Learning from home – Stage 3 Term 3 Week 1

You will not need access to a digital device to complete the following activities, however you may need to access the internet for some activities. You may need help from a parent/carer and most resources are provided in the resource pack from your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	SDD	**English** Spelling – The rule for the week is 'If a verb ends in a vowel and a 'c', add k before adding suffixes beginning with 'e', 'i' or 'y'. Write as many words as you can that satisfy the rule, complete suffix activity and complete word of the week activity. Writing – The builders: Look at the picture stimulus and read the story starter – either complete the story in narrative style or write a set of instructions on how to build a lego structure. Reading – Complete 20 minutes of silent reading of a book of choice.	**English** Spelling – Complete suffix activity, complete rule of the week find-a word, complete alphabetical order page and contractions page. Writing – The builders: Complete the questions about the picture stimulus. Ensure you use correct punctuation and write in full sentences. Reading - Complete 20 minutes of silent reading of a book of choice. Complete NAIDOC cloze passage activity.	**English** Spelling – Complete suffix activity, sentences activity and code breaker activity Writing – The builders: Complete the sentence challenge activity by adding adjectives to the sentences to enhance the reader's interest. Complete the editing activity on ULURU. Reading - Complete 20 minutes of silent reading of a book of choice.	**English** Writing – The builders: Complete the sick sentences activity, remember how you have learnt to enhance your sentences to make them more interesting. The builders: Complete the perfect picture activity. Reading - Complete 20 minutes of silent reading of a book of choice.

	Monday	Tuesday	Wednesday	Thursday	Friday
		Complete NAIDOC Week reading comprehension passage			
Break	Break	Break	Break	Break	Break
Middle		**Mathematics** Complete times tables activity. Complete 2-digit addition. Complete the multiplication, division, addition and subtraction word problems. Extension: Mathletics **PDHPE** Keep a diary of physical activity you participate in each day this week. Record the time spent each time. Aim to spend at least 30 minutes a day being active. How could you improve your throwing, catching or kicking skills? Respond: write a list of strategies you could use to improve your skills. Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.	**Mathematics** Complete times tables activity. Complete 2-digit addition. Complete the multiplication, division, addition and subtraction word problems. Extension: Mathletics **NAIDOC Week celebrations** Complete NAIDOC Week fact tree activity. Flag design activity – thinking about Australia's first nations people and colonisation, redesign a new Australian Flag that incorporates both sides of history. Complete NAIDOC mindfulness colouring in activity.	**Mathematics** Complete times tables activity. Complete 2-digit addition. Complete factors and multiples activity. Complete prime numbers activity. **CAPA - Drama:** Watch an episode of your favourite tv show. Think about the skills needed to perform a set scene – recreate that scene for a family member. After performing think about how you could have improved your performance.	**Mathematics** Complete times tables activity. Complete 2-digit addition. Complete addition and subtraction real world example activity: Boys born in NSW in 2020. **PDHPE** Review: Look at your physical activity diary from this week. Calculate how much time each day was spent on physical activity. Challenge: identify two personal goals for a more active lifestyle. Brainstorm how you could achieve each goal. Plan: how you might involve other members of the family in this physical activity challenge.

	Monday	Tuesday	Wednesday	Thursday	Friday
Break	Break	Break	Break	Break	Break
Afternoon		**Science** Buoyancy Forces Last term we looked at various types of forces, see if you can make plasticine or playdoh float on water. If you don't have playdoh, spend this lesson making playdoh with the recipe provided and complete the lesson on another day. Make sure you take photos of your experiment to share on class dojo.	**History** Choose two activities of your choice from the Bloom's matrix on Colonisation and Culture. Throughout the week if you have extra time, you can choose other activities from the matrix to complete.	**CAPA Visual Arts** Looking at consolidating knowledge of warm and cool colours, complete the twirling spinner activity.	**Catch-up** Finish tasks from Tuesday - Thursday Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance.

Spelling Rule: If a verb ends in a vowel and a 'c', add a 'k' before adding suffixes beginning with 'e', 'i' or 'y'

Examples:
* panic – sudden uncontrollable fear or anxiety
When adding 'ed', 'er', or 'ing' to panic you need to add a 'k' before adding the suffix.
panic + ed = panicked
panic + er = panicker
panic + ing = panicking

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

Spelling Rule: If a verb ends in a vowel and a 'c', add a 'k' before adding suffixes beginning with 'e', 'i' or 'y'

Monday

traffic + ing =

frolic + ed =

panic + ed =

mimic + ing =

frolic + ing =

mimic + ed =

picnic + ing =

traffic + er =

panic + er =

frolic + er =

Tuesday

frolic + ing =

picnic + ing =

mimic + ing =

panic + ed =

picnic + ed =

frolic + ed =

traffic + ing =

panic + er =

panic + y =

traffic + ed =

Wednesday

frolic + er =

panic + er =

traffic + er =

mimic + ed =

traffic + ing =

frolic + ing =

mimic + ing =

panic + y =

panic + ed =

panic + er =

Thursday

mimic + er =

panic + y =

frolic + er =

frolic + ed =

picnic + er =

mimic + ed =

panic + er =

frolic + ing =

traffic + er =

panic + ing =

Spelling Rule: If a verb ends in a vowel and a 'c', add a 'k' before adding suffixes beginning with 'e', 'i' or 'y'

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:

Story starter!

As soon as their delivery of building materials had arrived, the team set off to work. It looked like the clouds in the distance were beginning to spit rain down at the sleeping countryside, so they knew they must work quickly and effectively. The team were confident however: this was not their first giant Lego structure...

Can you continue the story?

Alternatively, could you write a set of instructions on how to build a Lego structure?

History of NAIDOC Week

The First Day of Mourning

Throughout the early 1930s, several attempts to obtain help and recognition for Indigenous Australians from the Australian government were unsuccessful. On Australia Day, 26th January 1938, an enormous group of Indigenous Australians protested in the streets of Sydney. This was a demonstration to actively show their rejection of Australia Day, due to the atrocious treatment of Aboriginal Australians. This protest was followed by a congress, which was attended by around one thousand people. The high number of participants in the events of this day, made it the first major civil rights meeting in the world. From that day onwards, it was known as the Day of Mourning. It was named the Day of Mourning to reflect the sorrowful emotions the Indigenous Australians felt towards the loss of their land and country.

William Cooper Seeks Help

After the first Day of Mourning, participants and support within the Indigenous community increased. More and more people believed it should become an annual event. In 1939, William Cooper (the founder of Australian Aborigines' League) wrote to the National Missionary Council of Australia to seek assistance in supporting and promoting an annual event. William Cooper wanted help in order to be shown the same recognition and support as other Australians received. Previous requests for assistance and support from the Australian government had been rejected because they did not have jurisdiction over Aboriginal Australians. The Indigenous Community's disappointment with the Australian government grew.

Even though support from the Australian government was rejected, the Indigenous Australian community still celebrated the Day of Mourning. They did this by continuing to march in the streets on Australia Day each year.

The Day of Mourning Transitions

For fifteen years, the Day of Mourning was held each year on the Sunday before Australia Day. It

was also known as Aborigines Day. It was held on this date as a protest against Australia Day because they were unhappy with the events surrounding the colonisation of Australia and its consequent celebrations each year in January.

In 1955, Aborigines Day was moved to the first Sunday in July, after it was decided the day should become not simply a protest day but also a celebration of Aboriginal culture. The Indigenous community wanted to demonstrate, display and celebrate their culturally rich and ancient history, as well as protest against Australia Day. This development showed evidence in a gradual transition to a more peaceful, positive and united celebration of the Australian Indigenous community.

The Community Shows Support

In 1955, many community groups supported the formation of NADOC (National Aborigines Day Observance Committee). Some of these supportive groups included major Aboriginal organisations, state and federal governments and several church groups. Support from community groups showed a positive development in how Aboriginal Australians were viewed and treated by other Australians. This was also when the second Sunday in July became a day of remembrance for Aboriginal Peoples and their heritage. This development in partnerships and ways of celebrating, reflected a more positive and harmonious friendship between cultures in Australia.

NAIDOC is Born

After a growing awareness and recognition of the culture and history of Aboriginal and Torres Strait Islander Peoples, NADOC was expanded to include Torres Strait Islander Peoples. The committee became known as the 'National Aboriginal and

Islanders Day Observance Committee' - NAIDOC. This new name has become the title for the whole week, not just the day. Each year, a different theme is chosen, to exhibit issues relevant and important to Aboriginal and Torres Strait Islander communities. The NAIDOC Week theme in 2019 was 'Voice. Treaty. Truth. Let's work together for a shared future'. Examples of past NAIDOC Week themes are Songlines: The living narrative of our nation; We all stand on sacred ground: Learn, respect and celebrate; Serving Country: Centenary and beyond and We value the vision: Yirrkala Bark Petitions.

How is NAIDOC Week Celebrated?

NAIDOC Week has transformed significantly since its inception in 1938. It is now a peaceful and culturally rich, week-long celebration of the original owners of our land. Ways in which NAIDOC Week is celebrated in the community are:

- NAIDOC Awards ceremony;

- displaying both the Aboriginal and Torres Strait Islander flags;

- music and dance events;

- traditional smoking ceremonies;

- engaging in Aboriginal-themed activities, such as cooking, dancing and art.

Questions

1. On which date did Indigenous Australians first protest?

   _____

2. Why did they choose this date to hold their protest?

   _____

   _____

3. What name was given to the first event?

   _____

4. Why did the Indigenous Australians give the event this name?

   _____

   _____

5. Why wouldn't the Australian government assist Aboriginal Australians?

   _____

6. Do you think William Cooper was Indigenous? Justify your answer.

   _____

7. Choose a NAIDOC Week theme from the past and describe how it reflects the history and/ or culture of Aboriginal Australians.

   _____

   _____

8. List three ways in which NAIDOC Week has changed since its inception.

   _____

   _____

9. Why is NAIDOC Week important?

   _____

   _____

10. How do you think Aboriginal and Torres Strait Islander Peoples feel during NAIDOC Week?

    _____

    _____

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

74 + 72 = _____   62 + 91 = _____

90 + 27 = _____   12 + 30 = _____

44 + 15 = _____   75 + 20 = _____

21 + 73 = _____   70 + 36 = _____

22 + 37 = _____   91 + 21 = _____

48 + 43 = _____   58 + 96 = _____

12 + 26 = _____   98 + 33 = _____

18 + 75 = _____   57 + 69 = _____

99 + 49 = _____   92 + 64 = _____

42 + 94 = _____   42 + 42 = _____

16 + 12 = _____   38 + 98 = _____

47 + 40 = _____   85 + 90 = _____

37 + 57 = _____   96 + 53 = _____

78 + 33 = _____   73 + 45 = _____

25 + 76 = _____   88 + 59 = _____

Time: _____   Score: _____ /30

Unit 1 Add, Subtract, Multiply and Divide

Level 1

1. Our trip is 785 km long. How far do we still have to go if we have already driven 350 km?

2. A crowd of 56 465 people attended the football game. How many sat on the grass if 25 406 were in the grandstands?

3. There were 47 people on the double-decker bus when it left the city. Five got off at the 1st stop, 8 at the 2nd stop and 9 at the 3rd stop. How many people are still on the bus?
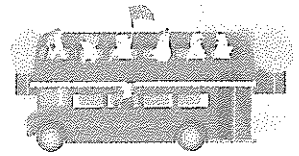
Level 2

1. Trees are planted in rows. If there are 15 rows, each with 10 trees, how many trees are there altogether?

2. Over the weekend, 1594 people attended the art show. What was Sunday's attendance if 609 attended on Saturday?

3. There are 760 seats arranged in 8 rows in the school hall. How many seats are in each row?

Level 3

1. In a normal school week, Ben travels a total of 50 km to and from school. How far from school does he live?

2. A farmer produced 10 616 litres of grape juice in January, 10 002 litres in February, 15 316 in March and 14 606 in April. How many 10 litre containers are required to store the juice?

3. A packet of drawing pins contains 100 tacks. If our class uses 50 a week, how many packets will we use in a 12-week term?

4. What was the average attendance at the tennis centre during the week if 65 people played on Monday, 59 on Tuesday, 106 on Wednesday, 115 on Thursday and 95 on Friday?
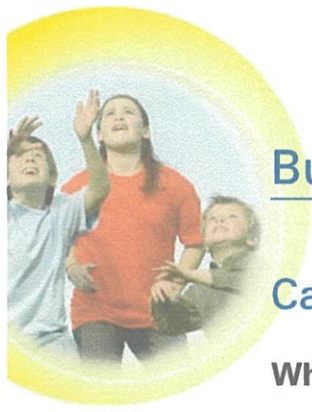
Investigation

What number am I?

1. [?] ×2 ◯ ÷3 ◯ ÷5 (9)

2. [?] ×5 ◯ −4 ◯ ÷8 (79)

3. [?] ÷23 ◯ ×2 ◯ −9 (83)

4. [?] −1 ◯ −6 ◯ ×7 (91)

5. [?] ×11 ◯ ×3 ◯ ÷6 (105)

4

Buoyancy forces

Can you make a lump of plasticine float on water?

What you need

- A lump of plasticine
- Ice-cream container
- Water

What to do

1. Half fill the ice-cream container with water.

2. Mould the plasticine into a shape that will float. (Hint: think about the shape of boats.)

Try, think and explain

1. Draw a picture of a shape you made that floated.

2. What happened to the water level in the ice-cream container when your plasticine shape was put in?

_____

_____

_____

_____

Extra buoyancy challenge

How many marbles can you float in your lump of plasticine?

What you need

- Marbles, all the same size
- Your plasticine boat from 'Buoyancy forces' activity

What to do

Load up your floating plasticine shape from the previous activity with as many marbles as it can hold before it sinks.

Try, think and explain

1. Try different shapes.

2. Which shape held the most marbles?

3. How many marbles could you float?

4. What was the greatest number for your class?

_____

_____

_____

_____

How to Make No Cook Play Dough Without Cream of Tartar

Learn how to make no-cook playdough without cream of tartar. A fun and simple DIY sensory activity for kids to enjoy.

PREP TIME
5 minutes

TOTAL TIME
5 minutes

Materials

- 4 cups flour
- 1 1/2 cups salt
- 3 tbsp oil
- 1 1/2 cup warm water
- food coloring of your choice (optional)

Instructions

1. In a large bowl, mix salt and flour.
2. In a smaller container, add 1/4 cup of warm water. 1/2 tablespoon of oil, and 2-3 drops of food coloring. Mix.
3. Add 1 cup of the flour and salt mixture.
4. Mix until combined and dough starts to form.
5. Transfer dough to a floured surface. Knead. Add flour or water as needed.

Notes

The measurements and instructions allow for you to make a large batch of flour and salt mixture then add the needed amount of mixture to make single sized (1 cup) play dough.
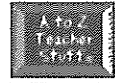
© thepurposefulnest

PROJECT TYPE: Sensory Play

https://thepurposefulnest.com/diy-no-cook-playdough/

name:_____ date:_____

Words ending in a vowel and a c

```
        v  i  f  o              r  l  e  p
     m  v  t  s  p  g        e  b  u  s  i  r
  t  v  j  x  h  a  k  d     k  s  y  r  x  c  x  g
f  j  d  i  v  s  n  x  k  l  c  e  n  f  i  o  n  b  n  y
c  f  s  m  t  i  o  i  x  a  i  n  r  f  r  o  l  i  c  i  g  a
v  c  g  r  g  n  i  k  c  i  n  c  i  p  b  o  v  h  c  c  k  n  z  a
h  v  i  n  o  l  h  c  e  c  k  d  e  k  c  i  n  a  p  b  c  i  r  t
q  y  g  m  i  l  y  p  i  f  r  o  l  i  c  k  e  r  a  m  i  k  m  q
g  u  k  n  i  k  i  p  g  f  g  s  n  t  h  x  g  v  t  t  l  c  q  m
k  t  j  a  i  m  c  c  y  b  f  a  i  x  t  r  i  b  n  q  o  i  y  x
c  q  p  a  b  k  l  i  k  z  d  a  i  c  v  l  o  r  f  y  r  m  o  c
   l  k  y  d  d  c  b  f  e  b  o  r  u  o  x  s  p  w  j  f  i  o
   l  i  b  a  e  h  i  s  f  d  b  n  t  m  i  i  u  h  e  r  m  i
      t  p  d  y  k  w  n  k  a  z  e  d  g  c  t  i  c  e  y  i
         r  e  e  k  c  b  a  s  r  i  d  n  s  a  o  k  k  d
            e  b  k  h  i  j  p  u  t  i  e  q  y  c  c  d
               k  m  c  w  f  q  y  c  s  g  s  i  i  f
                  c  j  i  p  f  k  n  h  f  f  n  v
                     i  a  m  e  a  a  m  f  a  a
                        m  d  i  b  r  a  p  w
                           i  c  m  r  t  t
                              m  t  w  a
                                 s  w
```

frolic
panic
mimic
picnic
traffic
mimicker
picnicking
panicky
frolicked
trafficker
picnicked
mimicked
panicked
frolicker
trafficking
frolicking
trafficked
picnicker
mimicking
panicking

Spelling Rule: If a verb ends in a vowel and a 'c', add a 'k' before adding suffixes beginning with 'e', 'i' or 'y'

Alphabetical Order

|				
frolic	traffic	frolicked	panicked	trafficked
panic	mimicker	trafficker	frolicker	picnicker
mimic	picnicking	picnicked	trafficking	mimicking
picnic	panicky	mimicked	frolicking	panicking

First five words in
alphabetical order from A

1.

2.

3.

4.

5.

First five words in
alphabetical order from M

1.

2.

3.

4.

5.

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.
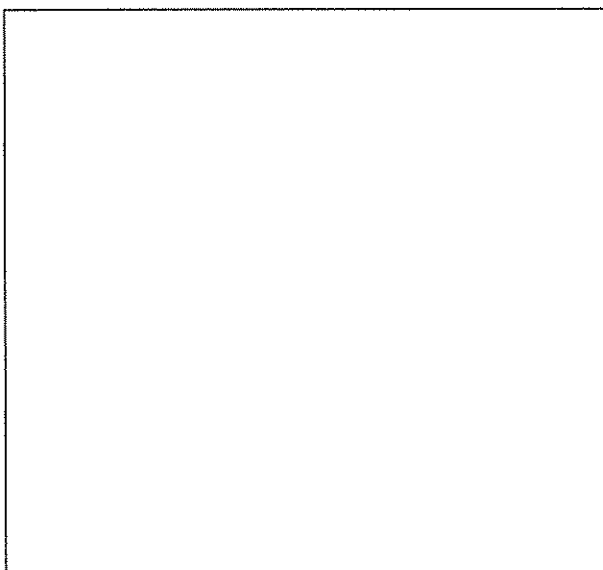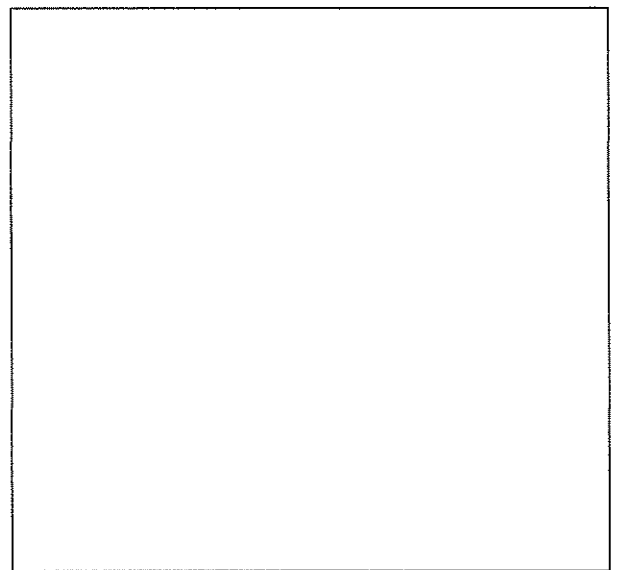
Title: Title:

Spelling Rule: If a verb ends in a vowel and a 'c', add a 'k' before adding suffixes beginning with 'e', 'i' or 'y'

Contractions

we will =   that is =

are not =   they had =

I had =   he shall =

what have =   might not =

that has =   how would =

Homophones – sail or sale

The Boxing Day   is an extremely busy day for retailers.

We will   the seven seas in our trusty little rowboat.

The car, which had hail damage, was for   at a bargain price.

The   has to be unfurled so the boat can be propelled at a faster speed.

Homophones – stake or steak

I like my   cooked medium rare.

The   marked the boundary of land that he claimed.

This game was so important as the championship was at   .

She would always eat her   with mushroom sauce and vegetables.

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 =

Question time!

- Who are the team that are building the Lego structure?
- What is it you think they are building?
- Why do the team of builders need to work quickly?
- How long do you think it will take them to finish?
- Have you ever built anything before?
- What skills must a builder possess?
- What obstacles/challenges might the builders face?
- Which of the builders do you think is in charge?
- Where are their parents?

Pobble

NAIDOC Week Cloze

Complete the sentences by filling in the blanks with the words provided.

event	Indigenous	Observation	Australia	opportunity
culture	Week	issues	country	NAIDOC
National	reflect	Aboriginal	gathered	protest
Mourning	activities	committee	listening	researching
include	events	extended	creating	dancers
	celebrate	July		

NAIDOC stands for _____ Aborigines and Islanders Day _____ Committee. NAIDOC is a significant event held in the first week of _____, it is a very important _____ held around _____ each July to _____ and to educate Australians about the history, _____ and achievements of _____ and Torres Strait Islander Peoples. It is a chance to recognise the contributions that _____ Australians have made to our _____ and our society. It is an _____ for them to share their history and their stories. Each year, a theme is chosen to _____ the important and events.

The name _____ was adapted from NADOC in 1991 to _____ Torres Strait Islander Peoples. The _____ was formed in Sydney on Australia Day in 1938, when a group of over 1000 Aboriginal people _____ for the first Day of _____ (the 150th anniversary of the landing of the First Fleet in Australia), as a _____ against the treatment of their people. Since then, NAIDOC has become a celebration of history and has been _____ from one day to one week.

_____ are held all over Australia to celebrate NAIDOC Week. Typical _____ to participate in are, inviting elders to share stories at schools, visiting local Indigenous sites of significance, _____ the traditional Indigenous owners of the local land, _____ to Indigenous music, researching a well-known Indigenous person, watching Indigenous _____ and _____ Indigenous themed art.

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

Score: _____ / 75

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

41 + 75 = _____   58 + 80 = _____

29 + 34 = _____   70 + 91 = _____

60 + 77 = _____   38 + 93 = _____

53 + 39 = _____   74 + 82 = _____

99 + 48 = _____   16 + 57 = _____

84 + 85 = _____   96 + 15 = _____

45 + 29 = _____   24 + 17 = _____

11 + 79 = _____   63 + 21 = _____

72 + 25 = _____   19 + 87 = _____

79 + 91 = _____   86 + 68 = _____

37 + 84 = _____   54 + 69 = _____

81 + 51 = _____   47 + 53 = _____

98 + 16 = _____   85 + 25 = _____

51 + 45 = _____   75 + 41 = _____

22 + 15 = _____   93 + 92 = _____

Time: _____   Score: _____ /30

Level 1

1. Four friends are sharing the rent on an apartment in the city. How much will each pay if the rent is $360 per week?

2. Adult tickets outsold children's tickets by the ratio of 4:1. How many adult tickets were sold if 1500 children's tickets were sold?

3. Mitchell uses 25 L of water daily. How much water will he use in a week?

Level 2

1. The ratio of boys to girls is 3:1. If there are 48 students on the school bus, estimate the number of female passengers.

2. In summer, there were 6526 surf rescues but only 239 in winter. How many more rescues were there in summer?

3. What would be the mass of a carton of 50 chocolate bars if each bar had a mass of 200 grams?
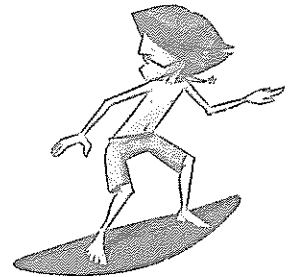
Level 3

1. Curtis and Ben have 60 marbles between them. How many do they each have if Curtis has 4 times as many as Ben?

2. Home crowds for the Bombers totalled 144 000. What was the average attendance if there were 9 home games?

3. Can 5 friends afford to rent a house for $440 per week if none of them can afford more than $90 per week?

4. How far apart would 9 wharves be if they were evenly spaced around an island with a circumference of 450 kilometres?

Investigation

Population of major capital cities

City	Tokyo	New York	Moscow	London	Paris	Sydney
Population	32 million	20 million	15 million	12 million	10 million	4 million

Where in the world am I?

| My population is three times that of Sydney.	My population exceeds that of Moscow by 17 000 000.	My population is 10 000 000 less than New York.	My population is $\frac{1}{8}$ that of Tokyo.	My population is equal to 75% of New York's.
a	b	c	d	e

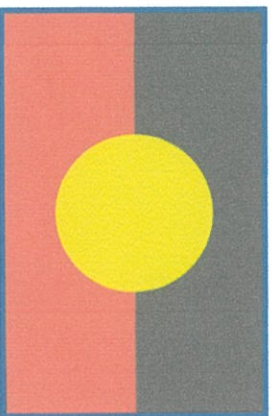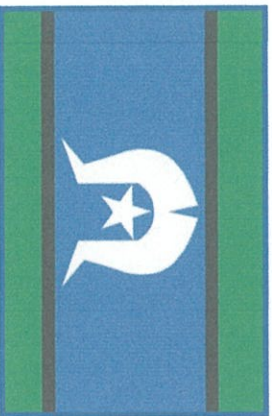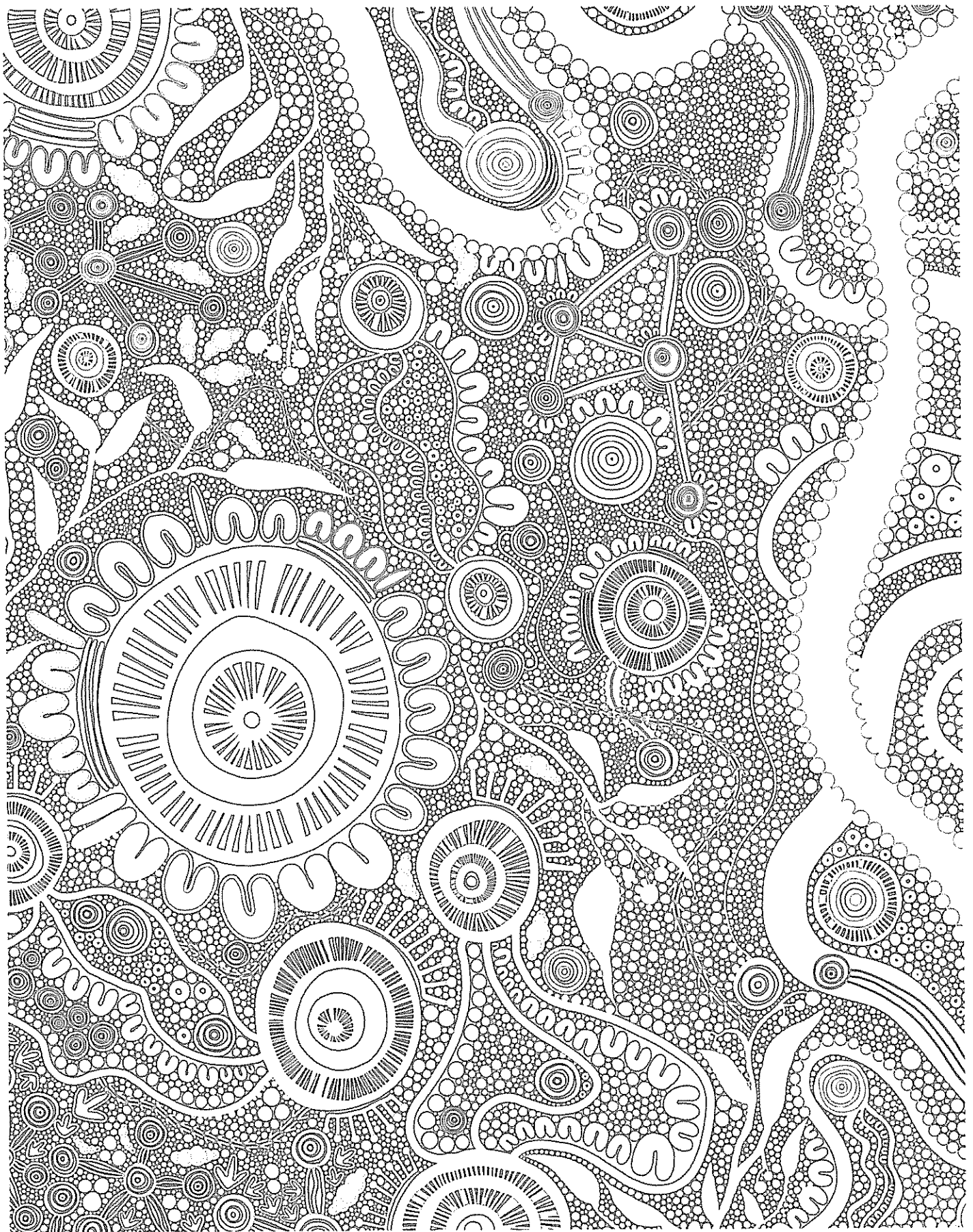# NAIDOC Week Fact Tree

Write a fact on each of the branches of the NAIDOC Week tree.

NAIDOC Week

NAIDOC Week Flag Design

Task: After discussing, brainstorming and researching the history and culture of Australia, design a new Australian flag. Make sure it includes Aboriginal and Torres Strait Islander Peoples and non-Indigenous people.
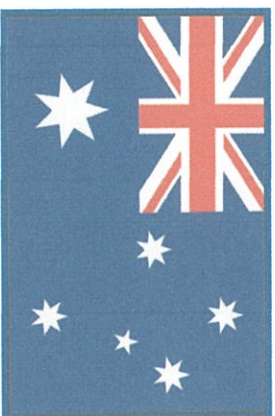
Artwork: *Care For Country* by Maggie-Jean Douglas (Gubbi Gubbi)

When creating 'Care for Country' I kept in mind that this meant spiritually, physically, emotionally, socially and culturally – I chose to create a bright and vibrant artwork that included the different colours of the land but showed how they come together in our beautiful country and to make people feel hopeful for the future. I've included communities/people, animals and bush medicines spread over different landscapes of red dirt, green grass, bush land and coastal areas to tell the story of the many ways country can and has healed us throughout our lives and journeys.

HEAL COUNTRY!

NAIDOC Week
4-11 JULY 2021

#NAIDOC2021 #HealCountry

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Bloom's Matrix: Colonisation and Culture

I enjoy	Knowing	Understanding	Applying	Analysing	Creating	Evaluating
...reading, writing and speaking	Brainstorm and list at least 10 words about Aboriginal life and culture. Provide definitions of each. https://kids.kiddle.co/Indigenous_Australians	List features about traditional Aboriginal life. Include subheadings such as clothing, housing, food, entertainment and transport. https://kids.kiddle.co/Indigenous_Australians	Brainstorm all the possible uses for an Aboriginal spear. Write instructions to a young child on how to use a spear. https://trinitytvtlerkelly.weebly.hic.com.au/topics/history-culture/2015/02/aboriginal-australian-inventions/	Investigate Aboriginal tools and innovations. Rank them in order of importance. https://www.australiangeographic.com.au/topics/history-culture/2015/02/aboriginal-australian-inventions/	Write your own poem about hunting a kangaroo or gathering food for your family.	What are some significant events in Aboriginal history. Why are they important?
...working with numbers	Create a *time line* to show the journey of the First Fleet and the stops made on the journey. https://kids.kiddle.co/First_Fleet	Explain what conditions were like on the journey to Australia.	Use a *map of the world* to show the journey of the first fleet.	Investigate how many different kinds of people were on the First Fleet and which group lost the most people.	Create a graph that shows the most and least deaths for each different groups lost different numbers of people.	Which group in your graph had the most and least deaths and explain why you think the different groups lost different numbers of people.
...painting, drawing and visualising	Describe the process for Aboriginal rock paintings. https://parksaustralia.gov.au/kakadu/do/rock-art/	Explain why Aboriginal people created the paintings on rocks.	Make a chart to illustrate the different types of art aboriginal people used. https://www.aboriginal-art-australia.com/aboriginal-art-library/aboriginal-art-styles/	Identify and explain the different style and techniques in the art examples supplied.	Design an artwork using Aboriginal colours, lines and patterns.	Which of the artistic styles do you like the best? Explain why?
...doing hands on activities	Make a wanted poster for an escaped convict.	Draw and then construct a diorama of the colony. You will need a shoebox.		Write an advertisement to entice people to live in the new colony.	Create a poster to promote the colony to English settlers.	Design and create a certificate of freedom for a prisoner in Australia.
...making & listening to music	Learn "Bound for Botany Bay" https://www.youtube.com/watch?v=aEYseM_R6Hk See lyrics. https://www.mamalisa.com/?t=es&p=21	Explain what the song is about and who might be singing it. See lyrics. https://www.mamalisa.com/?t=musical-instruments-18th-century/ http://hmcs.scu.edu.au/musicarchive/AusGeneral.html	Find out what sort of instruments were played in 18-century England vs. Aboriginal people.	Give some reasons why the music from 18-century England settlers might have sung about and Aboriginal people was different.	Create a song that prisoners/settlers might have sung about what life in Australia was like. Record it.	Create a radio ad that promotes families to research their family history/ other ancestral information.
...working with others	As a small group, collaborate to create a Y chart about life for early convicts. List positive/negative/interesting. https://sydneylivingmuseums.com.au/convict-sydney/day-life-convict	Compare life of a convict to that of a soldier. Use a Venn diagram.	Write a letter home as a soldier or a convict about what you have been doing.	With a group, design a questionnaire to ask convicts how to improve the colony.	In a small group, write and perform a 2 minute play about a convict or soldier arriving in Australia.	Create a TV news item and interview an Aboriginal person, a convict, a soldier and a settler about what they think of the colony and how it could be better.

Spelling Rule: If a verb ends in a vowel and a 'c', add a 'k' before adding suffixes beginning with 'e', 'i' or 'y'

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.

CODE BREAKER

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17

R	S	T	U	V	W	X	Y	Z
18	19	20	21	22	23	24	25	26

Write 6 of your spelling words in code. Ask a friend to write the words correctly

Code Word	Real Word

Image by: Caras Ionut

Pobble.com
Pobble365.com

Sentence challenge!

Can you place adjectives into the sentences below?

Jake passed a brick to his brother, who took it carefully in his hands.

Sam looked around at the countryside around him. It was a good place to build a house, he decided. It would have windows, a front door and a roof.

Sam looked up at the sky. He saw a cloud directly above him. A raindrop landed on his jumper.

Uluru – Editing

Read the following text about Uluru and make the necessary edits using the editing marking key.

Editing Marks

Capital Letter	|||
Lower case letter	/
Add end marks	◯? ◯!
Spelling mistake	⬭
Add a word	∧
Doesn't make sense	————
New paragraph	[ ]
Add a space	#

during the 1870s, william giles and william gosse were first wite explorers in this rejion. Gosse was the first to reach uluru and named it 'Ayers Rok' after his supereor, sir henry ayers who was the Cheef Secretary of Sowth Australia it wasn't until the 1990s that it's tradishonal name of Uluru was reinstated. It is now considered disrespectful to refer Uluru as 'Ayers Rock' in the early 1900s the Australian Goverment declard ownership land. By the 1950s tourists and land developers begun to make tracks to Uluru and Kata Tjuta. Tourist numbers steadely grew and by the early 1970s, the impakt tourism was having detramental effects on uluru and its suroundings. In 1973, the government agree to relocate accommodation facilities to a new site in order to protect and preserve uluru at the time only a few anangu were live at Uluru. most of the Anangu there scatterd into other rejions within central australia it was not until 1979 That a national park was acknowledged. This was Done to recognize the traditional owners of Uluru. In 1983 prime minister hawke announsed the government intention to grant ownership land back to the traditional owners.

After you have edited the paragraph, re-write the text correctly on the lines below.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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

73 + 11 = _____   16 + 60 = _____

42 + 53 = _____   66 + 32 = _____

69 + 52 = _____   51 + 90 = _____

60 + 78 = _____   35 + 27 = _____

45 + 55 = _____   58 + 17 = _____

82 + 76 = _____   85 + 69 = _____

37 + 12 = _____   65 + 65 = _____

44 + 98 = _____   46 + 67 = _____

78 + 36 = _____   22 + 24 = _____

75 + 24 = _____   77 + 89 = _____

68 + 25 = _____   79 + 51 = _____

63 + 90 = _____   99 + 29 = _____

50 + 23 = _____   28 + 14 = _____

97 + 93 = _____   63 + 88 = _____

32 + 51 = _____   69 + 42 = _____

Time: _____   Score: _____ /30

Learning goal: I can write down the factors of a number.

    a.   4   _____

    b.   11   _____

    c.   18   _____

    d.   20   _____

    e.   59   _____

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

a.   What is the highest common factor (HCF) of 10 and 15?   _____

b.   What is the highest common factor (HCF) of 8 and 20?   _____

c.   What is the highest common factor (HCF) of 24 and 40?   _____

d.   What is the lowest common multiple (LCM) of 3 and 5?   _____

e.   What is the lowest common multiple (LCM) of 5 and 10?   _____

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

a.   2   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

b.   4   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

c.   7   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

d.   9   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

e.   10   ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

Score: _____ /15

Name: _____   **Prime Numbers**   Stage 3
                         Pixar Characters   Term 3 Week 1

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

Prime numbers are those numbers that only have two factors: 1 and itself.
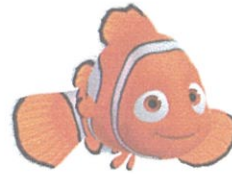
Circle the ten Pixar characters that have prime numbers below them.

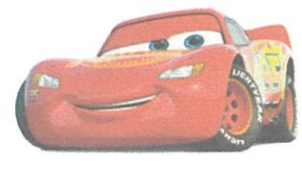| 2 | 4 | 5 | 9 |
11	14	18	19
23	34	41	46
59	63	71	77
81	83	97	100

Score = ____/20

How to Make a
Twirling Spinner

Wind sculptures and spinners can be fascinating to watch – especially when they're highly decorated and colourful. Why not make your own spinner, using your knowledge of warm and cool colours? Warm colours include shades of red, orange and yellow. Cool colours include blues, greens and purples.

Aim

To create an artwork that explores warm and cool colours.

Materials

- Lightweight white artboard (at least A3 size)
- A lead pencil
- A large bowl (or similar round object) to trace around
- Oil pastels or crayons
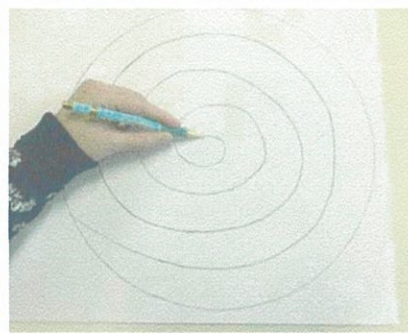- Watercolour paints
- A paintbrush
- Colourful wool
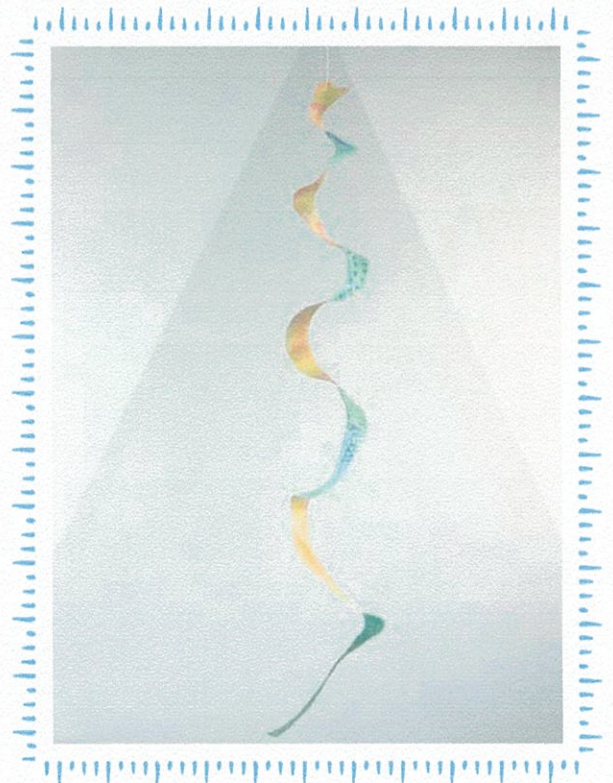
Method

1. Trace a large bowl onto the board.

NEXT STEP

2. Starting from one point on the perimeter of the circle, begin drawing a spiral. Ideally, the width of each segment of the spiral should be no less than 5 cm.

3. Decide whether you wish to decorate this side of your spiral with warm or cool colours. Using oil pastels or crayons, decorate your spiral with your chosen colour scheme. Try using a variety of lines and patterns with lots of colour.

4. Once you have completed your design, use watercolour paint (in the same colour scheme) to paint over the top.

5. When your spiral is dry, flip it over. Paint the back using the opposite colour scheme. For example, if the front of your spiral is decorated with warm colours, the back will be cool colours (and vice versa).

6. Let your spiral dry, and then carefully cut along the spiral line.
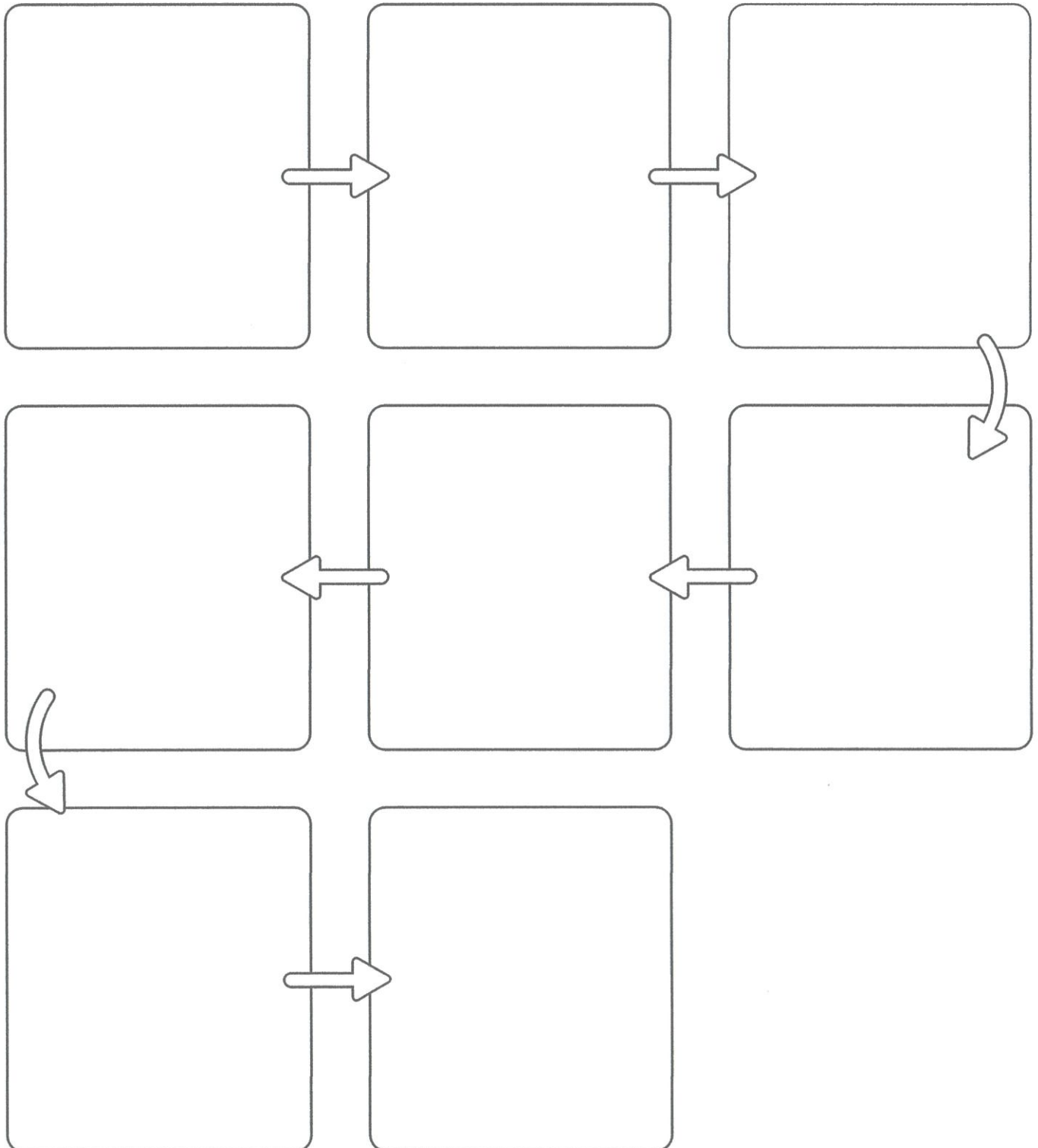
LAST STEP

7. Poke a hole in the centre of the circle. Attach a length of wool for your twirler to hang from.

Name: _____   Date: _____

How to Make a Twirling Spinner

Create a new version of this spinner by changing one step of the procedure. Remember that this will alter the finished product! Record all steps on this flow chart.

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

▶ Jake passed a brick to his brother.

▶ They were working hard.

▶ They wanted to build a house.

▶ They wanted it to be big and nice.

▶ They wanted it to have big rooms with nice windows.

▶ They wanted to build a nice roof to keep them dry.

Perfect picture!

Can you draw a picture of what the house might look like when it's finished?

Pobble

x2, x4, x5, x10	x3, x6, x9	x7, x8, x11, x12
2 x 2 = _____	3 x 3 = _____	7 x 7 = _____
4 x 4 = _____	6 x 6 = _____	8 x 8 = _____
5 x 5 = _____	9 x 9 = _____	11 x 11 = _____
10 x 10 = _____	12 x 3 = _____	12 x 12 = _____
8 x 5 = _____	4 x 6 = _____	6 x 12 = _____
11 x 10 = _____	11 x 9 = _____	11 x 12 = _____
12 x 2 = _____	7 x 3 = _____	9 x 7 = _____
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11 x 4 = _____	11 x 3 = _____	8 x 7 = _____
9 x 10 = _____	7 x 9 = _____	7 x 12 = _____
4 x 2 = _____	3 x 6 = _____	11 x 8 = _____
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4 x 5 = _____	6 x 9 = _____	8 x 12 = _____
3 x 4 = _____	11 x 6 = _____	12 x 11 = _____
8 x 2 = _____	3 x 9 = _____	7 x 8 = _____
7 x 4 = _____	8 x 3 = _____	12 x 8 = _____
3 x 10 = _____	8 x 6 = _____	11 x 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
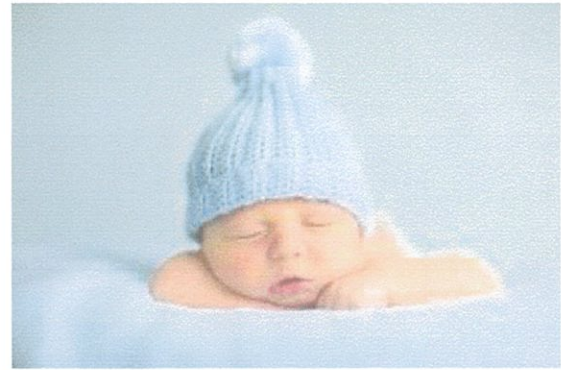
Rank	Name	Number	Rank	Name	Number
1	Oliver	637	26	Lachlan	239
2	Noah	593	27	Luca	238
3	William	478	28	George	231
4	Leo	420	29	Benjamin	227
5	Lucas	409	30	Harry	223
6	Liam	383	31	Harvey	222
7	Jack	376	32	Samuel	221
8	Henry	374	33	Hugo	212
9	Elijah	371	34	Max	211
10	Thomas	351	35	Archer	209
11	James	344	36	Sebastian	205
12	Alexander	344	37	Arlo	194
13	Charlie	335	38	Logan	193
14	Levi	317	39	Muhammad	190
15	Theodore	313	40	Finn	190
16	Hudson	307	41	Xavier	183
17	Jacob	293	42	Ryan	182
18	Archie	290	43	Edward	182
19	Ethan	287	44	Arthur	181
20	Harrison	286	45	Jayden	180
21	Mason	270	46	Jackson	176
22	Hunter	264	47	Joshua	175
23	Isaac	259	48	Daniel	175
24	Oscar	245	49	Joseph	173
25	Cooper	243	50	Adam	171

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.   Boy names in the top 10 starting with L (3)   _____

b.   Boy names in the top 25 starting with H (4)   _____

c.   Boy names in the top 25 starting with a vowel (7)   _____

d.   Boy names in the top 50 starting with A (6)   _____

e.   Boy names in the top 50 starting with J (7)   _____

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

	Sum	Answer
Oliver compared to Noah	_____	_____
Oliver compared to Thomas	_____	_____
Oliver compared to Lachlan	_____	_____
Oliver compared to Jayden	_____	_____
Oliver compared to Adam	_____	_____
Lucas compared to Luca	_____	_____
Archie compared to Arthur	_____	_____
James compared to Jackson	_____	_____
Hudson compared to Harry	_____	_____
Ethan compared to Edward	_____	_____

Score: _____/15