

Below is a sample recommended timetable that adheres to the National Education Standards Authority (NESA) requirements for each key learning area.

We recommend that you follow this routine as much as possible according to what works in your house.

The following equates to one week of work and is applicable to all year groups.

	<div>Lynwood Park Public School</div> <div>Learning From Home Whole School Timetable</div> <div>Stage 2 Term 3 Week 10 2021</div>					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
10 mins	Reading	Reading	Reading	Reading	Reading	
15 mins	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	
30 mins	Writing	Writing	Writing	Writing	Writing	
BREAK	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	
45 mins	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	
20 mins	Fitness	Fitness	Fitness	Fitness	Fitness	
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS	
45 mins	Science & Technology	Creative Arts	Personal Development	History	Catch up	

## Stage 2 Term 3 Week 10 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Reading</b>	<b>Reading</b> Read all (or part) of Charlotte's Web - <b>Chapter 6 "Summer Days"</b> (see attached) OR follow along with this read-aloud video: <a href="http://www.viewpure.com/WsrF2I0lm54?start=0&amp;end=0">http://www.viewpure.com/WsrF2I0lm54?start=0&amp;end=0</a>	<b>Reading</b> Read all (or part) of Charlotte's Web - <b>Chapter 6 "Summer Days"</b> (see attached) OR follow along with this read-aloud video: <a href="http://www.viewpure.com/WsrF2I0lm54?start=0&amp;end=0">http://www.viewpure.com/WsrF2I0lm54?start=0&amp;end=0</a>	<b>Reading</b> Read all (or part) of Charlotte's Web - <b>Chapter 7 "Bad News"</b> (see attached) OR follow along with this read-aloud video: <a href="http://www.viewpure.com/DHuuOc8TmaQ?start=0&amp;end=0">http://www.viewpure.com/DHuuOc8TmaQ?start=0&amp;end=0</a>	<b>Reading</b> Read all (or part) of Charlotte's Web - <b>Chapter 7 "Bad News"</b> (see attached) OR follow along with this read-aloud video: <a href="http://www.viewpure.com/DHuuOc8TmaQ?start=0&amp;end=0">http://www.viewpure.com/DHuuOc8TmaQ?start=0&amp;end=0</a>	<b>Reading</b> Choose a text of your own and read for a period of 10 minutes without interruption. <i>Learning Intention – Students read a variety of texts for a range of purposes</i>
<b>Morning Word Work</b>	<b>Word Work Spelling</b> - complete the spelling tasks attached. Use 'look, cover, write & check' to write your spelling words for this week using the words listed.  <i>Learning Intention – Students use appropriate strategies to accurately spell familiar and unfamiliar words</i>	<b>Word Work</b> Find 6 fantastic sentence starters/ openers in Chapter 6 and use them to start your own sentences about summer. Create a 'picture' for the reader by encouraging them to use their 5 senses. For example, "A breeze brought him the smell of clover..."	<b>Word Work</b> - Charlotte explains that the barn would become ' <b>untenable</b> ' on page 47. What is untenable and why would this happen? - Write the dictionary definitions <u>then</u> use these words in a sentence. <b>jubilee</b> <b>rigid</b> <b>bough</b> <b>anaesthetic</b> <b>hysterics</b>	<b>Comprehension</b> 1. How does E.B. White create a feeling of summer in Chapter 6? 2. What does Wilbur particularly admire about Charlotte? Why? 3. Why does Fern grow 'rigid on her stool' in Chapter 7? 4. Why do you think Chapter 7 is short and dramatic? What effect does this have on you, the reader? <i>Learning Intention – Students summarise information to make judgements about texts and their own experiences</i>	<b>Comprehension / Word Work</b> Animal Names and Unusual Collective Nouns worksheet - List the male, female and baby animal names for the farm animals. - Match the animals to their collective 'group' nouns. <i>Learning Intention – Students explore a range of vocabulary used to convey the author's purpose</i>
<b>Morning English</b>	<b>Writing Spelling sentences</b> Write a sentence for each of the 5 theme words from the spelling list. Make sure each sentence begins with a capital letter and ends with a full stop and uses an <b>adjective</b> or <b>adverb</b> . - For an extra challenge	<b>Writing</b> We hope you are enjoying our text, Charlotte's Web. Show your knowledge about the characters by completing the character profile on Wilbur or Charlotte. Don't forget to use adjectives and reread your work. <i>Learning Intention –</i>	<b>Writing</b> This term certainly has been unpredictable and different to what we expected. Today you are going to write a letter to your teacher. In your letter we would like you to write about your experience learning the content this term. We would like you to include: - Something you have	<b>Writing</b> Using the attached information sheet about the Great Barrier Reef, correct and edit the errors. Use the symbols included to correct capital letters, lower case letters, end marks, spelling errors, missing words, paragraphs and spaces. Then rewrite the passage	<b>Writing Handwriting</b> Complete the 'Handwriting revision' worksheet. Focus on tracing and using the example to help you check your letter joins, letter entries and exits. Complete the Handwriting self-evaluation and set yourself a goal to improve

	try and use our Word of the Week ( <b>tremendous</b> ) in one of the sentences. <i>Learning Intention – Students can write simple and compound sentences with correct punctuation.</i>	<i>Students can describe and use their knowledge of the characters to build a profile of either Wilbur or Charlotte</i>	enjoyed learning about - Something you found challenging to learn - Something you would like to learn about next term - Anything else special you think the teachers should know. If you like, you can use the attached letter template.	correctly on the lines provided. Don't forget to reread your work. <i>Learning Intention – Students can edit text to include correct punctuation.</i>	your writing next term. <i>Learning Intention – Students build their pencil control and neatness as they learn to write with cursive handwriting.</i>
<b>Break</b>					
<b>Middle Mathematics</b>	<b>Mathematics</b> - Answer Monday's maths mental <i>Learning Intention – Accurately recall number facts and apply knowledge of number strategies to answer questions</i> <b>- Jump Strategy Revision</b> Display the jump strategy to add and subtract numbers on the worksheet. <i>Learning Intention – Students will be able to use the jump strategy to add and subtract numbers.</i>	<b>Mathematics</b> - Answer Tuesday's maths mental <b>- Compensation Strategy Revision</b> The Compensation Strategy involves rounding one of the numbers so that you can work out the answer in your head. Complete the attached worksheet. <i>Learning Intention – Students will be able to recall facts and use the compensatory strategy to add &amp; subtract numbers.</i>	<b>Mathematics</b> - Answer Wednesday's maths mental <b>- Division from Multiplication Revision</b> Write multiplication and division facts on the attached worksheet. <i>Learning Intention – Students will be able to recall multiplication facts and related division facts.</i>	<b>Mathematics</b> - Answer Thursday's maths mental <b>- Revising Division</b> Complete the division questions with and without remainders on the attached worksheet. <i>Learning Intention – Students will be able to use mental strategies and informal recording methods for division with remainders.</i>	<b>Mathematics</b> - Answer Friday's Times tables test: 12x tables <b>- Measurement Revision</b> Complete the attached worksheet; a revision of measurement concepts. <i>Learning Intention – Students will be able to recall prior knowledge to solve measurement problems.</i>
<b>Middle Fitness</b>	<b>Fitness</b> Spend some time in your backyard, front yard or at a local park kicking a ball, skipping, throwing a frisbee or riding a bike or scooter. OR Create an obstacle course in your backyard.	<b>Fitness</b> Try some Tabata (20 seconds of work and 10 seconds of rest, 8 times).  Exercises can include star jumps, squats, burpees, high knees and tuck jumps.	<b>Fitness</b> Go for a walk or bike ride with your family. OR Create an obstacle course around your front or backyard or at a local park. Make sure it includes running, jumping, hopping, galloping and balancing.	<b>Fitness</b> Listen to a song of your choice and create a dance routine. OR Watch 'Just Dance' on YouTube and follow along.	<b>Fitness</b> PE with Joe – Find PE with Joe on youtube and follow along with the workout.  OR Create your own workout! Count how many of each exercise you can do in 1 minute and record your results. You could do: star jumps, burpees, sit ups, push-ups, shuttle runs etc. Make sure you

					do 10 different exercises.
<b>BREAK</b> <b>Afternoon</b>	<b>Science and Technology</b> Throughout this unit we have learnt about the many types of forces that can be exerted on objects and how forces and materials interact in a product or system to perform a function. Complete the attached sheet to show your learning and knowledge of forces. <i>Learning Intention – Students show their knowledge of forces by identifying the different forces that can be exerted on objects</i>	<b>Creative Arts</b> Follow the attached guide or go to the following website to draw Wilbur and Charlotte using the step by step instructions. <a href="https://www.youtube.com/watch?v=IhP3xzAEVqs&amp;t=181s">https://www.youtube.com/watch?v=IhP3xzAEVqs&amp;t=181s</a> <i>Learning Intention – Students can follow instructions by using lines and shapes to illustrate the characters Wilbur and Charlotte</i>	<b>Personal Development Wellbeing Wednesday</b> You have been working so hard, we want you to stop, breathe and find something relaxing to do <b>away from a screen</b> this afternoon. Try some mindfulness colouring, yoga, go for a walk or set yourself up with a book somewhere comfortable like the backyard or on the lounge. We've included some ideas for you. Recharge, relax and enjoy! Remember to share a photo of what you got up to on Wellbeing Wednesday!	<b>History Changing Communities and Celebrations Revision</b> Complete the attached questions about this term's topic. <i>Learning Intention – Students will be able to use prior knowledge to complete the revision questions.</i>	<b>Catch Up</b> Use this time to finish any tasks that need completing from this week. If you are looking for more activities to do, you could do some reading of texts of your choice, complete some Study ladder activities, watch BTN or look at some of the links provided at the end of this grid. Remember to package up your learning from this term and keep it in a safe place. Those working on paper packs will need to hand their work in to school.

If you are looking for more reading or extension activities here are a few websites you can visit (please note that some websites require you to sign up):

<https://www.abc.net.au/btn/>

<https://www.fizzicseducation.com.au/>

<https://www.headspace.com/meditation/kids>

[https://www.studyladder.com.au/login/account?lc\\_set=](https://www.studyladder.com.au/login/account?lc_set=) - you will need your username and password to log in



Thank you for your hard work during Term 3. We are all really proud of your efforts and we continue to miss each of you.

Have a rest over the holidays: Stay Happy, Stay Healthy, Stay Home and Stay Safe!

- Lynwood Park PS teachers 😊

Monday- Spelling Week 10			
<i>Learning Intention – Students use appropriate strategies to accurately spell familiar and unfamiliar words</i>			
<b>Rule: al</b> often follows <b>on</b> and <b>ic</b>			
High Frequency	Rule	Science	Theme
sing drink went bent spent	medical chemical personal seasonal national	create diagram opposite record prototype	company envy grief flicker sapling
<b>Wow Word:</b> <u>tremendous</u> - very large in degree or size; huge.			

- Use 'look, cover, write & check' to write your spelling words for this week.
- Write the spelling rule for this week including the rule words.
- Write the last 10 words in your list in alphabetical order.
- Using a dictionary or a device find the definition of the following words:

**envy          grief          sapling          prototype**

- Find and write all of the verbs (action words) in your list.

## Monday- Writing

Spelling sentences – write a sentence for each of the 5 theme words from the spelling list.

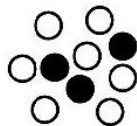
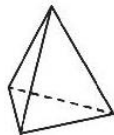
**\*\* Make sure each sentence begins with a capital letter, ends with a full stop and uses an adjective or adverb.\*\***

For an extra challenge try and use our Word of the Week (**tremendous**) in one of the sentences.

Week 10 – Questions

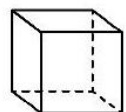
Monday

1.  $32 + 98 =$  \_\_\_\_\_
2.  $92 - 2 =$  \_\_\_\_\_
3.  $92 - 5 =$  \_\_\_\_\_
4.  $64 \div 8 =$  \_\_\_\_\_
5.  $8 \times 10 =$  \_\_\_\_\_
6. Write the numeral for two thousand, seven hundred and seventy-five: \_\_\_\_\_
7. Complete this counting pattern:  
4, 11, 18, 25, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. What is the sum of 90 and 32? \_\_\_\_\_
9. Divide 90 by 2. \_\_\_\_\_
10.  $\$2.00 + \$1.00 + 5 \text{ cents} =$  \_\_\_\_\_
11.  $50 \text{ cents} + 5 \text{ cents} + 50 \text{ cents} =$  \_\_\_\_\_
12. 3 hours = \_\_\_\_\_ minutes
13. 480 minutes = \_\_\_\_\_ hours
14. A triangle-based pyramid has \_\_\_\_\_ corners.
15. Which circle has the lowest chance of being selected? Black or white? \_\_\_\_\_



Tuesday

1.  $36 - 2 =$  \_\_\_\_\_
2.  $75 + 83 =$  \_\_\_\_\_
3.  $41 - 5 =$  \_\_\_\_\_
4.  $32 \div 8 =$  \_\_\_\_\_
5.  $3 \times 9 =$  \_\_\_\_\_
6. Write these numbers in ascending order: 6307, 9813, 5395, 9692, 8101, 2630.  
\_\_\_\_\_
7. Complete this counting pattern:  
6, 10, 14, 18, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. In a group of 40 students, 33 would like to play tennis and the rest want to play field hockey. How many want to play field hockey? \_\_\_\_\_
9. Divide 48 by 6. \_\_\_\_\_
10.  $5 \text{ cents} + \$1.00 + \$2.00 =$  \_\_\_\_\_
11.  $\$1.00 + 5 \text{ cents} + \$2.00 =$  \_\_\_\_\_
12. What digital time does the clock show? \_\_\_\_\_
13. How many hours is 420 minutes? \_\_\_\_\_
14. What is the name of this 3D object? \_\_\_\_\_
15. Which star has the highest chance of being selected? Black or white? \_\_\_\_\_





### Jump strategy for addition

**4** Use jump strategies to solve the additions. The first one is done for you.

27 + 14?  
27 add 10 then add 4.

a  $27 + 14 = 41$

b  $37 + 20 =$

c  $28 + 13 =$

d  $39 + 23 =$

**5** Use the jump strategy to add the numbers.

a  $35 + 23$  becomes  $\boxed{35} + \boxed{20} + \boxed{3} = \boxed{\phantom{00}}$

b  $42 + 25$  becomes  $\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

c  $33 + 34$  becomes  $\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

d  $46 + 24$  becomes  $\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

e  $52 + 26$  becomes  $\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$

32 + 25 becomes  
32 + 20 + 5 = 57

### 13 Jump and bridging strategies—subtraction

**1** Display jump strategies to solve the subtractions on the number line.

a  $56 - 27 =$

b  $65 - 28 =$

**2** Solve these questions using the jump strategy.

a $65 - 38 = \boxed{\phantom{00}}$	e $135 - 95 = \boxed{\phantom{00}}$
b $76 - 29 = \boxed{\phantom{00}}$	f $256 - 48 = \boxed{\phantom{00}}$
c $86 - 48 = \boxed{\phantom{00}}$	g $303 - 42 = \boxed{\phantom{00}}$
d $92 - 37 = \boxed{\phantom{00}}$	h $564 - 87 = \boxed{\phantom{00}}$

**3** Use the bridging to decades method to complete these subtractions. The first one is done for you.

a  $92 - 67$  becomes  $\boxed{92} - \boxed{60} - \boxed{2} - \boxed{5} = \boxed{\phantom{00}}$

b  $52 - 25$  becomes  $\boxed{\phantom{00}} - \boxed{\phantom{00}} - \boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$

c  $93 - 28$  becomes  $\boxed{\phantom{00}} - \boxed{\phantom{00}} - \boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$

d  $185 - 46$  becomes  $\boxed{\phantom{00}} - \boxed{\phantom{00}} - \boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$

e  $292 - 33$  becomes  $\boxed{\phantom{00}} - \boxed{\phantom{00}} - \boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$

93 - 29 = ?  
Think 93 - 20 = 73  
subtract 3 then subtract 6 more.

**4** Solve these problems using jump and bridging strategies.

a Norfolk Theatre has 112 seats. How many seats are empty if 78 tickets were sold?

b How much money does Stella have if she had \$124, but spent \$49 on a skateboard?

# The Big Picture – looking at levels of understanding

## ACHIEVING

A skateboard is a product designed to move a person.

Brainstorm your thoughts below.

What forces make a skateboard move?

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What forces make a skateboard stop moving?

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For over eighty years, thousands of trains, trucks, buses and cars have travelled over the Sydney Harbour Bridge.

Look at the pictures!



Brainstorm your thoughts. The Sydney Harbour Bridge is strong because...

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## CHARACTER PROFILE: WILBUR

Words and phrases to describe Wilbur's appearance:

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Words and phrases to describe Wilbur's personality:

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Draw a sketch of Wilbur here

Actions: What does Wilbur DO in the story?

Change: How does Wilbur change during the story?

## CHARACTER PROFILE: CHARLOTTE

Words and phrases to describe Charlotte's appearance:

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Words and phrases to describe Charlotte's personality:

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---

---

Draw a sketch of Charlotte here

Actions: What does Charlotte DO in the story?

Change: How does Charlotte change during the story?

# 24

## Compensation strategy

The **compensation strategy** can be done by **rounding up** one of the numbers that you are adding. E.g.  $54 + 38 = ?$  Think  $54 + 40 = 94$ , then take off the 2 that was rounded up. The answer is 92.

**1** Use this strategy to complete the additions.

- |   |                    |    |   |    |   |    |          |   |   |    |
|---|--------------------|----|---|----|---|----|----------|---|---|----|
| a | $47 + 38$ becomes  | 47 | + | 40 | = | 87 | subtract | 2 | = | 85 |
| b | $55 + 19$ becomes  |    | + |    | = |    | subtract |   | = |    |
| c | $63 + 27$ becomes  |    | + |    | = |    | subtract |   | = |    |
| d | $45 + 29$ becomes  |    | + |    | = |    | subtract |   | = |    |
| e | $73 + 38$ becomes  |    | + |    | = |    | subtract |   | = |    |
| f | $136 + 39$ becomes |    | + |    | = |    | subtract |   | = |    |
| g | $226 + 48$ becomes |    | + |    | = |    | subtract |   | = |    |
| h | $237 + 38$ becomes |    | + |    | = |    | subtract |   | = |    |
| i | $462 + 47$ becomes |    | + |    | = |    | subtract |   | = |    |

The compensation strategy can be also done by **rounding down** one of the numbers that you are adding. E.g.  $58 + 33 = ?$  Think  $58 + 30 = 88$ , then add the 3 that was rounded down.  $88 + 3 = 91$

**2** Use this strategy to complete the additions.

- |   |                    |  |   |  |   |  |     |  |   |  |
|---|--------------------|--|---|--|---|--|-----|--|---|--|
| a | $39 + 21$ becomes  |  | + |  | = |  | add |  | = |  |
| b | $48 + 22$ becomes  |  | + |  | = |  | add |  | = |  |
| c | $254 + 33$ becomes |  | + |  | = |  | add |  | = |  |
| d | $136 + 42$ becomes |  | + |  | = |  | add |  | = |  |

**3** Explain the strategy you would use to solve:  $148 + 36 = \square$ .

## Tuesday- Creative Arts

*Learning Intention – Students can follow instructions by using lines and shapes to illustrate the characters Wilbur and Charlotte*

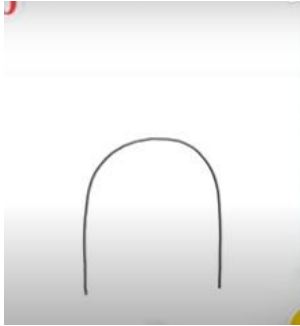
### Drawing Charlotte and Wilbur

Follow this guide or go to the website to draw Wilbur and Charlotte using the step by step instructions. <https://www.youtube.com/watch?v=IhP3xzAEVqs&t=181s>

Take a photo of your artwork and keep it safe to hang up in our classroom!



1.



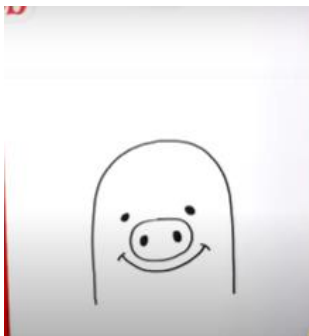
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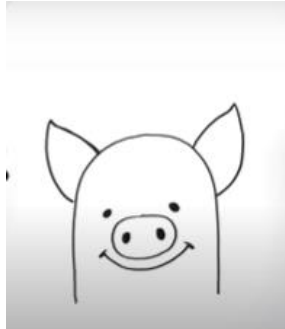
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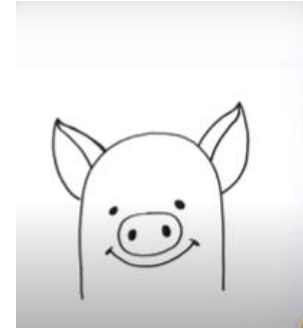
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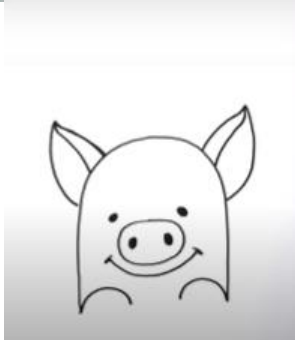
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6.



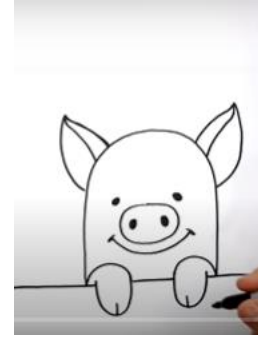
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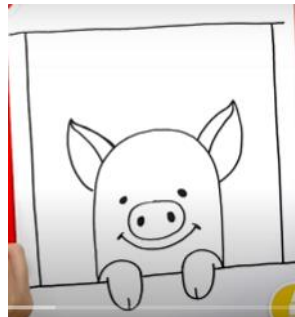
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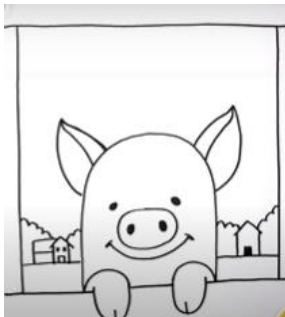
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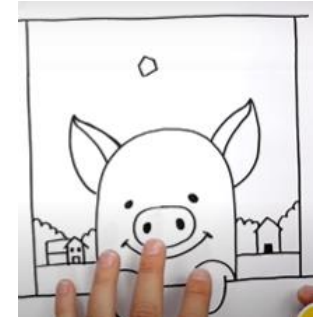
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11.



12.



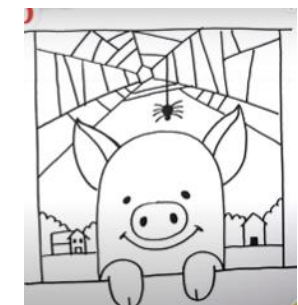
13.



14.



15.





## Example Template

\_\_\_\_\_

Date

\_\_\_\_\_,

Greeting

Body

\_\_\_\_\_,

Closing

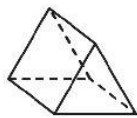
\_\_\_\_\_  
Signature



Week 10 – Questions

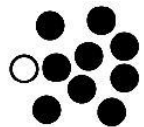
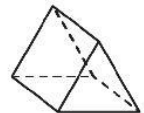
Wednesday

1.  $61 - 3 =$  \_\_\_\_\_
2.  $62 + 56 =$  \_\_\_\_\_
3.  $23 - 3 =$  \_\_\_\_\_
4.  $40 \div 5 =$  \_\_\_\_\_
5.  $12 \times 6 =$  \_\_\_\_\_
6. 9767 is an even number. True or false? \_\_\_\_\_
7. Complete this counting pattern:  
39, 46, 53, 60, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. If there were 98 fans at a rugby league game, 43 were wearing maroon and the rest were wearing blue, how many were wearing blue? \_\_\_\_\_
9. Share \$9 between 3 children. \_\_\_\_\_
10. 20 cents + 50 cents + \$1.00 = \_\_\_\_\_
11. 20 cents + 10 cents + \$2.00 = \_\_\_\_\_
12. How many hours is 480 minutes? \_\_\_\_\_
13. How many hours from 11 am to 2 pm? \_\_\_\_\_
14. What is the name of this 3D object? \_\_\_\_\_
15. Which star has the highest chance of being selected? Black or white? \_\_\_\_\_



Thursday

1.  $22 - 3 =$  \_\_\_\_\_
2.  $59 + 96 =$  \_\_\_\_\_
3.  $20 - 2 =$  \_\_\_\_\_
4.  $4 \times 7 =$  \_\_\_\_\_
5.  $6 \div 3 =$  \_\_\_\_\_
6. Write the largest number you can using: 4, 2, 1, 4.  
\_\_\_\_\_
7. Complete this counting pattern:  
7, 15, 23, 31, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
8. I have 76 marbles. Julian has some marbles too. Together we have 107 marbles. How many marbles does Julian have? \_\_\_\_\_
9. Share 12 apricots between 4 children. \_\_\_\_\_
10. 5 cents + \$2.00 + \$1.00 = \_\_\_\_\_
11. 20 cents + 5 cents + 50 cents = \_\_\_\_\_
12. How many days are in April? \_\_\_\_\_
13. How many days is 96 hours? \_\_\_\_\_
14. A triangular-based prism has \_\_\_\_\_ corners.
15. Which circle has the lowest chance of being selected? Black or white? \_\_\_\_\_



# Division from multiplication

UNIT  
20

3 Write a division fact from each multiplication fact. The first one has been done for you.

a	6	×	2	=	12	12	÷	2	=	6
b	9	×	2	=	18		÷		=	
c	5	×	4	=	20		÷		=	
d	4	×	4	=	16		÷		=	
e	5	×	3	=	15		÷		=	
f	7	×	5	=	35		÷		=	
g	6	×	4	=	24		÷		=	
h	6	×	5	=	30		÷		=	

Division and multiplication are related!



4 Use a calculator to write some harder multiplication number sentences. Then write a division fact for each, e.g.  $9 \times 7 = 63$  and  $63 \div 7 = 9$ .

a		×		=			÷		=	
b		×		=			÷		=	
c		×		=			÷		=	
d		×		=			÷		=	

5 Circle the winning bingo card.

- |                  |                  |
|------------------|------------------|
| a $3 \times 4 =$ | i $32 \div 4 =$  |
| b $5 \times 4 =$ | j $45 \div 5 =$  |
| c $8 \times 2 =$ | k $12 \div 6 =$  |
| d $8 \times 4 =$ | l $25 \div 5 =$  |
| e $12 \div 4 =$  | m $7 \times 3 =$ |
| f $12 \div 3 =$  | n $9 \times 5 =$ |
| g $30 \div 5 =$  | o $7 \times 6 =$ |
| h $14 \div 2 =$  | p $9 \times 3 =$ |

A

	3		5		20		42
1		4		12		28	

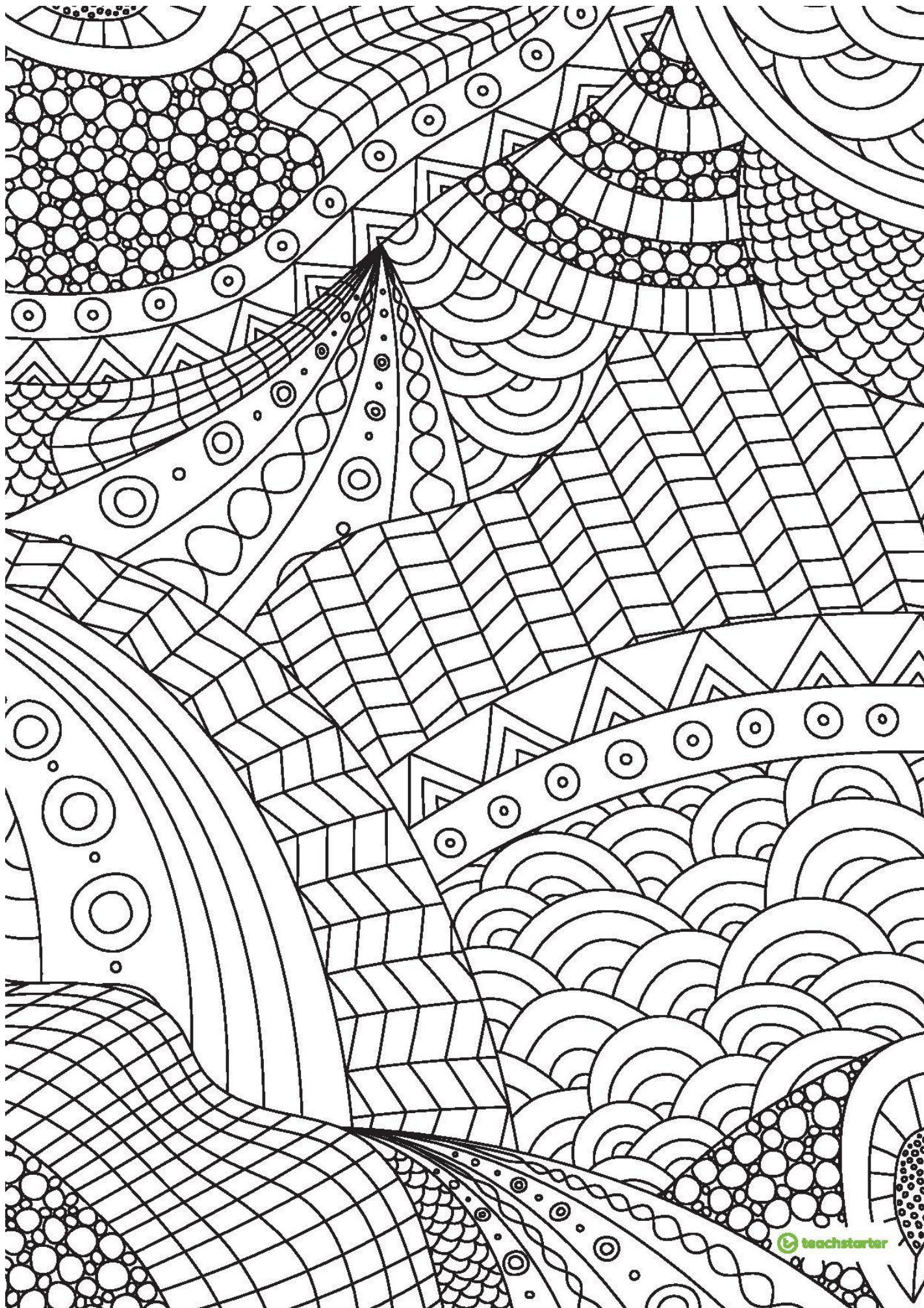
B

	3		7		21		32
2		6		12		30	

C

	4		7		21		45
2		6		20		27	





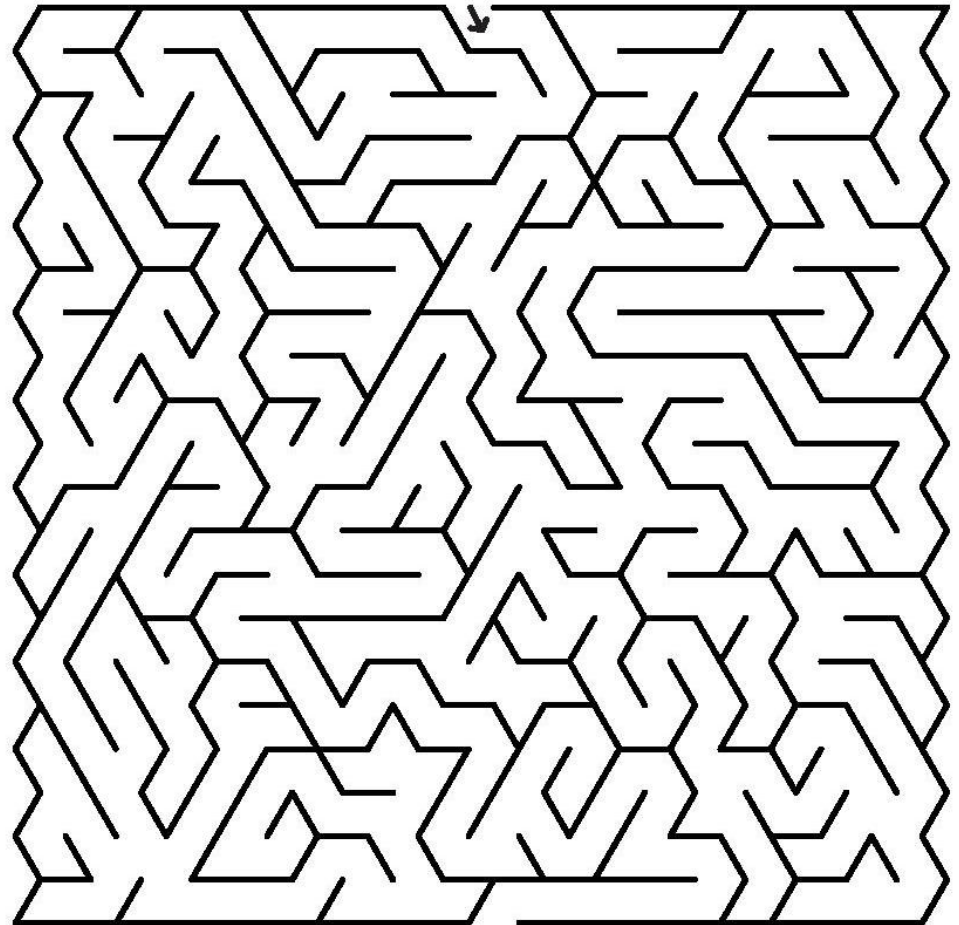
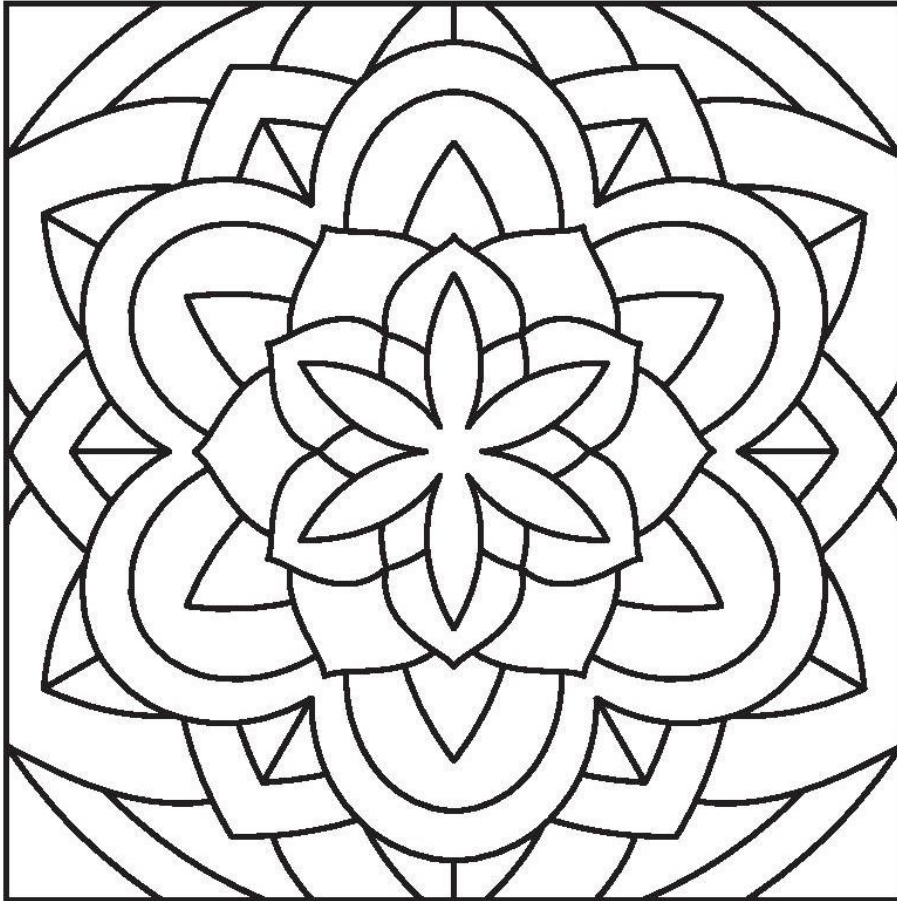


Wellbeing Wednesday- PDHPE- Choose an activity- Colouring or do a maze. Get outside, read or make something!

# MINDFUL

## Mats

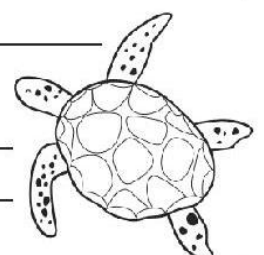
*What is a song you enjoy and how does it make you feel?*





Read the following paragraph and make the necessary edits using the editing mark symbols.

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



# Division strategies

UNIT  
24

## Extending division facts

We know that  $8 \div 2 = 4$  so  $80 \div 2$  must equal 40.

$12 \div 4 = 3$  so  
 $120 \div 4 = 30$ . Cool!

4 Solve each pair of divisions.

a	9	÷	3	=		90	÷	3	=	
b	12	÷	2	=		120	÷	2	=	
c	15	÷	3	=		150	÷	3	=	
d	20	÷	4	=		200	÷	4	=	
e	25	÷	5	=		250	÷	5	=	
f	24	÷	6	=		240	÷	6	=	
g	36	÷	6	=		360	÷	6	=	



## Trial and error

Use trial and error to find the answers to the divisions with remainders.

E.g.  $26 \div 4$ . Try  $5 \times 4 = 20$ ,  $6 \times 4 = 24$ ,  $7 \times 4 = 28$ .

The answer is 6 remainder 2.

5 Use trial and error to solve these divisions.

a	$29 \div 3 =$		remainder		f	$21 \div 4 =$		remainder	
b	$19 \div 4 =$		remainder		g	$23 \div 5 =$		remainder	
c	$29 \div 5 =$		remainder		h	$31 \div 3 =$		remainder	
d	$38 \div 5 =$		remainder		i	$42 \div 8 =$		remainder	
e	$31 \div 6 =$		remainder		j	$29 \div 6 =$		remainder	

6 Solve the division problems.

a	Jim had 15 football cards that he shared among two friends and himself. How many did each child receive?		c	Sally bought 6 CDs at the music store. What is the cost of each CD if the total cost for all of them was \$54?	
b	Mr Smith put 150 students on 3 buses. If they all had the same number of students on them, how many were on each bus?		d	Jack had 48 marbles that he shared among himself and 5 other children. How many marbles did each child receive?	

## **Thursday- History- Revision**

*Learning Intention – Students will be able to use prior knowledge to complete the revision questions.*

**Using your prior knowledge and History lessons over the term**

**answer the following questions in your own words:**

**1. How do places change over time?**

**2. Name 3 International Days of celebration:**

- 1.
- 2.
- 3.

**3. Name 3 Australian Days of celebration:**

- 1.
- 2.
- 3.

**4. Name 3 different cultures or nationalities that exist in our Blacktown community:**

- 1.
- 2.
- 3.

**5. In your own words, what is the meaning of Celebration and Commemoration?**

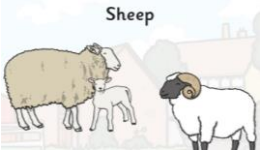

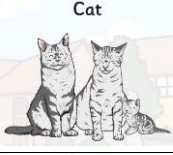

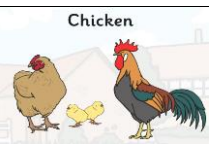
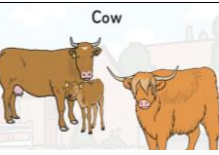

**6. In your own words, who lived in Australia first and how do we know?**

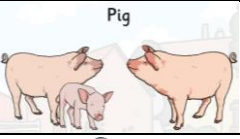


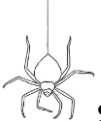


## Friday- Reading Word Work *Learning Intention – Students summarise information to make judgements about texts and their own experiences*










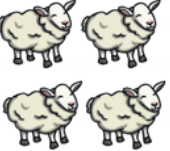
### Word Work: Animal Names and Unusual Collective Nouns

List the male, female and baby animal names for the following farm animals. You might like to fill in the ones you know or have read in Charlotte's Web so far before you go and research the others.

Animal	Male	Female	Baby
 <p>Sheep</p>			
 <p>Duck</p>			
 <p>Cat</p>			
 <p>Rabbit</p>			
 <p>Chicken</p>			
 <p>Cow</p>			
 <p>Horse</p>			

Animal	Male	Female	Baby
 <p>Pig</p>			
 <p>Goose</p>			
 <p>Goat</p>			
 <p>Spider</p>			

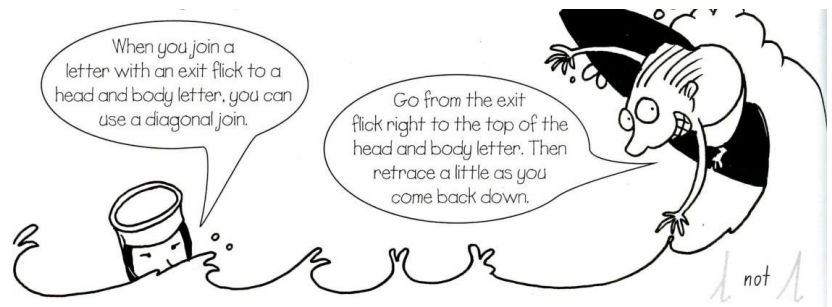
**Unusual Collective Nouns-** Label these animals according to their collective 'group' nouns listed below.

				
A _____ of rats	A _____ of piglets	A _____ of spiders	A _____ of ducks	A _____ of cows
				
A _____ of geese	A _____ of ponies	A _____ of rabbits	A _____ of chickens	A _____ of sheep
<b>litter</b>	<b>kine (or herd)</b>	<b>brood</b>	<b>flock</b>	
<b>plague</b>	<b>string</b>	<b>colony</b>	<b>brace</b>	
	<b>cluster (or clutter)</b>	<b>gaggle</b>		



## Friday- Handwriting- Revision of Baseline (diagonal) joins

*Learning Intention – Students build their pencil control and neatness as they learn to write with cursive handwriting.*



ab at ch ck nl nk dl dh hl

ht lb ll th tt ub ut kl kh

mb ml eb et ik it nt nh ll

Copy, taking care when retracing the downward strokes of the tall letters.

Yellow butter melts in the heat.

Is there salt in the salad?

### Self Evaluation

Draw the appropriate face for you next to each statement.

always



sometimes



never



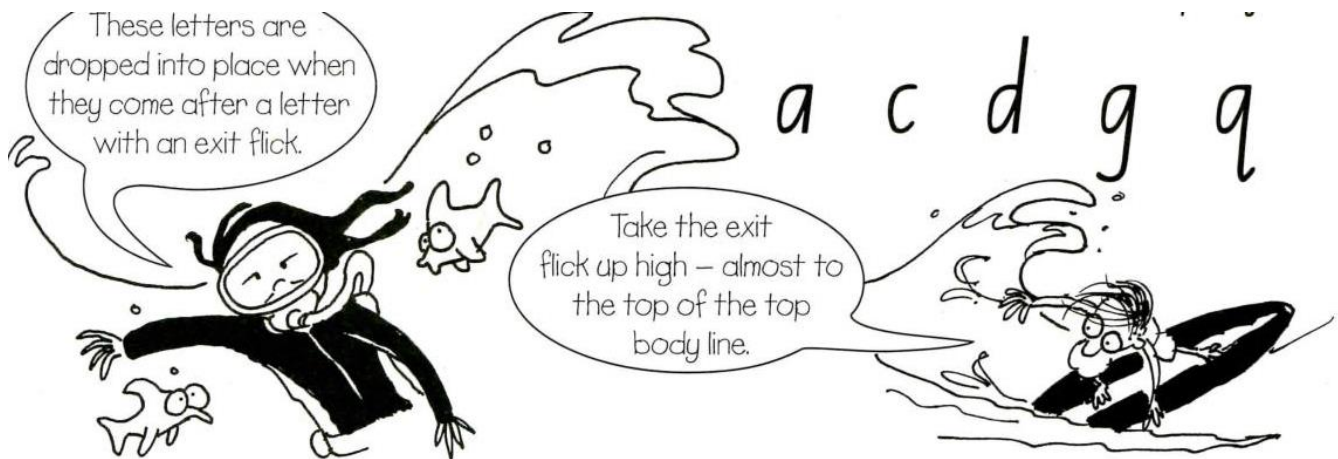
My work is neat and I use my neatest handwriting

☐

I take my time and try my hardest when I do my work

☐

## Friday- Handwriting (continued)- Revision of 'Do-drop in' joins



Trace, then copy. Then choose four letter pairs, and put a star \* to show where you lifted your pencil.

ea ia ha ac ec uc ed id ad

ag eg ig aq eq nq ca ud ng

\_\_\_\_\_

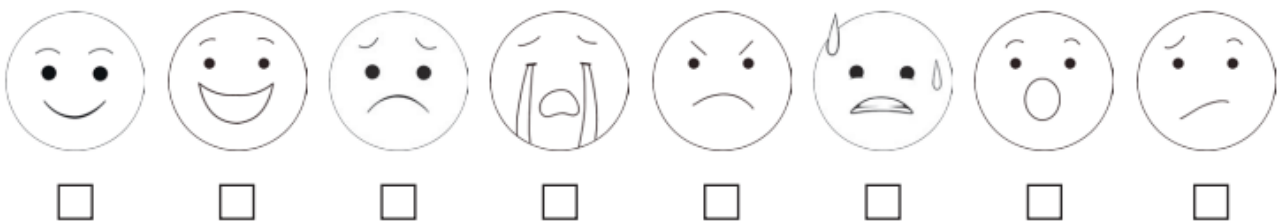
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Handwriting Self-Assessment

Choose the emoji(s) that describe how you feel:



This is because...

\_\_\_\_\_

\_\_\_\_\_

How do you want to improve your handwriting next term?

\_\_\_\_\_

\_\_\_\_\_

# Times Table Test - 12× Table

Check

1.	$12 \times 7 =$		
2.	$12 \times 6 =$		
3.	$2 \times 12 =$		
4.	$12 \times 11 =$		
5.	$0 \times 12 =$		
6.	$12 \times 0 =$		
7.	$12 \times 4 =$		
8.	$9 \times 12 =$		
9.	$12 \times 8 =$		
10.	$3 \times 12 =$		
11.	$12 \times 5 =$		
12.	$12 \times 10 =$		
My score:			

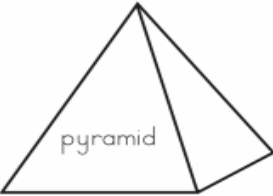
Check

13.	$144 \div 12 =$		
14.	$36 \div 12 =$		
15.	$120 \div 12 =$		
16.	$24 \div 12 =$		
17.	$48 \div 12 =$		
18.	$84 \div 12 =$		
19.	$12 \div 12 =$		
20.	$132 \div 12 =$		
21.	$72 \div 12 =$		
22.	$60 \div 12 =$		
23.	$108 \div 12 =$		
24.	$96 \div 12 =$		
My score last time:			

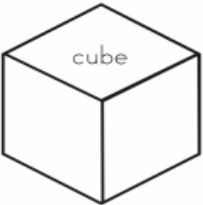
How I can improve:

Friday- Mathematics Measurement Revision

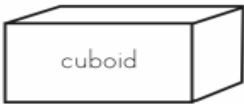
Learning Intention – Students will be able to recall prior knowledge to solve



edges \_\_\_\_\_  
faces \_\_\_\_\_  
vertices \_\_\_\_\_



edges \_\_\_\_\_  
faces \_\_\_\_\_  
vertices \_\_\_\_\_



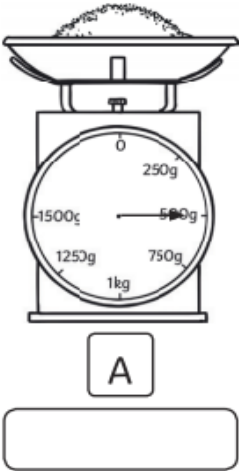
edges \_\_\_\_\_  
faces \_\_\_\_\_  
vertices \_\_\_\_\_



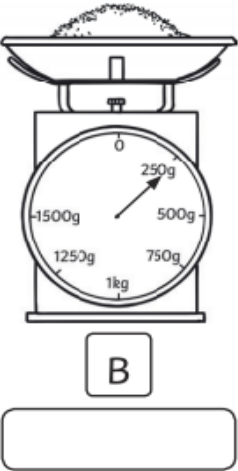
edges \_\_\_\_\_  
faces \_\_\_\_\_  
vertices \_\_\_\_\_

Look at the scales and record the mass of each object in grams.

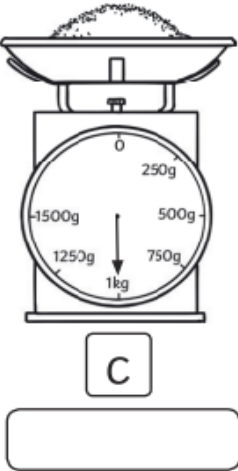
a.



b.



c.



Theresa bought a bunch of bananas. The mass of the bananas is 4kg. Rebecca also bought some bananas. The mass of her bunch is 250 grams heavier. What is the mass of Rebecca’s bunch of bananas? Show your working.

Read the clock and work out the time before or after. Write your answer in digital format.



Twenty minutes after

\_\_\_\_\_



One hour and sixty minutes before

\_\_\_\_\_



Three hours and thirty minutes after

\_\_\_\_\_

.....  
Christopher went and collected 3kg worth of lollies for his party. His party guests ate a total mass of 1000 grams. What is the mass of lollies Christopher has left after his party? Show your working.



More

# Non-screen activities you can do at home

Pobble

25  
more  
ideas!

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.

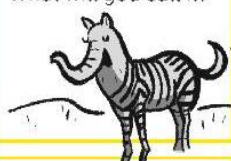
## 1 Get doodling!

Grab some paper and pens and doodle anything you like! Animals, aliens or something else.



## 2 Create your own animal.

Could you combine two of your favourites? What will you call it?



## 3 Design and draw a new musical instrument.

How would you play it and what will it sound like?



## 4 Make up your own 5 minute exercise routine.

What will you include?



## 5 Can you make up your own jokes?

Tell them to someone to make them laugh!



## 6 Make some jewellery.

Use anything you can find around the house. Strips of wrapping paper or rolled up magazines make great beads!

## 7 Paper aeroplane challenge!

Make a paper aeroplane and see how far you can fly it! Can you make a target and try to aim for it?

## 8 Fingerprint art!

Use only your fingertips and paint to create a picture.



## 9 Make a bookmark to use when you're reading.



## 10 Make some wild art using sticks, leaves, flowers and anything else you can find outdoors.



## 11 Quick draw!

Set a 1 minute timer, draw a quick doodle and see if the other person can guess what it is before the time is up.

## 12 Write a silly sentence that includes all of these words...

**BANANA, CURTAIN, DOLPHIN, SNOW and BALLOON.** Now think of your own words and write some more!

## 13 How many different words can you make from the letters in this sentence?

Keeping my brain busy is fun

## 14 Ping pong story telling! Write the opening sentence to a story, then someone else writes the next line. Then it's your turn again! Keep alternating until you have a full story.

## 15 Guess the character!

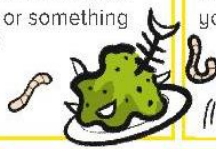
Think of a character from a book, write it down so no-one can see. Have others ask you questions to try and guess which character you chose.

## 16 Make a finger puppet!

Use a paper cone to make a body, then attach a paper head.



## 17 Describe the most disgusting meal EVER! What is in it? Spaghetti worms, toenails on toast or something else?



## 18 Create a comic strip about an animal who turns into a superhero. Which animal will you choose?



## 19 Create a family kindness jar.

Every time someone does something kind, write it down and put it in the jar. When the jar is full you all deserve a special treat!

## 20 Find a fun place to sit and read a book.

Under the bed? Up a tree? Where will you go?



## 21 How many words can you think of that rhyme with WRITE?



## 22 Write a recipe for 'Springtime'.

What will you include? Flowers? Sunshine? What else?

## 23 Use your body to make the shape of a letter.

How many more can you make? Can you make every letter in the alphabet?

## 24 Play alphabet bingo!

Can you spot an item in your home or garden that starts with the letter a,b,c and so on?

ABC

## 25 Start a diary.

Write a short entry every day about what you do and how you feel. It will be good to look back on when you're older.