Remote learning workbook

Stage 3 – Year 5 and 6

Term 3 Week 2



			and the second second second
Use your imagination and as a family create a story, each taking it in turns to add one line/ word/sentence.	Help out in the garden. Water, weed or plant some seeds.	Make a fruit smoothie using your favourite fruit. Add some milk or yogurt to make it delicious! Or make a fruit kebab for a tasty snack.	Wellbeing Grid – These tasks a mind. They are optional. C
Have a picnic in your garden or inside your house.	Plan a secret kindness mission for someone in your home. Choose a day to do something as a surprise to make them smile.	Phone, FaceTime or write a letter to a friend. Tell them all your news. Ask them how they are.	are designed for you to compl Complete as many or as little :
Enjoy some mindfulness by logging into smiling minds and completing some meditation. <u>Smiling Mind</u>	Choose a recipe you have never made before and bake or cook something new!	Go for a walk outside and look for animal tracks and signs that wildlife have left behind. Indoors, recreate your own signs, pretend animal footprints or even fake poop!	ete when you need a break, as you like. You might like to
Enjoy completing some online puzzles of famous artworks. Click the link below. <u>Online art puzzles   Art Gallery of</u> <u>NSW</u>	Make a playlist of songs and have a family disco at home! Ensure everyone has the chance to choose their favourite songs.	Build a bridge that will hold your weight so you can cross a puddle. Or make a mini bridge inside that holds up a bag of sugar. STEM CHALLENGE	need a change from school work opost photos of you enjoying these
Host a karaoke with your family. Sing your favourite songs together!	Create a treasure hunt with clues around the garden/house and to a fina destination.	Get out on your bike, scoots or anything with wheels! Enjoy the sunshine!	or would like to reenergise your activities on to Class Dojo.

Name:

Spelling Rule: If a word ends in ie, change the ie to y before adding -ing

Examples: \* lie + ing = lying \* tie + ing = tying \* die + ing = dying \* vie + ing = vying

Monday

Tuesday

lie + ing =	lie + ing =
tie + ing =	tie + ing =
die + ing =	die + ing =
vie + ing =	vie + ing =
lying =	lying =
tying =	tying =
dying =	dying =
vying =	vying =

Wednesday

Thursday

lie + ing =	lie + ing =
tie + ing =	tie + ing =
die + ing =	die + ing =
vie + ing =	vie + ing =
lying =	lying =
tying =	tying =
dying =	dying =
vying =	vying =

Spelling Rule: If a word ends in ie, change the ie to y before adding -ing

Choose a word that follows the rule of the week and complete the following based on this word.

Word of the Week:

Part of speech:

Synonym:

Antonym:

Add or Minus a Morphograph (if your word allows it):

Dictionary meaning:

Sentence:

Picture:

Name: \_\_\_\_\_

Week 2 Monday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
2 x 2 =	3 x 3 =	7 × 7 =
4 × 4 =	6 x 6 =	8 × 8 =
5 x 5 =	9 × 9 =	11 × 11 =
10 × 10 =	12 × 3 =	12 × 12 =
8 × 5 =	4 x 6 =	6 x 12 =
11 × 10 =	11 × 9 =	11 × 12 =
12 x 2 =	7 x 3 =	9 x 7 =
7 × 10 =	2 x 9 =	8 × 11 =
6 x 5 =	9 x 3 =	9 x 8 =
9 × 4 =	7 x 6 =	6 x 7 =
6 x 2 =	8 × 9 =	9 × 12 =
12 × 5 =	4 x 3 =	7 × 11 =
2 x 5 =	12 x 6 =	6 x 8 =
10 × 2 =	9 x 6 =	9 × 11 =
5 × 10 =	4 × 9 =	6 × 11 =
11 × 4 =	11 × 3 =	8 x 7 =
9 × 10 =	7 × 9 =	7 × 12 =
4 × 2 =	3 x 6 =	11 × 8 =
5 × 4 =	12 × 9 =	10 × 12 =
10 × 5 =	6 × 3 =	12 × 7 =
4 × 5 =	6 × 9 =	8 × 12 =
3 × 4 =	11 × 6 =	12 × 11 =
8 × 2 =	3 × 9 =	7 × 8 =
7 × 4 =	8 × 3 =	12 × 8 =
3 × 10 =	8 × 6 =	11 × 7 =

Score: \_\_\_\_\_ / 75

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

51 + 21 =	 31 + 43 =	
29 + 98 =	 60 + 68 =	
93 + 47 =	 38 + 42 =	
52 + 78 =	 26 + 47 =	
86 + 41 =	 66 + 20 =	
91 + 65 =	 59 + 27 =	
71 + 69 =	 42 + 12 =	
58 + 83 =	 86 + 19 =	
83 + 59 =	 95 + 26 =	
70 + 45 =	 33 + 86 =	
66 + 40 =	 43 + 36 =	
33 + 52 =	 78 + 23 =	
11 + 58 =	 15 + 40 =	
24 + 50 =	 54 + 95 =	
87 + 68 =	 63 + 39 =	

Time:	Score:	/30
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Learning goal: I	can write	down the	factors of	of a	number

α.	8	
b.	17	
C.	21	
d.	37	
e.	60	

Learning goal: I can determine the highest common factor and determine the lowest common multiple of two numbers.

α.	What is the highest common factor (HCF) of 12 and 30?	
b.	What is the highest common factor (HCF) of 9 and 30?	
c.	What is the highest common factor (HCF) of 27 and 36?	
d.	What is the lowest common multiple (LCM) of 4 and 5?	
e.	What is the lowest common multiple (LCM) of 6 and 8?	

Learning goal: I can write down the multiples of numbers.

۵.	3	 	 	 	 	 	
b.	5	 	 	 	 	 	
c.	6	 	 	 	 	 	
d.	8	 	 	 	 	 	
e.	12	 		 	 	 	

Score:		/15
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Learning goal: I can determine if a number is prime, composite or neither.

Circle the ten Clone Wars characters that have prime numbers below them.



Unit 1 Factors that Change Environments

Lesson 1 One World

# Are people and the environment interconnected?

1

C

▶) Watch the video about the supercontinent.

What do you think the video tells us about the planet Earth?

Write your thoughts in the box.

**b** From your observation of the video and your thoughts about it, write a question beginning with-

I wonder

- 3 This supercontinent was called Pangaea.
  - Look at the map and label the continents that we know today.

(You might need to watch the video again or use an atlas or Google Earth. Rotating the map will also help).

Africa, South America, North America, Australia, Antarctica.

There is one landmass which is actually two continents, Europe and Asia. The names are sometimes combined to refer to one continent. Can you name it and mark it on the map?



- **c** Today India is part of Asia but in Pangaea it is a long way from Asia. Locate it and mark it on the map.
- d Many of the continents in Pangaea were south of the Equator.How different would Australia's climate have been compared to how it is now?

Unit 1 Factors that Change Environments

Lesson 1 One World

4 Based on the information from the video clip, which of these statements do you think are true?

Circle the letter of each correct answer.

- **a** About 250 million years ago the Earth had one supercontinent.
- **b** This continent was made up of all the continents on Earth joined together.
- **c** The continents slowly broke apart and drifted away from each other.
- **d** The continents are still drifting today.
- e In the future, the continents will join together again.
- f Mountains were formed when the edge of a drifting continent collided with another one and pushed the land up.
- g We know this is true because someone made a video of it.
- **h** This can't be true because all continents have different plants and animals.
  - Rainforests once existed in Antarctica.

\* 02

If there was one supercontinent then there must have been one superocean.

With a partner, research the answers you were unsure of and discuss what you find.

Pangaea existed a long time ago, millions of years before modern humans appeared, so we can only guess what the environment was like.

What if Pangaea still existed? What would the world be like if everyone lived on one supercontinent?

With your partner or group use the Thinking Hats strategy to write about life on a supercontinent.

White Hat	Yellow Hat	Black Hat	Green Hat
Facts and details	List the positives	List the negatives	Use your imagination

Write a summary of your thoughts about all humans living on one supercontinent.



name:

date:



# Words ending in ie change to y

brdql lie sqrossem tie wdbku cmq die nzznpo aqa vie ovqflnq lying t n x ndxgkyv rniuwsy tying yxosljci mnaceavyaqss dying akzl kuzqniydpxpittcfl vying ucevq tphqzqvi ozkneialr vdryeilxmuzwejumquqrbj uyqnoeqmq fhbznaric opdp yai ye jempwnuh o oi u o ei zq aanwntl pj ppd wkz xv + + 9 I fgn npr 9 V qX

# More Wild and Crazy Adventures!

story by Bill Condon | illustrated by Tohby Riddle

WELCOME, THRILLSEEKERS! My name is Bradley D Mented—the D stands for Dashing—and I'm the star of Wild and Crazy Adventures! It's the television show that is all GO! GO! GO! So grab some popcorn, strap on a seatbelt and a crash helmet and come along with me as I throw fear to the wind and jump out of a plane—without a parachute!

Who needs a parachute when they're wearing the fantastic Inflata Suit? Never heard of it? No-one has! It's brand new! No-one has even tested it! I'm going to be the first because that's what daredevils do! Yee-ha! Now, without further ado, it's time to open the hatch! Hold on to your hats, and get ready for an amazing adventure, folks. I'm going to jump!

'Don't do it, Bradley. I'll be very cross if you do.'

'Please let go of my hand, Mummy.' 'I will not. You're being a silly boy.' 'Not so loud. We're on television.' 'I don't care. If you jump you'll have to take me with you.'



'Oh all right. Here we go ...' **AAAAAAARRGGGGGGGHHHHHHH!** 'Don't be such a wimp, Bradley.'

'I'm scared of heights, Mummy, and we're falling so fast!'

'But don't forget you're wearing the Inflata Suit, so there's nothing to worry about—right?'

'That's true. After twenty seconds the suit will fill with air and we'll float harmlessly to the ground.'

'That makes me feel a lot better ... except that according to my watch we've already been falling for twenty seconds.'

'What a coincidence, my watch says the same.'

'Bradley, the ground is getting awfully close.'

'I know! Too close for comfort!' 'Something's wrong, Bradley! We're goners!'

'Oh no! Could this be the end of Bradley D Mented?'

'And his mummy?'

It's terribly terrifying, but we have to look on the bright side. Right this second the ratings are shooting through the roof! We're going to go viral with millions of hits!

'Golly gosh!'

'What is it, Mummy?'

'We're not falling down anymore!' 'You're right! It's a miracle! The Inflata Suit is filling with air!'

'We're falling up!' 'Hurray! We're soaring to the heavens!'

'But Bradley, how do we stop soaring?'

'Good question. I'm sure there's a simple answer to it. I'll ring the inventor, Professor Oopy.'

'Professor Oopy ... hmm ... what's his first name?' 'Larry.' 'L Oopy ... very interesting.' 'Can't talk now, Mummy. His phone's ringing.'

'Hello.'

'Professor Oopy?'

'The one and only.'

'Right ... I'm testing your Inflata Suit and I've run into a small problem.'

'Really? I was told by the television station they were going to use a dummy to test it.'



'Are you sure?'

'Yes. I have the email they sent me right here. It says: 'We're going to use Bradley—he's a dummy.'

'I see ... anyway, the problem, Professor, is that the suit keeps going up and I don't know how to make it drop. Any ideas?'

'Of course. It's very simple. You just press the Down button.'

'Easy-peasy. Thanks for your help.' 'Any time. Have a nice day.'

'Um, hold on, Professor—I can't find the Down button.'

'You can't? That's odd. Wait a second ... well, how about that! It's in my drawer!'

'So how do I get down?'

'Is there a big red button that says HELP?'

'No, I can't see it.'

'Oh, bother. There's someone at the front door. Don't go away. I'll be right back.'

'Is he going to help us, Bradley?' 'Yes, Mummy. It won't be long now.'

Two hours later ...

'Professor! Professor! Where are you?'

'I'm right here. Sorry. I forgot you were there. I had to make tea for my guests. Now what was this about again?'

'The big red button that says HELP.'

'Oh yes, you'll be pleased to know I found it in my filing cabinet.'

'That's great, but what about me? I'm going higher and higher!'

'Don't worry. I've got some good news for you.'

'Cool! Tell me!'

'What goes up, must come down. Maybe not today or tomorrow, or even next week, but eventually. Okay?'

'Um, okay.'

'Glad I could help. Bye!'

Click!

'Did he tell you how to get down, Bradley?'

'Not exactly, Mummy. We might have to stay up here for a little while.'

'How long?'

'Put it this way. You know how my show is usually made up of short episodes?'

'Yes.'

'Well, I think this week's episode looks like it will be a miniseries.'

'Oh, dearie me.'

Didn't I tell you this would be an amazing adventure, folks? And it isn't over yet! Will we make it out of this alive?

'I don't think so, Bradley.'

'Either do I, Mummy, but there's only one way to find out!'

Tune in next week, Thrillseekers, for another action-packed episode of Wild and Crazy Adventures!

> Ooh, what a lively and windy tale that was.

## Wild words

There are many synonyms for the adjective 'wild'. The story 'More Wild and Crazy Adventures' includes some of these synonyms.

- 1. Use a thesaurus to find five more synonyms for the word 'wild'.
- 2. Choose three synonyms and write an action-packed sentence for each.

(a)				
(b)				
			an	
(c)				
8-2010 Mathematica as a second so that a		haft & New York and Hanselan - Wite source and group water that in our or a special		

3. Now think of two new titles for this weird and wacky story.

Title 1						
Title 2			 			





ORBIT

## What are Persuasive Texts?

The purpose of a persuasive text is to convince the reader or listener to agree with a particular viewpoint or issue by making them think, feel, or do something.

A persuasive text is intended to convince readers to believe in an idea or opinion. When we write in this style, we want the reader to agree with us. That means we need to use strong language to convince the reader that our opinion is the right one.

Persuasive texts are about topical issues that people might have varied opinions about e.g. whether or not homework is necessary. Persuasive texts are not always written but could be images, videos or sounds.

Can you think of different types of persuasive texts?



Look at the advertisement below and answer the following questions.

- 1. Who is persuading you?
- 2. What do they want you to do?
- 3. Who is the intended audience?
- 4. How does the layout, use of colour and images affect their advertisement?
- 5. Anything else you notice about the advertisement?

Name: \_\_\_\_\_

Week 2 Tuesday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
2 × 10 =	11 × 6 =	8 × 11 =
8 × 4 =	7 x 6 =	6 x 12 =
7 x 2 =	6 x 3 =	8 x 7 =
4 × 4 =	11 × 9 =	12 × 11 =
3 x 5 =	11 × 3 =	11 × 8 =
12 × 4 =	4 x 6 =	12 x 12 =
2 × 4 =	6 x 9 =	6 x 7 =
5 x 2 =	4 x 3 =	7 × 11 =
8 × 10 =	9 × 9 =	6 x 8 =
9 x 5 =	12 × 6 =	10 × 12 =
10 × 10 =	8 × 3 =	9 × 8 =
5 x 5 =	4 × 9 =	8 × 12 =
6 × 4 =	3 x 6 =	7 x 8 =
4 × 10 =	7 × 9 =	9 x 7 =
9 x 2 =	3 × 9 =	11 × 12 =
3 × 4 =	7 × 3 =	12 × 7 =
12 × 10 =	8 × 6 =	6 × 11 =
7 x 5 =	6 × 6 =	11 × 11 =
3 x 2 =	12 × 9 =	7 × 7 =
11 × 5 =	9 × 3 =	7 × 12 =
6 × 10 =	8 × 9 =	12 × 8 =
11 × 2 =	12 × 3 =	9 × 12 =
4 × 5 =	2 × 9 =	9 × 11 =
2 × 2 =	9 x 6 =	11 × 7 =
10 × 4 =	3 × 3 =	8 × 8 =

Score: \_\_\_\_\_ / 75

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

49 + 19 =	 75 + 26 =	
93 + 51 =	 39 + 73 =	
81 + 13 =	 58 + 68 =	
83 + 88 =	 74 + 52 =	
21 + 38 =	 73 + 44 =	
12 + 86 =	 82 + 72 =	
39 + 71 =	 92 + 65 =	
92 + 45 =	 25 + 89 =	
58 + 78 =	 90 + 61 =	
27 + 12 =	 40 + 85 =	
80 + 44 =	 83 + 50 =	
15 + 62 =	 67 + 40 =	
24 + 30 =	 91 + 76 =	
45 + 29 =	 13 + 91 =	
35 + 60 =	 24 + 27 =	

Time: \_\_\_\_\_

Score: \_\_\_\_\_ /30

Learning goal: I can create a financial plan, such as a budget.



## Example of an ordinary budget:

Item	Withdrawals	Deposit	Balance
Pay		\$1500	\$1500
Groceries	\$150		\$1350
Phone bill	\$30		\$1320
Flowers for mum	\$50		\$1270
Apple music	\$12		\$1258

You have just received the exciting news that you have won the lottery prize of \$1 000 000. The first thing you decide to do is make a budget so you can plan your spendings. You have given yourself three rules to follow with your winnings:

- You must invest half of your total winnings to keep your future safe
- You will give your family 25% of your total winnings
- You will give a charity 10% of your total winnings

Use the internet to find five items that will keep you under budget. In the first column, write the name of the charity that you have chosen to donate to and the five items that you have purchased. In the second column under 'Withdrawals' write the amount of money for investments, family and the charity, as well as listing the amount of money each item cost. Each time you withdraw money calculate the new remaining balance.

Your lottery budget:

Item	Withdrawals	Deposit	Balance
Lottery		\$1 000 000	\$1 000 000
Investments			
Family			
Charity =			

#### Stage 3

Spelling Rule: If a word ends in ie, change the ie to y before adding -ing

### Alphabetical Order

lie tie	lying tying	die vie	dying vying
Write the	se words in alphabet	ical order	
1.		5.	
2.		6.	
3.		7.	
4.		8.	

## **Book Covers**

Make two fictional book titles that include a word that follows the rule of the week to show your understanding of the chosen word. Design the book covers for these titles. Remember to capitalise the first letter of each word in the title.









## Vocabulary: Tokyo 2021: The Olympic Games: Wednesday W2

Complete this vocabulary activity BEFORE you read "Tokyo 2020: The Olympic Games" on the next worksheet so that you understand what you have greater understanding of what you read. Draw a line from each word to its meaning or map.

Japan	A person who watches at a show, game, or other event.
Tokyo	The reason for which something is done or created or for which something exists.
circumstances	Contra in and and and and and and and and and an
global	A stretch of land, especially with regard to its physical features.
pandemic	A stretch of land, especially with regard to its physical features.
spectator	Area down Adeate Down Pacific Oliver Areas down
rugged	A disease prevalent over a whole country or the world.
purpose	Having a broken, rocky, and uneven surface.
terrain	A fact or condition connected with or relevant to an event or action.
precious	Relating to the whole world; worldwide.

## Tokyo 2020: The Olympic Games

On the 23<sup>rd</sup> July 2021, the world's biggest and most exciting sports event will begin in Tokyo, Japan, following a year's delay.

The Olympics Games will bring together 11,000 athletes from 206 countries. Over 17 days of competition, there will be 339 gold medals awarded in 33 sports! These sports include five new Olympic sports – surfing, climbing, skateboarding, baseball and karate. The events will take place at 42 different purpose-built arenas and stadiums across the city.



In normal circumstances, visitors from around the world would head to the Olympics in Tokyo, but because of the impact of the global pandemic, fans from overseas will not be allowed to attend. Spectators from Japan, however, will get the chance to take in the action.



Japan is often known as 'the land of the rising sun' because in Japanese tradition, the country is the origin of the sun. It is an island nation made up of rugged, mountainous terrain, and is located in the west of the Pacific Ocean. Tokyo is its capital and is the largest city in the world with a population of almost 40 million.

Tokyo 2020 will be the second time the summer Olympics has visited the Japanese capital. The city previously hosted the games in 1964. The opening and closing ceremonies, as well as the athletics events, will

take place in the purpose-built Japan National Stadium which has a capacity of 80,0000.

I am Miraitowa. My name comes from the Japanese words for 'future' and 'eternity' because I hope the Olympics will bring about a future of everlasting hope for everyone in the world.

## Did you know?

The medals in Tokyo will be unique as they will be made using precious metals from small electronic devices! More than 6 million mobile phones have been donated by members of the public in order to create the gold, silver and bronze medals – that's 79,000 tonnes of smartphones!

I am Someity. My name comes from a popular type of cherry blossom, and the Japanese word for 'mighty'. I am the mascot for the Paralympics.

> The Tokyo Olympic mascots were born on February 28th 2018. They were chosen from a competition involving thousands of schools from all over the world. Their chequered pattern is inspired by traditional Japanese culture.

## Questions – Tokyo 2020 – The Olympic Games

- 1) When and where will the Olympics begin? (2)
- 2) What do the following numbers tell us about Tokyo 2020? (8)

	42
	33
3)	More than a hundred thousand staff will be employed at the Olympics. Name three jobs that you think they could be doing. (3) 1. 2. 3. 3.
4)	There will be five new sports at the Olympics. Which of these are you looking forward to the most, and why have you made that choice? (2)
5)	Find the sentence that tells us about the physical geography of Japan. (1)
6)	Write down three facts about the Olympic mascots. (3)
7)	How might the Olympic mascots inspire a younger audience to get excited about the games? (2)
8)	Tick the facts from the text that we know to be true: (2)
Thi The	is is the first Olympics in South America $\Box$ The Maracana Stadium is the Olympic Stadium $\Box$ e Olympics will last for 18 days $\Box$ Vinicius and Tom are the Olympic mascots $\Box$

Name: \_\_\_\_\_

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
7 × 10 =	4 × 9 =	8 × 11 =
12 x 2 =	9 x 3 =	9 × 12 =
10 x 5 =	8 x 6 =	6 x 8 =
5 × 4 =	2 × 9 =	12 × 8 =
2 x 5 =	4 × 3 =	8 × 7 =
6 x 2 =	7 x 6 =	7 × 11 =
9 × 4 =	11 × 9 =	11 × 8 =
8 × 5 =	8 x 3 =	12 × 11 =
10 x 2 =	3 x 6 =	6 x 7 =
4 × 4 =	11 × 6 =	10 × 12 =
9 × 10 =	3 × 3 =	7 × 12 =
7 × 4 =	9 × 9 =	12 × 7 =
2 x 2 =	12 × 9 =	12 × 12 =
11 × 4 =	11 × 3 =	9 × 8 =
4 x 5 =	8 × 9 =	7 × 7 =
11 × 10 =	12 × 6 =	6 × 11 =
8 × 2 =	6 × 3 =	7 × 8 =
5 × 10 =	7 × 9 =	11 × 12 =
6 x 5 =	4 × 6 =	11 × 7 =
12 x 5 =	3 × 9 =	11 × 11 =
4 x 2 =	7 × 3 =	8 × 12 =
10 × 10 =	6 × 9 =	9 × 7 =
3 × 4 =	6 × 6 =	6 × 12 =
5 × 5 =	12 × 3 =	9 × 11 =
3 × 10 =	9 x 6 =	8 × 8 =

Score: \_\_\_\_\_ / 75

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

90 + 79 =	 37 + 53 =	
15 + 42 =	 44 + 19 =	
70 + 58 =	 21 + 64 =	
20 + 76 =	 45 + 40 =	
14 + 99 =	 77 + 48 =	
17 + 81 =	 71 + 45 =	
85 + 48 =	 59 + 43 =	
76 + 21 =	 94 + 77 =	
49 + 63 =	 22 + 56 =	
40 + 50 =	 68 + 28 =	
72 + 59 =	 33 + 17 =	
73 + 30 =	 57 + 91 =	
52 + 60 =	 18 + 29 =	
27 + 24 =	 55 + 58 =	
33 + 44 =	 30 + 95 =	

Time:	Score:	/30
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Name: \_\_\_\_\_

Learning goal: I can continue number patterns involving addition and subtraction.

α.	Increase by 7	96	 	 	
b.	Increase by 8	31	 	 	
C.	Increase by 13	69	 	 	
d.	Increase by 19	84	 	 	
e.	Increase by 85	45	 	 	
f.	Increase by 350	400	 	 	
g.	Increase by 610	970	 	 	
h.	Increase by 825	805	 	 	
i.	Decrease by 6	57	 	 	
j.	Decrease by 9	73	 	 	
k.	Decrease by 11	68	 	 	
I.	Decrease by 17	129	 	 	
m.	Decrease by 45	700	 	 	
n.	Decrease by 650	5000	 	 	
0.	Decrease by 115	1000	 	 	

Score: \_\_\_\_/15

Name:	

Learning goal: I can continue number patterns involving addition and subtraction.

α.	Increase by 14	40		 	
b.	Increase by 65	70		 	
C.	Increase by 450	1200		 	
d.	Increase by 3.6	5		 	
e.	Increase by 1.15	4.75		 	
f.	Decrease by 8	100		 	
g.	Decrease by 70	950		 	
h.	Decrease by 35	200		 	
i.	Decrease by 0.4	5		 	
j.	Decrease by 1.25	10		 	
		Score: _	/10		

Learning goal: I can use inverse operation to solve number sentences.

+ 85 = 110	65 = 165	8.95 = 1.55
÷7=7	515 + = 850	4.6 + = 12.8
20 × = 8000	100 ÷ = 5	
2500 = 550	x 8 = 72	
	Score:/10	

## Coordinates – plotting coordinates

3

4

Plot and join the following points. When you've done that, make each design symmetrical.

- a D1 to A4, A4 to D4, D4 to A6, A6 to C8
- **b** D1 to B1, B1 to D3, D3 to A3, A3 to D7, D7 to B8



.....

#### Complete the design according to the instructions.

**a** Plot and join the following points:

.....



**b** How many triangles can you find? \_\_\_\_\_



Maps and street directories use coordinates to help us follow routes and find places. We read coordinates horizontally and then vertically, so the letter comes before the number.



Write the letter for each coordinate to work out the riddle and the answer:

Questions	Riddle answer	
A1, C4, D1, I4, A5	F2, I4	E6, H7, I1, A3
E6, H7, I1, A3, A5	J3, H7, A3, G1	H2, D1, J3, G1!
C6, I1, I4	I4, C4, D1, H2	
E6, H7, I1, A3	E6, H7, I1	
E3, A3, F2, G1, H2, G4, A5	G4, H7?	
I1, A5, G1		

2

Plot these points and then connect them to make a 3D shape. Use a ruler.

F1 to C1	F1 to D3
C1 to A3	D3 to D5
A3 to A5	C1 to C3
A5 to D5	A3 to F3
D5 to F3	C3 to A5
F3 to F1	





**Position** Copyright © 3P Learning Spelling Rule: If a word ends in ie, change the ie to y before adding -ing

#### Contractions

I am =	where have =
that shall =	we would =
who is =	has not =
would not =	it has =
it will =	when is =

#### Homophones - brake or break

The driver had to apply the	to avoid the car that had suddenly stopped.
	/ / / /

The in the athlete's arm was in two places.

There was a in the weather so we went outside to play.

The driving instructor told the student to apply the gently.

#### Homophones - coarse or course

The	sand was hot on their feet.
We walked the	before starting the race so we would know the way.
The movie consisted	of language so the children could not watch.
It was a three	meal with my favourite one being the dessert.

#### **Detective's Clues**

Write three clues about a word that follows the rule of the week. Ask a friend to guess the word from your clues.

1.

2.

3.

word =

## **Correcting Mistakes: Rewrite the Sentences**

Each of the sentences below have mistakes in them. There may be spelling, punctuation, capitalization, or grammar errors. Rewrite each sentence so that it is correct.

1. The scool Principle will visit the class tommorrow.

2. Victor walked home by hisself in the poring rain.

3. The dog barked at the postman he must have been fritened.

4. It were to late, for Elle to come over, but Diane asked her any way.

5. We asked the man for derections to the store, but he don't know where it's at.

6. Which is how the bird flyed into the house.

7. My Mother is the best mother in the world she is kind to evereyone.

8. They swammed in the pool untill it was allmost dark.

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K12 Roberton 1

## **The Olympics in Ancient Greece**

In 776 BC, the ancient Greeks decided to hold a religious festival in honour of Zeus – king of the gods. Part of the festival was a sporting tournament, which was held every four years at Olympia near to the city of Elis in south-west Greece. This became known as the Olympic Games. People from all over the Greek Empire came to watch and take part. In 85 BC, the Romans invaded Olympia, but the Olympics continued until 393 AD, when the Roman emperor ordered the closure of all pagan events. In 1896, the modern Olympics began, inspired by what the ancient Greeks had started almost 2700 years earlier.



It was important for all visitors to the Olympics to enter the Temple of Zeus. Inside was a huge statue of Zeus, made of gold and ivory, and six times bigger than any man. It was so impressive that people called it one of the Seven Wonders of the World.

Greece wasn't a peaceful place. Cities were often at war with each other which made travelling between them risky. When it was time for the Olympic Games, messengers were sent from Elis to every corner of the Greek Empire to announce a 'sacred truce' which means peace. This would last for one month before the games and allowed people to put their differences to one side and travel safely.



Brutal Fact The nastiest event at the games was the pankration. This was wrestling with almost no rules! Athletes could even strangle each other! Biting and poking were banned, but many competitors did both. At first, the Olympics lasted one day and had just one event – a sprint from one end of the stadium to the other. Eventually, other events,

### Sad Fact

Six of the Seven Wonders of the World have been destroyed — only the Great Pyramid at Giza in Egypt remains.

#### Fun Fact

The Olympics is much bigger today. There are 306 events in 28 sports over 16 days, with more than 10,000 athletes participating!

#### Unfair Fact

Only men, boys and unmarried girls could attend the Olympic Games. Married women would be punished!

such as boxing, wrestling, long jump, javelin, discus and chariot racing were introduced, and the games took place over four days. Athletes wore no clothes during their events. A particularly tough

event was the 'hoplites', a race for men carrying heavy armour and shields. Winners were given a wreath of leaves, and could expect a hero's welcome back home, enjoying free meals, invitations to parties and the best seats at the theatre.

The Olympic Stadium could hold fifty thousand spectators. Huge camps would spread out across the city as there were few hotels. Only the richest and most important athletes and visitors could get a room. There was no water at first for the visitors, and conditions were hot and crowded but that didn't put them off. At the end of the games, there was a huge feast with lots of oxen roasted on a giant barbecue. Jugglers and acrobats performed to the crowds, traders came for business and politicians made speeches to the crowds.

## **Questions** – The Olympics in Ancient Greece

1) Where did the ancient Olympics take place? Use as much detail as possible. (3)

2) What made the statue of Zeus so impressive? (2)

3) Find the phrase that tells us that the statue of Zeus has been destroyed. (1)

4) What was the 'sacred truce'? (3)

5) What was the name of a tough race in the games, and why was it so tough? (2)

6) What was brutal about the 'pankration'? (2)

7) There are two pictures in the text. What does each one show? (2)
 Picture 1: \_\_\_\_\_\_
 Picture 2: \_\_\_\_\_\_

8) Why do you think unmarried women were allowed to attend the games? (1)

9) Why do you think traders see the games as a good place to do business? (1)

10) This text contains five paragraphs. Each of these contain separate information. What sub-headings would you give each paragraph? One has been done for you. (4)

1. The history of the ancient Olympics

2. \_\_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Name: \_\_\_\_\_

Week 2 Thursday

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
5 x 5 =	8 x 3 =	6 x 8 =
5 x 2 =	2 × 9 =	10 × 12 =
2 × 4 =	4 × 6 =	9 × 8 =
10 × 10 =	11 × 9 =	9 × 11 =
3 x 5 =	3 × 3 =	6 x 7 =
2 × 10 =	7 x 6 =	7 × 8 =
10 × 4 =	3 x 6 =	6 × 11 =
2 x 2 =	8 × 9 =	12 x 7 =
12 × 4 =	12 x 6 =	6 x 12 =
8 × 10 =	7 x 3 =	12 × 8 =
7 x 2 =	3 × 9 =	9 × 7 =
6 × 4 =	9 × 6 =	12 × 11 =
11 × 5 =	9 × 3 =	11 × 8 =
3 × 4 =	6 × 9 =	7 × 11 =
4 × 10 =	4 × 3 =	7 × 7 =
9 x 2 =	9 × 9 =	11 × 12 =
12 × 10 =	6 × 6 =	7 × 12 =
7 x 5 =	12 × 9 =	11 × 7 =
8 × 4 =	11 × 3 =	8 × 11 =
3 x 2 =	7 × 9 =	12 × 12 =
4 × 4 =	6 × 3 =	8 × 8 =
9 x 5 =	4 × 9 =	8 × 12 =
6 × 10 =	8 × 6 =	11 × 11 =
11 × 2 =	12 × 3 =	9 x 12 =
4 × 5 =	11 × 6 =	8 × 7 =

Score: \_\_\_\_\_ / 75

**Learning goal:** I can use mental computation strategies to solve addition problems. The strategies I could use are jump, split or compensation.

26 + 39 =	 76 + 19 =	
41 + 58 =	 88 + 46 =	
32 + 82 =	 26 + 59 =	
28 + 50 =	 70 + 23 =	
40 + 71 =	 74 + 85 =	
19 + 85 =	 62 + 60 =	
44 + 47 =	 57 + 73 =	
93 + 69 =	 66 + 77 =	
24 + 84 =	 29 + 32 =	
70 + 93 =	 64 + 68 =	
31 + 18 =	 30 + 18 =	
85 + 99 =	 34 + 39 =	
86 + 76 =	 80 + 58 =	
45 + 44 =	 24 + 96 =	
43 + 55 =	 65 + 84 =	

Time:	Score:	_/30

## 3D shapes – types and properties



How do 3D shapes differ from 2D shapes? Imagine you're giving an explanation to a younger child. What would you say and/or draw?

Remember the **surfaces** of a 3D shape are 2D shapes. Where 2 surfaces meet is called the **edge**. The **point** where 2 or more surfaces meet is called the **vertex**. If we are talking about more than one vertex we call them **vertices**.



Some 3D shapes are **polyhedrons**. This means each surface is a polygon. The polyhedrons we most commonly come across are pyramids and prisms.

Prisms have identical parallel faces joined by rectangles. Most prisms are named after their end faces.

**Pyramids** have a base with 3 or more straight sides. They have triangular faces which meet at a point. They are named after their bases.

Another group of 3D shapes has one or more curved surfaces (e.g. spheres, cones and cylinders).





Another group of 3D shapes has one or more curved surfaces. Examples include spheres, cones and cylinders.

Pretend you have to describe these shapes to someone who can't see or feel them. Make sure you talk about their surfaces, their vertices and their edges and anything else you think would help them build a picture.



When we cut through a solid parallel to the base, we make a cross section.

a Draw how these shapes would look like in 2 pieces:



2





**b** How has this changed the sphere? Explain this in terms of surfaces, edges and vertices.







CS SECTION 1: KNOWING COUNTRY

## STEMathon - STEM Day Challenges

## STEMathon

Challenge 2 – Paper Bridge

### Aim: To build the strongest bridge.

#### You Will Need:

Newspaper	Scissors	Таре	Book (or weights)

#### Task:

You have 20 minutes in your team to construct the strongest bridge using only newspaper and tape. Use books or weights to test your bridge. Test and record the results on the next page when time is up. Remember each team needs to use the same books.







### - STEMathon - STEM Day Challenges

## **STEMathon**

Challenge 2 – Paper Bridge

Team	Number of Books



Spelling Rule: If a word ends in ie, change the ie to y before adding -ing

#### Sentences

Write a sentence for three words that follow the rule of the week.

word =

word =

word =

## Graffiti Wall

Write at least five of your spelling words on the graffiti wall, exploring different colours and styles.

## **The modern Olympic Games**

The Olympic Games bring together thousands of athletes from all over the world in a celebration of competitive sport taking place every four years.

The games were inspired by the ancient Greeks, and have taken place since 1896 in a host city, chosen by the International Olympic Committee. There is a summer games, a winter games, a youth games and the Paralympics for people with a disability – something for everyone!

Tokyo will be the XXXII Olympiad – this means it is the 32nd time the summer Olympics has been due to take place. The only times the Olympics has failed to take place are during times of war. This has happened on three occasions. Here is a list of where it has been before:

Year	Host city	Country	Continent
1896	Athens	Greece	Europe
1900	Paris	France	Europe
1904	St. Louis	USA	North America
1908	London	UK	Europe
1912	Stockholm	Sweden	Europe
1920	Antwerp	Belgium	Europe
1924	Paris	France	Europe
1928	Amsterdam	Netherlands	Europe
1932	Los Angeles	USA	North America
1936	Berlin	Germany	Europe
1948	London	UK	Europe
1952	Helsinki	Finland	Europe
1956	Melbourne	Australia	Oceania
1960	Rome	Italy	Europe
1964	Tokyo	Japan	Asia
1968	Mexico City	Mexico	North America
1972	Munich	Germany	Europe
1976	Montreal	Canada	North America
1980	Moscow	Soviet Union	Europe
1984	Los Angeles	USA	North America
1988	Seoul	South Korea	Asia
1992	Barcelona	Spain	Europe
1996	Atlanta	USA	North America
2000	Sydney	Australia	Oceania
2004	Athens	Greece	Europe
2008	Beijing	China	Asia
2012	London	UK	Europe
2016	Rio de	Brazil	South America
	Janeiro		
2020	Tokyo	Japan	Asia



#### The Olympic rings

The symbol of the Olympics is five interlocking rings, coloured blue, green, black, yellow and red, on a white background. This was designed in 1912 by Baron Pierre de Coubertin who was co-founder of the Olympic Games. The colours represented all of the colours from the national flags of countries taking part in the games at that time. Coubertin described the rings as 'truly an international symbol.' More than a century on, it is one of the most recognisable images in the world.

#### The Olympic flame

The Olympic flame is an Olympic tradition. It commemorates the theft of fire from the Greek god Zeus by Prometheus.

Every four years, the Olympic flame travels around the world in a torch relay. Eventually, it gets to the host city, and the games are officially opened when somebody lights the cauldron with the torch in the Olympic Stadium. In Rio 2016, this was done by Brazilian marathon runner, Vanderlei Cordeiro de Lima.

## **Questions** – The modern Olympic Games

- 1) How often do the Olympics take place? (1)
- 2) Who chooses the host city for the Olympics? (1)
- 3) What four types of games do the Olympics consist of, providing 'something for everyone'. (4)
- 4) When and where did the first modern Olympics take place? (2)

5) Which continent has hosted the most Olympics? (1)

- 6) Prior to 2020, which cities have hosted the Olympics on more than one occasion? (4)
- 7) Which continent will host the Olympics for the first time in 2016? (1)
- 8) Look at the years when the Olympics have taken place. Can you spot the years when the Olympics was cancelled due to the war? (3)
- 9) Why do you think that it's important that the Olympic rings are interlocking? (2)

10) What makes the Olympic rings 'truly an international symbol'? (2)

11) What sentence tells us how the Olympic flame is a tradition which started in ancient Greece?

# Our Reef

story by Sue Murray illustrated by Anna Bron

I RUN STRAIGHT into the water. Gus follows more slowly.

'Whoo hoo!' I yell, splashing him. It's our first swim of the season.

'Boys!' Mum laughs. 'I'm going to do a lap of the bay. No going past the big rock, okay?'

Mum pulls on her flippers and she's off. I tug on my mask, bite the mouthpiece of my snorkel and dive under the water. I watch a school of whiting, waiting for Gus. He takes ages. Then he swims past me. The chase is on.

We don't need to talk about where we're going. We're swimming out to our reef. In our bay. I learnt to swim here. Before then, Dad would tow me on his back. I'd splutter and cough and laugh and kick. He'd say, 'Get ready, Rory!' I'd take a big breath and Dad would dive down, then swim along the bottom with powerful frog kicks,



skimming the sand. I'd open my eyes and see the sunlight streaming past me, and big bubbles as Dad let out some air.

I race past Gus. He's eighteen months older than me, but I'm a better swimmer. Dad always called me his little fish. Gus is better at things like Lego. Dad always said that Gus will grow up to be an architect like Mum.



I yell, 'Look!' to Gus. It sounds like a dolphin's squeal through my snorkel but Gus gets it. He sees it too. A blue groper! Our blue groper. Garry. We know him because he has a dent in his side. We reckon he might have survived a shark attack. Our whole family love blue gropers. They're like Labradors. They follow us. We used to pat them, but I found out it's not good for them if we do that. Dad told us once that all gropers are born female. Dad said that when a group of gropers needs a male, one of the females turns into a male. I didn't believe Dad then, but I've done a project on blue gropers this year and it's true!

I stop for a moment. We're near the big rock now. I see Mum over on the other side of the bay. She swims with steady strokes. She loves snorkelling as much as I do. I know she's keeping an eye on Gus and me, but we're old enough to be out here alone. We were last summer too.

Last summer, Gus and I built our reef. It took all summer. We picked up rocks from the bottom of the bay and carried them over to the big rock. The bay isn't deep but it's hard work, carrying rocks. We dived down, picked up a rock and took giant strides until we had to let go and streak up to the surface to get some air. Sometimes friends joined in. And sometimes we'd come back and find that strangers had added to the reef.

Garry the groper is watching me now. I hope he remembers me, remembers the boy who turns over rocks to expose sea urchins. Garry loves munching on sea urchins. Last summer, he swam up to me and got me to pluck a sea urchin spike out of his huge bottom lip. That's real trust, I reckon.

For now, though, I don't try to swim too close to Garry, just in case he needs time to get to know me again. A Maori Wrasse flashes by my mask. Another time I might chase it, but I'm keen to see the reef. Has it survived the storms and wild seas of winter?

I wait for Gus. It's only fair that we dive down together. He reaches me. I nod. We both take deep breaths and duck dive down.

There it is. Our circle of stones, covered now by seaweed. Yellowtails cruise around the inner rim. I hold onto the largest rock. Gus doesn't. He goes up. So he doesn't see. Right next to my hand there's a movement, then a face. A glint of green, and a grin of razor-sharp teeth.

I shoot to the surface and spit my snorkel out of my mouth.





## 'Gus!' I yell. 'You've got to see this!'

A few nearby swimmers swing around but I don't care if I've scared them. Mum is standing in the shallows now, signalling that it's time for us to come in, but I have to show Gus what I saw. I take a deep breath and dive down. So does Gus.

I show him what's made its home in our reef—a moray eel! We high five under the water—not easy—and we both laugh like loons. Dad always said that. It turns out that loons are birds.

As we swim in, I think: We've made a whole ecosystem! Dad would have loved it.

Gus and I reckon that if we come back as animals, Dad would be a dolphin. I miss him every day, but out here, in our bay, he's with us somehow.

Gus squeals and points. I see it. A stingaree! We follow it as it cruises towards the shore.

My, my, this story is full of heart and marine life!

## Character interview

The story 'Our Reef' is written from Rory's point of view. Answer each interview question below as if you are Rory. Think carefully about how he appeared in the story before you begin to write.

1. Good morning! Can you please tell us a bit about yourself, Rory?

2. How would you describe your relationship with your brother?

3. Describe the way you feel when you are swimming below the surface of the water?

4. Why is the ocean so important to you? What does it mean to you and your family?



The School Magazine



## Chance and probability – relating fractions to likelihood

So far we have looked at the language of chance and outcomes either being at 0 (impossible),  $\frac{1}{2}$  (even) or 1 (certain). But what is the likelihood of outcomes in the unlikely range or the likely range? Outcomes in these ranges can be expressed as either fractions, decimals or %. Remember that when finding the chance or likelihood of an event occurring, we must look at all possible outcomes.



1	There are 20 chocolates in a box that all look the same. There are 6 milk, 4 caramel, 3 mint and 7 dark chocolates.								
	a If you choose one chocolate without looking, which chocolate are you most likely to get?								
	<b>b</b> Which chocolate are you least likely to get?								
	c Show the chance of selecting each type of chocol	ate as a fi	raction:				Γ		
	milk = $\frac{0}{20}$ caramel = $\frac{1}{100}$	dark cho	ocolate	=		n	וווt = ∟		
	d Colour the word that best describes the chance o	f selectin	g a min	t chocc	late:				
	certain even		unlike	ely		i	npossik	ole	)
									••••
2	Use this table to work out all the possible totals for a pair of five-sided spinners. Colour match the total	ls.	1	Spinner 1					
	Make all the 6s yellow, all the 4s blue and so on.			1	2	3	4	5	
			1	2				6	
			2	3					
	5 3 5 3	pinne	3 4	5		0			
	4 4	S	5	6				10	
3	Look at the table above.								
	a Which total is most likely?								
	<b>b</b> What is the likelihood of this total occurring?								
	c Which total is least likely?								
	<b>d</b> Express its likelihood as a fraction.								



## Chance and probability – relating fractions to likelihood

Complete these tables to show the probability that this die will land on the following numbers:

5

6

Write the probability as a fraction.

	Ū				
	Event	Probability	Event	Probability	n dest
(° °	1		3	(	
N	An odd number		5		
	A number greater than 2		7		
	4		An even number		REMEMBER

Tamsin is playing a game where she is given a choice of how the die should land to signal that it is her turn. Which option gives her the best chance of getting a turn?

When a number less than 4 is rolled

When a number greater than 4 is rolled

Tilly and Bec were playing a game with these 5 cards. They laid all the cards face down and then took turns turning 2 over. If the 2 cards turned over were the least likely pair of cards, then they scored 100 points. Which two cards do you think scored 100 points? **a** How many possible combinations are there? Let's work it out.

20 Possible Pair Combinations
$$\textcircled{O}$$
 AA $\textcircled{O}$  $X$  $\textcircled{O}$  $\textcircled{O}$   $\textcircled{O}$ A $\textcircled{O}$  $\textcircled{O}$  $X$  $\textcircled{O}$  $\textcircled{O}$  XA $\textcircled{O}$  $\textcircled{A}$  $\textcircled{O}$  $X$  $\textcircled{O}$  XA $\textcircled{O}$  $\textcircled{A}$  $\textcircled{O}$  $X$  $\textcircled{O}$   $\bigstar$ A $\bigstar$  $\textcircled{O}$  $X$  $\textcircled{O}$   $\bigstar$ A $\bigstar$  $\textcircled{O}$  $X$  $\textcircled{O}$  $\bigstar$ A $\bigstar$  $\textcircled{O}$  $X$  $\textcircled{O}$  $\bigstar$  $\bigstar$  $\textcircled{O}$  $\bigstar$  $\textcircled{O}$  $\bigstar$  $\bigstar$  $\bigstar$  $\bigstar$  $\bigstar$ 

- **b** Look closely at the table. Colour in the pairs in the following manner: symbol/letter - blue letter/symbol - red letter/letter - yellow symbol/symbol - orange
- c Count how many of each colour there are in the table:

blue \_\_\_\_\_ yellow

red orange \_\_\_\_

- **d** What fraction shows the chance of choosing 2 cards with letters only?
- e What fraction shows the chance of choosing 2 cards with symbols only?
- **f** Circle the correct ending to this sentence: The pair of cards that should score 100 points because they are the least likely to be turned over are:

symbol/letter	letter/symbol
letter/letter	symbol/symbol



# Library Grid

Design a bookmark	Choose a book based only on its cover. Read it ( or the first chapter if a novel)	Write a book review of your favourite book
Draft a letter to an Author about their stories	Create a logo for our school Library	Write a Thank you note to someone who made you love reading
Listen to an Audiobook ( if you have them) or read a short story	Draw a selfie in our Library	Recreate your story in comic strips

Choose up to 3 activities from the Grid to complete.

You can bring in the completed activities to Mrs Stanley when we return.

Most importantly – take time each day to read and enjoy Books!