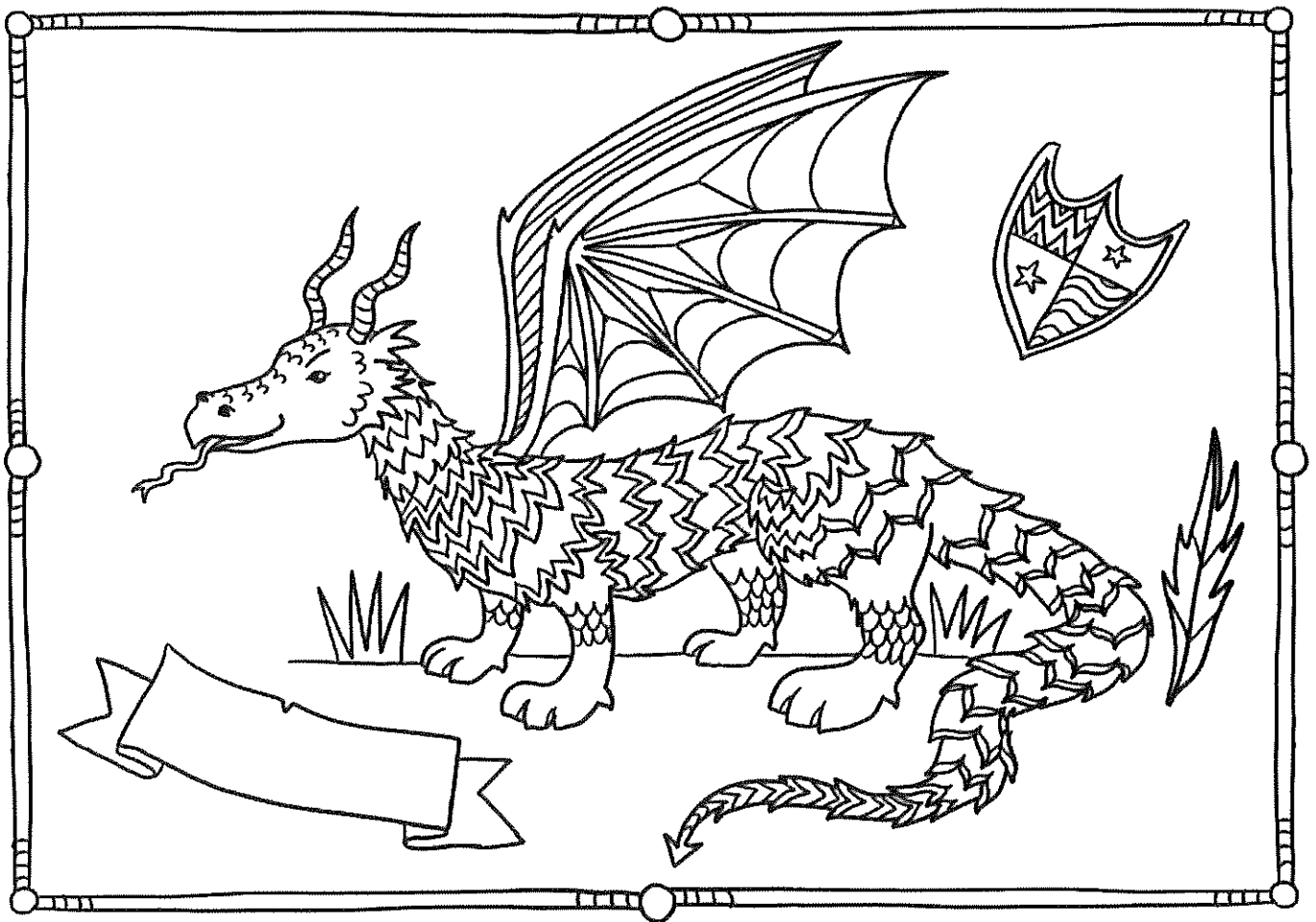


Year 3

Workbook

Week 1, Term 4



Name : _____

Class: _____



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Year Three Continuity of Learning - Working at Home Program, Term 4 – Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Task: Make your bed, tidy your room and brush your teeth! Everyday! (10 mins)</p>	<p>Task: Help hang out the washing.</p>	<p>Task: Set the table for breakfast.</p>	<p>Task: Wash up the dishes after breakfast.</p>	<p>Task: Help with some gardening.</p>
	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check) Task 2: Complete Activity- Bubble writing- Write your list out in bubble writing.</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check) Task 2: Complete Activity- Write your list words in alphabetical order. A to Z Task 3: Reading Read a book from your home library or watch a book reading from Storyline Online.</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check) Task 2: Complete Activity- Make your own find-a- word for 15 (or more) of your spelling words. Ask a sibling or grown up to find the words. Mark their work! Task 3: Writing - Fractured Fairy Tales Choose a favourite fairy tale and rewrite it in your own words. Use the table to write about the orientation (who, what, when, where), complication (what goes wrong?) and resolution (how is the problem solved).</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check) Task 2: Complete Activity- Choose your two favourite colours. Write out you spelling words with the two colours- one for vowels (a,e,i,o,u) and one for consonants. E-g. rown Task 3: Reading Read a book from your home library or log in to Get Epic.</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check) Task 2: Complete Activity- Choose your two favourite colours. Write out you spelling words with the two colours- one for vowels (a,e,i,o,u) and one for consonants. E-g. rown Task 3: Reading Read a book from your home library or log in to Get Epic.</p> <p>Task 4: Journal Writing</p>
	<p>PUBLIC HOLIDAY</p> <p>Task 3: Reading Complete the comprehension in the workbook.</p>	<p>Task 3: Reading Complete the comprehension in the workbook.</p>	<p>Task 4: Reading</p>		



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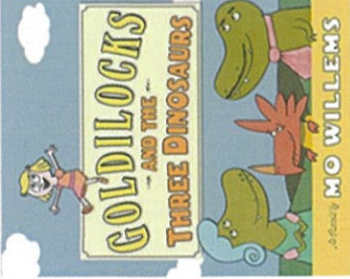

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	<p>Task 4: Writing - Fractured Fairy Tales Name as many fairy tales as you can think of. Write about your favourite fairy tale. Look at common features that are in fairy tales. Choose one feature and write about how a chosen fairy tale has this feature.</p> <p>Task 5: Complete Reading Eggs</p> 	<p>Complete the comprehension in the workbook.</p> <p>Task 5: Grammar A Compound word is formed when 2 small words combine to form a new word with an entirely new meaning. Complete the compound word activity in your workbook.</p> <p>Task 6: Complete Reading Eggs</p> 	<p>Task 4: Reading Complete the comprehension in the workbook.</p> <p>Task 5: Complete Reading Eggs</p> 	<p>Use the sentence recipe to write some sentences or a short story based on the prompt picture.</p>  <p>SENTENCE RECIPE: Character, what they are doing what is around them.</p> <p>Task 5: Reading Complete the comprehension in the workbook.</p> 	
Break	Movement and Fruit Break Game of catch	Movement and Fruit Break Bounce a tennis ball on a tennis racquet.	Movement and Fruit Break Use a Hula Hoop.	Movement and Fruit Break Put out some buckets as markers and run around them. Time yourself.	Movement and Fruit Break Complete laps around your backyard. Time yourself.
Middle		Speaking and Listening	Speaking and Listening	Speaking and Listening	Speaking and Listening



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PUBLIC HOLIDAY

Choose an article from this website. Read the article or listen to the audio (scroll down to find). Retell the news item to someone in your family.



KIDSNEWS

Mathematics

Task 1 - Subtraction

If you can, watch the video by clicking the link below.

[Subtraction: Learn to subtract 4-digit numbers from 4-digit numbers with regrouping. - Bing video](#)

Subtraction Activity Sheet

Complete the subtraction activity sheet.

Task 2 – Whole Number

If you can, watch the video by clicking the link below.

[Rounding Numbers to the Nearest 10, 100, and 1000 |](#)

Listen to the weekly podcast of Noisy By Nature. Retell the news items to someone in your family.



Mathematics

Task 1 – Multiplication

If you can, watch the video by clicking the link below.

[Multiplication Mash Up - A Fun Way to Learn Your Multiplication Facts! - Bing video](#)

Multiplication Activity Sheet

Complete the multiplication activity sheet.

Task 2 – Whole Number

If you can, watch the video by clicking the link below.

[Rounding Numbers to the Nearest 10, 100, and 1000 |](#)

[Round up and Round down - Bing video](#)

Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.



Mathematics

Task 1 – Division

Division Activity sheet

Complete the division activity sheet.

Task 2- Whole Number

If you can, watch the video by clicking the link below.

[Rounding Numbers to the Nearest 10, 100, and 1000 | Round up and Round down - Bing video](#)

Rounding to 1 000 Activity Sheet

Complete the rounding to 1000 activity sheet.

Rounding Game

If you can, play the rounding game. Click the link below.

Watch this week's episode of BTN. Retell the news items to someone in your family.



Mathematics

Task 1 – Maths Problems

Complete the activity sheet to work on your number problems.

Task 2- Whole Number

If you can, watch the video by clicking the link below.

[Rounding Numbers to the Nearest 10, 100, and 1000 | Round up and Round down - Bing video](#)

Rounding to 10 000 Activity Sheet

Complete the rounding to 1000 activity sheet.

Rounding Game



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Round up and Round down -

Bing video

Rounding to 10 Activity sheet

Complete the rounding to 10 activity sheet.

Task 3

Complete your Mathematics activities for today.



Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

Number of the Day -

MathsStarters

Today's number is **97**.

PE- Hopping

If you can, watch this video to practise the hopping skill.

[https://youtu-](https://youtu-be/R8VABKvS3c0)

[be/R8VABKvS3c0](https://youtu-be/R8VABKvS3c0)

Warm Up:

10 x side gallops

Rounding to 100 Activity Sheet

Complete the rounding to 100 activity sheet.

Task 3

Complete your Mathematics activities for today.



Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

Number of the Day -

MathsStarters

Today's number is **112**.

Online Rounding Numbers

Games for Kids (free-training-tutorial.com)

Task 3

Complete your Mathematics activities for today.



Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

Number of the Day -

MathsStarters

Today's number is **13**.

If you can, play the rounding game. Click the link below.

Online Rounding Numbers Games for Kids (free-training-tutorial.com)

Task 3

Complete your Mathematics activities for today.



Task 4- Optional

Complete the Number of the Day activity on paper or in a book.

Number of the Day -

MathsStarters

Today's number is **89**.

CAPA – Music

Read the information about some music symbols in your booklet and see if you can clap along to the rhythm patterns. Have a go at



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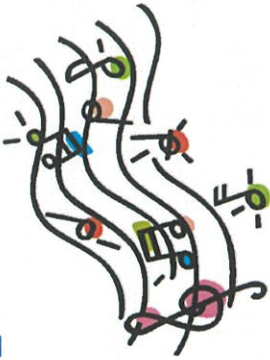
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		<p>10 x squats 10 x vertical jumps 10 x star jumps Activity: Place some objects or markers on the ground to make a maze. Try and follow this hopping pattern with your feet- Left, Left, Right, Right, Left, both, Right, Right. Next, make up 4 different hopping patterns and practise hopping them as fast as you can. Record your best time. Cool down: Stretch your arms up high, bring them down and reach forward, bring them down and reach for the floor. Stretch your legs in front of you while you sit on the ground and try to touch your toes.</p>			<p>completing the body percussion patterns too! Listen to the song <i>Can't Stop This Feeling</i> and follow along with using body percussion! https://www.youtube-nocookie.com/embed/92gf8dAlhUw?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=92gf8dAlhUw</p> 
Break	Lunch Teach yourself to juggle in the backyard.	Lunch Kick a soccer ball against a wall. Count by 4's for each bounce. Science: Materials and their Properties	Lunch Jump on a trampoline or skip using a rope. PD/Health- Water Safety Activity 1	Lunch Play a game of handball against a wall. Visual Arts - 3D Trees	Lunch Eat outside in the fresh air and look up at the clouds. PE- Dance Dancing follows a beat of 8 counts. 1, 2, 3, 4, 5, 6, 7, 8.
Afternoon					



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PUBLIC HOLIDAY

There are lots of different materials on Earth. They can be natural or processed. Natural materials can be found in the environment, like stone and leaves. Processed materials are ones that are not found in nature. They have been produced by humans, either using a natural material, or in a factory.

In this lesson you will be learning about natural and processed materials and their properties.

Please complete the worksheets.



If you can, watch the video below on beach safety.

[Beach Safety Video - Bing video](#)



Activity 1

Answer the questions about beach safety in your workbook

1. Why is it important to follow the safety rules when you are around any body of water?
2. Why is it important to swim at a patrolled beach?
3. Why do you need to look at the signs when you go to the beach?
4. Where should you swim when you are at the beach?



We can make a three-dimensional design, just using lines. After drawing a simple tree in pencil, draw parallel lines with 4 colours in sequence, focusing on the development of lines that should be straight on the background of the drawing, and curves on the parts that made up the tree.

Materials

You will need:

- a piece of plain paper
- textas, coloured pencils or crayons

You are going to make up your own dance. The first thing to do is decide on your style of dance. There are lots of different types of dance style; ballet, modern, tap, ballroom, jazz and hip hop. Next you need to choose your music. Make sure that you speak to a parent or carer about your music first.



Practise this dance first:

Forward and back

1. Move one step forward then two steps back then pause for one beat.
2. Move three steps forward then four steps back then pause for one beat.

Side to side

1. Take two steps to your right.
2. Bend your knees twice.
3. Take two steps to your left.



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			<p>5. What do you do if you get into trouble when swimming at the beach?</p> <p>Activity 2 Complete the beach spot the difference activity.</p> <p>Activity 3 Complete the beach find a word.</p>		<p>4. Bend your knees twice.</p> <p>Turning</p> <ol style="list-style-type: none"> 1. Take a step to your left and turn around to the count of four, make sure you are facing forwards by four. 2. Bounce on your heels four times. <p>You can also follow the worksheet for the steps.</p> <p>Cool down</p> <p>Choose a slow song to do stretches to. Stretch your arms up high, bring them down and reach forward, bring them down and reach for the floor. Keep doing this until you are feeling relaxed and cool.</p>
--	--	--	---	--	---

Spelling List Week 1 Term 4



hair	rapid	scholar
stair	scream	sieve
chair	improve	subtlety
airport	concern	susceptible
repair	accident	suspicious
5	20	35
does	reignite	
friend	retrieve	
your	recycle	
through	readjust	
trouble	reschedule	
10	25	
reply	properties	
retry	materials	
refine	features	
refuse	suitability	
return	packaging	
15	30	

born	lord
corn	north
morn	corner
form	horse
storm	morning
port	does
sort	friend
short	your
sport	through
snort	trouble
fork	
stork	
cord	

Spelling Rule: The prefix 're' means back or again.

What do you think?

Amy and Danielle's class have been discussing the question: 'Should school canteens sell junk food?' The girls decided they should, and they have worked together to write their side of the argument.

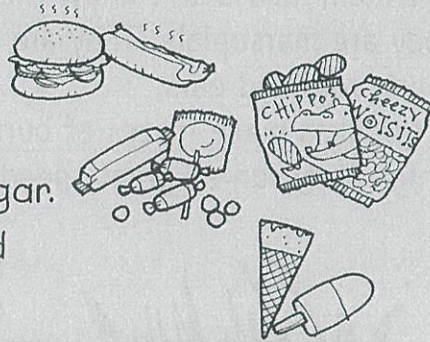
Should school canteens sell junk food?

Yes, canteens should sell junk food because kids like it and teachers do too!

Kids would bring more money and then the canteens would raise more money for new equipment like computers, books, TVs and videos.

Kids need a treat now and then and some kids don't get treats all the time.

Children need a little bit of fat and sugar. They can exercise after eating junk food and they will still be fit and healthy.



by Amy Waight and Danielle Matheson

Now you try to write just as good an argument for the other side — School canteens should *not* sell junk food. It might help if you discuss it with your teacher or in small groups.

Handwriting practice area with eight horizontal lines for writing an argument.

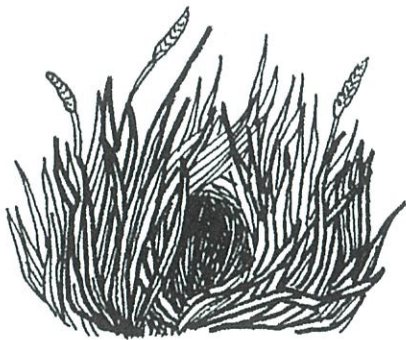
Rats as big as cats

A very long time ago even before James Cook was born, a Dutch explorer called Willem de Vlamingh landed on Rottneest Island.

He wrote in his diary about the odd animals that looked like rats but were as big as cats. He didn't know that the Aboriginal people who lived nearby called these animals *quokka*. We call them *quokkas*.

Willem also didn't know that quokkas don't belong to the rat family. They are marsupials. They are pademelon wallabies with short tails and short, rounded ears.

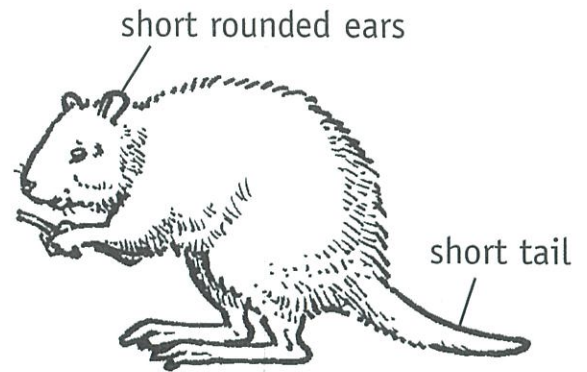
Quokkas make mazes of burrows in the shrubs and grasses, through which they run at great speed.



They shelter in them from the hot sun and leave them to feed on native plants at night. Quokkas need lots of fresh water.

Most Rottneest Island quokkas have only one baby a year. The female can start breeding when she is $1\frac{1}{2}$ to 2 years old. Twenty-seven days after mating, the female gives birth to a tiny, blind hairless baby. It climbs up into her pouch and suckles there for about six months.

There used to be so many more quokkas in Western Australia. But the rabbits ate their food and the foxes killed them. People even went quokka shooting just for fun. Now quokkas are protected. The Rottneest Island quokkas are especially lucky. They have no predators.



After you have read the information on quokkas begin your report. Your answers should be written in sentences.

Report on _____ by _____

Classification

What family does it belong to?

Description

What does it look like?

Habitat

Where does it live?

Feeding habits

What does it eat?

Breeding habits

How does it have babies?

Two other interesting facts

'The Lion, the Witch and the Wardrobe'

COMPREHENSION

Peter, Susan, Edmund and Lucy are exploring the huge house where they are staying in the English countryside. The last room they come to is quite empty except for one big wardrobe. None of the children find this interesting, except for Lucy who decides to explore further. Now read on.

Looking into the inside, she saw several coats hanging up — mostly long fur coats. There was nothing Lucy liked so much as the smell and feel of fur. She immediately stepped into the wardrobe and got in among the coats and rubbed her face against them, leaving the door open, of course, because she knew that it is very foolish to shut oneself into any wardrobe. Soon she went farther in and found that there was a second row of coats hanging up behind the first one. It was almost quite dark in there and she kept her arms stretched out in front of her so as not to bump her face into the back of the wardrobe. She took a step further in — then two or three steps — always expecting to feel woodwork against the tips of her fingers. But she could not feel it.

'This must be a simply enormous wardrobe!' thought Lucy, going still further in and pushing the soft folds of the coats aside to make more room for her. Then she noticed that there was something crunching under her feet.

'I wonder is that more mothballs?' she thought, stooping down to feel it with her hand. But instead of feeling the hard, smooth wood of the floor of the wardrobe, she felt something soft and powdery and extremely cold.

'This is very queer,' she said, and went on a step or two further.

Next moment she found that what was rubbing against her face and hands was no longer soft fur but something hard and rough and even prickly.

'Why, it is just like branches of trees!' exclaimed Lucy.

And then she saw that there was a light ahead of her; not a few inches away where the back of the wardrobe ought to have been, but a long way off. Something cold and soft was falling on her. A moment later she found that she was standing in the middle of a wood at night-time with snow under her feet and snowflakes falling through the air.

by C S Lewis

1 Who is the main character in this part of the story? _____

2 What part of the house was Lucy exploring? _____

3 What sort of coats did Lucy find? _____

4 How many rows of coats were hanging in that wardrobe? _____

5 The wardrobe held many surprises for Lucy. What was:

a crunching under Lucy's feet? _____

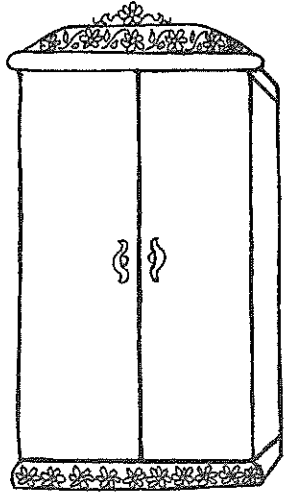
b hard, rough and prickly on her face and hands? _____

c cold and soft and falling on her? _____

6 Lucy sees a light a long way off. Why do you think that light was on? _____

7 Why is it foolish to shut yourself into a wardrobe? _____

8 What did Lucy expect to find in the wardrobe but never ever did?



'The Lion, the Witch and the Wardrobe'

COMPREHENSION

Lucy felt a little frightened after she left the wardrobe, but she trudged over the snow towards the light.

As she stood looking at it, wondering why there was a lamp-post in the middle of a wood and wondering what to do next, she heard a pitter patter of feet coming towards her. And soon after that a very strange person stepped out from among the trees.

He was only a little taller than Lucy herself and he carried over his head an umbrella, white with snow. From the waist upwards he was like a man, but his legs were shaped like a goat's (the hair on them was glossy black) and instead of feet he had goats' hoofs.

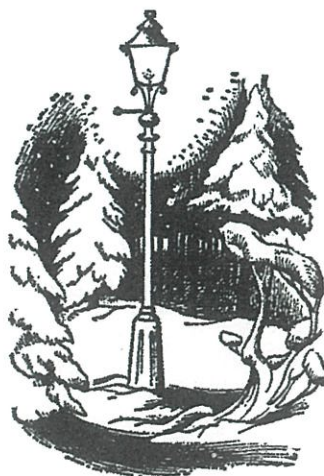
He also had a tail, but Lucy did not notice this at first because it was neatly caught up over the arm that held the umbrella so as to keep it from trailing in the snow. He had a red woollen muffler round his neck and his skin was rather reddish too. He had a strange, but pleasant little face, with a short pointed beard and curly hair, and out of the hair there stuck two horns, one on each side of his forehead.

One of his hands, as I have said, held the umbrella: in the other arm he carried several brown-paper parcels. What with the parcels and the snow it looked just as if he had been doing his Christmas shopping.

He was a Faun. And when he saw Lucy he gave such a start of surprise that he dropped all his parcels.

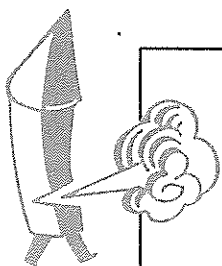
'Goodness gracious me!' exclaimed the Faun.

by C S Lewis



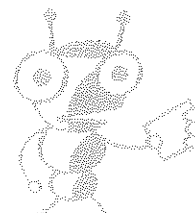
After you have read the description of the Faun, read the statements below and tick whether you think they are true or false.

	True	False
1 The Faun was taller than Lucy.	<input type="checkbox"/>	<input type="checkbox"/>
2 He was like a man from his waist up.	<input type="checkbox"/>	<input type="checkbox"/>
3 His legs and feet were just like a goat's.	<input type="checkbox"/>	<input type="checkbox"/>
4 The hair on his legs was curly and white.	<input type="checkbox"/>	<input type="checkbox"/>
5 He had an umbrella in one hand and his tail in the other.	<input type="checkbox"/>	<input type="checkbox"/>
6 His umbrella was up.	<input type="checkbox"/>	<input type="checkbox"/>
7 His tail was so long it could trail in the snow.	<input type="checkbox"/>	<input type="checkbox"/>
8 His muffler matched the colour of his skin.	<input type="checkbox"/>	<input type="checkbox"/>
9 His beard was long and bushy.	<input type="checkbox"/>	<input type="checkbox"/>
10 Two horns stuck out of his head, one on either side of his forehead.	<input type="checkbox"/>	<input type="checkbox"/>
11 He was a faun.	<input type="checkbox"/>	<input type="checkbox"/>
12 He carried lots of presents wrapped in Christmas paper.	<input type="checkbox"/>	<input type="checkbox"/>



After you've finished

It would be fun to draw or paint the Faun just as C S Lewis described him.



The Lion, the Witch and the Wardrobe is just one of the books in the series of *The Chronicles of Narnia* by C S Lewis. How many have you read?

Spelling Find-a-word

Choose 15 of your list words and write them below.

Now create your own find-a-word using these 15 words.

Ask a sibling or grown up to solve the **Find-a-word** and check their work!

FRIDAY.

Name: Spelling Test

Term 4, Week 1

1.	21.
2.	22.
3.	23.
4.	24.
5.	25.
6.	26.
7.	27.
8.	28.
9.	29.
10.	30.
11.	31.
12.	32.
13.	33.
14.	34.
15.	35.
16.	Score ___ / ___
17.	
18.	
19.	
20.	

Grammar – Compound Words

A Compound word is formed when 2 Small words combine to form a new word with an entirely new meaning.

Compound words can be a combination of Noun + Noun or Adjective + Noun or even different combinations of nouns with verbs, prepositions, and adverbs.

Example: Sun + Flower = Sunflower Rain + Bow = Rainbow
Cup + Cake = Cupcake Snow + Man = Snowman

Compound words are words made by joining two or more words together.

1. Add a word from the box to complete each compound word in the sentence.

mother brush fish corn quake pan

- a. At the beach we saw a jelly_____.
- b. I cooked the eggs in the sauce_____.
- c. I like to eat pop_____ for lunch.
- d. My grand_____rides a motorbike.
- e. I cleaned my teeth with a tooth_____.
- f. A terrible earth _____ struck the city.



2. Join the words in box A to the words in box B to make compound words.

A foot straw note break
hand egg photo life

B cup boat fast book
berry ball graph cuffs

WRITING TERM 4 WEEK 1

MONDAY – PUBLIC HOLIDAY



Fractured Fairy Tales

TUESDAY

What is a fractured Fairy Tale? A fractured fairy tale takes a **classic fairy tale or children's story** and adds a **twist, changes characters, or makes it more modern** (Think: language and setting).

This term we will be focusing on fractured fairy tales and putting our own twist onto well know fairytales.

Task 1: Name as many fairy tales that you can think of:

Which is your favourite and why?

THURSDAY

Today you are going to practise rewriting a well know fairy tale. There is a list of some well-known fairy tales. You may wish to choose your own fairy tale that is not in the list. An example is below on how to rewrite the story using the boxes below:

EXAMPLE:

Fairy Tale: GOLIDLOCK and THE THREE BEARS

Orientation: Who, What, When, Where

Once upon a time lived three bears. There was Daddy Bear, Mummy Bear and Baby Bear. They all lived together in a house on the edge of the forest and they loved to eat porridge for breakfast every day. Goldilocks is a young girl who lived near the forest but had never met the three bears.

Complication: What goes wrong?

*One day, the bears were about to eat their porridge for breakfast but it was too hot so they decided to go for a walk in the forest. Just after they left, Goldilocks was playing near the bear's house and she could smell the delicious breakfast. She went straight into the house and tried all the bowls of porridge. Daddy Bear's was too hot, Mummy Bear's was too cold but Baby Bear's was just right. She at it all up!
Goldilocks was then tired and wanted to have a nap. She went upstairs and found three beds. First she tried Daddy Bear's but his bed was too hard. Goldilocks then tried Mummy Bear's but her's was too soft. Last she tried Baby Bear's and his bed was just right. She fell soundly asleep.*

The bears all returned home to see someone had been eating their porridge and poor Baby Bear had no porridge left! They raced upstairs to see someone had been sleeping in their beds and someone was still in Baby Bear's bed!

Resolution: How is the problem solved?

At that moment, Goldilocks woke up and saw the three bears looking down at her. She screamed and jumped out the bed. Goldilocks ran as fast as could, down the stairs and out of the house, through the forest all the way to home. She never went to the bear's house again and lived happily ever after.

Choose from these fairy tales or choose your own. Retell the fairy tale it in your own words. You may not write about everything that happens but the most important parts.

Snow White	Jack and the Beanstalk	Hansel and Gretel	The Gingerbread Man	The Three Little Pigs	Billy Goats Gruff	Little Red Riding Hood
------------	------------------------	-------------------	---------------------	-----------------------	-------------------	------------------------

Fairy Tale: _____

Orientation: Who, What, When, Where

Draw some pictures of what happens in the fairy tale below:

Tuesday

WHOLE NUMBER – Skip Counting

When counting by 10's off the decade, only the number in the **ten's column changes**.

Examples: 22, 32, 42, 52, 62, 72, 82

Continue counting by 10's off the decade:

EVERYONE						
44	54					
79	89					
31		51		71		
76	86					
54	64			94		

CHALLENGE						
82	92					
112	122					
235	335			365		
99	109					
457			487			

When counting by 100's off the decade, only the number in the **hundreds column changes**.

Examples: 132, 232, 332, 432, 532, 632, 732, 832

Continue counting by 100's off the decade:

EVERYONE						
162	262					
350	450					
208		408		608		
199	299					
286		486				

CHALLENGE						
375	475					
892	992	1092				
1348	1498					
2378	2478		2678			
	2414		2614			



Number of the Day

Today's number is

97

Word form

--

Odd or Even

--

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest
hundred

--

10 less

--

15 more

--

Greater than >

--

Less than <

--

WHOLE NUMBER – Rounding Numbers

Rounding to the nearest ten

Look at the **last digit** of the number.



If it is:

- 5 or more, round up to the next higher multiple of 10.
- less than 5, round down to the next lower multiple of 10.

EXAMPLES:

578**6** 5790

542**3** 5420

Example: 37 rounded to the nearest 10 = 40

Example: 23 rounded to the nearest 10 = 20

EVERYONE	CHALLENGE
26 =	123 =
78 =	245 =
64 =	388 =
93 =	327 =
85 =	344 =
91 =	382 =

Rounding Rhyme

Five to nine -
Climb the vine!

8 **8** → 90

Zero to four -
Slide to the floor!

6 **3** → 60

Rounding to the nearest 100

Look at the **last two digits** of the number.



If they are:

- 50 or more, round up to the next higher multiple of 100.
- less than 50, round down to the next lower multiple of 100.

5786  5800
5423  5400

Example: 245 rounded to the nearest 100 = 200

Example: 269 rounded to the nearest 100 = 300

EVERYONE	CHALLENGE
126 =	890 =
178 =	945 =
629 =	1 235 =
913 =	1 679 =
875 =	2 539 =
859 =	2 560 =



Number of the Day

Today's number is

112

Word form

--

Odd or Even

--

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest
hundred

--

10 less

--

15 more

--

Greater than >

--

Less than <

--

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542**3**  5420

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EVERYONE	CHALLENGE
34 =	116 =
69 =	243 =
55 =	376 =
81 =	332 =
97 =	354 =
98 =	387 =

Rounding to the nearest thousand

Look at the **last three digits** of the number.



If they are:

- 500 or more, round up to the next higher multiple of 1000.
- less than 500, round down to the next lower multiple of 1000.

5786  6000
5423  5000

Example: 1 237 rounded to the nearest 1 000 = 1 000

Example: 3 650 rounded to the nearest 1 000 = 4 000

EVERYONE	CHALLENGE
1 234 =	1 076 =
1 870 =	2 349 =
1 432 =	3 753 =
2 987 =	4 134 =
3 458 =	6 789 =
5 210 =	8 903 =



Number of the Day

Today's number is

13

Word form

--

Odd or Even

--

Hundreds	Tens	Ones

Number sentence

--

Round to the nearest
hundred

--

10 less

--

15 more

--

Greater than >

--

Less than <

--

Friday

WHOLE NUMBER – Problem Solving

1. Use the digits 3, 4 and 5 to make all the different numbers that you can.

You can only use each digit once in each number, but you don't have to use all the digits.

Example: You can make the number 34, but you cannot make 33.

PART A

How many different numbers can be made using the digits 3,4 and 5?

PART B

What is the smallest 3-digit number you can make using the digits 3, 4 and 5?

PART C

What is the largest 3-digit number you can make using the digits 3, 4 and 5?

2. A total of 90 people attend a football match, and each person buys a ticket as they arrive.

The tickets are given out in order from T-1 to T-90. Louie buys ticket T-46 as he arrives. His friends are there too. His friend Chris has ticket T-43, Lisa has ticket T-94 and Finley has T-12.

PART A

Who was the second person out of the group to buy their ticket?

Lisa Louie Finlay Chris

Who bought their ticket last?

Lisa Louie Finlay Chris

PART B

When Louie gets to the front of the line to pick up his ticket, there are 9 people between him and a young boy.

The number of the young boy's ticket is T-

Problem Solving – Challenge

1. Alex started with a 4-digit number and counted forwards in tens 3 times.

With his new number he then counted forwards in hundreds 4 times.

Finally, he counted back in fives 9 times and arrived at 4000.

What number did Alex start with?

Working

Alex started with

2. Zayn writes a 5-digit number. He writes the following clues to help his friend Marie determine the number.

1. When you round my number to the nearest 1000, it becomes 45 000.
2. The digit in the tens place is 9.
3. The number is greater than 45 298.
4. When you round my number to the nearest 100, it becomes 45 300.

Working

PART A

Marie determines that Zayn's number is

PART B

After working out the number, Marie says that 1 of Zayn's clues is unnecessary.

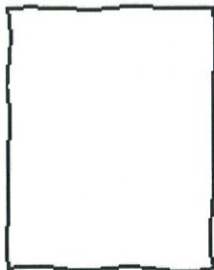
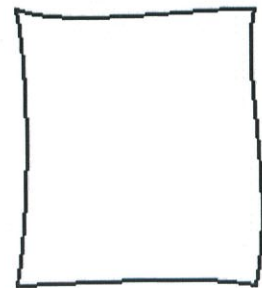
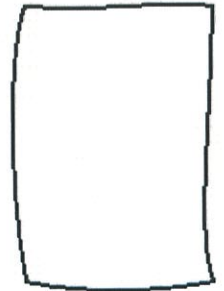
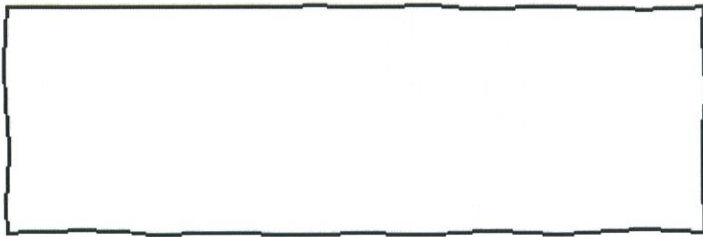
Write the clue that is not needed and explain why the problem can be solved without it.

Thursday



Number Sense

How many ways can you represent the number in the star?



Do we really live in a material world?

What are materials?

We experience the world around us using our five senses. These are touching, smelling, hearing, tasting, and seeing. These senses interact with the matter that our world is made from. A **material** is the type of matter that an object is made from.



Natural and Processed Materials

There are lots of different materials on Earth. They can be natural or processed. **Natural materials** can be found in the environment, like stone and leaves. **Processed materials** are ones that are not found in nature. They have been produced by humans, either using a natural material, or in a factory.



Vocabulary

- wood
- plastic
- fabric
- metal
- paper
- glass
- cotton
- clay
- stone
- rubber
- property

1. Look at the image of the tree house.
 - a) Circle which material you think the tree house is made from.
 - b) Would you like to live in it? Why or why not?

2. Modern houses are made of and contain lots of different materials. Go around your house and find an example of each material to complete the table.

Wood	Glass	Plastic
Wax	Paper	Metal

3. The words below are all properties of materials. Remember that properties are words we use to describe materials for example, that wood is very smooth.



Choose one of the words from the word bank and find the [dictionary definition](#) to help you complete the activity below:

The word I chose:		
What colour best represents your word?	Why symbol best represents your word?	What image best represents your word?
Why did you choose this colour?	Why did you choose this symbol?	What did you choose this image?

OBJECT INVESTIGATION

When we are discussing materials, we are talking about the matter that one item is made from. Many items are made up of different objects or 'components', which may be made from different matter. For example, a child's toy might be made from a combination of **wood, metal and plastic**.

4. Using one of the objects you found in activity 2, investigate the object and its components by completing the table. For example, a fridge might be made up of metal, plastic, and glass. Metal might be used to keep it cool. Plastic might be used to make it lighter when you need to move it and glass may be used for shelves to make it easier to clean.

Object name: _____

Sketch and label your object below.

Material	Source	Why was this material used?

PD/Health - Wednesday

Beach Safety Spot the Difference

There are 8 differences in the pictures below. Can you find them? Circle them in red.



Sun, Sea and Beach Safety

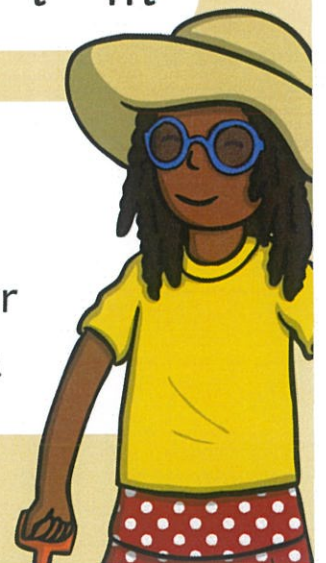
b e a c h p n w a s u n
e g b a b r m a a e n r
l s e q e o n t a a u e
i s a f e t y e a r n w
f l c q e e k r y r s o
e d h a k c o h t h e i
g a k p l t p s k i n r
u n f y w x q f k c v x
a g i o j r a l b i d b
r e e v h s a a p r p g
d r g g a e f g a s s z
z y e t t i m s s w i m



beach
sun
sea
safety

lifeguard
protect
water
hat

skin
flags
danger
swim



Sun, Sea and Beach Safety

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



beach
sun
sea
safety
lifeguard




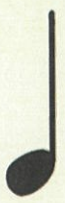
flags
protect
water
hat
skin

Music - Friday

Read the information below about music notes and body percussion below!

This is Crotchet

Crotchet



It is worth one beat.
Clap four crotchets:


Clap, clap, clap, clap.

These Are the Quaver Twins

Their tails are joined together like they are holding hands to stick together.

They are worth one beat **together**...

Quavers




but they are twice as fast because they need to fit into the same one beat as a crotchet.

This is a Crotchet Rest (or one-beat rest)

It is worth one beat – the same as a crotchet.

It looks a bit like a seagull flying on its side.


Rest




What is body percussion?

Did you know we can use our body as an instrument? We can use different parts of our body to make lots of different sounds!


Body Percussion




Clap



Snap



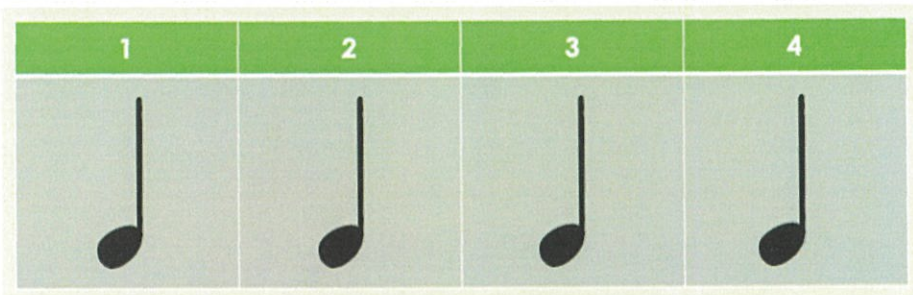
Pat



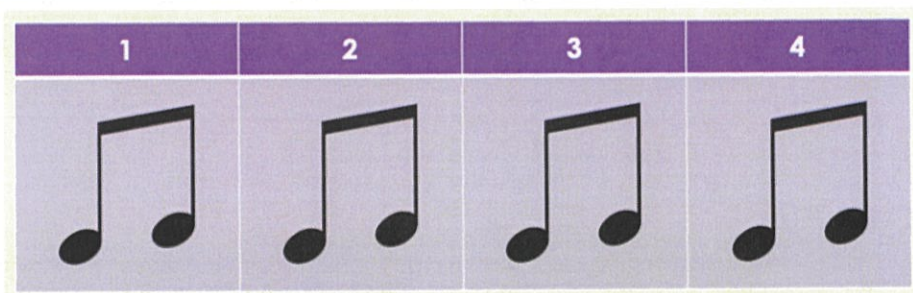
Stomp

Can you try clapping some of these rhythms?

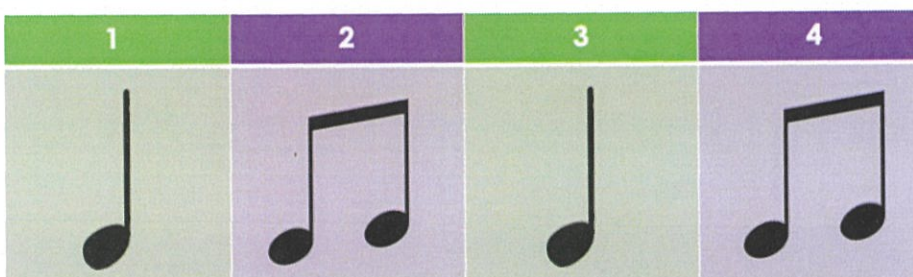
a.



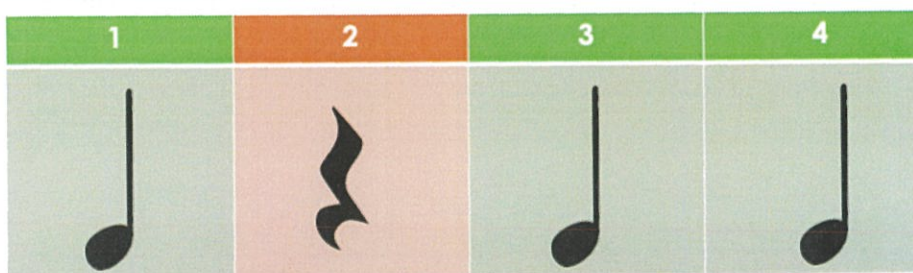
b.



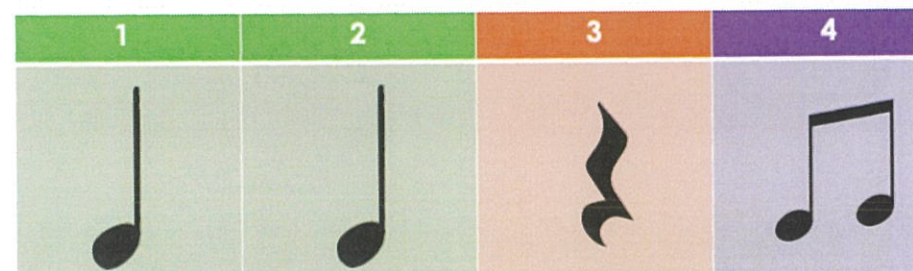
c.



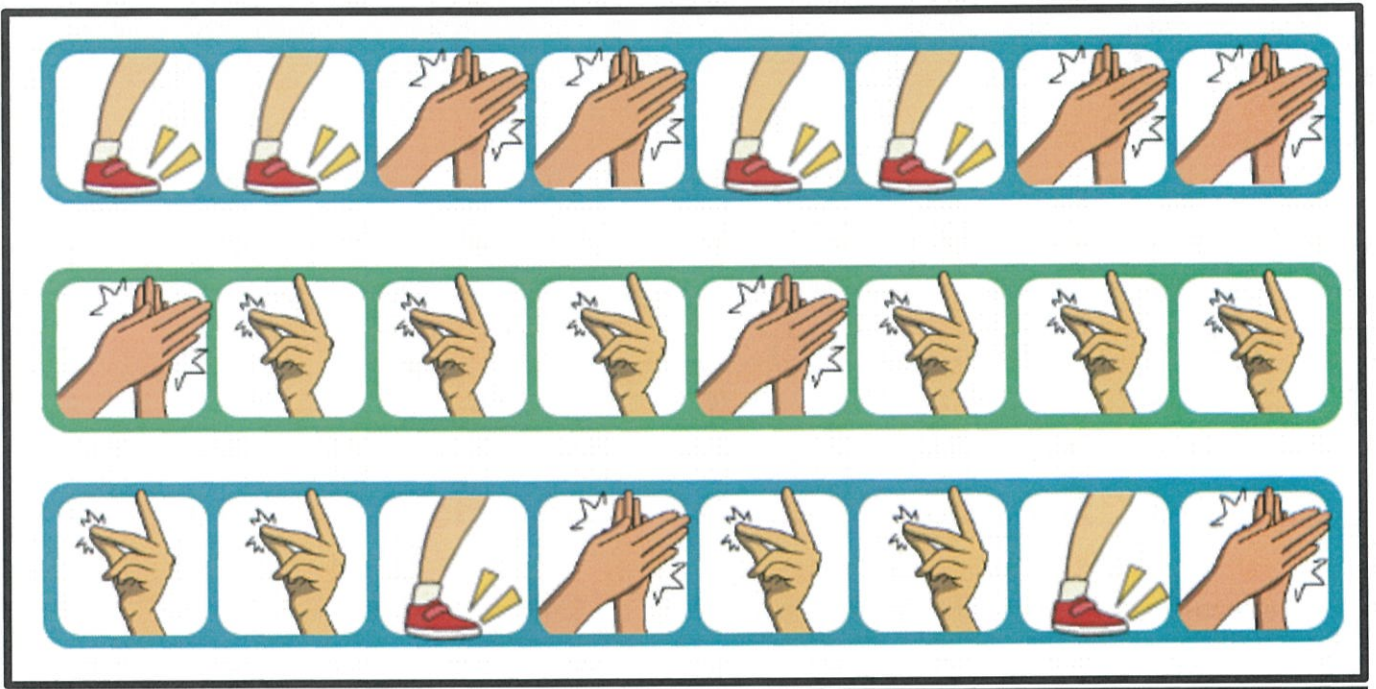
d.



e.



Have a go at completing these body percussion patterns!



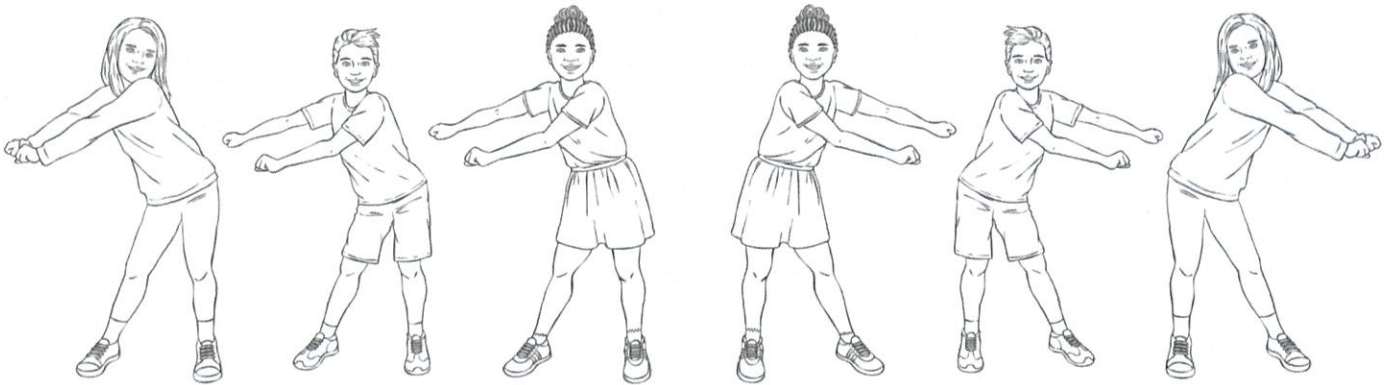
	1	2	3	4
A				
B				
C				
D				

Friday

Choreograph a Dance

Choreography is making up and putting together steps for a dance. Use this activity sheet to help you choreograph your own dance.

The first thing to do is decide on your style of dance. The type of steps you choose will depend on this. There are lots of different types of dance style; ballet, modern, tap, ballroom, jazz and hip hop are examples although there are many more.



Next you need to choose your music. Try to choose a piece that suits your style of dance.

You could use the Internet to find out dance steps that belong to your chosen style. However, here are some simple steps that you could use. Do them in the style of your dance type and make them match the music you have chosen.

Forward and back

1. Move one step forward then two steps back then pause for one beat.
2. Move three steps forward then four steps back then pause for one beat.

Side to side

1. Take two steps to your right.
2. Bend your knees twice.
3. Take two steps to your left.
4. Bend your knees twice.

Turning

1. Take a step to your left and turn around to the count of four, make sure you are facing forwards by four.
2. Bounce on your heels four times.