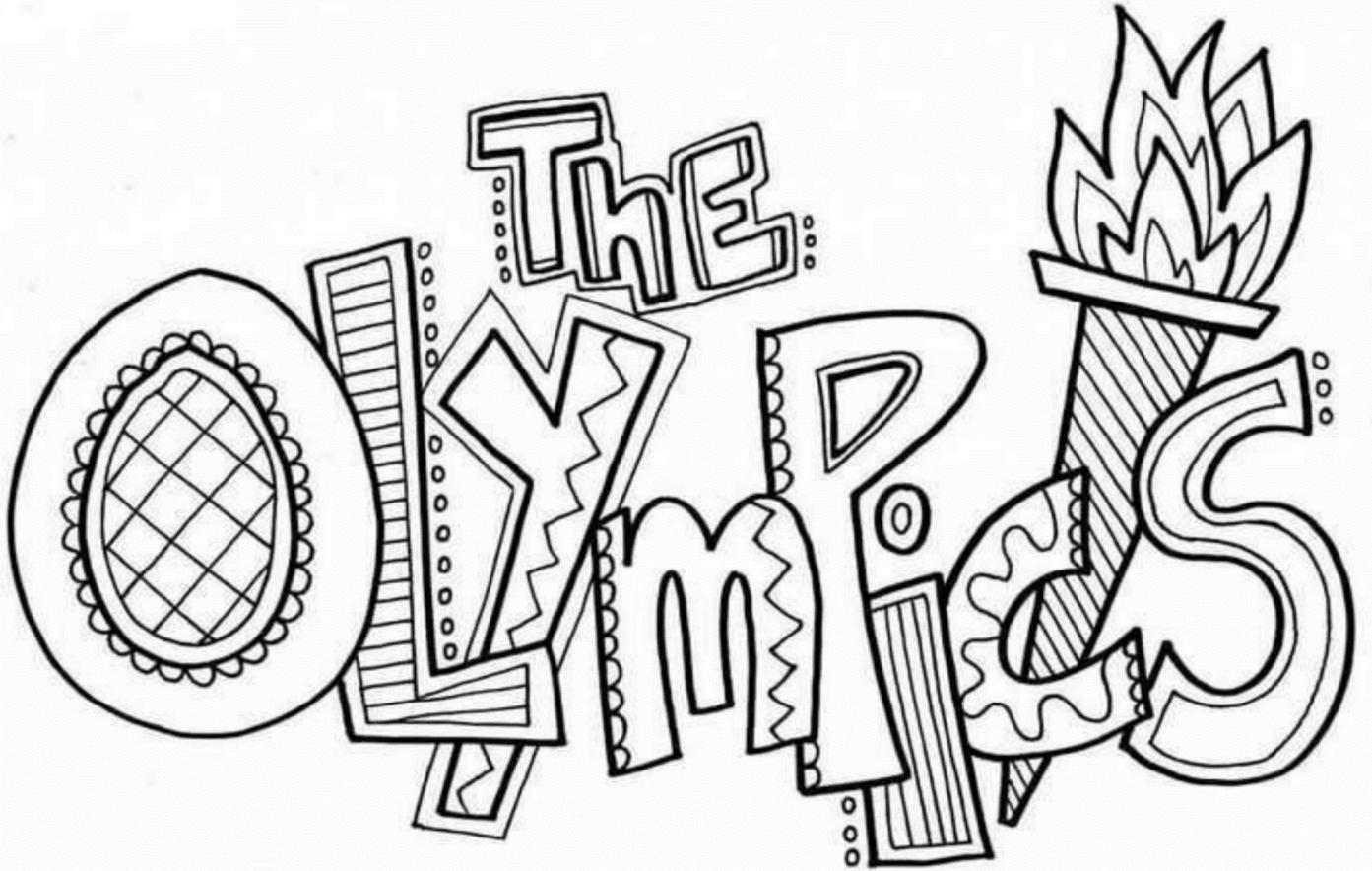


# Weekly Learning Framework

## Unit Four (Part A) - Year 6



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 5	Thursday 5/8/21	Friday 6/8/21	Monday 9/8/21	Tuesday 10/8/21	Wednesday 11/8/21
<b>Morning</b>	<p><b><u>English</u></b></p> <p><b><u>Spelling: &lt;gu&gt;</u></b></p> <p>Complete spelling worksheet provided. Write 10 words that contain the specific sound focuses. These are your spelling words for the week – If you can find more challenging ones, you can use them!</p> <p>(30 minutes)</p> <p><b>Brain Break</b> – Exercise lucky dip.</p> <p>Write down 5 exercises and place them in a bowl. You can choose your own or do star jumps, high knees, sit ups, plank and running on the spot. Pull out each piece of paper and complete each exercise for 30 or 60 seconds.</p> <p>Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p>	<p><b><u>English</u></b></p> <p><b>Grammar: Idioms</b></p> <p>Watch the grammar focus video on Google Classroom for the <b>idioms</b>. Complete the grammar activity provided.</p> <p>Write out your spelling list.</p> <p>(30 minutes)</p> <p><b>Brain Break</b> – Dance off!</p> <p>Choose a Just Dance video on YouTube and complete the dance routine.</p> <p><b>Writing:</b> Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p><b>Writing: Descriptive</b></p> <p>Watch the Descriptive Writing video in Google Classrooms. ★</p> <p>Read the descriptive writing sample and identify as many language features as</p>	<p><b><u>English</u></b></p> <p>Revise the &lt;gu&gt;</p> <p>Complete at least two spelling activities provided in the spelling activity grid.</p> <p>Write out your spelling list.</p> <p>(30 minutes)</p> <p><b>Brain Break</b> – Just jump!</p> <p>You can jump like a kangaroo or frog.</p> <p>Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(25 minutes)</p> <p><b>Writing:</b> Journal – Write your journal entry for today.</p> <p>(10 minutes)</p>	<p><b><u>English</u></b></p> <p>Revise the &lt;gu&gt;</p> <p>Complete two spelling activities provided in the spelling activity grid.</p> <p>Try to write your 10 spelling words without copying! Reflect on how you went.</p> <p>(30 minutes)</p> <p><b>Brain Break</b> – Push ups.</p> <p>Drop down to the ground and do as many push ups as you can.</p> <p><b>Writing:</b> Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Revise the Descriptive Writing video from Friday.</p> <p>Use the descriptive writing planning sheet to complete the writing task. Your task is to write a description of a jungle scene.</p>	<p><b><u>English</u></b></p> <p>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><b>Reading:</b> Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(25 minutes)</p> <p><b>Brain Break</b> – Make a pattern.</p> <p>Make a pattern with your body by patting your head, patting your knees or touching your toes.</p> <p><b>Writing:</b> Journal – Write your journal entry for today.</p> <p>Make sure your work is edited and upload to the Google Classroom.</p> <p>(20 minutes)</p>

	<p>(25 minutes)</p> <p><b>Writing:</b> Journal – Write your journal entry for today.</p> <p>(10 minutes)</p>	<p>possible on the sheets provided and answer the questions. (Give examples)</p> <p>(30 minutes)</p>		<p>Use your ideas so far to make sure you have used lots of interesting vocabulary and figurative language.</p> <p>Aim to write at least 2-3 paragraphs for your description.</p> <p>(30 minutes)</p> 	
<b>Break</b>					
<b>Middle</b>	<p><b><u>Mathematics</u></b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 9 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day <a href="https://mathsstarters.net/numberoftheday">https://mathsstarters.net/numberoftheday</a> 3, 4, 5 or 6 digit number (student choice) and complete the daily number</p>	<p><b><u>Mathematics</u></b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 9 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day <a href="https://mathsstarters.net/numberoftheday">https://mathsstarters.net/numberoftheday</a> 3, 4, 5 or 6 digit number (student choice) and complete the daily number</p>	<p><b><u>Mathematics</u></b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 9 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day <a href="https://mathsstarters.net/numberoftheday">https://mathsstarters.net/numberoftheday</a> 3, 4, 5 or 6 digit number (student choice) and complete the daily number</p>	<p><b><u>Mathematics</u></b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 9 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day <a href="https://mathsstarters.net/numberoftheday">https://mathsstarters.net/numberoftheday</a> 3, 4, 5 or 6 digit number (student choice) and complete the daily number</p>	<p><b><u>Mathematics</u></b></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 9 times tables, time how long it takes you to go over them.</p> <p>(2 minutes)</p> <p>Complete the Problem-A-Day task for today.</p> <p>(3 minutes)</p> <p>Log on to number of the day <a href="https://mathsstarters.net/numberoftheday">https://mathsstarters.net/numberoftheday</a> 3, 4, 5 or 6 digit number (student choice) and complete the daily number</p>



	<p>of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p> <p><b>Watch Mrs Nelson's Make and Round TENS video on Google Classroom</b> and then complete the TEN activity by yourself or with someone else at home.</p> <p>(15 minutes)</p> <p>Brain Break – Stretch it out.</p> <p>Stretch your body out, You can stretch your arms, neck, sides and legs.</p> <p><b>Measurement:</b></p> <p>Watch the measurement video on Google Classroom and complete the convert measurements activity and record your answers</p> <p>(20 minutes)</p>	<p>of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p> <p><b>TEN:</b> Make and Round. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p> <p>Brain Break – Elbow to knee.</p> <p>Touch your right elbow to your left knee 10 times. Now do the same with your left elbow and your right knee.</p> <p><b>Measurement:</b></p> <p>Complete the measurement activity and record your answers.</p> <p>(20 minutes)</p>	<p>of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p> <p><b>TEN:</b> Make and Round. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p> <p>Brain Break – Dance off!</p> <p>Choose a Just Dance video on YouTube and complete the dance routine.</p> <p><b>Measurement:</b></p> <p>Complete the measurement activity and record your answers.</p> <p>(20 minutes)</p> 	<p>of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p> <p><b>TEN:</b> Make and Round. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p> <p>Brain Break – 5,4,3,2,1.</p> <p>Touch 5 things, hop on your left foot 4 times, pat your head 3 times, touch your nose twice and shout 'Boo' once.</p> <p><b>Measurement:</b></p> <p>Complete the measurement activity and record your answers.</p> <p>(20 minutes)</p>	<p>of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p> <p><b>TEN:</b> Make and Round. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p> <p>Brain Break – Strike a pose.</p> <p>Listen to a song you love. Walk for seven counts and on the eighth count strike a pose. Repeat until the song is finished.</p> <p><b>Measurement:</b></p> <p>Complete the measurement activity and record your answers.</p> <p>(20 minutes)</p>
<b>Break</b>					

<b>Afternoon</b>	<p>Drop everything and read for <b>10 minutes</b>. Choose any book you would like, read for fun.</p> <p><b><u>Creative Arts</u></b></p> <p>Watch Mrs Alo's video on Google Classroom and complete the artwork.</p> <p>(45 minutes) </p>	<p>Drop everything and read for <b>10 minutes</b>. Choose any book you would like, read for fun</p> <p><b><u>Sport</u></b></p> <p>Watch the NRL video <a href="https://www.youtube.com/watch?v=miuKvibG5iU">https://www.youtube.com/watch?v=miuKvibG5iU</a> and complete the activities.</p> <p>(40 minutes)</p> <p>Watch this BTN news report <a href="https://www.abc.net.au/btn/classroom/olympic-games-history/13465596">https://www.abc.net.au/btn/classroom/olympic-games-history/13465596</a> and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>Drop everything and read for <b>10 minutes</b>. Choose any book you would like, read for fun.</p> <p><b><u>PDHPE</u></b></p> <p>Bounce Back: Humour- Positive humour is healthy and enjoyable.</p> <p>Answer the questions and complete the activities about humour.</p> <p>(45 minutes)</p> <p>Watch this BTN news report <a href="https://www.abc.net.au/btn/classroom/class-clowns/10532950">https://www.abc.net.au/btn/classroom/class-clowns/10532950</a> and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>Drop everything and read for <b>15 minutes</b>. Choose any book you would like, read for fun.</p> <p><b><u>History: Gold</u></b></p> <p>Read the Inland Settlements information sheet and complete the worksheet.</p> <p>(40 minutes)</p> <p>Watch this BTN news report <a href="https://www.abc.net.au/btn/classroom/gold-rush/12246848">https://www.abc.net.au/btn/classroom/gold-rush/12246848</a> and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>Drop everything and read for <b>10 minutes</b>. Choose any book you would like, read for fun.</p> <p><b><u>Science: Light Shows</u></b></p> <p><b>Straight not crooked: shining light</b></p> <p>Watch the video in Google Classroom and complete the activities. </p> <p>(40 minutes)</p> <p>Watch this BTN news report <a href="https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20210216/13160784">https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20210216/13160784</a> and record at least 3 relevant points.</p> <p>(15 minutes)</p>
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**Weekly Recording - Spelling words, Reading Eggspress, Brain Breaks, Mathletics,  
Times tables , Problem-A-Day, Number of the Day, TEN and BTN VIP's**

Write your spelling words out each day

Thursday	Friday	Monday	Tuesday	Wednesday

Activity		Teacher Recognition
	Spells words correctly each day	

### Brain Breaks Completion Record

Thursday	Friday	Monday	Tuesday	Wednesday
Exercise lucky dip	Dance off	Just jump	Push ups	Make a pattern
Stretch it out	Elbow to knee	Dance off	5,4,3,2,1	Strike a pose

Activity		Teacher Recognition
	Completes daily Brain Break activities	

### Reading Eggspress Completion Record

Day	Quizzes/Activities Completed	
Thursday		
Monday		
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.

<b>Spelling practise and patterns</b>	<b>Find-a-word</b> Make a find-a-word using 10 of your words. List the words to find. Ask your teacher for a piece of grid paper.	<b>Picture Words</b> Write 5 words and draw a picture or diagram for each one.
	<b>Rainbow Syllables</b> Write or type 10 words using a different colour for each syllable.	<b>Mini Words</b> Find 10 mini words (words in words) within your spelling list
	<b>Synonyms</b> Write synonyms (similar meaning) for 5 of your words. Use a dictionary or thesaurus to help you	<b>Word Building</b> Find the base word of 5 of your words. Add prefixes or suffixes to make as many words as you can for each one.
<b>Meanings</b>	<b>Dictionary Meanings</b> Find dictionary meanings for at least 5 of your words. Write them neatly into your homework book.	<b>Acrostic Poem</b> Create an acrostic poem for 3 of your spelling words.
	<b>Etymology</b> Use a dictionary to find out the language the 5 of your words come from.	<b>Antonyms</b> Write antonyms (opposites) for 5 of your words. Use a dictionary or thesaurus to help you.
<b>Using your words</b>	<b>Sentences</b> Use at least 5 of your words in interesting sentences.	<b>Dictation</b> Write a dictation passage using all of your words.
	<b>Missing Words</b> Put 10 words in a cloze exercise. Leave a line for each missing word. List the missing words	<b>Parts of Speech</b> Put your words into grammatical categories e.g. nouns, verbs, adjectives, adverbs
<b>Taking Charge/ Self-evaluation</b>	<b>Your Activity</b> Create a new spelling activity of your own. Write the instructions down.	<b>Quiz Me</b> 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"> <li>Completes at least 4 spelling activities</li> </ul>	



## Revising 9 x Tables

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

Activity		Teacher Recognition
	Recalls 9 x tables correctly each day	

## Journal Entries:

Day	Entry
<b>Monday</b>	
<b>Tuesday</b>	
<b>Wednesday</b>	
<b>Thursday</b>	
<b>Friday</b>	
Activity	Teacher Recognition
Completes daily journal entries	

## Mathletics

Day	Activity 1	Activity 2
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

<b>Thursday</b>	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
<b>Friday</b>	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
<b>Monday</b>	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
<b>Tuesday</b>	1. 2. 3. 4. 5. 6.

	<b>7.</b> <b>8.</b> <b>9.</b> <b>10.</b>
<b>Wednesday</b>	<b>1.</b> <b>2.</b> <b>3.</b> <b>4.</b> <b>5.</b> <b>6.</b> <b>7.</b> <b>8.</b> <b>9.</b> <b>10.</b>

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

## BTN VIP's

Day	VIP's
Friday	
Monday	
Tuesday	
Wednesday	

Activity		Teacher Recognition
	Summarise and records information from digital media	



# Problem-A-Day

## NEWMAN'S PROMPTS



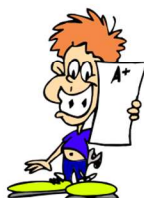
Read the question twice. If you don't know a word, leave it out. Replace tricky names with your own.

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

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

THURSDAY

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

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

Working out - Transformation step

Cambridge Gardens Public School

16

FRIDAY

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

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

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

Working out - Transformation step

Cambridge Gardens Public School

17

MONDAY

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

She used this calculation to work out the total cost:

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

How much did one loaf of bread cost?

\$0.99

\$2

\$2.25

\$3

☐
☐
☐
☐

Working out - Transformation step

Cambridge Gardens Public School

18

Convert between units of measurements to find the equivalent value.

TUESDAY

150cm is equal to:

- ☐ 15m
- ☐ 1.5km
- ☐ 1.5m
- ☐ 1.5cm

Working out - Transformation step

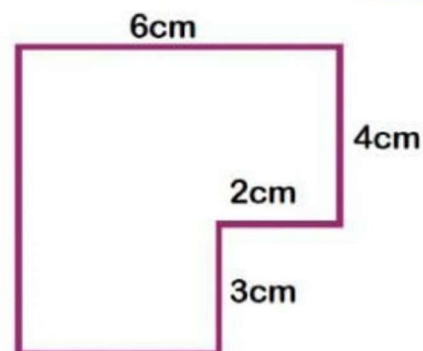
Cambridge Gardens Public School

19

What is the total perimeter of this object?

What are the lengths of the missing sides?

WEDNESDAY



Working out - Transformation step

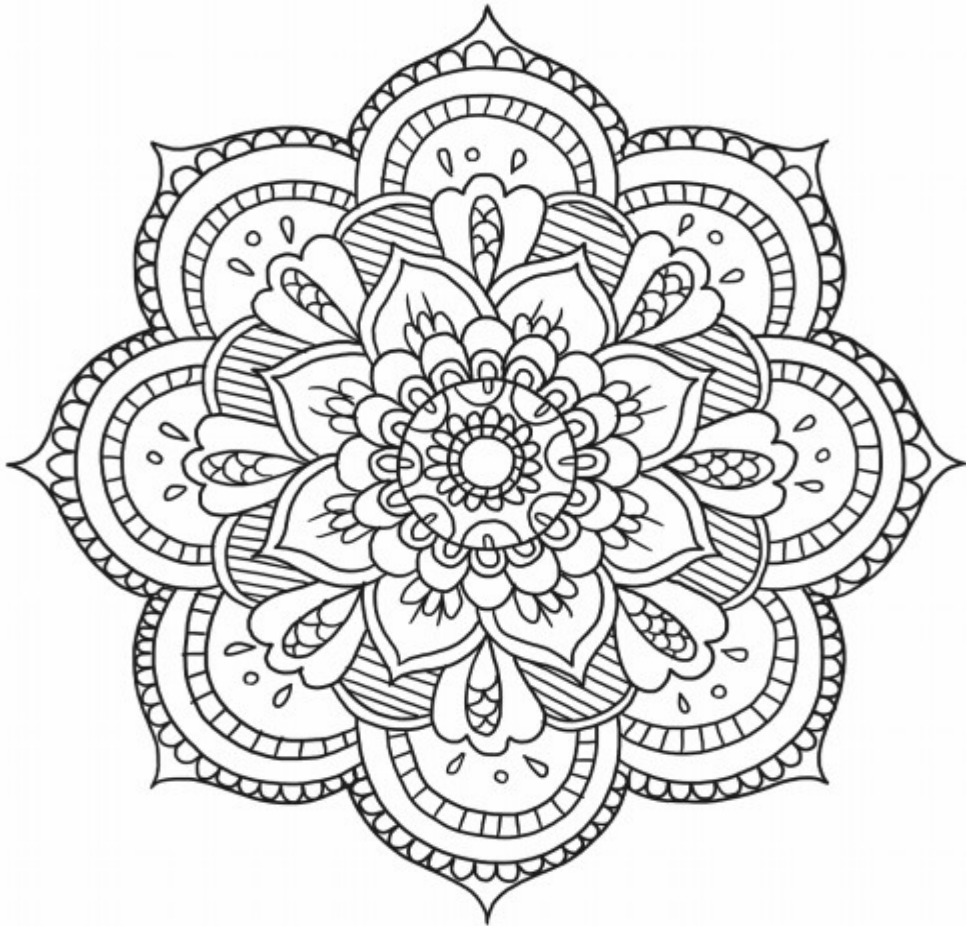
Cambridge Gardens Public School

20

Activity	Teacher Recognition
<div> <div></div> <div>Completes daily Problem-a-Day activities.</div> </div>	

# Thursday

## 5.8.21



**Student**

I have completed my work to the best of my ability

Name : \_\_\_\_\_

**Parent/Carer**

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

Name: \_\_\_\_\_

## Spelling List 24

1. guide

2. guard

3. guess

4. guest

5. guilt

6. guitar

7. language

8. penguin

9. iguana

10. anguish

11. extinguish

12. distinguished

13. guarantee

14. lifeguard

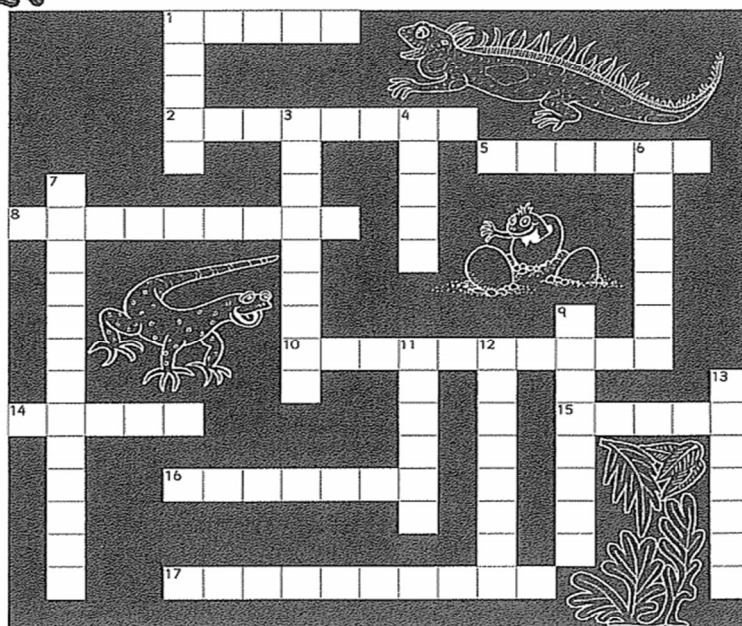
15. disguise

16. beguile

17. guardian

18. guillotine

Work out the answers to the clues and complete the crossword. All of the answers are words in the Spelling List.



1. (across) to try to answer a question when you are not sure you will be right
1. (down) a strong feeling of shame and regret
2. the use of words to communicate
3. to promise something will be done or will happen
4. a person you have invited to stay at your home
5. a musical instrument, usually with six strings
6. extreme pain or suffering of the body or mind
7. admired, respected and successful
8. this person's job is to help swimmers in danger
9. to hide your identity by changing your appearance
10. to stop a fire burning or a light shining
11. a large tropical American lizard
12. someone who guards or protects something
13. to charm people, often in order to trick them
14. to watch a prisoner to stop them escaping
15. this person's job is to show a place to visitors
16. a large black and white sea bird that cannot fly
17. a machine used in the past to cut people's heads off

Spelling Sheet 24a (GH6)

Activity	Teacher Recognition
Completes spelling task	



## Units of length – convert measurements

Measurements can be expressed using different units.

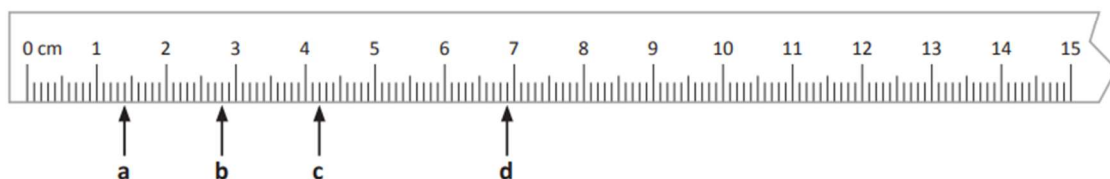
When we convert from a larger unit to a smaller unit, we multiply:

$$\text{cm} \rightarrow \text{mm} \quad 34 \text{ cm} = (34 \times 10) \text{ mm} = 340 \text{ mm}$$

When we convert from a smaller unit to a larger unit, we divide:

$$\text{cm} \rightarrow \text{m} \quad 34 \text{ cm} = (34 \div 100) \text{ m} = 0.34 \text{ m}$$

- 1 Express the lengths shown on the ruler in 2 ways:



a  mm  cm

b  mm  cm

c  mm  cm

d  mm  cm

- 2 Convert these lengths to centimetres:

a 200 mm =  cm

b 405 mm =  cm

c 8 238 mm =  cm

d 2 m =  cm

e 19 m =  cm

f 450 m =  cm

- 3 Convert these lengths to metres:

a 400 cm =  m

b 28 cm =  m

c 3 250 mm =  m

d 482 cm =  m

e 123 cm =  m

f 7 777 mm =  m

g 4 341 mm =  m

h 187 cm =  m

i 198 mm =  m

Remember these key facts!

10 mm = 1 cm

100 cm = 1 m

1 000 m = 1 km



**REMEMBER**

## Units of length – convert measurements

When we order lengths it's easiest to convert them into the same unit first. Here, we are converting to cm:

14 cm 128 mm 1.1 m **convert** → 14 cm 12.8 cm 110 cm

Now we can clearly see the order of these lengths.

- 4 Put these measurements in order from shortest to longest:

a	13 cm	120 mm	3 m	
b	5 700 mm	5 m	540 cm	
c	3.25 m	300 cm	325 mm	

- 5 Use these *Guinness World Record* facts to fill in the missing values.

Source: *Guinness World Book Records* 2008

	metres	centimetres	millimetres
Longest tongue	0.095 m	cm	95 mm
Tallest living person	2.57 m	257 cm	mm
Longest hair	m	5 267 cm	mm
Longest fingernails	7.513 m	cm	7 513 mm
Smallest tooth	m	cm	3 mm
Longest leg hair	0.127 m	cm	mm

- 6 Choose one of the above measurements and work out the length of your equivalent body part. Express your measurement in three different units.

- 7 Without revealing your findings for question 6, ask your friend to measure you. Is their answer the same as yours? If not, why do you think the answers are different?

Activity	Teacher Recognition
Completes measurement activities	

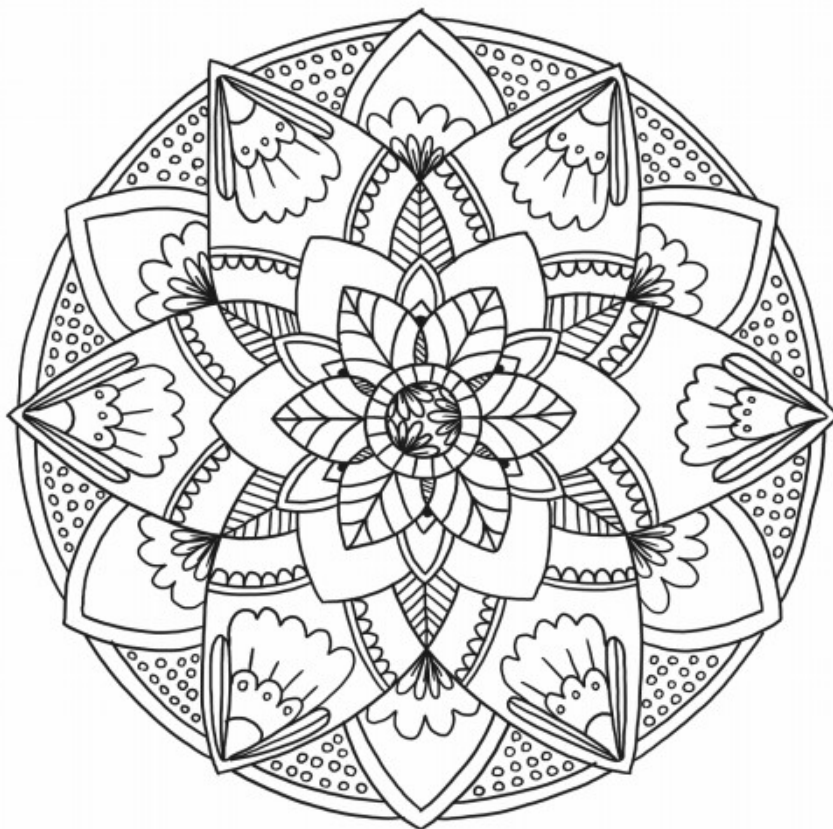
## **Creative Arts: Art**

Watch Mrs Alo's video on Google Classroom. Complete the artwork and paste the picture below.

Activity	Teacher Feedback
Follows instructions to create artwork	

# Friday

## 6.8.21



**Student**

I have completed my work to the best of my ability

Name: \_\_\_\_\_

**Parent/Carer**

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

Name: \_\_\_\_\_

tickled  
pink

out of the blue

hold your  
horses

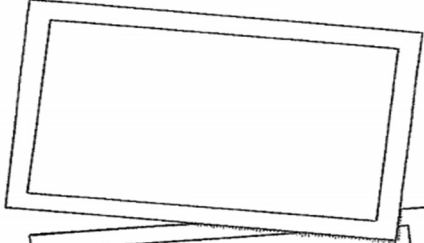
## Idioms

in hot water

a piece  
of  
cake

in the dark

Idioms are common expressions that add variety and interest to our language. Every idiom has a special meaning that needs to be learnt. Look at each one below and draw a picture of what the words actually say. Then write the real meaning of the idiom next to it.

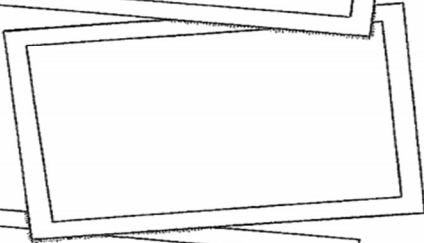


1. at the drop of a hat

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2. to bark up the wrong tree

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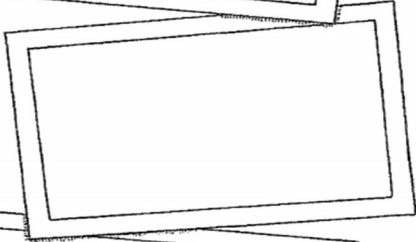


3. under the weather

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4. to hold your tongue

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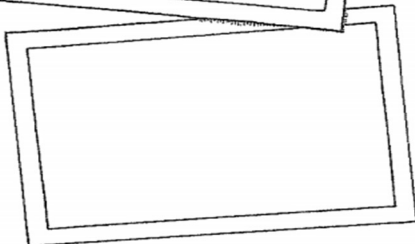


5. once in a blue moon

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6. to let the cat out of the bag

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Grammar Sheet 24 (GH6)

Activity	Teacher Recognition
Completes grammar worksheet	



## Writing: Descriptive writing

### Descriptive Writing Example

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

There was a loud "Ooooooh!"

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

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

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

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

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

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

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

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

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

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

Activity	Teacher Recognition
<ul style="list-style-type: none"><li>Completes descriptive writing activity</li></ul>	

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

## Emotive Language

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

**BEYOND**  
ENGLISH

## Figurative Language

### Metaphor

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

### Personification

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

### Onomatopoeia

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

### Alliteration

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

### Simile

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

### Idiom

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

### Hyperbole

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

Language Features Identified	Example

## Mathematics: Measurement

Create a starting line and jump as far as you can. Measure your jump from the starting line to the back of your foot where you land. You can use a ruler or tape measure (if you can't find these items get creative and use items around your home to measure). Repeat this task 10 times, recording each distance as you go. Record your data in a table and a graph format of your choice.

Answer the following questions:

1. What was the furthest you jumped?
2. What is the difference between your furthest jump and your shortest jump?
3. Calculate the total of all of your jumps combined. What is the total?

Optional:

Ask your family to compete in a mini-Olympics. Have each family member jump from the starting line and measure their jump from the back of their foot. Repeat this 5-10 times for each family member, recording the distance as you go. Record the data in a table and a graph format of your choice.

Answer the following questions:

1. Who jumped the furthest?
2. What is the difference between the furthest jump and shortest jump in your family?
3. Calculate the total of all of the jumps combined. What is the total?

Activity	Teacher Recognition
Completes measurement activity	

## Sport: League Stars Inspire

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



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

Corey Oates: W \_\_\_\_\_ T \_\_\_\_\_

Michael Morgan: S \_\_\_\_\_ R \_\_\_\_\_  
D \_\_\_\_\_ J \_\_\_\_\_

Iosia Soliola: B \_\_\_\_\_  
R \_\_\_\_\_



Josh Mansour: **A** \_\_\_\_\_ **G** \_\_\_\_\_

Kezie Apps: **B** \_\_\_\_\_ **P** \_\_\_\_\_ **T** \_\_\_\_\_

James Tedesco: **C** \_\_\_\_\_ **T** \_\_\_\_\_

Charnze Nicoll-Klokstad: **W** \_\_\_\_\_

## What is TEAMWORK?

1. People with \_\_\_\_\_ skills and abilities \_\_\_\_\_.

2. A team where everyone \_\_\_\_\_.

3. Working together to achieve \_\_\_\_\_.

4. **T** ogether

**A** chieves



## What is BELONGING?

1. Feeling \_\_\_\_\_ and \_\_\_\_\_ for.
2. A \_\_\_\_\_ and \_\_\_\_\_ for who I am.
3. Feeling \_\_\_\_\_ to a community, team or group.
4. Knowing my role in the team and how I can \_\_\_\_\_.



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

Inspire  
Health  
Wellbeing  
Highs  
Lows  
Setback

### League Stars

Comeback  
Challenge  
Success  
Support  
Gratitude  
Football

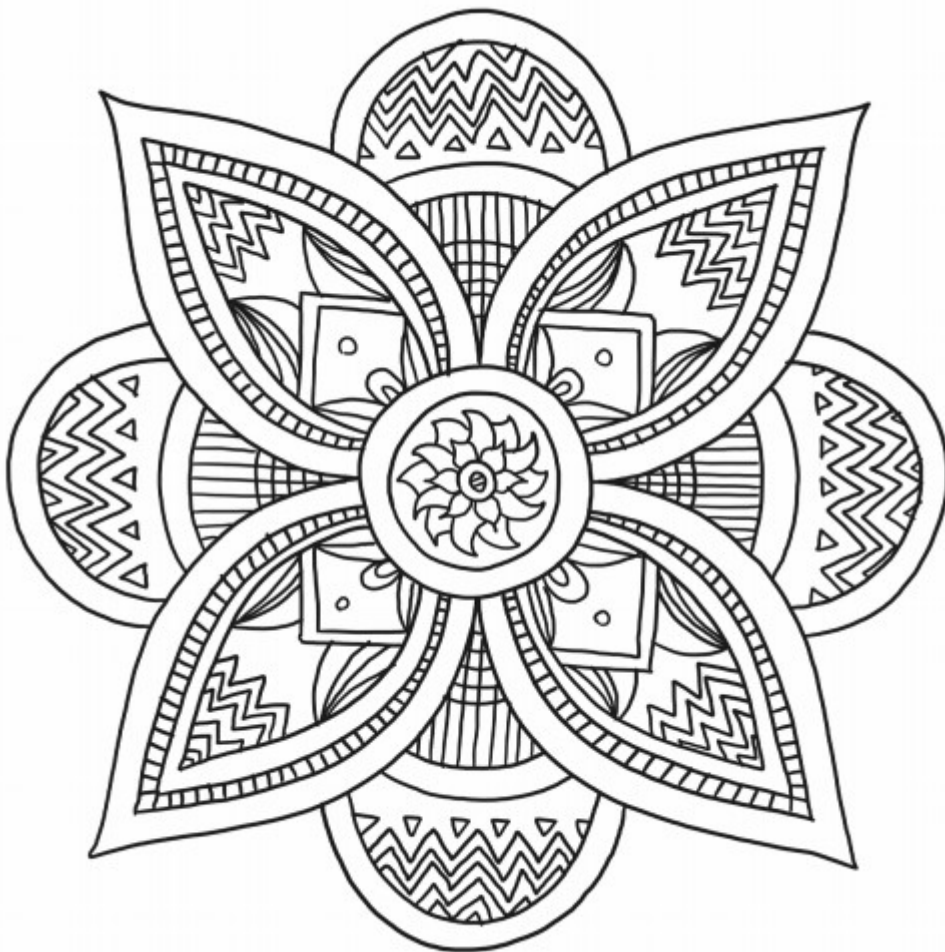
Friends  
Family  
Teachers  
Passing  
Catching  
Positive

Activity	Teacher Recognition
Completes NRL activity	



# Monday

## 9.8.21



I have completed my work to the best of my ability

Name: \_\_\_\_\_

**Parent/Carer**

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

Name: \_\_\_\_\_

## Mathematics: Javelin-Straw toss

Create a starting line and finishing line approximately 3 metres apart. You can use a ruler or tape measure (if you can't find these items get creative and use items around your home to measure). At the starting line, hold the straw by your ear with your elbow bent. Use the bent elbow as a hinge and throw/release the straw. Measure the distance of the throw in centimetres, millimetres or metres. Repeat this task 10 times, recording each distance as you go. Record your data in a table and a graph format of your choice.

Answer the following questions:

1. What was the furthest you threw the straw?
2. What is the difference between your furthest and shortest throw?
3. Calculate the total of all of your throws combined. What is the total?

Optional: Ask your family to compete in a mini-Olympics. Have each family member throw their javelin from the starting line. Repeat this 5-10 times for each family member, recording the distance as you go. Record the data in a table and a graph format of your choice.

Answer the following questions:

1. Who threw the straw the furthest?
2. What is the difference between the furthest and shortest throw in your family?
3. Calculate the total of all of the throws combined. What is the total?

Activity	Teacher Recognition
Completes measurement activity	



**Bounce Back- Humour.**  
**'Positive humour is healthy and enjoyable'**

Enjoy some jokes from 'Riddles and Jokes': <http://www.justriddlesandmore.com/>

Answer these questions:

Studies have found that smiling and laughing are good for health and send messages of wellbeing to our brains. Share one thing you have laughed at in the last 24 hours.

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What positive effects does laughter have on our bodies?

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Why do we like laughing with our friends?

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Do you think people who laugh a lot are more popular? If so, why?

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Research the role of laughter/ clown doctors.

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Success Criteria		Teacher Recognition
	Completes tasks relating to humour	

# Tuesday

## 10.8.21



**Student:** I have completed my work to the best of my ability

Name : \_\_\_\_\_

**Parent/Carer:** I am happy with the quality and amount of work my child has done today

Name: \_\_\_\_\_

# Writing to Describe

## Word Types

Make a list of each of the following word types.

Adjectives	Nouns	Verbs	Adverbs

## Figurative Language

Use your ideas to create two of each of the following features of figurative language.

Similes	1.	2.
Metaphors	1.	2.
Alliteration	1.	2.
Personification	1.	2.



visit [twinkl.com.au](https://www.twinkl.com.au)



Success Criteria	Teacher Recognition
Completes descriptive writing activity	

## Volume and capacity – millilitres and litres

Capacity refers to the amount a container can hold and is usually associated with liquid. Common capacity measurements are millilitres and litres.

$$1\,000 \text{ millilitres} = 1 \text{ litre}$$

$$1\,000 \text{ mL} = 1 \text{ L}$$

### 1 When we convert:

a millilitres to litres, we  by

b litres to millilitres, we  by

### 2 Convert these amounts to litres:

a 3 452 mL =

b 7 895 mL =

c 10 000 mL =

d 12 674 mL =

e 56 780 mL =

f 235 mL =

### 3 Convert these amounts to millilitres:

a 2.568 L =

b 3.999 L =

c 10.566 L =

d 1.78 L =

e 7.305 L =

f 0.35 L =

### 4 Solve these word problems. They all involve conversion.

a Omar was filling up a 3 L container with cordial. He only had a small 300 mL jug. How many times did he have to fill the jug to totally fill the container?

---

b I poured 375 mL out of a 2 L milk container. How much was left? I then poured out another 375 mL. How much is left now?

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c How many 315 mL glasses can be filled from a 1.7 L jug? How much is left over?

---

d Paula is making a punch for her party. She uses 1.5 L of orange juice, 750 mL pineapple juice, 1.25 L of lemonade and 1.25 L of ginger ale. How much punch does she have altogether? How many 250 mL cups will she be able to fill?

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## Volume and capacity – millilitres and litres

- 5 How much liquid is in each jug? Answer in both litres and millilitres. The first one has been done for you.



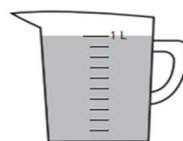
a 0.5 L  
500 mL



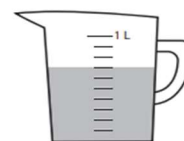
b \_\_\_\_\_ L  
\_\_\_\_\_ mL



c \_\_\_\_\_ L  
\_\_\_\_\_ mL



d \_\_\_\_\_ L  
\_\_\_\_\_ mL



e \_\_\_\_\_ L  
\_\_\_\_\_ mL

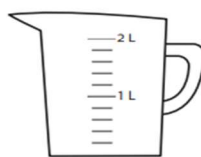
- 6 Fill the jugs below to the amount shown:



a 600 mL



b 0.4 L



c 1800 mL



d 1.6 L



e 500 mL

These capacity measurements are useful to know: 1 teaspoon = 5 mL  
1 cup = 250 mL

- 7 Below is a recipe for the delicious summer drink, Lava Flow. The capacity measurements are expressed in cups or teaspoons. Express them in millilitres:

### Lava Flow

#### Ingredients (for one drink)

- $\frac{1}{2}$  cup of pineapple juice \_\_\_\_\_ mL
- $\frac{1}{2}$  cup of cream \_\_\_\_\_ mL
- $\frac{1}{2}$  a banana
- 3 teaspoons of coconut cream \_\_\_\_\_ mL
- 4 strawberries
- 1 cup ice \_\_\_\_\_ mL

#### Method

Blend all ingredients (except strawberries) until smooth. Put the strawberries in the bottom of a tall glass and add the blended mixture. Decorate with a drizzle of strawberry topping.



- 8 If you were going to make this drink for your entire class, what amounts of each ingredient would you need to purchase? Use a calculator if you wish. What is the most effective unit in which to express the amounts?

Activity	Teacher Recognition
Completes measurement activity	

## Inland Settlements

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

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



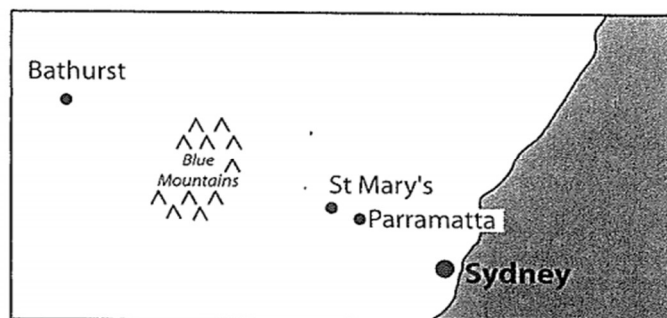
*Scene in the Blue Mountains*

*National Library of Australia*

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

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

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



**Activity****Inland Settlements**

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

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

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

**SYDNEY GAZETTE**

♦ *Proclamation by his excellency Lachlan Macquarie* ♦

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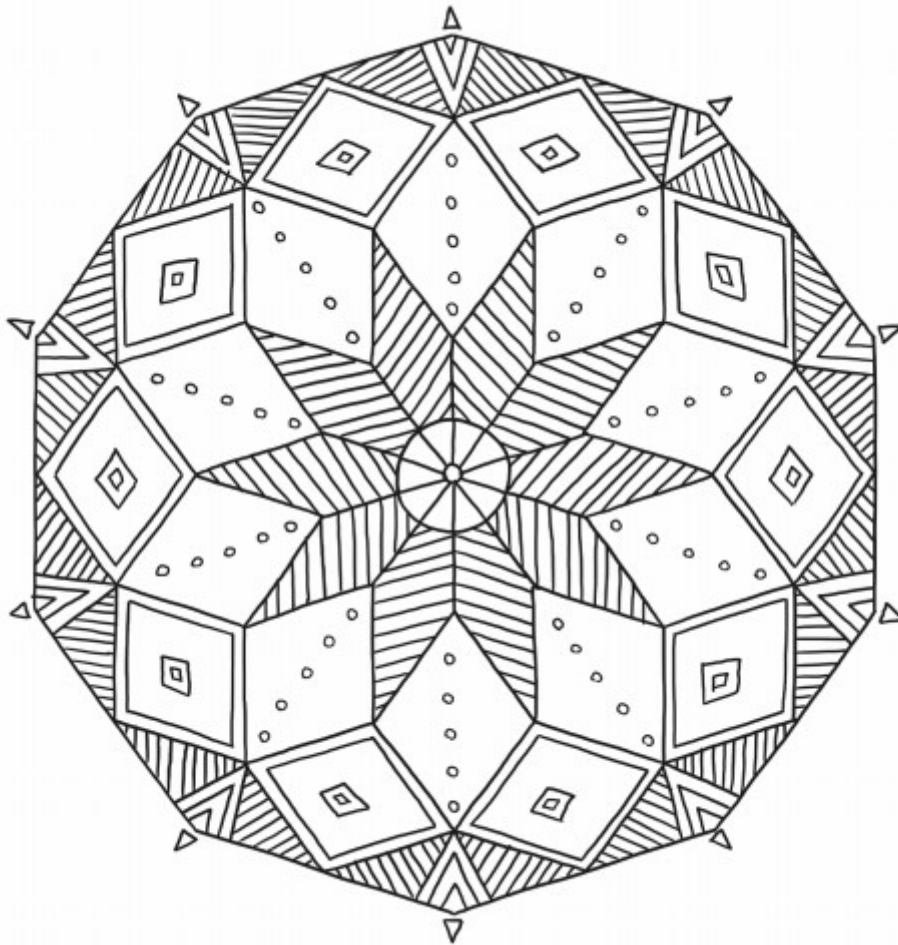
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*God save the King.*

Activity	Teacher Recognition
Independently reads and completes history worksheets.	

# Wednesday

## 11.8.21



**Student:** I have completed my work to the best of my ability

Name : \_\_\_\_\_

**Parent/Carer:** I am happy with the quality and amount of work my child has done today

Name: \_\_\_\_\_



## Spelling

This image shows a single sheet of white paper with horizontal 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.	

## Mathematics: Sponge Squeeze

You will need to collect a sponge, measuring cups/jug and bowl. You can get creative with your measuring tools. For example, a tablespoon holds approximately 15ml or an empty medicine syringe could be used. Hold the sponge over an empty bowl and squeeze as much water as possible. Measure the amount of water squeezed out the sponge using millilitres (ml). You can pour the water into the measuring cup/jug to help with the measurements. Repeat this task 10 times, recording the ml as you go. Record your data in a table and a graph format of your choice.

Optional: You can convert the measurement in millimetres (ml) to litres (L) for each measurement. Next add all the ml together to find the total and covert the total to litres.

Optional: You can hold a mini-Olympics competition in your household. See who can squeeze the most amount of water from the sponge in your home. Record each person's measurements 5-10 times to find the winner.

Activity	Teacher Recognition
Completes measurement activity	

## **Science: Straight not crooked**

Watch the science lesson video on Google Classroom to learn about how we see light and reflect on your learning below.

Optional: You can create your own peekaboo box.

**1. What helped you to see Mrs Barbagallo's object at the beginning of the video?**

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**2. What happened when Mrs Barbagallo removed the light source?**

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**3. Describe what a peekaboo box is:**

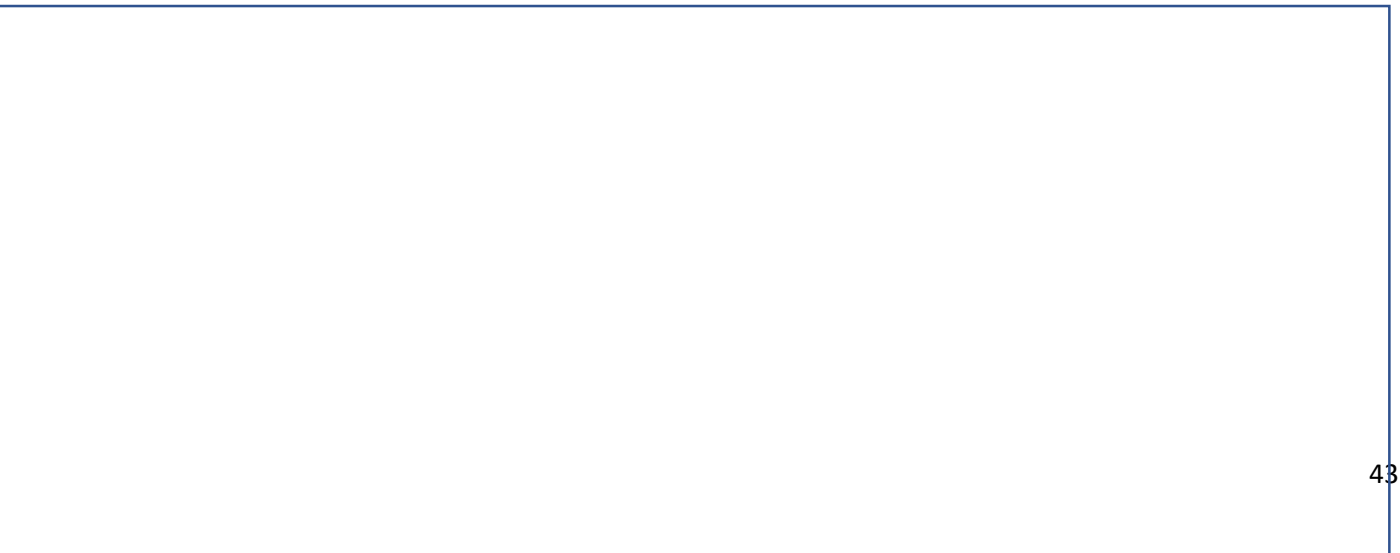
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**4. Light travels in a straight line. Remembering the diagram that Miss Barbagallo showed you, draw your own below.**



## **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?

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What did I need help with?

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### **Parent**

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

Any comment or queries?

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### **Teachers Response**

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