

Weekly Learning Framework

Unit Five (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?

Friday 20/8/21		Monday 23/8/21	Tuesday 24/8/21	Wednesday 25/8/21	Thursday 26/8/21
Morning	<p>English</p> <p>Spelling: Complete this week's spelling worksheet. Write 10 spelling words that contain the specific sound focus of <ious>.</p> <p>(30 minutes)</p> <p>Brain Break: Desk drumming. Follow along with the video: https://www.youtube.com/watch?v=2-MpzjxEVBU&t=60s</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. (25 minutes)</p> <p>Writing: Journal Entry: Journal entry contains factual (true) information. Write a journal entry about anything you would like, making sure it includes true information. (10 minutes)</p>	<p>English</p> <p>Spelling: Write 10 spelling words that contain the specific sound focus of <ious>. (10 minutes)</p> <p>Grammar: Watch the video on Google Classroom about the grammar focus 'adverbs of degree and place'. Complete this week's grammar worksheet. (30 minutes)</p> <p>Brain Break: Smiling mind: follow the guided meditation: https://www.youtube.com/watch?v=8NB3ihqPQGw</p> <p>Writing - Informative: Pre-Test Choose an animal to research and write an information report. Try to remember as many language features as you can. (30 minutes)</p> <p>Writing - Journal Entry: A journal entry contains factual (true) information. Write a journal entry about anything you would like, making sure it includes true information. (10 minutes)</p> 	<p>English</p> <p>Spelling: Write 10 spelling words that contain the specific sound focus of <ious>. Complete at least two spelling activities provided in the spelling activity grid. (30 minutes)</p> <p>Brain Break: Take in deep breaths following the link below. 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. (25 minutes)</p> <p>Writing - Journal Entry: A journal entry contains factual (true) information. Write a journal entry about anything you would like, making sure it includes true information. (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. (30 minutes)</p> <p>Brain Break: Run in place. Follow along with the video: https://www.youtube.com/watch?v=i9pp5kD2qts or jog on the spot to get your body moving.</p> <p>Writing- Informative: Read the sample texts closely and then use your knowledge to add more information by making the text more descriptive. (15 minutes)</p> <p>Writing - Journal Entry: A journal entry contains factual (true) information. Write a journal entry about anything you would like, making sure it includes true information. (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. (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. (25 minutes)</p> <p>Brain Break: Smiling Mind: follow the guided meditation: https://www.youtube.com/watch?v=buPuB4Sa0zU&list=PLSfZLuISHGpQ-1I5x99vlgVZPw7Kv9LcT</p> <p>Writing - Informative: Watch the video on Google Classroom about informative writing. Read the text and identify the language and structural features specific to information reports. (30 minutes)</p> <p>Writing - Journal Entry: Write a journal entry about anything you would like,</p>

					making sure it includes true information. (10 minutes)
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 11 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 Factors and Multiples 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</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 11 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 Factors and Multiples 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: 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</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 11 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 Factors and Multiples 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: 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</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 11 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 Factors and Multiples 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: Go and check the mail in your letterbox (with parents permission).</p> <p>Number Of The Day: Log on to number of the day</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 11 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 Factors and Multiples 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: 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>

	<p><u>moftoday</u> 3, 4 or 5 digit (student choice) and complete the daily number of the day. (5 minutes)</p> <p>Division:</p> <p>Watch the Division Videos in Google Classroom to help you with the division tasks this week. </p> <p>Complete the worksheet and use this information for later tasks this week. (15 minutes)</p>	<p>(student choice) and complete the daily number of the day. (5 minutes)</p> <p>Division: Complete the worksheet. (15 minutes)</p>	<p><u>oftheday</u> 3, 4 or 5 digit (student choice) and complete the daily number of the day. (5 minutes)</p> <p>Division: Complete the worksheet. (15 minutes) </p>	<p>https://mathsstarters.net/numoftheday 3, 4 or 5 digit (student choice) and complete the daily number of the day. (5 minutes)</p> <p>Division: Complete the worksheet. (15 minutes)</p>	<p>complete the daily number of the day. (5 minutes)</p> <p>Division: Complete the worksheet. (15 minutes)</p>
Break					
Afternoon	<p>Reading: Drop everything and read for 10 minutes. Choose any book you like, read for fun!</p> <p>Sport: 'Move it Mob Style!' Watch the video and follow along! https://iview.abc.net.au/video/ZX9956A010S00 (25 minutes)</p> <p>Watch this comedic news report https://iview.abc.net.au/show/horrible-histories-sports-</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you like, read for fun!</p> <p>PDHPE: Bounce Back: Courage. Complete the activity on courage. (45 minutes)</p> <p>Science:</p> <p><u>SET UP REQUIRED!</u></p> <p>Gather all the equipment you will need to set up the experiment you need to</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you like, read for fun!</p> <p>Science: Light Shows. How do sundials work? Watch the video on Google Classroom. Follow the instructions to conduct the experiment and answer the questions. (All day experiment, 20 minutes for the questions)</p> <p>Watch this video of scientific facts and record at least 3</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you like, read for fun!</p> <p>History: Gold</p> <p>Daily Life in Bathurst- Read the information provided and complete the worksheet. (35 minutes)</p> <p>Watch this video about life on the Goldfields and record at least 3 relevant points. https://iview.abc.net.au/vid</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Creative Arts</p> <p>Watch Mrs Alo's video in Google Classroom and complete the task.  (40 minutes)</p> <p>Watch this video and record at least 3 relevant points.</p>

	special and record at least 3 relevant points. (30 minutes)	conduct tomorrow afternoon. (10 minutes)	relevant points. https://iview.abc.net.au/video/ZW1301A018S00 (30 minutes)	eo/ZW2246A002S00 (15 minutes)	https://iview.abc.net.au/video/NE2004S020S00 (15 minutes)
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Recording of daily tasks

Spelling focus <i>ious</i>>

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

Revising 11x tables:

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

Activity		Teacher Recognition
	Recalls 11x tables correctly 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 of 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 	

Reading Eggspress Record

Thursday	
Monday	
Wednesday	

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

Journal Entries

Day	Entry
Friday	
Monday	

Tuesday	
Wednesday	
Thursday	

Activity	Teacher Recognition
Completes daily journal entries.	

TENS Activity:

TENS Activity Completion Record				
Friday	Monday	Tuesday	Wednesday	Thursday

Activity		Teacher Recognition
	Completes daily TENS activities: Factors and Multiples	

Number of the Day Answers

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

Activity	Teacher Recognition
<div></div> Completes the Number Of The Day and marks their own answers.	

BTN VIP's

Day	VIP's
Friday	
Tuesday	
Wednesday	
Thursday	

Mathletics Tasks for the week:

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

Activity		Teacher Recognition
	Completes Mathletics tasks.	

Brain Breaks Completion Record:

Friday	Monday	Tuesday	Wednesday	Thursday
Desk Drumming:	Smiling Mind:	Breathing:	Run in place:	Smiling Mind:
Plank:	Scissor Paper Rock:	Sprints:	Mail:	Singing:

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?

FRIDAY

A number has been rounded off to 100.3

What might the number be?

List 5 possibilities.

Working out - Transformation step

Jackson owns a bookshop that has:



- *twelve thousand and sixty-three* fiction books
- *four thousand, three hundred and two* non-fiction books

Write these as numbers in the boxes below and then find the total number of books.

fiction books

non-fiction books

Working out - Transformation step

Simone owns a bookshop that has:



- *thirty-six thousand, four hundred and nineteen* fiction books
- *ninety-nine thousand and two* non-fiction books

Write these as numbers in the boxes below and then find the total number of books.

fiction books

non-fiction books

Working out - Transformation step

Nina owns a bookshop that has:



- ☐ sixty-nine thousand four hundred and eighty fiction books
- ☐ one hundred and fifty-five thousand four hundred and three non-fiction books

Write these as numbers in the boxes below and then find the total number of books:

fiction books

non-fiction books

Working out - Transformation step

Fill in the boxes to solve this equation:



$$\begin{array}{r} \square \square \square \\ \square \square \square \times \square \\ \hline \square \square \square \end{array}$$

Working out - Transformation step

Friday

20/8/21



Student

I have completed my work to the best of my ability

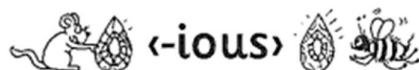
Name : _____

Parent/Carer

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

Name: _____

Spelling List 26



Which words from the Spelling List complete these sentences?

1. serious

2. various

3. previous

4. obvious

5. curious

6. furious

7. anxious

8. delicious

9. ferocious

10. gracious

11. precious

12. spacious

13. dubious

14. suspicious

15. mysterious

16. prestigious

17. contagious

18. vicious

1. When the ship capsized, the captain was not just angry, he was absolutely _____.

2. It is never _____ how a successful magician does his tricks.

3. The audience cheered more loudly tonight than during the _____ performances.

4. The patient is in a _____ condition because of the infection.

5. Diamonds and rubies are called _____ jewels because they are rare and valuable.

6. The mansion had a _____ entrance hall with an enormous chandelier.

7. The dietician showed us how to make healthy meals that are also _____.

8. Tom's parents told the paediatrician how _____ they felt about his health.

9. People are sometimes _____ of strangers.

10. In the future, I would like to win many _____ awards for my architecture.

11. A _____ disease can be passed from one person to another by touch.

12. The autograph did not look real, so the collector was _____ about buying it.

Write a noun phrase with the adjective 'mysterious' in it on the lines below. Draw a picture to illustrate it in the chest.



13. _____















Mental division strategies – use multiplication facts

Knowing our multiplication facts helps us with division as they do the reverse of each other. They are inverse operations.

$$3 \times 5 = 15$$

$$15 \div 5 = 3$$

1 Use your knowledge of multiplication facts to help answer these division questions:

- a $56 \div 7 =$  $\underline{\quad 8 \quad} \times 7 = 56$  $56 \div 7 =$
- b $121 \div 11 =$  $\underline{\quad \quad} \times 11 = 121$  $121 \div 11 =$
- c $72 \div 8 =$  $\underline{\quad \quad} \times 8 = 72$  $72 \div 8 =$
- d $49 \div 7 =$  $\underline{\quad \quad} \times 7 = 49$  $49 \div 7 =$
- e $36 \div 9 =$  $\underline{\quad \quad} \times 9 = 36$  $36 \div 9 =$
- f $64 \div 8 =$  $\underline{\quad \quad} \times 8 = 64$  $64 \div 8 =$
- g $108 \div 12 =$  $\underline{\quad \quad} \times 12 = 108$  $108 \div 12 =$

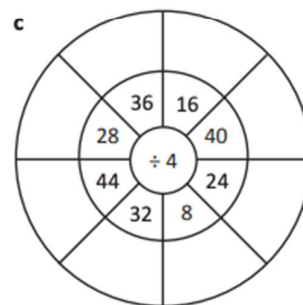
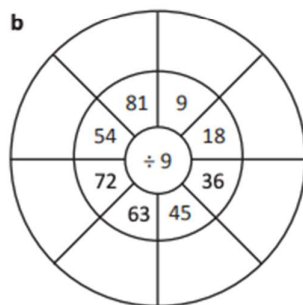
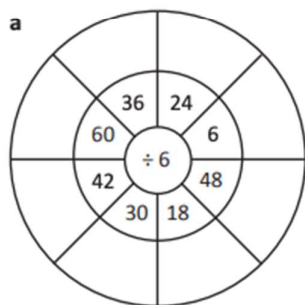
2 Now try these:

- a $81 \div 9 =$
- b $40 \div 5 =$
- c $21 \div 3 =$
- d $54 \div 6 =$
- e $42 \div 7 =$
- f $63 \div 9 =$
- g $36 \div 4 =$
- h $45 \div 9 =$
- i $39 \div 3 =$
- j $24 \div 6 =$



Doing maths without knowing your multiplication facts is hard. Learning them makes your life much easier. It's worth persevering to conquer them!

3 Fill in the division wheels. Use multiplication facts to help you.



Activity	Teacher recognition
Completes division activity.	

Sport

- 'Move it Mob Style!' Watch the video and follow along!

<https://iview.abc.net.au/video/ZX9956A010S00>

- Watch this comedic news report

<https://iview.abc.net.au/show/horrible-histories-sports-special>

- Record at least 3 relevant points. You can record them in the table at the front of your booklet or below.

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

Activity	Teacher recognition
Completes physical activity and records information about sports.	

Monday
23/8/21





Adverbs of Degree and Place



Adverbs of **degree** tell us more about **how much**, or to what **extent**, something is done. In the sentences below, underline the verbs in red and the adverbs in orange. Then write each adverb on the line underneath.

1. She has almost finished her homework.

To what extent has she finished her homework? _____

2. They love their children deeply.

How much do they love their children? _____

3. We have hardly eaten anything.

To what extent have we eaten anything? _____

4. The boy nearly cut his finger.

To what extent did he cut his finger? _____

5. He completely forgot his wife's birthday.

To what extent did he forget her birthday? _____

Adverbs of **place** tell us more about **where** something is done. In the sentences below, underline the verbs and adverbs in the appropriate colours, and write each adverb on the line underneath.

6. The elderly couple live downstairs.

Where do the couple live? _____

7. The dog ran indoors.

Where did the dog run? _____

8. Our friends were standing nearby.

Where were our friends standing? _____

9. The startled bird flew away.

Where did the startled bird fly? _____

10. I looked everywhere for my car keys.

Where did I look for my car keys? _____



Informative Writing

- Research any animal of your choosing. Use the information below to help with your research. Write your own information report using the following subheadings:
 - Classification
 - Behaviour
 - Diet
 - Habitat
 - Appearance
 - Environmental adaptations
- Try to include as many structural and language features as you can.

Information Reports

What are information reports and why do we write them?

Information reports are written to classify and describe factual information about a certain topic or theme. We can write information reports on animals, cities, history, sport, people, companies and many more topics.

What structure is needed in an information report?

An information report includes:

- An opening general statement or general classification, which classifies the topic and/or theme and includes further technical information about the subject of the report.
- Descriptive information about various aspects of the topic or theme, which is organised into paragraphs, with or without subheadings and sections.

What are the main language features?

- **Language of generalisation**, for example: **A** dinosaur is....
- **Language of description**, for example: The Great Barrier Reef has **beautiful, colourful coral** formations.
- **Language of comparison/contrast**, for example: Trams **are similar to** trains.

What other features need to be included?

Text Cohesion

For a text to 'flow' there needs to be links and relationships established within the text. This is done through linking back to something that has already been mentioned, like events or people. The cohesive features that are used are mainly pronouns and synonyms, for example: Dinosaurs are.... These animals are.... These large animals.... They....

Subject/Verb Agreement

For example: The dinosaur **has** a tail. Dinosaurs **have** a tail.

Technical Language

This language included words and vocabulary that is specific to the particular topic or theme that is being written. When writing about dinosaurs, the technical language would be subject to this particular topic, for example: ancient, Jurassic, carnivores.

Timeless Present Tense

For example: Fish **come up** to the surface of the water to breathe.

What skills are needed and developed when writing information reports?

Researching, surveying, taking notes, summarising and interviewing.

Title/Subject:



General Introduction

Paragraph 1

Vocabulary

Paragraph 2

Paragraph 3

Conclusion

Activity	Teacher Recognition
Researches and complies an information report	

Mental division strategies – use multiplication facts

Knowing our families of facts is also helpful.

$3 \times 5 = 15$

$5 \times 3 = 15$

$15 \div 5 = 3$

$15 \div 3 = 5$

- 4 Complete the following patterns. How many more multiplication and division facts can you find, given the first fact?

a $7 \times 8 = 56$

$8 \times 7 = \square$

$56 \div \square = 8$

$\square \div 8 = 7$

b $8 \times 9 = 72$

$9 \times 8 = \square$

$72 \div \square = 9$

$\square \div 9 = 8$

c $7 \times 9 = 63$

$9 \times 7 = \square$

$63 \div \square = 9$

$\square \div 9 = 7$

- 5 Write down another multiplication fact and two division facts for each question.

a $6 \times 7 = 42$

b $5 \times 9 = 45$

c $9 \times 6 = 54$

d $17 \times 8 = 136$

e $12 \times 8 = 96$

f $11 \times 21 = 231$

- 6 Look at these two division facts: $20 \div 5 = 4$ and $20 \div 4 = 5$

Imagine you're explaining to a younger child how they're related yet different. How would you do it?
What would you say/write/draw?

Activity	Teacher recognition
Completes division activity.	

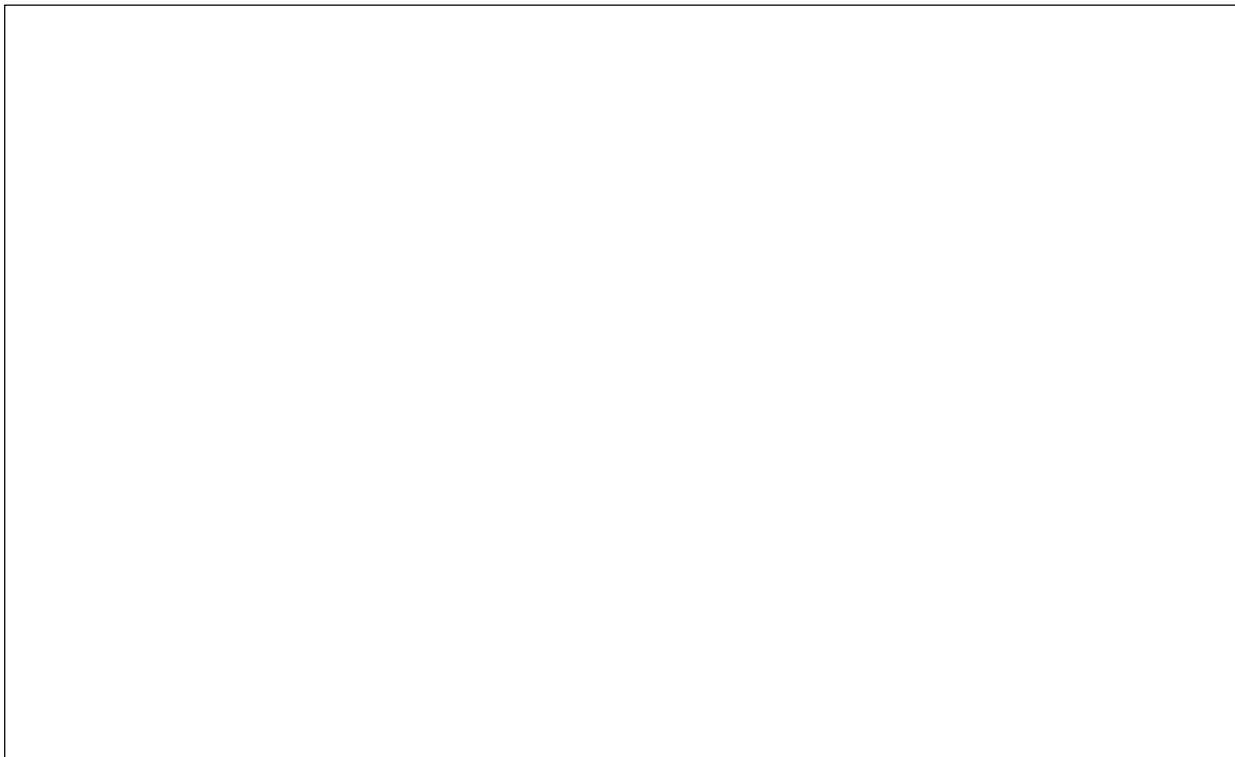
Bounce Back- What is courage?

We have looked at different types of courage and courageous people this term. Reflect on your understanding through the following questions:

What is courage?	
What are other words we use for courage? Why do we say that a person 'has guts'?	
Will everyone be scared or nervous about the same sorts of things?	
Is someone who helps save a person from a burning house courageous?	
Is taking risks, like diving into shallow water or train surfing, courageous?	

How can you overcome nervousness?	
What is everyday courage?	
What images of courage are portrayed in movies?	

Illustrate what courage means to you:



Tuesday

24/8/21



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: _____

Mental division strategies – halving strategy

When the two numbers seem too large to work with in our heads, we can halve them till we get to a division fact we recognise. Both numbers must be even for this to work.

$$\begin{aligned} 126 \div 14 \\ (\text{half } 126) \div (\text{half } 14) \\ 63 \div 7 = 9 \end{aligned}$$

1 Practise your halving. The first one has been done for you.

<p>a</p> <table border="0"> <tr><td>32</td><td rowspan="5" style="border: 1px dashed black; padding: 10px; text-align: center; vertical-align: middle;">halve</td><td>16</td></tr> <tr><td>56</td><td></td></tr> <tr><td>36</td><td></td></tr> <tr><td>84</td><td></td></tr> <tr><td>96</td><td></td></tr> </table>	32	halve	16	56		36		84		96		<p>b</p> <table border="0"> <tr><td>24</td><td rowspan="5" style="border: 1px dashed black; padding: 10px; text-align: center; vertical-align: middle;">halve</td><td></td></tr> <tr><td>48</td><td></td></tr> <tr><td>72</td><td></td></tr> <tr><td>144</td><td></td></tr> <tr><td>192</td><td></td></tr> </table>	24	halve		48		72		144		192		<p>c</p> <table border="0"> <tr><td>50</td><td rowspan="5" style="border: 1px dashed black; padding: 10px; text-align: center; vertical-align: middle;">halve</td><td></td></tr> <tr><td>500</td><td></td></tr> <tr><td>1 000</td><td></td></tr> <tr><td>250</td><td></td></tr> <tr><td>100</td><td></td></tr> </table>	50	halve		500		1 000		250		100	
32	halve		16																																
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2 Halve each number to get to a recognisable division fact. The first one has been done for you.

a	$112 \div 14$	$\frac{56}{\quad} \div \frac{7}{\quad} =$	<div style="border: 1px solid black; padding: 2px 10px;">8</div>
b	$144 \div 16$	$\frac{\quad}{\quad} \div \frac{\quad}{\quad} =$	<div style="border: 1px solid black; padding: 2px 10px;"></div>
c	$96 \div 12$	$\frac{\quad}{\quad} \div \frac{\quad}{\quad} =$	<div style="border: 1px solid black; padding: 2px 10px;"></div>
d	$220 \div 4$	$\frac{\quad}{\quad} \div \frac{\quad}{\quad} =$	<div style="border: 1px solid black; padding: 2px 10px;"></div>
e	$162 \div 18$	$\frac{\quad}{\quad} \div \frac{\quad}{\quad} =$	<div style="border: 1px solid black; padding: 2px 10px;"></div>

3 Match the problems with their halved equivalents. Then solve the problem. The first one has been done for you.

<p>a $90 \div 18$</p> <p>b $64 \div 16$</p> <p>c $120 \div 12$</p> <p>d $70 \div 14$</p> <p>e $144 \div 24$</p> <p>f $48 \div 16$</p>	<p>$60 \div 6$</p> <p>$24 \div 8$</p> <p>$35 \div 7$</p> <p>$45 \div 9$</p> <p>$72 \div 12$</p> <p>$32 \div 8$</p>	<p>$=$ <div style="border: 1px solid black; padding: 2px 10px;">5</div></p> <p>$=$ <div style="border: 1px solid black; padding: 2px 10px;"></div></p> <p>$=$ <div style="border: 1px solid black; padding: 2px 10px;"></div></p> <p>$=$ <div style="border: 1px solid black; padding: 2px 10px;"></div></p> <p>$=$ <div style="border: 1px solid black; padding: 2px 10px;"></div></p> <p>$=$ <div style="border: 1px solid black; padding: 2px 10px;"></div></p>
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Activity	Teacher recognition
Completes division activity.	

Making a Sundial

You will need:

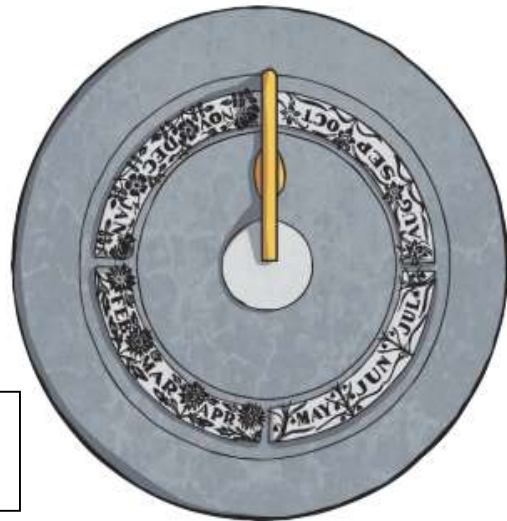
Chalk

Stones

Large, straight stick

Clock

(You may need to make substitutions based on what you have available)



Instructions: * You must set up this experiment at the beginning of a school day*

1. Find a spot outdoors that is not sheltered and will be in the sunshine for most of the school day.
2. Place your stick vertically in the centre of the area you have chosen. (If it is a concrete area, you may need create a mound of dirt, use BLU tac etc)
3. Look at the shadow that the stick is creating and place a stone at the end of the shadow.
Record the time you do this. Set a timer for 1 hour from this time.
4. Return one hour later and look at where the shadow is formed. Place a rock at the end of the shadow. Use chalk to record the time on the stone/concrete.
5. Repeat Step 4 until the end of the school day.
6. You can check the accuracy of your sundial by returning at the same times the next day and observing where the shadows fall.

Questions:

Did you find all the shadows the same length? Why or why not?

How are shadows created?

What makes this sundial work?

How is your sundial like the first sundials?

Use the words in the box to fill in the spaces.

revolve	24 hours	rotation
----------------	-----------------	-----------------

A sundial works because of the of the _____ earth. The earth rotates once every _____. Although it looks like the sun is moving, this is because of the earth's rotation. The sun doesn't rotate or _____.

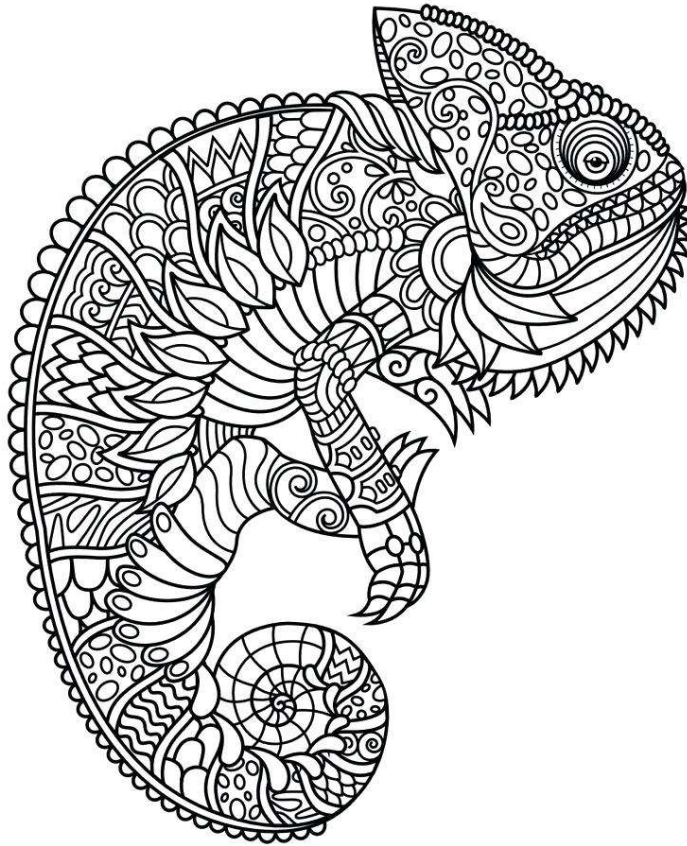
What time was the shadow of the sundial shortest? Why do you think this?

In what direction does the sun rise and set?

Activity	Teacher recognition
<ul style="list-style-type: none">• Follows instructions to conduct an experiment and draws logical conclusions.• Investigates the length and direction of shadows.	

Wednesday

25/8/21



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: _____

Adding description to informative writing

We have learnt about the importance of detail when writing in the informative style.

Re-write the following descriptions using details and correct technical language. The first one has been done for you. Pay attention to the use of descriptive adjectives.

Not Detailed	Detailed
Harry had black hair and green eyes. He wore glasses. The only thing Harry liked about his own appearance was a scar on his forehead.	Harry had a thin face, knobbly knees, black hair and bright-green eyes. He wore round glasses held together with a lot of Sellotape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very thin scar on his forehead which was shaped like a bolt of lightning.
Claire wore her hair up and put on her school uniform. She felt worried about the school day approaching.	
The old car had been parked on the street for a long time. Its owner forgetting that it even existed.	

Activity	Teacher Recognition
Recalls prior knowledge when adding description to text	

Mental division strategies – divide by 10s, 100s and 1 000s

When we divide by 10 we move the number one place value to the right.

When we divide by 100 we move the number two place values to the right.

When we divide by 1 000 we move the number three place values to the right.

Look what happens to 45 000 when we apply these rules:

Ten Thousands	Thousands	Hundreds	Tens	Units	
4	5	0	0	0	
	4	5	0	0	$\div 10$
		4	5	0	$\div 100$
			4	5	$\div 1\,000$

1 Divide the following numbers by 10, 100 and 1 000:

a

T Th	Th	H	T	U	
4	5	0	0	0	
					$\div 10$
					$\div 100$
					$\div 1\,000$

b

T Th	Th	H	T	U	
4	3	0	0	0	
					$\div 10$
					$\div 100$
					$\div 1\,000$

c

T Th	Th	H	T	U	
8	5	0	0	0	
					$\div 10$
					$\div 100$
					$\div 1\,000$

d

T Th	Th	H	T	U	
8	8	0	0	0	
					$\div 10$
					$\div 100$
					$\div 1\,000$

2 Draw lines to match the answers with the questions:

a What number is one thousand times smaller than 32 000?

9 500

b What number is one hundred times smaller than 32 000?

88

c What number is one hundred times smaller than 95 000?

950

d What number is ten times smaller than 95 000?

880

e What number is one hundred times smaller than 8 800?

320

f What number is ten times smaller than 8 800?

32

Activity	Teacher recognition
Completes division activity.	

Carefully read the information below and complete the worksheet.

Daily Life in Bathurst

Settlers set about building a future on the land for themselves and their children. After a day's hard work in the fields, making clothes or preserving fruits, there was some time left for leisure activities. The Bathurst countryside provided pastimes such as collecting butterflies and moths, collecting rocks that contained gems and fossils and going for a dip in a local waterhole.

Children in the 1800s loved toys, nursery rhymes and games just as much as children do today. People believed at this time though that games should be educational. This is why board games often focused on teaching science, history, geography and religion. Books were still quite rare in the colony and would have only been found in the homes of wealthy free settlers. Poorer settlers may not have known how to read and education was not compulsory for children.



Other Popular Games and Pastimes

- | | | |
|-----------------------------------|--------------------------------|---------------------------------------|
| • Card games and jigsaw puzzles | • Playing quoits and skittles | • Playing with tin and clockwork toys |
| • Hopscotch and follow the leader | • Making scrapbooks | • Skipping, hula-hoops |
| | • Playing jacks (knucklebones) | • Making wooden pull-along toys |

Clothing

Women on homesteads had the job of making clothes for the family. Hard-wearing fabrics like calico, denim and muslin were used so that clothes lasted longer. The Bathurst climate meant that farmers had to work outdoors in the hot, dry summer and the cold, icy conditions of winter. Cotton shirts and trousers kept them cool in summer and for winter a woollen jacket and hat were added.



National Library of Australia

In the 19th century, children's clothing was a miniature version of what their parents wore. Boys and girls wore frocks with pantaloons underneath. Wealthier settlers could afford to order items from Sydney Town such as silk and cotton stockings, fancy vests and wool frock coats with tails. Women wore long skirts, blouses and lace-up boots. They would carry parasols to protect them from the hot sun and wore bonnets for church and decorated hats for social occasions.

Games and Pastimes

- ☐ Look at the games and pastimes on page 20 that were popular with the Bathurst settlers in the 1800s and complete the following.

1. Make a list of the activities that are still popular today. Use a dictionary to help you with unfamiliar words.

Leisure activities that are still popular today

2. How have games and pastimes changed over the last 200 years? Give some examples to support your answer.

3. Suggest two reasons for settlers' clothes being made out of long-lasting fabrics.

4. Study the image of the children (right). In what ways are they dressed to look like small adults?



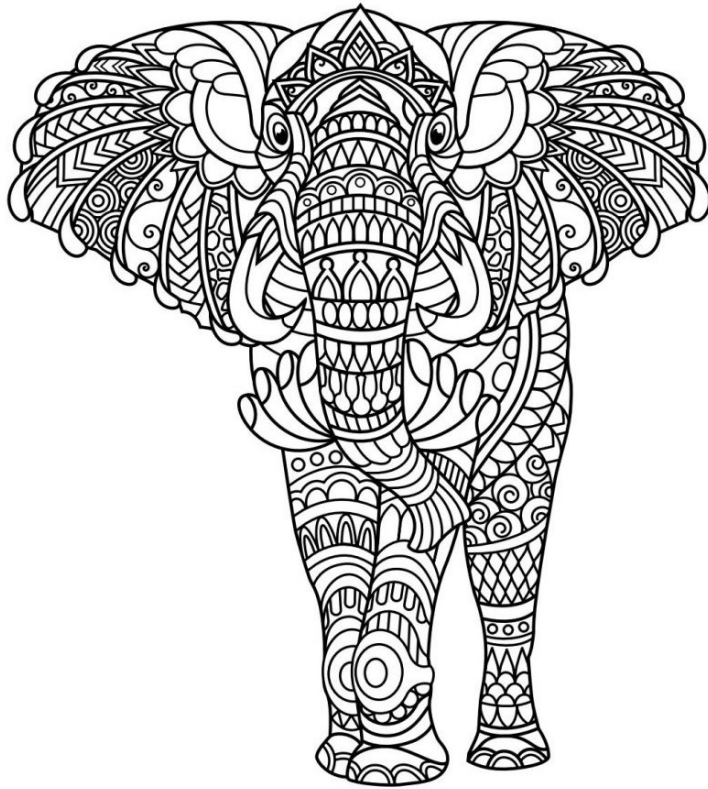
National Library of Australia

5. Do you think that the clothing of the early settlers was suited to the climate and environment of Bathurst?

Activity	Teacher Recognition
Independently reads and completes history worksheets.	

Thursday

25/8/21



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 blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity	Teacher recognition
Accurately spells words when writing dictated sentences.	

Informative Writing

Here is an excerpt of an information report. Use all your knowledge to annotate the different parts of the text. Watch the video on Google Classroom and complete the task.

Giant Pandas

Physical Description

The giant panda, a black-and-white bear, has a body typical of bears. It has black fur on its ears, eye patches, muzzle, legs, and shoulders. The rest of the animal's coat is white. Although scientists do not know why these unusual bears are black and white, some speculate that the bold colouring provides effective camouflage. In patches of dense bamboo, a still panda is nearly invisible, and virtually disappears among snow covered rocks. Another thought is that the pattern may help with social signals in some way, or help giant pandas to identify one another from a distance so they can avoid socialising, as they are typically a solitary animal.

The giant panda has lived in bamboo forests for several million years. It is a highly specialised animal, with unique adaptations. The panda's thick, wooly coat keeps it warm in the cool forests of its habitat. Giant pandas have large molar teeth and strong jaw muscles for crushing tough bamboo. Many people find these chunky animals to be cute, but giant pandas can be as dangerous as any other bear.

Size

About the size of an American black bear, giant pandas stand between 60 to 90 centimetres tall (on all four legs), and reach 1.2 to 1.8 metres long. Males are larger than females, weighing up to 113 kilograms. Females rarely reach 104 kilograms.

Native Habitat

Giant pandas live in a few mountain ranges in south central China, in Sichuan, Shaanxi and Gansu provinces. They once lived in lowland areas, but farming, forest clearing and other development now restrict giant pandas to the mountains.

Giant pandas live in broadleaf and coniferous forests with a dense understory of bamboo, at elevations between 5,000 and 10,000 feet. Torrential rains or dense mist throughout the year characterises these forests, often shrouded in heavy clouds.

Food/Eating Habits

A panda usually eats while sitting upright, in a pose that resembles how humans sit on the floor. This posture leaves the front paws free to grasp bamboo stems with the help of a "pseudo thumb," formed by an elongated and enlarged wrist bone covered with a fleshy pad of skin. The panda also uses its powerful jaws and strong teeth to crush the tough, fibrous bamboo into bits.

A giant panda's digestive system is more similar to that of a carnivore than an herbivore, and so much of what is eaten is passed as waste. To make up for the inefficient digestion, a panda needs to consume a comparatively large amount of food to get all its nutrients. To obtain this much food means that a panda must spend 10 to 16 hours a day foraging and eating. The rest of its time is spent mostly sleeping and resting.

Activity	Teacher Recognition
Recognises structural and language features of an information report.	

Mental division strategies – tests of divisibility

Divisibility tests tell us if a number can be divided evenly by another (that is with no remainders).

- 1 Use the rules to test out the numbers in the last column. The first two have been done for you:

Divisible by	Rule	Test
2	A number is divisible by 2 if it's even (ends in 0, 2, 4, 6 or 8).	Is 458 divisible by 2? <i>Yes, because it ends in an even number.</i>
3	A number is divisible by 3 if the sum of its digits is divisible by 3.	Is 7 281 divisible by 3? $7 + 2 + 8 + 1 = 18$ <i>Yes, because 18 is divisible by 3.</i>
4	A number is divisible by 4 if the number made by the last 2 digits is divisible by 4.	Is 3 912 divisible by 4?
5	A number is divisible by 5 if there's a 0 or 5 in the units place.	Is 455 divisible by 5?
8	A number is divisible by 8 if the last 3 digits are divisible by 8.	Is 74 160 divisible by 8?
9	A number is divisible by 9 if the sum of its digits is divisible by 9.	Is 6 345 divisible by 9?
10	A number is divisible by 10 if there is a zero in the units place.	Is 5 680 divisible by 10?

Activity	Teacher recognition
Completes division activity.	

Creative arts:

Watch Mrs Alo's art video in Google Classroom to create a foil sculpture. Watch how Mrs Alo uses her sculpture to explore shadows. Trace some shadows of your shape in the box below.