

The storm

The waves were gushing over the wooden rowing boat with a force that terrified Jack more with every lash. He was right at the front of the tiny boat but his oars were long gone and he could do nothing but hang onto the seat beneath him, his hands so cold that he couldn't even feel them. Every wave that hit the boat raised it up so high. It was surely just a matter of time before Jack would be thrown into the water. With every wave he got colder and wetter and more terrified. His heart pounded painfully in his chest and the wind whipped his wet hair about his face, stinging his eyes with salty water, until he could see nothing in front of him but the towering mountains of water.

Jack had found himself in some serious troubles before. But never quite like this.

As the boat climbed up once more and plummeted down into the depths of the waves, there were a few seconds of the most eerie silence. It was a moment of almost complete peace and stillness and Jack suddenly started to feel that he might be okay. He might even live to tell this strange tale. But before the noisy rhythm of the waves started up again, he heard a new and different noise: a different rhythm altogether. It was more like a deep rumble. He could almost feel it more than hear it, *'Heave-ho, heave-ho, heave-ho ...'* Voices, surely?

He wasn't alone!

Read *The storm* on page 7 of the magazine and answer questions 32 to 39.

- 32 In the first paragraph, Jack is
- holding onto the side of the boat.
 - lying on the bottom of the boat.
 - huddled at the back of the boat.
 - sitting at the front of the boat.

- 33 What effect did the cold have on Jack?
- His hands lost all sensation.
 - He shivered uncontrollably.
 - It made it hard for him to breathe.
 - It took away his strength.

- 34 According to the text, what particularly frightens Jack?
- being unable to see the shore
 - being knocked out of the boat
 - being unable to find his oars
 - being blown off course by wild winds

- 35 ... *towering mountains* ... (paragraph 1)
The writer uses this phrase to emphasise the
- depth of the sea.
 - remoteness of the location.
 - size of the waves.
 - absence of other boats.

- 36 *It was more like a deep rumble.* (paragraph 3)
In this quotation, *It* refers to the sound of the
- crashing waves.
 - powerful wind gusts.
 - people nearby.
 - creaking of a boat.

What is the power of heat?



Vocabulary

solid

liquid

melt

heat source

aim

materials

hypothesis

procedure

results

conclusion

evaluate

Materials needed

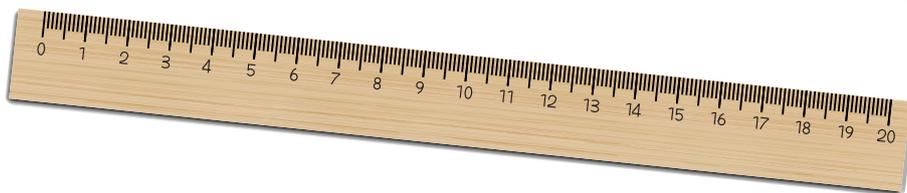
EXPERIMENT QUESTION 4

Which crayon should I take to the beach?

Whole class, teacher led experiment

You will need:

- 3–5 different coloured crayons. Make sure at least one is light (e.g. white) and one is dark (e.g. black). (Crayola brand work well.)
- a hairdryer
- 1 paper bowl for each crayon (you will need to throw the bowls away afterwards)
- a ruler
- a stopwatch or timer



- 1 Watch the video.
- 2 Complete the graphic organiser about the video.

What was happening in the video?



What did you **see** that made you say that?

I saw _____

What did you already **know** that made you say that?

I already knew that _____

Adding heat made the solids in the video change to liquids. We call this melting.

3 There are different heat sources that can melt solids.

Heat sources		
tumble dryer 	sun 	campfire 
stove 	oven 	radiator 

Look at the images of solids in the table below. Choose a heat source from above that you might use to melt each one. Draw what the solid looks like after it has been heated.

Before heating	Heat source	After heating
chocolate 	➔	➔
pizza cheese 	➔	➔
marshmallows 	➔	➔

The Sun is a powerful heat source that can cause a solid to change to a liquid.



4

Imagine you are going to the beach on a hot day. You want to do some drawing, but you can only take one crayon with you. As a class, do the experiment to find out which crayon you should take.

Aim

I am going to find out which crayon I should take to the beach (the one that melts the slowest).

Materials (what I need)

See the list on page 2.

Hypothesis

When planning an experiment, scientists make a hypothesis. This is a prediction of what they think will happen during the experiment.

I predict that...

Working safely

The hairdryer and the crayons will get hot during this experiment. Have a class chat about the rules that you should follow when working with hot materials.



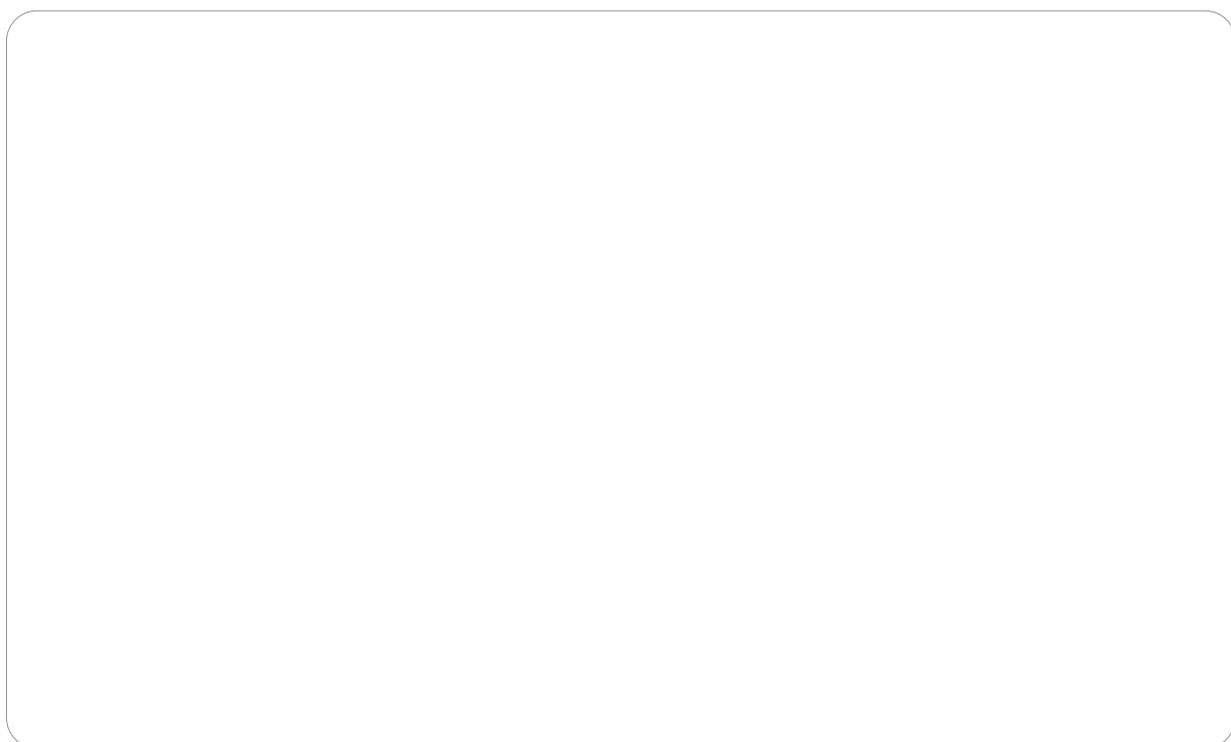
Procedure

- Step 1:** Remove any paper from the crayons.
- Step 2:** Put a crayon in a bowl. Make sure you use a bowl that you can throw away.
- Step 3:** Hold the hairdryer 10 cm above the bowl, pointing down.
- Step 4:** Turn on the hairdryer and start the stopwatch.
- Step 5:** Observe the crayon melt.
- Step 6:** Stop the stopwatch when the whole crayon has melted.
- Step 7:** Record your results in the table on the next page.
- Step 8:** Repeat steps 2–7 with different coloured crayons.

Results

Crayon colour	Time the crayon took to melt
	____ ____ : ____ ____ minutes seconds
	____ ____ : ____ ____ minutes seconds
	____ ____ : ____ ____ minutes seconds
	____ ____ : ____ ____ minutes seconds
	____ ____ : ____ ____ minutes seconds

Choose a crayon. Draw and label a diagram explaining what happened to it during the experiment.



When planning an experiment, scientists make sure it is a fair test by only changing one thing. The only thing that changed in this experiment was the colour of the crayons. Everything else stayed the same.

Conclusion

What did you find out?

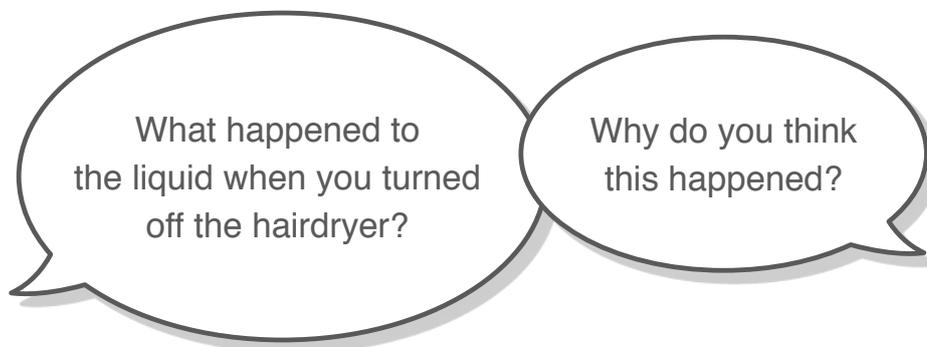
Was your hypothesis correct?



Evaluate

What would you change if you did this experiment again?

Further analysis



Think, Pair, Share your thoughts.

5

Scientists believe that the Earth has been getting warmer over the last 100 years due to some human activities. This causes glaciers to melt and sea levels to rise. Use the websites to find out more about sea levels rising. Complete the graphic organiser with what you learnt.

Three facts that I learnt:

1. _____

2. _____

3. _____

Two questions I still have:

1. _____

2. _____

One opinion I have:

6

We can recycle some materials by melting them and making them into something new.

These spoons have been made from melting plastic bottle tops. Think of something you could make from melting broken crayons. Draw or write about how you would make it.



Image courtesy of Brothers Make



Focus Words

sent	spent	twenty	never	seven
kept	said	any	ready	seventy
held	head	many	heavy	seventeen
felt	twelve	ever	breakfast	February

1 Turn to page 80 to segment the Focus Words.

2 Help Seb find his tent. Colour the words with .

spent	neck	her	any	fresh	February	beach
he	said	blue	best	each	many	queen
bike	dance	melt	cheer	year	been	slept
				reach		eight

3 Write words that rhyme.

shell	bent	head	check
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4 Finish the sentences.

One more than six is _____.	Ten plus one is _____.
Ten plus seven is _____.	Six plus six is _____.
Seven times ten is _____.	Ten plus ten is _____.

5 Write e, a or ai for to finish the words. Use some of the words to finish the sentences.

n__st	h__ld	fr__sh	The baker made us _____ bread.
s__nt	__ver	l__tter	It was the best I have _____ eaten.
__ny	dr__ss	m__ny	There wasn't _____ left over.
s__d	n__ver	el__ven	He _____ he will make us more
b__st	n__xt	s__cond	_____ week.

Segment the Focus Words. Highlight the letter or letters for  000.

sent								
kept								
held								
felt								
spent								
said								
head								
twelve								
twenty								
any								
many								
ever								
never								
ready								
heavy								
breakfast								
seven								
seventy								
seventeen								
February*								

* There is more than one way to correctly segment this word.

The Rainbow Serpent



The following story is based on a traditional Aboriginal story from the Aboriginal people of Arnhem Land, NT

twinkl



In the Dreaming, nothing moved.

A snake woke up, it was the Rainbow Serpent.



She travelled and made her way across the land.

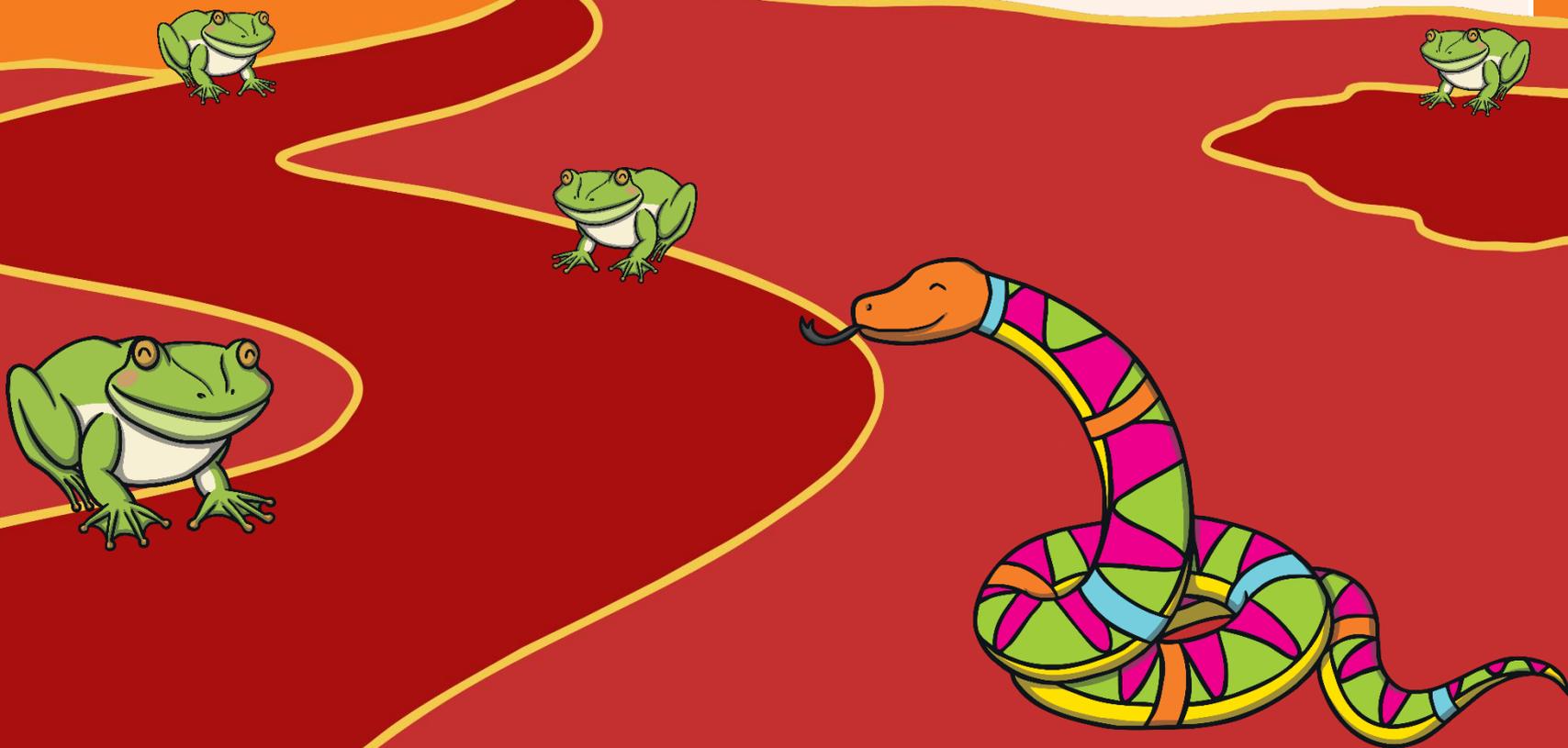


She grew tired and slept.

Z
z
z



She rest and called out to the frogs, saying “come out”!



The Rainbow Serpent tickled the frogs and water came out.



After this, water, grass and trees began to grow. All the other animals that lived in rocks, on the plains, in the trees and the air began to wake up and follow the Rainbow Serpent.



The Rainbow Serpent said, “Those who obey will be rewarded; I shall give them human form. But, for those who don’t, they will be punished”



The tribes of people lived together on the land given to them by the Rainbow Serpent. They knew that the land would always be theirs.





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Revision—Capital letters



All capital letters are head and body letters.



Trace and copy.

A A

J J

S S

B B

K K

T T

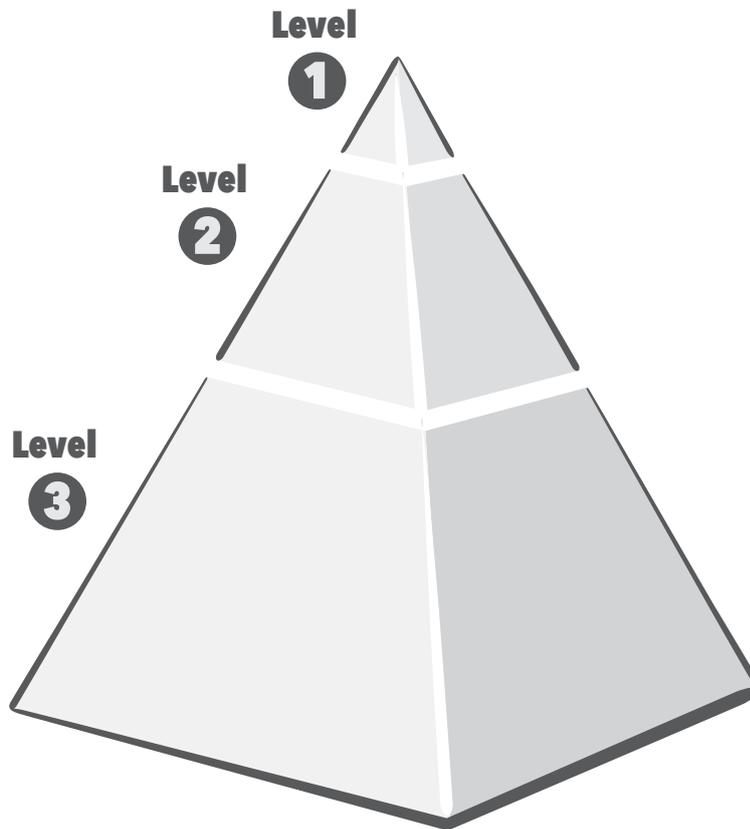
C C

L L

U U

8 When you have finished your research complete the 3-2-1 pyramid below.

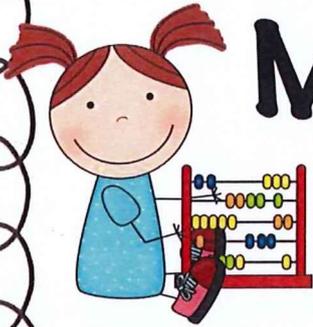
- Record three new things you learnt about it.
- Write two questions you have about it.
- Record one new word for your vocabulary.



9 Use the information from your pyramid to write one way you could help your community. For example: look after your pet, clean up an area of your school, donate some of your old toys or clothing, start a school library and help a junior sports team.

What I can do	Why I would do that

Name: _____ Date: _____



Multiplication Facts x1

$6 \times 1 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$7 \times 1 = \underline{\quad}$

$4 \times 1 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$8 \times 1 = \underline{\quad}$

$1 \times 1 = \underline{\quad}$

$9 \times 1 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$7 \times 1 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$8 \times 1 = \underline{\quad}$

$4 \times 1 = \underline{\quad}$

$1 \times 1 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$0 \times 1 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$4 \times 1 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$1 \times 1 = \underline{\quad}$

$8 \times 1 = \underline{\quad}$

$6 \times 1 = \underline{\quad}$

$4 \times 1 = \underline{\quad}$

$7 \times 1 = \underline{\quad}$

$9 \times 1 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$8 \times 1 = \underline{\quad}$

$2 \times 1 = \underline{\quad}$

$0 \times 1 = \underline{\quad}$

$9 \times 1 = \underline{\quad}$

$3 \times 1 = \underline{\quad}$

$4 \times 1 = \underline{\quad}$

$1 \times 1 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$6 \times 1 = \underline{\quad}$

$7 \times 1 = \underline{\quad}$

$8 \times 1 = \underline{\quad}$

Pyramids

3D 1.1



Name

Date

1 Match the label to the correct pyramid by colouring them in the same colour.

a square pyramid

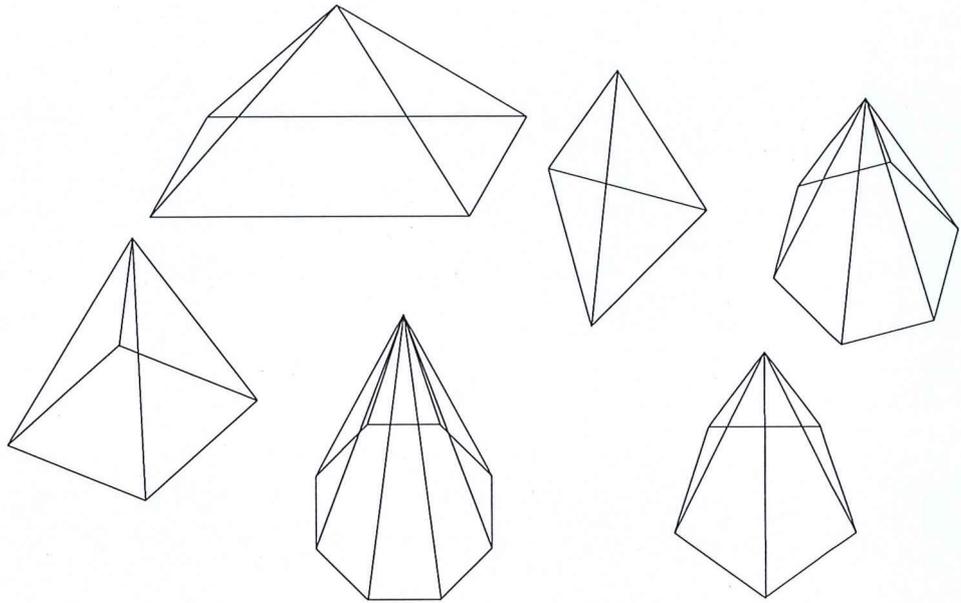
b rectangular pyramid

c octagonal pyramid

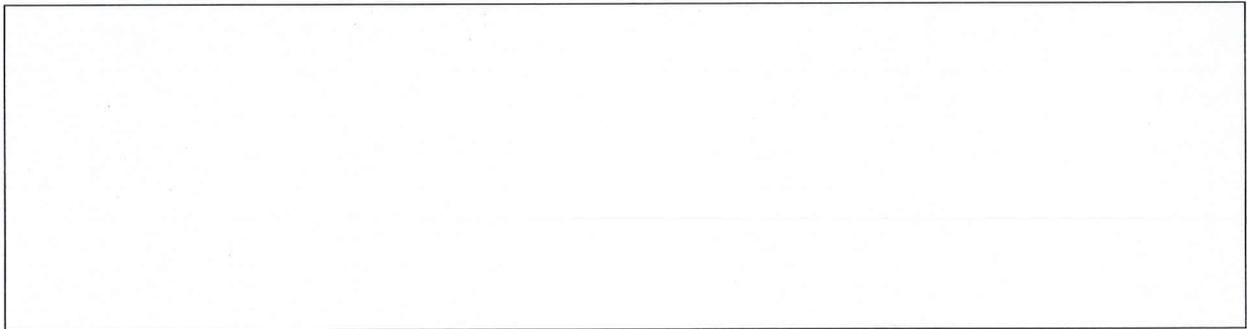
d triangular pyramid

e pentagonal pyramid

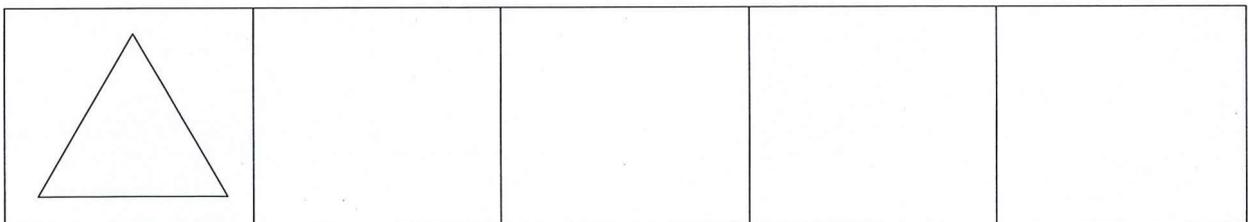
f hexagonal pyramid



2 a Draw a square pyramid and label one face, one corner, one edge, its base and apex.



b Draw all the faces of a square pyramid. One of the faces has already been drawn.



Shape: ACMMG063 Make models of three-dimensional objects and describe key features. Understanding: Link the properties of three-dimensional objects to their names. Fluency: Identify, compare, draw and describe three-dimensional objects.



Physical Education

Term 1

Week 6 – Year 3

Fundamental Movement Skills

Hopping

Skill Explanation

Hopping is a more advanced skill than jumping as it requires balance and strength. Children between the age of 5 and 7 should show marked improvement in speed, control and technique. Hopping is a good indicator of being able to maintain balance while moving, which is often referred to as dynamic balance.

Skill Criteria Checklist:

1.	Support leg bends on landing, then straightens to push off
2.	Lands and pushes off on the ball of the foot
3.	Non-support leg bent and swings in rhythm with the support leg
4.	Head and trunk stable, eyes focused forward
5.	Arms bent and swing forward as support leg pushes off
6.	Able to hop on both left and right legs
7.	Support leg bends on landing, then straightens to push off

Skill Example

Watch this video link to learn how to Hop!

[Link](#)

How to show us!

Please create a video of yourself doing this skill and upload it to your class dojo portfolio.

Send Mrs Bastick or Miss Stumpf (whoever teaches you for PE) a dojo message to let us know that you have completed it.

In your video please include:

Let us know something you found interesting about this task.
What challenges did you face? How did you overcome them?
Did/Can you modify it?
How did your body feel before and after the task?