



*Year 6 - Term 3, Week 10*

# *Assessment Week*

*Monday to Friday*



*Name:* \_\_\_\_\_ *Class:* \_\_\_\_\_



# GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING

LEARNING















SUCCESS



CALLAGHAN  
EDUCATION  
PATHWAYS

## Year 6 – Term 3, Week 10

### Continuity of Learning – Working at Home Program – Assessment Week

Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p><b>Spelling</b></p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Spelling</b></p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Spelling</b></p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Spelling</b></p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Reading</b></p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the cloze passage task in your hardcopy booklet.</p>
	<p><b>Grammar in Writing</b></p>  <p><i>Lesson 1 - Revision</i></p> <p>Complete your grammar in today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Grammar in Writing</b></p>  <p><i>Lesson 2 - Revision</i></p> <p>Complete your grammar in today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Grammar in Writing</b></p>  <p><i>Lesson 3 - Revision</i></p> <p>Complete your grammar in today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>DREW – Drop Everything and Write</b></p>  <p>Use the prompt in today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Grammar Assessment</b></p>  <p>Complete your <b>Grammar Assessment</b> in today's Microsoft Form or in your hardcopy booklet.</p>
	<p><b>Editing Task</b></p>  <p>Complete your editing task on Sir Edmund Hillary on today's Microsoft Form or in your hardcopy booklet.</p>	<p><b>Reading</b></p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>	<p><b>Reading</b></p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>	<p><b>Reading</b></p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>	



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	<p align="center"><b>Fruit and Movement Break</b></p> <p align="center">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 align="center"><b>Writing</b> <i>Informative Texts – The Animal Kingdom</i></p> <p>Complete your writing task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center"><b>Writing</b> <i>Informative Texts – The Animal Kingdom</i></p> <p>Complete your writing task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center"><b>Writing Assessment</b> <i>Informative Texts – The Animal Kingdom</i></p> <p>Complete your <b>Writing Assessment</b> in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center"><b>English Unit</b> <i>Sadako and the Thousand Paper Cranes.</i></p> <p>Review examples of Diary Entries and re-listen to Chapter 4 of <i>Sadako and the Thousand Paper Cranes</i></p>	<p align="center"><b>English Unit Assessment</b> <i>Sadako Writing Task</i></p> <p>Complete your <b>Sadako Writing Assessment</b> in today's Microsoft Form or in your hardcopy booklet.</p>
<p><b>Recess Break</b></p>	<p align="center"><b>Recess Break</b></p>	<p align="center"><b>Recess Break</b></p>	<p align="center"><b>Recess Break</b></p>	<p align="center"><b>Recess Break</b></p>	<p align="center"><b>Recess Break</b></p>
<p><b>Middle Session</b></p>	<p align="center"><b>DEAR Reading</b></p> <p align="center">You can either choose a story on Epic or you can read a book from home</p>				
	<p align="center"><b>Maths</b></p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="333 1046 472 1187"> </div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center"><b>Maths</b></p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="728 1046 866 1187"> </div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center"><b>Maths</b></p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="1120 1046 1258 1187"> </div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center"><b>Maths Assessment</b></p> <p>Complete your <b>Maths Assessment</b> in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="1420 1145 1733 1343"> </div>	<p align="center"><b>Maths</b></p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="1886 1050 2060 1181"> </div> <p>Complete tasks on Prodigy if you have access.</p>



# GLENDORE PUBLIC SCHOOL




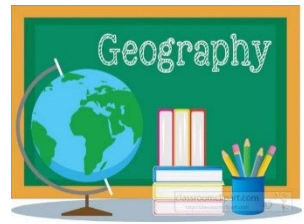



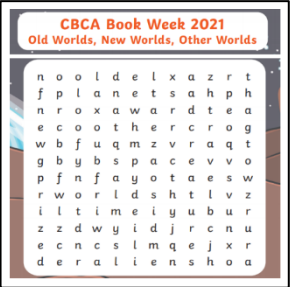

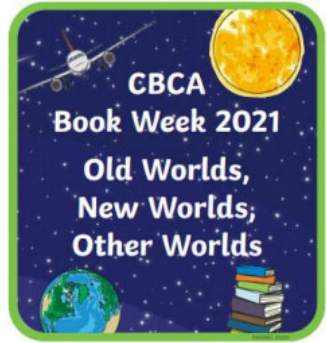


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	Science Assessment	Geography Assessment	CAPA Assessment	Maths Assessment	PE
	<p>Complete your <b>Science Assessment</b> and submit it today.</p> 	<p>Complete your <b>Geography Assessment</b> in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete your <b>CAPA Assessment</b> in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>When you have completed your <b>Maths Assessment</b>, complete the individually assigned tasks on Mathematics if you have access.</p> 	<p>Complete the warm up and over arm throw challenge listed in today's Microsoft Form or in your hardcopy booklet.</p> 
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Afternoon Session	<p><b>Book Week Activity</b></p> <p>Complete the book week find a word or make your own.</p> 	<p><b>Book Week Activity</b></p> <p>Choose an activity to complete from the Book Week 2021 Activity Cards.</p> 	<p><b>Book Week Activity</b></p> <p>Design a Poster to advertise Book Week.</p> 	<p><b>PD/Health Assessment</b></p> <p>Complete your <b>Water Safety Assessment</b> in today's Microsoft Form or in your hardcopy booklet.</p> 	<p><b>Book Week Activity</b></p> <p>Create your own 'Other World' for Book Week 2021.</p> 



***Monday***

*Includes a Science  
Assessment.*

# Spelling

List Word	Practice
galaxy	
meteor	
nebula	
hydrogen	
orbit	
constellation	
atmosphere	
terrestrial	
urban	
rural	
vegetation	
adaptation	
environment	
landform	
sustainability	

Name:

Date:

# 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) \_\_\_\_\_ ( )

Write as many words as you can using the letters in:

## INCONSIDERATE



# Year 6 Grammar in Writing Term 3 Week 10

Monday



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

Write your best paragraph here

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## 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	Cause/effect	Contrasting
and	next	because	however
moreover	then	therefore	alternatively
also	finally	so	although
as well as	meanwhile	consequently	except
furthermore	eventually	as a result of	unless

Write three sentences with connectives. Highlight the connectives used.

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Name: \_\_\_\_\_


Date: \_\_\_\_\_


## Text 2 - Sir Edmund Hillary


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

Sir edmund Hillary (1919-2008) was pioneering mountain climber 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 peak 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 two men spent around 15 minutes at the highest point on Earth before beginning their 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 on the lines below.

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# Information Report Writing Assessment

## The Animal Kingdom Writing



The Animal Kingdom is the writing focus for the week. You are going to research and write about one **animal**. This could be a pet, a farm animal, a bird or an animal that lives in the wild. This writing is your end of term post-test assessment. Please ensure you are producing your highest quality work.

Each day, two categories have been selected. You need to make sure you are saving an additional copy (Word document or Class Notebook) of your research and paragraphs as you will be presenting a final document with all your writing on Wednesday.

Take notes and record the information in the boxes below. Remember each paragraph should contain **4-5 sentences** of information. Review each paragraph and remember to check spelling and punctuation.

### **Description** – what does your animal look like? Size, skin, lifespan.

Research Points

### **Habitat** – where does it live? Including environment, country.

Research Points



# Year 6 Maths – Term 3, Week 10 –

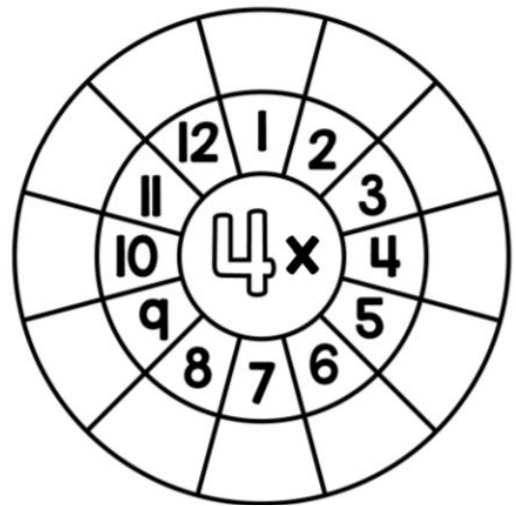
## CHANCE – MONDAY – Lesson 1

### Timetables

**Hardcopy** – Complete the times table grid

**Online** – Complete your answers in your MS Form

**Rate how you think you went:**



### Chance predictions

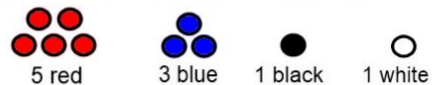
Please read carefully through this Topic Introduction before attempting the following questions.

This Week we will be focusing on CHANCE.

You can collect data that will help you to make better predictions about how likely events are to occur. However, chance still influences the results.

What type of information would help you predict how likely you are to win a raffle?

A bag contains the following marbles:



If you were to close your eyes and pick a marble from the bag, which colour are you most likely to pick?

Here are some questions you can ask to help predict which colour you are likely to pick:

How many different marbles could you choose? **Answer:** 10 different marbles

Which colour has the most marbles? **Answer:** Red has 5 marbles

What is the chance of picking this marble? **Answer:** 5 chances out of 10 marbles

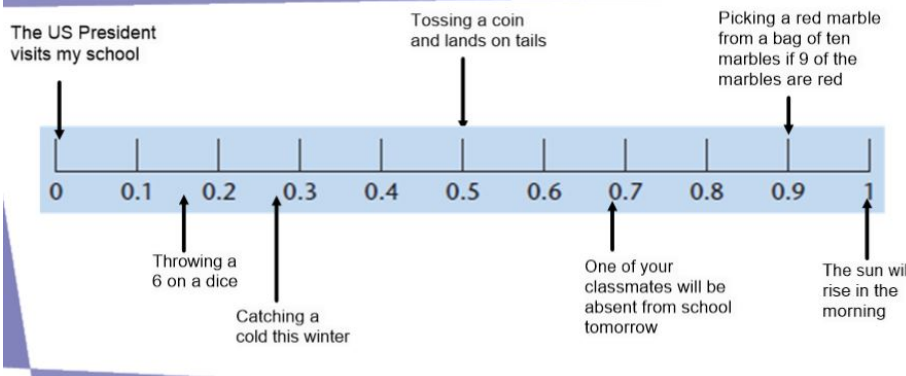
You have the greatest chance of picking a **red** marble.

### Chance from zero to one

If an event **will certainly** happen it has a probability or chance of 1.

If an event **will never** happen it has a probability or chance of 0.

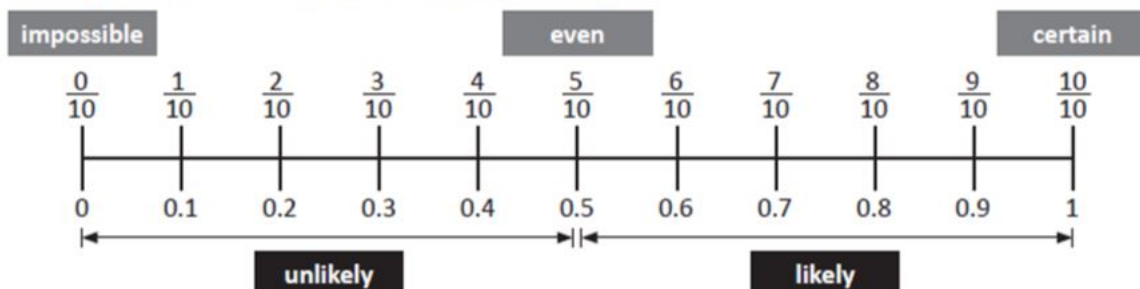
If an event **could happen** it is given a value of probability between 0 and 1.



**Probability:** The quality or state of being probable; the extent to which something is likely to happen or be the case.

**Frequency:** The rate at which something occurs over a particular period of time or in a given sample.

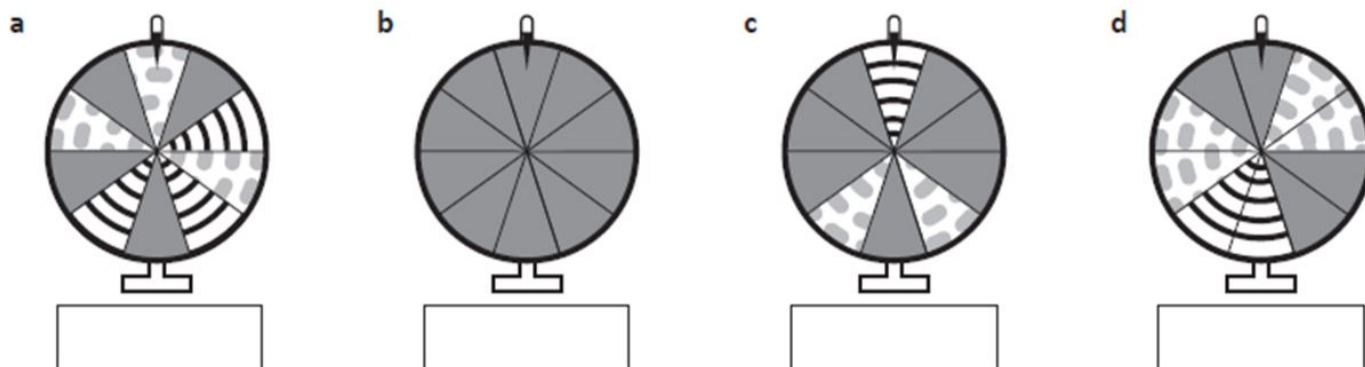
Probability measures how likely something is to happen.



**Question 1** Probability measures how likely something is to happen. Events that are certain to happen are given a probability of 1. Events that will never happen are given a probability of 0. Events that could happen are rated between 0 and 1. Rate the probability of the following events occurring as both a **fraction** and a **decimal**. (you may need to use the above tables to assist you).

Event	Probability as a fraction	Probability as a decimal
When you flip a coin, it will land on heads.		
You will grow wings and fly today.		
A spinner with 10 even segments with the numbers 1 to 10 will land on 3.		
5 people are lined up and every second person in the line has gloves on. What is the chance that one person is not wearing gloves?		
You have 20 cards. 5 have hearts, 5 have stripes and the rest are blank. What is the chance you will choose a blank card?		

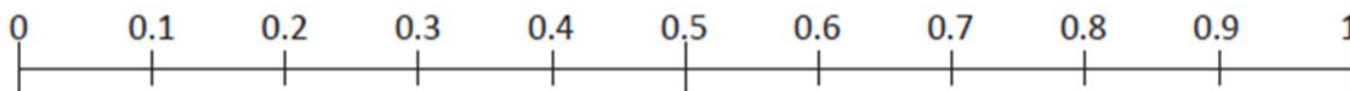
**Question 2** What is the probability of spinning a striped segment on each of these wheels ? Write your answers as a rating between 0 and 1 using decimals.



**Question 3** 100 guests each buy a ticket for a raffle at a fundraising dinner event. The winning ticket will be selected at random. This table on the right shows the colours of all the tickets in the raffle.

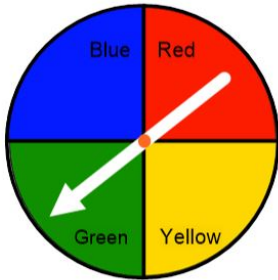
**What is the probability of the winning ticket being red, purple and orange?** Draw arrows and label on the probability scale below to show the probability of each colour and write the colour beneath the arrow.

Red	10
Purple	40
Orange	50
<b>Total</b>	<b>100</b>



# Chance

Chance is the likelihood of an event occurring. When you roll a dice, toss a coin, or use a spinner, you can predict a possible outcome.



This spinner can be used to determine the likelihood of landing on a particular colour.

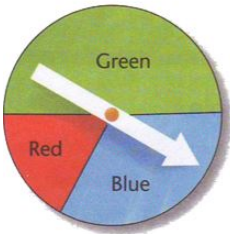
The arrow has an **equal** chance of landing on blue, red, green or yellow.

Each colour has a 25% chance of coming up.

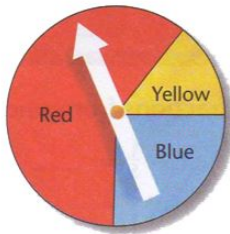
When would you want to use this type of spinner?

**Read the**  
**Following then answer**  
**the questions below.**

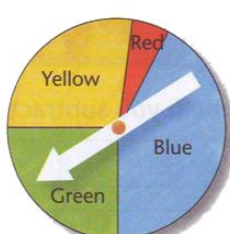
Spinner A



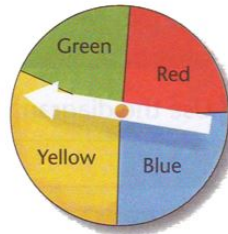
Spinner B



Spinner C



Spinner D



**Question 4** Which spinner has the most chance of landing on?

- a) red? \_\_\_\_\_
- b) green? \_\_\_\_\_
- c) yellow? \_\_\_\_\_
- d) blue? \_\_\_\_\_

**Question 5**

- a Is it true that Spinner A has a 50% chance of spinning green? \_\_\_\_\_
- b Which spinner has a better than 50% chance of spinning red? \_\_\_\_\_
- c Which spinner has a one-in-four chance of spinning green? \_\_\_\_\_
- d Which two spinners have a one-in-four chance of spinning blue? \_\_\_\_\_
- e Which spinner has slightly more than a one-in-four chance of spinning yellow? \_\_\_\_\_

**Question 6**

Order the chance of the spinners landing on the colours, from least likely to most likely.

- a Spinner A red, \_\_\_\_\_
- b Spinner B \_\_\_\_\_
- c Spinner C \_\_\_\_\_

# Science Assessment

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 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 LeQuesne 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 LeQuesne will open class teams board for you to post any questions about your project.
- You **MUST** answer the following 4 questions.

## 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

<b>Criteria</b>	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 km<sup>2</sup>

**Radius:** 3,389.5 km

**Length of day:** 1d 0h 37m

**Gravity:** 3.721 m/s<sup>2</sup>

## 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

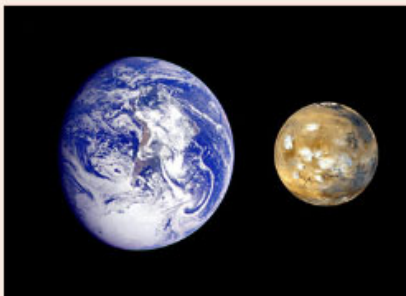
### FOURTH ROCK

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 (CO<sub>2</sub>), argon (Ar), nitrogen (N<sub>2</sub>), 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.

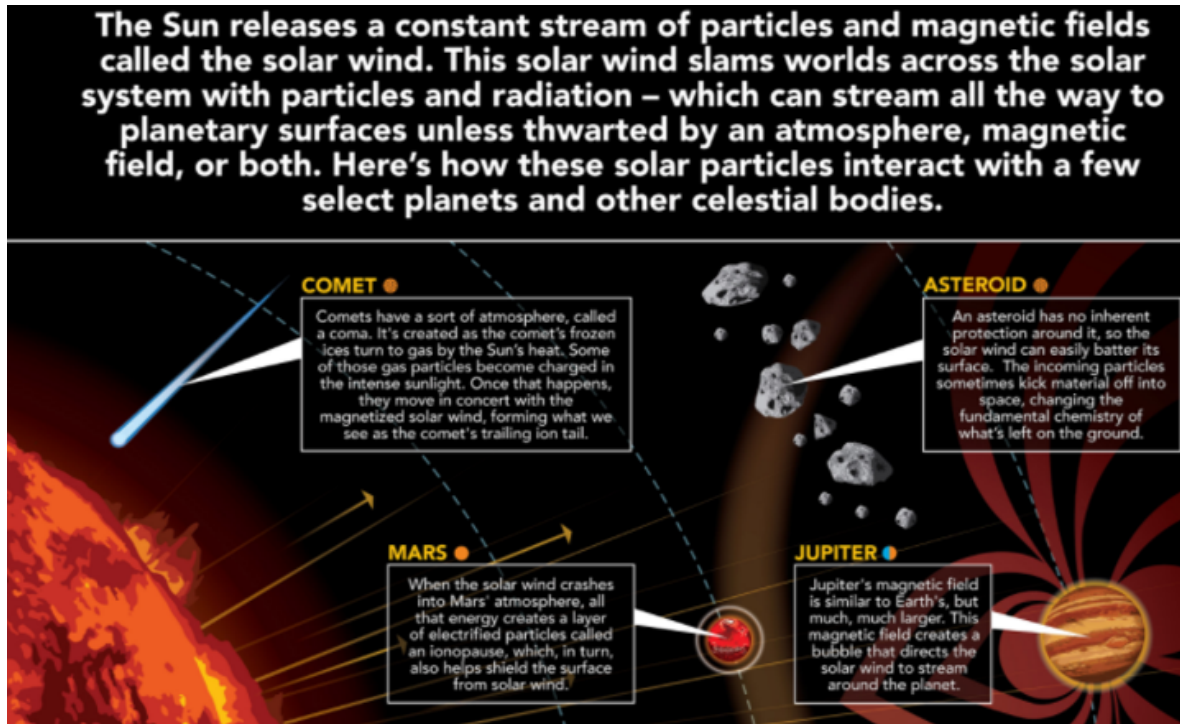
## Mars' Neighbors

- 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.

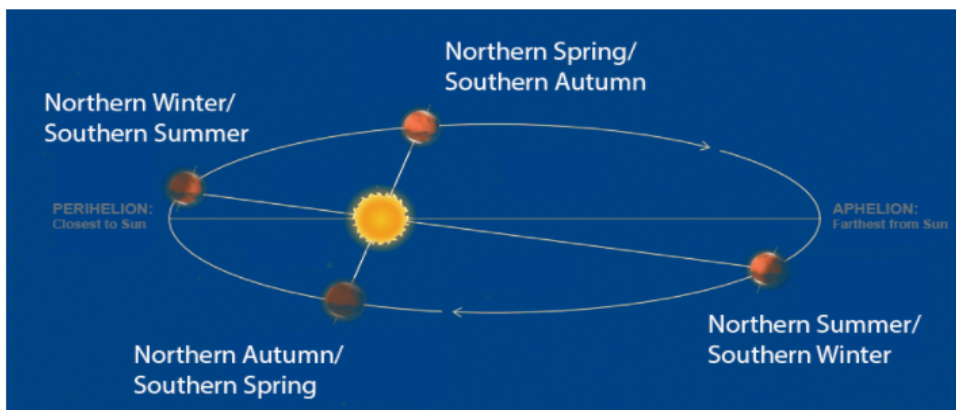
## Quick History

- 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.

## Interaction between the Sun and Mars:



**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 the scope and scale of storms and how they 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.

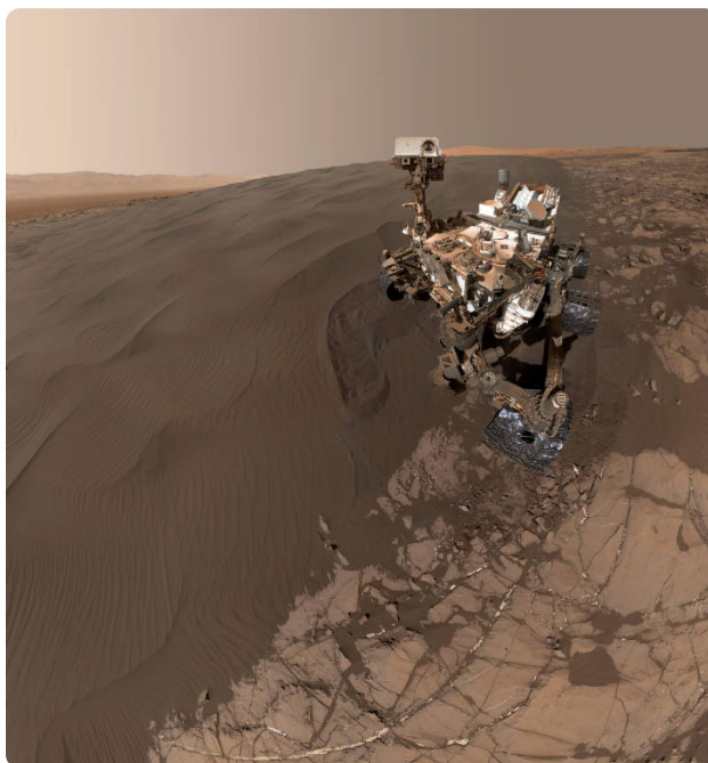
Curiosity landed in Gale Crater. This crater is special because it has a tall mountain in the middle. The mountain has many layers of rock. Each layer is made of different minerals from different time periods. These minerals could tell scientists about the history of water on Mars.

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.

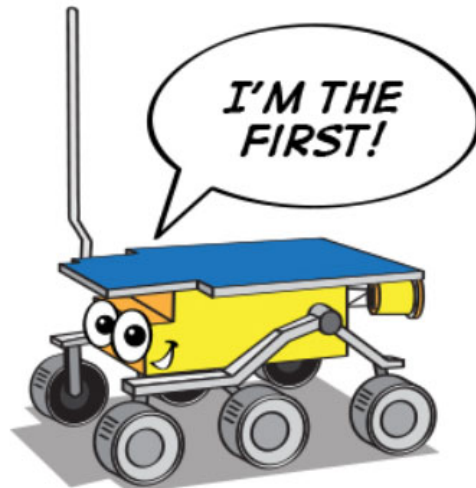
Curiosity brought 17 cameras with it to the Red Planet—more than any other rover. It uses some of its cameras to take photos of its journey. Cameras also act as Curiosity's eyes, helping it to spot and stay away from danger.

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!



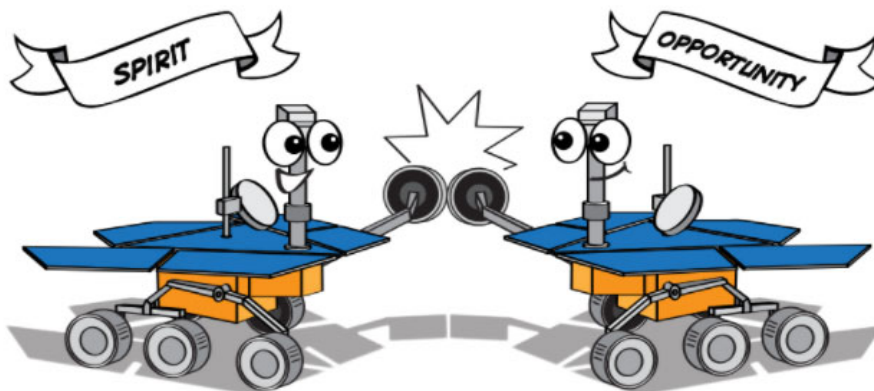
*A self-portrait of Curiosity on a Martian sand dune. At this site, it used instruments to scoop up and study sand samples. Credit: NASA/JPL-Caltech/MSSS*

## 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.

## Spirit and Opportunity Rovers:



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.

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.<sup>1</sup> 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.

# 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

List Word	Practice
galaxy	
meteor	
nebula	
hydrogen	
orbit	
constellation	
atmosphere	
terrestrial	
urban	
rural	
vegetation	
adaptation	
environment	
landform	
sustainability	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# 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:

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How many words can you make from the letters in:

## CLEANLINESS



## Year 6 Grammar in Writing Term 3 Week 10

Tuesday



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**

Write two sentences containing conjunctions, circle the conjunctions used

## Lesson 125 • The Young Lion King

Name \_\_\_\_\_

**Important Information**

To find the most important information in a text, we need to look for the words, phrases or sentences that tell us the most about the subject.

**Read the passage.**

Underline the reason Lion King did not think Fox would make a good teacher.

Highlight the reason Lion King did not choose Mole to be Lion Prince's teacher.

Lion King wondered which animal could teach the Lion Prince. He wondered if Fox could do it. Fox, though clever, was a great liar and liars always cause trouble. He wondered about mole. Mole was orderly and careful but never looked far ahead. The King wondered about Panther. Panther was strong, brave and a great fighter, but liked fighting a little too much. The Lion knew that a good king is just, wise and can solve things without fighting.

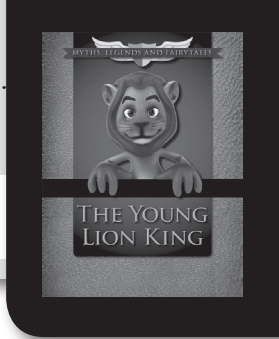
Colour the things Lion King liked about Panther.

Colour the reason Lion King did not want Panther to teach Lion Prince.

**Colour the correct answers.**

- Lion King wondered which animal could teach the Lion Prince. Which three sentences tell us which animals he thought might be suitable?
  - He wondered if Fox could do it.
  - Fox, though clever, was a great liar and liars always cause trouble.
  - He wondered about mole.
  - Mole was orderly and careful but never looked far ahead.
  - The King wondered about Panther.
  - Panther was strong, brave and a great fighter, but liked fighting a little too much.
- Which three sentences give the most information about why Lion King **did not** choose those animals?
  - He did not think Fox could do it.
  - Fox, though clever, was a great liar and liars always cause trouble.
  - He wondered about mole.
  - Mole was orderly and careful but never looked far ahead.
  - The King wondered about Panther.
  - Panther was strong, brave and a great fighter, but liked fighting a little too much.

# Lesson 125 • The Young Lion King



Name \_\_\_\_\_

## Read the passage.

Circle the name of the animal Lion King chose to teach his son.

In paragraph 3, highlight the words in each sentence that tell us what the Lion Prince had learnt.

Lion was still thinking when Eagle flew by. "Of course!" Lion cried. "Eagle!" The Lion King sent his son to study at Eagle's court.

Years later, Lion Prince returned to his father, in time to take over his kingdom.

"Father," said the Lion Prince, "I have learnt many things. I can tell where every bird can find water. I know what kind of food each bird needs. I know how many eggs it lays and the wants of every bird that flies. When I am in charge of the kingdom, I shall begin to teach our animals how to build nests."

The animals in the King's court howled with laughter. The King realised the Lion Prince had not been taught the knowledge a great king needs most of all — a knowledge of the wants and needs of his own people and land.

Colour three words that tell us what the other animals did when they heard what Lion Prince had learnt.

Underline the information that the Lion Prince needed most of all.

1 Eagle taught Lion Prince the things he would need to know if he were going to rule the bird kingdom. What important information did Eagle give the young prince?

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2 What should the Lion Prince have been taught? \_\_\_\_\_

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# Information Report Writing Assessment

## The Animal Kingdom Writing



The Animal Kingdom is the writing focus for the week. You are going to research and write about one **animal**. This could be a pet, a farm animal, a bird or an animal that lives in the wild. This writing is your end of term post-test assessment. Please ensure you are producing your highest quality work.

Each day, two categories have been selected. You need to make sure you are saving an additional copy (Word document or Class Notebook) of your research and paragraphs as you will be presenting a final document with all your writing on Wednesday.

Take notes and record the information in the boxes below. Remember each paragraph should contain **4-5 sentences** of information. Review each paragraph and remember to check spelling and punctuation.

### **Food** – what does it eat, how does it hunt or gather its food?

Research Points

### **Special Characteristics/ interesting facts** – special features of that animal

Research Points





# Year 6 Maths – Term 3, Week 10 –

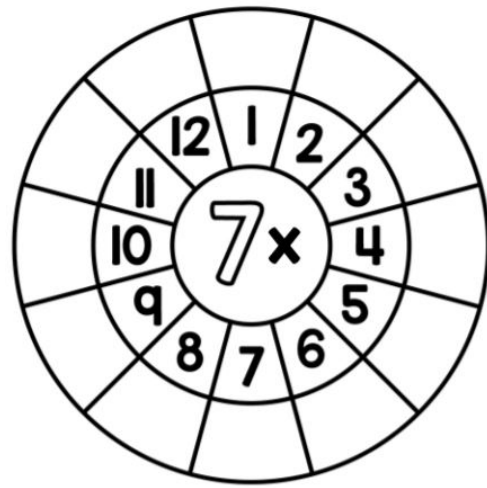
## CHANCE – TUESDAY – Lesson 2

### Timetables

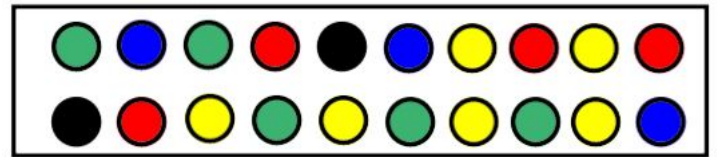
Hardcopy – Complete the times table grid

Online – Complete your answers in your MS Form

### Rate how you think you went:



**Question 1** A box contains the following marbles shown on the right. Without looking the box is shaken, one marble is chosen, its colour recorded and is then put back into the box.



How many marbles are in the box ?

What is the chance of choosing ?

	out of	
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What is the chance of choosing ?

	out of	
--	--------	--

What is the chance of choosing ?

	out of	
--	--------	--

What is the chance of choosing ?

	out of	
--	--------	--

What is the chance of choosing ?

	out of	
--	--------	--

What is the chance of choosing ?

	out of	
--	--------	--

**Challenge** can you represent the Probability of each colour as a decimal?

Green: \_\_\_\_\_

Black: \_\_\_\_\_

Red: \_\_\_\_\_

Yellow: \_\_\_\_\_

Blue: \_\_\_\_\_

Pink: \_\_\_\_\_

### Question 2

At a birthday party Kaitlin conducted her own investigation into how the lollies were distributed. She found that each person's lolly bag contained 20 lollies.

Make a tally of Kaitlin's bag of lolly colours.

Red	Blue	Green	Purple	Orange



**Question 3:** Using the information in the table from **Question 2**, predict how many of each colour will be in these lolly bags.

- a If Stephen and Jane shared their bags of 20 lollies, how many red lollies would they have altogether?
- b If Krystal, Tanya and Mark shared their bags of lollies, how many green lollies would they have altogether?
- c If Maree, Emily, Jasper and Courtney poured their lollies into one big bag, how many blue lollies do you think they would find?
- d Michael only likes orange lollies. How many bags would he need to gather before he had 20 orange lollies?
- e Altogether 20 lolly bags were filled. How many purple lollies do you think there were?


**Question 4:**

Jimmy has bought 100 rainbow ball lollies for his party. They only came in 4 colours. He put his hand in his bag and pulled out the following sample of 10 lollies.



Use the sample above to predict how many lollies of each colour were in the bag.

- a Red \_\_\_\_\_ b Blue \_\_\_\_\_ c Pink \_\_\_\_\_ d Green \_\_\_\_\_

If there was a bag of 500 lollies and Jimmy pulled out the same 10 lollies, how many of each colour do you think there would be in the bag?

- a Red \_\_\_\_\_ b Blue \_\_\_\_\_ c Pink \_\_\_\_\_ d Green \_\_\_\_\_



**Extension/Challenge Optional**

**EXT COIN BAG**

There are 36 coins in a bag. There are 6 of each type of coin in our money system.

- a) How many coins would you need to remove from this bag to be guaranteed of selecting a gold coin?
- b) How many coins would you need to remove from this bag to be guaranteed of selecting a coin that is worth more than 10 cents?



# *Geography Assessment*

Please try your best to answer the following questions.

**1. List 3 ways humankind has changed the natural environment.**

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

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

<b>Commercial Zone</b>	
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**4. What kind of buildings or businesses would you find in a residential zone?**

<b>Residential Zone</b>	
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**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	Positives	Negatives

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

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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.





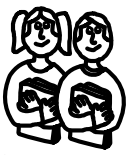
# *Wednesday*

*Includes a Writing and a  
CAPA Assessment.*

# Spelling

List Word	Practice
galaxy	
meteor	
nebula	
hydrogen	
orbit	
constellation	
atmosphere	
terrestrial	
urban	
rural	
vegetation	
adaptation	
environment	
landform	
sustainability	



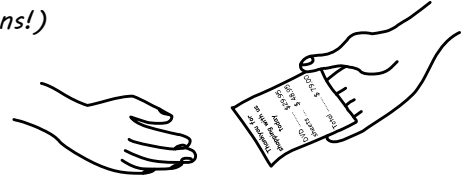


# Rule: "i" before "e" except after "c"



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 \_\_\_\_\_

# Year 6 Grammar in Writing Term 3 Week 10

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:

**Very carefully**, Dina assembled the model house.

He walked **beside the river**.

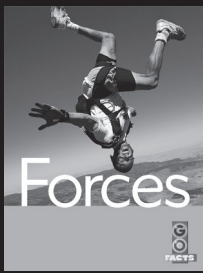
She was waiting **for a bus**.

**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 \_\_\_\_\_.
- g** At the end of the story, everyone lived \_\_\_\_\_.
- h** She stirred the brownie mixture \_\_\_\_\_.



# Lesson 126 • Forces

Name \_\_\_\_\_

## Compare and Contrast

When we compare and contrast information, we look for the similarities and differences between details in the text.

### Read the passage.

Circle the word that shows what causes earthquakes, wind and waves.

Underline the sentence that tells us what causes earth tremors and earthquakes.

Colour the word that tells us what happens to warm air.

Forces cause earthquakes, wind and waves in and on the Earth.

The Earth's surface is made up of large, slow-moving plates of rock. The plates push against each other and pull apart. This releases energy, which causes the land above the plates to move. This might be an earth tremor that you can't feel or a violent earthquake.

Wind is caused by changes in air pressure. When warm air rises, cooler, heavier air rushes in to fill the space. This moving air is called wind.

Ocean waves are caused by the force of the wind.

Highlight the words that show the main difference between earth tremors and earthquakes.

Underline the words that tell us what cool air does.

### Colour the correct answers.

- How are earth tremors and earthquakes **similar**? Both are caused by ...
  - changes in air pressure.
  - slow-moving plates of rock.
  - violent winds.
  - the earth's gravitational pull.
- How are earth tremors and earthquakes **different**? Earth tremors are ...
  - stronger than earthquakes.
  - louder than earthquakes.
  - weaker than earthquakes.
  - bigger than earthquakes.
- How are wind and waves **similar**? Both are caused by ...
  - forces.
  - changes in air pressure.
  - slow-moving plates of rock.
  - gravity.
- How are warm air and cool air **different**? Warm air is ...
  - dirtier than cool air.
  - thicker than cool air.
  - saltier than cool air.
  - lighter than cool air.

# Lesson 126 • Forces



Name \_\_\_\_\_

### Read the passage.

Underline the words that tell us how the ball gets into the air.

Circle the name of the force that slows the ball down.

Colour the name of the force that pulls the ball down.

When a basketball player shoots, a push force sends the ball towards the net. Friction with the air slows the ball down. Gravity pulls it back towards the court. The ball would just keep going up without the action of these forces.

An aircraft has four forces acting on it. The engines produce a forward force, called thrust. The wings produce an upward force called lift. Friction from air rushing over the aircraft, called drag, slows it down. Gravity pulls it towards the earth.

What happens to an object depends on the sum of all the forces acting on it. The basketball reaches the net because the force of the shot is greater than the effects of gravity and friction. The aircraft moves forward because the thrust from the engines is greater than gravity and drag.

Highlight the sentence that tells us how the aircraft gets into the air.

Highlight the name of the force that slows the aircraft down.

Put a box around the name of the force that pulls the aircraft down.

1 Which force causes both the ball and the aircraft to slow down?

\_\_\_\_\_  
\_\_\_\_\_

2 Which force causes both the ball and the aircraft to return to Earth?

\_\_\_\_\_  
\_\_\_\_\_

3 Carefully describe the **different** ways the ball and the aircraft get into the air.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Information Report Writing Assessment

## The Animal Kingdom Writing



The Animal Kingdom is the writing focus for the week. You are going to research and write about one **animal**. This could be a pet, a farm animal, a bird or an animal that lives in the wild. This writing is your end of term post-test assessment. Please ensure you are producing your highest quality work.

Remember each paragraph should contain **4-5 sentences** of information. Review each paragraph and remember to check spelling and punctuation.

Task: Write an introduction and conclusion for your Animal Kingdom Writing. You need to include a picture of your Animal (hand drawn is fine).

Optional extra: Publish Monday, Tuesday and Wednesday writing as a poster or booklet.

### Introduction – Main points of information in report

Points

### Conclusion – Reinstate main points of information

Points


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**Year 6 Maths – Term 3, Week 10 –**

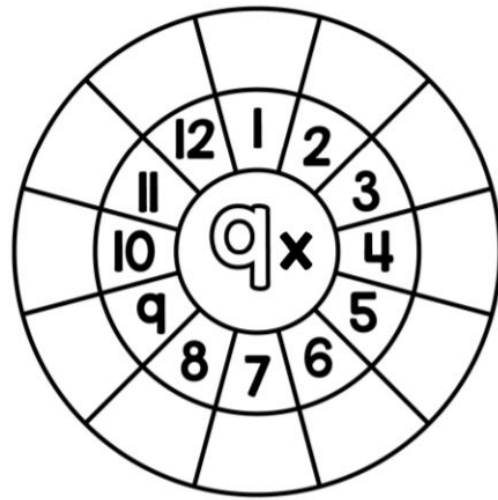
**CHANCE – Wednesday – Lesson 3**

**Timetables**

**Hardcopy** – Complete the times table grid

**Online** – Complete your answers in your MS Form

**Rate how you think you went:**



Events that are certain to happen are given a probability of 1.  
 Events that will never happen are given a probability of 0.  
 Events that could happen are rated between 0 and 1.

**Question 1:** Using the table above as a guide, rate the likelihood of the following events occurring on a scale from 0 to 1.

	Event	Scale
<b>a</b>	The Prime Minister visits your house tonight.	
<b>b</b>	A newborn baby is a boy.	
<b>c</b>	A spinner with 10 equal spaced numbers lands on 7.	
<b>d</b>	I will be breathing in 10 seconds.	
<b>e</b>	I toss a coin and it lands on heads.	
<b>f</b>	A person has blue eyes.	
<b>g</b>	A teacher is over 3 m tall.	

**Question 2:** Describe an event of your own to match each likelihood below.

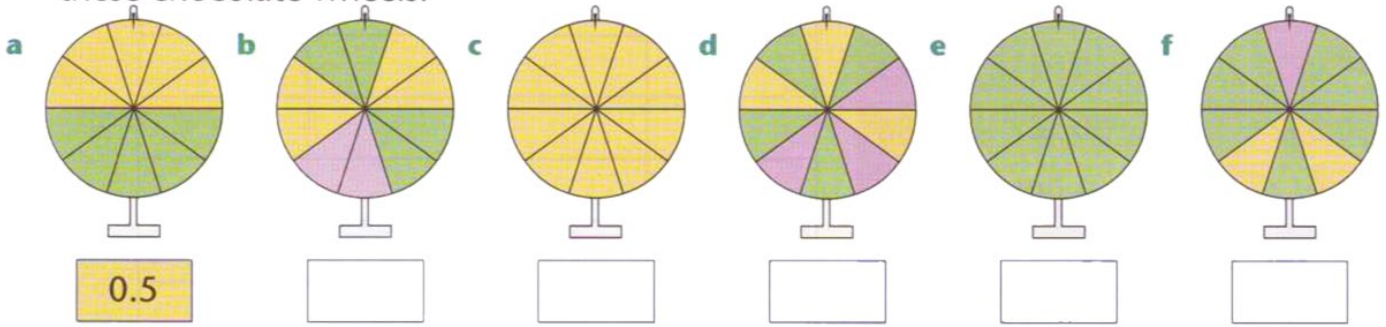
Describe an event to match each likelihood.

- a** 0 \_\_\_\_\_
- b** 0.3 \_\_\_\_\_
- c** 0.5 \_\_\_\_\_
- d** 0.9 \_\_\_\_\_
- e** 1 \_\_\_\_\_

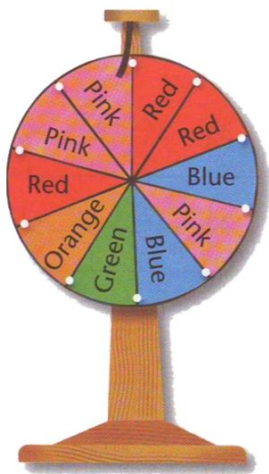


**Question 3:**

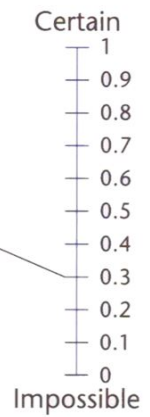
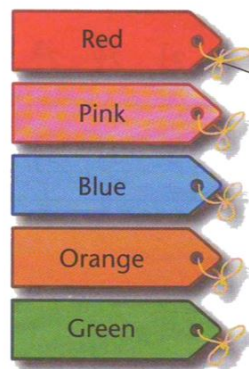
Use the scale of 0 to 1 to rate the likelihood of green being the winning colour on these chocolate wheels.



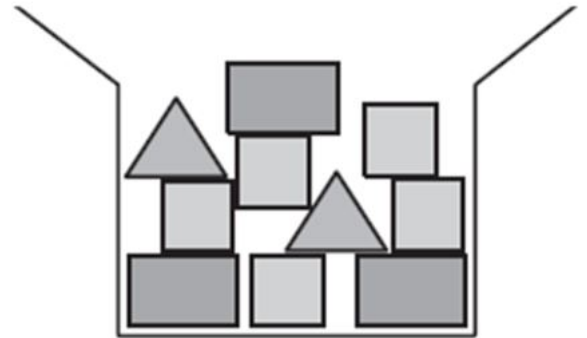
**Question 4:**



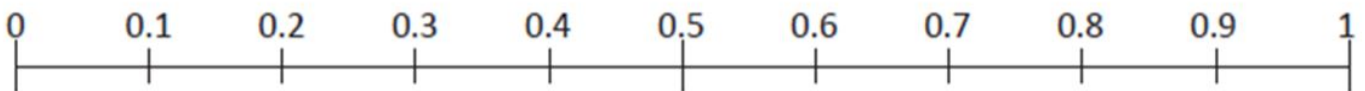
This chocolate wheel has five colours and 10 sections. Use the chance scale of 0 to 1 to match the chance each colour has of being spun.



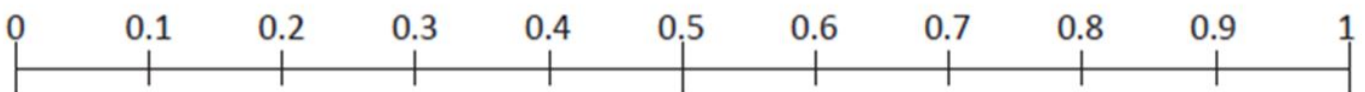
**Question 5:** Inside a box there are 3 rectangles, 2 triangles and 5 squares as shown in the picture. Without looking, Ellie chooses one shape from the box.



a) Draw each shape on this probability scale to show the probability of Ellie choosing each type of shape.



b) 3 more rectangles, 2 more triangles and 5 more squares are added to the same box. Draw each shape on this probability scale to show the probability of Ellie choosing each shape from the box.



c) What do you notice when the extra shapes are added? \_\_\_\_\_

\_\_\_\_\_

## 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:

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8. How is emotion conveyed in drama?

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

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

---

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

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

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# 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:

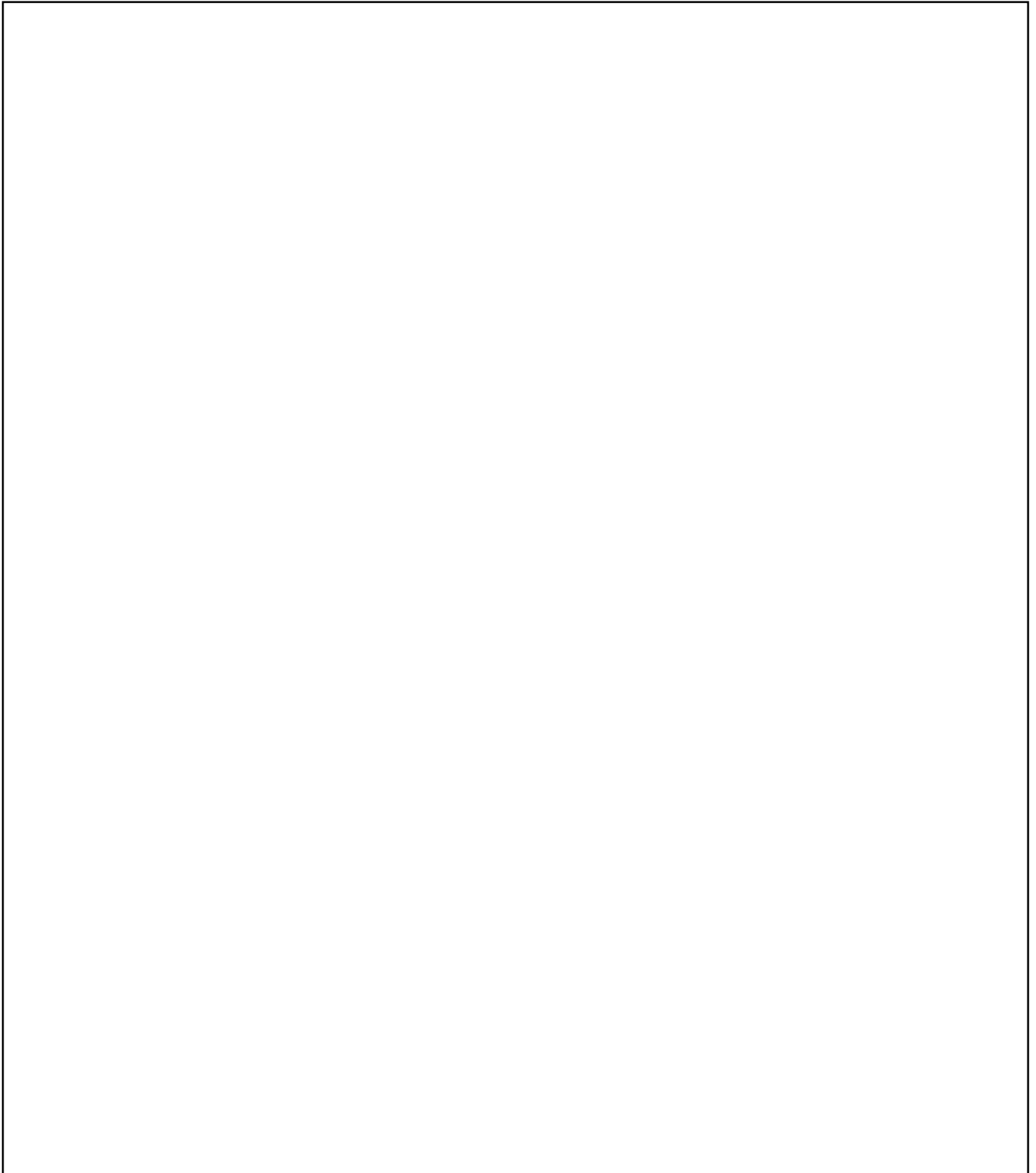
catchy slogans

colourful and  
eye-catching  
fonts

rhetorical  
questions

alliteration

illustrations





# *Thursday*

*Includes a Maths and a*

*PDH Assessment.*

# Spelling

List Word	Practice
galaxy	
meteor	
nebula	
hydrogen	
orbit	
constellation	
atmosphere	
terrestrial	
urban	
rural	
vegetation	
adaptation	
environment	
landform	
sustainability	



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

## Exceptions



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!)

Add the correct spelling then write the word and its meaning:

sh \_\_ k \_\_\_\_\_

caff \_\_ ne \_\_\_\_\_

cod \_\_ ne \_\_\_\_\_

w \_\_ rd \_\_\_\_\_

prot \_\_ n \_\_\_\_\_

s \_\_ ze \_\_\_\_\_

s \_\_ zure \_\_\_\_\_

sk \_\_ n \_\_\_\_\_

sp \_\_ cies \_\_\_\_\_

\_\_ ther \_\_\_\_\_

n \_\_ ther \_\_\_\_\_

ath \_\_ st \_\_\_\_\_

Complete each sentence, choosing words from the lists above:

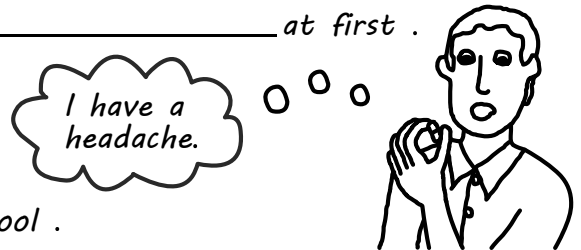
Medicines containing \_\_\_\_\_ are used for short term treatment of pain .

The orthotic inserts inside my shoes felt a little \_\_\_\_\_ at first .

Nuts and seeds are high in \_\_\_\_\_ .

Coffee and tea contains \_\_\_\_\_ .

I bought a \_\_\_\_\_ of naturally dyed wool .



Type of substance	Example of substance	Effect on body
a s a l g e s i c		... relieves pain.
s t i m _ _ _ _ t		... keeps you awake.
p r o t _ _ _		... builds and repairs cells for healthy functioning of the body.
a l e r g e n		... triggers an allergic reaction in susceptible people.
v a c c i _ _ e		... triggers the production of antibodies that fight a particular disease and then protect against it in the future.

## DREW – *Drop Everything and Write*



Use this picture to write your own text. You may select the text type.

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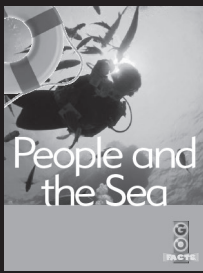
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# Lesson 127 • People and the Sea

Name \_\_\_\_\_

## Making Inferences

To make inferences while reading, we have to use clues in the text. The clues help us find the answers that are hiding in the text.

## Read the passage.

Underline the main reason that people set sail on the oceans in early times.

From early times people have set sail on the oceans to explore the unknown. Some explorers looked for new lands to settle. Others looked for fame, treasure or adventure.

Circle the key words that help us answer question 1.

Circle the key word that tells us what people used to think the Earth looked like.

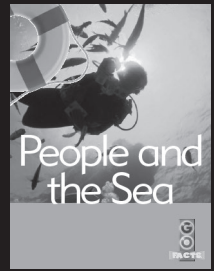
Long before science helped us understand the oceans, people thought the Earth was flat. Sailors believed that if they sailed far enough, they would fall off the edge of the world. Of course they never did, but storms, pirates and hidden reefs meant that some ships did sink to the bottom of the sea. Today, adventurers go in search of sunken treasure!

Colour the sentence that helps us answer question 3.

## Colour the correct answers.

- What can we **infer** about early explorers?  
 They all wanted to find new lands.       They all hoped to find treasure.  
 They went to sea for different reasons.       They all found fame and fortune.
- Which two words are the best **clues** to question 1's answer?  
 *explore* and *unknown*     *Some* and *Others*     *lands* and *settle*     *sail* and *oceans*
- From reading the passage, what can we **infer** about some of the old ships that sank?  
 They contained treasure.       They were pirate ships.  
 They fell off the edge of the world.       They didn't sail far enough out to sea.
- Which sentence is the best **clue** to question 3's answer?  
 Others looked for fame, treasure or adventure.  
 Some explorers looked for new lands to settle.  
 Sailors believed that if they sailed far enough, they would fall off the edge of the world.  
 Today, adventurers go in search of sunken treasure!

# Lesson 127 • People and the Sea



Name \_\_\_\_\_

## Read the passage.

Circle the different methods of catching fish.

Highlight the different uses of seaweed.

People have always caught fish and other sea creatures using baskets, hooks and nets. Today large fishing boats can catch, clean and freeze fish while still at sea.

Modern fishing boats take huge amounts of seafood from the sea. Popular ocean fish that people eat include tuna, herring, sardines, cod and snapper. Every year about 75 million tons of fish are caught worldwide.

Seaweed is also harvested. People eat it raw or cooked and sometimes use it to thicken foods such as ice-cream and yoghurt. Seaweed can also be used to make toothpaste and sausages!

Underline the sentences that give information about the amount of fish caught today.

1 We can **infer** that there are different methods of catching fish. What evidence is there in the text to support this statement?

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2 We can **infer** that more fish are caught today than were caught in the past. What evidence is there in the text to support this statement?

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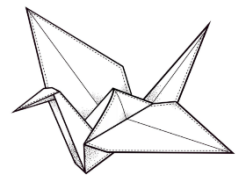
3 Based on the information in paragraph 3, what can we **infer** about seaweed?

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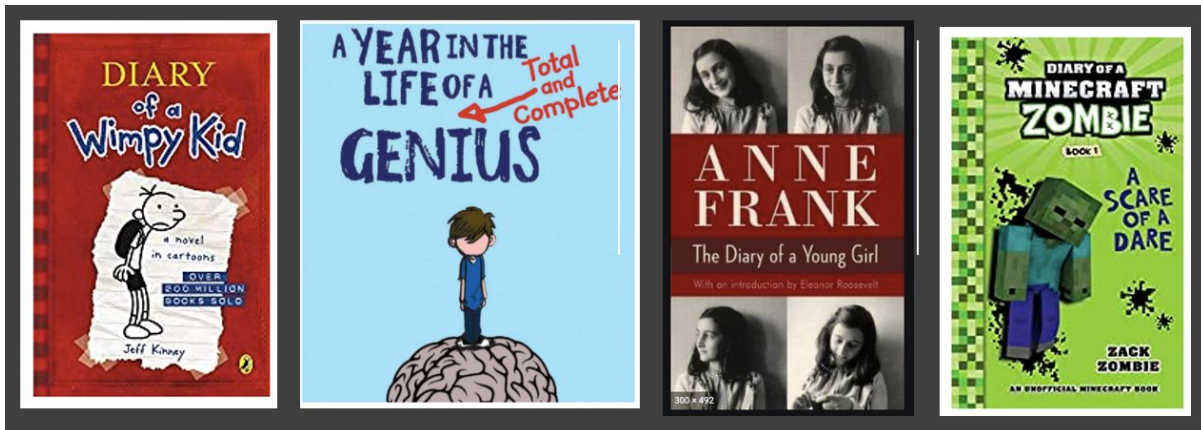
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# Sadako Diary Writing Review



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'. 
- Write about the most important events. 
- Tell the events in order.
- Talk about where events happened. 
- Describe your feelings. 
- Use time words (first, next, before). 

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

## Tasks to complete:

1. Relisten to Chapter 4 of Sadako in preparation for tomorrow's writing - <https://youtu.be/tnbXxEnvkzQ>
2. Over the page is an example of a diary entry for you to read.

# Diary Sample

Tuesday October 1<sup>st</sup>

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 6 - Term 3 Maths Assessment

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

## Question 1 –

What is the difference between a PRIME and COMPOSITE number?

PRIME –

COMPOSITE –

## Question 2 –

28 has six factors. What are they?

## Question 3 –

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

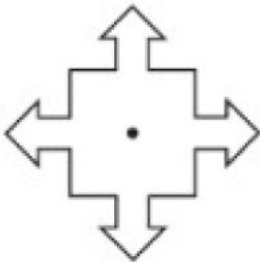
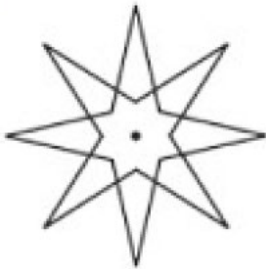
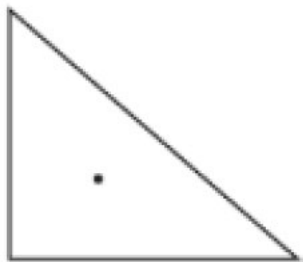
12	35	17
PRIME / COMPOSITE	PRIME / COMPOSITE	PRIME / COMPOSITE
Factors:	Factors:	Factors:

## Question 4 –

Create a number sentence using only prime numbers that equal to 106:

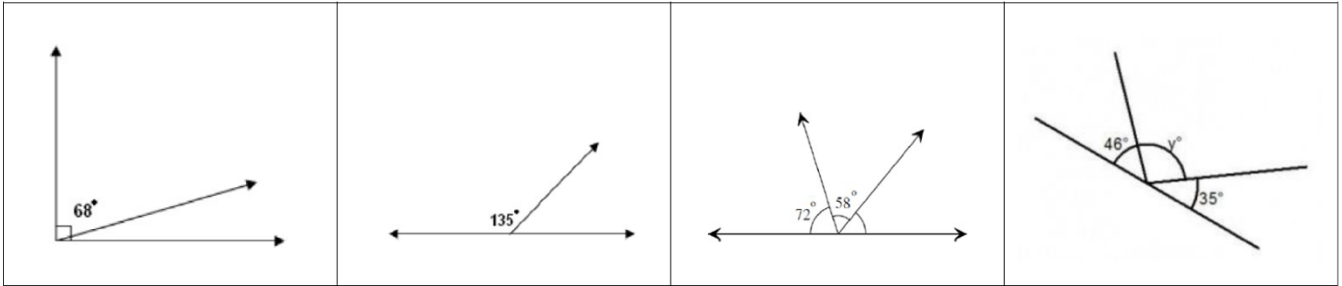
## Question 5 –

Turn these shapes in your head. Do they have rotational symmetry? If so, what is the order?

<b>a</b> 	<b>b</b> 	<b>c</b> 
Yes / No	Yes / No	Yes / No

**Question 6 –**

Fill in the missing angle in each diagram:

**Question 7 –**

Complete the following addition and subtraction problems:

$\begin{array}{r} 5.15 + \\ 2.94 \\ \hline \end{array}$	$\begin{array}{r} 3.69 + \\ 8.3 \\ \hline \end{array}$	$\begin{array}{r} 9.67 - \\ 3.88 \\ \hline \end{array}$	$\begin{array}{r} 21.02 - \\ 5.34 \\ \hline \end{array}$
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**Question 8 –**

Complete the following multiplication problems:

$\begin{array}{r} 4.39 \times \\ 3 \\ \hline \end{array}$	$\begin{array}{r} 8.65 \times \\ 7 \\ \hline \end{array}$	$\begin{array}{r} 23.87 \times \\ 4 \\ \hline \end{array}$	$\begin{array}{r} 57.64 \times \\ 34 \\ \hline \\ \hline \end{array}$
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**Question 9 –**

Use the 'Fruit Shop Prices' to complete the following problems:

<u>Fruit Shop Prices</u> 	
Pineapple \$3.20 each	Grapes \$3.70 per bunch
Pears \$1.50 each	Peaches \$2.90 for 3

3 bunches of grapes?	6 peaches	6 pineapples	9 pears

**Question 10 –**

Solve the following division and multiplication problems. Do not use a calculator.

$3020 \div 10 =$	$3020 \div 100 =$	$3020 \div 1000 =$	$6584 \div 1000 =$
$5.04 \times 10 =$	$5.04 \times 100 =$	$5.04 \times 1000 =$	$26.13 \times 100 =$

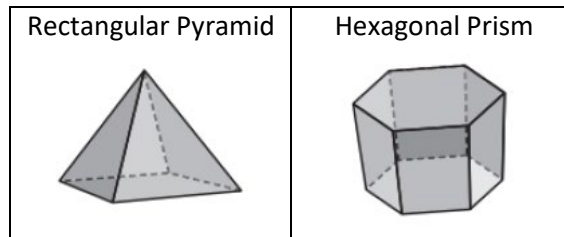
**Question 11 –**

Select the correct model using the front, top and side view:

Front View	Top View	Right Side View	Top View	Right Side View	Left Side View

**Question 12 –**

Describe the similarities and differences between a rectangular pyramid and a hexagonal prism:



Similarities:

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Differences:

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**Question 13 –**

Complete the division problems.

a. $45718 \div 7$	b. $6391 \div 6$
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**Question 14 –**

Complete the division problems and write the remainder as a fraction in its simplest form.

a. $81564 \div 5 =$	b. $9174 \div 4$	c. $8164 \div 8$
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**Question 15 –**

Complete the following questions involving speed.

a. A car is travelling 120km/hr on the freeway. The driver has been driving for 6 hours and 30 minutes. How far has he travelled so far?	b. How long will it take a delivery truck to travel 500km if they are travelling 60km/hr?
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**Question 16 –**

Complete the following questions using the correct order of operations.

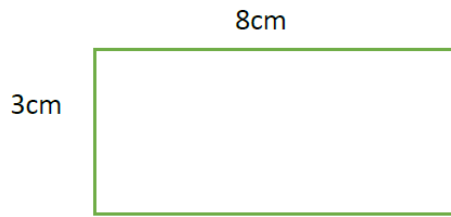
a. $4 - 2(5 \times 3) =$	b. $6 + 4 \div 2 =$	c. $24 \div 8 + 5 =$	d. $4 \times (13 - 7) + 15 =$
e. $12 \times 3 + 8 \times 4 =$	f. $56 \div 7 + 45 \div 7 =$	g. $(12 + 4) \times 10 =$	h. $12 + (3 + 4 \times 2) =$



**Question 17 –**

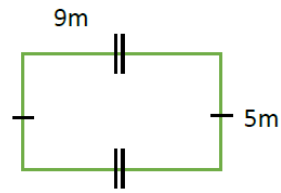
Find the Area of the following shapes.

a.



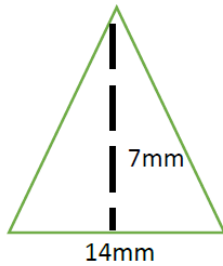
A = \_\_\_\_\_

b.



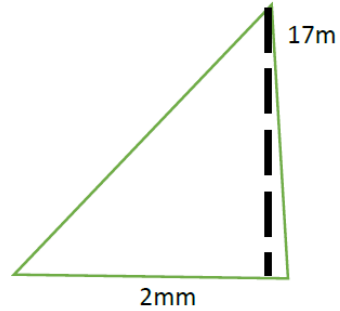
A = \_\_\_\_\_

c.



A = \_\_\_\_\_

d.

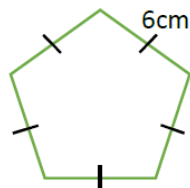


A = \_\_\_\_\_

**Question 18 –**

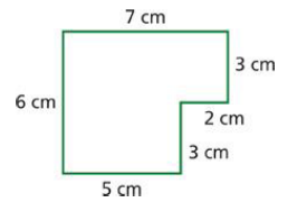
Find the Perimeter of the following shapes.

a.



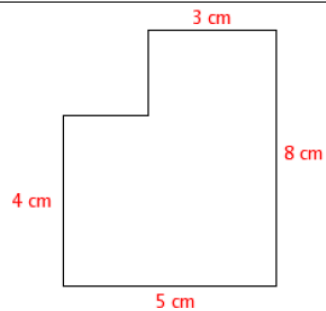
P = \_\_\_\_\_

b.



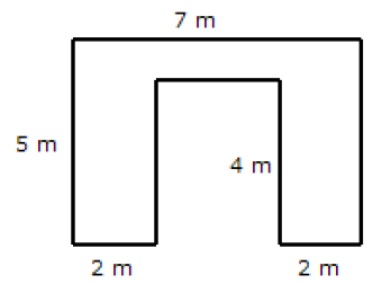
P = \_\_\_\_\_

c.



P = \_\_\_\_\_

d.



P = \_\_\_\_\_

**Question 19 –**

Complete the following decimal problems.

$0.4 \times 100 =$

$0.36 \div 10 =$

$15.3 \times 100 =$

$6.347 \div 1\,000 =$

**Question 20 –**

Complete the following fractions problems.

$\frac{1}{4}$ of 24 =	$\frac{2}{5}$ of 50 =	$\frac{8}{10}$ of 100 =	$\frac{5}{6}$ of 30 =
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**Question 21 –**

Complete the following percentage problems.

10% of 40 =	25% of 200 =	50% of 20 =	80% of 100 =
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**Question 22 –**How much would you save if the following discounts were given?  
Show your working.

10% off =	25% off =	50% off =	60% off =
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**Question 23 –**

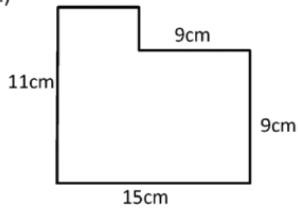
Find the perimeter of these regular polygons.

<b>a</b>  P = <input type="text"/> cm	<b>b</b>  P = <input type="text"/> cm	<b>c</b>  P = <input type="text"/> cm
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**Question 24 –**

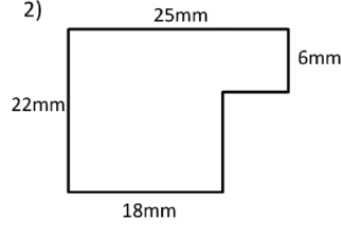
Find the length of the missing sides and then work out the perimeter of these shapes.

1)



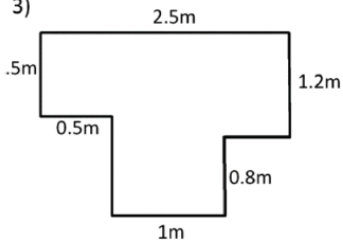
Perimeter = \_\_\_\_\_ cm

2)



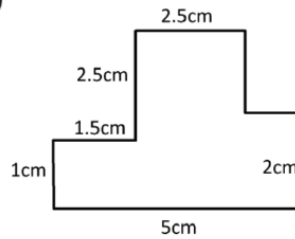
Perimeter = \_\_\_\_\_ mm

3)



Perimeter = \_\_\_\_\_ m

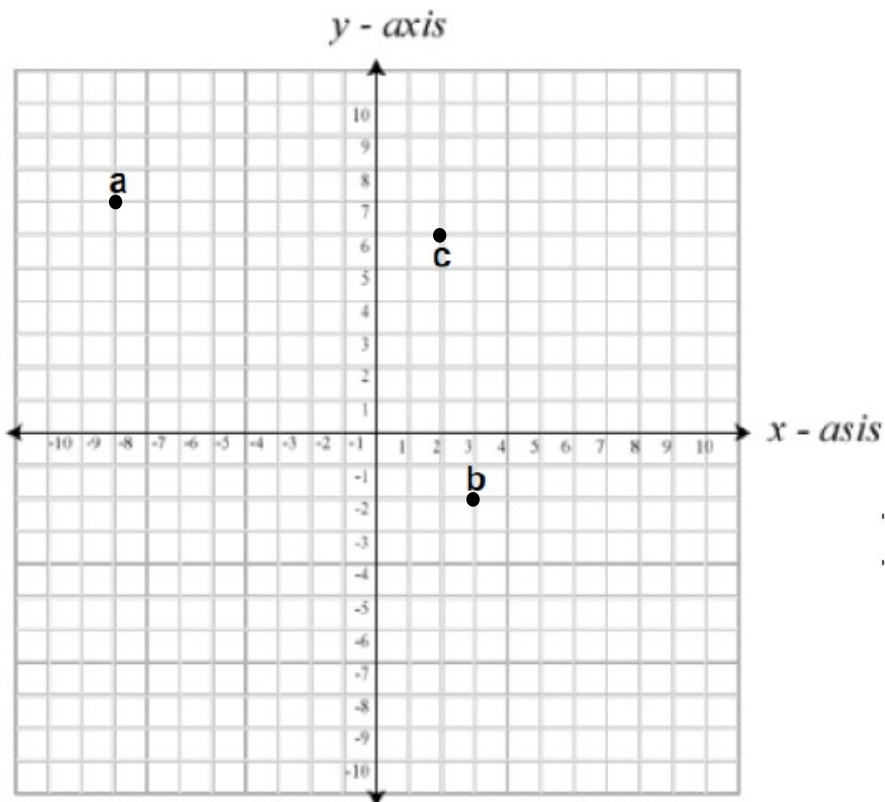
4)



Perimeter = \_\_\_\_\_ cm

**Question 25 –**

Label the points that are on the Cartesian Plan.



a = \_\_\_\_\_

b = \_\_\_\_\_

c = \_\_\_\_\_

**Question 26 –**

Using the Cartesian Plane above, plot the following points and indicate which quadrant they are in.

d = 6, 8  
Quadrant =

e = -3, 7  
Quadrant =

f = -10, -9  
Quadrant =

**Question 27 –**

Write the rule for the following patterns:

PATTERN	RULE
a. 7, 14, 28, 56, 112	
b. 18, 35, 52, 69, 82	
c. 7, 24, 58, 126, 262	

**Question 28 –**

What is the probability of spinning a striped segment on each of these wheels? Write your answer as a rating between 0 and 1 using decimals.

<p>a</p> <p><input type="text"/></p>	<p>b</p> <p><input type="text"/></p>	<p>c</p> <p><input type="text"/></p>	<p>d</p> <p><input type="text"/></p>
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**Question 29 –**

Ruben is going to put ten blocks in a bag and as a friend to choose one without looking. Circle the blocks he could put in the bag to make the probability of choosing a cube  $\frac{2}{10}$

Number of Cones = \_\_\_\_\_

Number of Cylinders = \_\_\_\_\_

Number of Cubes = \_\_\_\_\_

**Question 30 –**

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:

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

$$\text{caramel} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$\text{dark chocolate} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

$$\text{mint} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

# *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?**

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

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

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

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

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

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

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

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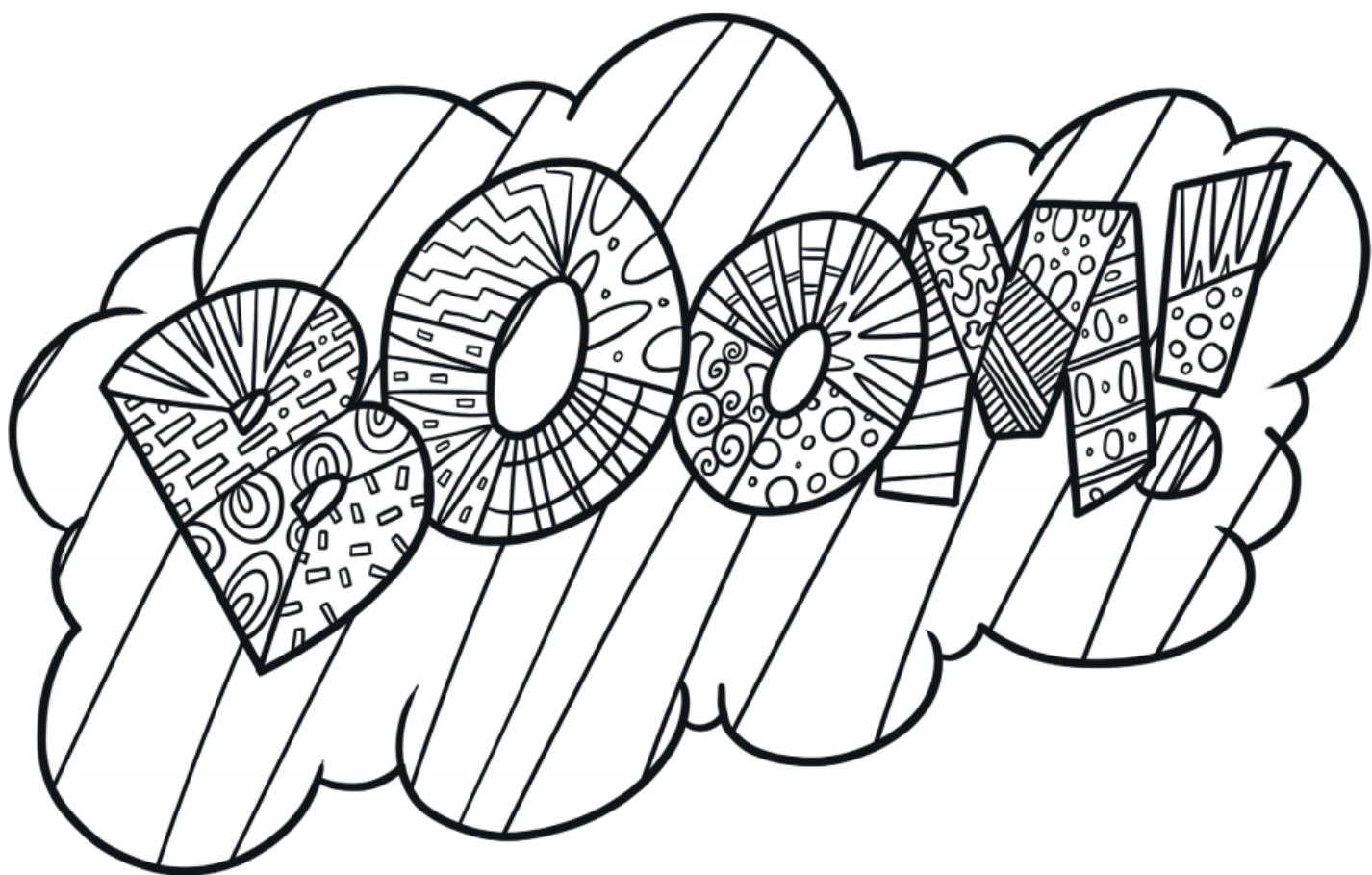
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**9. Why would it be safer to submerge feet first under a wave than dive headfirst through it?**

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# *Friday*

*Includes a Grammar and a  
Sadako Writing Assessment.*



## Lesson 128 • Architecture

Name \_\_\_\_\_



### Finding Facts and Information

To find facts and information in a text, we usually ask the questions **Who? What? Where?** or **When?** The answers can be clearly seen in the text.

### Read the passage.

Circle the answer to question 1.

Highlight the number of entries the State Government received.

Colour the name of the winning entrant.

Many famous buildings become icons. The Sydney Opera House has become an icon of Australia.

In 1955, the State Government decided that Sydney needed an opera house. It wanted one of the world's great buildings, so it ran a competition. There were 233 design entries from 32 countries.

The winner was Joern Utzon, a Danish architect. He worked with Ove Arup, an English civil engineer. Work began in March 1959 at Bennelong Point on Sydney Harbour.

Underline the winning entrant's nationality.

Put a box around the date work on the Sydney Opera House began.

Highlight where in Sydney the Opera House stands.

### Colour the correct answers.

- According to the text, **what** do many famous buildings become?
  - ruins
  - tourist attractions
  - icons
  - world heritage sites
- Who** designed the Sydney Opera House?
  - Ove Arup
  - Joern Utzon
  - the State Government
  - the Australian Government
- From **how many** entries was the winner of the competition chosen?
  - 232
  - 32
  - 233
  - 323
- Where** did the winning architect come from?
  - Denmark
  - Australia
  - England
  - the United States
- When** did work on the Sydney Opera House begin?
  - in 1955
  - in 1995
  - in 1963
  - in 1959

# Lesson 128 • Architecture



Name \_\_\_\_\_

## Read the passage.

Underline the words that help to answer question 1.

Circle the name of the architect of *Fallingwater*.

Highlight the year that *Fallingwater* was designed.

An architect thinks about the land, and where it is, when designing. This is called responding to the site.

Fallingwater is a house famous for the way its design responds to its site. It was designed by an American architect, Frank Lloyd Wright, in 1935.

The site was owned by Edgar Kaufmann. It had a stream and a waterfall. Kaufmann thought Wright would design a house with a view of the waterfall. Instead, Wright placed the house right over it. He told Kaufmann, "I'm designing a building to the music of the stream."

Put a box around the nationality of the architect who designed *Fallingwater*.

Colour the words that tell us where the architect placed *Fallingwater*.

1 **What** does an architect think about when designing a building?

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2 **Who** designed the house, *Fallingwater*? \_\_\_\_\_

3 **When** did the architect design *Fallingwater*? \_\_\_\_\_

4 **Where** did the architect who designed *Fallingwater* come from? \_\_\_\_\_

5 Explain **how** the architect responded to the site when designing *Fallingwater*.

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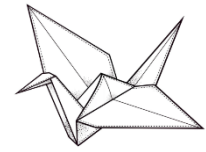
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# Sadako Writing Assessment



## 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 .....





# Year 6 Maths – Term 3, Week 10 – CHANCE –

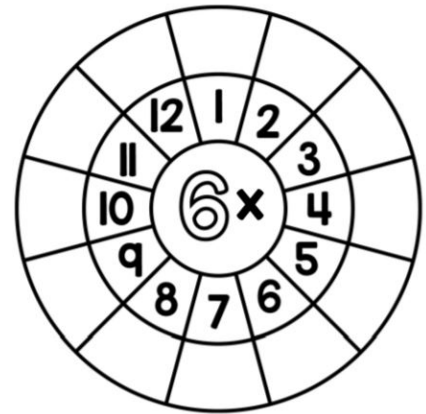
## FRIDAY – Lesson 4

### Timetables

**Hardcopy** – Complete the times table grid

**Online** – Complete your answers in your MS Form

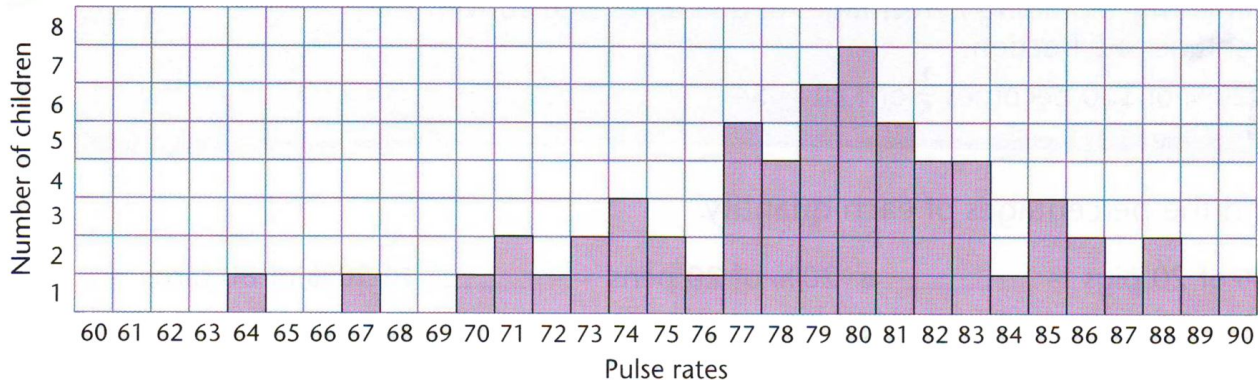
**Rate how you think you went:**



### Question 1: Observe the following table

Pulse rates of 60 students

Mr



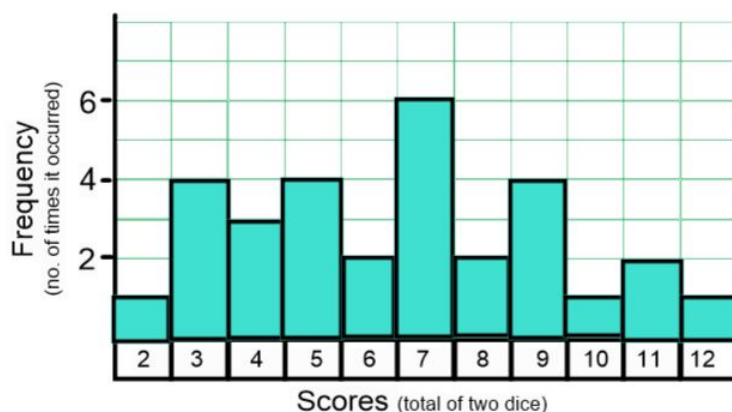
chambers took the pulse rates of 60 students after recess and recorded them on the above column graph. Study the graph and answer the statements below by answering true or false.

- a It is more likely that a child has a pulse rate of 64 than 67. \_\_\_\_\_
- b It is less likely that a child has a pulse rate of 71 than 74. \_\_\_\_\_
- c It is equally likely that a child has a pulse rate of 73 or 86. \_\_\_\_\_
- d It is equally likely that a child has a pulse rate of 77 or 82. \_\_\_\_\_
- e It is more likely that a child has a pulse rate of 80 than 76. \_\_\_\_\_
- f It is less likely that a child has a pulse rate above 77 than below 77. \_\_\_\_\_
- g It is equally likely that a child has a pulse rate of 71, 73, 75, 86 or 88. \_\_\_\_\_
- h Order these pulse rates from the least likely to the most likely: 71, 62, 74, 87, 80, 83, 79. \_\_\_\_\_

**Question 2** – Jack rolled two dice 30 times. And kept a tally (see the table). A completes frequency column graph has also been made from Jack's experiment. Using this information, answer the following questions.

Total sum of dice	Tally	Frequency
1		
2		1
3		4
4		3
5		4
6		2
7		6
8		2
9		4
10		1
11		2
12		1

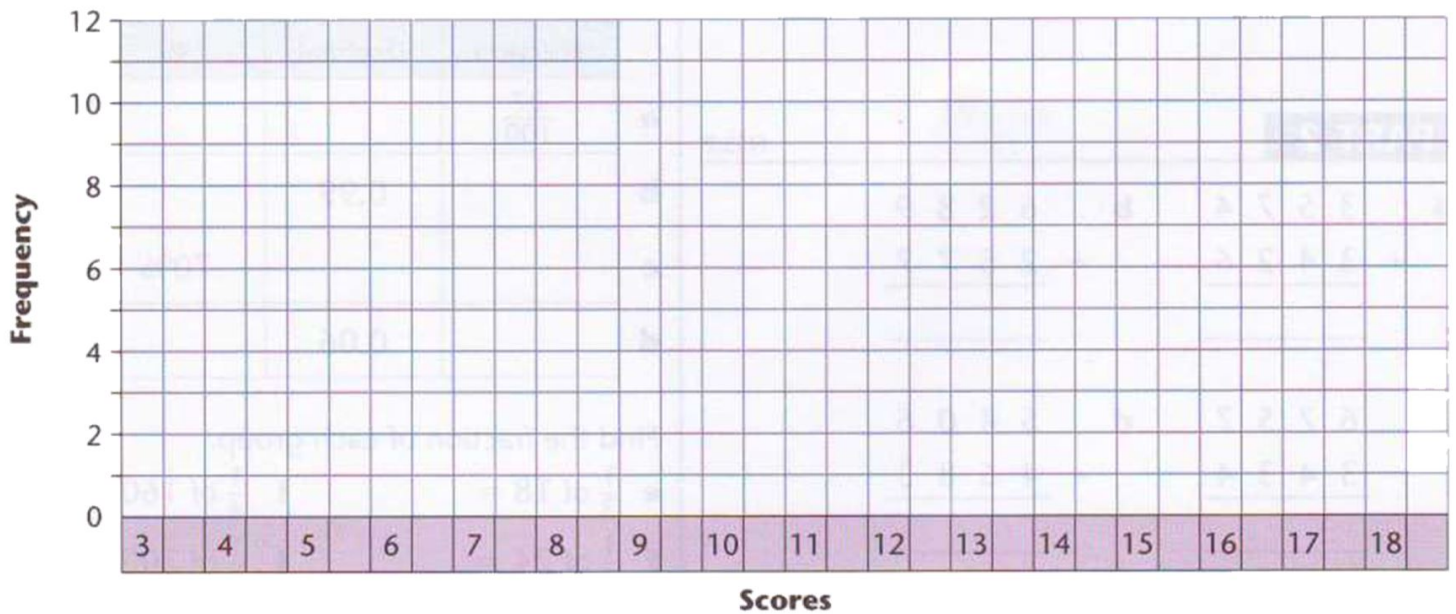
Frequency of 2-dice totals







Using your results complete the following graph.



4) Based on your results what was the most frequently occurring score? \_\_\_\_\_

5) Based on your results what was the least frequently occurring score? \_\_\_\_\_

6) Describe an impossible event from your experiment? \_\_\_\_\_

7) Explain why it would be more likely to throw a score of 11 than a score of 3. \_\_\_\_\_

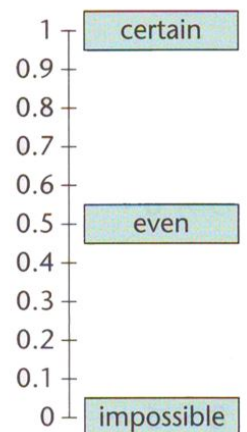
\_\_\_\_\_

\_\_\_\_\_

8) Using your knowledge of the above experiment and **Not** your own results answer the following questions.

Answer true or false to these events happening when 3 dice are thrown.

- a The chance of rolling a 3 or an 18 is the same. \_\_\_\_\_
- b The chance of rolling an even number is about 0.5. \_\_\_\_\_
- c The chance of rolling a 2 is about 0.2. \_\_\_\_\_
- d The chance of rolling a number between 2 and 19 is 0.5. \_\_\_\_\_
- e It is more likely that you would roll 10 than 17. \_\_\_\_\_
- f 4 and 12 would have about the same chance of being rolled. \_\_\_\_\_

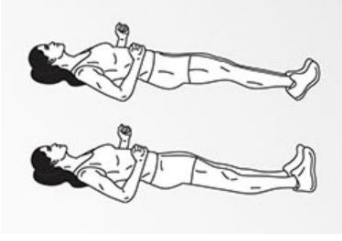



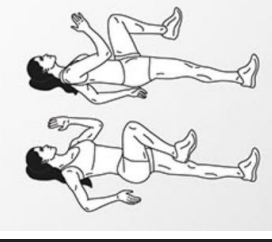

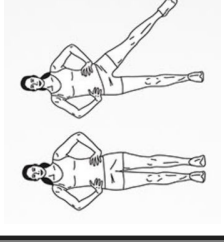

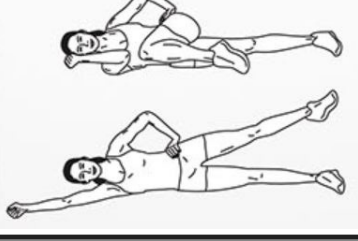

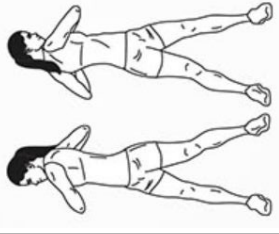



Level 1 3 Sets  
 Level 2 5 Sets  
 Level 3 7 Sets

# One Day At a Time

# Warm Up

**Rest**  
Up to 2 minutes.

ACTIVITY	ENJOYMENT	REPS
<b>ACTIVITY 1</b> 		<b>6</b> Calf Raises
<b>ACTIVITY 2</b> 		<b>6</b> Lunge Step-ups
<b>ACTIVITY 3</b> 		<b>20</b> March Steps
<b>ACTIVITY 4</b> 		<b>20</b> Side Leg Raises
<b>ACTIVITY 5</b> 		<b>20</b> Knee to Elbow
<b>ACTIVITY 6</b> 		<b>6</b> 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

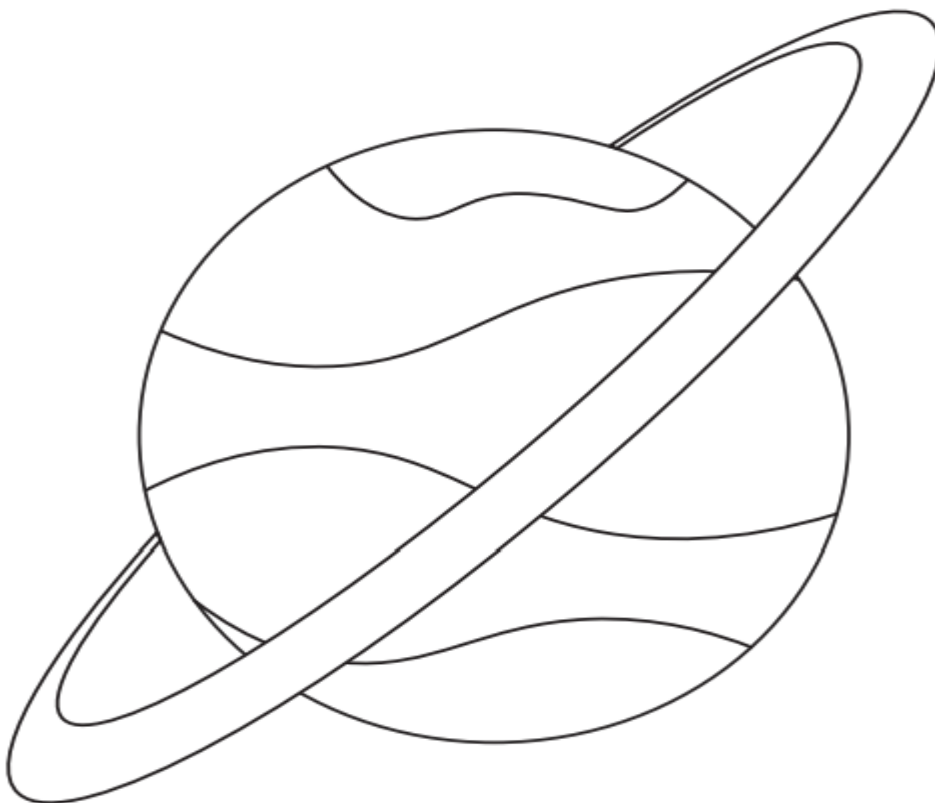
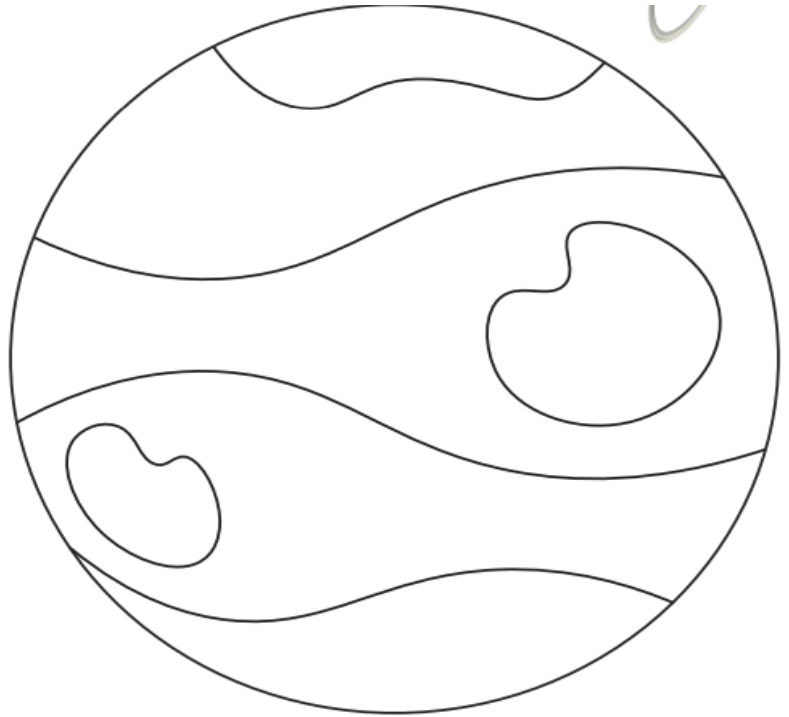
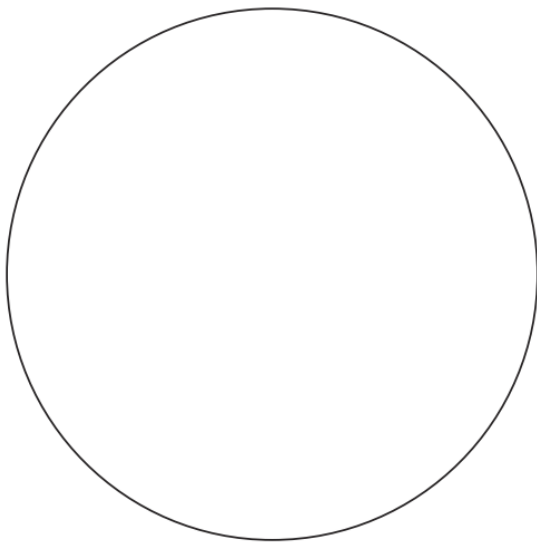
- > How many shots can you make without missing for each type of ball?
- > Can you make it through each distance shot without missing with each ball type?
- > Can you create any trick shots?

**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!



*Thank you for all of your  
hard work this term!*



*Have a relaxing, happy and  
safe break. We look forward  
to seeing you in term 4.*

