

YEAR 4


WEEK 4 TERM 3 OFFLINE  
BOOKLET



Name: \_\_\_\_\_

Class: \_\_\_\_\_

### Term 3 – Week 4- Year 4 OFFLINE VERSION

	Monday	Tuesday	Wednesday	Thursday	Friday FUN DAY
9:00	<p><b>Spelling:</b> Complete the first page of unit 23 of your soundwaves book.</p> <p><b>English:</b> Students will read an Olympics fact sheet and answer the questions to check their understanding.</p>	<p><b>Reading eggs press</b> Login and complete assigned comprehension activity</p> <p>Reading Eggspress: Lesson 85 - How Owl Got His Feathers</p> <p><b>English:</b> “This is not my hat” Students will listen to a story. They will monitor the understanding by answering question: Before Reading During Reading/Listening After Reading.</p>	<p><b>Spelling:</b> Choose four spelling activities from the grid</p> <p><b>English:</b> Students are given two pictures of the characters of the book and they need to write a dialogue between them. Using correct punctuation. <b>Students will have two options to choose.</b> 1. Write the story in first person. 2. Use the story as the basis of a newspaper report about a stolen hat.</p>	<p><b>History</b> Students will be completing worksheets identifying change within the community over time.</p> <p><b>Inferential comprehension</b> Students will read a Cathy Freeman fact sheet and answer the questions to check their understanding.</p>	<p><b>Spelling:</b> Soundwaves complete the second page of unit 23 of your soundwaves book.</p> <p><b>Edit your work:</b> Go through your work and find any mistakes. Change these with the colour red e.g. A story mistake, a math answer. You may use your teacher's feedback to help or may find things on your own</p>
10:30-10:45	<p><b>FRUIT BREAK</b></p>	<p><b>History:</b> <b>Part 1:</b> Students will be answering a range of questions on a Google form’ to outline their level of understanding on the topic of community and change. <b>Part 2:</b> Students will complete an activity identifying the stages of change in the community.</p>	<p><b>Olympics 2021</b> View the Olympic games table to learn about the history of the countries that have hosted the Olympic Games. Create your own timeline about the countries.</p> 	<p><b>Maths Fun:</b> Complete an activity from the Maths Playground optional grid</p> <ul style="list-style-type: none"> <li>- These tasks make you in charge. You control the end product and lots of the rules.</li> </ul>	<p><b>Maths Fun:</b> Complete an activity from the Maths Playground optional grid These tasks make you in charge. You control the end product and lots of the rules</p>
11:30-12:25	<p><b>LUNCH</b></p> <p><b>Maths</b> <b>L.I. I can identify equivalent fractions.</b> Students will be identifying equivalent fractions and building their understanding when working with fractions of a collection.</p>	<p><b>Math:</b> <b>L.I. I can find a fraction of a whole number.</b> Students will be finding the fractions of a collection and solving word problems and demonstrating their chosen process.</p>	<p><b>Math:</b> <b>L.I. I can use coordinates to find positions on a map.</b> Students will be developing their understanding of coordinates and how to use these in relation to mapping skills.</p>	<p><b>Math:</b> <b>L.I. I can read, write and plot grid references in the first quadrant.</b> Students will be identifying objects on a map using grid references.</p>	<p><b>Olympic Fun:</b> Complete your Olympics activity you designed. After the relay, hold a medal ceremony to congratulate the medal winners.</p>
1:25-1:45	<p><b>RECESS</b></p>	<p><b>Science:</b> This lesson is about shadow puppets. It is your choice, which one of the four activities will you complete?</p>	<p><b>PDHPE:</b> Design a relay activity for you and your family members to participate in. Design medals and tournament events. Some examples for your relay could be; an egg and spoon race, running race, basketball dribbling etc.</p>	<p><b>Art: Warm up:</b> Take time to draw straight, curved, thick and thin life's. If we add lots together what do we get? Students use lines to make things appear closer and further away by following the step by step drawing.</p>	<p><b>Easy Friday Afternoon:</b> Mindfulness Colouring in</p>
1:45-3:00	<p><b>Science:</b> What is a shadow? How is it formed? Complete the activities to work out your answer.</p>	<p><b>Science:</b> This lesson is about shadow puppets. It is your choice, which one of the four activities will you complete?</p>	<p><b>PDHPE:</b> Design a relay activity for you and your family members to participate in. Design medals and tournament events. Some examples for your relay could be; an egg and spoon race, running race, basketball dribbling etc.</p>	<p><b>Art: Warm up:</b> Take time to draw straight, curved, thick and thin life's. If we add lots together what do we get? Students use lines to make things appear closer and further away by following the step by step drawing.</p>	<p><b>Easy Friday Afternoon:</b> Mindfulness Colouring in</p>

# Unit 23



ir ur or er bird nurse world fern

## List Words

- dirt \_\_\_\_\_
- first \_\_\_\_\_
- third \_\_\_\_\_
- thirteen \_\_\_\_\_
- thirty \_\_\_\_\_
- stir \_\_\_\_\_
- were \_\_\_\_\_
- word \_\_\_\_\_
- heard \_\_\_\_\_
- early \_\_\_\_\_
- church \_\_\_\_\_
- circle \_\_\_\_\_
- purple \_\_\_\_\_
- return \_\_\_\_\_
- world \_\_\_\_\_
- worst \_\_\_\_\_
- learn \_\_\_\_\_
- serve \_\_\_\_\_
- service \_\_\_\_\_
- Thursday \_\_\_\_\_
- turtle \_\_\_\_\_
- journey \_\_\_\_\_
- observe \_\_\_\_\_
- vertical \_\_\_\_\_
- worthwhile \_\_\_\_\_

## Grapheme Chart

letters	words

1 Circle the letters that represent ir ur or er in the List Words.

2 Write any other letters that can represent ir ur or er on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Write List Words that have:

ere representing ir ur or er \_\_\_\_\_

our representing ir ur or er \_\_\_\_\_

ear representing ir ur or er \_\_\_\_\_

two ppp sounds \_\_\_\_\_ two ttt sounds \_\_\_\_\_

two sss se ce x(s) c sounds \_\_\_\_\_ two ch sounds \_\_\_\_\_

two wwhu sounds \_\_\_\_\_

5 Unjumble the letters to make List Words. Write a rhyming word for each one.

rewe \_\_\_\_\_ draw \_\_\_\_\_

trid \_\_\_\_\_ rits \_\_\_\_\_

stirf \_\_\_\_\_ narel \_\_\_\_\_

vesre \_\_\_\_\_ ditrh \_\_\_\_\_

6 Finish the words with ir, or, er, ere, ur, ear or our to represent ir ur or er. Write some of your words to match the clues.

st\_\_\_\_ w\_\_\_\_ d\_\_\_\_t ret\_\_\_\_n w\_\_\_\_st obs\_\_\_\_ve

c\_\_\_\_cle w\_\_\_\_ld \_\_\_\_ly j\_\_\_\_ney f\_\_\_\_st w\_\_\_\_thwhile

Find antonyms for these words. Find synonyms for these words.

last \_\_\_\_\_ soil \_\_\_\_\_

best \_\_\_\_\_ mix \_\_\_\_\_

late \_\_\_\_\_ earth \_\_\_\_\_

keep \_\_\_\_\_ trip \_\_\_\_\_

useless \_\_\_\_\_ watch \_\_\_\_\_

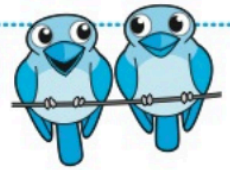


7 Join the word beginnings and endings to make List Words.

thir	ly	_____
pur	cle	_____
ear	ty	_____
re	tle	_____
cir	ple	_____
tur	turn	_____

ob	day	_____
ser	vice	_____
jour	serve	_____
thir	while	_____
Thurs	ney	_____
worth	teen	_____

8 Two words in each sentence have changed places. Rewrite the sentences with the words in the correct places.



He herd the heard of cattle before he saw it.

\_\_\_\_\_

She thinks she is the world footballer in the worst.

\_\_\_\_\_

We like the serve here as they service us very quickly.

\_\_\_\_\_

9 Count the sounds in these words. Write the letter or letters for each sound in a separate box. Solve the riddles by writing the letters from the shaded boxes in the boxes with matching numbers.

observe	8	5						
journey			10					
return	7							
vertical				9		2		

early			4	
world			1	
heard			3	
thirty		6		

Which bird is a bug in a dress?

a

1	2	3	4	5	6	3
---	---	---	---	---	---	---

Which bird steals from you?

a

7	8	5	9	10
---	---	---	---	----

## Challenge

Find a List Word by joining the end of the first word to the beginning of the second word, for example new order – word.

best iron _____	dear lynx _____	both eardrums _____
ewe relaxing _____	how ordinary _____	dresser vent _____
all earnings _____	centre turnip _____	which urchin _____



# Unit 23



ir ur or er bird nurse world fern

## List Words

- dirt 3
- first 4
- third 3
- thirteen 5
- thirty 4
- stir 3
- were 2
- word 3
- heard 3
- early 3
- church 3
- circle\* 5
- purple\* 5
- return 5
- world 4
- worst 4
- learn 3
- serve 3
- service 5
- Thursday 5
- turtle\* 5
- journey 4
- observe 5
- vertical\* 7
- worthwhile 6

## Grapheme Chart

letters	words
ere	were
ear	heard
our	journey

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2 Write any other letters that can represent ir ur or er on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Write List Words that have:

- ere representing ir ur or er were
- our representing ir ur or er journey
- ear representing ir ur or er heard early learn
- two p pp sounds purple two t tt sounds turtle
- two s ss se ce xist c sounds service two ch tch sounds church
- two w wh u sounds worthwhile

5 Unjumble the letters to make List Words. Write a rhyming word for each one.

- rewe were draw word
- trid dirt rits stir
- stirf first narel learn
- vesre serve ditrh third

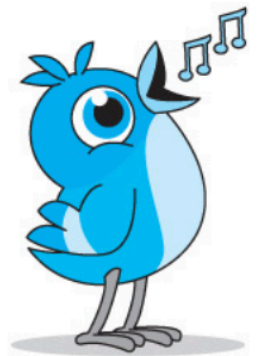


6 Finish the words with ir, or, er, ere, ur, ear or our to represent ir ur or er. Write some of your words to match the clues.

- st ir were d ir t ret ur n w or st obs er ve
- c ir cle w or ld ear ly j our ney f ir st w or thwhile

Find antonyms for these words. Find synonyms for these words.

- last first soil dirt
- best worst mix stir
- late early earth world/dirt
- keep return trip journey
- useless worthwhile watch observe

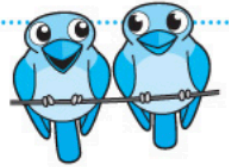


7 Join the word beginnings and endings to make List Words.

thir	ly	_____	thirty
pur	cle	_____	purple
ear	ty	_____	early
re	tle	_____	return
cir	ple	_____	circle
tur	turn	_____	turtle

ob	day	_____	observe
ser	vice	_____	service
jour	serve	_____	journey
thir	while	_____	thirteen
Thurs	ney	_____	Thursday
worth	teen	_____	worthwhile

8 Two words in each sentence have changed places. Rewrite the sentences with the words in the correct places.



He herd the heard of cattle before he saw it.

**He heard the herd of cattle before he saw it.**

She thinks she is the world footballer in the worst.

**She thinks she is the worst footballer in the world.**

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**We like the service here as they serve us very quickly.**

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observe	8 o	5 b	s	er	ve			early	ear	l	4 y	
journey	j	our	10 n	ey				world	w	or	1 l	d
return	7 r	e	t	ur	n			heard	h	ear	3 d	
vertical	v	er	t	9 i	c	2 a	l	thirty	th	6 ir	t	y

Which bird is a bug in a dress?

a 1 l 2 a 3 d 4 y 5 b 6 ir 3 d

Which bird steals from you?

a 7 r 8 o 5 b 9 i 10 n

## Challenge

Find a List Word by joining the end of the first word to the beginning of the second word, for example new order – word.

best iron	_____ stir _____	dear lynx	_____ early _____	both eardrums	_____ heard _____
ewe relaxing	_____ were _____	how ordinary	_____ word _____	dresser vent	_____ serve _____
all earnings	_____ learn _____	centre turnip	_____ return _____	which urchin	_____ church _____



# THE OLYMPIC GAMES

## THE ANCIENT OLYMPICS

The first ancient Olympic Games took place in Greece nearly three thousand years ago in 776 BC. They were held in the religious sanctuary of Olympia, a rich land surrounded by olive trees.

Initially, the ancient Olympics were organised as part of a religious festival to honour the leader of the Greek gods, Zeus. He was the god of the sky and lived on Mount Olympus, the highest mountain in Greece.

In 392 AD, the Olympic Games were suspended until 1500 years later.

## The Modern Olympics

In 1896, Pierre de Coubertin, a French educator and historian, believed that coming together to play sports would encourage peace among the world's countries. He launched the first modern Olympic Games in Athens, Greece, in 1896.

Pierre also designed the Olympic rings. The five rings represent the five continents that originally participated in the Games.

The modern Olympics is the largest sporting event in the world. It is held every four years.

## EVENTS AND REWARDS

At the start of the ancient Olympics, only men who spoke Greek were allowed to participate. They ran short, straight 200 metre foot races that were wide enough for twenty men to run at once. This was to keep them fit for the intensity of war. Eventually, other individual events were added to the ancient Olympics. Team events were only introduced at the start of the modern Olympics.

During the ancient Olympics, there was only ever one winner who received a wreath of olives as a prize and a statue built in his honour. The olive leaves were taken from the sacred Olympia olive trees near the temple of the Greek god, Zeus.

Today, athletes are rewarded with a gold, silver or bronze medal for achieving a first, second or third place when competing in one of the sporting events.

## Participation of Women

During the ancient Olympics, women were not allowed to participate in the events and married women were not allowed to attend the Games. A separate event was created for women called Heraia, dedicated to the wife of Zeus.

Women are able to attend the modern Olympics and participate in a range of sporting events.

## THE OLYMPIC TORCH

As part of a modern Olympic tradition, an Olympic torch is lit in Olympia. The flame is then passed on from torch to torch until it reaches the location of the games.

During the opening ceremony, the flame from the torch is used to light a cauldron at the stadium of the host city to symbolise the start of the Games and peace between countries. The cauldron stays alight for the duration of the games.

Name \_\_\_\_\_

Date \_\_\_\_\_

## The Olympic Games

1. Why were the ancient Olympics initially organised?

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2. How and when did the modern Olympics begin?

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3. Why were athletes originally given olive wreaths as a reward?

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4. Why do you think women were not allowed to participate in the ancient Olympics?

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5. Why is a flame lit at the modern Olympics? Where does the flame come from?

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## Answers

1. Why were the ancient Olympics initially organised?

**The ancient Olympics were first organised in honour of the Greek god of the sky, Zeus. They were designed to keep men fit for the intensity of war.**

2. How and when did the modern Olympics begin?

**The modern Olympics were launched in 1896 by Pierre de Coubertin. He wanted all the world's countries to come together to play sport to encourage world peace.**

3. Why were athletes originally given olive wreaths as a reward?

**Athletes were originally rewarded with an olive wreath because olive trees grow on Mount Olympus near the temple of Zeus. Only the winner received one of the sacred olive wreaths.**

4. Why do you think women were not allowed to participate in the ancient Olympics?

**Women were most likely not allowed to participate in the ancient Olympics as it was seen as a men's sport. Also, only men went to war and the Olympics were designed to keep them fit for war.**

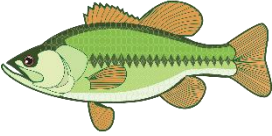





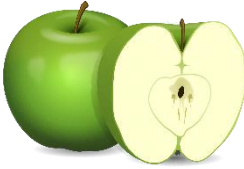
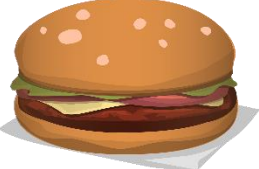





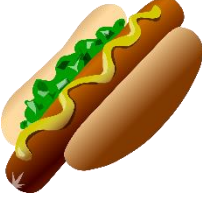
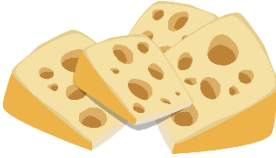


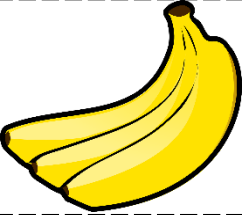
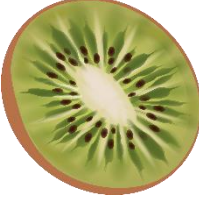


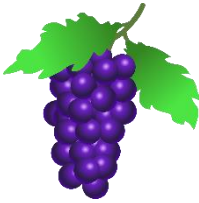

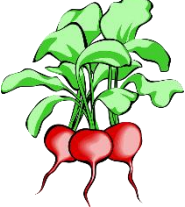
5. Why is a flame lit at the modern Olympics? Where does the flame come from?

**The Olympic flame is lit for the duration of the Games as a symbol of peace. The flame is lit in Greece and travels from torch to torch to the Olympic host city.**

# Healthy Eating



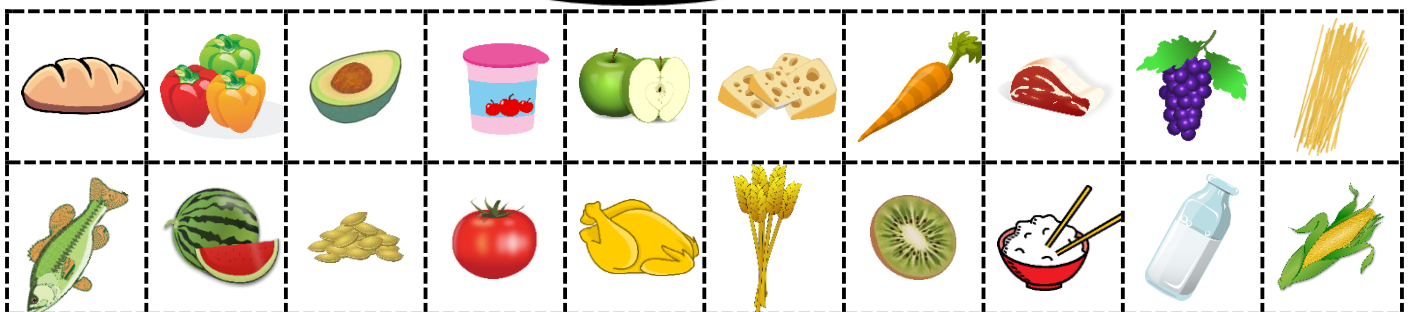
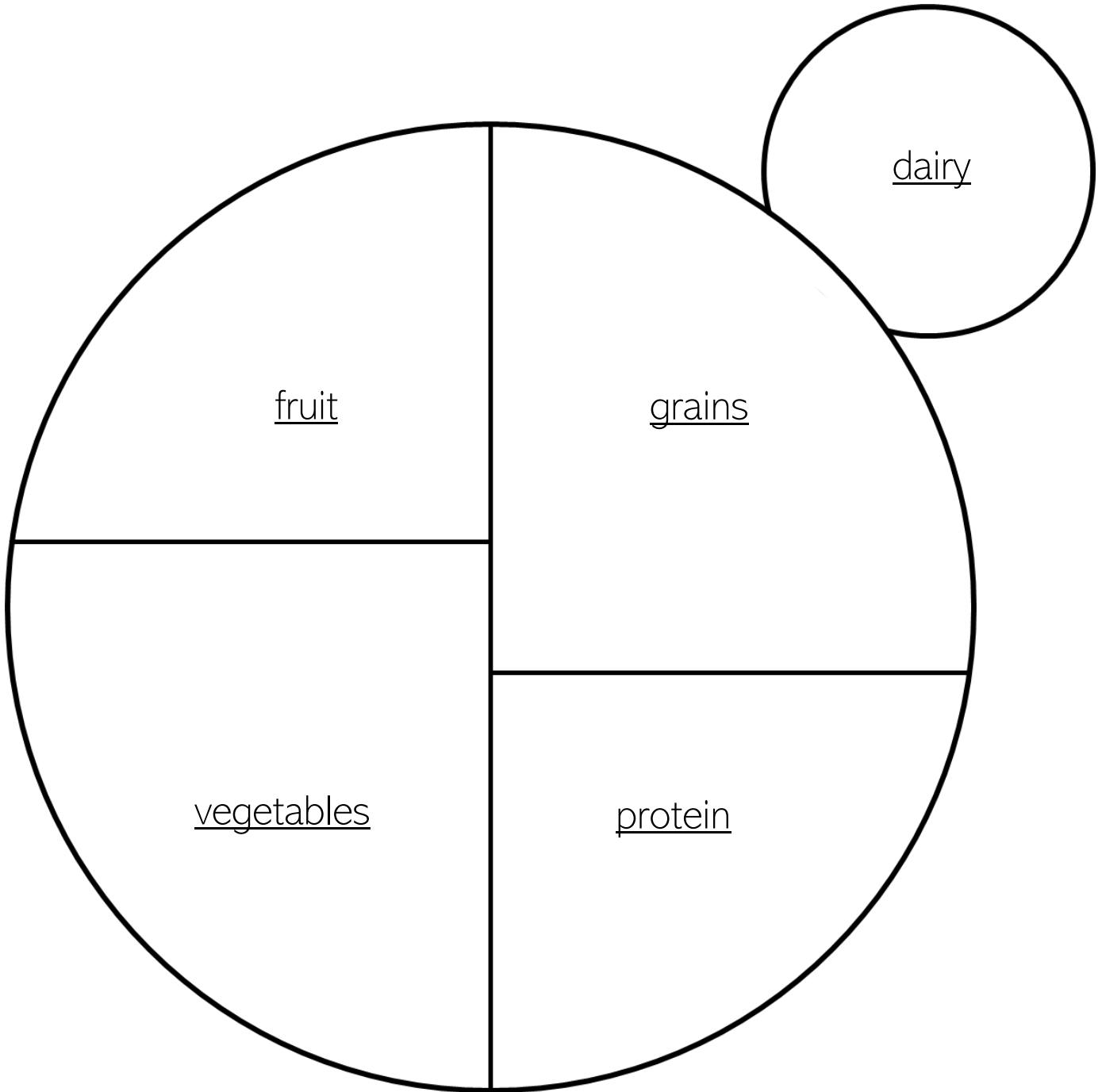
Cut and Paste to sort the following foods into their food group.

Fruits		Vegetables	
Protein		Grains	
Dairy		Sometimes Foods	
			
			
			
			
			
			

# Healthy Eating



Cut and paste the foods in their correct food group.



# ADVERTISING STRATEGIES

## **Celebrity Endorsements**

Consider the admirable qualities of a particular celebrity and encourage the audience to transfer their admiration for the particular actor, musician or sports star to the product.

## **Funny**

Make the audience laugh so that when they remember the ad, they associate positive feelings with the product.

## **Individuality**

Encourage the audience to celebrate their own style or rebel against what others are doing. This strategy is useful when you want to persuade the audience that the product is cool, stylish or unique.

## **Band Wagon**

Pick words that persuade the audience to buy the product because everybody else does. The audience might buy the product because they want to fit in.

## **Comparison**

Compare your product to an inferior option.

## **Emotions**

Use words that make the audience feel certain emotions, such as excitement, sadness or fear.

## **Glitter**

Use words that have a positive meaning for the audience. They may associate the words with the product.



# Advertising Challenge

You are working at an advertising agency and a client has asked you to design a magazine ad for a new healthy cooking school opening in the city. Design your ad on a blank sheet of paper.

- Who will the audience be?
- What is the name of the cooking school?
- How will you persuade your audience to attend the cooking school?  
What advertising strategy will you use?
- How will you make the advertisement eye catching?
- Remember to check your spelling and grammar.



## EVALUATION

Now it's time for you to present your advertisement to the client. This is called a pitch. In a pitch, you have to convince the client that your ad is the best way for them to spend their advertising budget.

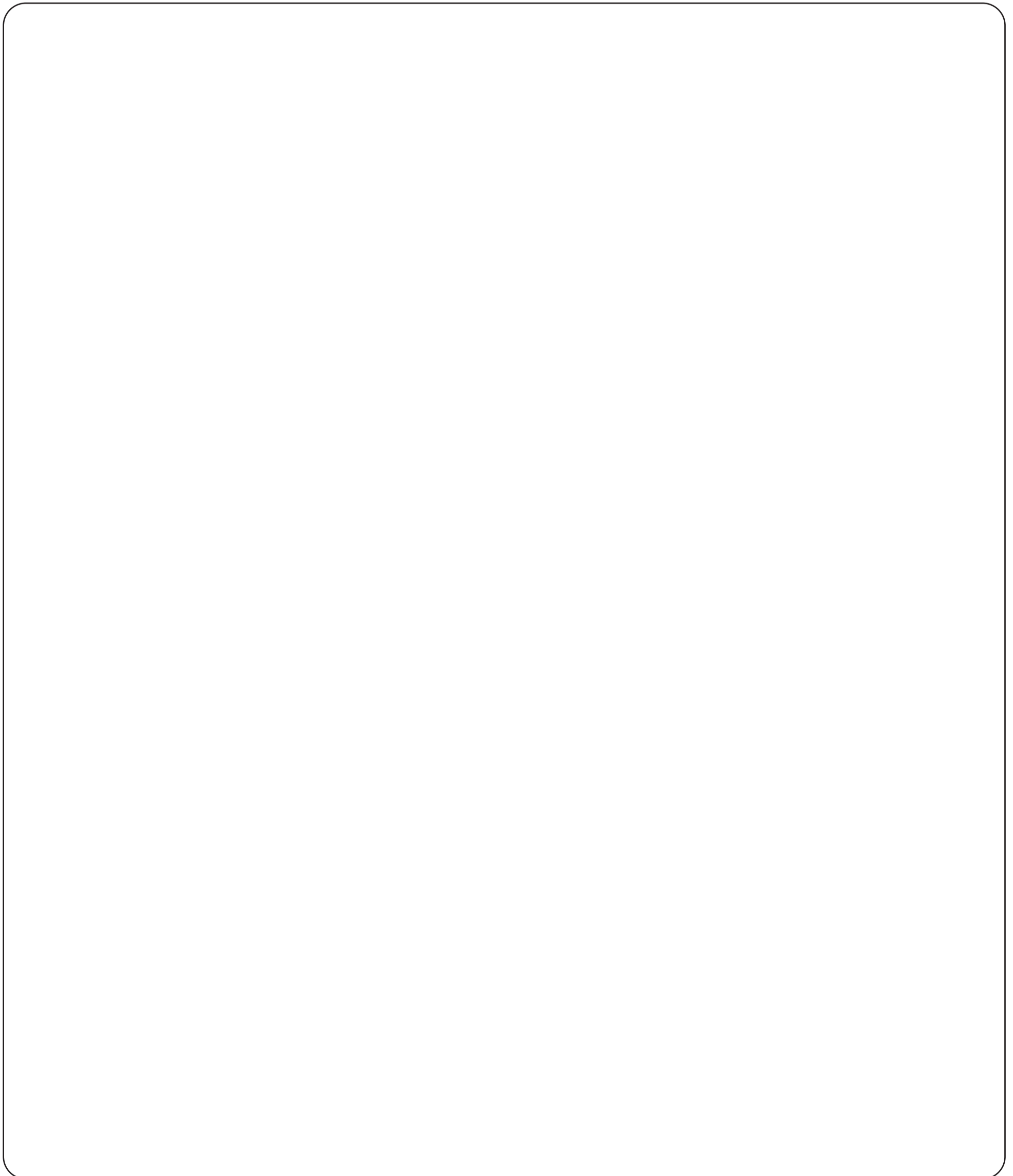
- Who is the audience that your advertisement is aimed at?
- What advertising strategies did you use?
- Why did you choose that advertising strategy?
- Which magazine would you put the advertisement in? Why?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Poster Challenge

Regular physical activity is an important part of getting healthy and staying healthy. Design a poster to encourage your fellow classmates to exercise every day.



When fractions have the same value we call them **equivalent fractions**.

E.g.  $\frac{1}{2}$  and  $\frac{2}{4}$  are equivalent fractions.

**4** Colour the sets of diagrams below to demonstrate the sets of equivalent fractions.

<p><b>a</b></p> <p><math>\frac{1}{2}</math> <math>\frac{2}{4}</math> </p>	<p><b>c</b></p> <p><math>\frac{1}{2}</math> </p> <p><math>\frac{3}{6}</math> </p>	<p><b>e</b></p> <p><math>\frac{1}{4}</math> </p> <p><math>\frac{2}{8}</math> </p>
<p><b>b</b></p> <p><math>\frac{3}{4}</math> </p> <p><math>\frac{6}{8}</math> </p>	<p><b>d</b></p> <p><math>\frac{2}{3}</math> </p> <p><math>\frac{4}{6}</math> </p>	<p><b>f</b></p> <p><math>\frac{4}{5}</math> </p> <p><math>\frac{8}{10}</math> </p>

**Class 4Y** cut some strips of paper, then folded and labelled them to make fractions.

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

**5** Study the strips of paper above to find the equivalent fractions.

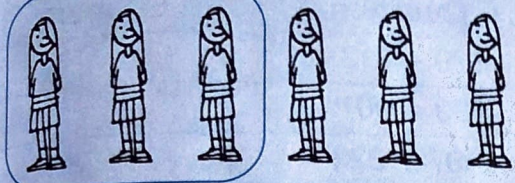
- |   |  |
|---|--|
| <p><b>a</b> How many eighths in one half?    ___</p> <p><b>b</b> How many tenths in one half?    ___</p> <p><b>c</b> How many eighths in three quarters? ___</p> <p><b>d</b> How many tenths in one fifth?    ___</p> <p><b>e</b> How many tenths in three fifths?    ___</p> | <p><b>f</b> How many eighths in one quarter?    ___</p> <p><b>g</b> How many tenths in two fifths?    ___</p> <p><b>h</b> How many tenths in one whole?    ___</p> <p><b>i</b> How many fifths in one whole?    ___</p> <p><b>j</b> How many quarters in one whole?    ___</p> |
|---|--|

**6** Extend these sequences of equivalent fractions.

<p><b>a</b> <math>\frac{1}{2} = \frac{\quad}{4} = \frac{\quad}{6} = \frac{\quad}{8} = \frac{\quad}{10}</math></p>	<p><b>c</b> <math>\frac{1}{3} = \frac{\quad}{6} = \frac{\quad}{9} = \frac{\quad}{12} = \frac{\quad}{15}</math></p>
<p><b>b</b> <math>\frac{1}{2} = \frac{\quad}{10} = \frac{\quad}{20} = \frac{\quad}{30} = \frac{\quad}{40}</math></p>	<p><b>d</b> <math>\frac{1}{4} = \frac{\quad}{8} = \frac{\quad}{12} = \frac{\quad}{16} = \frac{\quad}{20}</math></p>



Fractions can show part of a group.



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

3 Shade the given fractional amount.

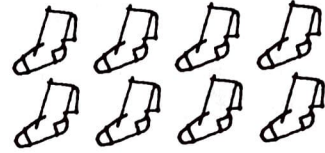
a  $\frac{1}{2}$  of 4 dogs



c  $\frac{1}{3}$  of 6 stars



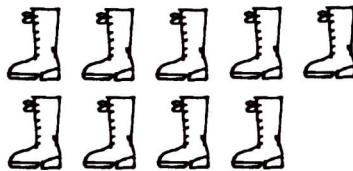
e  $\frac{1}{4}$  of 8 socks



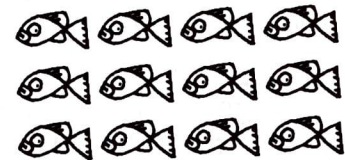
b  $\frac{1}{5}$  of 10 mugs



d  $\frac{1}{3}$  of 9 boots



f  $\frac{1}{4}$  of 12 fish



4 Find the fraction of each group.

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

e  $\frac{1}{4}$  of 4 =

i  $\frac{1}{4}$  of 12 =

m  $\frac{1}{4}$  of 16 =

q  $\frac{1}{3}$  of 30 =

b  $\frac{1}{2}$  of 10 =

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

j  $\frac{1}{5}$  of 10 =

n  $\frac{1}{5}$  of 20 =

r  $\frac{1}{3}$  of 6 =

c  $\frac{1}{2}$  of 20 =

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

k  $\frac{1}{8}$  of 16 =

o  $\frac{1}{8}$  of 24 =

s  $\frac{1}{3}$  of 12 =

d  $\frac{1}{2}$  of 30 =

h  $\frac{1}{4}$  of 20 =

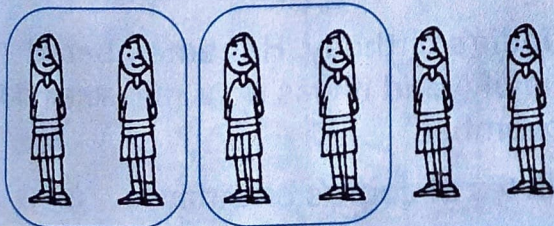
l  $\frac{1}{3}$  of 15 =

p  $\frac{1}{5}$  of 25 =

t  $\frac{1}{8}$  of 32 =

## Super Question

You can also find more than one fraction part.



$$\frac{2}{3} \text{ of } 6 \text{ girls} = 4 \text{ girls}$$

5 Find the fraction of each group.

a  $\frac{1}{4}$  of 8 cats = \_\_\_\_\_

e  $\frac{2}{3}$  of 9 dogs = \_\_\_\_\_

i  $\frac{4}{5}$  of 20 stars = \_\_\_\_\_

b  $\frac{2}{4}$  of 8 cats = \_\_\_\_\_

f  $\frac{1}{5}$  of 20 stars = \_\_\_\_\_

j  $\frac{2}{3}$  of 12 cats = \_\_\_\_\_

c  $\frac{3}{4}$  of 8 cats = \_\_\_\_\_

g  $\frac{2}{5}$  of 20 stars = \_\_\_\_\_

k  $\frac{3}{4}$  of 12 mice = \_\_\_\_\_

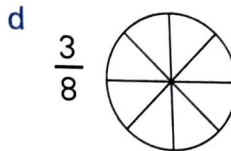
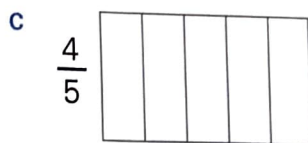
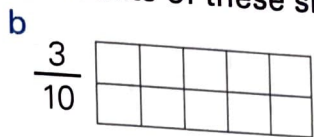
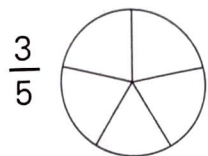
d  $\frac{1}{3}$  of 9 dogs = \_\_\_\_\_

h  $\frac{3}{5}$  of 20 stars = \_\_\_\_\_

l  $\frac{3}{5}$  of 15 dogs = \_\_\_\_\_



Shade the fractional amounts of these shapes.



Find  $\frac{1}{4}$  of these amounts.

20 = \_\_\_\_\_ b 40 = \_\_\_\_\_ c 24 = \_\_\_\_\_ d 16 = \_\_\_\_\_ e 32 = \_\_\_\_\_

Find  $\frac{1}{3}$  of these amounts.

3 = \_\_\_\_\_ b 12 = \_\_\_\_\_ c 9 = \_\_\_\_\_ d 15 = \_\_\_\_\_ e 21 = \_\_\_\_\_

Find  $\frac{2}{3}$  of these amounts.

6 = \_\_\_\_\_ b 9 = \_\_\_\_\_ c 15 = \_\_\_\_\_ d 21 = \_\_\_\_\_ e 18 = \_\_\_\_\_

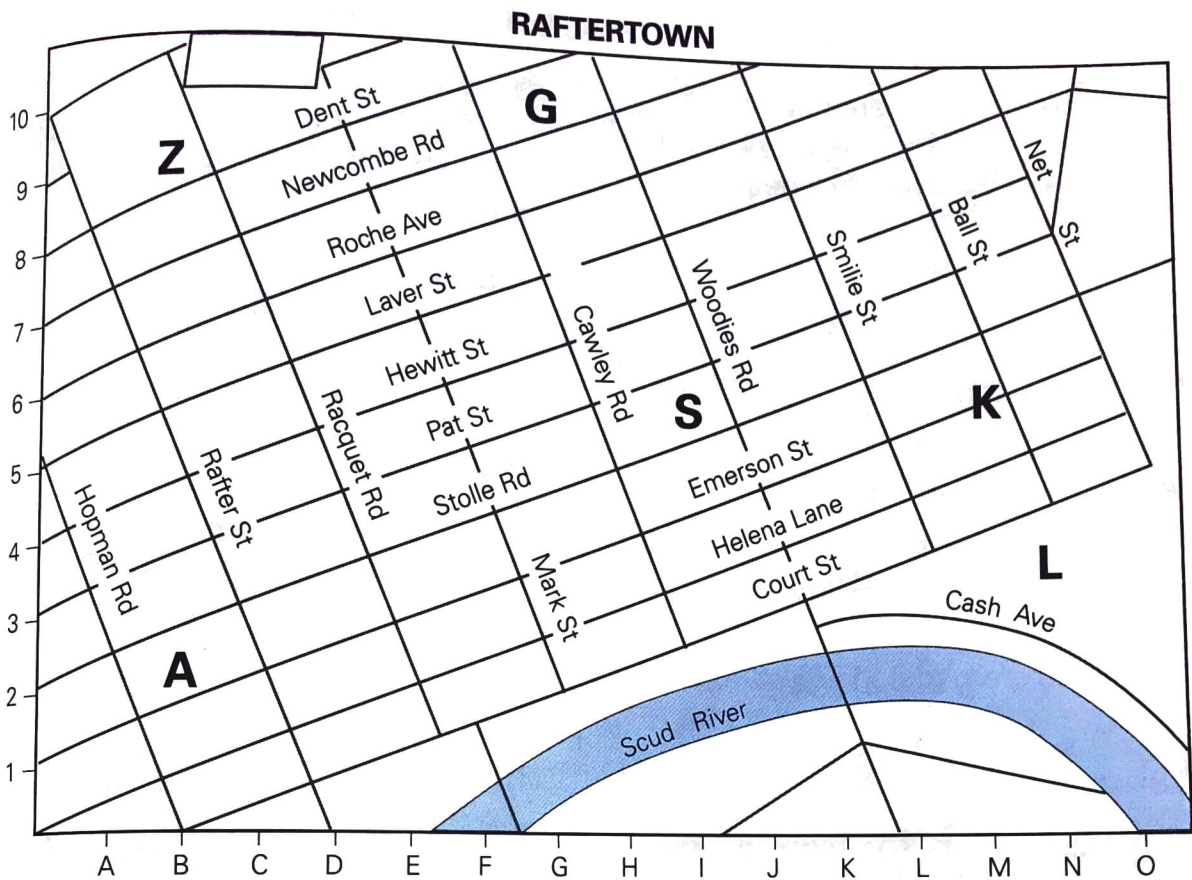
Find  $\frac{3}{5}$  of these amounts.

10 = \_\_\_\_\_ b 20 = \_\_\_\_\_ c 40 = \_\_\_\_\_ d 25 = \_\_\_\_\_ e 35 = \_\_\_\_\_

Solve the problems.

Problem		Working out	Answer
Jasmine has 8 toys cars. How many cars would there be in $\frac{1}{4}$ of her collection?			
Trevor had saved \$20 during September. If he withdrew $\frac{2}{5}$ of his money, how much did he take out?			
Peter bought one dozen eggs. On the way home he dropped them and broke $\frac{2}{3}$ of them. How many eggs did he break?			
Sarah had \$30 in her bank account. If she took out $\frac{2}{5}$ of her money, how much would be left in the bank?			

11 Write a story problem to reflect this number sentence:  $\frac{1}{5}$  of 25.



17 Find the street that is:

a parallel to Rafter St and found at D5

\_\_\_\_\_

b parallel to Helena Lane and found at G4

\_\_\_\_\_

c parallel to Woodies Rd and found at K7

\_\_\_\_\_

d parallel to Pat St and found at H8

\_\_\_\_\_

e parallel to Mark St and found at C3

\_\_\_\_\_

18 What letter is found at:

a B2? \_\_\_\_\_ b M6? \_\_\_\_\_ c N4? \_\_\_\_\_ d G10? \_\_\_\_\_ e I6? \_\_\_\_\_ f B9? \_\_\_\_\_

19 Colour the shortest route to get from K to G.

20 Write a different set of directions describing how to get from K to G.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

21 Give as many sets of coordinates as you can for the Scud River.

\_\_\_\_\_  
\_\_\_\_\_





Coordinates are read across before up.

5	A	B	C	D	E	F
4	G	H	I	J	K	L
3	M	N	O	P	Q	R
2	S	T	U	V	W	X
1	!	=	Y	Z	✓	?
	A	B	C	D	E	F

10 Find the letters at these coordinates.

a A3 \_\_\_\_\_ b B4 \_\_\_\_\_ c C5 \_\_\_\_\_

11 Give the coordinates for these letters.

a A \_\_\_\_\_ b H \_\_\_\_\_ c P \_\_\_\_\_

12 Make words from the coordinates.

a

B4	C3	A2	D3	C4	B2	A5	F4

b

D4	C3	C2	F3	B3	E5	C1

c

A2	C5	C4	E5	B3	C5	E5

13 Join the coordinates to form the shapes.

a

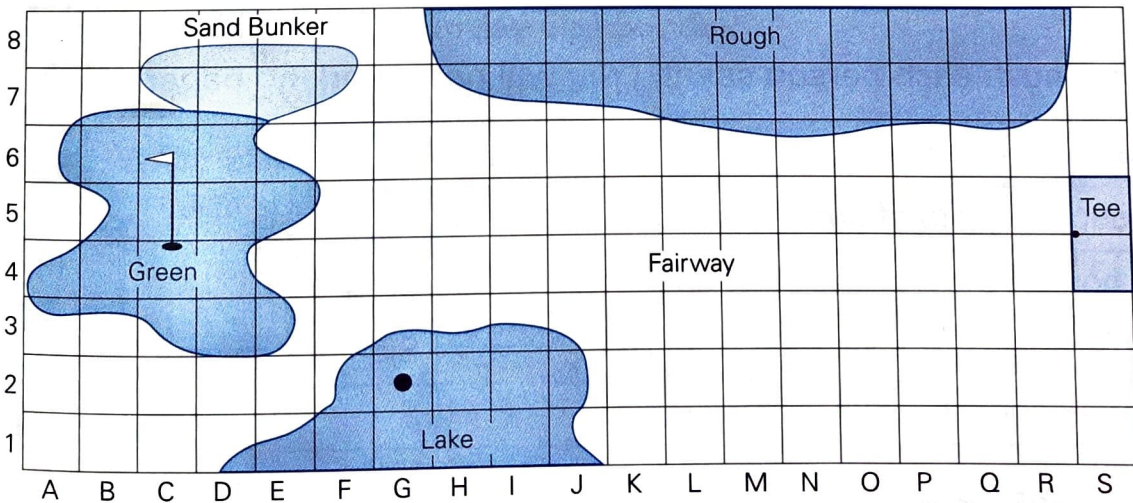
5						
4						
3						
2						
1						
	A	B	C	D	E	F

Join B1 to F1  
F1 to F4  
F4 to B4  
B4 to B1

b

5						
4						
3						
2						
1						
	A	B	C	D	E	F

Join B1 to A3  
A3 to C4  
C4 to E3  
E3 to D1  
D1 to B1

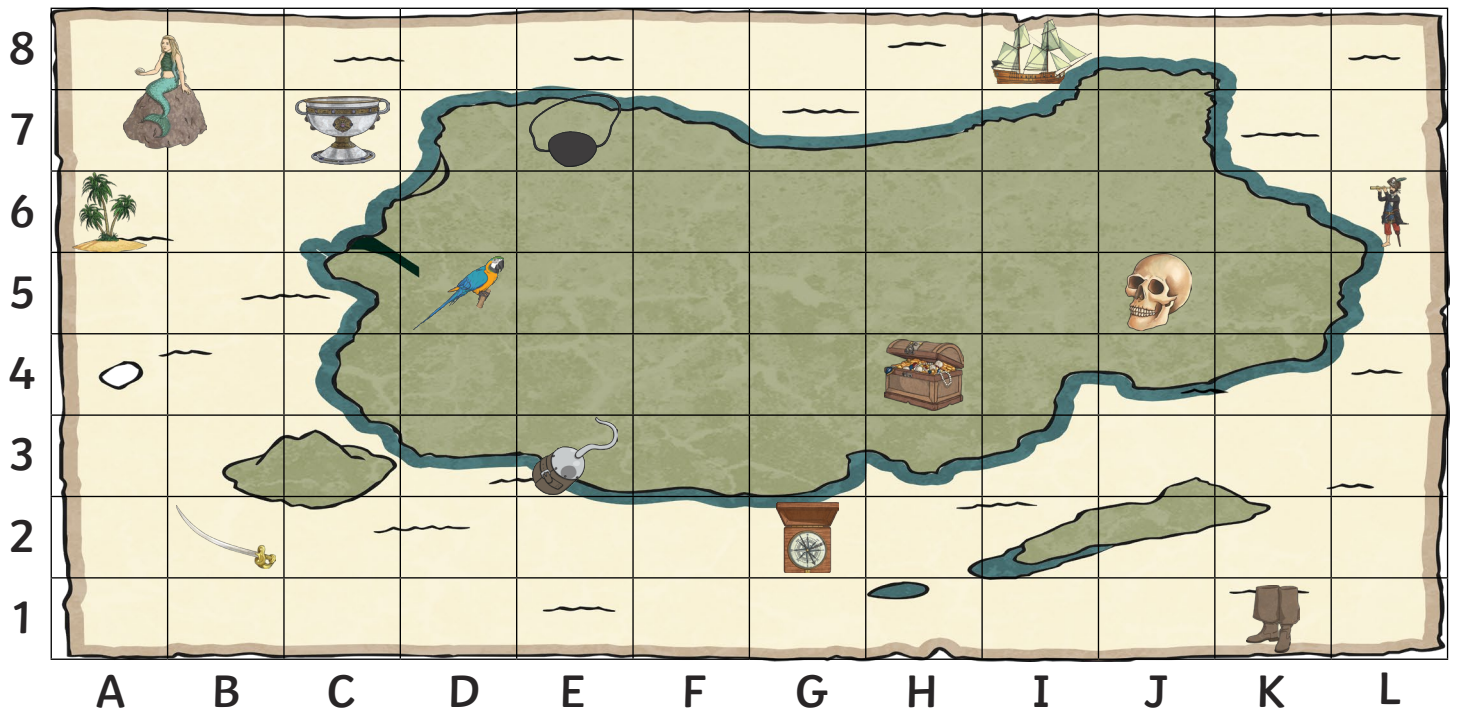


14 Draw this path on the map. Tim's teacher, Mr Wilson, is a really awful golfer. He hit from the tee to N5, then into the rough at H8. From there he hit over the green to C then onto the green at B4. He then sunk his putt. Join up Mr Wilson's shots with a line to show how he played the hole.

15 Draw your own path on the map.

# Pirate Map Grid Reference

I can read, write and plot grid references in the first quadrant.



What object is at each of these grid references on the pirate map?

(H4) = \_\_\_\_\_

(B2) = \_\_\_\_\_

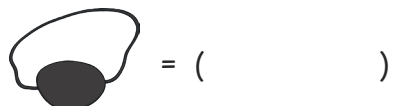
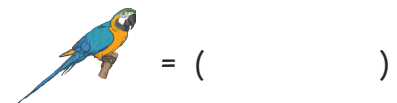
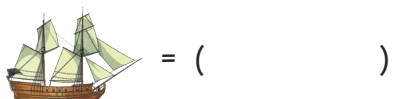
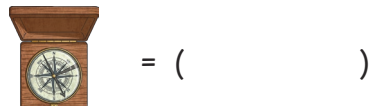
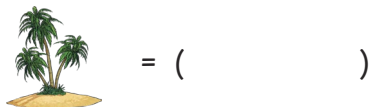
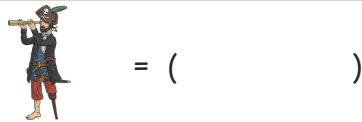
(J5) = \_\_\_\_\_

(C7) = \_\_\_\_\_

(K1) = \_\_\_\_\_

(E3) = \_\_\_\_\_

Write the grid reference for each of these items on the pirate map:



Plot these grid references on the grid using a cross:

(C8)

(K7)

(D1)

(B4)

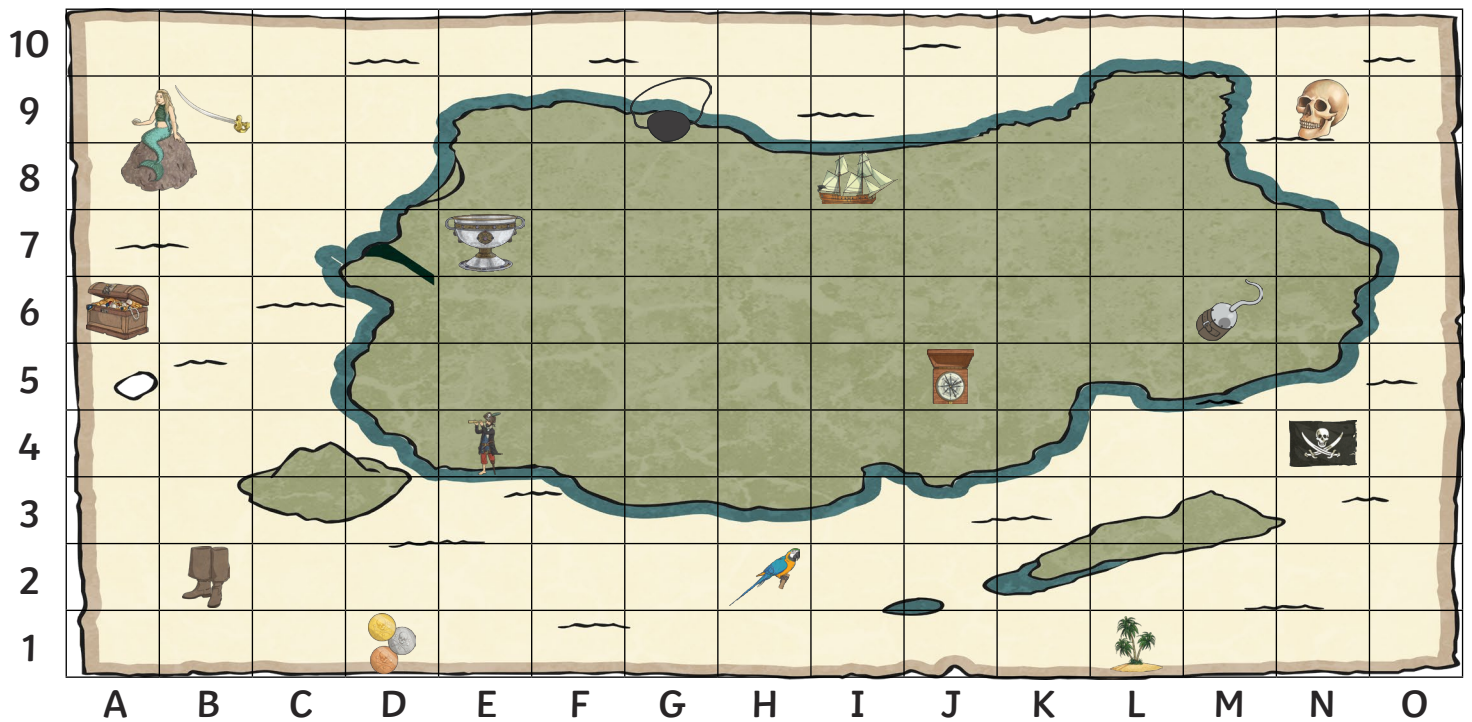
(H6)

(I3)



# Pirate Map Grid Reference

I can read, write and plot grid references in the first quadrant.



What object is at each of these grid references on the pirate map?

(H2) = \_\_\_\_\_

(M6) = \_\_\_\_\_

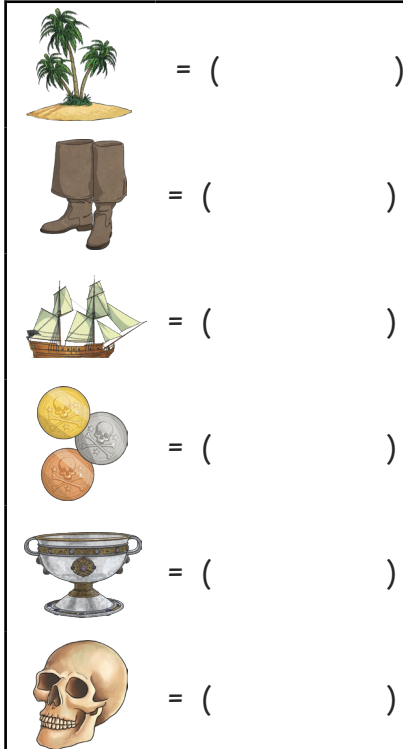
(B9) = \_\_\_\_\_

(N4) = \_\_\_\_\_

(A6) = \_\_\_\_\_

(J5) = \_\_\_\_\_

Write the grid reference for each of these items on the pirate map:



Plot these grid references on the grid using a cross:

(K9)

(M3)

(F1)

(A9)

(H6)

(A2)

(B3)

# Science- Term 3 Week 4- Shadows at play

## Guess:

In this lesson, you will be exploring the formation and features of shadows. Write your ideas next to the following questions:

- 1) What is a shadow? .....
- 2) What is needed to make a shadow? .....
- 3) How do shadows change? .....

## Move:

On a sunny morning, go outside for a game of 'shadow tag'. If possible, work with a partner (sister or brother). One partner is 'it' and tries to tag their partner's shadow. Then the other partner becomes 'it' after being tagged.

Think about

- 1) Does your shadow move in the same direction as you do?
- 2) Are you and your shadow joined together?
- 3) How can you make your shadow smaller or larger?
- 4) Where is the sun in relation to your shadow?
- 5) What do you think causes a shadow?



## Observing and Recording Shadows

Walk around your house or back yard observing sunny and shady places. Look for objects where one side is in shadow while the other side is in light.

Repeat this activity at least once more later during the day, keeping a record of your observations and how shadows change.

Optional: take photos of shadows as they change throughout the day.

## My Observations about sunny and shady places at home?

Are places or objects always in sunlight or shade throughout the day?

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Do buildings or objects always cast a shadow? What do you notice about the shape of their shadow?

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Why do you think one side of an object, for example a tree, is light and the other side is dark?

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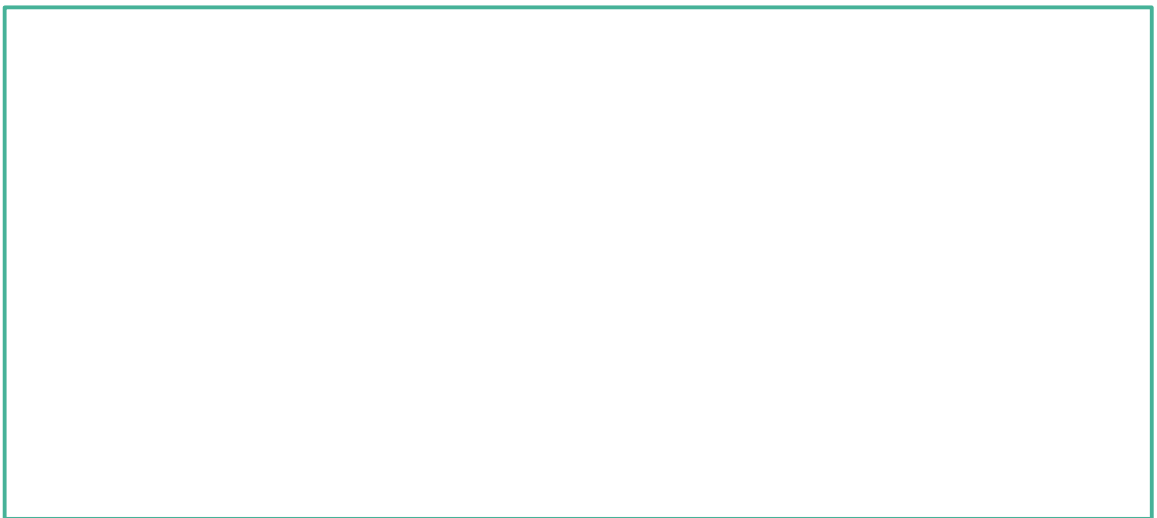
Does the length of shadows change during the day?  
Why do you think that happens?

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## Sun's Location

Draw a labelled diagram of your shadow and the position of the sun when you played shadow tag.



Draw a second diagram of yourself, your shadow and the position of the sun when you completed your second observation later on in the day.



**Think about:**

Where was the sun located?

---

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Did the position of the sun change?

---

---

How has the location changed during the day as you repeated the shadow observation activities?

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## Experiment Time-



You will need a ruler, a torch and an optional shadow puppet

- 1) Shine a torch on a vertical ruler or shadow puppet. This demonstrates (shows) the way light travels in straight lines and forms a shadow behind an opaque (not see through/transparent) object that blocks the light.

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- 2) Did you notice that the shadow is formed where the ruler/puppet stops the light?

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- 3) The shadow is behind the ruler/puppet directly in line with the light source. Move the torch and also the ruler/puppet. What happened to the shadow?

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- 4) How do you make the shadow longer or shorter?

---

---

- 5) What happens to the shadow when the light is above the ruler/puppet?

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## Lesson 85 • How Owl Got His Feathers

Name \_\_\_\_\_



### Making Connections

Linking a text to other texts you have read is a great way to build understanding. Look for key words and phrases in the texts to make the connections.

### Read the passage.

When the world was young, Owl did not have feathers. One day, all the world's birds decided to hold a grand ball.

"How can I go?" sighed Owl. "All the other birds will wear fine suits to the ball. I have no feathers, and they'll make fun of me."

Hawk heard what Owl had said, and he told the other birds. Every bird gave Hawk a feather, and Hawk passed the feathers to Owl.

Underline the key words in each text that show why the main characters need a special outfit.

Highlight the key words in each text that show why the main characters can't go to the special event.

Colour the key words in each text that show who helped the main characters.

Cinderella gazed sadly at the dying embers in the fireplace. Her stepsister's cruel words rang through her head.

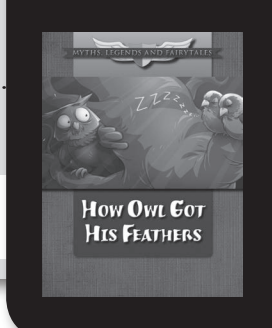
"You can't possibly come with us to the grand ball. Everyone will laugh at you in those miserable rags!"

"But you can go to the ball," said a kind voice. Cinderella gave a start. "I am your fairy godmother," continued the voice, "and I will give you a fine silk gown to wear."

**What are the connections between the texts? Colour the correct answers.**

- The main characters have only rags to wear.
- The main characters want to go to a ball.
- The main characters are birds.
- The main characters are given fine silk gowns to wear.
- The main characters don't have suitable outfits to wear to a ball.
- The main characters are sitting in front of a fireplace.
- Kind strangers help the main characters.
- The main characters are afraid that people will make fun of them.

# Lesson 85 • How Owl Got His Feathers



Name \_\_\_\_\_

### Read the passage.

Owl was so pleased! He flew proudly to the ball.

Owl was having such a wonderful time that he didn't want to give the feathers back, so he silently flew away and hid amongst the trees in the forest.

When the party was over, the other birds looked for Owl, but they could not find him. His new feathers helped him blend into the environment.

Now, Owl only comes out to hunt at night, when the other birds are sleeping.

Circle the word in each text that shows what owls are covered in.

Underline the words in each text that tell us what owls do during the day.

Highlight the words in each text that show how an owl's feathers help to protect it.

Colour the words in each text that tell us what owls do at night.

There are around 200 different owl species. They are nocturnal, which means they are active at night. During the day, they stay hidden in trees.

Most owls hunt insects, small mammals and other birds. Some species hunt fish. Their powerful talons, or claws, help them catch and kill their prey.

Compared to other birds of prey, owls are very quiet in flight. They are hard to spot during the day. Their feathers have a pattern that helps them blend in with the environment.

Use the information in the texts to write a short report about owls. Use the headings provided.

## Owls

Covering: \_\_\_\_\_

Daytime activities: \_\_\_\_\_

Nocturnal activities: \_\_\_\_\_

Camouflage: \_\_\_\_\_

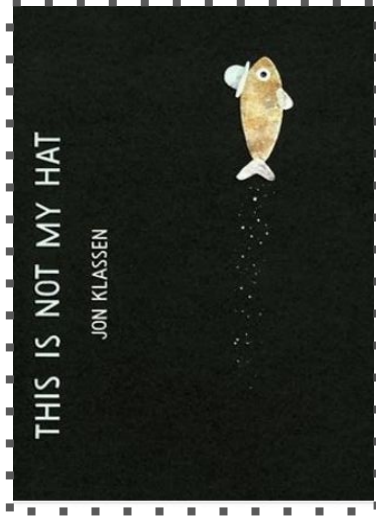


# WEEK 4 - READING

Term 3

# Morning Session: This is NOT my hat

Before reading the book. Think about the question and complete question below, using full sentences.



What can you see?

What is happening?

Who is in the picture?

Where is this taking place?

*Before reading*

# Morning Session: English Part 2

*During reading*

Click on the link.

<https://www.youtube.com/watch?v=mA9Fq0ozX-8>

THIS IS NOT MY HAT  
JON KLASSEN



What is the story about?

Why is the hat important?

Where is the small and big fish going?

Where is this taking place?

Why is the hat important?

# Morning Session: English Part 2

## *After reading*

What do you think would happen if the author continued with the story?

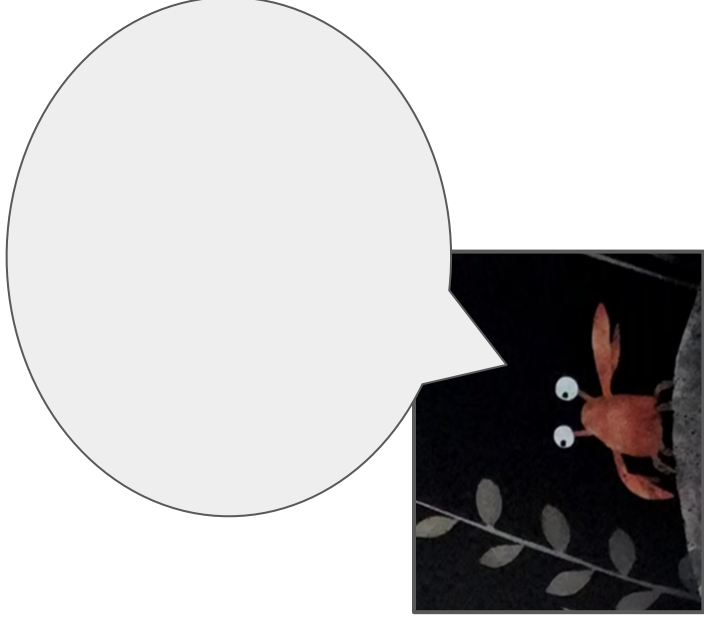
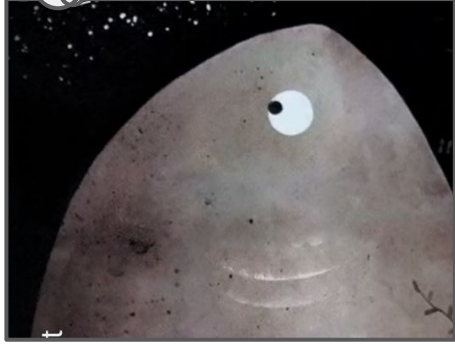
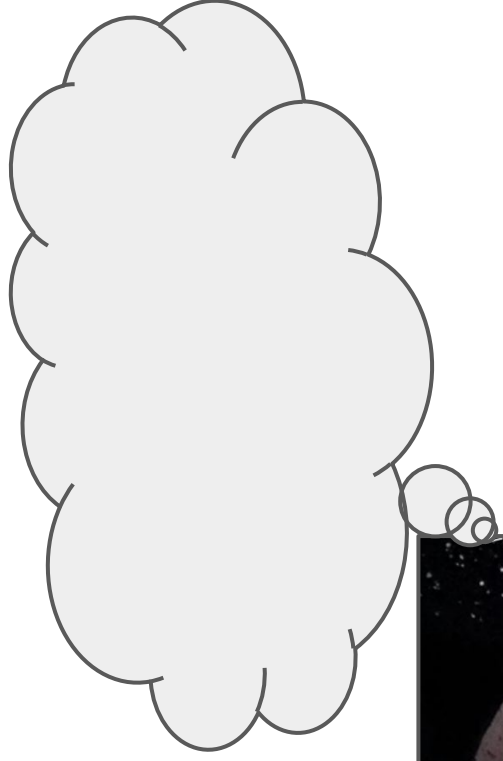
Why do you think the small fish thought it was okay to have the hat?

THIS IS NOT MY HAT  
JON KLASSEN



What is the purpose of the story?  
Explain





Can you write a dialogue between them. Don't forget to correct punctuation.

## Morning Session: English Part 3

There are to options that you can choose:

Option 1. The book was written in the **first person**. Can you rewrite it in the third person?

Option 2. Use the story as the basis of a newspaper report about a stolen hat.

**Option 1.** The book was written in the **first person**. Can you rewrite it in the third person?

## Point of View

### First Person

The character is telling the story from his or her point of view, using words like I and We.

### Third Person

The story is being told from the author's point of view, using words like he, she, and they.

**Option 2.** Use the story as the basis of a newspaper report about a stolen hat.



# Word Modality Sliding Scale Activity

Consider the low, medium and high modality words listed in alphabetical order below. Rewrite them on the sliding scale from low (weakest) to high (strongest) modality.

absolutely

always

certainly

could

definitely

frequently

likely

may

maybe

might

must

never

obviously

occasionally

often

perhaps

possibly

potentially

probably

rarely

regularly

sometimes

surely

undoubtedly

usually

will

will not

would

wouldn't

Low

Medium

High

# Switching Modality

Choose a word from each level of modality to complete the sentences.

Low	Medium	High
maybe	frequently	absolutely
might	likely	always
occasionally	often	certainly
perhaps	probably	definitely
possibly	regularly	obviously
sometimes	usually	surely

1. We \_\_\_\_\_ go to the beach on Sunday.

2. We \_\_\_\_\_ go to the beach on Sunday.

3. We \_\_\_\_\_ go to the beach on Sunday.

4. I will \_\_\_\_\_ eat dessert after dinner.

5. I will \_\_\_\_\_ eat dessert after dinner.

6. I will \_\_\_\_\_ eat dessert after dinner.

7. The puppy \_\_\_\_\_ plays with the ball.

8. The puppy \_\_\_\_\_ plays with the ball.

9. The puppy \_\_\_\_\_ plays with the ball.



What do you notice about how modality changes the strength of each sentence?

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# How has our community changed?

What features have been lost and what features have been retained?  
In the next few lessons, we are going to investigate some of the changes that have happened over time.



## Community and You

Let's find out about your connection to the local community.

Complete the worksheet "My Community & Me"

# Community and Change

Cut and paste the correct word with the meaning	
<b>change</b>	a region or part of a town, a country, or the world.
<b>community</b>	replace (something) with something else, especially something of the same kind that is newer or better.
<b>local</b>	a region or part of a town, a country, or the world.
<b>evidence</b>	an important part of something
<b>feature</b>	a group of people living in the same place


# Science - Term 3 Week 4



## Puppets



### Your choice:

- 1) Write your own script for a shadow puppet play.
- 2) Research and read about Indonesian shadow puppets.
- 3) Create props and puppets for use in a shadow puppet play.
- 4) Rehearse and perform a shadow puppet play.





# Spelling Activities Term 3



<p><b>Alphabetical Order:</b> Place your list words in alphabetical order.</p>	<p><b>Silly Story:</b> Choose 5 words and write a short funny story.</p>	<p><b>Dictionary Meanings:</b> Choose 5 words and find the dictionary meaning for each word. Put these words in sentences.</p>
<p><b>Spelling Puzzle:</b> Create a find-a-word or crossword using 10 of your spelling words.</p>	<p><b>Q&amp;A:</b> Choose 5 words and write a question where the answer is your chosen word from the list.</p>	<p><b>Synonym Search:</b> Choose 5 words and, using a thesaurus, write out as many synonyms for as many words as you can that have a similar meaning.</p>
<p><b>Syllable Sort:</b> Group your spelling words according to the number of syllables they have.</p>	<p><b>Rhyming:</b> Write as many words as you can think of that rhyme with each of your spelling words.</p>	<p><b>Riddle Me:</b> Write a riddle for 5 of your spelling words. Don't forget to add the answers to your riddles.</p> <p>eg. I am used for writing. I am straight and sharp. What am I? <b>Answer: pencil</b></p>

# Should children compete in the Olympics?

## *Planning template*

Point of View/Argument: \_\_\_\_\_

### **Body**

Reason 1:

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Evidence:

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Reason 2:

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---

---

Evidence:

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Reason 3:

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Evidence:

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### **Conclusion**

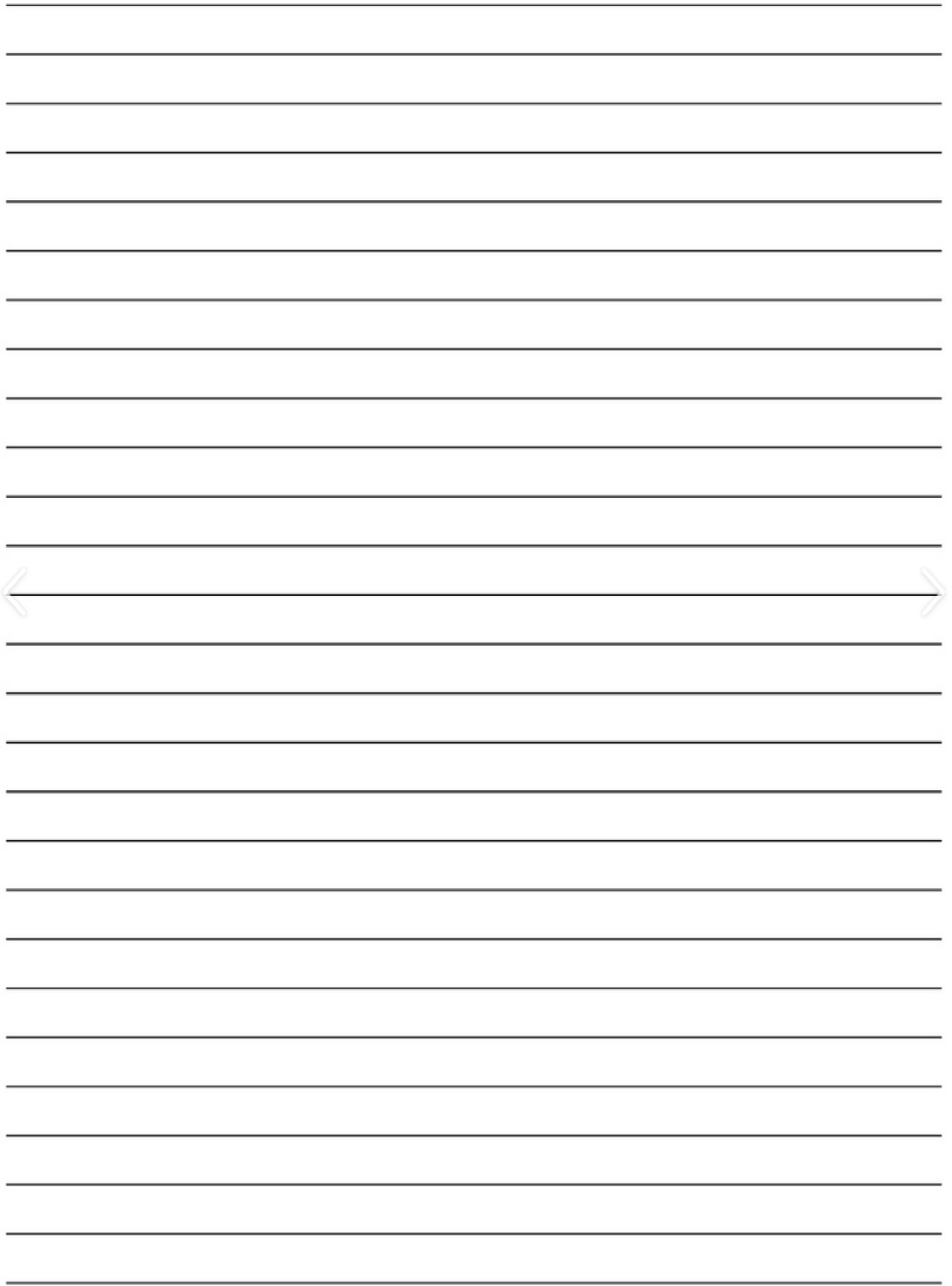
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Blank lined page with horizontal lines and a double-headed arrow in the center.

# Summer Olympic Games Sites 1980 to 2021

Year	City	Country	
1980	Moscow	Soviet Union	
1984	Los Angeles	United States of America	
1988	Seoul	South Korea	
1992	Barcelona	Spain	
1996	Atlanta	United States of America	
2000	Sydney	Australia	
2004	Athens	Greece	
2008	Beijing	China	
2012	London	United Kingdom	
2016	Rio de Janeiro	Brazil	
2021	Tokyo	Japan	





**Wednesday Last session**

**Physical Education**



**Aim:**

Design a relay activity for you and your family members to participate in. Some examples for your relay could be; an egg and spoon race, running race, basketball dribbling etc.

**Organisation:** Below list the equipment that will be required for the race

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Rules and Instructions:**

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**Sketch of the layout:**



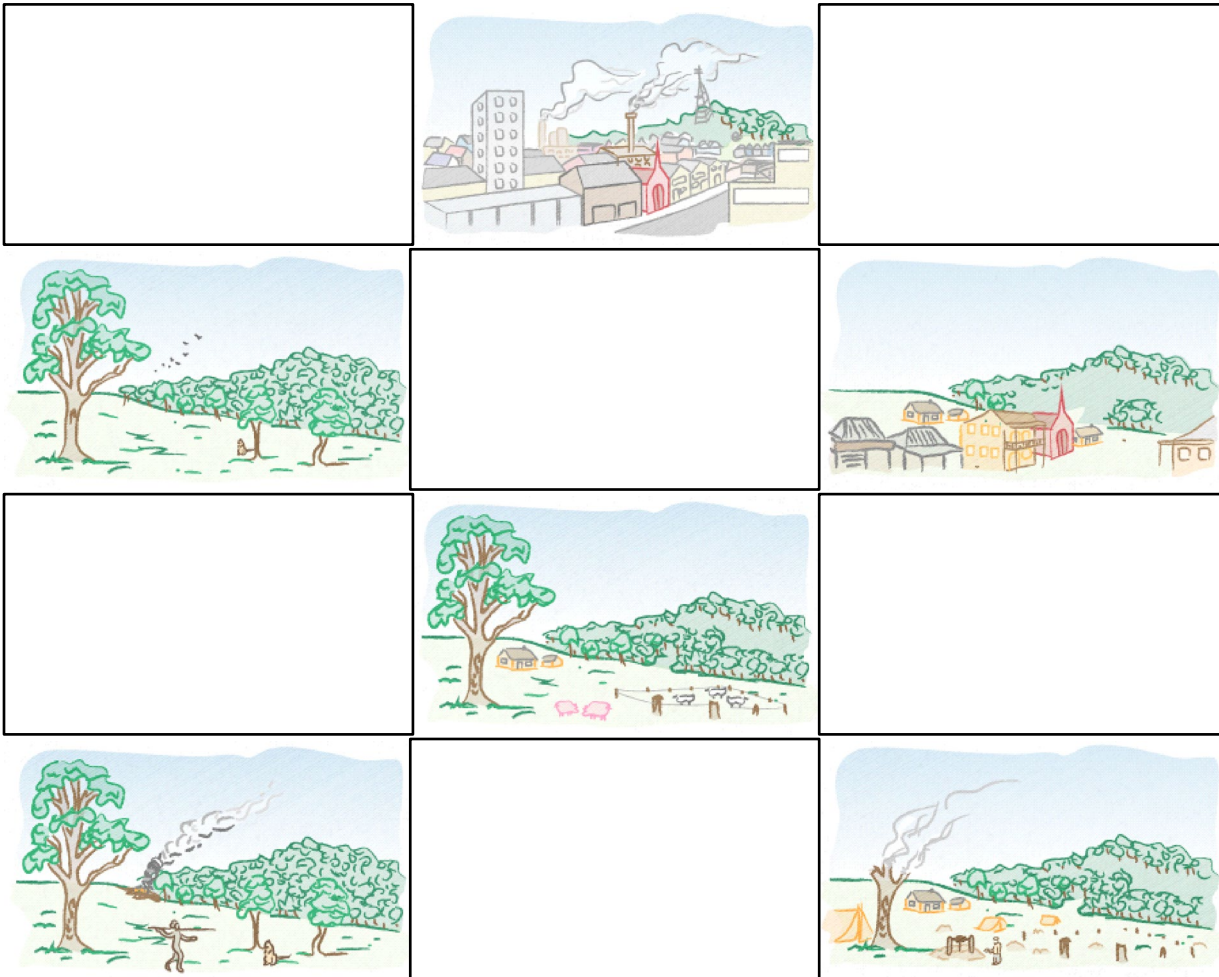


# How has our community changed?



## Activity 1 – Stages of Development?

Cut and paste the images of the environment in order from oldest or earliest to most recent or latest on a blank piece of paper.



List 6 changes below that you see happening to this environment over time.

1.

2.

3.

4.

5.

6.

# Famous Indigenous Australians

## Cathy Freeman



**Born:**  
Mackay, Queensland,  
16<sup>th</sup> February 1973,

**Birth Name:**  
Catherine Astrid Salome Freeman.

### Who is Cathy Freeman?

A former professional sprinter, Cathy Freeman is one of Australia's sporting legends. She was the first female Indigenous Australian to compete for Australia at the Olympic Games.



### Early Life

Cathy's father and his family lived in Worrabinda, where she would spend most Christmas holidays. Cathy was very athletic during her childhood and became 'hooked' on running after her first race at eight years old.

Cathy competed in her first state running championship competition after one of her primary school teachers, Mrs Bauldrey, fundraised the money for her to attend and also bought her a pair of running spikes (shoes with spiked soles for running on grass surfaces).

Mrs Bauldrey's encouragement made Cathy think seriously about a future in athletics.



Cathy had a stepfather, Bruce Barber, who also thought she was talented and started coaching her. When Cathy was 14, she told her vocational office that her career goal was to win an Olympic medal.

In 1989, Cathy often felt out of place and homesick as there were few Aboriginal and Torres Strait Islander students. There were strict routines and rules and many wealthy, ambitious students. Cathy also received a scholarship to attend Korrablyn International School, where she was professionally coached for the first time.

### Career

At 16, Cathy won her first gold medal for the 4x100 metre race at the 1990 Commonwealth Games, becoming the first Indigenous Australian to win a gold medal at the event. From here, Cathy's career



### Medals and Awards

- 1990 Commonwealth Games, gold medal in 4 x 100m relay
- 1994 Commonwealth Games, gold medal in 200m and 400m
- 1996 Atlanta Olympic Games, silver medal in 400m
- 1997 World Championships in Athens, 1<sup>st</sup> in 400m
- 1998 Australian of the Year
- 2000 Australian Sports Medal
- 2000 Sydney Olympic Games, gold medal in 400m
- 2001 The Centenary Medal
- 2001 The Medal of the Order of Australia
- 2005 Sport Australia Hall of Fame



continued to succeed. In 1994, Cathy won gold for both the 200m and 400m race at the Commonwealth Games in Canada.

In 1996, Cathy had her first shot at the Olympics, winning the silver medal for the 400m race in Atlanta. She went on to win the same event at the 1997 World Championships in Athens.

In 2000, Cathy was given the honour of lighting the flame at the Opening Ceremony of the Sydney Olympic Games. Ten days later, Cathy went on to win the women's 400m race. During her victory lap, Cathy held both the Aboriginal and Australian National flags. This was not only a way of showing her pride in her Aboriginal cultural heritage but a symbol of reconciliation and unity. She was the first female Indigenous Australian to win gold in the individual event for Australia.

### Service to the Community

Cathy went on to compete for another three years. In 2003, she announced her retirement and she continues to be an inspiration to all Australians, now giving up her time for a range of community services and charities. Cathy became an ambassador for the Australian Indigenous Education Foundation and Cottage by the Sea.

In 2007, Cathy founded the Cathy Freeman Foundation, helping Aboriginal and Torres Strait Islander children and their families realise their potential through education. She has also appeared in a couple of documentary series on Australian Television.

# Cathy Freeman Questions



1. Where was Cathy born?

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2. What is Cathy's birthdate?

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3. How old is Cathy? (You will need to do some mathematics to work out the answer.)

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4. How old was Cathy when she became 'hooked' on running?

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5. Who was one of the first people to encourage Cathy to run?

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6. When did Cathy win her first international competition?

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7. What was the goal Cathy set when she was 14 years old?

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8. Did Cathy realise her goal? Explain your answer.

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9. Cathy's teacher, Mrs. Bauldrey, and her stepfather encouraged her to start competing. Think about and describe a time when someone encouraged you.

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10. Cathy was an ambassador for two charitable organisations. Use a dictionary to find the meaning of the word 'ambassador'.

Why do you think Cathy would make a good ambassador?

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# Cathy Freeman Questions



- 1. How old is Cathy? (You will need to do some mathematics to work out the answer.)  
\_\_\_\_\_
- 2. How did Cathy become 'hooked' on running?  
\_\_\_\_\_
- 3. Who was one of the first people to encourage Cathy to run?  
\_\_\_\_\_
- 4. What does it mean when it says in the text that, 'her career went from strength to strength'?  
\_\_\_\_\_  
\_\_\_\_\_
- 5. What was the goal Cathy set when she was 14 years old?  
\_\_\_\_\_  
\_\_\_\_\_
- 6. Did Cathy realise her goal? Explain.  
\_\_\_\_\_  
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- 9. Why do you think Cathy is regarded as an 'Australian sporting legend'?

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- 10. Can you think of any other sporting legends? What are the qualities that make a 'legend'?

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# Cathy Freeman Answers



1. Where was Cathy born?  
**Cathy was born in Mackay, Queensland.**
2. What is Cathy's birthdate?  
**Cathy's birthdate is 16<sup>th</sup> February, 1973.**
3. How old is Cathy? (You will need to do some mathematics to work out the answer.)  
**In 2021, Cathy's age is 48.**
4. How old was Cathy when she became 'hooked' on running?  
**Cathy was 8 years old when she won her first running race and became 'hooked' on running.**
5. Who was one of the first people to encourage Cathy to run?  
**Cathy's primary teacher, Mrs. Bauldrey, or Cathy's first coach, her step-father Bruce Barber.**
6. When did Cathy win her first international competition?  
**Cathy won her first gold medal when she was 16 years old at the Commonwealth Games.**
7. What was the goal Cathy set when she was 14 years old?  
**Cathy's dream was to win gold at the Olympic Games.**
8. Did Cathy realise her goal? Explain.  
**Cathy first competed at the Olympics in 1996 where she won a silver medal. She realised her dream to win gold at the Olympic Games in the year 2000.**

# Cathy Freeman Answers



1. Where was Cathy born?  
**Cathy was born in Mackay, Queensland.**
2. What is Cathy's birthdate?  
**Cathy's birthdate is 16<sup>th</sup> February 1973.**
3. How old is Cathy? (You will need to do some mathematics to work out the answer.)  
**In 2016, Cathy's age is 43.**
4. How old was Cathy when she became 'hooked' on running?  
**Cathy was 8 years old when she won her first running race and became 'hooked' on running.**
5. Who was one of the first people to encourage Cathy to run?  
**Cathy's primary teacher, Mrs. Bauldrey, or Cathy's first coach, her step-father Bruce Barber.**
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7. What was the goal Cathy set when she was 14 years old?  
**Cathy's dream was to win gold at the Olympic Games.**
8. Did Cathy realise her goal? Explain.  
**Cathy first competed at the Olympics in 1996 where she won a silver medal. She realised her dream to win gold at the Olympic Games in the year 2000.**
9. Cathy's teacher, Mrs. Bauldrey, and her stepfather encouraged her to start competing.  
**Think about and describe a time when someone encouraged you.**  
**Open discussion.**

- 10. Cathy was an ambassador for two charitable organisations. Use a dictionary to find the meaning of the word 'ambassador'. Why do you think Cathy would make a good ambassador?

**An ambassador is a representative or spokesperson for an organization or activity. Cathy would make a good ambassador because she is famous / people feel proud of her / she represents unity / she is determined (accept students' own ideas).**

# Cathy Freeman Answers



1. How old is Cathy? (You will need to do some mathematics to work out the answer.)  
**In 2016, Cathy's age is 43.**
2. How did Cathy become 'hooked' on running?  
**Cathy was very athletic during her childhood and she became 'hooked' on running after winning her first race when she was 8 years old.**
3. Who was one of the first people to encourage Cathy to run?  
**Cathy's primary teacher, Mrs. Bauldrey, or Cathy's first coach, her step-father Bruce Barber.**
4. What does it mean when it says in the text that, 'her career went from strength to strength'?  
**'Strength to strength' means that Cathy's career became more and more successful.**
5. What was the goal Cathy set when she was 14 years old?  
**Cathy's dream was to win gold at the Olympic Games.**
6. Did Cathy realise her goal? Explain.  
**Yes, she did. Cathy first competed at the Olympics in 1996, where she won a silver medal. She realised her dream to win gold at the Olympic Games in the year 2000.**
7. Cathy's teacher, Mrs. Bauldrey, and her stepfather encouraged her to start competing. Think about and describe a time when someone encouraged you.  
**Open discussion.**

- 8. Cathy was an ambassador for two charitable organisations. Use a dictionary to find the meaning of the word 'ambassador'. Why do you think Cathy would make a good ambassador?

**An ambassador is a representative or spokesperson for an organization or activity. Cathy would make a good ambassador because she is famous / people feel proud of her / she represents unity / she is determined (accept students' own ideas).**

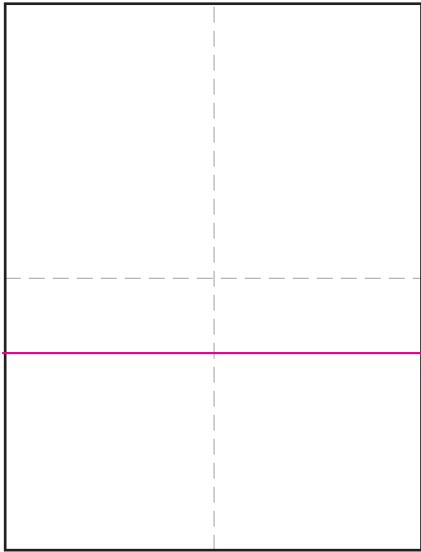
- 9. Why do you think Cathy is regarded as an 'Australian sporting legend'?

**Open discussion. Cathy was a successful athlete with many 'firsts,' including being the first Aboriginal woman to compete and win at the Commonwealth and Olympic Games.**

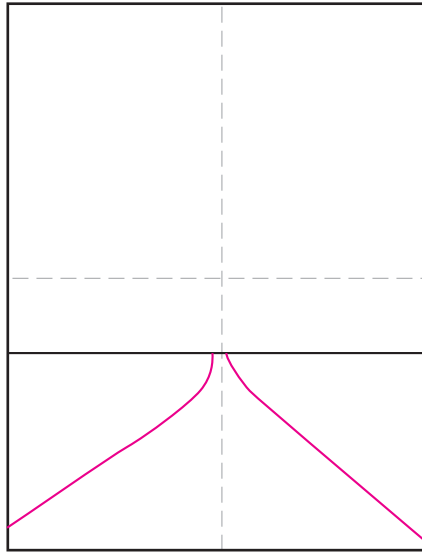
- 10. Can you think of any other sporting legends? What are the qualities that make a 'legend'?

**Open discussion.**

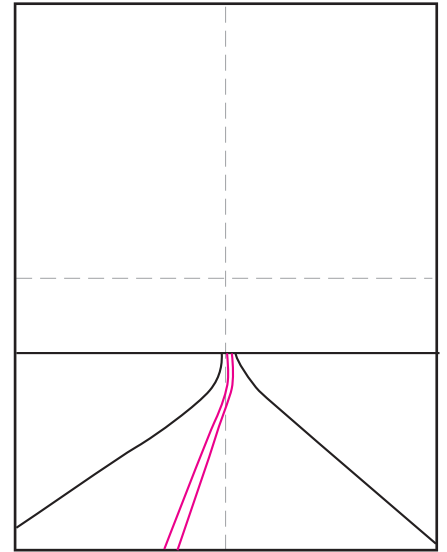
# Draw a Vanishing Point Landscape



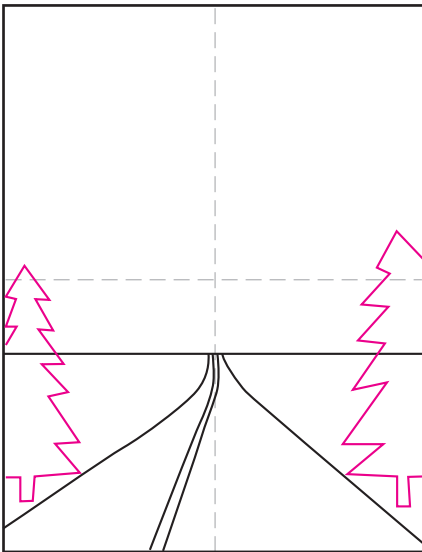
1. Draw a horizon line.



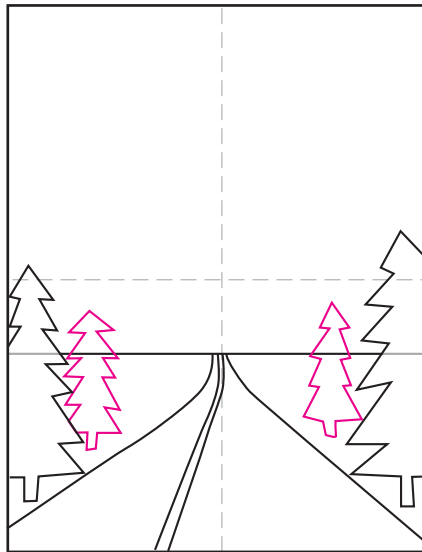
2. Draw two lines for the road.



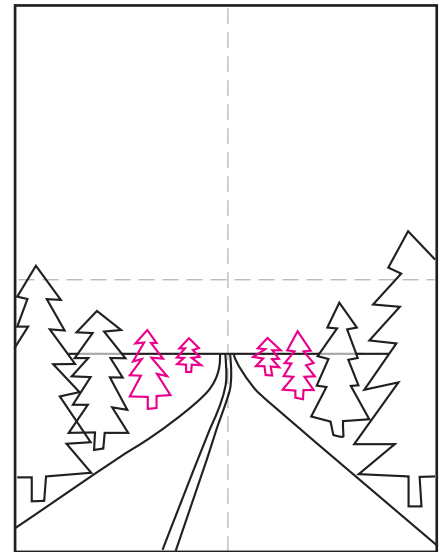
3. Add center road stripe.



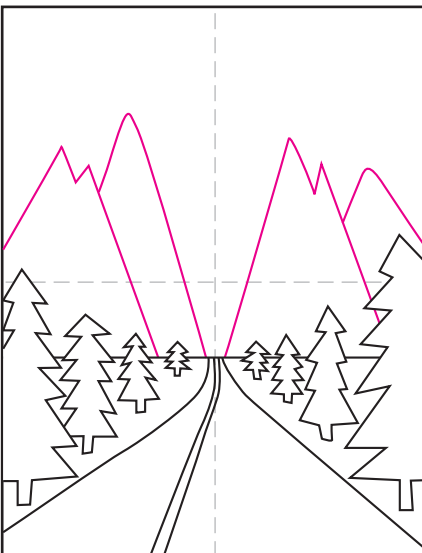
4. Draw two large trees.



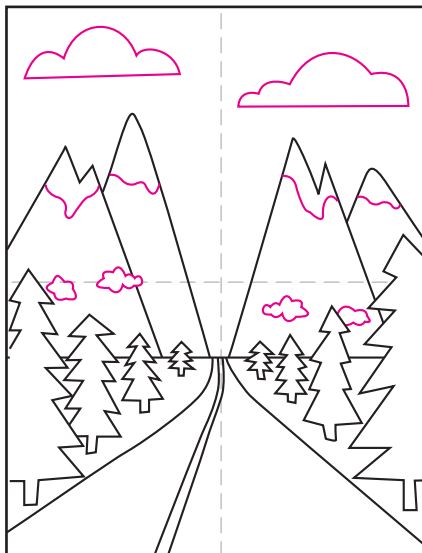
5. Erase inside, draw two smaller.



6. Draw four smaller trees.



7. Draw the mountains.



8. Add snowcaps and clouds.

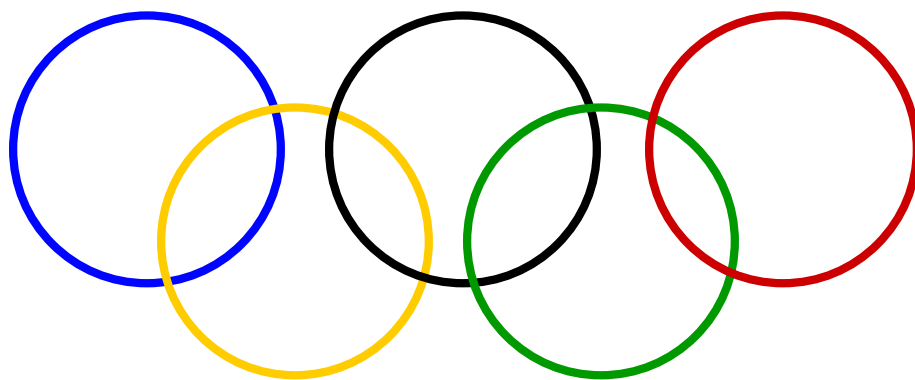


9. Trace with a marker and color.



# Vanishing Point Landscape





## HOST YOUR OWN OLYMPIC SPORT GAMES

Try out some of these fun sports activities. Make your own medals!

TRY SPRINTS  
AT A  
LOCAL TRACK

LEARN ABOUT  
THE DISCUSS  
USE FRISBEE

OBSTACLE  
COURSE  
FOR TIME

SET UP A  
LONG JUMP

TRY POOL  
NOODLE  
FENCING

GYMNASTICS  
OUTDOORS

PLAY FOOTBALL  
{SOCCER}

TARGET  
PRACTICE  
NERF GUNS

TRY  
ARCHERY  
NERF BOWS

GO SWIMMING  
LEARN A  
NEW STROKE

HAVE A  
BASKETBALL  
GAME


TRY GOLF,  
PUTTING, OR  
MINI GOLF

TRY  
BALLOON  
TENNIS

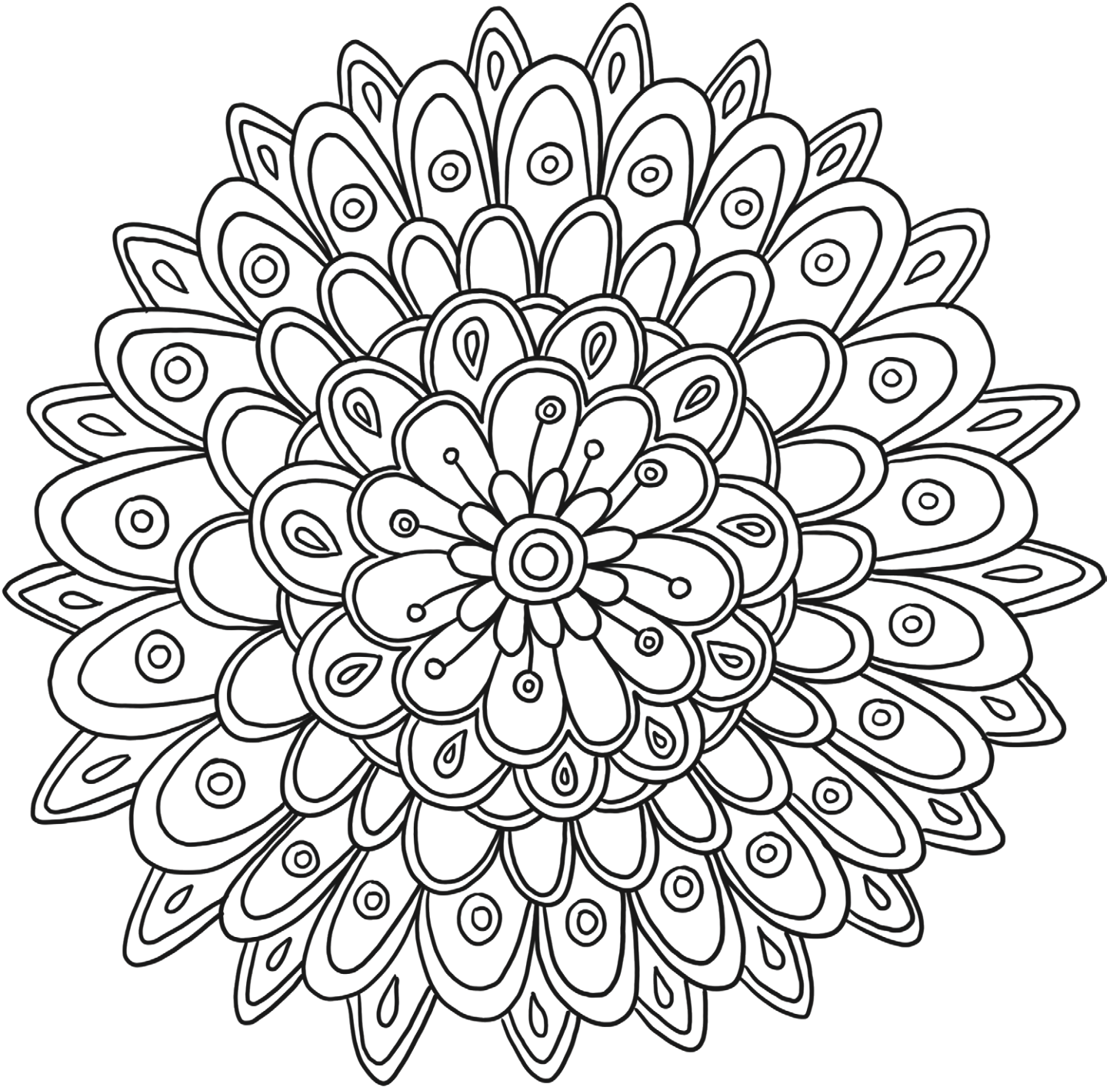
RACE WALK  
OR RUN

GO BIKING OR  
CYCLING FOR  
DISTANCE

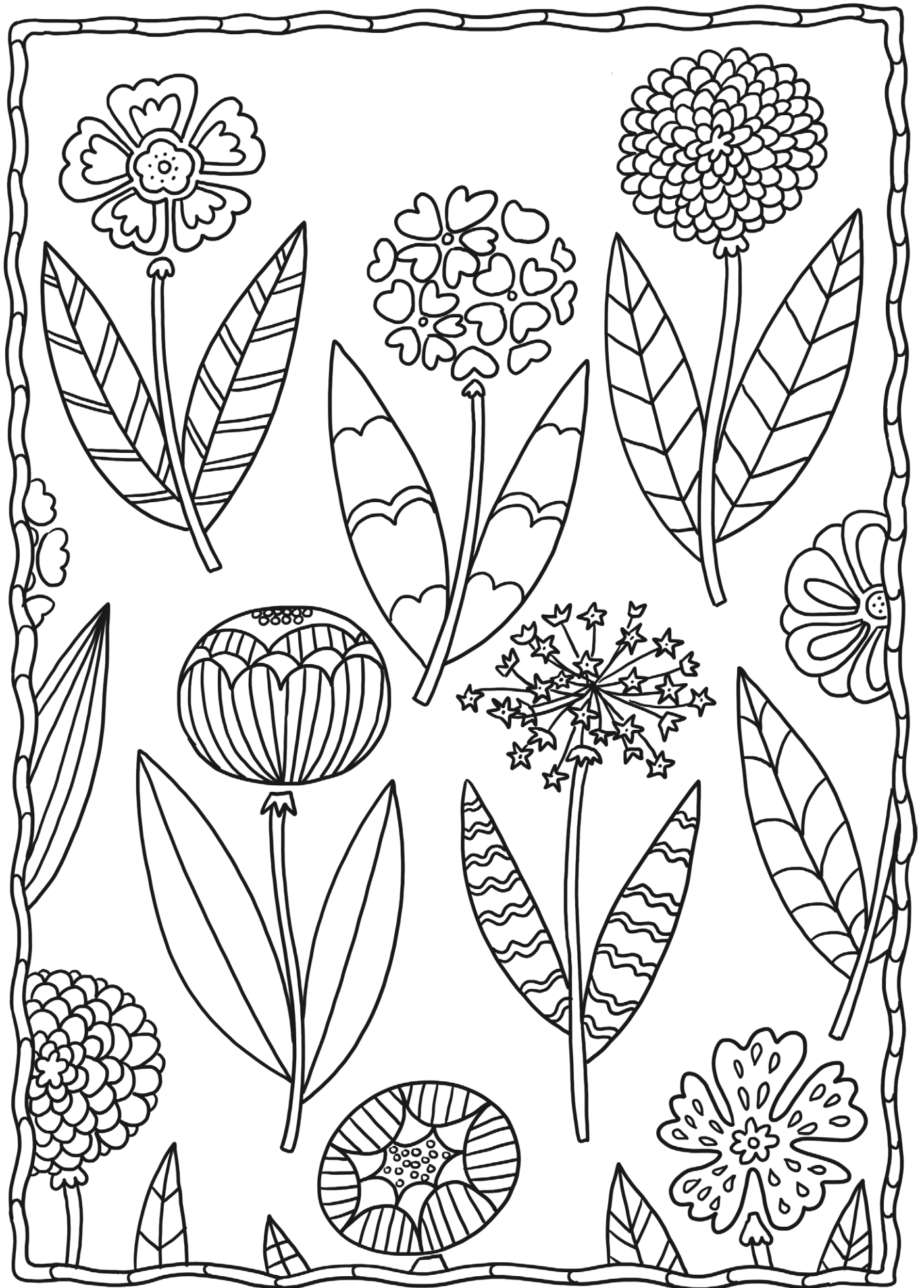


<p>Design your dream bedroom using grid paper where 10cm = 1 metre. Your budget for new furniture is \$1000. Make a list of the items you would buy, where you are buying them from, and their cost.</p>	<p style="text-align: center;"><b><u>Maths Playground</u></b>  <a href="https://www.mathplayground.com/grade_3_games.html">https://www.mathplayground.com/grade_3_games.html</a>          Play some fun games on Math Playground!</p>	<p>Write 5 real-life word problems that need to be solved using addition or subtraction. Answer each problem and show your working</p>
<p>Number busting: our number for today is 24. Draw and write everything you know about 24 (you can use any operation you like).</p>	<p style="text-align: center;"><b>Optional Activities</b></p>  <p>The logo is a circular emblem with a green border. Inside the circle, the words 'NEWBRIDGE' are written in an arc at the top and 'HEIGHTS' at the bottom. In the center, there is a stylized figure of a person jumping over a bar, with 'PS' written below it.</p>	<p>Make and decorate a paper aeroplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance.</p>
<p>Draw a birds eye view map of your house and label it.</p>	<p>Use toothpicks and Blue-Tac/ playdough to make different 3D objects.</p>	<p>Design a new layout for your classroom. Make sure you include measurements. You will need to think the shape of the classroom and the furniture.</p>

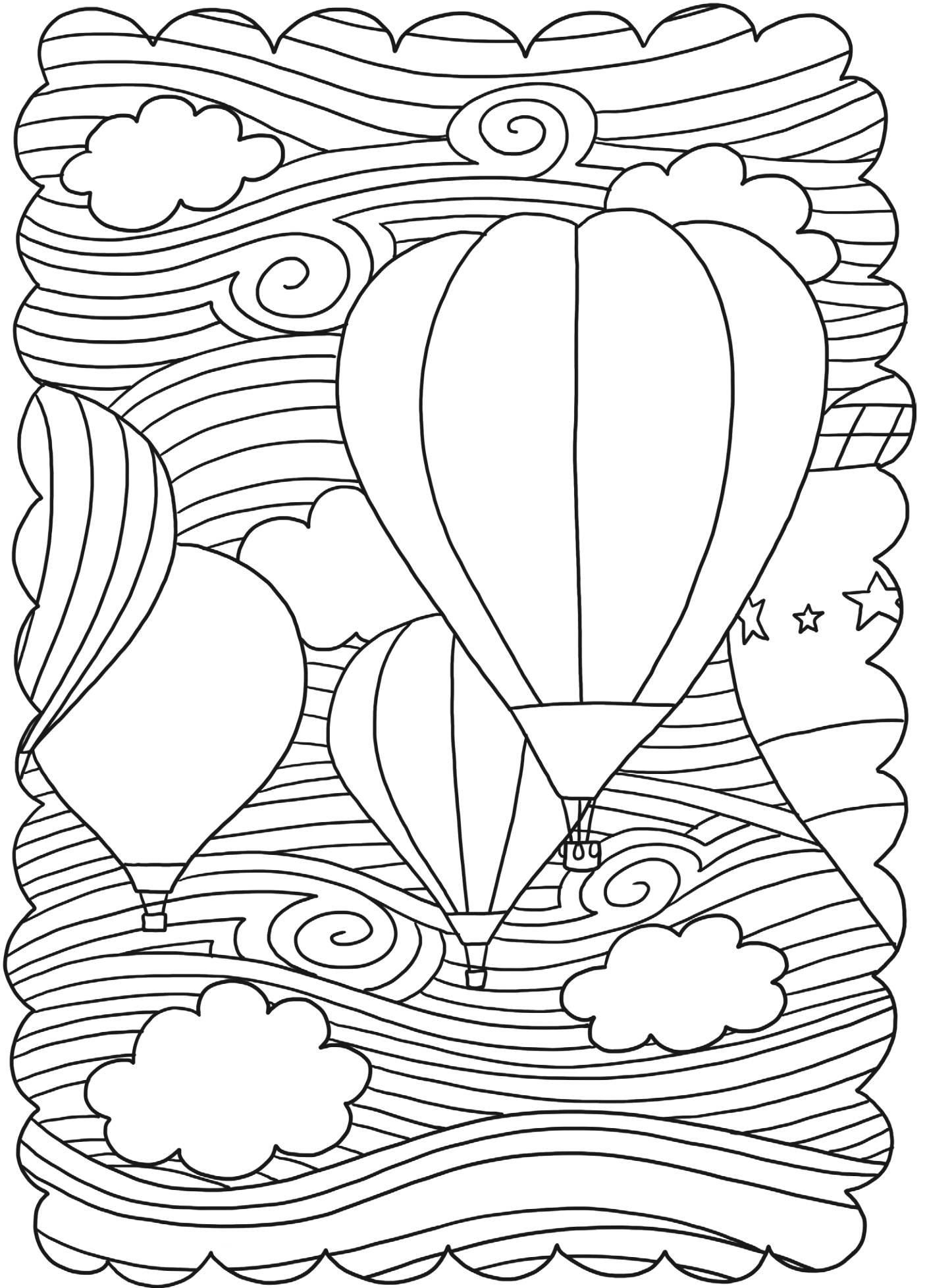
# Mindfulness Colouring



visit [twinkl.com](https://www.twinkl.com)







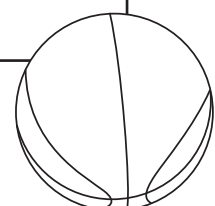
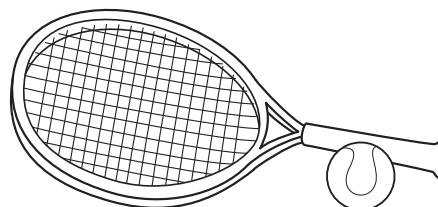
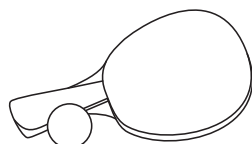
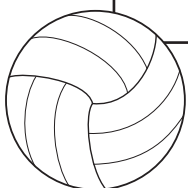
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Olympic Sport - Word Unjumble

Unjumble this list of different sports.  
Use the pictures as clues.

ketbasallb	
nasgymtcis	
rocsce	
wimngsim	
nntsie	
loelbvlayl	
letathics	
flgo	
douj	
ingrow	



## Answers

ketbasallb	basketball
nasgymtcis	gymnastics
rocsce	soccer
wimngsim	swimming
nntsie	tennis
loelbvlayl	volleyball
letathics	athletics
flgo	golf
douj	judo
ingrow	rowing

