

Learning From Home

Term 4
Week 3

Stage 3
Wed - Fri

Wednesday

Name: _____

Date: _____

Giant Squid

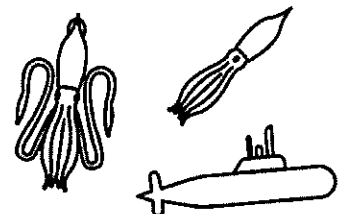
Lurking in the deep, dark depths of the ocean, lives a creature that can either fascinate you or send chills down your spine! Once thought to be a myth, the _____ of giant squid has recently been proven, with researchers _____ and capturing these intriguing creatures on film. As recently as 2004, Japanese researchers took the first images of a live _____ squid. In 2012, a live adult was filmed in its natural _____ off the coast of Japan. Before that, the only hard evidence of the existence of giant squid was the _____ of dead squid that had been washed ashore.

The giant squid is the largest of all known squid and the largest _____ on the planet. The giant squid can grow to a _____ size, with some being estimated to measure 13 metres (43 ft) for females and 10 metres (33 ft) for males. Although some people have claimed to have sighted giant squid measuring up to 20 metres (66 ft), these claims have not been _____ documented.

A giant squid has a mantle (torso), eight arms and two longer _____ which are lined with hundreds of suction cups. These suction cups are lined with sharp, finely serrated rings that _____ the squid to its prey. Giant squid also have beaks, like the beak found on a parrot. It is incredibly hard and is thought to be used to _____ and maybe even paralyse its prey, although this is just speculation (as no one has ever seen a giant squid feeding). Interestingly, a giant squid's eyes are in some cases as _____ as a basketball. Their large eyes help them to see in the _____ depths of the ocean.

The only _____ to giant squid is the sperm whale. Although the giant squid is prey for sperm whales, the giant squid does not go down without a fight! Remains of giant squid have been found inside the _____ of sperm whales, particularly the beaks of the giant squid, as they do not get broken down. Sucker marks and bite marks from the giant squid are often found on sperm whales, leading scientists to believe that the battles between the two species are particularly vicious.

Giant squid live in very deep, cold water, making it difficult for scientists and divers to access them. Although they are large creatures that are thought to _____ all oceans of the world, they are very difficult to find and to this day remain elusive.



existence	studying	invertebrate	tremendous
dark	tentacles	attach	remains
habitat	dismember	giant	scientifically
predator	stomachs	big	inhabit



Who? _____

Where? _____

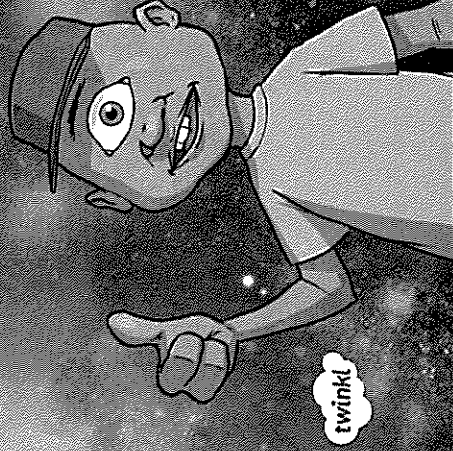
What was the problem? _____

How was it solved? _____

End: _____

Fronted Adverbials:

What Is a Fronted Adverbial?



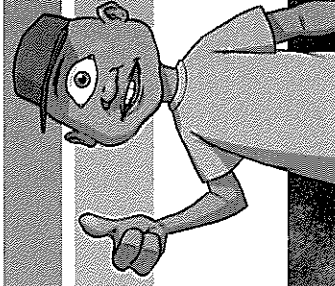
Fronted Adverbial Hunt

What is an adverbial?

An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or a clause. Adverbs can be used as adverbials, but many other types of words, phrases and clauses can be used in this way, including prepositional phrases and subordinate clauses.

What is a fronted adverbial?

When an adverbial is used at the beginning of a sentence, they are often called 'fronted adverbials'.



Aim

- I can recognise and use fronted adverbials.

Success Criteria

- I know that fronted adverbials are words, phrases or clauses that come before the main clause in a sentence.
- I know that fronted adverbials modify the verb or the main clause by describing the time, frequency, manner, place or possibility.
- I can use a comma after a fronted adverbial.
- I can write my own fronted adverbials using the acronym 'SPACE'.

Next Steps: Types of Fronted Adverbial

Fronted adverbials are used to describe...

- the time something happens,
e.g. **Before sunrise**, Darius crept into the beast's cave.
- the frequency (how often) something happens,
e.g. **Every so often**, Darius could hear the beast's ferocious snore.
- the place something happens,
e.g. **At the back of the cave**, the terrifying creature began to stir.
- the manner something happens,
e.g. **As quick as a flash**, Darius bounded behind a nearby rock.
- the possibility (how likely) something will/has happen(ed),
e.g. **Almost certainly**, the deadly beast would find Darius.

Did you notice how the fronted adverbials were punctuated?

Next Steps: Adding Commas

Every fronted adverbial word, phrase or clause needs to be followed by a comma to separate it from the main clause of the sentence. Where should the comma go in this fronted adverbial sentence?

Slowly and carefully ,they released the juvenile badger back into the wild.

Does the fronted adverbial describe the time, frequency, manner, place or possibility of the action in the main clause?

Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

Without a doubt,Billy was going to finish the race in first place.

Does the fronted adverbial describe the time, frequency, manner, place or possibility of the action in the main clause?

Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

On Tuesday,Class 12 are visiting The Imperial War Museum.

Does the fronted adverbial describe the time, frequency, manner, place or possibility of the action in the main clause?

Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

Out in the field ,the horse and her new foal galloped.

Does the fronted adverbial describe the time, frequency, manner, place or possibility of the action in the main clause?

Fronted Adverbial Hunt

Can you spot the fronted adverbials in this piece of text? Do they describe the time, , manner, place or possibility of the action in the main clause?

Against all the odds, Captain Curk got to his rocket before his oxygen supply ran out. Back in the safety of his shuttle, he removed his helmet and began to prepare for take-off. Suddenly, there was a loud crash at the shuttle door. The aliens must have caught up with him. Feeling intimidated, the captain quickly strapped himself into his seat as the door began to buckle. Almost certainly, the aliens would capture him if he didn't leave this planet right away. With a trembling finger, he pressed the launch button...10, 9, 8, 7, 6, 5, 4, 3, 2, 1...BLAST OFF!

Seconds later, Curk was in the air but something was wrong. The fuel tank gauge showed a dangerously low level of fuel. The extra-terrestrial creatures must have caused it to leak. Sputtering noisily, the spacecraft started to stall. What was the captain going to do?

Fronted Adverbial or Subordinate Clause?

If you begin your fronted adverbial with a subordinating conjunction, for example...



Conjunction

e.g. After he opened his eyes,

This could also be described as a subordinate clause as it contains a subject and a verb.

So, sometimes fronted adverbials can also be subordinate clauses.

Writing Your Own Fronted Adverbials: ISPACE

Using ISPACE can help you remember six different ways to create fronted adverbials...

I
S
P
A
C
E

-Ing word

e.g. Shaking with fear, ...

Simile

e.g. Like a raging bull, ...

Preposition

e.g. Behind the clouds, ...

Adverb

e.g. Anxiously, ...

Conjunction

e.g. After he opened his eyes, ...

-Ed word

e.g. Exhausted, ...

Practise Your Skills

Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

, the jubilant winner of the talent contest celebrated.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

Practise Your Skills

Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

_____, the parachutist landed with a bump.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

Practise Your Skills

Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

_____, she began to cry.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

Practise Your Skills

Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

_____, the trees were covered with a fine dusting of snow.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

Practise Your Skills

Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

_____, the audience gasped.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you place a comma after the fronted adverbial in these sentences? In each of the boxes, decide whether the fronted adverbial adds more detail about the **time**, **place**, **frequency**, **possibility** or **manner** of the action in the main clause.

For example: After the storm, the people of the town cleared up the damage from the flooding.

a) Baffled by the mathematical problem the professor felt frustrated.

b) Under the bridge the misunderstood troll waited patiently for his goat friends.

c) Once a year the people put on their costumes and partied at the carnival.

d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.

e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Searching frantically Kian hoped it wasn't too late to save his people. Through the bushes Kian searched and searched. Under rocks and inside caves he scoured although he just couldn't find the ever-life potion. He sat down with his head in his hands. Depressed and disheartened a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Feeling utterly confused he looked up and saw exactly what he was looking for...the ever-life potion! It was dangling from a tree in a potion bottle tied with a golden ribbon. Like a jack-in-the-box Kian leapt up and grabbed the bottle. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands, he held the one thing that could save everyone in his village.

3. Now, write five fronted adverbial sentences of your own, where the fronted adverbials describe the **time**, **place**, **frequency**, **possibility** or **manner** of the action in your main clauses.

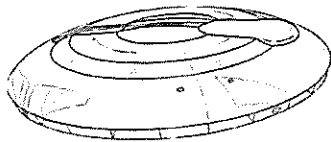
time _____

place _____

frequency _____

possibility _____

manner _____



Crazy Boxes - 9 x Multiplication Facts

Multiply the horizontal numbers with the vertical numbers and fill in the grid with the colours you've chosen.

Choose your colours:

9 =		18 =		27 =		36 =		45 =		54 =	
63 =		72 =		81 =		90 =		99 =		108 =	

x	9	5	5	5	9	8	8	9	12	12	12	12	9	7	1	9	3	3	3	9
9																				
2																				
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11																				
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9																				
6																				
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6																				
9																				

Formal Written Method of Short Division

2 Digit Numbers

$$76 \div 2 = 38$$

$$\begin{array}{r} 38 \\ 2 \overline{) 76} \\ \underline{6} \\ 16 \\ \underline{16} \\ 0 \end{array}$$

How many 2s are there in 7?

Great!

How many are left over?

How many 2s are there in 16?

$$48 \div 2 = 24$$

$$\begin{array}{r} 24 \\ 2 \overline{) 48} \\ \underline{4} \\ 8 \\ \underline{8} \\ 0 \end{array}$$

How many 2s are there in 4?

Great!

How many are left over?

How many 2s are there in 8?

$$65 \div 5 = 13$$

$$\begin{array}{r} 13 \\ 5 \overline{) 65} \\ \underline{5} \\ 15 \\ \underline{15} \\ 0 \end{array}$$

How many 5s are there in 6?

Great!

How many are left over?

How many 5s are there in 15?

$$90 \div 5 = 18$$

$$\begin{array}{r} 18 \\ 5 \overline{) 90} \\ \underline{50} \\ 40 \\ \underline{40} \\ 0 \end{array}$$

How many 5s are there in 9?

Great!

How many are left over?

How many 5s are there in 40?

$$92 \div 4 = 23$$

$$\begin{array}{r} 23 \\ 4 \overline{) 92} \\ \underline{80} \\ 12 \\ \underline{12} \\ 0 \end{array}$$

How many 4s are there in 9?

Great!

How many are left over?

How many 4s are there in 12?

$$36 \div 3 = 12$$

$$\begin{array}{r} 12 \\ 3 \overline{) 36} \\ \underline{30} \\ 6 \\ \underline{6} \\ 0 \end{array}$$

How many 3s are there in 3?

Great!

How many are left over?

How many 3s are there in 6?

Division of 2-Digit Numbers

Aim: I can use a formal method of division

1. $69 \div 3 =$

16. $80 \div 4 =$

2. $88 \div 4 =$

17. $95 \div 5 =$

3. $90 \div 5 =$

18. $92 \div 4 =$

4. $76 \div 4 =$

19. $46 \div 2 =$

5. $72 \div 3 =$

20. $78 \div 6 =$

6. $70 \div 5 =$

21. $92 \div 4 =$

7. $24 \div 2 =$

22. $84 \div 4 =$

8. $56 \div 4 =$

23. $72 \div 3 =$

9. $36 \div 3 =$

24. $70 \div 7 =$

10. $65 \div 5 =$

25. $88 \div 4 =$

11. $96 \div 4 =$

26. $80 \div 5 =$

12. $90 \div 6 =$

27. $98 \div 7 =$

13. $96 \div 8 =$

28. $66 \div 3 =$

14. $96 \div 6 =$

29. $84 \div 4 =$

15. $88 \div 8 =$

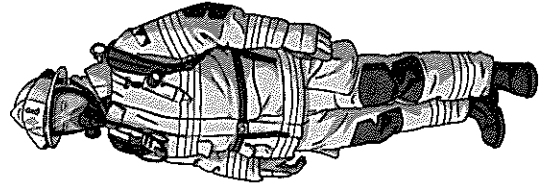
30. $91 \div 7 =$

Bushfires

Fighting Bushfires

Bushfires can cause widespread damage and it can be challenging for firefighters to gain control and extinguish them. Firefighters use equipment such as fire trucks, light tankers (a small appliance that can respond first and quickly), pumps, water bombers, water planes and can prepare in advance with controlled burning.

In certain circumstances, fires have progressed to a stage where controlling them has become extremely difficult. This can result in the fire burning for extended periods before they can become under the control of the firefighters and extinguished.



Bushfires

Bushfires in Australia are managed through controlled burns during the cooler months. This is where the firefighters burn the land in controlled situations. It is also known as prescribed burning or hazard reduction burning. Why would this be beneficial?

Burning in controlled situations ensures the chances of bushfires spreading and causing danger in fire prone areas during the fire season are kept to a minimum. This is because fire needs fuel to burn and by burning the land prior to the fire season, the firefighters remove the fuel that the fire needs to become a dangerous bushfire.

Bushfires can cause extensive damage to homes, farmland and bushland. They can destroy animal homes and habitats and endanger the lives of people and animals.

Discuss with a partner how bushfires begin.

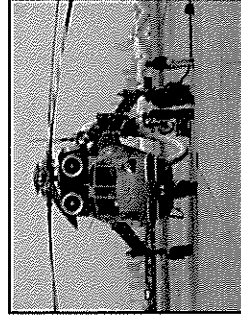


Fighting Bushfires

The fire trucks are used on the ground by the firefighters to tackle the fire.

The water bombers are used to drop water on the fire from overhead. They can help extinguish spot fires that leap away from the main fire.

The water planes can observe the fire, determine the direction and acceleration it is travelling at and pass on advice to the crew on the ground who are fighting the flames.



Water Bomber by Shutterstock/Artem Gerasimov

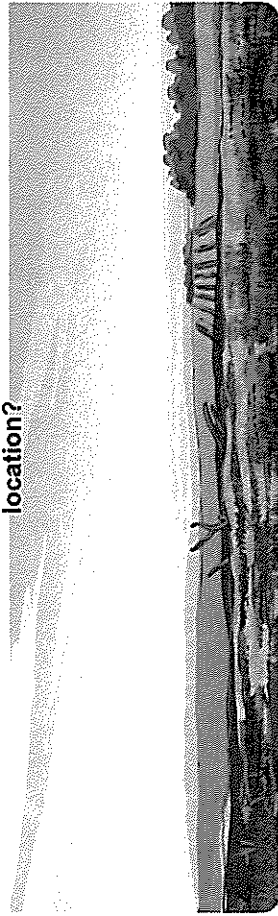
Preparation

Homes that are prepared for bushfire season are better protected when bushfires occur.

In Australia, the fire season varies depending on specific location. Generally, the fire season is during the hot, dry months of Summer and Autumn however in the north of Australia, it is during the dry season, which is winter.

Why do you think this might be?

When is the fire season for your location?



Preparation

What are some strategies that you can think of that may help prepare your house for the fire season? Write as many of your ideas down. Tick your answers as they pop up below.

Turn off air conditioning if a fire is approaching. Air conditioning units suck in air around them and fires spit out embers that travel through the air and can get sucked into the units.

Have an emergency survival kit and procedure ready in order to help keep your family calm and know what they need to be doing in case of a fire.

Store all wood, paint, chemicals, newspapers and fuel away from the house. This is because we want to keep the things that will burn as far away from the home as possible.

Make sure the gutters are cleared of dried leaves. The leaves in the gutters are fuel for the fire to burn.

Install a water pump to give emergency services access to additional water sources while trying to save your home.

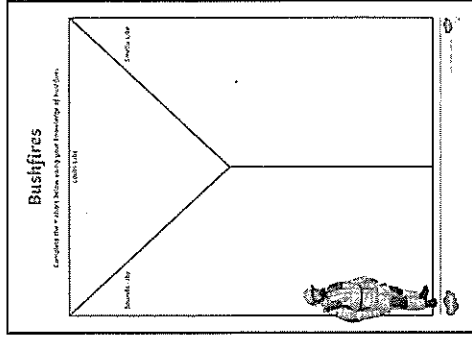
Mark water sources on your property for the emergency services. Even though the fire brigade have their fire trucks with them, they may be able to use your hoses and water for additional help.

If on a larger property, you should have a fire break installed around your property. This is a clearing of land which can be done by bobcat, which removes the fuel for the fire.

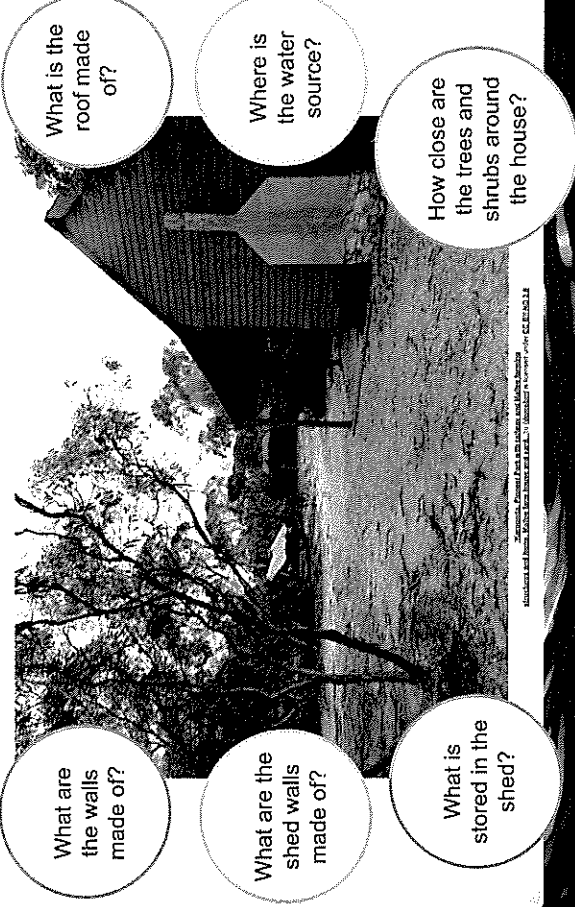
Sensing Fire

Using your knowledge of bushfires and adjectives, complete the Y chart for what a bushfire looks like, sounds like and smells like.

Complete the chart on your own before partnering up with someone and discussing and sharing your answers.



Have a look at this house. When we are looking at how safe the house would be in a bush fire situation, what are some strategies that we need to consider?



Discuss

What are some dangers you can see for this house if it was caught in a bushfire?

What are some things that the owners could do to help prepare their house for the fire season?



Example house of a bushfire-prone house. The house is surrounded by bush and is in a bushfire-prone area.

Go Further

- Create a "Call for Action" campaign, explaining to residents in a bushfire prone area how to prepare their house and garden for the fire season.
- Write a narrative story from your perspective (at any age) about a bushfire approaching your house. What would you see? What would you feel? How would you smell? What would you be thinking and doing?
- Discuss with your family what you would all do in case of a bushfire. Write down your plan and make sure everyone knows it and is comfortable with it.
- Research significant bushfire events in Australia's history.

Thursday

Name: _____

Date: _____

Layers of the Earth and Plate Tectonics

Use the words from the word bank below to fill in the gaps in the passage.

The crust is the layer of the Earth upon which we live. It is made up of _____.

The crust is about 70 km thick on land (the _____ crust) and about 5 km thick

under the ocean floor (the _____ crust). The _____ is the

layer underneath the crust. It is made up of both solid and _____ rock. The

mantle is much _____ than the crust. It is around 3000 km deep. The

_____ is the layer underneath the mantle. The outer core is made up of liquid

_____ and nickel. It is around 2000 km thick. The _____ is

at the centre of the planet. It is also made up of iron and _____. However;

due to the intense pressure surrounding it, the metals exist in a _____ state.

Although it seems like the crust is stable ground beneath our feet; in actual fact, it is constantly

_____. The reason we cannot feel this movement is that it is extremely slow;

only a few _____ each year. The part that is moving is made up of the Earth's

crust and the upper mantle. Together, this layer is called the _____. The

lithosphere floats on a layer of melted rock called the _____. The lithosphere

is made up of _____ major plates and numerous minor plates. The seven

major plates are the African, Antarctic, Eurasian, North American, South American, India-

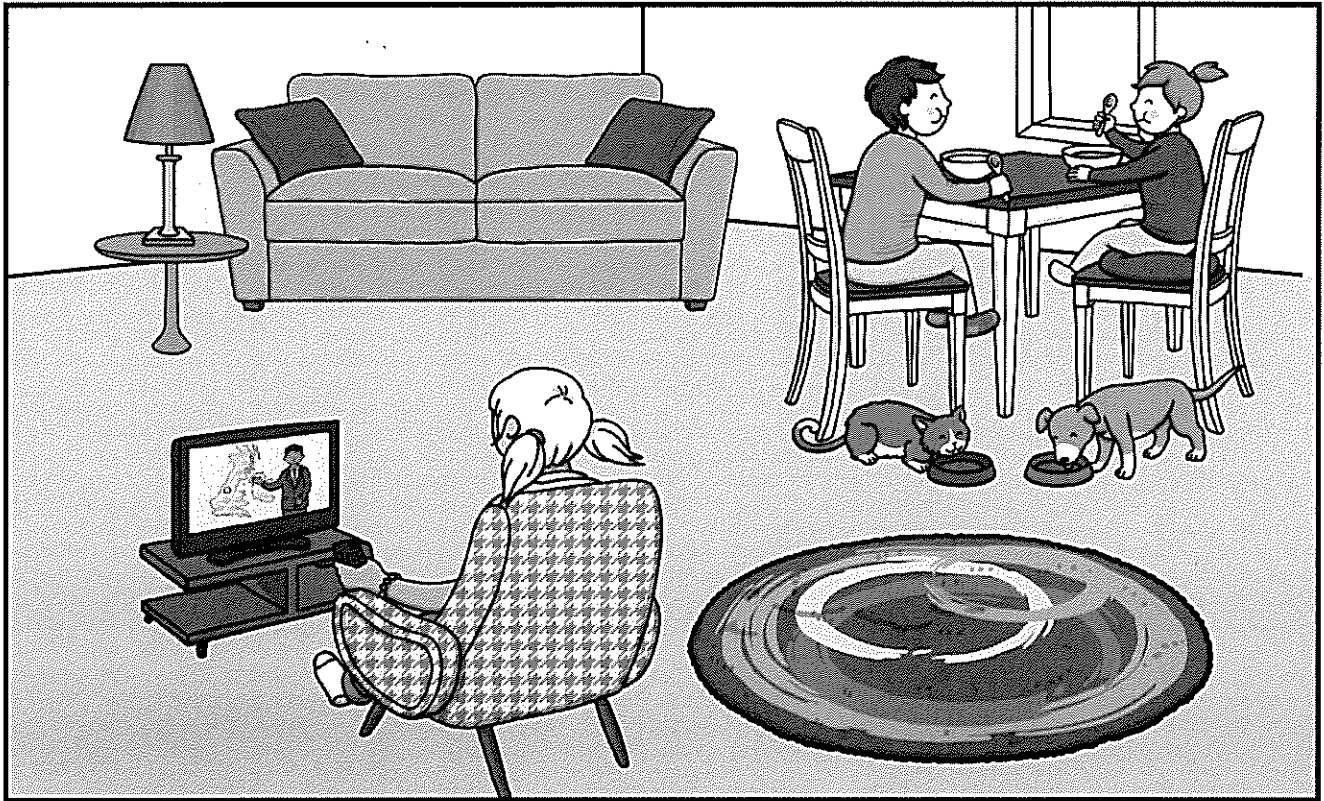
Australian and the Pacific plates. _____ plates can slide past each other

(transform boundaries), slide away from each other (divergent _____) or slide

_____ each other (convergent boundaries). These movements can contribute

to events such as earthquakes, _____ eruptions and tsunamis.

iron	lithosphere	liquid	tectonic
towards	centimetres	inner core	seven
solid	moving	rock	mantle
continental	outer core	nickel	boundaries
thicker	oceanic	volcanic	asthenosphere



Who? _____

Where? _____

What was the problem? _____

How was it solved? _____

End: _____

Adjectives and adjectival phrases

How many adjectives can you spot in this paragraph?

The tall girl brushed her silky hair. She had just removed the hairy spider her obnoxious brother had cunningly hidden between her small bottles of pink nail varnish. She sighed deeply. These stupid pranks would have to end soon. She took her brother's bendy tooth brush and rubbed it slowly against the peach soap. "He should have fresh breath tomorrow," she thought.

How many adjectives can you spot in this paragraph?

The tall girl brushed her silky hair. She had just removed the hairy spider her obnoxious brother had cunningly hidden between her small bottles of pink nail varnish. She sighed deeply. These stupid pranks would have to end soon. She took her brother's bendy tooth brush and rubbed it slowly against the peach soap. "He should have fresh breath tomorrow," she thought.

An adjectival phrase can be made by combining more than one adjective:

The rich chocolate melted in her mouth.
(adjective)

The rich and creamy chocolate melted in her mouth.
(adjectival phrase)

An adjectival phrase can give more detail about a noun. It can help to answer the questions:

- a) Which chocolate?
- b) What was the chocolate like?

eg She tasted the chocolate in the silver wrapper.

An adjectival phrase can come before or after a noun.

She tasted the chocolate which was melting fast.

She tasted the fast-melting chocolate.

Can you spot the adjectival phrases in these sentences?

- a) He realised she was very cruel.
- b) The boy with the blue sweater walked out.
- c) The man from Sheffield was innocent.
- d) The tight-lipped teacher ordered him out.

Can you spot the adjectival phrases in these sentences?

- a) He realised she was very cruel.
- b) The boy with the blue sweater walked out.
- c) The man from Sheffield was innocent.
- d) The tight-lipped teacher ordered him out.

Now write some of your own.

- a) He threw the ball.
- b) The girl walked right up to him.
- c) His mother had always disliked his writing.
- d) She hated this food.

Name _____ *Adjective Phrases*

Adding Phrases as Adjectives

A phrase is a group of related words used as a single part of speech.
A phrase can act as an adjective to describe a noun.

EXAMPLE: She wore a blue barrette in her hair.
She wore a barrette of blue in her hair.
The phrase "of blue" is used as an adjective.



DIRECTIONS: Underline each phrase used as an adjective.
Circle the noun it modified.

1. Walter was a scholar of extraordinary insight.
2. A book is a gift of lasting value.
3. The journey to Japan was very long.
4. We received advice of an odd sort.
5. The house across the street from me is the nicest in town.
6. Those shoes made of wood are uncomfortable.
7. That video that Sue made is outrageous.

Crazy Boxes - 12 x Multiplication Facts

Multiply the horizontal numbers with the vertical numbers and fill in the grid with the colours you've chosen.

Choose your colours:

12 =

24 =

36 =

48 =

60 =

72 =

84 =

96 =

108 =

120 =

132 =

144 =

x	12	12	9	9	11	11	10	10	12	12	12	12	10	10	8	8	7	7	12	12
12																				
12																				
2																				
2																				
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6																				
4																				
4																				
1																				
1																				
12																				
12																				

Formal Written Method of Short Division

3 Digit Numbers

$$670 \div 5 = 134$$

1	3	4
---	---	---

$$\begin{array}{r} 5 \overline{) 670} \\ \underline{5} \\ 17 \\ \underline{15} \\ 20 \\ \underline{20} \\ 0 \end{array}$$

How many 5s are there in 6?

How many are left over?

Great!

How many 5s are there in 17?

How many are left over?

How many 5s are there in 20?

$$145 \div 5 = 29$$

0	2	9
---	---	---

$$\begin{array}{r} 5 \overline{) 145} \\ \underline{5} \\ 14 \\ \underline{10} \\ 45 \\ \underline{45} \\ 0 \end{array}$$

How many 5s are there in 1?

Great!

How many are left over?

How many 5s are there in 14?

How many are left over?

How many 5s are there in 45?

$$362 \div 2 = 181$$

1	8	1
---	---	---

$$\begin{array}{r} 2 \overline{) 362} \\ \underline{2} \\ 16 \\ \underline{16} \\ 20 \\ \underline{20} \\ 0 \end{array}$$

How many 2s are there in 3?

Great!

How many are left over?

How many 2s are there in 16?

How many are left over?

How many 2s are there in 2?

$$608 \div 2 = 304$$

$$\begin{array}{r} 304 \\ 2 \overline{) 608} \\ \underline{6} \\ 0 \\ \underline{0} \\ 0 \\ \underline{0} \\ 0 \end{array}$$

How many 2s are there in 6?

Great!

How many are left over?

How many 2s are there in 0?

How many are left over?

How many 2s are there in 8?

$$512 \div 4 = 128$$

$$\begin{array}{r} 128 \\ 4 \overline{) 512} \\ \underline{4} \\ 1 \\ \underline{0} \\ 1 \\ \underline{0} \\ 1 \\ \underline{0} \\ 1 \end{array}$$

How many 4s are there in 5?

Great!

How many are left over?

How many 4s are there in 11?

How many are left over?

How many 4s are there in 32?

$$642 \div 3 = 214$$

$$\begin{array}{r} 214 \\ 3 \overline{) 642} \\ \underline{6} \\ 0 \\ \underline{0} \\ 0 \\ \underline{0} \\ 0 \end{array}$$

How many 3s are there in 6?

Great!

How many are left over?

How many 3s are there in 4?

How many are left over?

How many 3s are there in 12?

Division of 3-Digit Numbers

Aim: I can use a formal method of division.

1. $429 \div 3 =$

16. $592 \div 4 =$

2. $560 \div 4 =$

17. $684 \div 2 =$

3. $615 \div 5 =$

18. $328 \div 4 =$

4. $764 \div 4 =$

19. $648 \div 8 =$

5. $288 \div 3 =$

20. $684 \div 6 =$

6. $670 \div 5 =$

21. $954 \div 9 =$

7. $488 \div 2 =$

22. $637 \div 7 =$

8. $920 \div 4 =$

23. $678 \div 6 =$

9. $363 \div 3 =$

24. $665 \div 7 =$

10. $510 \div 5 =$

25. $945 \div 9 =$

11. $504 \div 4 =$

26. $864 \div 8 =$

12. $642 \div 6 =$

27. $574 \div 7 =$

13. $752 \div 8 =$

28. $708 \div 6 =$

14. $558 \div 6 =$

29. $936 \div 9 =$

15. $728 \div 8 =$

30. $623 \div 7 =$

Fundamental Movement Skills

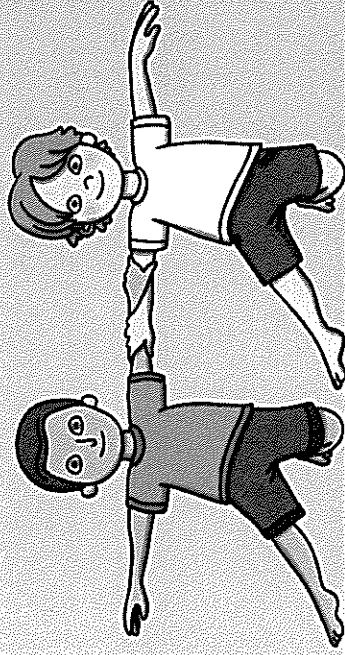
Activity Cards



Fundamental Movement Skills

2. Body Balance:

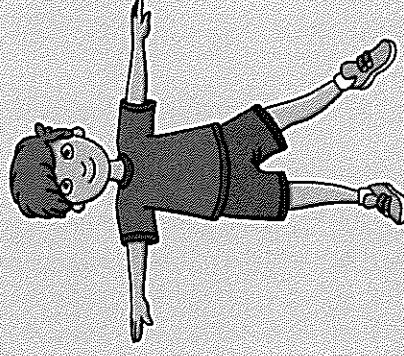
Try balancing in different ways. For example, one hand and one foot, two knees and your head, two elbows and one foot, one knee and one foot.



Fundamental Movement Skills

3. Galloping:

Gallop sideways around cones, changing the lead leg on each turn.



Fundamental Movement Skills

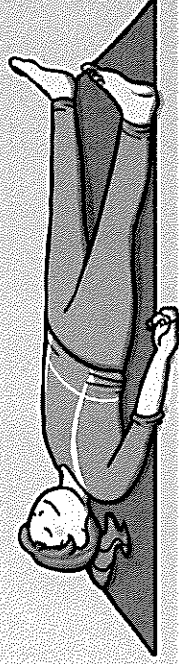
1. Bounce and Catch:

Bounce a tennis ball to your partner and catch with two hands.



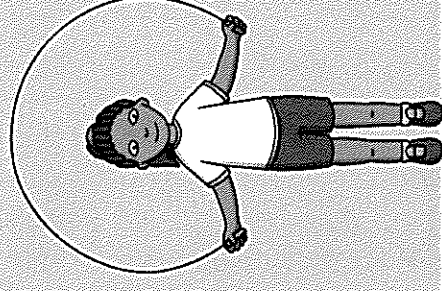
4. Eye Tracking:

Lie on a mat with your head under a ball suspended from a stocking tied to the roof. Keeping your head still, track the movement of the ball with your eyes only.



5. Skipping:

Use individual ropes to skip from one end to the other.



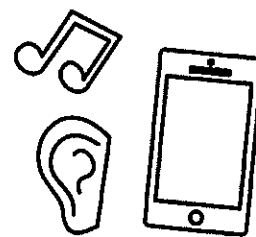
6. Soccer Kick:

Using the inside of your foot, aim a ball into the goals and kick. Swap kicking feet.



Friday

MP3 Players and Your Hearing



MP3 players are a great source of entertainment, but they are also the cause of serious _____ problems for young people today. Research has found that _____ people are more likely to play their music too loud, which can result in hearing _____ later in life.

Several factors combine to make these devices a _____ to your hearing. The ear pieces are designed to fit firmly in the listener's _____ canal, allowing outside noise to be _____. This means that the music is pumped _____ into the ear, potentially causing _____ damage. Another factor is the length of _____ that young people are spending listening to music on their MP3 players. Due to the long battery life and ability to load such a large number of songs, people can spend hours _____ to music that is being streamed directly into their ear _____.

Sound is measured using _____ (dB). People speaking normally in a conversation would generally be _____ at around 60dB. Busy city traffic could be measured at 85 dB, whilst a hairdryer is generally around 95dB. MP3 players at their _____ can range from 105dB to 130dB. That's about the same as a chainsaw or an ambulance siren. Worryingly, it's not only _____ exposure to this noise level that can cause damage, but as little as 30 seconds spent listening can cause permanent _____ to your hearing.

hearing	hazard	loss	young
time	directly	ear	eliminated
decibels	listening	permanent	drums
loudest	measured	prolonged	damage



Who? _____

Where? _____

What was the problem? _____

How was it solved? _____

End: _____

Using adjectival phrases to describe a noun Quiz

What is the adjectival phrase that is missing from the sentence?

The children _____ were very intelligent.

from the school

with stripy clothes

in the field

What is the adjectival phrase that is missing from the sentence?

I asked the man

who was talking on the phone.

in the green shirt.

on a bike.

What is the adjectival phrase that is missing from the sentence?

The woman _____ sat down.

jumping around

with brown hair

of the prize draw

What is the adjectival phrase that is missing from the sentence?

The cost of the house _____.

was way too high.

ran away.

that's made of brick.

What is the adjectival phrase that is missing from the sentence?

The bakery _____ sells cakes.

usually

who liked pastries

on the corner

What is the adjectival phrase that is missing from the sentence?

The car _____ is mine.

on the roof

in the garage

looking shiny

What is the adjectival phrase that is missing from the sentence?

The dog _____ ran home.

covered in mud

in a tree

who likes bones

THE END

Name: _____

Date: _____

Crazy Boxes - 4, 6, 7, 8 x Multiplication Facts

Multiply the horizontal numbers with the vertical numbers
and fill in the grid with the colours you've chosen.

Choose your colours:

1 to 10 = 11 to 20 = 21 to 30 = 31 to 40 = 41 to 50 = 51 to 60 =
61 to 70 = 71 to 80 = 81 to 90 = 91 to 100 =

x	1	2	3	5	4	6	7	8	9	10	10	9	8	7	6	4	5	3	2	1
4																				
4																				
11																				
6																				
6																				
12																				
7																				
7																				
12																				
8																				
8																				
12																				
7																				
7																				
12																				
6																				
6																				
11																				
4																				
4																				

Four Digit Division with Remainders

1. $8 \overline{)4593}$

2. $5 \overline{)3901}$

3. $3 \overline{)8288}$

4. $6 \overline{)1291}$

5. $9 \overline{)2210}$

6. $5 \overline{)8302}$

7. $4 \overline{)7401}$

8. $9 \overline{)3230}$

9. $5 \overline{)7774}$

10. $6 \overline{)8900}$

11. $12 \overline{)3891}$

12. $17 \overline{)5594}$

13. $24 \overline{)7589}$

14. $31 \overline{)8781}$

15. $38 \overline{)3289}$

16. $46 \overline{)4028}$

17. $16 \overline{)9482}$

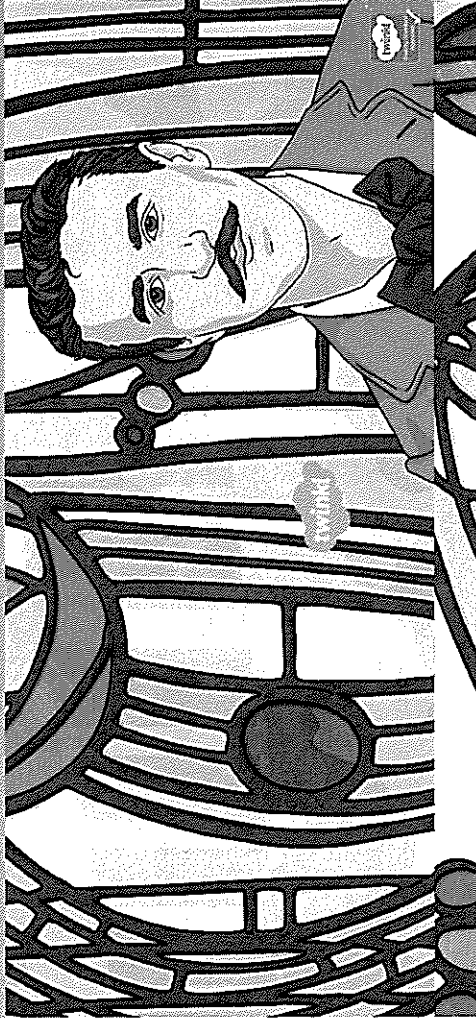
18. $56 \overline{)8492}$

19. $18 \overline{)2401}$

20. $44 \overline{)9991}$

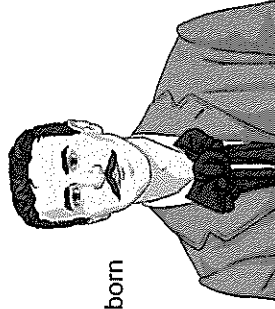


Charles Rennie Mackintosh

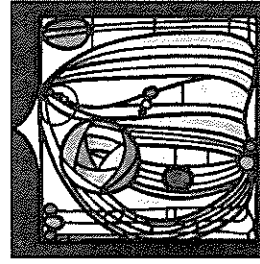


Charles Rennie Mackintosh

Charles Rennie Mackintosh was a Scottish architect, watercolourist and designer. He was born in Glasgow on 7th June 1868. His designs are instantly recognisable around the world. 2018, marked the anniversary of his 150th birthday.



Today, the Mackintosh-influenced rose design is hugely popular and can be found on anything from fabric, to home accessories, stained glass, bags and wallpaper, to furniture, jewellery and even food!



Aim

- I am learning about Charles Rennie Mackintosh and his iconic rose design.

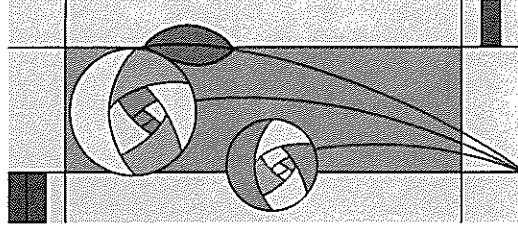
Success Criteria

- I can create a piece of artwork in the style of Charles Rennie Mackintosh.

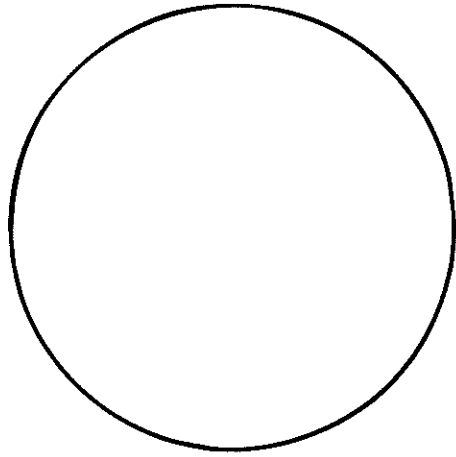
Charles Rennie Mackintosh

You will need:

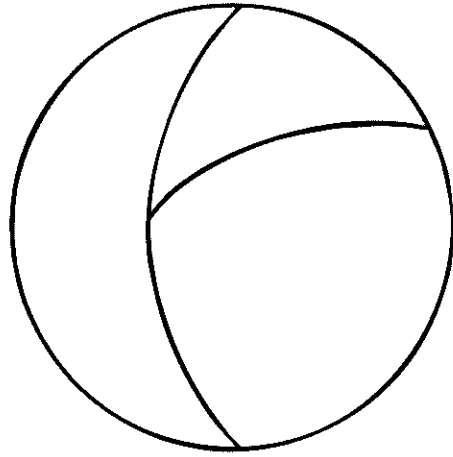
- A4 paper cut in half (portrait)
- A circle to trace
- Pencil
- Rubber
- Ruler
- Black pen (permanent if you are adding colour with watercolours)
- Materials for colouring (coloured pencils, pens or watercolours)



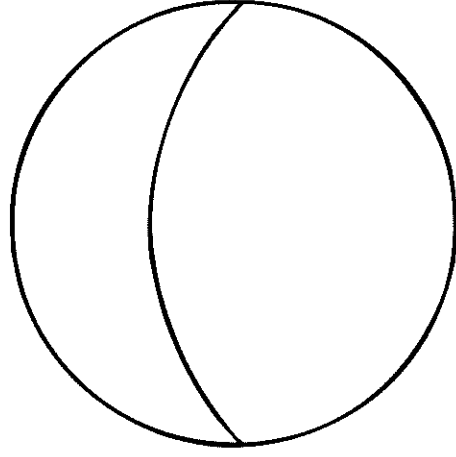
Trace a Circle



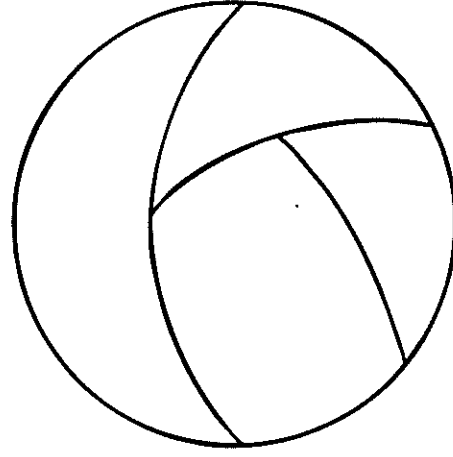
Draw a curved line, starting half way across the line you have drawn.



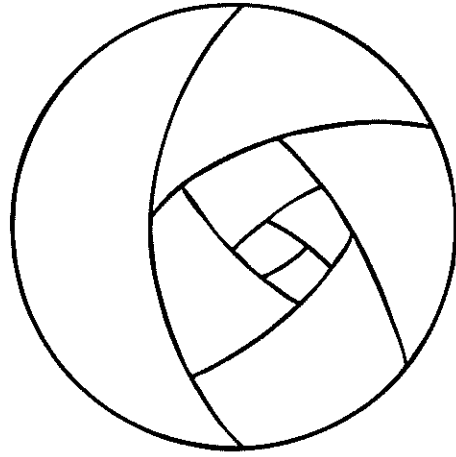
Draw a curved line across the circle.



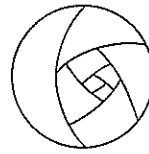
Draw another line half way across the line you have drawn.



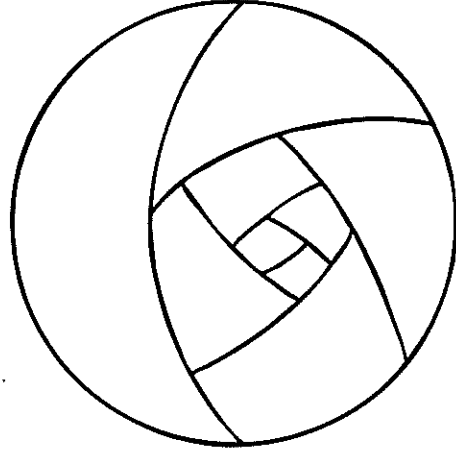
Continue drawing lines until you reach the centre.



Draw over the pencil lines with pen.



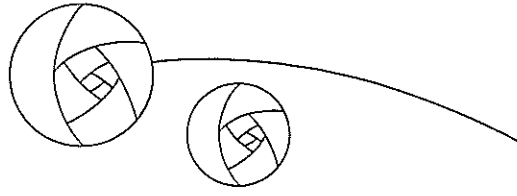
Continue drawing lines until you reach the centre.



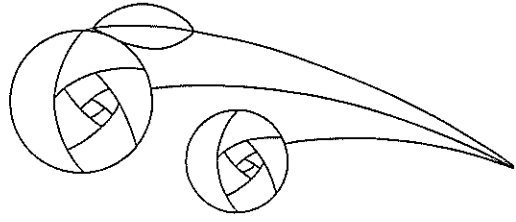
Draw a line for the stem.



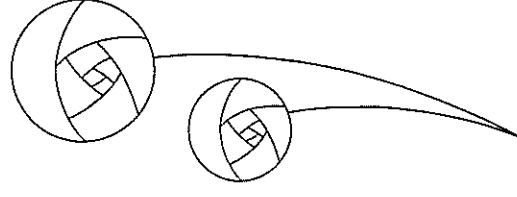
Draw a smaller circle. Draw a small rose.



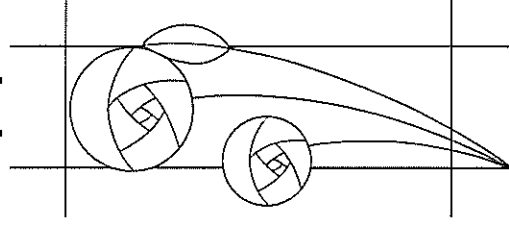
Draw another stem and add a leaf.



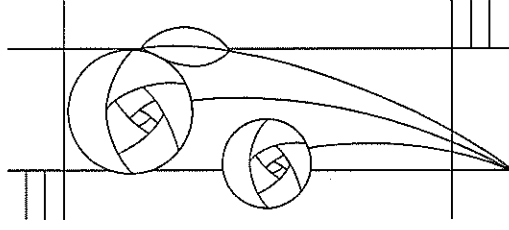
Draw a stem.



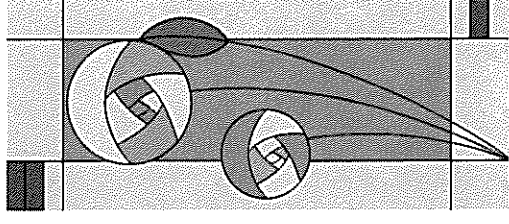
With a ruler, draw lines around the outside of the paper.



Draw lines in the corners.



Finally add colour to your design.



Well
done!

