Mittagong Public School Learning Program	Stage Three- Term 1 Week 11

All work can be completed in an exercise book you have at home. We would love to see what learning you are doing so please take pictures and post them on Seesaw. If you would like more activities please go to:https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning English	Read to Self (30 mins)	Read to Self (30 mins)	Read to Self (30 mins)	Read to Self (30 mins)	
	BTN watch & write **Coronavirus Economic Plan** https://www.abc.net.au/btn/classroom/coronavirus-economic-plan/12093946 Find BTN questions in Learning Pack	**BTN** watch & write **Coronavirus Mental Health** https://www.abc.net.au/btn/classroom/coronavirus-mental-health/12094046 Find BTN questions in Learning Pack	**BTN** watch & write **Coronavirus Good News** https://www.abc.net.au/btn/classroom/coronavirus-good-news/12094084 Find BTN questions in Learning Pack	**BTN** watch & write **Women's History Month & Wonderchicken Fossil** https://www.abc.net.au/btn/classroom/womens-history-month/12094112 https://www.abc.net.au/btn/classroom/wonderchicken-fossil/12094194 Find BTN questions in Learning Pack	
	10am - Morning Circle/ Check in (Google Classroom/Seesaw)	**10am - Morning Circle/ Check in (Google Classroom/Seesaw)**	**10am - Morning Circle/ Check in (Google Classroom/Seesaw)**	**10am - Morning Circle/ Check in (Google Classroom/Seesaw)**	
	Spelling - Words their way Choose either the easier or harder option. Easier: Sort 48 -More long -a Homophones Harder: Sort 26 - More Number Prefixes Find-a-Word	**Comprehension** Reading Eggs: Let's Go Wild: Skin Deep Chapter 3 and/or 'The Sun' Comprehension	**Spelling - Words their way** Easier: Sort 48 -More long -a Homophones Harder: Sort 26 - More Number Prefixes Crossword	**Comprehension** Reading Eggs: Let's Go Wild: Skin Deep Chapter 4 and/or 'Recycle Week' - Comprehension	
	Writing Task: Work on Contract 1: Animals	**Writing task:** Work on Contract 1: Animals	**Writing task:** Work on Contract 1: Animals	**Writing Task:** Work on Contract 1: Animals	
	Grammar Adverbs Worksheet	**Typing Club**	**Grammar** Articles Worksheet	**Typing Club**	
Middl	**3 mins Mindfulness**	**3 mins Mindfulness**	**3 mins Mindfulness**	**3 mins Mindfulness**	
	Times Tables Practice https://www.timestables.com/speed-test/ - Speed Test All Tables	**Times Tables Practice** https://www.timestables.com/speed-test/- Speed Test All Tables	**Times Tables Practice** https://www.timestables.com/diploma/ - Big Diploma	Times Tables Practice https://www.timestables.com/100-seconds/ - 100 Seconds	

e MATHEMATICS	and/or Practise 4 Times Tables	and/or Practise 11 Times Tables	and/or Practise 3 Times Tables	and/or Practise 7 Times Tables	
	Numeracy Ninjas Week 10 Session 1	**Numeracy Ninjas** Week 10 Session 2	**Numeracy Ninjas** Week 10 Session 3	**Numeracy Ninjas** Week 10 Session 4	
	Patterns and Algebra Mathletics Assigned Tasks x 2	**Data** Mathletics Assigned Tasks X 2	**Patterns and Algebra** Mathletics Assigned Tasks x 2	**Data** Mathletics Assigned Tasks X 2	
	Worksheets in Learning Packs Choose either the easier or harder option Easier: Function Machines p.7 & 8 (F) Harder: Function Machines & function tables p. 7 & 8 (G)	W'sheets in Learning Packs Easier: Column graphs p. 5 & 6 Harder: Double Column graphs p. 5 & 6	W'sheets in Learning Packs Easier: Function tables with Addition, Subtraction & Multiplication p.9 & 10 Harder:Real Life Functions p. 9 & 10	W'sheets in Learning Packs Easier: Pie Charts p. 7,8 &9 Harder: Pie Charts p. 7, 8 & 9	
	Prodigy Maths Cooldown Go onto the website and play. Have fun.	**Prodigy Maths Cooldown** Go onto the website and play. Have fun.	**Prodigy Maths Cooldown** Go onto the website and play. Have fun.	**Prodigy Maths Cooldown** Go onto the website and play. Have fun.	
	Fitness Complete a fitness activity of your choice e.g. run around the backyard	**Fitness** Complete a fitness activity of your choice e.g. run around the backyard	**Fitness** Complete a fitness activity of your choice e.g. run around the backyard	**Fitness** Complete a fitness activity of your choice e.g. run around the backyard	
Afternoon	**Visual Arts** Make an Autumn Hat for our school's digital Hat Parade. Send a photo to your teacher of you wearing your hat by Wednesday.	**Science** With an adult, select a science experiment from http://www.sciencefun.org/kidszone/experiments/ (Lava Lamp in hard copy) You should be able to find the ingredients for most of the experiments already at home. Complete 'My Lab Report' for your chosen experiment, illustration, photo or video can also be an option to submit with your Lab Report.	**PDHPE – Wellbeing** Do an activity that makes you happy, soothes your soul and doesn't require a device e.g. Ride a bike, build a cubby, make a construction, craft activity, just dance Upload a photo/video of you completing this activity and upload to Google Classroom or Seesaw	**History** Primary and Secondary Sources **See Learning Pack**	

STAGE 3

Term 1
Week 11

Monday

Stage 3 Daily Learning Tasks T1 W11

Monday 6 April

English learning tasks

→ Read to Self (30 mins)

→ **BTN** watch & write
Coronavirus Economic Plan
https://www.abc.net.au/btn/classroom/coronavirus-economic-plan/12093946
Find BTN questions in Learning Pack

→ **10am - Morning Circle/ Check in (Google Classroom/Seesaw)**

→ **Spelling - Words their way**
Choose either the easier or harder option.
Easier: Sort 48 -More long -a Homophones
Harder: Sort 26 - More Number Prefixes
Find-a-Word

→ **Writing Task:**
Work on Contract 1: Animals

→ **Grammar**
Adverbs Worksheet

3 mins Mindfulness

Mathematics learning tasks

→ **Times Tables Practice**
https://www.timestables.com/speed-test/ - Speed Test All Tables and/or practise 4 Times Tables

→ **Numeracy Ninjas**
Week 10 Session 1

→ **Patterns and Algebra**
Mathletics Assigned Tasks x 2

→ *Worksheets in Learning Packs*
Choose either the easier or harder option
Easier: Column graphs p. 5 & 6
Harder: Double Column graphs p. 5 & 6

→ **Prodigy Maths Cooldown**
Go onto the website and play. Have fun.

Fitness
Complete a fitness activity of your choice e.g. run around the backyard

→ **Science**
With an adult, select a science experiment from
http://www.sciencefun.org/kidszone/experiments/
(Lava Lamp in hard copy)
You should be able to find the ingredients for most of the experiments already at home.
Complete 'My Lab Report' for your chosen experiment, illustration, photo or video can also be an option to submit with your Lab Report.

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Term 2 | Week 11

Focus Questions

Episode 9
31st March 2020

Coronavirus Economic Plan — MONDAY

1. What did the BTN story explain?
2. What jobs have been affected by the coronavirus COVID-19? Give 2 examples.
3. How has the coronavirus affected these jobs?
4. What type of places has the government recently closed? Give 2 examples.
5. What is a recession?
6. What year was the Great Depression?
7. Was Australia affected by the Great Depression?
8. How does Centrelink help people?
9. How is the government helping small and medium sized businesses?
10. What questions do you have after watching the BTN story?

Coronavirus Mental Health — TUESDAY

1. Briefly summarise the BTN *Coronavirus Mental Health* story.
2. How do you feel about coronavirus? Write a list of words.
3. Who can you talk to if you're feeling worried?
4. How can services like Kids Helpline and Beyond Blue help kids?
5. What is another way to communicate with friends and family without seeing them in person?
6. How are you coping being isolated from friends and family?
7. What activities are you doing at home to keep busy? List 2 activities.
8. How are you keeping fit and healthy while staying at home?
9. Why is taking good care of your mental health important?
10. Share your thoughts in the comments section on the BTN *Coronavirus Mental Health* story page.

Coronavirus Good News — WEDNESDAY

1. What was the main point of the BTN *Coronavirus Good News* story?
2. Where in China did the coronavirus COVID-19 first appear? Find using Google Maps.
3. What good news has recently come out about this province in China?
4. How many science labs around the world are currently trying to develop a vaccine?
5. How has COVID-19 affected the environment in places like Europe and China?
6. What do the canals in Venice look like?
7. What creative activities are people doing while in isolation? Give 2 examples.
8. How are people looking out for the elderly or sick? Give an example.
9. What positive things have you seen people do to get through this difficult situation.
10. What did you learn while watching the BTN story?

Women's History Month — THURSDAY

1. What Australian bank note does Edith Cowan feature on?
2. Complete the following sentence. Edith Cowan was the first Australian woman to serve as a member of _____.
3. What rule did Fanny Durack and Mina Wylie help change?
4. What year did Fanny Durack and Mina Wylie participate in the Olympic Games?
5. Who was Evelyn Scott?
6. What was the 1967 Referendum?
7. What percentage of Australians voted 'yes' in the 1967 Referendum?
8. What war did Louise Mack, the first female Australian war correspondent, report on?
9. How did Louise Mack escape Germany?
10. What did you learn watching the BTN story? Make a list of 3 facts.

Check out the Women's History Month resource on the Teachers page.

Wonderchicken Fossil THURSDAY

1. Before watching the BTN, story predict what you think it will be about.
2. Retell the BTN *Wonderchicken Fossil* story in your own words.
3. How old is the wonderchicken fossil?
4. What is Dr Daniel?
    a. A palaeontologist
    b. A botanist
    c. A geologist
5. What physical features does the wonderchicken fossil have in common with modern-day chickens?
6. What family of dinosaurs do scientists believe birds evolved from?
7. Theropods were reptiles. True or false?
8. Complete the following sentence. Scientists believe the wonderchicken is a direct _____ of the modern-day chicken.
9. What wiped out 80% of life on Earth around 66 million years ago?
10. Illustrate an aspect of the story.

Check out the Wonderchicken Fossil resource on the Teachers page.

SORT 48 More Long -*a* Homophones

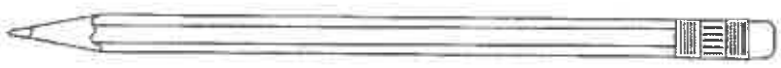
days	ate	way
wade	bear	wait
slay	vain	brake
eight	daze	weighed
vein	weigh	reign
pair	sleigh	weight
stake	rain	steak
break	vane	bare
pare	rein	pear

Yellow Sort 48
(27 words)
More Long -a Homophones

Words can be found across, down, diagonal, backwards, and forwards.

As you look through the word search, circle the words you find and record the words in your word study notebook. *Organize the words by the way they look or sound. You may do this as you find words or after you have found them all.*

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



SORT 26 More Number Prefixes

quadr- ***quar-***	***quint-*** ***pent-***	***oct-***	***dec-***	***cent-***
quartet		**quintet**		**octet**
decimal		**centimetre**		pentagon
octagon		quadrangle		century
quadruped		quintuplets		quarter
decathlon		centigrade		octave
centennial		quintessence		quadruple
decade		quadruplets		decimate
bicentennial		quintessential		percentage

 ISBN 978 1 4860 0250 4

Blue Sort 26
(24 words)
More Number Prefixes

Words can be found across, down, diagonal, backwards, and forwards.

As you look through the word search, circle the words you find and record the words in your word study notebook. *Organize the words by the way they look or sound. You may do this as you find words or after you have found them all.*

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

Contract 1: Animals

Due Date: _____

Your contract must total a minimum of **50 points**

* You must do your best to complete work with planning and creativity *

Check	Activity	Points	
	Create a title page		5
	Survey 4 people. Ask them to name 5 favourite native animals.		5
	Write a recount, "My visit to the aquarium". *Correct recount structure must be used.*		15
	Design an advertisement for a new Zoo that will be opening soon. Include: Name, address, cost, opening hours, special features etc		10
	A rabbit named Jonas needs a home. List 10 reasons why you would be the best person to care for it.		5
	Design a rainforest landscape and hide 5 animals inside your illustration. List the animals for a friend to find in the picture.		10
	On a double page, design an illustration that includes native animals. On one side draw animals that live in water. On the other side draw animals that live on the land. Label your work.		10
	Write an acrostic poem, using the word HABITAT.		10
	Create your own new hybrid animal. An example: a kangaroo tail, wombat's head, koala's habitat, possum's body. List 10 things your animal can do, give it a name and describe its habitat.		15
	List ten books related to your favourite animals. Include the Author and Illustrator.		5

TEACHER COMMENT: _____

_____

_____

Signed: _____ ***Date:*** _____ ***Mark:*** /90

Name: _____ Date: _____

Adverbs

Adverbs are words that tell us more about verbs. They provide information about how, when and where the action happened.

Adverbs often end in 'ly'. Some examples include:

- softly
- slowly
- quickly
- immediately
- quietly.

1. Choose an adverb from the box to complete the sentences below.

softly	slowly	instantly	heavily	quickly

a) The snow fell _____ on the ground.

b) The mouse ran _____ across the room.

c) _____, she turned into a toad.

d) The snail crawled _____.

e) The elephant stomped _____.

An adverb modifies a verb, an adjective or another adverb. An adverb can be confused with an adjective. If the word describes a noun, it is an adjective. If the word describes a verb or another adverb, it is an adverb.

2. Underline the adverbs in these sentences.

a) The class walked slowly around the museum.

b) We eagerly explored the dinosaur exhibition.

c) Jack looked carefully at each exhibit.

d) The boys sat outside and ate their lunch quietly.

e) The students ran quickly to catch the train.

Name: _____ Date: _____

f) The steam train chugged steadily along the tracks.

g) The school trip was exhausting.

3. Choose an adverb from the box to complete the sentences below.

very	so	finally	twice

a) Dad took a _____ long time to cook dinner.

b) The rain _____ stopped.

c) The doorbell rang _____ .

d) The movie was _____ exciting.

4. Write three sentences of your own that include an adverb to describe a verb or another adverb. Remember to use capital letters and other correct punctuation.

a) _____

b) _____

c) _____

5. Find the adverbs hidden in the word search. The adverbs can be found in a vertical, horizontal or diagonal line. There are six adverbs to be found.

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

NUMERACY NINJAS

5 MINUTE SKILL CHECK

WEEK 10 SESSION 1 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES - do these in your head

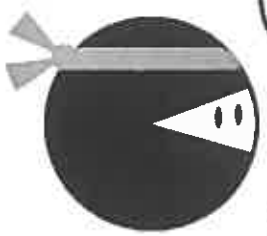
Q	Question	Answer
1	4 + □ = 5	
2	31 + □ = 100	
3	What is half of 6?	
4	20 – 10	
5	84 + □ = 120	
6	93 = 33 + □	
7	423 – 418	
8	8 × 10 = 80, so 80 ÷ 8 = □	
9	Write 22:11 in 12 hour clock format	
10	12:25 is how many minutes after 12:20?	
	Total out of 10	

TIMESTABLES – do these in your head

Q	Question	Answer
1	1 × 5 = □	
2	12 ÷ 4 = □	
3	10 × □ = 70	
4	7 ÷ □ = 1	
5	7 × 1 = □	
6	2 ÷ 2 = □	
7	□ × 10 = 30	
8	□ ÷ 3 = 3	
9	9 × 5 = □	
10	70 ÷ 10 = □	
	Total out of 10	

KEY SKILLS – you may use written calculations for these questions

Q	Question	Answer
1	(-4) – (-9)	
2	Letter at (-2, -1) y A B C D E F G H I J K L M N P x Q R S T U V W X Y Z	
3	What is 1/1 of 10?	
4	4 × 607	
5	1270 – 914	
6	3 × 2	
7	93/100 = □%	
8	3.66 + 35.33	
9	5 ÷ (-5)	
10	If a = 3 b = 1 and c = 6, what is the value of $a^2b^3 + 2c$?	
	Total out of 10	



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

MENTAL STRATEGIES: ☐

TIMESTABLES: ☐

KEY SKILLS: ☐ +

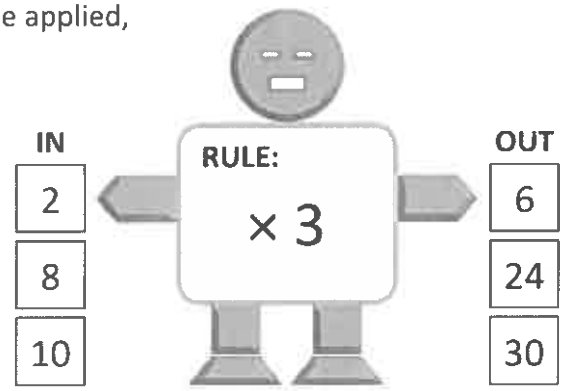
MY NINJA BELT: ☐

NINJA SCORE: ☐

Patterns and functions – function machines

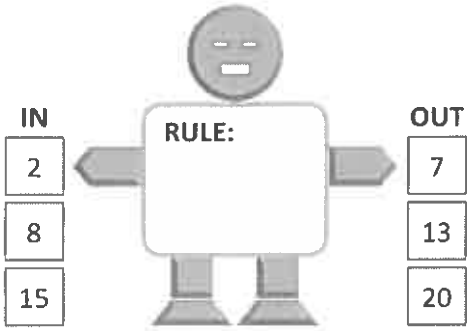
This is a function machine.

Numbers go in, have the rule applied, and come out again.

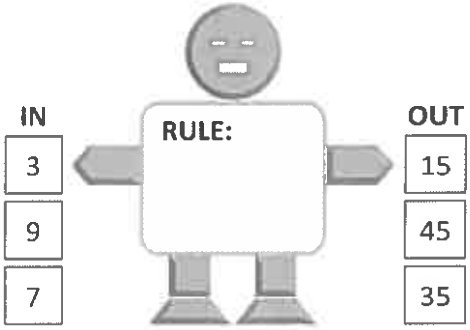


1 **Look carefully at the numbers going *in* these function machines and the numbers coming *out*. What rule are they following each time?**

a

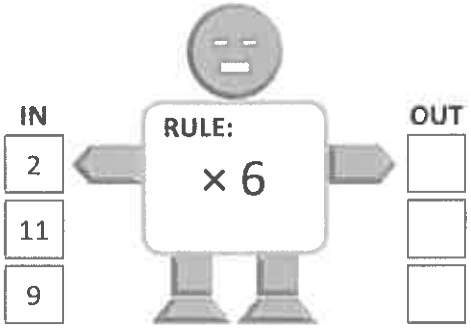


b

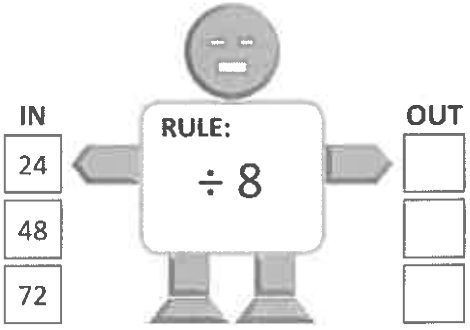


2 **What numbers will come *out* of these function machines?**

a

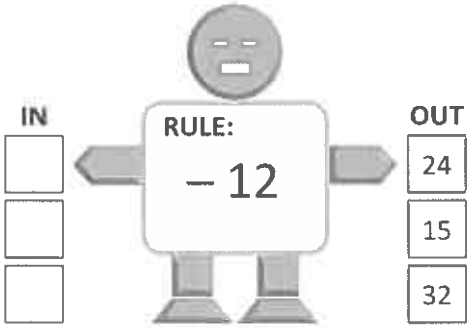


b

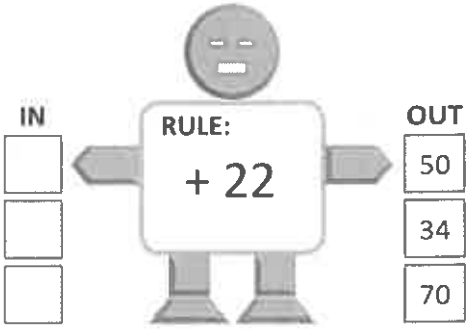


3 **What numbers go *in* to these number function machines?**

a

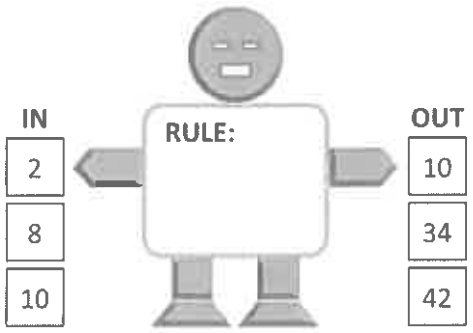


b

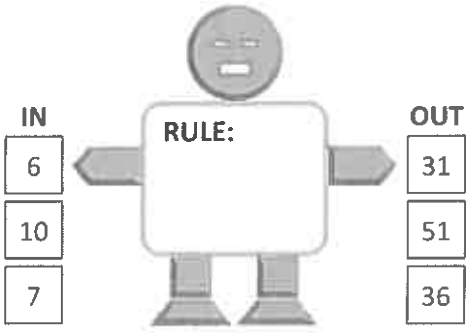


4 Write the rule in each double function machine. Each rule is made up of 2 operations (× then +).

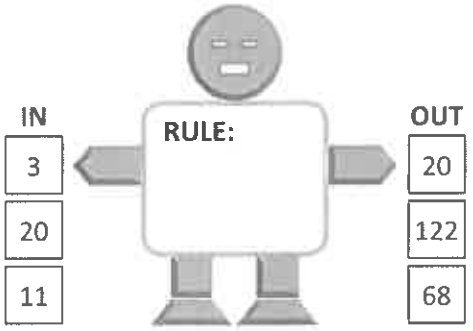
a



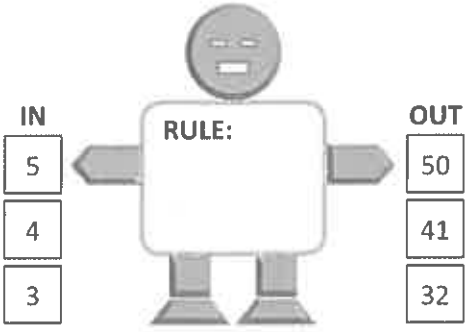
b



c

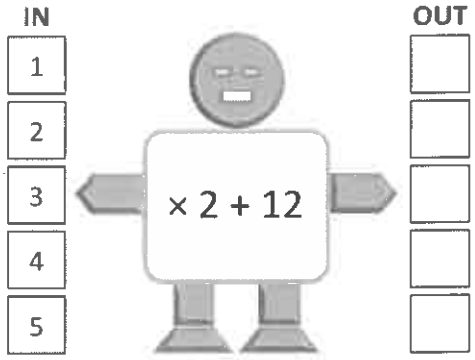


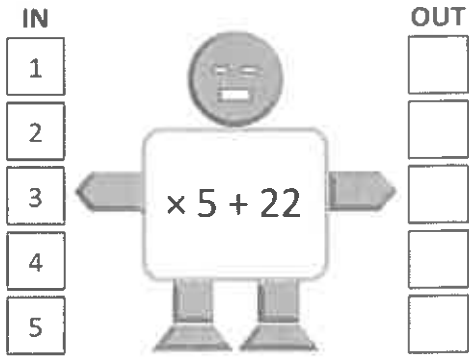
d



5 Which function machine will win this game of bingo? Write the numbers that come out and colour each machine's numbers in a different colour. Check which machine has 3 numbers in a line in any direction.

MATHS X÷ BINGO +-				
27	16	45	12	17
42	32	22	18	23
47	68	FREE SPACE	18	29
15	20	37	15	32
14	30	43	16	35

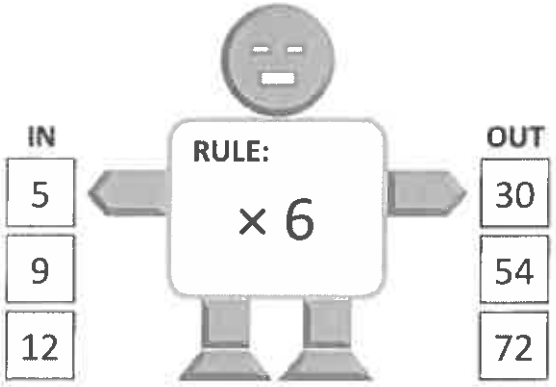




Patterns and functions – function machines and function tables

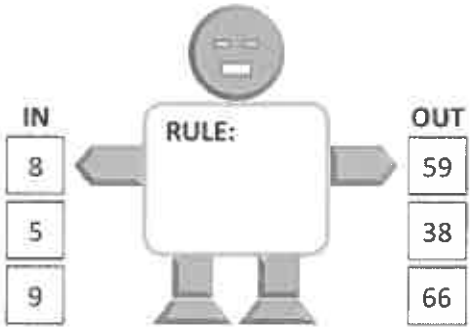
Remember function machines? Numbers go in, have the rule applied, and come out again.

The rule for this function machine is **multiply by 6**.

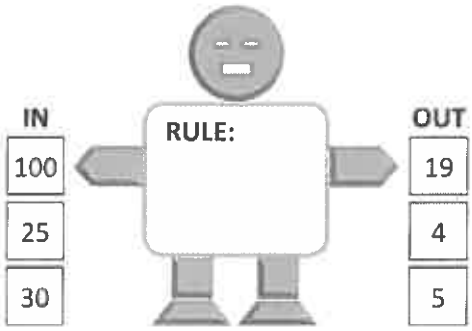


1 **Look carefully at the numbers going *in* these function machines and the numbers coming *out*. What 2 rules are they following each time?**

a



b



The function machines showed us that when a number goes in, it comes out changed by the rule or the function. Function tables are the same idea – the number goes **in** the rule and the number that comes **out** is written in the table. The rule goes at the top:

Rule: ÷ 2 + 6								
IN	10	24	50	70	48	90	100	80
OUT	11	18	31	41	30	51	56	46

2 **Complete these function tables according to the rule:**

a

Rule: × 8 + 1								
IN	8	2	3	5	7	9	4	6
OUT	65							

b

Rule: × 5 – 4								
IN	6	9	3	4	7	11	20	8
OUT	26							

Patterns and functions – real life functions

So far we have seen that functions are relationships between numbers.

These numbers are attached to real life situations everywhere you look. It is possible to create a function table to show the relationship between many things, for example:

- Your high score Live Mathletics depends on how often you practise mental arithmetic.
- The distance that you run depends on how long you run.
- The amount that you can save depends on how much you earn.
- The amount of US dollars you get when you travel to Los Angeles depends on the exchange rate.

There are many, many more examples. Can you think of any?

1 **Complete the function tables for these real life scenarios:**

a A pool which fills at a rate of 4 litres every minute.

Rule: Number of minutes × 4 = Amount of litres								
Minutes	5	10	15	20	25	30	35	40
Litres	20	40	60	80				
How full is it after 1 hour?								

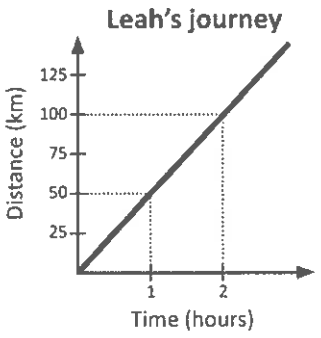
b Maya downloads 5 songs a day onto her MP3 player.

Rule: Number of days × _____ = Amount of songs								
Days	1	2	3	4	5	6	7	8
Songs	5	10	15	20				
How many songs would she have downloaded after 30 days?								

c A car is travelling at a speed of 50 km/h.

Rule: Number of hours × _____ = Amount of km travelled								
Hours	1	2	3	4	5	6	7	8
Km travelled	50	100	150	200				
How long would it take to travel 800 km?								

We can show these relationships on a graph. On the right is a graph of the function table in question **c**. This is known as a travel graph and shows the relationship between time and distance. Next, we will look at some examples of graphing functions.



STAGE 3

Term 1
Week 11

Tuesday

Stage 3 Daily Learning Tasks T1 W11

Tuesday 7 April

English learning tasks

→ Read to Self (30 mins)

→ **BTN** watch & write
Coronavirus Mental Health
https://www.abc.net.au/btn/classroom/coronavirus-mental-health/12094046
Find BTN questions in Learning Pack

→ **10am - Morning Circle/ Check in (Google Classroom/Seesaw)**

→ **Comprehension**
Reading Eggs: Let's Go Wild:
Skin Deep Chapter 3 and/or 'The Sun' Comprehension

→ **Writing Task:**
Work on Contract 1: Animals

→ **Typing Club**

3 mins Mindfulness

Mathematics learning tasks

→ **Times Tables Practice**
https://www.timestables.com/speed-test/- Speed Test All Tables and/or practise 11 Times Tables

→ **Numeracy Ninjas**
Week 10 Session 2

→ **Data**
Mathletics Assigned Tasks x 2

→ *Worksheets in Learning Packs*
Choose either the easier or harder option
Easier: Column graphs p. 5 & 6
Harder: Double Column graphs p. 5 & 6

→ **Prodigy Maths Cooldown**
Go onto the website and play. Have fun.

Fitness
Complete a fitness activity of your choice e.g. run around the backyard

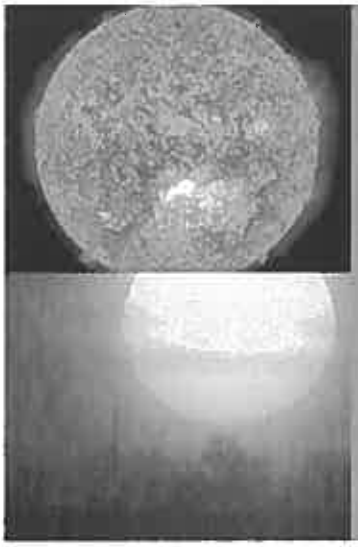
→ **Science**
With an adult, select a science experiment from http://www.sciencefun.org/kidszone/experiments/ (Lava Lamp in hard copy). You should be able to find the ingredients for most of the experiments already at home. Complete 'My Lab Report' for your chosen experiment, illustration, photo or video can also be an option to submit with your Lab Report.

The Sun

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

Making Energy:

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



Did you know?

Surface temperature: 5505°C

Distance to Earth: 149.6 million km

Radius: 696,342 km

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

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

(About 1.3 million Earths could fit inside the Sun)

Lifespan:

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

Questions About The Sun

1. What gases is the Sun mainly made from?

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

3. How far away is the Sun from Earth?

4. What type of star is the Sun now?

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

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

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

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

9. In the final paragraph it says that Earth will become 'a bit like a greenhouse'. A greenhouse is warm and moist inside because of the glass that lets heat and light in and keeps it in. Our Earth is not surrounded by glass, so what will let the heat and light in and keep it in?

10. Look at the final line - where do **you** think humans will be by then?

NUMERACY NINJAS

5 MINUTE SKILL CHECK

WEEK 10 SESSION 2 - Answer as many questions as you can in 5 mins

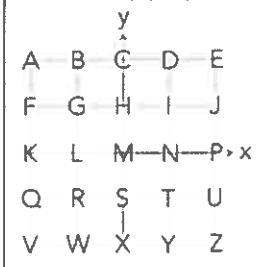
MENTAL STRATEGIES - do these in your head

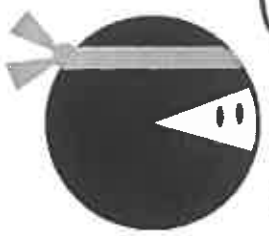
Q	Question	Answer
1	3 + □ = 5	
2	27 + □ = 100	
3	What is half of 2?	
4	179 – 10	
5	163 + □ = 230	
6	50 = 30 + □	
7	733 – 732	
8	10 × 3 = 30, so 30 ÷ 3 = □	
9	Write 2:17 pm in 24 hour clock format	
10	From 1:13 pm, how many minutes until 2:10 pm?	
	Total out of 10	

TIMESTABLES – do these in your head

Q	Question	Answer
1	2 × 5 = □	
2	18 ÷ 2 = □	
3	5 × □ = 10	
4	12 ÷ □ = 6	
5	7 × 8 = □	
6	30 ÷ 10 = □	
7	□ × 3 = 6	
8	□ ÷ 4 = 2	
9	7 × 2 = □	
10	4 ÷ 1 = □	
	Total out of 10	

KEY SKILLS – you may use written calculations for these questions

Q	Question	Answer
1	(-2) – (-1)	
2	Letter at (2, -2)  	
3	What is 2/3 of 6?	
4	45 × 28	
5	18059 – 9664	
6	1.3 × 3.9	
7	0.18 = □%	
8	4.56 + 83.2	
9	35 ÷ (-5)	
10	If a = 3 b = 5 and c = 5, what is the value of 2a + b/c ?	
	Total out of 10	



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

MENTAL STRATEGIES: ☐

TIMESTABLES: ☐

KEY SKILLS: ☐ +

MY NINJA BELT: ☐

NINJA SCORE: ☐

Types of graphs 1 – column graphs

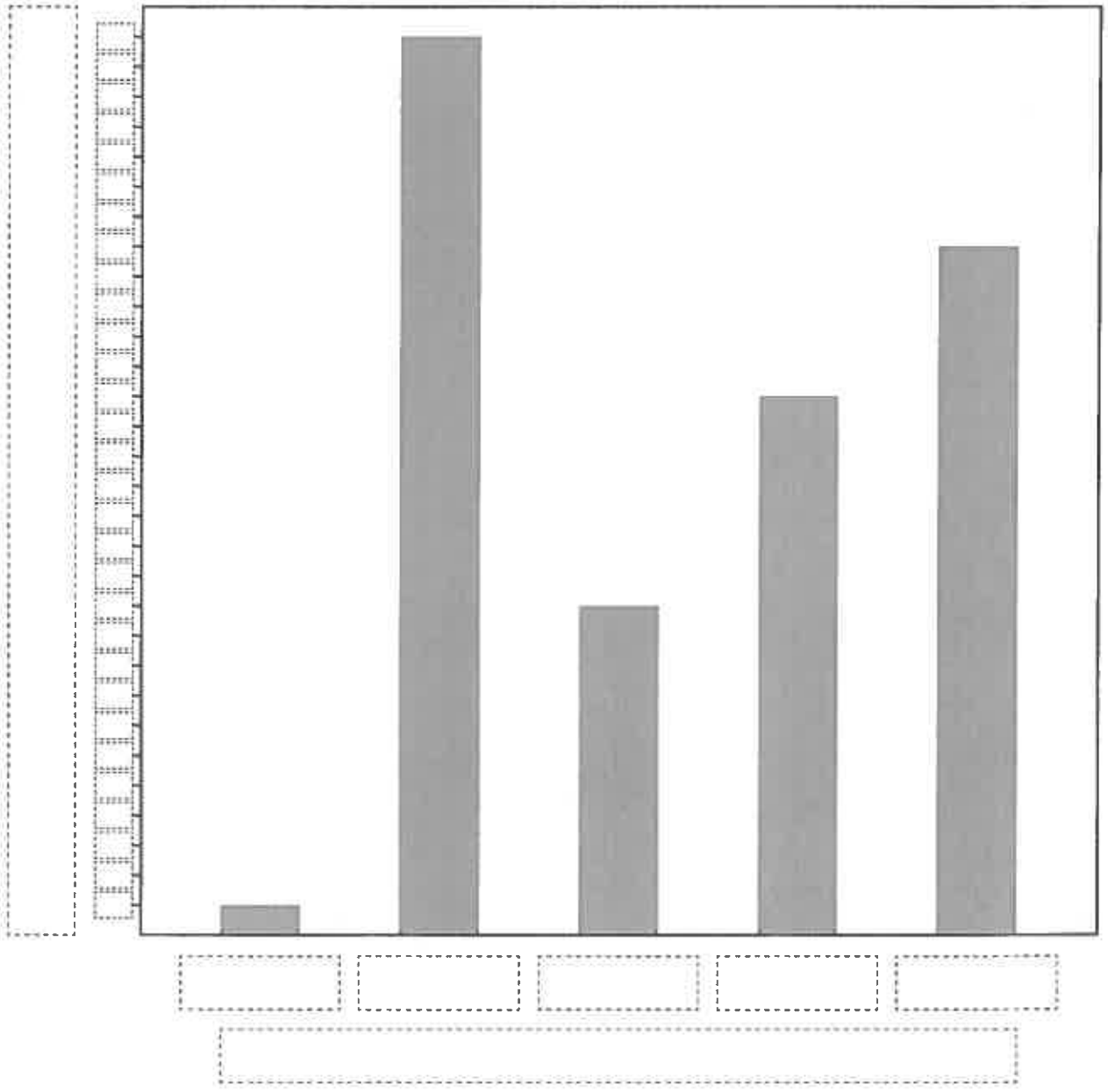
- ☐ Name your graph and both axes
- ☐ Label each column
- ☐ Select and label an appropriate scale

REMEMBER

4 **The after care kids are staging a mutiny. They are over watching the same DVDs and making popcorn every day and want to do something new and exciting on Wednesdays. This table shows the activities they'd prefer.**

Activity	Number of Students
No change	1
Swimming	30
Art	11
Football	18
Dancing	23

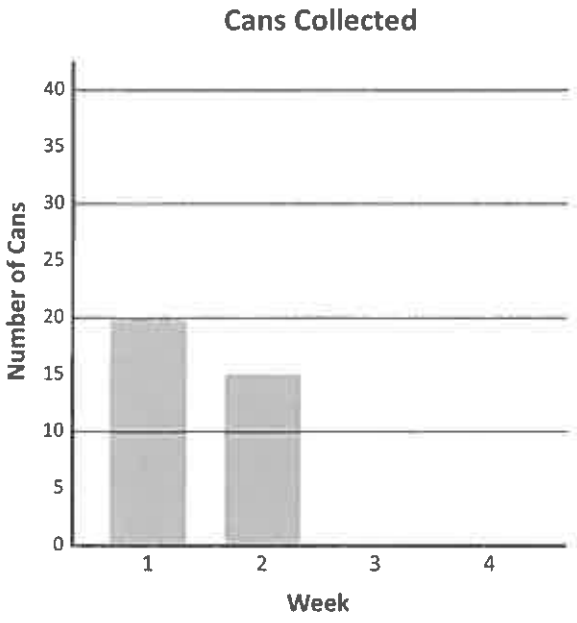
a Help them present a case to the principal by completing the column graph:



b What are some key issues on the graph you'd point out? Work in a small team to come up with a solution. Pretend your teacher or another group is the principal and present your case.

Types of graphs 1 – column graphs

5 **5D decide to run a recycling campaign and collect cans in and around the school. They recorded how many cans were collected each week and started constructing this column graph. In Week 3 they collected 40 cans and in Week 4 they collected 10 cans.**



a Add Week 3 and 4 data to the graph.

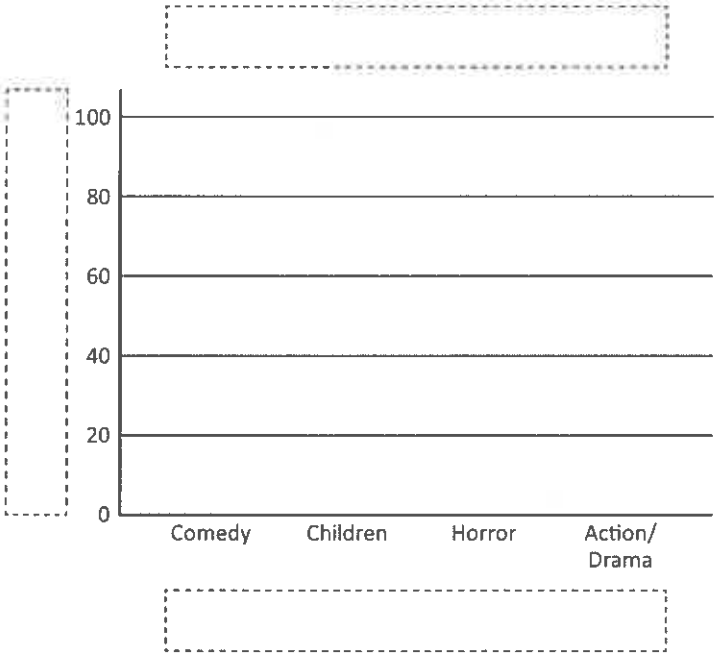
b There was a soft drink special at the local store during one of the weeks. Which week do you think it was and why?

c How many cans were collected in all?

d If each can is worth 5¢, how much money did 5D make from the campaign?

6 **The same information can be represented in different graphs.**

a Design a column graph to represent the data shown in this picture graph.



Type of Movie	Ticket Sales
Comedy	
Children	
Horror	
Action/Drama	

Key: = 20 tickets

- Name your graph
- Label both axes
- Select and label an appropriate scale
- Label each column

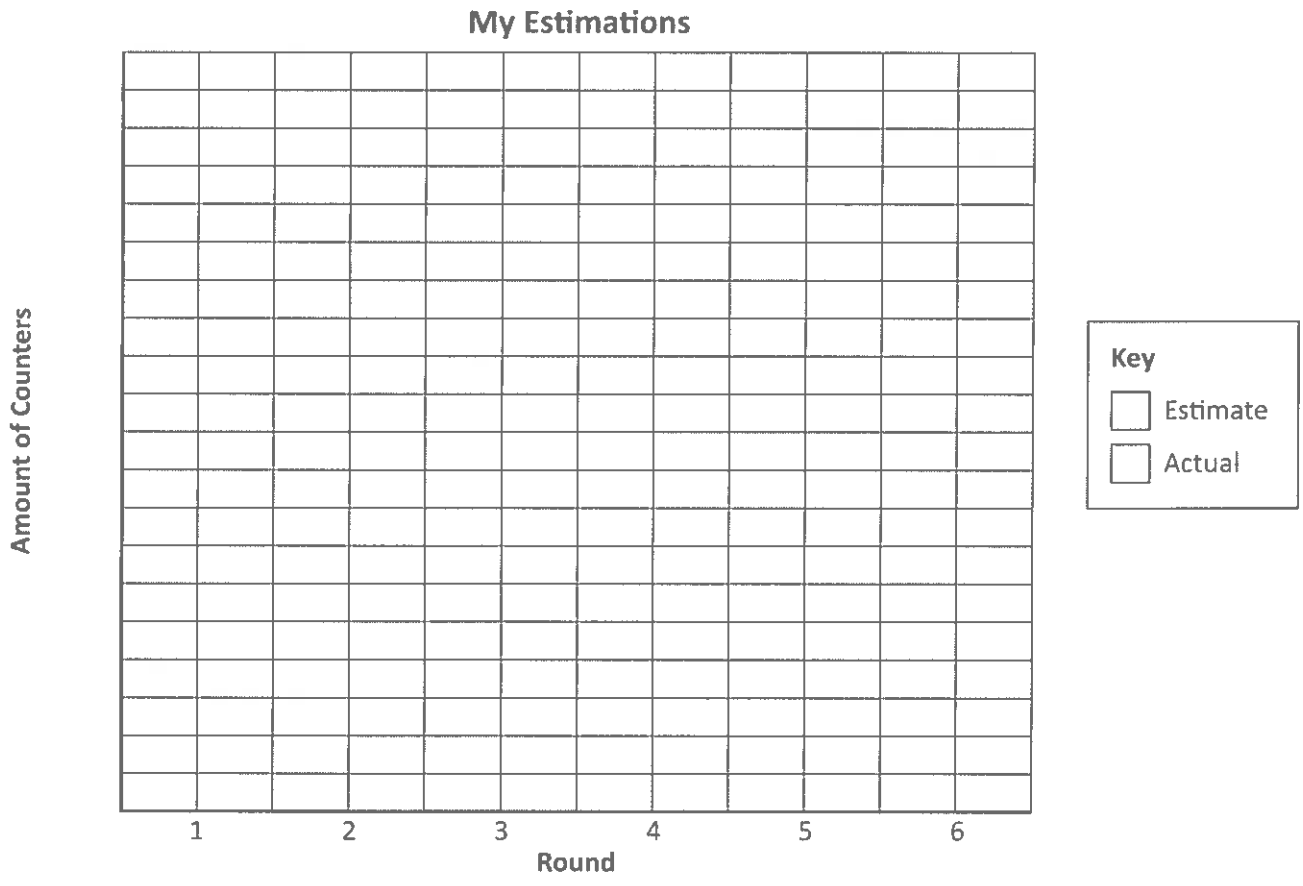
b If you ran a cinema and wanted to plan your weekly movie schedule, which graph would you prefer? Which type of graph makes it easier to analyse and compare data?

Types of graphs 1 – double column graphs

something small

4 **Test your estimation skills! Grab a handful of counters and estimate how many are in your hand. Then count them. Repeat this for 6 rounds. Record both your estimates and the actual numbers in the table. Then show your results in a double bar graph. You'll need to come up with your own scale.**

Round	Estimate	Actual
1		
2		
3		
4		
5		
6		



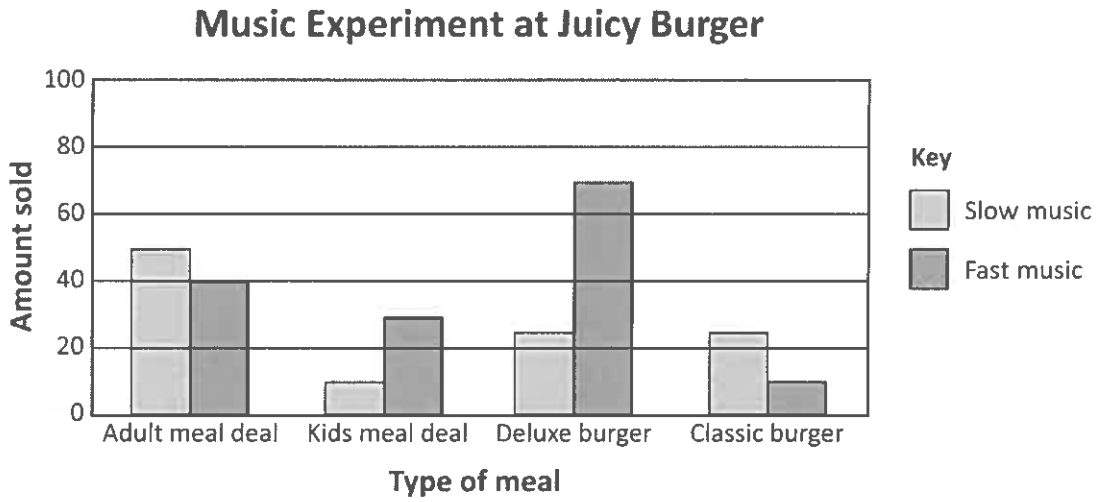
a Which was your best round?

b Write 2 questions about your graph for someone else to answer:

Types of graphs 1 – double column graphs

5 **A once popular fast food chain of hamburger restaurants called Juicy Burgers is looking at how they can boost sales. Things have not been the same since the trendy new burger joint Eataburger moved into the same block. They decide to experiment with music over 2 weeks. During the first week, they play slow music and record the sales of different types of meals. During the second week, they play fast music and record the sales of different types of meals. What they hope to find out is which type of music will lead to more sales.**

a Will it be that slow music will make people choose more expensive items that take longer to eat such as an adult meal deal that includes a burger, fries, drink and a dessert? Or will it be that fast music will encourage people to eat faster, spend less time at the tables and let more people through the restaurant?



b This graph above shows the results after the 2 week experiment. Look carefully at the graph and complete the table below. Start by entering in the amount of each meal that was sold for each music type. Then, calculate the sales of each type of meal (including the total of each column). You may use a calculator.

Meals	Slow music		Fast music	
	Amount sold	Sales	Amount sold	Sales
Adult meal deal ($7)	50	$350	40	$280
Kids meal deal ($5)				
Deluxe burgers ($6)	25			
Classic burgers ($3)				
Total				

50 adult meal deals were sold when the slow music was playing. This is $350 in sales. 40 adult meal deals were sold when the fast music was playing. This is $280 worth of sales. Hmm ... this looks like slow music is better ... or is it?

c To sell more kids meal deals, which type of music is better?

d Is playing slow music good for selling adult meal deals?

e Looking at the totals in the table, which type of music generated the most sales overall?

Lava Lamp

Materials:

- A clean plastic bottle, try to use one with smooth sides
- water
- Vegetable Oil (or you could use Mineral or Baby Oil instead)
- Fizzing tablets (such as Alka Seltzer)
- Food Coloring

Watch Scientist Joe as he makes the Lava Lamp Experiment here!

Instructions:

1. Fill the bottle up about 1/4th (1 quarter) with water.
2. Pour the vegetable oil in the bottle until is almost full. You may want to use a measuring cup with a spout or a funnel. You may have to wait a couple of minutes for the oil and water to separate.
3. Add a few drops of your favorite food coloring. Watch as the color sinks through the oil. Did your drops of color mix with the water immediately or float in between for a few minutes?
4. Break your fizzy tablet in half and drop part of it into the bottle. Get ready … here come the bubbly blobs!
5. You can even get a flashlight, turn off the lights and drop in another half tablet. This time shine the flashlight through the lava lamp while the blobs are bubbling!

How it Works:

The oil floats on top of the water because it is less dense or lighter than water. The food coloring has the same density as the water so it sink through the oil and mixes with the water. When you add the tablet it sinks to the bottom then starts to dissolve. As it dissolves it makes gas, carbon dioxide. Gas or air, is lighter than water so it floats to the

top. The air bubbles bring some colored water with them to the top. When the air comes out of the colored water blob, the water gets heavy again and sinks. It does this over and over again until the tablet is completely dissolved.

Extra Experiments:

What happens if you put the cap on after dropping the fizzy tablet in?
What if you drop a whole tablet in?
When it stops bubbling, try sprinkling some salt into your lava lamp. What happens?

Video of experiment here!

http://www.sciencefun.org/kidszone/experiments/lava-lamp/

STAGE 3

Term 1
Week 11

Wednesday

Stage 3 Daily Learning Tasks T1 W11

Wednesday 8 April

English learning tasks

→ Read to Self (30 mins)

→ **BTN** watch & write
Coronavirus Good News
https://www.abc.net.au/btn/classroom/coronavirus-good-news/12094084
Find BTN questions in Learning Pack

→ **10am - Morning Circle/ Check in (Google Classroom/Seesaw)**

→ **Spelling - Words their way**
Choose either the easier or harder option.
Easier: Sort 48 -More long -a Homophones
Harder: Sort 26 - More Number Prefixes
Find-a-Word

→ **Writing Task:**
Work on Contract 1: Animals

→ **Grammar**
Articles Worksheet

3 mins Mindfulness

Mathematics learning tasks

→ **Times Tables Practice**
https://www.timestables.com/diploma/ - Big Diploma and/or practise 3 Times Tables

→ **Numeracy Ninjas**
Week 10 Session 3

→ **Patterns and Algebra**
Mathletics Assigned Tasks x 2

→ *Worksheets in Learning Packs*
Choose either the easier or harder option
Easier: Function tables with Addition, Subtraction & Multiplication p.9 & 10
Harder: Real Life Functions p. 9 & 10

→ **Prodigy Maths Cooldown**
Go onto the website and play. Have fun.

Fitness

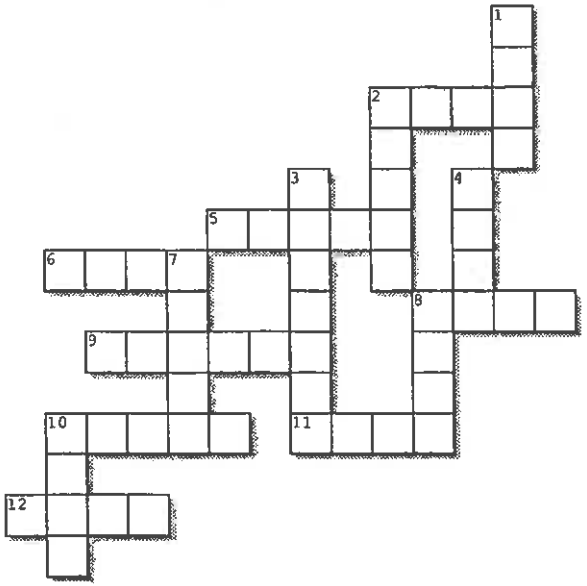
Complete a fitness activity of your choice e.g. run around the backyard

→ **PDHPE – Wellbeing**
Do an activity that makes you happy, soothes your soul and doesn't require a device e.g. Ride a bike, build a cubby, make a construction, craft activity, just dance.
Upload a photo/video of you completing this activity and upload to Google Classroom or Seesaw

Name:_____

Yellow Sort 48 - long -a homophones

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

Across

2. A large mammal found in forests
5. To cause to separate into pieces suddenly or violently; smash.
6. the time during which someone's life continues
8. The fruit of the pear-tree.
9. A vehicle mounted on runners for use on snow or ice
10. A piece of wood or metal pointed at one end for driving into the ground
11. To dazzle, as with strong light.
12. Two persons who are married, engaged, or dating.

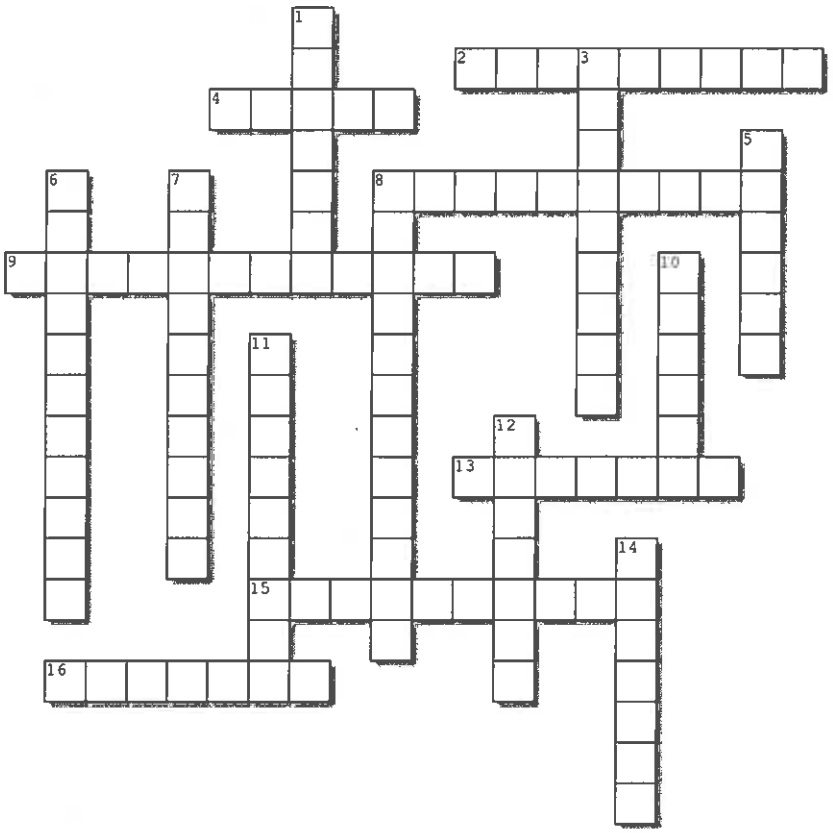
Down

1. Exposed to view; undisguised.
2. Used to slow a vehicle such as a bicycle or car
3. Balanced; experienced.
4. To pass through water with difficulty.
7. A slice of meat, typically beef
8. To remove the outer covering or skin with a knife
10. To kill violently.

Name:_____

Blue Sort 26 - Number Prefixes

Complete the crossword puzzle below



Created using the Crossword Maker on TheTeachersCorner.net

Across

2. A four-footed animal.
4. A composition for eight voices or eight instruments.
8. A rectangular area surrounded on all four sides by buildings.
9. Happening once every 200 years.
13. One of four equal parts.
15. A fraction or ratio with 100 understood as the denominator
16. A composition for five voices or five instruments.

Down

1. A polygon with eight sides and eight angles.
3. An athletic contest consisting of ten track and field events
5. A period of ten years.
6. five children born from one mother in a single pregnancy.
7. Having 100 divisions between two fixed points.
8. The pure, highly concentrated essence of a thing.
10. The interval of eight degrees between two tones of the same name
11. Consisting of four parts or members.
12. A composition for four voices or four instruments.
14. A period of 100 years.

Name: _____ Date: _____

The Three Little Pigs and Their Article Mess

There are two incorrect articles in each paragraph of this text. Locate them, cross them out, and then write the correct article above it.

THE THREE LITTLE PIGS

Once upon the time, there was a old sow with three little pigs. She could not afford to keep them, so she sent them out to seek their fortune.

The first pig met a man with an bundle of straw. He asked the man if he could have some. The man gave an little pig the straw and he built a house with it.

The second pig met a man with a bundle of wood. He asked the man if he could have some. An man gave the little pig the wood and he built an house with it.

The third pig met an man with a load of bricks. He asked the man if he could have some. The man gave the little pig the bricks and he built an house with it.

Along came an wolf. He knocked at the door of the straw house and said, "Little pig, little pig, let me come in." The first pig said, "Not by a hair of my chinny chin chin!" So the wolf huffed and puffed and blew the straw house down.

Then, he knocked on the door of the wooden house and said, "Little pig, little pig, let me come in." An second pig said, "Not by the hair of my chinny chin chin!" So the wolf huffed and puffed and blew an wooden house down.

The two scared little pigs ran to the brick house. The third pig let them in. Soon, the wolf knocked on an door. He said, "Little pigs, little pigs, let me come in." The three pigs said, "Not by the hair of our chinny chin chins!" The wolf huffed and puffed and puffed and huffed, but he could not blow an house down.

The wolf decided he would climb down the chimney. When the little pigs saw what he was about to do, they put an pot full of water onto an fire. Just as the wolf was coming down the chimney, they took off the cover of the pot.

Steam rose up the chimney. A wolf got burnt and ran away. A three little pigs lived happily ever after.

Name: _____ Date: _____

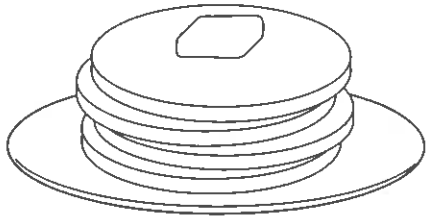
How to Make Pancakes: Article Edition

Read over the following procedure text about how to make pancakes. Fill in the gaps with the appropriate article that helps the text make more sense.

HOW TO MAKE *Pancakes*

Ingredients

1 cup of self-raising flour
1 tablespoon of sugar
1 egg, lightly beaten
¾ cup of milk
50 g butter, melted



Equipment

Mixing bowl
Wooden spoon
Sifter
Whisk

Method

1. Wash your hands with soap and then gather all _____ ingredients.
2. Whisk _____ flour and sugar in _____ mixing bowl.
3. Mix in _____ egg.
4. Mix in _____ milk _____ little at _____ time until _____ batter is smooth and lump free.
5. Put _____ pan on medium heat.
6. Brush butter over _____ cooking surface.
7. Pour ¼ of _____ cup of _____ pancake mixture into _____ middle of _____ pan.
8. Flip _____ pancake over when large bubbles form on _____ surface.
9. Cook until lightly golden on _____ other side.
10. Repeat steps 7–10 until all of _____ pancake mixture has gone.

NUMERACY NINJAS

5 MINUTE SKILL CHECK

WEEK 10 SESSION 3 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES - do these in your head

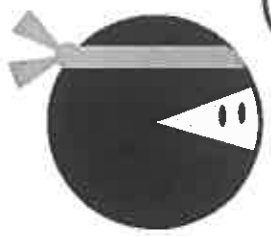
Q	Question	Answer
1	1 + □ = 5	
2	50 + □ = 100	
3	What is half of 4?	
4	85 – 10	
5	157 + □ = 210	
6	78 = 8 + □	
7	636 – 631	
8	9 × 3 = 27, so 27 ÷ 9 = □	
9	Write 9:13 am in 24 hour clock format	
10	From 13:08, how many minutes until 14:07?	
	Total out of 10	

TIMESTABLES – do these in your head

Q	Question	Answer
1	1 × 1 = □	
2	3 ÷ 1 = □	
3	7 × □ = 42	
4	10 ÷ □ = 5	
5	3 × 5 = □	
6	63 ÷ 9 = □	
7	□ × 7 = 56	
8	□ ÷ 4 = 5	
9	9 × 8 = □	
10	7 ÷ 7 = □	
	Total out of 10	

KEY SKILLS – you may use written calculations for these questions

Q	Question	Answer
1	5 – (-5)	
2	Letter at (1, -1) y A B C D E F G H I J K L M N P x Q R S T U V W X Y Z	
3	What is 3/4 of 32?	
4	3 × 868	
5	17597 – 9209	
6	4 × 8.99	
7	9/10 = □%	
8	96.9 + 5.62	
9	(-4) ÷ (-4)	
10	If a = 8 b = 5 and c = 2, what is the value of 5a – bc ?	
	Total out of 10	



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

MENTAL STRATEGIES: ☐

TIMESTABLES: ☐

KEY SKILLS: ☐ +

MY NINJA BELT: ☐

NINJA SCORE: ☐

The function machines showed us that when a number goes in, it comes out changed by the rule or the function. There are many function patterns in real life.

Look at this example:

At their Christmas fair, Middle Street Primary School charges $1.50 for a gift wrapping service. This table shows the total cost of each wrapped gift and shows the rule.

Cost of unwrapped gift	$7	$10	$15	$18
Cost of wrapped gift	$8.50	$11.50	$16.50	$19.50
Rule	Cost of unwrapped gift + $1.50 = Cost of wrapped gift			

1 **Complete the function table for the total cost of a day out at a fun park. You must pay an entry fee of $12 and purchase a wrist band for the amount of rides that you want to go on.**

Wrist band	5 rides for $20	6 rides for $25	7 rides for $30	8 rides for $35
Total admission				
Rule	Wrist band + $12 = Total cost			

2 **Complete the function table for the total cost of lunch at a school canteen. Students pay $2.40 for a sandwich and then choose what else they would like. Work out the total cost of lunch for each option.**

Lunch option	Drink: 80¢	Fruit: 95¢	Yoghurt: $1.10	Ice block: $1.50
Total cost of lunch				
Rule	Lunch option + $2.40 = Total cost of lunch			

3 **5F have fitness every Thursday afternoon for 30 minutes. Each week they complete a fitness activity and then play running games. Work out how much time is left for games after each activity.**

Activity	Skipping 10 minutes	Star jumps 12 minutes	Push ups 15 minutes	Sit ups 16 minutes
Time left for games				
Rule	30 minutes – length of time of activity = Time left for games			

Patterns and functions – function tables with multiplication

Let's look at more real life function tables, this time based on multiplication.

By working out the function, you can extend the pattern to find out unknowns.

For example:

A bakery makes 10 cupcakes an hour.

The rule to work out the number of cupcakes this bakery produces within a certain amount of time is:

Number of hours × 10 = Number of cupcakes

Hours	1	2	3	4	5	6	7	8
Cupcakes	10	20	30	40	50	60	70	80

How many cupcakes will it make in 1 day?

This table only goes up to 8 hours but we can use the function to answer this question:

24 hours × 10 cupcakes = 240 cupcakes

1 **Complete the function tables, write the rule and answer the question.**

a

A dry cleaner charges $2 to iron a shirt.

Number of shirts	1	2	3	4	5	6	7	8
Cost	$2	$4	$6					

Write the rule for finding out the cost of ironing shirts when you know how many shirts:

How much does it cost to have 12 shirts ironed?

b

Monica and Anna have a lemonade stand outside their house. For every litre of lemonade they make 4 cups to sell.

Litres	1	2	3	4	5	6	7	8
Cups	4	8						

Write the rule for finding out how many cups are needed when you know how many litres have been made:

How many cups will be needed if they have enough to make 12 litres of lemonade?

c

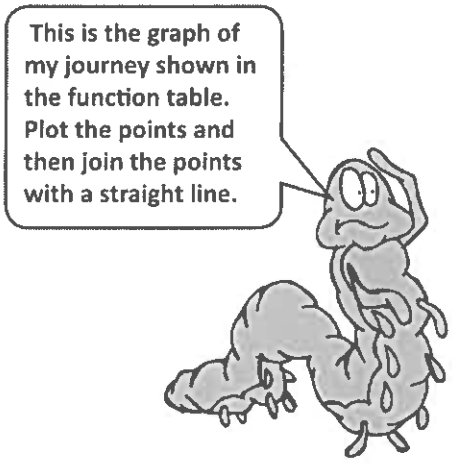
At a cinema, the lollies are sold by weight. 1 scoop costs 50¢.

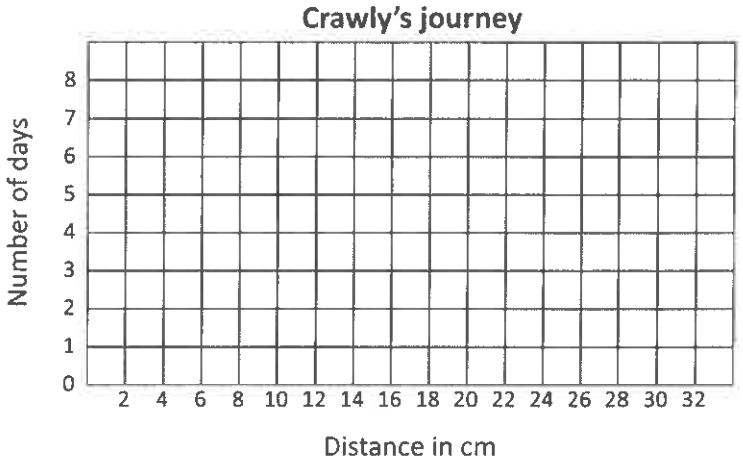
Scoops of lollies	1	2	3	4	5	6	7	8
Cost	50¢	$1						

Write the rule to find out the cost of the lollies when you know how many scoops:

How many scoops of lollies can I get for $10?

2 **Crawly the caterpillar crawls 4 centimetres per day.**



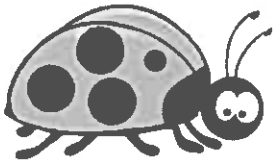


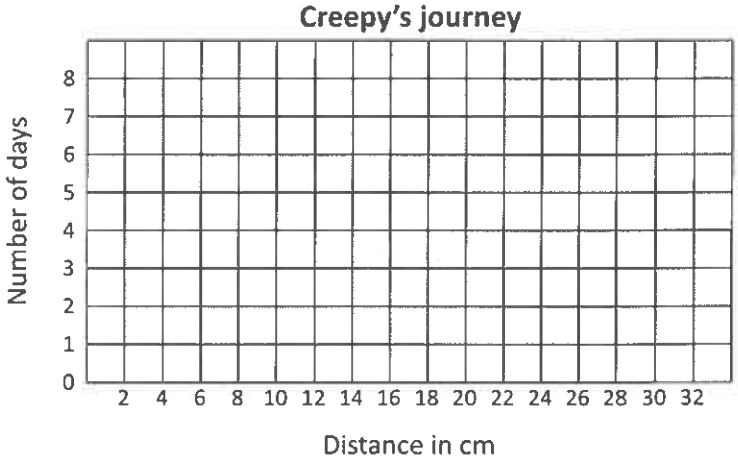
a Complete the table to show how far he gets in 8 days.

b Write a rule for working out the distance if you know the number of days.

Rule:								
Days	1	2	3	4	5	6	7	8
Distance								

3 **During the day, Crawly's friend Creepy, crawls 5 cm up a garden wall. At night when he falls asleep, he slides 2 cm back down the wall.**





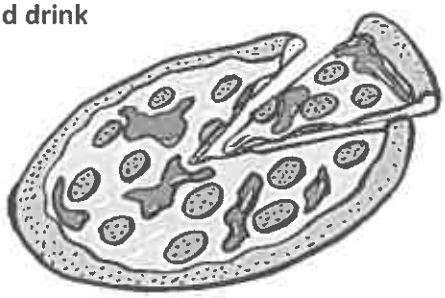
a Complete the table below to show how far he gets in 8 days.

Rule:								
Days	1	2	3	4	5	6	7	8
Distance								

b Write a rule for working out the distance if you know the number of days. Think about the total distance Creepy covers in 24 hours.

c Plot the points on the graph above (just like the one in Question 2), then compare the graphs. How are they different?

4 **Julie is planning her birthday party and is planning how much food and drink she needs for her guests. She has sent out 15 invitations.**



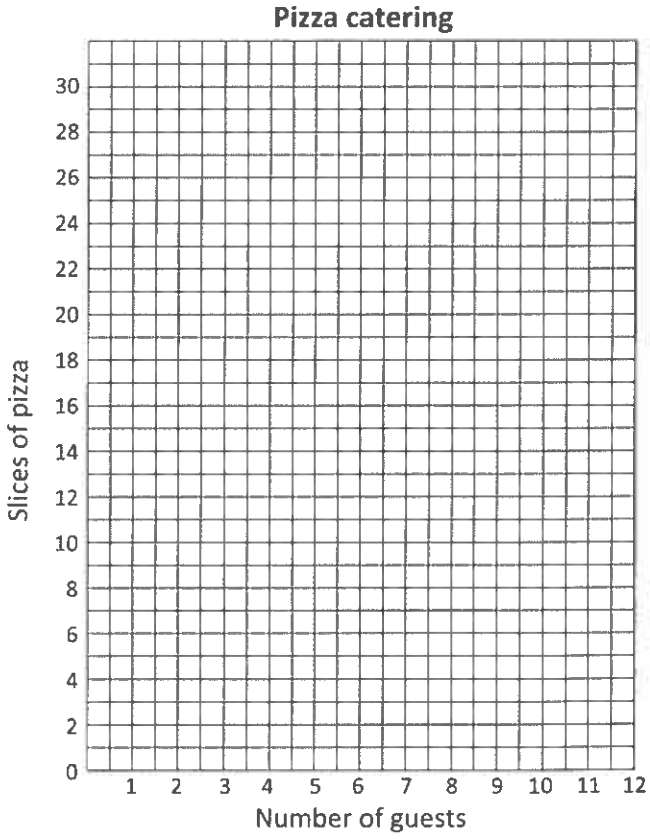
a Complete the table to show how much pizza is needed for different numbers of guests. She has based this table on the estimation that one guest would eat 3 slices of pizza.

b Write a rule in the table for working out the slices of pizzas needed, if you know the number of guests.

Rule:								
Number of guests	1	2	3	4	5	6	7	8
Slices of pizza	3							

c Graph this data by plotting the points from the table:

Do not join the points because the data is about whole slices of pizza – not parts of slices. Also you can't have part of a person, the data is about single people.



d How many slices are needed for 11 people?

e How did you work this out?

f How could the graph help you?

g 10 people confirmed they were coming to the party. How many pizzas will Julie need to buy if each pizza has 12 slices? Will there be any leftovers? Show your working.

STAGE 3

Term 1
Week 11

Thursday

Stage 3 Daily Learning Tasks T1 W11

Thursday 9 April	
English learning tasks	→ Read to Self (30 mins) → **BTN** watch & write **Women's History Month & Wonderchicken Fossil** https://www.abc.net.au/btn/classroom/womens-history-month/12094112 https://www.abc.net.au/btn/classroom/wonderchicken-fossil/12094194 **Find BTN questions** in **Learning Pack** → **10am - Morning Circle/ Check in (Google Classroom/Seesaw)** → **Comprehension** Reading Eggs: Let's Go Wild: Skin Deep Chapter 4 and/or 'Recycle Week' - Comprehension → **Writing Task:** Work on Contract 1: Animals → **Typing Club**
3 mins Mindfulness	
Mathematics learning tasks	→ **Times Tables Practice** https://www.timestables.com/100-seconds/ 100 Seconds and/or practise 7 Times Tables Tables → **Numeracy Ninjas** Week 10 Session 4 → **Data** Mathletics Assigned Tasks x 2 → *Worksheets in Learning Packs* *Choose either the easier or harder option* Easier: Pie Charts p. 7,8 &9 Harder: Pie Charts p. 7, 8 & 9 → **Prodigy Maths Cooldown** Go onto the website and play. Have fun.
Fitness Complete a fitness activity of your choice e.g. run around the backyard	
	→ **History** Primary and Secondary Sources See Learning Pack

Recycle Week

What is Recycle Week?

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

What is recycling?

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

Why is it important to recycle?

It is important to recycle for these reasons:

1 Recycling conserves resources

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

2 Recycling saves energy

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

3 Recycling helps to protect the environment

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

4 Recycling reduces landfill

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

Did you know?

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

Other recycled materials

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

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

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

How can we recycle?

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

Questions About Recycle Week

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

2. What objects do people often forget about?

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

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

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

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

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

8. Name two more textiles that could be recycled.

9. How would you try and persuade people to recycle?

10. Write a set of instructions to tell people how they can recycle one item.

NUMERACY NINJAS

5 MINUTE SKILL CHECK

WEEK 10 SESSION 4 - Answer as many questions as you can in 5 mins

MENTAL STRATEGIES - do these in your head

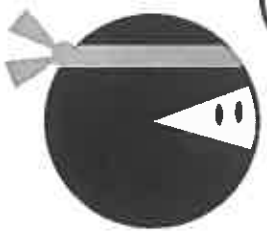
Q	Question	Answer
1	3 + □ = 5	
2	16 + 84	
3	Halve 7	
4	160 – 10	
5	194 + □ = 270	
6	58 = 18 + □	
7	976 – 973	
8	8 × 5 = 40, so 40 ÷ 5 = □	
9	Write 10:05 in 12 hour clock format	
10	From 22:19, how many minutes until 22:30?	
	Total out of 10	

TIMESTABLES – do these in your head

Q	Question	Answer
1	2 × 5 = □	
2	7 ÷ 7 = □	
3	1 × □ = 4	
4	10 ÷ □ = 2	
5	5 × 8 = □	
6	35 ÷ 5 = □	
7	□ × 8 = 32	
8	□ ÷ 9 = 6	
9	3 × 3 = □	
10	8 ÷ 4 = □	
	Total out of 10	

KEY SKILLS – you may use written calculations for these questions

Q	Question	Answer
1	4 – (-5)	
2	Letter at (1, 0)	
3	What is 3/9 of 27? y A B C D E F G H I J K L M N P x Q R S T U V W X Y Z	
4	5 × 323	
5	999 – 937	
6	9.8 × 74.61	
7	7/10 = □%	
8	7.87 + 21.69	
9	10 ÷ (-5)	
10	If a = 6 b = 8 and c = 8, what is the value of c / (b – a) ?	
	Total out of 10	



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

MENTAL STRATEGIES: ☐

TIMESTABLES: ☐

KEY SKILLS: ☐ +

MY NINJA BELT: ☐

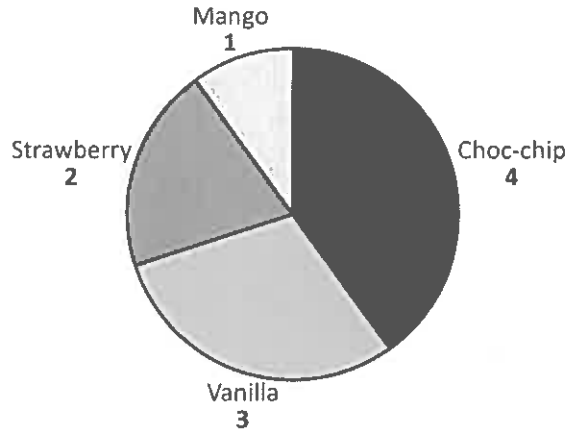
NINJA SCORE: ☐

Types of graphs 2 – pie charts

A pie chart, also known as a sector graph, shows data as parts of a whole. The circle represents the total amount while the segments are the parts. When we compare the parts to the whole, we're looking at proportion. This is often written as a fraction.

This pie chart shows the favourite ice cream flavours of 10 people.

Favourite ice cream flavours of 10 people

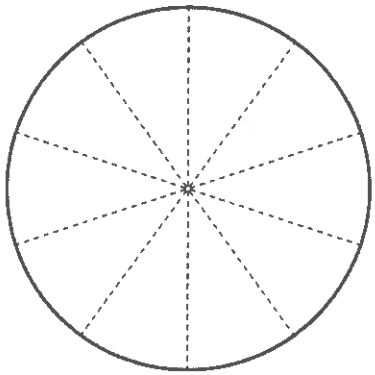


The table below summarises the information displayed on this graph.

Category	Amount	Fraction
Vanilla	3	$\frac{3}{10}$
Strawberry	2	$\frac{2}{10}$
Mango	1	$\frac{1}{10}$
Choc-chip	4	$\frac{4}{10}$
Total	10	$\frac{10}{10}$

1 **Colour and label this pie chart according to the information in the table:**

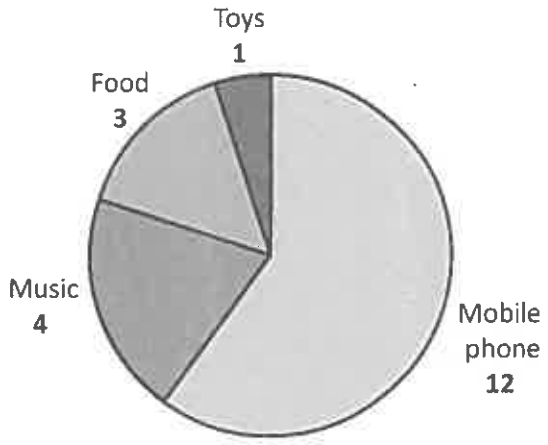
Favourite colours of 10 people



Category	Amount	Fraction
Red	3	
Blue	2	
Yellow	5	
Total		

2 **A group of students was surveyed to find out what they spend their pocket money on. This pie chart shows the results. Circle True or False next to each statement.**

What do students spend their pocket money on?



a More than half the students surveyed spent their money on a mobile phone.

True / False

b $\frac{4}{20}$ surveyed spent their money on food.

True / False

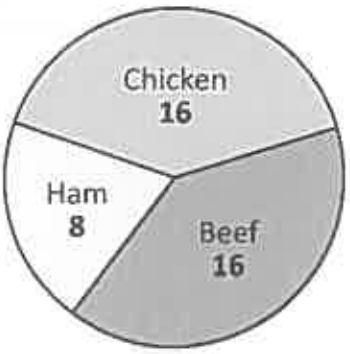
c 20 students were surveyed in total.

True / False

Types of graphs 2 – pie charts

3 **5F and 5H were planning a pizza party and conducted a survey of favourite toppings. This pie chart shows the results.**

Pizza Topping Survey



a Complete the summary table if there are 40 students altogether.

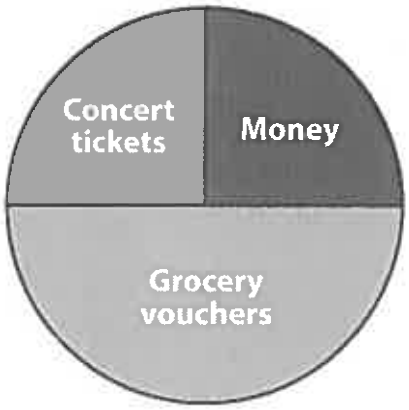
Category	Amount	Fraction
Chicken		
Ham		
Beef		
Total	40	$\frac{10}{10}$

b Their teacher said they could order 10 pizzas. How many of each flavour should they get?

Chicken ☐ Ham ☐ Beef ☐

4 **To boost ratings, Radio Non-Stop-Hits ran a promotion where they gave away prizes every hour. This pie chart shows the distribution of 60 prizes that they gave away.**

Types of Prizes



a How many of each prize were given out?

Concert tickets ☐ Grocery vouchers ☐ Money ☐

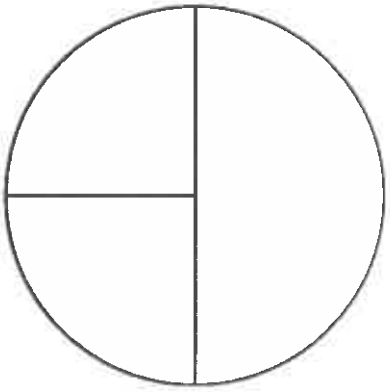
b The radio station's accountant realised the pie chart was correctly divided but there'd been a miscalculation in the number of prizes given out. There'd actually been 25 money prizes given away. Calculate the actual amounts:

Concert tickets ☐ Grocery vouchers ☐ Money ☐

5 **The total amount that this graph is representing is 40. What could this be about? Give this pie chart a title and describe it by completing the table below:**

☐

Category	Amount	Fraction
Total		



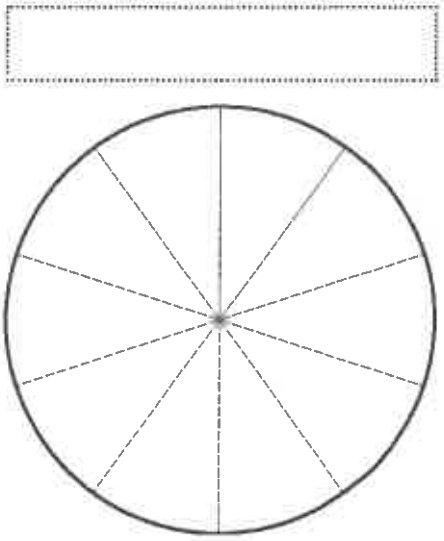
Types of graphs 2 – pie charts

6 **Create your own pie chart.**

a Ask 10 students to choose which of these gaming consoles they like best.

b Use the table below to collect your data.

c Show the results on a clearly labelled pie chart.



Gaming Console	Tally	Amount
Wii		
Xbox 360		
Playstation 3		
Nintendo Game Cube		

d What fraction of the group surveyed chose Wii?

7 **Survey 10 children on the topic of favourites. You can ask about favourite foods, TV shows, music or whatever you like.**

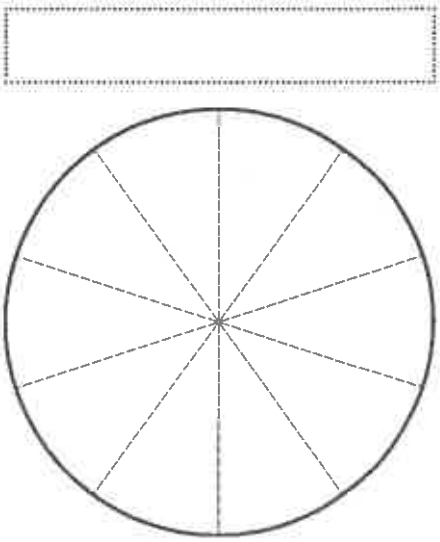
a Write the topic at the top of the first column.

b Write 4 options to choose from underneath.

c Record your results in the frequency table below.

d Transfer the data from the frequency table to the pie chart.

e Label all sections correctly.



	Tally	Amount

f Write a statement about what your pie chart shows:

Types of graphs 2 – pie charts

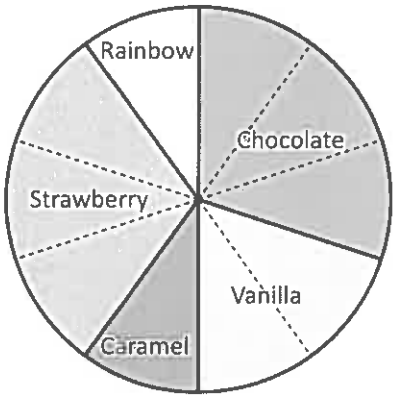
A pie chart is a circle divided into sectors. It's also known as a sector graph.
The circle represents the whole of the data and the sectors show how the total is divided.
This pie chart is divided into 10 equal parts. It shows what a group of children did on Saturday night.

Saturday Night Activities

Category	Amount	Fraction	%
Went to the movies	3	$\frac{3}{10}$	30%
Party	2	$\frac{2}{10}$	20%
Stayed home	1	$\frac{1}{10}$	10%
Sleepover	4	$\frac{4}{10}$	40%
Total	10	$\frac{10}{10}$	100%

1 **This pie chart shows the favourite smoothie flavours of 100 children. Use the information from the graph to complete the table:**

Smoothie Flavours

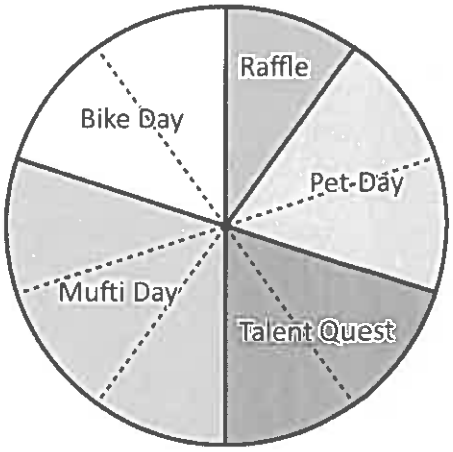


Category	Amount	Fraction	%
Chocolate	30		
Vanilla	20		
Caramel	10		
Strawberry	30		
Rainbow	10		
Total	100	$\frac{10}{10}$	100%

2 **500 students voted on their next fund-raising activity. The pie chart shows the most popular responses. Complete the table:**

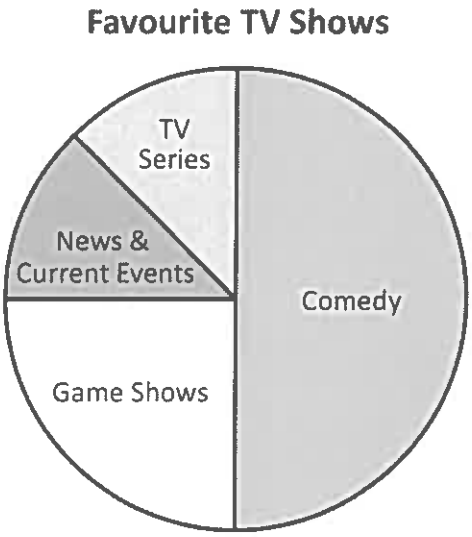
Activity	Amount	Fraction	%
Raffle	50	$\frac{1}{10}$	10%
Pet Day			
Talent Quest			
Mufti Day			
Bike Day			
Total	500	$\frac{10}{10}$	100%

Fund-raising Activities



Types of graphs 2 – pie charts

3 **This pie chart shows the television shows children in Year 6 prefer to watch.**
Look carefully to see how the pie chart is divided and answer the following questions:



a What percentage of children prefer to watch comedy? ☐

b What fraction like game shows best? ☐

c Which types of shows were chosen by the same number of children?

_____

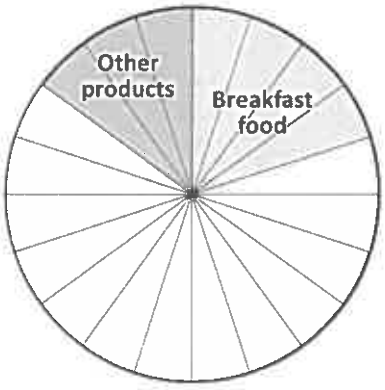
What percentage was chosen by the same number of children? ☐

d There are 64 children in Year 6. How many prefer comedy? ☐

e How many like news and current events? ☐

f How many more children like watching game shows than a TV series? ☐

4 **Complete the pie chart and the table so that the information is the same on both. Label and colour the pie chart. Give the pie chart a title.**



Types of Ads on Children's TV Shows	
Type of Product	**Number of Ads**
Fast food and drinks	60
Toys	70
Breakfast food	
Other products	30

a What is the total number of ads represented on the pie chart? ☐

b How many ads does each sector on the graph represent? ☐

c What percentage of ads are about breakfast food? ☐

What fraction is this? ☐

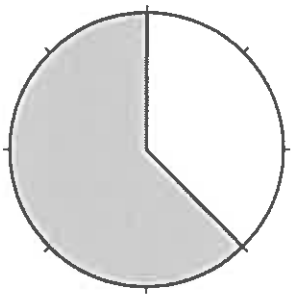
d Which two types of ads together make up half the number of ads on children's TV shows?

_____

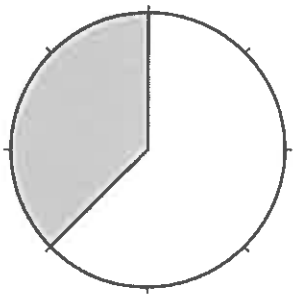
Types of graphs 2 – pie charts

5 **Three students surveyed people to see if they could taste the difference between blue smarties and yellow smarties. Sam surveyed 64 people, Kia surveyed 80 people and Kate surveyed 96 people.**

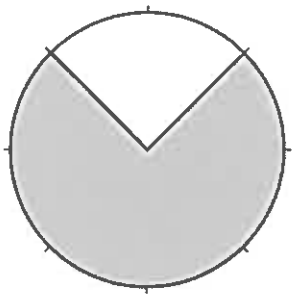
Sam's Pie Chart

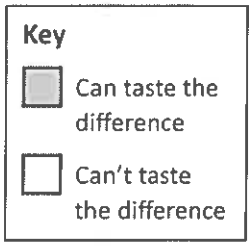


Kia's Pie Chart



Kate's Pie Chart





a Complete the table from the pie charts:

	Number who can taste the difference	Number who can't taste the difference
Sam		
Kia		
Kate		
Total		

b Write one statement that you can tell from this data:

_____

_____

_____

_____

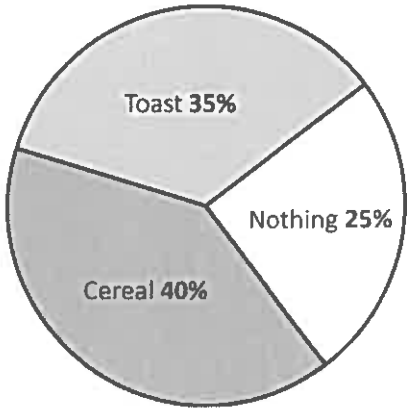
_____

6 **A study was conducted into the breakfast habits of Year 6 students at 3 different schools. Remarkably, the same pie chart was used to summarise the findings even though the numbers at each school were different. Answer the following:**

a How many students are in Year 6 at Hogwart's Academy if 35 children have nothing for breakfast?

b At Summer Bay Primary, if 16 children have cereal, how many have nothing for breakfast?
Hint: *Start by finding out what 10% is.*

Year 6 Breakfast Habits



History Week 11

Primary and Secondary Sources

Read through the information below explaining the differences between Primary and Secondary information sources.

Primary and Secondary Sources of Historical Information

You may need to request access to the above link. Just click the button "request access" and I will approve it for you to view.

Task One: Using the above information, in your own words, describe what a Primary Source and a Secondary Source is.

Remember one piece of evidence will probably provide an incomplete picture. Think of primary sources as clues. The more clues you find and use as evidence to support your theory, the wider the range of sources and types of sources, the better, richer and more balanced will be the picture you will able to create. No single piece of evidence should be accepted as face value.

Task Two: Investigate and research the lifestyle of Aboriginal and Torres Strait Islander peoples prior to British colonisation. Record facts and findings

Task Three: Then investigate the impacts and consequences of British colonisation for Aboriginal and Torres Strait Islander people. Record facts and findings

Optional Task: Using Google Slides, present your research in a slideshow. This can be submitted to your class teacher through Google Classroom.

Below are some links which may be of use. You don't need to worry about doing any of the activities within the lesson slides, I have put these up purely to aid your research.

https://drive.google.com/open?id=1MT57iUa3MJ8fYec3pu8e3-xrkYIRovR8SNqZStvX6NU

https://drive.google.com/open?id=14T-4dcU6-psDXmpvjoBsVrXcwk3zM55-

Historical sources

Unwrapping history and discovering its mysteries is all about using reliable pieces of evidence as information. These pieces of evidence are called historical sources.

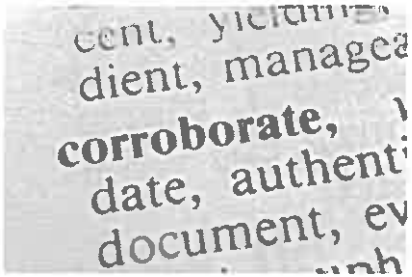
History is a Greek word which means, literally, investigation.

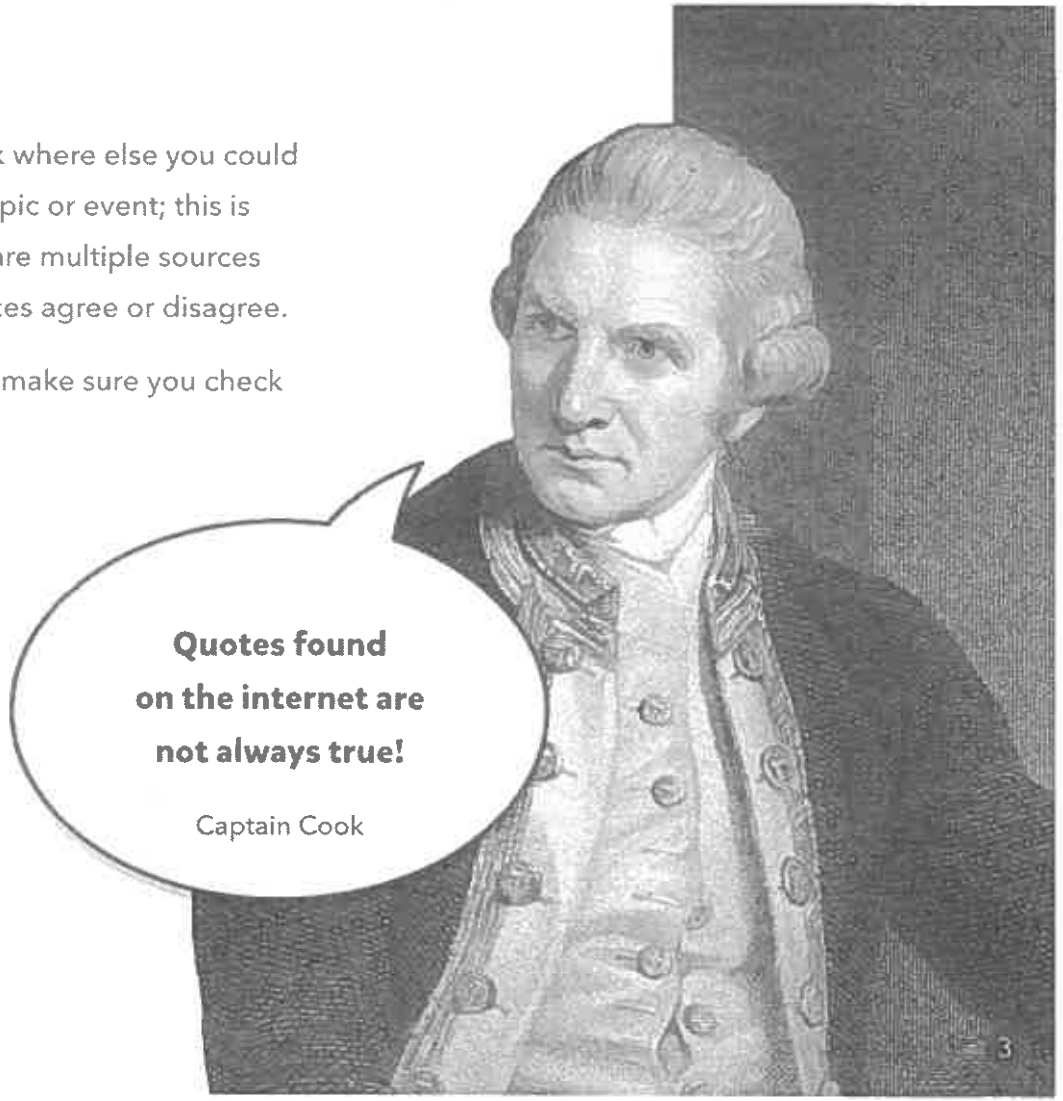
Arnold Toynbee

Corroborating

After examining one source, ask where else you could look to learn more about this topic or event; this is corroborating evidence. Compare multiple sources and investigate where the sources agree or disagree.

When you investigate a source, make sure you check to see who created it and why.





What are primary sources?

Original documents and objects created or witnessed at the time.

Examples

- Letters
- Diaries and Journals
- Speeches
- Government documents
- Original maps
- Newspaper articles
- Artefacts
- Paintings
- Songs and poetry
- Photographs

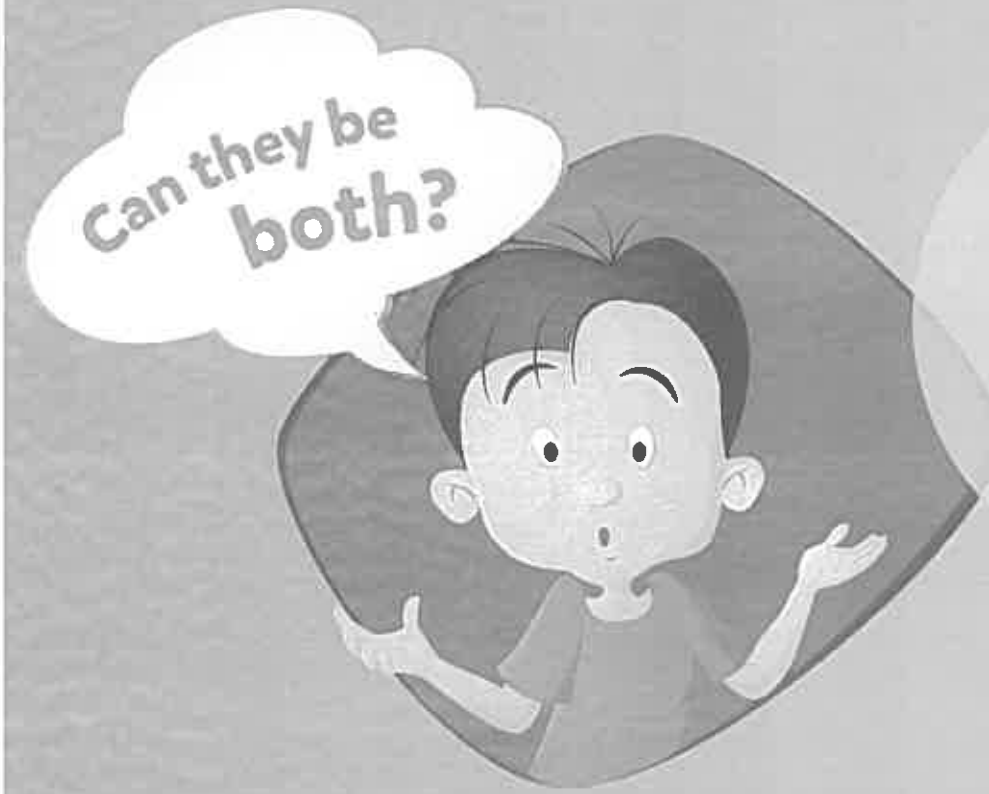
What are secondary sources?

Material which analyses and uses primary sources, created after the time.

Examples

- Reference books
- Documentaries
- Reference Websites
- Movies and TV re-enactments
- Historical novels
- Biographies

When are sources primary or secondary?



It depends on the time or era you are studying and when the source was created.

Example

The book above was produced in 1927 to mark the centenary of the settlement of Albany in Western Australia. As an information and reference book, it is a secondary source. However, if you wanted to know about people's point of view and opinions in the 1920s about Australian settlement, the book would be a primary source.