

Year 6

Term 4, Week 3

Monday – Friday



Name:

Class:



GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed

RESPECT

CARING















LEARNING

SUCCESS



Year 6 – Term 4, Week 3

Continuity of Learning – Working at Home Program

Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Reading</p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the cloze passage task in your hardcopy booklet.</p>
	<p>Grammar in Writing</p>  <p><i>Lesson 1 – Pre-test</i></p> <p>Complete your grammar in today's Microsoft Form or in your hardcopy booklet.</p>	<p>Grammar in Writing</p>  <p><i>Lesson 2</i></p> <p>Complete your grammar in today's Microsoft Form or in your hardcopy booklet.</p>	<p>Grammar in Writing</p>  <p><i>Lesson 3</i></p> <p>Complete your grammar in today's Microsoft Form or in your hardcopy booklet.</p>	<p>DREW – Drop Everything and Write</p>  <p>Use the prompt in today's Microsoft Form or in your hardcopy booklet.</p>	<p>Grammar in Writing</p>  <p><i>Lesson 4 – Post-test</i></p> <p>Complete your grammar in today's Microsoft Form or in your hardcopy booklet.</p>
	<p>Editing Task</p>  <p>Complete your editing task 'stuck at the airport' on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Reading</p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>	<p>Reading</p>  <p>Login to Epic to read or listen to a story. You can choose to complete a quiz when you finish a story.</p>	<p>Reading</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">Fruit and Movement Break</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">Writing <i>Poetry – Cinquain Poem</i></p> <p>Complete your writing task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center">Writing <i>Poetry – Cinquain Poem</i></p> <p>Complete your writing task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center">Writing <i>Poetry – Cinquain Poem</i></p> <p>Complete your writing task in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center">English Unit <i>Maralinga: The Anangu Story</i></p> <p>Complete your Maralinga work in today's Microsoft Form or in your hardcopy booklet.</p>	<p align="center">English Unit <i>Maralinga: The Anangu Story</i></p> <p>Complete your Maralinga work in today's Microsoft Form or in your hardcopy booklet.</p>
<p>Recess Break</p>	<p align="center">Recess Break</p>	<p align="center">Recess Break</p>	<p align="center">Recess Break</p>	<p align="center">Recess Break</p>	<p align="center">Recess Break</p>
<p>Middle Session</p>	<p align="center">DEAR Reading</p> <p align="center">You can either choose a story on Epic or you can read a book from home</p>				
	<p align="center">Maths</p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="333 1043 474 1184"> </div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center">Maths</p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="728 1043 869 1184"> </div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center">Maths</p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="1120 1043 1261 1184"> </div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center">Maths</p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="1512 1043 1653 1184"> </div> <p>Complete individually assigned tasks on Mathletics if you have access.</p>	<p align="center">Maths</p> <p>Complete activities in today's Microsoft Form or in your hardcopy booklet.</p> <div align="center" data-bbox="1886 1043 2063 1184"> </div> <p>Complete tasks on Prodigy if you have access.</p>



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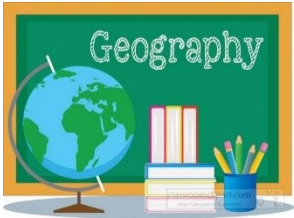



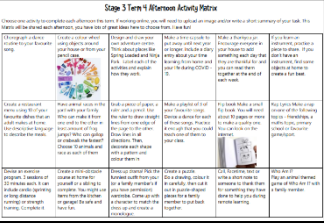

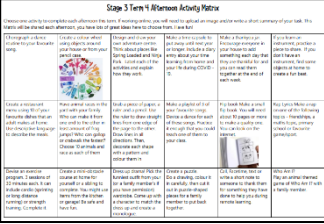

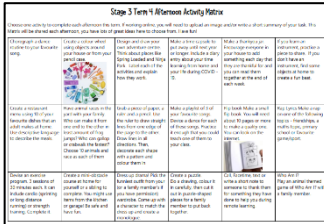
CARING

LEARNING

SUCCESS



CALLAGHAN
EDUCATION
PATHWAYS

	Science	Geography	CAPA	PD/Health	PE
	<p>Complete your science activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete your Geography activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete your CAPA activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete your nutrition activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete the warm up and activities 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>Matrix Activity</p>  <p>Complete an activity from the matrix.</p>	<p>Shadow Art</p>  <p>Use shadows to create some fun art.</p>	<p>Matrix Activity</p>  <p>Complete an activity from the matrix.</p>	<p>BTN</p> <p>Watch the latest episode of BTN -</p>  <p>https://www.abc.net.au/btn/classroom/ No Access? Create your own BTN segment.</p>	<p>Matrix Activity</p>  <p>Complete an activity from the matrix.</p>



Monday

Spelling

List Word	Practice	List Word	Practice
reflect		principle	
respect		principal	
recollect		extraction	
receiving		contractor	
recommend		subtraction	
oxygen		dungeon	
industry		hesitance	
description		mysterious	
information		incorporate	
skilful		explanatory	
siege		<u>malevolent</u>	
niece		<u>manufacture</u>	
recipe		<u>martyr</u>	
receipt		<u>matriarch</u>	
fiercely		<u>memoir</u>	

Activity 1 – Alphabetical Order

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

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

Activity 2 – Dictionary Meanings

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

1.

2.

3.

4.

5.

Year 6 Grammar in Writing

Monday Term 4 Week 3



Brainstorm 5 words that will help you write a great paragraph.

1. _____
2. _____
3. _____
4. _____
5. _____

Read this week's challenge words picture:

Challenge Word	Definition	Example Sentence
gargantuan [gahr-gan-choo-uhn]	enormous or gigantic	It took five men to move the gargantuan bedframe into the house.
intrusive	causing disruption or annoyance through being unwelcome or uninvited.	They found the television cameras too intrusive .
proliferate [pruh-lif-uh-reyt]	increase rapidly in number; multiply	After it rains, insects of all kinds begin to proliferate and you see people constantly slapping the air.
cobble	a small round stone used to cover road surfaces.	I am strolling along cobble stone streets in Egypt.
estuary [es-choo-er-ee]	the wide part of a river where it nears the sea; fresh and <u>salt water</u> mix	My kids enjoy swimming in the estuary .
archaic [ahr-kay-ik]	very old or old-fashioned.	The original Ford Model T car is considered archaic when compared to modern vehicles.

Write your best paragraph here:

Name: _____

Date: _____

Text 4 - Stuck at the Airport


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

Dad jessie and I were walk quickly towards the check-in counter at the airport. Suddenly, we heard a voice boom over loudspeaker

Ladies and gentleman, may I have your attention please? This is an important announcement for all passenger's waiting in the departure area a wild storm is fast approaching the airport from the south. We expect strong winds lightning and heavy rain? All flights are delayed indefinitely.

loud groans echoed out around the departure lounge. We wer stuck! After a week of eating Grandmas pea soup every night and sleeping on a lumpy old mattress on the floor all i wanted to do is go home


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.

Writing - Poetry

This week we are looking at Cinquain Poetry.

Cinquain Poem

Purpose

Cinquain poems describe a particular topic.

Structure

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

Rhythm

Cinquain poems have a simple rhythm, created by the number of syllables in each line. The number of syllables in each line begins with two and increases by two syllables per line as the poem progresses (except for the last line which has only two syllables).

Rhyming Pattern

Cinquain poems do not usually rhyme.

Structure

Line 1: 2 syllables - one noun

Line 2: 4 syllables - two adjectives

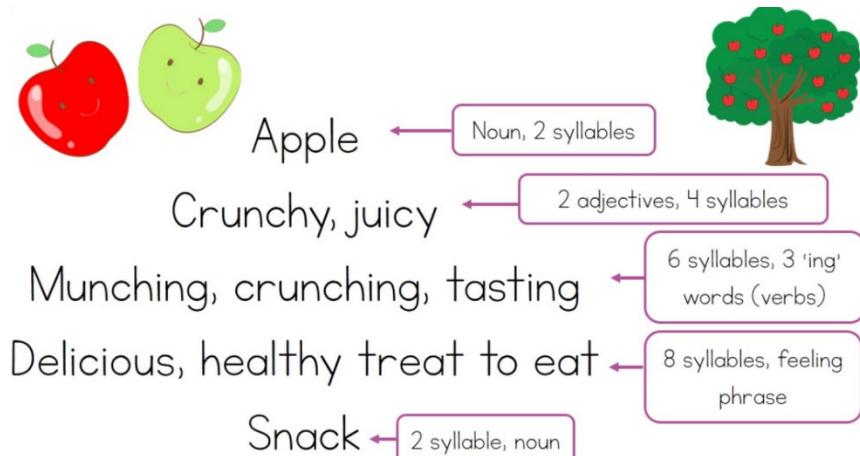
Line 3: 6 syllables - three 'ing' words (verbs)

Line 4: 8 syllables - feeling words or phrase

Line 5: 2 syllables - another word for the noun

Optional: Click on the link to watch a clip about Cinquain Poems <https://youtu.be/To63Nlx2Ffo>

Poem Example and Structure



CINQUAIN POEM PLANNING

Let's write your own cinquain poem...

Step 1: Think of a topic.

Step 2: Brainstorm some words about the topic.

Step 3: Write your poem following the correct structure.

Topic: THE CIRCUS

In the box brainstorm all the words you think of when you hear the topic

Write your own Cinquain about the circus, using the words you brainstormed above (the first line has been

Circus



2 syllables, noun

4 syllables, 2 adjectives

6 syllables, 3 'ing' words (verbs)

8 syllables, feeling phrase

2 syllables, noun



Year 6 Maths – Term 4, Week 3 – Addition and Subtraction - Monday – Lesson 1

Timetables

Hardcopy –

Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:



Monday 18th October			
1) $64 = _ \times 8$	2) $4 \times _ = 28$	3) $10 \times _ = 90$	4) $70 = 10 \times _$
5) $40 = 10 \times _$	6) $28 = _ \times 4$	7) $_ \times 4 = 48$	8) $7 \times _ = 77$
9) $108 = 12 \times _$	10) $108 = _ \times 9$	11) $_ \times 10 = 40$	12) $15 = _ \times 3$
13) $_ \times 11 = 44$	14) $48 = _ \times 8$	15) $27 = 3 \times _$	16) $9 \times _ = 108$
17) $60 = 5 \times _$	18) $11 \times _ = 132$	19) $_ \times 8 = 48$	20) $24 = 3 \times _$

Please read through the following information carefully and then answer the following questions. Please note, some question will require you to do multiple steps to solve.

WALT: Use a written method to solve additions with 4-, 5- and 6-digit numbers

Addition of 4-, 5- and 6-digit numbers

When adding numbers it is essential to line up each column correctly. This ensures that you add up digits that have the same place value.

Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
1	5	2	0	3	6
	7	0	8	0	9
4	0	1	3	0	1
6	2	4	1	4	6

Answer is close to estimate, so most likely correct

TIPS:
 • If working with uneven numbers of places, ensure you line each number up correctly
 • Start with the ones and work from right to left
 • Check your answer by estimating first.
 Round each number:
 150 000
 71 000
 401 000
 622 000

Can you think of an easy way to add 97 to a number?

WALT: Use a written method to solve additions with 4-, 5- and 6-digit numbers

Addition of 4-, 5- and 6-digit numbers

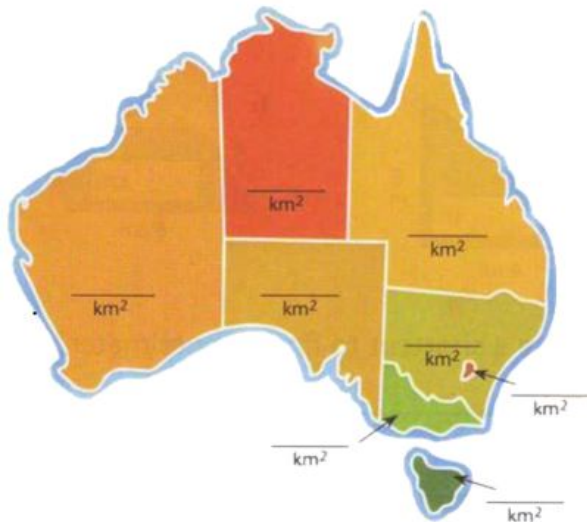
Ten students were asked to write down a 4-, 5- or 6- digit number. They were then asked to do the following things using these ten numbers. Drag the numbers in place and use the Pen to complete the calculations.

<p style="font-size: x-small;">Add two 4-digit numbers.</p> $\begin{array}{r} 1 \\ 7\ 338 \\ 2\ 554 \\ \hline 9\ 892 \end{array}$	<p style="font-size: x-small;">Add the three largest numbers.</p> $\begin{array}{r} 111\ 12 \\ 999\ 899 \\ 656\ 505 \\ 110\ 447 \\ \hline 1766851 \end{array}$	<p style="font-size: x-small;">Add all the 5-digit numbers.</p> $\begin{array}{r} 11\ 11 \\ 85\ 761 \\ 57\ 003 \\ 10\ 006 \\ 42\ 965 \\ \hline 195\ 735 \end{array}$	<p style="font-size: x-small; color: red;">Students' numbers</p> $\begin{array}{r} 7\ 338 \\ 85\ 761 \\ 656\ 505 \\ 999\ 899 \\ 57\ 003 \\ 110\ 447 \\ 10\ 006 \\ 42\ 965 \\ 8\ 870 \\ 2\ 554 \end{array}$
<p style="font-size: x-small;">Add the smallest and largest number.</p> $\begin{array}{r} 11\ 11 \\ 999\ 899 \\ 2\ 554 \\ \hline 1002\ 453 \end{array}$	<p style="font-size: x-small;">Add all the numbers with a zero in the tens place.</p> $\begin{array}{r} 11\ 1 \\ 10\ 006 \\ 57\ 003 \\ 656\ 505 \\ \hline 723\ 514 \end{array}$	<p style="font-size: x-small;">Estimate which two numbers, when added together, will be close to 100 000. Add to check.</p>	

Question 1 – Solve and complete the following Addition problems

<p>a.</p> $\begin{array}{r} 3\ 4\ 5\ 6\ 7 \\ 2\ 5\ 2\ 8\ 6 \\ 3\ 1\ 2\ 5\ 4 \\ \hline \end{array} +$	<p>b.</p> $\begin{array}{r} 3\ 2\ 1\ 5\ 3 \\ 5\ 2\ 8\ 8\ 1 \\ 7\ 2\ 5\ 4\ 6 \\ \hline \end{array} +$	<p>c.</p> $\begin{array}{r} 9\ 9\ 0\ 1\ 6 \\ 1\ 7\ 6\ 9\ 5 \\ 4\ 8\ 3\ 2\ 5 \\ \hline \end{array} +$	<p>d.</p> $\begin{array}{r} 9\ 6\ 7\ 8\ 2 \\ 3\ 4\ 7\ 6\ 5 \\ 1\ 3\ 4\ 1\ 5 \\ \hline \end{array} +$
<p>e.</p> $\begin{array}{r} 5\ 6\ 7\ 8\ 9 \\ 4\ 1\ 3\ 1\ 2 \\ 3\ 1\ 2\ 1\ 5 \\ \hline \end{array} +$	<p>f.</p> $\begin{array}{r} 6\ 4\ 3\ 7\ 6 \\ 2\ 9\ 5\ 1\ 9 \\ 2\ 4\ 3\ 4\ 6 \\ \hline \end{array} +$	<p>g. kilograms</p> $\begin{array}{r} 5\ 6\ 7\ 8\ 9 \\ 3\ 1\ 2\ 1\ 5 \\ \hline \end{array} -$ <p style="text-align: right;">kg</p>	<p>h. litres</p> $\begin{array}{r} 7\ 9\ 8\ 2\ 6 \\ 3\ 4\ 1\ 4\ 9 \\ \hline \end{array} -$ <p style="text-align: right;">L</p>
<p>i. metres</p> $\begin{array}{r} 5\ 8\ 7\ 2\ 6 \\ 3\ 4\ 5\ 7\ 9 \\ \hline \end{array} -$ <p style="text-align: right;">m</p>	<p>j. kilometres</p> $\begin{array}{r} 8\ 5\ 3\ 4\ 9 \\ 2\ 7\ 4\ 1\ 7 \\ \hline \end{array} -$ <p style="text-align: right;">km</p>	<p>k. hectares</p> $\begin{array}{r} 4\ 7\ 6\ 3\ 2 \\ 3\ 1\ 7\ 7\ 7 \\ \hline \end{array} -$ <p style="text-align: right;">h</p>	<p>l. tonnes</p> $\begin{array}{r} 8\ 6\ 3\ 7\ 6 \\ 4\ 9\ 7\ 7 \\ \hline \end{array} -$ <p style="text-align: right;">t</p>

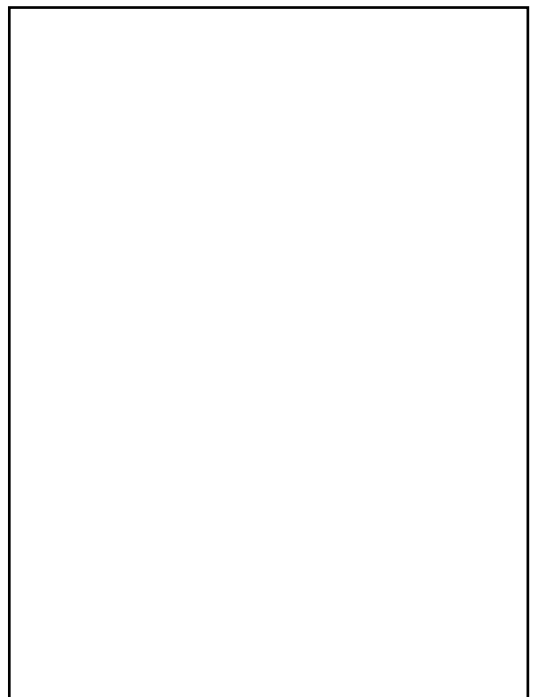
Use the following two pictures to solve the following questions.



- Area**
- The ACT's area is 2 000 km².
 - Tasmania is 66 000 km² larger than the Australian Capital Territory.
 - Victoria is 160 000 km² larger than Tasmania.
 - New South Wales is 574 000 km² larger than Victoria.
 - South Australia is 182 000 km² larger than New South Wales.
 - Northern Territory is 362 000 km² larger than South Australia.
 - Queensland is 381 000 km² larger than Northern Territory.
 - Western Australia is 799 000 km² larger than Queensland.

Question 2 – True or False.

- a) The total area of Australia is 7,683,000 km². _____
- b) Queensland is larger than the combined areas of New South Wales, Victoria, Tasmania and the Australian Capital territory. _____
- c) New South Wales and South Australia, if combined, would be smaller than Queensland. _____



Question 3 – Extension/Problem Solving

A dartboard has numbers on it from 1 to 20, a section worth 25 points and a bullseye worth 50 points.

- a) Find all the ways that Bill could score 68 points if two of his darts land in the same odd-numbered area and the 3rd dart lands in a different area.

- b) Find all the ways that Bill could score 56 points if all his darts land in even numbered areas.

- c) Find all the ways that Bill could score 37 points if all his darts land in different areas of the board and 2 of the scores are 1-digit numbers.



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



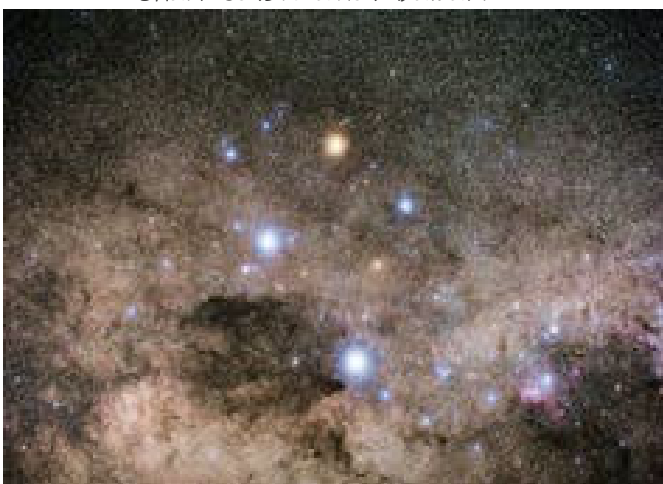
Torres Strait Islanders are a Melanesian sea-faring people whose traditional country comprises 48,000 square kilometres of shallow waters and more than 250 islands of differing geological formation, of which 14 are inhabited. Culturally, the islands are divided into five groups, represented by the five-pointed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

The Torres Strait Islands are ...

The stars tell Islanders when to ...

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

Shark Constellation 'Baidam'



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

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

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

The Southern Lights Aurora Australis

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



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

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

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

Sun

Particles



Electrons

Magnetosphere

Magnetic Field

Stage 3 Term 4 Afternoon Activity Matrix

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

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



Tuesday

Spelling

List Word	Practice	List Word	Practice
reflect		principle	
respect		principal	
recollect		extraction	
receiving		contractor	
recommend		subtraction	
oxygen		dungeon	
industry		hesitance	
description		mysterious	
information		incorporate	
skilful		explanatory	
siege		<u>malevolent</u>	
niece		<u>manufacture</u>	
recipe		<u>martyr</u>	
receipt		<u>matriarch</u>	
fiercely		<u>memoir</u>	

UNIT 28

Phonics

reflect
respect
recollect
receiving
recommend

Basic list / High frequency

oxygen	siege	principle
industry	niece	principal
description	recipe	extraction
information	receipt	contractor
skilful	fiercely	subtraction

Difficult

dungeon
hesitance
mysterious
incorporate
explanatory

Own words

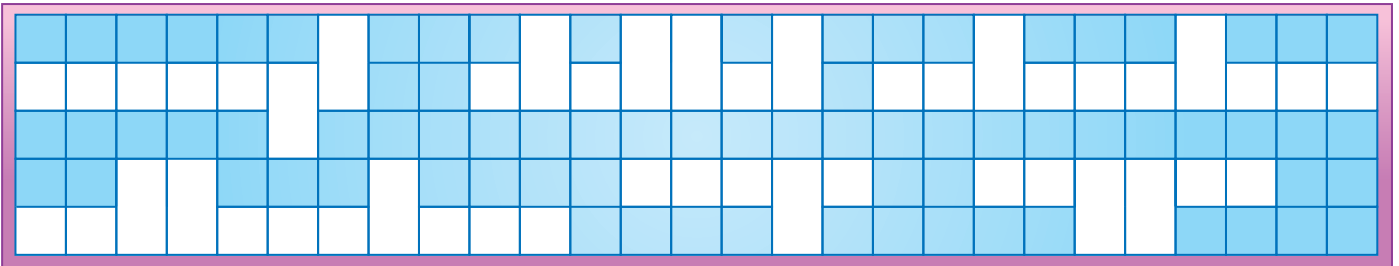
Words in context

- Choose a list word to complete these sentences.
 - Mrs Lahoud is the _____ of our primary school.
 - The witness gave police a clear _____ of the robber.
 - Workers in the computer industry are very _____.
 - The air in the dungeon was musty with very little _____.
 - Mum lost the _____ for the new television she had just bought.



Word shapes

- Select list words to match the word shapes.



Wrong spelling

- Correct the spelling mistakes.
 - The **recepe** was self-explanatory. _____
 - There is no information about this **mysterous** discovery. _____
 - Michael is not good at **subtracteon**. _____
 - Dad works in the building **industree**. _____
 - My niece is **skillful** at her job. _____



Syllables

- Break these words into syllables. (All syllables must contain a vowel sound.)

a	contractor					c	oxygen				
b	industry					d	fiercely				

Word meanings

- Choose a word from the lists to match the clues below.

a To suggest something to someone _____	d Taking away numbers _____
b The process of removing something _____	e Strange or odd _____
c A brother's or sister's daughter _____	f An underground prison _____

Year 6 Grammar in Writing

Tuesday Term 4 Week 3

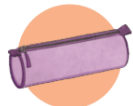


Challenge Word	Definition	Example Sentence
gargantuan [gahr-gan-choo-yuhn]	enormous or gigantic	It took five men to move the gargantuan bedframe into the house.
intrusive	causing disruption or annoyance through being unwelcome or uninvited.	They found the television cameras too intrusive .
proliferate [pruh-lif-uh-reyft]	increase rapidly in number; multiply	After it rains, insects of all kinds begin to proliferate and you see people constantly slapping the air.
cobble	a small round stone used to cover road surfaces.	I am strolling along cobble stone streets in Egypt.
estuary [es-choo-er-ee]	the wide part of a river where it nears the sea; fresh and salt water mix	My kids enjoy swimming in the estuary .
archaic [ahr-kay-ik]	very old or old-fashioned.	The original Ford Model T car is considered archaic when compared to modern vehicles.

What Is Nominalisation?

Nominalisation occurs when you use a verb, adjective or adverb like a noun. You do this by changing the word, often by adding a suffix.

Verb into a noun:



I organised my pencil case.
My pencil case is in perfect organisation.

Adjective into a noun:



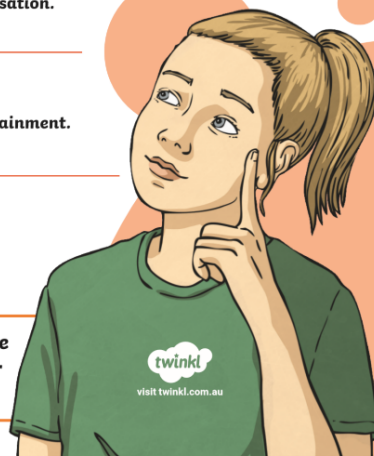
The TV show was entertaining.
The TV show had enjoyable entertainment.

Adverb into a noun:



My friend ran quickly.
My friend moved with quickness.

Nominalisations can make your writing sound more formal and precise, but can also distance or bore your readers. Be wary and use your nominalisations wisely!



Nominalisation

Great, so now you've got your word types under control, let's talk about nominalisation.

Nominalisation occurs when you use a **verb**, **adjective** or **adverb** like a **noun**.

One way of doing this is to add a suffix or ending to your word. For example:

organise	→	organisation
react	→	reaction

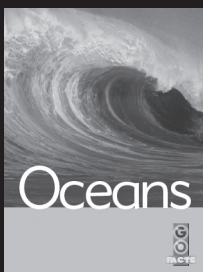
Nominalisation with a Suffix

Can you nominalise these words by adding a suffix?

difficult	→	_____
move	→	_____
quickly	→	_____
nominalise	→	_____

Lesson 137 • Oceans

Name _____



Making Connections

Linking a text to other texts you have read is a great way to build understanding. Look for key words and phrases in the texts to make the connections.

Read the passage.

Plants are an essential part of the ocean's food chains. Some sea creatures eat plants. Others are carnivores that eat other sea creatures.

Food chains in the ocean begin with plankton. Plankton is a mixture of tiny animals and algae. Like all plants, the algae use the sun's energy to make food. Very small crustaceans feed on the tiny algae and together they are known as plankton.

Underline the words in each text that tell us what plankton is.

Highlight the words in each text that tell us how algae make food.

Colour the words in each text that tell us what tiny crustaceans feed on.

The word plankton is Greek for wanderer or drifter. It refers to a category of drifting organisms found in the middle and upper levels of the ocean.

Plankton consists of algae, which live near the surface where they can draw on the sun's energy to make food, and tiny crustaceans that feed on the algae.

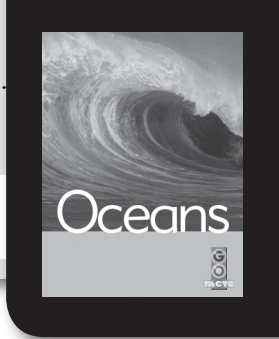
Small creatures such as krill and shrimps feed on the plankton and larger fish eat the shrimps.

Colour the correct answers.

Which information appears in both texts?

- where the word plankton comes from
- what plankton consists of
- where algae live
- how algae make food
- what tiny crustaceans eat
- what krill and shrimps eat
- what larger fish eat

Lesson 137 • Oceans



Name _____

Read the passage.

The ocean floor has many of the same features you find on land. Mountain ranges, volcanoes, deep trenches and wide, flat plains are all found on the ocean floor.

When measured from the ocean floor, Hawaii's Mauna Kea rises more than 9 145 metres, making it the tallest mountain on Earth!

Chains of underwater volcanoes, known as seamounts, exist on all ocean floors. Some islands are seamounts that have risen out of the ocean. The Hawaiian Islands are at the end of a chain of underwater volcanoes.

.....
In both texts, underline the things we can expect to see on the ocean floor.
.....

.....
In one of the texts, highlight the sentence that emphasises how little we know about the ocean floor.
.....

.....
In both texts, circle the name of the highest mountain on Earth.
.....

.....
In both texts, colour the height of the tallest mountain on Earth.
.....

.....
In one of the texts, highlight the name of underwater volcanoes.
.....

The ocean floor is a mysterious world waiting to be explored. We know more about the surface of the moon and our closest planets! What we do know, however, is that the ocean floor has similar features to those found on land, such as mountains, volcanoes and deep trenches.

The tallest mountain in the world actually starts on the ocean floor. It's Mount Kea in Hawaii, which is about 4 200 metres above sea level. But below sea level it measures almost 4 800 metres feet, making it slightly higher than Mount Everest.

1 What information do both texts give us about the features found on the ocean floor?

2 What information do both texts give us about the highest mountain in the world?

3 What extra information does one of the texts give us about the Hawaiian Islands?

Writing - Poetry

Cinquain Poem

WHAT IS A CINQUAIN POEM?

Purpose

Cinquain poems describe a particular topic.

Structure

Line 1: 2 syllables - one noun

Line 2: 4 syllables - two adjectives

Line 3: 6 syllables - three 'ing' words (verbs)

Line 4: 8 syllables - feeling words or phrase

Line 5: 2 syllables - another word for the noun

Rhythm

Cinquain poems have a simple rhythm, created by the use of syllables in each line.

Rhyme

Cinquain poems do not usually rhyme.

Optional: Click on the link to watch a clip about Cinquain Poems <https://youtu.be/nbtw5Ldj-00>

Today you are going to create 2 cinquain poems.

Brainstorm as many words as you can on the topic of **snakes**, enter them into the box below.

Write you own Cinquain about the snakes, use your brainstorm words to help you.

(one word title - 2 syllables)

_____, _____
(two descriptive words - 4 syllables)

_____, _____, _____
(three action words - 6 syllables)

(four words describing a feeling - 8 syllables)

(one word synonym - 2 syllables)

Brainstorm as many words as you can on the topic of **Summer**, enter them into the box below.

Write you own Cinquain about the Summer, use your brainstorm words to help you.

(one word title - 2 syllables)

_____, _____
(two descriptive words - 4 syllables)

_____, _____, _____
(three action words - 6 syllables)

(four words describing a feeling - 8 syllables)

(one word synonym - 2 syllables)

Timetables

Hardcopy –

Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:

Tuesday 19th October			
1) $5 \times \underline{\quad} = 25$	2) $4 \times \underline{\quad} = 36$	3) $\underline{\quad} \times 8 = 56$	4) $36 = 6 \times \underline{\quad}$
5) $40 = \underline{\quad} \times 10$	6) $24 = 4 \times \underline{\quad}$	7) $63 = \underline{\quad} \times 7$	8) $\underline{\quad} \times 12 = 84$
9) $\underline{\quad} \times 4 = 20$	10) $63 = \underline{\quad} \times 9$	11) $9 \times \underline{\quad} = 90$	12) $4 \times \underline{\quad} = 48$
13) $88 = 11 \times \underline{\quad}$	14) $6 \times \underline{\quad} = 72$	15) $\underline{\quad} \times 8 = 72$	16) $20 = \underline{\quad} \times 4$
17) $\underline{\quad} \times 11 = 77$	18) $20 = 5 \times \underline{\quad}$	19) $60 = \underline{\quad} \times 10$	20) $4 \times \underline{\quad} = 32$



Please read through the following information carefully and then answer the following questions. Please note, some question will require you to do multiple steps to solve.

WALT: Solve 5- and 6-digit subtractions

Subtraction of 5- and 6-digit numbers

Subtracting 5- and 6-digit numbers means you are now subtracting up to ten thousands and hundred thousands.

Often these large subtractions are done on a calculator. Having some idea of the expected answer by estimating first is a way to double check.

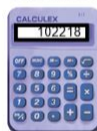
My car's odometer now reads 123 984 km. The previous owner had travelled 21 766 km.
How many kilometres have I done since I have owned it?

First I make an **estimate** by rounding the numbers to 120 000 and 20 000. I need to subtract the original 20 000 from 120 000. My estimate is 100 000.

Then I **calculate**:

$$\begin{array}{r} 123984 \\ - 21766 \\ \hline 102218 \end{array}$$

Then I **check** using my calculator:



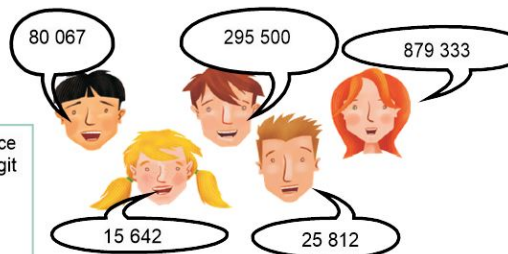
My estimate was close and the calculator agreed with my written strategy.

What mistakes can you make when using a calculator?

WALT: Solve 5- and 6-digit subtractions

Subtraction of 5- and 6-digit numbers

These five students have each chosen a 5- or 6-digit number. Use the Pen to calculate the answers to these questions. Check with your calculator.



Calculate the difference between the largest and smallest numbers.

$$\begin{array}{r} 879333 \\ - 15642 \\ \hline 863691 \end{array}$$

Calculate the difference between the two 6-digit numbers.

$$\begin{array}{r} 879333 \\ - 295500 \\ \hline 583833 \end{array}$$

Which two numbers have a difference of approximately 10 000? Calculate to check.

25 812 and
15 642

Write the numbers in descending order.

879 333 295 500 80 067 25 812 15 642

Question 1 – Solve and complete the following Addition problems

<p>a.</p> $\begin{array}{r} 715284 \\ 345292 \\ \hline 267243 + \\ \hline \end{array}$	<p>b.</p> $\begin{array}{r} 585853 \\ 4092 \\ \hline 613259 + \\ \hline \end{array}$	<p>c.</p> $\begin{array}{r} 563287 \\ 419528 \\ 48325 \\ \hline 616 + \\ \hline \end{array}$	<p>d.</p> $\begin{array}{r} 728959 \\ 413216 \\ 42123 \\ \hline 5163 + \\ \hline \end{array}$
<p>e.</p> $\begin{array}{r} 528817 \\ 952817 \\ 35627 \\ \hline 41506 + \\ \hline \end{array}$	<p>f.</p> $\begin{array}{r} 356279 \\ 413226 \\ 789359 \\ \hline 425617 + \\ \hline \end{array}$	<p>g. kilometres</p> $\begin{array}{r} 58362 \\ \hline 9187 - \\ \hline \text{km} \end{array}$	<p>h. metres</p> $\begin{array}{r} 49387 \\ \hline 21427 - \\ \hline \text{m} \end{array}$
<p>i. hectares</p> $\begin{array}{r} 76588 \\ \hline 34278 - \\ \hline \text{h} \end{array}$	<p>j. grams</p> $\begin{array}{r} 49387 \\ \hline 6729 - \\ \hline \text{g} \end{array}$	<p>k. metres</p> $\begin{array}{r} 916728 \\ \hline 375296 - \\ \hline \text{m} \end{array}$	<p>l. kilograms</p> $\begin{array}{r} 875946 \\ \hline 372518 - \\ \hline \text{kg} \end{array}$

Question 2 – Use the following information about the cost of Australia’s most expensive cars.

Australia’s Most Expensive Cars						
Lexus	Audi	Jaguar	Honda NSX	BMW	Porsche	Mercedes
\$ 155,550	\$ 195,000	\$ 216,399	\$ 220,540	\$ 263,999	\$ 300,000	\$ 366,999

Calculate the difference in price between these cars.

- | | | | | | |
|-------------|--------------|----------|--------------|------------|-------------|
| a) Mercedes | \$ 366,999 - | b) Honda | \$ 220,540 - | c) Porsche | \$ 300,00 - |
| BMW | \$ 263,999 | Lexus | \$ 155,550 | Jaguar | \$ 216,399 |
| _____ | | _____ | | _____ | |
| _____ | | _____ | | _____ | |

Question 3

To claim travelling expenses on her tax return, Christina keeps a log book which shows her car’s odometer reading at the beginning and the end of each trip. Help her calculate the distances covered and the total amount of travelling she did.

	Date	Beginning of trip	End of trip	Kilometres travelled
a	18/9	38542	39461	
b	19/10	43814	44002	
c	4/11	44629	44913	
d	29/3	52414	52739	
e			Total	





Do you and your family have a bush fire plan?

 YES NO

Why is a bushfire plan important?

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

What sort of environments would need a bush fire plan?

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

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

Rural

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



Suburban low density

Good access roads
Lots of water
Homes back onto scrub land



Suburban high density

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



Mountains

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



Beach Front

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

Your Task – Bush Fire Survival Plan

Choose one of the environments above –

You are -

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

You have a dog

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

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

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

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

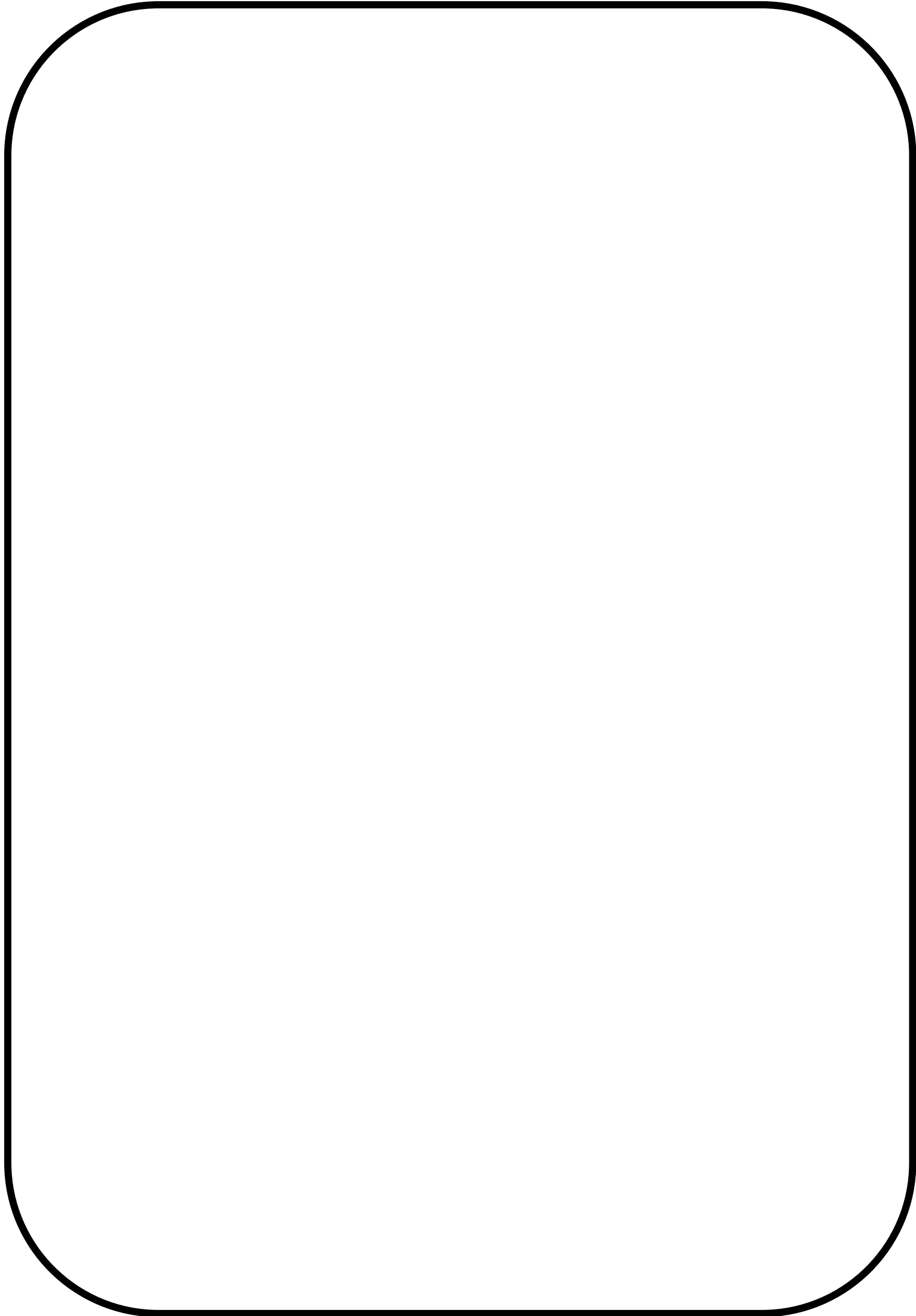
Things to consider are –

Water supply

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

How close fire services are

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



Shadow Art

Make some art using shadows!



You could use figurines, toys or items from around your house to create the shadows.



You could use rocks, leaves, grass or sticks to give your shadow some funny features.



You could trace people using chalk.



You could trace a natural element in your backyard.



Wednesday

Spelling

List Word	Practice	List Word	Practice
reflect		principle	
respect		principal	
recollect		extraction	
receiving		contractor	
recommend		subtraction	
oxygen		dungeon	
industry		hesitance	
description		mysterious	
information		incorporate	
skilful		explanatory	
siege		<u>malevolent</u>	
niece		<u>manufacture</u>	
recipe		<u>martyr</u>	
receipt		<u>matriarch</u>	
fiercely		<u>memoir</u>	

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

Braille alphabet

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

a niece

b oxygen

c skilful

d recipe

7. Find four words that have these letter patterns. (You may need a **dictionary**.)

a **sub**traction, **sub**divide _____

b **ex**traction, **ex**cavate _____

8. Write one meaning for each of these words. Use a **dictionary**.

a siege _____

b industry _____

c principle _____

9. Write a sentence using the word **contractor**.

10. In the boxes provided, write the **silent letters** in the words below.

a whisper c debt e wreck g calm

b palm d listen f thumb h gnaw

Synonyms

11. Draw a line to complete the synonyms.

a extraction	○	● chief
b principal	○	● lever
c respect	○	● removal
d hesitant	○	● indecisive
e prise	○	● regard

Prefixes

12. Choose a prefix from the box to add to the words.

sub ultra trans over

a _____ violet f _____ sonic

b _____ merge g _____ way

c _____ port h _____ atlantic

d _____ time i _____ confident

e _____ marine j _____ due

Punctuation – The apostrophe

13. The apostrophe can be used to show omission. Example: **they're = they are**.
Use an apostrophe to show the contracted form of the words below.

a I have _____ d shall not _____ g could not _____

b we will _____ e we are _____ h do not _____

c you have _____ f I will _____ i he is _____

Word origins

Industry comes from the Latin word **industria** meaning diligence.

Year 6 Grammar in Writing

Wednesday Term 4 Week 3



Brainstorm 5 words that will help you write a great paragraph.

1. _____
2. _____
3. _____
4. _____
5. _____

Verb Nominalisation	
VERB	NOUN
Achieve	Achievement
Adapt	Adaptation
Civilise	Civilisation
Conclude	Conclusion
Confuse	Confusion
Demonstrate	Demonstration

Verb Nominalisation	
VERB	NOUN
Develop	Development
Diagnose	Diagnosis
Discover	Discovery
Duplicate	Duplication
Reproduce	Reproduction
Perform	Performance

Write your best paragraph about the picture and try using your verbs, adjectives or adverbs as nouns (nominalisation).

Writing - Poetry

Cinquain Poem

Purpose

Cinquain poems describe a particular topic.

Structure

Line 1: 2 syllables - one noun

Line 2: 4 syllables - two adjectives

Line 3: 6 syllables - three 'ing' words (verbs)

Line 4: 8 syllables - feeling words or phrase

Line 5: 2 syllables - another word for the noun

Rhythm

Cinquain poems have a simple rhythm, created by the use of syllables in each line.

Rhyme

Cinquain poems do not usually rhyme.

Optional: Click on the link to watch a clip about Cinquain Poems <https://youtu.be/FilrSeLnvAU>

How is a cinquain poem different from the other poems we have been studying?

Read the two example cinquain poems below.

Snowflakes

Graceful, intricate

Floating, dancing, falling

Perfect in their uniqueness

Flawless



Flowers

*Colorful, fragrant
swaying, growing, blooming*

Make me feel happy.

Blossoms



Task: Today you are going to write 2 cinquain poems. Choose two of the topics listed.

Topics to choose from:

- PlayStation
- Sport
- Halloween
- Dogs
- Beach

Cinquain Poem 1

(one word title - 2 syllables)

_____, _____
(two descriptive words - 4 syllables)

_____, _____, _____
(three action words - 6 syllables)

(four words describing a feeling - 8 syllables)

(one word synonym - 2 syllables)

Cinquain Poem 2

(one word title - 2 syllables)

_____, _____
(two descriptive words - 4 syllables)

_____, _____, _____
(three action words - 6 syllables)

(four words describing a feeling - 8 syllables)

(one word synonym - 2 syllables)

Timetables

Hardcopy –

Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:



Wednesday 20th October			
1) $64 = _ \times 8$	2) $_ \times 8 = 48$	3) $80 = _ \times 8$	4) $_ \times 9 = 90$
5) $72 = 6 \times _$	6) $66 = 6 \times _$	7) $_ \times 9 = 99$	8) $9 \times _ = 63$
9) $88 = 8 \times _$	10) $42 = _ \times 7$	11) $60 = _ \times 10$	12) $_ \times 5 = 60$
13) $45 = 5 \times _$	14) $99 = _ \times 11$	15) $48 = 8 \times _$	16) $110 = _ \times 11$
17) $10 \times _ = 110$	18) $7 \times _ = 42$	19) $_ \times 12 = 96$	20) $88 = 11 \times _$

Please read through the following information carefully before attempting any questions.

WALT: Use estimation and a written procedure to solve subtraction examples with large numbers

Subtraction of 4-, 5-, and 6-digit numbers

When subtracting large numbers it is vital to line-up the ones columns so they are directly underneath each other.

You should also estimate the answer so you know whether your calculated answer sounds correct.

To subtract **428 371** from **789 562**:

Estimate

789 562 is approximately 790 000
428 371 is approximately 430 000

$$\begin{array}{r} 790\,000 \\ - 430\,000 \\ \hline = 360\,000 \end{array}$$

Calculate

$$\begin{array}{r} 789\,562 \\ - 428\,371 \\ \hline \end{array}$$

$$= 361\,191$$

Answers are close so we can be confident that our calculation is correct.

In what situations might you have to subtract large numbers like these from each other?

WALT: Use estimation and a written procedure to solve subtraction examples with large numbers

Subtraction of 4-, 5-, and 6-digit numbers

These vehicles have travelled the following number of kilometres.



Circle in blue, the two vehicles which have travelled the **most** and **least** kilometres.

What do you estimate the difference in kilometres travelled will be?

900,000km

What is the actual difference?

$$\begin{array}{r} 7\ 1\ 3\ 1 \\ 9\ 8\ 6\ 5\ 4\ 2 \\ - 8\ 7\ 5\ 3\ 8 \\ \hline 8\ 9\ 9\ 0\ 0\ 4 \end{array}$$

Tick in red, the two vehicles which have travelled the **closest** number of kilometres to each other.

What do you estimate the difference in kilometres travelled will be?

30,000 km

What is the actual difference?

$$\begin{array}{r} 9\ 8\ 6\ 5\ 4\ 2 \\ - 9\ 5\ 5\ 7\ 9\ 9 \\ \hline 3\ 0\ 7\ 4\ 3 \end{array}$$

Question 1 – Complete the following Subtraction problems

a. $\begin{array}{r} 495687 \\ - 218524 \\ \hline \end{array}$	b. $\begin{array}{r} 876584 \\ - 357206 \\ \hline \end{array}$	c. $\begin{array}{r} 279965 \\ - 95128 \\ \hline \end{array}$	d. $\begin{array}{r} 821496 \\ - 376958 \\ \hline \end{array}$
e. $\begin{array}{r} 452796 \\ - 348249 \\ \hline \end{array}$	f. $\begin{array}{r} 825396 \\ - 587268 \\ \hline \end{array}$	g. $\begin{array}{r} 986458 \\ - 307621 \\ \hline \end{array}$	h. $\begin{array}{r} 758247 \\ - 96329 \\ \hline \end{array}$
i. $\begin{array}{r} 72589 \\ - 59326 \\ \hline \end{array}$	j. $\begin{array}{r} 936452 \\ - 409409 \\ \hline \end{array}$	k. $\begin{array}{r} 896521 \\ - 37258 \\ \hline \end{array}$	l. $\begin{array}{r} 505348 \\ - 49049 \\ \hline \end{array}$

Question 2 – Use the following information about the length of Australia’s Coastline.

The length of Australia’s coastline							
QLD	NSW	ACT	VIC	TAS	SA	WA	NT
13,347 Km	2,137 Km	0 Km	2,512 Km	4,882 Km	5,067 Km	20,781 Km	10,953 Km

Calculate the differences between these lengths of coastline.

a) VIC NSW	2,512 km - _____	b) WA NSW	- _____	c) TAS NSW	- _____
	_____		_____		_____

Question 3

Population of Australian states and territories							
Qld	NSW	ACT	Vic	Tas	SA	WA	NT
3 708 700	6 663 700	323 600	4 883 300	473 600	1 522 200	1 929 300	200 100

Calculate the differences between these populations.



a	NSW	6 663 700
	SA	
	Difference	
c	NSW	
	Tas	
	Difference	

b	NSW	
	ACT	
	Difference	
d	ACT	
	NT	
	Difference	



DANCE!

If you are online, follow along with this dance

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

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

10 x star jumps

10 x burpees

10 x high knees

Repeat 3 times!

Read about the history of dance:

The History of Dance

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

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

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

What different styles of dance you know of?

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

Your task:

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

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

CAPA Week 3
Dance – Research task



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

2. Where does this style of dance originate?

3. What kind of movements does it involve?

4. What do the dancers usually wear?

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

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

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



8. Other facts about this style of dance:

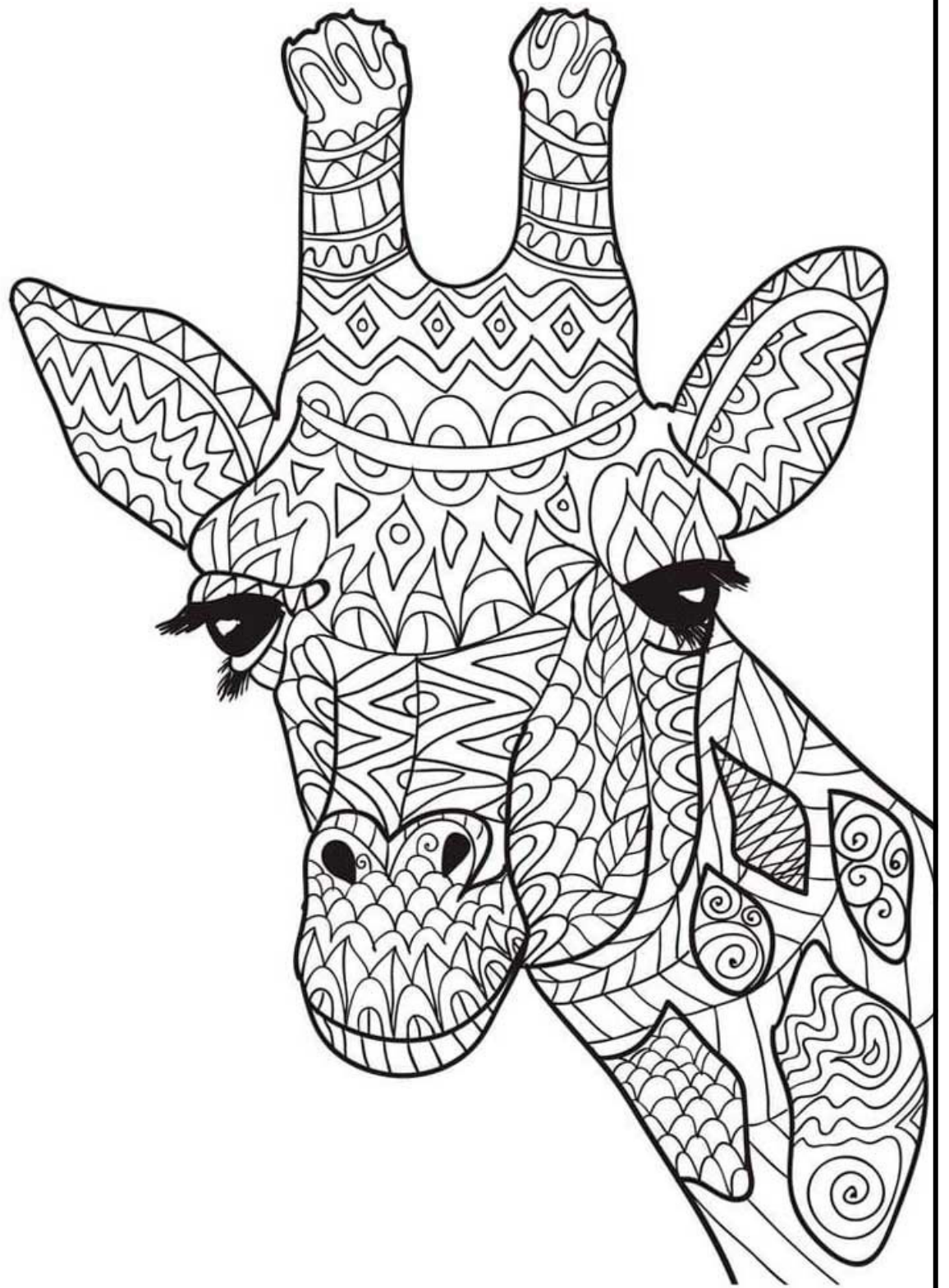
9. **Create a collage/poster that relates to your chosen dance style. This might include symbols, pictures of dancers or words that are associated with the style. You may do drawings if you don't have access to a device. Be creative! You might want to include some text, bubble writing, or a small amount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

CAPA Week 3
My Dance Poster

Stage 3 Term 4 Afternoon Activity Matrix

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

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



Thursday

Spelling

List Word	Practice	List Word	Practice
reflect		principle	
respect		principal	
recollect		extraction	
receiving		contractor	
recommend		subtraction	
oxygen		dungeon	
industry		hesitance	
description		mysterious	
information		incorporate	
skilful		explanatory	
siege		<u>malevolent</u>	
niece		<u>manufacture</u>	
recipe		<u>martyr</u>	
receipt		<u>matriarch</u>	
fiercely		<u>memoir</u>	

Wk3

Spelling

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

Teach **THIS**

Verbal Linguistic

Storybook Challenge

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

Mathematical/Logical

Break it Up

Break each of your spelling words into syllables.

Naturalistic

Water Paint

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

Bodily Kinaesthetic

Stand up sit down

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

Visual/Spatial

Silly Shapes

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

Interpersonal

Pen Pal

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

Intrapersonal

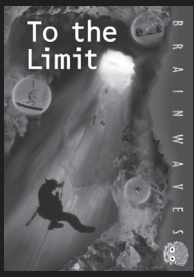
Reverse Alphabetical

Write out your list in reverse alphabetical order.

Musical/Rhythmic

Sing It!

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



Lesson 138 • To the Limit

Name _____

Fact or Opinion

A fact is a statement that can be proven to be true; for example: A spider has eight legs. An opinion is a statement that expresses a belief or feeling; for example: Spiders are ugly.

Read the passage.

In paragraph 1, underline a sentence that can be proven to be true.

Would you plunge down the side of a mountain on a pair of skis? Speed skiers do — at speeds of 240 kilometres per hour. It takes cool nerves and topnotch protection to be a speed skier.

In paragraph 1, colour a sentence that expresses an opinion.

In paragraph 2, highlight two clauses that express opinions.

Rocks, boulders and trees can be deadly so helmets are essential. Avalanches can also be a danger so you need to carry a special light. Then you can be found and dug out of the snow if you are buried by an avalanche.

In 1999, skier Harry Egger of Austria set off down a mountain in France. By the time he reached the bottom, Harry had set a new world record of 248 kilometres per hour. When he got to the bottom of the mountain, he vomited.

In paragraph 3, underline three facts.

Are the following statements **facts**, or **opinions**? Write **F** next to the facts and **O** next to the opinions.

Speed skiers reach speeds of 240 kilometres per hour. _____

It takes cool nerves and topnotch protection to be a speed skier. _____

Rocks, boulders and trees can be deadly. _____

Speed skiers wear helmets. _____

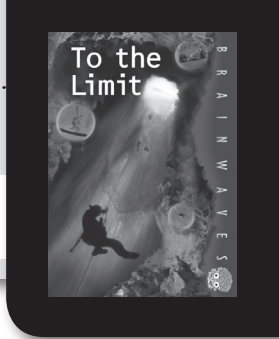
Avalanches can be a danger. _____

Harry Egger comes from Austria. _____

In 1999, Harry Egger set a new world record for speed skiing. _____

Harry Egger vomited after setting the world record for speed skiing. _____

Lesson 138 • To the Limit



Name _____

Read the passage.

In paragraph 1, highlight the two sentences that express facts.

In paragraph 2, colour the things that can be seen in caves.

In paragraph 2, underline the writer's opinion of how caving makes you feel.

Caving takes us deep within the earth. It involves a lot of crawling, squeezing, sliding and stooping, often in mud and water. It is not for people who are claustrophobic or who want to keep their clothes clean.

But caving gives you the most amazing sights: gigantic chambers and deep black holes, underground lakes and rivers, and beautiful stalagmites and stalactites. Perhaps best of all, it makes you feel that you are in a place where no one else has been before.

In paragraph 1, underline the sentence that expresses an opinion.

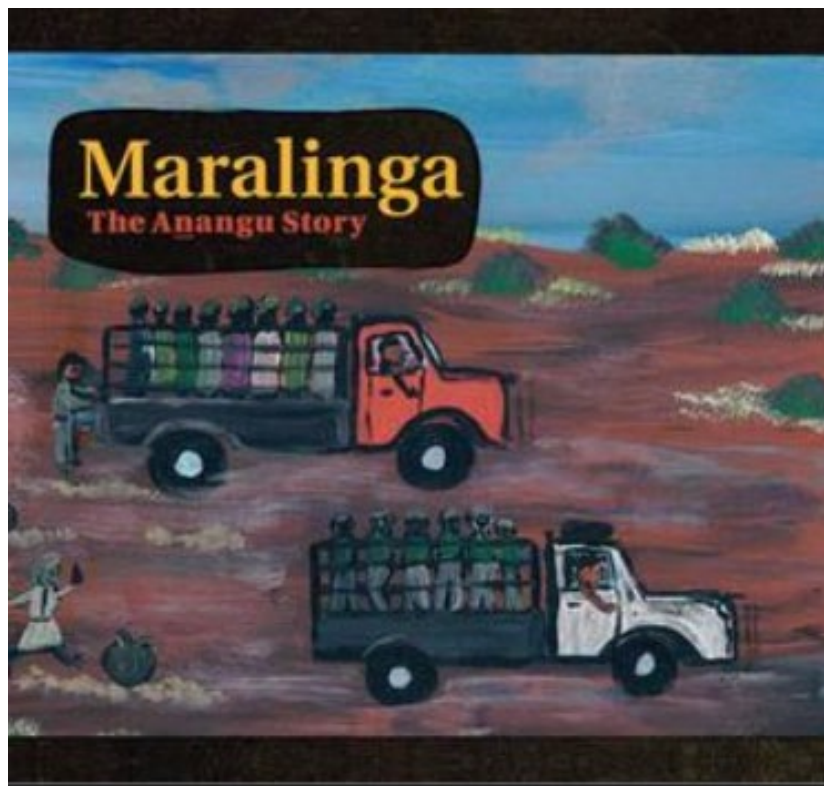
In paragraph 2, circle the word that expresses an opinion about the sights in caves.

1 In the passage, what **three facts** has the writer given us?

2 In the passage, what **three opinions** has the writer expressed?

Focus Text Maralinga: The Anangu Story

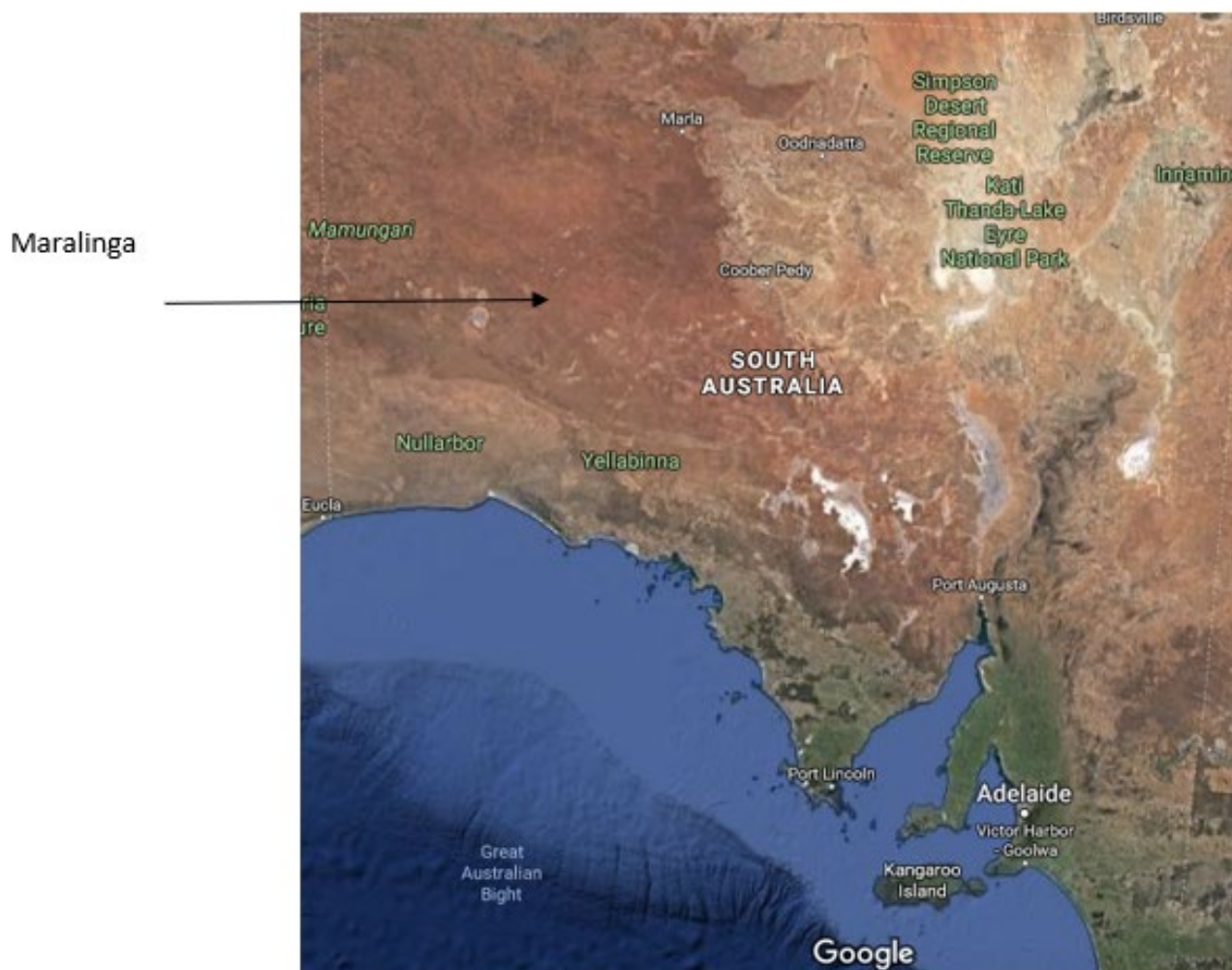
Today we are examining a new text – Maralinga: The Anangu Story.



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

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

Map of Maralinga



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

What is the flora and fauna in the area?

What is the weather like in the area?

Year 6 Maths – Term 4, Week 3 – Addition and Subtraction - Thursday – Lesson 4

Timetables

Hardcopy –

Complete the times table grid

Online –

Complete your answers in your MS Form

Rate how you

think you went:

Thursday 21 st October			
1) ___ x 8 = 56	2) 70 = 7 x ___	3) 80 = 10 x ___	4) 63 = ___ x 7
5) 132 = 11 x ___	6) 70 = ___ x 7	7) ___ x 11 = 121	8) ___ x 9 = 63
9) 8 x ___ = 56	10) 9 x ___ = 81	11) 88 = 11 x ___	12) 72 = 8 x ___
13) 6 x ___ = 36	14) 81 = ___ x 9	15) 99 = 11 x ___	16) ___ x 8 = 48
17) ___ x 12 = 72	18) 10 x ___ = 70	19) 6 x ___ = 60	20) 7 x ___ = 56



Please read through the following information carefully before attempting any questions

In 2015, an organization raised \$30,700,565 towards the cause of displaced children. The following year, it raised a sum of \$45,565,700.

How much money did the organization collect altogether over the two-year period?

$$\begin{array}{r}
 45\,565\,700 \\
 + 30\,700\,565 \\
 \hline
 76\,266\,265
 \end{array}$$

A large tanker truck can hold upto 11,000 gallons of oil. If the truck already contains 9,365 gallons of oil, how many more gallons of oil will be required to fill the tanker?

$$\begin{array}{r}
 11\,000 \\
 - 9\,365 \\
 \hline
 1\,635
 \end{array}$$

In the 2015 Chicago Marathon, 20,144 male participants and 17,038 female participants completed the race. How many runners in all completed the marathon?

$$\begin{array}{r}
 20\,144 \\
 + 17\,038 \\
 \hline
 37\,182
 \end{array}$$

There were 37,182 runners who

Solve the following Addition and Subtraction word problems. Use the space provided for working out

Question 1 - A flower show saw an inflow of 1,500 visitors on Saturday and 2,800 visitors on Sunday. How many people in total visited the flower show over the weekend?

Answer: _____.

Question 2 - A courier company delivered 1,015 international packages and 940 domestic packages on 31st December, 2016. How many packages in all did the courier company deliver on New Year's Eve?

Answer: _____.

Question 3 - A famous fast-food chain has 2,000 outlets across the USA. It also has another 6,400 restaurants worldwide. How many restaurants in total does the fast-food chain own?

Answer: _____.

Question 4 - The office operating expenses of a company amount to \$3254 a month.

The previous month the expenses amounted to \$2365. What is the increase in the expenditure to the company this month?

Answer: _____.

Question 5 - In the year 2014, 54 421 participants took part in the New York City Marathon. The race had 45 857 finishers. How many participants were unable to complete the marathon?

Answer: _____.

Question 6 - Which is the heaviest mammal-Asian elephant or African elephant? The average weight of an Asian elephant is 13 254 pounds and that of an African elephant is 15 482 pounds.

What is the difference in weight?

Answer: _____.

HEALTHY MIND, HEALTHY BODY

The Value of
Vegetables

Oh no, I've got a
salad sandwich
again for lunch!

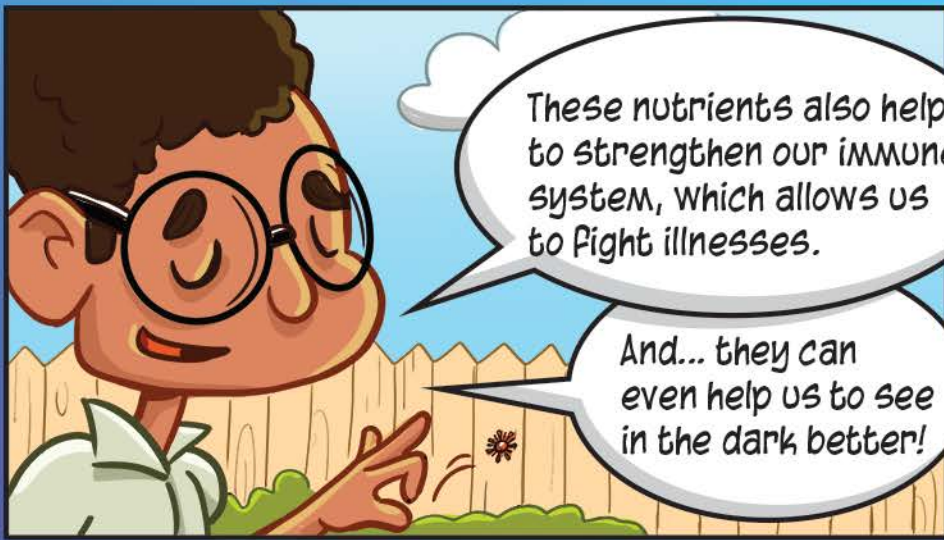
What's wrong with
a salad sandwich?

I don't like salad sandwiches,
and I don't like vegetables!
YUK!

Really? I love
vegetables! Did you know
they are good for you?

I know, but why
would I eat
vegetables when I
can have a biscuit
or a piece of cake
or a chocolate bar
or... well, pretty
much anything else
rather than
vegetables!

Those foods do sound
pretty good, as a treat,
but vegetables have
nutrients in them that
will help us to grow up to
be healthy and strong.



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

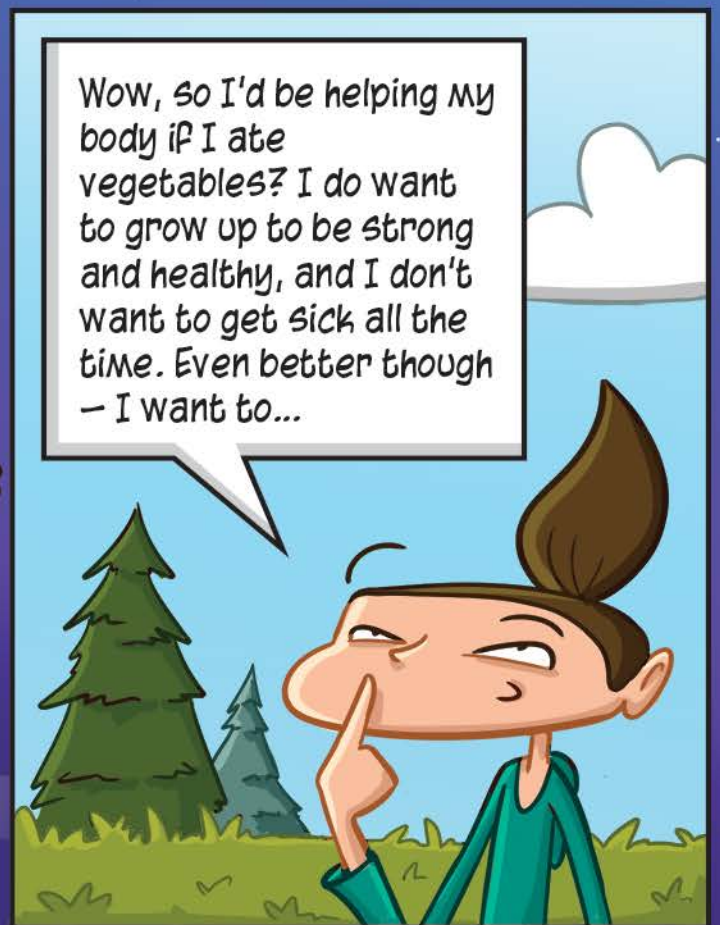
And... they can even help us to see in the dark better!



What!?!
No way!



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



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



Name: _____

Date: _____

Healthy Mind, Healthy Body: The Value of Vegetables

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

1. _____

2. _____

3. _____

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

1. _____

2. _____

3. _____

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

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

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

Afternoon Activity - BTN

BEHIND THE NEWS

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

Name: _____

Episode: _____

BEFORE THE EPISODE

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

AFTER THE EPISODE

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

MAKING CONNECTIONS

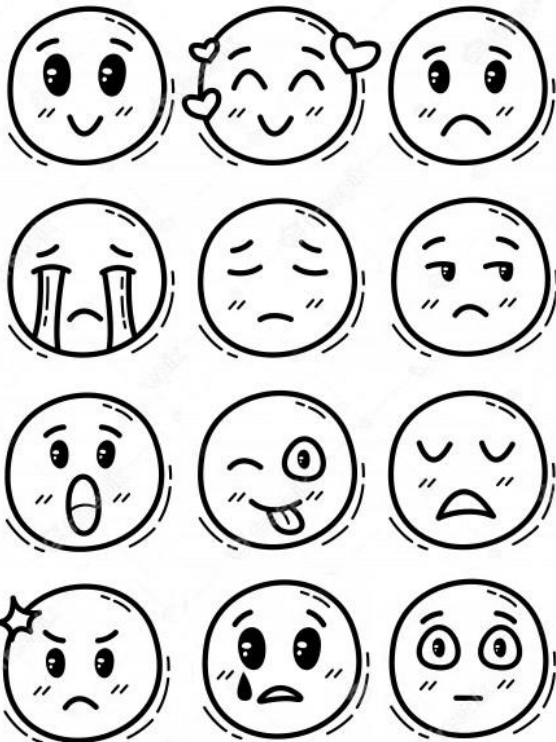
Did this 'BTN' episode remind you of something? Can you relate to this episode? Using the lines below, write about a personal experience or time in your life that relates to the episode that you have just viewed.

No Access? Create your own BTN segment.



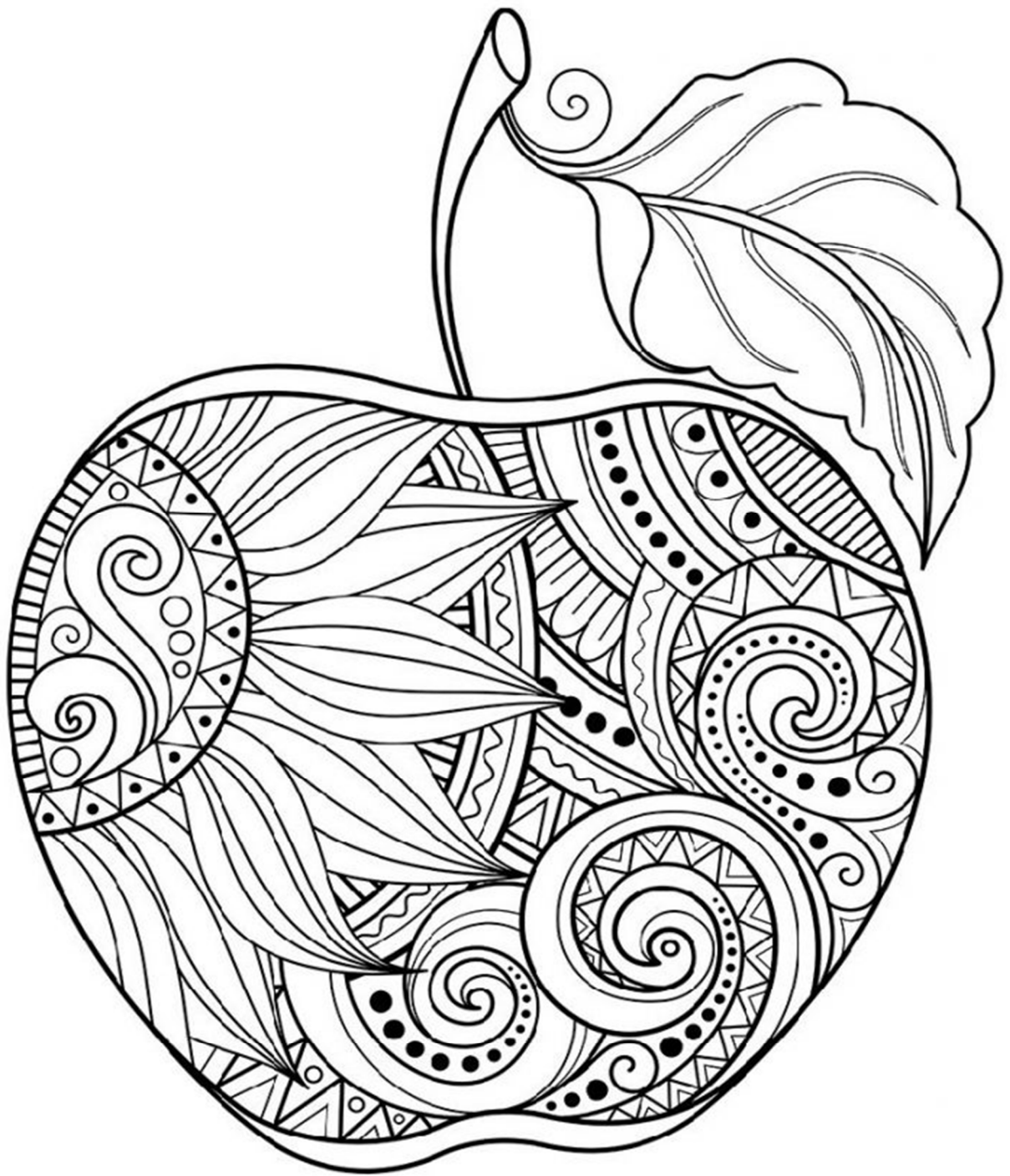
Check In

How do you feel about your day?



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

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



Friday

Lesson 139 • Technological Wonders

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 key word that tells us what nuclear energy is used to produce.

Highlight the word that tells us what coal and oil are used to produce.

Colour the word that tells us what type of fuel coal and oil is.

Nuclear energy is released from the nucleus of a uranium atom, a very dense metal found in the ground. Nuclear energy produces more than 16% of the world's electricity.

Supporters of nuclear energy argue that nuclear power stations are safe and much cleaner than fossil fuel power stations. They say there have been very few major accidents in nuclear power stations over 50 years of operation in 30 countries.

More than one-third of human-made greenhouse gases come from fossil-fuel power stations. As people continue to use coal and oil to produce electricity and fuel for transport, the amount of greenhouse gas emissions will increase. Nuclear power stations do not emit these gases, although they do produce radioactive waste.

Highlight the name of the metal from which nuclear energy is produced.

Underline the words that tell us what type of waste fossil-fuel power stations produce.

Circle the key word that tells us what type of waste nuclear power stations produce.

Colour the correct answers.

- In what way are nuclear power stations and fossil-fuel power stations **similar**?
 - Both produce greenhouse gases.
 - Both produce electricity.
 - Both use coal and oil.
 - Both help to clean the air.
- In what two ways are nuclear power stations and fossil-fuel power stations **different**?
 - They use different methods to produce electricity.
 - They use different types of fossil-fuels.
 - They affect the environment differently.
 - They produce different types of energy.

Lesson 139 • Technological Wonders



Name _____

Read the passage.

Circle the key word that tells us how Charles Lindbergh's flight across the Atlantic was different from John Alcock's and Arthur Brown's.

Underline the key words that tell us how Amelia Earhart's flight across the Atlantic was different from Charles Lindbergh's.

Important Dates in the History of Flight

1903: Orville and Wilbur Wright completed the first flight in an aircraft.

1919: John Alcock and Arthur Brown completed the first non-stop flight across the Atlantic Ocean.

1927: Charles Lindbergh completed the first solo, non-stop flight across the Atlantic Ocean.

1928: Amelia Earhart became the first woman to fly across the Atlantic Ocean.

1961: Yuri Gagarin became the first person to travel in space.

1969: Neil Armstrong and Buzz Aldrin became the first people to walk on the moon.

Colour the words that describe something John Alcock, Charles Lindbergh and Amelia Earhart all managed to achieve.

Highlight the words that show how Neil Armstrong and Buzz Aldrin's experience in space was different from Yuri Gagarin's.

1 In what way was the Wright brothers' and Alcock and Brown's experience with flight **similar**?

2 What was **similar** about the flights of Lindbergh and Earhart in 1927 and 1928?

3 What was the main **difference** between Yuri Gagarin and Neil Armstrong and Buzz Aldrin's flights into space in 1961 and 1969?

Year 6 Grammar in Writing

Friday Term 4 Week 3



Write your best paragraph about the picture:

Tick the elements you included in your writing:

<input type="checkbox"/> When (Time connective)
<input type="checkbox"/> Two adjectives
<input type="checkbox"/> Adverbs
<input type="checkbox"/> Similes
<input type="checkbox"/> Correct boundary punctuation - Capital letters and full stops
<input type="checkbox"/> One other type of punctuation (? ! ; : ,)

Focus Text Maralinga: The Anangu Story



Read the following information

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

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

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

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

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

After reading the information, answer the Following questions.

1. Where is Maralinga ?

2. What does the word Maralinga mean?

3. What happened in Maralinga?

4. Any interesting facts...

Year 6 Maths – Term 4, Week 3 – Addition and Subtraction - Friday – Lesson 5

Timetables

Hardcopy –

Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:



Friday 22 nd October			
1) $9 \times _ = 72$	2) $11 \times _ = 99$	3) $90 = _ \times 9$	4) $120 = 10 \times _$
5) $11 \times _ = 132$	6) $77 = 7 \times _$	7) $7 \times _ = 84$	8) $_ \times 12 = 144$
9) $88 = 8 \times _$	10) $99 = _ \times 9$	11) $_ \times 11 = 77$	12) $9 \times _ = 72$
13) $72 = _ \times 8$	14) $_ \times 8 = 80$	15) $_ \times 8 = 96$	16) $110 = 10 \times _$
17) $_ \times 8 = 64$	18) $63 = _ \times 7$	19) $49 = 7 \times _$	20) $8 \times _ = 56$

Solve the following Addition and Subtraction word problems. Use the space provided for working out

Question 1 - In January, there were 34,371 new born dragons. The dragons were silver and black, with large scales. In February, another 61,428 dragons were born. However, in March, 42,985 dragons died. How many dragons are there?

Answer: _____.

Question 2 - The Iron Swords Company employed 62,134 men, but then the industry experienced a decline, and 3,986 men left. Unfortunately, these men could not find other work, and remained jobless for 12 months. However, business began to pick up again, and the Iron Swords Company increased its employment of men by 761 men. How many men work at the Iron Swords Company now? Answer: _____.

Question 3 - The great dragons of the west burnt 19,426 houses in their first week. The houses were made of brick, apart from two, which were made from wood. They burnt 73,645 houses in their second week and even more in their third week. In total, 155, 478 houses were burnt. How many did they burn in week 3?

Answer: _____.

Question 4 - The dragon master trained 34,417 dragons, but sadly, 1,259 of those dragons died. The dragons caught a terrible disease, which affected their ability to breathe fire. The dragon master needs 50,000 dragons. How many more dragons does he need?

Answer: _____.

Question 5 - The dragon keeper had 93,502 dragon eggs in a deep cave. A powerful magician had 419 dragon eggs less than the dragon keeper. A witch had 7,654 dragons. What is the total amount of dragon eggs?

Answer: _____.

Question 6 - Merlin was selling 63,004 dragon spikes a month, and 3,265 dragon teeth. After a year, the sales of dragon spikes decreased by 7,567. This was due to people taking a fancy to scales, instead of spikes. How many spikes does he sell a month now?

Answer: _____.

Use addition, subtraction or a combination of both to solve these word problems.











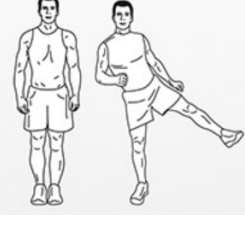

- a) At the 2006 Census, Australia's population consisted of 8 457 254 males and 12 458 652 females. What was the total population? How many more females than males were there?
- b) Archie, Molly and Matilda have a combined mass of 119 kg. If Archie weighs 45 kg and Molly weighs 2.5 kg less than him, how much does Matilda weigh? Mum weighs 63 kg and Dad's mass is Archie's and Matilda's combined. What is the mass of the whole family?
- c) Mars is 206 670 000 km from the Sun and Earth is 147 100 000 km from the sun. What is the difference between these distances?
- d) Harry used his old building blocks to build a staircase. He used 78 blocks on the bottom row. He then used 13 less blocks every time in each row after that. How many blocks had he used by the time he had built 6 rows?
- e) Keiran and Adam were given the same amount of money for their birthdays. When they went shopping together, Keiran found a CD that he liked but it costs \$18.75, which was more money than he had. Adam lent him his money as well. When he paid, Keiran received \$13.25 in change which he gave back to Adam. How much money had they each received for their birthdays? How much does he still owe Adam?

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

Warm Up

FOUNTAIN OF YOUTH

Rest
 Up to 2 minutes.

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

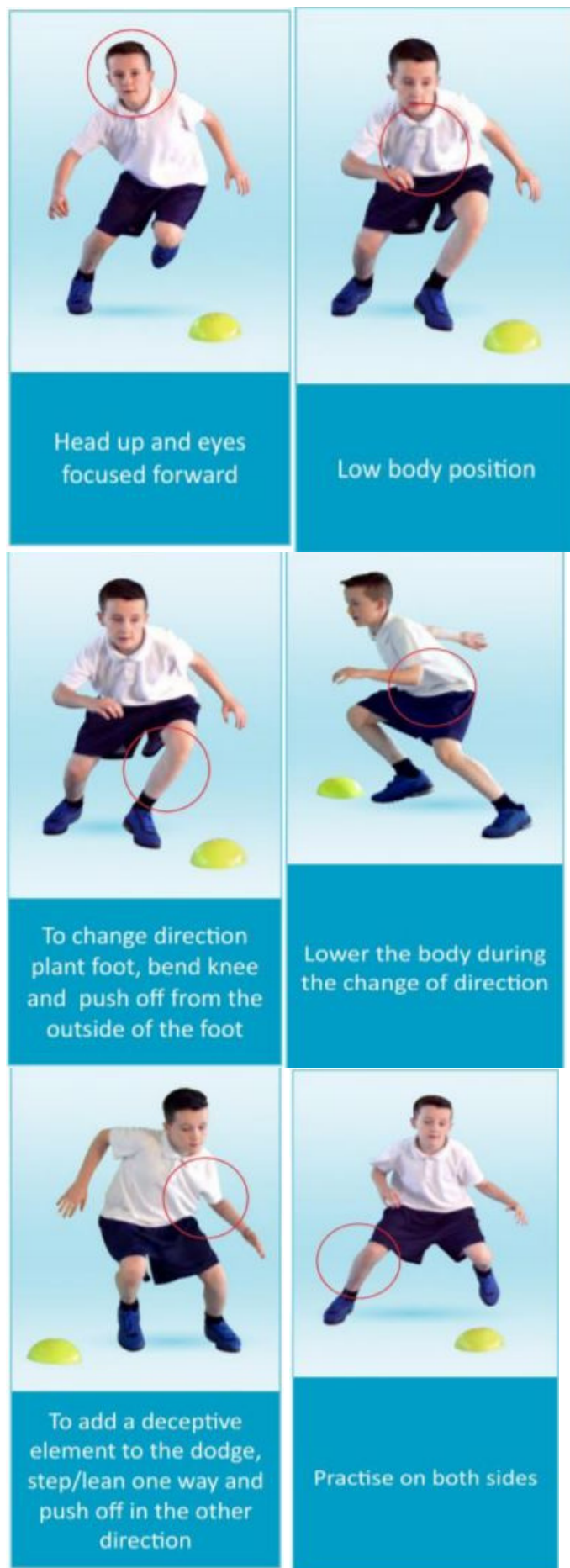
Dodging

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

Zig-zag Dodge

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

The Correct technique



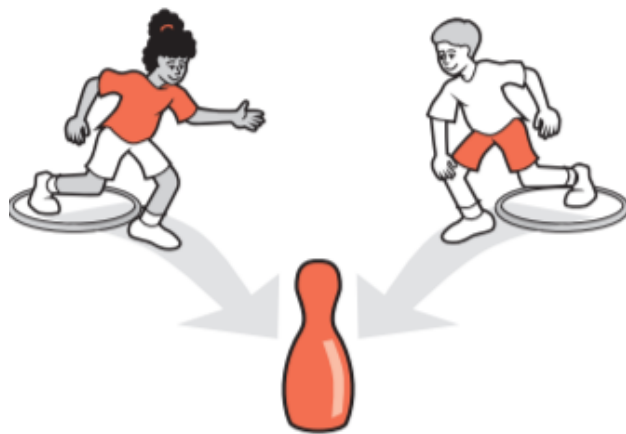
Take the Pin

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

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

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

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



Tail Tag

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

It's a Goal!

Movement skills/concepts

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



Set-up

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



Stage 3 Term 4 Afternoon Activity Matrix

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

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



0 more days of learning from home!

Congratulations to everyone for all the hard work you have put into your learning over the past 9 weeks.

See you all on Monday 😊