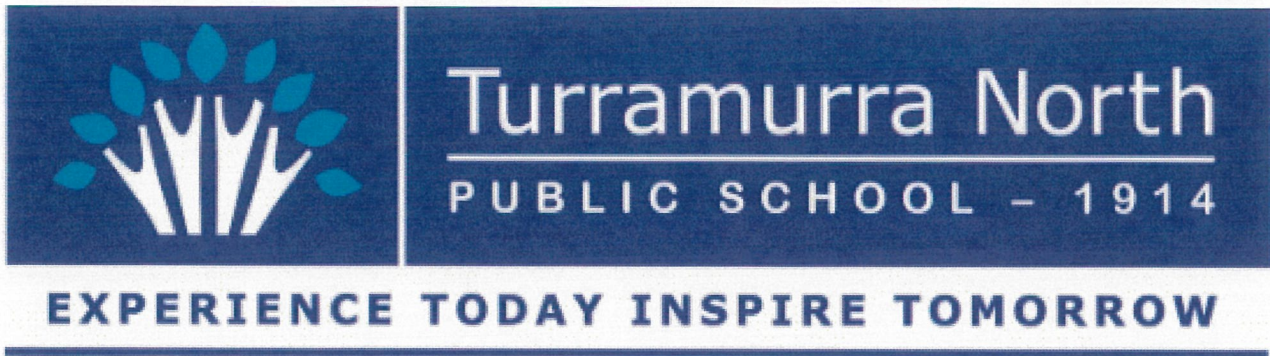


NAME: \_\_\_\_\_



# Learning from Home

Unit: 9

Stage 3

Year 5 and Year 6



Term 3 Week 9 2021





## 5T Zoom Classes WEEK 9 TERM 3 2021

**PLEASE NOTE THE CHANGE FOR *Wellbeing Wednesday*.**

- On Wednesday students will participate in a range of wellbeing activities outlined in their Learning from Home package.

Monday 6/9/21 Tuesday 7/9/21 Thursday 9/9/21 Friday 10/9/21	Zoom Meeting ID		Zoom Meeting Password	
	Morning am	Afternoon pm	Morning am	Afternoon pm
	678 8968 1474	637 0471 7110	5T930AM	5T1215PM
Wednesday 8/9/21	Wellbeing activities as outlined in the Learning from Home Pack (No Zoom classes today)			

Students need to access Zoom via <https://nsweducation.zoom.us/> and are required to use their DoE student portal login to gain access. The DoE user ID and DoE password will be the same as last week.

**Monday 6/9/21, Tuesday 7/9/21, Thursday 9/9/21, Friday 10/9/21**

Time	Class
9.30am	KK & KW & 5T & 6B
10.30am	1F & 1W & 2M & 2R
11.30am	3R & 3H & 4H
12.15pm	KK & KW & 5T & 6B
1.30pm	1F & 1W & 2M & 2R
2.15pm	3R & 3H & 4H



# Websites for Learning

- \* TNPS school website: <https://turramurrn-p.schools.nsw.gov.au> where our learning From Home Packages are located.
- \* Department of Education *Learning from Home*:  
<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home>

Should you need to contact your child's teacher please use the following emails:

5T Oliver Tilling	<a href="mailto:oliver.tilling1@det.nsw.edu.au">oliver.tilling1@det.nsw.edu.au</a>
6B Justine Beavis	<a href="mailto:justine.beavis@det.nsw.edu.au">justine.beavis@det.nsw.edu.au</a>

## R U OK? DAY

- \* R U OK website and resources and activities for students K-6 <https://www.ruok.org.au/education>
- \* How to be a Good Friend and ask R U OK? (K-6) <https://www.youtube.com/embed/KEKhTSagJ3I>
- \* Together it's OK! <https://www.youtube.com/embed/09qk0IXTfi4>
- \* Smiling Mind <https://www.smilingmind.com.au/>

## News / Education

- \* Education Live videos <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>  
Each day at 10am, Education Live provides information and entertainment from experts and celebrities.
- \* Kids News <https://www.kidsnews.com.au/>
- \* BTN <https://www.abc.net.au/btn/> - Explores news using the current language, music and popular culture of youths.

## ENGLISH

- \* [www.storyboxlibrary.com.au](http://www.storyboxlibrary.com.au) (username: tnps and password: tnps)
- \* Typing club <https://www.typingclub.com/> each class have their own links and students use their school log ins
- \* Visual writing prompts <http://visualprompts.weebly.com/001.html> a range of prompts for writing
- \* The School Magazine <https://theschoolmagazine.com.au/explore> - A collection of plays, poems, stories and comics.
- \* Premier's Reading Challenge 2021 Book List. <https://online.det.nsw.edu.au/prc/booklist/home.html>
- \* Free Rice Word Game <https://freerice.com/categories/english-vocabulary> For each question a player gets right, the site donates 10 grains of rice through the World Food Program to help end hunger.
- \* Challenging word quiz <https://www.merriam-webster.com/word-games/fiendish-vocab>

## MATHEMATICS

- \* Mathletics <https://www.mathletics.com/au/>
- \* Red Dragonfly Mathematics Challenge  
<https://schoolsequella.det.nsw.edu.au/file/20a29ac1-c6f3-4ca3-84b1-2d8488a4cbcd/1/reddragonfly.zip/index.html> for Years 5 and 6. Provides a range of challenges to be solved in five to ten minutes that develop mathematical reasoning.
- \* Funbrain – MathsZone <https://www.funbrain.com/math-zone> offers maths games
- \* Figure This <https://figurethis.nctm.org/index.html> Maths challenges for kids and their families
- \* Multiplication practice <https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>
- \* Online Maths games <https://mathsframe.co.uk/en/resources/category/22/most-popular>

## GEOGRAPHY

- \* Google Earth <https://earth.google.com/web/>
- \* Google Earth Voyager - take virtual tours around the world [www.google.com/earth/education/explore-earth/](http://www.google.com/earth/education/explore-earth/)
- \* National Geographic for Kids <https://www.natgeokids.com/au/>
- \* Lonely Planet - Kids <https://www.lonelyplanet.com/kids>
- \* Kids World Travel Guide - <https://www.kids-world-travel-guide.com/>
- \* Oddizzi - where the world comes to life <https://www.oddizzi.com/teachers/explore-the-world/places/asia/>
- \* World Geography Games - Test your skills <https://world-geography-games.com/>
- \* Kid World Citizen - Activities to help young minds go global <https://kidworldcitizen.org/>
- \* Geography for Kids - Earth Science <http://www.geography4kids.com/>

## CREATIVE ARTS

- \* National Gallery of Australia <https://nga.gov.au/education/resources/nedkelly/index.html>
- \* The Arty Teacher <https://theartyteacher.com/online-art-games-for-the-art-classroom/> games and online lessons.
- \* Chrome Music Lab <https://musiclab.chromeexperiments.com/Experiments>

## PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

- \* Fun home fitness challenges <https://www.thepeshed.com/video-channel>
- \* Health Activities <http://healthy-kids.com.au/kids/primary-school/>
- \* Cyberbullying <https://www.esafety.gov.au/educators/classroom-resources/hectors-world/cyberbullying>



# Week 9 Term 3 – Learning from Home

## Stage 3 Year 5 and 6

You may need help from a parent/carer and possibly resources from your teacher.

One literacy and one numeracy activity has been selected for targeted feedback. This is in yellow on the timetable. To receive feedback on this activity please upload it to Google Classroom by the end of the day, OR SUBMIT as requested by your teacher. Informal feedback will be given via Google Classroom and during Zoom Lessons.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	English	English	English	English	English
	Morning Routine	Morning Routine	Morning Routine	Spelling	Morning Routine
	Spelling	Spelling	NO ZOOM	Typing	Spelling
	9.30am ZOOM	9.30am ZOOM	Reading/Writing	9.30am ZOOM	9.30am ZOOM
	Reading/Writing	Reading/Writing		Reading/Writing	Reading/Writing
Break	Break	Break	Break	Break	Break
Middle	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	Minute Maths	Minute Maths	Minute Maths	Minute Maths	Problem Solving
	12.15pm ZOOM	12.15pm ZOOM	Number	12.15pm ZOOM	12.15pm ZOOM
	Number	Number	Measurement & Geometry	Number	Number
	Measurement & Geometry	Measurement & Geometry	NO ZOOM	Measurement & Geometry	Measurement & Geometry
Break	Break	Break	Break	Break	Break
Afternoon	Geography	Art	WELL BEING	PDHPE	PERSONAL INTEREST

Zoom meeting times for Stage 3 are 9.30am and 12.15pm each day. Log in details are as follows:

Class	Zoom Meeting ID		Zoom Meeting Password	
5T	Morning am	Afternoon pm	Morning am	Afternoon pm
	678 8968 1474	637 0471 7110	5T930AM	5T1215PM

Class	Zoom Meeting ID		Zoom Meeting Password	
6B	Morning am	Afternoon pm	Morning am	Afternoon pm
	639 3253 3284	615 6049 0452	6B930AM	6B1215PM



# MONDAY - English

## Morning Routine

- Today's Morning Routine will be done on Zoom! Have a whiteboard or some paper ready at 9.30am.

## Spelling

- A copy of your spelling words is located at the end of this package.
- Choose up to 15** spelling words to create your personal list from either the core words or the extension list and write them on paper or in an exercise book.
- This week's phoneme is OO** as in WOOD. The graphemes are **oo** as in book, **u** as in put, **oul** as in would **o** as in woman,
- Using your personal list** words highlight or circle the letters that make the /OO/ phoneme e.g. **could**
- Research and record** the definition of any words that you are unfamiliar with.

## Reading

- Read** at least one chapter of a book that you have at home.

**TOPIC / MAIN IDEA / THEME** READ the following text and work out the Topic, Main Idea and Themes. Complete the table below.

### UNICEF OVERSEAS

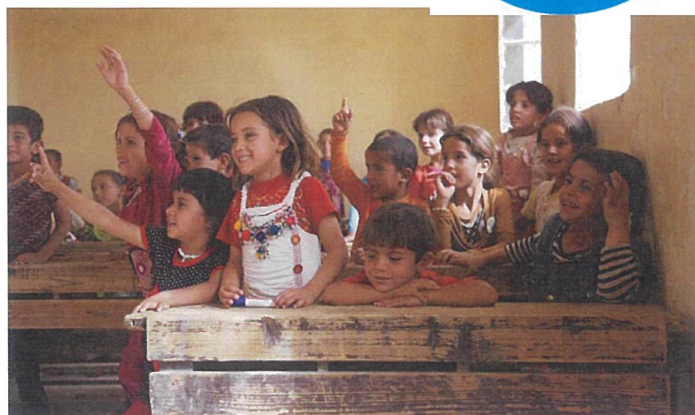
UNICEF helps give children in 190 countries access to the rights they deserve.

We want to see a world where no child dies, goes without basic needs or dies of a preventable cause. Where no childhood is robbed of learning, joy or safety. Where conflict and disaster doesn't cost a child their lifetime.

We're working towards this world every day. Since 1946, UNICEF has ensured more of the world's children are safe, vaccinated and educated than any other organisation. We deliver the lifesaving supplies of water, food and medicine that help children make it to adulthood; the quality education that will transform their futures.

We do it because UNICEF believes in a fair chance for every single child, without exception. It's why our teams are committed to the dangerous work of reaching children in conflict; why our staff will cross rivers and deserts to reach children in the world's most remote communities.

The world has made tremendous progress in reducing child deaths, getting children into school and lifting families out of poverty. Many children still need our help - but change is possible. **By supporting UNICEF today, you can protect a child in danger, transform their life and build a safer world for tomorrow's children.**



Topic ( <i>specific, point of this article</i> )	
Main Idea ( <i>big picture, big message</i> )	
Themes ( <i>moral, lesson, ideology</i> )	



## Writing

### Types of Topic Sentences - **Occasion Position**

**Occasion Position** topic sentences start with an **occasion /event/ thing (noun)** (a dependent clause) and use words like **when, whenever, although, even though**, and they end with another fact or the writer's position on the topic (an independent clause).

For example: **Whenever** we celebrate the **holidays**, we always include some special traditions

**Finish these Occasion Position topic sentences by adding the independent clause**

**Whenever** Australians celebrate **Easter**, \_\_\_\_\_

**Although** **Australia Day** is on January 26th, \_\_\_\_\_

**While** **Australia** is a multicultural **country**, \_\_\_\_\_

Summarise the information to write a paragraph about NAIDOC Week. Start with a Topic Sentence that uses the **Occasion, Position** format and starts with a **connective**.



**NAIDOC week's origins can be traced back to 1938.**

NAIDOC week can be traced back to the Aboriginal rights movement. *Back on Australia Day on 1938, protestors marched through the streets of Sydney about the status and treatment of Aboriginal and Torres Strait*

*Islanders.* This protest was one of the first major civil rights gatherings in the world and known as "Day of Mourning".

Between 1940 and 1955, the Day of Mourning was held annually on the Sunday before Australia Day. It is commonly known as "Aborigines Day". In 1955, it was

decided that Aborigines Day should include a celebration of culture, heritage, & achievement.

NAIDOC week highlights the achievements of indigenous people all over Australia.

NAIDOC is celebrated not only in Indigenous communities, but by the entire Australian community. As a support to the Aboriginal & Torres Strait Islander community,

NAIDOC week is a great avenue to participate in different activities.



CELEBRATE  
NAIDOC WEEK





# MONDAY - Mathematics

## Daily Slitherlink

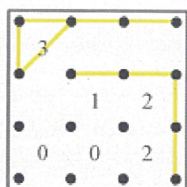
This week we are playing **Slitherlink**!

### The Basic Rules of Slitherlink



**1. Connect dots by a continuous path or loop** The dots in the grid need to be connected by a continuous path, loop or slither (whatever language you prefer) without a begin and end point. It is not necessary to connect all the dots. Some dotted squared have a '0' as clue number and may not be part of

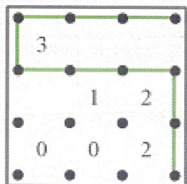
the loop.



**2. The dots must be connected horizontally or vertically**

The loop, path or slither, must connect dots either horizontally or vertically. Diagonal shortcuts, how tempting they might be, are not allowed according to the official Nikoli rules. In our example on the left we kind of ignored these rules. The 3 in the upper right corner, has a diagonal connection. This is

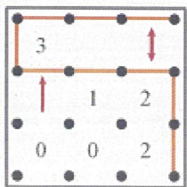
wrong, so don't.



**3. The numbers between the dots indicate how many of its sides are part of the loop.**

Let's repeat this rule: the number between 4 dots indicate how many of its squared sides are part of the loop. A 3 printed between 4 dots has 3 lines that are part of a loop, a 1 has 1 line and a zero has 0 lines as part of the

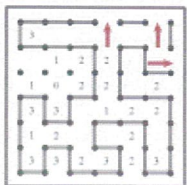
loop. A 5 is, therefore, impossible unless you find a Slitherlink puzzle with pentagons (maybe a good idea for the creative geniuses among us)



**4. Dotted squares without a number can have any number of loop sides**

When a group of 4 dots, or a dotted square doesn't contain a clue number it can have any number of sides that take part of the loop: be it 0, 1, 2, 3, or 4. It's up to you to figure this out. You can check the Wikipedia strategy page

to get some additional ideas about numberless squares.



**5. The loop may not have loose ends or branches.**

The loop drawn in the grid connecting some of its dots is continuous without a beginning and end and does not have side branches. In our example on the left, we are hopelessly lost as we have open ends. Not good!

For more info and more puzzles go to <https://www.puzzlesandbrains.com/Slitherlink.php>



There are 2 Levels. Please try and complete at least one!

LEVEL 1	LEVEL 2

## Number and Algebra

### Number Patterns

#### Year 5

1. Work out what the number rule is for each of these patterns. Use the rule to help you complete the number patterns.

9, \_\_\_\_\_, 19, 24, \_\_\_\_\_, \_\_\_\_\_ Rule: \_\_\_\_\_

48, 44, \_\_\_\_\_, \_\_\_\_\_, 32, \_\_\_\_\_ Rule: \_\_\_\_\_

99, 90, \_\_\_\_\_, 72, \_\_\_\_\_, \_\_\_\_\_ Rule: \_\_\_\_\_

110, 130, \_\_\_\_\_, 170, \_\_\_\_\_, \_\_\_\_\_ Rule: \_\_\_\_\_

107, 97, \_\_\_\_\_, \_\_\_\_\_, 67, \_\_\_\_\_ Rule: \_\_\_\_\_

36, 42, \_\_\_\_\_, 54, \_\_\_\_\_, \_\_\_\_\_ Rule: \_\_\_\_\_

24, 36, 48, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Rule: \_\_\_\_\_

235, 233, \_\_\_\_\_, 229, \_\_\_\_\_, \_\_\_\_\_ Rule: \_\_\_\_\_

And do the same for these patterns.

30, \_\_\_\_\_, 60, 75, \_\_\_\_\_, \_\_\_\_\_ Rule: \_\_\_\_\_

66, 63, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 51 Rule: \_\_\_\_\_

249, 244, \_\_\_\_\_, \_\_\_\_\_, 229, \_\_\_\_\_ Rule: \_\_\_\_\_

21, 28, \_\_\_\_\_, \_\_\_\_\_, 49, \_\_\_\_\_ Rule: \_\_\_\_\_

72, 60, 48, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Rule: \_\_\_\_\_

8, 16, 24, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ Rule: \_\_\_\_\_

132, \_\_\_\_\_, 140, \_\_\_\_\_, 148, \_\_\_\_\_ Rule: \_\_\_\_\_

109, 100, \_\_\_\_\_, \_\_\_\_\_, 73, \_\_\_\_\_ Rule: \_\_\_\_\_



2. Continue each pattern and write down the rule. The first one is done for you.

**Whole Number Patterns:**

1. 120, 142, 164, 186, 208, 230, 252, 274

Rule = the pattern is add 22

2. 975, 930, 885, 840,  ,  ,  

Rule =  

3. 14, 28,  , 56,  , 84,  

Rule =  

**Decimal Number Patterns:**

4. 0.12, 0.23, 0.34,  , 0.56, 0.67,  , 0.89,  

Rule =  

5. 12.9, 11.87, 10.84,  , 8.78, 7.75,  ,  

Rule =  

**Fraction Number Patterns:**

6.  $6\frac{4}{6}$ ,  $6\frac{3}{6}$ ,  ,  , 6,  $5\frac{5}{6}$ ,  ,  $5\frac{3}{6}$ ,  ,  $5\frac{1}{6}$ ,  

Rule =  

7.  $4\frac{1}{5}$ ,  ,  $4\frac{3}{5}$ ,  $4\frac{4}{5}$ ,  ,  ,  $5\frac{2}{5}$ ,  $5\frac{3}{5}$ ,  

Rule =  

3. Can you create your own addition and subtraction number patterns? Write the rule.

My *addition* number pattern rule: \_\_\_\_\_

My number pattern is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

My *subtraction* number pattern rule: \_\_\_\_\_

My number pattern is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,



## Year 6

1. Complete the sequences below and write what the rule is that they follow.

1. 50, 48, , 44, 42, , 38, 36, 34, , ,

What is the rule? \_\_\_\_\_

2. 12, 11  $\frac{1}{2}$ , , 10  $\frac{1}{2}$ , 10, 9  $\frac{1}{2}$ , , 8  $\frac{1}{2}$ , 8, , ,

What is the rule? \_\_\_\_\_

3. 2.0, 1.9, , , 1.6, 1.5, 1.4, 1.3, 1.2, , ,

What is the rule? \_\_\_\_\_

4. 2  $\frac{5}{8}$ , 2  $\frac{4}{8}$ , , 2  $\frac{2}{8}$ , 2  $\frac{1}{8}$ , 2, , 1  $\frac{6}{8}$ , 1  $\frac{5}{8}$ , , ,

What is the rule? \_\_\_\_\_

5. 3, 2  $\frac{3}{4}$ , 2  $\frac{2}{4}$ , , 2, 1  $\frac{3}{4}$ , , 1  $\frac{1}{4}$ , 1, , ,

What is the rule? \_\_\_\_\_

And do the same for these sequences.

1. 592, 582, , 562, , , 532, 522, , 502, 492, 482, , ,

What is the rule? \_\_\_\_\_

2. , 10.3, 10, 9.7, , 9.1, , 8.5, 8.2, 7.9, 7.6, 7.3, , ,

What is the rule? \_\_\_\_\_

3. , 15  $\frac{1}{9}$ , 14, , , 10  $\frac{6}{9}$ , 9  $\frac{5}{9}$ , 8  $\frac{4}{9}$ , , , , 3  $\frac{8}{9}$ , 2  $\frac{7}{9}$ , 1  $\frac{6}{9}$ ,

What is the rule? \_\_\_\_\_

4. 69.9, 69.4, , , 67.9, 67.4, , , , 65.4, 64.9, 64.4, , , 62.9

What is the rule? \_\_\_\_\_

5. , 95  $\frac{3}{4}$ , 93  $\frac{1}{2}$ , , 89, 86  $\frac{3}{4}$ , , 81  $\frac{1}{4}$ , 80, 77  $\frac{3}{4}$ , 75  $\frac{1}{2}$ , 73  $\frac{1}{4}$ , , ,

What is the rule? \_\_\_\_\_



2. Continue each pattern and write down the rule. The first one is done for you.

**Whole Number Patterns:**

1. 120, 142, 164, 186, 208, , ,

Rule =

2. 332, 437, , 647, , , 962, , 1172, 1277,

Rule =

3. 805, 765, 725, , 645, , 565, ,

Rule =

**Decimal Number Patterns:**

4. 25.03, 26.045, , , , 30.105, 31.12, , 33.15

Rule =

5. 87.109, 87.089, 87.069, 87.049, , , 86.989, , 86.949,

Rule =

**Fraction Number Patterns:**

6.  $4\frac{6}{8}$ ,  $5\frac{7}{8}$ , ,  $8\frac{1}{8}$ , ,  $10\frac{3}{8}$ , , ,  $13\frac{6}{8}$ ,  Rule =

3. Can you create your own addition and subtraction *fraction* or *decimal* number patterns? Write the rule.

My *addition* number pattern rule: \_\_\_\_\_

My number pattern is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

My *subtraction* number pattern rule: \_\_\_\_\_

My number pattern is \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,



## Statistics and Probability

After the ZOOM complete these questions:



1. What is the likelihood of an event happening if it is described with these phrases?

Once in a blue moon \_\_\_\_\_

Pigs might fly \_\_\_\_\_

2. In the table below list some different events that have **no chance** of happening, are **certain** and those that have a **fifty-fifty** chance of happening.

No Chance	Certain	Fifty-fifty

3. Let's think about ways we can describe the chance of something happening. Brainstorm some words and numbers to describe chance. There is an example for each included.

Words	Numbers
Impossible	0% or 0



4. In the table below, look at these events and think about the chance of each event happening.

Rate the likelihood of each event by writing a matching *chance word* then using a scale of 0 to 1 (0.1, 0.2, 0.3 etc). 0 - the event is impossible. 1 - the event is certain.

Event	Chance word	Chance scale 0 to 1
<i>I will sleep tonight.</i>		
<i>I toss a dice and the number two comes up.</i>		
<i>I will go to the same school next year.</i>		
<i>I will blink within the next hour.</i>		
<i>I will watch television this week.</i>		
<i>The moon will become square.</i>		
<i>I will get a present on my next birthday.</i>		
<i>Next birthday I will turn 20.</i>		

Now write your own funny 'chance' situations and complete the table!

Event	Chance word	Chance scale 0 to 1



# MONDAY - Afternoon

## Geography

### TERM 3 TOPIC: "A Diverse and Connected World"

"How do Australians connect with other people and places?"

- **Task 1** *All videos and links will be posted on Google Classroom*

Look at this image. What do you see, think and wonder? Complete below.



See



---

---

---

Think



---

---

---

Wonder



---

---

---



Tourism is one of the fastest growing industries in the world. In less than 25 words, write your own definition for tourism.

---



---



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---

One of the reasons tourism is becoming popular is because transport is getting more accessible and reliable. What could be some other reasons?

---



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---

People travel for different reasons. Connect the reason for travel with the destination.

To see natural features

Disneyland, USA

To experience another culture

Mount Everest, Nepal

For adventure

Coral Coast, Fiji

For entertainment

Great Barrier Reef, Australia

For relaxation

Tokyo, Japan

### • Task 2 - Tourism

The countries coloured black on this map are the main destinations that Australians travel to. Label the countries with their names. Use the internet to find out which is the main travel destination for Australians and circle it red. Why do you think this is the most popular place to visit? \_\_\_\_\_





Which country has the most visitors come to Australia?

---

Which of the reasons for travel from question four might be why people visit Australia?

---



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---

**Note** - Use the internet to find the answer, Question 4 is on the page above, where you matched the reasons to the location, eg Disneyland

**Visit this website** and review the information provided there. <http://www.sistercitiesaustralia.com/index.html>  
Complete a PMI chart about sister cities.

POSITIVE THINGS	MINUS - NEGATIVE THINGS	INTERESTING POINTS

**Task 3: Watch the video** <https://www.youtube.com/watch?v=Of6EBA1pmdg> (Link in Google Classroom)

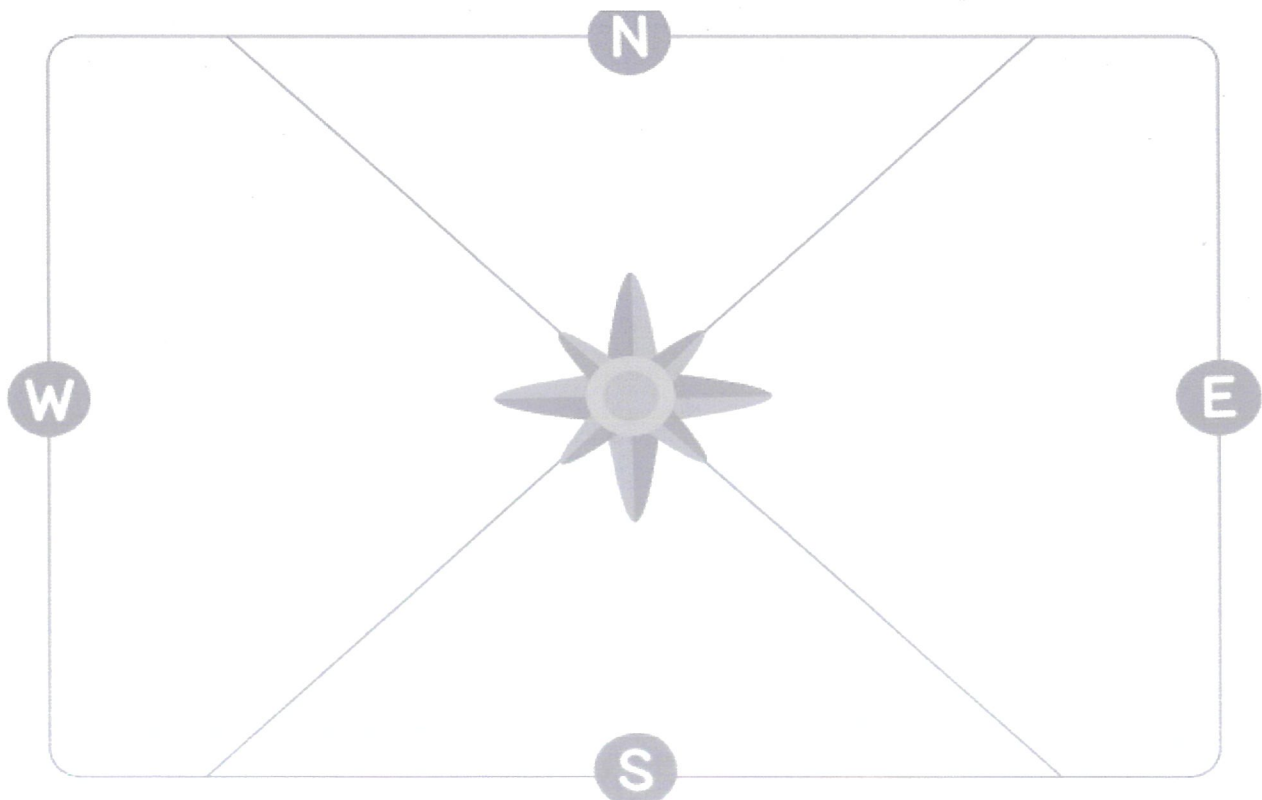
Thinking about the video, complete the compass points routine.

**North** – What else do you **Need** to know?

**South** – What **Suggestions** do you have for this idea?

**East** – What **Excites** you about this idea?

**West** – What **Worries** you about this idea?





## TUESDAY - English

### Morning Routine

Today's Morning Routine is loaded onto the Google Classroom for students to go through on their own.

### Spelling

- **Choose 5 of your chosen words** and write each one in a sentence to show their meaning - this week make them complex sentences!
- **Choose any two activities** to complete on your chosen words from the grid at the end of this package **NEW ACTIVITIES ADDED!**
- **Optional:** Log in to the Soundwaves students page and complete an online activity. This week we are doing Unit 27  
[www.soundwaveskids.com.au](http://www.soundwaveskids.com.au) Year 5 password: slip892 Year 6 password: today027

### Reading

**Read** at least one chapter of a book that you have at home.

- **COMPLETE THIS LESSON AFTER ZOOM!**

#### GETTING THE 'GIST' A way to find the main idea

When we read we can follow the G.I.S.T Process. Look at the text on the right and complete the GIST box.



#### Earthquake in PNG

In February 2018, A series of massive earthquakes tore through Papua New Guinea and left thousands of children in urgent need of food, water and shelter. Families lost their homes, water sources, health facilities and the gardens they relied on for food.

125,000 children were left in immediate need of life-saving assistance. On top of this, the humanitarian situation in Papua New Guinea continued to deteriorate with a public health emergency due to an outbreak of polio.

UNICEF has been on the ground in Papua New Guinea for many years and was prepared to respond in the immediate aftermath of the earthquake and landslides. In the weeks after the earthquake, UNICEF reached the children and families worst affected critical clean water, food, shelter and healthcare. Destroyed transport infrastructure made it difficult to deliver life-saving supplies but UNICEF supporters made sure we left no child behind.

**GATHER** information, background knowledge and record key vocabulary.

**IDENTIFY** the topic. Refine your ideas

**SUMMARISE** the key ideas and vocabulary into a few bullet points.

**TOP and TAIL** check the first and last sentences again and now record the MAIN IDEA.



## Writing

### Types of Topic Sentences - **Two Nouns and Two Commas**

**Two Nouns, Two Commas** topic sentences always start with a **noun**, describe it using another **noun**, and then make a statement about it. The description part of the sentence is surrounded by commas (one before the description, and one after it).

For example: *James Cook, an explorer, was one of the first Europeans to visit New Zealand.*

Finish these **Two Nouns, Two Commas** topic sentences by adding the description

Papua New Guinea, a country near Australia, \_\_\_\_\_

\_\_\_\_\_

Tokyo, the capital of Japan, \_\_\_\_\_

\_\_\_\_\_

Jessica Mauboy, Australian singer, \_\_\_\_\_

\_\_\_\_\_

Finish these **Two Nouns, Two Commas** topic sentences by adding the second **noun** and second commas, and then the description

New Zealand, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

Olympian Emma McKeon, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

NAIDOC Week, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_

Now write a whole paragraph about SYDNEY, starting with a **Two Nouns, Two Commas** topic sentence

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

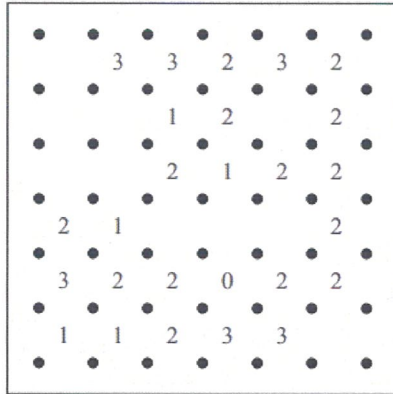


# TUESDAY - Mathematics

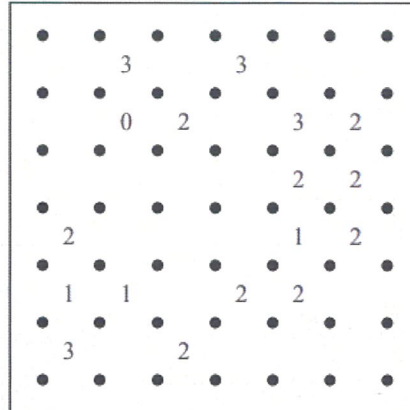
## Daily Slitherlink

There are 2 Levels. Please try and complete at least one!

LEVEL 1



LEVEL 2



## Number and Algebra

After the ZOOM, complete your level.

### Level 1

a.  $3 + \square = \square - 6$

---

b.  $\square + 4 = 9 - \square$

---

c.  $7 - \square = 3 + \square$

---

d.  $9 - \square = \square + 2$

---

e.  $\square + 4 = 2 + \square$

---

f.  $\square - 7 = 5 - \square$

---

g.  $7 - \square = \square + 1$

---

h.  $\square + 2 = \square - 6$

---

i.  $\square + 5 = \square - 3$

---

j.  $7 + \square = \square + 3$

---

k.  $\square + 3 = 8 - \square$

---

l.  $\square - 6 = 8 - \square$

---

m.  $9 - \square = 7 - \square$

---

n.  $1 + \square = \square + 4$

---

o.  $6 - \square = 3 + \square$

---

p.  $\square + 2 = 7 - \square$

---



**Level 2**

a.  $\square - 45 = 13 + \square$

j.  $72 - \square = \square - 28$

b.  $87 - \square = \square + 33$

k.  $\square + 26 = 76 - \square$

c.  $\square + 39 = 61 - \square$

l.  $67 - \square = 21 + \square$

d.  $34 + \square = \square + 26$

m.  $\square + 45 = 32 + \square$

e.  $27 + \square = 82 - \square$

n.  $72 - \square = 21 + \square$

f.  $\square - 73 = 12 + \square$

o.  $38 + \square = \square - 19$

g.  $88 - \square = \square + 65$

p.  $27 + \square = 96 - \square$

h.  $\square - 34 = 92 - \square$

q.  $\square - 59 = \square - 83$

i.  $72 - \square = \square - 27$

**Level 3**

a.  $\square - 342 = \square + 221$

j.  $989 - \square = 282 + \square$

b.  $781 - \square = \square = 503$

k.  $341 - \square = \square + 176$

c.  $\square + 118 = 675 - \square$

l.  $\square + 782 = 468 + \square$

d.  $\square - 452 = 287 + \square$

m.  $623 + \square = \square + 197$

e.  $735 - \square = 539 - \square$

n.  $806 - \square = 573 - \square$

f.  $\square + 418 = 845 - \square$

o.  $608 - \square = 735 - \square$

g.  $824 - \square = \square + 219$

p.  $\square + 371 = 835 - \square$

h.  $\square - 285 = 892 - \square$

q.  $624 + \square = 918 - \square$

i.  $\square + 624 = 295 + \square$



## Statistics and Probability

### Level 1







#### Dice Roll Investigation.

You will need a dice for this. Alternatively use this online dice roller <https://www.random.org/dice/>

#### Instructions

1. Roll the dice.
2. Record the number shown as a tally mark in the correct space in the table below.
3. Repeat steps 1 and 2 eleven more times (so that you have rolled the dice 12 times).

Dice Roll Results for 12 rolls:

Number			Tally
1			
2			
3			
4			
5			
6			

You are now going to repeat the investigation but for 24 rolls. Make a prediction on what you think the results will be. Will it be the same as your first set? Why / Why not?

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




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**Dice Roll Results for 12 rolls:**

Number			Tally
1			
2			
3			
4			
5			
6			

Was your prediction correct? Why / Why not? \_\_\_\_\_

If you were to complete this chance experiment again for 48 rolls, do you think the results would be the same? Why / Why not? \_\_\_\_\_

If you rolled the number 5 ten times, does this mean that the number 5 will be rolled the same number of times the next time you complete this activity? Why / why not?



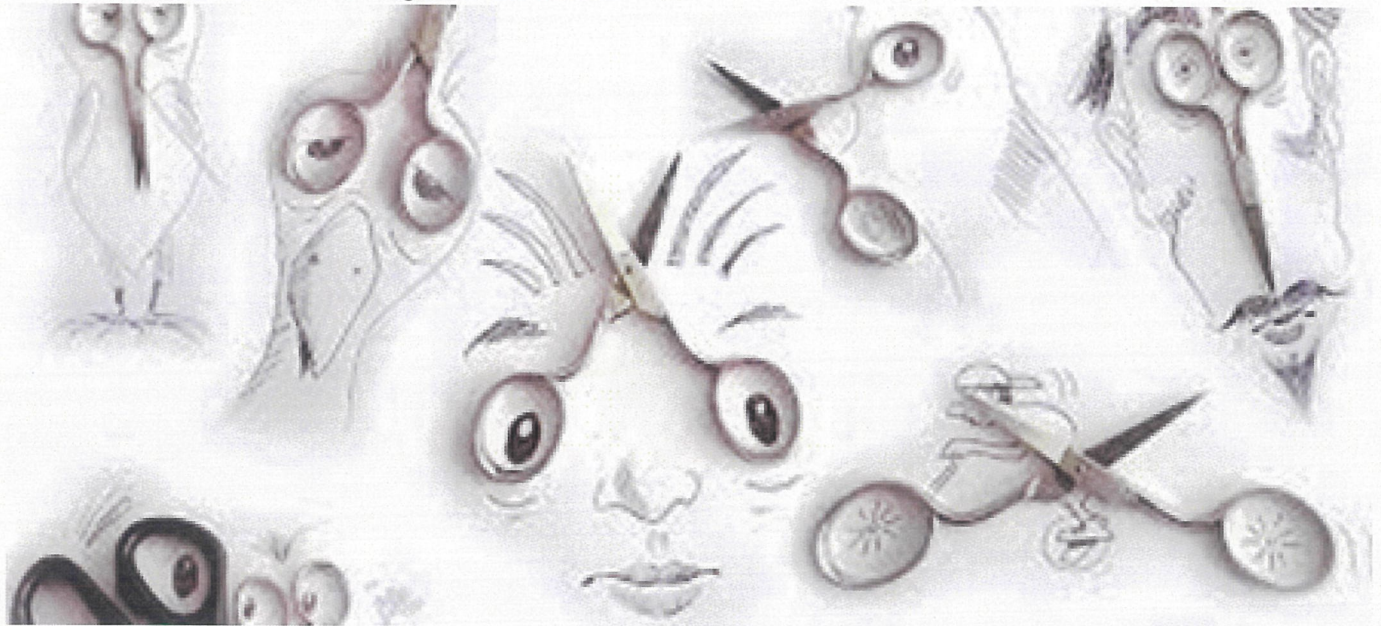
## TUESDAY - Afternoon

### Visual Arts

#### Using your Imagination Lesson - Stage 3

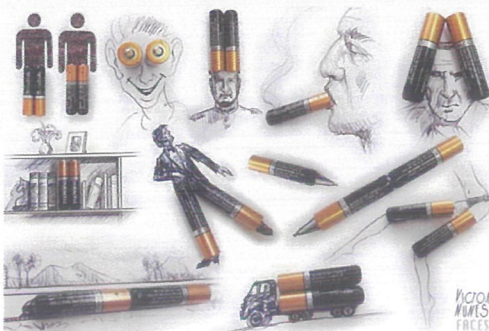
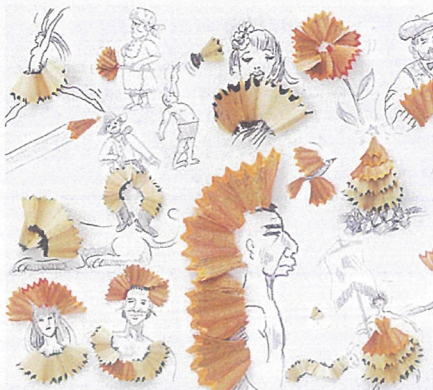
Everyday objects around the home can become works of art. Look at the examples below and see what you can create using something you find at home. You might have to look at it for a while to fire your creativity.

The example below is by Victor Nunes, a Brazilian artist who creates wonderful illustrations using everyday objects. Victor Nunes' art invites us to look at the world in a different way. In the example below he has created drawings based on scissors.



To see more of these imaginative drawings, click on the link below: Or google 'Victor Nunes Art' <https://www.pinterest.com.au/leelas/imagination-and-creativity-with-objects/>

What will you draw? What household object can you use?



**ART PROJECT:** If you have finished your long term art research and artwork you can share it via the post in Google Classroom (on the Classwork tab) or email it to Mrs Plasto at [lee-anne.plasto@det.nsw.edu.au](mailto:lee-anne.plasto@det.nsw.edu.au)



# WEDNESDAY - English

## Morning Routine

- Today's Morning Routine is loaded onto the Google Classroom for students to go through on their own. For the Talk for Learning task, ask an adult or sibling in your house to join you!

## Reading

- **Read** at least one chapter of a book that you have at home.

### HEADLINE WONDERINGS - What information can you infer from these headlines?

#### ANIMALS TERRORISED BY BOSSY DONKEY

What do you think this headline is about?

What questions do you have about this headline and story?

#### WE SHALL OVERCOME

What do you think this headline is about?

What questions do you have about this headline and story?

#### SOFT DRINK BAN GOES FLAT

What do you think this headline is about?

What questions do you have about this headline and story?

#### COWS LOSE THEIR JOBS

What do you think this headline is about?

What questions do you have about this headline and story?

#### COMMUNITY ROLLS UP THEIR SLEEVES

What do you think this headline is about?

What questions do you have about this headline and story?

Write some headlines for this image:



## Writing

### Types of Topic Sentences - **Power Number Statements**

**Power Number Statements** topic sentences do not tell the readers each of the supporting ideas but use **numbering adjectives** (many, few, a number of, four, some, a couple, several, a group, a range) to present the general topic, which will then be elaborated in the paragraph.

*For example: There are **several** things you need to know before visiting Bali.*

**Finish these paragraphs by writing the supporting and concluding sentences. Look at the topic sentence and the Power Number Statement as a guide.**

There are **many reasons** why people like to visit the East Coast of Australia from overseas. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Here are **some of the ways** you can look after the environment when traveling as a tourist overseas. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The UNICEF and World Vision organisations provide **a wide range of assistance** for children in Asia. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

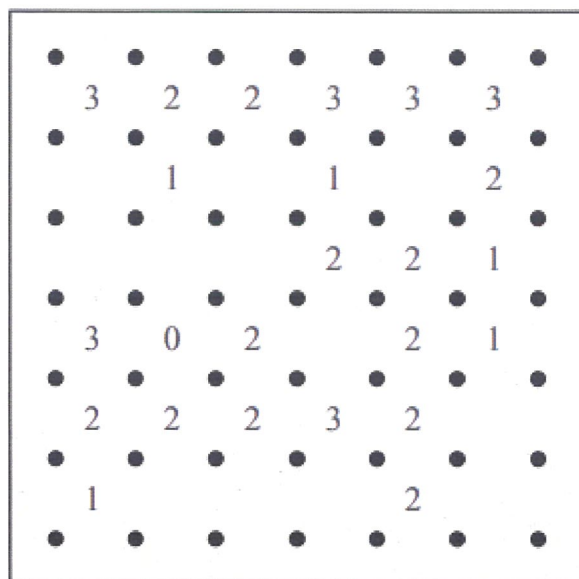


# WEDNESDAY - Mathematics

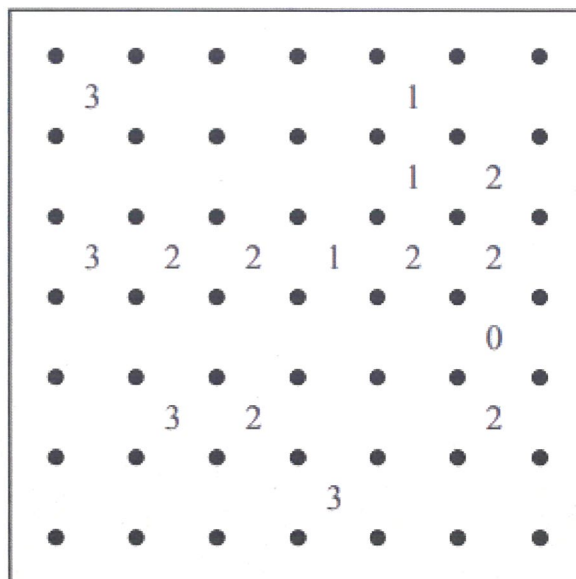
## Daily Slitherlink

There are 2 Levels. Please try and complete at least one!

Level 1



Level 2



## Number and Algebra

Complete at least ONE level

Identify the missing numbers in these number sentences

Level 1

$$29 - 2 = \square \times 3$$

$$\square \times 3 = 26 - 5$$

$$1 \times 8 = \square \times 4$$

$$4 \times 4 = 8 \times \square$$

$$53 + 3 = \square \times 8$$

$$\square \times 3 = 13 + 2$$

$$27 + 1 = 4 \times \square$$

$$8 \times \square = 4 \times 6$$

Level 2

$$\square \times 9 = 46 + 8$$

$$50 \div 5 = \square \div 3$$

$$7 \times \square = 62 + 1$$

$$81 \div 9 = 54 \div \square$$

$$51 - 3 = \square \times 6$$

$$\square \div 3 = 32 \div 4$$

$$27 + 5 = 4 \times \square$$

$$30 \div \square = 20 \div 2$$



**Level 3**

$$\boxed{\phantom{000}} \times 100 = 2992 + 8$$

$$8099 + 1 = \boxed{\phantom{000}} \times 100$$

$$100 \times \boxed{\phantom{000}} = 20 \times 10$$

$$2893 + 7 = 100 \times \boxed{\phantom{000}}$$

$$457 - 422 = \boxed{\phantom{000}} \div 10$$

$$\boxed{\phantom{000}} \div 10 = 774 - 717$$

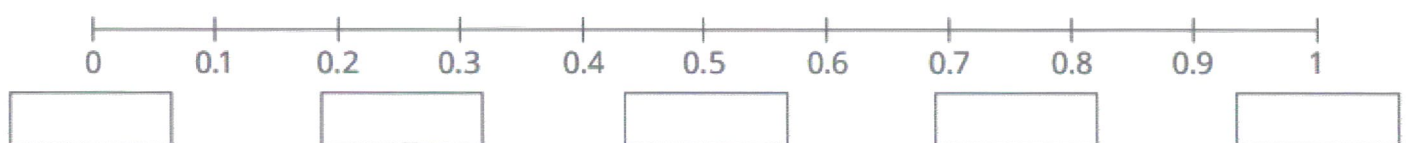
$$476 - 468 = 800 \div \boxed{\phantom{000}}$$

$$1000 \div \boxed{\phantom{000}} = 3483 - 3473$$

**Statistics and Probability**

**Task 1** - Write these likelihoods in the correct box under the *probability scale*.

**even chance, likely, impossible, certain, unlikely**



**Task 2** - Using the probability scale, rate the likelihood of these events occurring.

- a) Tuesday will come after Monday next week. \_\_\_\_\_
- b) Everyone in our class will be at school tomorrow. \_\_\_\_\_
- c) There will be 35 days next December. \_\_\_\_\_
- d) A tossed coin lands on tails. \_\_\_\_\_
- e) It will snow in Summer. \_\_\_\_\_

**Task 3** - Answer TRUE or FALSE

- a) There is an unlikely chance of the spinner landing on A.

\_\_\_\_\_

- b) There is an even chance of the spinner landing on B.

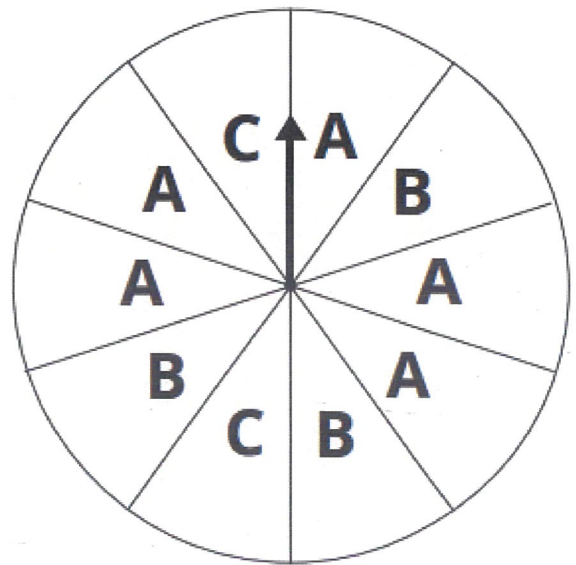
\_\_\_\_\_

- c) There is an impossible chance of the spinner landing on E.

\_\_\_\_\_

- d) There is a certain chance of the spinner landing on A.

\_\_\_\_\_



**Task 4** - Complete this table. Which fraction matches the chance word best. The first one is done for you.

Chance Word	Fraction
Even Chance	1/2
Likely	
Impossible	
Certain	
Unlikely	



# WEDNESDAY - Afternoon

## WELLBEING

### WELLBEING WEDNESDAY!

Use the afternoon to look after your wellbeing. Check in with someone in your house and see how they are feeling too. If you are not feeling okay, talk to someone, do something that makes you feel better, take a break, rest.

**You are doing an amazing job!**

Here's some ideas:

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.

**25  
more  
ideas!**

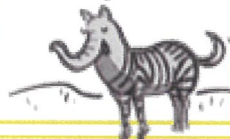
#### 1 Get doodling!

Grab some paper and pens and doodle anything you like! Animals, aliens or something else.



#### 2 Create your own animal.

Could you combine two of your favourites? What will you call it?



#### 3 Design and draw a new musical instrument.

How would you play it and what will it sound like?



#### 4 Make up your own 5 minute exercise routine.

What will you include?



#### 5 Can you make up your own jokes?

Tell them to someone to make them laugh!



#### 6 Make some jewellery.

Use anything you can find around the house. Strips of wrapping paper or rolled up magazines make great beads!

#### 7 Paper aeroplane challenge!

Make a paper aeroplane and see how far you can fly it! Can you make a target and try to aim for it?

#### 8 Fingerprint art!

Use only your fingertips and paint to create a picture.



#### 9 Make a bookmark to use when you're reading.



#### 10 Make some wild art using sticks, leaves, flowers and anything else you can find outdoors.



#### 11 Quick draw!

Set a 1 minute timer, draw a quick doodle and see if the other person can guess what it is before the time is up.

#### 12 Write a silly sentence that includes all of these words... BANANA, CURTAIN, DOLPHIN, SNOW and BALLOON. Now think of your own words and write some more!

#### 13 How many different words can you make from the letters in this sentence?

Keeping my brain busy is fun

#### 14 Ping pong story telling! Write the opening sentence to a story, then someone else writes the next line. Then it's your turn again! Keep alternating until you have a full story.

#### 15 Guess the character!

Think of a character from a book, write it down so no-one can see. Have others ask you questions to try and guess which character you chose.

#### 16 Make a finger puppet!

Use a paper cone to make a body, then attach a paper head.



#### 17 Describe the most disgusting meal EVER! What is in it? Spaghetti worms, toenails on toast or something else?



#### 18 Create a comic strip about an animal who turns into a superhero. Which animal will you choose?



#### 19 Create a family kindness jar. Every time someone does something kind, write it down and put it in the jar. When the jar is full you all deserve a special treat!

#### 20 Find a fun place to sit and read a book. Under the bed? Up a tree? Where will you go?



#### 21 How many words can you think of that rhyme with WRITE?



#### 22 Write a recipe for 'Springtime'. What will you include? Flowers? Sunshine? What else?

#### 23 Use your body to make the shape of a letter. How many more can you make? Can you make every letter in the alphabet?

#### 24 Play alphabet bingo! Can you spot an item in your home or garden that starts with the letter a,b,c and so on?



#### 25 Start a diary. Write a short entry every day about what you do and how you feel. It will be good to look back on when you're older.



# THURSDAY - English

## Spelling

- **Choose 5 of your chosen words** and write their definition. Look it up if you do not know it.
- **Choose any two activities** to complete on your chosen words from the grid at the end of this package. Make them different activities than yesterday. **NEW ACTIVITIES ADDED!**
- **Optional:** Log in to the Soundwaves students page and complete an online activity. This week we are doing Unit 27

[www.soundwaveskids.com.au](http://www.soundwaveskids.com.au) Year 5 password: slip892 Year 6 password: today027

## Reading

**Read** at least one chapter of a book that you have at home.

- **COMPLETE THIS LESSON AFTER ZOOM!**

### REVISION GETTING THE 'GIST' A way to find the main idea

When we read we can follow the G.I.S.T Process. Look at the text and complete the GIST box



### WHERE DO REFUGEES GO?

We are facing the worst humanitarian crisis in the world.

There has never been more children and families displaced in human history than today. More than 68 million people have fled their homes and 25 million have fled their country – half of whom are children, being denied their basic child rights and their rights to a childhood.

These people are mothers and fathers who want to see their children reach their full potential. But due to forces out of their control, like conflict, hunger, climate change and disaster, they are in limbo, with little certainty for the future. But where do refugees go – and how can we help?

World Vision works together with the UN World Food Programme to deliver the largest emergency food assistance program across the globe. The World Food Programme provides World Vision with urgently needed food to give to refugees after fleeing a crisis. Then, World Vision provides long-term development assistance to empower children and families to rebuild their lives.

Projects include agricultural training to help families learn better ways to generate incomes, educational support to help children continue their learning, plus healthcare and life-saving nutrition programs.

**GATHER** information, background knowledge and record key vocabulary.

**IDENTIFY** the topic. Refine your ideas.

**SUMMARISE** the key ideas and vocabulary into a few bullet points.

**TOP and TAIL** check the first and last sentences again and now record the MAIN IDEA.



## Writing

### Types of Topic Sentences - **List Statements**

A **List Statement** topic sentence tells the reader exactly what the paragraph will be about by listing the three main ideas, using commas.

*For example: World Vision helps refugees by **providing food, shelter and education.***

**Write the topic sentence for these paragraphs. Can you find the 3 main ideas to list?**

1. \_\_\_\_\_

\_\_\_\_\_. More than six million people have fled from **Syria** into bordering countries, including Turkey, Lebanon and Jordan. Three million people have fled from **South Sudan** to Uganda and more than 700,000 Rohingya refugees have traveled to Bangladesh from **Myanmar**. This is why World Vision has so many Refugee Programs worldwide.

2. \_\_\_\_\_

\_\_\_\_\_. Timor-Leste is a very food insecure country and has alarming rates of **sickness** such as malnutrition and anemia. **Farming** in Timor-Leste involves mostly small plots in rocky soil with low yields and little food storage. There is also **poor parent knowledge** on nutrition, with disposable income often spent on two-minute noodles and sweets for children. All these factors are being addressed by World Vision staff.

• **Write the rest of this paragraph based on the LIST STATEMENT topic sentence.**

The World Vision Organisation aims to help; **refugees, communities** affected by natural disasters and the **shortage of food** worldwide. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# THURSDAY - Mathematics

## Daily Slitherlink

There are 2 Levels. Please try and complete at least one!

LEVEL 1	LEVEL 2

## Number and Algebra

After the ZOOM, complete your level.

Identify the missing symbols  $\div$   $\times$   $-$   $+$  and place them where you see \_

### Level 1

$9 \_ 6 = 54$

$3 \_ 6 \times 2 = 56$

$54 \_ 18 = 3$

$81 \_ 9 = 9$

$5 \_ 10 + 5 = 55$

$66 \_ 12 \times 2 = 108$

$7 \_ 3 - 2 = 8$

$6 \_ 8 + 11 = 59$

$18 \_ 34 \div 2 = 26$

$2 \_ 12 \times 3 = 72$

$96 - 22 \_ 2 = 37$

$3 \_ 4 = 48 \_ 4$

$6 \_ 60 \_ 2 = 180$

$44 \_ 4 = 5 \_ 6$

$6 \_ 8 = 24 \_ 2$

### Level 2

$190 \_ 2 = 32 \_ 63$

$18 \_ 4 = 72 \_ 1$

$66 \_ 2 = 11 \_ 3$

$99 \_ 3 \_ 1 = 4 \_ 8 \_ 1$

$7 \_ 6 = 84 \_ 4 \_ 2$

$124 \_ 2 = 33 \_ 2 \_ 4$

$56 \_ 4 \_ 24 = 100 \_ 2$

$5 \_ 7 - 4 = 99 \_ 3 \_ 2$

$88 \_ 5 = 110 \_ 4 \_ 1$

$192 \_ 12 = 60 \_ 3$

$89 \_ 3 = 43 \_ 2 \_ 1$

$540 \_ 4 = 100 \_ 30 \_ 5$

$65 \_ 3 \_ 5 = 1 \_ 60 \_ 3$

$888 \_ 4 = 1998 \_ 9$

$458 \_ 2 = 900 \_ 16 \_ 1$



**Level 3**

$200 \div 2 = 32 \times 68$

$184 \div 4 = 73 \div 10 \div 6$

$88 \div 2 = 11 \times 3 \times 11$

$909 \div 3 \div 1 = 4 \times 100 \div 97$

$7 \times 7 = 49 \div 2 \div 2$

$345 \div 2 = 70 \div 10 \div 9$

$60 \div 5 \div 80 = 100 \div 9 \div 60$

$9 \times 7 \div 4 = 99 \div 40$

$77 \div 5 = 110 \div 18 \div 10$

$50 \div 12 = 1200 \div 2$

$8091 \div 9 = 89 \div 10 \div 1$

$580 \div 4 = 100 \div 100 \div 55$

$69 \div 3 \div 8 = 3 \div 60 \div 4$

$1045 \div 5 = 5 \div 1000 \div 225$

$496 \div 2 = 1000 \div 4 \div 2$

**Statistics and Probability****Fractions and Probability****Level 1**

Task 1 - Match the marble jar to the probability fractions.

Choosing a  
red marble

$\frac{5}{12}$

Choosing a  
blue marble

$\frac{8}{12}$

Choosing a  
red marble

$\frac{2}{12}$

Choosing a  
green marble

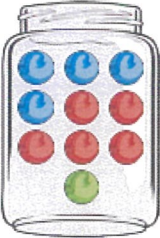
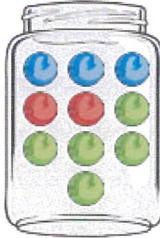
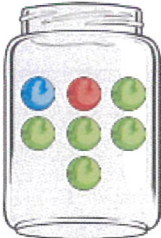

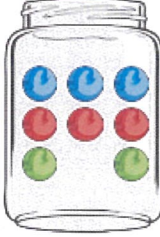
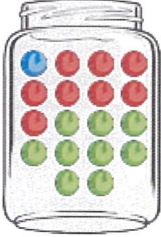

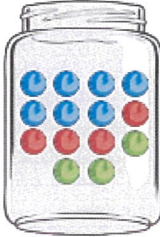

$\frac{4}{12}$

Choosing a  
green marble

$\frac{6}{12}$



**Task 2 - Write the probability for each marble jar pick in fraction format.**

Picking a blue marble  Probability = _____	Picking a red marble  Probability = _____	Picking a green marble  Probability = _____
Picking a red marble  Probability = _____	Picking a blue marble  Probability = _____	Picking a red marble  Probability = _____
Picking a green marble  Probability = _____	Picking a blue marble  Probability = _____	Picking a green marble  Probability = _____

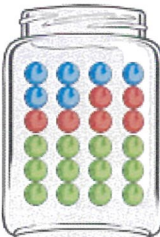
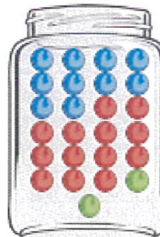
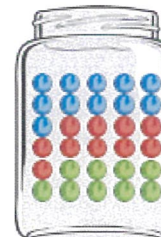
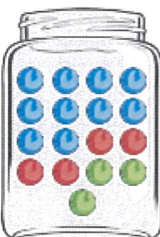
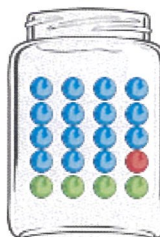
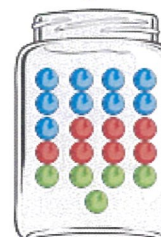
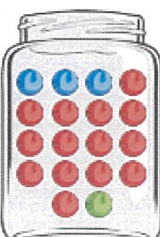


**Level 2**
**Task 1 - Match the marble jar to the probability fractions.**

Choosing a blue marble $\frac{7}{15}$	Choosing a red marble $\frac{6}{18}$	Choosing a green marble $\frac{1}{2}$	Choosing a green marble $\frac{1}{4}$	Choosing a red marble $\frac{3}{17}$
---	--	---	---	--





**Task 2 - Write the probability for each marble jar pick in fraction format.**

<b>Picking a red marble</b>  Probability = _____	<b>Picking a blue marble</b>  Probability = _____	<b>Picking a green marble</b>  Probability = _____
<b>Picking a green marble</b>  Probability = _____	<b>Picking a blue marble</b>  Probability = _____	<b>Picking a red marble</b>  Probability = _____
<b>Picking a red marble</b>  Probability = _____	<b>Picking a green marble</b>  Probability = _____	<b>Picking a blue marble</b>  Probability = _____

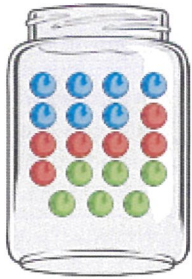
**Level 3**
**Task 1 - Match the marble jar to the probability fractions.**

Choosing a yellow marble $\frac{5}{25}$	Choosing a blue marble $\frac{1}{3}$	Choosing a red marble $\frac{5}{25}$	Choosing a red marble $\frac{4}{30}$	Choosing a blue or yellow marble $\frac{1}{2}$
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**Task 2 - Write the probability for each marble jar pick in fraction format.**

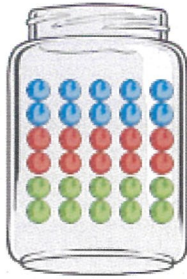
Picking a green marble



Probability =

\_\_\_\_\_

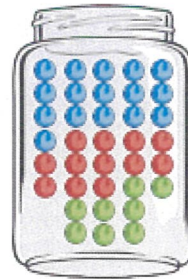
Picking a red marble



Probability =

\_\_\_\_\_

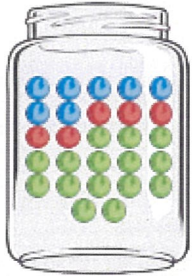
Picking a blue marble



Probability =

\_\_\_\_\_

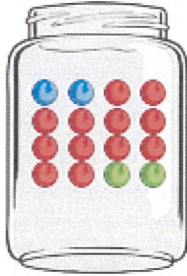
Picking a blue marble



Probability =

\_\_\_\_\_

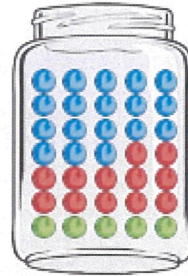
Picking a red marble



Probability =

\_\_\_\_\_

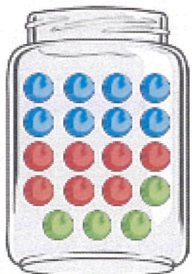
Picking a green marble



Probability =

\_\_\_\_\_

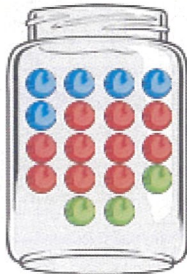
Picking a blue marble



Probability =

\_\_\_\_\_

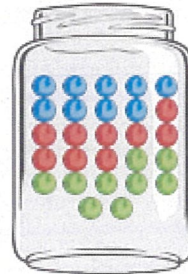
Picking a green marble



Probability =

\_\_\_\_\_

Picking a red marble



Probability =

\_\_\_\_\_



## THURSDAY - Afternoon

### PDHPE - HEALTH

#### **Stage 3 – Positive Actions**      **Lesson 5 – How to treat bleeding**

Quick Recap from last lesson **What does DR ABCD stand for?**

D = Danger, R = Response, A = Airway, B = Breathing, C = Circulation, D = Defibrillator

**What is the primary survey used for?** It is used to allow you to establish what level of first aid you need to administer and if you need to call the emergency services.

**Activity 1 – Read the statements below. Working with your parent, care-giver or teacher, put the statements into order of importance by numbering them.**

Place your ear above their mouth and look down their body; look, listen and feel for normal breathing for up to ten seconds.

You must make sure that the area is safe to approach.

Check that the casualty's airway is open and clear.

Tell the casualty who you are and ask them questions to see if you can get a response.

Check for signs of severe bleeding.

#### **How to Treat Bleeding**

Today we are going to learn about what to do if a person is bleeding.

Firstly, if a person is bleeding you need to check whether they are suffering from minor bleeding or severe bleeding.

A Minor bleed is either a cut or graze.

A cut is when the skin is fully broken and a graze is when only the top layers of skin have been scraped off.

Severe bleeding is a deep cut which damages a vein.

## Activity 2 - Quick Quiz

Read the scenarios below and decide whether you think the casualty has minor or major bleeding.

Circle your answer.

1. Dad slipped while chopping the carrots and sliced his arm with a sharp knife. Blood was pumping out onto the floor.

Minor Bleeding

Major Bleeding

2. Kate suffered a paper cut while flicking through a magazine. It really stung.

Minor Bleeding

Major Bleeding

3. Mum injured her leg while sawing a piece of wood in the garden. The blood started to come through her trousers.

Minor Bleeding

Major Bleeding

4. Fran was hit by a car while riding her bike. There was a lot of blood coming from her leg.

Minor Bleeding

Major Bleeding

5. Ben caught his finger on a sharp staple. It bled for a while, but he put a band-aid on it.


Minor Bleeding

Major Bleeding

## Activity 3 - Read the information below on how to treat bleeding.

**Treating a Minor Cut**

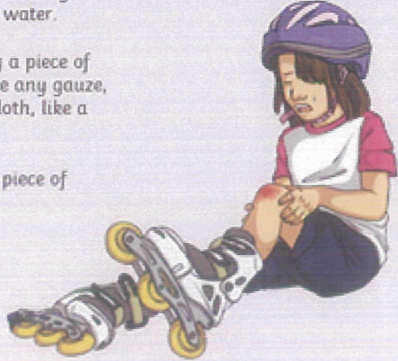
1. Clean the cut by holding it under cool running water. Clean around the wound with soap and water, wiping away from the wound.
2. Pat it dry with sterile gauze and use dry gauze to cover it, or a plaster.
3. Raise and support the injury above the level of the heart.



**sterile gauze:**  
A thin piece of woven cloth that is completely clean.

**Treating a Graze**

1. If the wound is dirty, clean it by rinsing it under running water.
2. Pat the wound dry using a piece of gauze. If you do not have any gauze, use a clean, non-fluffy cloth, like a tea towel.
3. Cover the wound with a piece of sterile gauze or plaster.





### When should you seek Help?

- If the wound doesn't stop bleeding
- Something is stuck in the wound, like a splinter of wood or glass
- The wound was caused by a bite by a human or animal
- You think the wound is infected

### ***What to do in case of severe bleeding.***

Severe bleeding can look scary and it can be upsetting. If someone's bleeding isn't controlled quickly, they may lose a lot of blood. This could cause them to become unresponsive or to develop a life-threatening condition called **shock**.

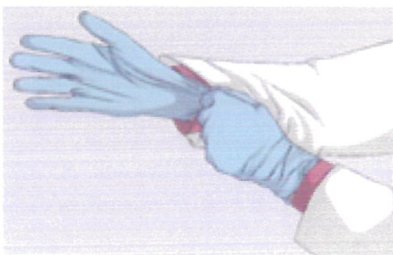
Your main focus should be to stop the bleeding as quickly as possible.

### ***How to treat Severe Bleeding – Read through the 10 steps below.***

1. Put on gloves (if you can). Open wounds can become infected so wear gloves to protect you both.
2. Try to stop the bleeding by pressing firmly on the wound, with your fingers, using a sterile dressing (if possible) or a clean, non-fluffy cloth

If you don't have a dressing, you can ask the casualty to press on the wound themselves.

3. If the wound is covered by the casualty's clothing, uncover it by removing or cutting open the clothes.
4. If there is an object in the wound, don't pull it out. Instead, push firmly on either side of the object to push the edges of the wound together.
5. Ask a helper to call 000 for emergency help. If you are on your own, use the hands-free speaker on the phone so that you can still treat the casualty. Tell the ambulance control where the wound is and how much it is bleeding.
6. Firmly secure the dressing with a bandage to keep pressure on the wound. Make it firm enough to keep pressure on the wound to try to stop the bleeding, but not so tight that it stops the blood supply to the rest of the area.
7. Check the casualty's blood flow beyond the bandage. To do this, press your finger onto their skin until it turns pale. Then, lift up your finger and watch as the colour returns to their skin. If the colour does not come back within two seconds, the bandage is too tight and needs loosening.
8. If the bleeding shows through the pad or dressing you have put on, don't remove it. Put another dressing on top of the first one. If blood seeps through both dressings, remove both and replace with a new dressing, making sure to keep pressure on the wound.
9. Support the injured part of their body with a sling or bandage. Keep checking the circulation beyond the bandage every 10 minutes.
10. Keep talking to the casualty to check that they are still responding to you.



Think about the previous activities to select the most appropriate box that reflects your level of understanding. Place a tick inside the box you have selected.

Success criteria	I need help to learn to	I am still learning to	I have learned to
I know what a cut and graze is.			
I can identify what minor and severe bleeding is and how to treat it.			
I know when to call for emergency help.			

#### Activity 4 – PE Challenge

It's time to get out the skipping ropes again and practice our skipping. Time yourself and see how long you can skip for without stopping. Record your three attempts

Attempt 1	Attempt 2	Attempt 3
My time =	My Time =	My Time =

My best time was \_\_\_\_\_ How can I improve this result for next time?  
Write your answer: \_\_\_\_\_

#### Activity 5 – PE Session Design your own workout

Choose from the table of exercises below and put together your own workout.

<u>Star Jumps</u>	<u>Burpees</u>	<u>Mountain climbers</u>	<u>Lateral slides</u>
<u>High knees</u>	<u>Push ups / Push Downs</u>	<u>Wall sit hold</u>	<u>Plank</u>
<u>Squats</u>	<u>Forward Lunges</u>	<u>Sit-ups</u>	<u>Broad jumps</u>

Complete a circuit where you will do each exercise for 30 seconds with a 30 second rest between each exercise.

<u>Round 1</u>	<u>Round 2</u>	<u>Round 3</u>
<u>Exercise 1</u> _____	<u>Exercise 1</u> _____	<u>Exercise 1</u> _____
<u>Exercise 2</u> _____	<u>Exercise 2</u> _____	<u>Exercise 2</u> _____
<u>Exercise 3</u> _____	<u>Exercise 3</u> _____	<u>Exercise 3</u> _____

You will need a safe spot to exercise, enclosed shoes, a stopwatch and a drink bottle. Make sure you spend time warming up doing each of the exercises you have chosen slowly and stretch before you start your own designer workout.

An example of a warm-up could include spiderman stretches, squats, lunges, slow push-downs, light jog or skipping on the spot.



# FRIDAY - English

## Morning Routine

- Today for Morning Routine, students are to complete the weekly summary activity located in the Google Classroom. For the Talk for Learning task, ask an adult or sibling in your house to join you!

## Spelling

TODAY'S SPELLING ASSESSMENT WILL BE DONE DURING THE FRIDAY ZOOM!

## Reading

### CULTURAL ASSUMPTIONS

**A cultural assumption is when an entire culture assumes the same beliefs, attitudes, ideas and thoughts based on their experiences and knowledge. People are more likely to believe things if the people around them believe the same thing.**

Even if groups of people all over the world believe the same thing they still can be wrong. Here are some examples of a cultural assumption - believed by people at the time.

Over 500 years ago people believed that the earth was flat.

Over 100 years ago women were thought to be unsuitable for leadership positions.

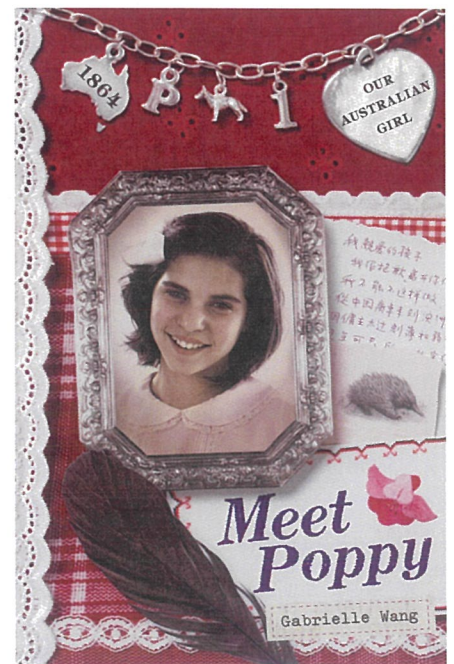
Over 150 years ago Europeans thought the middle of Australia was an inland sea.

• **Read this extract from the 'Poppy - Our Australian Girl' Series.** Underline in RED all the cultural assumptions to do with Aboriginals at the time. Underline in BLUE the cultural assumptions to do with girls. This story is set in 1864.

Poppy smiled as she scampered down from branch to branch as nimble as a brushtail possum. "Do be careful, Poppy," Mother Hangtree said. Mother Hangtree looked after the orphans. Some, like Poppy, had no parents and some were taken from their parents by the government, who told them it was for the best.

"Stand clear!" Poppy yelled and jumped to the ground. Mother Hangtree brushed leaves and dirt from Poppy's pinafore. "Goodness me, where are your shoes and stockings, child? Little girls need to look neat and pretty at all times". "You can't climb trees in shoes", Poppy said. Even on the hottest days when the hens lay panting under the bushes, Mother made the children wear lace up shoes and stockings to appear 'respectful and proper'. "It is not proper, running around like little savages," she would say, making a sour face.

Kalinya was Poppy's Aboriginal name. It meant 'pretty one'. When each child was brought to Bird Creek Mission they were given an English name. They were told this would help them forget their Aboriginal heritage. The girls were named after flowers. What Mother Hangtree didn't know was that sometimes Poppy and her brother Gus (Moyhu, meaning the wind) would still use their Aboriginal names even though it was strictly forbidden. Her brother had been out working on the farm next to the orphanage. Poppy longed to work there too, but instead she had to learn sewing and cooking, so she could be 'a good wife someday' according to Mother Hangtree.





Poppy and Gus dreamed of escaping the orphanage. Every time they brought it up, Gus sighed. 'I've told you before, It's wild out there... no place for a girl. There are bushrangers and escaped convicts. What if you ran into that Harry Power? Worst outlaw in the land'. Gus dreamed of owning his own land and riding horses through the bush. They both knew that this dream would never be a reality, as Aboriginals were not allowed to own land. Poppy thought this idea was very strange, as nobody truly 'owns' the land. If they were lucky they could get a job on a settler's farm. Gus might be paid a meagre amount to ride the horses, but Poppy would be stuck in the kitchen or forced to become a maid.

## Writing

### ● NEWSFLASH TEMPLATE

- Think of an event or special day that has occurred this term, such as **Book Week, Science Week, R.U.OK day, Indigenous Literacy Day, reading the novels 'The Thickety' and 'Wonder'**. Make a NEWSFLASH Summary about it and what occurred at TNPS, what your class or you did.

HEADLINE - *A short and catchy sentence of the main idea*

Visual Representation - *Draw an image that represents the main idea or a key element of the text*

Supporting Details - *List in dot points*

**OPTIONAL TASK:** Instead of creating it here in the booklet, create it online and submit it through Google Classroom

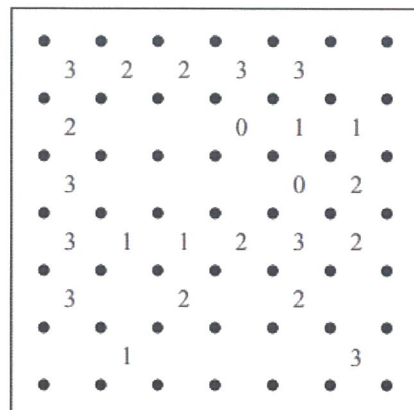


# FRIDAY - Mathematics

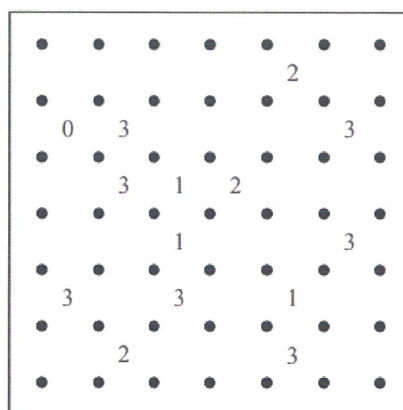
## Daily Slitherlink

There are 2 Levels. Please try and complete at least one!

### LEVEL 1



### LEVEL 2



## Number and Algebra

Please complete the *Google Form Assessment* via the link posted on Google Classroom.

## Statistics and Probability

Play some online probability games. Use the links below - or check Google Classroom on Friday.

In each game firstly go to “Step by Step” and complete this.

Then “Test yourself”

<https://studyjams.scholastic.com/studyjams/jams/math/probability/find-probability.htm>

<https://studyjams.scholastic.com/studyjams/jams/math/probability/probability-fraction.htm>

Want more? Here are some others for fun!

<https://mrnussbaum.com/probability-fair-online-game>

<https://www.turtlediary.com/games/probability.html>

<https://www.topmarks.co.uk/Search.aspx?q=probability>

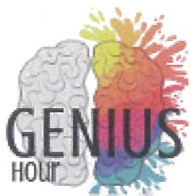
## FRIDAY - Afternoon

### PERSONAL INTEREST PROJECT

**This afternoon has been left free for you to choose a personal interest activity - a P.I.P!**

### **YOUR CHOICES ARE:**

- **You might need to finish off something** from the last 2 months of learning from home that you really want to finish or really enjoy doing. Maybe it's an artwork, maybe it's more science experiments, maybe it's to go and do Mrs Deck's fitness challenges again, or some more music fun and playing your instruments.
- **Spend the afternoon researching**, reading, constructing, learning something that you are really interested in.  
Maybe you want to learn to ukulele? Make things out of origami? Grow your own vegetables?  
Are you interested in building your English skills and vocabulary? Write a novel? A poem? Make a Youtube video? Research unusual words?  
Are you fascinated by something in Science? Tsunamis? Cryptology? Australian Animals? The Skeleton? Get researching!
- **Consider, what is the purpose? Why you want to do it, and how you will be successful. See the example below.**



### **My Purpose Is...**

To get a better understanding of music itself (like why chords actually work where they are) and to learn a whole bunch of new songs that I love on guitar and ukulele.

### **Why I Want to Do This & Why This Is Worth My Time:**

Music and bands have always been something I've been obsessed with so I just decided I would pick up guitar and learn as many of the songs I loved as I could and it's just something that has spread to other instruments. At the moment, I want to be able to make a career out of music so I might as well start to focus on it more.

### **What Success Will Look Like for Me:**

I want to learn at least four songs on guitar and four songs on ukulele. I also want to be able to understand the fundamentals of music theory on guitar.

**OPTIONAL TASK:** Upload a photo, post, slide, video or comment about your PIP on your Google Classroom. The best thing about learning something new is sharing it!



# YEAR 5 SPELLING

CORE	EXTENSION
soot	bullies
sugar	bullying
woollen	bushranger
woolly	cushioned
wolf	ebullience
couldn't	ebullient
would've	ebulliently
shouldn't	footlights
crooked	fulfilling
fully	livelihood
bully	misunderstood
pulley	penpusher
bullet	pulleys
bullock	pulpit
fullness	pushiness
womanly	swoosh
pudding	wolverine
butcher	wolves
driftwood	woodwork
barefoot	woolgrower
bulldozer	
understood	
knighthood	
cushion	
kookaburra	

# YEAR 6 SPELLING

CORE	EXTENSION
hoodwink	bookbinder
ambushed	bulbul
bullying	bullroarer
pulleys	bulwark
would	chequebook
woman	falsehood
bullocky	fulcrum
cuckoo	fulminate
crookedly	fulmination
rookery	hookworm
whoosh	kaput
bushel	kibbutz
bulrush	kibbutzim
fulsome	pullet
bulletin	pulmonary
bullion	sootiness
courier	sputnik
likelihood	unfulfilling
fulfilment	woofer
unfulfilled	worsted
fulfilling	
ebullient	
woomera	
babushka	
pincushion	
bushwhacker	
misunderstood	



# SPELLING ACTIVITY CHOICES

Choose different activities each day

<b>NEW! Rainbow Words!</b> Choose 3 different coloured pens or pencils, hold them at the same time and write your words to make rainbow words!	<b>Small Words</b> Find smaller words in each of your spelling words and highlight them <b>shop</b> <b>sing</b>	<b>NEW! Snap and Clap</b> Say your spelling words out loud. when you say a consonant clap and when you say a vowel snap your fingers.
<b>Fancy Fonts</b> Write your spelling words using fancy letters. Alternatively type your words on the computer, make a word cloud at <a href="http://www.abcya.com">www.abcya.com</a>	<b>NEW! Ransom Notes!</b> Cut out letters from Newspaper and Magazine headlines or letters from junk mail brochures to make spelling words	<b>Edible Words!</b> Make your words using fruit, vegetables, bread, cheese, mnms, or anything edible. Spell them, then eat them!
<b>Illustrations Expert</b> Draw a picture to match the meaning of each of your words.	<b>Working Out Words</b> Group your spelling words into nouns, adjectives, verbs, adverbs.	<b>Cartoon Connection</b> Create a cartoon strip using as many spelling words as you can.
<b>NEW! News Report</b> Pretend you are a news TV presenter. Write a script presenting the news and include spelling words	<b>Match Up</b> Write your words twice on small cards and cut them up. Play games like Go Fish, Snap and Memory	<b>Spelling Search</b> Search through old magazines or newspapers to find as many spelling words as you can. Cut them out.
<b>Connect the Dots</b> Write all spelling words in dots then trace over them in coloured pens or textas	<b>Word Search</b> Make a word search using 8 words. Get a family member to find them.	<b>Sign Language</b> Learn the sign language action for each word at <a href="http://www.auslan.org.au/about/dictionary/">www.auslan.org.au/about/dictionary/</a>
<b>NEW! Times Up!</b> Set a time for three minutes. See how many times you can write your words before the timer goes off. Repeat and see if you can beat your own score.	<b>3D Words</b> Make your words out of dried spaghetti, playdough, lego, string or any other manipulative item, can you bake spelling word biscuits!	<b>Back Writing</b> Use your finger to spell out each of your spelling words, one letter at a time, on someone in your family's back. Then they do it to you, can you guess the word?
<b>Colour Code</b> Write all your words. Highlight the vowels in one colour and the consonants in another.	<b>Clean Your Words!</b> Make your words with detergent or hand soap, or trace the words into soap suds, then wipe them up!	<b>Spelling Charades</b> Play charades with your family using the spelling words. Alternatively, play 20 questions or celebrity head.
<b>NEW! Sweet Words</b> Use mini marshmallows, chocolate chips or other lollies or sweets to spell out your words. When you have spelled them out - you can eat them!	<b>NEW! Spell it On!</b> Become a cheerleader and make up a cheer and chant with your words, spelling out each letter with an action. Optional - make your own pom poms!	<b>Word Pyramids</b> Write your words as word pyramids. s sp spu spun
<b>Play online games with your spelling words at:</b> <a href="https://www.spellingcity.com/">https://www.spellingcity.com/</a> <a href="https://games.forkids.education/word-safari-lets-catch-letters/">https://games.forkids.education/word-safari-lets-catch-letters/</a>	<b>Make a newspaper article using spelling words at:</b> <a href="http://www.fodey.com/generators/news/paper/snippet.asp">www.fodey.com/generators/news/paper/snippet.asp</a>	<b>Hopscotch Words</b> Make a hopscotch board on your sidewalk or driveway with chalk. Write letters instead of numbers and HOP your words!