

### Year 3: Term 2, Week 3 Learning Grid

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<p><b>English</b></p> <p><b>Morning Routine</b></p> <p>Watch the Morning Routine video that is on your Google Classroom (if you have access to a device). Complete the morning routine scaffold.</p> <p><b>Grammar</b></p> <p>Complete 'Said is Dead' literacy sheet.</p> <p><b>Reading</b></p> <p>Prepare activity</p> <p><b>Writing</b></p> <p>If you have access to a device, watch the first Writing video titled 'Ideas'. Plan a warning tale using the writing planning sheet based on the picture prompt.</p>	<p><b>English</b></p> <p><b>Morning Routine</b></p> <p>Watch the Morning Routine video that is on your Google Classroom (if you have access to a device). Complete the morning routine scaffold.</p> <p><b>Punctuation</b></p> <p>Edit the attached story 'The Very Selfish Giant'</p> <p><b>Reading</b></p> <p>Guided activity</p> <p><b>Writing</b></p> <p>Watch the first writing video again to refresh your memory.</p> <p>Plan a warning tale using the writing planning sheet based on the picture prompt.</p>	<p><b>English</b></p> <p><b>Morning Routine</b></p> <p>Watch the Morning Routine video that is on your Google Classroom (if you have access to a device). Complete the morning routine scaffold.</p> <p><b>Grammar</b></p> <p>Complete 'Comic Strip Speech' sheet.</p> <p><b>Reading</b></p> <p>Follow up activity</p> <p><b>Writing</b></p> <p>If you have access to a device, watch the second Writing video titled 'Character is Warned Paragraph'. Have a go at writing some 'without warning sentences'.  Alternatively, you can write 'without warning' sentences using the Wednesday writing sheet attached.</p>	<p><b>English</b></p> <p><b>Morning Routine</b></p> <p>Watch the Morning Routine video that is on your Google Classroom (if you have access to a device). Complete the morning routine scaffold.</p> <p><b>Vocabulary</b></p> <p>Complete the vocabulary find-a word activity.</p> <p><b>Reading</b></p> <p>Vocabulary and read 'Minibeast Fact Sheet'</p> <p><b>Writing</b></p> <p>Use your warning tale planning sheet that you wrote into on Monday to plan into your block planner. Remember that you will need to include more detail that is found in the block planner, such as the time sentence, and how your character is introduced on the inside/ outside using adjectives.</p>	<p><b>English</b></p> <p><b>Morning Routine</b></p> <p>Watch the Morning Routine video that is on your Google Classroom (if you have access to a device). Complete the morning routine scaffold.</p> <p><b>Punctuation</b></p> <p>Complete 'Missing Punctuation' sheet.</p> <p><b>Reading</b></p> <p>Literacy Pro or independent reading activity.</p> <p><b>Writing</b></p> <p>Use your block planner to write the following parts of your warning tale into your exercise book:</p> <p><u>Title</u></p> <p><u>Introduction</u> (include a setting with time sentence and introduce your character)</p> <p><u>Warning</u> (character is warned)</p>

<b>Middle</b>	<p><b>Maths</b></p> <p>Use the link in your digital resource pack located in Google Classroom to watch the multiplication lesson. You can also refer to the levels included in this learning pack.</p> <p>Investigate by using playing cards (if you have) to make your own multiplication questions to solve. Try to do 5 questions in your exercise book.</p>	<p><b>Maths</b></p> <p>Use the link in your digital resource pack located in Google Classroom to review the multiplication lesson. You can also refer to the levels included in this learning pack.</p> <p>Complete the attached multiplication sheet.</p>	<p><b>Maths</b></p> <p>Use the link in your digital resource pack located in Google Classroom to watch the division lesson. You can also refer to the levels included in this learning pack.</p> <p>Investigate by using playing cards (if you have) to make your own division questions to solve. Try to do 5 questions in your exercise book.</p>	<p><b>Maths</b></p> <p>Use the link in your digital resource pack located in Google Classroom to review the division lesson. You can also refer to the levels included in this learning pack.</p> <p>Complete the attached division sheet.</p>	<p><b>Maths</b></p> <p><u>Geometry</u></p> <p>Use what you have learnt from last week on features of prisms and complete the 'Name the 3D shape' math sheet</p>
<b>Afternoon</b>	<p><b>HSIE</b></p> <p>Lesson 3– 'World Climates'</p> <p>If you have a device, log into Inquisitive:</p> <p><a href="http://inq.co/class/hsb">http://inq.co/class/hsb</a></p> <p>Class code: 6846</p> <p>Complete attached activities</p>	<p><b>Handwriting</b></p> <p>This week we are focusing on diagonal joins.</p> <p>Complete handwriting sheet: 'Introducing Diagonal Joins'</p>	<p><b>Science and Technology</b></p> <p>Lesson 4– 'As the World Turns'</p> <p>If you have a device, log into Inquisitive</p> <p><a href="http://inq.co/class/hsb">http://inq.co/class/hsb</a></p> <p>Class code: 6846</p> <p>Complete attached activities</p>	<p><b>PDHPE:</b></p> <p>If you have access to a device, follow the link in your digital resource pack located in your Google Classroom. You can also access the link by typing in 'getactive@home nsw' in the search bar. Click on episode 1 and follow along.</p> <p>Alternatively you may choose to play a game (preferably one that involves throwing and catching) outside with some of your family members.</p>	<p><b>CAPA</b></p> <p>Use the step by step instructions included to draw a picture of a praying mantis.</p>

## Reading Activities

Use the attached texts 'Speedy Spider' and 'Creepy Spiders' and complete the following activities over the week.

### Monday- Prepare

Complete the **before reading section** of the sheet titled 'What I know about'. Then read the 'Speedy Spider' text.

### Tuesday - Guided

Reread 'Speedy Spider'. Complete the **new knowledge section** of the sheet titled 'What I know about'. Then answer the attached comprehension questions.

### Wednesday– Follow Up

Read the 'Creepy Spiders' text and answer the attached comprehension questions.

### Thursday– Vocabulary

Complete the word level work sheet with new vocabulary you have found this week during reading.

### Friday-Literacy Pro or Independent Reading

Read a text for 15-20 minutes (using a text from Literacy Pro or your home reader) and give a recount of it to an adult or older sibling.

**Monday**

# Morning Routine



**Day/Date & Weather**

**Write the long date:**

**Write the short date:**

**Describe today's weather:**

**What is the temperature today?**

**Vocabulary**

**Choose 1 word and write a sentence**

**Synonyms for warned:** cautioned, informed, alerted, advised, interrupted, urged, encouraged, instructed, told, ordered, demanded

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**Grammar and Punctuation**

**Punctuate the sentences correctly using quotation marks (" ")**

Why don't you go over there and play with the children, said mum.

I had so much fun over the weekend, Tom said excitedly.

Dad ordered, come here and clean up this room.

**Now write your own sentence using quotation marks.**

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**Tuesday**

# Morning Routine



**Day/Date & Weather**

**Write the long date:**

**Write the short date:**

**Describe today's weather:**

**What is the temperature today?**

**Vocabulary**

**Choose 1 word and write a sentence**

**Synonyms for warned:** cautioned, informed, alerted, advised, interrupted, urged, encouraged, instructed, told, ordered, demanded

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**Grammar and Punctuation**

**Punctuate the sentences correctly using quotation marks (" ")**

How are you feeling today? she said.

I want to go to the shops and buy some lollies, said Lily.

Mum urged, don't go into the deep dark woods late at night.

**Now write your own sentence using quotation marks.**

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Wednesday

# Morning Routine



**Day/Date & Weather**

**Write the long date:**

**Write the short date:**

**Describe today's weather:**

**What is the temperature today?**

**Vocabulary**

**Choose 1 word and write a sentence**

**Synonyms for warned:** cautioned, informed, alerted, advised, interrupted, urged, encouraged, instructed, told, ordered, demanded

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**Grammar and Punctuation**

**Punctuate the sentences correctly using quotation marks (" ")**

I went on a holiday over the summer and it was amazing, shouted Troy.

Why don't you come over so we can build a tree house, Ben suggested.

Miss Mourad encouraged, read more books at home.

**Now write your own sentence using quotation marks.**

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**Thursday**

# Morning Routine



**Day/Date & Weather**

**Write the long date:**

**Write the short date:**

**Describe today's weather:**

**What is the temperature today?**

**Vocabulary**

**Choose 1 word and write a sentence**

**Synonyms for warned:** cautioned, informed, alerted, advised, interrupted, urged, encouraged, instructed, told, ordered, demanded

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**Grammar and Punctuation**

**Punctuate the sentences correctly using quotation marks (" ")**

The rain was pouring in the afternoon, said Miss Kiran.

I can't wait to go back to school, Miss Hadir said with a frown on her face.

Sam told Mohamed, I think that is a great idea!

**Now write your own sentence using quotation marks.**

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**Friday**

# Morning Routine



**Day/Date & Weather**

**Write the long date:**

**Write the short date:**

**Describe today's weather:**

**What is the temperature today?**

**Vocabulary**

**Choose 1 word and write a sentence**

**Synonyms for warned:** cautioned, informed, alerted, advised, interrupted, urged, encouraged, instructed, told, ordered, demanded

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**Grammar and Punctuation**

**Punctuate the sentences correctly using quotation marks (" ")**

The trees look so beautiful outside, said Mr Westcott.

Come eat dinner, shouted mum.

Miss Dandashli alerted, 3D let's finish our work.

**Now write your own sentence using quotation marks.**

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## Morning Routine – 100 Days of Learning

Daily Fact Sheet – Write at least 1 fact that you remember about the Praying Mantis everyday.

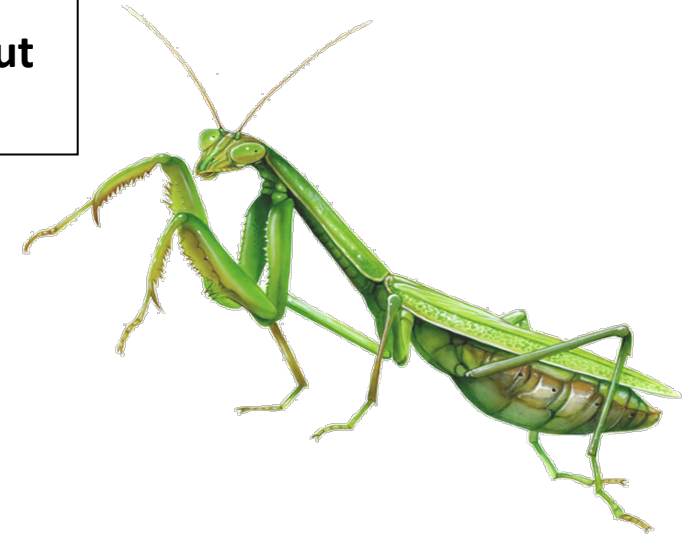
**Monday**

**Tuesday**

**Wednesday**

**Thursday**

**Friday**



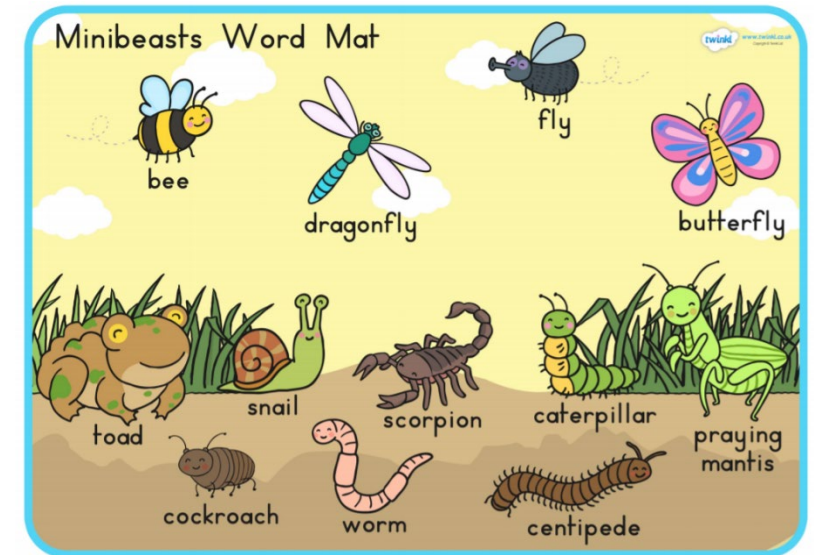
See how much you remember!

On Friday, use a blank piece of paper to record everything you know and learnt about praying mantises over the week. Remember to try your best not to look at this fact sheet when you do this.

## Morning Routine Daily Review

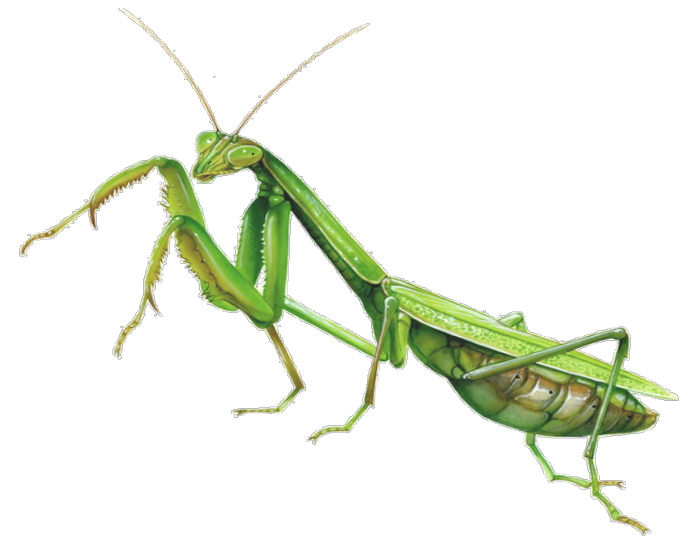
We are learning:

- To get ideas for writing
- New vocabulary
- To write and punctuate sentences



**For Morning Routine you should do the following every day:**

- Write the long date
- Write the short date
- Write your number facts
- Check weather and temperature
- Talk to a family member using full sentences about facts that you remember.
- Write facts on Praying Mantis (use daily fact sheet)



2020 MAY						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

# Weather Vocabulary



## SUN

- Bright
- Blazing
- Sunlight
- Sunshine

## RAIN

- Drizzling
- Pouring
- Raining
- Lashing

## CLOUDS

- Cloudy
- Gloomy
- Foggy
- Overcast

## FOG

- Mist
- Haze
- Dense fog
- Patchy fog

## SNOW

- Snowfall
- Snowstorm
- Snowflake
- Blizzard

## WIND

- Breeze
- Blustery
- Windstorm
- Hurricane



## TEMPERATURE

- Hot
- Warm
- Cool
- Cold
- Freezing

## NATURAL DISASTERS

- Landslide
- Avalanche
- Storm
- Drought
- Earthquake

# Said is Dead

## Using 'Said' Synonyms in Direct Speech

Use the 'said is dead' gravestone on the following page to help you improve the following sentences. The first has been done for you.

- . "What a terrible day!" said Michael.  
"What a terrible day!" exclaimed Michael.
- . "Can we go to Disney World?" the children  
excitedly said.

3. The teacher said, "Use your best handwriting."

4. The instructor said, "First place your harness over your shoulder like this."

5. "I wonder what's on at the cinema?" Lucy said.

6. "GET OUT!" said a ghostly voice.

7. After being woken up, Jordan stretched and said, "I'm... I'm... still tired!"

8. "A tiger!" said the little girl in shock whilst at the zoo.

Challenge: Well done for replacing said with a said synonym in each sentence. Now write two of your own speech sentences using the 'said is dead' sheet.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



# What I know about spiders

Monday- prepare task

Tuesday- guided task

**Before reading**

*Background  
Knowledge*

**After reading**

*New Knowledge*

# Speedy spider

1. 'Duncan, I want you to clean out the back seat of the car', Dad ordered. 'Who knows what's in there?'
2. Grumbling and muttering, Duncan grabbed a plastic bag and headed for the car. Mud and dust covered the tyres and dead bugs littered the windscreen. Still, the mess was worth it. The holiday had been great fun.
3. Duncan opened the back passenger door and ducked his head inside. 'A-r-g-h!' he shouted and jumped back. He wiped his face and head to remove the sticky web. Luckily, he couldn't find anything alive.
4. He carefully poked his head inside the open door. Gigantic, hairy legs twitched and jerked under the driver's seat. A half-empty, can of energy drink nestled beneath the driver's seat. Duncan slowly leaned closer. Two huge, red fangs hung down the sides of a wide, gaping mouth. Eight monstrous legs and two large, black, staring eyes were joined to a fat, hairy body. The fiery head bobbed continually backwards and forwards.
5. 'What a strange-looking spider!' Duncan thought. 'I haven't seen anything like it before. Still, it can't stay there. I'll have to remove it!'
6. Duncan quickly got a dustpan and brush and a pair of gardening gloves. He quietly leaned into the car to sweep the spider onto the dustpan. It hissed, bared its fangs and lunged. As quick as lightning, Duncan slammed the brush down onto the spider's back, stunning it long enough to sweep it onto the dustpan. Holding the brush firmly, he dropped the spider into the rubbish bin and slammed the lid.
7. Duncan returned the equipment to the garden shed. As he placed the gloves on the shelf, he noticed a small tear in the thumb of one of the gloves.
8. 'No arachnid is as fast as I am!' Duncan boasted. 'The tear must have already been there.'
9. In the middle of the night, Duncan awoke with a start as his legs and arms began to twitch and jerk in the sheets. He stroked the sides of his mouth with his hairy fingers.





1. The word *I* in Paragraph 1 means:

- (a) Dad.
- (b) Duncan.
- (c) the spider.

2. Where did Duncan most likely go for his holiday?

- (a) the beach
- (b) overseas
- (c) the country

3. In this text, what most likely caused the spider to change?

- (a) a change in the weather
- (b) drinking the energy drink
- (c) eating too many flies

4. What did Duncan do after he saw the spider under the seat?

- (a) He got a dustpan and brush and gloves to remove it.
- (b) He saw a bottle of energy drink.
- (c) He wiped away the spider's web.

5. Which statement is a fact, not an opinion?

- (a) Spiders have eight legs.
- (b) They are scary.
- (c) The spider looked strange.

6. Duncan was able to capture the spider because:

- (a) he had sprayed it with insecticide.
- (b) he had stunned it with the brush.
- (c) he was fast.

7. Which paragraph tells how Duncan may have been bitten?

- (a) Paragraph 3
- (b) Paragraph 5
- (c) Paragraph 7

8. The word *arachnid* in Paragraph 8 means:

- (a) an old type of pen.
- (b) the study of how other people lived.
- (c) spider.



### Something extra

- ★ Use the description in Paragraph 4 to draw a picture of the spider.
- ★ Read about other arachnids.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Passage 11 Drawing Conclusions**

# Creepy Spiders



Many people are a little afraid of spiders. This makes sense because some spiders can hurt people. But most spiders are safe. It is important to know that.

Ann Blaine was not just a little afraid of spiders. Every time she saw a spider, Ann screamed. She cried. She fell down. She was that scared!

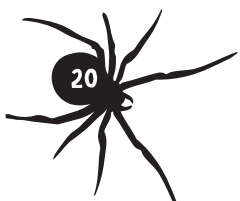
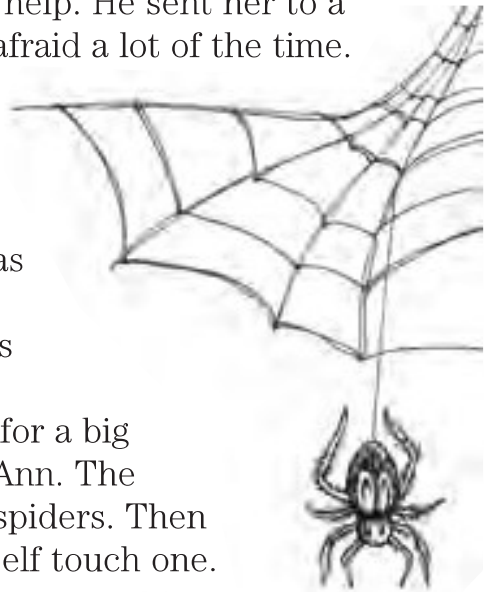
If the spider was in her house, she had to leave. She would stay at a friend's house until her family caught the spider! Once she did not come home for a month!

Ann went to a doctor. Ann's doctor told her that lots of people are afraid of things. He said she could get help. He sent her to a special doctor who helps people who are afraid a lot of the time.

First, Ann had to look at pictures of spiders. To her surprise, she slowly got used to them. Next, Ann had to look at videos of spiders. Then, the doctor gave Ann's family a big, toy spider. Their job was to hide it in the house. Poor Ann! Coming across the toy spider in strange places was not fun!

Finally, the doctor said Ann was ready for a big test. He put some real spiders in front of Ann. The spiders were in jars. They were very tiny spiders. Then the spiders were let loose. Ann made herself touch one. She even let one run on her hand.

Ann is still a little afraid of spiders. But if she finds one at home, she does not have to move away for a month. She can catch the spider in a jar and put it outside—all by herself.



Name \_\_\_\_\_ Date \_\_\_\_\_

**1. Why do you think Ann Blaine went to a special doctor?**

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**2. Why do you think the doctor made Ann look at pictures of spiders?**

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**3. Why do you think Ann was ready for the big test at the end of the story?**

- ☐ (A) She could put spiders in jars.
- ☐ (B) She could hide toy spiders in her house.
- ☐ (C) She could let spiders run on her hand.
- ☐ (D) She wasn't afraid of toy spiders anymore.

**4. Do you think the special doctor helped Ann? Tell why or why not.**

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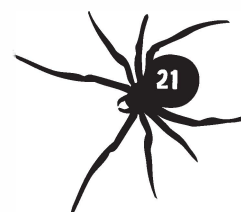
**5. Think of something else a person might be afraid of. How would you help this person if you were a doctor? How would you get the person used to the thing so it did not seem so scary?**

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## Word Level Work

L.I: To widen our oral and written vocabulary.

Word: \_\_\_\_\_

My word means: \_\_\_\_\_

\_\_\_\_\_

My sentence: \_\_\_\_\_

\_\_\_\_\_

Other words that have the same meaning: \_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_

My word means: \_\_\_\_\_

\_\_\_\_\_

My sentence: \_\_\_\_\_

\_\_\_\_\_

Other words that have the same meaning: \_\_\_\_\_

\_\_\_\_\_

Word: \_\_\_\_\_

My word means: \_\_\_\_\_

\_\_\_\_\_

My sentence: \_\_\_\_\_

\_\_\_\_\_

Other words that have the same meaning: \_\_\_\_\_

\_\_\_\_\_



## Example warning tale

(for reference)

### Introductory paragraph

- time sentence
- character introduced (using adjectives)

### Warning Paragraph

- character is warned not to do something

### 'But being...' paragraph

- character does it anyway

### 'Without warning' paragraph

- something bad happens

### 'Character is rescued' paragraph

- the character gets rescued

### Character learns a lesson paragraph

## Scuttle Learns a Lesson

One fine morning somewhere between sunrise and mid-morning, a mother called her son to the kitchen. Scuttle was a troublesome teenage cockroach full of pride and no common sense. He rarely did as he was told!

"Now Scuttle, I want you to take these cake crumbs over to Aunty Wing's burrow," ordered his mother. Scuttled listened as his mother warned him not to cut across the shiny, white tiles in the kitchen, but instead, to take the long arduous journey through the long bladed grass.

But being the mischievous cockroach he was, he ignored his mum's warning. Scuttle knew that trekking carefully through the grass was a safe option, however he was a boy full of adventure and daring, so he decided to take the risk. "Yes", he thought, "I can run fast and I have eagle eyes. I'm sure I can make it!" He peered out from the crevice behind the warmth of the fridge. All was safe. He made a run for it.

Without warning, an ominous shadow form appeared in front of him. A loud pitched scream filled the room. Then he heard it...that hissing sound. It could only be Fiona, the female giant of the house. She was pointing the Bug Off spray right at him! Scuttle froze. He thought, maybe she wouldn't see him.

Just as Scuttle believed his end had arrived, Webby the Spider dropped from the light bulb above him. She hung on the end of her web, right in front of the giant! Fiona shrieked and took a few wobbly steps backwards— just enough time for Scuttle to squeeze under the door and out into the garden.

Scuttle trembled with fear until he arrived at Aunty Wing's burrow. He learned his lesson and knew he should have listened to his mother's warning. On the way home, he went through the grass even though it took longer.



Monday





Use Monday's picture prompt to help you come up with ideas to draft a plan for a warning tale.

Warning Tale Plan	
Title	
Character is introduced	
Warned...Don't...	
Character does it	
Bad thing happens	
Character is rescued	
Character learns a lesson	

Tuesday



Use Tuesday's picture prompt to help you come up with ideas to draft a plan for a warning tale.

Warning Tale Plan	
Title	
Character is introduced	
Warned...Don't...	
Character does it	
Bad thing happens	
Character is rescued	
Character learns a lesson	

Here are some synonyms for the word '**warned**'. Can you think of any others?

warned

urged

told

advised

cautioned

counselled

## **‘Warning sentence’ examples that include dialogue**

“Do not talk to strangers,” warned Mum.

“Do not talk to strangers,” advised Mum.

“Do not talk to strangers,” urged Mum.



Your turn...

Use the synonyms for warned in a sentence

warned  
advised  
cautioned  
urged  
counselled

"Do not talk to strangers," \_\_\_\_\_ Mum.

"Do not talk to strangers," Mum \_\_\_\_\_ him.

1.) \_\_\_\_\_

2.) \_\_\_\_\_

3.) \_\_\_\_\_

4.) \_\_\_\_\_

5.) \_\_\_\_\_

**You can also use a comma to introduce dialogue.**

warned  
advised  
cautioned  
urged  
counselled

She asked, "When is the best time to go?"

Mum warned, "Do not talk to strangers."

**Your turn:** Write 5 sentences using a comma to introduce dialogue. Don't forget to include a synonym for 'warned'.

1.) \_\_\_\_\_

2.) \_\_\_\_\_

3.) \_\_\_\_\_

4.) \_\_\_\_\_

5.) \_\_\_\_\_

Instructions: Read the warning tale below. This student has made some punctuation mistakes. Your job is to find them and edit the story by adding capital letters, full stops and quotation marks where they belong. If you are careful, you may even find some spelling mistakes that you can fix!

### The Selfish giant

Every afternoon, as they were coming from school, the children used to go and play in an abandoned garden it was a large and beautiful garden with soft green grass and flowers that glistened like starrs. Their were twelf trees that had delicate blossoms and in the autum grew rich froot. the birds sat on the trees and sang so sweetly.

one day the jiant who owned the garden came back from visiting a friend. When he arrived he saw the children playing in the garden. "What are you doing here he bellowed. Nobody can play in it but me. So he built a high wall around it and put up a notice-board. it read:  
WARNING! TRESPASSERS WILL BE REMOVED. he was a very selfish giant

Unfortunately now they children had nowhere to play they missed the beautiful garden so much that they decided to ignore the warning. they climed to the top of the wall and jumped into the garden.

"Oi!" a loud voice shouted. "can't you read the sign. No trespassers allowed! Now cleer off before I eat you for my lunch!" The giant started to run But because he was so large he was very slo. the children had to escape.

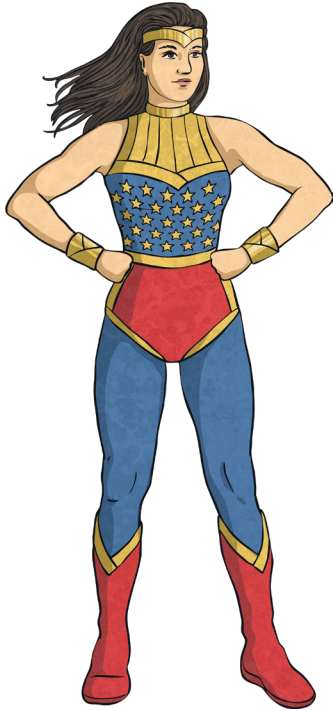
Luckily, they found a tiny gap in the wall and managed to escape. Phew!" they panted. From that day on they promised they would listen to any warnings given to them



# Comic Strip Speech

## Using Inverted Commas to Show Direct Speech

Look at the comic strip speech bubbles below. Change each speech bubble into a speech sentence with inverted commas. The first has been done for you.



**Hold on tight! I'll save you!**

The superhero flew through the air and  
shouted, "Hold on tight! I'll save you!"

**Hold on tight! I'll save  
you! I will protect the  
castle from the dragon!**

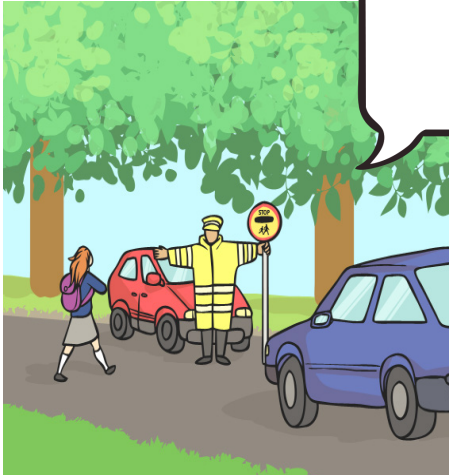


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It's safe to cross the  
road now.

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Are you ready to order?



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To be or not to be? That  
is the question.

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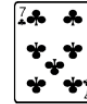
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## Multiplication And Division By 2, Odd And Even Numbers

1. Select cards to make a single-digit number to multiply by 2, for example,



Multiply the number by 2 using the distributive property, for example,

$$2 \times 7 = 14$$

$$\begin{array}{r} 5 + 2 \end{array}$$

Record the product, for example,  $2 \times 7 = 14$

If you multiplied a single-digit number by 2,  
use your strategy to learn the multiple of 2 (table).

$$2 \times 5 = 10$$

$$2 \times 2 = 4$$

$$10 + 4 = 14$$

Explain to a friend how you used the distributive property to multiply the number by 2.

Reflection: How can we use the distributive property to multiply by 2?

## Multiplication And Division By 2, Odd And Even Numbers

Select cards to make a number up to 20, to divide by 2 / halve, for example,



or



Divide your number by 2 by partitioning it into multiples of 2 that you do know, for example,

$$16 \div 2 = 8$$

$$\begin{array}{r} 10 + 6 \end{array}$$

$$10 \div 2 = 5$$

$$6 \div 2 = 3$$

$$5 + 3 = 8$$

$$\frac{1}{2} \text{ of } 16 = 8$$

$$\begin{array}{r} 10 + 6 \end{array}$$

$$\frac{1}{2} \text{ of } 10 = 5$$

$$\frac{1}{2} \text{ of } 6 = 3$$

$$15 \div 2 = 7 \text{ r } 1$$

$$\begin{array}{r} 10 + 5 \end{array}$$

$$4 + 1$$

$$10 \div 2 = 5$$

$$4 \div 2 = 2$$

$$5 + 2 = 7$$

$$\frac{1}{2} \text{ of } 15 = 7 \text{ r } 1$$

$$\begin{array}{r} 10 + 5 \end{array}$$

$$4 + 1$$

$$\frac{1}{2} \text{ of } 10 = 5$$

$$\frac{1}{2} \text{ of } 4 = 2$$

Record the quotient.

Explain to a friend how you divided by 2 / halved.

Reflection: How can we divide by 2 / halve?

## Multiplying by 2 – Levels

Choose a level you are comfortable with and answer the questions for your level on the next page

Groups of 2      2 equal groups

$12 \div 6 = 2$   
 $12 \div 2 = 6$   
 $2 \times 6 = 12$   
 $6 \times 2 = 12$

Groups of 2      2 equal groups

$8 \div 2 = 4$   
 $8 \div 2 = 4$

$2 \times 7 = 14$   
 $5 + 2$   
 $2 \times 5 = 10$   
 $2 \times 2 = 4$   
 $10 + 4 = 14$

$2 \times 17 = 34$   
 $10 + 7$   
 $2 \times 10 = 20$   
 $2 \times 7 = 14$   
 $20 + 14 = 34$

$2 \times 47 = 94$   
 $40 + 7$   
 $2 \times 40 = 80$   
 $2 \times 7 = 14$   
 $80 + 14 = 94$   
 $2 \times 40 = 2 \times 4 \times 10 = 8 \times 10 = 80$

$2 \times 347 = 694$   
 $300 + 40 + 7$   
 $2 \times 300 = 600$   
 $2 \times 40 = 80$   
 $2 \times 7 = 14$   
 $600 + 80 + 14 = 694$   
 $2 \times 300 = 2 \times 3 \times 100 = 6 \times 100 = 600$   
 $2 \times 40 = 2 \times 4 \times 10 = 8 \times 10 = 80$

## Dividing by 2 – Levels

Choose a level you are comfortable with and answer the questions for your level on the next page

Groups of 2      2 equal groups

$12 \div 6 = 2$   
 $12 \div 2 = 6$   
 $2 \times 6 = 12$   
 $6 \times 2 = 12$

Groups of 2      2 equal groups

$8 \div 2 = 4$   
 $8 \div 2 = 4$

$14 \div 2 = 7$   
 $10 + 4$   
 $10 \div 2 = 5$   
 $4 \div 2 = 2$   
 $5 + 2 = 7$   
 $\frac{1}{2} \text{ of } 14 = 7$   
 $\frac{1}{2} \text{ of } 10 = 5$   
 $\frac{1}{2} \text{ of } 4 = 2$

$36 \div 2 = 18$   
 $30 + 6$   
 $30 \div 2 = 15$   
 $6 \div 2 = 3$   
 $15 + 3 = 18$   
 $\frac{1}{2} \text{ of } 36 = 18$   
 $\frac{1}{2} \text{ of } 30 = 15$   
 $\frac{1}{2} \text{ of } 6 = 3$

$336 \div 2 = 168$   
 $300 + 30 + 6$   
 $300 \div 2 = 150$   
 $30 \div 2 = 15$   
 $6 \div 2 = 3$   
 $150 + 15 + 3 = 168$   
 $\frac{1}{2} \text{ of } 336 = 168$   
 $\frac{1}{2} \text{ of } 300 = 150$   
 $\frac{1}{2} \text{ of } 30 = 15$   
 $\frac{1}{2} \text{ of } 6 = 3$

$15 \div 2 = 7 \text{ r } 1$   
 $10 + 5$   
 $10 \div 2 = 5$   
 $4 \div 2 = 2$   
 $5 + 2 = 7$   
 $\frac{1}{2} \text{ of } 15 = 7 \text{ r } 1$   
 $\frac{1}{2} \text{ of } 10 = 5$   
 $\frac{1}{2} \text{ of } 5 = 2$

$37 \div 2 = 18 \text{ r } 1$   
 $30 + 7$   
 $30 \div 2 = 15$   
 $6 \div 2 = 3$   
 $15 + 3 = 18$   
 $\frac{1}{2} \text{ of } 37 = 18 \text{ r } 1$   
 $\frac{1}{2} \text{ of } 30 = 15$   
 $\frac{1}{2} \text{ of } 7 = 3$

$337 \div 2 = 168 \text{ r } 1$   
 $300 + 30 + 7$   
 $300 \div 2 = 150$   
 $30 \div 2 = 15$   
 $6 \div 2 = 3$   
 $150 + 15 + 3 = 168$   
 $\frac{1}{2} \text{ of } 337 = 168 \text{ r } 1$   
 $\frac{1}{2} \text{ of } 300 = 150$   
 $\frac{1}{2} \text{ of } 30 = 15$   
 $\frac{1}{2} \text{ of } 7 = 3$

Choose your multiplication level and answer the questions in your book. Remember to show your working out. 😊

### Multiplying by 2 – Level 1

Groups of 2      2 equal groups

$12 \div 6 = 2$   
 $12 \div 2 = 6$   
 $2 \times 6 = 12$   
 $6 \times 2 = 12$

Groups of 2      2 equal groups  
 $8 \div 2 = 4$        $8 \div 4 = 2$

$3 \times 2 =$

$4 \times 2 =$

$2 \times 2 =$

$5 \times 2 =$

The teacher made 2 teams of 3 children. How many children altogether?

### Multiplying by 2 – Level 2

$2 \times 7 = 14$

$5 + 2$

$2 \times 5 = 10$   
 $2 \times 2 = 4$   
 $10 + 4 = 14$

$2 \times 6 =$

$2 \times 8 =$

$2 \times 9 =$

$2 \times 7 =$

The school had 2 classes of 6 children.  
 How many children altogether?

### Multiplying by 2 – Level 3

$2 \times 17 = 34$

$10 + 7$

$2 \times 10 = 20$   
 $2 \times 7 = 14$   
 $20 + 14 = 34$

$2 \times 16 =$

$2 \times 18 =$

$2 \times 19 =$

$2 \times 13 =$

The teacher made 2 teams of 15 children.  
 How many children altogether?

### Multiplying by 2 – Level 4

$2 \times 47 = 94$

$40 + 7$

$2 \times 40 = 80$   
 $2 \times 7 = 14$   
 $80 + 14 = 94$

$2 \times 40 = 2 \times 4 \times 10 = 8 \times 10 = 80$

$2 \times 29 =$

$2 \times 37 =$

$2 \times 43 =$

$2 \times 51 =$

The school had 2 classes of 28 children.  
 How many children altogether.

### Multiplying by 2 – Level 5

$2 \times 347 = 694$

$300 + 40 + 7$

$2 \times 300 = 600$   
 $2 \times 40 = 80$   
 $2 \times 7 = 14$   
 $600 + 80 + 14 = 694$

$2 \times 300 = 2 \times 3 \times 100 = 6 \times 100 = 600$   
 $2 \times 40 = 2 \times 4 \times 10 = 8 \times 10 = 80$

$2 \times 121 =$

$2 \times 236 =$

$2 \times 367 =$

$2 \times 319 =$

Sarah bought 2 packets of 115 lollies.  
 How many lollies altogether.

**Choose your division level and answer the questions in your book. Remember to show your working out. 😊**

### Dividing by 2 – Level 1

Groups of 2      2 equal groups

$12 \div 6 = 2$   
 $12 \div 2 = 6$   
 $2 \times 6 = 12$   
 $6 \times 2 = 12$

Groups of 2      2 equal groups

$8 \div 2 = 4$        $8 \div 2 = 4$

$8 \div 2 =$

$6 \div 2 =$

$4 \div 2 =$

$10 \div 2 =$

The school divided 8 children into 2 classes. How many children in each class?

### Dividing by 2 – Level 2

$14 \div 2 = 7$   
 $10 + 4$   
 $10 \div 2 = 5$   
 $4 \div 2 = 2$   
 $5 + 2 = 7$

$\frac{1}{2} \text{ of } 14 = 7$   
 $10 + 4$   
 $\frac{1}{2} \text{ of } 10 = 5$   
 $\frac{1}{2} \text{ of } 4 = 2$   
 $5 + 2 = 7$

$15 \div 2 = 7 \text{ r } 1$   
 $10 + 5$   
 $4 + 1$   
 $10 \div 2 = 5$   
 $4 \div 2 = 2$   
 $5 + 2 = 7$

$\frac{1}{2} \text{ of } 15 = 7 \text{ r } 1$   
 $10 + 5$   
 $4 + 1$   
 $\frac{1}{2} \text{ of } 10 = 5$   
 $\frac{1}{2} \text{ of } 4 = 2$   
 $5 + 2 = 7$

$16 \div 2 =$

$19 \div 2 =$

$18 \div 2 =$

$20 \div 2 =$

16 children are divided into 2 teams.  
How many in each team?

### Dividing by 2 – Level 3

$36 \div 2 = 18$   
 $30 + 6$   
 $30 \div 2 = 15$   
 $6 \div 2 = 3$   
 $15 + 3 = 18$

$\frac{1}{2} \text{ of } 36 = 18$   
 $30 + 6$   
 $\frac{1}{2} \text{ of } 30 = 15$   
 $\frac{1}{2} \text{ of } 6 = 3$   
 $15 + 3 = 18$

$32 \div 2 =$

$28 \div 2 =$

$27 \div 2 =$

$35 \div 2 =$

Mohamed divided 54 lollies into 2 groups.  
How many lollies in each group?

### Dividing by 2 – Level 4

$336 \div 2 = 168$   
 $300 + 30 + 6$   
 $300 \div 2 = 150$   
 $30 \div 2 = 15$   
 $6 \div 2 = 3$   
 $150 + 15 + 3 = 168$

$\frac{1}{2} \text{ of } 336 = 168$   
 $300 + 30 + 6$   
 $\frac{1}{2} \text{ of } 300 = 150$   
 $\frac{1}{2} \text{ of } 30 = 15$   
 $\frac{1}{2} \text{ of } 6 = 3$   
 $150 + 15 + 3 = 168$

$130 \div 2 =$

$128 \div 2 =$

$244 \div 2 =$

$368 \div 2 =$

$337 \div 2 = 168 \text{ r } 1$   
 $300 + 30 + 7$   
 $6 + 1$   
 $300 \div 2 = 150$   
 $30 \div 2 = 15$   
 $6 \div 2 = 3$   
 $150 + 15 + 3 = 168$

$\frac{1}{2} \text{ of } 337 = 168 \text{ r } 1$   
 $300 + 30 + 7$   
 $6 + 1$   
 $\frac{1}{2} \text{ of } 300 = 150$   
 $\frac{1}{2} \text{ of } 30 = 15$   
 $\frac{1}{2} \text{ of } 6 = 3$   
 $150 + 15 + 3 = 168$

Lisa divided 260 books into 2 piles.  
How many books in each pile?

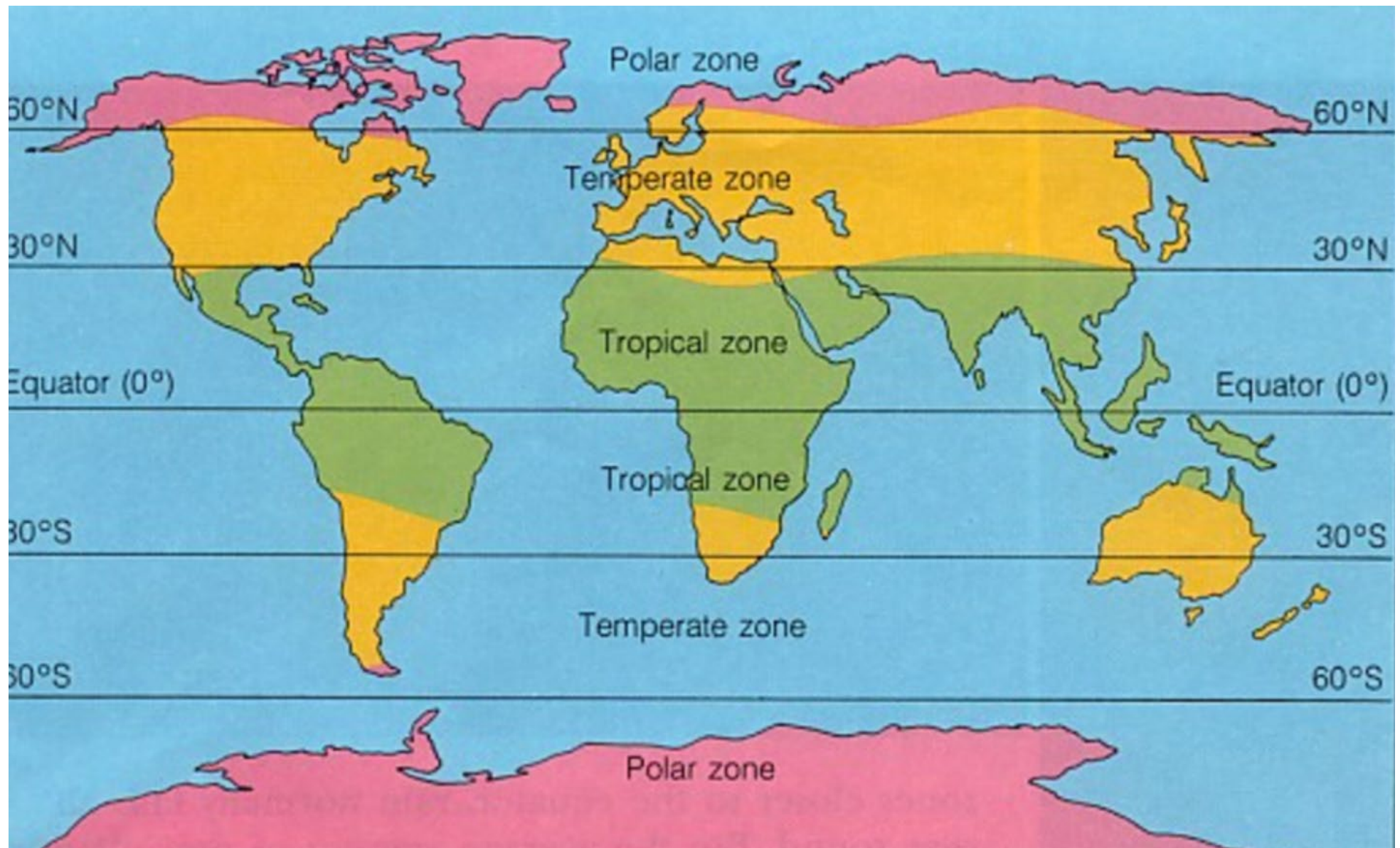


# Do other places have the same climate as Australia?





HSIE Resource 1: World Climate Zones



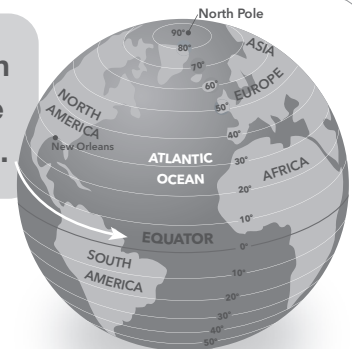


# Do other places have the same climate as Australia?

Just like Australia has climate zones the Earth has climate zones too. The Earth's climate zones are about how close a place is to the sun.

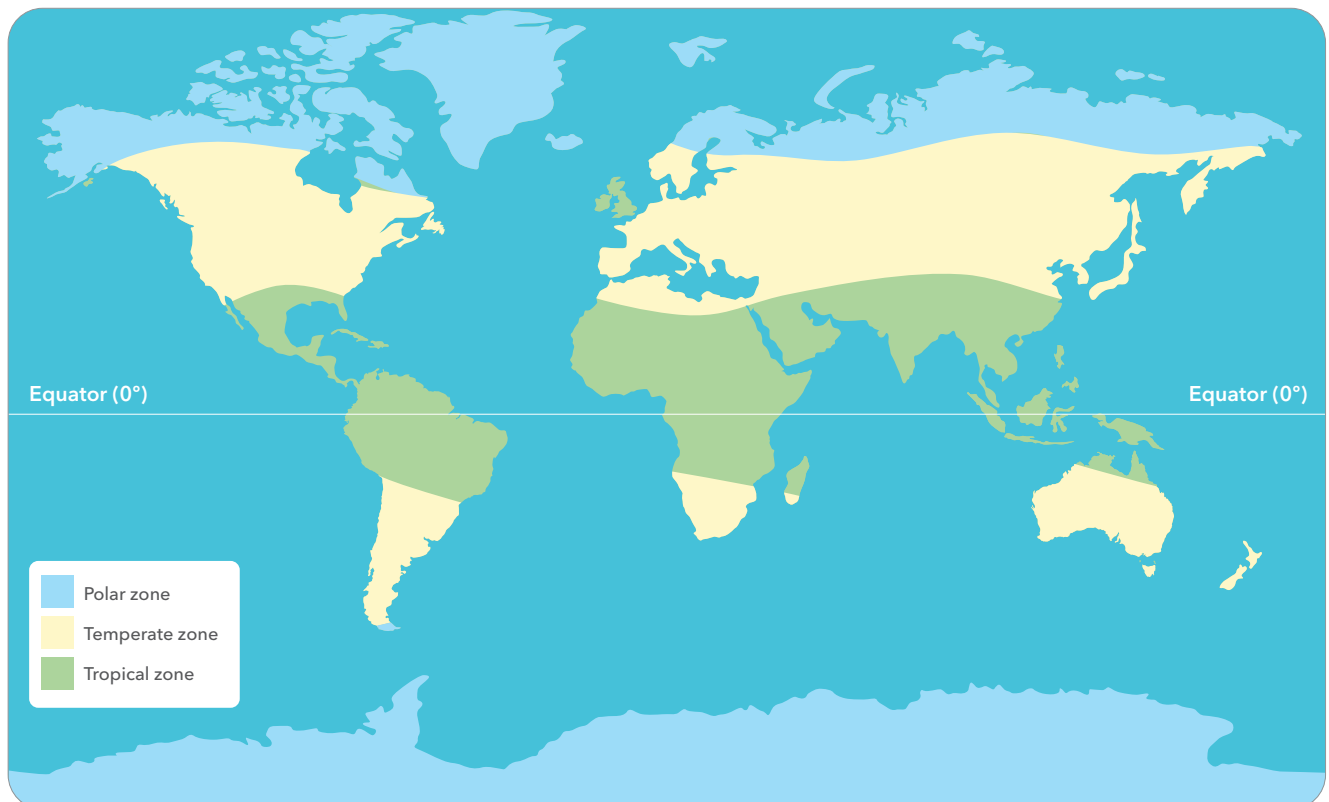
Places which are closest to the Equator are **Tropical**. Places further away from the Equator are **Temperate**. Places furthest from the Equator are **Polar** (very cold).

The Equator is an imaginary circle around the Earth.



1 Describe what the weather would be like in each zone.

- a Tropical \_\_\_\_\_
- b Temperate \_\_\_\_\_
- c Polar \_\_\_\_\_



2  Look at the world climate zone map. What two climate zones is Australia in?

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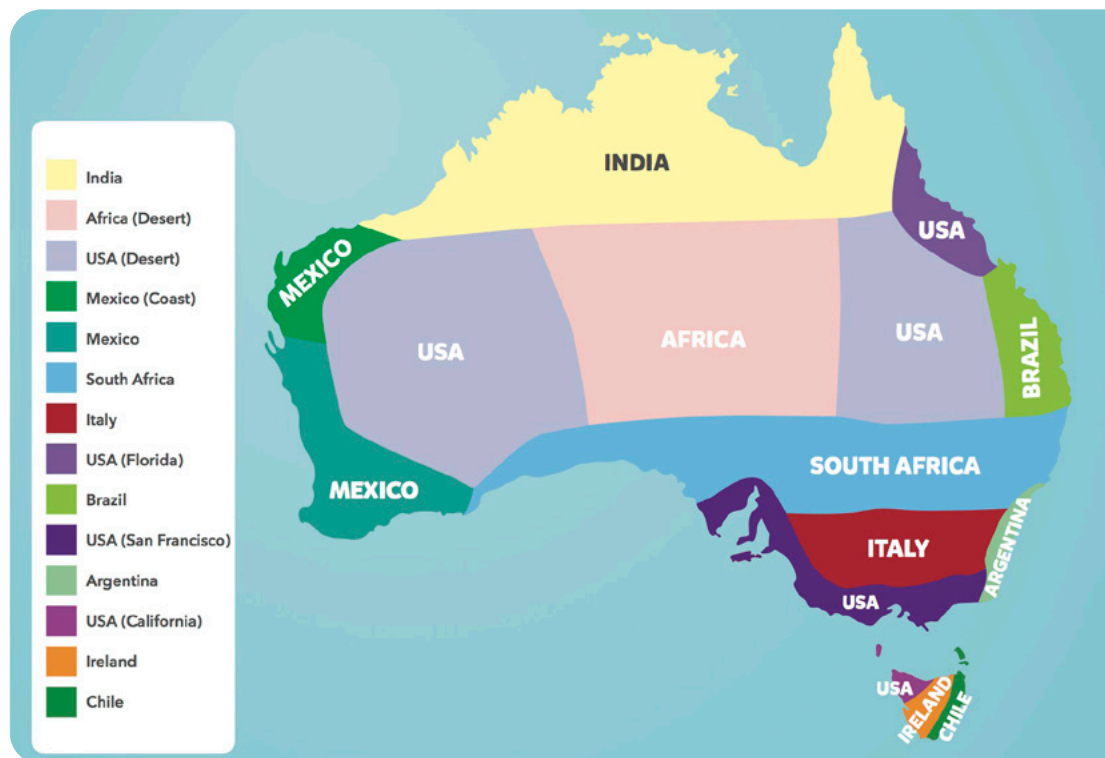
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All countries are in a world climate zone but their natural features may mean that parts of the country have a different climate, for example most of the centre of Australia is desert.

**3** What natural features do you think could have caused a desert?

The temperature and rainfall of a place are recorded over a long period of time to find its climate. This information can then be used to find places with the same climate.

**4**  Look at this map which shows places in the world which have the same climate as places in Australia.



**a** What other country has the same climate as the place where you live?


**b** What countries have climates like these places?

Darwin \_\_\_\_\_ Brisbane \_\_\_\_\_

Canberra \_\_\_\_\_ Sydney \_\_\_\_\_

Melbourne \_\_\_\_\_ Adelaide \_\_\_\_\_

Perth \_\_\_\_\_ Hobart \_\_\_\_\_

**c**  Use these websites to help you find places around the world with the same climate. Talk to your partner, group or class about places you find.

# Introducing diagonal joins

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



Most letters join at the top body line.



an

a<sup>exit</sup>n → an → an → an

Trace and copy these letter pairs using diagonal joins.

ae ai aj am an ap ar au

ce ci cr cu cy

de di dp dr du dy

ee ei ej em en ep er eu ev ew

You don't need to use entry flicks at the beginnings of words.



Trace and copy these letter pairs with diagonal joins.

he he hi hi hu hu hy hy ie

im im in in ir ir ke ki kn

kr ku ky ky le le li li lm

lu ly ly me mi mm mn mp

my ne ni nn nr nu nv ny



Circle your three best pairs of joining letters.





# Skiing in summer

January is in the middle of our summer season. Many of us visit the beach or rivers to try some water skiing or wake boarding.

However, many Australians fly to countries like Japan to go snow skiing.

How is this possible?



# The hemispheres and equator

It is possible to ski in Japan in January because it is the middle of their winter season.

The equator is an imaginary line circling the middle of the Earth.

Use a globe or atlas to locate other countries in each hemisphere.



All countries above the equator are in the Northern Hemisphere, like Japan.

All countries below the equator are in the Southern hemisphere, like Australia.



# The Earth's tilt

As it spins, the Earth tilts.

The Earth's tilt never changes.

The Earth rotates on an imaginary line called an axis, which goes from the South Pole to the North Pole.

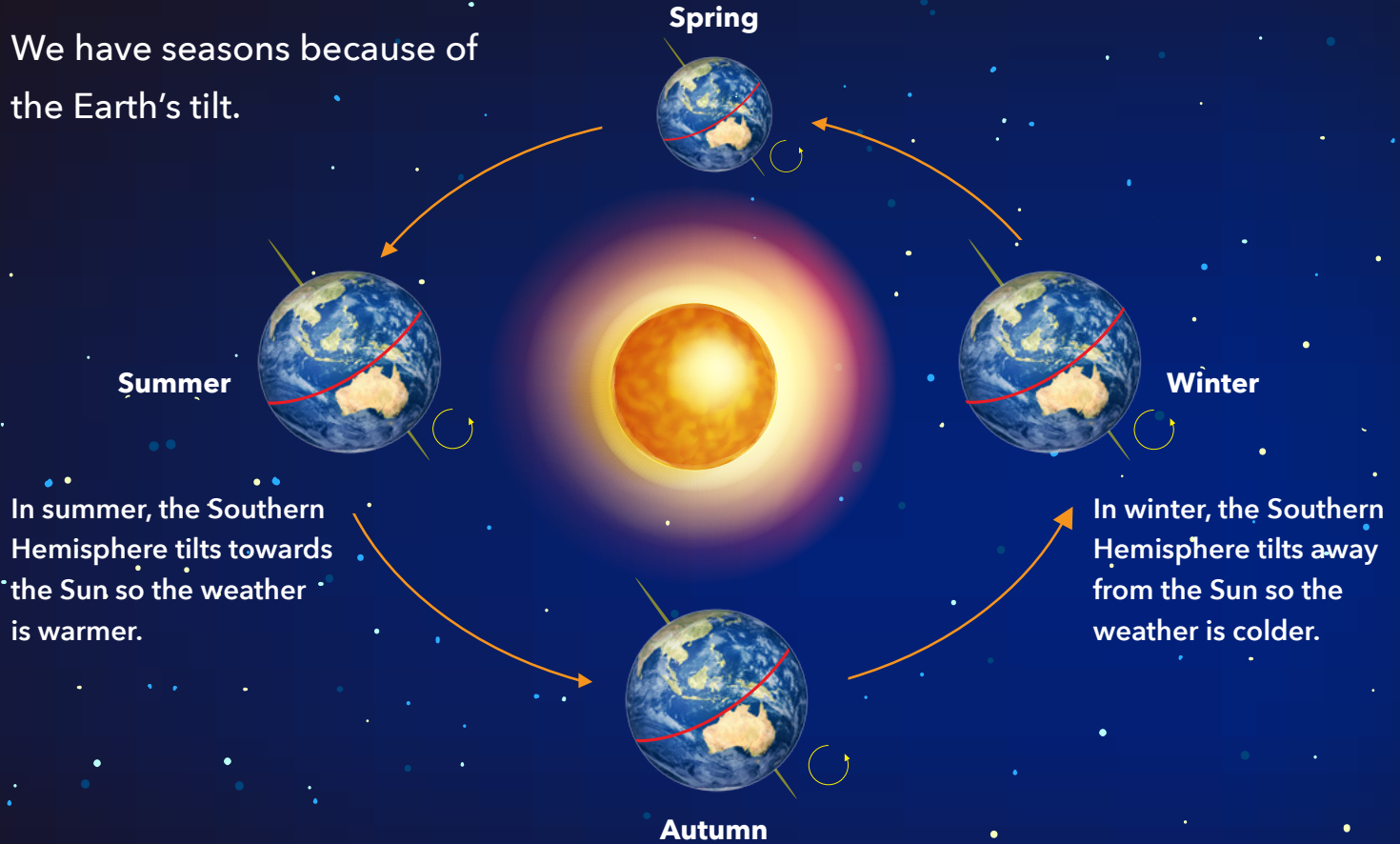
The Earth's axis





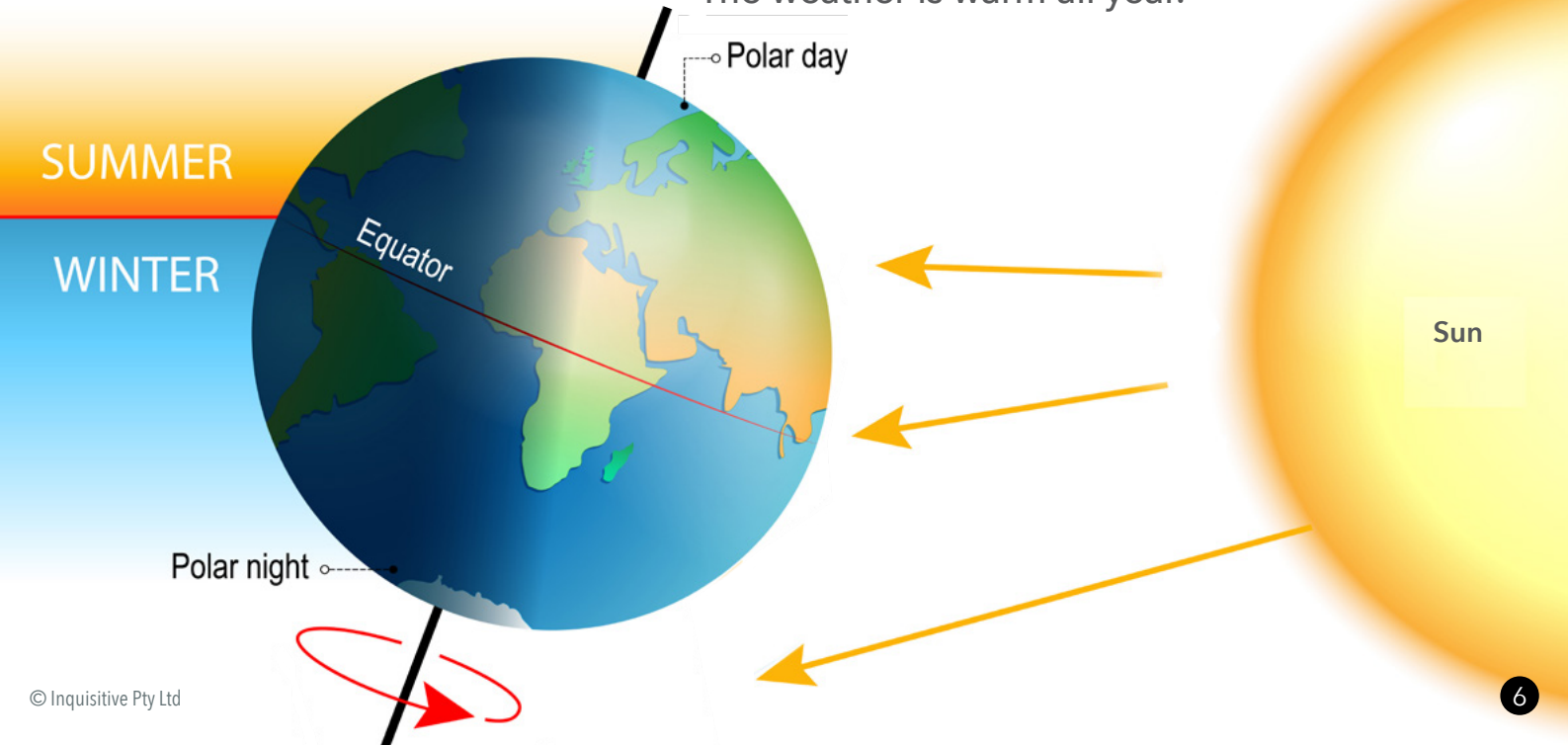
# The four seasons

We have seasons because of the Earth's tilt.



# Tropical countries

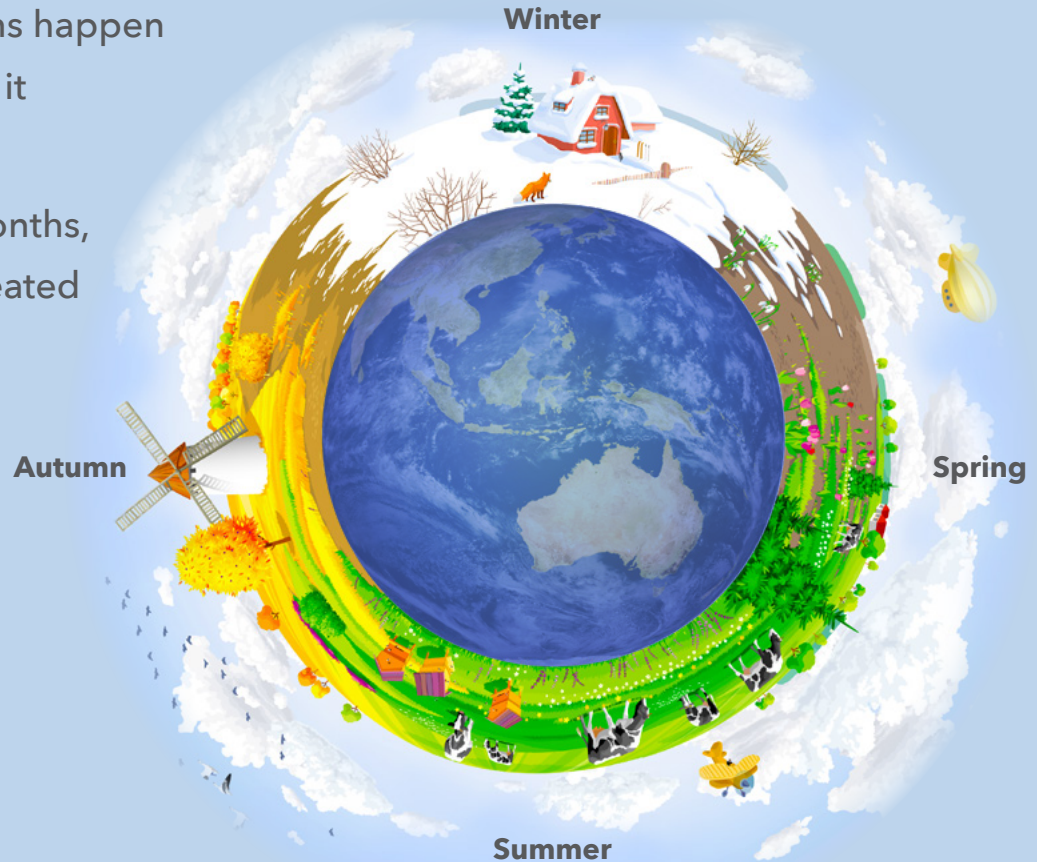
The Sun's rays shine directly on countries near the equator all year round. Places like Bali (Indonesia) and Darwin (Northern Australia) are tropical and do not have the four seasons. The weather is warm all year.



# The pattern of the seasons

The pattern of the seasons happen because the Earth tilts as it revolves around the Sun.

Changing every three months, the four seasons are repeated every year.





# What happens when the Earth revolves around the Sun?



## Vocabulary

Earth universe solar system revolve rotate orbit axis

equator North Pole South Pole Northern Hemisphere

Southern Hemisphere seasons autumn winter summer spring

4  Watch the GIF of the Earth's orbit around the Sun.

5 Draw and label a diagram then write about how the Earth and Sun work together. The words below will help you.

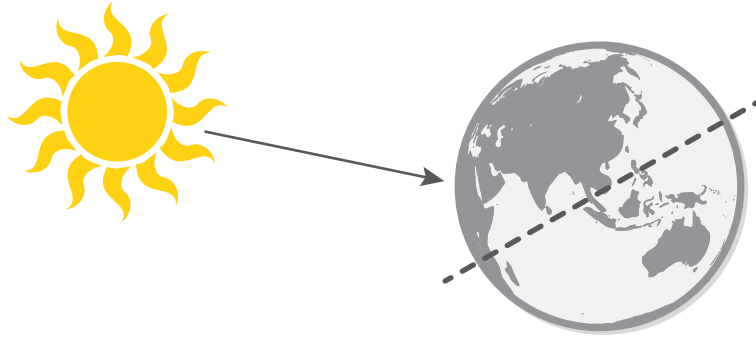
**rotate****orbit****revolve****Sun****Earth****year**


6  Read the eBook *What's the Reason for the Seasons?*

7 Work out the season in each hemisphere. Colour each hemisphere.

Orange = Summer

Blue = Winter



8 Complete the quiz cards below.

1. How often does the Earth orbit the Sun?

- ☐ Every 24 hours
- ☐ Every 7 days
- ☐ Every 365 days

2. What is the main cause of the seasons?

- ☐ The tilt of the Earth
- ☐ The speed of the Earth spinning
- ☐ Sun spots and flares

3. When the North Pole tilts away from the Sun, what's the season in Australia?

- ☐ Winter
- ☐ Autumn
- ☐ Summer

4. If it's spring in Japan, it's \_\_\_\_\_ in Australia.

- ☐ Winter
- ☐ Autumn
- ☐ Summer

5. When are the nights longer?

- ☐ In summer
- ☐ In winter
- ☐ The nights are the same during both seasons

9 Create your own seasons quiz cards to test a friend.

# Synonyms for warned

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

cautioned  
informed  
alerted  
advised  
interrupted  
urged

encouraged  
instructed  
told  
ordered  
demanded





# Missing Punctuation

I can punctuate direct speech.

Someone has removed the speech punctuation from the extract below. Can you improve it by adding the correct punctuation?

Use these punctuation marks:

?	!	,	" "	.
Question mark	Exclamation mark	Comma	Quotation marks	Full stop

Don't know why you went and got yourself the lead part anyway he said Just means you have to learn more lines than anyone else and actually sing instead of just pretending to He fished my cap from underneath the art trolley and plonked it back on my head so hard that it was wedged right over my eyes Plus you're wearing tights

They're leggings I said yanking the cap up not tights Usually I didn't get that tingly feeling before a performance until I was just about to go on stage Not today; my head was already spinning You In tights In front of all those people Unbelievable





# Minibeast facts

Minibeasts are small animals that don't have a backbone

– snails, spiders, beetles, slugs, worms, ants, butterflies, starfish, crabs and more...



wasps live in nests of around 10,000 workers and one queen  
they eat fruit, nectar from flowers and other insects  
they build paper nests from chewing wood and other materials  
wasps can sting if they feel threatened



dragonflies have been on the earth before dinosaurs were around  
their eyes have 30,000 lenses - human eyes have one  
they have two sets of wings and can fly backwards and in loops  
after they first hatch, they live under water for about a year



honey bees can be found all over the world  
bees can sting, but only once  
honey bees talk to each other by dancing  
they make honey using nectar from flowers



a fly beats its wings 200 times a second  
they can walk upside down using their sticky toe pads  
a house fly lives for about 21 days  
if a house fly sees a group of flies, it will join them



moths have hairy bodies to keep them warm  
they are attracted to lights  
they use the moon to help them navigate  
there are over 24,000 different species in Britain



butterflies taste with their feet  
they don't have mouths but drink with a long 'tongue'  
butterflies start as eggs, then caterpillars before becoming butterflies  
people used to call them "flutter-bys"



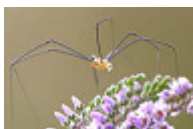
aphids are tiny insects that suck juices from plants  
there are hundreds of different species  
most are green or black, but some are pink, red, yellow or purple  
some species will only stay on one type of plant



you will usually see snails when it's damp or at night  
if the weather's too dry, they can hide in their shells for months  
they have four tentacles - two are eyes and two are for feeling  
they lay about 100 eggs in an underground nest



woodlice live in damp, dark places under rocks and logs  
they have 14 legs and a hard grey shell  
as they get bigger, their small shell falls off and they grow a new one  
they are related to lobsters and crabs



harvestmen have eight long, slim legs and are also known as "daddy longlegs"  
they are not spiders as they only have one body part instead of two  
they only have one pair of eyes, unlike spiders who have eight  
they eat other minibeasts



a grasshopper can jump 20 times its own length  
most grasshoppers have two pairs of wings  
they have five eyes  
they make music by rubbing their wings together or on their legs



the word "centipede" means "a hundred legs", but most only have 30  
they can live for up to three years  
they eat other minibeasts and even other centipedes  
if a centipede loses a leg it can grow another one to replace it



## Name the 3D Shape



Number of faces \_\_\_\_\_  
Number of vertices \_\_\_\_\_  
Name \_\_\_\_\_



Number of faces \_\_\_\_\_  
Number of vertices \_\_\_\_\_  
Name \_\_\_\_\_



Number of faces \_\_\_\_\_  
Number of vertices \_\_\_\_\_  
Name \_\_\_\_\_



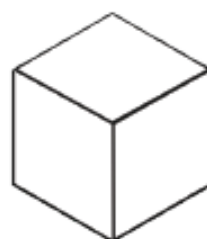
Number of faces \_\_\_\_\_  
Number of vertices \_\_\_\_\_  
Name \_\_\_\_\_



Number of faces \_\_\_\_\_  
Number of vertices \_\_\_\_\_  
Name \_\_\_\_\_



Number of faces \_\_\_\_\_  
Number of vertices \_\_\_\_\_  
Name \_\_\_\_\_



Number of faces \_\_\_\_\_  
Number of vertices \_\_\_\_\_  
Name \_\_\_\_\_

# Praying Mantis

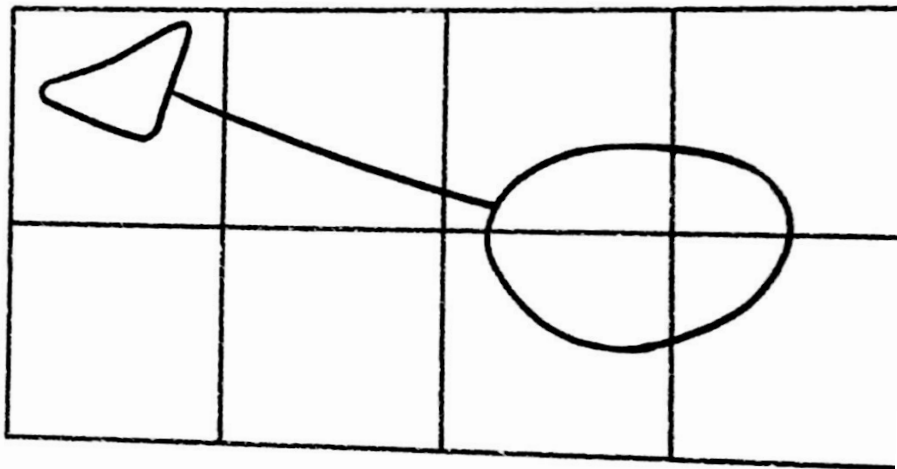


The praying mantis is a master of disguise. It camouflages itself to look like a leaf while it sneaks up on its prey. It's called a "praying" mantis because its front legs are folded in a position that makes it look like it is praying. The mantis eats other insects and sometimes even small birds!

1.

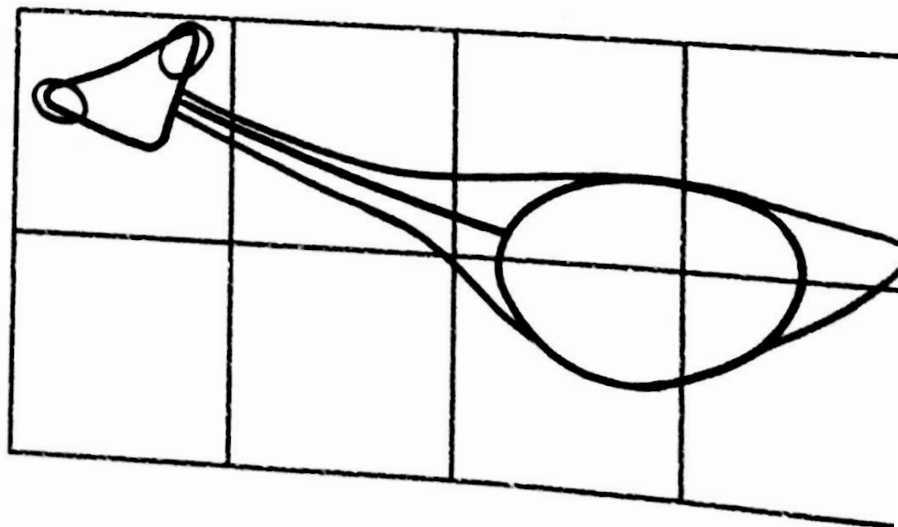
Begin by drawing a grid with four equal squares going across and two down.

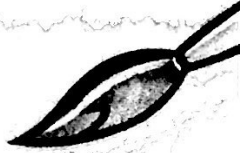
Then draw a triangular shape in the top left corner of the grid. Now draw the circular shape at the other end. Join these two shapes with a line. The thin body will be based on this line.



2.

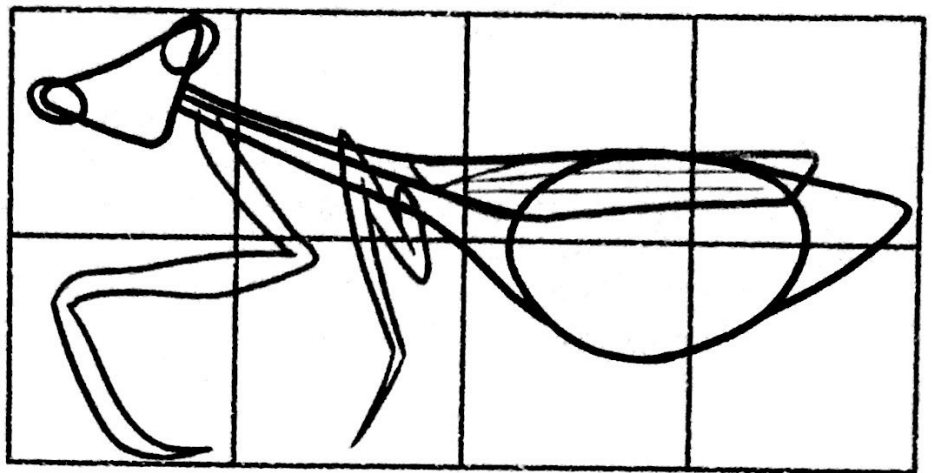
Draw shapes for eyes on either side of the triangle. Draw around the long line and smoothly join it on to the body shape, coming to a point at the rear.





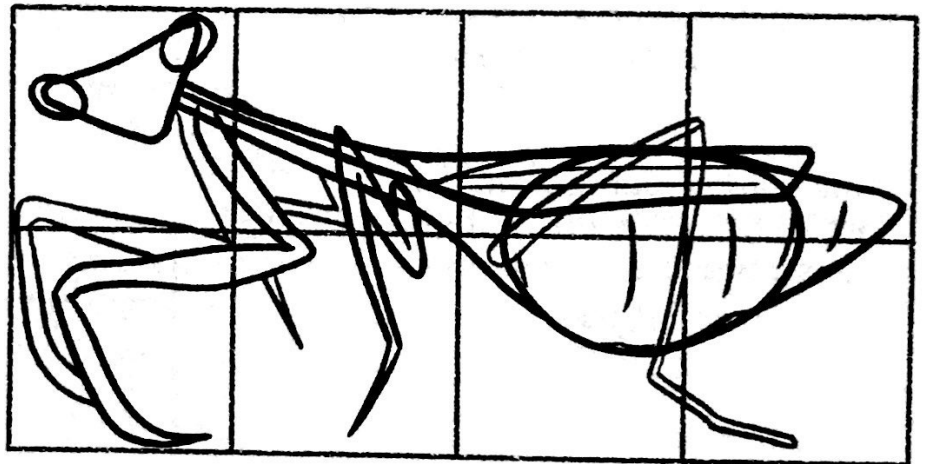
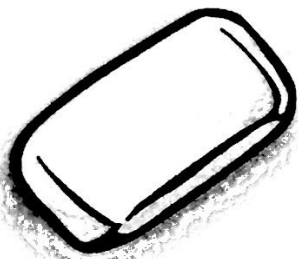
3.

Add the front leg. Draw in the middle leg and the wing.



4.

Draw in the back leg and the body lines. Notice on the bottom they have been made to look slightly lumpy. Draw in the legs on the other side to finish.



5.

The praying mantis is mostly green with a little gray on the side of its belly. You could draw it on a leaf or on a tree branch, as we have.

