# Home Learning Pack 9: Stage 3

## Digital resources to support learning at home.

Students can access their accounts for the following programs:

- Prodigy (Maths activities) – https://sso.prodigygame.com/login
- CARS and STARS (Reading and comprehension)- https://app.carsandstars.com.au/

The following are websites that have stage appropriate activities.

- Maths Magician (Timed Multiplication) - https://coolsciencelab.com/math_magician.html
- The Squiz (podcast approx. 10 minutes of news and current affairs) - https://www.thesquiz.com.au/podcast/
- BTN (Behind the News) - https://www.abc.net.au/btn/
- Kids News (literacy resource) - https://www.kidsnews.com.au/
- Everyday Maths Hub - https://education.nsw.gov.au/campaigns/mathematics/everyday-maths
- Education Live Stream, 10am every weekday- https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home

# Home Learning – Stage 3 – Pack 9 - 2021

The following activities will be based on the Guided Learning Packages from the Department of Education – Week C. We have included support material to guide the completion of activities for students without access to technology. You may need help from a parent/carer and the resource pack from your teacher. All video links for today can be found at:

https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-e/week-g-stage-3/monday

<table>
<tr><th colspan="2">Day 1</th></tr>
<tr><td>Morning</td><td>English -<br>Read to Self: Spend 15 – 20 minutes reading.<br>Word Work: Your spelling list is provided at the back of the pack. Practise your list each day. Select one other spelling activity to complete each day with your List Words. Options include: put list words into sentences; look up their dictionary meanings; draw a picture of it; spelling sums; consonant and vowel sounds; identify sounds; identify syllables.<br><br>English –<br>1. Symbol Hunt and StoryTelling<br>2. Symbols - School logo<br>3. Writing about Symbols</td></tr>
<tr><td></td><td>BRAIN BREAK</td></tr>
<tr><td></td><td>Let's watch Education Live! This will start at 10am each day. Don't worry if you miss it, you'll be able to re-watch it at any time.<br><br>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</td></tr>
<tr><td>Middle</td><td>Mathematics – Ninja Maths: Use a timer to see how many you get done in 5 minutes or see how long you take to complete each column.<br><br>Matharoo Word Problems: Work through the Matharoo Word Problems at your level. Complete as many as you can by the end of the week.<br><br>Mathematics – Playing with Tessellations</td></tr>
<tr><td>Afternoon</td><td>CAPA -<br><br>Option 1 – Let’s Boogie Woogie - Music and Dance<br>Option 2 – Let’s Boogie Woogie - Visual Arts</td></tr>
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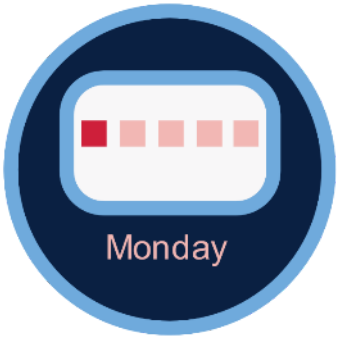



# Things you need

| Activity | You will need |
|---|---|
| **Most activities** | workbook<br>lead pencil and coloured pencils<br>paper |
| **Physical activity** | A tissue or piece of scrap paper<br>A small soft ball, pair of socks or mini bean bag (for throwing)<br>A target, such as a bucket, small toy or a hoop<br>Water bottle |
| **Maths activities** | A few sheets of paper<br>Scissors<br>Sticky tape<br>Pencils or markers |
| **Creative Arts** | paper or cardboard<br>paint<br>textas, pencils or crayons<br>paintbrush or something to stamp with |

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – My Favourite Place

On a piece of paper draw your favourite place or somewhere you would like to go or visit.

While you are drawing think about:

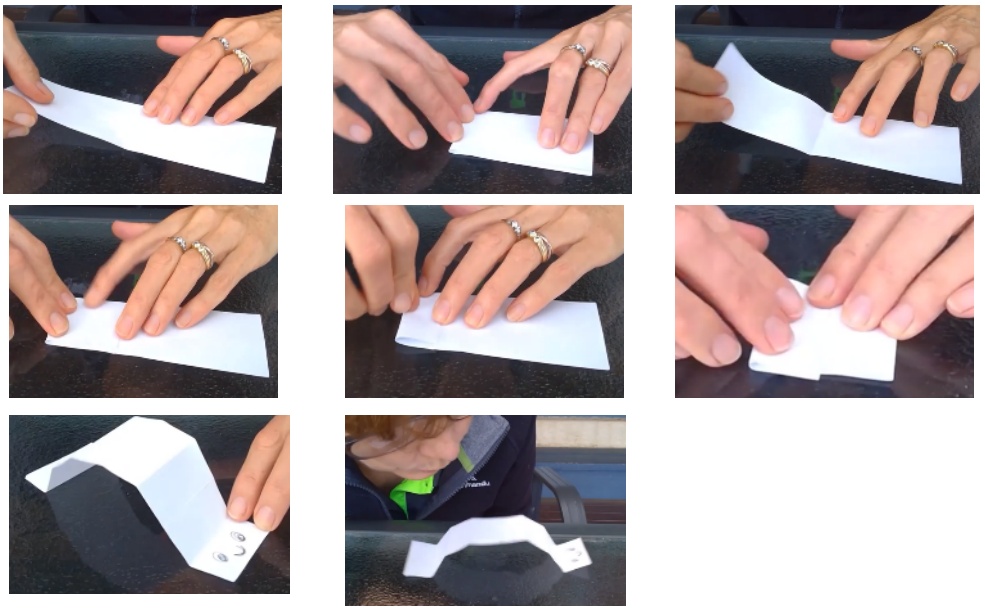
- What makes this place special?
- What makes it your favourite place?
- What can you see?
- What can you hear when you are at your favourite place?
- What can you smell?
- What can you touch?
- Who is there with you at your favourite place?

## Brain break – Paper Caterpillar Walking

Today you will make a crawling caterpillar that moves using your breath.

2. Cut a 4cm wide rectangular strip of paper.
3. Fold it in half, make a crease and open it back out again.
4. Fold one end into the middle crease. Leave it folded.
5. Fold the same end into the middle again. Leave it folded.
6. Repeat step 3 and 4 for the other end of the strip of paper.
7. Unfold it and shape it to make an arch.
8. Draw a face on one end.

9. Aim your breath at the back end to make it crawl just like a real one.



## Physical activity – Throwing

Scan the QR code to watch the teaching video Throwing or read the instructions below.

Today you are working on your throwing skills.

1. Collect the items you need (see the things you need list).
2. Warm up your body – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds. Spend 3 minutes stretching your muscles.
3. Practise your throwing pose (see picture)
4. Using the piece of scrunched up paper or tissue and practice your throws. Hold your item beside your ear and do an overarm throw.
5. How many overarm throws can you do in 30 seconds?
6. Place a target away from you. Using a soft ball, throw your ball using an overarm throw and try to hit your target (if you don't have a target, you could throw the ball at a wall).
7. How many times can you hit your target in 30 seconds?
8. Can you beat your own score? Try again. How many times can you hit your target in 30 seconds?
9. Challenge: Move the target further away or challenge someone at home to do it too!

# English – Activity 1 – Symbol hunt and storytelling

Scan the QR code to listen to today's lesson or read the task below. Symbols are everywhere! They can give us a message or tell us a story without using words. If you are in another country, you might be able to look at symbols and know exactly what they mean - even if you can't speak the language.

Here are some symbols you may have seen. They don't use any words but you probably know what they mean.

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Go on a hunt around your home to see if you can find any symbols (you might be able to find the recycling symbol above). A good place to start looking is on food packaging and clothing labels. Record your symbols and their meaning in your workbook.

"Acheology petroglyph" by Max Pixel is licensed under CC BY 4.0

This is a photo of a carving. Carvings can be used to tell stories. What symbols can you see? Can you see people and animals? What do you think each of the symbols could mean? Which ones might symbolise the landscape, like water, plains and mountains? Why do you think the creator of this work did it? What was the purpose of this carving?

In your workbook, write down in a few sentences what this carving MIGHT be telling us.

# English – Activity 2 – Symbols – School Logo

If you would like to watch the lesson, scan the QR code.

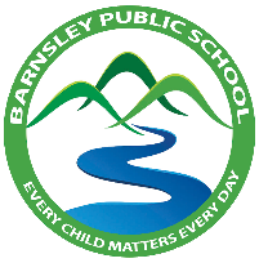
A school logo is a way of representing the identity of a school. You can find logos on school badges, on a sign out the front of the school, or maybe on the school uniform.


This school logo uses symbols to explain who they are.

- The tree represents lifelong learning and belonging. At this school, curious learners thrive and grow like a tree.
- The yellow arrows are pointing north, upwards. This shows that learning is a journey at Northbourne Public School.
- The blue wavy lines represent the waterway Wiannamatta, which is the Aboriginal word for mother place, where the school is located.

Look at the logos from other schools. In your workbook, record some of the symbols that you can see in these logos. What do you think they mean? Look carefully at the colours, shapes and sizes. Which logo do you like the best and why?



Think now about your own school logo. What is on your logo? What colours are used? What symbols are used? What do you think they mean? Write a short paragraph explaining your school logo and what you think the symbols and colour choices mean.

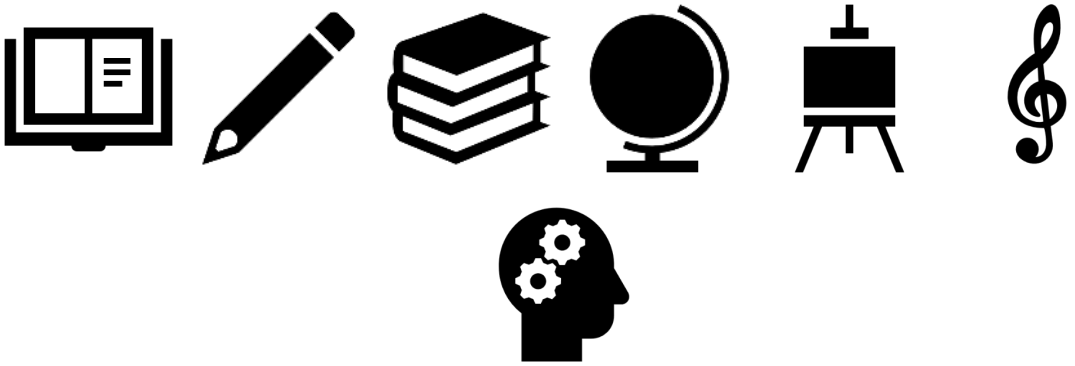

Extension activity: Complete the same activity using our school PBL logo.

# English – Activity 3 – Writing about symbols

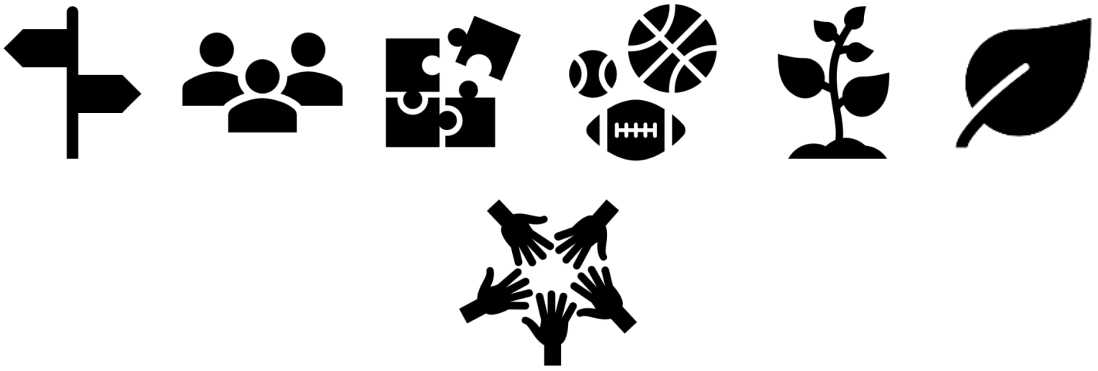
Scan the QR code if you would like to watch the lesson.

Imagine your school principal has asked you to design a new school logo for your school. Consider the landscape around your school and the colours and shapes that can symbolise your environment.

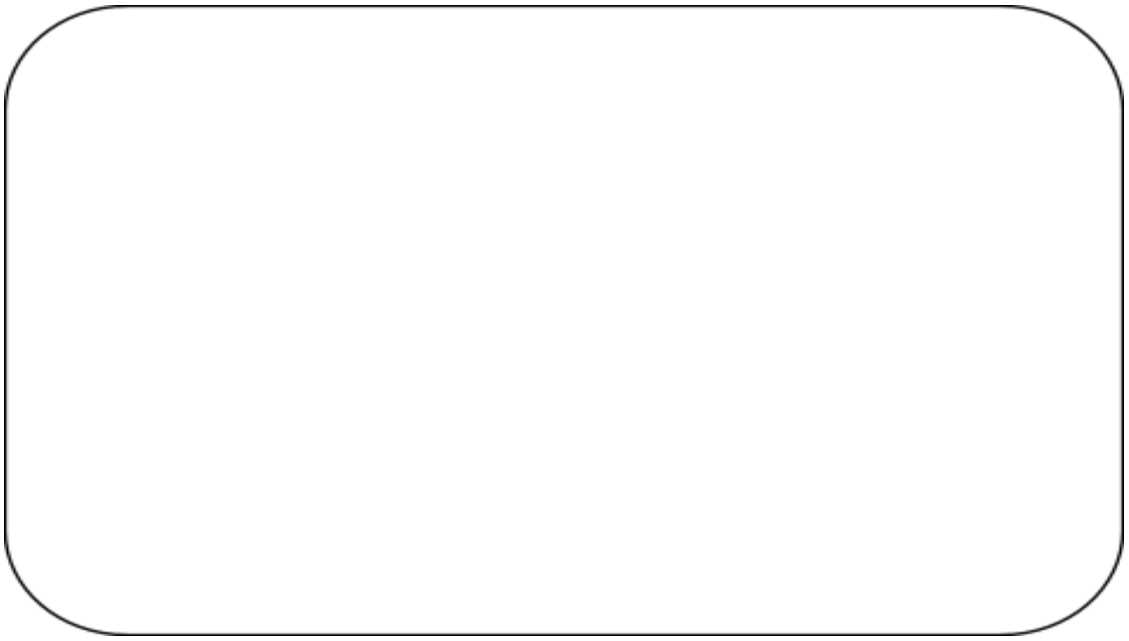
What symbols could you choose to represent your school's culture? What does your school consider to be important in your learning? Think about how can you represent these things using symbols.



When designing your logo, think about what the shape of the logo would be. In the previous activity, you saw logos that were shaped like shields, circles and even one that was in the shape of a platypus. Be creative!



Draw your new logo in your workbook, on a device, or on a piece of paper.



## Challenge

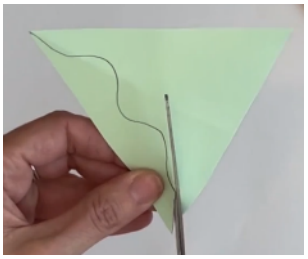
Write a description of your new logo and explain each of the features.

The school motto, which appears on the Harry Potter school logo is “Draco dormiens nunguam titillandus,” which means “Never tickle a sleeping dragon.” A school motto is usually very short and captures the spirit of the school. Think of a new school motto for your school and explain why you chose this motto.

# Maths – Activity 1 – Playing with tessellations

To begin you will need to make an equilateral triangle. The steps for how to do this are on the video which you can watch by scanning the QR code. An equilateral triangle has all three sides the same length.

Cut a section off one of your sides like they have in the picture. Your line can be different to this one. Attach it to another side as shown. Tape this together carefully.

1. 
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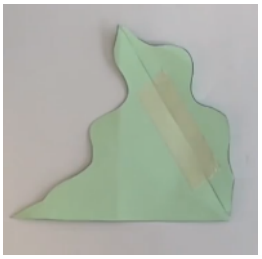
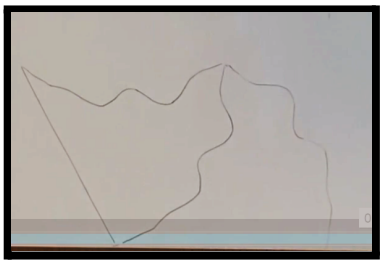
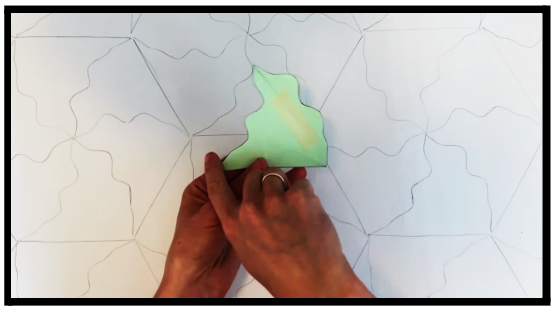
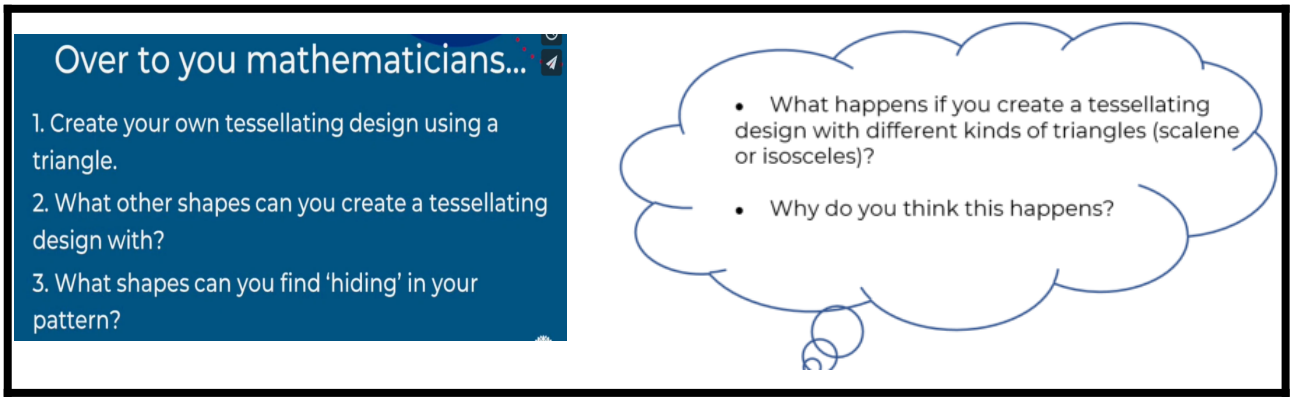
3. 

Now use this shape and try to make a tessellating pattern by tracing your template onto some plain paper on paper as shown. If you rotate the shape, you can see there are no gaps left which is what we need in a tessellation.





Continue and fill your page to see what your tessellation looks like. Can you see the hexagons hiding in here? Decorate your tessellating design to share with your teacher.




If you have access to a device watch this MathXplosion episode '...It's a Metamorphosis' to see some really cool ways to use tessellations.

# Creative arts – Option 1 – Let's Boogie Woogie Music and Dance

Scan the QR code to watch the teaching video on Let's Boogie Woogie or read the instructions below.

Today we are learning about Boogie Woogie music.

Tommy Dorsey was a musician who played a style called the 'Boogie Woogie'. You can hear the instruments representing car horns and traffic buzzing around in his music. It is a form of jazz. See if you can think of some jazz music you may have heard before. Think about the instruments you might hear and the way it makes you move and feel. Jazz music is often based on the 12-bar blues. You might like to learn to play the 12-bar blues if you have an instrument that can play notes or chords. The notes that start each of the 12 bars are included here: C C C C F F C C G F C C.

Listen to the 'Boogie Woogie Woogie Woogie Boogie' song by scanning QR code or going to the link https://edu.nsw.link/Byagfz

Warm up your body by moving to the 'Boogie Woogie Woogie Woogie Boogie' song or listen to a jazzy style piece of music you know. Move along to the beat of the music and pretend to play the instruments during their solos. Listen to the instruments on their own, look at the pictures of them and think about the differences between the ways they sound considering how the sound is produced:

- Guitar
- Tenor saxophone
- Drums
- Piano



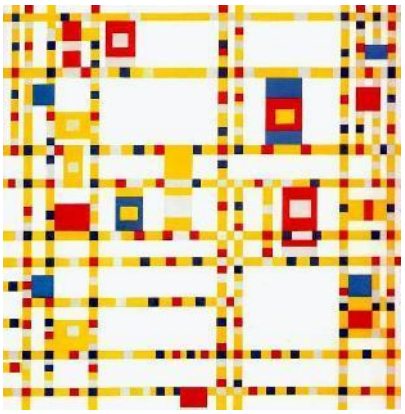
Now that you are warmed up, see if you can make up (improvise) some movements that you could do to dance along with boogie woogie or jazz style music. Start slowly and when you are comfortable add these steps to the song. Jive steps were used a lot with boogie woogie music. Do you know what the jive looks like?

# Creative arts – Option 2 – Let's Boogie Woogie
## Visual Arts

Scan the QR code to watch the teaching video on Let's Boogie Woogie (skip to 4:35 for the Art lesson) or read the instructions below.

Today we are learning about Boogie Woogie inspired art.

Artist Piet Mondrian was interested in boogie woogie music too and used it to create the artwork included. It is called the 'Broadway Boogie Woogie' (1942-43).



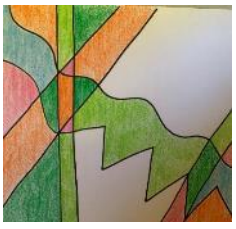
Learn more about Piet Mondrian's 'Broadway Boogie Woogie': https://edu.nsw.link/cjyvRD

The grid pattern in his artwork looks like the streets of New York with the effect of blinking lights and cars.

Activity: Create your own artwork in the abstract style of Mondrian to represent a map.

10. Step 1 – draw some intersecting lines using a black texta, pencil or crayon. Your 'map' artwork might use curvy, straight or even zig-zag lines depending on where you live but should not show exact details or any words. It should have patterns of lines and intersecting lines.

11. Colour or paint your artwork. Fill in your map with the colours you think best represent your place. You can see some examples included.



# Home Learning – Stage 3 – Pack 9 - 2021

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https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-g/week-g-stage-3/tuesday

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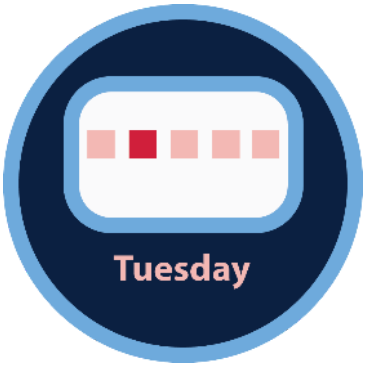



# Things you need

| Activity | You will need |
|---|---|
| **Most activities** | workbook<br>paper<br>lead pencil and coloured pencils |
| **Maths activities** | A piece of ribbon or string<br>Assorted objects to make the mandala (for example pegs, leaves, sticks, flower petals, rocks, small stones)<br>your mandala design<br>coloured markers<br>ruler. |

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Gratitude breath

Think of someone you are grateful for. It could be someone at home, a friend or even your teacher. Think about all the things they have done that you are grateful for.

As you breathe in think of that person. As you breathe out send them a smile. You might even smile as you are breathing out.



## Brain break – Air guitar

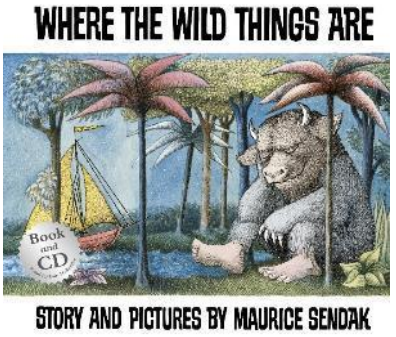
Pretend you are holding a guitar. Play some music to air guitar to. It might even be your favourite song.

You could even air guitar with the people in your house. Who does the best air guitar?

# English – Activity 1 – Reading and viewing: Symbols and symbolism in texts

Picture books can be read purely for enjoyment, however often hidden in the beautiful stories and illustrations you may also find great symbolism. Perhaps you have read a story with a lion. Often a lion symbolises courage or royalty. Symbols might also symbolise mood or emotion. For example, if you see a character with a cloud over their head, it may symbolise that they are sad.

Today we will read the story 'Where the wild things are' by Maurice Sendak. Scan the QR code to listen to the text. If you don't have a device, you could read your own picture book and try to find symbols in the story.




In this story, think about the symbolism of the wolf, the wolf suit, forest, crown and hot food. What ideas or qualities are these objects representing?



Complete the following table with your ideas.

| Symbols | What does it symbolise? |
|---|---|
| **hot food** | comfort, warmth, life |
| **wolf** | |
| **wolf suit** | |
| **forest** | |
| **crown** | |

## Challenge

Can you think of other symbols in books that you have read? What might they symbolise?

Write why you think wolves are often used as 'bad' characters in a story. If you were to write a story about a wolf, make the wolf a 'good' character.

Can you think of other animals that are sometimes used in books to symbolise the 'bad' character? Write about why these animals are often chosen to be the 'baddy' and think about the animals that are often chosen to be the 'good' character. Write about why you think these animals often symbolise the 'good' character.

# English – Activity 2 – Create your own personal logo (Part 1)

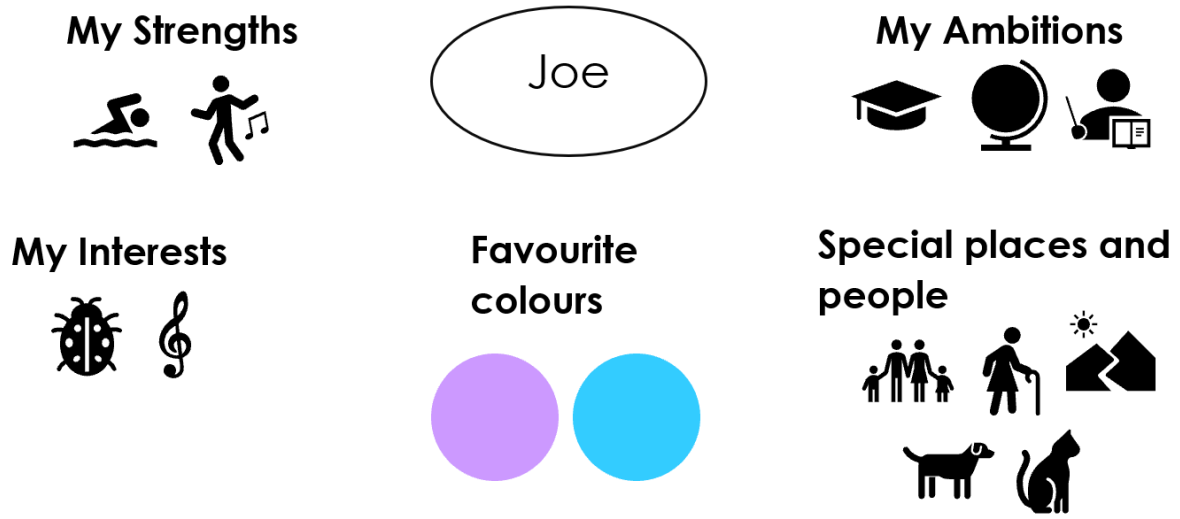
Scan the QR code to hear the lesson or read on for the written instructions.

We are going to create our own personal logo which tells our story.

In your workbook, put your name in the middle and complete a mind map with the headings:

- My strengths – what are you good at? For example, dancing, running, I'm a good friend, a good listener
- My ambitions – what do you want to do in life? For example, be a teacher, travel
- Interests – What do you love to do? For example, learn about bugs, play music, make jewellery, make videos
- Special places and people – For example, family, pets, friends, the mountains or the creek
- Favourite Colours – blue and green

Under each heading, write or draw your ideas for each of the categories. Try to draw a symbol which represents each of your ideas. For example:



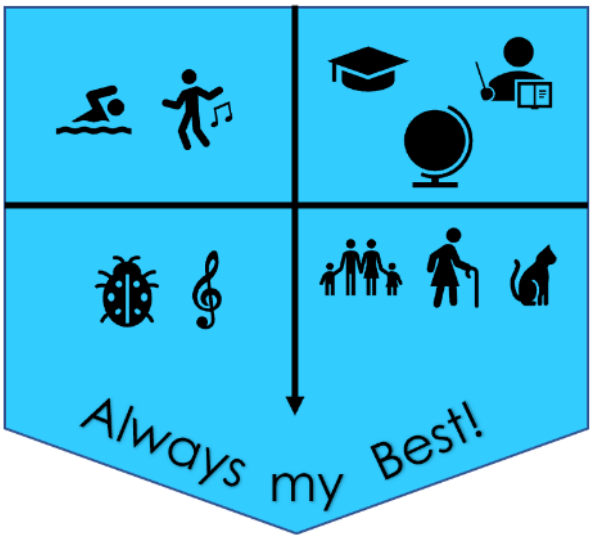
# English – Activity 3 – Writing and representing: Create a personal logo (Part 2)

Scan the QR code for the lesson or read the following information.

In the previous lesson, you thought about symbols that represent who you are as a person.

You are now going to use those symbols to create a draft logo like the example here. Think about which symbols you would like to include. Consider what shape your logo will be. Will it be circular? Will you use a shield shape? What is your motto?

Plan your draft in your workbook, on a piece of paper or on a digital device.

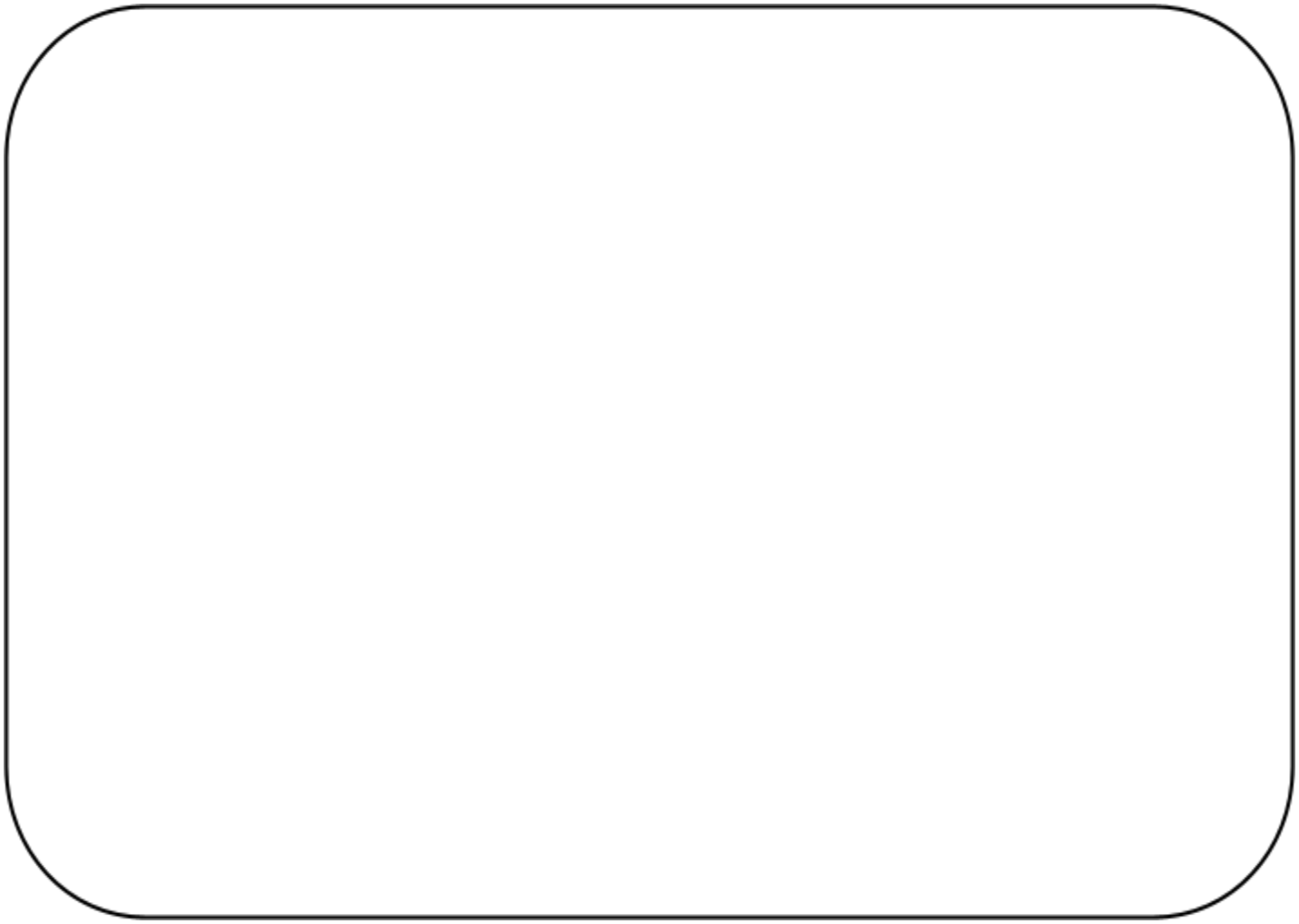



Write a short paragraph for each category explaining your choice of symbols and colours.

## Challenge

Use your draft and create a final copy of your logo. You might like to paint or colour your logo. You could use materials to create a sculpture of your logo. You could use digital publishing tools.

# Create a personal logo (Part 2)



Write a short paragraph for each category explaining your choice of symbols and colours.

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# Maths – Activity 1 – Making Mandalas

It is proven that a kite which is symmetrical will fly much better as it balances. Think of the animals that fly, birds, butterflies and insects are all symmetrical.

In this activity you are going to create symmetrical designs also known as mandalas

Collect assorted objects from around your house and outside. You will need to collect a pair of each object (same colour, same size, same shape). Remember to ask permission before using natural materials.

Select a pair of objects (two objects that are the same colour, size and shape) and place one object down as your starting point.

Here is an example of a completed mandala made with the objects from the picture. Can you see all the lines of symmetry in this design?

Create your own mandala using the objects you have collected by rotating, translating and reflecting the objects.

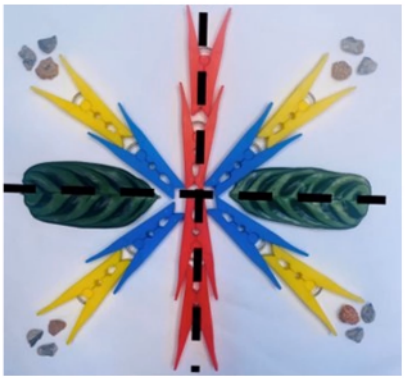
- You can check the lines of symmetry using a ribbon to see if each side is a mirror image.
- Take a picture of it for your teacher

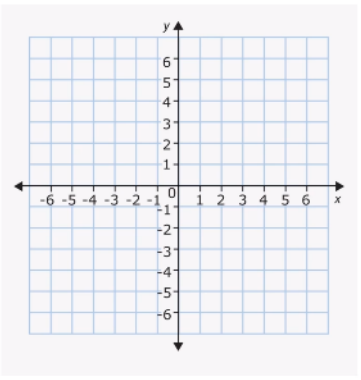
<u>You will need your mandala for the next activity</u>.

# Maths – Activity 2 – Making Mandalas part 2

In this activity you are going to plot your mandala on the Cartesian plane. If you have access to a device scan the QR code for a full explanation. If not, you can work through the steps below

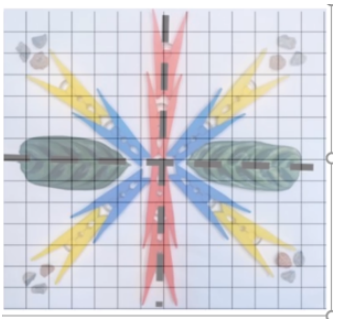
**Plot your mandala on the Cartesian plane!**





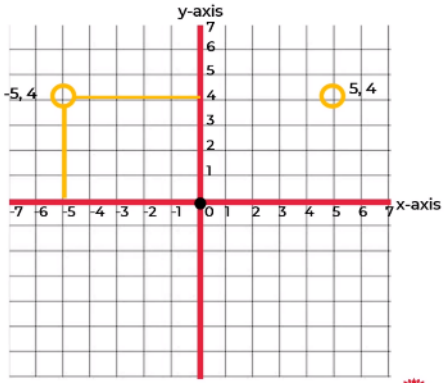

To plot the mandala, you will need to imagine the 4 quadrants as shown above.

Think about and imagine how your mandala would look if it was sat on the grid. This is an image of what this mandala might look like.



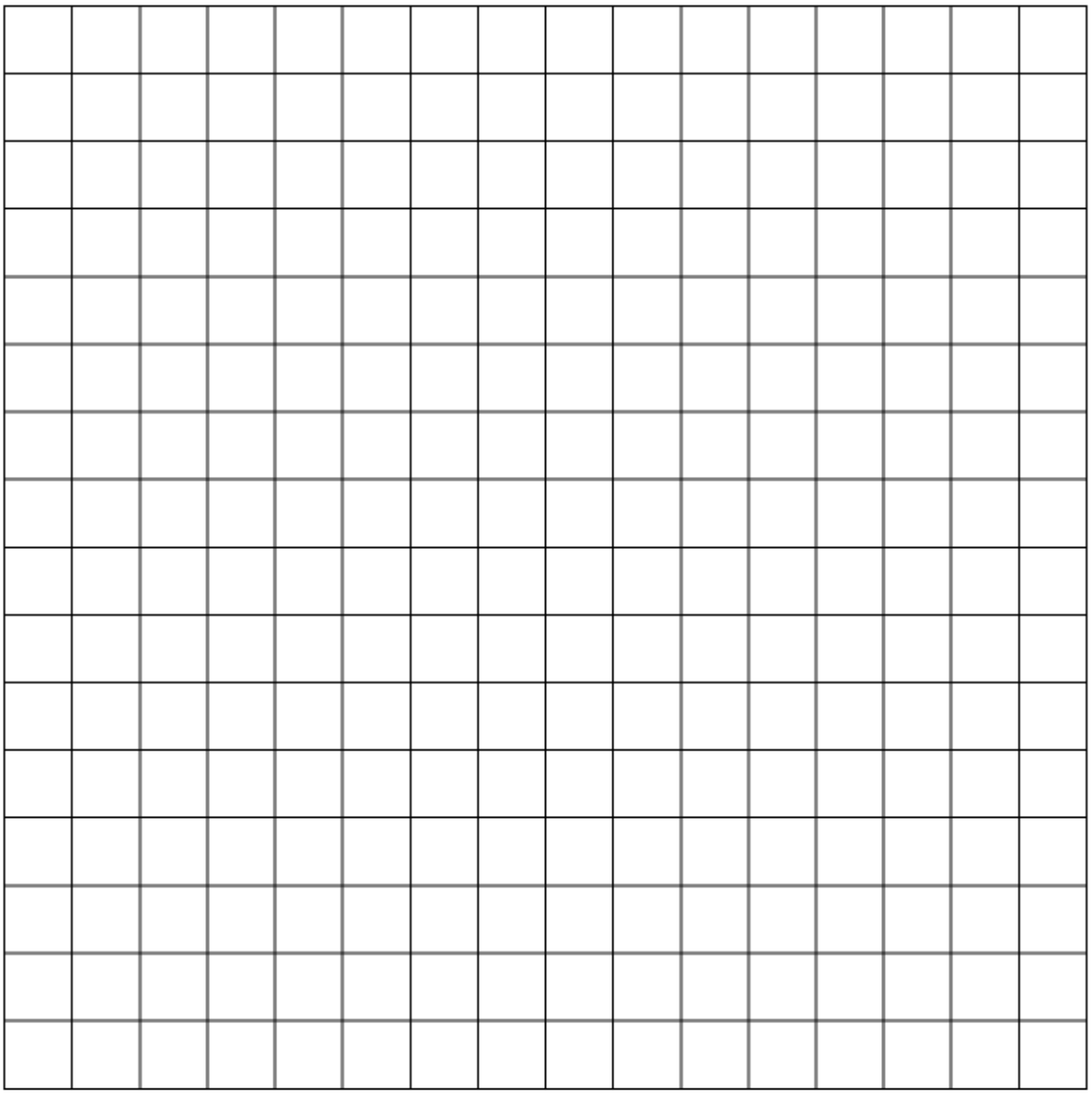
Your task is to label the cartesian plane on the grid paper on the next page and plot some of the symmetrical components of your mandela design.

Start by finding the centre of your grid paper to make the axis of symmetry. Label numbers as done on the example at the top of this page. This example shows how they have plotted the coordinates for the pebbles.




The example we saw showed the plot of two of the pebbles. You can see they are symmetrial by looking at the position of the plots.

# Centimetre grid paper



# HSIE – Local Government services and responsibilities

Scan the QR code to watch the teaching video on Local Government services and responsibilities or read the instructions below.

Today we are learning to distinguish the different levels of governments and their responsibilities.

Last week you learned about the 3 levels of government in Australia. They are: federal, state and local. The 3 levels of government work together to provide us with the services we need.

For this activity we will be learning more about local governments. Local governments in Australia are usually called councils, shires, or municipalities. There are more than 560 local governments across Australia.

## Activity: What responsibilities do you think local governments have?

In your workbook, record what services you think local governments provide us.

Here is a list of local government services. Did you have some of these?
Local governments are responsible for providing services such as:

- local roads and footpaths
- parks and sports fields
- rubbish collection and recycling
- library services
- street signage and lighting
- pet control
- building approvals and inspections

## Activity: Local Government services

These are services that are considered local services or matters.

What would happen if we did not have local governments? Here are three scenarios. Think about what would happen if we did not have these services and record your answers in your workbook.

1. Roads and footpaths
   - What are the local roads and footpaths like in your local area? Can you name some local roads and streets? _____
   - Who do you think repairs them if they are damaged? _____
   - What would happen if no-one looked after them? _____

2. Parks and playing fields
   - Name some parks and playing fields in your local area._____
   - Why do we need parks and playing fields? _____
   - What services do they provide?_____
   - What would happen if no-one looked after them? _____
   - How can we look after them? _____

3. Rubbish removal and recycling
   - How do local governments dispose of rubbish and waste? _____
   - In your local area, how many bins do local households have? What colour are the bins and how is waste separated? _____
   - Where does it go after it has been collected by your local council? _____
   - How does your local council promote waste recycling? _____

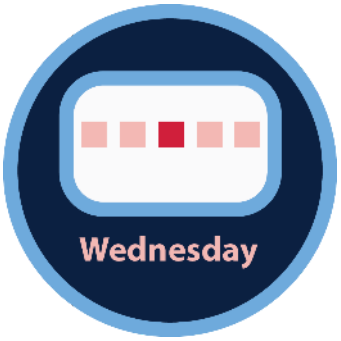
Optional Challenge:

Do you know what *concurrent powers* means? Do some research and find the concurrent powers of our 3 levels of government.

# Home Learning – Stage 3 – Pack 9 - 2021

All video links for today can be found at:
https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-g/week-g-stage-3/wednesday

| Day 3 | |
|---|---|
| Morning | **English -**<br>Read to Self: Spend 15 – 20 minutes reading.<br>Word Work: Your spelling list is provided at the back of the pack. Practise your list each day. Select one other spelling activity to complete each day with your List Words. Options include: put list words into sentences; look up their dictionary meanings; draw a picture of it; spelling sums; consonant and vowel sounds; identify sounds; identify syllables.<br><br>English –<br>1. Personification<br>2. Personification in Poetry<br>3. Writing - Using personification in writing |
| | **BRAIN BREAK** |
| | Let's watch Education Live! This will start at **10am each day**. Don't worry if you miss it, you'll be able to re-watch it at any time.<br><br>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home |
| Middle | **Mathematics – Ninja Maths:** Use a timer to see how many you get done in 5 minutes *or* see how long you take to complete each column.<br><br>**Matharoo Word Problems:** Work through the Matharoo Word Problems at your level. Complete as many as you can by the end of the week.<br><br>**Mathematics** –<br>1. Investigating area and perimeter<br>2. Around the house<br><br>**PDH -** Inclusivity and being active |
| Afternoon | **Environmental Education -** Build a seed<br>Optional online activity - video instructions are located here<br>https://sites.google.com/education.nsw.gov.au/guided-learning-packages-2/week-g/week-g-stage-3/wednesday |




# Things you need

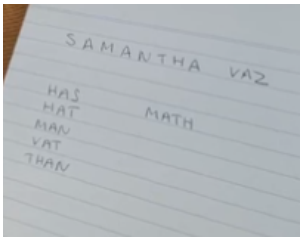
| Activity | You will need |
|---|---|
| **Most activities** | workbook<br>lead pencil and coloured pencils<br>paper |
| **Brain Break** | A deck of cards<br>A target (you could use a bucket, a teddy or a lego figure) |
| **Maths activities** | paper<br>scissors<br>sticky tape<br>rope or string<br>pencils or coloured markers<br>ruler or tape measure.<br>3 x 6-sided dice (you could also use playing cards A-6 or a number spinner)<br>2 pencils or markers |

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Connect Words in your Name

Using a piece of paper and a pen/pencil – write your full name (first and last name) at the top.




Challenge: how many words can you make using only the letters of your name? the words must have 3 or more letters.

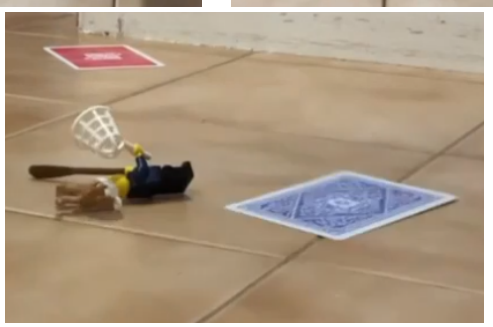
## Brain break – Card Throw

Can you flick cards across the room and hit a target?

1. Hold the card between 2 fingers. Curl the card in towards the palm of your hand. Quickly straighten your two fingers holding the card and let the card go in the direction of your target. Keep trying until you hit your target.







# English – Activity 1 – Personification

Personification is a figure of speech. It is when an author gives human or animal qualities to things, animals or abstract nouns (for example love, power or fear). Authors use it to help us get a picture in our minds of how an object looks, moves or sounds. We can relate to a ‘humanised’ object much easier.

Examples:

**The trees sighed and moaned in the wind.**
A tree doesn’t actually sigh and moan. That is something humans do. But the author helps us to picture and hear the sound of the tree as the wind blows.

**The hen said to the fox…..**
Animals don’t speak like humans. But this author helps us picture the animals communicating.

**Fear was holding me tightly by the arm.**
Fear does not physically hold your arm. In this example, the author helps us to picture a character being overcome by fear.



In your workbook, write your own definition of personification. Write your definition as a short, sharp sentence and make sure that it is clear.

## Challenge

Find examples of personification in texts.  Use these examples to create a definition of personification for others to understand.

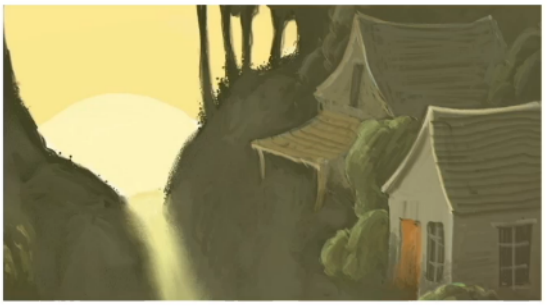
You might like to record a short video, write a definition, make a play or create an animation to explain personification.

# English – Activity 2 – Personification in Poetry

Scan the QR code for today's lesson or read the information below.

## The Sweeper

**By Beverly McLoughland**



Sun, with **his** shining broom of light,
Begins each and every day
**Sweeping** out the dusty dark –
**Whisking** all the stars away.

In this poem, the author has given the sun human characteristics. She has made the sun a male by using the pronoun 'his'. Also notice that the sun is 'sweeping' and 'whisking'.

In the poem below, highlight the noun (person, place or thing) being personified. In a different colour, highlight the human characteristic the author uses.

## The Walrus and the Carpenter by Lewis Carroll

"The sun was shining on the sea,
Shining with all his might:
He did his very best to make
The billows smooth and bright —
And this was odd, because it was
The middle of the night.

The moon was shining sulkily,
Because she thought the sun
Had got no business to be there
After the day was done —
"It's very rude of him," she said,
"To come and spoil the fun."

Why do you think the author used personification in this poem? What effect does this personification have on you, as you read it?

# English – Activity 3 – Writing: Using personification in writing

Scan the QR code if you would like to view the online lesson.

We are going to create our own examples of personification.

For example, ‘Lightning danced across the sky.’ Lightning can’t dance the way humans do, however this example helps us to picture the lightning’s movement.



Complete the following table below. Write nouns in the left column, and in the right column, give the nouns human characteristics. Two examples have been done for you.

| Noun | Human characteristics |
|---|---|
| **The stars** | winked in the night sky |
| **The wind** | howled |
| | |
| | |
| | |
| | |
| | |

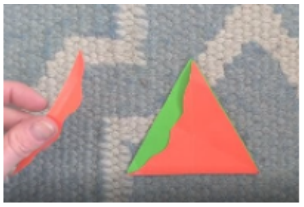
Choose one of your ideas and write a paragraph using your personification example.

For example,

The forest closed in overhead allowing only faint shafts of moonlight to reach the damp earth below. I was all alone. Somewhere behind me a twig snapped. Fear crept over me. Another twig snapped. My mind screamed at me to run, but I was frozen in terror.

# Maths – Activity 1 – Investigating area and perimeter

To do this activity you will need to make equilateral triangles like you did in yesterday's lesson. You will need to cut and paste one as you did yesterday and leave one whole. If you need to remember how to make a triangle you can scan the QR code from yesterday to watch the video.

| Steps | Pictures |
|---|---|
| 1. Draw and cut out 2 equilateral triangles<br>2. Draw a squiggly line from one corner to another.<br>3. Cut along the squiggly line.<br>4. Stick the part you cut off on another side using sticky tape to create a new shape | |
| 5. Measure the perimeter of the triangle by guiding the rope around the three edges of the triangle.<br>6. Make a mark on the rope to show the length of the perimeter of each using a coloured marker. | |
| 7. Measure the perimeter of the new curvy ex-triangle by guiding the rope around the edges of the shape.<br>8. Make a mark on the rope using a different colour to show the length of its perimeter. |  |
| 9. Use a ruler or measuring tape to explore the difference.<br>10. Is the perimeter of your shapes the same or different?<br>11. If one shape's perimeter is longer than the other, how much longer is it?<br>12. Is the area of your shape the same or is it different? | |
| 13. Cut your shape back up in its pieces and use direct comparison to see if the area changed. |  |

Challenges:

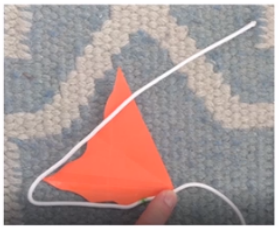
Can you change a shape so that the area and perimeter stay the same?

Find some other shapes to explore. What would happen if we created a new shape out of a square, hexagon or a different type of triangle would the perimeter change, or would it stay the same?

## What's (some of) the mathematics?

When we are measuring area and perimeter we are measuring different things.

- When we measure the length around the outside of the shape, we are working out its perimeter.
  - Cool fact: the word perimeter comes from the Greek word perimetros where metron means 'measure' + peri means 'around'.
- We can determine the perimeter in different ways, we knew we couldn't use a ruler for our new curvy-edged ex-triangle so we used rope. Once we'd wrapped the rope around the outside of the shape we could lay it out straight to compare the perimeters.

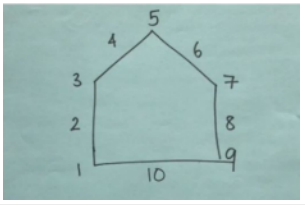
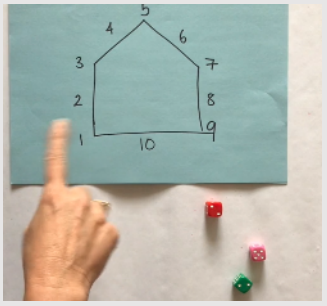
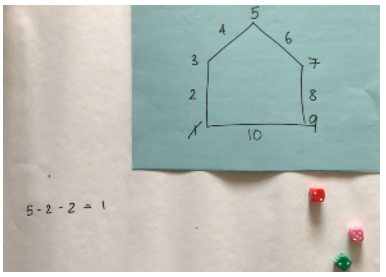
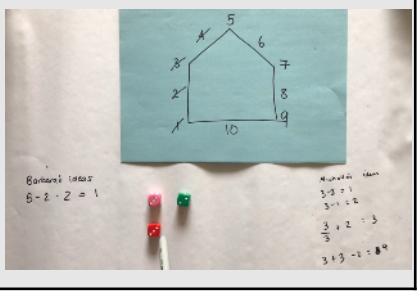


# Maths – Activity 2 – Around the house

Scan the code to watch the video or follow the instructions below.

You will need:

- 3 x 6-sided dice (you could also use playing cards A-6 or a number spinner)
- paper
- 2 pencils or markers

| Steps | Pictures |
|---|---|
| • Draw a 'house' shape.<br>• Write the numbers 1-10 in order around the house. |  |
| • Roll all 3 dice.<br>• Choose to use just 2 of your dice or you can use all of them to make 1. For example, you might roll 3, 5 and 2. You can make 1 by starting with 3 and then taking away 2. |  |
| • If a player can't form a total of 1, the other player rolls the dice and has a go at writing an equation number sentence) that is equivalent in value to 1.<br>• If a player can go, once he or she has found a way to make 1, cross the '1' out on the game board. Then, without rolling the dice again, try to create 2. |  |
| • Continue taking turns, moving around the house in order from 1 to 10.<br>• Your turn is over when you can't make the next number around the house with the dice you rolled.<br>• The player to cross out the '10', wins! |  |

Other ways to play:

- Use all operations (addition, subtraction, multiplication and division).
- Each player has their own house to travel around.
- Mark off numbers in any order, instead of moving from 1 to 10.

# PDHPE – Including everyone when we are active

Scan the QR code to watch the teaching video ‘Including everyone when we are active’ or read the instructions below.

Today we are thinking about ways we can be more inclusive.

What does the word inclusive mean?

The word inclusive means recognising everyone’s different needs, strengths and skills and finding ways that everyone can participate.

You might be including someone younger than you, someone older than you, someone that has not played the game before, someone who has different skills to you or someone with a disability.

What does the word disability mean?

A person with a disability may find it difficult or impossible to walk, see, hear, speak, learn, or do other important things. Some disabilities are permanent, or last forever. Others are temporary, or last for only a short time. A disability can be something a person was born with, or it can be the result of an illness or an accident.

People with a disability might need a bit of help to be active. The Paralympics is an example of an international sport event for athletes with a disability. There are 22 sports in the summer and 5 in winter. Some examples of the sports include wheelchair rugby, goalball, para-swimming and sitting volleyball; there are many sports!

What are some ways we can be inclusive of everyone when we are active?

In your workbook make a mind map of the ways you could be more inclusive. Write the title Ways to be inclusive in the middle of your page. Write some of the things you could adjust in an activity to include everyone in the activity around the outside of the title.


You could:

- Adjust the distance of the activity. For example, making the distance that people of different ages run in cross country longer as they are older.
- Adjust the equipment. For example, use a ball with a bell in it to make it easier for someone who is vision impaired to play cricket.

Can you think of any other ways we can be inclusive of everyone when we are active?

1. Choose an activity that you like to participate in with your friends or family. Examples include running, dancing, basketball, handball, cricket or swimming.
2. Now think how you could adjust it so that it is inclusive for everyone. For example, make adjustments for someone who is younger than you, someone who is older than you, or someone who has a disability.

Activity 1:

Your task is to record the activity that you have chosen, who you are adjusting it for and explain the ways you have made it more inclusive.

You could (choose 1):

- Record a video of yourself demonstrating the activity and showing the ways you have made the activity more inclusive.
- Write a letter to a friend explaining the activity and the ways you have made the activity more inclusive.
- Create a poster with pictures or diagrams demonstrating the activity and the ways you have made the activity more inclusive.
- Design a slide show with images and record your voice explaining the activity and the ways you have made the activity more inclusive.

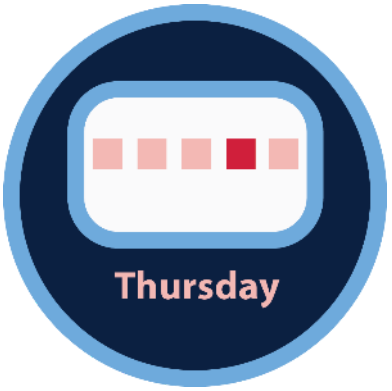
Activity 2: Play the game or do the activity.

Include the people you live within the activity to test out your changes.

# Home Learning – Stage 3 – Pack 9 - 2021

All video links for today can be found at:
https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-g/week-g-stage-3/thursday

| Day 4 | |
|---|---|
| Morning | **English -**<br>Read to Self: Spend 15 – 20 minutes reading.<br>Word Work: Your spelling list is provided at the back of the pack. Practise your list each day. Select one other spelling activity to complete each day with your List Words. Options include: put list words into sentences; look up their dictionary meanings; draw a picture of it; spelling sums; consonant and vowel sounds; identify sounds; identify syllables.<br><br>English –<br>1. Personification in texts - Activity 1<br>2. Personification in texts - Activity 2<br>3. Writing - Personification - Activity 3 |
| | **BRAIN BREAK** |
| | Let's watch Education Live! This will start at **10am each day**. Don't worry if you miss it, you'll be able to re-watch it at any time.<br><br>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home |
| Middle | **Mathematics – Ninja Maths:** Use a timer to see how many you get done in 5 minutes *or* see how long you take to complete each column.<br><br>**Matharoo Word Problems:** Work through the Matharoo Word Problems at your level. Complete as many as you can by the end of the week.<br><br>**Mathematics** –<br>1. Empty Number Chart<br>2. Hit It!<br><br>GetActive@Home - Advanced Throwing - Episode 15 |
| Afternoon | **SCIENCE & TECHNOLOGY - The Solar System**<br>Option 1 - The Solar System<br>Option 2 - Planets and string |



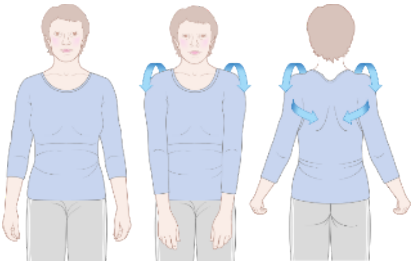

# Things you need

| Activity | You will need |
|---|---|
| **Most activities** | workbook<br>paper<br>lead pencil and coloured pencils |
| **Physical activity** | A large ball<br>A small soft ball, pair of socks or mini bean bag (for throwing)<br>A target, such as a bucket, small toy or a hoop<br>Water bottle |
| **Maths activities** | 9 sided dice, playing cards or a spinner |
| **Science and Technology** | string<br>Ruler<br>Calculator |
| **Science and Technology** | 6 metres of string, wool or cotton<br>Ruler or tape measure<br>Tape |

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Stretches





Stand in open space. Make sure you have room to bend and stretch.

Stand nice and tall with your feet shoulder width apart.

Roll your shoulders back 10 times. Wiggle and shake them out.
Roll your shoulders forward 10 times. Wiggle and shake them out.

Hold your arms out as wide as you can to make your body a t shape. Stretch as wide as you can and hold for 5 seconds. Wiggle and shake your shoulders and arms. Hold your arms out and repeat for 5 seconds. Wiggle and shake again.

## Brain break – Camouflage Hide and Seek

In Normal hide and seek you hide behind things. In camouflage hide and seek you have to be out in the open and camouflage with your surroundings. Camouflage is where you blend in with the things around you to keep you hidden. For example: if you are wearing all black you could sit on a black chair.

Look at what you are wearing.

What things around you house or garden are similar colours to what you are wearing. Maybe you could hide in a garden like a plant, lay on a bed like a doona, curl up like a cushion on the lounge or stand in between coats on a coat rack.

Check with someone at home and see if you can get changed out of what you are wearing to do this activity. The clothes will only be on for only a short time while you play this game. They shouldn't get dirty if you are careful and hopefully will not need washing.

# Physical activity – Advanced Throwing

Scan the QR code to watch the teaching video ‘Advanced Throwing’ or read the instructions below.

Today you are working on your throwing skills.

1. Collect the items you need (see the things you need list).
2. Warm up your body – Run on the spot for 30 seconds, star jumps for 30 seconds, squats for 30 seconds, jumping side to side for 30 seconds. Spend 3 minutes stretching your muscles.
3. Practice your chest pass. Hold both hand at chest height and pretend you are holding a large ball. Push the ball away from your body. As you push the ball away step one foot forward (whichever foot feels more comfortable).
4. Using your large ball practice your chest passes. If you have someone at home, you could ask them to do chest passes with you.
5. How many chest passes can you do in 30 seconds? (if you have a partner – how many chest passes can you do in a row without dropping it in 30 seconds)
6. Practise your catapult throw (see pictures). Pull your non-throwing arm towards your body as your throwing arm catapults your soft ball over your head.



7. Using your soft ball or bean bag, practice your catapult throw.
8. How many catapult throws can you do in 30 seconds?
9. Place a target away from you. Using your small ball or bean bag, catapult throw your object and try to hit your target (if you don’t have a target, you could throw the ball at a wall).
10. Challenge: Move the target further away or challenge someone at home to do it too!

# English – Activity 1 – Personification in texts

Scan the QR code to listen to the extract from the novel ‘Blueback’, by Tim Winton. If you can’t listen to the extract, you can read it below.

In the text below, find the examples of personification the author uses. Highlight the noun in one colour and the human characteristics in another colour.

## Blueback by Tim Winton, 2008

Reluctantly he stuck the snorkel back in his mouth and put his head under. Near the bottom, in the mist left from their abalone gathering, a high blue shadow twitched and quivered. There it was, not a shark, but the biggest fish he had ever seen. It was gigantic. It had fins like ping-pong paddles. Its tail was a blue-green rudder. It looked as big as a horse.

'Come down,' said his mother. 'Let's look at him.'

'I-I thought it was a shark.'

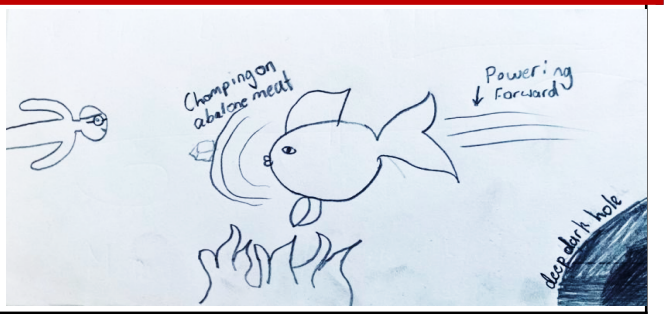
'He sure took you by surprise,' she said laughing. 'That's a blue groper. Biggest I've ever seen.'

Abel and his mother slid down into the deep again and saw the fish hovering then turning, eyeing them cautiously as he came. It twitched a little and edged along in front of them to keep its distance. The big gills fanned. All its armoured scales rippled in lines of green and black blending into the dizziest blue. The groper moved without the slightest effort. It was magnificent; the most beautiful thing Abel had ever seen.

After a few moments his mother eased forward with an abalone in one outstretched hand. The groper watched her. It turned away for a moment, and then came round in a circle. Abel couldn't hold his breath much longer but he didn't want to miss anything so he hung there above his mother and the fish with his lungs nearly bursting. The groper arched back. The mosaic of its scales shone in the morning sun. His mother got close enough to touch the fish with the meat of the abalone. The fish trembled in the water and then froze for a moment as though getting ready to flee. She ran the shell meat along its fat bottom lip and let go. The fish powered forward, chomped the abalone and hurtled off into a dark, deep hole.

# English – Activity 2 – Personification in texts

In the table below are some of the personification examples you may have found in the Blueback text. Draw an illustration of what you visualise when you read the phrase.

| Example of personification | What I visualise |
|---|---|
| The fish powered forward, chomped the abalone and hurtled off into a dark, deep hole. |   |
| A high blue shadow twitched and quivered. | |
| … saw the fish hovering then turning, eyeing them cautiously. | |
| The groper watched her. | |
| The fish trembled in the water and then froze for a moment as though getting ready to flee. | |

# English – Activity 3 – Writing: Personification

In this extract, Tim Winton uses personification to describe a setting to help the reader create an image in their minds.

**Great, round boulders and dark cracks loomed below. Thin silver fish hung in nervous schools. Seaweed trembled in the gentle current.**
**(Extract from Tim Winton's 'Blueback', 2008)**

Using the image below for inspiration, write your own descriptive paragraph including examples of personification. What human characteristics could you give to the coral? How can you personify the fish? Try to use an abstract noun in your personification, for example, joy.

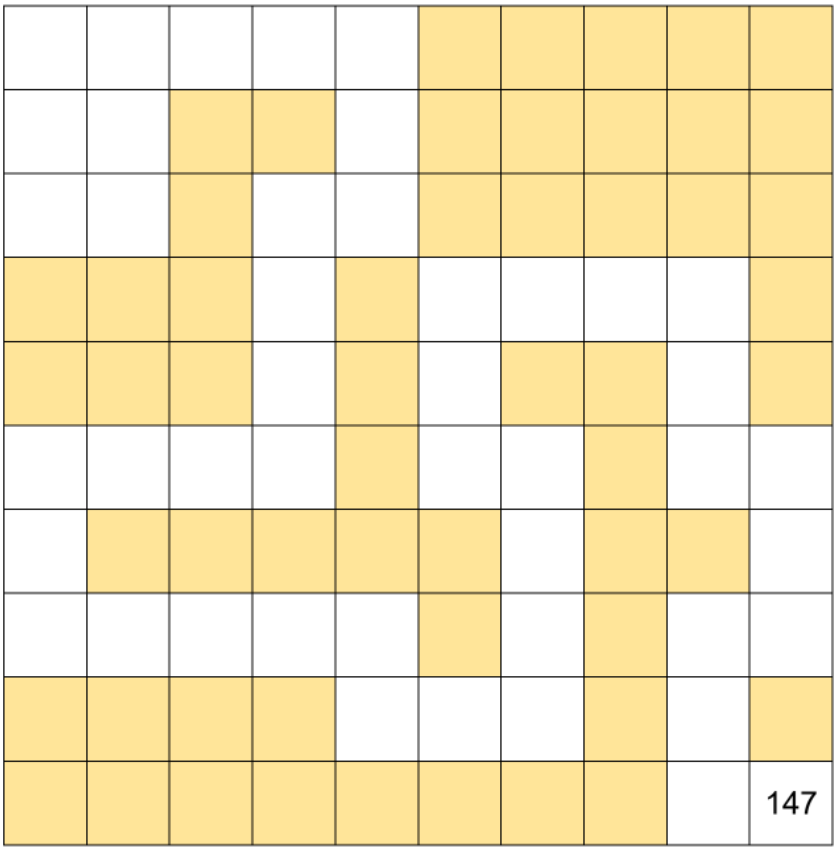
# Maths – Activity 1 – Empty number chart

From Teaching Mathematics by Siemon, Warren, Beswick, Faragher, Miller, Horne, Jazby, Breed, Clarke and Brady, 2020

Normally when we look at a 100 chart, we are using the numbers from 1 to 100. We can use our knowledge of 10 to help us fill the missing numbers in columns. The charts you will solve today don't start at 1 and they don't finish at 100. You can still use your knowledge of a number chart to help you fill in the missing white boxes though.

Your challenge is to determine the number sequence through the mazes below.

## Hundreds maze

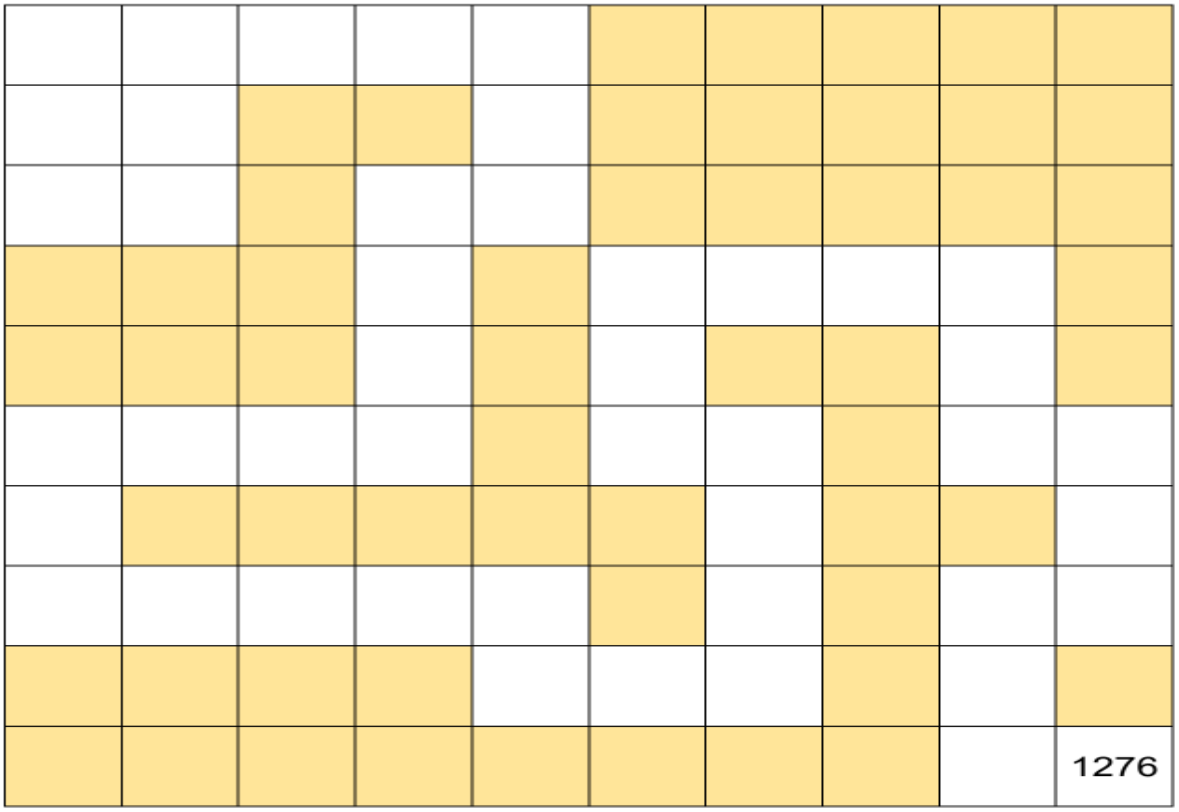



- Use what you know to decide what numbers are missing and to justify the number you placed.
- You do not need to follow the maze in sequential steps if you know the value of a place on the maze. For example, using your knowledge of standard hundreds-chart, you know the number 2 boxes directly above 147 is 127. You also know the box to the left one less than 147 which is 146.

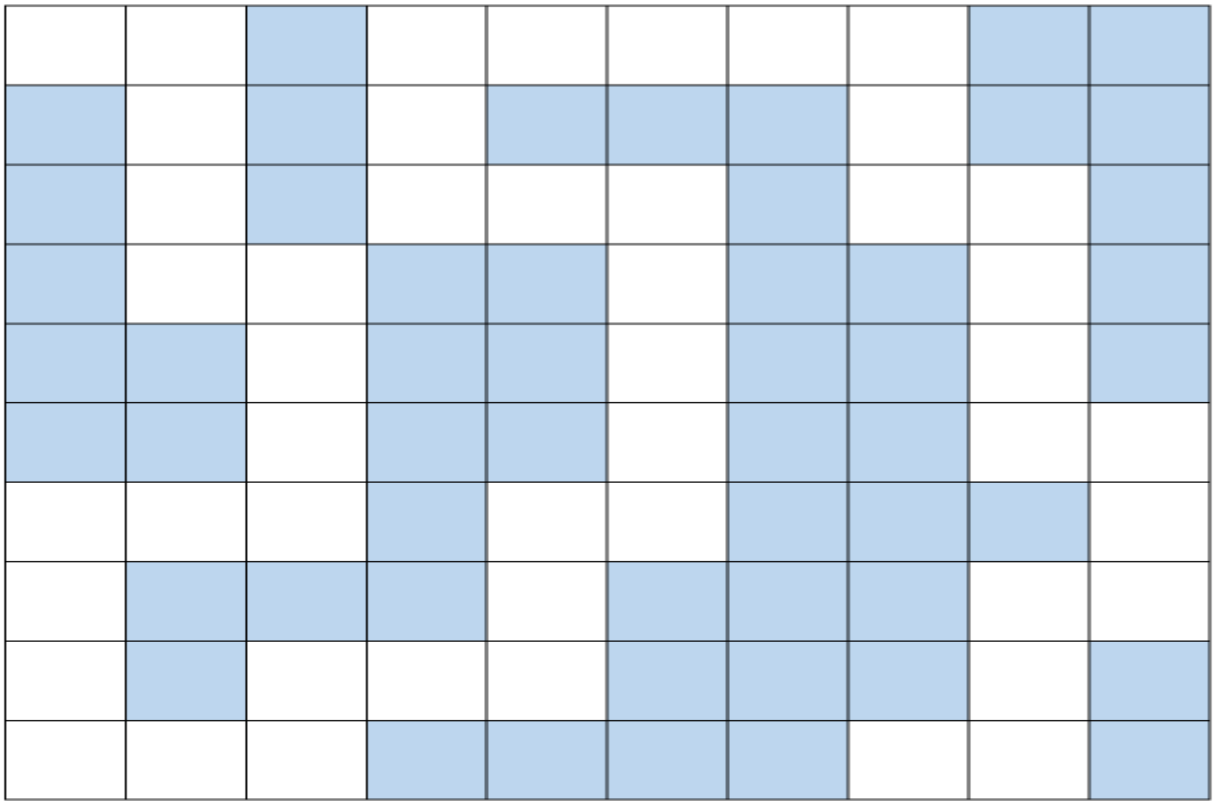
When you are feeling confident with this you can try the thousands chart on the next page. You also have a blank chart which you can ask someone to put a mystery number in and you can solve it from there.

If you need some more assistance scan the QR code to watch how you might start the challenge.

## Thousands maze




## Blank maze 2



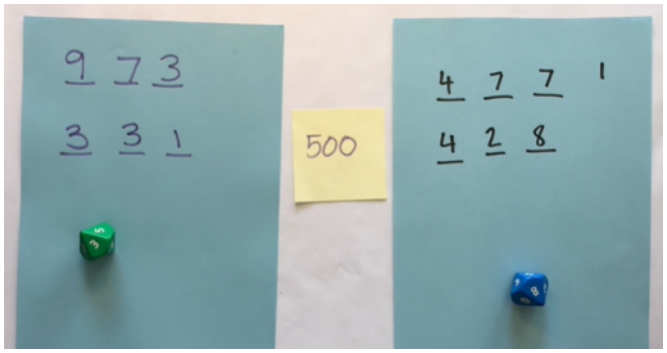
# Maths – Activity 2– Hit it

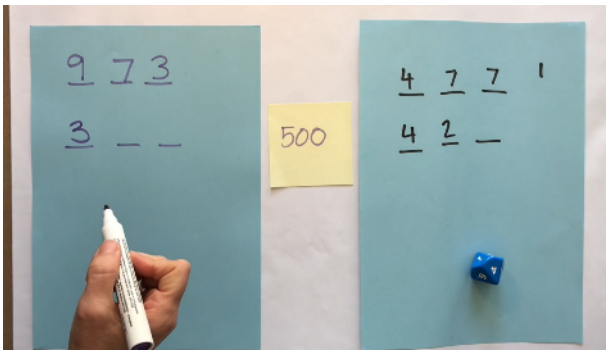
From Mike Askew, A practical guide to transforming primary mathematics, 2016

To watch this game being played scan the QR code or you can read the instructions below.

nine-sided dice or spinners (on next page)

Paperclips for spinners

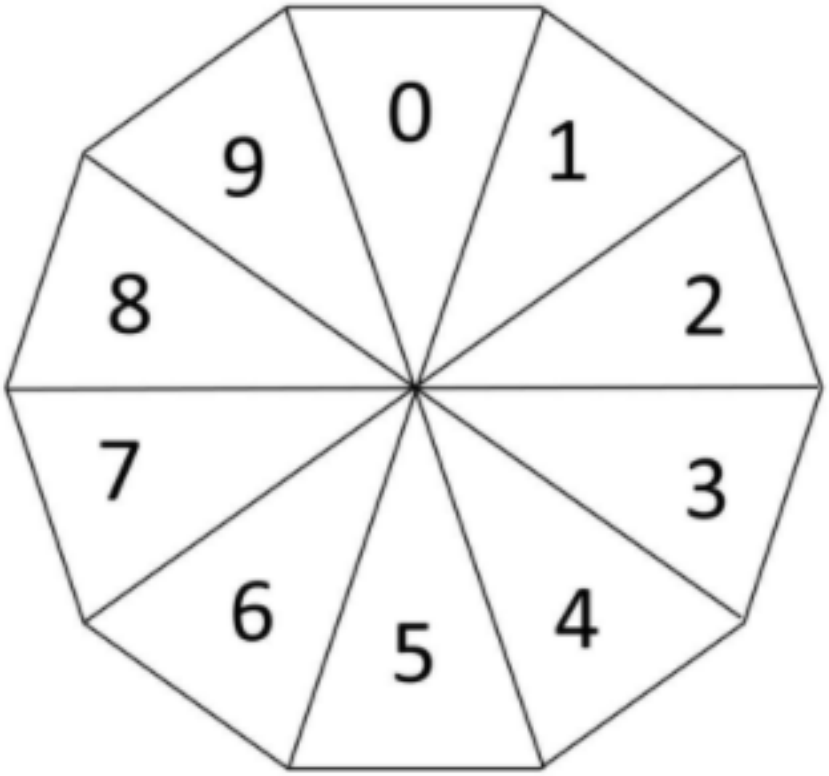


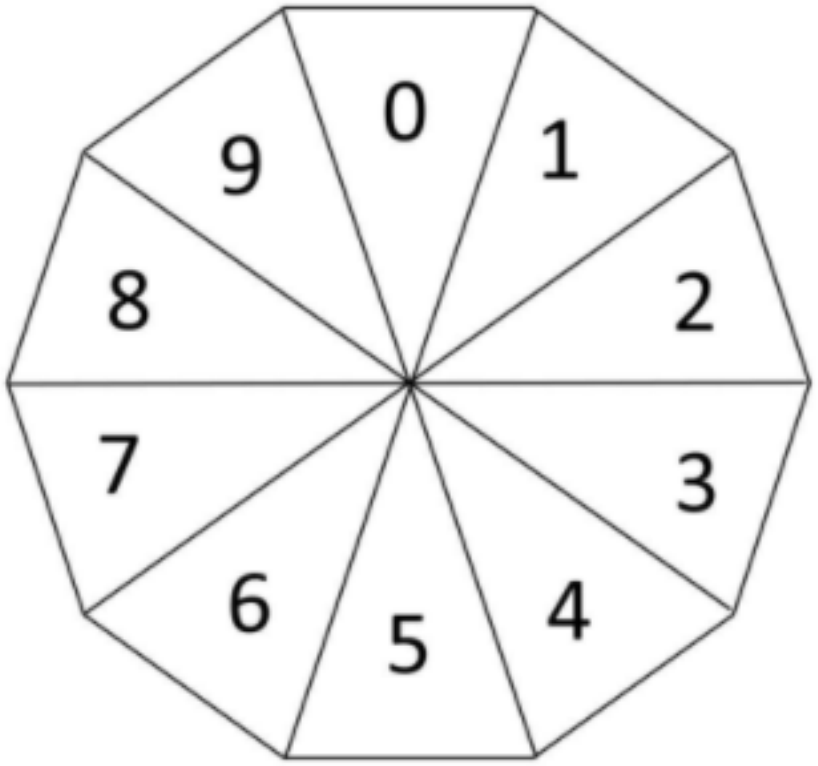




This is a two-player game.

- You need to come up with a target number, which is the same number for both of you. It needs to be a multiple of 100 (for example 200 or 500).
- Each player, on their own piece of paper, put three dashes (_ _ _). This is where they will write their numbers on to.
- Player one will roll their dice and think about one of the dash's to put their number into. The goal is to get as close to the target number as possible. If I roll a 7 I can put it as 7_ _ so 7 hundreds or _ 7 _ for 7 tens or _ _ 7 for 7 ones.
- Keep rolling, filling in your dashes till you and your partner have a three-digit number. Explain to your partner how close you are. Whoever is closest wins.
- Play again with the same target number or maybe try a bigger number (still a multiple of 100) but with four digits like 5000.

# 0-9 spinners



Blank page so spinners can be cut out.

- # Science and Technology – Option 1 – The Solar System

Follow the link to ABC iview https://edu.nsw.link/a8D4RB or download the ABC iview App to watch the teaching video on The Solar System (You will need an account). Search: Mini Lessons: Science Primary Episode 1 or you can read the instructions below.

Today we are learning more about the Solar System and using our measurement skills to create a scaled representation of the Solar System.

In our Solar System there is the Sun. The sun is a star. The 8 planets orbit around the sun and there are asteroids, comets and dwarf planets.

What is a planet and what makes it a planet? Planets must meet these guidelines:

- All planets must orbit around the sun. We have 8 planets which orbit around the sun.
- Planets must be rounded by their own gravity. Gravity is a force which pulls everything towards the centre of the planet and keeps it in a round shape.
- A Planet must have cleared its orbiting space of any other objects, so its orbiting path is clear.

The first 4 planets are known as the inner planets because they are closest to the sun. They are also known as the rocky planets. They are made of 2 main elements, rocks and metals, and they have a solid surface.

- Mercury: The smallest planet and closest to the sun.
- Venus: The hottest planet in the Solar System and Earth's sister planet (similar size, mass and made of similar materials.
- Earth: Known as the Goldilocks planet because, like the porridge Goldilocks ate, Earth is not too hot and it's not too cold. It orbits the sun at the perfect distance, and it is "just right" for us to live on.
- Mars: Known as the Red planet. The Roman's named this planet after the god of war. Mars is one of the coldest planets in the Solar System.

The next 4 planets are known as the outer planets or gas giants. A gas giant is a planet made mostly of gases with a small rocky core.

- Jupiter: The biggest planet in the Solar System. 1 year on Jupiter takes the same amount of time as 12 Earth years.
- Saturn: Saturn has rings around it and it is also known as the king of the moons. It has 82 moons.
- Uranus: The second last planet is also the coldest planet in the Solar System. It was named after the Greek god of the sky.

- Neptune: The furthest planet from the sun, is named after the Roman god of the sea. 1 year on Neptune equals 165 Earth years.

Activity: Create a scaled version of the Solar System to represent the size of the planets.

Using the diameter (cm) measurement in the table below to work out the radius of a circle and create circles to represent the planets. The diameter is a straight line passing through the centre of a circle to touch both sides of the circumference (edge of the circle). The radius is the distance from the centre of a circle to its circumference.

The radius is half the diameter. Calculate the radius of each planet by halving the (cm) diameter.

Table 1: Diameter of planets: (Let 1cm=1000km.)

| Planet | Diameter (kilometres) | Diameter divided by 1000 (cm) | Radius (cm) |
|---|---|---|---|
| Mercury | 2440 | 2.4 | |
| Venus | 6052 | 6.1 | |
| Earth | 6371 | 6.4 | |
| Mars | 3390 | 3.4 | |
| Jupiter | 69911 | 69.9 | |
| Saturn | 58232 | 58.2 | |
| Uranus | 25362 | 25.4 | |
| Neptune | 24622 | 24.6 | |

Source: NASA - https://edu.nsw.link/unKfjG

Use the radius measurement to draw circles using a compass or fold a piece of paper into 4 parts to create a centre (fold to make quarters).

- Use your compass and ruler to open the compass to the radius measurement. Put the point of the compass onto the paper and carefully draw your circle line. Repeat for all planets.
- Fold your paper into quarters and unfold to show the centre point. Measure the radius length along each fold and draw a dot. Draw an arc (curved line) from each point to the next. It will create a circle.

You may need to join multiple pieces of paper to represent the larger planets.

Once you have created the planet representations

- Arrange the planets in order so you can see all of them at once.
- Think of everyday objects that are similar in size to your representations. For example:

What type of fruit would fill each circle? Hint:  Could you represent Earth with an orange? What fruit would you use to represent Jupiter?

What type of ball would fill each circle? Hint: Could you use a tennis ball or cricket ball to represent Earth? What type of ball would you use to represent Saturn?

## Science and Technology – Option 2 – Planets and String

Scan the QR code to watch the teaching video on Planets and String or read the instructions below.

Today we are learning to represent the distance of the planets. We will be representing the distance of each planet from the sun and also representing the distances between the planets.

Each planet orbits around the sun. The orbit is not a circle, it is an oval or ellipse. Each planet takes a different amount of time to orbit the sun. Earth takes 1 year to orbit the sun. Some planets take less than 1 Earth year to orbit the sun and other planets take longer than 1 Earth year.

Materials

- 6 metres of string, wool or cotton
- Ruler or tape measure
- Tape

Instructions

- Collect your materials
- Choose a space to create your model. If you can do this outside, it would work really well. If you don't have a lot of space but you have a walkway or hallway in your house, lay out the string in that space and mark the planets with some tape.
- Choose which option you will follow.
    - If you have lots of space to create this, and 6 metres of string, use the measurements in the table for option 1.
    - If you don't have a lot of space or you have less than 6 metres of string, use the measurements in the table for option 2. It will create the same model, but just half as big.
- Use the table on the next page for the distances. The table shows:
    - each planet's average distance.
    - converted distances for us to use on the string.

- Lay out the string in a straight line. (6 metres for option 1, 3 metres for option 2)
- Choose which end will be “The Sun”.
- Use a measuring tape or ruler to measure the distance of each planet from the sun.
- Use tape, a small piece of paper or tie a knot along the string to create a marker of where each planet will be located.
- Label the markers with the name of the planet.

| Planet | Average distance from the sun (million kms) | Option 1 (Let 1million kms = 1 mm) | Option 2 (Let 1million kms = 2mm) |
|---|---|---|---|
| Mercury | 57.9 | 57 | 28.5 |
| Venus | 108.2 | 108 | 54 |
| Earth | 149.5 | 150 | 75 |
| Mars | 227.9 | 228 | 114 |
| Jupiter | 778.3 | 778 | 389 |
| Saturn | 1426.6 | 1427 | 714 |
| Uranus | 2870.6 | 2870 | 1435 |
| Neptune | 4498.4 | 4498 | 2249 |

When you have made the model:

In your workbook draw your model and answer the questions:

- Which planet do you think would have the shortest orbit? Why?
- Which planet do you think would have the longest orbit? Why?
- Do you think all planets travel at the same speed? Why?
- Did this help to explain why some planets take many Earth years to orbit the sun?

If you have a big space:

- Fix the sun end of the string to the ground. Hold the Neptune marker and travel the full orbit of your ‘sun’.
- At the same speed, hold the Earth marker and travel a full orbit.
- Which orbit took longer - Neptune or Earth?

Optional Challenge:

Research the orbit (time to travel around the sun) of each planet and explain this to a nearby adult.

- Which planet has the longest orbit?
- Which planet has the shortest orbit?
- Describe the shape of each planet’s orbit.

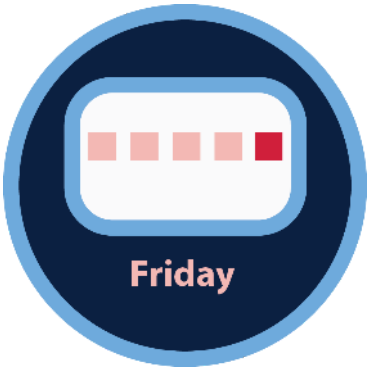
# Science and Technology – Option 2 – Planets and String

Page for drawing the planets or answering the questions from the Solar System activities.

# Home Learning – Stage 3 – Pack 9 - 2021

All video links for today can be found at:
https://sites.google.com/education.nsw.gov.au/guided-learning-packages/week-g/week-g-stage-3/friday

<table>
<tr><th colspan="2">Day 5</th></tr>
<tr><td>Morning</td><td>English -<br>Read to Self: Spend 15 – 20 minutes reading.<br>Word Work: See if someone at home can test you on your spelling words from this week.<br><br>English –<br>1. Reading- Personification<br>2. Writing - Personifying a character (part 1)<br>3. Writing - Personifying a character (part 2)</td></tr>
<tr><td></td><td>BRAIN BREAK</td></tr>
<tr><td></td><td>Let's watch Education Live! This will start at 10am each day. Don't worry if you miss it, you'll be able to re-watch it at any time.<br><br>https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</td></tr>
<tr><td>Middle</td><td>Mathematics – Ninja Maths: Use a timer to see how many you get done in 5 minutes or see how long you take to complete each column.<br><br>Matharoo Word Problems: Work through the Matharoo Word Problems at your level. Complete as many as you can by the end of the week.<br><br>Mathematics –<br>1. Mathematic-tac-toe<br>2. Mancala</td></tr>
<tr><td>Afternoon</td><td>STEM - Watercraft (boat) Challenge<br>Optional online activity - for video instructions click on the bar bode next to the heading (p62) or see the below website<br>https://sites.google.com/education.nsw.gov.au/guided-learning-packages-2/week-g/week-g-stage-3/friday</td></tr>
</table>




# Things you need

| Activity | You will need |
|---|---|
| **Most activities** | workbook<br>lead pencil and coloured pencils<br>paper |
| **Care and Connect** | A mirror (a mirror on a wall will work well) |
| **Brain Break** | Sun shining on a wall, a lamp or a torch |
| **Maths activities** | a game board- you can make it from an egg carton<br>48 counters (or other items such as beans, dried pasta, LEGO bricks, paper clips or buttons).<br>paper<br>2 coloured markers |
| **STEM** | straws<br>plastic cup<br>tape<br>clingwrap<br>string<br>container filled with water, such as a sink or bucket |

During the day make sure you take time to

- do a care and connect
- take a brain break
- do some physical activity

## Care and connect – Mirror Mirror

Find a mirror and look at your reflection.

Say 3 nice things to yourself. Maybe something nice about your hair, how you make people laugh or something that you're good at like swimming.

How did you feel when you said kind things to yourself?

Now find someone to say 3 nice things to.

How did it feel when you said kind things to someone else?

How did it make them feel?


Teacher created using images from Canva

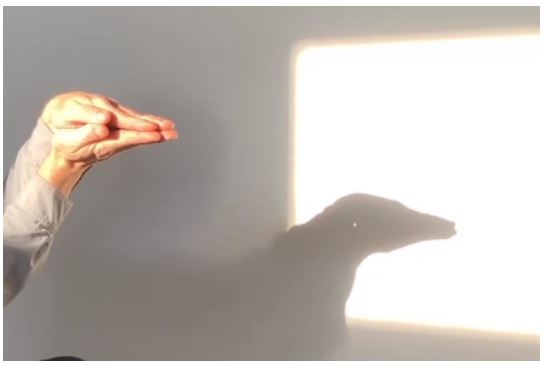
Remember it's important to be kind to ourselves and be nice to others.

## Brain break – Shadow Animals

You will need a wall with sunshine shining onto it or, a lamp or torch shining onto a wall.

Hold your hands in front of the light and make shapes with your hands. Look at the shadow you make on the wall.

Can you make some animal shapes?



# English – Activity 1 – Reading: Personification in Poetry

If you would like to view today's lesson online, scan the QR code.

Read the following poem.

## Storm by Janeen Brian

Across the sky
the grey slid and spread.
The wind whipped up
turned on its head
hammered the rain
drove each thick drop.
Lightning sparked.
Thunder boomed, 'Stop!'
Branches screamed.
Umbrellas scattered.
Gutters choked.
Bridges shattered.
Wildness raged,
it ripped and tore.
The earth ran to rivers,
could swallow no more.
At last, the storm shrugged
and gave a sigh,
cleared the last of the raindrops
from off the sky.
'Job well done,' the storm then said.
'Good-o,' yawned the wind.
'I'll rest now instead.'

In the table, write two or three examples of personification you found in the poem. Write what you believe the meaning of the personification is. Highlight the noun in one colour and the human characteristics in another colour.

| Example of personification | The meaning of the personification |
|---|---|
| At last, the storm shrugged and gave a sigh | The storm is finally almost over. Sighing is a softer word and shows that the storm is no longer as threatening. |
| | |
| | |
| | |
| | |
| | |

# English – Activity 2 – Personifying a character

Scan the QR code for today's lesson or read the following instructions.

Have a look around your home and select an object that you would like to personify.

Use your imagination and create a character from your object. Brainstorm ideas about your character.

For example:

**Pete the Personification Pineapple – "The Masked Pineapple"**

**Likes:**
Adventure, peace and quiet, reading, jam sandwiches, walking on the beach and dancing

**Lives:**
With his ginger cat

**Describing words:**
Adventurous, jolly, quiet, happy, waddles, avid reader of detective novels, mystery sleuth



Plan your character here.

- Character name: _____
- What does your character like to do? _____
  _____
- Where do they live? Who do they live with? _____
  _____
- What words could you use to describe your character? _____
  _____
  _____

# English – Activity 3 – Personifying a character (Part 2)

After creating your character, write a narrative using your ideas.

Before writing you need to plan your ideas. Remember that narratives include an orientation, complication and a resolution (beginning. middle, end).

For example, Pete the Personification Pineapple goes undercover at a birthday party to discover the balloon thief. Don't forget, your character has to want something, even if it is just a feeling.



In your workbook, complete a planning table with your ideas

| Orientation | Complication | Resolution |
|---|---|---|
| • When (time)<br>• Where (setting)<br>• Who (characters) | • Event or events that start the action<br>• Event or events that happen when the character tries to solve the problem | • How is the problem solved?<br>• How does the story end? |
| | | |

You are now ready to write your narrative in your workbook. Remember to include:

- Different types of sentences - simple, compound and complex. Try to use a range of sentence beginnings.
- Adjectives and similes - help your reader get a clear picture in their mind.
- Dialogue - can your characters speak? Include a little bit of interesting spoken text.
- Paragraphs – remember to group your ideas.
- Range of punctuation – full stops, exclamation marks, speech marks.
- Interesting vocabulary – use attention-grabbing words. Use a different word to explain your character walking, for example, dawdled, sauntered, and ambled.

Re-read your writing to ensure you have included detail. Don't forget to check your spelling and punctuation are correct.

## Challenge

Create a poem featuring your object and using personification.

# Maths – Activity 1 – Mathematic-tac-toe

This is a game of strategy and will need two players.  It is a mathematical version of noughts and crosses.

Player 1- defender

Player 2- attacker

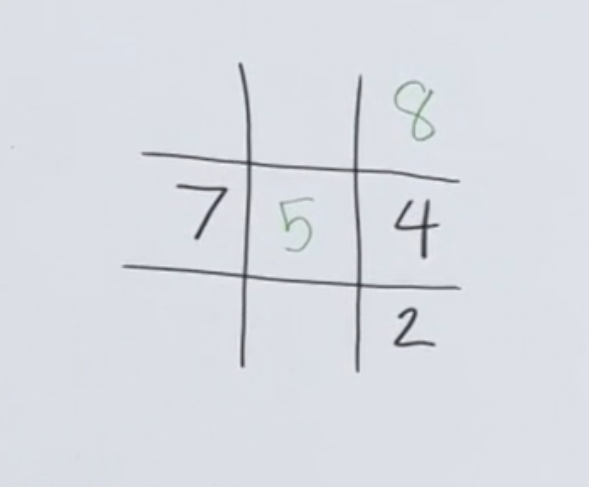
The aim of the game is for the attacker to get a row, column or diagonal to add up to 15. The defender aims to stop this.

You are only allowed to use each of the numbers 1-9 once in a game.

**How to play:**

1. Draw up a tic tac toe (naughts and crosses board)
2. Each player chooses a coloured marker to be.
3. The defender goes first placing a number from 1 to 9 on the playing board.
4. The attacker choses any number from (that has not already been used) and places it on the board.
5. Turns continue until either the attacker scores a total of 15 either horizontally, vertically or diagonally, making them the winner.  The defender wins if the attacker is unable to make 15.

In the game below the defender is using a black marker and the attacker is using a green marker.  It is the turn of the attacker to go next.  If you were playing what would be your next move and why?

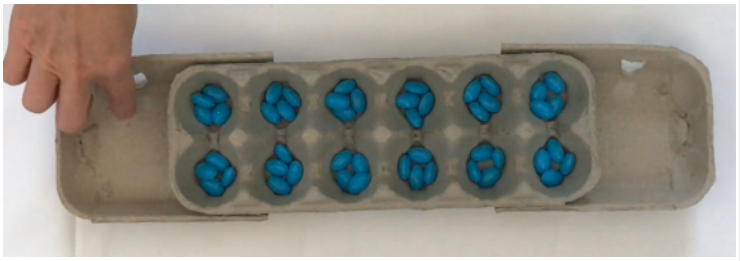
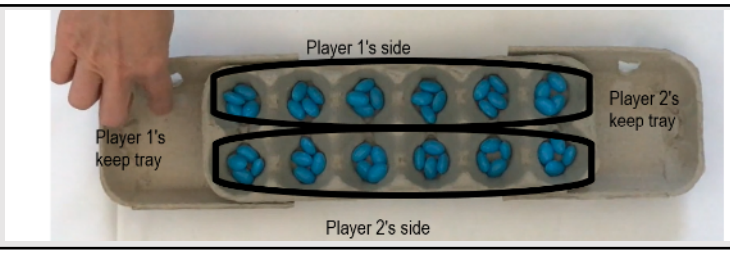


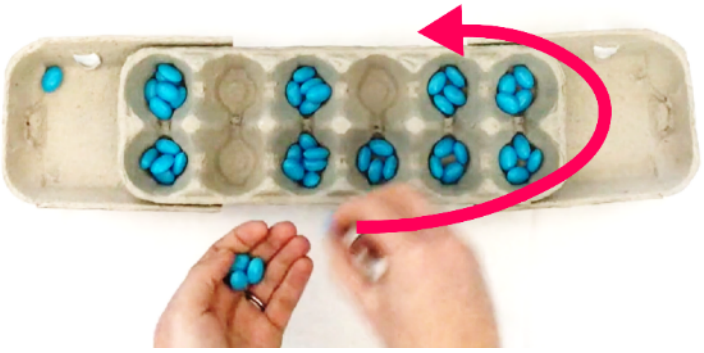
# Maths – Activity 2 – Play Mancala – an ancient game of strategy

Scan the code to watch the video or follow the instructions below.

**You will need:**

- a game board- you can make it from an egg carton
- 48 counters (or other items such as beans, dried pasta, LEGO bricks, paper clips or buttons). They do not need to be the same object. Place 4 items in each hole
- someone to play with (you can also play this game in teams so you can share your brainpower!)

| Instructions | Picture |
|---|---|
| **Get ready:**<br>• Each player sits opposite each other facing the long side of the game board (egg carton).<br>• Players place 4 beans into each of the cups.<br>• The collection cups (mancala stores), are placed at each end of the game board, and remain empty of beans. |  |
| **Goal:**<br>• Get beans into your keep tray |  |

| | |
|---|---|
| **How to play:**<br>• Pick up all the beans from one cup.<br>• Moving to the right, drop a bean into each cup (including the keep tray) until your hand is empty.<br>• If you finish on a keep tray, have another turn.<br>• The winner is the player with all beans in the keep tray. |  |

## STEM – Watercraft (boat) challenge

Challenge

Design and build a boat that can hold the weight of ¼ cup of water for at least 10 seconds without sinking.

Rules

- You can only use the materials on the list, but you do not have to use all the materials.
- Your boat needs to hold a weight of ¼ cup of water for at least 10 seconds without sinking.
- The boat must float by itself (you cannot hold onto the boat).

Materials

- straws
- clingwrap
- tape
- string
- plastic cup
- container filled with water, such as a sink or bucket

Instructions

- Read the rules.
- Collect materials and think about how they could be used for the challenge.
- Record your ideas and results in your workbook.

Step 1: Brainstorm and design your boat

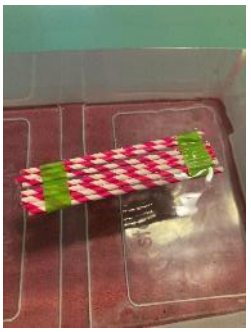
- Test the materials by floating them in the container of water.
- Think about how you are going to construct the boat.
- What shape are you going to make the boat?
- How will you support the heavy weight?
- Sketch some designs in your workbook.
- Does your design meet the challenge rules?
- Which solution are you going to trial? Why did you choose that solution?

Tip: Shape matters! Try tying or taping the straws together to make a **raft shape** or a **boat shape** and see which one floats best.

Step 2: Time to build! Make and test your boat

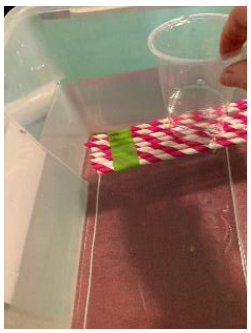
- Build your boat.
- Make your design and test it.
- Does it float? Can it hold the weight of ¼ cup of water?
- Draw or take a photo of your design.
- Why do you think it did/did not work?
- What else could you try?

Tip: Shape matters! Try tying or taping the straws together to make a raft shape or a boat shape and see which one floats best.



Step 3: Test, improve and present

- Redesign or make improvements to your boat.
- What improvements did you make? Note this in your workbook.
- How many times did you have to test your design before you were successful?
- Did you meet the challenge?



Tips:

If your boat sinks easily, try changing the width of the boat or the height of its sides.

If your boat tips easily, try moving the cup of water to another position.

Too easy?

- How much weight can your boat hold? Keep adding weights until it sinks!

OR

- Change the materials you make your boat out of. What is the best design?

## What makes it float?

Shape matters when you want something to float. Buoyancy is a force on an object making that object rise or move upward (float). An object will float if the volume of water it displaces weighs more than the object. An object will sink if the volume of water it displaces weighs less than the object.

## Year 5 Term 4 Week 3 SMART Spelling Name: _____

**Focus: Past tense**

| Write on the lines. | Say the word, write the word on Day 1 | Say the word, write the word on Day 2 | Say the word, write the word on Day 3 | Say the word, write the word on Day 4 |
|---|---|---|---|---|
| Red Words | | | | |
| threw | | | | |
| flew | | | | |
| held | | | | |
| hung | | | | |
| ate | | | | |
| spoke | | | | |
| Orange Words | | | | |
| broke | | | | |
| drove | | | | |
| knew | | | | |
| taught | | | | |
| caught | | | | |
| paid | | | | |
| Green Words | | | | |
| meant | | | | |
| understood | | | | |
| hurried | | | | |
| carried | | | | |
| fought | | | | |
| shrank | | | | |

## Year 6 Term 4 Week 3 SMART Spelling Name: _____

**Focus: /y/ as in pyramid**

| Write on the lines. | Say the word, write the word on Day 1 | Say the word, write the word on Day 2 | Say the word, write the word on Day 3 | Say the word, write the word on Day 4 |
|---|---|---|---|---|
| Red Words | | | | |
| pyramid | | | | |
| Egypt | | | | |
| symbol | | | | |
| typical | | | | |
| cryptic | | | | |
| lyric | | | | |
| Orange Words | | | | |
| typically | | | | |
| cylinder | | | | |
| lyrical | | | | |
| sympathy | | | | |
| gymnastics | | | | |
| symmetry | | | | |
| Green Words | | | | |
| pseudonym | | | | |
| synthetic | | | | |
| chlorophyll | | | | |
| mythology | | | | |
| synonym | | | | |
| catalyst | | | | |

# Ninja Maths Answers from Week 2 (31)

## Week 31 Session 1

### Mental Strategies Answers

| Q | Question | Answer |
|---|---|---|
| 1 | ☐ + 2 = 5 | 3 |
| 2 | 100 = 17 + ☐ | 83 |
| 3 | What is half of 9? | 4.5 |
| 4 | 105 − 10 = ☐ | 95 |
| 5 | 62 + ☐ = 70 | 8 |
| 6 | 23 = 10 + ☐ | 13 |
| 7 | 9981 − 9979 = ☐ | 2 |
| 8 | 1 × 5 = 5, so 5 ÷ 5 = ☐ | 1 |
| 9 | What is 16:21 in 12 hour clock format? | 4:21 pm |
| 10 | What time will it be 37 minutes after 20:25? | 21:02 |

## Week 31 Session 2

### Mental Strategies Answers

| Q | Question | Answer |
|---|---|---|
| 1 | 5 = 4 + ☐ | 1 |
| 2 | ☐ + 75 = 100 | 25 |
| 3 | What is half of 3? | 1.5 |
| 4 | 30 − 10 = ☐ | 20 |
| 5 | 6 + ☐ = 10 | 4 |
| 6 | 125 = 10 + ☐ | 115 |
| 7 | 2388 − 2381 = ☐ | 7 |
| 8 | 4 × 8 = 32, so 32 ÷ 4 = ☐ | 8 |
| 9 | What is 14:16 in 12 hour clock format? | 2:16 pm |
| 10 | 01:36 is how many minutes after 01:03? | 33 |

## Week 31 Session 1

### Timestables Answers

| Q | Question | Answer |
|---|---|---|
| 1 | ☐ × 7 = 14 | 2 |
| 2 | 24 ÷ 8 = ☐ | 3 |
| 3 | 18 ÷ ☐ = 2 | 9 |
| 4 | 8 × ☐ = 48 | 6 |
| 5 | ☐ ÷ 3 = 9 | 27 |
| 6 | ☐ × 9 = 90 | 10 |
| 7 | 8 × 10 = ☐ | 80 |
| 8 | 3 × ☐ = 27 | 9 |
| 9 | 4 × 8 = ☐ | 32 |
| 10 | ☐ ÷ 4 = 6 | 24 |

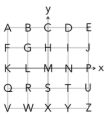
## Week 31 Session 2

### Timestables Answers

| Q | Question | Answer |
|---|---|---|
| 1 | 14 ÷ ☐ = 7 | 2 |
| 2 | ☐ ÷ 8 = 6 | 48 |
| 3 | ☐ ÷ 9 = 2 | 18 |
| 4 | 16 ÷ 8 = ☐ | 2 |
| 5 | 24 ÷ 3 = ☐ | 8 |
| 6 | ☐ ÷ 10 = 4 | 40 |
| 7 | ☐ ÷ 8 = 4 | 32 |
| 8 | ☐ ÷ 3 = 5 | 15 |
| 9 | 16 ÷ ☐ = 4 | 4 |
| 10 | 24 ÷ ☐ = 6 | 4 |

## Week 31 Session 1

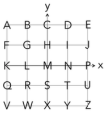
### Key Skills Answers




| Q | Question | Answer |
|---|---|---|
| 1 | 838 × 92 = ☐ | 77 096 |
| 2 | 6931 − 3947 | 2984 |
| 3 | 2.9 × 6.22 | 18.038 |
| 4 | 62/100 = ☐ % | 62 |
| 5 | (−9) × (−3) | 27 |
| 6 | Round 84.6193 to 1 decimal place | 84.6 |
| 7 | (−1) + (−2) | −3 |
| 8 | Round 545 to 1 s.f. | 500 |
| 9 | What is the letter at (−1,1)? | G |
| 10 | What is 2/3 of 6? | 4 |

## Week 31 Session 2

### Key Skills Answers




| Q | Question | Answer |
|---|---|---|
| 1 | 61 × 29 = ☐ | 1769 |
| 2 | 1915 − 987 | 928 |
| 3 | 2.13 × 0.6 | 1.278 |
| 4 | 10/100 = ☐ % | 10 |
| 5 | 7 × (−8) | −56 |
| 6 | Round 4.3942 to 1 decimal place | 4.4 |
| 7 | 3 + (−6) | −3 |
| 8 | Round 3.92 to 1 s.f. | 4 |
| 9 | What is the letter at (2,−1)? | U |
| 10 | What is 1/6 of 30? | 5 |

## Week 31 Session 3

### Mental Strategies Answers

| Q | Question | Answer |
|---|---|---|
| 1 | 2 + ☐ = 5 | 3 |
| 2 | 37 + ☐ = 100 | 63 |
| 3 | What is half of 3? | 1.5 |
| 4 | 118 − 10 = ☐ | 108 |
| 5 | 97 + ☐ = 100 | 3 |
| 6 | 134 = 104 + ☐ | 30 |
| 7 | 4046 − 4042 = ☐ | 4 |
| 8 | 9 × 6 = 54, so 54 ÷ 6 = ☐ | 9 |
| 9 | What is 02:19 in 12 hour clock format? | 2:19 am |
| 10 | From 3:39 pm, how many minutes until 4:08 pm? | 29 |

## Week 31 Session 4

### Mental Strategies Answers

| Q | Question | Answer |
|---|---|---|
| 1 | 2 + ☐ = 5 | 3 |
| 2 | ☐ + 89 = 100 | 11 |
| 3 | What is half of 9? | 4.5 |
| 4 | 85 − 10 = ☐ | 75 |
| 5 | 102 + ☐ = 110 | 8 |
| 6 | 113 = 53 + ☐ | 60 |
| 7 | 5241 − 5232 = ☐ | 9 |
| 8 | 3 × 7 = 21, so 21 ÷ 3 = ☐ | 7 |
| 9 | What is 04:42 in 12 hour clock format? | 4:42 am |
| 10 | What time will it be 13 minutes after 8:13 am? | 8:26 am |

## Week 31 Session 3

### Timestables Answers

| Q | Question | Answer |
|---|---|---|
| 1 | ☐ ÷ 2 = 7 | 14 |
| 2 | 72 ÷ 8 = ☐ | 9 |
| 3 | ☐ ÷ 9 = 7 | 63 |
| 4 | 8 × ☐ = 80 | 10 |
| 5 | 3 × 3 = ☐ | 9 |
| 6 | 10 × ☐ = 50 | 5 |
| 7 | ☐ ÷ 8 = 8 | 64 |
| 8 | 15 ÷ ☐ = 5 | 3 |
| 9 | 4 × ☐ = 40 | 10 |
| 10 | 28 ÷ 4 = ☐ | 7 |

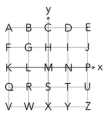
## Week 31 Session 4

### Timestables Answers

| Q | Question | Answer |
|---|---|---|
| 1 | 12 ÷ ☐ = 6 | 2 |
| 2 | 8 × 5 = ☐ | 40 |
| 3 | 9 × ☐ = 18 | 2 |
| 4 | 32 ÷ ☐ = 4 | 8 |
| 5 | 21 ÷ 3 = ☐ | 7 |
| 6 | 80 ÷ ☐ = 8 | 10 |
| 7 | 80 ÷ 8 = ☐ | 10 |
| 8 | ☐ ÷ 3 = 7 | 21 |
| 9 | 8 ÷ ☐ = 2 | 4 |
| 10 | 8 ÷ ☐ = 8 | 1 |

## Week 31 Session 3

### Key Skills Answers




| Q | Question | Answer |
|---|---|---|
| 1 | 913 × 23 = ☐ | 20 999 |
| 2 | 1365 − 776 | 589 |
| 3 | 7 × 3.48 | 24.36 |
| 4 | 90% as a fraction | 90/100 (=9/10) |
| 5 | (−8) × 8 | −64 |
| 6 | Round 47.1697 to 2 decimal places | 47.17 |
| 7 | (−5) + (−7) | −12 |
| 8 | Round 383 to 2 s.f. | 380 |
| 9 | What is the letter at (1,−1)? | T |
| 10 | What is 2/7 of 14? | 4 |

## Week 31 Session 4

### Key Skills Answers


| Q | Question | Answer |
|---|---|---|
| 1 | 670 × 87 = ☐ | 58 290 |
| 2 | 13063 − 9582 | 3481 |
| 3 | 9.6 × 7.7 | 73.92 |
| 4 | 0.26 as a fraction | 26/100 (=13/50) |
| 5 | 5 × (−7) | −35 |
| 6 | Round 9.9611 to 3 decimal places | 9.961 |
| 7 | (−6) + (−2) | −8 |
| 8 | Round 52 to 1 s.f. | 50 |
| 9 | What is the letter at (−2,2)? | A |
| 10 | What is 1/2 of 20? | 10 |

## Week 31 Session 5

### Mental Strategies Answers

| Q | Question | Answer |
|---|---|---|
| 1 | ☐ + 4 = 5 | 1 |
| 2 | 100 = ☐ + 11 | 89 |
| 3 | What is half of 9? | 4.5 |
| 4 | 14 − 10 = ☐ | 4 |
| 5 | 34 + ☐ = 40 | 6 |
| 6 | 130 = 30 + ☐ | 100 |
| 7 | 387 − 379 = ☐ | 8 |
| 8 | 6 × 8 = 48, so 48 ÷ 8 = ☐ | 6 |
| 9 | What is 12:01 pm in 24 hour clock format? | 12:01 |
| 10 | What time was it 25 minutes before 2:28 pm? | 2:03 pm |

## Week 31 Session 5

### Timestables Answers

| Q | Question | Answer |
|---|---|---|
| 1 | ☐ × 5 = 10 | 2 |
| 2 | 8 × 4 = ☐ | 32 |
| 3 | 72 ÷ 9 = ☐ | 8 |
| 4 | 72 ÷ ☐ = 9 | 8 |
| 5 | ☐ × 2 = 6 | 3 |
| 6 | 10 × 9 = ☐ | 90 |
| 7 | ☐ × 4 = 32 | 8 |
| 8 | 3 × 6 = ☐ | 18 |
| 9 | 16 ÷ 4 = ☐ | 4 |
| 10 | 24 ÷ 4 = ☐ | 6 |

## Week 31 Session 5

### Key Skills Answers


| Q | Question | Answer |
|---|---|---|
| 1 | 39 × 664 = ☐ | 25 896 |
| 2 | 17059 − 8976 | 8083 |
| 3 | 0.1 × 6.17 | 0.617 |
| 4 | 40% as a fraction | 40/100 (=2/5) |
| 5 | 9 × (−10) | −90 |
| 6 | Round 0.2005 to 3 decimal places | 0.201 |
| 7 | 5 + (−8) | −3 |
| 8 | Round 1291 to 1 s.f. | 1000 |
| 9 | What is the letter at (1,2)? | D |
| 10 | What is 6/7 of 70? | 60 |

## Ninja Maths (Pack 9 - Week 3 of Term 4)

NUMERACY NINJAS

5 MINUTE SKILL CHECK

**WEEK 32 SESSION 1 -** Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** - do these in your head

| Q | Question | Answer |
|---|---|---|
| 1 | 10 = ☐ + 2 | |
| 2 | Double 1 | |
| 3 | Halve 39 | |
| 4 | 51 + 30 = ☐ | |
| 5 | 44 + 47 = ☐ | |
| 6 | 6 = 4 + ☐ | |
| 7 | 12 + 13 = 12 + 8 + ☐ | |
| 8 | 47 − 9 = 47 − 7 − ☐ | |
| 9 | 9 + 363 = ☐ | |
| 10 | 48 + 61 = 48 + 60 + ☐ | |
| | **Total out of 10** | |

**TIMESTABLES** - do these in your head

| Q | Question | Answer |
|---|---|---|
| 1 | 8 × ☐ = 32 | |
| 2 | ☐ ÷ 10 = 5 | |
| 3 | 8 × 5 = ☐ | |
| 4 | 3 × 7 = ☐ | |
| 5 | 18 ÷ ☐ = 3 | |
| 6 | ☐ × 7 = 56 | |
| 7 | 3 × ☐ = 24 | |
| 8 | 20 ÷ 5 = ☐ | |
| 9 | 42 ÷ 7 = ☐ | |
| 10 | 8 × 9 = ☐ | |
| | **Total out of 10** | |

**KEY SKILLS -** you may use written calculations for these questions

| Q | Question | Answer |
|---|---|---|
| 1 | 344 ÷ 4 = ☐ | |
| 2 | 8 × 2 + 1 | |
| 3 | 765.28 ÷ 8 | |
| 4 | 7.83 + 88.91 | |
| 5 | (−36) ÷ (−4) | |
| 6 | If a = 3 b = 7 and c = 4, what is the value of 2ab − c ? | |
| 7 | 6 − (−2) | |
| 8 | Is 7 a factor of 24? | |
| 9 | What is the positive value of √1? | |
| 10 | What is 150% of £290? | |
| | **Total out of 10** | |


MENTAL STRATEGIES: ☐

TIMESTABLES: ☐

KEY SKILLS: ☐ +

MY NINJA BELT: ☐

NINJA SCORE: ☐

NUMERACY NINJAS

5 MINUTE SKILL CHECK

## WEEK 32 SESSION 2 - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** - do these in your head

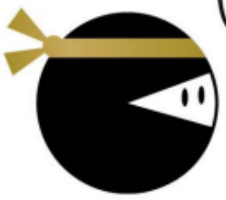
| Q | Question | Answer |
|---|---|---|
| 1 | 10 = ☐ + 1 | |
| 2 | Double 7 | |
| 3 | What is half of 46? | |
| 4 | 163 + 20 = ☐ | |
| 5 | 30 + 27 = ☐ | |
| 6 | 9 = 8 + ☐ | |
| 7 | 3 + 12 = 3 + 7 + ☐ | |
| 8 | 29 − 13 = 29 − 9 − ☐ | |
| 9 | 1 + 263 = ☐ | |
| 10 | 94 + 42 = 90 + 40 + ☐ | |
| | **Total out of 10** | |

**TIMESTABLES** - do these in your head

| Q | Question | Answer |
|---|---|---|
| 1 | 8 × 7 = ☐ | |
| 2 | ☐ ÷ 10 = 5 | |
| 3 | ☐ ÷ 8 = 7 | |
| 4 | 3 × ☐ = 18 | |
| 5 | ☐ ÷ 6 = 6 | |
| 6 | 8 × ☐ = 64 | |
| 7 | 3 × ☐ = 18 | |
| 8 | 5 × ☐ = 10 | |
| 9 | 7 × 5 = ☐ | |
| 10 | 56 ÷ ☐ = 7 | |
| | **Total out of 10** | |

**KEY SKILLS** - you may use written calculations for these questions

| Q | Question | Answer |
|---|---|---|
| 1 | 135 ÷ 5 = ☐ | |
| 2 | 9 × 3 − 5 | |
| 3 | 195.96 ÷ 4 | |
| 4 | 73.65 + 9.29 | |
| 5 | 48 ÷ (−8) | |
| 6 | If a = 6 b = 4 and c = 2, what is the value of 2a + b/c ? | |
| 7 | (−7) − (−7) | |
| 8 | List all the factors of 3 | |
| 9 | What is the positive square root of 225? | |
| 10 | What is 105% of £250? | |
| | **Total out of 10** | |



What's your NINJA Score?
Fill in your scores in the boxes and calculate it now!

MENTAL STRATEGIES: ☐

TIMESTABLES: ☐

KEY SKILLS: ☐ +

MY NINJA BELT: ☐

NINJA SCORE: ☐

NUMERACY NINJAS

5 MINUTE SKILL CHECK

## WEEK 32 SESSION 3 - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** - do these in your head

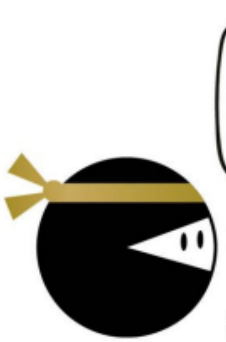
| Q | Question | Answer |
|---|---|---|
| 1 | 10 = ☐ + 6 | |
| 2 | Double 1 | |
| 3 | Halve 31 | |
| 4 | 20 + 40 = ☐ | |
| 5 | 22 + 20 = ☐ | |
| 6 | 9 = 6 + ☐ | |
| 7 | 37 + 5 = 37 + 3 + ☐ | |
| 8 | 68 − 15 = 68 − 8 − ☐ | |
| 9 | 5 + 222 = ☐ | |
| 10 | 15 + 25 = 10 + 20 + ☐ | |
| | **Total out of 10** | |

**TIMESTABLES** - do these in your head

| Q | Question | Answer |
|---|---|---|
| 1 | ☐ × 2 = 16 | |
| 2 | 10 × 2 = ☐ | |
| 3 | 32 ÷ ☐ = 4 | |
| 4 | 27 ÷ ☐ = 9 | |
| 5 | ☐ ÷ 6 = 6 | |
| 6 | 8 × ☐ = 64 | |
| 7 | ☐ ÷ 3 = 2 | |
| 8 | ☐ ÷ 5 = 3 | |
| 9 | 7 × ☐ = 35 | |
| 10 | ☐ ÷ 8 = 2 | |
| | **Total out of 10** | |

**KEY SKILLS** - you may use written calculations for these questions

| Q | Question | Answer |
|---|---|---|
| 1 | 368 ÷ 4 = ☐ | |
| 2 | 7 + 8 × 3 | |
| 3 | 4.75 ÷ 0.1 | |
| 4 | 6.4 + 40.75 | |
| 5 | (−40) ÷ (−10) | |
| 6 | If a = 4 b = 5 and c = 8, what is the value of bc / a ? | |
| 7 | 7 − (−9) | |
| 8 | List all the factors of 4 | |
| 9 | What is the value of $7^2$? | |
| 10 | What is 75% of £290? | |
| | **Total out of 10** | |



What's your NINJA Score?
Fill in your scores in the boxes and calculate it now!

MENTAL STRATEGIES: ☐

TIMESTABLES: ☐

KEY SKILLS: ☐ +

MY NINJA BELT: ☐

NINJA SCORE: ☐

NUMERACY NINJAS

5 MINUTE SKILL CHECK

## WEEK 32 SESSION 4 - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** - do these in your head

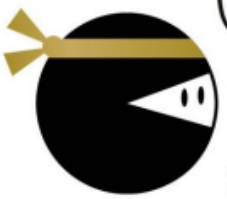
| Q | Question | Answer |
|---|---|---|
| 1 | 10 = 8 + ☐ | |
| 2 | What is double 7? | |
| 3 | Halve 40 | |
| 4 | 80 + 20 = ☐ | |
| 5 | 15 + 16 = ☐ | |
| 6 | 7 = 2 + ☐ | |
| 7 | 76 + 12 = 76 + 4 + ☐ | |
| 8 | 43 − 4 = 43 − 3 − ☐ | |
| 9 | 4 + 511 = ☐ | |
| 10 | 59 + 46 = 50 + 40 + ☐ | |
| | **Total out of 10** | |

**TIMESTABLES** - do these in your head

| Q | Question | Answer |
|---|---|---|
| 1 | ☐ × 8 = 64 | |
| 2 | 50 ÷ 10 = ☐ | |
| 3 | ☐ ÷ 8 = 5 | |
| 4 | 3 × ☐ = 6 | |
| 5 | 12 ÷ 6 = ☐ | |
| 6 | 24 ÷ ☐ = 3 | |
| 7 | 3 × 5 = ☐ | |
| 8 | 10 ÷ 5 = ☐ | |
| 9 | 7 × 4 = ☐ | |
| 10 | 8 × ☐ = 48 | |
| | **Total out of 10** | |

**KEY SKILLS** - you may use written calculations for these questions

| Q | Question | Answer |
|---|---|---|
| 1 | 693 ÷ 7 = ☐ | |
| 2 | 4 ÷ 2 − 2 | |
| 3 | 15.47 ÷ 0.5 | |
| 4 | 20 + 7.29 | |
| 5 | (−90) ÷ 10 | |
| 6 | If a = 7 b = 4 and c = 3, what is the value of $3b^2$ ? | |
| 7 | 10 − (−5) | |
| 8 | What is the highest common factor of 19 and 29? | |
| 9 | What is the positive value of √36? | |
| 10 | What is 50% of £190? | |
| | **Total out of 10** | |



What's your NINJA Score?
Fill in your scores in the boxes and calculate it now!

MENTAL STRATEGIES: ☐

TIMESTABLES: ☐

KEY SKILLS: ☐ +

MY NINJA BELT: ☐

NINJA SCORE: ☐

NUMERACY NINJAS

5 MINUTE SKILL CHECK

## WEEK 32 SESSION 5 - Answer as many questions as you can in 5 mins

**MENTAL STRATEGIES** - do these in your head

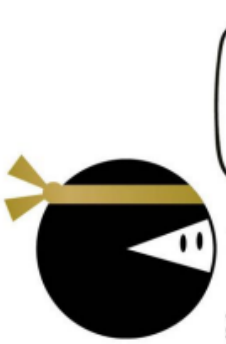
| Q | Question | Answer |
|---|---|---|
| 1 | 10 = ☐ + 9 | |
| 2 | Double 6 | |
| 3 | Halve 43 | |
| 4 | 49 + 70 = ☐ | |
| 5 | 84 + 86 = ☐ | |
| 6 | 9 = 4 + ☐ | |
| 7 | 51 + 17 = 51 + 9 + ☐ | |
| 8 | 29 − 12 = 29 − 9 − ☐ | |
| 9 | 5 + 949 = ☐ | |
| 10 | 15 + 76 = 15 + 70 + ☐ | |
| | **Total out of 10** | |

**TIMESTABLES** - do these in your head

| Q | Question | Answer |
|---|---|---|
| 1 | 8 × 7 = ☐ | |
| 2 | 10 × 8 = ☐ | |
| 3 | 8 × ☐ = 72 | |
| 4 | 3 × 4 = ☐ | |
| 5 | 6 × 5 = ☐ | |
| 6 | ☐ × 2 = 16 | |
| 7 | ☐ × 9 = 27 | |
| 8 | ☐ ÷ 5 = 5 | |
| 9 | 7 × ☐ = 49 | |
| 10 | 8 × 5 = ☐ | |
| | **Total out of 10** | |

**KEY SKILLS** - you may use written calculations for these questions

| Q | Question | Answer |
|---|---|---|
| 1 | 26 ÷ 2 = ☐ | |
| 2 | 49 − 2 ÷ 1 | |
| 3 | 0.83 ÷ 0.1 | |
| 4 | 93.61 + 7.86 | |
| 5 | 64 ÷ (−8) | |
| 6 | If a = 6 b = 2 and c = 6, what is the value of ac / 2b ? | |
| 7 | (−4) − (−1) | |
| 8 | List all the factors of 10 | |
| 9 | What is the positive square root of 4? | |
| 10 | What is 85% of £80? | |
| | **Total out of 10** | |



What's your NINJA Score?
Fill in your scores in the boxes and calculate it now!

MENTAL STRATEGIES: ☐

TIMESTABLES: ☐

KEY SKILLS: ☐ +

MY NINJA BELT: ☐

NINJA SCORE: ☐

## Matharoo

Matharoo answers from pack 8 (Sheers 31 21)

MATHAROO
helping kids jump into maths

# Matharoo ANSWER SHEET

**for Matharoo sheets 31 21 for week beginning 11th October, 2021**

**ANSWERS – Matharoo Lower-Primary Worksheet LP 31 21**

1. 4 more letters
2. 19, 21, 23, 25, 27, 29
3. 15 more sets
4. 21
5. 14 cups
6. 4 eggs
7. 3 hours

Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

**ANSWERS – Matharoo Mid-Primary Worded Worksheet MP 31 21**

1. 1/5
2. 242 cm = 2 metres 42 cm
3. 56 days
4. 68 legs
5. $99.90
6. $9.40 change
7. 3 syllables
8. 274 bins
9. Various answers

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

**ANSWERS – Matharoo Upper-Primary Worded Worksheet UP 31 21**

1. 28 minutes
2. 4:37 pm
3. 24 minutes
4. 52.5 seconds
5. $21
6. May 16th, May 17th
7. $7,326
8. Various answers

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

**ANSWERS – Matharoo Extension Worded Worksheet EW 31 21**

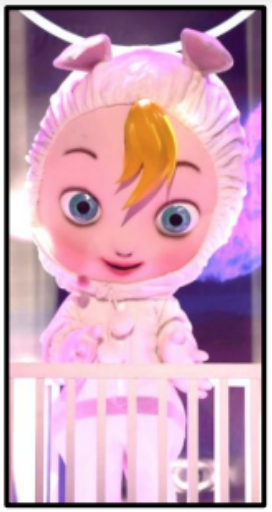
1. $38,400
2. $1,662,700
3. 12,740,000 people
4. 1,352 litres
5. 14/35
6. 240
7. 66
8. 94 kph
9. Various answers

MATHAROO
helping kids jump into maths

**MATHAROO Worksheet LP – 30 21**

**Student Name:** _____

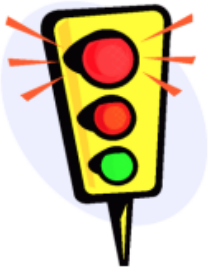
**Grade:**_____ **Date:**_____



1. On "THE MASKED SINGER" TV show, Ella Hooper was dressed up as a baby. If the "baby" was 160 centimetres tall, how **WIDE** do you think her **HEAD** was, in centimetres?

2. A footy umpire blew the whistle 8 times in the first half of a final, and 6 times in the second half. How many times did he blow the whistle in total?

3. At the crossroads just near Magda's house, there are 4 traffic light poles. Each of those poles has 3 coloured globes. How many globes are there altogether at those lights?



4. Hannah had 16 red blocks, 5 blue blocks, 3 white blocks and 10 yellow blocks. How many blocks did she have altogether?

5. At Will's 8th birthday party, he had one balloon for each year of his life. If 3 of those balloons burst, how many were still inflated?

6. What are the missing numbers in the pattern below?

12, 15, 18, ___, ___, ___, 30, 33

7. Tim and Rob went fishing. Tim caught 2 fish. Rob caught 3 more fish than Tim. How many fish did they catch altogether?

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**MATHAROO Worksheet MP – 30 21**

**Student Name:** _____

**Grade:**_____ **Date:**_____

1. A new Mario movie on the way is called **" Super Mario Bros.: The Movie"**. It will be released in Australia in 2022. The promo video runs for 1 minute 7 seconds. If the promo lasted **DOUBLE** that time, how many **SECONDS** would that be altogether?


2. Some people say "**THE MASKED SINGER**" TV show is really cool. Others say it is ridiculous. What **FRACTION** of the letters in the word "**RIDICULOUS**" are vowels? Express your answer in simplest terms.


3. During the holidays, Tom read 5 books about fishing. His mate Dan read 4 more books about fishing than Tom. How many books about fishing did they read altogether?


4. Daylight Saving started last Sunday, October 3rd in 6 out of Australia's 8 States and Territories. What **FRACTION** is 6 out of 8? Write it down in its simplest form.

5. Aussie singer Delta Goodrem sang at the Sydney Opera House for the Global Concert last weekend, in support of education about climate change, and vaccination. If one of her songs was 4½ minutes long, how many seconds did that song take to sing?

6. Books about Halloween are starting to appear in shops. Many are selling for $2 each. How many of these books would a shop have to sell to receive a total of $150 from customers?

7. Seedless watermelon is costing $1 per kilogram at one supermarket. Jerry's mum bought a watermelon weighing 2¾ kilograms. How much did she pay?

8. It took Charlie 37 minutes to mow the front lawn, and another 45 minutes to mow the back lawn. If he took a 10-minute break between the two, how many hours and minutes did the mowing take altogether?

9. A rectangular rug is 84 cm wide and 138 cm long. Find its **PERIMETER**.

10. **Open-ended Question:** Two 3-digit numbers add up to 767. What **MAY** those two numbers be? Give 3 possible answers.

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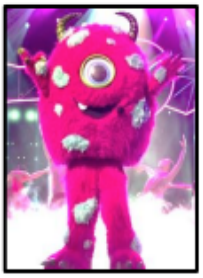
**MATHAROO Worksheet UP – 30 21**

**Student Name:** _____

**Grade:**_____ **Date:**_____

1. The new Mario movie, "SUPER MARIO BROS: THE MOVIE", will be released in Australia in 2022. It runs for 1 hour and 45 minutes. If Mario himself is on screen for 65% of the movie, for how much time is he **NOT** on screen in that movie?

2. Daylight Saving 2021 began in many Australian States and Territories last Sunday, October 3rd. But **NOT** in Queensland. Bearing that in mind, if a 1 hour flight leaves Sydney Airport at 3:10 pm, daylight saving time, at what time will that flight land in Brisbane, Q'ld, if it's on schedule, in Queensland time?



3. In "THE MASKED SINGER" TV show, a singer was dressed up as a kind of monster. The monster is 1.64 metres tall. Panellist Dave Hughes is 179 cm. By what **PERCENTAGE** of a **METRE** is the monster **SHORTER** than Dave Hughes?


4. Tuesday of this week October 5th, is "**WORLD TEACHERS' DAY**". Thinking about the teachers at **YOUR** school, what **FRACTION** of all those teachers would you consider to be TALL. What fraction SHORT? What fraction MEDIUM HEIGHT? Now, add those 3 fractions together. What do you get?

5. QANTAS has changed its Melbourne to London flight path from Melb.–Perth–London (16,909 km) to Melb.–Darwin–London (3,124 km + 13,873 km) due to quarantine problems. Find the difference in distances between those two routes (as the crow flies).

6. Sylvia made a slideshow as part of her class project on healthy foods. There were 15 slides altogether. If each slide was on the screen for 8½ seconds, for how many minutes and seconds did the slideshow run?

7. Fertiliser for flowering plants is mixed thus: 1 level teaspoon of powdered fertiliser per 9 litres of water. If one level teaspoon holds 8 grams of powdered fertiliser, what **WEIGHT** of that powder would be needed to make 63 litres of liquid fertiliser?

8. Find $\frac{2}{3}$ of $\frac{4}{11}$

9. <u>OPEN-ENDED QUESTION</u>: The answer is 3.406. What **MAY** the question be?

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**MATHAROO Worksheet EXT – 30 21**

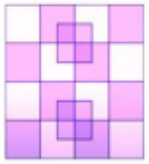
**Student Name:** _____

**Grade:**_____ **Date:**_____


1. Tuesday of this week, October 5th, is "**WORLD TEACHERS' DAY**". Of **ALL** the teachers at your school, what **PERCENTAGE** of them do **YOU** estimate will be aware of their special day? How many teachers does that work out to be?


2. Daylight Saving came into effect in many parts of Australia last Sunday, October 3rd. If Jeremy's family accidentally put their clocks BACK an hour, instead of putting them FORWARD an hour, would they miss their plane flight, or be very early for their plane flight, which was scheduled for a 7:42 am departure?

3. There are 36 new emojis approved for release during the 2022 calendar year. If 25% of them are sad emojis, 1/3 of them are angry emojis and the rest are happy emojis, how many happy emojis will be released next year?



4. How many squares do you see in the diagram on the left? (Are you absolutely SURE?)

5. For their barbecue last Sunday, Evelyn's mum bought 2¼ dozen eggs to go with hamburgers. Unfortunately she dropped one of the larger egg cartons, and a third of the eggs in that carton were broken. How many good eggs were left for the barbecue?

6. Megan and her brother Max went fishing in the holidays. Megan caught 18 fish, and Max 2. What **PERCENTAGE** of their total bag of fish did Megan catch?


7. One Australian animal rescue sanctuary has rescued 198 animals in the past 18 months. Find the **MEAN** number of animals rescued each month over that time.

8. Find the **QUOTIENT** of $\frac{3}{5}$ and $\frac{9}{13}$


9. <u>Open-ended Question:</u> One pizza chain is offering a "Grand Final Pack" of 3 large pizzas, 2 garlic breads and 2 bottles of soft drink (1.25 litres), all for $34.95. At that price, what do you think the Company charges for each component? Guess the cost of one large pizza; one garlic bread; one 1.25 L bottle of soft drink?