



Teaching & Learning Activities – Stage 3


2021 Term 3, Week 5

Please complete the activities in your homework book and check Google Classroom each day for messages from your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English Reading: Last Term we read The Burnt Stick. This week you will complete some activities about the text. Watch the clip below to remind yourself of the story. https://www.youtube.com/watch?v=O3sSTWDvkmu Answer the following question in your book about The Burnt Stick next to the heading. Reflection: What are your reactions to the text? What does it make you think, feel wonder? Writing: Use the 'Visual Literacy Imaginative Writing Prompts'</p>	<p>English Reading: Answer the following question in your book about The Burnt Stick next to the heading. Making connections: Explain any connections that you made with the text (to self, text to text, to world). Free reading: After completing the questions above, choose a text you enjoy reading and find somewhere quiet to sit and read. Aim to read for 20 mins today and try to read for longer each day this week. Record your time in your book. Writing: Use the 'Visual Literacy Imaginative Writing Prompts' document posted</p>	<p>English Reading: Answer the following question in your book about The Burnt Stick next to the heading. Viewpoint: Explain the points of view presented in the text. Free reading: Read a text of choice for longer today than you did yesterday. Record your time in your book. Writing: Use the 'Visual Literacy Imaginative Writing Prompts' document posted on Google Classroom. Watch a different clip and plot it on the narrative graph attached below. If you do not have access</p>	<p>English Reading: Answer the following question in your book about The Burnt Stick next to the heading. Synthesising: What are the big ideas or themes in the text? What do you think the author wants you to think about? Free reading: Read a text of choice for longer today than you did yesterday. Record your time in your book. Optional Writing: Use your writing graph from yesterday to write a short, narrative text. Remember to use descriptive language and the Seven Steps techniques to bring the story to life. You</p>	<p>English Reading: Answer the following question in your book about The Burnt Stick next to the heading. Comparing and contrasting: Compare the similarities and differences between your home with John and Liyan's 'humpy'. Use the Venn Diagram attached or draw one in your book. Listen to the text again for ideas. Free reading: Read a text of choice for longer today than you did yesterday. Record your time in your book. Optional Writing: Finish your writing from</p>

	<p>document posted on Google Classroom. Watch one of the clips and write a new <u>exciting ending</u>.</p> <p>If you do not have access to Google Classroom or the internet, choose a story you are familiar with e.g. The Burnt Stick, The Three Little Pigs etc. and complete the same activity.</p> <p>Spelling: Print out this week's Soundwaves activity pages (attached below). This week's sound is 'ir ur or er' brainstorm 10 words that start with this sound. Complete activities 1-5.</p> <p>If you finish early, complete the interactive games and activities online.</p> <p>This week is Unit 23 Y6 zero785 Y5 jump390 Y4 nose192</p>	<p>on Google Classroom. Watch a different clip and write about the moral of the story. What is the character wrap up?</p> <p>If you do not have access to Google Classroom or the internet, choose a story you are familiar with and complete the same activity.</p> <p>Spelling: Continue to complete your Soundwaves activity pages for this week's sound 'ir ur or er'.</p> <p>If you finish early, complete the interactive games and activities online.</p>	<p>to Google Classroom or the internet, choose a story you are familiar with and complete the same activity.</p> <p>Spelling: Continue to complete your Soundwaves activity pages for this week's sound 'ir ur or er' and have a go at the challenge.</p> <p>If you finish early, complete the interactive games and activities online.</p>	<p>want to make it as interesting as the video! This shouldn't be more than one page long.</p> <p>Spelling: Complete the word search attached below. Time yourself completing it and post your final time on Google Classroom. Do you think you can complete it the fastest?</p> <p>If you finish early, complete the interactive games and activities online.</p>	<p>yesterday and then use your editing skills to edit and publish it. This sometimes means crossing out and re-writing sections. Think critically about how you can make your writing more interesting. If you have written more than one page, use Step 6 Ban the Boring to cut out the boring parts and shorten your text.</p> <p>Spelling: Make sure you have completed both Soundwaves activity pages for this week. Go online and complete the segmenting activity if you haven't already.</p>
Break	Break	Break	Break	Break	Break

<p>Middle</p>	<p>Mathematics Mathletics - Log on and try to complete 2-3 activities.</p> <p>Activity: Watch the video below on how to round numbers (stop the video at 7:00) https://www.youtube.com/watch?v=fd-E18EqSVk OR Read the poem below.</p> <p>Find your number (<i>i.e. the place value to round to</i>)</p> <p>Go next door (<i>i.e. to the right/lesser place value</i>)</p> <p>5 or more, add one more (<i>i.e. to the place value to round to</i>)</p> <p>4 or less, take a rest (<i>i.e. reduce the lesser place value to zero</i>)</p> <p>Play one of the rounding games below. https://au.mathgames.com/skill/5.9-rounding-with-numbers-up-to-100-000</p>	<p>Mathematics Mathletics - Log on and try to complete 2-3 activities.</p> <p>Activity: Factors are numbers we multiply together to make another number. For example, the factors of the number 12 are 3 x 4, 2 x 6 and 1 x 12. Those are the only whole numbers that can make the number 12.</p> <p>Watch the video below on how to find and list factors. https://www.youtube.com/watch?v=yJ-T8z2-Zg4&ab_channel=Let%27sDoMath</p> <p>Play 'Factors Millionaire' by clicking the link below. https://www.math-play.com/Factors-Millionaire/factors-millionaire-game.html5.html</p> <p>Problem Solving: Will said the factors of 24 are 1, 2, 4, 6, 12 and 24. Which other factors did he forget?</p> <p>Problem solving answers will be posted on Google Classroom each day.</p>	<p>Mathematics Mathletics - Log on and try to complete 2-3 activities.</p> <p>Activity: Factors are numbers we multiply together to get another number. The other number (the answer) is called the multiple. When we multiply factors, the answer is the multiple.</p> <p>Watch the video below on multiples. https://www.youtube.com/watch?v=NwpLG9qlwls&ab_channel=OxfordOwl-LearningatHome</p> <p>Look at the example below to see the multiples of 4</p> $\begin{array}{l} 1 \times 4 = 4 \\ 2 \times 4 = 8 \\ 3 \times 4 = 12 \\ 4 \times 4 = 16 \\ 5 \times 4 = 20 \\ 6 \times 4 = 24 \\ 7 \times 4 = 28 \\ 8 \times 4 = 32 \\ 9 \times 4 = 36 \\ 10 \times 4 = 40 \\ 11 \times 4 = 44 \\ 12 \times 4 = 48 \end{array}$ <p>Play 'Multiples Ninja' by clicking the link below.</p>	<p>Mathematics Mathletics - Log on and try to complete 2-3 activities.</p> <p>Year 4 Activity: Complete the 'Factors and Multiples' revision activity sheet attached below. Then, complete the 'Multiples Colouring Mosaic' activity sheet. Answers to both activities will be posted to Google Classroom. If you would like a challenge, have a go at the Year 5 and 6 activities.</p> <p>Year 5 & 6 Activity: Watch the video below on prime and composite numbers. https://www.youtube.com/watch?v=TXDyU5f5WR8&ab_channel=Let%27sDoMath</p> <p>Prime numbers are numbers that can only be made by themselves and one. For example, the number 3 can only be made by 1 x 3 or 3 x 1.</p> <p>Composite numbers are numbers that can be made in more than one way. For example, the number 4 can</p>	<p>Mathematics Mathletics - Log on and try to complete 2-3 activities.</p> <p>Activity: Complete the maths crossword below.</p> <p>Problem Solving: If I rounded 136 840 to the nearest thousand, would I write 137 000 or 140 000?</p> <p>Problem solving answers will be posted on Google Classroom each day.</p>
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	https://www.topmarks.co.uk/maths-games/rocket-rounding Problem Solving: If 29 777 was multiplied by 10, would the product be closer to 300 000 or 30 000? Problem solving answers will be posted on Google Classroom each day.		https://www.abcya.com/games/number_ninja_multiples Problem Solving: The multiples of 7 are 7, 14, 21, 28 and so on. What would be the next multiple after the number 84? Problem solving answers will be posted on Google Classroom each day.	be made by 1 x 4 and 2 x 2. Play 'Frog Board' by clicking on the link below. https://www.futuristicmath.com/crocodile-game/prime-and-composite-numbers.html Problem Solving: How many prime numbers are there between 1 and 15? Problem solving answers will be posted on Google Classroom each day.	
Break	Break	Break	Break	Break	Break
Afternoon	Creative Arts Funny Food: Invent your own fabulous food! Watch the following video: https://publish.viostream.com/play/w9i3zgkzcthg Choose your own food to base your own short play on. For example, you could choose a doughnut or an apple. Complete the 'create and act' activities attached below. Optional directed drawing: How to Draw a	PDHPE Stay active and have fun https://www.youtube.com/watch?v=QseYFhYnxmU Olympics - Values The Olympic Values are Respect, Excellence and Friendship. Write a sentence to explain what each of these means to you. Choose one of the values listed above, and give a specific example of a time when you have demonstrated that value in your life. If you were to choose your top 3 values by	Science Paper Building Blocks How strong is paper? Make some paper blocks, build a paper structure and put it to the test! Happy building!  See attachment below for more information. Upload	Geography Floods - Some of the worst floods in Australia's recent history are: <ul style="list-style-type: none"> • Dec 2010 - Jan 2011 QLD Floods • Jan - Feb 2013 Eastern Australian Floods • Apr 2015 Hunter Valley, NSW Floods • May 2015 South East QLD Floods Research <u>one</u> of the floods and answer the following questions: <ol style="list-style-type: none"> a) Where was the flood? b) What started it? c) What was the weather 	Watch this week's episode of 'Behind the News'. Answer the question posted on Google Classroom . PDHPE Stay active and have fun. Jump Rope Challenge: https://www.youtube.com/watch?v=Hhkb9c6-uus

	Monarch Butterfly https://www.youtube.com/watch?v=NLWNOafqfh0	which to live your life, what would they be and why?	your work to Google Classroom .	like? d) What was the timeline of events? e) What damage did it cause?	
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Try to include some daily physical activity during the week – take the dog for a walk, run around the yard, ride your bike, use a skipping rope, do some yoga or mindfulness etc.

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  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 Write List Words that have:

ere representing  _____

our representing  _____

ear representing  _____

two  **pp** sounds _____ two  **tt** sounds _____

two  **ss**  **ce x(c) c** sounds _____ two  **ch tch** sounds _____

two  **w wh u** sounds _____

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

rewe _____ draw _____

trid _____ rits _____

stirf _____ narel _____

vesre _____ dtrh _____

6 Finish the words with **ir, or, er, ere, ur, ear** or **our** to represent  .
 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 _____

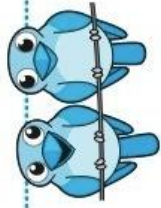
late _____ earth _____

keep _____ trip _____

useless _____ watch _____



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



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							early
journey			10						world
return	7								heard
vertical			9		2			6	thirty

Which bird is a bug in a dress?

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

Which bird steals from you?

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

Unit 23

 **ir ur or er** **bird** **nurse** **world** **fern**


List Words

burnt
burst
refer
prefer
person
perfectly
reverse
research
earthen
worse
further
surface
certain
curtain
concern
purchase
purpose
dessert
suburban
earliest
observant
conferred
germinate
circumnavigate
circumstance

1 **Colour** the graphemes that represent  **ir ur or er** in the List Words.

2 **Go** to the List Words for Unit 23. **Count** the sounds and identify all the graphemes in each List Word.

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

4 **Colour** words where you hear  **ir ur or er** in each row.

ir tired circumstance dirtiest repair
ur suburban curtain honour courage
or worthwhile horizon worse force
er dessert desert concern neither
ear appear heart earthen research

5 **Write** List Words with  **ir ur or er** in these positions to fit on the lines.

first second fourth fifth

6 **Write** words from the brackets to finish these sentences.

★ **Burst** can be a verb meaning to *break open*. **Burst** can be a noun meaning a *model or sculpture of the head and shoulders of a person*. **Farther** refers to *distance only*. **Further** can refer to *more time, information and so on*.

The balloon _____ when it hit the sharp corner of the clay _____ of a famous artist.

(bust, burst)

The delicious _____ was made from the fruit of the cactus plant which grows well in the _____.

(desert, dessert)

I needed _____ information as I didn't know how much _____ it was to the next village.

(farther, further)

Birds usually wake _____ than any other creature.

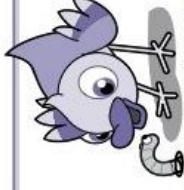
(earlier, earliest)

7 **Unjumble** the List Words in the brackets. **Fill** in the columns with the correct verbs.

Today...	Yesterday...	They have...	They are still...
bubbles (tsrub)	bubbles		
fires (urnb)	fires		
cars (veerrse)	cars		
subs (acefrsu)	subs		

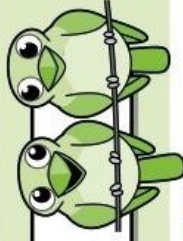
Grapheme Chart

grapheme	word




Unit 23

 **ir ur or er** **bird** **nurse** **world** **fern**






List Words

pearly
urgent
cursive
furnish
burden
absurd
murmur
surgeon
occurred
recurring
concerned
surfacing
journal
adjourn
courtesy
circular
reversal
rehearsal
interpreter
curvature
university
discernible
emergency
disturbance
circumnavigate

1 **Colour** the graphemes that represent  **ir ur or er** in the List Words.

2 **Go** to the List Words for Unit 23. **Count** the sounds and identify all the graphemes in each List Word.

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

4 **Circle** the words where you hear  **ir ur or er** in each column.
Add a List Word with the  **ir ur or er** grapheme shown, to fit on the lines in each column.

Grapheme Chart

grapheme	word

ir	ur	er	ear	our
iron circulate virtual irritate	urge accurate mature disturb	clerk persist interpret concern	earlier rehearse heartily pears	court floury journey journalist
_____	_____	_____	_____	_____

5 **Circle** words where you hear  **ir ur or er**. **Use** a dictionary for pronunciation.

occurred recurring preferred referral urge emerge hearse
occurring recurrent preferable referee urgent emergent rehearse
occurrence recurrence preference reference urgency emergency rehearsal

6 **Write** List Words which belong to the same word families as these words.

furniture _____ burdensome _____ curve _____
surgical _____ murmuring _____ surface _____
reversible _____ journalism _____ universe _____
absurdity _____ courteous _____ discern _____

7 **Complete** the sentences with the homophones in the brackets. **Use** a dictionary.

A lady gave _____ to a baby in her _____ on the ship. (berth, birth)

The army _____ cracked an almond nut and ate the _____. (colonel, kernel)

The _____ flew straight out to sea before it began to _____ and head south. (fern, turn)

We sang all _____ of the anthems at the Australia _____ England match. (verses, versus)

We _____ able to hear the _____ of the helicopter blades before we saw it. (were, whirr)

The beater _____ so loudly I could not hear a _____ my friend said. (whirred, word)

The hot air balloon _____ in the wind as it rose to circle the _____. (whirled, world)

Year 4 Unit 23 Word List

X	V	K	A	T	E	B	D	I	R	T	S	F	H	B	Q	B	Z	T	C
D	W	O	R	S	T	O	B	S	E	R	V	E	C	C	A	H	G	H	K
R	P	I	D	E	Z	T	Y	H	M	R	K	B	H	X	G	W	N	U	H
J	G	M	T	U	R	T	L	E	P	A	X	O	U	B	I	T	B	R	N
I	T	Z	J	O	V	M	D	V	V	T	H	I	R	D	K	X	V	S	D
W	S	O	C	O	I	N	F	H	B	E	F	Y	C	W	Z	Q	H	D	L
D	V	U	T	B	U	T	U	I	C	M	R	C	H	N	B	B	M	A	U
D	O	K	B	F	T	R	P	V	R	G	D	T	O	W	M	Z	U	Y	U
K	G	J	W	J	J	N	N	V	D	S	M	F	I	K	U	Z	N	E	H
N	X	F	A	O	R	K	X	E	T	W	T	W	J	C	A	Q	C	W	Y
D	R	W	Z	X	R	Z	I	C	Y	C	M	O	K	D	A	I	H	H	Q
S	M	X	W	H	U	D	F	B	W	T	N	R	M	L	V	L	U	M	R
W	O	R	T	H	W	H	I	L	E	E	Y	L	V	R	E	L	P	T	Y
Z	I	R	W	G	E	P	O	Q	E	Z	S	D	E	E	M	A	I	E	Q
C	H	V	E	W	V	I	G	T	T	E	T	S	L	J	D	W	R	W	D
I	E	O	J	T	H	B	R	J	V	B	I	P	E	O	Y	A	J	N	P
R	A	U	Q	B	U	I	H	R	P	G	R	R	Z	L	O	X	C	Y	M
C	R	R	Y	J	H	R	E	A	Q	U	E	Y	R	O	X	H	G	F	Z
L	D	R	X	T	N	S	N	M	P	W	Z	A	B	Z	D	S	D	Q	P
E	I	I	R	Q	I	R	P	I	M	J	E	T	T	H	I	R	T	Y	M

WORTHWHILE

THURSDAY

SERVICE

RETURN

THIRTY

WORLD

SERVE

WORD

DIRT

VERTICAL

OBSERVE

CIRCLE

PURPLE

FIRST

WORST

HEARD

WERE

THIRTEEN

JOURNEY

TURTLE

CHURCH

EARLY

LEARN

THIRD

STIR

Year 5 Unit 23 Word List

A	S	D	K	K	K	N	M	H	N	E	E	M	N	O	E	H	G	G	S
Z	C	V	P	Y	S	Y	G	N	C	C	A	B	U	R	N	T	E	R	I
W	U	R	G	L	Z	U	W	I	N	O	S	R	L	D	W	G	R	B	Y
Z	R	K	E	Q	R	I	R	A	S	O	N	F	T	M	T	L	M	O	N
Y	T	P	G	F	U	T	T	F	T	T	E	F	U	H	S	R	I	S	T
D	A	S	C	M	E	S	O	U	A	W	J	E	E	M	E	Q	N	N	D
I	I	K	I	J	M	R	Y	L	W	C	J	I	Y	R	B	N	A	C	E
D	N	J	W	U	F	I	L	Z	S	T	E	D	L	Y	R	V	T	V	S
C	I	R	C	U	M	N	A	V	I	G	A	T	E	N	R	E	E	R	S
B	S	R	B	S	U	B	U	R	B	A	N	L	I	E	D	Y	D	E	E
W	I	P	Y	E	Q	D	E	B	W	E	L	A	S	X	P	R	D	S	R
C	Q	D	I	Q	B	P	N	A	S	O	T	B	I	C	T	A	H	E	T
R	K	P	B	N	T	R	W	A	R	R	O	W	G	S	G	X	I	A	W
C	V	U	X	B	E	L	H	K	E	L	W	C	R	O	X	R	Q	R	O
P	P	R	Q	C	Z	C	S	C	F	R	I	U	B	P	V	G	T	C	R
C	U	P	N	U	R	C	U	Y	M	B	B	E	F	O	E	R	V	H	S
T	N	O	T	U	T	N	R	B	H	L	W	J	S	N	Y	R	H	M	E
F	C	S	P	F	F	O	Z	P	R	E	F	E	R	T	P	P	S	J	A
H	B	E	B	P	E	R	F	E	C	T	L	Y	E	U	C	I	Q	O	F
X	U	F	U	R	T	H	E	R	B	D	H	R	E	V	E	R	S	E	N

CIRCUMNAVIGATE

CONFERRED

RESEARCH

PURCHASE

REVERSE

EARTHEN

CURTAIN

BURST

BURNT

CIRCUMSTANCE

PERFECTLY

EARLIEST

PURPOSE

CERTAIN

FURTHER

PERSON

WORSE

GERMINATE

OBSERVANT

SUBURBAN

SURFACE

DESSERT

CONCERN

PREFER

REFER

Year 6 Unit 23 Word List

X	D	I	X	H	C	P	G	D	Y	N	C	R	E	V	E	R	S	A	L
P	P	Z	R	O	B	I	E	U	H	Z	I	O	Y	Z	G	Q	U	Y	I
S	C	X	E	C	U	B	R	A	N	Z	Z	F	N	H	K	V	V	T	F
I	U	H	C	I	E	O	K	C	R	I	Y	O	J	C	E	B	L	I	G
N	R	L	U	R	S	M	C	A	U	L	V	S	A	L	E	A	F	G	D
T	S	J	R	C	F	P	X	C	E	M	Y	E	B	D	S	R	D	N	H
E	I	O	R	U	O	X	X	R	U	D	N	I	R	R	J	X	N	W	O
R	V	U	I	L	O	Y	U	Y	Z	R	N	A	A	S	F	O	L	E	K
P	E	R	N	A	C	T	S	N	C	R	R	E	V	D	I	O	U	Y	D
R	Q	N	G	R	A	E	T	K	E	L	H	E	G	I	X	T	K	R	U
E	M	A	S	V	T	H	D	C	D	E	J	X	D	E	G	Y	Y	Q	N
T	N	L	R	R	S	R	S	S	R	Z	T	Y	U	V	Z	A	S	C	M
E	C	U	U	I	D	I	S	T	U	R	B	A	N	C	E	L	T	C	B
R	C	O	N	Q	D	U	Z	O	S	U	R	F	A	C	I	N	G	E	U
H	C	R	L	B	D	C	R	N	S	U	R	G	E	O	N	O	T	Y	R
C	U	R	P	R	B	C	R	G	B	C	Z	J	K	U	H	B	O	H	D
F	X	P	U	E	M	E	R	G	E	N	C	Y	W	N	A	N	H	M	E
M	O	S	E	V	X	P	N	Z	V	N	O	D	D	I	Y	J	B	S	N
N	B	B	D	T	Q	Y	D	X	V	E	T	U	J	U	Z	J	X	Z	Y
A	A	B	Q	O	J	X	S	K	K	Q	M	U	R	M	U	R	I	W	K

CIRCUMNAVIGATE

INTERPRETER

CURVATURE

SURFACING

OCCURRED

JOURNAL

FURNISH

MURMUR

PEARLY

DISTURBANCE

UNIVERSITY

RECURRING

REHEARSAL

REVERSAL

ADJOURN

CURSIVE

ABSURD

DISCERNIBLE

EMERGENCY

CONCERNED

CIRCULAR

COURTESY

SURGEON

URGENT

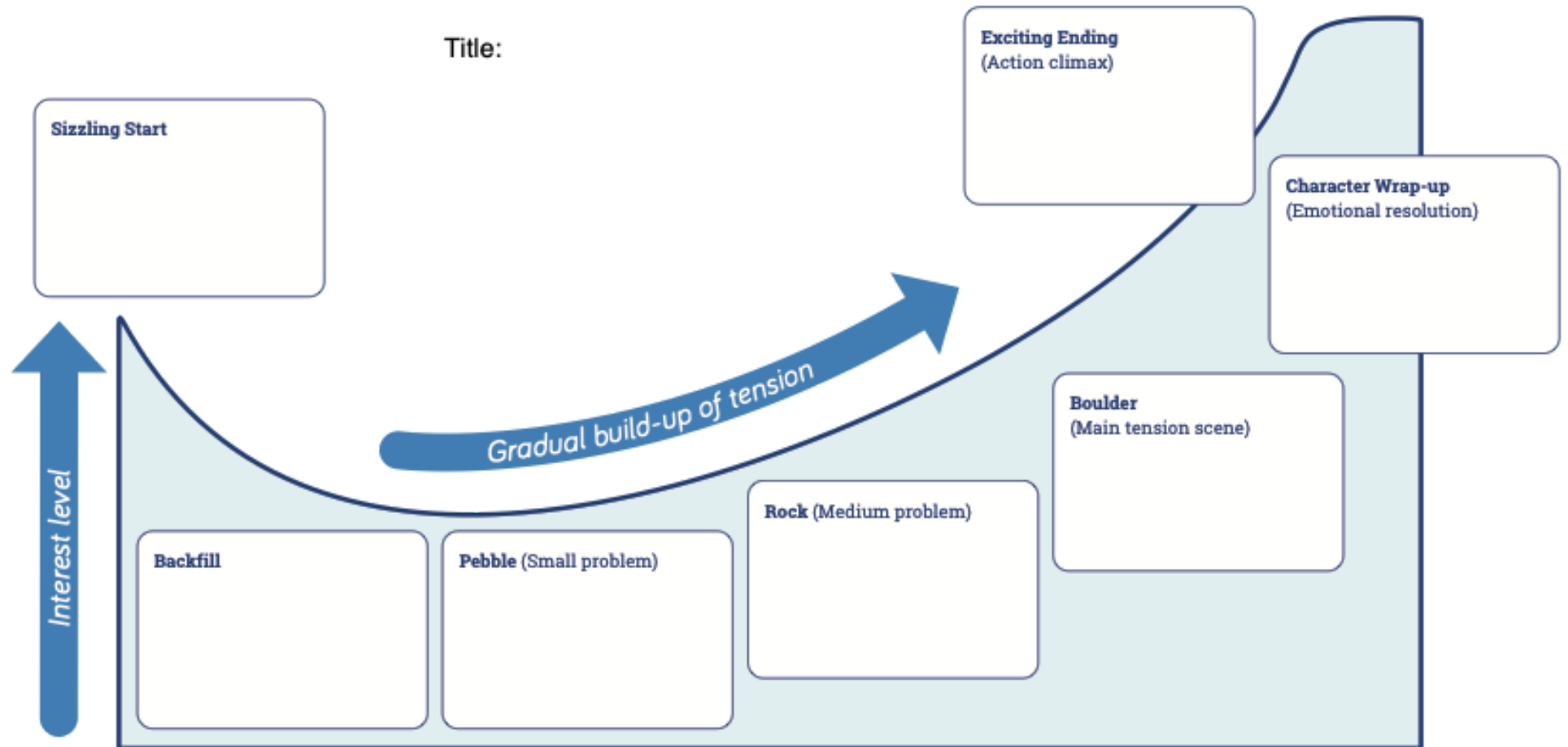
BURDEN

Comparing and Contrasting – John and Liyan’s ‘humpy’ compared to your home



Narrative Story Graph

Title:



Factors and Multiples Revision

Circle the factors.

Factors of 15

2 3 6 5
1 15 7 10

Factors of 20

2 4 6 5
20 15 1 10

Factors of 48

3 7 4 6
2 8 10 12
25

Factors of 36

2 8 4 6
10 12 15 18

Write the next four multiples.

6,	12,	18,	_____	_____	_____	_____
27,	36,	45,	_____	_____	_____	_____
20,	25,	30,	_____	_____	_____	_____
21,	28,	35,	_____	_____	_____	_____

Write the multiples of 8 that are greater than 20 but less than 60.

Write the multiples of 3 that are greater than 14 but less than 35.

Write the multiples of 4 that are greater than 10 but less than 41.

Factors and Multiples Revision

F = Factor M = Multiple B = Both
Write the letters F, M or B next to the numbers.

F, M or B of 8

8	
16	
4	
2	

F, M or B of 10

5	
20	
10	
30	

F, M or B of 12

3	
12	
36	
48	

Colour the common factor for 12 and 15.

12

5

6

15

3

10

Colour the common factor for 20 and 24.

10

6

12

4

20

42

Colour the common factor for 36 and 45.

30

9

5

6

15

18

Multiplies Colouring in Mosaic

Multiples of 9: Purple

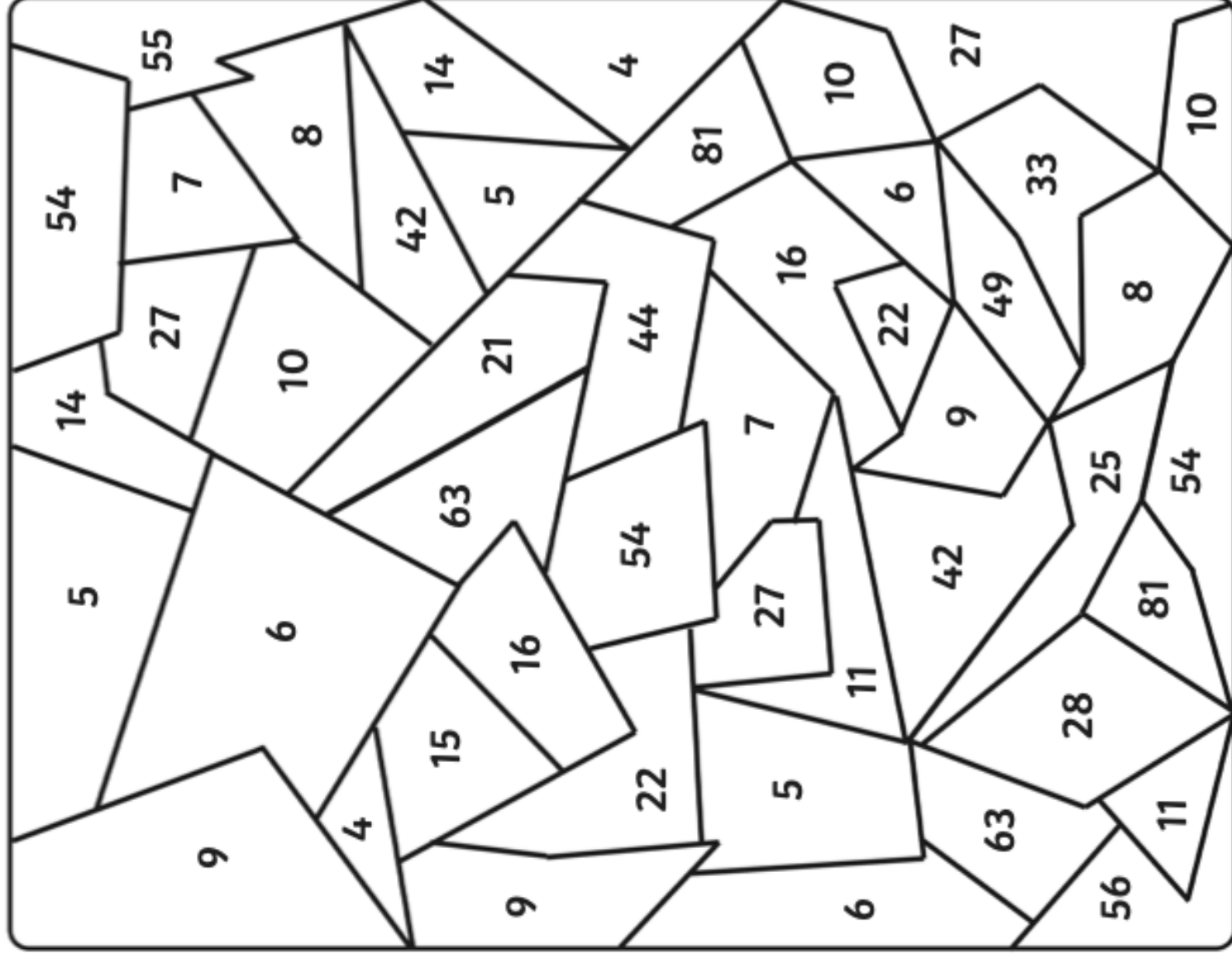
Multiples of 7: Yellow

Multiples of 11: Orange

Multiples of 6: Red

Multiples of 5: Green

Multiples of 4: Blue





Across

- 1 $9 + 3$
 3 3×5
 6 five x nine
 8 6×3
 10 6 times 11
 12 6×4
 14 $25 + 42$
 16 $12 + 7$
 19 $22 + 50$
 21 50 + twenty eight
 23 $18 + 8$
 25 9×5
 27 $10 + 10 + 20 + 18$
 28 100 minus 47

Down

- 2 Twenty + four
 4 $25 + 26$
 5 8×2
 7 $100 - 48$
 9 $60 + 22$
 11 eighty minus fourteen
 13 $20 + 10 + 11$
 15 $55 + 22$
 17 $100 - 3$
 18 $11 + 11$
 20 2×12
 22 $100 - 17$
 24 $20 + 10 + 20 + 15$
 26 5×11

Funny Food

Invent your own fabulous food!

Materials: Safe kitchen utensils, clothing for dressups.

Time: 30 minutes

Find more resources at [arts4live.com](https://www.arts4live.com)

**Drama
Activities
Year 5-6**



Watch

Watch the [Poisoned Pizza](#) video by The Listies on ARTS:LIVE.

Create

In the video, The Listies created a short play based on a pizza – a poisoned pizza!

Choose your own food to base your own short play on. For example, you could choose a doughnut or an apple.

What is interesting about your food? Does it give you super strength? Does the person who eats it become amazing at maths?

Write down your idea below:

Food

What is interesting about your food?

.....

Act

When you've invented your story, think about how you can act out your scene. You could try using a piece of fruit, some safe kitchen utensils or costumes to bring your scene to life!

Collect some safe kitchen props for inspiration, such as a spatula or a wooden spoon.

Remember, you can use your voice and body movements to play more than one character, just like The Listies do!



Science - Paper Building Blocks

Most paper crafts revolve around creating something fancy out of paper, but did you know that you could use paper as a structural material? Our simple paper building blocks are a great way to demonstrate engineering for kids. Take a material that is weak in and of itself, fold it into a robust shape, like a triangle, and viola, you are now building with paper!

How strong is it? Well, make a few blocks, build a paper structure, and put it to the test! You'll never guess what we tested ours with.....check out the results below.



Materials: Thick colored or white paper, Scissors, Tape

Instructions: Measure and mark out your paper, cut along the lines, fold the paper into the triangular shape, tape the end to hold together. **Let us know about your results. Did the size of the triangle or the thickness of the paper make a difference to the result?**

Upload your findings along with a picture of your experiment to your Google Classroom.

HENRY FULTON PUBLIC SCHOOL SUGGESTED ONLINE RESOURCES

English

Soundwaves Spelling - https://online.fireflyeducation.com.au/services/student_login/soundwaves

Behind the News - <https://www.abc.net.au/btn/>

Kids News - <https://www.kidsnews.com.au/>

Storyline Online - <https://www.storylineonline.net/>

Numeracy

Mathletics - <https://login.mathletics.com/>

Mathantics Video Lessons - <https://www.youtube.com/channel/UCBuMwIP7kHkNxdPAqtFSJTw>

Cool math games - <https://www.coolmathgames.com/>

Prodigy - <https://sso.prodigygame.com/game/start?rid=58941fe4-91bd-47ec-bb03-7cad5edc1df1>

Other KLA's

National Geographic - <https://www.natgeokids.com/au/category/discover/>

The Body Coach TV (Kids Workouts) - <https://www.youtube.com/user/thebodycoach1>

Blockly Games Coding - <https://blockly.games/>

ABC education - <https://education.abc.net.au/home#!/home>

Google Classroom Codes

6H – m4cmyt6 | **56C** – lexmq67 | **5L** – 7pg4b5t | **45J** – k6cd4jx