

Learning From Home

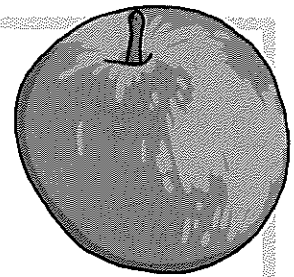
Term 4
Week 2

Stage 2
Wed - Fri

Wednesday

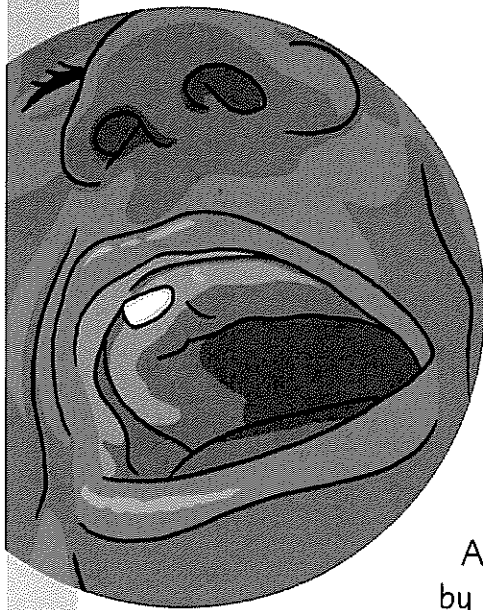
Teeth

You bite into an apple and then try to tell your mum about what happened at school. But something feels funny.....one of your baby teeth has fallen out! It's been loose forever, and now there it is, right in your hand. You now have an empty space in your mouth and a brand new smile!



Before you put that tooth under your pillow, did you know that there is much more to that tooth than meets the eye? A single tooth has many different parts that make it work. And teeth play an important role in your daily life. They not only help you to eat apples, they also help you talk.

Milk Teeth



Unlike your heart or brain, your teeth weren't ready to work from the day you were born. Very occasionally, babies have the beginnings of their first teeth when they are born, but teeth don't usually become visible until babies are about 6 to 12 months old.

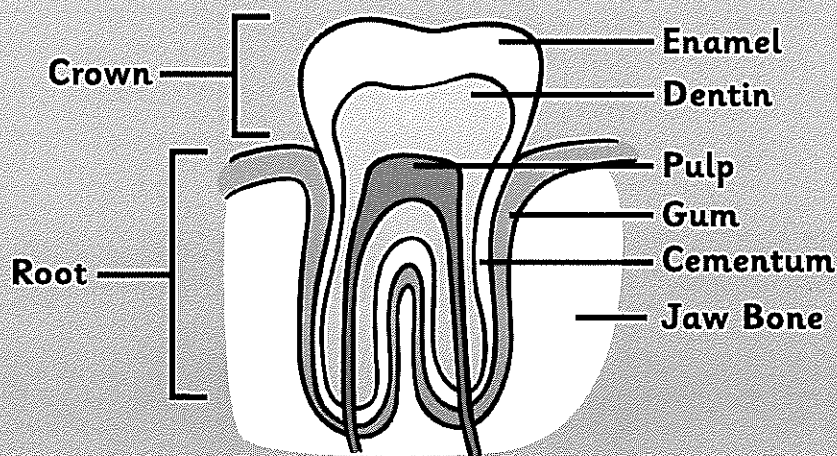
After a baby's first tooth breaks through, more and more teeth begin to appear, until there are 20. These teeth are often called milk teeth, or baby teeth. When a child gets to age 5 or 6, these teeth start falling out, one by one.

A milk tooth falls out because it is being pushed out of the way by the permanent (adult) tooth that is growing behind it. By about the age of 12 or 13, most children have lost all of their baby teeth and have a full set of permanent teeth.

There are 28 permanent teeth in all — eight more than the original set of baby teeth. Between the ages of 17 and 25, four more teeth called wisdom teeth usually grow in at the back of the mouth. They complete the adult set of 32 teeth.

Terrific Teeth

The part of the tooth you can see is called the **crown**. The crown of each tooth is covered with **enamel**, which is very hard. Enamel is a tough substance that works as a barrier, protecting the inside parts of the tooth.



If you were able to peel away the enamel, you would find **dentin**. Dentin makes up the largest part of the tooth. Although it is not as tough as enamel, it is also very hard.

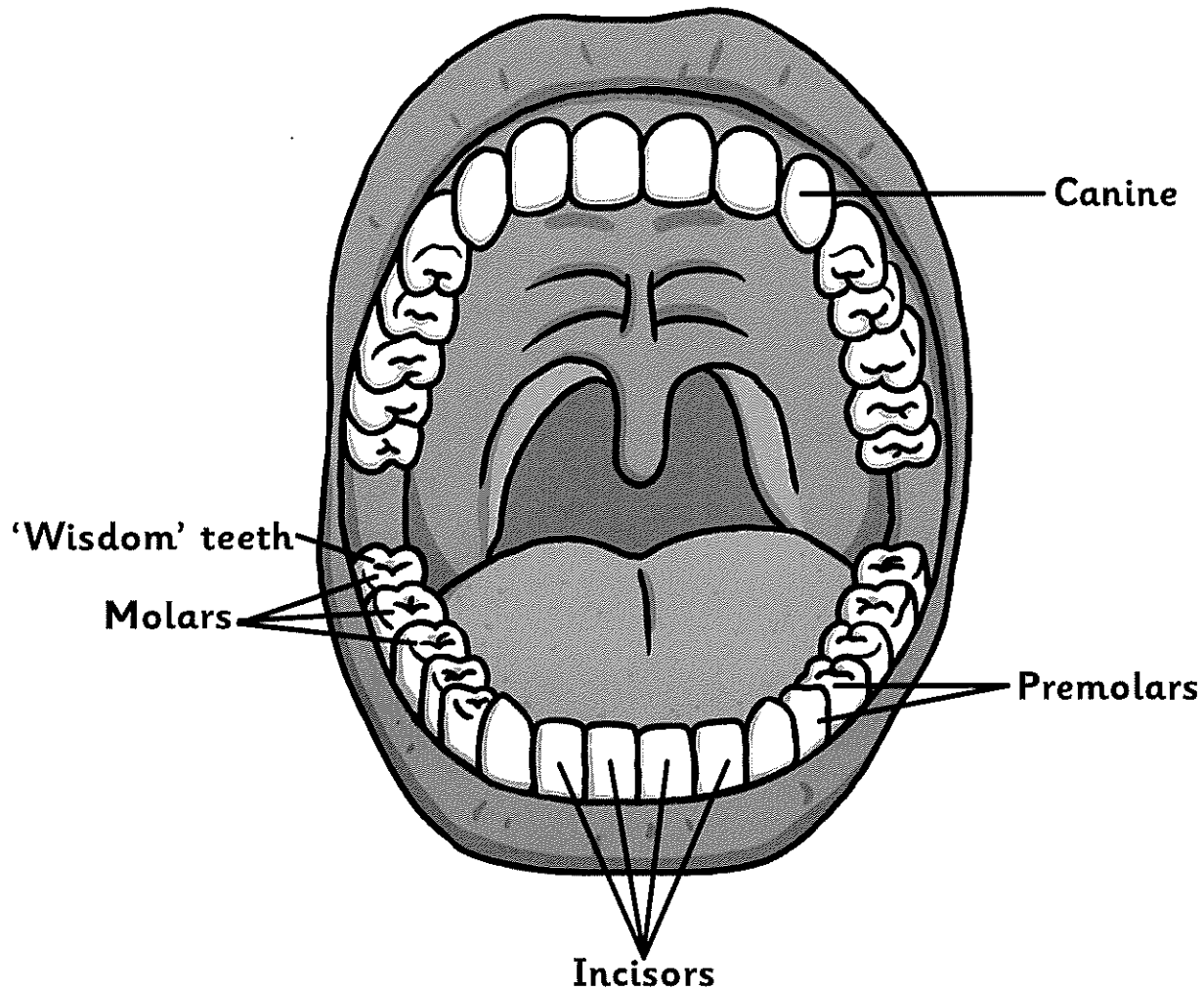
Dentin protects the innermost part of the tooth, called the **pulp**. The pulp is where each tooth's nerve endings and blood supply are found. When you eat hot soup, bite into a super-cold scoop of ice cream or fall and hurt a tooth, it's your pulp that hurts. The nerve endings inside the pulp send messages to the brain about what's going on. The pulp also contains the tooth's blood vessels, which feed the tooth and keep it alive and healthy.

The pulp goes all the way down into the root of the tooth, which is under the gum. **Cementum** makes up the root of the tooth, which is anchored to the jawbone.



Tooth Types

You've probably noticed that you have different types of permanent teeth in your mouth. Each one has its own function.



Type of Tooth	Description	Function
Incisor	sharp, shaped like a small chisel	used for cutting and shearing
Canine	pointed and sharp	used for gripping and tearing
Premolar	large and strong with ridges	used for grinding
Molar	wider and stronger than premolars, more ridges	used for crushing and chewing

Toothy Tools for Talking

Your teeth are great for chewing, but you also need them to talk. Different teeth work with your tongue and lips to help you form sounds. Try saying the word “tooth” slowly and notice how your tongue first hits the inside of your incisors to produce the hard “t” sound and then goes in between your upper and lower teeth to make the “th” sound.

And if you love to sing “la la la la la,” you can thank those teeth every time you sing a song. How do your teeth help you to make that “l” sound?

Belle’s Brilliant Blog

Belle is a dentist. She writes a weekly blog for the patients at her surgery to read while they wait for their appointments. Below are some examples of her blog entries.

May 10th

Teeth and Food

This week we have been so busy! One of our dentists has been away, so I’ve been covering her patients. It’s also school holidays, so the surgery is full of children. I always love it at this time of year: everyone is happy, relaxed and enjoying the sun. Well, most people. We’ve had a few children this week who have had to have cavities filled. One of my patients asked me what he can do to help his daughter Sammy, who eats lots of sugary snacks, look after her teeth better (she didn’t enjoy having two fillings in her teeth). Now I know that no diet is absolutely perfect – including mine! It is unrealistic to expect that we should all give up sugary foods and drinks completely, but encouraging healthier diets can prevent cavities and improve dental health. I asked my patient to encourage his child to eat foods that are healthy for her teeth and gums, for example carrots, apples, and other hard fruits. They are delicious and useful - they can help scour and clean teeth of sugars and acids. Snacking on sugary foods is one of the primary causes of tooth decay, so remember, folks, think about what you eat.

June 17th

Flossing

Do you floss? Perhaps you tell us that you floss, but really you don't? Flossing really is one of the most beneficial things you can do for your teeth. Used properly, dental floss helps to prevent gum disease by getting rid of pieces of food and sticky plaque from between your teeth. Plaque is made of bacteria – yuck! You must want to get rid of that! If it builds up, the bacteria can irritate the gums and cause inflammation. Why cause yourself unwanted pain and expense? We have free samples of floss for you to try – just ask one of the staff at reception. Your teeth will thank you for it!

November 6th

Bonfire Toffee

Another busy day today! All that toffee-apple chewing out in the cold air has caused problems for some of our patients, who rang in to make emergency appointments this morning. It seems that chewy bonfire toffee is just the thing for breaking teeth and pulling out fillings, leaving our patients in pain and poorer – some patients had to pay a lot of money to get their teeth sorted out. The cold weather is also not helping those exposed nerves! We've fixed everyone up and made them feel better....but I imagine that some of them won't be rushing for the bonfire toffee again next year!

Questions 24 to 36 are about 'Teeth'

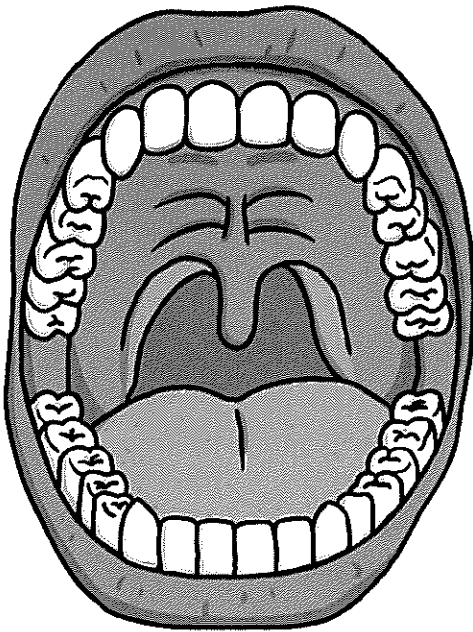
24. According to the section 'Milk Teeth', at what age do young children's teeth usually start falling out?

1 mark

25. Look at 'Tooth Types'.

Using the information in this section, **draw lines** to match the tooth type to its position in the mouth.

1 mark



canine

molar

premolar

incisor

total for
this page

26. Using the information in the 'Tooth Types' section, draw lines to match these teeth to their function.

1 mark

premolar

used for gripping and tearing

molar

used for cutting and shearing

canine

used for crushing and chewing

incisor

used for grinding

27. Look at the section 'Terrific Teeth'

1 mark

What is the crown of each tooth covered with? Tick one.

Tick one

dentin

☐

pulp

☐

enamel

☐

28. In the 'Milk Teeth' section, it states that babies' teeth become 'visible' when they are about 6-12 months old. Which word has the **same** meaning as the word 'visible'?

1 mark

Circle one.

noticeable

invisible

hidden

missing

total for
this page

29. Look at the beginning of the section **'Teeth and Food'** in **'Belle's Brilliant Blog'**.

2 marks

Find and copy two sentences which explains why Belle's surgery has been so busy.

1. _____

2. _____

30. Look at the section **'Toothy Tools for Talking'**.

1 mark

Using information from the text, tick one box in each row to say whether the statement is true or false.

Statement	True	False
Teeth do not help us to talk.		
We make sounds using our tongue, lips and teeth.		
When we say 'th', our tongue goes between our upper and lower teeth.		

Look at **'Belle's Brilliant Blog'** to answer questions 31-33.

1 mark

31. Why do you think Belle's surgery give away samples of dental floss for free?

total for
this page

32. Sammy does not look after her teeth very well.

2 marks

Give **two** reasons from the text that show this

1. _____

2. _____

33. Why does Belle think that some of her patients won't be eating any more bonfire toffee?

2 marks

Give **two** reasons.

1. _____

2. _____

34. This question refers to the whole of the text '**Teeth**'.

3 marks

Referring to the text, give three ways in which your life would be affected if you didn't look after your teeth.

1. _____

2. _____

3. _____

35. Look at the section '**Milk Teeth**'.

1 mark

Find and **copy** a word which refers to adult teeth that means 'long-lasting'.

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36. Using examples from the text to support your answer, what is the overall aim of this text?
Give **two** examples.

2 marks

1. _____

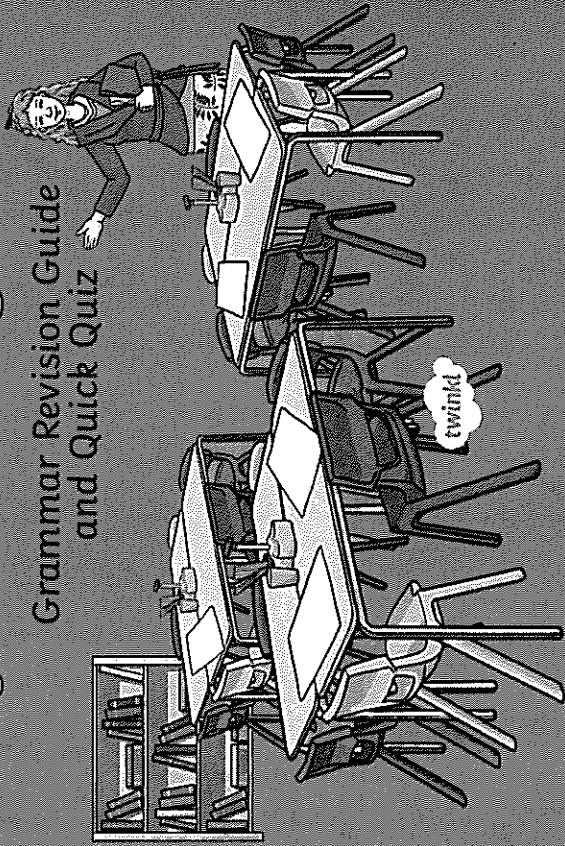
2. _____

End of questions about 'Teeth'

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Subject/Verb Agreement

Grammar Revision Guide
and Quick Quiz



Subject/Verb Agreement: The Rules

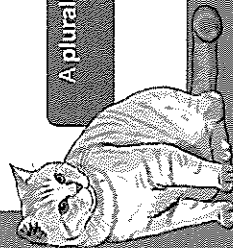
Plural

What do you notice about the subject and verb in these sentences?

The mice run from the cat.

The children follow the Pied Piper.

A plural (more than one) subject is always followed by the plural form of the verb.



Subject/Verb Agreement: The Rules

Singular

The subject and the verb of a sentence must always agree for the sentence to be grammatically correct.

What do you notice about the subject and verb in these sentences?

Thomas likes milk.

A hen lays eggs.

A singular (one) subject is always followed by the singular form of the verb.



Subject/Verb Agreement: The Rules

To help with correct verb agreement, the basic rule is:

- If the subject is singular (one) the verb must be singular.
- If the subject is plural (more than one) the verb must be plural.

To form the plural of a verb in the present tense, you should remove the s (or sometimes 'es' or 'ies') from the singular form.

Here are some examples of verbs in their present tense singular and plural form....

Singular	Plural
becomes	become
catches	catch
drinks	drink
flies	fly
forgives	forgive
goes	go
hides	hide
leads	lead
rides	ride
seeks	seek
springs	spring
tears	tear
writes	write

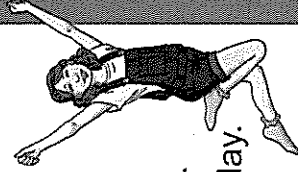
Subject/Verb Agreement: The Tricky Bits

The verb 'to be' follows a different rule when it comes to subject/verb agreement.
The irregular verb forms of 'to be' are very commonly misused.

Where there is one subject (singular), the correct use of 'to be' is either **is, am or was...**

I am/was
He is/was
She is/was
It is/was

I am/I was feeling excited.
He is/He was very gentle.
She is/She was playing tennis.
It is/It was a bright summer's day.



Quiz! Part 1

- Which pair of verbs correctly complete the sentences below?
- Mum and Carol _____ certain that they had heard the air-raid siren.
- Carol _____ feeling very frightened.

Tick one

is/was

☐

was/are

☐

were/was

☒

Subject/Verb Agreement: The Tricky Bits

In the plural form, the correct use of 'to be' is either **are or were...**

We are/were

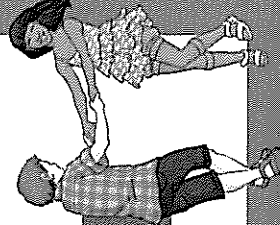
We are/We were excited.

You are/were

You are/You were all in deep trouble.

They are/were

They are/They were playing all day.



Now you have revised subject/verb agreement, could you answer some quick questions on the topic?

Quiz! Part 2

- Choose **one** verb in each pair to complete the sentences using Standard English.

We **is / are** going on holiday to Surfers Paradise.

I **is / am** packing my swimming costume and towel in my suitcase.

Quiz! Part 3

- Complete each sentence by adding the correct subjects to these sentences:

bus Sid and Violet bicycles Marcie

Sid and Violet enjoy playing board games.

The bicycles were parked outside the bus station.

The bus was stuck in a traffic jam.

Marcie works hard during maths lessons.



**Are you feeling confident with
subject/verb agreement?**



Was or Were Subject-Verb Agreement

I can use the standard English forms of verb inflections.



The basic rule is that a singular subject takes a singular verb, while a plural subject takes a plural verb.

- Read the sentence.
- Decide whether the subject is singular or plural.
- Circle the correct verb.

was = singular were = plural

- a) He (was/were) prepared for school.
- b) We (was/were) scared of thunder.
- c) I (was/were) excited about my new book.
- d) We (was/were) playing together as a team.
- e) She (was/were) my best friend.
- f) We (was/were) excited about the championship game.
- g) They (was/were) walking around the lake.
- h) He (was/were) a very sensible member of the class.
- i) Can you tell if they (was/were) prepared?
- j) Who (was/were) with us at the birthday party?

Times Table Test - 5× Table

Check

1.	$5 \times 0 =$		
2.	$5 \times 7 =$		
3.	$2 \times 5 =$		
4.	$11 \times 5 =$		
5.	$5 \times 12 =$		
6.	$1 \times 5 =$		
7.	$5 \times 4 =$		
8.	$5 \times 10 =$		
9.	$8 \times 5 =$		
10.	$3 \times 5 =$		
11.	$5 \times 6 =$		
12.	$5 \times 9 =$		
My score:			

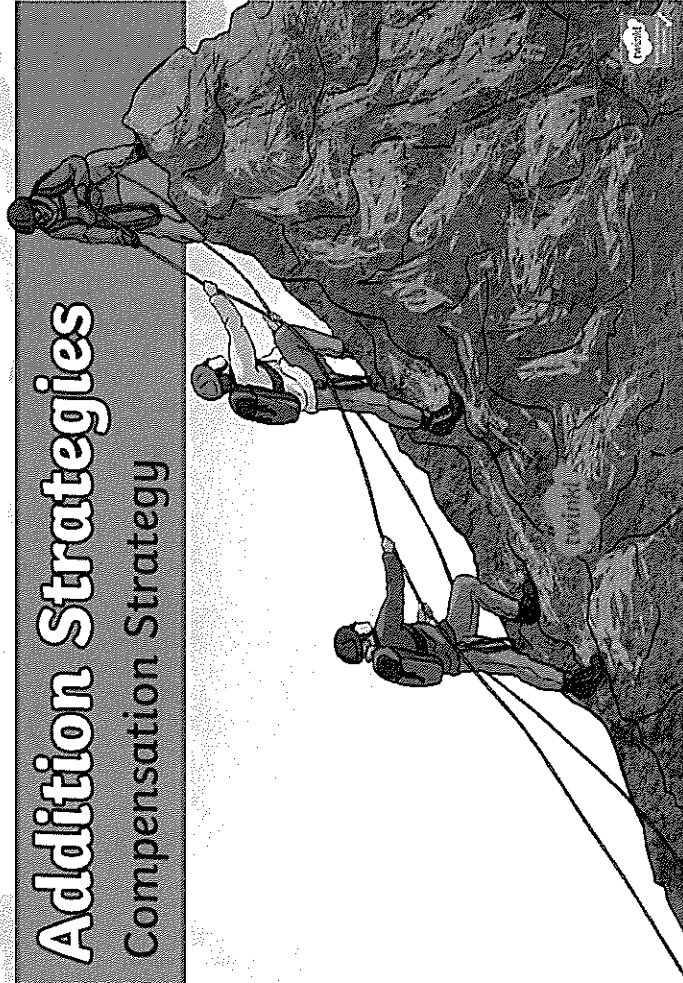
Check

13.	$25 \div 5 =$		
14.	$15 \div 5 =$		
15.	$55 \div 5 =$		
16.	$10 \div 5 =$		
17.	$20 \div 5 =$		
18.	$40 \div 5 =$		
19.	$5 \div 5 =$		
20.	$60 \div 5 =$		
21.	$35 \div 5 =$		
22.	$30 \div 5 =$		
23.	$50 \div 5 =$		
24.	$45 \div 5 =$		
My score last time:			

How I can improve:

Addition Strategies

Compensation Strategy



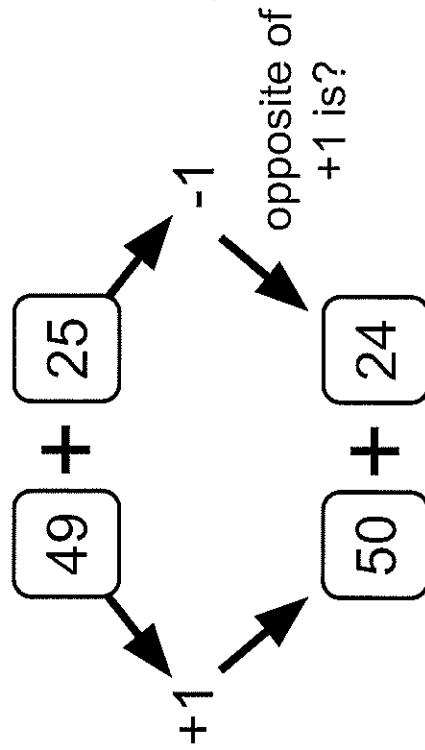
Compensation Strategy

$$49 + 25$$

Let's make our numbers friendly by making one of them a round number. Which number is closest to a whole ten?

Compensation Strategy

Now we need to balance the sum. Do the opposite to the other side.



Compensation Strategy

Now we can add this in our head!

$$50 + 24 = 74$$



Compensation Strategy

$$\boxed{13} + \boxed{78}$$

Let's make our numbers friendly by making one of the above numbers a whole ten. Which number is closest to a whole ten?

Yes!

If we +2 to 78 we get 80.
This is now a friendly sum.

Compensation Strategy

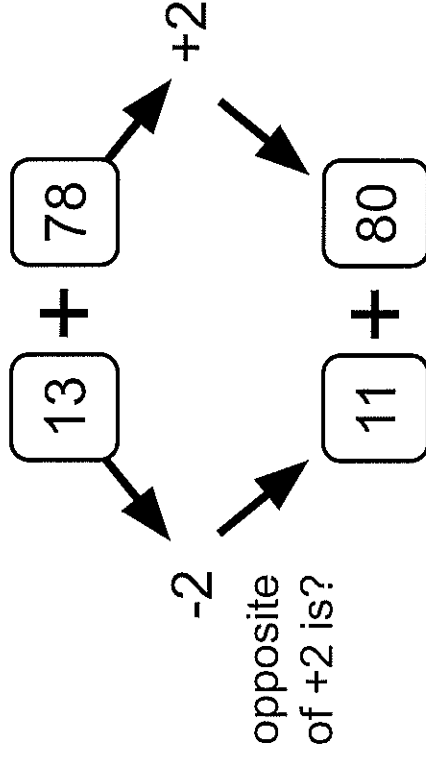
Now we can add this in our head!

$$\boxed{11} + \boxed{80} = \boxed{91}$$



Compensation Strategy

Now we need to balance the sum.
Do the opposite to the other side.



Compensation Strategy

$$\boxed{36} + \boxed{27}$$

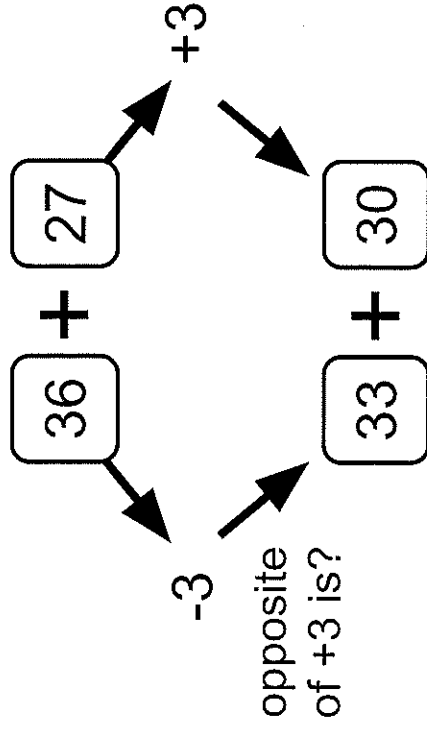
Let's make our numbers friendly by making one of the above numbers a whole ten. Which number is closest to a whole ten?

Yes!

If we +3 to 27 we get 30.
This is now a friendly sum.

Compensation Strategy

Now we need to balance the sum.
Do the opposite to the other side.



Compensation Strategy

Let's make our numbers friendly by making one of the above numbers a whole ten. Which number is closest to a whole ten?

Yes!

If we -3 from 23 we get 20 .
This is now a friendly sum.

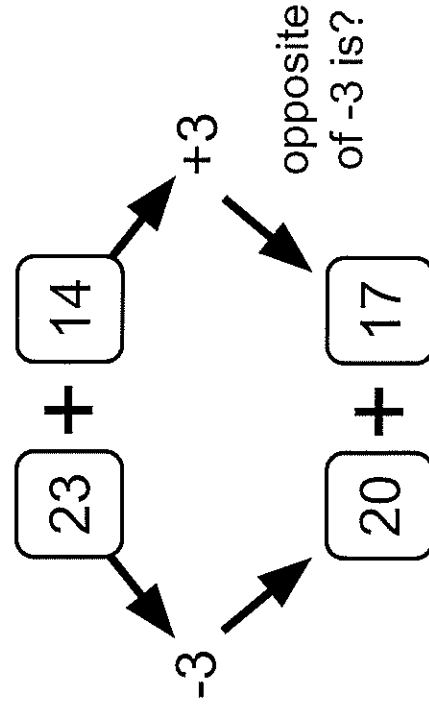
Compensation Strategy

Now we can add this in our head!


$$\boxed{33} + \boxed{30} = \boxed{63}$$

Compensation Strategy

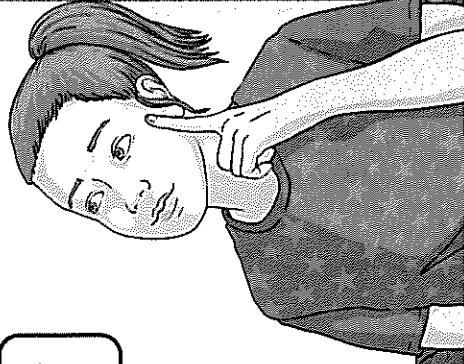
Now we need to balance the sum.
Do the opposite to the other side.



Compensation Strategy

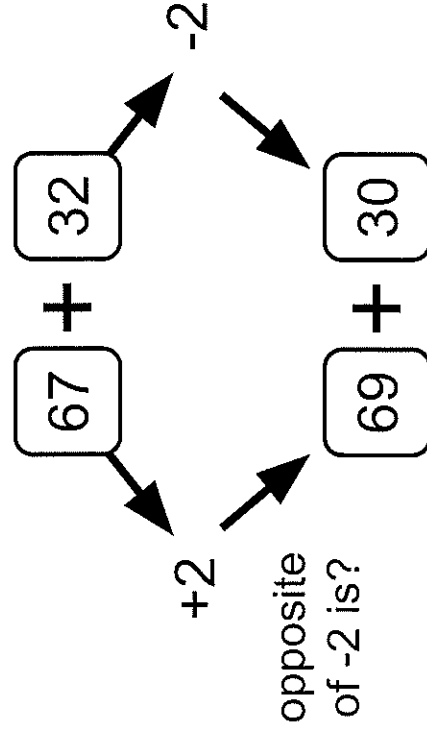
Now we can add this in our head!

$$\boxed{20} + \boxed{17} = \boxed{37}$$



Compensation Strategy

Now we need to balance the sum.
Do the opposite to the other side.



Compensation Strategy

$$\boxed{67} + \boxed{32}$$

Let's make our numbers friendly by making one of the above numbers a whole ten. Which number is closest to a whole ten?

Yes!

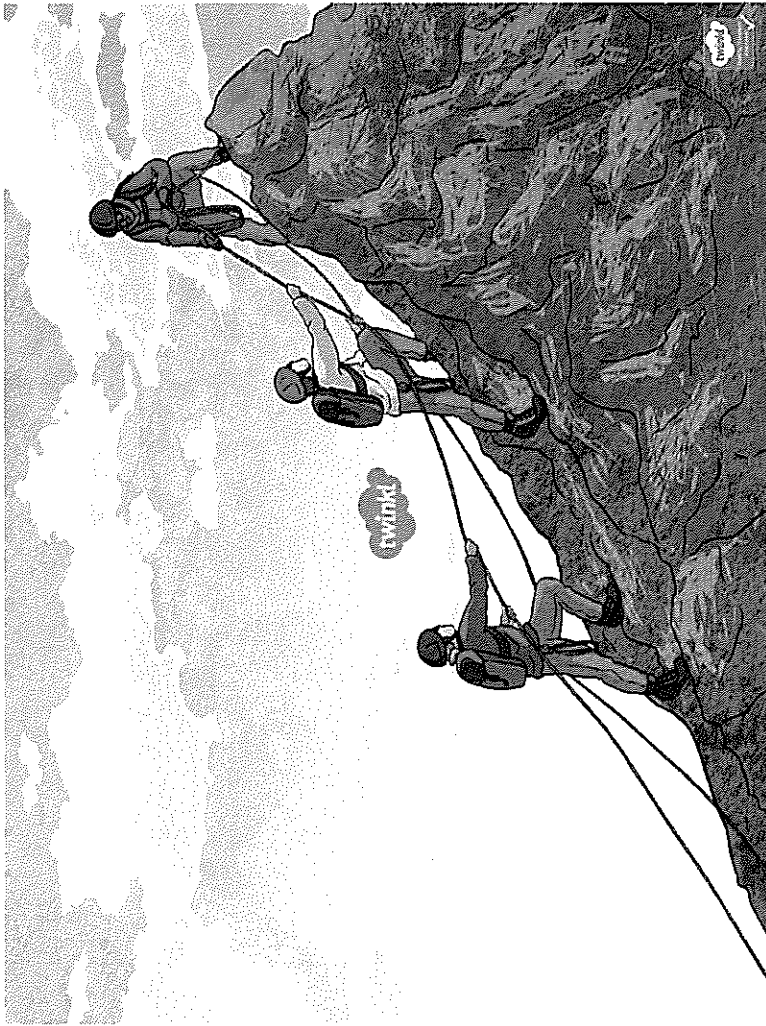
If we -2 from 32 we get 30.
This is now a friendly sum.

Compensation Strategy

Now we can add this in our head!

$$\boxed{69} + \boxed{30} = \boxed{99}$$





Compensation Strategy Addition

Show how you got your answer using the compensation strategy.

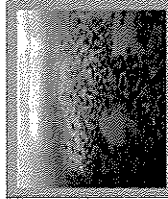
a. $39 + 25 =$	b. $29 + 13 =$
c. $15 + 19 =$	d. $9 + 23 =$
e. $39 + 15 =$	f. $29 + 26 =$
g. $49 + 16 =$	h. $19 + 33 =$
i. $9 + 37 =$	j. $29 + 24 =$
k. $29 + 16 =$	l. $9 + 37 =$

Compensation Strategy Addition

Show how you got your answer using the compensation strategy.

a. $59 + 35 =$	b. $49 + 25 =$
c. $64 + 29 =$	d. $55 + 39 =$
e. $69 + 35 =$	f. $14 + 79 =$
g. $89 + 13 =$	h. $73 + 39 =$
i. $99 + 25 =$	j. $79 + 24 =$
k. $47 + 59 =$	l. $56 + 49 =$

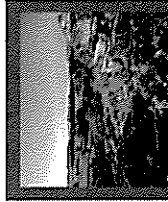
Australia's Significant Places



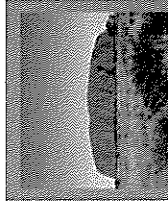
The Great Barrier Reef



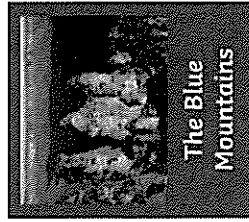
The Daintree Rainforest



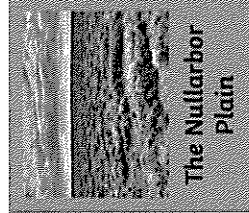
Kakadu



Uluru



The Blue Mountains



The Nullarbor Plain



The Simpson Desert

The Daintree Rainforest

Home

Where is the Daintree Rainforest?

The Daintree Rainforest is north of Cairns in tropical far north Queensland and is one of the most diverse and beautiful examples of this habitat in the world.

How big is the Daintree Rainforest?

The Daintree Rainforest is home to one of the largest range of plants and animals on earth. It is approximately 1,200 square kilometres in area.

How old is the Daintree Rainforest?

The Daintree Rainforest is over 135 million years old - the oldest in the world!



The Daintree Rainforest

Home



Animals of the Daintree Rainforest



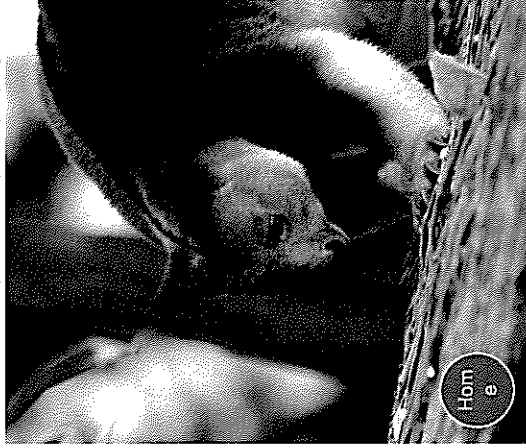
Southern cassowary

The southern cassowary's diet of fallen fruits and fungi includes many species which are poisonous to humans. Their digestive system has adapted to deal with the toxins safely.

The innermost claw on each foot is elongated and very sharp. The birds will strike out with these in territorial disputes and defensive or offensive behaviour with other animals, including humans.

Home

Animals of the Daintree Rainforest



Tree kangaroos

Tree kangaroos have adapted to spend their lives in the trees of the Daintree Rainforest and surrounding areas.

Tree kangaroos are not nocturnal, but cathemeral, which means they are active for short periods of time, day or night, and after a short burst of activity, they will rest.

Home

Animals of the Daintree Rainforest

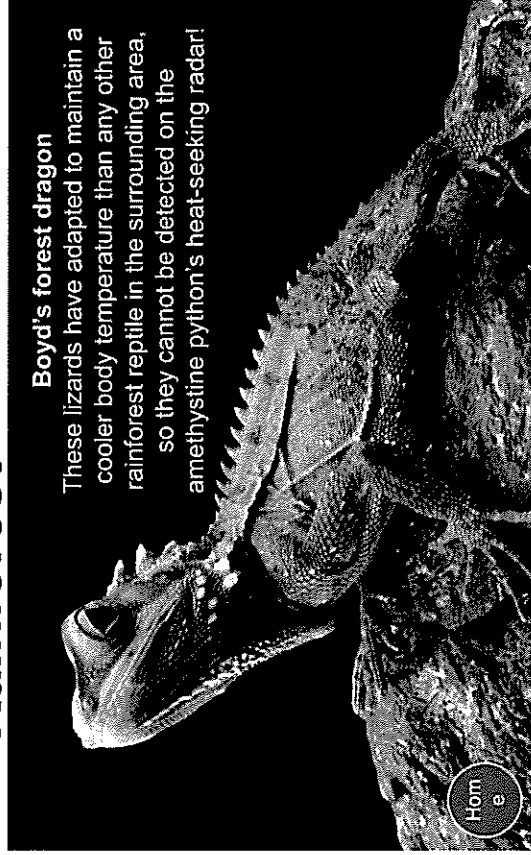
Double-eyed fig parrot

This is Australia's smallest parrot and feeds almost entirely on figs.



Home

Animals of the Daintree Rainforest



Boyd's forest dragon

These lizards have adapted to maintain a cooler body temperature than any other rainforest reptile in the surrounding area, so they cannot be detected on the amethystine python's heat-seeking radar!

Home

Indigenous Australians and the Daintree Rainforest

Home

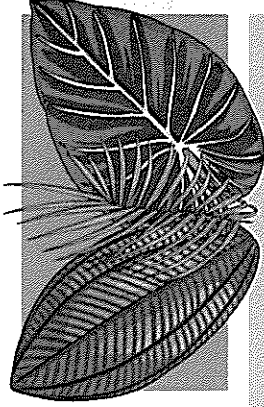
Altogether, there are 18 Rainforest Aboriginal tribal groups in the Wet Tropics World Heritage Area.

In this area, the traditional owners are the Eastern Kuku Yalanji Aboriginal people. Their country extends from near Cooktown to Port Douglas. For the Eastern Kuku Yalanji people, many natural features of the landscape have spiritual significance, including Wundu (Thornton Peak), Manjal Dimbi (Mount Demi), Wurrmbu (The Bluff) and Kulki (Cape Tribulation).



Indigenous Australians and the Daintree Rainforest

Home



Historically, a large variety of plants and animals provided reliable food for the Eastern Kuku Yalanji people as they travelled throughout the area. The coastal lowlands were particularly resource-rich and could sustain a relatively large population.

Understanding the weather cycles and the combination of vegetation types allowed the Eastern Kuku Yalanji people to find a variety of food throughout the year — when jilingan (mat grass) is in flower, it is time to collect jarrika (orange-footed scrubfowl) eggs and when jun jun (blue ginger) is fruiting, it is time to catch diwan (Australian brush-turkey). Many tree-dwelling animals were also hunted, including murali (tree kangaroos), yawa (possums) and kambi (flying foxes).

Task: Choose and animal or plant of the Daintree Forest

Research your plant/animal of choice and answer the following:

Describe your plant/animal, what does it look like?

Discuss its' habitat?

Why is it important to that environment?

Why is the Daintree Forest and ideal environment for that plant or animal?

What are it's threats?

Add any interesting facts.

Home

Indigenous Australians and the Daintree Rainforest

Home



Today, the Aboriginal people that live in the rainforest play a very important part in the protection and maintenance of the Daintree.

They care for the forest in the same way they always have. They also continue to pass on their culture to the children of the tribes.

Plant/Animal Name:

Your turn, complete your task.

Home

Thursday

Cats

Do you have a cat? Maybe you are thinking about getting a cat as a pet? Read on to find out more about these wonderful creatures.

The History of Cats

Did you know that all cats, including lions, tigers and our own pets, are descended from one prehistoric creature? And that it was cats that chose to live with people, not the other way round?

20 million years ago, the first carnivores that actually looked like cats walked the earth.

In 4000 BC, in ancient Egypt, the African wildcat began to enter towns in search of food. It chose to live close by to people.

Photo courtesy of @flickr.com - granted under creative commons licence - ajbunby



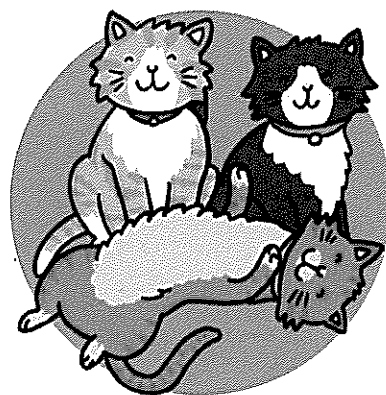
By 2000 BC, the Egyptians welcomed cats into their homes because they kept the snakes away. The Egyptians worshipped cats as sacred animals and banned them from being taken to other countries.

By 100 BC – 500 BC, domestic cats (cats who were used to living with people) spread across south-east Asia and India as cats were sold and secretly taken to new places.

By AD 500, The Romans had introduced cats to the whole of Europe.

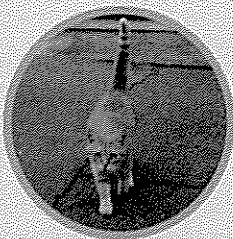



In 1914-18, during the First World War, cats were used in the trenches to sniff out poisonous gas and on war ships to control rats.

By 2000, cats had become very popular pets – over 9 million pet cats live in Britain.



Body Language

Just because your cat can't use words, it doesn't mean he isn't talking to you. Cats are clever - they use body language to communicate with you and other animals.

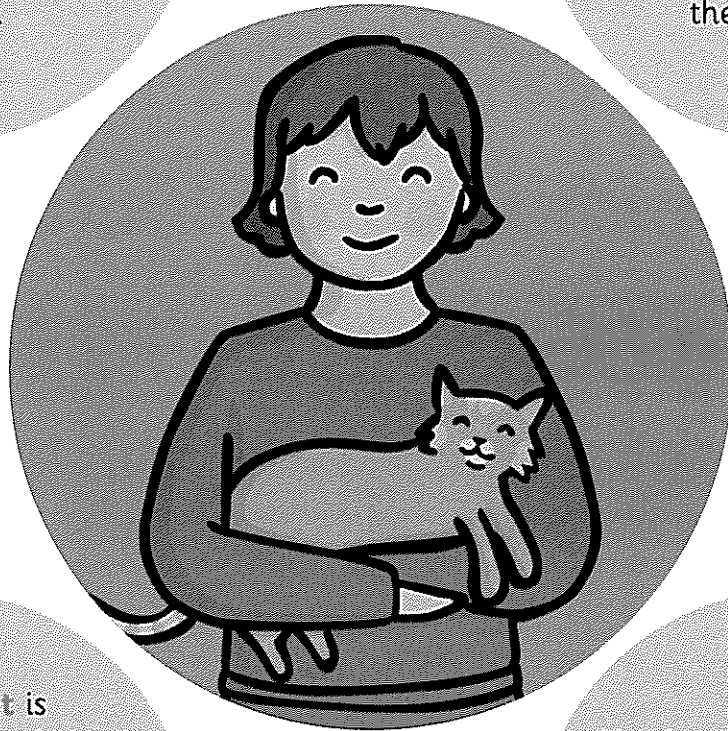
<p>Relaxed</p>  <p><small>Photo courtesy of (@flickr.com) - granted under creative commons licence - mlu92</small></p>	<p>Body language Tail up and relaxed, relaxed ears facing forwards, often walking towards you.</p> <p>Cat's mood Relaxed, friendly cat saying hello</p>
<p>Friendly</p>  <p><small>Photo courtesy of (@flickr.com) - granted under creative commons licence - gijjin</small></p>	<p>Body language Often starts with a tail up, cat rubs his head and side of his body around your legs and sometimes may roll over onto his side to show his belly.</p> <p>Cat's mood Relaxed, friendly cat saying hello; often seen if you have not seen each other for a while.</p>
<p>Unhappy</p>  <p><small>Photo courtesy of (@flickr.com) - granted under creative commons licence - albusby</small></p>	<p>Body language In a crouched position with tail tucked around or under his body and tense muscles. His eyes may look large and be darting about and ears back or moving, listening to sounds around him. He may lick his nose to show that he is unhappy and/or scared.</p> <p>Cat's mood Unhappy cat who might be looking for a place to hide, to run away and get up high.</p>
<p>Very Scared</p>  <p><small>Photo courtesy of (@flickr.com) - granted under creative commons licence - consumerist</small></p>	<p>Body language Arched back, bushy tail and fur standing up to make herself look bigger. Often her eyes look huge as the black middle parts of the eyes (pupil) are big. Ears may be flattened against her head.</p> <p>Cat's mood Cat is very scared and fearful. She might feel trapped and may hiss or spit as a warning to stay back. Be careful as she may try to scratch or bite you to protect herself because she doesn't feel safe.</p>

Looking After a Cat

A cat is the very best pet you can own.
Here are the key things you should know about looking after a cat.

You have to take your precious cat to visit **the vets** at least once a year. You must give your cat booster vaccinations and deflea/deworm treatments regularly.

All cats need **vaccinations**. Feline infectious enteritis, cat flu and feline leukaemia can all kill cats so it is important to protect your pet against these diseases.



A good diet is very important to keep your cat fit and healthy. You must feed your cat quality tinned or dried food and always have fresh water available for them to drink.

You have to have your cat **microchipped**. A microchip is tiny – about the size of a grain of rice – and will help your cat to be returned to you if it is lost.

Which Cat is Right For Me?

There are lots of cats – usually mixed breeds called moggies - looking for new homes through rescue charities such as the Cats Protection and the R.S.P.C.A.

However, if you choose to get a pedigree cat, what can you expect from some of the different breeds?

Breed	Characteristics
Bengal	Beautiful spotted or swirly coat. Loves water and might join you in the shower. Often coos or chirrups instead of miaowing
Cornish Rex	Started in 1950 when a Cornish cat gave birth to a curly-haired kitten. Will often play 'fetch' with their toys like a dog!
Birman	Four white paws (which look like gloves) and bright blue eyes. The first Birman cats lived in Buddhist temples in Burma.
Siamese	Originally owned by the Royal Family in Thailand (formerly Siam). Talkative and welcoming to visitors, but can get jealous.

Questions 1 to 14 are about the text 'Cats'

1. How many pet cats live in Britain? **Circle one.**

5 million

9000

9 million

2000

1 mark

2. Using the information on page 3, use the numbers 1-5 to put them in chronological order (oldest first)

Cats were used during the First World War to control rats on ships.

The first carnivores that looked like cats walked the earth.

Romans introduced cats to Europe.

Over 9 million cats now live in Britain.

African wildcats began to enter towns in search of food.

1 mark

Use the table on page 6 to answer questions 3 and 4.

1 mark

3. Which breed of cat is welcoming to visitors?

4. Which breed of cat might join you in the shower?

1 mark

total for this page

5. Using the information on page 4, draw lines to match these cat feelings to the correct body language.

friendly

tail up, ears facing forward,
walking towards you

unhappy

crouched position, tail tucked under,
eyes large and darting

relaxed

tail up, rubs side of head and body
around your legs, might roll over

1 mark

6. On page 6, different breeds of cat are listed. Which word has the closest meaning to 'breed' in this context? Circle one.

name

animal

type

1 mark

7. Find and copy the reason that the Egyptians welcomed cats into their homes.

1 mark

8. What is the author's opinion of cats? Using words from the text, **give two reasons** for your answer.

2 marks

total for
this page

9. Find and copy two ways in which a cat uses body language to show he is very scared.

2 marks

1.

2.

10. Which breed of cat might you choose if you can't have a dog? Give **one** reason why.

1 mark

11. On page 5, the author has used a different colour for some of the words on the page.
Give **two** reasons why.

2 marks

1.

2.

12. What might a Bengal cat do to get your attention?

1 mark

total for
this page

13. Give **one** reason why cats were important during the First World War.

1 mark

14. Why has the author written this text about cats?
Using the text, give at least three reasons for your opinion.

3 marks

End of questions about the text 'Cats'

total for
this page



Was or Were Subject-Verb Agreement

I can use the standard English forms of verb inflections.



The basic rule is that a singular subject takes a singular verb, while a plural subject takes a plural verb.

- Read the sentence.
- Decide whether the subject is singular or plural.
- Circle the correct verb.

was = singular were = plural

- He (was/were) prepared for school.
- We (was/were) scared of thunder.
- I (was/were) excited about my new book.
- We (was/were) playing together as a team.
- She (was/were) my best friend.
- We (was/were) excited about the championship game.
- They (was/were) walking around the lake.
- He (was/were) a very sensible member of the class.
- Can you tell if they (was/were) prepared?
- Who (was/were) with us at the birthday party?

Write four of your own sentences, like the examples above, which use the verbs *was* and *were* correctly.

1.

2.

3.

4.

Times Table Test - 10× Table

Check

1.	$10 \times 7 =$		
2.	$10 \times 6 =$		
3.	$2 \times 10 =$		
4.	$11 \times 10 =$		
5.	$10 \times 12 =$		
6.	$1 \times 10 =$		
7.	$10 \times 4 =$		
8.	$9 \times 10 =$		
9.	$10 \times 8 =$		
10.	$3 \times 10 =$		
11.	$10 \times 0 =$		
12.	$10 \times 10 =$		
My score:			

Check

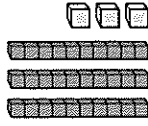
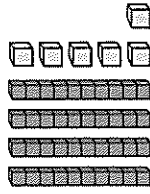
13.	$100 \div 10 =$		
14.	$30 \div 10 =$		
15.	$110 \div 10 =$		
16.	$20 \div 10 =$		
17.	$40 \div 10 =$		
18.	$70 \div 10 =$		
19.	$10 \div 10 =$		
20.	$120 \div 10 =$		
21.	$60 \div 10 =$		
22.	$50 \div 10 =$		
23.	$90 \div 10 =$		
24.	$80 \div 10 =$		
My score last time:			

How I can improve:

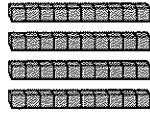
Split Strategy

The split strategy is an addition or subtraction strategy in which you split the tens and ones and add or subtract them separately before combining them back together to find the total.

$$46 + 33 = 79$$



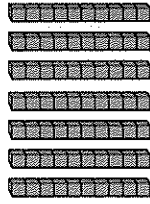
$$40 + 30 = 70$$



$$6 + 3 = 9$$



$$70 + 9 = 79$$



Solve the following question using the split strategy.

$$27 + 42 =$$

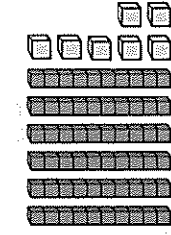
$$\boxed{20} + \boxed{40} = \boxed{60}$$

$$\boxed{7} + \boxed{2} = \boxed{9}$$

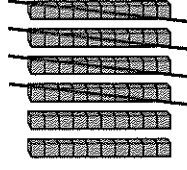
$$\boxed{60} + \boxed{9} = \boxed{69}$$

Split Strategy for Subtraction

$$67 - 42 = 25$$



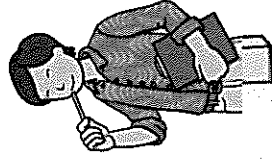
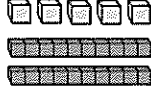
$$60 - 40 = 20$$



$$7 - 2 = 5$$



$$20 + 5 = 25$$



Solve the following question using the split strategy.

$$86 - 33 =$$

$$\boxed{80} - \boxed{30} = \boxed{50}$$

$$\boxed{6} - \boxed{3} = \boxed{3}$$

$$\boxed{50} + \boxed{3} = \boxed{53}$$

Solve the following question using the split strategy.

$$55 + 34 =$$

$$\boxed{50} + \boxed{30} = \boxed{80}$$

$$\boxed{5} + \boxed{4} = \boxed{9}$$

$$\boxed{80} + \boxed{9} = \boxed{89}$$

Solve the following question using the split strategy.

$$15 + 77 =$$

$$\boxed{10} + \boxed{70} = \boxed{80}$$

$$\boxed{5} + \boxed{7} = \boxed{12}$$

$$\boxed{80} + \boxed{12} = \boxed{92}$$

Solve the following question using the split strategy.

$$93 - 62 =$$

$$\boxed{90} - \boxed{60} = \boxed{30}$$

$$\boxed{3} - \boxed{2} = \boxed{1}$$

$$\boxed{30} + \boxed{1} = \boxed{31}$$

Solve the following question using the split strategy.

$$87 - 44 =$$

$$\boxed{80} - \boxed{40} = \boxed{40}$$

$$\boxed{7} - \boxed{4} = \boxed{3}$$

$$\boxed{40} + \boxed{3} = \boxed{43}$$

Split Strategy Subtraction

Show how you got your answer using the split strategy. The first one has been done for you.

a) $56 - 33 =$

$50 - 30 = 20$

$6 - 3 = 3$

$20 + 3 = 23$

$56 - 33 = \mathbf{23}$

b) $49 - 27 =$

____ - ____ = ____

____ - ____ = ____

____ + ____ = ____

$49 - 27 =$ ____

c) $35 - 14 =$

____ - ____ = ____

____ - ____ = ____

____ + ____ = ____

$35 - 14 =$ ____

d) $58 - 23 =$

____ - ____ = ____

____ - ____ = ____

____ + ____ = ____

$58 - 23 =$ ____

e) $66 - 43 =$

____ - ____ = ____

____ - ____ = ____

____ + ____ = ____

$66 - 43 =$ ____

f) $29 - 18 =$

____ - ____ = ____

____ - ____ = ____

____ + ____ = ____

$29 - 18 =$ ____

Split Strategy Subtraction

Show how you got your answer using the split strategy. The first one has been done for you.

a) $77 - 44 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$77 - 44 = \underline{\quad}$$

b) $81 - 41 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$81 - 41 = \underline{\quad}$$

c) $97 - 62 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$97 - 62 = \underline{\quad}$$

d) $87 - 34 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$87 - 34 = \underline{\quad}$$

e) $58 - 55 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$58 - 55 = \underline{\quad}$$

f) $94 - 82 =$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$94 - 82 = \underline{\quad}$$

Egg and Spoon Race

Description: Choose an area for your race. Balance an egg on a spoon and race! Don't drop your egg!

Equipment: Start and finish markers, egg and spoon for each person.



Balance

Description: How long can you hold a balance for? The person who can hold their balance the longest wins. You could try standing on something to make it more challenging.

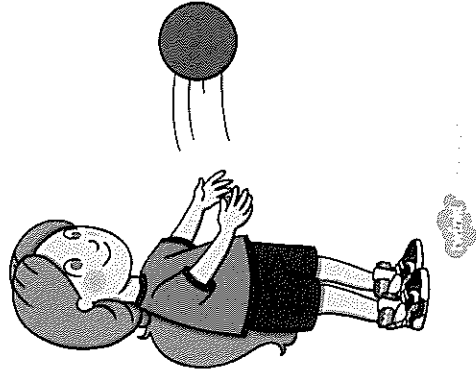
Equipment: None!



Ball Toss

Description: How many times can you throw a ball into a bucket in one minute?

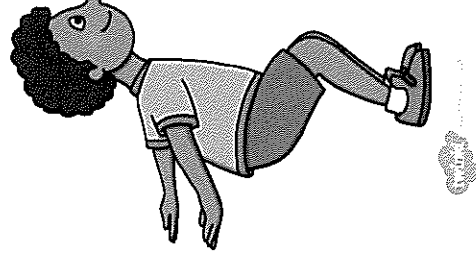
Equipment: A ball or bean bag and bucket or target.



Standing Long Jump

Description: Stand with your legs together and jump. Who can jump the farthest?

Equipment: None!



Sit Ups

Description: How many sits up can you do in one minute?

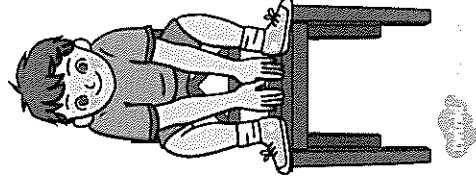
Equipment: Something to lie on.



Over and Under

Description: Find something in your home you can go over and under in one minute!

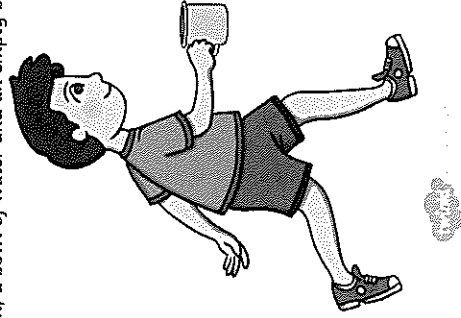
Equipment ideas: Under the table, over a chair. A bamboo cane or long brush balanced on two chairs.



Water Race

Description: Fill a bowl with water, fill a cup and race to the other bowl or sink. Run back. How many cups of water can you get into a bowl in one minute?

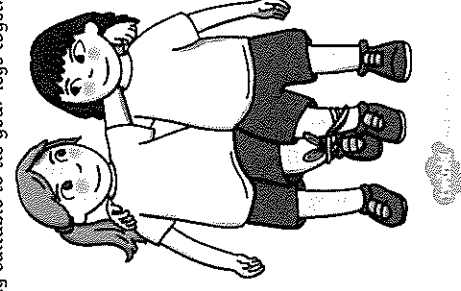
Equipment: A cup for each person, a bowl of water and an empty bowl or sink.



Three-legged Race

Description: How many laps can you do in one minute? If there are enough people in your home have a race.

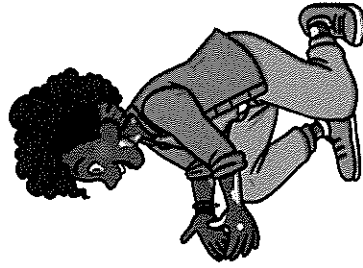
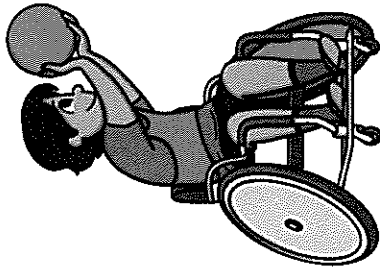
Equipment: A scarf or something suitable to tie your legs together.



Ball Catches

Description: How many times you can catch a ball in one minute. You could do this with a family member.

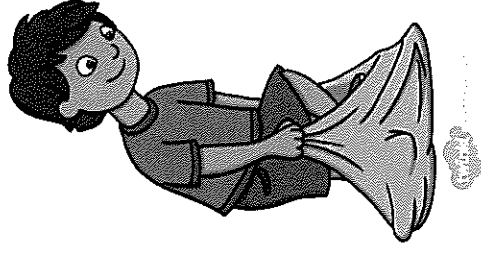
Equipment: A ball.



Pillowcase Sack Race

Description: Have a sack race at home! Who can get to the finish first?

Equipment: Start and finish markers, a pillowcase for each person.



Friday

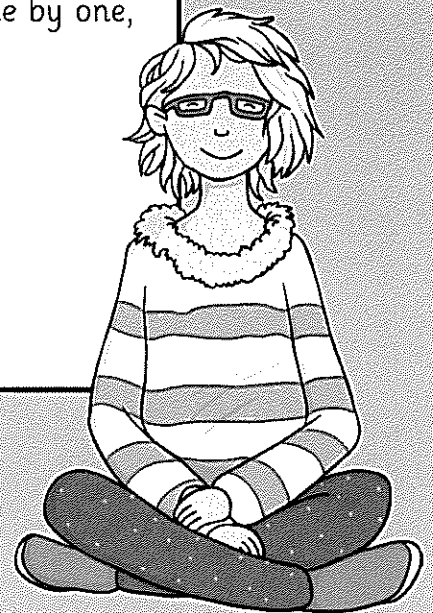
It Couldn't Be Done

Somebody said that it couldn't be done,
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it;"
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That "cannot be done," and you'll do it.

Edgar A. Guest



Questions 15 to 23 are about the poem '*It Couldn't Be Done*'

15. Is the poem about

a man

or

a woman

? Circle one.

1 mark

16. Find and copy **two** things that he took off before 'he'd begun it' (line 11)

1. _____

2. _____

1 mark

17. Which word means the same as 'prophesy' (line 18)? **Circle one.**

predict

sing

carry

1 mark

18. Look at line 7 of each verse.

Find and copy the words which show what he did 'as he tackled the thing'.

1 mark

total for
this page

19. Look at verse 1. Give two ways in which the author shows that 'he' was happy.

2 marks

1.

2.

20. Look at verse 3. Find and copy the repeated word which indicates how many people 'tell you it cannot be done'.

1 mark

21. Line 14 says 'Without any doubting or quiddit'.
What do you think *quiddit* means in this context? **Circle one.**

1 mark

joy that it is being done

worry about whether it can be done

22. How does the beginning of each verse in this poem differ in mood to the end of each verse?

2 marks

total for
this page

23. What is the author trying to tell his audience through this poem?
Give at least 2 pieces of evidence from the text to support your answer.

3 marks

End of questions about the poem *‘It Couldn’t Be Done’*



total for
this page

Subject – Verb – Object

A simple sentence includes a subject, a verb and an object.

The **subject** tells us who or what the sentence is about.

The **verb** tells us what happened.

The **object** tells us what is affected by the verb.

For example:

The girl sat on the couch.
 ↓ ↓ ↓
 subject verb object

Look at these sentences below.

Can you identify the different parts of the sentence?

Susie borrowed my bike.

Subject: _____

My favourite food is pizza.

Object: _____

My sister eats ice cream.

Verb: _____

Add in the missing subject, verb or object to complete each sentence.

ran along	dinner	That boy
the pool	My teacher	makes

The girl _____ the beach.

_____ wears bright dresses.

My dog likes to eat _____ .

_____ rides his motorbike.

I like swimming at _____ .

The truck _____ loud noises.

Times Table Test - 11× Table

Check

1.	$11 \times 0 =$		
2.	$11 \times 6 =$		
3.	$2 \times 11 =$		
4.	$11 \times 11 =$		
5.	$11 \times 12 =$		
6.	$1 \times 11 =$		
7.	$11 \times 4 =$		
8.	$9 \times 11 =$		
9.	$11 \times 8 =$		
10.	$3 \times 11 =$		
11.	$11 \times 5 =$		
12.	$11 \times 10 =$		
My score:			

Check

13.	$121 \div 11 =$		
14.	$33 \div 11 =$		
15.	$110 \div 11 =$		
16.	$22 \div 11 =$		
17.	$44 \div 11 =$		
18.	$77 \div 11 =$		
19.	$11 \div 11 =$		
20.	$132 \div 11 =$		
21.	$66 \div 11 =$		
22.	$55 \div 11 =$		
23.	$99 \div 11 =$		
24.	$88 \div 11 =$		
My score last time:			

How I can improve:

Compensation Strategy Subtraction

Show how you got your answer using the compensation strategy.

a. $45 - 31 =$	b. $39 - 11 =$
c. $25 - 19 =$	d. $68 - 29 =$
e. $36 - 21 =$	f. $44 - 18 =$
g. $57 - 39 =$	h. $63 - 31 =$

Compensation Strategy Subtraction

Show how you got your answer using the compensation strategy.

a. $77 - 49 =$	b. $91 - 49 =$
c. $92 - 61 =$	d. $87 - 31 =$
e. $78 - 52 =$	f. $96 - 52 =$
g. $88 - 19 =$	h. $67 - 38 =$

Compensation Strategy Subtraction

Show how you got your answer using the compensation strategy.

a. $126 - 31 =$	b. $117 - 61 =$
c. $164 - 91 =$	d. $98 - 32 =$
e. $156 - 89 =$	f. $147 - 58 =$
g. $187 - 39 =$	h. $175 - 48 =$

Subtraction Strategies: Compensation Strategy

Aim: To use the compensation method to make friendly numbers and subtract in our heads.

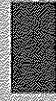


Subtraction is finding the difference between numbers.

When we compensate we can change the numbers to a ten to make it easier, as long as we compensate the other number so that the difference is the same.

Compensation Strategy

49



27

Let's make our numbers friendly by making one a ten.
Which number is closest to a ten?

Next

Subtraction Strategies: Compensation Strategy

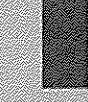


Subtraction is finding the difference between numbers.

When we compensate we can change the numbers to a ten to make it easier, as long as we compensate the other number so that the difference is the same.

Compensation Strategy

49



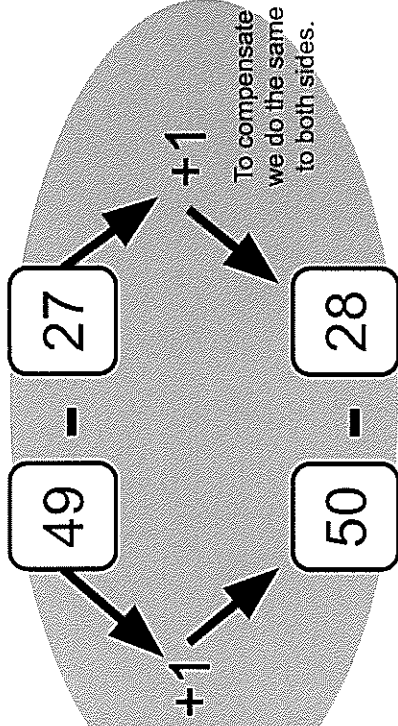
27

Yes!

If we +1 to 49 we get 50.
This is now a friendly sum.

Compensation Strategy

Now we need to balance the sum.
What we do to one side, we do to the other.



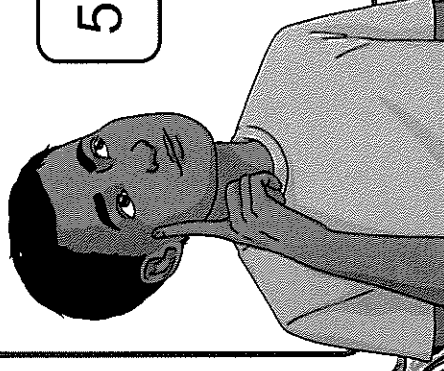
To compensate
we do the same
to both sides.

Compensation Strategy

Now we can add this in our head!

$$50 - 28 = 22$$

?



Compensation Strategy

Let's make our numbers friendly by making one a ten.
Which number is closest to a ten?

67

44

Next

Compensation Strategy

67

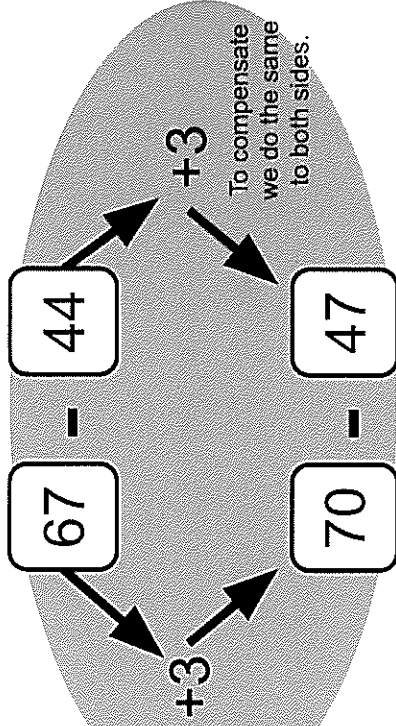
44

Yes!

If we +3 to 67 we get 70.
This is now a friendly sum.

Compensation Strategy

Now we need to balance the sum.
What we do to one side, we do to the other.



Now we can add this in our head!

?

$$70 - 47 = 23$$



Compensation Strategy

Compensation Strategy

37

21

Let's make our numbers friendly by making one a ten.
Which number is closest to a ten?

Next

Compensation Strategy

37

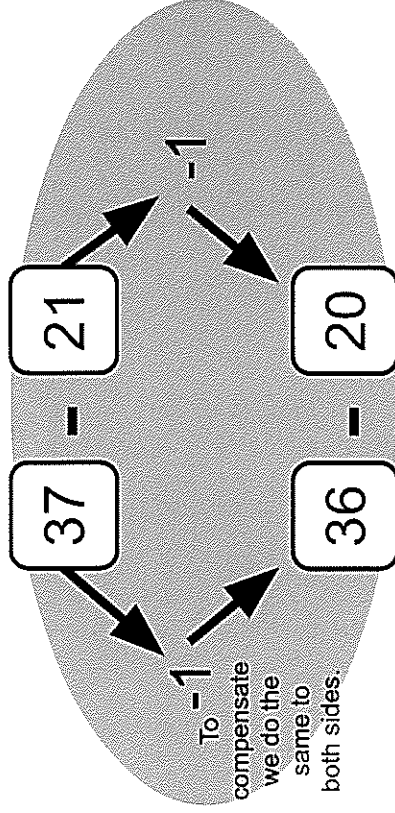
21

Yes!

If we -1 to 21 we get 20.
This is now a friendly sum.

Compensation Strategy

Now we need to balance the sum.
What we do to one side, we do to the other.



Compensation Strategy

Now we can add this in our head!

A boy is shown in a thinking pose, with a large question mark above his head. Below him, the equation $36 - 20 = 16$ is displayed in boxes.



The History of Indigenous Art

Indigenous Australians have been on the land for over 60,000 years. The first Aboriginal and Torres Strait Islander Peoples rock art dates back more than 20,000 years.

Indigenous Australians used ochres to paint on rocks. People found the remains of rock paintings as old as 60,000 years, at ancient campsites.

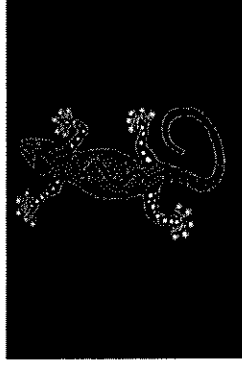


What Is Indigenous Art?

Indigenous Australian art is the oldest in the world. Some rock carvings, body painting and ground designs are more than 30,000 years old.

Art is an important part of Aboriginal and Torres Strait Islander Peoples life because it connects the past and present, the people and the land, and the supernatural and reality.

Indigenous Australian art can include works on rock, ground, canvas and fibre. Modern methods include printmaking, fabric printing, ceramics and glassware.

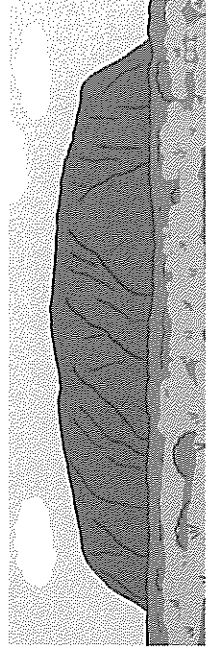


The History of Indigenous Art

Aboriginal and Torres Strait Islander Peoples have never had a formal written language. They use art to write down important stories for their children.

It is important for Aboriginal and Torres Strait Islander Peoples to pass on information to keep their culture and dreaming stories alive. Indigenous Australian art is based on storytelling. Storytelling through art is a way to share knowledge of the land, events and beliefs of the Aboriginal and Torres Strait Islander Peoples.

Using symbols is a way to write down important stories and to teach survival and use of the Australian land.



The History of Indigenous Art

Aboriginal and Torres Strait Islander Peoples have been using ochres as body paint, on bark and rocks for tens of thousands of years. It was not until the 1930s that the first paintings were done.

In 1971, a teacher named Geoffrey Bardon was working with Aboriginal children in Alice Springs. He saw that when the Aboriginal people were telling stories, they drew symbols in the sand.

He asked them to paint the stories onto canvas and board. It was a big change for the Aboriginal and Torres Strait Islander Peoples to paint their stories instead of telling them.



Photo courtesy of Geoffrey Bardon. © Geoffrey Bardon. All rights reserved. Used with permission.

Examples of Indigenous Art

Rock Art

The first Indigenous art form was rock paintings or engravings. These were done on large boulders or on the walls of rock shelters and caves. These ancient images were based on the Dreaming stories that were told.

The three styles of rock art are:

- Engraved shapes such as circles, arcs, animal tracks and dots.
- Painted or engraved shadows of humans and animals.
- Paintings of figures such as x-ray art that showed organs of humans and animals.



Photo courtesy of Geoffrey Bardon. © Geoffrey Bardon. All rights reserved. Used with permission.

Examples of Indigenous Art

Ochre Pigment

Ochre was the most important painting material used by Aboriginal and Torres Strait Islander Peoples. It was dug from the earth and was a crumbly, hard rock. It came in a variety of natural earthy colours from pale yellow to dark red and brown.

Ochre gave a rich, warm colour to Indigenous Australian art works.

The surfaces it was used on varied from rock, wood and bark and even to the skin of participants in ceremonies. Red ochre was the most important colour because it symbolised the blood of ancestors.



Photo courtesy of Geoffrey Bardon. © Geoffrey Bardon. All rights reserved. Used with permission.

Examples of Indigenous Art

Dot Painting

Dot paintings are now known to be unique to Indigenous Australian art. The simple dot style paintings are beautiful and have a traditional hidden purpose - to convey the special meanings behind the stories in the paintings.

In the 1970s, a teacher encouraged Aboriginal and Torres Strait Islander Peoples to paint their cultural stories onto canvas and board. Originally, they used cardboard or pieces of wood, which was later changed to canvas. He helped the Aboriginal and Torres Strait Islander Peoples artists transfer their art from desert sand to paint on canvas.

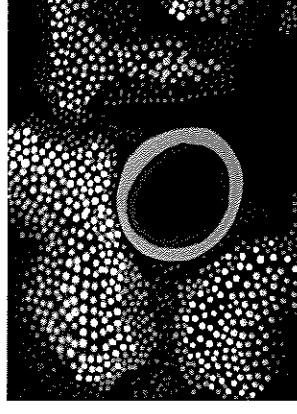


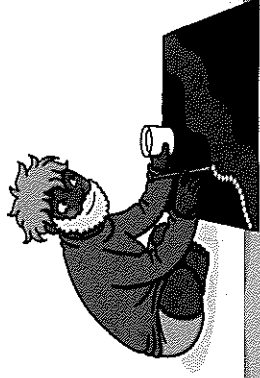
Photo courtesy of Geoffrey Bardon. © Geoffrey Bardon. All rights reserved. Used with permission.

Why is Indigenous Art Important?

The Aboriginal and Torres Strait Islander Peoples culture is the longest surviving culture in human history.

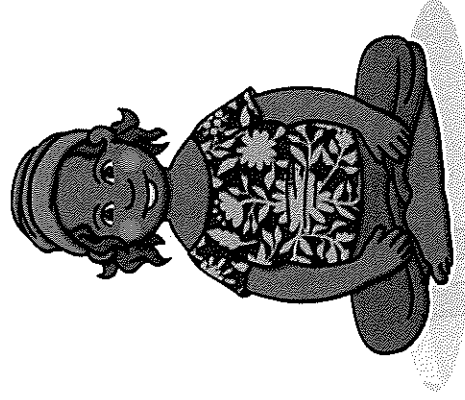
Indigenous Australian art represents the earliest periods of their ancient culture, this is one of the reasons why it is so original, and important.

Contemporary Indigenous Australian art has been a way of making money for remote Aboriginal and Torres Strait Islander Peoples communities. In some small towns, selling artwork is their main source of income.



Learning Task - Answer the following:

- How old is traditional Indigenous Australian art?
- Why did Aboriginal and Torres Strait Islander Peoples originally create art?
- How did Aboriginal and Torres Strait Islander Peoples produce art?
- What effect does Indigenous Australian art have on remote communities today?



How Can I Appreciate Indigenous Art?

You can appreciate Indigenous Art in many ways. Some of these are:

- Read about a famous Aboriginal and Torres Strait Islander Peoples artist.
- View and reflect on the work of Aboriginal and Torres Strait Islander Peoples artists.
- Visit a site of traditional Indigenous art.
- Compare traditional and contemporary Indigenous Australian art.



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