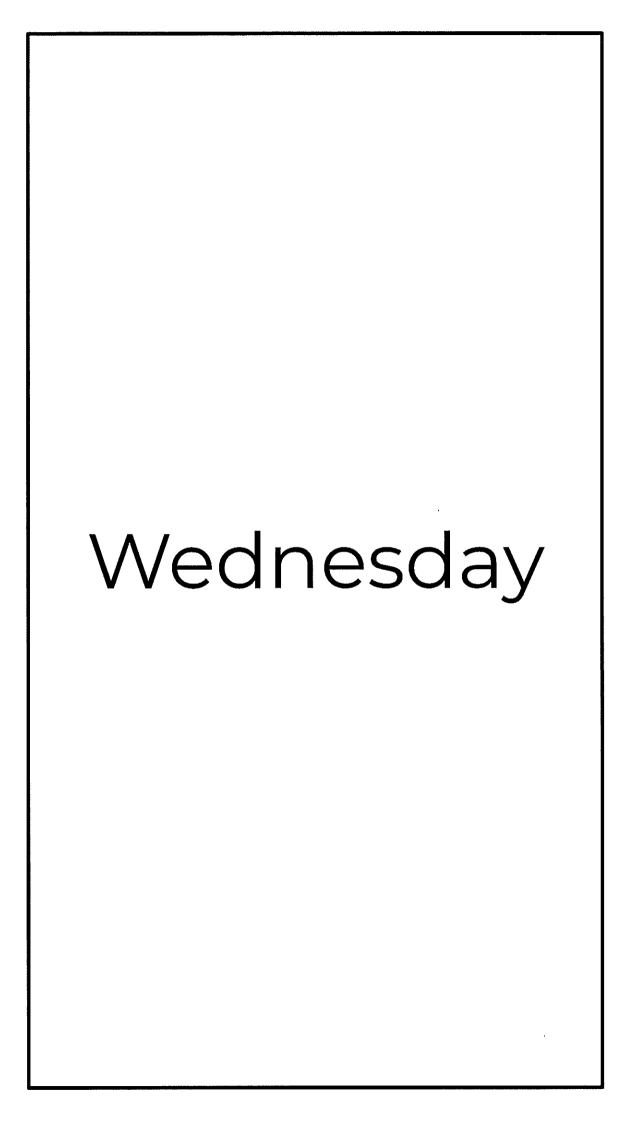
Learning From Home 2021 Term 3 Week 8

Stage 3 Wed-Fri



Verb Groups – Worksheet	
Name:	Date:
Verb Groups	
A verb group is a combination of verbs. It contains verbs before it. Verb groups:	a main verb with one or more
create tense	
 express modality by using modal verbs such a and 'shall' 	s 'can', 'may', 'must', 'will'
 create passive voice. 	
Look at the examples below. The verb group has be	een underlined.
Rashim <u>has gone</u> to school.	
Sarah <u>must go</u> to bed.	
Thomas was being chased down the street.	
1. Underline the verb group in the sentences below for you.	. The first one has been done
a) The mouse <u>has eaten</u> the cheese.	
b) The storm has damaged the trees.	
c) Sanad is playing tennis.	
d) My grandma has cooked an apple pie.	
e) Richard has been awarded a silver medal in t	he running race.
2. Write a sentence that includes each of the follow	ing verb groups.
a) had gone	
b) have flown	
c) will build	



Verb Groups – Worksheet	
Namo	Date:

3. Hidden in the word maze are four sentences that each contain a verb group. Find the sentences, and draw a line to show where they are. The sentences may be found in a vertical, horizontal or diagonal line.

The	in	where	who	red	goat
hat	boy	Jane	car	house	write
The	sun	was	shining	dark	eat
Α	in	writing	riding	rat	cake
him	you	а	they	his	went
flag	tree	story	ride	her	bike
apple	running	drinking	sing	who	go
The	dog	has	eaten	the	bone



Persuasive Texts - Language

Persuasive texts use formal, clear and persuasive language. This helps the author to convince the reader or listener to agree with their view.

Here are some examples of language you might find in a persuasive text:

- use of the verb 'to be' in the present tense
- use of thinking verbs to describe mental processes
- · use of connecting words and phrases to link arguments together
- use of cause and effect connectives to show consequences
- use of strong, emotive words to emphasise a point



Persuasive Language - Example

cause and effect words, emotive words and modal verbs used in Stop Here are some examples of present tense verbs, connecting words, Polluting the Ocean. There are many things we can do in our everyday lives to help reduce this environmental disaster. Drink water from the tap instead of from plastic bottles. Also, take reusable shopping bags to the supermarket instead of using plastic ones. Think about the amount of garbage you produce; don't waste unnecessarily. If you see rubbish while you are outdoors, you should pick it up and dispose of it responsibly.



(C) toward state

Persuasive Language - Review

colour code the texts that are attached on your Use your knowledge of persuasive language to





tasks on google classroom.

Childhood Obesity Must Be Prevented. Highlight them in the colour they

are written in above.

Firstly, children must consume foods that are low in fat, sugar and salt.

When children eat a healthy diet, gaining excess weight is unlikely.

sugary drinks such as sodas are a dangerous health hazard and should Experts believe that water is the best choice of beverage for children;

be avoided at all times.

Find at least one example of a present tense thinking verb, connecting

Persuasive Language - Activity

word, cause and effect word, emotive word and modal verb used in

There are three texts:

- Dogs Make the Best Pets.
- Homework is Unnecessary.
- Smart Phones Should Be Banned From Classrooms.



(E) tennethysten

PERSUASIVE TEXT

The purpose of a persuasive text is to convince the reader or listener to agree with a particular viewpoint. Examples of persuasive texts include:

- advertisements
- debates.

Persuasive texts use:

Present tense

High modality

Emotive language

Rhetorical questions

Connecting words and phrases

Stop Polluting the Ocean

Opening Statement How would you feel if there were plastic bottles, disposed chemicals, ripped fishing nets and other discarded containers strewn all around your house? Sadly, for a vast majority of marine life around the world, these conditions have become commonplace. Our oceans are suffering terribly. It is therefore vital that humans stop the destruction of our precious oceans with these careless and irresponsible acts of pollution.

Arguments

Many people believe that they are powerless. They are not! There are many things we can do in our everyday lives to help reduce this environmental disaster. Drink water from the tap; instead of from plastic bottles. Take reusable shopping bags to the supermarket; instead of using plastic ones. Reduce the amount of garbage you produce; don't waste unnecessarily. If you see rubbish while you are outdoors; pick it up and dispose of it responsibly!

Concluding Statement Ocean pollution is everyone's problem. We must work together to protect our oceans and save these precious environments for future generations.

Rhetorical question

Connecting word

Emotive language

Present tense

High modality



Identifying Persuasive Language - Worksheet		
	_	

Identifying Persuasive Language (1)

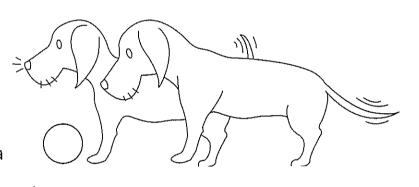
Find and colour these language features in the following persuasive text:

- the verb 'to be' in present tense (red)
- use of connecting words and phrases to link arguments together (blue)
- use of modality to express different levels of certainty (green).

Dogs Make the Best Pets

When it comes to pets, dogs are most certainly the best choice.

They are loyal, affectionate and active companions. No other choice of pet can compete with a dog.



Firstly, dogs are incredibly loyal companions. They see themselves as a part of the family and will always be there for you, no matter what happens.

Secondly, dogs are extremely affectionate animals. No other animal can show their love when you arrive home at the end of the day quite like a dog can.

Thirdly, dogs are very active animals. This means that you can always keep fit and healthy, taking your dog for walks and playing games together.

For these reasons, it is clear that dogs make the best pets. Other animals might have some good qualities, but dogs are the most loyal, affectionate and active companions of them all.

Identifying Persuasive Language - Worksheet	
Name	Date

Identifying Persuasive Language (2)

Find and colour these language features in the following persuasive text:

- use of thinking verbs to describe mental processes (red).
- use of connecting words and phrases to link arguments together (blue)
- use of strong, emotive words to emphasise a point (green).

Homework is Unnecessary

Students already spend a great deal of their lives thinking about school work. It is completely unfair that students must spend time at home on tasks that could be done during school hours.



Firstly, students need a break from school work when they come home. They should be allowed to unwind by playing with friends, spending time with the family and relaxing. Many people think that making them do homework is cruel.

In addition, students need time to participate in other activities after school. If they didn't have to do homework, students could play sport, learn a musical instrument or join a community group. These are valuable and important skills which should not be underrated by pointless and tedious homework.

Finally, all families are different. Some students might need to help out after school and may genuinely not have time to do their homework. Teachers should consider this before setting piles of mundane homework for their students.

In conclusion, schools should not be setting homework. There are much better ways that students could be using this time after school, such as relaxing, learning new skills and helping their families.

Identifying Persuasive Language - Worksheet	
Name	Date

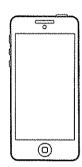
Identifying Persuasive Language (3)

Find and colour these language features in the following persuasive text:

- the verb 'to be' in present tense (red)
- use of cause and effect connectives to show consequences (blue)
- use of modality to express different levels of certainty (green).

Smart Phones Should Be Banned From Classrooms

The number of school-aged children with smart phones is rising. However, smart phones have no place in the classroom and should be banned. They are a huge distraction and are detrimental to learning.



Firstly, smart phones provide access to tools such as calculators. If students are allowed to have their smart phone with them in class, they will use these tools at inappropriate times, such as during exams.

In addition to this, if a student's smart phone was to ring during a lesson, other students could become very distracted. Who wants to listen to someone's private conversation in the middle of class?

Lastly, students will use their smart phone at times when they should be paying attention to their teacher. Students will miss important information and therefore perform poorly in the subject.

In conclusion, the dangers of smart phones in the classroom should not be ignored. For the sake of our children's education, we must ban smart phones from classrooms now and in the future.





Name: _

Date: _____

Multiplication Facts of 8

1) 7 × 8 =	21) 8 × 12 =	41) 5 × 8 =	61) 8 × 2 =
2) 8 × 3 =	22) 6×8=	42) 7 × 8 =	62) 5 × 8 =
3) 8 × 12 =	23) 8 × 10 =	43) 1 × 8 =	63) 8 × 3 =
4) 2 × 8 =	24) 8 × 5 =	44) 8 × 6 =	64) 8 × 9 =
5) 8 × 5 = .	25) 8×7=	45) 6 × 8 =	65) 8 × 11 =
6) 3×8=	26) 1 × 8 =	46) 8 × 8 =	66) 8×8=
7) 8×7=	27) 10 × 8 =	47) 4 × 8 =	67) 2 × 8 =
8) 8 × 6 =	28) 3 × 8 =	48) 8 × 0 =	68) 0 × 8 =
9) 11 × 8 =	29) 8 × 8 =	49) 3 × 8 =	69) 8 × 10 =
10) 8 × 10 =	30) 9 × 8 =	50) 2 × 8 =	70) 3×8=
11) 8 × 1 =	31) 8 × 2 =	51) 8 × 4 =	71) 8×6=
12) 0 × 8 =	32) 8 × 12 =	52) 8 × 7 =	72) 8 × 5 =
13) 5 × 8 =	33) 8 × 6 =	53) 8 × 11 =	73) 7 × 8 =
14) 3 × 8 =	34) 8 × 5 =	54) 8 × 1 =	74) 8 × 11 =
15) 8 × 2 =	35) 2 × 8 =	55) 8 × 6 =	75) 2 × 8 =
16) 8 × 9 =	36) 9 × 8 =	56) 8 × 5 =	76) 8 × 6 =
17) 7 × 8 =	37) 10 × 8 =	57) 8 × 12 =	77) 10 × 8 =
18) 8 × 10 =	38) 8 × 1 =	58) 12 × 8 =	78) 8 × 9 =
19) 0 × 8 =	39) 0 × 8 =	59) 8 × 8 =	79) 8 × 1 =
20) 8 × 8 =	40) 4 × 8 =	60) 1 × 8 =	80) 8 × 7 =

Name: _

Date: _____

Multiplication and Division Facts of 8

1) (1 . 0	24) 16 + 0	44) 00 + 0	(1) 24 + 0
1) 64 ÷ 8 =	21) 16 ÷ 8 =	41) 80 ÷ 8 =	61) 24 ÷ 8 =
2) 8 × 8 =	22) 5 × 8 =	42) 56 ÷ 8 =	62) 8 × 4 =
3) 88 ÷ 8 =	23) 8 ÷ 8 =	43) 24 ÷ 8 =	63) 8 × 1 =
4) 8 ÷ 8 =	24) 56 ÷ 8 =	44) 40 ÷ 8 =	64) 88 ÷ 8 =
5) 8 × 2 =	25) 0 × 8 =	45) 0 × 8 =	65) 6 × 8 =
6) 8 × 10 =	26) 8 × 10 =	46) 72 ÷ 8 =	66) 96 ÷ 8 =
7) 8 × 7 =	27) 32 ÷ 8 =	47) 8 × 8 =	67) 8 × 5 =
8) 96 ÷ 8 =	28) 72 ÷ 8 =	48) 7 × 8 =	68) 8 × 7 =
9) 16 ÷ 8 =	29) 8 × 12 =	49) 16 ÷ 8 =	69) 8 × 8 =
10) 2 × 8 =	30) 80 ÷ 8 =	50) 3 × 8 =	70) 80 ÷ 8 =
11) 1 × 8 =	31) 6 × 8 =	51) 8 ÷ 8 =	71) 64 ÷ 8 =
12) 48 ÷ 8 =	32) 3 × 8 =	52) 56 ÷ 8 =	72) 8 × 11 =
13) 80 ÷ 8 =	33) 40 ÷ 8 =	53) 64 ÷ 8 =	73) 2 × 8 =
14) 40 ÷ 8 =	34) 72 ÷ 8 =	54) 48 ÷ 8 =	74) 8 ÷ 8 =
15) 8 ÷ 8 =	35) 8 × 8 =	55) 88 ÷ 8 =	75) 8 × 4 =
16) 8 × 9 =	36) 8 × 10 =	56) 8 × 1 =	76) 48 ÷ 8 =
17) 8 × 6 =	37) 48 ÷ 8 =	57) 24 ÷ 8 =	77) 5 × 8 =
18) 80 ÷ 8 =	38) 8 × 2 =	58) 40 ÷ 8 =	78) 12 × 8 =
19) 24 ÷ 8 =	39) 6 × 8 =	59) 8 × 6 =	79) 8 × 1 =
20) 8 × 8 =	40) 8 × 7 =	60) 8 × 12 =	80) 9 × 8 =

Time: ______ / 80

Year 5 – Money and Financial Mathematics – (Questions	
Name		Date

Creating a Financial Plan (A)

Sam's October Budget

Transactions	Credit	Debit
Monthly Pocket Money	\$25.00	
Pay – Mowing Lawns	\$56.00	
Birthday Money		
Phone Charges		\$22.00
Entertainment		\$30.00
School Supplies		
Lunch Money		\$25.00
Bus Money		\$12.00
Other		\$20.00
Total	\$126.00	\$124.00

Use	e Sam's October Budget to answer these questions.
a)	How much money did Sam have left at the end of October?
b)	How much did Sam have to spend on school supplies? Write the amount on the budget
c)	How much birthday money did Sam receive? Write the amount on the budget.
d)	Will Sam have enough money coming in to be able to spend the same amount in
	November? Explain your answer.
e)	Which of Sam's expenses do you think are necessary and have to be carried over to
	November's budget? Explain your answer.

Year 5 – M	loney and Financial Mathematics – Quest	ions	• . •	
Name			Date	
	Creating a Fi	nancial Plan ((B)	
	Sam's Nove	ember Budget		
	Transactions	Credit	Debit	
	Monthly Pocket Money	\$25.00		
	Pay – Mowing Lawns	\$63.00		
	Phone Charges		\$22.00	
	Entertainment		\$20.00	
	School Supplies		\$25.00	
	Lunch Money		\$25.00	
	Bus Money		\$12.00	
	Other		\$20.00	
	Total			
c) Fill d) Did	in the credit total for November. in the debit total for November. I Sam make enough money to cover had an expense that Sam can cut backer to have enough money to cover al	k on. How much does	s he need to redu	ce it by in
•	hese transactions on the budget ed and add up the totals.	Transactions	S Credit	Debit
provide	_	Transactions	S Credit	Debit
provide a) Sar	ed and add up the totals.	Transactions	S Credit	Debit
provide a) Sar b) Sar	ed and add up the totals. m made \$82 mowing lawns.	Transactions	S Credit	Debit
provide a) Sar b) Sar c) Sar	ed and add up the totals. m made \$82 mowing lawns. m spent \$43 on a video game.	Transactions	S Credit	Debit

NUMBER AND ALGEBRA

(b) teachstarte

Class Camp Budget Plan

Aim: I can create a simple budget. (ACMNA106)

This year, the Year 5 class have been given the chance to choose where they would like to go on camp!

There are two location options. Each option includes a variety of activities and food choices at different costs. Each student will need one food package for each of their meals and four different activities.

There is a budget limit of \$70 per student for the entire camp. You do not have to spend all of the budget, as long as you meet the camp requirements.

Option # 1 = Camp Twinkl Lake					
Activitie	?S	Food Packages			
Activity	Cost	Package for 2 days	Cost		
accommodation = tent	1 night = \$10 per person	Breakfast #1 (toast, cereal, fruit, juice)	\$5 per person		
canoeing	\$5 per person	Breakfast #2	\$9 per person		
bike ride	\$2 per person	(pancakes, bacon, eggs, juice)			
swimming	\$0 per person	Lunch #1	фГ и ок и оказа		
mini-golf	\$1 per person	(sandwiches, fruit, cordial)	\$5 per person		
orientation	\$0 per person	Lunch #2	фО		
trampolining	\$2 per person	(hot dogs, wraps, cordial)	\$8 per person		
rock wall climbing	\$6 per person	Dinner #1 (spaghetti, sausages, vegetables)	\$6 per person		
team games	\$3 per person	Dinner #2	2 days =		
stand-up paddle boarding	\$7 per person	(schnitzel, vegetables, tacos)	\$9 per person		





Option # 2 = Camp Twinkl Wilderness					
Activities Food Packages					
Activity	Cost	Package for 2 Days	Cost		
accommodation = cabin	1 night = \$18 per person	Breakfast #1 (toast, cereal, fruit, juice)	\$5 per person		
abseiling	\$6 per person	Breakfast #2	\$7 per person		
bushwalking	\$0 per person	(baked beans and spaghetti on toast)			
archery	\$7 per person	Lunch #1	\$6 per person		
low rope course	\$5 per person	(wraps/rolls, cordial)	4 - h -		
flying fox	\$8 per person	Lunch #2 (hamburgers, cordial)	\$8 per person		
horse riding	\$9 per person	Dinner #1	40		
campfire cooking	\$3 per person	(roast meat, sausages, vegetables)	\$8 per person		
bush craft	\$0 per person	Dinner #2	\$10 par		
bush hut building	\$0 per person	(lasagne, casserole, vegetables, garlic bread)	\$10 per person		

Plan the Year 5 Camp on the Next Page!

Show all of your working out and make sure you include the answers to the questions below.

- Which camp will Year 5 go on?
- How much it will cost for 2 nights' accommodation?
- · Which 4 activities will the students do? How much will this cost?
- Which food packages will they have for breakfast, lunch and dinner?
- How much will this cost?
- · What is the total cost of the school camp?





twinkl

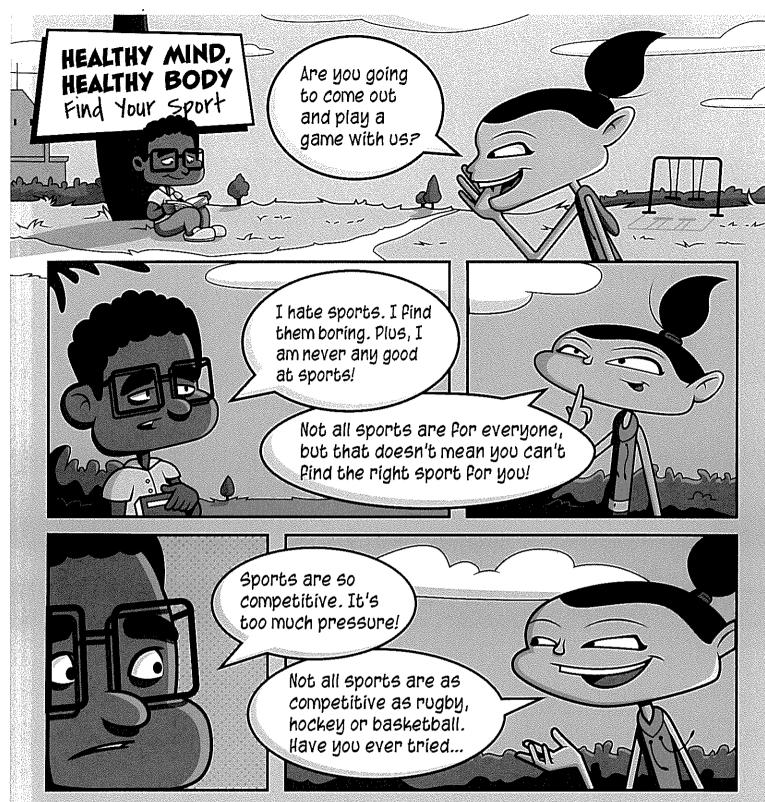
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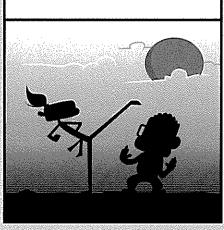
Diam the Many E among house	
Plan the Year 5 camp here:	
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How about kung fu?



Ballet is surprisingly good for physical fitness.



Mindful meditation and yoga can improve your balance and help you remain calm and focused.



Or what about trying rock-climbing or abseiling?





As important as it is to be healthy and active, it is equally important to do something you really enjoy. Try lots of different activities, because you never know what you might like.

Those activities sound really fun. I don't think I would feel as much pressure doing those things as when I play competitive games. What is your favourite sport?





Healtl	Healthy Mind, Healthy Body: Find Your Sport – Worksheet					
Name	Name: Date:					
	Healthy Mind, Healthy Body: Find Your Sport					
Ques	tions					
1.	What sorts of sports, games or activities do you like to do?					
2.	What do you think the boy in the story's reaction is to being exposed to different sports?					
3.	How would you describe the differences between the two main characters?					
4.	Why do you think the boy said he hated sports?					
5.	What sorts of activities do you think the boy would be into?					
6.	What sports or activities would you advise for the boy in the comic? Why?					
7.	Which one of these sports would you most like to do or try? Why?					
8.	What purpose did the author have for creating this comic?					



Find your sport!

Healthy Mind, **Healthy Body**

Find a sport that you enjoy. Pretend the reader of this presentation has never played or heard of the sport you have chosen.

- Introduce your sport
 Explain how it is played
 Describe any rules
 Discuss how you learn to play. (Do you have to attend training?)
 5. Are there different levels you need to achieve?

Thursday

•	
Adverbs - Worksheet	
Name: Date:	-
Adverbs	
Adverbs are words that tell us more about verbs. They provide information about how, when and where the action happened.	
Adverbs often end in 'ly'. Some examples include: • softly	

slowly

- quickly
- immediately
- · quietly.
- 1. Choose an adverb from the box to complete the sentences below.

softly	slowly	instantly	heavily	quickly
a) The snow fell on the ground.				
b) The mouse ran across the room.				
c), she turned into a toad.				
d) The snail crawled				
e) The elephant stomped				

An adverb modifies a verb, an adjective or another adverb. An adverb can be confused with an adjective. If the word describes a noun, it is an adjective. If the word describes a verb or another adverb, it is an adverb.

- 2. Underline the adverbs in these sentences.
 - a) The class walked slowly around the museum.
 - b) We eagerly explored the dinosaur exhibition.
 - c) Jack looked carefully at each exhibit.
 - d) The boys sat outside and ate their lunch quietly.
 - e) The students ran quickly to catch the train.

4. Write three sentences of your own that include an adverb to describe a verb or another adverb. Remember to use capital letters and other correct punctuation.

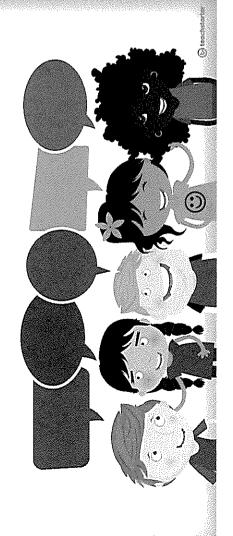
a)

5. Find the adverbs hidden in the word search. The adverbs can be found in a vertical, horizontal or diagonal line. There are six adverbs to be found.

b)

d	f	g	j	V	а	j	q	р	h
S	S	0	f	t	1	У	u	С	а
h	j	[k	C	Z	Х	İ	d	р
S		n	0	Х	٧	n	C	р	р
W	m	j	k	W	е	r	k	У	j
f	b	h	j	g		t		t	1
е	S	d	h	f	е	у	у	0	У
f	i	е	r	С		у	r	u	q
r	n	С	Х	f	е	k	m	g	е
С	а	r	е	f	u			у	j

Persuasive Devices



What Are Persuasive Devices?

Persuasive devices are important tools which we can use to convince others to agree with our viewpoint.

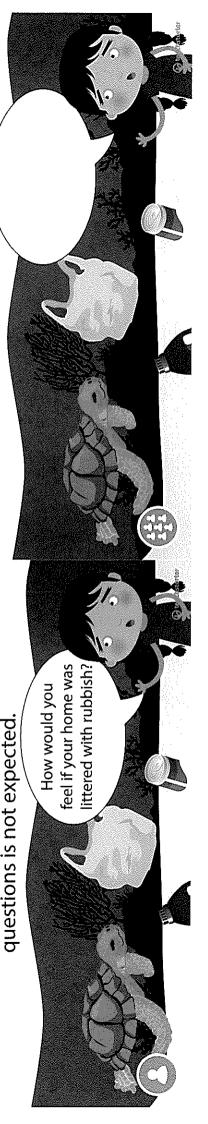
Persuasive devices are used to:

- create a bond between the author and the reader or listener
- reinforce and emphasise the author's viewpoint
- appeal to the emotions of the reader or listener
- make the author seem knowledgeable, reliable and correct
- make other views seem foolish, dangerous and wrong.

Rhetorical auestions

Rhetorical questions are asked just for effect or to emphasise a point. Directly answering the

Can you think of some other examples of rhetorical questions which might be included in this text?



Personal Pronouns

Can you think of some other statements using personal

pronouns which might be included in this text?

Personal pronouns are words such as: you, our, we and us. Use personal pronouns to make the reader

feel like you are talking directly to them

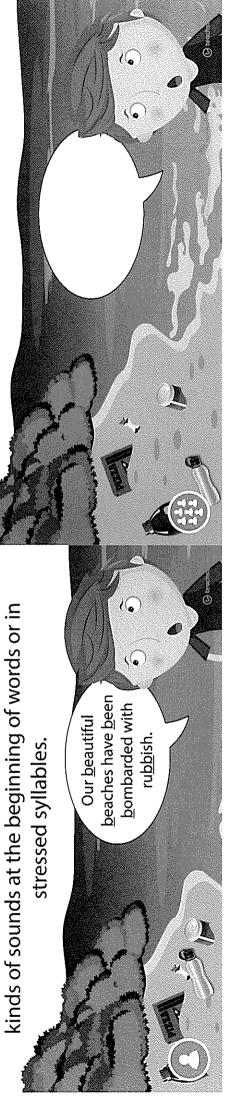
together to clean up We have to work our oceans.

Allteration

Alliteration is the repetition of the same or similar kinds of sounds at the beginning of words or in

alliteration which might be included in this text?

Can you think of some other statements using



Emotive Language

Emotive language is used to make the reader feel certain emotions, such as sadness or excitement.

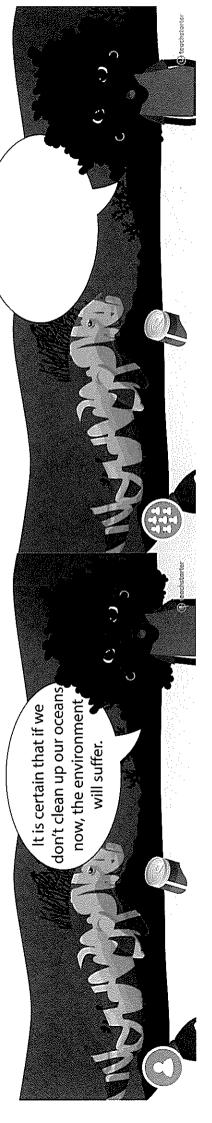
 \mathfrak{D} \mathfrak{D} defenceless animals that are suffering because of Think about the poor, our rubbish.

Can you think of some other statements using emotive language which might be included in this text?

Modality

Modality is used to indicate the degree to which something is certain, possible or improbable.

Can you think of some other statements using high modality which might be included in this text?



Exaggeration

exaggeration which might be included in this text?

Can you think of some other statements using

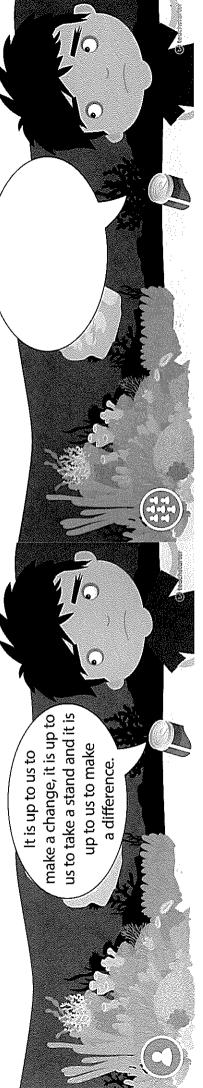
Exaggeration is used when giving information that is inflated or over the top. Exaggerating information can help to emphasise the point being argued.

action today, the world as we know it will cease If we don't take to exist!

repetition which might be included in this text? Can you think of some other statements using

Repetition is when important words or phrases are repeated so that they stick in the reader's mind.

Repetition



Rule of 3

Can you think of some other statements using the

rule of 3 which might be included in this text?

The rule of 3 is when 3 adjectives or phrases are

used together to draw the reader's attention. oceans is destructive, inhumane and just Polluting our plain wrong.

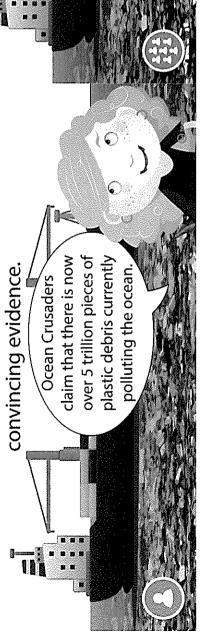
FORTES

Can you think of some other statements using facts which might be included in this text?



Stotistics Stotistics

Statistics are used to support your argument with real-life figures from relevant studies. They provide



Can you think of some other statements using statistics which might be included in this text?

Can you think of some other statements using opinion which might be included in this text?



Opinion is used to get the writer's thoughts or feelings about the topic across to the reader.



Persuasive Devices – Worksheet	
Jame:	Date:
Persua	asive Devices Match-Up
Match the co	orrect persuasive device to its definition.
Emotive Language	Questions asked just for effect, or to emphasise a point.
Alliteration	Words used to make the reader feel like you are talking to them.
Personal Pronouns	Repetition of the same sound at the beginning of words.
Exaggeration	Language used to make the reader feel certain emotions.
Rule of 3	Words used to indicate the degree to which something is probable.
Rhetorical Questions	Providing information that is inflated, or over-the-top.
Repetition	Important words or phrases that are used more than once.
Modality	Three adjectives or phrases used together to emphasise a point.

Persuasive Devices – Worksheet	
Name:	Date:
Using Persuasive Dev	ices
Your friends are arguing whether or not books are mor Choose which side you support. Write a sentence using to help argue your viewpoint.	
Rhetorical Question:	
Personal Pronouns:	
Alliteration:	
Emotive Language:	
Modality:	
Exaggeration:	
Repetition:	,
Rule of 3:	

Name: _

Date: _____

Multiplication Facts of 9

1) 5 × 9 =	21) 9 × 1 =	41) 9 × 8 =	61) 9 × 2 =
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8) 9 × 6 =	28) 9 × 4 =	48) 9 × 0 =	68) 10 × 9 =
9) 11 × 9 =	29) 6 × 9 =	49) 3 × 9 =	69) 7×9=
10) 8 × 9 =	30) 9 × 9 =	50) 9 × 5 =	70) 3×9=
11) 9 × 9 =	31) 1 × 9 =	51) 9 × 3 =	71) 9×6=
12) 0 × 9 =	32) 0 × 9 =	52) 9×7=	72) 8 × 9 =
13) 5 × 9 =	33) 9 × 6 =	53) 9 × 11 =	73) 9 × 3 =
14) 9 × 2 =	34) 9 × 5 =	54) 9 × 0 =	74) 9 × 1 =
15) 9 × 6 =	35) 2 × 9 =	55) 9 × 4 =	75) 2 × 9 =
16) 8 × 9 =	36) 9 × 9 =	56) 7×9=	76) 9×9=
17) 9 × 8 =	37) 11 × 9 =	57) 9 × 12 =	77) 10 × 9 =
18) 9 × 9 =	38) 9 × 1 =	58) 10 × 9 =	78) 5 × 9 =
19) 10 × 9 =	39) 0 × 9 =	59) 9 × 0 =	79) 9 × 11 =
20) 7 × 9 =	40) 4 × 9 =	60) 9 × 9 =	80) 10 × 9 =

Time: ______ / 80

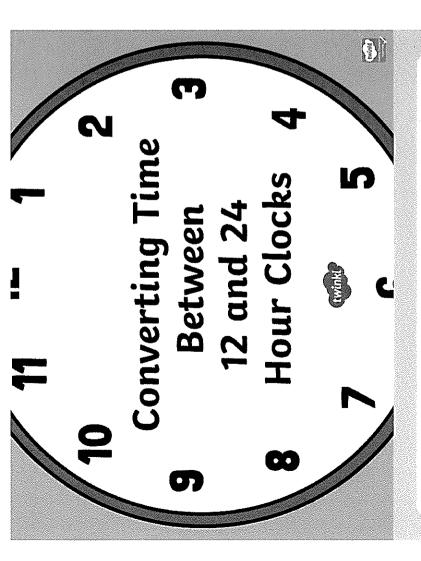
Name: __

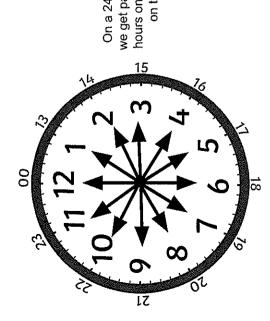
Date: ___

Multiplication and Division Facts of 9

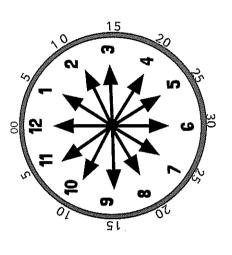
1) 63 ÷ 9 =	21) 108 ÷ 9 =	41) 9 ÷ 9 =	61) 27 ÷ 9 =
2) 9×7=	22) 5 × 9 =	42) 54 ÷ 9 =	62) 9 × 4 =
3) 99 ÷ 9 =	23) _. 27 ÷ 9 =	43) 27 ÷ 9 =	63) 9 × 10 =
4) 45 ÷ 9 =	24) 54 ÷ 9 =	44) 45 ÷ 9 =	64) 90 ÷ 9 =
5) 9 × 0 =	25) 9 × 10 =	45) 0 × 9 =	65) 9 × 2 =
6) 10 × 9 =	26) 9 × 12 =	46) 72 ÷ 9 =	66) 90 ÷ 9 =
7) 9×7=	27) 63 ÷ 9 =	47) 9 × 9 =	67) 9×5=
8) 90 ÷ 9 =	28) 72 ÷ 9 =	48) 9 × 8 =	68) 9×9=
9) 18 ÷ 9 =	29) 8×9=	49) 9 ÷ 9 =	69) 8 × 9 =
10) 2 × 9 =	30) 81 ÷ 9 =	50) 12 × 9 =	70) 9 ÷ 9 =
11) 9 × 5 =	31) 6 × 9 =	51) 108 ÷ 9 =	71) 63 ÷ 9 =
12) 45 ÷ 9 =	32) 3 × 9 =	52) 18 ÷ 9 =	72) 9 × 11 =
13) 81 ÷ 9 =	33) 72 ÷ 9 =	53) 63 ÷ 9 =	73) 9 × 5 =
14) 36 ÷ 9 =	34) 90 ÷ 9 =	54) 45 ÷ 9 =	74) 18 ÷ 9 =
15) 9 ÷ 9 =	35) 1 × 9 =	55) 99 ÷ 9 =	75) 9 × 4 =
16) 9 × 9 =	36) 9 × 11 =	56) 9×1=	76) 45 ÷ 9 =
17) 8 × 9 =	37) 45 ÷ 9 =	57) 27 ÷ 9 =	77) 3×9=
18) 90 ÷ 9 =	38) 9 × 2 =	58) 45 ÷ 9 =	78) 1 × 9 =
19) 27 ÷ 9 =	39) 9 × 5 =	59) 9 × 3 =	79) 9 × 0 =
20) 9 × 8 =	40) 9 × 7 =	60) 9 × 11 =	80) 9 × 12 =

Time: _____ / 80





On a 24 hour clock, once we get past 1pm we add 12 hours on to the time shown on the clock face.



Each number on the clock represents 5 minutes. So we can count round in 5s.

24 Hour Digital Clocks

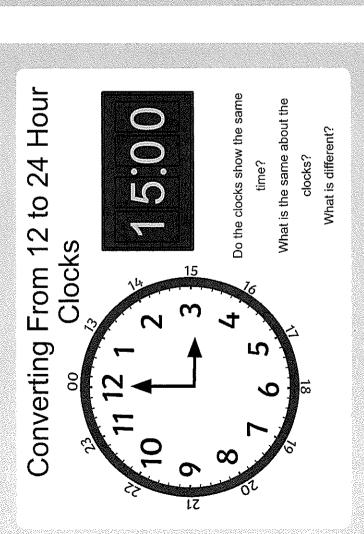


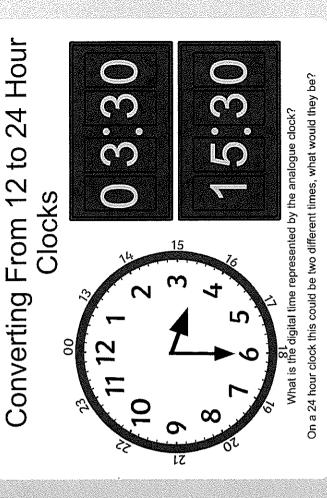
24 hour digital clocks also have an hour and minute display, separated

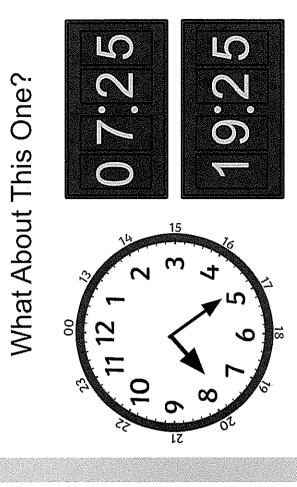
by a colon.

The hours will always be before the colon. The hours go from 0 to 23.

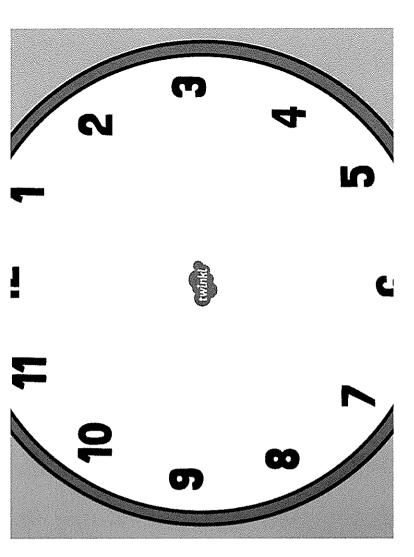
The minutes will always be after the colon.

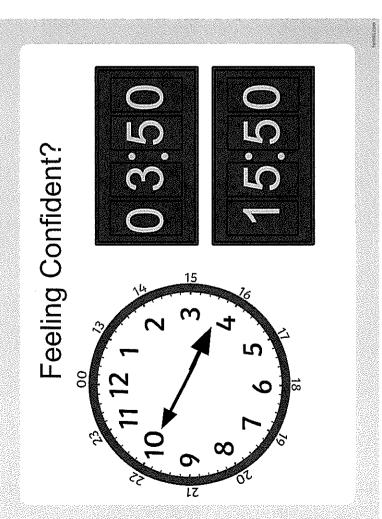






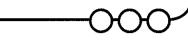
Try This One





Converting 12-Hour and 24-Hour Times

I can convert 12-hour times into 24-hour times and vice versa.



- 1) Complete the chart, changing 12-hour a.m. digital times into 24-hour times.
- 2) Complete the chart, changing 12-hour p.m. digital times into 24-hour times.

12-Hour Time	24-Hour Time
1:00 a.m.	
2:00 a.m.	
3:00 a.m.	
4:00 a.m.	
5:00 a.m.	
6:00 a.m.	
7:00 a.m.	
8:00 a.m.	
9:00 a.m.	
10:00 a.m.	
11:00 a.m.	

12-Hour Time	24-Hour Time
12:00 p.m.	
1:00 p.m.	
2:00 p.m.	
3:00 p.m.	
4:00 p.m.	
5:00 p.m.	
6:00 p.m.	
7:00 p.m.	
8:00 p.m.	
9:00 p.m.	
10:00 p.m.	
11:00 p.m.	





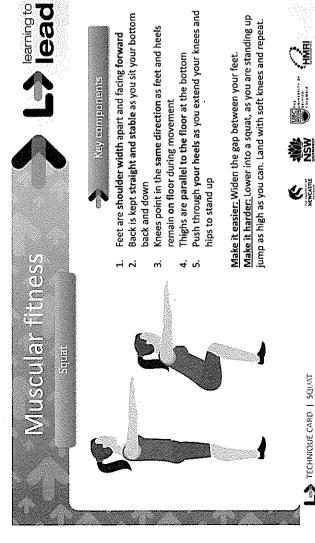
3) Complete this table, filling in the missing times.

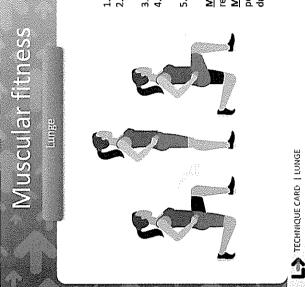
	24-Hour Time	12-Hour Time	
	03:15		
		4:00 p.m.	.em
		7:30 a.m.	
	18:45		
	14:30		
Mod		5:30 a.m.	7
	111 11 111 1111 1111	10:45 p.m.	
WW T	17:30		
	09:15		
W H	3	6:30 a.m.	
	22:30		

4) In each pair, tick the time which comes earliest in the day. The first one is done for you.

3:15 p.m.	\bigcirc	11:30	
04:15	0	4:30 a.m.	0
13:15	\bigcirc	1:00 p.m.	0
8:30 p.m.	0	09:15	0
11:30 a.m.	0	23:30	0
14:30	0	2:15 p.m.	0





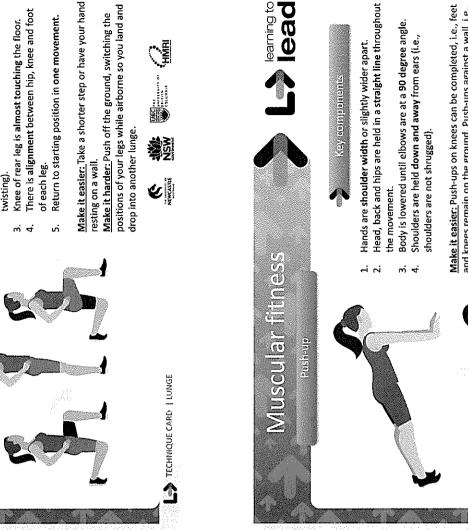


Torso is kept upright and stable at all times (no

Take a big step forward.

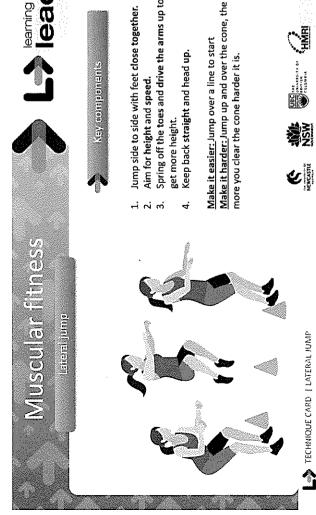
Ney components

Learning to lead



L learning to

TECHNIQUE CARD | SQUAT



Spring off the toes and drive the arms up to

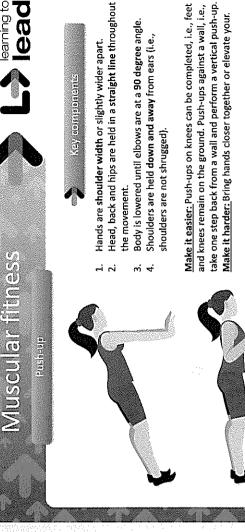
Keep back straight and head up.

get more height.

Jump side to side with feet close together.

Aim for height and speed.

likely somigionicinis





EMENTAL







TECHNIQUE CARD | PUSH-UP





E





Muscularfiness







Key components



- back and down.
 - Knees point in the same direction as feet and heels remain on floor during movement. 'n
- Push through your heels as you extend your knees and Thighs are parallel to the floor at the bottom. hips to stand up.

Make it harder: Lower into a squat, as you are standing up jump as high as you can. Land with soft knees and repeat. Make it easier: Widen the gap between your feet.



TECHNIQUE CARD | SQUAT









TECHNIQUE CARD | TRICPE DIPS



Tricelo dips









- Sit on the edge of a bench, step or chair, with hands Begin with knees bent (easier) or straight (harder). gripping the edge next to your body. . . .
 - Keep hands on bench/step/chair and push away until arms on an angle. Lower body slowly by
- Raise body back to start position by straightening bending arms until slight stretch is felt in chest. arms and repeat. 4.
- Make it easier: Bring your feet closer to the chair/bench

Make it harder: Strengthen legs. Try raising one foot. i.e., so they are nearly under you.

















zzle	1	W	0	~				
Boggle Spelling Word Puzzle	S	۵	ш	٥	Count	draw de se doire de company		s: f Words: _
BOC Iling V	Z	S	4	—	Word Count	1 or 2 Letters:3 Letters:	irs:	6 or More Letters:
S	ם		¥			1 or 2 Lett 3 Letters: _	4 Letters: _ 5 Letters:	6 or M Total N
	· · · · · · · · · · · · · · · · · · ·	1			,	1	1	, 1

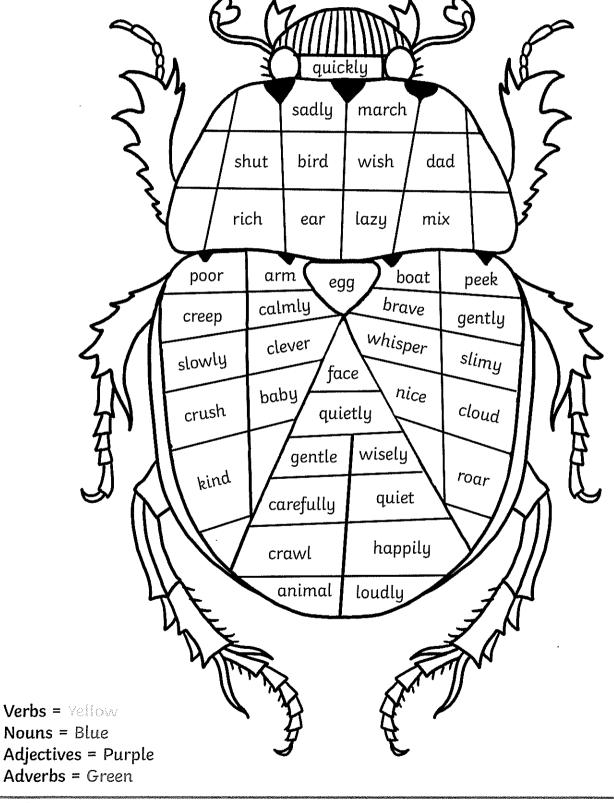
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	,	'	•	•	,	•	•	•	'	•	•	,	'	,	•	'

	zzle	H	X	G	D
oggle	Word Puzzle	R	Z	A	0
	Spelling W	7	R	a	Μ
	Spe	T	L	LL.	S

Word Count
1 or 2 Letters:
3 Letters:
4 Letters:
5 Letters:
6 or More Letters:
Total Number of Words:

Colour by Word Class

I can recognise nouns, verbs, adjectives and adverbs. Can you identify which of these words are nouns, verbs, adverbs or adjectives using a colour code?











ommonlu

d t е n S е е h h t e C 0 α m d d d h h C α C е \mathfrak{a} g i С m 0 g е y e r \mathfrak{a} r d t t k \mathfrak{a} y r p \mathfrak{a} е b S u W S n e p α d b d С t е p 0 e r h h h t t Χ α α е е n d e t S 0 y r n e h b S n е 0 n 0 f k t j h d 0 m r r d h α α n g e

> friends front grabbed having

holidays hopped hospital instead

Alt

Alt Gr



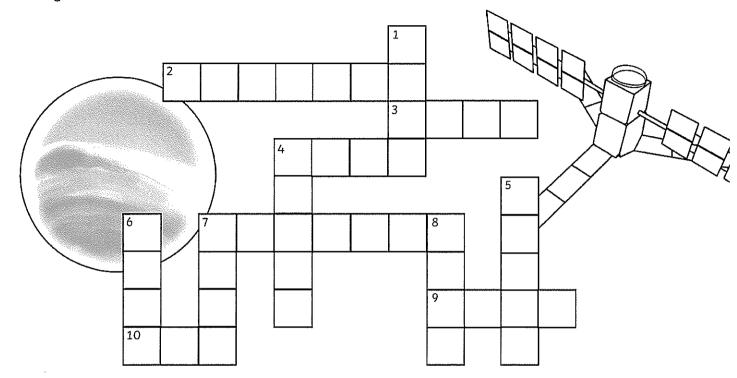
Space Crossword

Amazing Fact

Space is totally silent because there is no air to carry vibrations.

Challenge

Try out your space knowledge by completing this crossword.



Across

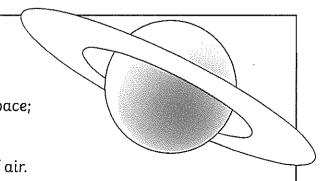
- 2 The 8th planet from the Sun.
- **3** Another word for the Sun.
- 4 The Sun rises in the _____.
- **7** The planet nearest the Sun.
- **9** The Earth spins on its _____.
- 10 The middle of the solar system.

Down

- **1** The Sun sets in the _____.
- 4 A blue planet that has water.
- 5 The path of a planet around the Sun.
- **6** The next planet from the Sun after Earth.
- 7 It takes 28 days to go round the Earth.
- **8** The time it takes for the Earth to go round the Sun.

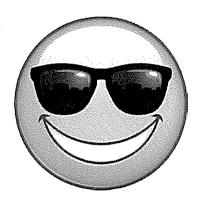
You could also try to find out:

- how communication works in space;
- · what speeds objects are able to travel at in space;
- if there are any soundless places on earth;
- what else would be affected by an absence of air.



The Moji Road Trip Maths Mystery Game

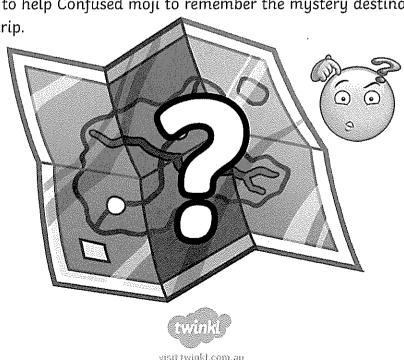
Confused moji has organised a surprise road trip to a secret destination for his moji friends. Happy Smile emoji 🐷 is so pleased because he loves surprises. Angry moji (isn't happy that he doesn't know where they are going. Cold moji (is) just hopes that they are going somewhere warm.



All of the mojis are ready with their luggage and are waiting for Confused moji 👸 to pick them up in the minibus. 🚙

When Confused moji of finally arrives, he looks more confused than ever before. He tells everyone that the map 🔊 to the secret destination has disappeared and Confused moji can't remember where they are supposed to be going! The road trip will need to be cancelled!

Solve the clues to help Confused moji to remember the mystery destination and save the moji road trip.



Destination	Australia or Abroad?	Type of Accommodation	Beach, City or Country?	Approximate Population
Brisbane	Australia	Hotel	City	13 000
Blue Mountains	Australia	Camping	Country	22 000
Bali	Abroad	Hotel	Beach	20 000
Auckland	Abroad	Camping	City	528 000
Phillip Island	Australia	Camping	Beach	482 000
Fiji	Abroad	Hotel	Beach	600
Tokyo	Abroad	Hotel	City	573 000
Daylesford	Australia	Camping	Country	5000
Sydney	Australia	Hotel	City	23 000
Gold Coast	Australia	Camping	Beach	60 000
Singapore	Abroad	Hotel	City	343 000
Broome	Australia	Camping	Beach	20 000
Laos	Abroad	Hotel	Country	147 000
Margret River	Australia	Camping	Country	20 000
Darwin	Australia	Camping	City	131 000
Port Arthur	Australia	Hotel	Country	13 000

The secret destination is:

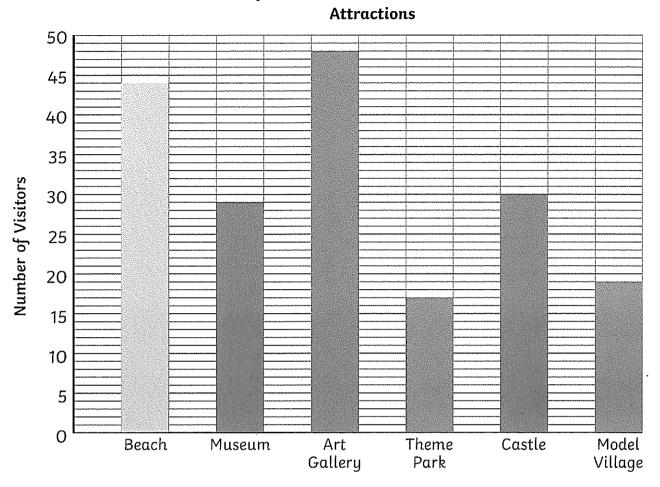






Clue 1Answer the questions about the bar chart and colour in the boxes with the correct answers.

Use these words to work out the first clue.



Holiday Attraction

61	11	13	31
the	destination	isn't	is
44	19	23	59
in	the	abroad	Australia

How many more people went to the art gallery than the theme park?

How many fewer people went to the model village than to the castle?

How many people chose to go to the beach?

How many people went to the beach and the theme park?

How many people went to the museum or the castle?

Clue 1:





Clue 2

Check these maths calculations. If a calculation is correct, put a tick. If it is incorrect, put a cross.

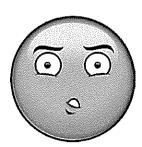
Count up the number of ticks and crosses.

If there are more ticks than crosses, the accommodation is camping.

If there are more crosses than ticks, the accommodation is a hotel.

	Correct	Incorrect
3 × 12 < 7 × 4		
150 - 68 = 82		
49 ÷ 7 = 8		
$\frac{1}{2}$ of 68 = 34		
\$1 + 5c + 20c = \$1.52		
32 × 3 = 106		
3400 ÷ 100 = 34		
2 litres = 2000ml	•	
693 + 10 = 703		
Total:		

Clue 2: The accommodation is





Clue 3

Sort the numbers into the correct boxes. Some numbers will belong in more than one box. The box with the most numbers in it will give you a clue about the road trip destination.

1 5 10 20 4 8 14 40

Even numbers	Multiples of 4	Factors of 20
The destination is on the beach.	The destination is in the city.	The destination is in the countryside.

Clue 3: The	destination is	







Clue 4

How many of these fractions are equivalent to $\frac{1}{4}$?

<u>2</u>	<u>6</u>	<u>5</u>	<u>3</u>	<u>4</u>
8	24	20	4	16
<u>5</u>	. <u>5</u>	<u>7</u>	7	60
11	8	28	12	100
<u>25</u>	<u>52</u>	<u>9</u>	<u>12</u>	<u>50</u>
44	100	36	48	200
<u>22</u>	<u>19</u>	<u>30</u>	<u>16</u>	<u>25</u>
44	36	50	30	40
<u>15</u>	25	<u>100</u>	3	<u>10</u>
60	100	400	12	40
250	<u>16</u>	<u>12</u>	<u>30</u>	<u>40</u>
1000	30	25	56	90

Number of fractions equivalent to $\frac{1}{4}$	Clue	
< 15	The population is less than 50 000.	
> 15	The population is more than 50 000.	

Clue 4: The population is _____







The Mystery of the Missing Lance St. George's Day Maths Mystery Game

After his brave battle against the dragon, Saint George has been invited by the king to join the knights and ladies at a celebratory banquet.

Unfortunately, when it is time to go, Saint George finds his lance is missing.

Can you solve the problems to see who discovers the whereabouts of Saint George's lance?







Guest	Gender	Cloak Colour	Age	Horse Colour	<u>Emblem</u>
Sir Accolon	М	Red	45	Black	Lion
Dame Brisen	F	Blue	32	Black	Star
Lady Catherine	F	Red	48	Chestnut	Bu <u>ll</u>
Sir Dagonet	M	Blue	25	Grey	Cross
Str Ector	М	Yellow	47	Brown	Cross
Lady la Fay	F	Yellow	42	Grey	Lion
Queen Guinevere 🐭	F	Blue	24	Brown	Star
Lady Heliabel	F	Green	41	Black	Lion
Lady Igraine	F	Blue	39	Chestnut	Bull
Sir John Haywood	М	Green	44	Grey	Bull
Sir Kay	M	Blue	27	Chestnut	Cross
Sir Lancelot	М	Green	33	Brown	Star
Lady Matilda	F	Yellow	22	Brown	Lion
Sir Nicholas	М	Red	40	Chestnut	Star
Sir Owain	Μ	Blue	23	Grey	Bull
Sir Percival	M	Yellow	50	Black	Bull
Red Knight	М	Red	26	Grey	Star
Sir Safir	М	Green	49	Black	Bull
Sir Tristram	М	Yellow	29	Brown	Lion
Sir Uther Pendragon	М	Blue	43	Brown	Cross
Lady Viviene	F	Green	38	Black	Cross
Lady Bianca	F	Red	28	Chestnut	Star ,

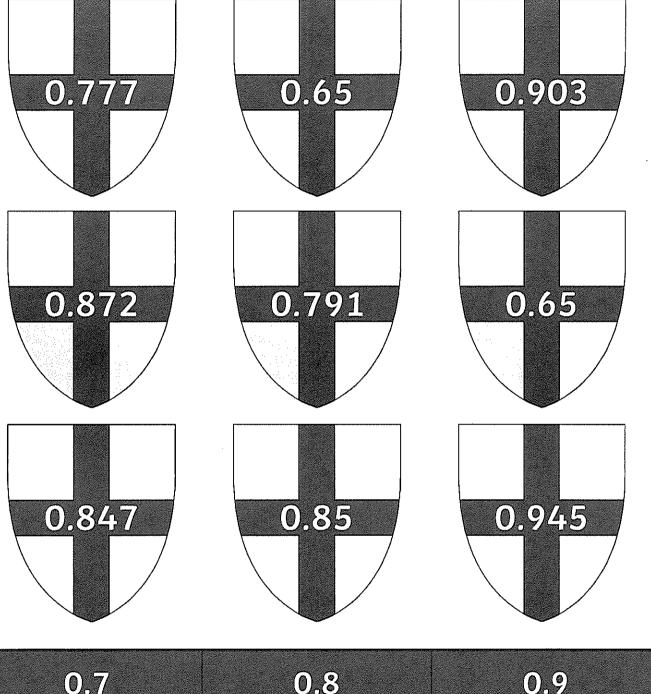




Clue 1: Rounding Decimals

Round the following decimals to the nearest tenth.

The solution that occurs the most gives a clue to who finds the lance.



0.7	0.8	0.9
The guest doesn't have a	The guest doesn't have a	The guest doesn't have a
yellow cloak.	blue cloak.	green cloak.

Clue: The guest who finds the lance doesn't have a _____ cloak.





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Clue 2: Multiply and Divide by 10, 100 and 1000

Find a path through the maze by colouring in the calculations that are correct.

The path will reveal a clue about the emblem of the guest who finds the lance.

START	0.67 × 10	13.4 ÷ 10	2.09 × 100	46.7 ÷ 100
	= 6.7	= 1.34	= 209	= 4.67
0.08 × 1000	7240 ÷ 1000	0.73 × 10	5 ÷ 10	9.07 <u>× 100</u>
= 80	= 7.24	= 7.03	= 0.5	= 907
50.5 ÷ 100	0.05 × 1000	607 ÷ 1000	0.46 × 10	4.03 ÷ 10
= 0.505	= 5	= 0.607	= 46	= 0.403
0.087 × 100	968 ÷ 100	0.039 × 1000	3009 ÷ 1000	7.08 × 10
= 8.07	= 9.68	= 39	= 3.009	= 70.8
56.7 ÷ 10	0.008 × 100	9 ÷ 100	6.08 × 1000	406 ÷ 1000
= 5.67	= 0.8	= 0.009	= 6080	= 4.06
8.009 × 10	0.67 ÷ 10	0.06 × 100	406 ÷ 1000	0.036 × 10
= 80.09	= 6.7	= 6	= 0.46	= 0.36
The emblem of the guest who finds the lance is not a cross or star.	The emblem of the guest who finds the lance is not a bull or star.	The emblem of the guest who finds the lance is not a bull or lion.	The emblem of the guest who finds the lance is not a cross or bull.	The emblem of the guest who finds the lance is not a lion or star.

Clue: The emblem of the guest who finds the lance isn't a _____or___or____

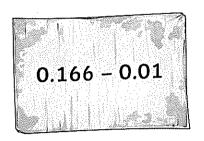




Clue 3: Adding and Subtracting Decimals

Match the answers to these calculations.

The one remaining answer box will give you a clue about the guest who finds the lance.





0.322

The guest's horse is grey or black.



The guest's horse is brown or black.

1.03

The guest's horse is grey or brown.

1.105

The guest's horse is chestnut or brown.

0.46

The guest's horse is chestnut or grey.

1.097

The guest's horse is chestnut or black.

0.103

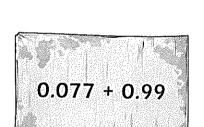
The guest's horse is grey or chestnut.

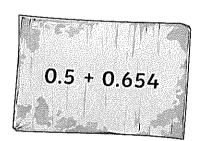
0.156

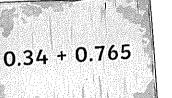
The guest's horse is black or chestnut.

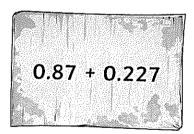
1.154

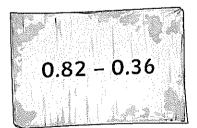
The guest's horse is black or brown.

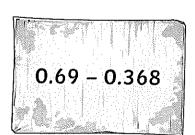












Clue: The guest who finds the lance has a _____

_or____

_ horse.



The Mystery of the Missing Lance St. George's Day Maths Mystery Game

Clue 4: Measures as Decimals

Check if these maths statements are correct. If it is right, put a tick. If it is wrong, put a cross. Count the number of ticks and crosses.

If there are more ticks than crosses, the guest who finds the lance is female.

If there are more crosses than ticks, the guest who finds the lance is male.

	Right √	Wrong 🗴
8.2kg + 670g = 14.9kg		
£10.45 - 87p = £9.58		
935ml more than 3.2l = 4.035l		
Subtract £1, 50p and 20p from £9.86 = £8.16		
2km + 465m = 6.65km		
578ml + 890ml = 1.468l		
35m + 298cm = 37.98m		
1700g + 3.4kg = 3.57kg		
£4.67 + 109p = £5.76		
Total		

Clue: The guest who finds the lance is a female/male.

(Circle the correct answer)





The Mystery of the Missing Lance St. George's Day Maths Mystery Game

Clue 5: Equivalent Percentages

In each row, match the percentage that is equivalent to the first fraction.

The column with the most correct answers will tell you the age of the guest who finds the lance.

	E		q-14-1-14-14-14-14-14-14-14-14-14-14-14-1	ş
1 2	50%	10%	20%	12%
<u>2</u> 5	20%	50%	25%	40%
7 20	7%	35%	28%	70%
<u>4</u> 25	25%	40%	16%	4%
4 5	4%	40%	80%	75%
7 50	7%	5%	10%	14%
34 40	68%	85%	70%	34%
<u>3</u> 5	60%	30%	50%	55%
36 75	48%	36%	40%	50%
	22-28	29-35	36-42	43-50

Clue: The guest who finds the lance is aged _____

The guest who is responsible for finding the lance is: ______.





Knowledge Quiz General

Categories:

- Music
 - Sport
- GeographyTelevision
- **Picture Round** Anagrams

Music



- Who had hits with 'Lego House', Sing' and 'Photograph'?
- Who had hits with "What Do You Wean' and 'Baby'?
- Who had hits with 'Roar' and 'Chained to the Rhythm'?
- Which group had hits with 'Black Magic', 'Wings' and 'Salute'?
- The Bare Necessities is a song from which Disney Film?

Sport

Which statism is where the AFL

ennis tournament which takes



- What is the capital of Sweden?
- What is the name of the world's
- capital city of Madrid?
- - **Australia?**

In Reighly Union, how many points

Geography

13. In which country would you find the highest mountain?

Which world continent begins with the letter E?

5 What is the capital city of

Television



- number 1, but who is engine number 27 (6) Thomas the Tank Engine is engine
- In which year did Home and Away **begin?**
- have all starred as the main character 18 The following people, Matt Smith, David Tennant and Peter Capatdi in which T.V series?
- (1) Kylie Minogue made her start as a teenager as Charlene Robinson in which TV show?
- 20 Where was Australian Ninja Warrior filmed?

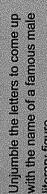
Anagrams



with the name of a famous male literary figure.

ANGEL OF THE RECLINING N

with the name of a famous historical Unjumble the letters to come up female figure.













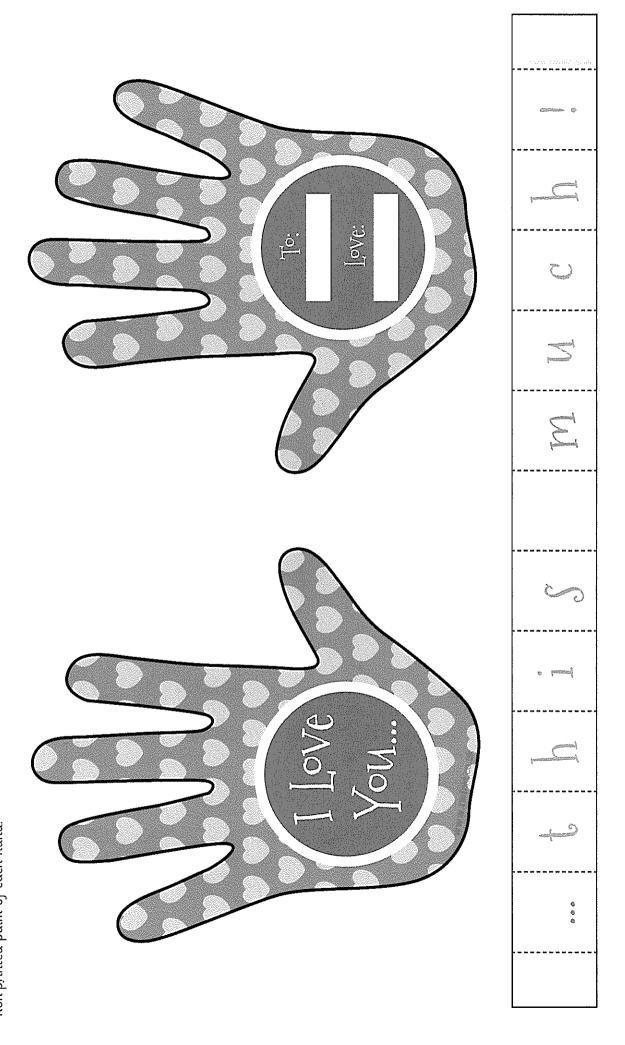






I Love You This Much Fold Out Hands and Message

Instructions: Cut out the hands and fold along the dotted lines of the message to make a concertina. Then glue the tabs at the ends of the concertina on to the non-printed palm of each hand.





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