

Home Learning Pack

Week 6 – Science Week

Term 3, 2021
Stage 3



Barramurra
Public School

H **O** **M** **E**
L **E** **A** **R** **N** **I** **N** **G**



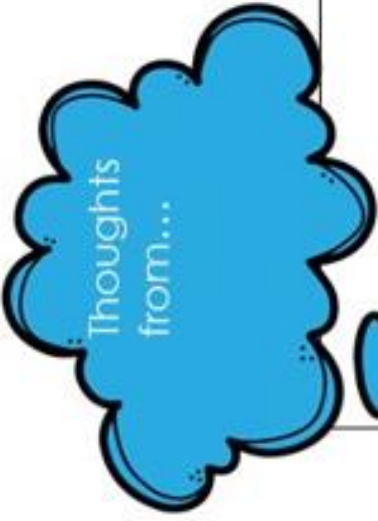


Stage 3 Home Learning Grid - Term 3 Week 6

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!				
Reading Log	Word of the Day Complete the word of the day on Seesaw/Hard Copy and submit when complete				
Literacy	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.	Read a Science related book and complete the Seesaw activity	Read a Science related book and complete the Seesaw activity	Read a Science related book and complete the Seesaw activity	Read a Science related book and complete the Seesaw activity
Physical Activity	Outdoor Physical Activity and Play				
Literacy	<p>English Science Literacy Complete the Seesaw activity: Gravity gets you down Lesson 1</p> <p>Science Experiment Miss Reid</p> <p>Maths Seesaw activity: Volume and Capacity lesson 1. Log onto Prodigy and complete 30 minutes of activities. Play Prodigy</p>	<p>English English Writing Watch Miss Taylor conducting an experiment with coke and mentos then complete the Seesaw activity on procedure writing</p> <p>Maths Seesaw activity: Volume and Capacity lesson 2. Log onto Prodigy and complete 30 minutes of activities. Play Prodigy</p>	<p>English Science Literacy Complete the Seesaw activity: Gravity gets you down Lesson 2</p> <p>Science Experiment Mrs Berry</p> <p>Maths Seesaw activity: Volume and Capacity lesson 3. Log onto Prodigy and complete 30 minutes of activities. Play Prodigy</p>	<p>English PDH Literacy Complete the Seesaw activity: Sun Safety</p> <p>Maths Seesaw activity: Volume and Capacity lesson 4. Log onto Prodigy and complete 30 minutes of activities. Play Prodigy</p>	<p>Science Experiments Ms Ellacott and Mrs Bourke</p> <p>Writing Complete the Seesaw activity: Science week reflection</p> <p>Maths Seesaw activity: Volume and Capacity lesson 5. Log onto Prodigy and complete 30 minutes of activities. Play Prodigy</p>
Mathematics	<p>Science & Technology: Seesaw activity: Paper plan challenge</p>	<p>Geography: Complete the seesaw activity on the geographical features of Asia</p>	<p>Personal Development and Health: Mindfulness Seesaw activity: Listen to the story and respond to the questions</p>	<p>Creative Arts: Seesaw activity: Kandinsky and Colour. Learn about his experimentation with colour. Create a Found Object Colour Wheel.</p>	<p>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</p>
Other Key Learning Areas	<p>Science & Technology: Seesaw activity: Paper plan challenge</p>	<p>Geography: Complete the seesaw activity on the geographical features of Asia</p>	<p>Personal Development and Health: Mindfulness Seesaw activity: Listen to the story and respond to the questions</p>	<p>Creative Arts: Seesaw activity: Kandinsky and Colour. Learn about his experimentation with colour. Create a Found Object Colour Wheel.</p>	<p>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</p>
Additional Optional Activities	<p>PM e-collection/Reading Eggs (Online English) Log on to PM e-collection or Reading Eggs and explore. PM e-collection online Reading Eggs</p>	<p>Mathematics Youcubed rich Maths OR Number of the day Maths Starters</p>	<p>Mathematics Youcubed rich Maths OR Number of the day Maths Starters</p>	<p>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</p>	<p>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</p>

My Reading Journal



Week of: **Week 5, Term 3**

Here's
what I've
been
reading...

<p>I read: _____</p> <p>Title _____</p> <p>I thought: _____</p> <p>Answer here _____</p>	<p>I read: _____</p> <p>Title _____</p> <p>I thought: _____</p> <p>Answer here _____</p>	<p>I read: _____</p> <p>Title _____</p> <p>I thought: _____</p> <p>Answer here _____</p>
<p>I read: _____</p> <p>Title _____</p> <p>I thought: _____</p> <p>Answer here _____</p>	<p>I read: _____</p> <p>Title _____</p> <p>I thought: _____</p> <p>Answer here _____</p>	<p>I read: _____</p> <p>Title _____</p> <p>I thought: _____</p> <p>Answer here _____</p>

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



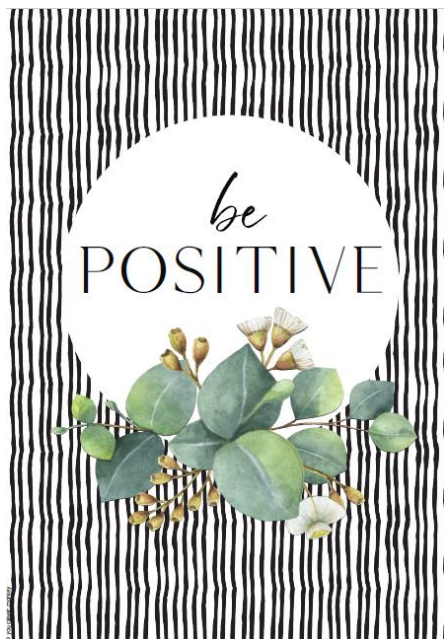
Word of the Day - Week 6

	Monday	Tuesday	Wednesday
Word	nutrient	Microbiology	antioxidant
Definition	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
In a sentence	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Synonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Antonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Word Origin	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Words in word	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Word of the Day - Week 6

	Thursday	Friday
Word	carbonation	deficiency
Definition	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
In a sentence	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Synonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Antonym	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Word Origin	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Words in word	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

Monday Activities



Monday – Reading

Reading Task Week 6



This week's reading activities are science related. You can choose what area of science interests you and what you would like to read.

You can choose a science book from PM e-collection, Reading Eggs, your own science book or one of the following websites:

Science Websites examples:
<https://www.sciencforkids.co.nz/experiments.html>
Look at the facts or experiments and read about them.
<https://www.kidsnews.com.au/science>
Read a science article on kids news.
<https://www.natgeokids.com/au/category/discover/>
Explore this national Geographic Kids website and see what interesting information appeals to you.
<https://www.dic-tsters.com/science/>
Pick an area of science that interests you – Biology, Chemistry, Physics, Earth Science, Environment, Astronomy, Animals. Then click on a further area that interests you and read about it.

Today while you are reading your task is to keep a look out for and record any interesting vocabulary in your text. Once you have finished reading complete the following :

Title: _____

Source (Circle):



VOCABULARY I found in my text: _____

Monday - Science Literacy

Gravity gets your down!



LEARNING INTENTION:

I understand that gravity is an attractive force that varies between planets.

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

Vocabulary	Definition
field	
gravity	
mass	
orbit	
weight	
weightless	

Monday - Science Literacy

YOUR TASK:

Why do you think astronauts float out in space, but not here on Earth?

Look closely at the image below, then complete the see, think, wonder activity on the next page



Monday - Science Literacy

YOUR TASK:

Complete the See, Think, Wonder



I see



I think



I wonder

Monday - Science Literacy

YOUR TASK:

Read the stimulus eBook: Gravity - the force that holds the world together.

Answer the questions:

1. What new facts have you learnt?

2. What did you already know about forces and gravity?

3. What questions do you have about forces and gravity?

Monday - Science Literacy

YOUR TASK:

Click on the weblink: Your Weight on Other Worlds

<https://www.exploratorium.edu/ronh/weight/>

Enter your mass (or any mass) and hit 'Calculate'.

The numbers that appear under each planet would be the reading on a set of scales if you were to stand on them on that particular planet. Record your weight and name the planet where your weight is bigger than Earth and the planet where your weight is smaller than Earth.

My weight	Planet Earth	kg
My weight bigger than Earth	Planet	kg
My weight smaller than Earth	Planet	kg

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

- I know what the words field, gravity, mass, orbit, weight and weightless mean
- I know what gravity is and how it is a force
- I know what the different is between mass and weight
- I understand why mass is different on each of the planets

Monday – Maths

Volume & Capacity

Learning Intention:

I can select and use appropriate units to measure the capacities of a variety of containers.

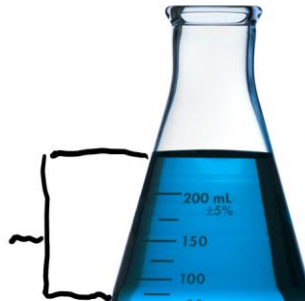
Success Criteria:

I can recognise the difference between volume and capacity

What is Volume?

Volume is amount of space occupied by an object or substance and is usually measured in cubic units, e.g. cubic centimeters (cm^3) and cubic meters (m^3).

Volume: the amount of space the liquid occupies



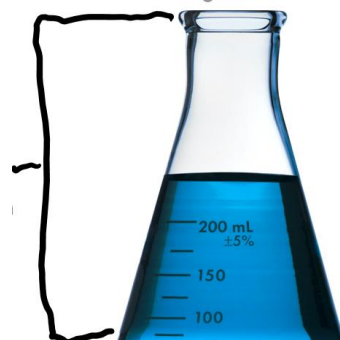
What is Capacity?

Capacity refers to: the amount a container can hold.

Capacity is measured in units, such as millilitres (mL), litres (L) and kilolitres (kL).

Capacity is only used in relation to containers and generally refers to liquid measurement.

The capacity of this container is how much it can hold.



Monday - Maths

YOUR TASK: Look at the image then answer the questions.



1. How many litres would you have if you added them all together? Give your answer in litres (L) and millilitres (mL)

2. What's the difference between the capacity of the smallest object and the largest?

3. What liquids could you combine to make 1L?

Monday - Maths

YOUR TASK:

Share what you learnt today:



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

Learning Goal:

We will be able to carry out the STEM engineering process to create a long paper chain.

Success Criteria:

We have:

- Understood the question being asked
- Imagined some ideas to solve the challenge
- Created a plan to address the challenge
- Created a paper chain
- Measure and record the length of the first attempt
- Explain and recreate the chain with improvements
- Measure the new improved chain 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.

The longest chain Ms Clark has seen completed by students in a Primary class was 5.75 m.



1. **What is the problem?** To create the longest paper chain that you can only using 2 A4 pieces of paper (if you don't have any use a magazine page, half a newspaper etc.), scissors, ruler, 20 cm of sticky tape (if you don't have a ruler use 2 of your hand spans worth) or glue. You will be repeating this with a second attempt with improvements and can use the same materials again, a further 2 A4 pieces of paper, 20 cm of sticky tape (or glue), scissors and a ruler.

Monday - Science & Technology/STEM

2. Imagine. 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).

3. Plan. What are you going to do to solve the problem? You can: write or draw your plan.

4. Create your paper chain. You can only use 2 pieces of paper. You may use glue, 20 cm of sticky tape, a ruler and scissors as needed. If you don't have access to A4 paper (new or scrap) you could use a magazine page, half a newspaper, etc.

Take a photo.

Monday - Science & Technology/STEM

5. Test. How long is it?

Lay your chain on the ground in a straight line and measure it. 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.

Take a photo and record the length.

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

7. Test again. How long is this chain?

Use the same method of measurements as your first chain.

Take a photo and record the length.

Take a second photo of your two chains laying side by side.

WINNER Which chain was the longest?

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

be
HAPPY



Tuesday - PDH Literacy

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

Road Safety



LEARNING INTENTIONS:

I can describe situations related to road safety that may cause lifestyle diseases or injury

I can propose actions that promote health and safety on the road

YOUR TASK:

Think about all the ways you know how you can be safe when you are a:

- Pedestrian
- Bike rider
- Travelling in a car
- Travelling on a bus
- Travelling on a train

List them in the table on the next slide, think of at least 3 for each mode of transport

Tuesday - PDH Literacy

Mode of transport	How I can be safe
Pedestrian	
Riding a bike	
Travelling in a car	
Travelling on a bus	
Travelling on a train	

Tuesday – PDH Literacy

YOUR TASK: Visit the Safety Town website: <https://www.safetytown.com.au/>

- ▶ Click on 'Students'
- ▶ Click on Years 5 and 6 and participate in activities of your choice – you must complete at least **4 activities**.

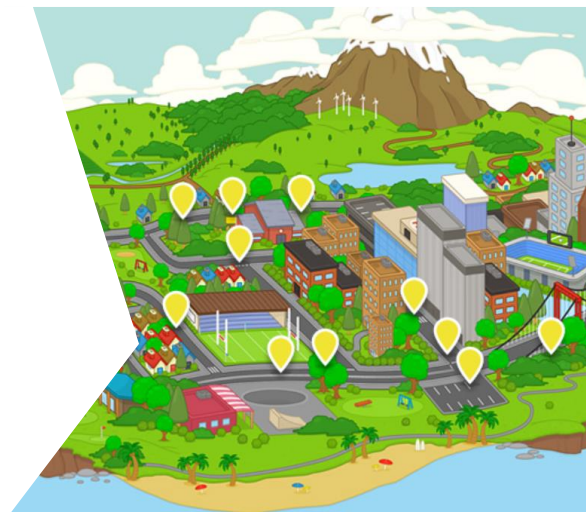


YOUR TASK:

- ▶ Complete the quiz activity and record your score

My score out of 10 was: _____

- ▶ Complete the exit slip in Stage 3 Microsoft Teams



Tuesday - PDH Literacy

3 Facts I learned:

- 1.
- 2.
- 3.

2 Connections I made:

- 1.
- 2.

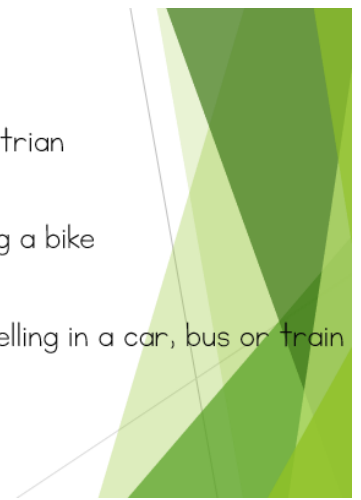
1 Question I still have:

- 1.

Were you successful today?

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

- I can list a number of ways I can be safe on the road as a pedestrian
- I can list a number of ways I can be safe on the road when riding a bike
- I can list a number of ways I can be safe on the road when travelling in a car, bus or train
- I understand the importance of road safety education



Tuesday – Writing

Week 6 – Tuesday Writing – Science Week

– Access pre-recorded lesson about writing a procedure.

Watch Miss Taylor do the 'Coke and Mentos experiment'.

Using the information, you have learned about writing a procedure, write out the procedure for the experiment you watched.

Remember to include the materials and the method.

Title:

Materials:

Method:

Tuesday - Maths

Volume & Capacity

Learning Intention:






- I can select and use appropriate units to measure the capacities of a variety of containers

Success Criteria:

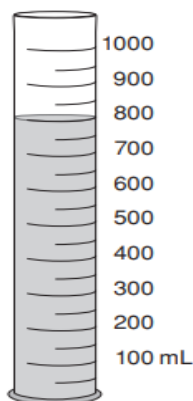
- I can accurately estimate and measure a containers' capacity.

YOUR TASK:

Follow these steps to help you comprehend and solve the question.

1. Reading	2. Comprehension	3. Transformation	4. Processing	5. Encoding
				
Read the question - twice! Circle the important information. Try to guess the words that you don't know.	What is the question asking you?	How are you going to solve the problem? What could help you to get the answer? Could you draw a picture, do some working out, make a prediction or estimate?	Demonstrate how to get the answer; explain your thinking as you are working. Check your answer!	Write down the answer to the question. Does it make sense?

Mia started with 890 millilitres of water in a container. She then poured some water into the glass.



How much water did Mia pour into the glass?

50 millilitres



90 millilitres



200 millilitres



800 millilitres



Tuesday - Maths

YOUR TASK:

Complete the activity:

Requires:

- 5 containers of different sizes.
- 1 measuring cup of any size, or a standard plastic drinking cup.

Steps:

- Estimate how many cups of water it will take to fill each container, and record this under 'estimation'.
- Fill any container. Count how many cups it takes to fill this container. Record the actual amount of cups it took to fill the container, including any partially filled cups (e.g. half, quarter, etc.)
- Take a photo of the containers and measuring cup used.
- To conserve water, make sure no container is larger than 2 litres (no buckets, etc.).

ITEM					
Estimated capacity (in cups)					
Actual capacity (in cups)					

What did you learn today?

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

What Are Some Geographical features of Asia?



Asia, being such a large continent, has a diverse range of geographical features. Some of the countries of Asia are stand-alone islands or made up of a group of islands, known as archipelagos. Three of the world's oceans flow in and around the region. Other bodies of water include seas, lakes and rivers, some of which flow from melted glaciers in the highlands. Large mountain ranges, low lying plateaus and expansive deserts are characteristic of many Asian countries.

- 1** Name these geographical features of Asia and their country.
 - a** The highest mountain in the world. _____
 - b** The third longest river in the world. _____
 - c** The world's deepest freshwater lake. _____
 - d** The lowest point in the world. _____
 - e** The tallest volcano in Asia. _____
 - f** The largest bay in the world (by area). _____


Tuesday - Geography

2

Using an atlas, or Google Earth find each of the geographical features above and label them on the map of Asia below.



Tuesday - Geography

 Using Google maps, find each of the following places in Asia. Explore this place and the area around it by using the zoom tool, photos and quick facts sections. Write down two or three geographical facts you can find about it. Include geographical terms (eg north, south, east, west, near, kilometres from etc) and include any key geographical information you can find. Selecting the directions tab will give you the opportunity to work out directions to each feature from a place of your choice.

a Tarako National Park, Taiwan

b Victoria Peak, Hong Kong

c Agonda Beach, Goa, India

d Mount Fuji, Japan

e Halong Bay, Vietnam

f Flaming Cliffs, Mongolia

Wednesday Activities

be
STRONG



Wednesday – Reading

Reading Task Week 6



Reading Eggs

This week's reading activities are science related. You can choose what area of science interests you and what you would like to read.

You can choose a science book from PM e-collection, Reading Eggs, your own science book or one of the following websites:

Science Websites examples:
<https://www.sciencetokids.co.nz/experiments.html>
Look at the facts or experiments and read about them.
<https://www.kidsnews.com.au/science>
Read a science article on kids news.
<https://www.nationalgeographickids.com.au/category/discovery/>
Explore this national Geographic Kids website and see what interesting information appeals to you.
<https://www.ducksters.com/science/>
Pick an area of science that interests you – Biology, Chemistry, Physics, Earth Science, Environment, Astronomy, Animals. Then click on a further area that interests you and read about it.

Today your reading task is to reflect on what you have read in your chosen text. After reading, you will need to think about what you have learnt and any questions you may still have about your chosen topic.

Title: _____

Source (Circle):



other

Three things I learnt while reading:

- 1.
- 2.
- 3.

Two things I found interesting about the text:

- 1.
- 2.

One question I have about the topic:

- 1.

Wednesday – Science Literacy

Gravity gets your down!

LEARNING INTENTION:

I understand that gravity is an attractive force that varies between planets.

The International Space Station (ISS) orbits the Earth at a distance of about 400 km. Astronauts on board the ISS experience a 'microgravity' environment, where they (and all other free objects) float and move around seemingly effortlessly.



YOUR TASK: What would it be like to live in a microgravity environment?
Complete the PMI table on the next page.

Note:

For the PMI table, you need to think of the P (positives), M (minus or negatives) and I (what would be interesting) about living in an environment where there was no gravity – like space.

Wednesday – Science Literacy

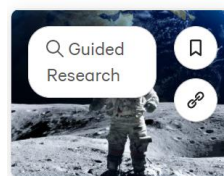
Complete the PMI table. Think of at least 3 things for each of the PMI areas.

P (Plus)	M (minus)	I (Interesting)

Simple daily activities such as eating and drinking, brushing your teeth, washing your hair, cutting your nails or even going to the toilet must all be done differently in space.

YOUR TASK:

1. Choose one of these activities and visit the provided weblinks and listen to astronauts explain how they do it.
2. Draw the activity you choose being done in space and explain whether it is easier, harder and why.



Everyday Activities in Space
6 links

Wednesday – Science Literacy

Links:

How to brush your teeth in space

<https://online.clickview.com.au/share?sharecode=ad4e5ld8>

How to wash your hair in space

<https://online.clickview.com.au/share?sharecode=ca69a8l3>

How to go to the toilet in space

<https://online.clickview.com.au/share?sharecode=548508a4>

How to make a sandwich in space

<https://online.clickview.com.au/share?sharecode=9le83lda>

How to cut your nails in space

<https://online.clickview.com.au/share?sharecode=cb3cca70>

How to run in space

<https://online.clickview.com.au/share?sharecode=afe2bec9>

YOUR TASK:

I clicked on the links and listened to astronauts

YES / NO

The activity I chose being done in space is _____

In space, this activity is: EASIER / HARDER

This is because: _____

Wednesday – Science Literacy

YOUR TASK: After researching using the provided links, use arrows and labels to show what happens to the different parts of the body.

Links:

This is what outer space does to our body

<https://www.youtube.com/embed/7A2GawzbKf4>

Bone loss

https://www.esa.int/kids/en/learn/Life_in_Space/Living_in_space/Bone_loss

Weak muscles

https://www.esa.int/kids/en/learn/Life_in_Space/Living_in_space/Weak_muscles

Walking <https://mashable.com/article/astronaut-trying-to-walk-after-spaceflight>



Health Issues in Space
5 links

Use arrows and labels:



Wednesday – Science Literacy

YOUR TASK: Answer the question:

Why do astronauts on the International Space Station float around?

Were you successful today?

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

- I can identify the positives and negatives of living in space
- I know what happens to different parts of the human body after being in space
- I can explain why astronauts and objects float in space

Wednesday - Maths

Volume & Capacity

Learning Intention:

I can construct different rectangular prisms that have the same volume

Success Criteria:

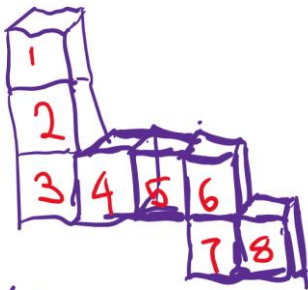
I can record volumes using the abbreviation for cubic centimetres and metres (cm³ and m³)

YOUR TASK:

Follow this link to view the video explaining cubic centimetres.

https://www.youtube.com/embed/Jhgm_ipgFQH

I have sketched my own 3D shape and measured it's volume in cubic centimetres (cm³). When drawing, I attempted to keep all cubes as close to the same size as possible (each cube is 1cm³). Your drawing does not have to be perfect, mine isn't! Just do your best at keeping all cubes as close to the same size as possible. Have a go at drawing your own example of a prism in the space provided.



$$\text{Volume} = 8\text{cm}^3$$

Draw your prism here:

Draw your own irregular prism using centicubes and record its volume. Remember to make it out of centicubes.

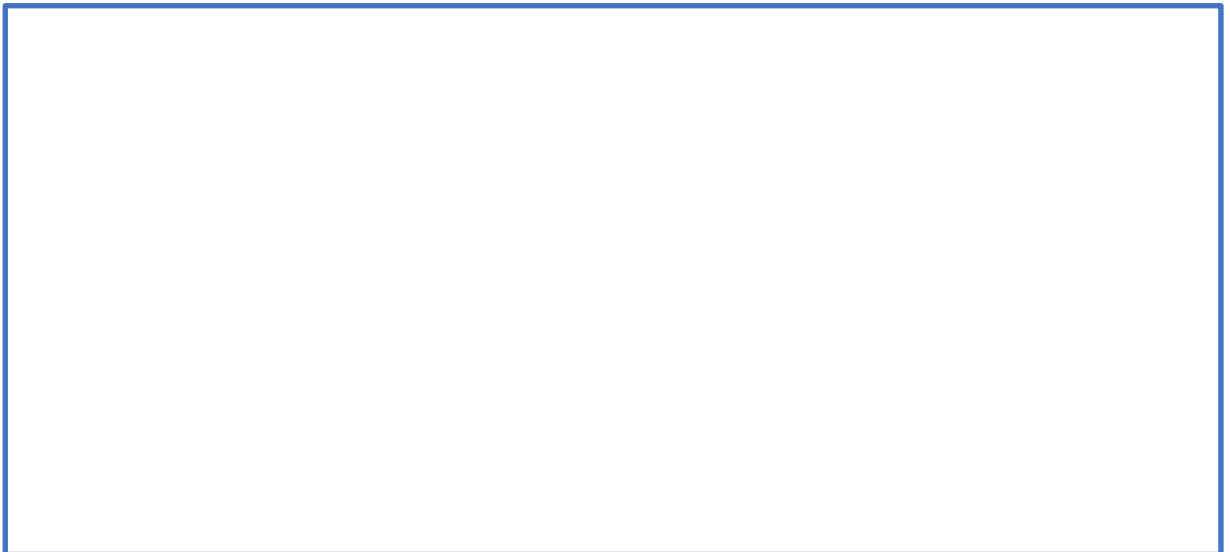
Wednesday - Maths

YOUR TASK:

Draw your own three dimensional shape using centicubes and record its volume. Remember to make it out of centicubes.



Draw your own three dimensional shape using centicubes. This shape must have at least **two layers**. Record its volume. Remember to make it out of centicubes.



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

Week 6 – Mindfulness

Access the story 'Happy'. A book about children's mindfulness:

https://www.youtube.com/watch?v=q7o_ciE8fjo&feature=youtu.be

If you do not have access to this link, think about a place that makes you feel calm, happy and at peace.

While you listen to the story think about how you use each of your five senses to be mindful.

- How are you feeling as you listen to each page?
- How does your body feel?
- Can you close your eyes and imagine that you are there in the story book pages?

Activity 1: Draw a picture of your favourite place that was shown in the book or your chosen special place.



Activity 2: Explain why you picked this page or special place and how it makes you feel.

Thursday Activities

be
INSPIRED



Thursday – PDH Literacy

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

Sun Safety



LEARNING INTENTIONS:

I can describe situations related to sun safety that may cause lifestyle diseases or injury

I can propose actions that promote health and safety when in the sun

YOUR TASK:

- ▶ Think about all the ways you already know about how you can be safe when you are in the sun
- ▶ Create a mind map



Thursday – PDH Literacy

What skin type are you?

Look at your skin in detail. What skin type are you?

Use the Fitzpatrick scale to assess your skin

- what is your score? _____

- what skin type are you? _____



Australian Government
Australian Radiation Protection
and Nuclear Safety Agency

Fitzpatrick Skin Type

The most commonly used scheme to classify a person's skin type by their response to sun exposure in terms of the degree of burning and tanning was developed by Thomas B. Fitzpatrick*, MD, PhD. Examples are given below.

* Fitzpatrick, T.B. (1988) The validity and practicality of sun reactive skin types I through VI. Arch Dermatol 124: 869-871.

<p>Eye colour</p> <p>0. Light colours 1. Blue, gray or green 2. Dark 3. Brown 4. Black</p>	<p>Do you turn brown?</p> <p>0. Never 1. Seldom 2. Sometimes 3. Often 4. Always</p>	<p>Score</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #4CAF50; color: white; text-align: center;">0-6</td> <td style="background-color: #4CAF50; color: white; text-align: center;">Skin Type I</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center; font-size: 0.8em;">Always burns, never tans (pale white skin)</td> </tr> <tr> <td style="background-color: #4CAF50; color: white; text-align: center;">7-13</td> <td style="background-color: #4CAF50; color: white; text-align: center;">Skin Type II</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center; font-size: 0.8em;">Always burns easily, tans minimally (white skin)</td> </tr> <tr> <td style="background-color: #4CAF50; color: white; text-align: center;">14-20</td> <td style="background-color: #4CAF50; color: white; text-align: center;">Skin Type III</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center; font-size: 0.8em;">Burns moderately, tans uniformly (light brown skin)</td> </tr> <tr> <td style="background-color: #4CAF50; color: white; text-align: center;">21-27</td> <td style="background-color: #4CAF50; color: white; text-align: center;">Skin Type IV</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center; font-size: 0.8em;">Burns minimally, always tans well (moderate brown skin)</td> </tr> <tr> <td style="background-color: #4CAF50; color: white; text-align: center;">28-34</td> <td style="background-color: #4CAF50; color: white; text-align: center;">Skin Type V</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center; font-size: 0.8em;">Rarely burns, tans profusely (dark brown skin)</td> </tr> <tr> <td style="background-color: #4CAF50; color: white; text-align: center;">35+</td> <td style="background-color: #4CAF50; color: white; text-align: center;">Skin Type VI</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center; font-size: 0.8em;">Never burns (deeply pigmented dark brown to black skin)</td> </tr> </table>	0-6	Skin Type I		Always burns, never tans (pale white skin)			7-13	Skin Type II		Always burns easily, tans minimally (white skin)			14-20	Skin Type III		Burns moderately, tans uniformly (light brown skin)			21-27	Skin Type IV		Burns minimally, always tans well (moderate brown skin)			28-34	Skin Type V		Rarely burns, tans profusely (dark brown skin)			35+	Skin Type VI		Never burns (deeply pigmented dark brown to black skin)		
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<p>Natural hair colour</p> <p>0. Sandy red 1. Blond 2. Chestnut or dark blond 3. Brown 4. Black</p>	<p>How brown do you get?</p> <p>0. Never 1. Light tan 2. Medium tan 3. Dark tan 4. Deep dark</p>																																					
<p>Your skin colour (unexposed areas)</p> <p>0. Reddish 1. Pale 2. Beige or olive 3. Brown 4. Dark brown</p>	<p>Is your face sensitive to the sun?</p> <p>0. Very sensitive 1. Sensitive 2. Sometimes 3. Resistant 4. Never have a problem</p>																																					
<p>Freckles (unexposed areas)</p> <p>0. Many 1. Several 2. Few 3. Rare 4. None</p>	<p>How often do you tan?</p> <p>0. Never 1. Seldom 2. Sometimes 3. Often 4. Always</p>																																					
<p>If you stay in the sun too long?</p> <p>0. Painful blisters, peeling 1. Mild blisters, peeling 2. Burn, mild peeling 3. Rare 4. No burning</p>	<p>When was your last tan?</p> <p>0. +3 months ago 1. 2-3 months ago 2. 1-2 months ago 3. Weeks ago 4. Days</p>																																					

* The information published here is not intended to take the place of medical advice. Please seek advice from a qualified health care professional.

Thursday – PDH Literacy

The sun's UV radiation can affect all skin types but some people have more natural protection than others.

All skin types still need to take care.

YOUR TASK: Design your own personal sun protection plan based on your skin type. Think of at least 3 things you need to be doing to stay safe.

MY SUN PROTECTION PLAN

YOUR TASK: Sun selfie

Dress up like you are going out in the sun. How are you going to be sun safe.

Take a selfie and upload it on seesaw or draw a picture of you being sun safe



Thursday - PDH Literacy

MY SUN SELFIE

Were you successful today?

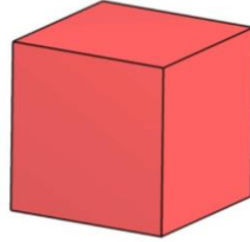
Tick the boxes to show whether you have been successful today:

- I know what skin type I am and how the sun affects my skin
- I can list a number of ways I can be safe when in the sun
- I understand the impact not being sun safe can have on my health

Thursday - Maths

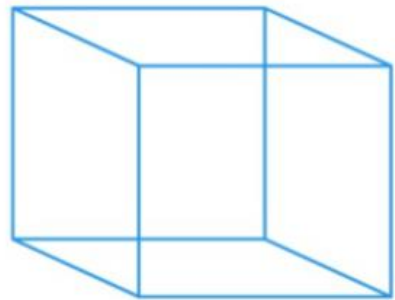
Volume & Capacity

YOUR TASK: Complete the sentence below:



The volume of an object or substance is

The volume of an object or substance is



Thursday - Maths

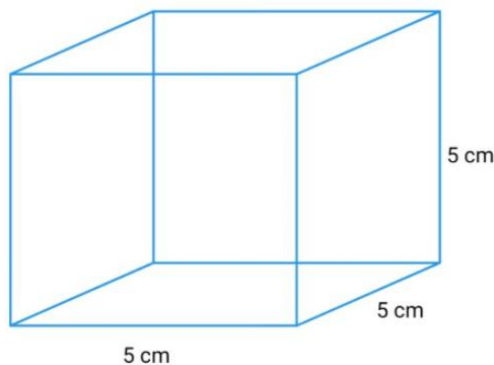
Follow this link explaining calculating volume:

<https://www.youtube.com/embed/Mm4RC6E8fBg>

From this video we learnt:

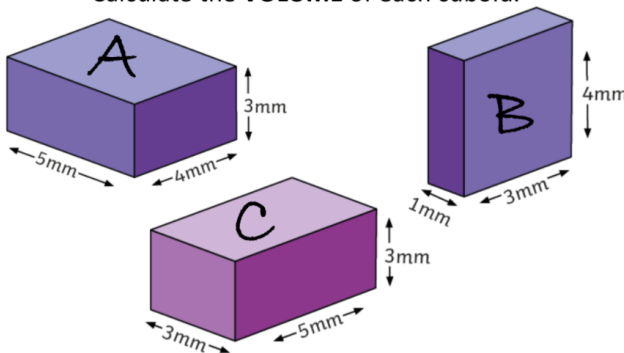
- To calculate volume, we multiply the length by the width by the height of a rectangular prism. Have a look at the prism below. Identify the length, width and height, then calculate the volume using the formula we just learnt.

Calculate the capacity of the cube.



Record your thinking here:

Calculate the **VOLUME** of each cuboid.



I have completed A for you as an example..

$$A = 5 \times 4 \times 3 = 60\text{mm}^3$$

Attempt the rest on your own.

Record your thinking here:

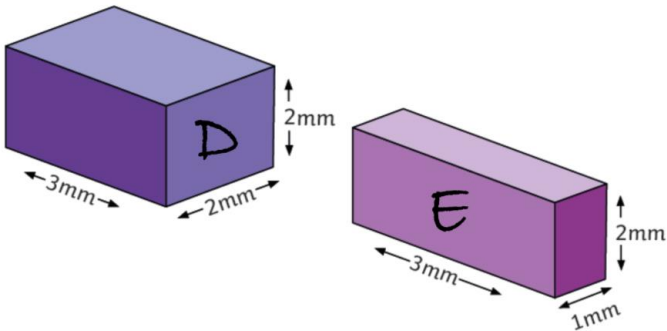
B =

Record your thinking here:

C =

Thursday - Maths

Calculate the **VOLUME** of each cuboid.



Record your thinking here:

D =

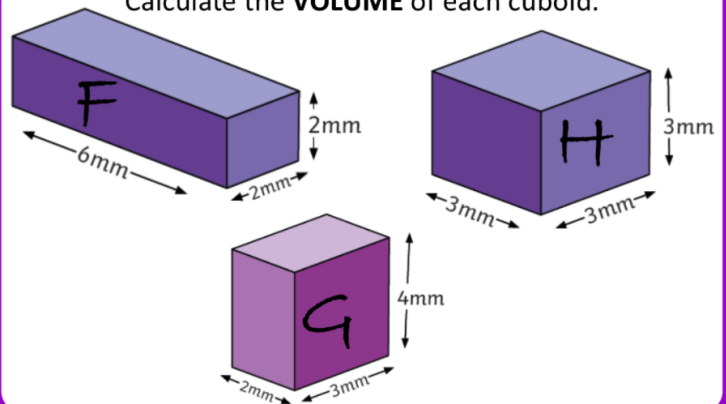
Record your thinking here:

E =

Record your thinking here:

F =

Calculate the **VOLUME** of each cuboid.



Record your thinking here:

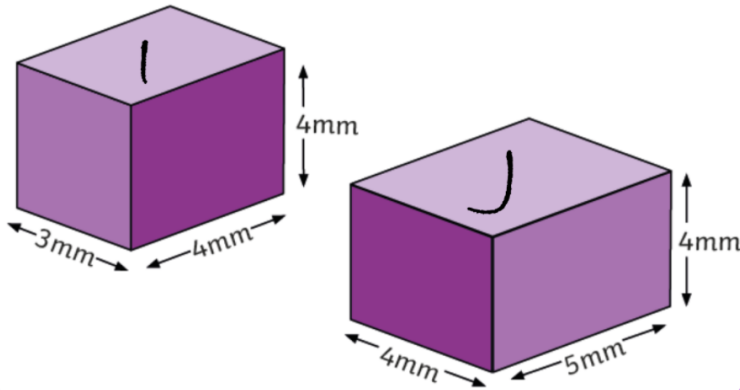
G =

Record your thinking here:

H =

Thursday - Maths

Calculate the **VOLUME** of each cuboid.



Record your thinking here:

I =

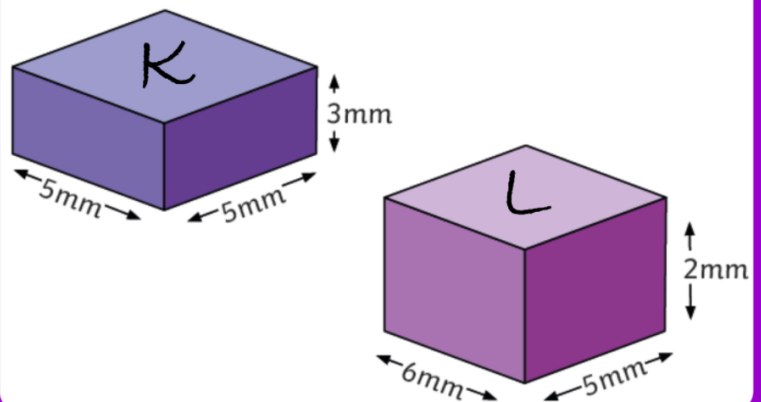
Record your thinking here:

J =

Record your thinking here:

K =

Calculate the **VOLUME** of each cuboid.

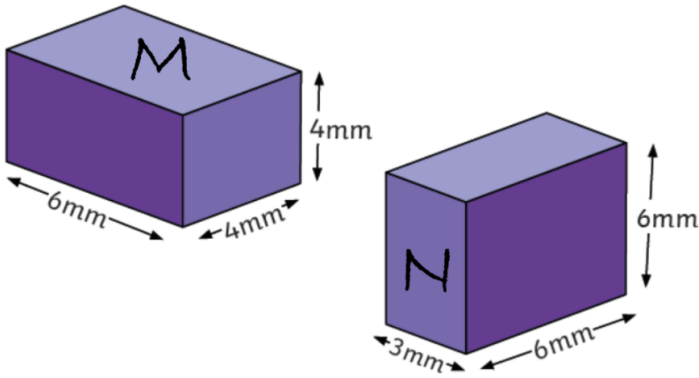


Record your thinking here:

L =

Thursday - Maths

Calculate the **VOLUME** of each cuboid.



Record your thinking here:

M =

Record your thinking here:

N =

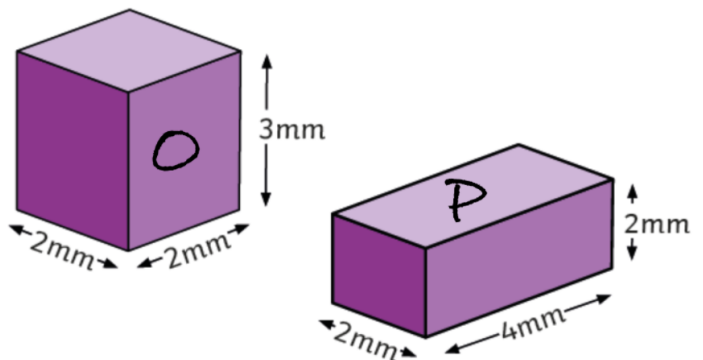
Record your thinking here:

O =

Record your thinking here:

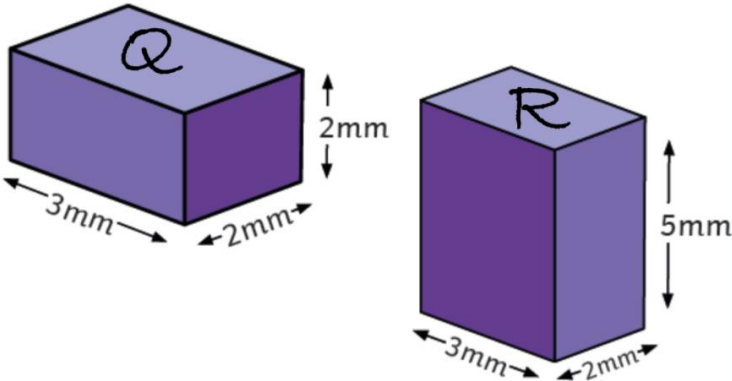
P =

Calculate the **VOLUME** of each cuboid.



Thursday - Maths

Calculate the **VOLUME** of each cuboid.



Record your thinking here:

Q =

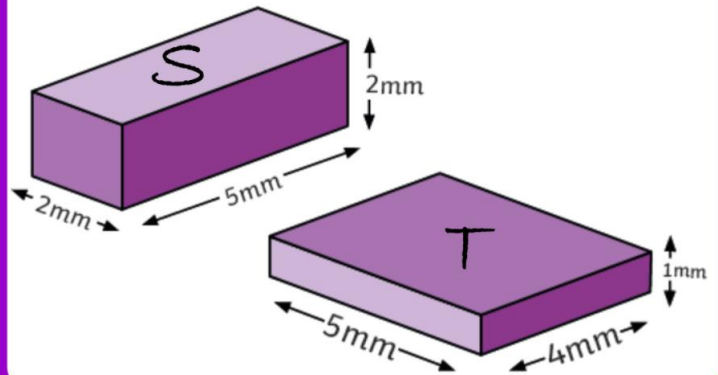
Record your thinking here:

R =

Record your thinking here:

S =

Calculate the **VOLUME** of each cuboid.



Record your thinking here:

T =

Today I Learnt:

Thursday - Maths

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

Click on the link below:

[Play Prodigy](#)

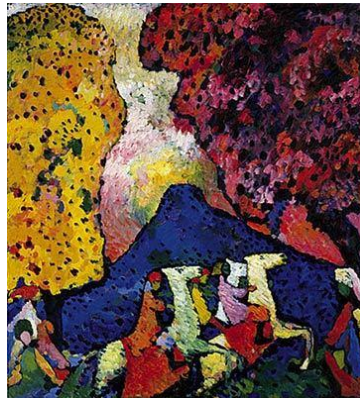


Thursday - Creative Arts

Wassily Kandinsky & Colour Theory



Wassily Kandinsky
(1866-1944)



Kandinsky was one of the founders of Abstract Art (art that doesn't try to represent real life things but instead uses shapes, colours, forms and gestural marks).

Kandinsky felt that he could express feelings and music through colours and shapes in his paintings.

Kandinsky argued that artistic experiences were all about feeling, and different colours affected mood. Yellow could disturb, while blue might make people feel good.

Kandinsky had synesthesia, a rare but real condition in which one sense, like hearing, triggers another sense, such as sight. He literally saw colours when he heard music and heard music when he painted.

He once said that 'Everything starts with a dot.'

Thursday - Creative Arts

Wassily Kandinsky & Colour Theory



This piece of Kandinsky's art is one of his most famous and most reproduced. It isn't intended as a piece of art but was Kandinsky experimenting with how different colours worked together.

Color Study. Squares with Concentric Circles, 1913

Scan the QR code or use this URL
(<https://bit.ly/3itJOSi>) to watch a video and learn about colour theory.



What do you notice about the colours in these artworks? How do the colours change the feeling portrayed in them?



Thursday - Creative Arts

Wassily Kandinsky & Colour Theory

As you complete your colour wheel challenge on the next page, experiment with different groupings of colours to see if you agree with what colours work well together or not.



PRIMARY COLORS
red, yellow, blue



SECONDARY COLORS
mix two primaries to make a secondary



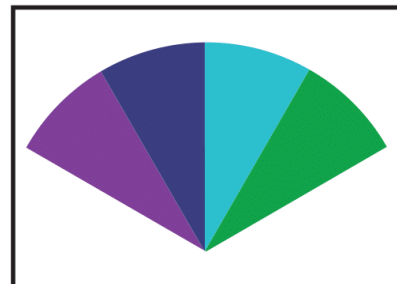
TERTIARY COLORS
mix a primary and closest secondary



WARM COLORS
reds, oranges and yellows



COLOR WHEEL



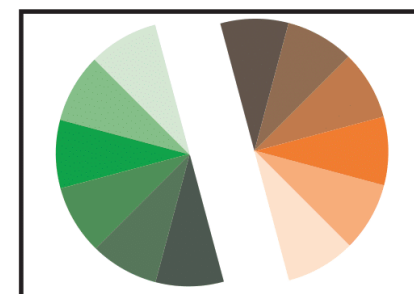
COOL COLORS
purples, blues and greens



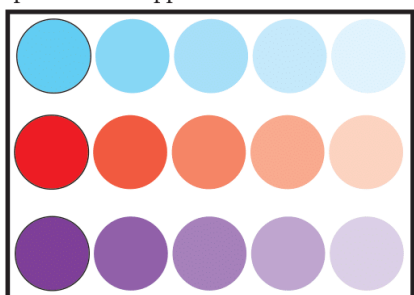
COMPLEMENTARY COLORS
pairs that are opposites on the color wheel



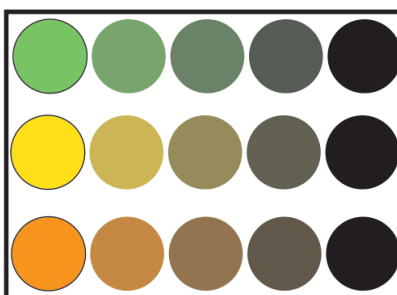
ANALOGOUS COLORS
next to each other on the color wheel



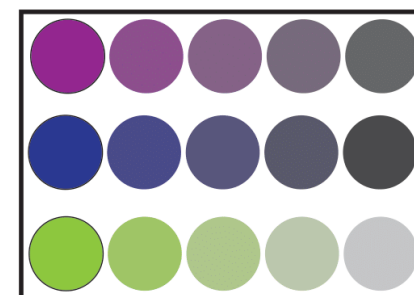
MONOCHROMATIC COLORS
tints and shades of one color



TINTS
add white to a hue (color)



SHADES
add black to a hue (color)



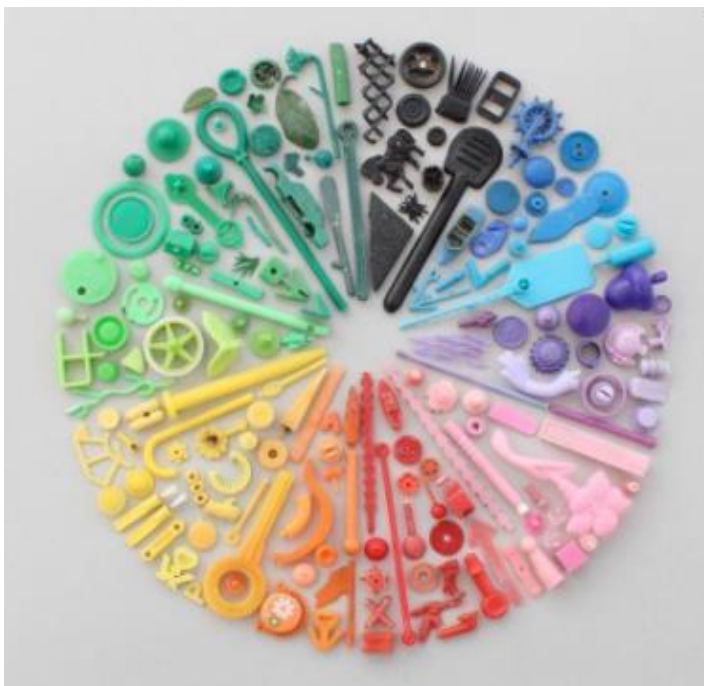
SATURATION
intensity of a hue (color)

Thursday - Creative Arts

Wassily Kandinsky & Colour Theory



FOUND OBJECT COLOUR WHEEL CHALLENGE...



Create a colour wheel using any objects that you can see around you (make sure to use things you are allowed to touch).

Will your composition be neat and orderly or loose and messy?

Try and make your background as plain as possible so that your colour wheel stands out.

Upload a photo of your colour wheel to Seesaw!

Friday Activities

be
THANKFUL



Friday – Reading

Reading Task Week 6



This week's reading activities are science related. You can choose what area of science interests you and what you would like to read.

You can choose a science book from PM e-collection, Reading Eggs, your own science book or one of the following websites:

Science Websites examples:
<https://www.sciencekids.co.nz/experiments.html>
Look at the facts or experiments and read about them.

<https://www.kidnews.com.au/science>
Read a science article on kids news.

<https://www.natgeokids.com.au/category/discovery>
Explore this national Geographic Kids website and see what interesting information appeals to you.

<https://www.burkesters.com/science/>
Pick an area of science that interests you – Biology, Chemistry, Physics, Earth Science, Environment, Astronomy, Animals. Then click on a further area that interests you and read about it.

Before you read your text today think about what you already know about the topic and write it in the space below. Once you have finished reading, write down anything you learnt from the text.

Title: _____

Source (Circle):



other

<u>Before Reading:</u> What I already know	<u>After Reading:</u> What I learnt

Friday - Writing

SCIENCE WEEK REFLECTION

Answer the following questions:

1. What was your favourite experiment this week during science week?

2. Why was this experiment your favourite? _____

3. If you could be a scientist when you grow up, what are of science would you most like to study? Why? _____

Friday – Maths

Volume & Capacity

YOUR TASK: Creating a Potion

You are creating a magic potion. You must decide what this potion can do and therefore what ingredients go inside it. Because this is magic, the ingredients can be as mystical as you wish (dragon scales, unicorn saliva, etc)!

Your cauldron is 1 litre, and must be filled to the top! Anything less and your potion won't be strong enough, anything more and it will spill, wasting precious ingredients!

Your potion can must include 6 ingredients and no more. You must decide what measurements of each ingredient you will include to equal 1 litre. On the next page, write each ingredient and how much of it is in the potion in mL. Then, draw that amount as a layer in the potion.

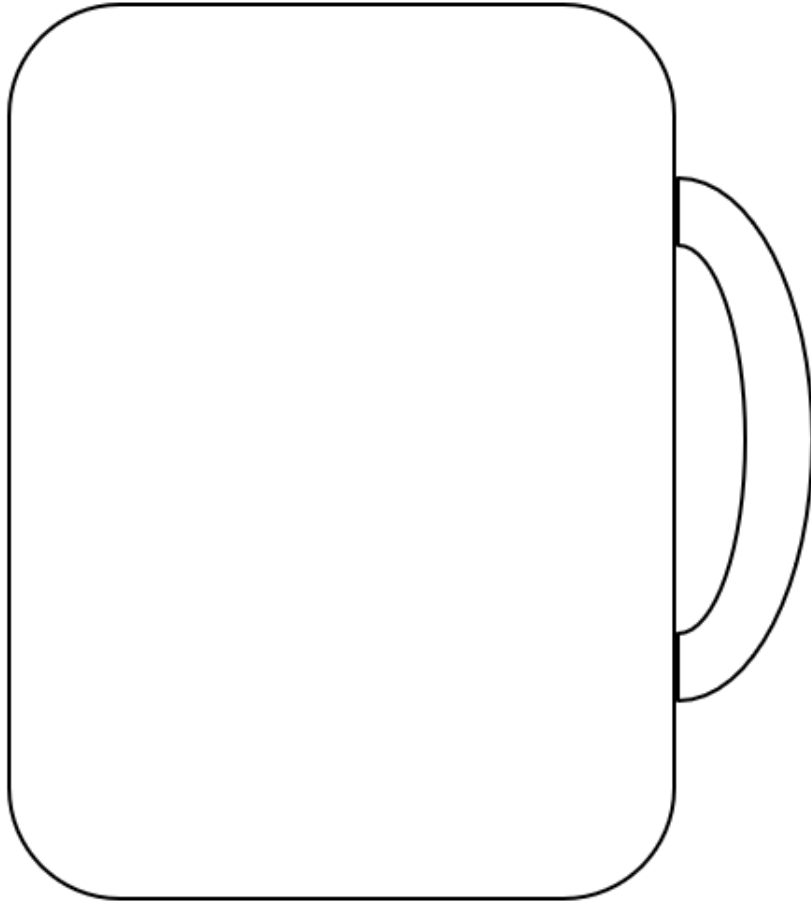
Each ingredient should be a different colour so it stands out. Be colour, this potion is magical remember!

YOUR TASK: Maze

Complete the maze on the following page. Solve each question on volume, find the answer that matches and follow it to the next question, moving your way through the maze until you reach the end!

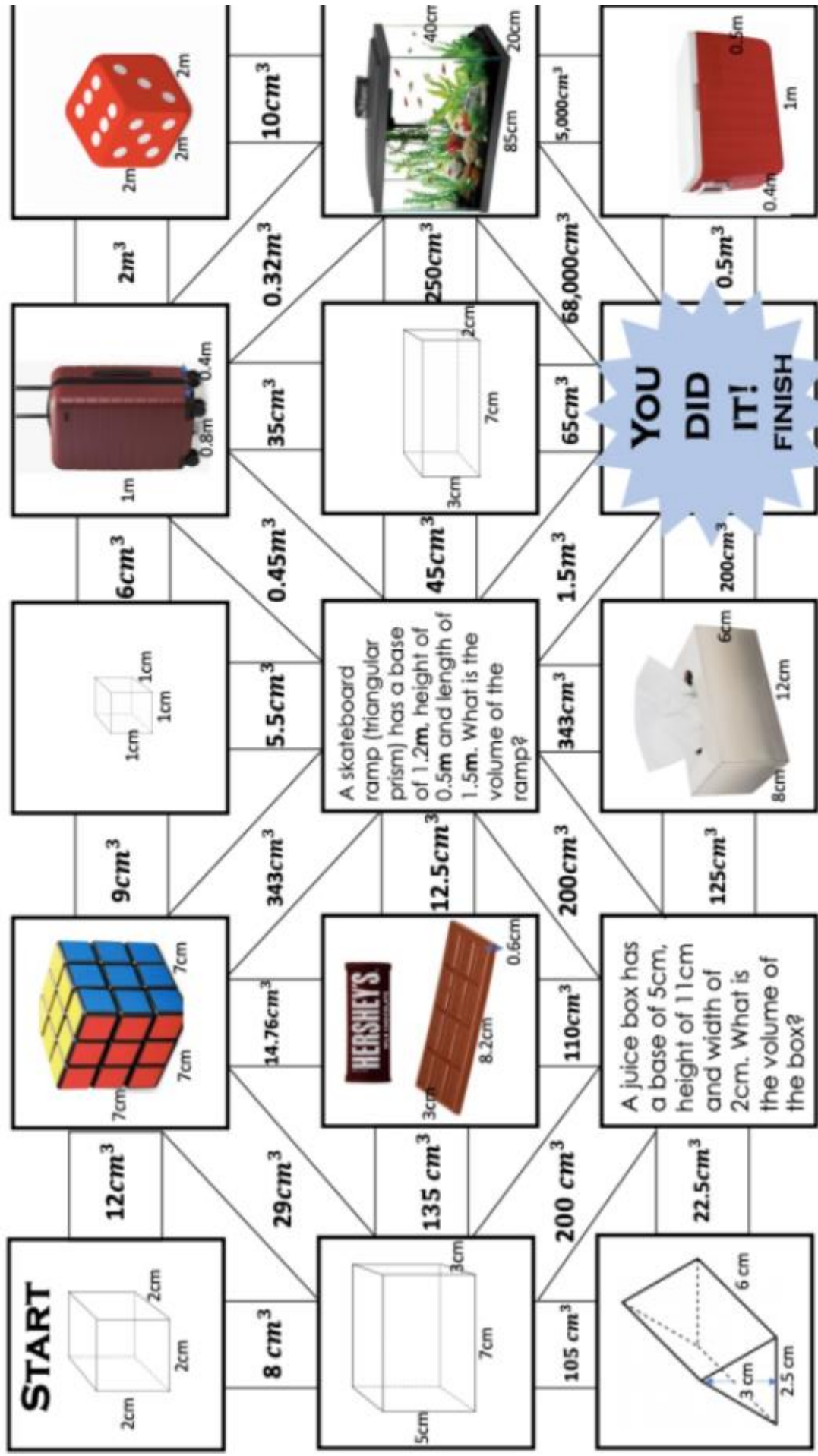
Friday - Maths

Magic Potion



Friday - Maths

VOLUME MAZE 2.0



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

More

Pobble

25
more
ideas!

Non-screen activities you can do at home

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

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 it? Spaghetti worms, beans 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?

ABC

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.