St James' Primary School
MUSWELLBROOK

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P (02) 6543 3094 E admin@muswellbrook.catholic.edu.au ABN 79 469 343 054

5/6J – MRS COLLETT
5/6G – MISS OSBORNE
5/6M – MRS HARROD
5/6M – MRS HARRIS

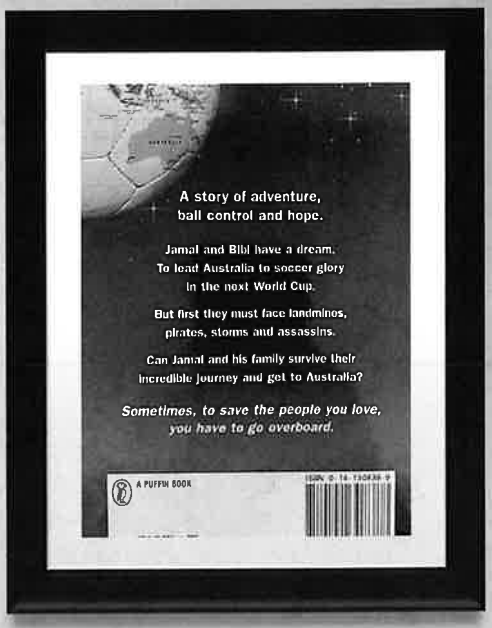
LEARNING FROM HOME

TUESDAY 5 OCTOBER TO FRIDAY 8 OCTOBER

NOTE – You are asked to do these worksheets in conjunction with the SJM Home Learning site (http://www.sjmhomelearning.weebly.com)

WELCOME TO TERM 4-ENGLISH

OUR NOVEL THIS TERM IS BOY OVERBOARD BY MORRIS GLEITZMAN.



TUESDAY

- Write out spelling words (5mins)
  - Complete 1 spelling activity (20mins)
- Pre- reading novel worksheet (10 minutes)
  - Read chapter 1 of "Boy overboard"- this website contains the entire book you can read. (25 minutes)
- https://booksvooks.com/nonscrolablepdf/boy-overboard-pdf-morris-gleitzman.html?page=8

WEEK 1 AND 2 SPELLING WORDS- RED

Year 5/6 Spelling – Term 4, Week 1 and 2- Red

Spelling– Look, Say, Cover, Write, Check				
Words	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
ruler				
salt				
sugar				
evening				
quick				
clock				
packet				
chicken				
easier				
driest				
daily				

Year 5/6 Spelling – Term 4, Week 1 and 2- Yellow

Spelling– Look, Say, Cover, Write, Check				
Words	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
cemetery				
area				
weary				
beneath				
disastrous				
absurd				
unlucky				
pocket				
stockings				
unblock				
checked				
deckchair				
lovelier				
buried				
replied				
happiest				
easily				
happiness				
biography				
biology				

WEEK 1 AND 2 SPELLING WORDS- YELLOW

WEEK 1 AND 2 SPELLING WORDS- GREEN

Year 5/6 Spelling – Term 4, Week 1 and 2- Green

Spelling– Look, Say, Cover, Write, Check				
Words	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
necessarily				
temporarily				
momentarily				
hastily				
voluntarily				
satisfactorily				
mentioned				
shrieked				
murmured				
reassured				
argued				
questioned				
'Boy Overboard Words'				

SPELLING ACTIVITIES

- -Complete look, cover, write check. Choose 5 spelling words and put into WOW sentences.
- Complete look, cover, write, check. Choose 1 activity from level two activities.
- Complete look, cover, write, check. Choose 1 activity from the level three activities.

LEVEL ONE

Word Work

REMEMBER

- Write your spelling list in rainbow colors
- Write your spelling list in fancy writing
- Write your spelling list with your opposite hand
- Write your spelling list in alphabetical order
- Write your spelling list color-coding consonants and vowels

UNDERSTAND

- Use your dictionary to define 5 unknown or unusual words
- Write antonyms (opposite words) for all your spelling list
- Write synonyms (similar words) for all your spelling list
- Rewrite your spelling words, segmenting them into syllable chunks, e.g. elephant = el-e-phant
- Rewrite your spelling words, segmenting them into sound chunks, e.g. elephant = e-l-e-ph-a-n-t

LEVEL TWO

Word Work

APPLY

- Select 5 spelling words and rewrite them in 5 (separate) descriptive sentences
- Write a stretchy sentence that incorporates as many spellin words as possible, then illustrate your sentence in detail
- Write a paragraph that uses the 5 senses (taste, smell, fee sight, sound) and as many spelling words as possible
- Write a character description paragraph that includes at lea 7 of your spelling words
- Write a setting description paragraph that includes at least of your spelling words

ANALYZE

- Write a list of words that rhyme with your spelling list
- Look up 2 list words in the dictionary. Compare and contras their definitions
- Select 5 list words and research their etymology (origins). Record your research in dot points beneath each word
- Categorize (group) your words based on spelling patterns o rules you find. Explain how you have chosen your categorie
- Choose a spelling rule found in your list and write a new list words that follow the same rule, e.g. PH – photo, graph

LEVEL THREE

Word Work

EVALUATE

- Write your list words in order from least to most difficult. Explain why the last words are more difficult than the first
- Give yourself 'glowing' and 'growing' feedback based on your strengths and difficulties in learning this spelling rule/list
- Write 1 paragraph that justifies why it is important to study this spelling rule/list and how you will use it in everyday life
- Predict whether you will remember these spelling words in 12 months. Justify your prediction with clear reasons
- Create a success criteria for learning this spelling list/rule. Write your criteria as 'I can__' statements

CREATE

- Create a crossword puzzle for at least 10 spelling words. Provide a set of creative clues to match
- Write a short script for a play or TV show that incorporates all of your spelling words
- Create an artwork that incorporates nothing but your spelling words
- Design and create a board game to play with your spelling words
- Write a rhyming poem or rap that includes at least 5 of your spelling words

PRE- READING ACTIVITY

- Complete this pre-reading activity sheet about 'Boy Overboard' by Morris Gleitzman

Pre-reading activities NAME: _____

Cover art:

This is an image of the most commonly seen cover (the cover we have on our books) of 'Boy Overboard'. Make a list of the key components:

•	•
•	•
•	•
•	•

Why do you think the author has combined a globe with a soccer ball?

CHAPTER 1- BOY OVERBOARD

- Read chapter 1 of "Boy overboard"- this website contains the entire book you can read.
- https://booksvooks.com/nonscrolablepdf/boy-overboard-pdf-morris-gleitzman.html?page=8
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Year 5/6 Spelling – **Term 4, Week 1 and 2- Red**

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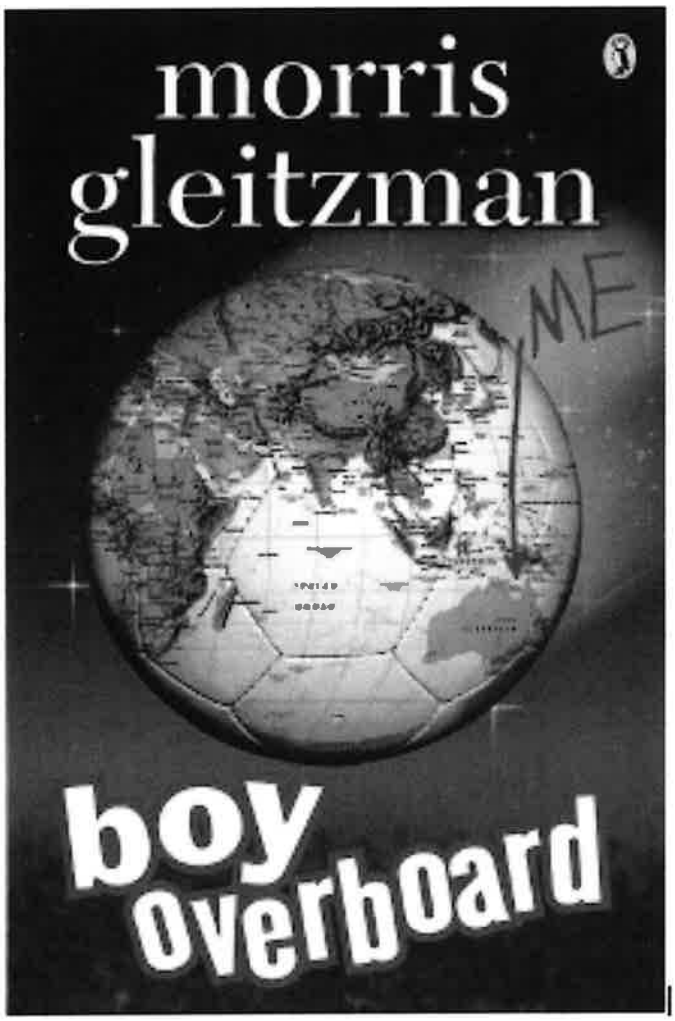
Pre-reading activities NAME: _____

Cover art:



Source 1 https://www.penguin.com.au/books/boy-overboard-9780141308388

This is an image of the most commonly seen cover (the cover we have on our books) of 'Boy Overboard'. Make a list of the key components:

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•	•
•	•
•	•

Why do you think the author has combined a globe with a soccer ball?

Mathematics
Week 1 Term 4

STAGE 3

MULTIPLICATION & DIVISION

Learning Intention

- Students select and apply appropriate problem solving strategies when answering multiplication and division questions.
- Select and apply appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation.
- Gives valid reason for supporting one solution over another.

Success Criteria

- Using various strategies of mental computation.

- Implement the **B**rackets, **O**perations, **D**ivision, **M**ultiplication, **A**ddition and **S**ubtraction rule or **BODMAS.**

Set up of Week 1 Maths

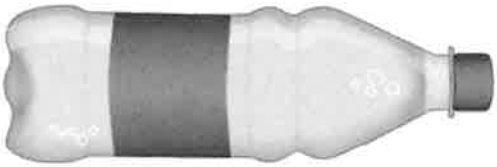
- Hi Stage 3,
- We have tried to set your Maths work up a little differently. You will notice that each slide has a star.
- Just like at school, sometimes we need to complete work differently to other students to make sure we are working on a skill that will help you continue to learn and grow.
  - Your teacher will be in contact with you if you are to work on the 1 star or 3 star activities.
  - If you feel the 2 star activities are too hard, please attempt the 1 star activity. If you feel the 2 star activity is too easy please attempt the 3 star activity.

TUESDAY

- Daily NAPLAN Question
- Multiplication time challenge.
- Completion of 1 star, 2 star or 3 star activities on rounding.

NAPLAN Question

Maria gets 10 cents for every plastic bottle she recycles.



Maria recycles 19 bottles.

How much money will Maria get?

Multiplication Time Challenge

Number of Questions: 50
Testing: 2×, 3×, 4×, 5×, 6×, 7×, 8×, 9×, 10×, 11×, 12×, 13×, 14×, 15×, 20×

11 × 5 = ____	14 × 9 = ____	5 × 10 = ____
4 × 6 = ____	14 × 1 = ____	2 × 3 = ____
5 × 11 = ____	13 × 7 = ____	9 × 12 = ____
3 × 10 = ____	11 × 8 = ____	4 × 10 = ____
13 × 4 = ____	3 × 15 = ____	14 × 12 = ____
11 × 4 = ____	11 × 10 = ____	8 × 11 = ____
2 × 4 = ____	4 × 4 = ____	8 × 3 = ____
4 × 11 = ____	3 × 11 = ____	20 × 5 = ____
1 × 20 = ____	3 × 5 = ____	4 × 8 = ____
4 × 10 = ____	11 × 20 = ____	11 × 2 = ____
2 × 20 = ____	8 × 2 = ____	11 × 10 = ____
6 × 8 = ____	5 × 3 = ____	1 × 15 = ____
8 × 1 = ____	5 × 1 = ____	2 × 3 = ____
15 × 12 = ____	11 × 11 = ____	3 × 12 = ____
9 × 9 = ____	4 × 3 = ____	2 × 8 = ____
10 × 2 = ____	10 × 7 = ____	12 × 7 = ____

- Put on a timer/ stopwatch for 10 minutes and complete as many questions as possible in the time.
- Note down your time and try and challenge yourself to better your time each day! ☺

1 Star Activity

Round numbers 0-1,000,000 to the nearest 100

Grade 5 Rounding Worksheet

Example: 954,689 rounded to the nearest 100 is 954,700

Round to the nearest hundred.

1. 89,327 = _____	2. 944 = _____	3. 357,137 = _____
4. 78,965 = _____	5. 9,094 = _____	6. 58,196 = _____
7. 954,090 = _____	8. 467 = _____	9. 288 = _____
10. 387 = _____	11. 41,849 = _____	12. 75,505 = _____
13. 352,773 = _____	14. 945,031 = _____	15. 67,135 = _____
16. 724 = _____	17. 624,663 = _____	18. 539,144 = _____
19. 7,193 = _____	20. 863,816 = _____	21. 988 = _____

2 Star Activities

Round numbers 0-1,000,000 to the nearest 1,000

Grade 5 Rounding Worksheet

Example: 954,689 rounded to the nearest 1,000 is 955,000

Round to the nearest thousand.

1. 562,919 = _____ 2. 984,411 = _____ 3. 8,978 = _____
4. 690,109 = _____ 5. 25,343 = _____ 6. 61,099 = _____
7. 259,300 = _____ 8. 4,280 = _____ 9. 17,676 = _____
10. 515,794 = _____ 11. 96,297 = _____ 12. 547,208 = _____
13. 44,693 = _____ 14. 1,283 = _____ 15. 43,894 = _____
16. 214,273 = _____ 17. 1,700 = _____ 18. 81,124 = _____
19. 70,428 = _____ 20. 513,162 = _____ 21. 530,169 = _____

Round numbers 0-1,000,000 to the nearest 100

Grade 5 Rounding Worksheet

Example: 954,689 rounded to the nearest 100 is 954,700

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16. 724 = _____ 17. 624,663 = _____ 18. 539,144 = _____
19. 7,193 = _____ 20. 863,816 = _____ 21. 988 = _____

3 Star Activities

Mixed rounding: round numbers to the underlined digit (large numbers)

Grade 5 Rounding Worksheet

Example: 1,854,689 rounded to the nearest 1,000 is 1,855,000

Round to the accuracy of the underlined digit.

1. 490,618 = _____ 2. 4,505,239 = _____ 3. 290,771 = _____
4. 860,592 = _____ 5. 5,918 = _____ 6. 9,937,601 = _____
7. 961,923 = _____ 8. 3,961,394 = _____ 9. 1,239,336 = _____
10. 752,883 = _____ 11. 111,409 = _____ 12. 3,604,965 = _____
13. 734,385 = _____ 14. 8,942,350 = _____ 15. 6,869 = _____
16. 18,664 = _____ 17. 1,194 = _____ 18. 4,970 = _____
19. 341,124 = _____ 20. 2,905,382 = _____ 21. 7,835,509 = _____

Mixed rounding: round numbers to the underlined digit (large numbers)

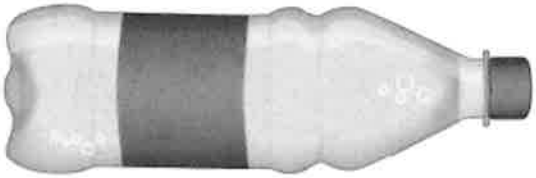
Grade 5 Rounding Worksheet

Example: 1,854,689 rounded to the nearest 1,000 is 1,855,000

Round to the accuracy of the underlined digit.

1. 7,895,164 = _____ 2. 44,841 = _____ 3. 169,163 = _____
4. 67,863 = _____ 5. 69,703 = _____ 6. 3,750 = _____
7. 63,540 = _____ 8. 649,257 = _____ 9. 3,943 = _____
10. 3,673,525 = _____ 11. 2,456,807 = _____ 12. 8,931 = _____
13. 6,249 = _____ 14. 6,434 = _____ 15. 7,280,321 = _____
16. 2,076 = _____ 17. 825,306 = _____ 18. 3,054 = _____
19. 40,064 = _____ 20. 628,370 = _____ 21. 834,434 = _____

Maria gets 10 cents for every plastic bottle she recycles.



Maria recycles 19 bottles.

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4 × 10 = _____	11 × 20 = _____	11 × 2 = _____
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Round numbers 0-1,000,000 to the nearest 100

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Round to the nearest hundred.

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Round numbers 0-1,000,000 to the nearest 1,000

Grade 5 Rounding Worksheet

Example: 954,689 rounded to the nearest 1,000 is 955,000

Round to the nearest thousand.

1. 56<u>2</u>,919 = _____
2. 98<u>4</u>,411 = _____
3. <u>8</u>,978 = _____
4. 69<u>0</u>,109 = _____
5. 2<u>5</u>,343 = _____
6. 6<u>1</u>,099 = _____
7. 25<u>9</u>,300 = _____
8. <u>4</u>,280 = _____
9. 1<u>7</u>,676 = _____
10. 51<u>5</u>,794 = _____
11. 9<u>6</u>,297 = _____
12. 54<u>7</u>,208 = _____
13. 4<u>4</u>,693 = _____
14. <u>1</u>,283 = _____
15. 4<u>3</u>,894 = _____
16. 21<u>4</u>,273 = _____
17. <u>1</u>,700 = _____
18. 8<u>1</u>,124 = _____
19. 7<u>0</u>,428 = _____
20. 51<u>3</u>,162 = _____
21. 53<u>0</u>,169 = _____

Round numbers 0-1,000,000 to the nearest 100

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Mixed rounding: round numbers to the underlined digit (large numbers)

Grade 5 Rounding Worksheet

Example: 1,854,689 rounded to the nearest 1,000 is 1,855,000

Round to the accuracy of the underlined digit.

1. 490,<u>6</u>18 = _____
2. 4,505,2<u>3</u>9 = _____
3. 29<u>0</u>,771 = _____
4. 8<u>6</u>0,592 = _____
5. <u>5</u>,918 = _____
6. 9,937,6<u>0</u>1 = _____
7. 96<u>1</u>,923 = _____
8. 3,961,3<u>9</u>4 = _____
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17. <u>1</u>,194 = _____
18. <u>4</u>,970 = _____
19. 341,<u>1</u>24 = _____
20. 2,905,<u>3</u>82 = _____
21. 7,83<u>5</u>,509 = _____

Mixed rounding: round numbers to the underlined digit (large numbers)

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Example: 1,854,689 rounded to the nearest 1,000 is 1,855,000

Round to the accuracy of the underlined digit.

1. 7,8<u>9</u>5,164 = _____
2. 44,<u>8</u>41 = _____
3. 169,1<u>6</u>3 = _____
4. 67,8<u>6</u>3 = _____
5. 6<u>9</u>,703 = _____
6. <u>3</u>,750 = _____
7. 6<u>3</u>,540 = _____
8. 649,<u>2</u>57 = _____
9. 3,<u>9</u>43 = _____
10. 3,67<u>3</u>,525 = _____
11. 2,45<u>6</u>,807 = _____
12. <u>8</u>,931 = _____
13. 6,<u>2</u>49 = _____
14. <u>6</u>,434 = _____
15. 7,2<u>8</u>0,321 = _____
16. 2,0<u>7</u>6 = _____
17. 825,<u>3</u>06 = _____
18. <u>3</u>,054 = _____
19. 40,0<u>6</u>4 = _____
20. 6<u>2</u>8,370 = _____
21. 834,4<u>3</u>4 = _____

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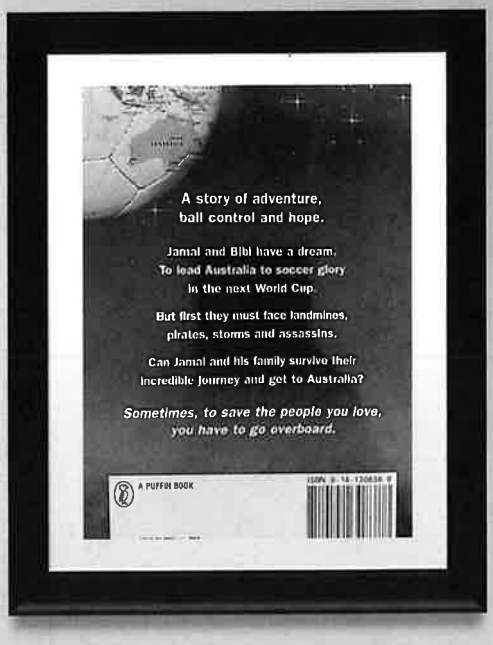

WEDNESDAY

- Write out spelling words (5mins)
  - Complete 1 spelling activity (20mins)
- Read chapter 2 and 3 of "Boy overboard"- this website contains the entire book you can read. (30 minutes)- Complete the activity on the relevant slide.

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Comprehension activity on 'Refugee week'. (15 minutes)

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- Complete look, cover, write, check. Choose 1 activity from the level three activities.

LEVEL ONE

Word Work

REMEMBER

- Write your spelling list in rainbow colors
- Write your spelling list in fancy writing
- Write your spelling list with your opposite hand
- Write your spelling list in alphabetical order
- Write your spelling list color-coding consonants and vowels

UNDERSTAND

- Use your dictionary to define 5 unknown or unusual words
- Write antonyms (opposite words) for all your spelling list
- Write synonyms (similar words) for all your spelling list
- Rewrite your spelling words, segmenting them into syllable chunks, e.g. elephant = el-e-phant
- Rewrite your spelling words, segmenting them into sound chunks, e.g. elephant = e-l-e-ph-a-n-t

LEVEL TWO

Word Work

APPLY

- Select 5 spelling words and rewrite them in 5 (separate) descriptive sentences
- Write a stretchy sentence that incorporates as many spellin words as possible, then illustrate your sentence in detail
- Write a paragraph that uses the 5 senses (taste, smell, fee sight, sound) and as many spelling words as possible
- Write a character description paragraph that includes at lea 7 of your spelling words
- Write a setting description paragraph that includes at least of your spelling words

ANALYZE

- Write a list of words that rhyme with your spelling list
- Look up 2 list words in the dictionary. Compare and contras their definitions
- Select 5 list words and research their etymology (origins). Record your research in dot points beneath each word
- Categorize (group) your words based on spelling patterns o rules you find. Explain how you have chosen your categorie
- Choose a spelling rule found in your list and write a new list words that follow the same rule, e.g. PH – photo, graph

LEVEL THREE

Word Work

EVALUATE

- Write your list words in order from least to most difficult. Explain why the last words are more difficult than the first
- Give yourself 'glowing' and 'growing' feedback based on your strengths and difficulties in learning this spelling rule/list
- Write 1 paragraph that justifies why it is important to study this spelling rule/list and how you will use it in everyday life
- Predict whether you will remember these spelling words in 12 months. Justify your prediction with clear reasons
- Create a success criteria for learning this spelling list/rule. Write your criteria as 'I can...' statements

CREATE

- Create a crossword puzzle for at least 10 spelling words. Provide a set of creative clues to match
- Write a short script for a play or TV show that incorporates all of your spelling words
- Create an artwork that incorporates nothing but your spelling words
- Design and create a board game to play with your spelling words
- Write a rhyming poem or rap that includes at least 5 of your spelling words

CHAPTER 2 AND 3

Chapter 2

Chapter 3

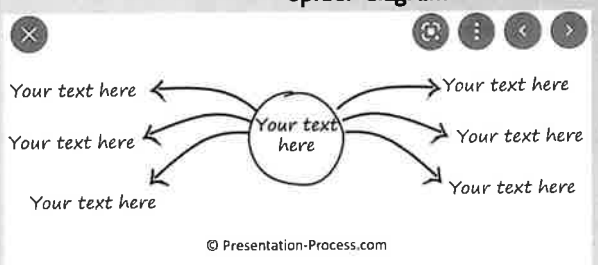
- After reading chapter 2 and 3, think carefully about Jamal and Bibi's reality.

- How do these compare your own reality?

– Write down four sentences/phrases that caught your attention.

- Use a graphic organiser such as a spider diagram to represent these.

Spider diagram



Read chapter 2 and 3 of "Boy overboard"- this website contains the entire book you can read.
https://booksvooks.com/nonscrolablepdf/boy-overboard-pdf-morris-gleitzman.html?page=13

REFUGEE WEEK COMPREHENSION

- Read the 1 star, 2 star and 3 star comprehension information and answer the questions about 'Refugee week'.

** The star level is down the bottom of the information sheets

Refugee Week

The Who, What, Where, Why and When of Refugee Week

Who are refugees?

A refugee is someone who has had to leave their country to seek safety because they are being mistreated and afraid of being hurt, or even killed. The mistreatment or **oppression** might be due to their religious beliefs, political opinions or because of their race. Some people might also become refugees due to war.

Oppression - unjust treatment, often involving severe restrictions on an individual or group.

What is refugee week?

Refugee Week is a festival celebrating the contributions, creativity and resilience of refugees. One of the main aims of the week is to promote a better understanding of why people have to become refugees. The festival involves a programme of arts, cultural, sport and educational events and activities, including art exhibitions, film screenings, theatre and dance performances, concerts, football tournaments and public talks.

Where does it take place?

Although Refugee Week is a UK wide celebration, with events happening in all kinds of different spaces across the UK, people all around the world also take part in Refugee Week every year.

Who can take part?

Refugee Week is an umbrella festival, meaning anyone can get involved by holding or joining in with an event or activity. Schools are encouraged to organise events for Refugee Week to help children gain a better understanding of refugees.

Why does this happen?

Refugee Week was founded in 1998 because there was a lot of misleading information and ignorance about refugees and why they were coming to the UK. Many newspapers reported that refugees were here for financial benefits and 'free housing', which led to negative attitudes and behaviour towards refugees.

The Refugee Week organisers state:

"Our ultimate aim is to create better understanding between different communities and to encourage successful integration, enabling refugees to live in safety and continue making a valuable contribution."

Integration - people from one country or culture living comfortably in another country or culture.

When is it happening?

Refugee Week is held every year around World Refugee Day, which is on 20th June. This year, it is being celebrated in the UK from 14th – 20th June.

Refugee Week

What can we learn from refugees?

The countries refugees are fleeing from are often vastly different in comparison to the UK. They speak different languages, have different food, traditions, religions, artistic and creative skills, and much more. We can learn a great deal from people of different cultures and with different experiences to our own.

What is the theme for Refugee Week 2021?

The theme of Refugee Week is 'We Cannot Walk Alone'. For the duration of the week, people will be invited to reach out and extend their hand to someone new. Whether that be by listening to someone who has had a different experience to them or by connecting with someone who is fighting for a cause they would like to get involved in.

Ultimately, the aim of Refugee Week is to promote a better understanding of why people have to relocate and the challenges they face when seeking safety. It provides refugees with a stage to be seen and heard - to enable them to share their stories and experiences as well as celebrate their contributions.

Did You Know...?
According to the UN Refugee agency, UNHCR, there were over 133,000 refugees in the UK at the end of 2019.

Refugee Week

1. Since when has Refugee Week been celebrated in the UK?

_____

2. When is Refugee Week 2021 taking place? Tick **one**.

- ○ 14th – 20th July
- ○ 14th – 20th June
- ○ 20th – 24th June
- ○ 4th – 10th June

3. Explain, in your own words, what you understand a refugee to be.

_____

_____

_____

_____

4. Refugee Week is an umbrella festival. What does this mean? Tick **two**.

- ○ It's a festival involving umbrellas.
- ○ Only people who are invited can take part.
- ○ Anyone can get involved by holding an event or activity.
- ○ Anyone can get involved by joining in with an event or activity.

5. Name **two** events that might be held during Refugee Week.

1. _____
2. _____

6. Look at the section called 'Why does it happen?'
Find and copy a word that means the same as lack of knowledge and understanding.

_____

7. What did newspapers tell people about refugees and why was it a problem?

_____

_____

_____

_____

8. Describe how a refugee might feel when arriving in a new country.

Refugee Week

1. Since when has Refugee Week been celebrated in the UK?

_____

2. Explain, in your own words, what you understand a refugee to be.

_____

_____

_____

_____

3. Mark whether the statements are true or false.

	True	False
An asylum seeker is seeking international protection but has not had their request for refugee status decided.		
A migrant is someone who chooses to move to improve their lives but not because of direct threat or fear of persecution.		
A refugee is living outside their country of nationality, due to fear or persecution.		
An asylum seeker is protected by international law.		

4. Look at the section called 'What is Refugee Week?'
Find and copy a word that means the same as protection and safety.

_____

5. Name **three** events that might be held during Refugee Week.

1. _____
2. _____
3. _____

6. Why was Refugee Week founded in the UK in 1998? Tick **two**.

   - ○ Because there was a lot of misleading information and ignorance about refugees
   - ○ Because there were too many refugees coming to the UK.
   - ○ For refugees to gain financial benefits.
   - ○ Because there were negative attitudes and hostility towards refugees due to newspaper reports.

7. How do you think refugees contribute to the UK? Explain your ideas.

8. Describe how a refugee might feel when arriving in a new country.

9. How would you like to get involved in Refugee Week? Are there any particular events that interest you and why?

Refugee Week

The Who, What, Where, Why and When of Refugee Week

Who are refugees?

A refugee is a person who has had to leave their country to seek refuge because they are being persecuted or are in fear of being **persecuted** for reasons of race, religion, nationality, membership of a particular social group, or political opinion. Some people might also become refugees due to war.

Persecution - hostile (intimidating and aggressive) behaviour, harassment or ill-treatment.

What is refugee week?

Refugee Week is a festival celebrating the contributions, creativity and resilience of refugees. One of the main aims of the week is to promote a better understanding of why people are displaced and the challenges they face when seeking sanctuary. The festival involves a programme of arts, cultural, sport and educational events and activities, including art exhibitions, film screenings, theatre and dance performances, concerts, football tournaments and public talks.

Where does it take place?

Refugee Week is a nationwide celebration, with events happening in all kinds of different spaces across the UK. Refugee Week takes place in several other countries worldwide and include World Refugee Day on 20th June.

Who can take part?

Refugee Week is an umbrella festival, meaning anyone can get involved by holding or joining in with an event or activity. Events are held by a wide range of arts, voluntary, faith and refugee organisations and more. Schools are encouraged to take part in Refugee Week to help children gain a better understanding about refugees.

Why does this happen?

Refugee Week was founded in 1998 because there was some misleading information and ignorance about refugees and why they were coming to the UK, with the media reporting they were here for financial benefits and 'free housing'. This led to negative attitudes and hostility towards refugees.

The Refugee Week organisers state:

"Our ultimate aim is to create better understanding between different communities and to encourage successful integration, enabling refugees to live in safety and continue making a valuable contribution."

When is it happening?

Refugee Week is held annually and this year it is being celebrated in the UK from 14th – 20th June.

What can we learn from refugees?

The countries refugees are fleeing from are often vastly different in comparison to the UK. They speak different languages, have different food, traditions, religions, artistic and creative skills and much more. We can learn a great deal from people of different cultures and with diverse experiences to our own.

What is the theme for Refugee Week 2021?

The theme of Refugee Week is 'We Cannot Walk Alone'. For the duration of the week, people will be invited to reach out and extend their hand to someone outside their current circle.

Inspired by the theme 'We Cannot Walk Alone', people are also being invited to do one or more of these eight Simple Acts (everyday actions we can all do to stand with refugees and make new connections in our communities):

- sing a song;
- watch a film;
- have a chat;
- read a book;
- say it loud - decorate a 'We Cannot Walk Alone' poster and stick it in your window or on display at school,
- play a game;
- walk together - on Sunday 20th June, walk with others in celebration of the Refugee Week 2021 theme 'We Cannot Walk Alone';
- join the movement - although Refugee Week lasts for seven days, the movement for a kinder, fairer and more connected world continues all year round.

Refugee Week

Ultimately, the intention of Refugee Week is to promote a better understanding of why people have to relocate and the challenges they face when seeking refuge. It provides refugees with a platform to be seen and heard - to empower them to share their stories and experiences as well as celebrate the contributions they make to society.

Did You Know...?

According to the UN Refugee agency, at the end of 2019 in the UK, there were:

- over 133,000 refugees
- nearly 62,000 pending asylum cases.

The definition of an asylum seeker, refugee and migrant explained.

- **Asylum seeker** - has fled their country and is seeking international protection. Their request for refugee status has not yet been decided.
- **Refugee** - has had their claim accepted and is therefore living outside their country of nationality (due to fear or persecution) and is protected by international law.
- **Migrant** - chooses to move not because of a direct threat or persecution but mainly to improve their lives, such as to find work.

Refugee Week

The Who, What, Where, Why and When of Refugee Week

Who are refugees?

A refugee is someone who has had to flee their country to seek refuge because they are being persecuted (mistreated, intimidated, or oppressed) or are in fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion. Some people might also become refugees due to war.

What is refugee week?

Refugee Week is a festival celebrating the contributions, creativity and resilience of refugees. One of the main objectives of the week is to foster a better understanding of why people are displaced and the challenges they face when seeking sanctuary. The festival encompasses a programme of arts, cultural, sport and educational events and activities, including art exhibitions, film screenings, theatre and dance performances, concerts, football tournaments and public talks.

Where does it take place?

Refugee Week is a nationwide celebration, with events happening in multiple different spaces across the UK. Refugee Week celebrations also take place in several countries worldwide, including France and Australia, and all include World Refugee Day on the 20th June.

Refugee Week

Who can take part?

Refugee Week is an umbrella festival, meaning anyone can get involved by holding or joining in with an event or activity. Events are held by a wide range of arts, voluntary, faith and refugee community organisations, student groups and more. Schools are encouraged to organise events for Refugee Week to help children gain a better understanding of refugees.

Why does this happen?

Founded in 1998, Refugee Week was a direct reaction to hostility and resentment in the media and society in general towards refugees. There seemed to be a great deal of inaccurate and misleading information and ignorance about refugees and why they were coming to the UK, with many newspapers reporting that refugees were here for financial benefits and 'free housing'.

The Refugee Week organisers state:
"Our ultimate aim is to create better understanding between different communities and to encourage successful integration, enabling refugees to live in safety and continue making a valuable contribution."

When is it happening?

Refugee Week is held annually around World Refugee Day. This year, it is being celebrated in the UK from 14th – 20th June.

What can we learn from refugees?

The countries refugees are fleeing from are often vastly different to that of the UK. We can learn a great deal from people of different cultures and with diverse experiences to our own, including different languages, foods, traditions, religions, artistic and creative skills, and much more.

What is the theme for Refugee Week 2021?

The theme of Refugee Week 2021 is, 'We Cannot Walk Alone'. For the duration of the week, people will be encouraged to reach out and extend their hand to someone who is outside their current circle. Whether that be by listening to someone who has had a different experience to them or by connecting with someone who is fighting for a cause they would like to get involved in.

Inspired by the theme 'We Cannot Walk Alone', people are also being invited to do one or more of these eight Simple Acts (everyday actions we can all do to stand with refugees and make new connections in our communities):

- sing a song;
- watch a film;
- have a chat;
- read a book;
- say it loud – make your own or print out and decorate a 'We Cannot Walk Alone' poster and stick it in your window or on display at your school, workplace or a space used by your community;
- play a game;
- walk together - On or around Sunday 20th June, join others for a walk in celebration of the Refugee Week 2021 theme 'We Cannot Walk Alone';
- join the movement – although Refugee Week lasts for seven days, the movement for a kinder, fairer and more connected world continues all year round. It is hoped that people will carry on the spirit and energy of Refugee Week, such as through campaigning or volunteering. Together, they will be part of a movement of people everywhere taking small steps to create a big change.

Refugee Week

Ultimately, the numerous functions of Refugee Week are to raise awareness of the issues affecting refugees and the challenges they face; promote a better understanding of why people have to seek asylum by providing refugees with a platform to be seen and heard and empowering them to share their experiences and challenging the negative stereotypes by celebrating the contributions that refugees make to society.

Did You Know...?

According to the UN Refugee agency, at the end of 2019 in the UK, there were:

- over 133,000 refugees
- nearly 62,000 pending asylum cases.

The definition of an asylum seeker, refugee and migrant explained:

- **Asylum seeker** - has fled their country and is seeking international protection but whose request for refugee status has not yet been decided.
- **Refugee** - has had their claim accepted and is therefore living outside their country of nationality (due to fear or persecution) and are protected by international law.
- **Migrant** - chooses to move not because of a direct threat or persecution but mainly to improve their lives, such as by finding work or better education.

Refugee Week

1. When was Refugee Week founded and when is it taking place this year? Tick one.

   - ○ Founded in 1988 and taking place 14th- 20th July.
   - ○ Founded in 1998 and taking place 14th- 20th July.
   - ○ Founded in 1998 and taking place 14th- 20th June.
   - ○ Founded in 1988 and taking place 14th- 20th June.

2. Explain, in your own words, what you understand a refugee to be.

3. What does the term 'umbrella festival' mean?

4. Explain the difference between an asylum seeker and refugee.

5. Why was Refugee Week founded in the UK in 1998? Tick **two**.

   - ○ It was a direct reaction to hostility and resentment in the media and society in general towards refugees.
   - ○ Because there were too many refugees coming to the UK.
   - ○ For refugees to gain financial benefits.
   - ○ Because there was a great deal of inaccurate information and ignorance about refugees and why they were coming to the UK.

6. Look at the section called 'What is the theme for Refugee Week 2021?'
   Find and copy a word that means the same as motivated and encouraged.

7. Name three events that might be held during Refugee Week.

   1. _____
   2. _____
   3. _____

8. How do you think refugees contribute to the UK? Explain your ideas.

   _____

   _____

   _____

   _____

9. In your own words, explain what a Simple Act is.

   _____

   _____

   _____

   _____

10. How would you like to get involved in Refugee Week? Are there any particular events that interest you and why?

    _____

    _____

    _____

    _____

Mathematics
Week 1 Term 4

STAGE 3

BODMAS

Set up of Week 1 Maths

- Hi Stage 3,
- We have tried to set your Maths work up a little differently. You will notice that each slide has a star.
- Just like at school, sometimes we need to complete work differently to other students to make sure we are working on a skill that will help you continue to learn and grow.

➢ Your teacher will be in contact with you if you are to work on the 1 star or 3 star activities.

➢ If you feel the 2 star activities are too hard, please attempt the 1 star activity. If you feel the 2 star activity is too easy please attempt the 3 star activity.

WEDNESDAY

- Daily NAPLAN Question
- Division time challenge.
- BODMAS explanation powerpoint.
  - 1 star activity.
  - 2 star activity.
  - 3 star activity.

NAPLAN Question

Bill, Sue and Mark share a bag of apples.

Bill and Sue each get $\frac{1}{6}$ of the apples in the bag.

What fraction of the bag of apples is left for Mark?

$\frac{4}{6}$	$\frac{3}{6}$	$\frac{2}{6}$	$\frac{1}{6}$
○	○	○	○

Division Time Challenge

Number of Questions: **50**
Testing: **2×, 3×, 4×, 5×, 6×, 7×, 8×, 9×, 10×, 11×, 12× (inverse)**

24 ÷ 2 = _____	63 ÷ 7 = _____	110 ÷ 11 = _____
20 ÷ 4 = _____	66 ÷ 11 = _____	121 ÷ 11 = _____
18 ÷ 2 = _____	84 ÷ 7 = _____	84 ÷ 12 = _____
5 ÷ 5 = _____	48 ÷ 8 = _____	4 ÷ 2 = _____
32 ÷ 4 = _____	132 ÷ 12 = _____	49 ÷ 7 = _____
25 ÷ 5 = _____	44 ÷ 4 = _____	11 ÷ 11 = _____
18 ÷ 3 = _____	16 ÷ 4 = _____	70 ÷ 7 = _____
60 ÷ 10 = _____	3 ÷ 3 = _____	36 ÷ 4 = _____
32 ÷ 8 = _____	36 ÷ 6 = _____	10 ÷ 2 = _____
50 ÷ 5 = _____	80 ÷ 10 = _____	63 ÷ 9 = _____
24 ÷ 12 = _____	100 ÷ 10 = _____	12 ÷ 12 = _____
21 ÷ 7 = _____	10 ÷ 10 = _____	55 ÷ 5 = _____
7 ÷ 7 = _____	42 ÷ 7 = _____	66 ÷ 6 = _____
12 ÷ 4 = _____	40 ÷ 4 = _____	14 ÷ 7 = _____
90 ÷ 10 = _____	18 ÷ 9 = _____	10 ÷ 5 = _____
60 ÷ 6 = _____	88 ÷ 11 = _____	80 ÷ 8 = _____

Order of Operations

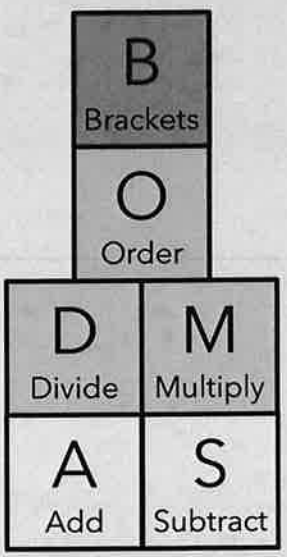
BODMAS - TWO STEPS

Step 1 Brackets
Step 2 Order
Step 3 Divide or Multiply
Step 4 Add or Subtract

Order of Operations

BODMAS

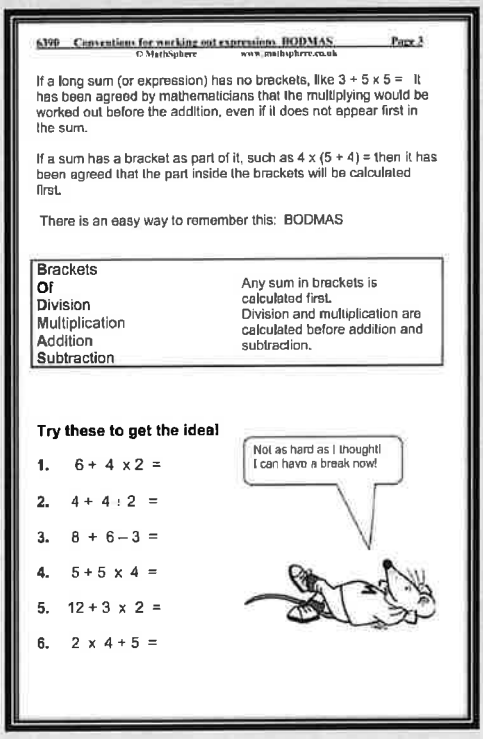
Your Turn



Evaluate the expressions below

Ex 1	$7 \times (9 + 2)$	77
Ex 2	$(27 - 6) \div 3$	7
Ex 3	$12 + (14 - 9)$	17
Ex 4	$(15 - 6) \times 4$	36
Ex 5	$20 \div (7 - 2)$	4

1- Star Activity



6390 Conventions for working out expressions BODMAS Page 3
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If a long sum (or expression) has no brackets, like 3 + 5 x 5 = It has been agreed by mathematicians that the multiplying would be worked out before the addition, even if it does not appear first in the sum.

If a sum has a bracket as part of it, such as 4 x (5 + 4) = then it has been agreed that the part inside the brackets will be calculated first.

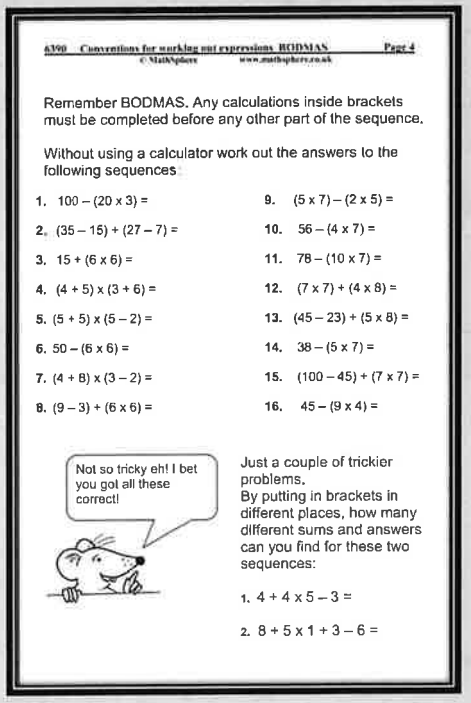
There is an easy way to remember this: BODMAS

Brackets **Of** Division Multiplication Addition **Subtraction**	Any sum in brackets is calculated first. Division and multiplication are calculated before addition and subtraction.

Try these to get the idea!

1. 6 + 4 x 2 =
2. 4 + 4 ÷ 2 =
3. 8 + 6 – 3 =
4. 5 + 5 x 4 =
5. 12 + 3 x 2 =
6. 2 x 4 + 5 =

2- Star Activity



6390 Conventions for working out expressions BODMAS Page 4
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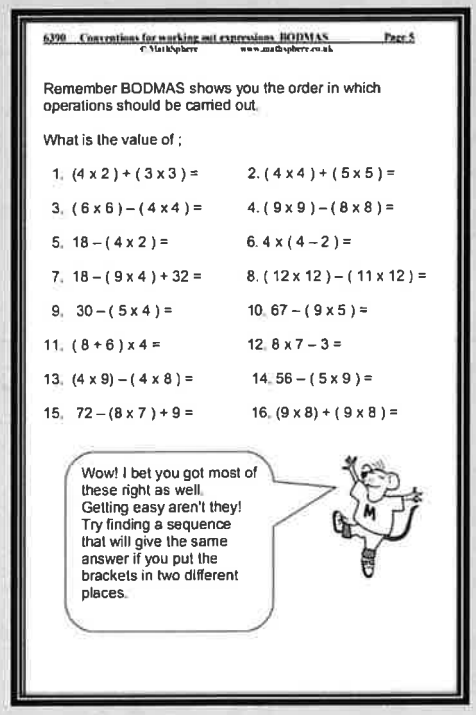
Remember BODMAS. Any calculations inside brackets must be completed before any other part of the sequence.

Without using a calculator work out the answers to the following sequences

1. 100 – (20 x 3) =
2. (35 – 15) + (27 – 7) =
3. 15 + (6 x 6) =
4. (4 + 5) x (3 + 6) =
5. (5 + 5) x (5 – 2) =
6. 50 – (6 x 6) =
7. (4 + 8) x (3 – 2) =
8. (9 – 3) + (6 x 6) =
9. (5 x 7) – (2 x 5) =
10. 56 – (4 x 7) =
11. 78 – (10 x 7) =
12. (7 x 7) + (4 x 8) =
13. (45 – 23) + (5 x 8) =
14. 38 – (5 x 7) =
15. (100 – 45) + (7 x 7) =
16. 45 – (9 x 4) =

Just a couple of trickier problems.
By putting in brackets in different places, how many different sums and answers can you find for these two sequences:

1. 4 + 4 x 5 – 3 =
2. 8 + 5 x 1 + 3 – 6 =



6390 Conventions for working out expressions BODMAS Page 5
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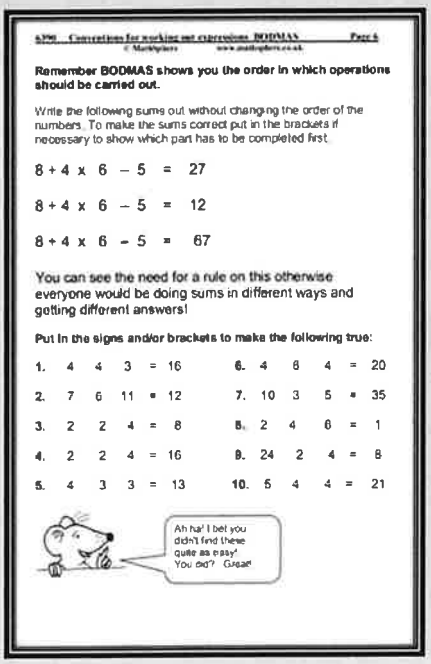
Remember BODMAS shows you the order in which operations should be carried out.

What is the value of ;

1. (4 x 2) + (3 x 3) =
2. (4 x 4) + (5 x 5) =
3. (6 x 6) – (4 x 4) =
4. (9 x 9) – (8 x 8) =
5. 18 – (4 x 2) =
6. 4 x (4 – 2) =
7. 18 – (9 x 4) + 32 =
8. (12 x 12) – (11 x 12) =
9. 30 – (5 x 4) =
10. 67 – (9 x 5) =
11. (8 + 6) x 4 =
12. 8 x 7 – 3 =
13. (4 x 9) – (4 x 8) =
14. 56 – (5 x 9) =
15. 72 – (8 x 7) + 9 =
16. (9 x 8) + (9 x 8) =

3- Star Activity



6390 Conventions for working out expressions BODMAS Page 6
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Remember BODMAS shows you the order in which operations should be carried out.

Write the following sums out without changing the order of the numbers. To make the sums correct put in the brackets if necessary to show which part has to be completed first.

8 + 4 x 6 – 5 = 27

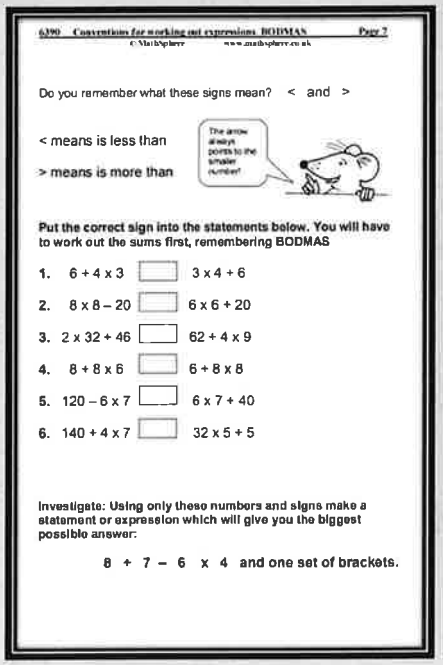
8 + 4 x 6 – 5 = 12

8 + 4 x 6 – 5 = 67

You can see the need for a rule on this otherwise everyone would be doing sums in different ways and getting different answers!

Put in the signs and/or brackets to make the following true:

1. 4 4 3 = 16
2. 7 6 11 = 12
3. 2 2 4 = 8
4. 2 2 4 = 16
5. 4 3 3 = 13
6. 4 8 4 = 20
7. 10 3 5 = 35
8. 2 4 6 = 1
9. 24 2 4 = 8
10. 5 4 4 = 21



6390 Conventions for working out expressions BODMAS Page 7
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Do you remember what these signs mean? < and >

< means is less than

> means is more than

Put the correct sign into the statements below. You will have to work out the sums first, remembering BODMAS

1. 6 + 4 x 3 ☐ 3 x 4 + 6
2. 8 x 8 – 20 ☐ 6 x 6 + 20
3. 2 x 32 + 46 ☐ 62 + 4 x 9
4. 8 + 8 x 6 ☐ 6 + 8 x 8
5. 120 – 6 x 7 ☐ 6 x 7 + 40
6. 140 + 4 x 7 ☐ 32 x 5 + 5

Investigate: Using only these numbers and signs make a statement or expression which will give you the biggest possible answer:

8 + 7 – 6 x 4 and one set of brackets.

Bill, Sue and Mark share a bag of apples.

Bill and Sue each get $\frac{1}{6}$ of the apples in the bag.

What fraction of the bag of apples is left for Mark?

$\frac{4}{6}$	$\frac{3}{6}$	$\frac{2}{6}$	$\frac{1}{6}$
○	○	○	○

Number of Questions: **50**
Testing: **2×, 3×, 4×, 5×, 6×, 7×, 8×, 9×, 10×, 11×, 12× (inverse)**

24 ÷ 2 = _____	63 ÷ 7 = _____	110 ÷ 11 = _____
20 ÷ 4 = _____	66 ÷ 11 = _____	121 ÷ 11 = _____
18 ÷ 2 = _____	84 ÷ 7 = _____	84 ÷ 12 = _____
5 ÷ 5 = _____	48 ÷ 8 = _____	4 ÷ 2 = _____
32 ÷ 4 = _____	132 ÷ 12 = _____	49 ÷ 7 = _____
25 ÷ 5 = _____	44 ÷ 4 = _____	11 ÷ 11 = _____
18 ÷ 3 = _____	16 ÷ 4 = _____	70 ÷ 7 = _____
60 ÷ 10 = _____	3 ÷ 3 = _____	36 ÷ 4 = _____
32 ÷ 8 = _____	36 ÷ 6 = _____	10 ÷ 2 = _____
50 ÷ 5 = _____	80 ÷ 10 = _____	63 ÷ 9 = _____
24 ÷ 12 = _____	100 ÷ 10 = _____	12 ÷ 12 = _____
21 ÷ 7 = _____	10 ÷ 10 = _____	55 ÷ 5 = _____
7 ÷ 7 = _____	42 ÷ 7 = _____	66 ÷ 6 = _____
12 ÷ 4 = _____	40 ÷ 4 = _____	14 ÷ 7 = _____
90 ÷ 10 = _____	18 ÷ 9 = _____	10 ÷ 5 = _____
60 ÷ 6 = _____	88 ÷ 11 = _____	80 ÷ 8 = _____

If a long sum (or expression) has no brackets, like 3 + 5 x 5 = it has been agreed by mathematicians that the multiplying would be worked out before the addition, even if it does not appear first in the sum.

If a sum has a bracket as part of it, such as 4 x (5 + 4) = then it has been agreed that the part inside the brackets will be calculated first.

There is an easy way to remember this: BODMAS

Brackets **O**f **D**ivision **M**ultiplication **A**ddition **S**ubtraction	Any sum in brackets is calculated first. Division and multiplication are calculated before addition and subtraction.

Try these to get the idea!

1. 6 + 4 x 2 =

2. 4 + 4 ÷ 2 =

3. 8 + 6 – 3 =

4. 5 + 5 x 4 =

5. 12 + 3 x 2 =

6. 2 x 4 + 5 =

Remember BODMAS. Any calculations inside brackets must be completed before any other part of the sequence.

Without using a calculator work out the answers to the following sequences:

1. 100 – (20 x 3) =

2. (35 – 15) + (27 – 7) =

3. 15 + (6 x 6) =

4. (4 + 5) x (3 + 6) =

5. (5 + 5) x (5 – 2) =

6. 50 – (6 x 6) =

7. (4 + 8) x (3 – 2) =

8. (9 – 3) + (6 x 6) =

9. (5 x 7) – (2 x 5) =

10. 56 – (4 x 7) =

11. 78 – (10 x 7) =

12. (7 x 7) + (4 x 8) =

13. (45 – 23) + (5 x 8) =

14. 38 – (5 x 7) =

15. (100 – 45) + (7 x 7) =

16. 45 – (9 x 4) =

Just a couple of trickier problems.
By putting in brackets in different places, how many different sums and answers can you find for these two sequences:

1. 4 + 4 x 5 – 3 =

2. 8 + 5 x 1 + 3 – 6 =

Remember BODMAS shows you the order in which operations should be carried out.

What is the value of ;

1. (4 x 2) + (3 x 3) =
2. (4 x 4) + (5 x 5) =
3. (6 x 6) – (4 x 4) =
4. (9 x 9) – (8 x 8) =
5. 18 – (4 x 2) =
6. 4 x (4 – 2) =
7. 18 – (9 x 4) + 32 =
8. (12 x 12) – (11 x 12) =
9. 30 – (5 x 4) =
10. 67 – (9 x 5) =
11. (8 + 6) x 4 =
12. 8 x 7 – 3 =
13. (4 x 9) – (4 x 8) =
14. 56 – (5 x 9) =
15. 72 – (8 x 7) + 9 =
16. (9 x 8) + (9 x 8) =

Wow! I bet you got most of these right as well. Getting easy aren't they! Try finding a sequence that will give the same answer if you put the brackets in two different places.

Remember BODMAS shows you the order in which operations should be carried out.

Write the following sums out without changing the order of the numbers. To make the sums correct put in the brackets if necessary to show which part has to be completed first.

$8 + 4 \times 6 - 5 = 27$

$8 + 4 \times 6 - 5 = 12$

$8 + 4 \times 6 - 5 = 67$

You can see the need for a rule on this otherwise everyone would be doing sums in different ways and getting different answers!

Put in the signs and/or brackets to make the following true:

1. 4 4 3 = 16

2. 7 6 11 = 12

3. 2 2 4 = 8

4. 2 2 4 = 16

5. 4 3 3 = 13

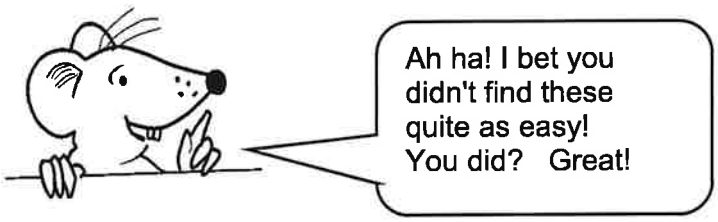
6. 4 6 4 = 20

7. 10 3 5 = 35

8. 2 4 6 = 1

9. 24 2 4 = 8

10. 5 4 4 = 21



Do you remember what these signs mean? < and >

< means is less than

> means is more than

Put the correct sign into the statements below. You will have to work out the sums first, remembering BODMAS

1. 6 + 4 x 3 ☐ 3 x 4 + 6

2. 8 x 8 – 20 ☐ 6 x 6 + 20

3. 2 x 32 + 46 ☐ 62 + 4 x 9

4. 8 + 8 x 6 ☐ 6 + 8 x 8

5. 120 – 6 x 7 ☐ 6 x 7 + 40

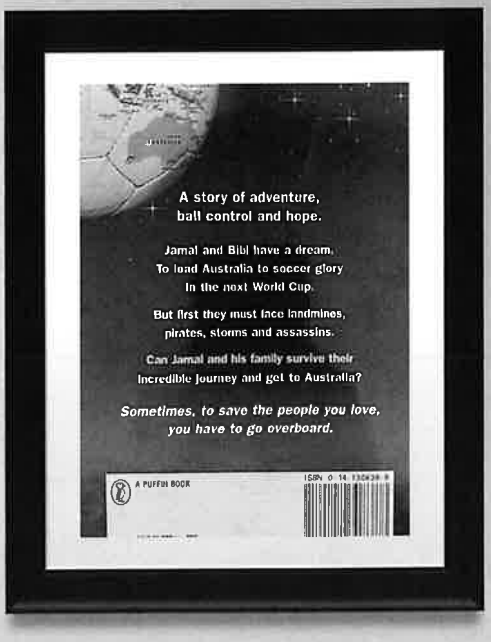
6. 140 + 4 x 7 ☐ 32 x 5 + 5

Investigate: Using only these numbers and signs make a statement or expression which will give you the biggest possible answer:

8 + 7 – 6 x 4 and one set of brackets.

WELCOME TO TERM 4-ENGLISH

OUR NOVEL THIS TERM IS BOY OVERBOARD BY MORRIS GLEITZMAN.



THURSDAY

- Write out spelling words (5mins)
  - Complete 1 spelling activity (20mins)
- Read chapter 4 of "Boy overboard"- this website contains the entire book you can read. (15 minutes)
- https://booksvooks.com/nonscrolablepdf/boy-overboard-pdf-morris-gleitzman.html?page=20
- Comprehension activity on chapter 1, 2, 3 and 4(15 minutes)
- Additional task- Research the Author (30 minutes)

WEEK 1 AND 2 SPELLING WORDS- RED

Year 5/6 Spelling – Term 4, Week 1 and 2- Red

Spelling– Look, Say, Cover, Write, Check				
Words	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
ruler				
salt				
sugar				
evening				
quick				
clock				
packet				
chicken				
easier				
driest				
daily				

Year 5/6 Spelling – Term 4, Week 1 and 2- Yellow

Spelling– Look, Say, Cover, Write, Check				
Words	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
cemetery				
area				
weary				
beneath				
disastrous				
absurd				
unlucky				
pocket				
stockings				
unblock				
checked				
deckchair				
lovelier				
buried				
replied				
happiest				
easily				
happiness				
biography				
biology				

WEEK 1 AND 2 SPELLING WORDS- YELLOW

WEEK 1 AND 2 SPELLING WORDS- GREEN

Year 5/6 Spelling – Term 4, Week 1 and 2- Green

Spelling– Look, Say, Cover, Write, Check				
Words	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
necessarily				
temporarily				
momentarily				
hastily				
voluntarily				
satisfactorily				
mentioned				
shrieked				
murmured				
reassured				
argued				
questioned				
'Boy Overboard Words'				

SPELLING ACTIVITIES

- -Complete look, cover, write check. Choose 5 spelling words and put into WOW sentences.
- Complete look, cover, write, check. Choose 1 activity from level two activities.
- Complete look, cover, write, check. Choose 1 activity from the level three activities.

LEVEL ONE

Word Work

REMEMBER

- Write your spelling list in rainbow colors
- Write your spelling list in fancy writing
- Write your spelling list with your opposite hand
- Write your spelling list in alphabetical order
- Write your spelling list color-coding consonants and vowels

UNDERSTAND

- Use your dictionary to define 5 unknown or unusual words
- Write antonyms (opposite words) for all your spelling list
- Write synonyms (similar words) for all your spelling list
- Rewrite your spelling words, segmenting them into syllable chunks, e.g. elephant = el-e-phant
- Rewrite your spelling words, segmenting them into sound chunks, e.g. elephant = e-l-e-ph-a-n-t

LEVEL TWO

Word Work

APPLY

- Select 5 spelling words and rewrite them in 5 (separate) descriptive sentences
- Write a stretchy sentence that incorporates as many spellin words as possible, then illustrate your sentence in detail
- Write a paragraph that uses the 5 senses (taste, smell, fee sight, sound) and as many spelling words as possible
- Write a character description paragraph that includes at lea 7 of your spelling words
- Write a setting description paragraph that includes at least of your spelling words

ANALYZE

- Write a list of words that rhyme with your spelling list
- Look up 2 list words in the dictionary. Compare and contras their definitions
- Select 5 list words and research their etymology (origins). Record your research in dot points beneath each word
- Categorize (group) your words based on spelling patterns o rules you find. Explain how you have chosen your categorie
- Choose a spelling rule found in your list and write a new list words that follow the same rule, e.g. PH - photo, graph

LEVEL THREE

Word Work

EVALUATE

- Write your list words in order from least to most difficult. Explain why the last words are more difficult than the first
- Give yourself 'glowing' and 'growing' feedback based on your strengths and difficulties in learning this spelling rule/list
- Write 1 paragraph that justifies why it is important to study this spelling rule/list and how you will use it in everyday life
- Predict whether you will remember these spelling words in 12 months. Justify your prediction with clear reasons
- Create a success criteria for learning this spelling list/rule. Write your criteria as 'I can...' statements

CREATE

- Create a crossword puzzle for at least 10 spelling words. Provide a set of creative clues to match
- Write a short script for a play or TV show that incorporates all of your spelling words
- Create an artwork that incorporates nothing but your spelling words
- Design and create a board game to play with your spelling words
- Write a rhyming poem or rap that includes at least 5 of your spelling words

CHAPTER 4

Chapter 4

Complete the attached comprehension sheet of chapters 1-4.

★ 1 star- complete the comprehension box only

★★ 2 star complete the comprehension and 'look deeper' section.

★★★ 3 Star complete 2 star and using the vocabulary section, write 5 sentences using as many vocabulary words as you can.

Read chapter 4 of "Boy overboard"- this website contains the entire book you can read. https://booksvooks.com/nonscrolablepdf/boy-overboard-pdf-morris-gleitzman.html?page=20

Boy Overboard
Chapter One, Two, Three and Four

Comprehension

1. What does Jamal mean when he says he's Manchester United?
2. What do we learn about Jamal in these chapters?
3. What do we learn about the country Jamal and Bibi live in?
4. What do we learn about Bibi in these chapters?
5. What are the dangers that Jamal, Bibi and the other boys face in these chapters?
6. Jamal ends Chapter Four by saying 'life is good' What do you think he means?
7. What does soccer mean to Jamal?

Vocabulary

1. nerve gas
2. dazzle
3. swishing
4. fragments
5. scramble
6. tread
7. slither
8. horizon
9. debris
10. defiantly
11. steeds
12. ancestors

Look Deeper

"I can't remember who's on our side this year anyway"

1. What does this line tell us about Jamal's life and life in his country?
2. Why do you think the author included this line?
3. Do you think this line is important? Why or why not?

RESEARCH THE AUTHOR

- On an A4 piece of paper, complete the following interview task using the information found at the website: www.morrisgleitzman.com
- Write THREE questions and THREE answers about Morris Gleitzman. Include a picture of him as part of your interview.

Boy Overboard
Chapter One, Two, Three and Four

Comprehension

1. What does Jamal mean when he says he's Manchester United?
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4. What do we learn about Bibi in these chapters?
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2. Why do you think the author included this line?
3. Do you think this line is important? Why or why not?

Mathematics
Week 1 Term 4

STAGE 3

Set up of Week 1 Maths

- Hi Stage 3,
- We have tried to set your Maths work up a little differently. You will notice that each slide has a star.
- Just like at school, sometimes we need to complete work differently to other students to make sure we are working on a skill that will help you continue to learn and grow.

➢ Your teacher will be in contact with you if you are to work on the 1 star or 3 star activities.

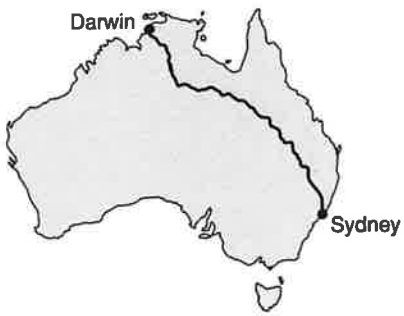
➢ If you feel the 2 star activities are too hard, please attempt the 1 star activity. If you feel the 2 star activity is too easy please attempt the 3 star activity.

THURSDAY

- Daily NAPLAN Question.
- Multiplication time challenge.
  - 1-star activity
  - 2-star activity
  - 3-star activity

NAPLAN Question

Eva travelled *four thousand and thirty-seven* kilometres from Darwin to Sydney.



This distance can be written as:

437 km	4037 km	4370 km	40 037 km
⬭	⬭	⬭	⬭

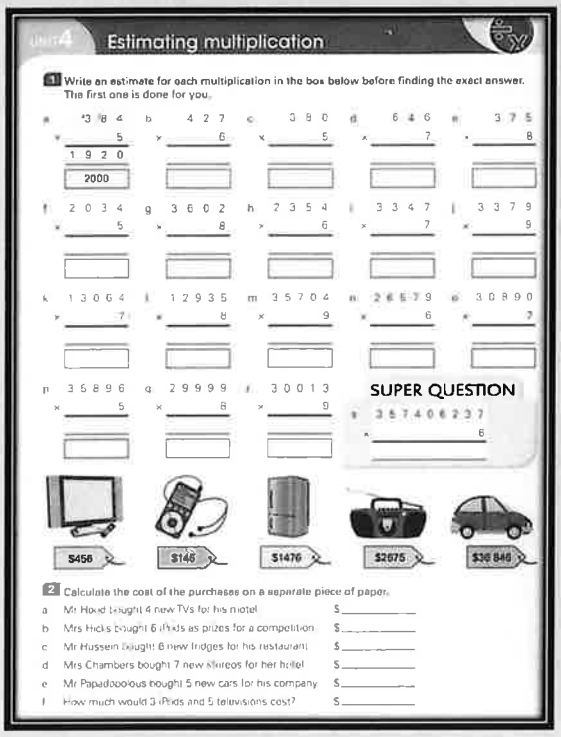
Multiplication Time Challenge

Number of Questions: **50**
Testing: **2×, 3×, 4×, 5×, 6×, 7×, 8×, 9×, 10×, 11×, 12×, 13×, 16×, 17×, 20×**

7 × 2 = _____	12 × 17 = _____	9 × 6 = _____
5 × 12 = _____	4 × 10 = _____	9 × 4 = _____
1 × 13 = _____	7 × 5 = _____	8 × 8 = _____
17 × 2 = _____	2 × 8 = _____	13 × 11 = _____
10 × 7 = _____	7 × 2 = _____	9 × 7 = _____
10 × 8 = _____	1 × 12 = _____	4 × 4 = _____
1 × 6 = _____	10 × 4 = _____	8 × 17 = _____
1 × 10 = _____	10 × 16 = _____	9 × 3 = _____
6 × 9 = _____	9 × 2 = _____	11 × 6 = _____
16 × 3 = _____	8 × 2 = _____	7 × 3 = _____
3 × 9 = _____	6 × 9 = _____	8 × 10 = _____
9 × 1 = _____	17 × 7 = _____	7 × 6 = _____
8 × 9 = _____	7 × 4 = _____	7 × 8 = _____
7 × 11 = _____	11 × 9 = _____	17 × 10 = _____
4 × 6 = _____	11 × 1 = _____	9 × 8 = _____
13 × 9 = _____	12 × 2 = _____	7 × 1 = _____

- Put on a timer/ stopwatch for 10 minutes and complete as many questions as possible in the time.
- Note down your time and try and challenge yourself to better your time each day! ☺

1 Star Activity



Unit 4 Estimating multiplication

1 Write an estimate for each multiplication in the box below before finding the exact answer. The first one is done for you.

a 384 × 5 = 1920 — 2000
b 427 × 6 =
c 390 × 5 =
d 646 × 7 =
e 375 × 8 =
f 2034 × 5 =
g 3602 × 8 =
h 2354 × 6 =
i 3347 × 7 =
j 3379 × 9 =
k 13064 × 7 =
l 12935 × 8 =
m 35704 × 9 =
n 26579 × 6 =
o 30890 × 7 =
p 36896 × 5 =
q 29999 × 8 =
r 30013 × 9 =

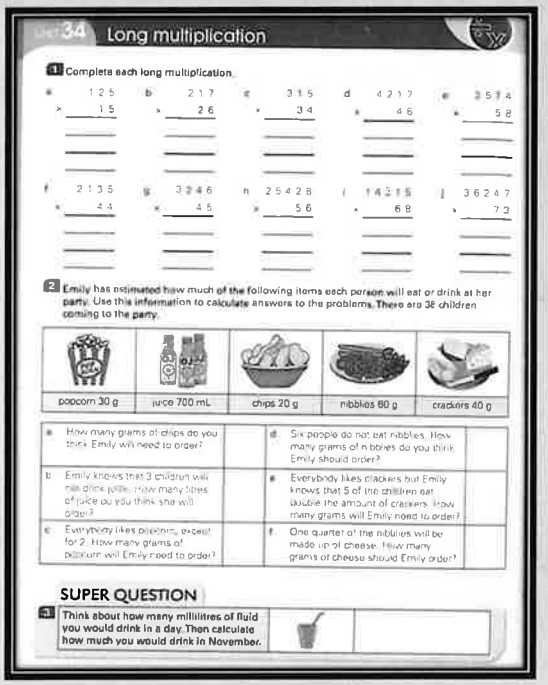
SUPER QUESTION
s 357406237 × 6 =

$456 $146 $1476 $2675 $36 848

2 Calculate the cost of the purchases on a separate piece of paper.

a Mr Hood bought 4 new TVs for his motel $_____
b Mrs Hicks bought 6 iPods as prizes for a competition $_____
c Mr Hussein bought 8 new fridges for his restaurant $_____
d Mrs Chambers bought 7 new stereos for her hotel $_____
e Mr Papadoopoulous bought 5 new cars for his company $_____
f How much would 3 iPods and 5 televisions cost? $_____

2 Star Activity



Unit 34 Long multiplication

1 Complete each long multiplication.

a 125 × 15 = ____

b 217 × 26 = ____

c 315 × 34 = ____

d 4217 × 46 = ____

e 3574 × 58 = ____

f 2135 × 44 = ____

g 3246 × 45 = ____

h 25428 × 56 = ____

i 14215 × 68 = ____

j 36247 × 73 = ____

2 Emily has estimated how much of the following items each person will eat or drink at her party. Use this information to calculate answers to the problems. There are 38 children coming to the party.

popcorn 30 g	juice 700 mL	chips 20 g	nibbles 60 g	crackers 40 g

a How many grams of chips do you think Emily will need to order? ____

b Emily knows that 3 children will not drink juice. How many litres of juice do you think she will order? ____

c Everybody likes popcorn, except for 2. How many grams of popcorn will Emily need to order? ____

d Six people do not eat nibbles. How many grams of nibbles do you think Emily should order? ____

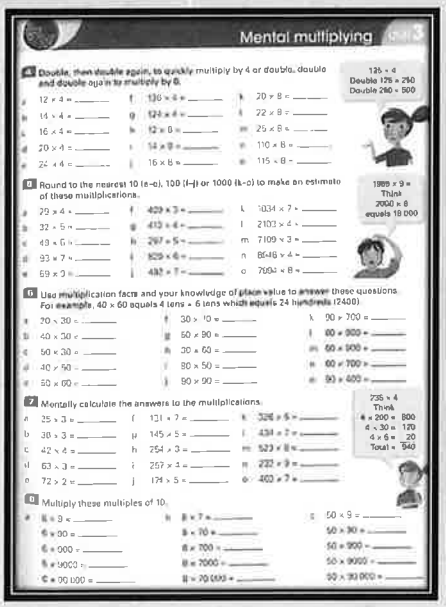
e Everybody likes crackers but Emily knows that 5 of the children eat double the amount of crackers. How many grams will Emily need to order? ____

f One quarter of the nibbles will be made up of cheese. How many grams of cheese should Emily order? ____

SUPER QUESTION

3 Think about how many millilitres of fluid you would drink in a day. Then calculate how much you would drink in November. ____

3 Star Activities



Unit 3 Mental multiplying

4 Double, then double again, to quickly multiply by 4 or double, double and double again to multiply by 8.

a 12 × 4 = ____

b 14 × 4 = ____

c 16 × 4 = ____

d 20 × 4 = ____

e 24 × 4 = ____

f 136 × 4 = ____

g 124 × 4 = ____

h 12 × 8 = ____

i 14 × 8 = ____

j 16 × 8 = ____

k 20 × 8 = ____

l 22 × 8 = ____

m 25 × 8 = ____

n 110 × 8 = ____

o 115 × 8 = ____

125 × 4
Double 125 = 250
Double 250 = 500

5 Round to the nearest 10 (t–o), 100 (H–t) or 1000 (k–o) to make an estimate of these multiplications.

a 29 × 4 = ____

b 32 × 5 = ____

c 48 × 6 = ____

d 93 × 7 = ____

e 59 × 3 = ____

f 409 × 3 = ____

g 412 × 4 = ____

h 297 × 5 = ____

i 829 × 6 = ____

j 483 × 7 = ____

k 1034 × 7 = ____

l 2103 × 4 = ____

m 7109 × 3 = ____

n 8648 × 4 = ____

o 7090 × 8 = ____

1999 × 9 =
Think
2000 × 8
equals 16 000

6 Use multiplication facts and your knowledge of place value to answer these questions. For example, 40 × 60 equals 4 tens × 6 tens which equals 24 hundreds (2400).

a 20 × 30 = ____

b 40 × 30 = ____

c 50 × 30 = ____

d 40 × 50 = ____

e 50 × 60 = ____

f 30 × 10 = ____

g 50 × 90 = ____

h 30 × 60 = ____

i 80 × 50 = ____

j 90 × 90 = ____

k 90 × 700 = ____

l 60 × 900 = ____

m 50 × 900 = ____

n 60 × 700 = ____

o 90 × 600 = ____

7 Mentally calculate the answers to the multiplications.

a 25 × 3 = ____

b 36 × 3 = ____

c 42 × 4 = ____

d 63 × 3 = ____

e 72 × 2 = ____

f 121 × 7 = ____

g 145 × 5 = ____

h 254 × 3 = ____

i 267 × 4 = ____

j 174 × 5 = ____

k 326 × 5 = ____

l 434 × 7 = ____

m 523 × 8 = ____

n 232 × 9 = ____

o 462 × 7 = ____

736 × 4
Think
4 × 200 = 800
4 × 30 = 120
4 × 6 = 20
Total = 940

8 Multiply these multiples of 10.

a 8 × 3 = ____

b 8 × 30 = ____

c 8 × 300 = ____

d 8 × 3000 = ____

e 8 × 30 000 = ____

f 8 × 7 = ____

g 8 × 70 = ____

h 8 × 700 = ____

i 8 × 7000 = ____

j 8 × 70 000 = ____

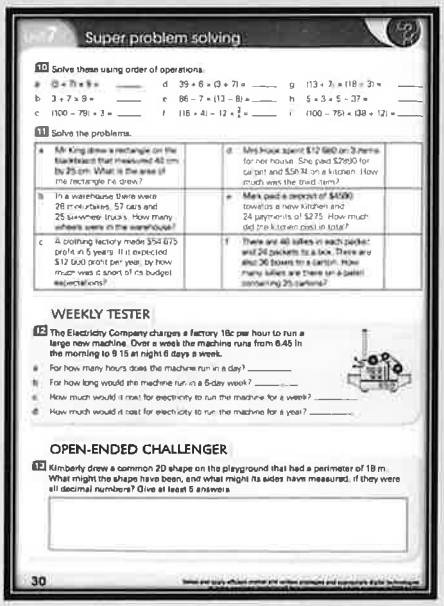
k 50 × 9 = ____

l 50 × 90 = ____

m 50 × 900 = ____

n 50 × 9000 = ____

o 50 × 90 000 = ____



Unit 7 Super problem solving

10 Solve these using order of operations.

a (3 + 7) × 9 = ____

b 3 × 7 × 9 = ____

c (100 − 79) × 3 = ____

d 39 + 6 × (3 + 7) = ____

e 86 − 7 × (12 − 8) = ____

f (18 + 4) − 12 × $\frac{3}{4}$ = ____

g (13 + 2) × (18 ÷ 3) = ____

h 5 × 3 + 5 × 37 = ____

i (100 − 75) + (38 ÷ 12) = ____

11 Solve the problems.

a Mr King drew a rectangle on the blackboard that measured 40 cm by 25 cm. What is the area of the rectangle he drew? ____

b In a warehouse there were 28 motorbikes, 57 cars and 25 six-wheel trucks. How many wheels were in the warehouse? ____

c A clothing factory made $54 675 profit in 5 years. If it expected $12 000 profit per year, by how much was it short of its budget expectations? ____

d Mrs Hook spent $12 980 on 3 items for her house. She paid $7690 for carpet and $5034 on a kitchen. How much was the third item? ____

e Mark paid a deposit of $4500 towards a new kitchen and 24 payments of $275. How much did the kitchen cost in total? ____

f There are 40 lollies in each packet and 24 packets to a box. There are also 36 boxes to a carton. How many lollies are there on a pallet containing 25 cartons? ____

WEEKLY TESTER

12 The Electricity Company charges a factory 18c per hour to run a large new machine. Over a week the machine runs from 6.45 in the morning to 9.15 at night 6 days a week.

a For how many hours does the machine run in a day? ____

b For how long would the machine run in a 5-day week? ____

c How much would it cost for electricity to run the machine for a week? ____

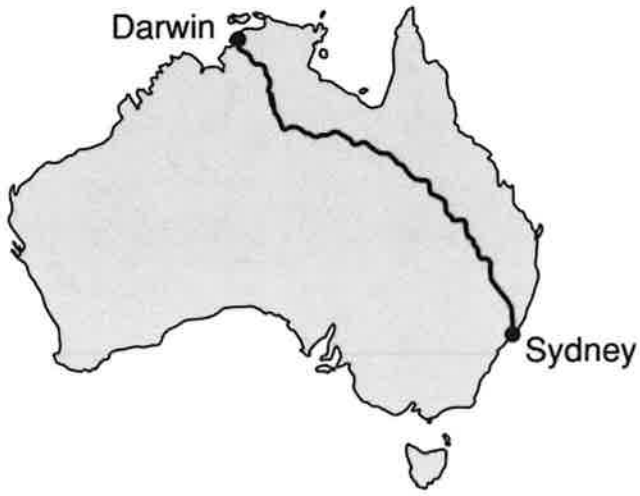
d How much would it cost for electricity to run the machine for a year? ____

OPEN-ENDED CHALLENGER

13 Kimberly drew a common 2D shape on the playground that had a perimeter of 18 m. What might the shape have been, and what might its sides have measured, if they were all decimal numbers? Give at least 5 answers.

30

Eva travelled *four thousand* ***and*** *thirty-seven* kilometres **from** Darwin **to** Sydney.



This distance **can be** written **as:**

437 km	**4037** km	4370 km	**40 037** km
⬭	⬭	⬭	⬭

Number of Questions: **50**
Testing: **2×, 3×, 4×, 5×, 6×, 7×, 8×, 9×, 10×, 11×, 12×, 13×, 16×, 17×, 20×**

7 × 2 = _____	12 × 17 = _____	9 × 6 = _____
5 × 12 = _____	4 × 10 = _____	9 × 4 = _____
1 × 13 = _____	7 × 5 = _____	8 × 8 = _____
17 × 2 = _____	2 × 8 = _____	13 × 11 = _____
10 × 7 = _____	7 × 2 = _____	9 × 7 = _____
10 × 8 = _____	1 × 12 = _____	4 × 4 = _____
1 × 6 = _____	10 × 4 = _____	8 × 17 = _____
1 × 10 = _____	10 × 16 = _____	9 × 3 = _____
6 × 9 = _____	9 × 2 = _____	11 × 6 = _____
16 × 3 = _____	8 × 2 = _____	7 × 3 = _____
3 × 9 = _____	6 × 9 = _____	8 × 10 = _____
9 × 1 = _____	17 × 7 = _____	7 × 6 = _____
8 × 9 = _____	7 × 4 = _____	7 × 8 = _____
7 × 11 = _____	11 × 9 = _____	17 × 10 = _____
4 × 6 = _____	11 × 1 = _____	9 × 8 = _____
13 × 9 = _____	12 × 2 = _____	7 × 1 = _____

Estimating multiplication

1 Write an estimate for each multiplication in the box below before finding the exact answer. The first one is done for you.

a $^{4}3\ ^{2}8\ 4 \times 5 = 1\ 9\ 2\ 0$ — 2000

b $4\ 2\ 7 \times 6$ —

c $3\ 8\ 0 \times 5$ —

d $6\ 4\ 6 \times 7$ —

e $3\ 7\ 5 \times 8$ —

f $2\ 0\ 3\ 4 \times 5$ —

g $3\ 6\ 0\ 2 \times 8$ —

h $2\ 3\ 5\ 4 \times 6$ —

i $3\ 3\ 4\ 7 \times 7$ —

j $3\ 3\ 7\ 9 \times 9$ —

k $1\ 3\ 0\ 6\ 4 \times 7$ —

l $1\ 2\ 9\ 3\ 5 \times 8$ —

m $3\ 5\ 7\ 0\ 4 \times 9$ —

n $2\ 6\ 5\ 7\ 9 \times 6$ —

o $3\ 0\ 8\ 9\ 0 \times 7$ —

p $3\ 5\ 8\ 9\ 6 \times 5$ —

q $2\ 9\ 9\ 9\ 9 \times 8$ —

r $3\ 0\ 0\ 1\ 3 \times 9$ —

SUPER QUESTION

s $3\ 5\ 7\ 4\ 0\ 6\ 2\ 3\ 7 \times 6$ —

$456

$145

$1476

$2675

$36 846

2 Calculate the cost of the purchases on a separate piece of paper.

a Mr Hood bought 4 new TVs for his motel. $_____

b Mrs Hicks bought 6 iPods as prizes for a competition. $_____

c Mr Hussein bought 6 new fridges for his restaurant. $_____

d Mrs Chambers bought 7 new stereos for her hotel. $_____

e Mr Papadopolous bought 5 new cars for his company. $_____

f How much would 3 iPods and 5 televisions cost? $_____

UNIT 34 Long multiplication

1 Complete each long multiplication.

a
$$\begin{array}{r} 125 \\ \times\ 15 \\ \hline \\ \\ \\ \\ \hline \end{array}$$

b
$$\begin{array}{r} 217 \\ \times\ 26 \\ \hline \\ \\ \\ \\ \hline \end{array}$$

c
$$\begin{array}{r} 315 \\ \times\ 34 \\ \hline \\ \\ \\ \\ \hline \end{array}$$

d
$$\begin{array}{r} 4217 \\ \times\ 46 \\ \hline \\ \\ \\ \\ \hline \end{array}$$

e
$$\begin{array}{r} 3574 \\ \times\ 58 \\ \hline \\ \\ \\ \\ \hline \end{array}$$

f
$$\begin{array}{r} 2135 \\ \times\ 44 \\ \hline \\ \\ \\ \\ \hline \end{array}$$

g
$$\begin{array}{r} 3246 \\ \times\ 45 \\ \hline \\ \\ \\ \\ \hline \end{array}$$

h
$$\begin{array}{r} 25428 \\ \times\ 56 \\ \hline \\ \\ \\ \\ \hline \end{array}$$

i
$$\begin{array}{r} 14315 \\ \times\ 68 \\ \hline \\ \\ \\ \\ \hline \end{array}$$

j
$$\begin{array}{r} 36247 \\ \times\ 73 \\ \hline \\ \\ \\ \\ \hline \end{array}$$

2 Emily has estimated how much of the following items each person will eat or drink at her party. Use this information to calculate answers to the problems. There are 38 children coming to the party.

				
popcorn 30 g	juice 700 mL	chips 20 g	nibblies 60 g	crackers 40 g

a	How many grams of chips do you think Emily will need to order?		d	Six people do not eat nibblies. How many grams of nibblies do you think Emily should order?	
b	Emily knows that 3 children will not drink juice. How many litres of juice do you think she will order?		e	Everybody likes crackers but Emily knows that 5 of the children eat double the amount of crackers. How many grams will Emily need to order?	
c	Everybody likes popcorn, except for 2. How many grams of popcorn will Emily need to order?		f	One quarter of the nibblies will be made up of cheese. How many grams of cheese should Emily order?	

SUPER QUESTION

3 Think about how many millilitres of fluid you would drink in a day. Then calculate how much you would drink in November.

4 Double, then double again, to quickly multiply by 4 or double, double and double again to multiply by 8.

125 × 4
Double 125 = 250
Double 250 = 500

a 12 × 4 = _____
b 14 × 4 = _____
c 16 × 4 = _____
d 20 × 4 = _____
e 24 × 4 = _____
f 136 × 4 = _____
g 124 × 4 = _____
h 12 × 8 = _____
i 14 × 8 = _____
j 16 × 8 = _____
k 20 × 8 = _____
l 22 × 8 = _____
m 25 × 8 = _____
n 110 × 8 = _____
o 115 × 8 = _____

5 Round to the nearest 10 (a–e), 100 (f–j) or 1000 (k–o) to make an estimate of these multiplications.

1989 × 9 =
Think
2000 × 9
equals 18 000

a 29 × 4 ≈ _____
b 32 × 5 ≈ _____
c 49 × 6 ≈ _____
d 93 × 7 ≈ _____
e 69 × 9 ≈ _____
f 409 × 3 ≈ _____
g 413 × 4 ≈ _____
h 287 × 5 ≈ _____
i 820 × 6 ≈ _____
j 492 × 7 ≈ _____
k 1034 × 7 ≈ _____
l 2103 × 4 ≈ _____
m 7109 × 3 ≈ _____
n 8946 × 4 ≈ _____
o 7994 × 8 ≈ _____

6 Use multiplication facts and your knowledge of place value to answer these questions. For example, 40 × 60 equals 4 tens × 6 tens which equals 24 hundreds (2400).

a 20 × 30 = _____
b 40 × 30 = _____
c 50 × 30 = _____
d 40 × 50 = _____
e 50 × 60 = _____
f 30 × 70 = _____
g 50 × 90 = _____
h 30 × 60 = _____
i 80 × 50 = _____
j 90 × 90 = _____
k 90 × 700 = _____
l 80 × 900 = _____
m 60 × 900 = _____
n 60 × 700 = _____
o 90 × 400 = _____

7 Mentally calculate the answers to the multiplications.

235 × 4
Think
4 × 200 = 800
4 × 30 = 120
4 × 5 = 20
Total = 940

a 25 × 3 = _____
b 36 × 3 = _____
c 42 × 4 = _____
d 63 × 3 = _____
e 72 × 2 = _____
f 131 × 7 = _____
g 145 × 5 = _____
h 254 × 3 = _____
i 257 × 4 = _____
j 174 × 5 = _____
k 326 × 6 = _____
l 434 × 7 = _____
m 523 × 8 = _____
n 232 × 9 = _____
o 463 × 7 = _____

8 Multiply these multiples of 10.

a 6 × 9 = _____
6 × 90 = _____
6 × 900 = _____
6 × 9000 = _____
6 × 90 000 = _____

b 8 × 7 = _____
8 × 70 = _____
8 × 700 = _____
8 × 7000 = _____
8 × 70 000 = _____

c 50 × 9 = _____
50 × 90 = _____
50 × 900 = _____
50 × 9000 = _____
50 × 90 000 = _____

Super problem solving

10 **Solve these using order of operations.**

a $(3 + 7) \times 9 =$ _____

b $3 + 7 \times 9 =$ _____

c $(100 - 79) \times 3 =$ _____

d $39 + 6 \times (3 + 7) =$ _____

e $86 - 7 \times (13 - 8) =$ _____

f $(16 + 4) - 12 \times \frac{3}{4} =$ _____

g $(13 + 7) \times (18 \div 3) =$ _____

h $5 \times 3 \times 5 - 37 =$ _____

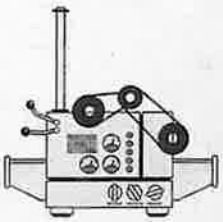
i $(100 - 75) \times (38 + 12) =$ _____

11 **Solve the problems.**

a	Mr King drew a rectangle on the blackboard that measured 40 cm by 25 cm. What is the area of the rectangle he drew?		d	Mrs Hook spent $12 680 on 3 items for her house. She paid $2890 for carpet and $5674 on a kitchen. How much was the third item?	
b	In a warehouse there were 26 motorbikes, 57 cars and 25 six-wheel trucks. How many wheels were in the warehouse?		e	Mark paid a deposit of $4590 towards a new kitchen and 24 payments of $275. How much did the kitchen cost in total?	
c	A clothing factory made $54 675 profit in 5 years. If it expected $12 000 profit per year, by how much was it short of its budget expectations?		f	There are 46 lollies in each packet and 24 packets to a box. There are also 36 boxes to a carton. How many lollies are there on a pallet containing 25 cartons?	

WEEKLY TESTER

12 **The Electricity Company charges a factory 18c per hour to run a large new machine. Over a week the machine runs from 6.45 in the morning to 9.15 at night 6 days a week.**



a For how many hours does the machine run in a day? _____

b For how long would the machine run in a 6-day week? _____

c How much would it cost for electricity to run the machine for a week? _____

d How much would it cost for electricity to run the machine for a year? _____

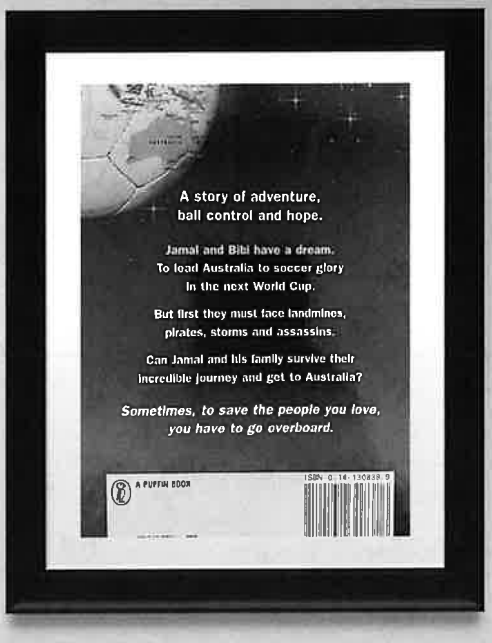
OPEN-ENDED CHALLENGER

13 **Kimberly drew a common 2D shape on the playground that had a perimeter of 18 m. What might the shape have been, and what might its sides have measured, if they were all decimal numbers? Give at least 5 answers.**

Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)

WELCOME TO TERM 4-ENGLISH

OUR NOVEL THIS TERM IS BOY OVERBOARD BY MORRIS GLEITZMAN.



FRIDAY

- Write out spelling words (5mins)
  - Complete 1 spelling activity (20mins)
- Read chapter 5 and 6 of "Boy overboard"- this website contains the entire book you can read. (15 minutes)

https://booksvooks.com/nonscrolablepdf/boy-overboard-pdf-morris-gleitzman.html?page=25

Complete the 'landmines' research task (30 minutes)

- Complete 'Changing Tense' worksheets (10 minutes)

WEEK 1 AND 2 SPELLING WORDS- RED

Year 5/6 Spelling – Term 4, Week 1 and 2- Red

Spelling– Look, Say, Cover, Write, Check				
Words	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
ruler				
salt				
sugar				
evening				
quick				
clock				
packet				
chicken				
easier				
driest				
daily				

Year 5/6 Spelling – Term 4, Week 1 and 2- Yellow

Spelling– Look, Say, Cover, Write, Check				
Words	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
cemetery				
area				
weary				
beneath				
disastrous				
absurd				
unlucky				
pocket				
stockings				
unblock				
checked				
deckchair				
lovelier				
buried				
replied				
happiest				
easily				
happiness				
biography				
biology				

WEEK 1 AND 2 SPELLING WORDS- YELLOW

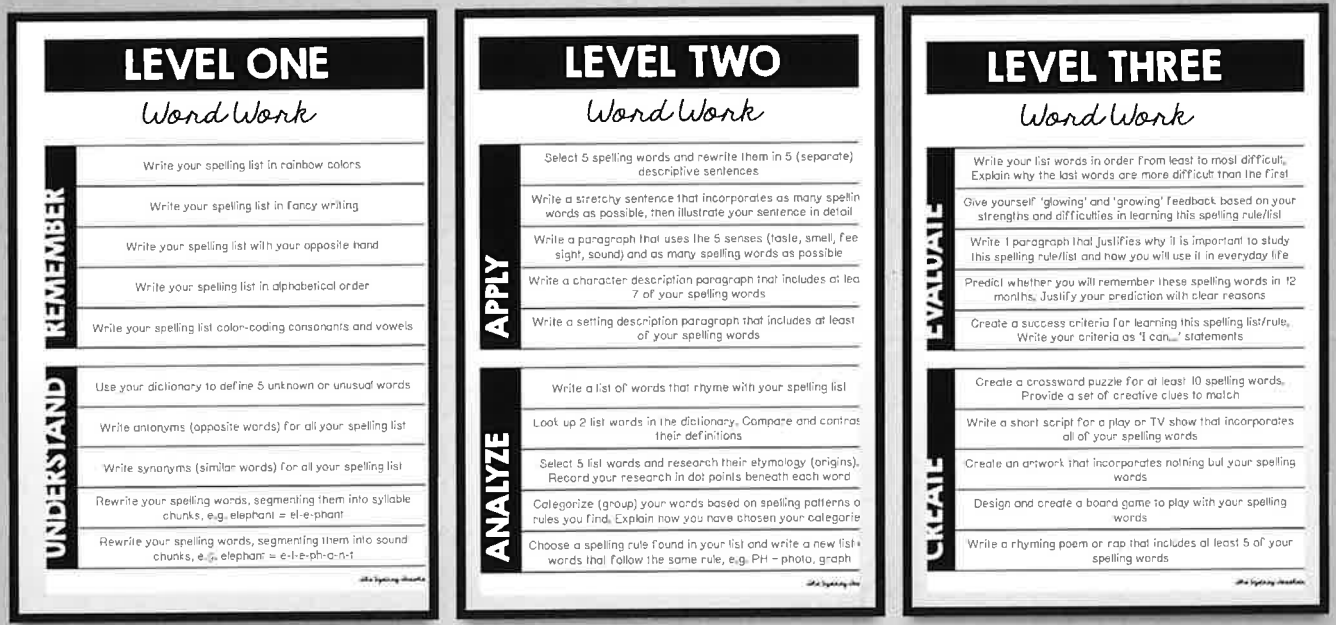
WEEK 1 AND 2 SPELLING WORDS- GREEN

Year 5/6 Spelling – Term 4, Week 1 and 2- Green

Spelling– Look, Say, Cover, Write, Check				
Words	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
necessarily				
temporarily				
momentarily				
hastily				
voluntarily				
satisfactorily				
mentioned				
shrieked				
murmured				
reassured				
argued				
questioned				
'Boy Overboard Words'				

SPELLING ACTIVITIES

- -Complete look, cover, write check. Choose 5 spelling words and put into WOW sentences.
- Complete look, cover, write, check. Choose 1 activity from level two activities.
- Complete look, cover, write, check. Choose 1 activity from the level three activities.



CHAPTER 5 AND 6

- **Read chapter 5 and 6 of "Boy overboard"- this website contains the entire book you can read.**
- https://booksvooks.com/nonscrolablepdf/boy-overboard-pdf-morris-gleitzman.html?page=25

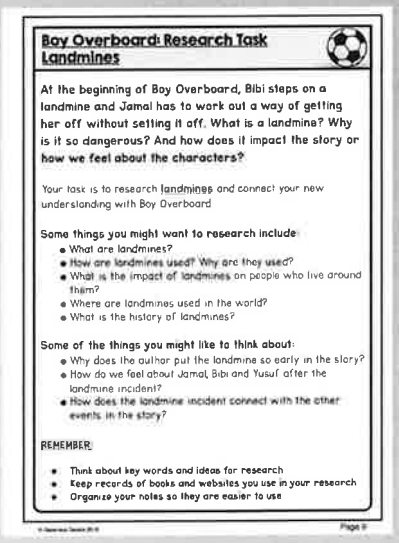
Chapter 5

Chapter 6

LANDMINES RESEARCH TASK

Complete the research task sheet on Landmines.
You can present you task in any form you like…

- PowerPoint
- Cardboard
- Word doc



Boy Overboard: Research Task
Landmines

At the beginning of Boy Overboard, Bibi steps on a landmine and Jamal has to work out a way of getting her off without setting it off. What is a landmine? Why is it so dangerous? And how does it impact the story or how we feel about the characters?

Your task is to research landmines and connect your new understanding with Boy Overboard

Some things you might want to research include:

- What are landmines?
- How are landmines used? Why are they used?
- What is the impact of landmines on people who live around them?
- Where are landmines used in the world?
- What is the history of landmines?

Some of the things you might like to think about:

- Why does the author put the landmine so early in the story?
- How do we feel about Jamal, Bibi and Yusuf after the landmine incident?
- How does the landmine incident connect with the other events in the story?

REMEMBER:

- Think about key words and ideas for research
- Keep records of books and websites you use in your research
- Organize your notes so they are easier to use

Page 1

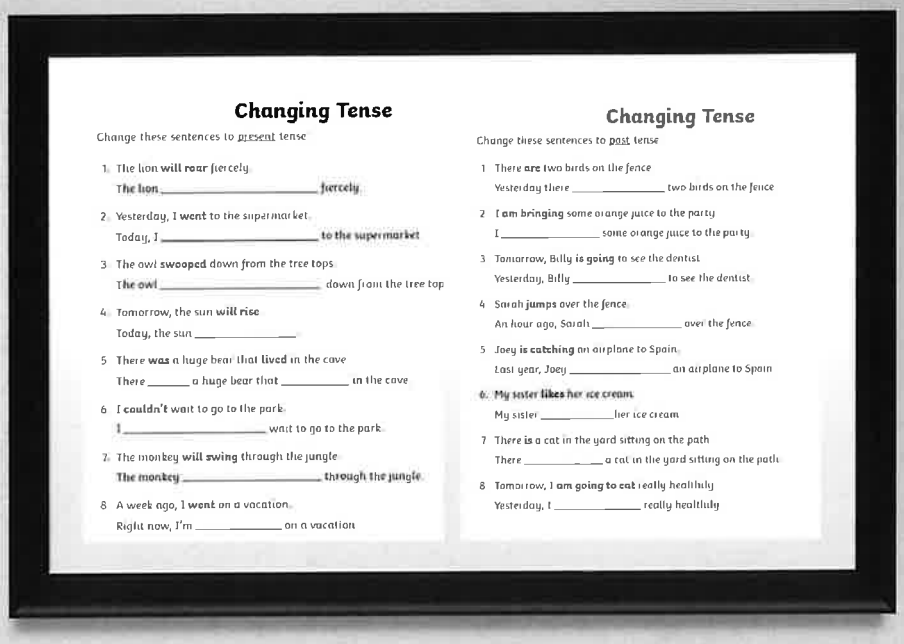
★ 1 star- use the 'some things you might want to research' section and answer the questions only.

★★ 2 star- use the 'some things you might want to research' section and 'some of the things you might like to think about' section and answer the questions only.

★★★ 3 star- use the 'some things you might want to research' section and 'some of the things you might like to think about' sections to help you write about landmines and how this connects your new understanding of Boy Overboard.
**Your writing should be organized into paragraphs.

CHANGING TENSE

COMPLETE THE TWO GRAMMAR WORKSHEETS ON 'CHANGING TENSE'



Changing Tense

Change these sentences to present tense

1. The lion **will roar** fiercely.
   The lion _____ **fiercely**.
2. Yesterday, I **went** to the supermarket.
   Today, I _____ **to the supermarket**
3. The owl **swooped** down from the tree tops.
   The owl _____ down from the tree top
4. Tomorrow, the sun **will rise**
   Today, the sun _____
5. There **was** a huge bear that **lived** in the cave
   There _____ a huge bear that _____ in the cave
6. I **couldn't** wait to go to the park.
   I _____ wait to go to the park.
7. The monkey **will swing** through the jungle.
   The monkey _____ **through the jungle**.
8. A week ago, I **went** on a vacation.
   Right now, I'm _____ on a vacation

Changing Tense

Change these sentences to past tense

1. There **are** two birds on the fence
   Yesterday there _____ two birds on the fence
2. I **am bringing** some orange juice to the party
   I _____ some orange juice to the party
3. Tomorrow, Billy **is going** to see the dentist
   Yesterday, Billy _____ to see the dentist
4. Sarah **jumps** over the fence.
   An hour ago, Sarah _____ over the fence.
5. Joey **is catching** an airplane to Spain.
   Last year, Joey _____ an airplane to Spain
6. **My sister likes** her ice cream.
   My sister _____ her ice cream
7. There **is** a cat in the yard sitting on the path
   There _____ a cat in the yard sitting on the path
8. Tomorrow, I **am going to eat** really healthily
   Yesterday, I _____ really healthily

Boy Overboard: Research Task
Landmines

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REMEMBER:

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- **Organize your notes so they are easier to use**

Changing Tense

Change these sentences to <u>past</u> tense:

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   Today, the sun _____.

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   There _____ a huge bear that _____ in the cave.

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   I _____ wait to go to the park.

7. The monkey **will swing** through the jungle.

   The monkey _____ through the jungle.

8. A week ago, I **went** on a vacation.

   Right now, I'm _____ on a vacation.

Mathematics
Week 1 Term 4

STAGE 3

Set up of Week 1 Maths

- Hi Stage 3,
- We have tried to set your Maths work up a little differently. You will notice that each slide has a star.
- Just like at school, sometimes we need to complete work differently to other students to make sure we are working on a skill that will help you continue to learn and grow.
- ➢ Your teacher will be in contact with you if you are to work on the 1 star or 3 star activities.
- ➢ If you feel the 2 star activities are too hard, please attempt the 1 star activity. If you feel the 2 star activity is too easy please attempt the 3 star activity.

FRIDAY

- Daily NAPLAN Question
- Division time challenge.
  - 1-star activity
  - 2-star activity
  - 3-star activity

NAPLAN Question

Cilla has 35 twenty-cent coins in her purse.

How much money does she have altogether?

$70	$35.20	$35	$7
⬭	⬭	⬭	⬭

Division Time Challenge

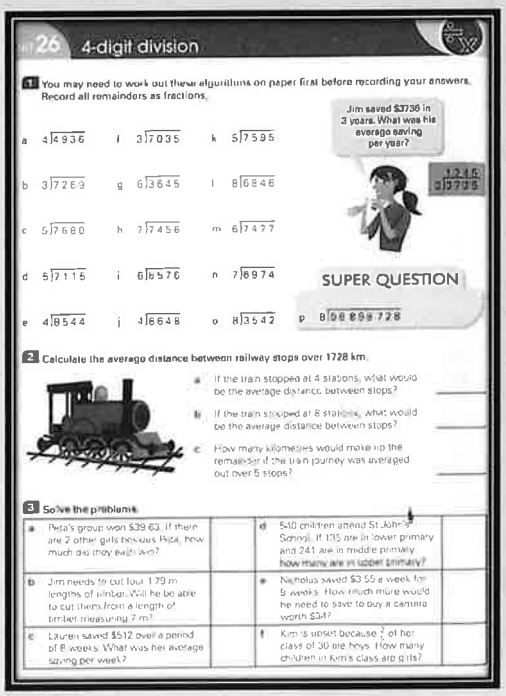
Number of Questions: 50
Testing: 3×, 4×, 5×, 6×, 7×, 8×, 9×, 10×, 11×, 12× (inverse)

9 ÷ 9 = _____	18 ÷ 9 = _____	55 ÷ 11 = _____
30 ÷ 10 = _____	42 ÷ 7 = _____	99 ÷ 11 = _____
20 ÷ 5 = _____	25 ÷ 5 = _____	100 ÷ 10 = _____
18 ÷ 3 = _____	88 ÷ 11 = _____	60 ÷ 5 = _____
35 ÷ 5 = _____	96 ÷ 12 = _____	32 ÷ 8 = _____
70 ÷ 7 = _____	60 ÷ 12 = _____	30 ÷ 6 = _____
8 ÷ 8 = _____	132 ÷ 11 = _____	10 ÷ 5 = _____
5 ÷ 5 = _____	108 ÷ 9 = _____	40 ÷ 5 = _____
12 ÷ 12 = _____	12 ÷ 6 = _____	3 ÷ 3 = _____
36 ÷ 6 = _____	66 ÷ 6 = _____	56 ÷ 7 = _____
110 ÷ 11 = _____	77 ÷ 7 = _____	8 ÷ 4 = _____
144 ÷ 12 = _____	24 ÷ 8 = _____	27 ÷ 3 = _____
21 ÷ 7 = _____	50 ÷ 10 = _____	49 ÷ 7 = _____
50 ÷ 5 = _____	44 ÷ 4 = _____	48 ÷ 8 = _____
48 ÷ 6 = _____	27 ÷ 9 = _____	121 ÷ 11 = _____
72 ÷ 12 = _____	12 ÷ 4 = _____	10 ÷ 10 = _____

- Put on a timer/ stopwatch for 10 minutes and complete as many questions as possible in the time.
- Note down your time and try and challenge yourself to better your time each day! ☺

1-Star Activity

- ❖ You may choose to just complete question 1 or 1 and 2.



26 4-digit division

1 You may need to work out these algorithms on paper first before recording your answers. Record all remainders as fractions.

a 4⟌4936 b 3⟌7269 c 5⟌7680 d 5⟌7115 e 4⟌8544
f 3⟌7035 g 6⟌3645 h 7⟌7456 i 6⟌6576 j 4⟌6648
k 5⟌7595 l 8⟌6846 m 6⟌7477 n 7⟌6974 o 8⟌3542
p 8⟌08 899 728

Jim saved $3736 in 3 years. What was his average saving per year?

1246
3⟌3736

SUPER QUESTION

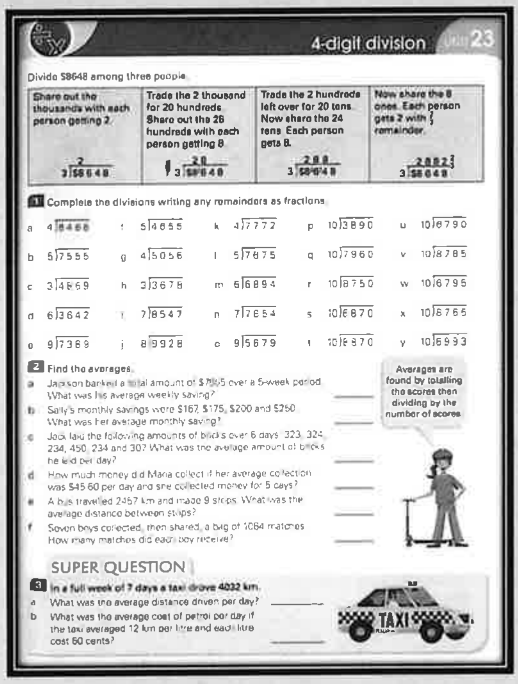
2 Calculate the average distance between railway stops over 1728 km.

a If the train stopped at 4 stations, what would be the average distance between stops?
b If the train stopped at 6 stations, what would be the average distance between stops?
c How many kilometres would make up the remainder if the train journey was averaged out over 5 stops?

3 Solve the problems.

a Peta's group won $39.60. If there are 2 other girls besides Peta, how much did they each win?
b Jim needs to cut four 1.79 m lengths of timber. Will he be able to cut them from a length of timber measuring 7 m?
c Lauren saved $512 over a period of 8 weeks. What was her average saving per week?
d 540 children attend St John's School. If 135 are in lower primary and 241 are in middle primary, how many are in upper primary?
e Nicholas saved $3.55 a week for 9 weeks. How much more would he need to save to buy a camera worth $34?
f Kim is upset because $\frac{2}{3}$ of her class of 30 are boys. How many children in Kim's class are girls?

2-Star Activity



4-digit division Unit 23

Divide $8648 among three people.

Share out the thousands with each person getting 2.	Trade the 2 thousand for 20 hundreds. Share out the 26 hundreds with each person getting 8.	Trade the 2 hundreds left over for 20 tens. Now share the 24 tens. Each person gets 8.	Now share the 8 ones. Each person gets 2 with $\frac{2}{3}$ remainder.
$3\overline{)8648}$ → 2	$3\overline{)8648}$ → 28	$3\overline{)8648}$ → 288	$3\overline{)8648}$ → $2882\frac{2}{3}$

1 Complete the divisions writing any remainders as fractions.

a $4\overline{)8466}$ f $5\overline{)4655}$ k $4\overline{)7772}$ p $10\overline{)3890}$ u $10\overline{)6790}$

b $5\overline{)7555}$ g $4\overline{)5056}$ l $5\overline{)7875}$ q $10\overline{)7960}$ v $10\overline{)8785}$

c $3\overline{)4869}$ h $3\overline{)3678}$ m $6\overline{)6894}$ r $10\overline{)8750}$ w $10\overline{)6795}$

d $6\overline{)3642}$ i $7\overline{)8547}$ n $7\overline{)7654}$ s $10\overline{)6870}$ x $10\overline{)6765}$

e $9\overline{)7389}$ j $8\overline{)9928}$ o $9\overline{)5879}$ t $10\overline{)6870}$ y $10\overline{)6993}$

2 Find the averages.

a Jackson banked a total amount of $7865 over a 5-week period. What was his average weekly saving? ____

b Sally's monthly savings were $167, $175, $200 and $250. What was her average monthly saving? ____

c Jock laid the following amounts of bricks over 6 days: 323, 324, 234, 450, 234 and 307. What was the average amount of bricks he laid per day? ____

d How much money did Maria collect if her average collection was $45.60 per day and she collected money for 5 days? ____

e A bus travelled 2457 km and made 9 stops. What was the average distance between stops? ____

f Seven boys collected, then shared, a bag of 1084 matches. How many matches did each boy receive? ____

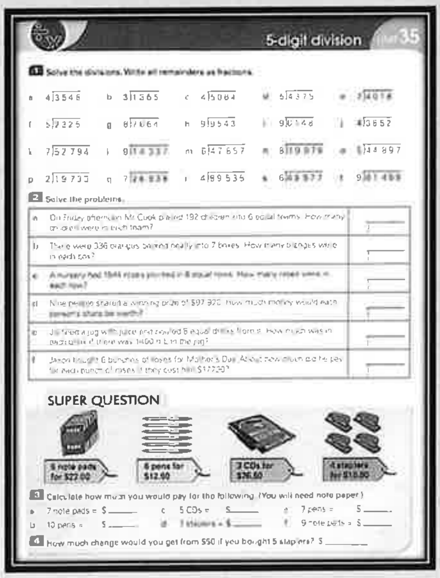
SUPER QUESTION

3 In a full week of 7 days a taxi drove 4032 km.

a What was the average distance driven per day? ____

b What was the average cost of petrol per day if the taxi averaged 12 km per litre and each litre cost 60 cents? ____

3-Star Activity



5-digit division Unit 35

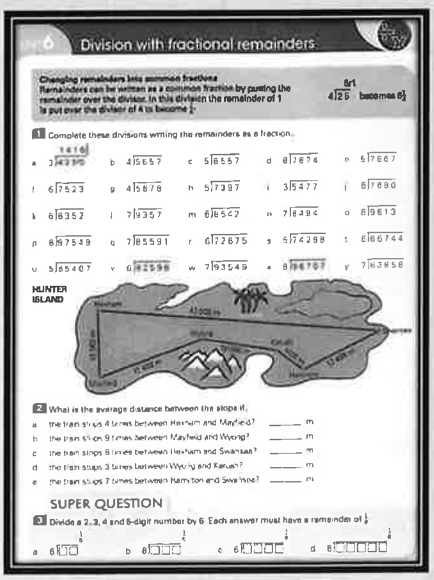
1 Solve the divisions. Write all remainders as fractions.

2 Solve the problems.

SUPER QUESTION

3 Calculate how much you would pay for the following. (You will need note paper.)

4 How much change would you get from $50 if you bought 5 staplers? $ ____



Unit 6 **Division with fractional remainders**

Changing remainders into common fractions. Remainders can be written as a common fraction by putting the remainder over the divisor. In this division the remainder of 1 is put over the divisor of 4 to become $\frac{1}{4}$.

1 Complete these divisions writing the remainders as a fraction.

2 What is the average distance between the stops if,

SUPER QUESTION

3 Divide a 2, 3, 4 and 5-digit number by 6. Each answer must have a remainder of $\frac{1}{6}$.

Cilla has 35 twenty-cent coins in her purse.

How much money does she have altogether?

$70	$35.20	$35	$7
⬭	⬭	⬭	⬭

TimesTables.me.uk

Printable Times Tables Quiz Generator

Name: _____

Number of Questions: **50**
Testing: **3×, 4×, 5×, 6×, 7×, 8×, 9×, 10×, 11×, 12× (inverse)**

9 ÷ 9 = _____	18 ÷ 9 = _____	55 ÷ 11 = _____
30 ÷ 10 = _____	42 ÷ 7 = _____	99 ÷ 11 = _____
20 ÷ 5 = _____	25 ÷ 5 = _____	100 ÷ 10 = _____
18 ÷ 3 = _____	88 ÷ 11 = _____	60 ÷ 5 = _____
35 ÷ 5 = _____	96 ÷ 12 = _____	32 ÷ 8 = _____
70 ÷ 7 = _____	60 ÷ 12 = _____	30 ÷ 6 = _____
8 ÷ 8 = _____	132 ÷ 11 = _____	10 ÷ 5 = _____
5 ÷ 5 = _____	108 ÷ 9 = _____	40 ÷ 5 = _____
12 ÷ 12 = _____	12 ÷ 6 = _____	3 ÷ 3 = _____
36 ÷ 6 = _____	66 ÷ 6 = _____	56 ÷ 7 = _____
110 ÷ 11 = _____	77 ÷ 7 = _____	8 ÷ 4 = _____
144 ÷ 12 = _____	24 ÷ 8 = _____	27 ÷ 3 = _____
21 ÷ 7 = _____	50 ÷ 10 = _____	49 ÷ 7 = _____
50 ÷ 5 = _____	44 ÷ 4 = _____	48 ÷ 8 = _____
48 ÷ 6 = _____	27 ÷ 9 = _____	121 ÷ 11 = _____
72 ÷ 12 = _____	12 ÷ 4 = _____	10 ÷ 10 = _____

UNIT 26 4-digit division

1 You may need to work out these algorithms on paper first before recording your answers. Record all remainders as fractions.

a $4\overline{)4936}$ f $3\overline{)7035}$ k $5\overline{)7595}$

b $3\overline{)7269}$ g $6\overline{)3645}$ l $8\overline{)6846}$

c $5\overline{)7680}$ h $7\overline{)7456}$ m $6\overline{)7477}$

d $5\overline{)7115}$ i $6\overline{)8576}$ n $7\overline{)6974}$

e $4\overline{)8544}$ j $4\overline{)8648}$ o $8\overline{)3542}$

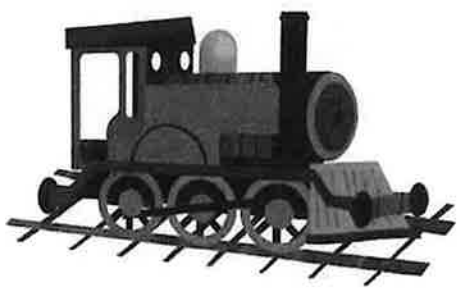
Jim saved $3735 in 3 years. What was his average saving per year?

$$3\overline{)3\,7^{1}3^{1}5} \quad 1245$$

SUPER QUESTION

p $8\overline{)96\,898\,728}$

2 Calculate the average distance between railway stops over 1728 km.



a If the train stopped at 4 stations, what would be the average distance between stops? _____

b If the train stopped at 8 stations, what would be the average distance between stops? _____

c How many kilometres would make up the remainder if the train journey was averaged out over 5 stops? _____

3 Solve the problems.

a	Peta's group won $39.63. If there are 2 other girls besides Peta, how much did they each win?		d	540 children attend St John's School. If 135 are in lower primary and 241 are in middle primary, how many are in upper primary?	
b	Jim needs to cut four 1.79 m lengths of timber. Will he be able to cut them from a length of timber measuring 7 m?		e	Nicholas saved $3.55 a week for 9 weeks. How much more would he need to save to buy a camera worth $34?	
c	Lauren saved $512 over a period of 8 weeks. What was her average saving per week?		f	Kim is upset because $\frac{3}{5}$ of her class of 30 are boys. How many children in Kim's class are girls?	

Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291)

Divide $8648 among three people.

Share out the thousands with each person getting 2.	Trade the 2 thousand for 20 hundreds. Share out the 26 hundreds with each person getting 8.	Trade the 2 hundreds left over for 20 tens. Now share the 24 tens. Each person gets 8.	Now share the 8 ones. Each person gets 2 with $\frac{2}{3}$ remainder.
$3\overline{)\$8\,6\,4\,8}$ → 2	$3\overline{)\$8^{2}6\,4\,8}$ → 28	$3\overline{)\$8^{2}6^{2}4\,8}$ → 288	$3\overline{)\$8\,6\,4\,8}$ → $2882\frac{2}{3}$

1 Complete the divisions writing any remainders as fractions.

a	$4\overline{)8488}$	f	$5\overline{)4655}$	k	$4\overline{)7772}$	p	$10\overline{)3890}$	u	$10\overline{)6790}$
b	$5\overline{)7555}$	g	$4\overline{)5056}$	l	$5\overline{)7675}$	q	$10\overline{)7960}$	v	$10\overline{)8785}$
c	$3\overline{)4869}$	h	$3\overline{)3678}$	m	$6\overline{)6894}$	r	$10\overline{)8750}$	w	$10\overline{)6795}$
d	$6\overline{)3642}$	i	$7\overline{)8547}$	n	$7\overline{)7854}$	s	$10\overline{)6870}$	x	$10\overline{)8765}$
e	$9\overline{)7389}$	j	$8\overline{)9928}$	o	$9\overline{)5679}$	t	$10\overline{)8870}$	y	$10\overline{)6993}$

2 Find the averages.

a Jackson banked a total amount of $7655 over a 5-week period. What was his average weekly saving? _____

b Sally's monthly savings were $167, $175, $200 and $250. What was her average monthly saving? _____

c Jack laid the following amounts of bricks over 6 days: 323, 324, 234, 450, 234 and 307. What was the average amount of bricks he laid per day? _____

d How much money did Maria collect if her average collection was $45.60 per day and she collected money for 5 days? _____

e A bus travelled 2457 km and made 9 stops. What was the average distance between stops? _____

f Seven boys collected, then shared, a bag of 1064 matches. How many matches did each boy receive? _____

Averages are found by totalling the scores then dividing by the number of scores.

SUPER QUESTION

3 In a full week of 7 days a taxi drove 4032 km.

a What was the average distance driven per day? _____

b What was the average cost of petrol per day if the taxi averaged 12 km per litre and each litre cost 60 cents? _____

1 Solve the divisions. Write all remainders as fractions.

a	$4\overline{)3548}$	b	$3\overline{)1365}$	c	$4\overline{)5064}$	d	$5\overline{)4375}$	e	$7\overline{)4018}$
f	$5\overline{)2325}$	g	$8\overline{)7664}$	h	$9\overline{)9543}$	i	$9\overline{)6148}$	j	$4\overline{)3852}$
k	$7\overline{)52794}$	l	$9\overline{)14337}$	m	$6\overline{)47857}$	n	$8\overline{)19976}$	o	$5\overline{)44897}$
p	$2\overline{)19733}$	q	$7\overline{)26938}$	r	$4\overline{)89535}$	s	$6\overline{)49977}$	t	$9\overline{)61499}$

2 Solve the problems.

a	On Friday afternoon Mr Cook placed 192 children into 6 equal teams. How many children were in each team?	)
b	There were 336 oranges packed neatly into 7 boxes. How many oranges were in each box?	)
c	A nursery had 1544 roses planted in 8 equal rows. How many roses were in each row?	)
d	Nine people shared a winning prize of $97 920. How much money would each person's share be worth?	)
e	Jill filled a jug with juice and poured 8 equal drinks from it. How much was in each drink if there was 1400 mL in the jug?	)
f	Jason bought 6 bunches of roses for Mother's Day. About how much did he pay for each bunch of roses if they cost him $177.30?	)

SUPER QUESTION

5 note pads for $22.00

6 pens for $12.90

3 CDs for $76.50

4 staplers for $15.80

3 Calculate how much you would pay for the following. (You will need note paper.)

a	7 note pads = $	_____	c	5 CDs = $	_____	e	7 pens = $	_____
b	10 pens = $	_____	d	7 staplers = $	_____	f	9 note pads = $	_____

4 How much change would you get from $50 if you bought 5 staplers? $ _____

Division with fractional remainders

Changing remainders into common fractions
Remainders can be written as a common fraction by putting the remainder over the divisor. In this division the remainder of 1 is put over the divisor of 4 to become $\frac{1}{4}$.

$4\overline{)25}$ (6r1) becomes $6\frac{1}{4}$

1 Complete these divisions writing the remainders as a fraction.

a $3\overline{)4^{1}2\,5^{2}0}$ (1 4 1 $6\frac{2}{3}$) b $4\overline{)5657}$ c $5\overline{)6557}$ d $6\overline{)7874}$ e $5\overline{)7867}$

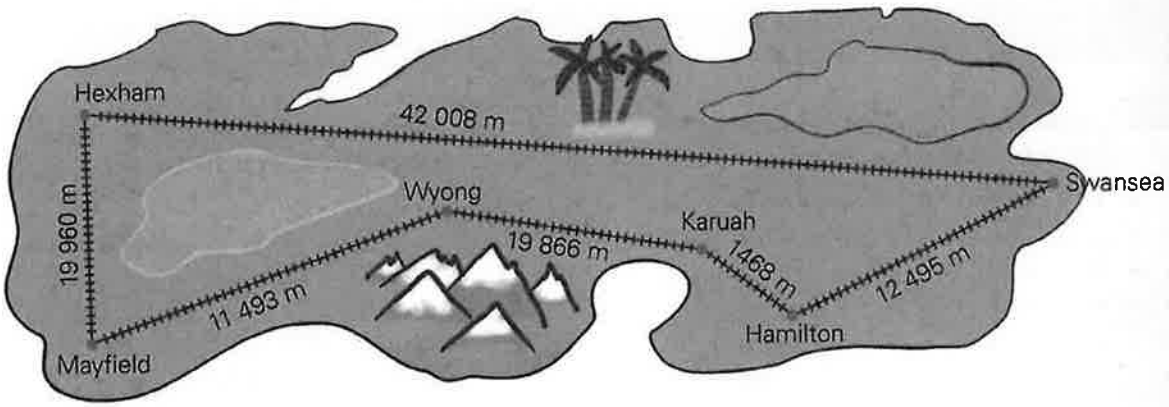
f $6\overline{)7523}$ g $4\overline{)5678}$ h $5\overline{)7397}$ i $3\overline{)5477}$ j $6\overline{)7690}$

k $6\overline{)8352}$ l $7\overline{)9357}$ m $6\overline{)8542}$ n $7\overline{)8494}$ o $8\overline{)9613}$

p $8\overline{)97549}$ q $7\overline{)85591}$ r $6\overline{)72675}$ s $5\overline{)74298}$ t $6\overline{)86744}$

u $5\overline{)85467}$ v $6\overline{)82598}$ w $7\overline{)93549}$ x $8\overline{)96707}$ y $7\overline{)83856}$

HUNTER ISLAND



2 What is the average distance between the stops if:

a the train stops 4 times between Hexham and Mayfield? _____ m

b the train stops 9 times between Mayfield and Wyong? _____ m

c the train stops 8 times between Hexham and Swansea? _____ m

d the train stops 3 times between Wyong and Karuah? _____ m

e the train stops 7 times between Hamilton and Swansea? _____ m

SUPER QUESTION

3 Divide a 2, 3, 4 and 5-digit number by 6. Each answer must have a remainder of $\frac{1}{6}$.

a $6\overline{)\square\square}^{\frac{1}{6}}$ b $6\overline{)\square\square\square}^{\frac{1}{6}}$ c $6\overline{)\square\square\square\square}^{\frac{1}{6}}$ d $6\overline{)\square\square\square\square\square}^{\frac{1}{6}}$

Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)

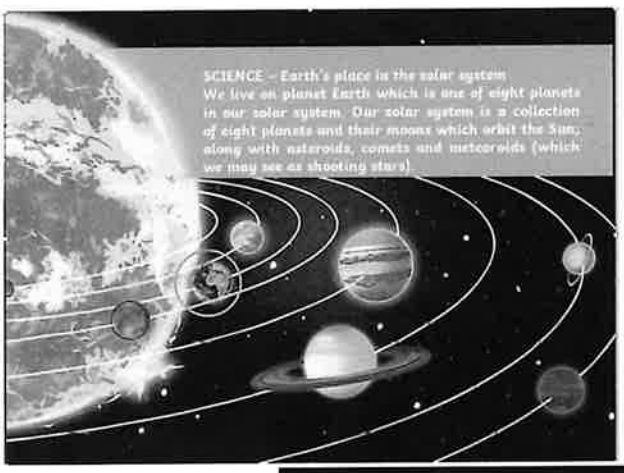
SCIENCE – **Earth's place in our solar system**

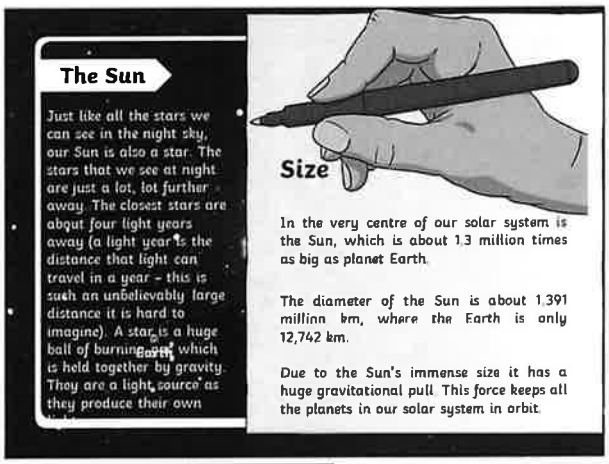
1. Please watch this short National Geographic video. You might like to take some notes.

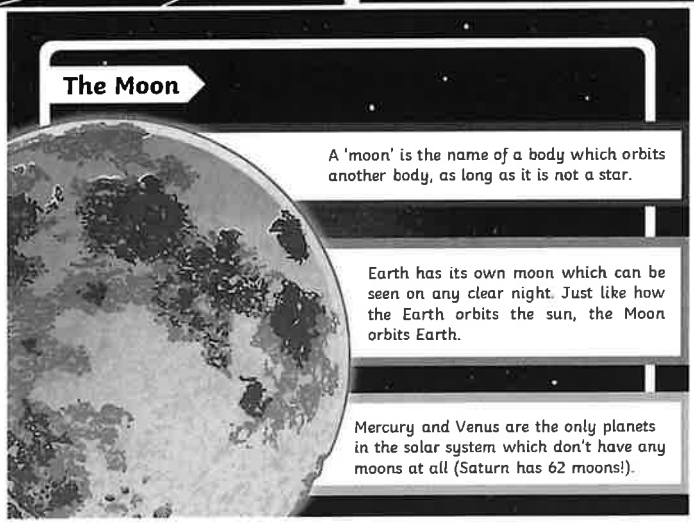
Solar System 101 | National Geographic

https://youtube.com/watch?v=libKVRa01L8

2. Now read these slides



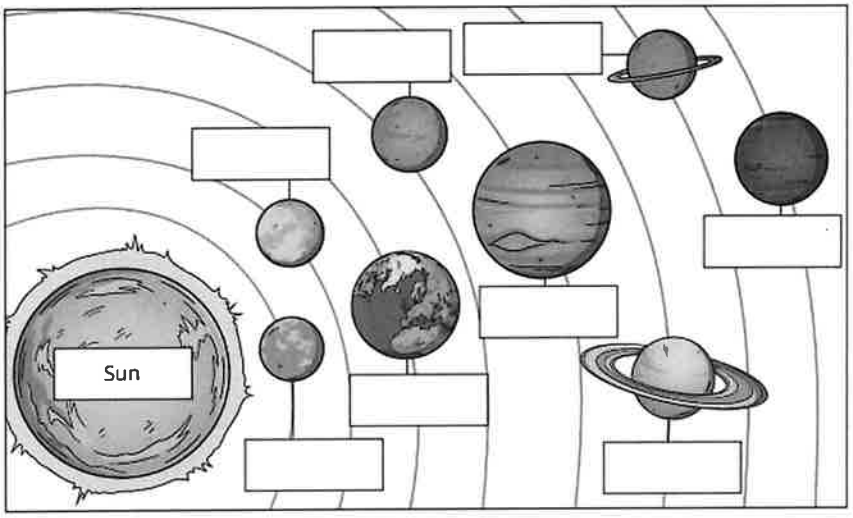




3. Your task - Part A

The Solar System **Cut and Stick**

Cut and stick the labels in the correct positions on the diagram to show the order of the planets in our solar system.



Earth

Jupiter

Mars

Mercury

Neptune

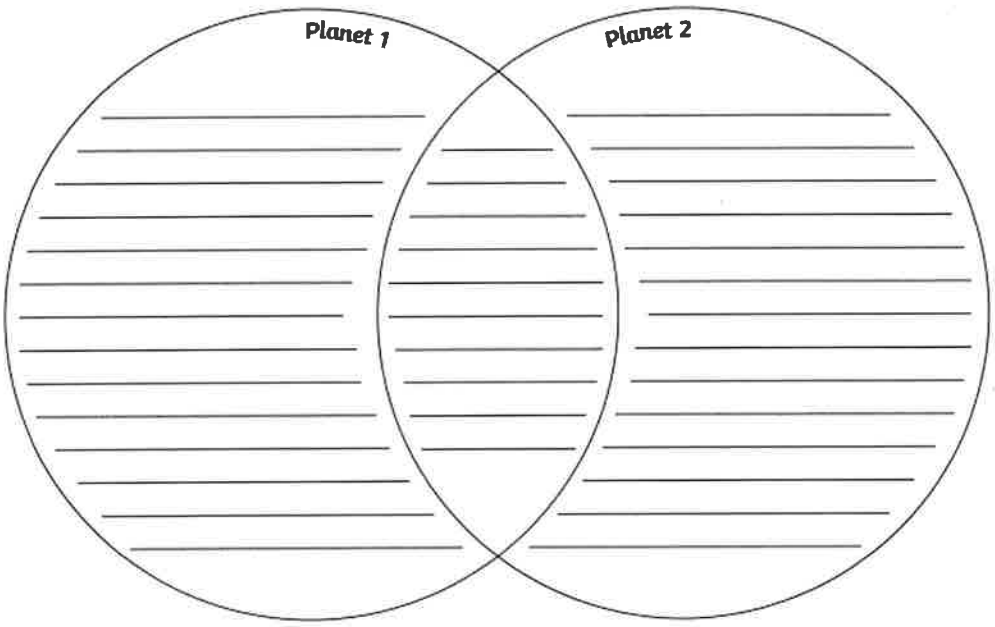
Saturn

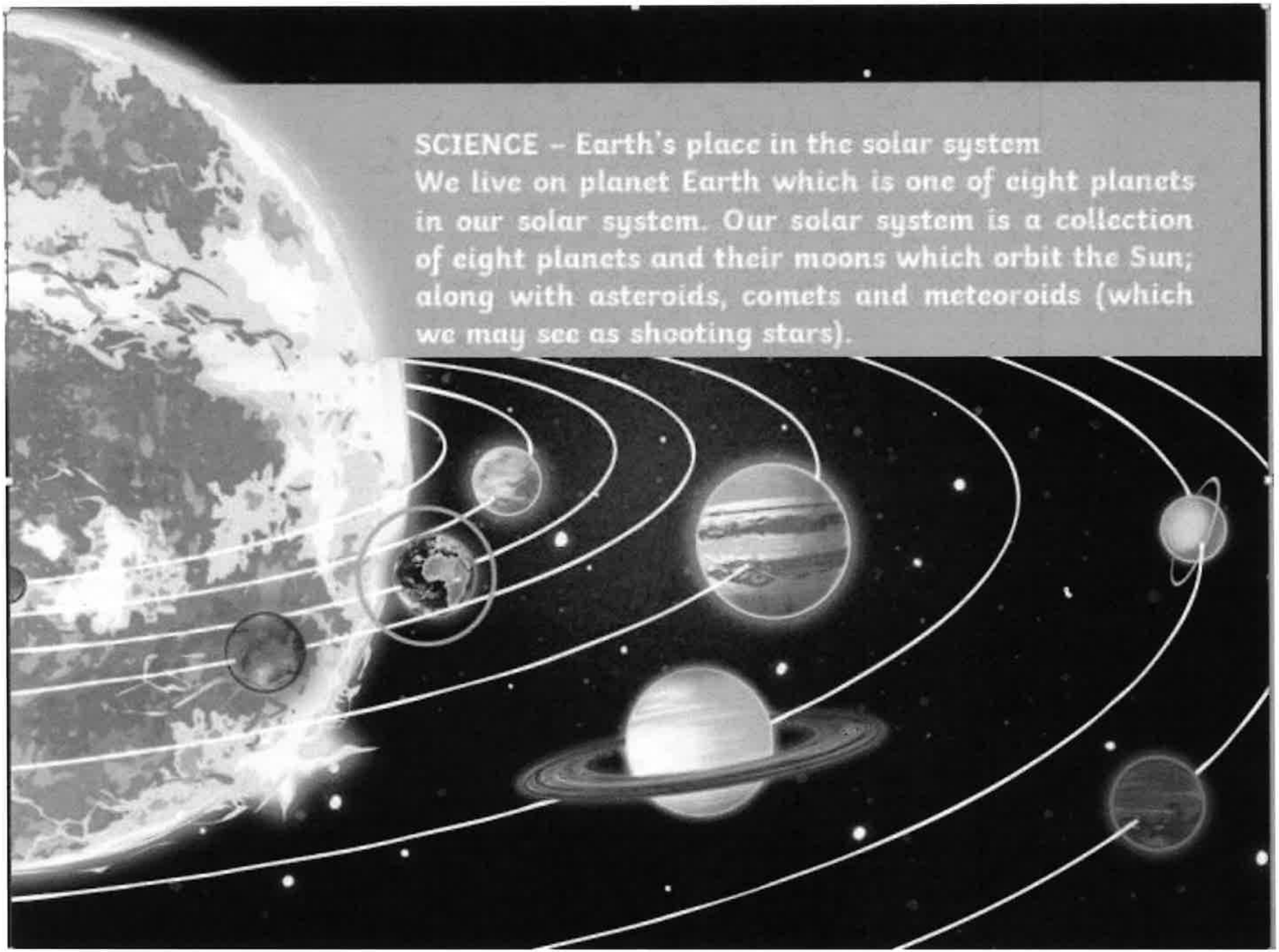
Uranus

Venus

4. Your task -Part B

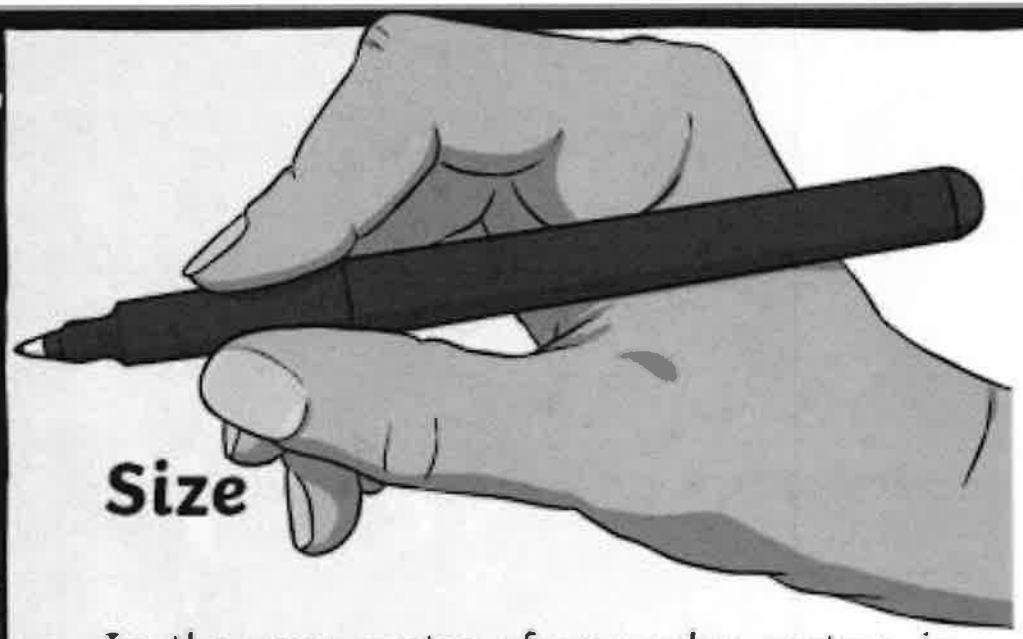
- Choose two planets to research. Use this website to help you
  https://spaceplace.nasa.gov/menu/solar-system/
  Solar System | NASA Space Place – NASA Science for Kids
- What is the same about the planets that you have chosen? What is different?
- Think about – temperature, size, distance from the sun, atmosphere, who discovered them?
- Record your findings in a Venn diagram, (below).
  Features which are the same in both planets are recorded in the middle part of the diagram.




SCIENCE – Earth's place in the solar system
We live on planet Earth which is one of eight planets in our solar system. Our solar system is a collection of eight planets and their moons which orbit the Sun; along with asteroids, comets and meteoroids (which we may see as shooting stars).

The Sun

Just like all the stars we can see in the night sky, our Sun is also a star. The stars that we see at night are just a lot, lot further away. The closest stars are about four light years away (a light year is the distance that light can travel in a year – this is such an unbelievably large distance it is hard to imagine). A star is a huge ball of burning gas which is held together by gravity. They are a light source as they produce their own



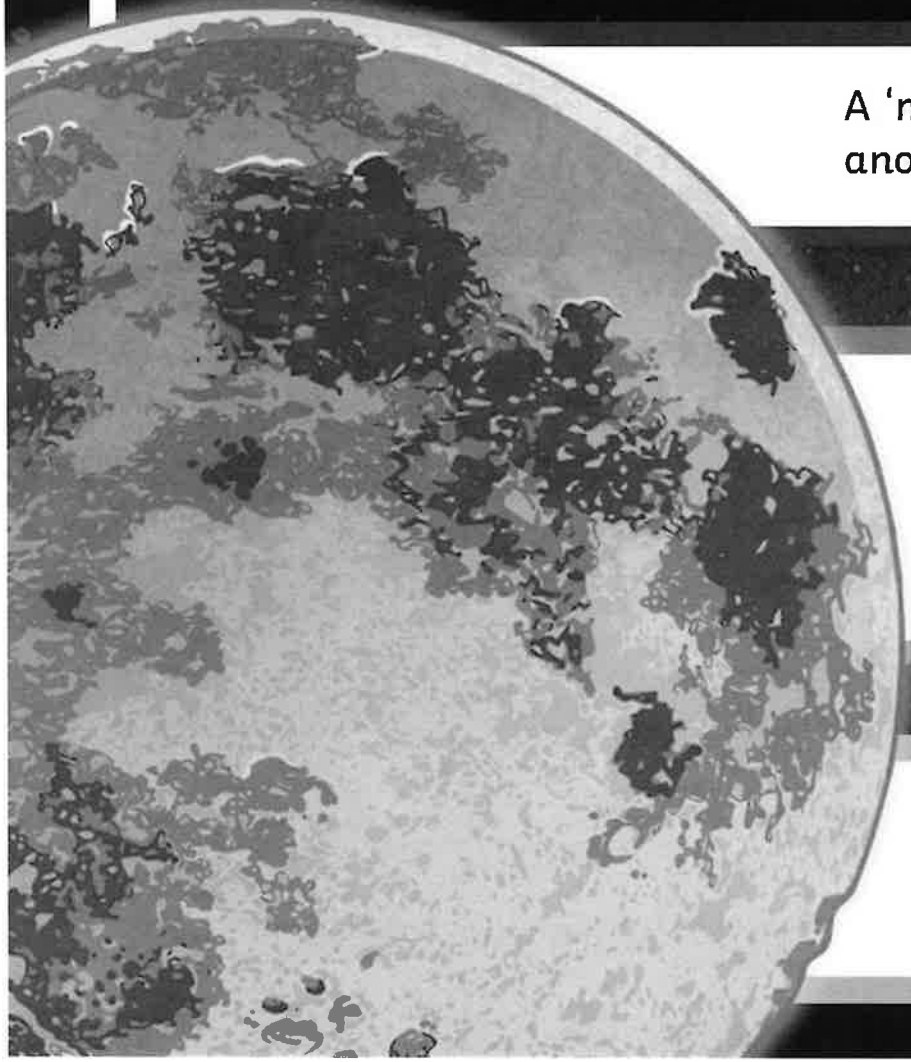
Size

In the very centre of our solar system is the Sun, which is about 1.3 million times as big as planet Earth.

The diameter of the Sun is about 1.391 million km, where the Earth is only 12,742 km.

Due to the Sun's immense size it has a huge gravitational pull. This force keeps all the planets in our solar system in orbit.

The Moon



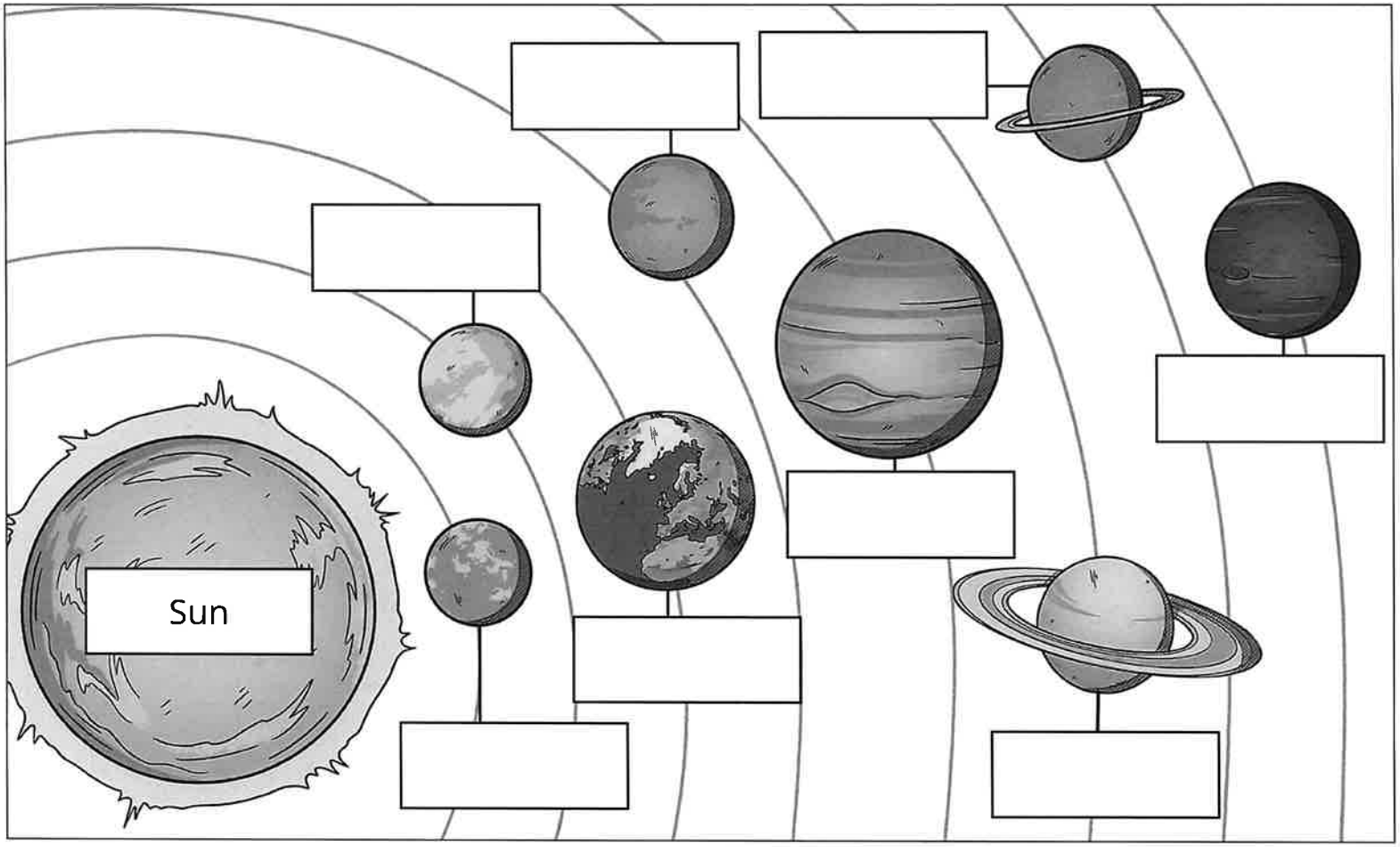
A 'moon' is the name of a body which orbits another body, as long as it is not a star.

Earth has its own moon which can be seen on any clear night. Just like how the Earth orbits the sun, the Moon orbits Earth.

Mercury and Venus are the only planets in the solar system which don't have any moons at all (Saturn has 62 moons!).

The Solar System **Cut and Stick**

Cut and stick the labels in the correct positions on the diagram to show the order of the planets in our solar system.



Earth

Jupiter

Mars

Mercury

Neptune

Saturn

Uranus

Venus

im: To compare and contrast the key features of the two
lanets you chose in our Solar System.