Erina Heights Public School
Learning from Home - Stage 3

Term	1	2	3	4						
Weeks	1	2	3	4	5	6	7	8	9	10	11

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting	5B Zoom Link	5/6R Zoom Link	6S Zoom Link	
Morning	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**	**Literacy Activities**
	Recess Break				
Middle	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**	**Maths Activities**
	Manga High	**Manga High**	**Manga High**	**Manga High**	**Manga High**
	Lunch Break				
Afternoon	**Olympics Project**	**Olympics Project**	**Olympics Project**	**Olympics Project**	**Olympics Project**
Optional Activities	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here www.digitallunchbreak.nsw.gov.au				

Literacy Activities

Stage 3 – Week 4

EXPECTATIONS

‘Strive for progress, not perfection’

- Do one activity each day.
- If you get stuck, send your teacher a message on Google Classroom.
- You can add extra slides to do your answers, otherwise you can do your work in a Google doc or workbook at home.
- **Please Note:** These tasks are the same as Stage 2, however, our expectation is that as a Stage 3 student, you will be providing more detailed and extended answers, justifying your reasons and giving examples.
- Submit your work on Google Classroom.
- Do the best you can! 😊

WONDEROPOLIS

What is a biodome?

https://wonderopolis.org/wonder/What-Is-a-Biodome

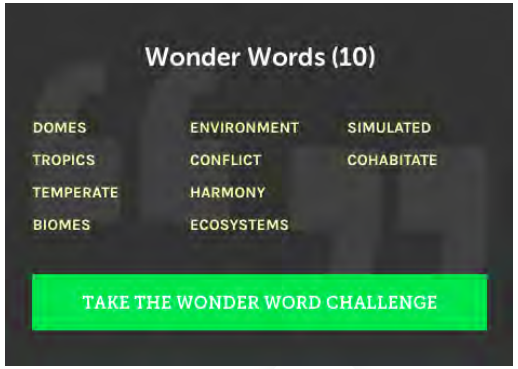
What to do?
- Scan the QR code or click the link above to be taken to the website.

Answer these questions:
- What is a biodome?
- Where in the world can you visit a biodome?
- Could people live inside biodomes?

Vocabulary
Take the wonder words challenge and match words to their meanings. You will find this on the right side of the website. See picture for clue >

Test Your Knowledge
On the right hand side of the screen, you will see a green box that says 'Did you get it?' Click this button to test your knowledge. See picture for clue >

SCAN ME



ADJECTIVES

Adjectives describe the noun by adding more information.

What is an adjective you ask? Watch the YouTube clip for more information.

Use the highlight tool to highlight the adjectives in these sentences.

1. The dog found a large stick.
2. The red balloon floated over the treetops.
3. Officials shared some important news.
4. I bought a new car and it is very comfortable.
5. A large car cannot pass through a narrow road

Write 5 of your own sentences using adjectives. Highlight the adjectives in each sentence.

Change the adverbs below to make them adjectives. The first two have been done for you.

angrily	angry	nervously		gracefully		suddenly	
easily	easy						
secretly	secret						

TYPING CLUB

Practise your typing skills – 20 minutes.

www.typingclub.com

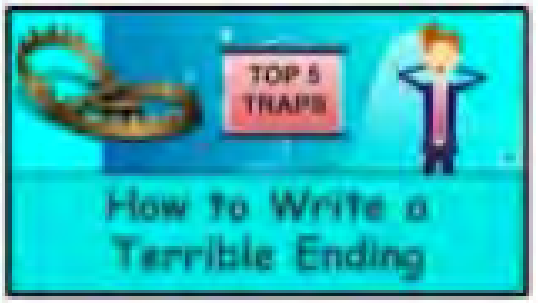
You will need:
- An iPad or laptop and headphones if working in a group.

What to do:
- Scan the QR code or click the website above.

Do the following:
- Click the ‘Get Started’ button.
- Click on a lesson to begin. You may like to take the placement test but this is optional. The first lesson is just a video.
- Use the allocated time to practise your typing skills whilst working through the levels.

WRITING TASK 1

Terrible Ending - how <u>not</u> to end your story



What to do:

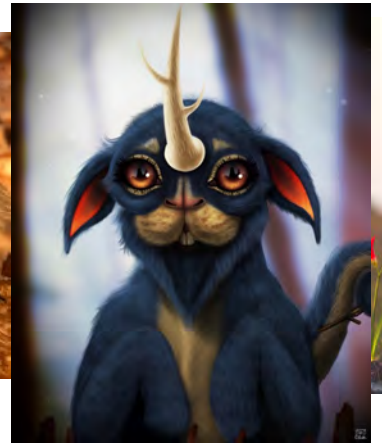
- Scan the QR code or click on the link to watch the video on 'How to Write a Terrible Ending'
- Use the tips that you have learnt to use (or not to use) in the video to write a **<u>fantastic</u>** ending for each of the three images. **Aim:** each ending should be at least 4 lines long.
- You can complete these on a new slide, a Google Doc or on a piece of paper

WRITING TASK 2

Create your own fantasy creature

What to do:

- Scan the QR code or click on the link to watch the video and then create your own fantasy creature.
- You can complete this on a new slide, a Google Doc or on a piece of paper
- The outline of your fantasy creature should include:
  - Name
  - History
  - Personality traits
  - Motivation
  - Defining features
  - Special ability/abilities
  - Inspiration
  - Purpose
  - Genre (category e.g. mammal)
  - Labelled diagram/drawing



Maths
Week 4 Term 3

Maths Instructions:

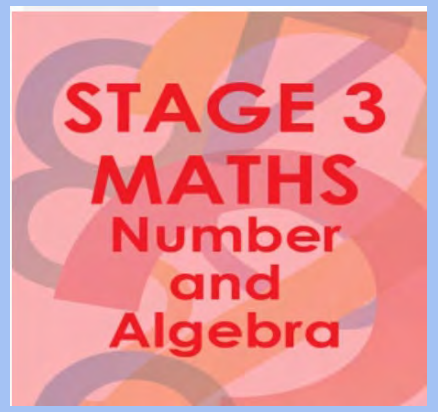
1. Watch the instructional videos before beginning the tasks. You may need to watch these more than once.

1. Complete 1 or both activities each day - activities can be completed on your slides or on paper or in a book. Please draw any tables or diagrams that you need to complete these activities.

Instructional Video Links

Addition and Subtraction

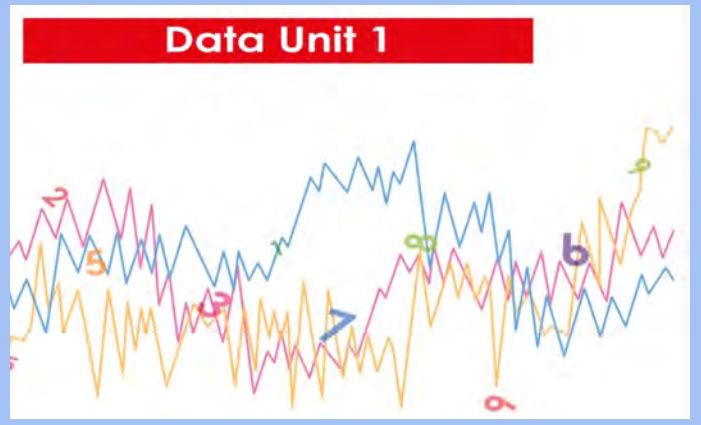
Activity 1 Video



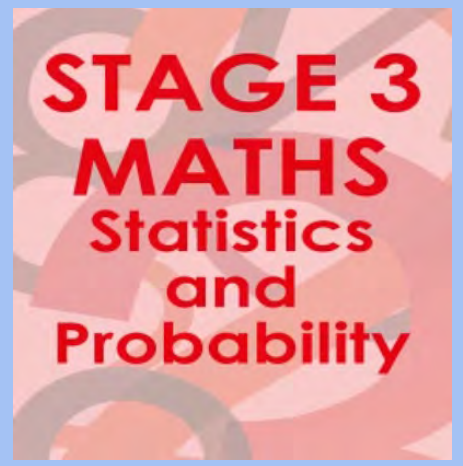
Activity 2 Video

Data

Activity 1 Video



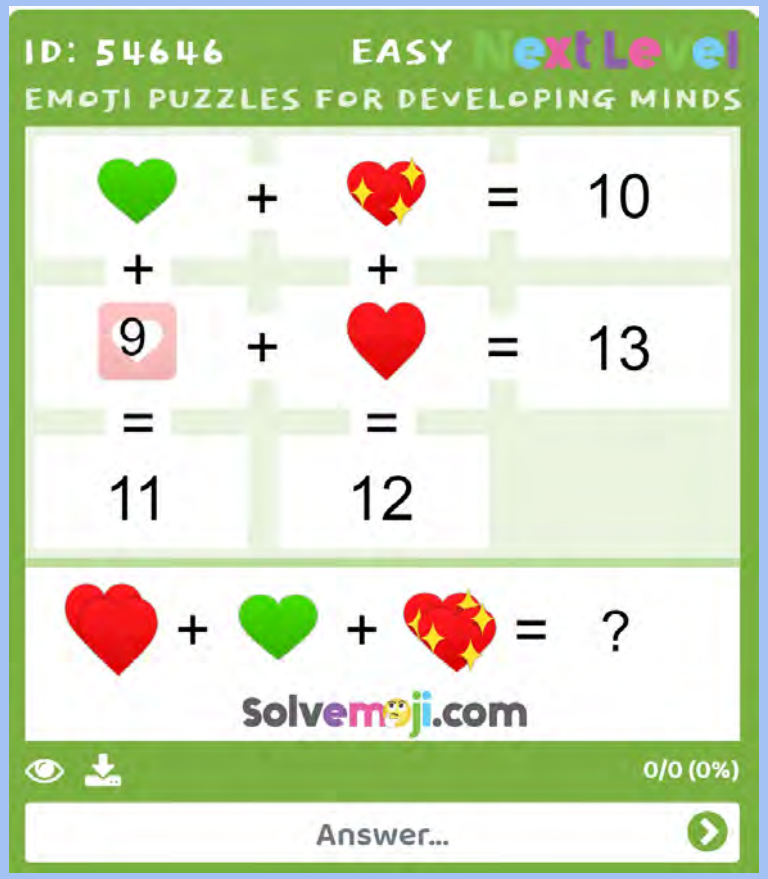
Activity 2 Video

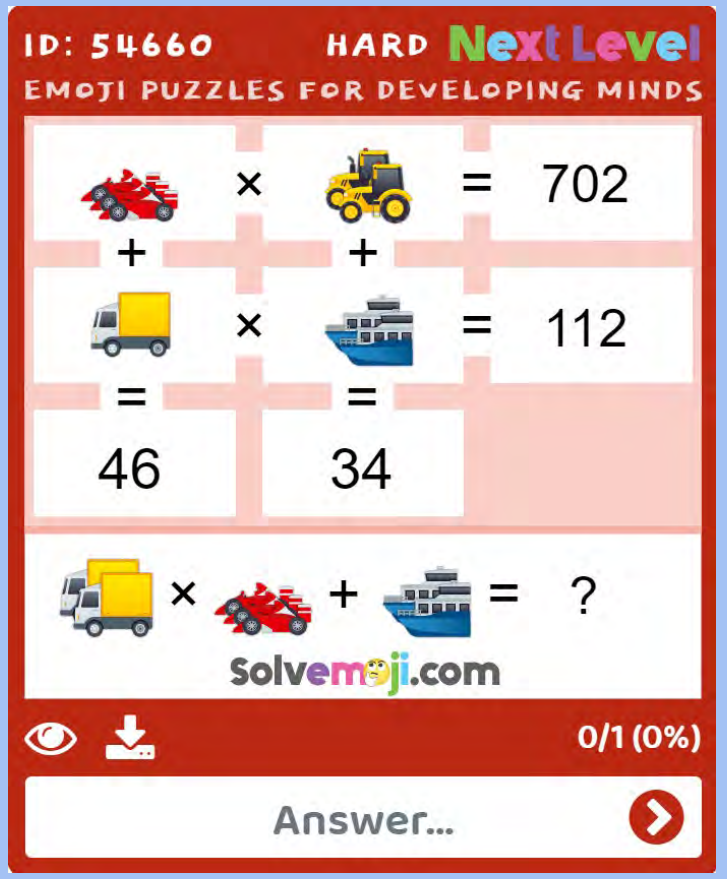


Monday

Ignition Activity - choose your level

Answers for today will be posted at the end of the week





Mental Strategy Revision

Addition Strategies

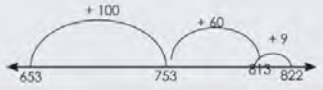
Compensation strategy:
Changing a number to the nearest 10, then adjusting the answer to compensate for the original change.

e.g. 653 + 169 = ?
Add 1 to 169 to make 170.
653 + 170 = 823 - 1 = 822

Formal written method:
Adding the numbers using trading in a formal algorithm. e.g.

```
  1 1
  653 +
  169
 ----
  822
```

Jump strategy:
Using a number line to record mental computation. e.g.
653 + 169 = 822



Estimating using Rounding:
Changing a number to a multiple of 10, so that it is more convenient to use.
e.g. 653 + 169
Round 653 to 650 and 169 to 170
650 + 170 = 820

Split strategy:
Splitting the numbers into their place values. e.g.

653 + 169 = ?
= (600 + 50 + 3) + (100 + 60 + 9)
= (600 + 100) + (50 + 60) + (3 + 9)
700 + 110 + 12

Therefore: 653 + 169 = 822

Subtraction Strategies

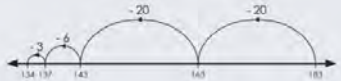
Compensation strategy:
Changing a number to the nearest 10, then adjusting the answer to compensate for the original change.

e.g. 489 - 169 = ?
Add 1 to 169 to make 170
489 - 170 = 319 + 1 = 320

Formal written method:
Subtracting the numbers using a formal algorithm. e.g.

```
  7 1
  4 8 3 -
  1 7 5
 -------
  3 0 8
```

Jump strategy:
Using a number line to record mental computation. e.g.
183 - 49 = 134



Bridging the decade:
Using multiples of ten as landing points.

e.g. 453 – 173 = ?
453 - 53 = 400
400 - 20 = 380
380 - 100 = 280

Split strategy:
Splitting the numbers into their place values.
e.g. 487 - 173 = ?
400 – 100 = 300
80 – 70 = 10
7 – 3 = 4

Therefore: 487 – 173 = 314

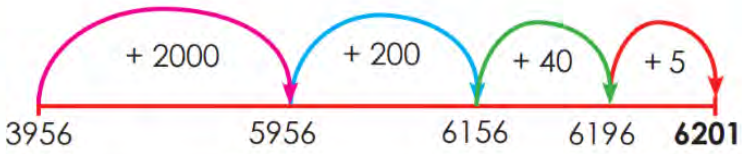
Activity 1 - Addition

1. Read the following strategies and complete the questions showing your working. Write each answer in the box.

Jump Strategy

Start with the largest number and jump forward in multiples of thousands, hundreds, tens and ones. You can use it on a hundreds chart or empty number line to help you with this strategy.

3956 + 2245



a. 2376 + 523 = ☐

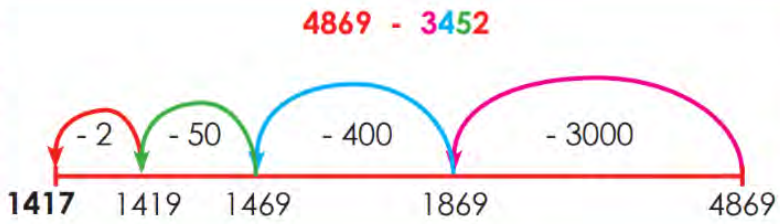
b. 4482 + 2529 = ☐

Activity 1 - Subtraction

1.

Jump Strategy

Start with the largest number and jump backwards in multiples of thousands, hundreds, tens and ones. You can use an empty number line to help you with this strategy.



a. 3846 - 575 = ☐

b. 3588 - 2763 = ☐

Activity 2- Addition

2. Solve the following problems using addition.

After you have read the problem, decide which strategy you would use to solve the problem and then explain why you used that particular strategy. The first problem has been completed as an example.

Problem	Strategy used and answer	Reason for using that strategy
a. In a Sam's wallet is $62 and in his piggy bank is $181. How much money does Sam have altogether?	Compensation. Change 62 to 60 and 181 to 180. Then add 3 to the total to compensate. 60 + 180 + 3 = 243	The numbers 62 and 181 are close to a multiple of 10. So rounding the numbers down and then compensating at the end was a quick mental strategy I could use.
b. Bianca has travel points that allow her up to 5000 km of travel. On the first trip she travelled 1800 km. On the second trip she travelled 212 km. On the third trip she travelled 1686 km. How many kilometres did Bianca travel using her travel points?		

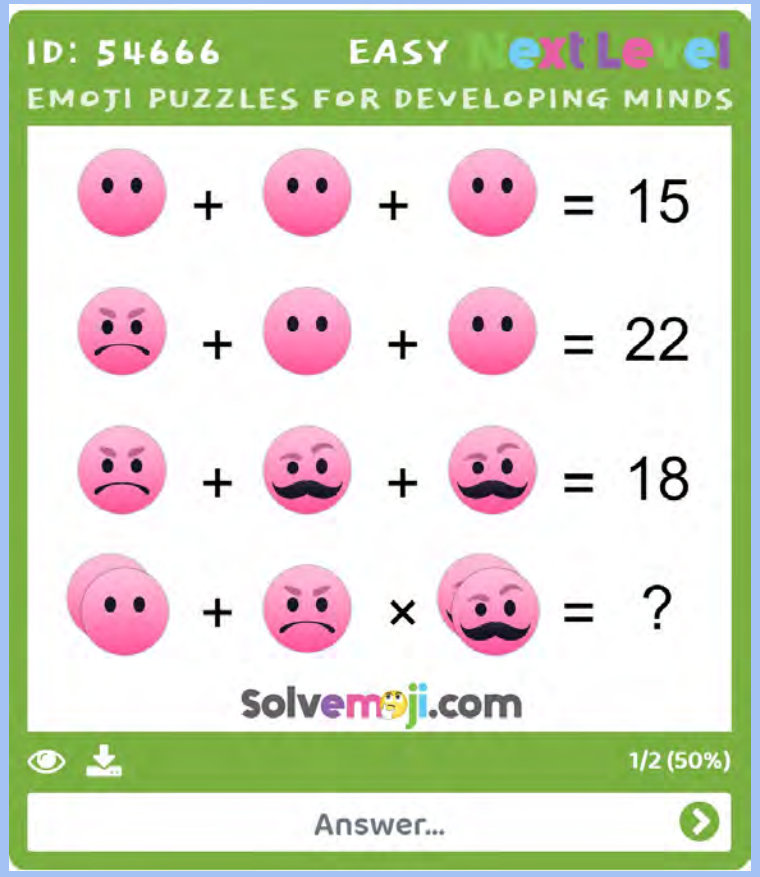
Activity 2- Addition

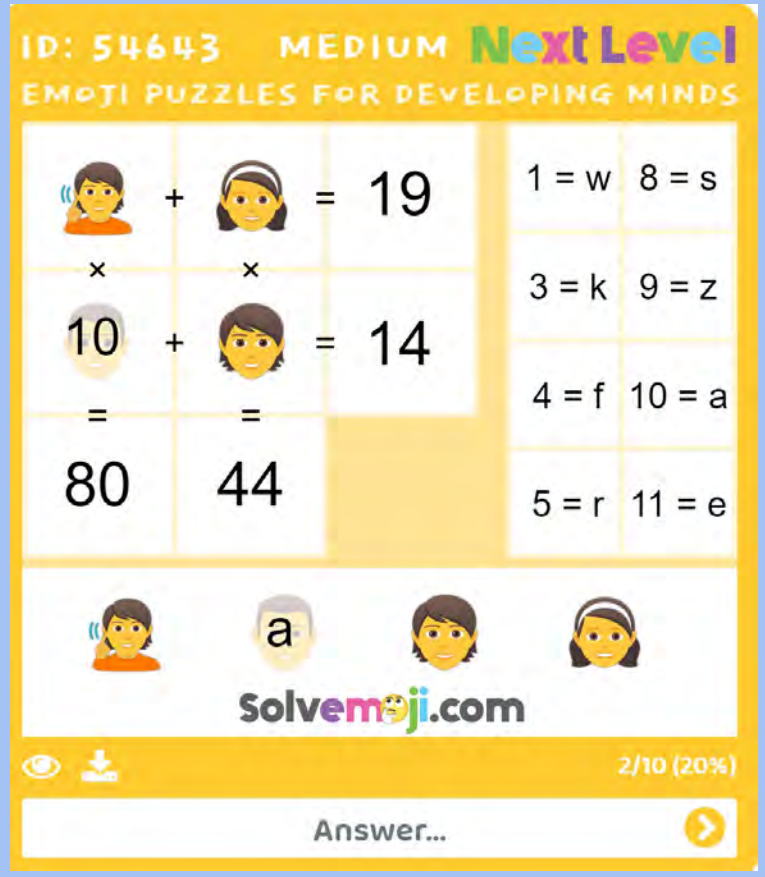
c. The Delaney family bought a new car which cost them $32 000. They added a GPS for $999 and the sports body kit for $1550. Administration fees were $125. How much did the new car cost altogether?		
d. There were 5000 people watching the main stage at a music festival. There were 2000 people watching the second stage and 150 people at the children's stage. How many spectators were at the festival?		
e. Grapes cost $3.75 a bag, milk costs $2, bread costs $3.20 and jam costs $3. What is the total cost of these four items?		

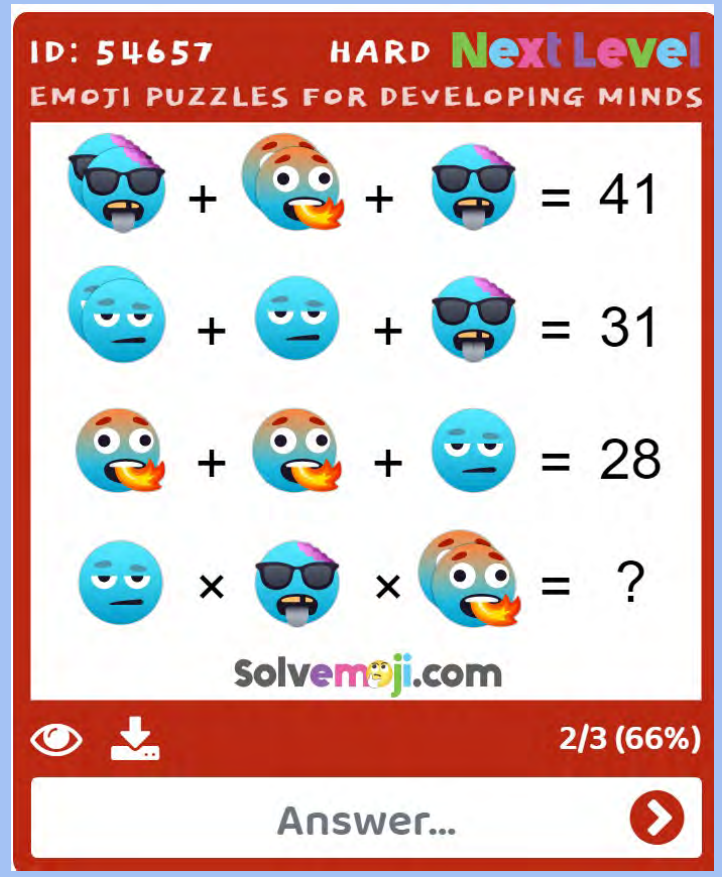
Tuesday

Ignition Activity - choose your level

Answers for today will be posted at the end of the week







Data Glossary

- **axis/axes (plural):** a real or imaginary reference line. Graphs and Cartesian planes have a horizontal axis and a vertical axis.
- **categorical data:** data separated into distinct groups or categories, For example, a favourite colour or ice-cream flavour.
- **column graph:** a graph that has vertical bars showing the categorical data that has been collected
- **line graph:** a graph that shows a line connecting the different points, with every part of the line having meaning. These graphs are often used to show changes over time, such as your height as you grow older or the increase in a baby's weight over 12 months.
- **numerical data:** data shown as numbers instead of pictures. This data is obtained by counting (how many students in a class) or measurement of a physical attribute (heights of students in a class).
- **survey:** a question (questions) which are completed to collect data
- **tabulate:** to organise your data in a table or spreadsheet

Activity 1

Survey questions need to provide data that is able to be graphed. These two types of data are ideal for displaying in graphs and in spreadsheets.

Categorical data is separated into distinct groups or categories. For example, types of pets. Multiple choice questions give good categorical data. A categorical question could be:

What pets does your family have?

a. Cat **b.** Dog **c.** Bird **d.** Fish **e.** None

Numerical data is shown as numbers instead of groups or categories. This data is obtained by counting (e.g. the number of families with pets) or measurement of a physical attribute (heights of students in a class).

The numerical data is the amount of families with pets.

Questions should have a definite answer or set of options to choose from. These are **closed questions**. Questions starting with **why** or **how** have many different answers, including many you may not have thought of. This is neither categorical or numerical data. These types of questions are called **open-ended questions**.

1. Look at the two questions below. Tick the question you think will provide numerical data.

a. How many children are in your family?	
b. Why do you want to have a pet?	

If you ticked question **a**, you are are correct. This question would give us numerical data.

Question **b** does not give useful categorical or numerical data because of the number of possible answers. If everyone had a different reason for wanting to have a pet, there would not be a definite answer. This is an **open-ended question**.

Activity 1

Yes or no questions

A yes or no question has only two answers: yes or no.

Be careful with yes/no questions because sometimes they do not provide enough information. For example: Do you play sport? Somebody may answer no, but we don't know why. It is possible they don't like physical activities, or they might want to play but have a good reason for not playing sport.

It's your turn to write a survey question.

3. On the lines below, write a question to gather data on how people get to work or school in the morning.

Tip: Think about the type of data you want to collect from the question and the type of answer that will give that data.

_____

_____

_____

4. Rewrite these questions so that they gather categorical data.

a. Do you do homework often?

_____

b. When do you watch TV?

_____

c. Which country has the best beaches?

_____

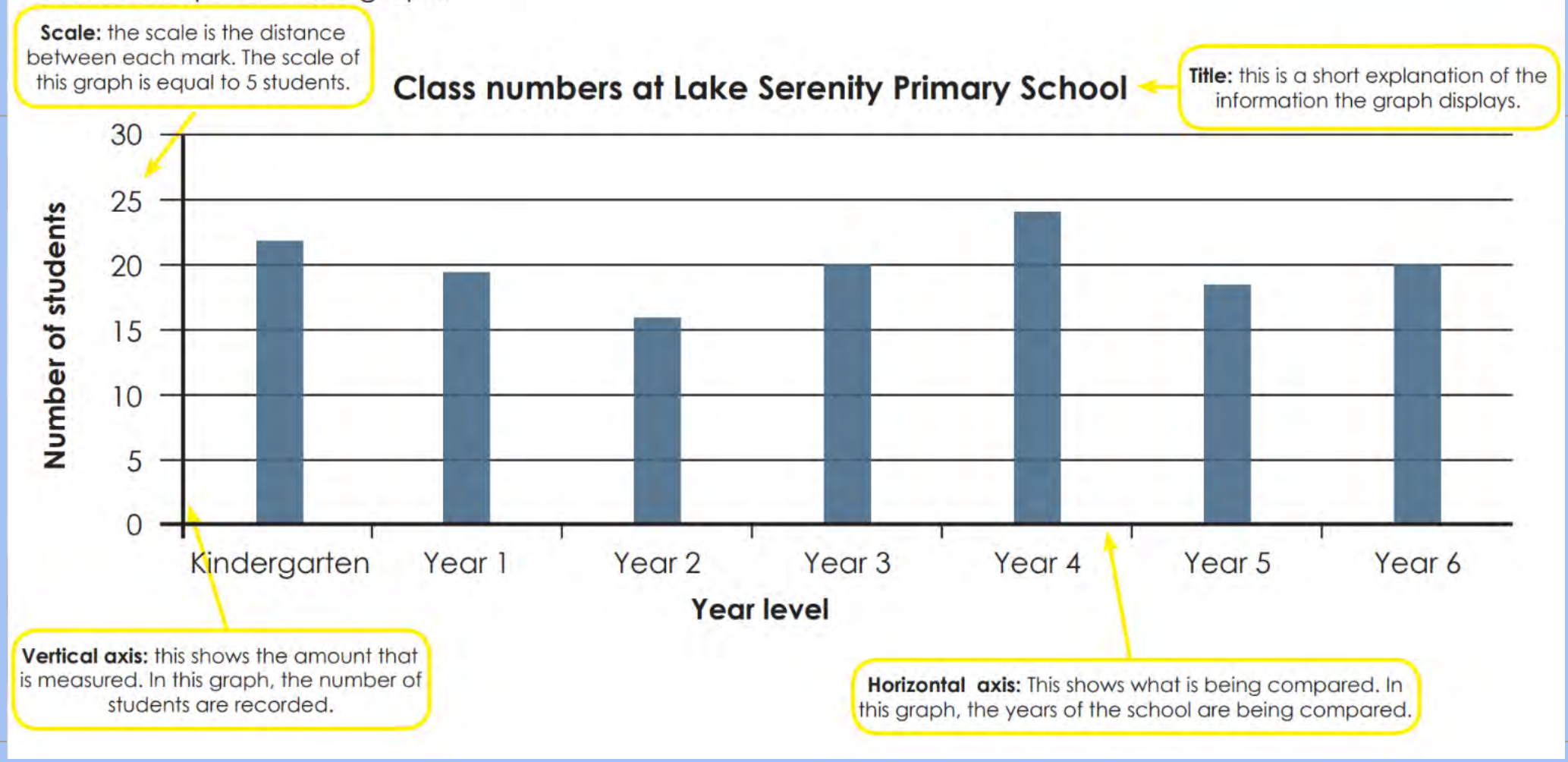
d. Do you speak English at home?

_____

Tip: Questions gathering categorical data are very similar to multiple choice questions.

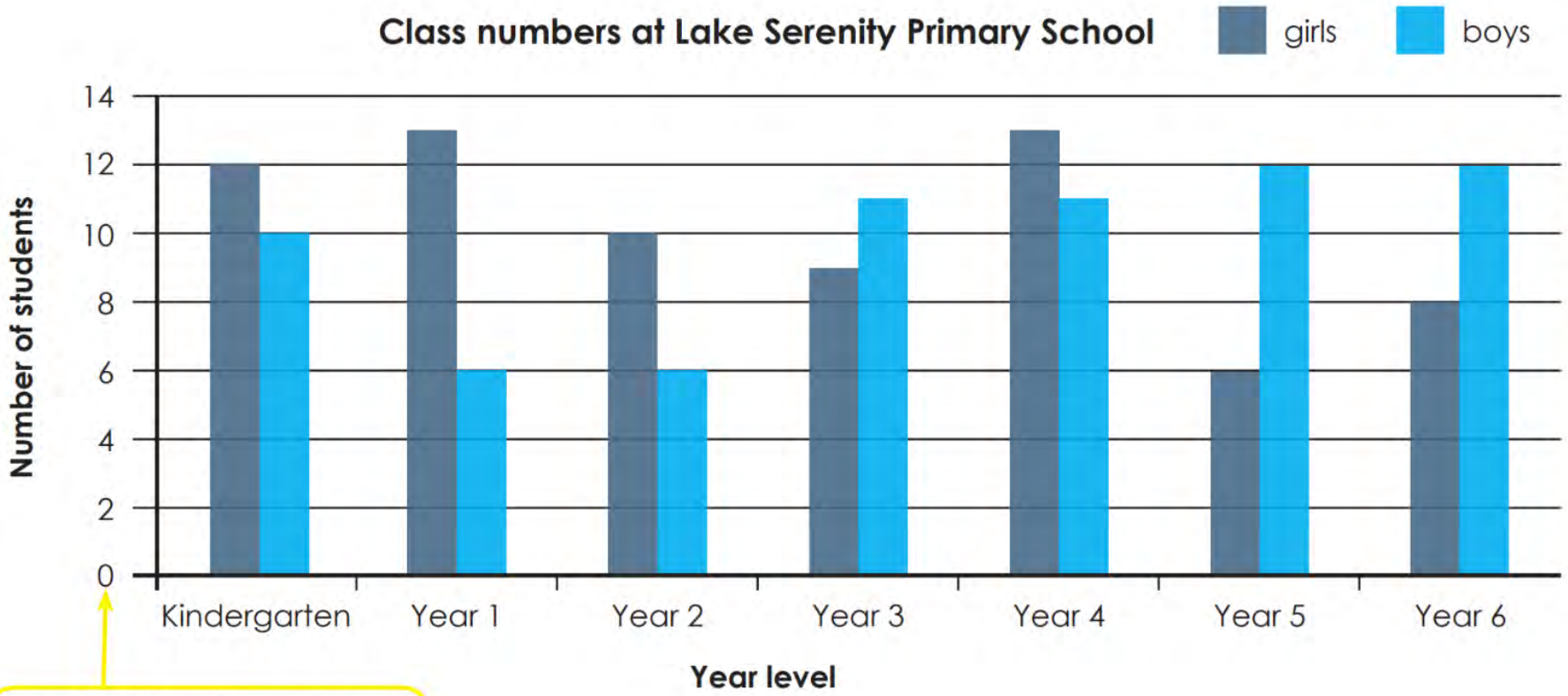
Activity 2

Column graphs are used to compare facts. The columns provide a visual display for comparing large quantities of data in different categories or groups. Column graphs help us to compare quantities easily. Here is a simple column graph.



Activity 2

Side-by-side column graphs compare data in the same category. For example, how many boys and girls are in each class. Here is a side-by-side column graph for each class at Lake Serenity Primary School.



Notice how the scale has decreased from 5 students to 2 students. The smaller scale makes it more accurate. If the scale went up by groups of 5, the columns would be very short and the space is not used effectively.

Activity 2

The graph on the previous page shows the same number of students in each class as the first graph. You will notice there are 2 columns. The blue column shows the number of boys, and the pink column shows the number of girls in each class.

It is easy to see whether there are more boys or girls. However just like the first graph, it is sometimes difficult to see exactly how many more boys or girls there are. You need to look at the scale on the vertical axis to get the exact number, in this case, the exact number of boys or girls.

1. Record for your teacher the answers to questions **a.** and **b.**

a. Does this side-by-side column graph make it easy to see how many children altogether are in each class? Why?

b. What other data could be compared using a side-by-side column graph?

The scale on the vertical axis is an important element of a graph. On the second graph of class numbers at Lake Serenity Primary School, the scale increases by 2.

2.

a. Why would the **scale** from the first graph be inappropriate for the second graph?

_____

_____

b. If we wanted to know exactly how many children in each class, what scale could we use instead?

_____

_____

Activity 2

Look at the two-way table below. The data displayed shows the average minimum and maximum length of 5 poisonous snakes found in New South Wales.

Average Length of Snakes in New South Wales

Snake Type	Average Minimum Length (cm)	Average Maximum Length (cm)
Common death adder	40	100
Pale-headed snake	50	90
Broad-headed snake	50	90
Red-bellied Black snake	150	200
Blue-bellied Black snake	110	150

Activity 2

4. Use the data from the two-way table on the previous page to make a side-by-side column graph. The first pair of columns have been done for you.

The side-by-side columns should be different colours. One colour shows the average minimum length, another colour shows the average maximum length. Make sure your graph has a title, a label on each axis, a scale on the vertical axis and a key.

Activity 2

During the next 2 weeks you need to collect some data to complete a line graph in Week 5.
You need to design your own workout program that suits your fitness ability and your hobbies. ***Note:*** ***You have to be able to complete the same activity each day for at least 4 days out of the week***. Below are some examples:

Easy- 2 rounds of the following

- 10 Squats
- 10 Lunges per leg
- 20 sit ups
- 20 dips
- 50 star jumps

Medium- 2 rounds of the following

- 20 Squats
- 15 Lunges per leg
- 40 sit ups
- 30 dips
- 100 star jumps
- 10 burpees

Hard- 3 rounds of the following

- 30 Squats
- 15 Lunges per leg
- 40 sit ups
- 30 dips
- 100 star jumps
- 10 burpees
- 2km run

Sport Specific Ideas

Surfing-
How many waves you caught in 1 hour per day

Soccer-

- 30 juggles with toes
- 30 juggles on the knees
- 20 Headers
- 15 x 20m sprints
- 20 x Strikes at a goal from 10m away

Basketball-

- 40 wraps around waist
- 50 wraps around head
- 15 figure 8 wraps around legs
- 15 x 10m defensive slides
- 20 lay ups

Netball-

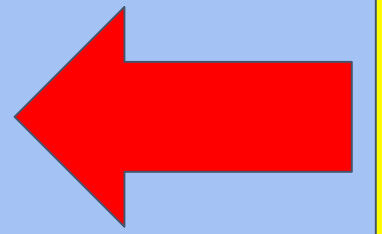
- 20 right hand passes against a wall
- 20 left hand passes against a wall
- 15 x 10m sprints
- 20 centre break sprints
- 15 x 10m defensive slides

Activity 2

Collecting Your Data

Once you have designed your Daily workout you will need to tabulate your results (this means to put it into a table format). Below is an example of how you can set up your table. **PLEASE NOTE:** Your days do not have to be consecutive, however, you must do the same amount each week.

	TUESDAY/ OR DAY 1	WEDNESDAY/ OR DAY 2	THURSDAY/ OR DAY 3	FRIDAY/ OR DAY 4
WEEK 1 WORKOUT TIME				
WEEK 2 WORKOUT TIME				



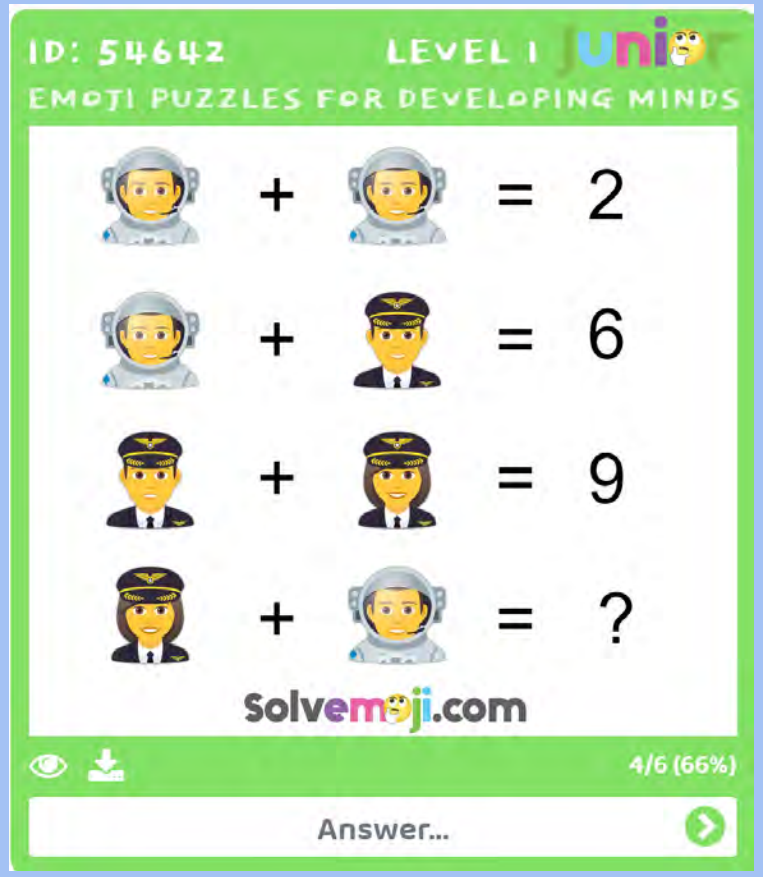
RECORD THE TIME IT TAKES YOU EACH DAY TO COMPLETE IN HERE. MAKE SURE YOU MEASURE USING THE SAME UNIT E.G. MINUTES OR HOURS.

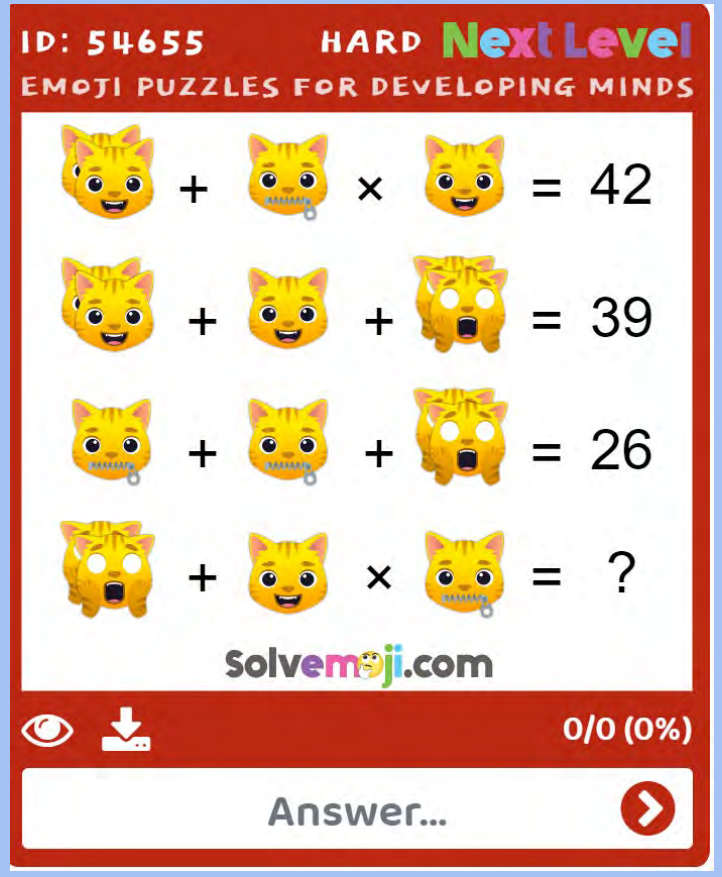
Once completed we will be putting our data into a line graph so please make sure you save your document. It would probably be best if you set up Google Sheets or an Excel spreadsheet.

Wednesday

Ignition Activity - choose your level

Answers for today will be posted at the end of the week





Activity 1- Addition

MAKE SURE YOU COMPLETE YOUR DAILY WORKOUT TABLE

2.

Compensation Strategy

The compensation strategy for addition is useful when one of the numbers end in 8, 9, 1 or 2. One number is rounded up or down to the nearest 10, the addition is carried out and then the answer is adjusted to **compensate** for the original change.

653 + 169

Think: 653 + 170

Because 1 was added to 169 to round up to 170, 1 has to be subtracted from the answer.

Therefore: 653 + 170 = 823 - 1 = **822**

a. 665 + 238 = ☐

b. 2325 + 1472 = ☐

Activity 1 - Subtraction

2.

Compensation Strategy

The compensation strategy for subtraction is useful when one of the numbers ends in 8 or 9 and 1 or 2. One number is rounded up or down to the nearest 10, the subtraction is carried out and then the answer is adjusted to **compensate** for the original change.

2384 - 1169

Think: 2384 - 1170

Because I added 1 to 1169 to round up to 1170, I have to add 1 to my answer.

Therefore: 2384 - 1170 = 1214 + 1 = **1215**

a. 336 - 298 =

b. 658 - 332 =

Activity 2

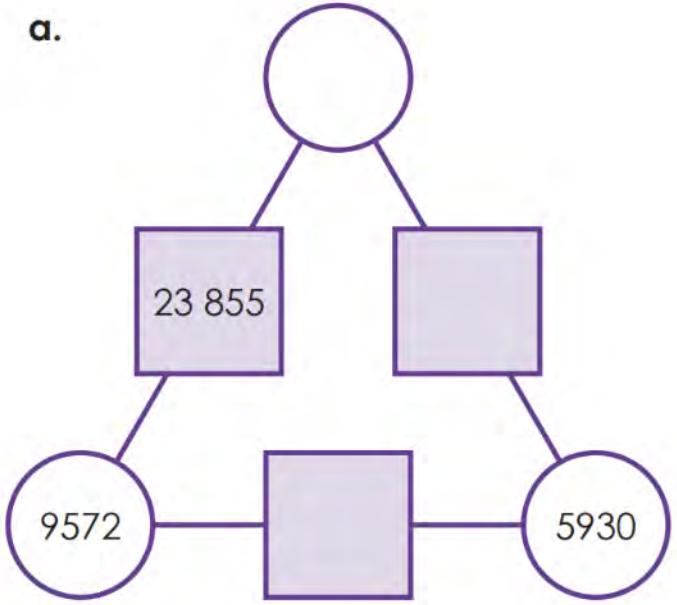
Have A Go!

Warm-up

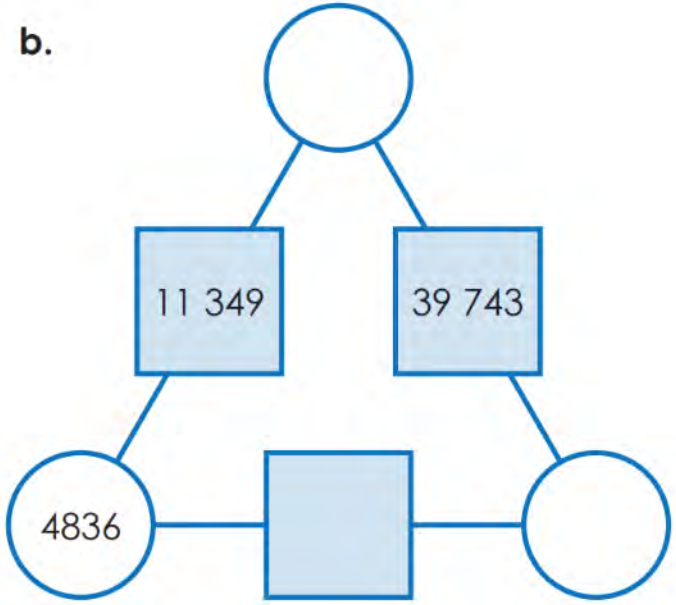
1. Complete the triangles below by writing the missing numbers. The number in each square is found by adding the numbers in the two circles either side. Use your understanding of the inverse relationship between addition and subtraction to solve the puzzles.

For example, In question **1a** you would find the top circle amount by subtracting 9572 from 23 855.

a.



b.



Activity 2- Subtraction

As with addition, some subtraction strategies are more suitable for certain types of problems. It is important that we develop efficient mental strategies to solve problems quickly in our heads. When dealing with large numbers or groups of numbers, understanding efficient written methods are useful to calculate the answer to problems accurately.

2. Below are some word problems for you to solve.

After you have read the problem, decide on which mental strategy you would use to solve the problem and why you would use that particular strategy. The first problem has been completed.

Problem	Strategy used and answer	Reason for using that strategy
Ralph was given $152 for his birthday. He bought a new cap for $62. How much of the money he was given did Ralph have left?	*Bridge the decade strategy Take 52 from the 152 to bridge through the decade. You can take another 10 from the remaining 100 to make it $62. Giving you an answer of $90.*	*Both numbers end with the same digit in the ones column which makes it much easier to subtract mentally.*

Activity 2- Subtraction

a. 4790 trees were planted in a sustainable pine forest. 3892 trees were cut down during logging. How many trees are left?		
b. A plane flew 2675 km of a 6000 km journey before stopping to refuel. How much further does it have to go?		
c. At midday there were 15 465 people at the music festival. At 6 pm there were 11 841 and at 10 pm there were 8879. **i.** How many people had left by 6 pm? **ii.** How many people left between 6 pm and 10 pm?		

Activity 2- Subtraction

d. The bakery made 680 bread rolls. A sandwich shop bought 350. How many does the bakery have left to sell?		
e. The diameter of Mars is 6779 km and the diameter of Earth is 12 742 km. How much bigger is Earth than Mars?		

Thursday

Ignition Activity – Bingo

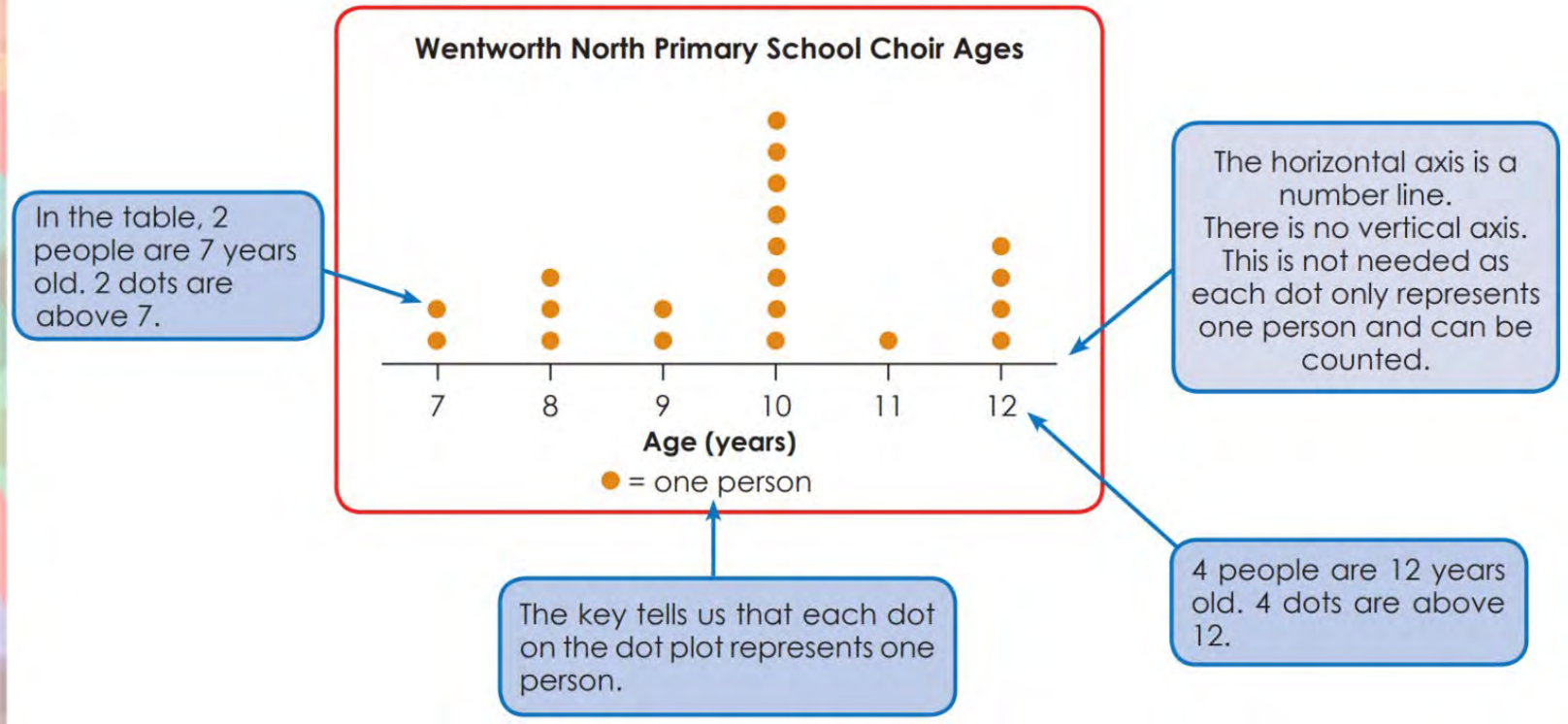
Go to Fact Families. Choose your level

Activity 1

MAKE SURE YOU COMPLETE YOUR DAILY WORKOUT TABLE

This dot plot displays the data from the table on the previous page. Each dot represents one person in the choir, so we can see how many people are a certain age simply by counting the dots. For example, there are 2 dots above 9. This means 2 people are 9 years old.

Look at the table on the previous page and see how the data matches the dot plot.



If there were 100 people in the school choir, a dot plot would be difficult and take a long time to make. What could be changed to make it easier to make?

Activity 1

One dot can be used to represent 2 students like this: ● = two students
So for large data sets, less dots would be needed to make the dot plot. For example, 18 people could be represented by 9 dots.

This works well if there is an even number of people for each age. However, if there is an odd number of people, a half dot could be used for one student like this:

Three students: ◒ ← one student
● ← two students

If that isn't practical, change the type of data display to another type such as a column graph.

Now It's your turn to make a dot plot.

1. Before starting, you need data to **tabulate** and display. **Tabulation is the process of putting data in a table.**

   To collect your data you will need a six-sided dice.
   Roll the dice 20 times and use tally marks in the table below to record what you roll. For example, if you roll a 5 put one tally mark in the 5 column; if you roll a 3, put one tally mark the 3 column and so on.

   Remember tally marks are organised in groups of 5. 𝍸

Results of 20 Dice Rolls					
1	2	3	4	5	6

If you don't have any dice, use this online dice roller: http://a.teall.info/dice/

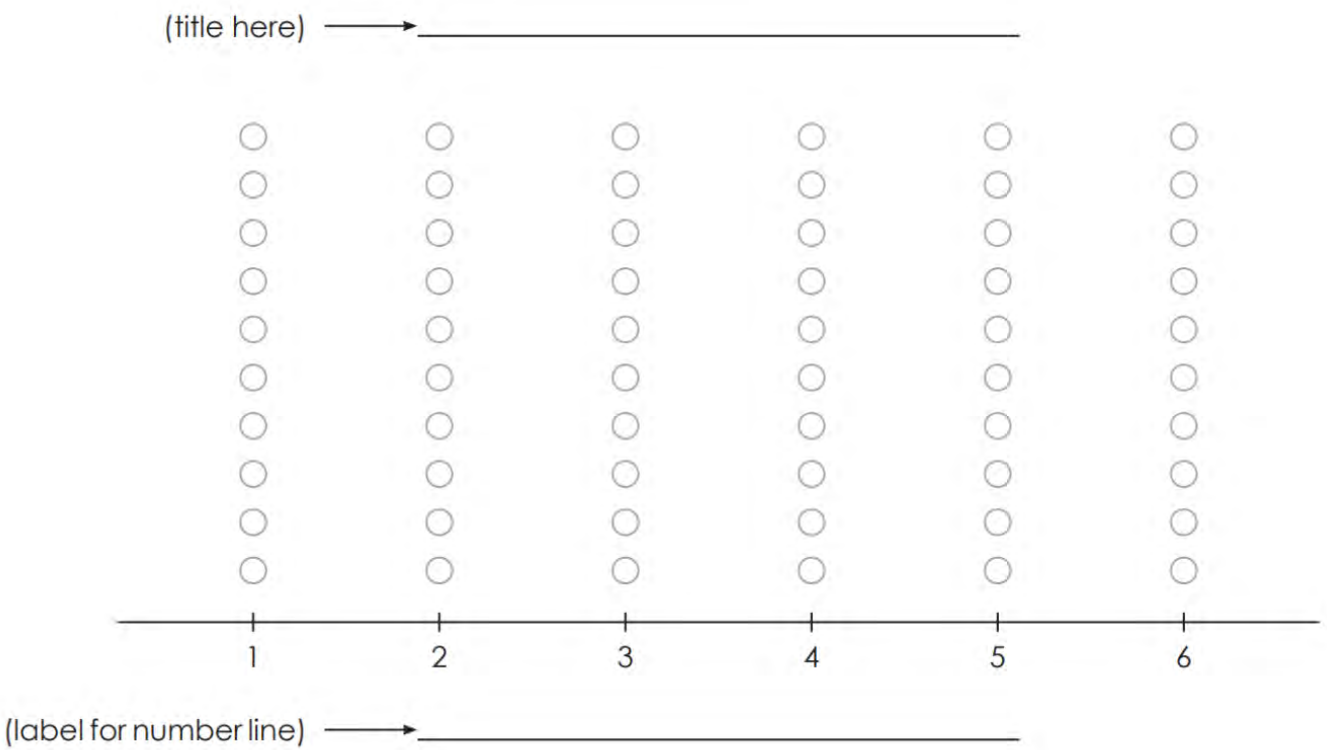
Activity 1

Now you have some data to plot.

2. On the blank dot plot below, colour the dots above each number to match the data you collected. For example, if you rolled 2 three times, colour in three dots above the 2.
If you happen to roll a number more than ten times, draw some extra dots at the top.

Give your dot plot a title and label the number line.

Remember: one dot = one dice roll.



Activity 1

3. Answer these questions.

a. Which number was rolled most frequently? _____

b. What is the difference between the most frequent and least frequent numbers that were rolled?

_____

c. Write a question about the data in the dot plot.

_____

d. Do the dots make this data display easier for you to understand than tables or column graphs? Give reasons for your answer.

_____

_____

_____

e. Do you think there is a better way to display this data? Explain your reasons on the lines below.

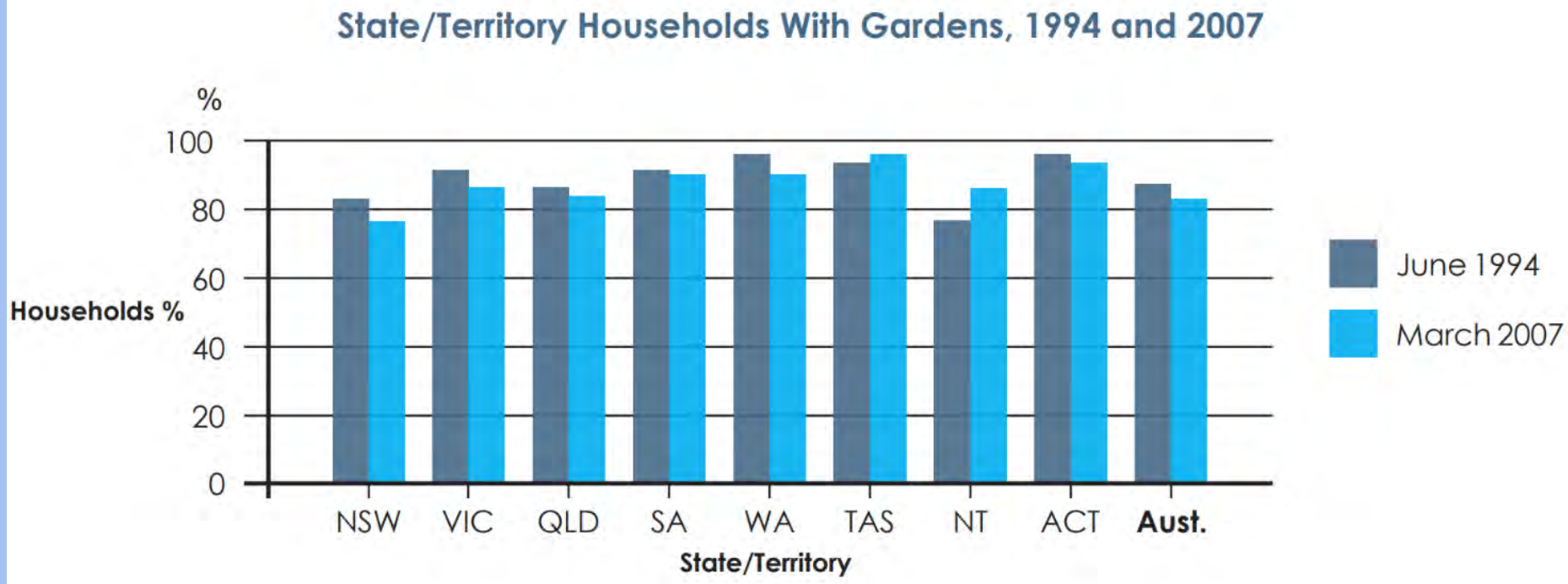
_____

_____

_____

Activity 2

Look at the side-by-side column graph below and table on the following page. They display the percentage of households with gardens in each state of Australia, and also Australia as a whole.



Activity 2

State/Territory Households With Gardens, 1994 and 2007

State/Territory %	1994	2007
NSW	82	76
VIC	95	92
QLD	85	81
SA	90	89
WA	96	94
TAS	95	95.5
NT	77	83
ACT	95	94
Aust.	90	87

Using the data displays, answer the following questions.

a. How many pieces of data are displayed? _____

b. In what years was the data collected? _____

c. Over time, which states/territories recorded an increase in the percentage of households with gardens?

_____

d. Looking at the graph and the table, has the overall percentage of gardens increased or decreased since 1994? Circle the correct answer.

increased / decreased

Friday

Ignition Activity - Maths Dash Ninjas

Choose your level

Activity 1 - Addition

MAKE SURE YOU COMPLETE YOUR DAILY WORKOUT TABLE

3.

Split Strategy

Numbers are split and added in their place values. The totals of these are then added together.

5593 + 3278

= (5000 + 3000) (500 + 200) + (90 + 70) + (3 + 8)

= 8000 + 700 + 160 + 11

Therefore: 5593 + 3278 = **8871**

a. 1728 + 837 = ☐

b. 2927 + 1255 = ☐

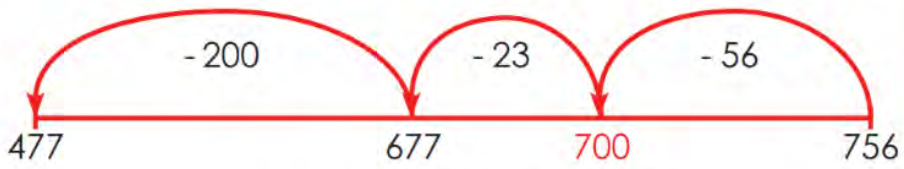
Activity 1 - Subtraction

3.

Bridging the decade

This strategy is often used in addition but can be useful when subtracting numbers. When working out the subtraction problem it can be easier to keep track if numbers can be subtracted to bridge through **multiples** of **10** and **100.** In the example, 56 was taken away first to bridge through 700.

756 - 279



Therefore: 756 - 279 = **477**

a. 465 - 287 =

b. 768 - 591 =

Activity 2- Addition and Subtraction

So far in this unit, you have solved problems involving either addition or subtraction. We will now explore problems with both operations.

Let us look at an example where both addition and subtraction is needed to solve the problem.

Peter is a real estate agent. He sold four properties during May. The sale prices are shown below.

$1 235 760

$420 567

$603 381

$739 119

The month after, Peter sold properties for a total cost of **$3 476 895**.

Read the instructions below on how to calculate the difference in money earned from the sales made in May from the sales made in June. You will see whether his sales figures **increased** or **decreased**.

To solve this problem, we require two steps with two operations.

Step 1: Addition is needed to work out the total cost of all four property prices sold in May.

A simple method without a calculator is to use an algorithm.

$$\begin{array}{r} {\scriptstyle 1\ \ 1\,1\ 2\ 1} \\ 1\,235\,760 \\ 420\,567 \\ 603\,381 \\ 739\,119 \\ \hline 2\,998\,827 \end{array} \quad +$$

In May $ 2 998 827 was the total amount earned from the sale of four properties.

Step 2: Subtraction is needed to work out the difference between the money earned for each month.

June's sales → $\begin{array}{r} {\scriptstyle 2\ 1\,3\ 1\,6\ 1\ \ 8\ 1} \\ 3\,476\,895 \\ 2\,998\,827 \\ \hline 478\,068 \end{array}$ ← May's sales

$-$

Therefore, the difference in money earned from sales between May and June is **$478 068**.
This means the amount earned has **increased**.

Activity 2- Addition and Subtraction

a. At an archery competition, Mia and Chloe were on the same team. Mia scored a total of 192 points and Chloe scored 35 points more than Mia. The winning team scored 635 points. How many less than the winning team did Mia and Chloe score?

b. For the soccer season, Dylan wants to buy a new soccer ball, shin pads, and a pair of soccer boots. The ball costs $65, the shin pads $39, and the boots cost $115. Dylan has $150. How much more money does Dylan need?

Activity 2- Addition and Subtraction

c. Natalie always takes the same route when she walks her dog. First, she walks 7 blocks to the park. Then she walks 9 blocks to the primary school. Finally, she walks 12 blocks to get back home. Natalie walks her dog 2 times each day. How many blocks does Natalie walk with her dog on a weekend?

d. Sidney and his Dad went to lunch at a cafe. They ordered a spinach salad for $9.40, a tuna sandwich for $7.50, and 2 glasses of lemonade for $3.20 each. They gave the waiter $50. How much change should they receive?

Activity 2- Addition and Subtraction

e. A library has 10 000 books altogether. 2345 books are children's books. 3654 books are non-fiction and the rest are fiction. How many books are fiction?

f. A supermarket has 1765 loaves of bread at the start of the day. At the end of the day 950 loaves were sold at the supermarket and a further 650 were sold online. How many loaves of bread were remaining at the supermarket by the end of the day?

Optional Weekly Challenge

Mathematics Investigation

whole number, multiplication and division, time, length, three dimensional space

TESTING transport

Around the World - World Transport

You will need:
Pencil and paper

- [ ] 1. Shinkansen (bullet trains) are operated by Japan Railways (JR). Research the speed of these trains. How far do they travel per hour?
- [ ] 2. What does 'magnetic levitation' have to do with the Shinkansen train?
- [ ] 3. A Shinkansen train crosses a man in 6 seconds at top speed. What is the length of the train?
- [ ] 4. A Shinkansen train leaves Tokyo at 10:00 am. What times does it arrive in Kyoto?
- [ ] 5. How many kilometres are between Tokyo and Kyoto via the railway? Approximately how long would it take to walk this distance without a rest?

Extension

Construct a model of the Shinkansen. Consider dimensions and the type of track. How does this measure up against another Japanese train?

Want more Maths?

You can also go onto Mangahigh or Studyladder

Ask your teacher if you need your login details.

Olympics Project Week 4

Olympic Games Project

Over the next week, you will be continuing your project on the 2021 Tokyo Olympic Games.

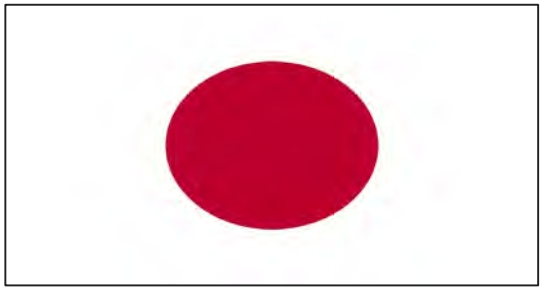
Continue with your set country and athlete.

Remember to do your VERY best work and show your creativity and skills. A slide has been added after each instruction for you to complete your answers in.

The Opening Ceremony

This year's Opening Ceremony in Tokyo looks very different in comparison to the Sydney 2000 Olympic Games Opening Ceremony.

Watch the highlights from both ceremonies by clicking on the flags then come up with 3 detailed statements about the differences and similarities between the two ceremonies.



Opening Ceremonies: Differences and similarities statements

Comparing Cultures

During an Olympic Games, people from many nations visit one place.

Click on the image of Mr Fuji in Japan and investigate some of the customs and law systems in Japan that may not be familiar to other countries.

Task:

Write about 3 interesting ways Japan's culture differs from Australia.

Comparisons between Australian and japanese culture

Australia always does very well at the Olympic Games in terms of our population size compared with other countries.

Why do you think this is true?

Australia's olympic success

Indigenous Australians have made significant contributions to Australia's success at the Olympics Games.

Select an Indigenous Australian athlete and highlight their major achievements at any past or present Olympic Games.

Australia’s Success and indigenous achievements

Inquiry TASK

How does the environment, climate, culture, and beliefs impact training and ability to become an Olympic Athlete? The following links may help you, and complete the table on the following slide.

https://www.cnbc.com/2016/08/19/lack-of-sporting-culture-institutional-support-and-inequality-blamed-for-indias-poor-olympic-record.html

https://theconversation.com/where-you-grow-up-matters-for-sporting-success-thats-why-yorkshire-cricketers-are-so-good-44157

How does the environment, climate, culture, and beliefs impact training and ability to become an Olympic Athlete?

	Unique things about how this athlete trains in their country	Similarities across all 3 countries
Australian Athlete		
Japanese Athlete		
Your Athlete from the country you have studied		

Complete the table to demonstrate a comparison and contrast study between your athlete, an Australian athlete and a Japanese athlete – all participating in the same sport.

The Sport I have chosen is:

STEM TASK

Design what a healthy meal would like like for your athlete in your allocated country.

You will need to research what athletes need to be strong and healthy for their particular sport. For example, a gymnast would need to eat very differently to a weightlifter. The country they live in might also determine what foods they eat.

You could show what your athlete's dinner plate might look like.

Your Athlete's Final Medal Tally

The Olympic Games finished yesterday, Sunday, 8th August. Record your athlete's final results.

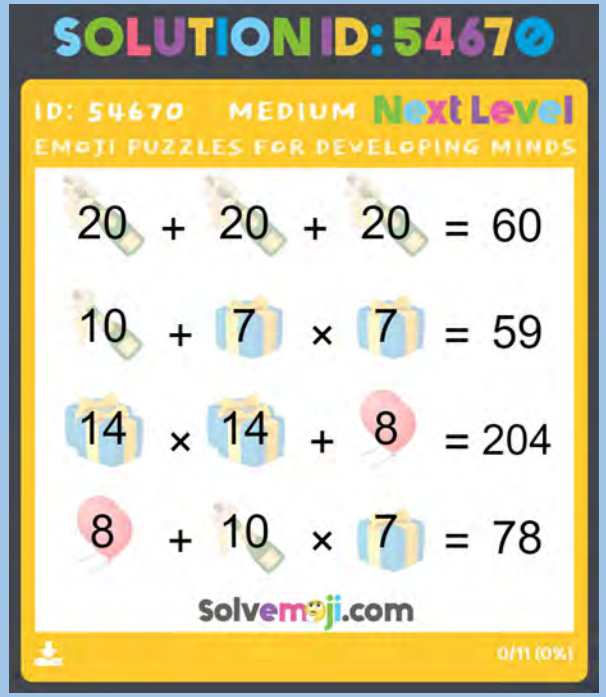
GOLD 	SILVER 	BRONZE 
If your athlete was unsuccessful in gaining a medal, what place did they come and how did they go?		

Your Country's Final Medal Tally

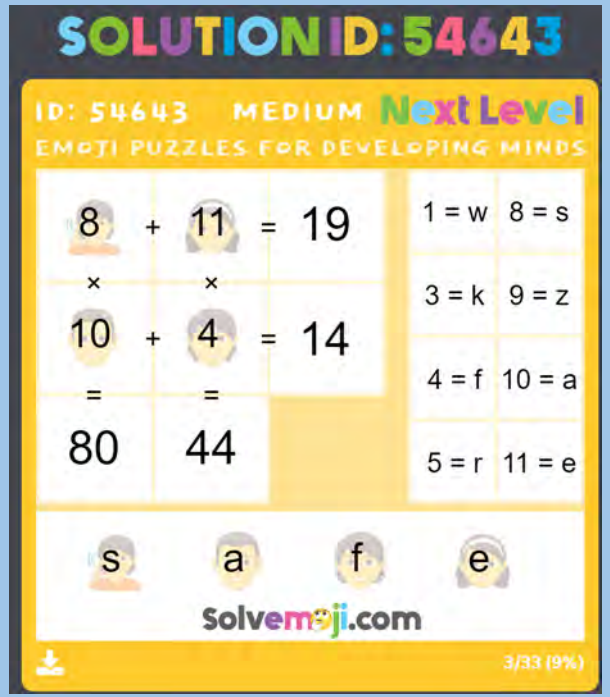
As the Olympic Games has now concluded, record your country's final medal tally.

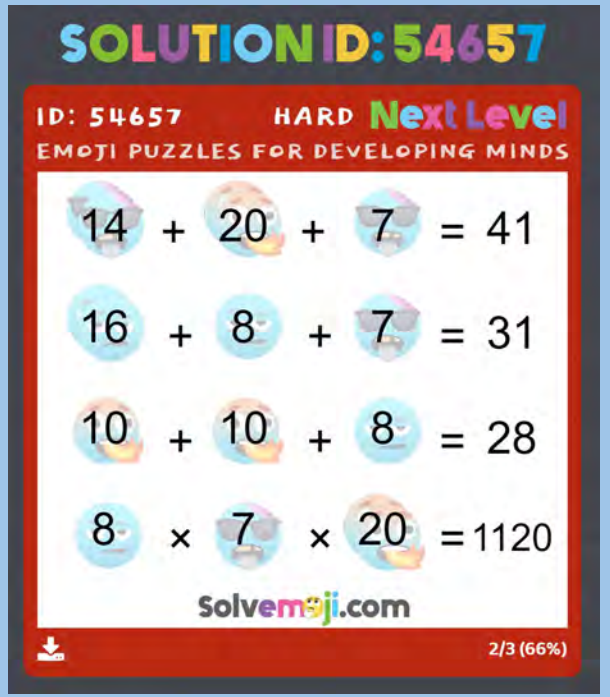
GOLD 	SILVER 	BRONZE 

Monday's Ignition Activity

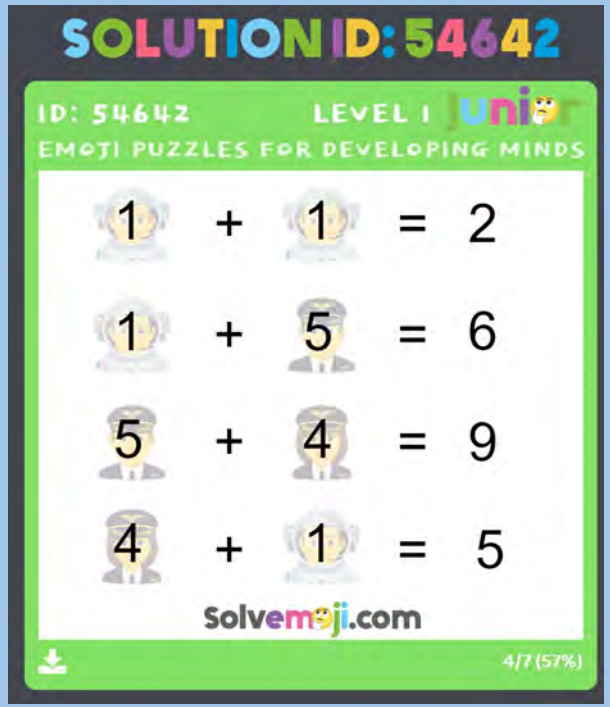


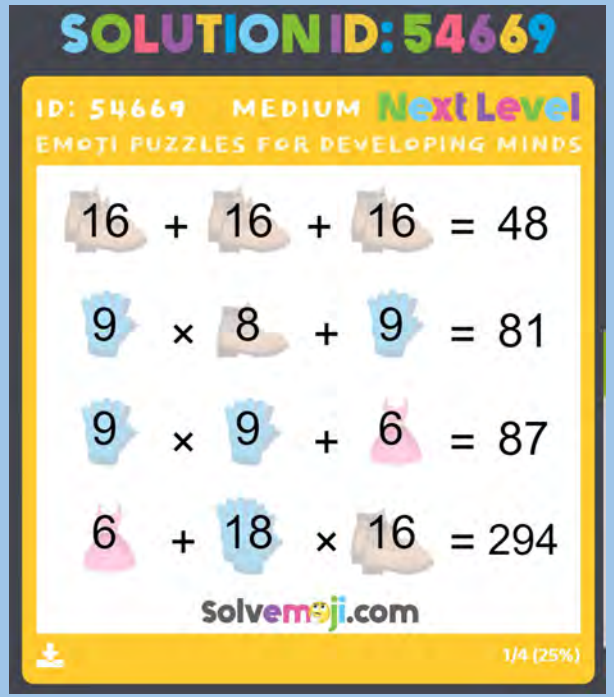
Tuesday's Ignition Activity





Wednesday's Ignition Activity





Thursday's Ignition Activity- Bingo

https://mathsstarters.net/bingo/

Friday's Ignition Activity- Maths Dash Ninjas

Math Dash Ninjas - Play with Math Games