

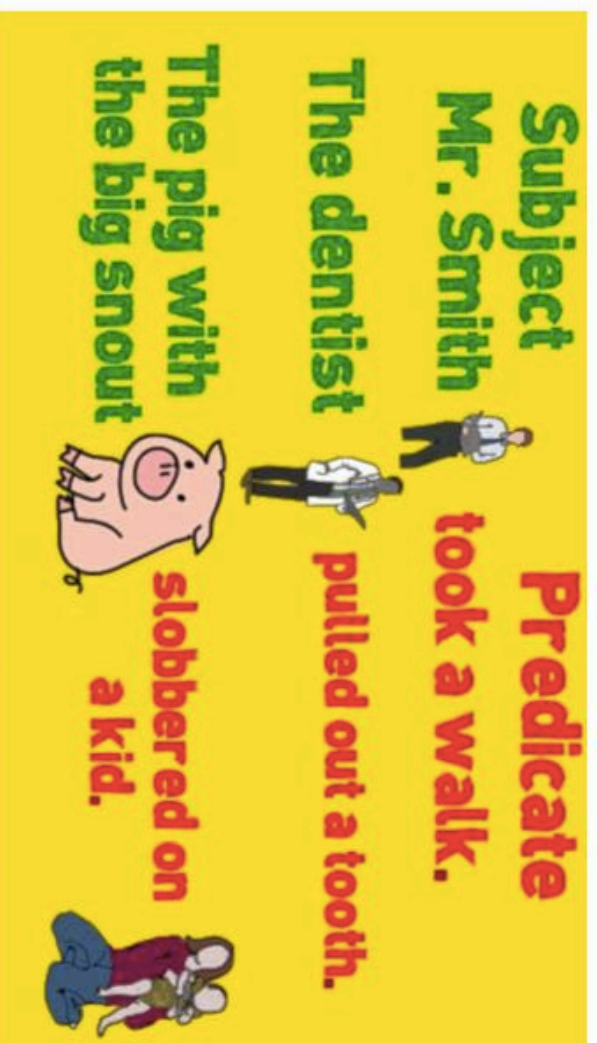
Term 4, Week 3 - Year 3 Learning From Home Overview, 2021

MONDAY	TUESDAY	WEDNESDAY <u>Well-being Day</u>	THURSDAY	FRIDAY
<p><u>Sentence of the Day</u></p> <ul style="list-style-type: none"> Review Sentence Structures Review Morning Routine Facts Complete 'Reviewing Sentence structures' worksheet <p><u>Reading</u></p> <ul style="list-style-type: none"> Ancient Egypt comprehension <p><u>Writing</u></p> <ul style="list-style-type: none"> draw the block planner and watch the video Highlight and label BIG idea paragraph <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Math Mentals Complete the Adding and Subtracting Money worksheet 	<p><u>Sentence of the Day</u></p> <ul style="list-style-type: none"> Review Sentence Structures Review Morning Routine Facts Complete 'Conjunctions 'so', 'but', and 'because' worksheet <p><u>Reading</u></p> <ul style="list-style-type: none"> The Nile River Comprehension <p><u>Writing</u></p> <ul style="list-style-type: none"> Draw the block planner Match the sun-heading to the correct BIG idea paragraph Handwriting <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Math Mentals Watch the <i>Place Value Levels</i> video on Edmodo Complete the Place Value Level worksheet and investigate at your own level 	<p><u>Sentence of the Day</u></p> <ul style="list-style-type: none"> Review Sentence Structures Review Morning Routine Facts Complete 'Writing Topic Sentences' Worksheet Complete 'Comma to the Rescue' worksheets (x2) <p><u>Reading</u></p> <ul style="list-style-type: none"> Life in Ancient Egypt Comprehension <p><u>Writing</u></p> <ul style="list-style-type: none"> Draw the block planner Complete the build a BIG idea paragraph <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Math mentals Watch the <i>Multiplication and Division Levels</i> video on Edmodo Complete the Multiplication and Division Level worksheet and investigate at your own level <p><u>HSIE</u></p> <ul style="list-style-type: none"> Australia's Special Days worksheet - What days are important to us and why? <p><u>Enjoy the wellbeing activities provided in your learning pack.</u></p>	<p><u>Sentence of the Day</u></p> <ul style="list-style-type: none"> Review Sentence Structures Review Morning Routine Facts Complete 'What is the difference between Headings and Subheadings?' worksheet <p><u>Reading</u></p> <ul style="list-style-type: none"> King Tutankhamun comprehension <p><u>Writing</u></p> <ul style="list-style-type: none"> Draw the block planner Complete the BIG idea paragraphs by filling in the gaps <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Math Mentals Use a coin to complete the Repeated Chance Experiment and complete the worksheets <p><u>PDH</u></p> <ul style="list-style-type: none"> Rights and responsibilities worksheet <p><u>Science</u></p> <ul style="list-style-type: none"> Cool Customers worksheet 	<p><u>Sentence of the Day</u></p> <ul style="list-style-type: none"> Review Sentence Structures Review Morning Routine Facts Complete 'Independent Sentence Writing Day' worksheet <p><u>Reading</u></p> <ul style="list-style-type: none"> Egypt Diary Entry comprehension <p><u>Writing</u></p> <ul style="list-style-type: none"> Draw the block planner independently write a title, introduction and a BIG idea paragraph (landmarks only) for an information report about Egypt. <p><u>Mathematics</u></p> <ul style="list-style-type: none"> Math Mentals Complete the Describing and Creating Number Patterns worksheet <p><u>Creative Arts</u></p> <ul style="list-style-type: none"> Egypt Colouring Sheets <p><u>PE</u></p> <ul style="list-style-type: none">

There are 3 kinds of sentences (simple, compound and complex). Every complete sentence contains two parts: a subject and a predicate. The subject is what (or whom) the sentence is about, while the predicate tells something about the subject.

A subject always contains a noun.

A noun is a person, place or thing



A predicate always contains a verb.

A verb is an action word

This is a simple sentence.

It has a subject and a predicate.

.

S P .

A simple sentence is made up of one **main clause**.

The subject is who or what the sentence is about. It will be a noun or a pronoun.

The predicate gives us more information about the subject, and contains at least one verb.

V .

This is a complex sentence.

.

A complex sentence is made up of a **main clause** and a **subordinate clause**.

A **subordinating conjunction** introduces a **subordinating clause**.

.

SUBORDINATING CONJUNCTIONS

Comparison

Than
Rather than
Whether
As much as
Whereas

Time

After
As soon as
Until
Whenever
Now that

Concession

Though
Although
Even though



Relative Pronouns

Who
Whoever
Whom
Whomever
Whose

Reason

Because
Since
So that
In order (to)
As

Condition

If
Only if
Unless
Provided that
Assuming that

Place

Where
Wherever



Relative Adjectives

That
Whatever
Which
Whichever

Manner

How
As though
As if



This is a compound sentence.

.

A compound sentence glues two simple sentences together. It is made up of **two main clauses** joined by a **coordinating conjunction**.

The **coordinating conjunctions** are:

for
and
nor
but
or
yet
so

Ancient Egypt Fact Cards

twinkl

Ancient Egypt

What Did the Ancient Egyptians Wear?

Until the age of six, most children didn't wear clothes at all. Most Egyptians wore clothes made of white linen. The men wore loincloths, a type of clothing that was wrapped around the waist. Women wore dresses tied at the shoulder.

Jewellery was worn by both men and women. Rich Egyptians had jewellery made of gold and turquoise. Poorer Egyptians made jewellery out of pottery beads and shells.

Many Egyptians wore kohl, a black eyeliner. They believed wearing makeup helped them receive protection from their gods. It also helped to keep the sun out of their eyes, a bit like modern sunglasses.

Ancient Egypt

Where Did the Ancient Egyptians Live?

The average family lived in a village of sun baked mud houses.

The houses were fairly small with hardly any windows or furniture.

They had flat roofs that the people would sleep on in the summer when it was too hot inside.



Ancient Egypt

What Did the Ancient Egyptians Eat and Drink?

The most common food to eat was bread.

Garlic was very popular and was included in many dishes.

The ancient Egyptians also ate vegetables, lentils, figs and dates. Fish, lamb and goat were also eaten.

They had clay ovens which they cooked their food in and used dishes made from clay to eat from.

The main drink was beer made from barley.



Ancient Egypt

What Kind of Jobs did the Ancient Egyptians have?

Farmers - Most people were farmers. They grew barley to make beer, wheat for bread, vegetables, such as onions, cucumber and flax to make into linen. They grew their crops on the banks of the river Nile where the soil was rich and full of nutrients.

Craftspeople - There was a wide variety of crafts jobs, such as carpenters, weavers, jewellers, leather workers and potters.

Soldiers - Being a soldier was hard work. They trained a lot. In times of peace, the army would work the fields during planting and harvest and help with the construction of palaces, temples and pyramids.

Scribes - Scribes were the only people in ancient Egypt who could read and write. They came from rich families and it took them years to learn the complex hieroglyphics.

Priests and Priestesses - Priests and Priestesses were responsible for the temples and holding religious ceremonies.

Ancient Egypt

The Nile River

The ancient Egyptian civilisation was located along the Nile river in Northeast Africa.

It was responsible for much of ancient Egypt's wealth.

Great Egyptian cities grew along the Nile as the Egyptian people used the water from the Nile to grow rich and profitable crops.

The Nile provided food, soil, water and transport for the Egyptians.

Great floods would come yearly which provided fertile soil for growing food.



Ancient Egypt

Fun Facts 1

- Most ancient Egyptian pyramids were built as tombs for pharaohs (rulers of ancient Egypt) and their families. Over 130 pyramids have been discovered in Egypt.
- The ancient Egyptians believed that if they preserved a dead person's body through mummification, their soul would live on in the afterlife forever.
- The Pyramid of Khufu at Giza is the largest Egyptian pyramid, weighing more than 16 Empire State buildings!
- The Egyptian alphabet contained more than 700 hieroglyphs, making it very difficult to read!



Ancient Egypt

Fun Facts 2

- Ancient Egyptians believed in more than 2,000 gods. They had a god for almost everything!
- Ancient Egyptians believed cats were a sacred animal. Most families kept a pet cat which they believed brought the household good luck!
- The ancient Egyptians loved to play board games. A popular game was called 'Senet'. This game involved throwing sticks (like dice) to see how many squares to move your piece on the board.
- The ancient Egyptians invented lots of things we still use today, such as paper, pens, locks, keys and toothpaste.



Egyptian Cuisine

Vocab- Cuisine

vegetarian

lentils

barley

dates

poultry

banquet

Egyptian Cuisine

Egyptian cuisine makes heavy use of **legumes**, **vegetables** and **fruit** from Egypt's rich Nile Valley and Delta. It shares similarities with the food of the **Eastern Mediterranean region**, such as rice-stuffed vegetables, grape leaves, shawerma, kebab and kofta.



vegetarian

a person who does not eat meat or fish, and sometimes other animal products, especially for moral, religious, or health reasons.



barley

a hardy cereal with coarse bristles extending from the ears, cultivated especially for use in brewing and stockfeed.



lentils

a high-protein pulse which is dried and then soaked and cooked prior to eating.



dates

edible sweet fruit



poultry

domestic fowl, such as chickens, turkeys, ducks, and geese.



banquet

an elaborate and formal evening meal for many people.



What is a landmark? An object or feature of a town or landscape that is easily seen and recognised from a distance. Landmarks make specific countries and areas unique because they stand out and usually have historical significance.

Egyptian Landmarks

The Valley of the Kings

One of the most important archaeological sites in Egypt. It's a wide valley that's home to over 60 ancient tombs and burial chambers belonging to Pharaohs and powerful noble, including the likes of Tutankhamun, Seti I, and Ramses II.



The Great Pyramid of Giza

The Great Pyramid of Giza is one of the Seven Ancient Wonders of the World. The pyramid is made of more than two million stone blocks, and even by modern day standards, it is a marvel of engineering and construction. It's the oldest of the Seven Wonders of the Ancient World and was built around 2560 BCE. It's also the last standing of the Seven Wonders.



The Great Sphinx of Giza

The Great Sphinx of Giza is thought to be the oldest statue in Egypt. It is believed to have been built in around 2500 BCE, making it over 4000 years old.



Abu Simbel

Ancient Egyptian Pharaoh Ramesses II ordered the construction of the Abu Simbel temple in around 1200 BCE. Abu Simbel is located on the banks of the Nile River and features two enormous temples that have been carved into a cliff. The entrance is adorned with large standing guard statues. It is thought to have taken over 20 years to build and is an incredible sight for the eyes.

EGYPT



CONTINENT
Africa

CAPITAL Cairo

POPULATION 102,334,404



AREA 386,660 square miles
1,001,450 square kilometers

OFFICIAL LANGUAGE
Arabic



CURRENCY
Egyptian Pound
(EGP)



FLAG



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Activity 1: Use the infographic on the left-hand side to write simple and compound sentences about Egypt.

main clause

1. _____

2. _____

main clause

for
an
d
nor
but
or
yet

main clause

1. _____

2. _____

Activity 2: Fill in the blanks in the sentences using the word bank below.

predicate	group of words	capital letter	subject	punctuation	complete thought
predicate	who	what			

A sentence is _____ that expresses a _____.

Every sentence begins with a _____ and ends with _____.

A main clause contains a _____ and _____.

The subject is _____ or _____ the sentence is about. (noun)

The _____ gives us more details about the subject and must contain a verb.

Quick Review

Activity 1: Write the coordinating conjunctions in the boxes below.

<u>f</u>	<u>a</u>	<u>n</u>	<u>b</u>	<u>o</u>	<u>y</u>	<u>s</u>
----------	----------	----------	----------	----------	----------	----------

Activity 2: Fill in the blanks below

A coordinating conjunction is _____. We use coordinating conjunctions in _____.

Activity 3: Complex sentences must have subordinating conjunctions

A subordinating conjunction is _____. We use a subordinating conjunction when writing a _____ sentence. Subordinating conjunctions introduce a _____ clause.

Activity 3: In our sentence writing we use conjunctions to expand our ideas. Read the sentences below and identify (circle) if they are compound or complex sentences.

- The Great Sphinx has been carefully detailed, so it could resemble the pharaoh Khafre.
(compound/complex)
- Shawarma is a famous street food because it is easy to cook. (compound/complex)
- Fattah is a popular dish because it has been served since ancient Egypt. (compound/complex)
- In Egypt there are various landmarks to observe but you are unable to touch sacred items.
(compound/complex)
- Basbousa is garnished with an almond on top because it is a sweet cake. (compound/complex)

Activity 4: Expand the main clauses below by writing your own main clause using 'so,' 'but,' or 'because.'

- You should not travel to Egypt alone because.
..... (compound/complex)
- Egypt is a remarkable country because
..... (compound/complex)
- Egyptian cuisine has a variety of meat and vegetarian dishes but
..... (compound/complex)
- Did you know that the flag of Egypt has red, black and white colours so
..... (compound/complex)
- Ancient Egyptians kept cats in their homes because.
..... (compound/complex)
- In Egypt the official language spoken is Arabic but.
..... (compound/complex)

Writing Topic Sentences (TS)

We write Topic Sentences in our writing to tell our reader what the main ideas will be in our explanation. An excellent topic sentence **lists** the main ideas that your writing will explore. A comma separates your main ideas. The topic sentence is a guide for the explanation in the introductory paragraph.

For example,

Egypt is a spectacular country that is known for its mouth-watering cuisine, historical landmarks, and superb traditions.

Activity 1: Read the Topic Sentences (TS) below and add in the commas where necessary.

1. Egypt has incredible landmarks a mouth-watering cuisine and unbelievable traditions.
2. Extravagant Egypt is known for its scrumptious cuisine amazing landmarks and unique traditions.
3. Other famous landmarks to see in Egypt are The Great Pyramid of Giza The Valley of the Kings and the Abu Simbel Temples.
4. Shawarma is a famous street food, and it is made from chicken beef garlic salt and pepper.
5. Egypt has historical landmarks a scrumptious cuisine and interesting traditions.

Activity 2: Your turn! Write 2 of your own Topic Sentences about Egypt below.

1.
.....
2.
.....
.....

Activity 3: Reflection time! In your own words, describe why a comma is used in a topic sentence.

.....
.....
.....



Commas to the Rescue

I can use commas instead of 'and' when writing a list.



Save your readers by rewriting boring breathless lists and replacing 'and's with commas. Don't forget to leave the last 'and' so the sentence still makes sense.

1	For my holiday I will need a towel and shorts and a hat and goggles.
2	Under the sofa I found an apple and twenty pence and a ticket and a brush.
3	At the zoo were lions and bears and zebras and tigers and snakes.
4	Winter is cold and dark and wet and long and miserable.
5	The bike was new and red and shiny and fast.
6	Fruit is healthy and sweet and colourful and tasty.
7	Her children were called Robbie and Deena and David and Simon and Tim.
8	The shop sold fish and chips.

Commas to the Rescue

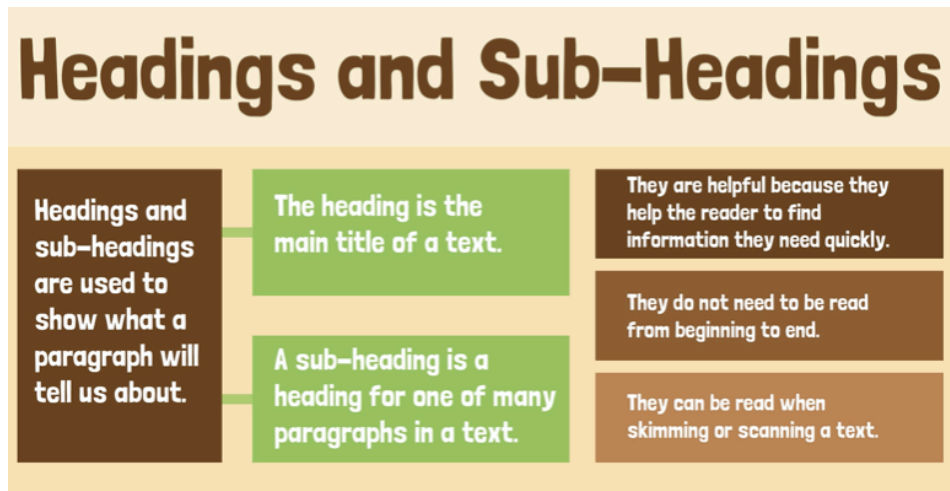
Wednesday, 20th
October 2021

I can use commas instead of 'and' when writing a list.



Save your readers by rewriting boring breathless lists and replacing 'and's with commas. Don't forget to leave the last 'and' so the sentence still makes sense.

1	For my holiday, in my suitcase I will pack a towel and two pairs of shorts and three t-shirts and a pair of goggles.
2	Under the sofa I found an apple core and a twenty pence piece and a used bus ticket and a forgotten hairbrush.
3	At the zoo were yellow lions and brown bears and striped zebras and long snakes and fierce tigers.
4	Winter can be cold and dark and wet and long and a little bit miserable.
5	The bike was new and red and shiny and fast. It had a bell and a basket and a light.
6	Fruit is healthy and sweet and colourful. It comes from countries like Spain, India and Thailand.
7	At break he played football and catch and hide and seek and dodgeball.
8	The shop sold perfect fish and fantastic chips.



Using Questions as Subheadings

Activity 1: Read these paragraphs below and write a sub-heading for each one. Remember to use a **question** as your subheading. The first one has been done for you.

1. Subheading: Where to go in Egypt?

There are numerous landmarks to visit in Egypt. The Valley of the Kings is a burial ground for the pharaohs, and Tutmosis I was the first pharaoh to be buried there. Other landmarks to visit in this incredible country are the Great Sphinx, the Great Pyramid of Giza, and the Abu Simbel Temples.

2. Subheading: _____?

In Egypt, there are many delicious dishes to eat from the Egyptian cuisine. Kushari is a traditional dish that is mixed with macaroni, spaghetti, chick peas and lentils, and it is garnished with thick tomato sauce. Other popular dishes to eat in Egypt are Fattah, sahlab, falafel and knafeh.

3. Subheading: _____?


Egypt has various traditions that are modern and ancient. Ancient Egyptians believed in thousands of gods, and they worshipped local animals. They also wore make up because they believed it had healing powers.


4. Subheading: _____?


There are countless, delicious dishes that make up the Egyptian cuisine. Koshary is a dish mixed with rice, spaghetti, onion, and it is garnished with chilli sauce on top. Sahlab is a warm, sweet drink made out of hot milk and orchard root powder.

Writing Topic: Egypt

Use the feedback squares below to correctly write your own simple, compound and/or complex sentences about Egypt.

Week	Learning intention	We are learning to write a simple sentence.
	Success Criteria	C Main clause (subject and predicate)
	I have used:	!?
		

Week	Learning intention	We are learning to write a compound sentence.
	Success Criteria	C main clause , f a n b o y s main clause
	I have used:	!?
		

Week	Learning intention	We are learning to write a complex sentence.
	Success Criteria	C main clause subordinate clause
	I have used:	!?
		

Complete Monday

Ancient Egypt

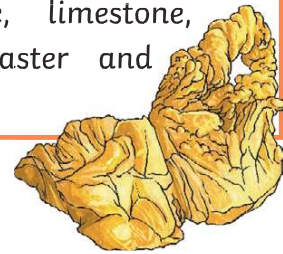
Important to survival in ancient Egypt was the River Nile. At 6,853km long, it is the longest river in the world, starting in the mountains of Tanzania and flowing through most of north-eastern Africa.

'Black Land'

In ancient times its soil was rich for growing crops, which fed and clothed the people who lived along the banks of the Nile. Some of the food grown was also swapped for other goods that could not be found or made in Egypt. The land flooded every year, leaving thick, black sand on the ground, which made it very good for growing plants. This was known as the 'black land'.

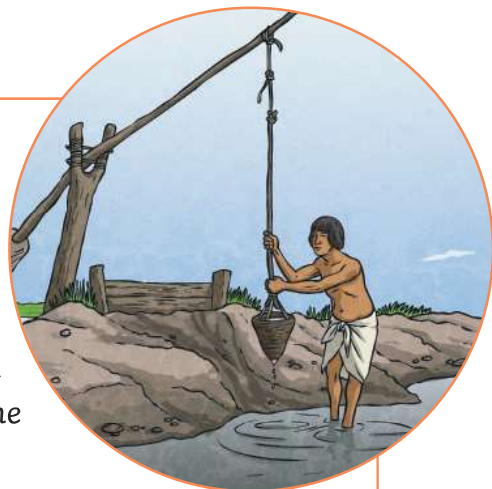
'Red Land'

Egyptians also had 'red land', which was the red, dry desert where nothing could grow. It protected the people of ancient Egypt from enemies because it was so difficult for invading armies to cross. The 'red land' was also full of precious metals and gems such as gold, copper, granite, limestone, amethyst, alabaster and turquoise.



Egyptian people relied on the water of the River Nile for drinking and washing. A useful crop living along the banks of the river was papyrus reeds. They were dried and used to make a type of paper. Travelling along the river were traders (people who sold goods), fishermen and sailors, moving materials such as stones for building pyramids.

Pharaohs enjoyed cruising up and down the river. Meanwhile, ordinary Egyptians created different ways of using the river water as much as possible. One important invention was the shaduf. This was designed to scoop water from the river and move it so that it could be sprinkled on the land where crops were growing.



Questions

1. How long was the River Nile?

2. What does the author mean by the word 'flowing'?

3. If you could choose to live in the 'black land' or the 'red land', which area would you choose to live in and why?

4. Why do you think rivers are so important to people's lives?

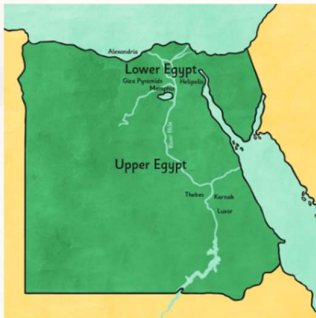
5. Name two precious metals found in Egypt.

6. What is a shaduf?

Complete Tuesday

Read the information below about the Nile River, then complete the mind-map answering the question: "Why was the River Nile so important?"

The Nile River

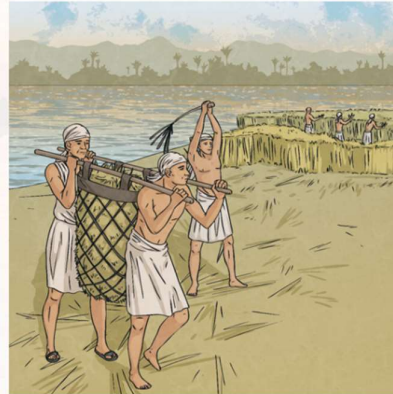


The Nile River runs through Egypt. Most people live along and around the Nile River.

The area around the Nile River is green. Crops can be grown in this area while the rest of Egypt is desert.

The people of ancient Egypt depended on the Nile to survive.

Floods



The Nile River would flood every year and leave behind a rich, black silt that fertilized the soil.

This was essential for growing food for everyone.

A system of canals that led from the Nile were also used to water fields in other areas. This is called **irrigation**.

Crops and Food



The Egyptians grew wheat and barley as well as fruits and vegetables like melons, figs, peas, garlic, lettuce, and cucumbers.

Flax was grown for making linen to make clothes.

The Nile was also important for fishing. This was done in boats with nets.

Transport and Trade

There was no such thing as money in ancient Egypt, so people would trade by swapping things like pottery, food, jewelry, art, etc.

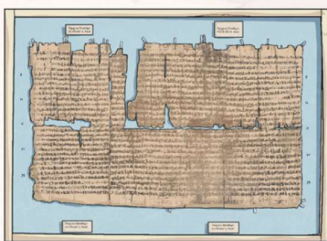


Boats were used to travel up and down the Nile to trade throughout the country.

Building and Papyrus

Mud from around the Nile River would be used to make bricks for building.

The papyrus plants around the river were used to make papyrus, which was the paper of the ancient Egyptians.



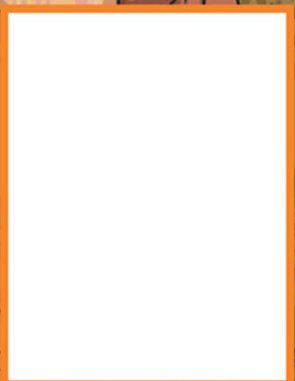
The Egyptian Calendar

The Egyptian calendar was based on the happenings of the Nile River. It had three seasons, each one lasting four months:

- **AHKET**
July – October, this was the flooding season
- **PERET**
November – February, the fields were planted in this season
- **SHEMU**
March – June, the crops were harvested

The River Nile

**Why was the Nile
River so important?**



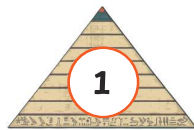
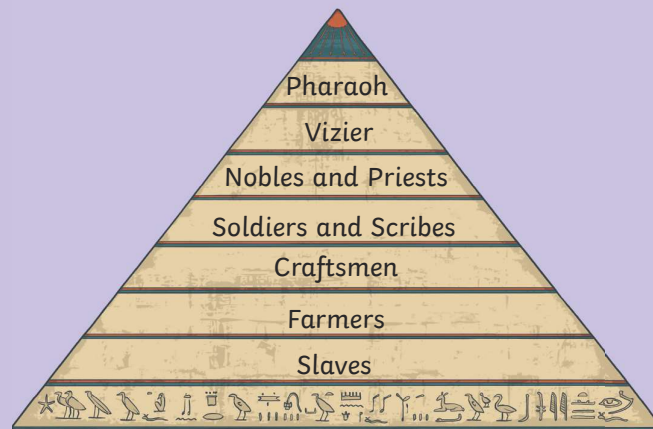
Life in Ancient Egypt

The ancient Egyptian period began over 5,000 years ago in North Africa. It was a place of beliefs, inventions and a long-lasting legacy.

Society

Ancient Egyptian culture lasted for over 3,000 years. Many features of society can be found in ancient Egypt. For example, ancient Egyptians were expert farmers and made one of the first calendars as well as a writing system called **hieroglyphics**.

People of ancient Egypt were split into different classes. The pharaoh was at the top of this pyramid.



Pharaoh
God on earth.



Vizier
Pharaoh's second-in-command.



Nobles and Priests
Made laws and performed rituals.



Soldiers and Scribes
Warriors and record-keepers.



Craftsmen
Tradespeople.



Farmers
Farmed the land.



Slaves

Worked for others.



Markets and Merchants

Markets were important for trade. Ancient Egyptians grew lots of grain and used it to trade. Stones named 'debens' weighed the value of items during a trade.

Trading with other people and countries was vital to make sure people had the food and materials they needed to live well. Some popular items for trade included linen, papyrus, grain and various precious metals and stones.

Did You Know...?

- The ancient Egyptians believed the 2,000 gods and goddesses were linked to many natural forces.
- The afterlife was incredibly important. As such, ancient Egyptians prepared for what would happen after they died.
- Important people's bodies were preserved through mummification. The god Anubis weighed their hearts.



Transport and the Nile

Due to the hot **climate**, the Nile was critical. Ancient Egyptian life grew around it. The heavy rainfall that came during the monsoon season caused the river to flood. Towns and cities relied on the **fertile** ground that the water created.

In addition to this, the Nile was an important route for people to travel and trade. All over the area, the ancient Egyptians used skiffs (simple sailboats) to trade.

Glossary:

climate – Weather conditions in a place over a period of time.

fertile – Land able to produce lots of crops.

hieroglyphics – Language using symbols and pictures.

Questions

1. Which of the following is **not** an item used for trade? Tick **one**.

- ☐ linen
- ☐ papyrus
- ☐ flags
- ☐ wheat

2. How long ago did ancient Egyptian civilization begin? Tick **one**.

- ☐ 2,000 years ago
- ☐ 3,000 years ago
- ☐ 4,000 years ago
- ☐ over 5,000 years ago

3. List the top three classes in ancient Egyptian society.

1. _____
2. _____
3. _____

4. Draw three lines to match the social class to its description.

Vizier

Craftsmen

Farmers

Tradespeople.

Pharaoh's second-in-command.

Farmed the land to grow food.

5. Find and copy a phrase which describes how important the river Nile was to ancient Egyptians.

6. Fill in the missing words.

Important people's bodies were preserved through _____.

The god _____ weighed their _____.

7. What system did the ancient Egyptians use for trade in their markets?

8. Why are some words written in **bold** in the text?

KING TUTANKHAMUN

Tutankhamun was born a Prince in Egypt's royal court around the year 1341 BC. He was only nine years old when he became Pharaoh in Ancient Egypt and only 18 years old when he died.

When Tutankhamun was seven years old, his father died. A few years later Tutankhamun married his sister (which was common for Pharaoh's in Ancient Egypt) and became Pharaoh. Since he was so young he had help ruling the country from a powerful general named Horemheb and Tutankhamun's vizier named Ay.

Archaeologists aren't sure what killed King Tutankhamun. Some people think that he was assassinated, but the likely cause of his death was a wound to his leg. Scientists have determined that the leg of his mummy was broken and badly infected before his death. This injury probably happened from an accident.

Due to his untimely death, the people were very rushed to build his tomb and it was very small compared to the tombs of other Pharaohs in the Valley of the Kings. Due to the fact that his tomb was so small, it was overlooked by archaeologists and robbers for thousands of years.

In 1922, a British archaeologist named Howard Carter entered King Tutankhamun's tomb. It was filled with treasure and artefacts unlike any found in other Pharaoh's tombs. Robbers might have been there before Carter because a bag of gold rings was found on the floor, as if dropped in haste. Thankfully they did not take everything because Carter and his team found many treasures inside, including a solid gold mask of King Tutankhamun's face.



King Tutankhamun Questions

1. Who helped King Tutankhamun rule Ancient Egypt?

2. Where was Howard Carter from?

3. What are the theories about how King Tutankhamun died?

4. Why might it have taken so long for King Tutankhamun's tomb to be found?

5. What does the word untimely mean?

6. What does an archaeologist do?

7. Do you think you would be able to rule a country at nine years old? Why?

Complete Friday

Egypt Diary Entry

Rebecca is a 10-year-old girl who recently went on a holiday to Egypt. Read her diary entry then answer the comprehension questions.

Dear Diary,

I've been in Egypt for 3 days already but today was the best day yet! We went to see the Great Pyramids in Giza. There are 3 big pyramids that were built for pharaohs and then there are other smaller pyramids around those that might have been for their relatives.

It was really busy around the pyramids today. There were loads of tourists like me as well as some local people, tour guides and even a few cats. I also saw quite a few camels and I even had a quick ride on one. It was very bumpy and I was worried I might fall off. Then the camel knelt down so I could get off and I nearly toppled over, it made me giggle!

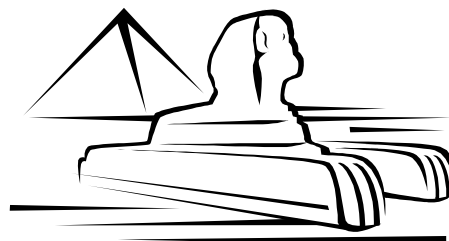
After I rode the camel I went to have a closer look at the pyramids. I couldn't believe how tall they were! The Great Pyramid is about 100 times bigger than a 9 year old child!

The pyramids are all built from huge stones. I queued up for 30 minutes and then I was allowed to go inside one of the pyramids, finally! I walked down a very narrow, dark passageway until it opened out into a big room. The room was empty but the tour guide told us what would have been put in there during ancient Egyptian times. He said that the mummified body of the pharaoh would have been in the room deep inside the pyramid. In addition all the pharaoh's belongings would have been buried with him ready for the afterlife. As well as the pharaoh's body and belongings, the canopic jars and shabti statues would also have been buried in that room.

By then it was lunchtime so my family and I went to a nearby café and had some yummy sandwiches. I had a ham sandwich and it was delicious! We got served really quickly despite the café being very busy.

Next we went to see the Sphinx which is just in front of the pyramids. The Sphinx has a human head and the body of a lion. It's much bigger than it looks in the books I've read at school. We walked all the way around it and it seemed to take hours!

I was starting to feel tired then so I was relieved when Mum said it was time to go back to our hotel. It has been a great day, I can't believe I've really been inside a pyramid!!!



Comprehension Questions

1) Complete the table to show whether the sentences are true (T) or false (F).

Rebecca visited the pyramids	T
She had a chicken sandwich for lunch.	
She rode on a camel.	
She walked down a passage-way into a big room.	
She saw cats and dogs.	

2) Which of these animals did Rebecca see near the pyramids? **Tick two.**

- ☐ Crocodiles
- ☐ Camels
- ☐ Donkeys
- ☐ Cats
- ☐ Dogs

3) The diary says '*The Great Pyramid is about 100 times bigger than a 9-year-old child*'.

Why do you think the writer has included this fact? **Tick one.**

- ☐ Because the writer thinks the pyramids are amazing
- ☐ To show you how hot it is
- ☐ Because the writer thinks children are tall
- ☐ To show you how tall the pyramids are

4) What is the passage-way into the pyramid like? **Tick two.**

- | | |
|---------------------------------|-------------------------------|
| <input type="checkbox"/> quiet | <input type="checkbox"/> dark |
| <input type="checkbox"/> narrow | <input type="checkbox"/> wet |
| <input type="checkbox"/> wide | <input type="checkbox"/> hot |

5) *I was allowed to go inside one of the pyramids, **finally!***

What does this tell you about how Rebecca felt about going into the pyramid?

6) In ancient Egyptian times, what would have been placed in the pyramid?

7) How did Rebecca feel when she rode on the camel?

8) How long did Rebecca queue to go into the pyramid?

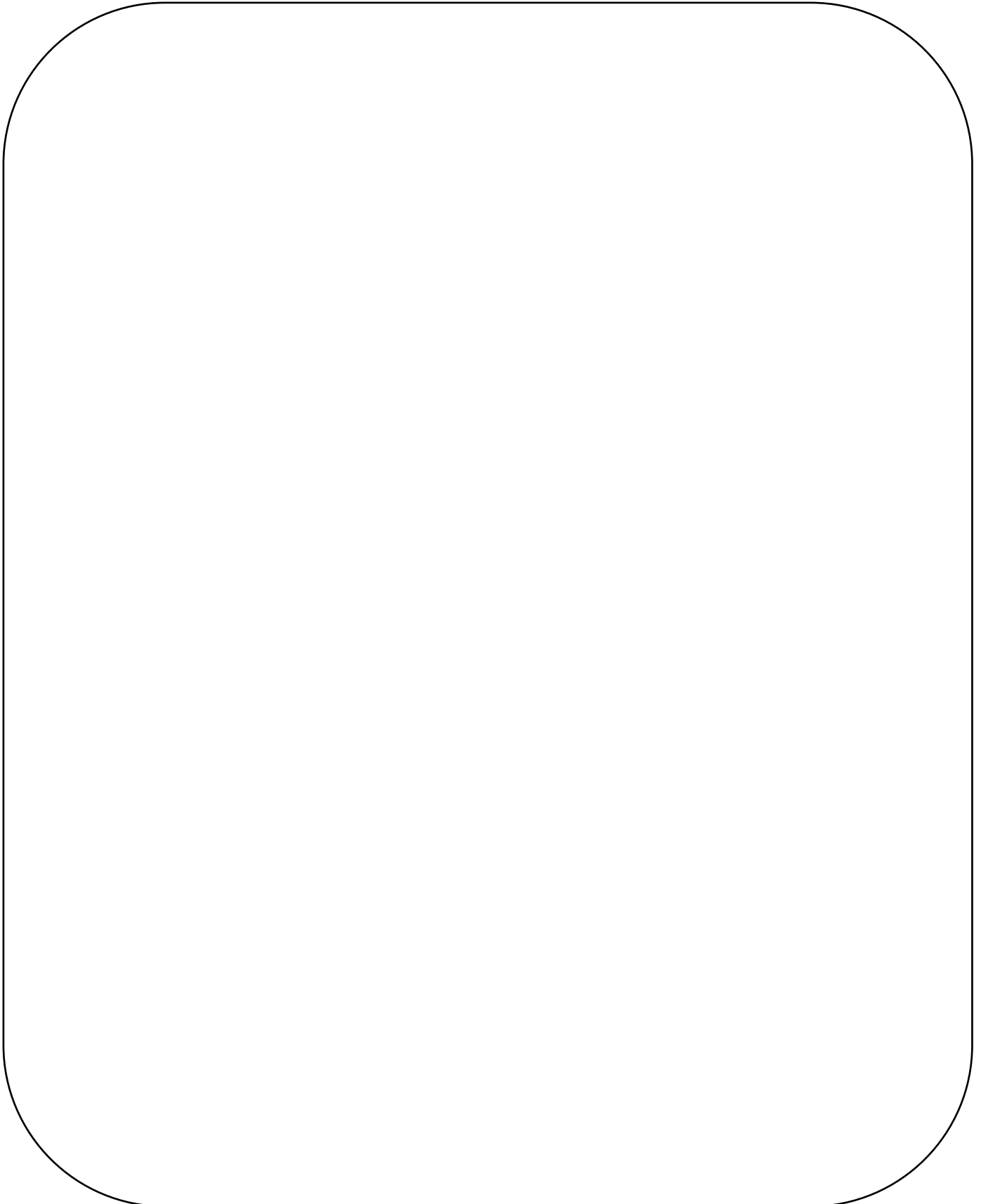
9) Use the numbers 1-5 to order Rebecca's day. One has been done for you.

Rebecca went inside the pyramid	
She goes back to the hotel	
She visits the Sphinx	
She rides on a camel	1
She had lunch at a café	

Term 4 - We are learning to write an explanation

Writing Week 3 – to be completed on Monday (re-watch Lessons 1 and 2 in the videos)

Draw the block planner below BEFORE watching any videos to challenge your memory!

A large, empty rounded rectangle box with a thin black border, intended for drawing a block planner. The box is oriented vertically and occupies most of the lower half of the page.

Term 4 - We are learning to write an explanation

Writing Week 3 – to be completed on Monday (Lesson 2 in the videos)

We are learning to write a BIG idea paragraph

Your job is to highlight and label each part of BIG idea paragraph on the examples below.

Sub-heading – yellow

TOPS-> A- blue

Fact- red

Elaborate- green

Where to go in Egypt?

There are numerous landmarks to visit in Egypt. The Valley of the Kings is a burial ground for the pharaohs, and Tuthmosis I was the first pharaoh to be buried there. Other landmarks to visit in this incredible country are the Great Sphinx, the Great Pyramid of Giza, and the Abu Simbel Temples.

What to eat in Egypt?

In Egypt, there are many delicious dishes to eat from the Egyptian cuisine. Kushari is a traditional dish that is mixed with macaroni, spaghetti, chick peas and lentils, and it is garnished with thick tomato sauce. Other popular dishes to eat in Egypt are Fattah, sahlab, falafel and knafeh.

Copy the Introductions from above in the space below.

Term 4 - We are learning to write an explanation

Writing Week 3 – to be completed on Tuesday

DRAW THE BLOCK PLANNER. Today, your job is to draw a line to match the sub-heading to the correct BIG idea paragraph.

What are Egypt's landmarks?	There are many delicious dishes that make up the Egyptian cuisine. Shawarma is a famous street food, and it is made from chicken or beef with garlic sauce on top. Also, Fattah is a popular dish that has been served since ancient Egypt.
What dishes make up the Egyptian cuisine?	In Egypt, there are various landmarks to explore. The Great Sphinx is 4500 years old, and it resembles the pharaoh Khafre. Other famous landmarks to see in Egypt are The Great Pyramid of Giza, The Valley of the Kings and the Abu Simbel Temples.

The paragraphs below are missing their sub-headings. Write in the sub heading that best suits.

_____ ?

In Egypt, there are many tasty dishes to eat from the Egyptian cuisine. Kushari is a traditional dish that is mixed with macaroni, spaghetti, chick peas and lentils, and it is garnished with thick tomato sauce. Other popular dishes to eat in Egypt are Fattah, sahlab, falafel and knafeh.

_____ ?

Egypt has many special landmarks that attracts thousands of visitors every year. The Great Pyramid of Giza is a sight to see. It's one of the seven wonders of the world, and it has more than two million stone blocks on it.

Copy 1 of these paragraphs below:

Term 4 - We are learning to write an explanation

Writing Week 3 – to be completed on Wednesday

BUILD A BIG IDEA PARAGRAPH: Your job is to unjumble the paragraphs so that it is correct and write it on the lines below.

1)

Other landmarks in Egypt are the Great Sphinx, the Abu Simbel Temples and the Valley of the Kings.

Egypt has various, historical landmarks to visit.

What are Egypt's landmarks?

The Great Pyramid of Giza has 3 chambers inside, and it is built from limestone.

_____?

Term 4 - We are learning to write an explanation

2)

Egypt has various, historical landmarks to visit.

What are Egypt's landmarks?

The Nile River is the longest river in the world and it flows through ten countries!

Also, the Great Pyramid of Giza took more than 20 years to build.

?

Term 4 - We are learning to write an explanation

Writing Week 3 – to be completed on Thursday

Complete the BIG idea paragraphs below using your knowledge on Egypt's landmarks.

What are Egypt's _____ ?

There are _____. The
Great Pyramid of Giza _____.
_____. Also, _____
_____.

What are Egypt's _____ ?

There are _____. The
Great Sphinx _____.
_____. Also, _____
_____.

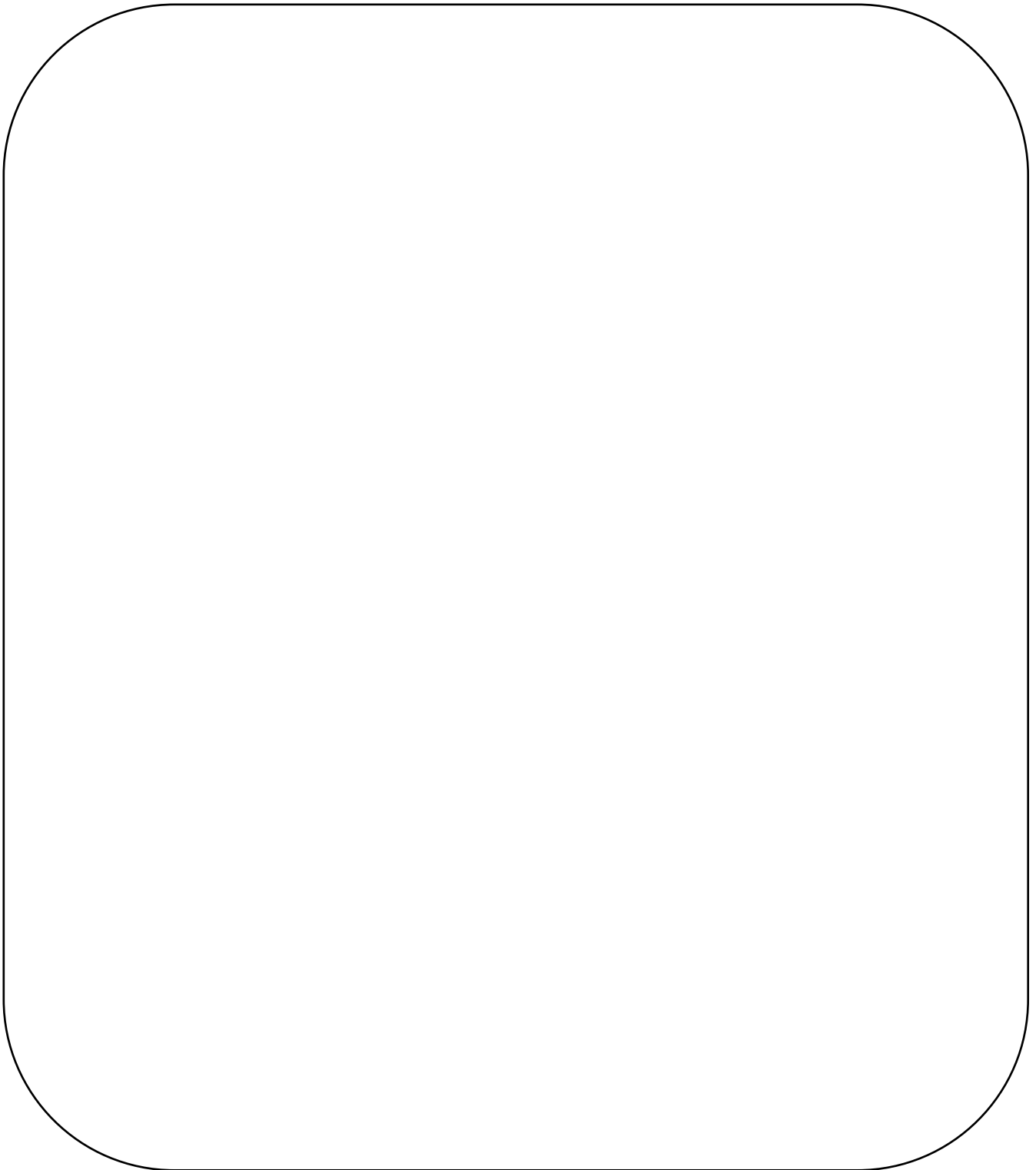
What are Egypt's _____ ?

There are _____. The
Nile River _____.
_____. Also, _____
_____.

Term 4 - We are learning to write an explanation

Writing Week 3 – to be completed on Friday

YOUR TURN – independently write a title, introduction and a BIG idea paragraph (landmarks only) for an information report about Egypt. You may use the work you've completed during the week to help you do this. Draw the part of the block planner you are going to write in the box below before you begin (title, introduction and 1 BIG idea paragraph only).

A large, empty rounded rectangular box with a thin black border, intended for the student to draw the part of the block planner they are going to write before beginning.

Term 4 - We are learning to write an explanation

_____?

Week 3 Tuesday - Handwriting

Tuesday 19th October 2021

The Pyramid of Khufu at Giza is the largest

Egyptian pyramid. This incredible structure

weighs as much as 16 Empire State buildings!

Most Ancient Egyptian pyramids were built as

tombs for pharaohs (rulers of Ancient Egypt)

and their families. To date, over 130 pyramids

pyramids have been discovered in Egypt.

Day 1

1 $35 + 9$

2 $147 + 9$

3 $76 + 19$

4 $318 + 19$

5 $54 + 29$

6 $215 + 29$

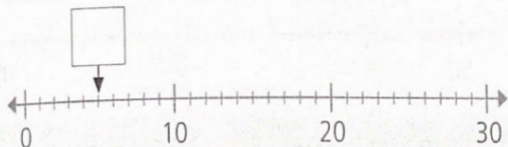
7 $27 + 39$

8 $426 + 39$

9 $735 + 49$

10 Keed has 37 green marbles and 19 blue marbles. How many is that?

11 Write the missing number.



12 Write the number that has 5 hundreds, 2 tens and 6 ones.

13 $4 + 6 =$ $2 + 8 =$

$7 + 3 =$

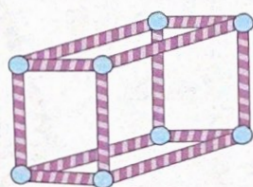
14 Which Australian gold coin has the least value?

15 How many faces, edges and corners?

faces

edges

corners



Day 2

1 $53 - 9$

2 $156 - 9$

3 $74 - 19$

4 $143 - 19$

5 $55 - 29$

6 $247 - 29$

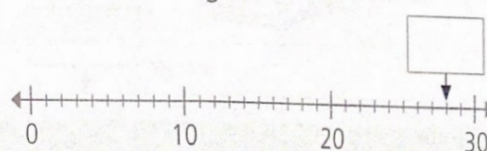
7 $78 - 39$

8 $342 - 39$

9 $181 - 49$

10 Cody's dad is 37 and his mum is 9 years younger. How old is Cody's mum?

11 Write the missing number.



12 Write the number that has 2 hundreds and 8 tens.

13 $4 + 8 =$ $8 + 8 =$

$7 + 6 =$

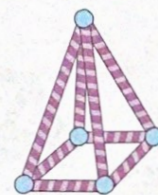
14 Which Australian silver coin has the least value?

15 How many faces, edges and corners?

faces

edges

corners

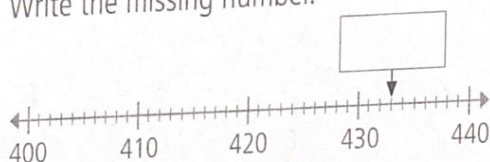


Day 3

- 1 8×2
- 2 21×2
- 3 64×2
- 4 83×2
- 5 31×2
- 6 50×2
- 7 70×2
- 8 40×2
- 9 80×2

10 How many minutes are in 2 hours?

11 Write the missing number.



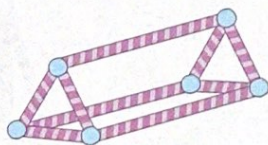
12 Write the number that has 9 hundreds and 9 ones.

13 $6 + 6 =$ $9 + 9 =$
 $5 + 5 =$

14 Which Australian gold coin has the greatest value?

15 How many faces, edges and corners?

faces
 edges
 corners

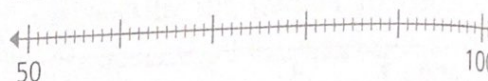


Day 4

- 1 $12 \div 2$
- 2 $10 \div 2$
- 3 $16 \div 2$
- 4 $20 \div 2$
- 5 $8 \div 2$
- 6 $14 \div 2$
- 7 $26 \div 2$
- 8 $50 \div 2$
- 9 $44 \div 2$

10 24 marbles are shared equally by 2 friends. How many each?

11 Mark 85 on this number line.



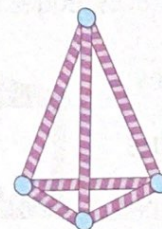
12 Write the number that has 2 ones, 7 hundreds and 1 ten.

13 $19 + 5 =$ $17 + 8 =$
 $16 + 7 =$

14 What is the total value of one each of the Australian gold and silver coins?

15 How many faces, edges and corners?

faces
 edges
 corners



Day 5

1 $46 + 19$

2 $223 + 39$

3 $85 - 29$

4 $194 - 49$

5 92×2

6 64×2

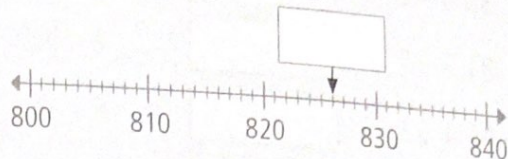
7 $12 \div 2$

8 $46 \div 2$

9 $100 \div 2$

10 Jasmine bought 2 games for \$43 each. How much did she spend?

11 Write the missing number.



12 Write the number that has 4 tens, 3 ones and 6 hundreds.

13 $8 + 4 =$

$6 + 7 =$

$5 + 9 =$

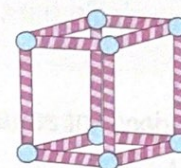
14 Which Australian silver coin has the greatest value?

15 How many faces, edges and corners?

faces

edges

corners



Q1-10:

/10

Q11-15:

/5

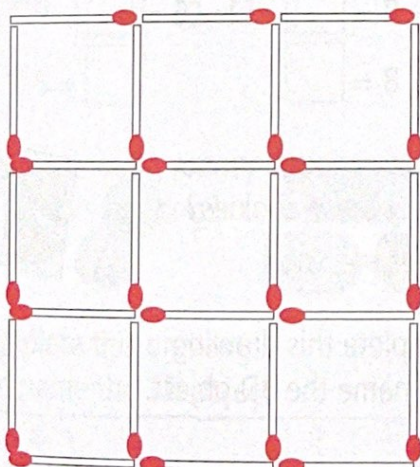
My time:

Think Box

Matchstick Puzzles

How many squares are in this shape?

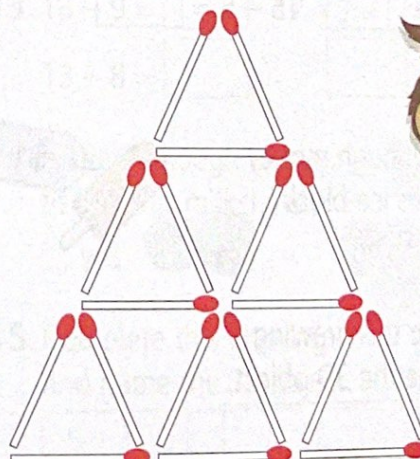
Look out for squares made from other squares.



squares

How many triangles are in this shape?

Look out for triangles made from other triangles.



triangles



Monday – Mathematics: Adding and subtracting money

Use the school canteen menu to complete the questions below.

Remember to show your working out using a number line.

Q1) Jim bought a salad roll and a large water. What is the total cost?

$$\begin{array}{r} \$4 + \$2 = \$6 \\ \quad \quad \quad \text{\tiny $\underbrace{\hspace{1cm}}$} \\ \quad \quad \quad \$1 + \$1 \end{array}$$



Q2) Sarah bought 2 Halal Pies and 2 Frozen Yoghurt. What is the total cost?

Q3) Ali gave the canteen lady a \$10 note. He bought a Cheese Sandwich. What is his change?

Q4) Miss S bought 2 Salad Bowls. She paid with a \$50 note. What is her change?

Q5) What is the cost of 2 chicken burgers? Mia has \$5, does she have enough to buy 2 chicken burgers?

Q6) Which of these options is cheaper, Option 1 or Option 2?

Option 1: a beef burger and a juice popper.

Option 2: a corn cob and a small water.

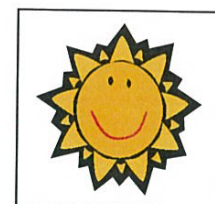
Q7) If Max originally paid \$5.50 at the canteen, but he returned the popcorn. How much has he paid?

Monday – Mathematics: Adding and subtracting money

Use the school canteen menu to complete the questions below.



BLAXCELL STREET PUBLIC SCHOOL CANTEEN PRICE LIST SUMMER MENU



ALL orders should be placed **BEFORE** school
NO HOT FOOD ORDERS WILL BE TAKEN **AFTER THE MORNING BELL**

SANDWICHES

HONEY	1.60
PLAIN BUTTERED	1.00
VEGEMITE	1.60
CHEESE	2.50
TOMATO	2.50
EGG	2.50
TUNA	3.50
SALMON	3.50
HAM	3.50
CHICKEN	3.50
SALAD	3.50
SALAD ROLL	4.00
SALAD & MEAT SAND	4.10
SALAD & MEAT ROLL	4.50
SALAD BOWL	5.00
WITH CHICKEN & BREAD	6.00

DRINKS

FLAVOURED MILK	2.50
JUICE POPPERS	1.80
SMALL WATER	1.50
LARGE WATER	2.00



HOT FOOD

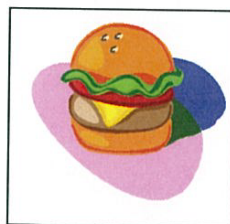
CORN COBS	1.30
GARLIC BREAD	1.20
CHICKEN & CORN ROLL	3.50
HALAL PIE	4.00
HALAL SAUSAGE ROLL	3.60
PIZZA WRAP	3.70
CHICKEN BURGER	3.80
BEEF BURGER	3.80
TOMATO SAUCE	0.30

SNACK FOOD

CHEESE STICKS	1.20
FRUIT	seasonal prices
HOME ICE-BLOCK	0.80
HOME ICE-CREAM	1.20
ICE CREAM CUP	1.90
FROZEN YOGHURT CUP	2.50
FROZEN JUICE CUPS	1.00
JJ CRACKERS	1.40
CHIPS	1.00
POPCORN	1.50
JUMPY'S	1.00

EXTRAS

HARD BOILED EGG	1.00
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Tuesday – Mathematics: Place Value

Watch the video on Edmodo explaining the different place value levels.
Complete the below questions. Try to also investigate at your level.

tens	ones
2	4

24 is 2 tens and 4 ones

24 is 1 ten and 14 ones

24 is 24 ones

tens	ones
6	3

63 is 3 tens and 3 ones

63 is 4 tens and 23 ones

63 is 2 tens and 43 ones

63 is 63 ones

hundreds	tens	ones
1	2	4

124 = 1 hundred + 2 tens + 4 ones

124 = 12 tens + 4 ones

124 = 11 tens + 14 ones

124 = 10 tens + 24 ones

124 = 9 tens + 34 ones

124 = 4 tens + 84 ones

thousands	hundreds	tens	ones
5	8	9	7

5897 = 5 thousands + 8 hundreds + 9 tens + 7 ones

5897 = 58 hundreds + 97 ones

5897 = 4 thousands + 18 hundreds + 6 tens + 37 ones

5897 = 36 hundreds + 229 tens + 7 ones

tens	ones
5	9

tens	ones
3	5

tens	ones
7	2

59 = 5 tens + 9 ones

59 = 4 tens + 19 ones

59 = 2 tens + 39 ones

59 = 59 ones

35 =

35 =

35 =

35 =

35 =

72 =

72 =

72 =

72 =

72 =

hundreds	tens	ones
2	3	7

hundreds	tens	ones
4	1	3

hundreds	tens	ones
6	5	9

237 =

237 =

237 =

237 =

237 =

413 =

413 =

413 =

413 =

413 =

659 =

659 =

659 =

659 =

659 =

thousands	hundreds	tens	ones
2	4	3	1

thousands	hundreds	tens	ones
3	8	2	4

2431 =

2431 =

2431 =

2431 =

2431 =

2431 =

3824 =

3824 =

3824 =

3824 =

3824 =

3824 =

Wednesday – Mathematics: Investigating multiplication and division levels

Watch some videos your teacher has shared on Edmodo 😊

Remember to investigate AT YOUR LEVEL 😊

Groups of 2 2 equal groups

Groups of 2 2 equal groups

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

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

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

$16 \div 2 = 8$
 $10 + 6$
 $10 \div 2 = 5$
 $6 \div 2 = 3$
 $5 + 3 = 8$

$\frac{1}{2}$ of 16 = 8
 $10 + 6$
 $\frac{1}{2}$ of 10 = 5
 $\frac{1}{2}$ of 6 = 3
 $5 + 3 = 8$

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

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

$15 \div 2 = 7r1$
 $10 + 5$
 $10 \div 2 = 5$
 $4 \div 2 = 2$
 $5 + 2 = 7$

$\frac{1}{2}$ of 15 = 7r1
 $10 + 5$
 $\frac{1}{2}$ of 10 = 5
 $\frac{1}{2}$ of 5 = 2
 $5 + 2 = 7$

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

$37 \div 2 = 18r1$ $\frac{1}{2}$ of 37 = 18r1
 $30 + 7$ $30 + 7$
 $30 \div 2 = 15$ $\frac{1}{2}$ of 30 = 15
 $6 \div 2 = 3$ $\frac{1}{2}$ of 6 = 3
 $15 + 3 = 18$

$4 \times 7 = 28$
 $5 + 2$
 $4 \times 5 = 20$
 $4 \times 2 = 8$
 $20 + 8 = 28$

$16 \div 4 = 4$ $\frac{1}{4}$ of 16 = 4
 $12 + 4$ $12 + 4$
 $12 \div 4 = 3$ $\frac{1}{4}$ of 12 = 3
 $4 \div 4 = 1$ $\frac{1}{4}$ of 4 = 1
 $3 + 1 = 4$

$15 \div 4 = 3r3$ $\frac{1}{4}$ of 15 = 3r3
 $12 + 3$ $12 + 3$
 $12 \div 4 = 3$ $\frac{1}{4}$ of 12 = 3

$4 \times 47 = 188$
 $40 + 7$
 $4 \times 40 = 160$
 $4 \times 7 = 28$

$36 \div 4 = 9$ $\frac{1}{4}$ of 36 = 9
 $20 + 16$ $20 + 16$
 $20 \div 4 = 5$ $\frac{1}{4}$ of 20 = 5
 $16 \div 4 = 4$ $\frac{1}{4}$ of 16 = 4
 $5 + 4 = 9$

$37 \div 4 = 9r1$ $\frac{1}{4}$ of 37 = 9r1
 $20 + 17$ $20 + 17$
 $20 \div 4 = 5$ $\frac{1}{4}$ of 20 = 5
 $16 \div 4 = 4$ $\frac{1}{4}$ of 16 = 4
 $5 + 4 = 9$

$160 + 28 = 188$
 $4 \times 40 = 4 \times 4 \times 10 = 16 \times 10 = 160$

$3 \times 7 = 21$
 $5 + 2$
 $3 \times 5 = 15$
 $3 \times 2 = 6$
 $15 + 6 = 21$
 $3 \times 7 = 21$

$16 \div 3 = 5r1$ $\frac{1}{3}$ of 16 = 5r1
 $9 + 7$ $9 + 7$
 $9 \div 3 = 3$ $\frac{1}{3}$ of 9 = 3
 $6 \div 3 = 2$ $\frac{1}{3}$ of 6 = 2
 $3 + 2 = 5$

$15 \div 3 = 5$ $\frac{1}{3}$ of 15 = 5
 $9 + 6$ $9 + 6$
 $9 \div 3 = 3$ $\frac{1}{3}$ of 9 = 3
 $6 \div 3 = 2$ $\frac{1}{3}$ of 6 = 2
 $3 + 2 = 5$

$3 \times 37 = 111$
 $30 + 7$
 $3 \times 30 = 90$
 $3 \times 7 = 21$
 $90 + 21 = 111$

$45 \div 3 = 15$ $\frac{1}{3}$ of 45 = 15
 $30 + 15$ $30 + 15$
 $30 \div 3 = 10$ $\frac{1}{3}$ of 30 = 10
 $15 \div 3 = 5$ $\frac{1}{3}$ of 15 = 5
 $10 + 5 = 15$

$47 \div 3 = 15r2$ $\frac{1}{3}$ of 47 = 15r2
 $30 + 17$ $30 + 17$
 $30 \div 3 = 10$ $\frac{1}{3}$ of 30 = 10
 $15 \div 3 = 5$ $\frac{1}{3}$ of 15 = 5
 $10 + 5 = 15$

Wednesday – Mathematics: Investigating multiplication and division levels

Remember to always show your working out using distributive property.

Watch some videos your teacher has shared on Edmodo 😊

$$2 \times 12 =$$

$$24 \div 2 =$$

$$\frac{1}{2} \text{ of } 24 =$$

$$2 \times 63 =$$

$$126 \div 2 =$$

$$\frac{1}{2} \text{ of } 126 =$$

$$4 \times 18 =$$

$$72 \div 4 =$$

$$\frac{1}{4} \text{ of } 72 =$$

$$4 \times 32 =$$

$$128 \div 4 =$$

$$\frac{1}{4} \text{ of } 128 =$$

$$3 \times 19 =$$

$$57 \div 3 =$$

$$\frac{1}{3} \text{ of } 57 =$$

$$3 \times 45 =$$

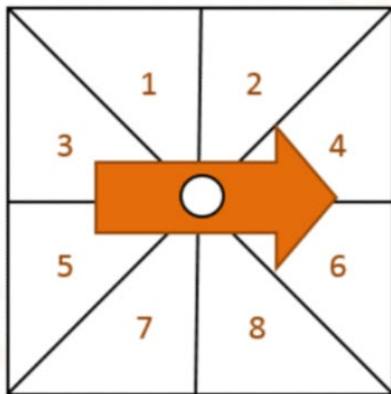
$$135 \div 3 =$$

$$\frac{1}{3} \text{ of } 135 =$$

Thursday– Mathematics: Repeated chance experiment

We conducted a chance experiment. Using the same spinner.
In experiment 1, we spun the spinner 20 times and we tallied the results.
We can see the spinner landed on the number 5 the most.
In experiment 2, we spun the spinner 20 times again and we tallied the results.
We can see the spinner landed on the number 2 the most.

Repeated Trials, Variation in Results



	Experiment 1	Experiment 2
1		I
2		
3	I	I
4		
5	I	
6		
7		
8	I	

In another experiment we predicted what the results would be if we rolled a die 10 times. After predicting we completed the experiment and tallied the results each time.

The results show that the die landed on the number 4 the most. It did not land on the 3 at all.

Repeated Trials, Variation in Results

Outcome	Prediction	Results
1	2	I
2	3	
3	1	
4	1	
5	1	I
6	2	



Thursday– Mathematics: Repeated chance experiment

Can you complete your own chance experiment using a COIN. Tally your results in the bottom table.

Flip one coin 12 times and record each flip as a tally mark.

Equipment I will need:

- 1 x coin
- pencil
- activity sheet

Instructions:

1. Flip the coin.
2. Record the result as a tally mark whether the coin landed on heads or tails in the correct space in the table below.
3. Repeat steps 1 and 2 eleven more times (so that you have flipped the coin 12 times).

Before you begin make a prediction on what you think the results will be.

My prediction is: _____

Coin Flip Results:

	Number of Times												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Heads													
Tails													

Was your prediction correct? Why/why not?

If you were to complete this chance experiment again do you think the results would be the same? Why/why not?

<u>Outcome</u>	<u>Results</u>
<u>Heads</u>	
<u>Tails</u>	

Thursday– Mathematics: Repeated chance experiment

Complete the coin chance experiment

Complete the coin flip chance experiment again.

My revised prediction is: _____

Coin Flip Results:

	Number of Times												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Heads													
Tails													

Coin Flip Questions

Do you think that there is an even chance of flipping a head or tail? Why/why not?

Was your revised prediction correct? Why/why not?

Are the second tally results the same as your first coin flips?

What is different?

What is the same?

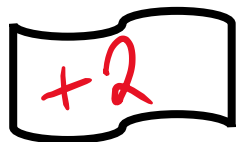
Why do you think there is/is not a difference in the two coin flip results?

If you were to complete this chance experiment again but flip the coin 40 times do you think the results would be similar? Why/why not?

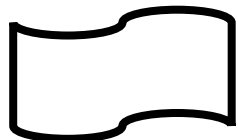
<u>Outcome</u>	<u>Results</u>
<u>Heads</u>	
<u>Tails</u>	

Friday – Mathematics: Describing and creating number patterns

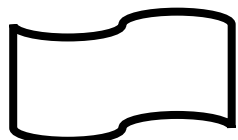
Find the number pattern in each then complete the pattern.



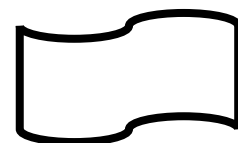
6	8	10	12	14	16	18	20	22
---	---	----	----	----	----	----	----	----



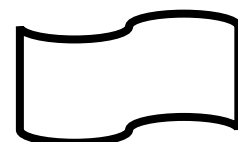
17	23	29	35	41				
----	----	----	----	----	--	--	--	--



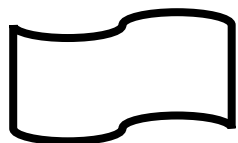
30	40	50	60	70				
----	----	----	----	----	--	--	--	--



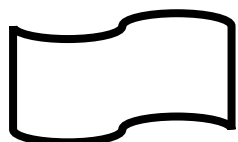
80	78	76	74	72				
----	----	----	----	----	--	--	--	--



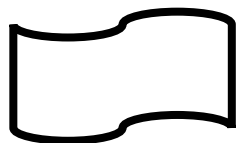
90	85	80	75	70				
----	----	----	----	----	--	--	--	--



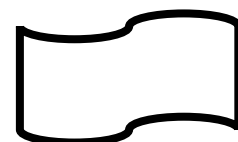
29	31	33	35	37				
----	----	----	----	----	--	--	--	--



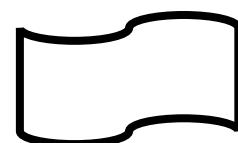
119	129	139	149	159				
-----	-----	-----	-----	-----	--	--	--	--



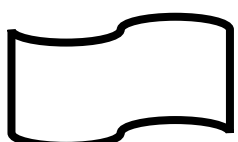
58	67	76	85	94				
----	----	----	----	----	--	--	--	--



255	270	285	300	315				
-----	-----	-----	-----	-----	--	--	--	--



710	705	700	695	690				
-----	-----	-----	-----	-----	--	--	--	--



1010	1021	1032	1043	1054		
------	------	------	------	------	--	--

Friday – Mathematics: Describing and creating number patterns

Create the number patterns for each rule.

+ 8

12	20	28	36	44	52	60	68	76
----	----	----	----	----	----	----	----	----

-12

100								
-----	--	--	--	--	--	--	--	--

+ 20

35								
----	--	--	--	--	--	--	--	--

-120

900								
-----	--	--	--	--	--	--	--	--

+ 32

208								
-----	--	--	--	--	--	--	--	--

+ 100

200								
-----	--	--	--	--	--	--	--	--

-50

750								
-----	--	--	--	--	--	--	--	--

+ 60

120								
-----	--	--	--	--	--	--	--	--

-1000

9000							
------	--	--	--	--	--	--	--

+ 25

75						
----	--	--	--	--	--	--

HSIE – Wednesday

What days are important to us and why?

Use website, QR code and access code for resources.

2819


<http://inq.co/class/hse>



What days are important to us and why?

Australians celebrate and commemorate many special days. Some of these days remember important events in Australia's history. Others mark important religious days and some celebrate Australia and its people.

- 1 Many special days are marked on our calendars. Find a calendar. What special days can you find? Mark the Australian ones on the calendar below.



A spiral-bound notebook with a calendar grid inside. The grid is a 4x3 table with the following months:

January	February	March
April	May	June
July	August	September
October	November	December

- 3** Choose a special day and using the organiser below, prepare a report on it. You could choose one of the national days in the eBook, another one that you marked on your calendar, or a day that is important in your community.

My special day is...	
Its date is...	It celebrates or commemorates...
To mark it, people...	Its special symbols are...
An interesting fact about it is...	I chose it because...

There have been many special events in Australia's recent history.

4

Use these websites and other sources to find out about why these events were considered to be special.

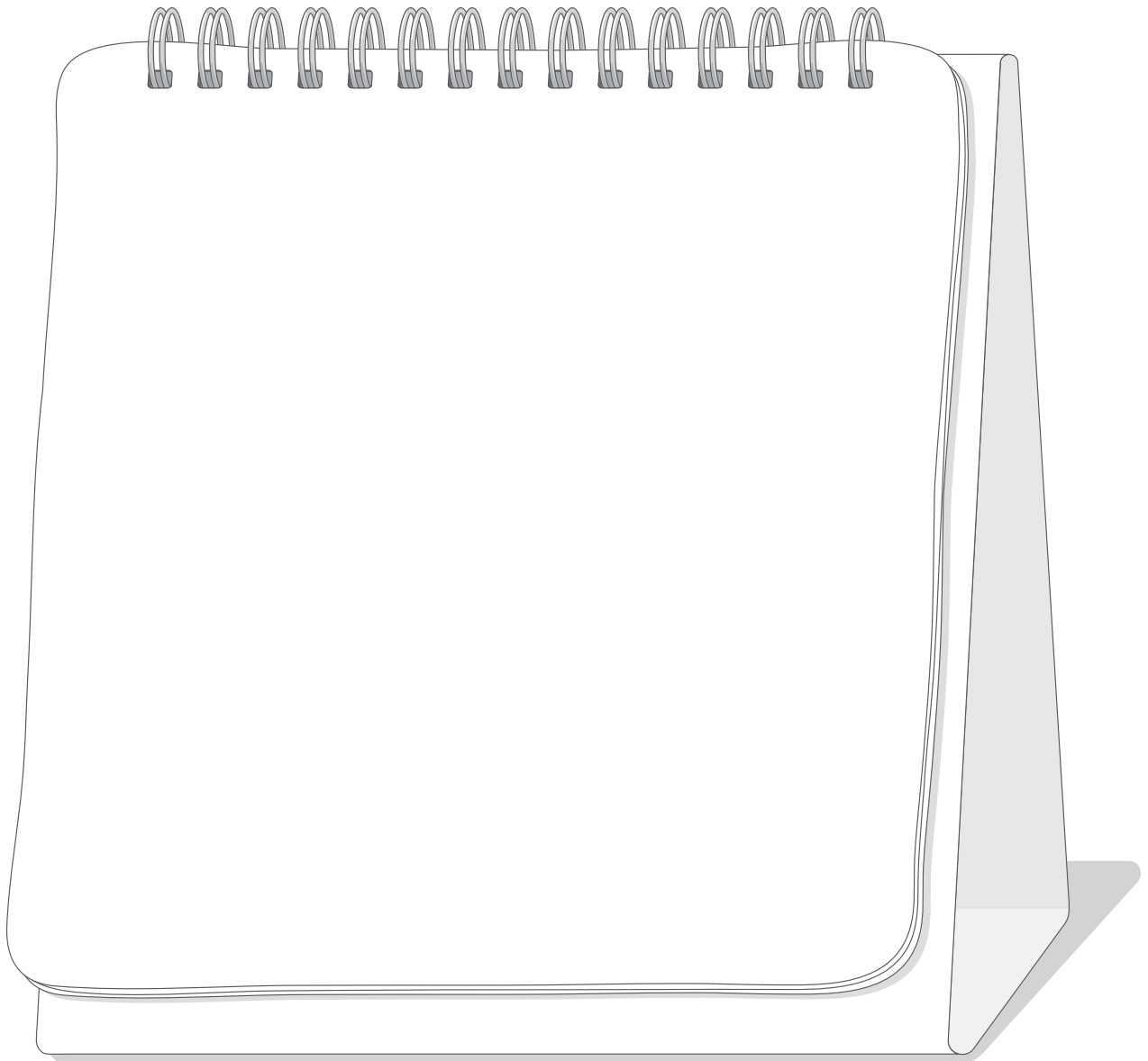
Cathy Freeman's
win in 2000.

The opening of the
Sydney Opera House.

Steven Bradbury's
amazing race.

5

Imagine there's only room for one more special day on the Australian calendar of special days. Which day should we celebrate or commemorate? Choose one of the examples you researched or your own choice and write below why this day should be chosen.



Well-being Wednesday

Keep calm and stay positive

*I can
&
I will*

I am brave

Gratitude Jar

Write what you are thankful for and place them in your Gratitude jar

I am calm

Looking after yourself

Complete the 'Looking after myself' worksheets

I am fun and friendly

YOGA

Follow the instructions to complete the yoga workout



I am unique

Quote colour

Colour the quote - you may like to do this outside in the sunshine

I am a learner

I am strong

I can do hard things

I never give up

Today is all about you! This afternoon, take the time to complete all the activities from the grid. Most importantly...make sure you have FUN!

Please share some pictures of your work on Edmodo... we would LOVE to see them!

We hope you enjoy the mindful activities we have planned for you today

Looking after Yourself

There are lots of different things we need to do to look after ourselves. How do you look after yourself? Can you draw a picture in each box to match the sentence?

To look after yourself, you need to talk to others about how you are feeling.

To look after yourself, you need to eat a balanced diet.

To look after yourself, you need to do some exercise.

To look after yourself, you need to look after your personal hygiene.

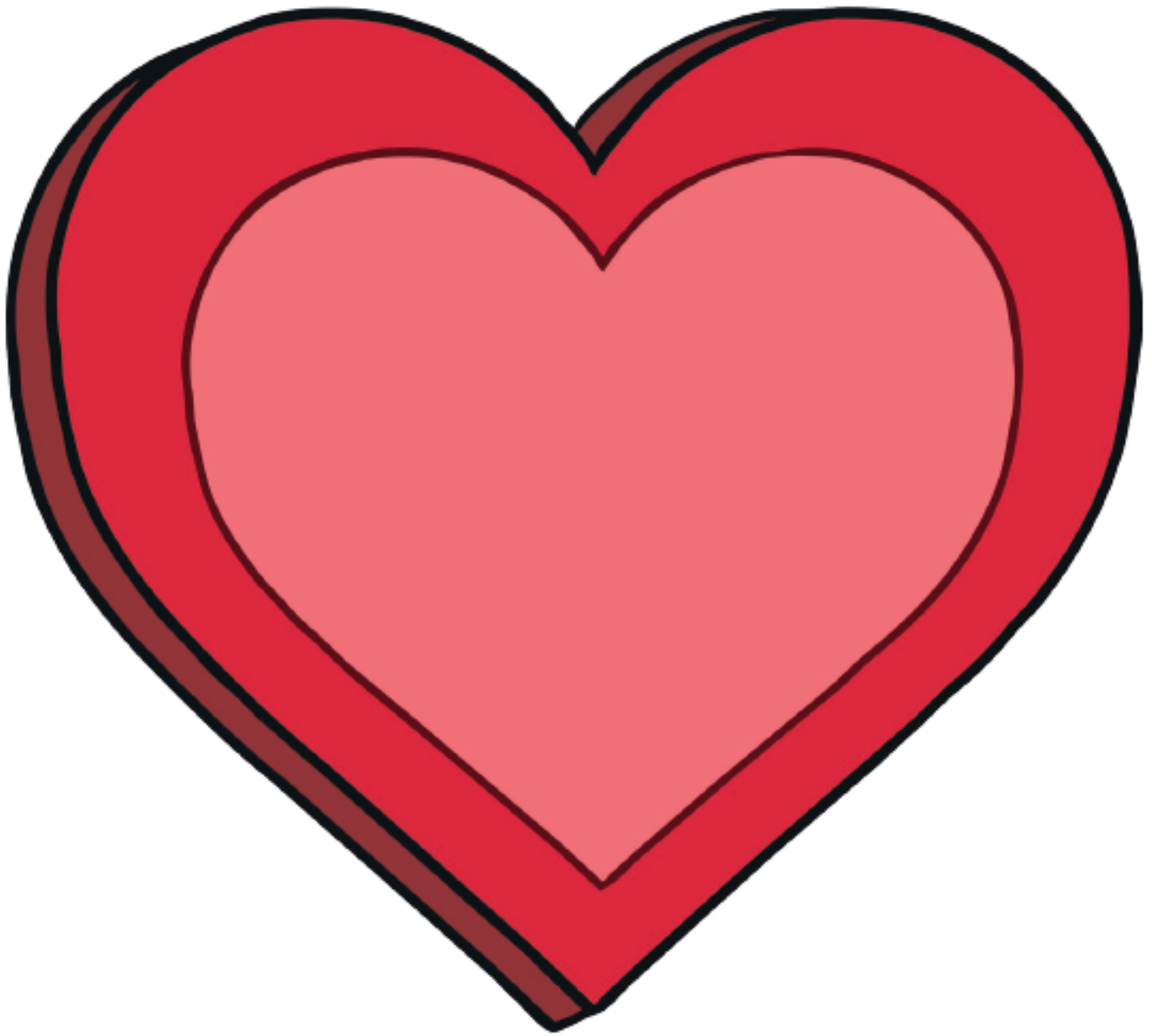
To look after yourself, you need to think about what you wear.

To look after yourself, you need to rest and sleep.

How Can I Look After Myself?

What do you think you can do to keep your heart happy?

'I need to laugh with my friends.'



YOGA FOR SPRING

Yoga is a way to exercise our bodies, our breath, and our minds all at the same time. Yoga makes us feel great! Yoga is a very ancient science that helps us to develop flexibility and strength in our bodies, and happiness and peace in our mind.

Hold each pose for 20 - 30 seconds. Close your eyes during this time - try to really relax and focus.

2. TREE | TREE POSE

Stand on one leg, bend your opposite knee, place the sole of your foot on your inner thigh, and balance. Sway like a tree in the breeze.



Tree Pose

4. RAIN | STANDING FORWARD BEND

From Mountain Pose, bend your upper body, reach for your toes, and hang your arms like the falling rain.



Standing Forward Bend

1. SUN | SUN SALUTE OR EXTENDED MOUNTAIN POSE

Stand tall in Mountain Pose, look up, reach your arms up to the sky, and place your palms together.



Extended Mountain Pose

3. BIRD | WARRIOR 3 POSE

Stand on one leg. Extend the other leg behind you. Bend your torso forward and take your arms out in front of you to pretend that you are flapping your wings like a bird.



Warrior 3 Pose

5. PLANTING A GARDEN | SQUAT POSE

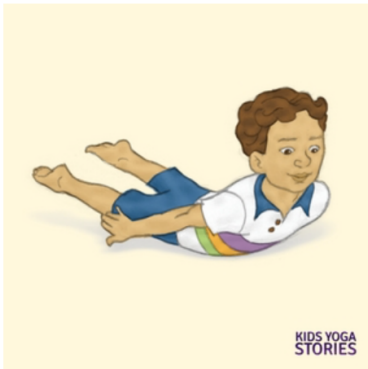
Come down to a squat and pretend to plant seeds in the garden.



Squat Pose

6. CATERPILLAR | LOCUST POSE

Lie on your tummy with your arms stretched out front and inch along a leaf like a caterpillar.



Locust Pose

7. BEE | HERO POSE

Come back to rest upright on your heels, buzz with your arms, and practice a humming breath.



Hero Pose

8. BUTTERFLY | COBBLER'S POSE

Sit on your buttocks with a tall spine, bend your legs, place the soles of your feet together, and gently flap your legs like the wings of a butterfly.



Cobbler's Pose

9. FLOWER | FLOWER POSE

Come to sit on your buttocks with a tall spine, lift your legs, balance on your sitting bones, touch the soles of your feet together, and weave your arms under your legs. Pretend to blossom like a flower.



Flower Pose

10. RELAXING IN THE PARK | RESTING POSE

Lie on your back with your arms and legs stretched out. Breathe and rest. Close your eyes and imagine the sights and sounds in the park.



Resting Pose

**Did you know a
person who practices
Yoga is called a
Yogi ?**



**“When
you know
BETTER
you do
BETTER.”**

- Maya Angelou

Science – Thursday

Cool Customers



Material/object	State after being in the refrigerator
Water-based liquids, such as water, cordial or milk	Still liquid
Viscous liquids, such as honey or oil	Still liquid, may have become very viscous (hard to stir)
Alcohol-based liquids, such as rubbing alcohol	Still liquid
Solids that melt easily, such as chocolate buttons	Changed state from liquid to solid, shape is that of the liquid when placed in refrigerator
Solids that don't melt easily, such as a plastic or metal spoon	Still solid

Solids

Do not flow or expand easily.
Atoms cannot move past one another.

Do not compress easily.
There is very little space between the atoms.

Hold their own shape and volume.
The atoms are tightly locked together.





Liquids

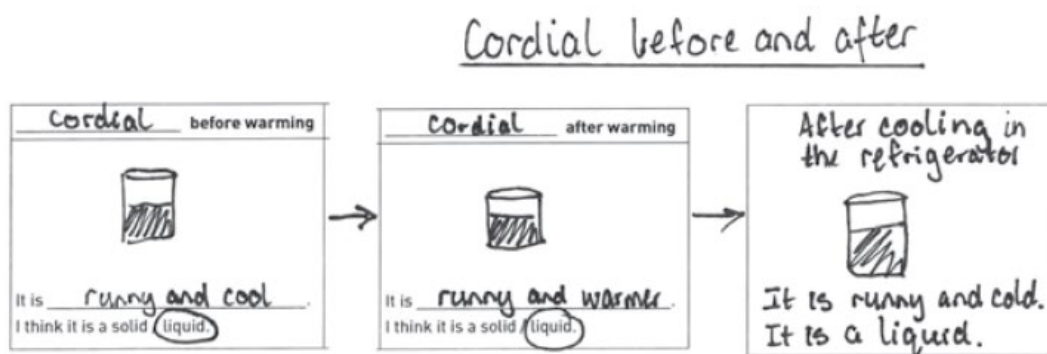
Can flow easily.
Atoms can move past one another.

Do not compress easily.
There is little space between the atoms.

Take the shape of containers.
Atoms can move past one another.



Example of 'before and after' storyboard



Science - Before and After Storyboard

Choose items in your house and create a 'before and after' storyboard

Item 1: _____

_____ before warming	_____ after warming	After cooling in the refrigerator
<p>It is _____.</p> <p>I think it is a solid / liquid.</p>	<p>It is _____.</p> <p>I think it is a solid / liquid.</p>	<p>It is _____.</p> <p>I think it is a solid / liquid.</p>

Item 2: _____

_____ before warming	_____ after warming	After cooling in the refrigerator
<p>It is _____.</p> <p>I think it is a solid / liquid.</p>	<p>It is _____.</p> <p>I think it is a solid / liquid.</p>	<p>It is _____.</p> <p>I think it is a solid / liquid.</p>

What Are My Responsibilities?

1. What does 'responsibility' mean?

2. What responsibilities do you have at home?

3. What responsibilities do you have at school?

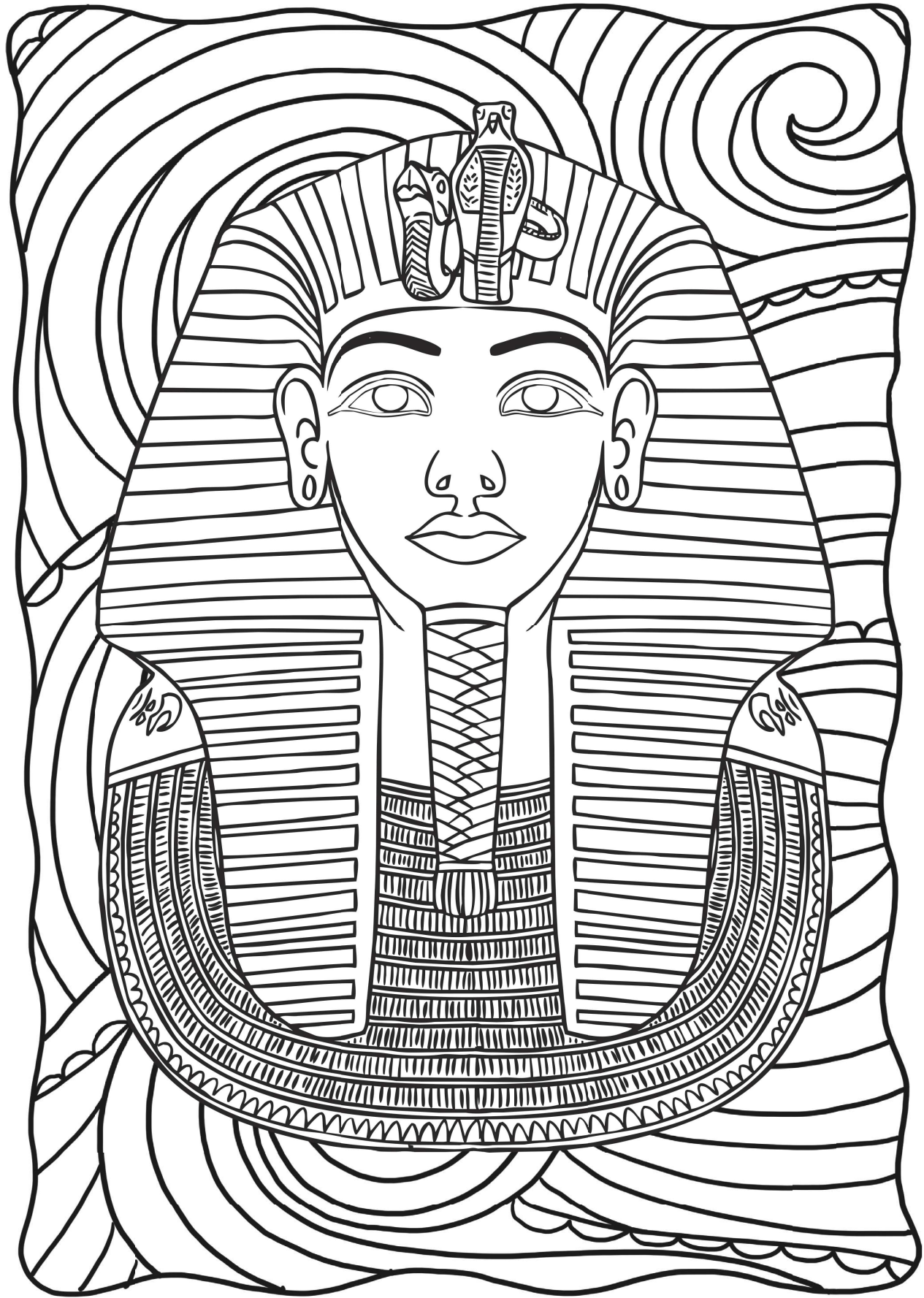
4. When have you not been responsible?

5. What can you do to be more responsible?



Complete Friday





Year 3 Week 3 Term 4 Specialised Learning - Reading

Remember: You do not need to finish everything in 1 day. You can do this at your own pace throughout the week.

Answer the questions and do the daily activities. Once you have finished each square, colour in the smiley face.



Day 1: Read the 1st part of the information report on the Nile River

below. There are **80 words**. Time yourself!

Time:

Colour or **highlight** all the **capital letters, exclamation marks, dashes** and **commas**.

The Nile river has long been recognised as the world's longest river – stretching a massive 6,695 km! However, some scientists argue that the Amazon river in South America is longer. Although often associated with Egypt, only 22% of the Nile runs through Egypt. It originates in Burundi, and flows northward through 9 other countries, before reaching Egypt and finally flowing into the Mediterranean Sea. It has two main tributaries, the Blue Nile and White Nile which merge together in Sudan.



Why do you think there is debate over which is the longest river in the world?

Day 3: Read the 3rd part below.

There are **80 words**. Time yourself. Try to beat yesterday's time.

Underline all the **verbs** you can find.

Time:

Nowadays, the Nile no longer floods each year. This is because in 1970 the Aswan High Dam in southern Egypt was built. This huge dam controls the flow of the river to generate electricity, irrigate farms and provide homes with drinking water. This fascinating river remains a vital source of life for Egyptians to this day. More than 95% of its 104 million people are very dependent on its water and live within a few kilometres of the river banks.

Fun Fact – Reeds, called papyrus, grew alongside the Nile. From the reeds, the Ancient Egyptians made paper and even boats!



Day 2: Read the 2nd part below.

There are **80 words**. Time how long it takes to read.

Underline the rhetorical question.

Time:

Ancient Egypt could not have existed without the river Nile. It was essential for fresh water, food and transportation. It also provided the people with fertile land to farm on. But how did the Nile allow the Ancient Egyptians to farm on desert land? The answer is that the river flooded every August! And when it did, all the nutrient-rich soil carried in the water spread across the river banks, leaving a thick, moist mud... Perfect for growing crops!

Why do you think the Nile flooded every (northern) summer?

HINT: Water flows down. Rivers flow from a higher place.



Day 4: Read the final paragraph below.

There are **80 words**. Time yourself. Which day has been your fastest?

Colour or **highlight** all the **adjectives**.

Time:

And it is not just important for humans – the river and its banks are home to lots of wonderful wildlife too – a huge variety of fish, birds, turtles, snakes, hippos and crocodiles! Such an incredible river is cause for celebration, wouldn't you say? The Egyptians sure think so! Each year in August, they have a two-week holiday called 'Wafaa an-Nil' to celebrate the ancient flooding of the Nile – an important natural event which allowed their civilisation to grow!

Fun Fact – Ancient Egyptians believed that the flooding of the Nile was actually the tears of the goddess Isis, crying over the death of her husband Osiris...that's a lot of tears!



Day 5: Match the **words** in the left side boxes with their **meanings** in the right side boxes.



- recognised
- massive
- associated
- originates
- tributaries
- essential
- fertile soil
- nutrient
- moist
- nowadays
- generate
- irrigate
- fascinating

- provides nourishment to support healthy life and growth
- link, connected with
- extremely interesting
- rivers or streams flowing into a larger river or lake
- slightly wet
- acknowledge something to be true, real or valid
- produce or create
- productive, able to support the growth of strong, healthy plants
- huge, enormous, gigantic
- supply water to land or crops to help growth
- necessary, vital, much needed
- at the present time, in contrast with the past
- begins, starts with, stems from

Year 3 – Week 3 Specialised Learning - Writing

Remember: You don't need to finish everything in 1 day. You can do this at your own pace throughout the week.

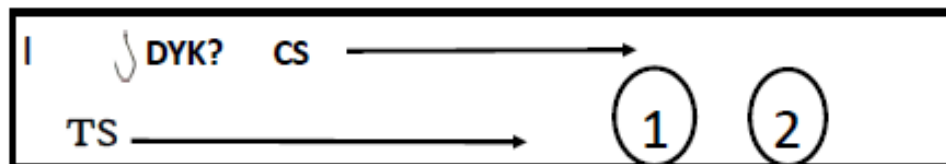
Once you have finished each square, colour in the 😊

Day 1: Draw the introduction block planner.



Task: Draw **one** box below for the introduction. The introduction would need to include:

- a hook – 'did you know' rhetorical question
- classification statement
- thesis statement
- 2 big ideas



Day 2: Rhetorical questions



A rhetorical question does not require an answer.

Task: Match the rhetorical question to the topic by drawing a line to the matching pair. The first one is completed for you.

Egypt's native language is Arabic.

Have you ever wondered what it would be like to have people recognising your face?

Summer is the best season of the year.

Did you know that too much time in front of a television can seriously affect children's eye health?

Being famous would be the best thing in the world.

Did you know Arabic is the official language of Egypt?

Young children should not be allowed to watch TV.

Do you enjoy eating ice cream by the beach on a warm, sunny day?

Day 3:

Thesis statement



The thesis statement is the sentence that states the main ideas of a writing assignment and helps control the ideas within the paper.

Task: When listing ideas in a thesis statement, you need to add a comma (,) in between each big idea.

For example: China has historic landmarks, delicious cuisine and fascinating traditions.

The thesis statements below do not have commas in between each big idea. You need to:

- Add the commas to the thesis statement.
 - Write your own thesis statement on Egypt below.
1. Peanut butter and jelly sandwiches are the best type of sandwich because they are versatile easy to make and taste good.
 2. Cats are the best animals because they are clean friendly and cute.
 3. School is great because I play with my friends I do fun activities at school and I learn new things.

Day 4:

Big ideas



Task: Look at the big ideas below about Egypt and write one compound sentence about Egypt using the big ideas.

For example, Egypt has delicious food, and I would like to try it one day.



Egypt has many delicious foods to choose from. These include Fattah, falafel, knafeh and sahlab

Egypt is located in Northeast Africa near Libya and Sudan. Arabic is the official language of Egypt. The Egyptian flag is red, black and white with a gold eagle in the middle.



Block Planner

WPT

I DYK? CS TS 1 2

Introduction

TOPS > A F E

TOPS > A F E

C 1 2 WPS

Image

Caption

Day 5:

Introduction Paragraph



Task: Write the introduction paragraph using the blank below. The introduction paragraph must include:

- a hook – 'did you know' rhetorical question
- classification statement
- thesis statement
- 2 big ideas

It needs to include the correct punctuation and capital letters. Remember to use the block planner and example on the next page as a guide.

_____ is the official language of Egypt? _____ spectacular country is located in _____ Africa. Egypt has _____ landmarks, a _____ cuisine and _____ traditions.

Example Text

Magnificent Egypt

Did you know Arabic is the official language of Egypt? This spectacular country is located in Northeast Africa. Egypt has historic landmarks, a scrumptious cuisine, and fascinating traditions.

Introduction

Where to go in Egypt?

There are numerous landmarks to visit in Egypt. The Valley of the Kings is a burial ground for the pharaohs, and Tutmosis I was the first pharaoh to be buried there. Other landmarks to visit in this incredible country are the Great Sphinx, the Great Pyramid of Giza, and the Abu Simbel Temples.

What to eat in Egypt?

In Egypt, there are many delicious dishes to eat from the Egyptian cuisine. Kushari is a traditional dish that is mixed with macaroni, spaghetti, chick peas and lentils, and it is garnished with thick tomato sauce. Other popular dishes to eat in Egypt are Fattah, sahlab, falafel and knafeh.

What are Egypt's traditions?

Egypt has various traditions that are modern and ancient. Ancient Egyptians believed in thousands of gods, and they worshipped local animals. They also wore make up because they believed it had healing powers.

Egypt has wonderful landmarks, a tasty cuisine, and interesting traditions. It is a magnificent country to visit.

Big Facts about Egypt

Egypt is located in Northeast Africa near Libya and Sudan. Arabic is the official language of Egypt. The Egyptian flag is red, black and white with a gold eagle in the middle.



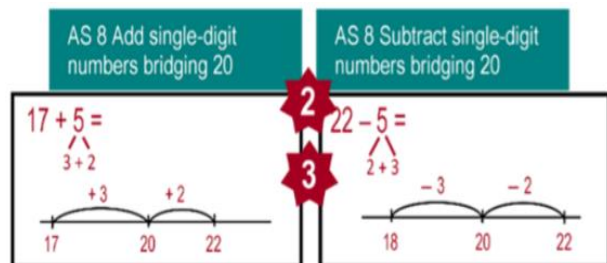
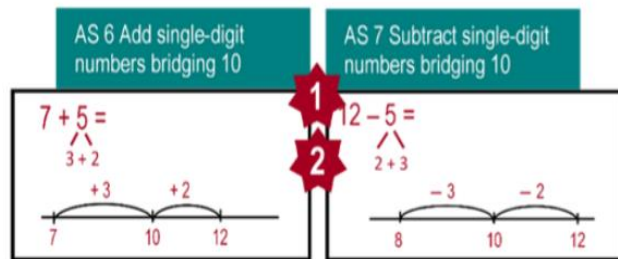
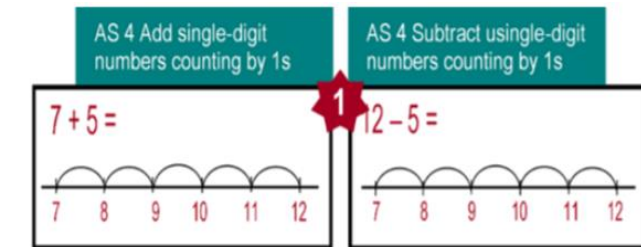
Egypt is one of the oldest countries in the world, and with thousands of years of history, it is home to some of the most important landmarks on the planet. Landmarks include The Great Pyramid of Giza and The Great Sphinx of Giza.

Egypt has many delicious dishes to choose from. These include Fattah, falafel, knafeh and sahlab.



Year 3 Week 3 Specialised Learning - Mathematics

Use the **anchor charts** below to solve the following **addition and subtraction problems**. Try and complete as many questions as you can each day.

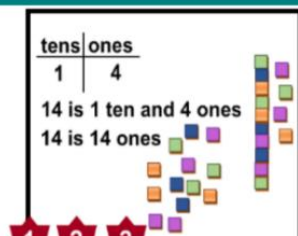


Monday	Tuesday	Wednesday
$7+6=$ $6+6=$ $7+6=$	$12-6=$ $16-9=$ $14-7=$	$8+5=$ $7+6=$ $4+8=$ $15-8=$
$12+9=$ $15+7=$ $17+5=$	$23-9=$ $27-8=$ $28-9=$	$6+9=$ $7+7=$ $3+9=$ $15-8=$
Wednesday	Thursday	Friday
$13-5=$ $12-6=$ $11-8=$ $23-5=$ $22-6=$ $26-8=$	$9+7=$ $7+7=$ $7+6=$ $17+4=$ $19+7=$ $14+9=$	$13-5=$ $14-6=$ $24-8=$ $28-7=$ $25-8=$
		$8+8=$ $7+9=$ $6+7=$ $16+8=$ $13+9=$ $12+9=$
		$15-9=$ $14-5=$ $16-9=$ $27-8=$ $26-7=$ $25-9=$

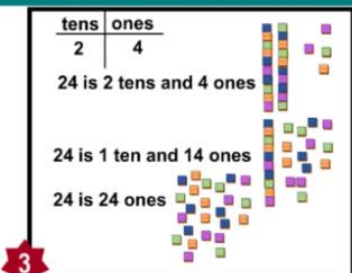
Place Value

Use the **anchor charts** below and playing cards or your own numbers to solve **3 Place Value problems every day**.

PV 11 Standard and non-standard
Place Value of teen numbers



PV 11 Standard and non-standard
Place Value of two-digit numbers



PV 15 Standard and non-standard
Place Value of three-digit numbers

hundreds	tens	ones
1	2	4
124 = 1 hundred + 2 tens + 4 ones		
124 = 12 tens + 4 ones		
124 = 11 tens + 14 ones		
124 = 10 tens + 24 ones		
124 = 9 tens + 34 ones		
124 = 4 tens + 84 ones		

Monday

- 1
- 2
- 3

Tuesday

- 1
- 2
- 3

Wednesday

- 1
- 2
- 3

Thursday

- 1
- 2
- 3

Friday

- 1
- 2
- 3

Monday

Place Value - Place the following numbers on the place value chart below.

15, 459, 91, 67, 965, 471

Hundreds	Ten	Ones
1.		
2.		
3.		
4.		
5.		
6.		

Extension:

Choose **3 numbers** of your own to place in the place value chart.

Hundreds	Tens	Ones
1.		
2.		
3.		

Tuesday

Wednesday

Counting backwards and forwards

Count forwards to 100.

Count backwards from 50 to 0.

What number comes before and after?

____, 8, ____ ____, 169, ____ ____, 93, ____
____, 23, ____ ____, 56, ____

Extension:

Can you come up with 3 of your own?

1. _____
2. _____
3. _____

Friends of 10 - Write down all your friends of 10:

Friends of 20 - Write down all your friends of 20:

Extension:

Can you write your friends of 100?

Thursday		Friday
<p>Equivalent number sentences: when both number sentences are equal (the same).</p> <p>Draw a line to correctly connect the equivalent addition and subtraction number sentences. The first one is done for you.</p> <div> <div> $5+5=10$ $9+3=$ $7+6=$ $3+8=$ $6+9=$ $8+8=$ </div> <div> $18-2=$ $20-5=$ $20-10=10$ $15-3=$ $16-3=$ $19-8=$ </div> </div>	<p>Solve the missing equivalent number sentences.</p> <ol style="list-style-type: none"> $9+5 = 18 - \underline{\hspace{1cm}} =$ $5+6 = 12 - \underline{\hspace{1cm}} =$ $7+6 = 16 - \underline{\hspace{1cm}} =$ $6+6 = 15 - \underline{\hspace{1cm}} =$ $7+7 = 16 - \underline{\hspace{1cm}} =$ $16-6 = 5 + \underline{\hspace{1cm}} =$ $14-2 = 6 + \underline{\hspace{1cm}} =$ $12-2 = 8 + \underline{\hspace{1cm}} =$ $18-8 = 4 + \underline{\hspace{1cm}} =$ $15-5 = 7 + \underline{\hspace{1cm}} =$ 	<p>Solve the following problem-solving questions. Please show your working out.</p> <ol style="list-style-type: none"> Sam had \$8.00. Max had \$7.00. How much money did Sam and Max have altogether? Olivia bought 2 items at the store for \$9.00 and \$7.00. How much will Olivia pay for both items? Altogether, Mohamed and Rayhana collected \$15.00 for charity. Rayhana collected \$9.00. How much did Mohamed collect? Michael had \$12. He bought food for \$7. How much money does he have left? Alan has 3 toy cars and 5 marbles. Rayan has 2 toy cars and 5 marbles. Do they both have the same number of toys, or does one child have more toys than the other? The Bulldogs scored 5 points in game one and 5 points in game two. The Eels scored 4 points in game one and 6 points in game two. Did both teams score the same amount of points?

Complete the following place value activity.
The first few have been done for you.

Place Value

Directions: Write the value of the underlined digit.

54 50

47 7

83 80

35 —

89 —

33 —

74 —

25 —

44 —

51 —

37 —

62 —

55 —

42 —

18 —

39 —

16 —

38 —

40 —

89 —

99 —

70 —

28 —

48 —