

Year 5
Term 3 Week 6





GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING

LEARNING








SUCCESS



CALLAGHAN
EDUCATION
PATHWAYS

Year 5 – Term 3, Week 6

Continuity of Learning – Working at Home Program

Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p>	<p>Reading</p> <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>
	<p>Grammar in Writing</p>  <p><i>Week 5, Lesson 1</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p>Grammar in Writing</p>  <p><i>Week 5, Lesson 2</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p>Grammar in Writing</p>  <p><i>Week 5, Lesson 3</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p>DREW – Drop Everything and Write</p> <p>Use the prompt in your Microsoft Form</p>	<p>Grammar in Writing</p>  <p><i>Week 5, Lesson 4</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>
		<p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	



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	Fruit and Movement Break				
	Eat a piece of fruit or vegetable and take a 10 minute movement break. This could include doing a quick workout video or dance, creating your own circuit, playing a game with a sibling or making up your own movement activity.				
	Writing <i>Editing task</i> Complete writing task in today's Microsoft Form or hardcopy booklet.	Writing <i>Informative Text - Procedure</i> Complete writing task in today's Microsoft Form or hardcopy booklet.	Writing <i>Informative Text - Procedure</i> Complete writing task in today's Microsoft Form or hardcopy booklet.	English Unit <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.	English Unit <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.
Recess Break	Recess Break	Recess Break	Recess Break	Recess Break	Recess Break
Middle Session	DEAR Reading				
	You can either choose a story on Epic or you can read a book from home				
	Maths <i>Whole Number</i> Complete activities today's Microsoft Form or hardcopy booklet. 	Maths Complete activities today's Microsoft Form or hardcopy booklet. 	Maths Complete activities today's Microsoft Form or hardcopy booklet. 	Maths Complete activities today's Microsoft Form or hardcopy booklet. 	Maths Complete activities today's Microsoft Form or hardcopy booklet. 
	Complete individually assigned Mathletics tasks.	Complete individually assigned Mathletics tasks.	Complete individually assigned Mathletics tasks.	Complete individually assigned Mathletics tasks.	Complete individually assigned Prodigy tasks.



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	Science	Geography	CAPA	PD/Health	PE
	<p>Complete Science activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Complete Geography activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Complete Drama activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Complete PDH activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Complete PE activities in today's Microsoft Form or hardcopy booklet.</p> 
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Afternoon Session	<p>Space Drawing</p> <p>Complete the space drawing activity.</p> 	<p>Outside Activity</p> <p>Get outside and observe the nature around you.</p> 	<p>Game master</p> <p>Design a tree house - draw a detailed picture in your book or upload to today's Microsoft Form.</p> 	<p>BTN</p>  <p>Watch the latest episode of BTN - https://www.abc.net.au/btn/classroom/</p>	<p>Free Choice</p> <p>Create an obstacle course outside. Challenge someone in you house to complete your course.</p> 



**Monday
16th August**

	Week 6	Monday	Tuesday	Wednesday	Thursday
1.	trial				
2.	spiral				
3.	factual				
4.	cordial				
5.	personal				
6.	view				
7.	quiet				
8.	laugh				
9.	expect				
10.	believe				
11.	brief				
12.	belief				
13.	fierce				
14.	canoe				
15.	launch				
16.	explain				
17.	mischief				
18.	decorate				
19.	approach				
20.	decoration				
21.	antenna				
22.	especially				
23.	eventually				
24.	alternatively				
25.	recognisable				

Activity 1 – Alphabetical Order

Write your list words in alphabetical order. Only include the extension words if you usually complete extension words in your class.

1.		6.		11.		16.		21.	
2.		7.		12.		17.		22.	
3.		8.		13.		18.		23.	
4.		9.		14.		19.		24.	
5.		10.		15.		20.		25.	

Activity 2 – Dictionary Meanings

Choose 5 words and write their **dictionary** meanings below. Do not just write down what you think they mean.

1.

2.

3.

4.

5.

Year 5 Grammar in Writing Term 3 Week 6

Monday



Brainstorm words that will help you write a great paragraph (adjectives, nouns, similes etc)

Write your best paragraph here

Challenge Words	Definition	Example
enchanted	Placed under a spell; bewitched.	When I was visiting my Great Grandmother she showed me an enchanted garden.
secluded	Not seen or visited by many people; sheltered and private.	The gardens are quiet and secluded.
unattended	Not supervised or looked after.	It is not acceptable for parents to leave children unattended at that age.
ominous	Giving the worrying impression that something bad is going to happen.	There were ominous dark clouds gathering overhead.
cryptic	Having a meaning that is mysterious or obscure.	My nan loves to do cryptic crosswords at night before she goes to bed.
unexposed	Not introduced to or acquainted with something.	There were no secrets were left unexposed.

Great Wall of China - Editing

Add editing marks to text. There are 20 errors.

The great wall of China is indoubtably one of the most significant man-made structures in the world built over 2000 years ago, it is an arcitectural feat that this structure is stil standing. The Great Wall of china spans an impresive 8851.8 km stretching east to west, winding up and down across grasslands mountains, desserts and plateaus. Unfortunately some of the original sections ar now in ruins or no longr exist.

work on construct the Great Wall of China started as early as the 5th century B.C. The main reason behind built the Great Wall was to protect china's boders from the nomadic warring tribes, that came down from preent day manchuria and Mongolia.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	∧
Change to lower case	/l.c.
Take something out	↵
Check spelling	SP ○
New paragraph	¶

Re-write the text correctly:

Round and estimate – round to a power of 10

2 Round the following numbers to the closest hundred:

- | | | | |
|---------|----------------------|---------|----------------------|
| a 235 | <input type="text"/> | b 680 | <input type="text"/> |
| c 513 | <input type="text"/> | d 450 | <input type="text"/> |
| e 5 164 | <input type="text"/> | f 3 748 | <input type="text"/> |

Use the number in the tens place to help you decide!



3 Round the following numbers to the closest thousand:

- | | | | |
|---------|----------------------|---------|----------------------|
| a 942 | <input type="text"/> | b 4 964 | <input type="text"/> |
| c 2 435 | <input type="text"/> | d 9 350 | <input type="text"/> |
| e 5 678 | <input type="text"/> | f 2 845 | <input type="text"/> |

Use the number in the hundreds place to help you decide!



4 To find the hidden fact, round the numbers in the clues below and insert the matching letters above the answers. The first clue has been done for you.

<u>30</u>	<u>10</u>	<u>400</u>	<u>40 000</u>	<u>20</u>	<u>40</u>	<u>1 000</u>	<u>10</u>	<u>100</u>	<u>400</u>
		<u>70</u>	<u>80</u>	<u>100</u>	<u>7 000</u>	<u>100</u>	<u>80</u>		
<u>500</u>	<u>200</u>	<u>40</u>	<u>50</u>	<u>900</u>	<u>80</u>	<u>100</u>	<u>1 100</u>	<u>1 000</u>	<u>10</u>
		<u>30 000</u>	<u>900</u>	<u>20</u>	<u>50</u>	<u>1 000</u>	<u>400</u>		

- | | |
|--|---|
| S 368 rounded to the nearest hundred | Q 43 230 rounded to the nearest ten thousand |
| T 1 234 rounded to the nearest thousand | P 69 rounded to the nearest ten |
| M 27 rounded to the nearest ten | N 1 146 rounded to the nearest hundred |
| C 483 rounded to the nearest hundred | R 83 rounded to the nearest ten |
| I 43 rounded to the nearest ten | F 6 726 rounded to the nearest thousand |
| D 932 rounded to the nearest hundred | H 199 rounded to the nearest hundred |
| O 7 rounded to the nearest ten | L 46 rounded to the nearest ten |
| E 59 rounded to the nearest hundred | A 27 468 rounded to the nearest ten thousand |
| U 17 rounded to the nearest ten | |

Round and estimate – estimate

We use estimating when we want an approximate answer to a calculation.

Rounding helps us do this. We round numbers so we can work with them more easily in our heads.

Look at $333 + 521$.

Rounded to the nearest 10, they are 330 and 520.

$330 + 520 = 850$

Therefore $333 + 521$ is approximately 850.

1 Complete these steps to see why estimating is handy.

a Use the problem $57 - 38 = \square$. Time how long it takes you or a friend to solve it mentally.

b Now round the numbers to the nearest ten and time how long it takes to solve this problem.

c Which problem is faster to solve? _____

d Can you think of an occasion you would use estimation? _____

2 Practise estimating with these problems. You can use the middle column to jot down your rounded number sentences or just do them in your head. If you want to add some tension to the activity, race against a partner.

Sentence	Rounded Sentence	Answer
$384 + 53$		
$22 + 69$		
$406 - 89$		
$379 + 203$		
$93 - 61$		
$609 - 498$		
$826 + 599$		
$221 + 11$		
$704 + 341$		
$47 + 996$		

Compare your answers with those of others. Did you all get the same answers? Why or why not?



How has space exploration changed our lives?

1. Play 'Which Word?' Describe three words from your own knowledge from the vocabulary list.

Vocabulary: Earth, scientist, astronaut, engineers, astrophysicists , Technology, mathematicians, advances, astronomy , Space, exploration, communication, developments, NASA, Human endeavour, innovation, space tourism, space junk.

2. What are the pros and cons of space exploration?

Pros	Cons

Elon Musk is the founder of Tesla and Space X. He is an engineer and innovator who aims to use new technologies to further space exploration.

Space X Falcon test flights



3. Watch the video or read the passage on space exploration.

<https://www.inquisitive.com/video/1011-why-explore-space>

Add anymore points you may have to your pros and cons list.

4. What are the reasons that humans explore space? Research from the following links or from the text.

<https://www.debate.org/opinions/is-space-exploration-essential-to-humanity>

<https://planetsave.com/2009/07/26/top-5-reasons-why-space-exploration-is-important-for-the-world/>

Create your own Top 5 list. Explain why you chose each reason.

Promote Science Education – The Apollo missions inspired a whole generation of kids who wanted to grow up to be astronauts, rocket scientists, and engineers. Do you think that NASA's return to the moon, or more importantly the much anticipated manned mission to Mars will again inspire a whole new generation to reach for the stars so to speak? I do.

NASA's Environmental Research – You would think that the guys who burn a million pounds of rocket fuel wouldn't be the most environmentally minded people in the world, or out of the world as it may be. However, most people don't know that NASA does a lot of good environmental research while they are up there looking down at all of us. NASA has done a lot of work in studying air quality, climate change, alternative energy, and near earth objects.

Eliminate Earth Over Population – The current earth population is almost 6.8 BILLION people. Arguably beyond the carrying capacity of the earth already. The big dream is space colonization. We need somewhere to put all these people, or we all might end up living in skyscrapers, see all animal's habitats destroyed, and smog up the air beyond what is breathable (see: China).

Natural Resources – Related to over population, we are burning through the earth's natural resources pretty quickly. Out in space there is virtually unlimited resources. It is all just a matter of collecting it and bringing it back, which granted will not be an easy task. Still... it is virtually unlimited natural resources! There will be no more excuses for hiking up prices on barrels of oil. (Although hopefully we will have moved far beyond oil by then).

Put Ourselves into Perspective – From space earth is really small. From space earth is really fragile. Sometimes I think it would be a good thing to put our place in the universe into perspective. I don't go into your house light up a stogy, start pulling up your carpet, kick down your door, and then kill your cat. Yet, we as the human species have been doing that to our own home the earth for quite a while now. If we start seeing how small and fragile we are out there floating in space, maybe, just maybe we will not be so prone to abusing our one true home.

Joins all of mankind in the pursuit of discovery - NASA makes up only half a penny on each American tax dollar. Imagine if we just spent less on our bloated, awful "defense" budget and more on the glorious and inspiring exploration of our universe, one that could unite all of mankind. Space exploration is not only essential to our future, it is the very thing that could end all war. And besides, which one is better? The NSA, or NASA? I'm pretty sure we all know which one is better. Enough wasting money on endless wars and bureaucracy....Let's look instead with hope: hope for the stars.

Space exploration is vital! - Not only will the expansion of humanity into space ensure the survival of mankind including all its wealth of knowledge and art, but space exploration holds the key to solving the problem it is so often criticized for! The energy and material resources of space will prevent the further destruction of our home planet AND create unimaginable wealth which will inevitably pull the last remaining poor out of poverty and into prosperity.

In addition it creates an exciting future full of hope and endless possibilities instead of a future of confinement,

decline and pointlessness.

This is obvious to everyone who can see further than just tomorrow.

It's just a matter of time before we'll need to leave. - At some point, we will probably use this planet up to the point where resources cannot be renewed. Our reluctance to seriously consider meaningful environmental protection laws has almost assured this outcome. It's best we start the process of space exploration now to find new worlds to inhabit, and hopefully do things right a second time once we get there.

Your top 5 reasons that humans explore space:

1. _____

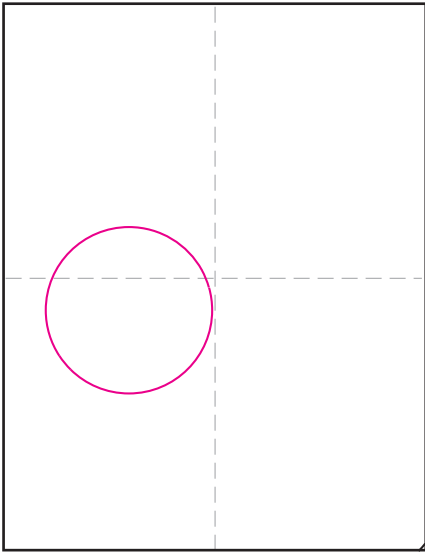
_____ 2. _____

_____ 3. _____

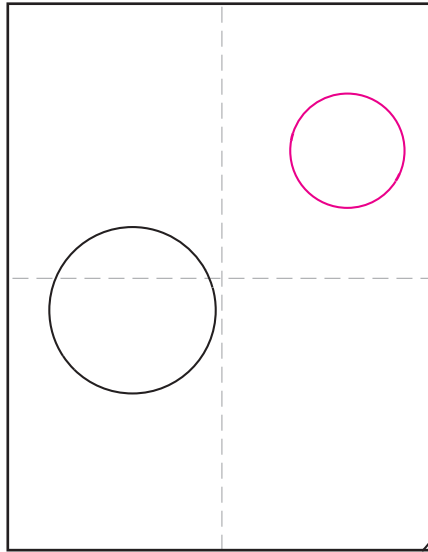
_____ 4. _____

_____ 5. _____

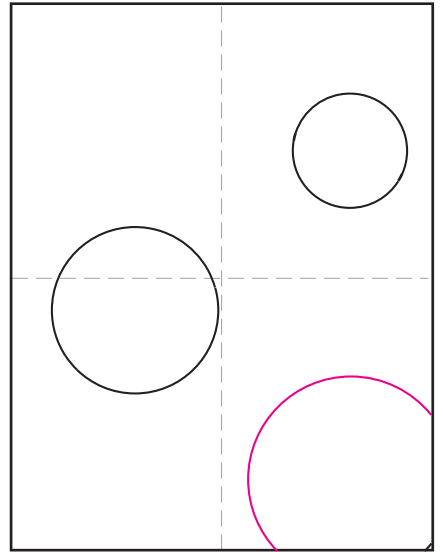
How to Draw Planets



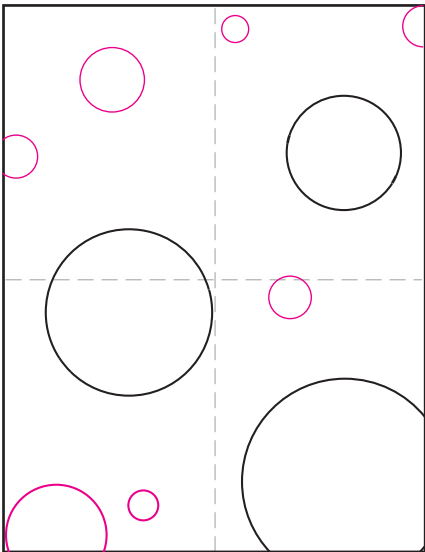
1. Draw a medium circle on the left.



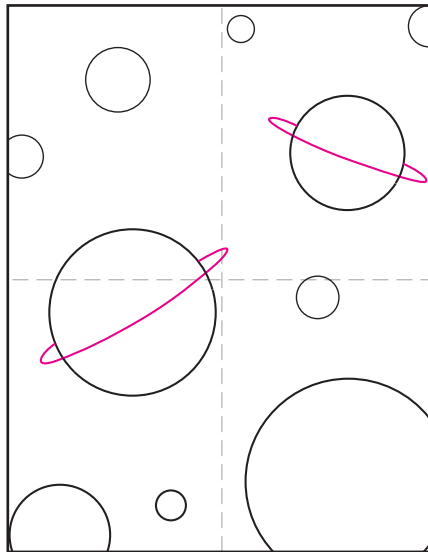
2. Add a smaller circle up on the right.



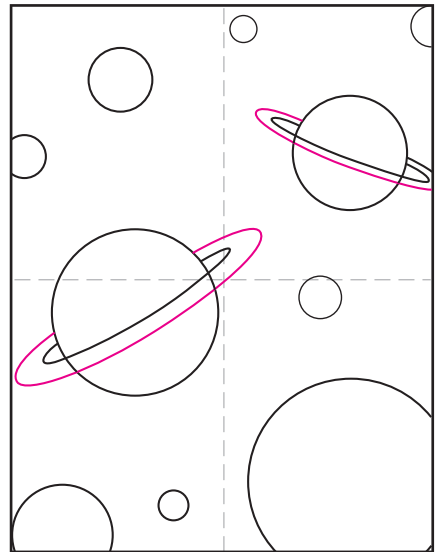
3. Draw a large circle going off the page.



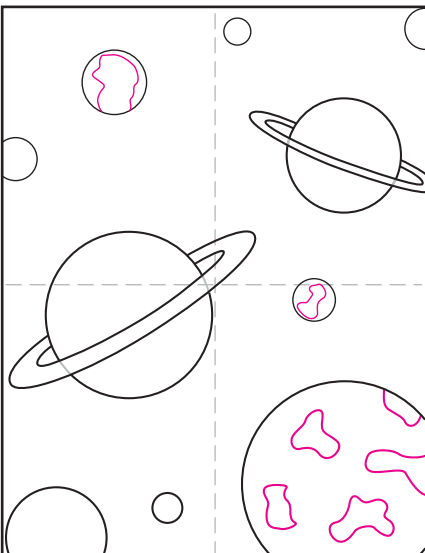
4. Add an assortment of smaller circles.



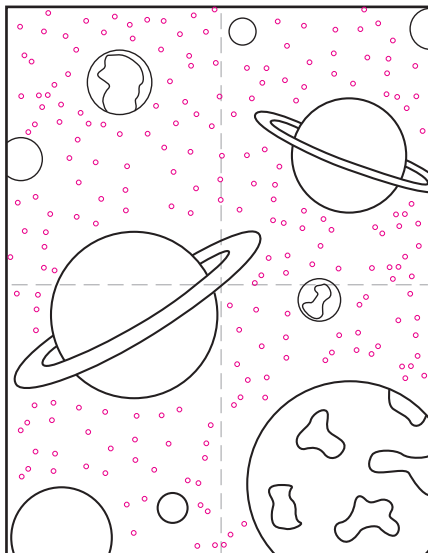
5. Draw some inner rings as shown.



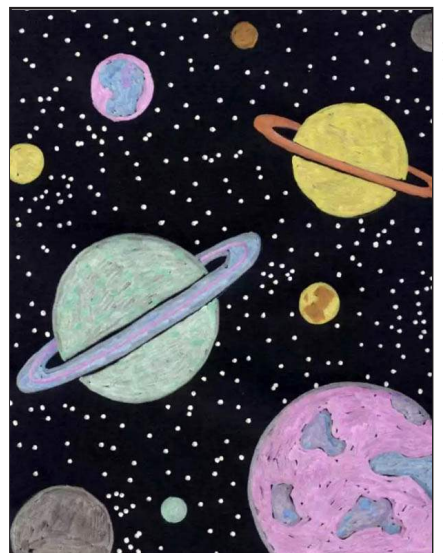
6. Add outer the outer rings.



7. Erase line inside rings. Add patterns.

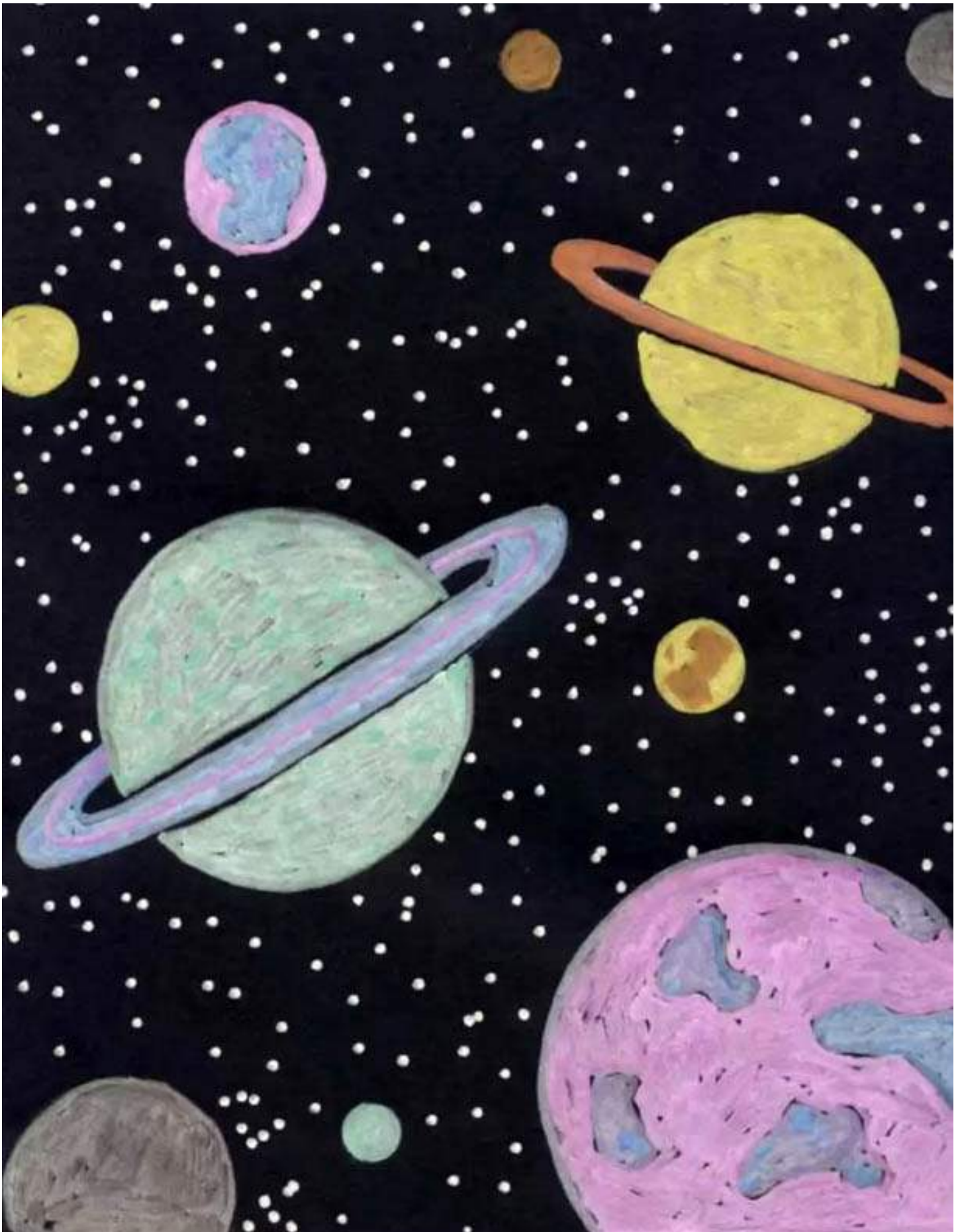


8. Finish with lots of tiny circle stars.



9. Trace with a marker and color.

Planets



**Tuesday
17th August**



UNIT 22

Phonics

trial
spiral
factual
cordial
personal

Basic list / High frequency

view	brief	explain
quiet	belief	mischief
laugh	fierce	decorate
expect	canoe	approach
believe	launch	decoration

Difficult

antenna
especially
eventually
alternatively
recognisable

Own words

Words in context

- Use your list words to complete these sentences.
 - We love to _____ the Christmas tree.
 - "I _____ that to be finished soon," said Mr Hill.
 - Mum will launch the _____ into the river.
 - The lion let out a _____ roar.
 - Please be _____ in the library.

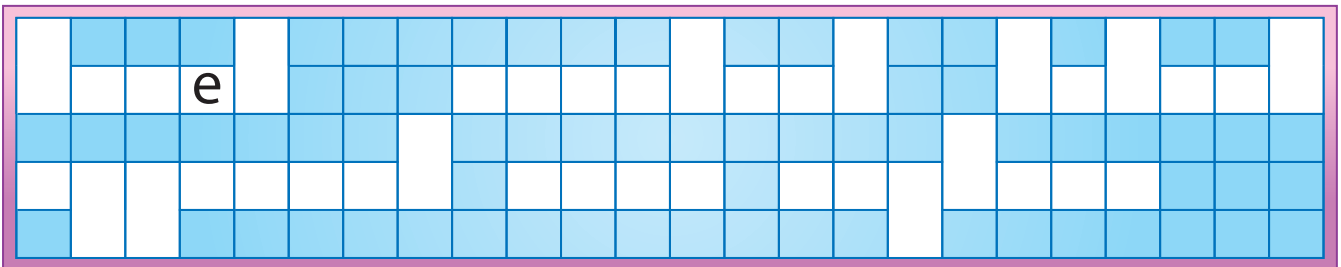


Wrong spelling

- Write the correct spelling for each wrongly spelt word.
 - The clowns made everybody **laufe**.
 - This **voow** is especially beautiful.
 - I can't **belleeve** it is snowing!
 - Ali wrote a **breiph** report on spiders.

Word shapes

- Choose list words to match the word shapes.



Word meanings

- Choose a word from the lists to match the meanings.

a To come nearer

b An opinion

c Pranks, poor behaviour

d Something you can paddle

e A sight or a scene

f Short in time

- Write a sentence containing the words **believe** and **decoration**.

Year 5 Grammar in Writing Term 3 Week 6

Tuesday



Challenge Words	Definition	Example
enchanted	Placed under a spell; bewitched.	When I was visiting my Great Grandmother she showed me an enchanted garden.
secluded	Not seen or visited by many people; sheltered and private.	The gardens are quiet and secluded.
unattended	Not supervised or looked after.	It is not acceptable for parents to leave children unattended at that age.
ominous	Giving the worrying impression that something bad is going to happen.	There were ominous dark clouds gathering overhead.
cryptic	Having a meaning that is mysterious or obscure.	My nan loves to do cryptic crosswords at night before she goes to bed.
unexposed	Not introduced to or acquainted with something.	There were no secrets were left unexposed.

What Is Plural Possession?

Apostrophes can be used to show that something belongs to someone or something. This is called possession. When we are talking about more than one thing, we call this plural.



The **dogs'** leads were too long.



The **children's** lunch was delayed.

If the noun is plural and ends with an s, we just attach the apostrophe to it without an additional s.

If the noun is plural and does not end with s, we add 's to the end.

twinkl.com

Re write each sentence so they have an apostrophe to show possession

I went to the dog park and left the dogs lead.	
I went to my uncles cabin over the holidays.	
After playing all day, I had a swim in my neighbours pool	
I washed my Dads car.	
Serena broke her mums necklace	

Compare and contrast

Finding the similarities and differences in a text helps us understand it.

Read the passage.



Put a **box** around the words that tell where the tunnels were.

Circle the nouns that tell what Jakob and Tibalt would have seen in the cave.

Highlight the word that tells in which part of the cave the stalactites were.

Above and Below

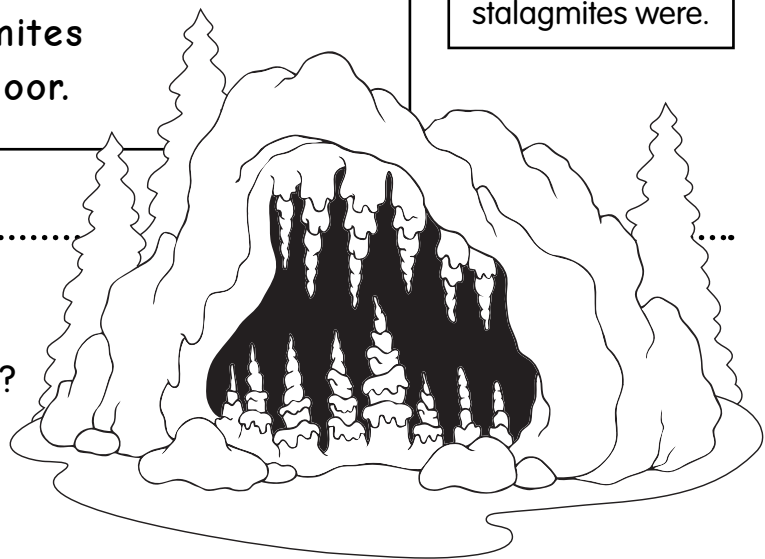
Jakob led Tibalt through the tunnels. There were guards all the way along. There wasn't much need for guards in this peaceful underground city, but they added to Zelig's power.

Jakob and Tibalt arrived at the crystal gardens. The huge cave was filled with beautiful limestone formations. The strange, pale shapes glittered in the light from the firefly lanterns. Long, thin stalactites hung from the roof, and chunky stalagmites rose up from the floor.

Colour the adjectives that describe the stalactites.

Colour the adjective that describes the stalagmites.

Highlight the word that tells in which part of the cave the stalagmites were.



Circle the correct answers.

- 1 How are stalactites and stalagmites similar?
- a Both form underwater.
 - b Both form in limestone caves.
 - c Both form on trees.
 - d Both form on forest floors.

Colour the correct answer in each of the following pairs.

- 2 Stalactites and stalagmites ...
- a are the same shape. are different shapes.
 - b grow in different directions. grow in the same direction.
 - c grow on the same part of the cave. grow on different parts of the cave.

Writing - Informative

Tuesday week 6

Revision:

Give an example of a sentence you may see in a procedure text that contains an adverb and a common noun.

Procedure Text – Language *continued*

Language in Procedure Texts

Action Verbs

An action verb is a doing word.

Common Nouns

A common noun is a person, place or thing.

Adverbs

An adverb describes a verb.

Adverbial Phrase

An adverbial phrase tells when, where or how.



The last language feature of a procedure text is **adverbial phrases**. This is when the writer tells the reader when, where or how. Here are some examples:

time	place	frequency	manner
straight away	in the vicinity	occasionally	manically
later on	on the ground	every now and again	as quick as a flash
sometime later	beside the window	all the time	gracefully
earlier that day	somewhere far away	very often	with hope in her heart
soon	all around the world	every week	stupidly
all of a sudden	over by the fence	hardly ever	cautiously
before the end of the day	out in the paddock	always	as slow as possible
in the evening	between the cliffs	continually	gently
as soon as possible	down in the cellar	once in a while	with fear in his eyes
without delay	beyond the clouds	generally	easily
next week	along the pavement	usually	as quick as the wind
in a moment	back at school	seldom	viciously
	inside the house	periodically	without warning

time	place	frequency	manner
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next week	along the pavement	usually	as quick as the wind
in a moment	back at school	seldom	viciously
	inside the house	periodically	without warning

1. Underline the

adverbial phrases from the table above that you might see in a procedure.

2. Read the procedure on the following page. Highlight or underline ALL adverbial phrases you see.

Remember it could be telling you WHEN, WHERE or HOW to do the instruction.

Pizza with homemade sauce

Ingredients



300g strong white bread flour, plus extra for dusting

1 tsp instant yeast

1 tbsp olive oil

For the tomato sauce

1 tbsp olive oil, plus a drizzle

2 garlic cloves, crushed

200ml passata

For the topping

8 mozzarella pearls, halved

small bunch fresh basil

1. Tip the flour into a bowl, then stir in the yeast and 1 tsp salt. Make a well in the centre and pour in 200ml warm water (make sure it's not too hot) along with the oil. Stir together with a wooden spoon until you have a soft, fairly wet dough.
2. Tip the dough out onto a lightly floured surface and knead for 5 mins until smooth. Cover with a tea towel and set aside for an hour or so or until the dough has puffed up and doubled in size. You can also leave the rough, unknaded dough in the bowl, cover with a tea towel and leave in the fridge overnight and the dough will continue to prove on its own.
3. Meanwhile, make the tomato sauce. Put the oil in a small pan and fry the garlic briefly (don't let it brown), then add the passata and simmer everything until the sauce thickens a little. Leave to cool.
4. Once the dough has risen, knead it quickly in the bowl to knock it back, then tip out onto a lightly floured surface and cut into two balls. Roll out each ball into a large teardrop that is very thin and about 25cm across (teardrop shapes fit baking sheets more easily than rounds).
5. Heat oven to 240C/220C fan/ gas 9 with a large baking sheet inside. Lift one of the bases onto another floured baking sheet. Smooth the sauce over the base with the back of a spoon, scatter over half the mozzarella, drizzle with olive oil and season. Put the pizza, still on its baking sheet, on top of the hot sheet in the oven and bake for 8-10 mins until crisp.

MATHS MAZE ①

Factors

The three players below need to enter the maze, collect their factors and exit the maze.
Beware of the Glitch Zone in the middle of the maze.

Maze Rules

- ① Moving through a square with a factor collects it.
- ② Players must collect their own factors in ascending order.
- ③ Each player cannot move through the same square more than once.
- ④ Inside the Glitch Zone, the players' paths must not overlap.
- ⑤ Each player can use the teleporter once to transport themselves to the opposite side of the maze.

EXIT

The maze is a 12x12 grid with various paths and walls. At the bottom, three portals labeled 15, 28, and 47 have arrows pointing up into the maze. The maze contains several numbered squares: 47, 28, 12, 6, 15, 7, 4, 14, 5, 3, 2, 8, and 1. A central area is shaded with a glitch pattern. On the left and right sides, there are icons representing teleporters.

Week 6 Geography - Explains interactions and connections between people, places and environments

If you had a choice, where would you live?

List the climate, features, culture and the economy of a place you would like to live. You will be using this place to plan a town that you would like to live in.

Climate (weather conditions)

-
-
-
-

Features (mountains, waterways, forest/bush land etc)

-
-
-
-

Culture (Australian, Italian, Pacific Island, your choice)

-
-
-
-

Economy (what businesses are in your town where people can work?)

-
-
-
-

Remove from your list, one of the factors which influences where people choose to live – climate, geographical features, human features, culture and economy. Explain why it is the least important. Replace it with another factor which you think influences where people choose to live.

Watch- [How to Build a Better City](#)



Design a livable town -

Phase 1: Design your town

You are going to design a town that has everything in it to support a community of 1000 people.

List all the infrastructure (schools, hospitals etc) you think will be needed to make your town livable. Don't forget to think about power supply

(renewable or non-renewable?), roads, green spaces (parks), transportation, commercial and industrial areas for people to work in and possible places to grow food for the community.

My town is called:

It will need:

Explore this website to help you come up with some ideas. It will also help you consider things like re-newable energy and waste disposal.

[Agent Plan-It: Town Planning for Kids - Fun Kids - the UK's children's radio station \(funkidslive.com\)](http://www.funkidslive.com)

Next week you will use this plan to build your town

- You might like to draw a plan like the one you did in Week 5. It might be helpful to use grid paper if you have some
- You might like to use an online design tool like Minecraft or similar
- You might build a model, use Lego or use anything you like.

- You might write a description of your town
- Make it as simple or complex as you like

Afternoon Activity

Go outside and find:

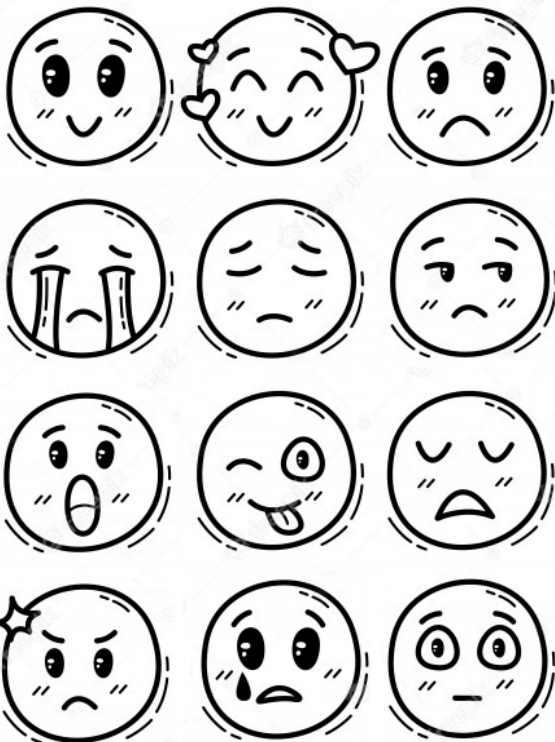
- something with wings,
- a tiny stone,
- a leaf with a neat shape; and
- something that smells good.

Sketch 2 of these objects (next page).

Remember – pick something sensible and safe!

Check In

How do you feel about your day?



What is something that you felt you were successful in completing today?

What was something you found hard today and would like help with?

Afternoon Activity

Object 1

Object 2



Wednesday
18th August

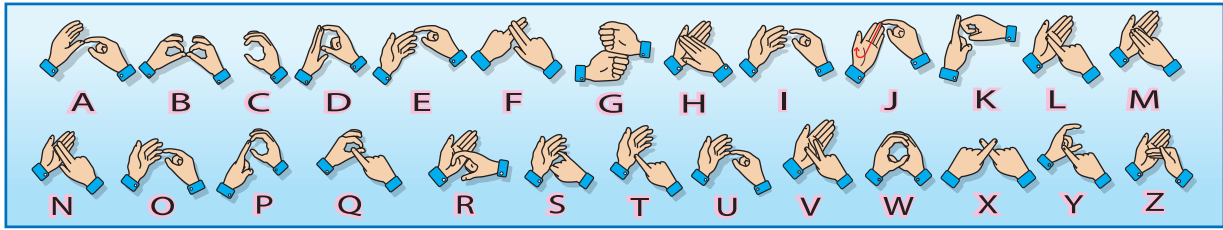
6. Find the missing letters in these words.

a l a _ g _
b b _ l _ e f

c f _ e _ c _
d e _ p _ a _ n

e m _ s c _ _ e _
f a _ t e _ n _

7. Finger spell the five difficult words.



8. Write two more words that follow each pattern. You may need to use a **dictionary**.

a **triangle, tricycle** _____
b **alternatively, alternate** _____

9. Write list words that contain the 'ie' blend.

10. Use a **dictionary** to write one meaning of:

a launch _____
b mischief _____
c explain _____

Prefixes

11. Add a prefix which means 'do again' to these words.

a ___ tie c ___ train
b ___ appear d ___ appoint

12. Add a prefix which makes opposites of these words.

a ___ belief c ___ appear
b ___ arm d ___ approve

Plurals

13. Write plurals of these words.

a	belief	
b	view	
c	surprise	
d	launch	
e	thief	
f	woman	

Grammar - Tense

14. Complete the table.

	Present tense	Past tense	Future tense
a	He _____	He explained	He will be _____
b	She laughs	She _____	She will be _____
c	He _____	He _____	He will be approaching

Punctuation

15. Rewrite this sentence with correct punctuation.

That was beyond belief screamed daniel

Year 5 Grammar in Writing Term 3 Week 6

Wednesday



Challenge Words	Definition	Example
enchanted	Placed under a spell; bewitched.	When I was visiting my Great Grandmother she showed me an enchanted garden.
secluded	Not seen or visited by many people; sheltered and private.	The gardens are quiet and secluded.
unattended	Not supervised or looked after.	It is not acceptable for parents to leave children unattended at that age.
ominous	Giving the worrying impression that something bad is going to happen.	There were ominous dark clouds gathering overhead.
cryptic	Having a meaning that is mysterious or obscure.	My nan loves to do cryptic crosswords at night before she goes to bed.
unexposed	Not introduced to or acquainted with something.	There were no secrets were left unexposed.

Cross out X any apostrophes that are incorrect, but take note:

- **Not every sentence contains a mistake.**
- **Possessive pronouns don't need an apostrophe.**
- **it's does not show ownership—it's means it is.**



- a** I put the book's back in Tina's room.
- b** Dad picked up Tim's backpack and Helen's suitcase.
- c** Stacey's dumplings are great but Cheng's are even better.
- d** Everybody's health matters—yes, even your's!
- e** It's great to finally meet you. Just sending emails' wasn't enough!
- f** Ellie's shoe slipped from her foot. It's sole had come loose.
- g** Penny and Milly's project won first place. Theirs was the best by far.

Write your best paragraph about the image above

Read the passage.

Circle the word that shows Jakob's home is underground.

Colour what Jakob's family ate for supper.

Underline where Felda lived.

Below world

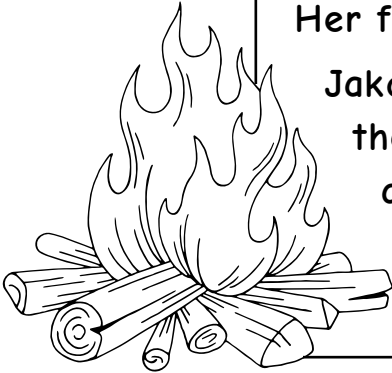
Jakob walked slowly home. From the tunnel, he could smell supper cooking on the fire. He opened the door to his dark, damp home chamber.

Della, Jakob's mother, was pouring mushroom stew into three bowls. "Supper will be ruined if we don't eat it now."

Above world

Felda lived in a large cottage in a small village. Her father, Baldric, was the village chief.

Jakob and Tibalt sat down with Felda and the villagers. They ate food with the most amazing tastes. Bread was mixed with herbs, and the fruits were sweet and juicy.



Highlight two adjectives that describe Jakob's home.

Put a **box** around the word that shows the relationship between Jakob and Della.

Circle the word that shows the relationship between Felda and Baldric.

3 List at least one similarity between Jakob and Felda's lives.

4 How is Felda's home different from Jakob's?

5 How is the food in the above world different from the food in the below world?

Week 6 Writing Year 5

Checklist – tick what you have included. If you have missed something go back and edit.

Structure

- Title
- Goal
- List of required materials or equipment
- a series of ordered steps which explain how to successfully complete the task

Language and Visual Features

I have:

- Used a formal tone
- Written clear and precise sentences
- Used present tense
- Used action verbs
- Added adverbs to describe verbs
- Used adverbial phrases to show when, where and how things happen
- Included illustrations and/or diagrams where necessary

Area – hectares and square kilometres

Hectares are used to measure large spaces such as a football field.

We write hectares as **ha**. One hectare is equal to 10 000 m².

An even larger unit is a square kilometre **km²**. One square kilometre is equal to 100 hectares.

$$1 \text{ ha} = 10\,000 \text{ m}^2$$

$$1 \text{ km}^2 = 1\,000\,000 \text{ m}^2$$

1 Find the area of each large area*. Write your answer in hectares.

a

Area = hectares

b

Area = hectares

c

Area = hectares

d

Area = hectares

e

Area = hectares

f

Area = hectares

*Not drawn to scale.

2 Order the states and territories from smallest to largest areas:



States and Territories	Area
Queensland	1 727 200 km ²
New South Wales	801 600 km ²
Victoria	227 600 km ²
ACT	2 400 km ²
Western Australia	2 525 500 km ²
South Australia	984 000 km ²
Tasmania	67 800 km ²
Northern Territory	1 346 200 km ²
1 km ² = 1 000 000 m ²	

- 1 _____ 2 _____ 3 _____
- 4 _____ 5 _____ 6 _____
- 7 _____ 8 _____

Area – area and perimeter

1 Find the perimeter and area of each shape:

a $P = \underline{\hspace{2cm}}$
 $A = \underline{\hspace{2cm}}$

b $P = \underline{\hspace{2cm}}$
 $A = \underline{\hspace{2cm}}$

c $P = \underline{\hspace{2cm}}$
 $A = \underline{\hspace{2cm}}$

d $P = \underline{\hspace{2cm}}$
 $A = \underline{\hspace{2cm}}$

1 cm
1 cm

2 Use the grid below to draw two shapes with a perimeter of 12 cm but with different areas:

1 cm
1 cm

3 Use the 1 cm grid below to draw three shapes with areas of 10 cm^2 but with different perimeters. Record the perimeter of each shape:

a $P = \boxed{\hspace{2cm}} \text{ cm}$

b $P = \boxed{\hspace{2cm}} \text{ cm}$

c $P = \boxed{\hspace{2cm}} \text{ cm}$

Last week, we started talking about **Drama!**

Drama is part of Creative and Performing Arts (CAPA)



Drama is a **written work that tells a story through action and speech and is acted out**: a usually serious play, movie, or television production.

MONOLOGUES

This week, we are talking about something called a **monologue** (pronounced ‘mon-a-log’).

A **monologue** is a speech given by a **single character** in a story. In drama, it is the vocalization of a character’s thoughts (that means saying their thoughts out loud). It is traditionally a device used in theater—a speech to be given on stage—but nowadays, its use extends to film and television.

Can you think of any examples of a monologue that you know? This could be a scene in a movie or TV show you know, where a SINGLE character is speaking, expressing their thoughts.

Actors often do monologues when they are auditioning for a movie, play or tv show! Maybe you’ve even had to do a monologue before! If so, share your experience below:

MONOLOGUES – Your Task

1. Below are 3 monologues. Please read through them and choose one you would like to perform.

BUGS

I like bugs. A lot. Spiders, ants, beetles, scorpions. Most people don't even know that scorpions are insects. They think they're lizards or something. But they're not. Even lobsters are related to spiders. Yeah. So enjoy your dinner. Everyone's always telling me that bugs are disgusting. But I say, if you can like dogs, why can't you like bugs? Truth is, most dogs are covered with bugs anyway. So every time you pet your dog, you're really just petting a bunch of bugs. Even *I* wouldn't do that. Yeah. Now who's the disgusting one?

GUMMY BEARS

The difference between thinking about having no school all summer and actually having no school all summer is like the difference between thinking about Gummy Bears and actually eating them. I mean, when you think about Gummy Bears and imagine eating them, it's so easy to remember how sweet they are. And how chewy. And that they're really, really good. I mean Gummy Bears are REALLY good. But the truth is, the only thing that imagining eating Gummy Bears does for you is make you even hungrier for Gummy Bears. But on the other hand, imagining not having school all summer . . . I mean, actually not having school all summer . . . I forget what I was gonna say . . . Does anyone have any Gummy Bears?

BROCCOLI

Why does broccoli even exist? For one thing, it's gross. For another thing, it's disgusting. And for a third thing, it's ugly. Well, someone has to say it. Broccoli is ugly. Like, think about French fries. French fries are a vegetable too. But they're not gross . . . unless they're cold. And they're totally not ugly. I mean, hello – they're *golden*. In what universe is gold not a good thing? And did I mention broccoli tastes bad? Yeah, basically broccoli has nothing at all going for it. Except that my Mom likes it. And tries to make me eat it. Did I mention that broccoli is disgusting?

2. Once you have chosen a monologue, use your imagination to decide WHO your character is, performing this monologue.

- Who your character is going to be (name, age etc)

- What your character looks like (facial expressions, are they sitting or standing)

- What their voice sounds like

- Who they are speaking to

Your last job is to PERFORM this monologue!
Perform to someone at home or just to yourself.
Record and share it if you're online!

Design a Tree House.

You have been given 1 million dollars to spend on a new tree house in your yard.

Draw a plan for your dream tree house. If can include anything you can think of.

A black and white line drawing of a rabbit in a garden. The rabbit is the central focus, sitting and looking towards the viewer. It has large, expressive eyes and a friendly expression. The garden is filled with various plants, including raspberries on the right, ferns at the bottom, and other leafy plants. A large, stylized leaf with circular patterns is on the left. A white rectangular box with a black border is centered in the upper half of the image, containing the text "Thursday 19th August".

**Thursday
19th August**

Wk6

Spelling

Each day, choose ONE activity to complete using your list of spelling words.

Teach **THIS**

Verbal Linguistic

Delightful Dictionaries

Using your dictionary, find each of the meanings of your spelling words and write them in your book.

Mathematical/Logical

Find a Vowel

Write out all your spelling words and circle the vowels in each word.

Naturalistic

Stuck on the Sand

Use a stick to write your spelling words outside in the sand or dirt.

Bodily Kinaesthetic

Charades

With a partner, play charades acting out one of your spelling words while your partner guesses the word.

Visual/Spatial

Pick a Word

Make each of your spelling words using toothpicks. Glue them onto your page.

Interpersonal

Make a game of it

Make up a spelling word game. Ask someone to try it out and rate it.

Intrapersonal

Always Improving

Think about the way you learn your spelling words at home. Can you think of more effective ways to learn them?

Musical/Rhythmic

Listen to Me

Create jingles or a song to help others learn their spelling words.

Analysing character feelings and motivation

Read the passage.

Underline the words that show the narrator's opinion of Georgia's novel.

Highlight the words that show how Georgia feels about Nell's grandson.

We've been in our new home in the jungle for about two months now. It seems like forever though.

Georgia has discovered writing and writes great long letters to Tania. She's even started a novel—well, she calls it a novel. Georgia doesn't care about Richard anymore. Not since she discovered Nell's earthy grandson. He's the same age as Georgia and she thinks he's gorgeous.

Mum and Dad are pretty happy too. Dad's veggie garden is thriving and Mum's really into cooking.

Colour the words that show how Georgia's feelings towards Richard have changed.

Underline the clue to how Mum feels about living in the jungle.

6 What is the narrator's opinion of Georgia's novel? Support your answer with evidence from the text.

7 Explain why Georgia no longer cares about Richard.

8 How can we tell that Mum now feels more positive about living in the jungle?

Universal Declaration of Human Rights

Watch video 'Everybody – We are all Born Free': <https://www.youtube.com/watch?v=x9 IvXFEyJo>

Answer the following questions

When was the Universal Declaration of Human Rights written?

Why was the Universal Declaration of Human Rights created?

Who created the Universal Declaration of Human Rights?

List **4** of the Articles – the number and meaning

Why do you think it is important we have these Human Rights?

Watch video of Book 'We are all Born Free': <https://www.youtube.com/watch?v=Q3ozxrdD30s>

After watching both videos complete the following passage

1. The Universal Declaration of Human Rights was created on _____.

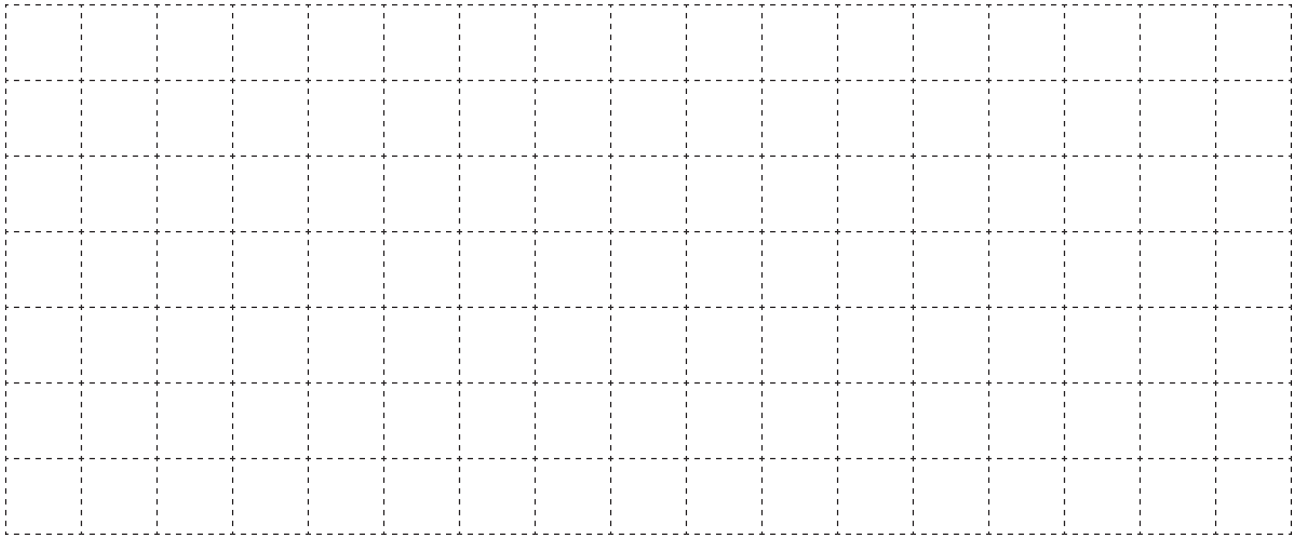
2. _____ created the Universal Declaration of Human Rights because _____

3. The book *We Are All Born Free* is a Visual text that was created to _____

Area – area and perimeter

- 4 Draw 3 different rectangles that have a perimeter of 24 cm and record the area in the table. The first row in the table is a hint of where to start.

Length	Width	Area
10	2	



- 5 Draw as many different rectangles as you can with the area of 36 cm^2 . Label the length of each side:

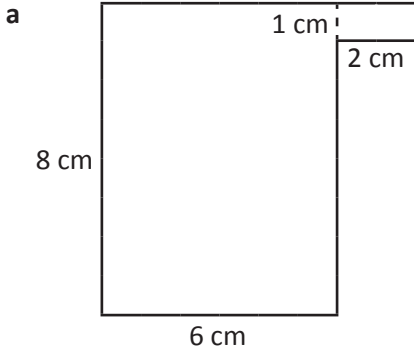




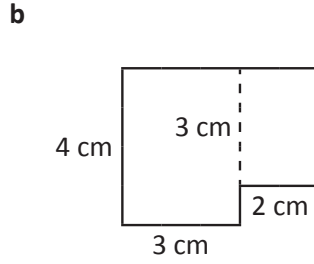
What to do

Can you find the areas of these rooms*? Circle the room that would be cheapest to carpet.

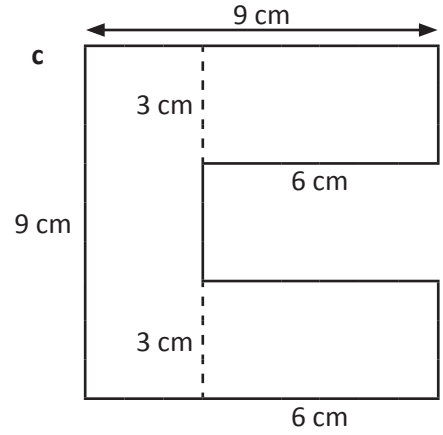
Put a cross in the room that would be most expensive.



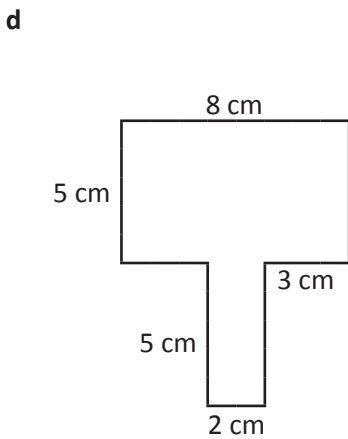
Area = cm²



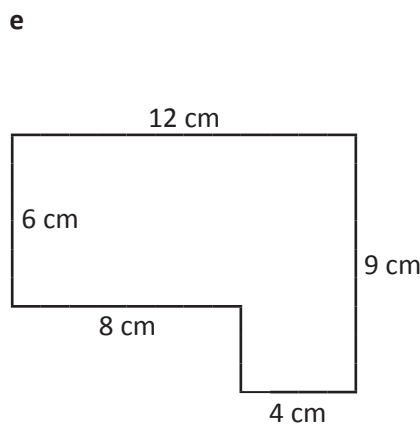
Area = cm²



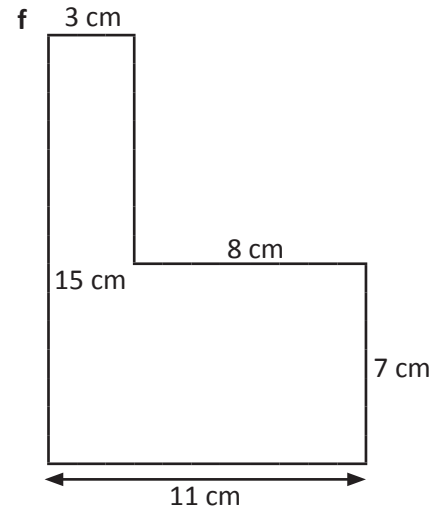
Area = cm²



Area = cm²



Area = cm²



Area = cm²

**Not drawn to scale.*



What to do next

Draw a composite shape that has an area of 50 cm².

Thursday Week 6 Water Safety

1. What is the purpose of using water safety signs at different swimming places?

2. Research some water safety signs from different parts of Australia.
(For example, look at water safety signs for swimming holes and billabongs from the Northern Territory)

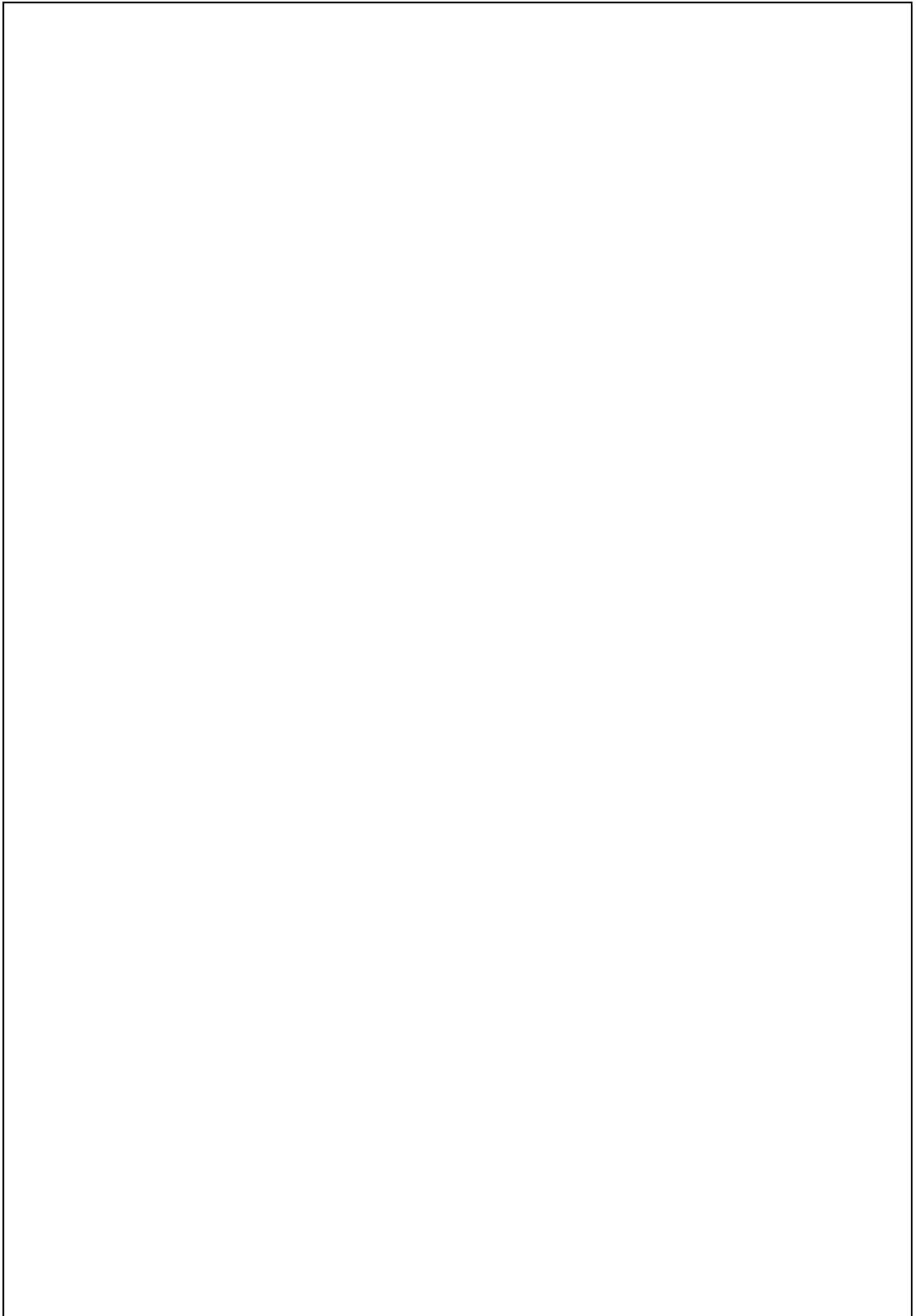
a) What do you notice about the signs?

b) Describe some similarities and differences between the signs?

3. Activity:

You have been asked by the lifeguards to create a poster that clearly show a list of rules for staying safe in the water.

- Create the poster in PowerPoint
- Think about if what body of water you will be creating the poster for (pool, beach, lake, swimming hole)
- Think about your audience and how this will impact what you include in your poster (for example if you choose a younger audience you may need more pictures if they can't read)
- Your poster **must** include three (3) water safety rules that swimmers in your chosen location must follow
- Use the internet to research different safety websites.



Afternoon Activity - BTN

BEHIND THE NEWS

FOCUS QUESTIONS. BEFORE. DURING. AFTER. CONCEPT MAP. MAKING CONNECTIONS.

Name: _____

Episode: _____

BEFORE THE EPISODE

What do you already know about the given 'BTN' episode?

AFTER THE EPISODE

What do you still wonder after viewing the given 'BTN' episode?

MAKING CONNECTIONS

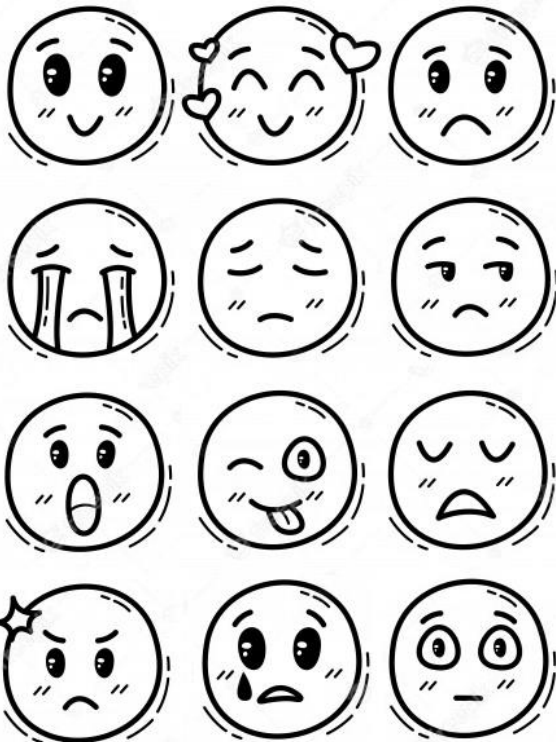
Did this 'BTN' episode remind you of something? Can you relate to this episode? Using the lines below, write about a personal experience or time in your life that relates to the episode that you have just viewed.

No Access? Create your own BTN segment.



Check In

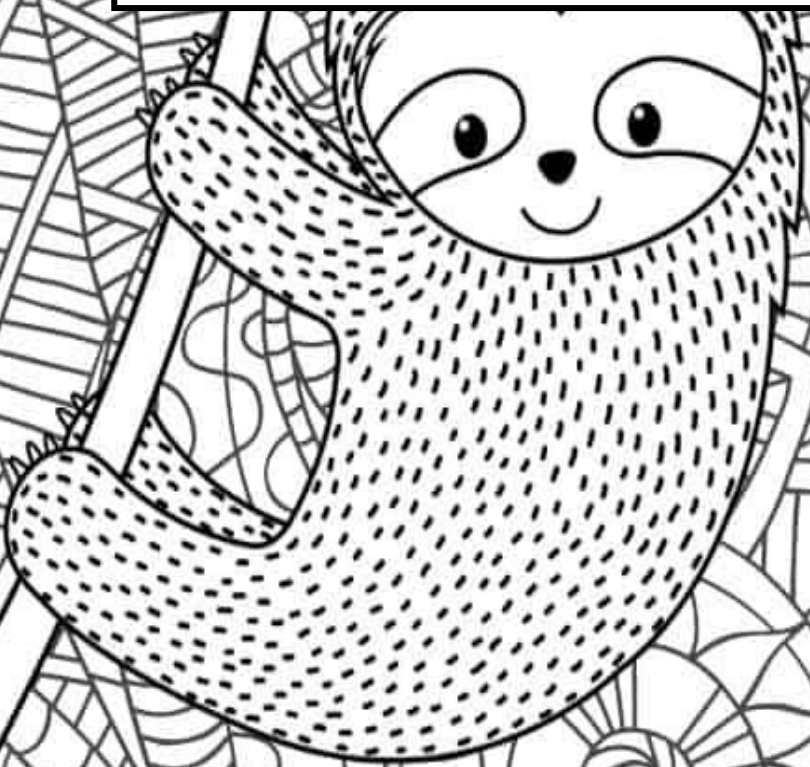
How do you feel about your day?



What is something that you felt you were successful in completing today?

What was something you found hard today and would like help with?

**Friday
20th August**



Finding facts and information

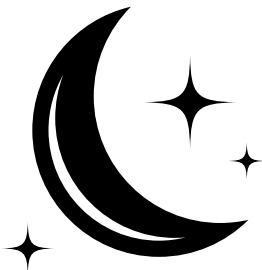
Read the passage.

Circle who was standing in front of the portal to the Otherworld.

Put a box around the noises the druids' magic made.

A portal to the Otherworld gaped open below them. It shone like a jewel. Several druids stood before it. Their staffs were joined to the shimmering disc by bright, blue bands of lights. Druid magic cracked and fizzed noisily. The druids were in a deep trance. They chanted spells to keep the portal open.

Faery folk — sprites, fauns and goblins — streamed in and out of the doorway to the Otherworld. Lillian gasped in surprise. All of these little creatures were carrying full sacks on their backs.



Underline who was going in and out of the doorway.

Highlight how the druids kept the portal open.

Colour what the little creatures were carrying.

6 Where were the druids standing? _____

7 Explain how the druids kept the portal open. _____

8 What noises did the druids' magic make? _____

9 Who was going in and out of the doorway to the Otherworld? _____

10 When did Lillian gasp in surprise? _____

United Nations

When Did It Begin?

It was set up in 1945, after the Second World War, as a way of bringing people together and to avoid further wars.

The Charter was signed in June 1945 and the United Nations came into existence in October 1945.

It started with 51 countries. The United Kingdom is one of the original members. Germany did not join until 1973.



In a Nutshell...

The United Nations was created after the Second World War.

It is known as the UN.

Today it's comprised of 193 member nations.

Follow this link to see which countries are members;

<http://www.un.org/en/member-states/>



The UN building in New York City

The United Nations

The _____ Nations is an _____ organisation. It was set up in _____ following the end of the _____ World War. This war had been so horrific that the UN's _____ wanted to _____ such a conflict from occurring _____. Nowadays, most of the _____ in the world are members of the UN. Its headquarters are located in New _____.

Use these words to fill the gaps:

International, York, prevent, 1945, again, United, Second, founders, countries.

Children's Rights Diamond Ranking

Instructions:

The statements below show articles of the United Nations Convention on the Rights of the Child. These are rights that every child is entitled to.

Cut out the grid and turn it 45° to make a diamond shape.

Choose nine of the rights you believe are the most important. Then use the diamond layout below to arrange these rights in order of most to least important (in your opinion).

Children's Rights Articles

Article 1

Everyone under 18 has these rights.

twinkl.com

Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

twinkl.com

Article 3

All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

twinkl.com

Article 4

The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

twinkl.com

Article 5

Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

twinkl.com

Article 6

You have the right to be alive.

twinkl.com

Article 7

You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).

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Article 8

You have the right to an identity – an official record of who you are. No one should take this away from you.

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Article 9

You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

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Article 10

If you live in a different country than your parents do, you have the right to be together in the same place.

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Article 11

You have the right to be protected from kidnapping.

twinkl.com

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

twinkl.com

Blank Page for cutting out

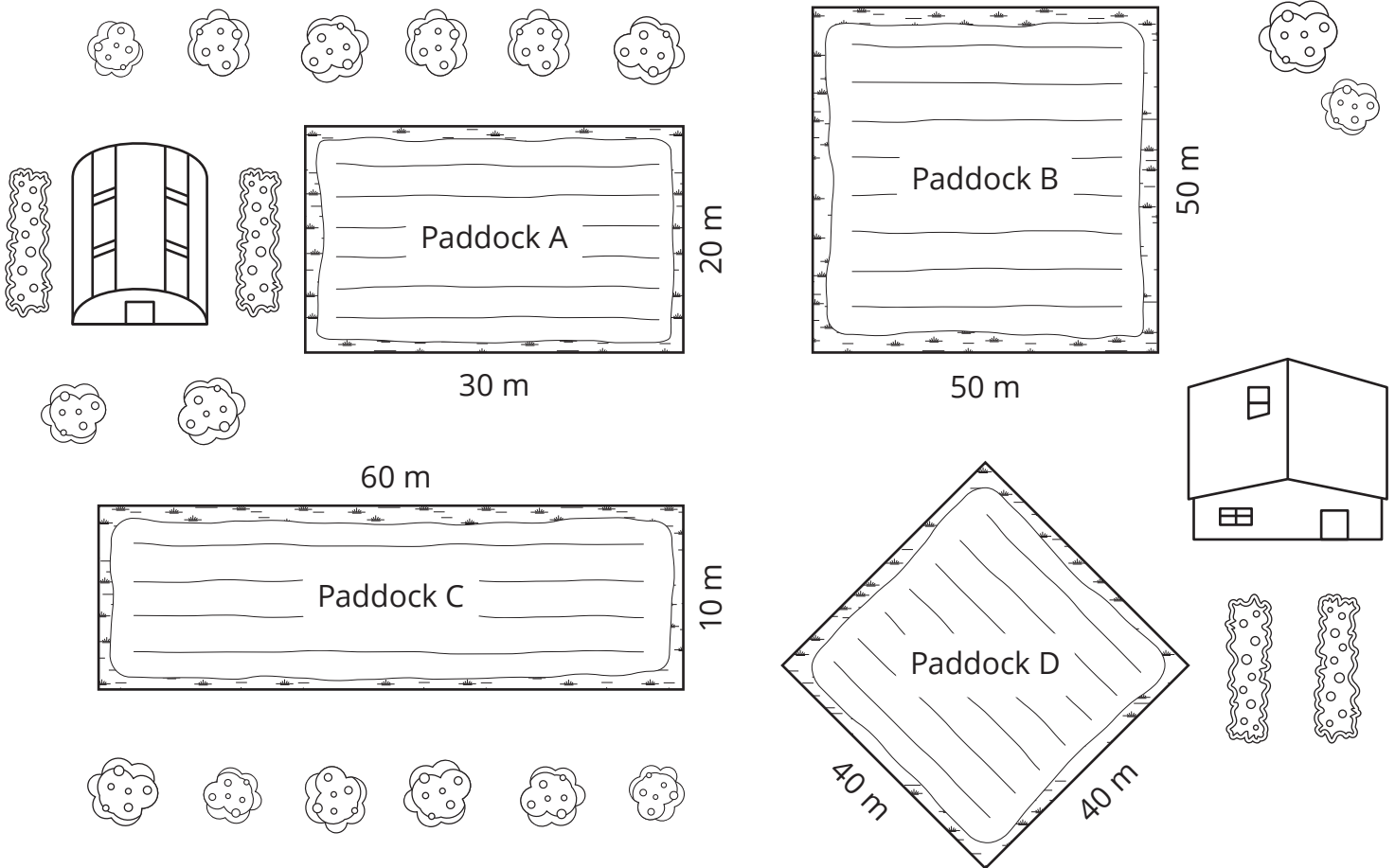


Name: _____

Date: _____

Area and Perimeter Paddock Problems

A farmer is planning some new paddocks for their farm. Look at the plans below and determine the area and perimeter of each paddock.



Paddock A

Perimeter: _____

Area: _____

Paddock C

Perimeter: _____

Area: _____

Paddock B

Perimeter: _____

Area: _____

Paddock D

Perimeter: _____

Area: _____



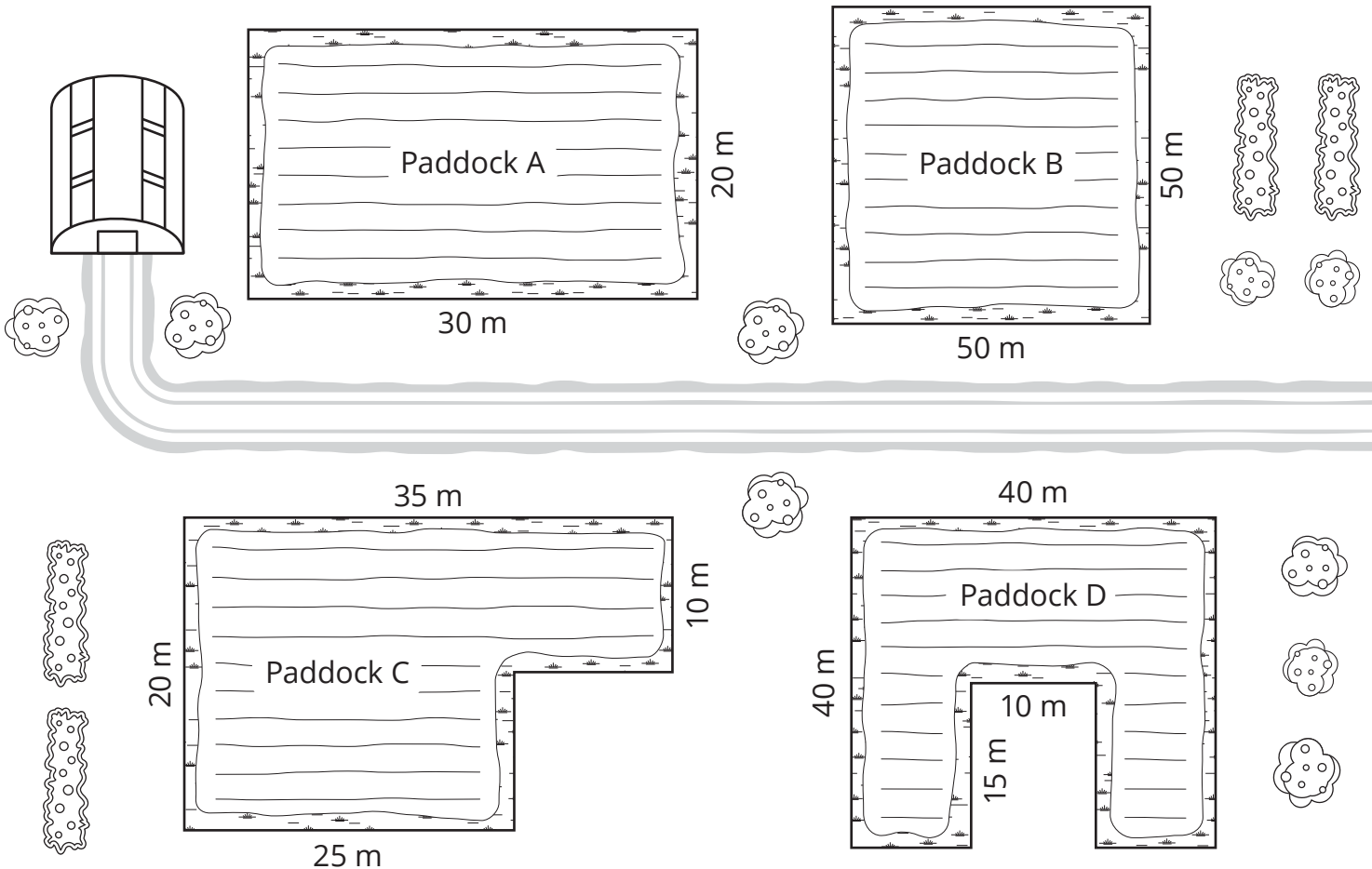


Name: _____

Date: _____

Area and Perimeter Paddock Problems

A farmer is planning some new paddocks for their farm. Look at the plans below and determine the area and perimeter of each paddock.



Paddock A

Perimeter: _____

Area: _____

Paddock B

Perimeter: _____

Area: _____

Paddock C

Perimeter: _____

Area: _____

Paddock D

Perimeter: _____

Area: _____



PE Warm Up

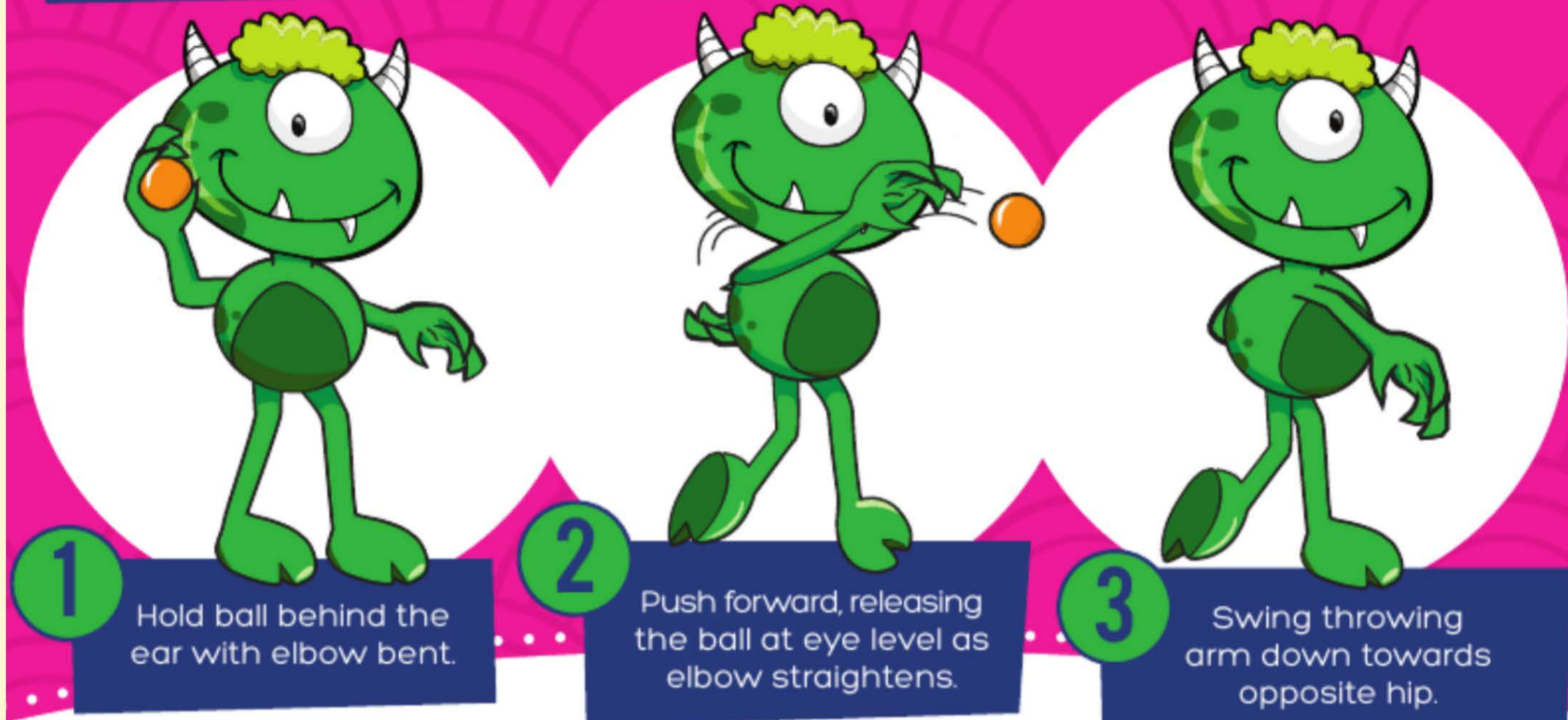
Spell Your Name WORKOUT REPEAT 2X

-
- | | |
|----------------------|----------------------|
| A: 50 jumping jacks | N: 40 jumping jacks |
| B: 30 crunches | O: 30 squats |
| C: 40 squats | P: 30 mtn. climbers |
| D: 10 push ups | Q: 15 push ups |
| E: 1 minute wall sit | R: 2 minute wall sit |
| F: 2 minute wall sit | S: 15 burpees |
| G: 20 squats | T: 1 minute plank |
| H: 30 jumping jacks | U: 40 jumping jacks |
| I: 10 burpees | V: 1 minute wall sit |
| J: 2 minute plank | W: 30 squats |
| K: 20 mtn. climbers | X: 25 crunches |
| L: 15 push ups | Y: 10 push ups |
| M: 20 lunges | Z: 30 lunges |

PE Skill Revision

— Overarm Throwing —

Propelling an object from one hand using a forward motion of the arm.



Game - Bullseye

Create your own target on the ground or on a sensible outdoor wall space. Allocate points to each section.



Using a soft ball, socks, crunched-up paper etc, practice your overarm throwing technique. Compete against other family members, record your scores and determine a winner.

To make it harder, increase the distance you throw from.

Ninja Course

Draw a plan of your ninja course below.