

Weekly Learning Framework

Year 6 - Grevillea (A)

Thursday 7.10.21 - Wednesday 13.10.21



= Please post this item on Google Classroom



= There is a video related to this activity in Google Classroom



= Please attend the Zoom meeting



= Make sure you watch the YouTube link

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?

Unit 6 (A)	Thursday 7/10/21	Friday 8/10/21	Monday 11/10/21	Tuesday 12/10/21	Wednesday 13/10/21
Morning	<p>English</p> <p>Spelling: <able></p> <p>Complete spelling worksheet provided.</p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Lazy 8 breathing. Place your finger in the palm of your opposite hand. Draw the number 8 on your hand repeatedly. Take deep breaths in and out with each 8 you create.</p> <p>Reading: Comprehension Complete the comprehension questions about the text Dragonkeeper.</p> <p>(30 minutes)</p>	<p>English</p> <p>Grammar: Imperatives</p> <p>Complete the grammar activity provided. </p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Stand up straight and reach your arms above your head, stretching as high as they can go. Then bend over and touch your lows, reaching as low as you can. Repeat this movement 5 times.</p> <p>Poetry: Haiku </p> <p>Use the planning sheet provided and example to write your own Haiku poem about the beach.</p> <p>(30 minutes)</p>	<p>English</p> <p>Spelling: Revise <able></p> <p>Complete two spelling activities provided in the spelling activity grid. </p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Take a deep breath in. Then, blow out slowly, while moving your head, to draw the letters of your name in the air with your breath.</p> <p>Reading: Comprehension Vocabulary – Use a dictionary to assist you in recording definitions for vocabulary used in Dragonkeeper. </p> <p>(30 minutes)</p>	<p>English</p> <p>Spelling: Revise <able></p> <p>Complete two spelling activities provided in the spelling activity grid.</p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Crab walk to the left around the room 5 times.</p> <p>Poetry: Create a Haiku poem about Spring.  </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 5 of your words, in sentences. Review the sentences and mark your work. (15 minutes)</p> <p>Reading: Login to the online reading program Reading Eggs. Complete two Reading Eggspress activities. (30 minutes)</p> <p>Brain Break – Sit Ups! See how many sit ups you can do in 1 minute.</p> <p>Free writing: Create a piece of writing of your choosing. It can be narrative, poetry, procedure, information report or even a journal entry! (15 minutes)</p>
Break					

Middle

Mathematics

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 6 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

Number A Day: Log on to number of the day <https://mathsstarters.net/numoftheday> 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.

(5 minutes)

TENS: Dice Wars



(15 minutes)

Brain Break: Scissors, paper, rock. Challenge someone to a 'best of 3'

Multiplication:



Complete the set activity on multiplication.



(20 minutes)

Mathematics

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 6 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

Number A Day: Log on to number of the day <https://mathsstarters.net/numoftheday> 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.

(5 minutes)

TENS: Dice Wars



(15 minutes)

Brain Break: Body percussion. Use your body to make music for 5 minutes.

Division:



Complete the set activity on division.

(20 minutes)

11.30am: Year 6 Zoom meeting.



<https://nsweducation.zoom.us/j/64867947762?pwd=QlhMcjNYRHdJdm1HM1Rra3ZqdUkyZz09>

Meeting ID: 648 6794 7762

Passcode: 540913

Mathematics

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 6 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

Number A Day: Log on to number of the day <https://mathsstarters.net/numoftheday> 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.

(5 minutes)

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(5 minutes)

TENS: Dice Wars



(15 minutes)

Brain Break: Ground yourself. Go outside, stand barefoot on the lawn in silence for 2 mins.

3D objects:



Complete the set activities on 3D objects.

(20 minutes)

Mathematics

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 6 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

Number A Day: Log on to number of the day <https://mathsstarters.net/numoftheday> 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day.

(5 minutes)

TENS: Dice Wars



(15 minutes)

Brain Break: Star Jumps. Do 3 star jumps in every room of your house!






3D objects:



Complete the set activity on 3D objects.



(20 minutes)

Break					
Afternoon	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><u>Geography: Bushfires</u></p> <p>Read the information provided and complete the worksheet.</p> <p>(60 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun</p> <p><u>Creative Arts</u></p> <p>Watch this video and complete the artwork. Be sure to add colour, a background to your artwork and maybe even some humans! Make it an individual masterpiece!</p> <p> </p> <p>https://www.youtube.com/watch?v=94stAysBR0g&t=160s</p> <p>(55 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><u>PDHPE: Bounce Back</u></p> <p>Complete the worksheet provided.</p> <p>(40 minutes)</p> <p><u>BTN</u></p> <p>Watch the video below and record 3 VIP's from the segment.</p> <p></p> <p>https://www.abc.net.au/btn/classroom/epidemiology/13494692</p> <p>(15 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Join us for assembly.</p> <p></p> <p>https://nsweducation.zoom.us/j/65430515008?pwd=VGZYSklxZkpQaUI3dEZXTzIIM3FQZz09</p> <p>Passcode: cgps Webinar ID: 654 3051 5008</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><u>Sport</u></p> <p>Join Miss Fry for a yoga lesson</p> <p></p> <p>Please click the link below to join the webinar:</p> <p>https://nsweducation.zoom.us/j/64942188727?pwd=VzJ3WTBFb2YzOXNDQnYrYWFSdTBhQT09</p> <p>Webinar ID: 649 4218 8727 Passcode: 006644</p> <p>(40 minutes)</p> <p>Create and participate in your own 40 sec high intensity fitness circuit. View the link below for ideas you can use.</p> <p>https://www.youtube.com/watch?v=mj6NZfyjvnw</p> <p>(15 minutes)</p>

Weekly Recording - Spelling words and grid, Reading Eggspress, Brain Breaks, Mathletics, Times tables , Problem-A-Day, Number of the Day, TEN and VIPs

Write your spelling words out each day

Thursday	Friday	Monday	Tuesday	Wednesday

Activity		Teacher Recognition
	Spells words correctly each day	

Brain Breaks Completion Record: Sign off as you complete

Thursday	Friday	Monday	Tuesday	Wednesday

Activity		Teacher Recognition
	Completes daily Brain Break activities	

Reading Eggspress Completion Record

Day	Quizzes/Activities Completed	
Wednesday		

Activity		Teacher Recognition
	Completes Reading and Comprehension Quizzes and Activities in Reading Eggs	

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 	

Revising 6 x Tables

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

Activity		Teacher Recognition
	Recalls 8 x tables correctly each day	

Mathletics

Day	Set activities	Bonus
Thursday		
Friday		
Monday		
Tuesday		
Wednesday		

Activity		Teacher Recognition
	Completes set Mathletics Tasks	

TEN

Thursday	Friday	Monday	Tuesday	Wednesday

Activity		Teacher Recognition
	Engages in daily TEN activity	

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.	

Digital Media: BTN <https://www.abc.net.au/btn/classroom/epidemiology/13494692>

Day	VIP's
Monday	

Activity		Teacher Recognition
	Summarise and records information from digital media	

Problem-A-Day

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?

Cambridge Gardens Public School

2

Make 10 different equations

using the following

numbers: 1.2, 0.7, 0.5, 0.6, 0.2, 0.4,

and 1.0?



Working out - Transformation step

Cambridge Gardens Public School

6

**** - 4 = **** What might the missing numbers be? Make 10 different equations.

FRIDAY

Working out - Transformation step

Cambridge Gardens Public School

7

Continent	Number of cars produced
Africa	636 519
Asia/Oceania	45 800 878
Europe	19 726 405
North America	21 136 313
South America	4 288 654

MONDAY

How many **more** cars were produced in North and South America than in Europe and Africa?

Working out - Transformation step

Cambridge Gardens Public School

8

Graeme spent \$45 at a post office.

TUESDAY

He bought a special set of stamps for \$16.

With the remaining money he bought 10 stamps at \$1.50 each and some stamps at 70 cents each.

How many 70-cent stamps did Graeme buy?

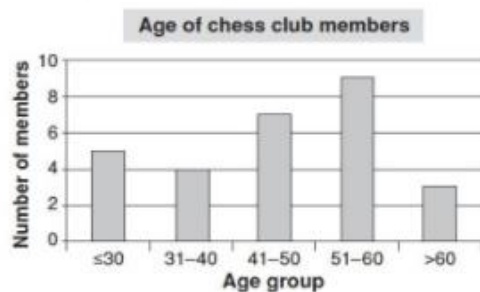
Working out - Transformation step

Cambridge Gardens Public School

9

This graph shows data about a chess club.

WEDNESDAY



How many members of this chess club are 41 or over?

7

9

12

16

19



Working out - Transformation step

Cambridge Gardens Public School

10

Activity	Teacher Recognition
Completes daily Problem-a-Day activities.	

Thursday

7.10.21



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 30

1. enjoyable

2. adorable

3. avoidable

4. available

5. notable

6. reasonable

7. comfortable

8. valuable

9. reliable

10. suitable

11. fashionable

12. understandable

13. considerable

14. recognisable

15. persuadable

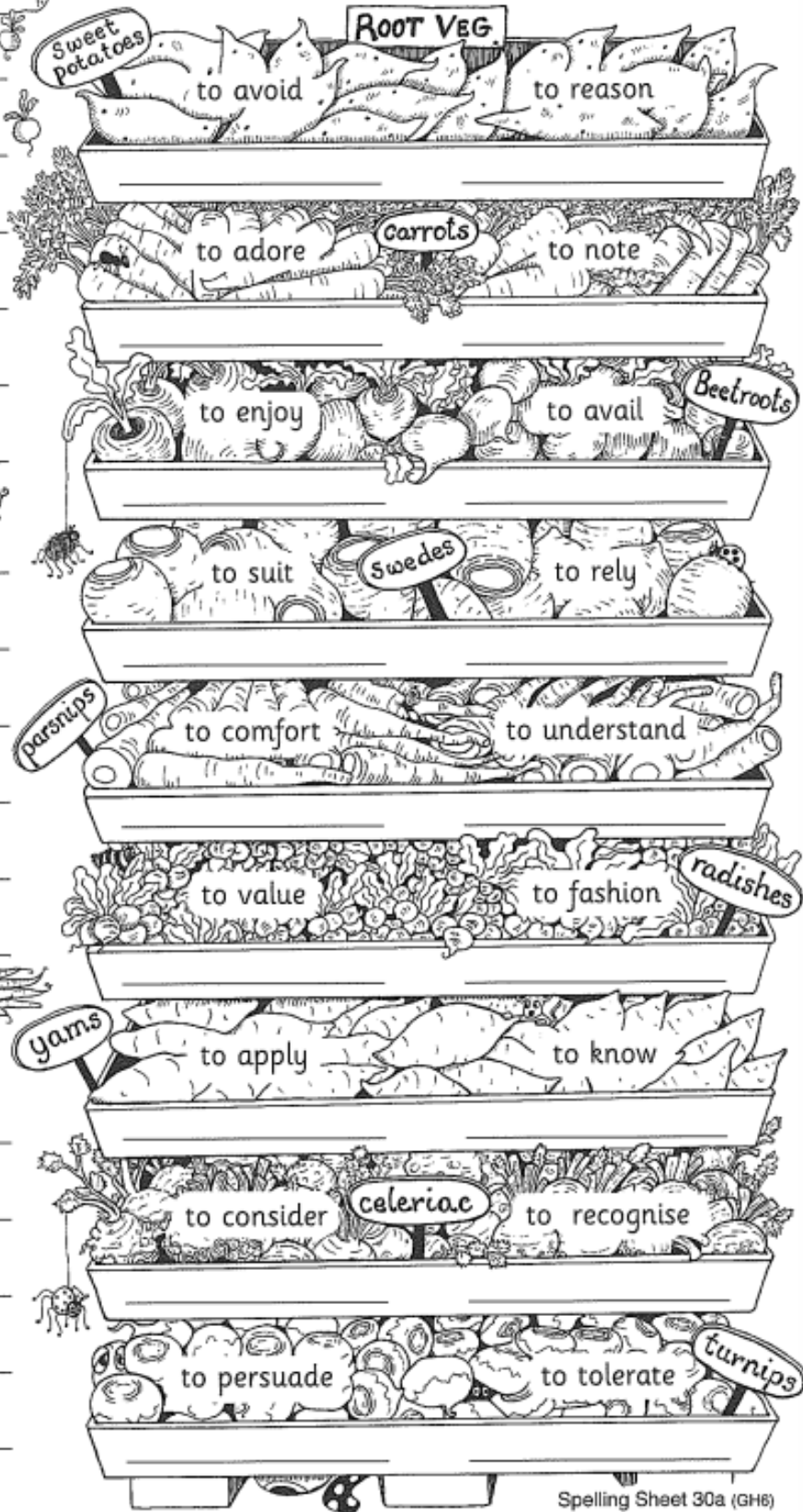
16. tolerable

17. applicable

18. knowledgeable

Root Verbs (-able)

Which adjectives in the Spelling List come from these root verbs?



Spelling Sheet 30a (GH6)

Activity	Teacher Recognition
Completes spelling task	

Comprehension: Dragon Keeper

1. Look closely at the book cover to the left, read the short blurb below and then answer the questions that follow.

*'Dragonkeeper is fantasy novel that is set in **ancient China**. It tells the tale of a nameless slave girl and her experiences in trying to save the last remaining dragon from the Emperor who has ordered the dragon's death. It is the first book of the Dragonkeeper series.'*

- 1. What do you predict will happen in the text?**

This image shows a full page of blank primary-ruled paper. It features ten horizontal blue lines spaced evenly down the page. There are two vertical red lines on each side, creating a central writing area and margins. The paper is white and has no text or other markings.

Answer the following questions

What is slavery?

[illegible]

What do you think is the difference between a dragon keeper and a dragon hunter?

What do you think a dragon stone looks like and what might its purpose be?



Activity	Teacher Recognition
Uses images and text to predict what might occur in a text.	

Multiplication – Problem Solving

* Complete the algorithms below. Use your multiplication skills to solve the written problems too!

1.					
		1	3	4	2
x				5	2

2.					
		2	4	6	8
x				2	7

3.					
		1	2	3	9
x				1	9

Two-Step Multiplication Word Problems All Multiplication

1. A school manager orders 12 boxes of A4 paper. Each box contains 5 reams, with each ream containing 500 sheets of paper. How many sheets of paper are ordered?



Two-Step Multiplication Word Problems All Multiplication

2. Apples are cut into 8 pieces to be shared among some children. Twenty-two bags of seven apples are used. How many pieces of apple are cut?



Two-Step Multiplication Word Problems All Multiplication

3. A squad of 20 footballers are each given three new pairs of boots. Each pair has 16 studs. How many studs are there altogether?



Activity	Teacher Recognition
Completes tasks involving multiplication	

Geography

- Read the information below and complete the activities

What is a bushfire?

Bushfires are fires that burn through areas of bushland.

They are a type of wildfire – fires that burn through wild vegetation like woodland, scrubland, grassland or savannahs. These fires are unpredictable and difficult to control.

These fires are particularly common in areas that experience hot, dry weather, like Australia, Greece, Africa and parts of the USA, like California.

What causes bushfires?

There are lots of possible bushfire causes. They can start naturally, when lightning strikes and ignites dry plants and trees, like the golden wattle tree. But they can also be caused by people, for example, by someone not extinguishing their campfire properly. Sadly, sometimes fires are started by someone deliberately.

Climate change doesn't start bushfires, but it does cause them to become larger and more ferocious. That's because our warming planet is experiencing more intense periods of drought, drying out the vegetation that fuels the fires. All that's needed is a spark.

Are bushfires natural?

Believe it or not, bushfires are actually part of an important natural cycle that's been around for hundreds of millions of years. Flames can kill insects and diseases that harm trees. Low intensity fires burn dead or decaying debris on the ground which helps return nutrients to the soil. Fires also make space for new shoots to grow, and for more sunlight to reach the ground – creating a valuable food source and new habitat for animals and birds.

In places that often experience fires, some species of plants have even adapted to use fire for survival. For example, bottlebrush plants that grow in Australia produce a hard, woody fruit containing hundreds of tiny seeds. Some plants won't release these seeds unless there is a fire.

Sometimes, people who look after wild areas will start a controlled fire to help manage the land. These fires are carefully planned and monitored to make sure that they don't put anyone at risk of danger. Controlled fires help to prevent large-scale, out-of-control bushfires by clearing dry leaves, grasses and branches that could fuel a potential fire, in a controlled way.

Traditionally, the First Nations People of Australia used fire to manage the landscape, encourage new growth and help them hunt.

Why are bushfires dangerous?

Bushfires become dangerous when they grow out of control and encroach on communities. The flames can burn through buildings, and breathing in the smoke from fires can be harmful. Windy weather conditions can fan the flames, spreading the blaze more quickly.

Thankfully, there are lots of people, like firefighters, government officials and ordinary men and women, working extremely hard to learn how to better prevent and control bushfires. And there are lots of ways in which you and your family can stay safe during a bushfire, like planning an escape route and keeping an emergency bag packed in case you need to leave in a hurry.

What can I do to help?

If you're worried about the bushfires in Australia, there's lots you can do to help the people and wildlife affected:

- Consider raising money for a charity. You could hold a bake sale or do a sponsored walk to drum up donations:
- Create posters that educate others about the dangers of bushfires and how to stay safe.
- Be kind to the planet – climate change can make bushfires worse, so try to live in a way that doesn't harm the environment.
- Leave shallow dishes of cool water out for thirsty wildlife. Place them in shaded spots on the ground and up in trees, where animals will be safe from predators, if you can. Be sure to use non-metal dishes, as these will absorb heat and become hot very quickly.

Watch this BTN report about bushfires:

https://www.youtube.com/watch?v=G-ZOWNG_a0



Record at least 3 VIP's regarding this segment.

What are things we could do if we lived in a bushfire area?

Do bushfires always happen in the same areas? Why or why not? Provide clear examples.

Activity	Teacher Recognition
Completes initial investigation of bushfires	

Friday

8.10.21



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: _____

Imperative Verbs

Circle the imperative verbs in these commands.

1. Place the cup on the table.
2. Tear the sandwich into pieces.
3. Share the cake with your friends.
4. Listen to your teacher.
5. Hold my hand.
6. Cross the road safely.
7. Open the door for Mrs Riaz.
8. Type in your password.
9. Underline today's date.
10. Read your book quietly.



Add an imperative verb to each of these commands so that they make sense.

- 1) _____ a line with a ruler.
- 2) _____ the ingredients together properly.
- 3) _____ to the instructions.
- 4) _____ your hand up to ask a question.
- 5) _____ your homework by Friday.

Activity	Teacher Recognition
Completes grammar task on imperative verbs.	

Poetry – Haiku

What is a haiku poem?

A haiku poem is a traditional form of Japanese poetry. They can be written to describe a particular topic or object.

Below is an example of a Haiku poem.

The Beach

Sand, sand everywhere,
Waves come crashing on the shore,
Beautiful blue sea.



What is the structure of a haiku poem?

Haiku poems consist of three lines with a total of 17 syllables. The first and last lines of the poem contain five syllables. The middle line contains seven syllables. Haiku poems can sometimes rhyme. However, this is not necessary.

Your task: Use the planning sheet on the next page to record ideas about a Haiku poem you could create about the beach. You can use the image provided to gather information or search one online. Remember to include descriptive and figurative language features to enhance your written work. Try to use language that describes the colours, texture, smells and sounds of the beach.

My Haiku Planning Sheet

Before you begin writing your haiku poem you should start by writing down different ideas that you have about your particular topic or object. Use the following template to help you with your ideas.

Choose a colour for your poem: _____

List some adjectives that describe your topic or object:

List some verbs to do with your topic or object:

Write some interesting facts about your topic or object:

My Haiku

Activity	Teacher Recognition
Follows the structure to write a Haiku poem.	

Division

Halving to Divide by 4, 8 and 16

Halve the starting number each time to divide the starting number by 4, 8 or 16.

	halve ($\div 2$)	$\div 4$	$\div 8$	$\div 16$
848				
864				
224				
1488				
784				
192				
1072				
480				
528				
320				
3392				
15 344				
13 264				
15 264				
10 768				
3376				
7936				
12 288				
10 448				
3952				
107 216				
39 296				
126 480				

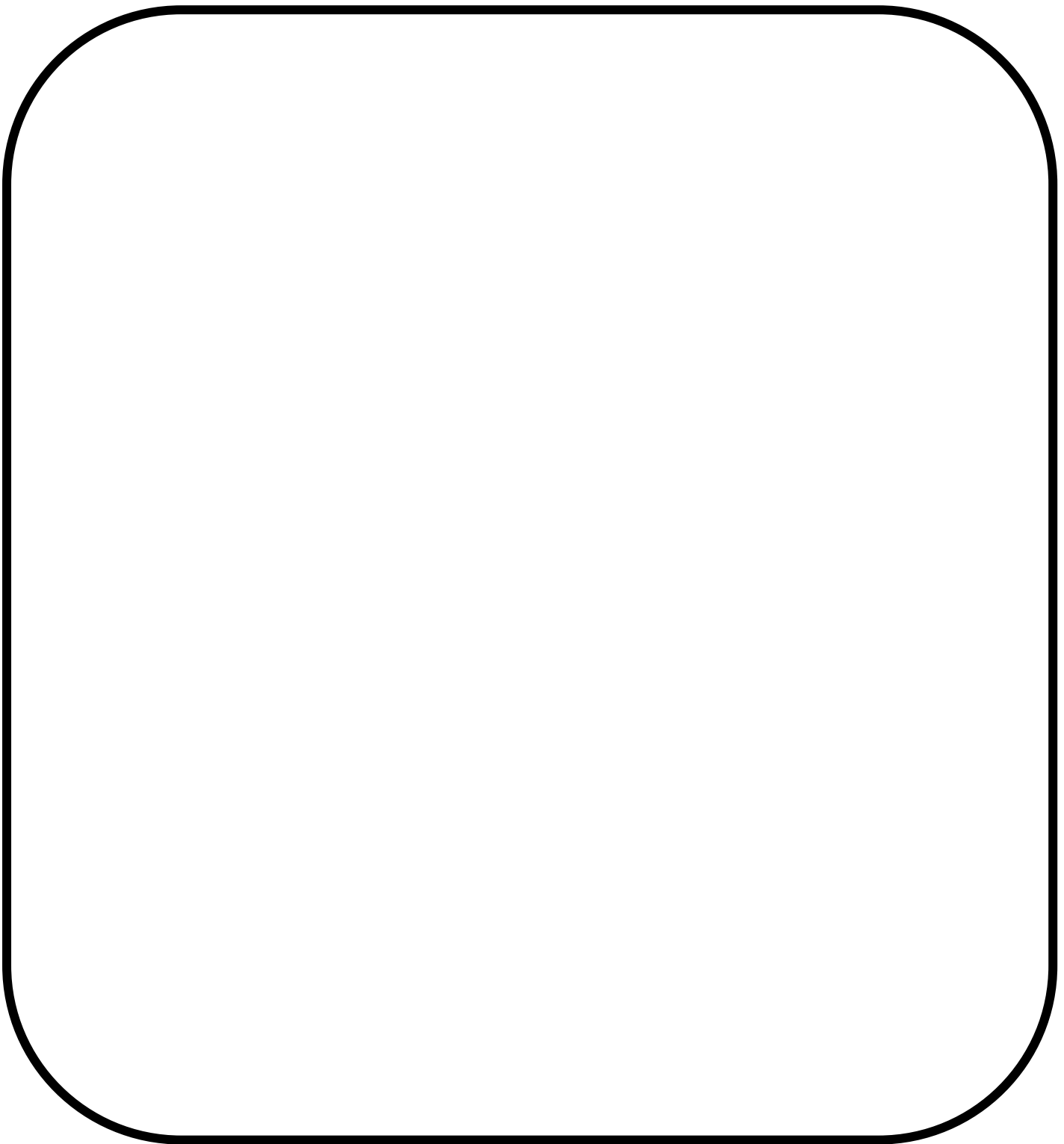
Activity	Teacher Recognition
Uses mental strategies to divide	

Creative Arts

Watch this video and complete the artwork. Be sure to add colour, a background to your artwork and maybe even some humans! Make it an individual masterpiece!



<https://www.youtube.com/watch?v=94stAysBR0g&t=160s>



Activity	Teacher recognition
<ul style="list-style-type: none">• Uses guided drawing as a basis to create own artwork	

Monday

11.10.21



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: _____

Vocabulary Comprehension: Dragonkeeper

Chapters 1 & 2

Dictionary

distaste

Definition

barren

Definition

imperial

Definition

luxurious

Definition

dungeon

Definition

seal

Definition

shaman

Definition

omen

Definition

wretch

Definition

treason

Definition

<u>Activity</u>	<u>Teacher Recognition</u>
Uses a dictionary to ensure meaning of required vocabulary.	

PDHPE: Bounce Back

- Think about a time in your life when you have set yourself a goal and achieved the goal.
(Examples may be to improve timestables, score more tries at footy etc)
- With that goal in mind, fill in examples of what happened to you as you became a WINNER!

Think Like WINNERS Do



BLM
9.1

Winners are people who achieve what they set out to do, because they remember these rules for success:

What are my strengths?

(And what is my evidence?)



Interesting mistakes will happen.

(And don't be afraid to make them and learn from them.)



No effort, no results.

(No one achieves anything important without hard work and self-discipline.)



Never give up (well, hardly ever).

(See obstacles as problems to be solved.)



Ethics and honesty must be the rule
(or it's not worth it).



Risk-taking is sometimes necessary

(but think about it first, and be prepared).



Smart goal-setting helps you plan and succeed.



Activity	Teacher Recognition
Can recognise steps used towards achieving success.	

Tuesday

12.10.21



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: _____

Poetry: Haiku

1. Use this definition of syllables to assist you in ensuring your Haiku has the correct amount of syllables.

Syllables are small groups of sounds that you hear in each word. Each syllable must have a vowel sound.

Sometimes syllables are called beats in the word.

Syl  **la**  **ble**

Sometimes syllables are also called claps or chunks.

Syl  **la**  **ble**

Spring Haiku Poem

_____ (5 syllables)

_____ (7 syllables)

_____ (5 syllables)



Word Bank

spring	season	bursting	blue
flowers	warming	sunshine	skies
blooming	new	garden	green
colours	life	nature	luscious

Activity	Teacher Recognition
Uses accurate amount of syllables in Haiku poem	

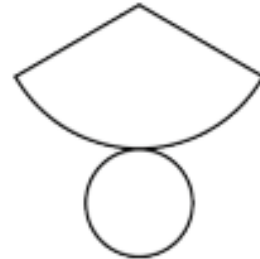
3D objects

Can you unscramble the names of the 3D shapes and match them to the correct shape net?

1. iyrneldC



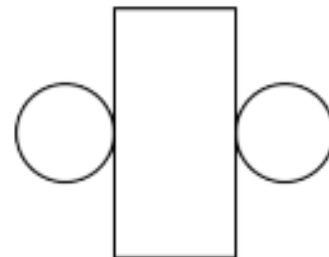
2. bueC



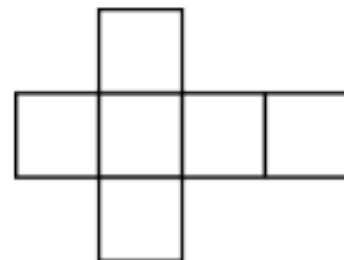
3. boCuid



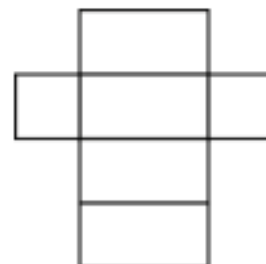
4. enoC



5. ymPrida



6. siPmr



Complete the crossword below

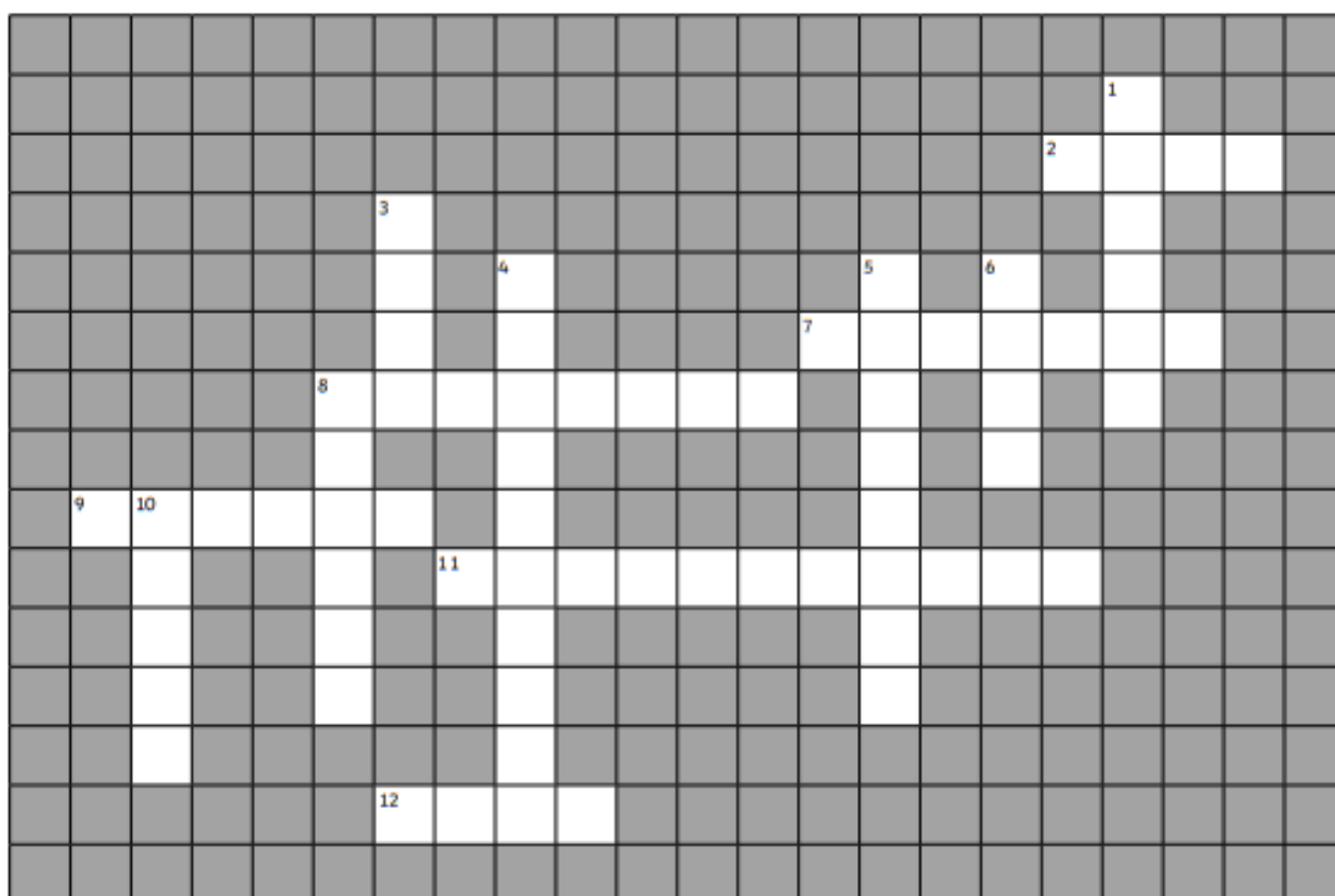
Clues

Down

1. This shape has 6 rectangular faces. **(6)**
3. Where 2 faces meet. **(4)**
4. This shape has 8 triangular faces. **(10)**
5. This shape has 2 circular faces. **(8)**
6. The 2D surface of a 3D shape. **(4)**
8. A corner on a shape. **(6)**
10. A 3D shape where the cross section is the same all along its length. **(5)**

Across

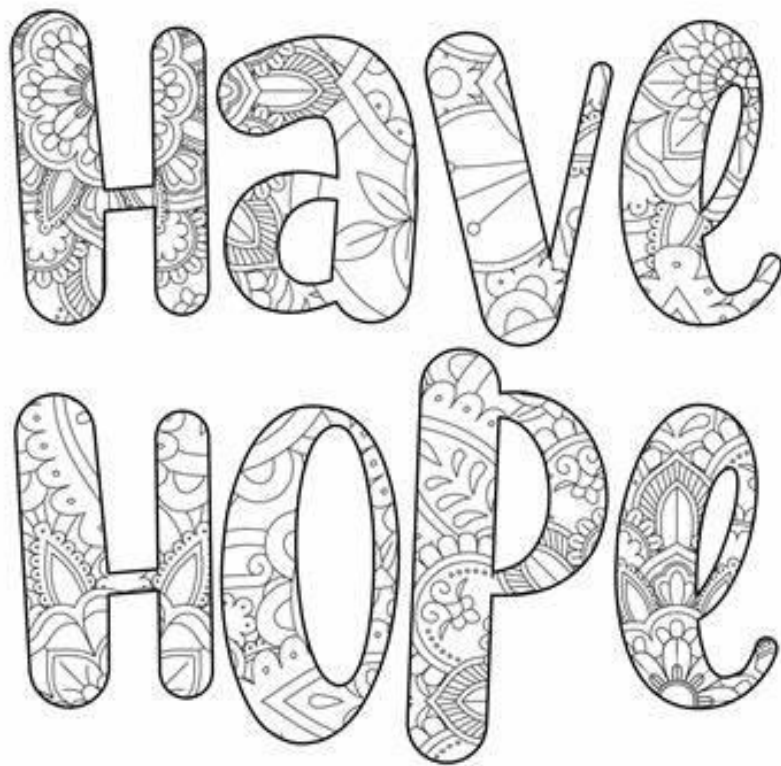
2. This shape has 6 square faces. **(4)**
7. This shape has a square base and triangular sides. **(7)**
8. The word for more than one vertex. **(8)**
9. This shape has no vertices. **(6)**
11. This shape has 4 triangular faces. **(11)**
12. This shape has 1 circular face. **(4)**



Activity	Teacher Recognition
Recognises the properties and features of 3D objects	

Wednesday

13.10.21



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 black 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.	

Free Choice Writing


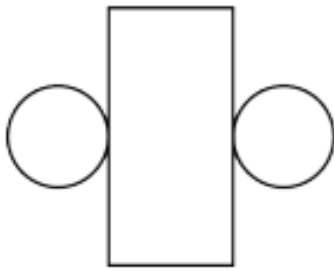
Create a piece of writing of your choosing. It may be a narrative/short story, an introduction to a novel, a procedure, an information report or even poetry!

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

Activity	Teacher Recognition
Independently produces a piece of writing on a chosen topic.	

3D Objects

Find examples of everyday objects which are common 3D shapes. Accurately draw and label the object and its shape net below.

3D Shape Name	Object	Shape Net
Cylinder		

- Optional: Find atypical (not usual) 3D objects around your house and record the properties.

Activity	Teacher Recognition
Locates and accurately draws the nets of real life 3D objects	

SPORT

Activity 1: Join Miss Fry and the rest of the community for some Yoga!

Please click the link below to join the webinar:

<https://nsweducation.zoom.us/j/64942188727?pwd=VzJ3WTBFb2YzOXNDQnYrYWF5dTBhQT09>

Webinar ID: 649 4218 8727

Passcode: 006644

Activity 2: Create your own 40 sec fitness circuit.

Try to remember as many of the activities we do at school (shuttle run, double footed jumps, skipping etc) and watch the video to give you some more simple ideas.

<https://www.youtube.com/watch?v=mj6NZfyjvnw>

Activity	Teacher Recognition
Attends Zoom yoga class	
Creates a 40 sec fitness circuit	

Student and Parent Reflection

Student

I am happy with the amount of work I completed



I know I did my best



I am learning to work at home



I found it hard

What did I enjoy most in this unit of work?

What did I need help with?

Parent

I was happy with the amount of work completed by my child: _____

Any comment or queries?

Teachers Response
