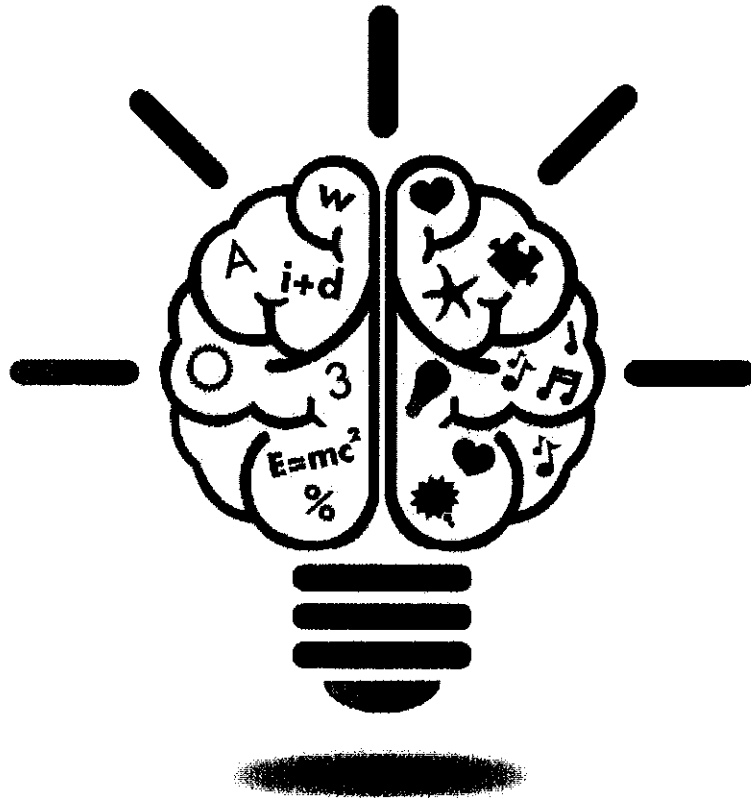


Term 1 Week 10 and 11

Stage 3

30th March → 9th April, 2020



Stage 3 Learning Overview

Week 10

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning English Approx 2 hours</p>	<p>Spelling list: Write/type your spelling words into the proforma provided. Choose 5 words to put into a complex sentence.</p> <p>Sentence Study: Complete Monday activities (check slides/booklet) on the proforma provided.</p> <p>Writing: Plan your imaginative task for writing task one. Consider <i>descriptive language, sentence types, similes, personification, etc.</i> (Google Classroom/Booklet)</p> <p>Silent Reading: Read a book quietly for 15 minutes.</p> <p>Comprehension: Read <i>Ronald Dahl</i>, then answer the comprehension questions. When complete, you can mark your work. Answer Sheets are at the back of</p>	<p>Spelling list: Write/type your spelling words into the proforma provided. Choose 5 words to put into a simple sentence.</p> <p>Sentence Study: Complete Tuesday activities (check slides/booklet) on the proforma provided.</p> <p>Writing: Complete two paragraphs (orientation (including setting/characters) of writing task one. (Google Classroom/Booklet)</p> <p>Silent Reading: Read a book quietly for 15 minutes.</p> <p>Comprehension: Read <i>The Sun</i>, then answer the comprehension questions. When complete, you can mark your work. Answer Sheets are at the back of the Booklet.</p> <p>Reading Eggs If you have time and have</p>	<p>Spelling list: Write/type your spelling words into the proforma provided. Choose 5 words to put into a complex sentence.</p> <p>Sentence Study: Complete Wednesday activities (check slides/booklet) on the proforma provided.</p> <p>Writing: Finish writing task one. (Google Classroom/Booklet)</p> <p>Silent Reading: Read a book quietly for 15 minutes.</p> <p>Comprehension: Read <i>How Weeds Get Everywhere?</i> Then answer the comprehension questions. When complete, you can mark your work. Answer Sheets are at the back of the Booklet.</p> <p>Reading Eggs If you have time and have access to a computer log and do some activities on</p>	<p>Spelling list: Write/type your spelling words into the proforma provided. Choose 5 words to put into a compound/complex sentence.</p> <p>Writing: Choose appropriate images to match scenes in your story. You may choose to draw your own, or select images from the internet. Submit your final, edited work via Google classroom (if you're working online).</p> <p>Silent Reading: Read a book quietly for 15 minutes.</p> <p>Comprehension: Read <i>The Moon</i>, then answer the comprehension questions. When complete you can mark your work. Answer Sheets are at the back of the Booklet.</p> <p>Reading Eggs If you have time and have access to a computer log</p>	<p>Spelling list: Write/type your spelling words into the proforma provided. Choose 5 words to put into a compound/complex sentence.</p> <p>Writing: Choose appropriate images to match scenes in your story. You may choose to draw your own, or select images from the internet. Submit your final, edited work via Google classroom (if you're working online).</p> <p>Silent Reading: Read a book quietly for 15 minutes.</p> <p>Comprehension: Read <i>Rainforest Deforestation</i>, then answer the comprehension questions. When complete you can mark your work. Answer Sheets are at the back of the Booklet.</p> <p>Reading Eggs</p>

	<p>the Booklet. Reading Eggs If you have time and have access to a computer log and do some activities on Reading Eggs.</p>	<p>access to a computer log and do some activities on Reading Eggs.</p>	<p>Reading Eggs.</p>	<p>and do some activities on Reading Eggs.</p>	<p>If you have time and have access to a computer log and do some activities on Reading Eggs.</p>
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<p>Middle Mathematics <i>Approx 1.5 hours</i></p>	<p>Quick Mentals: How fast can you answer basic number facts? Before you start, get a stopwatch or use a phone or a clock face to time yourself. Turn to the page in your booklet where you have the heading 'Quick Mental Challenge'</p> <p>When you are ready, start your challenge. Remember to write down seconds/minutes it took you to answer all questions. Mark your work, (the answers are at the back of your booklet).</p> <p>Problem of the Day: Remember to use the strategies that you used on Monday...1. <i>Read the question and circle important information.</i> 2. What is the question asking you? 3. How are you going to solve the problem? Could you draw a picture, do working out? 4. Explain your thinking as you are working. Check your answer. 5. Write down your answer. Does your answer make sense? Revision: Addition and</p>	<p>Quick Mentals: You need a stop watch/phone/clock to time yourself. Turn to the page in your booklet where you have the heading 'Quick Mental Challenge'</p> <p>When you are ready, start your challenge. Remember to write down seconds/minutes it took you to answer all questions. Mark your work, (the answers are at the back of your booklet).</p> <p>Problem of the Day: Remember to use the strategies that you used on Monday and Tuesday</p> <p>Addition and Subtraction <i>Creating your own Problems</i> Turn to booklet page labelled Creating your own problems. You will see that there are three addition and subtraction number sentences. Create 5 problems using the number sentences. An example is on the page to show you what to do. Mathletics If you have time and access</p>	<p>Quick Mentals: You need a stop watch/phone/clock to time yourself. Turn to the page in your booklet where you have the heading 'Quick Mental Challenge'</p> <p>When you are ready, start your challenge. Remember to write down seconds/minutes it took you to answer all questions. Mark your work, (the answers are at the back of your booklet).</p> <p>Problem of the Day: Remember to use the strategies that you used on Monday and Tuesday</p> <p>Chance Dice Roll Investigation In this investigation you will identify events where the chance of one will not be affected by the occurrence of the other. You will need... To make a dice. At the back of your booklet you have two net shapes of a cube. You are to make your cube and mark on</p>	<p>Quick Mentals: You need a stop watch/phone/clock to time yourself. Turn to the page in your booklet where you have the heading 'Quick Mental Challenge'</p> <p>When you are ready, start your challenge. Remember to write down seconds/minutes it took you to answer all questions. Mark your work, (the answers are at the back of your booklet).</p> <p>Problem of the Day: Remember to use the strategies that you used on Monday and Tuesday</p> <p>Time (Over two days) Using 24-hour time and am and pm notation in real-life situations, plan a virtual trip to a country in the Northern Hemisphere. When you plan your trip consider and explain in your virtual trip: 1. Type of transport. 2. Length of time. 3. How many Time Zones will you cross over? 4. The time difference</p>	<p>Quick Mentals: You need a stop watch/phone/clock to time yourself. Turn to the page in your booklet where you have the heading 'Quick Mental Challenge'</p> <p>When you are ready, start your challenge. Remember to write down seconds/minutes it took you to answer all questions. Mark your work, (the answers are at the back of your booklet).</p> <p>Problem of the Day: Remember to use the strategies that you used on Monday and Tuesday</p>
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	<p>problem? Could you draw a picture, do working out? 4.</p> <p>Processing: explain your thinking as you are working. Check your answer. 5. Encoding: Write down your answer. Does your answer make sense?</p> <p>Revision: Place value</p> <p>Round numbers to a specified place value, eg round 5 461 883 to the nearest 10 million</p> <p>Space 3D Mini Project</p> <p>On two blank Sheets provided and labelled, '3D Mini Project'</p> <p>(Over Two Days) 2 pages sketch, identify, describe and compare the properties of prisms and pyramids, including: number of faces shape of faces number and type of identical faces number of vertices/apex number of edges</p> <p>Mathletics</p> <p>If you have time and</p>	<p>Subtraction</p> <p>Check your working out on the answer sheet provided at the back of your booklet.</p> <p>Space 3D Mini Project Continued from Monday</p> <p>On two blank Sheets provided and labelled, '3D Mini Project' sketch, identify, describe and compare the properties of prisms and pyramids, including: number of faces shape of faces number and type of identical faces number of vertices/apex number of edges.</p> <p>Mathletics</p> <p>If you have time and access to a computer log on to Mathletics Live and Challenge your friends.</p> <p>Remember to stop for Lunch.</p>	<p>to a computer log on to Mathletics Live and Challenge your friends.</p> <p>Remember to stop for Lunch.</p>	<p>each face numbers 1 to 6 or dots you would find on a dice.</p> <p>Then...</p> <p>Turn to Dice Roll and enjoy your Investigation!</p> <p>Mathletics</p> <p>If you have time and access to a computer log on to Mathletics Live and Challenge your friends.</p> <p>Remember to stop for Lunch.</p>	<p>between the country you are visiting and your home</p> <p>5. How many countries will you visit?</p> <p>6. How long will you spend in each country?</p> <p>What you will need:</p> <p>1. World map showing 24 hour meridian time zones (provided at the back of booklet in resource section)</p> <p>Mathletics</p> <p>If you have time and access to a computer log on to Mathletics Live and Challenge your friends.</p> <p>Remember to stop for Lunch.</p>
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	<p>access to a computer log on to Mathletics Live and Challenge your friends. Remember to stop for Lunch. 😊</p>				
Break	Free choice	Free choice	Free choice	Free choice	Free choice
<p>Afternoon <i>Approx 1 hour</i></p>	<p>PDH- Create a poster which promotes the responsible use of 000 emergency services. <i>This may be done in Google Slides if you choose to do so.</i></p>	<p>CAPA- Guided Drawing activity. https://youtu.be/KRAarF177Y4 (complete in booklet-paper provided). (search on youtube- Art For Kids Hub- How to draw a dragon).</p>	<p>Geography- Research a country in Europe. <i>For fun, choose a country that you know very little about.</i> Consider the following when researching; <ul style="list-style-type: none"> - Location - Languages spoken - Nearby nations - Food - Sport - Traditions - Special days - Population - Interesting facts <p><i>Record your information in the booklet provided/on a google doc. You will need this at a later date.</i></p> </p>	<p>CAPA- Create a short skit (to be performed in class) which shows how to act safely near our roads. The skit needs to be one minute in length. You will be able to perform this to your peers on your return to school.</p>	<p>STEM- Begin making a bridge using only items around your house. See how much weight you can make it hold. Some items that may be of use:</p> <ul style="list-style-type: none"> • Lego • Paper • Toothpicks • Paddlepop sticks • Cardboard <p>If you have access to a computer, you may want to research different types of bridges to help with your design. Sketch your bridge plans as you go.</p> <p>This activity goes over two weeks.</p>

Stage 3 Learning Overview

Week 11

<p>Morning</p> <p>English</p> <p><i>Approx 2 hours</i></p>	<p>Spelling list: Write/type your spelling words into the proforma provided. Choose 5 words to put into a complex sentence.</p> <p>Sentence Study: Complete Monday activities (check slides/booklet).</p> <p>Writing: Plan your informative writing task for task two. Consider <i>descriptive language, sentence types, similes, personification, technical language etc.</i> (Google Classroom/Booklet)</p> <p>Silent Reading: Read a book quietly for 15 minutes.</p> <p>Comprehension: Read <i>Fossils</i>, then answer the comprehension questions. When complete you can mark your work. Answer Sheets are at the back of the Booklet.</p> <p>Reading Eggs</p> <p>If you have time and have access to a computer log and do some activities on</p>	<p>Spelling list: Write/type your spelling words into the proforma provided. Choose 5 words to put into a simple sentence.</p> <p>Sentence Study: Complete Tuesday activities (check slides/booklet).</p> <p>Writing: Complete an introduction and one paragraph for your informative writing task. (Google Classroom/Booklet)</p> <p>Silent Reading: Read a book quietly for 15 minutes.</p> <p>Comprehension: Read <i>Planet Earth</i>, then answer the comprehension questions. When complete you can mark your work. Answer Sheets are at the back of the Booklet.</p> <p>Reading Eggs</p> <p>If you have time and have access to a computer log and do some activities on Reading Eggs.</p>	<p>Spelling list: Write/type your spelling words into the proforma provided. Choose 5 words to put into a compound sentence.</p> <p>Sentence Study: Complete Wednesday activities (check slides/booklet).</p> <p>Writing: Finish informative writing task one. (Google Classroom/Booklet)</p> <p>Silent Reading: Read a book quietly for 15 minutes.</p> <p>Comprehension: Read <i>Earthquakes</i>, then answer the comprehension questions. When complete you can mark your work. Answer Sheets are at the back of the Booklet.</p> <p>Reading Eggs</p> <p>If you have time and have access to a computer log and do some activities on Reading Eggs.</p>	<p>Spelling list: Write/type your spelling words into the proforma provided. Choose 5 words to put into a compound/complex sentence.</p> <p>Sentence Study: Complete Thursday activities (check slides/booklet).</p> <p>Writing: Review and edit your writing. Publish your final piece of writing. Submit to Google classroom.</p> <p>Silent Reading: Read a book quietly for 15 minutes.</p> <p>Comprehension: Read <i>Recycle Week</i>, then answer the comprehension questions. When complete you can mark your work. Answer Sheets are at the back of the Booklet.</p> <p>Reading Eggs</p> <p>If you have time and have access to a computer log and do some activities on Reading Eggs.</p>
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	Reading Eggs.			
<p>Middle Mathematics <i>Approx 1.5 hours</i></p>	<p>Quick Mentals: You need a stop watch/phone/clock to time yourself. Turn to the page in your booklet where you have the heading 'Quick Mental Challenge'</p> <p>When you are ready, start your challenge. Remember to write down seconds/minutes it took you to answer all questions. Mark your work, (the answers are at the back of your booklet).</p> <p>Problem of the Day: Remember to use the strategies that you used on Monday...1. <i>Read the question and circle important information.</i></p> <p>2. What is the question asking you? 3. How are you going to solve the problem? Could you draw a picture, do working out? 4. Explain your thinking as you are working. Check your answer. 5. Write down your answer. 5. Write down</p>	<p>Quick Mentals: You need a stop watch/phone/clock to time yourself. Turn to the page in your booklet where you have the heading 'Quick Mental Challenge'</p> <p>When you are ready, start your challenge. Remember to write down seconds/minutes it took you to answer all questions. Mark your work, (the answers are at the back of your booklet).</p> <p>Problem of the Day: Remember to use the strategies that you used on Monday...1. <i>Read the question and circle important information.</i></p> <p>2. What is the question asking you? 3. How are you going to solve the problem? Could you draw a picture, do working out? 4. Explain your thinking as you are working. Check your answer. 5. Write down your answer. Does your answer make sense? Addition and Subtraction</p>	<p>Quick Mentals: You need a stop watch/phone/clock to time yourself. Turn to the page in your booklet where you have the heading 'Quick Mental Challenge'</p> <p>When you are ready, start your challenge. Remember to write down seconds/minutes it took you to answer all questions. Mark your work, (the answers are at the back of your booklet).</p> <p>Problem of the Day: Remember to use the strategies that you used on Monday and Tuesday</p> <p>Time - Read the clock faces and convert times between am, pm and 24-hour time.</p> <p>Mathletics If you have time and access to a computer log on to Mathletics Live and Challenge your friends.</p>	<p>Quick Mentals: You need a stop watch/phone/clock to time yourself. Turn to the page in your booklet where you have the heading 'Quick Mental Challenge'</p> <p>When you are ready, start your challenge. Remember to write down seconds/minutes it took you to answer all questions. Mark your work, (the answers are at the back of your booklet).</p> <p>Problem of the Day: Remember to use the strategies that you used on Monday and Tuesday</p> <p>Chance and Probability Coin Flip Investigation In this investigation you will identify events where the chance of one will not be affected by the occurrence of the other. You will also identify events where the chance of one will not be affected by the occurrence of the other. You will need...</p>

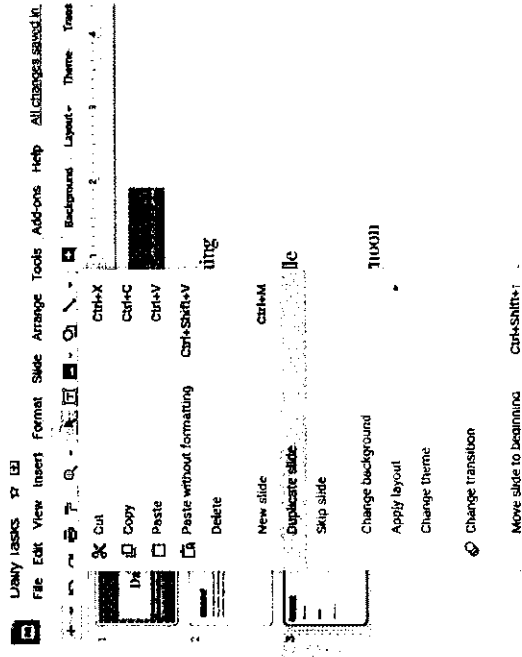
	<p>your answer. Does your answer make sense?</p> <p>Patterns and Algebra</p> <p>Find and continue the pattern, then explain the rule.</p> <p>Time (Over three days) Continued from friday</p> <p>Using 24-hour time and am and pm notation in real-life situations, plan a virtual trip to a country in the Northern Hemisphere.</p> <p>When you plan your trip consider and explain in your virtual trip:</p> <ol style="list-style-type: none"> 1. Type of transport. 2. Length of time. 3. How many Time Zones will you cross over? 4. The time difference between the country you are visiting and your home 5. How many countries will you visit? 6. How long will you spend in each country? <p>What you will need:</p> <ol style="list-style-type: none"> 1. World map showing 24 hour meridian time zones (provided at the back of booklet in resource section) <p>Mathletics</p> <p>If you have time and access</p>	<p>Creating your own Problems</p> <p>Turn to booklet page labelled Creating your own problems. You will see that there is one number sentence already written for you. The other two spaces are for you to create your own number sentence and create your own problems.</p> <p>Time (Over three days) Continued from friday</p> <p>Using 24-hour time and am and pm notation in real-life situations, plan a virtual trip to a country in the Northern Hemisphere.</p> <p>When you plan your trip consider and explain in your virtual trip:</p> <ol style="list-style-type: none"> 1. Type of transport. 2. Length of time. 3. How many Time Zones will you cross over? 4. The time difference between the country you are visiting and your home 5. How many countries will you visit? 6. How long will you spend in each country? <p>What you will need:</p> <ol style="list-style-type: none"> 1. World map showing 24 hour meridian time zones (provided at the back of 	<p><i>Remember to stop for Lunch.</i></p>	<p>A coin Then... Turn to Dice Roll and enjoy your Investigation!</p> <p>Mathletics</p> <p>If you have time and access to a computer log on to Mathletics Live and Challenge your friends.</p> <p>Remember to stop for Lunch.</p>
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	to a computer log on to Mathematics Live and Challenge your friends. Remember to stop for Lunch. ☺	booklet in resource section) Mathletics If you have time and access to a computer log on to Mathematics Live and Challenge your friends. Remember to stop for Lunch.		
Break	Free choice	Free choice	Free choice	Free choice
Afternoon <i>Approx 1 hour</i>	PDH- Write a persuasive text (two or more reasons, PEEL paragraphs) which outlines the need to be safe around roads.	CAPA- Guided Drawing activity. https://www.youtube.com/watch?v=xMa5ygmZwHs (complete in booklet- paper provided). (search on youtube- Art For Kids Hub- How to draw a fold out easter bunny).	STEM- Begin making a bridge using only items around your house. See how much weight you can make it hold. Some items that may be of use: <ul style="list-style-type: none"> • Lego • Paper • Toothpicks • Paddlepop sticks • Cardboard If you have access to a computer, you may want to research different types of bridges to help with your design. Sketch your bridge plans as you go. This activity goes over two weeks.	Finish off- Complete any activities that have yet to be finished from the past two weeks.

Daily Tasks Diary



This is a daily breakdown of what you have completed each day. Treat it like a diary of sorts. On each slide, record what you did in each session, each day. **On Friday of each week, submit your diary if you are using Google Classroom**





Morning

Remember:

- Silent reading
- Description in your writing
- Show your working in Mathematics
- Always try your best!

Middle

Afternoon

Date

Morning

Middle

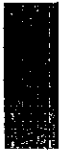
Afternoon

Remember:

- Silent reading
- Description in your writing
- Show your working in Mathematics
- Always try your best!



- Spelling
- Grammar
- Writing



- Handwriting
- Maths



- Guided drawing

Date:

Morning

Middle

Afternoon

Remember:

- Silent reading
- Description in your writing
- Show your working in Mathematics
- Always try your best!

late

Morning

Remember:

- Silent reading
- Description in your writing
- Show your working in Mathematics
- Always try your best!

Middle

Afternoon

Date

Morning

Middle

Afternoon

Remember:

- Silent reading
- Description in your writing
- Show your working in Mathematics
- Always try your best!

List 1	List 2	List 3 <small>Rule Words</small>	List 4	List 5
<p>able ask came order gone front full cost great stop</p>	<p>likewise against unfair reasons instance course emotion urgent request suggest</p>	<p>scared discover muscle school discuss science scene escape crescent score</p>	<p>gorgeous excruciating adversity assassination despair ignorant outrageous tragedy surprised announce</p>	<p>contagious successor approach announce intelligence sincere sequence frequency restaurant admittance</p>

List 1	List 2	List 3 Rule Words	List 4	List 5
open I'll can't into their belong for they school when	feisty breaking alert lifted example sum next secret hidden magical	army burglar care charge dollar umbrella woollen shallow intelligence propeller	ecstatic trembled precisely hesitantly provoke impatiently convenient genuine adaptable instantly	plausible sequel memorial illusion coordinate contrary controversial hesitant equivalent relevance

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Sentences Week 10

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Week 10 Words

Sentences Week 11

1.

2.

3.

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13.

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Week 11 Words

She ran.

—

Monday- Label parts of speech (including clauses). What sort of sentence is this?

Tuesday- Re-write this as a compound sentence and use a preposition.

Wednesday- Re-write this sentence as a compound/complex sentence.

Thursday- Imitate the original sentence.

Week 11

My word, what a disaster!

—

Monday- Label parts of speech (including clauses). What sort of sentence is this?

Tuesday- Treat this as if someone was speaking. Use an appropriate synonym for 'said' to convey how that character might say this.

Wednesday- Write an antonym for disaster. Use an appropriate synonym for 'said' to convey how that character might say this.

Thursday- Imitate the original sentence.

Sentence Study Week

Complete the following sentence study as per usual. Each day has a different task for you to complete. Submit the entire document 3pm Thursday.

Sentence-

Monday-

Tuesday-

Wednesday-

Thursday-

Silent Reading Log- Term 1 Week 10

Read a book of your choosing once a day for 30 minutes in total. You may choose to do three 10 minute sessions, two 15 minute sessions, or one 30 minute session. Once the log is completed, you need to submit this to me by **Friday 3pm**.

Text	Time Read	Parent Initial	Day

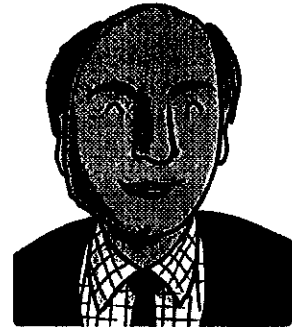
Silent Reading Log- Term 1 Week 11

Read a book of your choosing once a day for 30 minutes in total. You may choose to do three 10 minute sessions, two 15 minute sessions, or one 30 minute session. Once the log is completed, you need to submit this to me by **Friday 3pm**.

Text	Time Read	Parent Initial	Day

ROALD DAHL

Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but in 1920, she died when she was only 7 years old. Roald's father was so sad that he fell ill from pneumonia. A few weeks later, he also died.



His mother was a great story teller and had a fabulous memory. Roald remembered many tales she told about trolls and other mythical Norwegian characters.

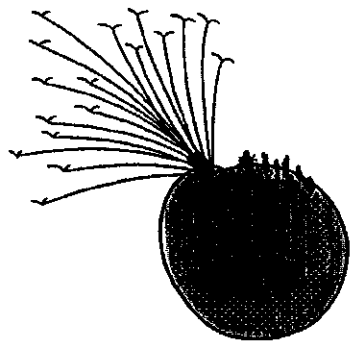
Although Roald had a happy home life, he had an unhappy time at his school in Wales, and was often 'caned' for bad behaviour. His mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the all-powerful Matron who "disliked small boys very much indeed" and the cane-wielding Headmaster.



At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports and was very good at boxing. The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company and this experience later inspired the book 'Charlie and the Chocolate Factory'.

Over the next few years, Roald Dahl worked in Africa for an oil company and then enlisted in the Royal Air Force during the Second World War.

In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western desert in North Africa, and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF but, after a while, he began suffering terrible headaches from his accident. This meant he had to leave because he could not fly planes anymore.





In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S.Forester, who suggested that Roald should write about his experiences flying planes in the desert. Roald started writing articles for newspapers.

He met and married actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there. Roald Dahl and Patricia Neal had five children; Olivia, Tessa, Theo, Ophelia and Lucy. However, Olivia tragically died at the age of 7 from an illness.

Roald Dahl started telling his amazing stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy. 'James and the Giant Peach' was his first published children's book.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."



Questions About Roald Dahl

1. How old was Roald's sister when she died?

2. What made Roald's mother a good storyteller?

3. Do you think Roald would have liked the Headmaster? Explain your reasons.

4. What sport was he good at?

5. What do you think the boys thought about being chocolate testers?

6. Explain why he had to leave the RAF.

7. How did Roald start writing children's stories?

8. What word did Roald Dahl use to describe how children saw adults around them?

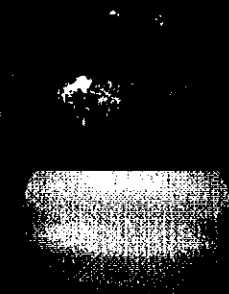
The Sun

The Sun is a star and is at the centre of our solar system. That is why it is called a solar system. The word solar means 'relating to the Sun'. The planets in our solar system stay together because the Sun is so big its gravity keeps us all locked in orbit around it.

Making Energy:

The Sun provides almost all the energy, light and heat needed on Earth and it mainly uses hydrogen and helium for this. Energy is made at its core in the centre of the Sun's sphere. Around the core is the radiative zone which carries the energy to the next layer – the convection zone. It takes about 170,000 years for the energy to move from the core to the convection zone! The photosphere is at the Sun's surface and the energy gets to there from the convection zone in large bubbles. From here, the energy escapes (through the chromosphere and corona) and some of it comes to Earth. It takes about 8 minutes for heat to reach us from the Sun.

Did you know?



Surface temperature: 5505°C

Distance to Earth: 149.6 million km

Radius: 696,342 km

Circumference: 4,366,813 km (2,713,406 miles)

Mass: 1,989,000,000,000,000,000,000,000,000kg

(About 1.3 million Earths could fit inside the Sun)

Lifespan:

The Sun is actually a yellow dwarf star and was created about 4.6 billion years ago. The Sun will eventually run out of energy and fade, but don't worry...this won't be for another 4.5 to 5.5 billion years yet! Before the Sun eventually fades, in an unimaginable time from now, it will get bigger and turn into what is called a 'red giant'. In 1.1 billion years from now, the Sun will be 10% brighter than it is today. This will make Earth a bit like a greenhouse – hot and moist. 3.5 billion years from now, it will be even brighter than that at 40% more than it is today. This will be so hot that the oceans will boil and the ice will melt. It's safe to say that there will be no life on Earth by then, but with space travel already making new discoveries and exploring other planets, where do you think humans will be by then?

Questions About The Sun

1. What gases is the Sun mainly made from?

2. How long does it take energy to reach Earth from the Sun?

3. How far away is the Sun from Earth?

4. What type of star is the Sun now?

5. List the different layers of the Sun from the centre to the outside.

6. What keeps our solar system of planets orbiting the Sun?

7. Solar means 'relating to the Sun'. Think of two (or more) examples where we use the word 'solar'.

8. Will the Sun last forever? If not, why not?

How Weeds Get Everywhere!

How come weeds get everywhere in our gardens? One minute your lawn can be lovely and green and the next minute it's covered - and I mean covered - in dandelions! Well, it's all to do with the clever way that plants reproduce and spread their seeds far and wide to keep their species alive.

Making the Seeds

So, how do the plants make so many seeds?

Most plants are made up of some female and male plant parts. Bees and other insects are attracted to the flowers because of their lovely smells and colours. While they are at the flower, they help move pollen around to fertilise the plant. Sometimes even the wind can help with moving the pollen around to the right places.

Once the plant is fertilised, the seeds can grow. When this happens in a dandelion, the yellow flower turns into what we call a dandelion 'clock'. If you look closely at a dandelion clock (also called a 'seed head'), it is full of dark coloured seeds with light, feathery, white tops that look like umbrellas.



Fact File

- A weed is only a plant that someone does not want in their garden. They can be very pretty!
- Nettles are used for making tea and medicines, so they are actually very useful.
- The world's largest weed is giant hogweed. It can grow up to 3.65m in height and have leaves that measure 91cm long.
- Some people think that if you hold a buttercup under your chin and the yellow reflects on your skin it means that you like butter.

Spreading the Seeds

So, how do the seeds get everywhere?

This is the clever bit...

As we said before, dandelions make lots and lots of seeds. They all have feathery, white tops that look like umbrellas. This makes the seeds brilliant at floating and flying through the air. So, all they need is the wind to carry them near and far. Before you know it, there are hundreds of seeds all over your lawn, which are all ready to germinate and make yet more dandelions. Other flowers and plants also have other clever ways of spreading their seeds, including putting them inside tasty fruit so that animals eat them. Eventually, the seeds come out of the other end in their poo and start to germinate.

Questions about How Weeds Get Everywhere!

1. Name the world's largest weed.

2. Name something mentioned in this text, other than bees and other insects, that can move pollen around in the flower.

3. What is another name for a dandelion 'clock'?

4. What is a good thing that nettles can be used for?

5. What makes dandelion seeds good at floating in the air?

6. Name another way mentioned in this text, apart from the wind, that seeds can be spread around to germinate in other places.

7. How tall can the largest weed grow?

8. What does 'germinate' mean in the final paragraph?

9. In paragraph one, the author has written the contracted word **it's**. Write the full words without the apostrophe.

10. In the first paragraph, what does the word 'reproduce' mean?

The Moon

Do you ever look up in the sky at night and see the Moon shining down and lighting up the night-time town? Do you sometimes wonder what it would be like to visit the Moon or wonder why it shines so bright? Well here's some information that might interest you...

Moon and Sun:

The Moon shines very brightly, but is only reflecting the light of the Sun it can't make its own light. When the Sun comes back up for our day time we think that the Moon goes away but it doesn't, it's just harder to see because it is so bright. Sometimes, if you look carefully, you can see the Moon in the sky during the day time.

Did you know?

Average temperature in the day: 107°C

Average temperature at night: -153°C

Distance from Earth: 238,857 miles

Diameter: 2,160 miles

Length of Day: 708 hours

Selenophobia is fear of The Moon

Orbit:

The Moon is the Earth's only satellite (that means something that orbits a larger object). It takes the Moon about 28 days to orbit the Earth once, we call this a lunar month. During this time we only ever see the same side of the Moon as it rotates slowly whilst it moves around us.

During its orbit the Moon is sometimes covered by a shadow of the Earth, this is what gives us the phases of the moon, when it is waxing (growing bigger) and waning (getting smaller) with shapes including crescent and gibbous.

Moonwalking:

Only 12 people have ever walked on the Moon! The first person to do this was Neil Armstrong on 20th July 1969. There were two other men on the mission: Buzz Aldrin and Michael Collins and they all travelled on the Apollo 11 shuttle.

You may have seen a film of people walking on the Moon and it isn't quite the same as walking on the Earth...walking on the Moon looks bouncy because the Moon's gravity is not as strong as the Earth's, so people take longer to fall back down when they are up in the air.

Questions About The Moon

1. How many people were on the first moon landing mission?

2. How does the moon look like it lights up when it doesn't?

3. What is a satellite?

4. How much colder is the Moon at night than in the daytime?

5. What causes the shadow on the Moon?

6. Why is the Moon colder than Earth at night?

7. Where does the Moon go in the daytime?

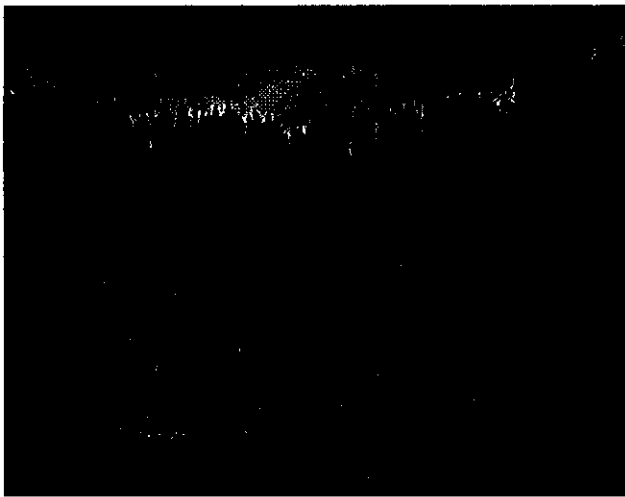
8. How long does it take the Moon to orbit the Earth?

Rainforest Deforestation

Rainforests are an essential part of our planet, providing oxygen, absorbing carbon dioxide and housing 50% of the animal and plant species of the planet. Not to mention, the medicines and cures that are made using plants only found in a rainforest environment.

Deforestation

Deforestation is the name given to the destruction of the rainforests and this is being done by burning them, chopping down the trees, or in some cases, flooding the areas. This is happening so fast that an area the size of twenty football pitches is being destroyed every minute! If the current rate of deforestation continues, it will take less than a hundred years to destroy all the rainforests on Earth.



Fact File in Numbers

- 20% of the world's oxygen is produced in the Amazon forest.
- 28,000 species of animals are expected to become extinct in the next 25 years due to deforestation.
- $\frac{1}{2}$ of the tropical rainforests that we had have already gone.

Why are they being destroyed?

The biggest reason rainforests are cleared is to make space for food, including cattle to be farmed for cheap beef and also growing large crops, such as soya beans and palm oil. In addition, other causes of deforestation, which are also related to making money include; chopping down and using the wood from the forest, building roads for mining metals, gold or diamonds, flooding areas to make dams to generate electricity and also digging for oil.

How can they be saved?

There are plenty of charities fighting against deforestation and people can always help by raising money for those charities. Also, think about the reasons that the forests are being destroyed and how some little changes in your everyday habits could help. For example, the cheap beef farmed in the areas that used to be rainforest land is often used in fast food chains. Could you avoid eating fast food from these outlets? You could also check on your supermarket food labels for the country of origin of any meat you buy. Was it farmed in an area where deforestation is taking place? You could also use rainforest-friendly wood so you know it is not a by-product of deforestation. Finally remember, paper comes from trees so any paper saving you can do, as well as recycling, will help the environment.

Questions about Rainforest Deforestation

1. Name a reason not to destroy rainforests given in the first paragraph.

2. Name **two** of the three ways given that a rainforest can be destroyed.

3. What **percentage** of the rainforests has already gone?

4. In the fact file, what does the author say will happen in the next quarter of a century?

5. Why does saving paper help the rainforests?

6. Why has the author used an exclamation mark in paragraph two?

7. What **fraction** of the earth's plant and animal species live in the rainforests?

8. List **two** main reasons why deforestation is occurring.

9. Which rainforest produces 20% of the world's oxygen?

10. What is your opinion about deforestation? How could you help to stop it?

Fossils

Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies and gets covered over, it can stay there and over time, become a fossil.

Dinosaurs

Fossils are really important in understanding what has happened a long time ago. Without them we would not even know that dinosaurs existed! People who study fossils are called palaeontologists and these are the people who have found out what we now know about dinosaurs. However, this only started 200 years ago, so we've only known about dinosaurs for 200 years!



Did you know?

- 'Sue' is the nickname given to most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

How a Fossil is Made

When some plants or animals die, their body sinks into mud or is buried by sand. This often happens at the bottom of the sea and stops it from rotting or being eaten by other animals. Whilst it is underground, water and minerals seep into the bones and where the bones and body used to be, to make a hard shape. This is squashed under more layers of sand, mud and eventually rock over many, many millions of years.

Questions About Fossils

1. What does a palaeontologist study?

2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

3. What sort of rock are fossils found in?

4. Which town has an ammonite fossil as their symbol?

5. Why have we only got fossils to find out about dinosaurs?

6. What does the Latin word 'fossilis' mean?

7. How come the fossilised animals or plants haven't been eaten by other animals?

8. Why did the author use an exclamation mark at the end of the Fossil Facts section?

9. Why aren't there any fossils of cats that lived twenty years ago?


10. Do you think the ammonites in the pictures look like snakes? Why?

Planet Earth

We all live on Earth...why? Well, Earth is the only planet in our solar system that has all the things we need to survive: 21% oxygen in the air to breathe, water to drink and all at just the right temperature warmed by the Sun. Its name comes from the Old English word 'ertha' and the Anglo-Saxon word 'erda' which means ground or soil.

The Blue Planet:

Earth, the third planet from the Sun, is referred to as 'The Blue Planet' because of how it looks from space – blue. This is due to the fact that over $\frac{2}{3}$ of the Earth's surface is covered in water.



Did you know?

- Age: approximately 4.54 billion years**
- Diameter: 13,000 km**
- Distance to Sun: 150,000,000 km**
- Surface Temperature: 15°C**
- Highest point: Mount Everest 8.8 km**
- Lowest point: Challenger Deep 10.9 km below sea level**

I'm Spinning Around:

The Earth spins on its axis once every 24 hours – that's what gives us day and night as we spin to face the Sun and then away from it again. You wouldn't notice but the Earth's spin is actually slowing down by 17 milliseconds per hundred years. Eventually this will lengthen our days but it will take around 140 million years before our day will have increased from 24 to 25 hours. I wonder if children 140 million years from now will have an extra hour at school.

Whilst it is spinning, the Earth is also orbiting The Sun, which takes $365 \frac{1}{4}$ days to do one full circuit. This gives us the length of our years. Our seasons are also dependent on the orbit of the Earth as our planet is tilted at an angle. This means that around one side of the Sun we are tilted towards it – giving us warmer temperatures and longer days...our summer. However, around the other side of the Sun we are tilted away from it giving us less light and cooler temperatures – this is our winter. All in all, it's a pretty amazing planet and I, for one, am glad to call it home.

Questions About Planet Earth

1. What percentage of Oxygen is in the air we breathe?

2. What is the highest thing on Earth?

3. How long does it take the Earth to spin once on its axis?

4. Will the Earth always spin at this speed? If not, how will it change?

5. How many planets are between us and the Sun and can you name them?

6. Why do we experience summer around one side of the Sun?

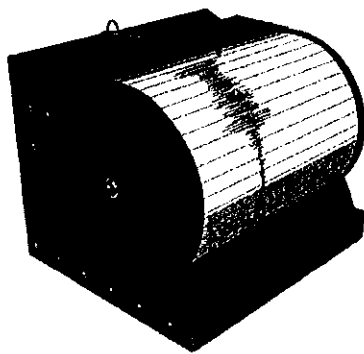
7. Why is Earth also called 'The Blue Planet'?

8. What 3 things make it possible for us to survive on Earth?

Earthquakes

The Earth's Crust

The Earth's crust and the top of the mantle have about twenty tectonic plates, which are like jigsaw puzzle pieces covering the Earth. These plates are always moving and bumping into each other. We call the edges of the plates 'plate boundaries', which are made up of faults. These faults are where most of the world's earthquakes occur. As the plates move, the edges get stuck because they are not smooth, but the rest of the plate keeps moving. When the force is too much, it slips and bumps and that causes an earthquake.



Seismograph

A seismograph (say: size-mo-graf) is a special piece of equipment that records earthquakes. Seismometers are securely fastened to the Earth, so when the ground starts to shake, the instrument's case moves too. What doesn't move is a weight that hangs on a string inside the case. When there is an earthquake, the case shakes with the ground but the weight does not, and it draws a line to show how much the ground shook. Scientists use seismograms (graphs produced by the seismograph) to measure how big each earthquake is.

Interesting Fact

Six Italian scientists were convicted of manslaughter (killing someone without planning or being hateful) and sent to prison for not predicting (knowing it was coming and warning people) the 2009 L'Aquila earthquake in which 309 people died. They argued against their cases and won, so were eventually not sent to prison.

You could try to find out:

- 1 How earthquakes are measured.
- 2 How easy they are to predict.
- 3 About other cases where prison sentences have been handed out in unusual circumstances.
- 4 How you go about arguing a decision made by a court.

Questions About Earthquakes

1. Which layer of the Earth do the tectonic plates make up and how many are there?

They make up...

2. What are plate boundaries?

Plate boundaries are...

3. Where in the world do earthquakes take place?

Earthquakes take place...

4. Describe what causes earthquakes.

Earthquakes are caused by...

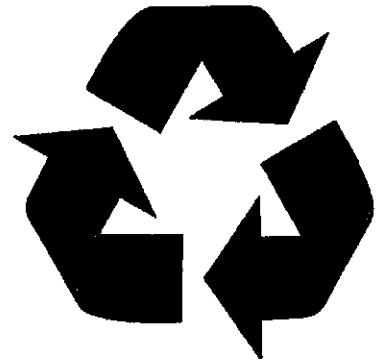
5. Which part of the seismograph moves? The case or the weight on a string?

The part of the seismograph that moves is...

Recycle Week

What is Recycle Week?

Recycle Week is an annual event (usually in June) which has been running since 2004. It is a time to remind people of all the things that can be recycled. Each year has a theme, for example: The Unusual Suspects - common household items that often get forgotten about, and instead of being recycled, they are thrown away. These include items such as containers, shampoo and conditioner bottles, bleach bottles, tissue boxes and deodorant cans.



What is recycling?

Recycling is when objects made from glass, steel, paper, cardboard, certain plastics and even waste food, are taken to a recycling plant and turned into other things. Therefore, they are used again, recycled into something else and not just thrown away into a landfill.



Why is it important to recycle?

It is important to recycle for these reasons:

1 Recycling conserves resources

When we recycle, used materials are made into new products, reducing the need to use natural resources. Natural resources come straight from the earth, so if we recycle products that are already made, we reduce the need to use fresh, raw material through mining and forestry.

2 Recycling saves energy

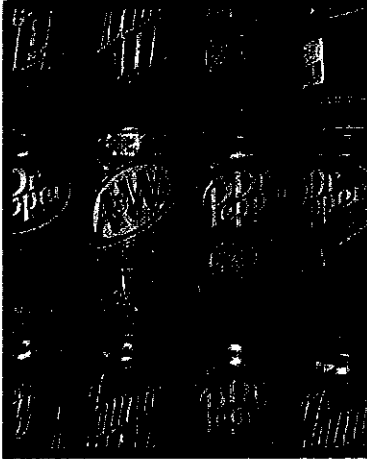
Using recycled materials in the manufacturing process uses a lot less energy than is needed for making new products from raw materials – even when you think of all the extra costs, like transport.

3 Recycling helps to protect the environment

Recycling reduces the need for mining materials from the ground. Changing these raw materials from one thing into another creates a large amount of air and water pollution.

4 Recycling reduces landfill

Landfill sites are huge areas where rubbish that isn't recycled is dumped. They need a lot of space. The rubbish takes years to rot and while it is doing that, these sites give off methane, a powerful and dangerous greenhouse gas. There are over 1,500 landfill sites in the UK.



Did you know?

- Both metal and glass can be recycled again and again without loss of quality.
- If we recycle all the steel packaging we use in a year, it would save enough energy to make over 50,000 return train journeys between London and Edinburgh!
- Recycling one drinks can could save enough energy to power a TV for four hours.

Other recycled materials

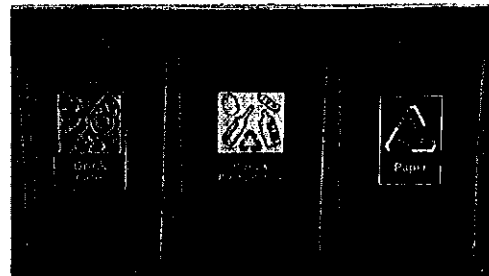
Clothing and textiles can be recycled: bedding, old underwear, damaged clothing and faded curtains can be recycled and made into new items, such as padding for chairs and car seats, cleaning cloths and blankets.

- Check to see if your council collects clothes and textiles to be recycled.
- Some charities collect clothing and textiles for recycling, check with your local store or on the bags that come through the door.
- Clothing and textile banks are often in supermarkets and local car parks - check to see if they take items for recycling.

Foods that can be recycled are: peelings, tea bags, bread, pastries, out of date food, rice, pasta, beans, meat, fish and waste food left on plates. It can then be used as fertilizer on farms.

How can we recycle?

Whenever we use a plastic or glass container, we need to wash it out and put it in a separate bag from our other rubbish. Then put the recycling items into a blue wheelie bin or take it to a recycling collection point, and that's it! We can all do our bit to help the planet and save the environment for generations to come.



Questions About Recycle Week

1. In your own words, explain what Recycle Week is.

2. What objects do people often forget about?

3. What does the phrase '**reducing the need to use natural**' mean?

4. Explain your understanding of why recycling helps to protect the environment?

5. Would you want to live near a landfill site? Explain your reason.

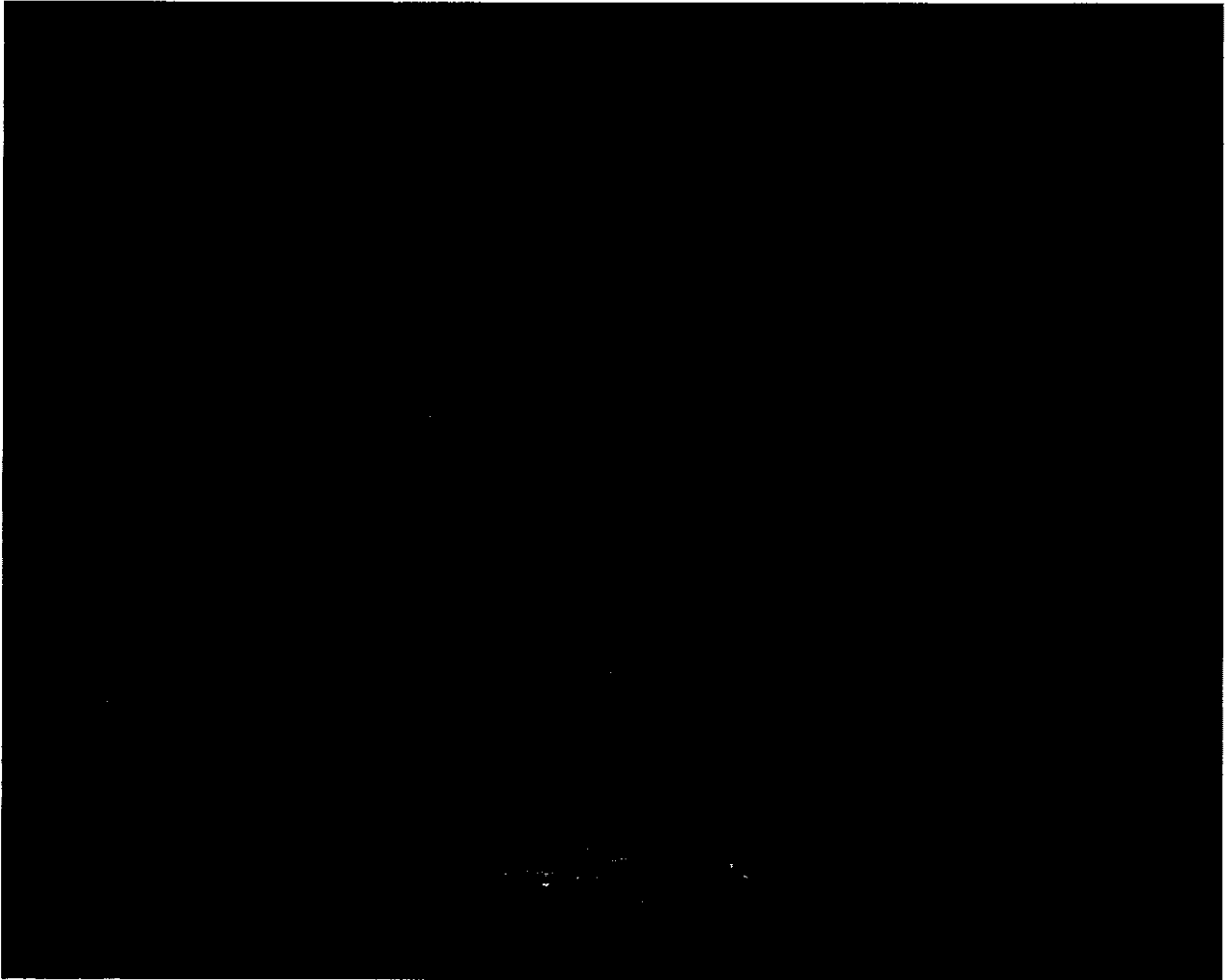
6. Why are glass and steel suitable for being recycled many times?

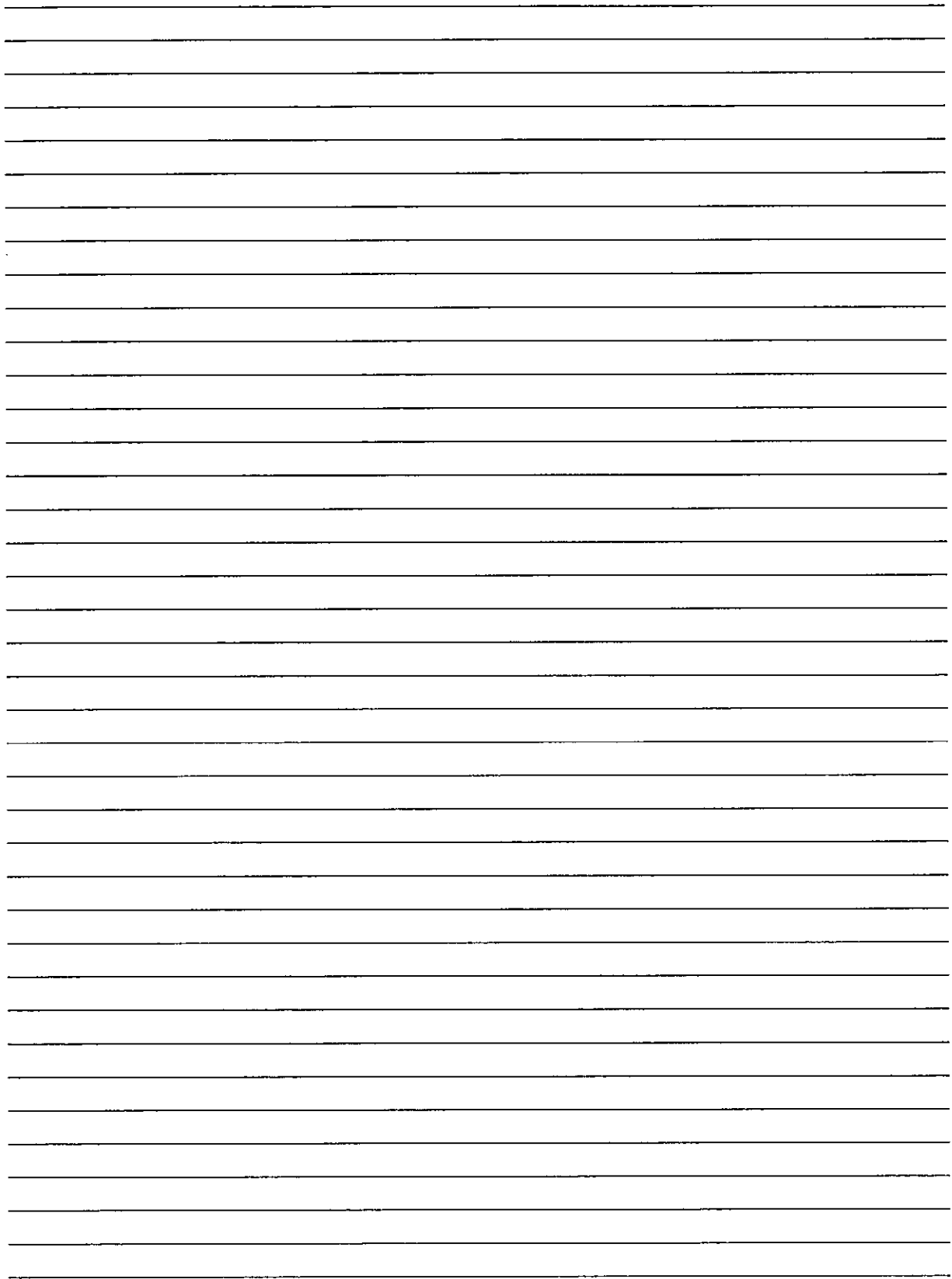
7. What can you do to recycle clothes and textiles?

Stage 3 Writing Task Week 10 + 11

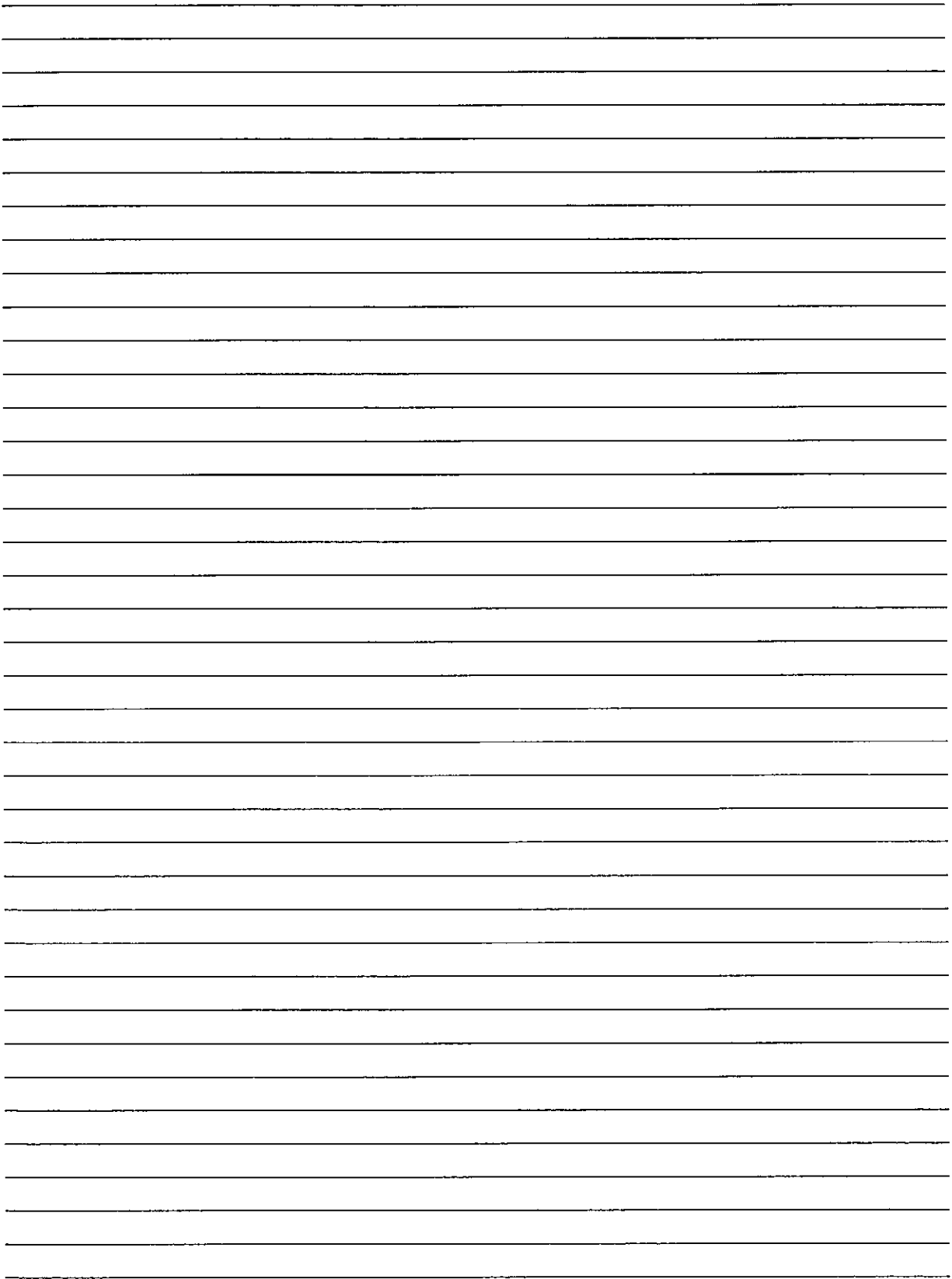
Task One:

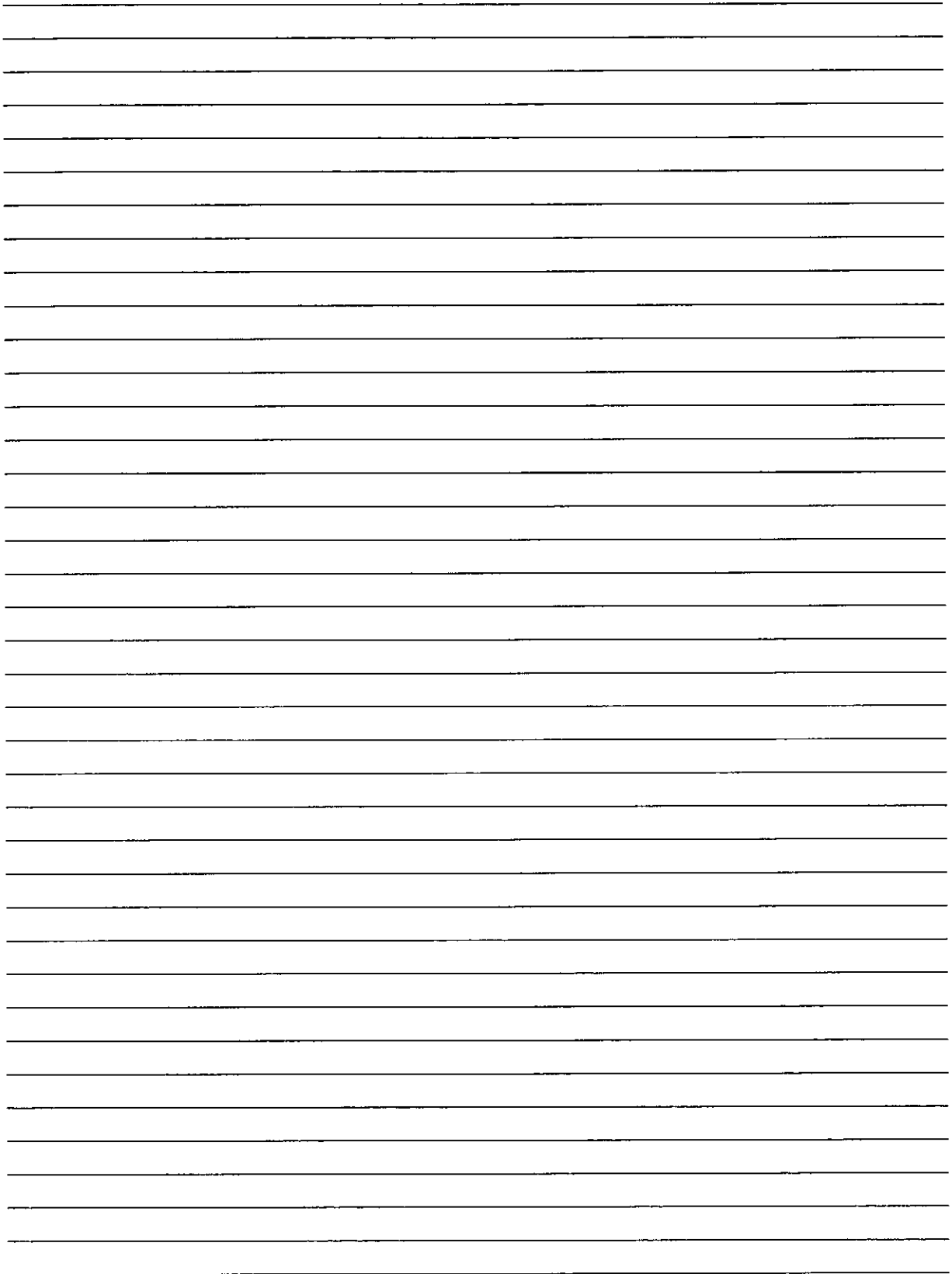
Using the following image as a guide, write an imaginative text. Ensure that you use paragraphs (4-6 sentences), correct grammar and punctuation. Follow the learning grid as to what each day might look like in terms of what to do each day. Your story should be between 5-7 paragraphs long.

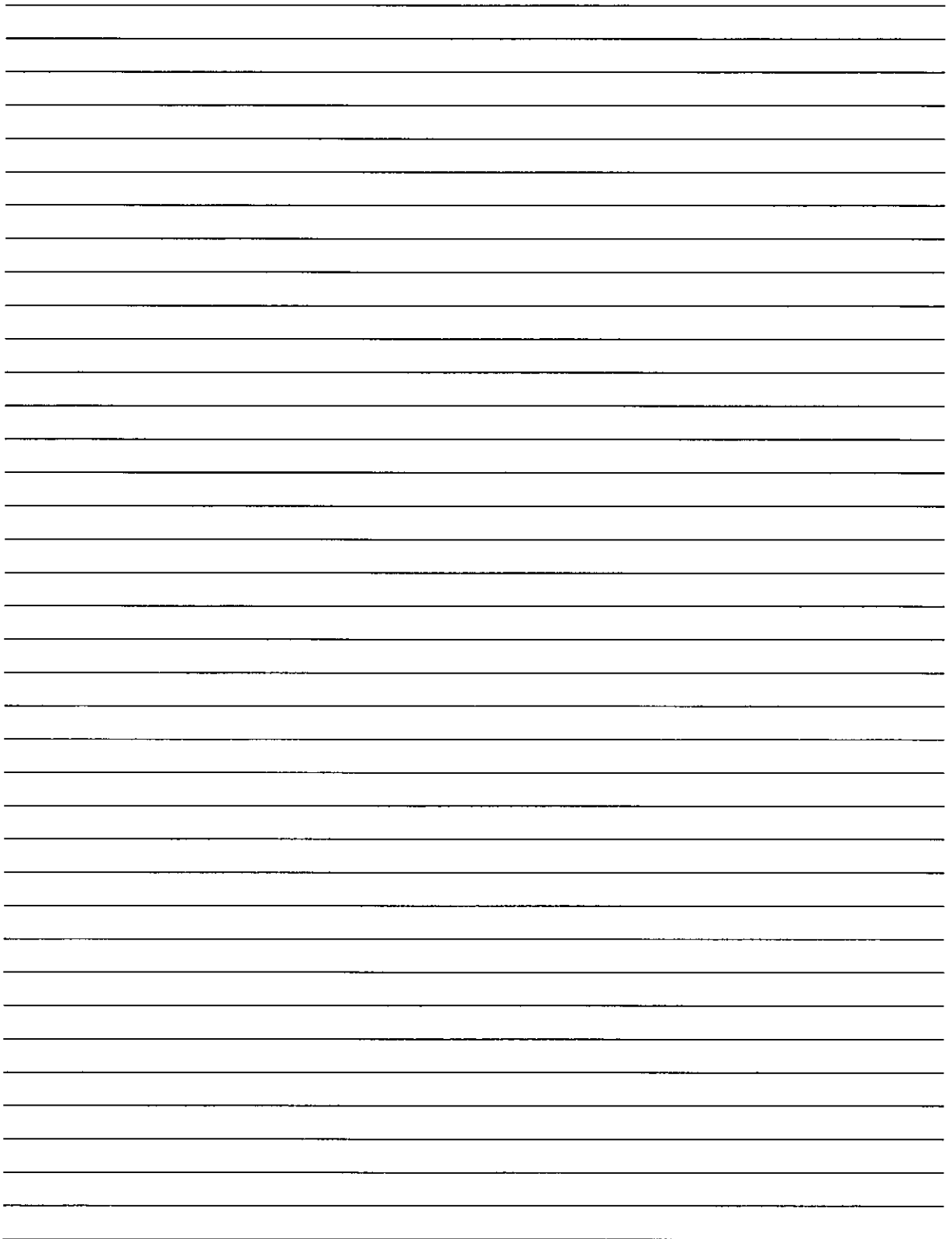


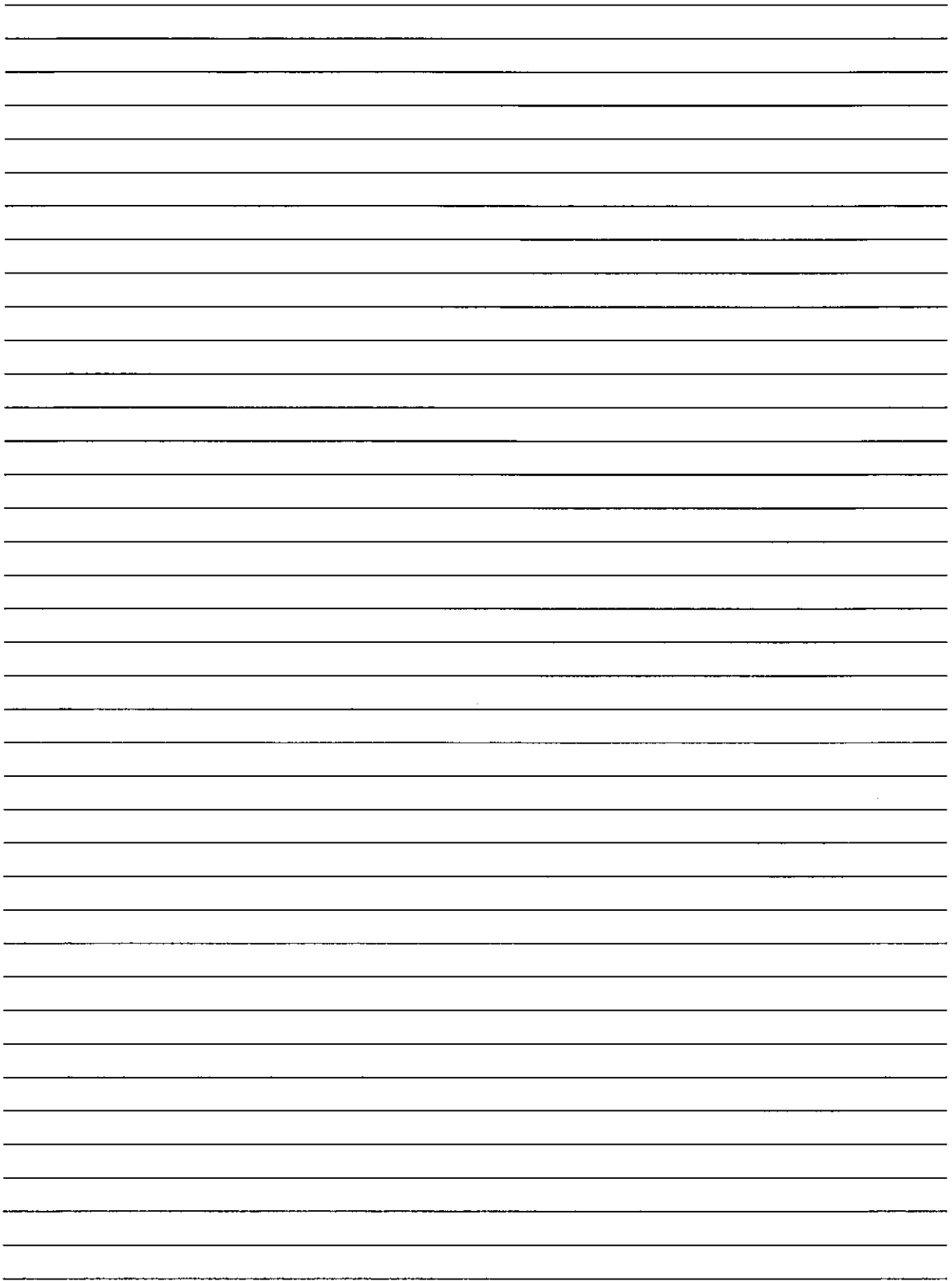


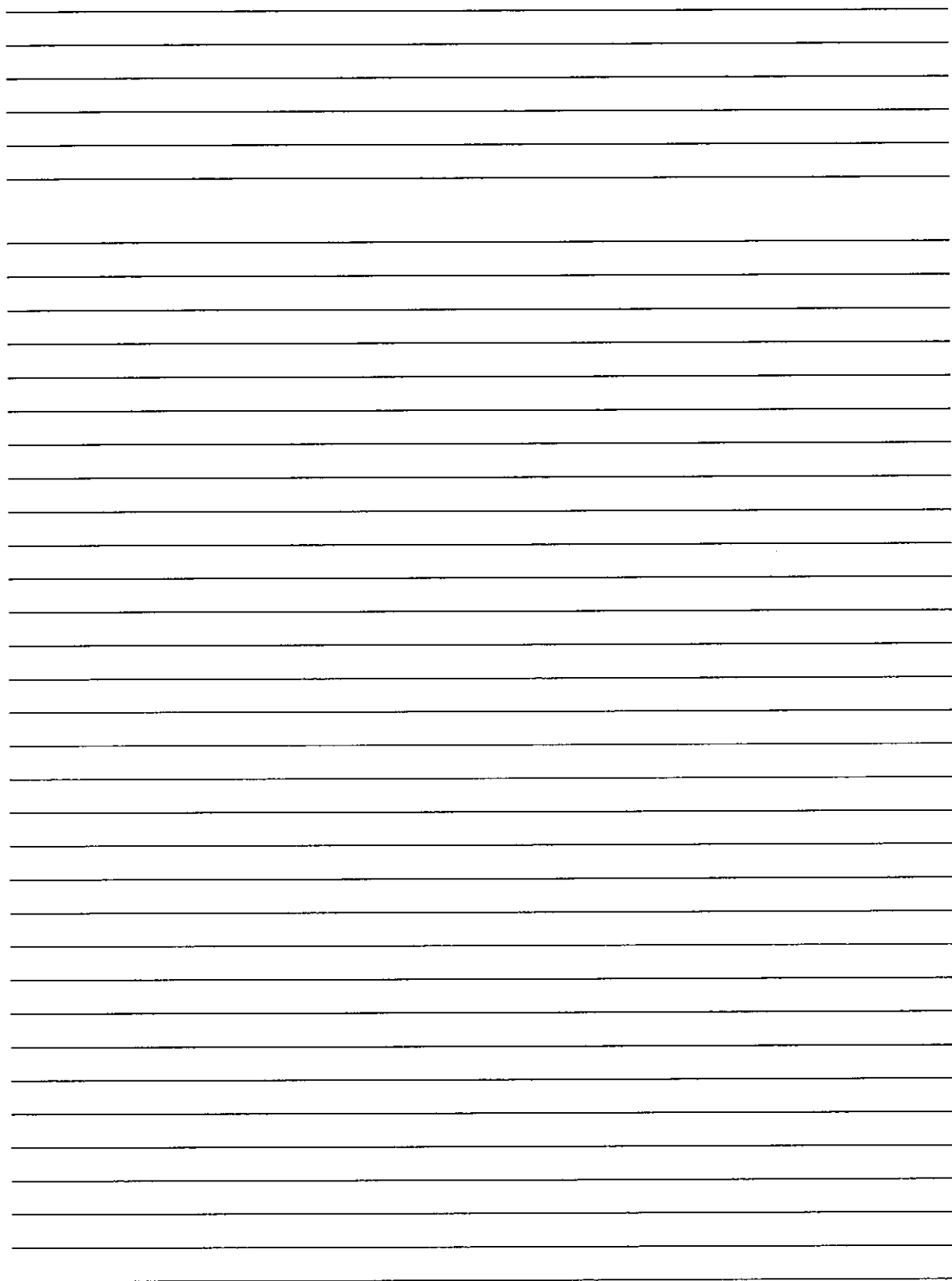
Planning Text One

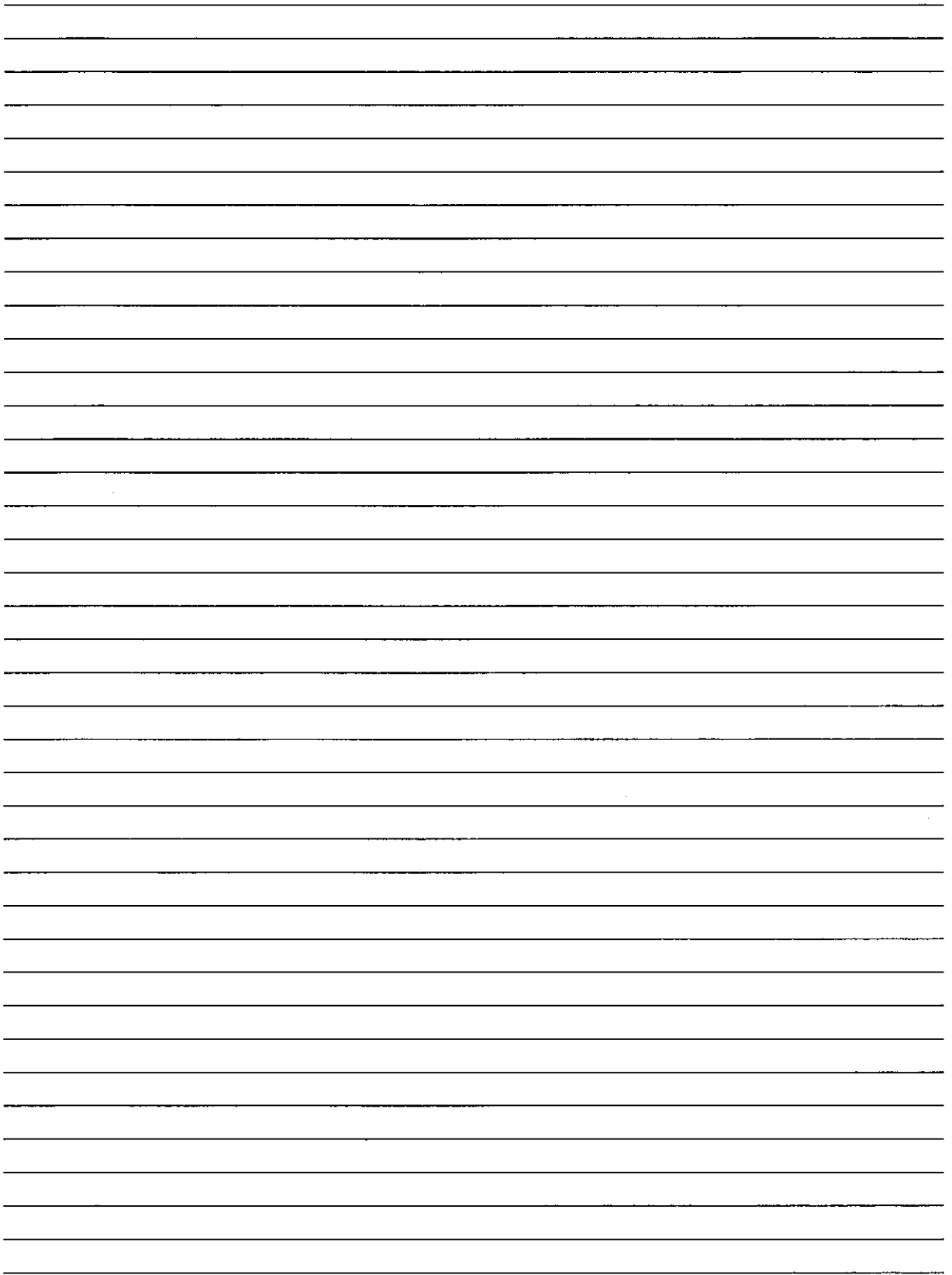


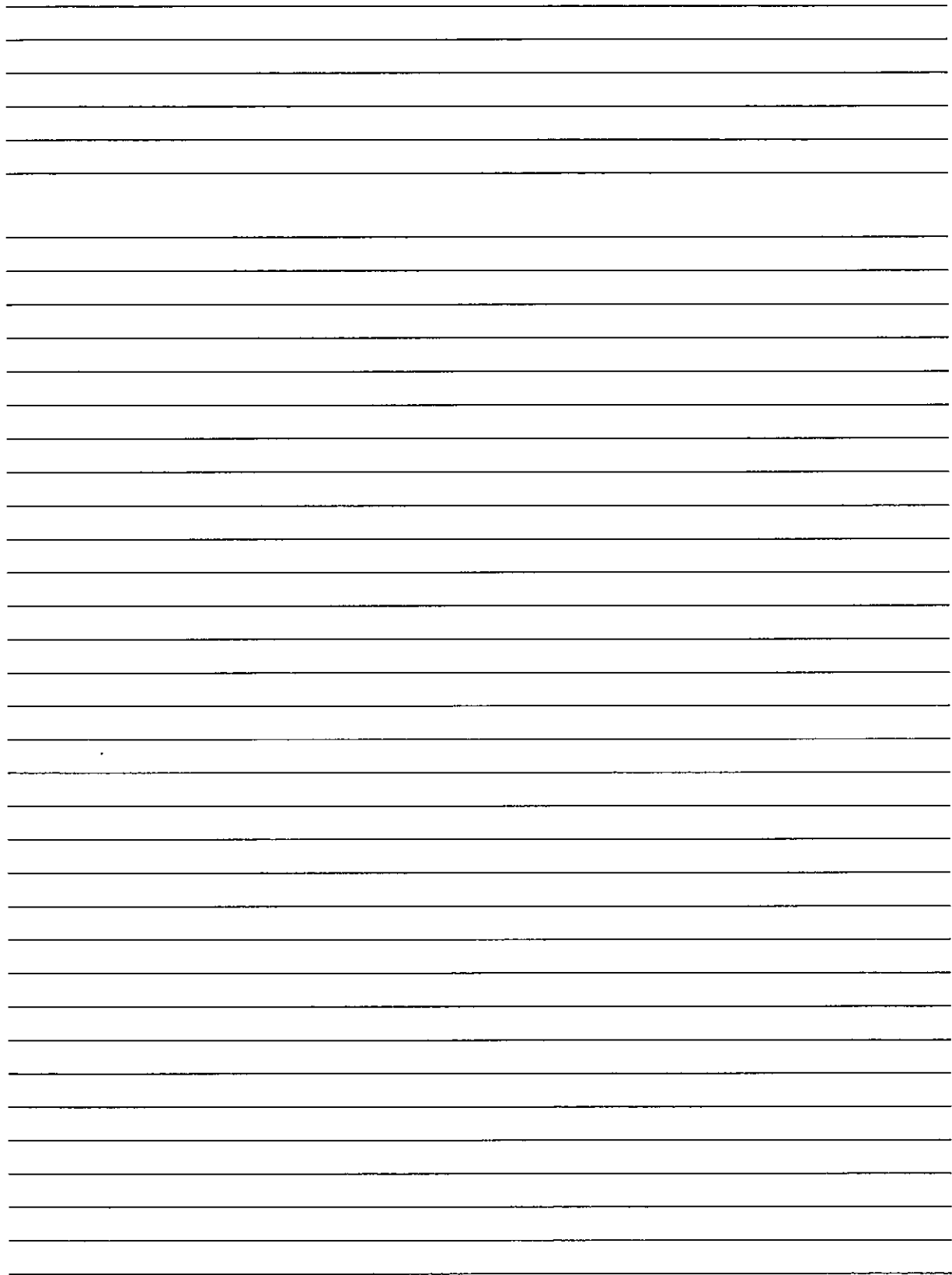


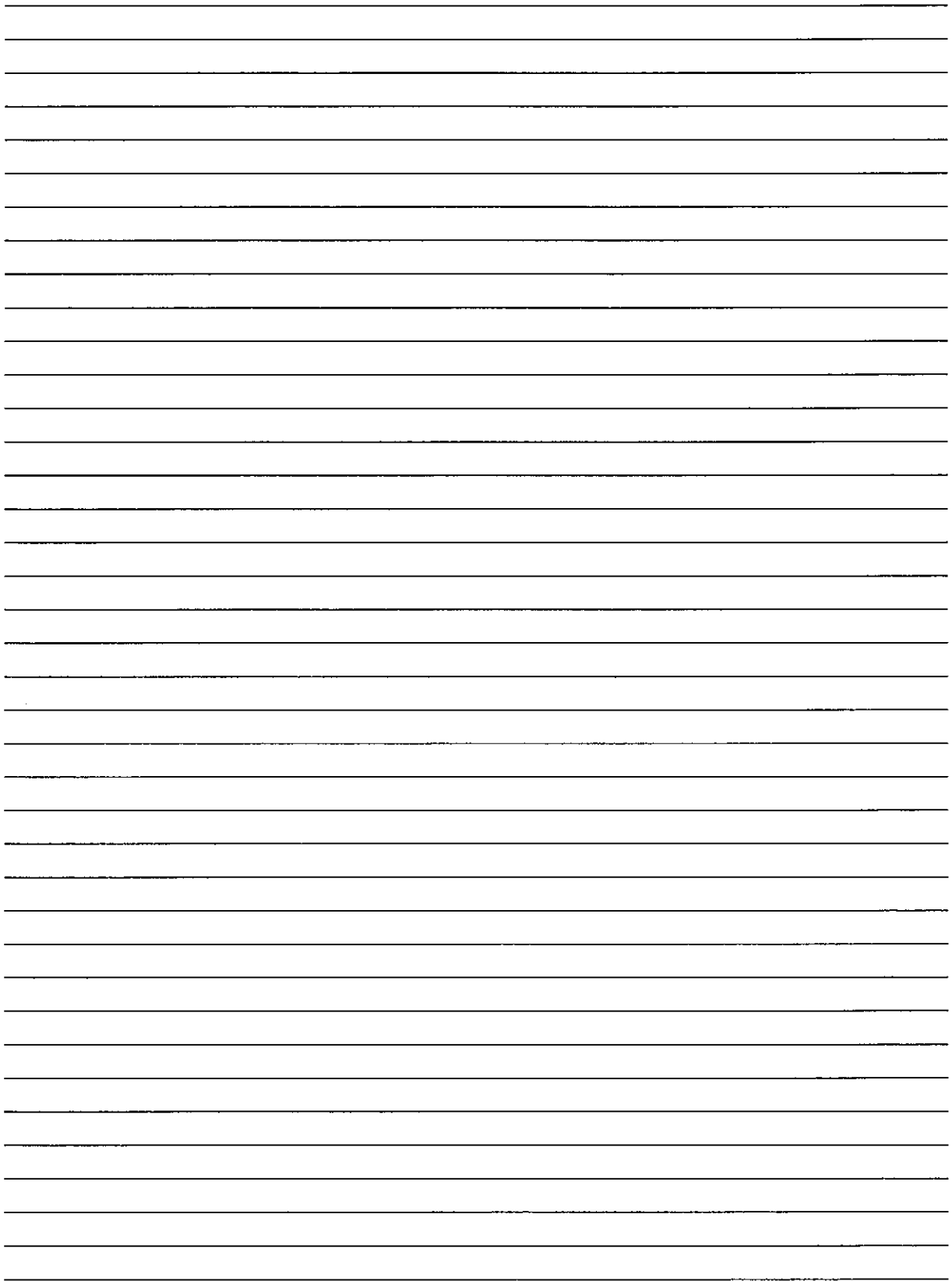


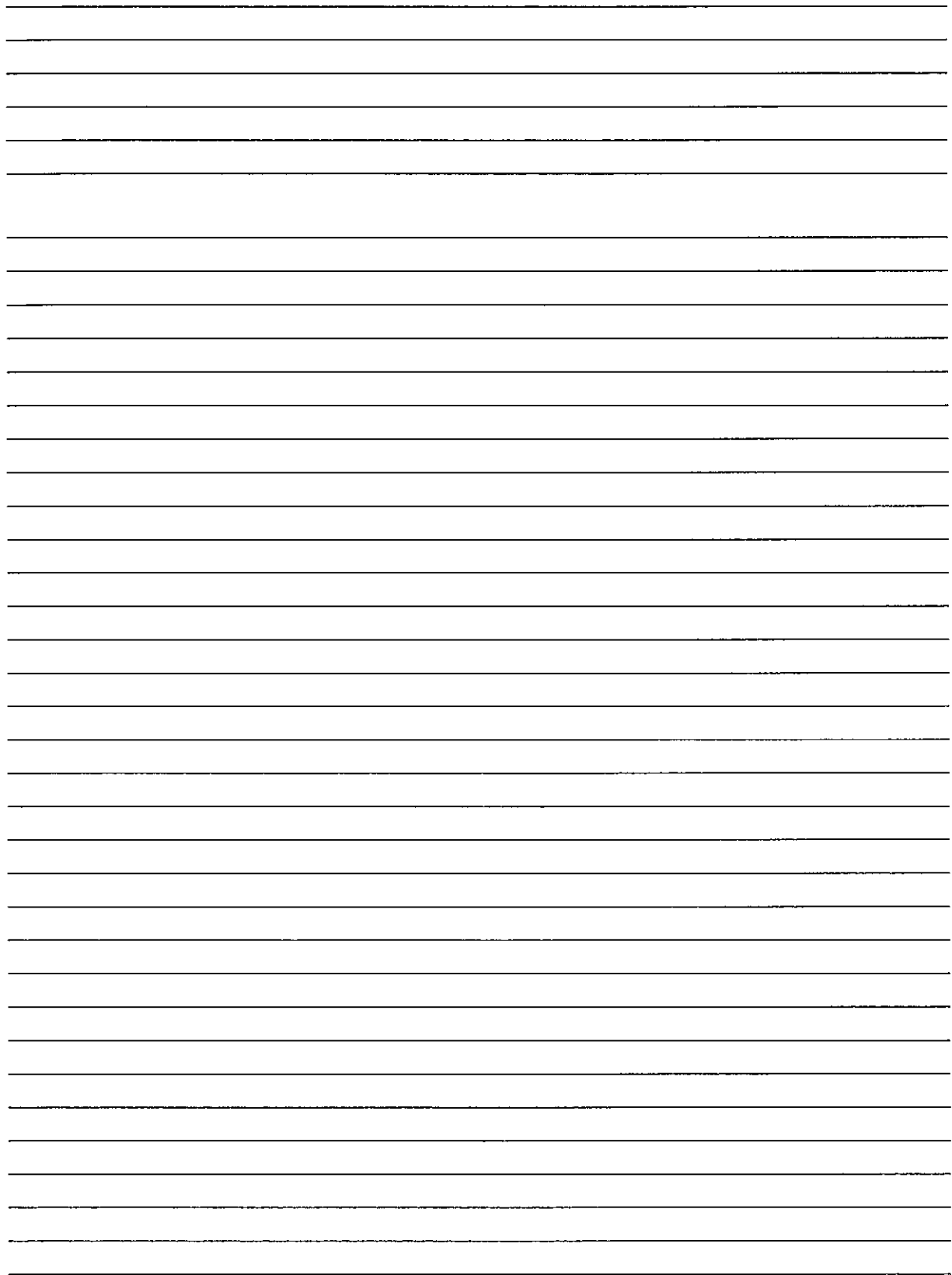












Problem of the Day

Week|0-11

Complete your problem of the day on the slide provided. Write your answer in a text box.

Week 10

Monday

I have 5 friends who each have 87 marbles.

How many marbles are there all together?

Planning Text Two



Tuesday

If the temperature is 7 degrees cooler than Monday, which was 34 degrees, what is the temperature?

Wednesday

If I save \$45 dollars a month for 18 months, how much would I have all together?

Thursday

I need 15 more playing cards to complete my collection. The entire collection is 143 cards.
How many cards do I have?

Friday

List the prime numbers between 5 and 45.

Tuesday

If I am double the age of my cousin, who is 32
and my brother is three years younger than me,
how old is my brother?

Wednesday

Find the quotient of 7282 and 6.

Week 11

Monday

If a school has 354 students and 187 are girls,
how many are boys?

Thursday

If Greg has 34 cows in 15 paddocks, how many cows does he have?

Quick Mentals - Week 10

Monday	Tuesday	Wednesday	Thursday	Friday
1. $12 \times 4 =$	1. $6 \times 4 =$	1. $13 + 4 =$	1. $7 \times 4 =$	1. $3 \times 4 =$
2. $20 - 7 =$	2. $19 - 5 =$	2. $19 - 6 =$	2. $15 - 7 =$	2. $27 - 7 =$
3. $18 - 7 =$	3. $14 - 6 =$	3. $14 - 4 =$	3. $15 - 3 =$	3. $18 - 8 =$
4. $9 + 6 =$	4. $10 + 8 =$	4. $10 + 12 =$	4. $9 + 9 =$	4. $9 + 5 =$
5. $8 \times 6 =$	5. $6 \times 4 =$	5. $12 \times 3 =$	5. $3 \times 6 =$	5. $8 \times 3 =$
6. $3 \times 4 =$	6. $2 \times 12 =$	6. $3 \times 7 =$	6. $3 \times 9 =$	6. $3 \times 10 =$
7. $12 + 4 =$	7. $14 + 6 =$	7. $15 + 4 =$	7. $17 + 4 =$	7. $12 + 6 =$
8. $9 \times 4 =$	8. $10 \times 3 =$	8. $9 \times 3 =$	8. $9 \times 5 =$	8. $2 \times 8 =$
9. $19 - 5 =$	9. $11 - 4 =$	9. $15 - 4 =$	9. $19 - 3 =$	9. $19 - 9 =$
10. $19 + 4 =$	10. $13 + 5 =$	10. $16 + 7 =$	10. $12 + 4 =$	10. $19 + 1 =$
11. $9 + 8 =$	11. $8 + 2 =$	11. $7 + 9 =$	11. $9 + 4 =$	11. $4 + 2 =$
12. $7 + 7 =$	12. $6 + 8 =$	12. $3 + 6 =$	12. $7 + 2 =$	12. $7 + 8 =$
13. $15 - 9 =$	13. $6 - 3 =$	13. $18 - 9 =$	13. $15 - 5 =$	13. $15 - 6 =$
14. $9 + 5 =$	14. $8 + 6 =$	14. $9 + 9 =$	14. $9 + 2 =$	14. $10 + 4 =$
15. $7 + 4 =$	15. $3 + 5 =$	15. $8 + 3 =$	15. $7 + 5 =$	15. $10 - 4 =$
16. $3 \times 7 =$	16. $2 \times 6 =$	16. $3 \times 5 =$	16. $3 \times 8 =$	16. $3 \times 3 =$
17. $2 \times 9 =$	17. $6 \times 3 =$	17. $2 \times 6 =$	17. $2 \times 12 =$	17. $2 \times 4 =$
18. $19 + 4 =$	18. $4 + 9 =$	18. $17 + 3 =$	18. $19 + 8 =$	18. $19 + 2 =$
19. $12 \times 3 =$	19. $6 \times 4 =$	19. $14 + 6 =$	19. $10 \times 10 =$	19. $5 \times 7 =$
20. $8 + 5 =$	20. $9 + 4 =$	20. $8 + 5 =$	20. $9 + 7 =$	20. $7 + 5 =$

Time	Time	Time	Time	Time
Score /20	Score /20	Score /20	Score /20	Score /20

Quick Mentals - Week 11

Monday	Tuesday	Wednesday	Thursday	Easter
1. $11 \times 4 =$	1. $7 \times 4 =$	1. $12 + 4 =$	1. $7 \times 2 =$	
2. $20 - 7 =$	2. $17 - 5 =$	2. $15 - 6 =$	2. $5 - 3 =$	
3. $13 - 7 =$	3. $15 - 6 =$	3. $15 - 4 =$	3. $12 - 7 =$	
4. $9 + 5 =$	4. $10 + 3 =$	4. $12 + 12 =$	4. $24 + 9 =$	
5. $3 \times 6 =$	5. $4 \times 4 =$	5. $3 \times 3 =$	5. $2 \times 6 =$	
6. $5 - 2 =$	6. $5 \times 4 =$	6. $3 \times 12 =$	6. $5 \times 9 =$	
7. $14 + 4 =$	7. $16 + 6 =$	7. $15 + 6 =$	7. $17 + 3 =$	
8. $10 \times 4 =$	8. $10 \times 5 =$	8. $9 + 8 =$	8. $9 \times 5 =$	
9. $19 - 5 =$	9. $11 - 4 =$	9. $15 - 4 =$	9. $19 - 3 =$	
10. $19 + 4 =$	10. $13 + 5 =$	10. $16 + 7 =$	10. $12 + 4 =$	
11. $5 + 8 =$	11. $8 + 7 =$	11. $9 + 9 =$	11. $5 + 4 =$	
12. $7 + 9 =$	12. $6 + 9 =$	12. $3 + 7 =$	12. $25 + 2 =$	
13. $22 - 9 =$	13. $11 - 3 =$	13. $14 - 9 =$	13. $12 - 5 =$	
14. $8 + 5 =$	14. $8 + 6 =$	14. $9 + 9 =$	14. $9 + 2 =$	
15. $7 + 4 =$	15. $3 + 5 =$	15. $8 + 3 =$	15. $7 + 5 =$	
16. $3 \times 8 =$	16. $3 \times 6 =$	16. $2 \times 6 =$	16. $3 \times 8 =$	
17. $2 \times 12 =$	17. $6 \times 5 =$	17. $6 \times 3 =$	17. $2 \times 12 =$	
18. $19 + 8 =$	18. $12 + 9 =$	18. $4 + 9 =$	18. $19 + 8 =$	
19. $10 \times 10 =$	19. $18 - 6 =$	19. $6 \times 4 =$	19. $10 \times 10 =$	
20. $9 + 7 =$	20. $15 + 9 =$	20. $9 + 4 =$	20. $9 + 7 =$	
Time	Time	Time	Time	
Score /20	Score /20	Score /20	Score /20	

Round the following numbers to the nearest 1000.

1804 →	12 532 →	190 870 →
2398 →	24 665 →	207 207 →
7804 →	31 500 →	345 828 →
2398 →	45 838 →	199 666 →
2502 →	66 112 →	451 727 →
2398 →	71 008 →	999 700 →

Round the following numbers to the nearest 100 000.

116 023 →	195 870 →
527 467 →	900 287 →
419 501 →	375 828 →
572 090 →	199 777 →
736 327 →	571 727 →
852 105 →	999 300 →

Round the following populations to the nearest 100 000.

Places	Population	to the nearest 100 000
Iceland	317 900	
Bahamas	346 000	
Malta	416 333	
Samoa	179 000	
Maldives	314 000	
Solomon Islands	536 000	
Guyana	761 000	
Cyprus	801 851	
Fiji	845 000	

3 Dimensional Shapes - Mini Project

3 Dimensional Shapes - Mini Project

$$\begin{array}{r} 1 \quad 7894 \\ - 3918 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 7425 \\ - 6773 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad 9882 \\ - 6443 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 6746 \\ - 5816 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5 \quad 6873 \\ - 5175 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6 \quad 7043 \\ - 5878 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7 \quad 7861 \\ - 7200 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8 \quad 9803 \\ - 1985 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9 \quad 7327 \\ - 5309 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10 \quad 7178 \\ - 2906 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11 \quad 5637 \\ - 4447 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12 \quad 2877 \\ - 2498 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13 \quad 7450 \\ - 3219 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14 \quad 7723 \\ - 6962 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15 \quad 6527 \\ - 4450 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16 \quad 5568 \\ - 2319 \\ \hline \\ \hline \end{array}$$

Challenge:

$$\begin{array}{r} 1 \quad 9_45 \\ - _5_6 \\ \hline 171_ \\ \hline \end{array}$$

$$\begin{array}{r} 2 \quad 26_5 \\ - 1_6_ \\ \hline _368 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \quad _5_7 \\ - 2_2_ \\ \hline 4971 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \quad 2_ _8 \\ - _63_ \\ \hline 1075 \\ \hline \end{array}$$

Tuesday, Week 10.

Addition and Subtraction

$$\begin{array}{r} 8673 \\ - 1448 \\ \hline \end{array}$$

$$\begin{array}{r} 9759 \\ - 9133 \\ \hline \end{array}$$

$$\begin{array}{r} 3225 \\ - 2649 \\ \hline \end{array}$$

$$\begin{array}{r} 8646 \\ + 9848 \\ \hline \end{array}$$

$$\begin{array}{r} 5574 \\ - 4984 \\ \hline \end{array}$$

$$\begin{array}{r} 8062 \\ - 1538 \\ \hline \end{array}$$

$$\begin{array}{r} 7030 \\ + 8803 \\ \hline \end{array}$$

$$\begin{array}{r} 8105 \\ + 6802 \\ \hline \end{array}$$

$$\begin{array}{r} 3893 \\ + 4439 \\ \hline \end{array}$$

$$\begin{array}{r} 5337 \\ - 2864 \\ \hline \end{array}$$

$$\begin{array}{r} 4598 \\ + 3634 \\ \hline \end{array}$$

$$\begin{array}{r} 6987 \\ - 5802 \\ \hline \end{array}$$

$$\begin{array}{r} 5916 \\ - 1806 \\ \hline \end{array}$$

$$\begin{array}{r} 3204 \\ - 2652 \\ \hline \end{array}$$

$$\begin{array}{r} 2897 \\ + 5307 \\ \hline \end{array}$$

$$\begin{array}{r} 8028 \\ - 3275 \\ \hline \end{array}$$

$$\begin{array}{r} 6911 \\ + 6251 \\ \hline \end{array}$$

$$\begin{array}{r} 6074 \\ + 2922 \\ \hline \end{array}$$

$$\begin{array}{r} 3729 \\ - 2402 \\ \hline \end{array}$$

$$\begin{array}{r} 4245 \\ - 1949 \\ \hline \end{array}$$

$$\begin{array}{r} 6995 \\ - 6515 \\ \hline \end{array}$$

$$\begin{array}{r} 8464 \\ + 8067 \\ \hline \end{array}$$

$$\begin{array}{r} 5751 \\ + 8665 \\ \hline \end{array}$$

$$\begin{array}{r} 4376 \\ - 1767 \\ \hline \end{array}$$

$$\begin{array}{r} 8057 \\ + 4061 \\ \hline \end{array}$$

Wednesday, Week 10.

Creating your own Problems

Addition and Subtraction

Example

$$36 + 4 + 2 - 3 = 39$$

I went to the fruit market and bought 36 oranges for to make juice. I then purchased 4 peaches and 2 apples. I was very hungry and decided to eat one piece of each variety of fruits. How many pieces of fruit do I have in total?

Answer: I have 39 pieces of fruit altogether.

Problem 1. $36 + 16 + 10 =$

Problem 2. $6 - 2 + 10 =$

Problem 3. $100 + 10 - 50 =$

Problem 4. $22 + 10 + 3 =$

Problem 5. $67 + 15 + 10 =$

Thursday, Week 10.

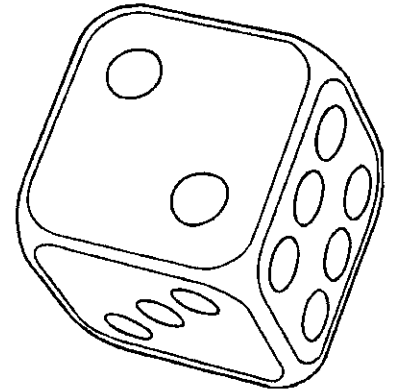
Dice Roll Investigation

Chance

Roll one dice 12 times and record each roll as a tally mark.

Equipment I will need:

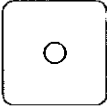
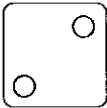
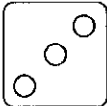
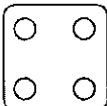
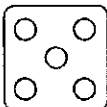
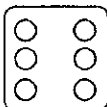
- 1x dice
- Pencil
- Activity sheet



Instructions:

1. Roll the dice.
2. Record the number shown as a tally mark in the correct space in the table below.
3. Repeat steps 1 and 2 eleven more times (so that you have rolled the dice 12 times).




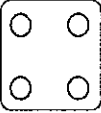


Dice Roll Results for 12 rolls:

Number		Tally
1		
2		
3		
4		
5		
6		

You are now going to repeat the investigation but for 24 rolls. Make a prediction on what you think the results will be. Will it be the same as your first set? Why/why not?

My prediction is: _____

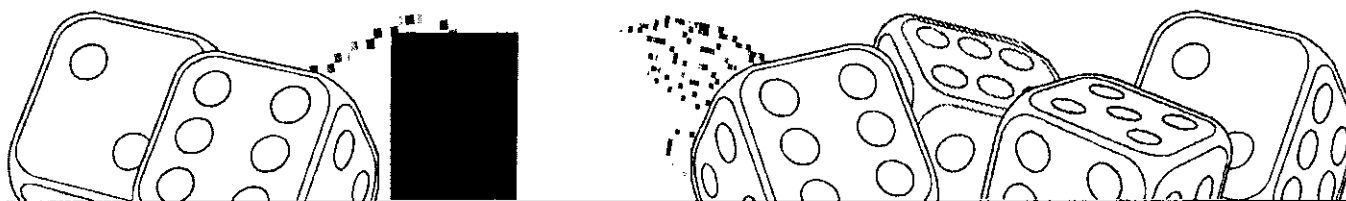
Dice Roll Results for 24 rolls:

Number		Tally
1		
2		
3		
4		
5		
6		

Was your prediction correct? Why/why not?

If you were to complete this chance experiment again for 48 rolls, do you think the results would be the same? Why/why not?

If you rolled the number 5 ten times, does this mean that the number 5 will be rolled the same number of times the next time you complete this activity? Why/why not?



Friday, Week 10 and Monday & Tuesday, Week 11.

Plan A Trip

Time

Using 24hour time, am and pm notation, in a real-life scenario plan a trip to the Northern Hemisphere.

Be descriptive!

Illustrate!

Be creative!

Plan A Trip

Plan A Trip

Monday, Week 11.

Patterns and Algebra

Continue each pattern and write down what the rule is. The first one has been done for you!

Whole Number Patterns:

1. 20, 42, 64, 86, 108, **130**, **152**, **174**

Rule = **the pattern is add 22**

2. 109, 124, , 154, 169, ,

Rule =

3. 120, 108, , , 72, 60, ,

Rule =

Continue each pattern and write down what the rule is. The first one has been done for you!

Whole Number Patterns:

1. 120, 142, 164, 186, 208, **230**, **252**, **274**

Rule = **the pattern is add 22**

2. 975, 930, 885, 840, , ,

Rule =

3. 14, 28, , 56, , 84,

Rule =

Continue each pattern and write down what the rule is. The first one has been done for you!

Whole Number Patterns:

1. 120, 142, 164, 186, 208, **230**, **252**, **274**

Rule = **the pattern is add 22**

2. 332, 437, , 647, , , 962, , 1172, 1277,

Rule =

3. 805, 765, 725, , 645, , 565, ,

Rule =

Create your own pattern...

Tuesday, Week 11.

Creating your own Problems

Addition and Subtraction

Problem 1. $50 - 25 + 1 =$

Problem 2. Create your own number sentence...

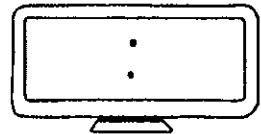
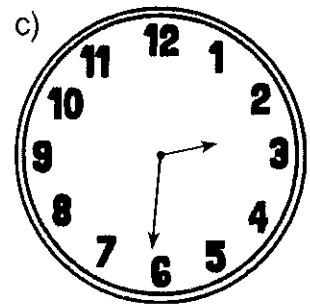
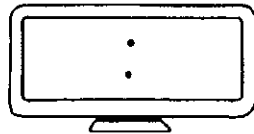
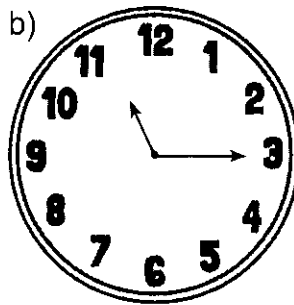
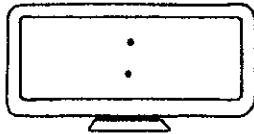
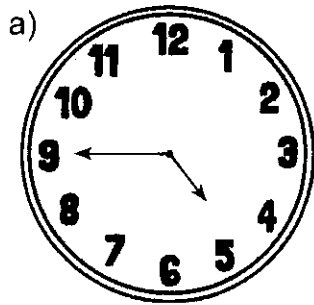
Problem 3. Create your own number sentence...

Telling Time

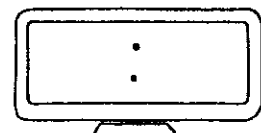
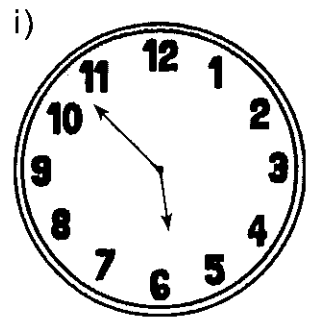
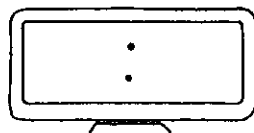
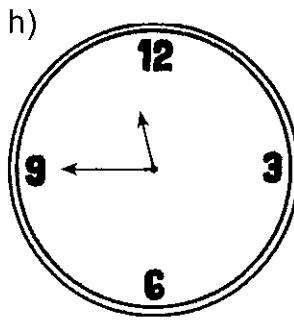
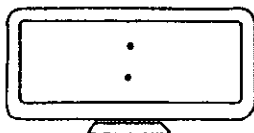
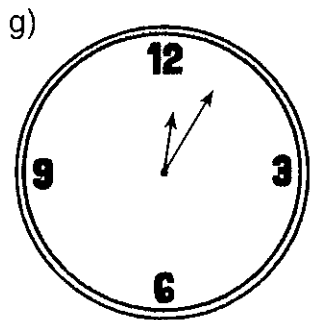
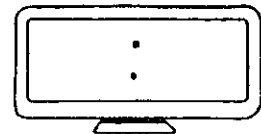
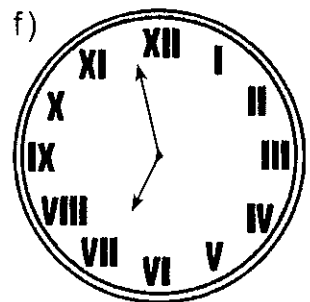
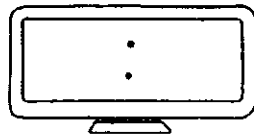
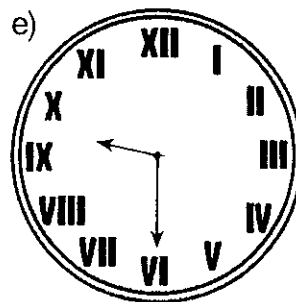
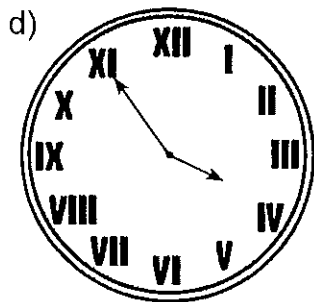
Read Write and Convert 24-hour times

1. Convert the following times on these analogue clocks to digital time on a 24-hour clock.

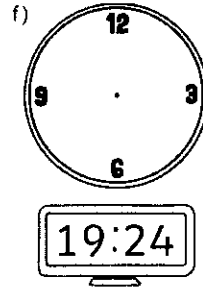
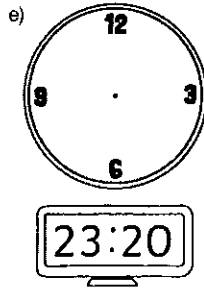
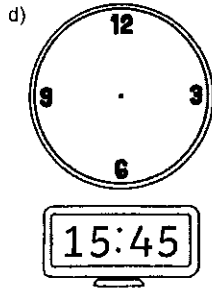
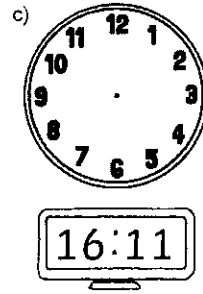
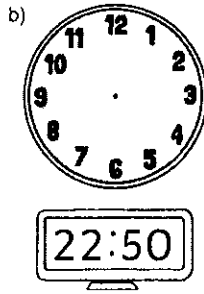
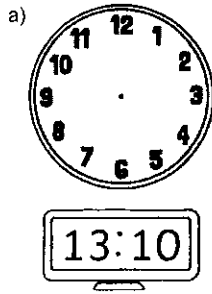
These times are in the morning:







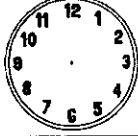

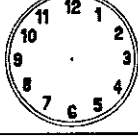
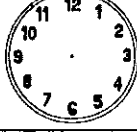
These times are in the afternoon:



2. Draw the following times on these clock faces.



Converting Time Worksheet

Time in Words	24 Hour Clock	12 Hour Clock	Analogue
seven o'clock in the evening	19:00	7:00p.m.	
		11:00a.m.	
	14:15		
		8:20p.m	
midday			
		6:40p.m.	
midnight			
seven minutes to eight at night			

Thursday, Week 11.

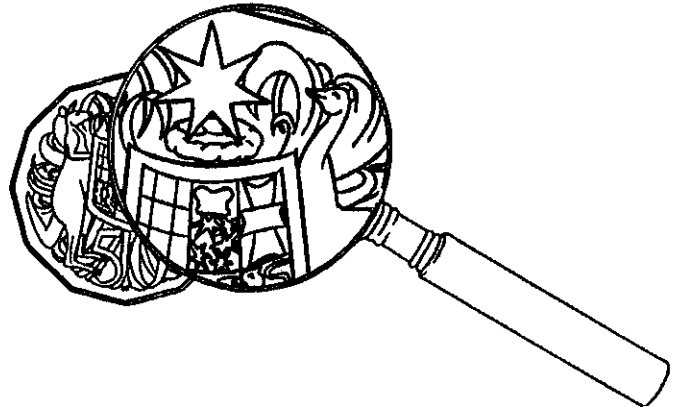
Coin Flip Investigation

Chance and Probability

Flip one coin 10 times and record each flip as a tally mark.

Equipment I will need:

- 1x coin
- pencil
- activity sheet



Instructions:

1. Flip the coin.
2. Record the result as a tally mark whether the coin landed on 'heads' or 'tails' in the correct space in the table below.
3. Repeat steps 1 and 2 nine more times (so that you have flipped the coin 10 times).

Coin Flip Results for 10 Flips:

	Tally	Total
Heads		
Tails		

You are now going to repeat the experiment but for 20 flips. Make a prediction on what you think the results will be. Will it be the same as your first set? Why/why not?

My prediction is: _____

Complete the coin flip chance experiment again.

Coin Flip Results for 20 Flips:

	Tally	Total
Heads		
Tails		

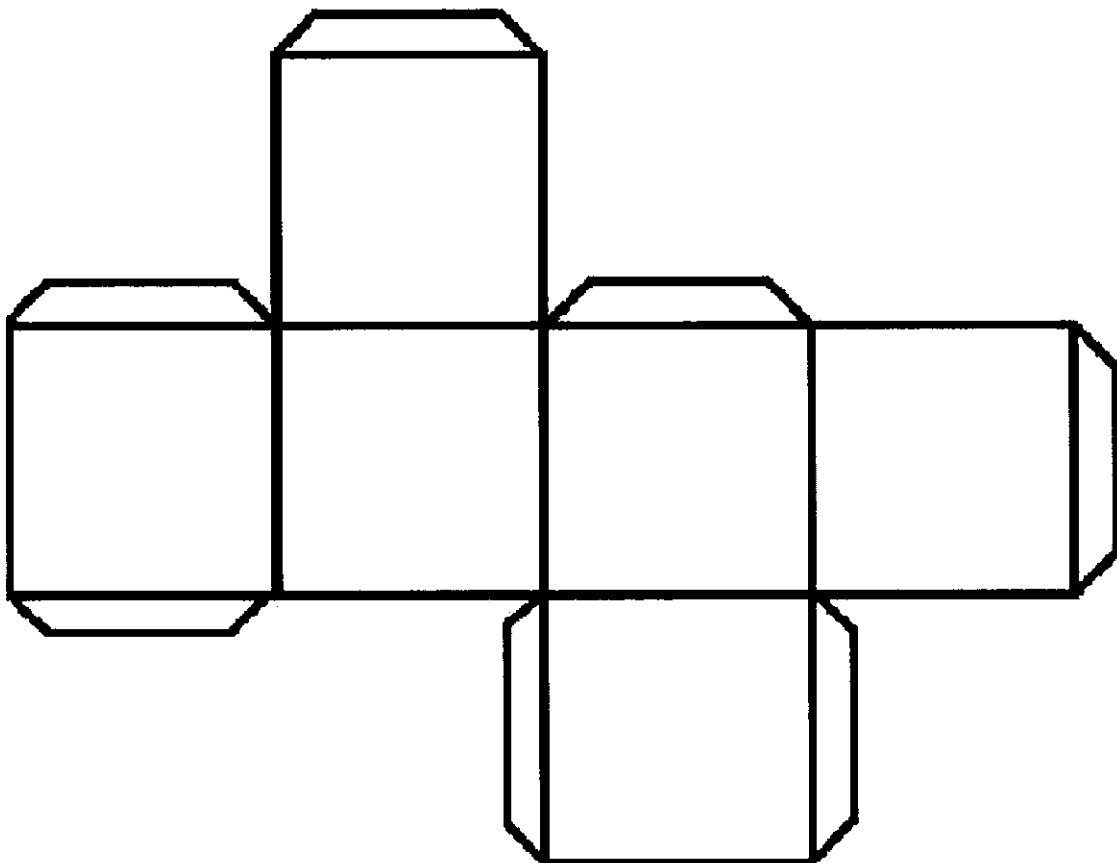
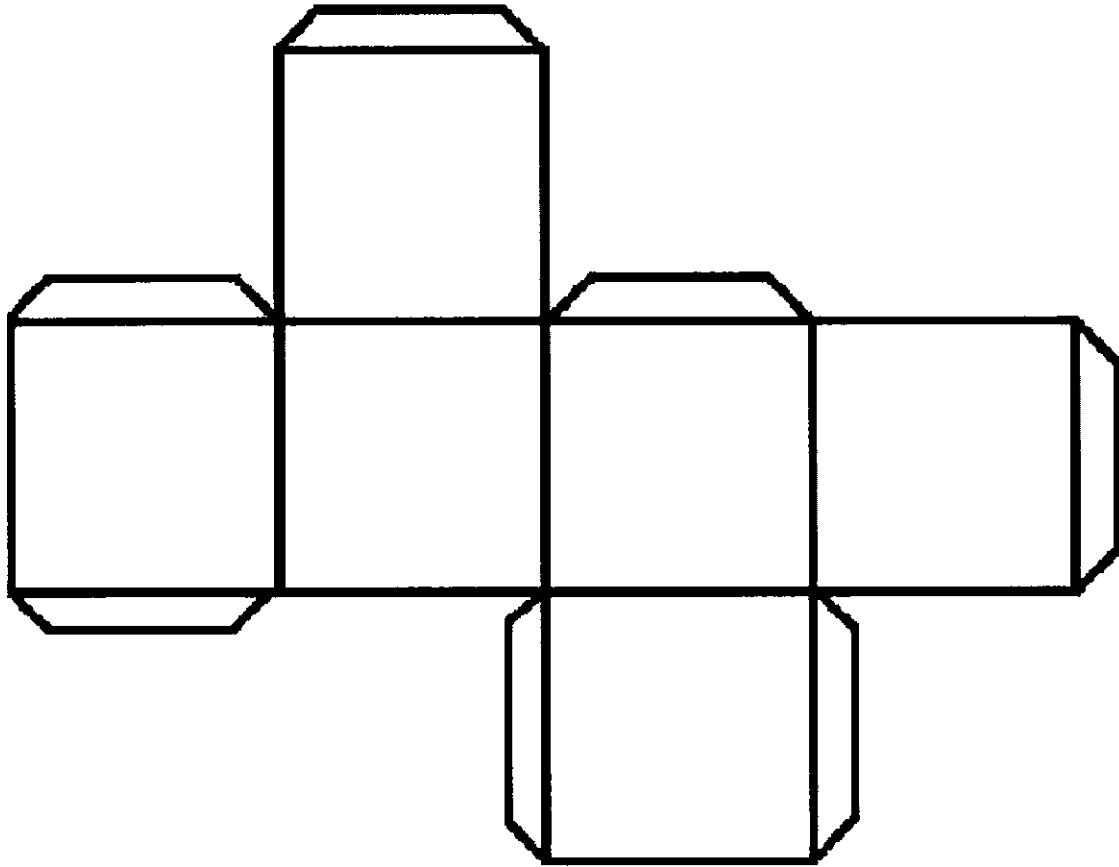
Was your prediction correct? Why/why not?

If you were to complete this chance experiment again for 40 flips, do you think the results would be the same? Why/why not?

If you flipped heads five times and tails fifteen times, does this mean that tails will also have the larger number of flips next time you complete this activity? Why/why not?



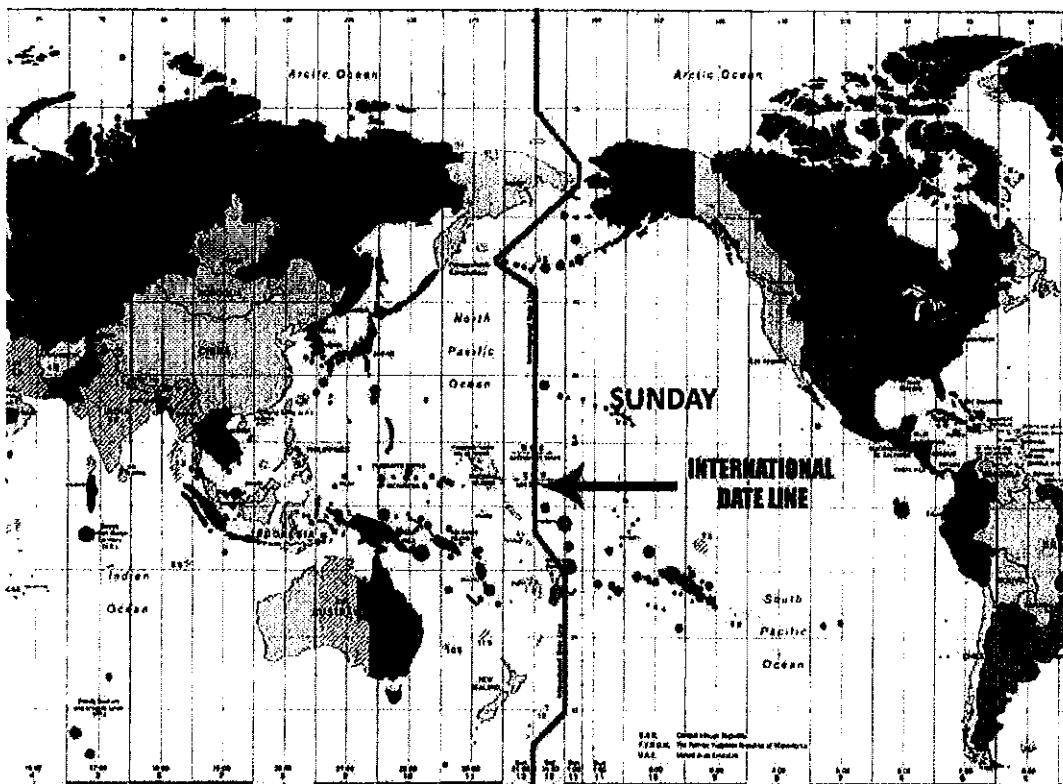
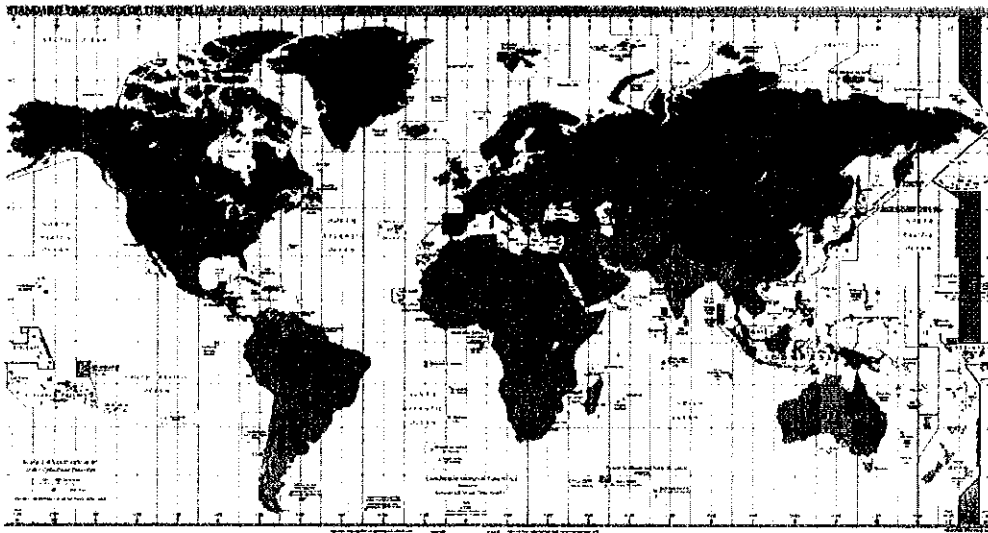
Resource Section

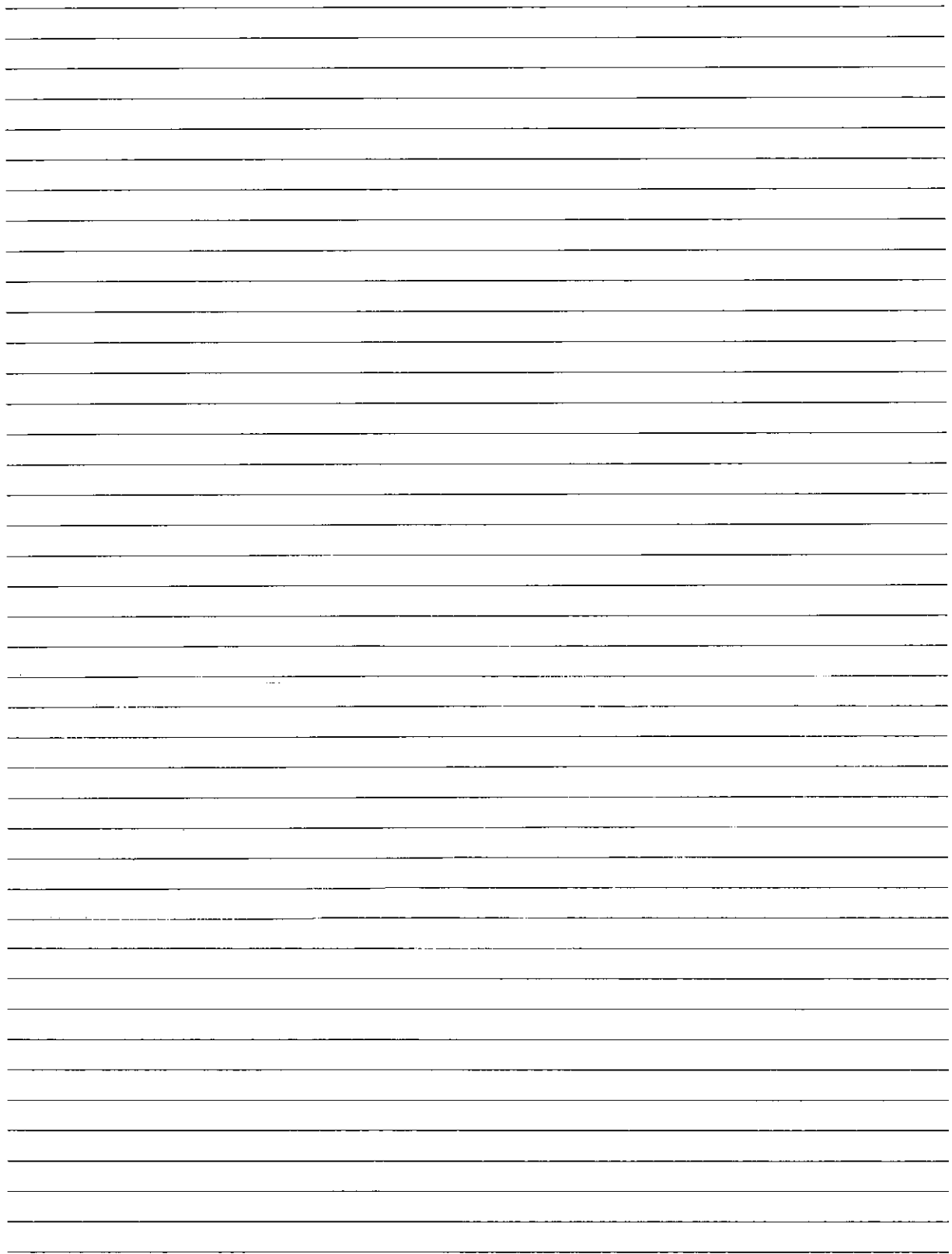


Western Hemisphere

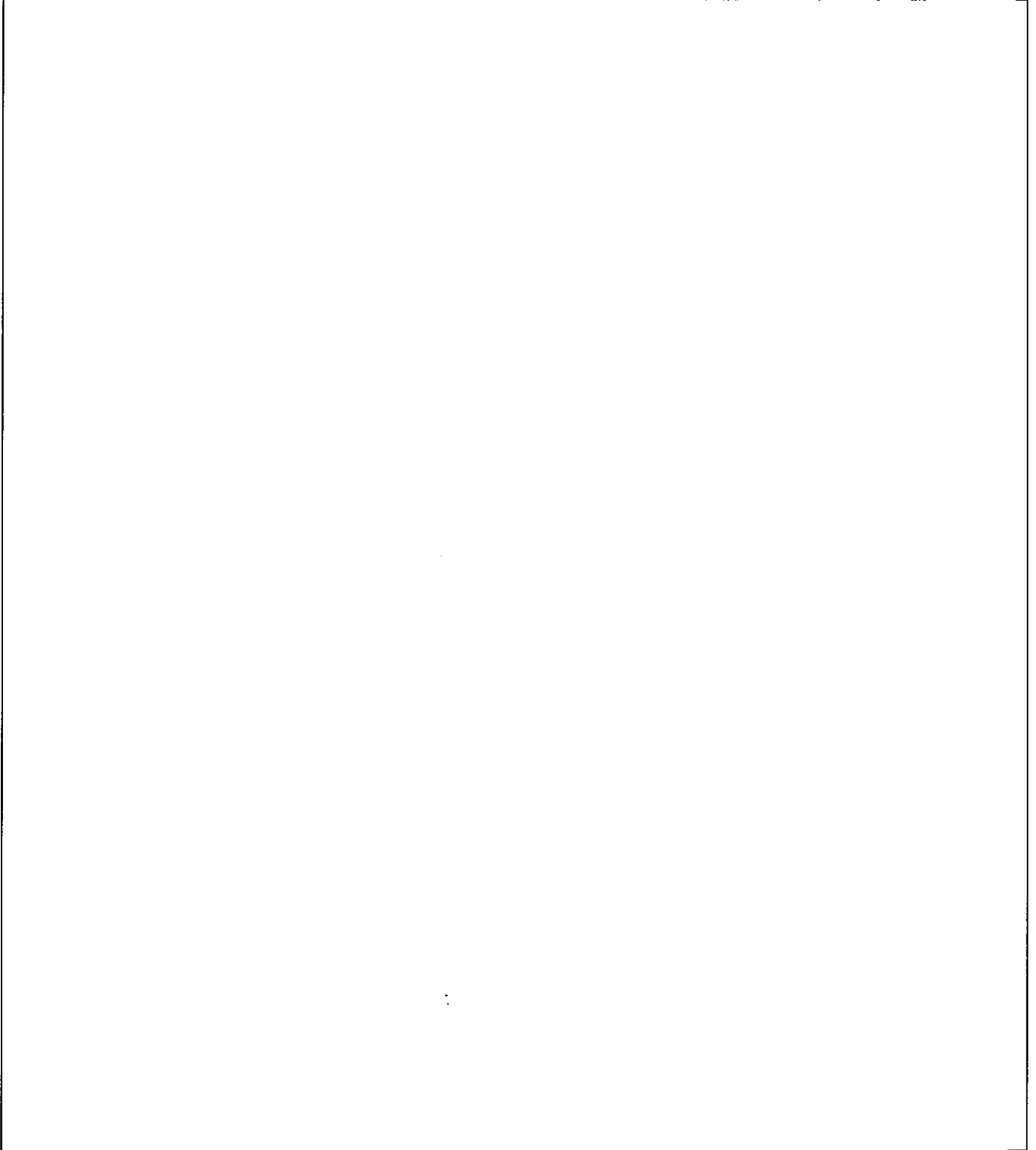


Standard Hemisphere

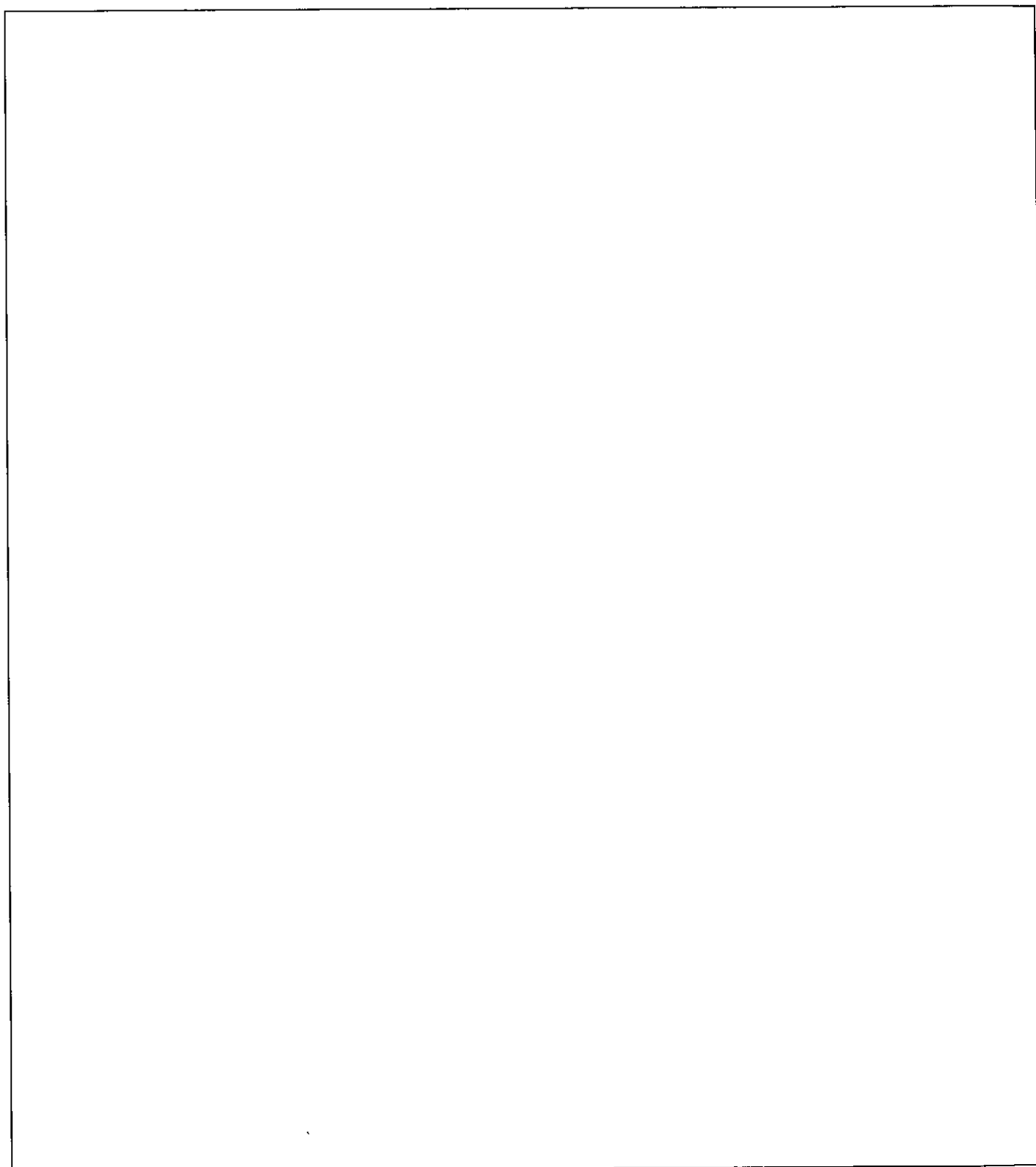




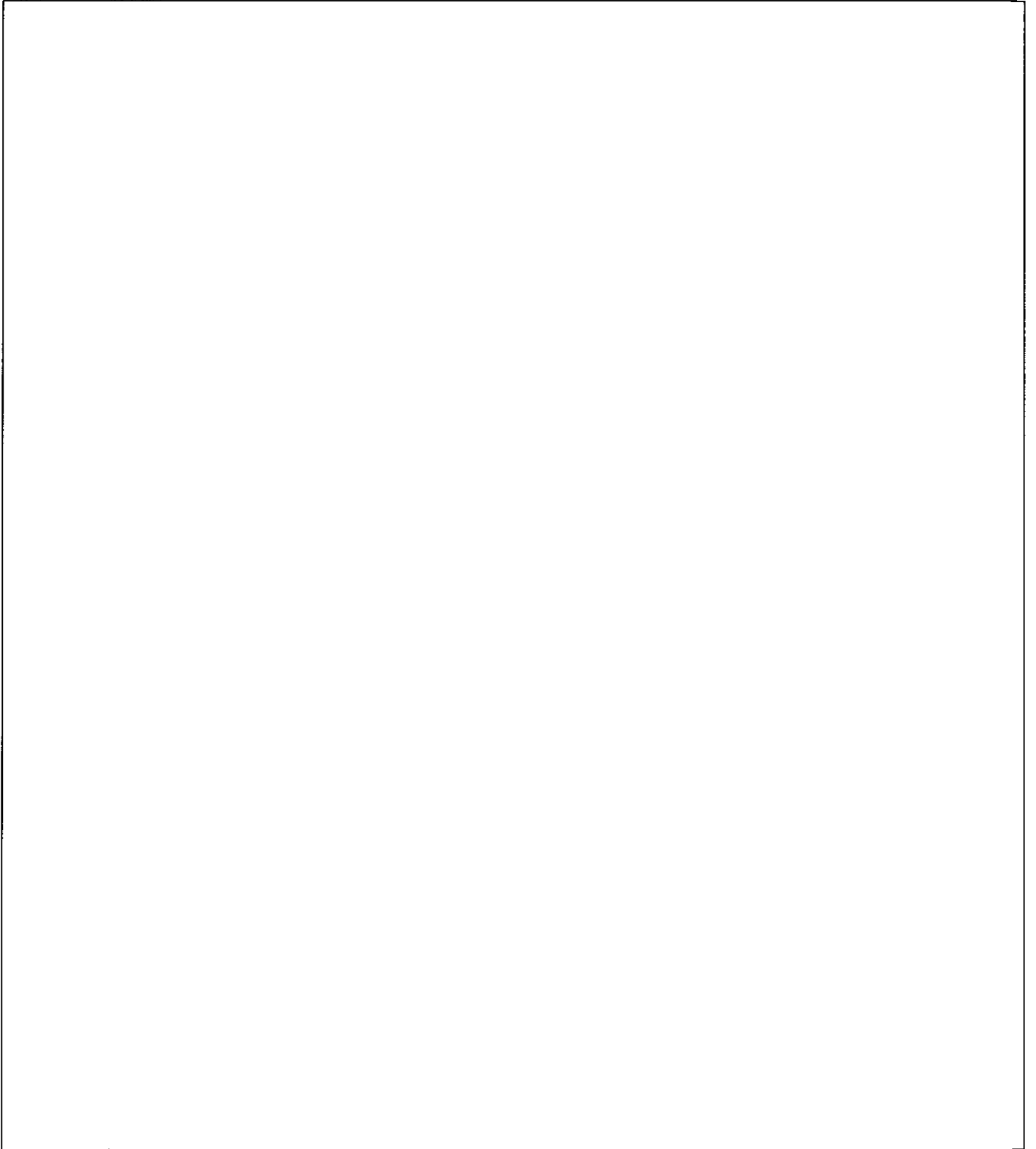
Art lesson #1



Art lesson #2

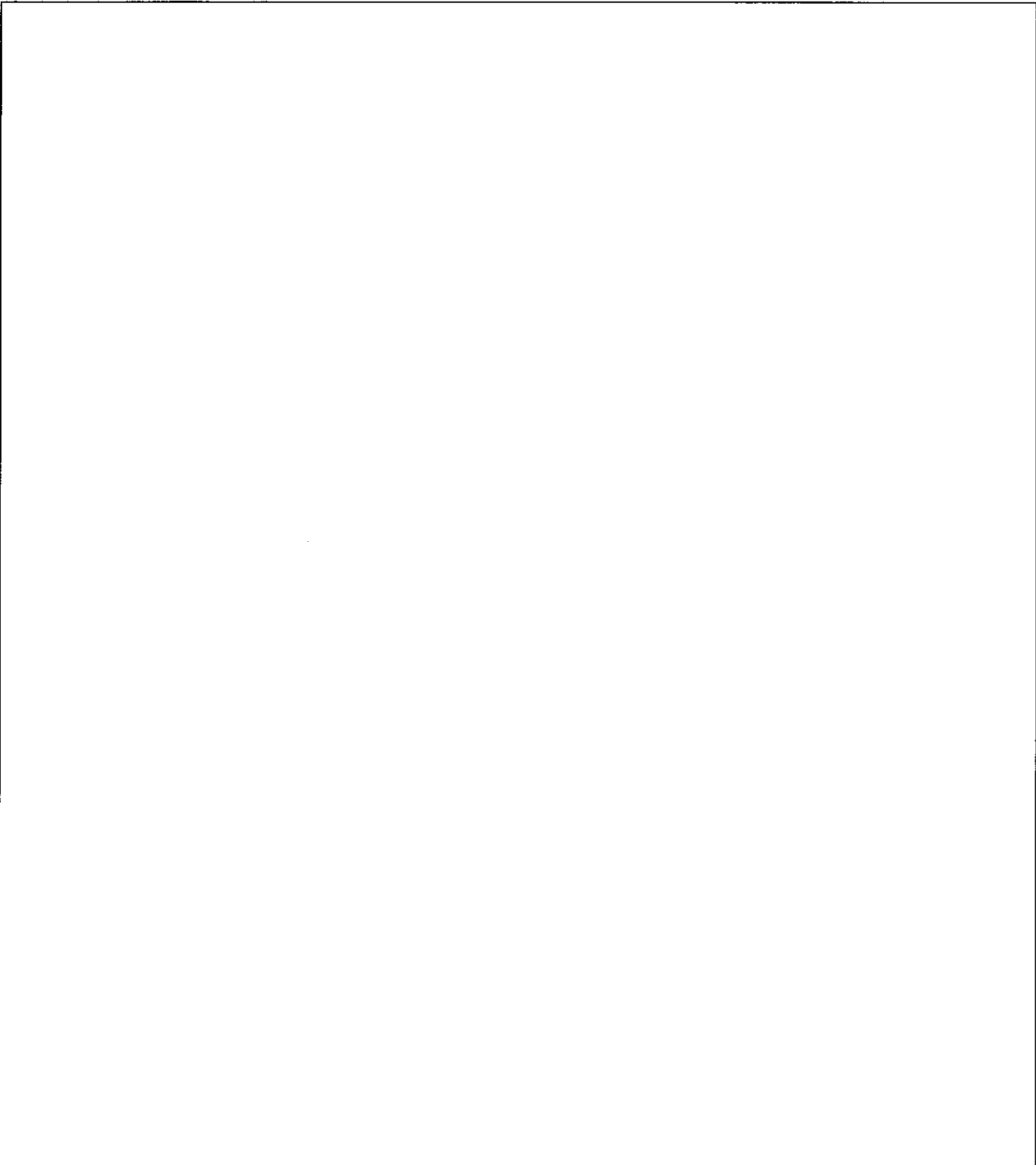


PDH Poster Week 10





Art lesson #3



STEM Week 10 and 11

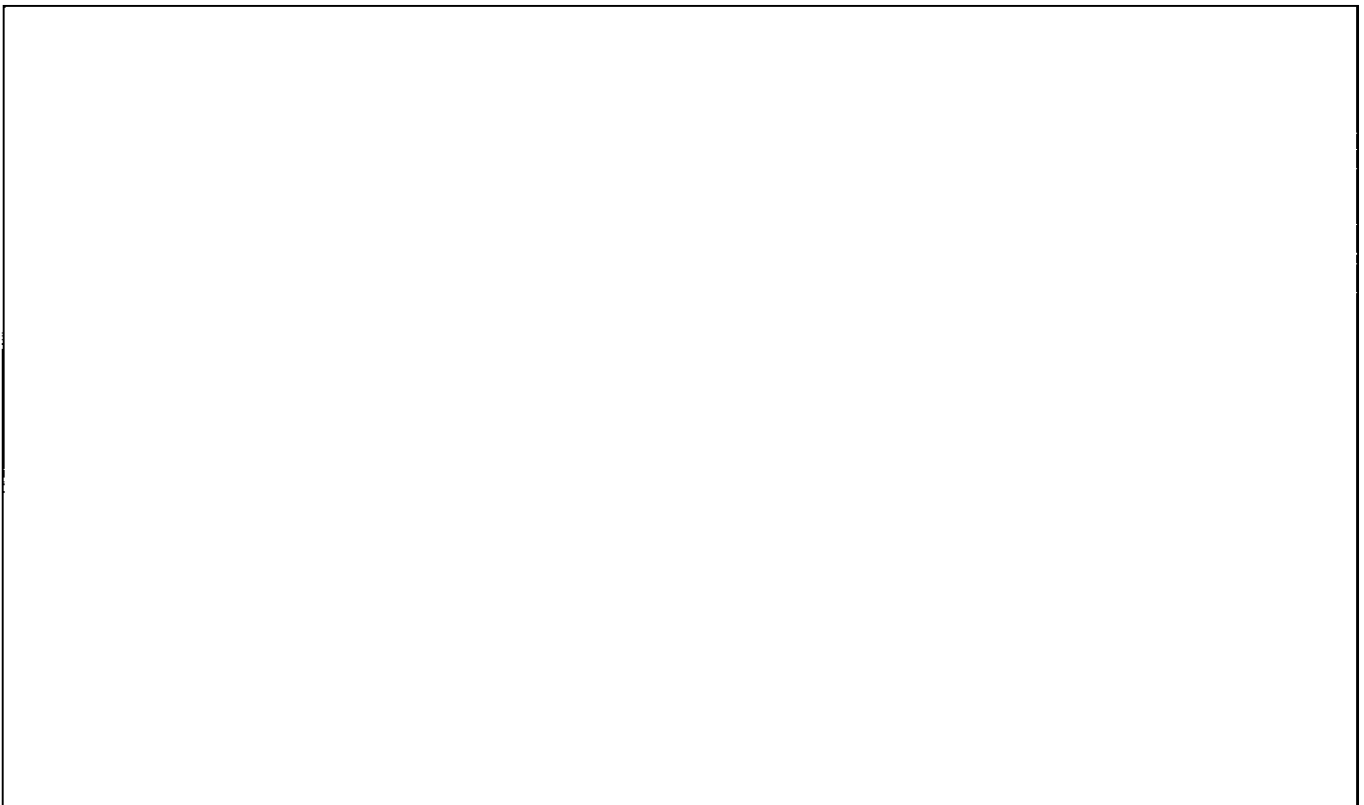
Begin making a bridge using only items around your house. See how much weight you can make it hold.
Some items that may be of use:

- Lego
- Paper
- Toothpicks
- Paddlepop sticks
- Cardboard

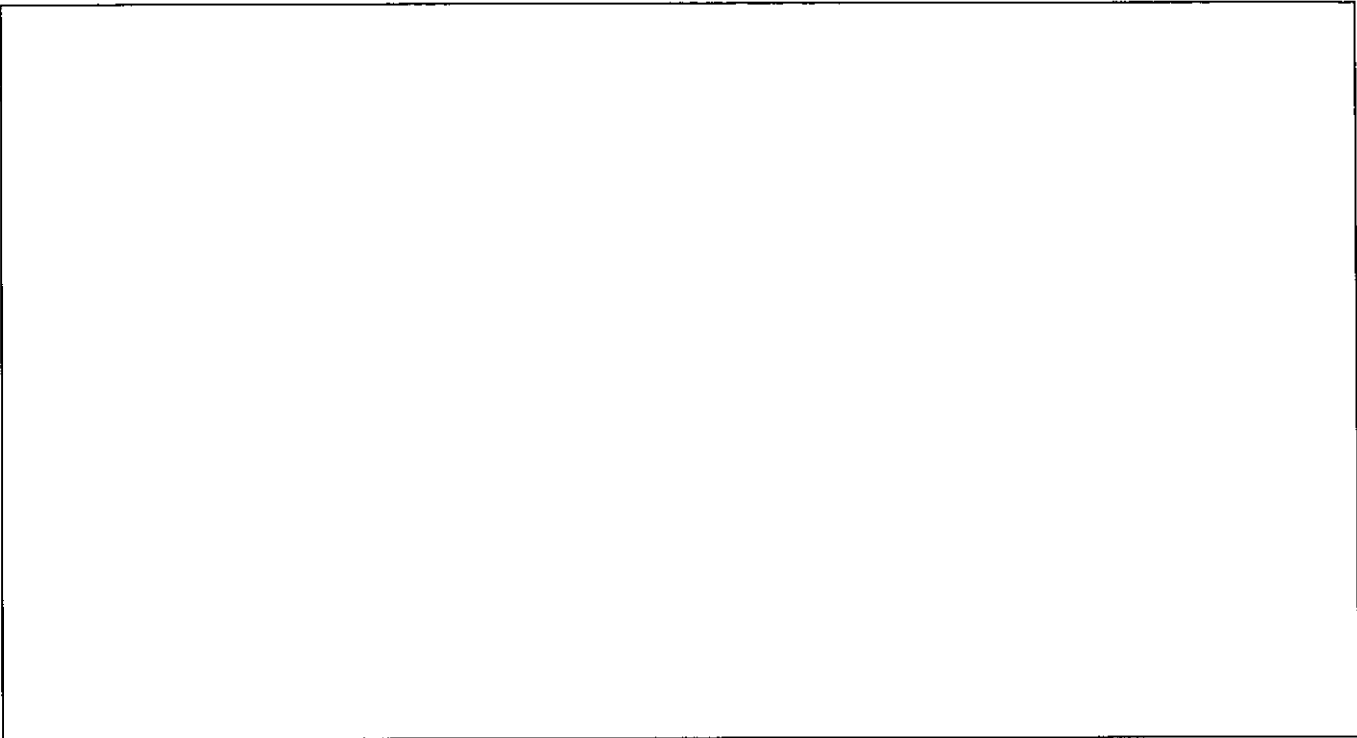
If you have access to a computer, you may want to research different types of bridges to help with your design. Sketch your bridge plans as you go.

This activity goes over two weeks.

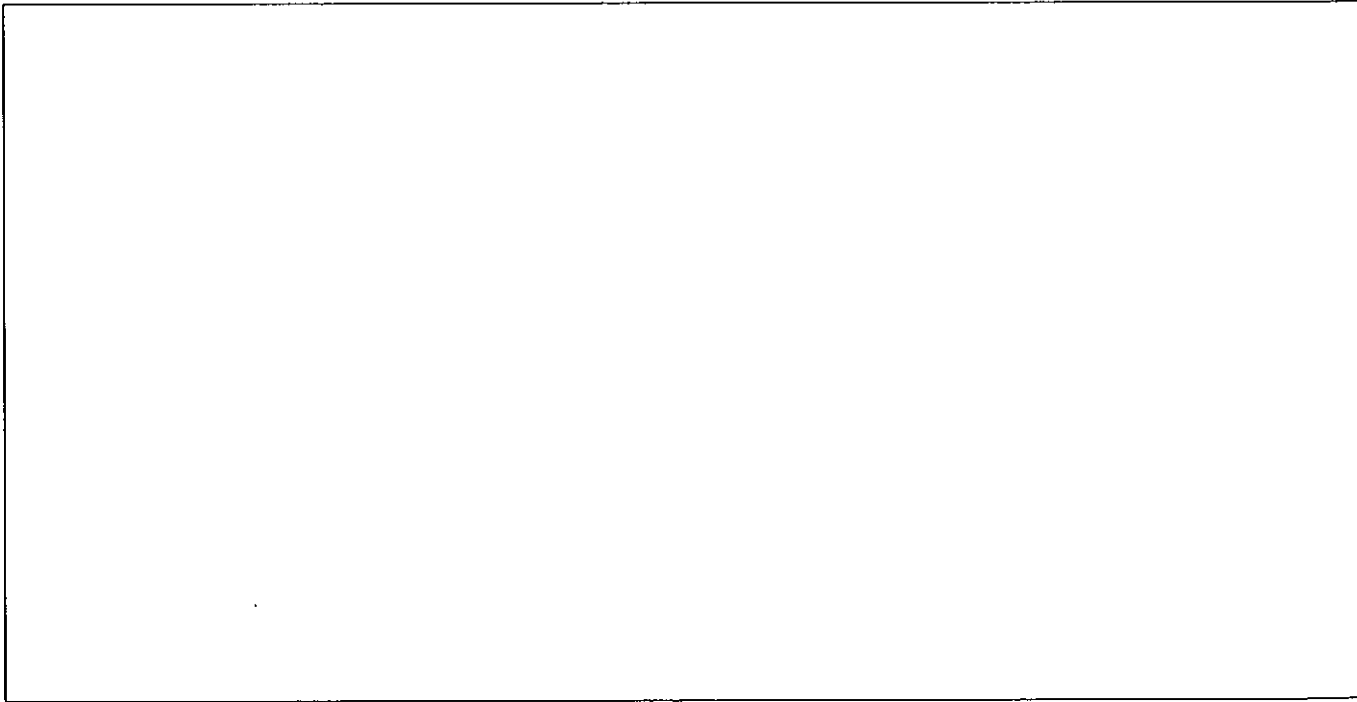
Front View

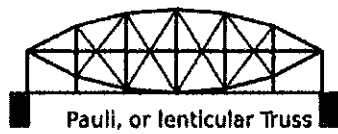
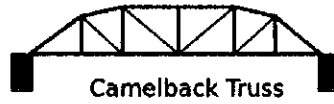
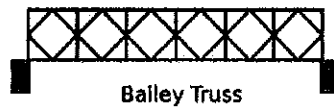
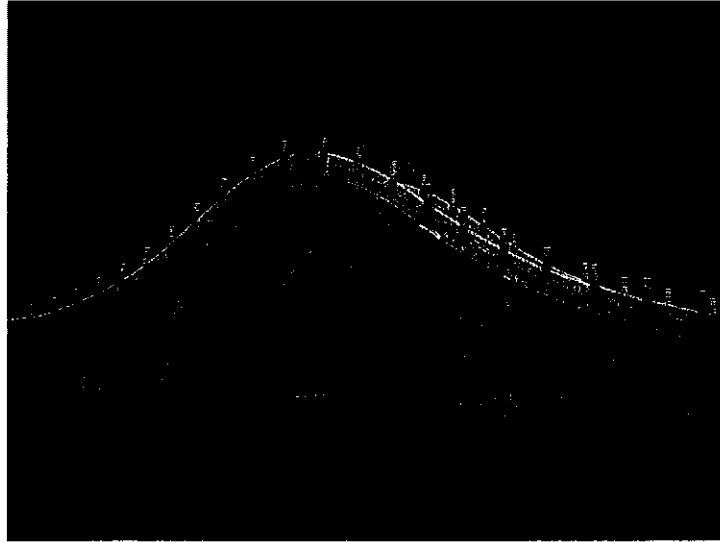
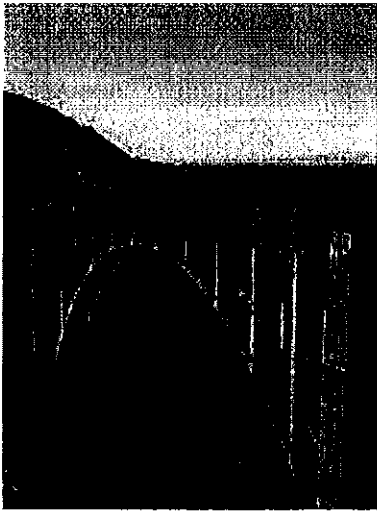


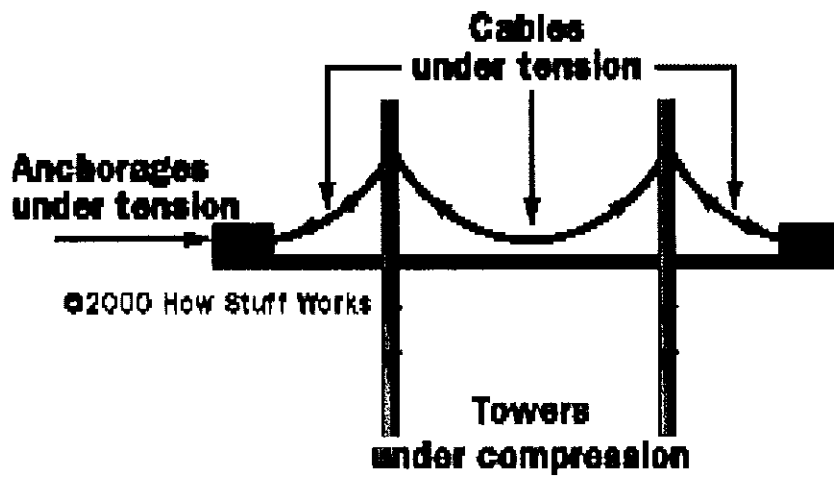
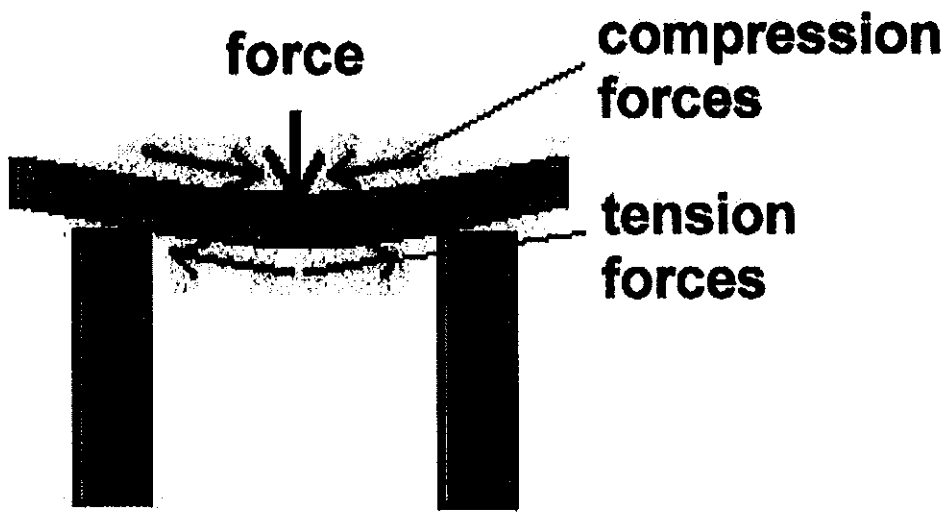
Side View

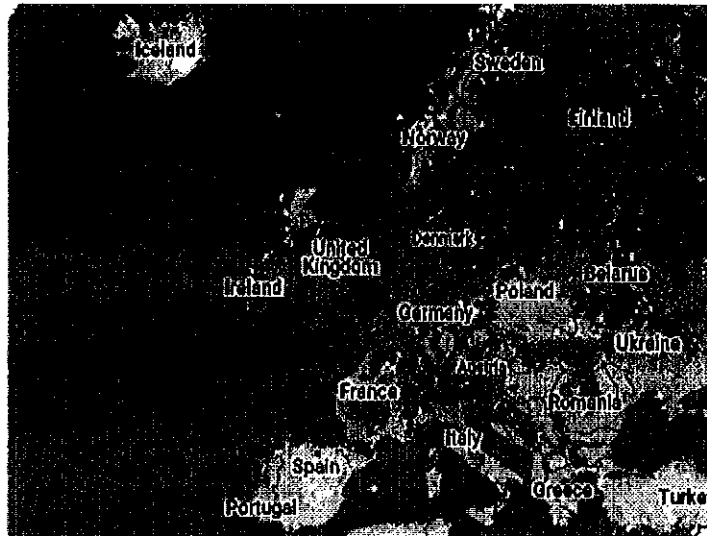


Top View









Research a country in Europe. *For fun, choose a country that you know very little about.* Consider the following when researching;

- Location
- Languages spoken
- Nearby nations
- Food
- Sport
- Traditions
- Special days
- Population
- Interesting facts

Record your information here. You will need this at a later date.

