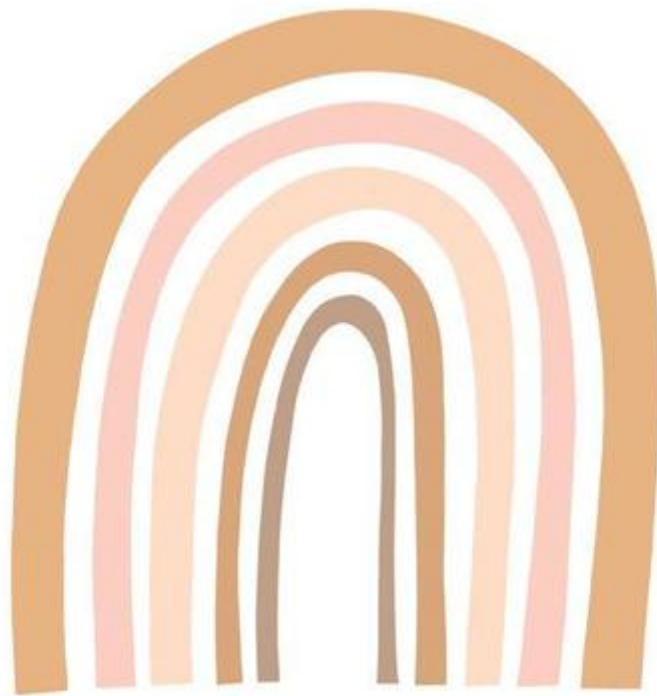



WEEK 7
OFFLINE LEARNING BOOKLET
YEAR 4



Name: _____

Class: _____


Term 3 – Week 7 Year 4 OFFLINE VERSION

	Monday	Tuesday	Wednesday	Thursday	Friday FUN
9:00	<p>Spelling: Complete the first page of unit 26 of your soundwaves book.</p> <p>English: Students review AFOREST (persuasive language techniques) and practice 3 techniques: facts vs opinion, hyperbole (exaggeration) and emotive language.</p>	<p>Book Week: Listen to the story: 'Your birthday was the best'</p> <p>Reading eggspress Login and complete assigned comprehension activity Reading Eggspress: 129- How big is your carbon footprint</p>	<p>Book Week: Book week reading challenge- Read a book in different locations and take a photo</p> <p>English: Marsupials cause and effect</p>	<p>History Students analyse sources and make a timeline to understand significant people who made significant change to Liverpool.</p> <p>English: .Electricity- Main ideas and detail</p>	<p>Throughout the day:</p> <ul style="list-style-type: none"> - Edit Your Work Go through your slides and find any mistakes. Change these with the colour red. - ZOOM: Book week themed Dress up Zoom! Dress up in theme - Games: Play board games and/or puzzles. e.g. Uno, dominos, jenga (boggle, solitaire online) - Healthy eating: Make your lunch/fruit break and make it in the shape of an animal. Take a photo 
10.30-10.45	FRUIT BREAK				
	<p>Book Week: The theme of Book Week this year is... Older Worlds, New Worlds, Other Worlds. Design a poster to advertise Book Week. Use persuasive language</p>	<p>History: Students analyse primary sources to make sense about the cultural makeup of the Liverpool community compared to now.</p>	<p>PDHPE: Students will be reading information regarding keeping their information safe online</p>	<p>Spelling: Soundwaves complete the second page of unit 26 of your soundwaves book.</p>	
11.30-12.25	LUNCH				
	<p>Maths: WALT: This week Describe and interpret information presented in simple tables, column graphs and picture graphs Collect data and create a list or table to organise the data, eg collect data on favourite breakfast of family members.</p>	<p>Maths: Use computer software to create a table to organise collected data, Conduct a survey to collect categorical data</p>	<p>Maths: Conduct a survey to collect categorical data</p>	<p>Maths: Discuss and determine a suitable scale of many-to-one correspondence to draw graphs</p>	
1.25-1.45	RECESS				

<p>1:45-3:00</p> <p>Science: This week you will be completing your 'shadow stick' investigation and seeing how to use the sun as a clock.</p>	<p>Science: This week, continue constructing a model of a traditional Indigenous shelter and conducting your investigation.</p>	<p>PDHPE: Students will complete an activity from the PDHPE grid.</p> <p>Optional Design a lesson for your classmates to participate in, either teaching a game or a skill. Remember to include;</p> <ul style="list-style-type: none"> - Rules - Equipment - A diagram of the set up - Instructions, in steps - Get creative! If you don't have much equipment at home, use whatever you have around the house. 	<p>Art:</p> <ul style="list-style-type: none"> - Draw a city landscape - Give the city a name <p>Book Study: Watch the story and draw a picture.</p>	
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Term 3 – Week 7- Year 4 ONLINE VERSION

	Monday	Tuesday	Wednesday	Thursday	Friday FUN
<p>9:00</p> <p>Spelling: Complete the first page of unit 26 of your soundwaves book.</p>	<p>Book Week: Listen to the story: 'Your birthday was the best'</p>	<p>Book Week: Book week reading challenge- Read a book in different locations and take a photo</p>	<p>History Students analyse sources and make a timeline to understand significant people who made significant change to Liverpool.</p>	<p>Throughout the day:</p> <ul style="list-style-type: none"> - Edit Your Work Go through your slides and find any mistakes. Change these with the colour red. 	<p>Throughout the day:</p> <ul style="list-style-type: none"> - ZOOM: Book week themed Dress up Zoom! Dress up in theme - Games:
<p>9:30</p> <p>English: Students review AFOREST (persuasive language techniques) and practice 3 techniques: facts vs opinion, hyperbole (exaggeration) and emotive language.</p>	<p>Reading eggspress Login and complete assigned comprehension activity Reading Eggspress: 129- How big is your carbon footprint</p>	<p>English: Marsupials cause and effect</p>	<p>English: .Electricity- Main ideas and detail</p>		
<p>10.30-10.45</p> <p>FRUIT BREAK</p>					

	<p>Book Week: The theme of Book Week this year is...Older Worlds, New Worlds, Other Worlds.Design a poster to advertise Book Week.</p> <p>Use persuasive language</p>	<p>History: Students analyse primary sources to make sense about the cultural makeup of the Liverpool community compared to now.</p>	<p>PDHPE: Students will be reading information regarding keeping their information safe online. They will be viewing a variety of videos from 'Hector's World' to gain a deeper understanding.</p>	<p>Spelling: Soundwaves complete the second page of unit 26 of your soundwaves book.</p>	<p>Play board games and/or puzzles. e.g. Uno, dominos, jenga (boggle, solitaire online)</p> <p>- Healthy eating: Make your lunch/fruit break and make it in the shape of an animal. Take a photo</p> <p>- Computer- Free Prodigy, Reading eggspress, typing club or maths playground</p>
<p>11.30-12.25</p>	<p>LUNCH</p>				
	<p>Maths: WALT: This week Describe and interpret information presented in simple tables, column graphs and picture graphs</p> <p>Collect data and create a list or table to organise the data, eg collect data on favourite breakfast of family members.</p>	<p>Maths: Use computer software to create a table to organise collected data, conduct a survey to collect categorical data</p>	<p>Maths: Conduct a survey to collect categorical data</p>	<p>Maths:Discuss and determine a suitable scale of many-to-one correspondence to draw graphs</p>	
<p>1.25-1.45</p>	<p>RECESS</p>				
<p>1:45-3:00</p>	<p>Science: This week you will be completing your 'shadow stick' investigation and seeing how to use the sun as a clock.</p>	<p>Science: This week, continue constructing a model of a traditional Indigenous shelter and conducting your investigation.</p>	<p>PDHPE: Students will complete an activity from the PDHPE grid. Optional Design a lesson for your classmates to participate in, either teaching a game or a skill. Remember to include;</p> <ul style="list-style-type: none"> - Rules - Equipment - A diagram of the set up - Instructions, in steps - Get creative! If you don't have much equipment at home, use whatever you have around the house. 	<p>Minecraft: Students complete the Minecraft world 'The college of art' to learn about elements and principles and build their own in a gallery.</p>	

Unit 26



v ve vase sleeve

List Words

- never _____
- eleventh _____
- seventh _____
- seventeen _____
- heavy _____
- heavier _____
- evening _____
- invite _____
- travel _____
- lovely _____
- knives _____
- believe _____
- favourite _____
- themselves _____

Grapheme Chart

letters	words

1 Circle the letters that represent in the List Words.

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

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

4 Follow the pattern to finish the columns. Finish the sentences with your words.
 If a word ends with a consonant and y, we usually change y to i before we add **er** or **est**.
 Go to Helpful Hint **17**.

Describing 1	Comparing 2	Comparing 3 or more
funny	funnier	funniest
lovely		
heavy		

The daisies are lovely. The roses are even _____.

The orchids are the _____ of all.

My bag is heavy. Yours is even _____. Kevin's bag is the _____ of all.

5 Write the pairs of words that have been contracted into these words.

Go to Helpful Hint **8**.

I've _____ we've _____ you've _____

you're _____ they've _____ haven't _____

6 Circle the 5 pairs of words that can shorten to contractions. Rewrite the sentences changing the circled words to contractions.

We have invited our favourite friends to visit this evening. They have travelled by themselves to places you have visited. You are invited too. I have never travelled by myself.



w wh u web whale queen



List Words

- water _____
- which _____
- weekend _____
- sandwich _____
- won't _____
- without _____
- woman _____
- towards _____
- upwards _____
- square _____
- question _____

1 Circle the letters that represent in the List Words.

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

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

4 Read the words at the top of each column to decide which verb to write.

Today I	Yesterday I	I have	I am
water	watered	watered	watering
go	went		
wind		wound	
win	won		
wake		woken	

Grapheme Chart

letters	words

5 Write words ending with the suffix **ward** or **wards** that have the following meanings.

✚ The suffix **ward** or **wards** can mean *towards* or *in the direction of*. For example, **backwards** means *towards the back*.

towards north _____ toward the wind _____

in the direction up _____ in the direction of down _____

Challenge Colour all the singular words in the list and the plural forms of those words in the Word Search. Some words share letters. The words go . Go to Helpful Hints **9**, **5a**, and **5c**.

Singular

Plural

- self _____
- question _____
- knife _____
- sandwich _____
- loaf _____
- square _____
- thief _____
- woman _____
- life _____

w	o	m	a	n	w	o	e	f	i	n	k	s	s	w	f	t
s	e	h	c	i	w	d	n	a	s	!	e	e	e	e	w	h
s	e	r	a	u	q	s	h	l	a	r	v	t	i	l	a	i
l	o	a	v	e	s	c	i	h	a	l	a	h	m	p	f	e
s	e	v	i	l	!	f	q	u	e	s	t	i	o	n	s	v
n	o	i	t	s	e	u	q	s	a	n	d	w	i	c	h	e
k	n	i	v	e	s	s	f	a	o	l	n	e	m	o	w	s

Hidden Words _____

Unit 26



v ve vase sleeve

List Words

never	4
eleventh	7
seventh	6
seventeen	8
heavy	4
heavier	5
evening	5
invite	5
travel*	6
lovely	5
knives	4
believe	5
favourite*	7
themselves	8

Grapheme Chart

letters	words

1 Circle the letters that represent in the List Words.

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

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

4 Follow the pattern to finish the columns. Finish the sentences with your words.
 ✚ If a word ends with a consonant and y, we usually change y to i before we add er or est.
 ↻ Turn to 17 page 79.

Describing 1	Comparing 2	Comparing 3 or more
funny	funnier	funniest
lovely	lovelier	loveliest
heavy	heavier	heaviest

The daisies are lovely. The roses are even **lovelier**.

The orchids are the **loveliest** of all.

My bag is heavy. Yours is even **heavier**. Kevin's bag is the **heaviest** of all.

5 Write the pairs of words that have been contracted into these words.
 ↻ Turn to 8 page 79.

I've **I have** we've **we have** you've **you have**

you're **you are** they've **they have** haven't **have not**

6 Circle the 5 pairs of words that can shorten to contractions. Rewrite the sentences changing the circled words to contractions.

We have invited our favourite friends to visit this evening. They have travelled by themselves to places you have visited. You are invited too. I have never travelled by myself.

We've invited our favourite friends to visit this evening.

They've travelled by themselves to places you've visited.

You're invited too. I've never travelled by myself.



w wh u web whale queen



List Words

- water 4
- which 3
- weekend 6
- sandwich* 6
- won't 4
- without 5
- woman 5
- towards 6
- upwards 6
- square 4
- question 7

1 Circle the letters that represent in the List Words.

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

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

4 Read the words at the top of each column to decide which verb to write.

Today I	Yesterday I	I have	I am
water	watered	watered	watering
go	went	gone	going
wind	wound	wound	winding
win	won	won	winning
wake	woke	woken	waking

Grapheme Chart

letters	words

5 Write words ending with the suffix **ward** or **wards** that have the following meanings.

The suffix **ward** or **wards** can mean *towards* or *in the direction of*. For example, *backwards* means *towards the back*.

towards north northward/s toward the wind windward/s

in the direction up upward/s in the direction of down downward/s

Challenge Colour all the singular words in the list and the plural forms of those words in the Word Search. Some words share letters. The words go . Turn to **9** page 79, **5a** and **5c** page 78.

- | | |
|----------|-------------------|
| Singular | Plural |
| self | <u>elves</u> |
| question | <u>questions</u> |
| knife | <u>knives</u> |
| sandwich | <u>sandwiches</u> |
| loaf | <u>loaves</u> |
| square | <u>squares</u> |
| thief | <u>thieves</u> |
| woman | <u>women</u> |
| life | <u>lives</u> |

w	o	m	a	n	w	o	e	f	i	n	k	s	s	w	f	t
s	e	h	c	i	w	d	n	a	s	!	e	e	e	e	w	h
s	e	r	a	u	q	s	h	l	a	r	v	t	i	l	a	i
l	o	a	v	e	s	c	i	h	a	l	a	h	m	p	f	e
s	e	v	i	l	!	f	q	u	e	s	t	i	o	n	s	v
n	o	i	t	s	e	u	q	s	a	n	d	w	i	c	h	e
k	n	i	v	e	s	s	f	a	o	l	n	e	m	o	w	s

Hidden Words **Wow! What a champ!**

AFOREST

Alliteration

Facts

Opinions

Repetition (and rhetorical questions)

Emotive language (and exaggeration)

Statistics

Three (rule of)

How many techniques can you use in your next persuasive writing?

Which techniques have you tried to use in your writing so far?



WALT use emotive language to create interest in our writing

Emotive language is the deliberate use of words to influence emotion or evoke an emotional response. It can be positive, negative, welcoming or threatening, depending on the words selected.

Look at the picture of the puppy. Write a list of emotion words that describes this picture



Write an emotive sentence about the puppy:

WALT use hyperbole to create interest in our writing

Hyperbole is an exaggerated statement. It influences the audience to feel a certain way about a character or situation.

What are we learning about Mrs Lord?

- ✓ **Mrs lord could eat a horse!**
- ✓ **Mrs Lord's tummy was beginning to eat itself!**

How else could we describe someone being hungry?

✓

Think of something you like to do. Write a hyperbole sentence about your need to do that thing!

WALT use facts and opinions in our persuasive writing

- *While in primary school we are given opportunities to prove that our opinions are the correct opinions but that doesn't make them facts. We try to use facts to support our opinions.*

Opinion – puppies and kittens are cute.

Fact - When human babies are born, they are far more helpless than other newly born animals. They are therefore designed to attract other humans to look after them. Consider their round face, large eyes, small nose and plump tummies. Who else has these features? Kittens and puppies also possess these features, making them attractive to humans, and giving humans the desire to want to take care of them.

Write an opinion sentence about home learning

Write a factual sentence about home learning

Book Week 2021



Book Week Monday

The theme of Book Week this year is...

Older Worlds, New Worlds, Other Worlds

Think about what this might mean Books can take us to the past, can take us on a journey to the future or transport us to fabulous and fantasy places

Design a poster to advertise Book Week.

Use persuasive language.



Book Week Tuesday

Listen to this
shortlisted book

We hope you enjoy it



Book Week Wednesday

Book Week Reading Challenge

Choose a book and a spot from the list. Read your book and then check off the spot. See how many places you can check off during book week!



Outside	With a torch	After dinner	
At lunch	Inside a blanket fort	On a pile of pillows	
In your bed	On the grass	With a pair of sunnies on	
Next to your toys	In the car	While eating breakfast	
In a sleeping bag	At the table	On the computer (Wushka)	
With a stuffed toy	In the wardrobe	With an adult	
On the couch	In the garage	Under a blanket	
With your brother, sister, or pet	While someone is cooking	On the phone/ video call to someone	
In a bathtub	In your PJs	On a bed	
Under the table	On your back	Your own choice _____	



Why don't you take a photo and share with your teacher.

CBCA BOOK WEEK

OLD WORLDS, NEW WORLDS,
OTHER WORLDS

21-27 AUGUST 2021

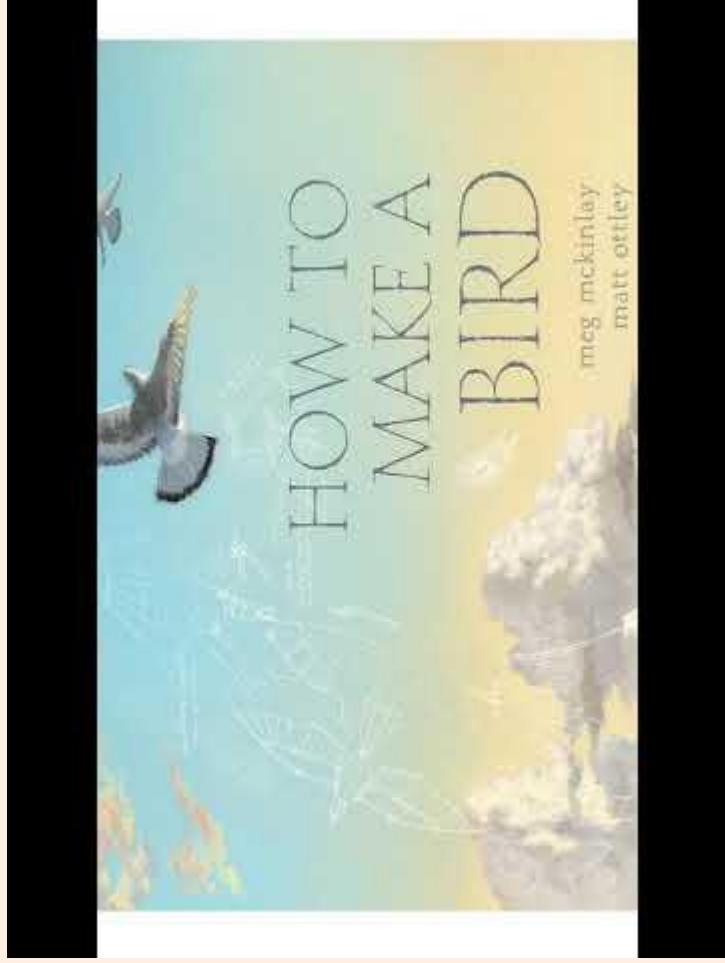
#CBCA2021



Book Week - Thursday

Draw a picture of a flying machine

Use your imagination and share with your teacher.



Book Week Dress Up for Zoom

Week 6 Friday

Wear a costume or make one to wear to our

Zoom meeting on Friday.

Come prepared to tell us about what or who you dressed as and why you chose it.



Science - Term 3 Week 7

L2 Indigenous peoples' traditional shelters

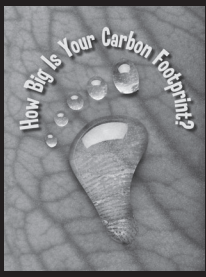


This week, continue constructing a model of a traditional Indigenous shelter and conducting your investigation.

Indigenous peoples' traditional shelters were constructed to take advantage of the Sun and its seasonal path.

Over the next 3 weeks, you will construct a model of a traditional shelter and conduct an investigation into the amount of shadow within the shelter during a day.

Use materials that you think suitable: sticks, bark, grass. Refer to 'Sheet 2 Indigenous Shelters' for additional ideas.



Lesson 129 • How Big Is Your Carbon Footprint?

Name _____

Cause and Effect

To find cause and effect, we ask why something happens and what the result is.

Read the passage.

Underline the sentence that contains the answers to questions 1 and 2.

Highlight the phrase that tells us where ice is melting.

Circle the cause of the melting ice.

Many scientists believe that we should be concerned about global warming. Firstly, they say measurements taken on Earth and in space show that the average temperature is getting higher. They attribute this rise in temperature to the gases released into the atmosphere when fossil fuels are burned. Secondly, the warmer temperatures are causing vast chunks of ice to melt around the north and south poles, resulting in rising sea levels. This could lead to coastal areas and low-lying land being swamped. Finally, they point to the shrinking of glaciers in many parts of the world.

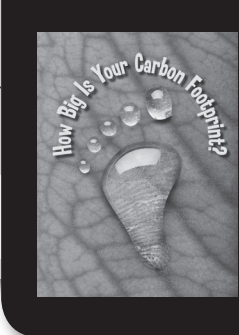
Colour the sentence that contains the answer to question 3.

Circle the key word that tells us what is happening to glaciers as a result of warmer temperatures.

Colour the correct answers.

- 1 According to many scientists, what is **causing** temperatures to rise?
 storms on the sun earthquakes and volcanoes
 disappearing rainforests burning fossil fuels
- 2 According to many scientists, what **effect** are gases from burning fossil fuels having on the earth? They are **causing** ...
 temperatures to fall. temperatures to rise.
 lots of thunderstorms. earthquakes and volcanoes.
- 3 What **could happen** if sea levels continue to rise?
 Swamps will form. The land will rise with the water.
 Coastal areas will be swamped. The continents will break up.
- 4 What do many scientists believe is **causing** glaciers to shrink?
 rising temperatures heavy rainfall not enough rainfall strong winds

Lesson 129 • How Big Is Your Carbon Footprint?



Name _____

Read the passage.

Circle the key phrase that tells us what some scientists believe about global warming.

Underline the sentence that helps to answer question 1.

But there are some scientists who tell us that global warming is a natural process that has been happening for the last 6,000 years. The average temperature today, they say, is approximately 11 degrees warmer than it was back then, but it has been rising gradually since that time, not suddenly in the last 100 years. These scientists blame global warming on the way our planets are aligned and the effect they have on our orbit, and that is something we have no control over.

As for me, I have always preferred to err on the side of caution, so I will continue to switch off lights and do whatever I can to reduce my carbon footprint on the planet.

Colour the words that tell us what the author is going to continue to do.

Highlight the words that tell us why the author is going to continue doing what he or she has always done.

1 Carefully explain what some scientists believe is the **cause** of global warming.

2 What **effect** does the author believe his or her actions might have on the environment?

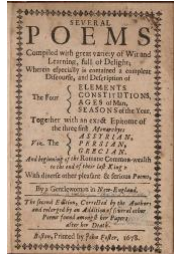
History:

Learning Intention:

We are learning to identify the various cultural groups that live in the local community through primary sources

What is a primary source?

Primary Sources are immediate, first-hand accounts of a topic, from people who had a direct connection with it. Primary sources can include: Newspaper reports, by reporters who witnessed an event, speeches, diaries, letters and interviews, photographs, video, or audio that capture an event.



Primary Source:



Answer the questions: (You will need to infer):
Where is this image taken?

What year was this image taken?

How old are these children?

Why was this image taken?

What is the cultural background of these students? Where are they from?

Primary Source:

This is a photograph of Students from Liverpool Public School 1927


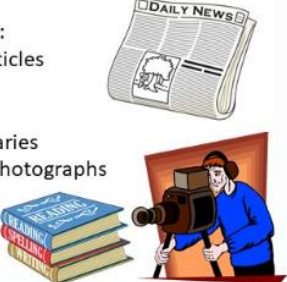


Where do you think the children's families came from? (Background)?
How does this compare to where your family is from? Have things changed?

History- Lesson 2

Learning Intention:

We are learning to identify the various cultural groups that live in the local community through primary sources

<h2>Primary Sources</h2>	<h2>vs</h2>	<h2>Secondary Sources</h2>
<p>A piece of evidence created by someone at the time of the event.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Letters• Diaries• Original photographs• Government records• Autobiographies• Artifacts• Some speeches• And more... 		<p>Information created by someone who was not present at an event, after an event happened.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Newspaper articles• Textbooks• Biographies• TV Documentaries• Non-original photographs• Encyclopedias• Dictionaries• And more... 

Source:



Primary or Secondary Source?

Has anyone seen this statue?

What is this?

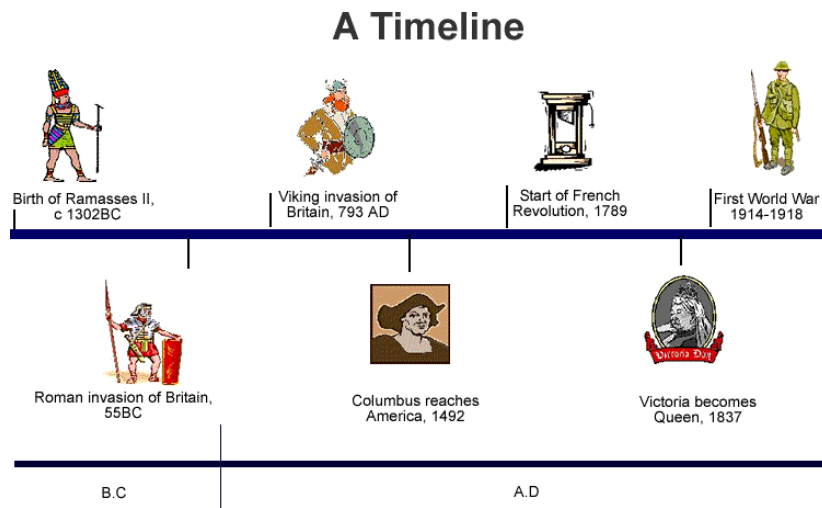
Who could the statue be of?

Does the statue provide clues to earlier history?

Could it be named after earlier citizens and settlers, or an historical event?

Timeline:

A timeline is a display of a list of events in order.



Timeline:

Make a timeline with this information:

- On November 7, 1810 Governor Lachlan Macquarie founded Liverpool and named it in honour of the Earl of Liverpool, then Secretary of State for the Colonies.
- In 1918 Macquarie told architect Francis Greenway to design a church.
- In 1918 the TAFE college was built and the first hospital.
- In 1848 the Liverpool council was formed.
- The coming of the railway, opened in September 1856 and the electric telegraph in 1858 began the transformation of Liverpool into a major regional city.

Conclusion: Think about this

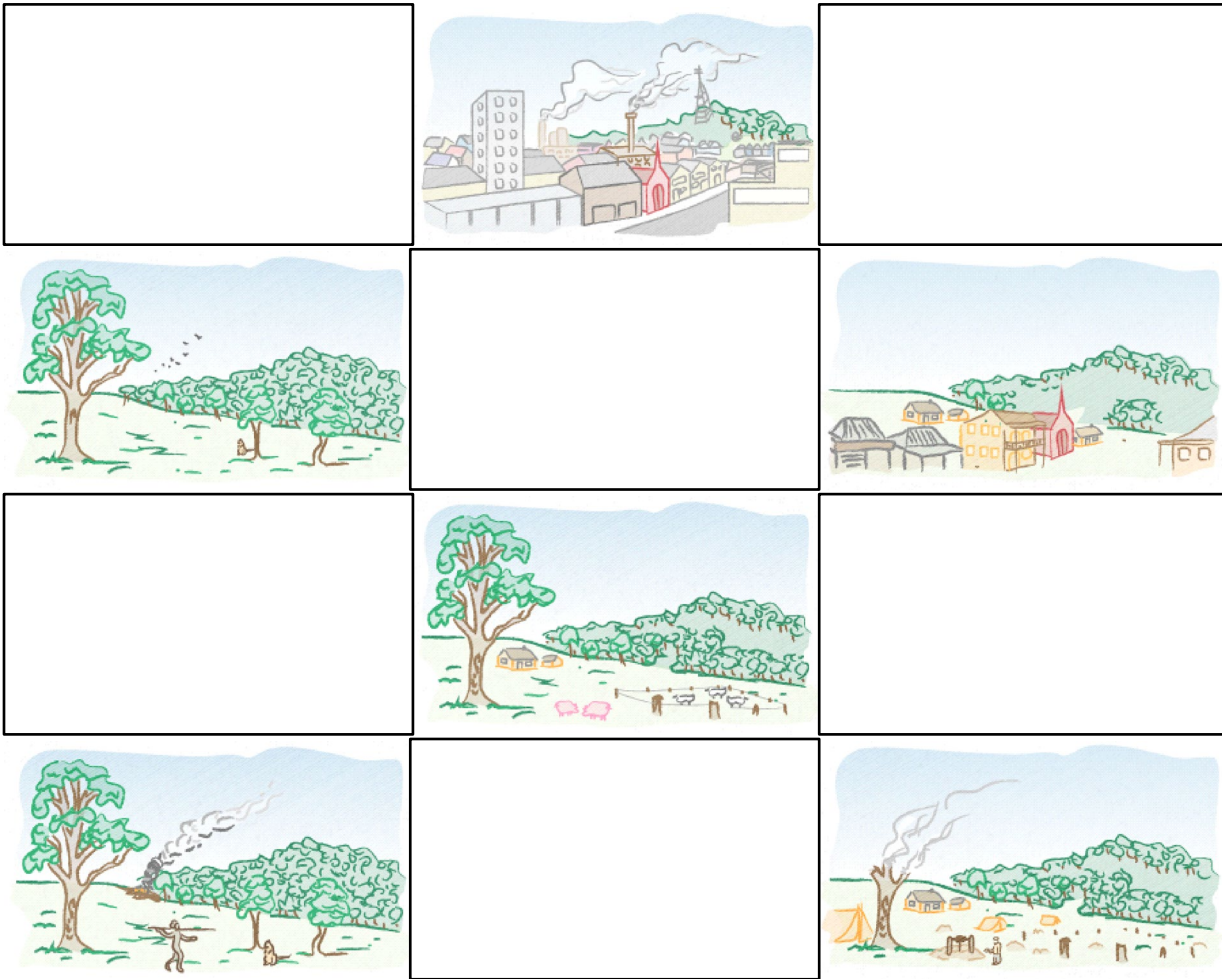
1. What was there before 1810?
2. It stated Lachlan Macquarie 'founded' the land? Did he take it from anyone before?
3. The plaque of the statue states "He was a perfect gentleman, a Christian and supreme legislator of the human heart.". Is this true? Is there another point of view?

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.

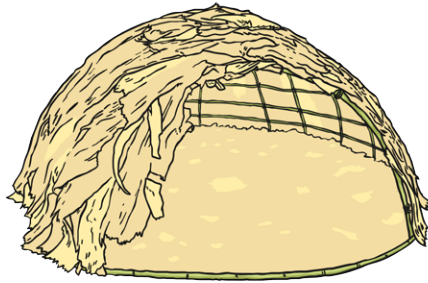
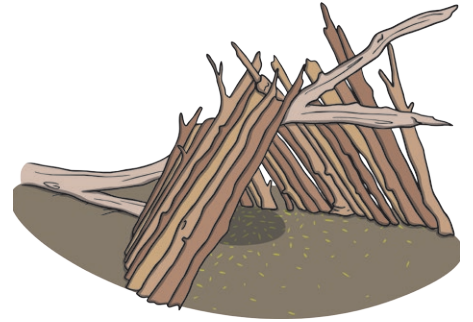
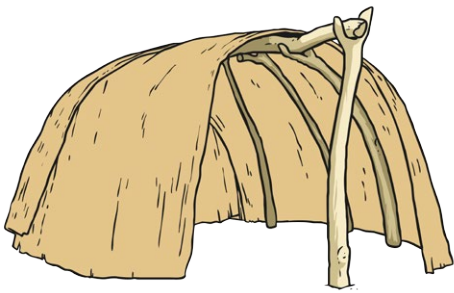
3.

4.

5.

6.

Australian Indigenous Shelters



Shelters are made using some of these things:



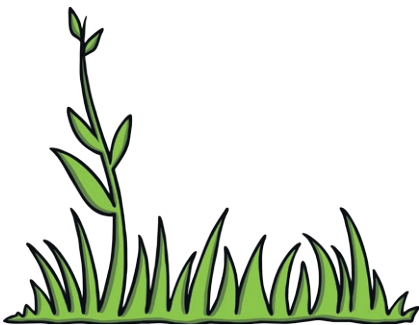
branches



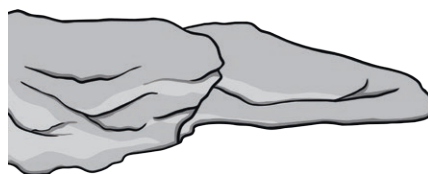
leaves



bark



grass



stones



mud

Cause and effect

Writing describes actions and thoughts. Ask why something happens (the cause) and what the result is (the effect).

Read the passage.

Marsupials

The greater bilby is the largest species of bandicoot. Bilbies are a vulnerable species. Cattle, sheep and rabbits eat the food they need. Foxes and feral cats prey on them.

To save the greater bilby from extinction, they are bred in captivity and then released back into the wild.

Underline the reasons bilbies have become a vulnerable species.

Highlight the reason the greater bilby is bred in captivity.



Circle the correct answers.

- What has caused bilbies to become a vulnerable species?
 - predators and lack of food
 - diseases and fires
 - air and soil pollution
 - climate change
- What effect has farming had on the bilby population? It has caused ...
 - bilby numbers to increase.
 - bilbies to become extinct.
 - bilby numbers to decrease.
 - bilbies to leave their habitat.
- Why are greater bilbies bred in captivity?
 - to keep them safe from rabbits
 - to make sure they have enough food
 - to try to domesticate them
 - to prevent them from becoming extinct
- What is the result of breeding greater bilbies in captivity?
 - They lose their fear of humans.
 - Scientists can learn more about their habits.
 - They are saved from extinction
 - They become stronger

.....

Read the passage.

Highlight what happens to Tasmanian devils that have tumours on their mouths.

Colour the reason only healthy Tasmanian devils are allowed to breed.

Since 1996, many Tasmanian devils have died from a horrible disease. Lumps grow around the devil's mouth that turn into tumours. These spread across the face and body. The tumours make it hard for the devils to eat. Many starve to death.

Scientists are working to save the Tasmanian devil from extinction. They take healthy devils to wildlife parks. These disease-free animals breed with other healthy Tasmanian devils.

In the future, they may be released into the wild.

Underline the reason many Tasmanian devils have died.

Circle two adjectives that describe the Tasmanian devils the scientists use in their breeding program.



.....

5 What has caused many Tasmanian devils to die?

6 How do tumours on the mouth affect the Tasmanian devils?

7 Why are scientists making sure only healthy Tasmanian devils breed with each other?

8 What are scientists hoping will happen as a result of their breeding program for Tasmanian devils?

Internet Safety



Click Clever. Click Safe.

Internet safety guidelines for children to follow and learn.

The internet is amazing when used safely
and correctly.



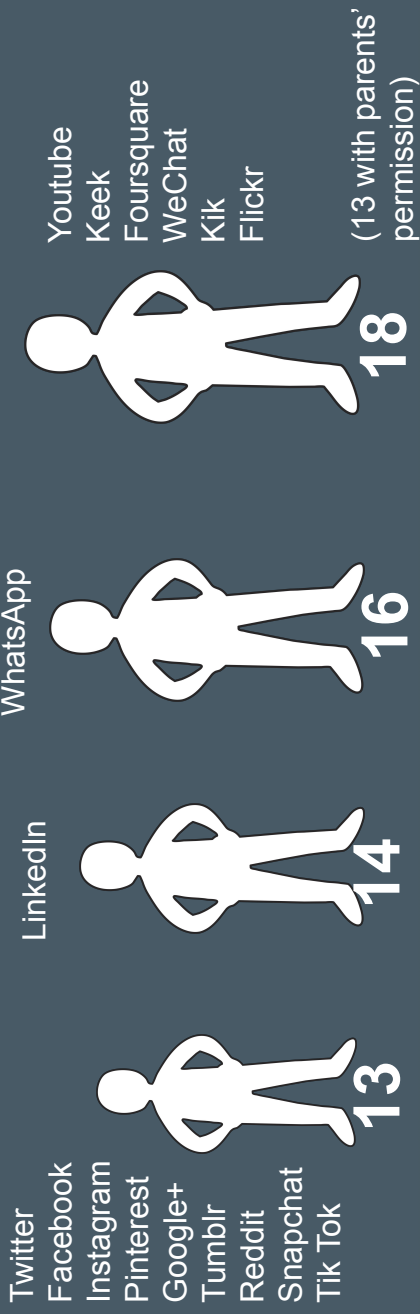
Here are some simple rules that will help you make sure it
stays amazing so that it plays a healthy part of your life.

Social Networks

Do you use any of these and did you know the age restrictions?



Age Restrictions for Social Media Platforms



Social Networks for Under 13s

Have you heard of any of these social networks?
They have been designed with extra safety for under 13s.

Kudos

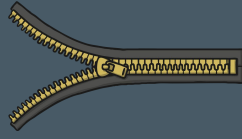
Playkids Talk

Chatfoss

CBBC App

Click Clever Click Safe

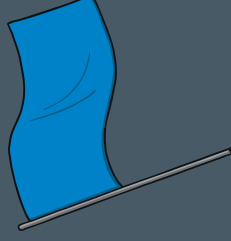
The 'Click Clever Click Safe' campaign has three simple rules to follow. Have a think about what each one could mean and then click on the picture to see if you are correct...



Zip It



Block It

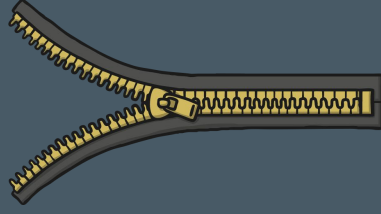


Flag It

Next, find out about cyberbullying

Zip It

Really think twice about everything that you say online.
Don't give away your real name, address or even
which school you go to or which clubs you are in.



[Back to Click Clever Click Safe](#)

Block It

- If something looks odd, it probably is!
- Block and delete emails from anyone you don't know.
- Do not open any attachments from people you don't know as it could be a nasty virus!
- If anyone sends you a nasty email or message, don't get into a discussion, just block them and then tell an adult.
- This applies to all devices that use the Internet, e.g. Games consoles (Xbox or PlayStation) and tablets (iPad).



[Back to Click Clever Click Safe](#)

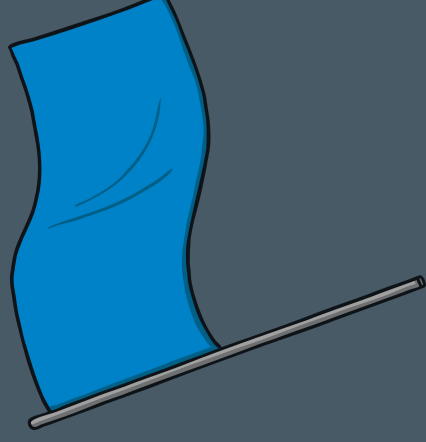
Flag It

Flag up anything that is not right.

This means tell someone you trust – they might be able to help get something done about it.

These things might include:

- Cyberbullying
- Someone asking to meet you in real life
- Anything that upsets or worries you
- Anything you think might be illegal



[Back to Click Clever Click Safe](#)

Cyber Bullying

Cyberbullying is no different to bullying in real life. You don't need to put up with it!

- If someone says something that upsets you, tell someone you trust about it, such as a teacher or parent and block the bully.
- Remember that typing something nasty in a message to someone is just as upsetting as saying it to their face. Think before you send!
- Keep evidence to show your trusted adult. You might even need to do a screenshot.

Meeting People Offline

- Never meet anyone from the Internet without an adult with you as this is very dangerous!
- Remember, people may not be who they say they are... anyone can upload a photo of someone else and call themselves by a different name with a made-up profile of their age and interests.
- Talk to a trusted adult about it if anyone has asked you to meet them in real life.



The main thing to remember is:
Be smart and safe by making the right choices.

























If you are ever unsure,
ask for help and advice.

Do not deal with it alone!























Happy Surfing

















My thoughts about online safety at school

Section 1 - Online safety and me: I know my rights and responsibilities				
	A No	B Not sure	C Sometimes	D Yes
1.				
2.				
3.				
4.				
5.				
6.				

Section 2 - Online safety lessons: At school we learn about online safety

	A No	B Not sure	C Sometimes	D Yes
7.				
8.				
9.				
10.				
11.				

Section 3 - Online safety at my school: What my school does to keep me safe online

	A No	B Not sure	C Sometimes	D Yes
12.				
13.				
14.				
15.				

INDOOR PHYSICAL ACTIVITY GRID

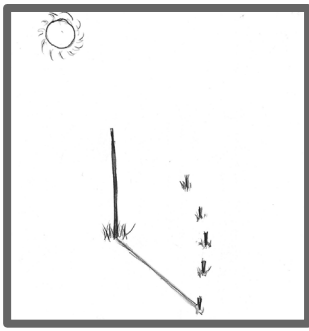
<p><u>Clean-up race:</u> Put on a song and make sure your room is cleaned up before the end of the song.</p> <p><i>Equipment: Music, Untidy room</i></p>	<p><u>Hallway bowling:</u> Fill up water bottles and use any ball you have to bowl them over. If you don't have a ball for indoor use, use a pair of socks rolled up.</p> <p><i>Equipment: Containers/ Ball/socks</i></p>	<p><u>Popcorn pushups:</u> Put a small bowl of popcorn on the floor. Do a pushup and on the down and stick out your tongue to get a piece of popcorn.</p> <p><i>Equipment: bowl of popcorn</i></p>	<p><u>Exercise Jenga</u> Write some exercises onto jenga blocks. Perform that exercise when you remove the block.</p> <p><i>Equipment: Jenga blocks</i></p>
<p><u>Dance party:</u> Turn on the music and dance. If you have a Wii fit - then dance away.</p> <p><i>Equipment : Music</i></p>	<p><u>Marble Toe Race</u> Find two large bowls, and place some marbles inside. Pick up the marbles and place them in another bowl by using only your feet. The first one who can get all the marbles in the other bowl wins. Alternatively fill the bowls with water. <i>Equipment: 2x Bowls, Marbles</i></p>	<p><u>Balance Beam</u> . Roll out some tape that will not damage the floor to form a line. Walk only on that line. You can even stick the tape in a zigzag to make it more fun. If you fall off the line you need to do an exercise eg: Sit ups, star jumps etc. <i>Equipment: Tape</i></p>	<p><u>Obstacle Course</u> Set up the room to form a makeshift obstacle course. "Crawl under the table." "Climb over the chair." etc. Time yourself trying to better your time each time you do the course. <i>Equipment: Furniture, Timer</i></p>
<p><u>Penguin Waddle:</u> Place a balloon or ball between your knees and waddle across the room without dropping it. Make it more challenging by going around a few obstacles. If you drop it, you have to go back to the start.</p> <p><i>Equipment : Ball / Balloon</i></p>	<p><u>Balloon Taps:</u> Hang a balloon by a string from the doorway so it is a little bit higher than your arm reach. Try to tap it with your hand. Count how many you can do in a row without missing. Variation: jump and touch the balloon with the top of your head. <i>Equipment : Balloon, string</i></p>	<p><u>Balloon Foot Balance:</u> Lie on the ground with your legs up in the air and try to balance the balloon on your feet. <i>Equipment : Balloon</i></p>	<p><u>Backhand Balloon Balance:</u> Balance a balloon on the back of your hand, and see how long you can do it before it falls to the ground. <i>Equipment : Balloon</i></p>
<p><u>Wall Bop</u> Write different point values on 12 post it notes and stick them on a door. Using a pair of rolled up socks you get 10 throws to try and hit as many points as you can. Take the points off the door when it has been hit.</p> <p><i>Equipment : Post it Notes , Socks</i></p>	<p><u>Floor Bop:</u> Write a different exercise on 6 pieces of paper and place them on the floor. Using a pair of rolled up socks you get 5 throws and need to perform the exercise when you land on the piece of paper. Take the paper off the floor when it has been hit. <i>Equipment : A4 Paper , Socks</i></p>	<p><u>Ping Pong Ball Catch:</u> Use plastic cups and a few ping pong balls (or any small object that will fit in the cup) and toss the ball to a partner and try to catch it in the cup. Start out close together and then keep taking a step backwards to increase the challenge. For a single-player, they can simply throw the ball in the air and try to catch it. <i>Equipment: Ping Pong Ball, Plastic Cups</i></p>	<p><u>Jumping Rope</u> Using a skipping rope see how many turns you can do in a minute. If you don't have a rope then just jump straight up and down for a minute. <i>Equipment : Skipping Rope</i></p>
<p><u>Hula Hoop</u> Try to hula hoop for 20 seconds without the hoop touching the floor. Keep trying until you can reach it.</p> <p><i>Equipment : Hula Hoop</i></p>	<p><u>Laundry Netball</u> Using a laundry basket on a shelf and a pair of rolled up socks try to shoot the socks into the laundry basket. <i>Equipment: Laundry Basket , Socks</i></p>	<p><u>Volley Up</u> Use either a balloon, blow up a beach ball or a pair of socks and see how many hits you can keep the balloon up in the air for a minute. Repeat and try to better your score. <i>Equipment: Balloon / Beach Ball / Socks</i></p>	<p><u>Animal House Tour</u> Decide which animal walk to do in each room of the house. Walk around the house performing the selected animal walk. Repeat this activity and see if you can complete it in a faster time. <i>Equipment : None</i></p>

OUTDOOR PHYSICAL ACTIVITY GRID

<p>Soccer</p> <p>Set up a goal and dribble and kick into the goal.</p> <p><i>Equipment: Soccer ball</i></p>	<p>Hills Hoist laps</p> <p>Run laps around the clothes line - vary the form eg: run, hop skip. Time how many laps you can do in 2 min. Try to improve on it the next day.</p> <p><i>Equipment : Timer</i></p>	<p>Tetherball</p> <p>Tie a ball or some socks to the clothes line and see how many times you can hit it before you miss. If you don't have a raquet, use your hands.</p> <p><i>Equipment: Clothes Line, Ball, Racquet</i></p>	<p>Laundry Stretches</p> <p>Do a squat to pick up some pegs and reach up to peg them onto the clothes line. See how many pegs you can hang in a minute. Try to improve your score.</p> <p><i>Equipment: Clothes Line, Pegs, Timer.</i></p>
<p>Ball Catch</p> <p>Toss the ball at a short distance and, with each catch, take a step back and continue tossing to see how far you can get before missing. If you're playing with water balloons, the first one to get wet loses.</p> <p><i>Equipment: Balls / Water balloons</i></p>	<p>Capture the Flag</p> <p>This game needs at least 4 people to play to make two teams who each defend their own flag (or some specific light object like a beach ball or even a stuffed animal) from home base. The object of the game is to capture the other team's flag and successfully return it to home base without getting tagged.</p> <p><i>Equipment: Flag</i></p>	<p>Paper Plate memory game</p> <p>Select 5 exercises. Write each exercise on the front of two paper plates /paper . Turn the plates over like a memory card game. Once you have made a match, perform that exercise.</p> <p><i>Equipment : Paper Plates/ paper</i></p>	<p>Cricket</p> <p>Use a pool noodle and balloons or balls to play a game of outdoor cricket. If not enough people for cricket throw and hit with a partner.</p> <p><i>Equipment: Pool Noodles and balloons</i></p>
<p>Naughts and Crosses</p> <p>You will need two people to play this game. Use tape or chalk to make an outdoor naughts and crosses grid. Use paper plates or towels for your naught or crosses. Pile them near a start place. You need to run from the start to place your naught or cross - run back to collect the next one. Continue until there are three in a row.</p> <p><i>Equipment: Tape, Paper Plates / towels</i></p>	<p>Bulls Eye</p> <p>Use chalk to draw 5 circles inside each other. Allocate points to each circle with the most going to the smallest circle, Use sponges to throw and score your points. Vary your starting position.</p> <p><i>Equipment: Chalk, sponges.</i></p>	<p>Egg and Spoon Race</p> <p>Using a ping Pong ball or hard boiled egg and a spoon. Run races around the backyard and time yourself. Try to better your time. Vary it by adding obstacles.</p> <p><i>Equipment: Hardboiled egg/ping pong ball, spoon</i></p>	<p>Kan Jam</p> <p>Throw a Frisbee, or disc into a garbage-can sized container or laundry basket. The goal is to score the most points.</p> <p><i>Equipment: Frisbee, container</i></p>
<p>Outdoor Checkers</p> <p>Using sidewalk chalk draw a giant square, then outline the horizontal and vertical lines to make up the board. Mark an "X" in the alternating boxes that should represent the white squares. Use paper plates as checkers.</p> <p><i>Equipment: Chalk. Paper Plates</i></p>	<p>Walk</p> <p>With your parents, go for a walk or take the dog for a walk.</p> <p><i>Equipment: none</i></p>	<p>Bean Bag Ladder Toss</p> <p>Use a ladder and label each rung with points. Throw bean bags/ balls/ rolled up socks between the rungs and try to get as many points as possible.</p> <p><i>Equipment: Ladder, Paper, Beanbags</i></p>	<p>Hula Blockers</p> <p>One person tosses their bean bags into the other hoop, while blocking bean bags from entering their hoop.</p> <p><i>Equipment: Hoops, bean bags/ socks</i></p>

Community and Change

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



Science Term 3 Week 7

Investigation Shadows - Part 2 Clocks

Experiment time!

This week you will be completing your 'shadow stick' investigation!

Lesson steps:

1 Review your planning from the previous lesson.



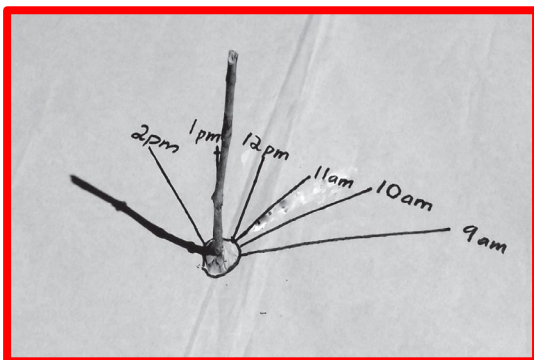
2 Get a sheet of **paper** and attach **sticky tape** or **blu tack** on the right and left sides (East and West).

3 The **top edge** of the paper faces **North** and the **bottom edge** of the paper faces **South**. **Refer to the photo.**

4 Use **plasticine**, **clay**, **blu tack** or something else to make a base for the shadow stick.

5 Place the **stick** in the middle of the North-facing (top) side of the sheet of paper.

6 Draw a circle around the base to mark its position. **REMINDER** you need to keep the stick in the same place in order to keep the investigation fair.



7 Mark the shadow length and direction throughout the day (preferably every hour, and definitely including noon).

8 **Don't forget** to record the time on each shadow marked. Eg, 9am, 10am, 11am. **Refer to the photo.**

Results and conclusion!

Attach your investigation sheet here or draw your experiment here.

What did you learn?

.....

.....

.....

Main idea and details

NONFICTION

The main idea or key point is what the text is about. Details support the main idea.

Read the passage.

Colour four things that can make electricity.

Circle the key word that tells how fuels such as coal can be turned into electricity.

Underline how sunlight is captured to make electricity.

Electricity

The most common way to make electricity is to burn a fuel, such as coal. This heats water to make steam. The steam spins a turbine. This powers a generator to make electricity.

There are other ways to make electricity. Wind and water can also power a generator. A solar cell absorbs sunlight to make electricity.

Electrical energy can be converted into other forms of energy, such as heat, light and sound.

Lightning is an electrical current that jumps through the air. The current heats the air hotter than the surface of the sun.

Highlight what happens to water when it is heated.

Put a **box** around the verb that tells how steam powers a turbine.

Circle the correct answers.

- 1 What is the main idea or key point of the passage?
 - a why electricity is made
 - b how electricity is made
 - c where electricity is made
 - d when electricity is made
- 2 Which three details best support the main idea?
 - a Lightning is an electrical current that jumps through the air.
 - b Electricity is made by burning coal.
 - c A solar cell absorbs sunlight to make electricity.
 - d Electrical energy can be converted into heat.
 - e Wind and water can power a generator to make electricity.

Read the passage.

Underline what potential energy is.

Colour what kinetic energy is.

Work waiting to be done is potential energy. Work being done is kinetic energy.

Potential energy is energy that could be released or used. A coiled spring has potential energy because the spring could uncoil. A rock on the edge of a cliff has potential energy. Its potential energy is the energy that would be released if it fell from the cliff.

The food we eat becomes potential energy when it is stored in our bodies. When this energy is used to do things, such as kick a ball, it becomes kinetic energy.

Circle an example of potential energy.

Put a **box** around an example of kinetic energy.



3 What is the passage mainly about? _____

4 List at least three details that support the main idea.

a _____

b _____

c _____

GARDEN YOGA FOR KIDS



Pretend to be a tree

Tree Pose: Stand on one leg. Bend the other knee and place the sole of your foot on your inner thigh. Sway like a tree in the breeze. Now the other side.



Pretend to be a frog

Squat Pose: Come down to a squat with your knees apart and arms resting between your knees. Touch your hands to the ground. Jump like a frog.



Pretend to be a seed

Child's Pose: Sit back on your heels and bring your forehead down to rest on the floor. Pretend to be a seed in the garden.



Pretend to be a butterfly

Cobbler's Pose: Sit on your buttocks with a tall spine. Bend your legs with the soles of your feet together. Flap your legs like the wings of a butterfly.



Pretend to be a flower

Flower Pose: Lift your bent legs, balancing on your sitting bones. Weave your arms under your legs, palms up. Pretend to be a flower in bloom.



Name: _____

Adding 3 single digit numbers
Adding three single digit numbers

1) $3 + 7 + 6 =$

11) $3 + 8 + 7 =$

21) $8 + 5 + 2 =$

2) $8 + 5 + 8 =$

12) $5 + 5 + 5 =$

22) $5 + 1 + 4 =$

3) $5 + 1 + 3 =$

13) $3 + 6 + 3 =$

23) $5 + 1 + 8 =$

4) $3 + 1 + 6 =$

14) $6 + 6 + 6 =$

24) $1 + 3 + 1 =$

5) $8 + 8 + 8 =$

15) $5 + 2 + 8 =$

25) $8 + 6 + 9 =$

6) $4 + 5 + 3 =$

16) $3 + 9 + 1 =$

26) $7 + 9 + 1 =$

7) $8 + 9 + 8 =$

17) $1 + 1 + 8 =$

27) $7 + 7 + 1 =$

8) $8 + 1 + 7 =$

18) $6 + 3 + 9 =$

28) $1 + 7 + 8 =$

9) $9 + 6 + 2 =$

19) $7 + 3 + 6 =$

29) $1 + 3 + 4 =$

10) $8 + 5 + 4 =$

20) $2 + 5 + 1 =$

30) $9 + 6 + 9 =$

Answers, fold under: Mark your work when you have finished.

1) **16**

6) **12**

11) **18**

16) **13**

21) **15**

26) **17**

2) **21**

7) **25**

12) **15**

17) **10**

22) **10**

27) **15**

3) **9**

8) **16**

13) **12**

18) **18**

23) **14**

28) **16**

4) **10**

9) **17**

14) **18**

19) **16**

24) **5**

29) **8**

5) **24**

10) **17**

15) **15**

20) **8**

25) **23**

30) **24**

Addition

Name: _____

$$\begin{array}{r} 1) \quad 24 \\ + 33 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 45 \\ + 72 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 47 \\ + 51 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 77 \\ + 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 36 \\ + 34 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 28 \\ + 17 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 42 \\ + 67 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 83 \\ + 49 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 55 \\ + 37 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 79 \\ + 34 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 59 \\ + 46 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 37 \\ + 74 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13) \quad 45 \\ + 69 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14) \quad 36 \\ + 66 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15) \quad 46 \\ + 75 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16) \quad 34 \\ + 78 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 17) \quad 45 \\ + 97 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 18) \quad 68 \\ + 76 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 19) \quad 89 \\ + 99 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20) \quad 78 \\ + 57 \\ \hline \\ \hline \end{array}$$

Data

Name: _____

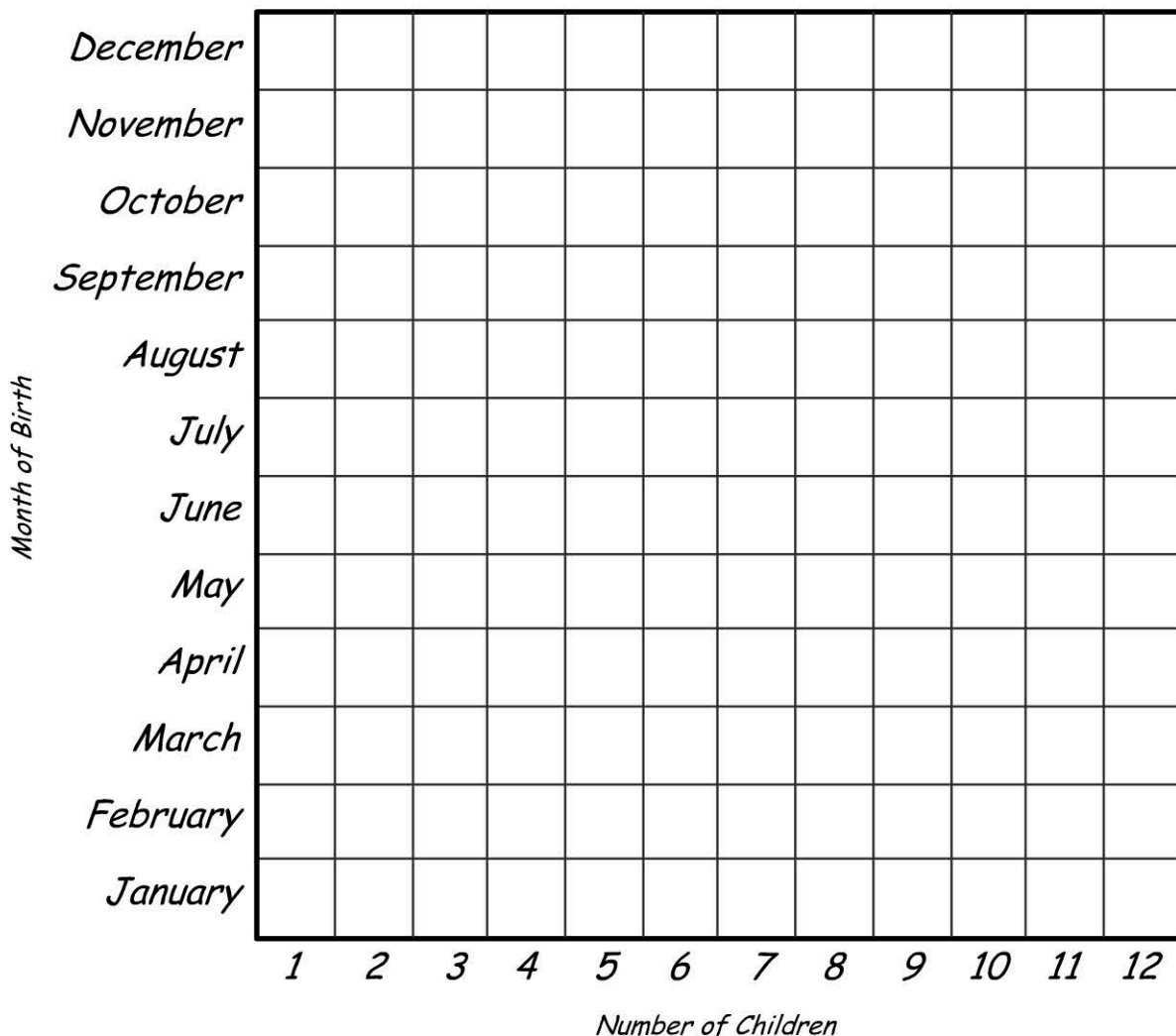
Collecting data & making a bar graph

Make a bar graph to show which month is the most popular for class birthdays.

1) First collect your data by counting and recording the number of birthdays in each month of the year.

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
No. of Children												

2) Now represent the information on the bar graph below by colouring one square for each child in the correct months.



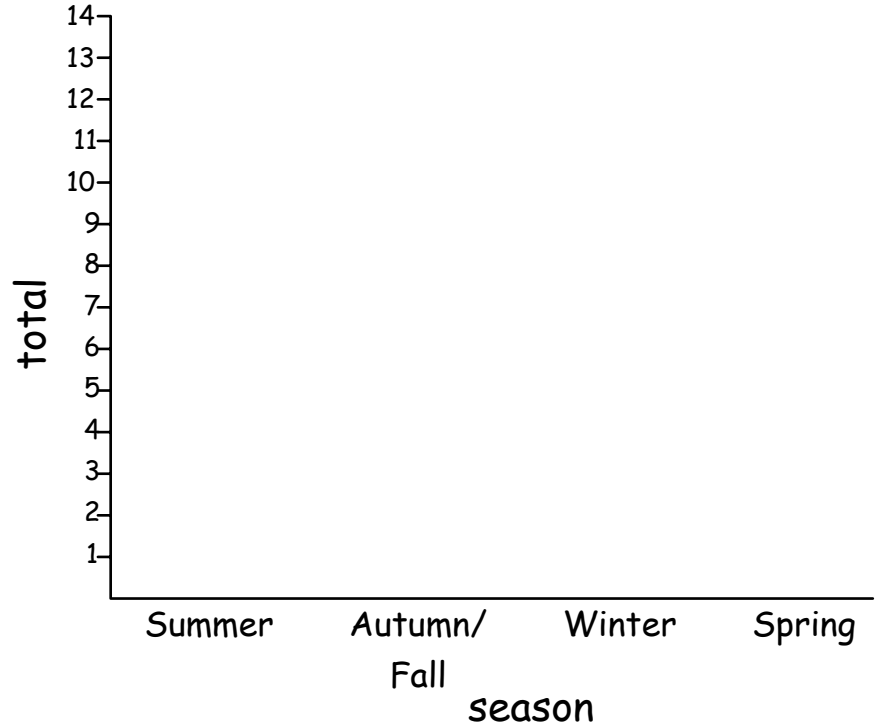
Name:

Data can be displayed using column graphs

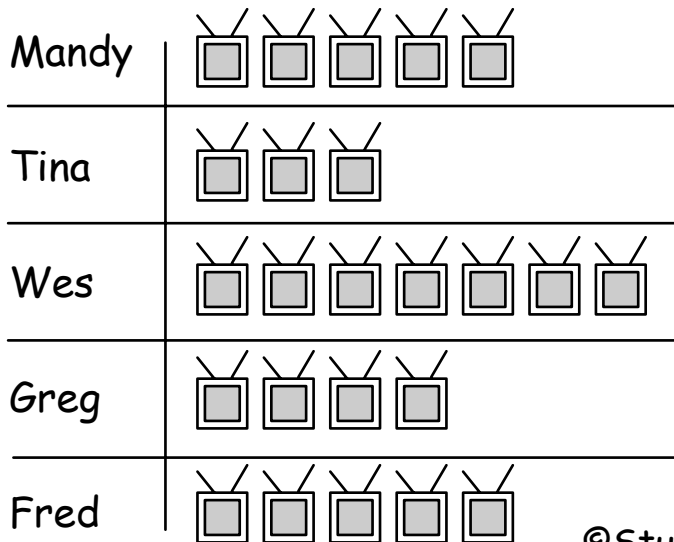
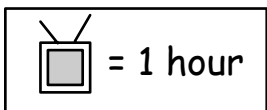
The table shows which seasons students in grade 4 have a birthday. Use the information to display the data using a column graph.

Birthdays - Grade 4

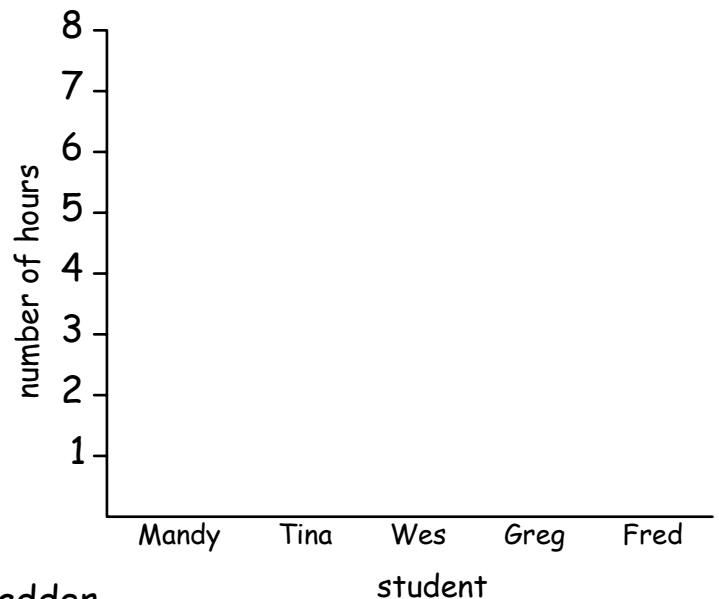
Birthdays - Grade 4	
Season	Total
Summer	8
Autumn/Fall	14
Winter	9
Spring	12



The picture graph shows the average number of hours these students watch television each weekend. Use the information to display the data in a column graph.



Watch TV - Average Hours on the Weekend



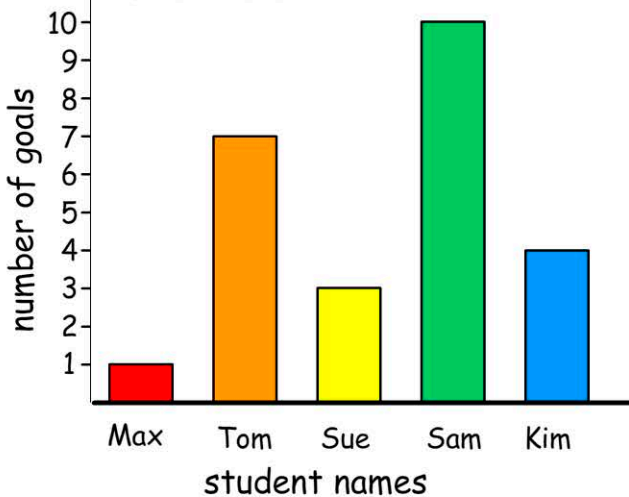
Name:

Weather conditions

Monday	windy
Tuesday	sunny
Wednesday	rainy
Thursday	cloudy
Friday	rainy

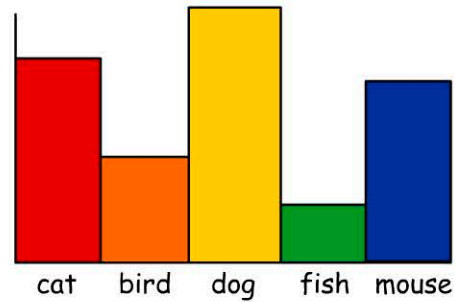
- Which day was sunny?
 Monday Thursday
 Tuesday Friday
- How many days of data is shown?

Goals Scored



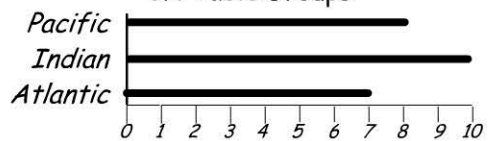
- Who scored the most goals?
 Max Tom Sue Sam
- Who scored 4 goals?
 Sue Kim Tom Sam
- How many more goals than Max did Tom score?
 4 5 6 7

Our Pets



- If sorted from lowest to highest, which pet is in the middle?
 mouse bird
 dog cat
- If 10 children have a pet cat, how many have a pet dog?
 8 10
 9 12
- If 10 children have a pet cat, how many have a pet bird?
 5 9
 8 10

3H Table Groups



How many students in the Atlantic group?

- Teachers that have brown hair.

||||| ||||| ||||| ||

How many have brown hair?

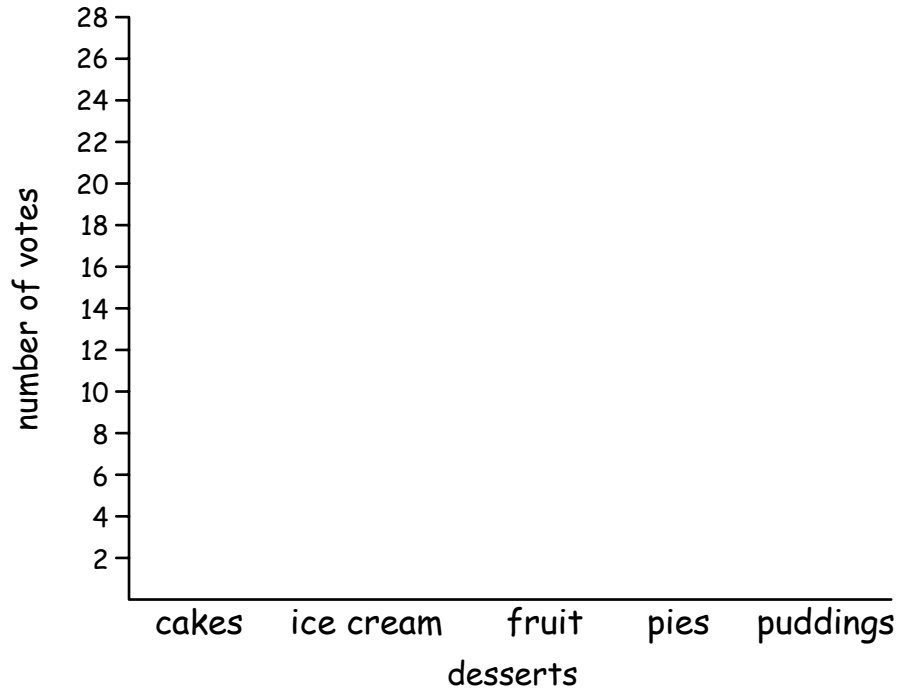
Name:

Data can be displayed using column graphs

The table shows the results of a survey about the most liked desserts. Use the information in the table to display the data using a column graph.

Most Liked Desserts

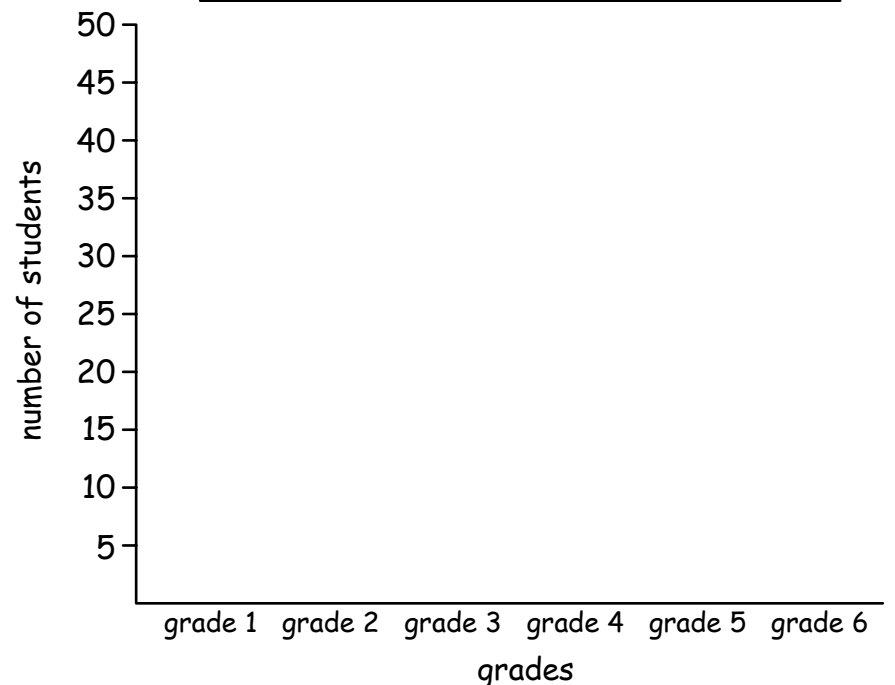
Most Liked Desserts	
Dessert	Votes
cakes	
ice cream	
fruit	
pies	
puddings	



The table shows the number of students from grades 1-6. Use the information to display the data in a column graph.

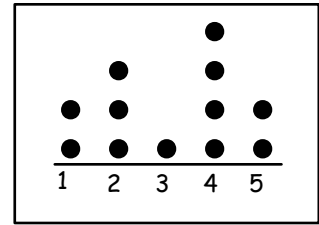
Number of Students from Grades 1 - 6

Number of Students	
Grade	Number
grade 1	35
grade 2	42
grade 3	30
grade 4	47
grade 5	48
grade 6	40



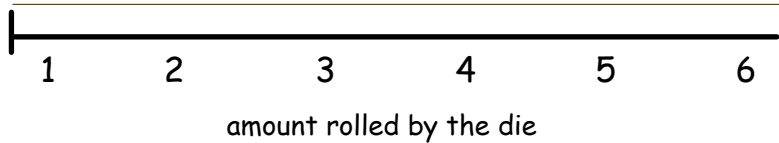
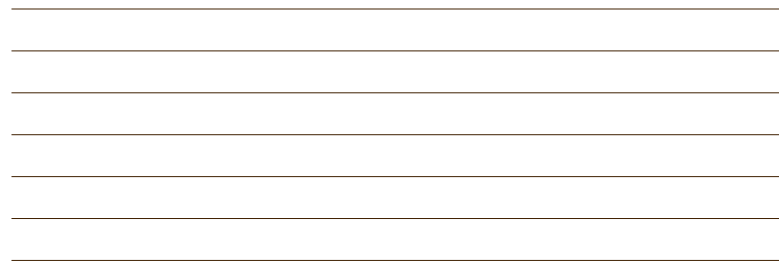
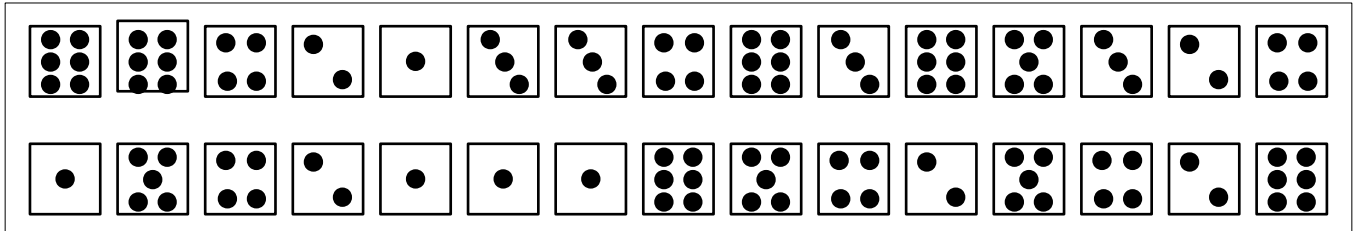
Name:

Data can be displayed using dot plots.



The results from 30 rolls of a die are shown.

Display the results using a dot plot.



The tables show how many people in each child's family.

Display the results using a dot plot.

Joe	6
Abbey	3
Salim	5
Kym	5
Ahn	4
Fred	3
Andy	7
Greg	6
Rina	2
May	4
Kevin	4
Alice	8

Gina	7
David	8
Rob	7
Lina	4
Mario	4
Tina	6
Greg	3
Sebb	2
Lara	3
Lottie	3
Jema	5
Tony	7



Data

Name: _____

Collecting data & making a bar graph

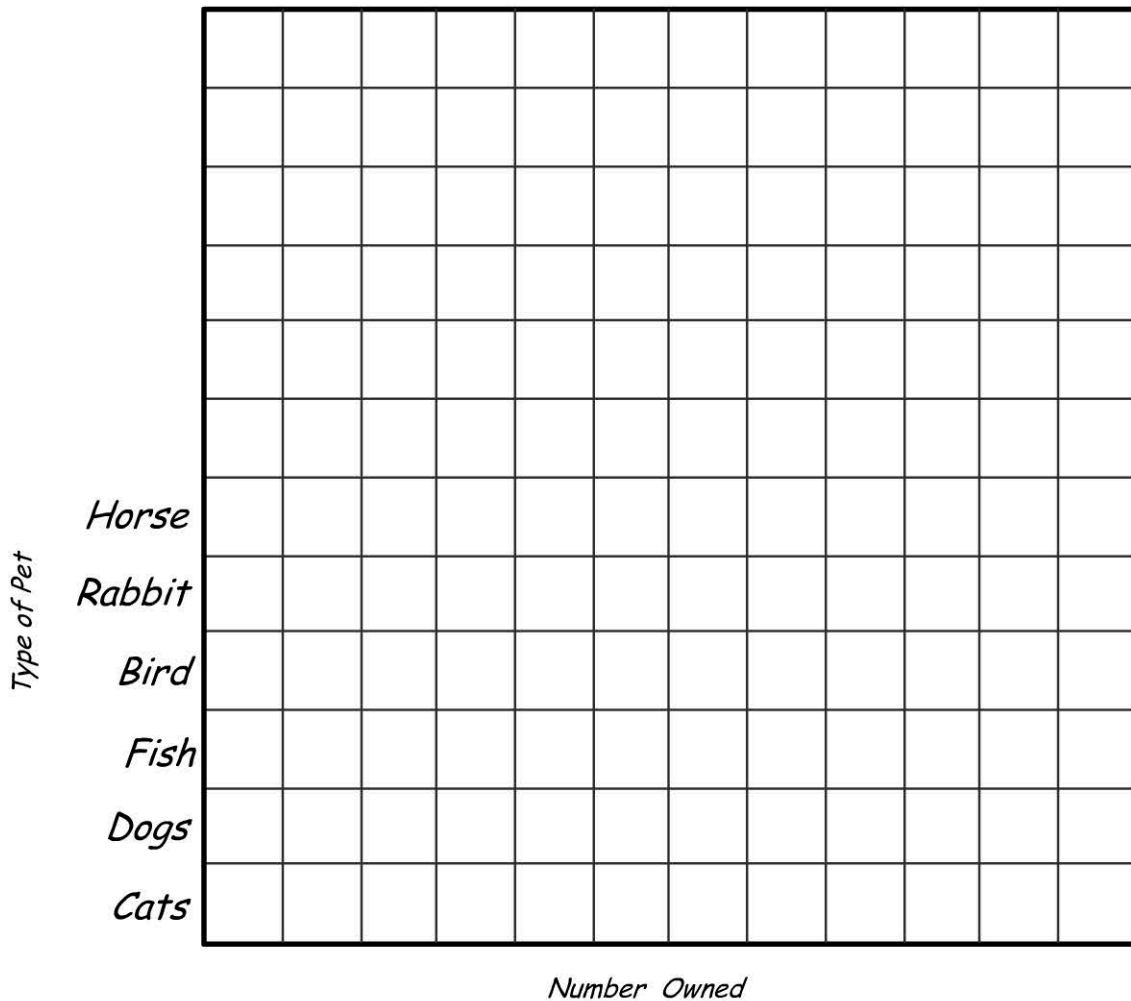
Make a bar graph to show which types of pets are the most popular in the class.

1) First collect your data by counting and recording the number of pets owned by students in the class. (Add more categories if needed)

Pet	Cat	Dog	Fish	Bird	Rabbit	Horse						
No. of Children												




2) Work out an appropriate scale eg 1 square = 1 person, 1 square = 2 people, or 1 square = 5 people (depending on how high your entries are.)

3) Now represent the information on the bar graph below by colouring these amounts in the correct rows.



Name:

1. Birthdays

May	
June	 = 4
July	

Which month has the most birthdays?


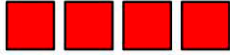




- May July
 June

2. How many people have birthdays in July?

3. How many people have birthdays in May or June?

- 6 2
 10 4

4. Cars That Went Past Our School

red		
blue		
green		







How many blue cars went past the school?

- 3 5
 6 4

5. How many more blue cars than red cars went past the school?

- 1 3
 2 4

Our Eyes

brown		
green		
blue		 = 3

6. How many children have brown eyes?

- 5 6
 3 4

7. Which has the most?

-  brown  blue
  green  black

OUR PETS

cats	dogs	mice
4	8	3

8. How many children have a dog?

- 8 3
 4 10

9. How many children have a cat as a pet?

10. How many more children have a dog than a mouse?

Surveys are used to collect data.

Surveys are questionnaires used to collect data. Each survey is usually completed by many people so that their answers can be compared.

The questions in a survey depend on the information you want to collect. In this survey we want to know 'What Children Like'. Tick the boxes to show your opinion.



Name: _____

What Children Like

	love it	like it	it's okay	dislike it	hate it	don't know
1) Playing sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) Swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) Eating ice cream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) Eating chocolate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) Drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6) Painting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7) Watching television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8) Playing board games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9) Riding a bike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10) Going to the movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>