

Weekly Learning Framework

Unit Six, Part A - Year 6



= Please post this item on Google Classroom



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



= Please attend the Zoom meeting



= Make sure you watch the YouTube link

Name: _____






Class: _____



Learning environment checklist

In setting up this space the following should be considered:

- ☐ Is the area free of distraction?
- ☐ Is there excessive noise in the area?
- ☐ Are there trip hazards in the area?
- ☐ Is the area exposed to direct glare or reflections?
- ☐ Does the area have sufficient power points available?
- ☐ Is equipment (extension cords etc.) in good, safe, working condition?
- ☐ Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- ☐ Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- ☐ Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- ☐ Are their most frequently used items within easy reach from a seated position?

Morning	<p>English</p> <p>Spelling: <ity> <ety></p> <p>Complete spelling worksheet provided.</p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Take a deep breath in. Then, blow out slowly, while moving your head, to draw the letters of your name in the air with your breath.</p> <p>Reading: Login to the online reading program Reading Eggs. Complete two Reading Eggspress activities.</p> <p>(30 minutes)</p> <p>Writing: Journal – Write your journal entry for today. (10 minutes)</p>	<p>English</p> <p>Grammar: Modal Verbs</p> <p>Complete the grammar activity provided. </p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Stand up straight and reach your arms above your head, stretching as high as they can go. Then bend over and touch your lows, reaching as low as you can. Repeat this movement 5 times.</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Informative Writing: Complete the planning work provided. </p> <p>(30 minutes)</p>	<p>English</p> <p>Spelling: Revise <ity> <ety></p> <p>Complete two spelling activities provided in the spelling activity grid.</p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – Lazy 8 breathing. Place your finger in the palm of your opposite hand. Draw the number 8 on your hand repeatedly. Take deep breaths in and out with each 8 you create.</p> <p>Reading: Login to the online reading program Reading Eggs. Complete two Reading Eggspress activities.</p> <p>(30 minutes)</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p>	<p>English</p> <p>Spelling: Revise <ity> <ety></p> <p>Complete two spelling activities provided in the spelling activity grid.</p> <p>Write 10 words that contain the specific sound focuses.</p> <p>(30 minutes)</p> <p>Brain Break – BURPEES! Get up and complete 10 burpees.</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Informative: Use your planning from Thursday to write/create an information report on the family member you researched.  </p> <p>(30 minutes)</p>	<p>English</p> <p>Spelling: Look, cover, write, check your spelling list for the week. Get a family member to test you on 5 of your words, in sentences. Review the sentences and mark your work. (15 minutes)</p> <p>Reading: Login to the online reading program Reading Eggs. Complete two Reading Eggspress activities.</p> <p>(30 minutes)</p> <p>Brain Break – Crab walk to the left around the room 5 times.</p> <p>Writing: Journal – Write your journal entry for today.</p> <p>(10 minutes)</p> <p>Informative: Finalise and edit your information report. Upload to Google Classroom. </p> <p>(15 minutes)</p>
Break					

Middle

Mathematics

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 3 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

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

(5 minutes)

TENS: Make a Buck



(15 minutes)

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

Money:



Complete the set activity on money.

(20 minutes)

Mathematics

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 3 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

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

(5 minutes)

TENS: Make a Buck



(15 minutes)

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

Money:



Complete the set activity on money.

(20 minutes)



Mathematics

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 3 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

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

(5 minutes)

TENS: Make a Buck



(15 minutes)

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

Money:



Complete the set activity on money.

(20 minutes)

11.30am: Year 6 Zoom meeting. Bring something that you are proud of achieving.***



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

Meeting ID: 648 6794 7762
Passcode: 540913

Mathematics

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 3 times tables

(2 minutes)

Problem A Day: Complete the task for today.

(3 minutes)

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

(5 minutes)

TENS: Make a Buck



(15 minutes)

Mathematics

Mathletics: Complete 2 set Mathletics tasks

(25 minutes)

Times tables: Revise 3 times tables

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Problem A Day: Complete the task for today.

(3 minutes)

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

(5 minutes)

TENS: Make a Buck



(15 minutes)










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

Money:



Complete the set activity on money.

(20 minutes)

Break					
Afternoon	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Sport</p> <p>Create an obstacle course in your back yard.  (30 minutes)</p> <p>Join Miss Fry for a yoga lesson </p> <p>https://nsweducation.zoom.us/j/61426399274?pwd=N2RjSzJPVHR0aUJPMjRaSTlWQXBjd09</p> <p>Meeting ID: 614 2639 9274</p> <p>Passcode: 596743 (30 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Science: Light Shows</p> <p>Watch the video and complete the task provided.  (45 minutes)</p> <p>Watch this video and record at least 3 relevant points. </p> <p>https://www.abc.net.au/btn/classroom/sir-douglas-mawson-science-legends/13500018 (15 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>Creative Arts </p> <p>Watch this video and complete the artwork. Be sure to use lots of colour when decorating. </p> <p>https://www.youtube.com/watch?v=1feWYkWsHEM (45 minutes)</p> <p>Watch this video and record at least 3 relevant points. </p> <p>https://www.abc.net.au/btn/classroom/robot-revolution/13494772 (15 minutes)</p>	<p>Drop everything and read for 15 minutes. Choose any book you would like, read for fun.</p> <p>PDHPE: Internet Safety</p> <p>Complete the worksheet provided. (40 minutes)</p> <p>Watch this video and record at least 3 relevant points. </p> <p>https://www.abc.net.au/btn/features/upsetting-news/10500572 (15 minutes)</p>	<p>Drop everything and read for 10 minutes. Choose any book you would like, read for fun.</p> <p>History: Gold</p> <p>Read the information provided and complete the worksheet. (20 minutes)</p> <p>Join our afternoon assembly </p> <p>https://nsweducation.zoom.us/j/65430515008?pwd=VGZYSkIwZkpQaUI3dEZXTzIIM3FQZz09</p> <p>Passcode: cgps Webinar ID: 654 3051 5008 (30 minutes)</p>

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

Write your spelling words out each day

[illegible]

Activity		Teacher Recognition
	Spells words correctly each day	

Brain Breaks Completion Record

Wednesday	Thursday	Friday	Monday	Tuesday
Deep breathing	Stand and stretch	Lazy 8 breathing	Burpees	Crab walk
Scissors, paper rock	Body percussion	Ground yourself		Star Jumps

Activity		Teacher Recognition
	Completes daily Brain Break activities	

Reading Eggspress Completion Record

Day	Quizzes/Activities Completed	
Wednesday		
Friday		
Tuesday		

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

Spelling Grid

Highlight 2 activities you have completed on Friday.

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

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 3 x Tables

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

Activity		Teacher Recognition
	Recalls 3 x tables correctly each day	

Mathletics

Day	Set activities	Bonus
Wednesday		
Thursday		
Friday		
Monday		
Tuesday		

Activity		Teacher Recognition
	Completes set Mathletics Tasks	

TEN

Wednesday	Thursday	Monday	Tuesday	Wednesday

Activity		Teacher Recognition
	Engages in daily TEN activity	

Journal Entries

Day	Entry
Wednesday	
Thursday	
Friday	
Monday	
Tuesday	

Activity	Teacher Recognition
Completes daily journal entries.	

Number of the Day Answers

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

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

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

Digital Media: Relevant Points

Day	VIP's
Thursday	
Friday	
Monday	

Activity		Teacher Recognition
	Summarise and records information from digital media	

Problem-A-Day

NEWMAN'S PROMPTS



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

Locate the question and look at the key words. Work out together what the question is asking you to do.



Plan how you are going to work out the answer. You may want to draw a tape diagram.

Write down all of your working out. Use another strategy to check your answer.



Now, write down your answer to the question separately. Have you answered what the question was asking?

Cambridge Gardens Public School

2

WEDNESDAY

Convert the following to grams:

16.621 kg

Working out - Transformation step

Cambridge Gardens Public School

15

Fill in the boxes to solve this equation:

THURSDAY

$$\begin{array}{r} \square \square \square \\ \square \square \square \quad + \\ \hline \square \square \square \end{array}$$

Working out - Transformation step

Cambridge Gardens Public School

16

Fill in the boxes to solve this equation:

FRIDAY

$$\begin{array}{r} \square \square \square \\ \square \square \square \quad + \\ \hline \square \square \square \square \end{array}$$

Working out - Transformation step

Cambridge Gardens Public School

17

Silvia uses the number sentence $24 \times 8 = 192$ to solve a problem.

MONDAY

Which could be the following problem:

- ☐ Silvia buys 24 concert tickets, how much are they each?
- ☐ Silvia spends \$24 on 192 tickets. How much money does she spend?
- ☐ Silvia buys 8 concert tickets that cost \$24 each. How many tickets does she buy?
- ☐ Silvia buys 8 concert tickets that cost \$24 each. How much money does she spend?

Working out - Transformation step

Cambridge Gardens Public School

18

TUESDAY

$$3 \times ? = 57$$

What number does ? represent?

19

☐

29

☐

54

☐

171

☐

Working out - Transformation step

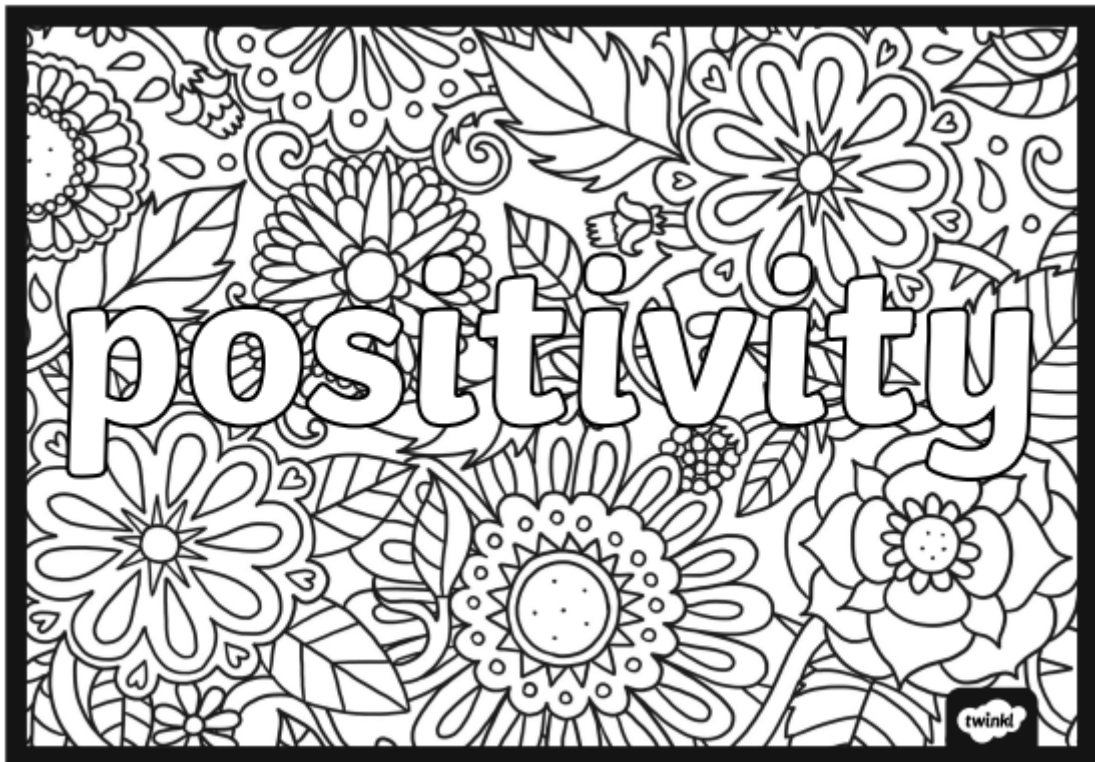
Cambridge Gardens Public School

19

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

Wednesday

8.9.21



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 List 28

<-ity> <-ety>

Which words in the Spelling List mean something that has the quality of these adjectives?

1. activity

2. ability

3. purity

4. reality

5. security

6. identity

7. safety

8. anxiety

9. variety

10. society

11. entirety

12. subtlety

13. opportunity

14. possibility

15. curiosity

16. familiarity

17. generosity

18. responsibility

able

curious

various

possible

anxious

social

opportune

generous

responsible

<-ity>

<-ety>

Are these words spelt <-ity> or <-ety>? Add the correct suffix to complete each word.

saf_____

pur_____

subtl_____

real_____

activ_____

entir_____

ident_____

secur_____





















familiar_____





















Spelling Sheet 28a (GH6)

Activity	Teacher Recognition
Completes spelling task	

Money – check your change

Check the change the shopkeeper has given you. Are you happy to walk out of the shop with that change or do you need to go back and inform her of a mistake?

You buy	You pay	Your change	'Thanks for my change!' or 'Excuse me!'
 \$3.70			
 \$4.75			
 \$1.35			
 35c			
 \$2.95			

You buy	You pay	Your change	'Thanks for my change!' or 'Excuse me!'
 \$69.95			
 \$8.15			
 95c			
 \$3.65			
 \$2.75			

Activity	Teacher Recognition
Completes work involving money.	

Sport

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

<https://nsweducation.zoom.us/j/61426399274?pwd=N2RjSzJPVHROaUJPMjRaSTlWQXBjdz09>

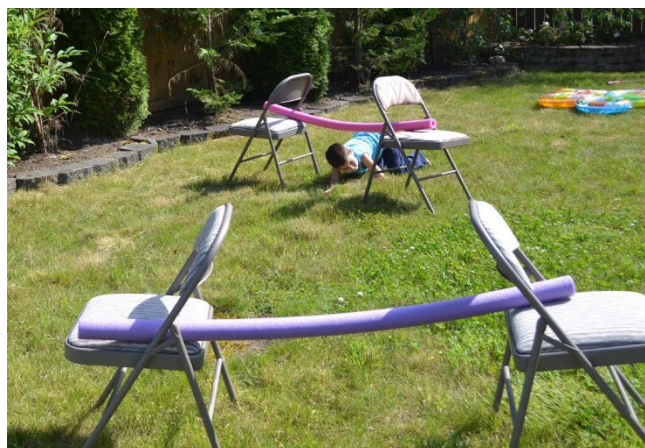
Meeting ID: 614 2639 9274

Passcode: 596743

Activity 2: Obstacle Course Time!

Find any equipment you have available and set up an obstacle course in your yard. Take a video or a picture and upload to Google Classroom so we can all see your creations!

Have a few attempts at completing your obstacle course. Did you improve?



Activity	Teacher Recognition
Uses equipment to set up and complete obstacle course	
Accesses Zoom and participates in Yoga	

Thursday

9.9.21



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: _____



Modal Verbs



Modal verbs are a special kind of auxiliary verb. For example, they can help us express how certain something is, from uncertain (I **might** go to the party) to very certain (I **will** go to the party). Look at each sentence below and decide which definition is correct.

1. You **could** draw a colourful picture.

A. I suggest that you draw a colourful picture.
B. I demand that you draw a colourful picture.



2. She **can** speak three foreign languages.

A. She wants to speak three foreign languages.
B. She is able to speak three foreign languages.



3. He **must** polish his shoes thoroughly.

A. It is necessary that he polish his shoes thoroughly.
B. It is optional whether or not he polishes his shoes thoroughly.



4. If your tongue is numb, you **should** go to the doctor.

A. If your tongue is numb, I allow you to go to the doctor.
B. If your tongue is numb, I advise you to go to the doctor.



5. "We **shall** find the treasure!" cried the buccaneers.

A. "We are sure to find the treasure!" cried the buccaneers.
B. "We are likely to find the treasure!" cried the buccaneers.



6. I said that I **would** make the spaghetti dough today.

A. I said that I needed to make the spaghetti dough today.
B. I said that I intended to make the spaghetti dough today.



7. You **may** leave the table if you finish your fruit juice.

A. You are allowed to leave the table if you finish your fruit juice.
B. You are required to leave the table if you finish your fruit juice.



8. I **will** have another doughnut now.

A. I am going to have another doughnut now.
B. I am considering whether or not to have another doughnut now.



9. They **might** see the rhinos and penguins at the zoo.

A. It is certain that they will see the rhinos and penguins at the zoo.
B. It is possible that they will see the rhinos and penguins at the zoo.



Activity	Teacher Recognition
Completes grammar task on modal verbs.	

Informative Writing

Aim: To create an information report on a family member and present the report using multi-media

Today you will need to gather some information about a family member so you can work towards producing a report about that person by the end of this booklet.

Also, consider how you will present all the information... Will you create a poster, will there be images, will you present in PowerPoint, will you write a script and record yourself like a news report. The possibilities are endless... This will be part of your planning for writing phase.

Full Name	
Date of birth	
Place of birth	
Residence (where they live)	
Hobbies	
Favourite TV show/Movie	
Favourite food and drinks	
Greatest achievement	
Other information (Here you can record any information that is interesting or humorous! Remember you want to keep your audience engaged!)	

Activity	Teacher Recognition
Gathers information for producing an informative piece of text.	

Money

You are being asked to use a budget to plan a Stage 3 camp.

There are two location options. Each option includes a variety of activities and food choices at different costs. Each student will need one food package for each of their meals and four different activities.

There is a budget limit of \$70 per student for the entire camp. You do not have to spend all of the budget, as long as you meet the camp requirements.

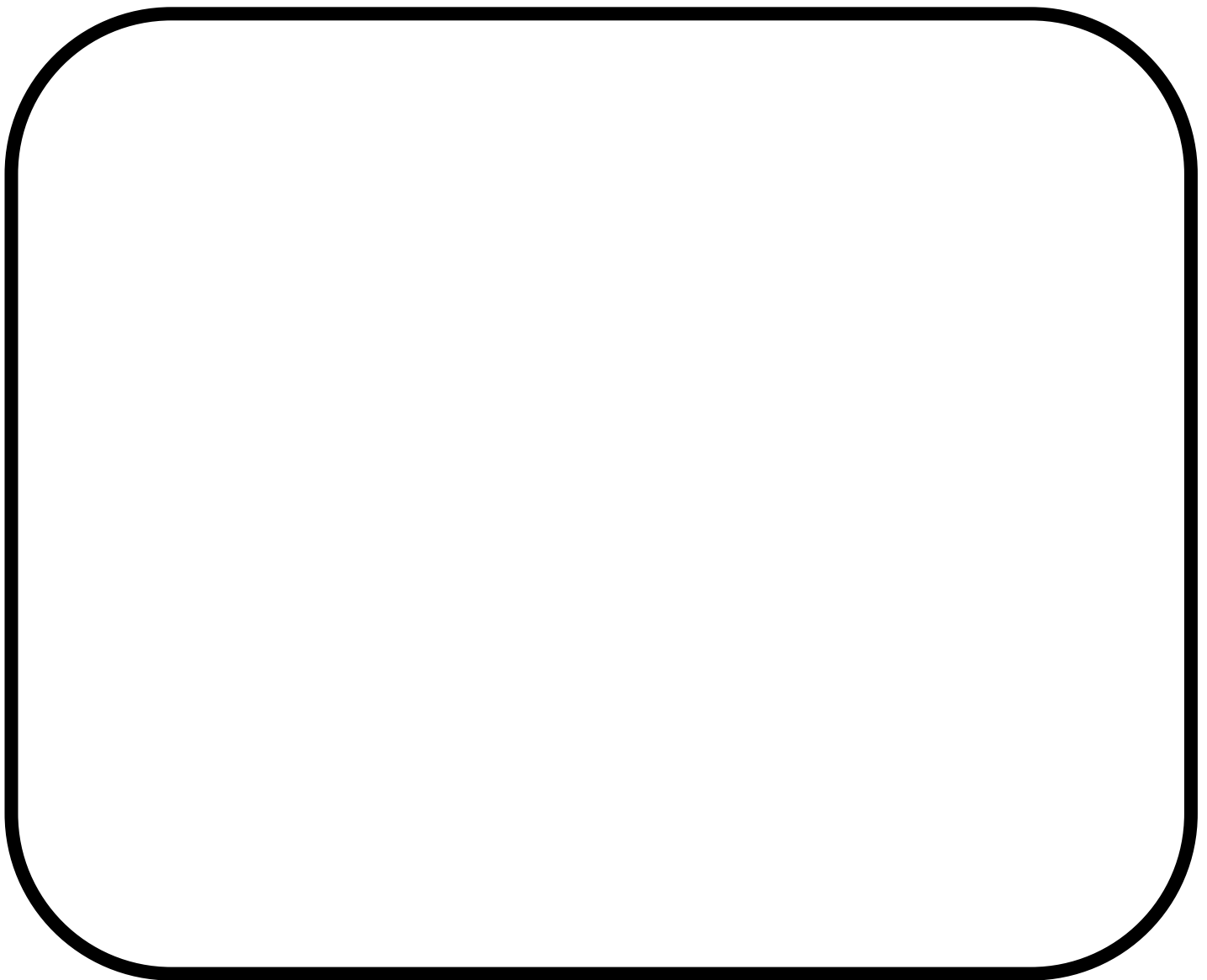


Option # 1 = Camp Twinkl Lake			
Activities		Food Packages	
Activity	Cost	Package for 2 days	Cost
accommodation = tent	1 night = \$10 per person	Breakfast #1 (toast, cereal, fruit, juice)	\$5 per person
canoeing	\$5 per person	Breakfast #2 (pancakes, bacon, eggs, juice)	\$9 per person
bike ride	\$2 per person		
swimming	\$0 per person	Lunch #1 (sandwiches, fruit, cordial)	\$5 per person
mini-golf	\$1 per person		
orientation	\$0 per person	Lunch #2 (hot dogs, wraps, cordial)	\$8 per person
trampolining	\$2 per person		
rock wall climbing	\$6 per person	Dinner #1 (spaghetti, sausages, vegetables)	\$6 per person
team games	\$3 per person	Dinner #2 (schnitzel, vegetables, tacos)	2 days = \$9 per person
stand-up paddle boarding	\$7 per person		

Option # 2 = Camp Twinkl Wilderness			
Activities		Food Packages	
Activity	Cost	Package for 2 Days	Cost
accommodation = cabin	1 night = \$18 per person	Breakfast #1 (toast, cereal, fruit, juice)	\$5 per person
abseiling	\$6 per person	Breakfast #2 (baked beans and spaghetti on toast)	\$7 per person
bushwalking	\$0 per person		
archery	\$7 per person	Lunch #1 (wraps/rolls, cordial)	\$6 per person
low rope course	\$5 per person		
flying fox	\$8 per person	Lunch #2 (hamburgers, cordial)	\$8 per person
horse riding	\$9 per person	Dinner #1 (roast meat, sausages, vegetables)	\$8 per person
campfire cooking	\$3 per person		
bush craft	\$0 per person	Dinner #2 (lasagne, casserole, vegetables, garlic bread)	\$10 per person
bush hut building	\$0 per person		

Use the information provided in the tables to organise a 2 day and 2 night camp for \$70 or less. Use this page to show your working out and make sure you answer the following questions.

- Which option of camp did you select?
- How much will it cost for the 2 night accommodation?
- Which 4 activities are the students participating in?
- What is the cost of the 4 activities?
- Which food packages have been chosen for breakfast, lunch and dinner for both days?
- What is the cost of the food?
- What is the total cost of the camp?



Activity	Teacher Recognition
Uses knowledge of money to budget	

Science: Light Shows

*****Answer these questions **BEFORE** you watch the video in Google Classroom. *****

1. What do you know about transparent materials? _____

2. Are you always able to see clearly through transparent materials? Why/why not?

* Now you can watch the video in Google Classroom. Set up the experiment for yourself (if you can) and complete the activities below.

- Record and label your observations below.

Observation of pencil and cup WITHOUT water	Observation of pencil and cup $\frac{3}{4}$ full of water

1. What happened when you viewed the pencil directly behind the container?

2. Can you list some other objects that magnify?

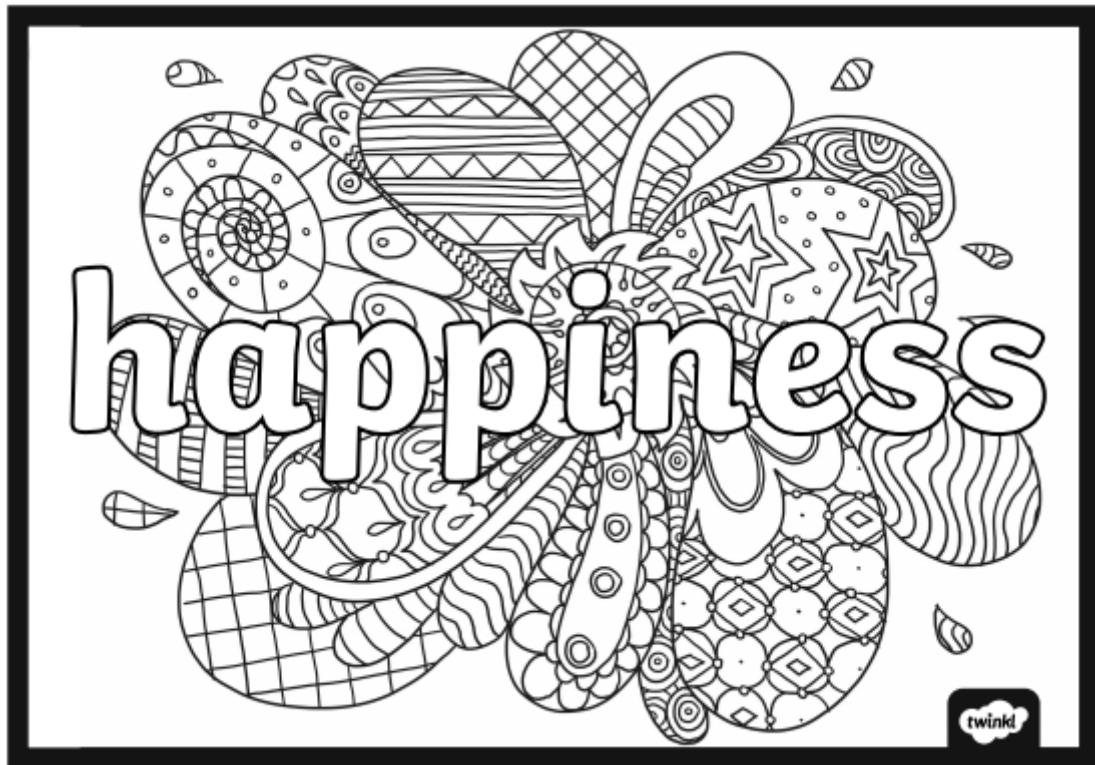
3. What happened when you viewed the pencil through the curved edge of the container?

4. Why do you think that happened? (Hint: Use your knowledge about light and how it travels to answer this question.)

Activity	Teacher Recognition
Conducts a simple experiment and makes logical conclusions from the results.	

Friday

10.9.21



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: _____

Money

Let's Go Shopping!

Use the items on the next page and their prices to complete a shopping list of things you would like to buy.

Add the cost of the items and find the grand total amount. Follow the examples given.

Item	Price	Quantity	Total Price
Chocolate cake	\$4.50	1	\$4.50
Bread rolls	\$2.00	2	\$4.00
			Grand Total:

Challenge:

Imagine you only have \$30 to spend. What can you buy with your \$30?

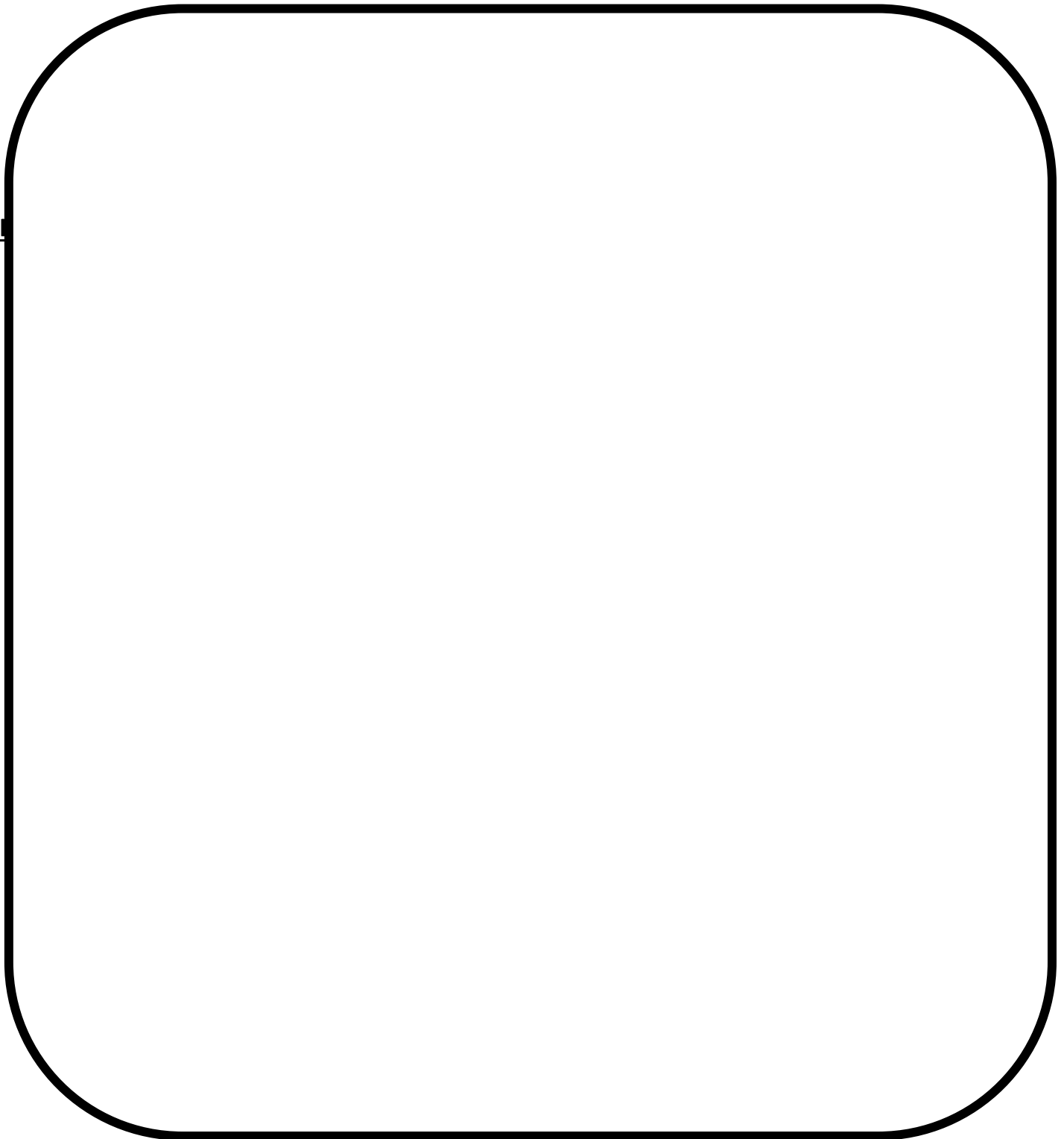
 banana 0.50c	 cheese \$2.53	 butter \$1.80	 eggs \$3.12	 carrot 0.42c
 cream \$1.51	 chocolate \$4.59	 mayonnaise \$2.58	 biscuits \$3.99	 pineapple \$1.57
 tuna 0.99c	 tomatoes 0.33c	 spaghetti \$1.98	 pizza \$6.56	 mango \$1.23
 ham \$7.85	 toothpaste \$3.22	 ice cream \$4.55	 yoghurt \$1.75	 broccoli 0.87c
 jam \$2.33	 bread \$1.99	 juice \$2.22	 chips \$1.75	 cherry pie \$3.42
 pear 0.48c	 bacon \$5.00	 salmon \$5.43	 sugar \$2.85	 apple \$0.57

Activity	Teacher Recognition
Completes number operations involving money.	

Creative Arts: Visual Art

Watch the video and complete the artwork. Make sure you add colour/texture that is relevant to the Gold rush era.

<https://www.youtube.com/watch?v=1feWYkWshEM>



Activity	Teacher recognition
<ul style="list-style-type: none">Follows instructions to draw and decorate a goldmine.	

Monday

13.9.21



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: Information Report

1. Use the information you gathered on Thursday to write an information report on the family member you chose to research. There is a proforma below for you to use or you can write one freely.

2. **Remember:** You are being asked to present this information report in a creative way. This means you will need to use the information you have gathered to perhaps write a newspaper article, create a PowerPoint presentation, make a video of the information. It is important to know that creating texts also includes the use of images, tables, graphs and maps. **IF** any of these things would suit your information report, you should include them!

Title/Subject:	
General Introduction	
Paragraph 1	Vocabulary
Paragraph 2	
Paragraph 3	
Conclusion	

Activity	Teacher Recognition
Uses gathered information to create a report.	

PDHPE: Internet Safety

- Complete the activities below.

My Digital Day

1. Each time you access the internet today, on any device, record it in this table.

What? What device, console, app, task, game?	Where? Where was I? Was I alone?	How long? Time spent? Time of day?	Who did I communicate with? Highlight those who you've never met in person.	What did I share? What content, information or handles/identifiers?

2. At the end of the day, work out:

- How long you spent online-
- How many people you communicated with-
- Do you think you're using the Internet safely? _____


Risky Social Media Bingo Board

3. Think about any social media accounts you use or online games you play.

Highlight the boxes that contain something you know your accounts have:

Followers you've never met in person	Username that include your real name or age	Public interactions with people you don't know, e.g. comments or likes on posts
Photos that include identifiable features, e.g. school uniform, your house address	Location/event check-ins	Private interactions with people you don't know, e.g. direct messages (DMs), emails, Snapchats, chatting in-game
Interactions with people you know that make you feel icky	Something someone posted that you wish you hadn't seen	Privacy settings turned off

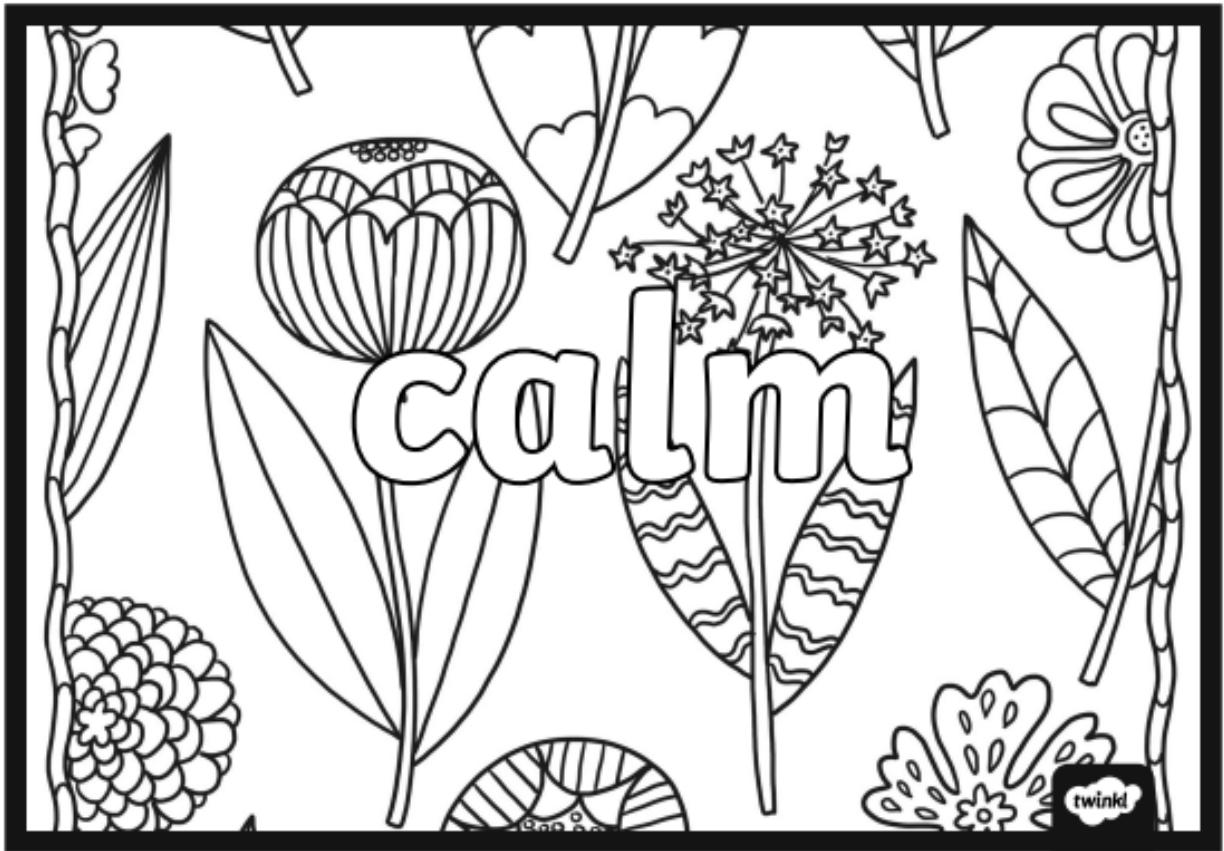
4. When you're caught in the moment, it's easy to forget what your options are. Use the examples to help you fill in what you can do to stay cyber safe.

If this happens...	I can...
Someone I don't know connects with me	
Someone I don't know asks me for something	
Someone sends me something icky	 <ol style="list-style-type: none"> 1. (e.g.) Respond letting them know it's not cool 2. Block them if it keeps happening 3. Report them to the eSafety Commissioner
A friend tells me they're sending things to a new online friend	
A friend tells me they're going to meet a new friend they've been talking to	
Someone shares images or information about me without asking my permission	
Someone asks me to send them personal information or pictures	

Activity	Teacher Recognition
Completes tasks about cyber safety	

Tuesday

14.9.21



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.	

Informative Writing

- Finalise and edit your information report on your family member. Be sure to check accurate spelling, grammar and punctuation. (If it's a video, make sure you have pronounced words correctly!)
- **Remember:** You are being asked to present this information report in a creative way. This means you will need to use the information you have gathered to perhaps write a newspaper article, create a PowerPoint presentation, make a video of the information. It is important to know that creating texts also includes the use of images, tables, graphs and maps. **IF** any of these things would suit your information report, you should include them!
- Remember you want the audience (or the person/people viewing your information report) to be engaged. You might want to add a bit of humour, use images, sounds, colour.
- Upload your information report to Google Classroom – either as classwork or in the stream.

Activity	Teacher Recognition
Edits own writing and presents informative texts in a way that is engaging for an audience.	

Money

Complete these written problems involving money.

1. Six pencils cost \$1.90. Three pencils and one rubber cost \$1.20. What is the cost of one rubber?

2. A stack of 40 identical toy boxes is 1000cm tall. Markus takes three boxes off the top of the pile. How tall is the stack now?

3. Mrs Tunndcliffe is making jam to sell at the country fair. Blackberries cost \$5.50 per kg. Sugar costs 65c per kg. 15 glass jars cost \$5.85. She uses 16kg of blackberries and 10kg of sugar to make 15 jars of jam. Calculate the total cost to make 15 jars of jam.

4. A school orders 12 boxes of dice. Each box contains six bags of dice. Each bag contains 35 dice. How many dice do the school order in total?

5. Mikel thinks of a number. He multiplies the number by 100, divides it by eight and then adds 6.50. The answer is 1206.5. What was his starting number?



6. Eight small bricks have the same mass as three large bricks. The mass of one small brick is 1.5kg. What is the mass of one large brick?

7. A bag of five bananas costs \$1.00. A bag of four grapefruits costs \$2.40. How much more does one grapefruit cost than one banana?

8. Erica chooses a number. She divides it by four then subtracts 11. She then divides this result by two. Her answer is 12.5. What was the number she started with?

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

History: Gold

Read the information and complete the activities that follow.

Gold Fever Hits Bathurst!

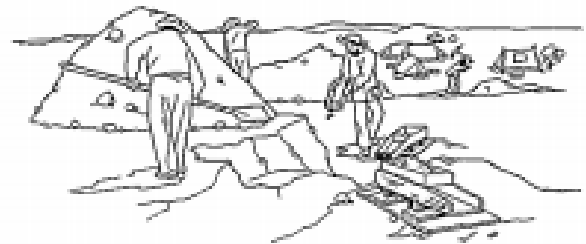


The first rumours about gold finds near Bathurst began circulating in the colony in 1823 when James O'Brien found tiny flecks of gold in the Fish River. Governor Thomas Brisbane kept this news from the general population because he feared that there would be a convict revolt. Gold rushes sent huge numbers of people flocking to an area to make their fortune. This gold frenzy often resulted in lawlessness that was difficult for authorities to control.

Edward Hargraves

Edward Hargraves had recently returned from the gold rushes in California and learned various methods of prospecting for gold such as panning, cradling and excavation. He made comparisons

between the Californian and Bathurst landforms and believed that gold could be found in the region's rivers. On February 12th 1851, Hargraves was prospecting around the Lewis Pond Creek area with John Lister and James Tom. He found a few nuggets of gold and named the site Ophir.



Within days, news of the gold find attracted people to the Ophir area. In June 1851 more than 2,000 diggers camped along creeks and the road over the Blue Mountains was packed with cartloads of miners on their way to Ophir. People from all walks of life were willing to live in tents or sleep in the open to strike it rich.

Most people returned home empty-handed from Ophir. Some disappointed diggers insulted Edward Hargraves and tried to mob him. Hargraves did not find much gold either, but he had been given a handsome £10,000 reward for his discovery. Finding gold at Bathurst began the rush to find gold in other parts of Australia. Diggers with gold fever soon bundled up their tents to race southwards to the goldrush towns of Bendigo and Ballarat in Victoria.

How did Bathurst develop after the discovery of gold?

- *Bathurst became the national headquarters of the Cobb & Co. coach transport company in 1862.*
- *The Main Western Railway from Sydney was extended to Bathurst in 1876.*
- *A coal-mining industry developed.*
- *People decided to stay in the Bathurst area and new towns were established with better roads. Private and public schools were built.*

Activity**Gold Fever Hits Bathurst!**

- ☐ Read this letter printed in the *Maitland News* in August 1851. Highlight the difficulties that Mr. Smith faced on the goldfields at Turon River.

Mr. Smith, of the Falls writes to his wife as follows: "Turon River, Bathurst August 17th. I take this opportunity to send a letter to you, and send you a little of the produce which gold digging yields. You say you would come here; what do you think I could do with you in such a place? I know you could not get up at two o'clock in the morning, and climb the rocks before day-light with me, which we are obliged to do in order to find more profitable places to dig in. You have no idea what this place is like, or you would not for a moment think of such a thing. I am very well contented with what I am doing. I am getting from £1 to £3 per week, and more, and I see others who are running about from place to place doing nothing, while some are making £2 per day. But as long as I can get what I do at present, neither cold, wet weather, or the hard work, will drive me away. We expect to leave this place soon for a new digging, forty miles distant, which is just found out. If we do go I will write from there as soon as possible. Our reason for shifting is this; there are so many coming here from the upper diggings and from all parts that there is no room to move..."



1. Was Mr. Smith disappointed with the amount of gold that he had found? Quote from the letter to support your answer.

2. Finish this sentence with your opinion.

Mr. Smith had / did not have gold fever because ...

3. Read the information on page 26. Why were earlier reports of gold finds in the Bathurst region kept a secret from the public?

4. How did transport improve in Bathurst after the discovery of gold in the 1850s?

Activity	Teacher Recognition
Reads information and completes worksheet	

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
