

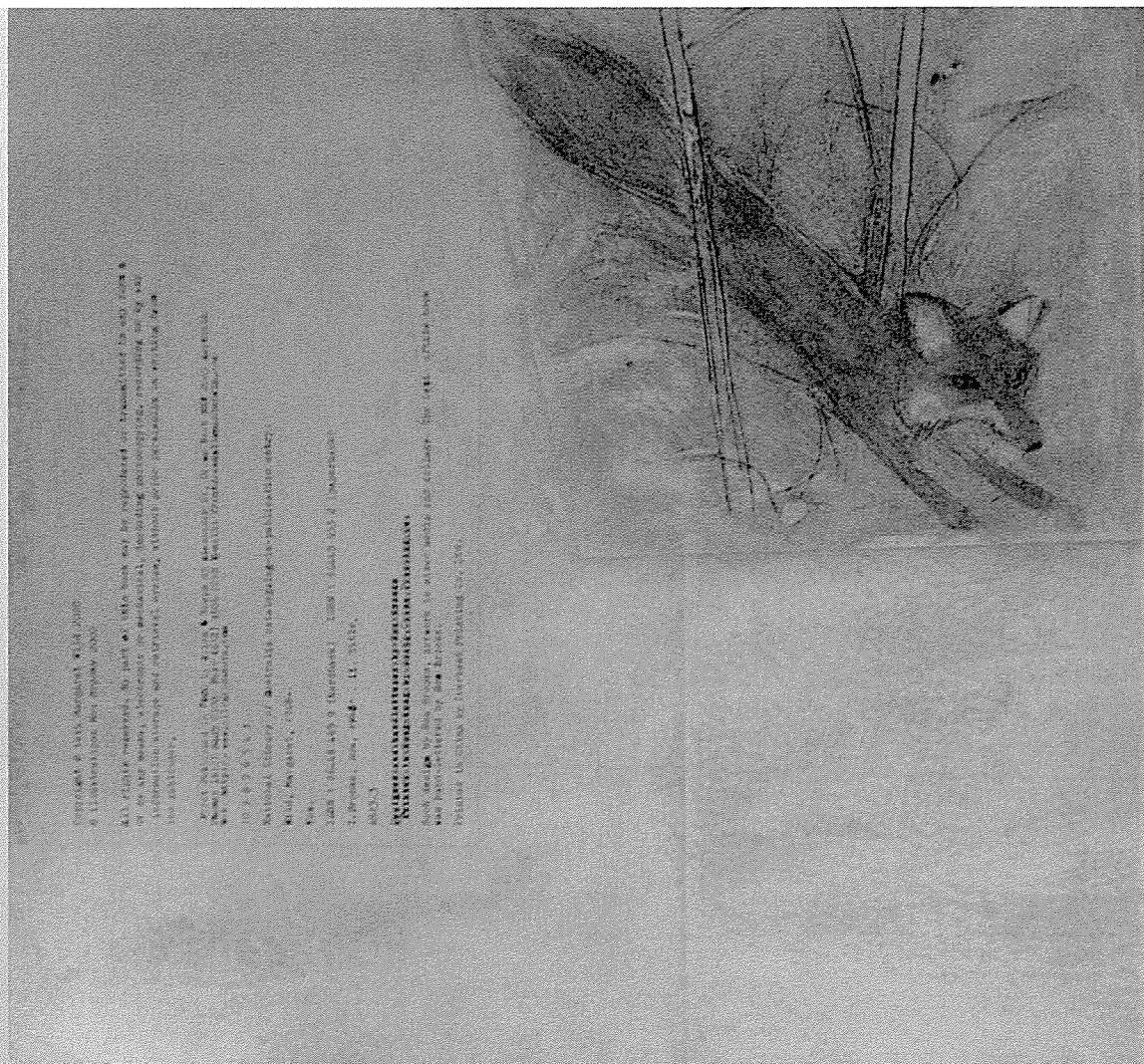
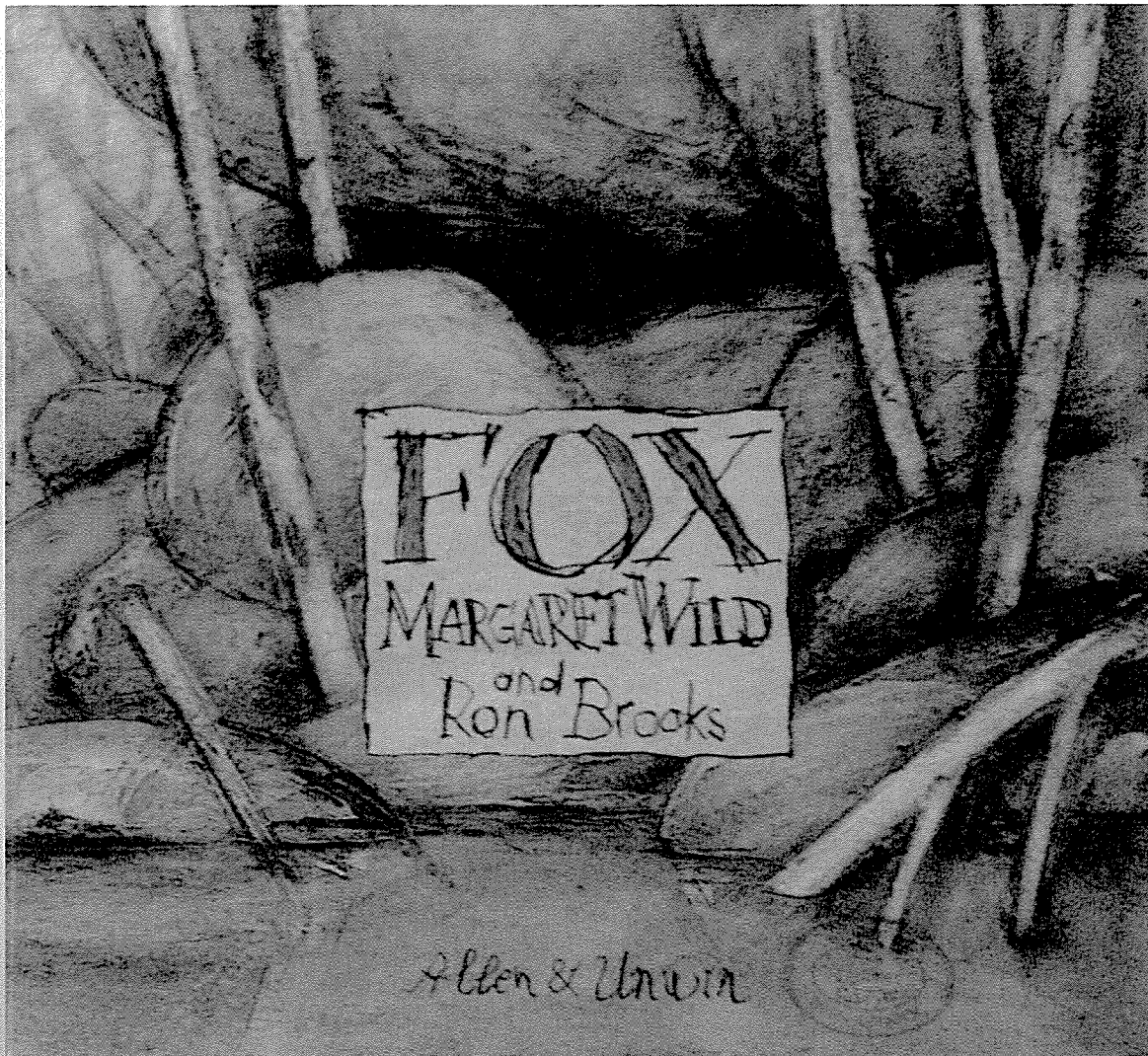
Learning From Home 2021 Term 3 Week 1

Stage 3

WORKING FROM HOME TIMETABLE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
School Development Day	<p><u>Morning Session</u></p> <ul style="list-style-type: none"> - Zoom Meeting - Literacy – Visualising Fox by Margaret Wild. - Spelling – ‘oo.ew, ue, ui’ - Writing Task - Fox descriptive paragraph. 	<p><u>Morning Session</u></p> <ul style="list-style-type: none"> - Zoom Meeting - Literacy – FoR The Green Vision. - Spelling – ‘oo, ew, ue, ui’ - Writing Task - The Green Vision 	<p><u>Morning Session</u></p> <ul style="list-style-type: none"> - Zoom Meeting - Literacy – The Mysterious Shadow - Spelling – ‘oo,ew, ue, ui’ - Writing Task - Finish the Narrative 	<p><u>Morning Session</u></p> <ul style="list-style-type: none"> - Zoom Meeting - Literacy – Crazy Caving - Spelling – ‘oo,ew, ue, ui’ - Writing Task - Finish the Narrative
	<p><u>Middle Session</u></p> <ul style="list-style-type: none"> - Times tables - Independent learning task, Splash Learn – Estimating Products. 	<p><u>Middle Session</u></p> <ul style="list-style-type: none"> - Times tables - Independent learning task, Splash Learn – Estimating Products of Multi digit whole numbers. 	<p><u>Middle Session</u></p> <ul style="list-style-type: none"> - Times tables - Independent learning task Splash Learn – Division without remainders. 	<p><u>Middle Session</u></p> <ul style="list-style-type: none"> - Times tables - Independent learning task Splash Learn – Division with remainders.
	<p><u>Afternoon Session</u></p> <ul style="list-style-type: none"> - PBL - Be Secure. 	<p><u>Afternoon Session</u></p> <ul style="list-style-type: none"> - NAIDOC 	<p><u>Afternoon Session</u></p> <ul style="list-style-type: none"> - PDHPE 	<p><u>Afternoon Session</u></p> <ul style="list-style-type: none"> - Creative Arts

Tuesday



For Ron, Rosalind and Sarah,
With thanks. M.W.

To M.W. for the words
and to Margaret, for the writing. R.B.



THROUGH THE CHARRED FOREST,
OVER HOT ASH, RUNS DOG, with a bird
clamped in his big, gentle mouth.
He takes her to his cave above the river,
and there he tries to tend her burnt wing;

but Magpie does not want
his help.

"I will never again be able to fly,"
she whispers.

"I know," says Dog.

He is silent for a moment, then he says,

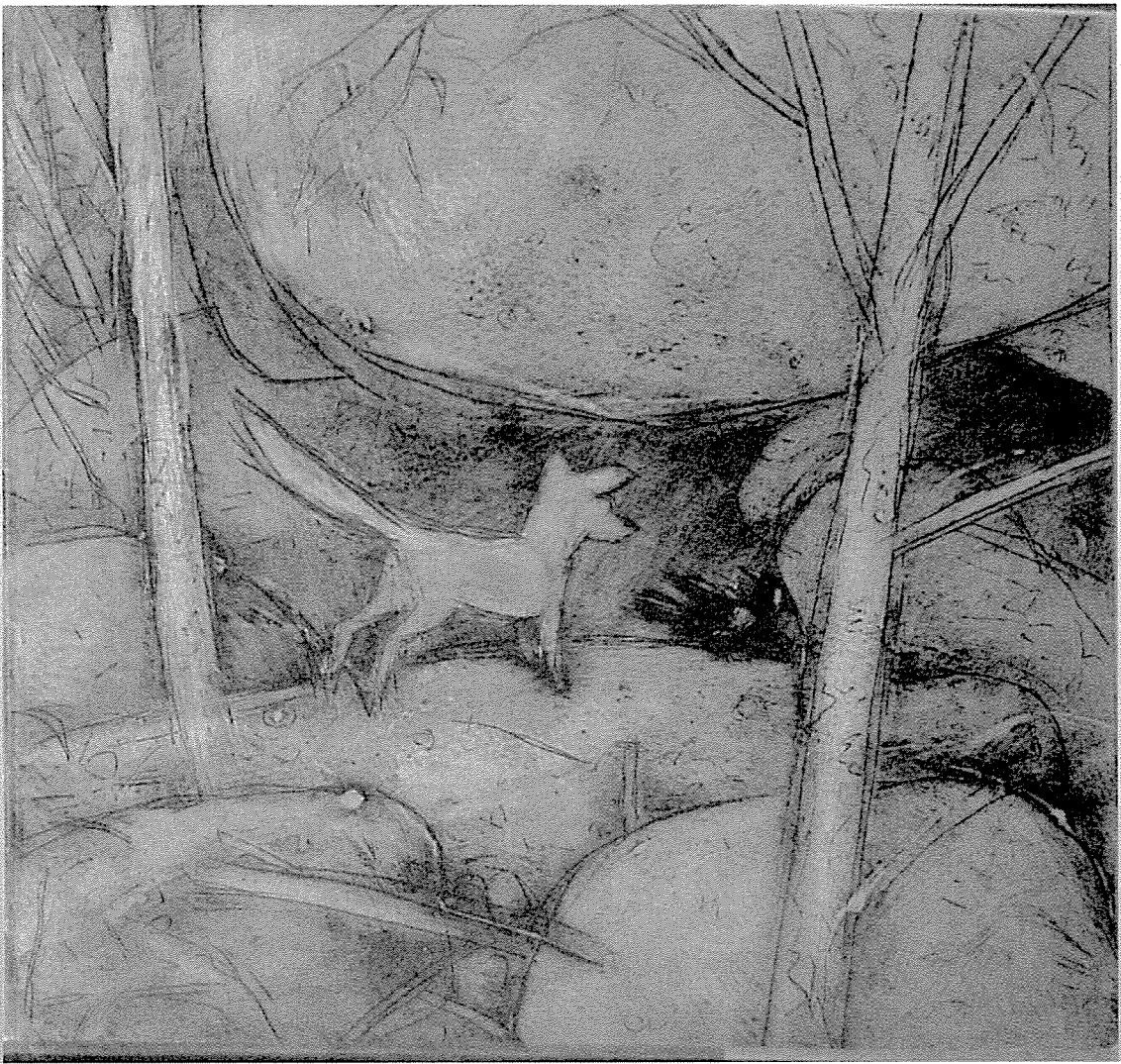
"I am blind in one eye,
but life is still good."

"An eye is nothing!" says Magpie.

"How would you feel if you
couldn't run?"

Dog does not answer.

Magpie drags her body
into the shadow of the rocks,
until she feels herself
melting into blackness.



DAYS, perhaps a week later, she WAKES with a rush of grief. Dog is waiting. He persuades her to go with him to the riverbank.

"Hop on my back,"
he says. "Look into the
water and tell me
what you see."

Sighing, Maggie does as he asks.
Reflected in the water are clouds and sky
and trees — and something else.

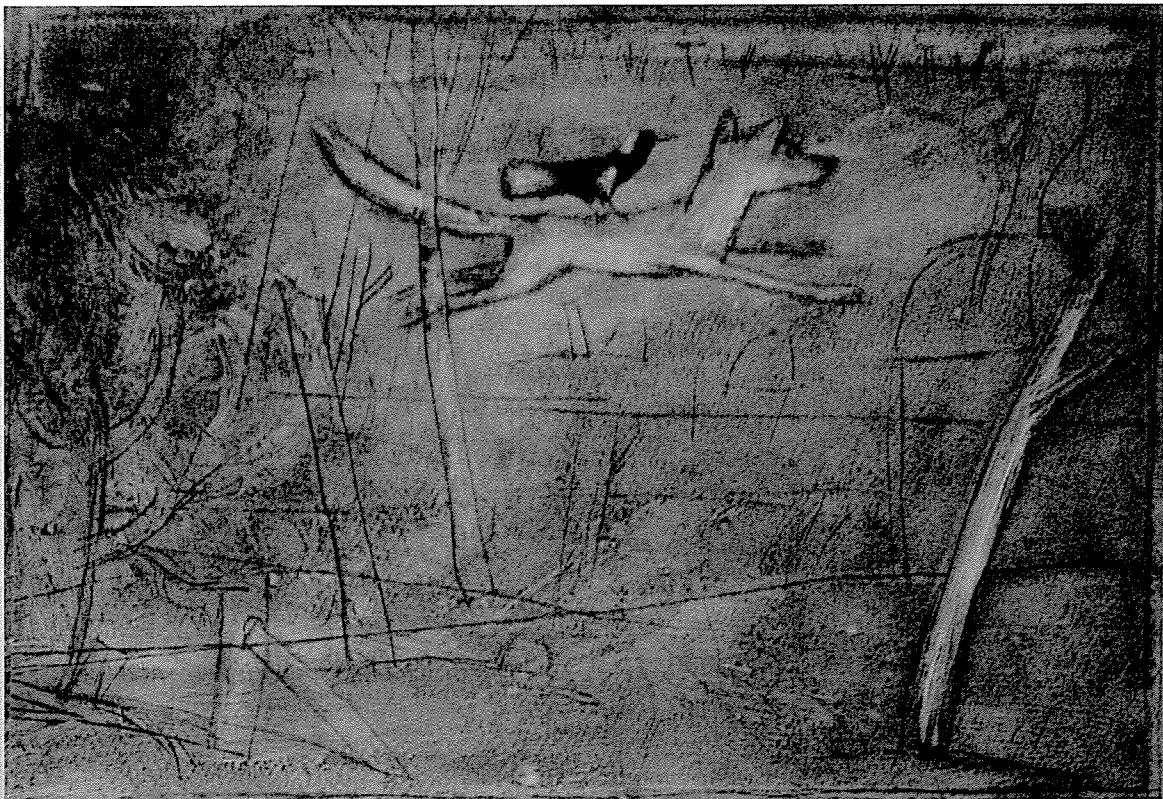
"I see a strange new creature!" she says.



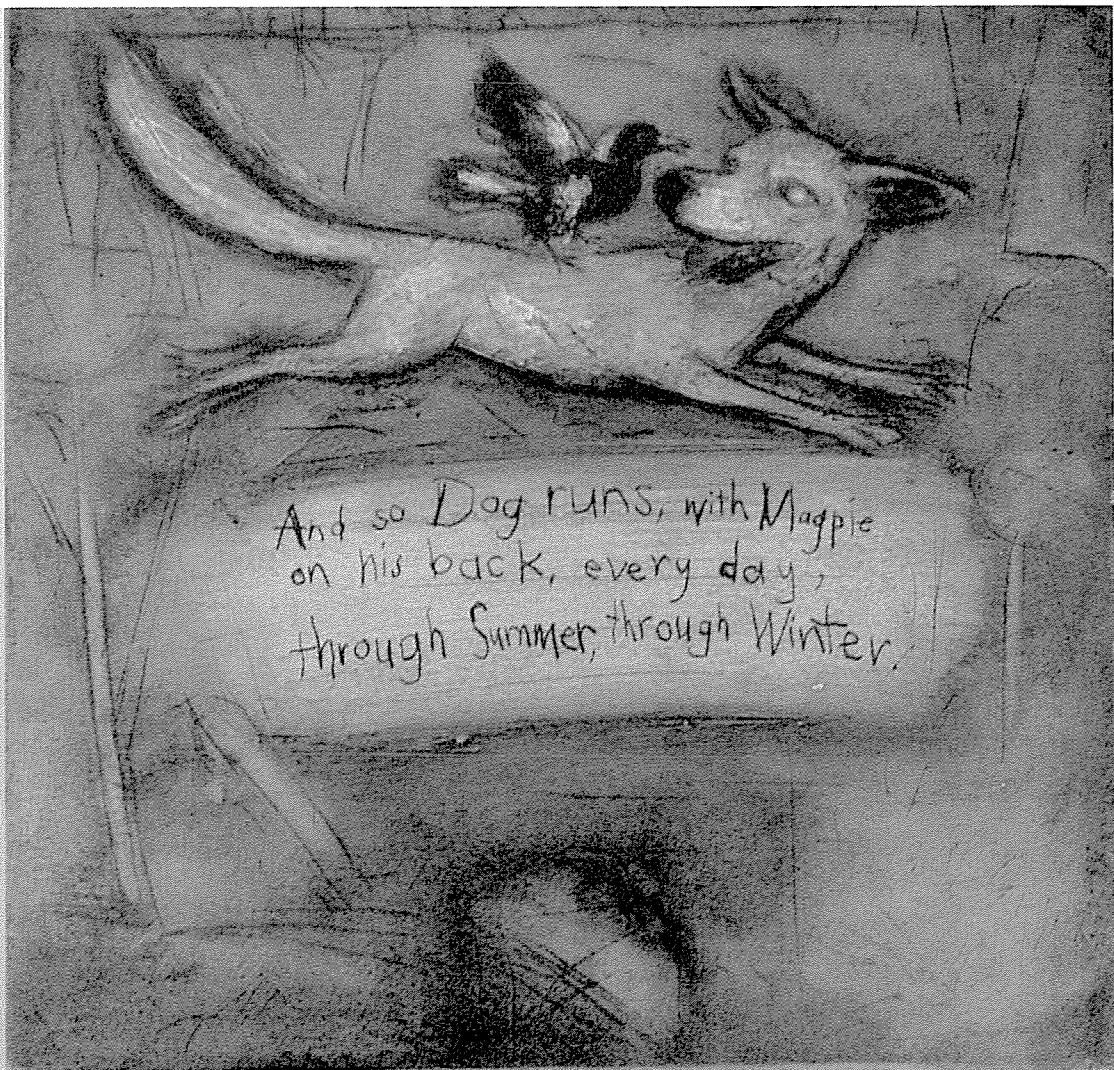
"That is us," says Dog. "Now hold on tight!"

With Maggie clinging to his back he races through the scrub, past the stringybarks, past the clumps of yellow box trees and into blueness. He runs so swiftly, it is almost as if he were flying.

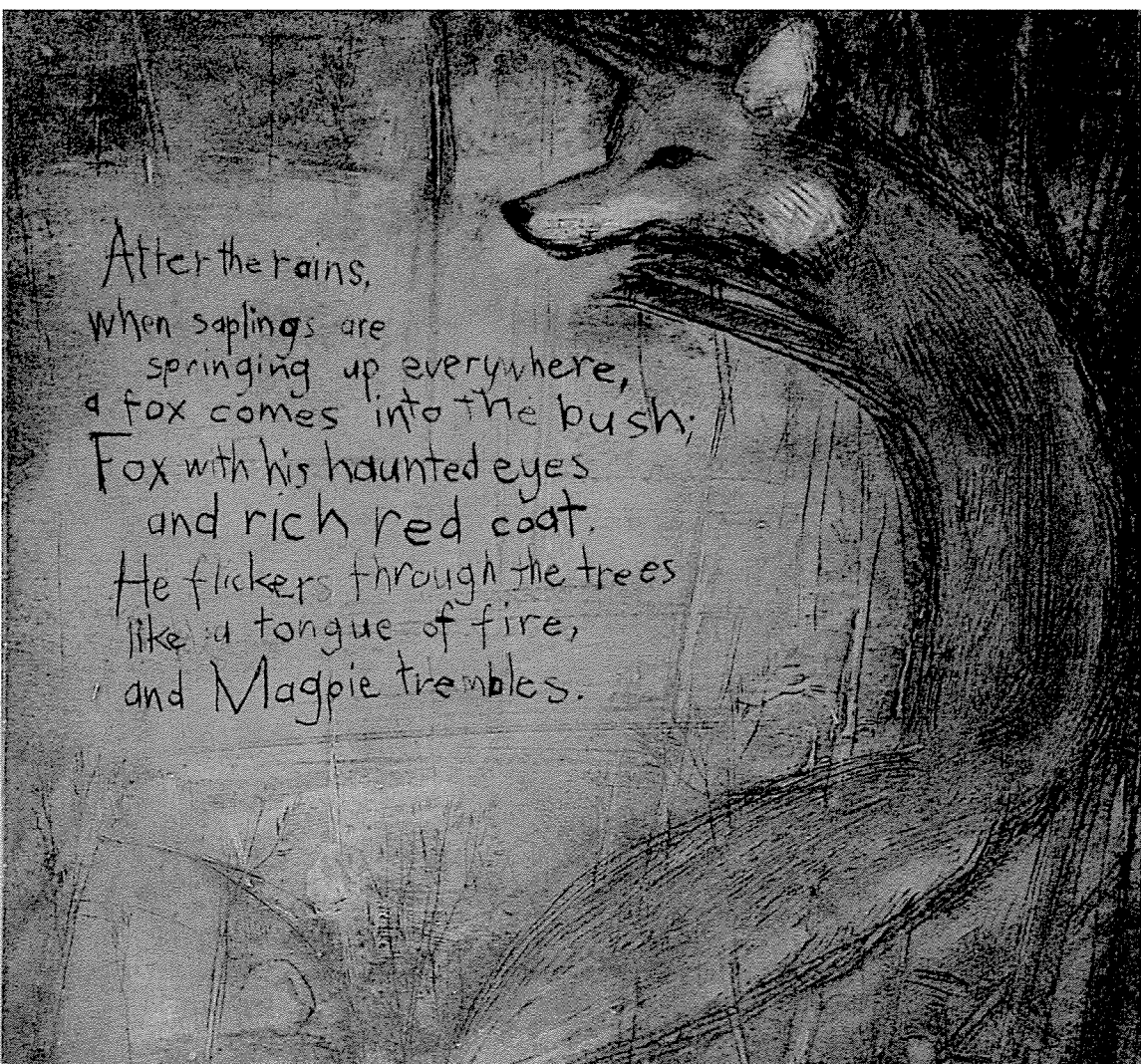





Magpie feels the wind streaming through her feathers,
and she rejoices. "FLY, Dog, FLY! I will be
your missing eye, and you will be my wings."



And so Dog runs, with Magpie
on his back, every day,
through Summer, through Winter.



After the rains,
When saplings are
springing up everywhere,
a fox comes into the bush;
Fox with his haunted eyes
and rich red coat.
He flickers through the trees
like a tongue of fire,
and Magpie trembles.



But Dog says, "Welcome.
We can offer you food
and shelter."

"Thank you," says Fox.
"I saw you running this morning.
You looked extraordinary."

Dog beams,
but Magpie
shrinks
away.



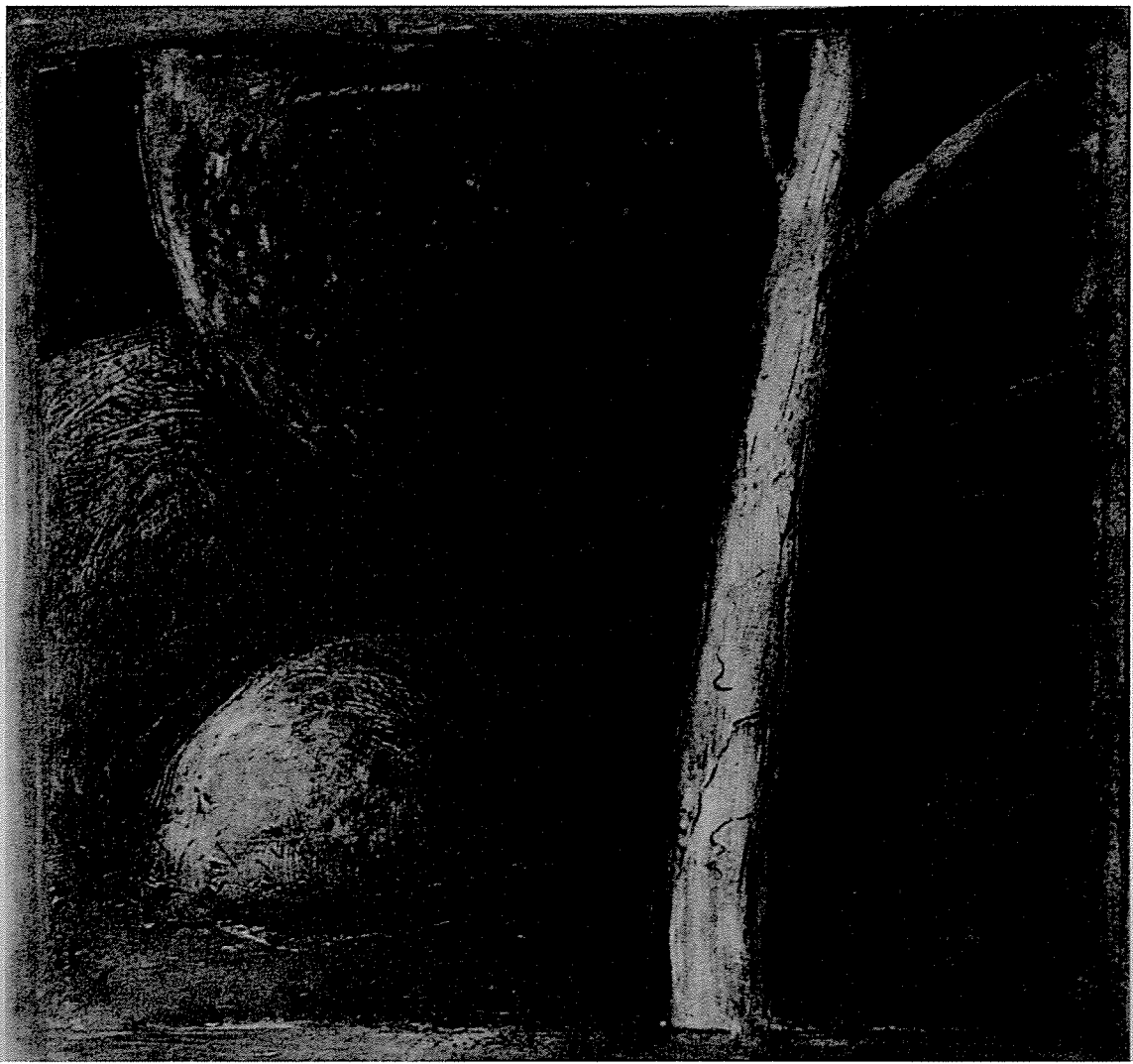
She can feel Fox staring at her burnt wing.

In the evenings, when the air is creamy with blossom,
Dog and Magpie relax at the mouth of the cave,
enjoying each other's company.

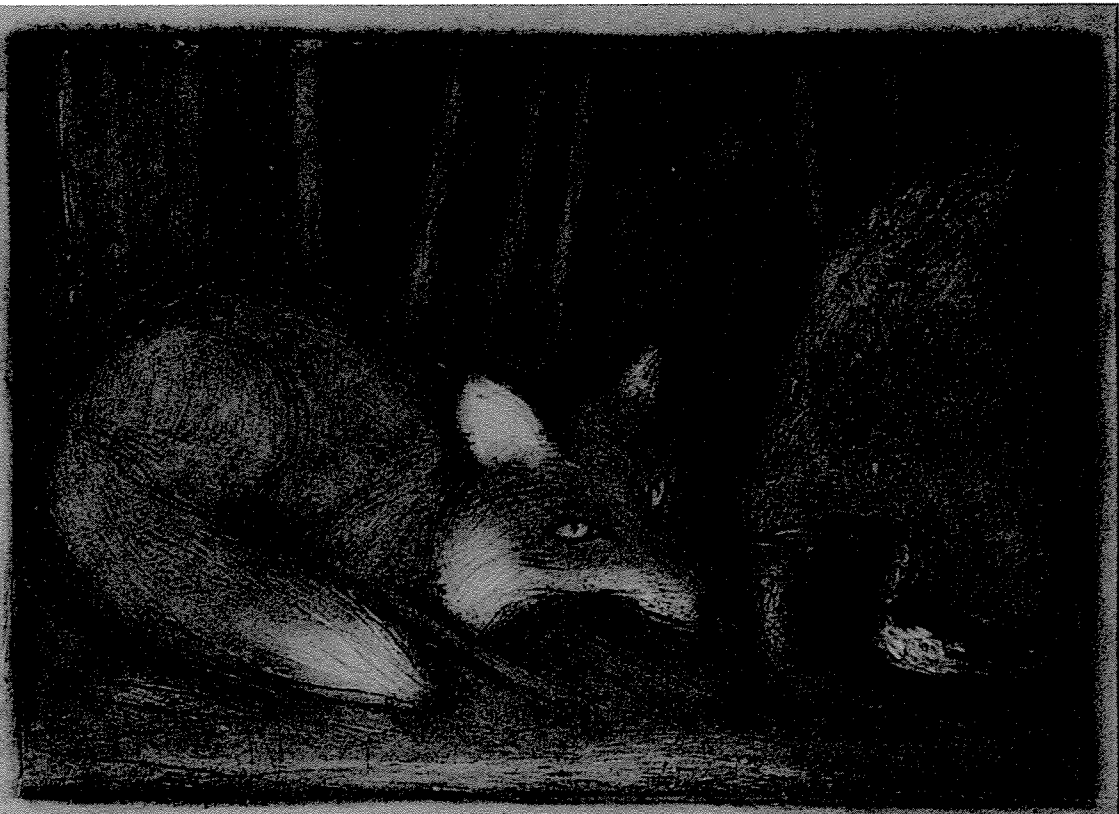
Now and again Fox joins in the conversation,
but Magpie can feel him watching,
always watching her.



And at night his smell seems to fill the cave—
a smell of rage and envy and loneliness.



Maggie tries to warn Dog about Fox.
"He belongs nowhere," she says. "He loves no one."
But Dog says, "He's all right. Let him be."



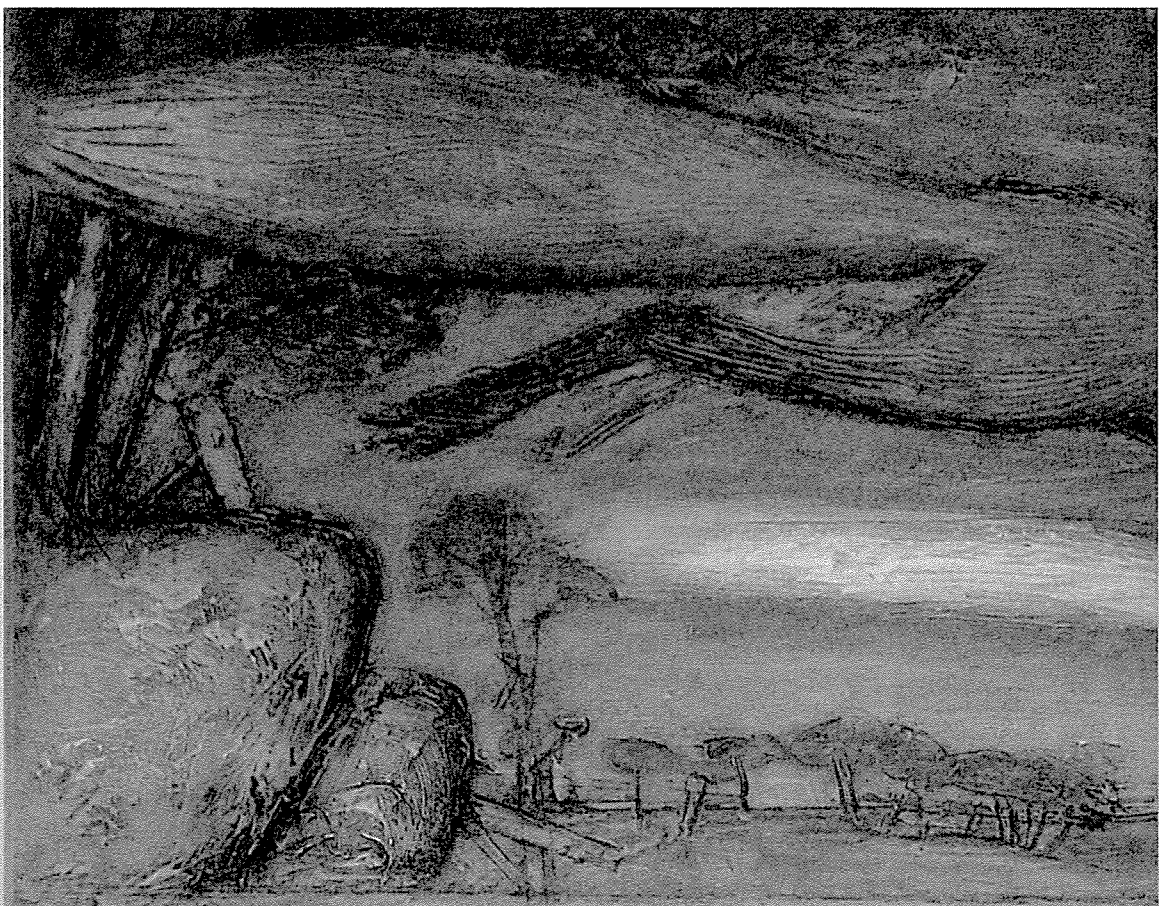
That night, when Dog is asleep, Fox whispers to Magpie,
"I can run faster than Dog. Faster than the wind.
Leave Dog and come with me."
Magpie says, "I will never leave Dog. I am his
missing eye and he is my wings."

Fox says no more that night,
but the next day when Dog is at the river,
he whispers to Magpie, "Do you
remember what it is like to fly?
Truly fly?"

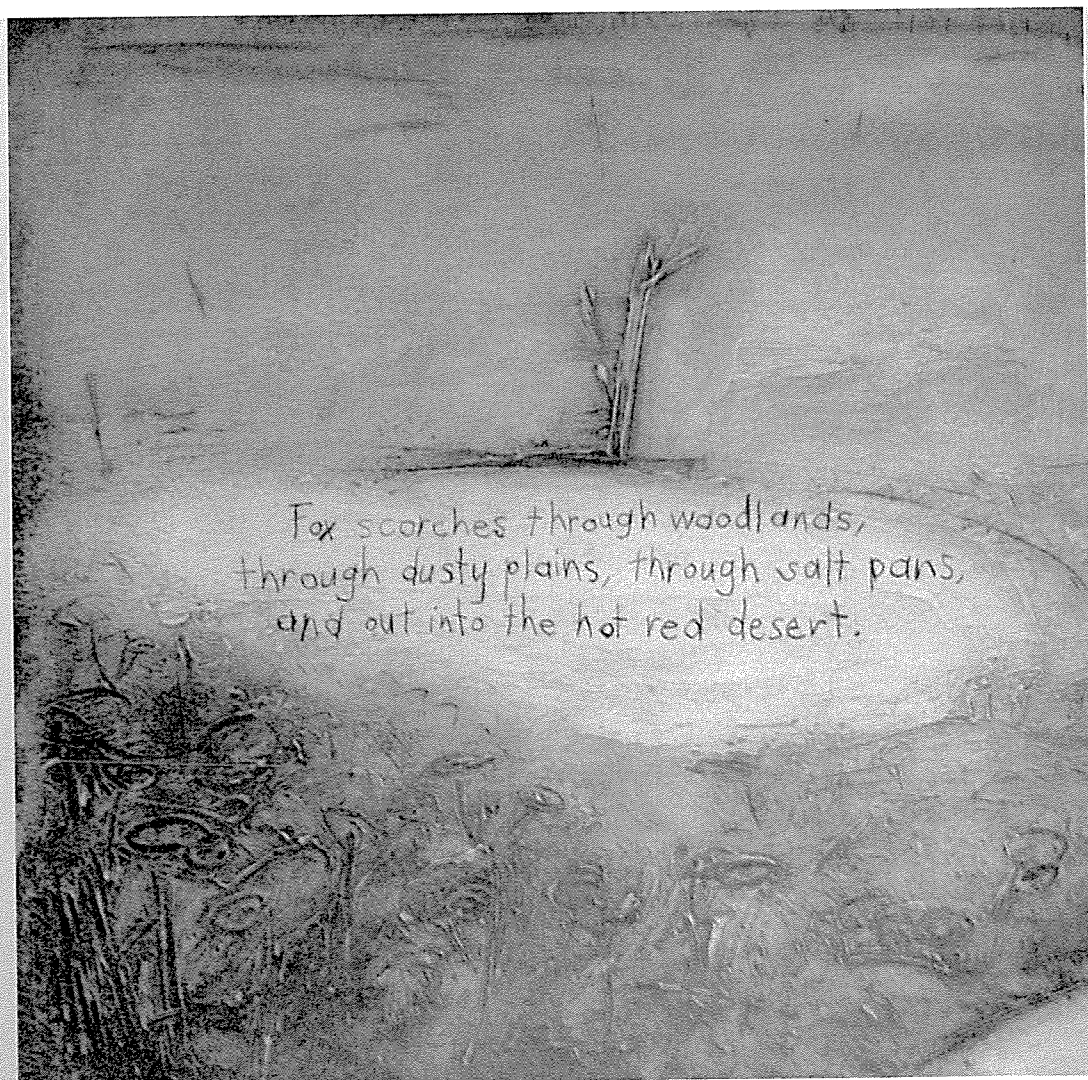
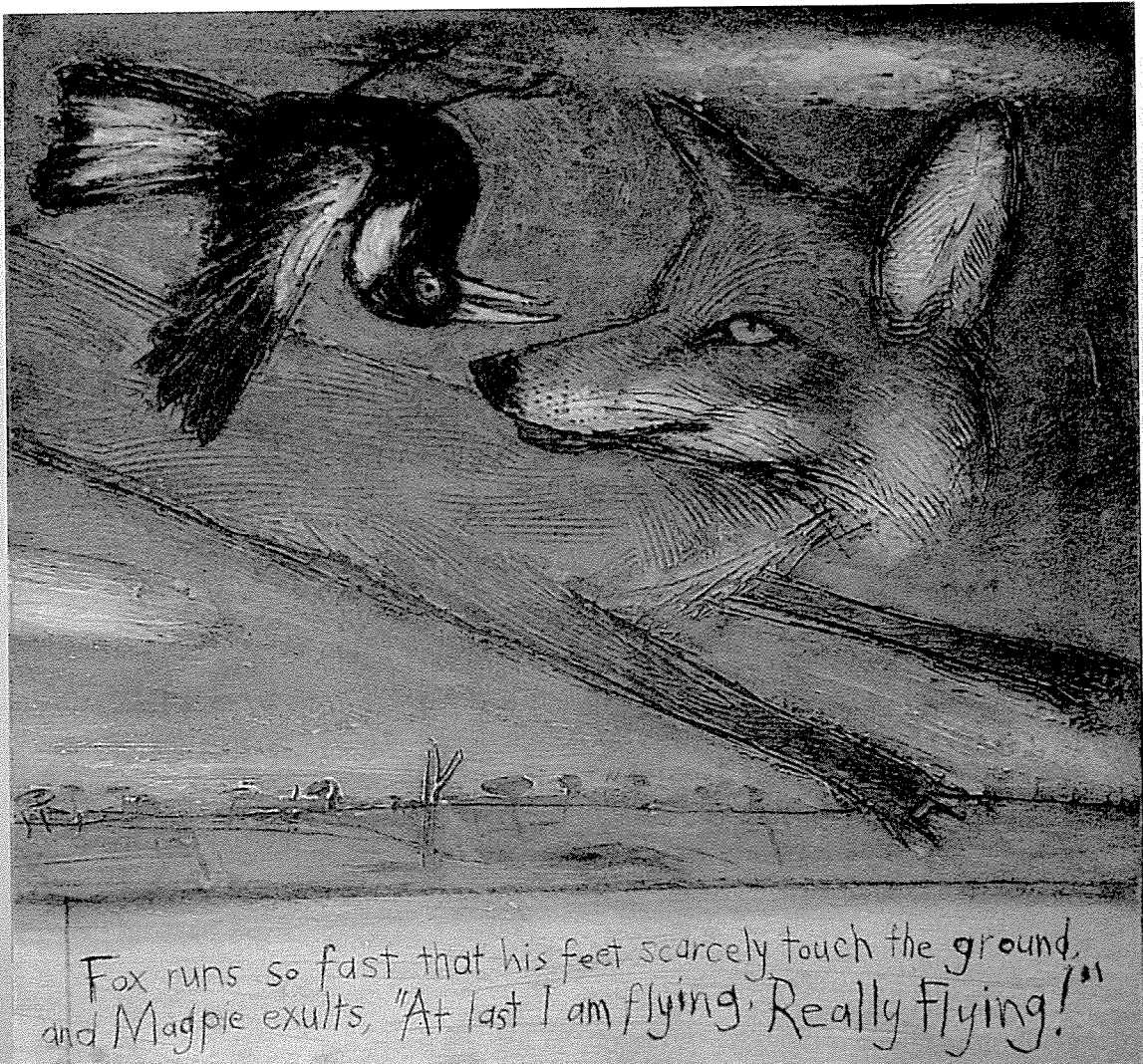
Again Magpie says, "I will never leave Dog.
I am his missing eye
and he is my wings."

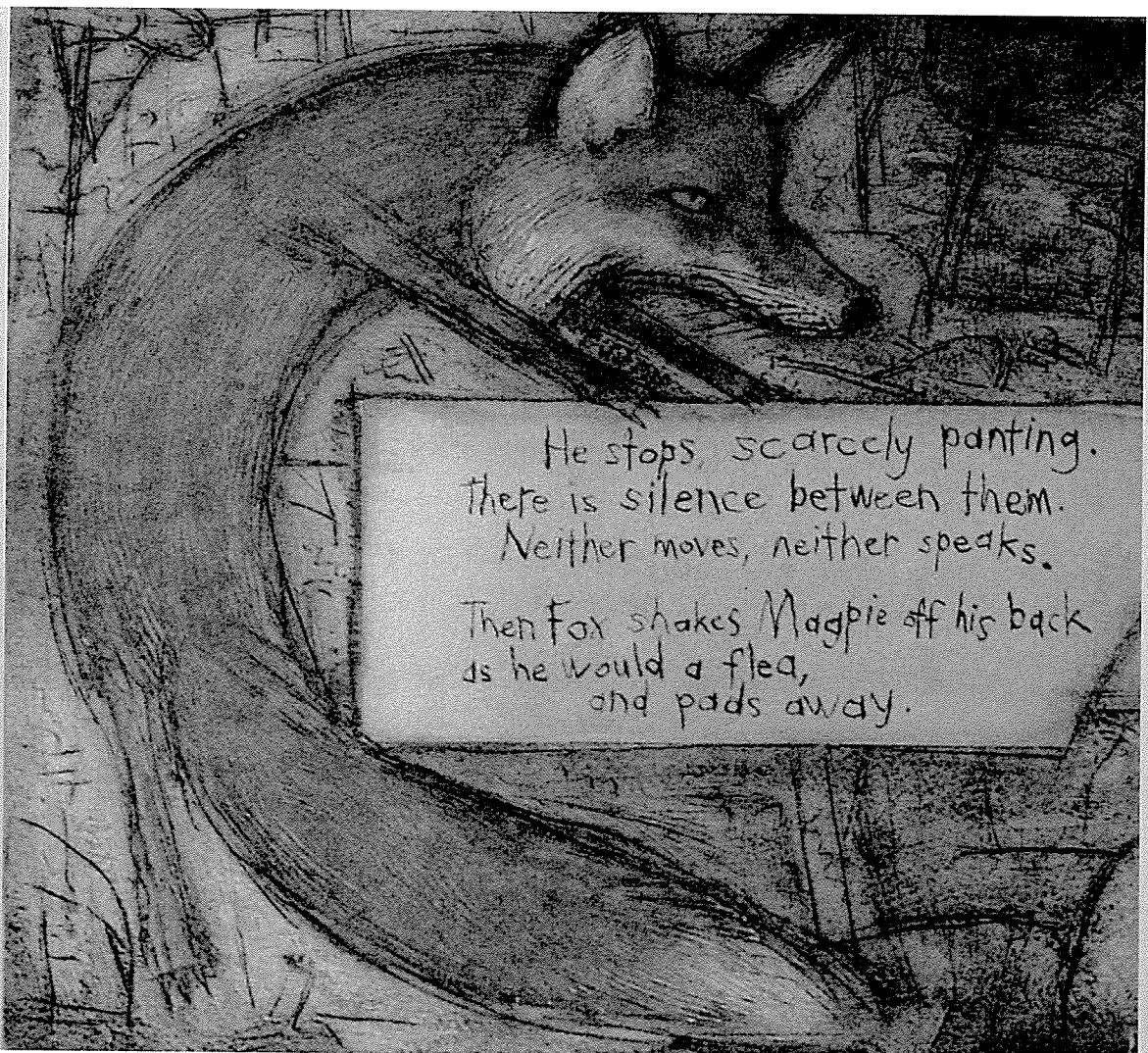
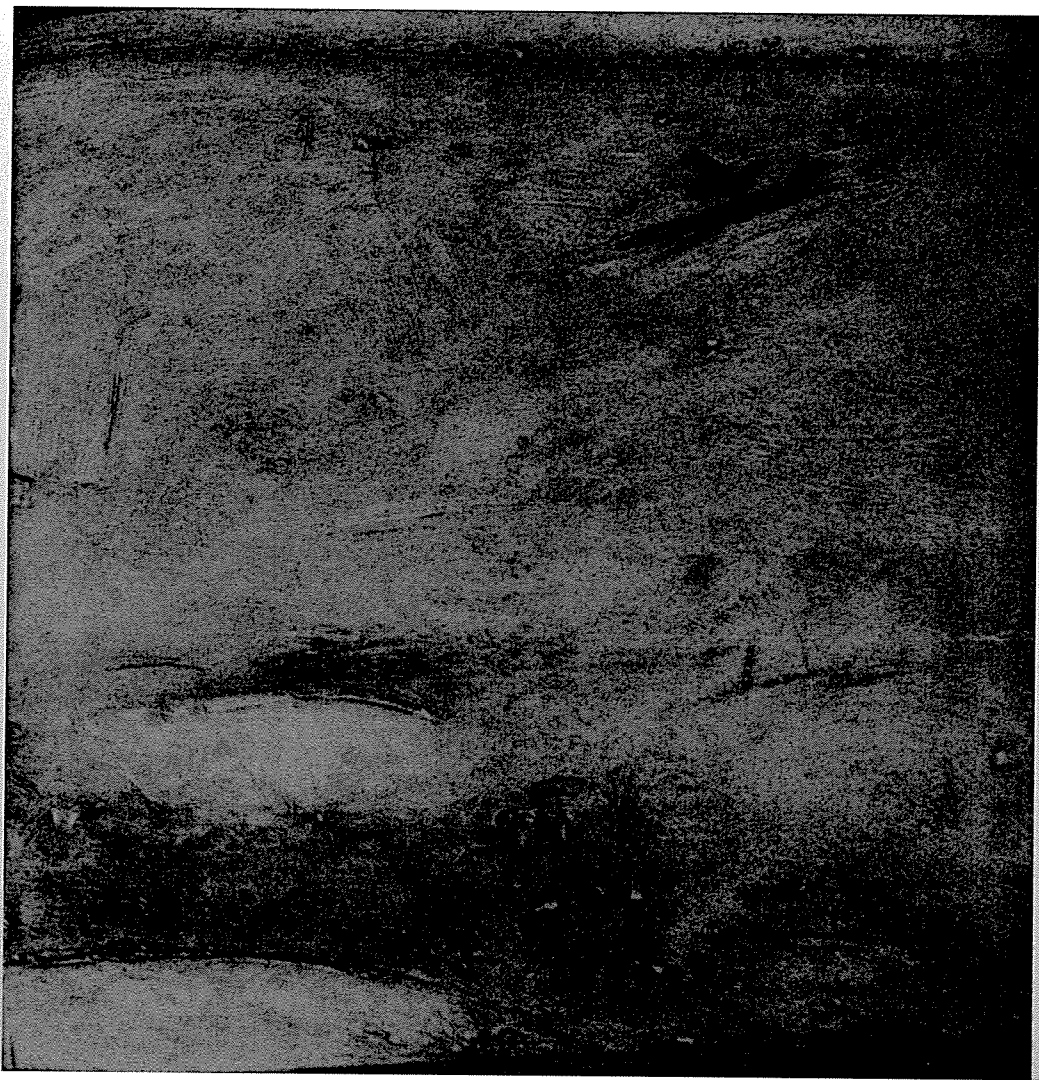
But later that day, as Dog
runs through the scrub with
Magpie on his back, she thinks,
"This is nothing like flying.
Nothing!"

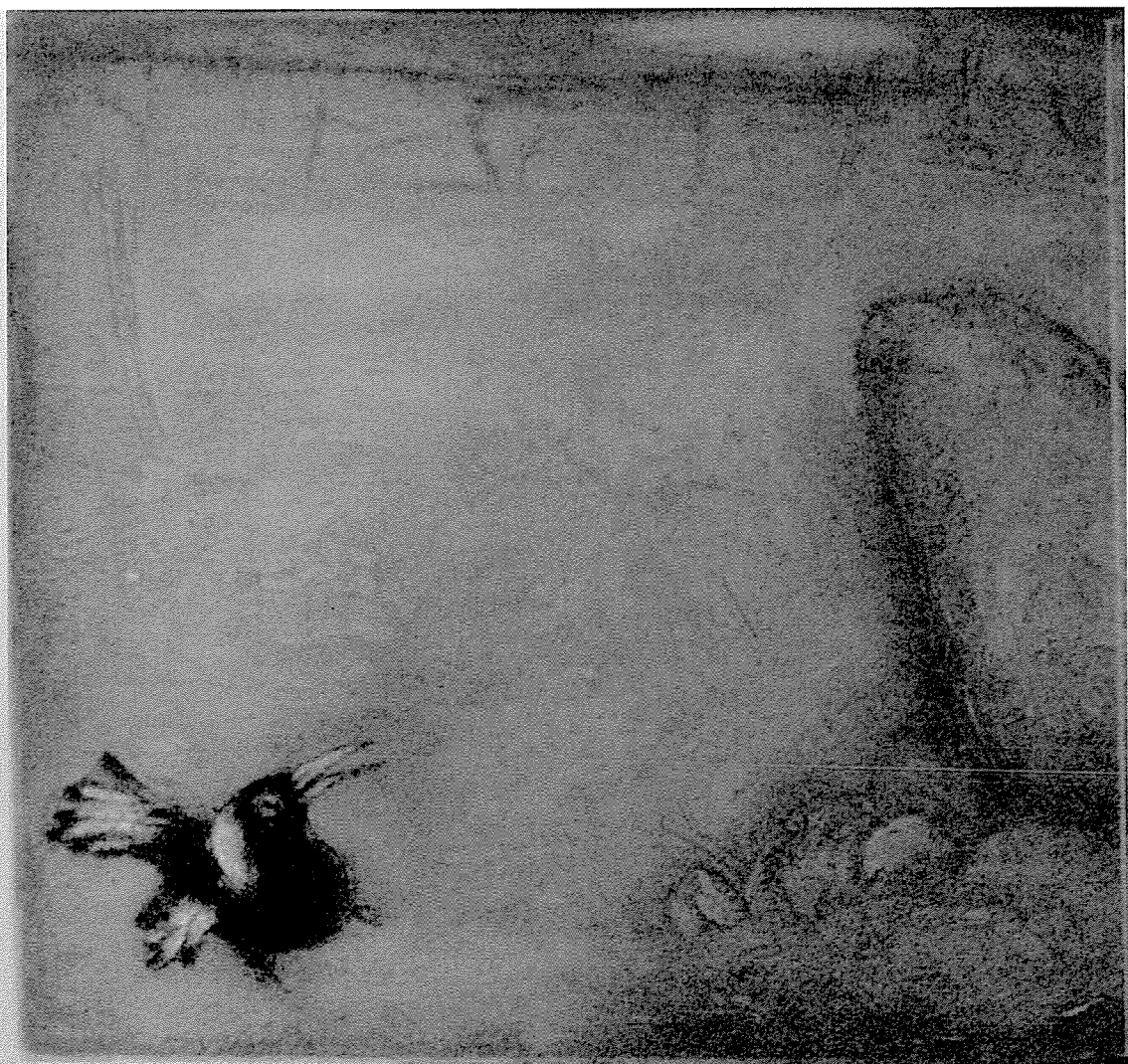
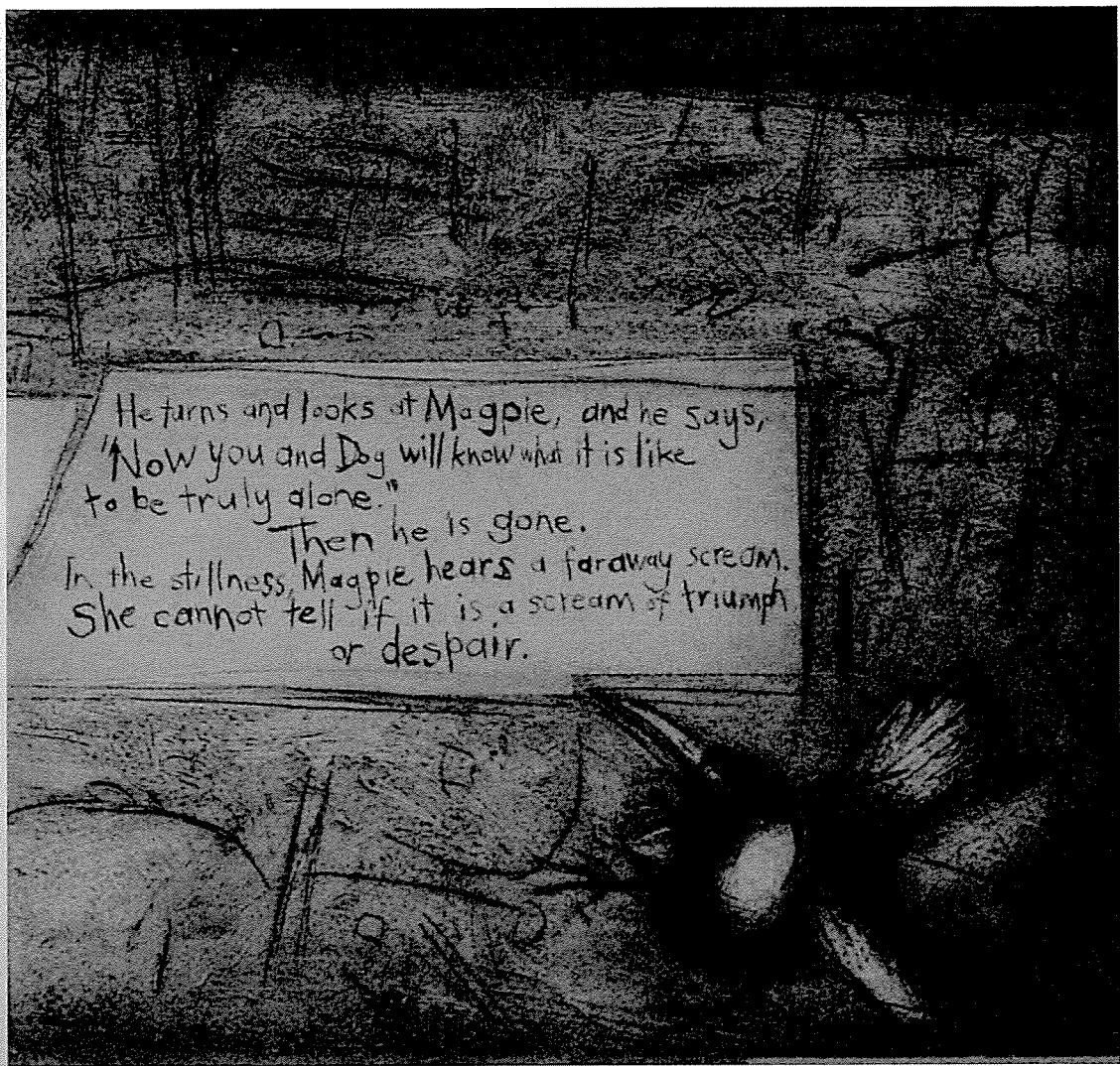
And when at dawn
Fox whispers to her
for the third time,
she whispers back,
"I am ready."

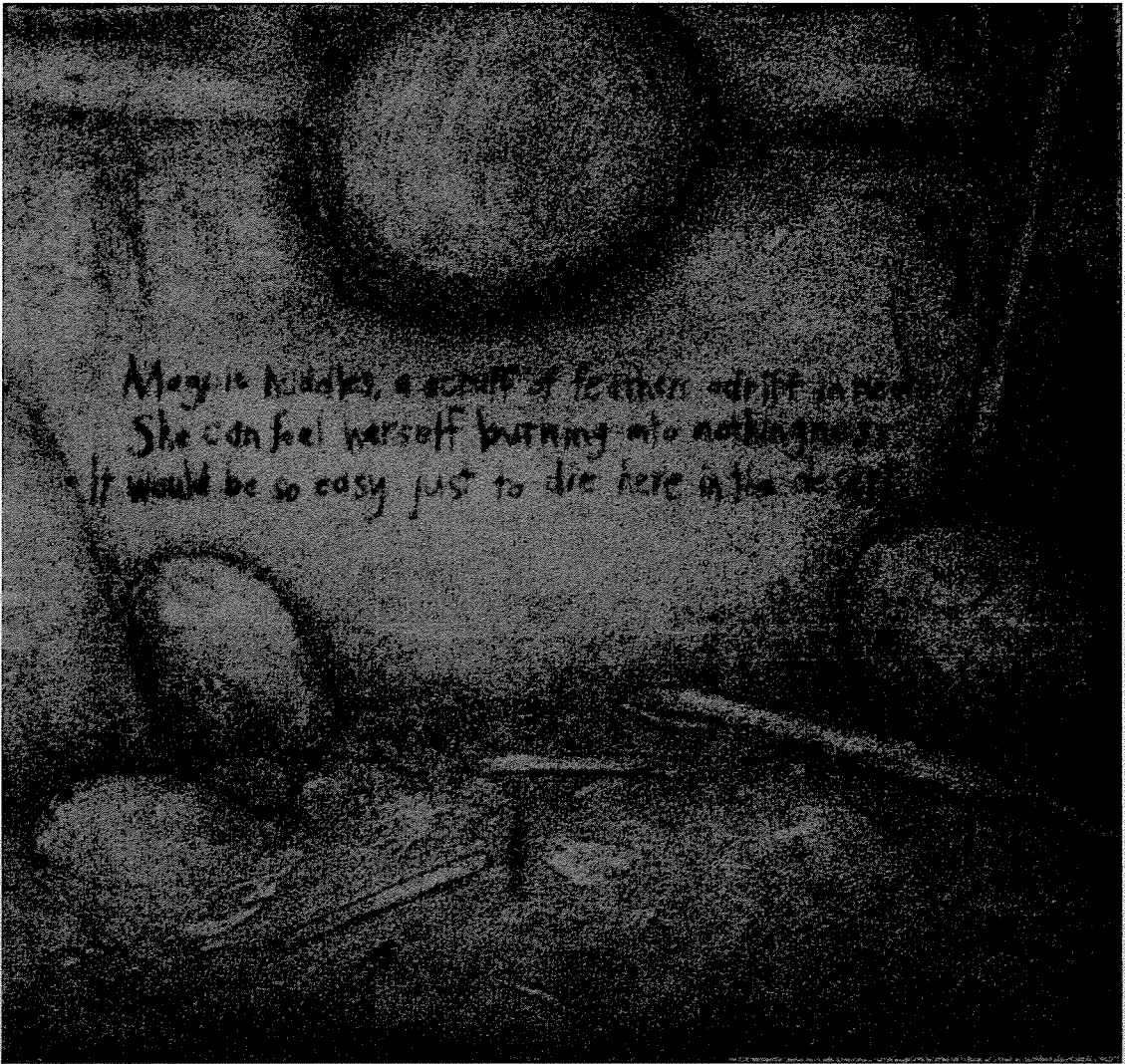


While Dog sleeps, Magpie and Fox streak past
coolibah trees, rip through long grass, belt over rocks.

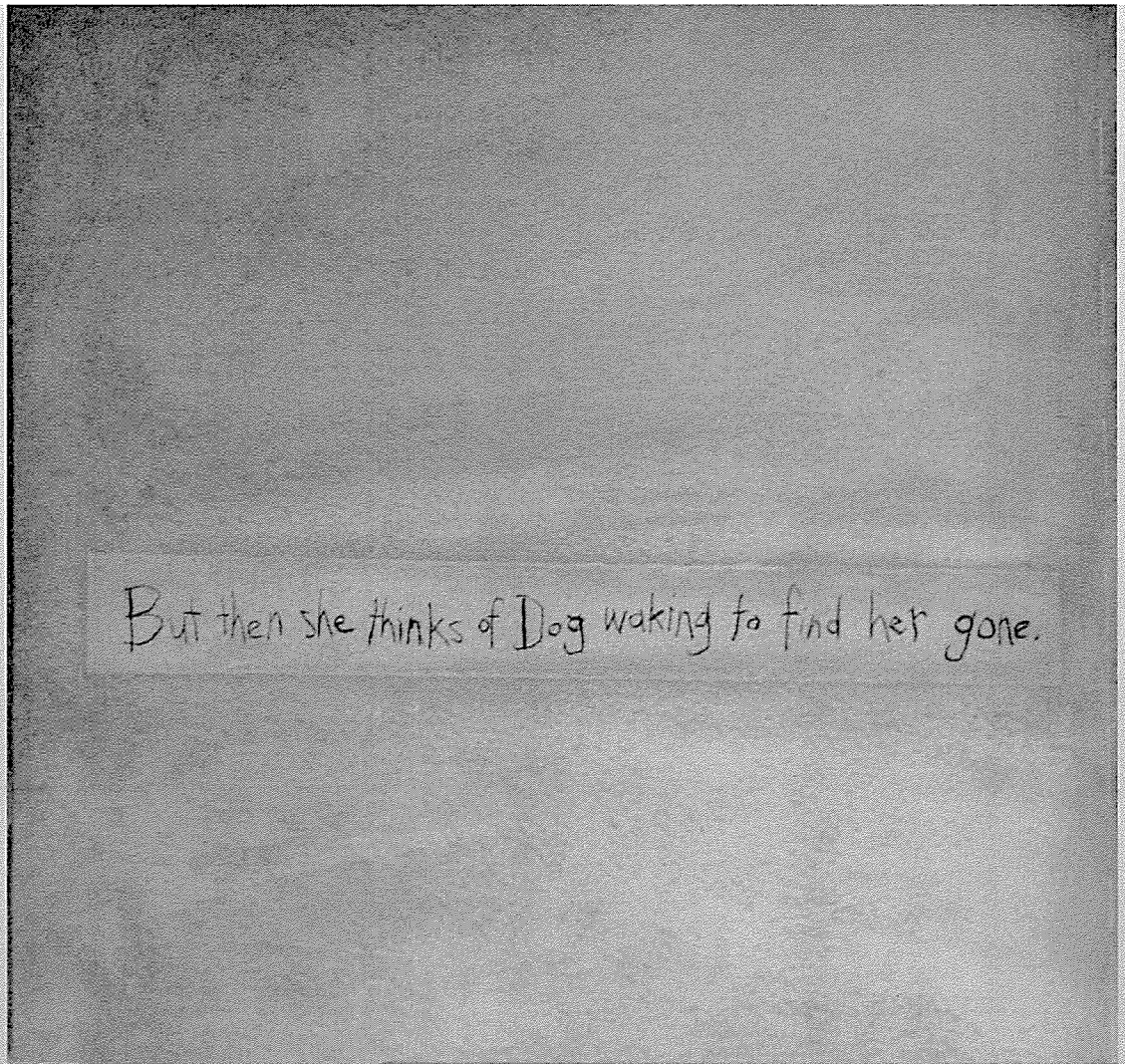




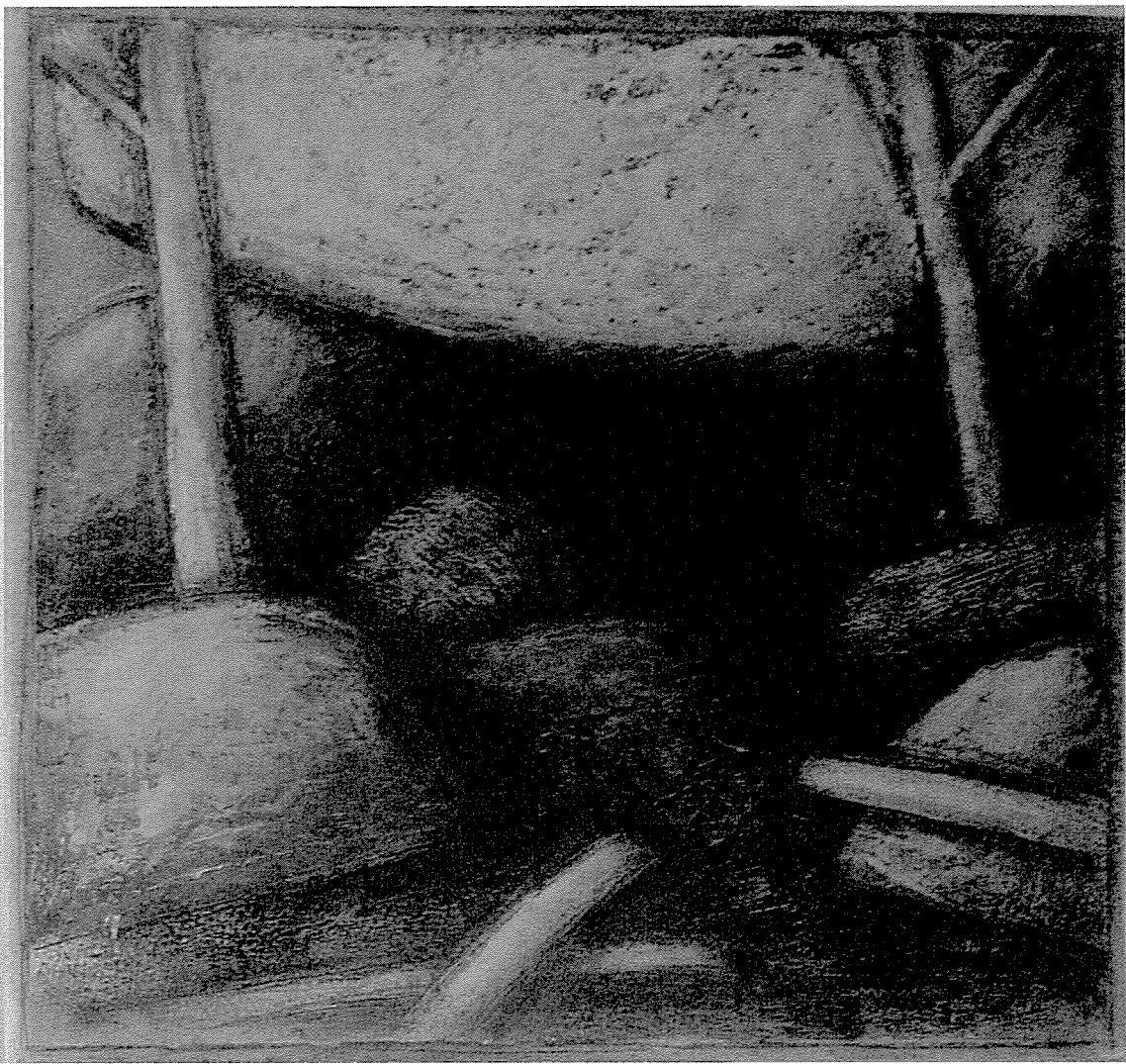




Mary is naked, a scarf of feathers adrift in the air.
She can feel herself burning into nothingness.
It would be so easy just to die here in the desert.



But then she thinks of Dog waking to find her gone.



Slowly, jiggety-hop,
she begins the long journey home.



Look at the picture above. Can you write a paragraph about what is happening? Think back to the story and re-write this part of the story in your own words. (Type your response below). Remember to use descriptive language and devices like adjectives and similes to help describe the characters and setting.

Lined writing area with horizontal lines.

Lined writing area with horizontal lines.

Visualise

Read the text carefully. What do you imagine this scene might look like?

Draw an image to match the text.



I stood at the bottom of an impossibly tall staircase. It sparkled and shone, golden in the bright sunlight, as it curled up and up into the clouds. There was no way to know what might be up there, the clouds thick and fluffy, blocking the view of the top. I took a deep breath and stepped onto the first stair.

Visualise

Read the text carefully. What do you imagine this scene might look like?

Draw an image to match the text.



It was quiet and still in the woods. No birds singing in the trees, no sounds of footsteps through the dirt. They were there though, hiding. Birds and animals of all shapes and sizes, peeking through the branches to see the bright shining object that had just fallen into the clearing.

Visualise

Read the text carefully. What do you imagine this scene might look like?

Draw an image to match the text.



The wind blew through our hair as we ran along the sand and splashed through the water, the waves lapping against our feet. We kept on running along the shore line, our dog Gabby was up ahead with our lunch bag hanging from her mouth. She was not going to get away with this!

Visualise

Read the text carefully. What do you imagine this scene might look like?

Draw an image to match the text.



I lay amongst the tall green grass and blue flowers of the meadow, looking up to a pale blue sky dotted with clouds and a bright colourful rainbow.

Visualise

Read the text carefully. What do you imagine this scene might look like?

Draw an image to match the text.



The pirate ship sailed along the ocean towards us, black flag flying high to let everyone know just who was on board. Our ship was much smaller and only had two cannons compared to their six. We were in trouble!

Visualise

Read the text carefully. What do you imagine this scene might look like?

Draw an image to match the text.



The team ran out onto the field. Our theme song blared through the speakers in the stadium as the crowd stood, cheering and clapping. The game was about to begin!

Spelling Activity

1. Just add 'ew', 'ue', 'u_e' or 'u'!

n_____

tr_____

gr_____

resc_____

st_____

h__g__

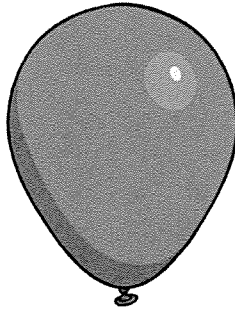
d_____

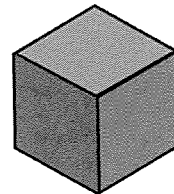
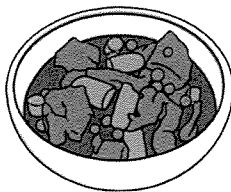
c__b__

bl_____

__niform

2. Write the correct words under the pictures.





3. Now pick 2 words from the word box. Write one sentence for each word. Don't forget capital letters and full stops!

1. _____

2. _____

Name : _____

Estimate the Product

2 by 1-digit: S1

Round the first number to the nearest ten and multiply.

$$\begin{array}{r} 1) \quad 38 \quad \longrightarrow \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 65 \quad \longrightarrow \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 52 \quad \longrightarrow \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 29 \quad \longrightarrow \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 74 \quad \longrightarrow \\ \times 9 \\ \hline \end{array} \quad \begin{array}{r} \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 91 \quad \longrightarrow \\ \times 6 \\ \hline \end{array} \quad \begin{array}{r} \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 15 \quad \longrightarrow \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 34 \quad \longrightarrow \\ \times 5 \\ \hline \end{array} \quad \begin{array}{r} \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 46 \quad \longrightarrow \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 53 \quad \longrightarrow \\ \times 2 \\ \hline \end{array} \quad \begin{array}{r} \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 83 \quad \longrightarrow \\ \times 8 \\ \hline \end{array} \quad \begin{array}{r} \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 12 \quad \longrightarrow \\ \times 4 \\ \hline \end{array} \quad \begin{array}{r} \times 4 \\ \hline \end{array}$$

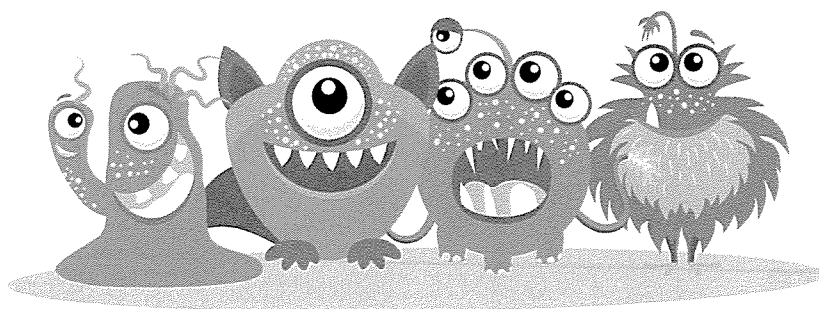
Be secure **MEMORY GAME**

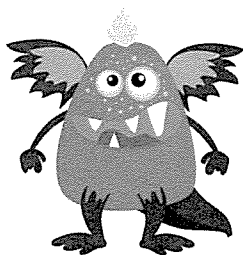
1. Carefully cut out all the monster cards.
2. Shuffle the cards and place them all face down.
3. The first player picks two cards.

If the cards match the player gets to keep them, and takes another turn. If the cards do not match, the player replaces them and the next player takes a turn.

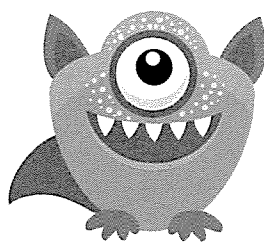
4. Continue taking turns until all the cards are paired.
The person with the most pairs wins the game.

You can also play Snap, Go Fish or use the cards as prompts to create a story about how to be safe online. See the [Be Secure quiz](#) to help.





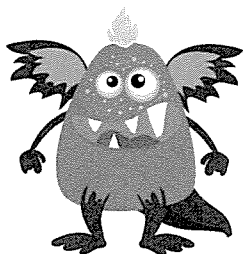
Be Secure



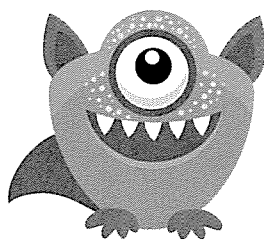
Protect devices



Stay private



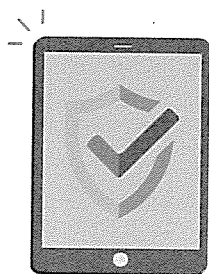
Be Secure



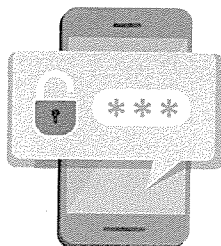
Protect devices



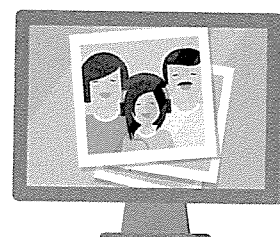
Stay private



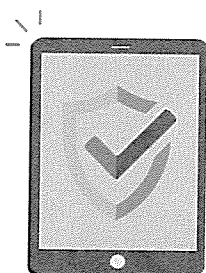
Be Secure



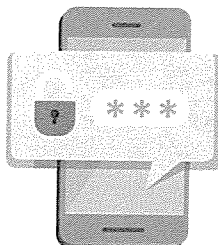
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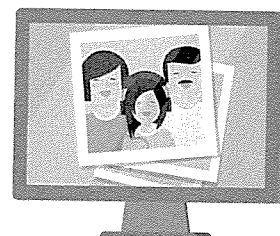
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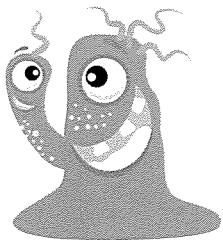
Be Secure



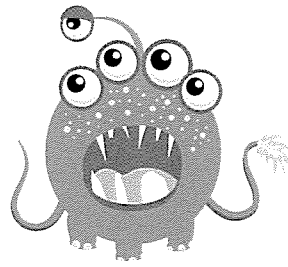
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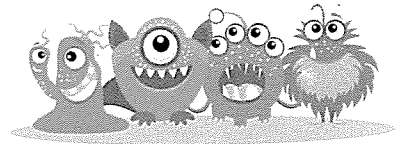
Stay private



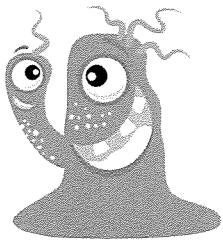
Spend safely



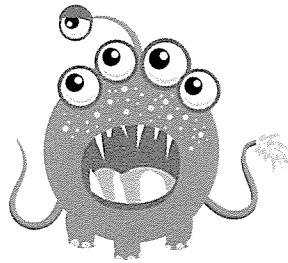
Ask for help



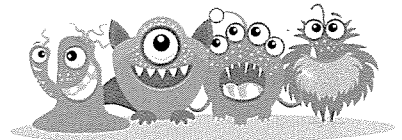
Work together



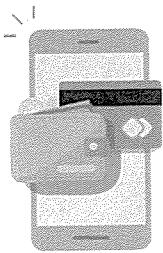
Spend safely



Ask for help



Work together



Spend safely



Ask for help



Keep safe



Spend safely



Ask for help

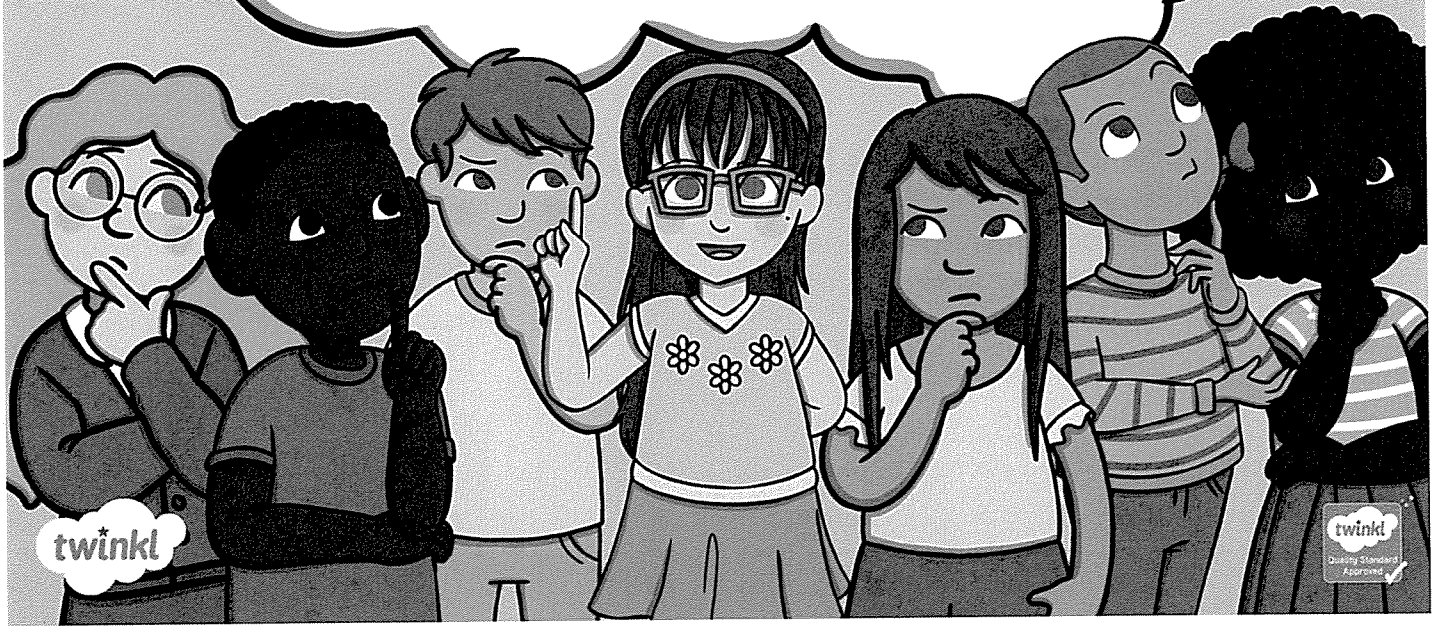


Keep safe



Wednesday

Visualising



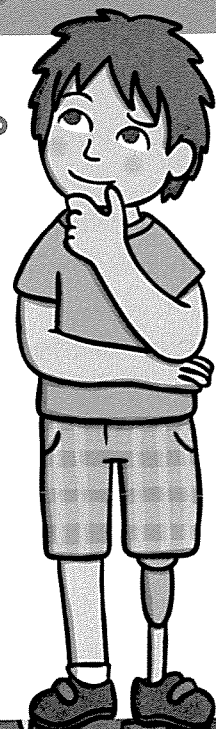
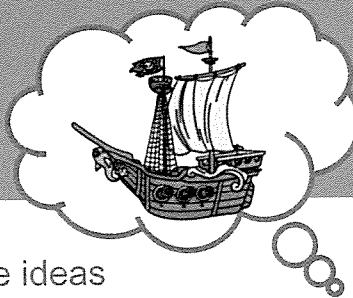
What?

What is visualising?

Visualising is when you can see the ideas you are thinking of inside your head.

It is a reading strategy that involves using your imagination to create a visual representation or picture in your mind of what you are reading.

By imagining the text and creating a mental picture of it, we are able to deepen our understanding of that text.



When?

When should I use visualising?

You can use visualisation when you are reading but also when you are thinking, remembering or listening to someone else speaking.

Visualising will help you to better understand or comprehend these things, so it is a good strategy for helping you to imagine or better understand something unknown.



How?

How can I use visualising?

Close your eyes to help you focus on the images inside your mind.

Try to use all five of your senses, this will help to build a more vivid and realistic picture in your mind.

Think of the text you are reading or listening to as a movie. What do you see?

Ask yourself:

- I am picturing....
- I can imagine...
- I can see, hear, smell, taste, touch...



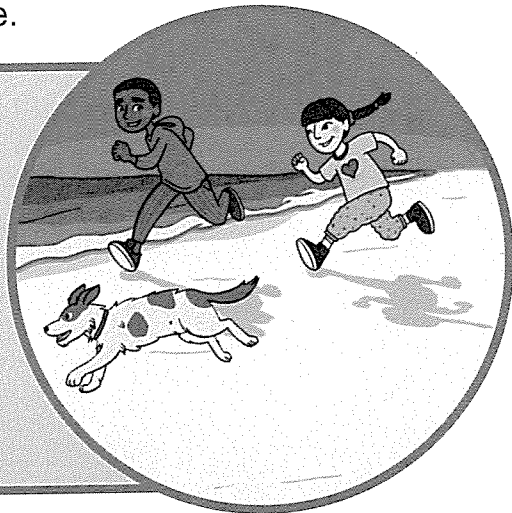
Lets Practice!

Read the text and look at the image.

What's missing? How could this picture better represent the text?

Use visualisation to see the image in your head with more specific detail and discuss what changes could be made.

The wind blew through our hair as we ran along the sand and splashed through the water, the waves lapping against our feet. We kept on running along the shore line, our dog Gabby was up ahead with our lunch bag hanging from her mouth. She was not going to get away with this!

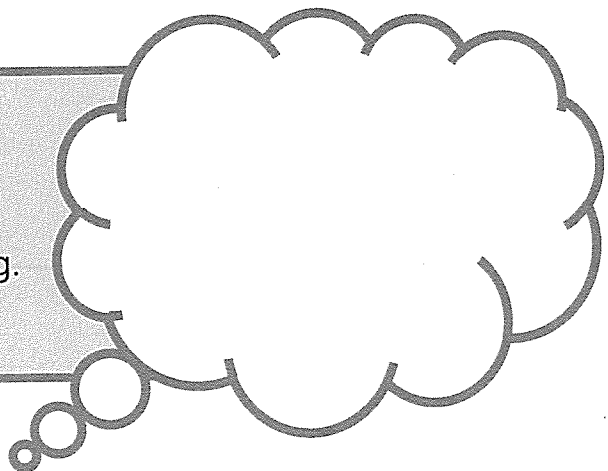


Your Turn!

In your workbook or on a piece of paper, draw what you can see in your mind when you read the short description below.

Add any descriptive words for the things you can smell, taste, hear or touch to help your image come to life!

The team ran out onto the field. Our theme song blared through the speakers in the stadium as the crowd stood, cheering and clapping. The game was about to begin!



Connectives Spelling Activity

Join up the two parts of the sentences with one of the words from the box down the side of the page.

Simon can't go to the party _____ he's not well.

Jane would have done her homework _____ she left it at school!

Nadim still didn't feel well _____ taking his medicine.

I think Lucy took her lunch box with her to school _____ I can't be sure.

Freddie seemed happy _____ I saw him this morning.

I went shopping _____ swimming today.

Dry the dishes _____ washing them up please.

He played football _____ I was at my ballet lesson.

For lunch, I'd like a sandwich. I _____ want an apple.

Hassan couldn't afford a ticket to the concert; _____, he doesn't like rock music anyway.

when

as well as

because

while

however

also

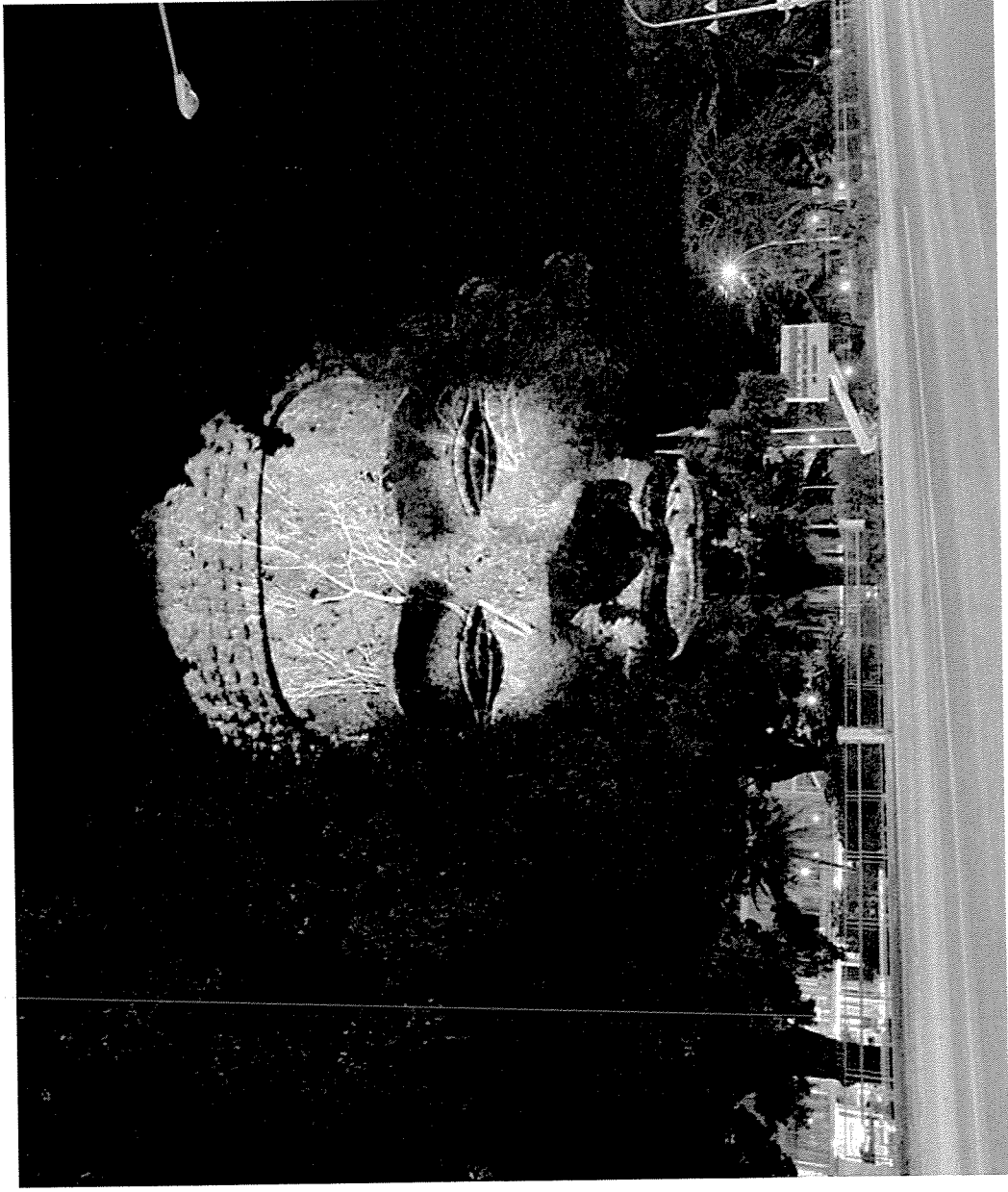
besides

despite

after

although

Story starter!



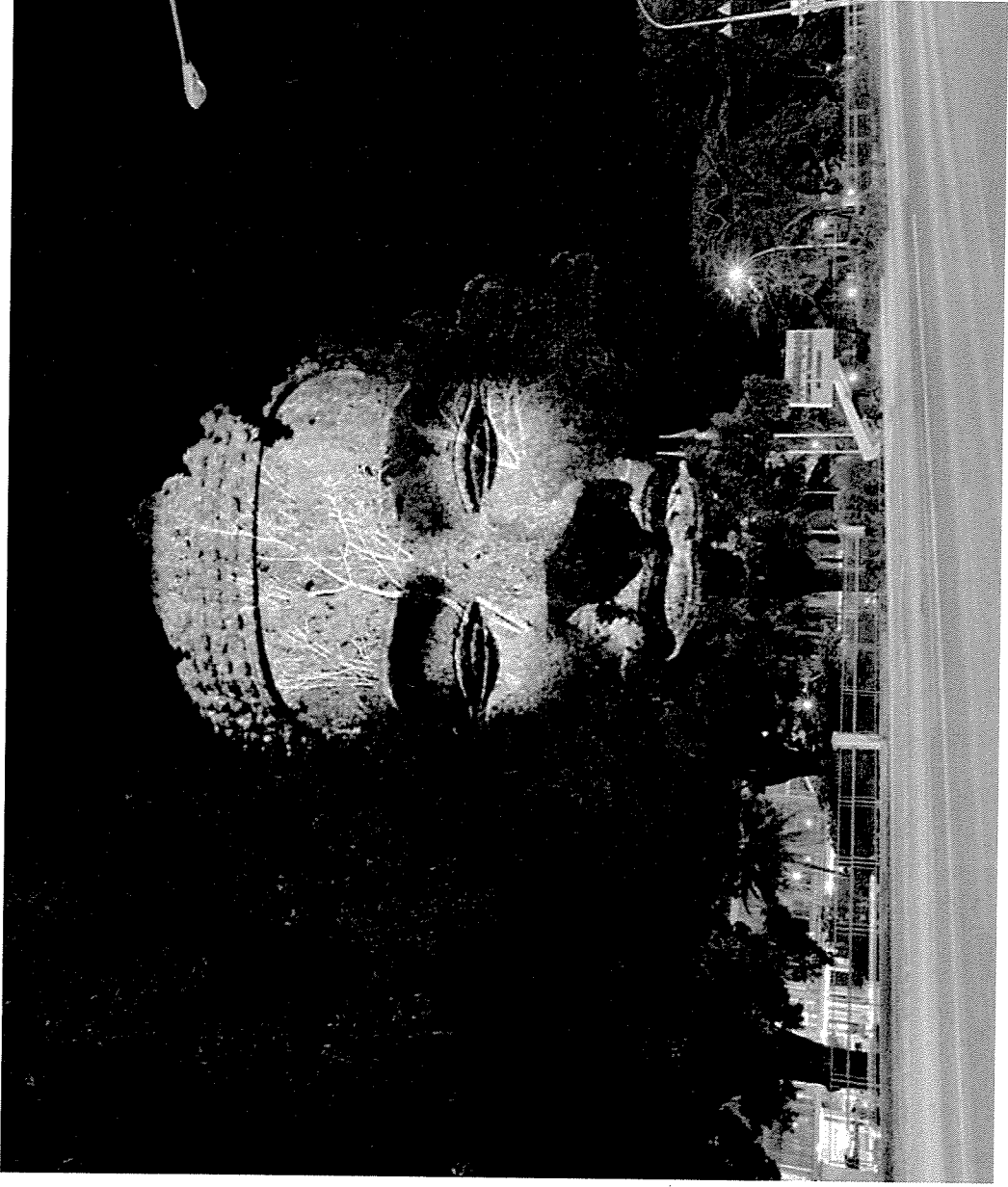
At first it had been an eye; an enormous, lidless, green eye, hovering there above the road. A few hours later, another eye had joined it.

It was then that people had started to take notice. Passers-by stopped and stared, wide-mouthed, at the mysterious vision that had appeared seemingly out of nowhere.

By the middle of the night, the full green face could be seen. The world was now taking notice. Broadcast on TV screens across the planet, the vision was causing quite a stir. People watched expectantly, glued to their televisions and radios and laptops around the world, waiting for the next part of the puzzle to unravel...

Question time!

- ▶ Would you rather be as tall as a giant or as small as a mouse, or exactly as you are?
- ▶ If you could be any colour, what would it be and why?
- ▶ Have you seen anything like this before?
- ▶ Where do you think this photograph was taken?
- ▶ What time of day might it be?
- ▶ What could be causing this?



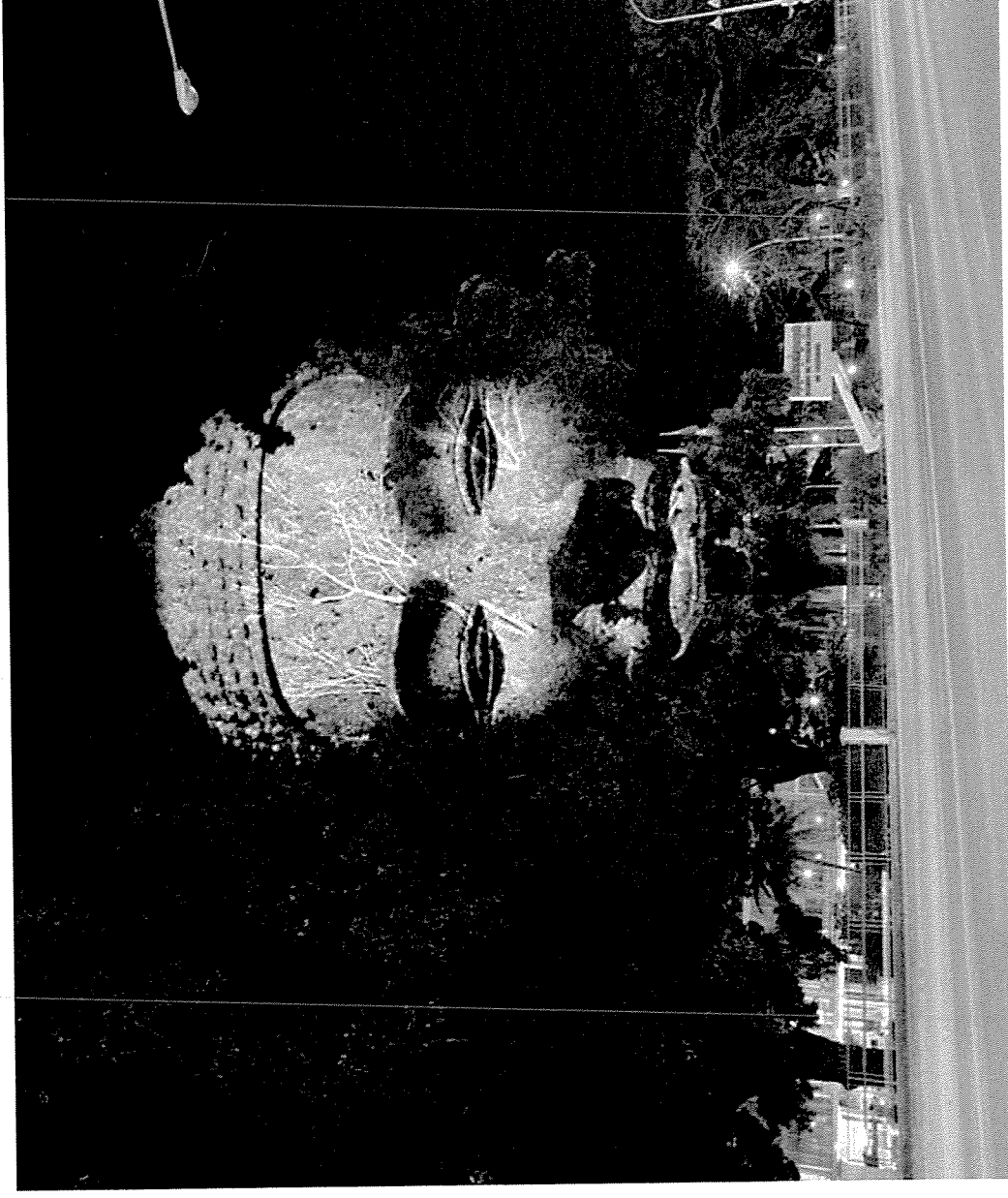
Sentence challenge!

Which sentences contains two verbs?

- ▶ The green face shone and sparkled in the lights.
- ▶ A car drove past suddenly.
- ▶ A crowd started to gather and take photographs.
- ▶ The face hovered above the road menacingly.

Can you use interesting verbs in your writing today? How about some of these:

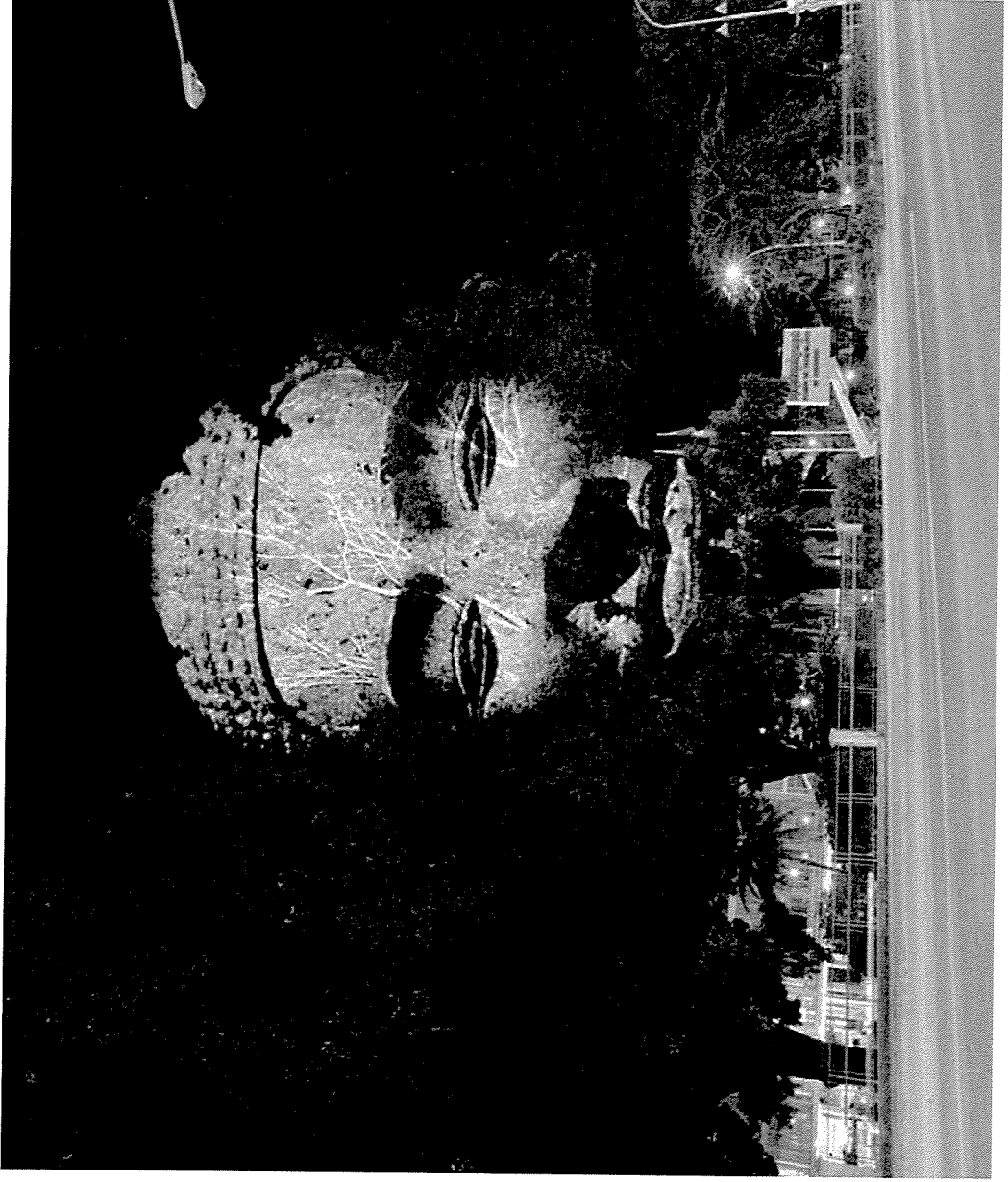
Sneaking, leaping, stalking, observing, tip-toeing, avoiding, peering, oozing



Sick sentences!

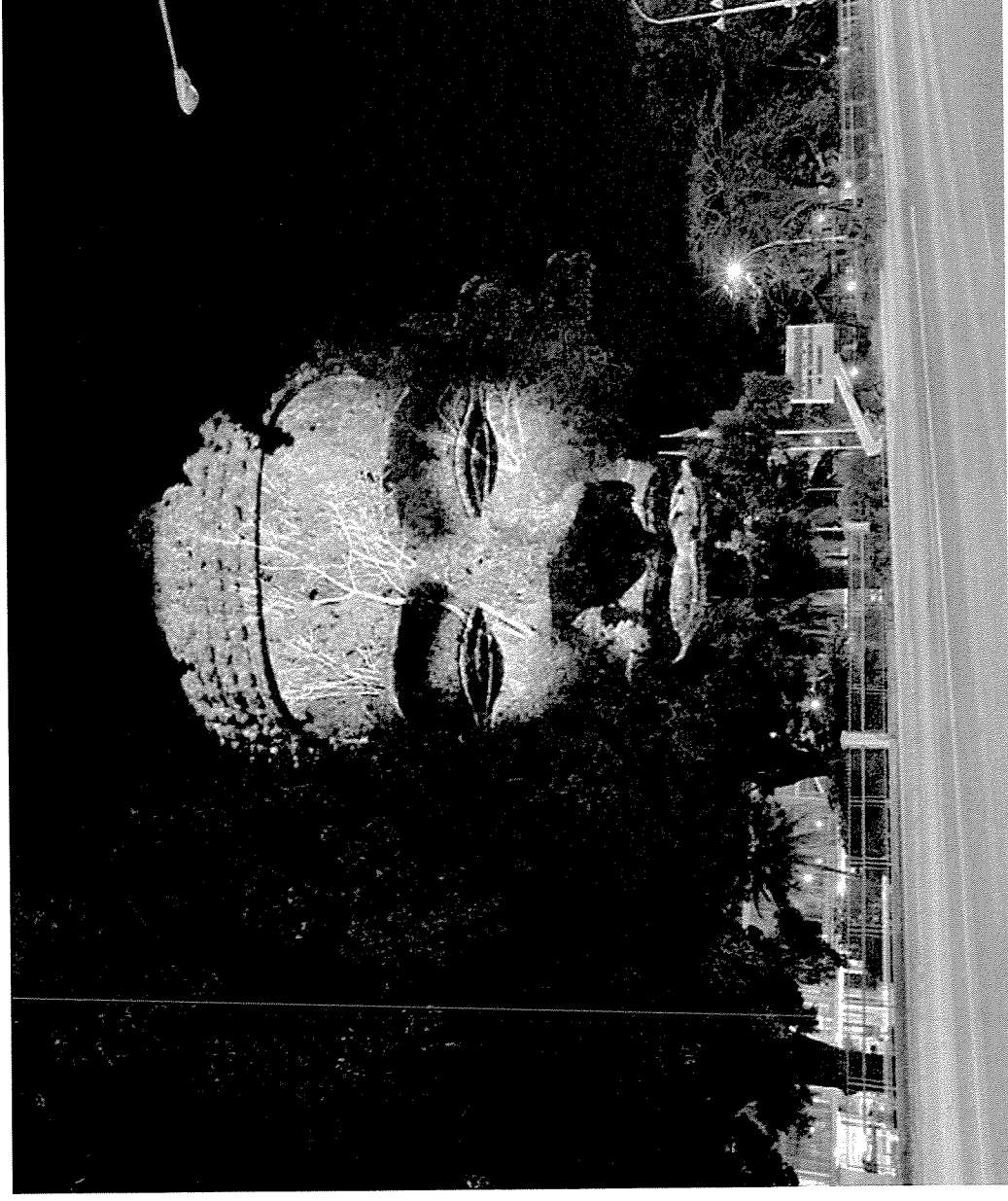
These sentences are 'sick' and need help to get better. Can you help?

- ▶ It was a dark night.
- ▶ A big face appeared in the sky.



Perfect picture!

Imagine the rest of the
green giant appears.
Can you draw/describe
what they would look
like?



Lined writing area with horizontal lines.

Lined writing area with horizontal lines.

oo	ew	ue	ui	u_e	
fruit	cruise	cube	chew	school	glue
grew	scoop	blue	proof	screw	pool
rule	juice	suit	bruise	clue	soon
balloon	argue	statue	huge	drew	flew
snooze	new	suitcase	few	continue	choose
use	knew	barbecue	cute	outgrew	smooth

Long U Spelling Patterns

Name _____

Date _____

Long U Spelling Patterns

WORD BANK

suit scoop few

blue statue fruit

drew balloon bruise

1. Nancy wore a _____ dress to the play.

2. The _____ of a man was big and tall.

3. He _____ a picture of a pink flower for his mom.

4. The baby wanted the red _____ that floated in the sky.

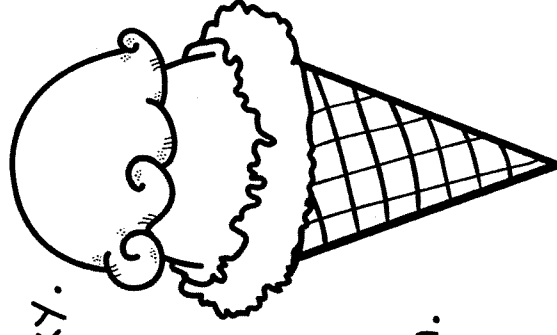
5. The man wore a gray _____ with a blue tie.

6. Jill ate a _____ pieces of chewy candy.

7. Dylan watched his dad _____ up the vanilla ice cream.

8. Max had a big _____ on his leg from his bike wreck.

9. An apple is a kind of _____ that comes in red, yellow and green.



Name : _____

Estimate the Product

3 by 1-digit: S1

Round the first number to the nearest hundred and multiply.

1) $\begin{array}{r} 215 \\ \times 2 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 2 \\ \hline \end{array}$

2) $\begin{array}{r} 972 \\ \times 5 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 5 \\ \hline \end{array}$

3) $\begin{array}{r} 563 \\ \times 7 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 7 \\ \hline \end{array}$

4) $\begin{array}{r} 737 \\ \times 3 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 3 \\ \hline \end{array}$

5) $\begin{array}{r} 908 \\ \times 4 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 4 \\ \hline \end{array}$

6) $\begin{array}{r} 255 \\ \times 8 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 8 \\ \hline \end{array}$

7) $\begin{array}{r} 176 \\ \times 9 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 9 \\ \hline \end{array}$

8) $\begin{array}{r} 542 \\ \times 6 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 6 \\ \hline \end{array}$

9) $\begin{array}{r} 817 \\ \times 5 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 5 \\ \hline \end{array}$

10) $\begin{array}{r} 365 \\ \times 2 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 2 \\ \hline \end{array}$

11) $\begin{array}{r} 439 \\ \times 8 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 8 \\ \hline \end{array}$

12) $\begin{array}{r} 891 \\ \times 4 \\ \hline \end{array}$ \longrightarrow $\begin{array}{r} \times 4 \\ \hline \end{array}$

NAIDOC Week

4 - 11 July 2021

Heal Country!

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Quality Standard
Approved

Artwork in this resource was created by Zachary Bennett-Brook in partnership with Twinkl.

What Is NAIDOC Week?

NAIDOC stands for 'National Aborigines and Islanders Day Observance Committee'. It was once the name of the group of people who organised the celebrations but is now the name of the celebration itself.

NAIDOC Week is an annual week-long celebration, during which the culture, history and achievements of Aboriginal and Torres Strait Islander Peoples are recognised and celebrated.

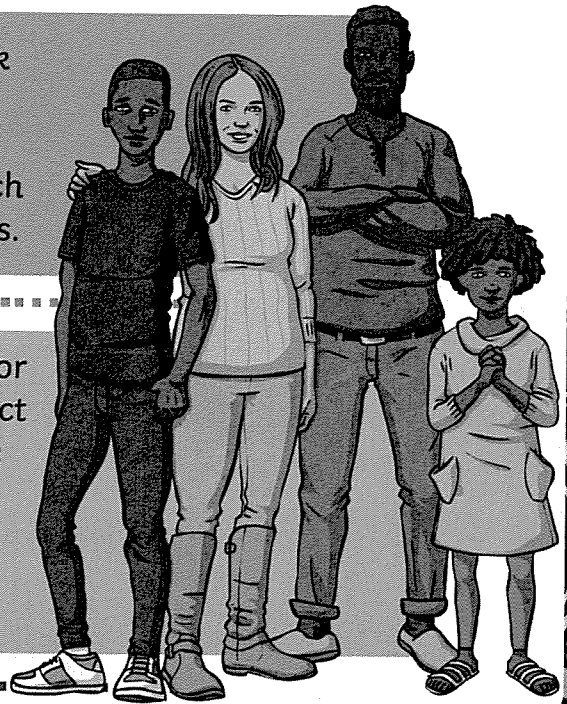


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Why Is NAIDOC Week Important?

For Indigenous Australians, NAIDOC Week is a time to celebrate and connect with family, community and Country. It is an opportunity to reflect on and share the rich cultural history of Australia's First Peoples.

NAIDOC Week is also an important time for non-Indigenous Australians to show respect and pride in the achievements and culture of our First Peoples. It is a great time to make connections and learn more about Indigenous culture, knowledge systems, histories and traditions.



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This Year's Theme: Heal Country!

Each year, NAIDOC Week has a specific theme. This year's theme is 'Heal Country!'

Country is more than just the land to the Indigenous Australian Peoples. It is everything - the earth, the sea, the seasons, the stars, the plants and animals, the culture and language, ceremony, tradition. Country is an integral part of identity.

'Heal Country!' calls for stronger measures to recognise, protect and maintain all aspects of Aboriginal and Torres Strait Islander Peoples culture and heritage.



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Heal Country! Is A Call For:

- Greater protection for land, water, sacred sites and cultural heritage from exploitation, desecration and destruction.
- Greater management, involvement and empowerment by Indigenous peoples over Country.
- The right of Aboriginal and Torres Strait Islander Peoples to protect Country and culture.
- The embracing of First Nations cultural knowledge and understanding of Country as part of Australia's national heritage.
- Equal respect for the culture and values of Aboriginal and Torres Strait Islander Peoples to the cultures and values of all Australians.
- Properly working towards redressing historical injustice.
- A fair and equitable resolution for many of the outstanding injustices which impact the lives of Aboriginal and Torres Strait Islander Peoples.

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How Can I Get Involved in NAIDOC Week?

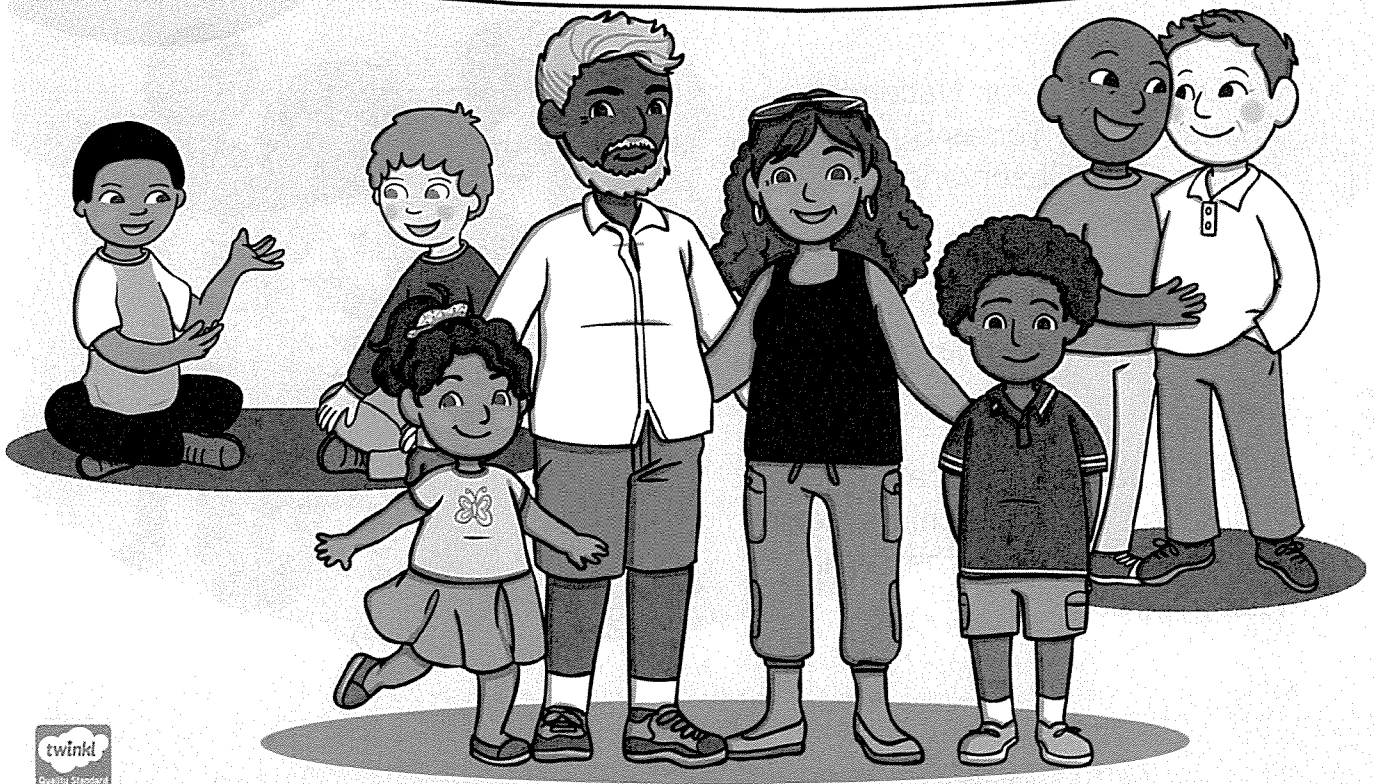
- Display NAIDOC Week posters around your classroom or workplace.
- Listen to Indigenous musicians or watch a movie about Aboriginal and Torres Strait Islander Peoples history.
- Study a famous Indigenous Australian.
- Research the traditional Indigenous Custodians of your area.
- Study Aboriginal and Torres Strait Islander Peoples arts and crafts.
- Research Indigenous history online or visit your library to find books about Aboriginal and Torres Strait Islander Peoples.
- Visit local Indigenous sites of significance or interest.
- Learn the meanings of local or national Aboriginal and Torres Strait Islander Peoples place names and words.
- Invite local Indigenous Elders to speak or give a Welcome to Country at your school or workplace.
- Invite an Indigenous sports person or artist to visit you.
- Invite Aboriginal or Torres Strait Islander dancers to perform.
- Host a community BBQ or luncheon.
- Hold a flag-raising ceremony.
- Organise a smoking ceremony.

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NAIDOC Week



Aim

- To understand the importance of NAIDOC Week.

Success Criteria

- To list ways in which to celebrate NAIDOC Week.
- To describe the significance of NAIDOC Week.

What is NAIDOC Week?

NAIDOC stands for 'National Aboriginal and Torres Strait Islander Day Observance Committee'.

NAIDOC Week is a celebration held every year and lasts for one week.

This is when we celebrate the culture, history and achievements of Aboriginal and Torres Strait Islander people.

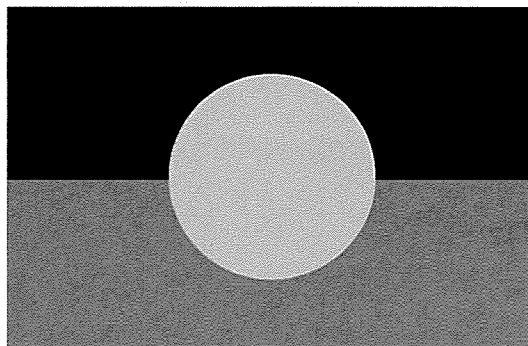


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The History of NAIDOC Week

NAIDOC Week began back in 1938 when people marched through the streets of Sydney on Australia Day.

This happened because the Aboriginal people were not happy with how they were being treated.



Around 1000 people marched in the protest.

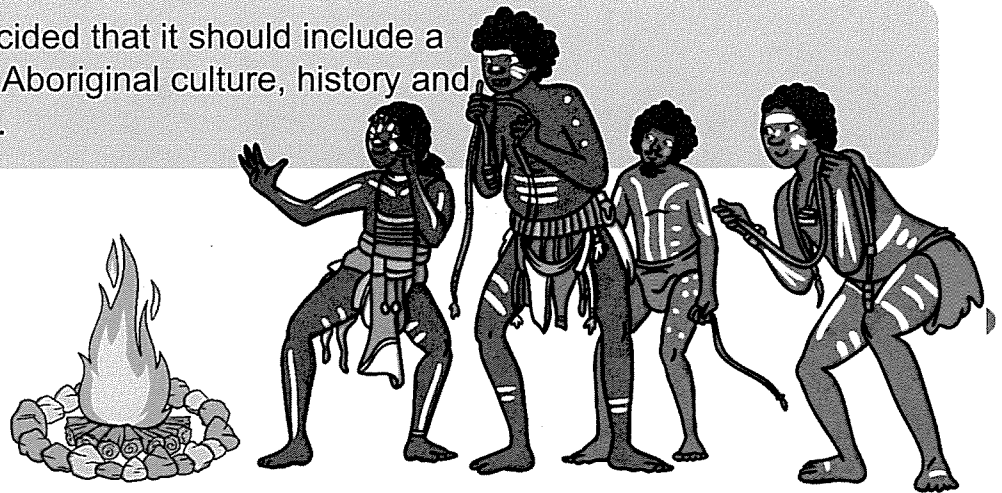
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The History of NAIDOC Week

The Aboriginal people decided to protest every year and named it 'The Day of Mourning'.

After many years, it was decided that this should become a week-long celebration.

It was also decided that it should include a celebration of Aboriginal culture, history and achievements.



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Why is NAIDOC Week Special to Aboriginal People?

NAIDOC week has changed from a protest against Australia Day to a peaceful week-long celebration of Aboriginal people and their culture.

This change shows that Indigenous Australians come from an ancient, spiritual and culturally rich civilisation.

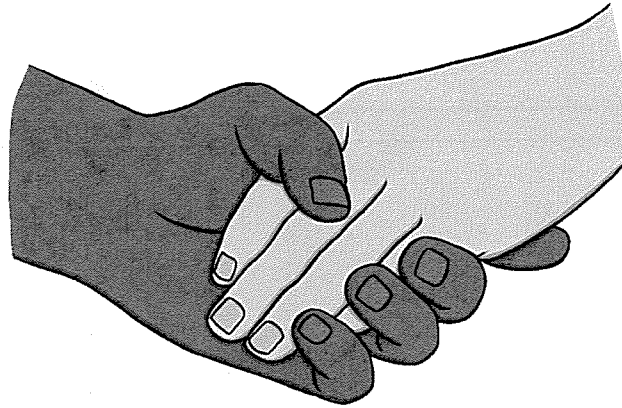


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Why is NAIDOC Week Special to Aboriginal People?

The Aboriginal culture should be celebrated, respected and acknowledged.

It also shows that Australians from all cultures can live together peacefully and celebrate the heritage of Australia.

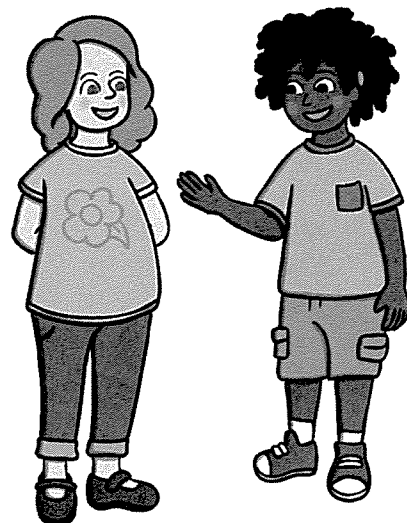


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Why is NAIDOC Week Special to Other Australians?

NAIDOC Week is an important opportunity for all other Australians to know that:

- Aboriginal people are the traditional owners of this land;
- Aboriginal people come from one of the oldest surviving civilisations in the world;
- Aboriginal culture is important to the identity of Australia;
- Aboriginal people and their culture should be recognised and celebrated.

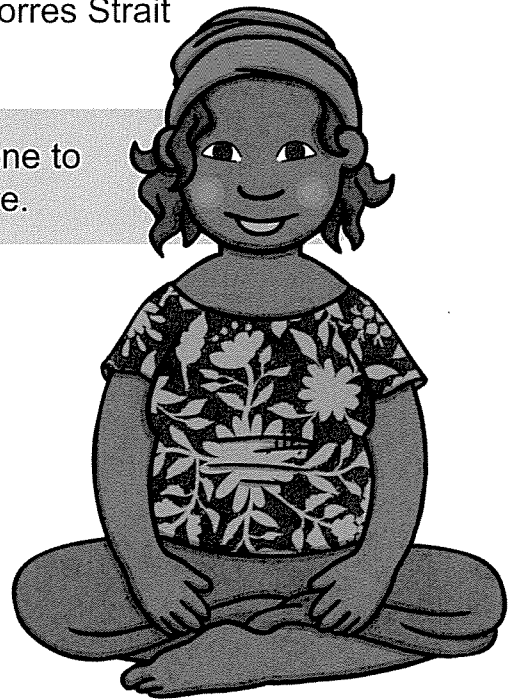


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Who Celebrates NAIDOC Week

NAIDOC Week focuses on Aboriginal and Torres Strait Islander people but everyone can celebrate.

NAIDOC week is an opportunity for everyone to learn about and celebrate Aboriginal culture.



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How is NAIDOC Week Celebrated?

NAIDOC Week is celebrated by Aboriginal people in different ways. Some of these are:

- National NAIDOC Awards Ceremony
- Aboriginal music and dancing events
- Aboriginal art exhibitions
- Aboriginal dancing demonstrations



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How Can I Celebrate NAIDOC Week?

You can celebrate NAIDOC Week by:

- listening to a local Indigenous elder speak at your school;
- reading an Aboriginal Dreaming story;
- listening to Indigenous music;
- watching Aboriginal dancers perform at your school;
- cooking Aboriginal recipes.



Your Task is to answer the questions on the following pages.

What have you learned about NAIDOC Week?

Type your answer here:

Who is NAIDOC week important to? Why?

Type your answer here:

How can you celebrate NAIDOC Week?

Type your answer here:

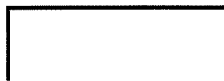
Write a paragraph about this years theme 'Heal Country'.

Short Division with Remainders

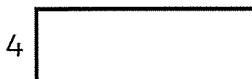
The Short Method for Division

$$74 \div 4 =$$

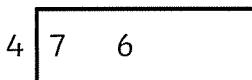
1. Draw this out neatly with a ruler. It looks a bit like a bus stop, so the written method for division is sometimes known as the 'Bus Stop' method.



2. Write the number you are dividing by, the **divisor**, in front of the vertical line.



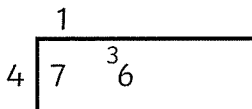
3. Write the number that is being divided, the **dividend**, on the right-hand side of the vertical line.



4. The answer will go on top of the vertical line.

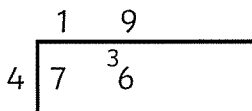
Step 1

Share 7 tens into four groups. There is 1 ten in each group with 3 tens left over. We write the 1 above the line and regroup the remaining 3 tens into 30 ones, moving this to the next column.



Step 2

How many 4s are there in 36? There are 9 exactly, so we write this above the line.



Short Division with Remainders

Remainders

$$53 \div 4 = 13 \text{ r}1$$

1. Share 5 tens into 4 groups. There is 1 ten in each group with 1 ten left over. We write the 1 above the line and regroup the left over ten onto the next column to make 13.
2. Share 13 into 4 groups? We can make 4 groups of 3, so we write 3 above the bus stop.
3. There is 1 left over. This is a remainder. So we write r1 on the line.

$$\begin{array}{r} 1 \quad 3 \\ 4 \overline{) 53} \\ \underline{40} \\ 13 \\ \underline{12} \\ 1 \end{array}$$

$3 \times 4 = 12$, and we were trying to share 13, so there is 1 left over!

When the Divisor Is Greater Than the First Number in the Bus Stop

If the divisor is greater than the first number in the bus stop, you consider **both** the first and second number.

$$123 \div 3 =$$

Instead of sharing 1 hundred into 3 groups

$$\begin{array}{r} 3 \overline{) 123} \end{array}$$

You can share 12 tens into 3 groups

$$\begin{array}{r} 0 \quad 4 \quad 1 \\ 3 \overline{) 123} \end{array}$$

Put a zero above the first number.

We can make 3 groups of 4 tens so we write the 4 above the **second** number on the bus stop.

$$\begin{array}{r} 0 \quad 4 \quad 1 \\ 3 \overline{) 123} \end{array}$$

Then, continue with the rest of the calculation. 3 ones can be shared into 3 groups of 1, so we write a 1 on the bus stop.

Short Division with Remainders

I can use the short written method for division where there are remainders (two-digit numbers).

1. Can you use the written method for division to calculate the answers to these questions?

a. $56 \div 4 =$ _____

b. $48 \div 3 =$ _____

c. $96 \div 6 =$ _____

d. $110 \div 5 =$ _____

e. $136 \div 8 =$ _____

2. Now try these. They have **remainders**.

a. $27 \div 5 =$ _____

b. $49 \div 4 =$ _____

c. $74 \div 6 =$ _____

d. $34 \div 3 =$ _____

e. $67 \div 9 =$ _____

Thursday

Story starter!

It happened in the dead of night. The garden light illuminated the person, casting a mysterious shadow.

As silent as a whisper in the night, the figure stealthily crept towards the green, wooden doors. Click...The key slipped into the metal lock, the cold mechanisms inside responding to the familiar shape of the object that had been slipped inside. Seeing the padlock pop open as expected, the figure slipped the slender bolt across into its resting position. The doors groaned agonizingly, the figure turning to survey the surrounding area, alarmed at the loudness of the sound their actions had made.

The coast seemed clear. Resuming their mission, the shadow slipped inside the room. There it was. This was the sight and moment they had been waiting for...

Imagine the figure that crept towards the door. Can you draw or describe it?



Question time!

What is the difference between a shadow and a silhouette?

What causes a shadow?

Why do shadows sometimes change size?

Can you make a shadow in a dark room?

Why are shadows always black?



The Mysterious Shadow

It happened in the dead of night. The garden light illuminated the person, casting a mysterious shadow.

As silent as a whisper in the night, the figure stealthily crept towards the green, wooden doors. Click...The key slipped into the metal lock, the cold mechanisms inside responding to the familiar shape of the object that had been slipped inside. Seeing the padlock pop open as expected, the figure slipped the slender bolt across into its resting position. The doors groaned agonizingly, the figure turning to survey the surrounding area, alarmed at the loudness of the sound their actions had made.

The coast seemed clear. Resuming their mission, the shadow slipped inside the room. There it was. This was the sight and moment they had been waiting for...

What happens next? Write your answer below.

Lined writing area with horizontal lines.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name _____ Date _____

WORD BANK

fruit flew
juice true
suit argue
knew proof
grew scoop

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

Write 3 sentences using long U words.

1. _____
2. _____
3. _____

Short Division Without Remainders

Complete the calculations below.

1.	7	7	7
----	---	---	---

2.	7	9	8
----	---	---	---

3.	4	6	4
----	---	---	---


4.	7	9	1
----	---	---	---

5.	7	1	5	4
----	---	---	---	---

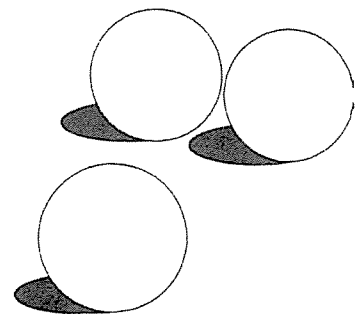
6.	3	2	0	4
----	---	---	---	---

7. $138 \div 6 =$

8. $217 \div 7 =$



9. Connor had 91 marbles. He shared them out equally between 7 bags. How many marbles were in each bag?

[illegible]

Short Division Without Remainders

10. A baker bakes 132 cupcakes. She sends them to 6 different supermarkets. How many cupcakes does each supermarket receive?

[illegible]

Short Division Without Remainders

Complete the calculations below.

1.	3	8	1
----	---	---	---

2. 4 7 2

3.	6	1	7	4
----	---	---	---	---

4.	4	2	7	2
----	---	---	---	---

5. 8 3 4 4

6.	7	4	3	4
----	---	---	---	---

7. $294 \div 6 =$

8. $744 \div 3 =$

9. $1256 \div 8 =$

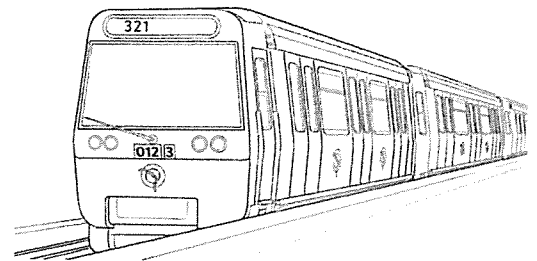
10. $1076 \div 4 =$

Short Division Without Remainders

11. Grandma Jones had £378 which she shared equally between her 7 grandchildren. How much money did each grandchild receive?



12. 1134 train passengers are given tickets to sit in 9 different carriages. How many passengers are in each carriage?

[illegible]

Short Division Without Remainders

Complete the calculations below.

1.	3	2	6	1
----	---	---	---	---

2. 4 2 1 0 4

3. 6 | 1 3 8 6

4.	4	1	4	7	2
----	---	---	---	---	---

5.	8	5	2	3	2
----	---	---	---	---	---

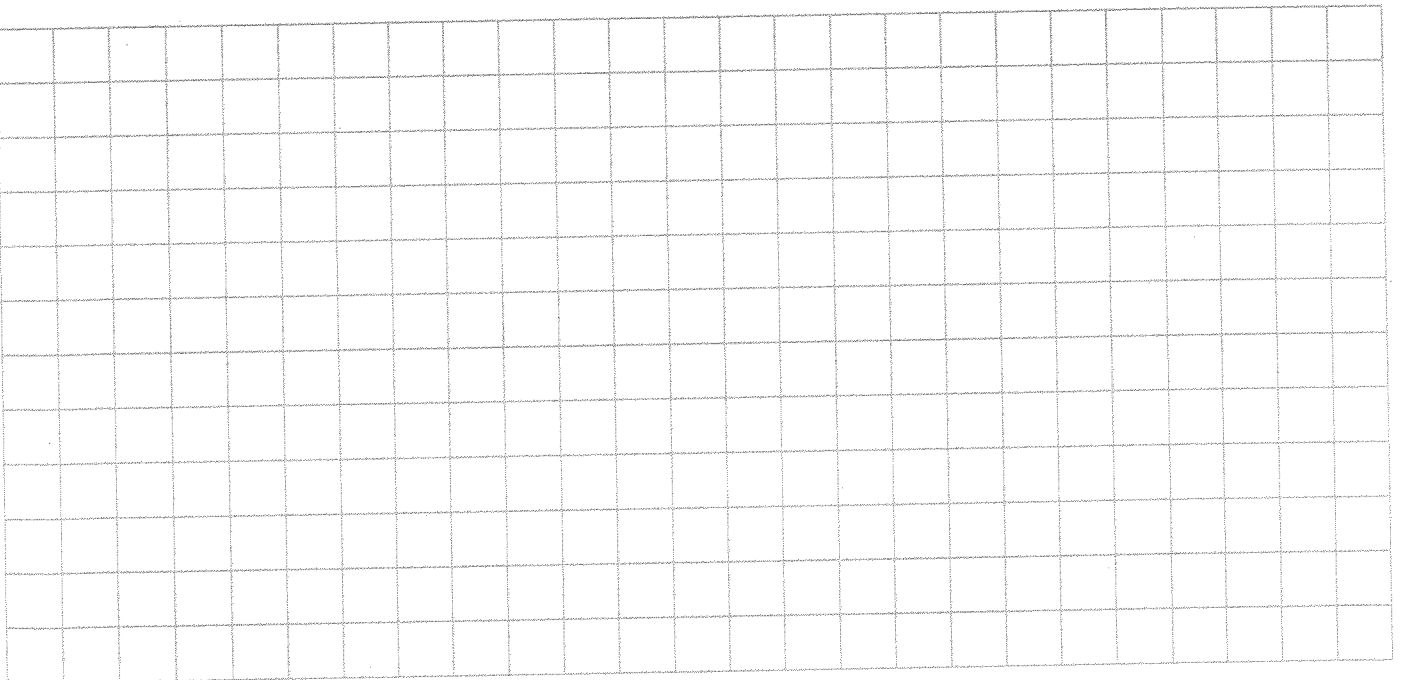
6.	7	5	7	6	8
----	---	---	---	---	---

7. $5094 \div 6 =$

8. $2253 \div 3 =$

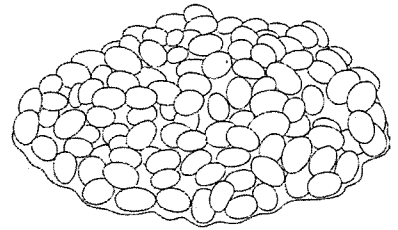
9. $6072 \div 8 =$

10. $3996 \div 4 =$



Short Division Without Remainders

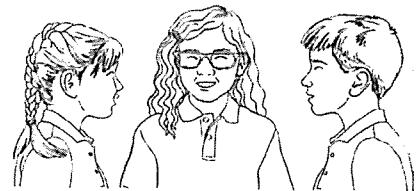
11. A factory packs 5232 cans of beans into 8 crates. How many cans will be in each crate?

[illegible]

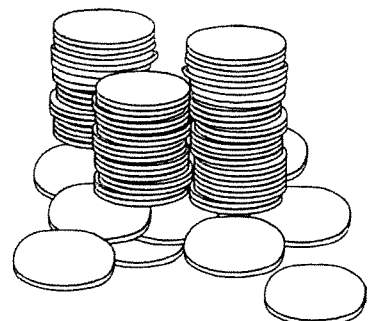
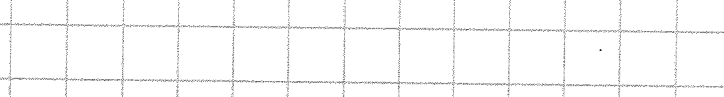
12. Giles plans to cycle a distance of 1098 miles for charity. He decides to split the journey equally over 9 days. How many miles will he need to travel each day to reach his target?

[illegible]

13. 6713 seven-year-old children in a town near Liverpool are allocated one of 7 schools. If the children are split amongst the schools equally, how many children will go to each school?

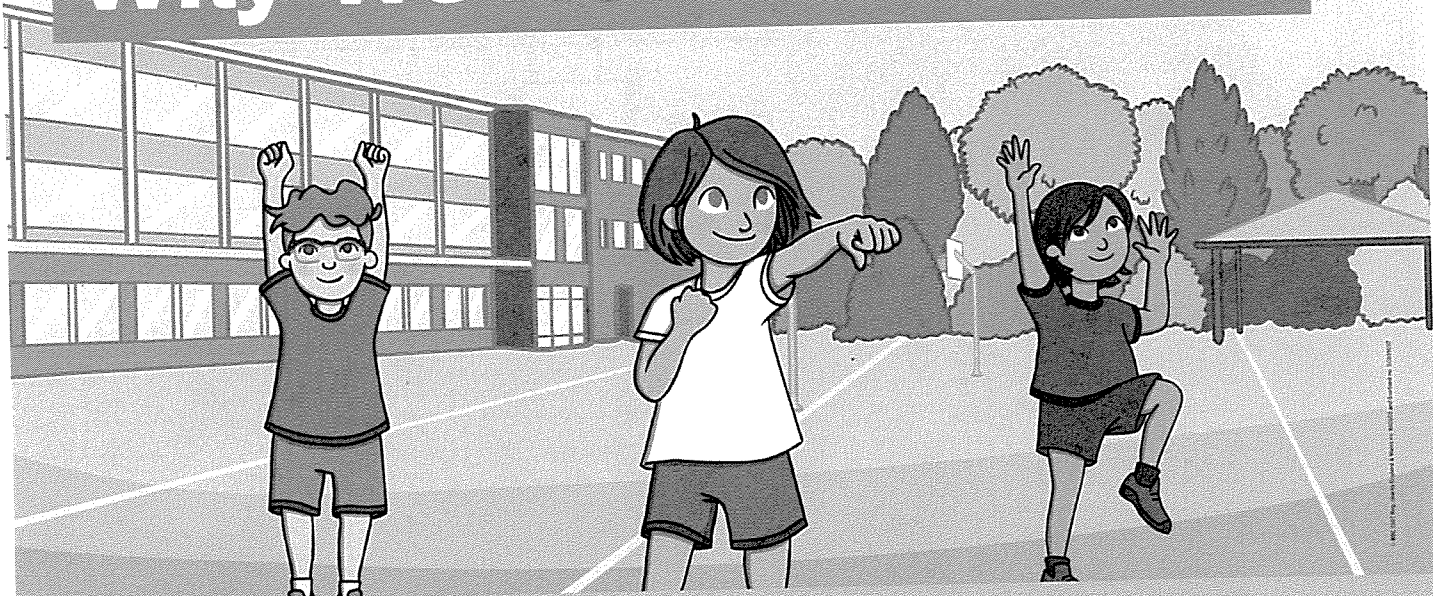
[illegible]

14. Charlie has £8652 in savings. He decides to put the money in 4 different savings accounts. How much money will he put in each account?



Top Tips from Joe Wicks

Why We Need to Exercise



twinkl

Official Education Partner

BBC
Children
in Need

twinkl
Quality Standard
Approved

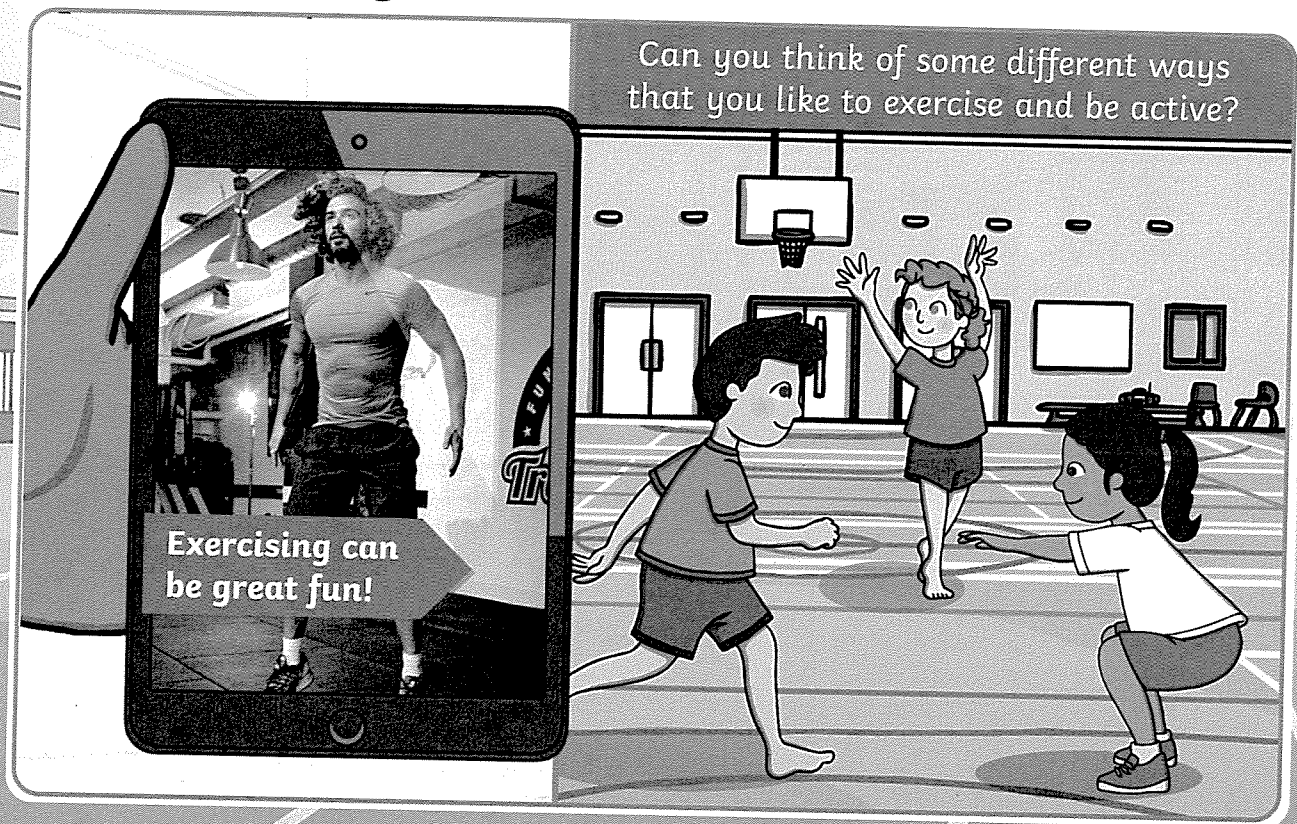
Aim

- To understand the importance of exercise.

Success Criteria

- I can talk about some of the benefits of exercise.
- I know that exercise is part of staying healthy.
- I know how much activity I should try to complete each day.
- I can talk about some of the ways that I can be active.

Why We Need to Exercise



Why We Need to Exercise



Why We Need to Exercise



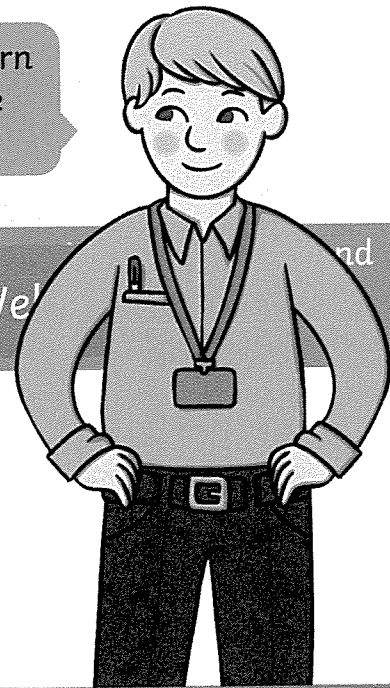
Ca
wh

We are now going to learn more about how exercise helps our bodies.

Start

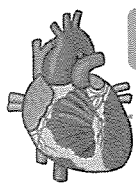
We r
do q
40 s

F We'



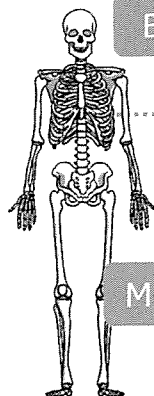
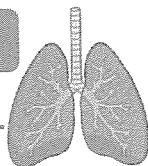
nd

Your Body

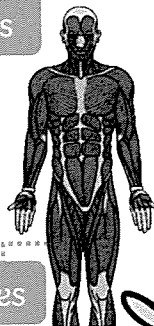


Heart

Lungs



Bones



Muscles



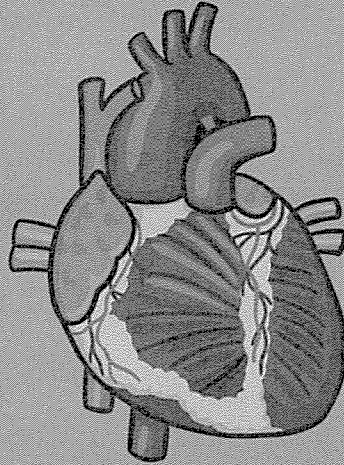
Were you right?

Here are some

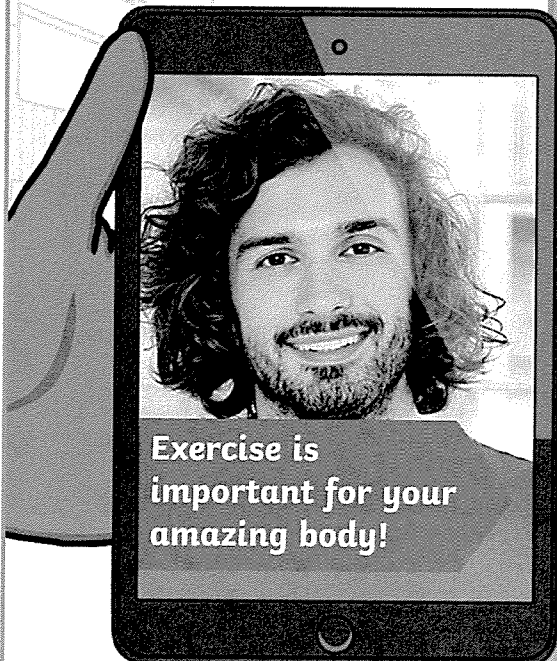
Can you identify what each one is?

Your Body

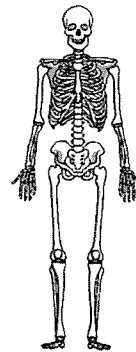
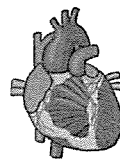
Did you know that your heart is a muscle?



Help Your Body

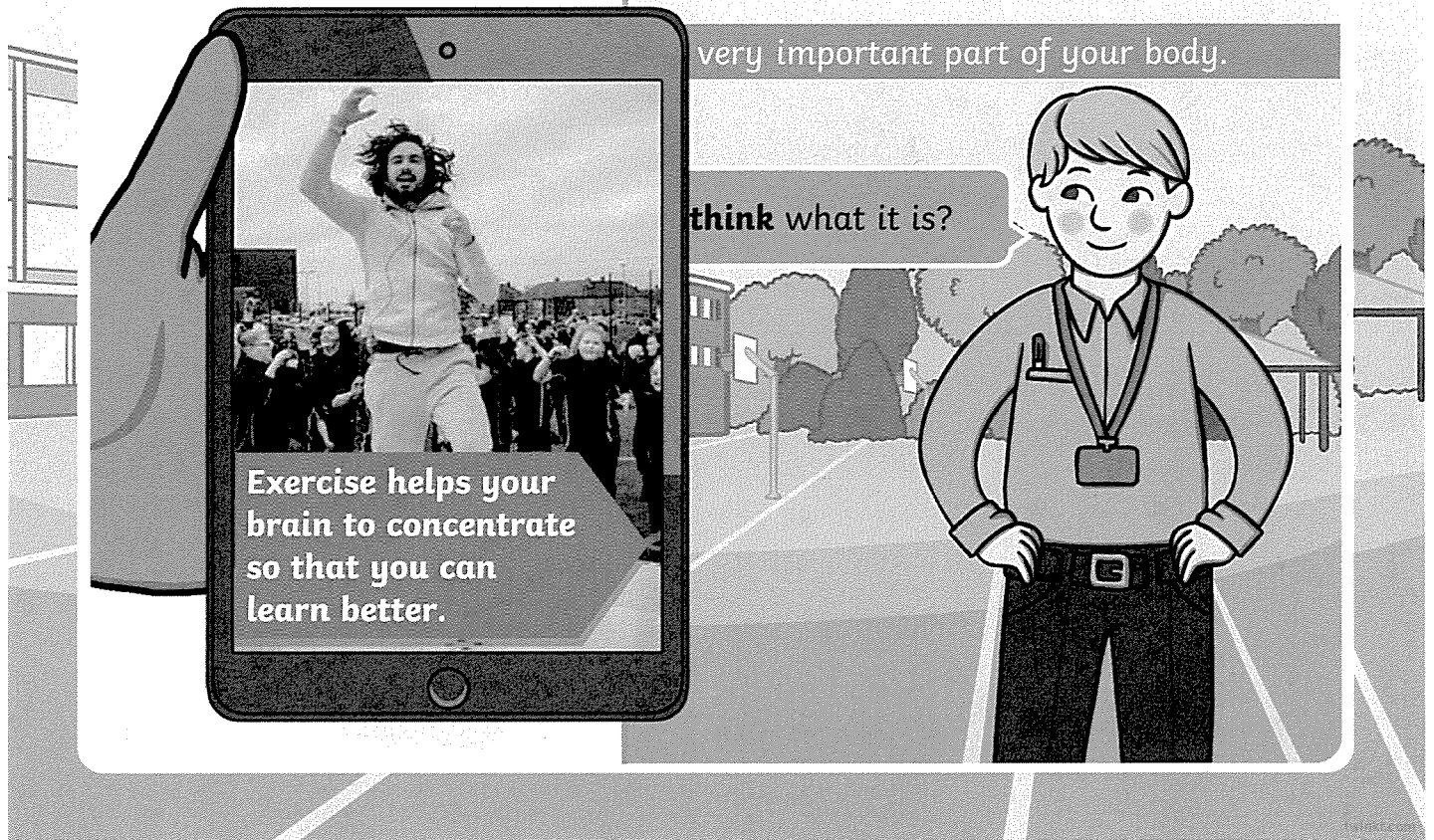


How do you think exercise helps these parts of your body?

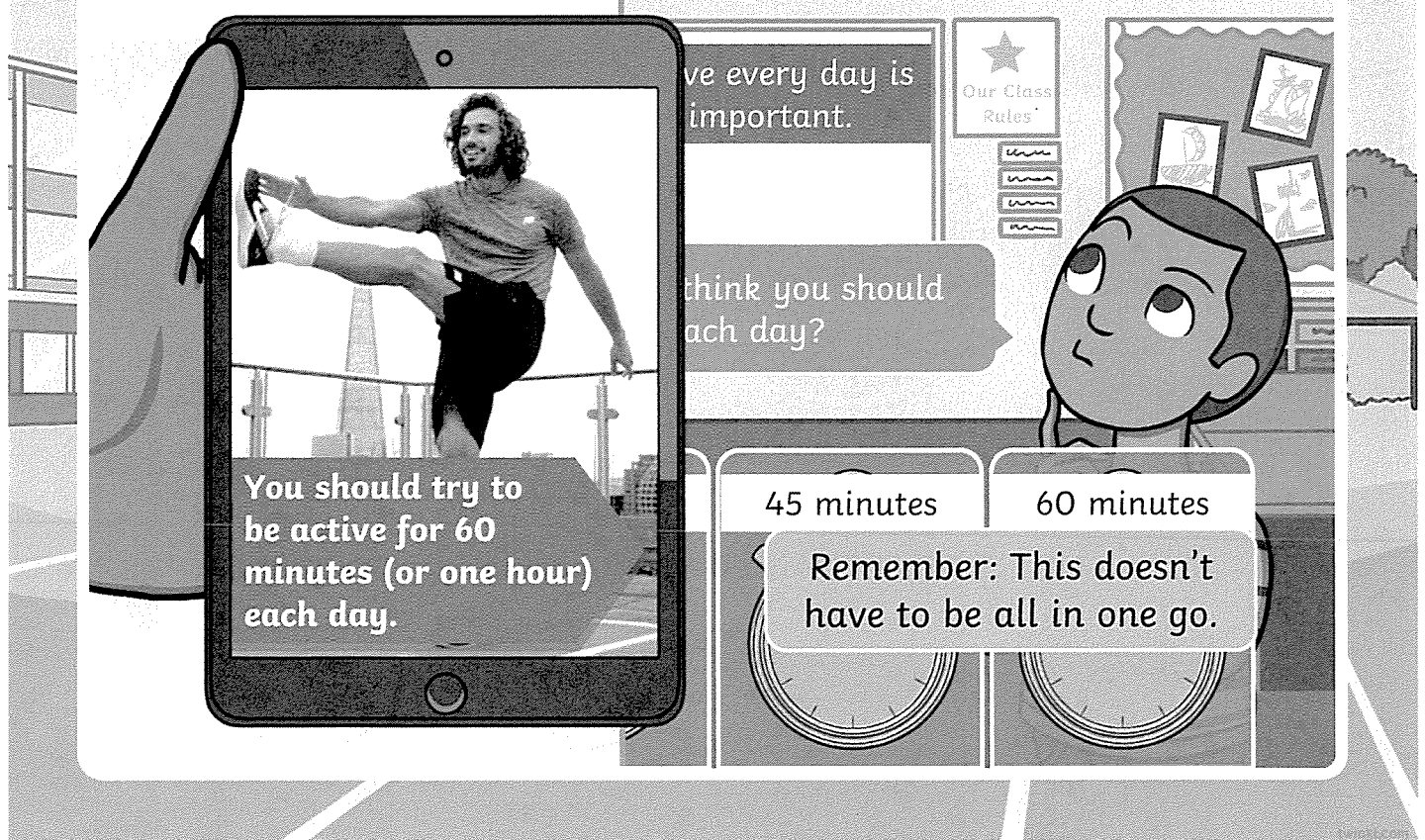


are being active.

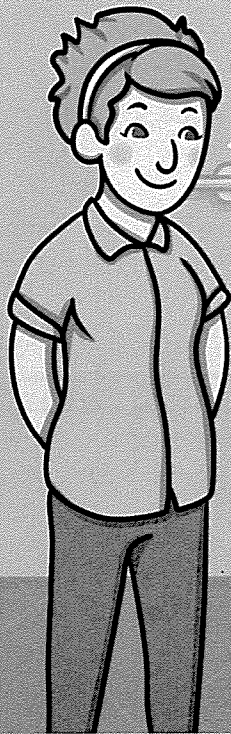
Another Important Part



How Much Should You Exercise?

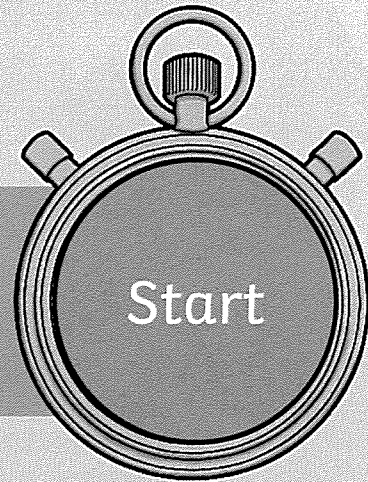


How Much Should You Exercise?



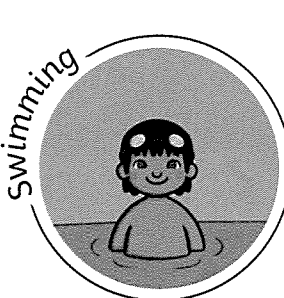
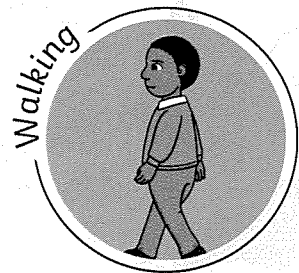
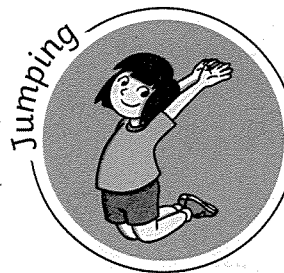
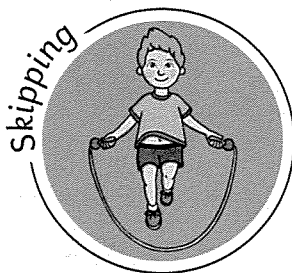
What ideas did you have?

With a partner, think of different ways you can be active and exercise. How many can you think of in 40 seconds?

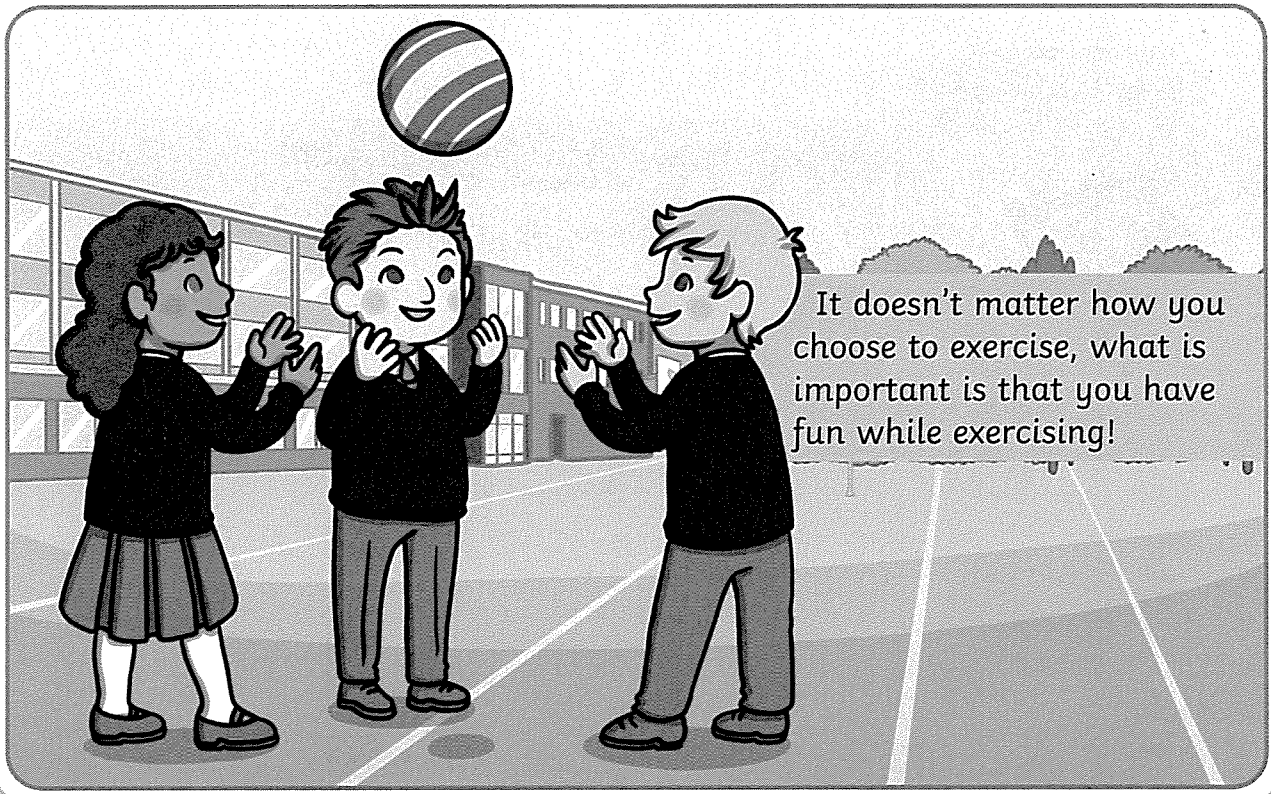


Ready, Set, Go!

What other ways did you think of?



Have Fun!



It doesn't matter how you choose to exercise, what is important is that you have fun while exercising!

Staying Healthy

Moving and being active is an important part of staying healthy.

Staying healthy means looking after your body and mind so that they can do all of their important jobs.

What other things can you do to help your body and mind to stay healthy?



Eat a balanced diet.

Drink plenty of water.



Keep your body and teeth clean.

Get plenty of sleep.



Reminder - Why Do We Exercise?

Why do we exercise?



Exercise helps to keep our body healthy.

It's good for our heart, lungs, bones and muscles.

Activity is good for our brain and helps us to concentrate so that we can learn better.

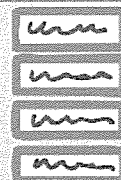
Being active, moving, getting exercise, playing sports and games are fun and can help make us happy!

Joe Says....

WOW!



Our Class Rules



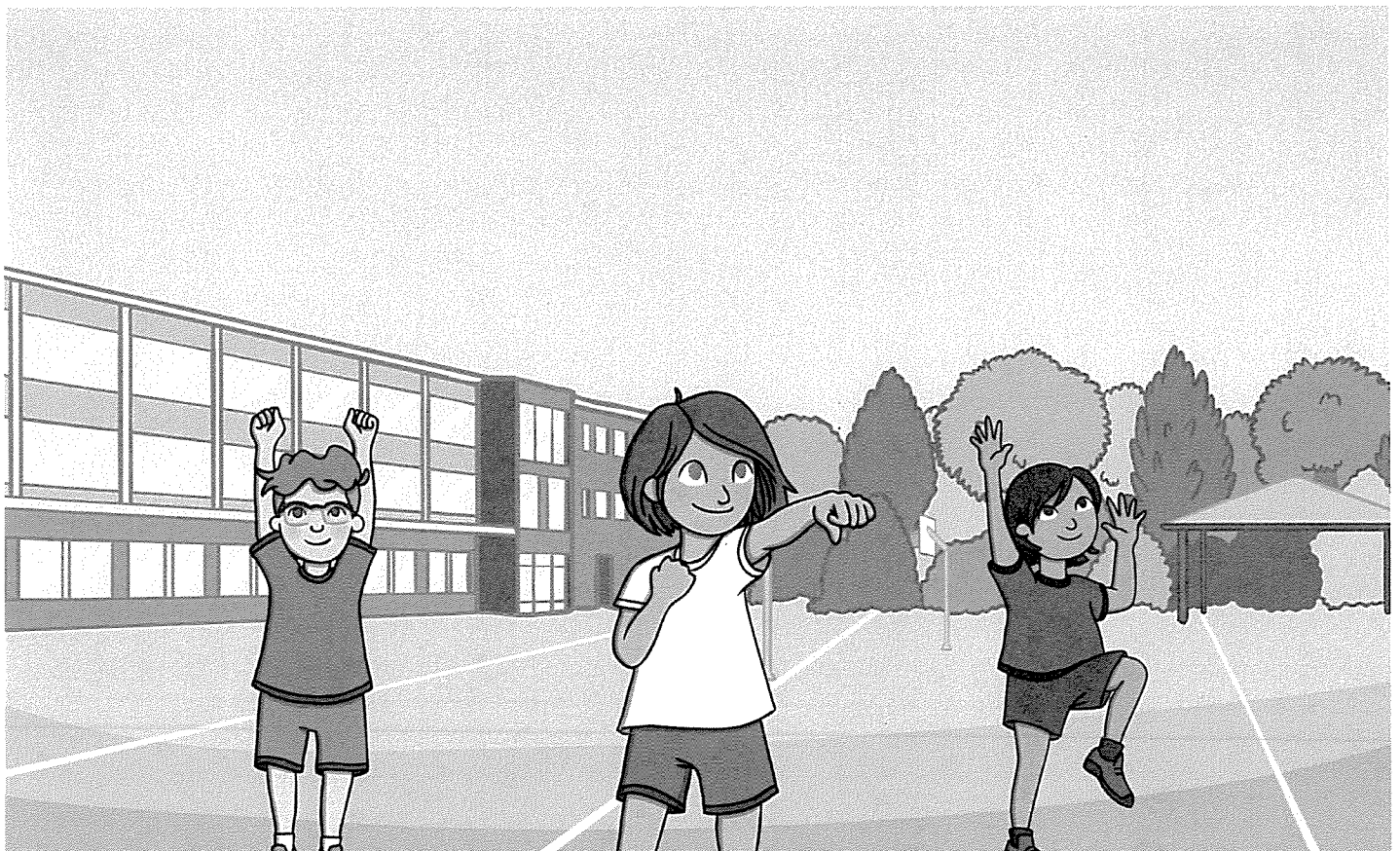
Let's now try one of my 5 minute workouts.
Can you do one each day to stay healthy and happy!

Aim

- To understand the importance of exercise.

Success Criteria

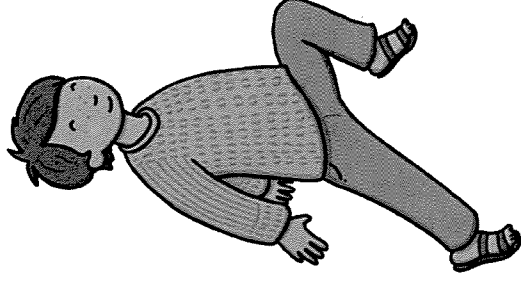
- I can talk about some of the benefits of exercise.
- I know that exercise is part of staying healthy.
- I know how much activity I should try to complete each day.
- I can talk about some of the ways that I can be active.



Skipping Track

Skip around the circuit:

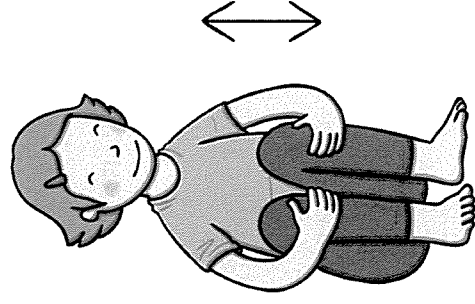
- How many laps can you do?
- Are you faster than your friend?
- Can you skip backwards?



Tuck jumps

Do 10 tuck jumps:

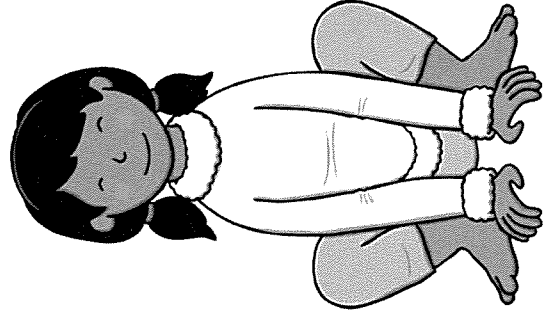
- How high can you jump?
- Can you jump higher than your buddy?
- How many tuck jumps can you do without stopping?



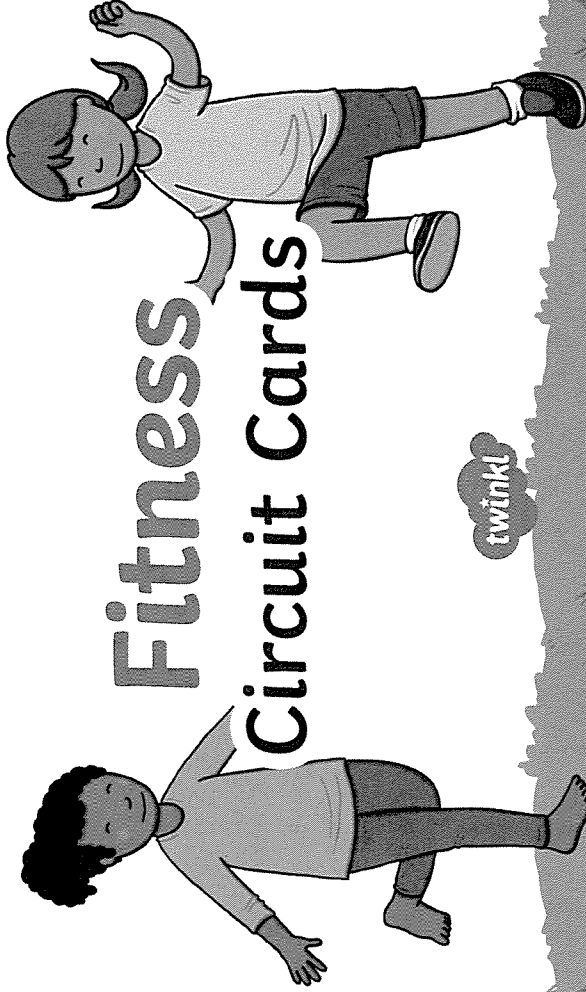
Bunny Jumps

Do 10 bunny jumps:

- How far can you travel?
- How high can you jump?
- Can you jump higher or further than your friend?



Fitness Circuit Cards



Ski Jumps

Do 20 ski jumps:

- You can jump on the spot or travel forward.
- Can you travel backwards?
- What happens if you ski jump using your arms to propel you?
- What happens if you **don't** use your arms?

Line Jumps

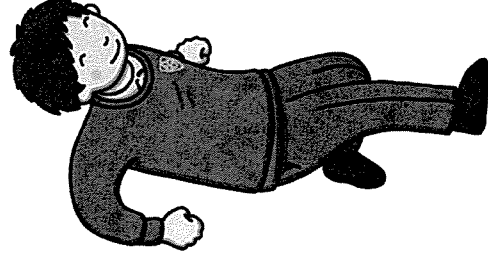
Face a line and jump forwards and backwards over the line:

- What happens if you jump using your arms to propel you?
- What happens if you **don't** use your arms?
- How many jumps can you do in a minute?

Hopping

Hop around the circuit:

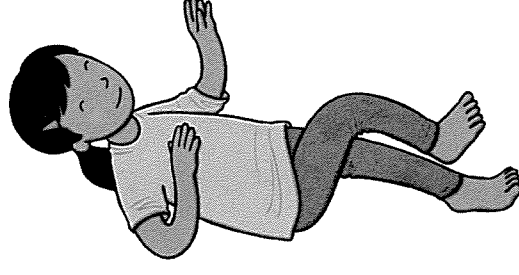
- How many laps can you do?
- How many hops can you do before you need to swap legs?



Tiptoe Walking

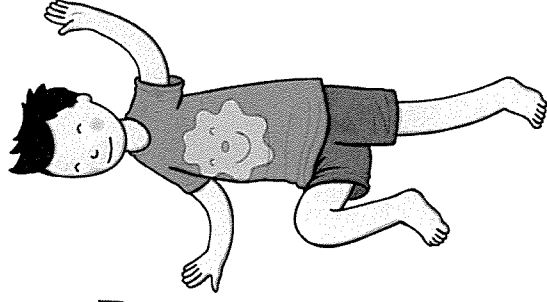
Tip toe around the circuit:

- Can you tip toe fast?
- Can you tip toe slowly?



Knee Highs

Run around the circuit bringing your knees up high.



Crab Walk

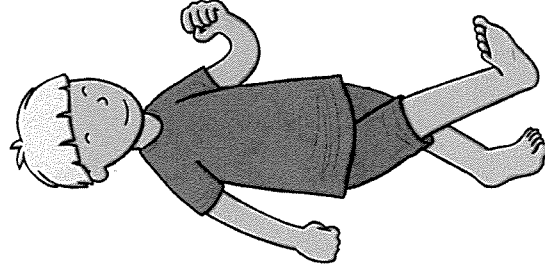
Crab walk around the circuit:

- Can you crab walk faster forwards or backwards?
- Have a race with your friends.
- Can you crab walk sideways?

Heel Walk

Walk around the circuit on your heels:

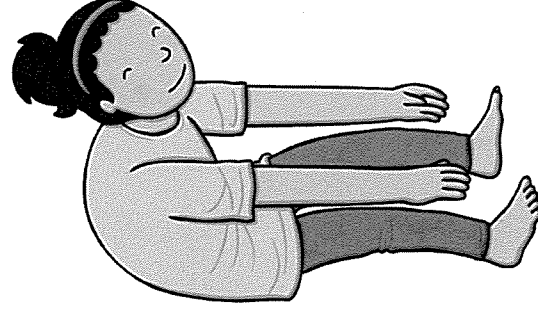
- Can you walk fast?
- Can you side step on your heels?



Toe Touches

Do 10 toe touches:

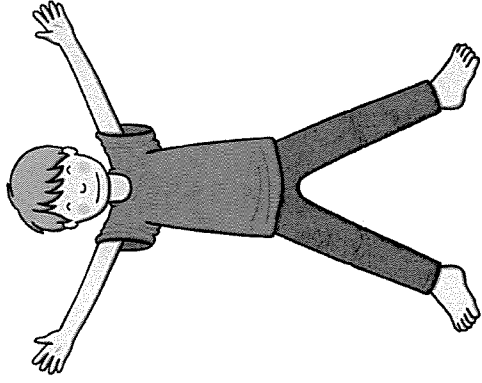
- Reach up high and then bend down and touch your toes.
Your arms and legs should stay straight.
- Can you do sitting toe touches?



Star Jumps

Do star jumps for one minute:

- How many can you do?



Step Ups

Find a bench or step and do step ups – one leg at a time, for a minute:

- How many steps can you do?
- Can you do jump ups? (both legs at once)

Sprints

Sprint the length of the court, then walk back. Repeat this for 1 minute:

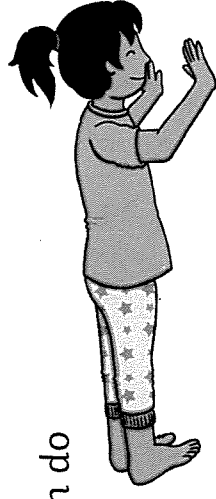
- How many lengths can you do?



Push Ups

Do push ups for a minute:

- How many can you do?
- Can you do push ups with one hand or one foot?
- If it is hard, you can do push ups with your knees down.



Arm Circles

Start with your arms out making small circles, slowly make your circles bigger:

- Can you make backwards circles?
- Can you do one arm backwards and one arm forwards?

Bounce a Ball

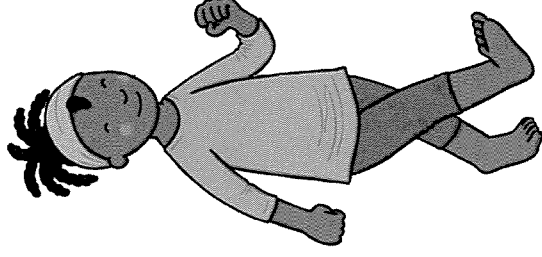
Bounce a ball on the spot:

- How many bounces can you do before dropping the ball?
- Can you bounce while walking in a circle?
- How many bounces can you do in a minute?

March

March around the circuit:

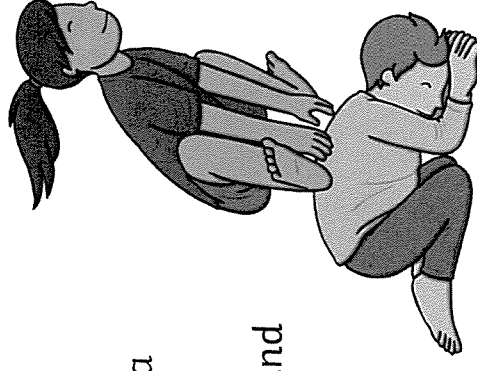
- Make sure your body is straight like a soldier.



Leap Frog

With a friend, play leap frog:

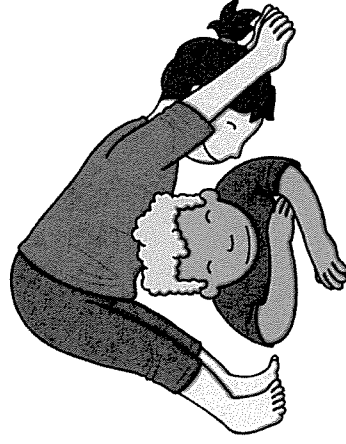
- How far can you travel in a minute?
- Can you follow a line around the court?



Tunnels (like a leap frog)

With a buddy play tunnels (this is like leap frog but you make tunnels for your friend to crawl through):

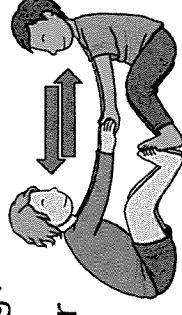
- How far can you travel in a minute?
- Can you follow a line around the court



Rowing

Face a buddy and hold each other's wrists, bend your knees and lean back, rock back and forwards rowing your arms:

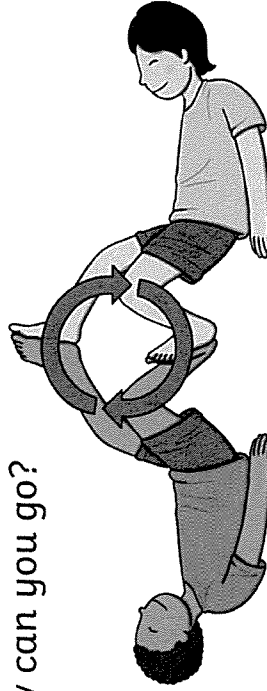
- Can you do this while sitting?
- Can you do this while standing?
- Can you row with 3 people? Or 4 people?



Treadmill

Lie down on the ground with your feet touching your friend's. Run keeping your feet touching:

- How fast can you go?
- How slow can you go?



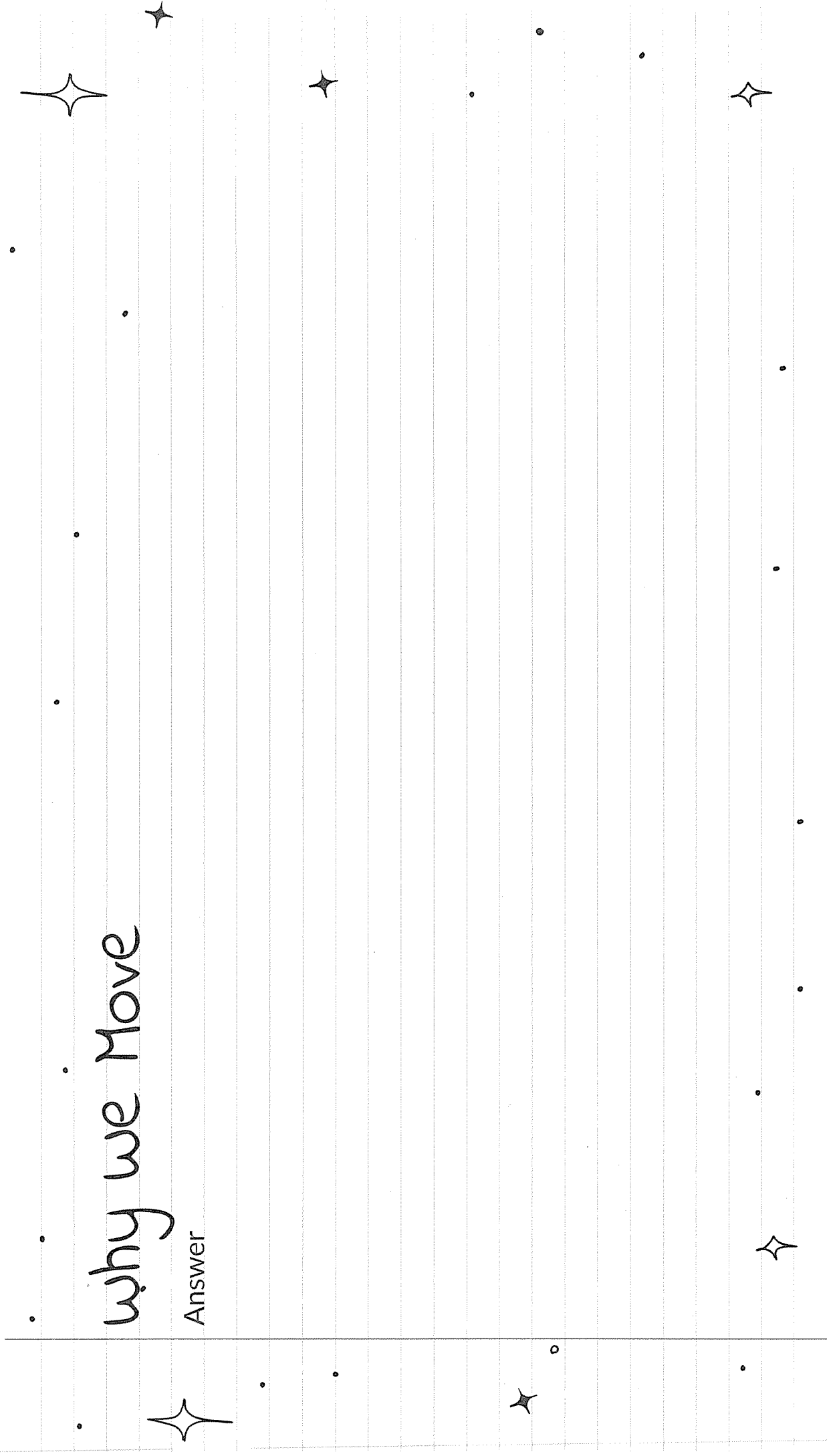
why do we need to exercise?

Use these slides to respond to the question creatively.

Do some research and add facts from the internet to support your answer!

Why we Move

Answer



Friday

Story starter!

Agony. It filled his mind as the burning pain coursed through his arms. He could feel the burns on his hands; hanging on to the ropes for dear life had rubbed them raw. Gritting his teeth, he continued his descent into the abyss. His every straining muscle screamed in defiance as he lowered himself again and again. Water cascaded all around him, filling his ears with a ferocious churning, as if he were being flushed down the plughole like a spider! He could smell the peaty, earthy freshness of the rocky cavern around him, seemingly becoming narrower and narrower as he went deeper and deeper.

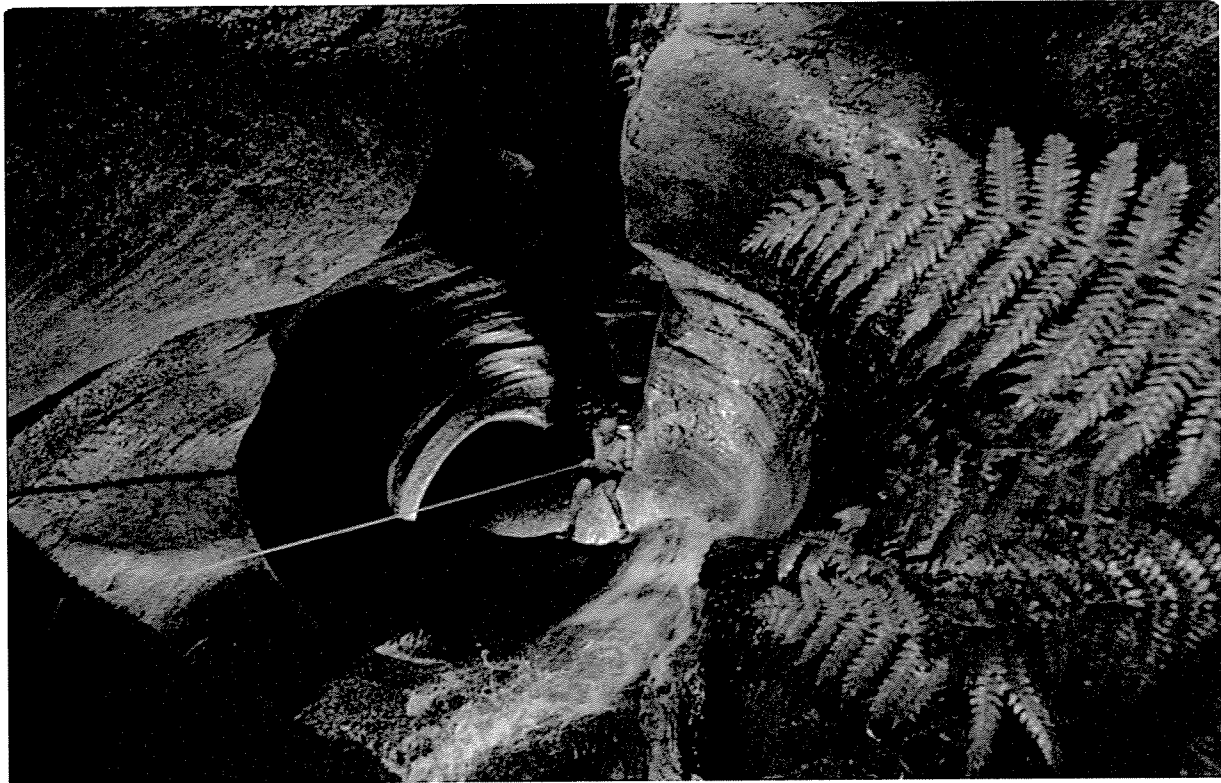
He looked down. There was still such a long way to go...

Can you continue this story about the cave? Try to use your senses to describe, as I have in my writing.

How deep is the cave? Is the man on his own or part of a caving team? If there is an accident down there, how will he escape?

You could base your story around the man on the expedition into the cave, or alternatively you could write about a rescue mission to save someone who is trapped in the cave after an accident.

Imagine the character described throughout this text. Can you draw or describe it?



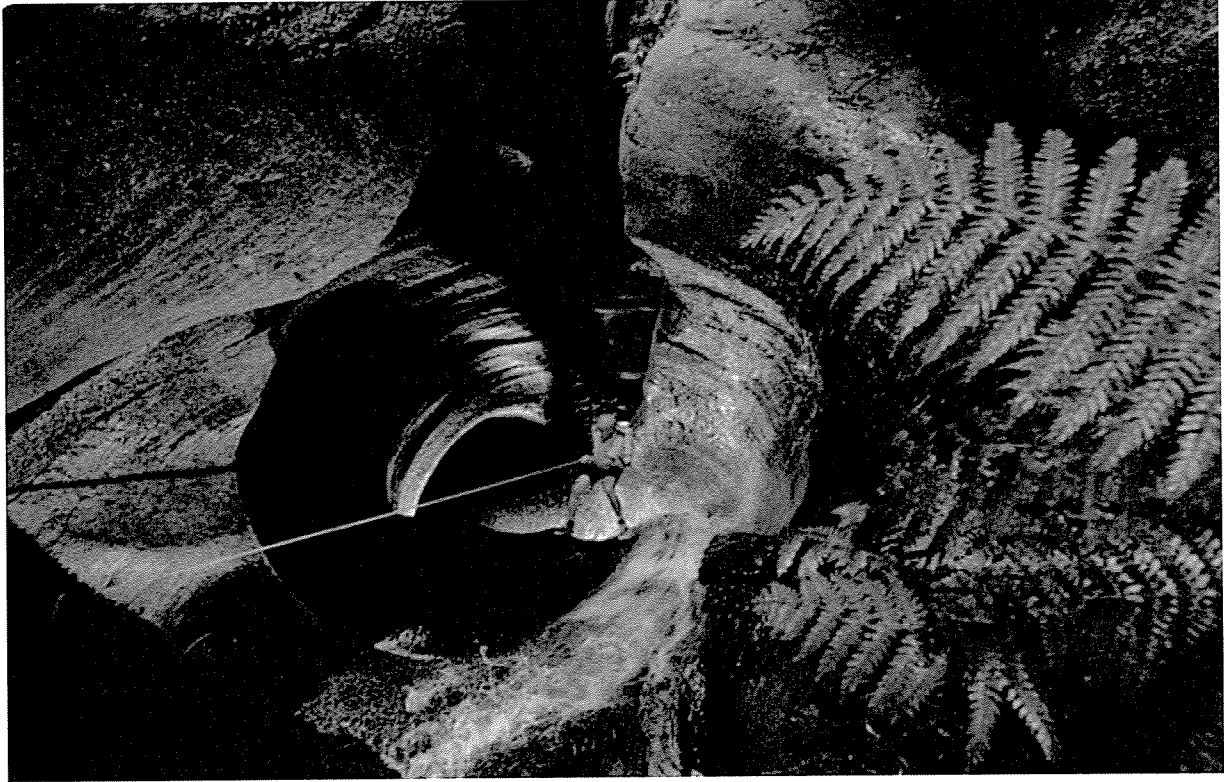
Question time!

Is it possible to both excited and terrified at the same time? Has this ever happened to you?

Look at the picture. Can you see the man's shadow? Is it possible to have a shadow in a cave?

If the man wanted to look at himself in a mirror whilst in the cave, would he be able to see his reflection?

Is everything in the cave black, or does it have another colour?



Constant Caving

Sentence challenge!

Climbing and caving are activities that are both scary and fun.

Can you think of synonyms (words with the same or similar meaning) for fun and scary?

Can you think of antonyms (words with opposite meanings) for fun and scary?

Can you use some of the words you have thought of in your writing today?

Perfect picture!

Can you draw what might be at the bottom of the cave?

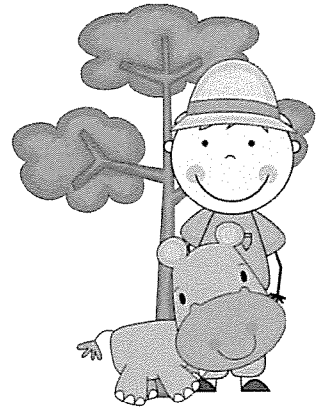
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lined writing area with horizontal lines.

Name _____

Read/write the ROOM

Directions: Find the words around the room and write them in the correct spaces below.



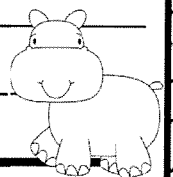
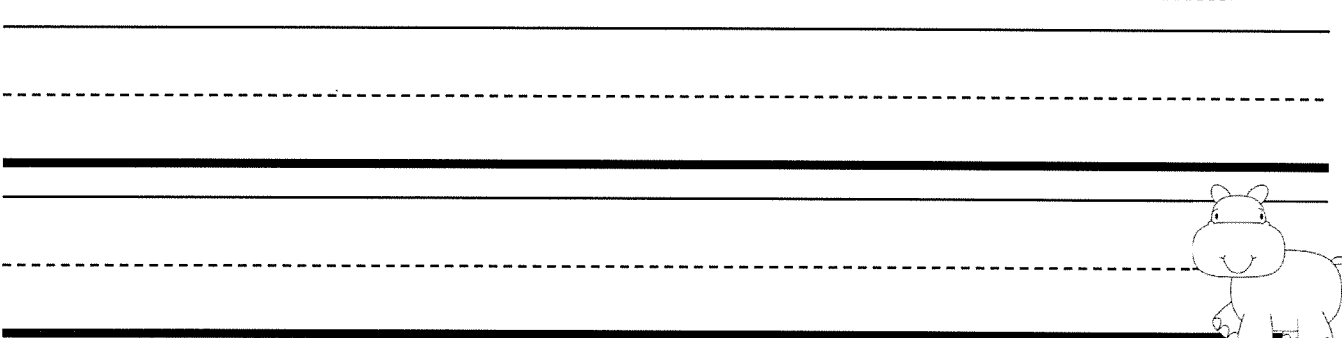

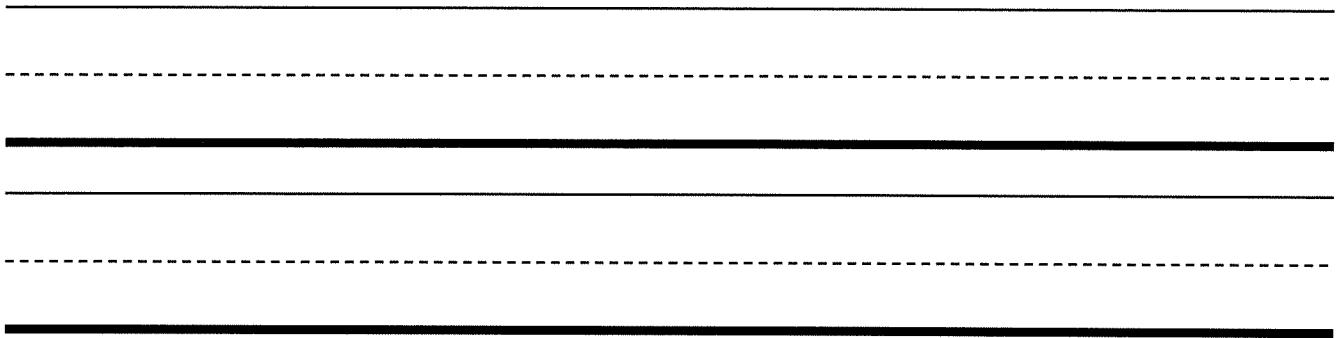
oo

ou

ew

ue

Directions: Pick your two favorite words and write them in a sentence. Illustrate your sentence.





Short Division with Remainders

I can use the short written method for division where there are remainders (two-digit numbers).



1. Use the short method of division to calculate your answers. You can do it!

a. $73 \div 5 =$ _____

b. $57 \div 4 =$ _____

c. $92 \div 3 =$ _____

d. $99 \div 8 =$ _____

e. $77 \div 6 =$ _____

2. Well done! Now try these three-digit calculations.

a. $379 \div 3 =$ _____

b. $649 \div 9 =$ _____

c. $483 \div 4 =$ _____

d. $114 \div 5 =$ _____

e. $704 \div 6 =$ _____



Short Division with Remainders

3. How can you identify multiples of 5? Use what you know about multiples of 5 to predict whether these division calculations will have a remainder. Calculate the answers to see if you were correct.

a. $2465 \div 5 =$ _____

☐ I think there will be a remainder.

☐ I think there won't be a remainder.

b. $3942 \div 5 =$ _____

☐ I think there will be a remainder.

☐ I think there won't be a remainder.

a. $7260 \div 5 =$ _____

☐ I think there will be a remainder.

☐ I think there won't be a remainder.



Short Division with Remainders

I can use the short written method for division where there are remainders (two-digit numbers).



1. Use the short method of division to calculate your answers. You can do it!

a. $73 \div 5 =$ _____

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a. $379 \div 3 =$ _____

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e. $704 \div 6 =$ _____



Short Division with Remainders

3. Can you do these? When you divide by 12, you may have to exchange two-digit numbers.

a. $220 \div 12 =$ _____

b. $267 \div 12 =$ _____

c. $422 \div 12 =$ _____

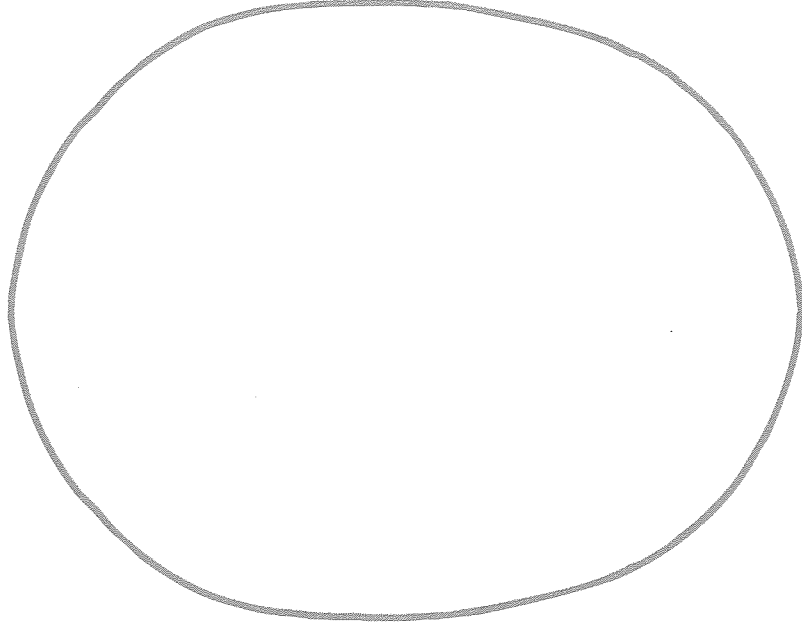
d. $328 \div 12 =$ _____

e. $462 \div 12 =$ _____

How to Draw a Face



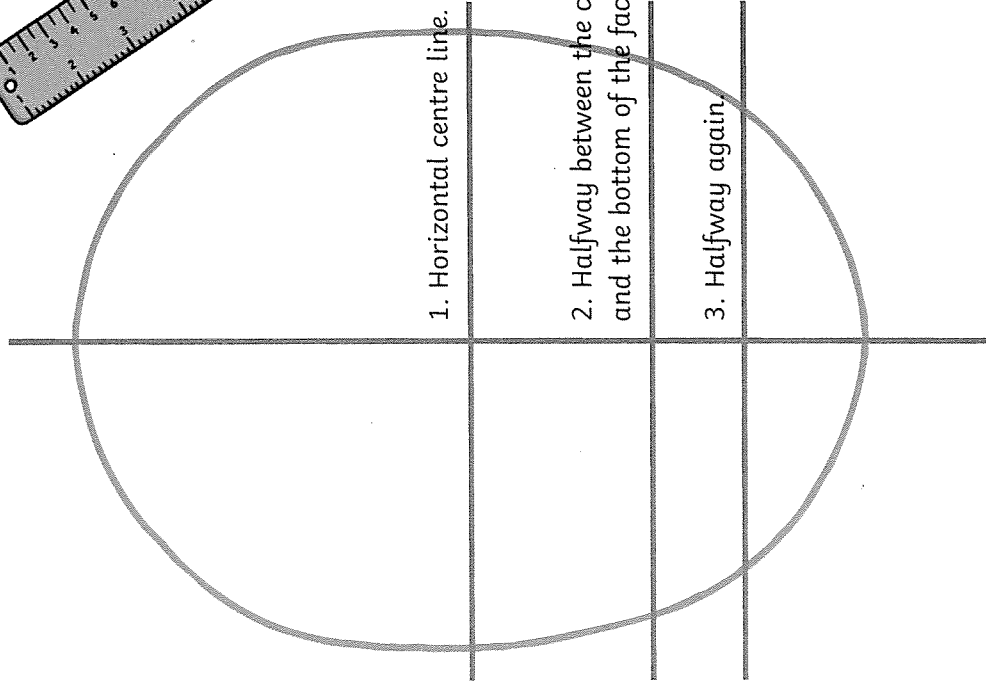
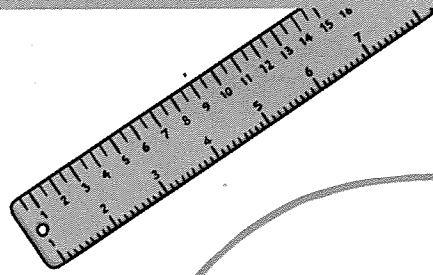
1



Draw a faint oval. You will go back over this later after you have drawn the hair.

2

1. Vertical centre line.



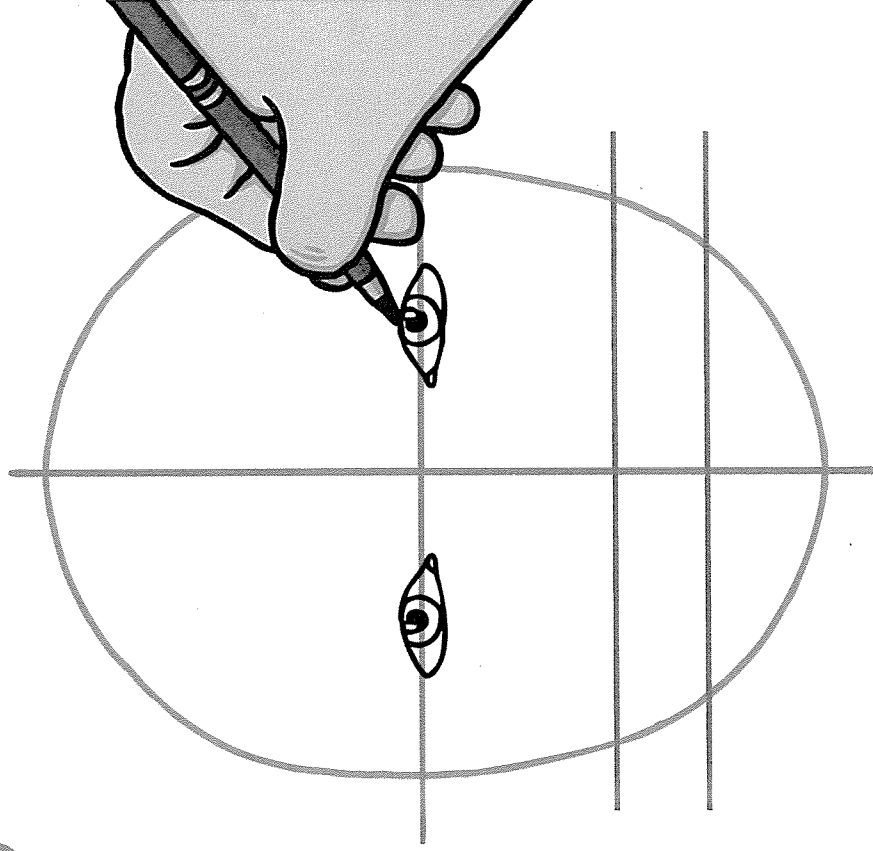
1. Horizontal centre line.

2. Halfway between the centre and the bottom of the face.

3. Halfway again.

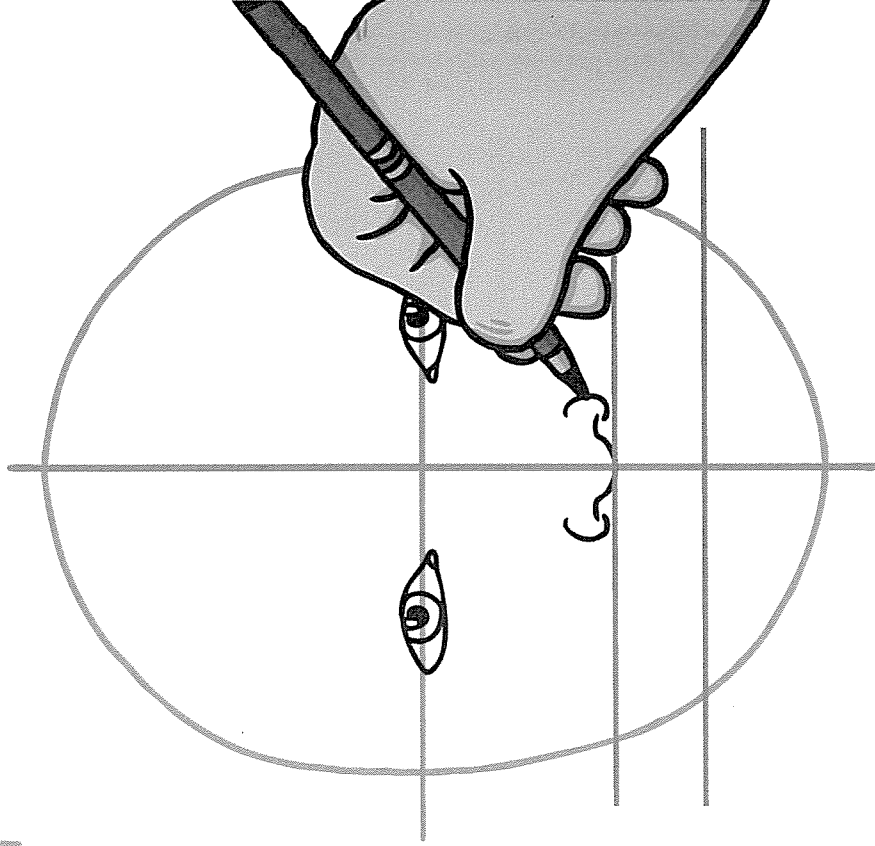
Mark some very faint guide lines with a pencil and ruler.

3



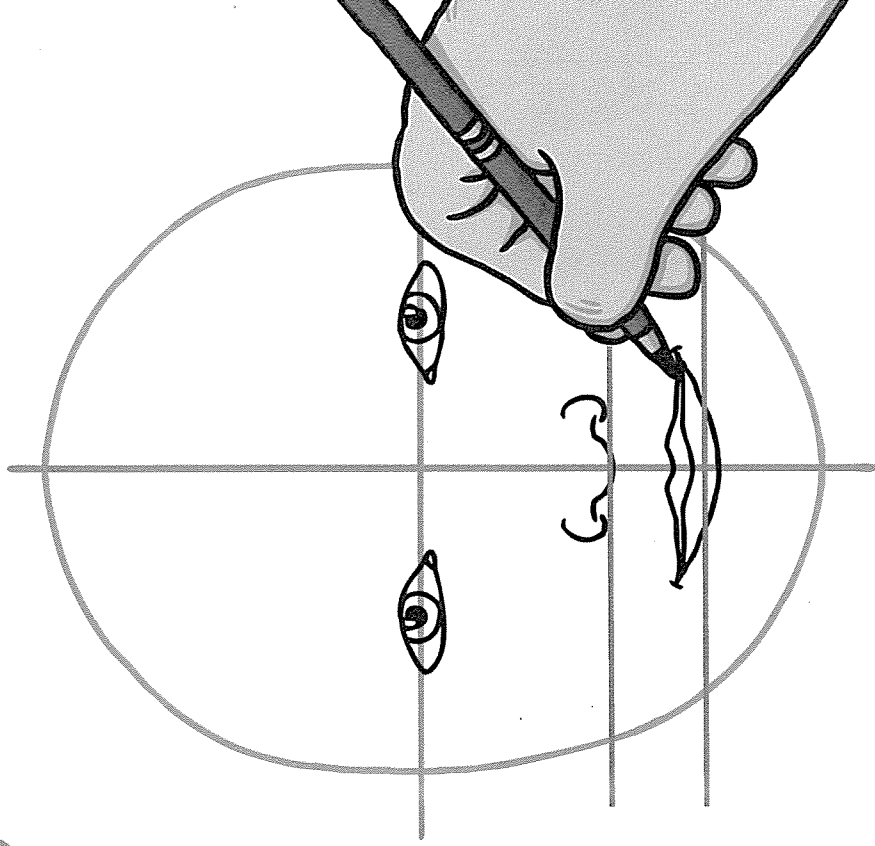
Draw the eyes.

4



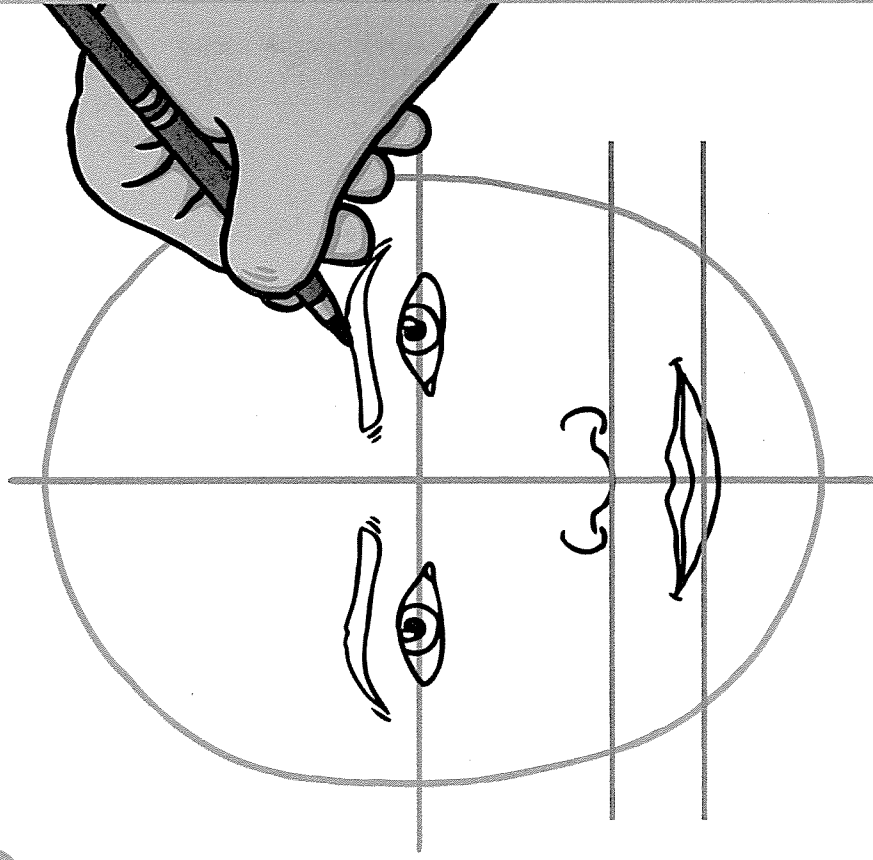
Draw the nose.

5



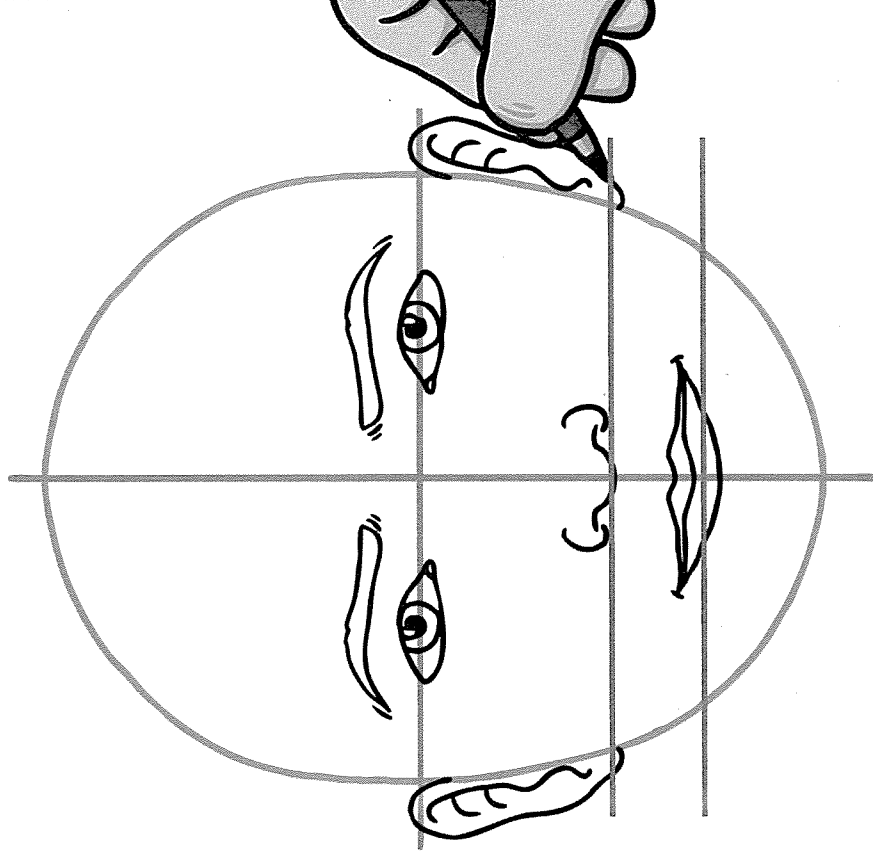
Draw the mouth.

6



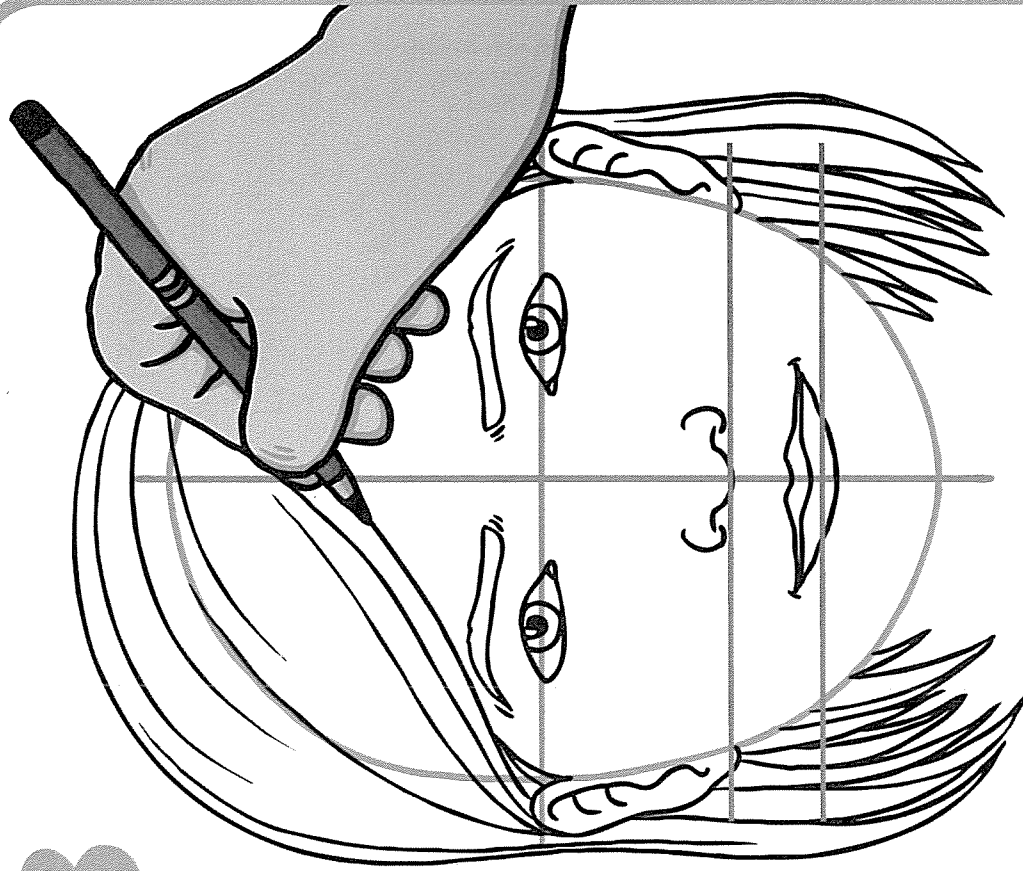
Draw the eyebrows.

7



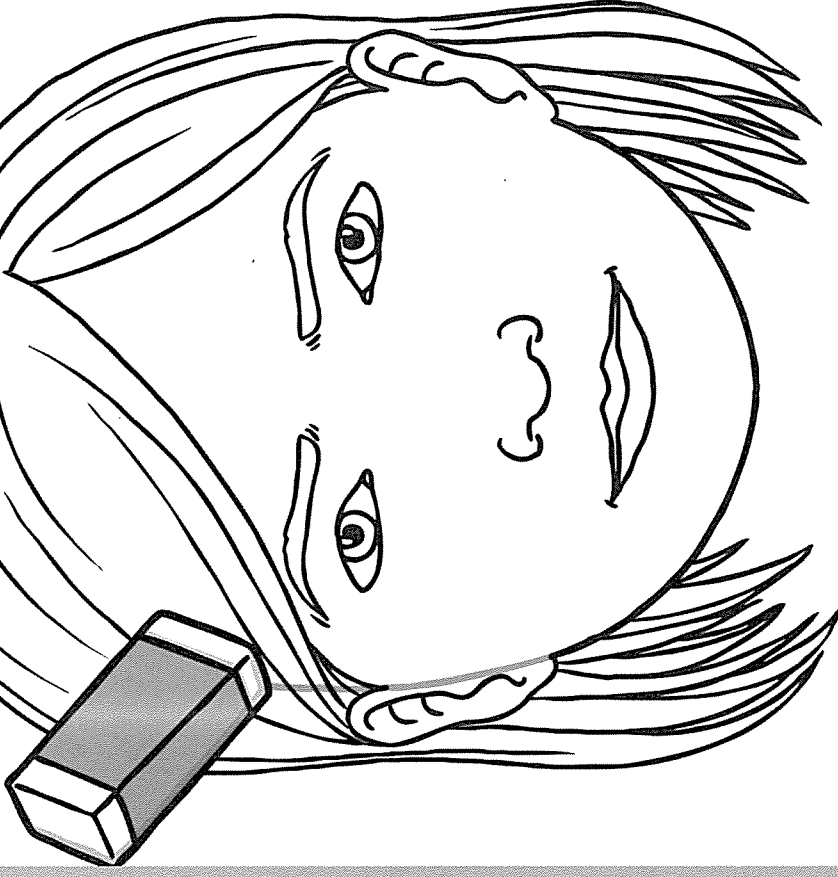
Draw the ears.

8



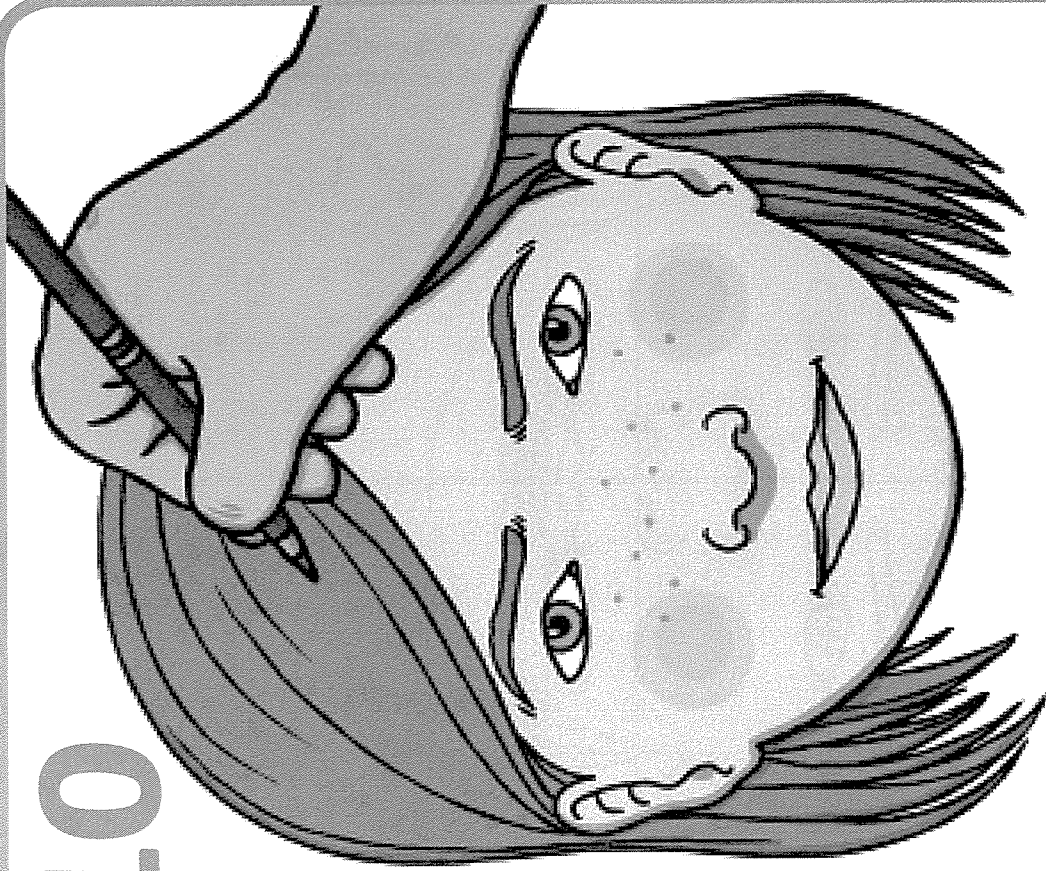
Draw the hair.

9



Go over the lines of the oval that aren't covered by hair. Erase the faint guide lines and the oval lines that are covered by hair.

10



Colour in the face. Don't forget to add the pupils in the eyes and any freckles or other details on the face.