

Dear Parents,

The time has once again come around to issue another three week work pack. Thank you once again to so many of you for keeping regular contact and sending some fantastic examples of how busy you have all been. During this strange time, I can't emphasise enough, how lovely and reassuring it is to keep this contact!

The format of the following pack follows the now all too familiar layout of the previous issues. Three extended, Australia Topic based, Literacy/Research driven tasks (each spread across five smaller sessions) surrounding Australian history and culture are at the forefront of the pack, supported by the usual SPaG sessions and Mathematics activities. May I reiterate at this point, that I am always more than happy to discuss the tasks set, and adapt them to suit the needs of individual learners at any point, so please do not hesitate to contact me if you feel this applies to your child.

As we continue throughout our final term together, I truly hope that we all get the chance in some way or another to make contact and say our goodbyes and celebrate our achievements this year. But until that opportunity arises, I hope you all remain safe and well, and are enjoying your time together.

Kind Regards.

P. McLeod

Suggested Timetable

DAY	SESSION 1	SESSION 2	SESSION 3
MONDAY	1x Australia Topic Session	1-2 Maths Tasks	1x Australia Topic Session
TUESDAY	1x SPaG Session	1-2 Maths Tasks	1x Australia Topic Session
WEDNESDAY	IDL Spelling or Revisit previous packs' spelling sessions.	Mathletics/TT Rockstars	PE with Joe Wickes/Cosmic Yoga/Other Physical Activity
THURSDAY	1x SPaG Session	1-2 Maths Tasks	Music (Play an instrument, dance, sing, or just listen)
FRIDAY	1x Australia Topic Session	1-2 Maths Tasks	Child initiated Art

With regard to explicit spelling practice, you may wish to "swap out" one of the sessions above and revisit spelling lists/sessions from the previous packs.

If you no longer have access to these spelling sessions, please do not hesitate to contact me and I can provide them for you.

Australia Topic Task #4

Session 1

THE ABORIGINAL PEOPLE OF AUSTRALIA

The Aboriginal people are a huge part of Australian culture, but their recent history has not been an easy one. Before Australia was began to be taken over by the British in the late 1700s, the Aboriginal people were the main population of Australia.

You are going to research their history and traditions, and produce two pieces of work in this first task.

Spend today researching what Australia looked like, prior to the British arriving. How did the Aboriginal folk live in this beautiful landscape before they arrived?

Make notes. You will need them throughout the week.



Australia Topic Task #4

Session 2

THE ABORIGINAL PEOPLE OF AUSTRALIA

You are going to produce a poster on the traditions of the Aboriginal people of Australia. Although there are many fascinating factors to their histories and traditions, you are going to focus on four in particular.

Find images, videos and recorded examples of Aboriginal:

- 1) Art
- 2) Dance
- 3) Food
- 4) Music

Collect really clear visual examples of what these might look like and begin to collate your favourites. You will need TEN facts on each, plus images!



Australia Topic Task #4

Session 3

THE ABORIGINAL PEOPLE OF AUSTRALIA

Using a large sheet of paper and the research that you carried out yesterday, produce a poster showing information about the Aboriginal people of Australia.

For each of your four sections, you will need a section of written text that uses full sentences to incorporate the ten facts that you uncovered yesterday.

Each section will also have to include an illustration/image relating to its content.

Make sure that your poster is arranged in a way so it is visually appealing to the reader immediately.



Australia Topic Task #4

Session 4

THE ABORIGINAL PEOPLE OF AUSTRALIA

Imagine that you are a member of an Aboriginal tribe in the late 1700s. One day, you see ships arriving filled with settlers from Europe. Hundreds of ships with hundreds of strange looking people on them begin to disembark on your lands.

How do you feel? How do you react to them? Are you worried? How would you treat them? What are your concerns?

Write your answers in the form of a quick diary entry, thinking carefully about how strange this would be for an Aboriginal person at the time.



Australia Topic Task #4

Session 5

THE ABORIGINAL PEOPLE OF AUSTRALIA

Today, you will revisit your thoughts from yesterday and write them up.

The focus of this task is to ensure you write in your best handwriting, and that your spelling is correct.

Have a dictionary on hand to check any spellings that you are unsure of and really take your time with your presentation. Compare it to other pieces of work that you have done so you can really admire your presentation!



Australia Topic Task #5

Session 1

THE BRITISH COLONISATION OF AUSTRALIA

On the 18th January 1788, there was a huge event in the history of Australia, that made a huge difference in turning Australia into the country that we know today.

- 1) What was this event?
- 2) Who did it involve?
- 3) Who did they have with them?
- 4) What do you think about this?
- 5) Do you think this would be allowed to happen today?
- 6) Explain your answer for number 5.



Australia Topic Task #5

Session 2

THE BRITISH COLONISATION OF AUSTRALIA

European settlers brought many animals as well as people to Australia on some of their early arrivals.

These included cows, sheep, chickens, rabbits, foxes and goats.

See if you can find out the reasons that the settlers brought these animals with them. What were they used for?

Can you think of any potential problems with them bringing these animals? For the animals themselves? For the people of Australia? For the wildlife that was already there?



Australia Topic Task #5

Session 3

THE BRITISH COLONISATION OF AUSTRALIA

With the people and animals, came an inevitable problem! European settlers brought many nasty and deadly diseases with them.

What diseases did they carry? Have a look at some of the symptoms of them just to see how rotten they were!

You're going to put your Maths heads on and see if you can gather some statistics to show the effect that these diseases had on the Aboriginal population of Australia. I think that you'll be shocked!



Australia Topic Task #5

Session 4

THE BRITISH COLONISATION OF AUSTRALIA

To begin with, the Aboriginal population was very welcoming to their European settlers, but the more settlers that arrived, rather unsurprisingly, the less tolerant they became!

There were many wars and battles over the first decades of Britain's occupation of Australia. I would like you to see how much you can find out about the strategies of both sides.

What tactics and weapons were used by both sides?

Which side was ultimately more successful?



Australia Topic Task #5

Session 5

THE BRITISH COLONISATION OF AUSTRALIA

The following task is an OPEN DISCUSSION.

You may either discuss this question with an adult as a conversation, or, if you can't do that, write your ideas down.

“Why do you think the European settlers were seen to be more powerful during conflicts with the Aboriginal peoples?”



Australia Topic Task #6

Session 1

SPORT IN AUSTRALIA

Sport is one of the biggest part of Australian culture. They are one of the most successful sporting nations in history. But what are the preferred sports in Australia. Watch the following clips:

Australian Rules Football:

<https://www.youtube.com/watch?v=LS61DipW41c>

Big Bash Cricket:

https://www.youtube.com/watch?v=M1_a5xf6xzY

Rugby League:

<https://www.youtube.com/watch?v=zeMQhRI2Sow>

Which one would you like to most/least have a go at!
Tell me why you would (or wouldn't!) want to play this sport.



Australia Topic Task #6

Session 2

SPORT IN AUSTRALIA

You are going learn some more about the sport you chose yesterday. See if you can find our the following things with regard to your chosen sport:

- 1) What type of sport is it? (team, individual, invasion, points based?)
- 2) What is the object of the game? (What are the players trying to do?)
- 3) How many players are needed?
- 4) What type of playing surface is it played



Australia Topic Task #6

Session 3

SPORT IN AUSTRALIA

Now you know a little bit more about your chosen sport, you will no doubt have discovered that professional sport in Australia has thousands and thousands of supporters. Most of them affiliate themselves to one team (much like I rather unfortunately do with Sunderland AFC!)

For your chosen sport (or another if you'd rather) re-search a team who plays that sport professionally in Australia. Find out:

- 1) What is their team name?
- 2) Which city do they play in and where in Australia is that city?
- 3) What is their stadium called?
- 4) Who is one of their star players?
- 5) Have they won any trophies or competitions recently?



Australia Topic Task #6

Session 4

SPORT IN AUSTRALIA

Consider your position as a spectator of your chosen sport. And think about the pros (good things) and cons (bad things) about the sport.

Draw a table of your pros and cons for your sport with 10 of each on each side.

For example, if I was to choose Test Match Cricket, I would say a pro would be being able to hit the ball for miles, but a con would be that it takes a very long time to play!



Australia Topic Task #6

Session 5

SPORT IN AUSTRALIA

Consider the contents of your table from yesterday.
Look specifically at the “Cons” section and begin to think about how you might change the rules of your chosen sport to make it better.

You should consider your ideas from the point of view of players and spectators.

Following this, find out who the governing body of the sport is and write a letter to them with your proposed changes.



SPaG

Session 1

Fill in the gap with a preposition.

Can you stop talking _____ the programme?

I fell over _____ the rock on the floor.

I fell asleep _____ the programme had finished.

before after during because of

Circle the prepositions.

from

once

rolled

under

towards

beneath

Use one in a sentence.

Circle the prepositions.

inside

mowing

next to

running

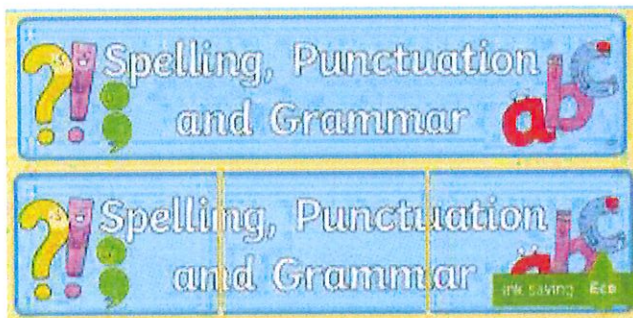
over

week

Use one in a sentence.




Write a sentence using the preposition
during.

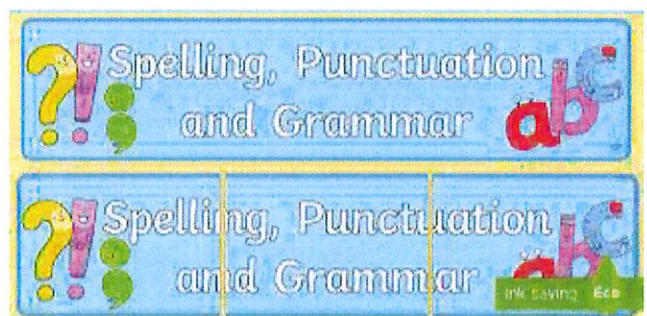
Write a sentence using the preposition next.



SPaG

Session 2

<p>Write the correct word in the gap.</p> <p>I don't (know/no) _____ what time it is.</p> <p>Time for the (mane/ main) _____ meal.</p> <p>I'm feeling a bit (week/weak) _____.</p> <p>My throat is feeling (horse/hoarse) _____.</p>	<p>Tick the sentences which have been written correctly.</p> <p>I would like to except your offer. <input type="checkbox"/></p> <p>Great the cheese, please. <input type="checkbox"/></p> <p>I have a knot in my shoelace. <input type="checkbox"/></p> <p>Whose at the door? <input type="checkbox"/></p> <p>I won a medall <input type="checkbox"/></p>
<p>Label the picture with the correct word.</p> <div data-bbox="145 1048 304 1171">  </div> <p>sale / sail _____</p> <div data-bbox="156 1216 280 1305">  </div> <p>bear / bare _____</p> <div data-bbox="169 1361 268 1464">  </div> <p>flour / flower _____</p>	<p>Write two sentences using the words brake and break.</p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p>



SPaG

Session 3

Extend the sentence with a *conjunction*.

I was tired _____ my brother woke me up.

I tidied up , _____ that my mum would be pleased.

You can have your dessert _____ you eat your peas.

after so because before

Circle the time conjunctions.

when

because

50

while

after

before

Use one in a sentence.

You have to dial 9

because they were
very dirty.

He always felt hungry

when she heard
the exciting news.

I went to bed early

before the phone
will work.

I had to polish my shoes

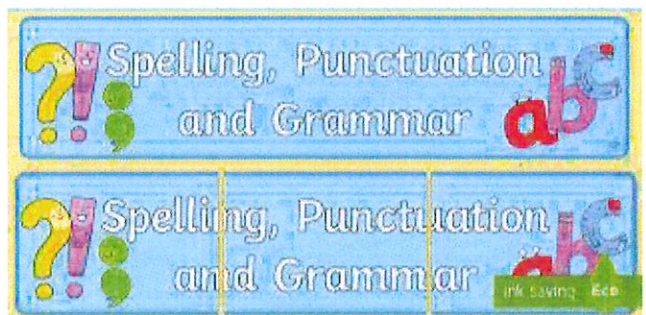
so that I could get
up easily

Sally was shocked

while he watched cooking programmes.

Write a sentence using the conjunction so.

Write a sentence using the conjunction
because.



SPaG

Session 4

Extend the sentence with a *conjunction*.

I was tired _____ my brother woke me up.

I tidied up , _____ that my mum would be pleased.

You can have your dessert _____ you eat your peas.

after so because before

Circle the time conjunctions.

when

because

50

while

after

before

Use one in a sentence.

You have to dial 9

because they were
very dirty.

He always felt hungry

when she heard
the exciting news.

I went to bed early

before the phone
will work.

I had to polish my shoes

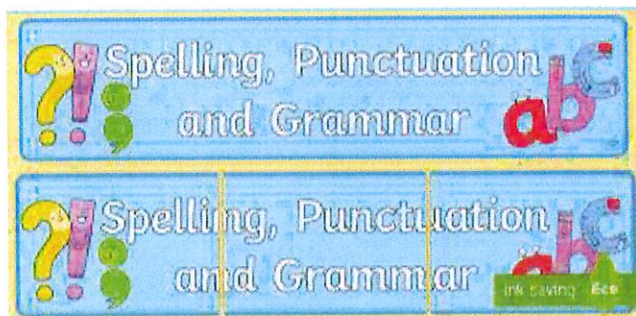
so that I could get
up easily

Sally was shocked

while he watched cooking programmes.

Write a sentence using the conjunction so.

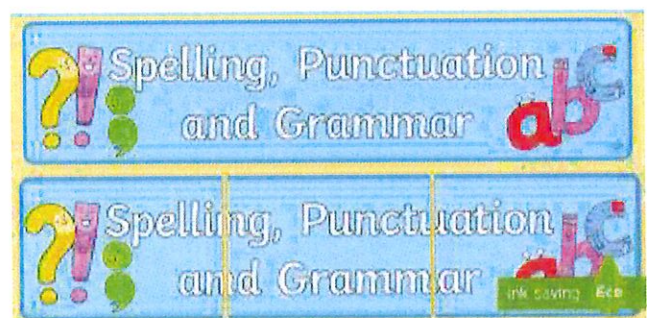
Write a sentence using the conjunction
because.



SPaG

Session 5

<p>Add the missing inverted commas.</p> <p>The teacher explained, A three - digit number is worth more than a two - digit number.</p> <p>Dad called out, The cake smells like it is burning!</p>	<p>Tick the sentences which have been written correctly.</p> <p>Joel shouted, "I'm going to be late!" <input type="checkbox"/></p> <p>He mumbled quietly, "the cup is in the drawer." <input type="checkbox"/></p> <p>Sam instructed, "Jump higher." <input type="checkbox"/></p> <p>Sharon said, "I'm too tired." <input type="checkbox"/></p>
<p>Rewrite this conversation using inverted commas.</p> <div data-bbox="124 1030 778 1198"> </div> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Write your own sentence using inverted commas.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



SPaG

Session 6

- 1 Which word is an **adverb**?
Circle **one** word.

Let me find out the information tomorrow.

- 2 Tick the sentences that contain **conjunctions**.

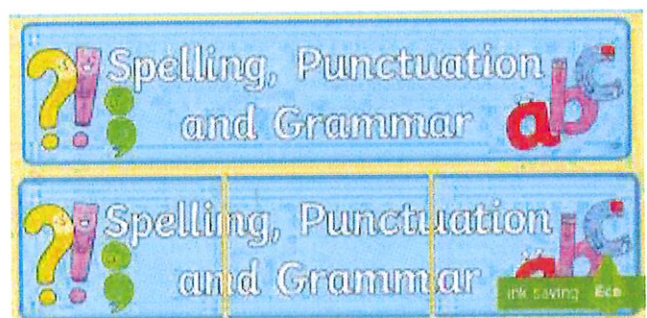
Sentence	Contains conjunctions.
All of a sudden, it started to rain.	
I tried to complete my maths homework.	
Did you finish your work when I went home?	

- 3 Tick the boxes where inverted commas should go.

I patiently explained, You have to use your ruler first.

☐ ☐ ☐ ☐

- 4 What punctuation mark is missing?
Did you see that tree It was massive!



Who do you agree with? Explain why.



Amir

The potatoes weigh 13 kg



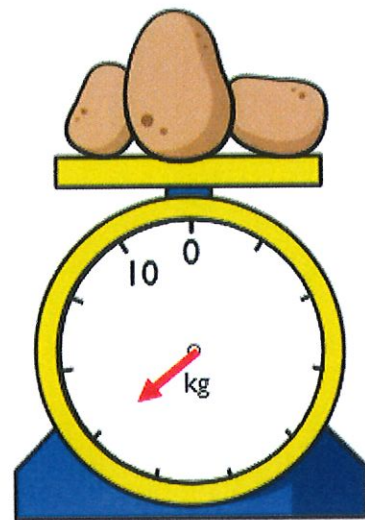
Jack

We don't know how much the potatoes weigh because the number is hidden.



Rosie

The potatoes weigh more than half of 10 kg



Can you calculate the weight of the potatoes? Explain how you did it.

The chocolate bar weighs 100 g.

How much does one muffin weigh?

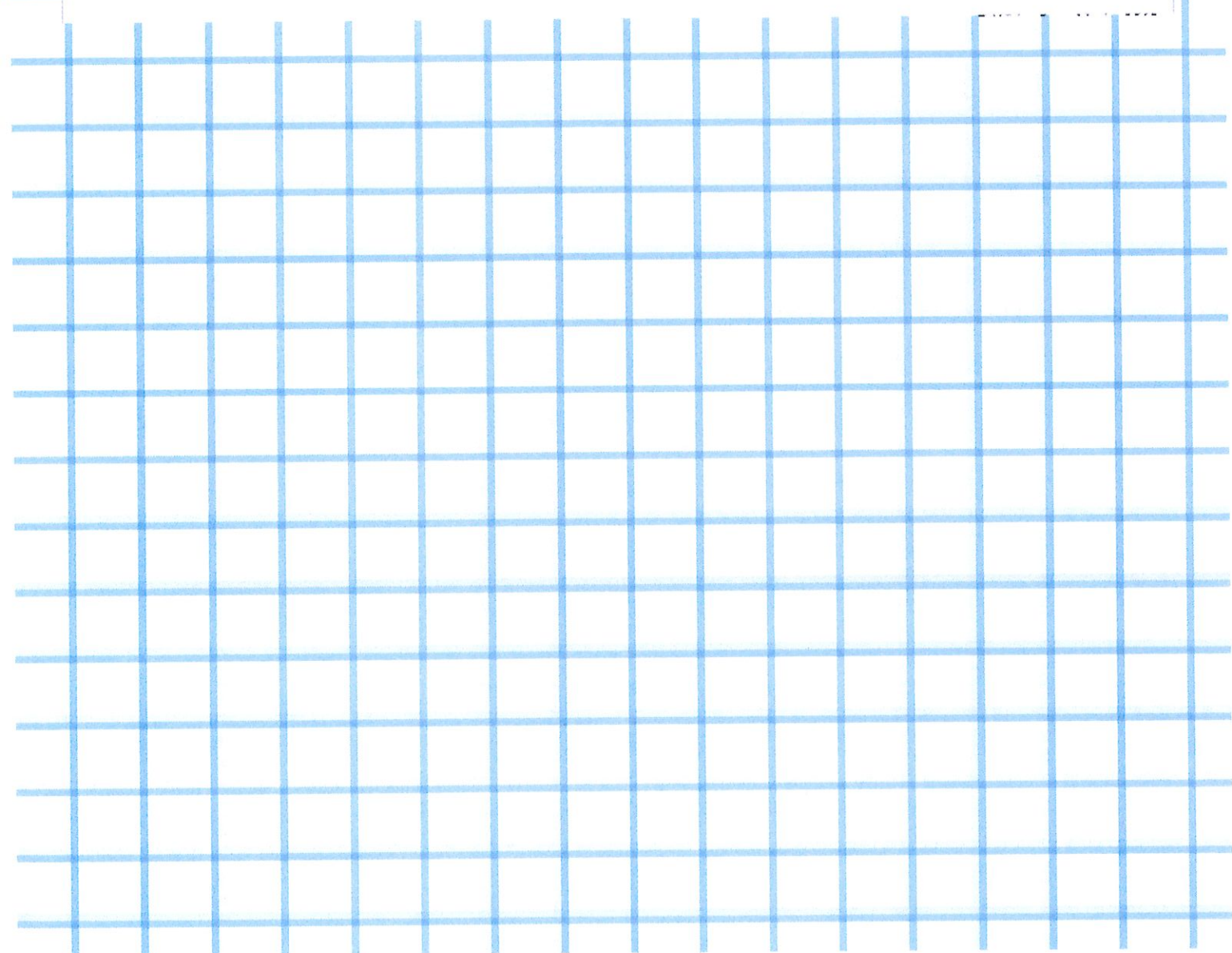


How much does each side weigh?

Using only 3 objects and a weighing scale, try to get as close to 2 kg as possible.

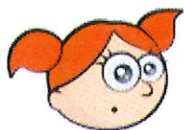
Explain why you chose those objects.

Work out how much more or how much less is needed to make it 2 kg.

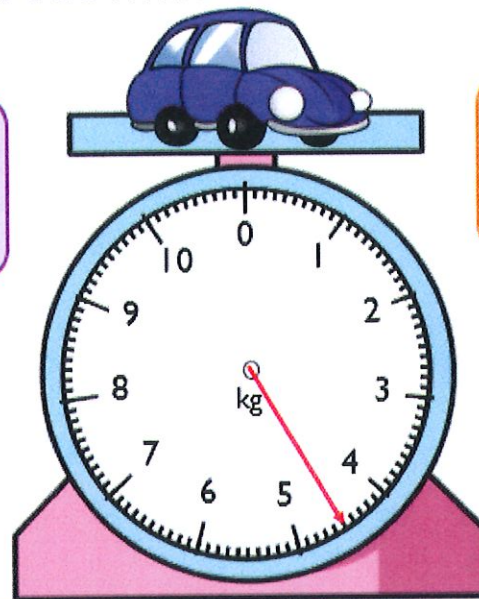


Tommy is weighing a toy car.
Use this to work out what the other children's cars weigh.

My car weighs
1 kg more
than Mo's.



Alex



My car weighs
200 g less than
Tommy's.



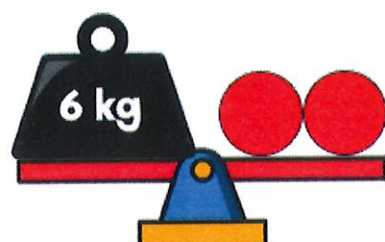
Mo



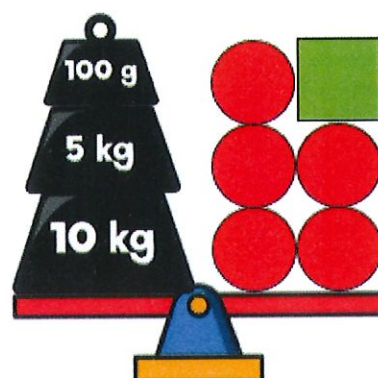
Dexter

My car weighs 1 kg and 300 g less than Alex's.

Here is a balance.



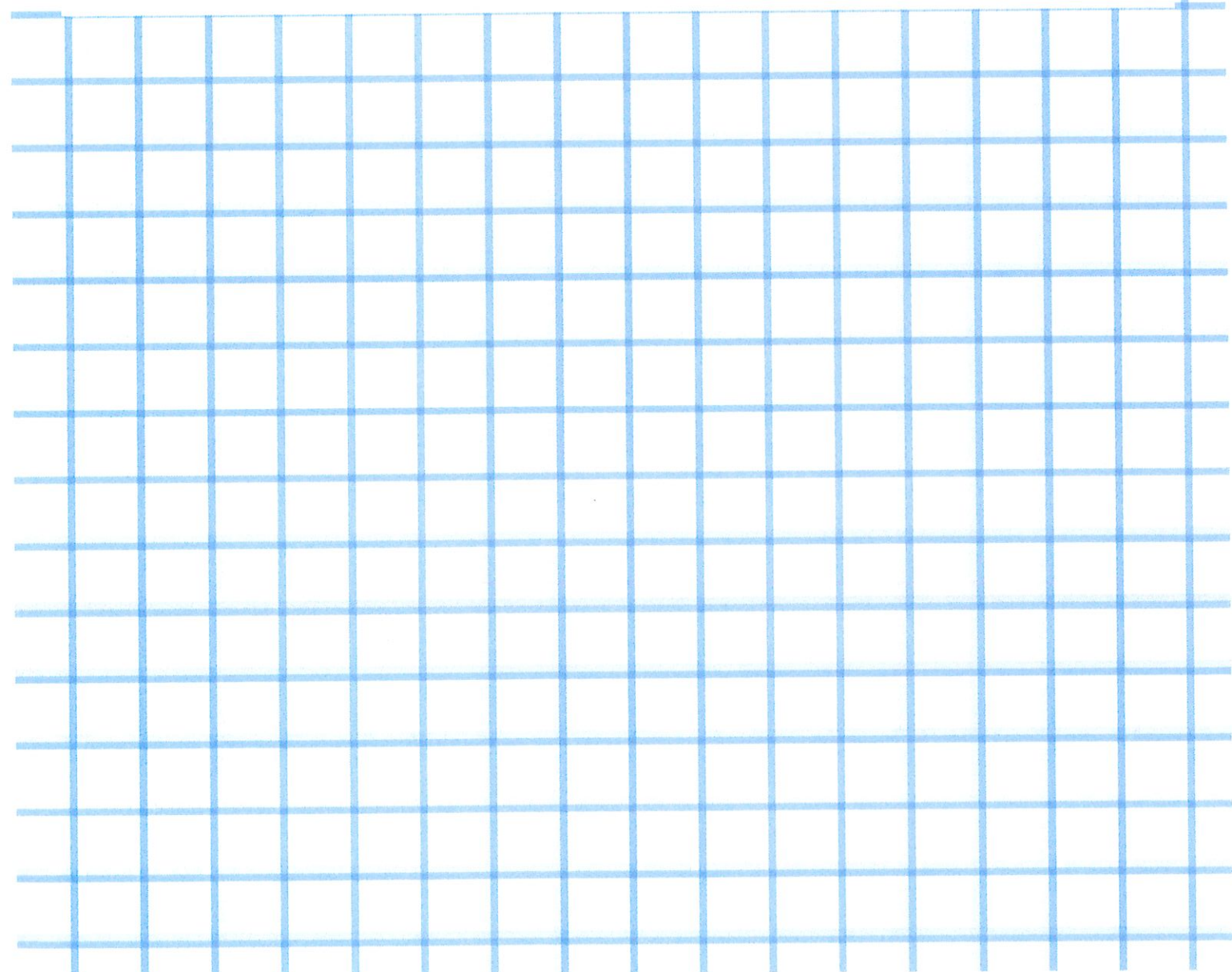
Here is another.



Work out the value of

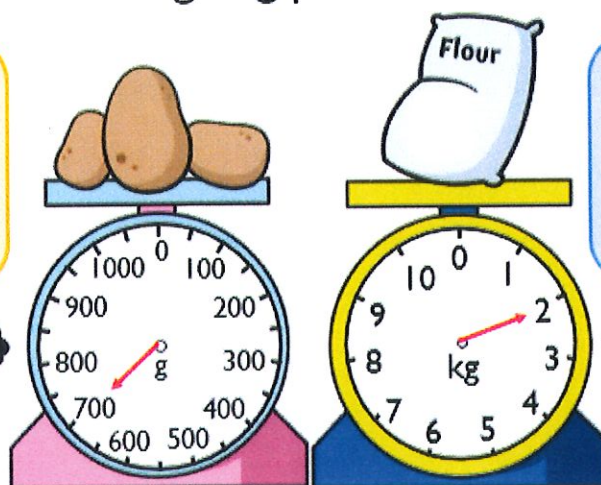


Can you create your own version for a partner?

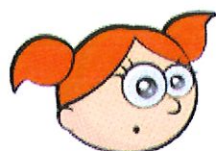


Three children are weighing potatoes and flour.

The flour weighs more because 2 kg is more than 700 g.



The flour weighs less because 2 is less than 700



The potatoes weigh more because the arrow is further than the arrow on the flour scale.

Who do you agree with? Explain your answer.

Copyright © 2019 White Rose Maths

Here are three masses.

20 kg and 600 g

18 kg and 500 g

20 kg

Match each mass to the correct child.



Dora

My mass weighs more than $\frac{1}{2}$ of 40 kg.

My mass is more than Eva's mass.



Mo



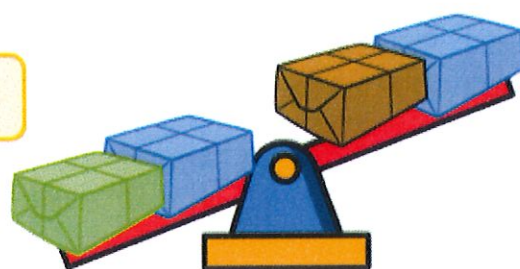
Eva

My mass weighs more than 18 kg but less than 20 kg.

The green parcel weighs 5 kg.
Can you work out what the blue and brown parcel weigh?

7 kg and 250 g

9 kg and 400 g



How much would the green and brown parcel weigh altogether?

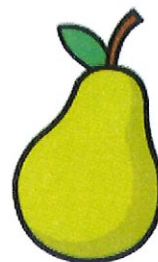
Dora buys two peaches and three pears.

One peach weighs 75 g.



Three pears weigh the same as two peaches.

How much does one pear weigh?

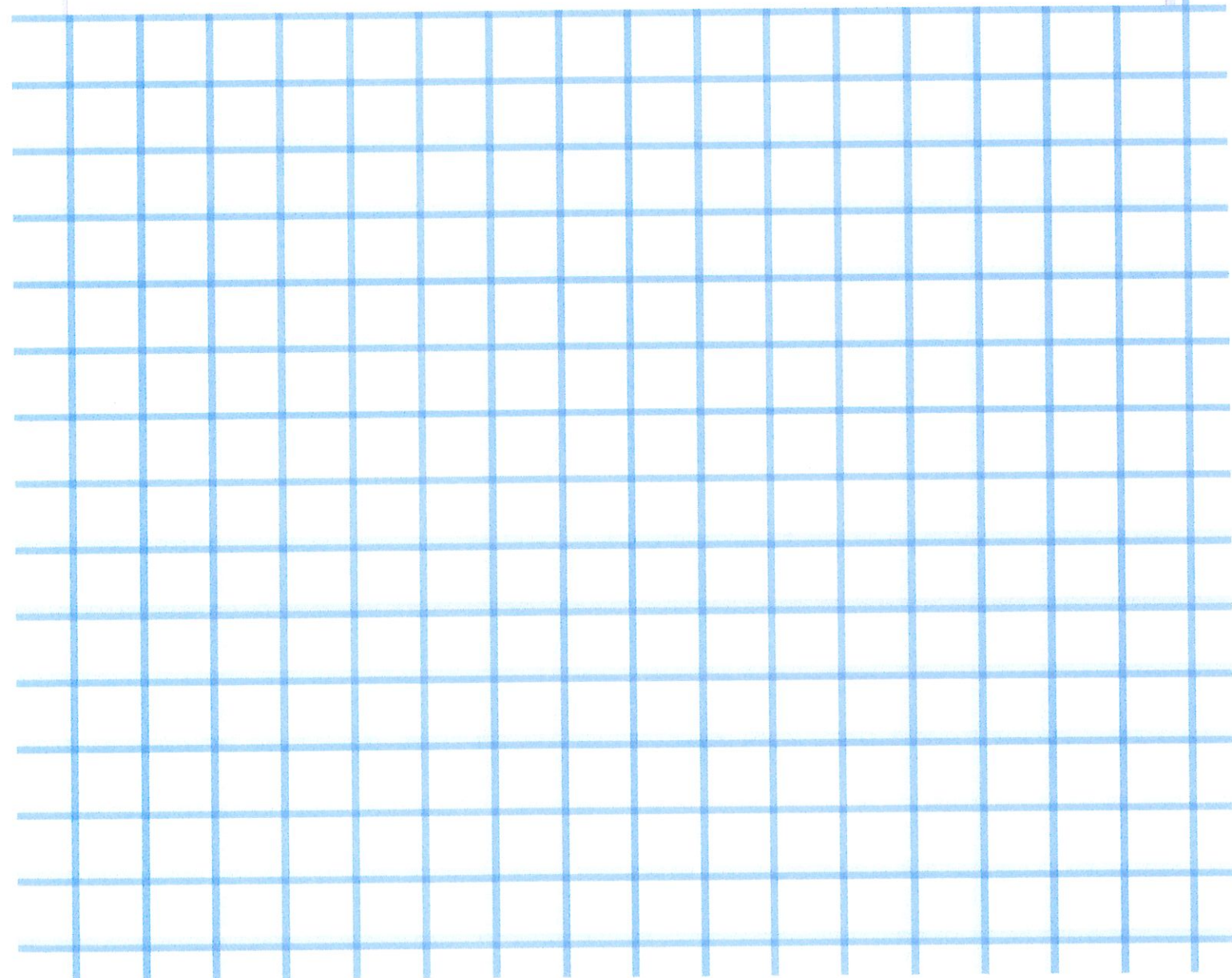


A large grid of blue lines for writing the answer.

Use a variety of containers.

Can you estimate how much liquid they hold?

Check your estimates using measuring jugs and cylinders to see how accurate you were.



Use the clues to work out who has which container.

I have exactly half a litre



Annie



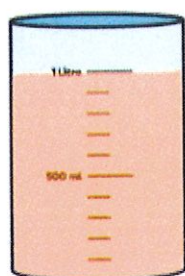
Ron

I have 1,000 ml

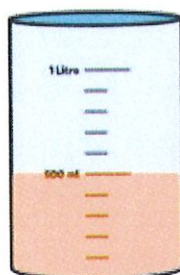
I have more than 300 ml but less than 400 ml



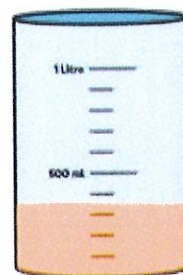
Eva



A



B

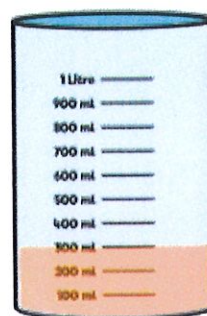
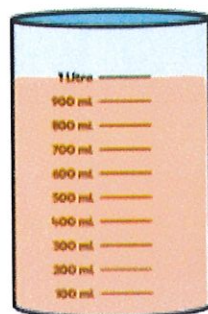
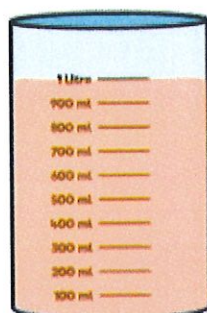


C

Amir and Alex work out the capacity of the pot by filling it with water, then pouring the water into the measuring cylinders.



Amir



The capacity of the pot is 302 ml

The capacity of the pot is 2 l and 300 ml.

Who do you agree with? Explain why.



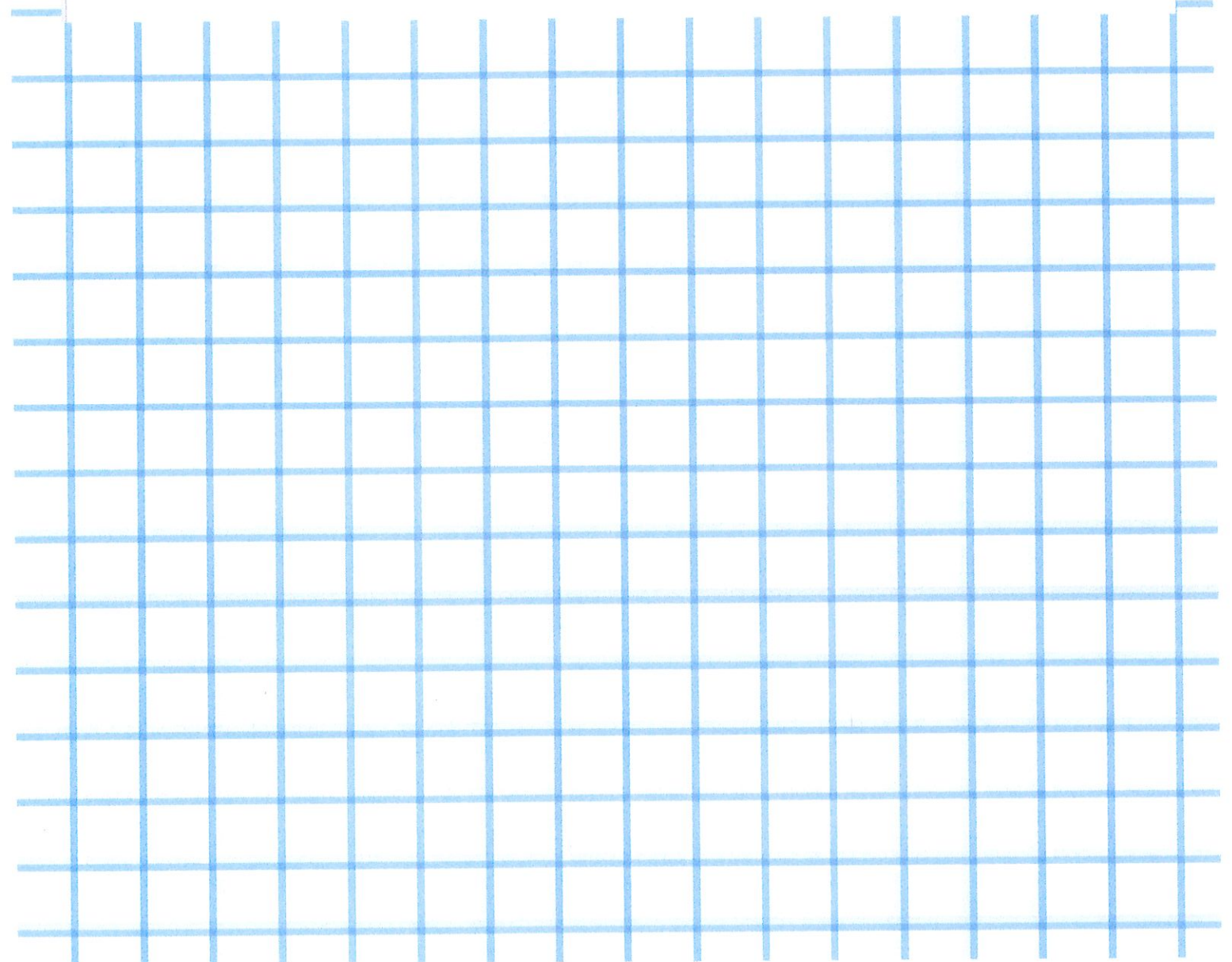
Alex

True or False?

The tallest container has the largest capacity.

Use containers to decide whether the statement is true or false.

Record the capacity of the different containers in a table.



Rosie has a litre bottle of water.

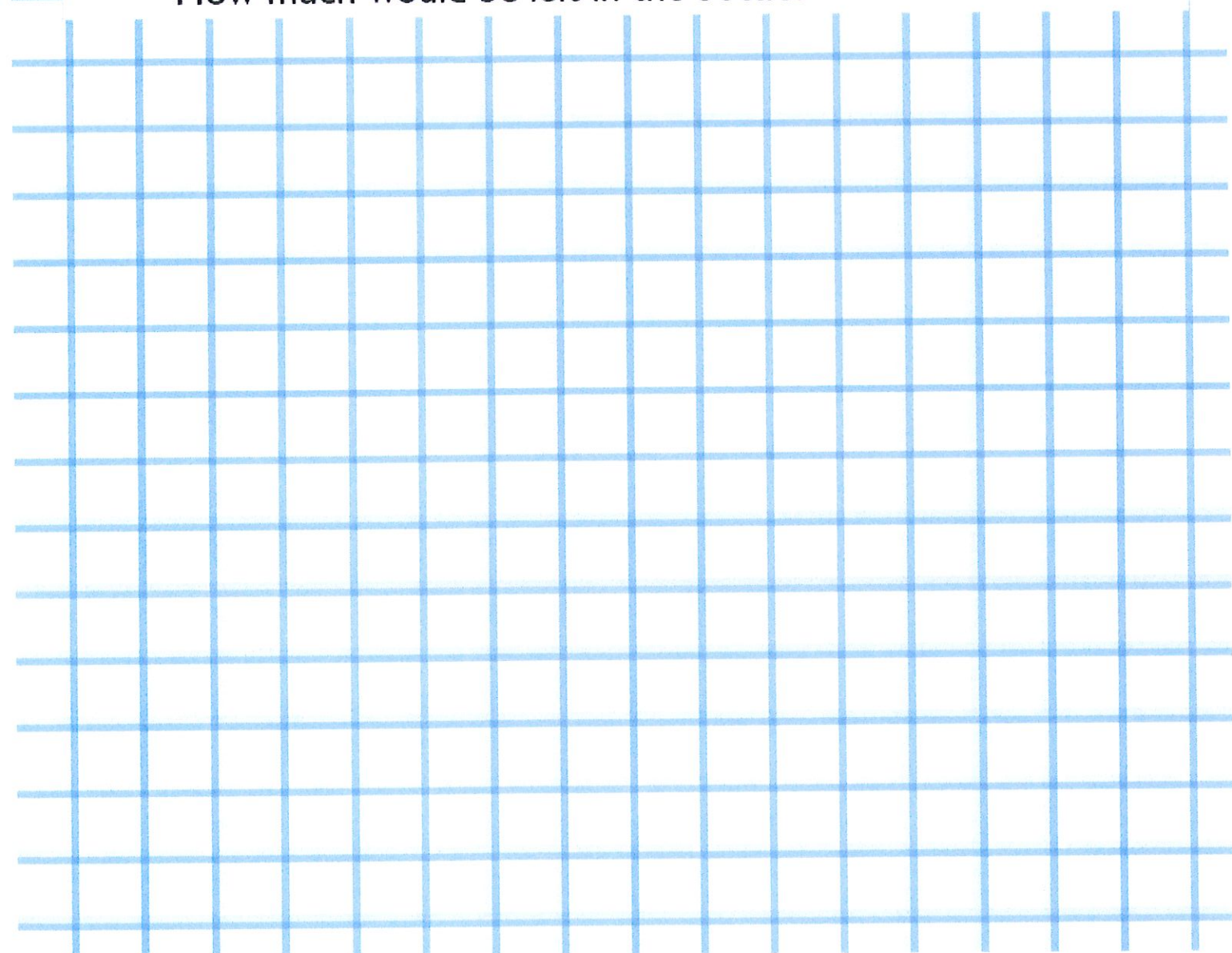
She pours a drink for herself and two friends.
Their glasses can hold up to 250 ml.

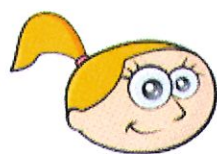


Teddy has more than Amir.
Rosie has the most.

How much could each child have in their glass?

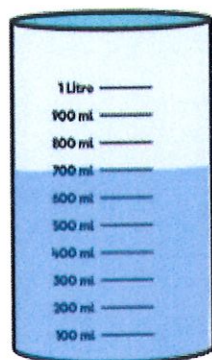
How much would be left in the bottle?



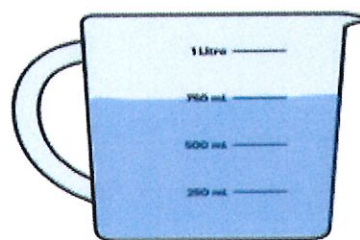


Eva

I know container 1 has more than container 2 in it because the water goes further up the side.



Container 1



Container 2

Is Eva correct? Explain your answer.

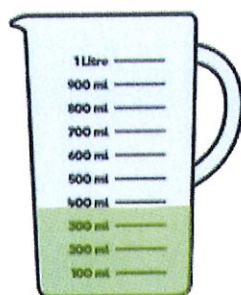
Grid area for writing the answer.

Tommy is pouring drinks using these jugs.
A drink is 125 ml.

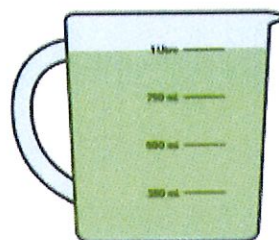


Tommy

If I pour three more drinks using jug 2,
both jugs will have the same amount of
juice in.



Jug 1



Jug 2

Is Tommy correct?

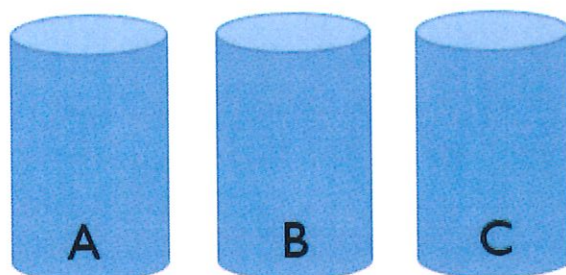
If not, how much juice will be left in jug 2?

Here are some measuring cylinders.

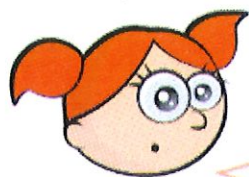
The total liquid in all three cylinders is 400 ml.

Cylinder A has half of the total amount in it. Cylinder B has 67 ml less than Cylinder A.

How much liquid does each cylinder contain?

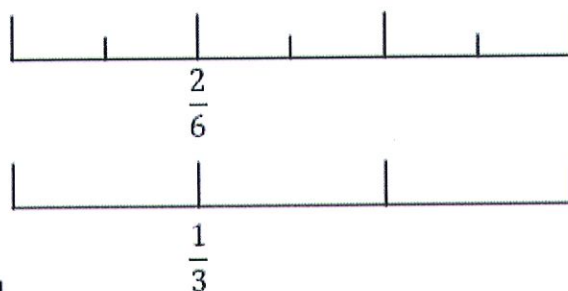


Alex and Tommy are using number lines to explore equivalent fractions.



Alex

$$\frac{2}{6} = \frac{1}{3}$$



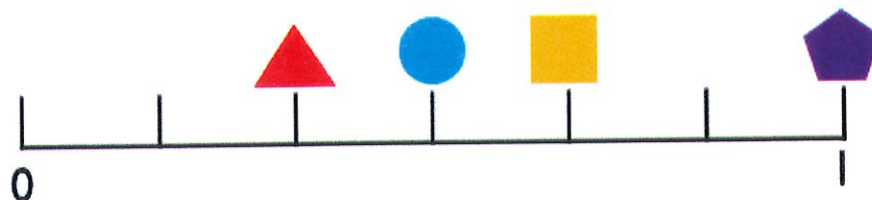
$$\frac{3}{6} = \frac{1}{3}$$

Tommy



Who do you agree with? Explain why.

Grid area for writing the answer.



Use the clues to work out which fraction is being described for each shape.

- My denominator is 6 and my numerator is half of my denominator.
- I am equivalent to $\frac{4}{12}$
- I am equivalent to one whole
- I am equivalent to $\frac{2}{3}$

Can you write what fraction each shape is worth?

Can you record an equivalent fraction for each one?

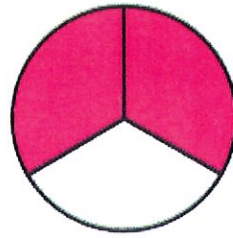
Always, Sometimes, Never.

If a fraction is equivalent to one half, the denominator is double the numerator.

Prove it.

Can you find any relationships between the numerator and denominator for other equivalent fractions?

Dora has shaded a fraction.



She says,



I am thinking of an equivalent fraction to the shaded fraction where the numerator is 9

Is this possible?
Explain why.

I know that $\frac{1}{3}$ is larger than $\frac{1}{2}$ because 3 is larger than 2

Do you agree with Dora?
Explain how you know.

Complete the missing denominator.

How many different options can you find?

$$\frac{1}{2} > \frac{\boxed{1}}{\boxed{}} > \frac{1}{10}$$

Here are three fractions.

$$\frac{3}{8} \quad \frac{3}{5} \quad \frac{1}{8}$$

Which fraction is the largest? How do you know?

Which fraction is the smallest? How do you know?