

Weekly Learning Framework

Unit Five (Part B) - 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	Friday 27/8/21	Monday 30/8/21	Tuesday 31/8/21	Wednesday 1/9/21	Thursday 2/9/21
Morning	<p>English</p> <p>Spelling: <our></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 – 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>Reading: Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities. (35 minutes)</p>	<p>English</p> <p>Grammar: Auxiliary verb</p> <p>Watch the grammar focus video on Google Classroom for the auxiliary verbs. Complete the grammar activity provided.</p> <p>Write out your spelling list.</p> <p>(30 minutes)</p> <p>Brain Break – Dance off!</p> <p>Choose a Just Dance video on YouTube and complete the dance routine.</p> <p>Writing: Informative</p> <p>Watch the Information Report video in Google Classrooms. </p> <p>Use the information report planning template to complete the writing task.</p> <p>Your task is to plan an information report about the Gold Rush. You will need to do some internet research</p>	<p>English</p> <p>Spelling: Revise the <our></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 – Just jump!</p> <p>You can jump like a kangaroo or frog.</p> <p>Reading: Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(35 minutes)</p>	<p>English</p> <p>Spelling: Revise the <our></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 – Push ups.</p> <p>Drop down to the ground and do as many push ups as you can.</p> <p>Writing: Informative</p> <p>Revise the Information Report video from Monday.</p> <p>You will need to refer to your planning sheet from Monday for this task.</p> <p>Complete the information report about the Gold Rush on a word document, in a book or PowerPoint.</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>Brain Break – Make a pattern.</p> <p>Make a pattern with your body by patting your head, patting your knees or touching your toes.</p> <p>Reading: Login to the online reading program Reading Eggs using the username and password. Complete two Reading Eggspress activities.</p> <p>(35 minutes)</p>

		about the gold rush. This will be very helpful when completing the gold rush assignment. (40 minutes)		(40 minutes) 	
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 12 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/nufmoftheday 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><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 12 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/nufmoftheday 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><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 12 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/nufmoftheday 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><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 12 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/nufmoftheday 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><u>Mathematics</u></p> <p>Complete 2 Mathletics tasks set for you by your classroom teacher.</p> <p>(25 minutes)</p> <p>Revise 12 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/nufmoftheday 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 Odd Squad 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>Brain Break – Stretch it out.</p> <p>Stretch your body out, you can stretch your arms, neck, sides and legs.</p> <p>Position:</p> <p>Watch the position video on Google Classroom and complete the position activity and record your answers</p> <p>(20 minutes)</p>	<p>TEN: Odd Squad</p> <p>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>Position:</p> <p>Complete the position activity and record your answers.</p> <p>(20 minutes)</p>	<p>TEN: Odd Squad</p> <p>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>Position:</p> <p>Complete the position activity and record your answers.</p> <p>(20 minutes)</p>	<p>TEN: Odd Squad</p> <p>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>Position:</p> <p>Complete the position activity and record your answers.</p> <p>(20 minutes)</p>	<p>TEN: Odd Squad</p> <p>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>Position:</p> <p>Complete the position activity and record your answers.</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 on Google Classroom and complete the artwork.</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>Choose three sports (eg. jumping, running and shooting basketball hoops) and design a triathlon course for yourself and/or your family to complete. Do the course several times and time yourself. Challenge yourself to beat the fastest time.</p> <p>(40 minutes)</p> <p>Watch this BTN news report https://www.abc.net.au/btn/classroom/womens-sports-uniform-debate/13474038</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Watch this BTN news report</p> <p>https://www.abc.net.au/btn/classroom/do-black-holes-suck-in-planets/13485706</p> <p>Record at least 3 relevant points.</p> <p>Choose a planet and complete your own research – You must gather at least 5 interesting points and draw an image of the planet's location within the Solar System</p> <p>(45 minutes)</p>	<p>Drop everything and read for 15 minutes. Choose any book you would like, read for fun.</p> <p><u>History: Gold</u></p> <p>Read the 'The Wiradjuri of Bathurst' information sheet and complete the worksheet.</p> <p>(40 minutes)</p> <p>Watch this BTN news report https://www.abc.net.au/btn/classroom/skate-park-kid/13370624 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>Science: Light Shows</u></p> <p>Watch the science video in Google Classroom and complete the activities.</p> <p>(40 minutes)</p>  <p>Watch this BTN news report https://www.abc.net.au/btn/classroom/china-population/13370582 and record at least 3 relevant points.</p> <p>(15 minutes)</p>
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		and record at least 3 relevant points.				
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(15 minutes)

**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

Friday	Monday	Tuesday	Wednesday	Thursday

Activity		Teacher Recognition
	Spells words correctly each day	

Brain Breaks Completion Record

Friday	Monday	Tuesday	Wednesday	Thursday
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	
Friday		
Tuesday		
Thursday		

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

Spelling Grid

Highlight 2 activities you have completed on Tuesday.

Use this grid and a different coloured highlighter to record the 2 activities you completed on Wednesday.

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 12 x Tables

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

Activity		Teacher Recognition
	Recalls 12 x tables correctly each day	

Mathletics

Day	Activity 1	Activity 2
Friday		
Monday		
Tuesday		
Wednesday		
Thursday		

Activity		Teacher Recognition
	Completes set Mathletics Tasks	

TEN

Friday	Monday	Tuesday	Wednesday	Thursday

Activity		Teacher Recognition
	Engages in daily TEN activity	

Number of the Day Answers

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

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

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

BTN VIP's

Day	VIP's
Monday	
Tuesday	
Wednesday	
Thursday	

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

Fill in the boxes to solve this equation:

FRIDAY

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

Working out - Transformation step

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7

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

MONDAY

Which unit of measurement would be *most* helpful:

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

Working out - Transformation step

Cambridge Gardens Public School

8

TUESDAY

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

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

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

5

9

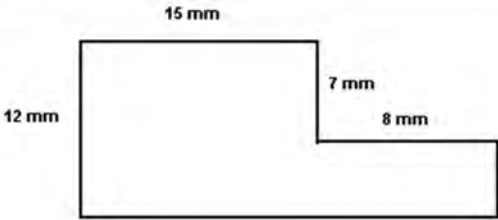
15

19


Working out - Transformation step

Cambridge Gardens Public School

9



15 mm
12 mm
7 mm
8 mm



What is the total perimeter of this shape in centimetres?


Working out - Transformation step

Cambridge Gardens Public School

10

The answer is: 36 snowballs

What could the question be?



Working out - Transformation step

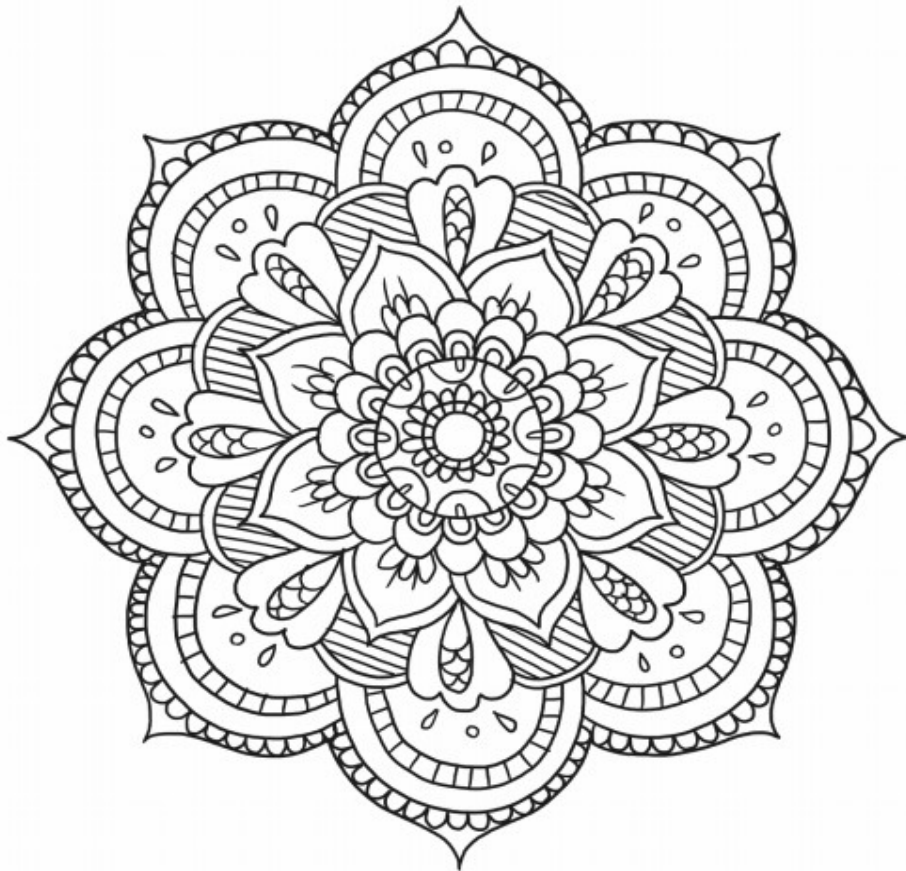
Cambridge Gardens Public School

11

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

Friday

27.8.21



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 27

Schwa <our>

Unscramble the letters and add them to <our> to make words from the Spelling List.

1. armour

2. favour

3. flavour

4. humour

5. harbour

6. rumour

7. odour

8. clamour

9. colourful

10. neighbour

11. labourer

12. vigour

13. valour

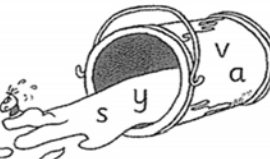
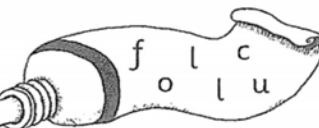
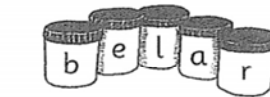
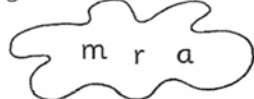
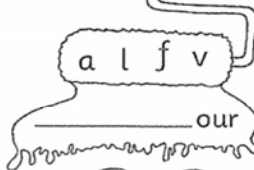
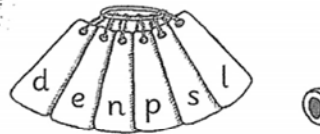
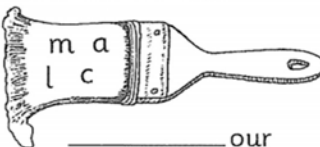
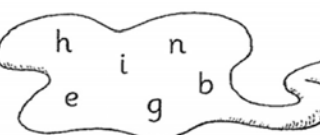
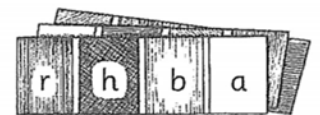
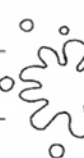
14. savoury

15. splendour

16. behaviour

17. endeavour

18. honourable

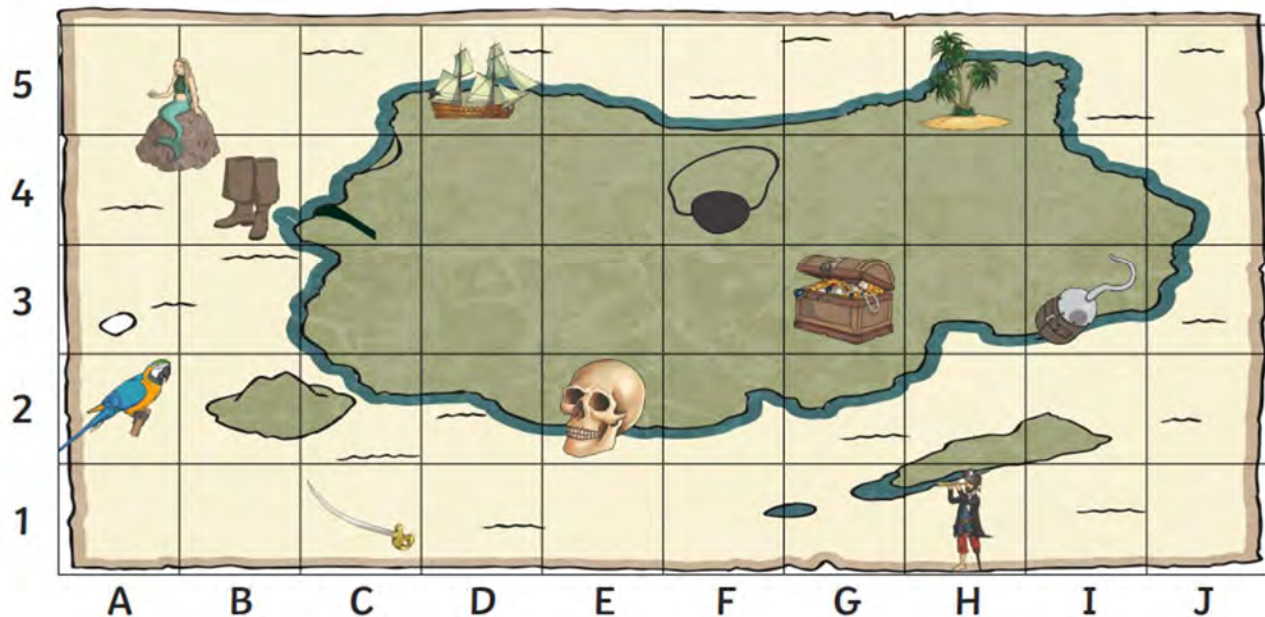


Spelling Sheet 27a (GH6)

Activity	Teacher Recognition
Completes spelling task	

Pirate Map Grid Reference

I can read, write and plot grid references in the first quadrant.



What object is at each of these grid references on the pirate map?

(E2) = _____


(H5) = _____


(A2) = _____


(H1) = _____


(C1) = _____


Write the grid reference for each of these items on the pirate map:

 = ()

 = ()

 = ()

 = ()

 = ()

Plot the following grid references on the grid using a cross:

(G1)

(D3)

(H4)

(B5)

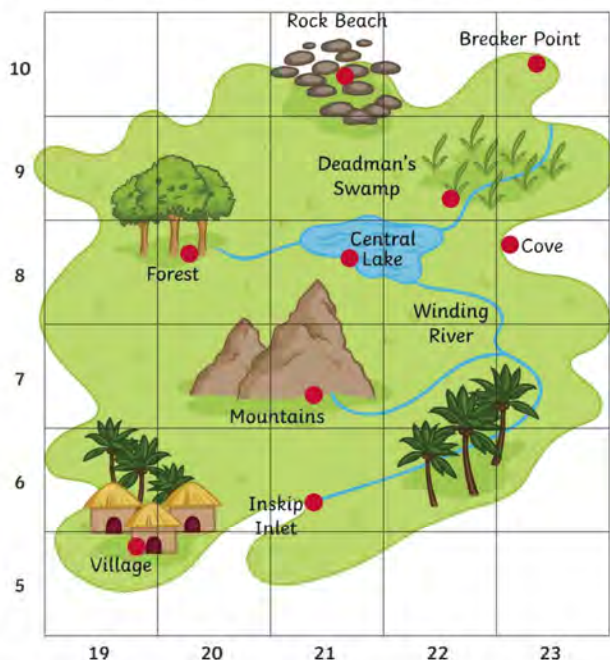
(A1)

Optional activity

Treasure Hunting

Map Reading

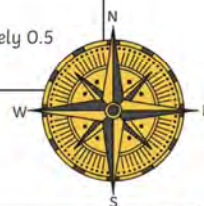
Being able to read and describe a map is a key skill in geography. Use the map below to follow the clues and work out where the treasure is buried.



Can You Find the Treasure?

1. You arrive in square 23 10 at Breaker Point.
2. Walk in a south-westerly direction until you reach Deadman's Swamp.
3. Here, you will find a river.
4. Follow the river in a south-westerly direction until you reach a lake.
5. Walk anticlockwise around the lake until you locate another river.
6. From here, travel west for exactly 1 mile.
7. Then, travel south-east for exactly 1 mile.
8. From here, walk south until you reach the sea.
9. At the sea, walk west for exactly 1 mile.
10. You will find the treasure approximately 0.5 miles south of your current location!

1 mile = 1 square



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



Activity	Teacher Recognition
Completes position activities	

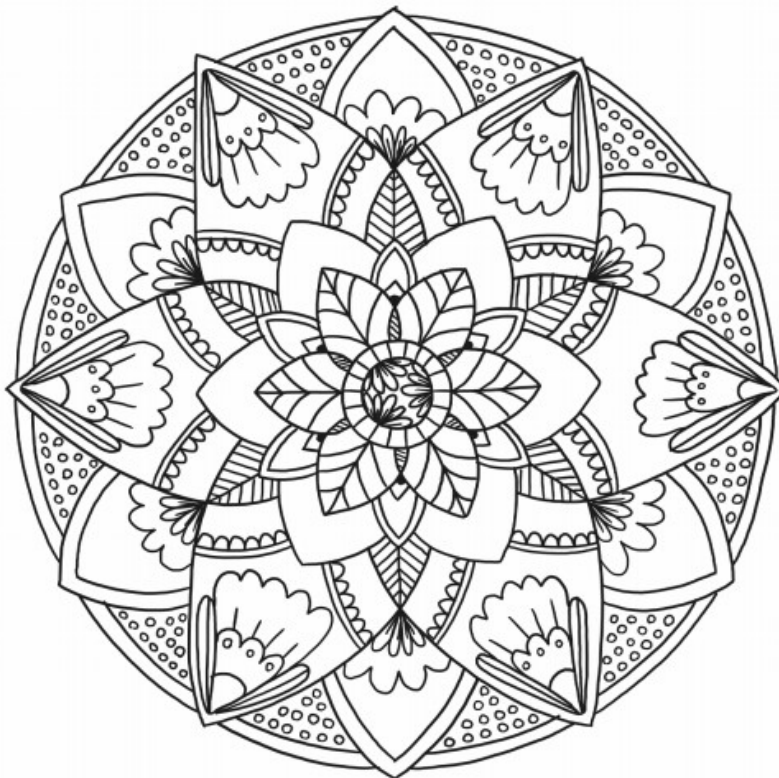
Creative Arts: Art

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

Activity	Teacher Feedback
Follows instructions to create artwork	

Monday

30.8.21



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: _____

??? Questions and the Verb 'To Do'

???

One way to write a question is to put the auxiliary verb at the beginning of the sentence (Will you go to the party?). There are no auxiliaries in the simple past and present tenses so we add 'do', 'does' or 'did' at the beginning instead and put the main verb in its infinitive form.

Rewrite these statements as questions using the verb 'to do'.

- I like bananas more than apples.
Do I like bananas more than apples?
- We made pancakes for breakfast.

- They went home after the party.

- He builds boats for a living.

- You ran away from the fierce dog.

- The rain stopped during the concert.

Negative questions using 'to do' are usually contracted to 'don't', 'doesn't' and 'didn't' in everyday speech. Rewrite these questions, contracting the verb each time.

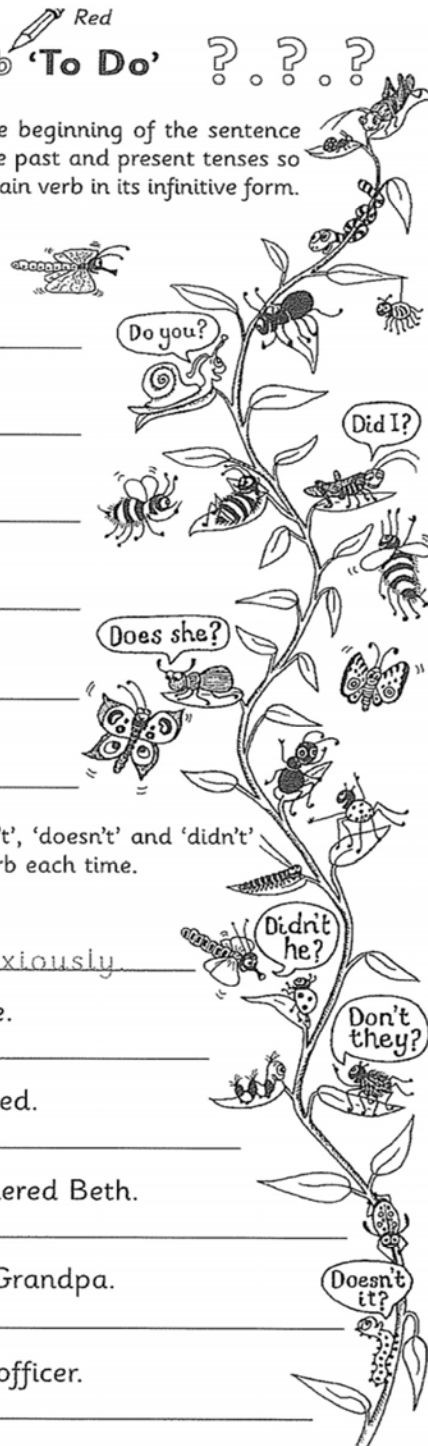
- "Did I not lock the door?" said Dad, anxiously.
"Didn't I lock the door?" said Dad, anxiously.
- "Do you not know Sam?" they asked in surprise.

- "Did we not meet John two years ago?" I queried.

- "Does she not play tennis on Saturdays?" wondered Beth.

- "Did they not tell you about their trip?" asked Grandpa.

- "Did you not see the thief?" quizzed the police officer.



Grammar Sheet 27 (GH6)

Activity	Teacher Recognition
Completes grammar worksheet	

Writing: Informative writing

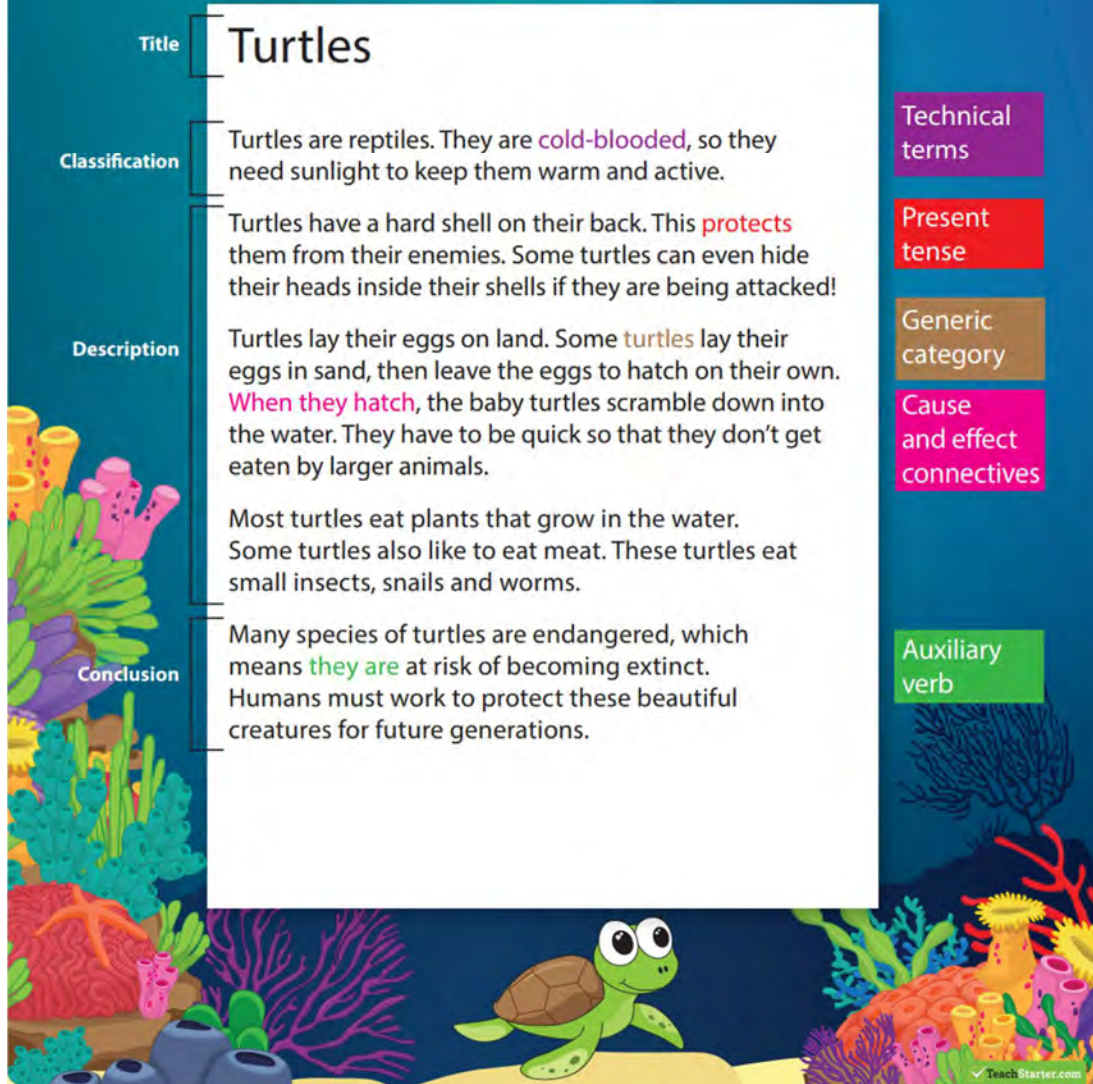
INFORMATION REPORT

The purpose of an information report is to classify and describe people, animals, objects or phenomena using facts. Examples of information reports include:

- scientific texts
- geographical texts.

Information reports use:

Present tense
Auxiliary verbs
Generic groups or categories
Technical terms
Cause and effect connectives



Title Turtles

Classification Turtles are reptiles. They are **cold-blooded**, so they need sunlight to keep them warm and active.

Description
Turtles have a hard shell on their back. This **protects** them from their enemies. Some turtles can even hide their heads inside their shells if they are being attacked!
Turtles lay their eggs on land. Some **turtles** lay their eggs in sand, then leave the eggs to hatch on their own. **When they hatch**, the baby turtles scramble down into the water. They have to be quick so that they don't get eaten by larger animals.
Most turtles eat plants that grow in the water. Some turtles also like to eat meat. These turtles eat small insects, snails and worms.

Conclusion Many species of turtles are endangered, which means **they are** at risk of becoming extinct. Humans must work to protect these beautiful creatures for future generations.

Technical terms

Present tense

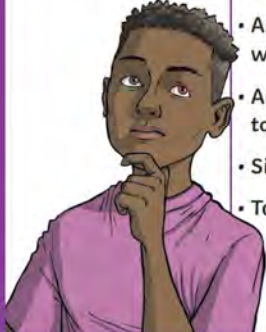

Generic category

Cause and effect connectives

Auxiliary verb

Teach Starter.com

Informational Writing Transition Words and Phrases

Transition words and phrases for providing initial details, reasons and research.	Transition words and phrases for connecting additional details, reasons and research.	Transition words and phrases for connecting the last details, reasons and research.	Transition words and phrases to give examples, evidence and explanations.	Transition words and phrases to start your conclusion.
<ul style="list-style-type: none"> • Firstly • To start • First and foremost • To begin with • In the first place • Initially • For one thing 	<ul style="list-style-type: none"> • Secondly • Next • Another reason • Furthermore • Also • In addition to this • Additionally • Equally important • Another point worth noting • Another fact to consider • Similarly • To continue 	<ul style="list-style-type: none"> • Finally • Lastly • Most importantly • One last reason • Last but not least • Ultimately • Finally, yet importantly 	<ul style="list-style-type: none"> • For example • In fact • Additionally • Specifically • As an example of • Similarly • Such as • Furthermore • Particularly • In other words • To clarify • For instance • To illustrate this point • Evidence of this would be • Proof of this can be seen 	<ul style="list-style-type: none"> • All in all • Subsequently • To sum up • As you can see • All things considered • In conclusion • In summary • As a result • Finally • To wrap it up • Essentially • Overall • Needless to say • For these reasons 

Planning Your Report

Title

Introduction

What is the report about?

Sub-heading

Add interesting facts and information below.

Sub-heading

Add interesting facts and information below.

Picture/Diagram

Add a picture or labelled diagram.
























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

Compass Directions

		bakery 			mosque 	
church 		park 		hospital 		
	taxi rank 		postbox 			cafe 
fire station 		toy shop 		airport 		
	school 		vet 		pool 	
theme park 		police station 				beach 
bus stop 		dentist 	Start 		supermarket 	

Compass directions: the town

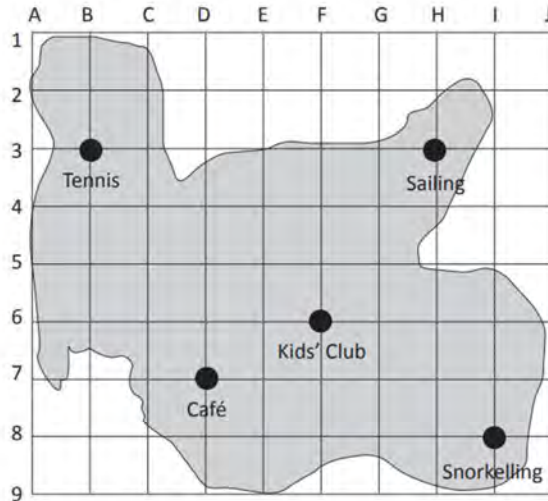
1. From the start, go north 4 squares and 3 squares east. Where are you now?
2. Go south-west 4 squares and west 2 squares. Where are you now?
3. Go north-east 1 square and east 1 square. Where are you now?
4. Go east 4 squares and north-west 1 square. Where are you now?
5. Go north-west 2 squares and north-east 2 squares. Where are you now?
6. Start at the vet. How do you get to the church?
7. Give directions from the park to the pool.
8. Write directions from somewhere on the map to another place.



Optional activity

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

1 Write the coordinates for these places on the island:



Sailing _____

Tennis _____

Café _____

Kids' Club _____

Snorkelling _____

Now label these on the map:

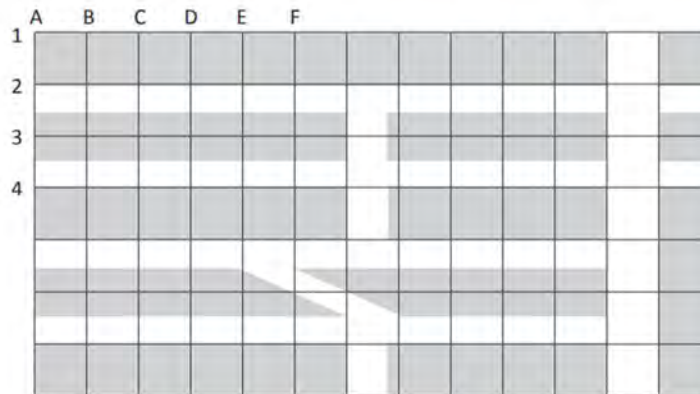
Marina – G3

Jet skiing – C8

Camping site – D4

2 You will need to use a street directory for this question. Look at what it uses as symbols and how the streets are labelled. Do you think their choices are useful? Now ...

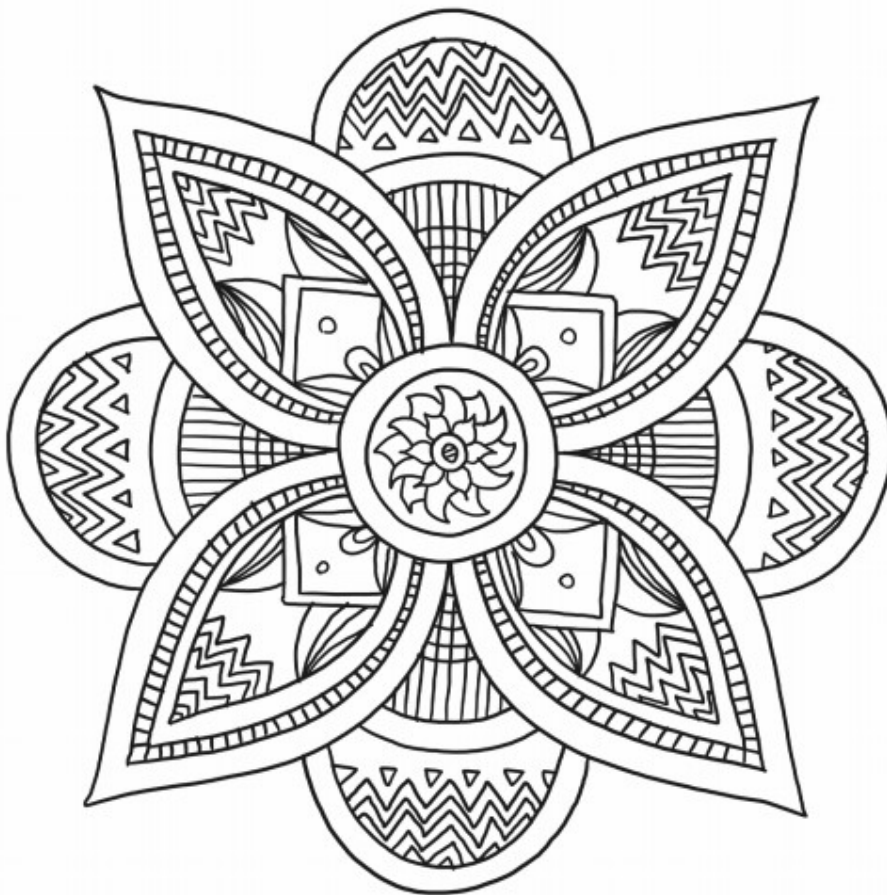
- Finish the coordinates on the grid below.
- Name each street.
- Make your own key using symbols.
- Label your map with the following:
 - swimming pool
 - church
 - police station
 - library
 - hospital
 - post office
 - bridge
 - railway line



Activity	Teacher Recognition
Completes position activity	

Tuesday

31.8.21



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

Name: _____

Parent/Carer

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

Name: _____

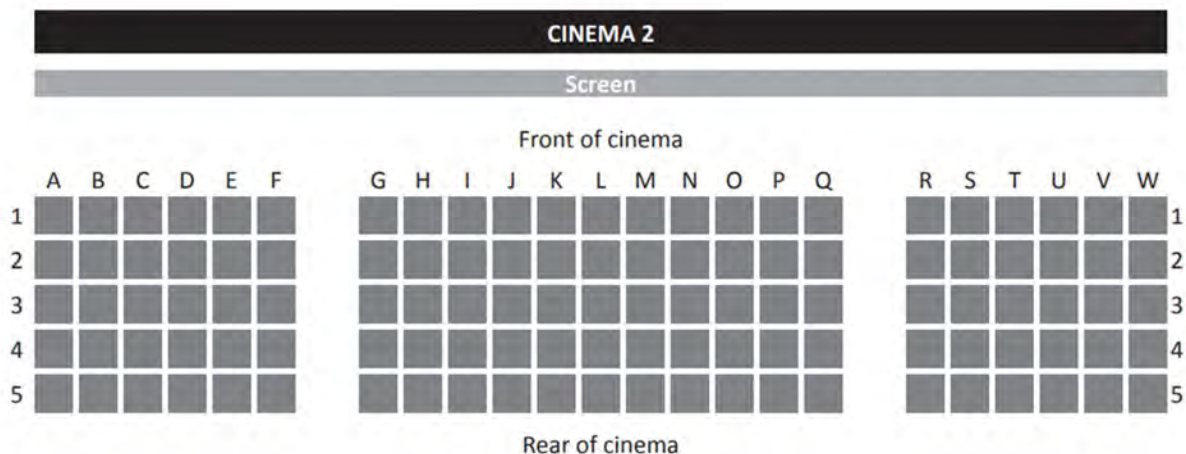
Take me to the movies

solve



What
to do

Look at the cinema plan. Use the clues to find who is sitting where.



The following seats were booked by 6 different people. Read the clues then fill in the table.

Clue 1 Jack is sitting in E4.

Clue 2 Molly is 2 rows directly in front of Jack.

Clue 3 Trent is 2 seats to the left of N3.

Clue 4 Carly is 12 seats to the right of Molly.

Clue 5 Brian is on Carly's left.

Clue 6 Lim is directly behind Trent.

Clue 7 Zac is 6 seats to the right of Molly.

Clue 8 Ella is on Lim's left.

Clue 9 Will is in an aisle seat in row 3 in the section on the far right.

Name	Seat
Molly	
Jack	
Trent	
Brian	
Carly	
Lim	
Zac	
Ella	
Will	



Optional activity

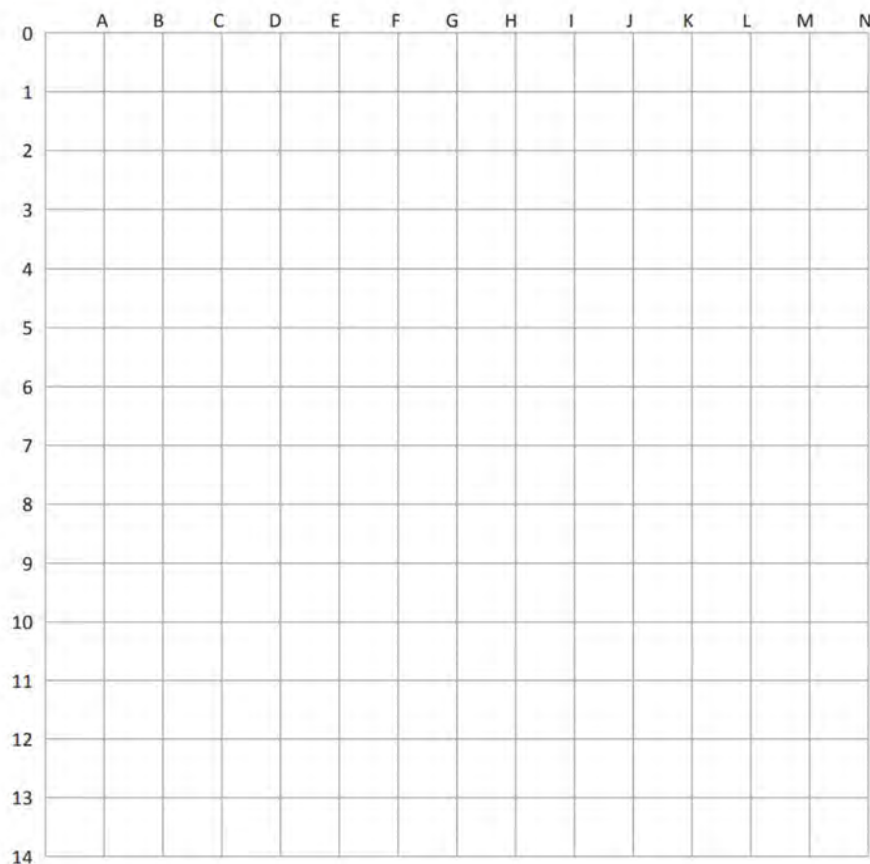
Connections

apply



Getting ready

Create a design by connecting the coordinates below. Use a sharp pencil and a ruler.



What to do

Connect these coordinates, work down each column and tick each one off as you go:

G1 to I3	K9 to K11	C11 to C9	E3 to G1	E11 to G7
I3 to K3	K11 to I11	C9 to A7	I3 to G7	C9 to G7
K3 to K5	I11 to G13	A7 to C5	K5 to G7	C5 to G7
K5 to M7	G13 to E11	C5 to C3	K9 to G7	E3 to G7
M7 to K9	E11 to C11	C3 to E3	I11 to G7	

Activity	Teacher Recognition
Completes position activity	

Planet Research Task

Name of planet

Location in the Solar System

AT LEAST 5 interesting facts

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

Success Criteria		Teacher Recognition
	Completes tasks relating to research	

Wednesday

1.9.21



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.



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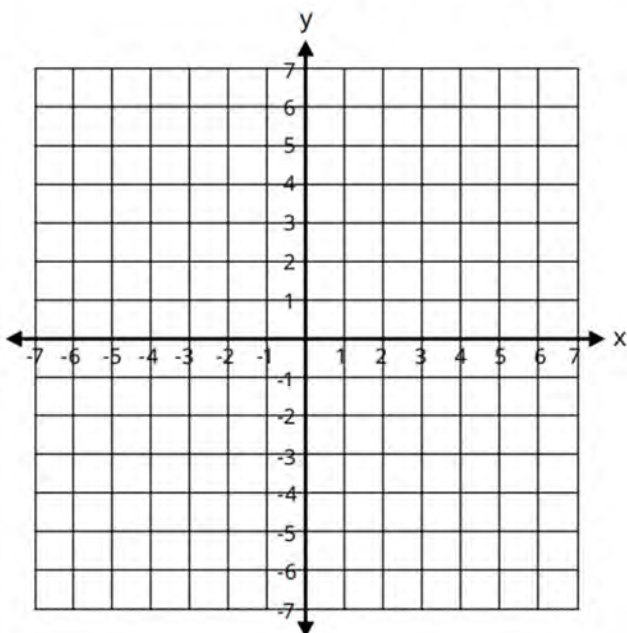


Success Criteria	Teacher Recognition
Completes descriptive writing activity	

Name _____

Date _____

The Cartesian Plane (A)



- ① a) Plot these ordered pairs on the Cartesian Plane.

A: (3, 3)

B: (-3, 3)

C: (-3, -4)

D: (3, -4)

- b) Draw a line to connect the points.
What shape does it make?

- c) Which point lies in quadrant 1?

- ② Using the Cartesian Plane provided, name the letter of the point at each ordered pair.

a) $(-5, 5) =$ _____

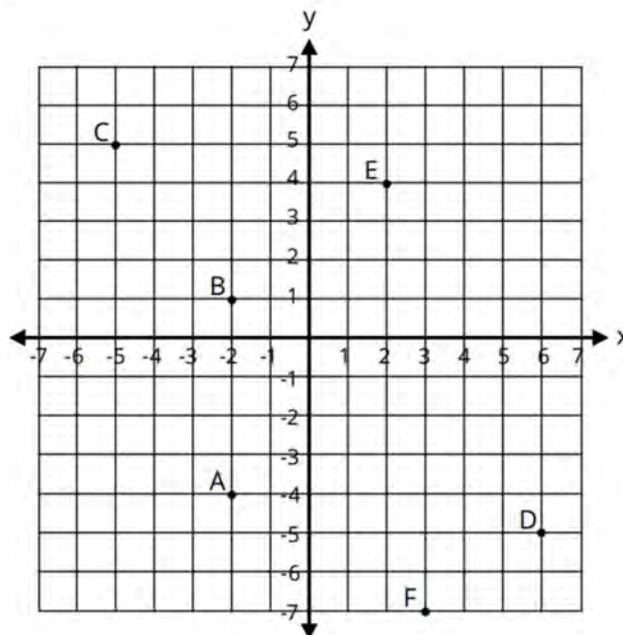
b) $(-2, -4) =$ _____

c) $(2, 4) =$ _____

d) $(-2, 1) =$ _____

e) $(3, -7) =$ _____

f) $(6, -5) =$ _____



- ③ a) Write all of the points in quadrant 2.

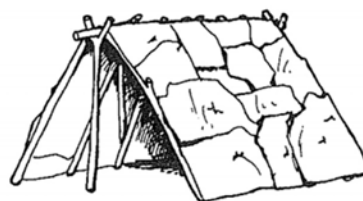
- b) Write all of the points in quadrant 4.

Activity	Teacher Recognition
Completes position activity	

The Wiradjuri of Bathurst

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

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



Simple bush shelter

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

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

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

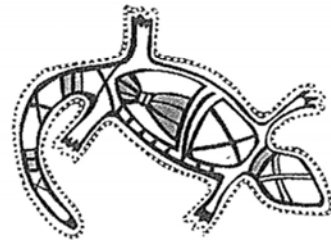
kookaburra	corella	boggi	billabong	quandong
kookaburra	cockatoo	blue-tongue skink	waterhole	native peach

Activity
The Wiradjuri of Bathurst

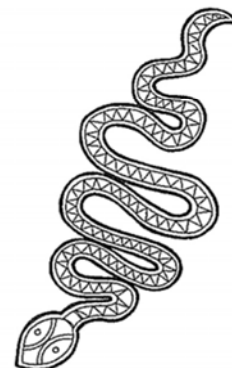
1. How was the lifestyle of the Wiradjuri different to the settlers? Complete the table with notes.

	Wiradjuri	Settlers
Shelter		
Diet		
Leisure		

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



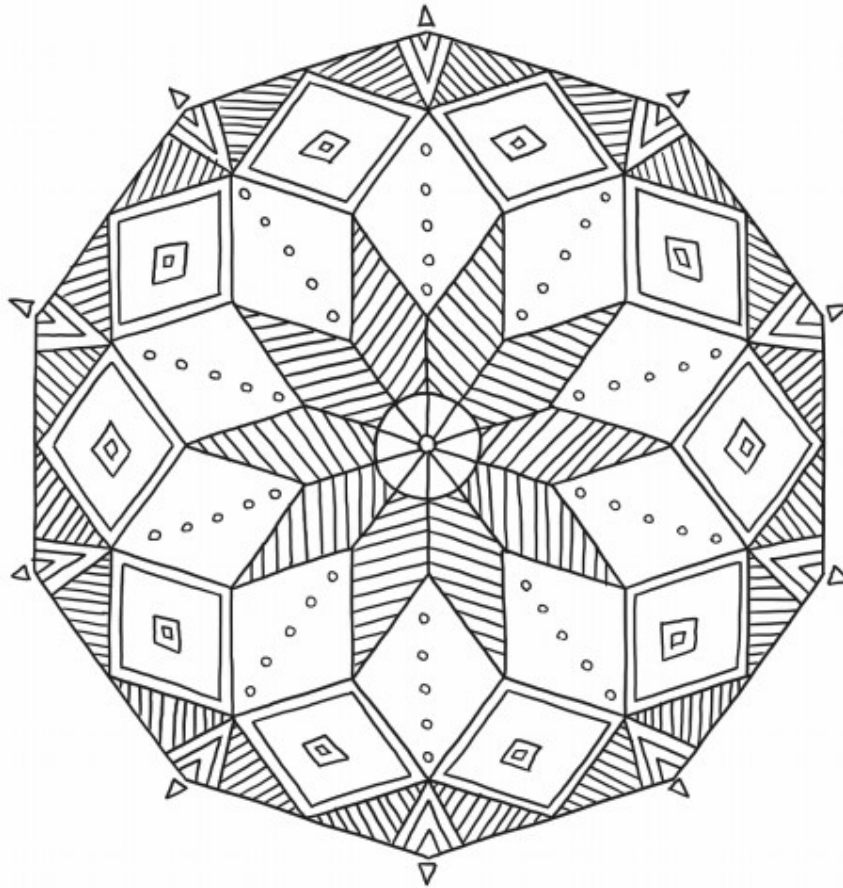
3. What did the Wiradjuri Elders teach their children?



Activity	Teacher Recognition
Independently reads and completes history worksheets.	

Thursday

2.9.21



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

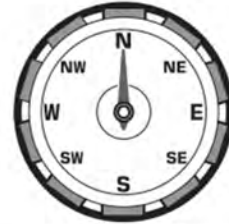
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Activity	Teacher recognition
Accurately spells words when writing dictated sentences.	

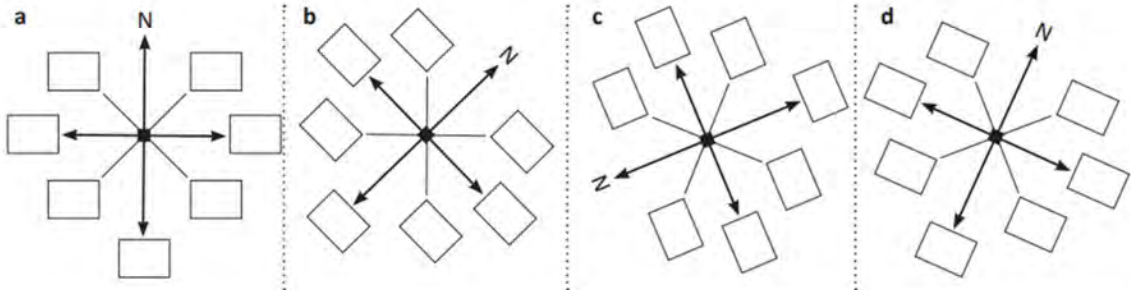
Spatial orientation – directions

Compass directions can help us orient ourselves. There are 4 main points on a compass: north, south, east and west.

Halfway between each of these is north-west, north-east, south-east and south-west.

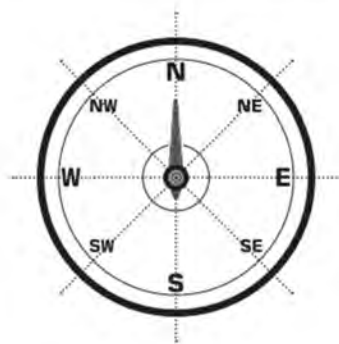


- 1 Add the missing directions to the compasses:



When we turn from north back to north, we make a full turn. When we turn from north to south, we make a half turn. When we turn from north to east we make a quarter turn. What kind of turn is it from north to north-east?

- 2 Use the compass below to identify different turns. How many can you find?



half turns

quarter turns

three-quarter turns

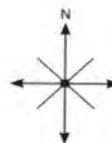
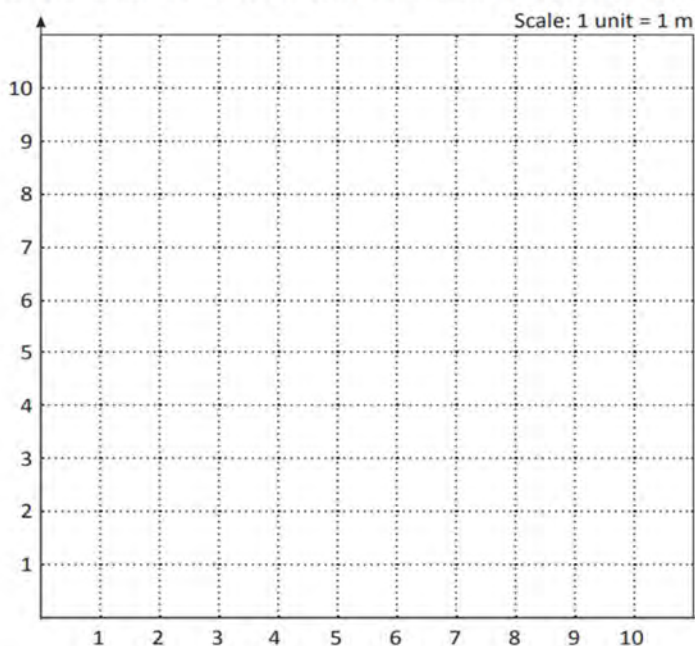
eighth turns

- 3 Play this game with a couple of friends. Draw a simple compass on paper and place it at your feet, making sure your north faces true north. One of you is the caller, the others are the doers. The caller gives an instruction such as, "Make a $\frac{3}{4}$ turn." What new direction will you face? Make the move, then check. How did you go? Can you make pictures in your head of where you are? Do you get better with practice?

Optional activity

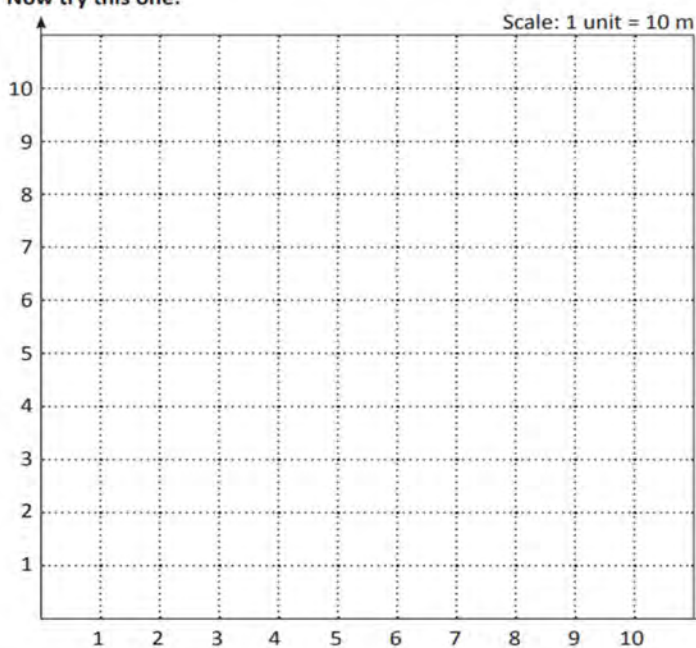
Spatial orientation – directions

- 4 Show the following path on the grid below. For the first number, look at the horizontal axis. For the second number, look at the vertical axis.



- Start at Point A (6, 1) and head 2 m north to Point B.
- Head 4 m east to Point C.
- Move north-west through 2 squares to Point D.
- Move 2 m east to Point E.
- Turn north-west and travel through 2 squares to Point F.
- Travel 2 m east to Point G.
- From Point G, move through 4 squares north-west to Point H.
- You are now halfway through a symmetrical picture. Complete it and decorate if you wish.

- 5 Now try this one:



























- Start at Point A (5, 2) and head 30 m north to Point B.
- Face east and head 30 m to Point C.
- Turn to face north and head 40 m to Point D.
- Turn west and travel 70 m to Point E.
- Turn south and head 40 m to Point F.
- Face east and head 30 m to Point G.
- Face south and head 30 m to Point H.
- Join Point H and Point A. What have you created? Advertise something on it.

Activity	Teacher Recognition
Completes position activity	

Passing through?

Name: _____ Date: _____

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

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

I can see the light

Name: _____ Date: _____

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

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

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

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

Sport Team Mini Project



Your next 3 days will be a sport team mini project. Complete the activities provided in your work booklet. If you want to, you can turn it into a presentation either on a poster, or on a PowerPoint and submit it to Google Classroom.

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

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

Friday 3rd September



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

- Team name
- Location
- Sport
- Year it was established
- Longest serving player
- Titles won
- Biggest accomplishment of the club (you get to decide!)
- Highest paid player
- Competition(s) that they play in

2) Comprehension: watch the following link
<https://www.abc.net.au/btn/classroom/reel-sport/10534994> and answer the following questions:



- What sport is this article about?

- Why do you think it isn't a popular sport?

- What could the government do to increase popularity in this sport?

- Is there somewhere in your local area that you could compete in this sport?

- What species might you be able to catch?

1) What is the difference between volume and capacity?

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

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

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

50% capacity: _____

75% capacity: _____

10% capacity: _____

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

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

50% capacity: _____

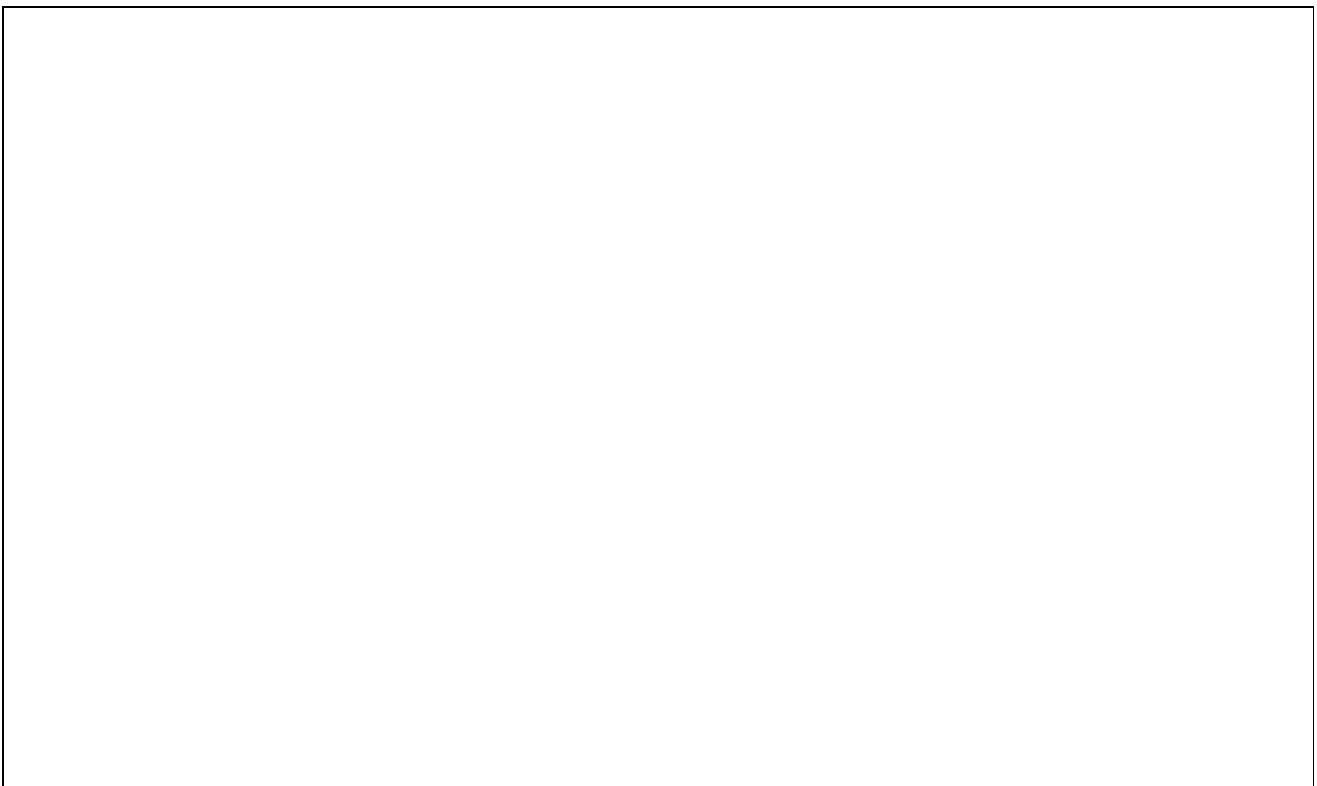
100% capacity: _____

10% capacity: _____

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



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

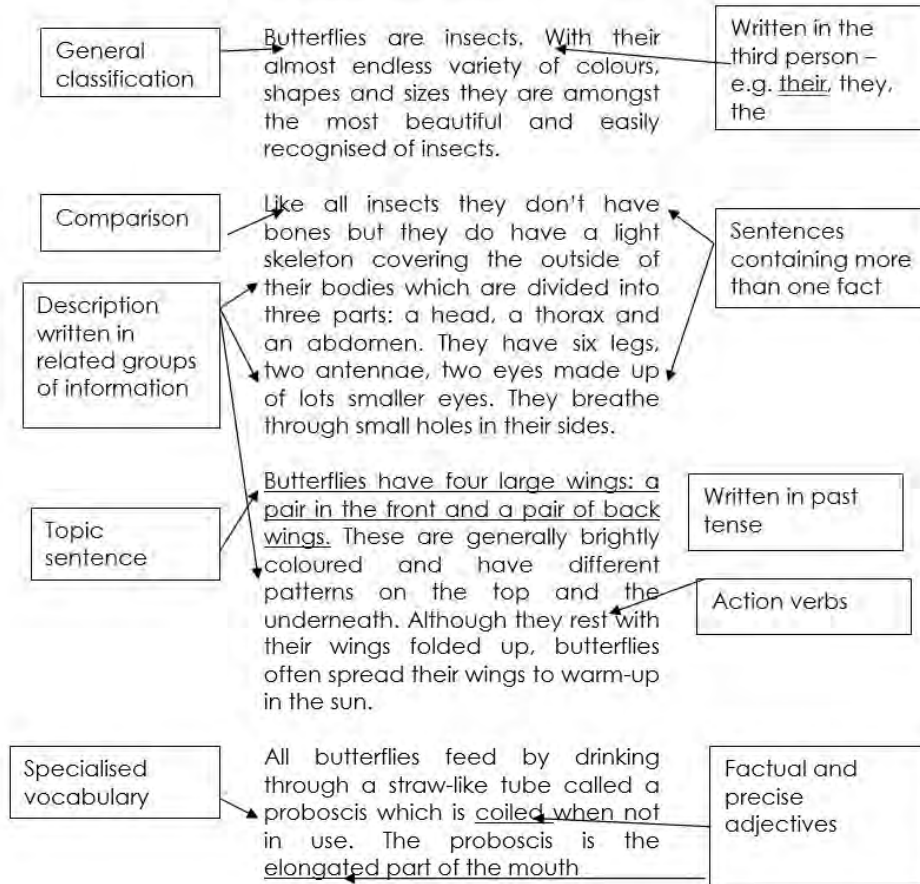


Monday 6th September

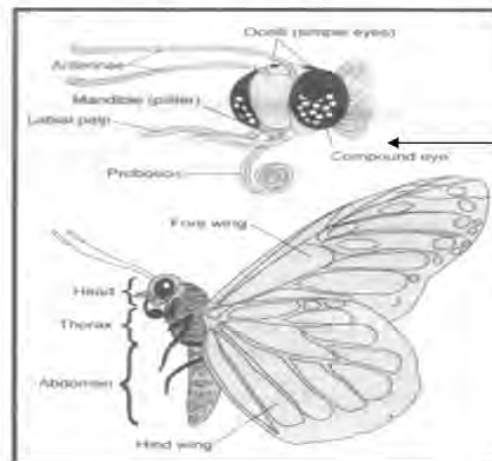


Using the information that you gathered yesterday morning, your job is to create an interesting information report on your chosen team. Use the example provided to assist you in the layout of your work.

EXAMPLE OF INFORMATION REPORT



1992.



Source: Breinholt

Visual text (labelled diagram) to enhance written text

Name: _____

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Title/Subject:



General Introduction

Introduce the subject

Who? What?
When? Where?

Paragraph 1

Write about different aspects in each paragraph

- Information
- Interesting facts
- Technical vocabulary
- Descriptions
- Present tense
- General nouns
- Third person
- Formal writing

If needed,
include diagrams,
maps or pictures
with captions
(on separate sheet)

Paragraph 2

Paragraph 3

Conclusion

Summarise

- Recap key facts
- Ask a question
- Give an opinion
- Refer reader to more information

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

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

1. Write if the sentence is true or false.

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



2. Write in the proper word.

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



1. What is the difference between perimeter and area?

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

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

Perimeter _____

Area _____

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

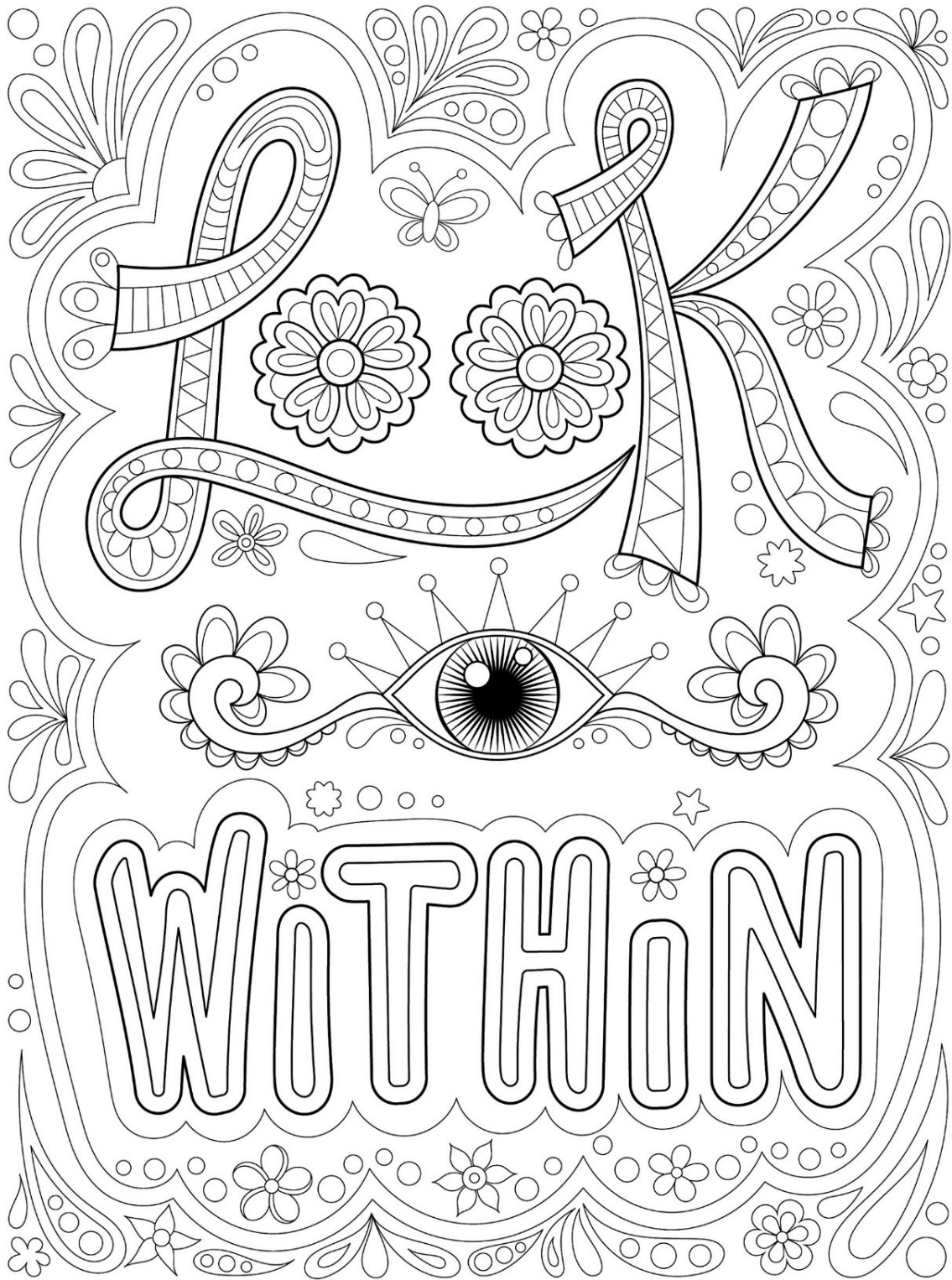
****Remember to use the grid paper to assist you****

Creative Arts: Watch the link

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



Tuesday 7th September



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

Sports Star Fact File

Create a fact file on a player from your chosen team. Make sure you fill in all of the information that you can!

Sports Star:

Sport:

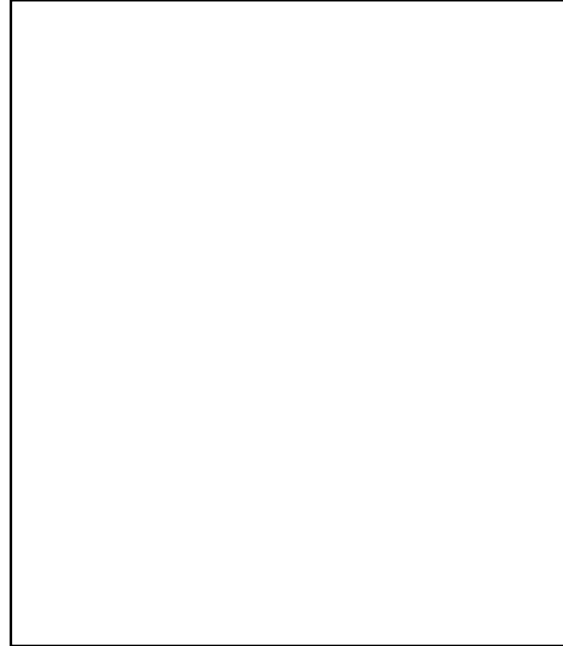
Early Life

Born:

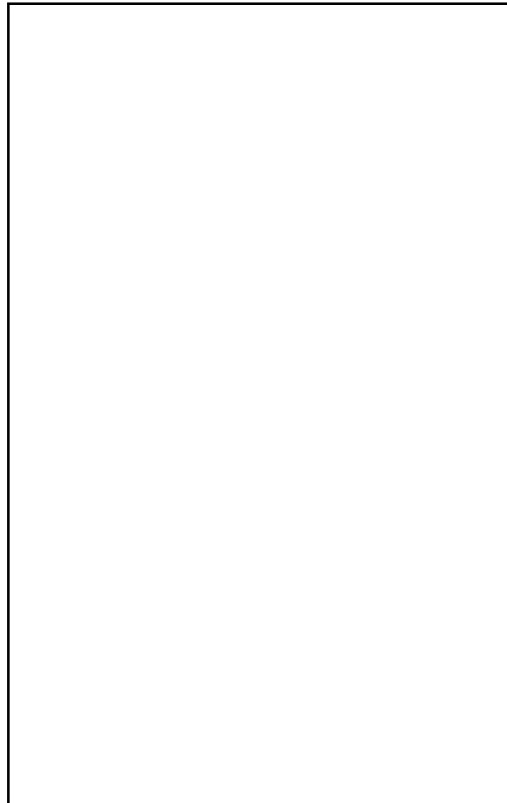
Family:

Education:

Image:



Interesting Facts and Information



General Information

Weight:

Height:

Age:

Nickname:

Achievements/Records:



Speak to at least 10 people, asking the following questions (call family, friends, or make people up!). Gather the data and input it into the blank tables below:

Which is your favourite sport (you must give 5 examples e.g. soccer, netball, basketball, athletics, other)?

How often do you play your favourite sport per week?

How much would it cost to play your sport (think about boots, protective gear etc. and give them options to answer, e.g. \$0-\$100, \$100-\$200, \$200-\$300 etc.)

What is your favourite team in the NRL?

Using the information that you have gathered. Answer the following questions.

Which was the most popular sport?

Which was the most popular NRL team?

How often are most people playing their favourite sport?

Give me 3 interesting facts that you learned whilst gathering this data:

- 1) _____

- 2) _____

- 3) _____

Afternoon Session

Using any materials that you have around your house (recyclables, lego, blocks etc), attempt to recreate your teams home ground. If you would prefer, you can create it in a document on the computer, or draw it on a piece of paper.

When you have finished, take a picture and add it to your Google Classroom.

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
