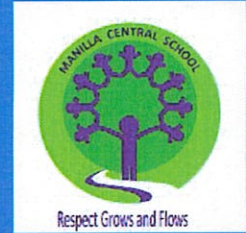# Maths Warm Ups

Group: 3

Stage 3

Term 2, 2020

Weeks 1-3

Name:

Learning Intention:

❖　We are learning to solve a variety of mathematic questions.

Success Criteria:

❖　We can work out the questions quickly.

❖　We will use our prior knowledge to answer questions.

❖　We can build on our mathematical knowledge to solve unknown questions.

		Wednesday 29/04/2020	Thursday 30/04/2020	
		Number of the Day	**Maths Mentals**	
		1. Roll dice provided to make a 4-digit number. 2. Complete the 4-Digit Number of the Day sheet. 3. Record all information on the sheet. An example has been provided to help if needed.	1. Set a timer for 15 minutes. 2. Complete Week 1 - Thursday's Maths Mentals. 3. Make sure you use scrap paper to do your working out. 4. Write the time it took you to complete your mentals next to the day at the top of the page when completed. 5. You can complete Monday's if you have time but this is not a requirement.	

Name: _____   **Date:** _____

4-DIGIT NUMBER OF THE DAY

Word Form
six thousand, two hundred and thirty five

Digit Form
6235

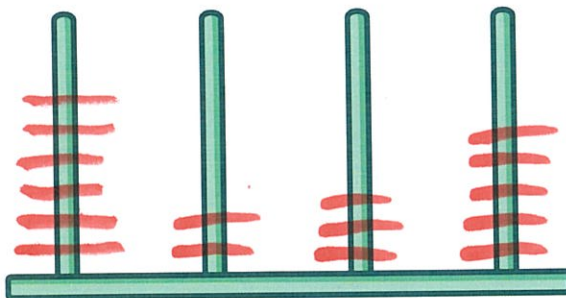| Thousands	Hundreds	Tens	Ones
6	2	3	5

Expanded Form

6000 + 200 + 30 + 5 = 6235

Number Pattern

4235, 5235, 6235, 7235, 8235, 9235

Abacus

Thousands   Hundreds   Tens   Ones

Greater than

> 2000

Less than

< 6300

Name: _____ Date: _____

4-DIGIT NUMBER OF THE DAY

Word Form

Digit Form
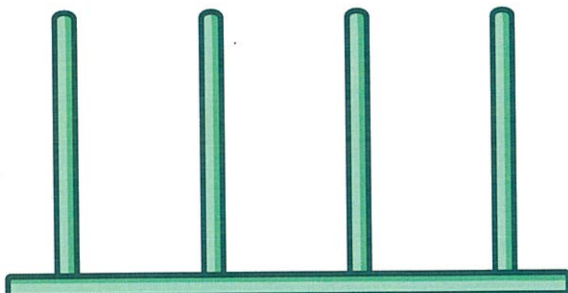
Thousands	Hundreds	Tens	Ones

Expanded Form

_____ + _____ + _____ + _____ = _____

Number Pattern

_____ , _____ , _____ , _____ , _____ , _____

Abacus

Thousands   Hundreds   Tens   Ones

Greater than

\>

Less than

\<

Monday

1. 79 + 99 = ____

2. 60 – 12 = ____

3. 11 x 3 = ____

4. 108 ÷ 9 = ____

5. 36 ÷ 4 = ____

6. Round 71133.30 to the nearest whole number. _____

7. Write the numeral for ninety-nine thousand, five hundred and sixty-six: _____

8. Complete this counting pattern:
46, 48, 50, 52, _____, _____, _____

9. Complete this counting pattern:
61, 63, 65, 67, _____, _____, _____

10. What is the difference between 46 and 18? ____

11. Divide 55 by 11. _____

12. What is the price after taking 50% off $53? _____

13. What is 1/9 of 45? _____

14. What is 1/8 of 56? _____

15. Write these decimals in descending order: 0.52, 0.63, 0.97, 0.88 _____

16. Write these decimals in ascending order: 0.33, 0.22, 0.97, 0.47
_____

17. 4 hours = _____ minutes

18. If a square has a perimeter of 140cm, what is the length of a side? _____

19. What is the name of the 3D object this net forms? _____

20. Which star has the highest chance of being selected? Black or white? _____
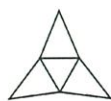
Thursday

1. 56 + 78 = ____

2. 61 – 21 = ____

3. 922 ÷ 2 = ____

4. 3 x 5 = ____

5. 5 x 5 = ____

6. Round 98665 to the nearest thousand. _____

7. Round 25050 to the nearest thousand. _____

8. Complete this counting pattern:
70, 77, 84, 91, _____, _____, _____

9. Complete this counting pattern:
27, 32, 37, 42, _____, _____, _____

10. What is the sum of 30, 22 and 31? ____

11. If 6 metres costs $18, how much would 24 metres cost?

12. What is the price after taking 50% off $94? _____

13. What is 1/4 of 8? _____

14. What is 1/10 of 950? _____

15. Write these decimals in ascending order: 0.75, 0.91, 0.36, 0.24
_____

16. Write these decimals in descending order: 0.40, 0.91, 0.46, 0.29
_____

17. What is 6:24 am in 24-hour time? _____

18. The length of a square's sides are 6cm. What is its area? _____

19. What type of angle is this? _____

20. Which circle has the lowest chance of being selected? Black or white? _____

MATHS MENTALS

teachstarter

| Monday 04/05/2020	Tuesday 05/05/2020	Wednesday 06/05/2020	Thursday 07/05/2020	Friday 08/05/2020
Maths Mentals 1. Set a timer for 15 minutes. 2. Complete Week 2 - Monday's Maths Mentals. 3. Make sure you use scrap paper to do your working out. 4. Write the time it took you to complete your mentals next to the day at the top of the page when completed.		**Number of the Day** 1. Roll dice provided to make a 4-digit number. 2. Complete the 4-Digit Number of the Day sheet. 3. Record all information on the sheet. An example has been provided to help if needed.	**Maths Mentals** 1. Set a timer for 15 minutes. 2. Complete Week 2 - Thursday's Maths Mentals. 3. Make sure you use scrap paper to do your working out. 4. Write the time it took you to complete your mentals next to the day at the top of the page when completed.	

Monday

1. 31 + 65 = _____

2. 80 – 49 = _____

3. 5 x 10 = _____

4. 88 ÷ 8 = _____

5. 10 x 7 = _____

6. Round 74378.00 to the nearest whole number. _____

7. Write the smallest number you can using: 7, 1, 3, 4, 7, 2.
_____

8. Complete this counting pattern:
36, 41, 46, 51, _____, _____, _____

9. Complete this counting pattern:
27, 30, 33, 36, _____, _____, _____

10. What is the sum of 45, 13 and 94? _____

11. Share $99 between 9 children. _____

12. 5 cents + 50 cents + $2.00 = _____

13. What is 1/8 of 8? _____

14. What is 1/11 of 121? _____

15. Write these decimals in ascending order: 0.11, 0.31, 0.17, 0.58
_____

16. Write these decimals in descending order: 0.59, 0.36, 0.97, 0.98
_____

17. 240 minutes = _____ hours

18. The length of a rectangle's sides are 20cm and 17cm. What is its perimeter? _____

19. What is the name of the 3D object this net forms? _____

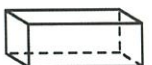20. Which circle has the highest chance of being selected? Black or white? _____
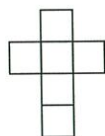
Thursday

1. 60 + 28 = _____

2. 44 – 41 = _____

3. 18 ÷ 3 = _____

4. 5 x 4 = _____

5. 50 ÷ 5 = _____

6. Round 51866.50 to the nearest whole number. _____

7. Round 83501 to the nearest ten. _____

8. Complete this counting pattern:
46, 48, 50, 52, _____, _____, _____

9. Complete this counting pattern:
27, 31, 35, 39, _____, _____, _____

10. If there were 64 fans at a baseball game, 14 were wearing green and the rest were wearing silver, how many were wearing silver?
_____

11. What is the average of 9, 6 and 9? _____

12. What is the price after taking 50% off $17? _____

13. What is 1/5 of 5? _____

14. What is 1/11 of 99? _____

15. Write these decimals in ascending order: 0.24, 0.65, 0.49, 0.90
_____

16. Write these decimals in descending order: 0.33, 0.11, 0.64, 0.52
_____

17. How many minutes from 3 am to 8 pm? _____

18. The length of a rectangle's sides are 2cm and 2cm. What is its area? _____

19. How many vertices does a rectangular prism have?

20. Imagine these stars are in a bag. What is the probability of pulling out a white star?
_____

Name: _____   Date: _____

4-DIGIT NUMBER OF THE DAY

Word Form

Digit Form

Thousands	Hundreds	Tens	Ones

Expanded Form

_____ + _____ + _____ + _____ = _____

Number Pattern

_____ , _____ , _____ , _____ , _____ , _____

Abacus

Thousands   Hundreds   Tens   Ones

Greater than

>

Less than

<

Monday 11/05/2020	Tuesday 12/05/2020	Wednesday 13/05/2020	Thursday 14/05/2020	Friday 15/05/2020
Maths Mentals 1. Set a timer for 15 minutes. 2. Complete Week 3 - Monday's Maths Mentals. 3. Make sure you use scrap paper to do your working out. 4. Write the time it took you to complete your mentals next to the day at the top of the page when completed.		**Number of the Day** 1. Roll dice provided to make a 4-digit number. 2. Complete the 4-Digit Number of the Day sheet. 3. Record all information on the sheet. An example has been provided to help if needed.	**Maths Mentals** 1. Set a timer for 15 minutes. 2. Complete Week 3 - Thursday's Maths Mentals. 3. Make sure you use scrap paper to do your working out. 4. Write the time it took you to complete your mentals next to the day at the top of the page when completed.	

Monday

1. 63 + 37 = ____

2. 99 – 52 = ____

3. 11 x 3 = ____

4. 60 ÷ 6 = ____

5. 54 ÷ 6 = ____

6. Round 49053 to the nearest ten. _____

7. Round 50207.90 to the nearest whole number. _____

8. Complete this counting pattern:
99, 103, 107, 111, _____, _____, _____

9. Complete this counting pattern:
91, 99, 107, 115, _____, _____, _____

10. If there were 85 fans at a rugby union game, 60 were wearing purple and the rest were wearing yellow, how many were wearing yellow? ____

11. Double 14 = ____

12. $1.00 + 5 cents + 20 cents = _____

13. What is 1/7 of 84? _____

14. What is 1/5 of 35? _____

15. Write these decimals in descending order: 0.41, 0.98, 0.17, 0.94
_____

16. Write these decimals in ascending order: 0.24, 0.56, 0.89, 0.57
_____

17. What is 2:19 pm in 24-hour time? _____

18. The length of a square's sides are 9cm. What is its area? _____

19. What type of angle is this? _____

20. Which star has the lowest chance of being selected? Black or white? _____

Thursday

1. 35 + 45 = ____

2. 96 – 77 = ____

3. 49 ÷ 7 = ____

4. 10 x 6 = ____

5. 55 ÷ 5 = ____

6. Round 39053 to the nearest ten. _____

7. List the factors of 52: _____

8. Complete this counting pattern:
87, 91, 95, 99, _____, _____, _____

9. Complete this counting pattern:
52, 58, 64, 70, _____, _____, _____

10. If there were 136 fans at a American football game, 60 were wearing orange and the rest were wearing red, how many were wearing red? ____

11. What is the product of 6 and 9? ____

12. What is the price after taking 50% off $75? _____

13. What is 1/3 of 12? _____

14. What is 1/5 of 30? _____

15. Write these decimals in ascending order: 0.23, 0.78, 0.71, 0.34
_____

16. Write these decimals in descending order: 0.26, 0.75, 0.51, 0.24
_____

17. If it was 8:30 in the night, would you write am or pm? _____

18. If a square has a perimeter of 364cm, what is the length of a side? _____

19. What is the name of the 3D object this net forms? _____

20. Imagine these stars are in a bag. What is the probability of pulling out a black star?
____

Name: _____   Date: _____

4-DIGIT NUMBER OF THE DAY

Word Form

Digit Form

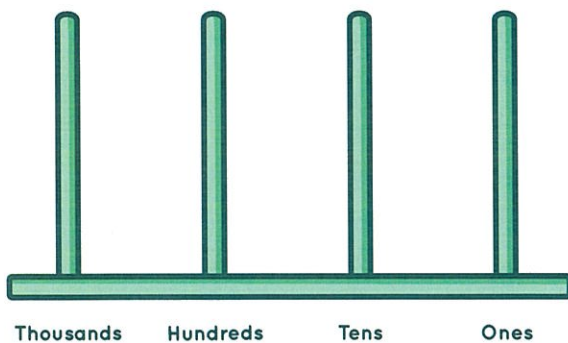| Thousands	Hundreds	Tens	Ones

Expanded Form

_____ + _____ + _____ + _____

Number Pattern

_____ , _____ , _____ , _____ , _____ , _____

Abacus

Thousands   Hundreds   Tens   Ones

Greater than

\>

Less than

\<

Mathematics
Group: 3

Stage 3
Term 2, 2020
Weeks 1-3

Name:

		Wednesday 29/04/2020	Thursday 30/04/2020	Friday 01/05/2020
		4-digit subtraction **Learning Intention:** We are learning to use a written method for subtraction of four-digit numbers **Success Criteria:** We will be able to solve subtraction problems using different strategies. 1.complete the following 436- 125 ____ 354- 125 ____ ***use resource pack posters for help** 2.Complete **Unit 10 page 40**. 3. Check your work	**Prime and composite numbers** **Learning Intention:** We are learning to identify prime and composite numbers **Success Criteria:** We will be able to describe what a prime and composite number is. ***use resource pack posters for help** 1.Complete **Unit 10 page 41**. 2. Check your work	

unit 10 — 4-digit subtraction

Learning to trade in a subtraction

2 thousands from 5 thousands equals 3 thousands.

Thou	Hund	Tens	Ones
5	1	4	1
6	2	5	3
− 2	4	2	4
3	8	2	9

4 ones from 3 ones can't be done. Trade a ten from the tens column to the ones column to make 13 ones. 5 tens becomes 4 tens. 4 ones from 13 ones equals 9 ones.

4 hundreds from 2 hundreds can't be done, so trade a thousand from the thousands column to make 12 hundreds. 6 thousand becomes 5 thousand. 4 hundreds from 12 hundreds equals 8 hundreds.

Subtract 2 tens from 4 tens equals 2 tens.

1 Complete these subtractions with trading in the ones.

a
Thou	Hund	Tens	Ones
6	9	5	4
− 4	0	0	7

b
Thou	Hund	Tens	Ones
7	4	3	5
− 3	0	0	7

c
Thou	Hund	Tens	Ones
9	6	7	2
− 6	5	4	8

d
Thou	Hund	Tens	Ones
8	9	3	3
− 5	3	2	5

e
Thou	Hund	Tens	Ones
5	5	5	2
− 4	3	2	4

2 Complete these subtractions with trading in the tens or ones.

a
Thou	Hund	Tens	Ones
5	4	5	8
− 4	2	7	6

b
Thou	Hund	Tens	Ones
3	5	8	4
− 3	4	4	6

c
Thou	Hund	Tens	Ones
7	8	3	7
− 6	5	5	6

d
Thou	Hund	Tens	Ones
8	5	6	4
− 7	2	8	6

e
Thou	Hund	Tens	Ones
4	4	8	3
− 2	1	2	8

f
Thou	Hund	Tens	Ones
	3	9	1
6	4	0	0
− 2	1	6	6

g
Thou	Hund	Tens	Ones
7	5	3	0
− 2	3	8	6

h
Thou	Hund	Tens	Ones
8	6	0	0
− 3	4	6	4

i
Thou	Hund	Tens	Ones
7	5	0	0
−	3	6	6

j
Thou	Hund	Tens	Ones
6	6	0	0
−	2	2	6

From Sydney

CANBERRA 284 km
MELBOURNE 869 km
ADELAIDE 1422 km
KALGOORLIE 3440 km
PERTH 3967 km
BROOME 5280 km

3 Calculate the distances between:

a Melbourne and Canberra	b Adelaide and Canberra	c Kalgoorlie and Adelaide
d Perth and Melbourne	e Perth and Canberra	f Broome and Perth

Use efficient mental and written strategies and apply appropriate digital technologies to solve problems.

Prime and composite numbers

Prime numbers are numbers that have only themselves and 1 as factors, e.g. 2, 3, 5 and 7 are prime numbers but 4, 8 and 9 are not.
Composite numbers are numbers with more than two factors, e.g. 24 has factors of 1, 2, 3, 4, 6, 8, 12 and 24.

4 Write all the factors of these numbers, then write whether they are prime or composite.

Number	Factors	Prime or composite
a 8		
b 7		
c 9		
d 11		

Number	Factors	Prime or composite
e 18		
f 16		
g 23		
h 17		

5 Write prime or composite after each number.

a 5 _____

b 20 _____

c 19 _____

d 24 _____

e 29 _____

f 42 _____

g 31 _____

h 60 _____

i 32 _____

j 37 _____

k 40 _____

l 45 _____

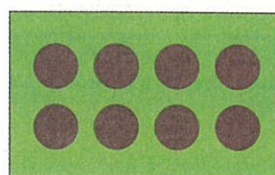Prime numbers have only themselves and 1 as factors.

6 Explain why you agree or disagree with these statements.

a All odd numbers are prime numbers. _____

_____

b There are more composite numbers than prime numbers. _____

_____

7 **Square and oblong numbers**
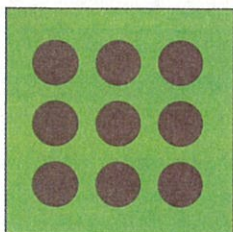
9 is a "square" number.

8 is an "oblong" number.

Write the numbers under 101 that are both square and oblong.

Monday 04/05/2020	Tuesday 05/05/2020	Wednesday 06/05/2020	Thursday 07/05/2020	Friday 08/05/2020
2-digit division **Learning Intention:** We are learning to use a written method for division, with and without remainders. **Success Criteria:** We will be able to complete 2-digit division questions and explain the process 1.Complete **Unit 11 page 44.** ***use resource pack posters for help** 2. Check your work	**Revising two-place decimals** **Learning Intention:** We are learning to record, compare and order decimals to two places. **Success Criteria:** We will be able to describe a third of a shape or collection. 1. Read and discuss the information sheet for decimals. ***use resource pack posters for help** 2.Complete **Unit 11 page 45.** 3. Check your work	**Probability (0-1)** **Learning Intention:** We will use a numerical scale to describe probability. **Success Criteria:** We will be able to use a number scale rate the chance of familiar things happening. 1. With a pack of cards predict the card you will turn over before you have. Were you able to predict correctly? _____ _____ _____ _____ _____ 2.Complete **Unit 11 page 46.** 3. Check your work	**Using Scale** **Learning Intention:** We are learning to read and interpret scales on maps. **Success Criteria:** We will be able to use scales to answer questions about distance on maps. 1.Complete *47* **Unit 11 page 45.** 2. Check your work	

unit 11 2-digit division

Rick had 75 stamps to share among his five children. This is what he did.

75 shared among 5	Share out the tens, with each person getting 1 ten.	Trade the 2 tens left for 20 ones. Now share the 25 ones among 5.
$5\overline{)75}$	$5\overline{)7\ 5}^{\ 1}$	$5\overline{)7^25}^{\ 15}$

1 Find the quotients of these divisions.

a $3\overline{)45}$ b $4\overline{)52}$ c $5\overline{)65}$ d $6\overline{)72}$

e $4\overline{)56}$ f $2\overline{)36}$ g $3\overline{)48}$ h $5\overline{)70}$

i $2\overline{)32}$ j $3\overline{)42}$ k $2\overline{)52}$ l $4\overline{)96}$

m $2\overline{)38}$ n $3\overline{)51}$ o $4\overline{)92}$ p $6\overline{)84}$

> 65 lollies shared among 5 people?
>
> $5\overline{)6^15}^{\ 13}$
>
> That's 13 lollies each.

2 Write a division fact from each multiplication fact.

a	6	×	4	=	24	24	÷	6	=	
b	7	×	5	=			÷		=	
c	8	×	6	=			÷		=	
d	9	×	7	=			÷		=	

**3** Solve these problems and discuss with your classmates what you might do with any remainder.

a Jon had 27 football cards to share among himself and another two boys. How many cards did each child receive?

b There were 42 stickers to be shared among 8 children. How many did each child receive?

c Fatima had a bag of 34 lollies which she shared among herself and 3 other friends. How many did each child get?

d Zoe scored 28 home runs in 7 softball matches. What was her average score of home runs per match?

4 Describe the shaded section of the hundreds grids as a two-place decimal. The first one is done for you.

		Ones	Tenths	Hundredths
a		0 .	4	8
b				
c				

		Ones	Tenths	Hundredths
d				
e				
f				
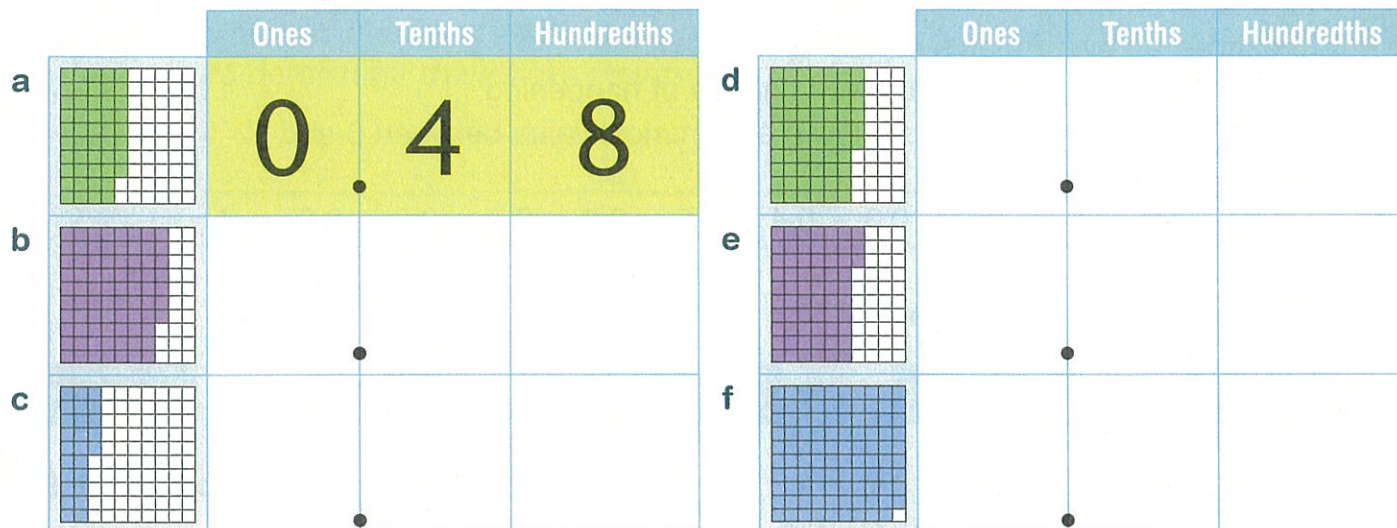
5 Place these decimals in ascending order.

0.43, 2.57, 0.28, 4.35, 2.50, 8.22, 4.45.

_____

6 Use a decimal point to separate whole metres from fractions of a metre. The first one has been done for you.

a 127 cm   __1.27__ m   **d** 563 cm __.___ m   **g** 842 cm   __.___ m

b 352 cm __.___ m   **e** 742 cm __.___ m   **h** 906 cm   __.___ m

c 427 cm __.___ m   **f** 890 cm __.___ m   **i** 1423 cm   __.___ m

7 The six people in the following group were measured and their heights recorded.

Kimberly	1.53 m	Scott	1.47 m	Sarah	1.09 m
James	1.35 m	Trent	1.90 m	Catherine	1.49 m

193 cm means
1 m and 93 cm.

a Who was the tallest person?   _____

b Who was the shortest person?   _____

c Who is 2 cm taller than Scott?   _____

d Explain why 1.90 m is taller than 1.09 m

_____

8 Write true or false to answer these questions.

a 0.6 > 0.75   _____   **d** 1.5 > 5.1   _____   **g** 1.45 < 1.54   _____

b 1.6 < 6.1   _____   **e** 0.69 > 0.96   _____   **h** 7.98 > 8.97   _____

c 0.23 > 0.04   _____   **f** 0.07 > 0.03   _____   **i** 1.06 > 1.60   _____
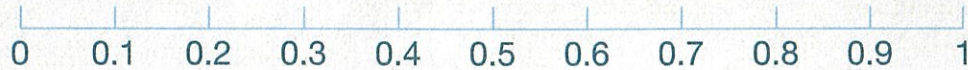
unit 11 Probability (0 to 1)

Chance can be recorded on a scale of 0 to 1.
0 describes an event that is impossible to happen.
1 describes an event that is certain to happen.
0.5 describes an event with an even chance of happening.
All other points on the scale are given a numerical value between 0 and 1.

| 0 | 0.1 | 0.2 | 0.3 | 0.4 | 0.5 | 0.6 | 0.7 | 0.8 | 0.9 | 1 |

9 Draw a line to match each word to a place on the number line.

a Impossible   **b** Unlikely   **c** Even chance   **d** Likely   **e** Certain

| 0 | 0.1 | 0.2 | 0.3 | 0.4 | 0.5 | 0.6 | 0.7 | 0.8 | 0.9 | 1 |

Unlikely events fall between 0 and 0.5 and likely events fall between 0.5 and 1. Some events are more or less likely than others.

10 Rate the likelihood of these events happening using the range of 0 to 1.

	Event	Probability
a	I'll clean my teeth tonight.	
b	A tossed coin lands on heads.	
c	Everyone will be at school tomorrow.	
d	A spinning wheel numbered 1 to 10 lands on 6.	
e	I'll be invited to a birthday party next month.	
f	I'll go to high school next year.	
g	I'll have the same teacher next year.	
h	It will rain tonight.	
i	I'll watch television tonight.	
j	A spinner divided equally into red, blue, yellow, black and green lands on red.	

1
0.9
0.8
0.7
0.6
0.5
0.4
0.3
0.2
0.1
0
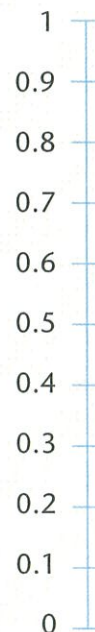
I'll probably clean my teeth tonight ... 0.9.

11 List two events that could happen tomorrow, and rate their probability. Compare your events with classmates and discuss them.

a _____ .

b _____ .

12 Scale

This scale shown is used to represent long distances. Each 1 cm length represents a distance of 50 km. Use the scale to determine the length represented by each line.

| 0 | 50 km | 150 km | 250 km |
| 100 km | 200 km | 300 km |
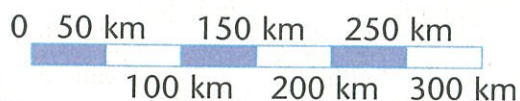
a _____ | km
b _____ | km
c _____ | km
d _____ | km
e _____ | km
f _____ | km
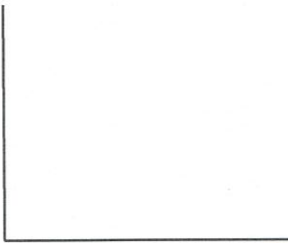
13 Using scale on a map

Scrilla
Moon River
RAPSVILLE
Denim
Beatsville
Cap Lake
Guitar Lake
Rhyme Town
Bronx
Tunesville
Jordan
Rap
Cool Beach

Scale: 1 cm = 20 km

Use the scale to determine the shortest distances between:

a Tunesville and Rap [ ]

b Rhyme Town and Bronx [ ]

c Denim and Rhyme Town [ ]

d Tunesville and Denim [ ]

e Bronx and Tunesville via Rhyme Town [ ]

f Beatsville and Jordan [ ]

g Scrilla and Rap via Rhyme Town [ ]

h Denim and Beatsville [ ]

i How far is it from Scrilla to Cool Beach in a straight line? [ ]

Monday 11/05/2020	Tuesday 12/02/2020	Wednesday 13/05/2020	Thursday 14/05/2020	Friday 15/05/2020
5-digit addition with trading **Learning Intention:** We are learning to use a written method for five-digit addition with trading. **Success Criteria:** We will be able to use a written method to solve addition. 1.Answer the following 4624 +3258 _____ estimate _____ solution 2.Complete **Unit 12 page 48.** 3. Check your work	**Multiplies** **Learning Intention:** We are learning to identify and describe multiples of whole numbers. **Success Criteria:** We will be able to generate multiples of a number. 1. Write the multiples of the following Eg 5,10,15,20,25,30,35 4 _____ 6 _____ 7 _____ 2.Complete **Unit 12 page 49.** 3. Check your work	**Line Graphs** **Learning Intention:** We are learning to read, interpret and construct line graphs. **Success Criteria:** We will be able to display data on a line graph. 1 draw a line graph below of the temperature for Manilla for the last 5 days. 2.Complete **Unit 12 page 50.** 3. Check your work	**Cubic centimetres** **Learning Intention:** We are learning to relate volume of rectangular prisms to their dimensions. **Success Criteria:** We will be able to work out the volume of any rectangular prism in cubic centimetres. 1. Using blocks, lego or other items at home build a rectangular prism and draw below. 2.Complete **Unit 12 page 51.** ***use resource pack posters for help** 3. Check your work	

unit 12 5-digit addition with trading

1 Estimate an answer first and write it in the box, then complete these additions with trading in the tens and ones.

a	3 9 2 9	b	2 1 2 4	c	3 9 7 3	d	3 9 5 5	e	3 8 4 7
+	4 0 5 6	+	3 8 9 9	+	5 0 2 5	+	2 0 7 6	+	2 1 7 7

2 Complete these additions with trading in the hundreds.

a	2 3 6 5 4	b	3 5 7 6 4	c	4 5 8 3 4	d	5 2 5 7 4	e	6 5 9 6 5
+	1 2 7 3 2	+	1 2 7 3 1	+	2 1 7 6 5	+	1 3 6 1 5	+	1 2 9 1 3

3 Complete these additions with trading in the hundreds, tens or ones.

a	7 3 5 6 7	b	3 5 6 9 4	c	4 6 3 6 8	d	2 7 7 5 4	e	5 5 5 7 8
+	2 2 7 7	+	3 1 7 6 2	+	2 3 8 8	+	1 8 8 8	+	3 3 9 6 3

4 Calculate the distance travelled by each family.

Coolangatta
239 km
Grafton
218 km
Port Macquarie
240 km
152 km Newcastle
79 km Sydney
Wollongong
199 km
Batemans Bay

a Batemans Bay to Sydney.	b Wollongong to Port Macquarie.	c Batemans Bay to Port Macquarie.
d Sydney to Grafton.	e Sydney to Coolangatta.	f Coolangatta to Newcastle.

5 Calculate a return journey that is between 450 km and 600 km.

6 From one destination on the map to another, calculate a return journey that is between 1100 km and 1300 km.

Use estimation and rounding to check the reasonableness of answers to calculations.
Use efficient mental and written strategies and apply appropriate digital technologies to solve problems

A **multiple** is any number that can be divided equally by another number.

EXAMPLE 12 is a multiple of 3 because 12 divided by 3 equals 4.

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

25 is a multiple of 5.

A number can be a multiple of many other numbers.

7 Complete the following.

a Circle the multiples of 5 on the hundreds grid.

b Shade the multiples of 9 on the hundreds grid.

c Put a cross on multiples of 10.

d Did the multiples for each number form a pattern? _____

e Are the multiples of 5 and 10 related? _____

f Why was number 90 circled, shaded and crossed? _____

_____

8 List the first 10 multiples of each number.

The multiples of 8 are 8, 16, 24, 32 ...

a 5

b 3

c 4

d 6

e 7

Data can be recorded on a **line graph** by using a line to join plotted points. Meaning can be attached to any point along the line.
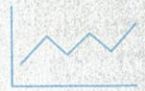
9 An average Australian car uses 12 litres of petrol for every 100 km travelled.

a Complete the table to show how far the car could travel on the litres supplied.

Litres	6	12	18	24	30	36	42
Kilometres	50	100	150				

b Record this information on the line graph.

c How far did the car travel on 24 L of petrol? _____

d How far did the car travel on 36 L of petrol? _____

e How far would the car travel on 9 L of petrol? _____

f How many litres would the car use for a 250 km trip? _____

g How many litres would the car use for a 350 km trip? _____

h How many litres would the car use for a 400 km trip? _____

Litres used by an Australian car
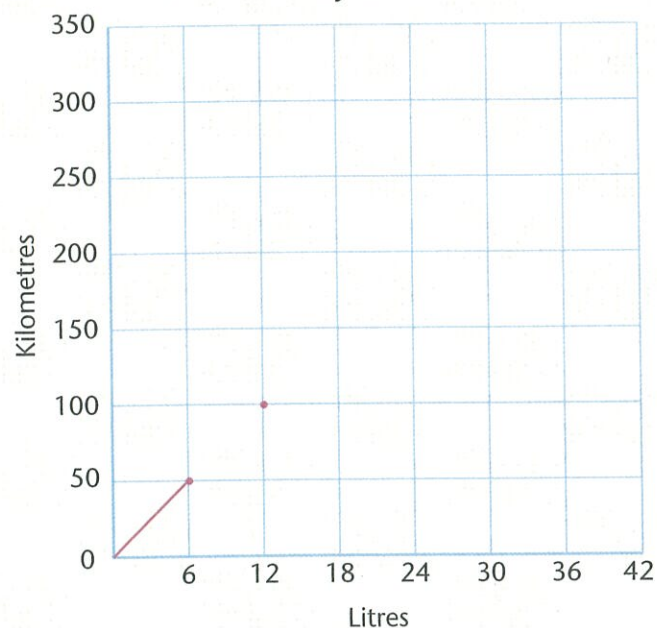
10 Drawing a line graph

Jane's athletic coach made a table of the distance she walked in 6 minutes.

Minutes	1	2	3	4	5	6
Metres	200	400	600	800	1000	1200

a Create a line graph to represent this data. You will need to work out a scale for the vertical axis before you start.

b If Jane walked for 10 minutes, how far would she walk? _____

c How far would she walk in $2\frac{1}{2}$ minutes? _____

Jane's walk

50 Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies

Oxford University Press

Cubic centimetres
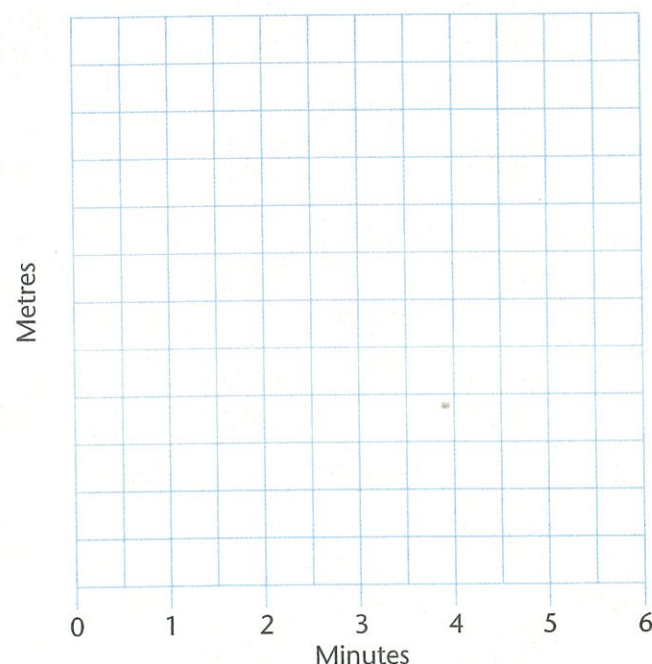
11 Sarah, John and Alisha built three rectangular prisms out of centicubes. In groups of three, make the three prisms. Complete the grid for length, width and height. Record the volume for each prism by counting the centicubes.

Sarah

3 cm
(height)

6 cm
(length)

2 cm
(width or breadth)
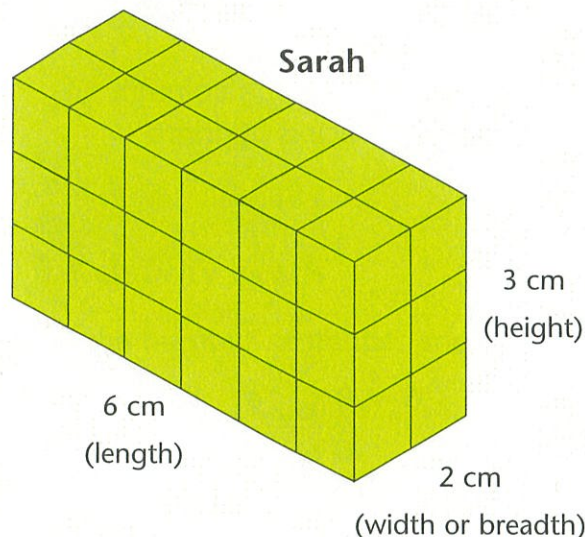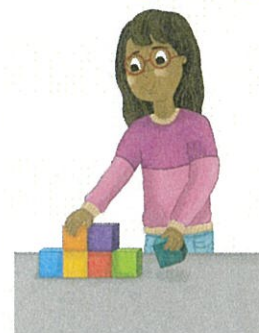
Prism	Length	Width	Height	Volume
Sarah				cm³
John				cm³
Alisha				cm³

Alisha

3 cm

4 cm

3 cm

John

2 cm

2 cm

9 cm
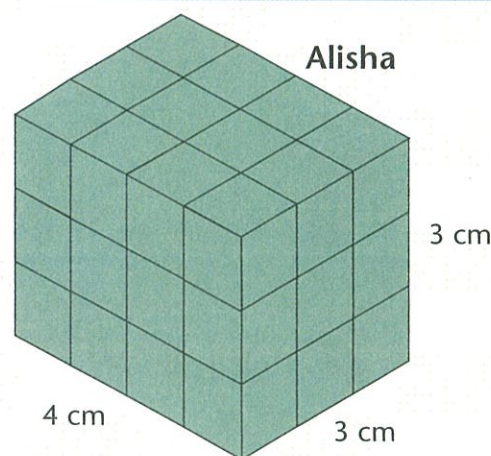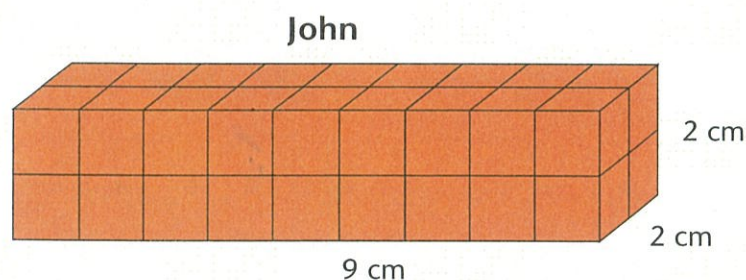
12 What did you notice about your results? _____

_____

13 Use centicubes to make models with these dimensions. Record the number of cubes used in the tally column of the grid, then record the volume of each model.

	Length	Width	Height	Tally	Volume (cm³)
a	4 cm	2 cm	2 cm	JHT JHT JHT I	
b	4 cm	3 cm	3 cm		
c	6 cm	2 cm	3 cm		
d	6 cm	1 cm	4 cm		
e	4 cm	2 cm	4 cm		
f	8 cm	1 cm	4 cm		

Did any prisms have the same volume?

14 If you multiplied the length, width and height of the prisms above, what would you find? _____

CAPA
Creative & Performing Arts

Stage 3
Term 2, 2020
Week 1

Name:

Learning Intention:

❖ We are learning about special celebrations through art and craft

Success Criteria:

❖ We can use a range of materials to creatively express emotions through art and craft.

Wednesday 29/04/2020 & Thursday 30/04/2020

1.   Open the envelope marked "Secret Kid's Business"

2.   Follow the instructions to complete the activities inside.

3.   Take some photos of the completed products and email to your teacher or upload onto this slide.

CAPA
Creative & Performing Arts

Stage 3
Term 2, 2020
Weeks 2-3

Name:

Learning Intention:
- ❖ We are learning about Australian History through Art.

Success Criteria:
- ❖ We can appreciate the works of Sidney Nolan.
- ❖ We can attempt a Ned Kelly artwork with our own background.

1.   Research Sidney Nolan and his works on Ned Kelly.

If possible, complete the activity at the following link.
https://nga.gov.au/education/resources/nedkelly/index.html

Sidney Nolan's 1946–47 Ned Kelly series is one of the greatest sequences of Australian paintings of the twentieth century. Nolan's starkly simplified depiction of Kelly in his armour has become an iconic Australian image. Nolan's paintings follow the main sequence of the Kelly story. Yet Nolan did not intend the series to be an 'authentic' depiction of these events. Rather, these episodes became the setting for the artist's meditations upon universal themes of injustice, love and betrayal.
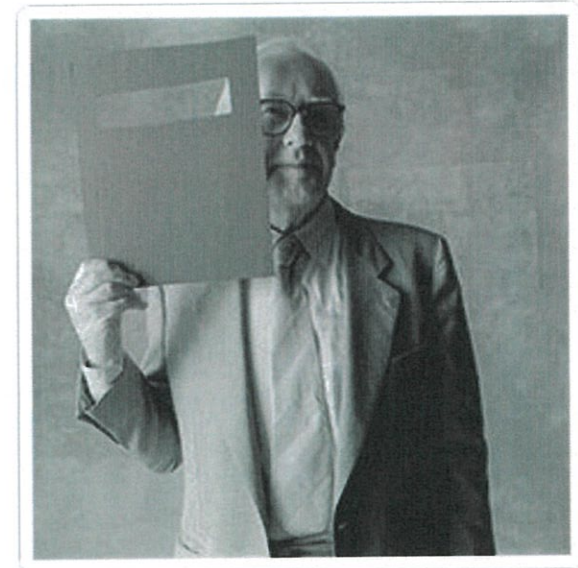
Sidney Nolan photographed by Michel Lawrence in Melbourne, June 1987

Wednesday 6/05/2020 & Thursday 7/05/2020

Two of Nolan's artworks:
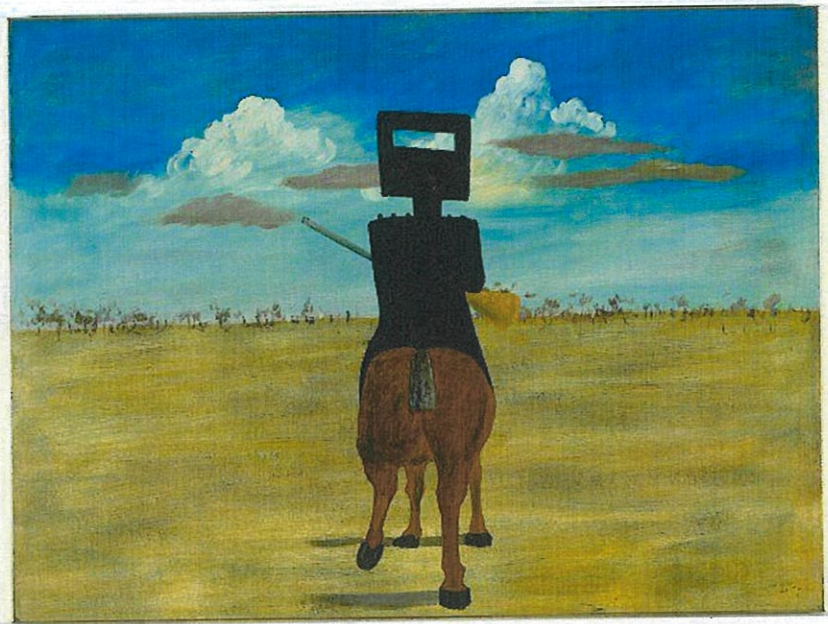
Sidney Nolan *Ned Kelly*, 1946 National Gallery of
Australia, Canberra. Gift of Sunday Reed, 1977

Sidney Nolan *The trial* 1947 National Gallery of Australia,
Canberra Gift of Sunday Reed 1977

Wednesday 6/05/2020 & Thursday 7/05/2020

2. Using one of the artworks on the previous page consider the following questions:

SEE: Can you see any strange things about the way Nolan portrayed Ned in this portrait?
THINK: Do you think this is a portrait of Ned or an idea of Ned, and why?
WONDER: Why do you imagine Nolan made the sky visible through Ned Kelly's helmet? What might the clouds tell us about where Ned Kelly is headed?

Which artwork do you like best and why?

3. Finish up:

Who was Sidney Nolan? Who was Ned Kelly?

Wednesday 11/05/2020 & Thursday 12/05/2020

You are going to create a Ned Kelly inspired artwork similar to Sidney Nolan's artworks.

Nolan used the Australian Outback reflective of the time from when Ned Kelly Lived.
1. Choose a background reflective of your current situation. For example, your back yard, living room, etc.
2. Decide what medium you will use for the background. Pencils, textas, paints, crayons, pastels, collage etc.
3. Create your background.

4. On another piece of paper, draw/colour/and cut out Ned Kelly. Stick him on your background. Consider: Is Ned standing? Is he on his horse? Which way is he looking?

5. Send your completed artwork back to school for the teacher to see. Or take a photo and email to the teacher or upload on the next slide.

6. Reflection: What did you like about this activity? What did you learn? What did you find difficult? Is there anything you would do differently?

Wednesday 11/05/2020 & Thursday 12/05/2020

My Artwork:

Unit of Inquiry
Lesson Information

Stage 3
Term 2, 2020

Lessons 1-3

Name:

Primary Sources

A primary source is information and/or records that provide first-hand evidence that can be used to create a picture of what happened at the time. Primary sources may be unpublished.
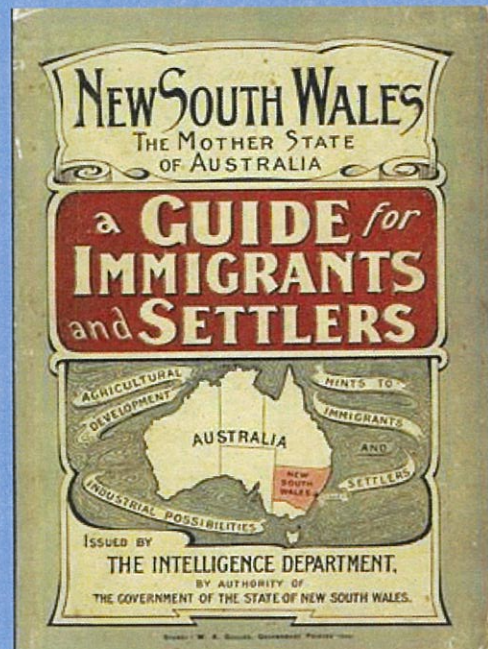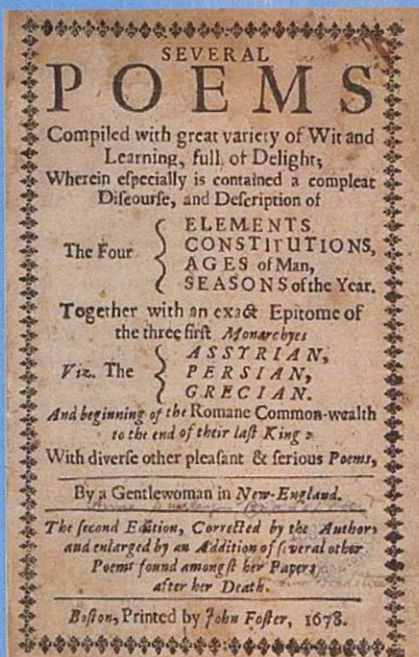
Secondary Sources

Secondary sources can be thought of as second-hand information. Secondary sources analyse and interpret primary sources.

Beth The Story of a Child Convict - Teaser
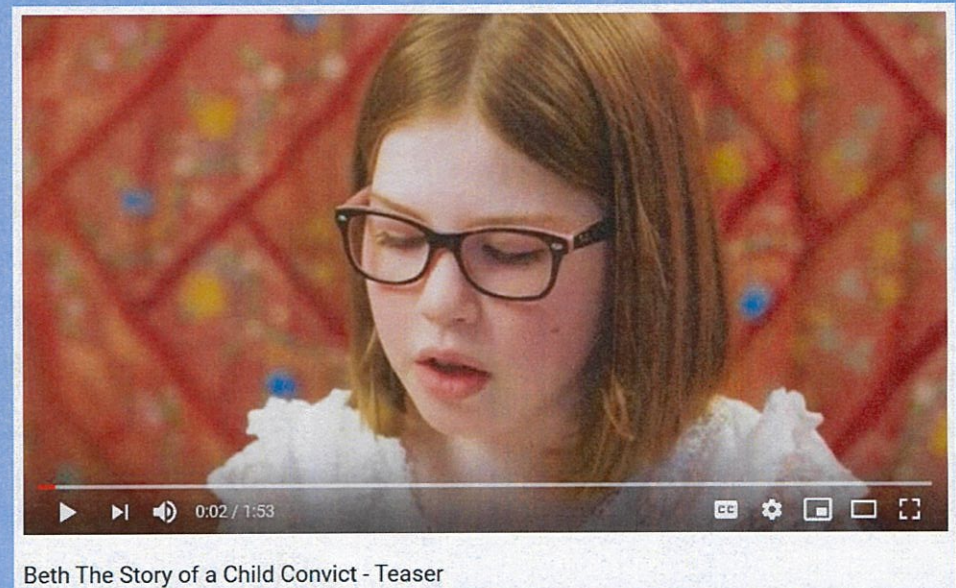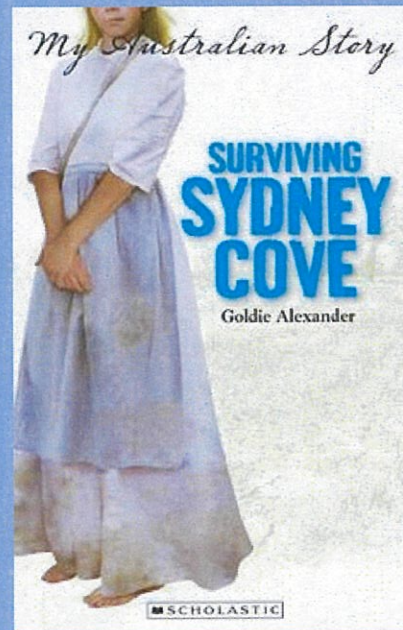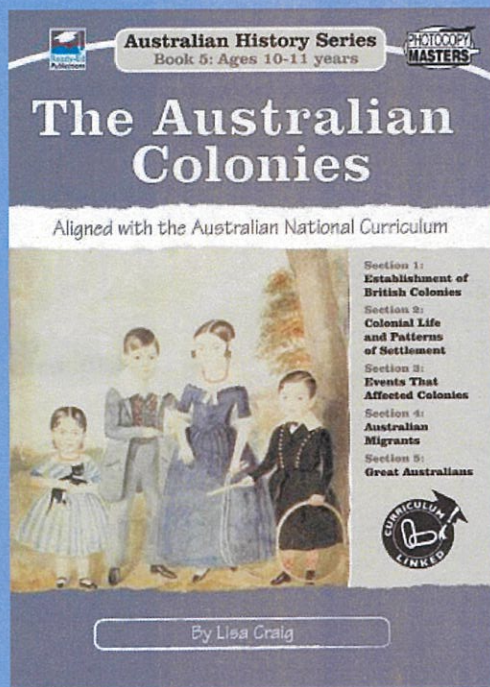
Hint:

Think about it as primary and secondary school. Primary school comes first, so primary sources happen at the time of an event. Secondary school comes after primary school, so secondary sources are an analysis of, or an interpretation of the primary source.

You need to document such things as:

- the author, (e.g. where and how he/she lived; socio-economic status; level of education; who he/she worked for)
- the time, place, and context (e.g. politics, geography)
- the audience for whom the source was constructed
- the message (the purpose of the artefact)
- the underlying ideas and assumptions, and the way they are expressed
- the usefulness, reliability, and bias

- What can we learn from this source?

This source shows us what life was like in England during the Industrial Revolution. The Hulks shown in the background are full of convicts, who were often convicted of minor crimes (eg. Stealing a loaf of bread). The art work shows the officers loading supplies onto the boats, and building or repairing smaller ships. We know that the officers are well regarded and well kept by their uniforms.

Lesson 2

- **Learning Intention**: We are learning about the social, political and economic reasons that smaller colonies were set up around Australia.

- **Success Criteria:**

- I can define social, political and economic reasons for establishing penal colonies in Australia

- I can sort reasons under their headings. I can explain why some reasons fit under two headings.

Social Reasons for Establishing more colonies

• Social reasons have to do with the people and their interactions.

Some of these reasons include:

- Spreading their religious beliefs to the Indigenous people

- Reducing overcrowding in Britain and/or Sydney Cove

Free settlers were also quite patriotic and believed that their role was to help expand the British Empire.

- Colonies further away from Sydney Cove were also used to isolate the worst offenders or reoffenders. Isolation (particularly on islands) meant that if convicts escaped, they were unlikely to either in the bushland or swimming to the nearest shore.
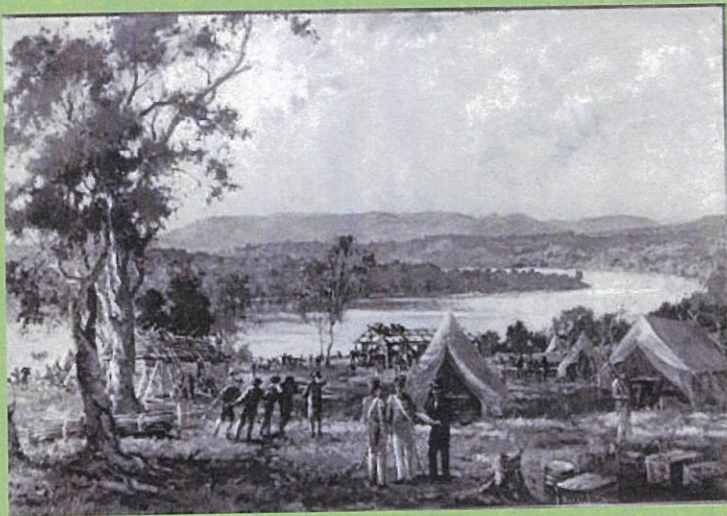
The American War of Independence meant that Britain could no longer send convicts to America. This caused over crowing in Britain and required a solution
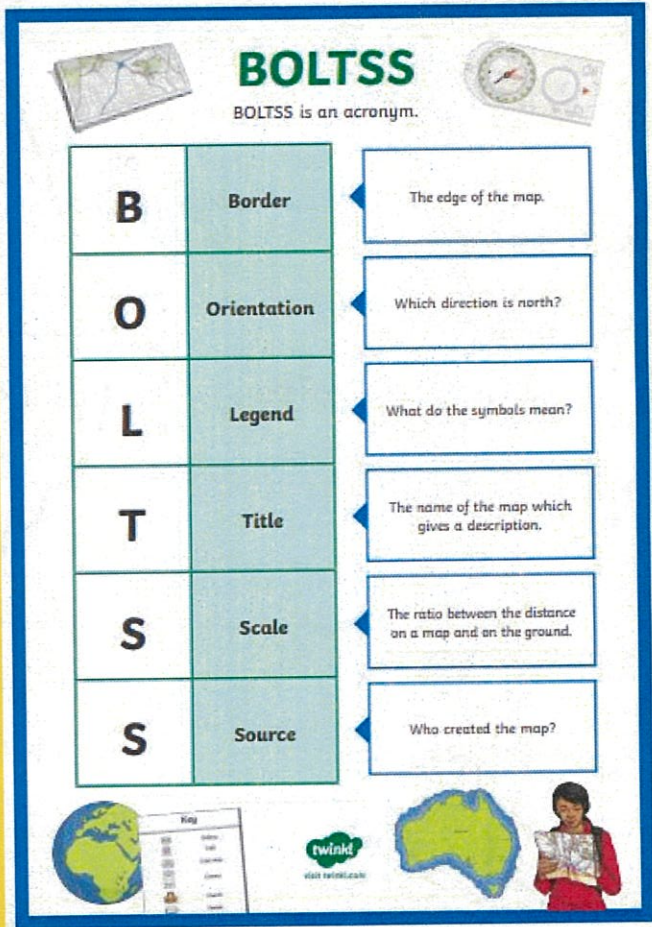
Sometimes reasons overlap – they can be a mixture of political and economic reasons, or their could a mixture of political and social reasons.

Lesson 3:

- **Learning Intention**: We are learning about where penal colonies were in Australia in the 1800s.
- **Success Criteria**:
- I can name 3 of the penal colonies that were established
- I can list some general reasons why colonies were set up in these areas
- I can show these places on a map

Mapping

- Maps required a standard set of items to allow us to easily read them.

- We refer to these as BOLTSS

BOLTSS

BOLTSS is an acronym.

B	Border	The edge of the map.
O	Orientation	Which direction is north?
L	Legend	What do the symbols mean?
T	Title	The name of the map which gives a description.
S	Scale	The ratio between the distance on a map and on the ground.
S	Source	Who created the map?

Your turn!

- Using the map in this powerpoint, (or if you have an atlas or if you have access to the internet) find the following places on the map and transfer these to the map in your student workbook.

- Don't forget to use all the elements of BOLTSS on your map. Some have already been included for you.

BOLTSS

BOLTSS is an acronym.

B	Border	The edge of the map.
O	Orientation	Which direction is north?
L	Legend	What do the symbols mean?
T	Title	The name of the map which gives a description.
S	Scale	The ratio between the distance on a map and on the ground.
S	Source	Who created the map?

Unit of Inquiry
Student Work Booklet

Stage 3
Term 2, 2020
Lessons 1-3

Name:

Manilla Central Public School
Stage 3
Unit of Inquiry
Perspectives and Experiences of Early Colonialists

Unit 1 Student Workbook

Week 1, Lesson 1: Primary vs. Secondary Sources

Activity 1:

What is a primary source?

_____

What is a secondary source?

_____

What is the difference between these?

_____

_____

Activity 2:

Cut the sources out (on the next page) and glue them under the correct headings

Primary	Secondary

Artefacts	Biographies
Textbook	Birth, death or marriage certificate
Autobiographies	Video or sound recordings
Letter	History book
Artwork	Documentaries
Newspaper report	Journal

Activity 3:

Consider this primary source:

Sydney, from Surrey Hills. Drawn by Joseph Lycett. 1819.

What are 3 things that this primary source tells us about life as a convict in the early 1800s?

1. _____

2. _____

3. _____

What else do we need to know to get a full picture of history during this time?

_____

_____

Consider this primary source:
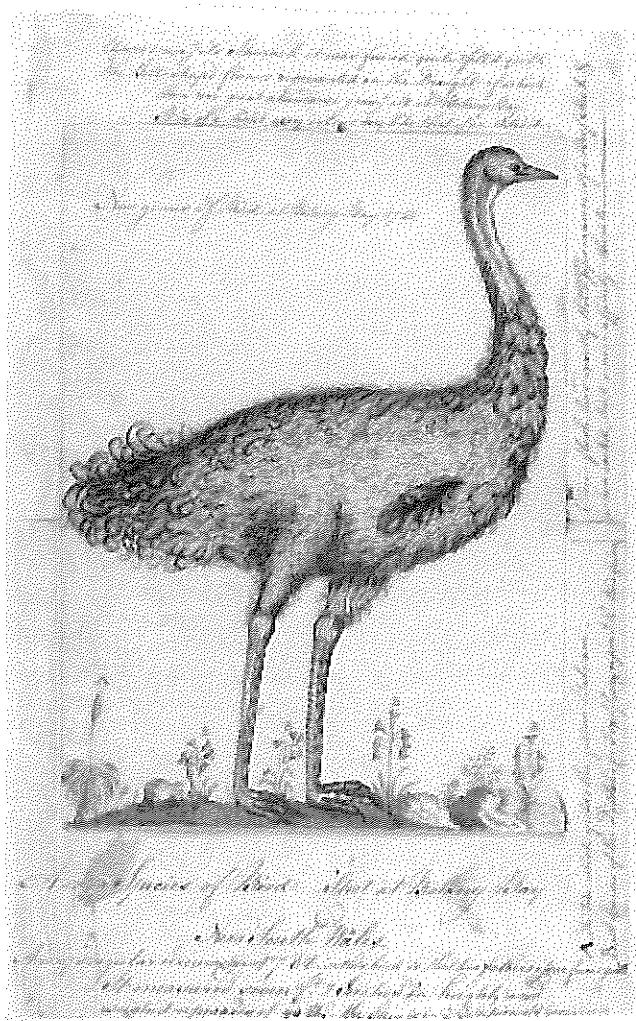
Drawing of an Emu from the journal of Arthur Bowes Smyth, surgeon on board the Lady Penrhyn (1787)

Why would Smyth have drawn such a detailed image of an emu?

_____

_____

_____

What notes do you think he would have written around the page about the emu?

_____

_____

_____

What other information is need so that we have a full picture of history during this time?

_____

_____

Week 1, Lesson 2: Political, Social & Economic Reasons for Change

Activity 1:

Colour the economic reason in green, the social reasons in yellow and the political reasons in blue. A definition has been provided for you.

Economic: reasons to do with resources or money	Political: reasons to do with government or country	Social: reasons to do with people and their interactions with others.
A base in Australia would allow them to promote their trade with China	England wanted to expand their empire	To reduce the overcrowding in British prisons
A settlement in Australia could also act a defence post.	England wanted to expand their empire and present other countries from gaining control of Australia	Get new resources for the land
Spreading their beliefs and religion to the indigenous population	Britain could no longer send convicts to America due to the American War.	Expansion on Australian Colonies

Week 1, Lesson 3: Where were the penal colonies in Australia?

Use the information in the powerpoint to complete the map. Create a legend to use on the map. Make sure you use all the elements of BOLTTS.

Name: _____

Australian Settlements

Week 2. Lesson 1: Life of a Convict: Morten Bay

Complete this Y chart. You can draw pictures or write notes.

Looks like:

Sounds like:

Feels like:

8

Week 2, Lesson 2: Life of a Convict: Van Dieman's Land

Week 2, Lesson 3: Life of a Convict: Swan River

Week 3. Lesson 1: Life of a Convict Child

Week 3, Lesson 2 & 3: Formative Assessment (individual work)

Write a paragraph to reflect on the experiences of a convict. Use the table below to sort your ideas and the examples on the powerpoint to help you.

Daily Life/Work	Punishments
Food	Housing/Bedding
Clothing	Other:

Your paragraph needs to have as many details as possible. Refer to the examples in the powerpoint to help you if you get stuck!

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Don't forget to submit this to your teacher!

PD
(Personal Development)
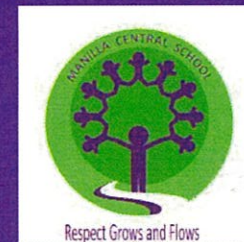
Stage 3
Term 2, 2020
Week 2

Name:

Learning Intention:
❖ We are learning about bullying

Success Criteria:
❖ We can define bullying
❖ We can list bullying behaviours in 4 categories: physical, verbal, non verbal, cyber

Friday 8/05/2020

Activities:
- Discuss with someone or think about what is bullying.

- Look at the posters about what bullying.

- Define bullying behaviours.
    - Bullying is an ongoing misuse of power in relationships.
    - It is through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm.
    - **Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying**

- Types of Bullying - complete the table with the four types of bullying (physical, verbal, non-verbal, cyber) and list behaviours underneath each heading. Try and give at least 2 examples of each but write as many as you can think of.

- Complete 1 page of mindfulness journal and 1 page of colouring.

Be a Hero, Not a Bully!

Be Brave
Make Wise Choices
Be Respectful
Help Others
Be Kind
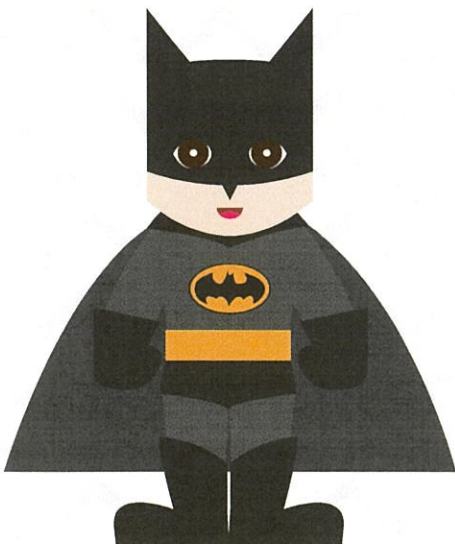
TYPES OF BULLYING

VERBAL

PHYSICAL

CYBER

Teach THIS

Friday 8/05/2020

Four types of bullying

Physical	Verbal
Non-Verbal	Cyber

PD
(Personal Development)

Stage 3
Term 2, 2020
Week 3

Name:

Learning Intention:

❖ We are learning about bullying and how it can impact on relationships.

Success Criteria:

❖ We can identify impacts of bullying.

Friday 15/05/2020

Activities:

- Youtube Video: Kids talk about bullying https://www.youtube.com/watch?v=39fiuigmL-w

- Record impacts of bullying: (one has been done for you) HINT - Think about how people **feel** and how they might behave.

Have trouble sleeping		

- Look at the "Simplified version of the United Nations Convention on the Rights of the Child"
  - Why do you think this document is important?
  - What do you think is your most important right when at school?

_____

_____

_____

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.

Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 4 Governments should make these rights available to children.

Article 5 Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

Article 6 Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 7 Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

Article 8 Governments should respect a child's right to a name, a nationality and family ties.

Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14 Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15 Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 17 Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

Article 18 Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20 Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

Article 22 Children who come into a country as refugees should have the same rights as children who are born in that country.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 24 Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

Article 25 Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26 The Government should provide extra money for the children of families in need.

Article 27 Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Article 30 Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 32 Governments should protect children from work that is dangerous or that might harm their health or education.

Article 33 Governments should provide ways of protecting children from dangerous drugs.

Article 34 Governments should protect children from sexual abuse.

Article 35 Governments should make sure that children are not abducted or sold.

Article 36 Children should be protected from any activities that could harm their development.

Article 37 Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

Article 38 Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40 Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41 If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.

Article 42 Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.

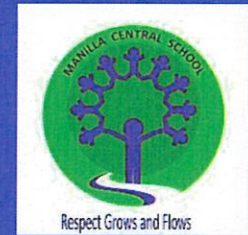**Go to www.unicef.org/crc to read all the articles.**

unicef 🙂

Friday 15/05/2020

- Complete 1 page of mindfulness journal and 1 page of colouring.

Physical Activity

Stage 3
Term 2, 2020
Weeks 1-3

Name:

Learning Intention:

❖ We are learning ball skills

Success Criteria:

❖ We can continuously throw and catch using a range of balls/objects of different size and shape.

❖ We can throw and catch while moving (walking and running)

Complete the fitness activity and tick the box when complete. See the pages with activity instructions.
If you are unable to complete this activity at home please choose something else you can do for physical activity and write it on the sheet. See 60 Second Challenge booklet for ideas.
Play a game that utilises ball skills (throwing and catching). This could be any sort of ball (handball, football, netball etc). It could be on your own or with other family members. *If you don't have a ball rolled up socks are a great alternative.*
Write what activity you did and tick the box when completed.
See the additional sheet with some ideas if you aren't sure of what you can do.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1			29/04/2020 Activity: Free Choice — Completed: ☐	30/04/2020 Activity: Free Choice — Completed: ☐	1/05/2020 Activity: Free Choice — Completed: ☐
2	4/05/2020 Activity: Warriors & Dragons — Completed: ☐	5/05/2020 Activity: Warriors & Dragons — Completed: ☐	6/05/2020 Activity: Warriors & Dragons — Completed: ☐	7/05/2020 Activity: Warriors & Dragons — Completed: ☐	8/05/2020 Activity: Free Choice: — Completed: ☐
3	11/05/2020 Activity: Interceptor — Completed: ☐	11/05/2020 Activity: Interceptor — Completed: ☐	11/05/2020 Activity: Interceptor — Completed: ☐	11/05/2020 Activity: Interceptor — Completed: ☐	15/05/2020 Activity: Free Choice — Completed: ☐

PDHPE—Daily Fitness Task Week 2

Game: Warriors & Dragons

Learning Intention: We are learning successful play that requires anticipation and evasion skills in defence or teamwork in attack.

Success Criteria: We will be able evade the defence.

Equipment/Area:

Establish a playing area.
A moat surrounds the playing area.
One medium sized ball

Group Management:

Two teams: Warriors and Dragons

Description:

PLAYING

One team, called the Warriors, pass a ball to each other and try to tag members of the opposing team, called the Dragons. If Dragons are tagged they become Warriors. When all the Dragons are caught the teams swap over.

*Note:

Dragons can run but not into the moat because dragons can't swim.

Warriors are not allowed to step with the ball or throw it at a dragon.

Warriors are not allowed to hold the ball for any longer than 3 seconds.
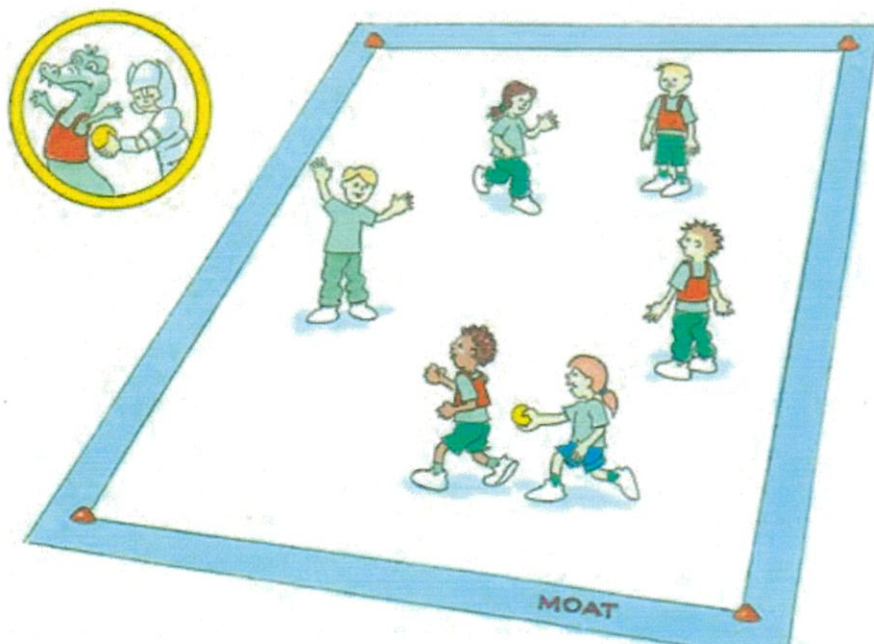
PDHPE—Daily Fitness Task Week 3

Game: Interceptor

<u>Learning Intention:</u> We are learning to intercept the ball from the opposing team.

<u>Success Criteria:</u> We will be able to keep throwing and catching a ball, whilst trying to avoid the opponent intercepting the ball.
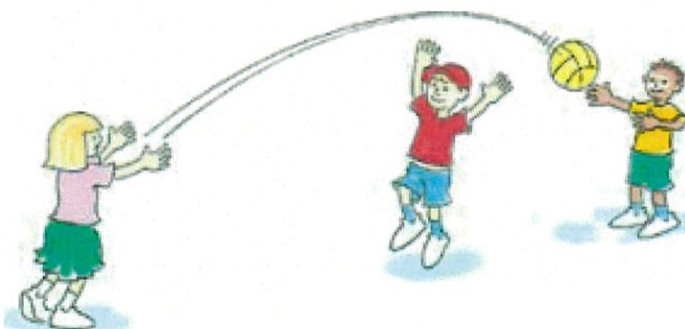
Equipment/Area:

Any kind of light ball

Indoor or outdoor playing space

Group Management:

Groups of 3

Description:

Divide the players into groups of 3

Each group chooses an interceptor – the other 2 are passers.

The interceptor must stay on the line.

The 2 passers try to keep possession of the ball.

The interceptor tries to touch or catch the ball.

Rotate roles – after an agreed number of games, one of the passers becomes the interceptor.

Alternatively, every time the interceptor touches or catches the ball, a point is scored.