Remote learning workbook

Stage 3 – Year 5 and 6

Term 3 Week 3

Name:

Spelling

Stage 3
Term 3 Week 3

Spelling Rule: When a word has two or more syllables and ends in CVC (consonant, vowel, consonant), double the final letter before adding -ing or -ed.

NOTE: *Some words are exceptions for adding -ed. Eg. Forget → forgot, begin → began, forbid → forbade or forbidden.*

Examples:
* occur → occurring, occurred
* expel → expelling, expelled
* cancel → cancelling, cancelled
* forget → forgetting
* begin → beginning

Write as many words that follow the rule of the week.

When a word has two or more syllables and ends in CVC (consonant, vowel, consonant), double the final letter before adding -ing or -ed.

Spelling Rule: When a word has two or more syllables and ends in CVC (consonant, vowel, consonant), double the final letter before adding -ing or -ed.

NOTE: *Some words are exceptions for adding -ed. Eg. Forget → forgot, begin → began, forbid → forbade or forbidden. Make sure you say the words aloud to see if they sound right. See the **

Please write the words using both suffixes (or one if it's an exception) in the boxes below:

Monday

recap	
infer	
begin*	
control	
compel	
propel	
allot	
occur	
commit	
prefer	

Tuesday

confer	
transfer	
cancel	
refer	
rebel	
omit	
admit	
forget*	
regret	
transmit	

Name:_____

Spelling Words Scramble!

Please unscramble the words below

1. rsfeadertrn _____
2. gcnippare _____
3. decttommi _____
4. ingeinbng _____
5. rgnsniiatmtt _____
6. geipclmnol _____
7. derfrree _____
8. iedtmto _____
9. tnogiftegr _____
10. pgreoilnlp _____

Emotive language

Emotive language is so called because it is about words that are about or based on emotions. For example something which may be described as *nice* using normal language may be described as *awesome or magnificent* using emotive language. Emotive language is often used in creative writing and journalism as a way of making things sound more interesting or exciting.

Task – Interpret normal words and adjectives into emotive ones using the table below.

Descriptive words	Emotive words
Bad	
Large	
Pretty	
Strong	
Like	
Dislike	
Happy	
Scared	
Good	

Now turn these emotive words into normal adjectives

Descriptive	Emotive words
	Delicious
	Tiny
	Lovely
	Evil
	Massive
	Ghastly

Advertisement Analysis Worksheet

Product or Service being Advertised

WHAT is being advertised: _____

Target Audience

WHO is it aimed at? _____

Persuasive Techniques:

HOW is the advertisement trying to persuade us to buy the product/service?

List the different techniques you see in the advertisement.

Language What type of language is used to persuade the viewer? Is the language appropriate for the target audience?	**Visual** What type of images are used in the commercial? How does this help with the purpose of the commercial?	**Auditory (Sound/music)** What sounds can you hear? For example, voices, sounds, music. How does this impact the purpose of the commercial?

What is the overall purpose of the advertisement? What are they trying to persuade you to do?

_____

_____

Name: _____

Times Tables
Mixed

Week 3
Monday

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

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 3
Monday

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

70 + 85 = _____	57 + 74 = _____
16 + 29 = _____	20 + 93 = _____
65 + 91 = _____	43 + 24 = _____
33 + 32 = _____	56 + 90 = _____
19 + 43 = _____	70 + 59 = _____
58 + 59 = _____	79 + 39 = _____
69 + 86 = _____	21 + 18 = _____
30 + 70 = _____	58 + 97 = _____
57 + 52 = _____	19 + 34 = _____
43 + 48 = _____	83 + 92 = _____
66 + 13 = _____	62 + 35 = _____
21 + 28 = _____	27 + 47 = _____
12 + 56 = _____	93 + 49 = _____
49 + 75 = _____	91 + 68 = _____
32 + 55 = _____	67 + 78 = _____

Time: _____ Score: _____ /30

Name: _____ **Arranging Numbers in Size** Stage 3
Term 3 Week 3

Learning goal: I can arrange numbers of any size in ascending and descending order.

Insert the symbols <, > or = to make each statement true.

a.	5 345 583	___	790 181
b.	981 037	___	2 016 336
c.	6 123 977	___	4 791 825
d.	8 048 448	___	8 084 884
e.	5 550 005	___	5 550 550
f.	400 000 + 70 000 + 7000 + 400 + 60 + 9	___	1 920 547
g.	5 000 000 + 50 000 + 8000 + 300 + 70	___	8 268 155
h.	7 000 000 + 400 000 + 50 000 + 800 + 90 + 3	___	7 453 162
i.	6 000 000 + 300 000 + 60 000 + 3000 + 600 + 3	___	6 363 336
j.	2 000 000 + 200 000 + 20 000 + 2000 + 20 + 2	___	2 222 022

Use the following digits to fit the below criteria:

a. Make the largest even number _____

b. Make the smallest number _____

c. Make the number closest to 5 000 000 _____

d. Make the number closest to 3 000 000 _____

e. Make the number closest to 7 956 939 _____

Score: _____/15

Name: _____

Prime Numbers
Marvel Cinema Universe

Staage 3
Term 3 Week 3

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

Circle the ten Marvel Cinema Universe films that have prime numbers below them.

3


6


7

10

11

14


17

18

27

37

43

49

53


63


69

71

83


84

89


91

Score = ____/20

Do other continents have similar environments to Australia?

To learn more about people's interconnection with the environment it will be helpful to know more about the world's environments. You know that continents and countries can be divided into spaces and there are many ways to show this, for example; climate maps, vegetation maps, state and territory boundaries. There is another way to organise spaces which also shows common environmental conditions. These places can be found all over the world.

1 Use the clues below to find the name.

There is a word missing from these statements. Can you work out what it is?

Hint: think Minecraft, Lego World, Blockscape.

a B _____ are communities of plants and animals suited to environments because of the climate and natural features.

b There are many types of _____M_____ all over the world.

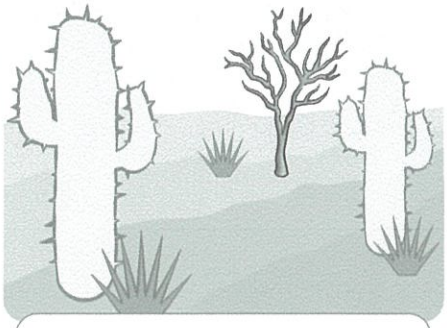
c Different continents can have the same _____E_____.

d Scientists can't agree on exactly how many types of _____O_____ there are.

e Can you agree with your partner, group or class on how many types of _____S_____ there are?

2 List all the ones you know.

3 Now see if you can group them into five main types.



4 Use the image or Google Maps to locate the different types of biomes in Australia.

5 Mark them on the map. Make sure you add a legend or key and title.

6 There is one type missing from the Australian mainland but it is in Australian territory. Can you name the type, the place and give its location? (Hint: It is the coldest biome)

See how many base words you can make from this week's spelling words and any other words you can find! *Note: You can use letters twice for this sheet.*

Boggle®

e	b	u	n
s	m	o	g
c	r	i	x
t	l	p	v

Score
3 letters = 1 point
4 letters = 2 points
5 letters = 3 points
6 letters = 5 points
7 letters = 7 points
8 letters = 10 points

Total Score: _____

Spelling Rule: When a word has two or more syllables and ends in CVC (consonant, vowel, consonant), double the final letter before adding -ing or -ed.

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:

Quickfire **Emotive Language**

Emotive language is words or phrases which make the reader feel an emotional response. It is often used to persuade or influence readers.

Can you find emotive alternatives for the words below?

Word	Emotive alternative
hungry	ravenous, starving, yearning for food
killed	
hot	
cold	
anxious	
hoped	
friend	
enemy	

Now, can you rewrite these sentences so they sound more emotive?

I want to go home.

I had a good holiday.

The man was worried about his friend.

NAME
NOM

No.

Dossier of Discovery: Thinking Big

article by Anne Renaud

Dutch artist Florentijn Hofman loves toys, and he has a lot of them—BIG ones—which he gladly shares with people all over the world.

photo courtesy Studio Florentijn Hofman

Florentijn creates gargantuan animals, which are one thousand times larger than their normal toy-size, and places them in public spaces to surprise people, put smiles on their faces and, hopefully, encourage them to engage with one another.

Each one of Florentijn's creations is the result of hours of research and

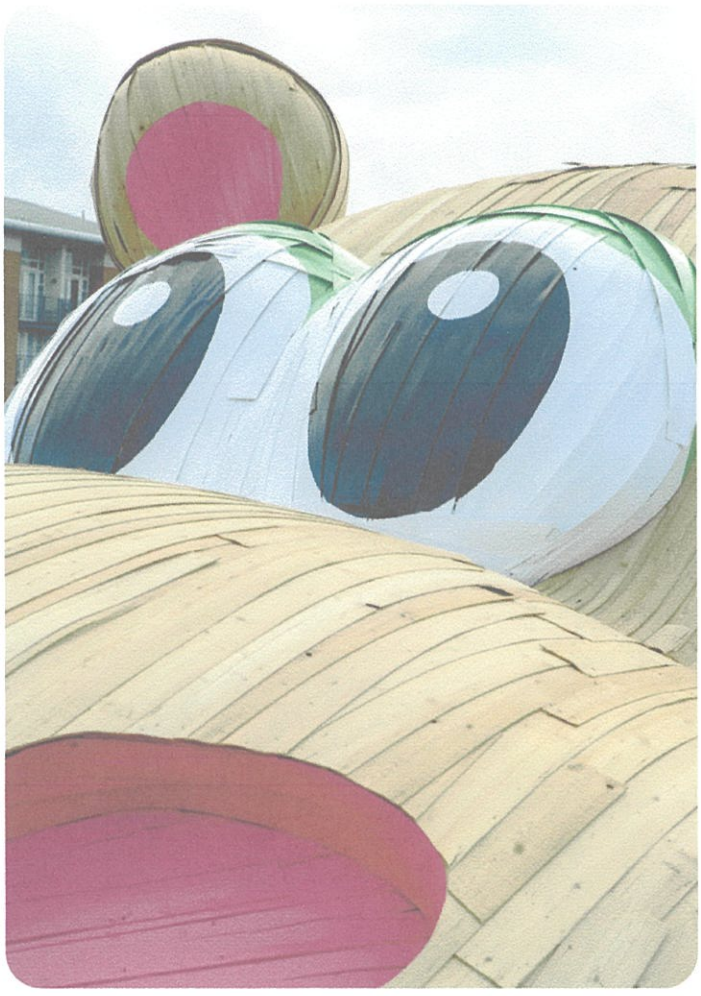


photo courtesy Steven Stills

hundreds of sketches. The first step is making a small prototype model. Then plans are drawn for the large-scale version, followed by its construction and assembly, which can take anywhere from a few months to more than a year.

Some of his creations are inflatable, like his fifteen-metre-high rubber duck, which has floated down rivers and lakes in countries such as Japan, Taiwan, China and Australia. Other sculptures are fabricated from a vast array of materials, ranging from paper to concrete. The construction of each piece of art occurs either in Florentijn's Dutch workshop, or directly onsite in the country that will become the sculpture's home, with each piece requiring a team of helpers and volunteers.

And although they may appear whimsical and humorous, which, of course, is Florentijn's intent, his creations are not without meaning and symbolism. Some of his sculptures celebrate the beauty and power of animals, while others reflect issues such as over-consumption as well as the importance of human connection, friendship and the acceptance of others. ■

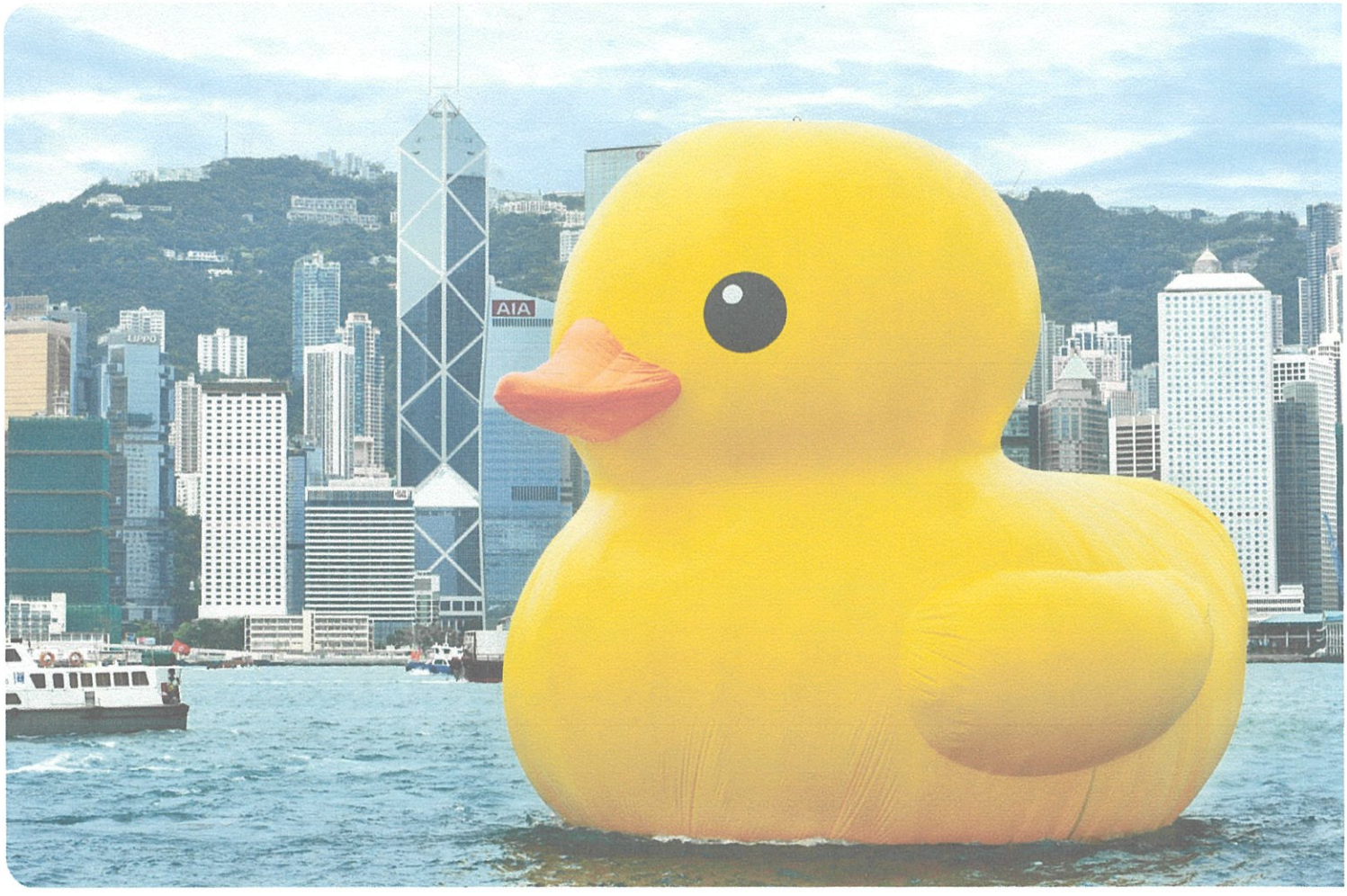


photo courtesy ARR

Word	Brief definition	Description of origin	Prefix	Suffix
Whimsical	Resulting from or characterised by whim or caprice	Derived from the word *whim-wham* ("a whimsical object")	N/A	*-ical* (used to form adjectives from nouns, with the meaning 'of or pertaining to'
Prototype				
Fabricated				
Intent				
Symbolism				
Consumption				

Name: _____

Times Tables
Mixed

Week 3
Tuesday

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

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 3
Tuesday

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

92 + 86 = _____	66 + 99 = _____
14 + 52 = _____	41 + 78 = _____
32 + 64 = _____	43 + 65 = _____
33 + 95 = _____	13 + 18 = _____
64 + 55 = _____	51 + 75 = _____
61 + 29 = _____	69 + 88 = _____
49 + 36 = _____	74 + 87 = _____
24 + 49 = _____	44 + 79 = _____
99 + 60 = _____	99 + 92 = _____
17 + 32 = _____	35 + 33 = _____
44 + 92 = _____	18 + 26 = _____
70 + 22 = _____	56 + 95 = _____
46 + 72 = _____	42 + 35 = _____
51 + 28 = _____	38 + 27 = _____
54 + 77 = _____	75 + 61 = _____

Time: _____ Score: _____ /30

Name: _____

Addition & Subtraction
Girls Born in NSW in 2020

Stage 3
Term 3 Week 3

Rank	Name	Number	Rank	Name	Number
1	Amelia	514	26	Emily	209
2	Olivia	476	27	Lucy	206
3	Charlotte	460	28	Aria	205
4	Mia	420	29	Hannah	201
5	Isla	420	30	Hazel	200
6	Ava	391	31	Georgia	195
7	Chloe	375	32	Zara	192
8	Grace	323	33	Sofia	190
9	Sophia	302	34	Scarlett	179
10	Zoe	301	35	Ellie	171
11	Harper	293	36	Emma	170
12	Ivy	291	37	Frankie	166
13	Isabella	289	38	Abigail	164
14	Ella	289	39	Isabelle	164
15	Sophie	276	40	Florence	157
16	Sienna	273	41	Eva	151
17	Matilda	270	42	Violet	151
18	Willow	266	43	Emilia	150
19	Lily	247	44	Elsie	141
20	Evelyn	245	45	Eleanor	140
21	Mila	244	46	Aurora	139
22	Ruby	242	47	Penelope	137
23	Evie	240	48	Jasmine	136
24	Layla	220	49	Poppy	135
25	Audrey	210	50	Alice	133

Use the information of baby boys born in NSW in 2020 to answer the questions below.
https://www.nsw.gov.au/sites/default/files/2021-04/bdm-popular-baby-names-2020.pdf

What are the combined baby names of:

a. Girl names in the top 25 starting with S (3) _____

b. Girl names in the top 25 starting with M or W (4) _____

c. Girl names in the top 25 starting with E or I (6) _____

d. Girl names in the top 50 starting with A (7) _____

e. Girl names in the top 50 ending with Y (7) _____

What is the difference in birth numbers between these two names:

	Sum	Answer
Amelia compared to Olivia	_____	_____
Amelia compared to Zoe	_____	_____
Amelia compared to Emily	_____	_____
Amelia compared to Abigail	_____	_____
Amelia compared to Alice	_____	_____
Mia compared to Mila	_____	_____
Isla compared to Isabelle	_____	_____
Grace compared to Georgia	_____	_____
Sophia compared to Sofia	_____	_____
Ella compared to Emma	_____	_____

Score: _____/15

7 North America is the third largest of the world's continents.

To learn more about North America you will need to write some geographical questions.

Use the word bank below to write five questions about North America.

where	latitude	longitude	oceans
what	time zones	location	hemisphere
how	countries	North Pole	biomes

a _____

b _____

c _____

d _____

e _____

8 Share your questions with a partner and choose three you would like to answer.

Write your three chosen questions. Research the answers from an atlas, globe or Google Earth.

Question **a** _____

Answer _____

_____

_____

_____

Question **b** _____

Answer _____

_____

_____

_____

Question **c** _____

Answer _____

_____

_____

_____

9 Using the Biomes Map and the information you have researched, add geographical information to the map of North America.

Include information that you think will be most helpful in understanding the environment.

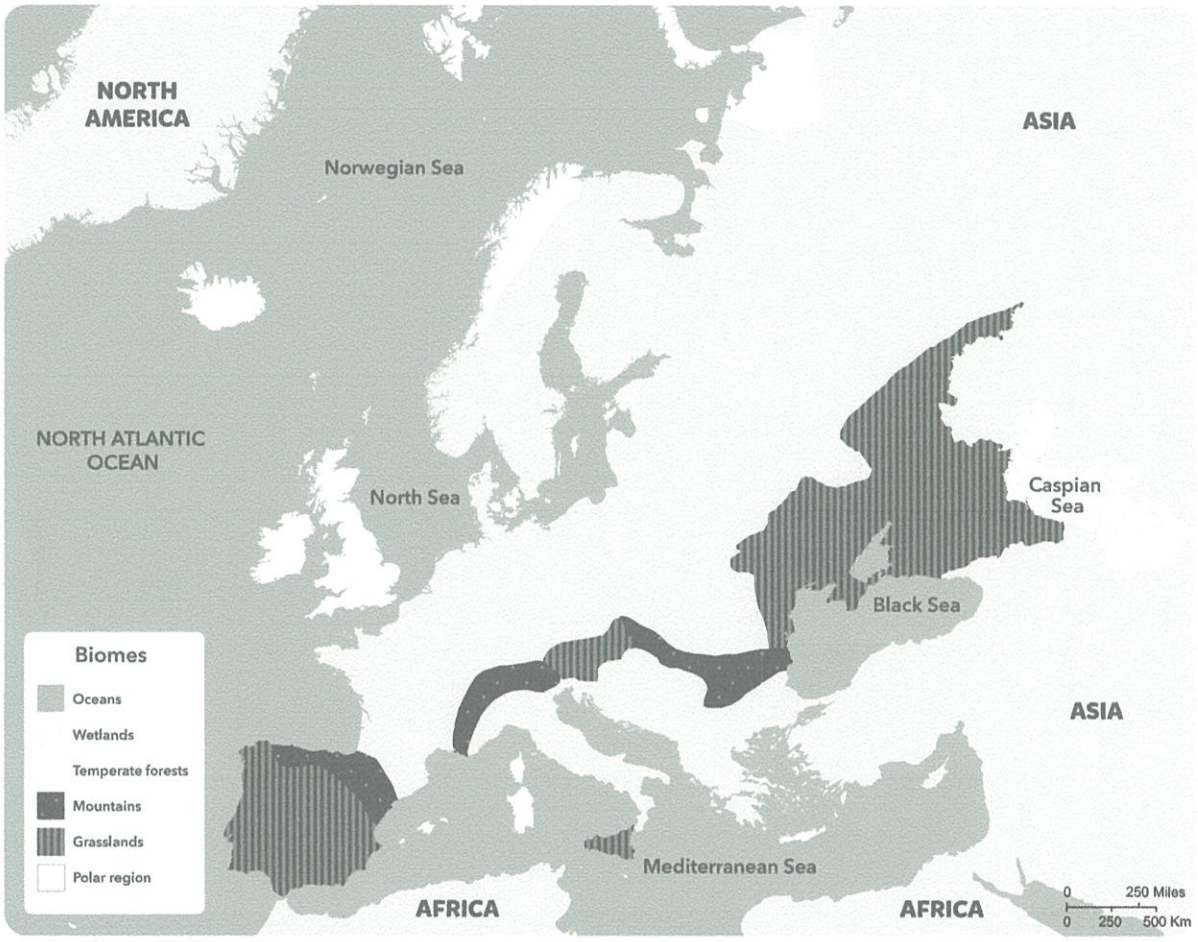
Use a key or legend to show the information the map displays.
Add a title and north point.

Key or Legend

10 Do either Europe or South America

a **Europe**

This map shows the major biomes in Europe.



Identify the biomes found in Europe.

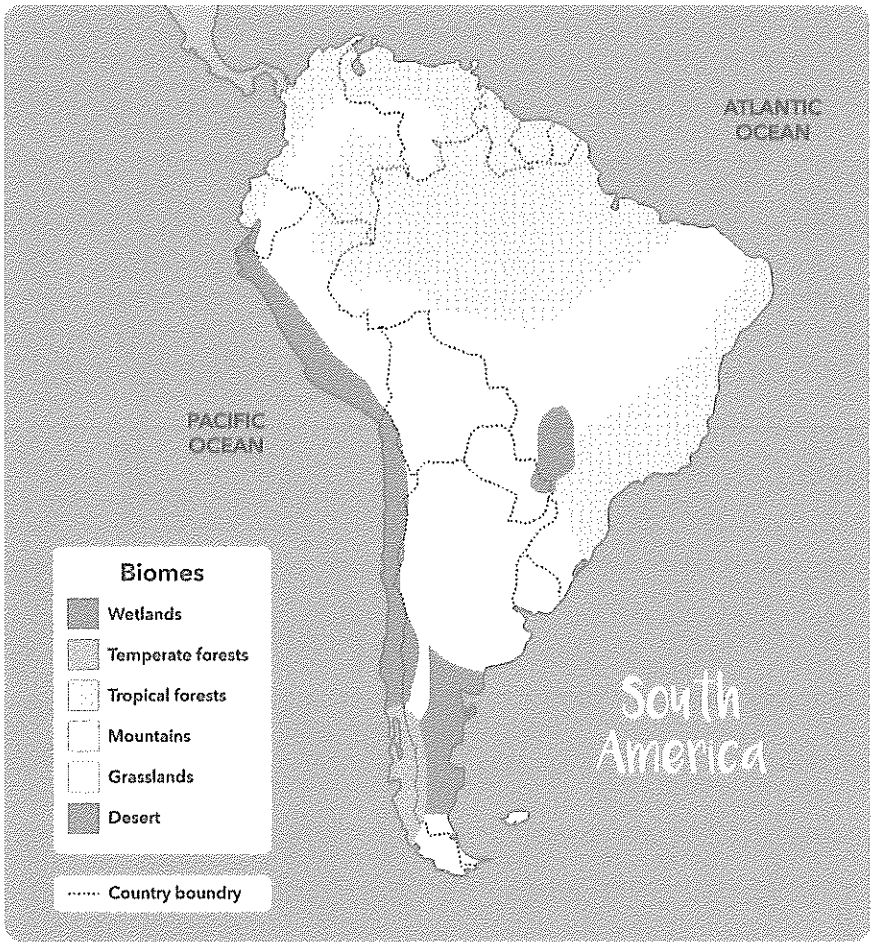
Mark the main countries of Europe on the map.

What biome is not in Europe but is a large part of Australia and North America?

What impact would this have on settlement patterns (where people choose to live)?

b South America

This map shows the major biomes in South America.



Identify the biomes found in South America.

Mark the countries of South America on the map.

What are the two most common biomes in South America?

What impact would the biomes have on settlement patterns?

Spelling Rule: When a word has two or more syllables and ends in CVC (consonant, vowel, consonant), double the final letter before adding -ing or -ed.

Please write the words using both suffixes (or only one suffix if it's an exception*) in the boxes below:

Wednesday

fulfil	
forget*	
forbid*	
travel	
embed	
abhor	
permit	
incur	
repel	

Thursday

equip	
expel	
emit	
submit	
excel	
patrol	
confer	
embed	
concur	

Spelling Rule: When a word has two or more syllables and ends in CVC (consonant, vowel, consonant), double the final letter before adding -ing or -ed.

Alphabetical Order

First five words in alphabetical order from A	First five words in alphabetical order from M
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

recapped	submitting	beginning
inferring	equipping	controlled
occurred	rebelled	compelling
committed	regretting	referred
preferring	emitted	repelling
admitted	allotting	embedded
forgetting	transferred	patrolling
expelled	forbidding	concurring

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.

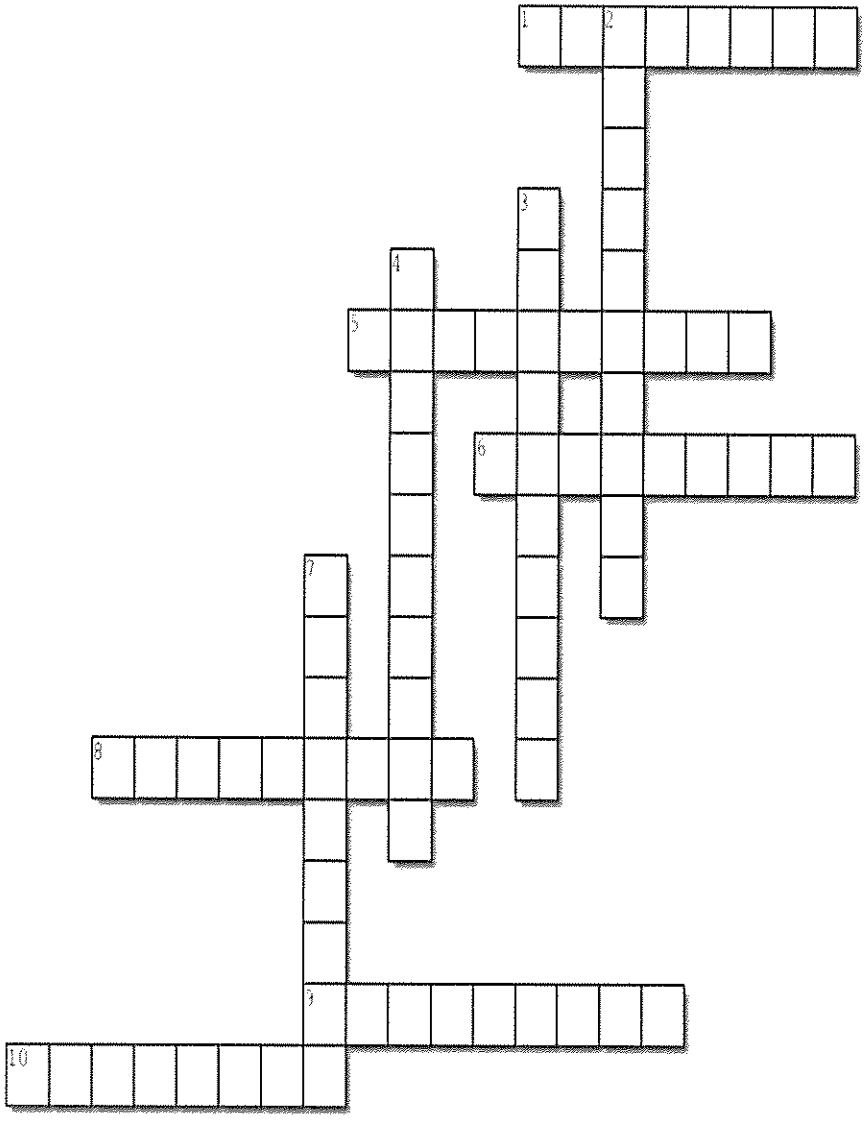
Title:

Title:

Name:_____

Spelling Words Crossword

Read the basic definitions which link to one of our spelling words ending in -ing or -ed. Use a pencil to try and fill the answers!



Across

1. When someone is thrown out or forced away
5. Held back or restrained
6. The point where something begins or starts
8. When something is happening or taking place
9. Doing better in something than others
10. Fixed, surrounded or enclosed in something

Down

2. Walking around for order and security
3. When you aren't remembering something
4. Menacing or threatening
7. Being disappointed in something you have done

Persuasive Writing

modality - word bank

Emotive words and words with high modality are forceful tools to use when writing persuasive texts

Rearrange the words below and write them, beginning with the word of lowest modality and ending with the word of highest modality. Are some words of equal modality? Discuss. Can you add more words to any of these groups?

savage, bad, vicious, dangerous, nasty (the big bad wolf)

.....

great, proficient, good, excellent, fantastic (your class work)

.....

good-looking, attractive, lovely, gorgeous, pretty, beautiful

.....

little, petite, tiny, short, minute

.....

large, gigantic, enormous, titanic, big, huge, massive

.....

cunning, crafty, sly, wily

.....

clever, brilliant, smart, brainy

.....

kind, warmhearted, thoughtful, sympathetic

.....

scary, fearsome, eerie, frightful, terrifying

.....

friendly, agreeable, amicable, sociable

.....

Emotive words and words with high modality are forceful tools to use when writing persuasive texts

Rearrange the words below and write them, beginning with the word of lowest modality and ending with the word of highest modality. Are some words of equal modality? Discuss. Can you add more words to any of these groups?

famished, ravenous, peckish, starving, hungry

cheerful, exultant, happy, exhilarated

downcast, sad, miserable, unhappy, dejected

tasty, nice, scrumptious, delicious, luscious, delectable

hanging-about, loitering, lingering, idling

hope, desire, think, want

awful, terrible, dreadful, horrendous

interesting, tantalising, exciting,

tricky, hard, difficult, impossible, complicated

essential, imperative, necessary, important

Lightning Bolt!

He was the man that everybody wanted to see at the Rio Olympics.

The final of the 100 metres sprint has always been hugely popular, but in Rio, the world saw its final glimpse of Usain Bolt at the Olympic Games.

Bolt has set the world of athletics alight with his lightning speed and dazzling personality. He burst onto the scene at the 2008 Olympics in Beijing when he won three gold medals – in the 100m, the 200m and the 100m relay.

After this, Bolt was globally famous. The following year, at the age of 22, he became the fastest man that the world has ever seen when he ran a World Record in the 100m at the World Championships in Berlin. He finished long before his competitors in a time of 9.58 seconds.

Not satisfied with one record, Bolt ran the fastest ever 200m later that week, in 19.19 seconds. Both of these records still stand today.

Bolt went on to win the 100m, 200m and relay again at the London Olympics in 2012, taking his Olympic gold medal tally to six. This makes him one of the most decorated Olympian athletes in history.

Wouldn't it be great to see the mighty Jamaican in action for one last time in Tokyo 2020? Sadly, it's not meant to be.

Fact file

Full name: *Usain St Leo Bolt*
Date of birth: *21 August 1986*
Location of birth: *Kingston, Jamaica*
Height: *1.95 metres*
Weight: *94kg*

The treble treble!

The Rio Olympics were Usain Bolt's last. Although he is naturally gifted and a born entertainer, Bolt has said that he doesn't enjoy training and, after a brief spell playing soccer, he has retired from sport. In recent years, he has become a music producer and launched a business selling scooters.

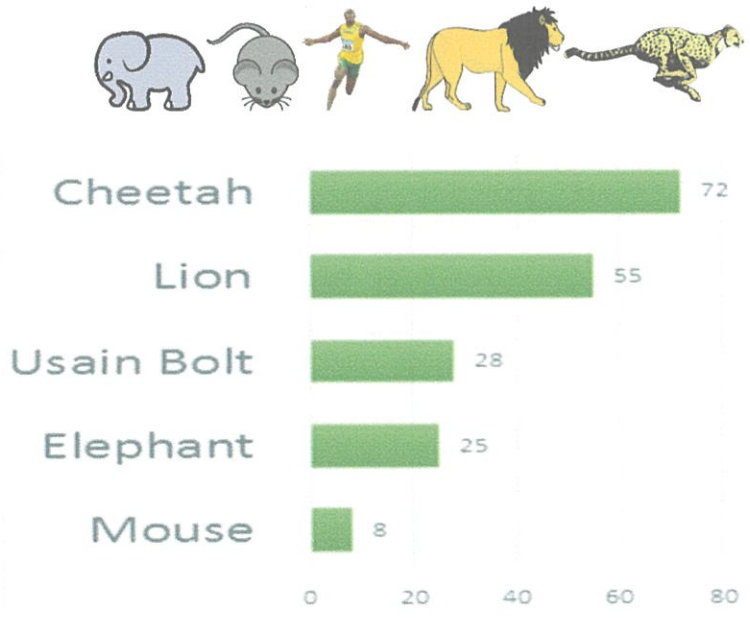
But he certainly bowed out in style at the Rio Olympics! Not only did Bolt win the 100m sprint, beating hotly fancied Justin Gatlin to the title; he also won the 200m and the 100m relay, just as he did in 2008 and 2012.

This meant that he won the treble treble, and with nine gold medals, he has become the greatest sprinter in history!

One thing is for sure though – the sport will never see a character and athlete like Bolt again!

Just how fast is Usain Bolt?

Usain Bolt can run at a speed of 28 miles per hour. To give you an idea of how fast that is, here is a graph to show how fast some mammals can run (all speeds are in miles per hour):



Questions – *Lightning Bolt!*

1) What country is Usain Bolt from? (1) _____

2) Match the year to the event that occurred. One has been done for you:

2008	Bolt wins at the London Olympics.
2016	Usain Bolt is born.
2012	Bolt bursts onto the scene in Beijing.
1986	Bolt wins in Rio.

3) Why is Usain Bolt known as 'Lightning Bolt'? (2)

_____

_____

4) What has Bolt done since he retired? (1)

_____

5) What does he dislike about his sport? (1)

_____

6) Who was Bolt's main rival in the 100m at Rio? (1) _____

7) Look at the graph. Put the mammals, including Bolt in order from slowest to fastest:

1. _____
2. _____
3. _____
4. _____
5. _____

8) Find the sentence that tells us that Usain Bolt's world records have not been beaten. (1)

_____

_____

9) How old was Bolt when he broke his world records in 2009, and where did this take place? (2)

_____

_____

10) From the text, tick the facts about Usain Bolt that are true: (2)

He is almost 2m tall. ☐ His first Olympics was in London. ☐

This will be his last Olympics. ☐ He can run faster than an elephant – just! ☐

11) Why are his achievements in Rio known as the treble treble? (2)

_____

_____

What Good Advertisements need!

Effective advertisements use different strategies called a 'hook' that persuades the audience to purchase a product. Effective advertisements will use a range of strategies to make the reader feel something positive and make them want what they are advertising. Some of these are listed below, think about how you may use them in your own advertisement.

Positive Words/Promises

Effective adverts convince you that you must buy the product being advertised to improve your life and ignores and negative ideas. They use phases such as happier, healthier, more successful, less stressed, smoother.

Bossy Verbs

For example, ENROL in the world class skiing lessons. ENJOY the fun! LEARN a new skill.

Rhetorical Questions

A rhetorical question is a question that does not require an answer but is used for effect. They are used to get the audience to start thinking about a product that they hadn't thought about buying, until the idea was skilfully put into their minds.

For example: ARE you in need of a holiday? DO you enjoy the outdoors?

Catch Phrases

A phrase or expression vocally repeated to the extent that saying or hearing the phrase you automatically think about their product.

Product Information

Successful adverts contain all the necessary information about the product and inform you where to find and buy the product.

Celebrity Endorsements

Using a celebrity to say that they have used the advertiser's product often results in people who admire the celebrity buying the product.

Make Offers

Adverts may offer special deals to help hook the order and to persuade them to think they are getting a bargain. These may include discounts, vouchers, competitions, free products, "buy one get one free" etc.

Your job description: HOOK THE PUBLIC INTO WANTING SOMETHING!

Product being Advertised

WHAT are you advertising: _____

Target Audience

WHO is it aimed at? _____

Plan Your Advertisement Idea

- List features to be included such as the name and an explanation of the product, why you should buy it, where you can buy it, cost etc.
- Construct a catchy phrase using alliteration, rhyme etc.
- What language, visual or auditory strategies are you going to use?

Name: _____

Times Tables
Mixed

Week 3
Wednesday

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

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 3
Wednesday

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

14 + 76 = _____	88 + 24 = _____
76 + 98 = _____	87 + 68 = _____
61 + 26 = _____	31 + 75 = _____
16 + 96 = _____	66 + 70 = _____
40 + 11 = _____	76 + 27 = _____
73 + 45 = _____	90 + 56 = _____
48 + 60 = _____	32 + 71 = _____
26 + 75 = _____	77 + 96 = _____
83 + 29 = _____	75 + 40 = _____
77 + 87 = _____	17 + 62 = _____
23 + 38 = _____	70 + 98 = _____
84 + 63 = _____	53 + 50 = _____
74 + 62 = _____	57 + 41 = _____
35 + 68 = _____	79 + 21 = _____
20 + 99 = _____	44 + 87 = _____

Time: _____ Score: _____ /30

Name: _____

Patterns & Algebra
Number Patterns

Year 5
Term 3 Week 3

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

a.	Increase by 6	46	____	____	____	____	____
b.	Increase by 9	12	____	____	____	____	____
c.	Increase by 12	8	____	____	____	____	____
d.	Increase by 18	83	____	____	____	____	____
e.	Increase by 55	15	____	____	____	____	____
f.	Increase by 450	200	____	____	____	____	____
g.	Increase by 570	250	____	____	____	____	____
h.	Increase by 215	765	____	____	____	____	____
i.	Decrease by 7	90	____	____	____	____	____
j.	Decrease by 8	65	____	____	____	____	____
k.	Decrease by 13	70	____	____	____	____	____
l.	Decrease by 16	130	____	____	____	____	____
m.	Decrease by 75	500	____	____	____	____	____
n.	Decrease by 150	1000	____	____	____	____	____
o.	Decrease by 325	2000	____	____	____	____	____

Score: ____/15

Name: _____

Patterns & Algebra
Number Patterns / Inverse Operation

Year 6
Term 3 Week 3

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

a.	Increase by 12	20	_____	_____	_____	_____
b.	Increase by 75	55	_____	_____	_____	_____
c.	Increase by 350	1150	_____	_____	_____	_____
d.	Increase by 2.5	1.5	_____	_____	_____	_____
e.	Increase by 1.125	3	_____	_____	_____	_____
f.	Decrease by 9	100	_____	_____	_____	_____
g.	Decrease by 80	500	_____	_____	_____	_____
h.	Decrease by 25	330	_____	_____	_____	_____
i.	Decrease by 0.3	10	_____	_____	_____	_____
j.	Decrease by 1.15	6.5	_____	_____	_____	_____

Score: _____/10

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

_____ + 55 = 130

_____ - 85 = 65

_____ - 6.15 = 2.95

_____ ÷ 7 = 6

516 ÷ _____ = 945

3.8 ÷ _____ = 12.4

50 x _____ = 3000

75 ÷ _____ = 5

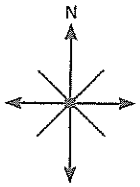
1175 - _____ = 325

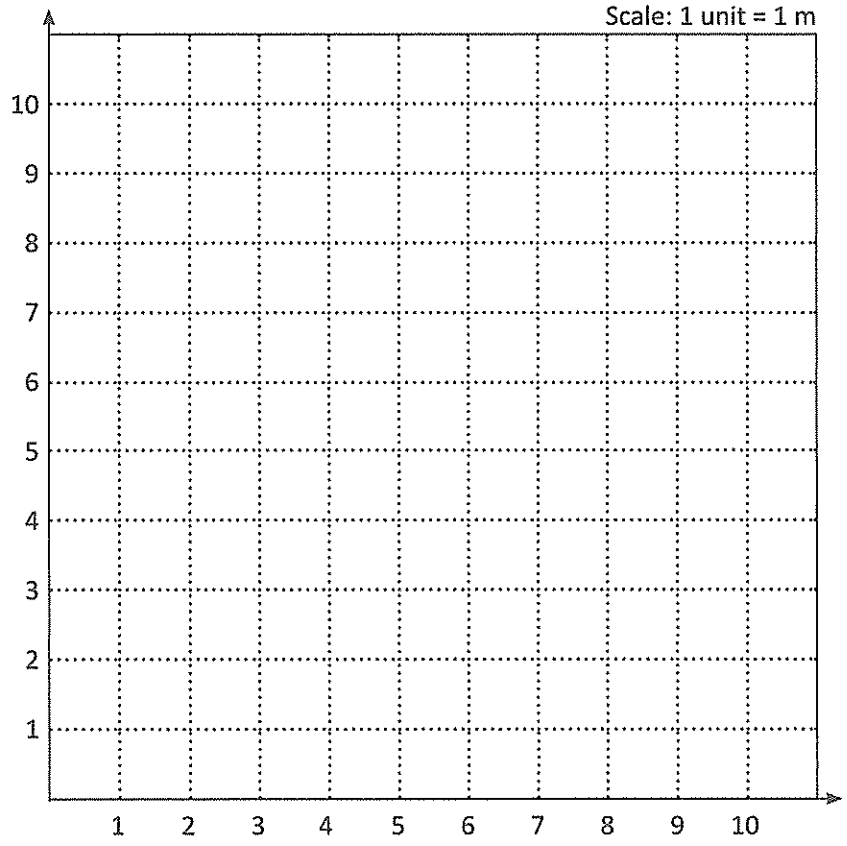
_____ x 11 = 132

Score: _____/10

Spatial orientation – directions

4 **Show the following path on the grid below. For the first number, look at the horizontal axis. For the second number, look at the vertical axis.**





a Start at Point A (6, 1) and head 2 m north to Point B.

b Head 4 m east to Point C.

c Move north-west through 2 squares to Point D.

d Move 2 m east to Point E.

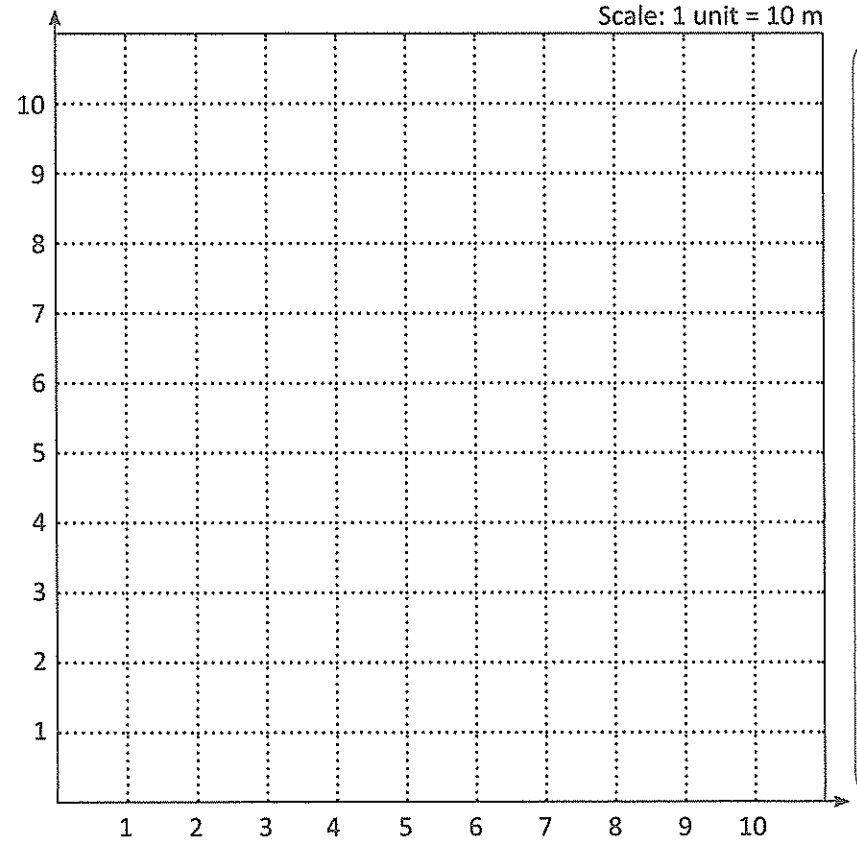
e Turn north-west and travel through 2 squares to Point F.

f Travel 2 m east to Point G.

g From Point G, move through 4 squares north-west to Point H.

h You are now halfway through a symmetrical picture. Complete it and decorate if you wish.

5 **Now try this one:**



a Start at Point A (5, 2) and head 30 m north to Point B.

b Face east and head 30 m to Point C.

c Turn to face north and head 40 m to Point D.

d Turn west and travel 70 m to Point E.

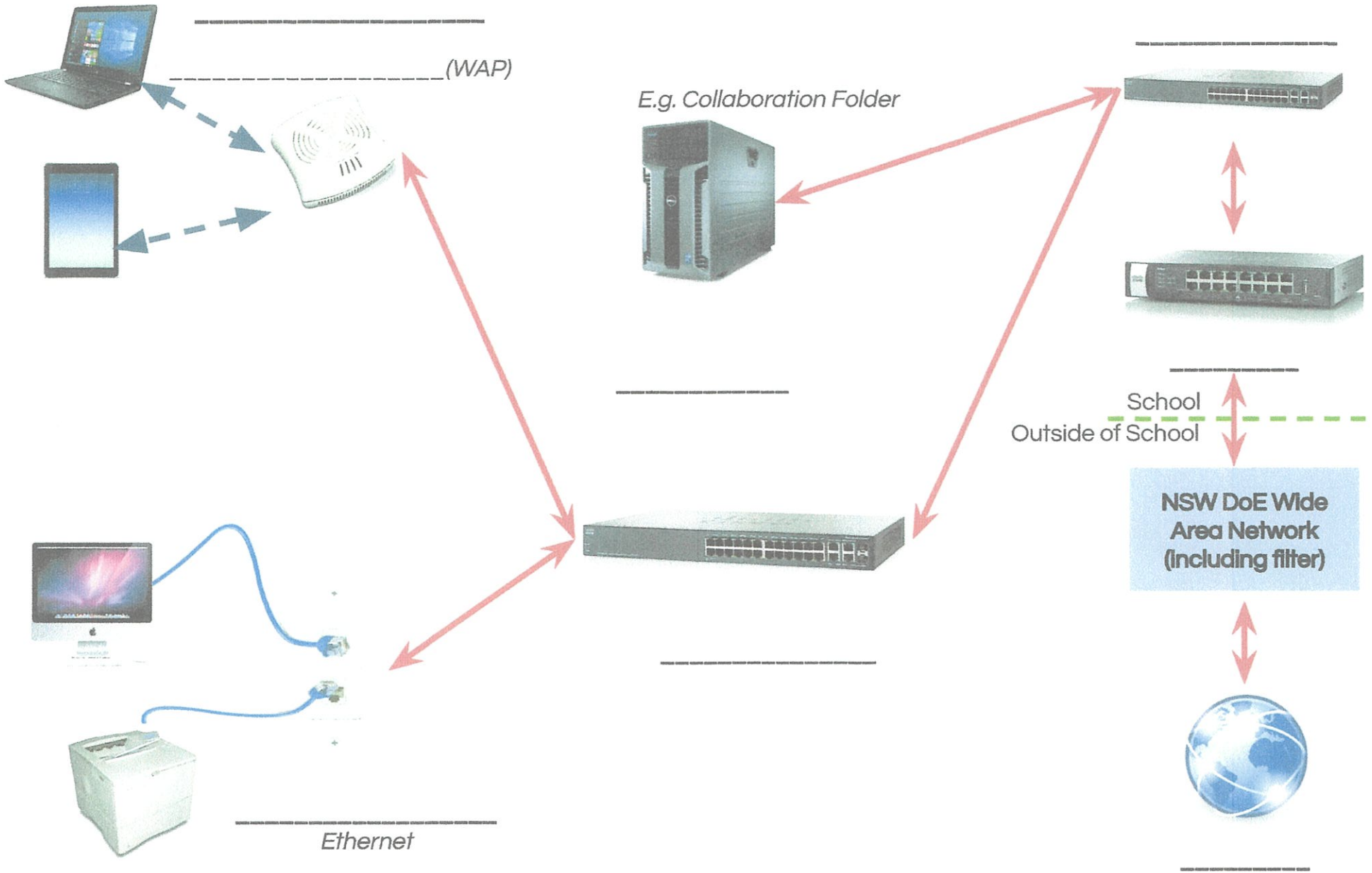
e Turn south and head 40 m to Point F.

f Face east and head 30 m to Point G.

g Face south and head 30 m to Point H.

h Join Point H and Point A. What have you created? Advertise something on it.

Simple view of the school network



Spelling Rule: When a word has two or more syllables and ends in CVC (consonant, vowel, consonant), double the final letter before adding -ing or -ed.

Contractions (* be careful with this one)

it is =	I will =
you would =	must have =
had not =	you shall =
what does =	there had =
she had =	will not * =

Homophones – meat or meet

The vegetarian did not touch the meal with in it.

This work that you have produced does not my standards.

Veal is the of calves compared to beef that is from older cattle.

The gymnastics was held between the two competing schools.

Homophones – tire or tyre

The runner did not even at the end of the race.

The flat caused the driver to pull over and change it for its spare.

The bicycle was a little flat and needed pumping.

I am beginning to of your dry sense of humour.

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 =

Spelling Rule: When a word has two or more syllables and ends in CVC (consonant, vowel, consonant), double the final letter before adding -ing or -ed.

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.

Persuasive Writing

Read and discuss the three letters to Red Riding Hood from The Three Bears. One demonstrates low modality, one medium modality and one high modality. Highlight in yellow the words that show low modality, use green for words showing medium modality and red for words of high modality.

Dear Ms Riding Hood,
On your way to our cottage tomorrow, watch out for a wolf that has been around lately. He has sharp teeth and may be dangerous. Sometimes he appears friendly but usually you cannot trust him. Please try to be careful.

The Three Bears xxx

Dear Ms Riding Hood,
On your way to our cottage tomorrow you must be careful and make sure you watch out for a bad wolf that has been hanging around lately. He has sharp teeth and is very dangerous. He appears friendly but you cannot trust him. You must be careful.

The Three Bears xxx

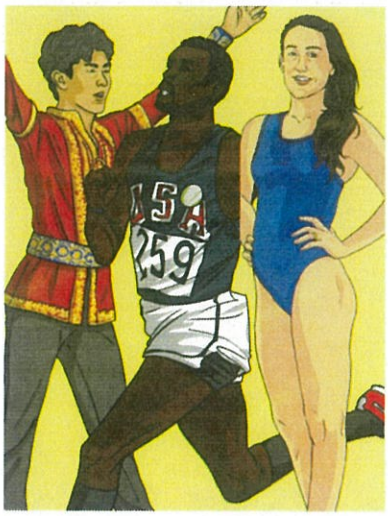
Dear Ms Riding Hood,
On your way to our cottage tomorrow, you must be extremely careful and make sure you watch out for a savage wolf that has been loitering in the woods lately. He has sharp teeth and is very cunning and dangerous. He appears to be friendly but this is just to trick you. You cannot trust him. You must be alert and careful at all times.

The Three Bears xxx

Write the highlighted words into the correct list.

Low Modality	Medium Modality	High Modality

The Olympic and Paralympic Values



The Olympic Games and Paralympic Games are a quadrennial event, meaning that they take place once every four years. Only the very best athletes from each country have the opportunity to compete in the Olympic and Paralympic Games. People from all over the world tune in to follow their country's athletes, to cheer them on, celebrate their achievements and be inspired. The Games are an opportunity for these athletes to demonstrate their athletic and sporting abilities, but are also an important time to showcase the values of the Games to inspire others.

The Olympic Games run for 16 days in late July and early August. Featuring 339 medalled events across 33 different sports, the Games are the largest and most complex sporting event in the world.

The International Olympic Committee (IOC) are the leaders of the Olympic Movement. They make sure that the Olympic Games are run correctly and that the rules of the Olympic Charter are respected. The IOC also defines the core values of the Olympics. These values are excellence, friendship and respect.

All athletes that compete at the Olympic Games have demonstrated excellence in their chosen sport. However, excellence does not just mean being the best, finishing first or winning a medal. Excellence is also about beating your own personal best and performing to the very best of your abilities.

Friendship is a cornerstone of the Olympic Games. For the two weeks of the Olympic Games, athletes live in the Olympic Village and meet other athletes from all over the world. The IOC believes that the Olympics serve to unite all people and that friendship is an important part of this. Developing friendships allows people to develop tolerance and understanding of others, creating a more harmonious world.

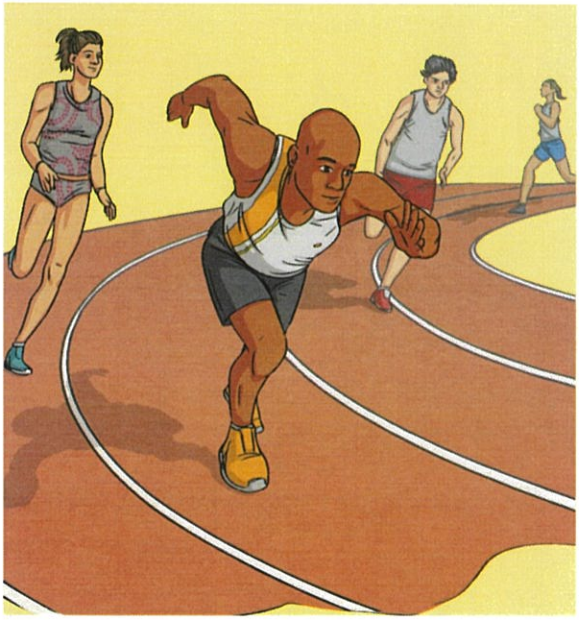
The value of respect is central to participants in the Olympic Games, including athletes, coaches, officials and spectators. The Olympic Vision is 'Building a

Better World Through Sport' and, to achieve this vision, respect is crucial. Respect for competitors, respect for judges and officials, respect for the rules and fair play, respect for the environment and respect for oneself are all key factors of this value.

The Paralympic Games run for 13 days in late July and early September. The Games feature 539 events across 22 different sports. The Paralympic Games are held in the same host city as the Olympic games, using the same venues and facilities. The Paralympic Games is interpreted to mean 'parallel Olympic Games' or 'the other Olympic Games' and is open to athletes that represent a diverse spectrum of impairments.

The International Paralympic Committee (IPC) operates as the governing body for the Paralympics, similar to how the IOC operates for the Olympic Games. The Paralympic Values determined by the IPC are determination, inspiration, courage and equality.

Determination is a value that all athletes need to demonstrate to be able to be their best. Determination means making the decision to achieve something, then continuing to persevere until you reach that goal, despite the challenges that you may face. Many Paralympic athletes have overcome great obstacles to reach their goals and they would not have been able to do so without determination. It is determination that drives people to do more than society expects of them, especially when they know in themselves that they are capable of more.



Sportspeople and sporting achievements have always inspired others to push themselves further. The Paralympic value of inspiration means to be a good role model and use their achievements to inspire others to be their best. Paralympians prove that people with impairments are able to compete at an elite level.

Courage is a core value of the Paralympics because every step of a Paralympian's journey requires courage. These athletes show just how great achievements can

be when a person pushes themselves to their limits. From taking the first steps to learn a new sport to performing in front of the whole world, the journey requires courage at every turn.

Equality means that all people are recognised as having equal worth. The Vision of the IPC is to 'make for an inclusive world through Para sport', and the Paralympic Games provide an opportunity for athletes with impairments to showcase their skills and compete on a world stage. This helps to break down existing attitudes of discrimination and prejudice, leading to greater respect and inclusivity for people with impairments.

The Olympic and Paralympic Values
Questions

1. The Paralympic Games are only open to people who:

   - ○ use a wheelchair
   - ○ have impaired vison
   - ○ represent a diverse spectrum of impairments
   - ○ can't drive a car

2. The Olympic Vision is:

   - ○ Faster, Higher, Stronger
   - ○ Building a Better World Through Sport
   - ○ Go For Gold
   - ○ Excellence, Friendship and Respect

3. What are the seven Olympic and Paralympic values?

_____

_____

_____

4. Describe the value of equality.

_____

_____

_____

5. Why do you think that friendship is one of the Olympic values?

_____

_____

_____

6. What are the roles of the IOC and the IPC?

7. Why are the Paralympic Games important?

8. Write about a time when you or someone you know has shown one of the Olympic or Paralympic values.

Name: _____

Times Tables
Mixed

Week 3
Thursday

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

Score: _____ / 75

Name: _____

Mental Computation
2-digit Addition

Week 3
Thursday

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

96 + 92 = _____	26 + 29 = _____
25 + 55 = _____	91 + 84 = _____
53 + 85 = _____	68 + 39 = _____
84 + 60 = _____	60 + 63 = _____
83 + 84 = _____	64 + 36 = _____
38 + 75 = _____	84 + 86 = _____
74 + 16 = _____	86 + 75 = _____
66 + 58 = _____	47 + 69 = _____
93 + 31 = _____	17 + 95 = _____
35 + 25 = _____	97 + 81 = _____
29 + 90 = _____	39 + 20 = _____
89 + 95 = _____	98 + 65 = _____
19 + 64 = _____	70 + 13 = _____
16 + 61 = _____	66 + 61 = _____
30 + 93 = _____	81 + 41 = _____

Time: _____ Score: _____ /30

Name: _____ **Euler's Rule** Stage 3
Term 3 Week 3

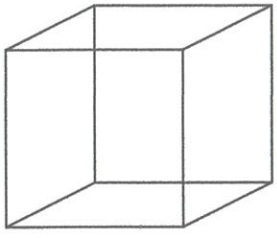
A Swiss mathematician named Leonhard Euler found a mathematical rule that was so important that it was named after him. He discovered a connection between the number of faces, number of edges and number of vertices of polyhedrons.

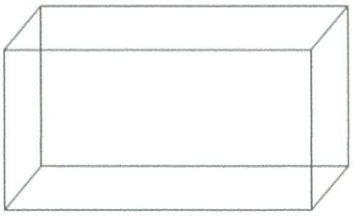
Your job is to discover the mathematical rule that Euler discovered. Once you have solved it write the answer below.

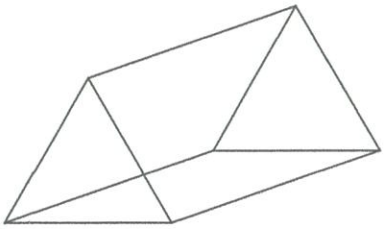
Euler's rule is: faces + vertices - edges = ___

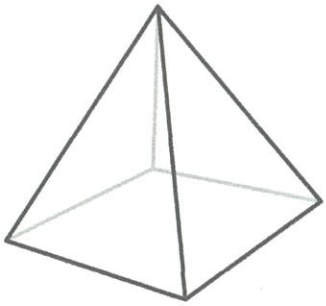
Complete the following table to help you solve Euler's rule.

	Faces		Vertices		Edges		
Cube	___	+	___	-	___	=	___
Rectangular prism	___	+	___	-	___	=	___
Triangular prism	___	+	___	-	___	=	___
Square-based pyramid	___	+	___	-	___	=	___









STEMathon

Challenge 3 – Spaghetti Sculpture

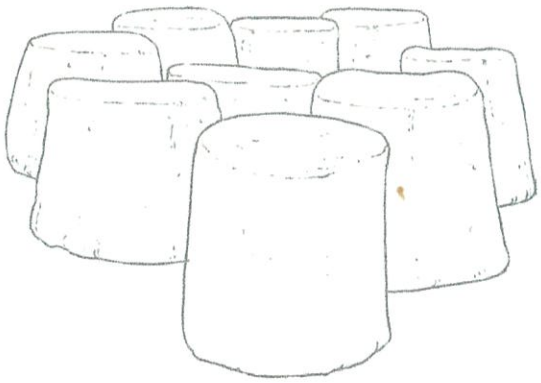
Aim: To build the tallest sculpture.

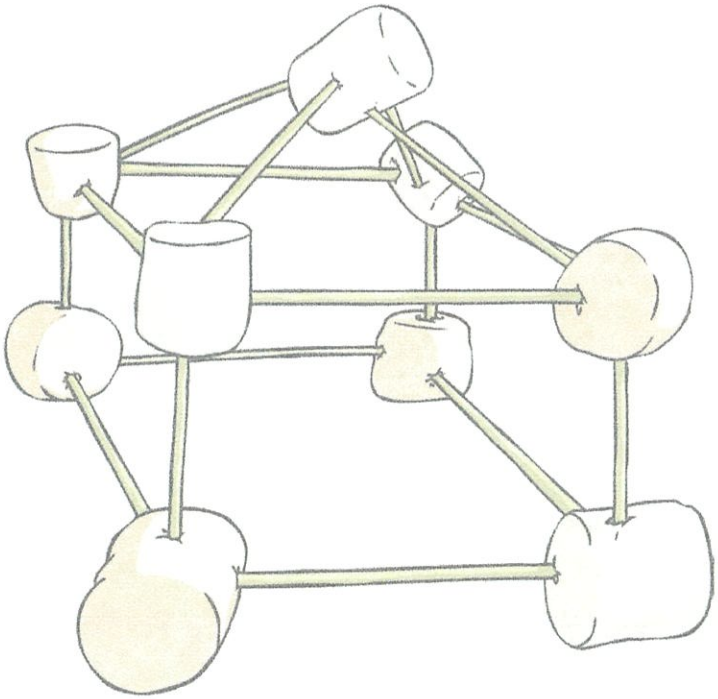
You Will Need:

Spaghetti – 10 pieces	Marshmallows – 5 pieces

Task:

You have 20 minutes in your team to build the tallest sculpture using only spaghetti and marshmallows. Measure and record the height of each sculpture and record the results when time is up.





STEMathon

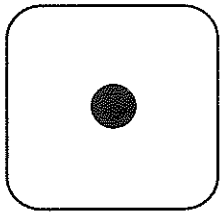
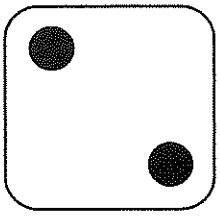
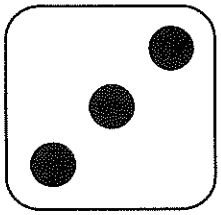
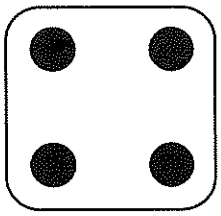
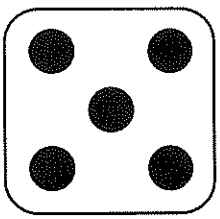
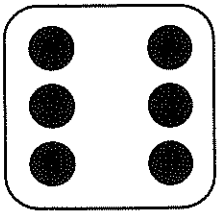
Challenge 3 – Spaghetti Sculpture

Team	Height of Each Spaghetti Sculpture

The winner is_____with a height of_____

Spelling Roll-A-Word

Start with the first word in your spelling list. Roll a die and complete the activity for the number you roll. Continue with the rest of your list.

	Write your word in a sentence.
	Draw a picture of your word.
	Write a synonym of your word.
	Write an antonym of your word.
	Write the definition for your word.
	Write your word three times.

Spelling Roll-A-Word Notes:

Toby and the Book of Bards

story by Susan Hall | illustrated by Anna Bron

TOBY TRIED TO concentrate on the block of stone that he was chiselling into shape. But his eyes were full of grit, and his arms were tired from the endless wheelbarrows of rocks he had been pushing around Seb the stonemason's workshop that day.

Surely Seb will be pleased with me? Toby thought. Surely the master craftsman would have to admit that Toby had done a good job with this block? Surely Seb wouldn't regret that he had given his orphan apprentice his first real task? Toby felt renewed enthusiasm, took off his leather jerkin and rolled up his shirt sleeves.

Steadying his iron chisel against the stone piece on the bench, Toby raised his wooden hammer high. As he brought his arm down, however, a loud trumpet from the distant castle disturbed his concentration, and his hammer caught the edge of the chisel. The chisel slipped out of his grasp and spun across the room with incredible force, landing with a crash amongst the carefully carved pieces stacked against the wall.

'TOBY!' Seb bellowed from the courtyard at the back of the house. 'What have you done now?'

Toby froze and then, without thinking, tore off his pocketed apron which contained his tools, pulled back the wooden door to the workshop and rushed out into the street. Automatically, he started running through the town towards the monastery, which now boasted a half-built new chapel on which he and many other craftsmen were spending so much of their time. Rain had started falling and his wooden clogs slipped in the muddy laneways as he ran through them.

He pushed his way through the crowds and followed the castle wall round to the edge of the town, past the half-timbered shops which housed the baker, shoemaker, potters and other tradesmen. A thousand smells hit his nostrils: baking bread, herbs and spices, cow manure. Now it was just a sprint across the snowy fields to the monastery, where he often found himself escaping in times of trouble.

He didn't go there to pray, however, but to visit the scriptorium, the room where the books were made. Brother John knew of Toby's love of words, and had taught him to read and write when he was younger and could escape from Seb more easily. Now, Toby liked nothing more than to watch Brother John write his manuscripts and paint wonderful, colourful pictures in the margins. It helped Toby forget his troubles at the stonemason's shop.

Soon he was slipping inside the big wooden doors and creeping along the corridor to the scriptorium. He knew the monks would be there at this time of the morning, with the winter sun streaming through the windows, lighting their work. Sure enough, he could see the backs of three men in the small room with high windows. They were all leaning towards their sloping desks, over which the manuscripts were draped. The monk on the left was ruling out the lines for the text to follow; the monk in the middle was writing with quill pen and ink; and the monk on the right—Brother John!—was applying fine sheets of gold leaf to some of the capital letters. As the sun hit the desk, Toby could see tiny specks of gold spinning in the air.

Brother John turned his head, but he did not smile as he usually did when he saw Toby. His wrinkled face was further creased with anxiety. He beckoned to him urgently.

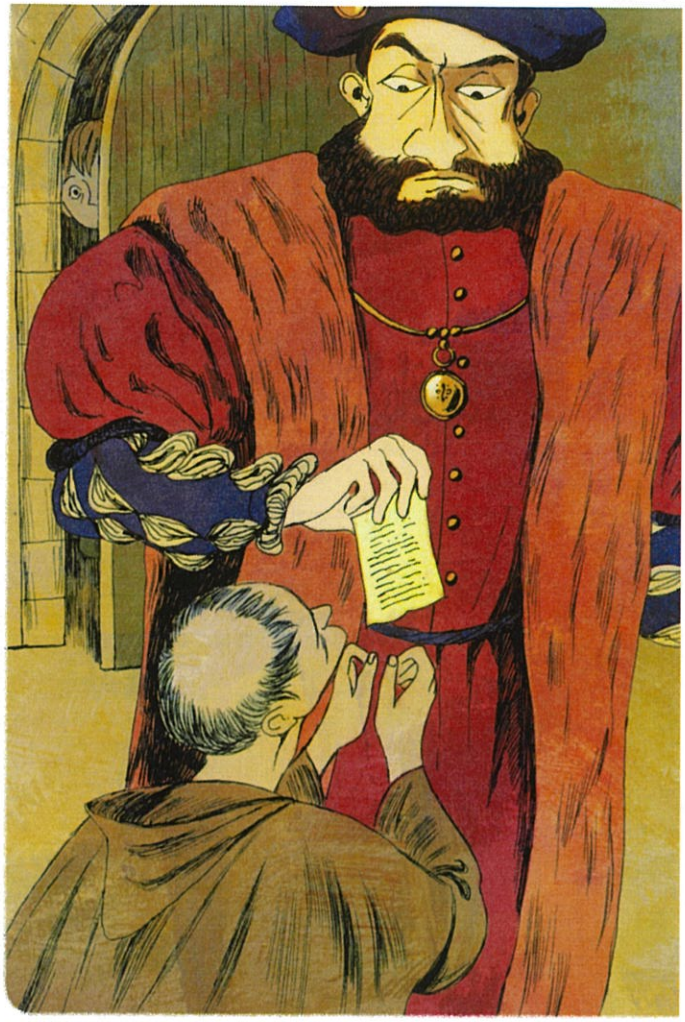
'What are you doing here? Do you not know that we now have a new baron? He's due here any minute to inspect our books.'

Of course Toby knew that the old baron who had owned the castle and all the land surrounding it had recently died. The new baron had already ordered a new chapel, which would bear his name. This had created work, so most of the townsfolk were happy. Toby wondered why Brother John looked scared.

'You must hide quickly. I will be punished if he finds out I have let a village boy into the valuable scriptorium,' Brother John said, pushing him towards a small storeroom door. Toby flushed in shame at being called just a 'village boy', but he could see fear in Brother John's face, so he did as he was told. He crouched down inside the tiny room, but he could see the scriptorium through the cracks in the door.

A clanking of chain mail and a thumping of boots told Toby that the baron and his advisors had arrived. At first, Toby could see only the fringe of fur on his cloak, but then the baron turned his face. Something about his preying expression, his heavy black eyebrows and his spitefully pointed beard made Toby feel exposed and insecure, and he shrank back. The abbot, the head of the monastery, was with him, nervously twisting the rings on his fingers.

'Brother John,' said the abbot in barely a whisper. 'Our esteemed new lord has asked me to prepare



accounts of the books in the library.' He gestured towards the locked wooden chests where all the finished books were stored.

'I already have a list, my lord,' Brother John replied, pulling one out from the folds of his robe. He was clearly expecting the command. The baron strode across the room and rudely snatched it. He scanned it eagerly.

'I am so pleased to see that the rumours are true,' he smirked. 'You have here the *Book of Bards*.'

Brother John winced. Toby could remember Brother John spending hours and hours on that particular book, applying delicate tendrils of paint to curling leaves and flowers. It had more pictures and more colours in it than any other book known, and people came from far and wide to see it. Toby could remember that it had taken all of his childhood for Brother John to finish it; Brother John used to call it his 'book of calm'.

'I will be needing it for my personal use,' the baron announced, holding out his hand. He passed the list to one of his advisors, who took out a pencil and crossed off the *Book of Bards*.

Brother John hesitated only a second.

'Of course, my lord,' he replied with a little bow of his head. 'Only it needs a small repair to the cover, so if you don't mind, I will bring it to your rooms shortly.'

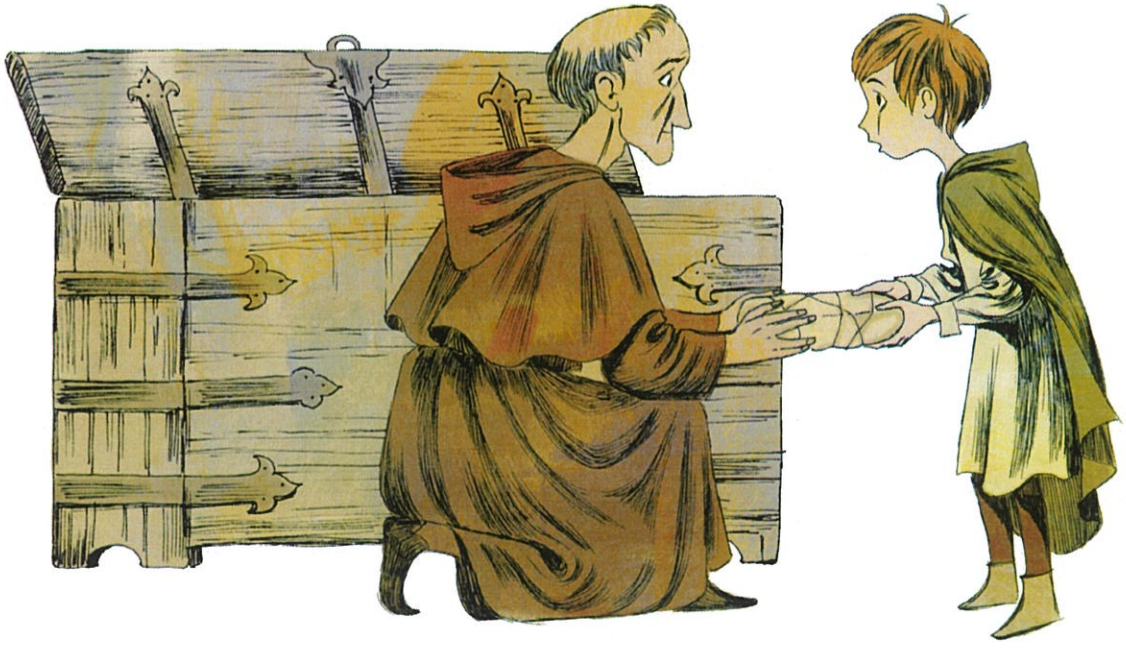
There was silence in the room. The baron was not used to being denied his immediate wishes. Then he laughed.

'I have heard that you are a perfectionist, Brother John! Of course you may make the book perfect before it joins my library.'

Then he and his advisors were gone.

Toby came out cautiously from the storeroom. Brother John was hurriedly unlocking the biggest wooden chest. He pulled out a cloth-wrapped book. The other two monks looked down, appearing to concentrate hard on their work.

'Here, Toby,' John said, thrusting the heavy package into Toby's hands, 'you must take the book and keep it safe for others. I know the baron means to sell it to pay for his building works. He cares nothing for books.'



'Me?' Toby replied, shocked. 'Where shall I take it?'

'Take it to the monastery on the island that you can see from the High Mountains. The one I showed you when we walked into the hills that time.'

'But that's so far!' gasped Toby.

Brother John took Toby's face in his hands.

'You love this book. You can travel without suspicion; no-one will look for you. I knew you were sent to me for a reason. You are the one to save this book for the future, Toby. Do this for me.'

With shaking hands, Toby placed the book under his cloak. Brother John hustled him to the big wooden door at the front of the monastery. Outside, the snow was dancing down in small flakes. Toby remembered the gold dust dancing in the same way, some of which still lay on Brother John's shoulders.

'I promise all your work will not be lost, Brother John.'

Brother John slowly shut the door. His face had a look of sweet sadness that Toby knew he would always remember.

He looked towards the town and thought about his life with Seb the stonemason. *He hates me,* Toby thought, *and I hate my job. I've got no real future here. But to run away … it's really dangerous—and all for a book!*

In the distance, Toby could see the skeleton outline of the new chapel being built for the baron to worship in, not for the town. If the baron got hold of the book, he'd sell it to another rich man, who would keep it to himself and not allow ordinary people to see it …

Toby pulled his cloak round him and looked towards the mountains. It was cold, but the book against his heart was warm. ■

Alamy

The Book of Bards

Medieval legend says that this book was created by a monk, Brother John, and that when the local baron attempted to seize it and sell it for profit, it was secretly taken to an island monastery, where it has stayed ever since. The boy who rescued the book supposedly stayed on the island, eventually becoming the monastery librarian.

Famous Indigenous Australians

Cathy Freeman

Born:
Mackay, Queensland,
16th February 1973,

Birth Name:
Catherine Astrid Salome Freeman.

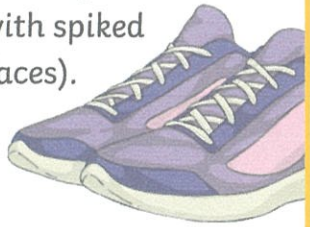
Who is Cathy Freeman?

A former professional sprinter, Cathy Freeman is one of Australia's sporting legends. She was the first female Indigenous Australian to compete for Australia at the Olympic Games.

Early Life

Cathy's father and his family lived in Worrabinda, where she would spend most Christmas holidays. Cathy was very athletic during her childhood and became 'hooked' on running after her first race at eight years old.

Cathy competed in her first state running championship competition after one of her primary school teachers, Mrs Bauldrey, fundraised the money for her to attend and also bought her a pair of running spikes (shoes with spiked soles for running on grass surfaces). Mrs Bauldrey's encouragement made Cathy think seriously about a future in athletics.



Cathy had a stepfather, Bruce Barber, who also thought she was talented and started coaching her. When Cathy was 14, she told her vocational office that her career goal was to win an Olympic medal.

In 1989, Cathy often felt out of place and homesick as there were few Aboriginal and Torres Strait Islander students. There were strict routines and rules and many wealthy, ambitious students. Cathy also received a scholarship to attend Korrablyn International School, where she was professionally coached for the first time.

Career

At 16, Cathy won her first gold medal for the 4x100 metre race at the 1990 Commonwealth Games, becoming the first Indigenous Australian to win a gold medal at the event. From here, Cathy's career

Medals and Awards

- 1990 Commonwealth Games, gold medal in 4 x 100m relay
- 1994 Commonwealth Games, gold medal in 200m and 400m
- 1996 Atlanta Olympic Games, silver medal in 400m
- 1997 World Championships in Athens, 1st in 400m
- 1998 Australian of the Year
- 2000 Australian Sports Medal
- 2000 Sydney Olympic Games, gold medal in 400m
- 2001 The Centenary Medal
- 2001 The Medal of the Order of Australia
- 2005 Sport Australia Hall of Fame

continued to succeed. In 1994, Cathy won gold for both the 200m and 400m race at the Commonwealth Games in Canada.

In 1996, Cathy had her first shot at the Olympics, winning the silver medal for the 400m race in Atlanta. She went on to win the same event at the 1997 World Championships in Athens.

In 2000, Cathy was given the honour of lighting the flame at the Opening Ceremony of the Sydney Olympic Games. Ten days later, Cathy went on to win the women's 400m race. During her victory lap, Cathy held both the Aboriginal and Australian National flags. This was not only a way of showing her pride in her Aboriginal cultural heritage but a symbol of reconciliation and unity. She was the first female Indigenous Australian to win gold in the individual event for Australia.

Service to the Community

Cathy went on to compete for another three years. In 2003, she announced her retirement and she continues to be an inspiration to all Australians, now giving up her time for a range of community services and charities. Cathy became an ambassador for the Australian Indigenous Education Foundation and Cottage by the Sea.

In 2007, Cathy founded the Cathy Freeman Foundation, helping Aboriginal and Torres Strait Islander children and their families realise their potential through education. She has also appeared in a couple of documentary series on Australian Television.

Cathy Freeman Questions

1. Where was Cathy born?

2. What is Cathy's birthdate?

3. How old is Cathy? (You will need to do some mathematics to work out the answer.)

4. How old was Cathy when she became 'hooked' on running?

5. Who was one of the first people to encourage Cathy to run?

6. When did Cathy win her first international competition?

7. What was the goal Cathy set when she was 14 years old?

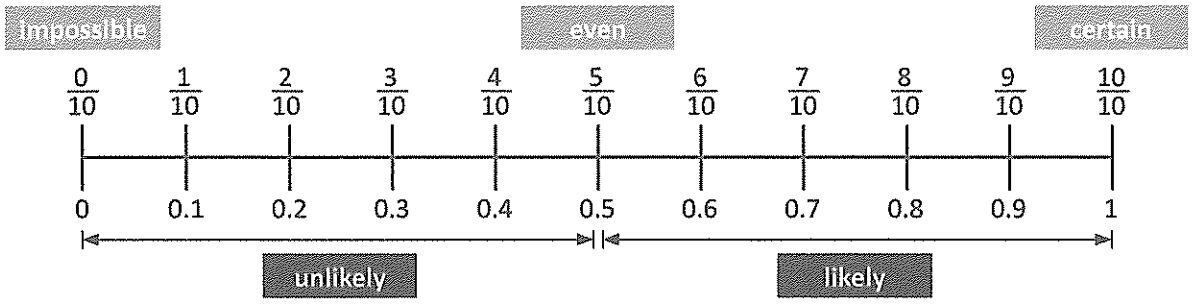
8. Did Cathy realise her goal? Explain your answer.

9. Cathy's teacher, Mrs. Bauldrey, and her stepfather encouraged her to start competing. Think about and describe a time when someone encouraged you.

10. Cathy was an ambassador for two charitable organisations. Use a dictionary to find the meaning of the word 'ambassador'.
Why do you think Cathy would make a good ambassador?

Chance and probability – probability scale

Probability measures how likely something is to happen.

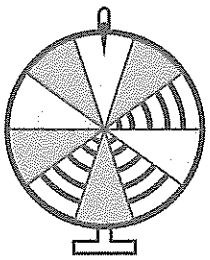


1 **Probability measures how likely something is to happen. Events that are certain to happen are given a probability of 1. Events that will never happen are given a probability of 0. Events that could happen are rated between 0 and 1.**

Event	Probability as a fraction	Probability as a decimal
When you flip a coin, it will land on heads.		
You will grow wings and fly today.		
A spinner with 10 even segments with the numbers 1 to 10 will land on 3.		
5 people are lined up and every second person in the line has gloves on. What is the chance that one person is not wearing gloves?		
You have 20 cards. 5 have hearts, 5 have stripes and the rest are blank. What is the chance you will choose a blank card?		

2 **What is the probability of spinning a striped segment on each of these wheels? Write your answer as a rating between 0 and 1 using decimals.**

a



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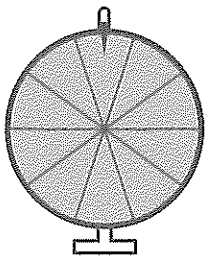

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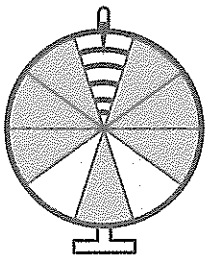

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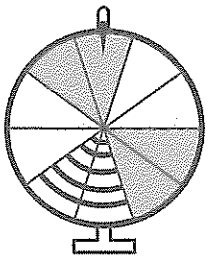
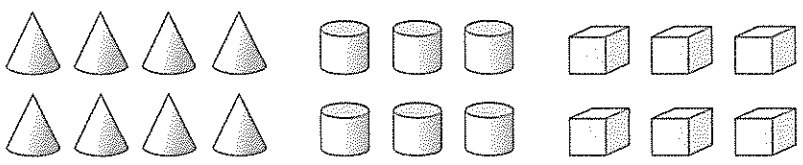


3 **Reuben is going to put ten blocks in a bag and ask a friend to choose one without looking. Circle the blocks he could put in the bag to make the probability of choosing a cube $\frac{2}{10}$.**

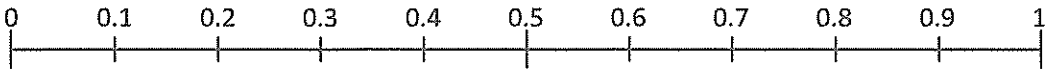


Chance and probability – probability scale

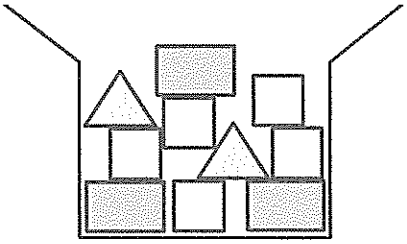
4 **100 guests each buy a ticket for a raffle at a fundraising dinner. The winning ticket will be selected at random. This table on the right shows the colours of all of the tickets in the raffle.**

Red	10
Purple	40
Orange	50
Total	**100**

What is the probability of the winning ticket being red, purple or orange? Draw arrows on this probability scale to show the probability of each colour and write the colour beneath the arrow.



5 **Inside a box there are 3 rectangles, 2 triangles and 5 squares. Without looking, Ellie chooses one shape from the box.**



a Draw each shape on this probability scale to show the probability of Ellie choosing each type of shape.

b 3 more rectangles, 2 more triangles and 5 more squares are added to the same box. Draw each shape on this probability scale to show the probability of Ellie choosing each shape from the box.

c What do you notice? _____

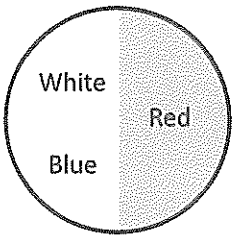
6 **Sam did an experiment with 10 cubes that were either red, white or blue. She took a cube from a jar without looking, tallied which colour it was then put it back in the same jar. She repeated the process 20 times. After tallying her results, she created this pie chart to show the results of the experiment.**

a How many times did Sam take each colour out of the jar? Remember she performed the experiment 20 times.

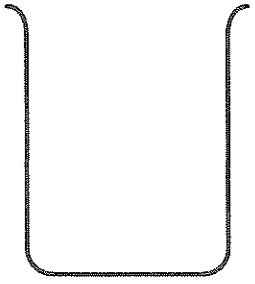
Red ☐

White ☐

Blue ☐



b Draw the combination of cubes there could have been inside the jar. Remember there are only 10 cubes.



Chance and probability – using samples to predict probability

Surveys are used to collect data about certain topics or questions. Once the data is collected, it is presented in a table so it is easy to understand. Surveys can be conducted to ask all kinds of questions.

We can use probability to see an even bigger picture than the survey tells us.
This table shows the data collected when 50 people were surveyed to find their favourite milkshake flavour.

Chocolate	Strawberry	Vanilla	Banana
19	16	8	7

We can use probability to predict the number of people who will choose each flavour in a larger survey.
When 100 people are surveyed, it is likely that chocolate will be the favourite milkshake flavour of 38 people.
When 1000 people are surveyed, it is likely that chocolate will be the favourite milkshake flavour of 380 people.

1 **Faisal has had enough of selling clothes. If one more woman asks him, "Do I look fat in this?", he will scream. He holds a crazy closing down sale and sells the following items in 1 hour:**

Shirts	Jackets	Skirts	Dresses
18	14	7	3

Predict how many:

a jackets would sell in 2 hours ☐

b skirts would sell in 2 hours ☐

c shirts would sell in 3 hours ☐

d dresses would sell in 4 hours ☐

e shirts and jackets would sell in 4 hours ☐

f items of clothing would sell in 8 hours ☐

2 **Here is a table showing the results from a survey of 50 boys and 50 girls who were asked, "Which fruit do you like best?" Rate the probability that a person selected randomly will be:**

	Girls	Boys
Apple	17	11
Banana	8	14
Orange	13	16
Pear	12	9

a a boy ☐/☐

b a girl who likes apples ☐/☐

c someone who likes pears ☐/☐

d Is the probability of someone choosing a banana greater than or less than $\frac{1}{2}$? _____

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!