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Cambridge Primary Stage 3

Activities to support you at home

Brighter Thinking

Better Learning

Photocopiable activity 5: Writer's checklist A

- The first word of a sentence begins with a capital letter.

This is a book.

- The word **I** is always written with a capital I.

I am a student.

- The name of a person, city, country or school begins with a capital letter.

Tanya Mr Kim Athens Korea International School

- The days of the week and the names of the months begin with a capital letter.

Monday Tuesday January February

- Most sentences end with a full stop.

My name is Tony.

- A question ends with a question mark.

What's your name?

- A sentence that shows surprise or excitement ends with an exclamation mark.

My name is Tony too!

- When you write a list of things, put a comma (,) after each word. You don't need a comma before the word 'and'.

I saw an elephant, a camel, a zebra and a kangaroo.

Photocopiable activity 6: Writer's checklist B

- Use speech marks to show someone is talking.

'I'm tired.'

- Complete most sentences inside the speech marks with a full stop.

'I need milk.'

- Put a comma after a person's words if the sentence isn't finished.

'Hurry up,' shouted the mother.

- Complete questions inside the speech marks with a question mark.

'Where are you going?'

Photocopiable activity 11: Weather chart

1 Record the weather for five days

You can record the weather where you live or in another place.

Write the place.

What's the weather like in _____?

| | | | | |
|--------------------------------|--|--|--|--|
| | | | | |
| | | | | |
| Temperature: ° | | | | |
| hot cool warm cold | | | | |

Circle the word. Write the temperature.

2 Chart the weather

What's the weather like? Is it sunny, cloudy, windy? Is it raining or snowing? What's the temperature?

Record the weather for five days. You can record the weather where you live or in another place far away.

To record the weather where you live, look out the window and use an outdoor thermometer.



To record the weather in another place, look up information on a weather website.

Show your finished chart to the class and talk about the weather.

What was the highest temperature? What was the lowest temperature?

How many days did it rain?

What's the weather like in Paris ?

| | | | | |
|---|---|--|--|--|
| <i>Monday</i> | <i>Tuesday</i> | | | |
|  |  | | | |
| Temperature: 30° | Temperature: 23° | | | |
| hot cool warm cold | hot cool warm cold | | | |

Photocopiable activity 12: Triangle art and Camouflage animals

Triangle art

Aim: Learners use cut-out triangles to construct a variety of geometric shapes (**Unit 4, Lesson 1, Activity Book Challenge activity 4**).

Preparation time: 5 minutes

Completion time: 15 minutes

Language focus: Constructing and describing geometric shapes.

Vocabulary: Geometric shapes, comparative size.

Materials: One copy of **Photocopiable activity 12** for each learner; scissors, crayons (optional).

Procedure

- Learners use cut-out triangles to construct a variety of geometric shapes. Give learners a copy of the top section of **Photocopiable activity 12** (*Triangle art*), scissors and crayons (optional).
- You may want to suggest that learners colour the triangles before cutting them out.
- Have learners use the cut-out triangles to construct shapes as they follow the instructions in Activity Book Challenge activity 4. Encourage learners to work with a partner to solve and discuss these puzzles.

Camouflage animals

Aim: Learners decorate a cut-out frog or butterfly with colours and patterns that will camouflage it in a chosen hiding spot (**Unit 4, Project 1**).

Preparation time: 5 minutes

Completion time: 15 minutes

Language focus: Identifying colours and patterns, discussing animal location and camouflage.

Vocabulary: Colours, patterns, classroom locations, prepositions of location, *frog, butterfly, camouflage*.

Materials: One copy of **Photocopiable activity 12** for each learner; scissors, coloured pencils, markers and/or crayons.

Procedure

- Read the directions for Project 1 in the Learner's Book on page 60.
- Give out drawing materials, scissors and a copy of the bottom section of **Photocopiable activity 12** (*Camouflage animals*).
- Each learner cuts out a frog or butterfly shape and chooses a hiding place in the classroom.
- Learners decorate the cut-out frog or butterfly with colours and patterns that will camouflage it in its chosen hiding spot.
- Learners who have chosen to do Project 1, place their camouflaged frogs and butterflies in their hiding spots. Those who have chosen to do Project 2, have 3 minutes to search and find all the camouflaged animals.

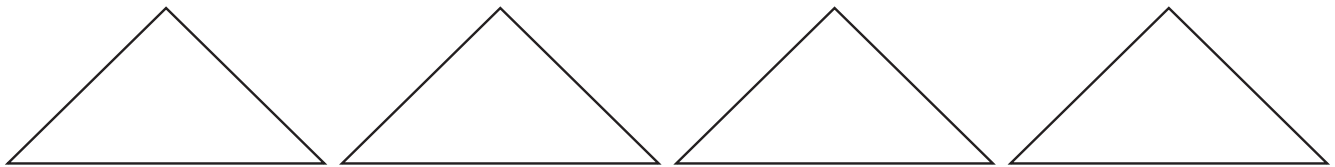
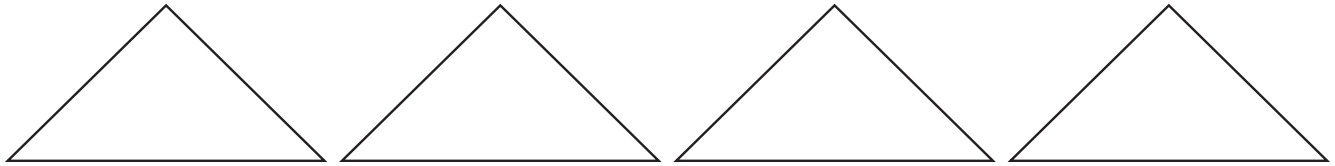
Photocopiable activity 12: Triangle art / Camouflage animals

Cut out the eight triangles. Use the triangles to make different shapes.

Use two triangles. Can you make a bigger triangle? Can you make a square?

Use four triangles. Can you make a bigger triangle? A square? A rectangle?

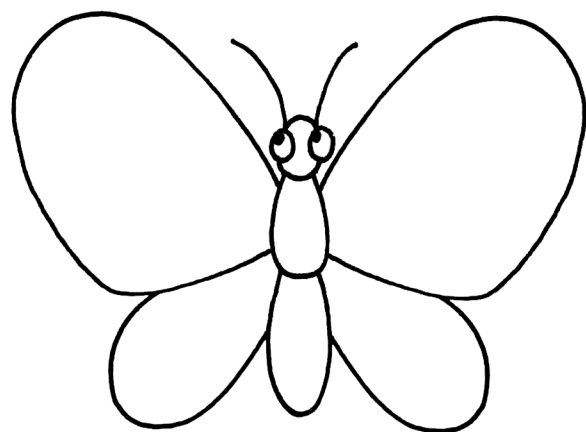
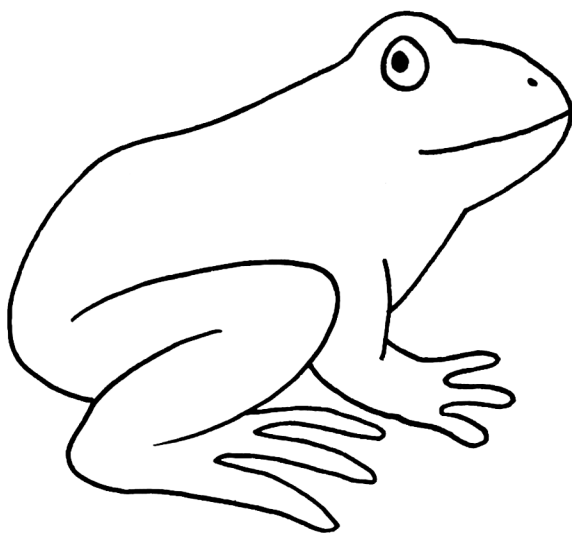
Use eight triangles. Can you make a bigger triangle? A square? A rectangle?



Camouflage animals

Cut out the frog or butterfly shape. Where will you hide your frog or butterfly?

Colour your animal with good camouflage colours and patterns.



Photocopiable activity 14: Make a pinwheel

Aim: Learners use the cut-out template, a drawing pin and a pencil with an eraser to create an everyday invention, a toy pinwheel (**Unit 5, Lesson 4, extension activity**).

Preparation time: 5 minutes

Completion time: 20 minutes

Language focus: Following directions, describing how to make the pinwheel spin.

Vocabulary: Imperatives: *cut, colour, poke, centre, corner, top, front, back, pinwheel, drawing pin*

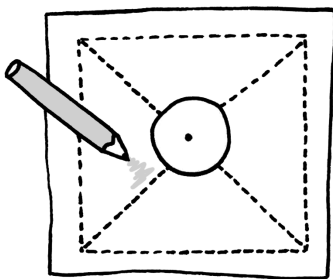
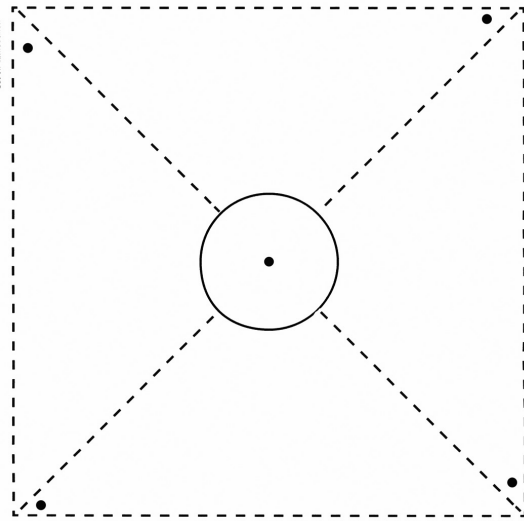
Materials: A copy of **Photocopiable activity 14** for each learner, drawing supplies, drawing pin, pencil with eraser on the top.

Procedure

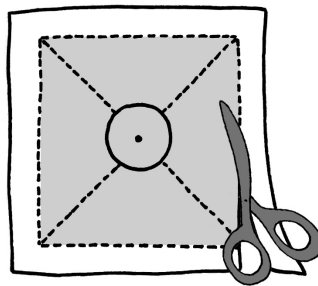
- Give each learner a copy of **Photocopiable activity 14** (*Make a pinwheel*) and the necessary materials.
- As a class read and follow the instructions for making a pinwheel.
- Learners colour, cut out and then make their pinwheels.
- When they have finished, ask: *How does the invention work? What is making the pinwheel spin?* Elicit the answers from the class.

Photocopiable activity 14: Make a pinwheel

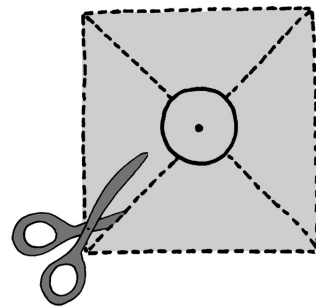
What you need to make this fun invention: a drawing pin, scissors and a pencil with an eraser on the top.



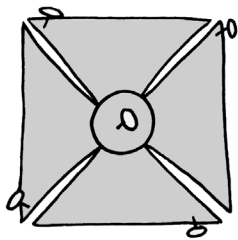
Colour the front and back of the pinwheel.



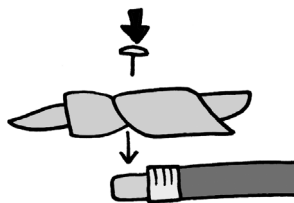
Cut out the pinwheel.



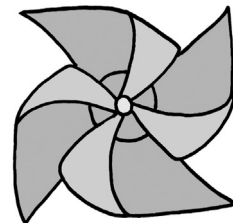
Cut on the dotted lines.



Poke holes in the centre of the pinwheel in each of the corners with the drawing pin.



Put the drawing pin through each of the corner and centre holes and the top of the eraser.



Blow the pinwheel.

Photocopiable activity 16: Make your own code

Aim: Learners make up their own code and write instructions for their partner to decipher.

Preparation time: 5 minutes

Completion time: 20–30 minutes

Language focus: Imperatives

Materials: One copy of **Photocopiable activity 16** for each learner.

Procedure

- Divide the class into three groups.
- Give each group enough copies of **Photocopiable activity 16**.
- Learners work in their groups to devise a code and write instructions for the other groups to follow.
- Remind the learners to make their instructions simple and easy to follow.
- Learners swap their codes with another group and work together to decode the instructions.
- Ask each group to read one instruction out to the class. The class will then try to do all three instructions at the same time.
- Sample instructions might be: *Pat your head. Kick your leg. Count to ten.*

Photocopiable activity 16: Make your own code

To make your own code, write a number or letter or draw a simple picture next to each letter of the alphabet.

Write three instructions in your secret code.

1 _____

2 _____

3 _____

Give this code key and the instructions to your classmates to decode.

| | |
|----------|--|
| 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 | |

Photocopiable activity 17: Question cards

Aim: Learners can use this as an extension activity at the end of **Unit 8**.

Preparation time: 5 minutes

Completion time: 15 minutes

Language focus: Asking and answering questions.

Materials: A copy of **Photocopiable activity 17** for each pair or group, scissors.

Procedure

- Ask learners to work in pairs or small groups. Provide a copy of **Photocopiable activity 17** to each pair of learners or group.
- Learners cut out the cards and place them face down in a stack.
- Then they take turns, turning over a card and reading a question to their partner who will answer the question.
- If this is done in a small group or as a class, each person in the group will take turns answering the questions.

Photocopiable activity 17: Question cards

| | | |
|---|---------------------------------------|---|
| What would you like to do tomorrow? | What would you like to buy? | What would you like to eat for dinner? |
| What would you like to do when you grow up? | What will you do after school today? | What did you do yesterday? |
| Who was the first person you saw today? | What time do you usually go to bed? | What is the date today? <i>(day, month and year)</i> |
| What is your favourite food? | What is your favourite game or sport? | What place would you like to visit? |

PCM 5 Understanding instructions

Name: _____ Date: _____

Read the text and answer the questions.

| How to make salt dough | |
|---|--|
| You will need 2 cups of flour 1 cup of salt 1 cup of warm water A cup for measuring A large mixing bowl A spoon An airtight container | What to do 1 Mix together the flour and salt in a large bowl. 2 Slowly stir in the warm water. 3 Mix well until the mixture feels like dough. 4 Use your hands to push the mixture into a ball. 5 Knead for at least five minutes or until smooth. 6 Put the salt dough in an airtight container to keep it soft. |

1 What is the purpose of this text?

2 How much water do you need?

3 Why do you need a cup?

4 How do you know the order in which you have to do things?

5 When do you stop mixing?

6 How long can you store salt dough for?

7 Tick (✓) the sentence that means the same as *knead*.

- a Mix the dough very quickly.
- b Bang the dough very hard on the table.
- c Fold, press and stretch the dough over and over again.
- d Put the dough in a cold place.

PCM 6 Giving instructions

Name: _____ Date: _____

Whether you are writing or speaking your instructions, you always have to think about your readers or listeners. How can you help them to read/listen successfully?

Read this list of ideas. Add any more of your own.

| In writing | In speech |
|--|--|
| Begin with a 'How to' or 'We are going to' statement. | Begin with a 'How to' or 'We are going to' statement. |
| Include a list of things you need. | Include a list of things you need. |
| Use command verbs. | Use command verbs. |
| Make sure that sentences begin with command verbs or sequencing words. | Make sure that sentences begin with command verbs or sequencing words. |
| Give clear, step-by-step instructions to allow readers to read successfully. | Give clear, step-by-step instructions to allow listeners to listen successfully. |
| Only use important adjectives. | Only use important adjectives. |
| Start a new line for each instruction. | Only give one or two instructions at a time. |
| Use diagrams and pictures to help readers see what they have to do. | Show listeners what to do before they do it. |
| | Speak clearly and allow listeners time to do what you say. |
| | Give clear answers to listeners' questions. |
| | |
| | |
| | |
| | |

Use these lists to check that you or a talk partner are giving good instructions.

PCM 8 Instructions writing frame

Name: _____ Date: _____

How to _____

| | |
|-----------|-------|
| Equipment | |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

1 First _____

2 _____

3 Next _____

4 _____

5 _____

| | | | | | |
|---------------------|---------|------------|-------------|---------|---------|
| Useful words | | | | | |
| first | then | after that | next | finally | |
| behind | between | beside | in front of | inside | outside |
| pull | push | put | stack | throw | kick |

PCM 11 Understanding fables

Name: _____ Date: _____

Read the fable and answer the questions.

The Three Fish

Three fish had lived together in a pond for many years. The oldest fish worried about so many things that it sometimes irritated the youngest fish.

One evening the fish overheard some men discussing their pond. "Look," said one. "This pond is full of fish. Why have we never fished here before?" The men agreed to return the next day with their fishing nets.

No sooner had the men gone than the oldest fish turned to the others and said, "Did you hear that? Tomorrow those men will come and kill us all. We must leave our pond and find a new home."

The youngest fish laughed and said, "What? Leave this beautiful pond? I say we stay. We were lucky to find this pond so many years ago. We will be lucky again tomorrow."

That evening the youngest fish watched his oldest friend set off down the stream with his family. "What are you going to do?" he asked his remaining friend.

"I don't know," the second fish replied. "I'll decide in the morning."

The next morning the second fish saw the fishermen in the distance "I'm going," he said. "The oldest fish was right." Quickly, the second fish gathered up his family and left the pond.

"Don't worry about me," said the youngest fish. "You'll see. I'll be lucky."

The fishermen spent all day at the pond. They caught all the fish – even the fish who thought his luck would keep him safe. That evening, as the fishermen had a feast, the oldest fish and the second fish returned to the pond with their families.

Adapted by Kate Ruttie from the Panchatantra, a collection of ancient Indian fables.

1 Do you think this is a true story? Explain your answer.

2 Why did the youngest fish think they should stay?

3 How did the oldest fish leave the pond?

4 What made the second fish leave the pond?

5 What is the moral of the fable? Tick (✓) the best answer.

- a It is sensible to worry all the time.
- b When you know trouble is coming, do something about it.
- c Fish that have families survive better than those that don't.
- d Fishermen are cruel to catch fish.

PCM 12 Punctuating dialogue

Name: _____ Date: _____

- 1 Can you punctuate this dialogue? Add speech marks (“ ”) round the words people say.
- 2 The word *said* is used too often. Replace at least five examples of the word *said* with another word. There are some suggestions at the bottom of the page.



The old man led his visitors to a chair. “Please sit down,” he said.

Thank you, sir, they said.

Would you like a drink? he said.

No thank you, they said. We wanted to ask you if you knew any stories.

What kind of stories? he said.

Stories about where we live, they said. We were told to talk to people who might know the old stories.

You want to hear the old stories? said the old man. It's a long time since anyone asked me to tell my stories. If you want to hear a story, you will need something to drink, and so will I. Some of my stories are quite long.

So the old man made everyone a drink.

Well, he said. Where shall we start?

asked answered cried declared demanded

invited repeated replied told

PCM 13 Boxing up a fable

Name: _____ Date: _____

Get ideas for your fable by looking carefully at a fable you already know, like *The Monkey and the Cat*. Think about the pattern of events and change something to make a new fable.

| Original | Pattern | New fable |
|---|--|---------------|
| The cat and the monkey are good friends. | Introduce the two main characters. All is well. | |
| They are roasting chestnuts by the fire. | Introduce the setting. | |
| The monkey wants a chestnut. He burns his paw. The monkey flatters the cat. | Main event 1: The first character wants something but can't get it. | Main event 1: |
| The cat gets the chestnuts but burns her paws. | Main event 2: The first character persuades the second character to get what he wants. | Main event 2: |
| The monkey eats the chestnuts. | Main event 3: The second character does it but gets hurt. | Main event 3: |

PCM 15 Plan for a recount of an experience

Name: _____ Date: _____

Remember to say what happened, who was there, when it happened, where it happened and why or how it happened.

First

Past tense verbs

| | |
|--------|------|
| did | had |
| liked | made |
| saw | was |
| walked | went |



After that

Time words

| | |
|-----------|----------|
| as | at last |
| before | early on |
| first | later on |
| meanwhile | next |



Then

I felt

| | |
|------------|------------|
| angry | bored |
| eager | encouraged |
| excited | happy |
| scared | silly |
| successful | |



Finally

It looked

| | |
|-------------|-----------|
| amazing | difficult |
| delicious | fragile |
| interesting | important |
| Outstanding | powerful |
| scary | |

PCM 17 Understanding letters

Name: _____ Date: _____

Read the letters and answer the questions.

1 Dear Frida,

Congratulations! You are an aunt!

Our little baby, Bruno, was born last night. We enclose lots of photos of him for you to enjoy.

I know that you hoped for a niece, but I'm sure that you'll come to love your nephew as soon as you meet him. He looks just like you when you were born, and I think he's going to have the same colour hair as you.

Come and meet him at the weekend.

Your loving bother,

João

2 Sunday 27th

Hi Samir,

This is just a quick note to say well done for playing so well on Friday. Without you, we would have lost the match. You played well yourself, but you were also very encouraging to your teammates so they played better too.

I hope you'll stay on the team for a long time.

See you at the practice on Wednesday.

Coach

1 What is the name of João's sister? _____

2 Why did João write to his sister? _____

3 Is Bruno the sister's niece or nephew? _____

4 Who wrote to Samir? _____

5 Give two reasons why Samir helped to win the match. _____

6 When does Samir's team meet each week? _____

PCM 21 A character portrait of Alfie

Name: _____ Date: _____



Alfie Small is lost! Please help find him.

This is a picture of Alfie.



Information about Alfie

Age: _____

Height: _____

Eye colour: _____

This is a description of the kind of person Alfie is.

PCM 23 Understanding adventure stories

Name: _____ Date: _____

Read the story and answer the questions.

“But what happened to the dragon who’d been spiked by the spear?” asked Lily Granda shrugged. “Poor beast would be all heart-a-thumping for a time, I dare say. She’d lick her wound. In time she’d go back to sleep, but she wouldn’t sleep easy. Frights like that live long after the reason for them is done with.

“One hot, humid summer’s night, the people of the village were asleep. The dragons slept too, a slump of slumbering hills that rumbled every now and again with thundering snores.

“The Dragon Hills were still as stone – a gentle breeze coming from their sleeping breaths. A tiny puff of thistledown came floating on that breeze. It breathed up and down above the great beasts until, all of a sudden, it breathed right up into the nose of a dragon – the last one to have been spiked by the Fire Snatcher.

“She was only a young dragon, and she’d been made all jumpy-frit by the scare of it all. The thistledown tickled her nose and made her wake with a sneezy snort.

“A tiny spark from her fiery breath drifted onto the breeze and floated over to the village where it fell down into a pile of hay and burst into flames. Fire spread quick-fast.”

From Dragon Boy by Pippa Goodheart

1 Why would some dragons not sleep very well?

2 What sounds came from the hills?

3 Which dragon woke up?

4 Why did the dragon wake up?

5 What did she do when she woke up?

6 Fill in the gaps in this short version of the story.

① The dragons were asleep.

② _____

③ She snorted a spark.

④ _____

⑤ _____

⑥ The fire spread quickly.

PCM 24 Book review writing frame

Name: _____ Date: _____

Title _____

Written by _____ Illustrated by _____

| Tips | My review |
|---|---|
| Think of an adjective to describe the book and explain why. What type of book is it? | I think this book is _____ because _____ The book is _____ |
| Think of an adjective to describe the plot. Write a short account of what happens in the book. | I think the plot is _____ The most interesting bit is when _____ |
| Who is the main character? Write some sentences to describe the main character and draw a picture of him/her doing something in the story. | The main character is called _____ He/She is _____ |
| Write one or two sentences to tell people why they should read the book. | I think you should read this book because _____ |

PCM 26 Understanding information texts

Name: _____ Date: _____

Read the text and answer the questions.

Australia

Australia is a huge island between the Indian and Pacific oceans. All of the countries nearby, such as New Zealand and Indonesia, are islands too but none of them are as big as Australia. It is the world's sixth largest country.

Australian cities

Most people in Australia live in cities. Almost all of the cities in Australia are near the coast because that's where the weather is best. It's also where the beaches are. There are over 7000 beaches in Australia!

The Outback

The centre of Australia is a huge desert called the Outback. It is very dry and flat with red earth. In the middle of the Outback there is a town called Alice Springs. Many tourists visit Alice Springs because they want to see the mountain-sized rock nearby. It has two official names: Uluru and Ayers Rock. Uluru is the traditional Aboriginal name for it. Ayers Rock is the English name given to it in the 19th century.

Aboriginal Australians

Aboriginal Australians have lived near Uluru for thousands of years. Many Aboriginal Australians still live in the Outback and some live in the cities. Aboriginal culture is very rich and includes myths as well as its own style of painting and music.

1 Which two oceans surround Australia?

2 Tick (✓) the true statement.

- a Australia is the sixth largest country in the Pacific Ocean.
- b Australia is the sixth largest island in the Pacific Ocean.
- c Australia is the sixth largest island in the world.
- d Australia is the sixth largest country in the world.

3 Give two reasons why most Australian cities are near the coast.

4 What colour is the earth in Alice Springs?

5 Why do so many people go to Alice Springs?

PCM 29 Understanding funny poems

Name: _____ Date: _____

Read the poem and answer the questions.

| | |
|--|---|
| <p>The Jumblies</p> <p>1 They went to sea in a Sieve, they did, In a Sieve they went to sea: In spite of all their friends could say, On a winter's morn, on a stormy day, In a Sieve they went to sea! And when the Sieve turned round and round, And everyone cried, 'You'll all be drowned!' They cried aloud, 'Our Sieve ain't big, But we don't care a button, we don't care a fig! In a Sieve we'll go to sea! Far and few, far and few, Are the lands where the Jumblies live; Their heads are green, and their hands are blue, And they went to sea in a Sieve.</p> | <p>2 The water it soon came in, it did, The water it soon came in; So to keep them dry, they wrapped their feet In a pinky paper all folded neat, And they fastened it down with a pin. And they passed the night in a crockery-jar, And each of them said, 'How wise we are! Though the sky be dark, and the voyage be long, Yet we never can think we were rash or wrong, While round in our Sieve we spin! Far and few, far and few, Are the lands where the Jumblies live; Their heads are green, and their hands are blue, And they went to sea in a Sieve. <i>Edward Lear</i></p> |
|--|---|

1 What did the Jumblies use instead of a boat?

2 What was the weather like when they started?

3 Did their friends think it was a sensible decision?

4 Do you think it was a sensible decision? Explain your answer using ideas from stanza 2.

5 How do we know that they didn't mind?

6 How do the Jumblies look different from you?

PCM 31 Common joins

Name: _____ Date: _____

Practise these joins.

in all add

on

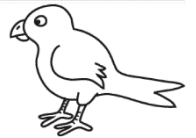
when

want

Practise writing the alphabet.

ab cde f g hij klm n op q r s tuw w x y z

Practise writing these words.



garden

insect

worm

ladybird

flower

plant

stalk

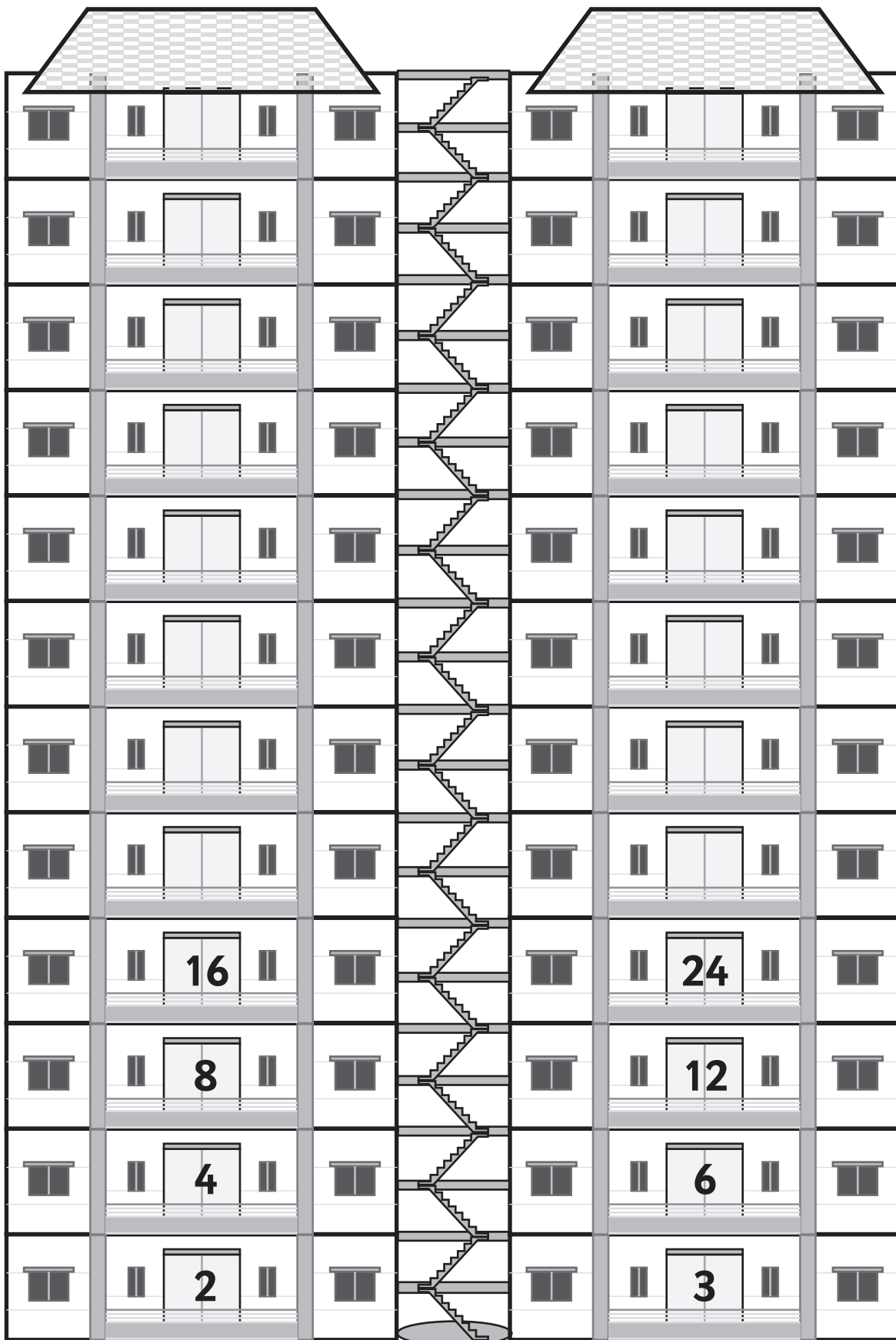
beetle

bird

Doubles and halves

| | | |
|----|--|-----------|
| 1 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |
| 2 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |
| 3 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |
| 4 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |
| | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | 10 |
| | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | 12 |
| | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | 14 |
| | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | 16 |
| 9 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |
| 10 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |
| 11 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |
| 12 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |
| | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | 26 |
| | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | 28 |
| | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | 30 |
| | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | 32 |
| 17 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |
| 18 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |
| 19 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |
| 20 | $\begin{array}{c} \xrightarrow{\text{double}} \\ \xleftarrow{\text{half}} \end{array}$ | |

Doubling towers



Make a grass head

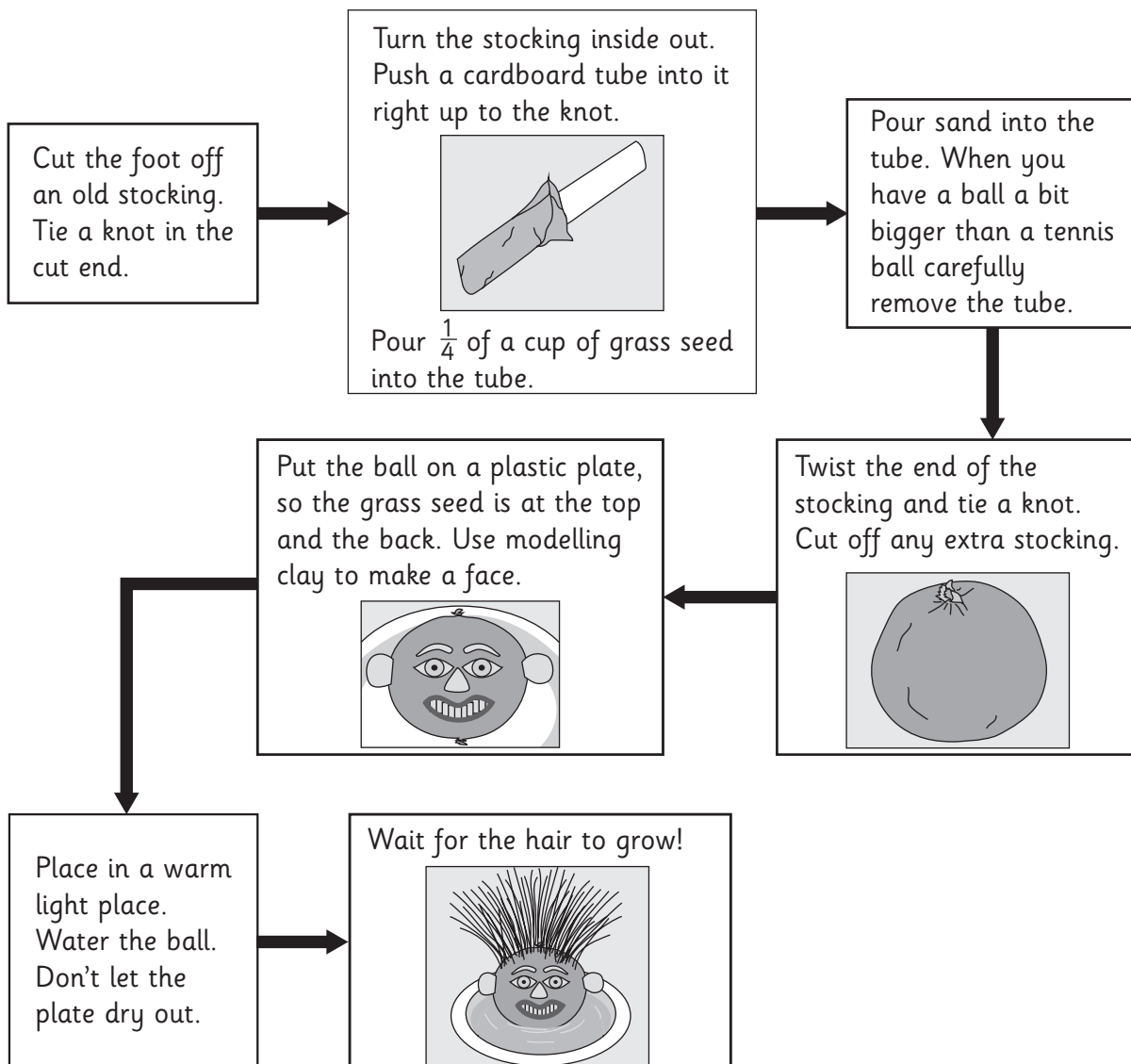
Follow the flow diagram to make a grass head.

You will need:

- grass seed
- old stocking
- sand
- cardboard tube
- plastic plate
- scissors
- modelling clay.

Make a note of when you made the head and when the grass first started to grow. Use the date, the day and the month.

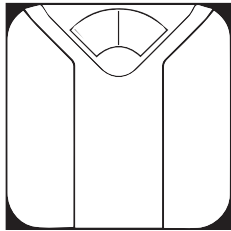
You could use a calendar or a time line, or write and draw a booklet.



Measurement problems

1. Habiab's body weight is 26 kilograms, while Latif's is 13 kilograms heavier than Habib.

How heavy is Latif?



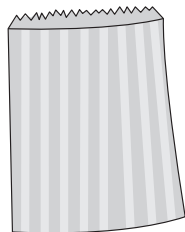
2. Yvonne wants to make a cake. She bought 475 grams of flour, 250 grams of butter and 150 grams of sugar.

What is the total weight of the things that Yvonne bought?



3. Razi had 1 kilogram of sweets. After he gave some to Zaid he still has 290 grams left.

How heavy was the candy that Razi gave to Zaid?



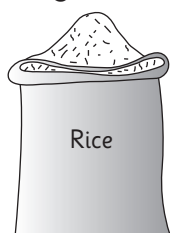
4. The limit of the baggage that each person can bring in the aeroplane is 20 kilograms. Huan's baggage weighs 24000 gram.

How much over the limit is this?



5. Alina's mum bought 17 kg of rice, while Lidia's and Vanda's mums bought 15 kg and 22 kg.

What is the total weight of rice that was bought?



Multiple target board

| | | | | | | | |
|-----------|-----------|-----------|------------|-----------|-----------|-----------|-----------|
| $5 + 85$ | $30 + 60$ | $35 + 55$ | $85 + 75$ | $15 + 75$ | $15 + 65$ | $45 + 55$ | $55 + 55$ |
| $25 + 65$ | $0 + 100$ | $10 + 40$ | $55 + 65$ | $10 + 80$ | $10 + 30$ | $45 + 65$ | $5 + 45$ |
| $35 + 55$ | $35 + 75$ | $65 + 55$ | $20 + 80$ | $35 + 85$ | $5 + 95$ | $35 + 75$ | $15 + 55$ |
| $75 + 55$ | $35 + 65$ | $45 + 75$ | 100 | | $50 + 60$ | $30 + 70$ | $95 + 75$ |
| $50 + 50$ | $10 + 50$ | $25 + 55$ | | | $10 + 70$ | $60 + 60$ | $5 + 55$ |
| $75 + 75$ | $20 + 60$ | $10 + 90$ | $5 + 15$ | $35 + 45$ | $15 + 85$ | $10 + 20$ | $65 + 75$ |
| $25 + 75$ | $5 + 25$ | $10 + 60$ | $5 + 75$ | $80 + 60$ | $55 + 75$ | $5 + 5$ | $40 + 60$ |
| $90 + 60$ | $85 + 55$ | $10 + 60$ | $5 + 35$ | $10 + 10$ | $5 + 65$ | $70 + 60$ | $95 + 55$ |

Find and colour the calculations with a total of 100.

Which multiples have been used to make 100 on this target board?

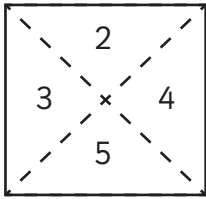
Write the fact family for each coloured calculation.

Multiple target board

| | | | | | | | |
|--------------|---------------|---------------|--------------|---------------|--------------|---------------|---------------|
| 800 + 100 | 100 + 200 | 500 + 700 | 700 + 100 | 900 + 200 | 500 + 600 | 700 + 500 | 600 + 700 |
| 100 + 300 | 600 + 100 | 1000 + 100 | 600 + 200 | 600 + 900 | 800 + 200 | 500 + 400 | 900 + 300 |
| 500 + 900 | 900 + 100 | 1000 + 200 | 800 + 300 | 700 + 200 | 100 + 600 | 800 + 400 | 1000 + 200 |
| 700 + 600 | 1000 + 300 | 500 + 800 | 1000 | | 900 + 700 | 1000 + 100 | 900 + 800 |
| 500 + 500 | 1000 + 400 | 900 + 400 | | | 500 + 300 | 700 + 300 | 600 + 600 |
| 600 + 800 | 800 + 700 | 100 + 800 | 600 + 300 | 1000 + 300 | 800 + 900 | 700 + 900 | 900 + 900 |
| 900 + 500 | 100 + 500 | 1000 + 0 | 700 + 400 | 800 + 600 | 500 + 200 | 900 + 600 | 100 + 700 |
| 500 + 100 | 800 + 800 | 800 + 500 | 100 + 400 | 700 + 800 | 600 + 400 | 600 + 500 | 700 + 700 |

Find and colour the calculations with a total of 1000. Which multiples have been used to make 1000 on this target board? Write the fact family for each coloured calculation.

Multiples of 2, 3, 4 and 5



Key

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Multiples of 5

Write the 5 times table.

Are these multiples of 5? Write yes or no.

25

30

42

21

7

10

Write the multiple of 5 after

5

25

15

40

35

10

Write the multiple of 5 before

5

30

15

45

25

40

Multiples of 10

Write the 10 times table.

Are these multiples of 10? Write yes or no.

40

61

29

100

35

10

Write the multiple of 10 after

10

70

30

40

60

100

Write the multiple of 10 before

20

40

70

90

100

80

Multiplying by 10

| | | |
|---|-------------|--|
| 1 | $\times 10$ | |
| 2 | $\times 10$ | |
| 3 | $\times 10$ | |
| 4 | $\times 10$ | |
| 5 | $\times 10$ | |
| 6 | $\times 10$ | |
| 7 | $\times 10$ | |
| 8 | $\times 10$ | |
| 9 | $\times 10$ | |

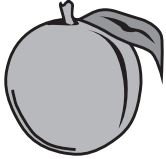








| | | |
|----|-------------|--|
| 10 | $\times 10$ | |
| 20 | $\times 10$ | |
| 30 | $\times 10$ | |
| 40 | $\times 10$ | |
| 50 | $\times 10$ | |
| 60 | $\times 10$ | |
| 70 | $\times 10$ | |
| 80 | $\times 10$ | |
| 90 | $\times 10$ | |






Odd halves

| | | | | | | | | | | | | | | | | | | | | |
|--------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|
| Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| Half | | 1 | | 2 | | 3 | | | | | | | | | | | | | | |

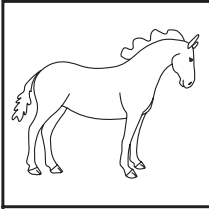
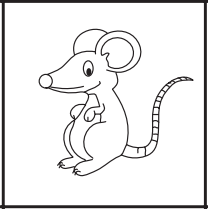
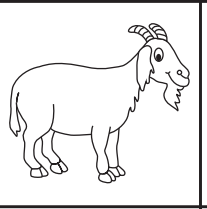
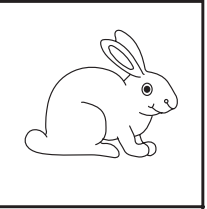
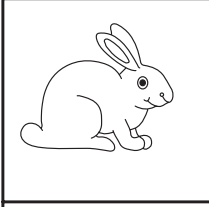
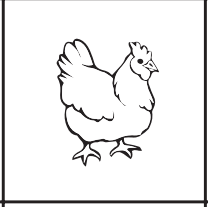
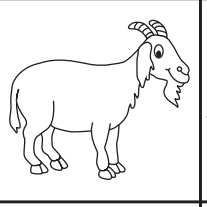
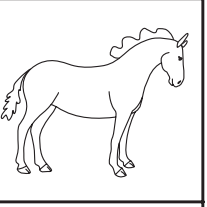
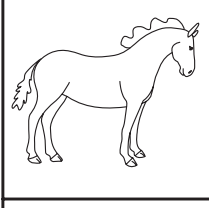
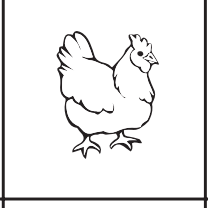
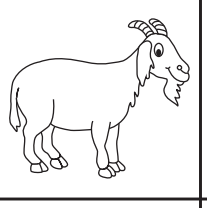

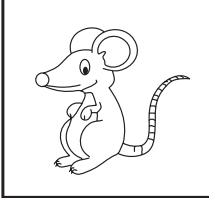
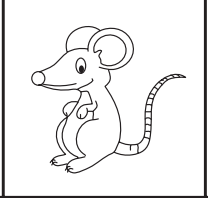
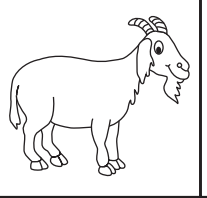
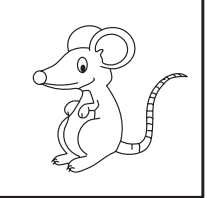
| | | | | | | | | | | | | | | | | | | | | |
|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Number | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| Half | | | | | | | | | | | | | | | | | | | | |

Puzzles


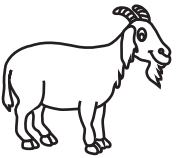
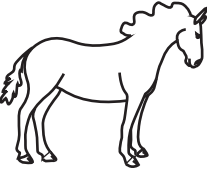
| | | | |
|---|---|---|------|
|  |  |  | = 15 |
|  |  |  | = 18 |
|  |  |  | = 16 |
| = 17 | = 12 | = 20 | |



| | | |
|--|--|--|
|  = <input type="text"/> |  = <input type="text"/> |  = <input type="text"/> |
|  = <input type="text"/> |  = <input type="text"/> | |

Puzzles

| | | | | |
|--|--|--|---|------|
|  |  |  |  | = 28 |
|  |  |  |  | = 22 |
|  |  |  |  | = 24 |
|  |  |  |  | = 34 |

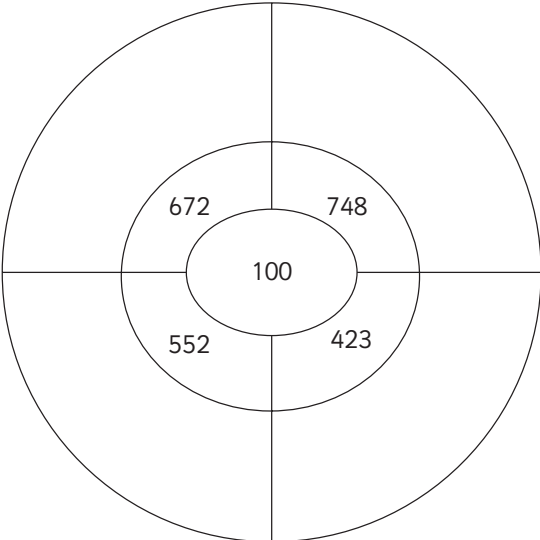
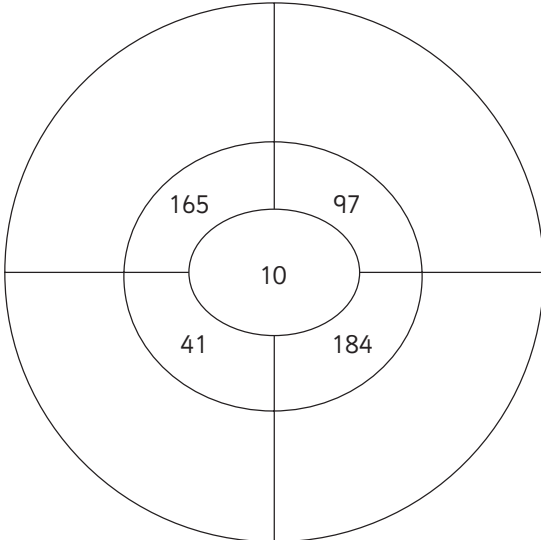
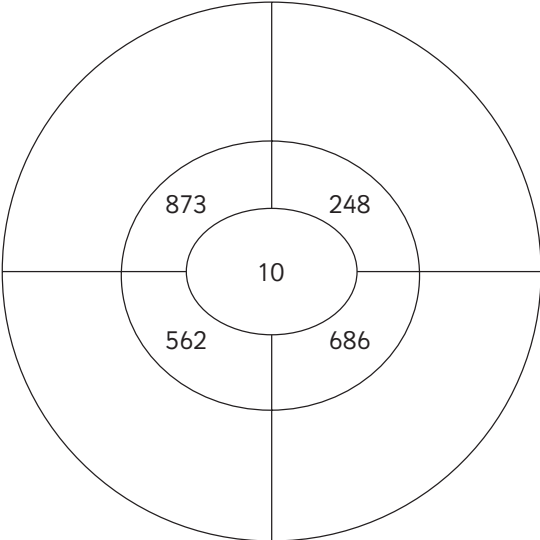
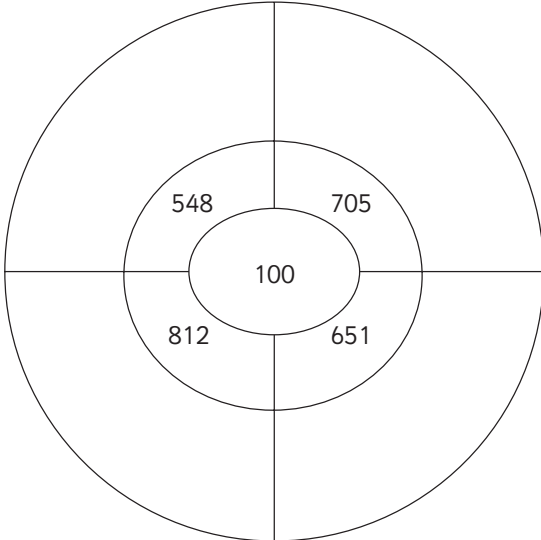
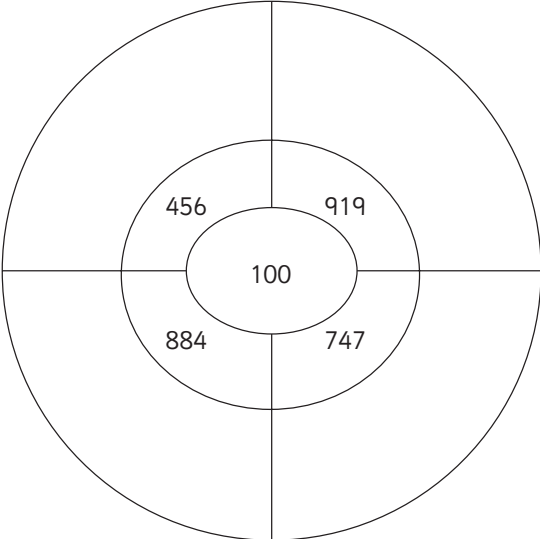
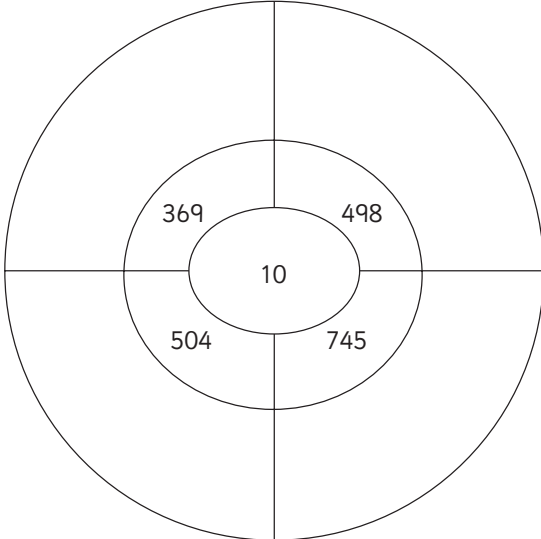
= 22 = 20 = 40 = 26

 =
  =
  =

 =
  =

Rounding 10 and 100

Write the rounded number in the outer circle.

| | |
|---|--|
|  |  |
|  |  |
|  |  |

Rounding problems

A small book has 48 pages. Round the number of pages to the nearest 10. Would it be all right if the book was printed with the rounded number of pages? Explain your answer.

An aeroplane journey is 1794 miles or kilometres. Round to the nearest 1000 miles or kilometres. Would you use the rounded number to work out how much fuel to put in the aeroplane? Explain your answer.

An aeroplane journey is 3448 miles or kilometres. Round to the nearest 1000 miles or kilometres. Would you use the rounded number to work out how much fuel to put in the aeroplane? Explain your answer.

A large book has 583 pages. Round the number of pages to the nearest 10. Would it be all right if the book was printed with the rounded number of pages? Explain your answer.

Rounding to the nearest 10

Round each number to the nearest 10. Use a number line to help you.

64

72

81

146

249

553

377

184

675

545

256

161

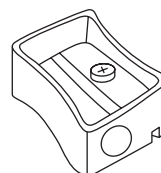
Round each price to the nearest 10c.



68c



15c



37c



43c



86c



50c



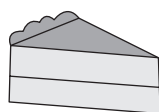
32c



13c



69c



97c

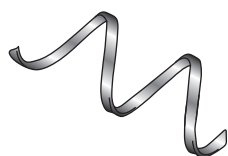


87c



54c

Round these lengths to the nearest 10 cm.



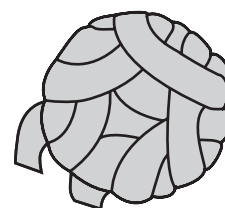
58cm



94 cm



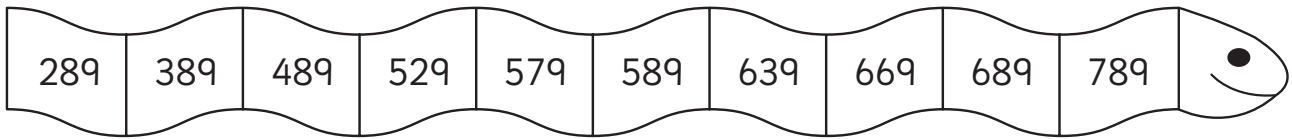
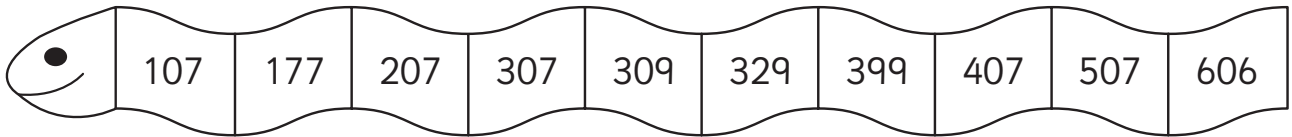
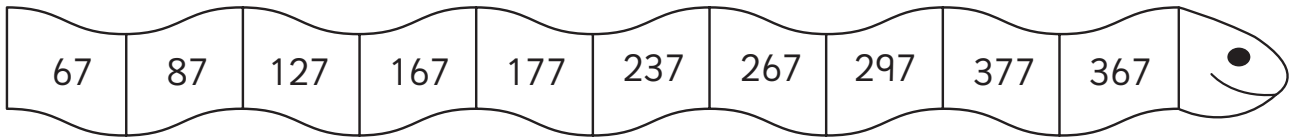
146cm



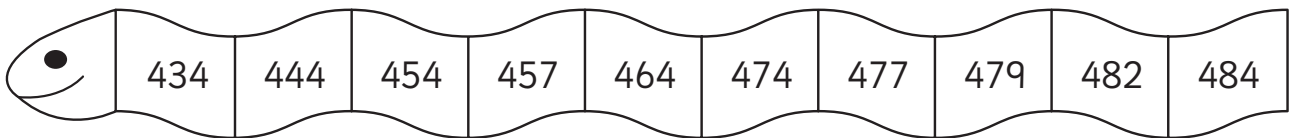
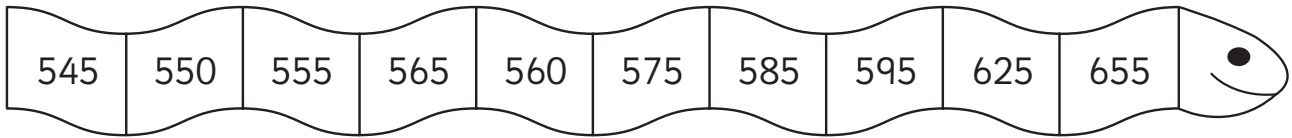
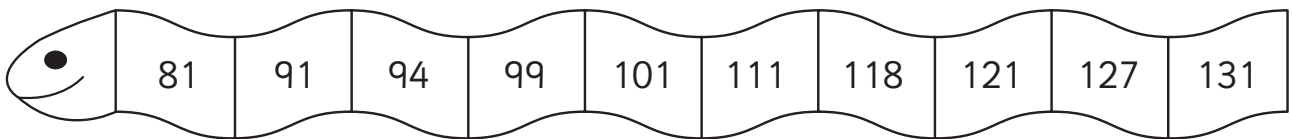
217cm

Snake numbers

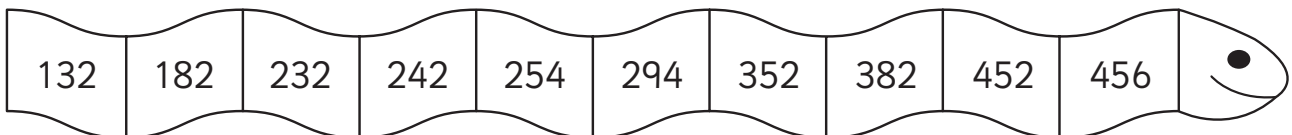
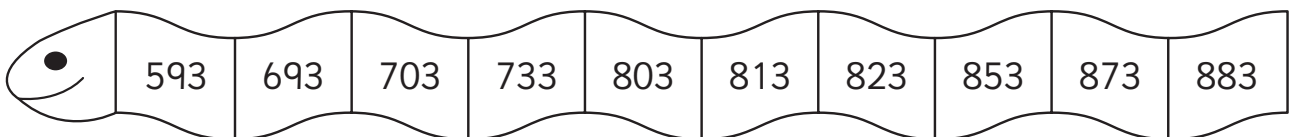
Start with the first number. Colour the numbers which are 100 more than the last number you coloured.



Start with the first number. Colour the numbers which are 10 more than the last number you coloured.



Start with the first number. Colour the numbers which are 10 more or 100 more than the last number you coloured.



Snakes

Complete the missing numbers on each snake.

Snake 1: 157, 167, 177, , , 217, ,

Snake 2: , , , 422, , 452, 462

Snake 3: , , 420, 520, ,

Snake 4: , , 363, 373, 383, ,

Snake 5: , 256, 266, , 296,

Snake 6: , , 692, 792,

Snake 7: 281, 481, ,

Snake 8: , , 525, 725,

Snake 9: , , 899, 999,

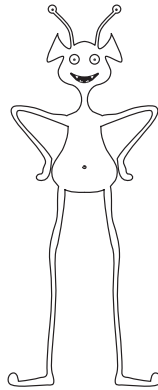
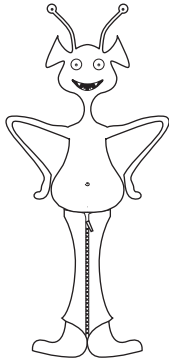
Snake 10: , 134, 434,

Snake 11: , 523, 723,

Snake 12: , 278, , 1078

Times ten aliens

Cross the numbers off on Boots' and Slinky's cards as you work out each calculation.



Boots

Slinky

| | | | |
|-----|-----|-----|-----|
| 850 | 20 | 530 | 60 |
| 190 | 110 | 80 | 140 |
| 50 | 790 | 250 | 380 |

| | | | |
|-----|-----|-----|-----|
| 410 | 100 | 260 | 70 |
| 150 | 30 | 570 | 920 |
| 170 | 640 | 90 | 40 |

Start here:

| | | | | |
|------------------|--|--|------------------|--|
| $3 \times 10 =$ | | | $79 \times 10 =$ | |
| $26 \times 10 =$ | | | $4 \times 10 =$ | |
| $17 \times 10 =$ | | | $38 \times 10 =$ | |
| $6 \times 10 =$ | | | $8 \times 10 =$ | |
| $9 \times 10 =$ | | | $64 \times 10 =$ | |
| $41 \times 10 =$ | | | $5 \times 10 =$ | |
| $2 \times 10 =$ | | | $92 \times 10 =$ | |
| $53 \times 10 =$ | | | $10 \times 10 =$ | |
| $7 \times 10 =$ | | | $85 \times 10 =$ | |

Which alien got the most correct?

_____ got the most correct!

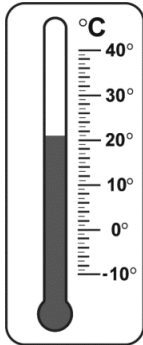
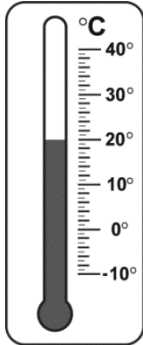
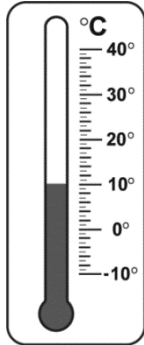
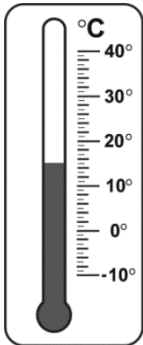
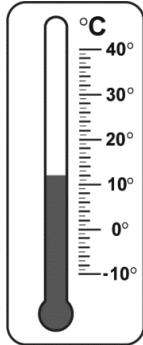
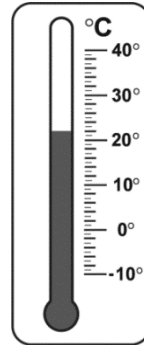
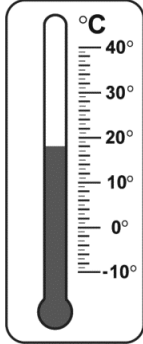
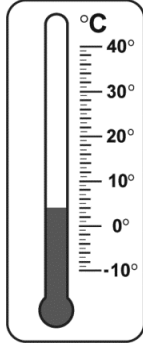
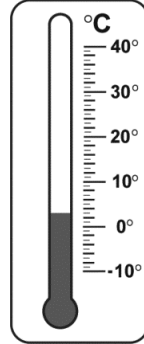
Worksheet 1.4c

Reading thermometers

Name: _____

Date: _____

Read the temperature on these thermometers. The first one has been done for you.

| | | |
|---|---|---|
| Example  | 1  | 2  |
| Temperature: 21 °C | Temperature: | Temperature: |
| 3  | 4  | 5  |
| Temperature: | Temperature: | Temperature: |
| 6  | 7  | 8  |
| Temperature: | Temperature: | Temperature: |

Worksheet 1.5

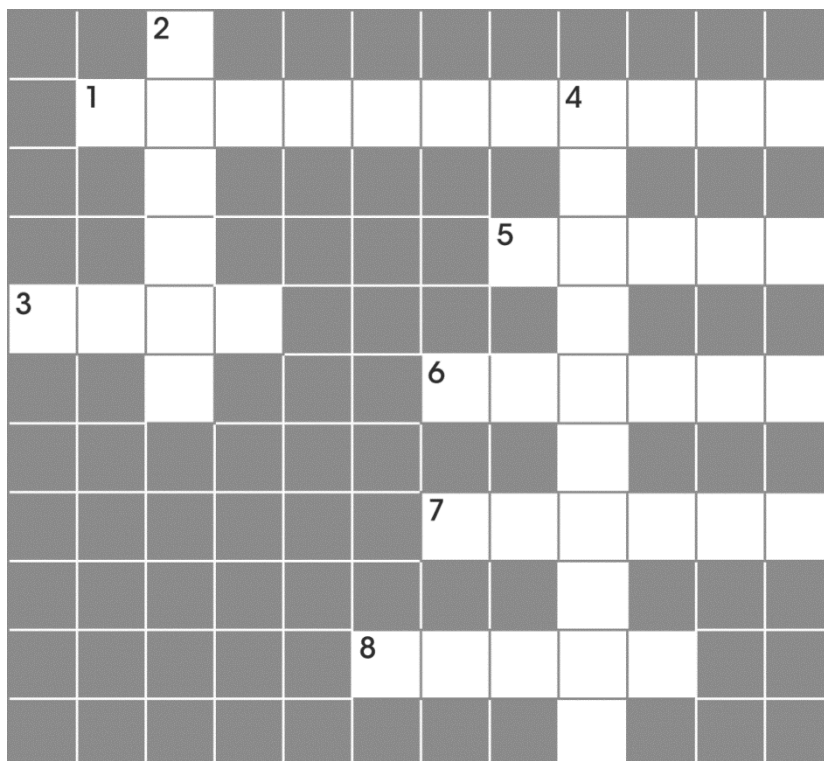
Language review

Name: _____ Date: _____

Write the correct words in this crossword.

Clues

- 1 How hot or cold something is. (11 letters)
- 2 Part of a plant that makes food. (6 letters)
- 3 This holds up the leaves. (4 letters)
- 4 The stem _____ water.(10 letters)
- 5 Plants need this to live. (5 letters)
- 6 Roots do this with water. (6 letters)
- 7 Part of the plant that helps to make seeds. (6 letters)
- 8 Part of the plant that grows in the soil. (5 letters)

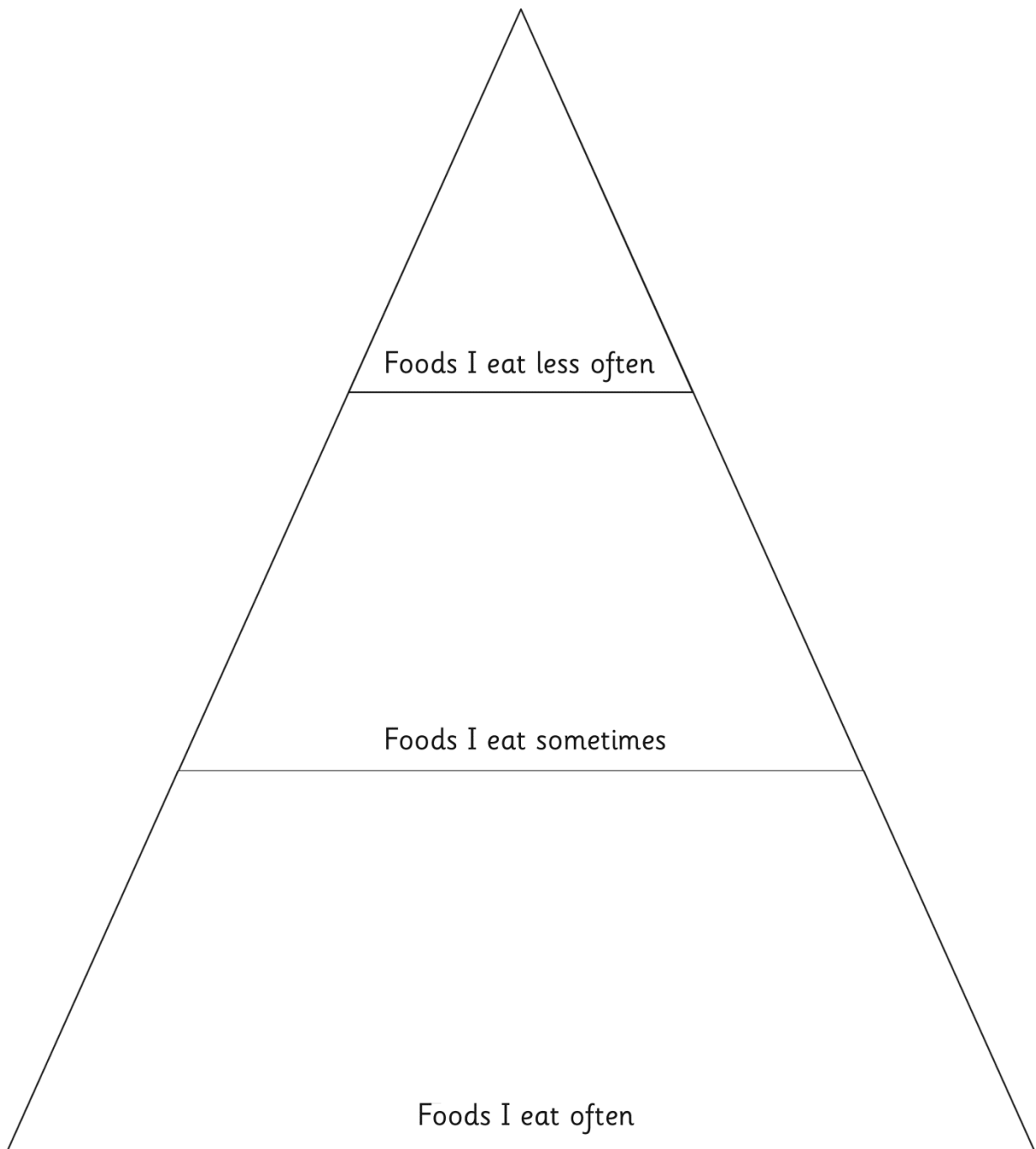


Worksheet 2.1

A food triangle

Name: _____ Date: _____

Draw pictures to show the foods you eat often, sometimes, and less often.



Worksheet 2.3

Healthy or unhealthy?

Name: _____

Date: _____

Write each sentence in the right place.

- 1 Drink lots of sugary drinks.
- 2 Eat lots of cakes.
- 3 Eat lots of fruit.
- 4 Eat lots of sweets.
- 5 Drink water.
- 6 Eat lots of rice or pasta.
- 7 Brush your teeth.
- 8 Eat lots of vegetables.

| Healthy | Unhealthy |
|---------|-----------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Worksheet 2.4a

Exercise

Name: _____

Date: _____

Colour in the children who are doing exercise.





Worksheet 2.4b

Keeping healthy

Name: _____

Date: _____

Write and draw how to keep healthy.

| Do | Don't |
|--|---|
|  <p data-bbox="183 1008 470 1052">Brush your teeth.</p> |  <p data-bbox="817 1108 1029 1153">Stay up late.</p> |

Worksheet 2.5

Language review

Name: _____

Date: _____

These foods are in food groups.
Write the name of each food group.

