



**Holy Eucharist Catholic Primary School**

**1a Oleander Drive, St Albans South. VIC 3021**

**Phone: 8312 0900 Fax: 9366 8192**

**[www.hestalbanssth.catholic.edu.au](http://www.hestalbanssth.catholic.edu.au)**



# **Grade 4**

## **Remote Learning Pack**


**Week Beginning - Monday 16<sup>th</sup> August 2021**

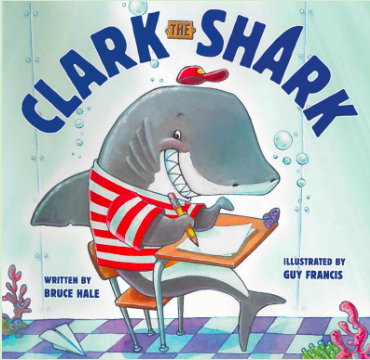
# Grade 4 Learning from Home Timetable- Term 3 Week 6

Once students are finished with their activities, please **take a photo** and **submit** it onto your own Google Classroom page between **3-3:15PM each day.**

**We will be checking who is submitting their work.**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:50- 9:00</b>	<b>Good Morning</b> Google Meet with your class at 9.00am We are having a quick check in with you all to say hi, see how your holidays were and to explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB	<b>Good Morning</b> Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB	<b>Good Morning</b> Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB	<b>Good Morning</b> Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB	<b>Good Morning</b> Google Meet with your class at 9.00am for the roll. We will explain the Home Learning Grid for the week. Please leave your mic on mute and listen to your teacher. <a href="#">Google Meet Classroom Expectations</a> 4JK 4BB 4KB
<b>9:00-10:00</b>	Maths Warm Up Task <a href="#">Magic Number Squares</a> <b>Fractions of a Group</b> <b>W.A.L.T:</b> understand fractions as part of a whole/group <b>W.I.L.F:</b> Multiplying, dividing <a href="#">Finding fractions of a group</a> <a href="#">Hot: Fractions of a group</a> Complete the activity sheet Week 6 Fractions as <a href="#">Part of a Whole</a> <b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b>	Maths Warm up Task <a href="#">Magic Squares Tuesday</a> <a href="#">Video Fractions of a collection</a> <b>Fractions of a Group</b> <b>W.A.L.T:</b> understand fractions as part of a whole/group <b>W.I.L.F:</b> Multiplying, dividing Mild: Working out a fraction of a group using the formula Hot: Working out the fraction of a group using multiples beyond the 12 times table. Complete the activity sheet <a href="#">Week 6 Fractions as Tuesday</a> <b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b>	Maths Warm up Task <a href="#">Magic Squares Wednesday</a> <b>Fractions of a Group</b> <b>W.A.L.T:</b> understand fractions as part of a whole/group <b>W.I.L.F:</b> Multiplying, dividing Mild: Working out a fraction of a group using proper fractions without 1 as a numerator Hot: Working out the fraction of a group using an improper fraction Complete the activity sheet <a href="#">Week 6 Fractions as Wednesday</a> <b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b>	Mass <b><u>JOIN YOUR TEACHER ON THE GOOGLE MEET TO PARTICIPATE IN THE MASS TOGETHER.</u></b> <b>OWI Task</b> With the other 2 OWI documents ( <a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> and <a href="#">4</a> ) that you didn't do yesterday, complete them both straight after mass. <b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b>	Reading Rotations- Visual Literacy Complete the visual literacy text <a href="#">How to catch a star</a> Remember to answer the questions onto the slides. <b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b>
<b>10:00-11:00</b>	Reading <b>Sun</b> <b>WALT:</b> Recognise and actively	Writing <b>Scientific Report: Explode a Bag</b>	Reading- OWI Task <b>OWI Task</b> Students open the OWI documents	PE <b>Mr Herrera</b> Check Google Classroom stream	Reading Rotations- Book Review <a href="#">Template</a> <a href="#">The Day the Crayons Quit</a>

	<p>work to learn the meaning of new vocabulary words</p> <p><b>WALT:</b> Use illustrations to present information and ideas</p> <p><b>WILF:</b> information, ideas, vocabulary, illustrations</p> <p>Watch the <a href="#">Youtube video</a> on the Sun and write down any new vocabulary at the back of their Reading book to find the definition for.</p> <p><b>Task:</b> The students use a device to research the 6 layers of the Sun.</p> <p>They will also need to draw a diagram of the Sun and label the image and colour.</p>	<p>Access the <a href="#">scientific report</a> on our Google Classroom and complete only the Tuesday page.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p><a href="#">1</a>, <a href="#">2</a>, <a href="#">3</a> and <a href="#">4</a> in google classwork, choose two of the images and fill in the sections using the image.</p> <p><b>(YOUR TEACHER WILL UPLOAD THESE ONTO GOOGLE CLASSROOM)</b></p>	<p>for activity.</p>	 <ol style="list-style-type: none"> <li>1. Listen to the video story.</li> <li>2. Fill in the template</li> </ol> <p><b>(YOUR TEACHER WILL UPLOAD THIS ONTO GOOGLE CLASSROOM)</b></p>
11:00-12:00	<p><b>LUNCH/QUESTIONS WITH TEACHER</b></p> <p>If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.</p> <p>4JK 4BB 4KB</p>	<p><b>LUNCH/QUESTIONS</b></p> <p>If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.</p> <p>4JK 4BB 4KB</p>	<p><b>LUNCH/QUESTIONS</b></p> <p>If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.</p> <p>4JK 4BB 4KB</p>	<p><b>LUNCH/QUESTIONS</b></p> <p>If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.</p> <p>4JK 4BB 4KB</p>	<p><b>LUNCH/QUESTIONS</b></p> <p>If you have any <b>IMPORTANT</b> questions about your tasks today please email me or request a google meet video with your teacher.</p> <p>4JK 4BB 4KB</p>
12-12:20	<p><b>Independent Reading</b></p> <p>Read a book from home for 20 minutes with a parent.</p> <p>Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.</p> <p>Epic Reading Codes <a href="#">4KB</a> <a href="#">img4525</a> <a href="#">4JK</a>: <a href="#">urs5163</a> <a href="#">4BB</a>: <a href="#">awj5442</a></p>	<p><b>Independent Reading</b></p> <p>Read a book from home for 20 minutes with a parent.</p> <p>Think of 3-6 questions you would like to ask one of the characters or the author of the text in the book and share these with the adult you have been reading with.</p> <p>Epic Reading Codes <a href="#">4KB</a> <a href="#">img4525</a> <a href="#">4JK</a>: <a href="#">urs5163</a> <a href="#">4BB</a>: <a href="#">awj5442</a></p>	<p><b>Independent Reading</b></p> <p>Read a book from home for 20 minutes with a parent.</p> <p>Using the strategy Who, Wanted, But, So, Then, summarise what you have read today.</p> <p>Epic Reading Codes <a href="#">4KB</a> <a href="#">img4525</a> <a href="#">4JK</a>: <a href="#">urs5163</a> <a href="#">4BB</a>: <a href="#">awj5442</a></p>	<p><b>Independent Reading</b></p> <p>Read a book from home for 20 minutes with a parent.</p> <p>Thinking about your reading today, what was the main idea..</p> <p>Epic Reading Codes <a href="#">4KB</a> <a href="#">img4525</a> <a href="#">4JK</a>: <a href="#">urs5163</a> <a href="#">4BB</a>: <a href="#">awj5442</a></p>	<p><b>Independent Reading</b></p> <p>Read a book from home for 20 minutes with a parent.</p> <p>Who is the main character in your story so far. What advice would you give to him/her/it. Why would you give this advice?</p> <p>Epic Reading Codes <a href="#">4KB</a> <a href="#">img4525</a> <a href="#">4JK</a>: <a href="#">urs5163</a> <a href="#">4BB</a>: <a href="#">awj5442</a></p>

<p><b>12:20-1:00</b></p>	<p>Writing  <b>Scientific Report: Explode a Bag</b>            Access the <a href="#">scientific report</a> on our Google Classroom and complete only the Monday page.  <b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p>Music            Mr O'Bree            Check Google Classroom stream for activity.</p>	<p>Art            Mrs Hickey            Check Google Classroom stream for activity.</p>	<p>LOTE  <b>Miss Sun</b>            Check Google Classroom stream for activity.</p>	<p>Reading Rotations- Storyline Online</p> <p>Answer all of the questions below:  <b><u>BEFORE READING:</u></b></p> <ol style="list-style-type: none"> <li>1. What do you think will happen in the story?</li> <li>2. Why are class rules important?</li> <li>3. Have you ever gotten upset with a friend because of the way they were acting? What happened?</li> </ol>  <p><b><u>DURING READING:</u></b> Watch the video '<a href="#">Clark the Shark</a>' before answering the questions.</p> <ol style="list-style-type: none"> <li>1. What are your feelings about Clark? Is he a good friend?</li> <li>2. Why do Clark's friends stop playing with him?</li> <li>3. How do the illustrations show that Clark is playing too rough?</li> <li>4. How is the new kid, Sid the Squid, like Clark?</li> </ol> <p><b><u>AFTER READING:</u></b></p> <ol style="list-style-type: none"> <li>1. Write down all the rhyming words you can see/hear from the video.</li> <li>2. Add another character into the story and write a profile about them that will make the story even more interesting.</li> </ol>
<p><b>1:00-2:00</b></p>	<p>Religion</p>	<p>Inquiry</p>	<p>Wellbeing</p>	<p>ICT</p>	<p>Finishing Off</p>



	<p>Read through the <a href="#">powerpoint</a> on haiku poems.</p> <p><b>Task:</b></p> <ol style="list-style-type: none"> <li>1. Read through the '<a href="#">Harmony Day</a>' text and write down any important words to do with harmony.</li> <li>2. Create a haiku poem to do with the theme of harmony.</li> </ol>	<p><b>WALT:</b> Make notes and write longer responses to indicate acquisition of new information and ideas</p> <p><b>WILF:</b> key words, ideas, reasoning</p> <p>Students watch <a href="#">Shortest Day of The Year</a> start to 1:54</p> <p>Read through the <a href="#">Winter Solstice powerpoint</a> with the students.</p> <p>Students demonstrate their understanding of the winter solstice by answering a series of <a href="#">tasks and questions</a>.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p>Watch the Youtube video on '<a href="#">Identify &amp; Values</a>'.</p> <p>Go into the <a href="#">wellbeing document</a>, choose 2 statements to finish off. Draw an image that connects to your response.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p><b>Mrs Faraj</b></p> <p>Check Google Classroom stream for activity.</p>	<p>Finish off any activities that you haven't completed for your teacher.</p> <p>If you're unsure of what to finish off, please ask your teacher.</p>
<b>2:00-2:30</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>
<b>2:30 -3:00</b>	<p>Wellbeing</p> <p>Today we are looking at our well being. This is an important part of who we are. Look at the <a href="#">Handy Octopus Sheet</a>, and complete the activity.</p> <p>Return to your teacher.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p>Spelling</p> <p>LSCWC</p> <p>Today we are going to find the base word of our spelling words. For example</p> <p>Farming = farm</p> <p>Darkness = dark</p> <p>Next to each base word write the part of speech - noun, verb, adjective extra</p>	<p>Spelling</p> <p>LSCWC</p> <p>Today we are going to break our words up into sounds.</p>	<p>Wellbeing</p> <p>Watch the Youtube video on '<a href="#">Confidence &amp; Self-Esteem</a>'. Go into the <a href="#">wellbeing document</a> from yesterday and choose another 2 different statements to finish off. Draw an image that connects to your response.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>	<p>Wellbeing</p> <p>Watch the Youtube video on '<a href="#">A Moment of Peace</a>'. Go into the <a href="#">wellbeing document</a> from yesterday and choose another 2 different statements to finish off. Draw an image that connects to your response.</p> <p><b>(YOUR TEACHER WILL UPLOAD ON GOOGLE CLASSROOM)</b></p>
<b>3:00-3:15</b>	<p><b>PACK UP</b></p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p>	<p><b>PACK UP</b></p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p>	<p><b>PACK UP</b></p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p>	<p><b>PACK UP</b></p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p>	<p><b>PACK UP</b></p> <p>Check in with the teacher and Submit/take photos of work on google classroom page.</p>

# Harmony Day

## What is Harmony Day?

Harmony Day is organised by the Australian Government and is a day to reflect on and celebrate the cultural diversity of our society. Australia is one of the most multicultural countries in the world and Harmony Day reminds us of the importance of being inclusive, respectful and accepting of all backgrounds and cultures.

## When did Harmony Day originate?

The first Harmony Day was in 1999. Since then, there have been over 25,000 events held by schools, sporting clubs and community groups across Australia.

## When is Harmony Day held?

Harmony Day is celebrated annually on March 21<sup>st</sup>. This is also the United Nations International Day for the Elimination of Racial Discrimination.

## What happens on Harmony Day?

Each year on the 21<sup>st</sup> March, people across Australia celebrate Harmony Day in schools, workplaces, community groups and sporting clubs by holding events to recognise and celebrate the richness and diversity of Australian culture. Events vary from place to place but usually include events such as festivals, barbeques, morning teas, concerts, art displays and story times.



# Harmony Day

## Why is Harmony Day important?

Harmony Day is important because it sends the message that **everyone belongs**.

We all come from different backgrounds and have different experiences and cultures. Harmony Day encourages us to live harmoniously with one another and to ensure that all Australians are treated fairly, respectfully and inclusively. It is also a call to action to make it clear that there is no place in our society for racism, intolerance or discrimination.

### Did you know?

Orange is the official colour for Harmony Day. It was chosen because it represents meaningful communication, the freedom of ideas and the encouragement of mutual respect.



## How can I become involved in Harmony Day?

It is easy to become involved in Harmony Day! If your school doesn't celebrate Harmony Day, you can talk to your teachers about organising an event for your classroom. You can also look for Harmony Day events in your local community.

### Did you know?

Nearly half of all Australians were either born overseas or have at least one parent who was.

### Did you know?

The most commonly spoken languages in Australia (other than English) include Mandarin, Arabic, Cantonese, Vietnamese, Italian, Greek, Tagalog/Filipino, Hindi, Spanish and Punjabi.



Date: \_\_\_\_\_



# BOOK REVIEW



A Book Review by:

Title:

Author:

Did you like  
the book?



---

---

---

---

Would you recommend  
the book? Why?

---

---

---

---

What was your  
favourite part?

---

---

---

---

What was the  
book about?

---

---

---

---

---

Draw a scene  
from the book.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

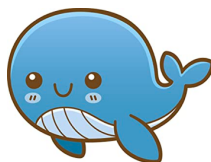
Circle the sport/exercise they like!



1. lán qiú      2. zú qiú      3. yóu yǒng



1. wǎng qiú      2. zú qiú      3. pīng pāng qiú



1. pǎo bù      2. pīng pāng qiú      3. yóu yǒng



1. gǎn lǎn qiú      2. zú qiú      3. wǎng qiú

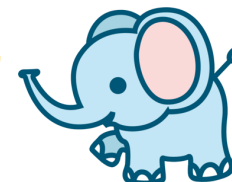
Circle the sport/exercise they like!



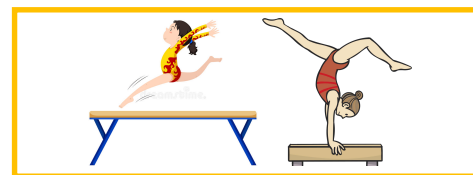
1. lán qiú      2. gǎn lǎn qiú      3. yóu yǒng



1. pǎo bù      2. tǐ cāo      3. wǎng qiú



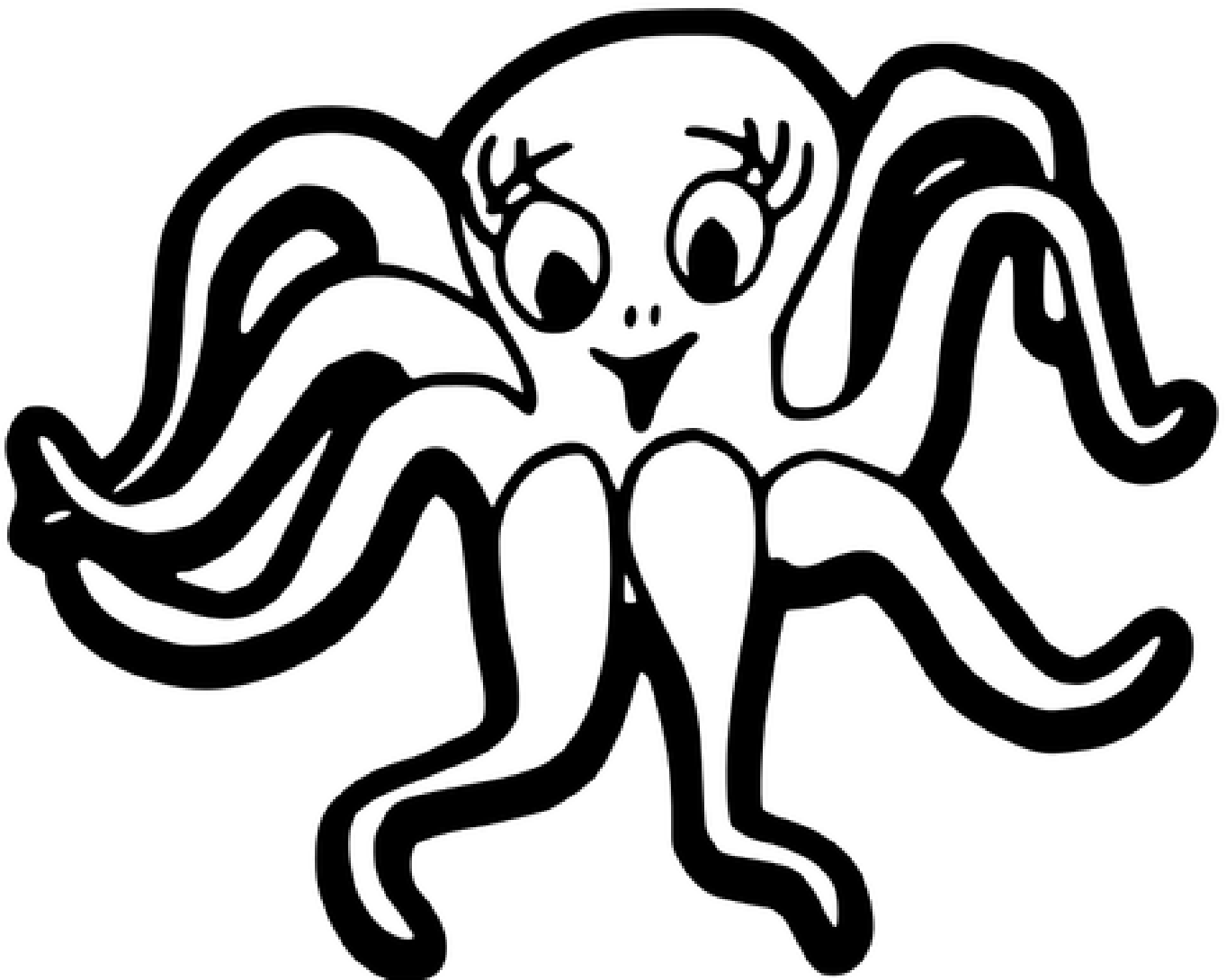
1. lán qiú      2. pīng pāng qiú      3. pǎo bù



1. tǐ cāo      2. zú qiú      3. wǎng qiú

### Handy Octopus Tool

1. Draw an octopus shape and choose an emotion that's bothering you.
2. Write that emotion on the head of the octopus. For example **When I feel bored I can ....**
2. Think of 8 things you like to do and that you can do by yourself. The more unusual and creative the better! Write them on the tentacles.
3. Stick your octopus somewhere you can find it easily.
4. Now the tricky part ... notice when you are feeling the emotion. Don't try to stop or ignore it, just spot it. Then choose one or more of the activities from your octopus instead.
5. Make a new octopus as often as you want. Try different designs if you prefer - spider, jellyfish, flower, stack of card







# Holy Eucharist Catholic Primary School

1a Oleander Drive, St Albans South. VIC 3021

Phone: 8312 0900 Fax: 9366 8192

[www.hestalbanssth.catholic.edu.au](http://www.hestalbanssth.catholic.edu.au)



## Grades 3 and 4

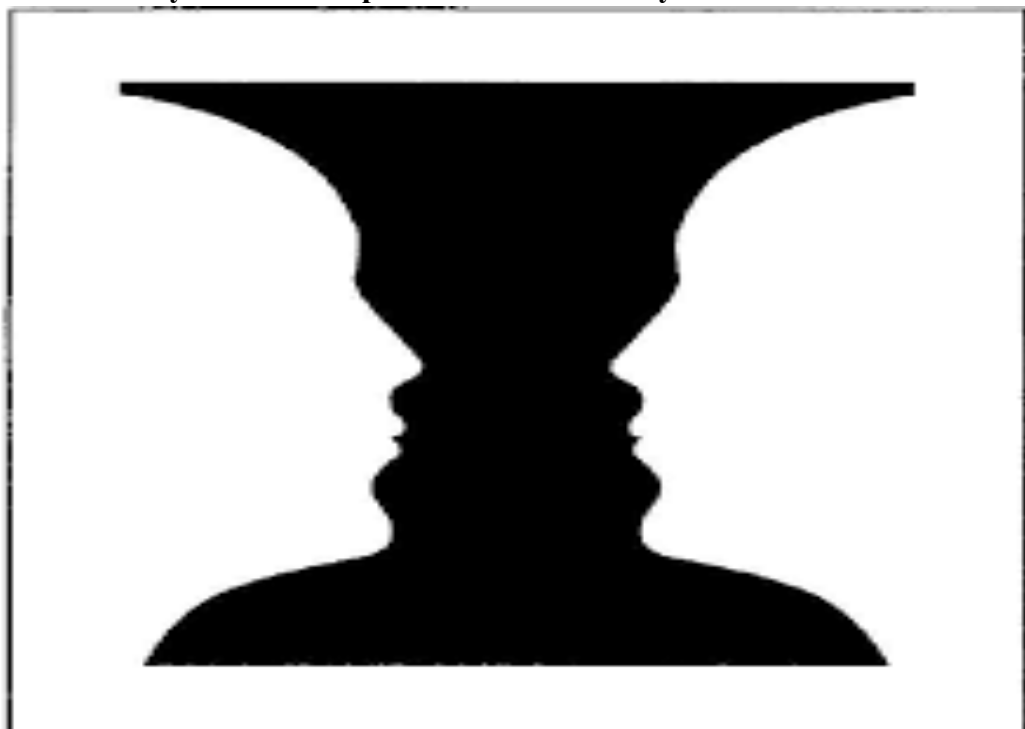
**Learning Intentions:** This week we are learning to draw day and night. You can get ideas from one of these drawings or be creative and make one of your own.



### **YOUR OPTIONS:**

1. You can use food colours - crumble a piece of aluminium foil, dip slightly in the colours and dab on the faces with quick hand movements
2. If you do not have paints, use pastels and smudge
3. Use coloured pencils.

**What do you see in the picture below – write your answer**



# Magic Squares Monday

MILD

9

1		
	2	5

9

4		1
		2

HOT

30

8		14
16		

30

12		
		17
		8



Magic Squares Tuesday  
MILD

9

	0	
2		
2		


HOT

30

		19
12		3

30

11	16	
2		

# Magic Squares Monday

MILD

12

7		1
		5

12

8		
3	2	

HOT

33

5	22	
		10

33

	18	
12	4	

## Music Term 3 Week 6

Gr. 3-6

### THE ORCHESTRA

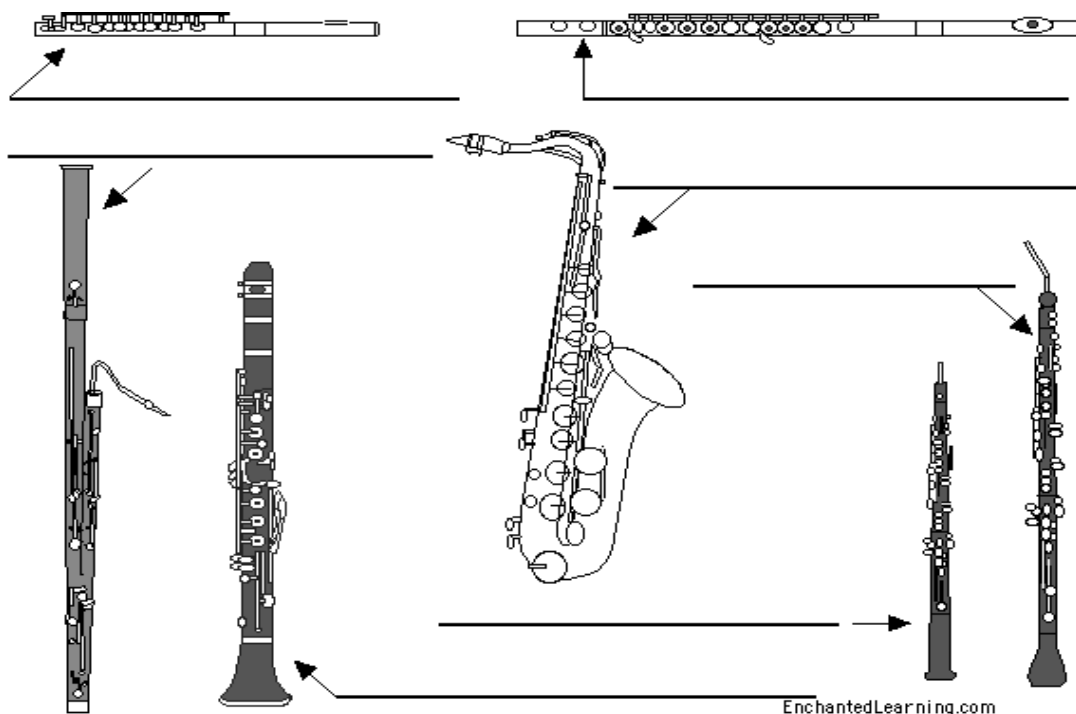
This video gives you some fun information about **WOODWIND** instruments

<https://www.youtube.com/watch?v=5PMmJ7CqmoQ>

Label all the woodwind instruments

(You can do this on another piece of paper)

**Clarinet    Bassoon    Flute    Piccolo    Saxophone    Oboe**  
**Cor Anglais (English horn)**



Find an interesting fact online about one of the woodwind instruments.

# OWI

## Observe, Wonder and Infer



**Observe(what can you see?):**

**Wonderings (What does this make you think of/ Think about?):**

**Infer (what connections or ideas do you make about the image or the person who created this):**

# **OWI**

## **Observe, Wonder and Infer**



**Observe(what can you see?):**

**Wonderings (What does this make you think of/ Think about?):**

**Infer (what connections or ideas do you make about the image or the person who created this):**



# OWI

## Observe, Wonder and Infer



**Observe(what can you see?):**

**Wonderings (What does this make you think of/ Think about?):**



**Infer (what connections or ideas do you make about the image or the person who created this):**

# OWI

## Observe, Wonder and Infer



**Observe(what can you see?):**

**Wonderings (What does this make you think of/ Think about?):**

**Infer (what connections or ideas do you make about the image or the person who created this):**

## Monday: Science Report

1. With the materials written down onto the timetable, write down a prediction of what will happen at the end of the experiment.
2. Separate the materials and tools from the list given.  
*Baking soda, vinegar, water, paper towel and ziploc sandwich bag*
3. Watch the link: [https://www.youtube.com/watch?v=gwOOpd\\_\\_1aA](https://www.youtube.com/watch?v=gwOOpd__1aA)
4. Fill out the procedure and a creative title for the experiment.

**Title:**

### Hypothesis

### Equipment:

Materials:	Tools:

### Procedure:

## **Tuesday: Scientific Report**

1. Draw out the diagram of the finished product of the experiment on a separate sheet of paper and send it to your teacher.
2. Write a paragraph for your results to do with what happened at the end of the experiment and what was the reaction between the materials used.
3. Write a paragraph for your reflection on whether your hypothesis was correct or incorrect. Remember to include as to why it was incorrect/correct.

### **Diagram of Experiment:**

### **Results:**

### **Reflection:**



# HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



## Term 3 Week 6 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 6 activities, students can access the websites using a device. Some activities require sports equipment, use something from around the house that would do the same job as the sports equipment. You need a small space to do most of these activities, if you have outdoor space then use that.

### STUDENTS:

If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).



No Google Meets in week 6, but please get outside and get active. (If weather permits). Remember to HAND IN your work by posting a picture on Google Classroom or (Class Dojo Grade 3 students).


Students and Parents, please don't hesitate to contact me for any help or support on:

[heribert.herrera@hestalbanssth.catholic.edu.au](mailto:heribert.herrera@hestalbanssth.catholic.edu.au)



Stay Safe and take care of your family.

**Mr. Herrera Physical Education Teacher.**

<b>Warm-Up</b> 5 Minutes •  <b>Learning Intention:</b> I'm learning to warm-up correctly. 	<b>Equipment:</b> <ul style="list-style-type: none"><li>• Water Bottle</li><li>• Yoga mat (if you have one)</li><li>• Space to exercise</li></ul> <b>Warm Up Video:</b> Warm Up Video: Link: <a href="#">Here's the most EFFECTIVE warm up routine I use for my P.E lessons</a>
---	---



**Activity or Skill:**  
Workout

Time: **18 minute Yoga.**

Link: [Morning Yoga | Adults Chair Yoga Class with Yoga Ed.](#)

**Learning Intention:**  
I'm learning to take care of my body and mind.

Give each exercise a go, push yourself and be confident :)



**Warm-Down**

10 Minutes

Stretching is important to help us recover and cool down our body.

**Warm down for 10 minutes:**

Link: [10 MINUTE MOVE AND STRETCH | THE BODY COACH](#)

**Learning Intention:**

- I'm learning to cool down correctly after my activity.







## HOLY EUCHARIST



### Longest Paper Plate Competition

How long can you make one paper plate by cutting it in some way?

#### THE RULES

- You are only **ALLOWED** to use a **paper plate** and a **pair of scissors**.
- You are **NOT ALLOWED** to use **glue** or **sticky-tape**.
- You are allowed to try different ways to find your answer because working it out is a bit tough. Change your design more than once and test it out.
- **You must submit your work as a short video. The video needs to show your LONGEST PAPER PLATE and answer these questions**
  1. What is your first name and surname?
  2. What grade are you in?
  3. How long is your plate? How do you know?
  4. How did you make the plate long? What did you do?
  5. How do you know that you have made the longest plate?
  6. Did you plan what you were going to do first or did you just do it?
  7. Did you have fun?
  8. What did this activity teach you?

**Where to send your videos:** You can send them to me by posting to your DOJO portfolio, DOJO parent messages, Classroom Submission/Assignment, email. If you need help with this email me [vivian.faraj@hestalbanssth.catholic.edu.au](mailto:vivian.faraj@hestalbanssth.catholic.edu.au)





**Week 6 Fraction as part of a whole**  
**Show your working out please.**  
**MILD**

$\frac{1}{3}$ of 12 = $12 \div 3 = \square$	$\frac{1}{5}$ of 25 =
$\frac{1}{4}$ of 20 =	$\frac{1}{6}$ of 18 =
$\frac{1}{2}$ of 14 =	$\frac{1}{8}$ of 32 =
$\frac{1}{7}$ of 21 =	$\frac{1}{9}$ of 27 =
$\frac{1}{10}$ of 30 =	$\frac{1}{3}$ of 24 =

Show your working out please.  
HOT

$\frac{3}{5}$ of 30 =  $30 \div 5 = \underline{\quad} \times 3 =$	$\frac{1}{3}$ of 30 =
$\frac{5}{6}$ of 24 =  $24 \div 6 = \underline{\quad} \times 5 =$	$\frac{3}{4}$ of 24 =
$\frac{3}{8}$ of 32 =	$\frac{2}{2}$ of 10 =
$\frac{4}{9}$ of 18 =	$\frac{3}{7}$ of 21 =
$\frac{2}{3}$ of 18 =	$\frac{7}{10}$ of 20 =

**Week 6 Fraction as part of a whole**  
**Show your working out please.**  
**MILD**

$\frac{1}{5}$ of 20 =  $\frac{1}{5} \times \frac{20}{1} = \frac{20}{5} = 4$	$\frac{1}{2}$ of 22 =
$\frac{1}{4}$ of 16 =	$\frac{1}{6}$ of 18 =
$\frac{1}{9}$ of 27 =	$\frac{1}{4}$ of 32 =
$\frac{1}{8}$ of 32 =	$\frac{1}{3}$ of 27 =
$\frac{1}{7}$ of 28	$\frac{1}{6}$ of 24 =

Show your working out please.  
HOT

$\frac{3}{5}$ of 45 = $\frac{3}{5} \times \frac{45}{1} = \frac{135}{5} = (135 \div 5) = 27$	$\frac{2}{3}$ of 33 =
$\frac{3}{6}$ of 36 =	$\frac{3}{4}$ of 36 =
$\frac{7}{8}$ of 48 =	$\frac{2}{2}$ of 10 =
$\frac{5}{9}$ of 36 =	$\frac{4}{7}$ of 49 =
$\frac{2}{3}$ of 24 =	$\frac{7}{10}$ of 50 =

# Wellbeing Reflection

Remember to choose only 2 statements for each wellbeing session. After each wellbeing session, draw a picture that connects to your response.

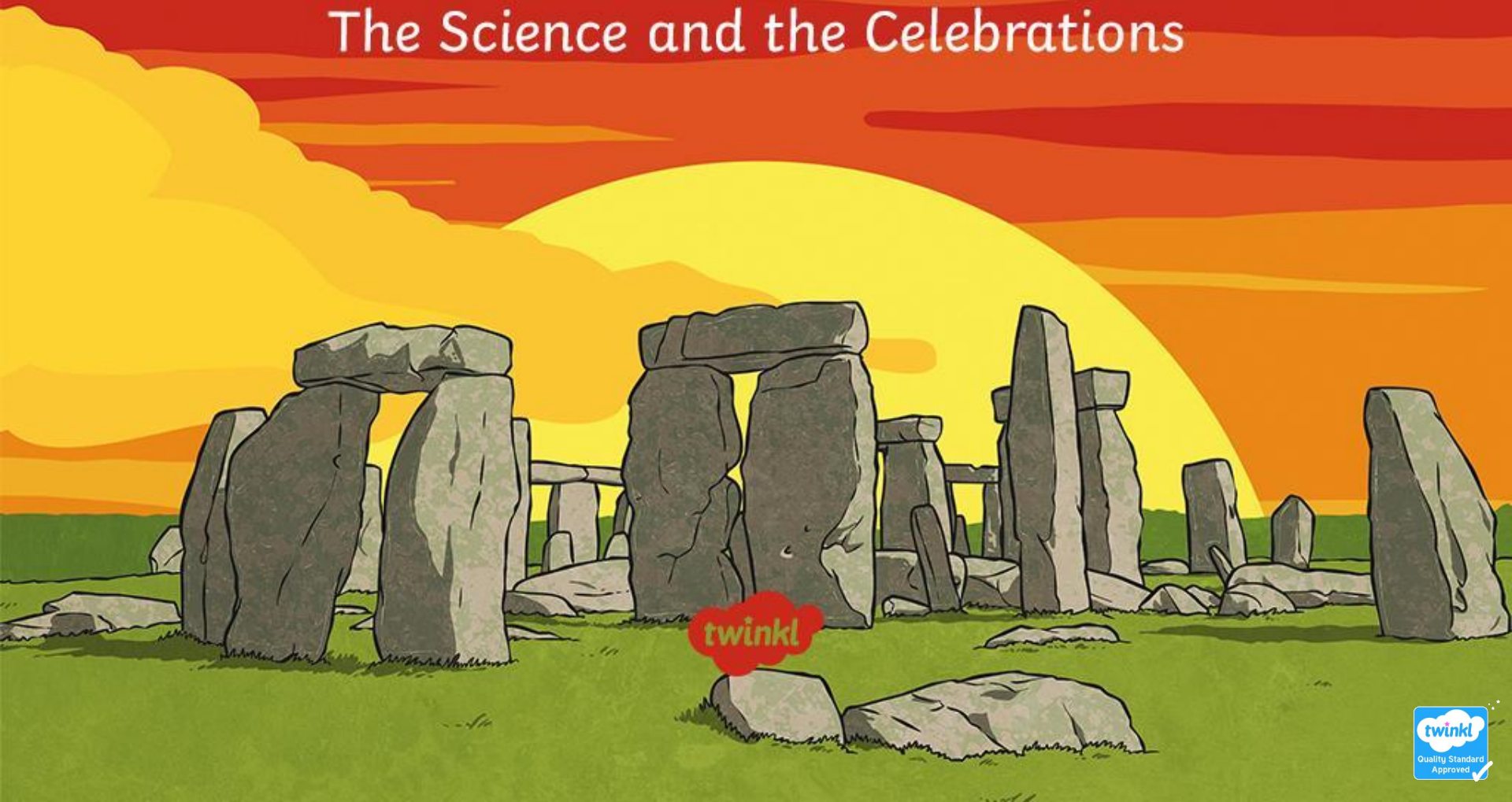
Someone I hope to be like is...	I am worried by...
The sort of person I see myself as is...	I am not pleased with myself when...
A time I was brave was...	A fear I would like to overcome is...
I am worried about...	If I were Prime Minister I would...
If I could make changes in this world I would...	Something I achieved recently is...
Something I have learnt to do recently is...	Something I would like to do again is....

Answer the following questions in complete sentences in your book.

1. What is the name of the top half of the Earth?
2. A solstice can only happen because of what?
3. Is the North Pole dark or light during the winter solstice? Why?
4. Long ago what were people worried about in the winter as the days got shorter?
5. Why do you think long ago fruit needed to be dried in order to eat it in winter?
6. Which of these words is closest in meaning to the word “reaches its peak”?
  - a) Goes down a mountain
  - b) Gets to the top
  - c) Travels in an orbit
7. When is the winter solstice in the southern hemisphere?
8. What would a person in the UK and a person in Australia be wearing during the winter solstice on December 21st? Why?

# Winter Solstice

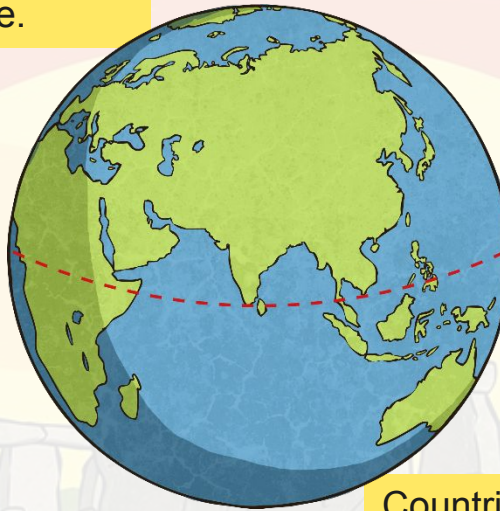
The Science and the Celebrations



# The Equator

At its widest point, the Earth has an invisible line drawn across its surface: the equator. The equator is halfway between the North Pole and the South Pole.

Countries above the equator are known to be in the northern hemisphere.



Countries below the equator are known to be in the southern hemisphere.

Which hemisphere do you live in?

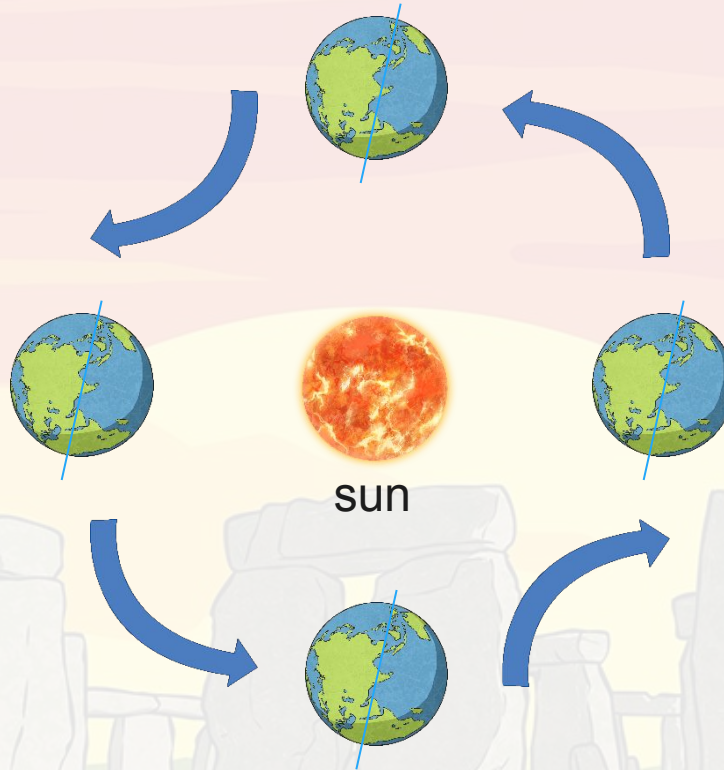


# Earth's Orbit around the Sun

The Earth orbits the Sun once each year.

The Earth is tilted on an axis.

The angle that the Earth leans on means that at different times of the year, one hemisphere on Earth is closer to the Sun than the other.



If you live in the northern hemisphere, the Earth is tilted closer to the Sun in the summer so it gets more direct sunlight, and so more light and heat.

In the winter, it is further away from the Sun so countries in the northern hemisphere receive less light and heat.

# What Does That Mean?

We experience different seasons because, throughout the year, different parts of Earth get the sun's direct rays.

As we are in the northern hemisphere, we are tilted towards the Sun during summer and away from the Sun in winter.

This is why it is cooler in winter months and warmer in the summer.

It also affects the amount of sunlight and darkness we experience at different times of the year. In summer, we have more hours of sunlight whereas in winter, we have fewer daylight hours.

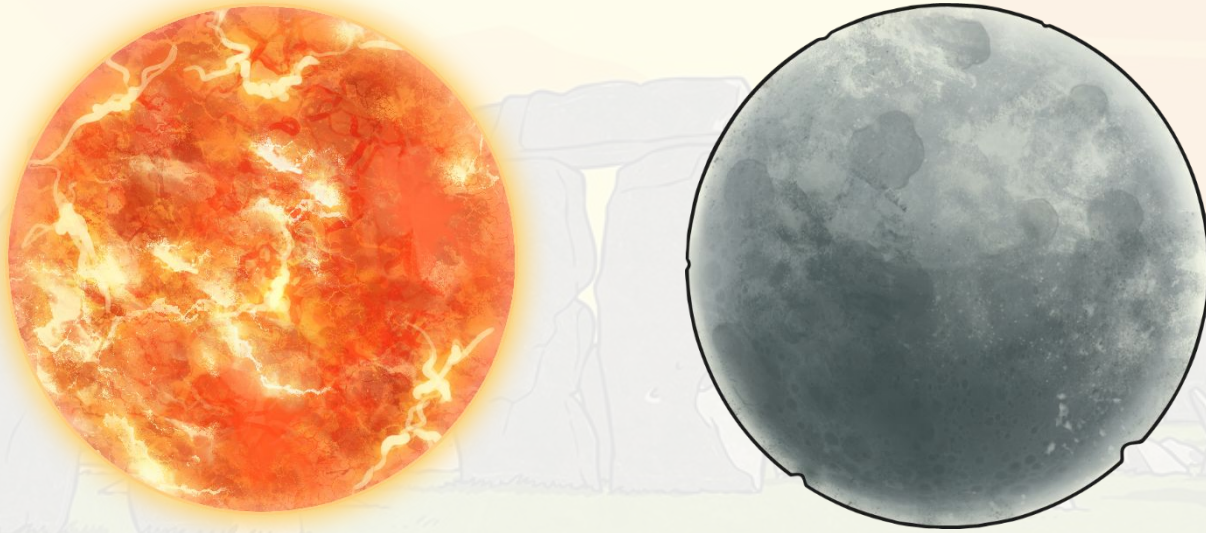


# The Winter Solstice

The winter solstice is the day when we experience the least amount of daylight hours and the most amount of darkness.

This is usually on the 21<sup>st</sup> of December but the exact date can vary from year to year.

After the winter solstice, there are a few more minutes of sunlight each day. This continues until the days have more daylight hours and the nights are shorter (usually around June 21<sup>st</sup>).





# Beliefs about the Winter Solstice

Throughout history, there have been some different beliefs about the winter solstice.

Before people knew about the Earth's orbiting patterns, some cultures believed that the Sun was going to disappear and not return. If this had been true, it would have had massive consequences for their futures: their crops would not have grown and they would not have survived.

Those cultures thought that if they worshipped and celebrated the winter solstice, then the Sun would reappear.



# Beliefs about the Winter Solstice

When people learned that the Sun would return, the winter solstice became a celebration of the new season that was to come.

Along with more hours of sunlight and lengthening days, people celebrated the new life that would be born in spring and the hope that the new year's crops would succeed.





# Celebrating the Winter Solstice

Many Pagans held winter solstice celebrations and called it Yule.

Traditionally, Yule celebrates the birth of the Sun God, who was the child of the Goddess in the Pagan belief system. It celebrates the rebirth of the Sun.

Many brought sprigs of holly and ivy into their homes to remind them that the Earth was not dying but was sleeping during the winter months.



# Mistletoe



The Druids brought mistletoe into their homes. To them, mistletoe was a sacred plant with many powers.

Druid priests would use a golden sickle to cut mistletoe from a holy oak tree in a special ceremony. The branches had to be caught before they touched the ground then the priest divided up the branches into sprigs to share with other people.

The sprigs were hung over doorways as protection. They believed mistletoe had properties that could cure illnesses, provide an antidote to poisons and keep them safe.

Mistletoe was also a sign of peace and goodwill.



# Yule Logs

Another Yule tradition, that is sometimes practised today, is to go on a special walk with family and friends to find a Yule log.

The idea is to find a log that will go on the fire and keep burning for a long time.

In the past, Yule logs used to be kept burning for 12 days!

Once the fire had been put out, part of the log was saved. This was strapped to the family's plough the next spring to bring blessings over the land. Another piece was kept to light the following year's Yule log.

The Yule log was meant to bring the family protection and good luck.



# Celebrating the Winter Solstice

Some people choose to decorate their Yule log before burning it.

They ensure their log is cleaned of mud and any residue from the woods, then decorate it with natural plants, ribbon and coloured string. Traditionally, each family member must have a turn at decorating.

The last job is to sprinkle the log with flour, to represent the grain that the family will grow and eat in the following year.



# Stonehenge: a Place of Pilgrimage at Winter Solstice

Some people choose to visit places that are special to them at winter solstice.

Stonehenge is a place of pilgrimage for many people at this time who choose to celebrate in this ancient setting.

