

Weekly Learning Framework

Unit 4 (Part B) - Year 6



In the timetable there are 5 activities that have a star next to them.

Post a picture of these activities on your Google Classroom once you have finished! This book has an extra STEM day at the end to be completed on Thursday 19/8/21. Your new book will be coming out on Friday 20/8/21.

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 12/8/21	Friday 13/8/21	Monday 16/8/21	Tuesday 17/8/21	Wednesday 18/8/21
Morning	<p><u>English</u></p> <p><u>Spelling: <ough></u></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>Brain Break – Place a piece of paper on your head and then write your date of birth.</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>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p>	<p><u>English</u></p> <p>Grammar: Irregular Verb 'to do'</p> <p>Revise the grammar focus for the week Irregular Verb 'to do'. Complete the grammar activity provided.</p> <p>Write out your spelling list.</p> <p>(30 minutes)</p> <p>Brain Break – Find someone in your house to play 'scissors, paper, rock' with. Best of 5 rounds is the winner!</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Descriptive: Read the examples of descriptive texts and complete the tasks below. </p> <p>(30 minutes)</p>	<p><u>English</u></p> <p>Revise the <ough></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>Brain Break – Try to do some wall push ups! Find a wall, rest your arms on the wall and take a step back. Now push yourself away from the wall.</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>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p>	<p><u>English</u></p> <p>Revise the <ough></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>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>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Descriptive: Look at the image provided. Use all your prior knowledge to write a detailed description of the image. </p> <p>(30 minutes)</p>	<p><u>English</u></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>Reading: Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(25 minutes)</p> <p>Brain Break – Square breathing. Place your finger in the palm of your opposite hand. Trace the shape of the square on your palm. Take deep breaths in and out.</p> <p>Writing: 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>

Break					
Middle	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 10 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 https://mathsstarters.net/numberoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p> <p>Watch Mrs Nelson's Flipper TENS video on Google Classroom and then complete the TEN activity by yourself or with someone else at home.</p> <p>(15 minutes)</p>	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 10 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 https://mathsstarters.net/numberoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p> <p>TEN: Flipper. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p>	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 10 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 https://mathsstarters.net/numberoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p> <p>TEN: Flipper. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p>	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 10 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 https://mathsstarters.net/numberoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p> <p>TEN: Flipper. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p>	<p><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 10 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 https://mathsstarters.net/numberoftheday 3, 4, 5 or 6 digit number (student choice) and complete the daily number of the day. Be sure to reflect on your answers.</p> <p>(5 minutes)</p> <p>TEN: Flipper. Complete the activity. You can watch Mrs Nelson's video again if needed.</p> <p>(10 minutes)</p>

	<p>Brain Break – Dramatic fall.</p> <p>Imagine you have tripped over something in your house – act out your fall with as much enthusiasm as possible.</p> <p>Multiplication: Use the mental doubling strategy to complete the worksheet provided.</p> <p>(20 minutes)</p>	<p>Brain Break – Shoe Carry.</p> <p>Pick up 3 pairs of shoes and walk around the room 5 times. Stop. Then walk around the room 5 times in the opposite direction.</p> <p>Multiplication: Use a written strategy to complete the worksheet provided.</p> <p>(20 minutes)</p>	<p>Brain Break – Miming.</p> <p>Imagine you are on stage as a famous singer. Put your favourite song on and mime your performance.</p> <p>Multiplication: Use the formal written strategy to solve the word problems.</p> <p>(20 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>Multiplication: Use the formal written strategy to solve word problems.</p> <p>(20 minutes)</p>	<p>Brain Break – High five</p> <p>Give a high five to everyone in your house. (See if you can figure out how to High Five yourself!)</p> <p>Multiplication: Use written and mental strategies to assist you in completing the worksheet provided.</p> <p>(20 minutes)</p> 
Break					

Afternoon	<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 Mrs Alo's video in Google Classroom and complete the task. </p> <p>(45 minutes)</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>Watch the video in Google classroom and try to remain active for at least 30 mins!</p> <p>(40 minutes)</p> <p>Watch this BTN news report https://www.abc.net.au/btn/classroom/2020-tokyo-olympics/13446864 and record at least 3 relevant points.</p> <p>(15 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><u>PDHPE</u></p> <p>Bounce Back: Humour. Complete the activities on humour and how it can help people to cope in difficult situations.</p> <p>(45 minutes)</p> <p>Watch this BTN news report and record at least 3 relevant points.</p> <p>https://www.abc.net.au/btn/classroom/why-do-we-laugh/10488780</p> <p>(15 minutes)</p>	<p>Drop everything and read for 15 minutes. Choose any book you would like, read for fun.</p> <p><u>History: Gold</u></p> <p>A new life at Bathurst- Read the information provided and complete the worksheet.</p> <p>(35 minutes)</p> <p>Follow this link to watch a video on the Gold Rush. Record at least 3 relevant points.</p> <p>https://www.youtube.com/watch?v=iU9iV56F86s&t=145s</p> <p>(20 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p><u>Science: Light Shows</u></p> <p>How does light travel?</p> <p>Watch the video in Google Classroom and complete the activities.</p> <p>(40 minutes)</p> <p>Watch this BTN news report and record at least 3 relevant points.</p> <p>https://www.abc.net.au/btn/classroom/light-pollution/10526576</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
Write your date of birth	Scissors, Paper, Rock	Wall push ups	Lazy 8 breathing	Square breathing
Dramatic Fall	Shoe Carry	Miming	5, 4, 3, 2, 1	High Five

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.

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 10 x Tables

Thursday	Friday	Monday	Tuesday	Wednesday
10 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	

Journal Entries

Day	Entry
Thursday	
Friday	
Monday	
Tuesday	
Wednesday	

Activity	Teacher Recognition
Completes daily journal entries.	

Number of the Day Answers

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

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

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

BTN VIP's

Day	VIP's
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



The difference between two numbers is 48.

What might the two numbers be?

List at least 5 possibilities.

Working out - Transformation step

Cambridge Gardens Public School

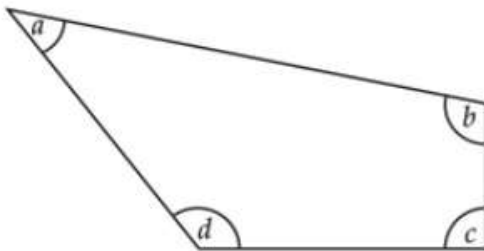
21

The difference between two numbers is 109.

What might the two numbers be?

List at least 5 possibilities.

Working out - Transformation step



Which of the angles in this shape is closest to 100° ?

a

☐

b

☐

c

☐

d

☐

Working out - Transformation step

Sandra can run 5 kilometres in 30 minutes.

Running at the same speed, how long will it take Sandra to run 4 kilometres?

18 minutes

☐

20 minutes

☐

24 minutes

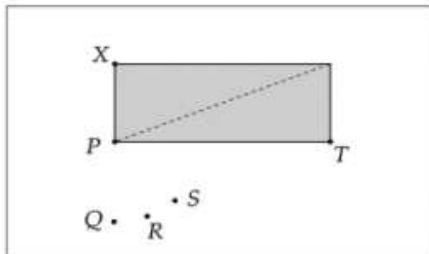
☐

29 minutes

☐

Working out - Transformation step

The shaded rectangle will be folded along the dotted line.



Where will point X move to?

P

☐

Q

☐

R

☐

S

☐

T

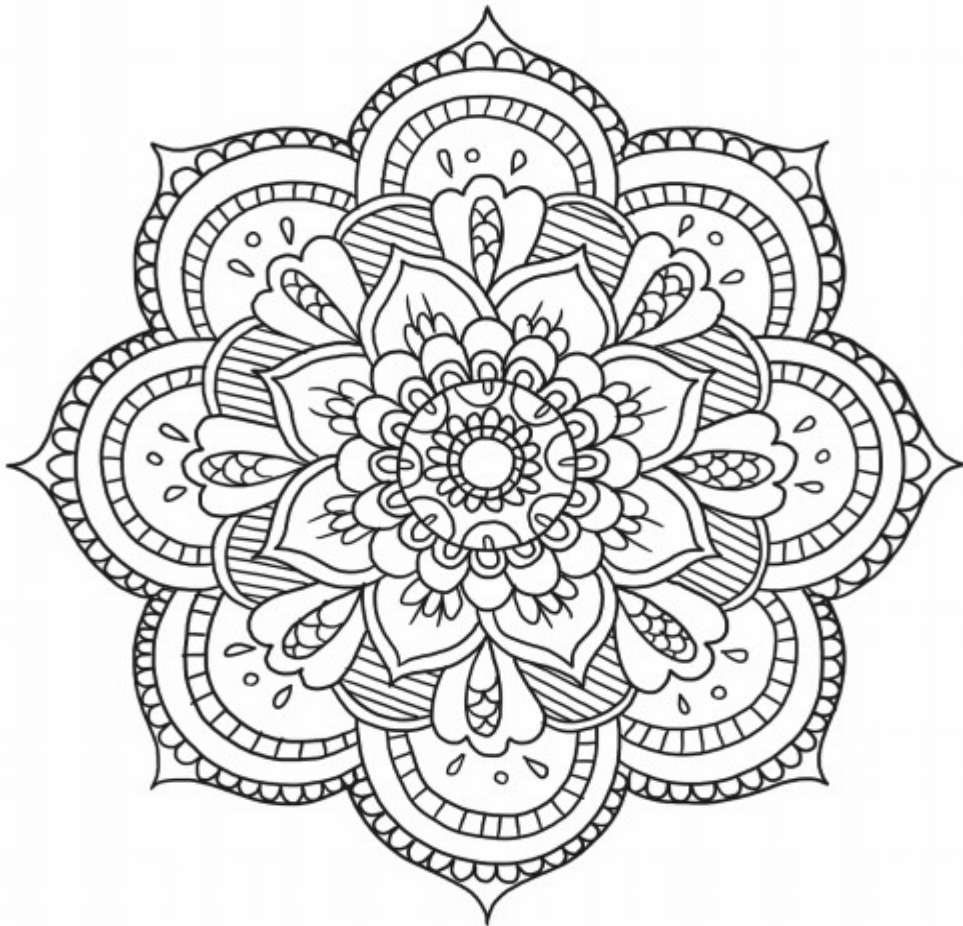
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Working out - Transformation step

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

Thursday

12.8.21



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 25



ough

One of the trickiest spellings in English is 'ough', because it can say a number of different sounds. Match the Spelling List words to the sounds below.

1. cough

2. dough

3. bough

4. rough

5. tough

6. bought

7. though

8. through

9. enough

10. drought

11. although

12. doughnut

13. sought

14. thorough

15. throughout

16. overwrought

17. breakthrough

18. afterthought



Activity

Teacher Recognition

Completes spelling task

Multiplication - Using doubling to solve multiplication problems.

(Use your mental strategies to assist you. Try not to use a written algorithm or a calculator!)

Doubling to Multiply by 4, 8 and 16

Double the previous number each time to multiply the starting number by 4, 8 or 16.

	Double ($\times 2$)	$\times 4$	$\times 8$	$\times 16$
21				
76				
63				
58				
92				
85				
91				
95				
40				
47				
157				
311				
959				
341				
174				
724				
532				
975				
731				
826				
1818				
4759				
1369				

Activity	Teacher Recognition
Uses mental strategies to solve multiplication problems	

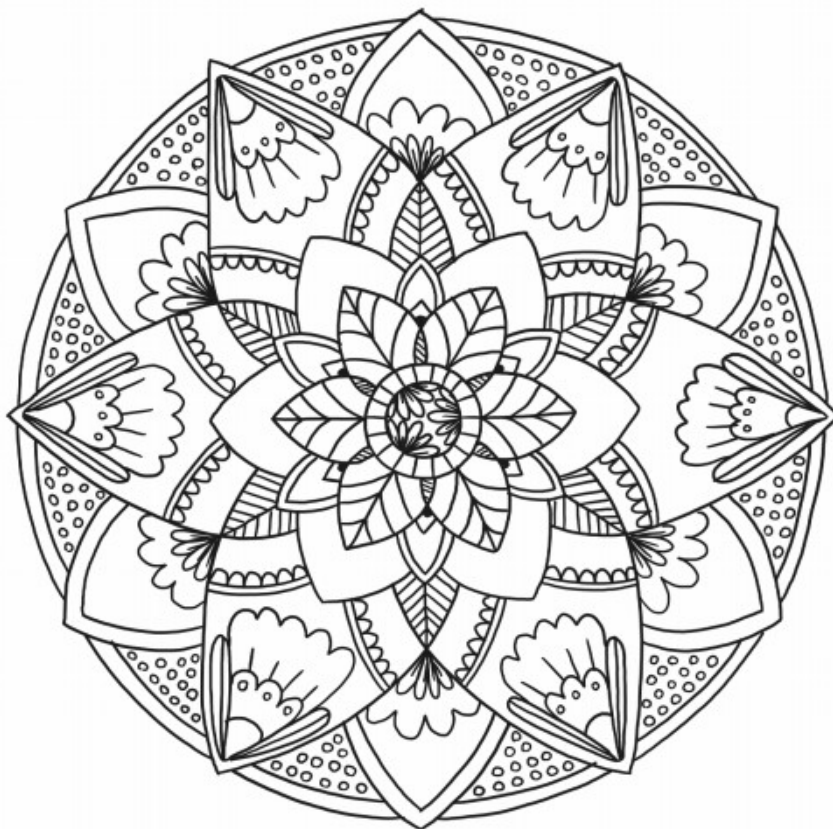
Creative Arts

Watch Mrs Alo's video on *Google Classroom*. Complete the artwork below.

Activity	Teacher Feedback
Follows instructions to complete an artwork	

Friday

13.8.21



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: _____

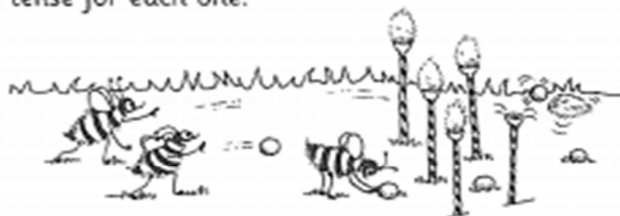
Irregular Verb - 'To Do'



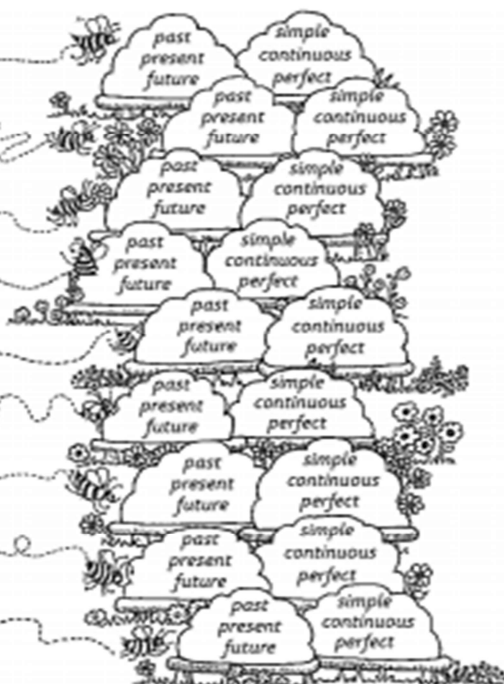
	Past	Present	Future
Simple Tense	I did	I do It does	I shall do
Continuous Tense	I was doing	I am doing	I shall be doing
Perfect Tense	I had done	I have done	I shall have done

'To Do'

Find the different forms of 'to do' in the sentences and underline them in red. Then identify the tense for each one.



1. You will be doing your homework tonight.
2. They had done the crossword together.
3. I did the dishes every night last week.
4. Anna is doing gymnastics this year.
5. Jonathon has done nothing all day.
6. She will have done a very good job.
7. They will do the shopping tomorrow.
8. We were doing the laundry this morning.
9. Dad never does the cooking on Saturdays.



Is it **do**, **does** or **did**? Write in the correct word to complete each sentence.

10. The children _____ lots of work yesterday.
11. We _____ some exercise in the park last week.
12. The fallen tree _____ a lot of damage last night.
13. Tom always _____ his teeth before he goes to bed.
14. Nowadays, Grandma _____ the gardening less often.
15. I _____ my hair every morning before I leave the house.

Can you think of other verbs or phrases that could be used instead of 'to do' in these sentence?



Activity	Teacher Recognition
Completes grammar work on gerunds.	

Descriptive Writing

- Read the examples of descriptive writing below.
1. Harry had black hair and green eyes. He wore glasses. The only thing Harry liked about his own appearance was a scar on his forehead.
 2. Harry had a thin face, knobbly knees, black hair and bright-green eyes. He wore round glasses held together with a lot of Sellotape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very thin scar on his forehead which was shaped like a bolt of lightning.

Which piece of writing did you think was the most descriptive? _____
Why? (What language features were evident?)

- Read the following text.

At the end of a long, dark road is a long, dark path.
At the end of the long, dark path is a lone, dark house.
And the lone, dark house has a single, dark door.
Behind the single, dark door is a long, dark hall.
At the end of the long, dark hall are some tall, dark stairs.
At the top of the tall, dark stairs is a long dark balcony.
At the end of the long, dark balcony is a big dark room.
In the big, dark room is a big, dark closet.
In the big, dark closet is a big, dark door.
Behind the big, dark door are some steep, dark stairs.
At the top of the steep, dark stairs is a dark, dusty attic.
In the dark, dusty attic is a big, dark chest.
In the big, dark chest is a small, dark box.
And in the small, dark box is a pink jellybean

- What do you notice and what would you suggest needs to be improved?

Look at this short section of writing. Use the colours below to find the descriptive and figurative language.

The crimson ball in the sky seemed to stare furiously down at him, angry with him for losing his way. Brown, withered plant tendrils, as dry as paper, tickled him as they slithered their scorched scratchy skins across his forearm.

Try to find the following:

A verb

An adverb

An adjective

An example of personification

An example of alliteration

A metaphor

A simile

Setting Description Senses Word Mat

Sights

ancient
angular
bright
bustling
cluttered
crowded
dazzling
disappointing
dusty
empty
enormous
fashionable
glistening
gloomy
grim
hectic
impressive
luxurious
miniscule
misshapen
rounded
spotless
unkempt
wonderful

Sounds

banging
buzzing
discordant
gurgling
grating
howling
loud
low-level
melodic
muttering
noisy
quiet
raucous
ringing
rustling
scratching
screeching
scuffling
silent
tapping
thumping
tuneful
wailing
whispering

Smells

clean	homely
clinical	mouth-watering
damp	perfumed
delicious	pleasant
disgusting	pungent
dusty	refreshing
earthy	sickening
exotic	smoky
familiar	tangy
floral	tempting
fresh	unfamiliar
fruity	unusual

Sensations

bumpy
cool
damp
forceful
freezing
gentle
hard
itchy
jagged
loose
pleasant
rough
slippery
smooth
soaking
soft
sticky
stifling
sweltering
tickly
tight
uncomfortable
unpleasant
wobbly

Feelings

amazed
anxious
ashamed
calm
confident
curious
disappointed
eager
excited
exhilarated
furious
impressed
lazy
lonely
miserable
nauseated
nervous
overawed
overjoyed
proud
reluctant
serene
terrified
underwhelmed



Use the Word Mat above to assist you in forming at least 5 sentences about the setting below.
Try to form 1 sentence for each of the senses.



- 1.
- 2.
- 3.
- 4.
- 5.

Activity	Teacher Recognition
<ul style="list-style-type: none">• Recognises language features used in descriptive writing.• Writes descriptive sentences about a given setting.	

Multiplication – Written algorithm

Use a written strategy to complete these multiplication problems.

1.					
		2	1	9	0
×				6	9

2.					
		1	3	4	2
×				5	2

3.					
		1	5	2	1
×				7	3

4.					
		1	1	4	3
×				3	4

5.					
		2	4	6	8
×				2	7

6.					
		1	8	9	5
×				4	6

7.					
		1	4	6	2
×				7	0

8.					
		1	2	3	9
×				1	9

9.					
		1	3	5	9
×				7	7

10.					
		2	1	2	7
×				4	8

11.					
		1	9	2	0
×				1	2

12.					
		2	2	9	1
×				4	0

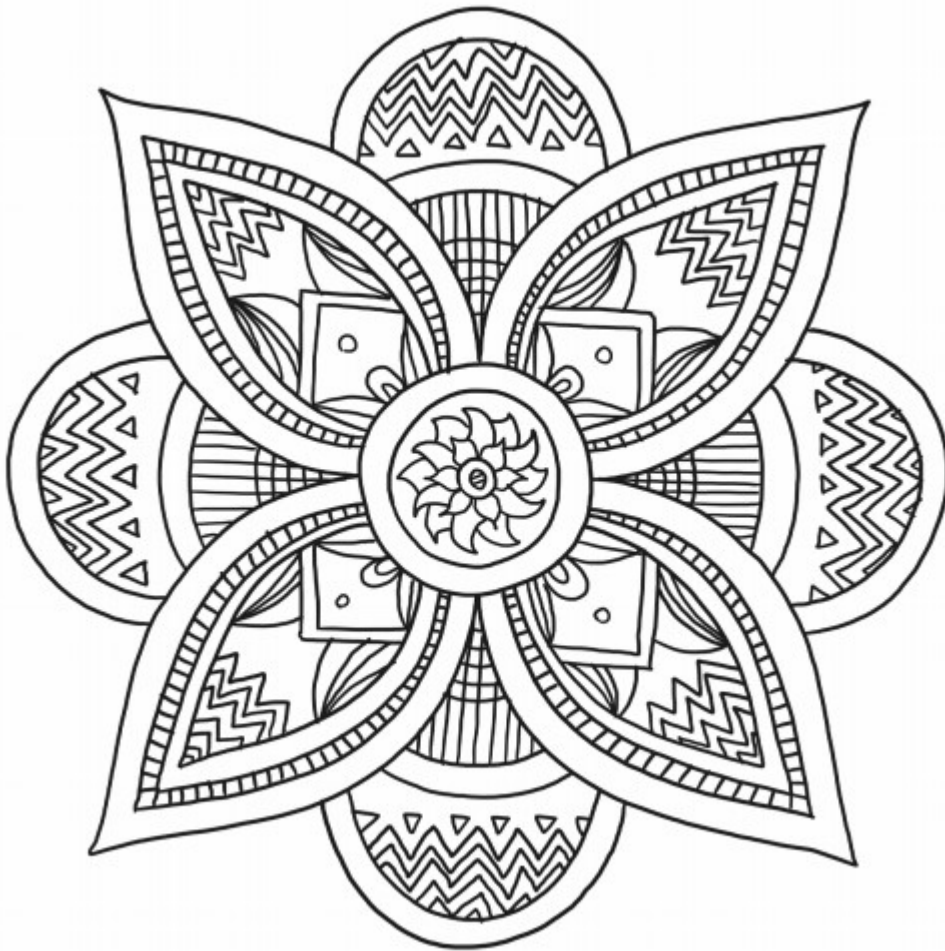
Extension: Make your own multiplication algorithms to solve – can include larger numbers or even decimals.

Activity	Teacher Recognition
Accurately uses a written strategy to solve multiplication problems.	

Afternoon Session: SPORT –Try to remain active for 30-40 minutes.

Monday

16.8.21



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: _____

Multiplication: Written problems

Use a formal method to calculate the answers to these questions.

1. There are 15 biscuits in a packet. A shop orders 156 packets. How many biscuits will be in the 156 packets?
2. A school buys 172 boxes of pencils. Each box has 12 pencils. How many pencils has the school bought?
3. A wholesaler sells apples for 15c each. A grocer buys 197 apples. How much will they cost?
4. It takes 18 minutes to make a toy car. How many minutes will it take to make 205 cars?
5. A machine makes 16 dice in a minute. A working day is 264 minutes. How many dice are made in 264 minutes?
6. A cinema has 21 screens. Each screen has 297 seats. How many seats are there in the cinema?
7. Eggs are sold in trays of 24. In a week, a farmer sells 372 trays. How many eggs does he sell in one week?
8. A bag of nails contains 613 nails. A hardware store has 23 bags. How many nails are in the 23 bags?
9. There are 27 children in a class. Each child pays \$7.50 for a school trip. How much do they pay altogether?
10. A football club has an average attendance of 859 people to each match. What is the total attendance for the 29 matches played in a season?

Working out box

Optional Extension Activities:

- Create your own written problems for others to solve. You can pop them into the Google Classroom if you like.

Activity		Teacher Recognition
	Accurately solves word problems involving multiplication	

Bounce Back- Humour.
'Positive humour helps us cope better'

The Wonky Donkey - <https://www.youtube.com/watch?v=h-uQu7uZIFs>

- **Is this story an example of positive or negative humour?** _____

Give examples to support your answer. (You can watch the video again if you need to)

Answer these questions:

1 Four days after the terrorist attack on the World Trade Centre on 11 September 2001, the mayor of New York, Rudy Giuliani appeared on the TV show *Saturday Night Live*. He said New Yorkers need laughter to help them heal. Do you agree with this comment? Why or why not?

2 How does laughter help someone 'maintain face' when they feel embarrassed?

3 Is it mean to laugh at someone when they feel embarrassed, or is it helpful?

Imagine that the SRC has asked Mr Wynn to find ways to make students laugh more at school. What suggestions do you have that would increase laughter at school?
(Make sure your suggestions are clear and easy to understand)

Success Criteria		Teacher Recognition
	Completes tasks relating to humour	

Tuesday

17.8.21



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: _____

Descriptive Writing

Writing - Take a close look at the image below. Write a description of the characters (in this case people) and the setting of this image. Use the senses Desk Mat to assist you in using detailed descriptive vocabulary. Be sure to edit your work.



Activity	Teacher Recognition
Produces detailed descriptive text of characters and setting	

Multiplication: Written Problems

Use a formal method to calculate the answers to these questions.

1. There are 77 biscuits in a box. A supermarket orders 9778 packets. How many biscuits will be in the 9778 packets?
2. A school supplier buys 5540 boxes of pencils. Each box has 56 pencils. How many pencils has the supplier bought?
3. A wholesaler sells pineapples for 95c each. The wholesaler sells 3990 pineapples in one week. How much money will the wholesaler receive for the pineapples?
4. It takes 78 hours for a satellite to go around the Earth. How many hours will it take for the satellite to go around the Earth 9859 times?
5. A machine makes 8521 dice in a week. In a 52-week working year, how many dice are made in a year?
6. A cinema chain has 28 cinemas. The average weekly attendance is 9828 people. What is the total attendance across the whole chain?
7. Sacks of potatoes contain an average of 95 potatoes. In a year, a farmer sells 4911 sacks. How many potatoes does she sell in one year?
8. A crate of screws contains 5193 nails. A DIY chain orders 52 crates for all its stores. How many nails are in the 52 crates?
9. There are 43 children in year 6. Each child pays \$75.60 for a school trip. How much do they pay altogether?
10. A rugby club has an average attendance of 6962 people to each match. What is the total attendance for the 39 matches played in a season?

Working out box

Optional Extension: Write and solve 5 multiplication problems that involve decimals!

<u>Activity</u>	<u>Teacher Recognition</u>
Accurately answers word problems involving multiplication	

A New Life at Bathurst

Houses

Many of the free settlers who made their way to Bathurst and the western plains of New South Wales already had farms in the Sydney area. They were looking for opportunities to expand their farming ventures. The wide open plains were ideal for growing grain and raising sheep and cattle. Convict labour was used to clear land, build roads and erect houses for the pastoralists and their farm workers and servants. Wealthy landowners constructed Georgian style homes in brick, stone or hardwood timber with wide verandahs as shown in the image above.



Settlers with smaller land grants, many of whom were ex-convicts, built their one or two-roomed homes from what natural materials they could find in the area. Their simple huts were made using the wattle and daub technique. A wooden frame was built and the walls were latticed with acacia sticks. Mud mixed with dry straw was then plastered on the walls. The floor consisted of slabs of stone or flattened earth.



What Did the Settlers Eat?

It took four days to travel by horse from Bathurst to Sydney Town in the 1830s and longer by ox and cart over the rough-cut mountain roads. Settlers had to depend on the food that they could grow on their farms and the plants and animals available in the region.

Food produced or bought by farmers	Local fauna and flora
<ul style="list-style-type: none">• beef, mutton and pork (salted or dried to preserve the meat)• flour to make damper, potatoes• tea, honey, sugar• rum, wine, beer made from locally grown hops	<ul style="list-style-type: none">• black swans, ducks, geese, pigeons• kangaroos, emus, possums• fish, eels, freshwater crayfish• quandong, native cherry, wild tomato

In the 1850s rabbits, hares and fallow deer were introduced into the Australian environment. They thrived living in the woodlands and grain-growing pastures of Bathurst. Settlers enjoyed hunting these animals as it reminded them of their life in the Old Country and added a different flavour to the cooking pot.

Activity**A New Life at Bathurst**

1. How did assigned convict labour help the early settlers at Bathurst?

2. Compare a wealthy landowner's house with the house of a small farm owner. Draw sketches of the houses under the headings.

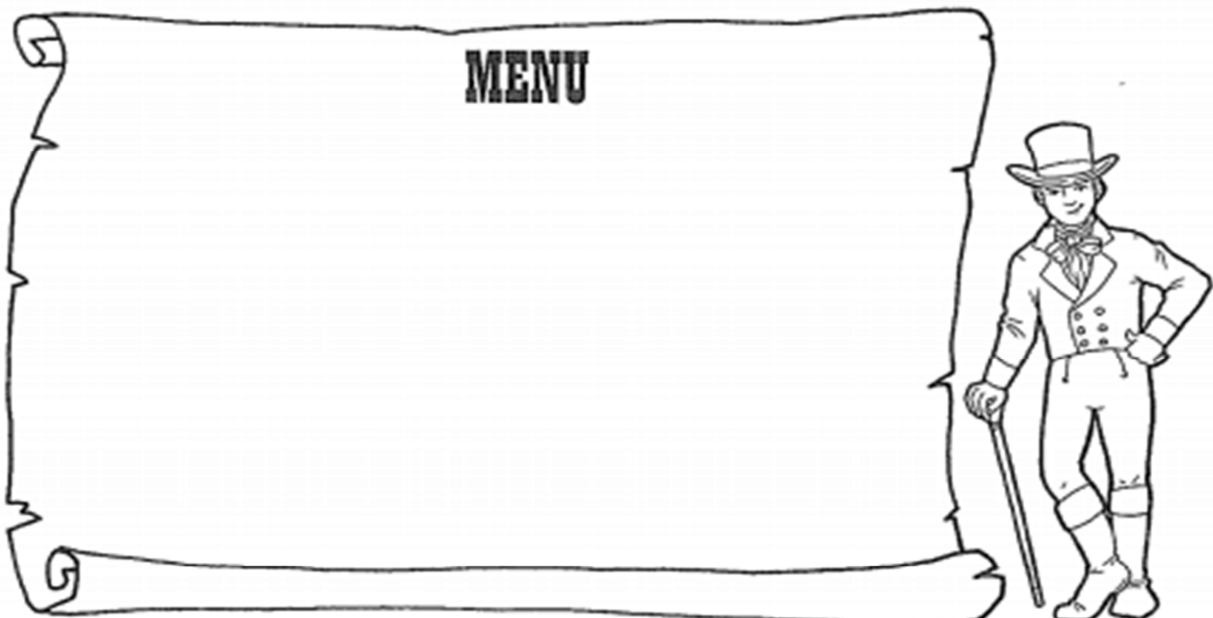
Wealthy Landowner

Description of house

Farmer

Description of house

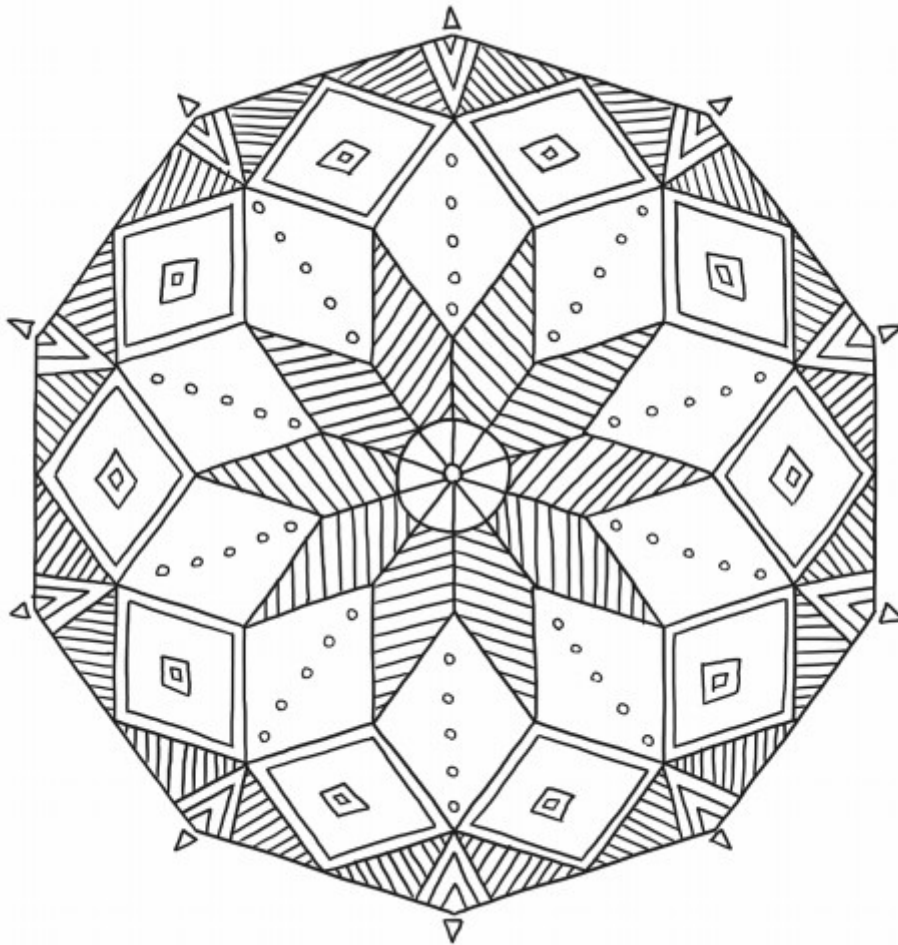
- ☐ Imagine that you are a wealthy settler hosting a dinner party for an important public figure from Sydney Town. Prepare a menu to impress your guest based on the food resources produced on your farm and those available from the Bathurst district.



Activity	Teacher Recognition
Independently reads and completes history worksheets.	

Wednesday

18.8.21



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 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.	

Multiplication

$$\begin{array}{r} 43831 \\ \times 81 \\ \hline \end{array}$$

$$\begin{array}{r} 21345 \\ \times 79 \\ \hline \end{array}$$

$$\begin{array}{r} 38739 \\ \times 59 \\ \hline \end{array}$$

$$\begin{array}{r} 20730 \\ \times 86 \\ \hline \end{array}$$

$$\begin{array}{r} 17498 \\ \times 85 \\ \hline \end{array}$$

$$\begin{array}{r} 95616 \\ \times 68 \\ \hline \end{array}$$

$$\begin{array}{r} 19395 \\ \times 69 \\ \hline \end{array}$$

$$\begin{array}{r} 26610 \\ \times 33 \\ \hline \end{array}$$

$$\begin{array}{r} 72314 \\ \times 90 \\ \hline \end{array}$$

Activity	Teacher Recognition
Uses written and mental strategies to assist in solving challenging multiplication problems.	

Science: Light Shows

Revision: List as many sources of light as you can in the box below.

--

Watch the experiment on light and shadows (located in Google Classroom). Complete the activities below.

1. What is a shadow? _____
2. How is a shadow created? _____

3. What do you notice about the shape of a shadow? _____

4. Why do you think shadows change during the day? _____

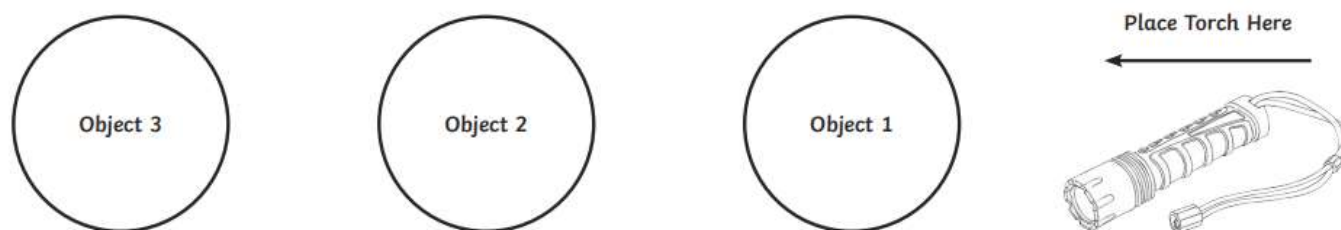
5. Can we have shadows at night? _____

Investigate how shadows change with distance. Complete the experiment below. Record your results in a way that suits your learning style.

You will need:

- Torch
- Ruler
- Pencil
- A glue stick
- A square of card or another opaque object with plain edges to cast a shadow.

Place your object on the number 1 spot, shine the torch from the torch place and use the ruler and pencil to draw the edges of the shadow that is cast (label it 1). Do the same, moving the object to 2 and then 3. What do you notice?

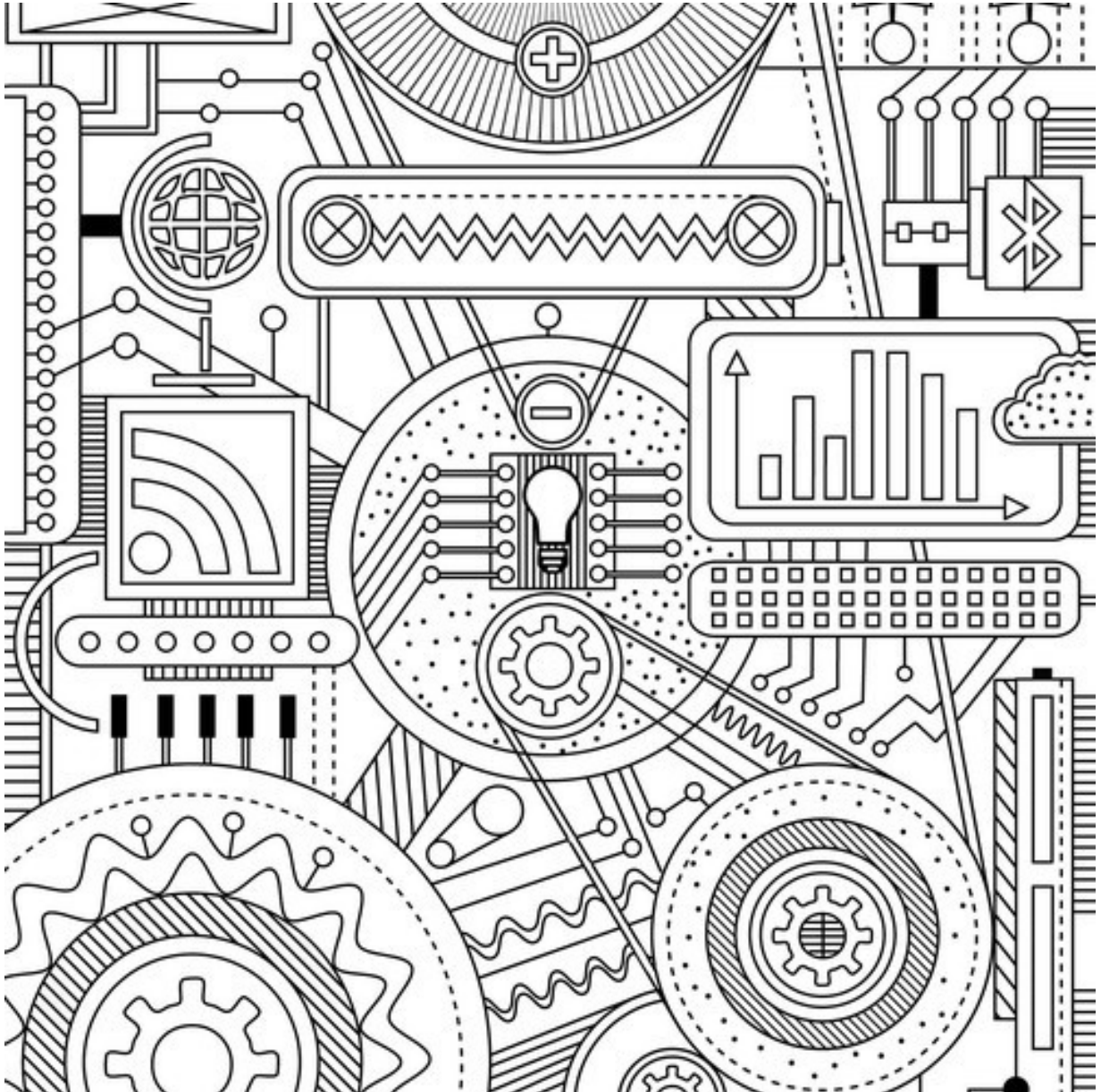


- **Extension: Conduct your own experiment to prove that light travels in a straight line. Record what you did, what you need and your results.**

Activity	Teacher recognition
Investigates the size and direction of shadows.	

Thursday STEM Day!

20.8.21



Today's STEM project should be completed across the day. There will be different activities across the whole day that can be completed in any order you like. The following is a guide to follow if you wish. Please choose at least 1 photo from your STEM day and post to Google Classroom.



TOKYO 2020
PARALYMPIC GAMES



1) Research one Australian Paralympian. Your job is to show a history of their life including, but not limited to, the following:

- **Birthday**
- **Place of birth**
- **Chosen sport**
- **How many medals**
- **What they do for work outside of the Olympics**

(Remember that you will need to write in full sentences and paragraphs, not dot points!)

2) Write a journal as if you were your chosen Olympian. Remember to be as descriptive as you can, use the literary devices that you have been taught to make it as interesting as possible!

3) Research the following sports and find the difference between Paralympic records vs World Records:

Men and Women 100m sprint

Men and Women 400m sprint

Men and Women 1500m sprint

Men and Women Long Jump

Men and Women Shot Put

Men and Women Discus

Extension: Convert the distances from cm to mm

4) Recreate the Olympic Village OR a major stadium using anything that you can around your house (recyclable material, LEGO, wooden blocks etc.).

5) Watch the following Youtube video and create an Olympic Flame in a bottle! Make sure you get help from an adult if required.

<https://www.youtube.com/watch?v=3LYU-py51pw>

Extension: Create a presentation on your chosen Paralympian (it can be a video, a PowerPoint, on cardboard) showcasing all the information that you have learned.

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

Check-in with students:



Why?
