







Daily Learning Tasks: Purple

Weeks 8 – 9







These learning tasks are designed to be completed by students daily, with guided support from parents/carers. The activities below are to be repeated over a two-week cycle. Students can access further learning through the Enrichment Learning Grids. All documents can be found on the school website.



We understand and appreciate the different circumstances for each family and their capacity to support their child/ren's home learning. We encourage families to complete what is manageable with the resources that are available. Your child/ren's teacher will be communicating with you weekly, so please inform them of your child/ren's progress as well as your concerns and challenges.






How do I contact my teacher? Students can contact their teacher about learning via Seesaw or phone. Parents/carers can contact teachers via phone only. Please note, teachers are only available during school hours 9-3:00pm.		Screen Time Recommendations Australian Standards suggest a maximum of 2 hours per day screen time (including time children spend on screens for learning). Supervision of Online Learning If your child is accessing online learning activities, please ensure your child is supervised.
If you are self-isolating: Please understand teachers are still teaching on class and will respond to messages as soon as they are available.		
If the school is requested to close: Teachers will update via Seesaw with further information on when they will be online for daily contact. If you are not accessing Seesaw, teachers will contact you via phone.		
Please note: Teachers will do their best to respond with the technology at hand. In the event of School Closure, if you haven't heard a response from the classroom teacher on an urgent matter within 48 hours, please email the school using the email address below.		Brain Breaks Please take Brain Breaks as often as needed. A variety of activities can be found in the Enrichment Learning Grids.
End of week check: Has my teacher seen my learning this fortnight? If not, please send some of your learning to your teacher via Seesaw or another agreed method.	Key: photograph voice recording video      	
		What learning is taking place at school? Students who are at school participate in the same Learning Units that are used at home.

Daily Learning Tasks: Purple

Weeks 8 – 9

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	Spelling 1. Read the spelling sound and suffix for the corresponding week. Write these in your workbook. (Appendix 1) 2. Find your spelling words in the correct colour group and write them in your workbook under the sound and suffix focus. 3. Complete the suffix activity for the corresponding week. (Appendix 1)	Spelling 1. Code 3 of your spelling words using the coding system on Appendix 1.  2. Write your spelling words in <u>reverse</u> alphabetical order (Z-A). Access: Spelling Enrichment Learning Grid (choose 1 activity)	Spelling 1. Code 3 of your spelling words using the coding system on Appendix 1.  2. Write your spelling words scrambled on your whiteboard and have a family member try to unscramble them. For example: elfow = flower Access: Spelling Enrichment Learning Grid (choose 1 activity)	Spelling 1. Code 3 of your spelling words using the coding system on Appendix 1. 2. Write your spelling words out and then next to them write the number you would need to 'call' your words e.g. dog = 364   Access: Spelling Enrichment Learning Grid (choose 1 activity)	Spelling 1. Ask a family member to read out your spelling words and write them in your workbook. 2. When you are finished, mark your work. Access: Spelling Enrichment Learning Grid (choose 1 activity)
	Reading - Grammar 1. Read the information about the grammar focus for the corresponding week. (Appendix 2) 2. Write the key points about the weekly focus in your workbook. 3. Do the activities for the corresponding week in your book. (Appendix 2) 	Reading <u>Read to Self – Free Choice</u> Spend 20 minutes alone reading a book, magazine, newspaper or story online. <u>Visualising</u> What did you visualise whilst reading? Draw a picture in your workbook. Access: Reading Enrichment Learning Grid (choose 1 activity)	Reading <u>Read to Self</u> Read the article, 'Working on a Crocodile Farm' (Appendix 3) <u>Summarising</u> List the important facts from the article in your workbook.  Access: Reading Enrichment Learning Grid (choose 1 activity)	Reading <u>Read to Someone</u> Spend 20 minutes reading a to a family member or toy. <u>Making Connections</u> Does this text remind you of something you have read, seen or done? Write your thoughts in your workbook. Access: Reading Enrichment Learning Grid (choose 1 activity)	Reading <u>Read to Self</u> Read the poem, 'When People Peer Down' (Appendix 3) <u>Questioning</u> What was the author's intention when writing this poem? Write your thoughts in your workbook. Access: Reading Enrichment Learning Grid (choose 1 activity)

	Day 1	Day 2	Day 3	Day 4	Day 5
Middle	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid	Mindfulness & Positivity Access: Mindfulness & Positivity Enrichment Learning Grid
	Number of the Day On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6)	Number of the Day Your number for today is 228 (Week 8) and 2323 (Week 9). Use words and pictures to show as much information about the number as you can.	Number of the Day On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6)	Number of the Day Your number for today is 763 (Week 8) and 8250 (Week 9). Use words and pictures to show as much information about the number as you can in your maths book.	Number of the Day On your whiteboard, complete the Number of the Day activity for the corresponding week and day. (Appendix 6)
	Times Tables Using a whiteboard marker, fill in your blank multiplication grid that came in your resource pack. Use a clock/stopwatch to time yourself. Record this time in your maths book.	Times Tables 1. Write out your 3x and 4x tables (questions only) in your maths book to 12 randomly. 2. Write the answers on a separate piece of paper, then cut them out and shuffle them, then match them to the correct question. Ask a parent/carer to quiz you randomly on them.	Times Tables 1. Write out your 6x and 7x tables (questions only) in your maths book to 12 randomly. 2. Write the answers on a separate piece of paper, then cut them out and shuffle them, then match them to the correct question. Ask a parent/carer to quiz you randomly on them.	Times Tables 1. Write out your 8x and 9x tables (questions only) in your maths book to 12 randomly. 2. Write the answers on a separate piece of paper, then cut them out and shuffle them, then match them to the correct question.  Ask a parent/carer to quiz you randomly on them.	Times Tables Using a whiteboard marker, fill in your blank multiplication grid that came in your resource pack. Use a clock/stopwatch to time yourself. Try to beat your Monday time! Record this time in your maths book. 

Day 1		Day 2		Day 3	
Day 4		Day 5			
	Whole Number/Position 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 7) 2. Complete the activities for the correct week and day in your Maths book. (Appendix 7)  Access: Mathematics Enrichment Learning Grid (choose 1 activity)	Whole Number/Position 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 7) 2. Complete the activities for the correct week and day in your Maths book. (Appendix 7)  Access: Mathematics Enrichment Learning Grid (choose 1 activity)	Multiplication/Position 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 7) 2. Complete the activities for the correct week and day in your Maths book. (Appendix 7)  Access: Mathematics Enrichment Learning Grid (choose 1 activity)	Multiplication/Position 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 7) 2. Complete the tasks for the correct week and day in your Maths book (Appendix 7)  Access: Mathematics Enrichment Learning Grid (choose 1 activity)	Speed/Position 1. Read and write the WALT for the correct week and day in your Maths book. (Appendix 7) 2. Complete the tasks for the correct week and day in your Maths book. (Appendix 7)  Access: Mathematics Enrichment Learning Grid (choose 1 activity)
	Access: Brain Breaks Enrichment Learning Grid				
Afternoon	Science Access: PDHPE Enrichment Learning Grid (choose 1 activity)	PDHPE Access: PDHPE Enrichment Learning Grid (choose 1 activity)	Creative Arts Access: Creative Arts Enrichment Learning Grid (choose 1 activity)	History/Geography Access: History/Geography Enrichment Learning Grid (choose 1 activity)	Family Time or Free Play Enjoy an activity with your family or have some free play.
	Hands on Learning Access: Hands on Enrichment Learning Grid (choose 1 activity)	Hands on Learning Access: Hands on Enrichment Learning Grid (choose 1 activity)	Hands on Learning Access: Hands on Enrichment Learning Grid (choose 1 activity)	Hands on Learning Access: Hands on Enrichment Learning Grid (choose 1 activity)	Hands on Learning Access: Hands on Enrichment Learning Grid (choose 1 activity)

Appendix 1 - Spelling Sounds and Suffixes

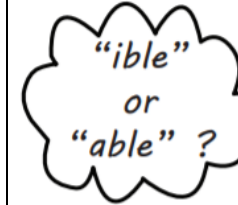
Week 8

- = single sound
- __ = digraph
- U = split digraph

Phonics Focus

or, ore, a, aw, au as in **horse, core, ball, paw, sauce**

duke



Suffix: - ible

suit _ _ _ _ flex _ _ _ _

detach _ _ _ _ vis _ _ _ _

invinc _ _ _ _ cred _ _ _ _

question _ _ _ _ attain _ _ _ _ horr _ _ _ _

understand _ _ _ _ elig _ _ _ _ terr _ _ _ _

approach _ _ _ _ present _ _ _ _ poss _ _ _ _

Pink	Yellow	Blue	Green	Orange	Purple	Red
tall	born	saw	talk	reporter	plausible	absorbent
call	horse	draw	lawn	stories	precaution	discordant
for	forty	small	corner	fortune	authentic	exorbitant
fork	draw	water	transport	drawn	tortoise	fortuitous
corn	straw	more	before	crawling	porcelain	auditorium
torn	called	morning	store	haunted	mortgage	fraudulent
horn	small	horse	because	taught	torniquet	implausible
more	always	story	autumn	autograph	extraordinary	inexhaustible
saw	because	caught	August	audience	unlawful	sauntered
because	caught	Autumn	caught	applause	alternate	gnawing

Week 9

- = single sound
- __ = digraph
- U = split digraph

Phonics Focus

ou, ow as in **cloud, flower**

duke

Suffix: - ful

Write these words, adding the suffix "ful"

hope _ _ _ _ cheer _ _ _ _

taste _ _ _ _ hurt _ _ _ _

peace _ _ _ _ event _ _ _ _

Write the missing "ful" word

I am _ _ _ _ of achieving a good result.

She sang a _ _ _ _ song.

Sadly, people sometimes say _ _ _ _ things.

Pink	Yellow	Blue	Green	Orange	Purple	Red
how	down	flower	drown	however	powdered	chowder
now	town	allow	crowd	drowned	allowance	endowment
cow	flower	frown	downstairs	crowded	empowered	cowardice
town	house	ground	powerful	allowance	cauliflower	accountable
down	about	around	ground	wound	accountant	boundaries
our	sound	outside	mouth	fountain	mountainous	bounteous
out	around	mouth	thousand	pronounce	compounded	councillor
about	ground	thousand	aloud	announce	astounded	counsellor
round	count	amount	ourselves	drought	announcement	countenance
mouse	mouth	ourselves	drought	thousandth	insurmountable	eiderdown

Appendix 2 - Grammar and Punctuation

Week 8 – Direct Speech

Write the key information in your workbook

Quotation Marks

There are two places where quotation marks are needed when writing direct speech:

"What's the matter, Dina?" said Sid.

Quotation Marks

You need to **open** your quotation marks with a " (66) before the first word which is being spoken.

Quotation Marks

You need to **close** your quotation marks with a " (99) after the last word **which is** being spoken.

Imagine that quotation marks are like hands; they hold within them **only** the words which are being spoken.

Back

"What's the matter, Dina?" said Sid.

Punctuation Inside Inverted Commas

All commas, full stops, question marks and exclamation marks must be enclosed by inverted commas.

For example:

"That grass looks delicious," said the smallest Billy Goat Gruff.

"Hey, goat!" shouted the troll. "You are not allowed to cross my bridge!"

"How can we get to the other side?" asked the Biggest Goat Gruff.

NOT: "Get off my bridge"! shouted the troll. ❌



Complete the activities below on Direct Speech

Correctly Punctuate the Speech

Below are all examples of incorrectly punctuated speech. Tell your partner why they are incorrect and correct them on your whiteboard.

You need to get off the bus here" said the driver.

Stop annoying me! shouted Sophie.

"Who goes there" grumbled the troll.

"What a beautiful day it is! rejoiced Sheila."

"That's all the money I have, explained Frank.

Froggy Freeze Frame

Write what each frog is saying using the correct speech punctuation...



Week 9 – Indirect Speech

Write the key information in your workbook

Using Speech within Writing

Within writing, there are two ways to narrate the words spoken by a character. These are called:

- direct speech
- indirect (or reported) speech



In a direct speech sentence, we would narrate Iggy's spoken words like this:

"I bid you farewell Earthlings!" shouted Iggy from his spaceship.

If we were writing an indirect speech sentence, we would narrate Iggy's spoken words like this:

From his spaceship, Iggy bid farewell to the Earthlings.

In indirect speech we do not use the exact words of the speaker.

Instead, we report what was said.

We sometimes need to change pronouns and verb tenses.

We don't use speech marks.

Direct	I bought a car.
Indirect	He said he bought a car.
Direct	My parents are very well.
Indirect	Alex said that his parents were very well.
Direct	I am living in Paris.
Indirect	He said that he was living in Paris.
Direct	My mother isn't very well.
Indirect	She said that her mother wasn't very well.

Complete the activities below on indirect speech

Change the following examples of 'direct speech' into 'indirect speech'.
Write them in your workbook.

"I like my bike," he said.

She said, "I come from New Zealand."

"Jenna meets her friend every afternoon," she said.

He said, "Tom hates anchovies on a pizza."

He said, "I'm going to work in the fruit shop."

"I love my job working in the dress shop," she said.

"Do you have any children Terri?" she asked.

Appendix 3 – Reading

Working on a Crocodile Farm

article by
Kate Walker

Do you fancy working with crocodiles? Then you're in luck. Crocodile farms in Queensland and the Northern Territory are hiring workers now. You need to be fit, fast and totally fearless! Sounds like a perfect job for a sprite like me!

Stealing eggs

Your first job is egg collecting. All crocodile farms keep male and female crocodiles for breeding. Each pair has its own pen with shady trees and a large pond. In summer the female builds a nest of soil and grass, and lays about ten eggs each day for five days. The eggs have to be taken from the nest every day, and stealing eggs from two fully-grown crocodiles can be tricky. But don't worry, you won't be alone.

An experienced crocodile handler will enter the pen first and use a wooden pole to prod the crocodiles out of the way. Usually the crocodiles slip into their pond. Then you'll enter, carrying a plastic tub lined with straw. You'll scrape soil from the top of the nest. This exposes the eggs, and you mark the top of each one with a pen. Crocodile eggs must always stay in the



same position. If they roll sideways the embryo inside can be harmed.

You'll place the eggs carefully in the tub. Meanwhile, your co-worker with the pole keeps a sharp eye on the crocs. If one moves in to protect the eggs, it is prodded away with the pole. If both crocodiles move in to protect their eggs, then you and your co-worker should get out of there fast! You can always come back later when the crocs have settled down. All the eggs are placed in an incubator, and 80 days later baby crocodiles hatch out. Your next job is to help little crocodiles get born.



Baby crocodiles

About half the baby hatchlings will crack open their own shells and wriggle free. But some eggshells are so tough the babies can't make a hole big enough to crawl through. This is why the eggs are taken from the nest. It's your job to crack their shells open for them, and help them climb out. Once that's done, your next job is easy. You'll wash each little hatchling in warm water and place it in a nursery tank with a hundred others.

Small crocodiles

Crocodile hatchlings are about 28 centimetres long. That makes them easy to handle, but they grow quickly. In just 14 months they'll have grown into juveniles and they're one metre long.

Now every juvenile has to be caught by hand and moved to a large, outdoor pen. An expert crocodile handler will show you exactly how to do this. Pay attention! Even juvenile crocs can give you a nasty bite!

To catch a crocodile, always approach it from behind, and grab it quickly by the back of the neck. To lift it, slip your free hand under its back legs and tummy, and support the length of its body as you raise it from the ground. Carry it to its new pen while holding it close and tight. Place it down quickly, let go of its neck and then back away. Most juveniles scuttle straight into the water when released. But there's always one who'll spin around and snap at you. Crocodiles are unpredictable creatures. They may attack at any time. You need to be ready for *anything*!





Big crocodiles

In just two years crocodiles grow up to 1.5 metres long. They have to be moved again to much larger pens with fewer crocodiles. Now, two handlers work together to catch and carry each croc. As before, you'll approach the animal from behind, and this time you'll throw a wet sack over its head so it can't see. This stuns the crocodile long enough for you to rush in and sit astride its shoulders.

You'll grip the back of its neck with one hand, and press its jaws closed with the other. Your co-worker will now dash in too and wind tape around the crocodile's jaws. You'll lift the big croc together, supporting its tummy and long, heavy tail. In its new pen, you'll place the croc carefully on the ground

and you'll sit on its shoulders as before. Your co-worker will cut the tape away from the animal's jaws. As soon as that's done, you'll let go of the crocodile's neck and you will both back away fast. The crocodile will toss the sack off its head and spin about looking for you. Never forget, crocodiles have the most powerful jaws of any animal on earth. You don't want it chomping on you!

Monster crocodiles

Every crocodile farm puts on shows for tourists. And the main thing tourists want to see is *you*, kneeling before a monster crocodile feeding it by hand. It will take years of experience before you get to work *that* close to a fully grown croc, by which time you'll have studied crocodile husbandry at TAFE, passed exams and have developed nerves of steel.



Your everyday chores

You won't have to catch crocodiles every day. But you do have to feed them, then clean up after them. Farm-raised crocodiles are given fresh meat and dried food enriched with vitamins. They will fight each other for food unless there's plenty to be had. So farmed crocodiles are given more food than they can eat. This stops them fighting and harming one another. But it leaves a lot of uneaten meat lying about. That meat has to be cleaned up daily before it rots and spreads diseases.

There's only one way to clean a crocodile pen. You'll have to step inside, armed with a bucket and broom. As you walk around, amid 50 to 100 crocodiles, most will ignore you.

Their tummies are full and they're happy to doze. But every now and then one will creep close, eyeing you for dessert. A tap on the snout with a broom usually frightens it off. Crocodiles are very sensitive animals. The worst thing you can do around crocodiles is drop your bucket with a *clang*! Any loud, startling noise can make them stop eating, become ill and even die!

Like all other farm animals raised for their meat and skin, crocodiles have to be well looked after. It's your job to make sure they stay healthy and content. So do you still want to work with crocodiles? Crikey, who wouldn't? ■

When People Peer Down

Poem by Katherine Spadaro
illustrated by Kerry Millard

When people peer down at their mobile devices
They get an extra jowl.
And the thing that you see if you look at them twice is
Their face puts on a scowl.

Ridges and bridges appear on their faces.
Their lips look small and tight.
It's tempting to snatch their devices away,
But it probably isn't polite.

Bzzz
Bzzz



Appendix 4 – Handwriting

Targeting Handwriting Interactively – Blake Education

Week 8 - The letters f, o, r, v, w and x don't join to the letter 'e'



fe or re ve we xe

few fear does canoe

are red even weak pixel

Week 9 – The letter Aa and all joins

Andy Alligator asked Alice
Ant about an adventure to
Australia next Autumn.

A A A A A A A A A A
amazing awesome astounding
abcdefghijklmnopqrstuvwxyz
Aa

Appendix 5 – Writing

Week 8 – Fact File on Elephants

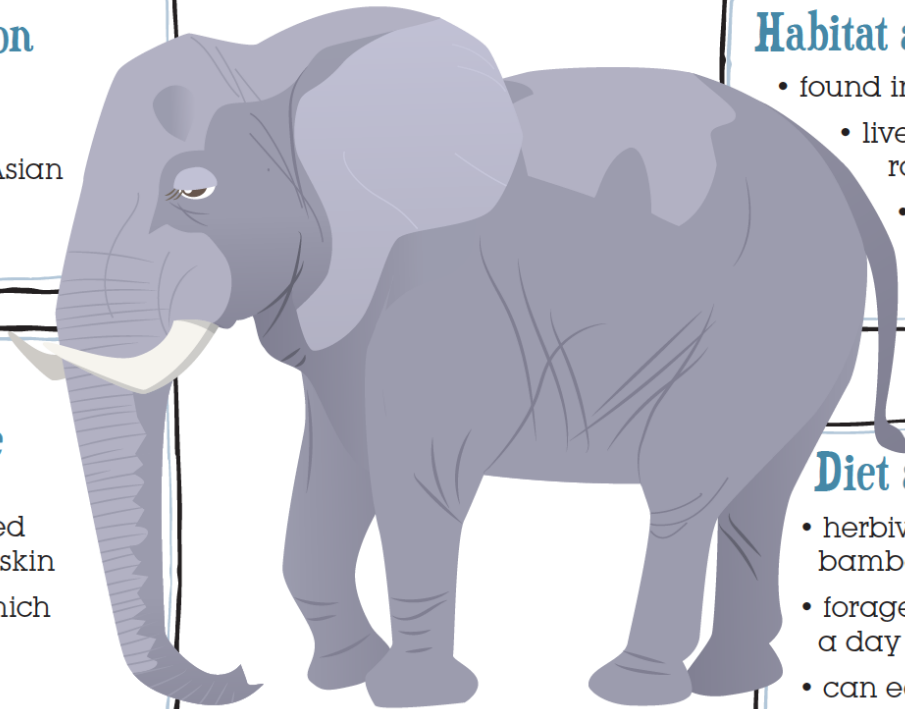
Fact File - Elephants

Classification

- mammals
- two species – African and Asian
- lifespan of 50-70 years

Size and Appearance

- large, bulky bodies covered in thick, grey skin
- large ears which help regulate temperature
- long trunks, used for lifting objects



Habitat and Lifestyle

- found in Africa and Asia
- live in grasslands, rainforests and deserts
- stay in groups called herds, led by the oldest female

Diet and Eating Habits

- herbivores – eat leaves, twigs, bamboo and roots
- forage for around 16 hours a day
- can eat 150 kg (300 lb) of food per day

Week 8 - Informative Text Scaffold

Informative Text - Scaffold

Introduction (This is a general statement about the subject of the text).


Paragraph 1 (Describe one detail about the subject of the text).

Paragraph 2 (Describe one detail about the subject of the text).

Paragraph 3 (Describe one detail about the subject of the text).

Conclusion (This is a concluding statement about the subject of the text).

Illustration



Note: If you need more space, write it into your workbook.

Informative Text Fact File – Cupcakes

Read the facts about cupcakes, then sort them into the correct box in the fact file.

Hint: There are three facts per box.

cupcakes were given the name as they were 'a cake to be baked in small cups'

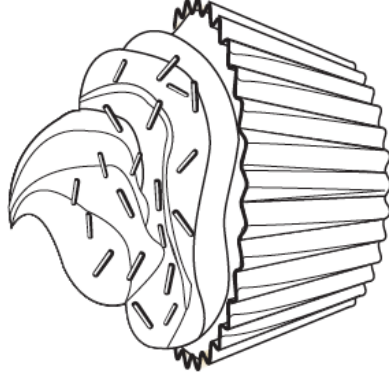
easy to fill with a variety of fillings

baked in the oven in individual paper cups or aluminium foil cups

can be a variety of sizes including mini, medium and large

recipe includes butter, sugar, flour, eggs, milk and baking soda

may be decorated with frosting, or may be left uniced



cook quickly and evenly

a small cake, specifically designed to serve one person

can be decorated to suit any special occasion

first created in the United States of America in the 1790s

cake should look like a fluffy sponge if cooked correctly

the first recipe was written in *American*

Cookery by Amelia Simmons

What are cupcakes?	What do cupcakes look like?
What is the history of cupcakes?	Why are cupcakes so popular?

Week 9 - Informative Text Scaffold

Informative Text - Scaffold

Introduction (This is a general statement about the subject of the text).

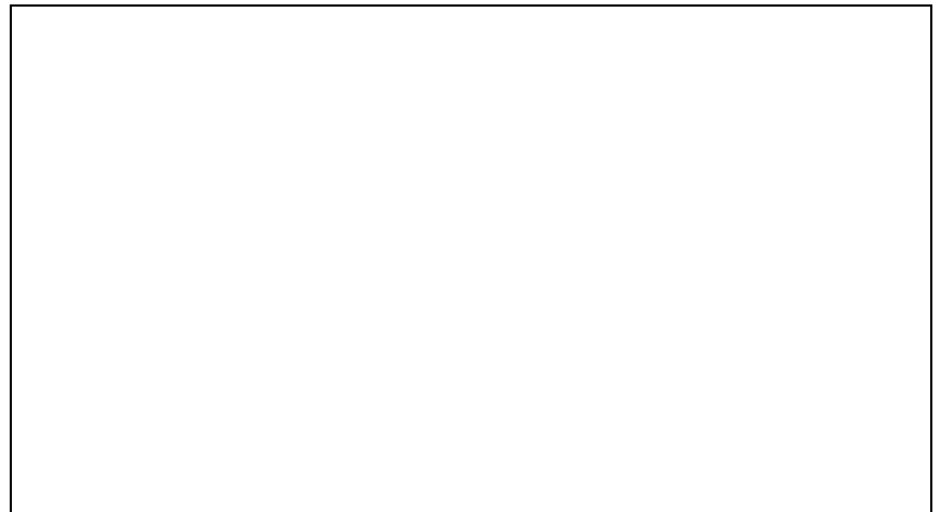
Paragraph 1 (Describe one detail about the subject of the text).

Paragraph 2 (Describe one detail about the subject of the text).

Paragraph 3 (Describe one detail about the subject of the text).

Conclusion (This is a concluding statement about the subject of the text).

Illustration



Note: If you need more space, write it into your workbook.

Appendix 6 – Number of the Day

<https://mathsstarters.net/numoftheday>

Week 8		
Day 1	Day 3	Day 5
<p>Today's number is 686</p> <ol style="list-style-type: none"> In words The number before 686 Is 686 less than or greater than 672? 10 less 15 more Count up by 10s: 686, __, __, __, __. Odd or even? Partition 686 using place value. Round to nearest 100 Arrange in ascending order: 686, 683, 691 	<p>Today's number is 64</p> <ol style="list-style-type: none"> In words 10 less 15 more Add 104. Round to nearest 100 Odd or even? Complete the pattern, add 9: 64, __, __, __ List some factors Divisible by 3? Find one tenth. 	<p>Today's number is 6985</p> <ol style="list-style-type: none"> In words 10 less 15 more Add 111. Round to nearest 100 Odd or even? Complete the pattern, add 9: 6985, __, __, __ List some factors Divisible by 3? Find one tenth.
Week 9		
Day 1	Day 3	Day 5
<p>Today's number is 389</p> <ol style="list-style-type: none"> In words 10 less 15 more Add 104. Round to nearest 100 Odd or even? Complete the pattern, add 8: 389, __, __, __ List some factors Divisible by 3? Find one tenth. 	<p>Today's number is 69 819</p> <ol style="list-style-type: none"> In words 10 less 15 more Add 105. Round to nearest 100 Odd or even? Complete the pattern, add 9: 69819, __, __, __ List some factors Divisible by 3? Find one tenth. 	<p>Today's number is 670 970</p> <ol style="list-style-type: none"> In words The number after 670970 Is 670970 less than or greater than 670965? 10 less 15 more Count down by 10s: 670970, __, __, __, __. Odd or even? Partition 670970 using place value. Round to nearest 100 Arrange in descending order: 670962, 670970, 670973

Appendix 7 – Mathematics Lessons

Whole Number and Multiplication

Week 8

Day 1

WALT - Round numbers to a specified place value

Follow these steps to round the numbers below:

Step 1: When rounding a number, you first need to ask: what are you rounding it to?

Numbers can be rounded to the nearest ten, the nearest hundred, the nearest thousand, and so on.

Step 2: Underline the number in the place you are rounding to.

Step 3: Look at the number to right of your underlined number.

Step 4: Decide if the number needs to be rounded up or down using the general rule.

Activity

Round the following numbers to the nearest 10:

- 13
- 29
- 52

Round the following numbers to the nearest 100:

- 105
- 392
- 498

Round the following numbers to the nearest 1000:

- 1 869
- 1 581
- 1 135

Round the following numbers to the nearest 10 000:

- 12 788
- 19 502
- 33 097



Day 2

WALT - Recognise different abbreviations of numbers used in everyday contexts



Ancient Romans used a special method of showing numbers

Examples: They wrote **V** instead of 5
And wrote **IX** instead of 9

Roman Numerals cannot have more than 4 of the same symbols.
Let's take a look here

Roman Numerals Cifrele romane			
I	1	XXX	30
II	2	XL	40
III	3	L	50
IV	4	LX	60
V	5	LXX	70
VI	6	LXXX	80
VII	7	XC	90
VIII	8	C	100
IX	9	D	500
X	10	M	1 000
XX	20	MD	1 500

Write the following numbers:

Your age

Your birthday

Today's date

Christmas this year

New year's day next year

If the larger number symbol is followed by a smaller number symbol you must add the two together. You also add if the two symbols are the same.

For example:

$$\text{XI} = 10 + 1 = 11$$

$$\text{VIII} = 5 + 3 = 8$$

$$\text{XIX} = 10 + 9 = 19$$

What are these numbers?

MC

DC

LV

If a smaller number symbol is followed by a larger number symbol you must subtract the small number from the large one.

For example:

$$9 = 10 - 1 = \text{IX}$$

$$40 = 50 - 10 = \text{XL}$$

$$\text{CD} (500 - 100 = 400)$$

What are these numbers?

IV

XC

XL

Week 8

Day 3

WALT - Multiply numbers of up to four digits

Solve the multiplication problems below.
Remember to start with the 'ones' column first and to add a zero before you move on to the tens 'place'. The first one has been done for you.

PLACE VALUE CHART

THOUSANDS TO ONES

Thousands	Hundreds	Tens	Ones

1.

			1	6	1
x				2	3
<hr/>					
		4	8	3	
	3	2	2	0	
	3	7	0	3	

+ Add zero ←

		3	0	5
x			7	1
<hr/>				

		7	4	9
x			9	8
<hr/>				

			1	6
x			3	3
<hr/>				

		6	4	6
x			1	0
<hr/>				

		2	1	9	0
x				6	9
<hr/>					

		1	1	4	3
x				3	4
<hr/>					

Day 4

WALT - Multiply numbers of up to four digits

Solve the multiplication problems below.
It is really helpful when we know our times tables off by heart.
Let's practise some more questions similar to yesterday!

			4	2
x			2	5
<hr/>				

			5	2
x			2	6
<hr/>				

		9	6	9
x			9	5
<hr/>				

		1	8	9	5
x				4	6
<hr/>					

		1	3	5	9
x				7	7
<hr/>					

Write 2 more of your own to solve:

Speed and Position

Week 8

Day 5

WALT – Solve simple problems involving speed

What Are Time, Speed and Distance?

Time is...

Time is how long something takes to happen. This can also be called the duration of an event or journey.

Speed is...

Speed is how fast or slow something travels. If we know the time and distance of a journey, we can work out the speed. To calculate speed (S), we divide distance (D) by time (T).

Distance is...

Distance is how far something travels.

How to Calculate Speed

For example:

Time (How long did you travel for?) = 1 hour

Distance (How far did you travel?) = 60km

so

Speed (How fast did you travel?) = $60 \div 1 = 60\text{km per hour or } 60\text{km/h}$

Time (How long did you travel for?) = 2 hours

Distance (How far did you travel?) = 80km

so

Speed (How fast did you travel?) = $80 \div 2 = 40\text{ km per hour or } 40\text{ km/h}$

Activity Time!

A snail has taken 1 hour to crawl 0.6 metres.

What is the average speed in cm?



The flight time from Glasgow to Toronto, Canada, is approximately 8 hours. If the distance is approximately 5200km, what is the average speed of the plane?

A train travels 918km in 6 hours. What is its average speed?

Record this information
in your book.

Week 9

Day 1

WALT – Find and describe a location on a map

What does a key/legend on a map tell us?

A map key is sometimes also called a legend. Legends or map keys use symbols, colours, or lines to represent important places or landmarks on a map.

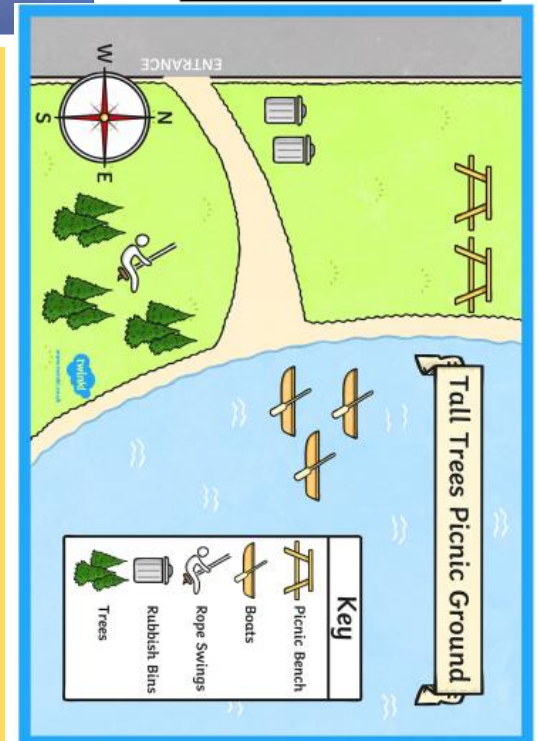


Map Key



Using the 'Tall Trees Picnic Ground' map answer the following questions:

1. What are the items listed on the key?
2. Where is the compass on this map?
3. If I was to walk through the entrance, down the path to the water, what would I see?
4. When I finish on the rope swing I want to sit down at the picnic tables. What direction would I walk?
5. After lunch at the picnic tables I need to put my rubbish in the bin. What direction would I walk?

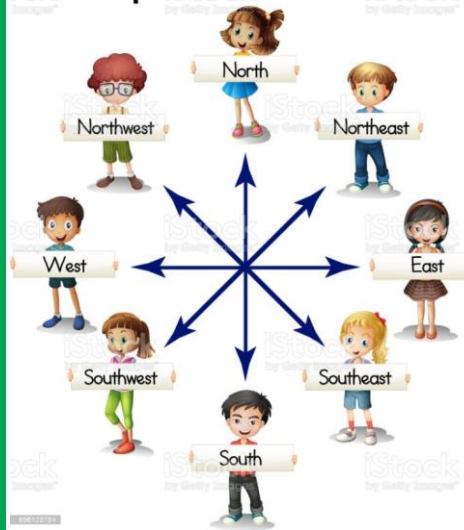


Week 9

Day 2

WALT – Follow a sequence of directions to find a particular location on a map

Compass Directions



Using the map solve the following questions:

1. If I start on Pacific Way and walk North up Bishop Lane, what street is on my first right?
2. If I walk out of Dan's House and go all the way to the end of Gynn Terrace, what will I see?
3. I am travelling South down Lark Avenue, what will I arrive behind?
4. I leave school and start to walk South down Acacia Road, I turn right at Pickles Road. Who's house am I at?

It is really important to remember that you need to imagine yourself on the map walking so that you go the correct way.

For example:

If you are walking South down Acacia Road your body is facing South towards the bottom of the map meaning there are only right hand turn options onto other streets not left. If you are not facing the right way you will go in the wrong direction.

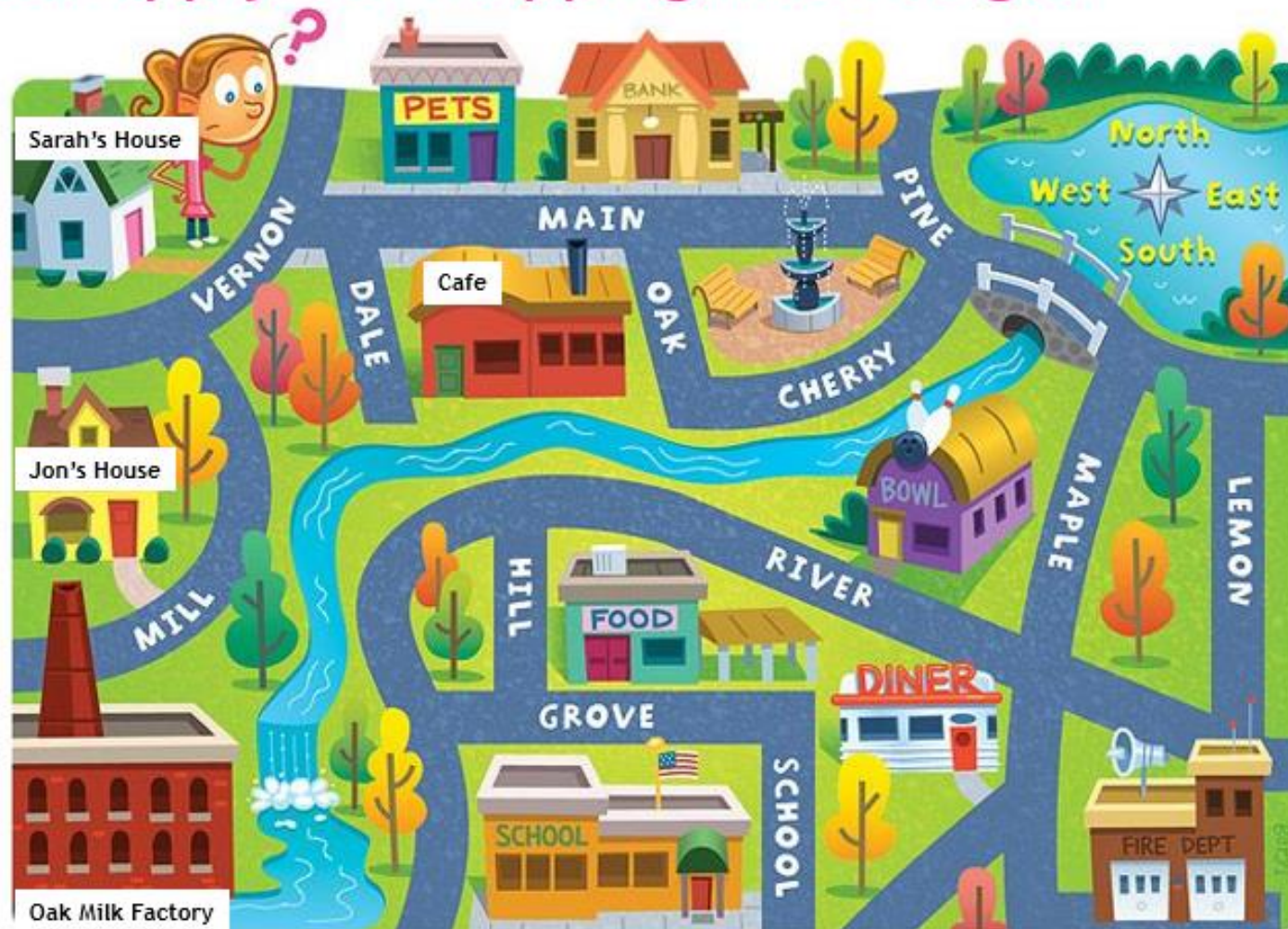


Week 9

Day 3

WALT – Use a map to plan and describe a route from one location to another

Lets apply our mapping knowledge!



Activity 1

Using this map describe and record how you would get from (If there are more than one way record both):

1. The BANK to BOWL
2. The DINER to PETS
3. Jon's House to FIRE DEPT
4. SCHOOL to CAFÉ

Activity 2

Make sure for this activity you write the location where you started, the directions you travelled and where you ended up.

- Plan a route that involves travelling North and West.
- Plan a route that starts at Sarah's House and travels along Main Road.
- Plan a route that travels North, South, East and West.

<p>Day 4 and 5</p> <p>WALT – Find and describe a location on a map including from one location to another</p>

WALT – Find and describe a location on a map including from one location to another

Make Your Own School Map

2) Using the grid squares below make a birds eye view of our school – ‘Birds eye’ means from the top – imagine you are in a helicopter taking a photo from above.

Day 5 Questions:

- A. Record how you would get from the Front Office to the MPC?
- B. What is to the right of the Library if you are standing at the Library door?
- C. Whose classroom is closest to the Basketball Court?
- D. Record how you would get to the Chicken Pen from 5/6Green?

[illegible]