Year 5 - Learning from Home Schedule Overview: Term 3 Week 4

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine SOTD Writing Reading Maths HSIE	Morning Routine SOTD Writing Reading Maths Science	Morning Routine SOTD Writing Reading Maths PDHPE	Morning Routine SOTD Writing Reading Maths CAPA	Morning Routine SOTD Writing Reading Maths Optional Task

Morning Session

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine 10 minutes: Fill in the KWL chart for the topic Volcanoes. 5 minutes: Vocabulary: Brainstorm words that relate to the topic of volcanoes.	**Morning Routine** 10 minutes: Use the diagram to complete the cloze passage on Volcanoes. 10 minutes: Look at the vocabulary that relate to the topic of volcanoes. Complete task.	**Morning Routine** 10 minutes: Synthesise the text and use the fact wheel to take notes. 10 minutes: Look at the vocabulary that relate to the topic of volcanoes. Complete task.	**Morning Routine** 10 minutes: Complete the crossword on volcanoes 10 minutes: Look at the vocabulary that relate to the topic of volcanoes. Complete task.	**Morning Routine** 10 minutes: Complete the volcano labelling activity using your schema. 10 minutes: Look at the vocabulary that relate to the topic of volcanoes. Dual code week 4 vocabulary.
SOTD 15 minutes: Look through SOTD notes and complete task. Focus: Compound Sentences	**SOTD** 15 minutes Look through SOTD notes and complete task. Focus: Compound Sentences	**SOTD** 15 minutes: Look through SOTD notes and complete task. Focus: Compound Sentences	**SOTD** 15 minutes: Look through SOTD notes and complete task. Focus: Compound Sentences	**SOTD** 10 minutes: Complete SOTD assessment.

Writing Look at the picture below and answer the following questions: 1. What do you think the key is for? Why do you think she is so desperate to have it? 2. Why do you think the crow has taken the key? 3. How did the clock get there? Is it significant in the story? 4. What do you think the crow is thinking? 5. Where have all the leaves on the ground come from? Answer the questions in full sentences and check your grammar and punctuation.	**Writing** Can you highlight the main clause in the passage below? She had been chasing it all day. Now, the crow had it. Time was ticking. Time was running out. She tiptoed towards the creature, seeing the precious key it held precariously in its sharp, cruel beak. It let out an irritating, throaty cackle, its soot-black wings ruffling gently as it maneuvered itself on top of the clock; it was ready to take flight. Knowing she might only have a few seconds before her opportunity disappeared, she took another cautious step forward. Time seemed to slow, her body tingled in excitement and her heart thudded in her chest. It was now or never…	**Writing** Sick sentences These sentences are 'sick' and need help to get better. Can you help improve these sentences? 1. The crow sat on top of the clock. 2. It had the key in its beak. 3. The clock was in the leaves. Think of all the different ways you could improve these sentences.	**Writing** Perfect Picture! It is time to use your imagination and get drawing. In the image below, Imagine the object that the key fits into. Can you draw or describe it? Remember, when you are describing the object, you need to write in full sentences and check punctuation and grammar.	**Writing** Draw the 'warning tale' block planner. Your story will be based on the picture provided. Plan your story in the block planner. Write an opening paragraph. Remember to: • Describe the setting, weather and atmosphere • Describe the character inside and out
Middle Session				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Guided Reading Read a Literacy Pro text at your Lexile level. Remember, you need to get 8/10.	**Guided Reading** Read a Literacy Pro text at your Lexile level or a chapter book.	**Guided Reading** Read a Literacy Pro text at your Lexile level. Remember, you need to get 8/10.	**Guided Reading** Read a Literacy Pro text at your Lexile level or a chapter book.	**Guided Reading** Read a Literacy Pro text at your Lexile level. Remember, you need to get 8/10.

Maths 10 minutes: Complete Monday's Maths Mentals 25 minutes: Investigate 'Division' at your level independently. 10 minutes: Complete 'Problem Solving – Activity 1' Extension Activity 1 – Complete 'A square of numbers' activity	**Maths** 10 minutes: Complete Tuesday's Maths Mentals 25 minutes: Investigate 'Multiplication' at your level independently. 10 minutes: Complete 'Problem Solving – Activity 2' Extension Activity 2 – Complete 'Multiplication Squares' activity.	**Maths** 10 minutes: Complete Wednesday's Maths Mentals 25 minutes: Investigation - Complete 'Adding Fractions with Common Denominators' Activity. 10 minutes: Complete 'Problem Solving – Activity 3' Extension Activity 3 - Make the 'Fraction, Decimal and Percentages Fortune Teller' and play with a sibling or parent/guardian	**Maths** 10 minutes: Complete Thursday's Maths Mentals 25 minutes: Investigation – Complete 'Subtracting Fractions with Common Denominators' Activity. 10 minutes: Complete 'Problem Solving – Activity 4' Extension Activity 4 - Complete the 'Equivalent Fractions Maze'	**Maths** 10 minutes: Complete Friday's Maths Mentals 25 minutes: Investigation – Complete 'Count by Fractions, Describing Patterns' Activity. 10 minutes: Complete 'Problem Solving – Activity 5' Extension Activity 5 - Complete the 'Fractions in a Box' activity
Afternoon Session				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
HSIE One World! Complete the task for this week about the supercontinent – Pangaea.	**Science** Essential Energy Read the information on types of energy and complete the relevant activities.	**CAPA** Dance Time! Complete the 'Dance and Movement Sequence' activity.	**PDHPE** Activity 1 (PDH) - Connecting People and Places: Olympic Games Activity 2 (PE) - Olympic Games Movement Cards	**Optional Tasks** Optional Activity 1 – Olympic Rings Colouring In Optional Activity 2 – Baking Damper!

Typing and NAPLAN practice

Monday	Tuesday	Wednesday	Thursday	Friday
Practice your typing skills – Play **Typing Alien** Typing Alien (sense-lang.org) https://games.sense-lang.org/typingAlien.php	Complete the **Reading Year 5 – Standard Test -** from the NAPLAN Public Demonstration site ADS (assessform.edu.au) https://pages.assessform.edu.au/pages/year-5-demos	Practice your typing skills – Play **Dance Mat Level 1** Dance Mat Typing Level 1 Stage 1 | TypingTyping https://www.typingtyping.com/dance-mat-typing-level-1-stage-1/	Practice your typing skills – Play **Dance Mat Level 1 - Stage 2** Dance Mat Typing Level 1 Stage 2 | TypingTyping https://www.typingtyping.com/dance-mat-typing-level-1-stage-2/	Practice your typing skills – Play **Olympic Games** Typing Olympic (sense-lang.org) https://games.sense-lang.org/olympic/

This is your stimulus for week 4

The Golden Key

Volcano Challenge Grid

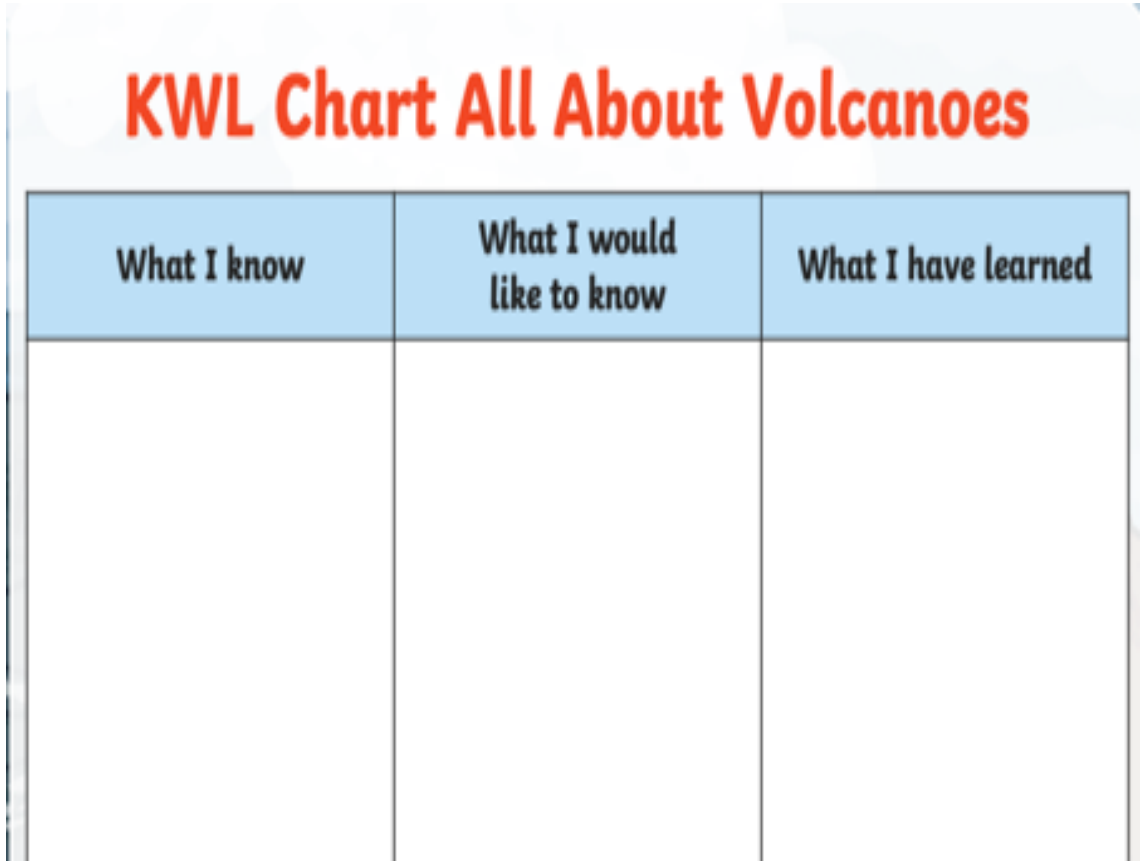
See how many questions you can answer about volcanoes throughout the week.

Describe what a cone volcano looks like	How are volcanoes and mountains different from each other?	What is the Earth's crust?	True or false: Vegetables grow better in soil near volcanoes?
What is the plural of volcano?	Define molten rock	What is a tectonic plate?	Thinking about volcanoes, what is a vent?
Give two possible definitions for the word 'crust'	Is it true that volcanoes are located on land, underwater and in outer space?	How is a volcano formed?	What is the definition of magma?
How did shield volcanoes get their name?	Deep inside the Earth, between the molten iron core and the thin crust, what will you find?	What are the three main types of volcanoes?	Where are volcanoes usually found?
What is another word for volcanic debris?	What is another name for a stratovolcano?	How long have volcanoes been around for?	When tectonic plates crash, what is formed?

Monday 2nd August 2021

What a great way to start the week!

Literacy (Morning Session)



Vocabulary-

erupt

Er-	Up-	-tion
		-ting
		-ted
		-ts

Er + up + tion = **Eruption** (noun)
Er + up + ting = **Erupting** (verb)
Er + up + ted = **Erupted** (Past Verb)
Er + up + ts = **Erupts** (Verb)

Erupt (noun)
The Latin root **rupt** means "burst." Have you ever seen a volcano in the process of **erupt**ing? If you have witnessed a volcanic **erupt**ion, you'd not soon forget the ash and lava "bursting" out of the volcano! Imagine a volcano that has been dormant for centuries suddenly going off.

Ingredient Memlet: *erupt*
e- → out of, from
rupt → burst, break
When a volcano *erupts*, lava and ash "burst or break out of" it.

The word erupt can be changed to:

- eruption (Adding the suffix '**+ion**' makes it a noun)
- erupting (Adding the suffix '**+ing**' makes it a verb)
- erupted (adding the suffix **'ed'** makes it a past verb)
- erupts (adding the suffix **'s'** makes is a verb)

Your task is to write 3 sentences using any 3 of the words above.

Example:

1. The **eruption** caused significant damage.
2. Mt. Pinatubo began **erupting** in June.
3. The volcano **erupted** 2 years ago.

SOTD – Focus: Compound Sentences

Learning Intention: We are learning to write a compound sentence that includes a coordinating conjunction.
Success Criteria: I can
- Write a compound sentence
- Include a coordinating conjunction
- Have a capital letter
- A full stop
- Include a comma before the coordinating conjunction

A compound sentence is **a sentence that has main clauses joined by a coordinating conjunction**.
Coordinating conjunctions are:
F-for
A-and
N-nor
B-but
O-or

Sentence:
Some volcanoes look like mountains, but not all volcanoes have the same formation.

The first main clause is 'Some volcanoes look like mountains'
The second main clause is 'not all volcanoes have the same formation'
The coordinating conjunction is 'but' as it connects the two main clauses

Your turn:
Write a compound sentence using the coordinating conjunction 'but'. You will need to underline where the two main clauses are, and the coordinating conjunction.

Y-yet S-so	

Writing – Using the stimulus for this week, answer the following questions:

1.What do you think the key is for? Why do you think she is so desperate to have it?
2.Why do you think the crow has taken the key?
3.How did the clock get there? Is it significant in the story?
4.What do you think the crow is thinking?
5.Where have all the leaves on the ground come from?

Answer the questions in full sentences and check your grammar and punctuation.

Guided Reading -

Read a Literacy Pro text at your lexile level. Remember, your aim is to get 8/10 .

Maths (Middle Session)

Do you see the alliteration? Monday's Maths Mentals

Maths Mentals - Monday

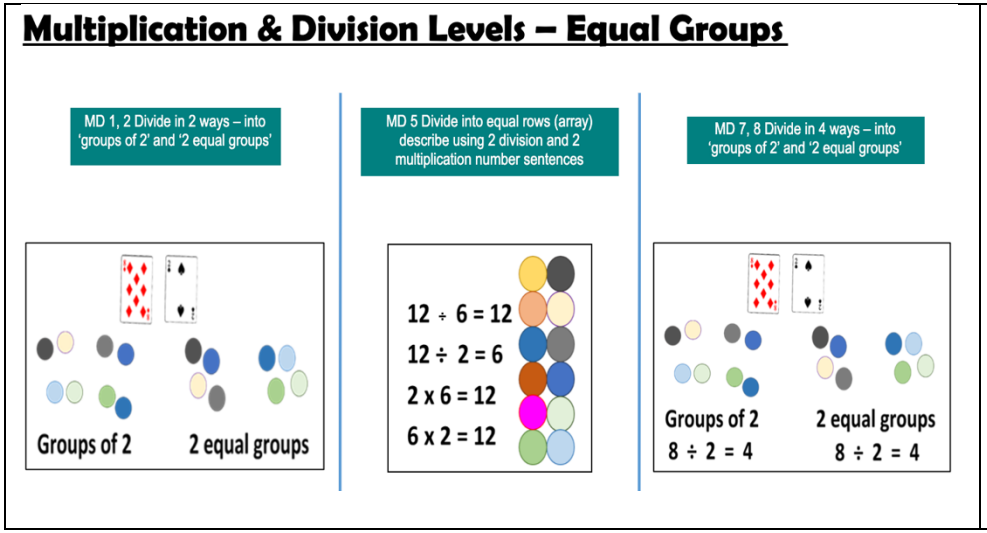
Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

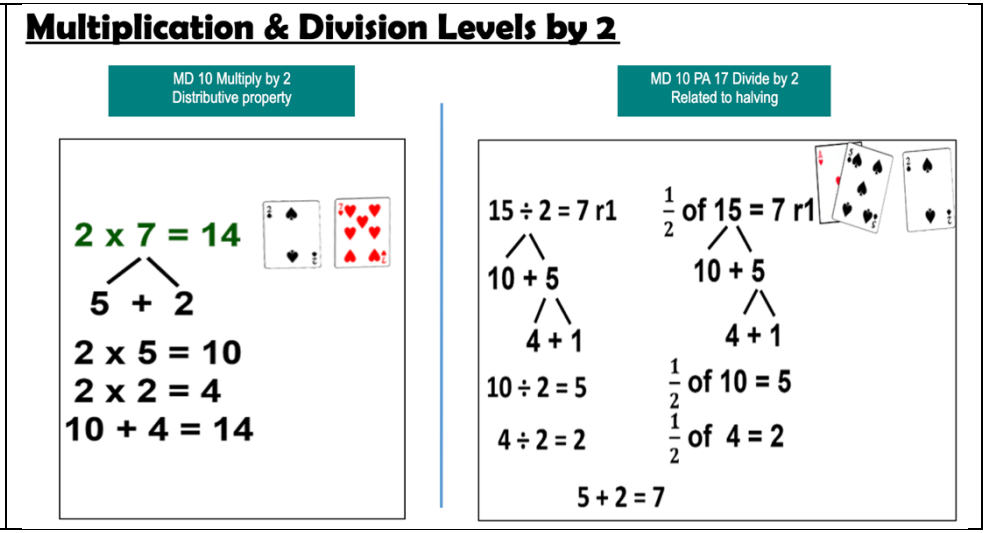
Questions		Answers
1.	160 ÷ 4	
2.	120 ÷ 6	
3.	350 ÷ 7	
4.	90 ÷ 3	
5.	140 ÷ 2	
6.	540 ÷ 6	
7.	450 ÷ 9	
8.	1600 ÷ 8	
9.	2400 ÷ 6	
10.	3000 apples in bags of 6, ready for market. How many bags of apples?	
11.	4200 ÷ 7	
12.	7200 ÷ 8	
13.	3500 ÷ 5	
14.	15 000 ÷ 5	
15.	42 000 ÷ 6	
16.	12 000 ÷ 6	
17.	27 000 ÷ 3	
18.	49 000 ÷ 7	
19.	32 000 ÷ 4	
20.	Two journeys around the world is 80 000km. What is the distance around the world?	
 **Time =**		**Score =**

Investigations

Let's become even more confident with **division**!

Working at your level, complete 5 questions. Don't forget to challenge yourself! For example, if you have been on Level 3 for a while, try working up a level 😊





Multiplication & Division Levels by 5

MD 13 Multiply by 5
Distributive property

$5 \times 7 = 35$

$5 + 2$

$5 \times 5 = 25$
$5 \times 2 = 10$
$25 + 10 = 35$

MD 13 Divide by 5
Related to fifthing

$37 \div 5 = 7r2$

$20 + 17$

$15 + 2$

$20 \div 5 = 4$
$15 \div 5 = 3$

$\frac{1}{5}$ of $37 = 7r2$

$20 + 17$

$15 + 2$

$\frac{1}{5}$ of $20 = 4$
$\frac{1}{5}$ of $15 = 3$

$4 + 3 = 7$

Multiplication & Division Levels by 4

MD 11 Multiply by 4
Distributive property

$4 \times 7 = 28$

$5 + 2$

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

MD 10 Divide by 4
Related to quartering

$37 \div 4 = 9r1$

$20 + 17$

$16 + 1$

$20 \div 4 = 5$
$16 \div 4 = 4$

$\frac{1}{4}$ of $37 = 9r1$

$20 + 17$

$16 + 1$

$\frac{1}{4}$ of $20 = 5$
$\frac{1}{4}$ of $16 = 4$

$5 + 4 = 9$

Multiplication & Division Levels by 3

MD 12 Multiply by 3
Distributive property

$3 \times 7 = 21$

$5 + 2$

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

MD 12 Divide by 3
Related to thirding

$16 \div 3 = 5$ r1

$9 + 7$

$6 + 1$

$9 \div 3 = 3$
$6 \div 3 = 2$

$\frac{1}{3}$ of $16 = 5$ r1

$9 + 7$

$6 + 1$

$\frac{1}{3}$ of $9 = 3$
$\frac{1}{3}$ of $6 = 2$

$3 + 2 = 5$

Multiplication & Division Levels by 9

MD 14 Multiply by 9
Distributive property

$9 \times 7 = 63$

$5 + 2$

$9 \times 5 = 45$
$9 \times 2 = 18$
$45 + 18 = 63$

MD 14 Divide by 9
Related to ninthing

$71 \div 9 = 7r8$

$27 + 44$

$36 + 8$

$27 \div 9 = 3$
$36 \div 9 = 4$

$\frac{1}{9}$ of $71 = 7r8$

$27 + 45$

$36 + 8$

$\frac{1}{9}$ of $27 = 3$
$\frac{1}{9}$ of $36 = 4$

$3 + 4 = 7$

Multiplication & Division Levels by 8

MD 16 Multiply by 8
Distributive property

$8 \times 7 = 56$

$5 + 2$

$8 \times 5 = 40$

$8 \times 2 = 16$

$40 + 16 = 56$

MD 16 Divide by 8
Related to eighthing

$55 \div 8 = 6r7$

$40 + 15$

$8 + 7$

$40 \div 8 = 5$

$8 \div 8 = 1$

$5 + 1 = 6$

$\frac{1}{8}$ of $55 = 6r7$

$40 + 15$

$8 + 7$

$\frac{1}{8}$ of $40 = 5$

$\frac{1}{8}$ of $8 = 1$

Multiplication & Division Levels by 6

MD 15 Multiply by 6
Distributive property

$6 \times 7 = 42$

$5 + 2$

$6 \times 5 = 30$

$6 \times 2 = 12$

$30 + 12 = 42$

MD 15 Divide by 6
Related to sixthing

$23 \div 6 = 3r5$

$12 + 11$

$6 + 5$

$12 \div 6 = 2$

$6 \div 6 = 1$

$2 + 1 = 3$

$\frac{1}{6}$ of $23 = 3r5$

$12 + 11$

$6 + 5$

$\frac{1}{6}$ of $12 = 2$

$\frac{1}{6}$ of $6 = 1$

Multiplication & Division Levels by 7

MD 17 Multiply by 7
Distributive property

$7 \times 6 = 42$

$5 + 1$

$7 \times 5 = 35$

$7 \times 1 = 7$

$35 + 7 = 42$

MD 17 Divide by 7
Related to seventhing

$37 \div 7 = 5r2$

$21 + 16$

$14 + 2$

$21 \div 7 = 3$

$14 \div 7 = 2$

$3 + 2 = 5$

$\frac{1}{7}$ of $37 = 5r2$

$21 + 16$

$14 + 2$

$\frac{1}{7}$ of $21 = 3$

$\frac{1}{7}$ of $14 = 2$

Multiplication & Division Levels (Dividing remainders to make fractions)

MD 23 FD 21 Divide by single-digit numbers, dividing remainders to create fractions

$77 \div 6 = 12\frac{5}{6}$

$60 + 17$

$12 + 5$

$60 \div 6 = 10$

$12 \div 6 = 2$

$5 \div 6 = \frac{5}{6}$

$10 + 2 + \frac{5}{6} = 12\frac{5}{6}$

$\frac{1}{6}$ of $77 = 12\frac{5}{6}$

$60 + 17$

$12 + 5$

$\frac{1}{6}$ of $60 = 10$

$\frac{1}{6}$ of $12 = 2$

$\frac{1}{6}$ of $5 = \frac{5}{6}$

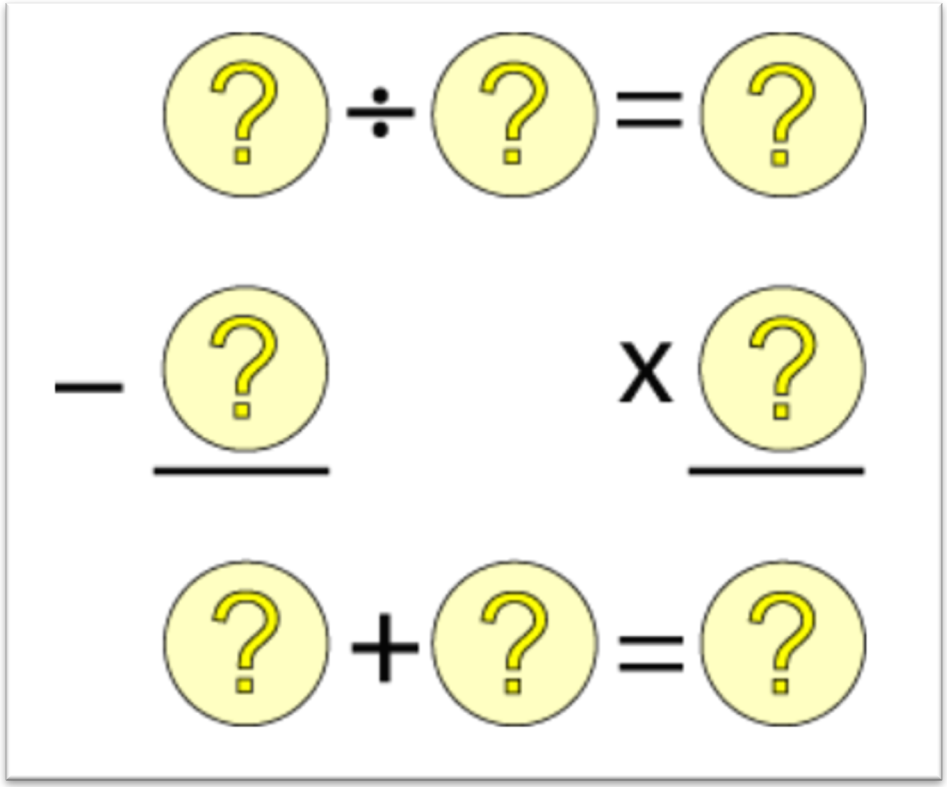
<u>Problem-Solving</u> – Complete problem-solving activity 1 below (10 minutes).

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go! 1. Read 2. Understand 3. Choose a Strategy 4. Use Strategy 5. Check		A baker makes 387 cupcakes. They are sold in packs of six. How many full packs can be made? 

☺ Make sure your thinking cap is on for this one!

Extension Activity 1- A square of Numbers

Can you correctly put the numbers 1 to 8 into the circles so that the four calculations are correct? You might want to use some scrap paper to problem solve.



HSIE (Afternoon Session)

☺ One world – supercontinent!

(You might need to use an atlas or Google Earth. Rotating the map will also help you).

- Africa
- South America
- North America
- Australia
- Antarctica

There is one landmass which is actually two continents, Europe and Asia. The names are sometimes combined to refer to one continent.

Can you name it and mark it on the map?

_____

Pangaea existed a long time ago, millions of years before modern humans appeared, so we can only guess what the environment was like.

What if Pangaea still existed? What would the world be like if everyone lived on one supercontinent?

Use the Thinking Hats strategy to write about what you think life on a supercontinent would be like. Use the table below to complete this task.

White Hat Facts and details	Yellow Hat List the positives	Black Hat List the negatives	Green Hat Use your imagination

Tuesday 3rd August 2021

☺ Did someone say Tuesday?

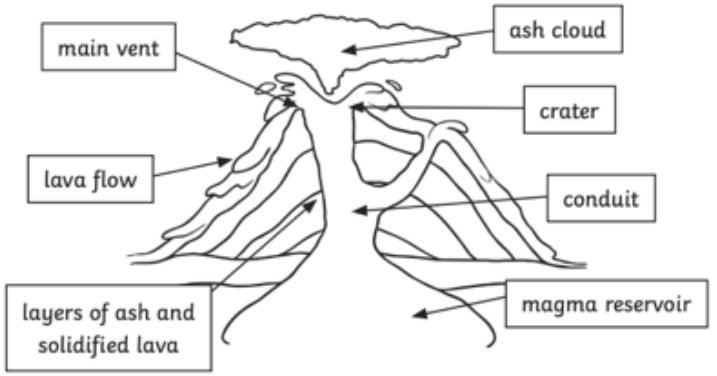
Literacy (Morning Session)

Stages of a Volcanic Eruption

Fill in the blanks to finish the sentences describing the stages of a volcanic eruption. Use the word bank below to help you.

1. Deep within the core of the Earth, it is so hot that some rocks melt and become a thick and sticky substance called _____.
2. This substance gets hotter and hotter and _____ builds deep in the magma reservoir of the volcano.
3. Eventually, magma will push up towards the surface of the Earth through the volcano's conduit and escape through _____ in the Earth.
4. When magma erupts from the volcano, it is called _____. During an eruption, _____ and other rock particles also escape violently into the air and can cause major damage to the volcano's surrounding environment.
5. Volcanic ash that erupts from the volcano will fall back down onto the Earth like powdery snow. If this ash is thick enough, it can cover and suffocate surrounding plants and animals and also _____ streams and rivers.
6. How explosive a volcano is depends on how runny or sticky its magma is. The stickier the magma, the more _____ and explosive the eruption.

Word Bank
contaminate
vents
magma
volcanic ash
violent
lava
pressure



Vocabulary-

slope

Everyday word	Everyday word and scientific word	Scientific word
• Fall away	• Slanting • Descend	• Slope • Slant

slope (verb)
1590s, "go in an oblique direction," from earlier adjective meaning "slanting"

1. Using a dictionary, write the definition of the word 'slope.' Make sure to write this in your own words.

2. Write a sentence using the word 'slope.'

SOTD – Focus: Compound Sentences

Learning Intention: We are learning to write a compound sentence that includes a coordinating conjunction.
Success Criteria: I can
- Write a compound sentence
- Include a coordinating conjunction
- Have a capital letter
- A full stop
- Include a comma before the coordinating conjunction

A compound sentence is **a sentence that has main clauses joined by a coordinating conjunction**.
Coordinating conjunctions are:

F-for
A-and
N-nor
B-but
O-or

Sentence:
Ellie loves stratovolcanoes, so she went on a holiday to visit one.

The first main clause is Ellie loves stratovolcanoes
The second main clause is she went on a holiday to visit one
The coordinating conjunction is so

Your turn
Practice writing a compound sentence. When you are writing your sentence, think about the different coordinating conjunctions that you could possibly use in your compound sentence.
Make sure you underline the two main clauses and the coordinating conjunction.

Y-yet S-so	

Writing - Sentence Challenge!

A determiner specifies a noun as known or unknown.

Can you identify the determiners in the sentence below?

There wasn't much time left before the crow would fly away, so she took a step forward.

Guided Reading -

Read a Literacy Pro text at your lexile level or a chapter book.

Maths (Middle Session)

☺ Give it your absolute best!

Maths Mentals - Tuesday

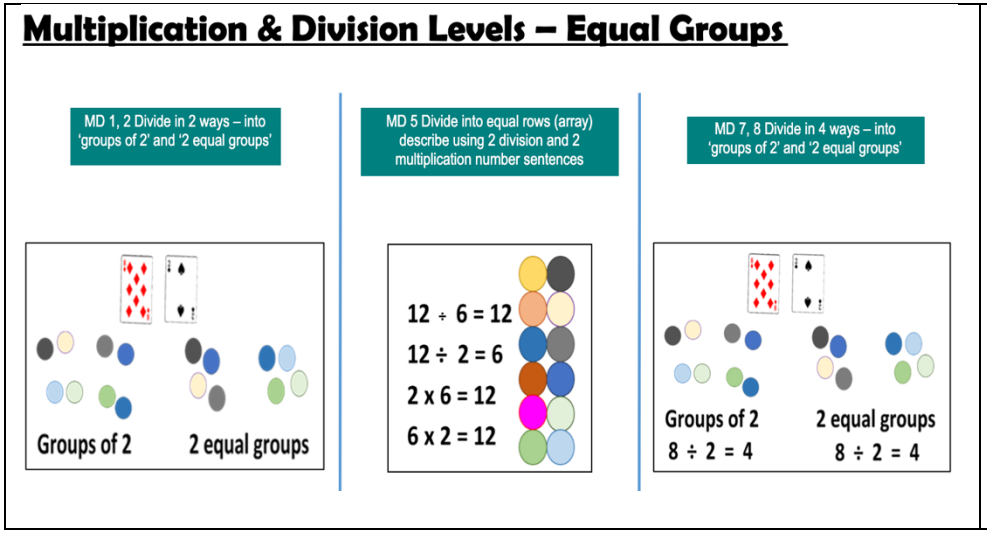
Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

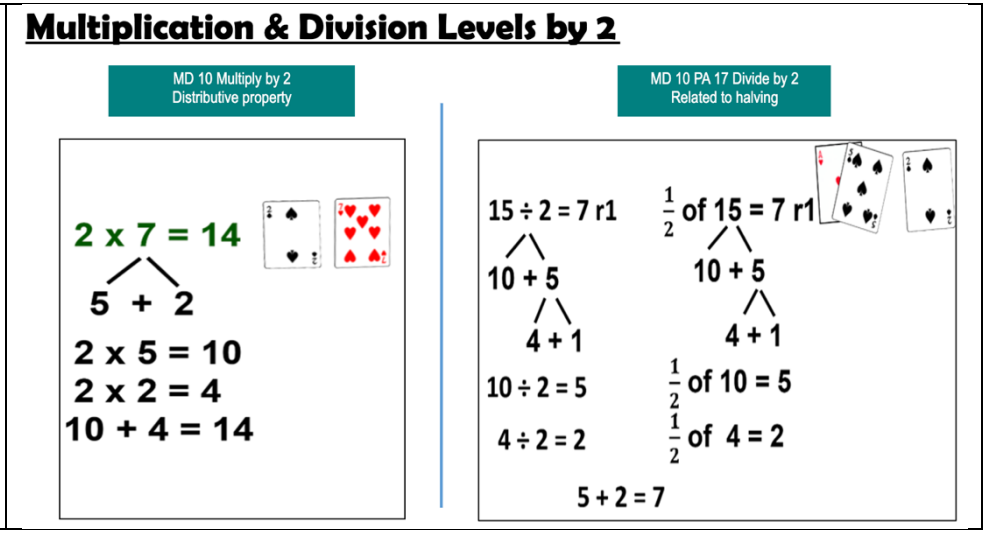
Questions		Answers
1.	350 ÷ 5	
2.	420 ÷ 6	
3.	1400 ÷ 7	
4.	900 ÷ 3	
5.	18 000 ÷ 9	
6.	65 + 19	
7.	960 - 540	
8.	660 - 130	
9.	29 x 3	
10.	29 x 7	
11.	Write the numbers that are: - 1 more than 71 845 - 10 more than 71 845	
12.	Write the numbers that are: - 1 less than 71 845 - 10 less than 71 845	
13.	4 x 2	
14.	6 x 2	
15.	9 x 5	
16.	Add 5 to 35, double, subtract 70, then multiply by 10	
17.	Multiply 7 by 7, add 1, halve, then divide by 5	
18.	Add 6 to 40, double, subtract 30, then multiply by 2	
19.	Multiple 5 by 5, add 3, halve, then divide by 7	
20.	34 x 78	
Time =		**Score =**

Investigations –

Let's become even more confident with **multiplication**!

Working at your level, complete 5 questions. Don't forget to challenge yourself! If you have been on Level 3 for a while, try working up a level 😊





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$16 + 1$

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Multiplication & Division Levels by 3

MD 12 Multiply by 3
Distributive property

$3 \times 7 = 21$

$5 + 2$

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

MD 12 Divide by 3
Related to thirding

$16 \div 3 = 5$ r1

$9 + 7$

$6 + 1$

$9 \div 3 = 3$
$6 \div 3 = 2$

$3 + 2 = 5$

$\frac{1}{3}$ of $16 = 5$ r1

$9 + 7$

$6 + 1$

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$8 + 7$

$40 \div 8 = 5$

$8 \div 8 = 1$

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$40 + 15$

$8 + 7$

$\frac{1}{8}$ of $40 = 5$

$\frac{1}{8}$ of $8 = 1$

Multiplication & Division Levels by 6

MD 15 Multiply by 6
Distributive property

$6 \times 7 = 42$

$5 + 2$

$6 \times 5 = 30$

$6 \times 2 = 12$

$30 + 12 = 42$

MD 15 Divide by 6
Related to sixthing

$23 \div 6 = 3r5$

$12 + 11$

$6 + 5$

$12 \div 6 = 2$

$6 \div 6 = 1$

$2 + 1 = 3$

$\frac{1}{6}$ of $23 = 3r5$

$12 + 11$

$6 + 5$

$\frac{1}{6}$ of $12 = 2$

$\frac{1}{6}$ of $6 = 1$

Multiplication & Division Levels by 7

MD 17 Multiply by 7
Distributive property

$7 \times 6 = 42$

$5 + 1$

$7 \times 5 = 35$

$7 \times 1 = 7$

$35 + 7 = 42$

MD 17 Divide by 7
Related to seventhing

$37 \div 7 = 5r2$

$21 + 16$

$14 + 2$

$21 \div 7 = 3$

$14 \div 7 = 2$

$3 + 2 = 5$

$\frac{1}{7}$ of $37 = 5r2$

$21 + 16$

$14 + 2$

$\frac{1}{7}$ of $21 = 3$

$\frac{1}{7}$ of $14 = 2$

Multiplication & Division Levels (Dividing remainders to make fractions)

MD 23 FD 21 Divide by single-digit numbers, dividing remainders to create fractions

$77 \div 6 = 12\frac{5}{6}$

$60 + 17$

$12 + 5$

$60 \div 6 = 10$

$12 \div 6 = 2$

$5 \div 6 = \frac{5}{6}$

$10 + 2 + \frac{5}{6} = 12\frac{5}{6}$

$\frac{1}{6}$ of $77 = 12\frac{5}{6}$

$60 + 17$

$12 + 5$

$\frac{1}{6}$ of $60 = 10$

$\frac{1}{6}$ of $12 = 2$

$\frac{1}{6}$ of $5 = \frac{5}{6}$

Problem-Solving – Complete problem-solving activity 2 below (10 minutes).

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go! 1. Read 2. Understand 3. Choose a Strategy 4. Use Strategy 5. Check	A factory sends 3256 boxes of chocolates to a supermarket every week. How many boxes do they send in six weeks?

Extension Activity 2 – Multiplication Squares

In the **2×2** multiplication square below, the boxes at the end of each row and the foot of each column give the result of multiplying the two numbers in that row or column.

7	5	35
3	4	12
21	20	

The **3×3** multiplication square below works in the same way. The boxes at the end of each row and the foot of each column give the result of multiplying the three numbers in that row or column.

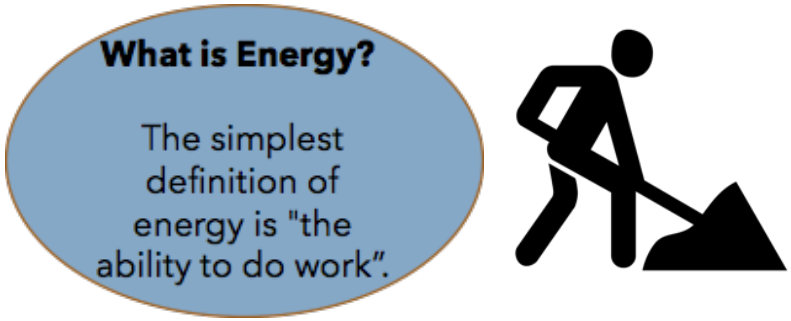
			15
			108
			224
144	8	315	

The numbers **1–9** may be used once and once only.

Can you work out the arrangement of the digits in the square so that the given products are correct? Use some scrap paper to help when solving.

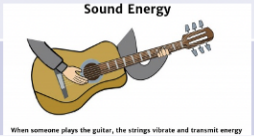
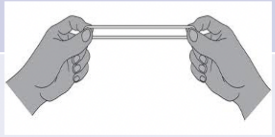
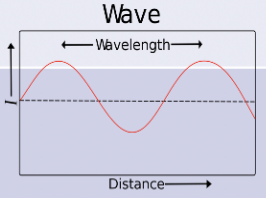
Science (Afternoon Session)

☺ Energy is everywhere!



Energy is all around you. It is the force that allows things to move and happen. Energy is how things change and move. It's everywhere around us and takes all sorts of forms. It takes energy to cook food, to drive to school, and to jump in the air. One form of energy can be transferred to another form.

Read through the following definitions for different types of energy. You may like to do some further research of your own on each.

Type of Energy	Definition	Image
Movement	Any object in movement (kinetic).	
Electrical	Energy that is stored in charged particles within an electrical field.	
Heat	The speed at which particles in matter vibrate. The hotter something is, the more energy its particles have and the more vigorously they vibrate.	
Light	Electro magnetic radiation that is detected by the retina in the eye.	
Sound	Describes waves of pressure travelling through solids, liquids or gases that our ears perceive as sound.	
Chemical	Energy that is stored in the bonds between atoms and molecules.	
Nuclear	Energy in the nucleus (core) of an atom. Atoms are tiny particles that make up every object in the universe. There is enormous energy in the bonds that hold atoms together.	
Elastic	Describes how certain materials stretch when they are pulled and store the applied energy (elastic band).	
Microwaves	Electromagnetic radiation of high frequency and short wavelength that can cause particles, such as water molecules, to vibrate faster.	
Gravitational	Describes how any object near Earth is not restrained in any way, will drop towards the Earth centre.	

Match the following keywords to the correct definitions. Refer to the above information to help you.

Potential energy	Energy released by a chemical reaction.
Force	The flow of an electrical charge through a conductor.
Mechanical energy	Stored energy.
Electrical energy	Energy released by a nuclear reaction.
Chemical energy	The ability of an object to do work.
Nuclear energy	A push or a pull on an object.

Find 4 objects at home and list them in the table below. Examine these objects and note down what energy each has or is emitting and what energy it is using. The first one has been completed for you as an example.

Object	Energy it has/is emitting	Energy it is using
Computer Screen	Light	Electricity

Wednesday 4th August 2021

☺ How is it already Wednesday?

Literacy (Morning Session)

Learning Intention: We are learning to synthesise a text using the information presented and our background knowledge.
Success Criteria: I can

- Highlight important information
- Activate my background knowledge
- Understand the information I am reading

Synthesis: To synthesise a text, you will need to read it in detail and highlight important information.

Task: Using your synthesis of the text 'How volcanoes erupt' and prior knowledge, complete the fact wheel organiser. One has been filled in for you.

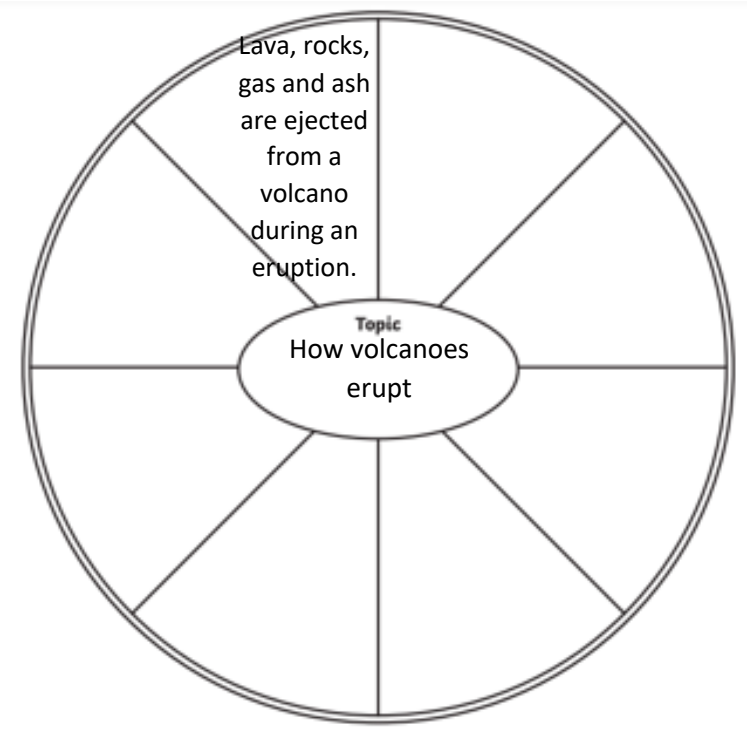
How Volcanoes Erupt

Volcanoes are like openings on the Earth's surface. All volcanoes can eject lava, rocks, gas or ash, which can cover the surrounding land. When this happens, it is called a volcanic eruption.

There are five main parts of a volcano: the magma chamber, the main vent, the crater, the cone and sometimes there are some smaller vents. The magma chamber is a large space where magma is stored. It is connected to the surface by the main vent and smaller vents. The crater is located above the magma chamber and the outside of the volcano is referred to as the cone.

Just before an eruption, the magma chamber is filled with molten rock from the mantle. After a short period of time, the pressure increases and, as a result, the magma rises through the vent towards the crater. Magma contains bubbles of gas, which grow larger and larger as the pressure increases. This leads to the volcano erupting magma on to the surface of the earth. As the gas bubbles in the magma escape into the atmosphere, the hot molten rock changes to lava. There are two main types of eruptions: explosive eruptions and effusive eruptions. An explosive eruption is when the volcanic material is ejected from the crater violently and dramatically. By contrast, in an effusive eruption, the lava gradually oozes out of the crater. The type of eruption is determined by the amount of gas and the mineral content in the magma. All volcanic eruptions cause significant changes, both positive and negative, to the surrounding land.

As the lava cools, it solidifies and becomes a type of igneous rock, such as basalt and granite. Volcanic eruptions are part of a continual process called the rock cycle. Eruptions occur daily around the world and new rock is constantly being formed through this process.



Vocabulary-

basalt

Everyday word	Everyday word and scientific word	Scientific word
• Rock • Stone	• Volcanic rock	• Basalt

Basalt (noun)
type of volcanic rock, c. 1600, from Late Latin *basaltes*, misspelling of Latin *basanites* "very hard stone

Basalt is a dark grey/black dense fine-grained igneous rock.

1. Write a sentence using the word 'basalt.'

SOTD – Focus: Compound Sentences

Learning Intention: We are learning to write a compound sentence that includes a coordinating conjunction.
Success Criteria: I can
- Write a compound sentence
- Include a coordinating conjunction
- Have a capital letter
- A full stop
- Include a comma before the coordinating conjunction

A compound sentence is **a sentence that has main clauses joined by a coordinating conjunction**.
Coordinating conjunctions are:

F-for
A-and
N-nor
B-but
O-or

Sentence
Volcanoes are found all over the word, and they can be found in space.

The first main clause is Volcanoes are found all over the word
The second main clause is they can also be found in space.
The coordinating conjunction is and

Your turn
Read the sentences below. You need to work out which coordinating conjunction fits correctly in each compound sentence.

1. There are three main types of volcanoes, ____ cinder cone volcanoes are the most common.
2. Volcanoes can be very dangerous, ____ you must be very careful around them.

Y-yet S-so	3. Volcanoes erupting is a beautiful sight to see, ____ you must stay far away from an erupting volcano.

Writing -

Sick sentences These sentences are 'sick' and need help to get better. Can you help improve these sentences? Think of all the different ways you could improve these sentences.	**Sentences** 1. The crow sat on top of the clock. 2. It had the key in its beak. 3. The clock was in the leaves.

Guided Reading -

Read a Literacy Pro text at your Lexile level. Remember, your aim is to get 8/10.

Maths (Middle Session)

☺ Can you beat yesterday's time? Give it a go!

Maths Mentals - Wednesday

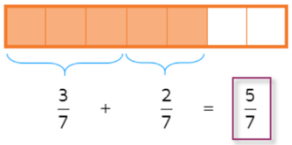
Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	450 ÷ 5	
2.	210 ÷ 3	
3.	3600 ÷ 6	
4.	1200 ÷ 2	
5.	25 000 ÷ 5	
6.	15.5 + 0.9	
7.	6.5 - 3.3	
8.	4.8 - 1.4	
9.	99 x 4	
10.	99 x 6	
11.	178.3 + 23.4	
12.	985.3 - 322.1	
13.	Write the numbers that are: - 100 more than 71 845 - 1000 more than 71 845	
14.	Write the numbers that are: - 100 less than 71 845 - 1000 less than 71 845	
15.	10 x 2	
16.	6 x 3	
17.	4 x 5	
18.	8 x 5	
19.	Halve 22, add 4, subtract 7, then divide by 4	
20.	Multiply 3 by 3, add 7, halve, then halve again	
Time =		**Score =**

Investigations - Adding Fractions and Common Denominators

Complete the below activity. You will need to add the fractions to find the answer and then cross out the box which has the answer. The remaining letters will give you the answer to the joke '*What do you get from a pampered cow?*'

Remember: When adding two fractions with a common denominator, you can combine them together by adding the numerators together (the top numbers). The denominator will always stay the same because the size of the equal pieces does not change when you combine the two fractions together.



Adding Fractions with Common Denominators

Answer each question and cross out the box that has the correct answer in it. Write the answer to the joke on the lines provided using the remaining letters.

S = 3/20	D = 8/8	H = 5/8	C = 7/9	P = 3/10	W = 3/5	K = 4/5	O = 5/7	I = 8/11	O = 8/9	M = 6/7
I = 9/11	L = 2/7	A = 2/3	U = 5/6	L = 6/10	E = 7/11	E = 1/4	Y = 9/10	Q = 4/9	J = 5/6	D = 1/3
Z = 17/20	M = 2/9	P = 7/12	T = 8/12	G = 2/3	I = 3/8	B = 4/4	F = 4/5	L = 2/5	K = 1/2	X = 12/12

What do you get from a pampered cow?

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

(a) $\frac{1}{4} + \frac{3}{4} =$ _____

(b) $\frac{1}{3} + \frac{1}{3} =$ _____

(c) $\frac{2}{12} + \frac{5}{12} =$ _____

(d) $\frac{2}{9} + \frac{2}{9} =$ _____

(e) $\frac{1}{11} + \frac{8}{11} =$ _____

(f) $\frac{2}{5} + \frac{1}{5} =$ _____

(g) $\frac{1}{6} + \frac{4}{6} =$ _____

(h) $\frac{3}{8} + \frac{2}{8} =$ _____

(i) $\frac{3}{10} + \frac{3}{10} =$ _____

(j) $\frac{14}{20} + \frac{3}{20} =$ _____

(k) $\frac{3}{11} + \frac{4}{11} =$ _____

(l) $\frac{4}{9} + \frac{3}{9} =$ _____

(m) $\frac{1}{5} + \frac{3}{5} =$ _____

(n) $\frac{1}{3} + \frac{1}{3} =$ _____

(o) $\frac{2}{5} + \frac{2}{5} =$ _____

(p) $\frac{3}{7} + \frac{3}{7} =$ _____

(q) $\frac{4}{8} + \frac{4}{8} =$ _____

(r) $\frac{2}{6} + \frac{3}{6} =$ _____

(s) $\frac{8}{12} + \frac{4}{12} =$ _____

(t) $\frac{2}{10} + \frac{7}{10} =$ _____

(u) $\frac{3}{12} + \frac{5}{12} =$ _____

(v) $\frac{5}{9} + \frac{3}{9} =$ _____

<u>Problem-Solving</u> - Complete problem-solving activity 3 below (10 minutes).

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go! 1. Read 2. Understand 3. Choose a Strategy 4. Use Strategy 5. Check	Remember the different strategies we learnt last term? Use the strategy of '**drawing a diagram**' to answer Problem 2. Problem 2 Space Brett built a tower using four different coloured milk cartons. The red carton was below the green carton. The blue carton was above the yellow carton which was above the green carton. Which carton is on top?  Level 1

☺ Are you ready for some fraction fun?

<u>Extension Activity</u> 3 - Converting Fractions, Decimals and Percentages Fortune Teller

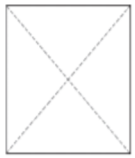
Make your own Fortune Teller by cutting out the square with the fractions, decimals, and percentages. Follow the instructions and play with a sibling or parent/guardian.

Instructions

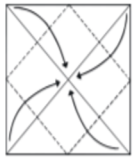
Converting Fractions, Decimals and Percentages

Fortune Teller

Instructions

① 

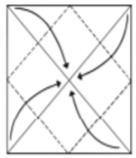
With pictures face down, fold on both diagonal lines. Unfold.

② 

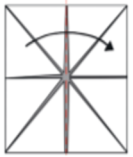
Fold all four corners to the centre.

③ 

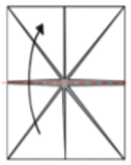
Turn paper over.

④ 

Once again, fold all corners to the centre.

⑤ 

Fold paper in half and unfold.

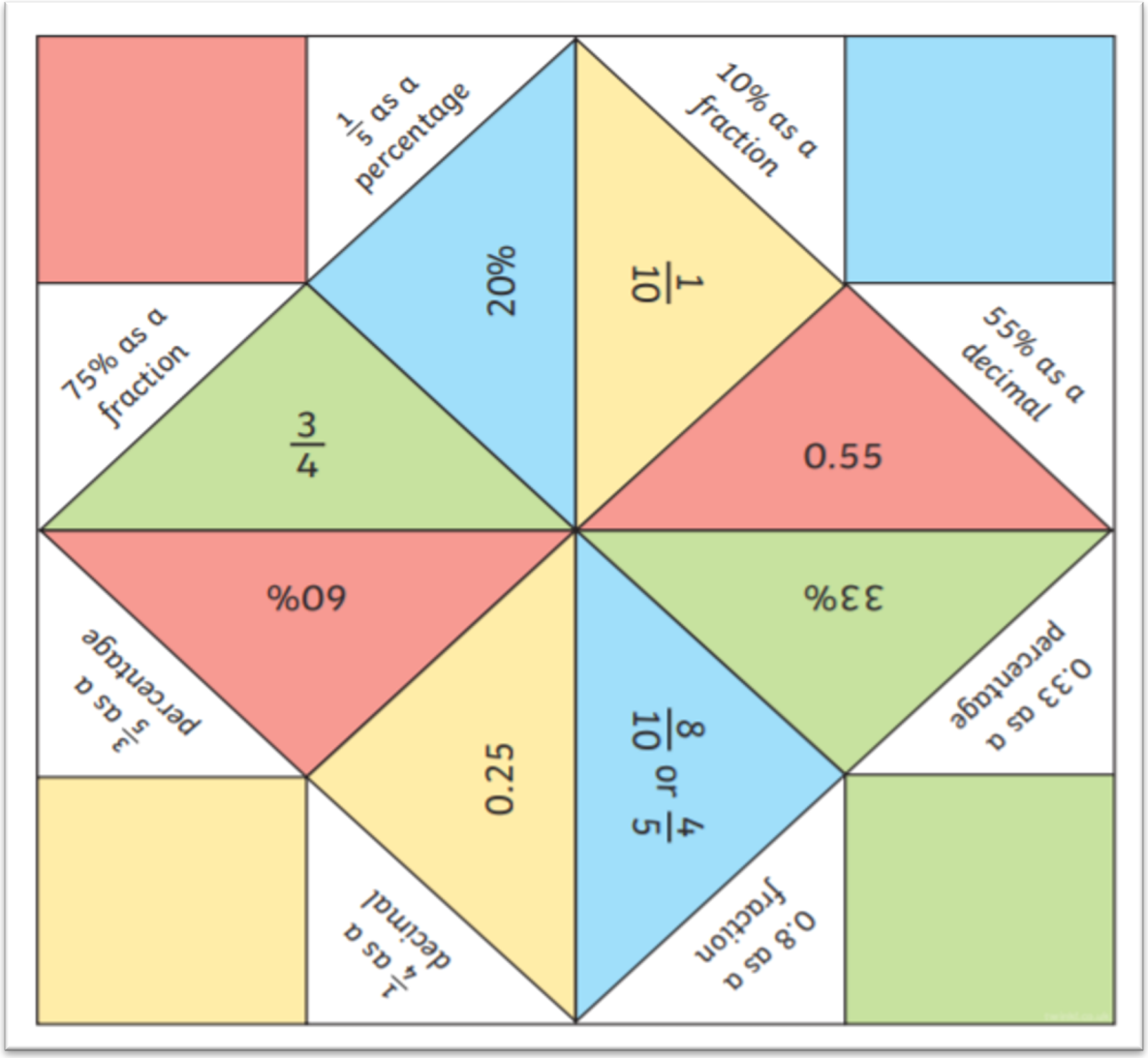
⑥ 

Fold in half from top to bottom. Do not unfold.

⑦ 

Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play.

Fortune Teller (cut the below square out, make sure you only cut the outside square!)



CAPA- (Afternoon Session)

☺ It is time to dance!

Time for you to create your very own dance sequence! Cut out the 'Dance Movement Squares' below and organise them on the squares here. Check your dance sequence and make sure the movements flow nicely. When you are happy with your final sequence, glue the cards down in the correct order. Now it's time for you to start practising this dance routine. Showcase the routine to your family by the end of the week!

Dance and Movement Recording

Use this sheet to record the order of your dance movements. Cut out the Dance Movement Squares and place them on the squares below. Practise them in order and move the squares around to ensure that they flow. When you are happy with your sequence, glue the shapes down in the correct order.

1

2

3

4

5

6

7

arm wave

partner twirl

sausage roll

knee balance

twirl

star jump

skip

clap

hula dance

cycle movement

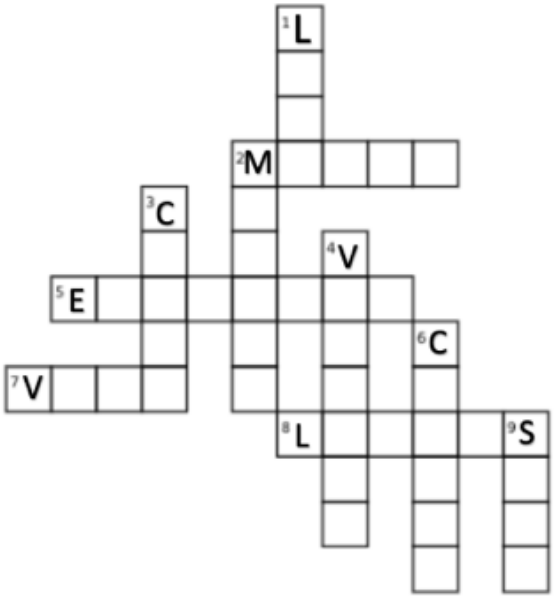
stamp

Thursday 5th August 2021

☺ Time to synthesise and summarise!

Literacy (Morning Session)

Volcano crossword



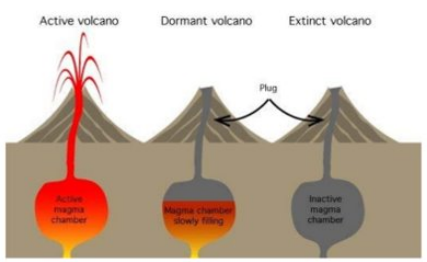
Down:

1. molten rock that has erupted from a volcano.
2. a solid body of rock between the molten core and the thin crust at the surface.
3. the outermost shell of the planet (clue: also the tough outer layer of a piece of bread)
4. this is formed when hot molten rock, ash and gases escape from an opening in the Earth's surface.
6. bowl-shaped mouth of a volcano
9. some volcanoes are covered with this.

Across:

2. molten rock fund beneath the surface of the Earth.
5. the action which causes lava to spill downslope and hot ash and gases to be thrown into the air.
7. an opening exposed on the earth's surface where volcanic material can come out.
8. volcanic flows

Vocabulary-

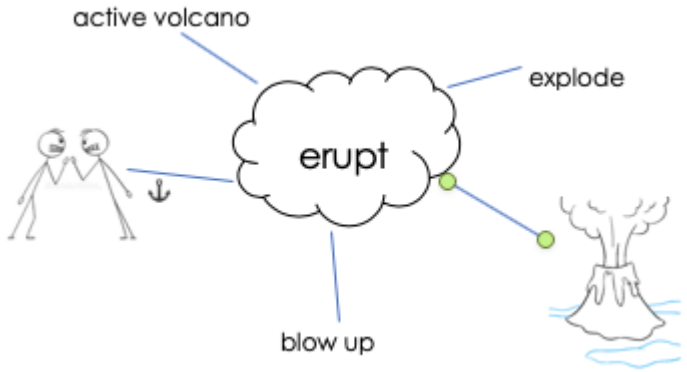


active

Everyday word	Everyday word and scientific word	Scientific word
• Powerful	• Vigorous • Operating	• Active

Active (Adjective)
mid-14c., "given to worldly activity"

Draw a mind map with the word active. An example is shown below with the word erupt.



SOTD – Focus: Compound Sentences

Learning Intention: We are learning to write a compound sentence that includes a coordinating conjunction.
Success Criteria: I can
- Write a compound sentence
- Include a coordinating conjunction
- Have a capital letter
- A full stop
- Include a comma before the coordinating conjunction

A compound sentence is **a sentence that has main clauses joined by a coordinating conjunction**.
Coordinating conjunctions are:

Sentence
Shield volcanoes are the largest volcanoes, but they are not the most common volcanoes.

The first main clause is Shield volcanoes are the largest volcanoes
The second main clause is they are not the most common volcanoes
The coordinating conjunction is but

Your turn
Below you will find incomplete sentences. You will need to come up with two main clauses for each sentence.

F-for A-and N-nor B-but O-or Y-yet S-so	_____, and _____. _____, yet _____. _____, but _____.

Writing -

Perfect Picture! It is time to use your imagination and get drawing. Using the stimulus image, Imagine the object that the key fits into. Can you draw or describe it? Remember, when you are describing the object, you need to write in full sentences and check punctuation and grammar.	

Guided Reading -

Read a Literacy Pro text at your Lexile level or a chapter book.

Maths (Middle Session)

☺ Thursday Maths – only the best kind!

Maths Mentals - Thursday

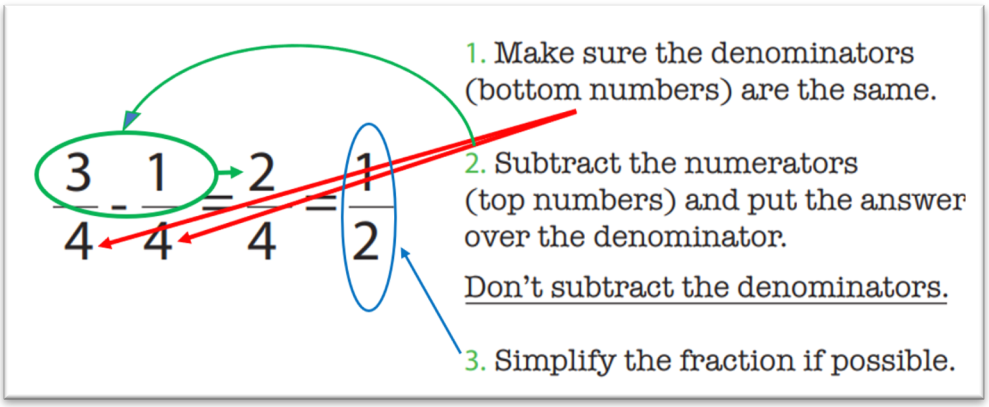
Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	810 ÷ 9	
2.	640 ÷ 8	
3.	6300 ÷ 7	
4.	5600 ÷ 7	
5.	72 000 ÷ 9	
6.	330 + 95	
7.	245 - 111	
8.	484 - 242	
9.	999 x 7	
10.	999 x 4	
11.	3.5 + 3.3	
12.	4.8 + 2.1	
13.	Write the numbers that are: - 1 more than 11 111 - 10 more than 11 111	
14.	Write the numbers that are: - 1 less than 11 111 - 10 less than 11 111	
15.	Halve 24, add 6, divide by 3, then multiply by 9	
16.	Subtract 70 from 100, multiply by 3, double, then add 50	
17.	8 x 2	
18.	11 x 3	
19.	0 x 5	
20.	50 x 5	
 **Time =**		**Score =**

Investigations – Subtracting Fractions with the same Denominator

Let's Recap

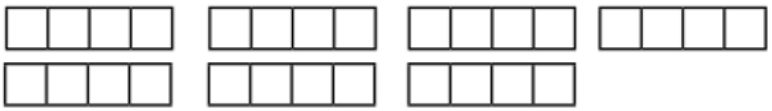
To subtract fractions with the same denominator, **we leave the common denominator and only subtract the numerators.**



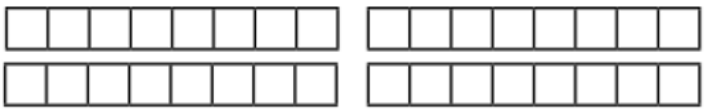
1. Subtract Fractions with the same denominator. Use the fraction bars to help you (you may need all the bars).
Extension: If the answer is an improper fraction, convert to a whole or mixed number fraction.

$\frac{13}{3} - \frac{4}{3} = \square$

$\frac{23}{4} - \frac{5}{4} = \square$



$\frac{21}{8} - \frac{6}{8} = \square$



2. Subtract Fractions with the same denominator. Draw your own fraction bars to help if you need.
Extension: If the answer is an improper fraction, convert to a whole or mixed number fraction.

$\frac{13}{4} - \frac{2}{4} = \square$

$\frac{17}{6} - \frac{4}{6} = \square$

$\frac{18}{7} - \frac{10}{7} = \square$

$\frac{8}{3} - \frac{1}{3} = \square$

3. Fill in the missing numerators to complete the calculation.

$\frac{12}{5} - \frac{\square}{5} = \frac{2}{5}$

$\frac{11}{7} - \frac{\square}{7} = \frac{8}{7}$

$\frac{22}{10} - \frac{\square}{10} = \frac{\square}{10} = 1\frac{5}{10}$

$\frac{14}{4} - \frac{\square}{4} = \frac{9}{4} = 2\frac{\square}{4}$

4. Write three subtraction calculations that would make this calculation correct.

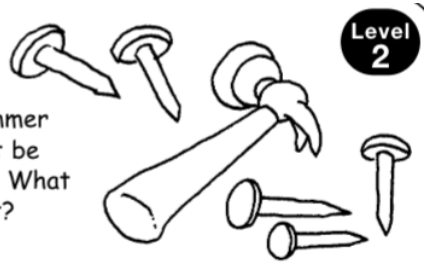
$\frac{\square}{6} - \frac{\square}{6} = \frac{13}{6}$

1.....

2.....

3.....

<u>Problem Solving</u> – Complete problem-solving activity 4 below (10 minutes).

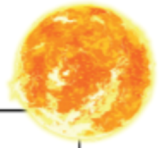
Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go! 6. Read 7. Understand 8. Choose a Strategy 9. Use Strategy 10. Check	Remember the different strategies we learnt last term? Use the strategy of '**drawing a diagram**' to answer Problem 9. Problem 9 Measurement For her woodwork project, Angela has to hammer five nails into a piece of wood. The nails must be in a straight line and 0.75 centimetres apart. What is the distance from the first nail to the last? 

<u>Extension Activity 4 – Equivalent Fractions Maze</u>

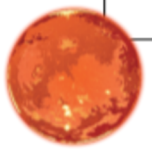
You will need to calculate and find the Equivalent Fraction to move through the maze. Start at the Alien and move towards the spaceship. Remember, Equivalent Fractions have different numerators and denominators but have the same value for example, 3/6 and 4/8 are the same as 1/2.

Equivalent Fractions Maze

Calculate and find the equivalent fraction to move through the maze.



$\frac{1}{2}$	$\frac{2}{4}$	$\frac{3}{4}$	$\frac{1}{5}$	$\frac{2}{9}$
$\frac{2}{5}$		$\frac{6}{8}$		$\frac{3}{10}$
$\frac{4}{4}$	$\frac{1}{3}$	$\frac{2}{6}$	$\frac{2}{10}$	$\frac{3}{8}$
$\frac{5}{5}$		$\frac{6}{7}$		$\frac{1}{10}$
$\frac{2}{3}$	$\frac{1}{7}$	$\frac{3}{5}$	$\frac{7}{10}$	$\frac{1}{9}$
$\frac{4}{6}$		$\frac{3}{10}$		$\frac{6}{7}$
$\frac{1}{4}$	$\frac{2}{8}$	$\frac{2}{8}$	$\frac{2}{4}$	$\frac{1}{2}$



PDHPE (Afternoon Session)

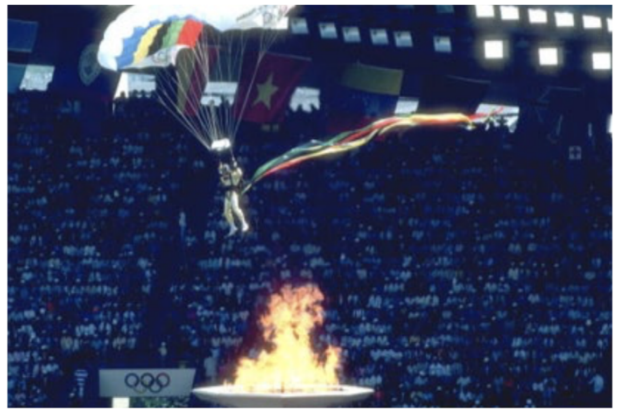
☺ Go for gold! You can do it!

Activity 1 (PDH) - Connecting People and Places: Olympic Games

Success medals

How do the Olympic Games connect people and places?

Look at the pictures below and answer the following questions in the table.



What do you notice about these images?	Can you group them and name the groups?	Why did you group the images this way?	What do you know about the Olympic Games?	What questions do you have about the Olympic Games?	How do the Olympic Games connect people and places?

Activity 2 (PE) - Olympic Games Movement Cards

Read the instructions on the cards below and complete the Olympic movements at home or in your backyard.

Olympic Games Movement Cards

Boxing

Shadow box for one minute!
This means to punch the air up high, in the middle and down low.

Olympic Games Movement Cards

Race Walking

Walk around as fast as you can, but make sure that one foot is touching the ground at all times.

Olympic Games Movement Cards

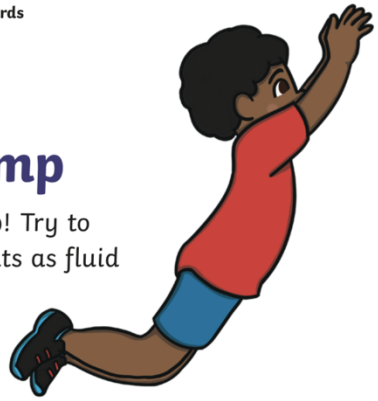
Basketball

Pretend you are dribbling a basketball across the court, then shoot a goal!

Olympic Games Movement Cards

Triple Jump

Hop, step and jump! Try to make the movements as fluid as possible.



Olympic Games Movement Cards

Swimming

Pretend you are in the water and do as many different swimming strokes as you can.

Olympic Games Movement Cards

Hurdles

Run along and jump imaginary hurdles as you go.

Hurdles

Run along and jump imaginary hurdles as you go.

100 Metre Sprint

Run as fast as you can from one point to another (it doesn't have to be 100 metres).

Olympic Games Movement Cards

Gymnastics

Do a forward roll. Don't forget to stand up, lift your arms to the sky and wait for your applause at the end!

Olympic Games Movement Cards

Weightlifting

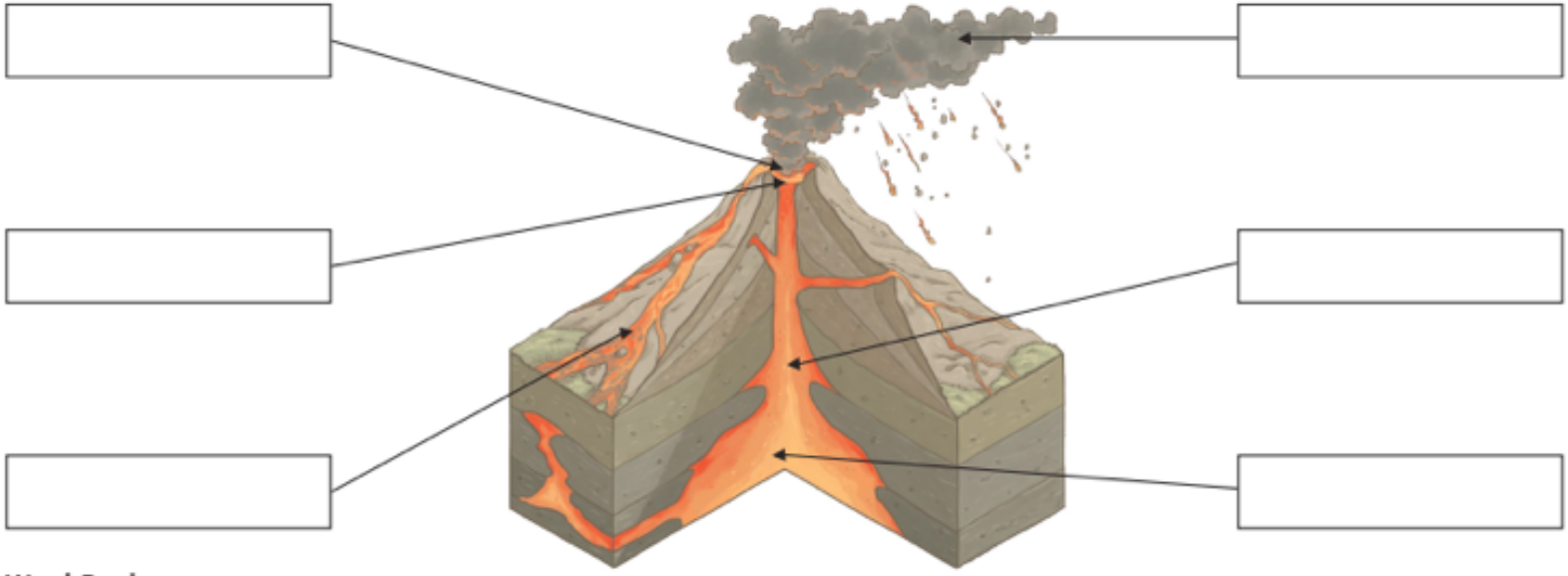
Hold a stick over your head with two hands and do as many squats as you can. Bonus points for making it look really heavy!

Friday 6th August 2021- It's Friday!

Literacy (Morning Session)

Volcano Labelling Activity

Using the word bank, can you label the key features of the volcano?



Word Bank

ash cloud	magma chamber	main vent
lava flow	conduit	crater

Challenge: Write a definition of each word and add it to the word bank.

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Vocabulary-	

Dual Code activity:
Find the definition and dual code the following words. Draw a picture next to the definition to represent the word, remembering these can be used in your writing activities.

Words	Definition	Picture
1. erupt		
2. slope		
3. basalt		
4. active		

SOTD – Assessment

Learning Intention: We are learning to write a compound sentence that includes a coordinating conjunction. **Success Criteria:** I can	**Task** Today you will create a compound sentence that

- Write a compound sentence - Include a coordinating conjunction - Have a capital letter - A full stop - Include a comma before the coordinating conjunction	contains a coordinating conjunction with correct beginning, middle and end punctuation.

Writing -

Draw the 'warning tale' block planner. Your story will be based on the picture provided. 1.Plan your story in the block planner. 2.Write an opening paragraph. Remember to: • Describe the setting, weather and atmosphere • Describe the character inside and out	

Guided Reading -

Read a Literacy Pro text at your lexile level. Remember, your aim is to get 8/10

Maths (Middle Session) - *What a fantastic job you've done this week!*

Maths Mentals - Friday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	280 ÷ 7	
2.	1800 ÷ 3	
3.	36 000 ÷ 9	
4.	24 000 ÷ 4	
5.	2100 ÷ 7	
6.	250 ÷ 5	
7.	1600 ÷ 2	
8.	320 ÷ 8	
9.	4500 ÷ 9	
10.	360 ÷ 6	
11.	Write the numbers that are: - 100 more than 11 111 - 1000 more than 11 111	
12.	Write the numbers that are: - 100 less than 11 111 - 1000 less than 11 111	
13.	Add 3 to 11, double, add 2, then divide by 5	
14.	Multiply 6 by 4, add 1, double, then divide by 10.	
15.	How many mm in a cm?	
16.	How many cm in a m?	
17.	343.4 + 287.3	
18.	6 x 2	
19.	10 x 5	
20.	0 x 3	
Time =		**Score =**

Investigations - Count by Fractions, Describing Patterns

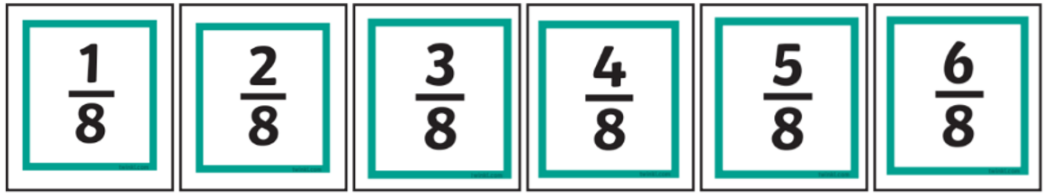
In this activity, you will need to:

1. Cut out the fraction tiles (on the following pages)
2. Create a pattern using the tiles, either adding or subtracting the fractions.
3. You will then need to put this pattern on a number line.
4. Finally, describe the pattern you have made.

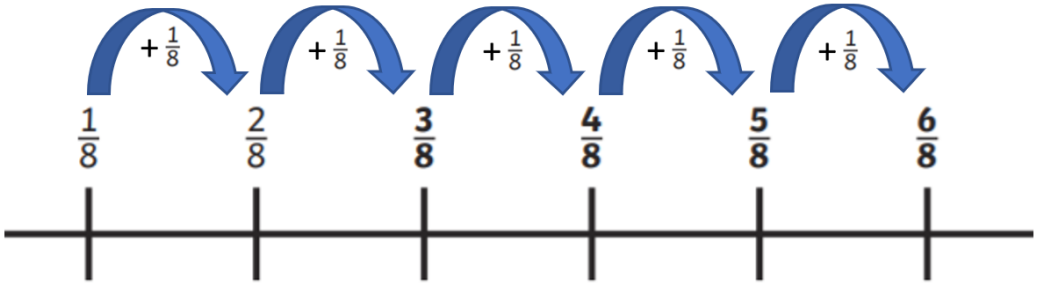
You have to complete the exercise 5 times with different patterns. Be adventurous with your patterns; you can use your own fractions if you want also. **See the example below:**

Example:

First step: Decide your pattern



Second step: Draw the pattern on the number line. *Extension:* Draw another number line and make the fractions into decimals.



Third step: Describe the pattern you have made.

The pattern I have made shows I have added by 1/8 at each jump.

Now investigate your fraction patterns in these boxes:

First Pattern

Number Line:

Describe the pattern:

Second Pattern

Number Line:

Describe the pattern:

Third Pattern

Number Line:

Describe the pattern:

Fourth Pattern

Number Line:

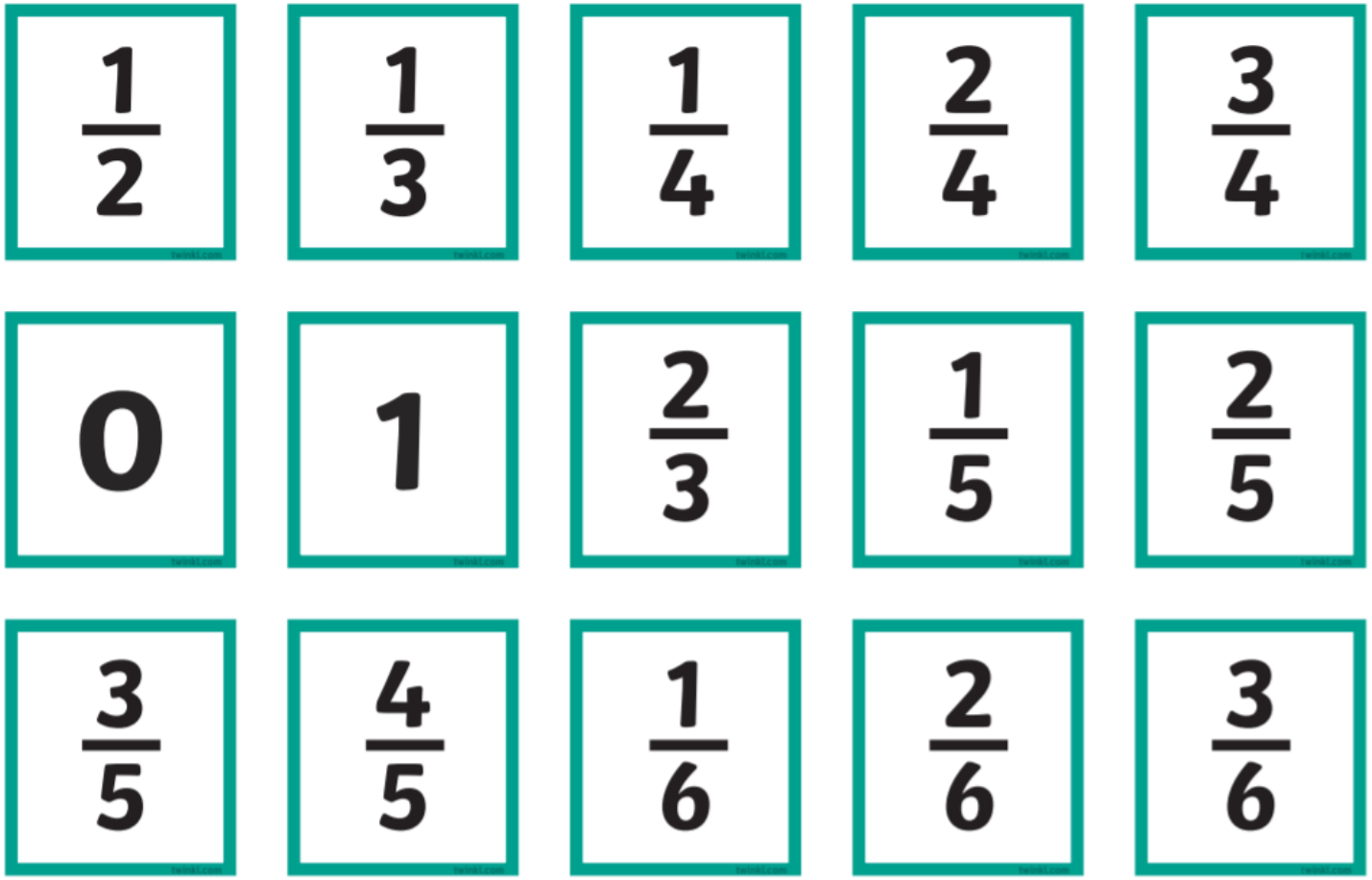
Describe the pattern:

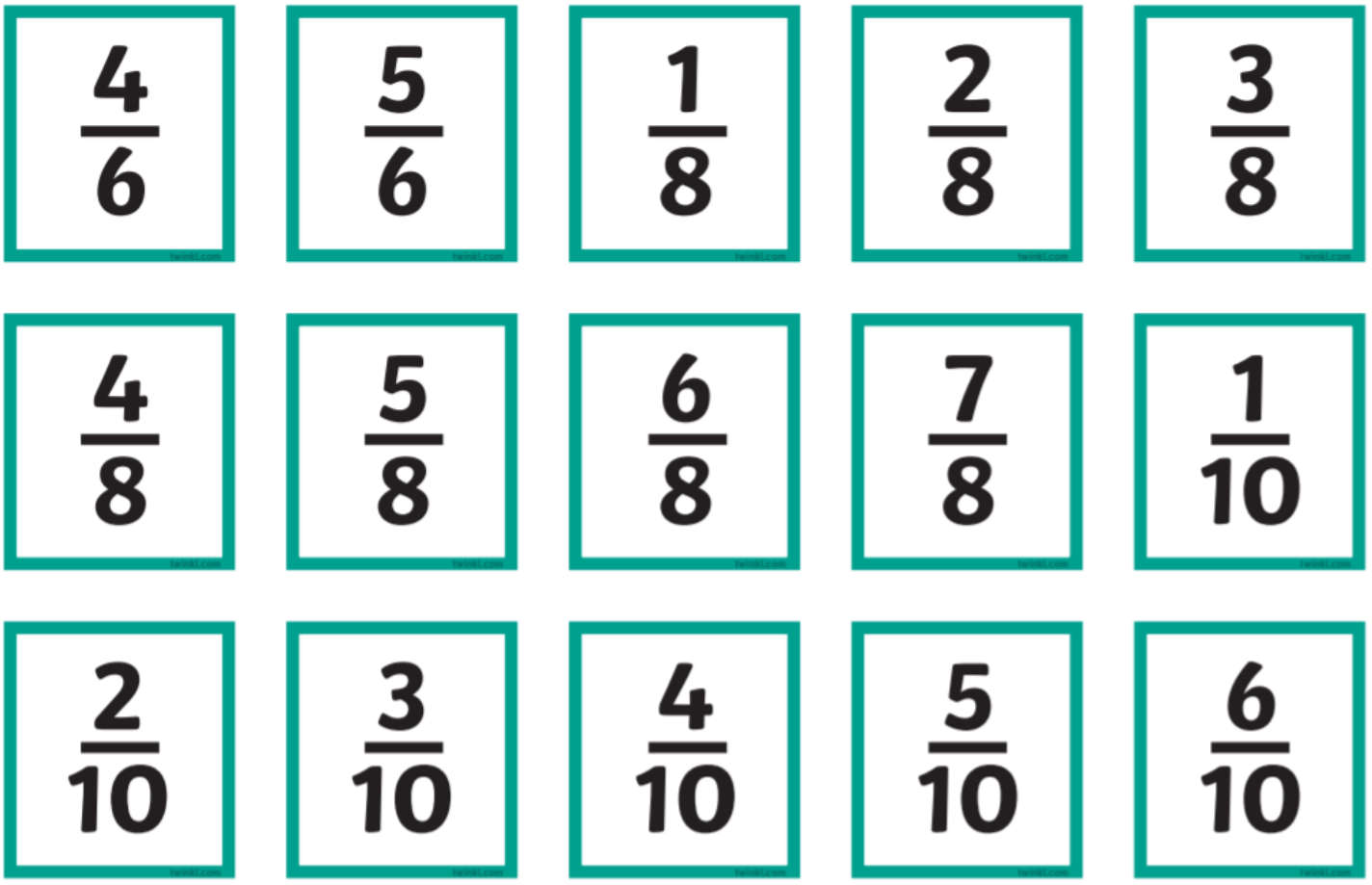
Fifth Pattern

Number Line:

Describe the pattern:

Fraction Tiles –You will need this for today's investigation, so please cut these out neatly.




4/6
5/6
1/8
2/8
3/8
4/8
5/8
6/8
7/8
1/10
2/10
3/10
4/10
5/10
6/10


7/10
8/10
9/10

<u>Problem Solving</u> – Complete problem-solving activity 5 below (10 minutes).

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go! 11. Read 12. Understand 13. Choose a Strategy 14. Use Strategy 15. Check	Remember the different strategies we learnt last term? Use the strategy of '**drawing a table'** to answer Problem 7. Problem 7 Number 1 2 3 Level 2 A wild dog swallowed a total of 105 nuts in five days. Each day he managed to eat eight more than he had on the previous day. How many did he eat on each day? 

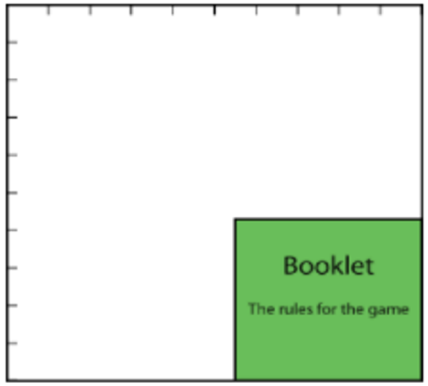
<u>Extension Activity 5 – Fractions in a Box</u>

Follow the instructions below. Can you work out:

- How many discs are in the game?
- What fraction of them are orange? Green? Yellow? White?

We have a game which has a number of discs in seven different colours. These are kept in a flat square box with a square hole for each disc. There are 10 holes in each row and 10 in each column. So, there would be 100 discs altogether, except that there is a square booklet which is kept in a corner of the box in place of some of the holes.

We haven't drawn a grid to show all the holes because that would give the answer away!



There is a different number of discs of each of the seven colours.

Half ($\frac{1}{2}$) of the discs are red, $\frac{1}{4}$ are black and $\frac{1}{12}$ are blue.

One complete row (of 10 holes) of the box is filled with all the blue and green discs.

One of the shortened rows (that is where the booklet is) is exactly filled with all the orange discs.

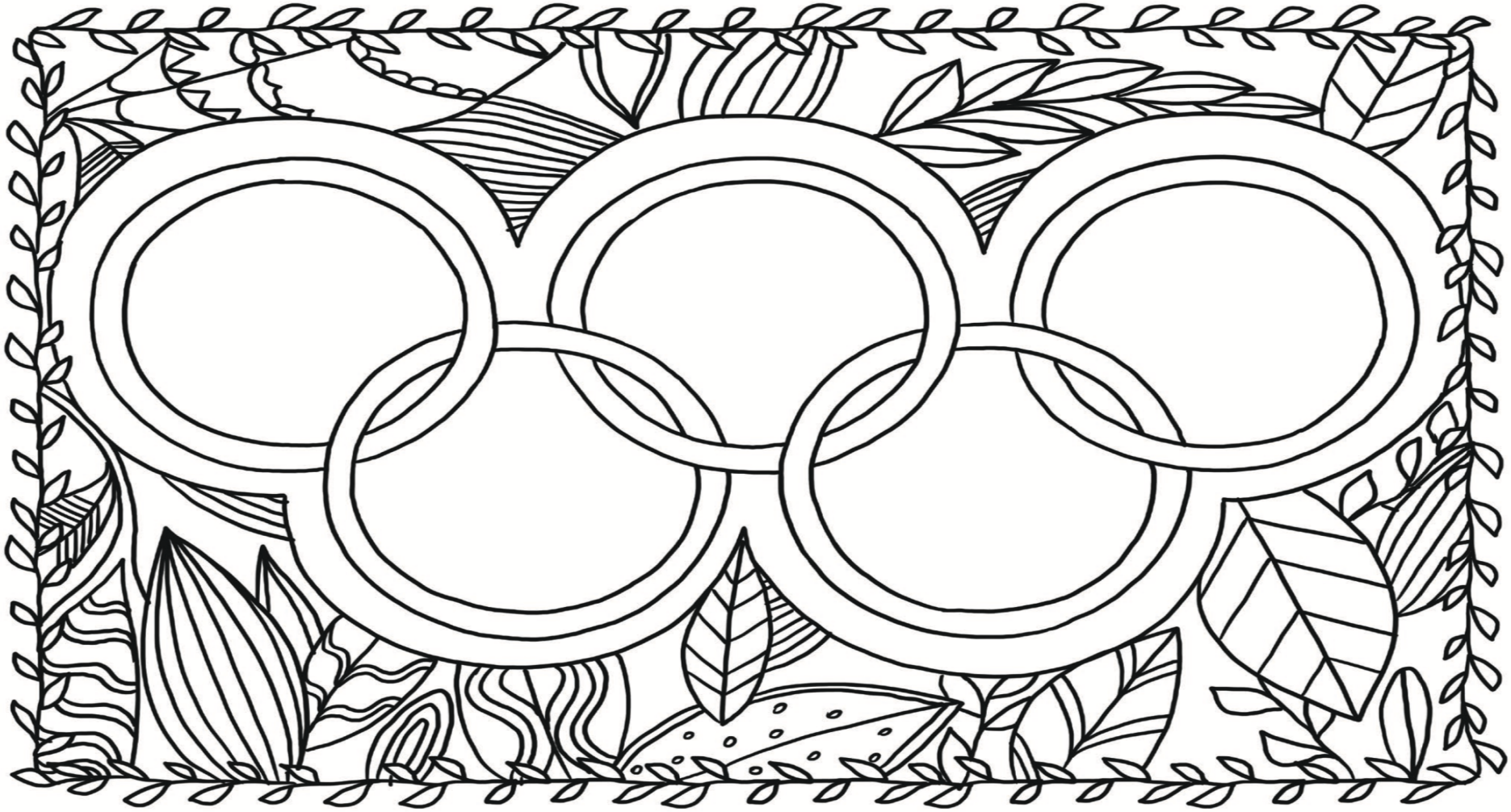
Two of the shortened rows are filled with some of the red discs and the rest of the red discs exactly fill a number of complete rows (of 10) in the box.

There is just one white disc and all the rest are yellow.

How many discs are there altogether?
What fraction of them are orange?
What fraction are green? Yellow? White?

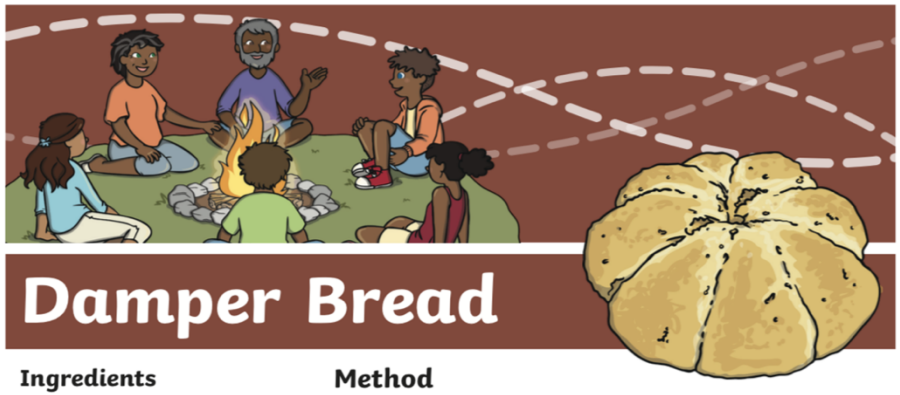
Some Friday fun!

Optional Activity 1: Olympic Ring Colouring In



Optional Activity 2: Baking Damper!

If you choose to do this activity, you **MUST** have an adult supervising you.



Damper Bread

Ingredients

250g self-raising flour

½ teaspoon salt

25g unsalted butter, cubed

175ml milk

Equipment

Spoon

Large bowl

Baking tray

Method

1. Preheat your oven to 190°C.
2. Mix the flour with the salt in a large bowl. Add the butter and rub it into the flour with the tips of your fingers until you have fine crumbs.
3. Stir in the milk and mix gently with a wooden spoon to form a soft dough.
4. Turn out on to a lightly floured work surface and shape into a soft, smooth ball.
5. Place the ball of dough on to a baking tray and press down gently to make a flat, round shape. Cut a deep cross in the dough and brush lightly with milk.
6. Bake for 30 minutes, until golden.
7. Serve your damper warm with butter and jam!

All About Volcanoes

a v a l a d o r i k c m

m a g m a q k n e c g a

y d o r m a n t i e n n

k p o m p e i i l p e t

e h v z r s l b r r r l

k w l c o d v m o r u e

g v o p h j l c d j s f

m r m s v e r w g i s s

e o g w g e v l z v e n

c m s h t t s u r c r l

i v w u d l e i h s p q

h c o d y c o n d u i t

magma
lava
crust
mantle

conduit
composite
shield
Pompeii

outer core
inner core
pressure
dormant

Phonics

Monday

Read each word and identify the digraph in each word. Write each word in the correct column.

shun	thud	king	shot	neck	much	whip	Pith
chop	whim	chat	thin	thug	wham	sash	Hang
quack	chap	luck	sick	song	whiz	lush	rang

ch	ng	ck	wh	sh	th
				shun	

Tuesday

We can break words into separate parts called syllables. Some words have only one syllable and some words have more than one syllable. Syllables are sometimes called the beats in a word.

- Look for 10 things around the house and/or say the names of your family members, then clap the syllables in each word.

Monday-Friday

- Look, cover, write and check the following camera words.
- Each day practise writing sentences for each camera word.

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
people					
live					
brother					
Sister					
house					
where					

Reading

What's Your Talent?

Jenny will sing a pop song. Max will crack a joke or two. Anna has a plan to do a handstand. Stan will do a trick with a hat and a rabbit. And Megan will spin a plate. Everyone has a **talent**. But what will Eve do?

On the day of the talent **quest** Eve kept thinking about her act. All through class, she felt sick with **shame**.

"My talent is so lame," she thought. "Maybe I will pretend to be ill and just go home."

But after class, she was brave and went to the hall. Mr Hubb was on stage. He said, "You can vote for the talent you like best at the end." Then the talent quest began.

Anna's handstand was nice. Stan's tricks did amaze the kids. And Jenny's song made Mr Hubb clap and clap. At last, it was time for Eve to go on stage. She rose with a small box in her hand. On stage, she froze on the spot. "You can do this Eve," she said to herself. She bent down to open the box. Out came five white mice.

"Oh how cute!" said everyone. Eve felt a bit better. Maybe this would be okay. She set up a small slide, got out a small truck and put on some fun music.

The kids began to ask, "What will happen? What will Eve and the pale mice do?"

Eve gave her little mice a quick stroke, "Come on, you are the best. You can do it," she whispered. Then they all got in a line and began to parade on the stage! Mr Hubb gave a big smile and began to clap in time with the music. The kids did too. Then the mice slid down the slide, one by one. To finish, the mice rode on the back of the small truck. That made everyone grin and laugh.

"That is quite a talent, Eve," said Mr Hubb at the end. "I think Eve and her mice have won the prize for best talent!" Everyone gave Eve and her pets a big clap.

Monday – Friday

- Read the story 'What's Your Talent?' to an adult or older sibling every day.
- Time yourself each day to check your fluency and expression. The aim is to improve your fluency and practice using expressions as you read. Write down how many seconds it takes you to read the story every day. You should aim for 139 words per minute in year 5.

Monday	Tuesday	Wednesday	Thursday	Friday

Wednesday

- In the story 'What's Your Talent?' - Underline the words that have a vowel in the middle. The vowels are **a,e,i,o,u.**
- Circle the following camera words in the story: the, at, she, was, you, said, and**,** one.

Year 5: Week 4 Specialist Learning Grid

Complete all activities in a workbook or on paper.

Monday

Writing

Insert a coordinating conjunction between the main clauses to create a compound sentence.

A compound sentence is a sentence that has **main clauses** joined by a **coordinating conjunction.**

Example**: Lisa likes volcanoes** and **she likes building them.**

Coordinating conjunctions are:

for	and	nor	but	or	yet	so

1. **Ali is building a volcano _____ he can watch it erupt.**
2. **Lava erupted from the volcano _____ it flowed down the hill.**
3. **Ali is enjoying the activity _____ he prefers building cars.**

Mathematics

Place the following fractions on a number line.

a) $\frac{2}{4}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ 0

b) $\frac{2}{5}$ $\frac{1}{5}$ $\frac{3}{5}$ 0 $\frac{5}{5}$ $\frac{4}{5}$

c) 1 $\frac{2}{8}$ $\frac{1}{8}$ $\frac{3}{8}$ $\frac{6}{8}$ $\frac{4}{8}$

Tuesday

Writing

Underline the main clause in green, circle the coordinating conjunction in yellow and rewrite the sentences.

Sheila had her first manicure, and she enjoyed it.

_____

Malcolm does not like fruits, but he does like vegetables.

_____

Karl tried his boots on, but they were too small.

_____

Do you want lemonade, or do you prefer orange juice?

_____

Jack finished all the math problems, but he got them all wrong.

_____

Mathematics

Math - Mentals.

Answer the following questions in 5 min.

1. 40 + 60 =
2. 7 + 3 =
3. 2 x 3 =
4. 3 x 4 =
5. 4 x 5=
6. 80 + 60 =
7. 12 +8 =
8. 6 x 5 =
9. 2 x 7 =
10. 3 x 9 =

Wednesday

Writing

Complete the compound sentences by adding a main clause

1**.Sarah was impressed with the volcano,** so

_____.

2.Layal and Jack love watching volcanoes erupt, but

_____.

3.Ahmad doesn't like learning about volcanoes, so

_____.

4.Ameila built a volcano, but

_____.

Mathematics

Use standard and non-standard place value to partition three-digit numbers using the place value chart.

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

1. 789
2. 324
3. 298
4. 503
5. 439
6. 678
7. 243
8. 219
9. 658

Thursday

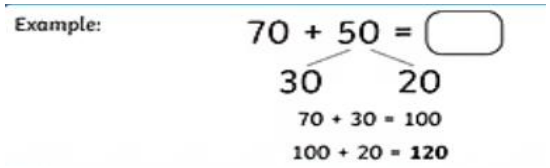
Writing

Complete the compound sentences by adding a coordinating conjunction and main clause.

1. Trent likes to play football _____.
2. Rahmah found the spelling test easy_____.
3. I fell on the ground _____.
4. It was my sister's birthday _____.
5. The kitten was happy _____.
6. Pizza is my favourite _____.
7. I like chocolate _____.
8. It was cold outside _____.
9. I love my family _____.
10. You shouldn't eat junk food _____.

Mathematics

Complete the following by bridging to a hundred.



1.70+40 = 2. 60+60 = 3. 30+80 = 4. 70+60 = 5. 20 + 90 = 6. 70+ 90=

Friday

Writing

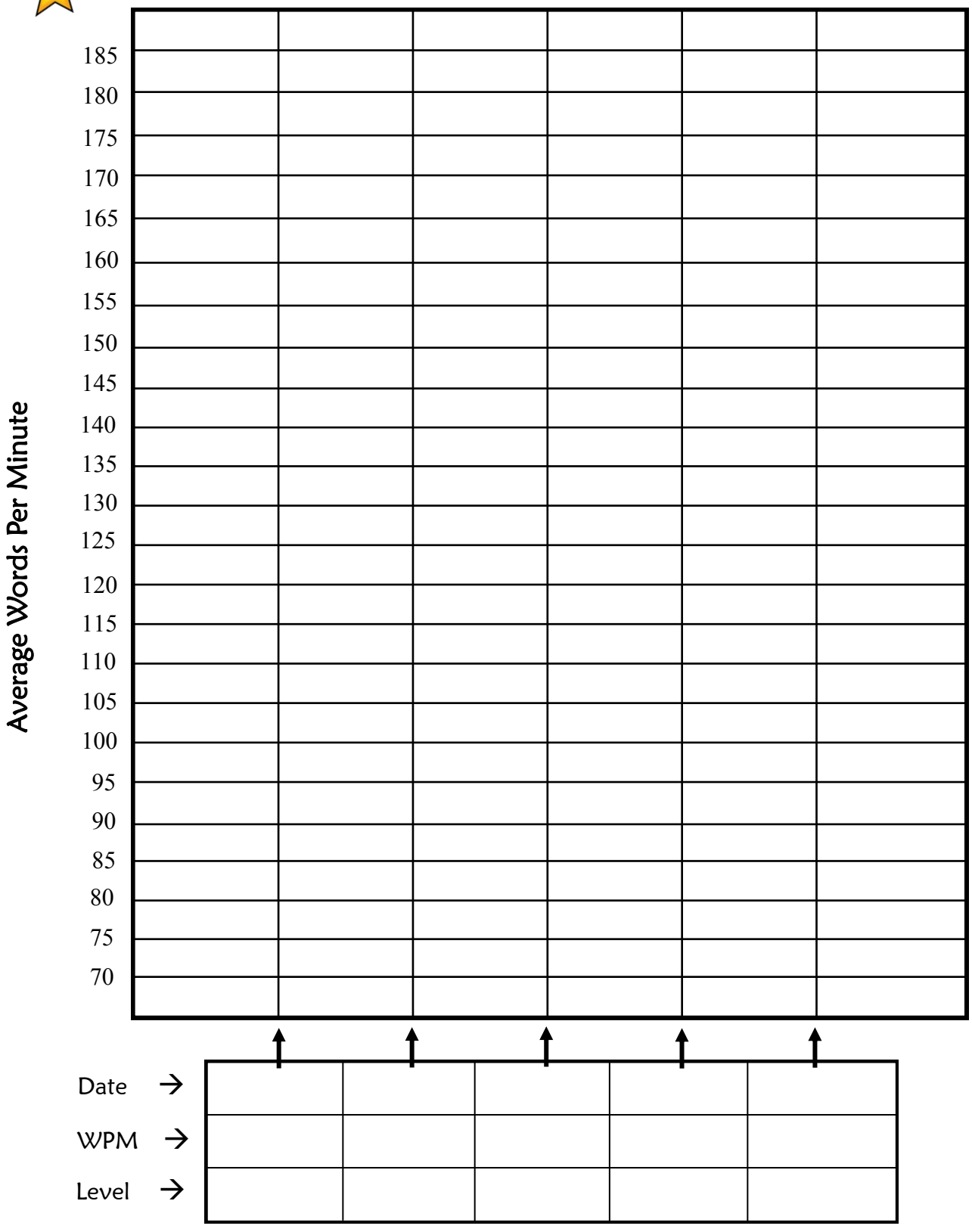
Using the picture below. Practise writing five compound sentences. Underline the main clauses in green and circle the coordinating conjunctions in yellow (use the strips to help you construct your sentences).

Example: Leila loves playing tennis and she enjoys swimming.

1. _____
2. _____
3. _____
4. _____
5. _____

Name _____

Fluency Rate Line Graph



Use the strips below to help you with your sentence structure. It may be a good idea to cut them up.