

Dear Parents,

Once again, thank you all for your continued hard work over the last 11 weeks. It has been so nice to be in contact with most of you at varying points throughout this time and I cannot begin to tell you how happy I have been to continue to receive your fantastic efforts.

As we move towards a final half term with many changes to consider in our day-to-day lives, whether at home or at school, we turn our attention towards our Cultural Topic for 2020. This year, we have chosen to focus on the fascinating country of Australia.

The following pack is designed to cover three weeks of learning and (if desired) can follow the timetable included overleaf.

The tasks included have a cross curricular focus, under the "umbrella" of our Australia topic, and continue to be broken down into small, manageable sessions.

May I continue to emphasise at this point, that if you feel the need to contact me during this time, please do not hesitate to do so via phone or email.

Take care, stay safe, and I will hopefully see you all soon!
Mr. 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 #1

Session 1

UNCOVERING AUSTRALIA

For the first five sessions, you are going to combine Geography skills with your, reading, organisation and presentation skills. The end product will be an “Introductory Presentation” on Australia, but we will consider more than just the research and facts in this project. USE POWERPOINT OR LARGE PIECES OF PAPER.

Today, I need you to find out and make note of a number of facts. You will need these tomorrow. The things I would like you to do/research are listed below:

- 1) Locate Australia on a world map. Make note of its hemisphere, latitude, longitude and countries and oceans surrounding it. Is it an island or a landlocked country?
- 2) Make comparisons of Australia's size, population, terrains, and climate to those of the UK's.
- 3) List each of the States of Australia, and the State Capital City of each.



Australia Topic Task #1

Session 2

UNCOVERING AUSTRALIA

You are presenting to a room of people who have never heard of Australia.

Using the geographical information that you uncovered yesterday to write an introductory paragraph to your presentation.

However, try not to just read out the facts from yesterday. You should consider:

- 1) Welcoming your audience and introducing the subject of your presentation.
- 2) The order in which you give your facts.
- 3) Exciting and varying sentence starters that entice your audience.
- 4) Use your knowledge of North, East, South and West to describe the locations of Australia, its states, cities and surrounding cities and oceans.



Australia Topic Task #1

Session 3

UNCOVERING AUSTRALIA

Having introduced Australia as a country yesterday, let's go into more detail. Using the presentation and research skills you have acquired, research five different famous Australian landmarks. You can choose these landmarks that you will use in your presentation.

You will need to do each of the following for each landmark:

- 1) Select an appropriate picture of the landmark
- 2) Select five key facts for the landmark. You will need to consider which facts are the most relevant and important to your audience.
- 3) Consider again, the use of powerful language to make your facts and their presentation stimulating to your audience.
- 4) Add these landmark slides to your presentation.



Australia Topic Task #1

Session 4

UNCOVERING AUSTRALIA

The final section of your presentation will cover the wildlife of Australia. How you tackle this is completely up to you, but this section should contain the same volume of information as your landmark section.

Some things to start you might consider:

- 1) Different animals that are native to Australia.
- 2) What their habitats are like.
- 3) What are their diets?
- 4) What are the things that we might need to be wary of as humans?



Australia Topic Task #1

Session 5

UNCOVERING AUSTRALIA

Put your presentation together., but really take your time. A presentation is not just about telling an audience all of the things you have found out. It should last about 10-15mins in total.

You need to consider the layout of your slides. Do you need to put every single word of your research on? Where have you placed the picture and at what size? What colour are your backgrounds? Is it appropriate to the subject matter? How long is your presentation? Is it short and snappy, or is it too long? Too short?

Present your presentation to a willing audience, and continue to edit it until you are all happy with it.



Australia Topic Task #2

Session 1

CAPTAIN JAMES COOK

Captain James Cook discovered Australia. However, I need you to find out a little bit more about him. In order to do this, I have set you the following questions. Research them COMPLETELY INDEPENDENTLY and write your answers down in FULL SENTENCES.

- 1) When and where was he born?
- 2) What was his profession?
- 3) In what year did he discover Australia?
- 4) Name his ship and find out an additional fact about it.
- 5) How long was his voyage to Australia and what did he name the place where he landed?



Australia Topic Task #2

Session 2

CAPTAIN JAMES COOK

You are a member of Captain Cook's crew, travelling to Australia. You can choose at what point of the voyage you are writing at, but I would like you to write a diary entry for ONE DAY on the voyage.

Some things to consider:

- 1) If you are able to write a diary, what type of role might you have on the ship?
- 2) What is the weather and the sea like?
- 3) What type of things do you eat?
- 4) What do you do to pass the time?
- 5) Do you like being on the ship? Why? Why not?



Australia Topic Task #2

Session 3

CAPTAIN JAMES COOK

Having considered life on board Captain Cook's ship and the time in History that the voyage took place, design your own 18th century ship, fit to sail to Australia. First, you will need to research what ships of the time looked like and what facilities they had on board.

Having done this, you will need to produce a labelled design of your ship, featuring a "Top View" and a "Side View."

Each feature of your ship that you label, you must provide a short justification for its inclusion (You need to tell me what it is there for!)



Australia Topic Task #2

Session 4

CAPTAIN JAMES COOK

Now that you know where Captain Cook landed (New South Wales,) Do some research into what New South Wales looks like today and what it might have looked like when Captain Cook landed in 1770.

Cast your minds back to the travel brochure we wrote for our Roman soldiers. We are going to spend these next two sessions designing a travel brochure for New South Wales. YOUR TRAVEL BROCHURE CAN BE BASED ON NEW SOUTH WALES TODAY OR IN 1770. Spend today considering two things:

- 1) What NSW looks like and what there is to do there.
- 2) What emotive language are you going to use to “sell” NSW to the reader.



Australia Topic Task #2

Session 5

CAPTAIN JAMES COOK

Today, you will produce your brochure. It needs to include the following:

- 1) A title with a “catchy tag line” (eg: New South Wales: The State where dreams come true)
- 2) Three subheadings/sections each giving information on a different thing about New South Wales.
- 3) An image to support each section. This can either be printed or drawn and coloured yourself.
- 4) Your brochure must be neatly set out and clearly organised.



Australia Topic Task #3

Session 1

ABORIGINAL STORIES

<https://www.bbc.co.uk/teach/school-radio/audio-stories-tiddalik-the-frog-part-one/zdrst39>

Listen to Part One of Tiddalik the Frog. See if you can identify the 5 key features of our story from the story and write them down.

Remember that your 5 key features of any story are:

- 1) Plot
- 2) Character
- 3) Conflict
- 4) Theme
- 5) Setting



Australia Topic Task #3

Session 2

ABORIGINAL STORIES

Think about how Part One of the story ended. Imagine that you are one of the other animals, who is now very thirsty? How are you feeling? Pretty angry I imagine!

Sometimes, anger comes out of us in the wrong way , but it is nevertheless an energy that we all have. We just need to find a healthy way to get rid of that energy. A strategy I have for this, it writing it down using really powerful adjectives and adverbs.

Try writing a letter to Tiddalik telling him how “utterly furious” you are with him. Be as angry as you like and make sure your choice of words indicate how strongly you feel about his behaviour.



Australia Topic Task #3

Session 3

<https://www.bbc.co.uk/teach/school-radio/audio-stories-tiddalik-the-frog/z44ypg8>

LISTEN TO PART TWO OF THE STORY

We talked about how “anger” can be considered a negative emotion, but having listened to part two what have you learnt about positive emotions? How can happiness and laughter help you?

Do you agree with the animals plan to make Tiddalik laugh? Was it nice of Tiddalik to laugh at the snake? Do you think he learnt his lesson?

Answer these questions, giving justified reasons for each of your responses .



Australia Topic Task #3

Session 4

ABORIGINAL STORIES

Aboriginal stories usually have a strong moral message/theme (Like “Don’t be greedy” in the Tiddalik story) and focus around animals from the Australian outback. You are going to write your own Aboriginal Story and will have to consider which animal you would like the story to be about and what moral message/theme you would like your story to have.

Today, you need to research animals that live in the Australian outback so you can base your story on their behaviour.

Then, you need to decide what lesson your animal is going to learn.

Plot a rough outline for your story. You might want to use a story mountain to help you.



Australia Topic Task #3

Session 5

ABORIGINAL STORIES

Publish your Aboriginal story. Things that you need to remember:

- 1) Plot, character, conflict and theme are clear.
- 2) Story has a beginning, a build up, a middle (conflict), resolution and end.
- 3) Your story is clearly organised into paragraphs.
- 4) Your story **MUST** contain some correctly punctuated speech.
- 5) All punctuation, spelling and grammar are checked.
- 6) It is written in your **BEST** handwriting.



SPaG

Session 1

1. *the children met at the park it was very busy.*

Re-write this sentence and put in any missing **full stops** and **capital letters**.

2. *"Does it work " asked the young girl.*

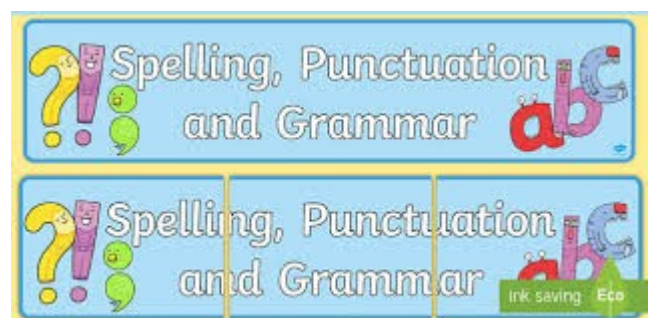
Write in the **missing punctuation**.

3. *The lions raced through the long grass.*

Put a circle around the word that shows there is more than one lion.

4. *The small kitten tried to climb up the tall tree.*

Put a circle around the **adjectives** in this sentence.



SPaG

Session 2

5. *The boys ran as fast as they could towards the ice cream van.*

Put a circle around the **verb** in this sentence.

6. Owls are brilliant hunters because they have excellent hearing to help catch their prey.

Put a circle around the **connective** in this sentence.

7. Which of these sentences needs a **question mark**? Tick the correct answer.

I am very unhappy to hear your news

☐

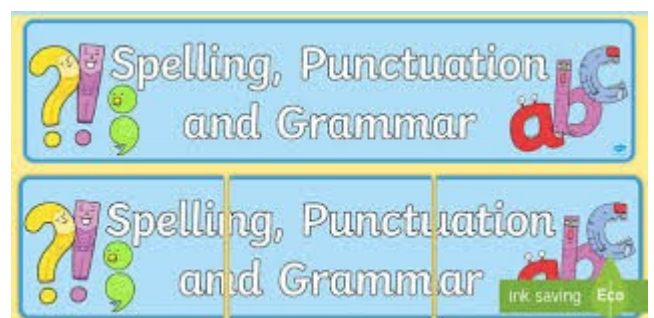
Why are you making such a mess

☐

Go and help your dad

☐

I want some chocolate now

☐

SPaG

Session 3

8. *the sun shone on mary's face.*

Draw two circles around the letters that should be a **capital letter** and explain why.

9. *John Mary and Peter walked home from school.*

Put a **comma** in the correct place in the sentence.

10. Put a tick next to the sentence that should have an **exclamation mark** at the end?

Where is the Post Office

☐

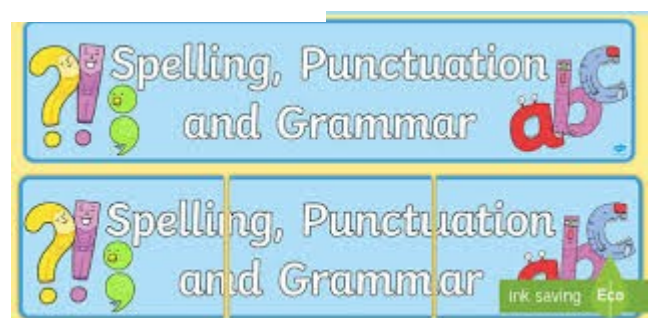
Help, I'm drowning

☐

My dog ate a treat

☐

I go to Heckington school

☐

SPaG

Session 4

11. Write the following **verbs** in the **past tense**:

jump _____

run _____

cry _____

12. Add a **prefix** to these words (use a different one each time)

_____kind

_____appear

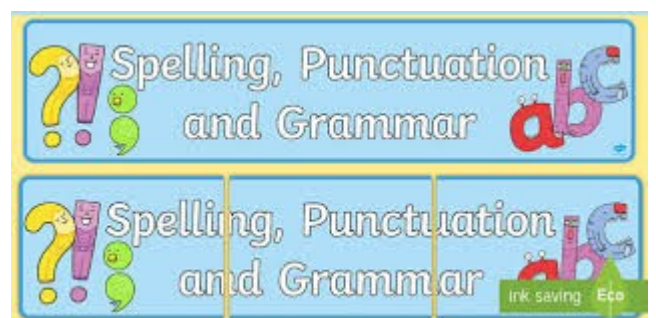
_____cycle

13. Add a **suffix** to these words (use a different one each time)

friend_____

long_____

power_____



SPaG

Session 5

14. *I don't think that is a good idea said Molly.*

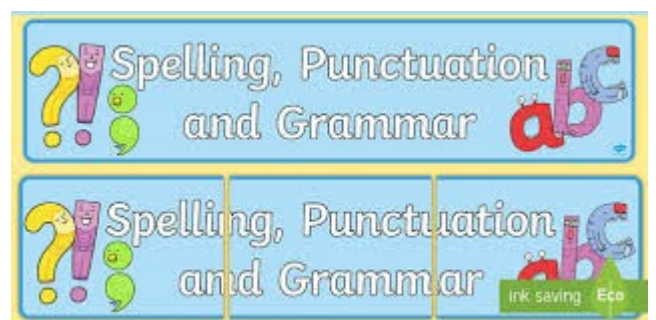
Put **speech marks** in the correct place in this sentence.

15. *The bear hid under the table.*

Put a circle around the **preposition** in this sentence.

16. *The tiger crawled _____ towards the deer.*

Add an adverb into the sentence above.



SPaG

Session 6

17. *So he could watch his favourite programme, Robert rushed home.*

Underline the **subordinate clause** in the sentence.

18. Write the following words in their **contracted form**:

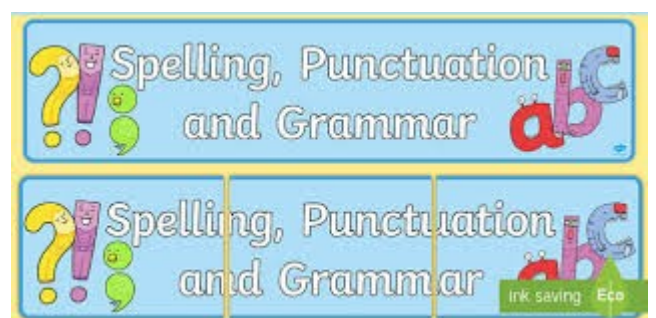
I would _____

Do not _____

Cannot _____

19. Underline the consonants in the follow word

umbrella



Children recognise angles as a measure of a turn. They practice making $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and whole turns from different starting points in both clockwise and anti-clockwise directions in practical contexts. They should listen to/follow instructions and also give instructions using the correct mathematical language in different contexts. Children understand that an angle is created when 2 straight lines meet at a point.

If we start by facing _____ and make a _____ turn, what direction will we be facing?

If we face _____ and turn to face _____, what turn have we made?

If we face north and make a quarter turn clockwise, which direction will we be facing? What if we turn anti-clockwise?

What would the time be if the minute hand started at 1, then made a quarter of a turn?

Can you see any angles around the classroom?

- Take children outside or into the hall where they can practice moving in turns themselves. Label 4 walls/points (for example: North, South, East, West).

Give children instructions to encourage them to make $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and whole turns from different starting points. Allow children the opportunity to give instructions too.

- Look at the hands of the clock.
Turn the minute hand one quarter of a turn clockwise.

Where is the large hand pointing?

What is the new time?

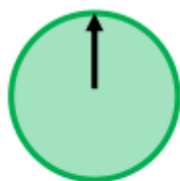


What turn has the minute hand made?

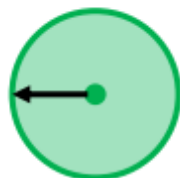
- Tick the images where you can see an angle.
Explain your choices.



The arrow on a spinner started in this position.



After making a turn it ended in this position.



Jack says,



The arrow has moved
a quarter turn
anti-clockwise.

Alex says,



The arrow has moved
a three-quarter turn
clockwise.

Who do you agree with?

The letter 'X' has four angles.



Write your name in capital letters.

How many angles can you see in each letter?

How many angles are there in your full name?

Children recognise that a right angle is a quarter turn, 2 right angles make a half-turn, 3 right angles make three-quarters of a turn and 4 right angles make a complete turn.

Children need to see examples in different orientations so that they understand that a right angle does not have to be made up of a horizontal and vertical line.

How many right angles make a half turn/three-quarter turn/full turn?

Where can you see a right angle in the classroom/ around school/ outside?

Which shapes contain right angles?

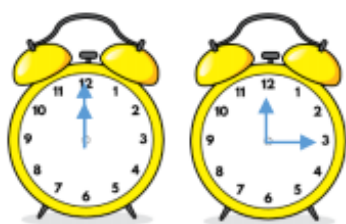
Can you think of a shape which doesn't have any right angles?

How many right angles does a _____ have?

Can you draw a shape with _____ right angles?

What headings would we place in our table?

- Give children a clock each so they can practice making turns. Start with the hands showing 12 o'clock, move the minute hand one quarter of a turn.



The angle between the hands is called a _____ angle.
One quarter turn is equal to a _____ angle.

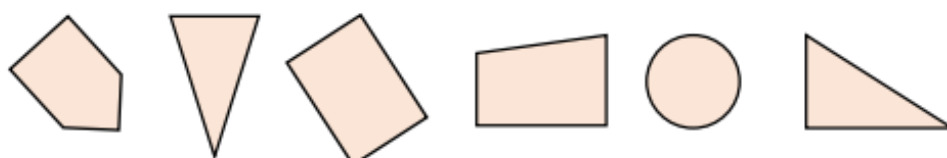
- Children can create a 'Right Angle Tester' E.g.



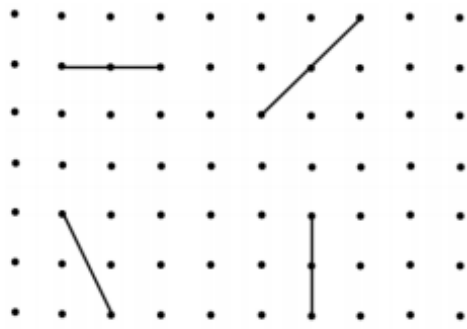
They can then go on a right angle hunt around school.

Find and draw at least 3 right angles you have seen around your school.

- Sort the shapes based on the number of right angles they have. Record your answer in a table.



Draw a line along the dots to make a right-angle with each of these lines:



True or False?

This shape has two right-angles.



Explain your answer.

How many right angles can you see in this image?



Can you create your own image with the same number of right angles?

Children identify whether an angle is greater than or less than a right angle in shapes and turns, by measuring, comparing and reasoning in practical contexts.

Children are introduced to the words 'acute' and 'obtuse' as a way of describing angles.

What is an acute? (Give 3 examples of acute angles and ask them to identify what's the same about them. Draw out that they are all smaller than a right-angle).

What's an obtuse angle? (Repeat activity by giving 3 examples of obtuse angles).

Can you give me a time where the hands on the clock make an acute/obtuse angle?

Can you see an acute/obtuse angle around the classroom?

Can you draw me a shape that contains acute/obtuse angles?



The angle between the hands is _____ than a right angle.
This is called an _____ angle.



The angle between the hands is _____ than a right angle.
This is called an _____ angle.

Explore other times where the hands make an acute/obtuse angle.



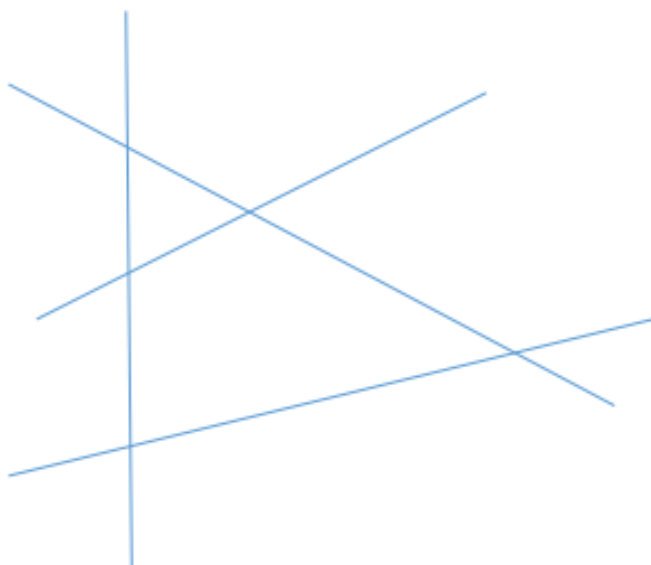
Find 3 acute angles and 3 obtuse angles in your classroom.
Use your 'Right Angle Tester' to check.



Label any acute or obtuse angles in these images.



Label the acute angles (A) and obtuse angles (O) on the diagram below



Teddy describes a shape.



My shape has 3 right angles and 2 obtuse angles.

What could Jack's shape look like?

Describe a shape in terms of its angles for a friend to draw.

Children measure and draw straight lines accurately in centimetres and millimetres. They also practice rounding measurements to the nearest centimetre.

Make sure the children correctly position the ruler when measuring/drawing the line, by lining up the 0 with the start of the line.

Where should we position the ruler when measuring each line?
Why?

How long is each line in millimetres?

Why does 9 cm and 9 mm round to 10 cm and not 9 cm?
Look at the ruler/number line to explain your answer.

Do we round 10 cm and 5 mm to 10 cm or 11 cm? Why?

Measure these lines. Record your measurements in cm and mm.

_____ cm and _____ mm

_____ cm and _____ mm

_____ cm and _____ mm

Draw straight lines that measure exactly:

12 cm 8 cm and 5 mm

9 cm and 8 mm 14 cm and 2 mm



This line measures
9 cm and 9 mm

It measures _____ cm to the nearest centimetre.

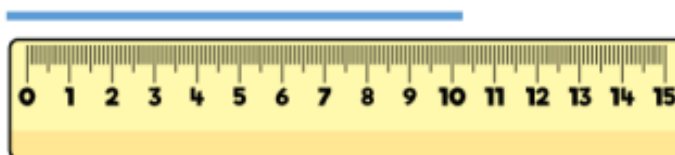
Draw a line for each of the measurements.

5 cm and 2 mm 13 cm and 8 mm

0 cm and 9 mm 10 cm and 3 mm

What would each line measure to the nearest centimetre?

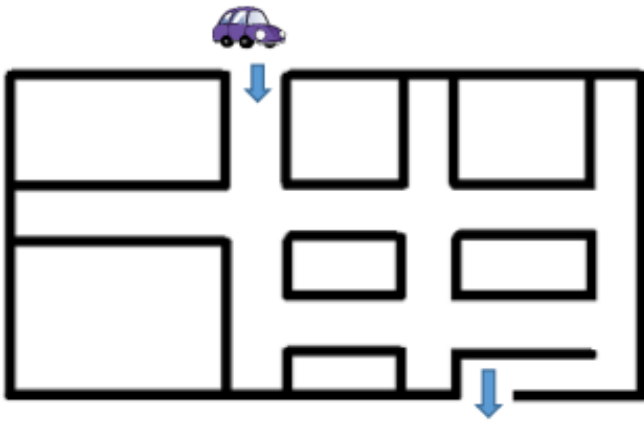
Alex measures the line.



She says it is 10 cm 4 mm

Is Alex correct?

Explain why.



Use straight lines to show the route the car could take to get out of the maze.

Work out the length of the route to the nearest cm

Is this the shortest route?

Children identify and find horizontal and vertical lines in a range of contexts.

They identify horizontal and vertical lines of symmetry in shapes and symbols.

What can you use to help you remember what a horizontal line looks like? (The horizon)

Can you see horizontal and vertical lines around the classroom?

What do we call a line that is not horizontal or vertical?

Which shapes/symbols/letters have a horizontal/vertical line of symmetry?

Which have both?

Can you draw your own shape that has a horizontal and vertical line of symmetry?



A line that runs from left to right across the page is called a _____ line.



A line that runs straight up and down the page is called a _____ line.

Find 3 horizontal and 3 vertical lines in the classroom.






Label the horizontal and vertical lines in each of these images.



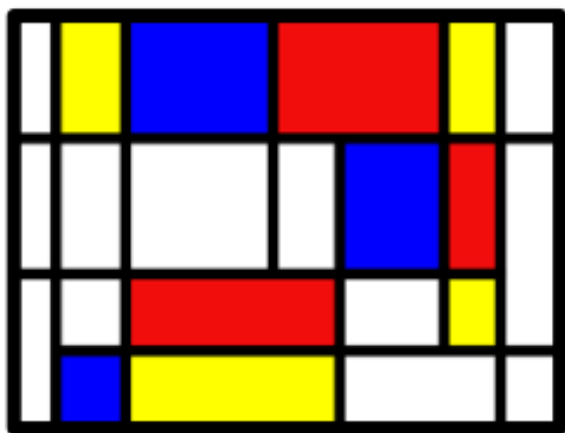
Sort the shapes/symbols/letters depending on whether they have a horizontal line of symmetry, a vertical line of symmetry or both.



Horizontal line of symmetry	Vertical line of symmetry	Horizontal and vertical lines of symmetry
		

Eva completes the table by drawing shapes.

Can you spot and correct her mistake?



How many horizontal and vertical lines can you spot in this image by Mondrian?

Create your own piece of art work using only horizontal and vertical lines.

Children identify and find parallel and perpendicular lines in a range of practical contexts.

They use the arrow notation to represent parallel lines and the right angle notation for perpendicular lines.

Ensure that children are presented with lines that are not horizontal and vertical.

Children may need to use their right-angle tester to help them check that lines are perpendicular.

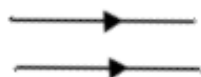
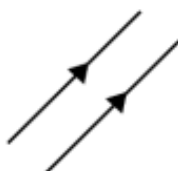
Where might you see sets of parallel lines in the environment?

Can you see sets of parallel and perpendicular lines around the classroom?

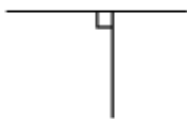
Which shapes have only parallel lines?

Which shapes have perpendicular lines?

Which shapes have both parallel and perpendicular lines?



Lines that never meet are called _____ lines.



Straight lines that meet at a right angle are called _____ lines.



Find 3 sets of parallel and perpendicular lines in the classroom.

Draw a line that is parallel to this one.



Draw a line that is perpendicular to this one.

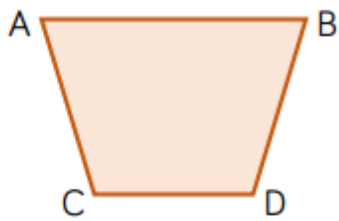


Use arrows to show the parallel lines in these shapes.

Use the right angle notation to show the perpendicular lines.



True or False?



Line AB is parallel to line CD.

Line AC is parallel to line BD.

Line AC is perpendicular to line CD.

Redraw the shape so that line BD is perpendicular to line CD.

These lines are NOT parallel.



Convince me.

Mark 3 sets of parallel lines and 3 sets of perpendicular lines in this flag.



Design your own flag containing parallel and perpendicular lines.

Children recognise, describe and draw 2-D shapes accurately. They use properties including types of angles, lines, symmetry and lengths of sides to describe the shape. They could be given opportunities to identify/draw a hidden shape from a description given and also describe a shape for a friend to identify/draw.

How many angles does a _____ have?

What types of angles does a _____ have?


How many lines of symmetry does a _____ have?

What kind of lines of symmetry does a _____ have?
(vertical/horizontal)

What types of lines can you spot in a _____?
(perpendicular/parallel)

Can you guess the shape from the description given?

Can you draw a shape from the description given?

 Describe this quadrilateral.




It has _____ angles.

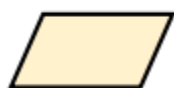
It has _____ right angles.


It has _____ obtuse angle.

It has _____ acute angle.

It has _____ lines of symmetry.

 Choose one of these 2-D shapes and describe it to a friend thinking about the angles, types of lines it is made up of and whether it has any lines of symmetry. Can your friend identify the shape from your description?



 Draw the following shapes.

- A square with sides measuring 2 cm
- A square that is larger than the one you have just drawn
- A rectangle with sides measuring 4 cm and 6 cm
- A triangle with two sides of equal length

Rosie describes a 2-D shape.



My shape has 2 pairs of parallel sides. The lengths of the sides are not all equal.

Draw the shape that Rosie is describing.

Could this square be Rosie's shape?



Explain why.

What is the same and what is different about these shapes?



Draw at least one shape in each section of the diagram.

	At least one right angle	No right angles
4 sided		
Not 4 sided		

Children recognise and describe 3-D shapes in different orientations. They use properties including the number of faces, edges and vertices to describe the shape. Where a shape has a curved surface, children should know that this is not called a face. e.g. a cylinder has 2 circular faces and a curved surface. Teachers should explore the difference between a prism, which has the same shape all the way


How many faces/edges/vertices/curved surfaces does a _____ have?

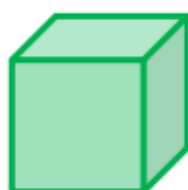
What shape are the faces of a _____?

What types of lines can you see on a _____?

Can you spot objects around the classroom that are cubes/cuboids etc.?

Can you guess the shape from the description given?

 Describe this 3-D shape.




This shape is a _____.


It has _____ faces.

It has _____ edges.

It has _____ vertices.

 Choose one of these 3-D shapes and describe it to a friend thinking about the number and shape of faces it has and the number of edges and vertices. Can your friend identify the shape from your description?



 What is the same and what is different about these two shapes?



Choose two other shapes and say what is the same and what is different about them.

Mo has a 3-D shape, he says,



One face of my 3-D
shape is a square.

What could Mo's shape be?

Alex says,



All 3-D shapes are
prisms.

Do you agree with Alex?
Explain why.

Sort a selection of 3-D shapes using the criteria in the table.

	At least one triangular face	No triangular faces
Prism		
Not a prism		

Change the headings of the table and re-sort your shapes.