

Name:

Class:

Year 5









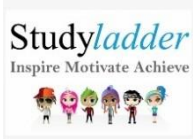

Term 4 Week 3 Monday






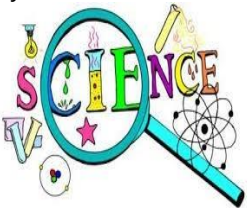
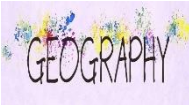



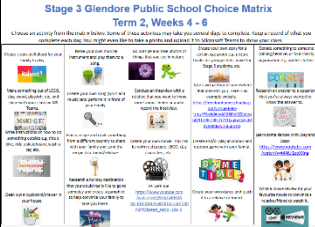
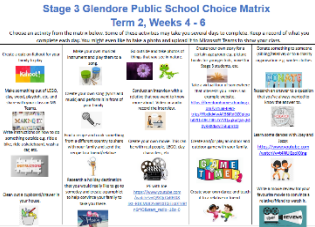


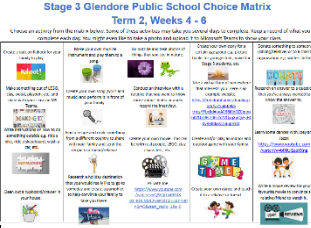


Year 5 – Term 4, Week 3

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. Grammar in Writing</p>  <p>Week 3, Lesson 1 Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	<p>Spelling Complete spelling activities on today's Microsoft Form or in hardcopy booklet. Grammar in Writing</p>  <p>Week 3, Lesson 1 Complete your grammar lesson in today's Microsoft Form or hardcopy booklet. Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Spelling Complete spelling activities on today's Microsoft Form or in hardcopy booklet. Grammar in Writing</p>  <p>Week 3, Lesson 2 Complete your grammar lesson in today's Microsoft Form or hardcopy booklet. Reading</p>  <p>Login to Epic Listen to a story or read a story or complete the comprehension worksheet in hardcopy booklet</p>	<p>Spelling Complete spelling activities on today's Microsoft Form or in hardcopy booklet. DREW – Drop Everything and Write Use the prompt in your Microsoft Form</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>Login to Study Ladder and complete your set task or complete the comprehension worksheet in hardcopy booklet Grammar in Writing</p>  <p>Week 3, Lesson 3 Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	
	<p>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.</p>					
		<p>Writing <i>Editing Task - Complete</i> in today's Microsoft Form or hardcopy booklet.</p>	<p>Writing <i>Imaginative Text - Poetry</i> Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p>Writing <i>Imaginative Text - Poetry</i> Complete writing task in today's Microsoft Form or hardcopy booklet.</p>	<p>English Unit <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.</p>	<p>English Unit <i>Global Citizens</i> Complete tasks if today's Microsoft Form or hardcopy booklet.</p>
Recess	Recess Break	Recess Break	Recess Break	Recess Break	Recess Break	

Break	DEAR Reading You can either choose a story on Epic or you can read a book from home				
Middle Session	<p>Maths</p> <p>Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p>Maths</p> <p>Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p>Maths</p> <p>Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p>Maths</p> <p>Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Mathletics tasks.</p>	<p>Maths</p> <p>Complete activities today's Microsoft Form or hardcopy booklet.</p>  <p>Complete individually assigned Prodigy tasks.</p>
	<p>Science</p> <p>Complete Geography activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Geography</p> <p>Complete Geography activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>CAPA</p> <p>Complete CAPA activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>PD/Health</p> <p>Complete PDH activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>PE</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>Matrix Activity</p> <p>Complete an activity from the choice matrix</p> 	<p>Matrix Activity</p> <p>Complete an activity from the choice matrix</p> 	<p>BTN</p>  <p>Watch the latest episode of BTN - https://www.abc.net.au/btn/classroom/</p>	<p>PE Shed</p> <p>Choose an activity from PE Shed and upload a picture/video of yourself doing it or complete the activity in your workbook.</p> <p>https://www.thepshed.com/video-channel</p> 	<p>Matrix Activity</p> <p>Complete an activity from the choice matrix</p> 

Stage 3 Term 4 Afternoon Activity Matrix

Choose one activity to complete each afternoon this term. If working online, you will need to upload an image and/or write a short summary of your task. This Matrix will be shared each afternoon, you have lots of great ideas here to choose from. Have fun!

<p>Choreograph a dance routine to your favourite song.</p>	<p>Create a colour wheel using objects around your house or from your pencil case.</p> 	<p>Design and draw your own adventure centre. Think about places like Spring Loaded and Ninja Park. Label each of the activities and explain how they work.</p>	<p>Make a time capsule to put away until next year or longer. Include a diary entry about your time learning from home and your life during COVID - 19.</p>	<p>Make a thankyou jar. Encourage everyone in your house to add something each day that they are thankful for and you can read them together at the end of each week.</p>	<p>If you learn an instrument, practice a piece to share. If you don't have an instrument, find some objects at home to create a fun beat.</p>
<p>Create a restaurant menu using 10 of your favourite dishes that an adult makes at home. Use descriptive language to describe the meals.</p>	<p>Have animal races in the yard with your family. Who can make it from one end to the other in least amount of frog jumps? Who can gallop or crabwalk the fastest? Choose 10 animals and race as each of them</p>	<p>Grab a piece of paper, a ruler and a pencil. Use the ruler to draw straight lines from one edge of the page to the other. Draw lines in all directions. Then, decorate each shape with a pattern and colour them in</p>	<p>Make a playlist of 3 of your favourite songs. Devise a dance for each of these songs. Practice it enough that you could teach one of them to your class.</p>	<p>Flip book Make a small flip book. You will need about 10 pages or more to make a quality one. You can look on the internet.</p> 	<p>Rap Lyrics Make a rap on one of the following topics - friendships, a maths topic, primary school or favourite game/sport.</p>
<p>Devise an exercise program. 3 sessions of 30 minutes each. It can include cardio (sprinting or long-distance running) or strength training. Complete it.</p>	<p>Create a mini-obstacle course at home for yourself or a sibling to complete. You might use items from the kitchen or garage! Be safe and have fun.</p>	<p>Dress up drama! Pick the funniest outfit from your (or a family member's if you have permission) wardrobe. Come up with a character to match the dress up and create a</p>	<p>Create a puzzle. Do a drawing, colour it in carefully, then cut it out in puzzle-shaped pieces for a family member to put back together.</p>	<p>Call, Facetime, text or write a short note to someone to thank them for something they have done to help you during remote learning.</p>	<p>Who Am I? Play an animal themed game of Who Am I? with a family member.</p>

	Week 3	Monday	Tuesday	Wednesday	Thursday
1.	friction				
2.	opinion				
3.	session				
4.	election				
5.	selection				
6.	during				
7.	strange				
8.	groceries				
9.	address				
10.	continue				
11.	private				
12.	decide				
13.	century				
14.	gradual				
15.	member				
16.	decision				
17.	invitation				
18.	privately				
19.	description				
20.	gradually				
21.	stomach				
22.	rational				
23.	courteous				
24.	intelligence				
25.	demonstrated				

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.

Monday



Challenge Words	Definition	Example
Apprehensively	anxious or fearful that something bad or unpleasant will happen	Michael waited apprehensively outside the Principal's office.
Deserted	empty of people	When the weather turned cold the beach was deserted.
Ripples	a small wave or series of waves on the surface of water, especially as caused by a slight breeze or an object dropping into it	When the pebble was tossed onto the still water it caused a cascade of ripples.
Reflection	an image seen in a mirror or shiny surface	Marianne observed her reflection in the shop window as she strolled past.
Inquisitive	having or showing an interest in learning things; curious	The toddler reached out inquisitively to touch the puppy.
Warehouse	a large building where raw materials or manufactured goods may be stored prior to their distribution for sale	The warehouse was extremely busy manufacturing the new iPhone.

Read the sentence below and:

- Highlight the time connective (the when)
- Circle the nouns
- Underline the adjectives

As the lights dimmed in the quiet studio, the curious girl hesitantly touched the mirror causing a ripple effect, looking as though it was going to swallow her whole.

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

Write your best paragraph here:

Warm Up:

1) $9 \times \underline{\quad} = 72$	2) $11 \times \underline{\quad} = 99$	3) $90 = \underline{\quad} \times 9$	4) $120 = 10 \times \underline{\quad}$
5) $11 \times \underline{\quad} = 132$	6) $77 = 7 \times \underline{\quad}$	7) $7 \times \underline{\quad} = 84$	8) $\underline{\quad} \times 12 = 144$
9) $88 = 8 \times \underline{\quad}$	10) $99 = \underline{\quad} \times 9$	11) $\underline{\quad} \times 11 = 77$	12) $9 \times \underline{\quad} = 72$
13) $72 = \underline{\quad} \times 8$	14) $\underline{\quad} \times 8 = 80$	15) $\underline{\quad} \times 8 = 96$	16) $110 = 10 \times \underline{\quad}$
17) $\underline{\quad} \times 8 = 64$	18) $63 = \underline{\quad} \times 7$	19) $49 = 7 \times \underline{\quad}$	20) $8 \times \underline{\quad} = 56$

1. Complete the times tables:

2. Complete the cross-number:

a	b	c	d	e	f
g		h			
		i			
j			k	l	
		m		n	
		p	q		
r			s		t
			u		
v					

Only use a calculator where you NEED to! 😊

Across

- a) 7805×19
- e) $19\,072 \div 32$
- g) $8364 \div 17$
- h) $22\,295 \times 34$
- i) $51\,984 \div 57$
- j) 714×67
- l) 8^2
- m) 571×71
- q) $11\,856 \div 76$
- r) 89×36
- u) 8035×29
- v) $45\,573 \div 11$

Down

- b) 2129×23
- c) $2494 \div 86$
- d) 347×16
- e) $145\,834 \div 26$
- f) $16\,362 \times 41$
- h) 2476×29
- i) $43\,898 \div 47$
- j) $13\,746 \times 34$
- k) $52\,477 \div 97$
- n) 268×56
- p) $424\,128 \div 47$
- s) $26\,230 \div 61$
- t) $33\,384 \div 39$

Week 3: Addition and Subtraction

	Th	H	T	U
	7	7 ¹ 4	4	2
+	6	1	5	1
	1	6	9	1

We can subtract using a written strategy.

First we estimate what the answer will be: $7\,842 - 6\,151 =$ around $1\,650$.

We start by subtracting the units: $2 - 1 = 1$ unit. We put the unit in the units column.

We can't do 4 tens subtract 5 tens so we need to rename one of the hundreds as a ten. We now have 14 tens which makes 140. $14\text{ tens} - 5\text{ tens} = 9\text{ tens}$. We put the 9 in the tens column.

As we borrowed one hundred, we now have 7 hundreds left in the hundreds column. $7\text{ hundreds} - 1\text{ hundred} = 6\text{ hundreds}$.

We put 6 in the hundreds column.

$7\text{ thousands} - 6\text{ thousands} = 1\text{ thousand}$. We put 1 in the thousand column.

We then check the answer against our estimate. Are the answer and estimate similar?

Subtraction With 5 Digit Numbers

1.
$$\begin{array}{r} 74321 \\ - 13934 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 52413 \\ - 23120 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 85232 \\ - 71401 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 32653 \\ - 18341 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 53145 \\ - 32672 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 46581 \\ - 13623 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 85913 \\ - 33575 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 29314 \\ - 13023 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 25521 \\ - 12014 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 91789 \\ - 58816 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 73471 \\ - 64342 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 76743 \\ - 62102 \\ \hline \end{array}$$

For thousands of years, the Torres Strait Islander Peoples have used the night skies as maps to help navigate their way across land and sea and to guide their daily lives.



Torres Strait Islanders are a Melanesian sea-faring people whose traditional country comprises 48,000 square kilometres of shallow waters and more than 250 islands of differing geological formation, of which 14 are inhabited. Culturally, the islands are divided into five groups, represented by the five-pointed star on the Torres Strait flag. The stars tell Islanders when to plant their gardens, when to hunt turtle and dugong, when the monsoon season arrives, when the winds change, and many other important aspects of daily life. Islander astronomy also contains practical information about the natural world, which is essential for survival and cultural continuity.

The Torres Strait Islands are ...

The stars tell Islanders when to ...

A shark in the stars: astronomy and culture in the Torres Strait

Shark Constellation 'Baidam'



The shark constellation, Baidam, is made up of the stars in the Big Dipper, part of the constellation Ursa Major (the "Big Bear"). When these stars appear in the north over New Guinea, Islanders know the mating season of the shark is starting and that they should plant banana, sugar cane, and sweet potato. Lunar phases inform the Islanders of the best times to fish.

Draw the shark constellation, Baidam, then sketch and label the food the Islanders would plant when Baidam appeared in the night sky.

A large empty rounded rectangle at the top, with three arrows pointing down to three smaller empty rounded rectangles below it.

The Southern Lights *Aurora Australis*

The Southern Lights (*Aurora Australis*) is a light phenomenon that occurs in the most southern skies of the Southern Hemisphere. The same phenomenon occurs as Northern Lights (*Aurora Borealis*) in Northern Hemisphere skies



An aurora occurs when the Sun sends off small particles into space. These particles are mainly electrons, with charge and energy, which means they contribute to electricity. Earth has a protective shield of energy around it. This is called the "magnetic field" and forms an elongated sphere around the Earth called the "magnetosphere". The Earth's magnetic field keeps off most of the solar wind.

These words are science vocabulary that are mentioned in the paragraph above.

Use a dictionary to look up each word and write its definition –

Sun

Particles

Electrons

Magnetosphere

Magnetic Field

Choose an activity from the
afternoon matrix

OUTER SPACE WORD SEARCH



U N F P D O W F M L P L A N E T F E B W U G
D E I X L R Z N I E A R T H C R A T E R R R R
L W J N D U H E D A S T E R O I D M C O M A
H H D B N K T D I S C O B M J B U O A Q C V
H O Z G B R S O Q A M C J D S U N R S R S I
W R G Y B C T Y T T Z J C P A U P D A L S T
C I E P H G A B F E A B W K T W J I U N L Y
Q Z S X P U R R D L C W K O U H D N T U U X
N O W N T F B E P L S O L A R S Y S T E M S
Z N L E T H O B D I S H N M N L F M Q K R Q
U S O M D G J R L T H X N E P T U N E J D C
T E L E S C O P E E U M C P G A L A X Y Z J
M E R C U R Y W A S T L I G H T Y E A R M W
M H Y K L W E Y E U T J Y Y S P V O R B I T
C D N A Y Q B M P R L W G V T U Z M K C Q B
Y L C O M E T E E T E W R P Z Q N O Z A U J
U X V R V A Q V A S T R O N A U T O X P V U
O V E N U S E R P K G Z R P O B T N M R F X

URANUS
PLANET
TELESCOPE
NEW HORIZONS
SHUTTLE
CRATER
EARTH

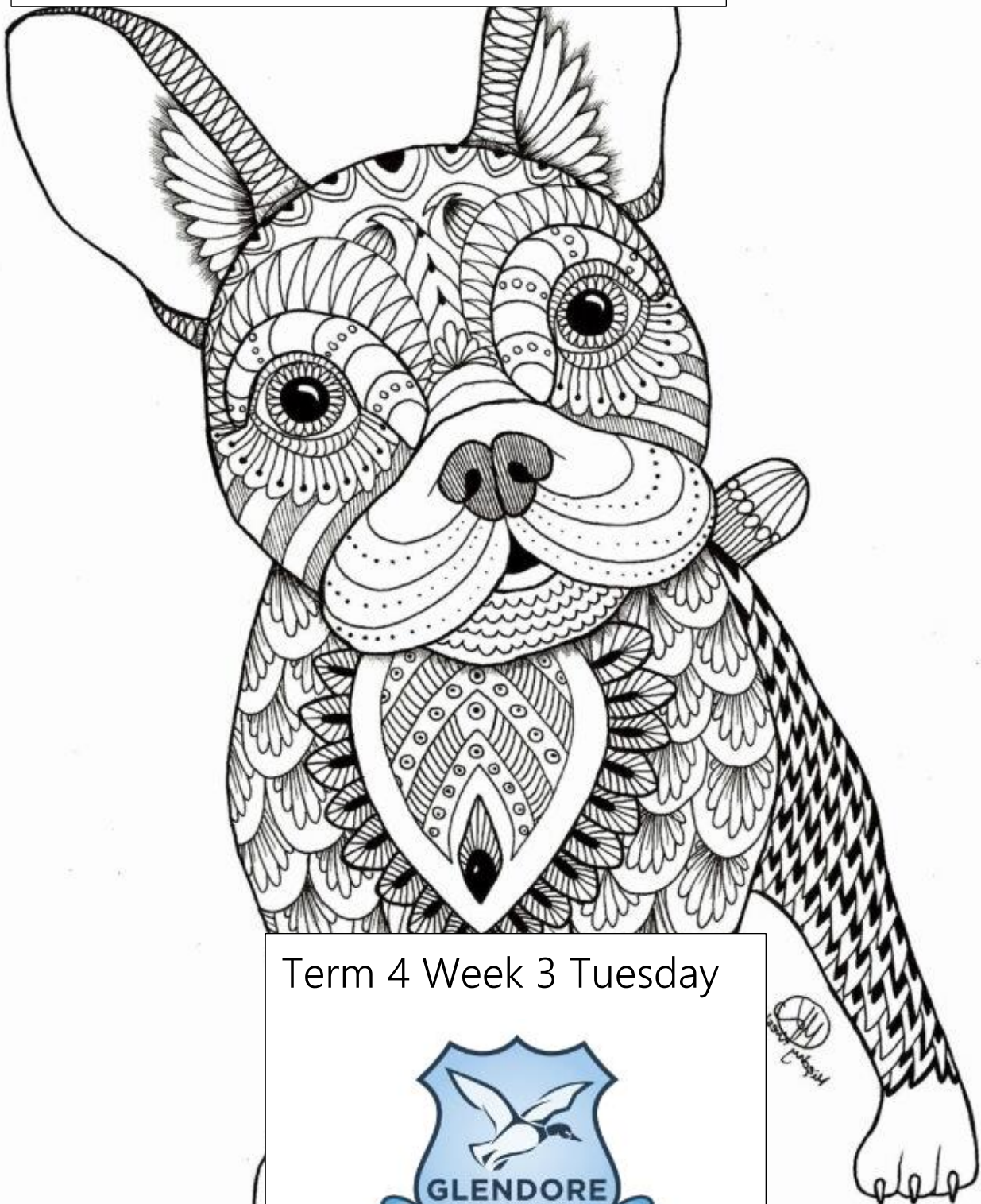
MARS
GRAVITY
SUN
STAR
ORBIT
SATURN
SATELLITE

VENUS
SOLAR SYSTEM
NEPTUNE
LIGHT-YEAR
COMA
GALAXY
HUBBLE

COMET
ASTEROID
MERCURY
PLUTO
JUPITER
MOON
ASTRONAUT

Name: _____

Class: _____



Term 4 Week 3 Tuesday



Phonics

friction
opinion
session
election
selection

Basic list / High frequency

during	private	decision
strange	decide	invitation
groceries	century	privately
address	gradual	description
continue	member	gradually

Difficult

stomach
rational
courteous
intelligence
demonstrated

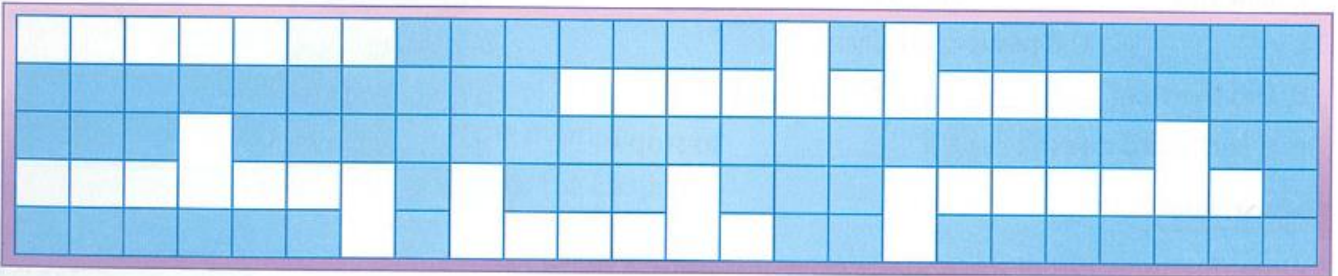
Own words**Words in context**

1. Use your list words to complete these sentences.

- a The batsman scored a _____.
- b Jackie bought _____ at the supermarket.
- c What is your home _____?
- d My father is a _____ of the golf club.
- e Brooke made a _____ i _____ decision about her friends.

**Word shapes**

3. Choose list words to match the word shapes.

**Word meanings**

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

a An offer to attend

b To make up one's mind

d To keep going

c Step by step

e The opposite of publicly

f Unusual, odd

Wrong spelling

2. Write the correct spelling for each wrongly spelt word.

a Have you made a desision about the invitation?

b The rain graderally became heavier.

c It's strange that no-one knows your address.

d Should we contenuue our vacation?

Identifying the Main Idea and Finding Supporting Details

To discover what a text is about, you need to look for the main idea or key point. Facts and details in the text can help you find the main idea.

Read the passage.

Colour four things that can make electricity.

Circle the key word that tells us how fuels such as coal can be turned into electricity.

Underline the words that tell us how sunlight is captured to make electricity.

The most common way to make electricity is to burn a fuel, such as coal. This heats water to make steam. The steam spins a turbine. This powers a generator to make electricity.

There are other ways to make electricity. Wind and water can also power a generator. A solar cell absorbs sunlight to make electricity.

Electrical energy can be converted into other forms of energy, such as heat, light and sound.

Lightning is an electrical current that jumps through the air. The current heats the air hotter than the surface of the sun.

Highlight the word that tells us what water becomes when it is heated.

Circle the verb that tells us how steam powers a turbine.

Colour the word that tells us what a turbine powers to make electricity.

Colour the correct answers.

- 1 What is the **main idea** or **key point** of the passage?
 - why electricity is made
 - where electricity is made
 - how electricity is made
 - when electricity is made
- 2 Which three **details** best **support the main idea**?
 - Lightning is an electrical current that jumps through the air.
 - Electricity is made by burning coal.
 - A solar cell absorbs sunlight to make electricity.
 - Electrical energy can be converted into heat.
 - Wind and water can power a generator to make electricity.

Tuesday



Challenge Words	Definition	Example
Apprehensively	anxious or fearful that something bad or unpleasant will happen	Michael waited apprehensively outside the Principal's office.
Deserted	empty of people	When the weather turned cold the beach was deserted.
Ripples	a small wave or series of waves on the surface of water, especially as caused by a slight breeze or an object dropping into it	When the pebble was tossed onto the still water it caused a cascade of ripples.
Reflection	an image seen in a mirror or shiny surface	Marianne observed her reflection in the shop window as she strolled past.
Inquisitive	having or showing an interest in learning things; curious	The toddler reached out inquisitively to touch the puppy.
Warehouse	a large building where raw materials or manufactured goods may be stored prior to their distribution for sale	The warehouse was extremely busy manufacturing the new iPhone.

Read the following sentence and:

- Highlight the time connective (the when) yellow
- Circle the nouns
- Underline the adjectives
- Highlight the adverbs green
- Put a square/box around the simile.

As the sounds of the city streets echoed in the distance, the tired ballerina touched the large mirror and it pulled her into a parallel universe.

FIRST PERSON

When you write in first person, you are talking about yourself.

I - I had a great weekend.
 We - It was hot, so we had a swim.
 My/Me - My friends took me to the movies.
 Our - They came to our house.

THIRD PERSON

When you write in third person, you are writing about other people or characters without mentioning yourself.

He - He owns a blue car.
 Her/She - She likes to go for her daily run every afternoon.
 Him/his - His dad gave him money for dinner.
 They - They came to say goodbye.

1st or 3 rd person. Circle whether the following sentences are in the first or third person.		
I went to the shops to buy my mother a loaf of bread.	FIRST	THIRD
The women stood alone at the bus stop.	FIRST	THIRD
My father's went to work at 5am.	FIRST	THIRD
Ben came second in his swimming competition.	FIRST	THIRD

Writing

What is a memoir?

Purpose

Memoirs share a memory about a specific time in an author's life. A memoir is a true description of a past event. It shows what the author has learned from the experience. It is written in the first person

6 Word Memoirs

Read each of the following. What can you infer about each person?







Your Task

Write your "life story" in only 6 words ... That's all you get! Plan your writing using the scaffold provided. Think about any interesting experiences you may have had in your life. In ONLY 6 words write a sentence that reflects you. It can be a place you have travelled to, or a special talent that is unique. It could be a memory that is significant to you. Every life has a story and every story is special.

Name: _____

Directions: Use the following pre-writing organizer to brainstorm ideas to write about in your 6 word memoirs.

6 Word Memoirs
Pre-Writing
Ideas

MY LIFE IS AN OPEN BOOK



Write your memoir here –










Title -

Have ago at writing another one –

Title -

Warm Up:

1.

A 	B 	C 
D 	E 	F 
G 	H 	I 

1 Add.

- a $B + E + I =$ _____
- b $G + F + E =$ _____
- c $A + C =$ _____
- d $H + D =$ _____
- e $A + B + C =$ _____
- f $D + E + G =$ _____
- g $F + C =$ _____
- h $I + H + B =$ _____
- i $F + I + B + A =$ _____
- j $C + D + E + G =$ _____

Working



Challenge! Use all these cards to:

7 6 1 2 5 4 9

- a make three numbers to give the highest total.
- b make two numbers to give the least difference.

Week 3: Addition

	H	T	U
	1 2	1 3	5
+	4	8	9
	7	2	4

How do we add using a written strategy?

First we estimate: $235 + 500 = 735$. Our answer will be around 735.

We start with the units. $5 + 9$ is 14 units. We rename this as 1 ten and 4 units.

We put the 4 in the units column and carry the 1 to the tens column.

3 tens plus 8 tens plus the carried ten is 12 tens.

We rename this as 1 hundred and 2 tens

We put the 2 in the tens column and carry the 1 to the hundreds column.

We add the hundreds. We put 7 in the hundreds column.

Finally we check against our estimate – do they match?

Try these:

	Th	H	T	U
	2	2	1	7
+	3	4	0	8

	Th	H	T	U
	4	5	1	6
+	1	3	4	3

	Th	H	T	U
	5	3	8	9
+	1	2	7	4

	Th	H	T	U
	3	2	8	1
+	1	4	2	8

Use your knowledge of the column strategy to complete these:

1.

	3		3	0	
+		6	0		3
	4	5	3	4	2

2.

	6	0		6	1
+			1		0
	6	9	0	5	1

3.

	7	1			9
+			8	8	0
	7	8	6	7	9

4.

		1	1	3	9
+		2		5	
	7	3	6	9	8

5.

	9	2	4	2	
+			7		3
	9	9	2	2	0

6.

	4			5	4
+		2	6	3	
	5	1	5	8	5

7.

	5		2	3	3
+		5			1
	6	0	4	1	4

8.

		5		7	3
+		7	4		0
	5	3	4	6	3

9.

	1		1		4
+			8	7	8
	2	5	0	7	2



Do you and your family have a bush fire plan?

 YES NO

Why is a bushfire plan important?

Think about the environment you live in, do you think you need to have a plan? Why/Why not?

What sort of environments would need a bush fire plan?

What kind of environments do you think are more at risk from bush fires?

What type of geographical features would make it difficult for fire fighters to control a blaze?

Rural

Fire travels very fast in hills and valleys
No town water
1 access road
Trees close to house
Remote – no fire service



Suburban low density

Good access roads
Lots of water
Homes back onto scrub land



Suburban high density

Road could become gridlocked
Not much fuel or trees to burn
Town water and close to fire stations etc.



Mountains

Fire travels very fast up hill
No town water but has a swimming pool
1 access road
Trees close to house
Very remote – no fire service or mobile phone service



Beach Front

Town water
Good access roads
Some trees close to house
Close to water

Your Task – Bush Fire Survival Plan

Choose one of the environments above –

You are -

A family of 4 people. There are 2 adults, you and a 6-year-old sibling

You have a dog

You have two cars, 1 4-wheel drive and one normal car

You need to create a poster to put up in your home that clearly tells everyone what to do in the event of a bush fire.

It should be clear and easy to follow especially for your 6-year-old sibling.

- It should help everyone to get out safely
- It should tell everyone what they need to do
- It should take into consideration the environment the house is in.

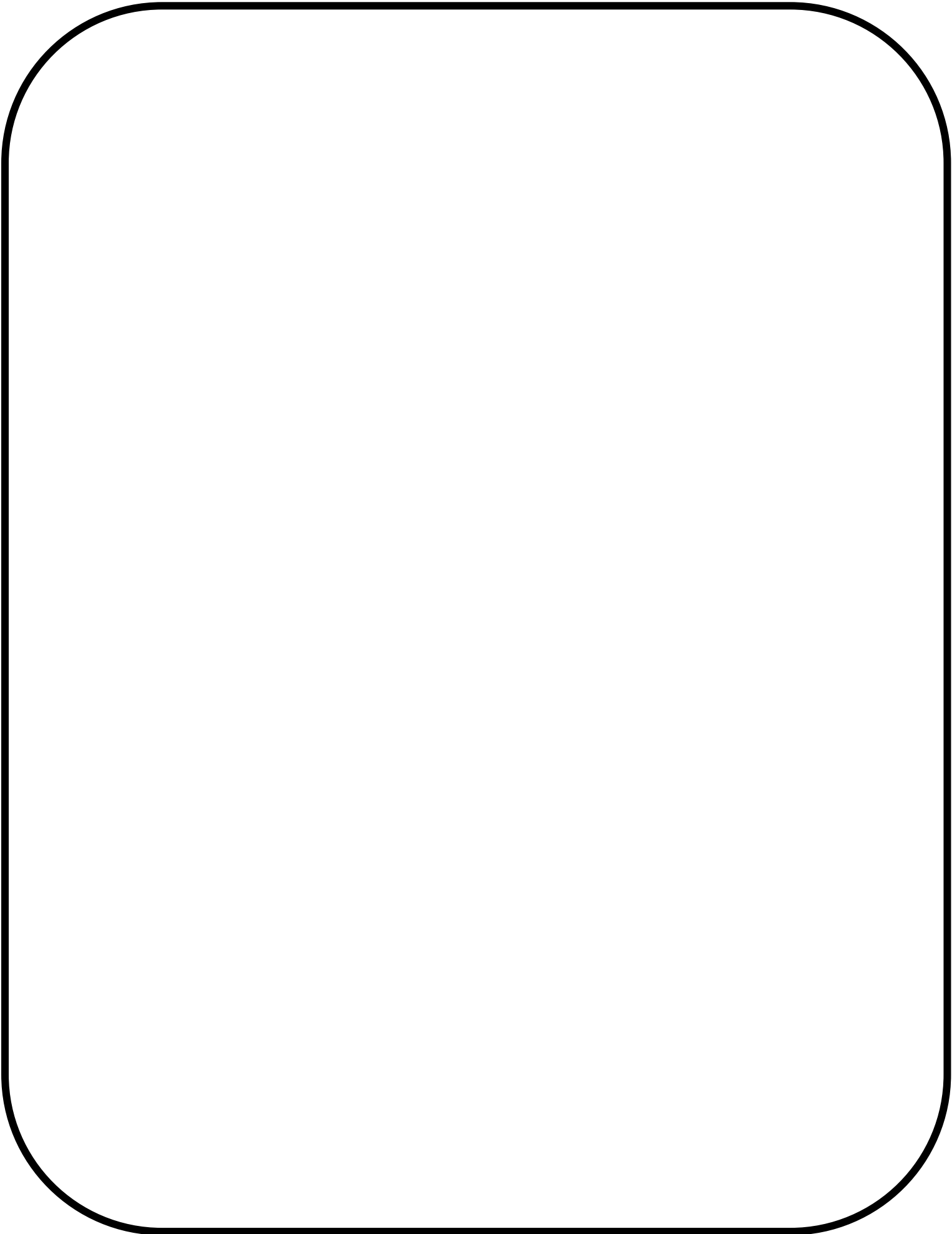
Things to consider are –

Water supply

How easy it is to leave if a road becomes blocked or gridlocked

How close fire services are

Your poster should be colourful but clear and easy to understand. Draw it on the next page





DANCE!

If you are online, follow along with this dance

<https://www.youtube.com/watch?v=Ctl1PLwkAvg>

If you can't watch the video, do the following exercise sequence (with music if you can):

10 x star jumps

10 x burpees

10 x high knees

Repeat 3 times!

Read about the history of dance:

The History of Dance

Since ancient times, people have danced. Cave and rock paintings found in India depict people dancing 9,000 years ago! Throughout history and around the world, people have danced for ritual and for celebration, as well as for fun.

Every culture has its own traditional dance styles, and its own reasons for dancing. In ancient Greece, citizens would dance to honor gods and to celebrate events. Ancient Egyptian women danced at funerals to express sadness. People around the world still enjoy Dragon Dances during Lunar New Year. Another dance still performed formally today is ballet, which became popular in the 1600s thanks to King Louis XIV of France.

Nowadays, while people still have their own dance customs they observe locally, many forms of dance transcend borders. Whether bhangra, bachata, flamenco, or haka, all over the globe, there are countless styles of dancing, and countless reasons for it.

What different styles of dance you know of?

Do you like to dance? Why or why not? Answer in full sentences.

Your task:

As mentioned above, there are many different types of dance. These include ballet, hip-hop, jazz, contemporary, tap, folk, Aboriginal dance, Irish and SO many more.

Your task today is to research one style of dance and answer some questions about it. Pick a style of dance you're interested in. If you're not sure, use the internet (Google, YouTube) to find a dance style that interests you. You could even ask a parent/carer/teacher what type of dance was popular when they were young or what their favourite is.

CAPA Week 3
Dance – Research task



1. The style of dance I am researching today is:

2. Where does this style of dance originate?

3. What kind of movements does it involve?

4. What do the dancers usually wear?

5. What kind of music does this style of dance require?

6. What do you like about this style of dance?

7. Is storytelling linked to this type of dance? If so, explain.

8. Other facts about this style of dance:

9. Create a collage/poster that relates to your chosen dance style. This might include symbols, pictures of dancers or words that are associated with the style. You may do drawings if you don't have access to a device. Be creative! You might want to include some text, bubble writing, or a small amount of written information about your style of dance. Use the following page to create your poster. If you're online you may use Canva, Word or PowerPoint and upload it to Forms 😊

Create your poster or collage here

Choose an activity from the afternoon matrix

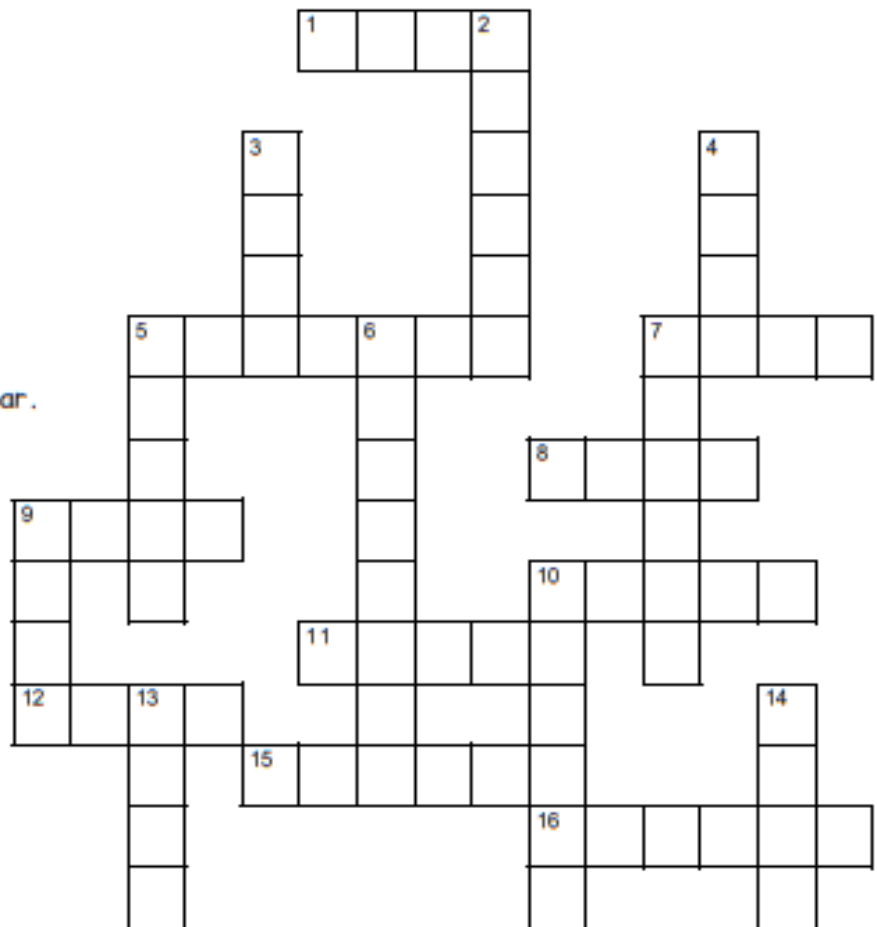


Across

1. Grains on the beach.
5. Living in a tent.
7. It warms you up.
8. Two wheeled transportation.
9. Comes with a shovel.
10. Full of daylight.
11. A sandy shore.
12. Area of inland water.
15. Warmest 3 months of the year.
16. Top for warm weather.

Down

2. Plunging into the water.
3. Move through the water.
4. Summer hazard.
5. House in the woods.
6. Frozen treat.
7. Trail walking.
9. A place to swim
10. Pants for hot weather.
13. Toy for a windy day.
14. Mildly hot.



Word Bank

BEACH, BIKE, CABIN, CAMPING, DIVING, FIRE, HEAT, HIKING, ICE CREAM, KITE, LAKE, PAIL, POOL, SAND, SHORTS, SUMMER, SUNNY, SWIM, T-SHIRT, WARM

Name: _____

Class: _____



Term 4 Week 3 Wednesday



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

Braille alphabet

6. Shade the dots to write these words in braille.

- a grow

⠠	⠠	⠠	⠠
---	---	---	---
- b rural

⠠	⠠	⠠	⠠	⠠
---	---	---	---	---
- c heard

⠠	⠠	⠠	⠠	⠠
---	---	---	---	---
- d famous

⠠	⠠	⠠	⠠	⠠	⠠
---	---	---	---	---	---

7. Write two more words that have this pattern. (You may need a **dictionary**.)

- a **demonstrated, demote** _____
- b **election, elector** _____

8. Write list words that end in 'ion'.

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

- a private _____
- b stomach _____
- c friction _____

Vocabulary

10. Draw a line to match the clues to the words.

- | | | |
|-----------------------|---|-------------|
| a Without mercy | ○ | ● reverse |
| b Give yourself up | ○ | ● merciless |
| c To do over and over | ○ | ● surrender |
| d Not able | ○ | ● repeat |
| e To go backwards | ○ | ● unable |

Plurals

11. Write plurals of these words.

a	opinion	_____
b	century	_____
c	vacation	_____
d	mouse	_____
e	address	_____

Using the correct word

12. Shade the correct word in each sentence.

- a (Its) / (It's) too early to get out of bed.
- b The dog likes (its) / (it's) food in a bowl.
- c The whistle blew and a race (began) / (begun) / (begin).
- d The lady (chose) / (choose) / (choosing) a beautiful engagement ring.
- e The boy (applied) / (apply) / (applies) himself and attained good results.



Punctuation

13. Rewrite this sentence with correct punctuation.

please be courteous considerate and kind to your friends

Identifying the Target audience and purpose of a text

To identify the author’s purpose in writing a text, it helps to work out who the text was written for. For example, texts about scientific subjects will contain lots of technical and scientific words. This suggests that the author is targeting people who are interested in science. The language the author uses will show what his or her purpose is — to inform, persuade, instruct, or entertain.

Read the passage.

Underline the sentence that gives information about how Russia laid claim to the land beneath the Arctic Ocean.

Colour the sentence that gives information about why the Russians researched the land beneath the Arctic Ocean.

The countries that make up the Arctic often argue about who owns it. Many countries want the Arctic’s valuable oil and gas deposits.

In 2007, 50 Russian scientists used a mini submarine to research the seabed under the North Pole. They were trying to prove that the land underneath the Arctic Ocean is connected to their land in Siberia. They even planted a Russian flag on the seabed.

There are over 10 billion tons of oil and natural gas deposits in the Arctic territory. Canada, Norway and Greenland are also trying to prove that they own the land under the Arctic waters.

Highlight the sentence that gives information about the amount of oil and natural gas there is in the Arctic.

If you don’t know what the term *oil and gas deposits* means, put a **W** next to it. If you know what the term means, put a ✓ next to it.

Colour the correct answers.

- 1 What is the author’s **main purpose** in writing this text?
 - to persuade readers that Russia owns the land beneath the Arctic waters
 - to inform readers about the countries that are trying to prove ownership of the Arctic
 - to entertain readers with stories about the Arctic.
- 2 Who is the **target audience** for this text?
 - scientists
 - politicians
 - oil and gas companies
 - the general public
- 3 What is the **clue** to question 2’s answer? The author uses language that ...
 - most people can understand.
 - only scientists can understand.
 - only politicians can understand.
 - only adults can understand.

Wednesday



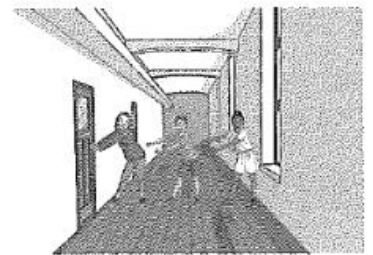
Challenge Words	Definition	Example
Apprehensively	anxious or fearful that something bad or unpleasant will happen	Michael waited apprehensively outside the Principal's office.
Deserted	empty of people	When the weather turned cold the beach was deserted.
Ripples	a small wave or series of waves on the surface of water, especially as caused by a slight breeze or an object dropping into it	When the pebble was tossed onto the still water it caused a cascade of ripples.
Reflection	an image seen in a mirror or shiny surface	Marianne observed her reflection in the shop window as she strolled past.
Inquisitive	having or showing an interest in learning things; curious	The toddler reached out inquisitively to touch the puppy.
Warehouse	a large building where raw materials or manufactured goods may be stored prior to their distribution for sale	The warehouse was extremely busy manufacturing the new iphone.

b) Underline the pronouns use in the sentences below.

For example:

Peter was not afraid of heights. He was afraid of falling from heights.

1. Bring a wallet or purse - you are responsible for your own money.
2. Even though I knew it was safe, I was still too scared to walk into the room alone.
3. "Don't forget the chocolate!" I shouted to Dad.
4. Zara and her friends were giggling at the back of the classroom.
5. The girls danced their way excitedly from the classroom to the hall.



Write a paragraph about our weekly image.

Cinquain

Purpose - Cinquain poems describe a particular topic.

Structure - Cinquain poems have five lines. Each line uses descriptive words and phrases to create images of the topic.

Rhyming Pattern - Cinquain poems do not usually rhyme.

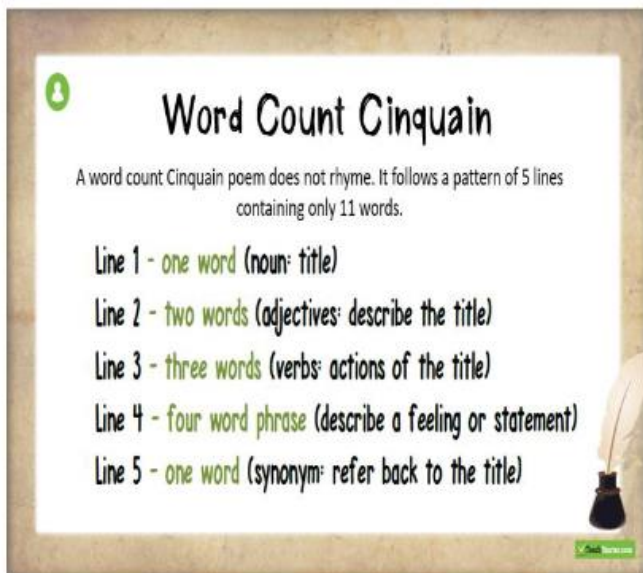
There are a variety of forms of cinquain poems.

Word Count Cinquain

Syllable Cinquain

Personal Cinquain

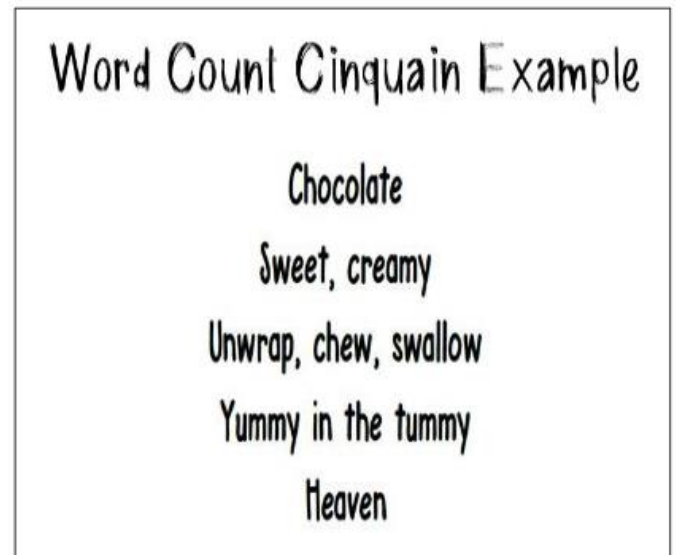
1.



Word Count Cinquain

A word count Cinquain poem does not rhyme. It follows a pattern of 5 lines containing only 11 words.

- Line 1 - one word (noun: title)
- Line 2 - two words (adjectives: describe the title)
- Line 3 - three words (verbs: actions of the title)
- Line 4 - four word phrase (describe a feeling or statement)
- Line 5 - one word (synonym: refer back to the title)



Word Count Cinquain Example

Chocolate
Sweet, creamy
Unwrap, chew, swallow
Yummy in the tummy
Heaven

2.



Syllable Cinquain

A Syllable Cinquain poem does not rhyme. It follows a pattern of 5 lines containing 22 syllables.

- Line 1 - two syllables (title)
- Line 2 - four syllables (describe the title)
- Line 3 - six syllables (describe the title in action)
- Line 4 - eight syllables (describe a feeling of the title)
- Line 5 - two syllables (refer back to the title)



Syllable Cinquain Example

Spring time
Fresh smelling air
Play in the rain and sun
Crisp, cool air feels good on my skin
Happy

3.

Personal Cinquain

A Personal Cinquain poem does not rhyme. It follows a pattern of 5 lines containing 11 words about you.


Line 1 - one word (name)

Line 2 - two words (describe yourself)

Line 3 - three words (things you like to do)

Line 4 - four word phrase (statement or feelings)

Line 5 - one word (last name)



Personal Cinquain Example

Henry
 Funny, happy
 Baseball, games, reading
 Starting to learn math
 Smith

4.

Cinquain Poem

Create a cinquain poem about school

5.

Your Task

Write a cinquain poem following the correct structure of one of the types explored earlier. Don't forget to give your poem a title!

Maths Week 3 Wednesday

Warm Up:

1.

8	5	7	1	2
<ul style="list-style-type: none"> •make the largest possible number •make the smallest number after this •make the smallest odd number 				

2. Order these numbers from least to most

0.25 0.65 0.02 0.75 0.65 .42

Week 3: Addition/Subtraction – Budgeting

1. Do you know what a **budget** is? If yes, write what you know below:

2. A **budget** is a document that lists the money you earn and the money you spend over a particular length of time. It is common for a household to have a monthly budget and a yearly budget. A budget starts with the amount of money you have and the amount you expect to earn. Then you subtract the money you spend. Here are some examples:

Monthly Budget	
Income	\$3,000
Needs	
house	(\$950)
food	(\$400)
electricity	(\$100)
water	(\$50)
insurance	(\$150)
Total after needs	\$1,350
Wants	
restaurants	(\$100)
movies	(\$50)
internet	(\$100)
gas	(\$100)
TV	(\$130)
Total after needs and wants	\$870

My Budget			
INCOME		EXPENSES	
Allowance	\$0.00	Gifts	\$0.00
Extra Chores	\$0.00	Food	\$0.00
My Money	\$0.00	Other	\$0.00
Total Income	\$0.00	Total Expenses	\$0.00
		\$0.00 Leftover Money	

Monthly Income			
	Expected	Actual	Difference
Allowance			
Job			
Gifts			
Savings account			
Other			
TOTALS			
Monthly Expenses			
	Expected	Actual	Difference
Trip			
Clothing			
Entertainment			
Gifts			
Savings			
School/Sports expenses			
Other			
TOTALS			
DIFFERENCE (Total Income & Expenses)			

3. If you are online, watch this: <https://www.youtube.com/watch?v=b5CnIF5K9VY>

4. List anything you think your family might consider when planning a budget. E.g., food, water bill, etc...

Choose an activity from the
afternoon matrix

OR

If you the internet listen to a
Squiz Kids podcast or watch BTN



Name: _____

Class: _____



Term 4 Week 3 Thursday



Wk3

Spelling

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

Teach **THIS**

Verbal Linguistic

Storybook Challenge

Write a storybook including all your spelling words. Remember to include pictures.

Mathematical/Logical

Break it Up

Break each of your spelling words into syllables.

Naturalistic

Water Paint

Use a paintbrush and water and write your spelling words on the footpath outside.

Bodily Kinesthetic

Stand up sit down

Spell your words out loud while standing up whenever a consonant appears and sitting down whenever a vowel appears.

Visual/Spatial

Silly Shapes

Draw the shape of each word and have someone else guess which spelling word it is from your list.

Interpersonal

Pen Pal

Write a letter to a friend, trying to use all the spelling words from your list.

Intrapersonal

Reverse Alphabetical

Write out your list in reverse alphabetical order.

Musical/Rhythmic

Sing It!

Sing your spelling words to the tune of your favourite song.

Visualisation

Visualising pictures in our heads of the people, places, things and events we are reading about helps build better understanding of the text. Looking for key words in the text will help us create the images in our heads.

Read the passage.

Circle the key word that tells us what happens in the boy's house on a Saturday morning.

Highlight the cartoons that have animals in them.

Saturday morning in my house means **CARTOONS**. Old cartoons, new cartoons, action cartoons, funny cartoons. Cartoon kids, cartoon cats, cartoon squids and cartoon rats. Cartoon goodies being saved, cartoon baddies being blamed. Cartoon wombats in a cage, cartoon aliens in a rage.

But I refuse to watch unless I get my bowl of **Corny-Biks**. Because cartoons aren't cartoons without **Corny-Biks**.

Colour the word that is similar in meaning to *temper*.

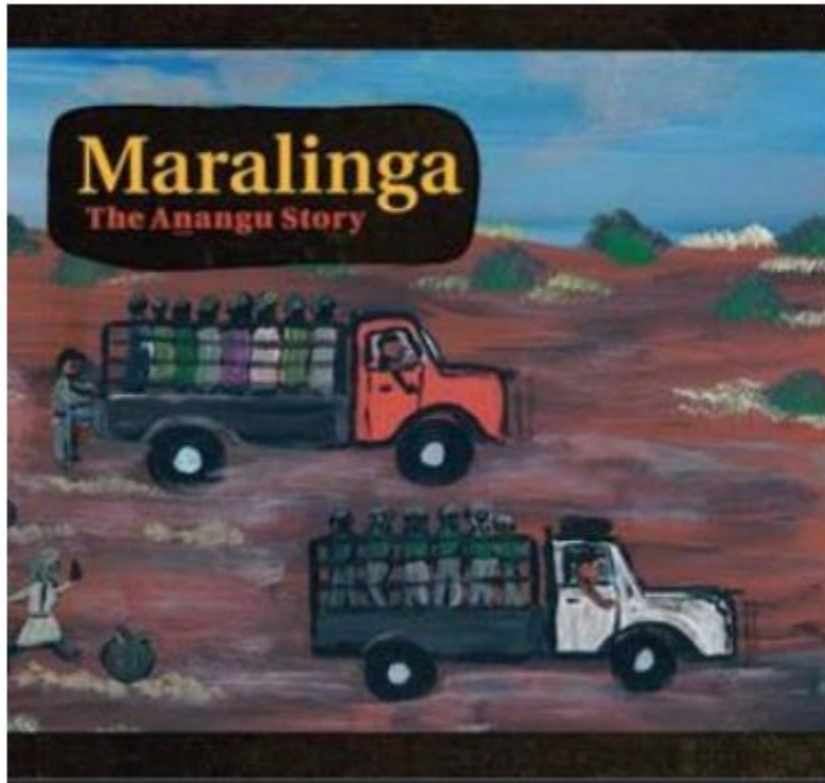
Underline the word that tells us what Corny-Biks are served in.

Colour the correct answers.

- What does the boy do on Saturday mornings?
 - eats pancakes for breakfast
 - plays sport
 - watches television
 - goes to the movies
- What kind of cartoons does the boy watch?
 - mainly cartoons about animals
 - mainly cartoons about superheroes
 - all kinds of cartoons
 - mainly cartoons about aliens
- Which is the best inference? Corny-Biks are most likely a type of ...
 - biscuit.
 - energy bar.
 - dessert.
 - breakfast cereal.
- Which words are the clue to question 3's answer?
 - morning and bowl
 - refuse and saved
 - house and cage
 - cartoons and funny
- Where would you expect to find a squid?
 - in the ocean
 - in a forest
 - in a tree
 - underground

Focus Text Maralinga: The Anangu Story

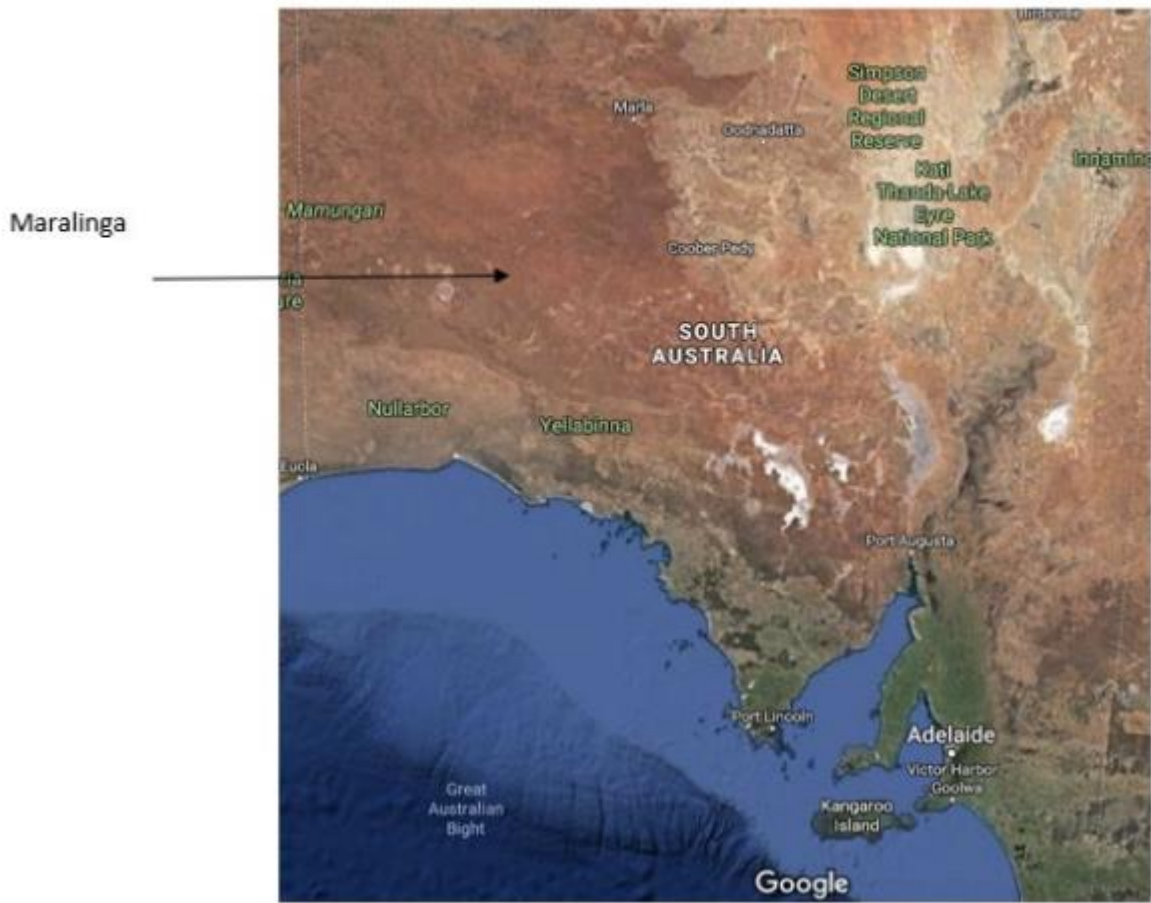
Today we are examining a new text – Maralinga: The Anangu Story.



Looking at the front cover what do you think this book will be about?

How do you think it will relate to the texts we have studied so far?

Map of Maralinga



After viewing the map, make some predictions about the geography of the Maralinga area.

What is the flora and fauna in the area?

What is the weather like in the area?

Warm Up:

Time yourself doing these!

Mixed Multiplication and Division Facts

1) $45 \div 5 =$	21) $144 \div 12 =$	41) $25 \div 5 =$	61) $27 \div 3 =$
2) $12 \times 3 =$	22) $2 \times 2 =$	42) $36 \div 9 =$	62) $4 \times 9 =$
3) $99 \div 11 =$	23) $28 \div 7 =$	43) $32 \div 8 =$	63) $8 \times 8 =$
4) $48 \div 6 =$	24) $32 \div 8 =$	44) $48 \div 4 =$	64) $55 \div 5 =$
5) $3 \times 7 =$	25) $9 \times 6 =$	45) $3 \times 12 =$	65) $3 \times 3 =$
6) $4 \times 6 =$	26) $2 \times 11 =$	46) $70 \div 7 =$	66) $36 \div 3 =$
7) $8 \times 8 =$	27) $64 \div 8 =$	47) $11 \times 2 =$	67) $6 \times 6 =$
8) $120 \div 12 =$	28) $72 \div 6 =$	48) $8 \times 12 =$	68) $11 \times 12 =$
9) $24 \div 2 =$	29) $5 \times 12 =$	49) $30 \div 6 =$	69) $5 \times 4 =$
10) $4 \times 7 =$	30) $88 \div 8 =$	50) $12 \times 10 =$	70) $32 \div 8 =$
11) $9 \times 5 =$	31) $2 \times 10 =$	51) $18 \div 6 =$	71) $45 \div 5 =$
12) $60 \div 5 =$	32) $5 \times 2 =$	52) $24 \div 4 =$	72) $3 \times 2 =$
13) $81 \div 9 =$	33) $50 \div 5 =$	53) $60 \div 5 =$	73) $9 \times 9 =$
14) $36 \div 3 =$	34) $96 \div 12 =$	54) $56 \div 7 =$	74) $84 \div 7 =$
15) $100 \div 10 =$	35) $10 \times 6 =$	55) $96 \div 12 =$	75) $7 \times 12 =$
16) $6 \times 6 =$	36) $6 \times 9 =$	56) $2 \times 7 =$	76) $72 \div 6 =$
17) $8 \times 11 =$	37) $42 \div 7 =$	57) $84 \div 12 =$	77) $3 \times 9 =$
18) $56 \div 7 =$	38) $6 \times 3 =$	58) $42 \div 6 =$	78) $10 \times 11 =$
19) $12 \div 6 =$	39) $2 \times 7 =$	59) $6 \times 2 =$	79) $6 \times 8 =$
20) $8 \times 5 =$	40) $8 \times 7 =$	60) $7 \times 5 =$	80) $2 \times 2 =$

Budgeting

Create simple financial plans

We're all going on a summer holiday... and I can choose what to spend within a budget!

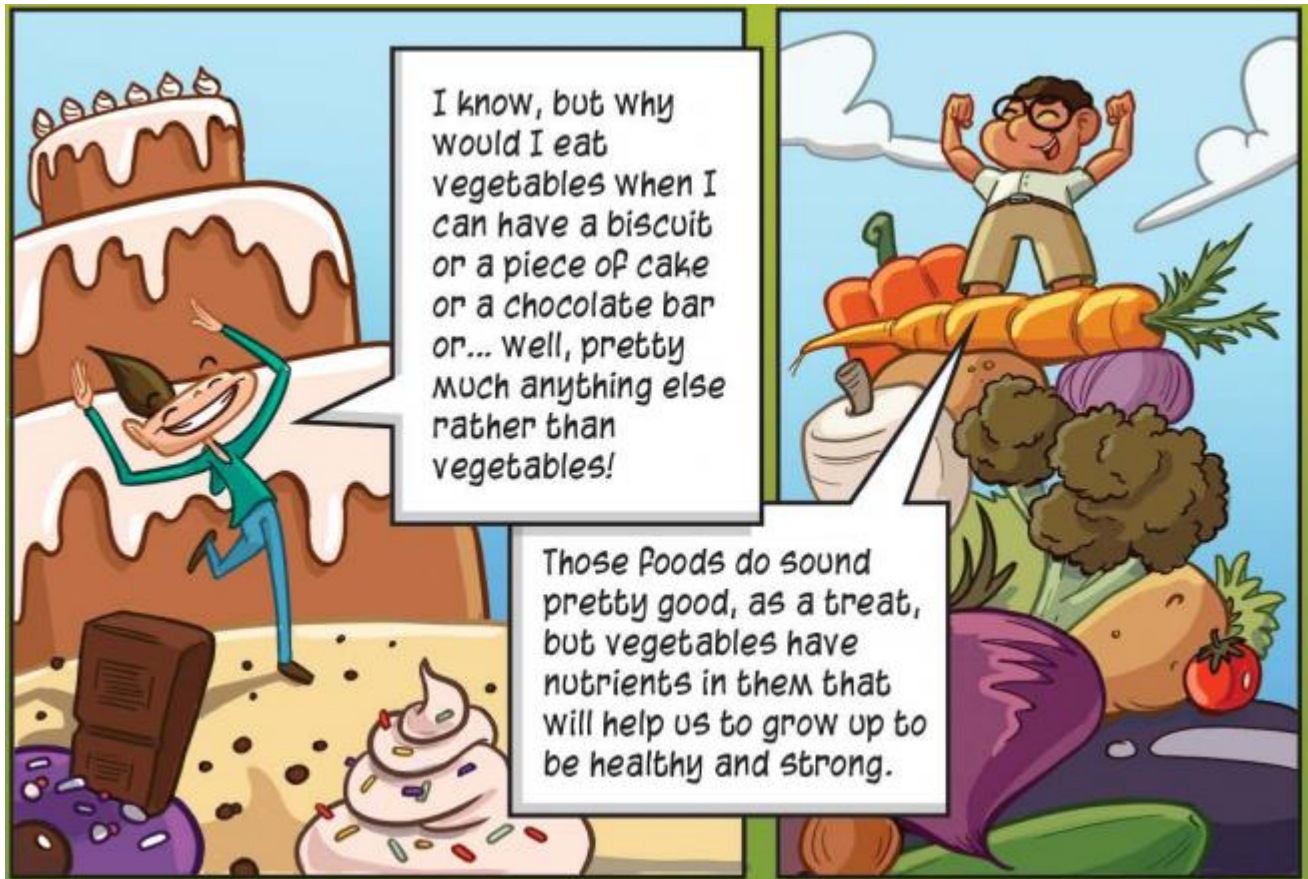
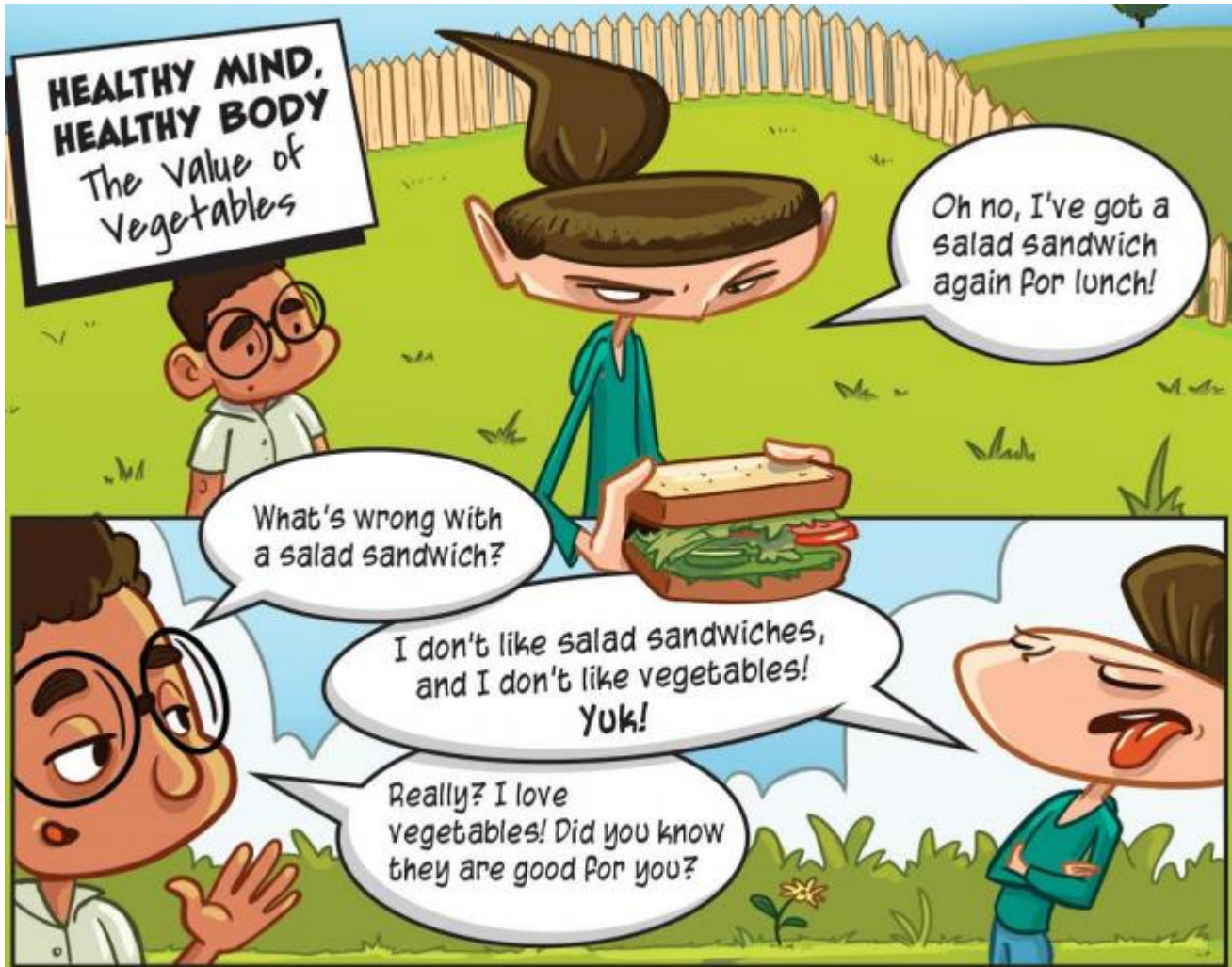
Every year, lots of people go on holiday. A week on the Gold Coast, a city break to Melbourne, a fortnight in Fiji, or somewhere completely different! It doesn't matter where you are jetting off to - one of the most important things is sticking to a budget when you are deciding where you want to go. You wouldn't want to spend all of your money on flights and a fancy hotel and have nothing left over to spend whilst you are on holiday.

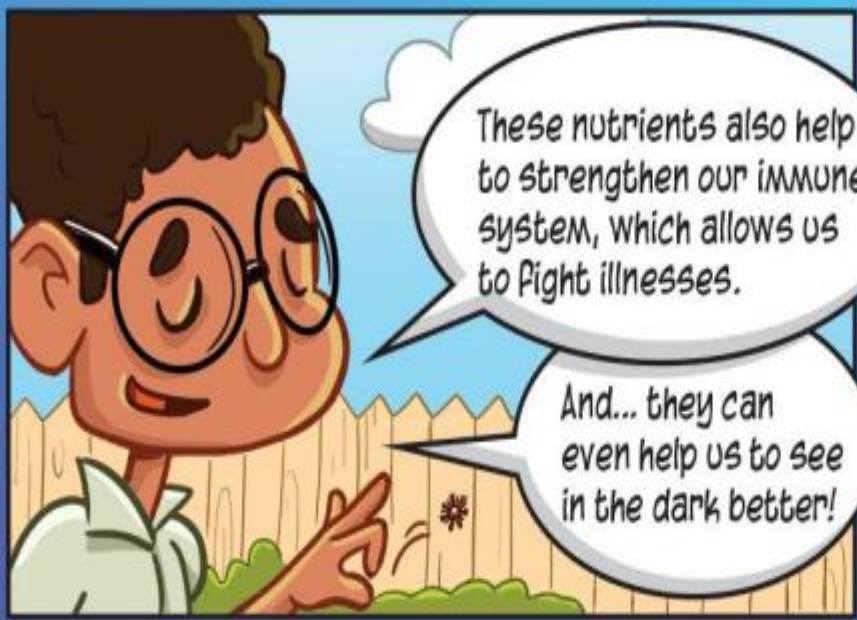


Use what you have learned about budgeting to plan your dream holiday. Start off with the big expenses such as flights and where you are going to stay. How much of your budget do you want to keep aside for spending money whilst you are on holiday?

Look at the example below. Remember that the amount you have left after each purchase is the amount that you start with in the following row.

What I have to spend	What I bought	What it cost	How much money I am left with
\$2000	Flights to Fiji	\$400	\$1600
\$1600	5 nights in a hotel	\$250	\$1350
\$1350	A suitcase	\$0	\$1320
\$1320	A new hat	\$25	\$1295
\$1295			



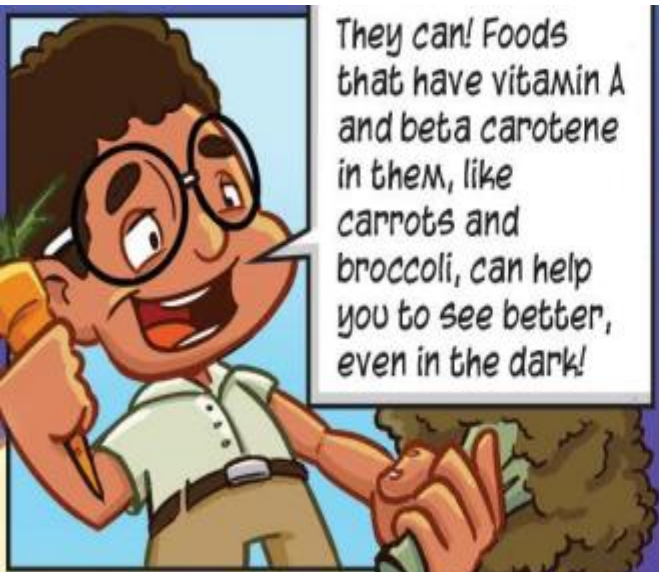


These nutrients also help to strengthen our immune system, which allows us to fight illnesses.

And... they can even help us to see in the dark better!



What!?!
No way!



They can! Foods that have vitamin A and beta carotene in them, like carrots and broccoli, can help you to see better, even in the dark!



Wow, so I'd be helping my body if I ate vegetables? I do want to grow up to be strong and healthy, and I don't want to get sick all the time. Even better though - I want to...



Healthy Mind, Healthy Body: The Value of Vegetables

1. List your top 3 favourite vegetables and give reasons for why you like them.

1. _____

2. _____

3. _____

2. What are the three benefits of eating vegetables that are highlighted in the comic?

1. _____

2. _____

3. _____

3. What purpose did the author have for creating this comic?

4. Eating vegetables is good for the environment. Explain why you think this statement is true or false.

5. Write a sentence to persuade a friend to try a new vegetable. Use persuasive language and vocabulary.

Choose an activity from the
afternoon matrix

Or

if you the internet choose an
activity from the PE Shed



<https://www.thepeshed.com/video-channel>

Name: _____

Class: _____



Term 4 Week 3 Friday



Important Information

To find the most important information in a text, we need to look for the words, phrases or sentences that are the most closely connected to the subject being written about.

Read the passage.

In paragraph 1, circle three verbs that tell us what screws do.

In paragraph 3, highlight the tool that is needed to turn a screw.

Screws hold things together, and lower and raise things.

A screw is an inclined plane wrapped around a cylinder. The inclined plane forms a ridge along the cylinder. This ridge is called the thread of the screw.

As a screw is turned by a screwdriver, it turns a greater distance than it moves forward. The turning motion becomes a forward motion.

A Greek mathematician called Archimedes invented a screw machine more than 1200 years ago. It was used to lift water into fields and out of ships.

In paragraph 2, underline the sentence that gives the best description of a screw.

In paragraph 4, colour the sentence that tells us what the first screw machine was used for.

Colour the correct answers.

- 1 Which **three** sentences tell us how a screw works?
- Screws hold things together, and lower and raise things.
 - A screw is an inclined plane wrapped around a cylinder.
 - The inclined plane forms a ridge along the cylinder.
 - This ridge is called the thread of the screw.
 - As a screw is turned by a screwdriver, it turns a greater distance than it moves forward.
 - The turning motion becomes a forward motion.
 - A Greek mathematician called Archimedes invented a screw machine more than 1200 years ago.

- 2 Of the three sentences you chose in question 1, write out the one you think best sums up what screws are used for.

Warm Up:

1. Write the following numbers as words:

4 509	
87 291	
3 300 001	
65 022	

2.

Today's number is **798 201**

In words	
10 more	
1000 less	
Round to nearest 10	
Next odd number	
Divisible by 5?	Yes / No

Week 3: Addition and Subtraction – Budgets

Today you are going to be a PARTY PLANNER!

For this, you need to create a budget. This party will be for your class (pretend party unfortunately) so you will need to know how many students are in your class.

5A – 26

5D – 27

5M – 26

5/6L – 30

Use the template on the following page. The word 'quantity' means how many all up. If you are online, print the table out or draw it up on some paper and upload it.

Party Budget Planning

Each person going to the party will need all of the items in the box. Work out the cost of each item then multiply it by the number of children in your class to find out how much you will need to spend.

1 sandwich
1 drink

1 bag of chips
1 cake

1 pie
1 sausage roll

1 plate
1 cup



Number of children in the class: _____



Food and Drink	Cost	Per Person	Total Quantity	Total Cost
A loaf of bread = 10 slices per loaf	\$1	2 slices		
1 bottle of orange juice = 10 cups	\$1.20	2 cups		
1 pack of cheese = 10 slices	\$1.20	1 slice		
1 pack of ham = 10 slices	\$1.60	2 slices		
1 pack of chips = 5 bags	80c	1 bag		
1 box = 10 cakes	\$1.10	1 cake		
1 pack = 12 pies	\$1.20	1 pie		
1 pack = 20 sausage rolls	\$2	1 sausage roll		
1 pack = 30 plates	80c	1 plate		
1 pack = 15 plastic cups	\$1.50	1 cup		

Focus Text Maralinga: The Anangu Story



Read the following information

Maralinga, is located in the remote western area of South Australia, was the site, measuring about 3,300 square kilometres in area, of British nuclear tests in the mid-1950s. The site was officially named "Maralinga" an Aboriginal word meaning "field of thunder".

Maralinga was the scene of UK nuclear testing and was contaminated with radioactive waste in the 1950s and early 1960s. Maralinga was surveyed by Len Beadell in the early 1950s, and followed the survey of Emu Field, which was further north and where the first two tests were conducted.

On 27 September 1956, Operation Buffalo commenced at Maralinga, as Emu Field was found to be too remote a site. The operation consisted of the testing of four Nuclear bombs. Two were set atop towers, one at ground level, and one released by a Royal Air Force Vickers Valiant bomber from a height of 9,100 m (30,000 ft). This was the first launching of a British atomic weapon from an aircraft. Over 22 kilograms of plutonium-239 was dispersed around the site. Plutonium-239 has a radioactive half-life of more than 24,000 years. This dangerous carcinogen is hazardous to humans if inhaled, ingested or absorbed through breaks in the skin.

None of the British tests adequately considered the presence of the Anangu Pitjantjatjara people, especially the greater risk of radiation exposure faced by families living on country. The extremely limited resources devoted to finding and warning people led to incidents of radiation exposure. For example, in 1957, the Milpuddie family was found camping next to a crater left by a Maralinga test detonation.

In 1984 Australian scientists conducted radiation surveys in preparation for transferring Maralinga to its traditional owners, the Tjarutja. They found that major and widespread plutonium contamination remained.

After reading the information, answer the Following questions.

1. Where is Maralinga ?

2. What does the word Maralinga mean?

3. What happened in Maralinga?













4. Any interesting facts...

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

Warm Up

FOUNTAIN OF YOUTH

Rest
 Up to 2 minutes.

ACTIVITY	ENJOYMENT	REPS
ACTIVITY 1 		20 March Steps
ACTIVITY 2 		20 Torso rotations
ACTIVITY 3 		20 Side Jacks
ACTIVITY 4 		20 Bicep extensions
ACTIVITY 5 		20 Shoulder taps
ACTIVITY 6 		20 Side leg raises

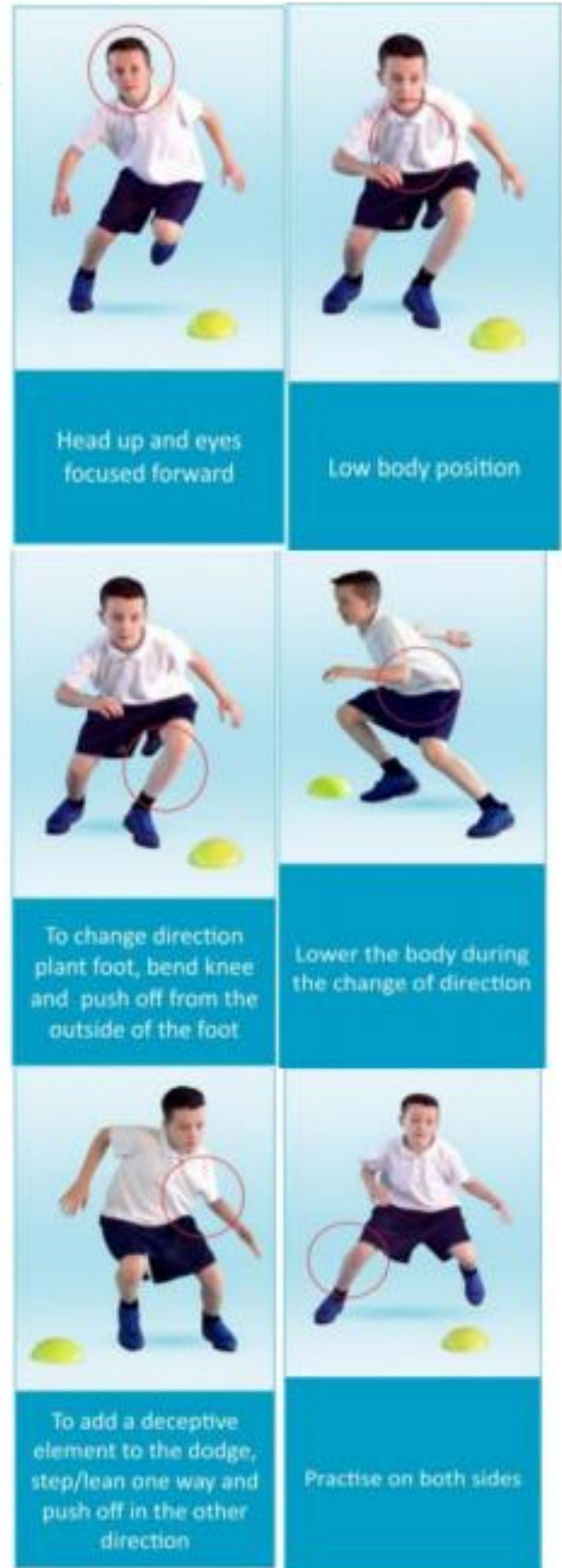
Dodging

Dodging is a locomotor skill that involves quick and sometimes deceptive changes of direction to evade or catch an opponent. Dodging takes the skill of running and incorporates dynamic, fluid and coordinated movement, allowing the pupil to change direction proficiently. Good balance and stability is essential to perform dodging, with a low centre of gravity achieved by bending the knees, thus allowing the body to rapidly shift from one side to another. This low stable position enables the muscles in the legs to generate maximum force in a sideways direction to create the dodging action.

Zig-zag Dodge

Establish a start line and then create a line of cones in a zig-zag pattern starting about 5 metres from the start line. Children jog from the start line to first cone, and then they dodge when they get there in the direction of the next cone. They continue dodging at each cone until they reach the end of the line of cones. Set up several zig-zag patterns. Once they have reached the end of the cones, they jog back to their start line and go again.

The Correct technique



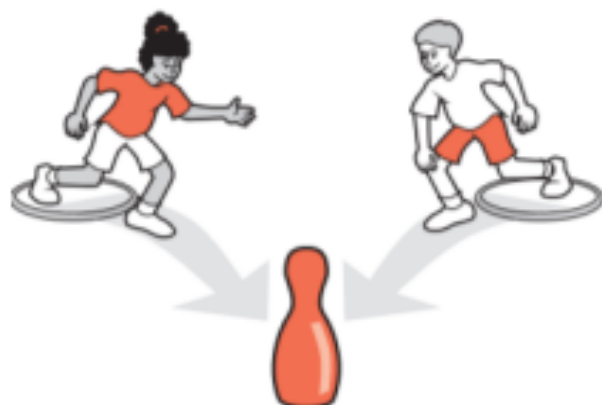
Take the Pin

Movement skills/concepts: Chasing and fleeing, and quick change of direction.

Set-up Children in pairs, with two bases/discs and one bowling pin per pair.

Set-up the pin between the two bases, approximately 3 metres from each one. One of the pair stands on each base.

Activity Each player tries to snatch the bowling pin and return to the base without getting tagged. The player who snatches the pin first is the 'snatcher' and the other becomes the 'tagger'. If the snatcher is tagged before reaching their base then the pin is returned to the centre. Start on signal.



Tail Tag

Give each pupil a bib tucked into their waistband to represent a tail. Pupils run around the designated area and try to pull each other's tails, while dodging the other pupils to avoid having their own tails pulled. Every time a pupil pulls another pupil's tail, they can put it in their own waistband. Pupils with not tails must freeze and try to pull the tails of the other pupils as they run by. When they retrieve a tail they can re-enter the game.

It's a Goal!

Movement skills/concepts

Dodging a defender, moving in general space, changing direction and speed.

Set-up

Balls or another throwing implement, bin, markers. On a defined grass or hard court area, three lines (base, centre and end) are marked out, approximately 5 metres apart. A bin is placed on the end line. Children in pairs, one ball runner and one defender, with one ball/implement per pair.



Choose an activity from the
afternoon matrix

