



# Stafford State School

Independent Public School



Term 2

Week 5

## Year 3

# Home Learning

Learning Areas:

- English
- Mathematics
- HASS
- Science
- Health/PE
- Chinese
- Music
- Digital Technology
- Library

<p><b>Wellbeing Task</b></p>	<p>Colour Breathing - With another family member, lie or sit comfortably and close your eyes. Take three long slow breaths. When you are both calm take turns saying a colour out loud. When you hear the colour try to picture that colour in your mind. Imagine your body breathing that colour in and then blowing it out of your body (like an ocean wave rolling in and out of the beach) continue for three breaths before you say another colour. Continue for up to 5 minutes. How do you feel?</p>
<p><b>Morning English</b></p>	<p><u>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> <li>▪ Read the attached reading sheet, "Bulldog Ants". Be sure that when you read, you try to work out the intent of the text and understand what you are reading.</li> <li>▪ Before reading, think about what you already know about ants. Read the worksheet. Answer these questions:</li> </ul> <p><u>Lesson 2: Handwriting</u> Sheet 1 (attached) Just do the top half (green section) of the page.</p> <p><u>Lesson 3: Spelling</u> <u>Spell out loud ten list word from Unit 15. Study the instructions to work out the method to use, (attached)</u></p> <ul style="list-style-type: none"> <li>▪ Complete Monday Sheet 1 - Soundwaves Unit 15 (Left side only) If you have your textbook, do the activity in the book.</li> </ul> <p><u>Lesson 4</u> If you're finished you can try the crossword puzzle.</p>
<p><b>Break</b></p>	
<p><b>Middle Maths</b></p>	<p><u>Lesson 5: Quick Facts</u> Use last week's timestable chart (or your own) to write out the 3x table, read and learn. Then....If you have access to a computer, <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> Try Level 2 (first) in multiplication, select x3 to 10, giving yourself 10 seconds for each question (you can try harder, if you get 100% correct) If you do not have a computer, see attached worksheet</p> <p><u>Lesson 6: Multiplication problems and Signpost Unit 15.1</u></p> <ul style="list-style-type: none"> <li>• Use the array models to help you work out the problems by counting the number of blocks in each row, then the number in each column and multiplying them together, fill in the blanks then check your answer by counting all the blocks in the array model.</li> <li>• Fill in and complete the targets for the 3x table facts. In each activity, the first one has been done for you.</li> <li>• Complete Column 15.1 in Signpost maths</li> </ul> <p><u>Lesson 7: Athletics</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 - 20 minutes doing some tasks on Athletics</li> </ul>
<p><b>Break</b></p>	

**Afternoon**

**Science.**



Science Week 3  
Lesson 1.docx



Science Week 3  
Lesson 2.docx



powerpoint.pptx

This is a pretty big project.

If you are doing a good  
job, it will keep you busy  
until you come back to  
school!

**THIS IS CONTINUING FROM LAST WEEK**

**Make sure you have checked your work and shown it to your carer.**

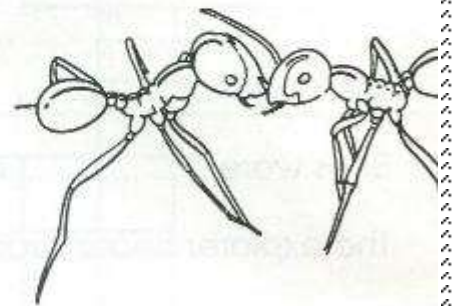
## Monday Lesson 1: Read and Complete

### Set 50

### Bulldog Ants (Spelling in Context)

Bulldog ants live in Australia. Some people call them bullants for short. They have been given their name because they have very strong jaws like a bulldog. These ants are powerful for they can lift things that are much heavier than themselves. Not only can they bite with their jaws or pincers, but these ants have a sharp stinger at the rear of their bodies. The stinger is very like a needle that is used by a doctor. An ant is able to inject a kind of acid into the skin of a victim. The sting becomes extremely painful and swells into a large lump.

Bullants are easily recognised because they are larger than most other ants. They make nests under stones or fallen logs. Sometimes they make a mound on the ground, and you can see them scurrying around. These ants are hunters and do not fear other insects that are larger than themselves. They work together and attack like soldiers. One kind of bullant is the 'jumper'. If anything comes near its nest, it jumps out with its jaws snapping. Beware of this ant if you are on a picnic!



- (1) Bullants are named after an animal called a .....
- (2) Bullants have very powerful jaws or .....
- (3) The stinger is rather like a doctor's .....
- (4) Bullants make nests under logs and .....
- (5) Being larger than other ants, bullants are easily .....
- (6) These ants are hunters and act like ..... when attacking.

Write each word that means:

- |                      |                      |
|----------------------|----------------------|
| (7) strong .....     | (8) more heavy ..... |
| (9) back .....       | (10) put in .....    |
| (11) watch out ..... | (12) rushing .....   |

Monday Lesson 2: Handwriting

jugs



Lift after Clockwise Finishers  
—j, g, z

Any letter that finishes flat doesn't join.

Trace and write.

jet game zip jaw glue gap

zap jam page jar edge buzz

jelly gym size jump fizzy

jeep pizza jazz bigger puzzle

Slope.

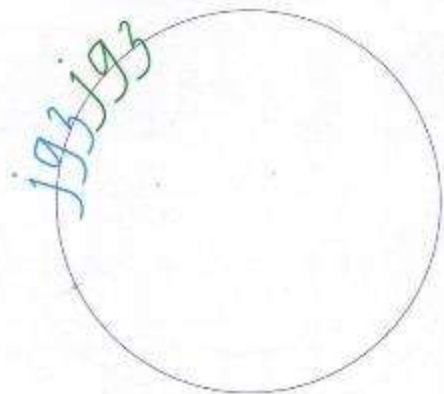
The trio of lions

yawned lazily.

What letters or joins do you need to practise?

Circle your best word.

Complete the circus ring using colours. Draw a trained dog act.



Date / /

## Lesson 3: Soundwaves

# Roll and Spell

**\*\* OUT LOUD EDITION \*\***

Roll the die. Spell your next spelling word according to the matching die. Say your word out loud when you finish.



Spell the word in your Grumpy Teacher Voice.



Spell the word in your Baby Voice.



Spell the word in your Robot Voice.



Spell the word in your Monster Voice.



Spell the word in your Alien Voice.



Spell the word in your Opera Voice.

Start at the top of your list. Roll the die. Spell the word out loud in the voice indicated. Do ten words today. Do the other words tomorrow.



### List Words

- feet \_\_\_\_\_
- feel \_\_\_\_\_
- each \_\_\_\_\_
- seat \_\_\_\_\_
- easy \_\_\_\_\_
- please \_\_\_\_\_
- beach \_\_\_\_\_
- green \_\_\_\_\_
- sleep \_\_\_\_\_
- street \_\_\_\_\_
- pony \_\_\_\_\_
- money \_\_\_\_\_
- key \_\_\_\_\_
- eighteen \_\_\_\_\_
- eighty \_\_\_\_\_
- nineteen \_\_\_\_\_
- babies \_\_\_\_\_
- people \_\_\_\_\_
- leave \_\_\_\_\_
- Easter \_\_\_\_\_
- litre \_\_\_\_\_
- metre \_\_\_\_\_
- weekend \_\_\_\_\_
- season \_\_\_\_\_
- finally \_\_\_\_\_

### Grapheme Chart

letters	words

1 Circle the letters that represent **ee e ea y ey** in the List Words.

2 Write any other letters that can represent **ee e ea y ey** on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Colour the letter **e** if it represents **ee e ea y ey** in the word.

egg   emu   metre   litre   ever   even   video   voice   equal

5 Finish the words with **ee** or **ea**. Write the words you have made on the beehive.

My f\_\_t are too big for these shoes.

I was tired so I went to sl\_\_p.

May I pl\_\_se have some more?

My favourite colour is gr\_\_n.

\_\_ch of us has some money.

We drove down the str\_\_t.

Eight people sat on the s\_\_t.

I do not f\_\_l very well.

It is time for us to l\_\_ve.

On the w\_\_kend we went for a swim at the b\_\_ch.



6 Write **y** or **ey** to represent **ee e ea y ey**.

★ The words in Activities 7 and 8 will help you.

The funn\_\_ bunn\_\_ bought hon\_\_ with his mon\_\_.

The craz\_\_ monk\_\_ finall\_\_ gave us the k\_\_.

The sill\_\_ turk\_\_ told us a stor\_\_ about a pon\_\_.



## Multiplying By 3 (A)

Find each product.

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

## Learning Multiplication with Arrays

For each problem, write the number of rows and columns, and then write out a multiplication equation to describe the array.



2 rows

5 columns

$2 \times 5 = 10$  ✓



\_\_\_ rows

\_\_\_ columns

\_\_\_ x \_\_\_ = \_\_\_



\_\_\_ rows

\_\_\_ columns

\_\_\_ x \_\_\_ = \_\_\_



\_\_\_ rows

\_\_\_ columns

\_\_\_ x \_\_\_ = \_\_\_

# Learning Multiplication with Arrays

For each problem, write the number of rows and columns, and then write out a multiplication equation to describe the array.

5)



\_\_\_ rows

\_\_\_ columns

\_\_\_ x \_\_\_ = \_\_\_

6)



\_\_\_ rows

\_\_\_ columns

\_\_\_ x \_\_\_ = \_\_\_

7)



\_\_\_ rows

\_\_\_ columns

\_\_\_ x \_\_\_ = \_\_\_

8)



\_\_\_ rows

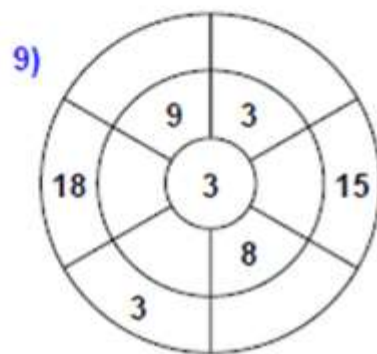
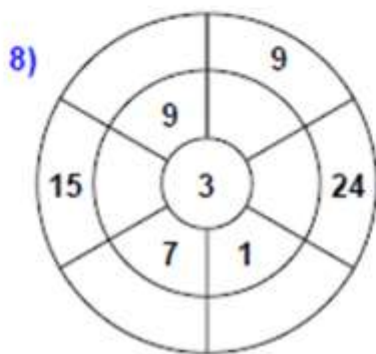
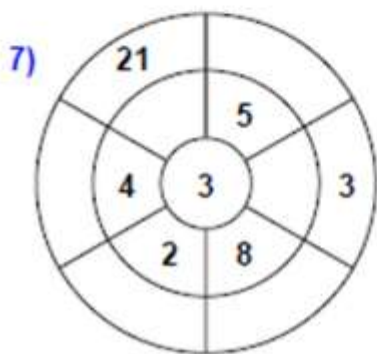
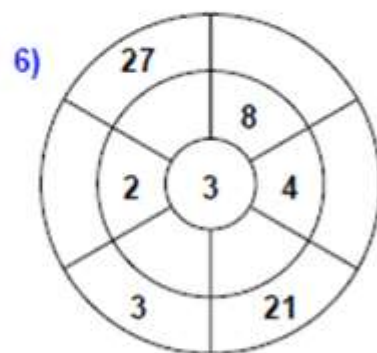
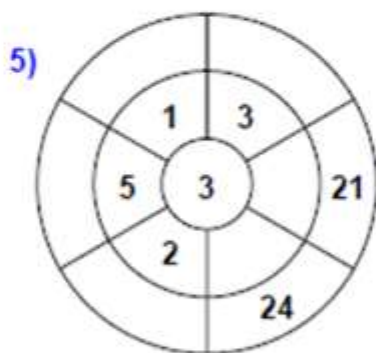
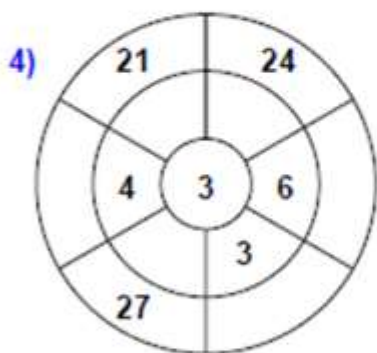
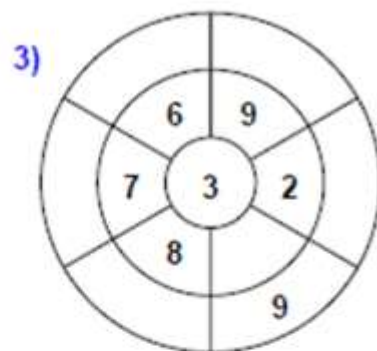
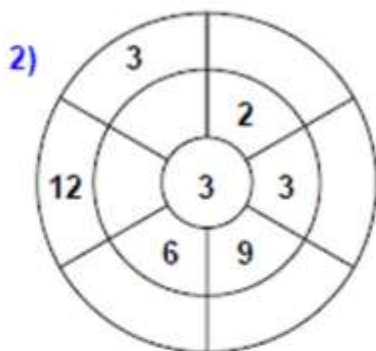
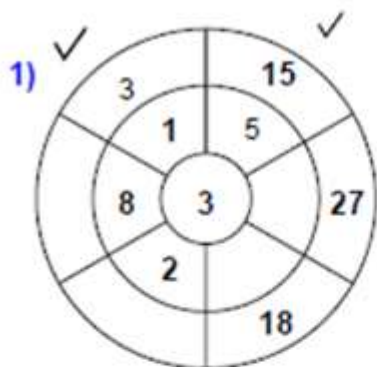
\_\_\_ columns


\_\_\_ x \_\_\_ = \_\_\_

# Multiplication: 3x table targets

## 3 Times Table - Target Circles

Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.



<b>Wellbeing Task</b>	Use the <b>Yoga Poses For Kids</b> cards - Put them in an order and make your own yoga sequence (you can repeat poses if you like). Make up a story in your head to go with the poses as you do them.
<b>Morning English</b>	<p><u>Lesson 1: Spelling</u></p> <ul style="list-style-type: none"> <li>Practise the next ten words using the crazy voices!</li> </ul> <p><u>Lesson 2: Grammar Activity DAY ONE</u></p> <ul style="list-style-type: none"> <li>Remember what you know about Proper Nouns. They start with a capital letter. <b>Place names are Proper Nouns</b> e.g. Brisbane, Stafford, The Great Barrier Reef.                     <ul style="list-style-type: none"> <li>Start filling in the Australian Place Name sheet. Fill in six places each day until finished. Spelling matters. Neatness matters.</li> <li>You may need an atlas or the internet to find lots of places.</li> </ul> </li> </ul> <p><u>Lesson 3: Daily Writing</u></p> <ul style="list-style-type: none"> <li>Look at the sheets attached.</li> <li>Answer the relevant questions.</li> </ul> <p><u>Lesson 4: English</u></p> <p>Read and relax!! Children on the internet should watch...  <a href="#">Coat of Many Colours</a></p> 
<b>Break</b>	
<b>Middle Maths</b>	<p><u>Lesson 5: Quick Facts</u></p> <p>If you have access to a computer,  <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a>          Choose Level 2 (first), choose multiplication then choose x3 tables up to 10 giving yourself 10 seconds for each question (you can try harder questions or in less time, if you get 100% correct)          If you do not have a computer, work on attached warm up worksheet by reading and saying out aloud the 3x table given. Then fill in the blanks in the 2<sup>nd</sup> and 3<sup>rd</sup> column and finally write it out in full in the last column.</p> <p><u>Lesson 6: Shape and Signpost Unit 15.2</u></p> <p>In the resource there is a net for a cube. First cut out the net, along the solid lines...be sure NOT to cut the dotted lines, these are for the folds. Make sure you cut around the flaps (shaded areas).          Next, study your net and try to work out how many faces your cube will have, how many edges and how many corners (vertices) it will have.          Then, before you start folding and glueing, decorate your cube with some nice colours and patterns....and don't forget to add in your name.          Now that your net is looking bright and colourful, begin to make folds along the dotted lines (including the flaps), then fold it back out. Now put a thin covering of glue on each of the flaps and very carefully begin to fold into a cube shape, making sure you attached and press the glued flaps to the underside of each face it meets with. Be sure to do this bit by bit and very carefully. Now Leave to set.          Once it has dried, you can inspect your wonderful cube to check exactly how many faces, edges and vertices (corners) it has.</p> <p><u>Lesson 7: Mathletics</u></p> <ul style="list-style-type: none"> <li>Spend 15 - 20 minutes doing some tasks on Mathletics</li> </ul>
<b>Break</b>	

**Afternoon**

Lesson 8:

Read and complete the attached sheets; 'The Australian National Flag' and 'Indigenous Australian Flags'

**Hass**

The following websites will help:

<https://www.naidoc.org.au/about/indigenous-australian-flags>

[https://kids.kiddle.co/Flag\\_of\\_Australia](https://kids.kiddle.co/Flag_of_Australia)

**Make sure you have checked your work and shown it to your carer.**








# Australian ABC



List and draw  
Australian places.



Aa

Bb 	Cc	Dd	Ee	Ff
Gg	Hh 	Ii	Jj	Kk 
Ll	Mm	Nn	Oo 	Pp 
Qq	Rr	Ss	Tt 	Uu 
Vv	Ww	Xx Xantippe	Yy	Zz

Where is Xantippe? Search the internet to find the answer.

Teach **THIS**

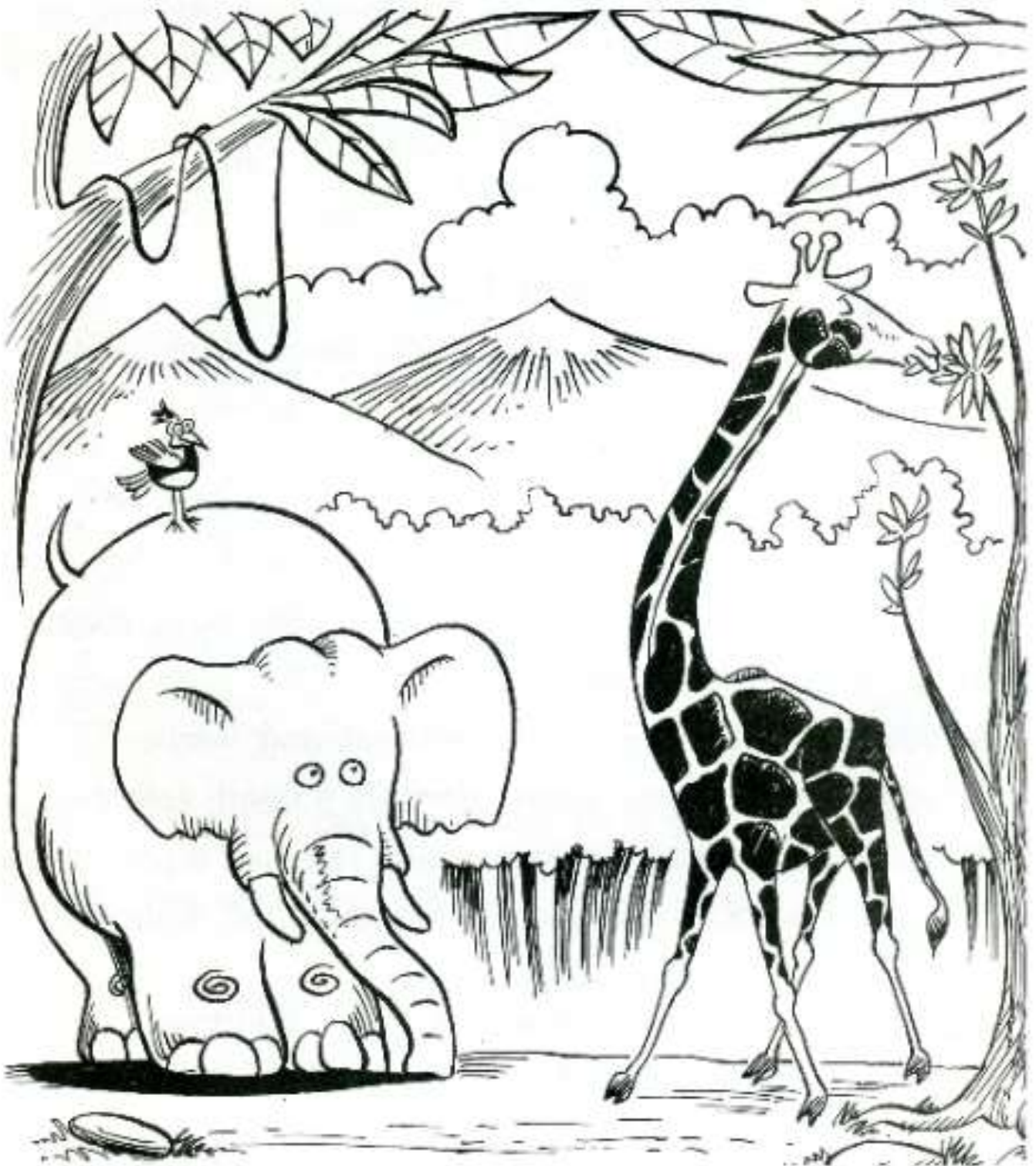


Lesson 3 Daily Writing

#Capital letters #Full Stops

#Cursive Writing

Look carefully at the picture below. Then follow the instructions on the next page.



Now answer the following questions. Write your answers on the lines provided.

What animals are in the picture? Where are they?

---

---

How are the elephant and the giraffe alike? \_\_\_\_\_

---

---

How are the elephant and the giraffe different? \_\_\_\_\_

---

---

What do giraffes eat? How do you know? \_\_\_\_\_

---

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If you could have one of these animals as a pet in your home, which one would you have? Where would it sleep?

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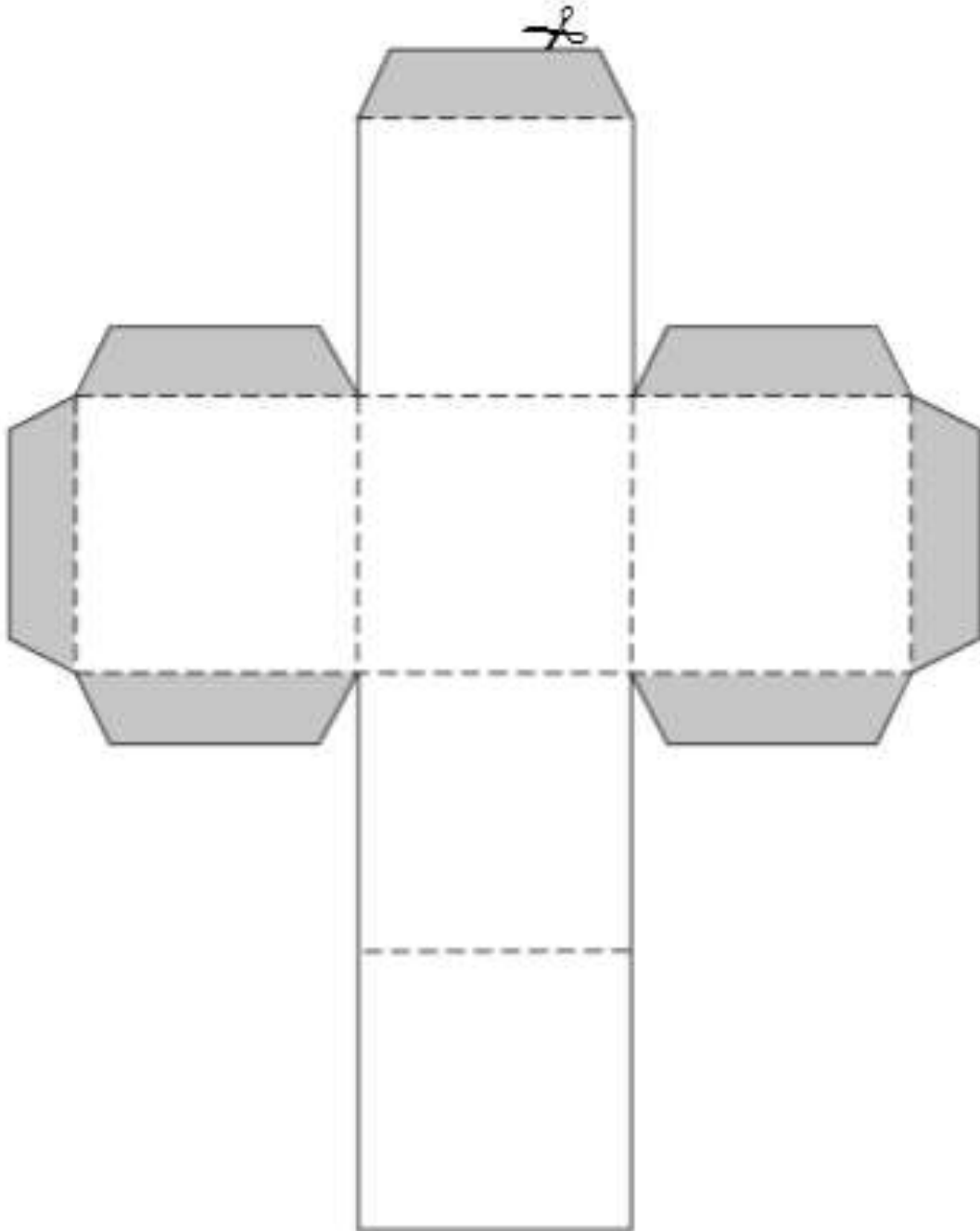
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**Tuesday Wk 3 Lesson 5: Warm up**

<b><math>3 \times 0 = 0</math></b>	<b><math>3 \times 0 = \underline{\quad}</math></b>	<b><math>3 \times 0 = \underline{\quad}</math></b>	
<b><math>3 \times 1 = 3</math></b>	<b><math>3 \times 1 = \underline{\quad}</math></b>	<b><math>3 \times 1 = \underline{\quad}</math></b>	
<b><math>3 \times 2 = 6</math></b>	<b><math>3 \times 2 = \underline{\quad}</math></b>	<b><math>3 \times 2 = \underline{\quad}</math></b>	
<b><math>3 \times 3 = 9</math></b>	<b><math>3 \times 3 = \underline{\quad}</math></b>	<b><math>3 \times 3 = \underline{\quad}</math></b>	
<b><math>3 \times 4 = 12</math></b>	<b><math>3 \times 4 = \underline{\quad}</math></b>	<b><math>3 \times 4 = \underline{\quad}</math></b>	
<b><math>3 \times 5 = 15</math></b>	<b><math>3 \times 5 = \underline{\quad}</math></b>	<b><math>3 \times 5 = \underline{\quad}</math></b>	
<b><math>3 \times 6 = 18</math></b>	<b><math>3 \times 6 = \underline{\quad}</math></b>	<b><math>3 \times 6 = \underline{\quad}</math></b>	
<b><math>3 \times 7 = 21</math></b>	<b><math>3 \times 7 = \underline{\quad}</math></b>	<b><math>3 \times 7 = \underline{\quad}</math></b>	
<b><math>3 \times 8 = 24</math></b>	<b><math>3 \times 8 = \underline{\quad}</math></b>	<b><math>3 \times 8 = \underline{\quad}</math></b>	
<b><math>3 \times 9 = 27</math></b>	<b><math>3 \times 9 = \underline{\quad}</math></b>	<b><math>3 \times 9 = \underline{\quad}</math></b>	
<b><math>3 \times 10 = 30</math></b>	<b><math>3 \times 10 = \underline{\quad}</math></b>	<b><math>3 \times 10 = \underline{\quad}</math></b>	

# Cube



# The Australian National Flag

- When Australia became a nation in 1901, a flag was needed to represent the new nation. Read about what each of the parts mean and colour it.

<p><b>Key</b> b - blue r - red</p>	<p>The Union Jack reminds us of our history with the United Kingdom.</p>	
<p>The Federation Star has seven points: six to represent the states and one for the two territories.</p>		
<p>The Southern Cross can only be seen in the Southern Hemisphere. It reminds us of our location.</p>		

- Each of the dates below matches a piece of information about the history of the Australian National Flag. Cut out the boxes. Use the internet and other sources to create a time line on a separate sheet of paper.

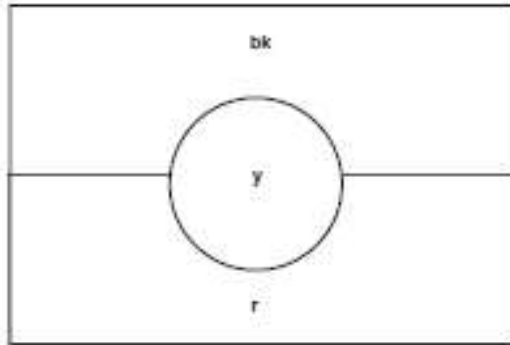
early 1901	1901: 3 September	1903	1908
1953	1998: March	1998: 3 September	
A seventh point is added to the Federation Star to represent the six states and two territories.	Prime Minister Barton announces an international competition to design a flag.	The first Australian National Flag Day is observed.	King Edward officially approves two versions of the flag of Australia—the Commonwealth Blue Ensign—and the merchant navy flag—the Commonwealth Red Ensign.
An Australian National Flag is flown for the first time from the Exhibition Building in Melbourne.	The <i>Flags Act</i> is amended to state that the Australian National Flag can only be changed with the agreement of the Australian people.		The <i>Flags Act</i> is passed to state that the Commonwealth Blue Ensign is the National Australian Flag and the Australian Red Ensign is to be used for Australian merchant ships.

# Indigenous Australian flags

**Key**  
 b - blue    g - green  
 r - red     y - yellow  
 bk - black

- Follow the key to colour the Australian Aboriginal flag and Torres Strait Islander flag.
- Use the words below to complete the information about what the different parts mean.

## Australian Aboriginal flag



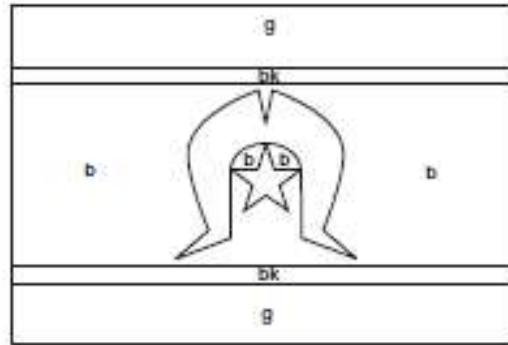
Black represents the Aboriginal \_\_\_\_\_<sup>1</sup>.

Red stands for the \_\_\_\_\_<sup>2</sup> and the colour of ochre which is used in ceremonies. It also represents the \_\_\_\_\_<sup>3</sup> shed in defence of their land.

The yellow circle represents the \_\_\_\_\_<sup>4</sup>, the giver of \_\_\_\_\_<sup>5</sup>.

sun            people            blood  
 earth            life

## Torres Strait Islander flag



The green strips represent the \_\_\_\_\_<sup>6</sup>.

The blue strip represents the \_\_\_\_\_<sup>7</sup>.

The black lines represent the Torres Strait Islander \_\_\_\_\_<sup>8</sup>.

The white dhari (dancer's headdress) in the \_\_\_\_\_<sup>9</sup> is a symbol for all Torres Strait Islanders.

The five-pointed star is an important symbol in navigating the sea. The points stand for the \_\_\_\_\_<sup>10</sup> island groups.

five    sea    people    middle    land

### FACT FILE

The Australian Aboriginal flag was first flown in July 1971 in Adelaide and the Torres Strait Islander flag in May 1992 at a cultural festival in the islands.

<b>Wellbeing Task</b>	Draw a heart or picture on a piece of paper and hide it somewhere in your home. Write a special message on the paper such as you make me feel special. Make a treasure map for someone else in your home to find the picture. When they find the picture give them a big cuddle for up to 30seconds!
<b>Morning English</b>	<p><u>Lesson 1: Reading</u></p> <ul style="list-style-type: none"> <li>▪ Read through today's text about The Blue Whale.             <ul style="list-style-type: none"> <li>• Read through the activities in the right side column.</li> <li>• Complete the tasks carefully.</li> </ul> </li> </ul> <p>Ask your carer to check it with you and listen to their advice!</p> <p><u>Lesson 2: Spelling</u></p> <p>Finish rolling the die and using your crazy voices to complete the list.</p> <p><u>Lesson 3:</u></p> <p>Add more place name Proper Nouns to your worksheet.</p>
<b>Break</b>	
<b>Middle Maths</b>	<p><u>Lesson 4: Warm Ups</u></p> <ul style="list-style-type: none"> <li>▪ If you have access to a computer, <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></li> </ul> <p>Choose Level 2 (first), choose multiplication then choose x3 tables up to 10 giving yourself 10 seconds for each question. Try and do it in less time than yesterday (you can try harder or in less time, if you get 100% correct)</p> <p>If you do not have a computer, work on the attached worksheet and you can use the timestable chart included to check or if you need help.</p> <p><u>Lesson 5: Addition and Subtraction Facts</u></p> <ul style="list-style-type: none"> <li>▪ For revision of addition and subtraction facts, read and complete the sheet attached</li> </ul> <p><u>Lesson 6: Athletics and Signpost Unit 15.3</u></p> <ul style="list-style-type: none"> <li>▪ Spend 15 - 20 minutes doing some tasks on Athletics</li> </ul>
<b>Break</b>	
<b>Afternoon Chinese</b>	<ul style="list-style-type: none"> <li>• Refer to Chinese sheet</li> </ul>

**Make sure you have checked your work and shown it to your carer.**

# The blue whale

Editing skills

## Read the report.

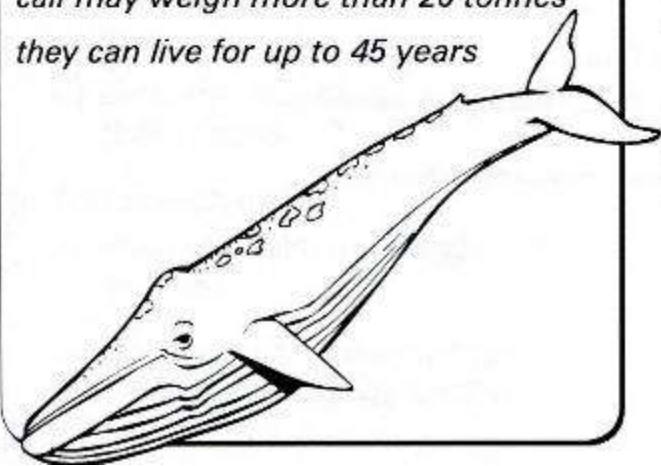
*the largest animals ever to have been on the earth are still living today*

*the blue (wail/whale) is much bigger than the largest dinosaurs (one/won) blue whale measured nearly 34 metres and weighed more than 220 tonnes*

*everything about the blue whale is big even its tongue may (way/weigh) up to (four/for) tonnes they also call to each other in big voices which can be heard over 800 kilometres away they are easily the loudest living creatures*

*because they are mammals, blue whales breathe air this means they must come to the (surface/service) of the ocean to (breath/breathe) the 'waterspout' a whale blows out is not really water at all—it is hot (breathe/breath) and water vapour*

*mothers feed their young on milk by the time they are a year old, the young calf may weigh more than 20 tonnes they can live for up to 45 years*



## 1 Punctuation

- (a) The report needs 13 capital letters, 10 full stops and 3 exclamation marks. Circle the commas.
- (b) How many commas are there? \_\_\_\_\_

## 2 Spelling

- (a) Circle the correct word in each bracket.

*When changing words ending in 'y', change the 'y' to 'i' and add the new ending; e.g. grumpy, grumpier, grumpiest.*

- (b) Make the -er and -est endings for the following adjectives.

(i) funny \_\_\_\_\_

(ii) sunny \_\_\_\_\_

## 3 Grammar

*When adjectives are used to compare different things, endings often change; e.g. large, larger, largest.*

- (a) Fill in the gaps in the table.

describes itself	compares with one other	compares with many others
<i>big</i>	<i>bigger</i>	
<i>loud</i>		<i>loudest</i>
<i>strange</i>		

*Collective nouns are the names given to particular groups.*

- (b) Match each collective noun with the right animals.

- |            |   |          |
|------------|---|----------|
| a pod of   | • | • whales |
| a herd of  | • | • sheep  |
| a flock of | • | • lions  |
| a pride of | • | • cattle |

Find each product.

$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$$

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

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$



# NA8 Addition and subtraction facts

By now you should know addition and subtraction facts quite well. You need to know them so you can give answers quickly and accurately. Listed below are some strategies for learning addition and subtraction facts.



### Addition strategies

Turnarounds  $5 + 4 = 9$   
 $4 + 5 = 9$

Doubles  $7 + 7 = 14$   
 $8 + 8 = 16$

Tens  $6 + 4 = 10$   
 $3 + 7 = 10$

Count ons  $4 + 1 = 5$   
 $4 + 2 = 6$

Near doubles  $7 + 8 = 15$   
 $6 + 5 = 11$

Near tens  $7 + 4 = 11$   
 $9 + 2 = 11$

### Subtraction strategies

Count ons  $5 - 4 = 1$   
 $8 - 6 = 2$

Doubles  $14 - 7 = 7$   
 $16 - 8 = 8$

Zeros  $4 - 4 = 0$   
 $4 - 0 = 4$

Count backs  $7 - 1 = 6$   
 $9 - 2 = 7$

Near doubles  $15 - 7 = 8$   
 $11 - 6 = 5$

Tens  $10 - 7 = 3$   
 $11 - 9 = 2$

### Try this

1 Complete these addition and subtraction facts.

a  $4 + 4 = \square$

b  $5 + 1 = \square$

c  $7 + 2 = \square$

d  $3 + 2 = \square$

e  $6 + 6 = \square$

f  $8 - 2 = \square$

g  $9 - 4 = \square$

h  $7 - 6 = \square$

i  $1 - 0 = \square$

j  $\begin{array}{r} 8 \\ + 4 \\ \hline \square \end{array}$

k  $\begin{array}{r} 0 \\ + 9 \\ \hline \square \end{array}$

l  $\begin{array}{r} 7 \\ + 3 \\ \hline \square \end{array}$

m  $\begin{array}{r} 2 \\ + 5 \\ \hline \square \end{array}$

n  $\begin{array}{r} 7 \\ + 8 \\ \hline \square \end{array}$

o  $\begin{array}{r} 10 \\ - 5 \\ \hline \square \end{array}$

p  $\begin{array}{r} 14 \\ - 4 \\ \hline \square \end{array}$

q  $\begin{array}{r} 18 \\ - 9 \\ \hline \square \end{array}$

r  $\begin{array}{r} 15 \\ - 6 \\ \hline \square \end{array}$

s  $\begin{array}{r} 11 \\ - 7 \\ \hline \square \end{array}$

Les Stewart has a world record. After 16 years and seven months at the typewriter, Les typed every number from one to one million, in words not numbers, on his manual machine. Which country is Les Stewart from?



- 2 To find out, complete the dot-to-dot below. You will have to work out the addition and subtraction facts to find the correct order to connect the dots.

$18 + 8$   
 $30 - 8$   $19 + 4$   
 $20 - 1$   $11 + 10$   $17 + 7$   
 $22 - 4$   $22 - 2$   $26 - 1$   $20 + 7$   
 $8 + 8$   $10 + 7$   $9 - 8$   
 $21 - 6$   $7 + 2$   $11 - 3$   $6 - 4$   
 $9 + 5$   $12 - 6$   
 $6 + 7$   $19 - 9$   $3 + 4$   $1 + 4$   
 $20 - 8$   $5 + 6$   $2 + 2$   $10 - 7$

- 3 Write all of the addition doubles facts up to  $9 + 9$ .

$\begin{array}{r} 1 \\ + 1 \\ \hline 2 \end{array}$	$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$
---	---

- 4 Write all of the subtraction doubles facts up to  $18 - 9$ .

$\begin{array}{r} 2 \\ - 1 \\ \hline 1 \end{array}$	$\begin{array}{r} 4 \\ - 2 \\ \hline 2 \end{array}$
---	---

**★ Challenge**

**Fact families:** Every pair of addition facts is related to a pair of subtraction facts. Colour each set of 4 facts alike.

$\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$	$\begin{array}{r} 8 \\ - 7 \\ \hline 1 \end{array}$	$\begin{array}{r} 7 \\ + 1 \\ \hline 8 \end{array}$	$\begin{array}{r} 5 \\ - 2 \\ \hline 3 \end{array}$	$\begin{array}{r} 1 \\ + 7 \\ \hline 8 \end{array}$	$\begin{array}{r} 9 \\ - 0 \\ \hline 9 \end{array}$	$\begin{array}{r} 0 \\ + 9 \\ \hline 9 \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$	$\begin{array}{r} 9 \\ + 0 \\ \hline 9 \end{array}$	$\begin{array}{r} 5 \\ - 3 \\ \hline 2 \end{array}$	$\begin{array}{r} 8 \\ - 1 \\ \hline 7 \end{array}$	$\begin{array}{r} 9 \\ - 9 \\ \hline 0 \end{array}$
---	---	---	---	---	---	---	---	---	---	---	---

<p><b>Wellbeing Task</b></p>	<p>Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. What new tricks can you learn this week?</p>
<p><b>Morning</b> <b>English</b></p>	<p><u>Lesson 1: Spelling</u></p> <ul style="list-style-type: none"> <li>Complete the second page of Unit 15</li> </ul> <p><u>Lesson 2: Daily Writing</u> Write a sentence beginning with 'because' e.g. Because I was exhausted, I collapsed on the grass and sucked in great gulps of air.</p> <p><u>Lesson 3: Grammar</u> Add some more places to your Proper Nouns grid.</p> <p><u>Fast Finishers</u></p> <p><b>Make sure you have checked your work and shown it to your carer.</b></p> <ul style="list-style-type: none"> <li>Have a rest</li> <li>Try today's Wordsearch.</li> </ul>
<p><b>Break</b></p>	
<p><b>Middle</b> <b>Maths</b></p>	<p><u>Lesson 5: Warm Ups</u></p> <ul style="list-style-type: none"> <li>Complete the attached addition and subtraction worksheet</li> </ul> <p><u>Lesson 6: Chance</u> For this lesson, you will need a coin and the attached sheet called 'Chance - likelihood'</p> <ul style="list-style-type: none"> <li></li> </ul> <p><u>Lesson 7: Athletics and Signpost 15.4</u></p> <ul style="list-style-type: none"> <li>Spend 15 - 20 minutes doing some tasks on Athletics</li> </ul>
<p><b>Break</b></p>	
<p><b>Afternoon</b></p>	<p>Find 10 different shaped leaves in the garden</p>

# Thursday

## Lesson One

7 Rewrite these words adding **s** to each one.

✚ To add **s** to words ending in a consonant and **y**, we usually change the **y** to **i** and add **es**.

party parties      baby \_\_\_\_\_      lady \_\_\_\_\_  
family \_\_\_\_\_      story \_\_\_\_\_      bunny \_\_\_\_\_

8 Rewrite these words adding **s** to each one.

✚ If a word ends with a vowel and **y**, we usually just add **s**.

key \_\_\_\_\_      monkey \_\_\_\_\_  
donkey \_\_\_\_\_      turkey \_\_\_\_\_



9 Finish each sentence with either **litres** or **metres**.

I drank two \_\_\_\_\_ of water. The people ran eighty \_\_\_\_\_.  
This seat is two \_\_\_\_\_ long. We needed eight \_\_\_\_\_ of paint.

10 Finish each sentence with the correct word.

Eight and ten are \_\_\_\_\_.      Nine and ten are \_\_\_\_\_.  
Eight tens are \_\_\_\_\_.      Nine tens are \_\_\_\_\_.

11 Count the sounds in these words. Write the letter or letters for each sound in a separate box.

Solve the riddle by writing the letters from the shaded boxes in the boxes with matching numbers.

happy	7				Easter		2				
leave	3				street				4		
pony	5			6	babies		1				
money		8		10	season					9	
beach	11				weekend		12				

Who is in the beehive?

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

## Challenge

Rearrange the letters in each word to make as many words as possible. Use all letters in each word.

seat

meal

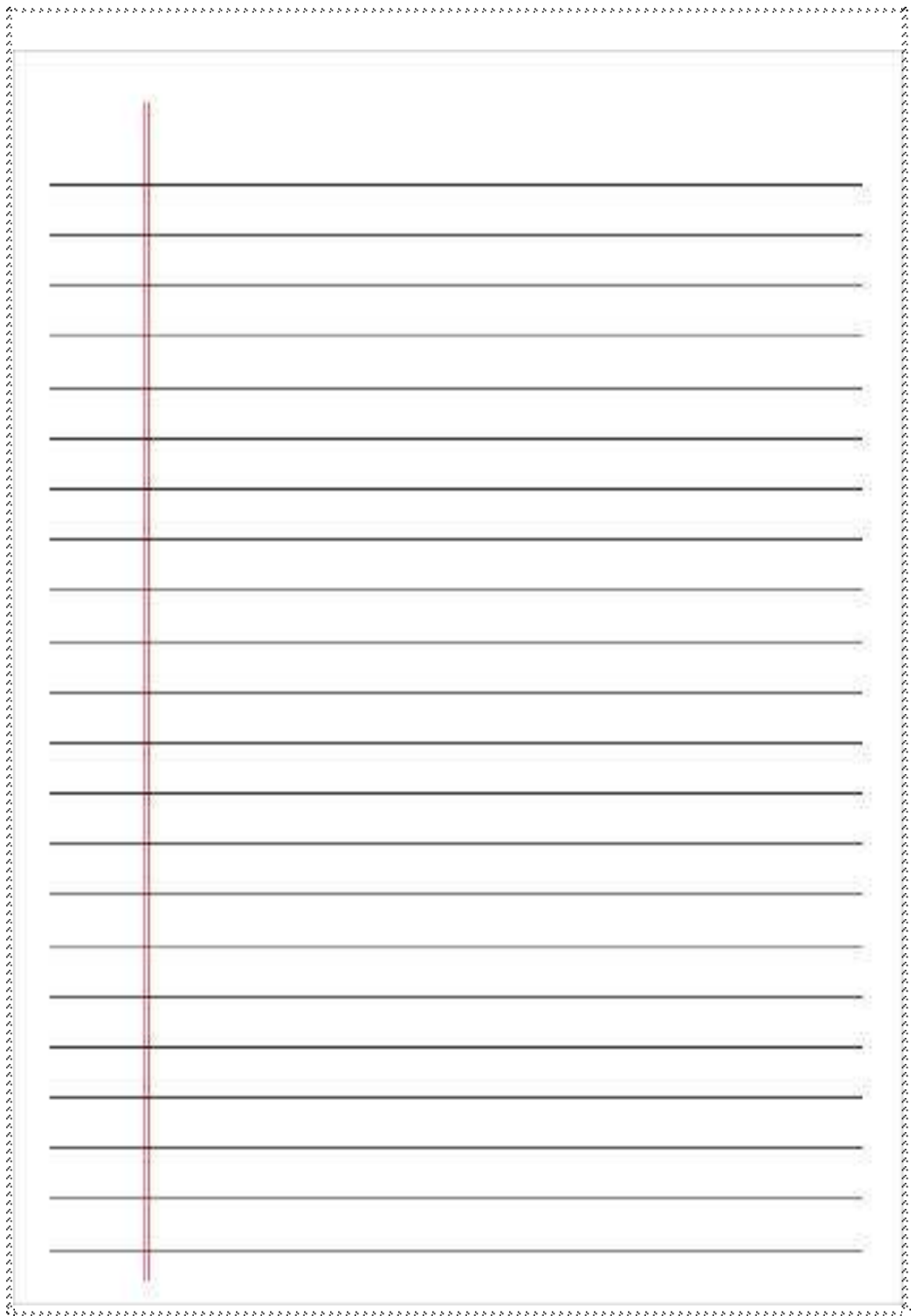
mean

team

steal

\_\_\_\_\_

\_\_\_\_\_



For your enjoyment!



# At the Ice Cream Shop

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

CHERRIES

COOKIES

FLOAT

MARSHMALLOW

NUTS

ROCKY

SORBET

SUNDAE

VANILLA

CHOCOLATE

CREAM

FREEZE

MINT

RAINBOW

SCOOP

SPRINKLES

SWIRL

WAFFLE

CONE

CUP

ICE

NEOPOLITAN

ROAD

SHERBERT

STRAWBERRY

SYRUP

WHIPPED



Thursday Week 5 Maths Warm up

---

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$$

## Chance – likelihood

Chance is the likelihood that something will happen.

If something will definitely happen, we say it is **certain**.

If something might happen, we say it is **likely**.

If something might not happen, we say it is **unlikely**.

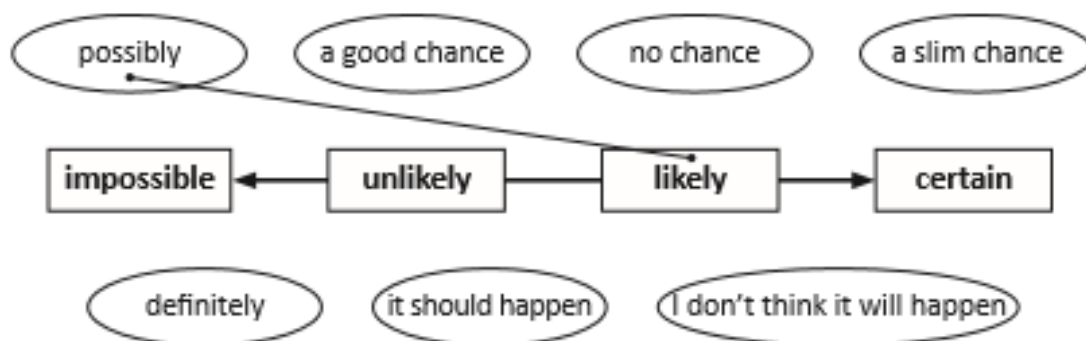
If something will definitely not happen, we say it is **impossible**. We can show these chance words on a chance arrow like this, where certain and impossible are opposites.



**1** Often you will hear people using chance words in everyday conversation.

For example, on the news you might hear that there is a **good chance** of rain tomorrow. Or a friend might say to you there is a **slim chance** that they will make it to your party.

**What do these chance words actually mean? Where do they fit on the chance arrow? Look at the words in the ovals below and connect them to where you think they should go on the chance arrow. The first one has been done for you.**



**2** Read each statement and circle the chance of it happening:

Event	Chance
It will rain sometime this month.	impossible / unlikely / likely / certain
Thursday will come after Wednesday.	impossible / unlikely / likely / certain
A tiger will be serving at the canteen.	impossible / unlikely / likely / certain
Every student in our class likes broccoli.	impossible / unlikely / likely / certain

## Chance – likelihood

- 3 Look at this bag of different coloured counters. R stands for red, B is for blue, and Y is for yellow.

- a If you reached in and grabbed a counter without looking, which colour do you think you would most likely grab? \_\_\_\_\_
- b Which colour do you think would be the most surprising to get? \_\_\_\_\_



- 4 What's in the bag?

This is an investigation for two students where you are going to use chance and likelihood to guess what is in the bag. You will need a paper bag as well as 4 red, 4 blue and 4 yellow counters.

First, you need to decide who is Player 1 and who is Player 2. Player 1 guesses first so Player 2 puts 10 of the 12 counters in the paper bag in any combination they like. Player 1's job is to guess the combination of colours that are in the bag. They do this by taking one counter out, recording it and then replacing it. Record the colour by writing R, B, or Y in the space below. Do this 20 times until you think you can guess which 10 counters are in the bag.

- a What I think is in the bag:

○	○	○	○	○	○	○	○	○	○
---	---	---	---	---	---	---	---	---	---

- b What was actually in the bag:

○	○	○	○	○	○	○	○	○	○
---	---	---	---	---	---	---	---	---	---

- c How close was your guess?

- d Swap turns so now Player 1 puts the counters in the bag and Player 2 guesses.



<p><b>Wellbeing Task</b></p>	<p>What does grateful mean? You could call a grandparent or family friend and ask them. Ask them what they are grateful for and tell them 3 things you are grateful for. In a quiet place think about how your life has changed with COVID-19. What are the good things that have come from such a terrible thing? What do you enjoy about being at home more?</p>
<p><b>Morning English</b></p>	<p><u>Lesson 1: Reading</u> Read the text from last week. It's about Jack and the beanstalk. Complete the worksheets by carefully reading the instruction.</p> <p><u>Lesson 2: Spelling</u> ▪ Ask someone at home to test you this week's spelling. Any mistakes should be written out and learned.</p> <p><u>Lesson 3: Grammar</u> Complete the worksheet about Antonyms.</p> <p><u>Lesson 4:</u> Have fun with today's drawing task or catch up on any work not finished!</p>
<p><b>Break</b></p>	
<p><b>Middle Maths</b></p> <p><b>Free Time</b></p>	<p><u>Times table warm up/test</u> ▪ If you have access to a computer, test yourself with the 3x table and see how fast you are on: <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a> Choose Level 2 (first), choose multiplication then choose x3 tables up to 10 giving yourself 10 seconds for each question to begin with. Try and do it in less time than yesterday. If you do not have a computer, write out your 3x table on paper and do 'Read, say, cover, check.' Then, with a stopwatch or clock, time yourself to see how fast you can say the 2x table. Keep trying to see if you can beat your best time.</p> <p><u>Multiplication</u> 2x and 3x tables review</p> <p><u>Mathletics</u> Spend 15-20minutes on mathletics tasks</p> <p><u>Free Time</u> ▪ If you have finished all your tasks from the week have some free time. Some ideas are: - Go onto Mathletics and play Live Mathletics or Rainforest Maths - Read a book of your choice</p>
<p><b>Break</b></p>	
<p><b>Afternoon Music</b></p>	<ul style="list-style-type: none"> <li>• Refer to Music sheet</li> </ul>
<p><b>Health/PE</b></p>	<ul style="list-style-type: none"> <li>• Have a go at the 'Balancing act' activity (see resource card for details)</li> </ul>

## Grammar Help

When you add **-y** to a word ending in **e**, you drop the **e** before adding the **-y**.

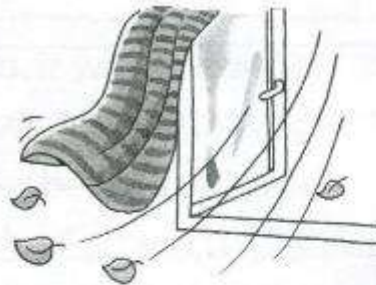
**C** Some nouns turn into adjectives when **-y** or **-ful** is added.  
Add **-y** or **-ful** to make these words adjectives.

- greed \_\_\_\_\_
- success \_\_\_\_\_
- noise \_\_\_\_\_
- help \_\_\_\_\_
- power \_\_\_\_\_
- dirt \_\_\_\_\_
- smoke \_\_\_\_\_
- wind \_\_\_\_\_

Choose suitable adjectives you have just made to describe these pictures.



9. a \_\_\_\_\_ face



10. a \_\_\_\_\_ day



11. a \_\_\_\_\_ monkey



12. a \_\_\_\_\_ place

## Grammar Help

The ending **-ful** means **full of**. The ending **-less** means **without**.

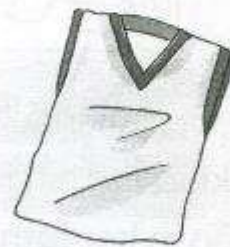
**D** Some nouns turn into adjectives when **-ful** or **-less** is added. Add **-ful** or **-less** to make these words adjectives.

- |                 |                 |
|-----------------|-----------------|
| 1. sorrow _____ | 5. sleeve _____ |
| 2. beauty _____ | 6. pain _____   |
| 3. tooth _____  | 7. cord _____   |
| 4. home _____   | 8. cheer _____  |

Choose suitable adjectives you have just made to describe these pictures.



9. \_\_\_\_\_ children



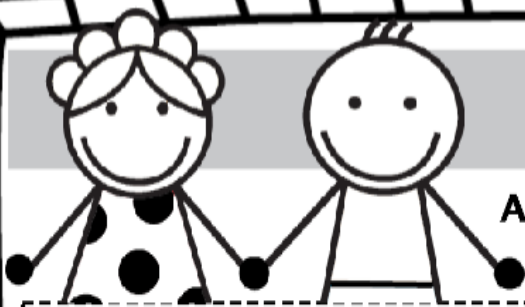
10. a \_\_\_\_\_ T-shirt



11. a \_\_\_\_\_ phone



12. a \_\_\_\_\_ lady



# ANTONYMS

Antonyms are words that are opposites.  
E.g. hot and cold are antonyms.

Write the opposite (an antonym) of the words below:



**hot**  
\_\_\_\_\_



**strong**  
\_\_\_\_\_



**empty**  
\_\_\_\_\_



**laugh**  
\_\_\_\_\_



**night**  
\_\_\_\_\_

Choose one of the antonyms above and write it in a sentence:

\_\_\_\_\_

\_\_\_\_\_

Write an antonym for the underlined word and then find it in the word search below:

- I looked up the stairs. \_\_\_\_\_
- The giraffe was really tall. \_\_\_\_\_
- My room looked really messy. \_\_\_\_\_
- The Maths test was easy. \_\_\_\_\_
- We sat by the warm fire. \_\_\_\_\_
- He fell asleep in the car. \_\_\_\_\_



Write the correct antonym next to each word:

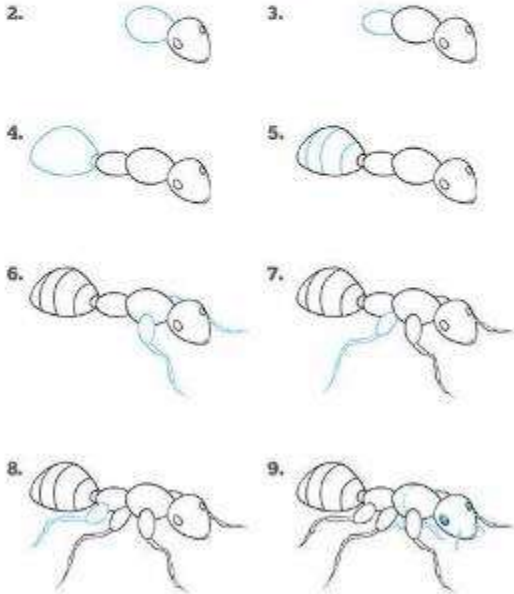
friend	small	rough	noisy	fast	dry
bad	right	sad	rich	pretty	dirty

big		happy	
good		soft	
wet		poor	
clean		ugly	
enemy		quiet	
slow		wrong	



## How to Draw an Ant

EasyDrawingGuides.com



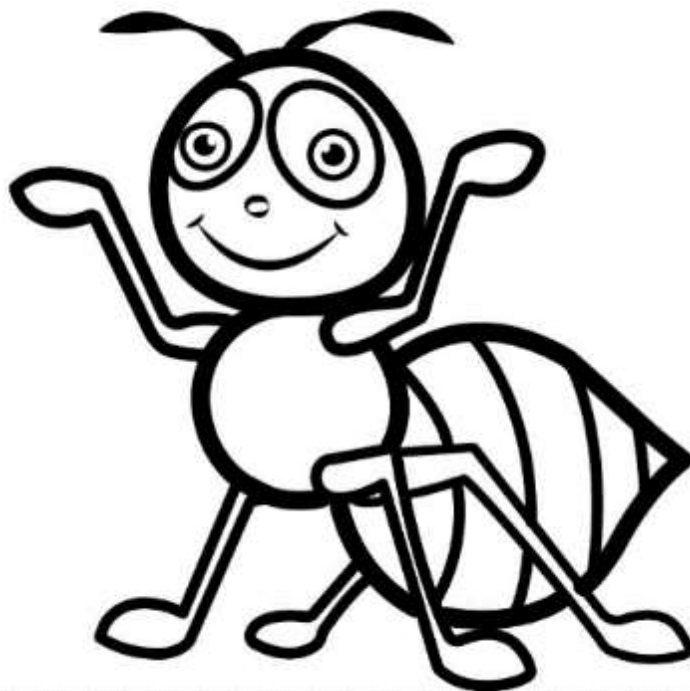
EasyDrawingGuides.com

**Look around your yard and see if you can find an ant.**

**See if you can get it to stay still for long enough so you can draw it!**

**If not have a go at drawing one of the ants on this page.**

**Challenge someone from home to see whose drawing is the best!**

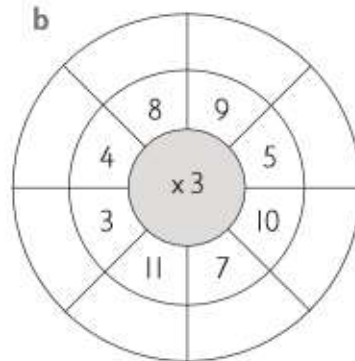
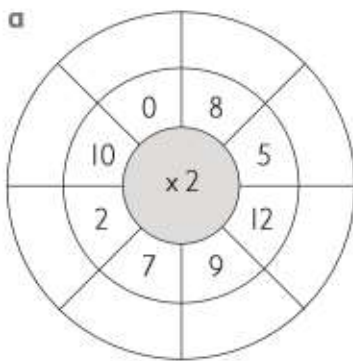


## Friday Week 5 Lesson 3 - Multiplication review

- 1 a Shade the answers to the 2 times table red.  
Shade the answers to the 3 times table green.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

- 2 Write the answers in the multiplication number wheels.



- b Complete these multiplication facts.

$1 \times 2 =$	<input type="text"/>	$1 \times 3 =$	<input type="text"/>
$2 \times 2 =$	<input type="text"/>	$2 \times 3 =$	<input type="text"/>
$3 \times 2 =$	<input type="text"/>	$3 \times 3 =$	<input type="text"/>
$4 \times 2 =$	<input type="text"/>	$4 \times 3 =$	<input type="text"/>
$5 \times 2 =$	<input type="text"/>	$5 \times 3 =$	<input type="text"/>
$6 \times 2 =$	<input type="text"/>	$6 \times 3 =$	<input type="text"/>
$7 \times 2 =$	<input type="text"/>	$7 \times 3 =$	<input type="text"/>
$8 \times 2 =$	<input type="text"/>	$8 \times 3 =$	<input type="text"/>
$9 \times 2 =$	<input type="text"/>	$9 \times 3 =$	<input type="text"/>
$10 \times 2 =$	<input type="text"/>	$10 \times 3 =$	<input type="text"/>
$11 \times 2 =$	<input type="text"/>	$11 \times 3 =$	<input type="text"/>
$12 \times 2 =$	<input type="text"/>	$12 \times 3 =$	<input type="text"/>

- 3 Complete these multiplication grids.

a

x	7	5	2	10	12	15	20	25
2								

b

x	8	5	10	12	7	3	30	20
3								

- 4 Fill in the missing numbers.

a  $8 \times \square = 16$

b  $\square \times 3 = 27$

c  $7 \times \square = 21$

d  $3 \times \square = 0$

e  $\square \times 2 = 10$

f  $\square \times 3 = 12$

g  $11 \times \square = 22$

h  $2 \times \square = 14$

i  $\square \times 3 = 18$

- 5 Chloe collects crystals. She keeps her crystals in 3 jars.  
Each jar has 12 crystals. How many crystals does  
Chloe have altogether?

Working

Players try balancing different objects to see which shapes are easiest to balance.



### Scoring

- > How long can you hold a balance for?



### What you need

- > Various balancing objects, such as balancing poles (made from rolled up newspaper and sticky tape), feathers (easier), shoes, plastic chairs, baseball caps and broom handles (harder)

### What to do

- > Players balance various objects to see which shapes are easiest to balance.
- > Players use different body parts to balance the objects, such as the palm or back of their hand, or their knee, foot, elbow or chin.

### Change it

- > Emphasise the need to look out for others (i.e. leave lots of space for balancing activities).
- > Players try walking or lying down and getting back up again while trying to balance their object.
- > Players 'jump' the balancing object from one body part to another (e.g. one hand to another).
- > Players work in pairs to pass balanced objects to each other using the 'jump' method.
- > Allow students to explore balance position and equipment used.

### Safety

- > Check there is enough space between players/groups and that players are away from walls or obstacles.
- > When balancing objects on the head, the chin or the forehead are the safest places. Objects balanced on the nose can slip and fall into the eye.
- > Players should not run around while balancing objects.

### Ask the players

- > What objects balance the best, or the worst?
- > How could you 'act' to make your balancing act look dangerous and exciting (e.g. pretending that an object is very heavy or very precious and cannot be dropped or broken)?
- > What strategies did you use when you found it challenging (e.g. positive self-talk)?
- > What can affect your focus in this activity?

### LEARNING INTENTION

Balancing act is an introduction to balancing objects, which encourages spatial awareness. It combines well with plate-spinning activities.

