Home Learning Pack

Week 5

Term 3, 2021
Stage 3

Barramurra
Public School

Stage 3 Home Learning Grid - Term 3 Week 5

Activities can be completed digitally on the Seesaw app or as a hard copy and uploaded as an image to Seesaw

	Monday	Tuesday	Wednesday	Thursday	Friday
Good Morning + Warmups	Answer the question given by your teacher on Seesaw and say good morning! **Word of the Day** Complete the word of the day on Seesaw/Hard Copy and submit when complete				
Reading Log	Read for 20 minutes – PM e-collection, Reading Eggs or a book of your choice. Fill in your reading log, save as a draft and submit it on Friday.				
Literacy	**English** **Science Literacy** Seesaw activity: What is a force?	**English** **PDH Literacy** Seesaw activity: Food and diversity within Australia	**English** **Science Literacy** Seesaw activity: What is a force?	**English** **PDH Literacy** Seesaw activity: Physical activity and screen time	**Reading** Write a review for a book you have read recently. Your review can be positive or negative
Physical Activity	Outdoor Physical Activity and Play You could post a picture or video of yourself getting out and getting active				
Literacy	**English** **Science Literacy** Seesaw activity: What is a force?	Speech Writing Due Week 6	**English** **Science Literacy** Seesaw activity: What is a force?	Speech Writing Due Week 6	Speech Writing Due Week 6
Mathematics	**Maths** Seesaw activity: Multiplication and division lesson 1. Log onto Prodigy and complete 30 minutes of activities. Play Prodigy	**Maths** Seesaw activity: Multiplication and division lesson 2. Log onto Prodigy and complete 30 minutes of activities. Play Prodigy	**Maths** Seesaw activity: Multiplication and division lesson 3. Log onto Prodigy and complete 30 minutes of activities. Play Prodigy	**Maths** Seesaw activity: Multiplication and division lesson 4. Log onto Prodigy and complete 30 minutes of activities. Play Prodigy	**Maths** Seesaw activity: Multiplication and division lesson 5. Log onto Prodigy and complete 30 minutes of activities. Play Prodigy
Other Key Learning Areas	**Science & Technology:** Complete the coding activity or the offline Olympic STEM activity (or if you can't decide feel free to do both!)	**Geography:** View the slides and complete the activities on Asia	**Personal Development and Health: Mindfulness** Seesaw activity: 'The School Gate'	**Creative Arts:** Seesaw Activity: 'Visual Arts – Jim Dine – Brushes'. Learn about Jim Dine and create an artwork based on an everyday object.	**Free Choice afternoon:** Complete any activity that interests you and upload a photo or video to Seesaw with an explanation of what you are doing and why you like to do this activity
Additional Optional Activities	**PM e-collection/Reading Eggs (Online English)** Log on to PM e-collection or Reading Eggs and explore. PM e-collection online Reading Eggs	**Mathematics** Year 4 and 5 Maths OR Number of the day Maths Starters		**Outdoor Physical Activity and Play** You could post a picture or video of yourself being active. **DET - Learning from Home Resources** https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home	

My Reading Journal

Thoughts from...

Week of: Week 5, Term 3

Here's what I've been reading...	I read: Title I thought: Answer here	I read: Title I thought: Answer here
I read: Title I thought: Answer here	I read: Title I thought: Answer here	I read: Title I thought: Answer here

Pick a symbol and draw it in the box to show how you felt about your reading today.

Word of the Day - Week 5

	Monday	**Tuesday**	**Wednesday**
Word	bewildered	privilege	marvellous
Definition			
In a sentence			
Synonym			
Antonym			
Word Origin			
Words in word			

Word of the Day - Week 5

	Thursday	Friday
Word	famished	persevere
Definition		
In a sentence		
Synonym		
Antonym		
Word Origin		
Words in word		

Monday Activities

Monday – Science Literacy

What is a Force?

LEARNING INTENTION:
I am learning to identify a force as a push or a pull and use arrows correctly to represent forces.

YOUR TASK: Find and record the definition of the following terms:

Vocabulary	Definition
force	
push	
pull	
arrow	
shape	
motion	

Atlas is a character from an ancient Greek legend. He was condemned by Zeus to hold up the Earth on his shoulders. We know that this is not possible. How much mass do you think a strong adult can lift above their head?

YOUR TASK:
Make an estimate, and then do some research to find out how accurate your answer was.

Estimate	Real answer

Note: A force is the push or the pull of one object on another. A force causes a change in an object's shape or movement. Scientists use arrows to show forces. The arrow is a straight arrow and points in the direction of the force.

Monday - Science Literacy

We can use many words to describe forces, but all forces can be classified as either a push or a pull.

YOUR TASK: For the following actions, decide whether they are a push or a pull.

Action	Push or Pull
Kicking a soccer ball	
Throwing a basketball	
A car towing a trailer	
Blowing up a balloon	
Typing on a keyboard	
Breaking apart a Lego model	
Brushing your hair	

YOUR TASK: For the following images, draw one or more arrows to show the forces acting in that situation. Write 'push' or 'pull' clearly along each arrow.

Monday - Science Literacy

Were you successful today?

Tick the boxes to show whether you have been successful today:

- [ ] I know what the words push, pull, force, motion, shape and arrow mean
- [ ] I can determine if an action is a push or a pull
- [ ] I can demonstrate a push or a pull action

Monday - Maths

Multiplication and Division

LEARNING INTENTIONS:

1. I can apply a range of strategies to solve word problems involving multiplication and division
2. I know leftovers are called remainders
3. I understand the inverse relationship between multiplication and division

YOUR TASK: WARM UP ACTIVITIES:

Skip count by 6s up to 100 starting at 6

6, 12

Write down all the things you remember about multiplication and division

Multiplication, division,

YOUR TASK: Look at the posters below to revise the multiplication and division strategies

Monday - Maths

Multiplication Strategies

Repeated Addition

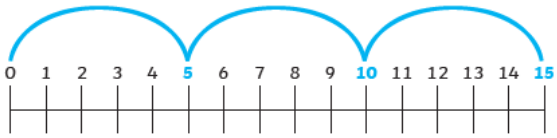
5+5+5=15

3 x 5 = 15

Multiplication Strategies

Number Line

Starting from zero, hop 5 at a time. Where do you land?



1 hop of 5 = 5

2 hops of 5 = 10

3 hops of 5 = 15

3 x 5 = 15

Multiplication Strategies

Expanded Column Method

Line up the ones and the tens.

Multiply the ones.

Multiply the tens.

Add the totals together.

42		
x 6		
12	(2 x 6)	
240	(40 x 6)	
252		

42 x 6 = 252

Multiplication Strategies

Multiply by 10

Use place value to work out how to multiply by 10.

674 x 10 = ?

If you multiply a number by 10, the digits move one place to value to the left.

Thousands	Hundreds	Tens	Ones
	6	7	4

Thousands	Hundreds	Tens	Ones
6	7	4	0

Zeros will be added after the digits have moved.

674 x 10 = 6740

Use place value to work out how to multiply by 100.

674 x 100 = ?

Ten Thousands	Thousands	Hundreds	Tens	Ones
		6	7	4

Ten Thousands	Thousands	Hundreds	Tens	Ones
6	7	4	0	0

Zeros will be added after the digits have moved.

674 x 100 = 67 400

Monday - Maths

Multiplication Strategies
Multiplying Decimals by 10

Use place value to work out how to multiply by 10.

6.74 x 10 = ?

If you multiply a number by 10, the digits move one place to value to the left.

Hundreds	Tens	Ones	Tenths	Hundredths
		6 .	7	4

Hundreds	Tens	Ones	Tenths	Hundredths
	6	7 .	4	

6.74 x 10 = 67.4

Use place value to work out how to multiply by 100.

6.74 x 100 = ?

Hundreds	Tens	Ones	Tenths	Hundredths
		6 .	7	4

Hundreds	Tens	Ones	Tenths	Hundredths
6	7	4 .		

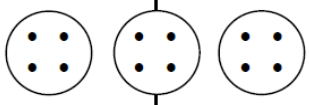
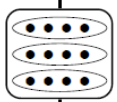
If you multipy a number by 100, the digits move two places to the left.

6.74 x 100 = 674

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Using addition we can write 4 + 4 + 4 = 4 x 3 = 12

Using subtraction we can write 12 - 4 - 4 - 4 = 0

multiplication	division
$4 **x** 3 = $12	$12 ÷ 3 = $4
3 **groups of** 4 makes 12 	12 **shared between** 3 is 4
3 **rows of** 4 is 12 	12 **shared amongst** 3 is 4
4 **multiplied by** 3 equals 12	12 **divided by** 3 is 4
the **product of** 4 and 3 is 12	the **quotient of** 12 and 3 is 4

Monday - Maths

Division Strategies

Dividing by 10

Use place value to work out how to divide in 10s

674 ÷ 10 = ?

If you divide a number by 10, the digits move one place value to the right.

Hundreds	Tens	Units	Tenths	Hundredths
6	7	4		

Hundreds	Tens	Units	Tenths	Hundredths
	6	7	4	

674 ÷ 10 = 67.4

If you divide a number by 100, the digits will move two places to the right.

Hundreds	Tens	Units	Tenths	Hundredths
6	7	4		

Hundreds	Tens	Units	Tenths	Hundredths
		6	7	4

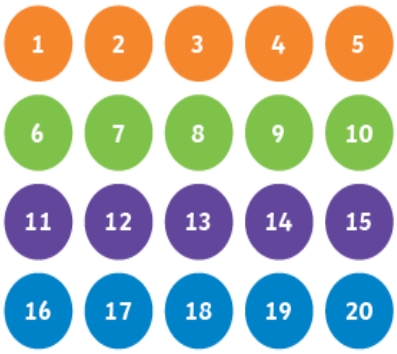
674 ÷ 100 = 6.74

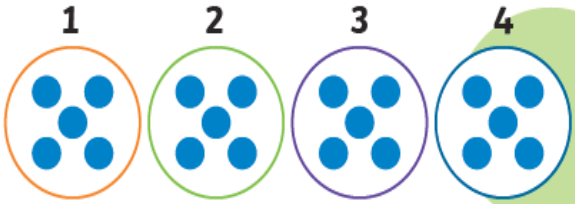
Division Strategies

Grouping

20 ÷ 5 = ?

20 divided by 5 gives 4 groups.





Grouping using arrays.

Division Strategies

Partitioning

8 4 ÷ 4 = ?

8	0	÷ 4	=	2	0
4		÷ 4	=		1
				2	1

Partition the number into tens and ones.

Divide the tens and ones.

Combine your totals.

84 ÷ 4 = 21

Division Strategies

Short Division

three digit numbers

434 ÷ 7 = ?

Work out how many 7s go into 430. (The answer must be a multiple of 10.)

In this case 7 goes into 430 sixty times leaving a remainder of 10.

Add this 10 to the remaining 4 from the original 434 to make 14.

Divide 14 by 7 to get 2.

Combine 60 and 2 to get the answer.

$$7\overline{)430+4} = 7\overline{)420+14}\quad 60+2$$

This method can be shortened to:

$$7\overline{)434}\quad 62$$

Monday - Maths

Division Strategies

Halving

Sometimes you can use halving to divide into 2s, 4s, and 8s.

$$120 \div 2 = 60$$

We can use this to divide by 4 by halving twice.

$$120 \div 2 = 60$$

then

$$60 \div 2 = 30$$

so

$$120 \div 4 = 30$$

We can use this to divide by 8 by halving 3 times.

$$120 \div 2 = 60$$

then

$$60 \div 2 = 30$$

then

$$30 \div 2 = 15$$

so

$$120 \div 8 = 15$$

Division Strategies

Inverse

Use multiplication tables to work out a division question.

$$63 \div 9 = ?$$

You can work this out by knowing...

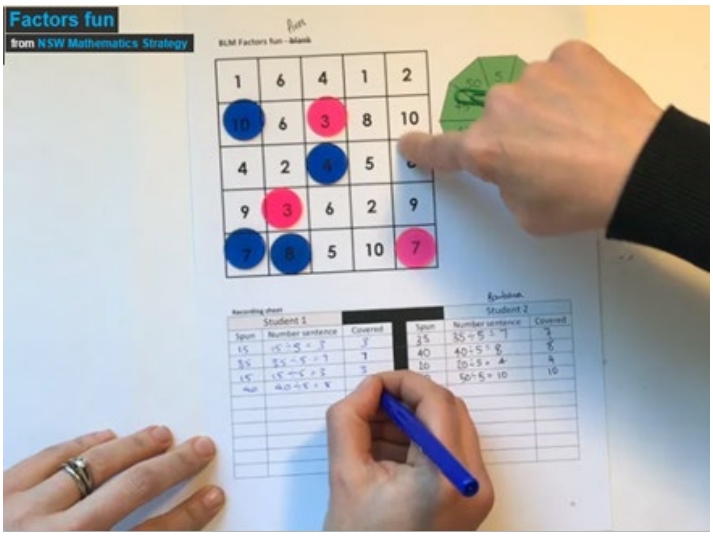
$$7 \times 9 = 63$$

So using the inverse, we know that...

$$63 \div 9 = 7$$

<u>YOUR TASK:</u> Factors fun

This is a two-player game where students to explore division, work out a solution and explain their thinking. Watch the Factors fun video to learn how to play.



Monday - Maths

How to play

- Students collect game board, spinner, recording sheet, counters, and pencils ready.
- Take it in turn to spin the spinner and divide the number by the chosen divisor (for example, 5).
- Players work out the solution and explain their thinking to their partner.
    - The partner records their thinking and if they agree, the player is able to place one of their counters on the number on the game board, claiming that place.
    - If the number is taken, students miss a turn.
    - If there are no new counters that can be added to the game board, players have to move an existing counter to a new place.
- Players win by getting four counters in a row (in any orientation, including a square).
- If preferred, students can use 5 or 6 counters, looking for 4 in a row

Playing at Home:

- ❑ Make your own game spinner like the one in the video
- ❑ Find 4 things to use as counters (e.g. coins, counters, pasta)
- ❑ Make your own recording sheet and play ☺

Monday - Maths

Factors fun game board

1	6	4	1	2
10	6	3	6	10
4	2	4	5	8
9	3	6	2	9
7	8	5	10	7

Recording sheet

Student 1				Student 2	
Spun	Number sentence	Covered	Spun	Number sentence	Covered

Monday - Maths

YOUR TASK: Problem of the Day

$3 \times ? = 57$

What number does ? represent?

19	29	54	171
⬭	⬭	⬭	⬭

Were you successful today?

Tick the boxes to show whether you have been successful today:

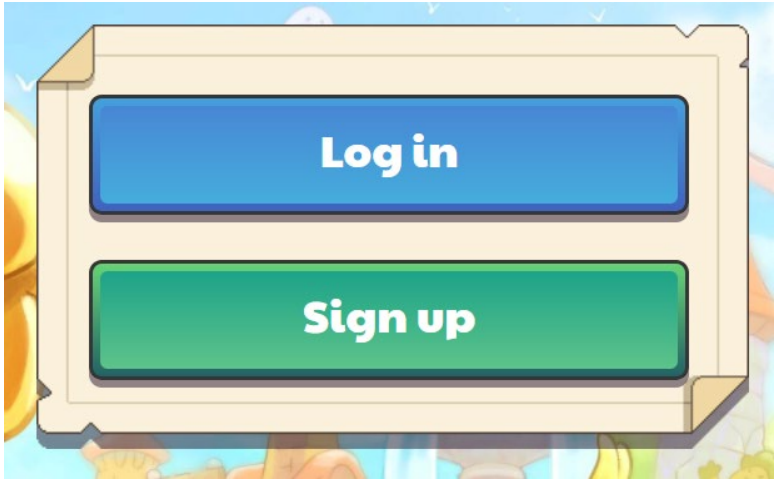
- ❑ I can apply a range of strategies to solve multiplication and division problems
- ❑ I know the different terms used for multiplication and division
- ❑ I can read and understand a question and find the answer

Monday - Maths

Remember to log into your class Prodigy account and enjoy 30 minutes of Prodigy time!

Click on the link below:

Play Prodigy



Monday - Science & Technology/STEM

STEM – Paper Plane Challenge

Learning Goal:

We will be able to carry out the STEM engineering process to create a winning paper plane.

Success Criteria:

We have:

- ❑ Understood the question being asked
- ❑ Imagined some ideas to solve the challenge
- ❑ Created a plan to address the challenge
- ❑ Created 2 paper planes
- ❑ Carried out test throws to record the success of the 2 types
- ❑ Explain and carry out improvements
- ❑ Rethrow the planes with your improvements and record your findings

If you have access to a device, scan or take photos of these worksheets and upload to Seesaw and include photos for each of the steps.

1. What is the problem?

To create a paper plane to win the paper plane world championships in the category of longest distance or in the air the longest (you can do both if you want but remember the designs for each might be different).

Circle which category you are going to enter:

Longest distance Longest in air Both

2. Image? What are some ways to solve this problem?

You can be as crazy or as simple as you like with your ideas (remember these are ideas not your plan, you might not end up using any of them).

Monday - Science & Technology/STEM

3. Plan. What are you going to do to solve the problem?
You can: write your plan, draw your plan, or copy and paste instructions of a paper plane model below (if you use someone else's design you need to include the website/book/person you got it from).

4. Create your two planes to enter. You can only use 1 piece of paper per plane. You may use glue, sticky tape or scissors if needed.
If you don't have access to A4 paper (new or scrap) you could use a magazine page, half a newspaper, one side of a cereal box etc.)

5. Test. How well does it work?
You need to throw both of your planes two times and record. If you don't have a tape measure/ruler use an informal unit e.g. broom lengths, your step etc. it just must be consistent with every throw. If you don't have access to a timer count 1 –1000, 2-2000, 3-3000 at a consistent speed. Record your unit of measure.

Distance		In Air	
Plane 1	**Plane 2**	**Plane 1**	**Plane 2**
Throw 1	Throw 1	Throw 1	Throw 1
Throw 2	Throw 2	Throw 2	Throw 2

Monday - Science & Technology/STEM

6. Improve. Describe what could be better and explain any changes you could make to improve your planes.

7. Test again. Now, how well does it work?

Use the same method of measurements as your first test flight.

Distance		In Air	
Plane 1	**Plane 2**	**Plane 1**	**Plane 2**
Throw 1	Throw 1	Throw 1	Throw 1
Throw 2	Throw 2	Throw 2	Throw 2

WINNER

Which plane won (give it a creative name)?

_____

What was the furthest distance it flew (if you chose this challenge)?

_____

What was the longest amount of time it spent in the air (if you chose this challenge?)

_____

Monday - Science & Technology/STEM

REFLECTION:

Did you enjoy this STEM activity? Why/Why not?

What was challenging about this activity?

How did you overcome your challenges?

Tuesday Activities

Tuesday - PDH Literacy

What actions positively influence the health, safety and wellbeing of my community?

- Food, nutrition and the changing influence on groups within Australia

LEARNING INTENTION:
I can analyse the changing influences on the diets of groups within Australia, e.g. Aboriginal and Torres Strait Islander Peoples.

YOUR TASK:

Visit the 'Seasonal food guide Australia' website. Seasonal Food Guide

Think about why certain foods may be classed as seasonal and are different for different states in Australia – compare Sydney to Brisbane and Perth.

List the fruits that are seasonal to Sydney NSW – create a table on the next slide or on a piece of paper and upload a photo.

Use the 4 headings: Spring, Summer, Autumn, Winter

Tuesday - PDH Literacy

Seasonal Food Guide AUSTRALIA

seasonalfoodguide.com

Seasonal Produce Guide – Sydney/NSW

FRUIT

Apples			Autumn	
Apricots		Summer		
Berries		Summer	Autumn	
Cherries	Spring			
Kiwifruit			Autumn	
Lemons	Spring			Winter
Mandarins	Spring			Winter
Melons		Summer		
Nectarines	Spring	Summer		
Oranges	Spring			Winter
Peaches	Spring	Summer		
Pears			Autumn	
Persimmons			Autumn	
Plums	Spring	Summer		
Strawberries	Spring	Summer	Autumn	

Tuesday - PDH Literacy

Seasonal Food Guide

AUSTRALIA

seasonalfoodguide.com

Seasonal Produce Guide – Sydney/NSW

VEGETABLES

Artichokes (Globe)	Spring			
Asian Vegetables	Spring	Summer	Autumn	Winter
Beans		Summer	Autumn	
Beans (Broad)	Spring			
Beetroot		Summer		
Broccoli	Spring		Autumn	Winter
Cabbage	Spring	Summer	Autumn	Winter
Capsicum		Summer	Autumn	
Cauliflower	Spring		Autumn	Winter
Celery	Spring	Summer		
Chillies		Summer	Autumn	
Chinese Cabbage	Spring		Autumn	Winter
Cucumbers	Spring	Summer		
Eggplant		Summer		
Lebanese Cucumbers			Autumn	Winter
Leek	Spring			Winter
Lettuce	Spring	Summer	Autumn	Winter
Mushrooms	Spring	Summer	Autumn	
Okra		Summer	Autumn	
Parsley	Spring	Summer	Autumn	Winter
Pecans			Autumn	
Potatoes	Spring			Winter
Pumpkins		Summer	Autumn	
Radish	Spring	Summer	Autumn	Winter
Rhubarb	Spring	Summer	Autumn	Winter
Silverbeet	Spring			Winter
Spinach	Spring			Winter
Squash	Spring	Summer		
Sweetcorn		Summer		
Tomatoes	Spring	Summer	Autumn	
Turnip (White)			Autumn	Winter
Zucchini	Spring	Summer		

Tuesday - PDH Literacy

YOUR TASK:

Visit the dietitian Australia website – read the information and answer the response question.

Dieticians Australia -https://dietitiansaustralia.org.au/smart-eating-for-you/smart-eating-fast-facts/healthy-eating/health-and-wellbeing-of-aboriginal-and-torres-strait-islander-people/

- Why do you think Indigenous Australians have higher levels of diet related disease? (such as diabetes, heart disease, obesity)

_____

_____

_____

_____

_____

_____

YOUR TASK:

Visit the website 'Welcome to the Living Knowledge Place' - focus on food.

The Living Knowledge Place

1. Watch the video 'Cooking fish on the coals with Simon Butcher.
2. Complete the questionnaire in teams OR on paper using information from the video to answer the questions.

Were you successful today?

Tick the boxes to show whether you have been successful today:

- ☐ I know what fruits and vegetables are seasonal to Sydney NSW
- ☐ I understand why Indigenous Australians have higher levels of diet related disease
- ☐ I can identify at least one way Indigenous people cooked in the old days

Tuesday - PDH Literacy

The Living Knowlege Place – Questionnaire

Cooking Fish on the Coals

Question 1
What type of fish did Simon have to cook on the coals?

Question 2
What was the first step Simon did to cook the fish?

Question 3
What was the name of the tree that Simon broke the branches off?

Question 4
What did Simon use the leaves for?

Question 5
What did Simon do before he put the fish on the coals?

Question 6
How did Simon pull the fish out of the coals once it was cooked?

Question 7
What else did Simon do to the fish to prepare it for eating once it was cooked?

Question 8
Describe how Simon ate the fish and who he ate the fish with?

Tuesday - Speech Writing

Parts of a speech!

- A speech has 3 important parts.

1. Introduction
2. Body of ideas or points
3. Conclusion

Introduction

- Our introduction needs a sizzling start or hook!
- That is something intriguing or exciting that gets everyone wanting to listen.
- Sometimes this is a rhetorical question or interesting fact about your topic!

Body of Ideas/ Points

- The middle of our speech is where we give our point of view and evidence to back it up.
- We can break this up into three big ideas or reasons to help our speech make sense.
- Depending on your topic you may choose to have three reasons with different types of evidence OR
- You may approach the points by talking about how the topic affects yourself, community and the world.

Conclusion

- Our conclusion helps us end our speech without saying "In conclusion".
- This is where you will briefly sum up your points to remind the audience about your views.
- Then you can provide a "where to next". Do we need to change? What action can we take?
- Finish with a bang! A final statement to get the audience to keep thinking.

Let's Write!

- Work on your own or with an adult to start writing your speech.
- You can write it as a draft before publishing on palm cards for easy reading on the day.
- Make sure the palm cards are big enough to see your writing.

Helpful hint!

- Try to keep it in your own words so that you can remember parts of it. We are aiming to be confident not fully reading from our cards.
- GOOD LUCK!

Tuesday - Speech practice

You have a speech!

- Well done! Most of you now would have a speech or at least the start of one.
- We will be presenting our speeches in Week 6 and 7.
- You have lots of time to practice.

Practice, practice, practice!

- Practice reading your speech to your teacher or adult at home by using the microphone button!

Tuesday - Maths

Multiplication and Division

LEARNING INTENTIONS:

1. I can apply a range of strategies to solve word problems involving multiplication and division
2. I know my basic multiplication facts
3. I understand the inverse relationship between multiplication and division

YOUR TASK: WARM UP ACTIVITIES:

Skip count by 7s up to 100 starting at 7

7, 14

YOUR TASK: Multiplication Toss

This activity can help students develop multiplicative automaticity. This game is played in pairs.

Watch the multiplication toss video to learn how to play.

How to play

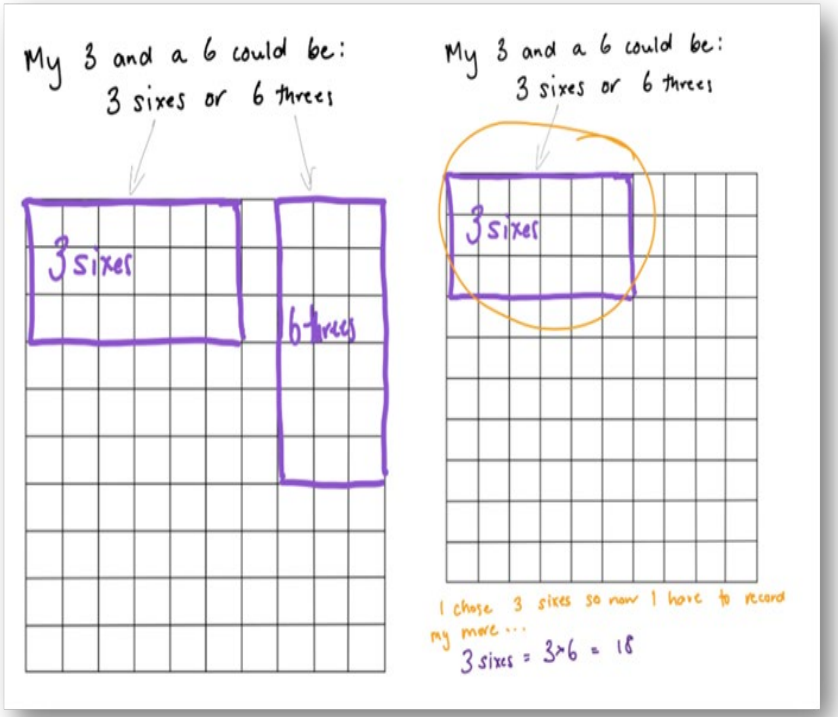
1. Players take turns to spin the spinners.
2. If a 3 and 6 are spun, players can enclose wither a block out of 3 rows of 6 (3 sixes) or 6 rows of 3 (6 threes).
3. The game continues with no overlapping areas.
4. The winner is the player with the largest area blocked after 10 spins.
5. Eventually, the space on the grid paper gets really small.
6. Students then have to think:

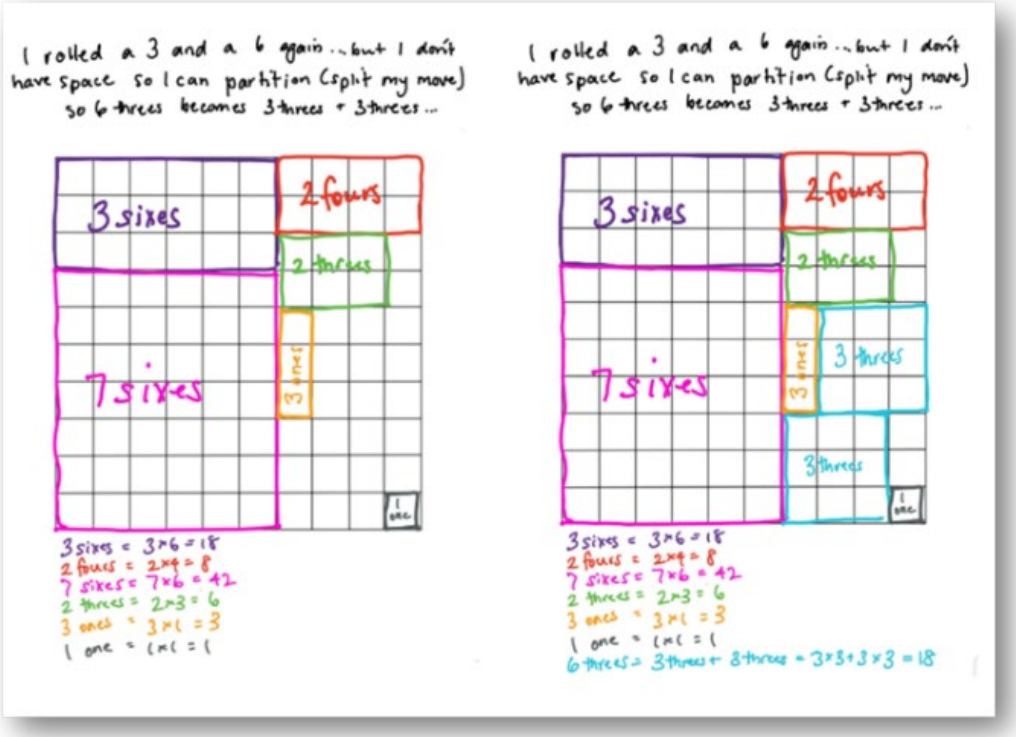
- What if my 3 sixes won't fit as 3 sixes or as 6 threes?
- Players can partition to help them! So, for example, they can rename 3 sizes as 2 sixes and 1 six (if that helps them to fit the block into the game board).

Tuesday - Maths

Playing at Home:

- ❑ Make your own game spinner like the one in the video or use a dice
- ❑ Make your own recording sheet and play ☺





Tuesday - Maths

YOUR TASK: Think!

What would you do differently next time to increase your chances of winning?

_____

_____

_____

_____

YOUR TASK: Problem of the Day

Bella had $10. She bought 5 sketchbooks from a shop.

Each sketchbook costs $1.10.

How much change should she get?

$4.50	$5	$5.50	$8.90
⬭	⬭	⬭	⬭

Were you successful today?

Tick the boxes to show whether you have been successful today:

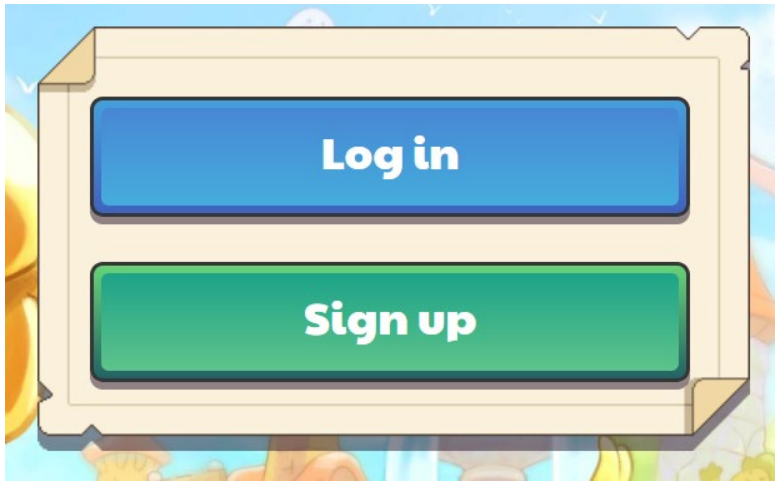
- ❑ I can apply a range of strategies to solve multiplication and division problems
- ❑ I know the inverse relationship between multiplication and division
- ❑ I know my basic multiplication facts

Tuesday - Maths

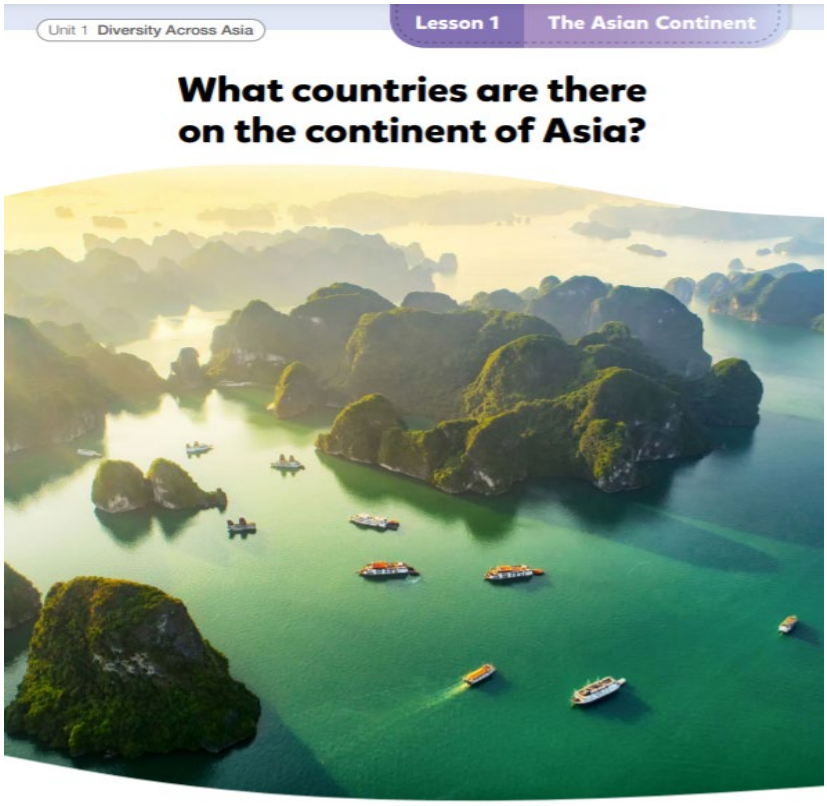
Remember to log into your class Prodigy account and enjoy 30 minutes of Prodigy time!

Click on the link below:

Play Prodigy



Tuesday - Geography



Learning Intention

I Can:

- Identify countries and geographical features of Asia.
- Interpret, analyse and construct large scale maps, political maps and virtual maps

Tuesday - Geography

What countries are there on the continent of Asia?

1 Colour and label each of the continents on the world map below. Add in the North Point, a legend and a title for the map.

Legend

Asia is the largest continent in the world, covering approximately thirty percent of the earth's surface. Asia has the greatest population of all the continents. Over four billion people across more than forty countries live here. Asia has a variety of geographical features including mountains, plateaus, plains and deserts as well as freshwater and saltwater environments.

2 Write down the names of any Asian countries you have heard of or have visited.

Tuesday - Geography

3 Use the detective cards below to race your way around Asia.

Read the clues on each card to work out which Asian country it relates to. Find this country on the map of Asia on the following page. Label and colour this country.

Forty five billion pairs of chopsticks made each year.

Black sand desert

An island.

Sits on the 80 degrees east longitude line.

An archipelago.

Four main islands.

More than 6,000 small islands.

Flag features a crescent and a star.

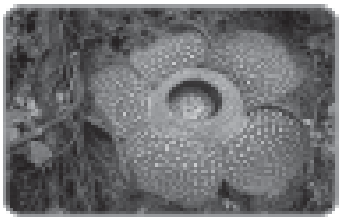
Tallest building in the world.

No chewing gum.

Hills made of chocolate.

Has the most rivers in the world.

Tuesday - Geography

Bengal tiger		Longest capital city name in the world.

4 Look at the list of Asian countries below. Use an atlas to help you find one country from each region and then colour and label it on the map.

Tuesday - Geography

Countries of Asia

North-east	South-east	South	Central	West
China	Brunei	Afghanistan	Kazakhstan	Armenia
Japan	Cambodia	Bangladesh	Kyrgyzstan	Azerbaijan
Mongolia	Timor-Leste	Bhutan	Tajikistan	Bahrain
North Korea	Indonesia	India	Turkmenistan	Cyprus
South Korea	Laos	Iran	Uzbekistan	Georgia
Taiwan	Malaysia	Maldives		Iraq
Russia	Myanmar Philippines Singapore Thailand Vietnam	Nepal Pakistan Sri Lanka		Israel Jordan Kuwait Lebanon Oman Palestine Qatar Saudia Arabia Syria Turkey United Arab Emerites Yemen

5 Find some interesting facts about four countries in Asia and make detective cards for them. Include the country this fact belongs to.

Tuesday - Geography

Were you successful today?

I can:

- Locate and label the seven continents on earth.
- Name and locate at least six countries in Asia.
- Share four interesting facts I learn about countries in Asia with another person.

Wednesday Activities

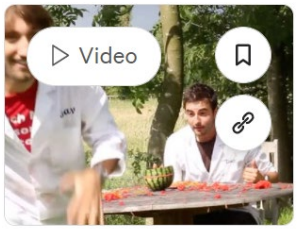
Wednesday - Science Literacy

What is a Force?

LEARNING INTENTION:
I am learning to identify a force as a push or a pull and use arrows correctly to represent forces.

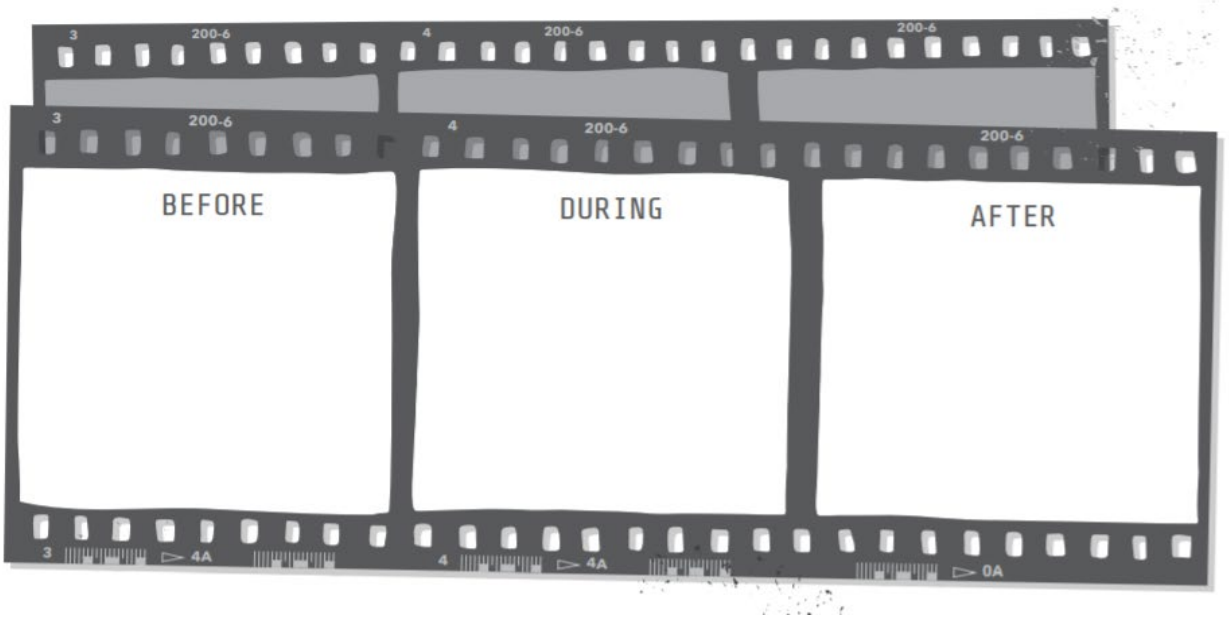
YOUR TASK:

Inquisitive Time:
Follow the link to Inquisitive and enter the 4 digit class code: 6035
to watch the stimulus video: The Exploding Watermelon



Exploding Watermelon
2 minutes

Draw three pictures of the watermelon in the text box: Before, during and after it explodes. Draw some arrows to show the force acting on the watermelon. Is the force a push or a pull? Label the arrows.



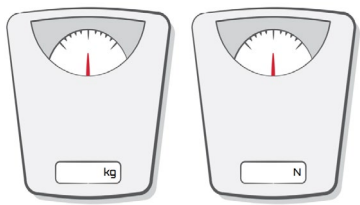
Wednesday - Science Literacy

YOUR TASK: Find a set of bathroom scales, kitchen scales will do. How much force can you push with? Place the scales on a table and push on them as hard as you can. Keep your feet on the floor.

Write down the kilogram reading on the first set of scales _____

The units we measure force in are called Newtons (N).

Convert your kilogram reading into Newtons by multiplying it by 10 _____



When you push down on the scales (and the desk), they push back up on you.

What do you think would happen if they did not push back? _____

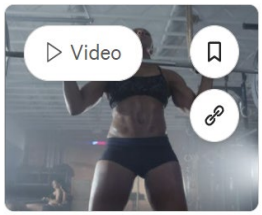
At the beginning of this lesson we looked at Atlas holding the Earth on his shoulders. We know the Earth is not being held up in space by a very strong man.

YOUR TASK: What is holding the Earth up in space? Why do you think that?

Wednesday - Science Literacy

YOUR TASK:

Inquisitive Time:
Follow the link to Inquisitive and enter the 4 digit class code: 6035 to watch the stimulus video.



Weightlifter Video
1 minute

Consider the forces at work and suggest what the most common injuries are in this sport and explain why.

Were you successful today?

Tick the boxes to show whether you have been successful today:

- ☐ I know what is holding up the Earth and can explain my thinking
- ☐ I can identify injuries that may be caused from push and pull motions
- ☐ I understand that when an object's shape or motion changes, a force is at work

Extension Task: Take a piece of plasticine or playdough. In just one minute, work on it to change its shape. Draw a set of diagrams to record the steps you took. Use action verbs to describe what you did.

Wednesday - Maths

Multiplication and Division

LEARNING INTENTIONS:

1. I can apply a range of strategies to solve word problems involving multiplication and division
2. I know my basic multiplication facts
3. I understand there are different ways of getting the same answer

YOUR TASK: WARM UP ACTIVITIES:

Skip count by 8s up to 100 starting at 8

8, 16,

YOUR TASK: Youcubed Maths

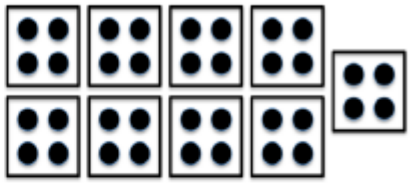
This is a two-player game where students practice and consolidate their learning of multiplication and division. This game is played like 'Memory' or 'Concentration'.

Watch the Math cards video from youcubed to see one way of playing with the number cards.

How to play

- Students play this game is like 'Memory' or 'Concentration'.
- Using the youcubed math cards, students aim to match cards with the same value shown through different representations.
- Students lay all the cards down on a table and then take turns to pick them up, looking for a match.
- For example, 9 fours can be shown with an area model, a set of objects such as dominoes, and the number sentence (equation) as well as the product, 36. When players match the cards, they should explain how they know that the different cards are equivalent in value.
  Resources – cut out the youcubed cards attached

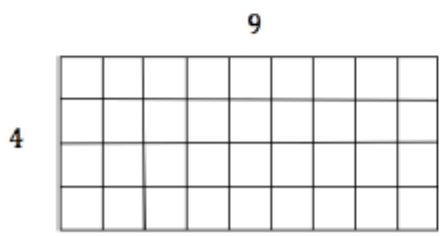
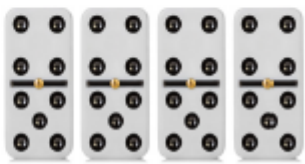
Wednesday - Maths

36	

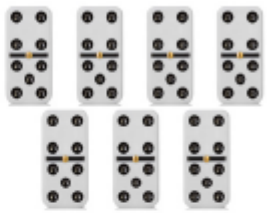
youcubed at Stanford University

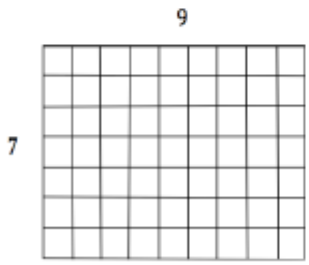
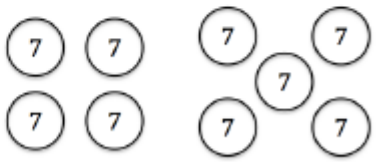
9×4	4×9
7×9	9×7

youcubed at Stanford University

Wednesday - Maths

63	

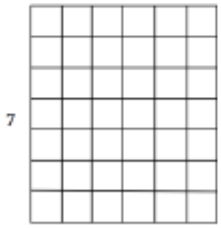
	

42	

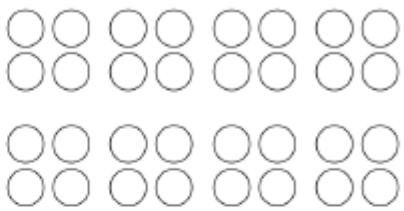
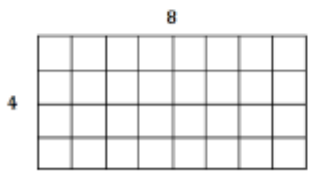
7×6	6×7

Wednesday - Maths

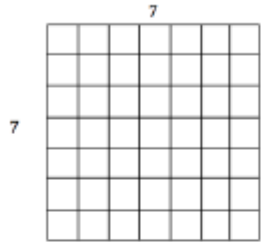
youcubed at Stanford University

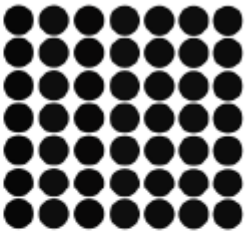
8×4	4×8
	

youcubed at Stanford University

	
	32

Wednesday - Maths





youcubed at Stanford University

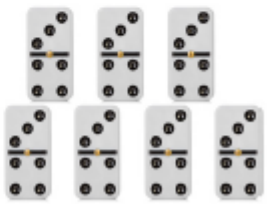
Page 7 of 11

7×7	49

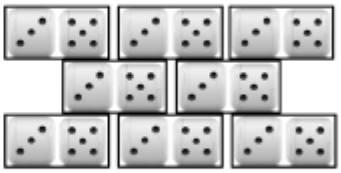
8×8	64

youcubed at Stanford University

Page 8 of 11

7^2	

Wednesday - Maths



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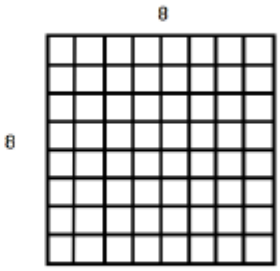
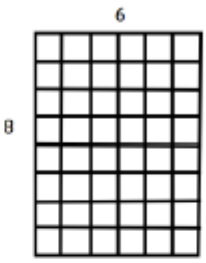


48

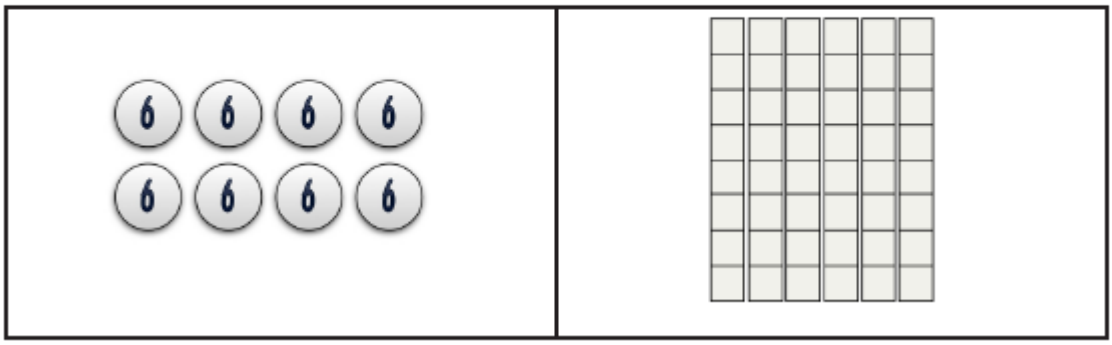


6×8

8×6

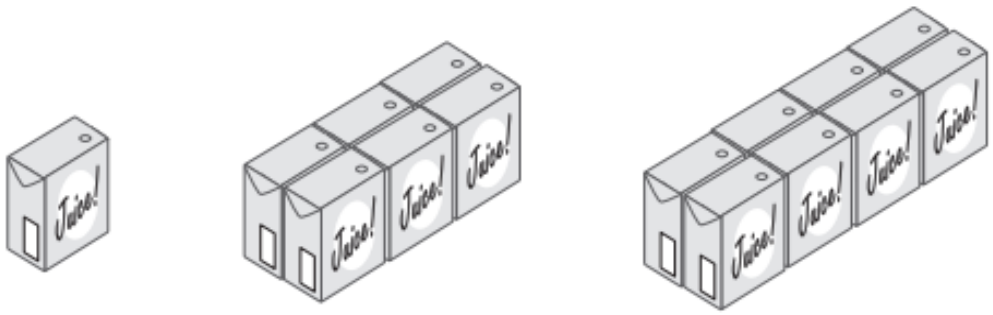
Wednesday - Maths

youcubed



YOUR TASK: Problem of the Day

A shop is selling juice boxes in different packs.



$1 $5 for a pack of 6 $6 for a pack of 8

What is the largest number of juice boxes that you can buy with $15?

Were you successful today?

Tick the boxes to show whether you have been successful today:

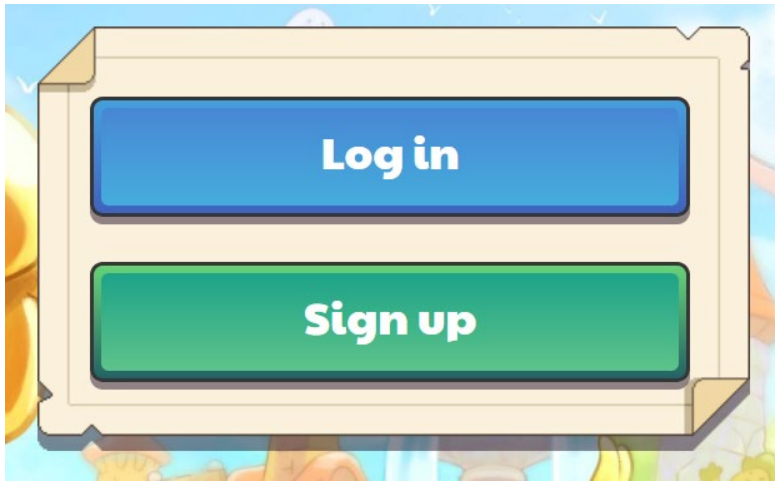
- ❑ I can apply a range of strategies to solve multiplication and division problems
- ❑ I can match different ways of getting the same answer
- ❑ I know my basic multiplication facts

Wednesday - Maths

Remember to log into your class Prodigy account and enjoy 30 minutes of Prodigy time!

Click on the link below:

Play Prodigy



Wednesday - PD/H

Close your eyes for a moment and remember times at school when you felt curious and playful. What can you see, who is there with you, what emotions are you experiencing in this moment? When we recall happy times, we get a second boost of positive emotion and it can help us plan happy times in the future. Recall three curious and playful moments at school you are excited about experiencing again soon.

Activity: The School Gates – Post your work to Seesaw

What have you missed about school as you step through the school gates? Draw yourself stepping through the school gates and write about the many wonderful things that you are feeling excited and curious about. What are some emotions you are feeling?

Thursday Activities

be INSPIRED

Thursday - PDH Literacy

What actions positively influence the health, safety and wellbeing of my community?

- Physical activity and screen time

LEARNING INTENTIONS:
I know the daily recommendations for physical activity and screen time

I understand the impact of not meeting the recommendations for daily physical activity and screen time

YOUR TASK:

What do you think the daily recommendation is for physical activity? _____

_____

_____

What do you think the daily recommendation is for screen time? _____

_____

_____

Visit the physical activity and exercise guidelines website
https://www.health.gov.au/health-topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians

Read the information and then click on 'for children and young people'
https://www.health.gov.au/health-topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years

Answer questions about the guidelines for children and young people and for adults (18-64 years).

Thursday - PDH Literacy

Question 1:

How many benefits are there for children and young people if they are active every day? _____

Question 2:

List 5 of these benefits.

Benefit 1: _____

Benefit 2: _____

Benefit 3: _____

Benefit 4: _____

Benefit 5: _____

Question 3:

How many minutes per day is recommended for children and young people? _____

Question 4:

List all the physical activities that are recommended for strengthening muscles and bone. _____

_____

_____

_____

_____

Question 5:

Tick each of the light physical activities that you do each day – you can tick more than one.

- ☐ walking to school
- ☐ walking the dog
- ☐ going to the park with friends
- ☐ helping around the house
- ☐ playing handball.

Thursday - PDH Literacy

Question 6:

What does the term 'sedentary behaviour' mean? _____

_____

_____

_____

Question 7:

What is the recommended amount for sedentary recreational screen time per day? Do you agree? Why/Why not? _____

_____

_____

_____

_____

_____

_____

Question 8:

How many hours of uninterrupted sleep should a child or young person aged 5-13 years get each night? _____

Question 9:

What 3 ways can you establish and maintain healthy sleep patterns?

1. _____
2. _____
3. _____

Thursday - PDH Literacy

Question 10: Circle Yes/No for each statement:

Do you think you are getting enough physical activity each day?	Yes / No
Do you think you have too much screen time?	Yes / No
Do you think you are getting enough sleep?	Yes / No
Do you think you have a healthy sleep pattern?	Yes / No

If you answered yes to any of the statements, what is something you can do to improve your overall health? _____

_____

_____

_____

_____

_____

FOLLOW UP TASK:

Monitor your minutes of daily physical activity and daily screen time for this week and next week. Make comparisons to the physical activity and exercise guidelines for children.

Were you successful today?

Tick the boxes to show whether you have been successful today:

- ☐ I know the daily recommendations for physical activity
- ☐ I know the daily recommendations for screen time
- ☐ I understand the impact of not meeting the daily recommendations for physical activity and screen time

Thursday - Speech Writing

Parts of a speech!

- A speech has 3 important parts.

1. Introduction
2. Body of ideas or points
3. Conclusion

Introduction

- Our introduction needs a sizzling start or hook!
- That is something intriguing or exciting that gets everyone wanting to listen.
- Sometimes this is a rhetorical question or interesting fact about your topic!

Body of Ideas/ Points

- The middle of our speech is where we give our point of view and evidence to back it up.
- We can break this up into three big ideas or reasons to help our speech make sense.
- Depending on your topic you may choose to have three reasons with different types of evidence OR
- You may approach the points by talking about how the topic affects yourself, community and the world.

Conclusion

- Our conclusion helps us end our speech without saying "In conclusion".
- This is where you will briefly sum up your points to remind the audience about your views.
- Then you can provide a "where to next". Do we need to change? What action can we take?
- Finish with a bang! A final statement to get the audience to keep thinking.

Let's Write!

- Work on your own or with an adult to start writing your speech.
- You can write it as a draft before publishing on palm cards for easy reading on the day.
- Make sure the palm cards are big enough to see your writing.

Helpful hint!

- Try to keep it in your own words so that you can remember parts of it. We are aiming to be confident not fully reading from our cards.
- GOOD LUCK!

Thursday - Speech practice

You have a speech!

- Well done! Most of you now would have a speech or at least the start of one.
- We will be presenting our speeches in Week 6 and 7.
- You have lots of time to practice.

Practice, practice, practice!

- Practice reading your speech to your teacher or adult at home by using the microphone button!

Thursday - Maths

Multiplication and Division

LEARNING INTENTIONS:

1. I can apply a range of strategies to solve word problems involving multiplication and division
2. I know my basic multiplication facts
3. I understand there are different ways of getting the same answer

YOUR TASK: WARM UP ACTIVITIES:

Skip count by 12s up to 200 starting at 12

12, 24,

YOUR TASK: The Four 4s

- ❑ Create all the whole numbers from 1 to 20 using four 4's and any of the operation symbols + , - , x , ÷ , grouping symbols and a decimal point.
- ❑ Examples
  - 1 = (4 ÷ 4) ÷ (4 ÷ 4)
  - 8 = 4 x 4 - 4 - 4

Resources – The Four 4s

Extension Activity:

There are many ways to create each number.

Can you find more than one way?

Thursday - Maths

Four 4's

Create all the whole numbers from 1 to 20 using four 4's and any of the operation symbols +, -, x, ÷, grouping symbols and a decimal point.

- Examples 1 = (4 ÷ 4) ÷ (4 ÷ 4) 8 = 4 x 4 - 4 - 4

Challenge: There are many ways to create each number. Can you find more than one way?

1 = 1 =	6 = 6 =
2 = 2 =	7 = 7 =
3 = 3 =	8 = 8 =
4 = 4 =	9 = 9 =
5 = 5 =	10 = 10 =

Thursday - Maths

11 = 11 =	16 = 16 =
12 = 12 =	17 = 17 =
13 = 13 =	18 = 18 =
14 = 14 =	19 = 19 =
15 = 15 =	20 = 20 =

Super Challenge: Create all the whole numbers from 1 to 100 using four 4's and any of the operation symbols + , - , x , ÷ , grouping symbols and a decimal point.

Thursday - Maths

Were you successful today?

Tick the boxes to show whether you have been successful today:

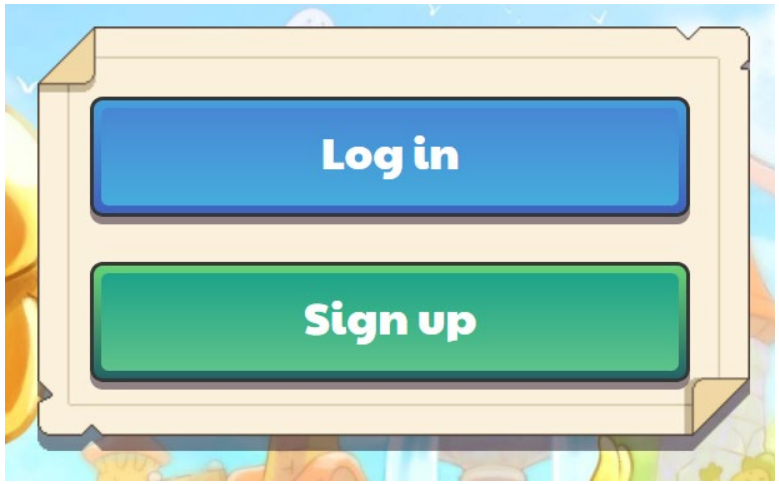
- ❑ I can apply a range of strategies to solve multiplication and division problems
- ❑ I can match different ways of getting the same answer
- ❑ I know my basic multiplication facts

Thursday - Maths

Remember to log into your class Prodigy account and enjoy 30 minutes of Prodigy time!

Click on the link below:

Play Prodigy



Thursday - Creative Arts

WEEK 5 - ART APPRECIATION - JIM DINE

Born
16th
June
1935

American
Contemporary
Artist

He is known the artist who began the 'Happenings' art movement in the 1950s. Happenings were interactive performance pieces. In 1959, he performed '**The Smiling Workman**' in New York where he wore painters clothing covered in red, blue and gold paint and his face was painted gold and red with a clown's mouth.

During the 30 second work, he painted the words "I love what I'm doing, HELP" onto a canvas and drank what looked like paint from a paint can (it was actually tomato juice) before pouring the rest over his own head. At the end he jumped through the canvas he had just painted. By destroying his own work, Dine made his artwork about the performance, not the end product on the canvas. This set a precedent for other performance artists to follow.

Source: www.theartstory.org/artist/dine-jim/artworks/

Thursday - Creative Arts

In 1973, Dine made a series of ten lithographs, each featuring a single monochromatic (one colour) image of a workman's tool. Ten Winter Tools: "Tools appeal to Dine for many reasons, but three stand out: their connection to his adolescence, their association with work and the worker, and their formal beauty." Dine saw tools as offering a "link with our past, the human past, the hand."

Source: www.theartstory.org/artist/dine-jim/artworks/

1) What do you think of Jim Dine's artworks? Why?

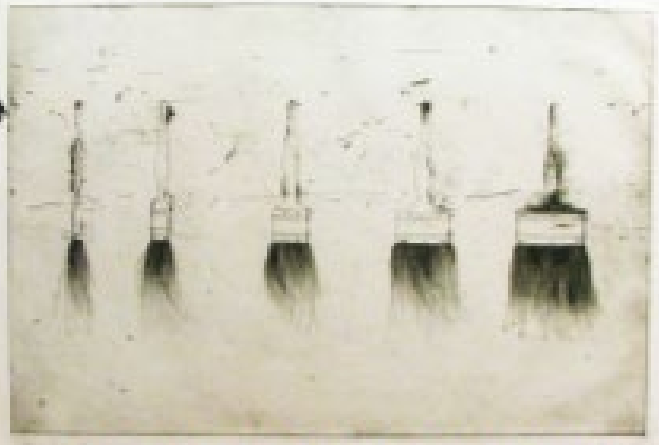
2) Why do you think he chose to represent different tools and everyday objects in his artworks?

3) What do you notice about them (colour, lines, depth etc)?

4) What 3 objects would you choose to represent who you are?

Thursday - Creative Arts

Jim Dine has completed a number of artworks involving brushes as his inspiration. We are going to make our own Jim Dine inspired brush artworks.



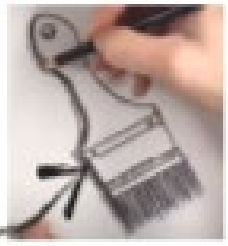
FIVE PAINTBRUSHES (FIRST STATE), 1972

Scan for 'How To' videos

Step 1: On a piece of paper or the next page, draw 5 different brushes on your page using pencil. Use soft feathering lines to help you get the lines and shapes you want. Think about the shape, size and position of your brushes. Make it interesting!

Step 2: Trace over your pencil lines with a black texta.

Step 3: Using a pencil (or experiment with black oil pastel, charcoal, crayons), create a shadow on one side of each brush by drawing a line against one edge of the brush and then smudging it with your finger.



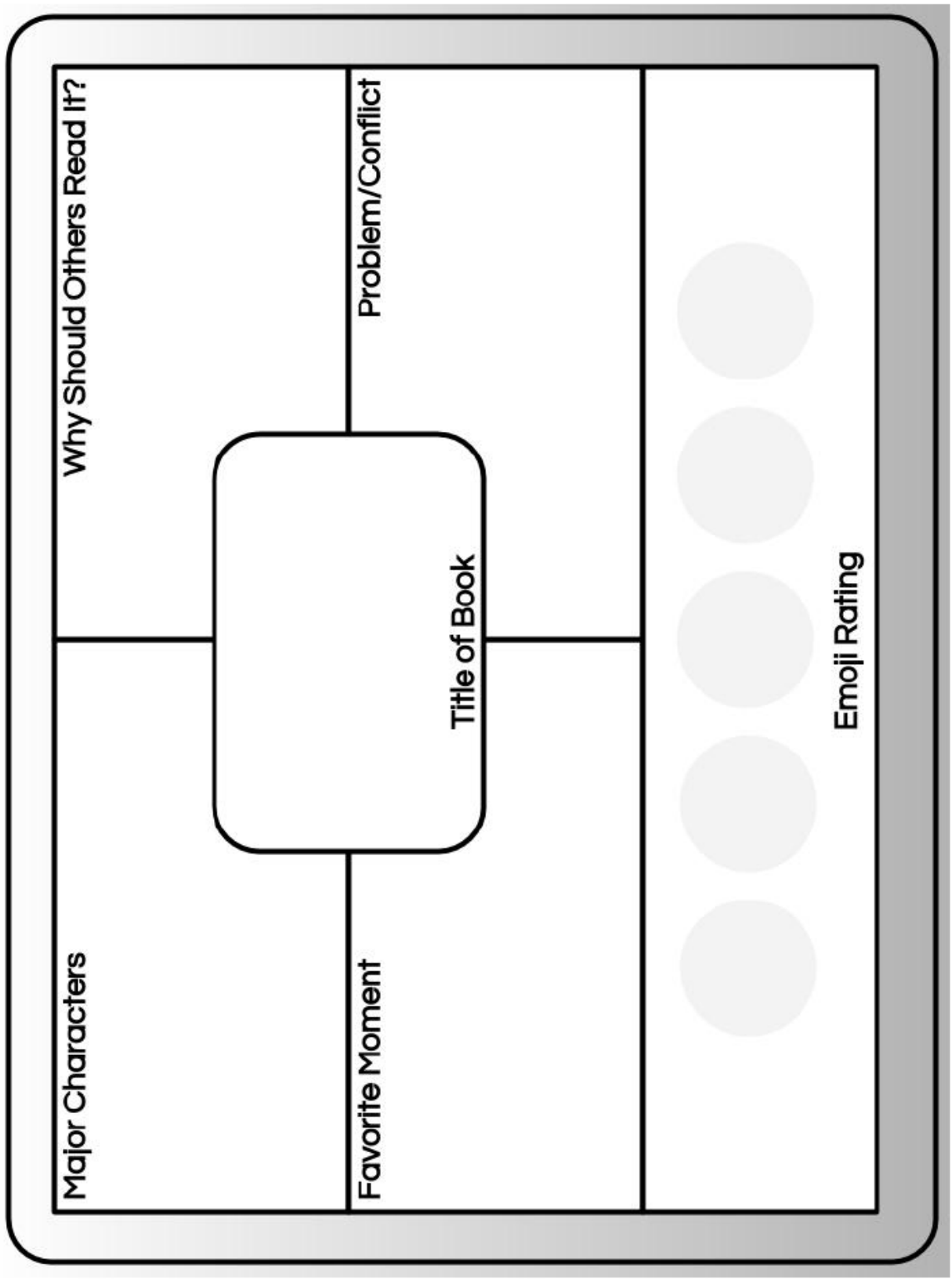
Step 4: Optional: If you have access to watercolour paints, paint the ends of your brushes to make them appear as though they are being used. Tap your brush from a height to create splashes and dots. Be creative here if you don't have watercolour paints, water down some normal kid's paint or ask if you can make your own 'paint' using something around the house like a teabag, coffee, beetroot, spices).

Thursday - Creative Arts

Friday Activities

Friday - Reading

YOUR TASK: Choose a book and complete the book recommendation



Friday - Speech Writing

Parts of a speech!

- A speech has 3 important parts.

1. Introduction
2. Body of ideas or points
3. Conclusion

Introduction

- Our introduction needs a sizzling start or hook!
- That is something intriguing or exciting that gets everyone wanting to listen.
- Sometimes this is a rhetorical question or interesting fact about your topic!

Body of Ideas/ Points

- The middle of our speech is where we give our point of view and evidence to back it up.
- We can break this up into three big ideas or reasons to help our speech make sense.
- Depending on your topic you may choose to have three reasons with different types of evidence OR
- You may approach the points by talking about how the topic affects yourself, community and the world.

Conclusion

- Our conclusion helps us end our speech without saying "In conclusion".
- This is where you will briefly sum up your points to remind the audience about your views.
- Then you can provide a "where to next". Do we need to change? What action can we take?
- Finish with a bang! A final statement to get the audience to keep thinking.

Let's Write!

- Work on your own or with an adult to start writing your speech.
- You can write it as a draft before publishing on palm cards for easy reading on the day.
- Make sure the palm cards are big enough to see your writing.

Helpful hint!

- Try to keep it in your own words so that you can remember parts of it. We are aiming to be confident not fully reading from our cards.
- GOOD LUCK!

Friday - Speech practice

You have a speech!

- Well done! Most of you now would have a speech or at least the start of one.
- We will be presenting our speeches in Week 6 and 7.
- You have lots of time to practice.

Practice, practice, practice!

- Practice reading your speech to your teacher or adult at home by using the microphone button!

Friday - Maths

Multiplication and Division

LEARNING INTENTIONS:

1. I can apply a range of strategies to solve word problems involving multiplication and division
2. I know my basic multiplication facts
3. I understand there are different ways of getting the same answer

YOUR TASK: WARM UP ACTIVITIES:

Skip count by 4s up to 100 starting at 4

4, 8

YOUR TASK: Fun Friday

1. Play some online maths games
2. Log into Prodigy and play
3. Play X Table Bingo with your family

Were you successful today?

Tick the boxes to show whether you have been successful today:

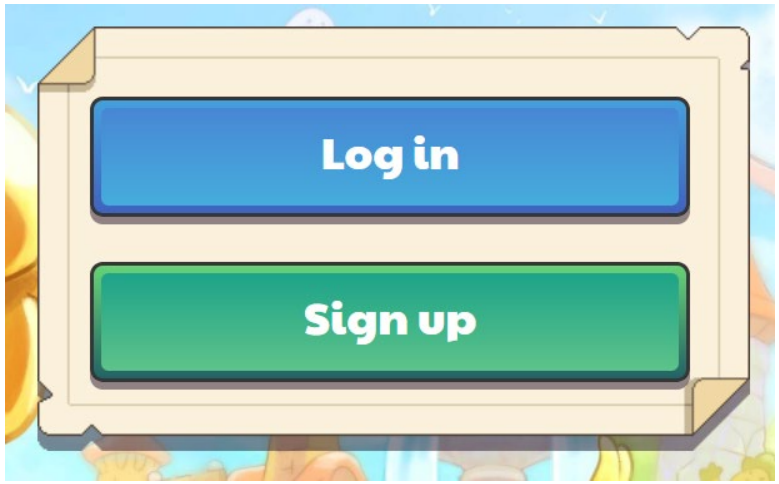
- ❑ I can apply a range of strategies to solve multiplication and division problems
- ❑ I can match different ways of getting the same answer
- ❑ I know my basic multiplication facts

Friday - Maths

Remember to log into your class Prodigy account and enjoy 30 minutes of Prodigy time!

Click on the link below:

Play Prodigy



Friday - Free Choice

Complete any activity that interests you and upload a photo or video to Seesaw with an explanation of what you are doing and why you like to do this activity

PM e-collection/Reading Eggs

(Online English)

Log on to PM e-collection or Reading Eggs and explore.

PM e-collection online

Reading Eggs

Mathematics

Youcubed

nrich Maths

OR

Number of the day Maths Starters

DET - Learning from Home Resources

https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home

Non-screen Activities

Non-screen activities you can do at home

Pobble

25 ideas!

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

1 **How many different words can you make from the letters in this sentence, below?** Grab a pencil and paper and write a list!

'Learning from home is fun'

2 **Thank a community hero.** Think of someone that helps you in some way and write a short letter to thank them.

Thanks!

3 **Get building!** You could build a Lego model, a tower of playing cards or something else!

4 **Can you create your own secret code?** You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?

5 **Start a nature diary.** Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?

6 **Hold a photo session.** Use a camera or a mobile phone to take some snaps. What will you photograph? Your pets or toys perhaps?

7 **Build a reading den.** Find somewhere cosy, snuggle up and read your favourite book!

8 **Use an old sock to create a puppet.** Can you put on a puppet show for someone?

9 **Make a list of all the electrical items in each room of your home.** Can you come up with any ideas to use less electricity?

10 **Design and make a homemade board game** and play it with your family.

11 **Do something kind for someone.** Can you pay them a compliment, make them something or help them with a task?

12 **Can you create a story bag?** Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

13 **List making!** Write a list of things that make you happy, things you're grateful for or things you are good at.

14 **Design and make an obstacle course at home or in the garden.** How fast can you complete it?

15 **Can you invent something new?** Perhaps a gadget or something to help people? Draw a picture or write a description.

16 **Keep moving!** Make up a dance routine to your favourite song.

17 **Write a play script.** Can you act it out to other people?

18 **Read out loud to someone.** Remember to read with expression.

19 **Write a song or rap about your favourite subject.**

20 **Get sketching!** Find a photograph or picture of a person, place or object and sketch it.

21 **Junk modelling!** Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.

22 **Draw a map of your local area** and highlight interesting landmarks.

23 **Write a postcard to your teacher.** Can you tell them what you like most about their class?

24 **Draw a view.** Look out of your window and draw what you see.

25 **Get reading!** What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?

Pobble.com – More writing. More progress.