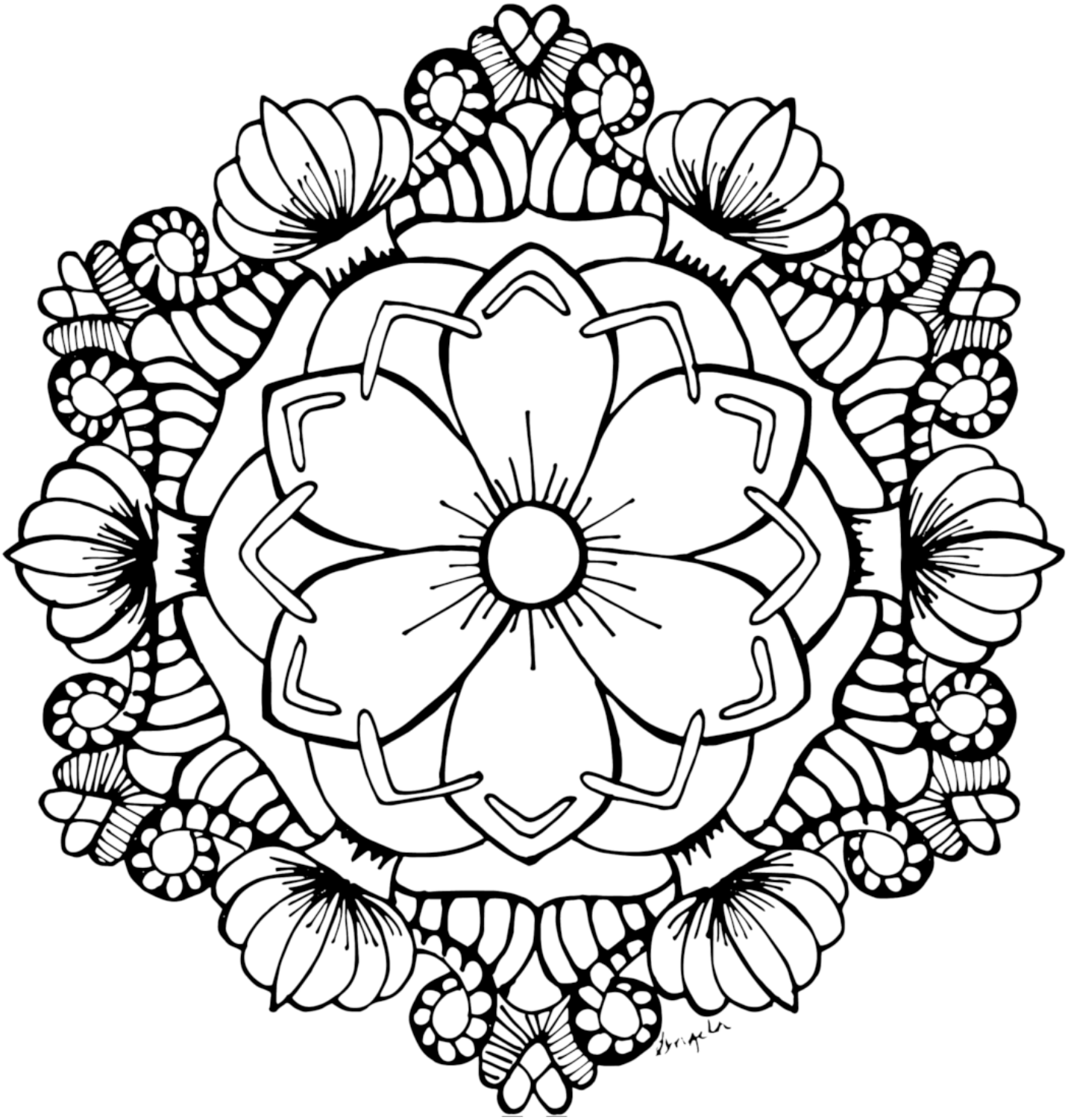
Year 3



Week 8

Year 3 Home Learning Grid Term 3 Week 8

Please note that answers are provided. Remove the answer sheet before giving your child the worksheets.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ENGLISH	**Reading** • Lexia 20 minutes • Silent Reading 20 minutes (personal choice book or EPIC) **Comprehension** Complete the Super 6 worksheet across the week. Select one PM levelled reader from your Reading Box to use for the activities this week. Before reading, look at the front cover and predict what you think the text will be about. Answer the 'Predicting' questions on the Super 6 Worksheet. Next read the text. 'Monitor' your reading fluency. Does your reading sound expressive or robotic? Are you reading at a steady pace? **Writing** 'Playing outside is more fun than playing inside'. Do you agree or disagree with this statement? Brainstorm reasons for and against and compose a short persuasive text. Think about who your audience is. Remember to use some persuasive devices (e.g. power of 3, strong words, rhetorical questions, facts etc.). **Spelling** Look at your new spelling words for the next 2 weeks -level (1, 2, or 3). Make up a short story using as many words from your list as you can. Make sure you know the correct meaning of the word so you can you it correctly. **Speech** Keep practising your speech. How is your fluency? Think about the smoothness of your delivery. Ask yourself; 'Do I sound bumpy or smooth?' Each time you practice your speech you should be becoming less bumpy (making mistakes) … you should be ironing out the wrinkles!	**Reading** • Lexia 20 minutes • Silent Reading 20 minutes (personal choice book or EPIC) **Comprehension** Continue with the PM levelled text from yesterday. Read the text and answer the 'Making Connections' questions on the Super 6 Worksheet. **Writing** Write a story titled 'The Never-ending Tunnel'. Google images of tunnels or imagine you are walking through a long, dark tunnel. What do you see, hear, feel and what are you thinking? Start with a Ba-Da-Bing or other Sizzling Start but remember to include the correct narrative structure (orientation, complication, resolution). Try to incorporate lots of descriptive language and some dialogue (talking) so that your story is interesting to read. **Spelling** Use a timer and time how long it takes for you to write out your spelling words. **Speech** Keep practising your speech. How is your fluency? Think about the punctuation that you have used in your speech. Are you using the punctuation effectively? **How to Read Punctuation** . stop, take a breath , pause, take a mini breath ? voice goes up, stop ! voice gets louder, stop " " slide into a new voice	**Reading** • Lexia 20 minutes • Silent Reading 20 minutes (personal choice book or EPIC) **Comprehension** Continue with the PM levelled text from yesterday. Read the text and answer the 'Question' prompts on the Super 6 worksheet to find out the questions you have after reading. **Writing** What did you have for breakfast today? Write a procedure numbering and explaining all of the steps you needed to do to make your breakfast. Remember to include lots of detail so that another person could follow the directions if they wanted to. **Spelling** Write your words out in alphabetical order. Now write them out from shortest word to longest word. **Speech** Keep practising your speech. How is your fluency? Think about the pace of your delivery. As you become more familiar with your speech and you start to memorise it (learn parts off by heart) you will be able to control your pace a lot better. You should sound like you are having a conversation with a friend, not like you are reading from an unknown text.	**Reading** • Lexia 20 minutes • Silent Reading 20 minutes (personal choice book or EPIC) **Comprehension** Continue with the PM levelled text from yesterday. Read the text and answer the 'Visualizing' questions to then draw or create a mind map to show what you see as you read in your mind. **Writing** What is your favourite sport to watch? Write a paragraph about that sport and its athletes. Remember to include capital letters at the beginning of your sentences and full stops at the end. **Spelling** Play Fast Finger. Time yourself to see how quickly you can read through your spelling words. Do it again. Did you beat your first time? **Speech** Keep practising your speech. How is your fluency? Think about using/showing expression in your voice. Expression is closely linked to punctuation. Think about what emotion needs to be conveyed during different parts of your speech - adjust your expression accordingly. Ask yourself, 'Can I use pauses for dramatic effect?'	**Reading** • Lexia 20 minutes • Silent Reading 20 minutes (personal choice book or EPIC) **Comprehension** Continue with the PM levelled text from yesterday. Read the text and answer the 'Summarizing' questions on the Super 6 worksheet – they will help you to retell the story from beginning, middle and end. If you did your work online you may turn it in. **Handwriting** Complete the handwriting page. Trace then copy. **Writing** Last week was Book Week. Write a paragraph explaining what is your favourite book character? Why? **Spelling** Guess the Word. Write a clue or two for each word. Ask you mum, dad, brothers or sisters to guess what the word is. Were they able to guess it? **Speech** Keep practising your speech. How is your fluency? Think about the volume of your voice. Ask yourself; Am I... ❑ speaking in a quiet voice? ❑ using a louder voice but I get loud in the wrong places? ❑ using a combination of loud and soft voice? ❑ projecting my voice to the back of the room?

MATHS - Year 3	**Place Value** Complete the 3 place value questions for your level. **Measurement & Geometry** Watch the video 'Volume Units' https://vimeo.com/576601513/a819890618 Cubic centimetres - Complete Monday's Volume Count the Cubes 1 worksheet. **Mentals** Complete Monday's questions. **General** Complete 20 mins on Prodigy	**Addition** See Year 3 sheets for Tuesday's levelled tasks. **Measurement & Geometry** Watch the video 'Cubic Centimetres' https://vimeo.com/576601461/004481945d Cubic centimetres - Complete Tuesday's Volume Count the Cubes 2 worksheet. **Mentals** Complete Tuesday's questions **General** Complete 20 mins on Prodigy	**Subtraction** See Year 3 sheets for Wednesday's levelled tasks. **Measurement & Geometry** Cubic centimetres – Complete Wednesday's Volume Cubic Centimetres (A) worksheet. **Mentals** Complete Wednesday's questions **General** Complete 20 mins on Prodigy	**Multiplication** See Year 3 sheets for Thursday's levelled tasks. Optional: Watch this video to practice your 4 times table. https://www.youtube.com/watch?v=8QU_E0u-tP4 **Statistics & Probability** Watch the video 'Refine Questions, Record Data in Category' **https://vimeo.com/574292993/7359dfe4c6** Complete Comparing and Creating Data (B) worksheet **Mentals** Complete Thursday's questions **General** Complete 20 mins on Prodigy	**Division** See Year 3 sheets for Friday's levelled tasks **Statistics & Probability** Complete Representing Data (A) worksheet **Mentals** Complete Friday's questions **General** Complete 20 mins on Prodigy

OTHER KLA' S

History
Complete – Who did Aboriginal and Torres Strait Islander People have contact with before 1788? activity sheet.

PE
In Google Classroom:
Go to the Games folder and you will find Mr Samuel's basketball YouTube clips. Watch Basketball 1 then practise your basketball skills.

Well-Being
The next two weeks you will be completing a Covid Time Capsule.

First read the book 'You Can't See Coronavirus' in Google Classroom. Next colour the Covid Time Capsule cover page.

Visual Arts
Using line and colour to create the illusion of depth:
1. Trace around your hand and wrist with pencil.

2. Use a ruler and dark pencil/texta to draw straight lines behind your hand outline. Join your straight lines with a slightly curved line.

3. Continue up the page, drawing small, curved lines for each finger.

4. Repeat with different colours to fill in spaces and create a pattern.

PE
In Google Classroom:
Go to the Games folder and you will find Mr Samuel's basketball YouTube clips. Watch Basketball 2 then practise your basketball skills.

Well-Being
Bounce Back – look at the Bounce Back acronym sheet and as you read it remember all the lessons you have had at Blackwell about being resilient. Bad things don't last, and we can all bounce back! How have you bounced back? Write or draw how you have bounced back recently in the box next to the acronym.

Drama
THIS IS MY FRIEND.
Make a pair with a parent or a sibling. Set a timer for a minute. You need to describe your partner. Make sure you include things that they like and do. Once the timer has finished, swap roles and your partner will describe you. Try and talk for the whole minute!

PE
In Google Classroom:
Go to the Games folder and you will find Mr Samuel's basketball YouTube clips. Watch Basketball 3 then practise your basketball skills.

Well-Being
Complete the Covid Time Capsule page "You are living through history right now'. Have you been getting the local paper? Have they had articles in it about COVID that you could cut out?

PD
Today we are going to develop our understanding of growth mindset.

Complete the 'Fixed or Growth Mindset?' worksheet.

PE
In Google Classroom:
Go to the Games folder and you will find Mr Samuel's basketball YouTube clips. Watch Basketball 4 then practise your basketball skills.

Well-Being
Bounce Back - Think about all the ways you have 'bounced back' during this lockdown as you colour the sheet 'Hard Times Don't Last Forever'.

Listen to the bounce back song while you are thinking, using the following link:
https://www.youtube.com/watch?v=orXNkHkA8V0

Or QR Code:

Science
Year 3 – Read and complete the 'Figuring out Forces' activity sheet.

Year 4 – Complete the 'The Spinning Earth' worksheet to show your understanding of what causes day and night.

PE
In Google Classroom:
Go to the Games folder and you will find Mr Samuel's basketball YouTube clips. Watch Basketball 5 then practise your basketball skills.

Art / Craft
Choose a card to make for your dad / father / pop / grandpa - someone special for Father's Day.

Well-Being
Complete the Covid Time Capsule page "How I'm Feeling'. Talk to a sibling or grown up about your feelings.

Monday

Week 8 - Super 6 Reading Strategies

Use your PM levelled reader for this week's activities

Book Name:	
Monday Predict	What might happen next? (Look at titles, headings, topic sentences, fact boxes, captions for clues). **I predict**_____ _____ _____ _____
Tuesday Make connections	What do I already know? Has this happened to me? Have I seen this before in other texts or movies? **My connection is** _____ _____ _____ _____
Wednesday Question	What are the key words or main ideas? What still puzzles me? What do I need to research? **My question is**_____ _____ _____ _____

Choose a level (one column) from the boxes below and answer the Place Value questions.

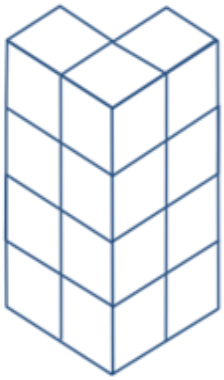
Write 91 in a place value chart	Write 127 in a place value chart	Write 9322 in a place value chart	Write 19653 in a place value chart
Partition 91 using Standard Place Value	Partition 127 using Standard Place Value	Partition 9322 using Standard Place Value	Partition 19653 using Standard Place Value
Partition 91 using Non-Standard Place Value	Partition 127 using Non-Standard Place Value	Partition 9322 using Non-Standard Place Value	Partition 19653 using Non-Standard Place Value

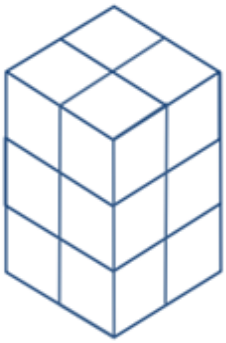
Name Date

VOLUME: COUNT THE CUBES 1

Write down the volume of each of these shapes by working out the number of cubes.

1)	2)	3)
Volume: _____ cubes	Volume: _____ cubes	Volume: _____ cubes

4)	5)	6) 
Volume: _____ cubes	Volume: _____ cubes	Volume: _____ cubes

7)	8) 	9)
Volume: _____ cubes	Volume: _____ cubes	Volume: _____ cubes

Monday

1. 30 – 1 = ____

2. 12 + 54 = ____

3. 21 + 59 = ____

4. 5 ÷ 5 = _____

5. 5 ÷ 5 = _____

6. 1420 is an odd number. True or false? _____

7. Complete this counting pattern:
25, 35, 45, 55, _____, _____, _____

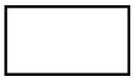
8. I have 40 toy racing cars. Holly has some toy racing cars too. Together we have 130 toy racing cars. How many toy racing cars does Holly have? ____

9. Divide 12 by 3. _____

10. 5 cents + 20 cents = _____

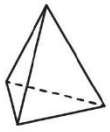
11. Colour in a third of these stars.

12. Colour in a quarter of this shape:

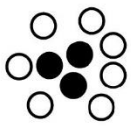


13. How many weeks in a fortnight? _____

14. How many faces does a triangle–based pyramid have? _____



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



Tuesday

1. 34 – 4 = ____

2. 48 + 2 = ____

3. 29 – 5 = ____

4. 33 ÷ 3 = _____

5. 20 ÷ 5 = _____

6. What is the number in the thousands place in 4776?

_____

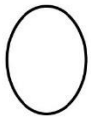
7. Complete this counting pattern:
54, 64, 74, 84, _____, _____, _____

8. What is the difference between 81 and 41? ____

9. Share 21 mangoes between 3 children. _____

10. $2.00 + 20 cents + $1.00 = _____

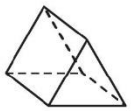
11. Colour in a quarter of this shape:



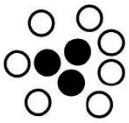
12. Colour in a third of these stars.

13. 1 fortnight = _____ weeks

14. A triangular–based prism has _____ corners.



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



teachstarter

Who did Aboriginal and Torres Strait Islander Peoples have contact with before 1788?

We know that some Aboriginal people had contact with traders from Makassar, in Sulawesi, the country now known as Indonesia. These traders sailed from Makassar, along the Western Australian and Northern Territory coasts to north east Arnhem Land.

1

a Use your information sheet and find Makassar. Mark it on the map below.

b Use your information sheet to find and mark Macassan Beach (Garanhan) on the map. Important archaeological finds have been made there. Describe where in Australia it is.

c On the map, draw the route the Makassar traders took to get to Australia.

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2 Use your information sheet to answer the following questions.

Why did the Makassar People come to Australia?

What did they trade? Draw and label your answer.

When did the Makassar come to Australia?

When did they stop coming? Why?

How do you think the Makassar traders and Aboriginal people influenced each other?

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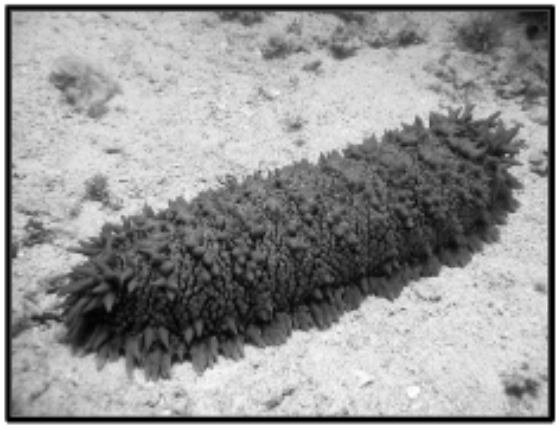
Information Sheet - Who did Aboriginal and Torres Strait Islander Peoples have contact with before 1788?

Why did the Makassar People come to Australia?

- The Makassar people of Sulawesi (now Indonesia) came to Australia to trade with the Yolngu Aboriginal people who lived in the North Eastern Tip of Arnham Land in the Northern Territory.



A picture of a Trepang – Sea Cucumber

What did they trade?

- The Makassar people traded with the Aboriginal people for Trepang (sea cucumber)

When did the Makassar come to Australia?

- The Makassar people started sailing to Australia from 1700.

When did they stop coming? Why?

- The Makassar people stopped coming to Australia in 1907. This allowed the local people to harvest Trepang and encouraged a local Trepang (sea cucumber) industry.

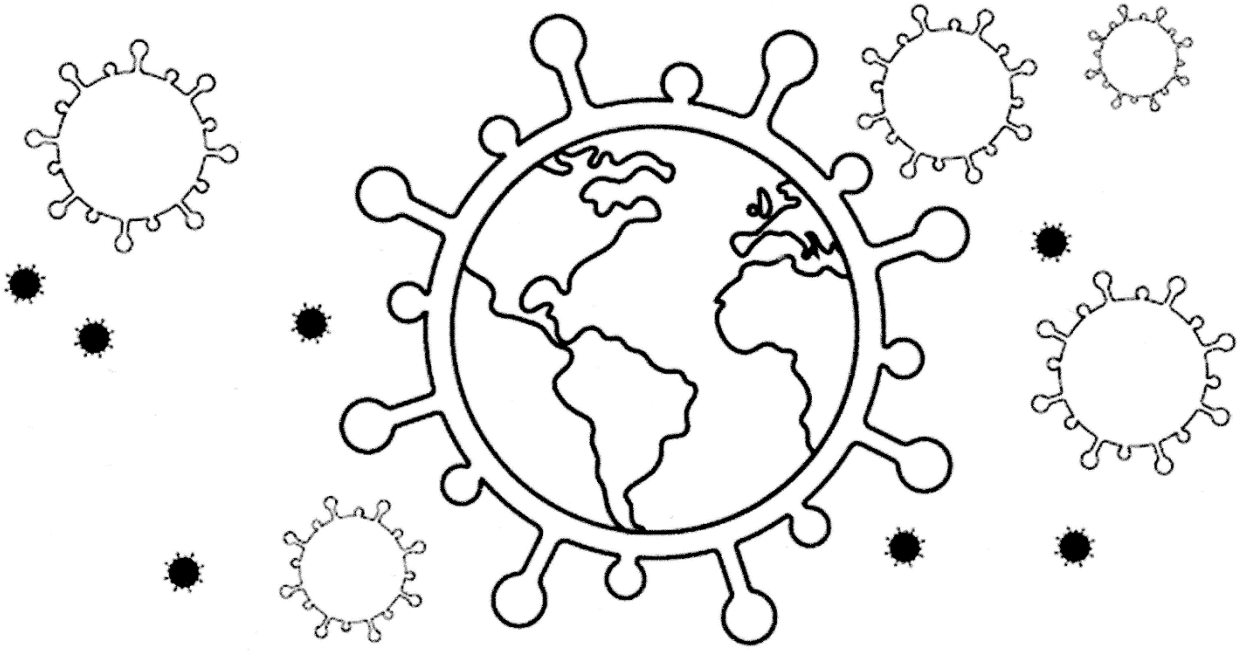
How do you think the Makassar traders and Aboriginal people influenced each other?

- The Makassar traders and Aboriginal people were able to trade with each other. The Makassar people introduced calico, tobacco and metal to the Aboriginal people.
- The introduction of metal (blades, knives and axes) made everyday practices (cutting food, making large dugout canoes, creating wooden sculptures) easier for the Yolngu people.

Trade Route Makassar traders took to get to Australia

Week 8 Monday

MY 2021 COVID-19 TIME CAPSULE



BY: _____

Tuesday

Tuesday – Addition **Year 3 Mathematics– Term 3, Week 8**

Choose a level from the boxes below and use the jump strategy and split strategy to complete the questions. Show your working out clearly.

Addition:

86 + 61 =	959 + 630 =	8148 + 4438 =	61583 + 62510 =

Addition:

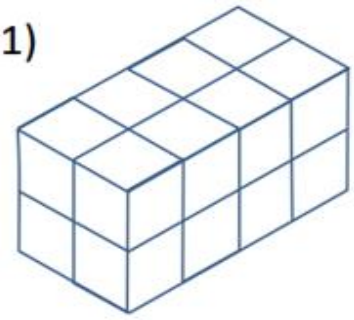
97 + 62 =	962 + 269 =	8119 + 1390 =	71897 + 43532=

Name | Date

VOLUME: COUNT THE CUBES 2

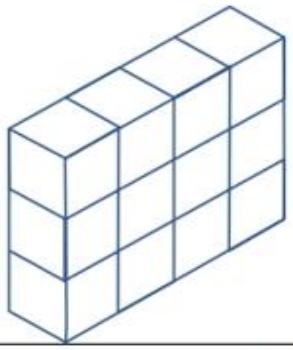
Write down the volume of each of these shapes by working out the number of cubes.

1)



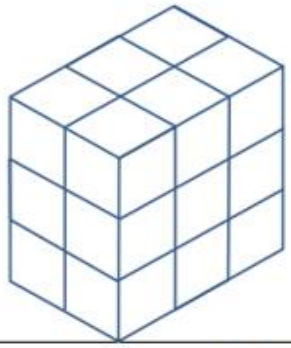
Volume: _____ cubes

2)



Volume: _____ cubes

3)

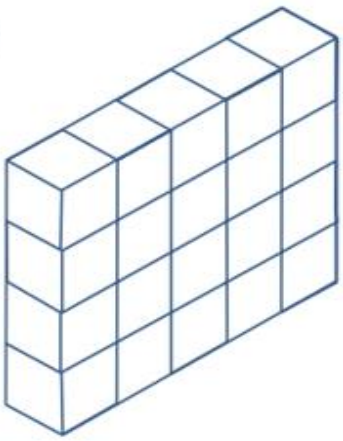


Volume: _____ cubes

4)

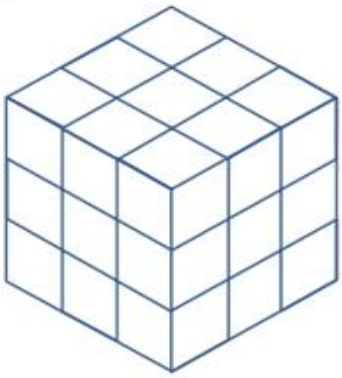
Volume: _____ cubes

5)



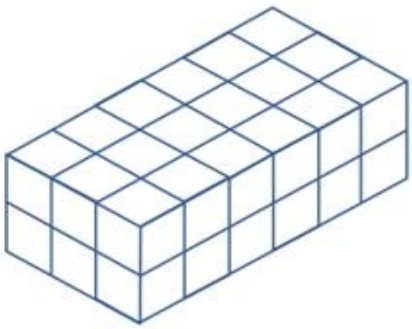
Volume: _____ cubes

6)



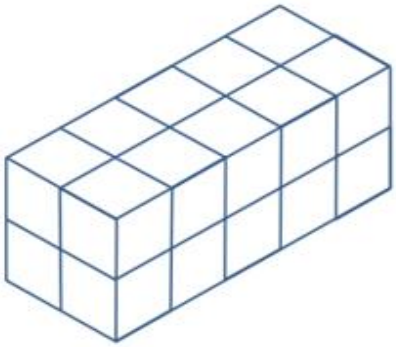
Volume: _____ cubes

7)



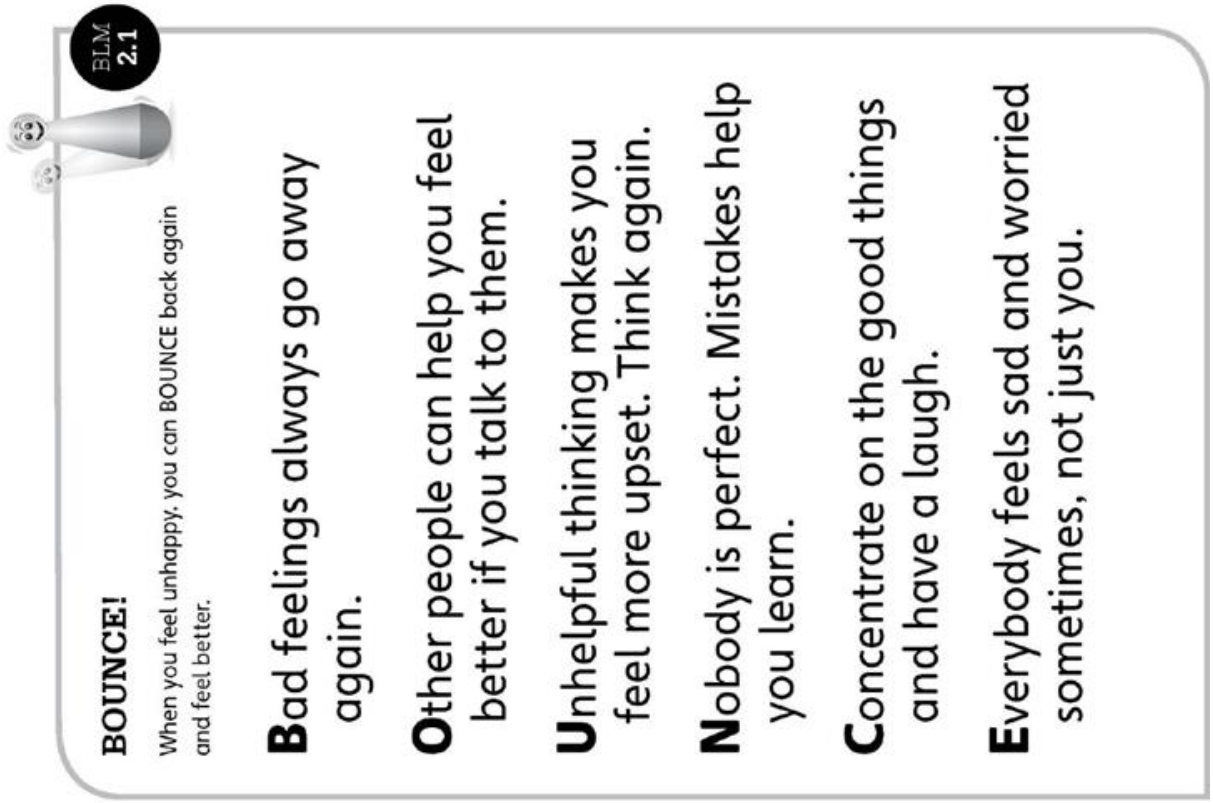
Volume: _____ cubes

8)



Volume: _____ cubes

Draw or write some sentences about how you have ‘bounced back’:



Wednesday

Wednesday– Subtraction **Year 3 Mathematics– Term 3, Week 8**

Choose a level from the boxes below and use the jump strategy and split strategy to complete the questions. Show your working out clearly.

Subtraction:

72 - 53 =	736 - 429 =	8654 - 1840 =	19726 - 18293 =

Subtraction:

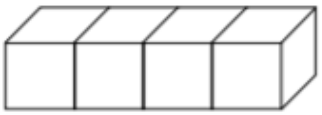
86 - 34 =	790 - 342 =	6634 - 1319 =	71897 - 43532=

Name _____ Date _____

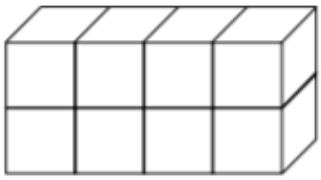
Volume - Cubic Centimetres (A)

1 Calculate the volume of these models in cubic centimetres.

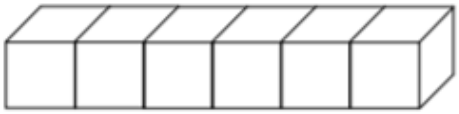
a) _____ cubic centimetres



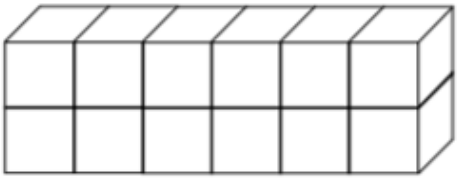
b) _____ cubic centimetres



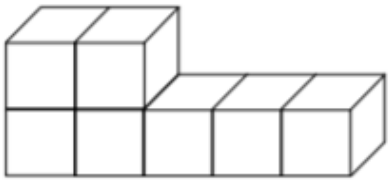
c) _____ cubic centimetres



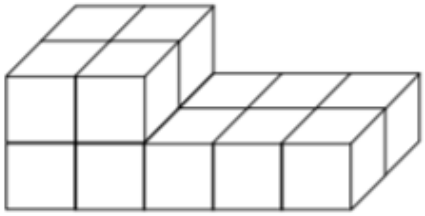
d) _____ cubic centimetres



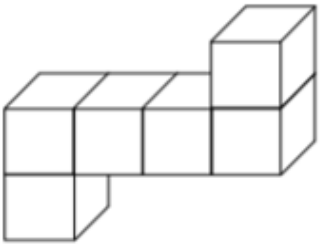
e) _____ cubic centimetres



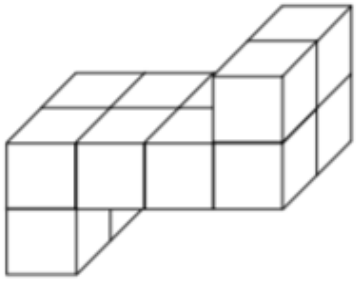
f) _____ cubic centimetres



g) _____ cubic centimetres



h) _____ cubic centimetres



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Wednesday

1. 17 – 7 = ____

2. 17 + 32 = ____

3. 46 – 8 = ____

4. 50 ÷ 10 = _____

5. 50 ÷ 10 = _____

6. Write the number showing 1 hundreds, 8 tens and 5 ones.

_____

7. Complete this counting pattern:
11, 14, 17, 20, _____, _____, _____

8. I have 38 match sticks. Julia has some match sticks too. Together we have 121 match sticks. How many match sticks does Julia have? ____

9. Divide 6 by 3. _____

10. $1.00 + 5 cents = _____

11. Colour in an eighth of these circles.

12. Colour in a quarter of these stars.

13. 1 day = _____ hours

14. What is the name of this 3D object?

_____

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

Thursday

1. 99 + 79 = ____

2. 55 – 9 = ____

3. 66 – 2 = ____

4. 35 ÷ 5 = _____

5. 5 ÷ 5 = _____

6. 917 = _____ hundreds, _____ tens, _____ ones.

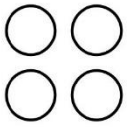
7. Complete this counting pattern:
89, 92, 95, 98, _____, _____, _____

8. What is the difference between 90 and 16? ____

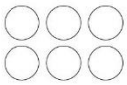
9. Share $74 between 2 children. _____

10. 10 cents + 5 cents + $2.00 = _____

11. Colour in a quarter of these circles.

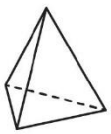


12. Colour in a third of these circles.

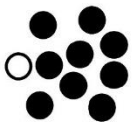


13. 1 fortnight = _____ weeks

14. A triangle–based pyramid has _____ corners.



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



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YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

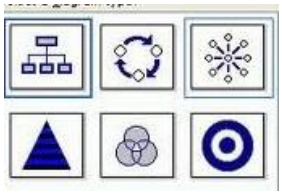
- ☐ SOME PHOTOS FROM THIS TIME
- ☐ A JOURNAL OF YOUR DAYS
- ☐ LOCAL NEWSPAPER PAGES OR CLIPPING
- ☐ ANY ART WORK YOU CREATED
- ☐ FAMILY / PET PICTURES
- ☐ SPECIAL MEMORIES

DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

Thursday

Week 8 - Super 6 Reading Strategies

Use your PM levelled reader for this week's activities

Book Name:	
Thursday  Visualise	As you are reading, which picture have you just made in your head? What do you think the characters looks like if they were in real life? Draw the main ideas using a flowchart / mind map / drawing of the picture in your head?
Friday Summarise	What was it about? What are the main ideas? What is most important here? Can I retell the story? **Beginning**_____ _____ _____ _____ **Middle**_____ _____ _____ _____ **End**_____ _____ _____ _____ _____

Week 8 Thursday – Year 3 Maths Multiple by 4 using Distributive Property

If you are having trouble, try scanning this QR code or type in the link below:
https://vimeo.com/579257189/585e8f67af

4 x 4 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	4 x 5 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	4 x 9 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	**Challenge – Set it out the same way** 4 x 139= 4 x 178=
4 x 15 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	4 x 19 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	4 x 20 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	
4 x 28 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	4 x 23 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	4 x 40 = ____ x ____ = _____ ____ x ____ = _____ ____ + ____ = _____	

Name _____ Date _____

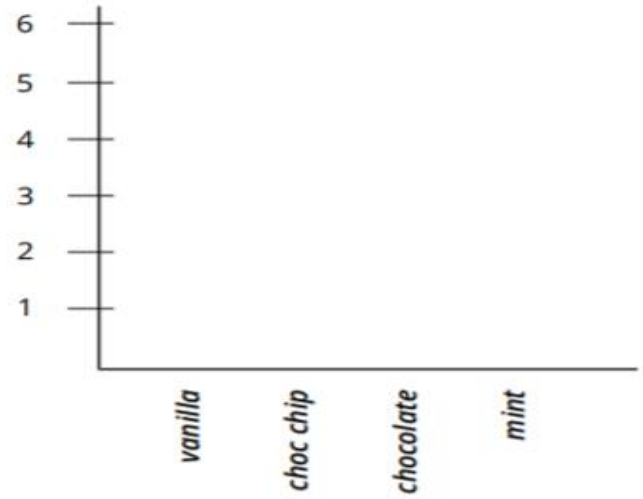
Creating and Comparing Data (B)

(1) A Year 3 class carried out a survey on favourite ice cream flavours.
Use the tally marks from the *Our Favourite Ice Cream Flavours* table to construct a column graph of the results.

Our Favourite Ice Cream Flavours

Ice Cream	Tally
vanilla	IIII
choc chip	𝍸 I
chocolate	𝍸
mint	II

Our Favourite Ice Cream Flavours



(2) Use the information from the graph to answer the questions below.

a) What is the most popular ice cream flavour? _____

b) What is the least popular ice cream flavour? _____

c) How many more students like choc chip than mint? _____

d) How many students like the two least popular ice cream flavours? _____

e) Which display do you find easier to read? Explain your answer.

_____

_____

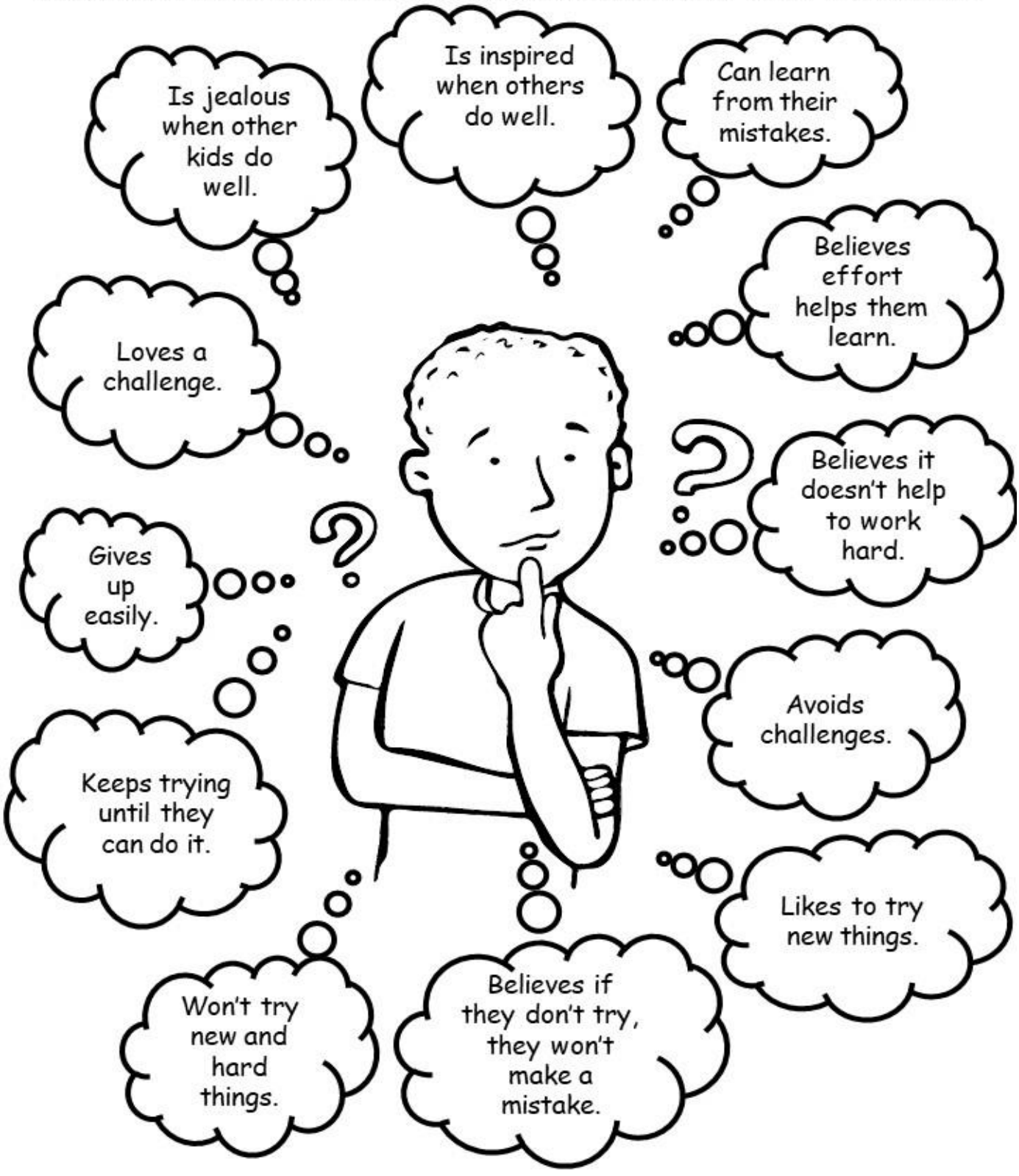
_____

Fixed or Growth Mindset?

At Blackwell Public School, we try to be people who think with a growth mindset.

Someone with a growth mindset is willing to make mistakes and learn from them. They never give up and always have a go at new things. Let's see if you can determine which ones are a 'fixed mindset' and which ones are a 'growth mindset'.

Colour in the 'fixed mindset' thought bubbles in red and the 'growth mindset' thought bubbles in green.



HARD times don't last
but HARD people do

Friday

Track these letters with entry flicks.

w w w w w w w

y y y y y y y y y

Trace these letters with entry flicks. Then try your own.

i j

m n

p r

u v

w y

Trace. Add entry and exit flicks to the letters that need them.

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

Week 8 Friday – Year 3 Maths Multiple by 4 using Distributive Property

If you are having trouble, try scanning this QR code or type in the link below:
https://vimeo.com/579257090/6c1a7839ce

8 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	12 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	$\frac{1}{4}$ Of 20 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	**Challenge – Set it out the same way** 156 ÷ 4 =
40 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	32 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	$\frac{1}{4}$ Of 44 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	248 ÷ 4 =
72 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	84 ÷ 4 = ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	$\frac{1}{4}$ of 92 ____ ÷ ____ = ____ ____ ÷ ____ = ____ ____ + ____ = ____	

Name _____ **Date** _____

Representing Data (A)

(1) A class carried out a survey of the eye colour of the boys and girls in Year 3.

Year 3 Boys' Eye Colour			
Blue	Green	Hazel	Brown
4	2	5	1

Year 3 Girls' Eye Colour			
Blue	Green	Hazel	Brown
6	1	3	2

Create a graph to represent the results from the table above. Answer the questions below.

Eye Colour in Year 3

12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	Blue	Green	Hazel	Brown

a) How many students are there altogether? _____

b) What is the most popular eye colour in Year 3? _____

c) How many students in Year 3 have hazel eyes? _____

d) How many more students have blue eyes than green? _____

e) Three students with hazel eyes are away from school.
Which colour is now the most popular? _____

Friday

1. 94 + 58 = ____

2. 75 – 5 = ____

3. 96 – 2 = ____

4. 45 ÷ 5 = _____

5. 0 ÷ 10 = _____

6. Write the largest number you can using: 8, 8, 3.

_____

7. Complete this counting pattern:
56, 58, 60, 62, _____, _____, _____

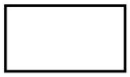
8. Nicholas has 20 peaches. Charlotte has 16 apricots. Riley has 9 strawberries. How many pieces of fruit do they have altogether? ____

9. Share $6 between 3 children. _____

10. 20 cents + $1.00 + $2.00 = _____

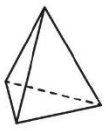
11. Colour in a third of these circles.

12. Colour in a quarter of this shape:



13. 1 hour = _____ minutes

14. A triangle–based pyramid has _____ corners.



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

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Week 8, Year3 Science

Figuring out Forces

Learning Intentions:

- explore and understand how different forces affect the motion of objects

Background information:

When something changes, energy is involved. Energy is abstract (not seen) but you can often detect it through the effect it has on your body: you can see patterns of light, you can feel the warmth created by heat energy, though you cannot see or feel magnetic energy. Energy from the Sun drives the growth of plants and the development of rainstorms, while energy from chemical reactions gives life to animals and is important to modern industry.

Some important characteristics of energy include:

- Energy exists in different forms, such as light, sound, heat, electricity and movement.
- Energy can be transformed (changed) from one form to another, for example, kicking a ball transforms chemical energy in our bodies to movement energy in the ball.
- Energy can be transferred from one location to another, for example, electrical energy moves along wires from a power station to our houses.
- Energy can be changed into other forms but it cannot be created or destroyed.
- Energy can be stored in many ways. Batteries and fossil fuels are stores of Chemical energy.

What does a force-arrow diagram include?

A **force-arrow** diagram uses arrows to show the direction of forces. A pull is shown by an arrow pointing away from the object. A push is shown by an arrow pointing towards the object. The length of a force-arrow represents magnitude (size) and the direction of the arrow shows the direction in which the force is acting. When drawing force arrow diagrams, longer arrows in the direction of the force are used to represent a larger force while a shorter arrow in the direction of the force is used to represent a smaller force.

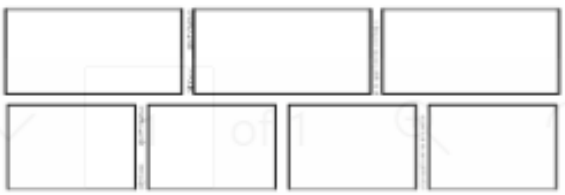
Activities:

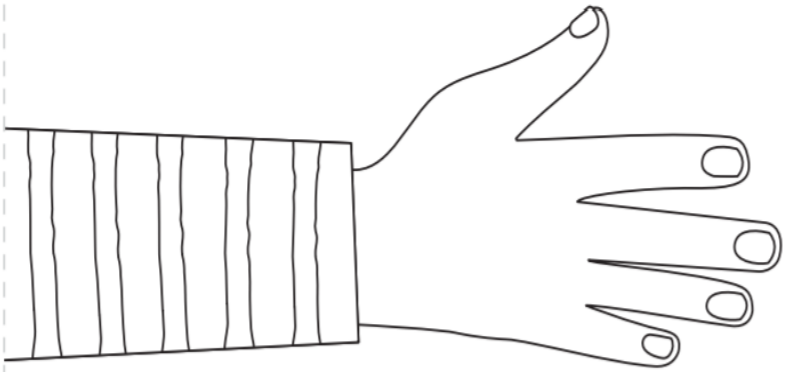
- use your previous investigations, research and understanding from the last few weeks to represent your knowledge of forces and motion and to help you explain how the forces are acting on every day scenarios such as pushing a trolley or pulling a box.

  Students need to:

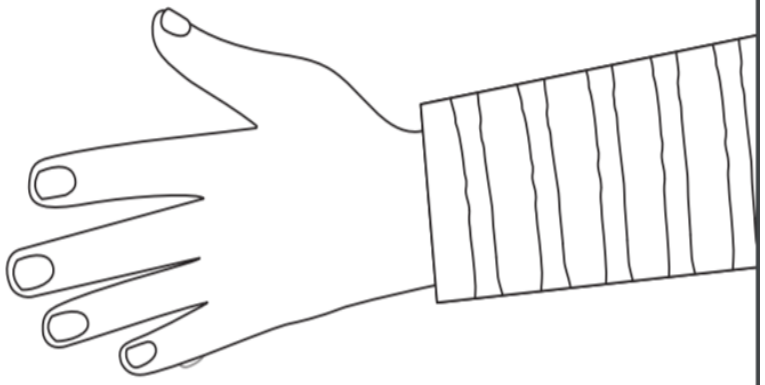
  - use role-play to explore and demonstrate an understanding of forces (push/pulls) of some every day activities

  - create a comic strip narrative, using force-arrows to represent one of your role-play scenarios





BIG HUGS



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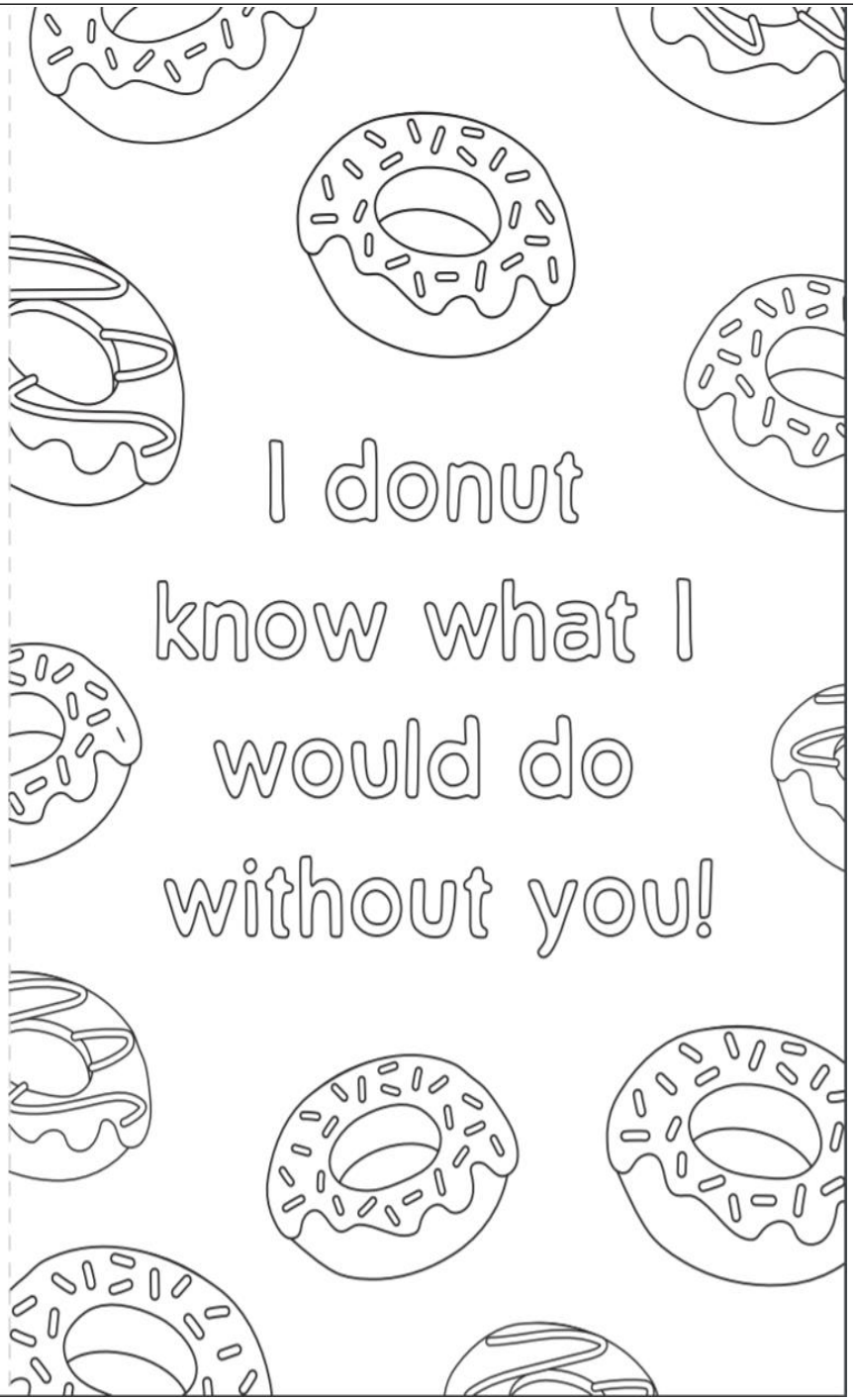

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HOW I'M FEELING

HOW MY FACE LOOKS

WORDS TO DESCRIBE HOW I FEEL:

I AM MOST THANKFUL FOR

WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

1.

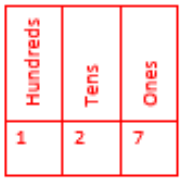
2.

3.

Answers

Monday Answers

Place Value Answers

<table>
<tr>
<td>Write 91 in a place value chart
<table>
<tr><th>Tens</th><th>Ones</th></tr>
<tr><td>9</td><td>1</td></tr>
</table>
</td>
<td>Write 127 in a place value chart
 
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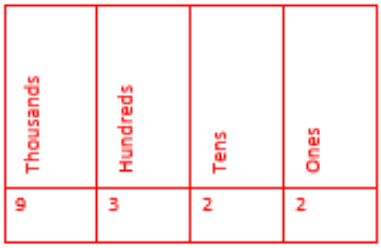
<tr><td>1</td><td>2</td><td>7</td></tr>
</table>
</td>
<td>Write 9322 in a place value chart
 
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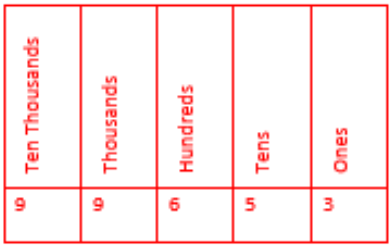
</td>
<td>Write 99653 in a place value chart
 
<table>
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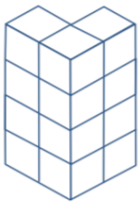
<tr><td>9</td><td>9</td><td>6</td><td>5</td><td>3</td></tr>
</table>
</td>
</tr>
<tr>
<td>Partition 91 using Standard Place Value
9 tens and 1 ones</td>
<td>Partition 127 using Standard Place Value
1 hundred, 2 tens and 7 ones</td>
<td>Partition 9322 using Standard Place Value
9 thousands, 3 hundreds, 2 tens and 2 ones</td>
<td>Partition 19653 using Standard Place Value
9 ten thousands, 9 thousands, 6 hundreds, 5 tens and 3 ones</td>
</tr>
<tr>
<td>Partition 91 using Non-Standard Place Value
➢ 91 ones</td>
<td>Partition 127 using Non-Standard Place Value
➢ 127 ones
➢ 12 tens and 7 ones
➢ 1 hundred and 27 ones</td>
<td>Partition 9322 using Non-Standard Place Value
➢ 9322 ones
➢ 932 tens and 2 ones
➢ 93 hundreds and 32 ones
➢ 93 hundreds, 3 tens and 2 ones
➢ 9 thousands and 322 ones
➢ 9 thousands and 32 tens and 2 ones</td>
<td>Partition 19653 using Non-Standard Place Value
➢ 99653 ones
➢ 9965 tens and 3 ones
➢ 996 hundreds and 53 ones
➢ 996 hundreds, 5 tens and 3 ones
➢ 99 thousands and 653 ones
➢ 99 thousands, 65 tens and 3 ones
➢ 99 thousands, 6 hundreds, 53 ones
➢ 9 ten thousands and 9653 ones</td>
</tr>
</table>

Name Date

VOLUME: COUNT THE CUBES 1 ANSWERS

Write down the volume of each of these shapes by working out the number of cubes.

1)	2)	3)
Volume: 5 cubes	Volume: 4 cubes	Volume: 8 cubes
4)	5)	6) 
Volume: 6 cubes	Volume: 8 cubes	Volume: 12 cubes
7)	8)	9)
Volume: 8 cubes	Volume: 12 cubes	Volume: 6 cubes

Monday

1. 29

2. 66

3. 80

4. 1

5. 1

6. False

7. 25, 35, 45, 55, 65, 75, 85

8. Holly has 90 toy racing cars

9. 4

10. 25 cents

11. A third of the stars are coloured in.

12. A quarter of the rectangle should be coloured in.

13. 2 weeks

14. 4 faces

15. Black

Who did Aboriginal and Torres Strait Islander Peoples have contact with before 1788?

We know that some Aboriginal people had contact with traders from Makassar, in Sulawesi, the country now known as Indonesia. These traders sailed from Makassar, along the Western Australian and Northern Territory coasts to north east Arnhem Land.

1

a Use your information sheet and find Makassar. Mark it on the map below.

b Use your information sheet to find and mark Macassan Beach (Garanhan) on the map. Important archaeological finds have been made there. Describe where in Australia it is.

North Eastern tip of Arnhem Land in the Northern Territory.

c On the map, draw the route the Makassar traders took to get to Australia.

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2 Use your information sheet to answer the following questions.

Why did the Makassar People come to Australia?

To trade with the Yolngu people from the North of Australia.

What did they trade? Draw and label your answer.

Trepang (sea cucumber)

When did the Makassar come to Australia?

From 1700

When did they stop coming? Why?

1907 - to allow the local people to harvest the Trepang.

How do you think the Makassar traders and Aboriginal people influenced each other?

Traded, gave them calico, tobacco and introduced metal. This made life easier for the local people.

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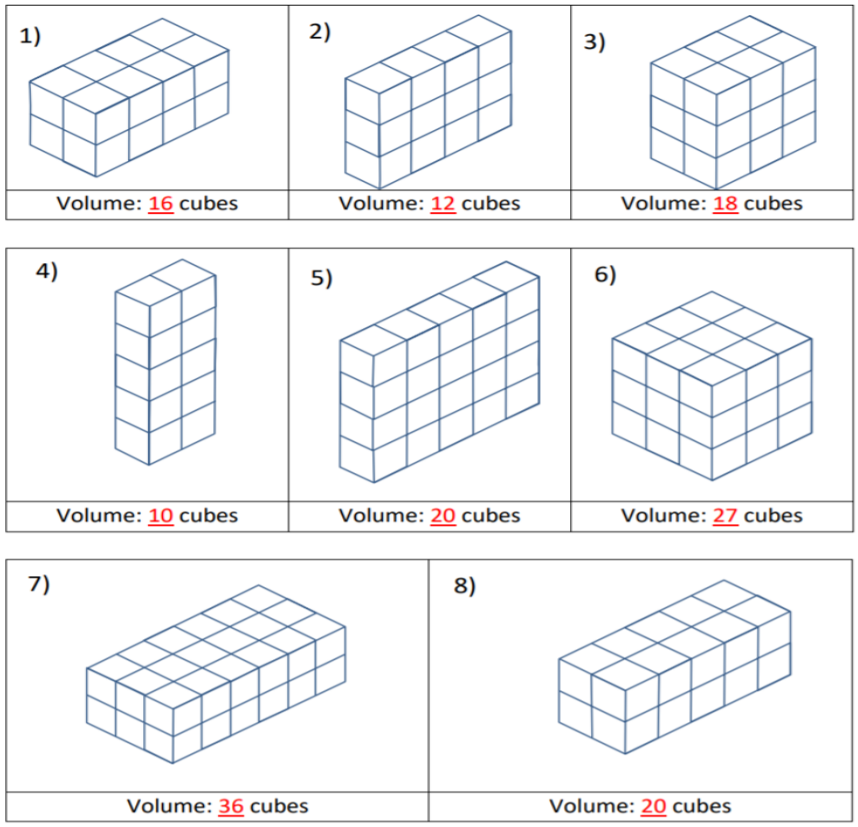
Tuesday Answers

Addition Answers

86 + 61 = 147	959 + 630 = 1589	8148 + 4438 = 12586	61583 + 62510 = 124093
97 + 62 = 159	962 + 269 = 1231	8119 + 1390 = 9509	71897 + 43532= 115429

Name Date

VOLUME: COUNT THE CUBES 2 ANSWERS



Tuesday

1. 30
2. 50
3. 24
4. 11
5. 4
6. 4776: The number in the thousands place is 4.
7. 54, 64, 74, 84, 94, 104, 114
8. 40
9. 7 mangoes each.
10. $3.20
11. A quarter of the oval should be coloured in.
12. A third of the stars are coloured in.
13. 2 weeks
14. 6 corners
15. Black

Wednesday Answers

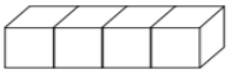
Subtraction Answers

72 - 53 = 19	736 - 429 = 307	8654 - 1840 = 6814	19726 - 18293 = 1433
86 - 34 = 52	790 - 342 = 448	6634 - 1319 = 5334	71897 - 43532= 28365

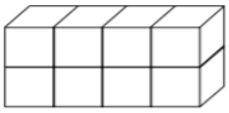
Volume - Cubic Centimetres (A) - Answers

① Calculate the volume of these models in cubic centimetres.

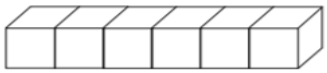
a) **4** cubic centimetres



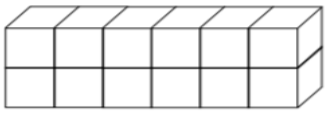
b) **8** cubic centimetres



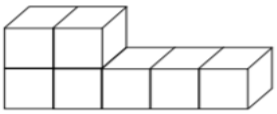
c) **6** cubic centimetres



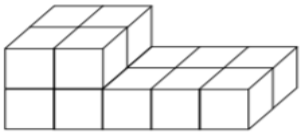
d) **12** cubic centimetres



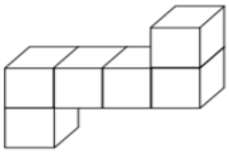
e) **7** cubic centimetres



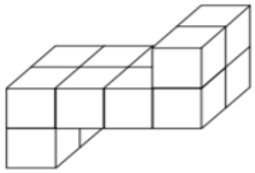
f) **14** cubic centimetres



g) **6** cubic centimetres



h) **12** cubic centimetres



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Wednesday

1. 10
2. 49
3. 38
4. 5
5. 5
6. 185
7. 11, 14, 17, 20, 23, 26, 29
8. Julia has 83 match sticks
9. 2
10. $1.05
11. An eighth of the circles are coloured in.
12. A quarter of the stars are coloured in.
13. 24 hours
14. Cylinder
15. White

Thursday Multiple by 4 using Distributive Property

4 x 4 = 16

2 2

4 x 2 = 8

4 x 2 = 8

8 + 8 = 16

4 x 5 = 20

2 3

4 x 2 = 8

4 x 3 = 12

8 + 12 = 20

4 x 9 = 36

5 4

4 x 5 = 20

4 x 4 = 16

20 + 16 = 36

4 x 15 =

10 5

4 x 10 = 40

4 x 5 = 20

40 + 20 = 60

4 x 19 =

10 9

4 x 10 = 40

4 x 9 = 36

40 + 36 = 76

4 x 20 =

10 10

4 x 10 = 40

4 x 10 = 40

40 + 40 = 80

4 x 28 =

19 9

4 x 19 = 76

4 x 9 = 36

76 + 36 = 112

4 x 23 =

20 3

4 x 20 = 80

4 x 3 = 12

80 + 12 = 92

4 x 40 =

20 20

4 x 20 = 80

4 x 20 = 80

80 + 80 = 160

Challenge - Set it out the same way

4 x 139 = 556

100 / 1 \ 19

20

4 x 100 = 400

4 x 20 = 80

4 x 19 = 76

400 + 80 + 76 = 556

4 x 178 = 712

139 / 1 \ 19

20

4 x 139 = 556

4 x 20 = 80

4 x 19 = 76

556 + 80 + 76 = 712

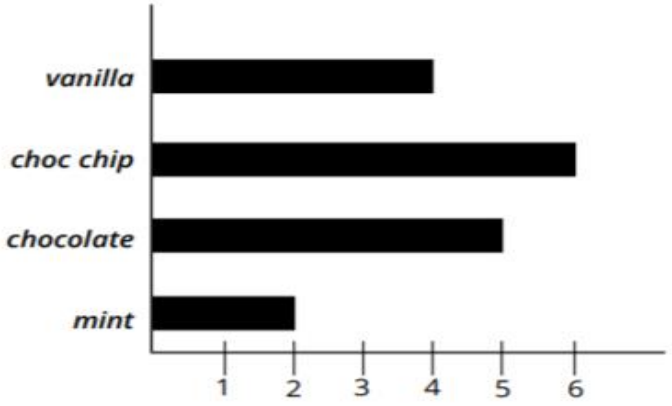
Creating and Comparing Data (B) - Answers

(1) A Year 3 class carried out a survey on favourite ice cream flavours.
Use the tally marks from the *Our Favourite Ice Cream Flavours* table to construct a column graph of the results.

Our Favourite Ice Cream Flavours

Ice Cream	Tally
vanilla	IIII
choc chip	~~IIII~~ I
chocolate	~~IIII~~
mint	II

Our Year 3's Favourite Ice Cream Flavours



(2) Use the information from the graph to answer the questions below.

a) What is the most popular ice cream flavour? ***choc chip***

b) What is the least popular ice cream flavour? ***mint***

c) How many more students like choc chip than mint? ***4***

d) How many students like the two least popular ice cream flavours? ***6***

e) Which display do you find easier to read? Explain your answer.
Answers will vary.

Thursday

1. 178

2. 46

3. 64

4. 7

5. 1

6. 9 hundreds, 1 tens, 7 ones.

7. 89, 92, 95, 98, 101, 104, 107

8. 74

9. $37 each.

10. $2.15

11. A quarter of the circles are coloured in.

12. A third of the circles are coloured in.

13. 2 weeks

14. 4 corners

15. Black

PD – "Fixed or Growth mindset?" activity.

Fixed or Growth Mindset? Answers

Growth Mindset	Fixed Mindset
✓ Is inspired when others do well.	× Is jealous when other kids do well.
✓ Loves a challenge.	× Gives up easily.
✓ Keeps trying until they can do it.	× Won't try new and hard things
✓ Can learn from their mistakes.	× Believes it doesn't help to work hard.
✓ Believes effort helps them learn.	× Avoids challenges.
✓ Likes to try new things	× Believes if they don't try, they won't make a mistake.

Friday Answers

Friday Multiple by 4 using Distributive Property

8 ÷ 4 = 2 4 4 4 ÷ 4 = 1 4 ÷ 4 = 1 1 + 1 = 2	12 ÷ 4 = 3 8 4 8 ÷ 4 = 2 4 ÷ 4 = 1 2 + 1 = 3	¼ Of 20 = 5 12 8 12 ÷ 4 = 3 8 ÷ 4 = 2 3 + 2 = 5	Challenge - Set it out the same way 156 ÷ 4 = 39 84 72 84 ÷ 4 = 21 72 ÷ 4 = 18 21 + 18 = 39 248 ÷ 4 = 62 156 92 156 ÷ 4 = 39 92 ÷ 4 = 23 39 + 23 = 62
40 ÷ 4 = 10 20 20 20 ÷ 4 = 5 20 ÷ 4 = 5 5 + 5 = 10	32 ÷ 4 = 8 20 12 20 ÷ 4 = 5 12 ÷ 4 = 3 5 + 3 = 8	¼ Of 44 = 11 40 4 40 ÷ 4 = 10 4 ÷ 4 = 1 10 + 1 = 11	
72 ÷ 4 = 18 40 32 40 ÷ 4 = 10 32 ÷ 4 = 8 10 + 8 = 18	84 ÷ 4 = 21 72 12 72 ÷ 4 = 18 12 ÷ 4 = 3 18 + 3 = 21	¼ of 92 = 23 72 20 72 ÷ 4 = 18 20 ÷ 4 = 5 18 + 5 = 23	

Friday

1. 152

2. 70

3. 94

4. 9

5. 0

6. 883

7. 56, 58, 60, 62, 64, 66, 68

8. Altogether, Nicholas, Charlotte, Riley have 45 pieces of fruit.

9. $2 each.

10. $3.20

11. A third of the circles are coloured in.

12. A quarter of the rectangle should be coloured in.

13. 60 minutes

14. 4 corners

15. Black

Friday Math Mentals Answers

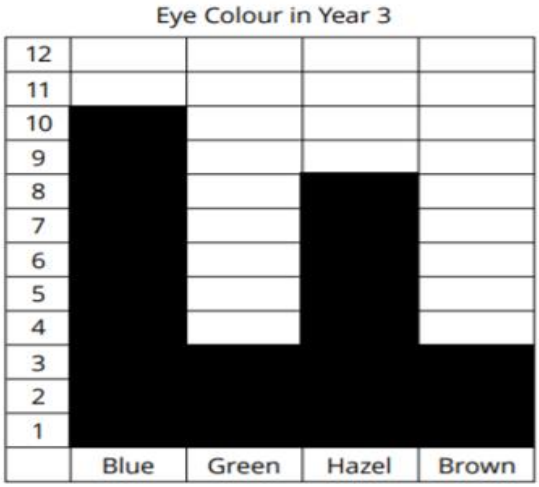
Representing Data (A) - Answers

(1) A class carried out a survey of the eye colour of the boys and girls in Year 3.

Year 3 Boys' Eye Colour			
Blue	Green	Hazel	Brown
4	2	5	1

Year 3 Girls' Eye Colour			
Blue	Green	Hazel	Brown
6	1	3	2

Create a graph to represent the results from the table above. Answer the questions below.



a) How many students are there altogether? ***24***

b) What is the most popular eye colour in Year 3? ***blue***

c) How many students in Year 3 have hazel eyes? ***8***

d) How many more students have blue eyes than green? ***7***

e) Three students with hazel eyes are away from school.
Which colour is now the most popular? ***hazel***