

Weekly Learning Framework

Unit Five (Part B) - Year 5



In the timetable there are 5 activities that have a ★ 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 27/8/21	Monday 30/8/21	Tuesday 31/8/21	Wednesday 1/9/21	Thursday 2/9/21
Morning	<p>English</p> <p>Spelling: Complete this week's spelling worksheet. Write a sentence for each of the spelling words ending in <tious>.</p> <p>(30 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>(30 minutes)</p> <p>Brain Break: Go and collect the mail from the mailbox.</p> <p>Writing: Journal – Write your 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 <tious>.</p> <p>(10 minutes)</p> <p>Grammar: Watch the video on Google Classroom about the grammar focus 'Adverbs of Time and Frequency'. Complete this week's grammar worksheet.</p> <p>(30 minutes) ★</p> <p>Brain Break: Find a 'Go Noodle' activity on youtube and have a go at copying them.</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Writing: Information Report – Write 5 VIP's for Galapagos Turtles to assist with writing an information report.</p> <p>(30 minutes)</p>	<p>English</p> <p>Spelling: Write 10 spelling words that contain the specific sound focus of <tious>.</p> <p>Complete at least two spelling activities provided in the spelling activity grid.</p> <p>(30 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>(30 minutes)</p> <p>Brain Break: Make someone in your house a snack for morning tea.</p> <p>Writing: Journal – Write your 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>(30 minutes)</p> <p>Brain Break: Go outside and lay down. Look up at the sky. Are there clouds? What do they look like? What animals can you hear?</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Writing: Information Report – Construct your own Information report using the VIPS.</p> <p>(30 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: Run on the spot for 30 seconds. Complete 20 star jumps and 10 sit ups. Repat 3 times.</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Writing: Rewatch the video on Information reports to assist. Information Report – Compose and Edit your Information report.</p> <p>★</p>

Break					
Middle	<p>Mathematics</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 Odd Squad TENS video on Google Classroom and then play that activity. (15 minutes)</p> <p>Brain Break: Help an adult put a load of clothes in the washing machine.</p> <p>Number Of The Day: Log on to number of the day https://mathsstarters.net/nu</p>	<p>Mathematics</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 Odd Squad TENS video on Google Classroom and then play that activity. (10 minutes)</p> <p>Brain Break: Complete this smiling mind activity from Youtube. https://www.youtube.com/watch?v=ykDPtWdxOxs</p> <p>Number Of The Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit</p>	<p>Mathematics</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 Odd Squad TENS video on Google Classroom and then play that activity. (10 minutes)</p> <p>Brain Break: Sit in front of a mirror and looking directly at it. Draw a picture of a tree on a piece of paper – make sure you don't look at the paper until you are done.</p> <p>Number Of The Day: Log on to number of the day https://mathsstarters.net/nu</p>	<p>Mathematics</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 Odd Squad TENS video on Google Classroom and then play that activity. (10 minutes)</p> <p>Brain Break: Wash up and put the dishes away.</p> <p>Number Of The Day: Log on to number of the day https://mathsstarters.net/numoftheday 3, 4 or 5 digit</p>	<p>Mathematics</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 Odd Squad TENS video on Google Classroom and then play that activity. (10 minutes)</p> <p>Brain Break: Find a Go Noodle activity on YouTube and follow along.</p> <p>Number Of The Day: Log on to number of the day https://mathsstarters.net/nu</p>

	<p><u>mofttheday</u> 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Position: Watch the video on position in Google Classroom to assist with activities this week. Complete the Math sheets on position.</p> <p>(30 minutes)</p>	<p>(student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Position: Watch the video on position in Google Classroom to assist with activities this week. Complete the Math sheets on position.</p> <p>(30 minutes)</p>	<p><u>mofttheday</u> 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Position: Watch the video on position in Google Classroom to assist with activities this week. Complete the Math sheets on position.</p> <p>(30 minutes)</p>	<p>(student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Position: Watch the video on position in Google Classroom to assist with activities this week. Complete the Math sheets on position.</p> <p>(30 minutes)</p>	<p><u>mofttheday</u> 3, 4 or 5 digit (student choice) and complete the daily number of the day.</p> <p>(5 minutes)</p> <p>Position: Watch the video on position in Google Classroom to assist with activities this week. Complete the Math sheets on position.</p> <p>(30 minutes)</p>
Break					
Afternoon	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>(10 minutes)</p> <p>Sport: Choose three sports (eg. jumping, running and shooting basketball hoops) and design a triathlon course for yourself and/or your family to complete. Do the course several times and time yourself. Challenge yourself to beat the fastest time.</p> 	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>(10 minutes)</p> <p>Creative Arts: Watch Mrs Alo's art video. Try creating one yourself.</p> <p>(45 minutes)</p> <p>BTN:</p> <p>Watch this BTN news report</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>(10 minutes)</p> <p>BTN:</p> <p>Watch this BTN news report</p> <p>https://www.abc.net.au/btn/classroom/do-black-holes-suck-in-planets/13485706</p> <p>Record at least 3 relevant points.</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>(10 minutes)</p> <p>History: Gold  The Wiradjuri of Bathurst.</p> <p>(40 minutes)</p>	<p>Reading: Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>(10 minutes)</p> <p>Science: Watch the video on Google Classroom about Light! Complete the science sheet on light sources.</p> <p>(45 minutes)</p> <p>BTN: Watch this BTN news report</p>

	<p>(40 minutes)</p> <p>Watch this BTN news report https://www.abc.net.au/btn/classroom/womens-sports-uniform-debate/13474038</p> <p>and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>https://www.abc.net.au/btn/classroom/vaccine-influencer-army/13485564</p> <p>Record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>Choose a planet and complete your own research – You must gather at least 5 interesting points and draw an image of the planet's location within the Solar System</p> <p>(45 minutes)</p>		<p>https://www.abc.net.au/btn/classroom/chess-champion/13485680</p> <p>Record at least 3 relevant points.</p> <p>(15 minutes)</p>
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Recording of daily tasks - Spelling Focus <tious>

Friday	Monday	Tuesday	Wednesday	Thursday

Activity		Teacher Recognition
	Completes spelling task focusing on the <tious> sound.	

Reading Eggspress Record

Friday	
Tuesday	
Thursday	

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

Brain Breaks Completion Record:

Monday	Tuesday	Wednesday	Thursday	Friday

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

Journal Entries

Day	Entry
Friday	
Monday	
Tuesday	
Wednesday	
Thursday	

Activity	Teacher Recognition
Completes daily journal entries.	

Spelling Grid

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 	

Revising 11x tables:

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

Activity		Teacher Recognition
	Recalls 11 x tables correctly each day	

TENS Activity:

TENS Activity Completion Record				
Friday	Monday	Tuesday	Wednesday	Thursday

Activity		Teacher Recognition
	Completes daily TENS activities: ODD SQUAD.	

Mathletics Tasks for the week:**TENS Activity:**

Mathletics Completion Record				
Friday	Monday	Tuesday	Wednesday	Thursday

Activity		Teacher Recognition
	Completes Mathletics tasks.	

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

BTN VIP's

Day	VIP's
Friday	
Monday	
Tuesday	
Wednesday	
Thursday	

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?

Fill in the boxes to solve this equation:



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

Working out - Transformation step

Mira needs to measure the amount of medicine to give to her son.

MONDAY

Which unit of measurement would be *most* helpful:

- ☐ millilitres
- ☐ kilograms
- ☐ millimetres
- ☐ litres

Working out - Transformation step

Cambridge Gardens Public School

8

TUESDAY

This table shows a pattern. The top and bottom numbers are connected by a rule.

Top number	1	2	3	4	?
Bottom number	3	6	9	12	27

What is the top number when the bottom number is 27?

5



9



15



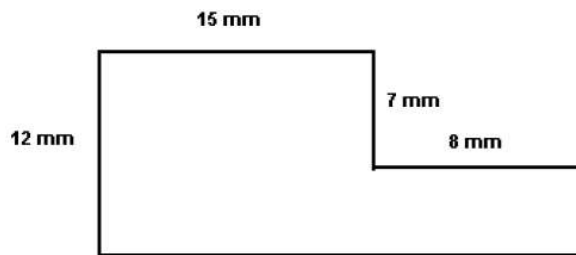
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Working out - Transformation step

Cambridge Gardens Public School

9



What is the total perimeter of this shape in centimetres?

Working out - Transformation step

Fill in the boxes to solve this equation:

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

Working out - Transformation step

Friday



27th August 2021

Spelling:



<tious>



Spelling List 27

1. ambitious

2. cautious

3. incautious

4. infectious

5. bumptious

6. contentious

7. nutritious

8. fictitious

9. propitious

10. fractious

11. surreptitious

12. scrumptious

13. conscientious

14. pretentious

15. superstitious

16. vexatious

17. ostentatious

18. facetious

Unscramble the letters in the scrumptious cupcakes and add them to <tious> to make words from the Spelling List.



_____tious



_____tious



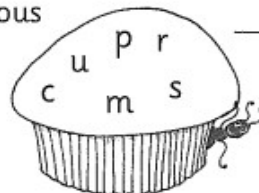
_____tious



_____tious



_____tious



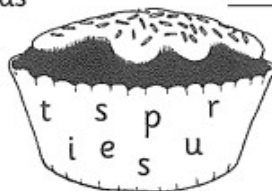
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_____tious



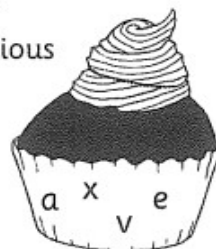
_____tious



_____tious



_____tious



_____tious

Activity	Teacher Recognition
Completes the spelling worksheet.	

Maths:

Complete the worksheet based on particular positions.

Spatial orientation – point of view

- 1 Imagine you're standing at the bottom of this bed. You're facing the bed. Draw a bedside chest on the left side of the bed.



Now draw yourself lying on the bed. From where you're lying, is the chest still on the left hand side of the bed? Explain your thinking:

When we use terms such as left and right or above and below, where we are in relation to the object changes how we view its position.

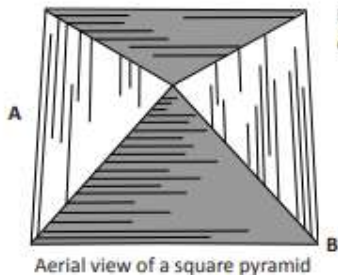
- 2 Work with a partner on this activity. You'll need some cubes or counters. Sit opposite each other. One of you will give the other instructions to create a letter (such as Z). Don't tell them which letter they'll be making!

How easy or hard was the game?

Put 6 cubes in a row. Now, from the top of the row make another row of 3 cubes at a right angle to the first one. Now ...



3



Draw what your view would be if you were standing at these different points:

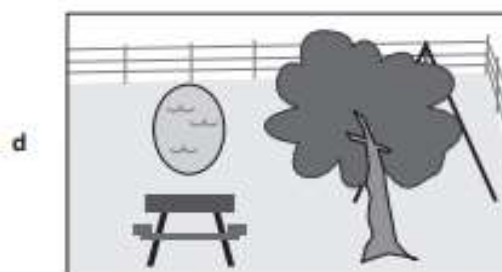
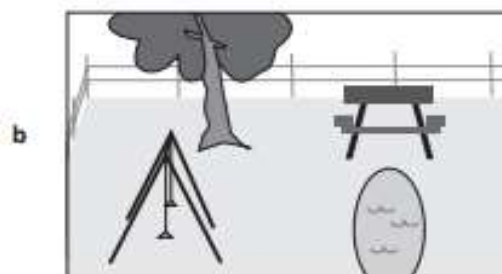
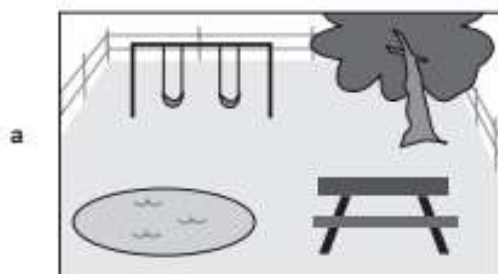
Point A

Point B

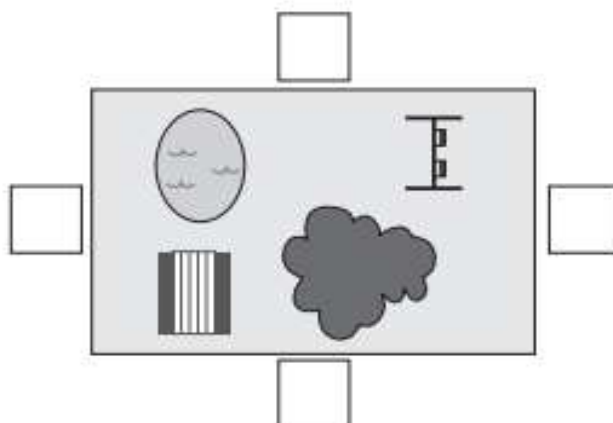
Activity	Teacher Recognition
Is capable of identifying various point of views.	

Spatial orientation – point of view

- 4 Look at the pictures. Each shows a different view of the same place.



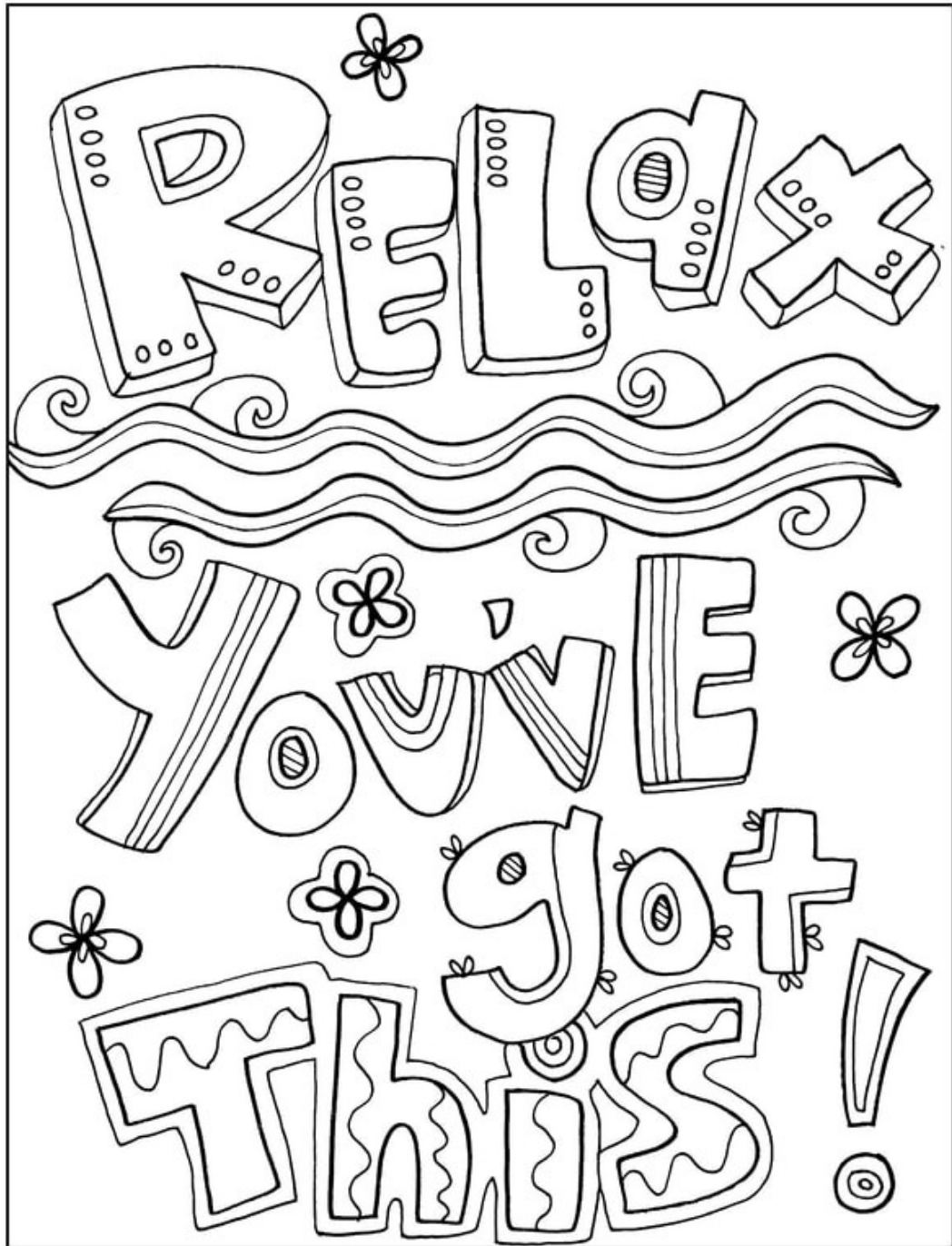
On this bird's-eye plan,
write **a**, **b**, **c** and **d** to
show where you'd
be standing for each
picture so your view
matches those above.



- 5 Arrange some objects on your desk and draw the view from 2 different perspectives.



Monday



30th August 2021



Adverbs of Time and Frequency



Adverbs of **time** and **frequency** tell us more about **when** or **how often** 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. Dad goes to the library occasionally.

How often does Dad go to the library?

2. His boat capsized recently.

When did his boat capsize?

3. He trimmed his moustache regularly.

How often did he trim his moustache?

4. The patient needs an operation soon.

When does the patient need an operation?

5. I am exercising now.

When am I exercising?

6. They meet weekly for band practice.

How often do they meet for band practice?

7. Previously, she had fractured her elbow.

When did she fracture her elbow?

Remember that prepositional phrases can act as adverbs. Identify the verb in each sentence and underline it in red. Then write the prepositional phrase that is describing the verb on the line underneath.

8. Bears hibernate in the winter.

When do bears hibernate?

9. Measure the sugar before the flour.

When should you measure the sugar?

10. Mysterious noises terrified them throughout the night.

When did the mysterious noises terrify them?



Activity	Teacher Recognition
Completes grammar task focusing on the 'Adverbs of Time and Frequency'	

Writing: Watch the links on the following page about Galapagos Turtles and conduct your own research to help you write 5 VIPs for your own information report.

VIP's

<u>Classification</u>	<u>Habitat</u>
<u>Appearance</u>	<u>Diet</u>
<u>Adaptions</u>	

Galapagos Turtles

<https://www.youtube.com/watch?v=nxs-3CESOnc>

[https://www.youtube.com/watch?v= MyCf9Aj1J4](https://www.youtube.com/watch?v=MyCf9Aj1J4)

https://www.youtube.com/watch?v=HAt_ufa53eA

<https://www.youtube.com/watch?v=2W6tpweuhkg>

Don't forget to conduct your own research as well. If you wish to select another animal, feel free. Just remember to include 5 VIP's for each subheading to assist you with your writing.

Maths:

Complete the worksheet.

Spatial orientation – directions

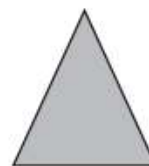
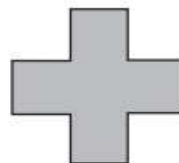
Have you ever given someone directions on how to get somewhere? Providing directions requires you to create a picture in your head of the journey. You need to think of useful landmarks and explain how to navigate the path. Precise terms such as left, right, straight ahead and opposite should be used.

- 1** Work with a partner. Close your eyes and take turns nominating a place or object such as the school office, netball court or the city. Both point to where you think it is. Open your eyes and check. List the places you and your partner chose.
 - a How often did you and your partner choose the same direction?
 - b Was this activity harder or easier than you thought it would be?

-
- 2** Choose one of these shapes and write a set of directions below for your partner to walk out the shape. Think about how many paces each line should be. How will you direct them to make the necessary angles and turns?

Get your partner to try out the directions. Use markers such as counters to track their path. Make any necessary changes to your instructions and try it again.

My directions:



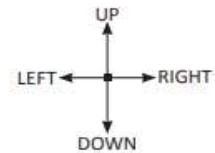
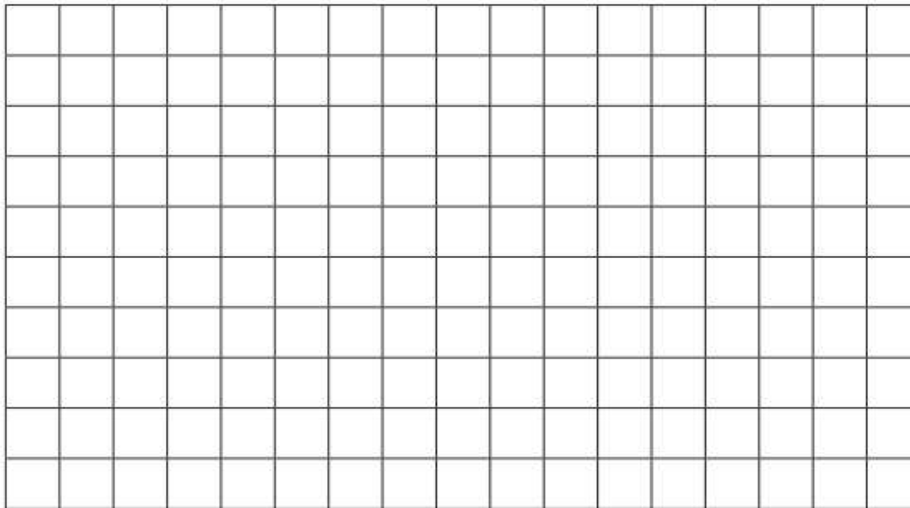
Your partner can drop crumbs to mark their trail like Hansel and Gretel!

DISCOVER

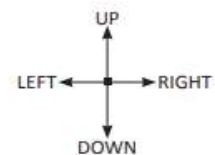
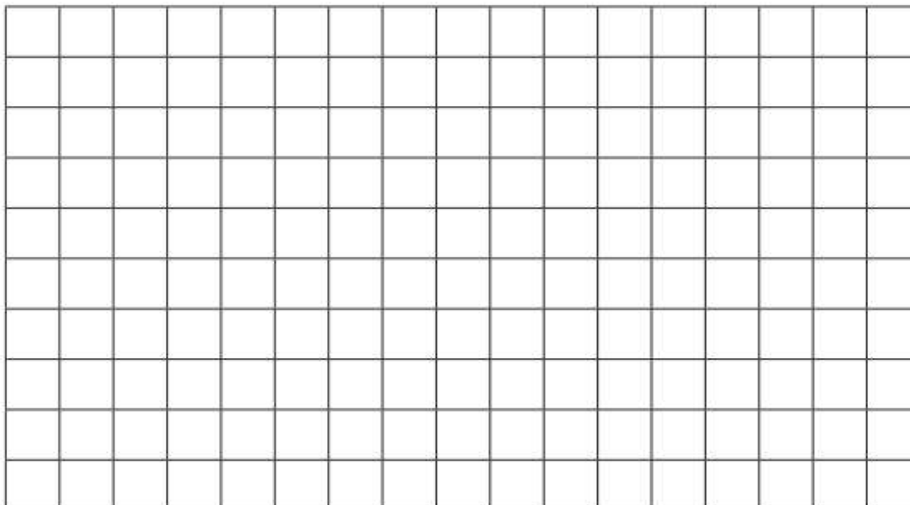
Spatial orientation – directions

3 In this game your partner will try to locate your hidden treasure chest.

- 1 Colour in four squares to make one larger square. This is your chest. (Don't let your partner see your page.)
- 2 Your partner picks a starting square and marks it on their grid. They show you and you mark it on your grid too.
- 3 Your partner then suggests moves such as "4 squares up". Both of you mark the matching square with a cross, and you respond with one clue such as "too far up" or "warmer but you need to go right".
- 4 If they locate one part of your treasure chest you must let them know but you don't have to give a further clue. They must keep guessing till they uncover all your chest.



Swap roles.



Activity	Teacher Recognition
<div></div> Completes the spatial awareness activity and is able to accurately provide directions.	

Creative Arts:

Watch Mrs Alo's instructions on how to complete this week's artwork. Complete it on a separate piece of paper.

Activity		Teacher Recognition
	Completes the creative art activity to the best of their ability.	

Tuesday

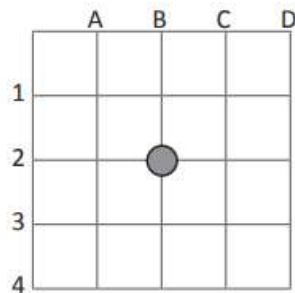


31st August 2021

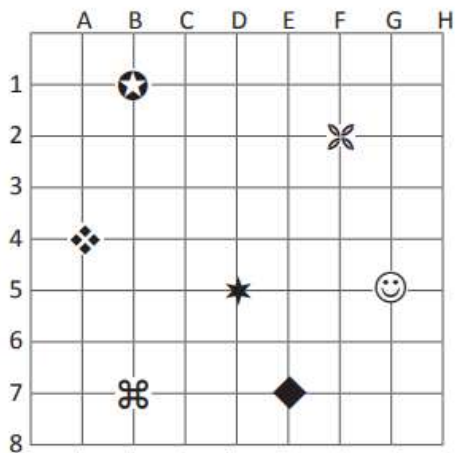
Mathematics:

Coordinates – plotting coordinates

We use coordinates to give us a reference to show where something is on a grid. It's where two lines intersect. The letter comes first. This example shows coordinate B2.



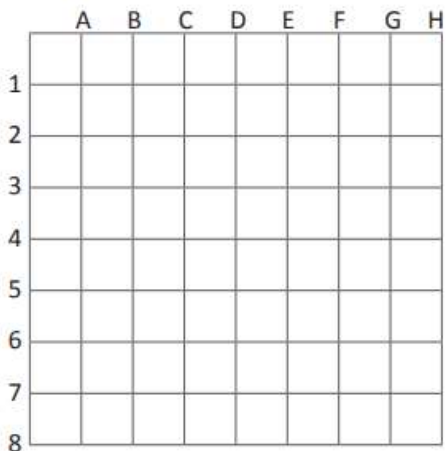
1 For each symbol on the grid, write the coordinates.



☺	
◆	
⌘	
★	
🌸	
🌟	
✦	

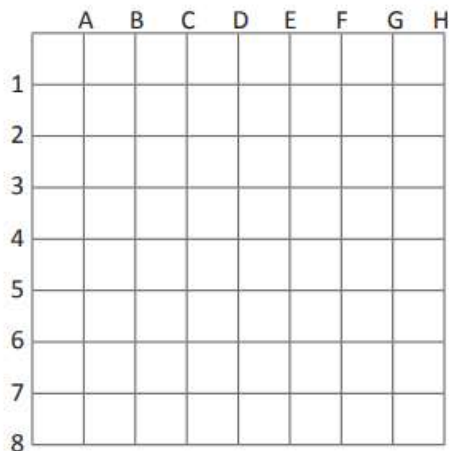
2 Plot then connect the set of points for each grid:

a D1 to F4, F4 to B6, B6 to D1



What 2D shape do you see? _____

b A4 to D7, D7 to G4, G4 to D1, D1 to A4

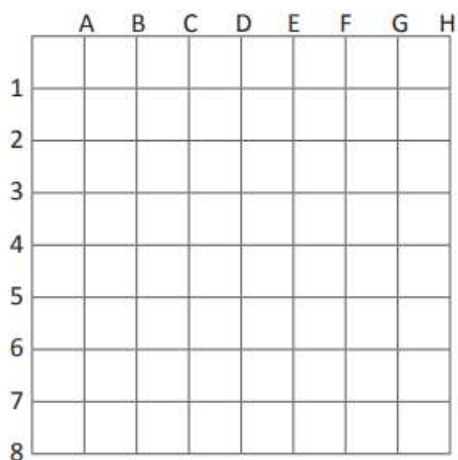


What 2D shape do you see? _____

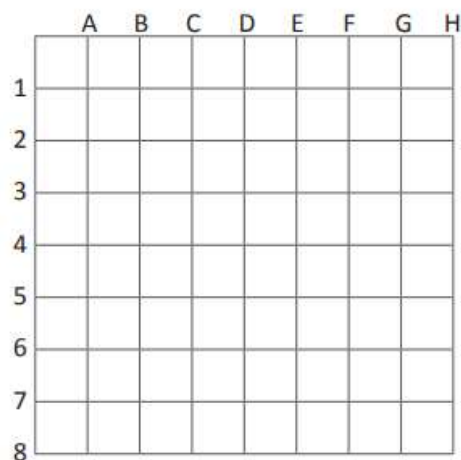
Coordinates – plotting coordinates

- 3 Plot and join the following points. When you've done that, make each design symmetrical.

a D1 to A4, A4 to D4, D4 to A6, A6 to C8



b D1 to B1, B1 to D3, D3 to A3, A3 to D7, D7 to B8



- 4 Complete the design according to the instructions.

a Plot and join the following points:

B1 to B7

B7 to H7

H7 to H1

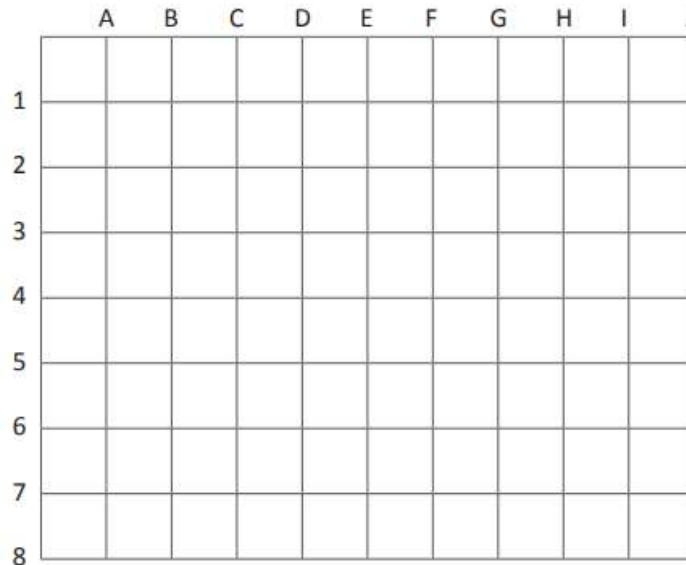
H1 to B1

B1 to H7

B7 to H1

E1 to E7

B4 to H4



What am I making here?



DISCOVER

b How many triangles can you find? _____

Activity	Teacher Recognition
Completes multiplication questions using the compensation strategy.	

Planet Research Task

Name of planet

Location in the Solar System

AT LEAST 5 interesting facts

Where did you get the facts from? List your sources below.

Wednesday

IF you can

DREAM it,

you can

DO it.

1st September 2021

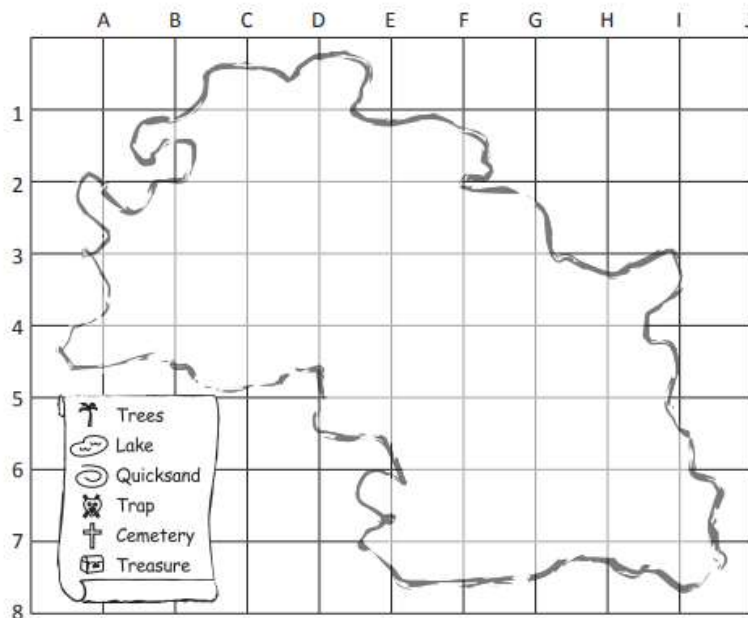
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Mathematics

Coordinates – mapping using coordinates

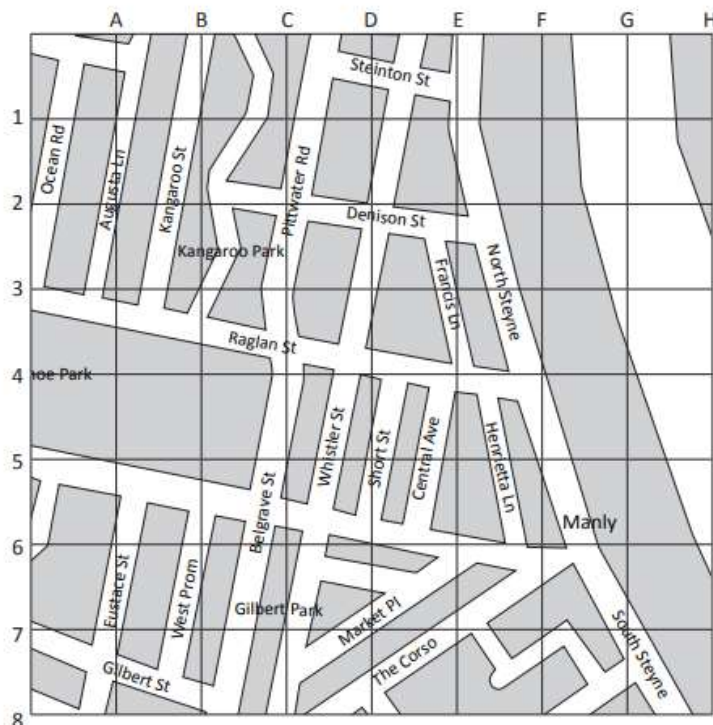
Maps and street directories use coordinates to help us find places and follow routes.

- 1 Complete this treasure map by adding the symbols from the key at the correct spot.



- a Trees in the area of E3, F3
- b Lake Eerie to cover B3, C2, D2
- c Quicksand at H6
- d Trap at D4
- e Cemetery to cover F5, F6, F7
- f Treasure at G4

- 2 Look carefully at this map. Use the coordinates to answer the questions.



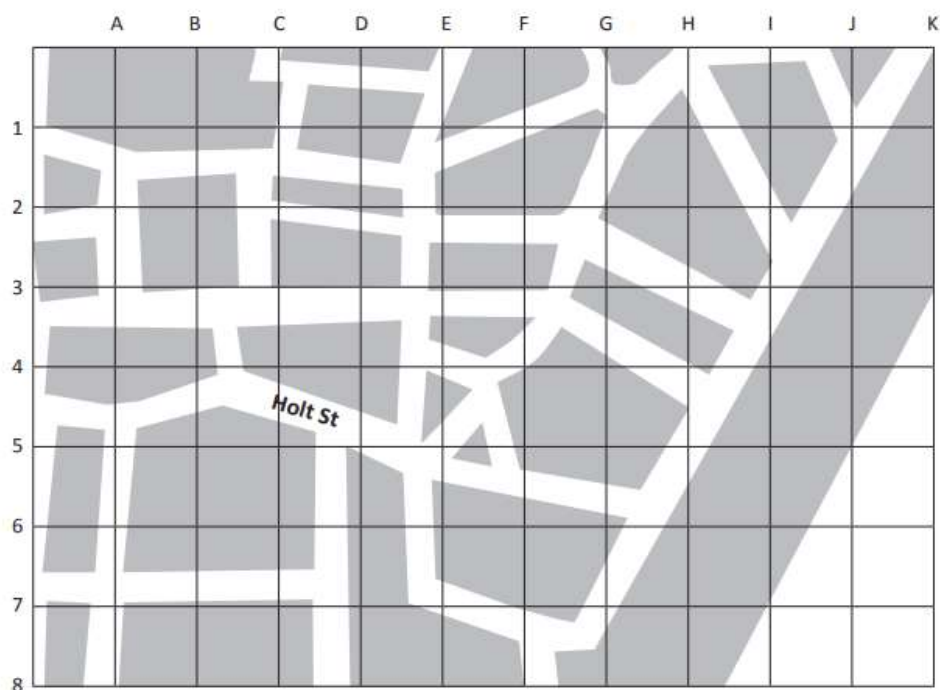
- a Which two streets intersect at D2?

- b Where am I if I'm standing at G7?

- c If I ran from A6 and finished at F4, draw the route I could've taken on the map.

Coordinates – mapping using coordinates

- 3 This map is incomplete. There is only one street labelled.



- a Complete the map by labelling all the streets from the table below:

Label	Clue 1	Clue 2
Rollstone Street	A3	F3
Wood Street	A1	E1
Pearl Street	G7	J1
North Street	E2	G3
Ebor Street	D8	D5
West Street	E6	E1
Blue Street	E7	G7
Jessie Street	G1	E5
Cuba Street	H1	I3
Wigan Street	A7	D7

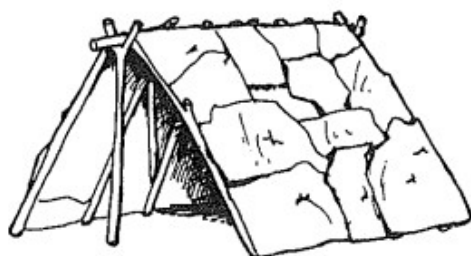
- b You live on Wigan Street and your friend lives on North Street. Draw your houses on the map. Write a set of directions for your friend to visit you.

Activity	Teacher Recognition
Capable of identifying locations on a map using various map coordinates.	

The Wiradjuri of Bathurst

The Wiradjuri people have lived in the "Badri" area, which is now known as Bathurst, for over 40,000 years. Their totem is the goanna. Wiradjuri territory is the largest in New South Wales and is bordered by three rivers: the Macquarie, the Lachlan and the Murrumbidgee. When Europeans began settling at Bathurst, an estimated 12,000 Wiradjuri were living in the wide territory.

The Wiradjuri built simple huts from the softened bark of trees. When they moved on to another part of their territory to hunt, they constructed new shelters. The name "Badri" means "a cold, frosty place". During winter months people would seek shelter in the various caves and overhanging rock ledges found around Bathurst. European settlers marvelled at the possum-skin coats that the Wiradjuri wore to keep them warm.



Simple bush shelter

The Wiradjuri feasted on a varied diet provided by their surroundings. The rivers, creeks and billabongs teemed with fish and water fowl. Nutritious tubers and lilies grew in the waterways. Kangaroos and emus grazed on the grassy plains and the many species of eucalyptus and acacia trees supplied flowers filled with nectar. Honeycombs were the Wiradjuri's special treat. The plants and trees also produced natural bush medicines like ground bark for toothaches and ferns to relieve stings. Food was cooked by roasting on hot coals and shared in a family group around the campfire.

Wiradjuri children spent part of their day learning Dreaming stories and bushcrafts from their Elders. They were given different responsibilities such as fetching water, digging for yams or looking for ant larvae. They enjoyed playing games made from objects near their campsite. Balls made from sewn kangaroo skins were thrown and kicked in team games. Ropes made from fibres were used for skipping. Hide and seek was played with a special object such as an animal claw. To prepare boys for their role as hunters, spear and boomerang throwing competitions were held.

Bathurst and its plains were the life-blood of the Wiradjuri. The people had a deep knowledge of the land and managed its resources for future generations. The Bathurst settlers' first encounters with the Wiradjuri were friendly and soon Wiradjuri words made their way into Australian English. Among the borrowed words are:

kookaburra	corella	boggi	billabong	quandong
kookaburra	cockatoo	blue-tongue skink	waterhole	native peach

History:

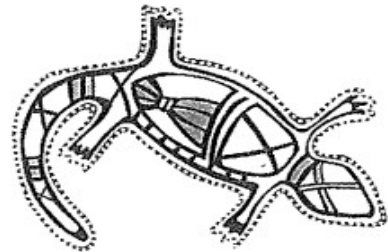
Activity

The Wiradjuri of Bathurst

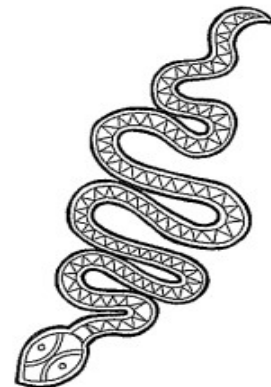
1. How was the lifestyle of the Wiradjuri different to the settlers? Complete the table with notes.

	Wiradjuri	Settlers
Shelter		
Diet		
Leisure		

2. Apart from food, give three examples of things from the environment that the Wiradjuri used in their daily lives.



3. What did the Wiradjuri Elders teach their children?



Activity	Teacher Recognition
Completes the history questions on 'The Wiradjuri of Bathurst'	

Thursday

You are Braver
than You Believe.
STRONGER than You
seem and Smarter
THAN You THINK.

Doodle Art Alley ©

2nd September 2021

Spelling

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
Accurately spells words when writing dictated sentences.	

Writing: Continue writing your Information report on Galapagos Turtles. Once completed, edit your work. Don't forget to ensure that you have the correct layout, have included technical language, included factual information and have written in the correct tense. Draw diagrams to assist your writing.

Activity		Teacher Recognition
	Capable of writing and editing a factual information report with the correct structure and all necessary language features.	

Maths:

Coordinate line up

apply



Getting ready

For this game, you'll need:

- a partner
- the grid below
- 1 normal die
- 1 die with letters A, B, C, D, E, F written on paper taped over each side
- 2 different colour pens



What to do

Instructions:

- 1 Player 1 rolls both dice and marks the coordinate with their colour pen.
- 2 Player 2 rolls the dice. If the point is already taken, they miss their turn. If not, they mark the coordinate with their colour pen.
- 3 The first player who can draw a line through 3 points in a row (horizontally, vertically or diagonally) wins.

	A	B	C	D	E	F	G	H	I	J
1										
2										
3										
4										
5										
6										
7										
8										



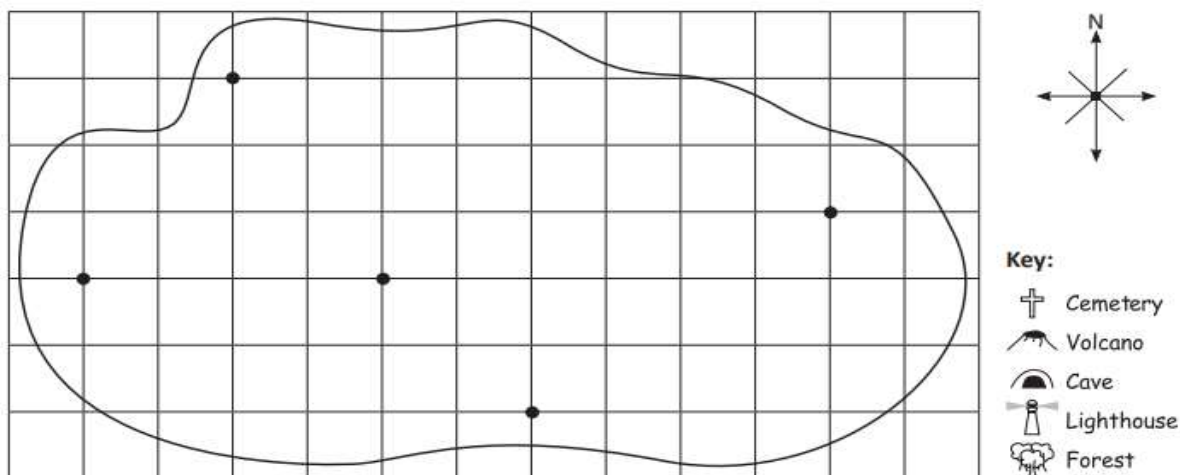
What to do next

Play again so the winner is the person who completes a square around one of the other player's points.

Directions – using a compass

4 On the grid, create a simple treasure map:

- a At each marked point, add a place of interest that treasure hunters might go past on their search. Use the symbols in the key. Decide where you'll hide the treasure but don't mark it on the map.



- b Now write a set of directions for your treasure hunters to follow – using north, south, east or west and the number of squares they should travel. You need to decide where to start. Get them to mark their trail and put an X where they think the treasure is. Are they right? If not, what went wrong – your directions or their following of the directions?

My directions:

OK, I have to start at Dead Man's Point, walk east 4 squares and then north 5 squares. I'm now at Snake's Pit. From here, I have to head ...












DISCOVER

Activity	Teacher Recognition
Able to identify various coordinates and create a treasure map with accurate directions.	

Passing through?

Name: _____ Date: _____

Put a cross on the line to show how much light goes through the material or object.

Material or object	Lets lots of light through 	Lets some light through 	Doesn't let light through 
	 _____		
	 _____		
	 _____		
	 _____		
	 _____		
	 _____		
	 _____		

I can see the light

Name: _____ Date: _____

Look at your resource sheet, 'Passing through?'. Decide which materials are transparent, translucent or opaque. Write or draw the objects or materials in the matching section below.

Transparent materials let light through. Objects can be seen clearly through transparent materials.

Translucent materials let some light through. Objects cannot be seen clearly through translucent materials.

Opaque materials don't let light through. Objects cannot be seen through opaque materials.

Resource sheet 4

Activity	Teacher recognition
Investigates the size and direction of shadows.	

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: _____

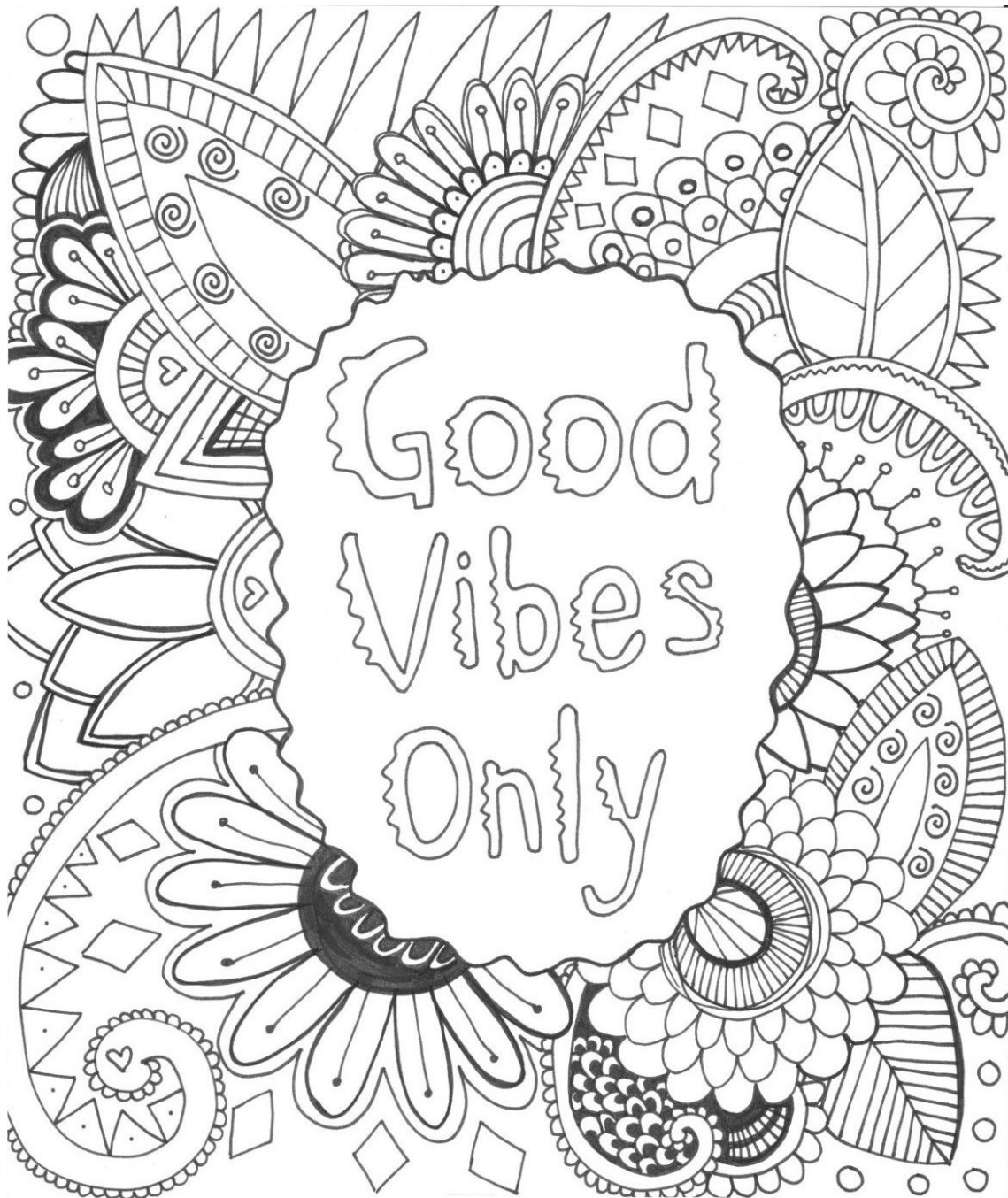
Your next 2 days will be a **sport team mini project**. Complete the activities provided in your work booklet. If you want to, you can turn it into a presentation either on a poster, or on a PowerPoint and submit it to Google Classroom.



You can choose **any team** you like from **any sport** (for example:

- Soccer
- Cricket
- NRL
- Hockey
- Basketball
- Netball etc.

Friday 3rd September



Morning session

1. Complete research on your chosen team to be able to complete an information report. You will need to gather information on the following:

Team name	Location	Sport
Year it was established	Longest serving player	Number of wins!
Highest paid player	Biggest accomplishment	Competitions played in

2. Writing: You are going to write a persuasive argument, for or against the following question. **Should All Children Learn to Play Sport?** Think about whether you agree or disagree with this concept. Then, write a letter to a friend persuading them to agree with your point of view.

1. What is the difference between perimeter and area?

2. When talking about sports teams and home grounds, what do we mean when we talk about perimeter and area?

3. Estimate what the perimeter and area of your team's home field/court/ground is?

Perimeter _____

Area _____

4. Use the grid paper on the following page to design your team's home field/court/ground. Once you have done this work out the perimeter and the area of your sport field from your created drawing.

****Remember to use the grid paper to assist you****

Creative Arts: Watch the link

<https://www.youtube.com/watch?v=fAAbRYy5Tm4> and have a go at the artwork on sport. Share your art on Google Classroom.

Monday 6th September



Sports Star Fact File

Sports Star:

Sport:

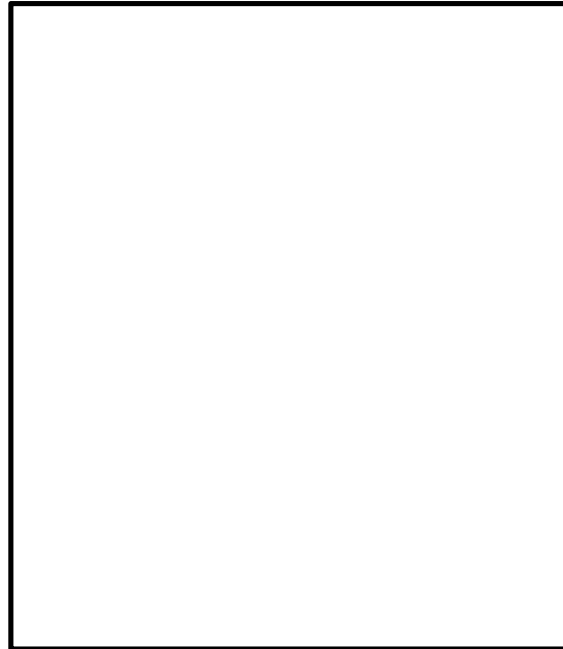
Early Life

Born:

Family:

Education:

Image:



Interesting Facts and Information

General Information

Weight:

Height:

Age:

Nickname:

Achievements/Records:



1. Read the text. Open the brackets using the verbs in Present Simple.

Mike _____ (to have) many hobbies. The boy _____ (to like) doing sports. He _____ (to play) soccer. He _____ (to be) a forward in his team. Mike and his friends _____ (to play) baseball. Mike _____ (to throw) balls. He _____ (to be) a pitcher. His friend Stan _____ (to catch) balls. Stan _____ (to be) a catcher. Every summer the friends _____ (to wait) for a baseball tournament. The tournament _____ (to be) in June. Sometimes Mike and his friends _____ (to go) in for mountaineering. They _____ (to climb) mountains and rocks. It _____ (to be) a risky but interesting sport. Mike _____ (to use) special ropes when he _____ (to climb) a rock.

2. Write if the sentence is true or false.

1. Mike has many hobbies. _____
2. Mike doesn't like sports. _____
3. Mike is a forward in his soccer team. _____
4. Mike plays a catcher in his baseball team. _____
5. Every spring there is a baseball tournament. _____
6. Mountaineering is very easy. _____



3. Write in the proper word.

1. Mike plays _____ in his soccer team.
2. Stan is a catcher. He _____ balls.
3. Mike throws balls in his baseball team. He is a _____.
4. The baseball tournament is in _____.
5. Mike goes in for mountaineering. He climbs _____.



1) What is the difference between volume and capacity?

2) When talking about sports teams and home grounds, what do we mean when we talk about capacity?

3) What is the capacity of your team's home field/court/ground (what is the maximum amount of people allowed in the vicinity)?

4) How many spectators would there be if your field was at:

50% capacity: _____

75% capacity: _____

10% capacity: _____

5) How much does it cost for a ticket to get into your venue?

6) How much money would your team earn if they were at:

50% capacity: _____

100% capacity: _____

10% capacity: _____



Have a go at drawing your teams' badge in the space below

Using your own research and ideas – create a new badge for your team. You can take inspiration from the team's current and previous badges, but it must have something new in it!

How do you feel you went with this week's work?

Check-in with students:



Why?
