

YEAR 6

LEARNING
- FROM -

• HOME •



ABOUT THIS PACK

This teaching resource pack has been handpicked by the Teach Starter team to include a range of resources that can be completed at home by children with the assistance of their parents or guardians.

The pack includes resources covering the key learning areas of English, Maths and Science, along with some additional craft and mindfulness activities - all for free!

In the rare event of a school closure or if a student needs to work remotely, this pack can be sent home with students or passed on directly to parents and guardians digitally to allow for students to complete the work with minimal preparation and supervision.

The pack is designed to allow for non-teachers to understand and implement the activities in a home environment without requiring additional resources found in a classroom. The pack can be completed digitally on a tablet/iPad or with pen and paper when printed.

For Teachers

Can I share this pack with parents, students and other teachers?

Of course! This pack has been created specifically for this purpose. Please feel free to share this pack digitally with your students, their parents or guardians, or other teachers.

You can share by copying the URL in the address bar of your browser, or simply clicking on the envelope icon above to send to an email address. You can also download the pack, and email the PDF document itself.

Please feel free to bundle this pack with your own home learning activities to extend or reinforce particular concepts for your students. You may also like to add specific activities such as reading, outdoor play, fine motor skills etc.

For Parents

How can I teach my child if their school closes?

By downloading this free resource pack, you will be equipped with a wide range of activities to share with your child while their school is closed.

We have ensured that this pack can be delivered by non-teachers by providing a helpful table of contents and activity overviews. All activities are age-appropriate and most will relate to work that your child has experienced in the classroom.

The activities can be completed in any order and have been selected to allow parents and guardians to easily implement them.

YEAR 6

CONTENTS

English

Editing

2 x Editing Worksheets - Dreaming and Why Our Bodies Need Water

Students are required to edit the pieces of text using the provided editing symbols and then re-write the text correctly. There are 20 errors in each piece of text.

Reading

11 x Comprehension Worksheets

A comprehensive set of worksheets that cover a variety of comprehension skills. Students are required to read the text and answer the questions either in a workbook or using the sheet provided. There is a Crazy Creative Challenge for each comprehension skill that can be completed also.

Book Review

Students can pick a text they have read and complete this Book Review template.

Grammar

Grammar Word Search

Students are required to find the grammatical terms listed in the Word Search. Spaces in the terms with two words are not present in the Word Search. Possessive Pronoun = POSSESSIVEPRONOUN in the Word Search.

Punctuation Sentence Challenge

Students write a paragraph about a chosen topic. They should use at least one of each of the punctuation features provided in the punctuation boxes.

Spelling

Word Work Grid - V1

Students use this grid of 15 activities when working with their spelling words. The activities can be completed using the provided templates or in a workbook.

Word Work Grid - V2

A second version has been provided to work with a new set of spelling words.

Persuasive Writing

Persuasive Writing Stimulus - Movies are More Enjoyable Than Books

Students are required to use the stimulus, which includes for and against arguments, to construct a persuasive text. A planning template and scaffolding sheet have also been provided to plan their ideas before they begin writing the persuasive text.

Narrative Writing

Narrative Writing Stimulus - "Be careful, this robot is..."

Students are required to use the stimulus piece provided to write a narrative text. A narrative planning template has been provided to plan their story before they begin writing.

Maths

Operations

Division Colour Fun!

Students are required to find the answer to each division sum and then colour that section the corresponding colour represented in the table provided.

Maths Word Problem Cards - Multiplication and Division

Students can complete these word problem cards in their workbook.

Maths Activities

Number and Algebra - The Solar System in Our Space

In this investigation, students are required to perform calculations using provided formulae to explore whether it is possible to create a scale model of the solar system inside a classroom.

Pandora's Party Palace Maths Activity

Students use these sixteen problem-solving task cards in association with the stimulus to work with money in a real-world context.

Science

Formation of Earth

Students read the Formation of Earth text and then answer the questions on the sheet provided or in their book.

My Ecological Footprint Worksheet

A worksheet which will have the students evaluate their family's activities and how they impact the environment.

Other

Mindfulness

2 x Mindfulness Colouring Sheets

Students can use these sheets when they require a brain break or at the end of the day.

Dreaming - Editing

Add editing marks to text. There are 20 errors.

dreams are storys and pictures our brain's create when we are asleep Most dreams happen when we deeply asleep and our eyes begin to moove around quickly under our eyelids. This is called rapid Eye Movement!

Some dreams are just you're mind playing with thorts and images from life. other dreams are an oppertunity for you to make sense of your life dream experts also agree that recurring dreams (dreams that you keep having over and over propably have some sort of special meaning,

Although everbody dreams (including Animals), we will forget 90% them.

Editing Marks:	
Capital letter	≡
End punctuation	◦ ! ?
Insert a word	^
Change to lower case	/l.c.
Take something out	9
Check spelling	SP ○
New paragraph	¶

Re-write the text correctly:

Lined paper template with 25 horizontal lines.

Why Our Bodies Need Water - Editing

Add editing marks to text. There are 20 errors.

H2O, commonly known as water, is essential for the human body to function and vital to our survival. Although we can last weeks without food, we can only survive a matter of days without water. It is important for us to re-plenish our supply of fresh water every day, as we regularly lose liquid from our lungs, skin, urine, and faeces!

All though our bodies are made up of 50 to 75 percent water, one of our most important organs, our brain, is made up of 73% water. We need to stay hydrated to make sure our "brain cells" can function at the optimal level.

Editing Marks:

Capital letter	≡
End punctuation	⦿ ! ?
Insert a word	↵
Change to lower case	/l.c.
Take something out	↵
Check spelling	SP ○
New paragraph	¶

Re-write the text correctly:

A series of 20 horizontal lines for writing.

The Cat and the Whale

A long time ago, some ferocious pirates went sailing in their ship.

One of the pirates decided to bring his pet cat along for the adventure. Suddenly, when they were out in the middle of the ocean, a terrible storm overturned the ship. All of the pirates fell into the ocean. The pirate's cat was scared and feared that he would drown. Luckily, a whale swam past and rescued the cat.

Eventually, the cat and the whale came to a tropical island. The cat walked down off the whale's back and jumped onto the golden sand. The whale asked the cat, "Do you know this island?"

The confident cat replied, "Yes! The king of this island is my best friend and I am a prince!"

The whale knew that the island was empty. He said to the cat, "You're a prince? I didn't know! Well, now you can be a king!"

The cat was confused and answered, "But how can I be a king?"

The whale started to swim away and replied, "Easy! There's no other creature on this island. You will automatically be king!"

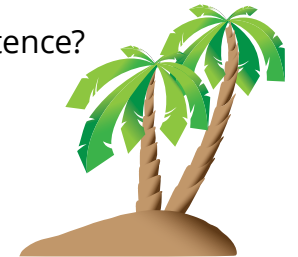
Moral: Those who lie and boast may end up in trouble.

The Cat and the Whale

1. What is the author's purpose in this text?
 - a) entertain
 - b) persuade
 - c) inform
 - d) other
2. Explain in your own words the moral of this story.
3. *The whale knew that the island was empty and that nobody lived there.*

Why did the author include this sentence?

4. How do you think the author feels about the cat?



CRAZY CREATIVE CHALLENGE

With a partner or in a small group, write and present a play or skit about the text.

- 🕒 How many characters are there?
- 🕒 What do the characters say?
- 🕒 How do they act, move and speak?

Name _____

Date _____

The Cat and the Whale

1. What is the author's purpose in this text?

- a) entertain
- b) persuade
- c) inform
- d) other

2. Explain in your own words the moral of this story.

3. *The whale knew that the island was empty and that nobody lived there.*

Why did the author include this sentence?

4. How do you think the author feels about the cat?

Charlie and the Chocolate Factory

In the holidays, Sam and Tom read the book, 'Charlie and the Chocolate Factory'. Afterwards, they watched the movie.

Both the book and the movie tell the story of a poor boy named Charlie. He wins a golden ticket from a chocolate bar to go on a tour of Willy Wonka's amazing chocolate factory.

After reading the book and watching the movie, Sam and Tom debated which one was better.

Sam preferred reading the book, as it was very descriptive and it allowed him to use his own imagination to bring the story to life. He also felt like he was going on an exciting journey with the main character, Charlie. He liked that he could pick the book up and read it whenever he wanted, making the story last longer.

Tom enjoyed watching the movie, as he was able to see all the characters and see what Willy Wonka's chocolate factory looked like. He loved singing along to the Oompa-Loompa song and laughing out loud at some of the misfortunate things that happened to the other children.

Sam and Tom both liked Charlie's story because it was funny and about chocolate!



Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?
2. Why did Tom like the movie better than the book?
3. What did Sam and Tom both like about the story?
4. Think of a story that you have both read the book and watched the movie.

Which did you prefer, the book or the movie?

Explain why.

CRAZY CREATIVE CHALLENGE

Design and create your own golden ticket for a competition.

- 🕒 What will the prize be?
- 🕒 Where will you hide the golden tickets?

Name _____

Date _____

Charlie and the Chocolate Factory

1. Why did Sam like the book better than the movie?

2. Why did Tom like the movie better than the book?

3. What did Sam and Tom both like about the story?

4. Think of a story that you have both read the book and watched the movie.
Which did you prefer, the book or the movie? Explain why.

The Case of the Missing Cookie

It was 3:23 pm when the delicious chocolate-chip cookie went missing. I know the exact time because the delivery man came to the door. The cookie was sitting on a plate on the kitchen bench when I walked out to answer the door. By the time I came back, it was gone! I remember that I signed for the package that was delivered at exactly 3:23 pm.

I was distraught! I decided to search the kitchen for clues to find out who stole my scrumptious cookie. As I was looking around, I found some short brown hairs by the bottom of the bench, just below where my cookie had been sitting. I continued to search further and found a tennis ball, just around the corner. It had chocolate-chip cookie crumbs on it! Who would have dropped short brown hairs on the floor and left crumbs on a tennis ball?

There was a trail of crumbs leading toward the back door, which was open. The crumbs led down the back stairs and onto the grass. As I followed the trail, I saw...



The Case of the Missing Cookie

1. Who do you think stole the cookie?
Explain why you think this. List three clues that you used.
2. What words did the author use to show that they were looking forward to eating the cookie?
3. Where else could the author have looked for clues?
4. What could have happened after the thief was caught?

CRAZY CREATIVE CHALLENGE

Make a wanted poster for the thief that stole the cookie.

- Provide information about the thief, what they stole and the clues that led to them being caught.

Name _____

Date _____

The Case of the Missing Cookie

1. Who do you think stole the cookie?
Explain why you think this. List three clues that you used.

2. What words did the author use to show that they were looking forward to eating the cookie?

3. Where else could the author have looked for clues?

4. What could have happened after the thief was caught?

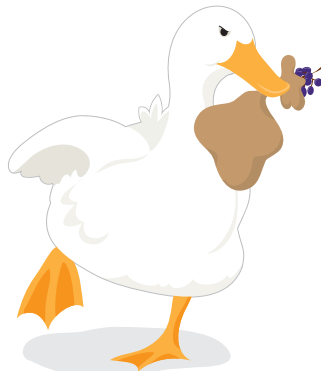
Paul the Policeman

One sunny day, Paul the Policeman was eating his lunch in the city park. Suddenly, he looked up and saw a duck stealing a big bag of grapes from the nearby fruit shop. Paul the Policeman threw down his sandwich and ran after the cheeky duck, calling his other police friends on the radio for backup.

Soon, the duck was surrounded by Paul the Policeman and his other police friends. It had nowhere to hide. Paul then discovered that the duck was actually the famous Fruit Shop Bandit who had been stealing fruit from shops all over the city.

Paul the Policeman put the duck in his police car. He turned on the sirens so that he could quickly rush the duck down to the police station for questioning.

Later that week, the chief police officer gave Paul the Policeman a special award for his great work. Thank goodness he had captured the *Fruit Shop Bandit*... the city was safe, at last!



Paul the Policeman

- Which of these statements **could not** really happen?
 - a duck eating grapes
 - a duck stealing grapes
 - a duck being arrested for stealing grapes
- Which of these statements **could not** really happen?
 - a policeman eating lunch
 - a policeman chasing a duck
 - a policeman arresting a duck
- Which of these statements **could** really happen?
 - a duck being a criminal
 - a policeman given a reward for arresting a duck
 - a policeman calling for backup on the radio
- Is this story real or make-believe?

List three pieces of evidence to support your answer.

CRAZY CREATIVE CHALLENGE

Design a wanted poster for the *Fruit Shop Bandit*.

- ① What will the bandit look like?
- ① What will the reward be for its capture?

Name _____

Date _____

Paul the Policeman

1. Which of these statements **could not** really happen?

- a) a duck eating grapes
- b) a duck stealing grapes
- c) a duck being arrested for stealing grapes

2. Which of these statements **could not** really happen?

- a) a policeman eating lunch
- b) a policeman chasing a duck
- c) a policeman arresting a duck

3. Which of these statements **could** really happen?

- a) a duck being a criminal
- b) a policeman given a reward for arresting a duck
- c) a policeman calling for backup on the radio

4. Is this story real or make-believe?

List three pieces of evidence to support your answer.

Game, Set, Match!

Tennis is a game that is played all over the world. It is a sport that can be played by anyone who can hold a racket, including people who use wheelchairs.

To play a game of tennis, you need a racket, tennis balls and a tennis court. Tennis can be played individually against a single opponent, which is called singles. It can also be played with two teams of two players each, which is called doubles.

Tennis has its own lingo. Some of the main tennis terms include:

Serve - A serve is a stroke made from over your head, after you have thrown the ball up in the air. The serve starts each point.

Ace - If the receiver does not touch the ball that was just served with their racket, then that is an ace. An ace wins the point immediately for the server.

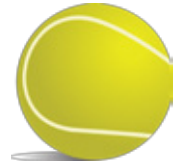
Forehand - If you are right-handed, then the right side of your body is your forehand side.

Backhand - If you are right-handed, then the left side of your body is your backhand side.

Love - Love is a word used when keeping score. Love means zero. If a player is yet to score, they are on love.

Game, Set, Match!

- In the text, the word **racket** means
 - a lot of noise.
 - a sports instrument.
 - a round ball.
- In the text, the word **lingo** means
 - the lines drawn on the court.
 - the name given to people who watch tennis.
 - the vocabulary used in relation to tennis.
- In the text, the word **serve** is used to start a point.
Write a sentence using **serve** in another way.
- The word **love** is a homonym (a word that has the same spelling as another word but has a different meaning).
Write two definitions for the word love.



CRAZY CREATIVE CHALLENGE

Design a poster encouraging people to play tennis and explaining some of the tennis lingo to them.

- 🕒 Make sure you include the benefits of tennis and why they should learn to play it.

Name _____

Date _____

Game, Set, Match!

1. In the text, the word **racket** means
- a) a lot of noise.
 - b) a sports instrument used to strike the ball.
 - c) a round ball.

2. In the text, the word **lingo** means
- a) the lines drawn on the court.
 - b) the name given to a group of people who watch tennis.
 - c) the vocabulary used in relation to tennis.

3. In the text, a **serve** is used to start a point.
Write a sentence using serve in another way.

4. The word love is a homonym (a word that has the same spelling as another word but has a different meaning).
Write two definitions for the word **love**.

Sally's Bad Day

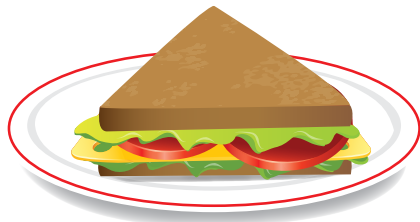
One cold morning, Sally was nice and warm, tucked in her cosy bed. She had been dreaming about all the things she was hoping to get for her birthday next week. Suddenly, her dad came into her room yelling, "Get up! Get up, Sally! You're going to be late for school!"

Sally had slept in! There was no time for breakfast. She quickly threw on her uniform, grabbed her school bag and charged out the front door. She ran as fast as she could to the bus stop, getting there just in time to see the bus driving up the hill. She would now have to walk herself to school.

Tired and grumpy, Sally arrived at school just as the bell was ringing for the start of class. She couldn't concentrate during her lessons because her stomach was grumbling so loudly!

Finally, it was lunch time. Sally opened her school bag, but the only thing she saw inside was her hat! In her rush to get out of the house, she had forgotten her lunch. Sally's teacher noticed that Sally didn't have any lunch, so she made her a delicious salad sandwich.

Sally's day was finally starting to improve.



Sally's Bad Day

1. List some of the events that caused Sally to have a bad day.
2. Why did Sally's teacher make her a salad sandwich?
3. Sally didn't have breakfast, so
 - a) she dreamed about her birthday.
 - b) she couldn't concentrate in class.
 - c) she missed the bus.
4. What do you think Sally will do tomorrow so that she doesn't have another bad day?

CRAZY CREATIVE CHALLENGE

Design a new alarm clock that will help you get out of bed quickly on school days.

Draw and label a picture of your design.

Name _____

Date _____

Sally's Bad Day

1. List some of the events that caused Sally to have a bad day.

2. Why did Sally's teacher make her a salad sandwich?

3. Sally didn't have breakfast, so

- a) she dreamt about her birthday.
- b) she couldn't concentrate in class.
- c) she missed the bus.

4. What do you think Sally will do tomorrow so that she doesn't have another bad day?

Don't be Late for School!

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

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

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

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

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



Don't be Late for School!

- Which one of these things did Amelia **not do** before having breakfast?
 - splash some water on her face
 - run down the driveway
 - brush her hair
- Number the following sentences in the order they happened.
 - ___ Amelia ran back to grab her lunch.
 - ___ Amelia jumped out of bed.
 - ___ Amelia brushed her teeth.
 - ___ Amelia put on her school uniform.
- What was the last thing Amelia did before going to school?
- Create a list of all the things Amelia had to do before going to school. (Make sure your list is in order!)

CRAZY CREATIVE CHALLENGE

Create a comic strip of yourself getting ready for school.

Name _____

Date _____

Don't be Late for School!

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

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

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

____ Amelia ran back to grab her lunch.

____ Amelia jumped out of bed.

____ Amelia brushed her teeth.

____ Amelia put on her school uniform.

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

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

Milkshake Mania!

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

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

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

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

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



Milkshake Mania!

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

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

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

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

3. Write a fact you know about milkshakes.

4. Write an opinion you have about milkshakes.

CRAZY CREATIVE CHALLENGE

Write an advertisement for Mary's Milk Bar.

Use both facts and opinions in your ad.

Write your facts in blue and your opinions in red.

Name _____

Date _____

Milkshake Mania!

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

____ You could feel the excitement in the air.

____ Today was the grand opening of Mary's Milk Bar.

____ Mary's are the best milkshakes you will ever have!

____ Travis was the first person to order a milkshake.

____ Travis thinks chocolate is the best.

____ Mary sold one hundred and eight milkshakes.

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

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

3. Write a fact you know about milkshakes.

4. Write an opinion you have about milkshakes.

Slip, Slop, Slap!

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

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

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

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



Slip, Slop, Slap!

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

CRAZY CREATIVE CHALLENGE

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

Name _____

Date _____

Slip, Slop, Slap!

1. What is the main idea of this text?

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

Detail 1: _____

Detail 2: _____

Detail 3: _____

3. Carefully read the text.

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

4. Another good title for this text could be

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

Something Scary in the Night

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

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

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

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

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

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



Something Scary in the Night

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

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

2. Who might the main character might be?

Why do you think this?

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

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

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

CRAZY CREATIVE CHALLENGE

Draw a picture of your bedroom.

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

Name _____

Date _____

Something Scary in the Night

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

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

2. Who might the main character be?

Why do you think this?

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

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

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

Why do you think this?

The History of LEGO

1930s – Godtfred Kirk Christiansen starts making LEGO models in Denmark. The first LEGO model is a wooden duck.

1940s – The first LEGO BRICK is made out of wood. Primary colours are introduced to the design.

1950s – LEGO spreads across the world from Denmark. The first LEGO kit is made. LEGO is made out of plastic.

1960s – DUPLO is first made and LEGOLAND opens. There are now 218 different LEGO elements, 57 sets and 25 vehicles. Wooden LEGO toys are discontinued.

1970s – LEGO space is introduced and LEGO 'Minifigure' people are made. LEGO doors and windows are also made. A rabbit logo is introduced to the DUPLO brand.

1980s – The first LEGO World Cup building championship competition is held. A brick logo is introduced. LEGO celebrates its fifty years jubilee.

1990s – The LEGO brick is named one of the 'Products of the Century'. LEGO world shop opens on the internet. LEGO robotics are made. LEGO kids wear is launched. Guinness World Records are broken using LEGO.

2010s – The LEGO Movie premieres around the world. LEGO celebrates its 80th birthday. LEGO Friends is launched. LEGO is the world's 3rd largest toy manufacturer.

2000s – LEGO celebrates its 75th anniversary. The LEGO BRICK celebrates its 50th birthday. LEGO Clikits for girls is made.

The History of LEGO

1. Who was the inventor of LEGO?
What was his first LEGO model?
2. What was the LEGO BRICK originally made from?
When did it begin to be made out of plastic?
3. When were LEGO 'Minifigure' people first made?
What else was introduced during this decade?
4. When did The LEGO Movie premiere?
5. When did the LEGO BRICK celebrate its 50th birthday?

CRAZY CREATIVE CHALLENGE

If you have LEGO or building blocks in your classroom, design and make an object out of LEGO.

If you do not have LEGO or building blocks, design a new logo for LEGO.

Name _____

Date _____

The History of LEGO

1. Who was the inventor of LEGO?
What was his first LEGO model?

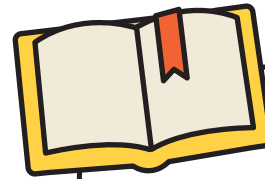
2. What was the LEGO BRICK originally made from?
When did it begin to be made out of plastic?

3. When were LEGO 'Minifigure' people first made?
What else was introduced during this decade?

4. When did The LEGO Movie premier?

5. When did the LEGO BRICK celebrate its 50th birthday?

BOOK REVIEW



TITLE: _____
AUTHOR: _____
GENRE: _____
TIME ERA: _____
LOCATION: _____
MAIN CHARACTERS: _____

Favourite Character:

Gender: _____

Age: _____

Close Relationships: _____

Explain why this character is your favourite:

Book summary:

Favourite part:

★ Grammar Word Search ★

G	P	A	C	N	E	Y	X	E	B	P	X	R	I	B	B	A	B
P	U	D	O	O	Q	V	N	P	R	R	O	U	N	C	D	Y	R
O	O	V	M	H	M	J	I	O	R	H	E	U	X	J	I	H	E
S	R	E	M	N	L	P	P	T	P	O	O	V	E	S	Z	M	V
S	G	R	O	Q	U	E	O	A	C	N	N	C	C	D	A	B	R
E	N	B	N	Z	R	O	T	U	E	E	T	O	J	E	K	N	A
S	U	Z	N	N	S	E	N	V	N	I	J	D	U	U	A	E	L
S	O	W	O	E	M	J	I	E	V	D	A	D	E	N	J	X	U
I	N	U	U	F	J	S	O	A	V	F	V	W	A	X	T	K	G
V	N	L	N	U	E	S	L	I	E	I	V	E	D	F	A	A	E
E	H	R	S	S	I	C	C	S	Y	Z	T	S	R	N	Q	W	R
P	R	Z	S	M	L	N	U	O	N	I	N	C	M	B	M	Q	R
R	T	O	I	A	N	T	O	N	Y	M	W	K	E	R	F	U	I
O	P	L	U	B	R	E	V	E	L	P	M	I	S	L	X	V	G
N	E	S	N	U	O	N	O	R	P	E	V	I	T	A	L	E	R
O	E	A	B	S	T	R	A	C	T	N	O	U	N	I	J	O	G
U	S	E	S	X	Y	B	L	T	L	R	I	E	J	T	Z	S	C
N	I	J	C	A	R	L	M	C	X	T	V	P	E	W	E	T	G

* ABSTRACT NOUN

* ADVERB

* COMMON NOUNS

* METAPHOR

* POSSESSIVE NOUN

* PROPER NOUN

* SIMPLE VERB

* ADJECTIVAL CLAUSE

* ANTONYM

* COMPOUND VERB

* NOUN

* POSSESSIVE PRONOUN

* RELATIVE PRONOUN

* VERB

* ADJECTIVE

* COLLECTIVE NOUN

* IRREGULAR VERB

* NOUN GROUP

* PRONOUN

* SIMILE

Name _____

Date _____

Punctuation Sentence Challenge

After completing a punctuation lesson in class, think of topic to write about.

In the space below, write a paragraph about your chosen topic. You should use at least one of each of the punctuation features that your class has discussed, highlighting the types of punctuation in the boxes below.

After you have finished, edit your work. Highlight the punctuation you have used in your writing and add in any you have forgotten to include.

Topic _____

C	.	,	?	!	'
“ ”	:	;	...	()	

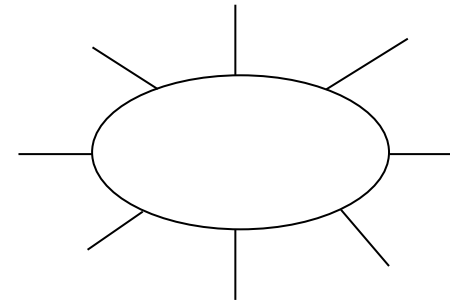
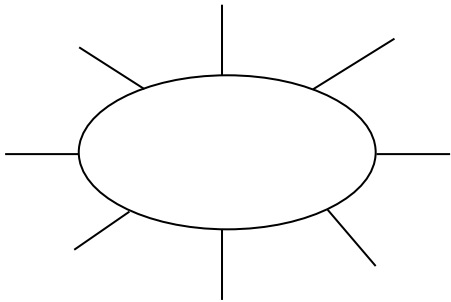
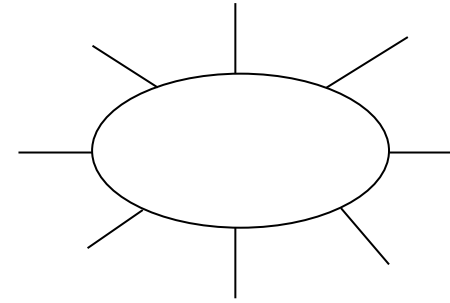
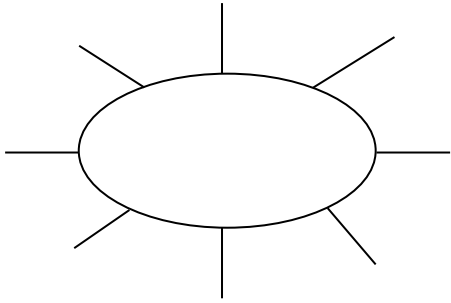
Word Work Grid

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

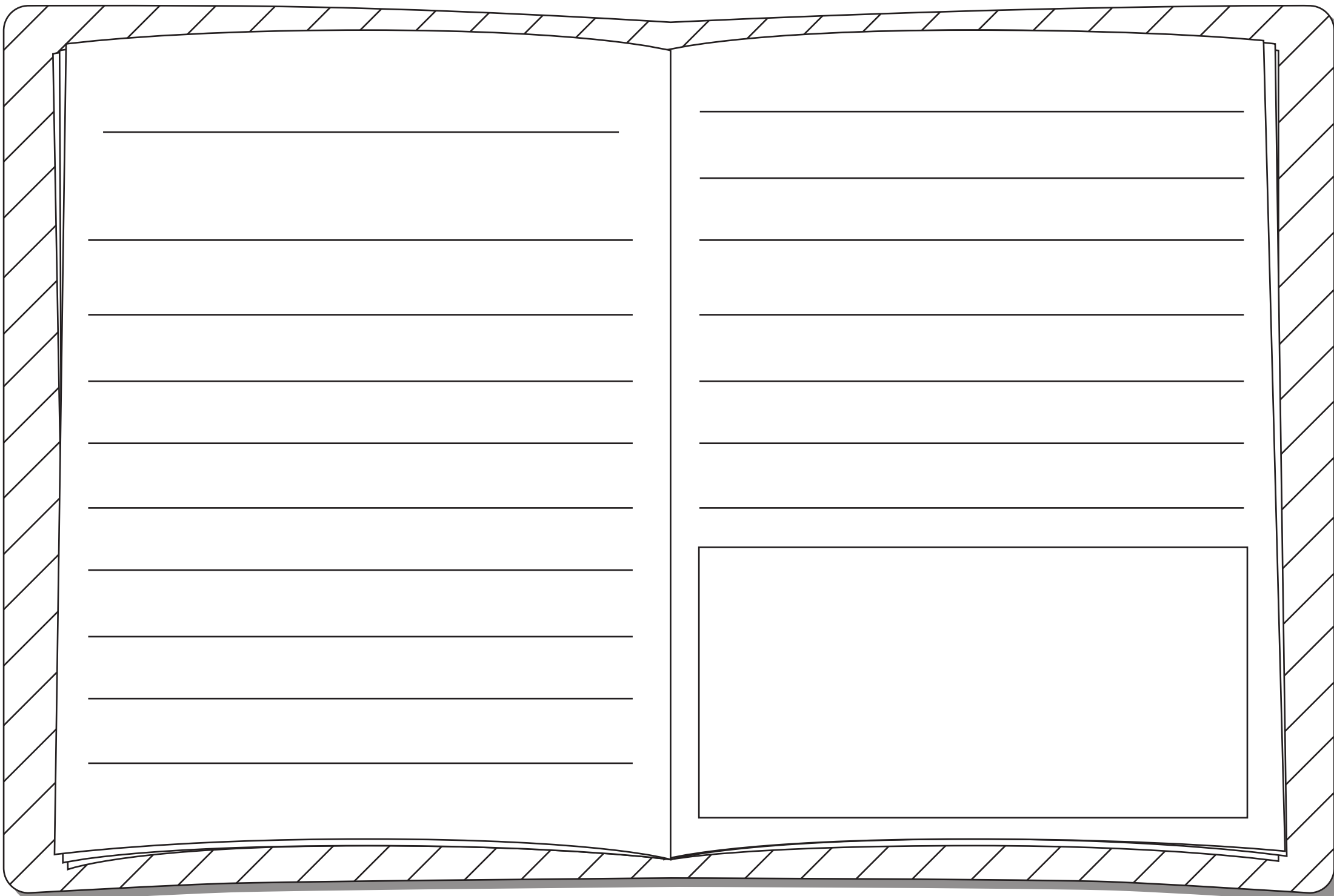
<p>Syllable Sort Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out For each of your spelling words, write four words. One is your spelling word, two relate to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

Rhyming Wheels

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



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



Code Breaker

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

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

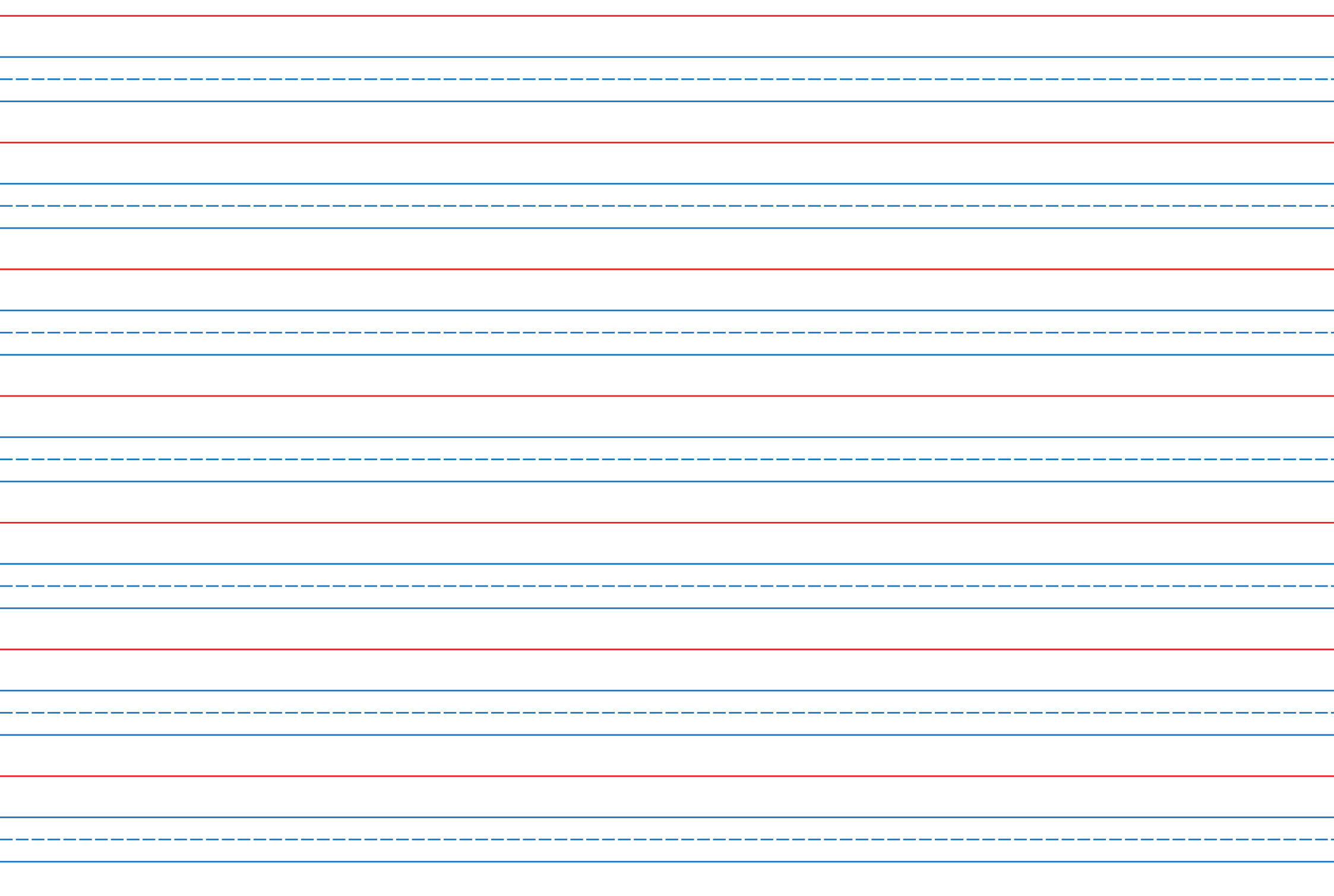
n	o	p	q	r	s	t	u	v	w	x	y	z
14	15	16	17	18	19	20	21	22	23	24	25	26

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

Digging in the Dictionary

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

Spelling Word	Definition	Sentence





Odd One Out

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

e.g. happy, joyful, angry, cheerful

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h) _____

i) _____

j) _____

k) _____

l) _____

m) _____

n) _____

o) _____

Sort Them Out

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

Category 1:	Category 2:	Category 3:

Word Detective

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

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

a) _____

b) _____

c) _____

Word Work Grid – V2

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

<p style="text-align: center;">Syllable Words</p> <p>Group your spelling words according to the number of syllables.</p> <p>Date: _____</p>	<p style="text-align: center;">Working Out Words</p> <p>Group your spelling words into nouns, adjectives, verbs, adverbs etc.</p> <p>Date: _____</p>	<p style="text-align: center;">Spelling Search</p> <p>Search for spelling words or words within words in your class novel/book you are currently reading.</p> <p>Date: _____</p>	<p style="text-align: center;">Sell Your Words</p> <p>Write a TV commercial for a product of your choice using as many spelling words as you can.</p> <p>Date: _____</p>	<p style="text-align: center;">Cartoon Connection</p> <p>Create a cartoon strip using as many spelling words as you can.</p> <p>Date: _____</p>
<p style="text-align: center;">Spelling Bee</p> <p>Write your words, definitions and sentences on the Spelling Bee Word Cards. Swap cards with a partner and ask them to spell the word. You can ask for the definition or the word used in a sentence.</p> <p>Date: _____</p>	<p style="text-align: center;">Define It!</p> <p>List your spelling words in the boxes on the left side of your paper and then write the definitions of each word on the right side, in random order. See if a partner can match the words and definitions correctly.</p> <p>Date: _____</p>	<p style="text-align: center;">Lie Detector</p> <p>Write a true or false statement explaining/ relating to each of your spelling words. Swap your words with a partner and see if they can correctly identify if the statement is true or false.</p> <p>Date: _____</p>	<p style="text-align: center;">Script</p> <p>Write a piece of dialogue between characters of your own creation. See how many spelling words you can use in the conversation. Use quotation marks and underline each spelling word.</p> <p>Date: _____</p>	<p style="text-align: center;">Scrambled</p> <p>Write each of your spelling words, jumbled up, on the left side of your page. Swap with a partner and see if they can unscramble each of the words and write the correct word on the right side of the sheet.</p> <p>Date: _____</p>
<p style="text-align: center;">Editing Expert</p> <p>In pairs, write a piece of text using each other's words. Spell them incorrectly, swap pieces of text and then correct the spelling of your words.</p> <p>Date: _____</p>	<p style="text-align: center;">Texting Words</p> <p>Translate your spelling words into numbers using the phone keypad on the Texting Words Worksheet. Write the number that represents each word.</p> <p>Date: _____</p>	<p style="text-align: center;">Word Worth</p> <p>Use the Word Worth worksheet to calculate the value for each of your spelling words. Highlight the word/s that are worth the most and the least.</p> <p>Date: _____</p>	<p style="text-align: center;">Crossword</p> <p>Use grid paper to make a crossword using your spelling words. Don't forget to provide clues for each word.</p> <p>Date: _____</p>	<p style="text-align: center;">Spelling Search</p> <p>Search through old magazines or newspapers to find as many spelling words as you can. Cut them out.</p> <p>Date: _____</p>

Name: _____

Date: _____

Syllable Words

1 Syllable

2 Syllables

3 Syllables

4 Syllables

5 Syllables

Name: _____

Date: _____

Working Out Words

Noun

Adjective

Verb

Adverb

Name: _____

Date: _____

Cartoon Connection

Name: _____

Date: _____

Spelling Bee

Word: _____

Definition:

Sentence:

Word: _____

Definition:

Sentence:

Word: _____

Definition:

Sentence:

Word: _____

Definition:

Sentence:

Name: _____

Date: _____

Define It

Name: _____

Date: _____

Texting Words

1	2 abc	3 def
4 ghi	5 jkl	6 mno
7 pqrs	8 tuv	9 wxyz

T e x t i n g
 $8+3+9+8+4+6+4 = 42$

Name: _____

Date: _____

Word Worth

A ₁	B ₃	C ₃	D ₂	E ₁	F ₄	G ₂
H ₄	I ₁	J ₆	K ₅	L ₃	M ₃	N ₁
O ₁	P ₃	Q ₁₀	R ₂	S ₁	T ₁	U ₁
	V ₄	W ₄	X ₈	Y ₄	Z ₁₀	

Name: _____

Date: _____

Crossword

Movies Are More Enjoyable Than Books

Reasons For

- Movies are visually appealing and bring imagination to life.
- Movies include only the most interesting parts of a story.
- Movies show an entire story within a relatively short time-frame.
- Movies can be enjoyed as a social outing with friends.
- Movies showcase the talents of a range of people within the film industry.

Reasons Against

- Books allow the reader to picture the story however they choose.
- Books tell the whole story in detail; nothing is left out.
- Books are portable and can be enjoyed anywhere, anytime.
- Books can be enjoyed over as long or as short a time as you choose.
- Books allow the reader to spend some quiet time relaxing on their own.



Name _____

Date _____

Persuasive Text – OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:

Reason 2:

Reason 3:



Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:

Example 2:

Example 3:



Name _____

Date _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

Reason 1 (State your first **reason** and provide an **example** to support it).

Reason 2 (State your second **reason** and provide an **example** to support it).

Reason 3 (State your third **reason** and provide an **example** to support it).

Concluding statement (Restate your **opinion** about the topic of the text).

“Be careful, this robot is...”

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

The topic you have been given for your narrative is “Be careful, this robot is...”

Think:

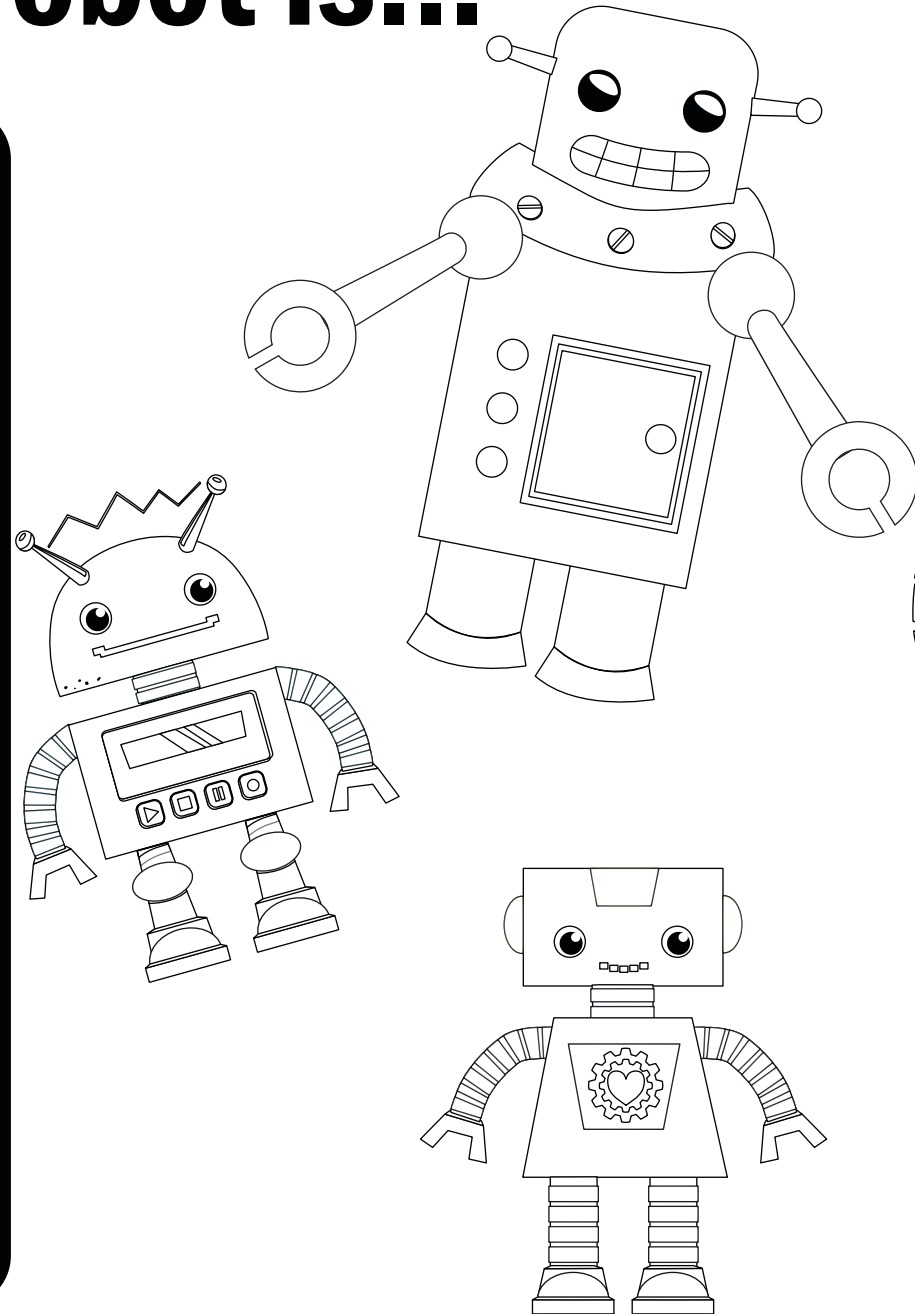
What do you want your story to be about? Your story might be about a robot that is causing destruction, a problem that occurs with a robot or even an unexpected event that happened between a robot and humans.

Plan:

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


Remember to check:

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



Narrative Planning Template

Title _____

Orientation		
Setting	Characters	Mood
		



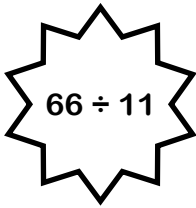
Complication



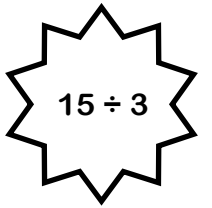
Events and Climax



Resolution

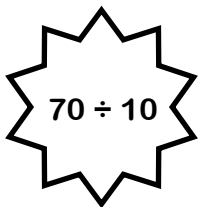
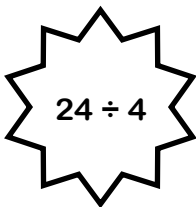


Division Colour Fun!



Find the answer to the division number sentence and then colour that section the corresponding colour.

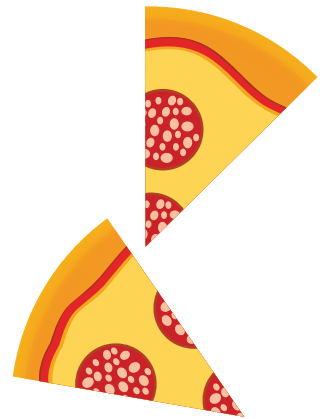
- | | | |
|---------------------|-----------------|-----------------------|
| 1 white | 5 red | 9 brown |
| 2 black | 6 pink | 10 light blue |
| 3 dark green | 7 orange | 11 light green |
| 4 purple | 8 yellow | 12 brown |



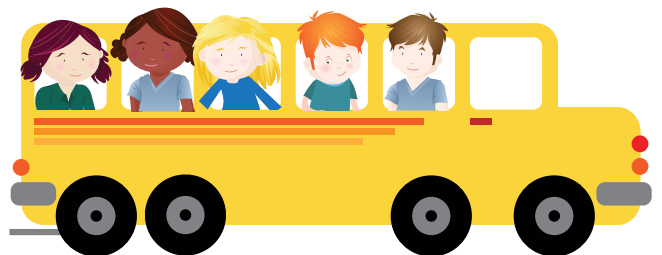
1. 100 people attended a charity dinner. $\frac{1}{4}$ of them paid £40, $\frac{1}{2}$ paid £65 and the remaining guests paid £92. How much money did the charity dinner raise?



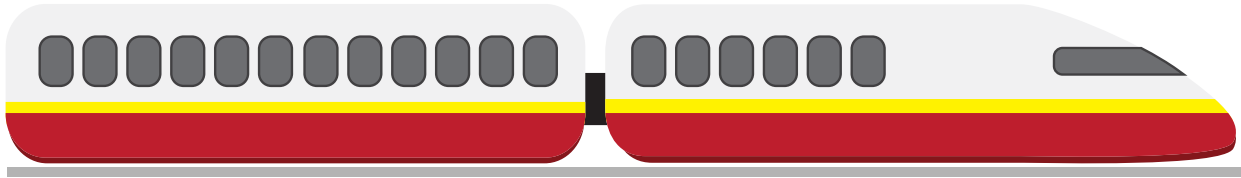
2. 45 students and 2 teachers are at a pizza party. 23 students want 2 pieces of pizza and the remaining students and teachers want 3 pieces. Each pizza has 8 pieces. How many pizzas should they order?



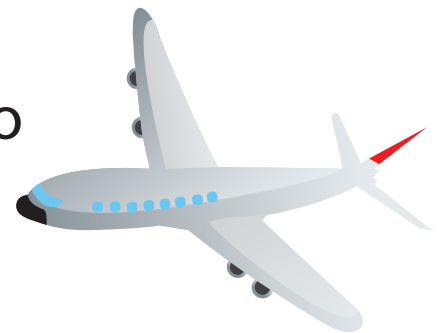
3. It is 8.30 am. Kim is waiting for the 10.45 am bus. Buses arrive every 15 minutes. How many buses will Kim see before she leaves?



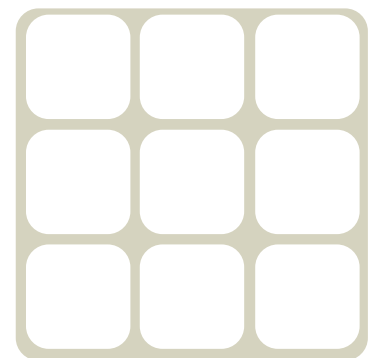
4. Lindsey caught the train from her house to the city. She went through 4 zones. Each zone costs £3.35. How much did the whole trip cost her?



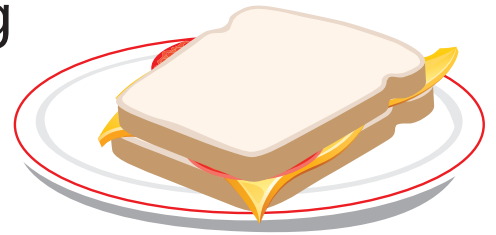
5. The airline bought 6 new planes for £385 780 each. They had to spend £12 000 on each plane to put their logo on the side. How much did they spend on the planes altogether?



6. Chloe was tiling her bathroom. She needed 105 tiles to complete the job. They come in boxes of 14. How many boxes does she need to order to make sure she has enough to tile her bathroom?



7. Alex needs 2.5 kg of ham to make sandwiches for his soccer team. The ham comes in 375 g packets. How many packets does he need to buy?



8. You bought a 12 month gym membership for £418. How much do you need to pay per month?



9. It is recommended that you drink 2 L of water every day. If your cup holds 210 ml, how many cups of water would you need to drink to have 2 L?



10. Sandy needs 14 ml of milk to make one cupcake. How much milk does she need to make 45 cupcakes?



11. 9 friends were paid £385 to clean up the local lake. How much does each person receive?



12. You are holding a party and you will need 35 cups. Is it better value to buy a packet of 40 cups for £8.00 or 7 packets of 5 cups for £1.20 each?



13. 4 boys weigh 165 kg combined. If two of the boys weigh 92 kg combined and another boy weighs 34 kg, what does the fourth boy weigh?



14. The local soccer club is looking to purchase new balls for their 192 players. They need 5 balls for every 20 players. How many balls do they need?



15. The average distance from the Earth to the Moon is 384 000 km. The length of a marathon is 42 km. If you could run from the Earth to the Moon, how many marathons would you have run?



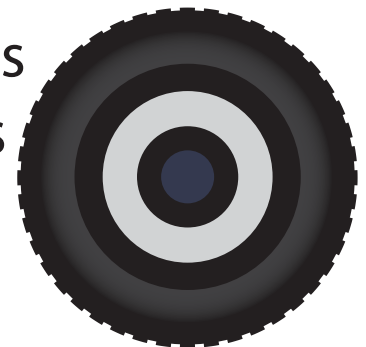
16. On average, 4 babies are born every second world-wide. How many babies are born every 10 minutes?



17. Crack the code! The first number is 1.5 times the second number. The third number is one third of the first number. The fourth number is 2, which is one third of the value of the second number.



18. Your car's wheels rotate 600 times per km. If your car needs new tyres every 50 000 km, how many times will your tyres rotate before they need to be replaced?

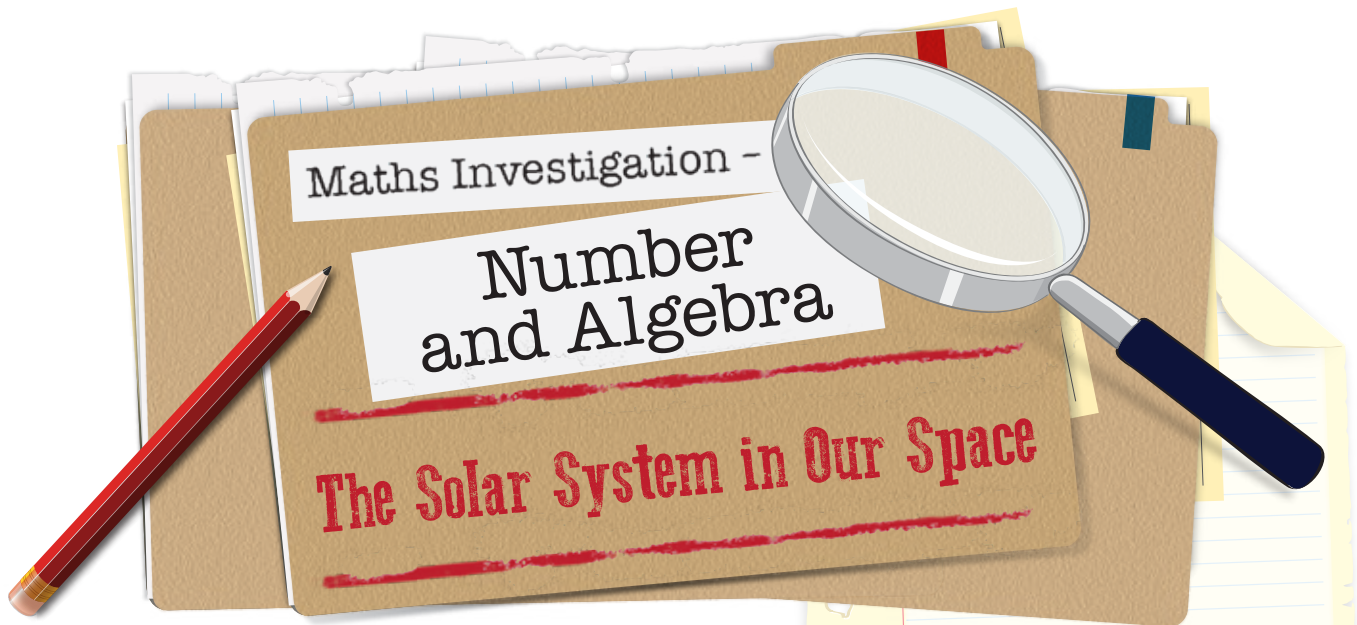


19. Neil loves running! He runs 8 km every week. After running 190 km, his shoes need to be replaced. How often does Neil replace his shoes?



20. Ralph eats 2 bowls of food each day. If a bowl contains 400 g of dog food and a bag of dog food contains 20 kg, how often does Ralph need a new bag of dog food?





The Scenario

Science Week is coming up soon and Miss Celestial wants her class to make a scale model of the solar system in their classroom. This means that the size of the planets and their distances from the sun will be relative to the size of the sun used in the model. Miss Celestial started doing some calculations to find out the sizes and distances required but she is becoming concerned that the model might not be able to fit in the classroom! She needs some help to make the final calculations in order to find out if her dream can become a reality!

The Task

Calculate the scale model's relative distances from the sun and planet diameters using the dimensions and formulae provided.



The Procedure

1. Calculate the diameters of the planets using the provided information and formula.
2. Calculate the relative distances from the sun for the model in the same way.
3. Write a statement to Miss Celestial detailing whether or not the model can be made inside the classroom and the reasons why/why not.

The Materials

- Calculator
- A lead pencil
- An eraser

Name _____

Date _____

The Solar System in Our Space

1. Miss Celestial wants to use a model of the sun that is 18cm in diameter. The real sun has a diameter of 1 400 000 km. Using these two numbers and her brilliant knowledge of mathematics, Miss Celestial now knows she can find the size that her model planets need to be (in cm), by multiplying the real diameter by 0.0000129.

Calculate the diameters of the planets for the model by completing the table below. Round up/down the cm measurements to two decimal places.

Planet	Diameter of planet (km)	Equation = Diameter of planet x 0.0000129	Diameter of model planet (cm)	Diameter of model planet (mm)
Mercury				
Venus				
Earth				
Mars				
Jupiter				
Saturn				
Uranus				
Neptune				



The Solar System in Our Space Investigation - Worksheet

Name _____

Date _____

2. Miss Celestial discovered that to calculate the distances that the model planets will need to be from her model sun (in metres), all she needs to do is divide the number of the real distance, in millions of kilometres, by 7.8. For example, if a planet was 50 million km from the sun, the equation would be $50 \div 7.8$. This planet would have to be 6.41 m from the model sun.

Calculate the relative distances of the planets from the sun for the model by completing the table below. Round up/down the metre measurements to two decimal places.

Planet	Average distance from the sun (millions of km)	Equation = Distance from the sun (millions of km) \div 7.8	Distance from sun for model planet (m)
Mercury			
Venus			
Earth			
Mars			
Jupiter			
Saturn			
Uranus			
Neptune			



The Solar System in Our Space Investigation - Worksheet

Name _____

Date _____

3. Write a statement for Miss Celestial detailing whether or not it is possible to make a scale model of the solar system inside the classroom. Make general statements about the data you collected to support your statement. Suggest whether making the model sun bigger or smaller would be helpful.



PANDORA'S PARTY PALACE

Snacks

£5.95

Potato Chips
10 packets per pack



£3.25

Sultanas
6 boxes per pack



£5.50

Popcorn
10 packets per pack



Lunch Items

£4.00

Chicken Nuggets
20 pieces per box



£8.00

Mini Pizzas
6 pizzas per box



£20.00

Sushi
20 rolls per pack



25% OFF

Sweet Treats

£3.50

Chocolate Cupcakes
10 per box



£5.99

Yoghurt Iceblocks
10 per box



£2.18

Lollipops
Pack of 12



Drinks

£2.75

Water
6 x 250 mL bottles



£10.75

Lemonade
10 x 375 mL bottles



£5.50

Juice
6 x 250 mL boxes



FOOD

PANDORA'S PARTY PALACE

Decorations

£1.89

Party Hats
5 hats
per pack



£2.80

Balloons
20 per pack



£2.10

Streamers
2 rolls per pack



£2.40

Bunting
1 x 3 m pack



£1.68

Party Poppers
10 per pack



£3.20

Party Blowers
10 per pack



Serving Supplies

£2.50

Paper Plates
20 plates per pack



£3.00

Paper Cups
25 cups
per pack



£1.10

Straws
Box of 50



£2.80

Plastic Tablecloth
1 per pack



£1.50

Serviettes
100 per pack



£4.50

Wet Hand Wipes
100 wipes
per tub



10%
OFF

Decorations and Serving Supplies

PANDORA'S PARTY PALACE

Lucy is buying some sweet treats for a party. She needs at least 80 sweet treats, but she doesn't want more than 100.

What combinations of sweet treats could Lucy buy for the party?

List some possibilities.

Calculate the total cost of the sweet treats for Lucy's party.



PANDORA'S PARTY PALACE

Taylor's class was having an end-of-year party. Taylor was asked to bring the drinks. His budget for the drinks was £40.

What combinations of drinks could Taylor buy for the class party?

List some possibilities.

Check that the drinks don't cost more than £40.



PANDORA'S PARTY PALACE

Mario is planning a pizza party for his birthday. He needs 36 mini pizzas to feed his friends.

How many boxes of mini pizzas does Mario need to buy?

Calculate the total cost of the mini pizzas for Mario's birthday party.



PANDORA'S PARTY PALACE

Amy's friends came over to her place for a movie night. Amy bought 5 packs of popcorn to share with her friends.

How many snack-size popcorn packets did Amy have at her movie night?

Calculate the total cost of 5 packs of popcorn.



PANDORA'S PARTY PALACE

Mrs Small bought some party decorations for a surprise party for her class.

Mrs Small bought:

- 6 packs of streamers
- 4 packs of bunting
- 3 packs of party blowers.

How much did Mrs Small spend on decorations for the party?



PANDORA'S PARTY PALACE

Sam decided to buy sushi rolls and chicken nuggets for his birthday party. He wanted each guest to have 6 pieces of sushi and 6 chicken nuggets.

If Sam invited 12 guests, how many boxes of chicken nuggets and packs of sushi did he need to buy?

Calculate the total cost for Sam's party food.



PANDORA'S PARTY PALACE

Daniel and his family were going on a picnic with his cousins. Daniel's family was asked to bring the paper plates, cups and serviettes.

If there were 55 people were going to the picnic, how many packs of paper plates, cups and serviettes did Daniel's family have to buy?

How much did Daniel's family spend on serving supplies?



PANDORA'S PARTY PALACE

As a special treat, Mr Wright wants to buy his class lollipops.

If there are 32 children in the class, calculate for Mr Wright:

- the total number of packs of lollipops
- the total cost of the lollipops.



PANDORA'S PARTY PALACE

Coach Carter needs enough bottles of water to give one to each player for the soccer gala day.

If 63 players are attending the soccer gala day, how many six packs of water should Coach Cater buy?

Calculate the total cost for the water.



PANDORA'S PARTY PALACE

Naomi wants to decorate her house with bunting to welcome her grandparents back from an overseas trip.

Naomi needs 14 m of bunting to decorate the house.

Calculate how many packs of bunting Naomi must buy and the total cost of the bunting.



PANDORA'S PARTY PALACE

Class 6A was having a cake stall to raise money for some new play equipment. They bought 14 boxes of cupcakes from Pandora's Party Palace and sold each cupcake at the stall for 50 pence.

Calculate:

- the total cost of the cupcakes
- the total profit made from the cake stall.



PANDORA'S PARTY PALACE

As part of their end-of-school year celebration, Principal Jones bought yoghurt ice blocks for every child in the school.

If there were 472 students in the school, how many boxes of yoghurt ice blocks did Principal Jones buy?

Calculate the total cost for the ice blocks.



PANDORA'S PARTY PALACE

For a science experiment, Professor Paleo needed 180 balloons and 360 paper cups.

Calculate for the experiment:

- the total packs of balloons
- the total packs of paper cups
- the total cost for the balloons and cups.



PANDORA'S PARTY PALACE

To help celebrate New Year's Eve, Lilly bought some decorations from Pandora's Party Palace. Her budget for decorations was £100.

What combinations of decoration could Lucy buy for New Year's Eve?

List some possibilities, and then calculate the total cost Lilly spent on decorations.



PANDORA'S PARTY PALACE

On the weekend, Jenny had a party for her 12th birthday. Calculate the total cost if Jenny bought:

- 3 packs of balloons
- 4 packs of streamers
- 5 packs of bunting
- 4 boxes of yoghurt ice blocks
- 10 boxes of chicken nuggets
- 5 packs of popcorn
- 10 bottles of lemonade.



PANDORA'S PARTY PALACE

You have been given a budget of £200 to organise your own party, using items from Pandora's Party Palace.

After deciding on how many guests you will invite, make a list of the items you will buy and their total costs.

Calculate the total cost of the party to check that you have come in under budget.



FORMATION OF THE EARTH

The origin of our home planet, Earth, is linked to the emergence of the sun. About 5 billion years ago, a nebula of gas and dust floating in space began to coalesce, contract and spin, forming a disc in the middle. It became so dense that it led to the creation of a star, our sun. The remaining disc of dust and gas kept revolving around the newly formed star.

These specks of dust were pulled towards each other as a result of their own gravity. The specks of dust grew bigger and became small rocks. Small rocks combined to make bigger rocks and so it went for another 500 million years.

4.5 billion years ago, Earth became the size and shape that we know today but it was a very different place. It was a boiling ball of molten rock. The temperature on this lava-like surface would have been about 1000°C. There was no air and only traces of water in the form of steam.

For the next 700 million years, Earth was hit with a bombardment of debris from the solar system. During this time, another planet about the size of Mars collided with the newly formed Earth. The collision sent dust and debris into space which, over the next 1000 years, settled to form a ring that orbited Earth. 100 million years later, this debris coalesced to form a large ball of rock that we now call the moon.

This bombardment also provided the new planet with different chemicals and minerals. The meteoroids and asteroids were made of different materials and also carried very small particles of something that would be a key feature of the future planet: water. Over hundreds of millions of years, these minerals and water particles accumulated to a point where liquid water became present on the surface.

The Earth's surface began to cool which allowed a crust to form. Gases also started to accumulate and an atmosphere began to develop. 3.8 billion years ago, the bombardment of the planet eased and Earth began to look something like we know today. Oceans of water were present, with volcanic islands scattered across them.

It would be another 2 billion years before large land masses and breathable air appeared and complex organisms were living in the oceans. The first humans didn't arrive for another 1.6 billion years after that.

It seems remarkable that this planet we know today, the planet we call home, came into existence as a result of some specks of dust floating in space.



Name _____

Date _____

Formation of Earth

1. What celestial body had to be formed first before Earth could come into existence?

2. How long did it take for Earth to become roughly the size and shape it is today?

3. Research the definitions for the words below. Write the definition beside the word.

a) nebula _____

b) debris _____

c) bombardment _____

4. Create a five step summary for the formation of Earth.

i) _____

ii) _____

iii) _____

iv) _____

v) _____

Name _____

Date _____

My Ecological Footprint

Read the following questions. Take note of your household's behaviour over one week. For each question, shade a number from 1 to 7 which best describes your household situation. The last question asks you to tally your results.

1. How often do you eat animal-based products? This includes meat, poultry, seafood, eggs and dairy.

1	2	3	4	5	6	7
never			once a day		for every meal	

2. Which foods that you eat have no packaging?

1	2	3	4	5	6	7
all of it		vegetables and fruit			it all has packaging	

3. How many bedrooms and bathrooms does your house have all together?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

If the number is greater than 7, just mark 7.

4. What material is the outside of your house made from?

1	2	3	4	5	6	7
straw	bamboo	wood	brick	concrete	adobe	steel



Name _____

Date _____

5. How many people live in your household?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

If the number is greater than 7, just mark 7.

6. Do you use energy efficient appliances and lights in your home?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

every appliance

energy saving light bulbs

none at all

7. What percentage of your electricity comes from 'Green' energy sources?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

100%

more than 20%

0%

8. Compared to your neighbours, how much rubbish do you generate?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

much less

about the same

much more

9. How do you mostly get to and from school and other places you regularly visit?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

always walk

public transport

always drive



My Ecological Footprint - Worksheet

Name _____

Date _____

10. How much does your family spend on petrol each week?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

nothing

between £20 and £50

more than £50

11. How often do members of your family carpool?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

5 days a week

2 days a week

never

12. How far do you travel on public transport each week?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

more than 100 km

more than 50 km

less than 5 km

13. How many hours do you fly each year?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

none

around 5

more than 10

14. How often does your family plant trees, vegetables or other plants?

1	2	3	4	5	6	7
---	---	---	---	---	---	---

everyday

weekly

never



Name _____

Date _____

15. Use the space below to add up all the numbers you have shaded to work out your overall ecological footprint score. Then, use the data analysis table below to see what your score means.

Ecological Footprint - Data Analysis

Once you have tallied your results, find where your number sits in the table and read about your ecological footprint. Discuss your class data.

0 - 19	20 - 39	40 - 59	60 - 79	80 - 100
<p>You have a very low ecological footprint. In fact, if everyone on Earth had a footprint in this range the earth wouldn't be in trouble.</p>	<p>Your ecological footprint is small enough that it will reduce the growth of ecological destruction but it will not provide a long-term solution to the problem.</p>	<p>You have an average ecological footprint. Remember that even though it is average, this number must be reduced.</p>	<p>Your ecological footprint is larger than average. You might consider how you can change your actions to reduce this number.</p>	<p>A number this high means you are living way beyond where you should be in order to protect the earth. Find ways to reduce your number now.</p>



