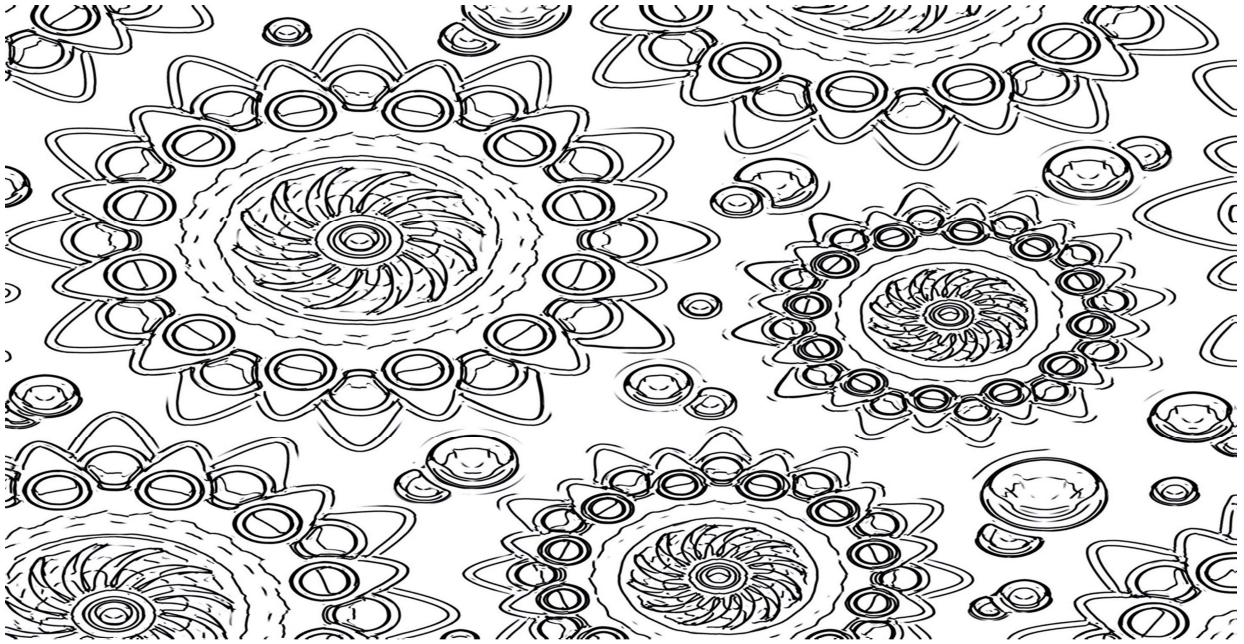


Weekly Learning Framework

Unit 2 (Part 2) - Year 5



Name: _____

Class: _____

Google Classroom username: _____@education.nsw.gov.au

Class code: zrdthqz

If you would like your child's username (which goes at the beginning of @education.nsw.gov.au and is usually your child's first and last name with a full stop in between and sometimes a number after the surname) and password please reply to the email sent regarding google classroom with your child's name and class and we will provide you your child's details.

Please return this booklet on Thursday to the Year 5 box out the front of the office with your child's class name on it. If you are returning the work via email, the subject line must be **Mr Hunter** only. Your child's name and class can be included in the body of the email.



Learning environment checklist

In setting up this space the following should be considered:

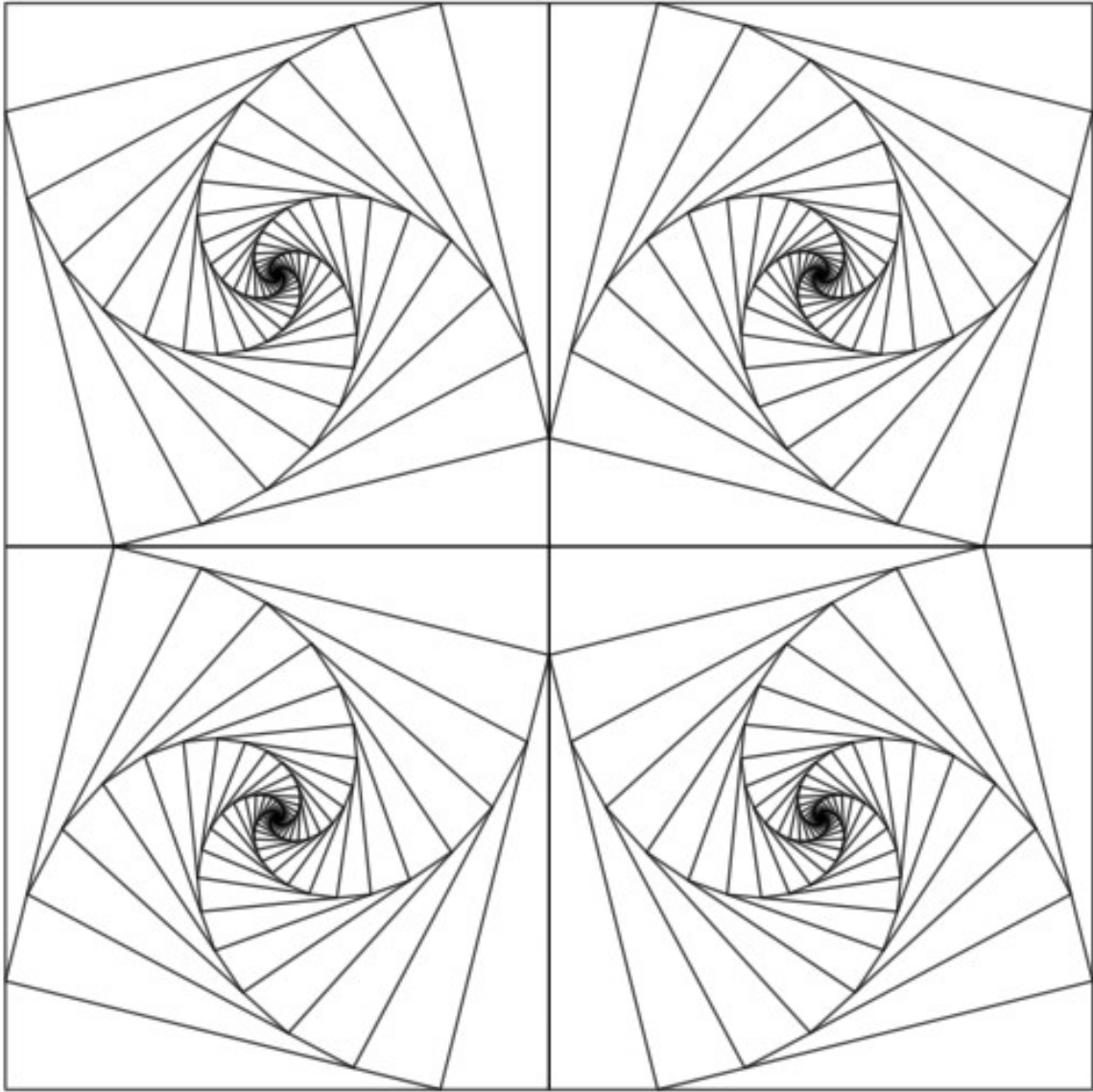
- ☐ Is the area free of distraction?
- ☐ Is there excessive noise in the area?
- ☐ Are there trip hazards in the area?
- ☐ Is the area exposed to direct glare or reflections?
- ☐ Does the area have sufficient power points available?
- ☐ Is equipment (extension cords etc.) in good, safe, working condition?
- ☐ Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- ☐ Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- ☐ Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- ☐ Are their most frequently used items within easy reach from a seated position?

Morning	<p><u>English</u></p> <p>Complete your spelling worksheet focusing on the sound <ate>.</p> <p>Write 10 spelling words that contain the specific sound focus of <ate>.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do sit-ups for 60 seconds without stopping. Record how long you could do it for.</p> <p>Complete at least two activities on Reading Eggspress and record them on the table on page 11. If you are unsure about your login details, a parent can email the school and they will be emailed back to you.</p> <p>Alternatively, you may read a text that you have at home (book, magazine, newspaper) and record what you have read in the table instead.</p> <p>(30 minutes)</p>	<p><u>English</u></p> <p>Revise the grammar focus for the week “prepositional phrases as adverbs”. Complete the grammar activity provided.</p> <p>Write 10 spelling words that contain the specific sound focus of <ate>.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do bicycle crunches for 60 seconds without stopping. Record how long you could do it for. If you don't know how to do this, check it out in the link below! https://www.youtube.com/watch?v=9FGilxCbdz8</p> <p>Revisit what you know about narrative writing:</p> <p><i>Writing to entertain a reader. Including an orientation, complication, series of events and a conclusion.</i></p> <p>Look at the writing stimulus and spend some time planning a narrative. Remember to brainstorm things such as characters, settings, problems and solutions. (15 minutes)</p> <p>Once you have planned your narrative, use the brainstorm to help you write a strong orientation.</p> <p>(15 minutes).</p>	<p><u>English</u></p> <p>Revise the sound focus of <ate>. Complete at least two spelling activities provided in the spelling activity grid.</p> <p>Write 10 spelling words that contain the specific sound focus of <ate>.</p> <p>(30 minutes)</p> <p>Brain Break – Try to do step-ups (stepping up and down onto a step or stair) for 60 seconds without stopping. Record how long you could do it for.</p> <p>Complete at least two activities on Reading Eggspress and record them on the table on page 11. If you are unsure about your login details, a parent can email the school and they will be emailed back to you.</p> <p>Alternatively, you may read a text that you have at home (book, magazine, newspaper) and record what you have read in the table instead.</p> <p>(30 minutes)</p>
Break			
Middle	<p><u>Mathematics</u></p>	<p><u>Mathematics</u></p>	<p><u>Mathematics</u></p>

	<p>Revise 7 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Watch Mrs Nelson's Decimal Tic Tac Toe TENS video on Google Classroom and then play that TENS activity by yourself or against someone else at home. (10 minutes)</p> <p>Brain Break – Try to do plank for as long as you can. <i>Remember to keep your back as straight as you can!</i> Record how long you could do it for.</p> <p>Financial Maths: Use catalogues you have at home, or a supermarket's website to come up with a shopping list for your household. Fill out the table and work out how much money your groceries will cost. Complete the optional tasks on the following page if you would like to challenge yourself. (30 minutes)</p>	<p>Complete 2 Mathletics tasks set for you by your classroom teacher. (25 minutes)</p> <p>Revise 7 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Brain Break – Try to do burpees for 60 seconds without stopping. Record how long you could do it for.</p> <p>Log on to number of the day https://mathsstarters.net/numberoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day. (5 minutes)</p> <p>Watch Mrs Nelson's Decimal Tic Tac Toe TENS video on Google Classroom and then play that TENS activity by yourself or against someone else at home. (10 minutes)</p>	<p>Revise 7 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Complete the Problem-A-Day task for today. (3 minutes)</p> <p>Watch Mrs Nelson's Decimal Tic Tac Toe TENS video on Google Classroom and then play that TENS activity by yourself or against someone else at home. (10 minutes)</p> <p>Brain Break – Try to do planking for 2 minutes without stopping. Record how long you could do it for.</p> <p>Financial Maths: Complete the activities around budgeting and calculating the total cost of visiting the zoo for a range of different families. If you do not have any dice, you can use an online one! https://www.online-stopwatch.com/chance-games/roll-a-dice/ (30 minutes)</p>
Break			

<p>Afternoon</p>	<p><u>PDHPE</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Bounce Back:</p> <p>Heroism</p> <p>Complete the questions about heroism and admirable qualities. Read the texts about different well-known figures and answer the reflection questions at the bottom of each page.</p> <p>(60 minutes)</p>	<p><u>Science</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Complete the activities for our unit 'Light Shows'. This is the first lesson and is designed to work out what <u>you already know</u>.</p> <p>Use a torch to observe what happens when you shine light. Answer the questions and complete the worksheet.</p> <p><u>Optional:</u> You can do some research to find out more information.</p> <p>(45 minutes)</p> <p>Just Dance – Choose 2 Just Dance songs to dance to. Record which songs you chose in the brain breaks chart.</p> <p>Watch BTN classroom news for the week. Create a VIP summary for each section, with at least 3 dot points for each individual story.</p> <p>(30 minutes)</p>	<p><u>Science</u></p> <p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Turn off all the lights, and close the blinds in a room of your house. Make it as dark as you can. Answer the three reflection questions.</p> <p>Have a look at the image on the worksheet and fill out the table.</p> <p>(45 minutes)</p> <p>Brain Break – Complete the Be Skilled, Be Fit workout in the link below. https://www.youtube.com/watch?v=Ym178QKgax8</p>
-------------------------	---	--	---

Monday



<-ate>

Spelling List 22

Which verbs in the Spelling List belong to the same word family as these words?

1. negate _____

2. decorate _____

3. pollinate _____

4. frustrate _____

5. activate _____

6. captivate _____

7. hibernate _____

8. complicate _____

9. formulate _____

10. circulate _____

11. originate _____

12. aggravate _____

13. vaccinate _____

14. participate _____

15. invalidate _____

16. speculate _____

17. culminate _____

18. appreciate _____

pollen

captive

decor

act

negative

frustration

formula

circle

origin

complex

aggravation

hibernation

valid

vaccine

culmination

appreciative

speculation

participant

Activity	Teacher Recognition
Completes spelling task	

Monday	Tuesday	Wednesday
7 x 1 =		
Time:	Time:	Time:

Activity		Teacher Recognition
	Recalls 7 x tables correctly each day	

TENS Activity: Tic Tac Toe

TENS Activity Completion Record		
Monday	Tuesday	Wednesday

Activity		Teacher Recognition
	Completes daily TENS activity	

My Shopping List:

Use a catalogue you have at home, or visit the website of a supermarket (coles, woolworths etc.), and use the cost of items to design a shopping list for your household.

- Design a dinner menu for a week in your household. Have you ensured that you have purchased everything you might need? Are you being mindful of food wastage?

Complete your extension activities here. Attach an additional A4 page if you need to.

Activity		Teacher Recognition
	Completes financial maths activity	

Bounce Back- who's a hero?

Reflect upon, and answer the following questions:

1. Who is somebody you admire? Why do admire them?

2. Is this person a hero or somebody who has admirable qualities? Have they shown heroism in that they have made choices, despite feeling fearful, to put themselves at risk for the wellbeing or safety of another?

3. How is the term 'hero' sometimes misused by the media?

4. Can anyone become a hero? Why or why not?

5. Watch the following video:

<https://www.youtube.com/watch?v=7YLCqjwonGM>

Is a pilot a hero is she/he manages to safely land a disabled plane?

Read the texts on the following pages, highlighting any information you think might relate to the idea of 'heroism' (being a hero). Answer the questions on the bottom of each text.

Edward 'Weary' Dunlop



BLM
3.2

Name: _____

Edward 'Weary' Dunlop was born in a Victorian country town in 1907. When he left school, Weary took a job in a pharmacy. In 1927 he became bored with country life and moved to Melbourne. Once in Melbourne, he decided that he wanted to be a doctor and began studying medicine.

As soon as he'd graduated, Weary became a ship's surgeon and sailed to London. Although he enjoyed life at sea, he didn't know exactly what he was going to do with his life—until World War II broke out in 1939.

Weary knew that his medical skills would be needed during the war and he decided to enlist in the army. He was sent to Indonesia where Australian soldiers were fighting the Japanese. His days were spent treating the sick and wounded.

In 1942 the Japanese captured Weary and many Australian soldiers. They were taken to Burma, where they were forced to build the 'Burma Railway' which was over 400 kilometres long. The Japanese treated the Australian prisoners very poorly. They were made to work extremely hard and given little food. Many of the prisoners suffered from malnutrition and tropical diseases. The Japanese had no sympathy and threatened to kill those prisoners who were unable to work.

However, Weary stepped in and stood up to the Japanese. As well as treating and operating on the sick and injured, Weary demanded better conditions for the prisoners. He protected those who were unwell, sometimes risking his own life to save someone else's. He was often beaten for doing this, and at one stage he nearly died himself from illness. By the end of the war, Weary had saved a great number of lives and had become a legend.

After the war, Weary was knighted for his contribution to medicine and was named Australian of the Year in 1976. Sir Edward 'Weary' Dunlop died in 1993 aged 86.

☉ In what ways did Weary demonstrate courage?

☉ Why would someone risk his own life and wellbeing for others in this way?



Nancy Wake

Name: _____

Nancy Wake grew up in Sydney. She was the youngest child in the family and became very independent. In her early 20s, Nancy left Australia for Paris where she worked as a journalist.

In the beginning, Paris was fun. There were lots of parties and she met and fell in love with a Frenchman named Henri. However, Hitler and the Germans had begun to make war in Europe and Nancy knew that the Germans would soon invade France. Nevertheless, Nancy married Henri in 1939. War broke out soon after.

Germany invaded France in 1940 and Nancy joined the French resistance. The aim of the French resistance was to work secretly to weaken the German army in France so that any attack by the Allied troops would be more successful. Nancy also helped hundreds of French people escape capture by the Germans.

The Germans soon became aware of Nancy's activities and nicknamed her 'The White Mouse' because she was so difficult to catch. Nancy knew that she would be killed if she was caught, but she always managed to escape capture.

In 1943 Nancy moved to England where she worked as a British agent. A year later she decided to go back to Paris to continue the fight. She was able to raise money and obtain weapons and a radio for the resistance movement. By sabotaging various targets, she and the resistance played a vital role in the success of the D-Day invasion by the Allies in June 1944. Germany was defeated a year later.

Victory celebrations were cut short for Nancy when she learned that her husband had been killed by the Germans in 1943. After the war Nancy Wake was awarded medals for bravery from Great Britain, France and the United States.

She will be remembered for her courage and bravery at a time when women were expected to stay at home in a supportive role while men fought the war.

- ⊙ Who were the Allied troops?
- ⊙ What different kinds of courage did Nancy demonstrate?
- ⊙ What do you think motivated her to do what she did?

Mahatma Gandhi



BLM
3.4

Name: _____

Mahatma Gandhi was born in India in 1869. He was married when aged only 13 and finished high school when he was 18. Three years later he moved to South Africa, where he became a legal advisor. It was in South Africa that Gandhi first witnessed *apartheid*. Under this system, blacks and Indians were treated by whites as second-class citizens.

Gandhi decided to do something about this problem. Through *passive resistance*, Gandhi and his supporters showed their unhappiness to the South African government with a series of protests. They were constantly beaten, but they didn't fight back. They were put in jail, but as soon as they were released they went straight back to protesting. After 20 years of this sort of protest, the South African government began to listen. Life in South Africa improved for its Indian citizens.

By the end of World War I Gandhi had moved back to India. He had decided that life also needed to improve for Indians in India. At that time India was under British rule and the British treated the Indian people very badly. Gandhi soon had a large following and, using passive resistance, he began protesting against some aspects of British rule.

The British usually *retaliated* with violence. Gandhi's response was to encourage Indian citizens to withdraw their children from British schools and to squat in the streets to protest against unfair treatment.

The British didn't know how to handle Gandhi. When they put him in prison, Gandhi would refuse to eat. When they released him, he would organise more protests. In 1930 Gandhi protested against the payment of tax by India's poorest citizens. He led a march of protestors 380 kilometres to the sea. All over the country, Indians followed his example and more arrests followed.

Finally, in 1947, India won its independence from the British. Tragically, Gandhi was assassinated one year later. Gandhi could have lived a wealthy life as a lawyer. Instead, he gave up a life of comfort to improve conditions and fight for justice for millions of others. His method of passive resistance was later used successfully by Martin Luther King in America.

- ⊙ What is meant by the terms 'apartheid', 'passive resistance' and 'retaliate'?
- ⊙ What characteristics of Gandhi enabled him to do what he did?
- ⊙ What do you think motivated him to do what he did?

Copyright © Helen McGrath and Toni Noble, 2011, ISBN 978 1442534643.

Activity		Teacher Recognition
	Completes Bounce Back activities.	

Student

I have completed my work to the best of my ability

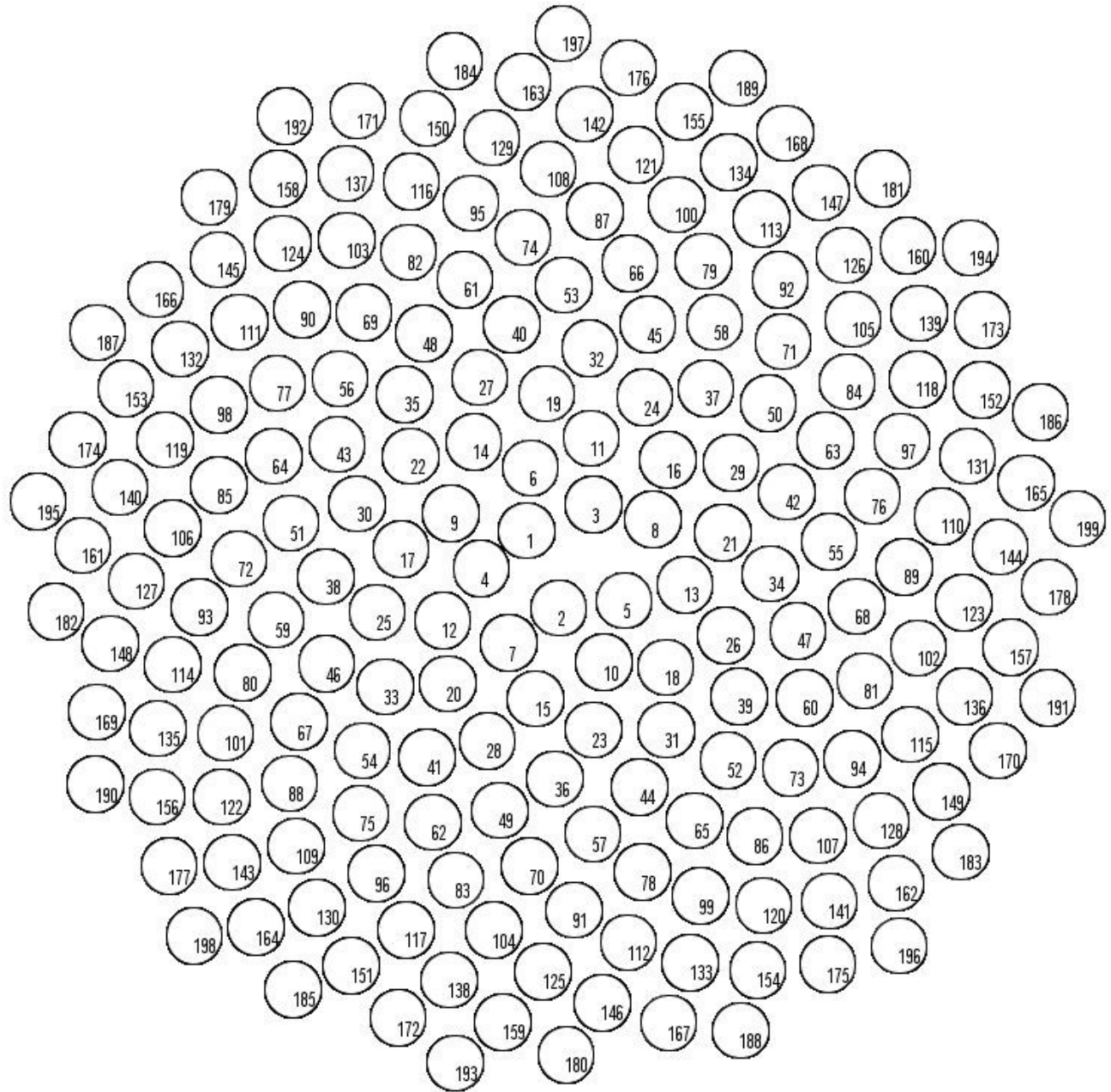
Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Tuesday



Prepositional Phrases as Adverbs

Identify the prepositional phrases acting as adverbs. Underline the prepositions in green and put round brackets around each phrase in orange. Then decide whether the prepositional phrase tells us more about **how**, **where** or **when** the verb is happening.

- Jack and Jill went up the hill). How? Where? When? ☆
- Bats and owls hunt during the night. ☆ How? Where? When? ☆
- I have sent the letter by airmail. ☆ How? Where? When? ☆
- My friends have gone without me. ☆ How? Where? When? ☆
- We visited the French chateau until 3pm. ☆ How? Where? When? ☆
- A cat was creeping along the fence. ☆ How? Where? When? ☆
- The family were eating at the table. ☆ How? Where? When? ☆
- They finished their homework in silence. ☆ How? Where? When? ☆
- She greeted her relations with a big hug. ☆ How? Where? When? ☆
- The scruffy brown dog barked for a long time. ☆ How? Where? When? ☆
- The hedgehog built its nest among the leaves. ☆ How? Where? When? ☆
- We will do the parachute jump after breakfast. ☆ How? Where? When? ☆
- Milly and Zeena built a sandcastle on the beach. ☆ How? Where? When? ☆

Now cut up each sentence, or write it on pieces of paper, and arrange the words on the wall. Remember to put the prepositional phrase underneath the verb, as it is acting as an adverb.


subject	verb	object

Grammar Sheet 18 (GH5)


Activity	Teacher Recognition
Completes grammar task	

Writing

Look at the stimulus below and use the box on the following page to plan your narrative.



Magic





Today you are going to write a narrative (a story). The topic of your story is 'Magic'.


Think
Think about what your story will be about? It might be about someone who finds something magical. It might be about a character that has special powers. It might be about something that happens to a magician.


Plan
You will need to plan your story.
You will need to consider who are the characters in your story. Where your story takes place. A problem that happens in the story and a resolution.

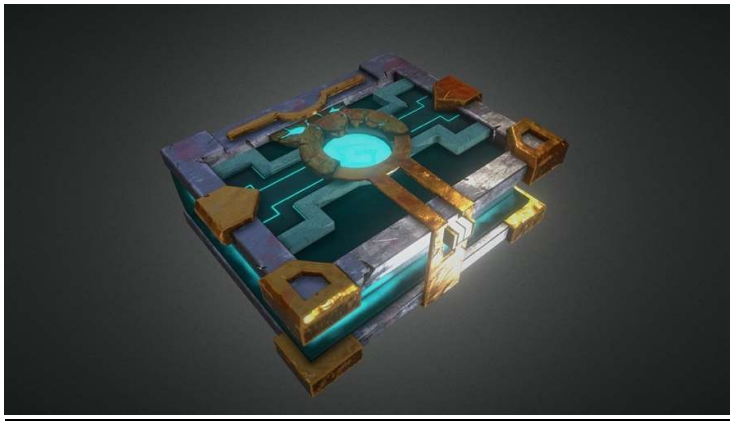
Remember to:
Use paragraphs to organise your ideas.
Write in sentences
Pay attention to your spelling and punctuation
Check and edit your story is clear and makes sense.











Narrative Planning:

Use your planning to write a strong, engaging orientation for your story.

[illegible]

Activity		Teacher Recognition
	<p>Has used the stimulus to plan a narrative (creative text).</p> <p>Has written a strong orientation (opening) for their story.</p>	

Mathletics working out page

Mathletics Task

Task 1: _____

Task 2: _____

Teacher Recognition

Science- light shows!

Use a torch (can be the flash light on a phone) and answer the following questions:

1. What can you observe (see)?

2. What happens when you try to hold the light?

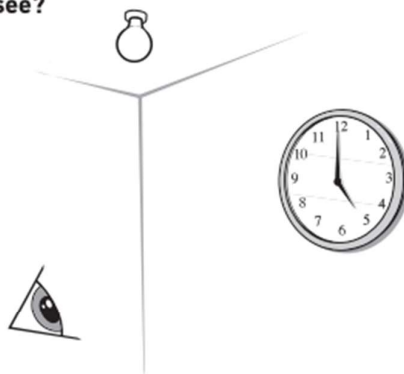
3. How could you change the light? List as many ways you can think of.

Complete the worksheet on the following page. You are not expected to know all of the answers. Use this opportunity to reflect on what you already know, before we learn more about light! You might like to do some additional (optional) research to find out more!

My thoughts

Use drawings and words to show what you think about these questions.

1. How does light help us to see?



Use arrows to show your answer

2. How does light travel and how far does it travel?

3. What is a shadow?

4. What happens when light from a torch hits

- black card?
- a mirror?

5. Draw what you see when a glass of water has a spoon in it.

Activity	Teacher Recognition
Completed all science activities.	

SPARE PAGE

Student

I have completed my work to the best of my ability

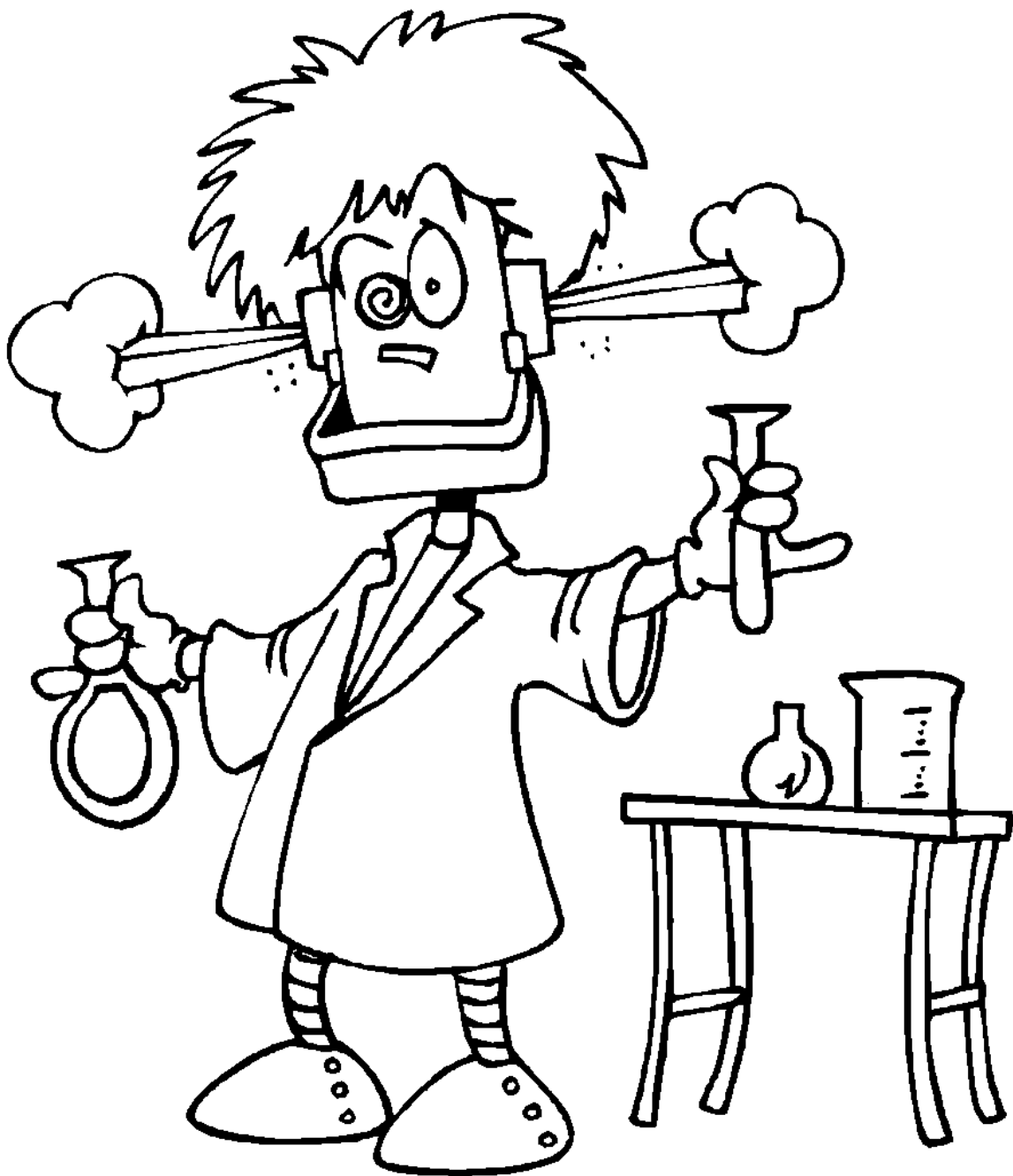
Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____

Wednesday



Financial Maths

Use your understanding of financial (money) maths to complete the following questions. There is some working out space for you to show how you found your answers on the following page.

Worksheet 1: Let me in!

Entry prices for the zoo

Item	Price
Adult	\$31.50
Child	\$18.00

1. The total cost of tickets can depend upon the combination of people going. Work out the costs for the following family combinations. Show your thinking in the box below.

Family	Cost
1 adult; 3 children	
3 adults; 1 child	
2 adults; 2 children	
2 adults; 5 children	

[illegible]

2. Let's change the game to look at other family combinations. You will need two dice to play this game.

Roll the dice to create new family combinations. Use one dice to represent the number of adults, and the other to represent the number of children. Work out the cost of entry to the zoo for three new families.

Family	Cost	Working out

3. Some places offer discount prices for family groups. This zoo classifies a typical family as two adults and two children. The family discount price is \$85. Using the entry prices at the start of this worksheet, complete the '*Your costing*' column in the table below. Decide if each group can buy the family ticket, then work out whether the family discount offers them a better price for their trip to the zoo. Show your working out in the box on the next page.

Family	Your costing	Family discount price	If they can buy a family ticket, is it better value? Yes or No
1 adult; 3 children		\$85	
3 adults; 1 child		\$85	
2 adults; 2 children		\$85	
2 adults; 5 children		\$85	

Maths working out:

Activity		Teacher Recognition
	Completes the financial maths activity. Shows their working out.	

Science- Exploring the dark:

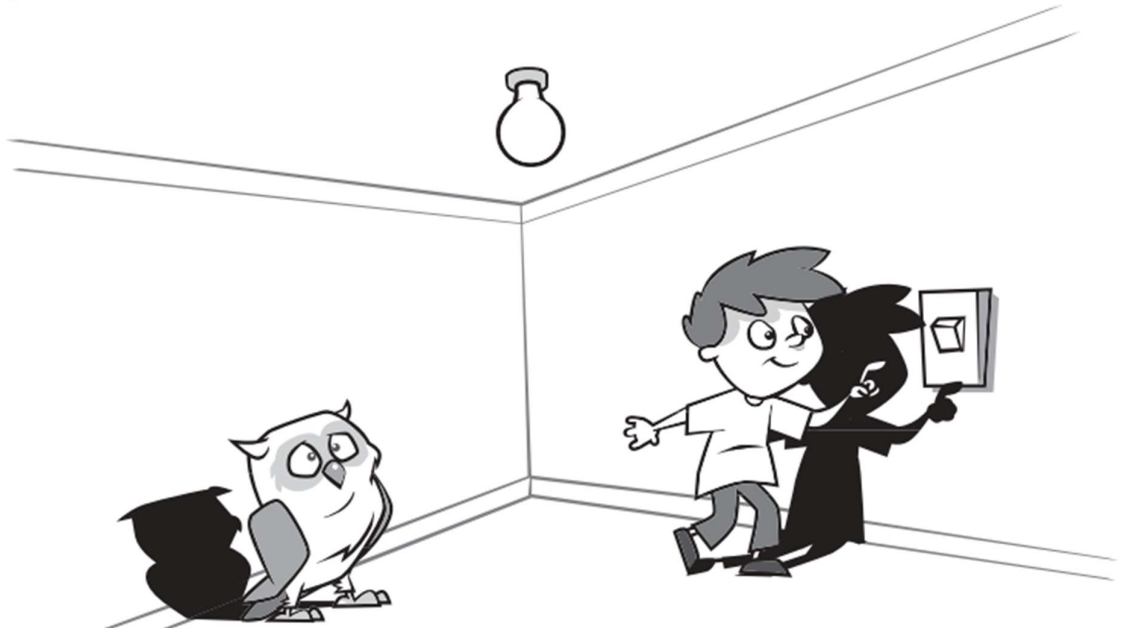
Turn off all the lights, and close the blinds in a room of your house. Make it as dark as you can. Answer the three questions.

1. What did the room look light before you removed the light sources?

2. What could you see once the light sources were removed?

3. How did you feel without the light sources?

What do you think will happen when the boy switches off the light in this room that has no windows?



	Yes	No	I'm not sure
1. It will be dark in the room and the boy won't be able to see the owl.			
2. The boy will see the owl inside the room because the owl is white.			
3. The boy's eyes will adjust to the dark and then he will be able to see the owl.			
4. The boy will only be able to see the owl's eyes because its eyes will shine in the dark.			
5. The boy will need a torch or candle to be able to see the owl.			
6. When the room is dark the boy and the owl will still cast a shadow.			

Activity	Teacher Recognition
<div> <div></div> <div>Completes the science activities.</div> </div>	

Student

I have completed my work to the best of my ability

Name : _____

Parent/Carer

I am happy with the quality and amount of work my child has done today

Name: _____