

YEAR 5

LEARNING
- FROM -

• HOME •



Week 2

ABOUT THIS PACK

The Teach Starter team has handpicked these resources for children to complete at home over one week with the help of their parents or guardians.

The resources cover the key learning areas of English, Maths and Science, along with some craft and mindfulness activities – all for free!

In the event of a school closure, or if a pupil needs to work remotely, this pack can be printed and sent home with students, downloaded digitally via a link, or emailed to parents and guardians to allow students to work with minimal preparation and supervision.

Parents and guardians should be able to understand the tasks and activities and set them in the home environment without requiring materials or resources found in a classroom. Resources in the pack can be completed on a tablet/iPad or printed and completed with a pen or pencil.

How to Use This Pack

A timetable suggesting a day of the week and a time of the day for students to complete each resource is included. The pack also includes an editable version that you can adjust to suit your needs.

The amount of time you allow for a child to complete each task should be tailored to their needs. As a rule of thumb, give them as much time as they need, but watch for signs of fatigue that suggest they may need a break.

Whether following the suggested timetable or setting your own, be sure to include meal breaks and – most importantly – time to play! We recommend bundling this pack with your own home-learning activities, such as reading, outdoor play, fine motor skills games and craft activities.

Share This Pack with Parents, Students, and Other Teachers!

This pack has been created specifically to support teachers, guardians and parents with children who are learning remotely, so feel free to share it with others. You can share it by copying the URL in the address bar of your browser, or by clicking on the envelope icon above to send the link to an email address. You can also download the pack and email the PDF document itself.

Teach Starter's mission is to make every classroom buzz. We hope your children will be 'busy bees' working on these resources in their home or virtual classroom environment.

Year 5 – Learning From Home – Week 2

Day 1	Day 2	Day 3	Day 4	Day 5
LITERACY <i>Reading</i> Comprehension – Don't be Late for School! <i>Spelling</i> Word Work Grid – V1 Select 3 activities from the grid to complete using your spelling words.	LITERACY <i>Reading</i> Comprehension – Milkshake Mania <i>Grammar</i> Grammar Sentence Challenge <i>Visual</i> Colossal Cinemas Task Cards (cont.) Complete three Literacy task cards.	LITERACY <i>Reading</i> Comprehension – Slip, Slop, Slap! <i>Narrative Writing</i> The Rain was Pouring Down... Use the provided template to write a narrative text.	LITERACY <i>Reading</i> Comprehension – Something Scary in the Night <i>Narrative Writing</i> The Rain was Pouring Down... (cont.) Use the provided template to write a narrative text.	LITERACY <i>Reading</i> Movie Versus Book: Popcorn and Drink Review <i>Spelling</i> Word Work Grid – V1 (cont.) Select 3 activities from the grid to complete using your spelling words.
Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
NUMERACY <i>Word Problems</i> Colossal Cinemas Task Cards Complete 5 Mathematics task cards of your choice. <i>Maths Project</i> Colossal Cinemas: Save the Seat Read the task sheet and complete pages 1 and 2.	NUMERACY <i>Shape</i> 2D Shapes and 3D Objects Crossword <i>Time</i> Reading and Interpreting Timetables Complete the questions page.	NUMERACY <i>Word Problems</i> Colossal Cinemas Task Cards (cont.) Complete 5 Mathematics task cards of your choice. <i>Time</i> Reading and Interpreting Timetables (cont.) Complete a Word Problems page.	NUMERACY <i>Word Problems</i> Colossal Cinemas Task Cards (cont.) Complete 5 Mathematics task cards of your choice. <i>Time</i> Reading and Interpreting Timetables (cont.) Complete the Planning a Journey page.	NUMERACY <i>Word Problems</i> Colossal Cinemas Task Cards (cont.) Complete 5 Mathematics task cards of your choice. <i>Maths Project</i> Colossal Cinemas: Save the Seat (cont.) Read the task sheet and complete pages 3 and 4.
Lunch	Lunch	Lunch	Lunch	Lunch
SCIENCE We are Moving Project Complete the flag template.	SCIENCE We are Moving Project (cont.) Complete page 1 of the research template.	SCIENCE We are Moving Project (cont.) Complete the page 2 of the research template.	SCIENCE We are Moving Project (cont.) Complete page 3 of the research template.	MINDFULNESS Pattern Colouring In – City Scene

CONTENTS

Day 1

LITERACY

Reading

Comprehension – *Don't be Late for School!*

A comprehension worksheet that helps children identify the author's purpose. Children read the text and answer the questions, either in their workbook or using the sheet provided.

Spelling

Word Work Grid – V1

Children select 3 activities from the grid to complete using their spelling words. If they do not have spelling words, you may choose some from a favourite book. Some of these activities have templates provided, or children can complete the activities in their workbooks.

NUMERACY

Word Problems

Colossal Cinemas Task Cards

Use the Colossal Cinemas stimulus poster to complete the task card activities. Choose task cards that are labelled Mathematics, and follow the instructions. Children may choose up to five each round.

Maths Project

Colossal Cinemas: Save the Seat

Children use their understanding and skills of coordinates to navigate seating plans within a cinema. An exciting 'Battleship'-style game is included in this project.

SCIENCE

We Are Moving Project

Children work through this project, using the templates as a guide. This project encourages independence and self-management. It can be used to develop research skills and the ability to write persuasively.

This resource includes:

- a project task card
- a research task template
- a flag template
- a brochure template
- a brochure template.

Day 2

LITERACY

Reading

Comprehension – Milkshake Mania

A comprehension worksheet for children to assess whether something is fact or opinion. Children read the text and answer the questions, either in a workbook or using the sheet provided.

Grammar

Grammar Sentence Challenge

Write a paragraph about any chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns will be underlined in green.

Visual Comprehension

Colossal Cinemas Task Cards (Continued from Day 1)

Use the Colossal Cinemas stimulus poster to complete task card activities. Choose task cards that are labelled Literacy, and follow the instructions. Children can choose three tasks each round.

NUMERACY

Geometry

2D Shapes and 3D Objects Crossword

Use this 2D Shapes and 3D Objects Crossword to consolidate your child's understanding of the various shapes and objects and their properties.

Time

Reading and Interpreting Timetables

Use the provided timetable to answer questions about time and schedules. Children use their skills to work out word problems, plan a journey, and write a story about travel.

SCIENCE

We Are Moving Project (Continued from Day 1)

Children work through this project, using the templates as a guide. This project encourages independence and self-management. It can be used to develop research skills and the ability to write persuasively.

This resource includes:

- a project task card
- a research task template
- a flag template
- a brochure template
- a brochure template.

Day 3

LITERACY

Reading

Comprehension – *Slip, Slop, Slap!*

A comprehension worksheet that allows children to work on making inferences and drawing conclusions. Children read the text and answer the questions, either in a workbook or using the sheet provided.

Narrative Writing

Narrative Writing Stimulus – *The Rain Was Pouring Down...*

Children use the stimulus, which includes the above topic, to construct a narrative text.

NUMERACY

Word Problems

Colossal Cinemas Task Cards (Continued from Day 2)

Use the Colossal Cinemas stimulus poster to complete task card activities. Choose task cards that are labelled Mathematics and follow the instruction. Children can choose five tasks they do each round.

Time

Reading and Interpreting Timetables (Continued from Day 2)

Use the provided timetable to answer questions about time and schedules. Children use their skills to work out word problems, plan a journey, and write a story about travel.

Science

We Are Moving Project (Continued from Day 2)

Children work through this project, using the templates as a guide. This project encourages independence and self-management. It can be used to develop research skills and the ability to write persuasively.

This resource includes:

- a project task card
- a research task template
- a flag template
- a brochure template
- a brochure template.

Day 4

LITERACY

Reading

Comprehension – *Something Scary in the Night*

A comprehension worksheet that allows children to work on the comprehension strategy of distinguishing between real and make-believe. Children are required to read the text and answer the questions either in a workbook or using the sheet provided.

Narrative Writing

Narrative Writing Stimulus – *The Rain Was Pouring Down...* (Continued from Day 3)

Children use the stimulus, which includes the above topic, to construct a narrative text.

NUMERACY

Word Problems

Colossal Cinemas Task Cards (Continued from Day 1)

Use the Colossal Cinemas stimulus poster to complete task card activities. Choose task cards that are labelled Mathematics, and follow the instructions. Children may choose five tasks each round.

Time

Reading and Interpreting Timetables (Continued from Day 3)

Use the provided timetable to answer questions about time and schedules. Children use their skills to work out word problems, plan a journey, and write a story about travel.

SCIENCE

We Are Moving Project (Continued from Day 3)

Children work through this project using the templates as a guide. This project encourages independence and self-management. It can be used to develop research skills and the ability to write persuasively.

This resource includes:

- a project task card
- a research task template
- a flag template
- a brochure template
- a brochure template.

Day 5

LITERACY

Reading

Movie Versus Book: Popcorn and Drink Review

Use these templates to write a report that compares and reviews a story that has been published as a book and turned into a movie. These review templates can then be constructed to become a 3D cinema popcorn and drink combo.

Spelling

Word Work Grid – V1 (Continued from Day 1)

Children select 3 more activities from the grid to complete using their spelling words. If they do not have a list of spelling words, read through a book together and select any words they are unfamiliar with. Some of the activities have a provided template, or children can complete the activities in their workbooks.

NUMERACY

Word Problems

Colossal Cinemas Task Cards (Continued from Day 4)

Use the Colossal Cinemas stimulus poster to complete the task card activities. Choose task cards that are labelled Mathematics, and follow the instructions. Children may choose five tasks each round.

Maths Project

Colossal Cinemas: Save the Seat

Children use their understanding and skills of coordinates to navigate seating plans within a cinema. An exciting 'Battleships'-style game is included in this project.

MINDFULNESS

Pattern Colouring in – City Scene

Use this poster to see what patterns can be made in this setting, or use it as a mindfulness colouring-in activity.

Don't be Late for School!

Amelia woke up and saw that she was running late for school. She jumped out of bed and started to get herself ready. She couldn't be late again, as she was already in trouble with Mrs Holder for being late two days last week!

As quickly as possible, Amelia put on her school uniform, tugged on a pair of socks and shoved her feet into her black school shoes.

Amelia then looked in the mirror. Her hair was a mess! She grabbed her hairbrush and yanked it through her hair. Amelia splashed some water on her face and then ran downstairs to have some breakfast. She slid two pieces of bread into the toaster and grabbed herself a glass of juice while she waited. Stuffing toast into her mouth, Amelia ran back upstairs to brush her teeth.

On her way out the door, Amelia grabbed her school bag and started running down the driveway. That's when she remembered she had forgotten her lunch!

Amelia ran back to grab her lunch off the kitchen table. She was finally on her way!



Don't be Late for School!

1. Which one of these things did Amelia **not do** before having breakfast?

- a) splash some water on her face
- b) run down the driveway
- c) brush her hair

2. Number the following sentences in the order they happened.

- ___ Amelia ran back to grab her lunch.
- ___ Amelia jumped out of bed.
- ___ Amelia brushed her teeth.
- ___ Amelia put on her school uniform.

3. What was the last thing Amelia did before going to school?

4. Create a list of all the things Amelia had to do before going to school. (Make sure your list is in order!)

CRAZY CREATIVE CHALLENGE

Create a comic strip of yourself getting ready for school.

Name _____

Date _____

Don't be Late for School!

1. Which one of these things did Amelia **not do** before having breakfast?

- a) splash some water on her face
- b) run down the driveway
- c) brush her hair

2. Number the following sentences in the order that they happened:

_____ Amelia ran back to grab her lunch.

_____ Amelia jumped out of bed.

_____ Amelia brushed her teeth.

_____ Amelia put on her school uniform.

3. What was the last thing Amelia did before going to school?

4. Create a list of all the things Amelia had to do before going to school.

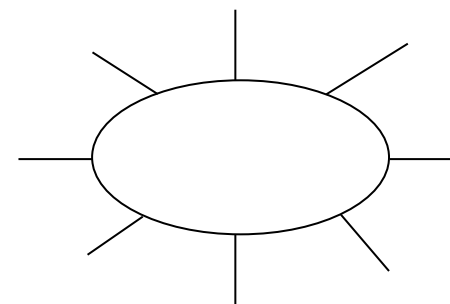
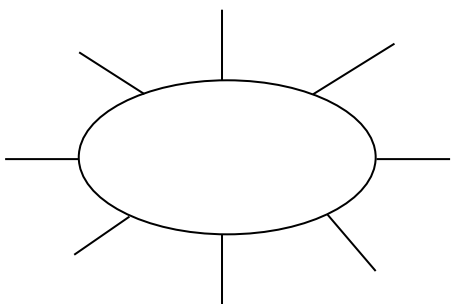
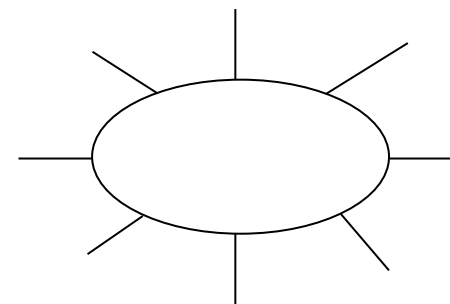
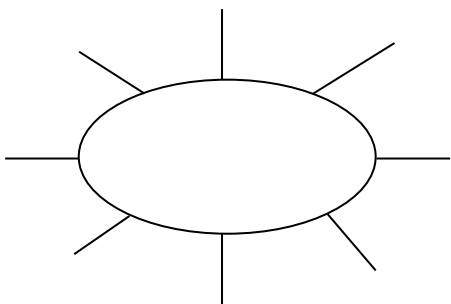
Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>

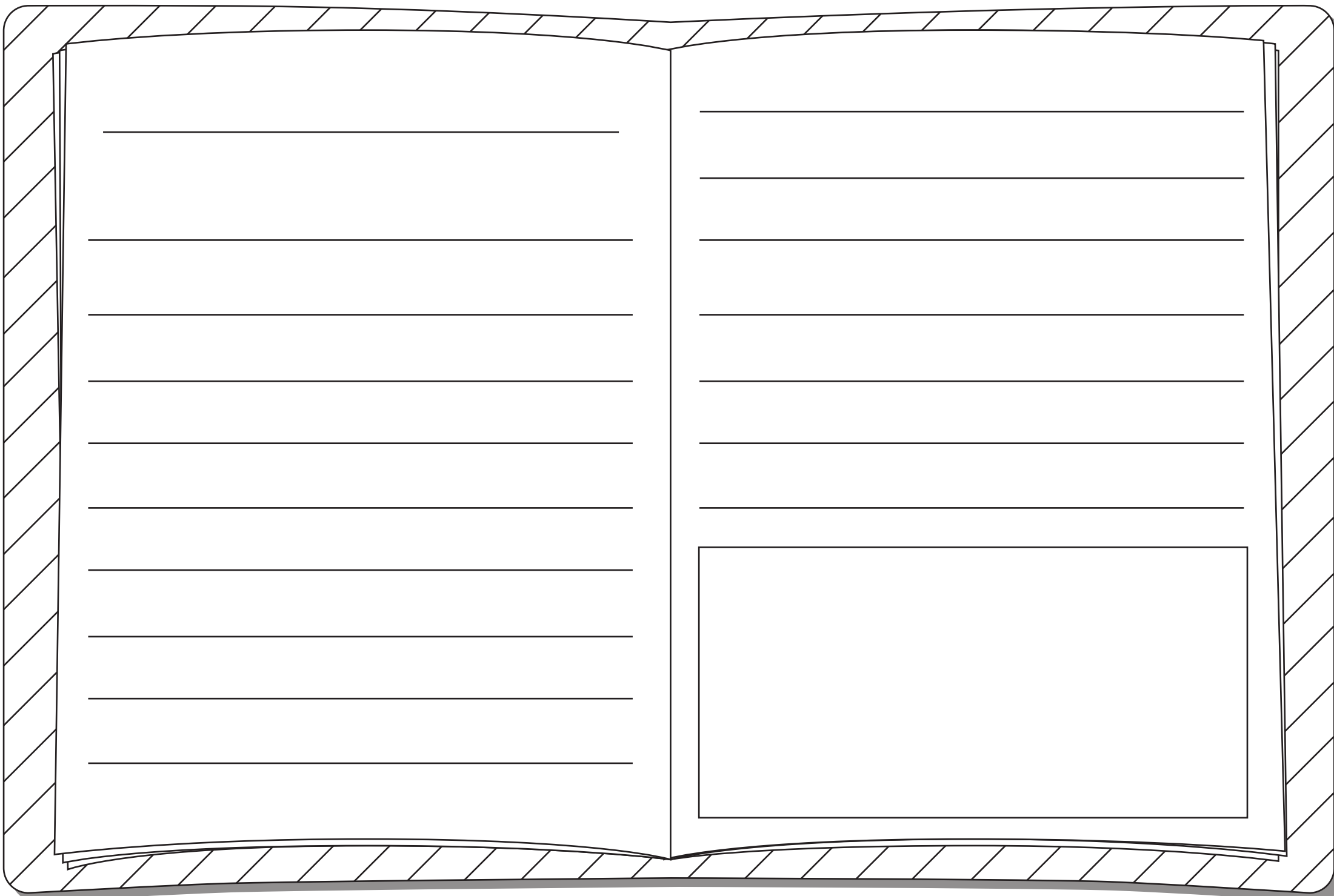
Rhyming Wheels

Write as many words as you can that rhyme with the sound in the rhyming wheel. Use the alphabet at the bottom to help you think of more words.



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

_____ /



Code Breaker

Write the numbers under each letter in your spelling word. Ask a partner to try and crack your code.

a	b	c	d	e	f	g	h	i	j	k	l	m
1	2	3	4	5	6	7	8	9	10	11	12	13

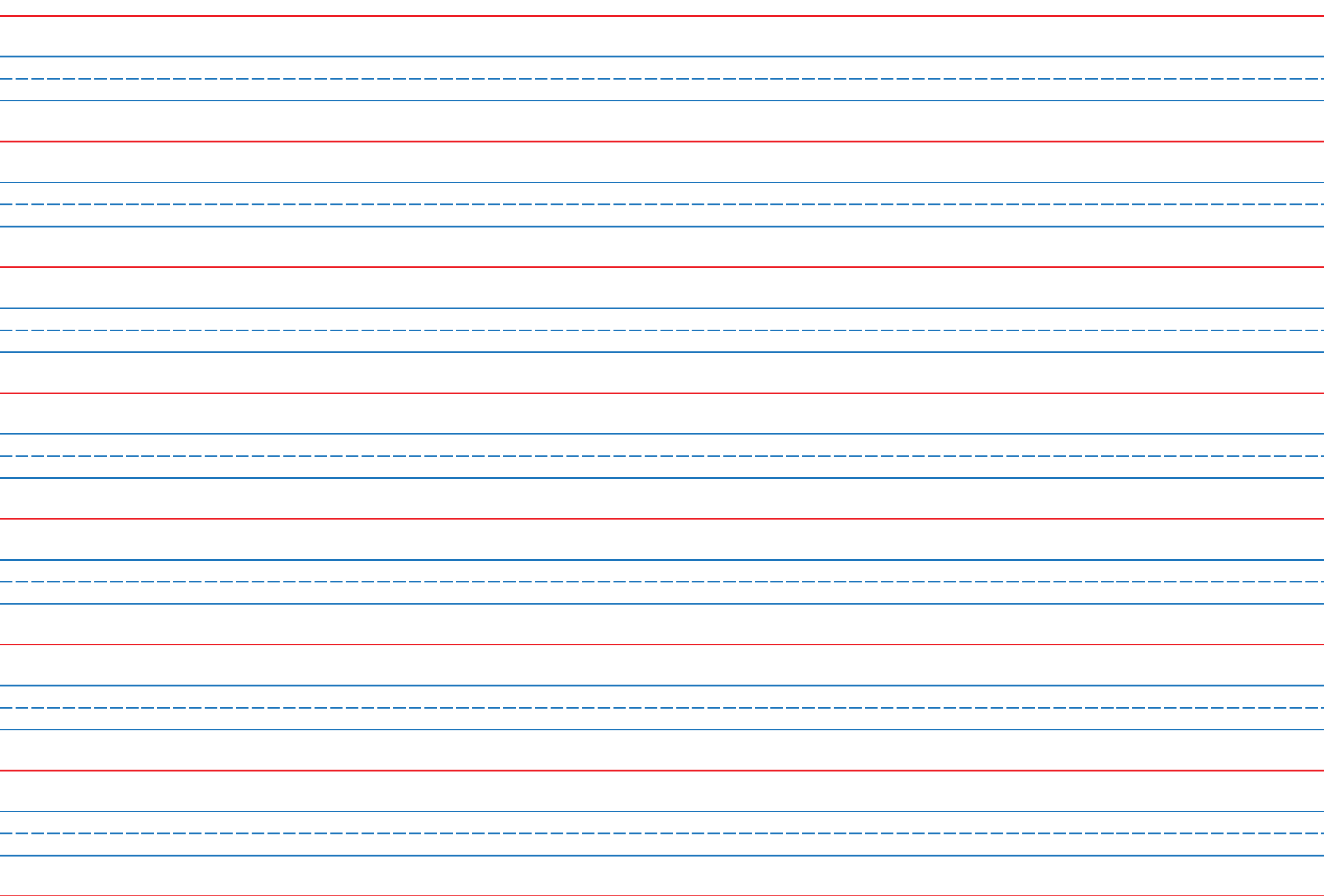
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

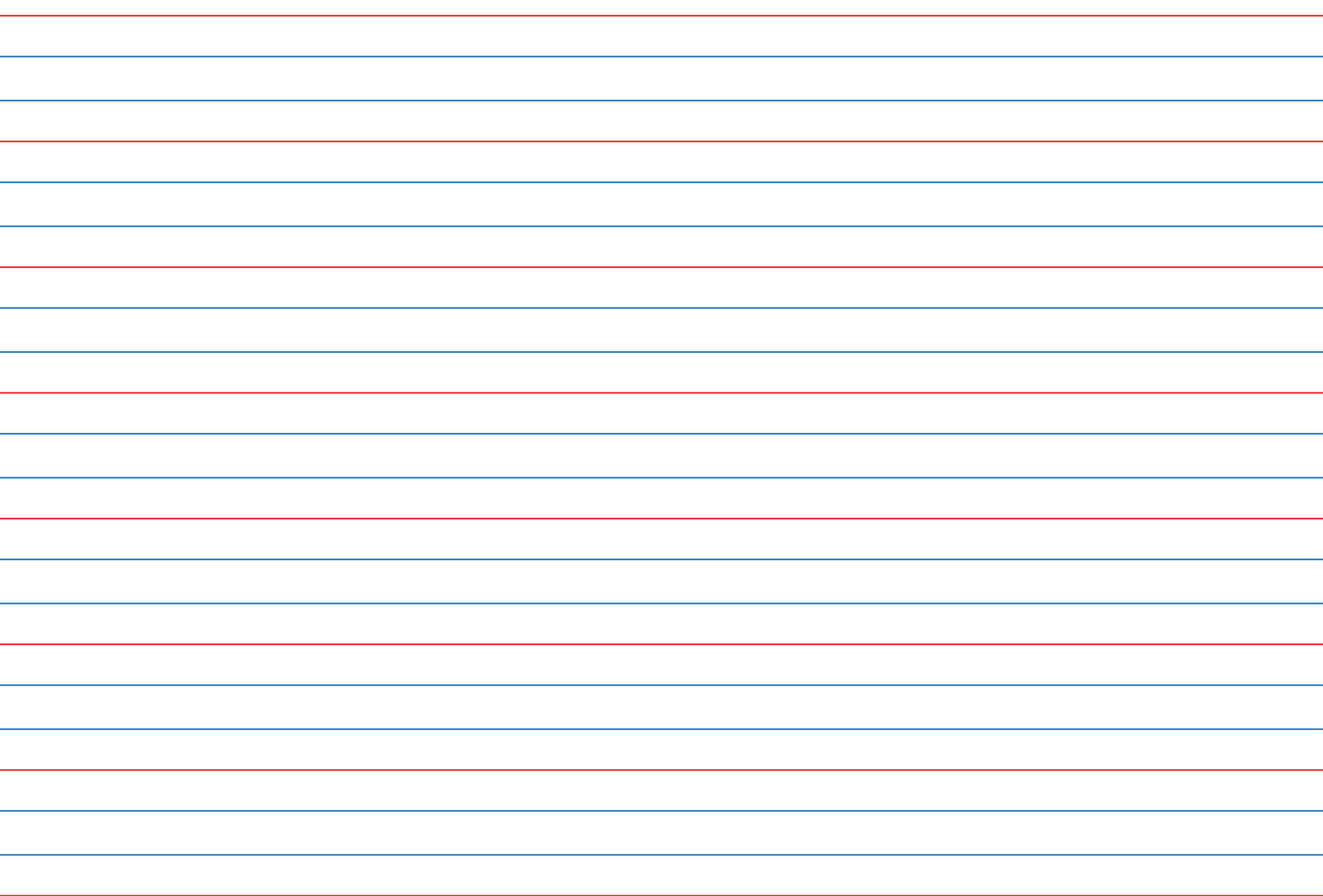
Code	Spelling Word
12, 9, 20, 20, 12, 5	little

Digging in the Dictionary

Write your spelling word in the first column, the definition from the dictionary in the second column and the word in a sentence in the third column.

Spelling Word	Definition	Sentence





Odd One Out

Write four words for each of your spelling words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other three.

e.g. happy, joyful, angry, cheerful

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h) _____

i) _____

j) _____

k) _____

l) _____

m) _____

n) _____

o) _____

Sort Them Out

Choose three different categories to sort your spelling words. A spelling word may go in more than one category.

Category 1:	Category 2:	Category 3:

Word Detective

Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

★ COLOSSAL CINEMAS ★

MOVIE SCHEDULED SESSIONS

Jumanji	10:00	13:30	17:45
Detective Pikachu	11:45		
Coco	12:15	15:40	19:20
Captain America	10:50	14:30	
Jurassic Park	13:40	19:50	21:30

MOVIE OF THE WEEK

Spider-Man:	12:55	19:20	21:00
Homecoming			

★ ★ ★ ★ TICKET PRICES ★ ★ ★ ★

	Ticket	Movie of the Week
Adult	\$20.00	\$12.00
Child	\$15.00	\$9.00
Family*	\$50.00	\$30.00

*2 adults/2 children

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

SNACK ITEMS

Popcorn	\$6.00	\$7.00	\$8.00
Soft Drinks	\$4.00	\$5.00	\$6.50
Candy Cup	\$4.00	\$6.00	\$7.00
Ice Cream			\$5.00

HOT FOOD

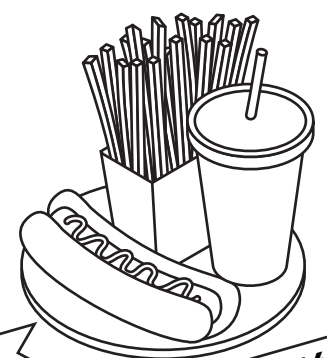
Hot Dog	\$6.50
Nachos	\$9.00
Mac and Cheese Balls	\$7.50
Jalapeno Poppers	\$7.50
Fries	\$6.00



Trio Combo \$10



Movie Merch Combo \$15



Hot Stuff Combo \$16

Which movie title includes a made-up word?



Literacy



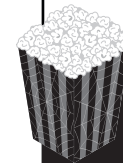
Which movie do you think the Movie Merch combo represents?



Literacy



How much time is there between the first and last session of *Jurassic Park*?



Mathematics



How much money do you save buying a child's ticket to the Movie of the Week instead of buying the general ticket?



Mathematics



Why do you think there is a Movie of the Week?



Literacy



How much would it cost to buy all the Hot Stuff Combo items individually?



Mathematics



Why do you think
Detective Pikachu
only has one
screening each day?



Literacy



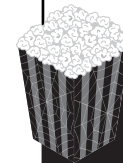
What do you think
the different tiered
prices next to the
snack items mean?



Literacy



How much do you
save when buying
the family ticket
instead of individual
tickets for 2 adults and
2 children?



Mathematics



Why do you think
a family ticket
includes 2 adults
and 2 children?



Mathematics



What features
on the movie
board relate to
the experience
of going to the
cinema?



Literacy



How much
would it cost for
3 children and
1 adult to go to a
general movie and
to each get a Trio
Combo?



Mathematics



Which food
combo would
you buy for your
chosen movie?
Why?



Literacy



What time do you
think the cinemas
open and close?
Why?



Mathematics



Create a new
movie board with
your own times
and Movie of the
Week. Create three
combos that use
the available food.



Literacy



Which movies
only screen in
the afternoon
or evening?



Mathematics



Why do you think
this cinema is called
Colossal Cinemas?



Literacy



Place the movies in
order of what you
think their 'audience
rating' is. Start with
those that have a PG
rating, up to those
that have an M rating.



Literacy



What food items that you often see at the cinema are not on this menu?



Literacy



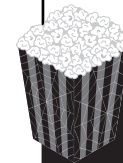
What release dates did each of these movies have? Use the internet to research.



Inquiry



If you had \$30 to spend, what would your cinematic experience include?



Mathematics



Two families went to the movies and each member got a Movie Merch Combo. How much did they spend in total?



Mathematics



How many cinemas do you think Colossal Cinemas has?



Mathematics



Why is there an * (asterisk) next to Family?



Literacy



Why does ice cream only have one price?



Mathematics



Why do you think popcorn is always on sale at the cinemas?



Literacy



Colossal Cinemas opens a luxury cinema that costs 60% more for each ticket type. How much would it cost for a family ticket?



Mathematics



Colossal Cinemas now has a 3D cinema. Tickets cost an additional \$5 per ticket type. Create a price list for all tickets.



Mathematics



How would you convert the movie board session times to 12-hour times?



Mathematics



What type of soft drinks would be on offer at the cinema? List at least five types.



Literacy



Colossal Cinemas wants to change their Hot Stuff Combo. What two varieties should they have? Create an isometric drawing of them.



Mathematics



Write a review of one of these movies and give it a star-rating from one to five stars.



Literacy



One of the popcorn machines is not heating to its maximum temperature. Predict how that will affect the number of kernels that pop.



Science



Which do you think would weigh the most: a large cup of popcorn, a large cup of soft drink, or a medium candy cup? Explain your answer.



Science



You can now buy tickets online. Ticket prices are 10% off, but you need to pay a \$2 booking fee. How much would a family ticket cost?



Mathematics



Colossal Cinemas is opening two new locations in the entertainment districts of London and New York. What are the names of these districts?



Inquiry



A movie might run for 120 minutes, but the movie session is 140 minutes. Why might that be?



Literacy



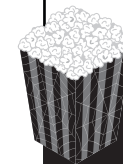
Why do you think burgers may not be a great food to have at the cinema?



Literacy



Use a Venn diagram to show the differences between movies released in the 1920s and movies released today.



Inquiry



Besides selling tickets and food, how else can cinemas make money?



Inquiry



For the opening night of *Jumanji*, tickets are selling at 60% off. How much would an adult and child ticket each cost?



Mathematics



Which food items might you need to eat as soon as possible, and which ones could you graze on throughout the entire movie?



Science



If a person was vegan, what might they be able to eat at this cinema? Why?



Health



Create a healthy choice menu that would compete with the current unhealthy options.



Health



How could you achieve a three-movie marathon in one day? Use the internet to look up movie length, and then make a timetable..



Inquiry



What is the maximum number of movies you could see in one day?



Mathematics



After seeing *Captain America*, your friend suggests you sneak in to see *Coco* for free. What do you do?



Literacy



Re-create the movie board to make sure all movies are PG or G-rated.



Inquiry



It is your parents' anniversary and you have \$50 to plan a movie night for them. What movies and food would you organise?



Mathematics



Research all of the pros and cons of digital movies and film-projected movies. Use a Venn diagram to compare them.



Inquiry



Research release dates and rearrange the movie board so it is in descending order from earliest to latest release.



Mathematics



Decide what the Movie of the Week will be next week and create a poster and a combo deal to promote it.



Literacy



Research the movies playing at your local cinema. Take a class poll to decide which movie the majority want to see. Write a persuasive piece asking your teacher to take you all to see it.



Literacy



Colossal Cinemas is not doing well. Write some suggestions for how it could gain more customers.



Literacy



Save the Seat!

Scenario

When you book online to see a movie, you can select your seats. Your seating choices will rely on how early you book your seats, as others might select some seats before you. Use the seating map below to answer the following questions.

Questions

1. What do the grey spaces represent? _____
2. Where is the cinema screen situated on this map? _____
3. What are the white spaces for? _____
4. Where would the most popular seats be? Why? _____

5. Which seat would you choose for prime viewing? Why is that? _____

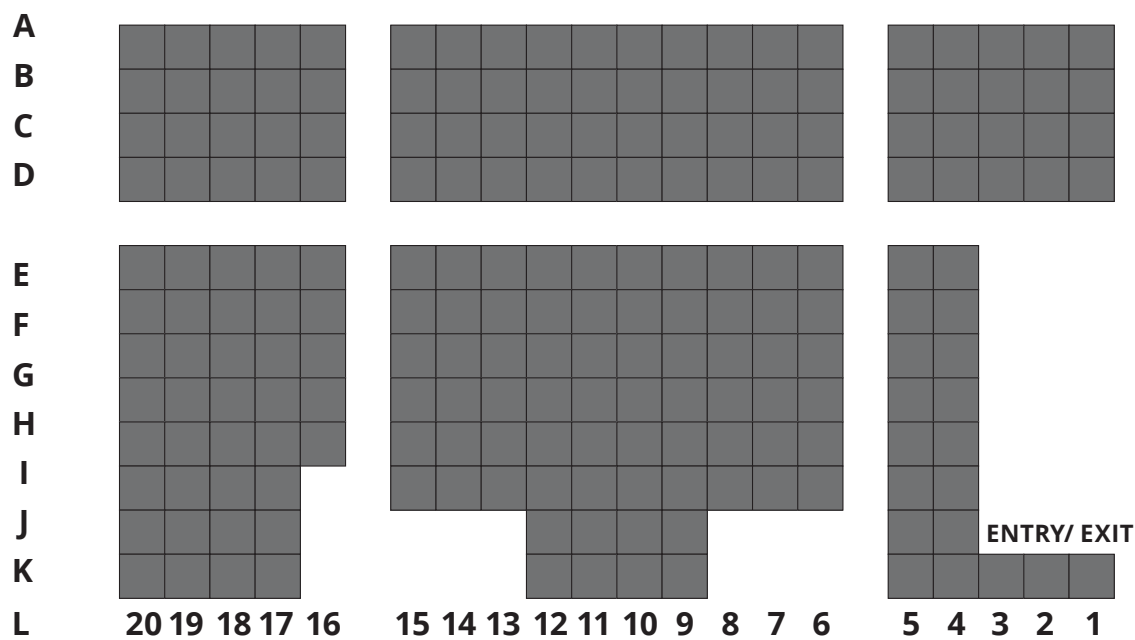
6. Which seat do you think you should choose if you wanted to sit by yourself? Why? _____

7. Someone has complained that they booked seat L13. How do we know they did not get a ticket for this seat? _____

8. Which seats would be the least popular? Why? _____
9. Which seat would be best if you needed to go to the toilet or to the candy bar quickly? _____

10. In your workbook:
a) write instructions for how to get from the entry door to seat L1.
b) draw how the cinema seating arrangement would look if you were standing at the front of the cinema.

FRONT OF CINEMA



Where Should I Sit?

Scenario

You are in charge of taking the seating bookings at Colossal Cinemas. A glitch in the system has meant that all previously booked seating arrangements have gone missing. All that remains are the descriptions of the kind of seats the customers requested. Use your skills to seat customers based on their preferences described below. Colour in the seats according to the colours given in brackets in the scenarios.

FRONT OF CINEMA

A																				
B																				
C																				
D																				
E																				
F																				
G																				
H																				
I																				
J																				
K																				
L																				
	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

"We are a couple who would like prime seating in the centre and middle range, so we are not too close or too far from the screen." (blue)

"We are a class of thirty students who need to sit together." (yellow)

"I am coming alone and need to be close to the exit, as I will be in a wheelchair." (red)

"We are a pair who would like to sit not too close or too far from the screen. We would rather not sit in a place with anyone next to us." (pink)

"We are a group of five who would like to sit as far from the screen as possible." (orange)

"We are a group of ten and need to sit together in the middle. We cannot sit too close, as one of us gets migraines when sitting too close to the screen." (purple)

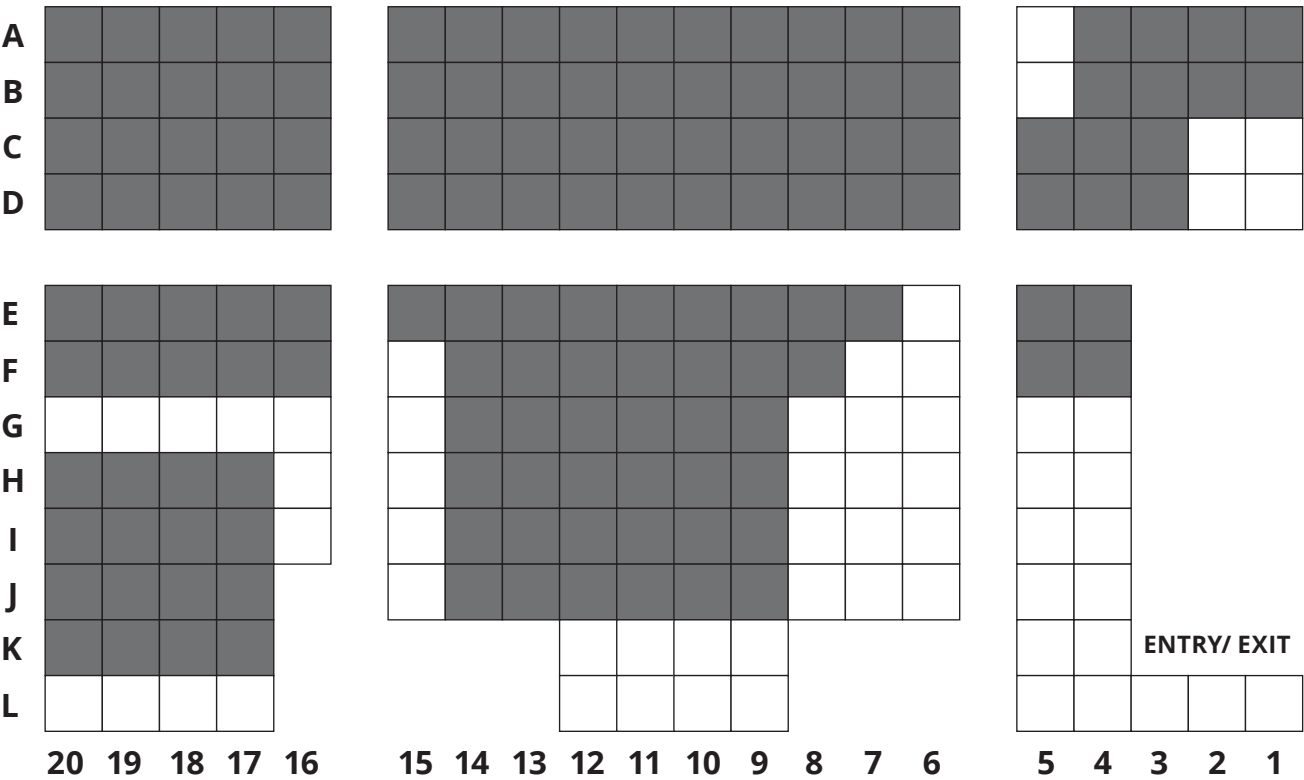
"We are a family of five and we need a seat with room in front of it, as our kids sometimes lie on the floor and we don't want them to be in anyone's way." (green)

All Booked Out

Scenario

It can sometimes be tricky to seat people according to their preferences when cinemas are screening a popular movie. Often, the middle section of the cinema books out first, leaving some difficult seating choices for last-minute bookings.

FRONT OF CINEMA



Questions

1. Where could you put a couple wanting to sit in the centre? Why?

2. Where could you put a couple that would rather sit away from people? Why?

3. Where could you put a party of five? Why?

4. Where would you put a party of five that wants to sit together but includes one person with poor eyesight who needs to be close to the screen? Why?

5. Where would you sit a party of eight sitting together? Why?

Battle of the Cinema Seats

Play this with a partner. Five scenarios are listed below. Both players need to secretly choose a seating arrangement based on each of the five scenarios and to colour in the chosen seats on their copy of the seating template. Each player has a turn at guessing the other's seating arrangements, writing the coordinate in the 'Tried Seats' area for unsuccessful attempts and ticking the seat box if they guessed successfully.

The first to guess all of the other's seating plans wins!

Five scenarios: 2 x couples, a trio, two singles, a party of five and a party of four.

FRONT OF CINEMA

[illegible]

Tried Seats

[illegible]



We Are Moving Project

Earth is the third planet from the sun.
It is the only planet in the universe which supports life.

The Scenario

The earth's land is becoming overpopulated. Scientists are concerned about the lack of available land left on the planet. You have been assigned to establish a new colony on a different planet in our solar system.

Task

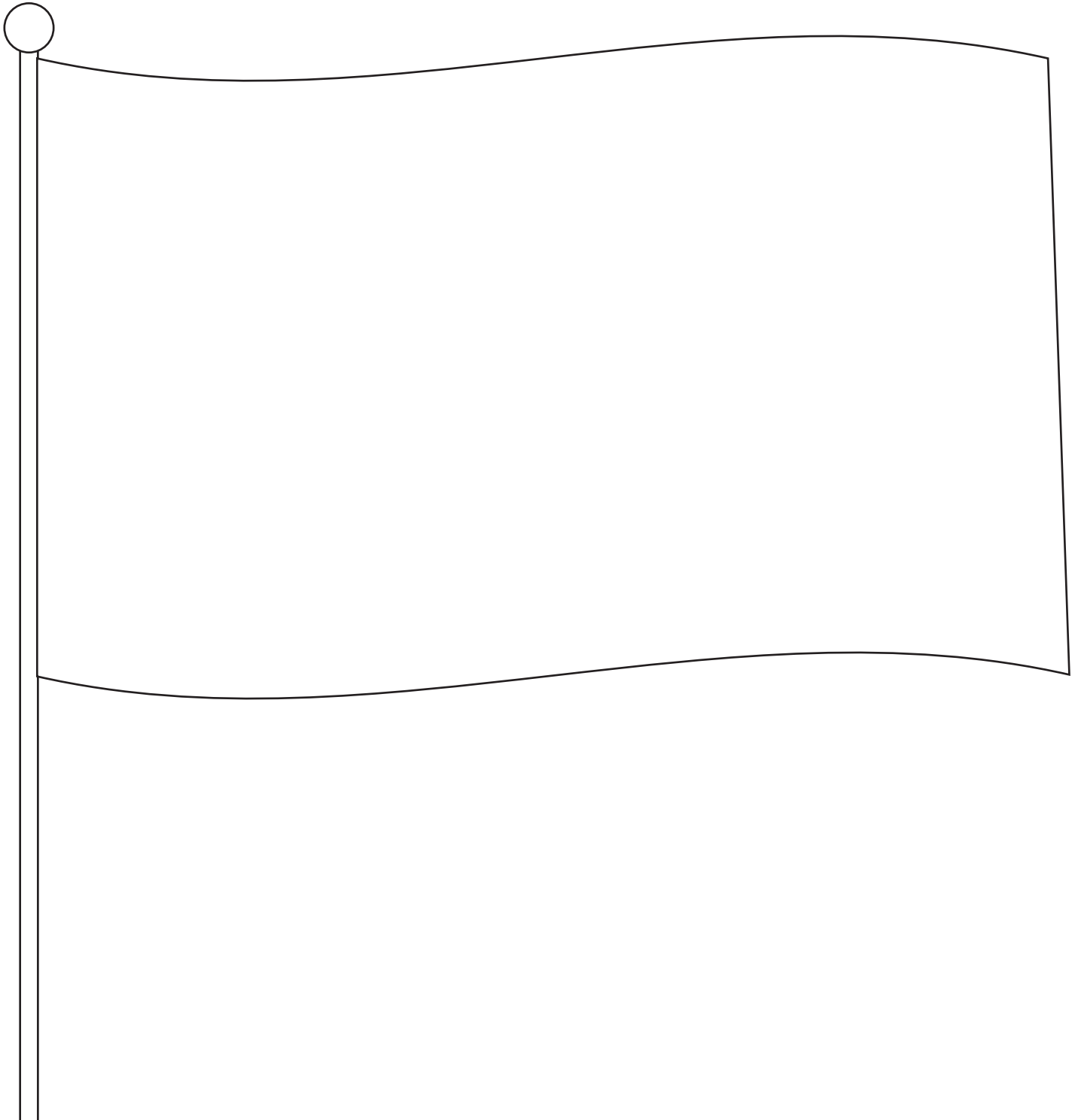
Your mission is to plan, draft and create a brochure to promote the new colony and to encourage citizens of Earth to move there.

Process

1. Choose one planet in our solar system on which to establish your new colony.
2. Research your planet. Record your information on the template provided.
3. Choose a name for the new colony.
4. Design a flag for the new colony.
5. Plan the following key features for your colony:
 - ➔ laws
 - ➔ accommodation
 - ➔ transport
 - ➔ employment opportunities
 - ➔ food
 - ➔ currency
 - ➔ survival tips.
6. Plan, draft and create a brochure using the template provided.

Flag Template

A flag is an emblem that represents a group of people, their history and their ideals. Design a flag for your colony.
What things do you think it is important to represent?





We Are Moving Project

Research Template

Name _____ Date _____

What type of planet is it (rocky and terrestrial, a gas giant or an ice giant)?

What is the planet's position in the solar system?

How long does one day last?

What is the temperature on the planet's surface?

What is the climate of the planet?

What is the diameter of the planet?



Rules and Regulations



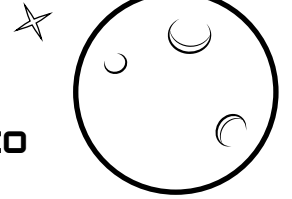
Other Important Information

Accommodation Options

Transport Options



Join us!



We are moving to

on planet



National Flag

Planet Location

Type of Planet



Climate

Average Temperature

Diameter



Length of Day

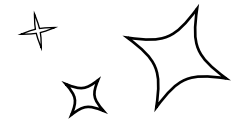
Amazing Features



of This New Colony

1	2
3	4

Survival Tips



Things to Bring



Milkshake Mania!

"You can feel the excitement in the air," said business owner Mary Milkmaid. Today was the grand opening of Mary's Milk Bar.

"I will be serving the best milkshakes in the world!" declared Mary as she cut the ribbon at the official opening.

Mary makes the milkshakes using 2 scoops of ice-cream, 3 shots of syrup and 2 cups of creamy milk. She says that she makes every milkshake with love and that it is the best milkshake you will ever have.

Travis was the first person to order a milkshake from the new milk bar. He decided to have a chocolate one. "I think chocolate is the best. I'm sure all of Mary's milkshakes are great though," he said as he slurped on his chocolate milkshake.

On the opening day, Mary sold one hundred and eight milkshakes. She declared the day a great success and couldn't wait to make more milkshakes tomorrow!



Milkshake Mania!

1. Write **F** for fact or **O** for opinion next to each statement.

- ___ You could feel the excitement in the air.
- ___ Today was the grand opening of Mary's Milk Bar.
- ___ Mary's are the best milkshakes you will ever have!
- ___ Travis was the first person to order a milkshake.
- ___ Travis thinks chocolate is the best.
- ___ Mary sold one hundred and eight milkshakes.

2. "I will be serving the best milkshakes in the world!"

This statement is an opinion. Why do you think it is an opinion?

3. Write a fact you know about milkshakes.

4. Write an opinion you have about milkshakes.

CRAZY CREATIVE CHALLENGE

Write an advertisement for Mary's Milk Bar.

Use both facts and opinions in your ad.

Write your facts in blue and your opinions in red.

Name _____

Date _____

Milkshake Mania!

1. Write **F** for fact or **O** for opinion next to each statement.

- _____ You could feel the excitement in the air.
- _____ Today was the grand opening of Mary's Milk Bar.
- _____ Mary's are the best milkshakes you will ever have!
- _____ Travis was the first person to order a milkshake.
- _____ Travis thinks chocolate is the best.
- _____ Mary sold one hundred and eight milkshakes.

2. *"I will be serving the best milkshakes in the world!"*

This statement is an opinion. Why do you think it is an opinion?

3. Write a fact you know about milkshakes.

4. Write an opinion you have about milkshakes.

Name: _____

Date: _____

Grammar Sentence Challenge

Think of a topic to write about. Discuss with a partner the grammar conventions and vocabulary that relates to your topic.

Write a paragraph about your chosen topic, using at least one of each of the grammar conventions at the bottom of the page. Underline each convention in the designated colour, e.g. nouns used will be underlined in green.

Topic: _____

Noun

Pronoun

Verb

Article

Proper Noun

Adjective

Preposition

Adverb

Conjunction

Colour
Adjective



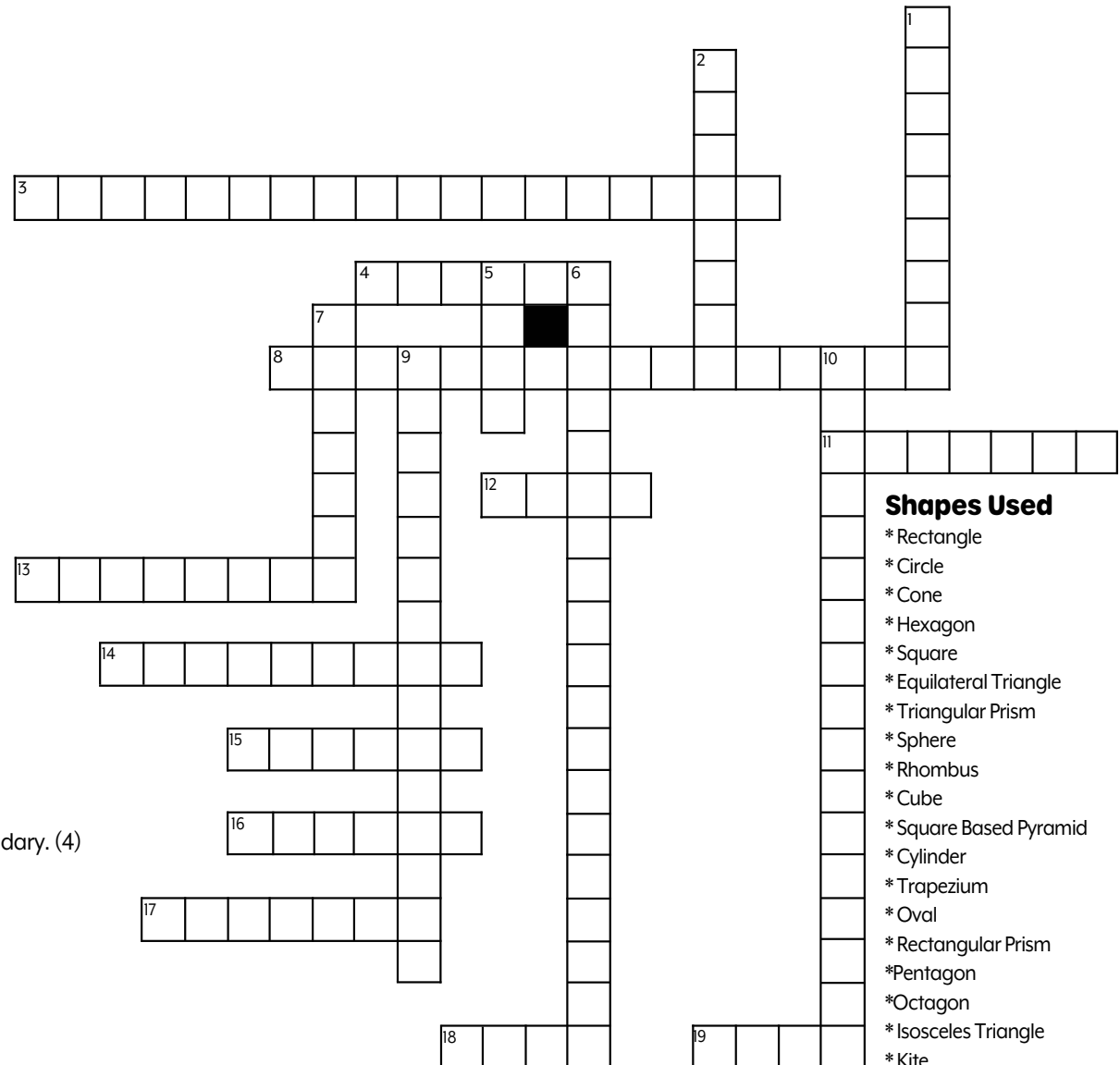
2D and 3D Shape Crossword

Across Clues

3. I am 3D, I have 5 faces and vertices, 8 edges and I'm found in Egypt. (18)
4. I am 2D, I have 1 curved side and the same diameter across. (6)
8. I am 3D, I have 6 faces, 8 vertices & 12 edges. New shoes come in me (16)
11. I am 2D, I have 8 sides and you would find me as a stop sign. (7)
12. I am 2D, I have 1 curved side with different diameters across. (4)
13. I am 2D, I have 5 sides and the sum of my internal angles is 540° . (8)
14. I am 2D, my opposite sides are equal length & corners are right angles. (9)
15. I am 2D, all my sides are equal length and my 4 corners are right angles. (6)
16. I am 3D and I have no vertices, edges or boundaries (6)
17. I am 2D, I have 2 pairs of parallel sides and I can be called another name starting with 'D'. (7)
18. I am 2D and I have no parallel sides but I do have 2 pairs of adjacent equal length sides. You might like to fly me at the beach or in the park. (4)
19. I am 3D, I have 6 faces, 8 vertices and 12 edges. I'm like a dice. (4)

Down Clues

1. I am 2D, I have 4 sides and 2 of them are parallel. The sum of my internal angles is 360° (9)
2. I am 3D, I have 2 flat and one curved surface, 2 boundaries but no vertices. (8)
5. I am 3D and I have no vertices. I have 1 curved surface, 1 flat surface and 1 boundary. (4)
6. I am 2D and I have 3 sides of equal length and 3 equal angles. (19)
7. I am 2D, I have 6 sides and the sum of my internal angles is 720° . (7)
9. I am 3D and I have 5 faces and 9 edges. I look like a tent. (15)
10. I am 2D, I have 3 sides and 2 of my sides are equal length. I also have 2 equal angles. (17)



Name: _____

Date: _____

Reading and Interpreting Timetables

Train Terminal to The Boardwalk: Monday to Friday

Station	am	am	pm	pm	pm	pm	pm	pm	pm
Train Terminal	9:06	10:36	12:06	1:36	3:06	4:36	6:06	7:36	9:06
Shopping Centre	9:19	10:49	12:19	1:49	3:19	4:49	6:19	7:49	9:19
Sports Complex	9:25	10:55	12:25	1:55	3:25	4:55	6:25	7:55	9:25
University Campus	9:44	11:14	12:44	2:14	3:44	5:14	6:44	8:14	9:44
Botanical Gardens	9:48	11:18	12:48	2:18	3:48	5:18	6:48	8:18	9:48
Bus Station	10:00	11:30	1:00	2:30	4:00	5:30	7:00	8:30	10:00
The Boardwalk	10:11	11:41	1:11	2:41	4:11	5:41	7:11	8:41	10:11

The Boardwalk to Train Terminal: Monday to Friday

Station	am	am	pm	pm	pm	pm	pm	pm	pm
The Boardwalk	10:26	11:56	1:26	2:56	4:26	5:56	7:26	8:56	10:26
Bus Station	10:37	12:07	1:37	3:07	4:37	6:07	7:37	9:07	10:37
Botanical Gardens	10:49	12:19	1:49	3:19	4:49	6:19	7:49	9:19	10:49
University Campus	10:53	12:23	1:53	3:23	4:53	6:23	7:53	9:23	10:53
Sports Complex	11:12	12:42	2:12	3:42	5:12	6:42	8:12	9:42	11:12
Shopping Centre	11:18	12:48	2:18	3:48	5:18	6:48	8:18	9:48	11:18
Train Terminal	11:31	1:01	2:31	4:01	5:31	7:01	8:31	10:01	11:31



Name: _____

Date: _____

Questions

1. Record the time you would arrive at the Bus Station if you caught the following trains, and calculate how long the journey would take.
 - a) The 10:49 am from the Shopping Centre: _____
 - b) The 1:55 pm from the Sports Complex: _____
 - c) The 6:44 pm from the University Campus: _____
 - d) The 9:48 pm from the Botanical Gardens: _____
2. Record the time you would arrive at the Shopping Centre if you caught the following trains, and calculate how long the journey would take.
 - a) The 10:26 am from The Boardwalk: _____
 - b) The 4:49 pm from the Botanical Gardens: _____
 - c) The 8:12 pm from the Sports Complex: _____
 - d) The 10:37 pm from the Bus Station: _____
3. Calculate how long you would wait for a train if you arrived at the following stations at the following times (travelling towards The Boardwalk).
 - a) The Shopping Centre at 10:30 am: _____
 - b) The Bus Station at 12:15 pm: _____
 - c) The University Campus at 6:40 pm: _____
 - d) The Train Terminal at 8:33 pm: _____
4. Calculate how long you would wait for a train if you arrived at the following stations at the following times (travelling towards the Train Terminal).
 - a) The Sports Complex at 11:00 am: _____
 - b) The Boardwalk at 12:45 pm: _____
 - c) The University Campus at 4:35 pm: _____
 - d) The Botanical Gardens at 8:50 pm: _____

Name: _____

Date: _____

Word Problems

Problem	Working Out and Answer
1. Josh is travelling from the Shopping Centre to the Botanical Gardens. He misses the 12:19 pm train. How long must he wait for the next train?	
2. Mira needs to arrive at the Train Terminal at about 5:30 pm. She is travelling from the University Campus. Which is the best train for her to catch?	
3. Toby lives near the Shopping Centre and works at The Boardwalk. He never gets a seat on the 9:19 am train, so he decides to wait for the next one. What time will he arrive at work?	
4. Beatrice catches the 7:49 pm train from the Botanical Gardens to the Sports Complex. She later takes the 9:25 pm train back to the Botanical Gardens. How long does she spend on the train?	
5. Julia needs to be at The Boardwalk to have dinner with her friend at 7:30 pm. Her house is a ten-minute walk from the University Campus. What time should she leave home? Which train will she catch? What time will she arrive?	

Planning a Journey

1. Meredith lives near the Train Terminal. She has a busy day ahead. Firstly, Meredith has an appointment with her eye doctor (whose office is in the Shopping Centre) at 11:00 am. It usually takes around an hour. Then, she needs to catch a train to the Botanical Gardens to have a picnic with her friends. She has to be back at the station by 5:15 pm so she can catch the next train to her grandparents' house (who live near The Boardwalk). She wants to be home and in bed by 10:30 pm. Plan out which trains Meredith should catch for her busy day.

- a) From the Train Terminal to the Shopping Centre: _____
- b) From the Shopping Centre to the Botanical Gardens: _____
- c) From the Botanical Gardens to The Boardwalk: _____
- d) From the Boardwalk to the Train Terminal: _____

2. Imran is spending the day at the University. He jumps on the train at The Boardwalk so he can arrive in time for his 11:00 am lecture. But, he falls asleep on the train! He is woken by the guard at the Train Terminal and told to get off the train. Imran waits for the next train and travels back to the University Campus. He spends two and a half hours in the library before waiting for the next train home. List the trains that Imran catches during his interrupted day.

- a) From The Boardwalk to the University Campus: _____
- b) From the Train Terminal to the University Campus: _____
- c) From the University Campus to The Boardwalk: _____

Name: _____

Date: _____

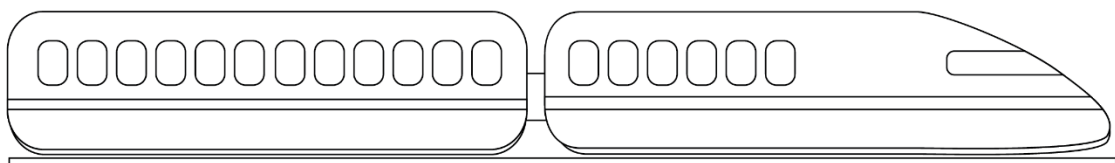
Planning a Journey

Task

Use the train timetables on the first page to write a story about a person's day. When you have finished, ask a partner to plan a journey which matches your story. If you get stuck, use the stories about Meredith and Imran to guide you.

My Story

Journey Plan



Answers

1. Record the time you would arrive at the Bus Station if you caught the following trains, and calculate how long the journey would take.
 - a) The 10:49 am from the Shopping Centre: **11:30 am, 41 minutes**
 - b) The 1:55 pm from the Sports Complex: **2:30 pm, 35 minutes**
 - c) The 6:44 pm from the University Campus: **7:00 pm, 16 minutes**
 - d) The 9:48 pm from the Botanical Gardens: **10:00 pm, 12 minutes**
2. Record the time you would arrive at the Shopping Centre if you caught the following trains, and calculate how long the journey would take.
 - a) The 10:26 am from The Boardwalk: **11:18 am, 52 minutes**
 - b) The 4:49 pm from the Botanical Gardens: **5:18 pm, 29 minutes**
 - c) The 8:12 pm from the Sports Complex: **8:18 pm, 6 minutes**
 - d) The 10:37 pm from the Bus Station: **11:18 pm, 41 minutes**
3. Calculate how long you would wait for a train if you arrived at the following stations at the following times (travelling towards The Boardwalk).
 - a) The Shopping Centre at 10:30 am: **19 minutes**
 - b) The Bus Station at 12:15 pm: **45 minutes**
 - c) The University Campus at 6:40 pm: **4 minutes**
 - d) The Train Terminal at 8:33 pm: **33 minutes**
4. Calculate how long you will would for a train if you arrived at the following stations at the following times (travelling towards the Train Terminal).
 - a) The Sports Complex at 11:00 am: **12 minutes**
 - b) The Boardwalk at 12:45 pm: **41 minutes**
 - c) The University Campus at 4:35 pm: **18 minutes**
 - d) The Botanical Gardens at 8:50 pm: **29 minutes**

Word Problems

Problem	Working Out and Answer
1. Josh is travelling from the Shopping Centre to the Botanical Gardens. He misses the 12:19 pm train. How long must he wait for the next train?	Josh must wait 1 hour and 30 minutes for the next train.
2. Mira needs to arrive at the Train Terminal at about 5:30 pm. She is travelling from the University Campus. Which is the best train for her to catch?	The best train for Mira to catch is the 4:53 pm train.
3. Toby lives near the Shopping Centre and works at The Boardwalk. He never gets a seat on the 9:19 am train, so he decides to wait for the next one. What time will he arrive at work?	Toby will arrive at 11:41 am if he waits for the next train.
4. Beatrice catches the 7:49 pm train from the Botanical Gardens to the Sports Complex. She later takes the 9:25 pm train back to the Botanical Gardens. How long does she spend on the train?	Beatrice will spend 46 minutes on the train.
5. Julia needs to be at The Boardwalk to have dinner with her friend at 7:30 pm. Her house is a ten-minute walk from the University Campus. What time should she leave home? Which train will she catch? What time will she arrive?	Julia should leave home before 6:34 pm. She will catch the 6:44 pm train and will arrive at The Boardwalk at 7:11 pm.

Planning a Journey

1. Meredith lives near the Train Terminal. She has a busy day ahead. Firstly, Meredith has an appointment with her eye doctor (whose office is in the Shopping Centre) at 11:00 am. It usually takes around an hour. Then, she needs to catch a train to the Botanical Gardens to have a picnic with her friends. She has to be back at the station by 5:15 pm so she can catch the next train to her grandparents' house (who live near The Boardwalk). She wants to be home and in bed by 10:30 pm. Plan out which trains Meredith catch for her busy day.

- a) From the Train Terminal to the Shopping Centre: **10:36 am-10:49 am**
- b) From the Shopping Centre to the Botanical Gardens: **12:19 pm-12:48 pm**
- c) From the Botanical Gardens to The Boardwalk: **5:30 pm-5:41 pm**
- d) From the Boardwalk to the Train Terminal: **8:56 pm-10:01 pm**

2. Imran is spending the day at the University. He jumps on the train at The Boardwalk so he can arrive in time for his 11:00 am lecture. But, he falls asleep on the train! He is woken by the guard at the Train Terminal and told to get off the train. Imran waits for the next train and travels back to the University Campus. He spends two and a half hours in the library before waiting for the next train home. List the trains that Imran catches during his interrupted day.

- a) From the The Boardwalk to the University Campus: **10:26 am-10:53 am**
- b) From the Train Terminal to the University Campus: **12:06 pm-12:44 pm**
- c) From the University Campus to The Boardwalk: **3:15 pm-4:11 pm**

Slip, Slop, Slap!

The sun's rays can be both beneficial and dangerous to your body. The sun's ultraviolet (UV) radiation is your best natural source of vitamin D. Vitamin D is important for healthy bones, muscles and teeth. However, the sun's UV radiation can also cause sunburn, damage to your eyes and skin cancer.

Whenever you are heading outside, it is important to be sun-smart. Some things that you can do to make sure you are protected from the sun's rays include:

- wearing sun protective clothing
- putting on some sunscreen
- wearing a wide-brimmed hat
- finding shade
- wearing sunglasses.

Once you are protected, you can enjoy lots of fun outdoor activities including sport, going to the beach, playing on a playground or even just walking outside to enjoy the outdoors.



Slip, Slop, Slap!

1. What is the main idea of this text?
2. What are three details that support the main idea?
3. Carefully read the text.
Underline any words which are repeated, or seem important. Write them down.
4. Another good title for this text could be
 - a) The Weather.
 - b) The Sun and our Health.
 - c) How the Sun is Good for your Health.
 - d) Hot, Hot, Hot

CRAZY CREATIVE CHALLENGE

Create a poster encouraging your classmates to be sun-smart.

Name _____

Date _____

Slip, Slop, Slap!

1. What is the main idea of this text?

2. What are three details that support the main idea?

Detail 1: _____

Detail 2: _____

Detail 3: _____

3. Carefully read the text.

Underline any words which are repeated, or seem important. Write them down.

4. Another good title for this text could be

- a) The Weather.
- b) The Sun and Our Health.
- c) How the Sun is Good for your Health.
- d) Hot, Hot, Hot!

The rain was pouring down...

Today you are going to write a narrative (a story).

The topic you have been given for your narrative is 'The rain was pouring down...'

Think

What do you want your story to be about? Your story might be about something that happened when it was raining, a problem that occurred in the rain or a tricky situation as a result of lots of rain.

Plan

Plan your writing before you begin and decide who your characters are, the setting of your story, the complication or problem and how it is solved, and how the story will end.


Remember to check:

- your spelling and punctuation is all correct
- that you have used sentences
- that you have stayed on topic
- that you have edited your writing.



Narrative Planning Template

Title _____

Orientation		
Setting	Characters	Mood
		



Complication



Events and Climax



Resolution

Something Scary in the Night

"We're here!" yelled my brother Glenn.

After two hours of travelling in the car with my annoying brother, we finally pulled up behind the moving truck, full of our furniture.

I felt absolutely ecstatic! I ran as fast as I could to see my room, my very own room! No more sharing with the most annoying, loud and disgusting brother!

I skipped along the hallway to my room, opened the blinds and started to plan how I was going to decorate it. "Be careful of the monsters that come out at night," snarled Glenn as he stomped past my bedroom.

That night I lay on my bed, enjoying the peace and quiet. Suddenly, I heard a whooshing sound - like someone was walking past my bedroom. I thought it was strange, but kept looking around my beautifully decorated room.

Thump, thump, thump. I thought my mind was playing tricks on me. I heard footsteps that sounded like they were in my room. I stood up and walked over to my bedroom door. I couldn't see anything. I climbed back into bed, just in time to see a shadow slide past my bedroom door. I quickly hid under my blanket. My brother was right! I decided to...



Something Scary in the Night

1. *"We're here!" yelled my brother Glenn.*

Where do you think they are? Why do you think this?

2. Who might the main character might be?

Why do you think this?

3. *No more sharing with the most annoying, loud and disgusting brother!*

Why do you think the main character describes their brother in this way?

4. What do you think the main character decides to do? Why do you think this?

CRAZY CREATIVE CHALLENGE

Draw a picture of your bedroom.

Write a list of things you would change in your bedroom.

Name _____

Date _____

Something Scary in the Night

1. *"We're here!" yelled my brother Glenn.*

Where do you think they are? Why do you think this?

2. Who might the main character be?

Why do you think this?

3. *No more sharing with the most annoying, loud and disgusting brother!*

Why do you think the main character describes their brother in this way?

4. What do you think the main character decides to do?

Why do you think this?

Write a paragraph summarising what the story is about without giving away the ending.

PORTRAIT

Favourite Character:

Based on book / movie

teachstarter

SUMMARY

teachstarter

glue

glue behind

Movie Information



Movie Title:

Film Company:

Director:

Writer:

Genre:

Country:

Run Time:

Studio:

Setting:

Theme:

Main Actors:

Star Rating:



teachstarter

glue

Book Information

Title:

Author:

Publisher:

Page Count:

Chapters:

Time Taken to Read:

Genre:

Star Rating:



teachstarter

glue

glue

RECOMMENDATION

Write a persuasive paragraph recommending the book or the movie. Make sure you provide some examples and points to support your argument.

COMPARISON

Write details that were different in the book and the movie. Add the unique detail under the media category in which they appeared.

RECOMMENDATION

glue

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COMPARISON

Book

Movie

teachstarter

