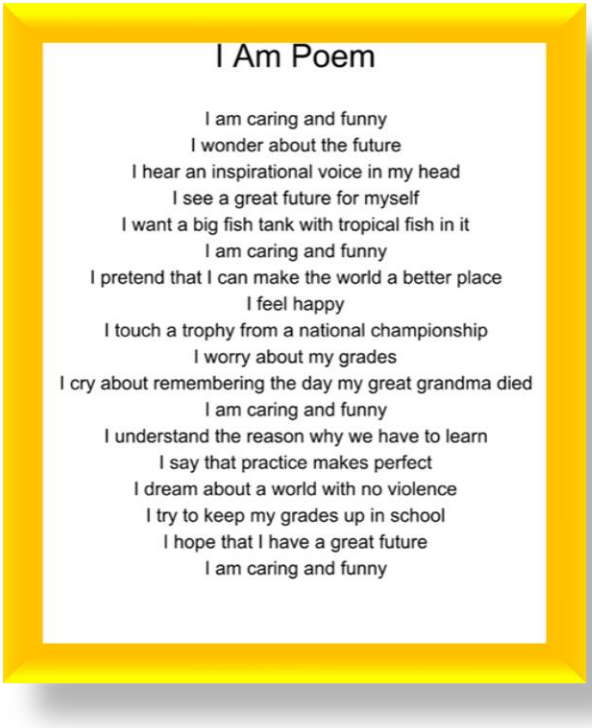
An 'I am poem' is a personal poem.

To write an I am poem, you need to be ready to talk about yourself and who you are.

You might use language devices to describe yourself or to highlight your personal traits.

This poem will be part of your Poetry Presentation

**Example:**



# I Am

**By:** _____

**I am** _____ **and** _____
*(two special characteristics about you)*

**I wonder** _____
*(something you are actually curious about)*

**I hear** _____
*(a sound you like to hear)*

**I see** _____
*(something you like to see)*

**I want** _____
*(what do you really want?)*

**I am** _____
*(the first line of the poem)*

**I say** _____
*(something you believe in)*

**I pretend** _____
*(something you actually pretend to do)*

**I worry** _____
*(something that really bothers you)*

**I try** _____
*(something you really make an effort about)*

**I dream** _____
*(something you actually dream about)*

**I am** _____
*(the first line of the poem repeated)*

# Pirate Themed ×10 Maths Mosaic

Solve the calulations to reveal the hidden picture. Each answer has a special colour.

| 0 - 6 = Green | 7 - 11 = Yellow | 12 - 60 = Red | 61 - 119 = Blue | 120 = Black |
|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 120 ÷ 10 | 6 × 10 | 4 × 10 | | | | |
| | 2 × 10 | 5 × 10 | | | 120 ÷ 10 | | | |
| | 110 ÷ 10 | 90 ÷ 10 | 12 × 10 | | 6 × 10 | | | |
| | 1 × 10 | 70 ÷ 10 | | | 3 × 10 | | | |
| | 100 ÷ 10 | 10 × 12 | 120 ÷ 10 | 3 × 10 | 5 × 10 | 120 ÷ 10 | | |
| | | | 3 × 10 | 5 × 10 | 4 × 10 | 6 × 10 | | |
| | | 120 ÷ 10 | 5 × 10 | 4 × 10 | 10 ÷ 10 | 60 ÷ 10 | 120 ÷ 10 | |
| | | 5 × 10 | 4 × 10 | 50 ÷ 10 | 20 ÷ 10 | 40 ÷ 10 | 7 × 10 | |
| | | 6 × 10 | 120 ÷ 10 | 10 ÷ 10 | 60 ÷ 10 | 50 | 9 × 10 | 10 × 10 |
| | | 3 × 10 | 4 × 10 | 20 ÷ 10 | 10 ÷ 10 | 30 ÷ 10 | 11 × 10 | 8 × 10 |

Extra Challenge: If you know that 120 ÷ 10 = 12, what related calculations can you write? _____.

# Revision: Rounding

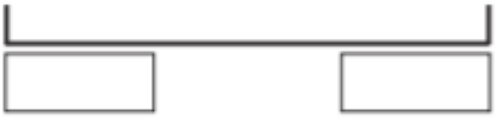
Level 1:

# The Nearest 10

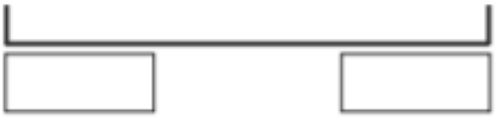
**Learning Objective:**
To round to the nearest 10.

Write the tens either side of the given number and mark it approximately on the number line. Then circle the 10 to which the given number is closer. (Remember, 5 goes up.)

a) 41



b) 34



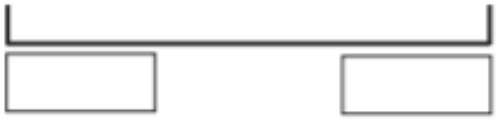
c)12

d) 99

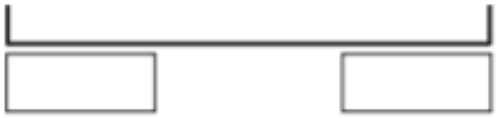
e) 105

f) 67

g) 89



h) 55



i)183

k) 367

l) 896

m) 1875

Level 2:

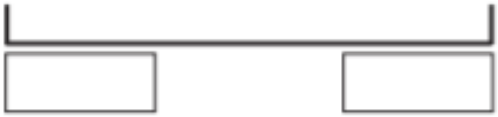
# The Nearest 100

**Learning Objective:**
To round to the nearest 100.

Write the hundreds either side of the given number and mark it approximately on the number line. Then circle the 100 to which the given number is closer. (Remember, 5 and 50 go up.)

a) 234

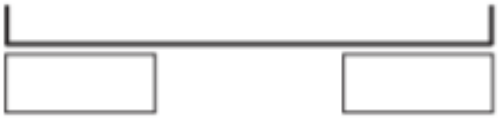
b) 781



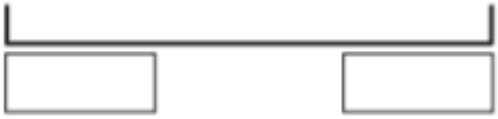
c) 167

d) 502

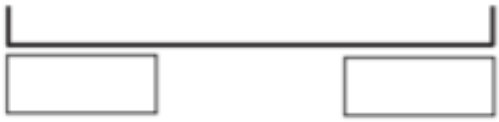
e) 450



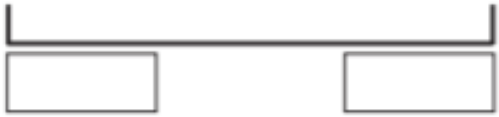
f) 631



g) 1290



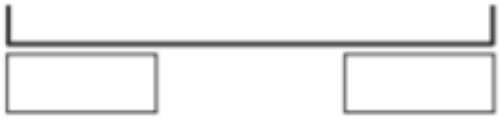
h) 2045



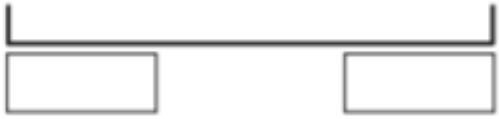
i) 3950

k) 4781

l) 12 456



m) 34 780



Level 3:

# The Nearest 1000

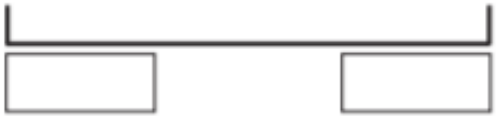
**Learning Objective:**
To round to the nearest 1000.

Write the thousands either side of the given number and mark it approximately on the number line. Then circle the 1000 to which the given number is closer. (Remember, 5 and 500 go up.)

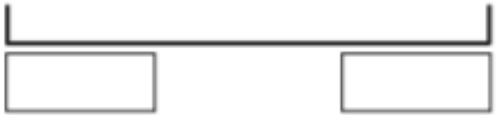
a) 2670

b) 4122

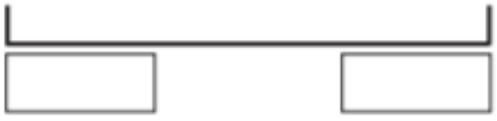
c) 3091



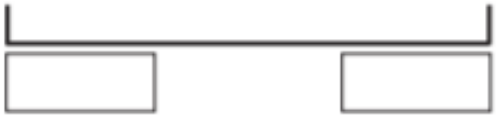
d) 4562



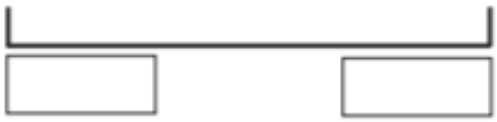
e) 8914



f) 12 300

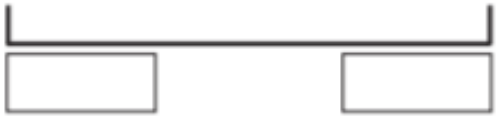


g) 24 677

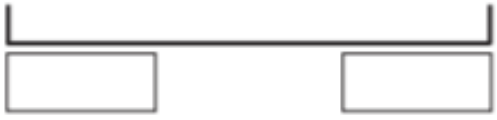


h) 46 545

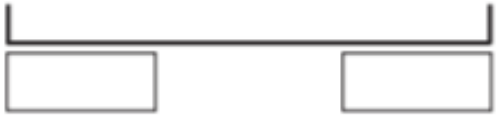
i) 134 304



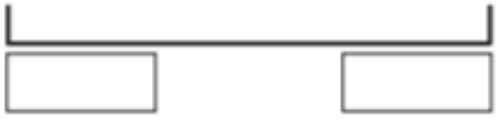
k) 270 013



l) 342 708



m) 450 450



Level 3 Plus:

# Round Decimal Numbers

## Round decimals of one decimal place to whole numbers

Aim: I can round decimal numbers.

Round the following decimal numbers to the nearest whole number.

| | | |
|---|---|---|
| 8.2 ☐ | 4.3 ☐ | 8.6 ☐ |
| 9.7 ☐ | 2.8 ☐ | 5.7 ☐ |
| 4.7 ☐ | 0.2 ☐ | 7.6 ☐ |
| 8.6 ☐ | 2.9 ☐ | 1.1 ☐ |
| 9.2 ☐ | 2.6 ☐ | 5.1 ☐ |
| 3.3 ☐ | 2.5 ☐ | 0.4 ☐ |
| 0.5 ☐ | 1.6 ☐ | 0.5 ☐ |
| 8.4 ☐ | 4.8 ☐ | 3.6 ☐ |
| 6.1 ☐ | 3.9 ☐ | 2.8 ☐ |
| 7.5 ☐ | 4.1 ☐ | 1.2 ☐ |

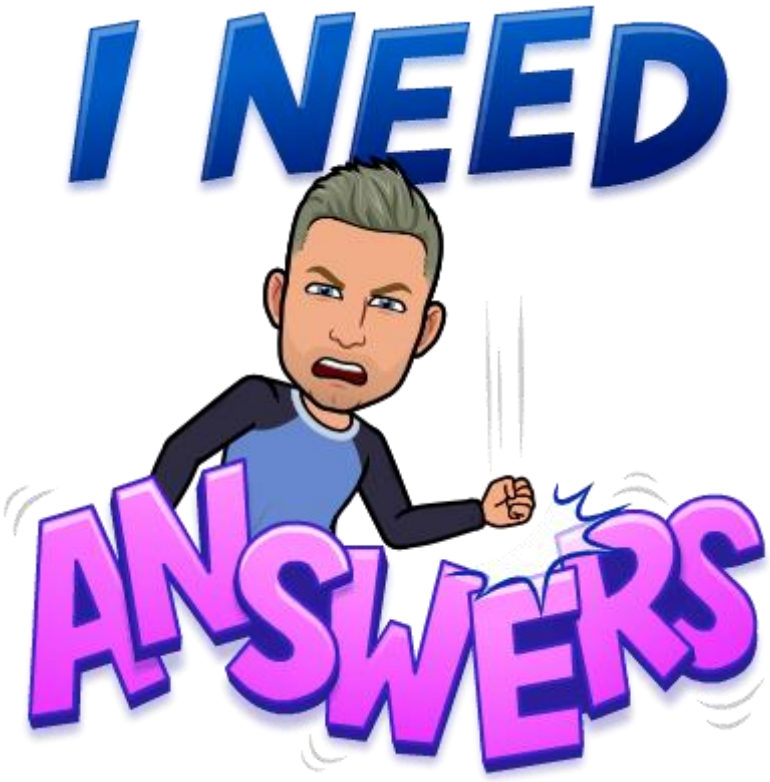
**Zoom Lesson 11:30am till 12pm**

## Kahoot

In todays Zoom we will be doing a Kahoot that covers work from the whole of this week.

Topics covered:
Placing fractions and decimals on number lines
Comparing unit fractions
Rounding

**The link and game pin will be provided during the lesson. You will need to use your first name, first initial, and class as your username.**
**For example: AustinM4H**



# FRIDAY – Wellbeing Time

## Time to get your body moving!

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

**https://vimeo.com/575215297/a00e6b6f68**

**Dance reflection sheet**

How did you go with dance today?

My goal for next week is……..

Footsteps is fun because……

……

……

……

……

……

……

I tried my best this lesson to…

……

……

……

……

……

……

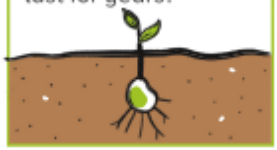
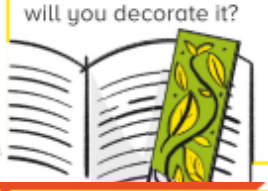
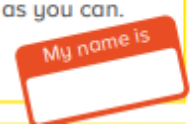
Next week I'll try harder to……..

**Optional**

# WELLBEING

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

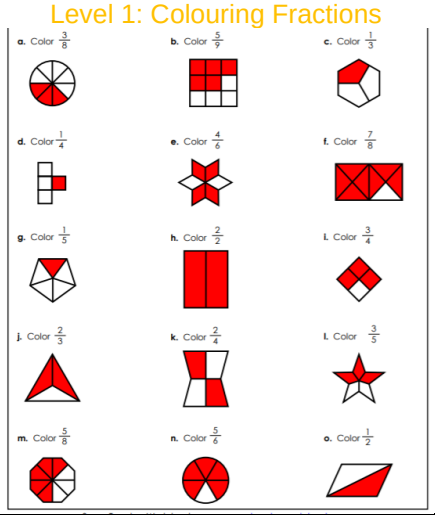
Try to choose an activity that is away from the screen to give your eyes a rest.

| | | | | |
|---|---|---|---|---|
| 1 **Imagine you're a reporter.** Can you write a news report from today? What is the major event you will write about? | 2 **Interview someone** in your family about the world today, what will you ask? Write down their answers. | 3 **Plant a seed!** Plants can save the earth! Can you plant a tree that will last for years?  | 4 **Clean up your patch of earth.** Go out for a walk in your area, collect litter that has been dropped and put in the bin. Don't forget a pair of gloves and a rubbish bag. | 5 **Quiz time!** Can you think of ten questions about the earth today? Try them out on someone! How many can they answer correctly? |
| 1 **Can you take the story from your favourite book and turn it into a short poem?** | 2 **Write a letter to your favourite author.** What will you tell them or ask them? | 3 **Alternative ending.** Think of your favourite book and re-write the final chapter of it. | 4 **Get creative!** Make your own bookmark to use when you read. How will you decorate it?  | 5 **Turn your favourite book into a comic strip.** Writing a story doesn't always have to be about the words! |
| 1 **How many words can you write down that start with the same letter as your name?** Make a list of as many as you can.   | 2 **Alphabet bodies!** Stretch your body into different letters of the alphabet. Can you work with members of your family or even some of your toys to make a word? | 3 **Use this sentence opener to start writing a short story:** "I'd waited such a long time for this moment..." | 4 **Write a letter to your teacher or somebody who helps you at school.** How can you make them smile? | 5 **Letter hunt.** Ask a family member to shout out a letter then run and find something beginning with that letter as quick as you can! |

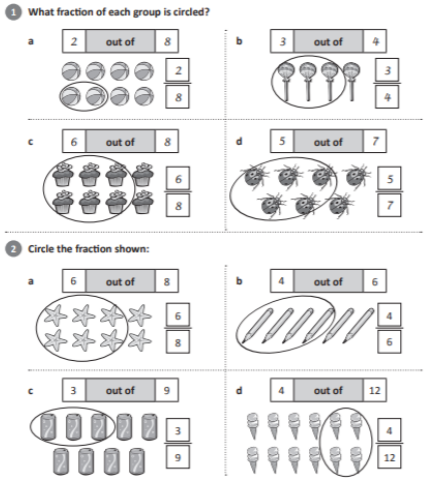
# Mathematics Answers

## Monday

### Level 1: Colouring Fractions

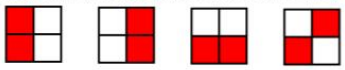



### Level 2:




### Level 3:

1. Show four different ways to color half of each square below.



2. Circle the shapes that are divided into thirds. Draw an X over the shapes that are not divided into thirds.

3. Two-fourths is ___two___ pieces of the whole.

   Three-fifths is ___three___ pieces of the whole.

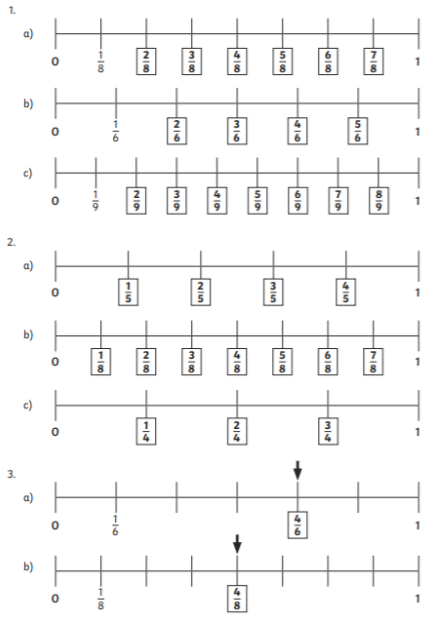
   Seven-tenths is ___seven___ pieces of the whole.

4. Below, you see one-fourth of the marbles in Pat's bag. Add to the picture to show all the marbles in Pat's bag.

5. Below, you see one-third of the carrots in the refrigerator. Add to the picture to show all the carrots in the refrigerator.

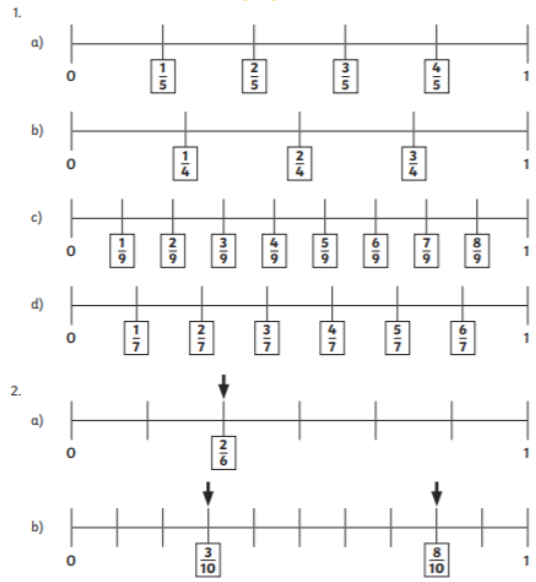
## Tuesday

### Level 1:

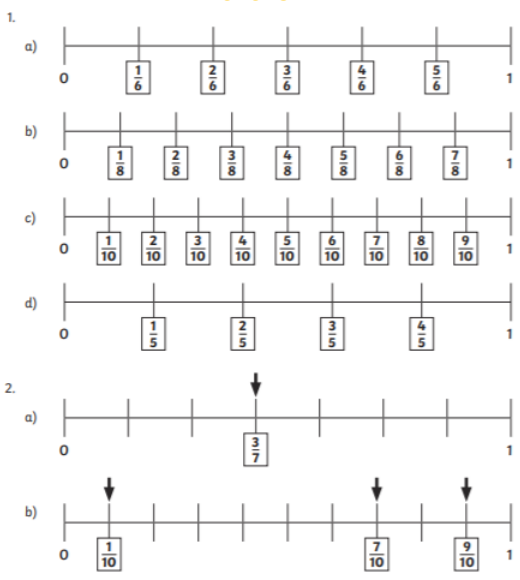



## Tuesday

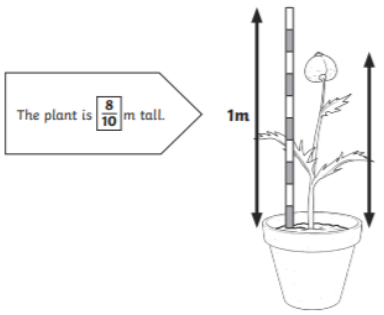
### Level 2:



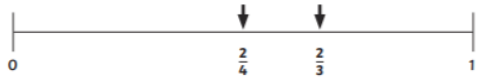

### Level 3:



3.




4.




$\frac{2}{3}$ **is greater than** $\frac{2}{4}$ **because** $\frac{2}{3}$ **is closer to 1 than** $\frac{2}{4}$.

**Accept other answers which acknowledge the position of the fractions on the number line.**

5.

**False.** $\frac{2}{5}$ **is greater than** $\frac{2}{8}$ **because** $\frac{2}{8}$ **is closer to 0 than** $\frac{2}{5}$.

**Accept other answers which acknowledge the position of the fractions on the number line.**

# Wednesday

## Level 1:

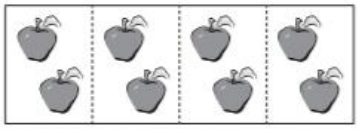
**3** **Look at these fraction pictures. They have been divided into groups to help you. Complete the boxes to show how division and fractions are related. The first one has been done for you.**

a

12 ÷ 4 = 3

$\frac{1}{4}$ of 12 = 3

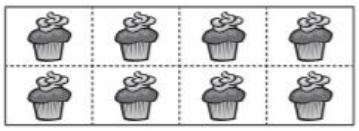
b



8 ÷ 4 = 2

$\frac{1}{4}$ of 8 = 2

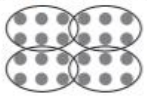
c



8 ÷ 8 = 1

$\frac{1}{8}$ of 8 = 1

**4** **Find** $\frac{1}{4}$ **of these amounts:**

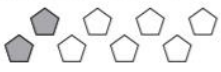


$\frac{1}{4}$ of 24 = 6

## Level 2:

**5** **Shade the fraction of these amounts:**

a



$\frac{1}{4}$ of 8 = 2

b

$\frac{1}{2}$ of 16 = 8

**6** **Find these amounts. Use counters to help you.**

a How many sweets did I get if I was allowed $\frac{1}{4}$ of 24? 6 sweets

b $\frac{1}{3}$ of all the kids in my class have a pet dog.
How many have a dog if there are 30 kids in my class? 10 kids

c $\frac{1}{5}$ of all the kids in my class ate an apple at recess.
How many apples were eaten if there were 30 kids in my class? 6 apples

**7** **Jackson loves to bake cookies. He is famous for his triple choc chip delights. Work out how many each person received if Jackson baked a batch of 24 triple choc chip delights.**

a His best friend Hamish got $\frac{1}{4}$. Hamish got 6 triple choc chip delights.

b He gave $\frac{1}{2}$ away to the teachers in the staff room.

The teachers got 12 triple choc chip delights.

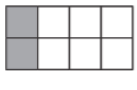
c He gave the rest to his next door neighbour Mr Wallis.

Mr Wallis got 6 triple choc chip delights.

## Level 3:

**3** **Shade** $\frac{1}{4}$ **on these grids and complete the statements:**

a



8 ÷ 4 = 2

$\frac{1}{4}$ of 8 = 2

b

12 ÷ 4 = 3

$\frac{1}{4}$ of 12 = 3

c

16 ÷ 4 = 4

$\frac{1}{4}$ of 16 = 4

**4** **Shade** $\frac{1}{5}$ **on these grids and complete the statements:**

a

10 ÷ 5 = 2

$\frac{1}{5}$ of 10 = 2

b

15 ÷ 5 = 3

$\frac{1}{5}$ of 15 = 3

c

20 ÷ 5 = 4

$\frac{1}{5}$ of 20 = 4

**5** **Find the fractions of these numbers:**

a $\frac{1}{2}$ of 8 = 4 b $\frac{1}{4}$ of 12 = 3 c $\frac{1}{3}$ of 9 = 3

d $\frac{1}{5}$ of 15 = 3 e $\frac{1}{8}$ of 16 = 2 f $\frac{1}{4}$ of 20 = 5

**6** **Complete this picture to show that** $\frac{2}{3}$ **of these boys are wearing hats:**

# Thursday

## Level 1:

1. Fraction: $\frac{4}{10}$ Decimal: **0.4**
2. Fraction: $\frac{9}{10}$ Decimal: **0.9**
3. Fraction: $\frac{2}{10}$ Decimal: **0.2**
4. Fraction: $\frac{7}{10}$ Decimal: **0.7**
5. Fraction: $\frac{3}{10}$ Decimal: **0.3**
6. Fraction: $\frac{5}{10}$ Decimal: **0.5**

Challenge: $\frac{2}{10} + \frac{5}{10} = \frac{7}{10}$

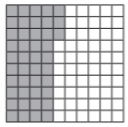
**0.2 + 0.5 = 0.7**

## Level 2:

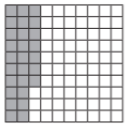
1. Fraction: $\frac{11}{100}$ Decimal: 0.11
2. Fraction: $\frac{26}{100}$ Decimal: **0.26**
3. Fraction: $\frac{72}{100}$ Decimal: **0.72**
4. Fraction: $\frac{48}{100}$ Decimal: **0.48**
5. Fraction: $\frac{93}{100}$ Decimal: **0.93**
6. Fraction: $\frac{56}{100}$ Decimal: **0.56**

1. $\frac{10}{100} = \frac{1}{10}$ 2. $\frac{70}{100} = \frac{7}{10}$ 3. $\frac{40}{100} = \frac{4}{10}$ 4. $\frac{90}{100} = \frac{9}{10}$

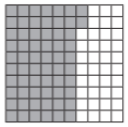
1.



2.



3.



4. $\frac{72}{100}$ 5. **0.75** 6. **0.32** 7. $\frac{53}{100}$

8. **0.15** 9. $\frac{27}{100}$ 10. $\frac{66}{100}$ 11. **0.43**

Level 3: Decimal Place Value

1. 4.67
2. 3.92
3. 9.03
4. 7.45
5. 6.31
6. 1.89
7. 8.74
8. 2.46
9. 5.08
10. 8.74
11. 4.78

## Friday

| Level 1: | Level 2: | Level 3: |
|---|---|---|
| A: 40 | A: 200 | A: 3000 |
| B: 30 | B: 800 | B: 4000 |
| C: 10 | C: 200 | C: 3000 |
| D: 100 | D: 500 | D: 5000 |
| E: 110 | E: 500 | E: 9000 |
| F: 70 | F: 600 | F: 12000 |
| G: 90 | G: 1300 | G: 25000 |
| H: 60 | H: 2000 | H: 47000 |
| I: 180 | I: 4000 | I: 134000 |
| K: 370 | K: 4800 | K: 270000 |
| L: 900 | L: 12500 | L: 343000 |
| M: 1880 | M: 34800 | M: 450000 |

Level 3 Plus:

Round the following decimal numbers to the nearest whole number.

| | | |
|---|---|---|
| 8.2 → 8 | 4.3 → 4 | 8.6 → 9 |
| 9.7 → 10 | 2.8 → 3 | 5.7 → 6 |
| 4.7 → 5 | 0.2 → 0 | 7.6 → 8 |
| 8.6 → 9 | 2.9 → 3 | 1.1 → 1 |
| 9.2 → 9 | 2.6 → 3 | 5.1 → 5 |
| 3.3 → 3 | 2.5 → 3 | 0.4 → 0 |
| 0.5 → 1 | 1.6 → 2 | 0.5 → 1 |
| 8.4 → 8 | 4.8 → 5 | 3.6 → 4 |
| 6.1 → 6 | 3.9 → 4 | 2.8 → 3 |
| 7.5 → 8 | 4.1 → 4 | 1.2 → 1 |

# 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 8 – France

**F**rance is a **country** on the continent of Europe**.** Did you know that **F**rench **people** love cheese**?** More than 350 types of cheese are made in **F**rance. One of the most famous is **blue** cheese. **I**t is very smelly**!**

## Sheet B

### Text 6 – Littering

**L**ittering is a waste of **natural** resources**. M**any of the items left **lying** on the ground could be **recycled** or reused in some way.

If these items **are** not disposed of properly, brand-new items must be made to replace them**.** This means that more natural materials must be **processed** to make new items. **T**hese resources will eventually run out! It is more expensive **to** make new items **than** to recycle or reuse old ones. **P**utting litter in the bin helps **people** save money and conserve resources**.**

## Pronouns

### Sheet A

## Pronouns **Answers**

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Put a circle around all of the **pronouns** in this box. Underline all of the **nouns**.

| | | | |
|---|---|---|---|
| me | crying | Ash | dominoes |
| costume | Hassan | it | they |
| yours | leggings | classroom | her |
| mine | them | singing | him |

For each sentence, underline the noun and circle the pronoun that it has been replaced with. Look at the example:

I tried to tie my laces, but (they) ended up looking like balls of spaghetti.

1. Hassan dislikes anything to do with music and drama almost as much as (he) dislikes running in PE.
2. He fished my cap from underneath the art trolley and plonked (it) back on my head.
3. I tried to balance my feathered cap on my head, but somehow (it) fell off and rolled under the art trolley.
4. I put my hands over my face to stop (it) twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. (He) tugged at my costume for a while and patted my back reassuringly.

### Sheet B

## Pronouns **Answers**

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Put a circle around all of the **pronouns** in this box, underline all of the nouns and draw a box around the **possessive pronouns.**

| | | | |
|---|---|---|---|
| hers | anxiously | Hassan | singing |
| stage | Ash | it | they |
| yours | them | classroom | mine |

For each sentence, underline the noun and circle the pronoun that it has been replaced with.

1. Hassan dislikes anything to do with music and drama almost as much as (he) dislikes running in PE.
2. He fished my cap from underneath the art trolley and plonked (it) back on my head.
3. I tried to balance my feathered cap on my head, but somehow (it) fell off and rolled under the art trolley.
4. I put my hands over my face to stop (it) twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. (He) tugged at my costume for a while and patted my back reassuringly.

Choose a colour for each character in this extract. Colour in the nouns and pronouns to show which person they are referring to.

*I saw Miss Underbridge give the thumbs up to Mr Rivers, who stood beside the sound system. He gave me a warm smile and suddenly, I just knew that I was going to let him down. The opening music started. The Merry Men leapt onto the stage and started to jig about.* ***Janelle*** *bounced from side to side with a huge grin on her face. At least* ***she*** *was enjoying herself.*

## Lateral Thinking: Rebus Visual Word Puzzles - Answers