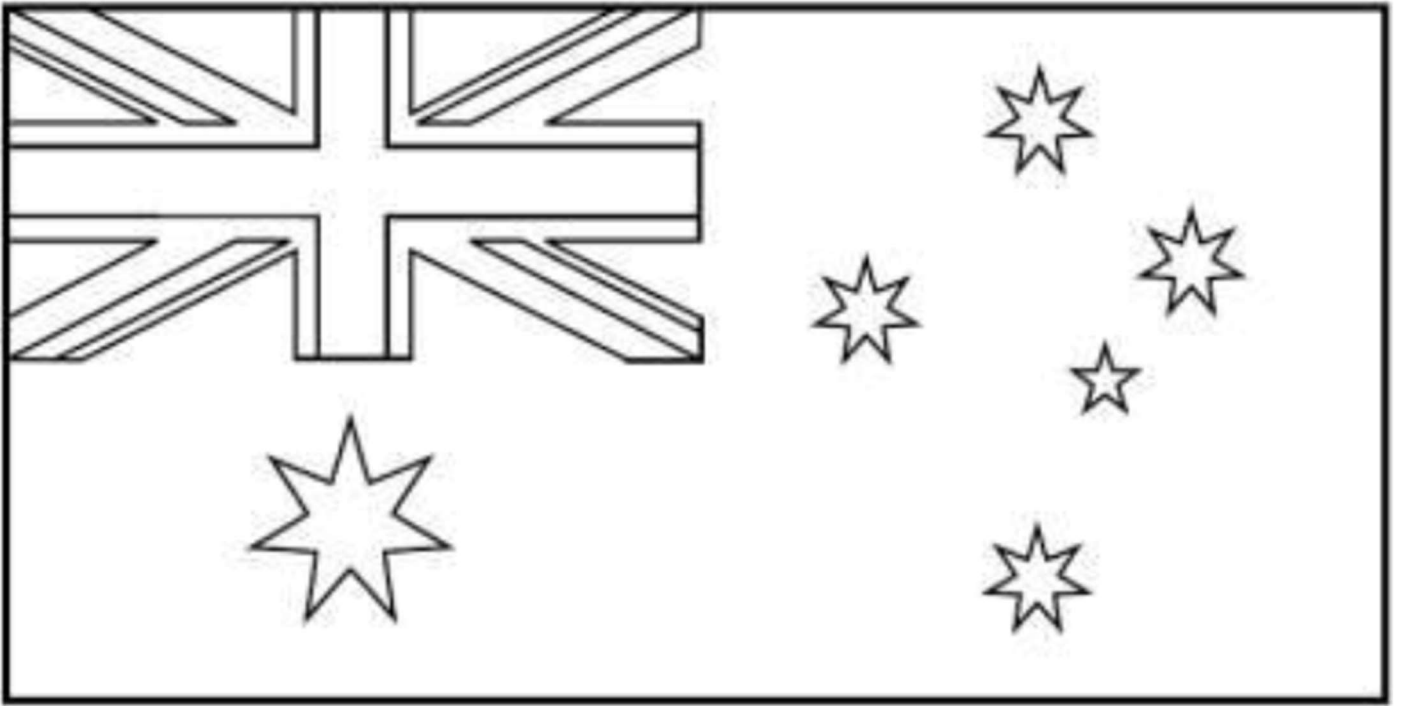


Weekly Learning Framework

Unit Four (Part A) - Year 5



In the timetable there are 5 activities that have a star next to them. Post a picture of these activities on your *Google Classroom* once you have finished!

Name: _____



Class: _____






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?

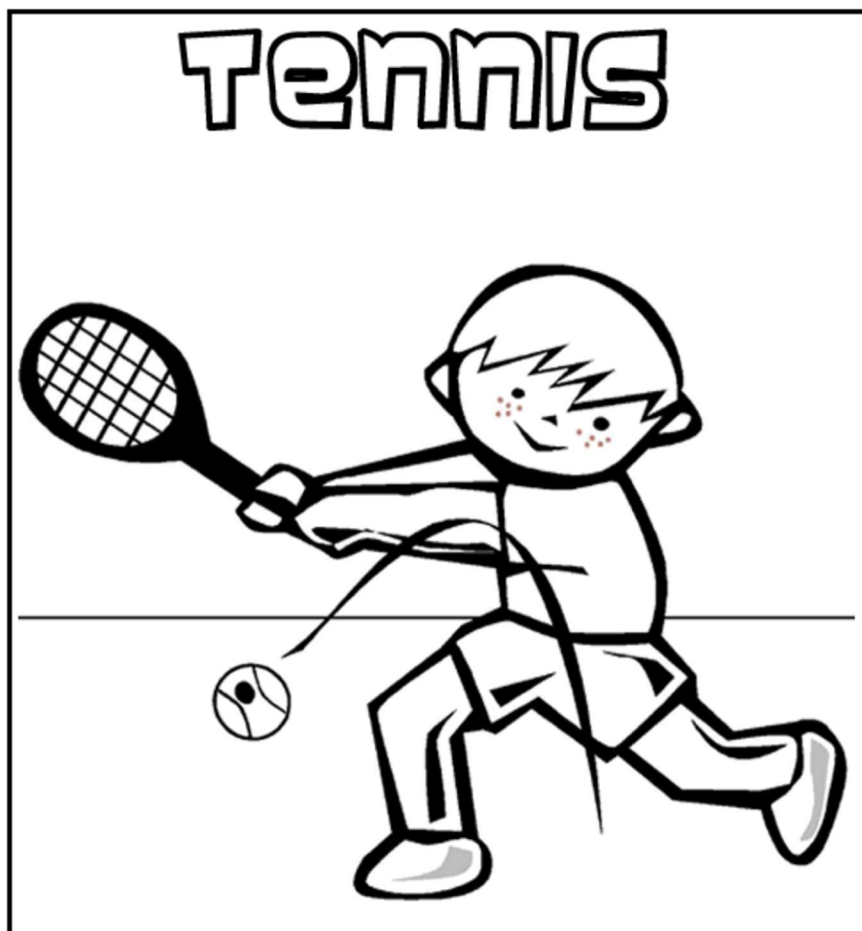
Morning	<p>English</p> <p>Spelling: Complete this week's spelling worksheet. Write 10 spelling words that contain the specific sound focus of <ify>.</p> <p>(30 minutes)</p> <p>Brain Break: Try to do as many burpees as you can in 60 seconds. Record how many you were able to do.</p> <p>Reading: Complete at least two activities on Reading Eggspress. Or you can read a text from home and record that on the table instead.</p> <p>(25 minutes)</p> <p>Writing: Journal – Complete a journal entry for today</p> <p>(10 minutes)</p>	<p>English</p> <p>Spelling: Write 10 spelling words that contain the specific sound focus of <ify>.</p> <p>(10 minutes)</p> <p>Grammar: Watch the video about the grammar focus 'adjective order'. Complete this week's grammar worksheet.</p> <p>(30 minutes)</p> <p>Brain Break: Create a paper plane in 2 minutes and see how far you can throw it.</p> <p></p> <p>Writing: Watch the video on descriptive writing on Google Classroom. Complete the activity provided</p> <p>(30 minutes)</p> <p>Writing: Journal – Complete a journal entry for today</p> <p>(10 minutes)</p>	<p>English</p> <p>Spelling: Write 10 spelling words that contain the specific sound focus of <ify>. Complete at least two spelling activities provided in the spelling activity grid.</p> <p>(30 minutes)</p> <p>Brain Break: Take in deep breaths following the link below.</p> <p>https://www.youtube.com/watch?v=Wdbbtgf05Ek</p> <p>Reading: Complete at least two activities on Reading Eggspress. Or you can read a text from home and record that on the table instead.</p> <p>(25 minutes)</p> <p>Writing: Journal – Complete a journal entry for today</p> <p>(10 minutes)</p>	<p>English</p> <p>Spelling: Try to write your 10 words without copying! Look, cover, write, check and the fix any mistakes. Complete at least two spelling activities provided in the spelling activity grid.</p> <p></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 if you can go longer.</p> <p>Writing: Review the descriptive writing video and have a go at writing a description for the places and events listed.</p> <p>(30 minutes)</p> <p>Writing: Journal – Complete a journal entry for today</p> <p>(10 minutes)</p>	<p>English</p> <p>Spelling: Look, cover, write, check your spelling list for the week. Get a family member to test you on at least 5 of your words, in sentences. Rewrite the sentence and mark your work.</p> <p>(15 minutes)</p> <p>Reading: Complete at least two activities on Reading Eggspress. Or you can read a text from home and record that on the table instead.</p> <p>(25 minutes)</p> <p>Brain Break: Try to do as many push ups as you can Record how many you can do.</p> <p>Writing: Journal – Complete a journal entry for today</p> <p>Make sure your work is edited and upload to the Google Classroom</p> <p>(20 minutes)</p>
Break					

Middle	<p><u>Mathematics</u></p> <p>Mathletics: Complete 2 Mathletics task set for you by your classroom teacher. (25 minutes)</p> <p>Multiplication: Revise your 9 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Problem A Day: Complete the Problem-A-Day task for today. (3 minutes)</p> <p>TENS: Watch Mrs Nelson's Make and Round TENS video on Google Classroom and then play that TENS activity by yourself or against someone else at home. (15 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></p> <p>Number Of the Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and</p>	<p><u>Mathematics</u></p> <p>Mathletics: Complete 2 Mathletics task set for you by your classroom teacher. (25 minutes)</p> <p>Multiplication: Revise your 9 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Problem A Day: Complete the Problem-A-Day task for today. (3 minutes)</p> <p>TENS: Watch Mrs Nelson's Make and Round 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: vs someone in your house in scissors paper rock. Best out of 5 wins</p> <p>Number Of the Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and</p>	<p><u>Mathematics</u></p> <p>Mathletics: Complete 2 Mathletics task set for you by your classroom teacher. (25 minutes)</p> <p>Multiplication: Revise your 9 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Problem A Day: Complete the Problem-A-Day task for today. (3 minutes)</p> <p>TENS: Watch Mrs Nelson's Make and Round 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: Mark out 10m in your backyard. Sprint as many 10m runs as you can without stopping. Record how long you could do it for.</p> <p>Number Of the Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and</p>	<p><u>Mathematics</u></p> <p>Mathletics: Complete 2 Mathletics task set for you by your classroom teacher. (25 minutes)</p> <p>Multiplication: Revise your 9 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Problem A Day: Complete the Problem-A-Day task for today. (3 minutes)</p> <p>TENS: Watch Mrs Nelson's Make and Round 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: Go and check the mail in your letterbox (with parents' permission).</p>	<p><u>Mathematics</u></p> <p>Mathletics: Complete 2 Mathletics task set for you by your classroom teacher. (25 minutes)</p> <p>Multiplication: Revise your 9 times tables, time how long it takes you to go over them. (2 minutes)</p> <p>Problem A Day: Complete the Problem-A-Day task for today. (3 minutes)</p> <p>TENS: Watch Mrs Nelson's Make and Round 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: Put your favourite song on and sing as loud as you can!</p> <p>Number Of the Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and</p>
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	<p>complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Addition & Subtraction:</p> <p>Complete the addition and subtraction worksheets.</p>	<p>complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Addition & Subtraction:</p> <p>Complete the addition and subtraction worksheets.</p>	<p>complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Length:</p> <p>Watch the Google Classroom video about converting length.  Complete the worksheets.</p>	<p>Number Of the Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Length:</p> <p>Revise the length video if needed. Complete the length activity.</p>	<p>complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Length:</p> <p>Revise the length video if needed. Complete the length activity.</p>
Break					
Afternoon	<p>Reading: Drop everything and read for 10 minutes. Choose any book you like, read for fun!</p> <p>Creative Arts: Watch Mrs Alo's video and create your own Nature Mandala</p> <p></p> <p>(45 minutes)</p> <p>Watch the BTN video linked below and complete 1 VIP</p> <p>https://www.youtube.com/watch?v=dZkK_I8D69I</p> <p>(15 minutes)</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you like, read for fun!</p> <p>PDHPE</p> <p>Watch the following YouTube link and complete the activity provided https://www.youtube.com/watch?v=miuKvibG5iU</p> <p>(30 minutes)</p> <p>Watch the BTN Video linked below, and completed 1 VIP https://www.youtube.com/watch?v=1gA1CmwZ3uQ</p> <p>(15 minutes)</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you like, read for fun!</p> <p>Bounce Back: Courage</p> <p>https://www.youtube.com/watch?v=YDgwYUe_U7I</p> <p>Research and create a presentation on a person who has acted with courage (you can do Eric the Eel if you wish!). Complete the research task either on paper or technology.</p> <p>(45 minutes)</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you like, read for fun!</p> <p>History: Gold Unit</p> <p>Inland Settlements</p> <p>(45 minutes)</p> <p>Watch the BTN Video linked below, and complete 1 VIP</p> <p>https://www.abc.net.au/btn/classroom/australia-since-cook/12176924</p> <p>(15 minutes)</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Science: Light Shows</p> <p>Straight Not Crooked </p> <p>(45 minutes)</p> <p>Watch the BTN video linked below and complete 1 VIP</p> <p>https://www.abc.net.au/btn/classroom/how-is-a-rainbow-made/10522634</p> <p>(15 minutes)</p>

Thursday

5/8/21



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: _____

Recording of daily tasks

Spelling focus <ify>

Thursday	Friday	Monday	Tuesday	Wednesday
Activity		Teacher Recognition		
Completes spelling task focusing on the <ify> sound.				

TENS Activity:

TENS Activity Completion Record				
Monday	Tuesday	Wednesday	Thursday	Friday

Activity		Teacher Recognition
	Completes daily TENS activities: Make and Round	

Reading Eggspress Record

Thursday	
Monday	
Wednesday	

Activity		Teacher Recognition
	Completes Reading Eggspress Activities OR records texts read each day.	

Spelling Grid

Highlight 2 activities you have completed on Monday.

Use this grid and a different coloured highlighter to record the 2 activities you completed on Tuesday.

Spelling practise and patterns	Find-a-word Make a find-a-word using 10 of your words. List the words to find. Ask your teacher for a piece of grid paper.	Picture Words Write 5 words and draw a picture or diagram for each one.
	Rainbow Syllables Write or type 10 words using a different colour for each syllable.	Mini Words Find 10 mini words (words in words) within your spelling list
	Synonyms Write synonyms (similar meaning) for 5 of your words. Use a dictionary or thesaurus to help you	Word Building Find the base word of 5 of your words. Add prefixes or suffixes to make as many words as you can for each one.
Meanings	Dictionary Meanings Find dictionary meanings for at least 5 of your words. Write them neatly into your homework book.	Acrostic Poem Create an acrostic poem for 3 of your spelling words.
	Etymology Use a dictionary to find out the language the 5 of your words come from.	Antonyms Write antonyms (opposites) for 5 of your words. Use a dictionary or thesaurus to help you.
Using your words	Sentences Use at least 5 of your words in interesting sentences.	Dictation Write a dictation passage using all your words.
	Missing Words Put 10 words in a cloze exercise. Leave a line for each missing word. List the missing words	Parts of Speech Put your words into grammatical categories e.g., nouns, verbs, adjectives, adverbs
Taking Charge/ Self-evaluation	Your Activity Create a new spelling activity of your own. Write the instructions down.	Quiz Me Choose 5 words from the spelling list and write them on cards to blutac around the house. Have people quiz you on them

Activity	Teacher Recognition
<ul style="list-style-type: none"> Completes at least 4 spelling activities 	

Journal Entries

Day	Entries
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Revising 9x tables:

Thursday	Friday	Monday	Tuesday	Wednesday
9 x 1 =				
Time:	Time:	Time:	Time:	Time:

Activity		Teacher Recognition
	Recalls 9 x tables correctly each day	

Number of the Day Answers

Thursday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Friday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Monday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
Tuesday	1. 2. 3. 4. 5. 6.

	7. 8. 9. 10.
Wednesday	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Activity		Teacher Recognition
	Completes the Number of The Day and marks their own answers.	

BTN VIP's

Day	VIP's
Thursday	
Friday	
Monday	
Tuesday	

Activity		Teacher Recognition
	Summarise and records information from digital media	

NEWMAN'S PROMPTS



Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Here is a list of items on sale at the convenient store:

THURSDAY

Item	Price
Books about computers	\$7.99
Hair ribbons	\$4.74
Purse	\$15.45
Stereo headphones	\$9.83

What is 1 possible list of items you could buy for at least \$20.00 but no more than \$25.00?

Working out - Transformation step

FRIDAY

Here is a list of items on sale at the convenient store:

Item	Price
Books about computers	\$7.99
Hair ribbons	\$4.74
Purse	\$15.45
Stereo headphones	\$9.83

What is 1 possible list of items you could buy for at least \$26.00 but no more than \$31.00?

Working out - Transformation step

Cambridge Gardens Public School

17

MONDAY

Neela bought 3 loaves of bread and 2 bottles of milk.

She used this calculation to work out the total cost:

$$2 \times 0.99 + 3 \times 2.25$$

How much did one loaf of bread cost?

\$0.99

☐

\$2

☐

\$2.25

☐

\$3

☐

Working out - Transformation step

Cambridge Gardens Public School

18

Convert between units of measurements to find the equivalent value.

TUESDAY

150cm is equal to:

- ☐ 15m
- ☐ 1.5km
- ☐ 1.5m
- ☐ 1.5cm

Working out - Transformation step

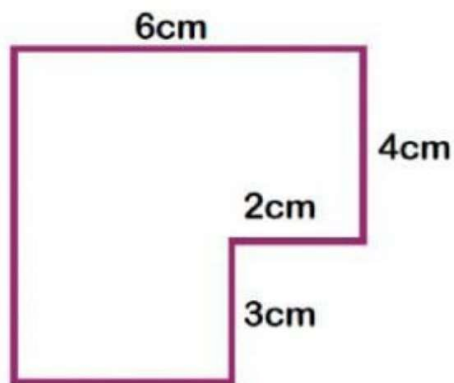
Cambridge Gardens Public School

19

What is the total perimeter of this object?

What are the lengths of the missing sides?

WEDNESDAY



Working out - Transformation step

Cambridge Gardens Public School

20

Mathletics Tasks for the week:

Thursday	Task 1:	Task 2:
Friday	Task 1:	Task 2:
Monday	Task 1:	Task 2:
Tuesday	Task 1:	Task 2:
Wednesday	Task 1:	Task 2:

Activity		Teacher Recognition
	Completes Mathletics tasks.	

Brain Breaks Completion Record:

Thursday	Friday	Monday	Tuesday	Wednesday
Burpees:	Paper plane:	Breathing:	Sit ups:	Push ups:
Plank:	Scissor Paper Rock:	Sprints:	Mail:	Singing:

Activity		Teacher Recognition
	Completes daily Brain Break activities and records their times in the table.	

<-ify>

Spelling List 24

Write the root noun or adjective for each of these verbs from the Spelling List.

1. classify

2. terrify

3. horrify

4. glorify

5. solidify

6. personify

7. falsify

8. identify

9. typify

10. simplify

11. signify

12. magnify

13. intensify

14. mystify

15. diversify

16. specify

17. justify

18. clarify

Nouns

Adjectives

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

personify

signify

classify

horrify

typify

glorify

simplify

intensify

falsify

solidify

diversify

specify

terror

clear

justice

mystery

identity

magnification

Activity	Teacher recognition
Student completes <ify> spelling worksheet	

Journal Writing:

Write a journal entry for today. Remember everything you learnt about writing journals last week. Go back and re-watch the video on Google Classroom if you need to. Complete the task digitally in the space provided above the Problem A Day questions, or on some lined paper (or a workbook).

Use the checklist below to help you.

Journal Writing Checklist

Check the box next to the requirements you have met.

<input type="checkbox"/>	Has an introduction to set the scene.
<input type="checkbox"/>	Describes the places where the events happened.
<input type="checkbox"/>	Is written in the past tense.
<input type="checkbox"/>	Tells the story of an episode of the writer's life.
<input type="checkbox"/>	Is written as if talking to someone.
<input type="checkbox"/>	Uses some personal pronouns: I, we, my, me.
<input type="checkbox"/>	Talks about feelings, reactions, and opinions.
<input type="checkbox"/>	Uses time conjunctions to show when things happened.
<input type="checkbox"/>	Writes about events that are important to the writer.
<input type="checkbox"/>	Uses paragraphs to organize events.

Activity		Teacher Recognition
	Writes a journal entry digitally or on paper.	

Mathematics:

Subtraction mental strategies – compensation strategy

- 4 Wally the work experience boy has solved these. He is very chuffed because he solved them all correctly. Can you use his working out to establish what the original questions were?

a $\boxed{454} - \boxed{} = \boxed{427}$
 $454 - 30 = 424 + 3 = 427$

b $\boxed{} - \boxed{} = \boxed{}$
 $568 - 310 = 258 + 2 = 260$

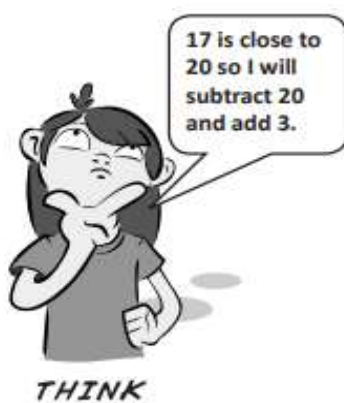
c $\boxed{} - \boxed{} = \boxed{}$
 $994 - 80 = 914 + 2 = 916$

d $\boxed{} - \boxed{} = \boxed{}$
 $678 - 450 = 228 - 2 = 226$

e $\boxed{} - \boxed{} = \boxed{}$
 $684 - 60 = 624 + 1 = 625$

f $\boxed{} - \boxed{} = \boxed{}$
 $348 - 130 = 218 + 2 = 220$

- 5 Use the compensation method to count backwards and complete these number patterns.



- 17	- 21	- 98	- 33
600	124	395	800
583	103		
		199	
549			

- 6 These subtraction problems have been partially solved using compensation. Colour match the steps that were used and complete the missing parts. The first one has been done for you:

\$4.50 - \$2.75	\$5.70 - \$3.00 = \$2.70	\$2.45 + _____ =	
\$10.00 - \$6.25	\$4.50 - \$3.00 = \$1.50	\$4.25 + _____ =	
\$5.70 - \$3.05	\$17.25 - \$13.00 = \$4.25	\$1.50 + _____ =	
\$17.25 - \$12.90	\$9.45 - \$7.00 = \$2.45	\$4.00 - _____ =	
\$9.45 - \$6.85	\$10.00 - \$6.00 = \$4.00	\$2.70 - _____ =	\$1.75

Written methods – word problems

- 1** Solve the following word problems using addition or subtraction. Circle the process you use to calculate the answer:

- a** Joe scored 346 more points than Zac. Joe scored 589 points. How many points did Zac score?

$$\begin{array}{r} + \\ - \\ \hline \end{array}$$
 Answer _____

- b** Jenny is 32 cm taller than Jaala. Jaala is 143 cm tall. How tall is Jenny?

$$\begin{array}{r} + \\ - \\ \hline \end{array}$$
 Answer _____

- c** Maitland recorded 117 mm of rain. Balaklava recorded 58 mm more. How much rain did Balaklava record?

$$\begin{array}{r} + \\ - \\ \hline \end{array}$$
 Answer _____

- d** Wayne has \$17. How much more money does he need to buy a t-shirt that costs \$39?

$$\begin{array}{r} + \\ - \\ \hline \end{array}$$
 Answer _____

- e** Charlene had \$132. After she paid for a ticket, she had \$84. How much did the ticket cost?

$$\begin{array}{r} + \\ - \\ \hline \end{array}$$
 Answer _____

- f** Sanjay spent \$34 and had \$92 left. How much did he have before the purchase?

$$\begin{array}{r} + \\ - \\ \hline \end{array}$$
 Answer _____

- g** Jarred's bike cost \$189. Molly's bike cost \$263. What is the price difference between the two bikes?

$$\begin{array}{r} + \\ - \\ \hline \end{array}$$
 Answer _____

- h** The rainfall in Two Wells was 73 mm. Gawler recorded 36 mm less. How much rainfall did Gawler record?

$$\begin{array}{r} + \\ - \\ \hline \end{array}$$
 Answer _____

- i** Write your own word problem and solve it.

$$\begin{array}{r} + \\ - \\ \hline \end{array}$$
 Answer _____

Activity	Teacher Recognition
Completes addition & subtraction worksheets.	

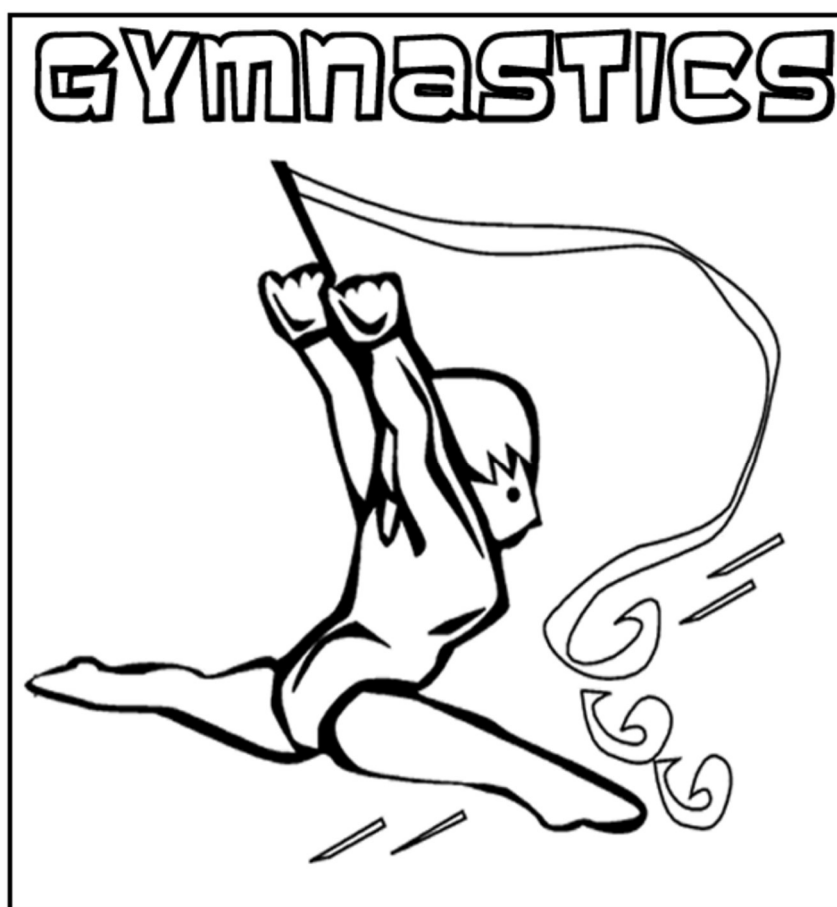
Creative Arts:

Watch Mrs Alo's instructions on how to create a natural material mandala. Complete the activity and upload a photo onto *Google Classroom* for your teacher to have a look at.

Activity		Teacher Recognition
	Completes the creative art activity & uploads a picture on to Google Classroom.	

Friday

6/8/21



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: _____



Writing Adjectives in the Correct Order

Are these noun phrases correct? If not, rewrite them, putting the adjectives in a better order.

1. the English beautiful old mansion

2. some cardboard brown large dented boxes

3. his striped new silk handsome tie

4. three strange tall ancient stone megaliths

Think of some adjectives to describe each noun below and put them into a noun phrase. Remember to put the adjectives in the correct order.

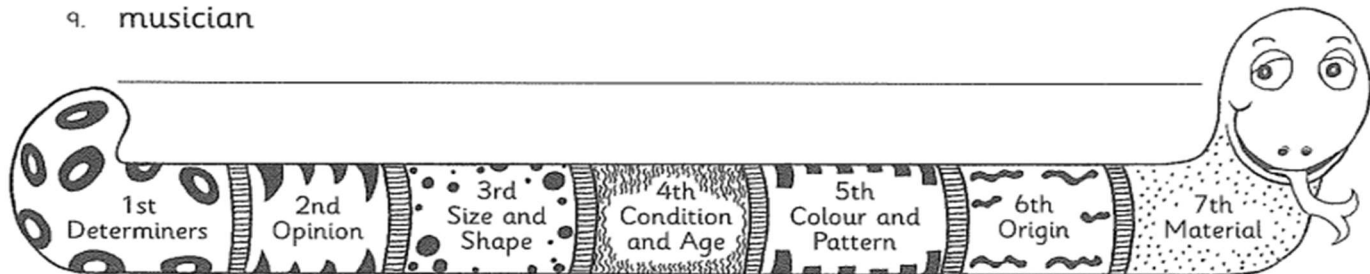
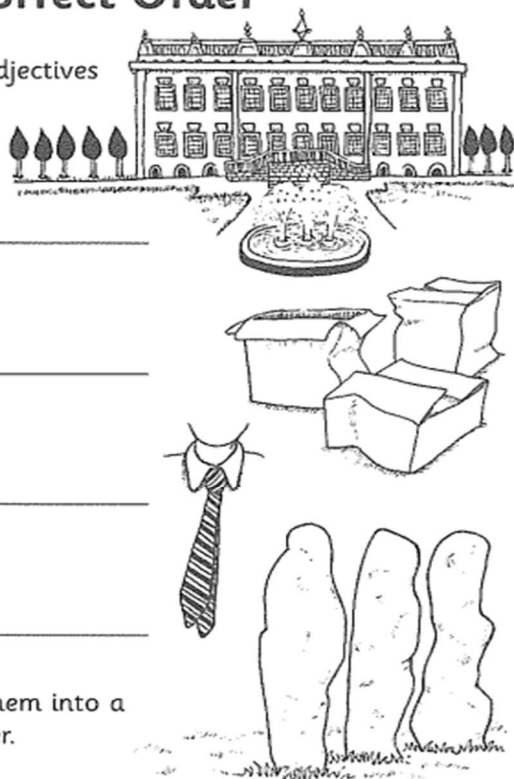
5. parachute

6. cottage

7. wreckage

8. fence

9. musician



Grammar Sheet 24 (GHS)

Activity	Teacher Recognition
Completes grammar task focusing on the 'writing adjectives in the correct order'	

Writing: Descriptive Writing

Descriptive Writing Example

"Yeh'll get yer firs' sight o' Hogwarts in a sec," Hagrid called over his shoulder, "Jus' round this bend here."

There was a loud "Ooooooh!"

The narrow path had opened suddenly onto the edge of a great black lake. Perched atop a high mountain on the other side, its windows sparkling in the starry sky, was a vast castle with many turrets and towers.

"No more 'n four to a boat!" Hagrid called, pointing to a fleet of little boats sitting in the water by the shore. Harry and Ron were followed into their boat by Neville and Hermione.

"Everyone in?" shouted Hagrid, who had a boat to himself, "Right then— FORWARD!"

And the fleet of little boats moved off all at once, gliding across the lake, which was as smooth as glass. Everyone was silent, staring up at the great castle overhead. It towered over them as they sailed nearer and nearer to the cliff on which it stood.

"Heads down!" yelled Hagrid as the first boat reached the cliff; they all bent their heads and the little boats carried them through a curtain of ivy which hid a wide opening in the cliff face. They were carried along a dark tunnel, which seemed to be taking them right underneath the castle, until they reached a kind of underground harbour, where they clambered out onto the rocks and pebbles.

"Oy, you there! Is this your toad?" said Hagrid, who was checking his boats as people climbed out of them.

"Trevor!" cried Neville blissfully, holding out his hands. Then they clambered up a passageway in the rock after Hagrid's lamp, coming out at last on to smooth, damp grass right in the shadow of the castle.

They walked up a flight of stone steps and crowded around the huge, oak front door.

"Everyone here? You there, still got yer toad?"

Hagrid raised a gigantic fist and knocked three times on the castle door.

Make a list of the language features you can identify from the text.

Emotive Language

agony	magic
atrocious	magnificent
atrocious	miracle
appalling	must
beg	ordeal
blessed	outrage
concealed	panic
corrupt	repulsive
courageous	riot
cruel	secret
damaging	shame
disaster	startling
disgust	terrified
dreadful	threat
ecstatic	tragic
freedom	tremendous
forbidden	urge
harsh	vile
honest	vulnerable
inferior	wicked
innocent	you

BEYOND
ENGLISH

Figurative Language

Metaphor

He is a ray of sunshine.
Heart of stone.
He is the light of my life.
A rollercoaster of emotions.

Personification

The snow speaks.
The grass tickled my feet.
The leaves danced on the trees.
The husky corn spoke.

Onomatopoeia

Crash! Splash! Boom!
Pop! Bam! Snap!
Honk! Buzz! Drip!
Swish! Ring! Crackle!

Alliteration

Evil eagles eat eels.
Dreary, dismal darkness.
Pretty purple purses.
All adjectives and adverbs.

Simile

Pure as snow.
Quiet as a mouse.
Busy as a bee.
Cute as a kitten.

Idiom

Time flies.
Cat got your tongue.
Broken heart.
Face the music.

Hyperbole

For the millionth time, be quiet!
He's got a brain the size of a pea.
These shoes are killing me.
Speed up- a snail can go faster than you!

Language Features Identified	Example

Activity	Teacher Recognition
Completes the descriptive writing activity.	

Mathematics:

Subtraction mental strategies – compensation strategy

Sometimes we round one number in the problem to make it easier to do in our heads. Then we adjust our answer to compensate:

$$486 - 59 = \boxed{427}$$

$$486 - 60 (+1) \quad \text{I rounded up by 1, which means I subtracted}$$

$$426 (+1) = 427 \quad \text{1 extra so we need to add 1 back.}$$

I took off
1 extra so
I have to
add 1 back.



THINK

- 1 Round these numbers to the closest ten. Then compensate by subtracting or adding to get back to the first number. The first one is done for you.

a $93 = 90 + 3$

b $48 =$

c $52 =$

d $76 =$

e $57 =$

f $37 =$

g $27 =$

h $68 =$

- 2 Solve these subtraction problems using compensation. Show all your working out:

a $585 - 78 =$

b $894 - 71 =$

c $163 - 149 =$

$585 - 80 (+2)$

$894 - 70 (-1)$

$163 - 150 (+1)$

$=$

$=$

$=$

- 3 Solve these problems using compensation. Decide if you need to round up or down and compensate accordingly:

a $555 - 63$

b $775 - 98$

c $644 - 139$

d $594 - 329$

e $432 - 204$

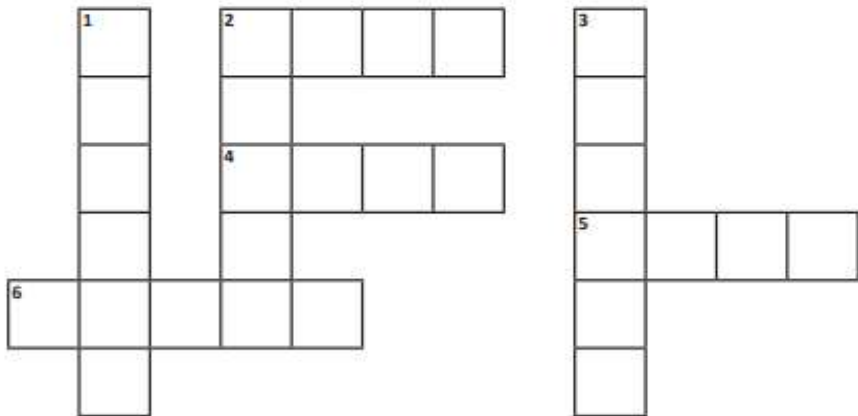


REMEMBER

You can
solve these in
your head or
make notes
as you go.
Do whatever
works for you.

Written methods – subtraction

- 3 Use a calculator to add each group of numbers. Turn your calculator upside down to see a word on the screen. Use the key below to help you identify the letters. Write each word in the correct place in the crossword puzzle.



CLUES

Across

2. $3\,025 + 1\,589 =$ _____
4. $4\,456 + 1\,207 =$ _____
5. $2\,776 + 2\,861 =$ _____
6. $12\,824 + 32\,251 =$ _____

Down

1. $34\,569 + 342\,047 =$ _____
2. $20\,786 + 36\,548 =$ _____
3. $456\,789 + 120\,556 =$ _____

Key

0	1	3	4	5	6	7	8
O	I	E	H	S	G	L	B

- 4 The answer is 42. What could the missing numbers be? Come up with 5 possibilities:

	H	T	U
-			
		4	2

	H	T	U
-			
		4	2

	H	T	U
-			
		4	2

	H	T	U
-			
		4	2

	H	T	U
-			
		4	2

Activity	Teacher Recognition
Completes addition and subtraction worksheets.	

Sport

Watch the following video and follow along with the workout.

https://www.youtube.com/watch?v=L_A_HjHZxfI

What activity did you find the hardest? _____

Which was the easiest? _____

NRL Video

The following video has been released by the NRL. It looks at inclusion and diversity. You will need the video to help you complete the worksheets on the following pages.

<https://www.youtube.com/watch?v=miuKvibG5iU>

What values or actions do you think make a **successful and healthy team**?



What is teamwork to you and how does it encourage belonging?

Corey Oates: W _____ T _____

Michael Morgan: S _____ R _____
D _____ J _____

Iosia Soliola: B _____

R _____



Josh Mansour: **A** _____ **G** _____

Kezie Apps: **B** _____ **P** _____ **T** _____

James Tedesco: **C** _____ **T** _____

Charnze Nicoll -Klokstad : **W** _____

What is TEAMWORK?

1. People with _____ skills and abilities _____.

2. A team where everyone _____.

3. Working together to achieve _____.

4. **T** ogether

A chieves



What is BELONGING?

1. Feeling _____ and _____ for.

2. A _____ and _____ for who I am.

3. Feeling _____ to a community, team or group.

4. Knowing my role in the team and how I can _____.



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

Inspire
Health
Wellbeing
Highs
Lows
Setback

League Stars

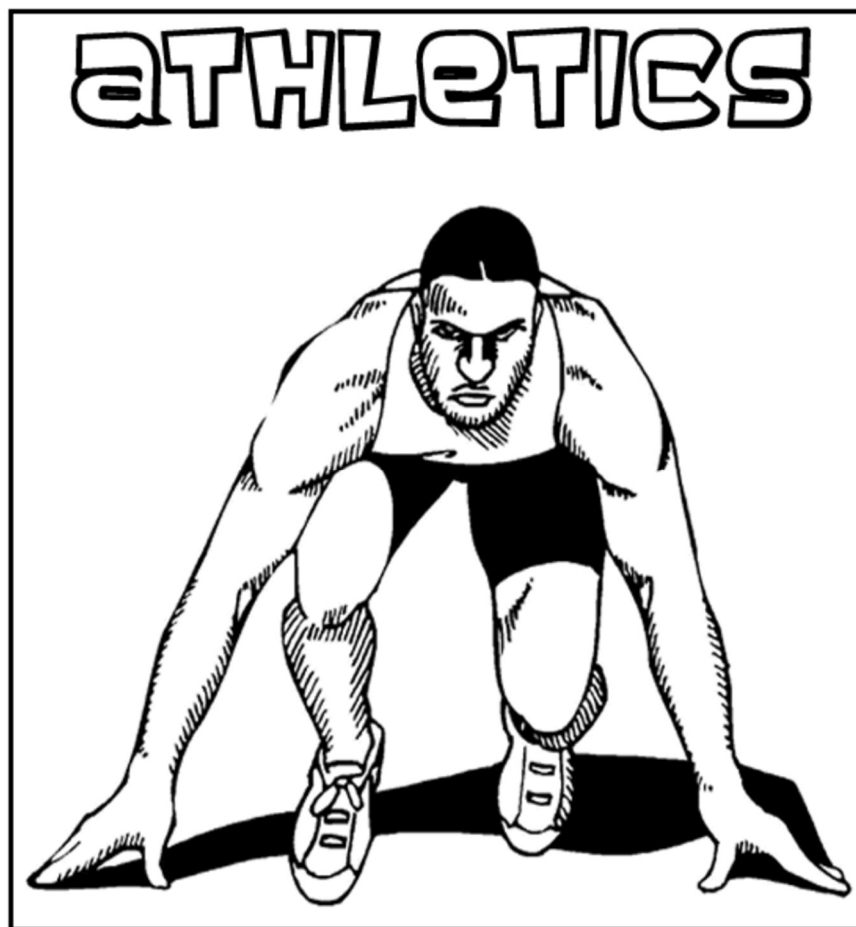
Comeback
Challenge
Success
Support
Gratitude
Football

Friends
Family
Teachers
Passing
Catching
Positive

Activity	Teacher Recognition
Completes sport activities.	
Watches the NRL video & completes the corresponding activities.	

Monday

9/8/21



Student

I have completed my work to the best of my ability

Name: _____

Parent/Carer

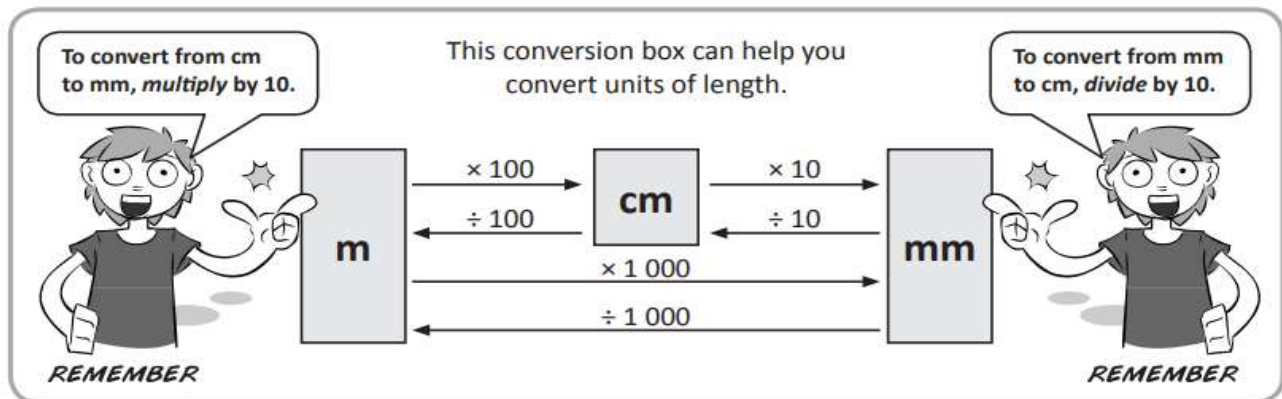
I am happy with the quality and amount of work my child has done today

Name: _____

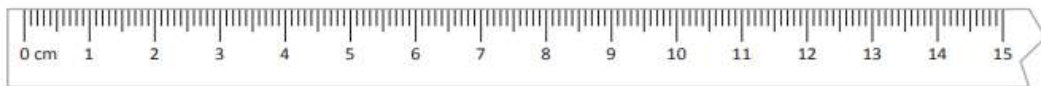
Mathematics- Length:

Watch the video on Google Classroom to learn about converting length. Then complete the worksheets.

Units of length – m, cm, mm



3 Convert these lengths to millimetres:



a 5 cm = mm

b 3 cm = mm

c 9 cm = mm

d 7 cm = mm

e 11 cm = mm

f 15 cm = mm

4 Convert these lengths to centimetres:

a 50 mm = cm

b 20 mm = cm

c 223 mm = cm

d 15 mm = cm

e 156 mm = cm

f 495 mm = cm

5 Convert these lengths to metres:

a 300 cm = m

b 500 cm = m

c 250 cm = m

d 900 cm = m

e 2 000 cm = m

f 4 550 cm = m

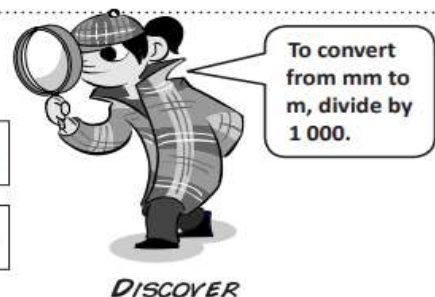
6 Convert these lengths to metres:

a 1 000 mm = m

b 5 000 mm = m

c 4 500 mm = m

d 500 mm = m



Units of length – metres to kilometres

Which units of measurement do we already know about?

1 km = 1 000 m
1 m = 0.001 km
100 m = 0.1 km



To convert from km to m, multiply by 1 000. To convert from m to km, divide by 1 000.

1 Would you use metres or kilometres to measure the following lengths?

a Driveway

b Distance from Melbourne to Sydney

c Height of your house

d A marathon race

e Distance from Earth to the Moon

f Distance around the school oval

2 Write these lengths in kilometres:

a 2 000 m = km

b 5 000 m = km

c 8 000 m = km

d 1 500 m = km

e 3 645 m = km

f 1 747 m = km

3 Write these lengths in metres:

a 3 km = m

b 7 km = m

c 4 km = m

d 0.5 km = m

e 3.7 km = m

f 8.2 km = m

4 Which is shorter? Circle the shorter distance:

a 2 km or 2 220 m

b 0.58 km or 600 m

c 3.2 km or 3 100 m

d 0.75 km or 0.79 km

e 560 m or 0.565 km

f 5.5 km or 5 600 m

5 Which is longer? Circle the longer distance:

a 300 km or 2 500 m

b 0.85 km or 800 m

c 1 900 m or 2.9 km

d 1.58 km or 1 600 m

e 855 m or 0.875 km

f 7.25 km or 7 200 m

Activity	Teacher Recognition
<input type="checkbox"/> Completes the length activities	

Bounce Back: Courage

- Watch this video

https://www.youtube.com/watch?v=YDgwYUe_U7I

- Research somebody who has acted with courage. Complete the research task using technology, or on paper.

Create a presentation about somebody who has acted with courage (You can use the person in the video. You can use technology or complete it on paper.

- Who is the person?
- What is some context about them (nationality, age etc.)?
- How did they demonstrate courage? Was it one event? An ongoing situation?
- How would you feel in their position?
- Include some pictures or videos to make your presentation more engaging.

Activity		Teacher Recognition
	Completes the Bounce Back research task.	

Student

I have completed my work to the best of my ability

Name: _____

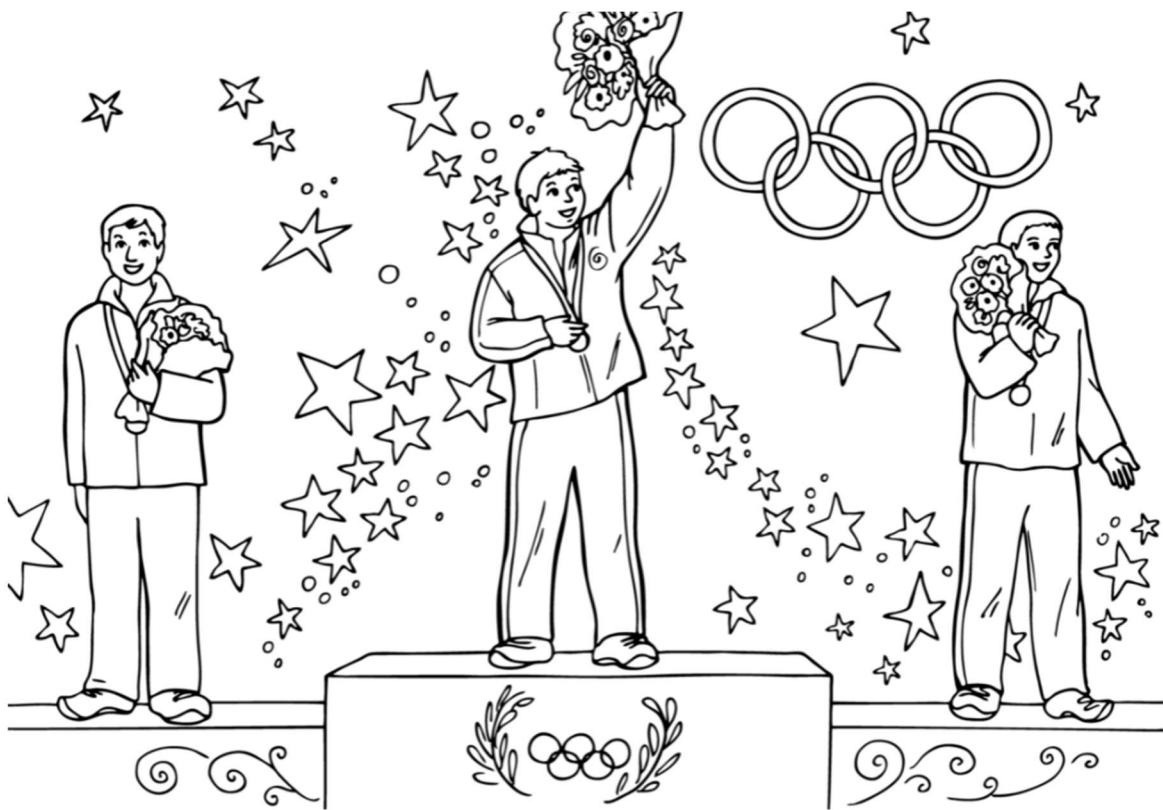
Parent/Carer

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

Name: _____

Tuesday

10/8/21



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: _____

Writing:

Review the 'Descriptive Writing' video on Google Classroom and have a go at writing a description on the following things:

- The beach
- A busy market
- Your first day at a new school

You can complete this activity on paper or digitally. Don't forget to upload a picture onto Google Classroom so your teacher can have a look! You can include a drawing or image if you want to.

	Activity	Teacher Recognition
	Completes descriptive writing activity.	

Mathematics- Length:

Ms Barbagallo went to the Olympics and watched the swimming heats and finals. She watched the following events on each day. Fill in the table using the information given.

Monday

Event	Swimmers in the heat	Laps completed by each swimmer (1 lap is 50m)	Total distance all swimmers swam <u>collectively.</u>
<i>100m freestyle</i>	<i>8</i>	<i>2 laps</i>	<i>800m</i>
400m butterfly	6		
_____m freestyle	5	16 laps	
_____m freestyle	7		1.4km
100m backstroke	8		
_____m freestyle	8	30 laps	
_____m freestyle	6		4.8km

Tuesday

Event	Swimmers in the heat	Laps completed by each swimmer (1 lap is 50m)	Total distance all swimmers swam <u>collectively.</u>
<i>100m freestyle</i>	<i>8</i>	<i>2 laps</i>	<i>800m</i>
	7		2.8km
200m breaststroke	3		
	8	16 laps	
	8		6.4km
	3	8 laps	
100m butterfly	8		

If each competitor did a 100m swim prior to their event to warm up, how many kms were swum in total in the warmups? Show your working out.

What was the total_distance the swimmers swam collectively on Monday? Show your working out.

What was the total_distance the swimmers swam collectively on Tuesday? Show your working out.

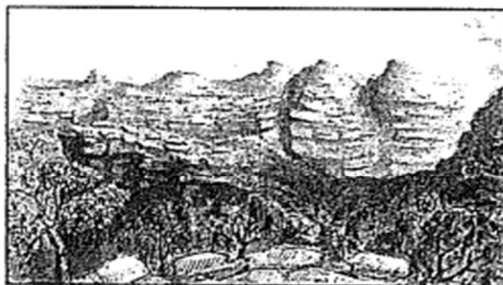
If Arianne Titmus won the gold medal in the 200m, 400m and 800m Freestyle events, how far did she swim in all 3 events? How many laps did she do in total? Show your working out.

	Activity	Teacher Recognition
	Completes the length activity using an understanding of multiplication, division, subtraction, and addition.	

Inland Settlements

The penal colony at Sydney expanded rapidly in the 1800s as more free settlers boarded ships in Europe to make a new life in the wilds of Australia. Land grants, free convict labour and adventure were the big attractions. Free settlers, merchants and pardoned convicts formed a society that soon wanted to have more say in the way that the colony was being administered by its military governors.

The increase in population also meant that more food had to be produced. Settlers and ex-convicts wanted to find good farming land further away from the Port Jackson area, but the steep cliffs of the Blue Mountains to the west were an impassable barrier. No European explorer had been able to find a way over the Blue Mountains, which formed part of the Great Dividing Range.



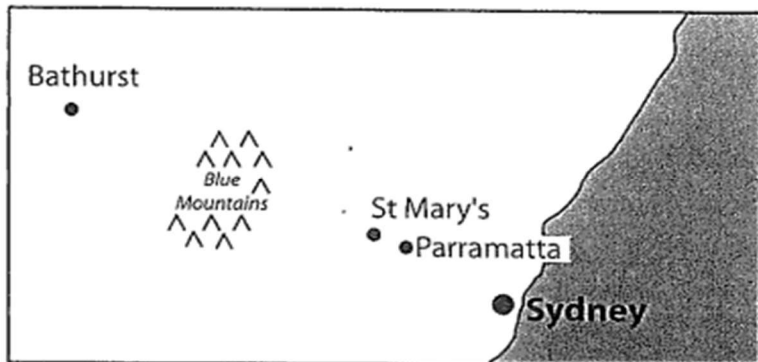
Scene in the Blue Mountains

National Library of Australia

On the 11th May 1813, Gregory Blaxland, William Lawson and William Wentworth set out from St Marys in Sydney's west, to find a way over the Blue Mountains (with the permission of Governor Lachlan Macquarie). They were better prepared than earlier explorers for the task and took an indigenous guide with them and a six-week supply of food. After 21 days, the party reached the top of Mount Blaxland. From there, the explorers found what they had been searching for. Blaxland wrote in his journal in 1823, "All around, forest or grass land, sufficient in extent ... to support the stock of the colony for the next thirty years". The colony's settlers celebrated when they heard the good news.

The crossing of the Blue Mountains allowed settlers to move into the western plains of New South Wales. In 1815, Governor Macquarie declared that Bathurst would be the first inland settlement and ordered a road to be built with convict labour through the mountains. Macquarie described the Bathurst site as,

"One of the finest landscapes I have ever visited ... the soil is uncommonly good and fertile fit for every purpose of cultivation and pasture, being extremely well-watered and thinly wooded". The explorer William George Evans was amazed at, "the exceedingly large fish that are caught in the river".



1. Why did the settlers in the Port Jackson area celebrate when they heard that Blaxland, Wentworth and Lawson had crossed the Blue Mountains?

2. How do you think the indigenous guide helped the explorers on the crossing?

3. The *Sydney Gazette* newspaper published proclamations (or announcements) from Governor Macquarie that informed settlers of important events in the colony. Write Macquarie's proclamation declaring Bathurst as the first inland settlement of New South Wales. Your proclamation should include Macquarie's reasons for choosing Bathurst and the advantages that the area offered for settlers.

SYDNEY GAZETTE

♦ *Proclamation by his excellency Lachlan Macquarie* ♦

God save the King.

Activity	Teacher Recognition
Completes the History Activity on Inland Settlement.	

Wednesday

11/8/21



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: _____

Spelling

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Activity	Teacher recognition
Accurately spells words when writing dictated sentences.	

Mathematics- Length:

Mr Hunter went to the Olympics and watched the track and field events. Convert these javelin distances from metres to centimetres.

Competitor	Distance in 'cm'	Distance in 'm'
Thomas Rohler		90.3
Julius Yego		88.24
Keshorn Walcott	8538	
Johannes Vetter		85.32
Dmytro Kosynskyy	8395	
Antti Ruuskanen	8305	
Vitezslav Vesely		82.51
Jakub Vadlejch	8242	

Mr Hunter also watched the Men's Long Jump finals. Convert these distances.

Competitor	Distance in 'cm'	Distance in 'm'
Jianan Wang		8.17
Jarrion Lawson		8.25
Luvo Manyonga	837	
Kafetien Gois		8.05
Henry Frayne	806	
Emiliano Lasa	810	
Greg Rutherford		8.29
Jeff Henderson	838	

Who won the Gold Medal and at what distance?

What was the 'cm' distance between 1st and 8th?

The Men's world record is held by Mike Powell at 8950mm. What is this distance in metres?
How far away was the gold medallist to this distance?

Challenge: Make a paper aeroplane and go outside to throw it 20 times. Make sure you are starting at the same point for a fair test. Measure the distance using a ruler, tape measure or an informal unit such as a foot or a shoe. Fill in the table below comparing two different measurements.

(If you use an informal method, measure the object in 'cm' and multiply that by the amount of times it was used – eg: Shoe is 9cm long – Distance thrown is 10 shoes. $9\text{cm} \times 10 \text{ shoes} = 90\text{cm}$)

Throw	Distance in 'cm'	Distance in _____
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

How far was your best throw?

What was the difference in 'cm' between your best throw and your worst throw?

Activity	Teacher Recognition
Convert units of length to find the answers.	

Science: Light Shows


Watch the lesson on Google Classroom to learn about how we see light and reflect on your learning below. If you would like to, you can make your own peekaboo box!

1. What helped you see Miss Barbagallo's object at the start of the video?

2. What happened when Miss Barbagallo removed the light source from the object?

3. Describe what a peekaboo box is:

4. Light travels in a straight line. Remembering the diagram that Miss Barbagallo showed you, draw your own below.



Activity		Teacher Recognition
	Completes the science activity, watching the video first.	