



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.

	Lynwood Park Public School Learning From Home Whole School Timetable Stage 2 Term 3 Week 9 2021					
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	Geography / History	Catch up	

Stage 2 Term 3 Week 9 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reading	Reading Before you read: True or False? Ch 3 Review: - Give at least 2 reasons or evidence from the text to explain your answers. (see attached) - Read all (or part) of Charlotte's Web - Chapter 4 "Loneliness" (see attached) OR follow along with this read-aloud video: http://www.viewpure.com/NbRch5ee4gE?start=0&end=0	Reading Read all (or part) of Charlotte's Web - Chapter 4 "Loneliness" OR follow along with this read-aloud video: http://www.viewpure.com/NbRch5ee4gE?start=0&end=0 <i>Learning Intention – Students read a variety of texts for a range of purposes</i>	Reading Read all (or part) of Charlotte's Web - Chapter 5 " Charlotte " OR follow along with this read-aloud video: http://www.viewpure.com/k2Vq9_G-qP4?start=0&end=0	Reading Read all (or part) of Charlotte's Web - Chapter 5 " Charlotte " OR follow along with this read-aloud video: http://www.viewpure.com/k2Vq9_G-qP4?start=0&end=0	Reading Choose a text of your own and read for a period of 10 minutes without interruption.
Morning Word Work	Word Work Spelling - 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>	Word Work Here are some words from the text: occupation gnaw glutton stealthily Write the dictionary definition <u>then</u> use the words in a sentence. - Choose five words from the list below that best describe Templeton. fun crafty generous sneaky rat sheep glutton bashful smart loving	Comprehension In Chapter 4, 1. Why was Fern's pig so sad? 2. At the end of Chapter 4, a kind voice spoke from the darkness, what did it say? - Creature connectives Find examples of connectives (see example and sheet below) used to join together descriptions of the actions taken by the animals in the story, e.g. 'He had ploughed up quite a piece of ground <u>before</u> anyone noticed...'	Word Work Here are some words from Chapter 5 in the text: objectionable salutations blundered detested Write the dictionary definition then use the words in a sentence. <i>Learning Intention – Students explore a range of vocabulary used to convey the author's purpose</i>	Comprehension 1. Why did Wilbur struggle to sleep? 2. How does Wilbur feel when he realises Charlotte is a spider? Give 2 examples from the text to explain your answer. 3. Why does Wilbur call Charlotte "bloodthirsty"? <i>Learning Intention – Students summarise information to make judgements about texts and their own experiences</i>
Morning English	Writing Spelling sentences Write a sentence for each of the 5 rule words from the spelling list. Make sure each sentence begins with a	Writing One of the important themes in Charlotte's Web is friendship . Charlotte and Wilbur strike up a friendship but their story is not without its problems	Writing Using the Friendship story writing frame attached or a piece of paper, write your narrative using full sentences and the ideas from yesterday's planner.	Writing Correct and edit the attached information sheet about sharks. Use the symbols included to correct capital letters, lower case letters, end	Writing Handwriting Complete the 'Handwriting revision' worksheet. Focus on tracing and using the example to help you check your letter joins, letter

	<p>capital letter and ends with a full stop and uses a possessive noun.</p> <p>- For an extra challenge try and use our Word of the Week (courageous) in one of the sentences.</p> <p><i>Learning Intention – Students can write simple and compound sentences with correct punctuation.</i></p>	<p>and complications.</p> <p>Today you are going to plan a friendship story (narrative) of your own. Use the friendship story planner example to help you think of ideas about characters, problems and resolutions you could use in your story.</p> <p><i>Learning Intention – Students can plan and sequence an imaginative piece of writing.</i></p>	<p>Remember to:</p> <ul style="list-style-type: none"> - Write in sentences and use paragraphs. - Check your spelling and reread to edit your writing when you have finished - Write an introduction, a problem and conclusion. <p><i>Learning Intention – Students can structure and write a narrative with a beginning, middle and end.</i></p>	<p>marks, spelling errors, missing words, paragraphs and spaces. Then rewrite the passage correctly on the lines provided. Don't forget to reread your work.</p> <p><i>Learning Intention – Students can edit text to include correct punctuation.</i></p>	<p>entries and exits.</p> <p><i>Learning Intention – Students build their pencil control and neatness as they learn to write with cursive handwriting.</i></p>
Break					
Middle Mathematics	<p>Mathematics</p> <p>- Answer Monday's maths mental</p> <p><i>Learning Intention – Accurately recall number facts and apply knowledge of number strategies to answer questions</i></p> <p>- Inverse Operations (Addition & Subtraction)</p> <p>Addition and subtraction are inverse operations. This means additions can be checked by doing subtractions and subtractions can be checked by doing addition. Complete the worksheet.</p> <p><i>Learning Intention - Students can recognise the connection between addition and subtraction.</i></p>	<p>Mathematics</p> <p>- Answer Tuesday's maths mental</p> <p>- Solve & complete the number sentences (Multiplication & Division)</p> <p>Multiplication and division are inverse operations as well. Complete the questions using the inverse operation to solve the number sentence.</p> <p><i>Learning Intention: Students can solve number sentences using the inverse operation.</i></p>	<p>Mathematics</p> <p>- Answer Wednesday's maths mental</p> <p>- Word problems</p> <p>Solve the word problems using the inverse operation. Create and solve the missing multiplier number sentence to go along with each of the word problems.</p> <p><i>Learning Intention - Students can solve word problems using the inverse operation.</i></p>	<p>Mathematics</p> <p>- Answer Thursday's maths mental</p> <p>- Check the answer</p> <p>Using your previous knowledge of Inverse Operations, check the following questions and answer if they are correct or incorrect. You will have to solve the problem first, by using the Inverse Operation.</p> <p><i>Learning Intention - Students will demonstrate prior knowledge to check if the number sentence is correct.</i></p>	<p>Mathematics</p> <p>- Answer Friday's Times tables test: 11x tables</p> <p>- Grid References</p> <p>Complete the questions about the grid on the attached worksheet.</p> <p><i>Learning Intention - Students can use scales, legends and follow simple directions on a grid.</i></p>
Middle Fitness	<p>Fitness</p> <p>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</p> <p>Create an obstacle course in your backyard.</p>	<p>Fitness</p> <p>Try some Tabata (20 seconds of work and 10 seconds of rest, 8 times).</p> <p>Exercises can include star jumps, squats, burpees, high knees and tuck jumps.</p>	<p>Fitness</p> <p>Go for a walk or bike ride with your family.</p> <p>OR</p> <p>Create an obstacle course around your front or backyard or at a local park. Make sure it includes running, jumping, hopping,</p>	<p>Fitness</p> <p>Listen to a song of your choice and create a dance routine.</p> <p>OR</p> <p>Watch 'Just Dance' on YouTube and follow along.</p>	<p>Fitness</p> <p>PE with Joe – Find PE with Joe on youtube and follow along with the workout.</p> <p>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</p>

			galloping and balancing.		jumps, burpees, sit ups, push-ups, shuttle runs etc. Make sure you do 10 different exercises.
BREAK					
Afternoon	Science and Technology Have you ever wondered how an aeroplane flies? Lots of different forces are in action when a plane is in flight. View the image of the plane to find out which forces are being exerted on the plane. Using your knowledge of forces, design and make your own paper aeroplane. Make sure you follow the design process; make, test and refine (change) to allow the paper aeroplane to fly faster or for a longer distance. Take a photo or video of your most successful design and upload it. Happy Flying! <i>Learning Intention – Students explore and investigate factors (such as forces) that impact the design and building of an aeroplane.</i>	Creative Arts Today we are going to do the Colour Wheel Challenge! Start by gathering items in bright, solid colours from around your home and assemble them into colour wheel order. Just remember ROYGBIV (red, orange, yellow, green, blue, indigo, violet). More hints are on the attached page. Don't forget to snap a pic to share! 	Personal Development Wellbeing Wednesday You have been working so hard, we want you to stop, breathe and find something relaxing to do <u>away from a screen</u> 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!	History Celebration and Commemoration Write down the meaning for Celebration and Commemoration. What do the symbols on the worksheet represent? What is a symbol that is important to you? Draw it and explain what it means to you. <i>Learning Intention - Students will identify and describe the significance of symbols.</i>	Catch Up 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.

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= - you will need your username and password to log in

Monday- Spelling Week 9			
<i>Learning Intention – Students use appropriate strategies to accurately spell familiar and unfamiliar words</i>			
Rule: '-ice' sometimes sounds like '-iss'			
High Frequency	Rule	Science	Theme
blew threw broke spoke sent	practice notice apprentice crevice lattice	elastic energy communicate model natural	charred clamped gentle extraordinary blossom
Wow Word: <u>courageous</u> : being brave			

- Use 'look, cover, write & check' to write your spelling words for this week.
- Write your spelling words again using one colour for all the consonant letters in the word and a different colour for each of the vowel letters.
- Use these letters to make as many of this week's spelling words as you can: a e i b h l n p r s t w c
- Find and write all the verbs (action words) in this week's spelling list.

Monday Writing- Week 9 *Learning Intention – Students can write simple and compound sentences with correct punctuation.*

Spelling sentences – write a sentence for each of the **5 rule words** from the spelling list. Make sure each sentence begins with a capital letter and ends with a full stop and uses a possessive noun.

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

Monday- Reading *Learning Intention – Students read a variety of texts for a range of purposes*

Before you read... True or False? Chapter 3 Review:

Give **at least 2 reasons** or evidence from the text to explain your answer, using full sentences.

Wilbur was happy to be at Zuckerman's farm. True or False?

Fern was able to go inside the pen with Wilbur. True or False?

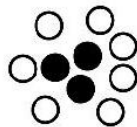
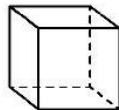
Wilbur's new friend was the Goose. True or False?

Wilbur was lured back into the pen with a pail of food. True or False?

Week 9 – Questions

Monday

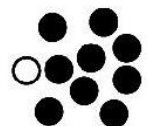
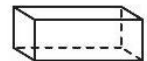
1. $96 - 5 =$ _____
2. $7 + 14 =$ _____
3. $56 + 81 =$ _____
4. $1 \times 8 =$ _____
5. $4 \div 4 =$ _____
6. 15 is an odd number. True or false? _____
7. Complete this counting pattern:
54, 59, 64, 69, _____, _____, _____
8. Gavin has 11 marbles. Elliot has 80 marbles. How many more marbles does Elliot have? _____
9. Share \$24 between 3 children. _____
10. $\$2.00 + \$1.00 + 20 \text{ cents} =$ _____
11. $5 \text{ cents} + \$1.00 + 50 \text{ cents} =$ _____
12. How many hours from 2 am to 1 pm? _____
13. 144 hours = _____ days
14. A cube has _____ corners.
15. Which circle has the lowest chance of being selected? Black or white? _____



Tuesday

1. $20 - 9 =$ _____
2. $29 + 84 =$ _____
3. $43 - 3 =$ _____
4. $10 \times 9 =$ _____
5. $24 \div 4 =$ _____
6. Write these numbers in ascending order: 3993, 138, 9762, 9372, 2100, 3867.

7. Complete this counting pattern:
60, 62, 64, 66, _____, _____, _____
8. What is the sum of 3, 9 and 3? _____
9. What is the product of 9 and 11? _____
10. $\$1.00 + 5 \text{ cents} + \$2.00 =$ _____
11. $20 \text{ cents} + \$2.00 + 5 \text{ cents} =$ _____
12. 6 hours = _____ minutes
13. How many minutes from 11 am to 5 pm? _____
14. How many faces does a rectangular prism have? _____
15. Which circle has the lowest chance of being selected? Black or white? _____



Monday- Maths (Inverse Operations- Addition and Subtraction)

Learning Intention - Students can recognise the connection between addition and subtraction.

Inverse operations

UNIT
3

Addition and subtraction are **inverse operations**. This means that additions can be checked by doing subtraction and subtractions can be checked by doing addition.

- 5** Check these subtraction facts using addition.
The first one is done for you.

a	13	-	8	=	5	5	+	8	=	13
b	12	-	9	=	3		+		=	
c	14	-	5	=	9		+		=	
d	18	-	4	=	14		+		=	
e	13	-	11	=	2		+		=	
f	20	-	12	=	8		+		=	

I had \$12
but spent \$7.
Now I have \$5.
 $12 - 7 = 5$
 $7 + 5 = 12$



- 6** Check these addition facts using subtraction.

a	9	+	7	=	16	16	-		=	
b	3	+	11	=	14		-		=	
c	12	+	6	=	18		-		=	
d	14	+	5	=	19		-		=	
e	3	+	14	=	17		-		=	
f	9	+	11	=	20		-		=	

$9 + 6 = 15$
 $15 - 6 = 9$



- 7** On the blackboard, the teacher wrote a number sentence that had an answer of 36. Write some addition number sentences that have a total of 36, then check your additions using subtraction.

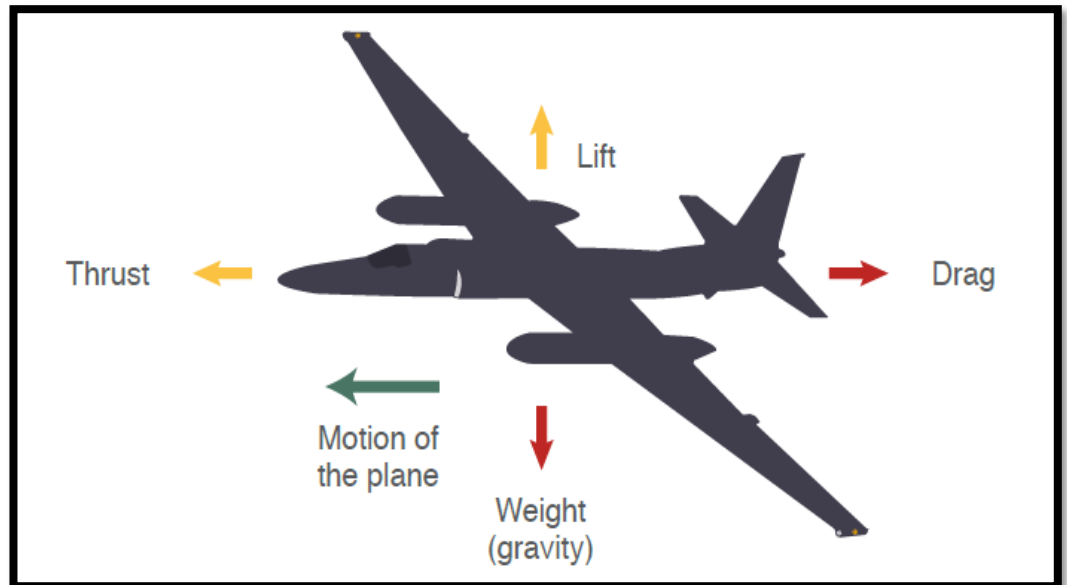


Making a Paper aeroplane

An aeroplane is a product that can move people a long distance in a short amount of time.

You can either design your own or find some instructions from the internet or books.

Happy Flying!



8

Use the information you have learned about how planes are designed to make your own flying plane.

- You will need some paper.
- Design your paper plane or find some instructions from the internet or books.
- Make, test and refine (change) your design to make it fly faster or for a longer distance.
- Take photos or a video of your most successful design.
- Have a class chat about the energy and forces involved in making **your** paper plane fly.



Check out these website for more information on how planes fly and for some instructions on how to make a paper plane. <https://www.dkfindout.com/us/science/forces-and-motion/how-does-plane-fly/>

<https://www.hgtv.com/design/make-and-celebrate/handmade/how-to-make-a-paper-airplane>

Tuesday- Writing (Narrative plan) Example

Complete your own plan on the next page (blank template)

FRIENDSHIP STORY PLANNER

stealthily
destiny refreshed
Ambitious Words
personality clinging
bewildered

however
until even though
Connectives
after that while
before

Who are your characters?

Main Character

A young boy or girl.
Describe in detail- try to include all of their most interesting features!

Friend

Describe the friend. This could be an animal or human, old or young. Use lots of detail!

Include a sketch and short description

Opening

Describe the setting, introduce the characters and introduce the theme of friendship e.g. perhaps your main character is lonely or needs someone to talk to?

Build Up

Describe how the friends meet and get to know each other. Are there any difficulties or is everything happy at this point?

Problem

What problem occurs to test the friendship?

How do they help each other and what challenges do they face?

What goes well? what goes wrong?

Resolution

What plan do the friends make?

How do the characters behave/react to the events?

How does the friendship help?

Ending

Is the problem solved and the friendship saved? Is there a happy/sad ending or a twist?

How do the characters feel and behave?

Learning Intention – Students can plan and sequence an imaginative piece of writing

Tuesday Maths: Inverse Operations (Number sentences)

Learning Intention: Students can solve number sentences using the inverse operation:

Instruction - complete the questions using the inverse operation to solve the number sentence:

Eg. $6 \times 3 = 18$, $18 \div 3 = 6$ or $18 \div 6 = 3$

Number Sentence	Inverse operation #1	Inverse Operation #2
$6 \times 7 = 42$	$42 \div 7 = 6$	$42 \div 6 = 7$
$35 \div 5 =$		
$9 \times 9 =$		
$10 \times 5 =$		
$72 \div 8 =$		
$4 \times 12 =$		
$100 \div 20 =$		
$3 \times \underline{\quad} = 21$		
$23 \times 3 =$		
$64 + 35 =$		
$18 + 91 =$		

Challenge - Solve the following word problems using the inverse operation. Write down how you solved the problem:

1. I had \$45 but spent \$9, now I have ?

2. Mr Jones bought some books and the total was \$64. In his wallet he had \$90, what change should Mr Jones receive? He bought a total of 8 books, how much was each book?

FRIENDSHIP STORY PLANNER

Ambitious Words

Connectives

Who are your characters?

Main Character

Friend

Include a sketch and short description

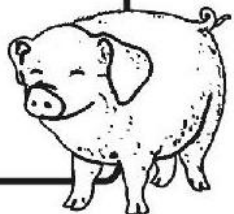
Opening

Build Up

Problem

Resolution

Ending



Tuesday- Creative Arts Learning intention: Students create a rainbow using 3D objects they can find.

Making a Rainbow- Complete the attached activity to create a rainbow with objects found near you.

Information: Look around you. Can you see the colours of the rainbow? Collect objects that you can easily find near you. Position the objects to create a rainbow as shown in the pictures below. Upload a picture attached to your daily activities assignment, or email a photo to the school's email address:

lynwoodpk-p.school@det.nsw.edu.au



Wednesday- Reading: Word Work

Learning Intention – Students explore a range of vocabulary used to convey the author's purpose

What Are Connectives?

Connectives are words which link paragraphs and sentences to focus on time, cause and effect, comparison or addition.

Connectives relate ideas to one another and help to show the logic of the information.



and	then	next
after	finally	if
so	also	rather
because	for example	yet

Find examples of connectives used to join together descriptions of the actions taken by the animals in the story. Write them below:

FRIENDSHIP STORY WRITING FRAME

Paragraph 1 (Opening- introduce characters, describe the setting):

Paragraph 2 (Build up- describe how friendship develops):

Paragraph 3 (Problem- what problems do the friends face?):

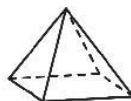
Paragraph 4 (Resolution- how do the friends help each other?):

Paragraph 5 (Ending- everything is sorted out, or will there be a twist?):

Week 9 – Questions

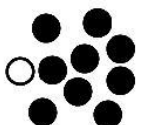
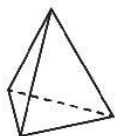
Wednesday

1. $36 - 4 =$ _____
2. $43 + 39 =$ _____
3. $41 - 3 =$ _____
4. $7 \times 2 =$ _____
5. $36 \div 9 =$ _____
6. Write the numeral for seven thousand, two hundred and eighty-five: _____
7. Complete this counting pattern:
4, 12, 20, 28, _____, _____, _____
8. What is the sum of 58 and 79? _____
9. Share \$63 between 9 children. _____
10. 5 cents + 10 cents + \$2.00 = _____
11. \$2.00 + 5 cents + 10 cents = _____
12. How many hours is 120 minutes? _____
13. What digital time does the clock show? _____
14. A square-based pyramid has _____ corners.
15. Which star has the lowest chance of being selected? Black or white? _____

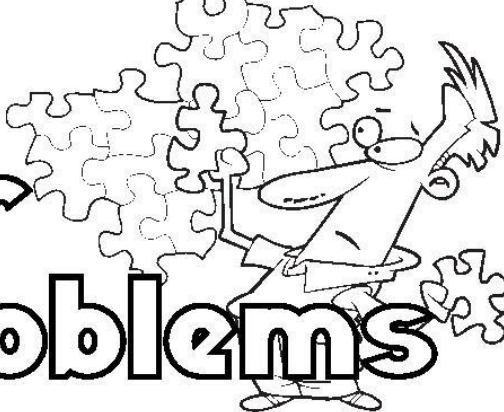


Thursday

1. $69 + 80 =$ _____
2. $74 - 9 =$ _____
3. $13 + 62 =$ _____
4. $15 \div 5 =$ _____
5. $8 \times 2 =$ _____
6. Write the smallest number you can using: 9, 9, 2, 7. _____
7. Complete this counting pattern:
17, 21, 25, 29, _____, _____, _____
8. What is the sum of 18 and 54? _____
9. Share 35 pears between 5 children. _____
10. 5 cents + 50 cents + 10 cents = _____
11. \$2.00 + \$2.00 + \$1.00 = _____
12. How many minutes is 420 seconds? _____
13. 420 minutes = _____ hours
14. A triangle-based pyramid has _____ corners.
15. Which circle has the highest chance of being selected? Black or white? _____



Missing Multiplier Word Problems



Create and solve the missing multiplier number sentence to go along with each of these word problems. The first is done for you as an example.

- (eg) I am thinking of a number that when I double it I get 24. What is that number?

$$\begin{aligned} ? \times 2 &= 24 \\ ? &= 24 \div 2 \\ ? &= 12 \end{aligned}$$

The number is 12.

- (1) I am thinking of a number that when I half it I get 48. What is the number I am thinking of?
- (2) I am thinking of a number that if I double it and add five, the answer is 13. What is the number?
- (3) I am thinking of a number that if I multiply it by 5 and subtract thirty, I get fifteen. What is that number?
- (4) I am thinking of a number that if I divide it by 3 and then add 3, I get 15. What number am I thinking of?
- (5) I am thinking about a number that if I multiply it by 6, but then subtract 4 I get 68. What number am I thinking of?

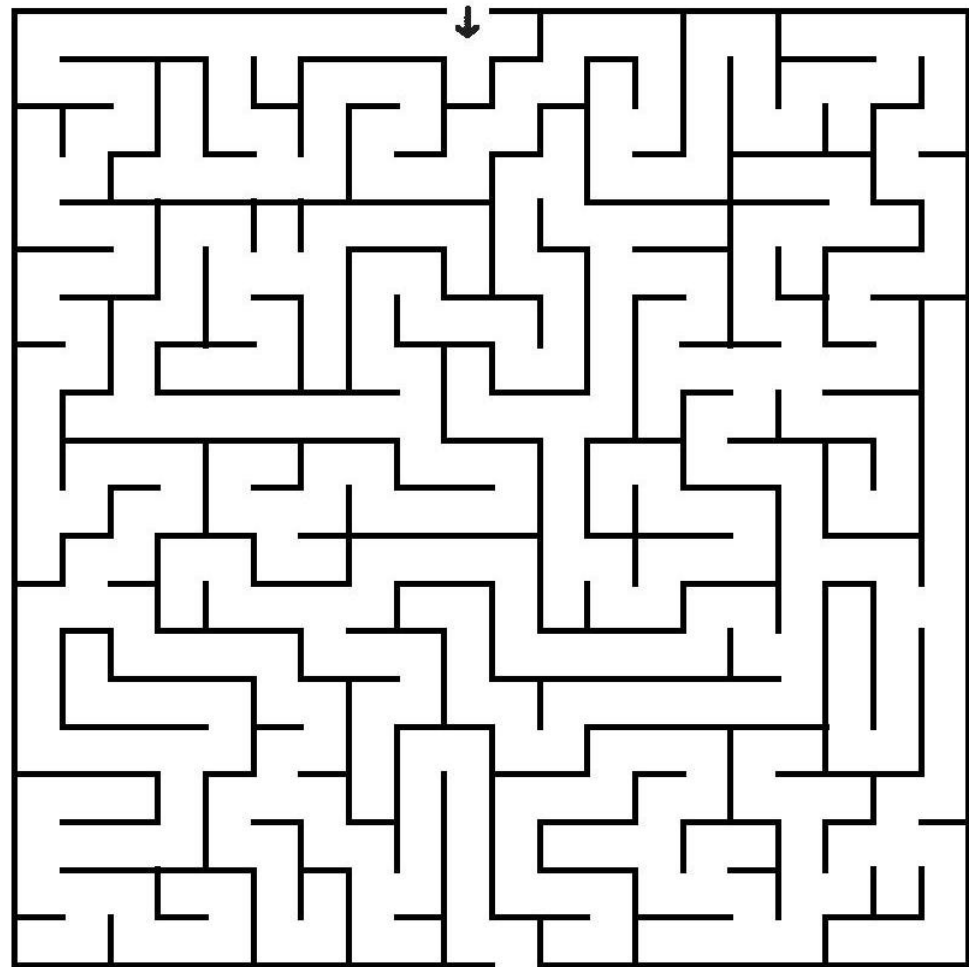
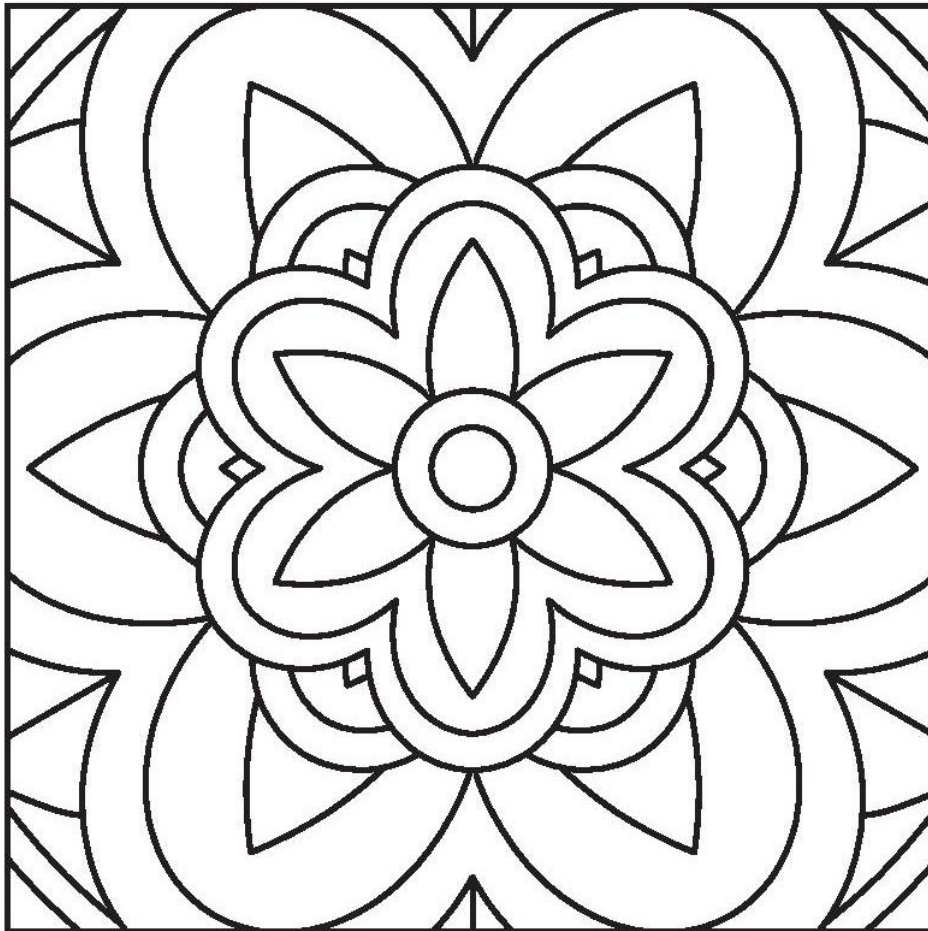
EVERY DAY
MAY NOT be
GOOD BUT THERE
IS SOMETHING
good IN EVERY
DAY

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

MINDFUL

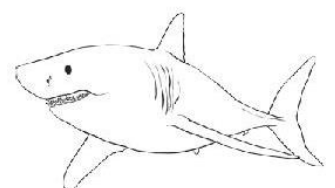
Mats

Today I will enjoy nature by...



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.

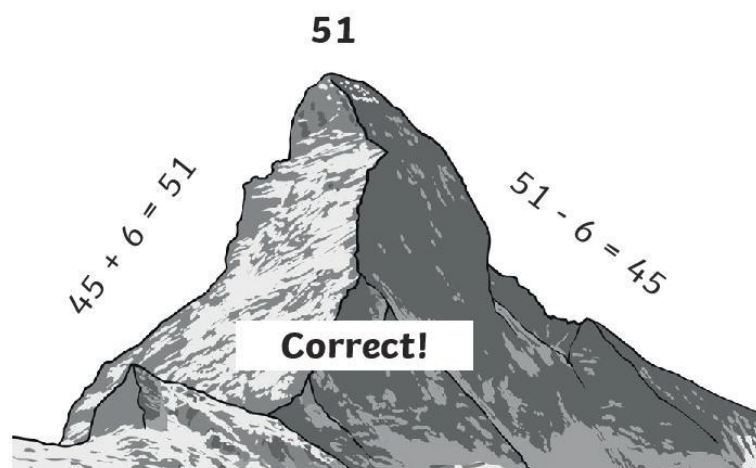
A simple black-and-white line drawing of a shark's head, shown in profile facing left. It has a pointed snout, a small eye, and a wide mouth showing rows of sharp teeth. A single dorsal fin is visible on its back. The drawing is located in the bottom right corner of the worksheet.

Thursday- Maths
Inverse Operations
Checking the answer

Learning Intention - Students will demonstrate prior knowledge to check if the number sentence is correct.

Using your previous knowledge on Inverse Operations, check the following questions and answer if they are correct or incorrect. You will have to solve the problem by using the Inverse Operation.

Using Inverse Operations to Check



A. For each of these addition calculations, work out the answer to the inverse operation, to check whether each answer is right or wrong.

	Correct?		Correct?
1. $37 + 7 = 43$		2. $26 + 8 = 44$	
$43 - 7 =$		$44 - 8 =$	
3. $25 + 8 = 33$		4. $17 + 9 = 25$	
$33 - 8 =$		$25 - 9 =$	
5. $47 + 5 = 52$		6. $22 + 9 = 30$	
$52 - 5 =$		$30 - 22 =$	
7. $34 + 6 = 40$		8. $19 + 9 = 28$	
$40 - 34 =$		$28 - 9 =$	
9. $76 + 8 = 85$		10. $46 + 7 = 53$	
$85 - 76 =$		$53 - 46 =$	

Thursday- History

Learning Intentions - Students will be able to identify and describe the significance of symbols.

What do we remember and how do we remember it?

	Celebration	Commemoration
Write I think it is a ...		
Draw Here is what one looks like ...		
Example In Australia, we ...		

We use symbols to represent (stand for) an action or a thing.
When we see them, we think of it.


What do these symbols represent or remind you to do?



Symbols can also hold special meanings. This means they can represent ideas as well as the thing or action.

Thursday- History (continued)

What do these symbols represent? What do they help us think about?

This symbol...	represents	and helps us think about
	a dove	peace
		
		
		

We often use symbols to represent events, ideas or people that are important to us.

What is a symbol that is important to you? Draw it and explain what it means to you.

Friday- Handwriting: Revision- Baseline joins (also known as diagonal joins)

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

A diagonal join goes from one letter's exit flick UP to meet the next letter.



Trace and copy.

an cr dr em ev hi in kn

li mi nu qu tr tu un zi

any drip hip ink mine knew

lunch nut quit zip under

creep empty tug every keep

enemy hymn mind chimney

Times Table Test - 11× Table

Check

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

Check

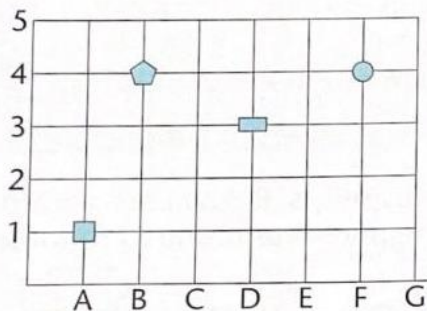
13.	$121 \div 11 =$		
14.	$33 \div 11 =$		
15.	$110 \div 11 =$		
16.	$22 \div 11 =$		
17.	$44 \div 11 =$		
18.	$77 \div 11 =$		
19.	$11 \div 11 =$		
20.	$132 \div 11 =$		
21.	$66 \div 11 =$		
22.	$55 \div 11 =$		
23.	$99 \div 11 =$		
24.	$88 \div 11 =$		
My score last time:			

How I can improve:

UNIT
23

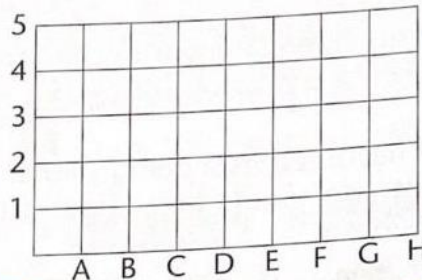
Grid references

Grid references show where two lines on a grid meet.



7 What shapes are found at these grid references?

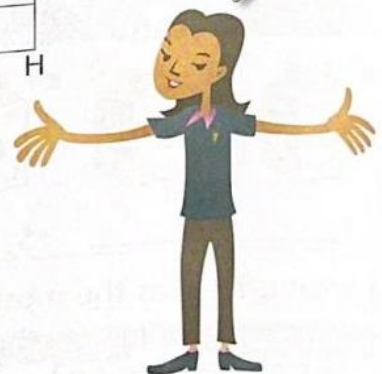
- a** A1 _____
- b** D3 _____
- c** B4 _____
- d** F4 _____



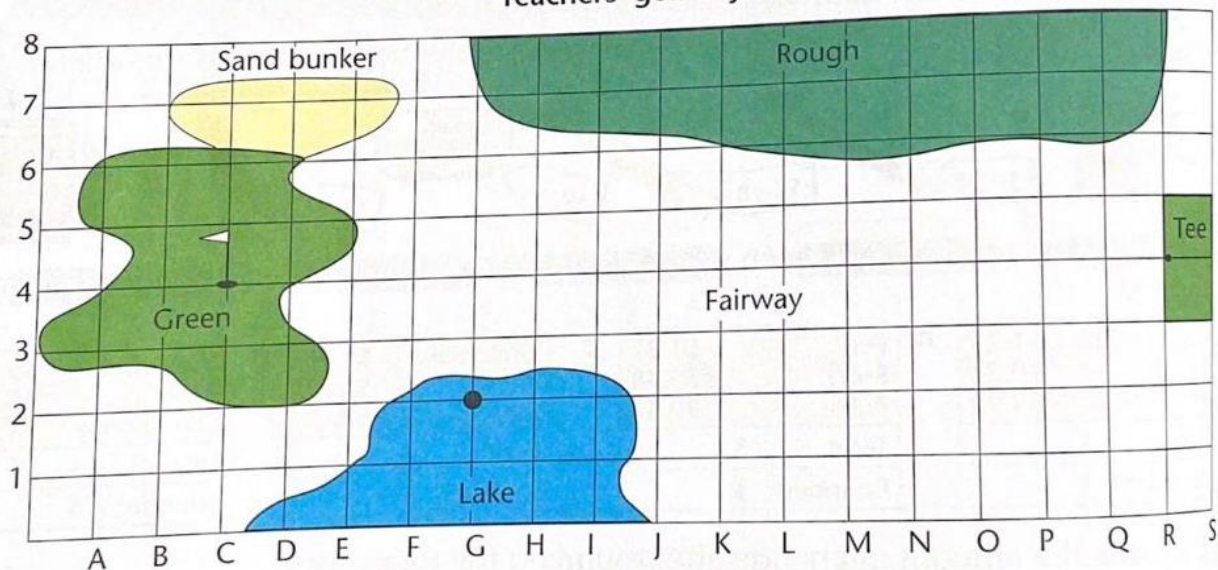
8 Join these grid references to form a shape.

Join B1 to F1
F1 to F4
F4 to B4
B4 to B1

Remember across before up.



Teachers' golf day



9 Use the grid references to draw the positions of the teachers' golf balls.

- | | | | |
|-----------------------|------------|--------------------|-----|
| a Mrs Murray | G 2 (done) | e Mr Irons | F 4 |
| b Ms Cooper | J 8 | f Ms Hill | Q 2 |
| c Mr Comerford | E 7 | g Mr Spears | A 8 |
| d Ms Norman | D 5 | h Ms Salter | L 4 |

10 Tim's teacher, Mr Wilson, is a really awful golfer. He hit from the tee to N5, then into the rough at H7. From there he hit over the green to C1, then onto the green at B4. He then sunk his putt. Join up Mr Wilson's shots with a line to show how he played the hole.



Non-screen activities you can do at home

Pobble

25 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 How many different words can you make from the letters in this sentence, below? Grab a pencil and paper and write a list!

'Learning from home is fun'

2 Thank a community hero. Think of someone that helps you in some way and write a short letter to thank them.

Thanks!

3 Get building! You could build a Lego model, a tower of playing cards or something else!



4 Can you create your own secret code? You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?

5 Start a nature diary. Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?

6 Hold a photo session. Use a camera or a mobile phone to take some snaps. What will you photograph? Your pets or toys perhaps?

7 Build a reading den. Find somewhere cosy, snuggle up and read your favourite book!



8 Use an old sock to create a puppet. Can you put on a puppet show for someone?



9 Make a list of all the electrical items in each room of your home. Can you come up with any ideas to use less electricity?

10 Design and make a homemade board game and play it with your family.



11 Do something kind for someone. Can you pay them a compliment, make them something or help them with a task?



12 Can you create a story bag? Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

13 List making! Write a list of things that make you happy, things you're grateful for or things you are good at.



14 Design and make an obstacle course at home or in the garden. How fast can you complete it?



15 Can you invent something new? Perhaps a gadget or something to help people? Draw a picture or write a description.



16 Keep moving! Make up a dance routine to your favourite song.



17 Write a play script. Can you act it out to other people?



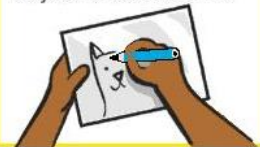
18 Read out loud to someone. Remember to read with expression.



19 Write a song or rap about your favourite subject.



20 Get sketching! Find a photograph or picture of a person, place or object and sketch it.



21 Junk modelling! Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.

22 Draw a map of your local area and highlight interesting landmarks.



23 Write a postcard to your teacher. Can you tell them what you like most about their class?

24 Draw a view. Look out of your window and draw what you see.



25 Get reading! What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?