



Year 5 - Term 3, Week 10

Assessment Week

Monday to Friday



Name: _____ *Class:* _____



Monday

Science Assessment.



GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING







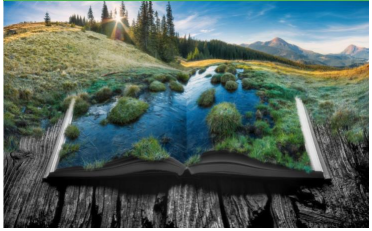



LEARNING






SUCCESS



CALLAGHAN
EDUCATION
PATHWAYS

Year 5 – Term 3, Week 10 Continuity of Learning – Working at Home Program

Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p>Spelling Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>Grammar in Writing  <i>Week 10, Lesson 1</i> Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p> <p>Reading  Complete individually assigned tasks on Reading Eggspress</p>	<p>Spelling Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>Grammar in Writing  <i>Week 10, Lesson 2</i> Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p> <p>Reading  Complete individually assigned tasks on Reading Eggspress or</p>	<p>Spelling Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>Grammar in Writing  <i>Week 10, Lesson 3</i> Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p> <p>Reading  Complete individually assigned tasks on Reading Eggspress or</p>	<p>Spelling Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>DREW – Drop Everything and Write Use the prompt in your booklet </p> <p>Reading  Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Reading  Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p> <p>Grammar in Writing  <i>Week 10, Lesson 4</i> Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>

	or complete the comprehension worksheet in hardcopy booklet	complete the comprehension worksheet in hardcopy booklet	complete the comprehension worksheet in hardcopy booklet		complete the comprehension worksheet in hardcopy booklet
	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 - Comprehension</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
	DEAR Reading You can either choose a story on Epic or you can read a book from home				
Middle Session	Maths <i>Chance and Probability</i> Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Mathletics tasks.	Maths <i>Chance and Probability</i> Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Mathletics tasks.	Maths <i>Chance and Probability</i> Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Mathletics tasks.	Maths <i>Chance and Probability</i> Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Mathletics tasks.	Maths <i>Chance and Probability</i> Complete activities today's Microsoft Form or hardcopy booklet.  Complete individually assigned Prodigy tasks.
	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>Book Week</p> <p>Find A Word</p> <p>Complete the Find A Word in the booklet or create your own based on the 2021 Book Week theme –</p> 	<p>Book Week</p> 	<p>Book Week</p> 	<p>BTN or Squizkids</p> <p>Watch the latest episode of BTN or listen to Squizkids</p> <p>https://www.abc.net.au/btn/classroom/</p>  	<p>Book Week</p> 

	Monday	Tuesday	Wednesday	Thursday	Friday
appoint					
autumn					
separate					
dictionary					
knowledge					
use					
finally					
unusual					
touch					
information					
major					
minor					
safety					
safely					
nature					
breeze					
happily					
weary					
exclaim					
squeeze					
antenna					
especially					
eventually					
alternatively					
recognisable					

Adding Prefixes

In English, when a prefix is added to a word, the spelling of the prefix and the base word stays the same. If the first letter of the base word and the last letter of the prefix is the same it can create some tricky double letter spelling.

Keep the spelling the same to create the new words:

Prefix	Base Word	New Word	Prefix	Base Word	New Word
re	apply		im	moral	
un	do		ir	responsible	
mis	read		im	mature	
il	legal		un	necessary	
ir	regular		de	value	
dis	belief		tri	cycle	

Use a dictionary to fill the table below:

Base Word	Meaning	+ Prefix	New Word	Meaning
legal	Allowed by the law or rules of a game	il	illegal	
apply		re		
regular		ir		
read		mis		
value		de		

Write the list in alphabetical order and state the number of syllables:

- 1) _____ () 5) _____ () 9) _____ ()
- 2) _____ () 6) _____ () 10) _____ ()
- 3) _____ () 7) _____ () 11) _____ ()
- 4) _____ () 8) _____ () 12) _____ ()

Monday



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

Write your best paragraph here

Revision Task

What is a connective?

- **Connectives** are used between paragraphs or between sentences in order to show a connection between one part of your **writing** and another. They make your **writing** more powerful. Here are some examples.

Adding	Time
and moreover also as well as furthermore	next then finally meanwhile eventually

Cause/effect	Contrasting
because therefore so consequently as a result of	however alternatively although except unless

Write 3 sentences with connectives. Circle the connective in your sentence.

Editing – Correct the text using the editing marks. There are 20 errors to find.

Sir edmund Hillary (1919-2008) was pioneering mountain climer and explorer during the 20th century

In 1953 Edmund take part in a British-led attempt to reach the summit of mount Everest (the highest mountain peek in the world) On 29 May, Hillary and Nepalese Sherpa mountaineer Tenzing Norgay bravely battled high altitudes and a 12-metre rock wall (now known as hillary's step) to reach the highly coveted summit the to men spent around 15 minutes at the highest point on Earth before begining there descent.

Edmund Hillary die of heart failure at the age eighty eight in his hometown of auckland.

Editing Marks

Capital letter 

End punctuation  

Insert a word 

Change to lower case 

Take something out 

Check spelling 

New paragraph 

Write the text correctly here –

Science Project- Due 13th September

Using the information provided complete a scientific research project on Mars.

* This will be completed over the next 3 weeks

* You can do your project at any time over the next 3 weeks

* **You MUST answer the following 4 questions (see below)**

* You will present the information in a PowerPoint, a booklet, a poster, a Word document or any other way you think would be appropriate (not a video)

* You will need to include pictures, graphs, tables or diagrams

* If you are presenting your project on a poster or booklet (handwritten), you must drop it into school for marking by **Monday 13th September**

* If you are presenting your poster using Word, PowerPoint or any other computer program, on **Monday 13th September**, Mrs Buckley and Mrs Le Quesne will add an announcement in your class teams for you to post it onto

* Every **Monday at 1.30-1.45pm** Mrs Buckley and Mrs Le Quesne will open class teams board for you to post any questions about your project

1. **Clearly identify the key features of your planet.**

Here are some examples:

* size

* distance from the sun

* what is it made from

* anything else you think is important

2. **Describe and explain the interaction between the sun and your planet.**

* Compare their sizes

* What and how does your planet orbit?

* How long is one day on your planet?

* What is the temperature like on your planet?

* Does your planet have distinct seasons?

* Think about what role gravity might have to allow your planet and the sun to interact

* anything else you think is important

3. **Describe how scientists, astronauts and space missions from the past and present have improved our understanding of your chosen planet.**

* Provide examples of what these scientists/astronauts/space missions have discovered.

Eg. NASA's Mars Exploration Project discovered that long ago Mars was soaked in acidic water. This helps us to understand that Mars is not a very likely planet to find living things.

4. **Explain the Indigenous perspective of your chosen planet.**

* What did Aboriginal and Torres Strait Islanders know about your chosen planet?

* How did they use this knowledge to help with their everyday lives?

Here is the marking rubric that teachers will use to give you a final score

Earth's Place in Space- Marking Rubric

Science Project- Planet Discovery

Criteria	No attempt- you have not answered the question at all	Developing- You have tried to answer all parts of the question, but you are missing some important information	Achieving- You have answered all parts of the questions	Taking it further- You have answered all parts of the question and have done a little more research yourself to show a deep understanding	Higher order thinking- You have answered all parts of the question and have done an extensive amount of your own research to show a very deep understanding
<u>Criteria 1:</u> Plans and conducts a scientific investigation; collects and evaluates data to communicate conclusions.					
<u>Criteria 2:</u> Understands and compares the key features of the chosen planet.					
<u>Criteria 3:</u> Demonstrates and describe the interaction between the Sun and the planet, their relative sizes and orbits.					
<u>Criteria 4:</u> Describes how scientists from the past and present have improved our understanding of the chosen planet.					
<u>Criteria 5:</u> Communicates how Aboriginal and/ or Torres Strait Islander Peoples use observation of the night sky (including the chosen planet) to inform their daily lives.					

All about Mars

Key Features:

Mars is the fourth planet from the Sun – a dusty, cold, desert world with a very thin atmosphere. Mars is also a dynamic planet with seasons, polar ice caps, canyons, extinct volcanoes, and evidence that it was even more active in the past.

Mars is one of the most explored bodies in our solar system, and it's the only planet where we've sent rovers to roam the alien landscape.

NASA currently has two rovers ([Curiosity](#) and [Perseverance](#)). These robotic explorers have found lots of evidence that Mars was much wetter and warmer, with a thicker atmosphere, billions of years ago.

Mars



Planet

Mars is the fourth planet from the Sun and the second-smallest planet in the Solar System, being larger than only Mercury. In English, Mars carries the name of the Roman god of war and is often referred to as the "Red Planet". [Wikipedia](#)

Moons: [Phobos](#), [Deimos](#) Trending

Distance from Sun: 227.9 million km

Orbital period: 687 days

Surface area: 144.8 million km²

Radius: 3,389.5 km

Length of day: 1d 0h 37m

Gravity: 3.721 m/s²

10 Need-to-Know Things About Mars

1

SMALL PLANET

If the Sun were as tall as a typical front door, Earth would be the size of a dime, and Mars would be about as big as an aspirin tablet.

2

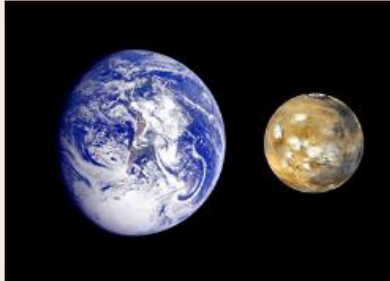
FOURTH ROCK

Mars orbits our Sun, a star. Mars is the fourth planet from the Sun at an average distance of about 228 million km (142 million miles) or 1.52 AU.

3

LONGER DAYS

One day on Mars takes a little over 24 hours. Mars makes a complete orbit around the Sun (a year in Martian time) in 687 Earth days.



4

RUGGED TERRAIN

Mars is a rocky planet. Its solid surface has been altered by volcanoes, impacts, winds, crustal movement and chemical reactions.

5

BRING A SPACESUIT

Mars has a thin atmosphere made up mostly of carbon dioxide (CO₂), argon (Ar), nitrogen (N₂), and a small amount of oxygen and water vapor.

6

TWO MOONS

Mars has two moons named Phobos and Deimos.

7

RINGLESS

There are no rings around Mars.

8

MANY MISSIONS

Several missions have visited this planet, from flybys and orbiters to rovers on the surface. The first true Mars mission success was the Mariner 4 flyby in 1965.

9

TOUGH PLACE FOR LIFE

At this time, Mars' surface cannot support life as we know it. Current missions are determining Mars' past and future potential for life.

10

RUSTY PLANET

Mars is known as the Red Planet because iron minerals in the Martian soil oxidize, or rust, causing the soil and atmosphere to look red.



Structure and Surface

- Mars is a terrestrial planet. It is small and rocky.
- Mars has a thin atmosphere.
- Mars has an active atmosphere, but the surface of the planet is not active. Its volcanoes are dead.

Time on Mars

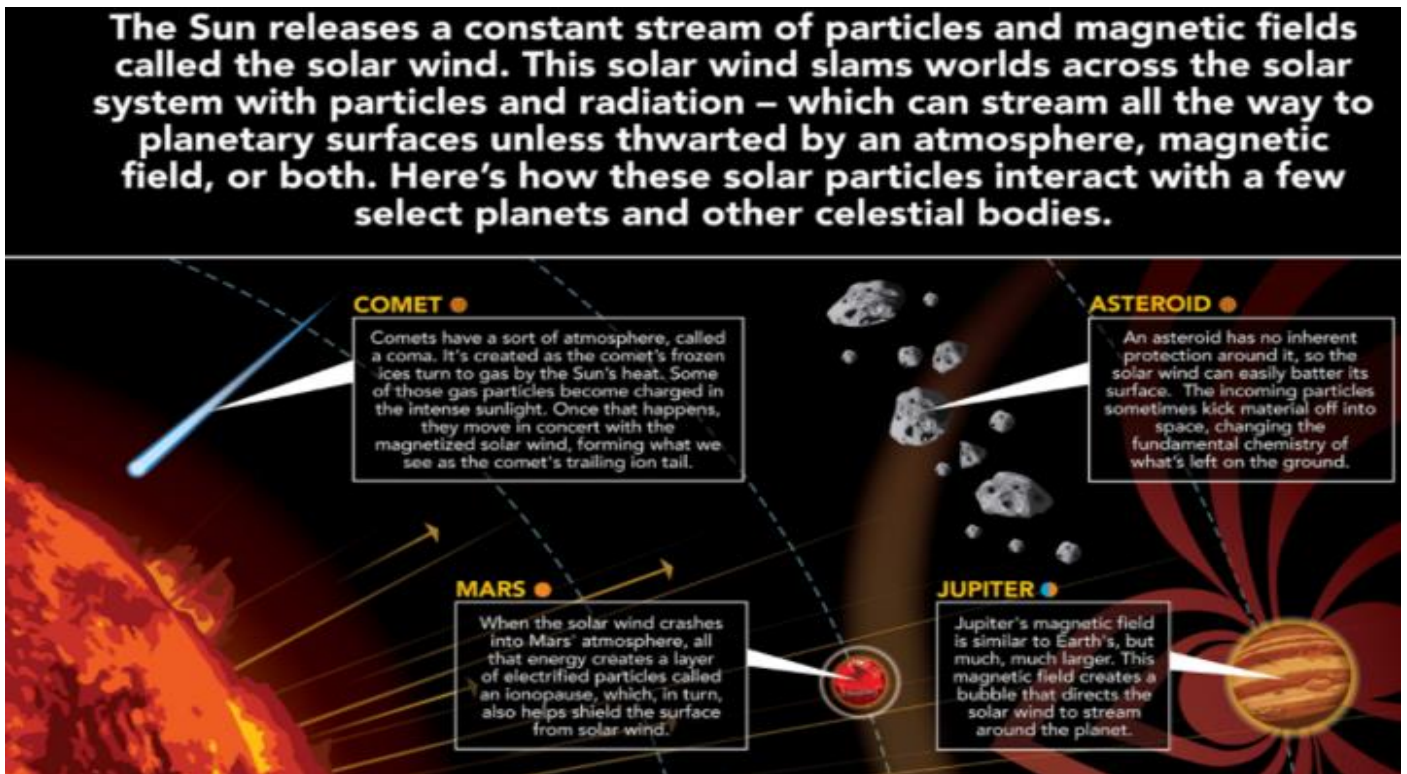
- One day on Mars lasts 24.6 hours. It is just a little longer than a day on Earth.
- One year on Mars is 687 Earth days. It is almost twice as long as one year on Earth.

Mars' Neighbors

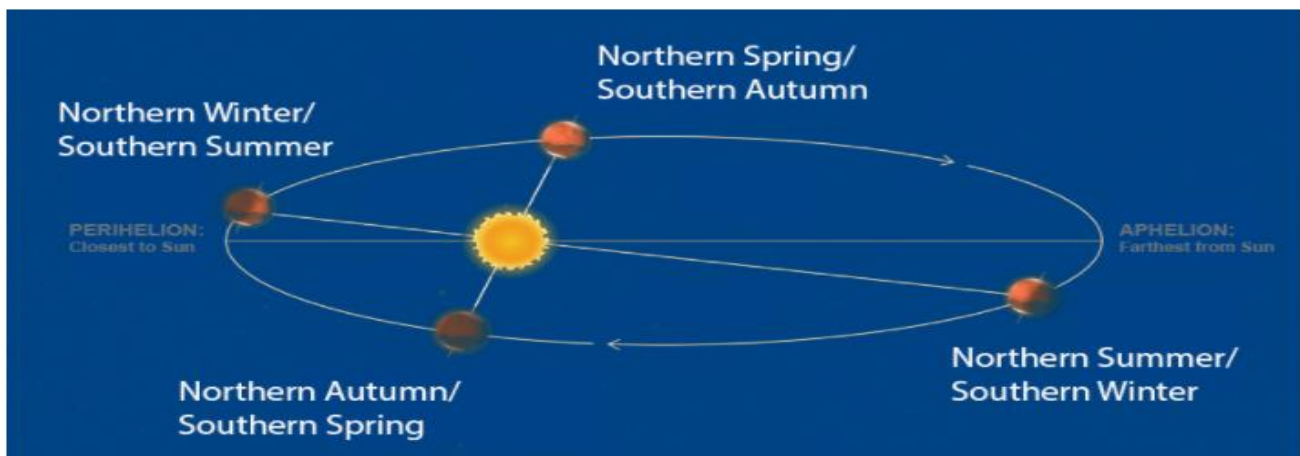
- Mars has two moons. Their names are Phobos and Deimos.
- Mars is the fourth planet from the Sun. That means Earth and Jupiter are Mars' neighboring planets.

Quick History

- Mars has been known since ancient times because it can be seen without advanced telescopes.
- Several missions have visited Mars. And Mars is the only planet we have sent **rovers** to. They drive around Mars, taking pictures and measurements.



Mars has distinct seasons because of its interaction with the sun.



July 01, 2016

Mars has four seasons just like Earth, but they last about twice as long. That's because it takes about two Earth years for Mars to go around the sun. July 4, 2016 just happens to be the start of spring in the southern hemisphere on Mars, where Mars rovers Curiosity and Opportunity are exploring.

The southern hemisphere has "harsher" seasons than in the north. During Southern winter, Mars is farthest away from the Sun in its elliptical orbit around the Sun. That's different from Earth, because our planet has a near circular orbit. Winter in the southern hemisphere is worse, because Mars is the farthest away from the Sun and moves more slowly in its orbit. Going from a winter to warmer spring can be quite dramatic.

Spring for the rovers on Mars is the start of the dust season. Dust storms can brew in one area of the planet, and grow into planet-wide storms. Global dust storms can even blanket the whole planet, covering it from sight. Data from orbiters can tell us a lot about to scope and scale of storms and how the affect rovers on the ground.

How scientists have improved our understanding of Mars:

Curiosity rover:

On **Earth**, where there is water, there are living things. We know that **Mars** had water a long time ago. But did it also have other conditions life needs?

To find out, NASA sent the Curiosity rover to Mars. Curiosity is the largest robot to ever land on another planet. It is about the size of a small SUV.

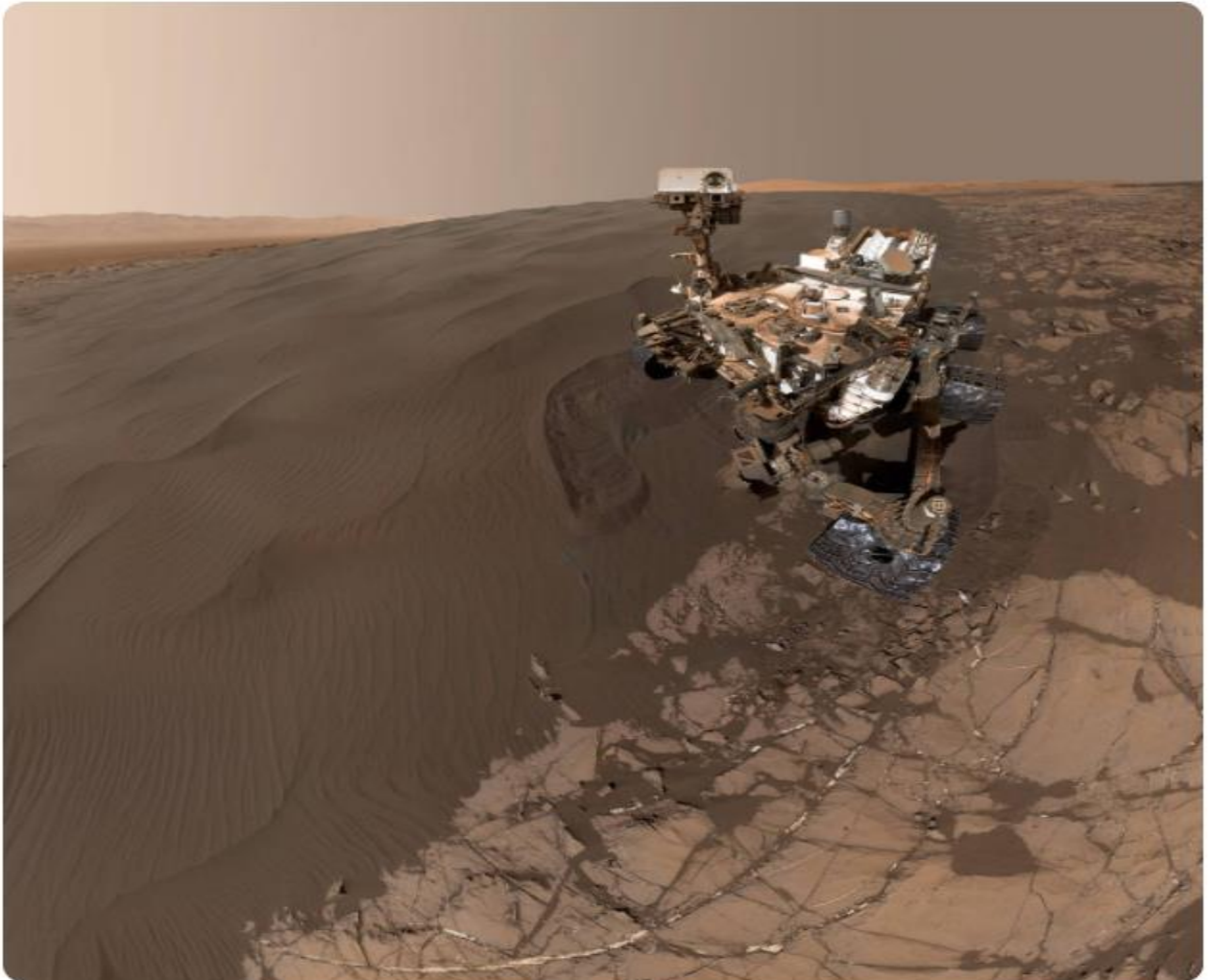
Curiosity landed in Gale Crater. This crater is special because it has a tall mountain in the middle. The mountain has many layers of rock. Each layer is made of different minerals from different time periods. These minerals could tell scientists about the history of water on Mars.

The rover uses many scientific instruments to study the rocks in Gale Crater. Curiosity used its drill to make a hole in a rock that once was mud at the bottom of a lake. One of its other instruments studied the powder drilled from the rock. This information helped scientists learn that the Gale crater had ingredients that ancient life would have needed to survive.

Scientists sent Curiosity to Mars to measure lots of other things, too—including radiation. Radiation is a type of energy that can come from the sun. It travels in high-energy waves that can be harmful to living things. Curiosity found that Mars has high, dangerous levels of radiation. NASA will use Curiosity's radiation data to design missions to be safer for human explorers.

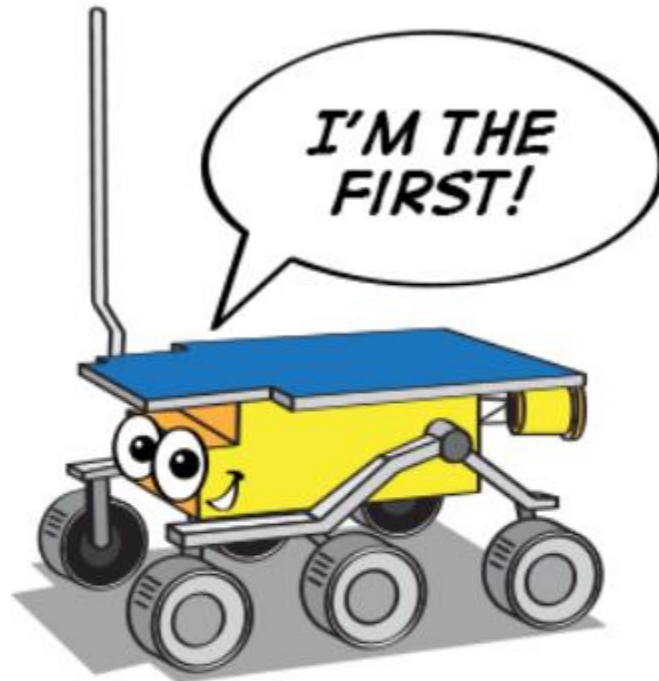
Curiosity brought 17 cameras with it to the Red Planet—more than any other rover. It uses some of its cameras to take photos of its journey. Cameras also act as Curiosity's eyes, helping it to spot and stay away from danger.

One of Curiosity's cameras—at the end of its 7 foot long robotic arm—even acts like a sort of “selfie stick.” It can hold the camera two meters away and take a selfie to send back to Earth!

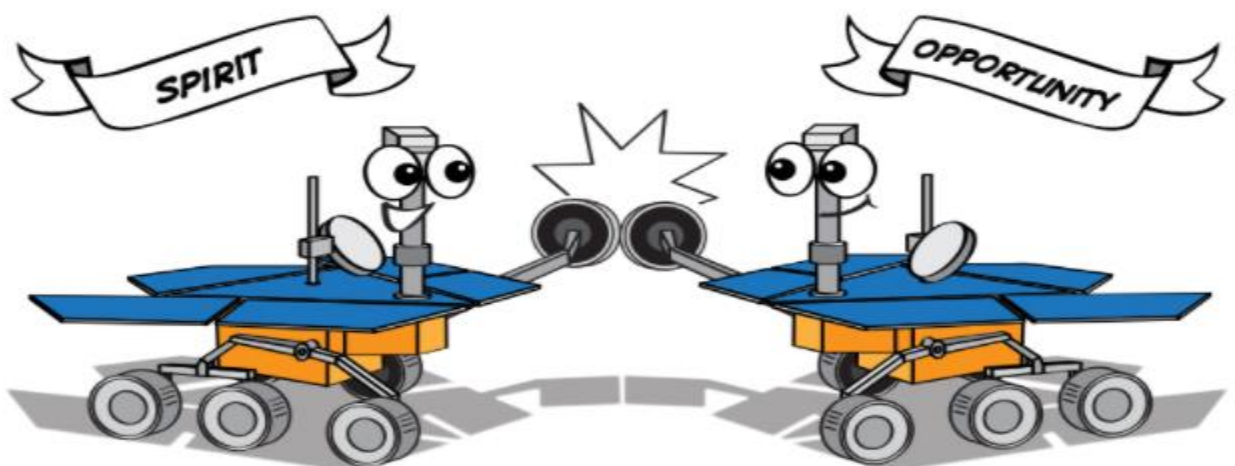


A self-portrait of Curiosity on a Martian sand dune. At this site, it used instruments to scoop up and study sand samples. Credit: NASA/JPL-Caltech/MSSS

Sojourner Rover:



In 1997, NASA scientists did something pretty amazing. For the first time, they used a small wheeled robot to study the surface of Mars. This robotic explorer, called a **rover**, was named Sojourner. It was only about the size of a microwave oven. However, it went on to share lots of important new information with scientists.



After the success of the Sojourner rover, NASA wanted to send more rovers to learn about Mars. So, in 2003, they sent two rovers to the Red Planet. The rovers were named Spirit and Opportunity. Together, they were part of the Mars Exploration Rover mission.

Spirit and opportunity Rovers:

The rocks that Spirit and Opportunity studied showed scientists that a long time ago, water on Mars may have looked a lot like water on Earth. Mars once had lakes and rivers on the surface. Like Earth, it also had water below the ground, as well as water vapor in the atmosphere

Perseverance Rover:

Rovers on Mars have collected evidence of water and some of the chemical building blocks of life. Scientists think it might be possible that life existed on Mars a long time ago. If there were living things, they were probably teeny tiny little organisms—something like bacteria here on Earth. But, did life actually ever get started on Mars?

The Mars 2020 mission hopes to answer that question. The mission sent a rover very similar to Curiosity to explore the rocks, dirt, and air on Mars. Like Curiosity, the Perseverance rover is the size of a small SUV. The new rover has a different goal and different instruments. It will look directly for signs of past life on Mars.

The new rover will also experiment with a natural resource that would be helpful in planning a human mission to Mars.

The atmosphere of Mars is made mostly of a gas called carbon dioxide. But many living things (including humans) need oxygen to breathe. If a human were to go to Mars, they would have to bring lots of oxygen. However, there isn't much room on the spacecraft to carry liquid oxygen.

The rover will test a method for getting oxygen from the air in the Martian atmosphere. This will help NASA plan for the best designs to send human astronauts to explore Mars one day.

Aboriginal and Torres Strait Islander Knowledge of Mars and the Solar System:

Aboriginal and Torres Strait Islander people are keen observers of the night sky, having detailed knowledge systems built around the Sun, Moon, and planets visible to the eye (as a distance from the Sun: Mercury, Venus, Mars, Jupiter, and Saturn). For countless generations, they studied the motions

of Solar System bodies through detailed observation, which was recorded and passed to successive generations through oral tradition. Aboriginal and Torres Strait Islander people distinguished planets from the background stars, noted the changing positions of planets in the sky over days and months, observed their changing positions relative to each other, and characteristics of their journey across the sky.

In many Aboriginal traditions, the planets are seen as children of the Sun and Moon. They represent ancestor spirits walking across the sky, connecting ceremony and Law to various groups of stars. In Wardaman Aboriginal traditions, Uncle Bill Yidumduma Harney describes the planets moving across the sky as ancestral beings walking along a road. Just as you or I walk down the street, sometimes we stop and turn back before moving forward again. Sometimes we slow down and chat with other people during our journey. Uncle Yidumduma says the ancestral beings are coming back for another 'yarn' with other planets as they travel across the sky.¹ Sometimes they come close together, in what is called a *conjunction*.

The Wardaman traditions about planet spirits moving back and forth during their journey along the Dreaming Road is a description of retrograde motion, showing us how Aboriginal people long ago observed the complex motions of the planets and incorporated that knowledge into oral traditions, which were passed to younger generations.

Make 364 Challenge

Use all of the below numbers ...

51

72

14

2

3

... to arrive at an answer of 364.

You can use addition, subtraction, multiplication and division,
but each number can only be used once.

Times tables –

$10 \times 11 =$	$6 \times 11 =$	$10 \times 7 =$	$12 \times 4 =$	$8 \times 10 =$	$8 \times 2 =$
$10 \times 4 =$	$9 \times 4 =$	$3 \times 12 =$	$2 \times 5 =$	$4 \times 1 =$	$8 \times 6 =$
$11 \times 6 =$	$9 \times 6 =$	$10 \times 6 =$	$3 \times 2 =$	$4 \times 12 =$	$9 \times 10 =$
$11 \times 2 =$	$6 \times 12 =$	$5 \times 12 =$	$11 \times 8 =$	$11 \times 10 =$	$8 \times 8 =$
$5 \times 2 =$	$10 \times 2 =$	$3 \times 3 =$	$9 \times 12 =$	$3 \times 7 =$	$7 \times 11 =$

Read this

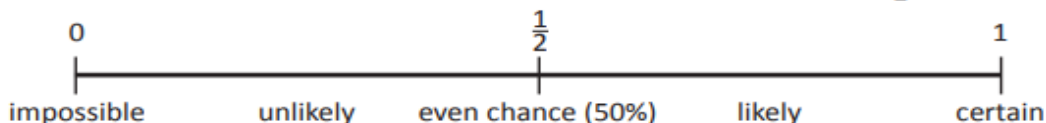
Chance and probability – ordering events

Probability measures how likely something is to happen.

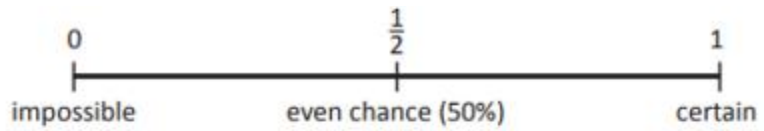
An event that is **certain** to happen has a probability of 1.

An event that is **impossible** has a probability of 0.

An event that has an **even** or **equal** chance of occurring has a probability of $\frac{1}{2}$ or 50%.



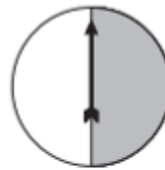
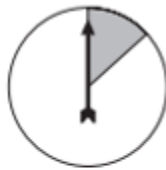
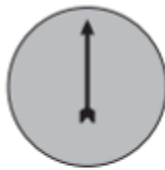
Are these events impossible, certain or an even chance? Complete this table. The first one has been done for you.



Event	Probability
The month after June will be February.	<i>impossible</i>
You will get an odd number when you roll a single die.	
The year after 2010 will be 2007.	
When you flip a coin it will land on tails.	
The day after Saturday will be Sunday.	

Write an event that is impossible to happen	
Write an event that has an even chance of happening	
Write an event that has a certain chance of happening	

Draw a line to match each spinner with the correct statement:



It is **unlikely** that this spinner will stop on grey.

It is **certain** that this spinner will stop on grey.

There is an **even chance** that this spinner will stop on grey.

This gumball machine dispenses a random gumball each time its button is pressed. Of the 40 gumballs in the machine, 2 are blueberry flavour, 6 are strawberry, 13 are lime and 19 are orange flavour.



- Which flavour is most likely to be dispensed? _____
- Which flavour is least likely to be dispensed? _____
- Charlie loves lime flavour but hates strawberry. Adrian loves strawberry but hates orange. Who is more likely to get what they want, Charlie or Adrian? Why?

- Write the flavours in order, from the most likely to the least likely to be dispensed:

CBCA Book Week 2021

Old Worlds, New Worlds, Other Worlds

n o o l d e l x a z r t
f p l a n e t s a h p h
n r o x a w a r d t e a
e c o o t h e r c r o g
w b f u q m z v r a q t
g b y b s p a c e v v o
p f n f a y o t a e s w
r w o r l d s h t l v z
i l t i m e i y u b u r
z z d w y i d j r c n u
e c n c s l m q e j x r
d e r a l i e n s h o a

old
new
other
worlds

planets
aliens
space
creatures

time
travel
prize
award



Tuesday

*Includes a Geography
Assessment.*

Spelling Rule:

Change 'y' to 'i' before adding a suffix.



Write the correct spelling and state the number of syllables:

beauty + ful _____ (__)	pretty + est _____ (__)
glory + ous _____ (__)	vary + ed _____ (__)
dirty + est _____ (__)	carry + ed _____ (__)
busy + ness _____ (__)	heavy + ness _____ (__)
silly + ness _____ (__)	fancy + ful _____ (__)
mercy + ful _____ (__)	drowsy + ness _____ (__)
crazy + ness _____ (__)	happy + ness _____ (__)

Choose the best words from the lists above to complete each sentence:

She wore a _____ diamond necklace to the ball.
 "That is none of your _____!" snapped Sally.
 He _____ his heavy bags up the stairs.
 I thought it was the _____ flower display in the show.
 The goal keeper had the _____ clothes after the match.
 There was a _____ sunset this evening.
 "I don't want any _____." said the teacher.

Write synonyms for the word 'beautiful':

Write sentences using words from the lists above:

Tuesday



Conjunctions

Conjunctions join sentences, clauses and words within clauses. For example: *Bella and Suzy are sisters, but they are also best friends.*

Circle the conjunction that correctly completes each sentence.

- a (So, Although) it is summer, it is still a bit chilly.
- b I can't walk on my hands, (if, but) my brother can.
- c My father whistles (while, nor) he cooks.
- d Jayden takes flying lessons (until, because) he wants to be a pilot.
- e She didn't like the picture, (unless, so) she drew another one.
- f We'll carry on playing (or, when) it stops raining.
- g You won't get pocket money (unless, but) you finish your chores.



Write 2 sentences using conjunctions and circle them.

Sequencing Events

To identify the sequence of events in a text, look at numbers and words that give clues to the order in which things happen.

Read the passage.

Underline the phrase that tells us what happens just before the female goes to the sea to feed.

Highlight the sentence that tells us how long the female stays at sea.

Colour the phrase that tells us when the egg hatches.

Emperor penguins are the only warm-blooded animals that spend winter in Antarctica.

In May, the female lays a single egg, and then walks to the sea to feed. She stays at sea until the egg hatches.

The male stays behind to look after the egg. He balances the egg on his feet and protects it under a thick roll of skin called a brood pouch. During this time, the male does not eat. The egg hatches after about two months. The chick stays in the brood pouch until it can survive on its own.

The female returns to feed the chick. The male then leaves to find food.

Underline the sentence that tells us what happens to the egg after the female leaves.

Highlight the phrase that tells us how long the chick stays in the brood pouch.

Colour the sentence that helps us work out when the male goes to find food.

Colour the correct answers.

- When** does the female Emperor penguin go to the sea to feed?
 after the egg hatches
 after she lays the egg
 while the egg is hatching
 before she lays the egg
- What happens while** the female is feeding?
 The male looks after the egg.
 The male goes in search of food.
 The other penguins look after the egg.
 The male grows a brood pouch.
- When** does the female return from the sea?
 just before the egg hatches
 while the egg is hatching
 once the egg hatches
 once the chick can survive on its own

Writing – Procedures

Tomorrow you will complete your Term 3 post-test for procedure writing. Today, complete the following questions in order to prepare yourself for writing.

What type of text is a procedure?

What are some different types of procedures?

Which headings should you have in a procedure? **Write them in order.**

What are some examples of **adverbs** that might be in a procedure about how to make a cake?

What are some examples of **adverbial phrases** that might be in a procedure about how to make a cake?

Can you include a diagram in a procedure? YES / NO

Read the rubric on the following page again and be ready to complete your post-test tomorrow to your best ability.

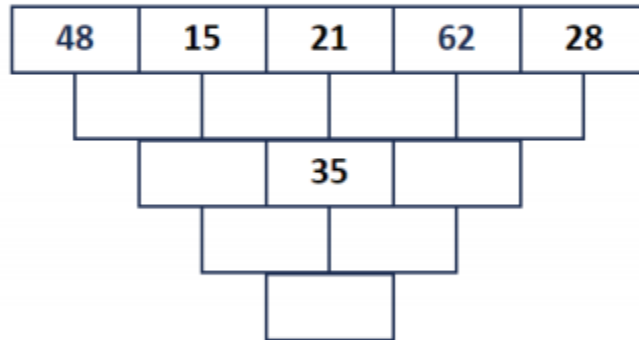
Procedural Writing Assessment Rubric

	Working Below Expectations	Working To Expectations	Working Above Expectations
Audience	Procedural text contains simple content. Attempts have been made to instruct the reader.	Procedural text contains sufficient content. Attempts have been made to instruct the reader to achieve a relevant goal through the use of instructive and descriptive language.	Procedural text contains detailed content. Successfully instructs the reader through the deliberate selection of relevant steps and sustained use of instructive and descriptive language.
Procedural Structure	Procedural structure (goal, materials, instructions) is absent or minimal.	Procedural structure (goal, materials, instructions) is present.	Procedural structure (goal, materials, instructions) is highly developed.
Goal	The goal of the procedural text is absent or unclear.	The goal of the procedural text is clear and relevant.	The goal of the procedural text is clear, succinct and highly relevant.
Materials	Some equipment required to achieve the goal is listed.	All equipment required to achieve the goal is listed.	All equipment required to achieve the goal is listed, with clarifying information added where necessary.
Instructions	Set of instructions is simple or unclear.	Set of instructions is clear and mostly effective.	Set of instructions is clear, detailed and highly effective.
Vocabulary	Some use of appropriate words and phrases.	Some use of precise words and word groups.	Sustained and consistent use of effective words and phrases which enhance meaning.
Cohesion	Procedural text lacks flow. Links are missing and meaning may be unclear.	Procedural text generally flows well. Some links are present and meaning is usually clear.	Procedural text is highly cohesive. Instructions are tightly linked and meaning is clear.
Sentence Structure	Procedural text contains some simple sentences that express meaning. Some meaning can be constructed.	Procedural text experiments with more complex sentences to express meaning. Meaning is predominantly clear.	Procedural text demonstrates correct, controlled and well-developed sentences. Meaning is clear and precise.
Punctuation	Minimal use of punctuation. Provides little assistance to the reader.	Regular use of punctuation. Provides adequate markers to assist reading.	Precise use of punctuation. Provides accurate markers for controlled reading.
Spelling	Procedural text contains correct spelling of most simple and some common words.	Procedural text contains correct spelling of all simple words, most common words and some difficult words.	Procedural text contains correct spelling of all common words, most difficult words and some challenging words.

Break It Down

Each block in the pyramid contains the difference between the two blocks that sit above it.

Fill in all the blank blocks and work your way to the bottom of the upside-down pyramid.



Times tables – Multiply the numbers by the centre number

Chance and probability – relating fractions to likelihood

So far we have looked at the language of chance and outcomes either being at 0 (impossible), $\frac{1}{2}$ (even) or 1 (certain). But what is the likelihood of outcomes in the unlikely range or the likely range? Outcomes in these ranges can be expressed as either fractions, decimals or %.

Remember that when finding the chance or likelihood of an event occurring, we must look at all possible outcomes.

$$\text{chance} = \frac{\text{likelihood of event occurring}}{\text{number of possible outcomes}}$$

- 1 There are 20 chocolates in a box that all look the same. There are 6 milk, 4 caramel, 3 mint and 7 dark chocolates.

a If you choose one chocolate without looking, which chocolate are you most likely to get? _____

b Which chocolate are you least likely to get? _____

c Show the chance of selecting each type of chocolate as a fraction:

$$\text{milk} = \frac{6}{20}$$

$$\text{caramel} = \frac{\boxed{}}{\boxed{}}$$

$$\text{dark chocolate} = \frac{\boxed{}}{\boxed{}}$$

$$\text{mint} = \frac{\boxed{}}{\boxed{}}$$

d Colour the word that best describes the chance of selecting a mint chocolate:

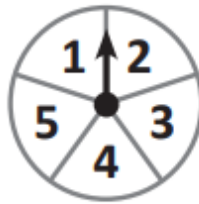
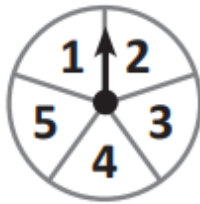
certain

even

unlikely

impossible

- 2 Use this table to work out all the possible totals for a pair of five-sided spinners. Colour match the totals. Make all the 6s yellow, all the 4s blue and so on.



Spinner 1

	1	2	3	4	5
1	2				6
2	3				
3	4		6		
4	5				
5	6				10

- 3 Look at the table above.

a Which total is most likely? _____

b What is the likelihood of this total occurring?
Express your answer as a fraction:

$$\frac{\boxed{}}{\boxed{}}$$

c Which total is least likely? _____

d Express its likelihood as a fraction.

$$\frac{\boxed{}}{\boxed{}}$$

Geography Week 10 – Post Test

1. list 3 ways humankind has changed the natural environment.

2. How does the climate or weather conditions effect where people live?

3. What kind of buildings or businesses would you find in a commercial zone?

Commercial Zone	
-----------------	--

4. What kind of buildings or businesses would you find in a residential zone?

Residential Zone	
------------------	--

5. Think of a natural environment, now think about the way humankind impacts this area. Name your environment and list some negative or positive ways human's change it.

My environment is:	negative	positive

6. Name some ways Aboriginal Australians traditionally collect, hunt, and grow food.

7. Which has the biggest effect on the environment; modern farming or traditional Aboriginal ways of collecting, growing, and hunting food? Give reasons for your answer.

8. If you were planning to build a town, what kind of infrastructure would it need to have so that people could live there? Infrastructure means all the services needed to support the community. You might like to think back to what you included in the model town you built in Week 6.



Old Worlds, New Worlds, Other Worlds

Create and label a map for an imaginary world. It could be based on a world from a book you have read or one that you have made yourself.



Old Worlds, New Worlds, Other Worlds

If you could be a character in any book, who would you want to be and why?



Old Worlds, New Worlds, Other Worlds

Design a new front cover for your favourite book.



Old Worlds, New Worlds, Other Worlds

Write a blurb for your favourite book.



Old Worlds, New Worlds, Other Worlds

Research an Australian author or illustrator and write five interesting facts about them.



Old Worlds, New Worlds, Other Worlds

Imagine that you were lost on a planet millions of lightyears away from Earth. What do you think you would see? Write a description of this strange new world.



Old Worlds, New Worlds, Other Worlds

Write a character profile of your favourite book character.





Wednesday

*Includes a Writing and a
CAPA Assessment.*



Rule: "i" before "e" except after "c"



For some words containing a long "e" sound, use "ie" but change to "ei" if the long "e" sound follows a "c". (But be aware that there are many exceptions!)

example: **receipt** The shopkeeper gave me a receipt.



Add the correct spelling then write the word:

rec __ ve	_____	debr __ f	_____	dec __ t	_____
ach __ ve	_____	rec __ pt	_____	ach __ ving	_____
bel __ ve	_____	rel __ f	_____	pr __ st	_____
c __ ling	_____	ch __ f	_____	bel __ f	_____
br __ f	_____	dec __ ve	_____	fr __ ze	_____
hyg __ ne	_____	gr __ ve	_____	goldf __ ld	_____
n __ ce	_____	p __ ce	_____	y __ ld	_____

Write the meaning of the following words:

brief _____

debrief _____

achieve _____

deceive _____

frieze _____

grieve _____

hygienic _____

Write the missing word, choosing words from the lists above:

She will _____ an award for her bravery.

The child tried to _____ his parents by lying about his involvement in the fight.

We use the _____ fan in summer.

You need to keep the _____ just in case you need to return the item.

The difference between the twins was extremely difficult to _____.

Write a word with the opposite meaning to:

belief _____

receive _____

brief _____

believable _____

achievable _____

hygienic _____

yielding _____

Wednesday



Adverbial phrases

Adverbial phrases are phrases that do the work of adverbs. They give information about a verb. Adverbial phrases tell *how*, *when*, *where* or *why*. For example:

Complete each sentence with an adverbial phrase from the box.

Use each phrase once.

next week on the balcony happily ever after
next to the library without difficulty with a wooden spoon
at any moment in the bathroom

- a** The park is situated _____.
- b** I stood _____ and admired the view.
- c** Sophia solved the maths problem _____.
- d** We'll visit our cousins _____.
- e** I switched on the heater _____.
- f** They should be arriving _____.

Read the passage.

Underline what the turtle wanted to say when they flew high.

Highlight what the townspeople shouted.

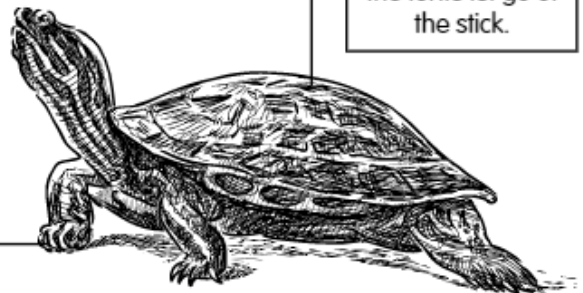
When they flew high, the turtle wanted to say "Look at the beautiful view!", but he remembered the swans' warning not to say a word.

They passed over a small town. People looked up and shouted, "Look at that silly turtle!" The turtle wanted to cry out, "Mind your own business," but he again remembered the warning. As they flew on, more villagers spotted them. People began pointing and crying, "Crazy swans! Crazy turtle!"

The turtle couldn't stand it any longer. He yelled out, "Go away foolish people!" But he let go of the stick in his mouth and fell to the ground, landing on his back and cracking his shell into a thousand pieces.

Put a **box** around the reason the turtle opened his mouth.

Colour what happened when the turtle let go of the stick.



6 What did the turtle want to say when he looked down at the view?

7 Where were they flying when the people shouted, "Look at that silly turtle"?

8 When did the turtle open his mouth?

9 What happened when the turtle opened his mouth?

Term 3 Procedure Writing
Post – Test

TODAY YOU'RE GOING TO WRITE A PROCEDURE.

The topic you've been given for your procedure is "How to get ready for..."

Think:

What activity are you going to explain how to get ready for?

Think of an activity you know how to get ready for well. This could be getting ready for school, a training session, a sporting activity, a bath or bedtime.

Plan:

What are the different sections of a procedure?

What is included in each section?

Edit:

Have I used correct grammar and punctuation?

Does my procedure make sense?

Write your procedure on the following page.

Writing Assessment

Name: _____ Class: _____ Date: _____

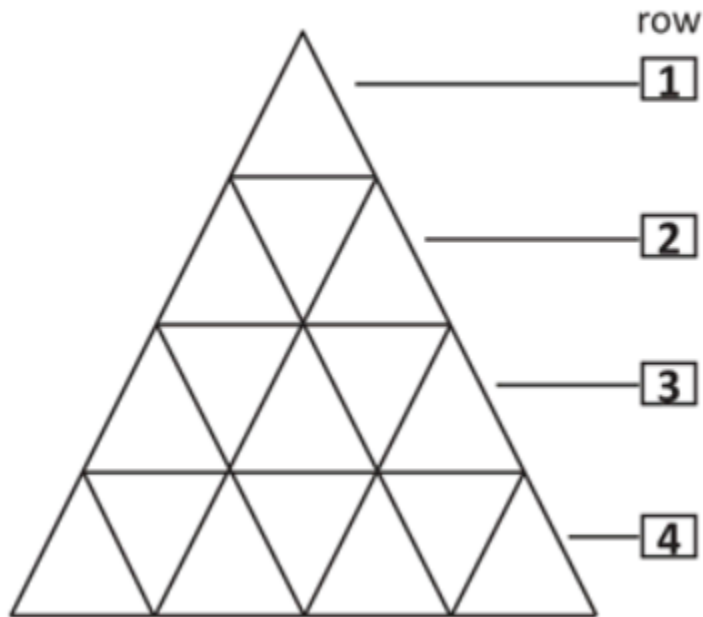
Sentences 0 - 6	
Punctuation 0 - 5	
Spelling 0 - 6	
Total Score	
Structure 0 - 4	
Audience 0 - 6	
Ideas 0 - 5	
Devices 0 - 4	
Vocab 0 - 5	
Cohesion 0 - 4	
Paragraphs 0 - 3	
Grade	

Writing Assessment

Name: _____ Class: _____ Date: _____

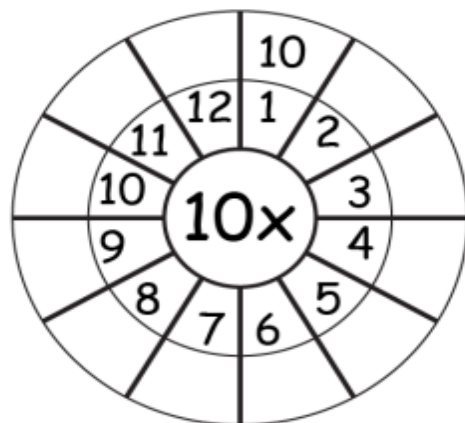
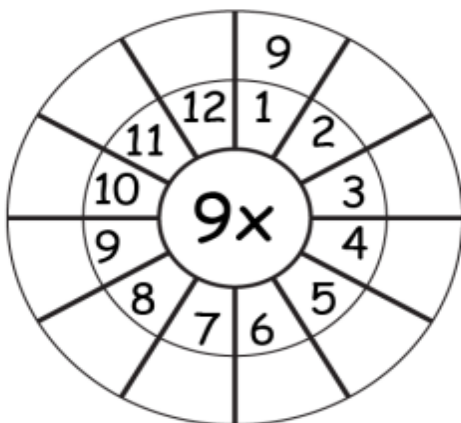
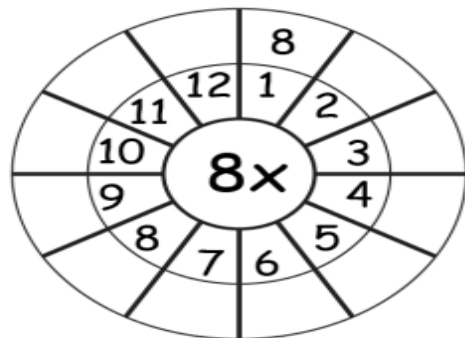
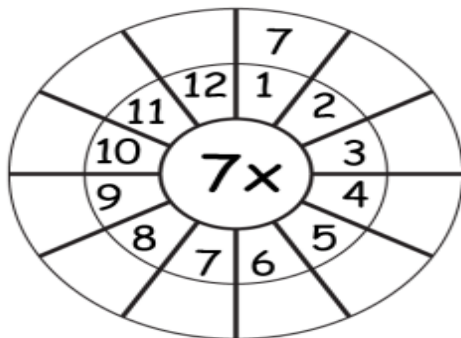
Sentences 0 - 6	
Punctuation 0 - 5	
Spelling 0 - 6	
Total Score	
Structure 0 - 4	
Audience 0 - 6	
Ideas 0 - 5	
Devices 0 - 4	
Vocab 0 - 5	
Cohesion 0 - 4	
Paragraphs 0 - 3	
Grade	

We are arranging equilateral triangles as shown in the figure below. How many triangles are needed for 10 rows of triangles?



Challenge – Use a ruler to draw the triangle showing up to row 10.

Times Tables –

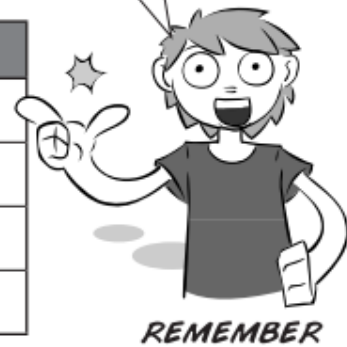


Chance and probability – relating fractions to likelihood

- 4 Complete these tables to show the probability that this die will land on the following numbers:

Event	Probability	Event	Probability
1		3	
An odd number		5	
A number greater than 2		7	
4		An even number	

Write the probability as a fraction.



- 5 Tamsin is playing a game where she is given a choice of how the die should land to signal that it is her turn. Which option gives her the best chance of getting a turn?

When a number less than 4 is rolled

When a number greater than 4 is rolled

Tilly and Bec were playing a game with these 5 cards. They laid all the cards face down and then took turns turning 2 over. If the 2 cards turned over were the least likely pair of cards, then they scored 100 points. Which two cards do you think scored 100 points? Let's work it out.



20 Possible Pair Combinations			

- a How many possible combinations are there?

- b Look closely at the table. Colour in the pairs in the following manner:
 symbol/letter – blue
 letter/symbol – red
 letter/letter – yellow
 symbol/symbol – orange

- c Count how many of each colour there are in the table:

blue _____ yellow _____

red _____ orange _____

- d What fraction shows the chance of choosing 2 cards with letters only?

- e What fraction shows the chance of choosing 2 cards with symbols only?

- f Circle the correct ending to this sentence:
 The pair of cards that should score 100 points because they are the least likely to be turned over are:

symbol/letter

letter/symbol

letter/letter

symbol/symbol

End of Term Quiz



This term you have been learning about **Drama** and some of the **Elements of Drama**. Today you will do a quiz to test what you know!



1. **What is Drama? Circle the correct answer.**
 - a. A collaborative dance that is performed for an audience.
 - b. A one-person performance about a certain informative topic to an audience, such as a speech.
 - c. A type of story acted out before an audience, often in a theatre. Dramas are commonly called plays.

2. **What do you call the people who act in a play? Circle the correct answer.**
 - a. Crew
 - b. Cast
 - c. Directors

3. **Who writes the play/drama? Circle the correct answer.**
 - a. Playwright
 - b. Author
 - c. Illustrator
 - d. Dramatition

4. **What is a monologue? Circle the correct answer.**
 - a. A speech given by a group of characters in a story.
 - b. a speech given by a single character in a story.
 - c. A type of play.

5. Give an example of a monologue you're familiar with:

6. What can the voice help portray in drama? Circle the correct answer.

- a. A character's age
- b. A character's status
- c. A character's emotions
- d. A character's mood
- e. All of the above

7. Name one exercise that is good for an actor's voice:

8. How is emotion conveyed in drama?

9. Describe what space is as an Element of Drama:

10. Describe what focus is as an Element of Drama:

11. Describe what symbol is as an Element of Drama:

12. Give an example of a symbol used in a play:

CBCA Book Week 2021 - Design a Poster

Using the theme 'Old Worlds, New Worlds, Other Worlds', design a poster to advertise Book Week.

The poster should use persuasive language techniques to draw the reader in and advertise the main theme.

Think about:

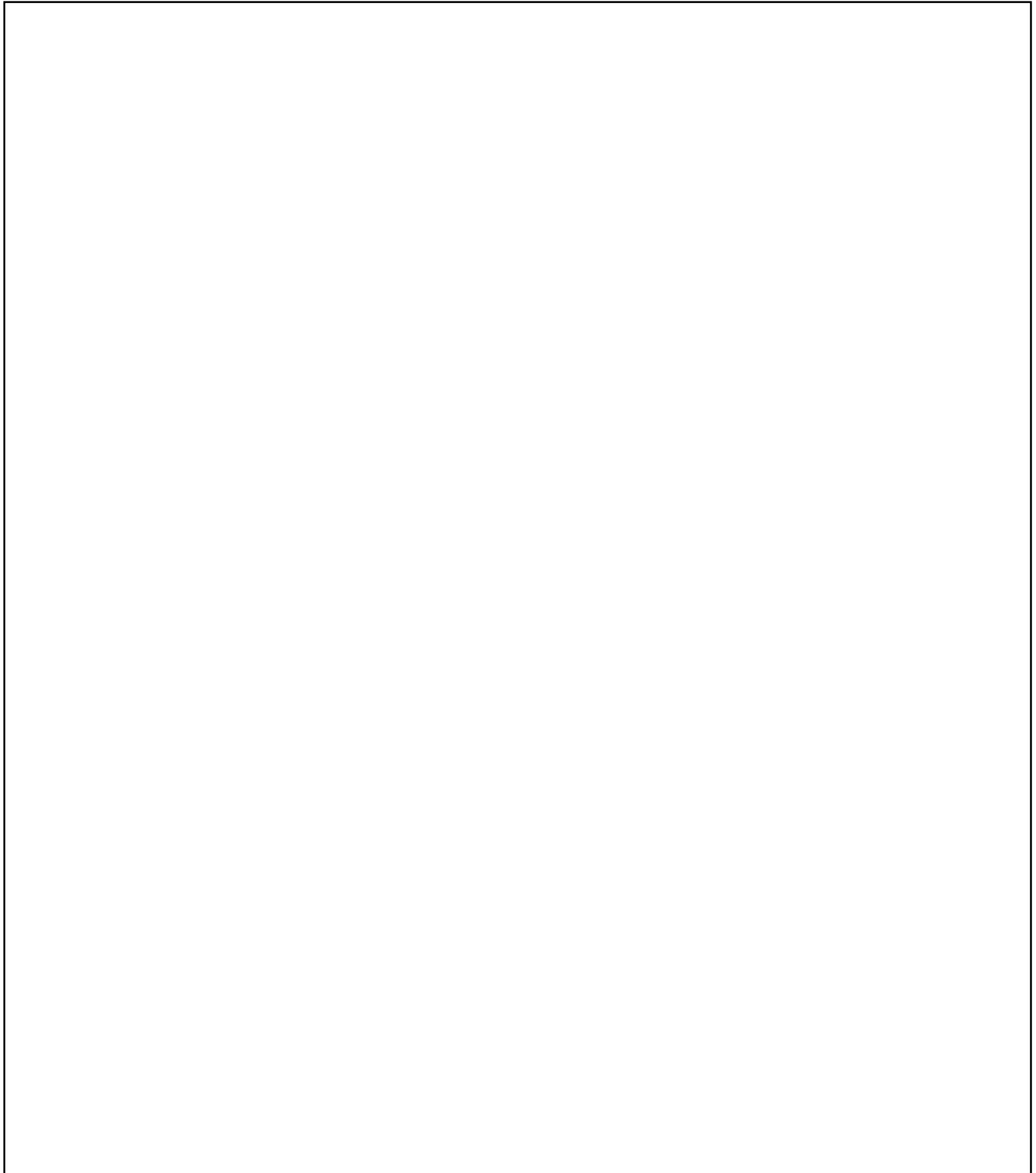
catchy slogans

colourful and
eye-catching
fonts

rhetorical
questions

alliteration

illustrations





Thursday

**Includes Maths and PDH
Assessment**

WK7

Spelling

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

Teach **THIS**

Verbal Linguistic

Alphabet Soup

Write each of your spelling words out in alphabetical order.

Mathematical/Logical

Line Them Up

Write all your spelling words out in one long row and circle any other words you can find.

Naturalistic

Noisy Animals

Can you think of any animals in nature that make a noise found in any of your spelling words?
EG: hoop - an owl says "Hoo!"

Bodily Kinesthetic

Syllable Salute

Clap out the syllables of your spelling words.

Visual/Spatial

Puzzling Times

Create word puzzles, cut each puzzle up and see how quickly you can put all the pieces back together.

Interpersonal

Yes, I'm miming!

Mime your spelling words for a friend. Can they guess which word you are miming?

Intrapersonal

A long list

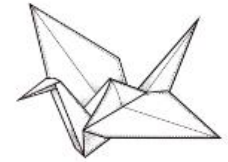
List all the subjects you do at school. Where do you rank spelling?

Musical/Rhythmic

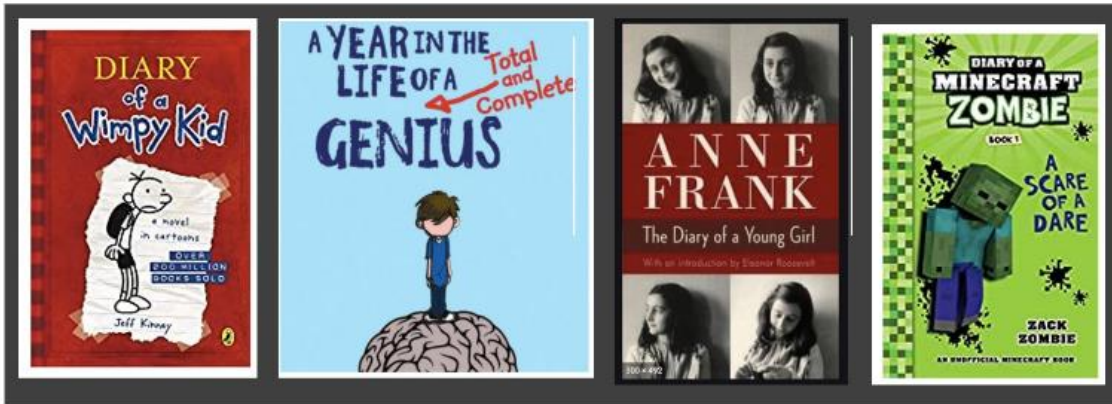
To the Beat

Write a rap song to help learn your spelling words.

Sadako Diary Writing Review



Today we are reviewing an example of a diary entry. Tomorrow you will write a diary entry.



Writing a Diary Entry Hints

When you write a diary entry, you are writing about a day in the life of a real person or character. The diary entry needs to sound as if the person or character has written it, so it needs to be written from their point of view. It also needs to be exciting and interesting to read.

Diary Writing Helpful Hints

Include the date and/or time.




Write in the past tense.

Use the words 'I', 'we', 'my' and 'our'.

I
we
my
our



Write about the most important events.

Tell the events in order.

Talk about where events happened.





Describe your feelings.

first
next
before

Use time words (first, next, before).



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

Task to complete:

Listen to [Sadako Chapter 4 - YouTube](#). This will help you to prepare for tomorrow's writing

Read the diary entry on the next page.

Diary Sample

Well that was one of the best days ever! Today I went to an amazing waterpark on a school trip and we stayed in the swimming pools for almost the entire day! I was really excited about the trip yesterday and when we arrived I wasn't disappointed – the park was massive with slides and flumes everywhere you looked. The best bit was a kind of structure that you could climb up and walk around – there were buckets and water guns you could use to try and soak people who were underneath you.

After we had got changed and when we first got in to the pool, my friend and I headed straight for the biggest flume ride called the 'Master Blaster'. I was a little nervous about going on it because I hadn't been on anything like that before but I felt glad to be on the same rubber ring as my friend. The ride was amazingly fast and at one point, there was no light so that as you went round and round, you felt like you were travelling to the centre of the Earth. We loved it so much we kept going back the top until we had ridden on it five times in a row.

Next we wanted to try another flume ride – one that you had to ride on your own by sitting in a yellow ring. By the time we did this I was feeling confident about the flumes but as I sat at the top I didn't feel properly balanced in the ring. Before I knew it I was shooting down the slide and slipping off the ring at the same time. Then, as the slide turned a sharp corner, the ring slipped out from under me and I bashed my head on the side of the tube! I managed to grab the ring but I couldn't get on it again and after a couple of dodgy corners I was just glad to see the daylight of the plunge pool at the bottom. The lifeguard had seen the incident on his monitor so he got me some ice for my head and I sat there for a while watching the others come down. It put me off going on the flumes for a while, but after about 5 minutes I was ready to go again!

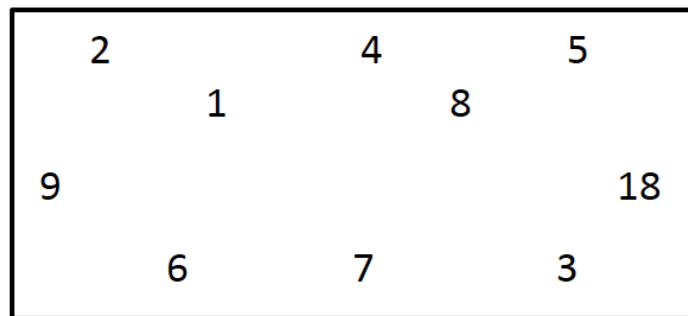
I can't wait to go back, but I must remember two key things that happen if you DO stay in a swimming pool all day – 1. Your hands will be wrinkled like a very old person's 2. You will be very tired. I am!

Year 5 - Term 3 Maths Assessment

Please note: This is an independent student assessment and should be completed without assistance.

Question 1 –

Circle the factors of 18:



Question 2 –

List all the prime numbers between 0-20:

Question 3 –

Circle to show if the following numbers are prime or composite and then write all factors for the number:

12	35	17
PRIME / COMPOSITE	PRIME / COMPOSITE	PRIME / COMPOSITE
Factors:	Factors:	Factors:

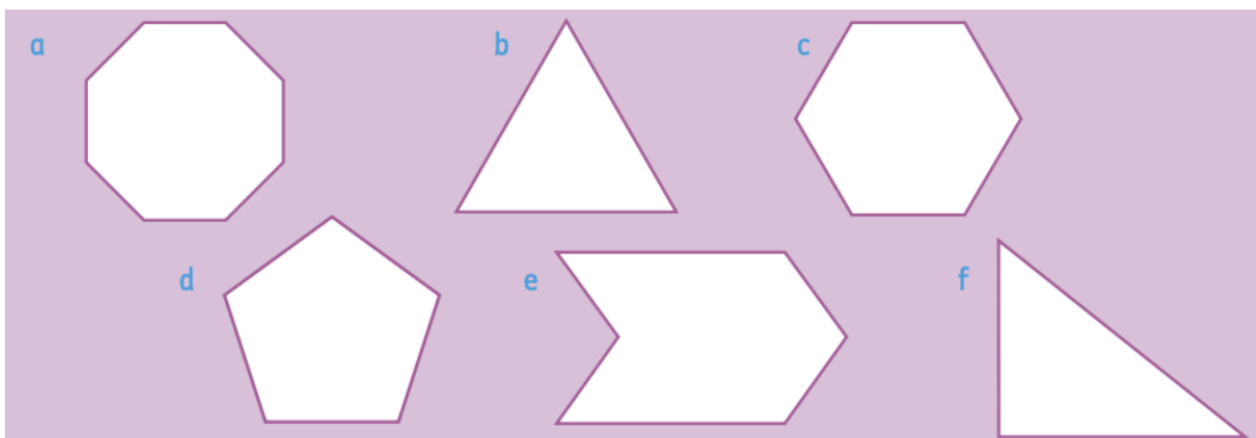
Question 4 –

True or False (Circle below): *All odd numbers are prime numbers.*

True / False

Question 5 –

Tick the shapes that have rotational symmetry:



Question 6 –

Construct an isosceles triangle and label its angles:

Question 7 –

First, estimate the answers to the nearest ten.

Then, solve these addition and subtraction problems:

Estimate:	Estimate:	Estimate:	Estimate:
$\begin{array}{r} 628 + \\ 213 \\ \hline \end{array}$	$\begin{array}{r} 364 + \\ 228 \\ \hline \end{array}$	$\begin{array}{r} 761 + \\ 229 \\ \hline \end{array}$	$\begin{array}{r} 592 + \\ 448 \\ \hline \end{array}$

Question 8 –

First, estimate the answers.

Then, solve these addition and subtraction problems:

Estimate:	Estimate:	Estimate:	Estimate:
$\begin{array}{r} 5389 + \\ 1274 \\ \hline \end{array}$	$\begin{array}{r} 3281 + \\ 1428 \\ \hline \end{array}$	$\begin{array}{r} 2951 + \\ 878 \\ \hline \end{array}$	$\begin{array}{r} 3872 + \\ 586 \\ \hline \end{array}$

Question 9 –

Show two different ways of solving $503 + 251$:

a)	b)
----	----

Question 10 –

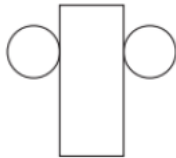
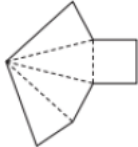
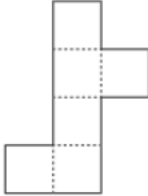
Show two different ways of solving $503 - 251$:

a)

b)



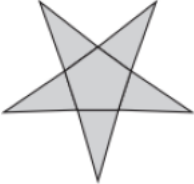

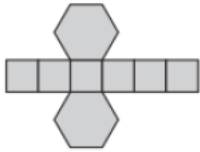
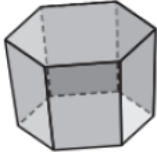
Question 11 –

Name these nets:

Question 12 –

Name the nets and 3D shapes below:

Net	Shape	Name
		
		
		

Question 13 –

1. Solve the following sums. /6

a $40 \div 5 =$

b $36 \div 6 =$

c $21 \div 3 =$

d $54 \div 6 =$

e $49 \div 7 =$

f $48 \div 8 =$

2. Using the division symbol solve the following sums. Some have remainders. /6

$2 \overline{)162}$

$5 \overline{)460}$

$3 \overline{)198}$

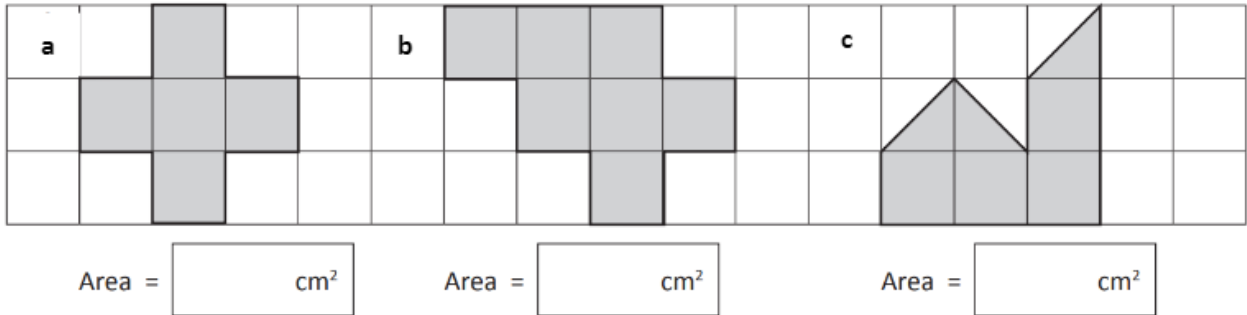
$6 \overline{)598}$

$7 \overline{)317}$

$7 \overline{)187}$

Question 14 –

What is the area of each shaded shape? Each square is 1cm^2 /3



Question 15 –

Subtract these decimals

$\begin{array}{r} 7.34 \\ -5.16 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 5.17 \\ -4.02 \\ \hline \\ \hline \end{array}$	$\begin{array}{r} 9.46 \\ -8.84 \\ \hline \\ \hline \end{array}$
--	--	--

Multiply these decimals.

	x 10	x 100	x 1000
.45			
.59			
.90			

Question 16 –

Find and record the perimeter of the shapes.

36 km



square

36 km

formula = _____

perimeter = _____

57 m



27 m parallelogram

formula = _____

perimeter = _____

16 m



regular octagon

formula = _____

perimeter = _____

Question 17 –


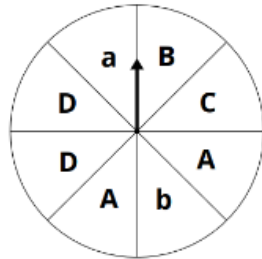
Use multiplication to check these division facts

Find the missing value in these number sentences

a)	$5 \times \underline{\quad} = 19 + 11$	b)	$\underline{\quad} - 5 = 35 \div 7$
c)	$33 \div 3 = 22 - \underline{\quad}$	d)	$24 - \underline{\quad} = 3 \times 7$
e)	$\underline{\quad} - 9 = 12 \times 4$	f)	$3 + \underline{\quad} = 60 \div 10$
g)	$5 \times 4 + 3 = \underline{\quad} + 17$	h)	$7 \times \underline{\quad} - 8 = 2 \times 10$

Question 18 –

Write as a fraction, the chance of spinning the

 <p>A star _____</p> <p>A square _____</p> <p>A hexagon _____</p>	 <p>A capital B _____</p> <p>Not a capital B _____</p> <p>A capital A or lower case a _____</p>
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Water Safety Assessment

Please try your best to answer the following questions.

1. How do you know which part of the beach to swim in?

2. Who would you tell if you decide to enter the water?

3. What would you do if you were beginning to feel cold while you were swimming? Why?

4. What would you do if the waves looked too big?

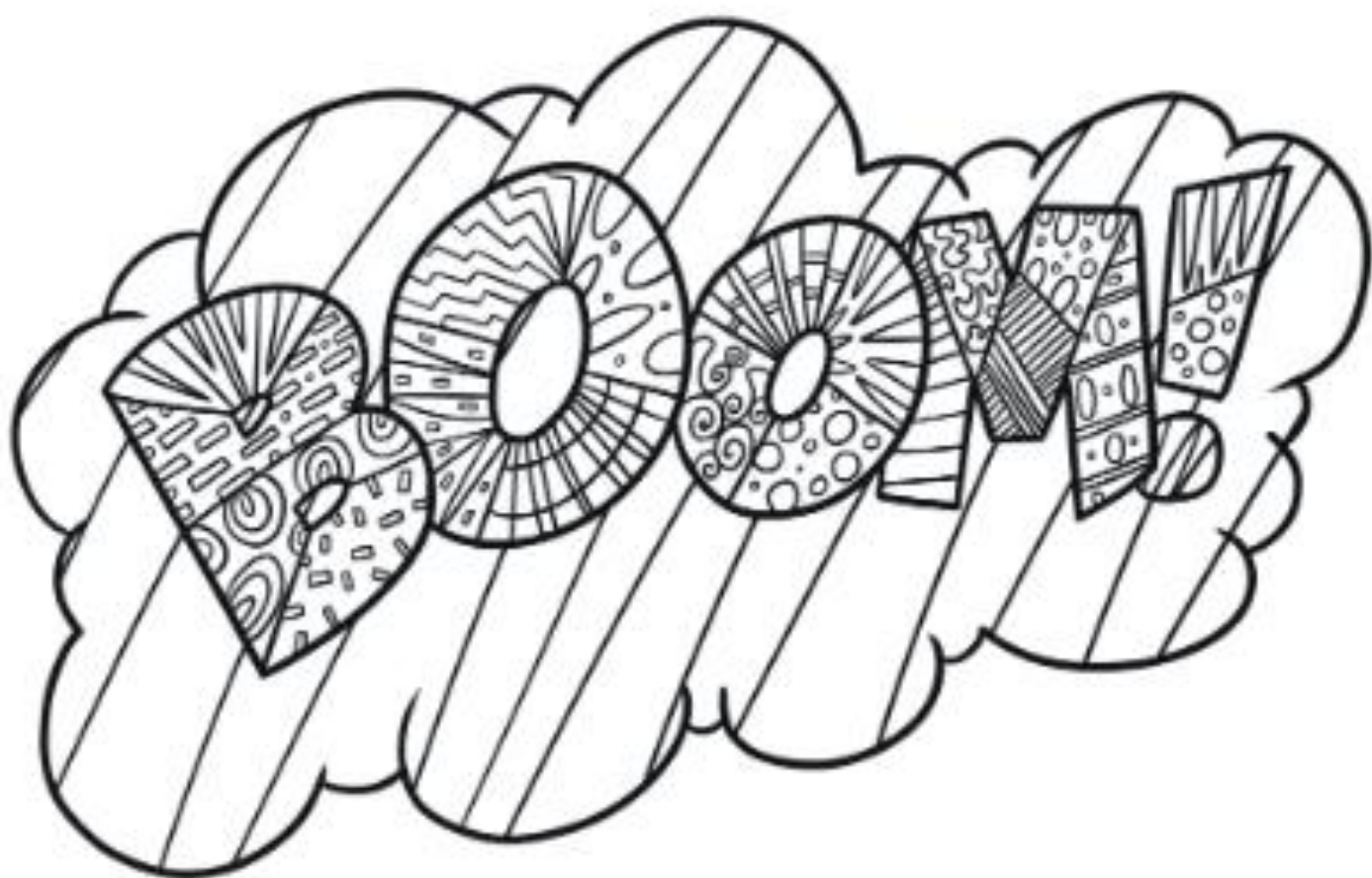
5. How would you know if you were drifting away from the patrolled swimming area?

6. What would you do if you were in difficulty?

7. What should you do if it begins to get dark while you are out swimming?

8. Why should you leave the water if a lifeguard tells you to?

9. Why would it be safer to submerge feet first under a wave than dive headfirst through it?



Friday

*Includes a Book Study and a
Grammar Assessment.*

Word choice and punctuation can reveal a lot about a character's feelings and what motivates them to behave in a certain way.

Read the passage.

Underline how the younger brother was different from his older brother.

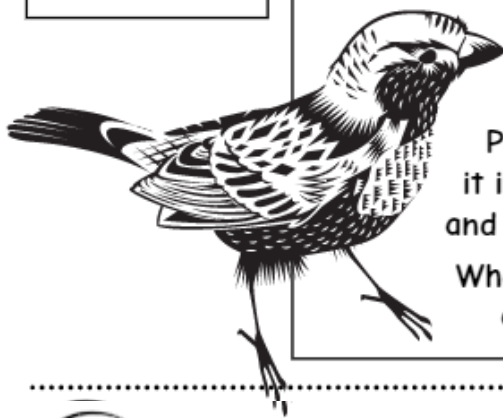
Highlight what the younger brother did when he found the injured sparrow.

Two Brothers, Two Rewards

There were once two brothers who were very different from each other. The older brother, though rich, always wanted more. The younger brother was not rich, but he was happy with what he had.

One day the younger brother found a sparrow with a broken wing. He took it home and nursed it back to health. When it was time for the sparrow to fly away, it said, "You showed me great kindness, yet expected nothing in return. Please take this pumpkin seed. Plant it in your garden and wait for it to grow and ripen."

When the pumpkins ripened, they contained gold, silver and diamonds.



Colour the reason the sparrow rewarded the younger brother.

Put a **box** around the younger brother's reward.

Circle the correct answers.

- 1 What is the most likely reason the younger brother took care of the injured sparrow?

a He felt sorry for the sparrow.	b He expected the sparrow to reward him.
c He wanted the sparrow as a pet.	d He wanted to sell the sparrow.

- 2 Which adjective best describes the younger brother?

a greedy	b rich	c caring	d curious
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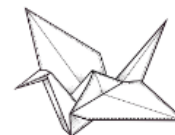
- 3 Which two phrases in the passage are the clues to question 2's answer?

a took it home	b great kindness	c fly away	d nursed it
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- 4 What is the most likely reason the sparrow rewarded the younger brother?
The sparrow was ...

a angry with the younger brother.	b grateful to the younger brother.
c scared of the younger brother.	d feeling generous.

Sadako Writing Assessment



WRITING TASK

You are going to write a diary entry from the perspective of Sadako, as if she was waking up on the first page of Chapter Five. Discuss how she might be feeling. Remember to put yourself in the shoes of Sadako from the text to help you write the diary entry.

Diary Writing Checklist

Tick the box if you think you have included these features of a diary.

- Has an introduction to set the scene.
- Describes the places where the events happened.
- Is written in the past tense.
- Tells the story of an episode in the writer's life.
- Is written as if talking to someone.
- Uses some personal pronouns: I, we, my, me.
- Talks about feelings, reactions and opinions.
- Uses time conjunctions to show when things happened.
- Writes about events that are important to the writer.
- Uses paragraphs to organise the events.



Optional: Diary Entry Sentence starter

Dear Diary,

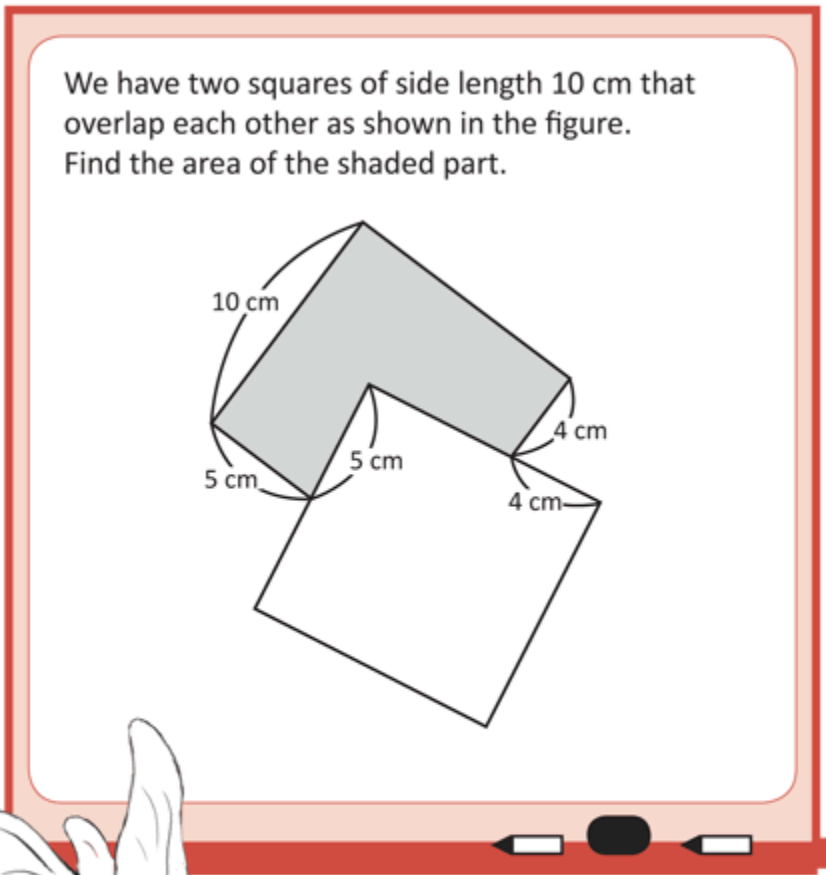
Today is

I have just woken up at because

I feel

It all started when

I kept it a secret from my parents because



Times tables –

Chance and probability – fair or unfair

When everyone has the same chance of winning a game or competition, it is **fair**.
It is **unfair** when everyone does not have the same chance of winning.



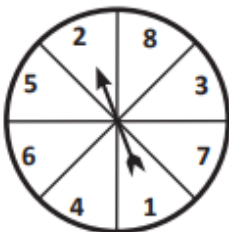
For example look at the cards above. Jack wins if he draws a card with a smiley, Jo wins if she draws a card with a heart shape on it.

Do both players have the same chance of winning?

Circle the correct statement:

Yes this is fair No this is unfair

- 1 Jess and Sam play a game with spinners where they each spin their spinner 5 times and add up all the numbers. The person with the biggest total wins.



Jess' spinner

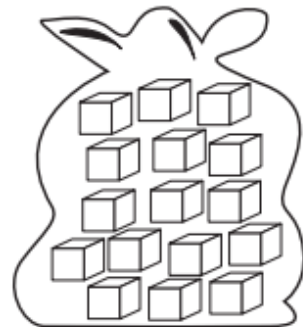
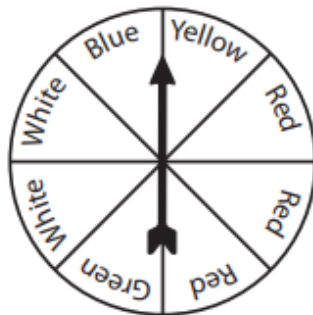


Sam's spinner

a Is this fair or unfair? _____

b Explain why:

- 2 You are playing a game using a spinner and cubes. You are given a cube randomly and then the spinner is spun. If it lands on your colour cube, you are out. Colour the cubes to make the game fair.



Matty invented a card game for 2 players where each player has 5 cards and turns them over face down. Players then draw a card at the same time. If it has 5 dots you win a point. What should Player 2's cards look like to make the game fair?







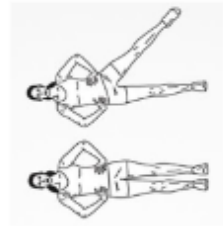

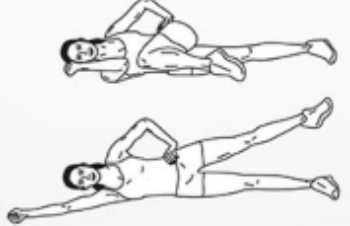

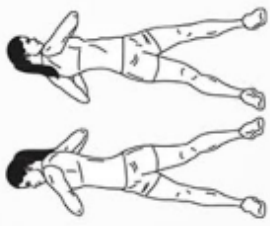

Player 1's cards					
Player 2's cards					

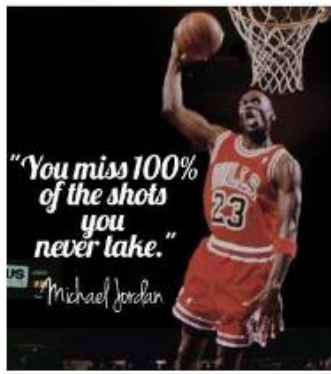
Level 1 3 Sets
 Level 2 5 Sets
 Level 3 7 Sets

One Day At a Time

Warm Up

Rest
Up to 2 minutes.

ACTIVITY	ENJOYMENT	REPS
ACTIVITY 1 		6 Calf Raises
ACTIVITY 2 		6 Lunge Step-ups
ACTIVITY 3 		20 March Steps
ACTIVITY 4 		20 Side Leg Raises
ACTIVITY 5 		20 Knee to Elbow
ACTIVITY 6 		6 Torso Twists



Over Arm Throw Challenge

Today you are going to practice your overarm throwing technique using a variety of balls you may have at home



Equipment Needed:

- > A variety of balls (Tennis balls, stress ball, soccer ball, football, frisbee, vortex, anything you could throw safely.
- > A target or bucket. A hula hoop works well.



Task:

- > Create a range of distances you will need to score from with each type of ball you have collected.
- > Set up your goal or goals if you have bonus points for a harder target.
- > Using the correct overarm technique, you are to try and throw and score with each ball. Progressively work your way to the further distance.
- > Practice with each type so get used to how it behaves in the air and where you need to aim.
- > Create your own challenges. how many can you get in without missing for each type of ball. Can you make it through each distance without missing a single shot?

The Overarm Throw

- Eyes focused on target area throughout the throw.
- Stand side-on to target area.
- Throwing arm moves in a downward and backward arc.
- Step towards target area with foot opposite throwing arm.
- Hips then shoulders rotate forward.
- Throwing arm follows through, down and across the body.

Challenges

- > How many shots can you make without missing for each type of ball?
- > Can you make it through each distance shot without missing with each ball type?
- > Can you create any trick shots?

Have fun and Enjoy your Holidays.

Make a World



Can you make your own world? It can be an old world, a brand-new world or even a world no one has discovered before. Colour in your world, add a splash of paint or even create a collage on it!

