

Year 6

Term 4, Week 1

Monday - Friday



Name: _____ **Class:** _____



GLENDORE PUBLIC SCHOOL



CALLAGHAN
EDUCATION
PATHWAYS

Where Everyone can Succeed








RESPECT

CARING

LEARNING

SUCCESS

Year 6 – Term 4, Week 1 Continuity of Learning – Working at Home Program

		Daily Tasks				
Times	Monday	Tuesday	Wednesday	Thursday	Friday	
Morning Session	PUBLIC HOLIDAY	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Week 1, Lesson 1</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p> <p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Week 1, Lesson 2</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p> <p>Reading</p>  <p>Login to Epic</p> <p>Listen to a story or read a story or complete the comprehension worksheet in hardcopy booklet</p>	<p>Spelling</p> <p>Complete spelling activities on today's Microsoft Form or in hardcopy booklet.</p> <p>DREW – Drop Everything and Write</p> <p>Use the prompt in your Microsoft Form</p> <p>Reading</p>  <p>Complete individually assigned tasks on Reading Eggspress or complete the comprehension worksheet in hardcopy booklet</p>	<p>Reading</p>  <p>Login to Study Ladder and complete your set task or complete the comprehension worksheet in hardcopy booklet</p> <p>Grammar in Writing</p>  <p><i>Week 1, Lesson 3</i></p> <p>Complete your grammar lesson in today's Microsoft Form or hardcopy booklet.</p>	



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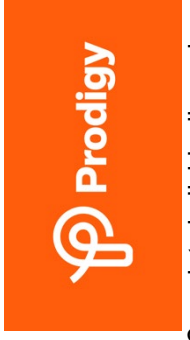
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	<p>Fruit and Movement Break</p> <p>Eat a piece of fruit or vegetable and take a 10 minute movement break. This could include doing a quick workout video or dance, creating your own circuit, playing a game with a sibling or making up your own movement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



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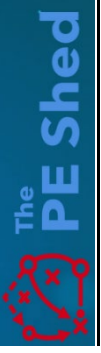

Where Everyone can Succeed

RESPECT

CARING

LEARNING

SUCCESS

	Geography	CAPA	PD/Health	PE
	<p>Complete Geography activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Complete Drama activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Complete PDH activities in today's Microsoft Form or hardcopy booklet.</p> 	<p>Complete PE activities in today's Microsoft Form or hardcopy booklet.</p> 
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Afternoon Session	<p>Design a holiday</p> <p>Follow the instructions in your workbook/in your afternoon Form to design your dream holiday</p> 	<p>Visual Arts</p> <p>Follow the instructions in your workbook/in your afternoon Form to create your own optical illusion artwork</p> 	<p>PE Shed</p> <p>Choose an activity from PE Shed and upload a picture/video of yourself doing it or complete the activity in your workbook.</p> <p>https://www.thepeshed.com/video-channel</p> 	<p>Free Choice</p> <p>Do an activity of your choice. This might be an artwork, an outside activity, a diary entry about your week, some cooking, a letter to a friend/your teacher, reading your favourite book. Upload a picture of whatever you choose!</p> 

Tuesday



Spelling

List Word	Practice	List Word	Practice
civic		weather	
traffic		alighted	
artistic		boarded	
specific		parliament	
epidemic		independent	
general		organise	
famous		guillotine	
whether		obsessed	
favourite		autobiography	
government		recommendation	
exist		lagerphone	
debate		legislation	
species		lexicography	
embark		linguist	
minister		literature	

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.

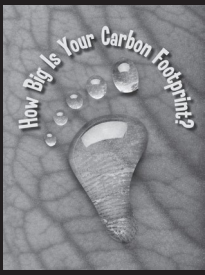
1.

2.

3.

4.

5.



Lesson 129 • How Big Is Your Carbon Footprint?

Name _____

Cause and Effect

To find cause and effect, we ask why something happens and what the result is.

Read the passage.

Underline the sentence that contains the answers to questions 1 and 2.

Highlight the phrase that tells us where ice is melting.

Circle the cause of the melting ice.

Many scientists believe that we should be concerned about global warming. Firstly, they say measurements taken on Earth and in space show that the average temperature is getting higher. They attribute this rise in temperature to the gases released into the atmosphere when fossil fuels are burned. Secondly, the warmer temperatures are causing vast chunks of ice to melt around the north and south poles, resulting in rising sea levels. This could lead to coastal areas and low-lying land being swamped. Finally, they point to the shrinking of glaciers in many parts of the world.

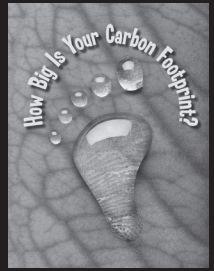
Colour the sentence that contains the answer to question 3.

Circle the key word that tells us what is happening to glaciers as a result of warmer temperatures.

Colour the correct answers.

- According to many scientists, what is **causing** temperatures to rise?
 storms on the sun earthquakes and volcanoes
 disappearing rainforests burning fossil fuels
- According to many scientists, what **effect** are gases from burning fossil fuels having on the earth? They are **causing** ...
 temperatures to fall. temperatures to rise.
 lots of thunderstorms. earthquakes and volcanoes.
- What **could happen** if sea levels continue to rise?
 Swamps will form. The land will rise with the water.
 Coastal areas will be swamped. The continents will break up.
- What do many scientists believe is **causing** glaciers to shrink?
 rising temperatures heavy rainfall not enough rainfall strong winds

Lesson 129 • How Big Is Your Carbon Footprint?



Name _____

Read the passage.

Circle the key phrase that tells us what some scientists believe about global warming.

Underline the sentence that helps to answer question 1.

But there are some scientists who tell us that global warming is a natural process that has been happening for the last 6,000 years. The average temperature today, they say, is approximately 11 degrees warmer than it was back then, but it has been rising gradually since that time, not suddenly in the last 100 years. These scientists blame global warming on the way our planets are aligned and the effect they have on our orbit, and that is something we have no control over.

As for me, I have always preferred to err on the side of caution, so I will continue to switch off lights and do whatever I can to reduce my carbon footprint on the planet.

Colour the words that tell us what the author is going to continue to do.

Highlight the words that tell us why the author is going to continue doing what he or she has always done.

1 Carefully explain what some scientists believe is the **cause** of global warming.

2 What **effect** does the author believe his or her actions might have on the environment?

Writing - Poetry

This term for writing, you will be learning all about Poetry. By the end of the term, you will know how to write excellent poems using a range of different language devices.

Today, your task is to **show us what you know**. You will complete a **pre-test**. You will be given a picture and asked to write a poem about it.

Before your write....

Think:

What are you going to describe? What does it look like? Who is in the image? Where is it? How does it make you feel?

Plan:

Remember to plan your writing before you begin. Decide what features you are going to describe.

Remember to include:

Figurative language, correct structure and form



Timetables

Hardcopy – Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:



Tuesday 5th Oct			
5 × 11 =		12 × 8 =	
12 × 7 =		4 × 3 =	
10 × 7 =		6 × 3 =	
2 × 11 =		9 × 8 =	
4 × 11 =		10 × 7 =	
3 × 6 =		9 × 10 =	
5 × 6 =		5 × 12 =	
6 × 11 =		4 × 9 =	

Tuesday 5th Oct	
2 × 9 = 18, so 18 ÷ 2 =	
6 × 1 = 6, so 6 ÷ 6 =	
4 × 2 = 8, so 8 ÷ 4 =	
5 × 3 = 15, so 15 ÷ 3 =	
6 × 8 = 48, so 48 ÷ 8 =	
3 × 2 = 6, so 6 ÷ 2 =	
1 × 9 = 9, so 9 ÷ 1 =	
10 × 1 = 10, so 10 ÷ 10 =	
2 × 9 = 18, so 18 ÷ 2 =	
9 × 5 = 45, so 45 ÷ 5 =	

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

Square Numbers





- a number which can be represented in the shape of a square.
- a number that results from multiplying an integer by itself.
- also called a perfect square.

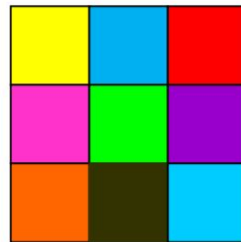
Examples:

- 2 × 2 = 4 (4 is a square number)
- 3 × 3 = 9 (9 is a square number)
- 4 × 4 = 16 (16 is a square number)

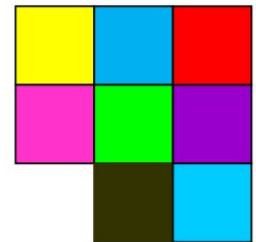
square numbers

A square number can end only with digits 0, 1, 4, 6, 9, or 25.

4		2^2 or $2 \times 2 = 4$
9		3^2 or $3 \times 3 = 9$
16		4^2 or $4 \times 4 = 16$
25		5^2 or $5 \times 5 = 25$



9 is a square number as you can make a square using square tiles.



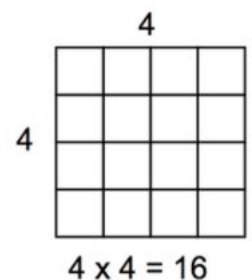
8 is NOT a square number as you cannot make a square using square tiles.

Question 1 – Find the first 10 square numbers. Remember to square a number, we multiply it by itself. For example: 4 squared (written as 4^2) = $4 \times 4 = 16$ $4^2 = 16$

So when we multiply a number by itself, the answer is a **'Square Number'**.

Square the following numbers to find the first 10 square numbers. Please write it out like the first example.

- | | |
|-------------------------------|-----------------|
| a) $1 = 1^2 = 1 \times 1 = 1$ | f) $6 =$ _____ |
| b) $2 =$ _____ | g) $7 =$ _____ |
| c) $3 =$ _____ | h) $8 =$ _____ |
| d) $4 =$ _____ | i) $9 =$ _____ |
| e) $5 =$ _____ | j) $10 =$ _____ |



Question 2 – Sometimes when looking at Square numbers we can write the shorthand which is known as the index form. For example, when we look at the fourth (4th) Square number, we know this is calculated by $4 \times 4 = 16$. This would be written as 4^2 .

Write the shorthand for the following square numbers.

- a $3 \times 3 =$ _____ b $7 \times 7 =$ _____ c $1 \times 1 =$ _____ d $6 \times 6 =$ _____
 e $5 \times 5 =$ _____ f $2 \times 2 =$ _____ g $9 \times 9 =$ _____ h $12 \times 12 =$ _____
 i $8 \times 8 =$ _____ j $10 \times 10 =$ _____ k $30 \times 30 =$ _____ l $25 \times 25 =$ _____
 m $11 \times 11 =$ _____ n $15 \times 15 =$ _____ o $4 \times 4 =$ _____ p $20 \times 20 =$ _____

Question 3 – The first 3 square numbers are 1, 4, and 9.

These are calculated by multiplying 1×1 , 2×2 and 3×3 .

If we were to draw the first 3 square numbers, they would like the following.



Can you draw what the first 5 square numbers would look like below?

●	● ● ● ●	● ● ● ● ● ● ● ● ●		
---	------------	-------------------------	--	--

Question 4: Why do you think they are called square numbers? Explain your answer.



What is a complete and utter disaster?

Discuss with a family member what you know about natural disasters. Write some ideas below.

Symbols can be used to alert communities about natural disasters. Why would a symbol be more effective than a written notice? Think about the fire rating system we have for bush fires dangers.

Symbols have meaning – what kind of natural disasters do these symbols stand for? Write your answer in the box.





The experience of natural disasters has come to be seen as part of the Australian national character. Dorothea McKellar wrote a famous poem.

My Country
I love a sunburnt country,
a land of sweeping plains,
Of ragged mountain ranges, of droughts and flooding rains.
I love her far horizons, I love her jewel-sea,
Her beauty and her terror – the wide brown land for me!

Dorothea had a deep love for the Australian countryside and used emotive language to describe the Australian landscape. She used imagery to paint a picture with words.

She used personification by using the word "her". Why do you think the author uses "her beauty and her terror" and not "the beauty and the terror"?

This poem was written over one hundred years ago. Do you think Australian people are connected to the land in the same way they were one hundred years ago?

Dorothea was a teenager when she wrote the poem. If you were asked to write a poem called "My Country" what would you write about?

Stage 3: Design your dream holiday!



You can pick every single detail of your holiday so let your imagination go wild!



First, we need to decide on a holiday location!






There are so many places in the world to pick from that I have made a few suggestions to help you decide.



My location is:

Describe your location. Make sure you include weather, possible activities (places to visit, animals to see), and the geography of the country (is it by the sea, mountainous etc)

Now we must know how you will travel to your chosen destination!

Aeroplane	Cruise Ship	Train	Car	Ferry
				

Remember a train and car can only link you to the states and territories on Australia's mainland, you will need to catch a ferry to Tasmania, Fraiser Island etc

My chosen method of transport will be:

Describe what your journey will be like. Remember to include all of the things you will do on your journey. Will you make any stops along the way?

You now need to make sure you have the perfect place to stay.

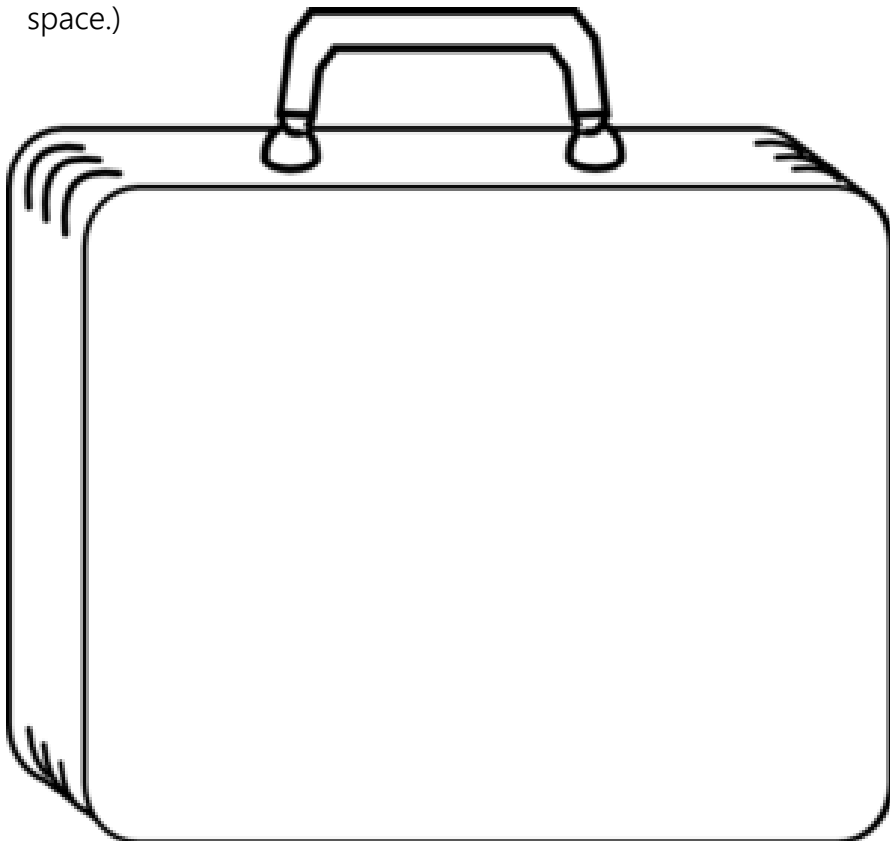
Resort	Motel	Villa	Boat	Caravan	Tent
					

Remember that if you are staying in a boat you will need to be near water.

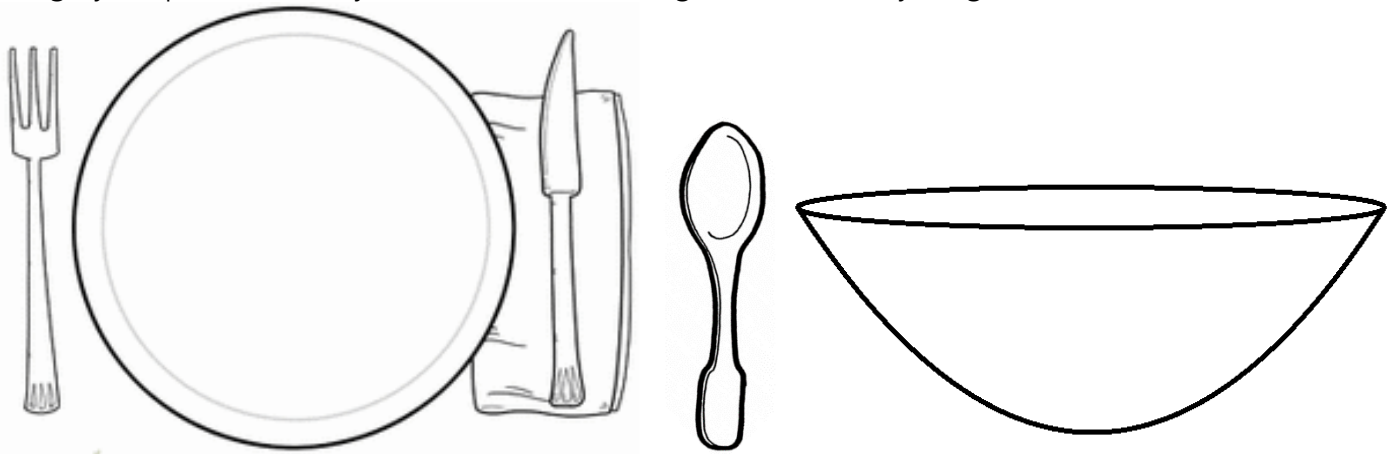
My chosen place to stay is:

Describe your perfect holiday home. Don't forget to include what is inside and outside the holiday home:

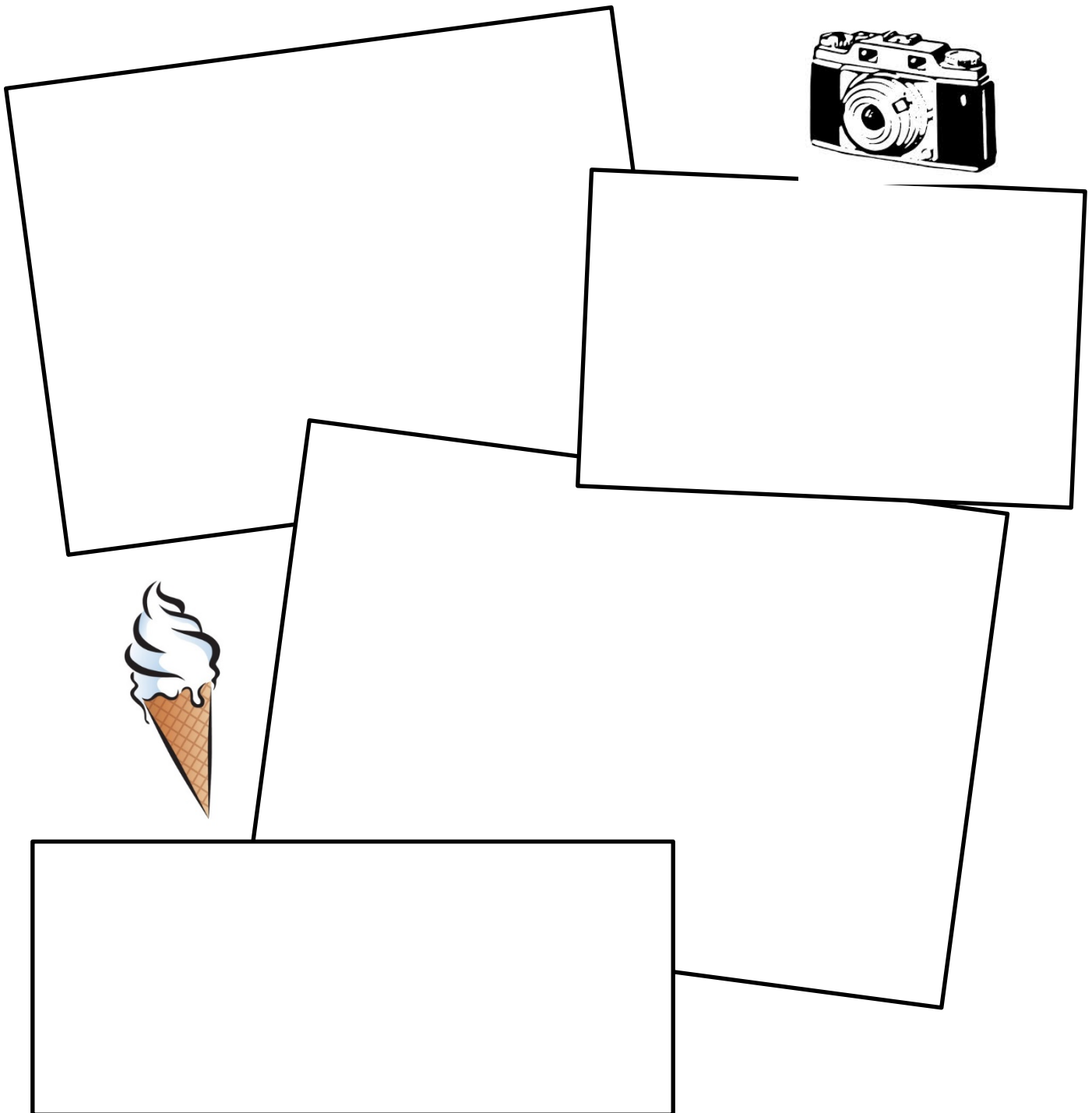
Now we must make sure that we have everything we need in our suitcase. Draw your items and label them with a reason for including each one. (Complete your writing below if you would like more space.)



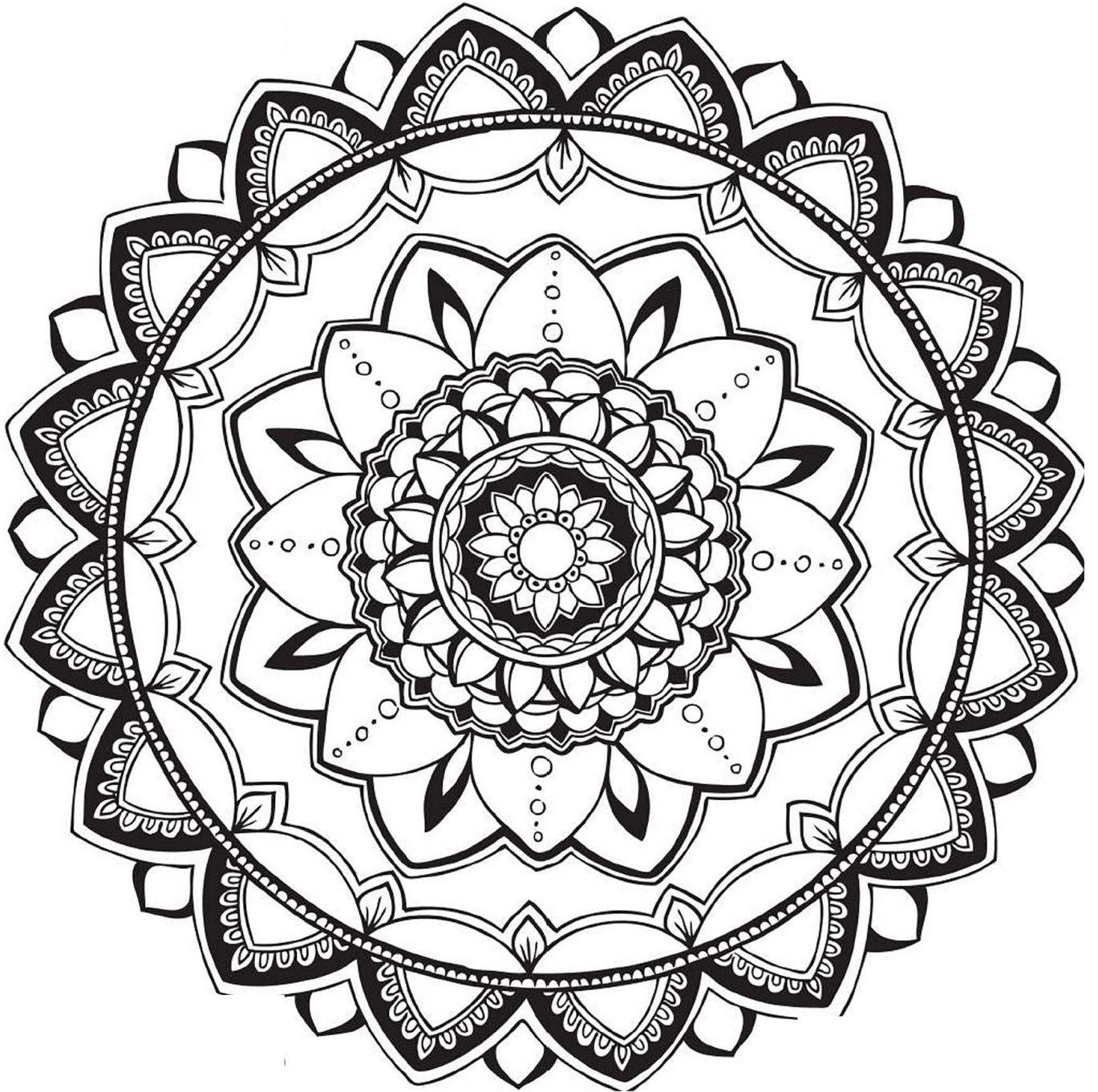
Going on holiday is the perfect time to try lots of different foods.
Design your perfect holiday meal below. Don't forget to label everything.



Now going on holiday requires a lot of taking photos! Draw some of your holiday snaps below!



Wednesday



Spelling

List Word	Practice	List Word	Practice
civic		weather	
traffic		alighted	
artistic		boarded	
specific		parliament	
epidemic		independent	
general		organise	
famous		guillotine	
whether		obsessed	
favourite		autobiography	
government		recommendation	
exist		lagerphone	
debate		legislation	
species		lexicography	
embark		linguist	
minister		literature	

UNIT 26

Phonics

civic
traffic
artistic
specific
epidemic

Basic list / High frequency

general	exist	weather
famous	debate	alighted
whether	species	boarded
favourite	embark	parliament
government	minister	independent

Difficult

organise
guillotine
obsessed
autobiography
recommendation

Own words



Spelling rule

Words ending in a 'y' that have a consonant immediately before it, change 'y' into 'i' and add 'ly'.

Example:
busy busily

1. Use your spelling rule to add 'ly' to these words.

- | | |
|----------------|----------------|
| a easy _____ | f heavy _____ |
| b steady _____ | g lazy _____ |
| c lucky _____ | h speedy _____ |
| d ready _____ | i merry _____ |
| e hungry _____ | j happy _____ |

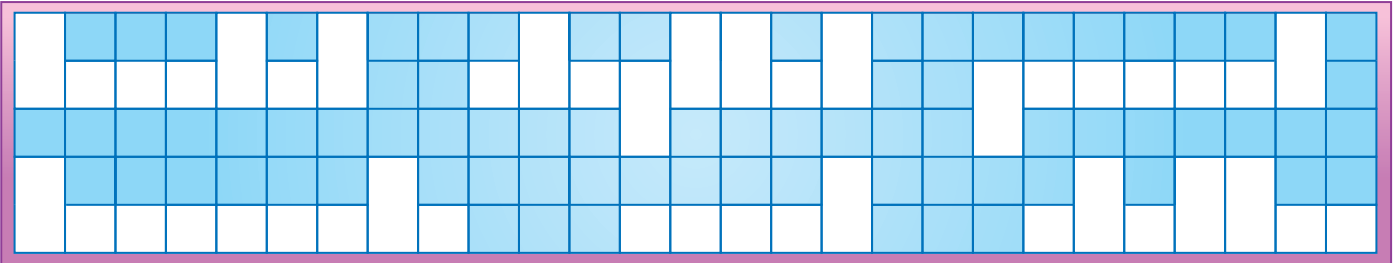
Word meanings

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

- | | |
|-------------------------|--|
| a To live _____ | d Official body that controls a country _____ |
| b Very well known _____ | e Group of related plants or animals _____ |
| c Most popular _____ | f Outbreak of a disease in large numbers _____ |

Word shapes

3. Select list words to match the word shapes.



Wrong spelling

4. Correct the spelling mistakes.

- | | |
|--|-------|
| a The minister borded the VIP plane. | _____ |
| b What is your favorite plant species? | _____ |
| c The weaher bureau recommends that we all stay inside. | _____ |
| d The government clearly won the debate. | _____ |



Word building

5. Build onto these words using 's', 'ed' and 'ing'. Then write them in a sentence.

- | | |
|--------------|-------|
| a debate ___ | _____ |
| b debat ___ | _____ |
| c debat ___ | _____ |

Year 6 Grammar in Writing Term 4 Week 1

Wednesday

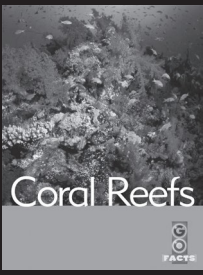


Read the following sentence and:

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

As the sun gently rose over the land, the forsaken lighthouse stood straight and tall looking over the riveting mountain side, like it was a prison guard.

Challenge Word	Definition	Example Sentence
riveting	completely engrossing; fascinating	It is messy, it is unstable, it is riveting
magnanimous	generous or forgiving, especially towards a rival or less powerful person	He was a true gentleman, magnanimous in defeat and generous in victory
abscond	leave hurriedly and secretly, typically to escape	Do you think he has plans to abscond with the stolen money?
macabre	horrifying; ghastly;	The movie was somewhat macabre
forsaken	abandoned or deserted	He went on a journey into forgotten and forsaken places
vulnerable	exposed to the possibility of being attacked or harmed	We were in a vulnerable position



Lesson 130 • Coral Reefs

Name _____

Working out Word Meanings

We can often use clues in the text to help us work out the meaning of words we do not understand.

Read the passage.

Underline the sentence that contains the clue to question 1's answer.

Colour two sentences that contain clues to question 3's answer.

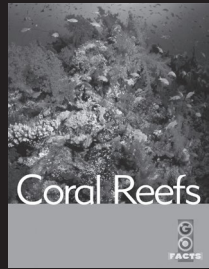
Many reef fish have bright colours. This provides them with good camouflage. Colourful spots and stripes make them difficult to see among the coral. Some fish can even change their colour to hide from predators. Others, such as trumpetfish, are predators that change colour to trick their prey.

Circle the word that is the name for the animals predators catch.

Colour the correct answers.

- Which option **best** describes what camouflage is?
 scales a disguise colour speed
- Which key phrase is the **clue** to question 1's answer?
 bright colours Colourful spots and stripes
 trick their prey make them difficult to see
- Which option **best** describes a predator?
 a hunter a victim an old fish a large fish
- What are the **two best clues** to question 3's answer? Some fish ...
 have to hide from predators.
 have bright colours.
 are predators that change colour to trick their prey.
 have good camouflage.
- Which word in the passage is the **opposite** of predator?
 fish spots trick prey

Lesson 130 • Coral Reefs



Name _____

Read the passage.

Highlight the words that help us work out the meaning of *fragile*.

Circle the key word that tells us what happens when there are no longer any trees to protect the ground.

Coral reefs are fragile and they need to be protected. There are some natural threats to coral reefs, but people cause the most damage. Coral needs clear water to grow. When forests are cut down on land, erosion washes soil into the ocean. The plants inside the corals stop growing and the corals begin to die. Pollution caused by industry and shipping can also poison coral polyps. Ships leak fuel into the water and the boat anchors break off coral. Oil spills can cause huge damage as well.

Underline the words and phrases that show how people damage coral reefs.

In paragraph 3, colour three words that help to explain the word *pollution*.

1 What does the phrase *need to be protected* suggest about the meaning of the word, fragile?

2 Use the **clues** in paragraph 2 to help you write a definition for the word, erosion.

3 Use the **clues** in paragraph 3 to help you write a definition for the word, pollution.

Poetry – Introduction

Read the information below

What is poetry?

- A poem is a piece of writing that is made up of words that create images or pictures in our minds.
- A poem is written to express thoughts and feelings about something in a creative way.
- The purpose of poetry is to engage and excite the imagination of the reader, or to stir a particular emotional response within them.
- Poems can be long or short, funny or sad, structured or unstructured.


Elements of Poetry

- The elements of poetry are the tools that poets use when writing poems. Some poems may contain all of these elements and other poems may contain only some of them.

S.M.I.L.E. is a good acronym to help you remember what to look for when investigating poetry.

It stands for:

- Structure
- Meaning
- Imagery
- Language
- Effect

Elements of Poetry	
1. S - STRUCTURE: <ul style="list-style-type: none">• How is the piece organised?• How many stanzas/verses?• How is the idea developed?• Line length/rhyme scheme? Is there any rhythm/repetition?	2. M - MEANING: <ul style="list-style-type: none">• What is the poem about?• Does it have a message?• What is the poet discussing?• Is there an overall theme and idea in the poem?
3. I - IMAGERY: <ul style="list-style-type: none">• What pictures do you get in your mind when you read the poem?• Does the poem contain similes/metaphors or personification?• Why do you think the poet has included these images in the poem?	4. L - LANGUAGE: <ul style="list-style-type: none">• What words has the poet used to create an image?• Are there any complicated words?• Is the language simple to understand?• Which words and phrases create the images?
5. E - EFFECT: <ul style="list-style-type: none">• What is the effect of the poem?• What does the poem make you feel/think about?• What opinion does it show about the subject?• What is the poet trying to say about the subject?	

Today we are going to closely look at the element - **Structure**

- The structure of a poem refers to the way the lines or verses of the poem have been arranged.
- In some poems, the lines or verses follow a regular pattern. This is referred to as a '**fixed verse**'.
- In other poems, the lines or verses don't follow a regular pattern. This is referred to as a '**free verse**'.

Poetry Structure – Fixed Verse

Here is an example of a fixed verse poem about bats.

*In the deep dark night, the bats will fly,
Past the trees and the clouds on high.
In the deep dark night, the moon will glow,
Reflecting its light on the earth below.*



Explain why this is an example of a fixed verse?

Poetry Structure – Free Verse

Here is an example of a free verse poem about bats.

*At night, the bats fly
Wings extended, the wind soars beneath
Their shadows dancing on the moon
Hunting silently in darkness.*



Explain why this is an example of a free verse?

Task: On the next page cut out the sentences and glue it in the correct order on the template page.

Name: _____

Date: _____

The Park – Sequencing Task

Cut out the sentences from the table below.

Glue the poem in the correct order on the next page.

I ran back to my home to my mother, And what do you think I said?	A busy bee stuck up in a tree, And a bee hive down on the ground!
I quickly peeked out from my shelter, And what do you think I saw?	I bravely walked up to that bee hive, And what do you think I did?
I went for a walk to the park one day, And what do you think I found?	“No park for me, it’s scary, you see, I think I’ll stay home in bed!”
Bees everywhere, over here and there, Now I don’t like the park anymore!	I poked that hive and it came alive, So I ran away and I hid!

Page left blank for cutting out.

Name: _____

Date: _____

The Park – Sequencing Task

First verse	
Second verse	
Third verse	
Fourth verse	

Timetables

Hardcopy – Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:



Wednesday 6th Oct			
7 × 11 =		14 × 8 =	
14 × 7 =		6 × 3 =	
12 × 7 =		8 × 3 =	
4 × 11 =		11 × 8 =	
6 × 11 =		12 × 7 =	
5 × 6 =		11 × 10 =	
7 × 6 =		7 × 12 =	
8 × 11 =		6 × 9 =	

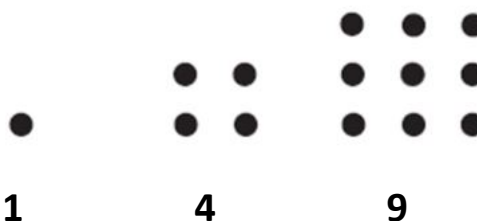
Wednesday 6th Oct	
1 × 4 = 4, so 4 ÷ 4 =	
5 × 10 = 50, so 50 ÷ 5 =	
7 × 1 = 7, so 7 ÷ 7 =	
8 × 1 = 8, so 8 ÷ 1 =	
1 × 8 = 8, so 8 ÷ 1 =	
9 × 2 = 18, so 18 ÷ 2 =	
3 × 4 = 12, so 12 ÷ 3 =	
9 × 6 = 54, so 54 ÷ 6 =	
10 × 2 = 20, so 20 ÷ 2 =	
3 × 10 = 30, so 30 ÷ 10 =	

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

A quick recap:

Square Numbers

- a number which can be represented in the shape of a square.
- a number that results from multiplying an integer by itself.
- also called a perfect square.



square numbers
A square number can end only with digits 0, 1, 4, 6, 9, or 25.

4		2 ² or 2 x 2 = 4
9		3 ² or 3 x 3 = 9
16		4 ² or 4 x 4 = 16
25		5 ² or 5 x 5 = 25

Question 1: In your own words explain how you calculate square numbers. Give an Example

Question 2: Square the following numbers. If you can, what square number would this represent?

For example the fourth Square number is 16 as it is calculated by 4 x 4 = 4² = 16

a) 2 = _____ What square number would this be? _____	b) 4 = _____ What square number would this be? _____	a) 7 = _____ What square number would this be? _____
c) 9 = _____ What square number would this be? _____	d) 15 = _____ What square number would this be? _____	e) 20 = _____ What square number would this be? _____

Question 3: Working Backwards: Which number when multiplied by itself gives the following answers:

- a) 1 = _____ b) 9 = _____ c) 25 = _____
d) 36 = _____ e) 64 = _____ f) 100 = _____
g) 121 = _____ h) 144 = _____ i) 81 = _____

Question 4: Write the following shorthand, index notation of square numbers, in expanded notation.

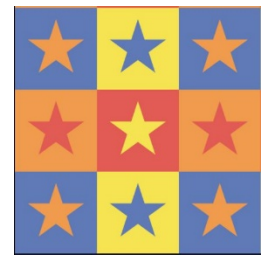
The first one has been done for you.

a) $3^2 = 3 \times 3$	b) $2^2 =$	c) $8^2 =$	d) $14^2 =$
e) $10^2 =$	f) $6^2 =$	g) $13^2 =$	h) $9^2 =$
i) $4^2 =$	j) $12^2 =$	k) $5^2 =$	l) $20^2 =$

Question 5: Which of the following numbers is a square number? Shade the correct answers.

3	6	9	12	15	18	21
---	---	---	----	----	----	----

Question 6: Sarah wants to decorate a cake by arranging chocolate stars in rows to make a square like the picture on the right. She has a total of 20 stars, and she makes the biggest square she can with them.



- a) How many stars does she use altogether to create her square? _____
b) How many rows of stars are on her cake? _____
c) How many stars are left over? _____

Question 7: What is 2 times (2x) the 3rd square number? _____

Question 8: What is the sum (add them together) of the first 3 square numbers? _____

Question 9: What is the sum (add them together) of the first 7 square numbers? _____

Visual Arts

In Geography this term you are learning about Natural Disasters. Today for Visual Arts, you are going to create an artwork that represents a type of natural disaster, a bushfire. In Australia, we have had many devastating bushfires and there are many news stories/photos to view online of these horrific times. Have a look at these real images below.



What do you notice about the intensity of the colour of the fire?

How do the trees, buildings etc look silhouetted against the colour?

Have a look at the paintings below. The painting on the left was created in 1912 and the one on the right in 2019, both inspired by Australian bushfires.



'Bushfire- Handorf, South Australia' Hans Heysen 1912



'Australian Bushfire' by Estelle Asmodelle 2019

What are the similarities between the two paintings?

What are the differences?

Which do you like more and why?

If you have access to paint, coloured textas/markers, pencils or coloured paper, your job today is to create your own bushfire inspired artwork.

Start with the intense colours of the background/fire (You should use vibrant reds, oranges and yellows), then layer your trees and/or buildings/animals over the top if you wish.

Have a look at these examples you might like to draw inspiration from.



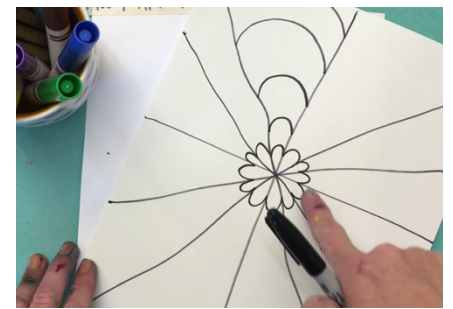
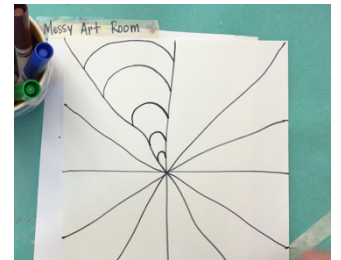
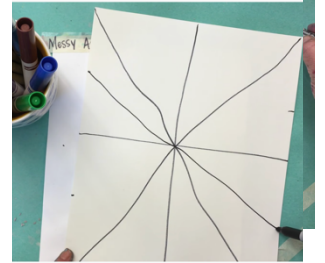
Use the following blank page if you need to

Create your own optical illusion

Watch the video if you have access to a device:
<https://www.youtube.com/watch?v=98OrhVDGIWA>

If you do not have access to a device, make sure you have paper and a marker or pencil and follow the instructions below:

1. Make a straight-lined cross on your page that goes right to the edges, then do 2 more lines going diagonally across the page (these ones can be a little wiggly).
2. You're going to draw 2 more lines now. First make 4 dots at the edges of the page, then join the dots.
3. Next, start making some CURVED rainbow shaped lines in one of the sections.
4. Move to another section and make a small, curved rainbow shaped line that connects to the first. Repeat this in all the sections. It should look a bit like a flower in the middle.
5. Keep going with the other curved lines. If you go off the paper, pretend you didn't and continue the line.

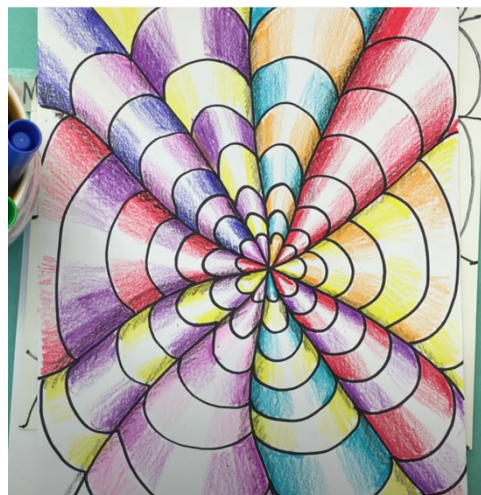


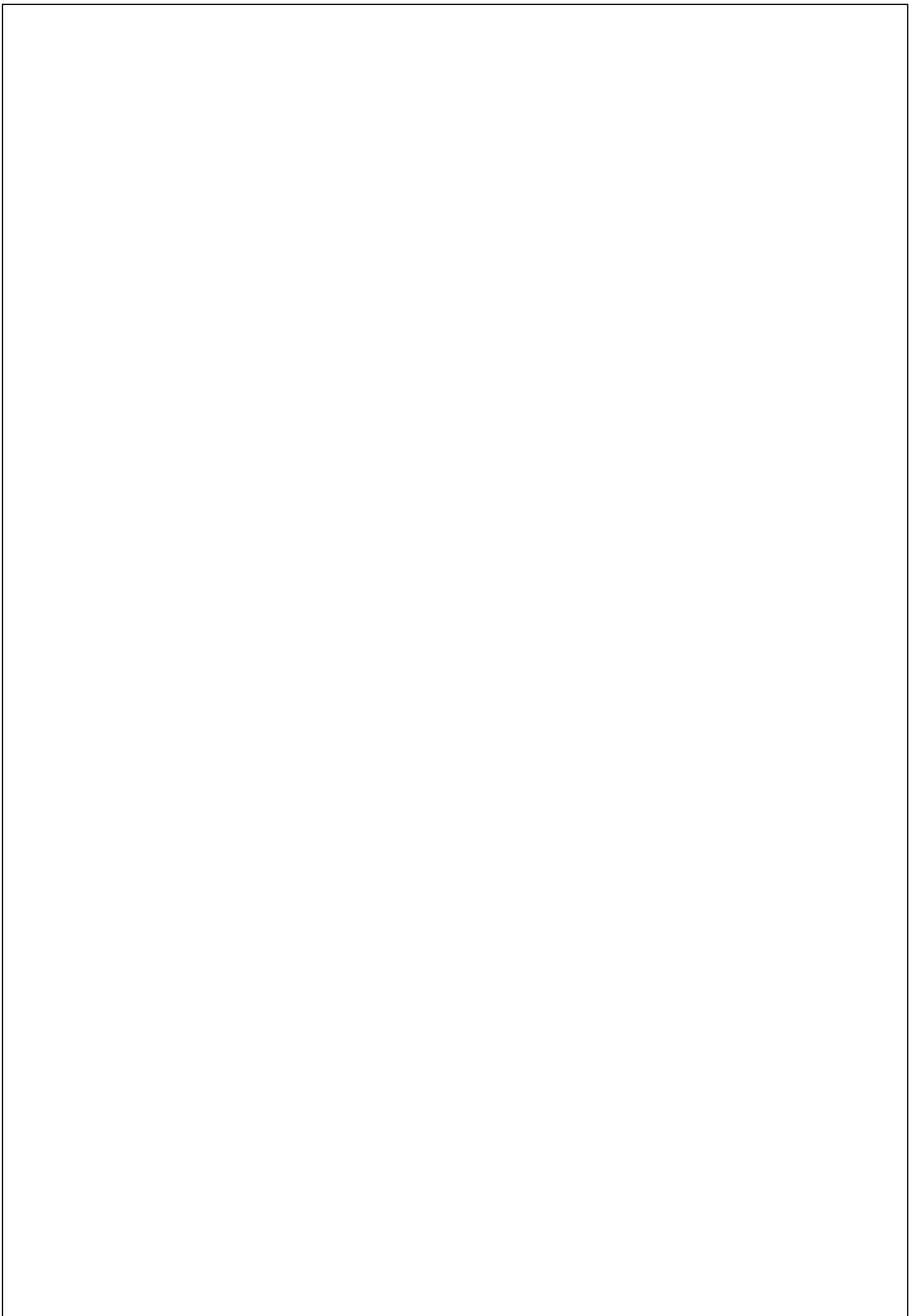
6. Choose 2 colours and alternate them in each section, leaving some white in the middle to create the illusion of light.

7. Keep colouring. It looks best if you don't have the same colour next to itself!



8. You should now be finished. Well done!





Thursday



Spelling

List Word	Practice	List Word	Practice
civic		weather	
traffic		alighted	
artistic		boarded	
specific		parliament	
epidemic		independent	
general		organise	
famous		guillotine	
whether		obsessed	
favourite		autobiography	
government		recommendation	
exist		lagerphone	
debate		legislation	
species		lexicography	
embark		linguist	
minister		literature	

A	B	C	D	E	F	G	H	I
1	13	59	15	3	81	19	47	5

J	K	L	M	N	O	P	Q	R
71	21	67	27	75	7	31	93	43

S	T	U	V	W	X	Y	Z
61	57	9	95	69	97	79	99

Secret code

6. Find these list words using the secret code.

- a 81, 1, 27, 7, 9, 61 _____
- b 3, 97, 5, 61, 57 _____
- c 27, 5, 75, 5, 61, 57, 3, 43 _____
- d 61, 31, 3, 59, 5, 3, 61, _____
- e 3, 27, 13, 1, 43, 21 _____

7. Write two other list words using the code. _____

8. Write the list words that:

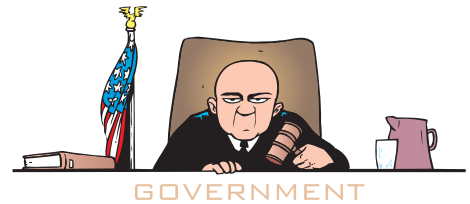
- a contain 'ou' _____
- b have more than 3 syllables _____
- c are homophones _____
- d end in 'ent' _____

9. Make as many list words as you can from these letters.

t e m u x i d a b p e r c k n

10. Write the **base word** for these groups.

- a organising, organisation _____
- b governing, government _____



11. Find the secret word.

- a Fifth letter in traffic
- b Third letter in weather
- c Seventh letter in parliament
- d Second letter in civic
- e Last letter in general
- f Last letter in autobiography

a	b	c	d	e	f
---	---	---	---	---	---

Grammar – Similes

12. Draw a line to complete the similes.

- | | | |
|----------------|---|-----------|
| a As strong as | ○ | ● silk |
| b As wise as | ○ | ● an ox |
| c As smooth as | ○ | ● a mouse |
| d As flat as | ○ | ● an owl |
| e As quiet as | ○ | ● a tack |

Grammar – Homophones

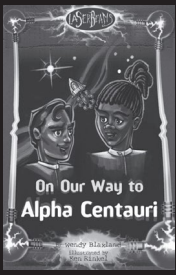
13. Use **whether** or **weather** in the sentences.

- a The _____ is poor today.
- b I don't know _____ or not to read this autobiography.
- c Do you know _____ this species exists?
- d My Mum is obsessed about the _____!
- e I don't know _____ he will attend or not.

Punctuation

14. Rewrite this sentence with correct punctuation and spelling.

would dr hassar please discuss the epedemic



Lesson 131 • On Our Way to Alpha Centauri

Name _____

Making Connections

Linking a text to events in your own life is a great way to build understanding. Look for key words and phrases in the text to make the connections.

Read the passage.

In paragraph 1, underline the words that describe Sarah's new home.

In paragraph 1, highlight the words that describe something that you, like Sarah, will experience in your lifetime.

From now on Sarah's home would be a large, traveling space station. The shuttle was taking them to the big mother ship, Star Wanderer. It would carry all three hundred of them towards Alpha Centauri, and a lifetime of new discoveries.

Suddenly Sarah was scared. It was such an unknown future that lay ahead — like it was for those sailors, hundreds of years ago, sailing over the edge of a flat Earth.

In paragraph 2, circle a feeling you most likely have experienced.

In paragraph 2, colour the word that refers to the time ahead.

Colour the correct answers.

- Which of the following have you experienced?
 - living on a space station
 - moving to another home
 - making new discoveries
 - travelling on a space shuttle
 - feeling scared
 - sailing on the ocean
 - wondering what the future holds
 - travelling somewhere with lots of other people
- Which of the following is it possible you will experience in the future?
 - embark on exciting adventures
 - sail over the edge of a flat Earth
 - travel in outer space
 - sail around the world

Lesson 131 • On Our Way to Alpha Centauri



Name _____

Read the passage.

Underline a sentence that suggests that the people celebrating Christmas are not on Earth.

Circle the object that Sarah considers to be the most important part of Christmas.

“We’ve all left a lot behind us,” started Sarah, and many faces grew serious. Dr. Singh was worried. Was Sarah going to remind them too much of Earthly celebrations?

“For me, the most important part of Christmas is the Christmas tree. Every year I’d dream about what it would look like. I couldn’t wait until it was time to start decorating it.” Sarah continued, “Kapil and I have something special that comes from Earth. Something from the past to take us into the future.”

Sarah signaled to Kapil, who tugged a cord.

The curtain fell. In front of them was a young apple tree, holding its branches and green leaves high. Seven red apples hung from the branches.

Highlight the name of the person who helped Sarah prepare the Christmas surprise.

Colour the phrase that describes the tree that Sarah and Kapil presented to the people.

Sarah, Kapil and the other people on the spaceship are celebrating their first Christmas away from Earth.

Write a paragraph describing a celebration, such as your birthday, Halloween or religious holiday, that you have especially enjoyed. What did you do? What did you eat? Were there any decorations? Did you receive any presents? Which of your friends or family members shared the celebration with you?

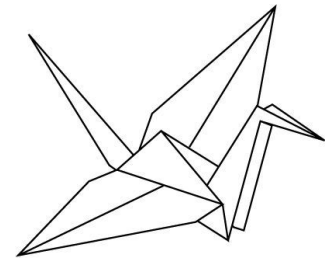
Sadako and the Thousand Paper Cranes

Sadako listening recap

Relisten to a reading of Chapter 1 - <https://youtu.be/Tqj6-HMeGDI>

Relisten to a reading of Chapter 2 https://youtu.be/ZK0LaxHfu_A

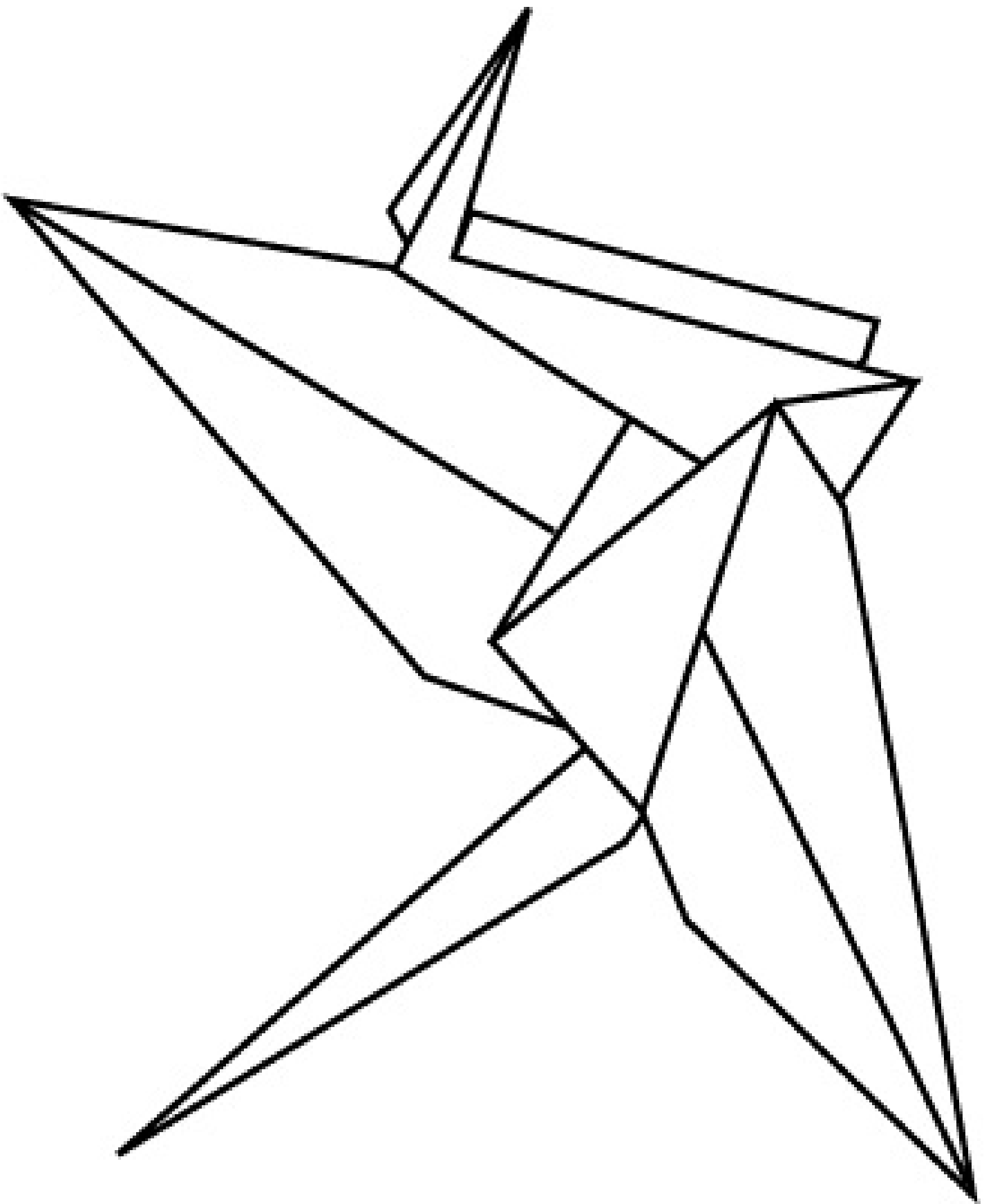
Write down 10 words you associate with Sadako and her story so far.



Task: On the next page is the outline of a paper crane. You are going to create a word collage using the words written above. You will need to repeat each word multiple times and write it in different sizes.

Examples of Word collages





Timetables

Hardcopy – Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:



Thursday 7th Oct			
$6 \times 11 =$		$13 \times 8 =$	
$13 \times 7 =$		$5 \times 3 =$	
$11 \times 7 =$		$7 \times 3 =$	
$3 \times 11 =$		$10 \times 8 =$	
$5 \times 11 =$		$11 \times 7 =$	
$4 \times 6 =$		$10 \times 10 =$	
$6 \times 6 =$		$6 \times 12 =$	
$7 \times 11 =$		$5 \times 9 =$	

Thursday 7th Oct	
$4 \times 5 = 20$, so $20 \div 4 =$	
$8 \times 9 = 72$, so $72 \div 9 =$	
$5 \times 7 = 35$, so $35 \div 7 =$	
$2 \times 3 = 6$, so $6 \div 2 =$	
$7 \times 4 = 28$, so $28 \div 4 =$	
$6 \times 4 = 24$, so $24 \div 6 =$	
$4 \times 6 = 24$, so $24 \div 6 =$	
$5 \times 4 = 20$, so $20 \div 5 =$	
$3 \times 4 = 12$, so $12 \div 3 =$	
$10 \times 8 = 80$, so $80 \div 8 =$	

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

Triangular Numbers

A Triangular number is a number that can be represented in the shape of a triangle.

Triangular numbers are numbers that create triangles.

Triangular numbers can be calculated by $1, 1+2, 1+2+3, 1+2+3+4, 1+2+3+4+5$

Question 1: Why do you think they are called Triangular numbers? Explain your answer.

Question 2 – The first 3 triangular numbers are 1, 3, and 6.

Can you draw what the next two triangular numbers would look like below?

1 	3 	6 			
-------	-------	-------	--	--	--

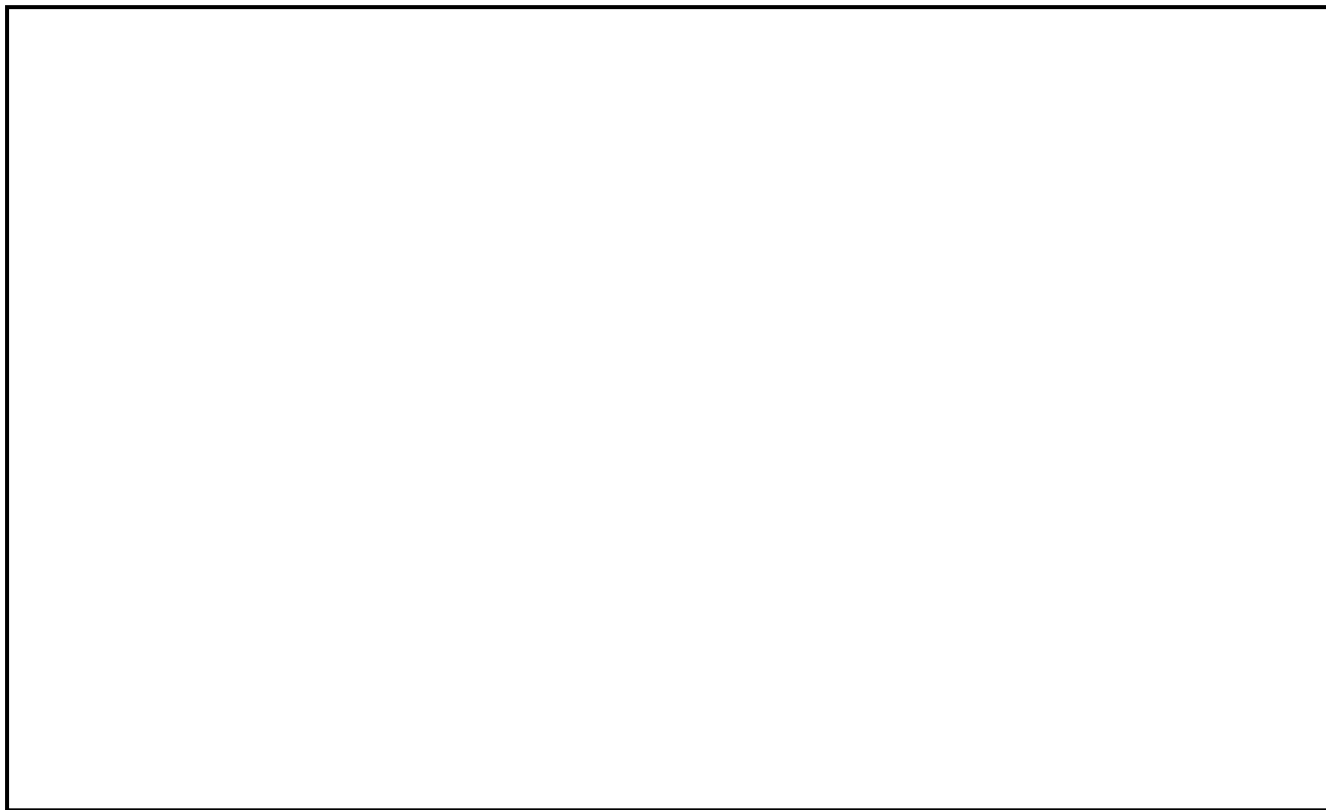
Question 3: What would the 7th triangular number be? _____

How did you get this answer? Was there are pattern you saw? If so, explain the pattern as best you can.

Question 4: Using your answers from question 2, What numbers are shown by the triangles? You may need to look back at the first three answers given in the table. _____

TERM 4 WEEK 1 HEALTH - THURSDAY

Word cloud – create a word cloud in the box below with all the words you can think of when you think of the word 'emotions'



We can experience many different emotions, some positive and some negative. List the emotional response as either positive or negative in the table below.

POSITIVE	NEGATIVE

TERM 4 WEEK 1 HEALTH - THURSDAY

Write a negative emotion in the outer rim of each segment of the wheel.

Consider how sometimes we can act impulsively in our first response to these emotions. Write how you may act at this time.

Think about and write how your response may change if you took time to consider your actions. This would become your controlled response.



The PE Shed – Let’s have some fun this afternoon with some PE games from the PE Shed

If you can head to the following link and select some activities to complete

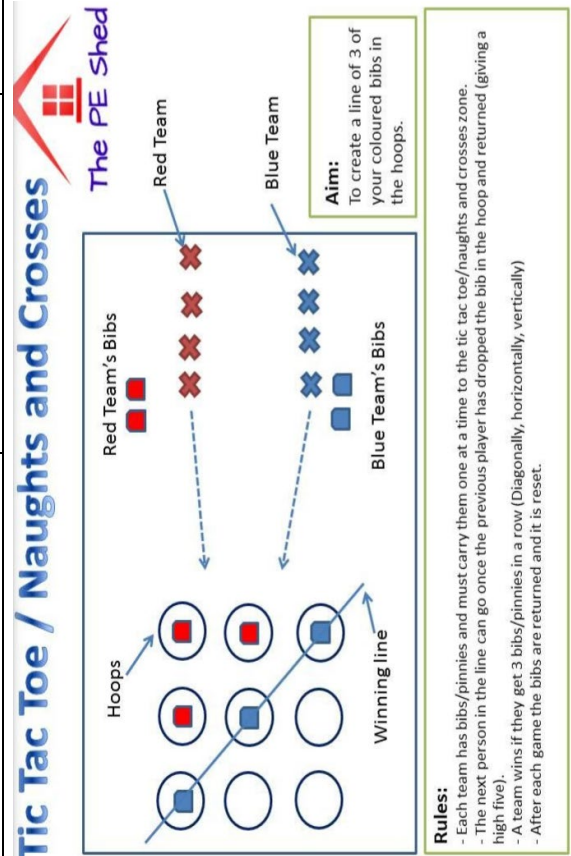
<https://www.thepeshed.com/video-channel>

If you are unable to access the internet, here are some activities you can complete instead.

Thinking Game:

Tic-Tac-Toe/Naughts and Crosses

Equipment	Hoops Bibs / Pinnies
Setting Up	Create a 3 x 3 square made up of hoops. Divide children into 2 equal teams. Put a pile of 5 coloured bibs at the start of each line.
Description	Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.) One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five. The next person in the line goes until a team has a straight line of 3. If the hoops are filled but neither team has won, players may continue to swap positions of their bib/pinnie. If no team wins, the game is reset
Further opportunities	Differentiation Easier: - Reduce the running distance Harder: - Increase the running distance - Add in a pre-task before taking the bib/pinnie (For example 3 catches with a ball) or hop/skip/jump to the square. - Increase the size of square (4 x 4, 5 x 5 etc) Variations: - Set up lots of pitches and make it into a tournament - Dribble a soccer/football whilst carrying the bib/pinnie - Dribble a basketball whilst carrying the bib/pinnie - Dribble a hockey ball whilst carrying the bib/pinnie - Use wheelers/scooters - Create rules (for example a ball must be thrown around the circle before the bib/pinnie can be taken)

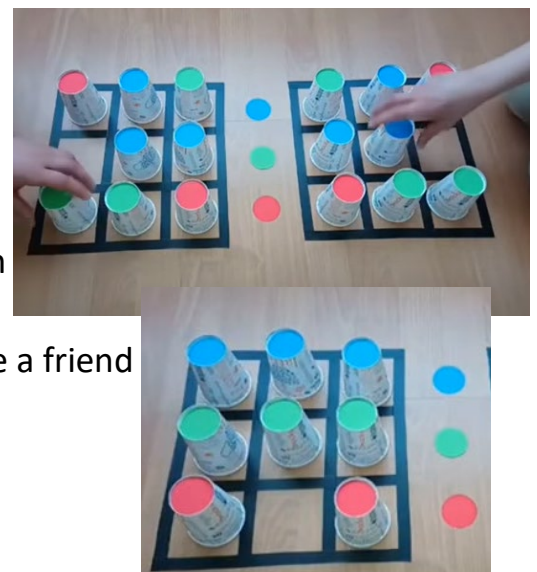


Rubrik’s Cube 3 in a row

Materials: A 3 x 3 grid and 9 cups with coloured bottoms or counters. (3 Green, 3 Blue and 2 Red). Three extra colours to mark where you need to match the columns or rows to their colour. See second Picture.

How to play: Moving only one cup at a time to an adjacent empty square try and slide and manoeuvre them to create a row or column of a single colour.

First to complete and have matching rows wins. Challenge a friend or family member for a two person version.



Friday





Lesson 132 • Lure

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.

Circle the adjective that the narrator uses to describe the kind of fisherkid she is.

Underline the sentence that shows that the narrator likes to spend her free time fishing.

I must be the worst fisherkid on Earth!
It isn't that I don't try. Every chance I get, I'm dangling a line in the water somewhere. My bookshelves are full of every fishing book and fishing map ever printed. I buy the best fishing line pocket money can buy. And I watch all the fishing reports on TV and listen to them on the radio as well.

Highlight a sentence that suggests that the narrator knows a lot about fishing.

Colour the sentence that tells us that the narrator gets some of her information about fishing from the media.

Colour the correct answers.

- What can we **infer** about the narrator?
 She hates fishing. She likes eating fish.
 She loves fishing. She wants to give fishing a try.
- Which sentence is the best **clue** to question 1's answers?
 Every chance I get, I'm dangling a line in the water somewhere.
 I must be the worst fisherkid on Earth!
 It isn't that I don't try.
 I buy the best fishing line pocket money can buy.
- What can we **infer** about the number of fish the narrator catches?
 She always catches lots of fish. She sometimes catches lots of fish.
 She never catches any fish. She often catches a few fish.
- Which sentence is the best **clue** to question 3's answer?
 Every chance I get, I'm dangling a line in the water somewhere.
 It isn't that I don't try.
 I buy the best fishing line pocket money can buy.
 I must be the worst fisherkid on Earth!

Lesson 132 • Lure



Name _____

Read the passage.

Underline the words that describe the place where the two fishermen went missing.

Circle the name of the place where the men went missing.

The fishing report suddenly becomes very serious. The reporter is warning people about the dangers of fishing from a popular local spot. Two fishermen have gone missing. The camera zooms in on the spot where the fishermen were last seen.

I know the spot — it's called Devil's Rocks. It's a good spot to catch kingfish. Suddenly, a huge wave comes out of nowhere and crashes over the rocky ledge.

Highlight a word that helps to answer question 3.

Colour the sentence that helps to answer question 4.

1 We can **infer** that people often visit the spot where the two fishermen went missing. What is the **clue**?

2 The reporter warns that it could be dangerous to fish from the spot where the two men went missing. What other **clue** is there to **suggest** that this is a dangerous spot?

3 We can **infer** that the narrator is watching the fishing report on television. What are the **clues**?

4 What **evidence** is there to **suggest** that the spot where the men were fishing is near the ocean?

Sadako and the Thousand Paper Cranes

Sadako listening recap

Relisten to a reading of Chapter 3 <https://youtu.be/IAFFi7XG8IA>

Relisten to a reading of Chapter 4 <https://youtu.be/tnbXxEnvkzQ>



Write 3 important points from all the chapters you have listened to so far.

Task: Complete the Sadako word search on the next page.

Name: _____

Date: _____

Sadako

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

Chizuko

lonely

Dr Numata

bamboo class

turtle

Eiji

courage

Masahiro

one thousand paper cranes

Nurse Yasunaga

prayers

Field Day

spider

Mitsue

Japan

Sadako

injection

graduation

dizziness

Ohta River

atom

runner

Hiroshima

miserable

Red Cross Hospital

Running Race

Peace Park

oba

bomb

kimono

Timetables

Hardcopy – Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:



Friday 8th Oct				Friday 8th Oct			
$8 \times 11 =$		$15 \times 8 =$		$6 \times 6 = 36$, so $36 \div 6 =$			
$15 \times 7 =$		$7 \times 3 =$		$7 \times 3 = 21$, so $21 \div 3 =$			
$13 \times 7 =$		$9 \times 3 =$		$10 \times 4 = 40$, so $40 \div 10 =$			
$5 \times 11 =$		$12 \times 8 =$		$2 \times 5 = 10$, so $10 \div 5 =$			
$7 \times 11 =$		$13 \times 7 =$		$1 \times 6 = 6$, so $6 \div 1 =$			
$6 \times 6 =$		$12 \times 10 =$		$6 \times 4 = 24$, so $24 \div 6 =$			
$8 \times 6 =$		$8 \times 12 =$		$7 \times 1 = 7$, so $7 \div 1 =$			
$9 \times 11 =$		$7 \times 9 =$		$7 \times 7 = 49$, so $49 \div 7 =$			
				$1 \times 5 = 5$, so $5 \div 1 =$			
				$9 \times 6 = 54$, so $54 \div 9 =$			

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

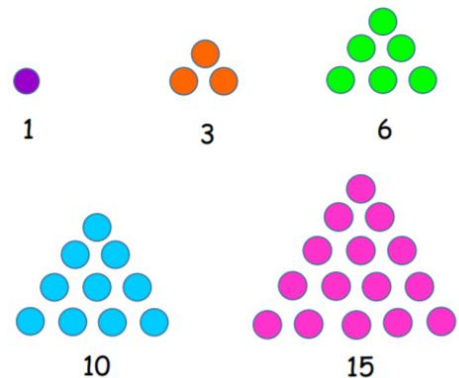
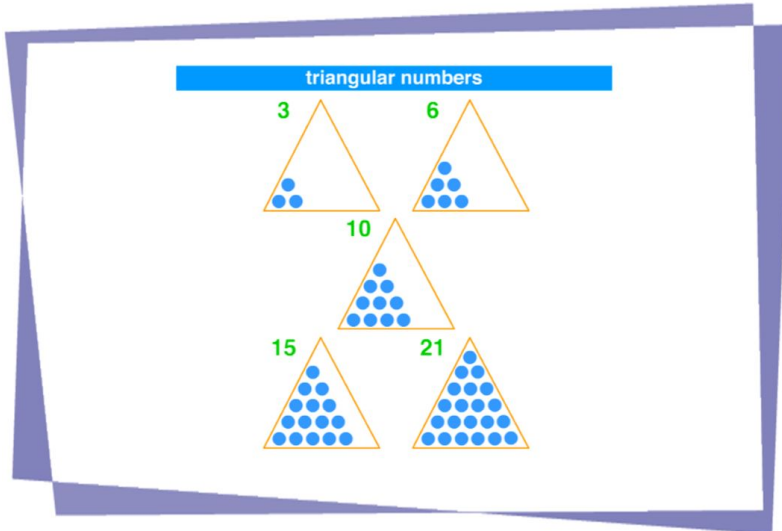
Recap:

Triangular Numbers

A Triangular number is a number that can be represented in the shape of a triangle.

Triangular numbers are numbers that create triangles.

Triangular numbers can be calculated by 1, 1+2, 1+2+3, 1+2+3+4, 1+2+3+4+5



Question 1: When calculating Triangular numbers there is a pattern that we can observe. The first 4 Triangular numbers have been completed for you. Can you complete the next 3?

Question 2: If the 3rd triangular number is $1 + 2 + 3$ can you write an expression for the 10th Triangular Number?

$$1 = 1$$

$$1 + 2 = 3$$

$$1 + 2 + 3 = 6$$

$$1 + 2 + 3 + 4 = 10$$

Question 3: List the first eight (8) Triangular numbers.

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

Question 4: Use your answers from Question 3 to help you. Add the first two triangular numbers together.
What is your answer? _____

What type of number is this? Think back to some of our previous work we have completed this week. _____

Question 5: Add the next two triangular numbers together.
What is your answer? _____

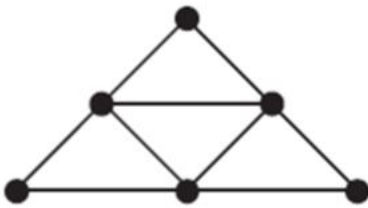
What type of number is this? Think back to some of our previous work we have completed this week. _____

Question 6: Add any two consecutive triangular numbers together. (Consecutive: following each other continuously for example 10,11 are consecutive numbers)
What is your answer? _____

What type of number is this? Think back to some of our previous work we have completed this week. _____

Question 7: Challenge: Can you find two numbers that are less than 40 that is both an example of a square number and a triangular number?
What is your answer? _____

Question 8: A dot diagram for the first three Triangular numbers is drawn. Draw a similar dot diagram for the first five triangular numbers.

































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

CAPTAIN ON DECK

Warm Up

Rest
 Up to 2 minutes.

ACTIVITY		ENJOYMENT	REPS
ACTIVITY 1		  	10 Arm Raises
			
ACTIVITY 2		  	10 Arm Extensions
			
ACTIVITY 3		  	10 Arm Scissors
			
ACTIVITY 4		  	10 Shoulder Taps
			
ACTIVITY 5		  	10 Bicep Extensions
			
ACTIVITY 6		  	10 Side Shoulder Taps
			

Two Handed Strike

This week for PE we will be focussing on developing your two handed strike. At the bottom of the page you will see the correct set up to correctly strike a ball.

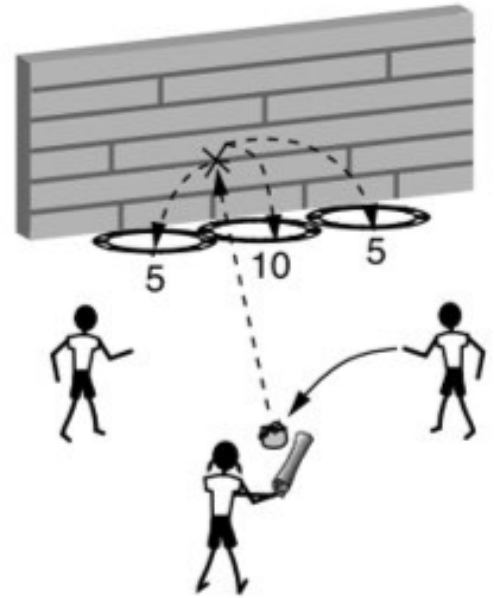


Target Ball

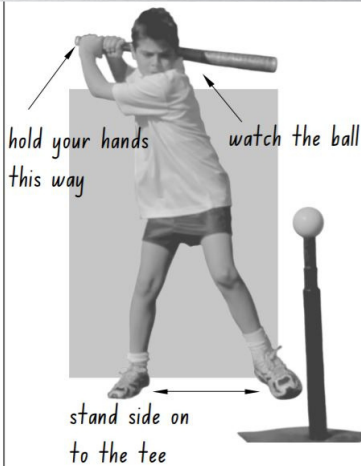
Equipment: 1 newspaper bat, soft baseball bat or something similar. 5 newspaper balls, tennis balls or stress balls and 3 targets which could be hoops, buckets etc

Area: Open space and if possible a wall for rebounds.

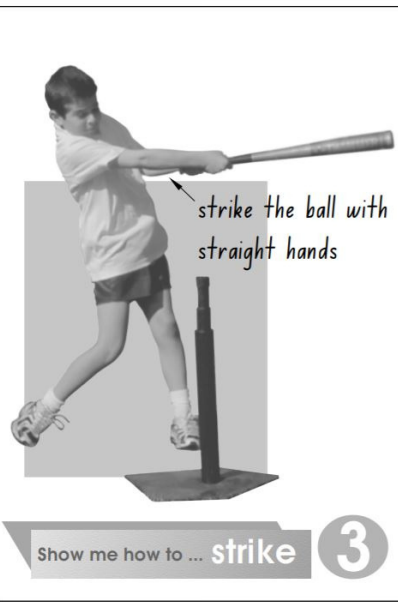
Activity: 3 hoops or targets are placed on the ground, touching each other and the wall. The aim of the activity is to trike a ball to rebound off the wall landing in 1 of the 3 target hoops. The striker stands 5-7 metres from the wall and has 10 turns at striking. If you have a partner have your partner toss the ball to you, otherwise find a stand or something you can place the ball on at around waist height which you can then hit off. You will accumulate points according to the point value of the hoops in which the ball lands. Set yourself a score to reach. Challenged yourself with the distance you are hitting from



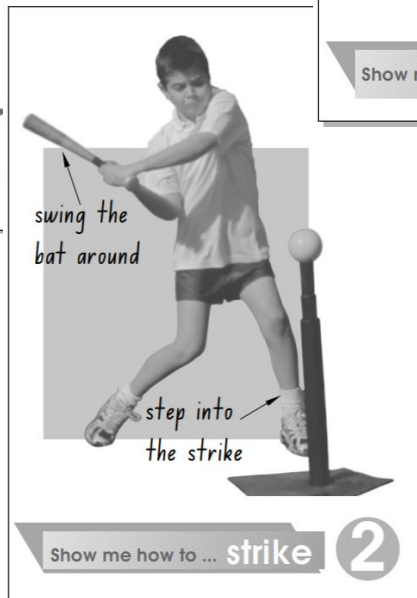
Two handed strike



Show me how to ... strike 1



Show me how to ... strike 3



Show me how to ... strike 2



Show me how to ... strike 4

Friday Free Choice Afternoon



Feel free to choose an activity of your own that you wish to complete.

If you are struggling with what to do, here are some ideas that may help:

Complete an artwork or start a new one of your own.

Create a Diary entry for how you are feeling, what you have completed and what you are looking forward to.

Complete an outside activity, shoot some hoops, walk the dog, go for a run, play some sport

Create and cook/bake something. Develop your own recipe and test it out. Be creative.

Write a letter to a friend or family member, even your teacher!

Read your favourite book outside in the fresh air.

Develop your own board game, sport, or skills test.

Write your own story/play/comic

I have chosen to:

Use the space below to describe/draw what you have completed.