

Year 5 - Learning from Home Schedule Overview: Term 3 Week 10

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine SOTD Writing Reading Maths HSIE	Morning Routine SOTD Writing Reading Maths Science	Morning Routine SOTD Writing Reading Maths CAPA	Morning Routine SOTD Writing Reading Hip Hop (10:50am – 11:30am) Maths Library	FUN-tastic Friday! Fitness (11:05am – 11:45am)
Morning Session				
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine Complete the cloze passage on rivers. Use the word bank to fill in the missing words. Vocabulary Add the words 'delta' and 'deposit' to your vocabulary suitcase.	Morning Routine Complete the 'Geography of a River' activity. Use the word bank to label the features of a river correctly. Vocabulary Add the words 'lake' and 'marsh' to your vocabulary suitcase.	Morning Routine Read the text on 'Floodplains' and synthesise important information into your student knowledge organiser. Vocabulary Add the words 'canal' and 'irrigation' to your vocabulary suitcase.	Morning Routine Read the text on 'Mouths' and synthesise important information into your student knowledge organiser. Vocabulary Complete the vocabulary crossword puzzle on 'Rivers'.	FUN-tastic Friday!
SOTD Focus: Qualitative Adjectives Complete the SOTD activity.	SOTD Focus: Qualitative Adjectives Complete the SOTD activity.	SOTD Focus: Qualitative Adjectives Complete the SOTD guided sentence activity.	SOTD Focus: Qualitative Adjectives Write your own sentence using the SOTD focus.	FUN-tastic Friday!
Writing Write an informative text on Volcanoes, Mountains or Rivers. You have all week to complete one piece of writing. Don't forget to edit and publish your work and include an image and caption.	Writing Write an informative text on Volcanoes, Mountains or Rivers. You have all week to complete one piece of writing. Don't forget to edit and publish your work and include an image and caption.	Writing Write an informative text on Volcanoes, Mountains or Rivers. You have all week to complete one piece of writing. Don't forget to edit and publish your work and include an image and caption.	Writing Write an informative text on Volcanoes, Mountains or Rivers. You have all week to complete one piece of writing. Don't forget to edit and publish your work and include an image and caption.	FUN-tastic Friday!

Middle Session

Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading Read a Literacy Pro text at your level.	Guided Reading Read a Literacy Pro text at your level.	Guided Reading Read a Literacy Pro text at your level.	Guided Reading Complete a Literacy Pro Quiz for the book you've read this week.	FUN-tastic Friday!
Maths Warm-Up: Complete Monday's Maths Mentals Investigation: Complete the addition and subtraction questions based on your level (or you can challenge yourself and answer them all!) OPTIONAL – Problem-solving activity 1 (extension): Find the difference in kilometers Mr Green travelled, don't forget the 5 steps!	Maths Warm-Up: Complete Tuesday's Maths Mentals Investigation: Complete the multiplication and division questions based on your level (or you can challenge yourself and answer them all!) OPTIONAL – Problem-solving activity 2 (extension): Complete the activity titled 'make five numbers', don't forget the 5 steps!	Maths Investigation: Activity 1: Complete the tables, converting from am/pm into 24 hour time or converting from 24hour time to am/pm. Activity 2: Circle the correctly converted time. OPTIONAL – Problem-solving activity 3 (extension): Complete the 'Take the Train' activity, working out duration of different journeys.	Maths Investigation: Activity 1: Complete the 'time' activity completing the four columns. Activity 2: Draw the digital time on the analogue clocks. OPTIONAL – Problem-solving activity 4 (extension): Complete both word problems, don't forget the 5 steps!	FUN-tastic Friday!

Afternoon Session

<p style="text-align: center;">Monday: History What can we learn about the map of the world?</p> <p>Look at the map of the world and answer 6 questions based on it.</p>	<p style="text-align: center;">Tuesday: Science What is a force?</p> <p>Read the information based on push and pull. Answer the questions.</p>
<p style="text-align: center;">Wednesday: CAPA</p> <p>Looking at the snap cards, create your own dance routine. Perform this to a family member with some music! Think about the space you are performing in.</p>	<p style="text-align: center;">Thursday: Library Session</p> <p>Complete as many of these reading challenges as you can. Cross off each box as you read.</p>
<p style="text-align: center;">Hip Hop Session – Thursday Time: 10:50am – 11:30am</p> <p style="text-align: center;">https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFtZWJlQktwYnVhUT09</p> <p style="text-align: center;">Meeting ID: 884 8630 9655 Passcode: 506086</p>	<p style="text-align: center;">Fitness – Friday Time: 11:05am – 11:45am</p> <p style="text-align: center;">https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFtZWJlQktwYnVhUT09</p> <p style="text-align: center;">Meeting ID: 884 8630 9655 Passcode: 506086</p>
<p style="text-align: center;">Typing Practice</p> <p>Continue practicing your typing skills!</p> <p style="text-align: center;">https://www.typingclub.com/</p>	<p style="text-align: center;">Year 5 Grade Zoom Meeting (Friday)</p> <p style="text-align: center;">Time: Friday 17th September at 12PM Dress Code: Wear your favourite team's jersey</p> <p>Student of the week awards will be handed out.</p> <p style="text-align: center;">Join Zoom Meeting https://nsweducation.zoom.us/j/61390712374?pwd=YVV2YnRDS0ZIYkFhQldTaDNVNFI6Zz09</p> <p style="text-align: center;">Meeting ID: 613 9071 2374 Passcode: 877182</p>

Monday 13th September 2021

Literacy (Morning Session)

Morning Routine – Complete the following cloze passage on rivers. Use your schema and background knowledge to complete this task. Use the words in the box below to fill in the blanks.

- rapids
- channel
- flows
- dry up

- riverbanks
- flood
- low
- water

- river mouth
- lake
- transportation
- tributaries
- estuary

- source (headwater)
- divide
- riverbed
- waterfalls
- irrigation

A river is a body of water that _____ from high ground to _____ ground. The beginning of a river is called the _____. As a river flows down, other smaller rivers called _____ join it and it becomes bigger.

The river flows in its _____. The bottom of the river is called the _____.

The sides of the river are called the _____. Usually, the river stays in its channel but sometimes, after heavy rains, the river overflows its banks and there is a _____.

At other times, during the summer or during a drought, some rivers _____ completely and people can walk on the riverbed.

The river usually flows down to a _____, or an ocean. The area where river water (freshwater) mixes with the ocean water (saltwater) is called an



_____. The place where the river meets the larger body of water is the end of the river and is called the _____. Rivers and watersheds are separated from each by land or a ridge called a _____. Sometimes rivers flow very fast over rocks.

These areas, which are called _____, are dangerous for boats. And sometimes, rivers flow over cliffs forming beautiful _____. Rivers are very important for civilisation. They provide _____ for drinking and _____, water for agriculture. Rivers are also important routes for _____ by boats and ships.

Vocabulary

Your task: Organise the given words into your vocabulary suitcase for each word today.
Use this information to help you understand today's words better.



delta

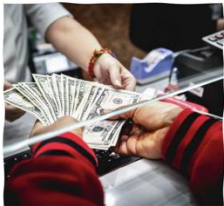
Δδ

Word Origin

- c. 1200, name of the fourth letter of the Greek alphabet (equivalent to our D), which was shaped like a triangle.
- Herodotus (a Greek writer and geographer) described the mouth of the River Nile as a "triangular island or alluvial tract between the diverging branches of the mouth of a great river".
- It was so used in English from 1550s and applied to other river mouths, of whatever shape, by 1790.



deposit



Word Origin
Late 16th century (especially in the phrases *in deposit* or *on deposit*)
From Latin *depositum* (noun)
Medieval Latin *depositare* (verb), both from Latin *deposi-* 'laid aside', from the verb *deponere*.

Morphographs
De – off or from; thoroughly.
Posit – placed or put.



Add the following words to your vocabulary suitcase:

- delta
 - deposit
-
- Remember to include the following:
 - What tier your word is in (Is it Tier 1, 2 or 3)
 - Picture
 - Definition (Make sure you use your own words! No plagiarism here)
 - Sentence (Add the word in a sentence)
 - Synonyms, root word, prefix or suffix.

Ensure you set up each word in your vocabulary suitcase as follows.

Word:	Tier:
Definition:	Sentence:
Dual Code (image):	Synonym/root word/prefix/suffix:

SOTD – Focus: Qualitative adjectives

Learning Intention: We are learning to write a sentence using qualitative adjectives.

Success Criteria: I can:

- Write a simple or complex sentence
- Use qualitative adjective/s
- Use correct beginning and end punctuation

Qualitative Adjectives - describe the **qualities** of a noun. These can include adjectives of opinion, size, shape, condition, age, colour, pattern, origin, material or purpose.

Modelled: Fresh raindrops fell from the moonlit sky like transparent pearls.

The underlined words are all qualitative adjectives.

fresh – describes the condition of the raindrops

moonlit – describes the colour of the sky.

transparent – describes the colour of the pearl.

Your turn: Highlight/underline the qualitative adjectives in the sentence and write what quality is being described.

The steep mountain created strong river currents.

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Writing

Write an informative text on Volcanoes, Mountains or Rivers. You have all week to complete one piece of writing. Don't forget to edit and publish your work and include an image and caption.

The writing stimulus is below.

Term 3

Informative writing stimulus

This week you will write to inform an audience



THINK ABOUT:

- All the information you have learnt about volcanoes and mountains, and rivers.
- The different types of volcanoes and mountains and how they are formed and the different parts of a river.
- Each part of your block planner and what facts you will need to include.

REMEMBER TO:

- Plan your writing.
- Write in full sentences.
- Include a range of ideas and elaborate and explain them.
- Use a range of vocabulary.
- Use real life examples of each phenomenon.
- Pay attention to your spelling and punctuation.
- Edit your writing.

Maths (Middle Session)

Do you see the alliteration? Monday's Maths Mentals

Maths Mentals - Monday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	$1.5 + 0.6 =$	
2.	$2.3 + 3.7 =$	
3.	$6.3 - 4.5 =$	
4.	$12.8 - 3.5 =$	
5.	$327 + 153 =$	
6.	$596 + 215 =$	
7.	$976 - 474 =$	
8.	$1016 - 726 =$	
9.	$70 \times 3 =$	
10.	$77 \times 3 =$	
11.	Which fraction is equivalent to a third? $\frac{6}{10}$ $\frac{3}{9}$ $\frac{2}{3}$ $\frac{7}{10}$ $\frac{3}{3}$	
12.	Write down the number seventy-two thousand, four hundred and thirty-three.	
13.	Fill in the missing number. $8563 = 8060 +$ _____	
14.	What is the next number in this pattern? 9.3, 9.9, 10.5, _____	
15.	What is the repeated gap in the pattern? 0.06, 0.6, 6	
16.	Which number has a greater value? 6.6 or 6.06 or 6.006	
17.	Write these numbers from least to greatest. 3.7 3.007 3.07	
18.	What number does this expanded notation represent? $20 + 9 + 0.3 + 0.001 =$ _____	
19.	What is a $\frac{1}{4}$ of 200?	
20.	A plane journey from Sydney to Perth takes 4.5 hours. Ben arrives in Perth at 9:30pm. What time did he leave Sydney?	
Time =		Score =

Investigations – Think about the level you are working at and complete the following questions using the split strategy (If you finish fast, try creating some questions of your own).

	Addition			Subtraction	
Row 1	$76 + 9 =$	$46 + 14 =$	$122 + 16 =$	$28 - 9 =$	$142 - 18 =$
Row 2	$56 + 60 =$	$72 + 50 =$	$185 + 26 =$	$127 - 50 =$	$165 - 80 =$
Row 3	A) $77 + 21 =$	B) $43 + 59 =$	C) $27 + 66 =$	D) $45 - 31 =$	E) $39 - 11 =$

Row 4	A) $79 + 42 =$	B) $83 + 53 =$	C) $142 + 123 =$	D) $98 - 32 =$	E) $126 - 31 =$
Row 5	A) $327 + 267 =$	B) $227 + 897 =$	C) $1562 + 348 =$	D) $673 - 243 =$	E) $1247 - 873 =$

OPTIONAL - Problem-Solving (Extension Activity) - Activity 1

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go!

- ☐ Read
- ☐ Understand
- ☐ Choose a Strategy
- ☐ Use Strategy
- ☐ Check

1. Mr Green drives a truck. Last week he drove 197 kilometres, 232 kilometres and 164 kilometres on his 3 journeys.

This week he drove 309 kilometres and 265 kilometres on his 2 journeys.

What was the difference in kilometres between this week and last week?



HSIE (Afternoon Session)

Learning Intention: We are learning about the map of the world

Success Criteria: I can

- List five oceans of the world
- List the seven continents of the world
- Name the largest country in the world



1 Find and list each of the five oceans of the world.

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

2 Find and list each of the seven continents of the world.

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

3 What is the largest country in the world? _____

4 Are there more countries in the Northern Hemisphere or the Southern Hemisphere?

5 Name three countries in Asia that start with S.

1. _____ 2. _____ 3. _____

6 Which country is located closest to Australia? _____

Tuesday 14th September 2021

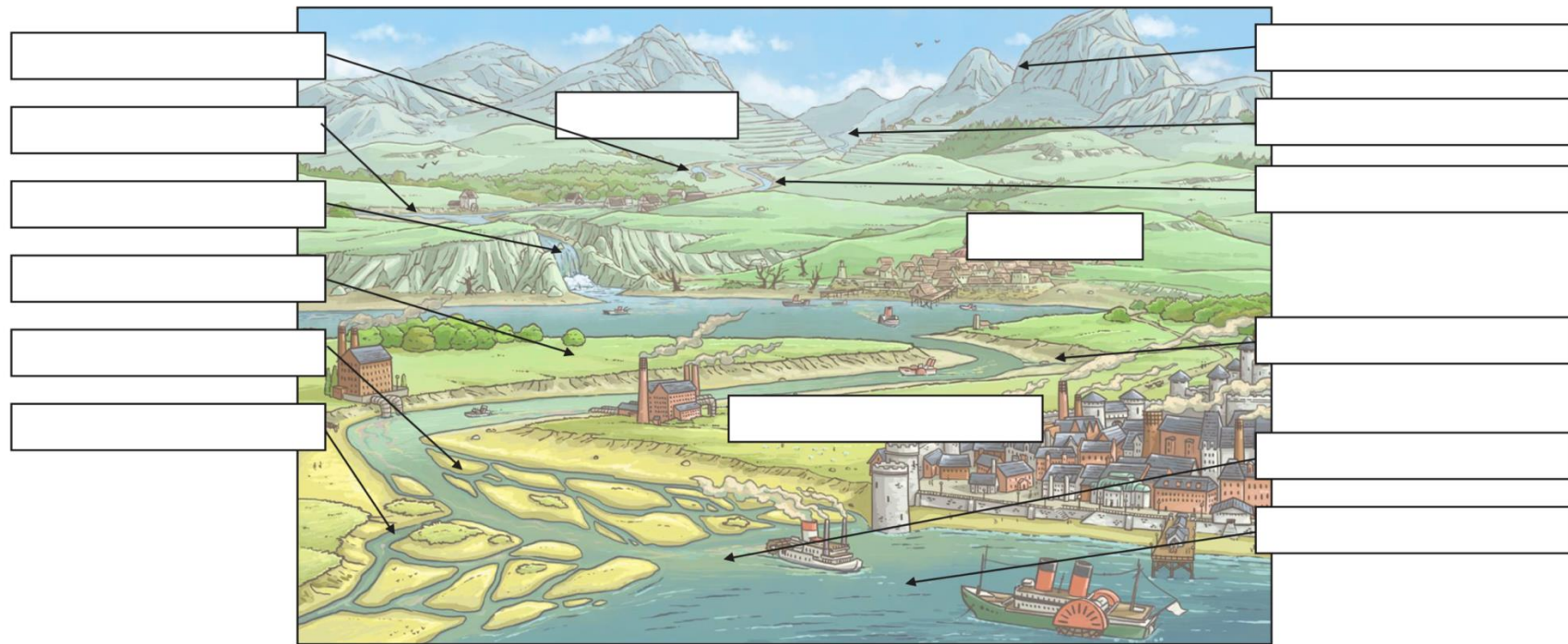
Literacy (Morning Session)

Did someone say Tuesday?

Morning Routine - Complete the following diagram by labelling the correct features of a river using the word bank below.

The Geography of a River

Using the word bank, can you label the river's key features?



Word Bank

tributary	bay	waterfall	erosion	downstream
delta	floodplain	basin	meander	mouth
source	bank	upstream	oxbow lake	valley

Vocabulary

Your task: Organise the given words into your vocabulary suitcase for each word today.
Use this information to help you understand today's words better.



lake

lake	-s
------	----

lake (singular)

lake + s = lakes (plural)

Word Origin

- Early 12c., from Old French *lack* (12c., Modern French *lac*) and directly from Latin *lacus* "pond, pool, lake."

Word Family

Lakes



marsh

marsh	-es
	-y

marsh (singular)

marsh + es = marshes (plural)

marsh + y = marshy (resembling a marsh – adjective)

Word Origin

- The word *marsh* comes from the old Dutch word *mere*, for sea, and it means land that is sea-ish... not sea, but sea-ish, like most of Holland.

Word Family

- Marshes and marshy



Add the following words to your vocabulary suitcase:

- lake
- marsh

Remember to include the following:

- What tier your word is in (Is it Tier 1, 2 or 3)
- Picture
- Definition (Make sure you use your own words! No plagiarism here)
- Sentence (Add the word in a sentence)
- Synonyms, root word, prefix or suffix.

Ensure you set up each word in your vocabulary suitcase as follows.

Word:

Tier:

Definition:

Sentence:

Dual Code (image):

Synonym/root word/prefix/suffix:

SOTD – Focus:

Learning Intention: We are learning to write a sentence using qualitative adjectives.

Success Criteria: I can:

- Write a simple or complex sentence
- Use qualitative adjective/s
- Use correct beginning and end punctuation

Qualitative Adjectives - describe the **qualities** of a noun. These can include adjectives of opinion, size, shape, condition, age, colour, pattern, origin, material or purpose.

Modelled: Some diverse species of fish have been identified living in the wonderous Amazon river system.

The underlined words are all qualitative adjectives.
amazing– describes the writer's opinion on the river system.
wonderous– describes the writer's opinion on the river system.

Your turn: Highlight/underline the qualitative adjectives in the sentence and write what quality is being described.

A diverse range of animal species rely on this ancient river for food.

Writing

Write an informative text on Volcanoes, Mountains or Rivers. You have all week to complete one piece of writing. Don't forget to edit and publish your work and include an image and caption.

Guided Reading

Read a literacy pro text at your level or another book of your choice.

Maths (Middle Session) - Give it your absolute best!

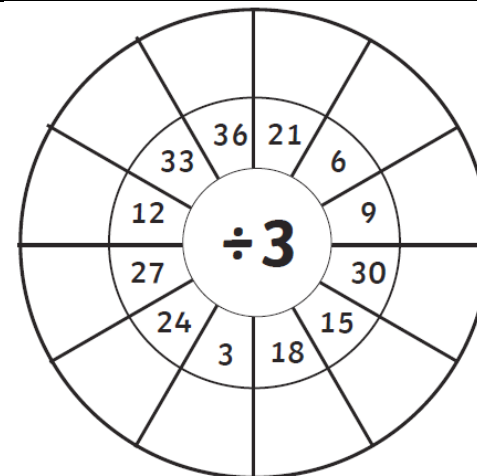
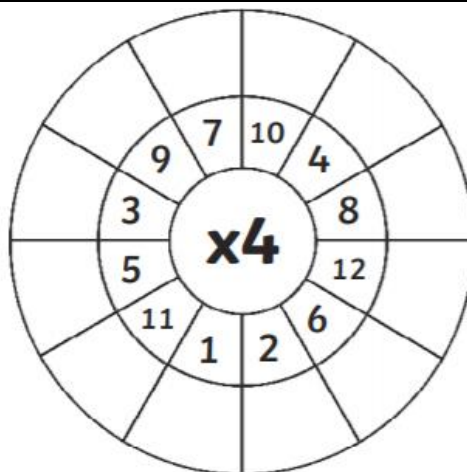
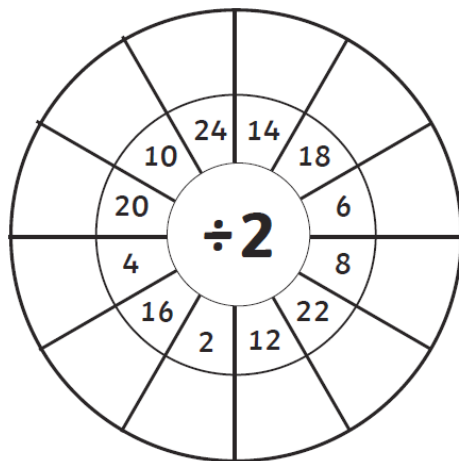
Maths Mentals - Tuesday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

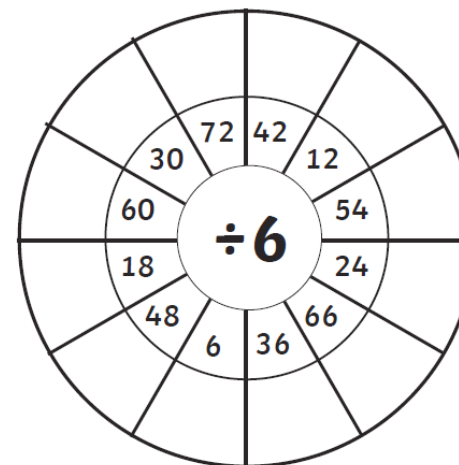
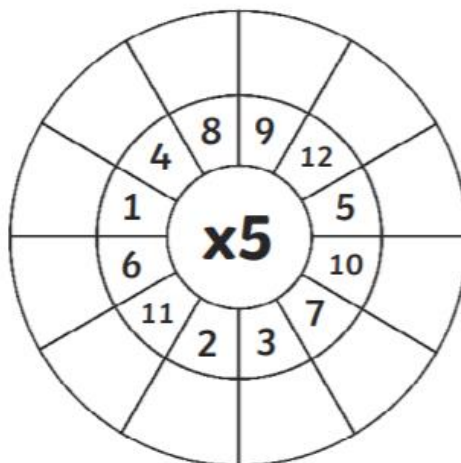
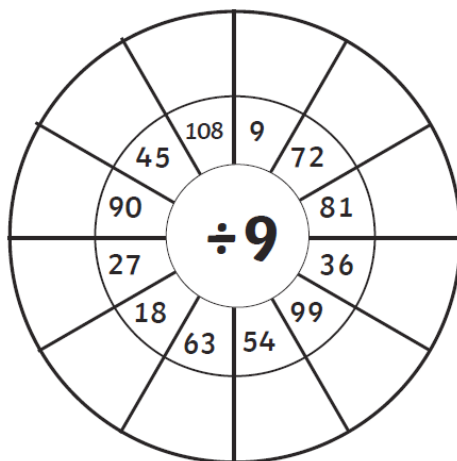
Questions		Answers
1.	$25 \times 4 =$	
2.	$63 \times 2 =$	
3.	$20.4 + 14.6 =$	
4.	$16.8 + 10.3 =$	
5.	$4524 + 1245 =$	
6.	$624 - 320 =$	
7.	$936 - 535 =$	
8.	$12 \times 6 =$	
9.	$72 \times 6 =$	
10.	$6 \times 6 =$	
11.	Which fraction below is equivalent to a quarter? $\frac{2}{5}$ $\frac{4}{4}$ $\frac{3}{12}$ $\frac{6}{9}$ $\frac{1}{2}$	
12.	Write down the number two thousand, one hundred and nine.	
13.	Fill in the missing number. $8927 = 927 + \underline{\hspace{2cm}}$	
14.	What is the next number in this pattern? 6.6, 6.9, 7.2, $\underline{\hspace{2cm}}$	
15.	What is the repeated gap in the pattern? +6 +0.3 +3.3	
16.	Which number has a greater value? 12.12 or 12.012	
17.	Write these numbers from least to greatest. 22.6 22.06 22.006	
18.	What number does this expanded notation represent? $20 + 2 + 0.5 = \underline{\hspace{2cm}}$	
19.	What is $\frac{1}{2}$ of 642?	
20.	There are 25 students in each year 5 class. There is a total of 5 classes. How many students are there all together?	
Time =		Score =

Investigations – Complete the following questions according to your level

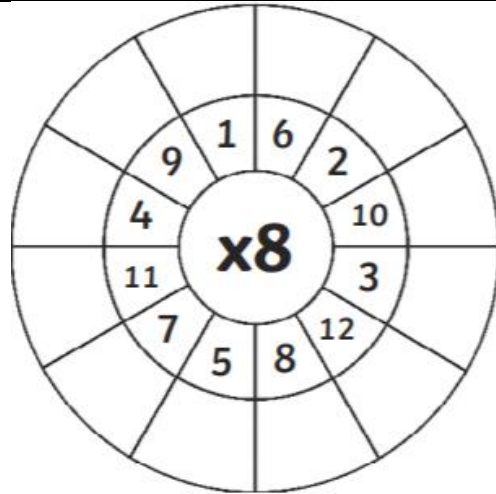
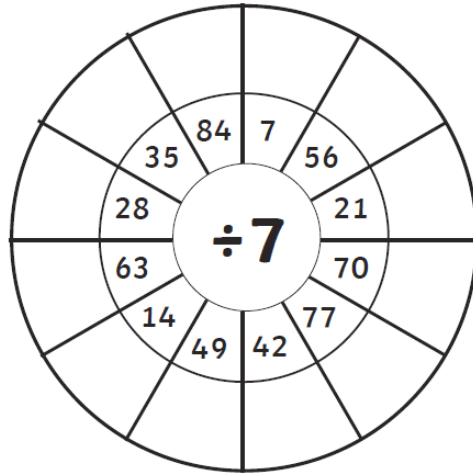
Row 1



Row 2



Row 3



OPTIONAL - Problem-Solving (Extension Activity)

Complete problem-solving activity 2 below (10 minutes).

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go!

- ☐ Read

- ☐ Understand

- ☐ Choose a Strategy

- ☐ Use Strategy

- ☐ Check

Make five numbers

Take ten cards numbered 0 to 9.



Each time use all ten cards.

Arrange the cards to make:

- a. five numbers that are multiples of 3
- b. five numbers that are multiples of 7
- c. five prime numbers

Make up more problems to use all ten cards to make five special numbers.

Science (Afternoon Session)

Learning Intention: We are learning about force.

Success Criteria: I can:

- Identify pull factors
- Identify push factors



1 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, but how much mass do you think a strong adult can lift above their head? Make an estimate, and share it with your partner, then the class. Do some research to find out how accurate your answer was.

Vocabulary

force
push

pull
arrow

shape
motion

PUSH AND PULL FORCES

push and pull are opposite forces



PULL

PUSH

©Study.com

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

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.



Remember

If an object's shape or motion is changing, then a force is at work.



Wednesday 15th September 2021

Literacy (Morning Session)

Morning Routine - Read the following text on 'Floodplains' and synthesise important information into your student knowledge organiser below.

Floodplain

A floodplain is a generally flat area of land next to a river or stream.

A flood plain is an area of land that is prone to flooding. Here, the Yellow River snakes through a flood plain in Sichuan, China.

Yellow River



A floodplain (or floodplain) is a generally flat area of land next to a river or stream. It stretches from the banks of the river to the outer edges of the valley.

A floodplain consists of two parts. The first is the main channel of the river itself, called the floodway. Floodways can sometimes be seasonal, meaning the channel is dry for part of the year. The floodway of the Todd River in Australia's Northern Territory, for instance, is an ephemeral stream, meaning its channel can be dry for months at a time.

Beyond the floodway is the flood fringe. The flood fringe extends from the outer banks of the floodway to the bluff lines of a river valley. Bluff lines, also called valley walls, mark the area where the valley floor begins to rise into bluffs. The flood fringe of the seasonal Todd River extends the floodplain to 445 square kilometres (170 square miles).

Geology of a floodplain

There are two major processes involved in the natural development of floodplains: erosion and aggradation. The erosion of a floodplain describes the process in which earth is worn away by the movement of a floodway. Aggradation (or alluviation) of a floodplain describes the process in which earthen material increases as the floodway deposits sediment.

A river erodes a floodplain as it meanders, or curves from side to side. The massive lowland floodplain of the Amazon River, for instance, is carved with hundreds of oxbow lakes that document the meandering river and its tributaries over time. Oxbow lakes are formed when a meander, or bend, in the river is cut off from the river's mainstem. Features such as oxbow lakes and seasonal wetlands are often a part of floodplains created through erosion and deposition.

Rivers – Student Knowledge Organiser

What are rivers?

- A river is a stream of fresh water that has a current.

Interesting Facts

- Rivers play an important role in shaping the earth through erosion.

Vocabulary (Upper Course Rivers)

rapids

Vocabulary (Middle Course Rivers)

oxbow lakes

Vocabulary (Lower Course Rivers)

delta

Upper Course Rivers

- Youthful rivers are found in the upper course.

Middle Course Rivers

- Meandering rivers are typically found in the middle course.

Lower Course Rivers

- Mature rivers are found in the lower course.

Vocabulary

Your task: Organise the given words into your vocabulary suitcase for each word today.

Use this information to help you understand today's words better.



canal



Word Origin

- Early 15c., in anatomy, "tubular passage in the body through which fluids or solids pass;"
- Mid-15c., "a pipe for liquid."

Synonyms

- Channel, duct, course, watercourse or aqueduct.



irrigation

irrigate	-s
	-ed
	-tion

irrigate (singular)

irrigate + s = irrigates (present verb)

irrigate + ed = irrigated (past verb)

irrigate + tion = irrigation (noun)

Word Origin

- 1610s, "a supplying of water to land," also in medical use, "supply of a liquid to some part of the body," from Latin *irrigationem* (nominative irrigatio)

Word family

- Irrigations and irrigate

Add the following words to your vocabulary suitcase:

- canal
- irrigation

- Remember to include the following:
- What tier your word is in (Is it Tier 1, 2 or 3)
- Picture
- Definition (Make sure you use your own words! No plagiarism here)
- Sentence (Add the word in a sentence)
- Synonyms, root word, prefix or suffix.

Ensure you set up each word in your vocabulary suitcase as follows.

Word:

Tier:

Definition:

Sentence:

Dual Code (image):

Synonym/root word/prefix/suffix:

SOTD – Focus:

Learning Intention: We are learning to write a sentence using qualitative adjectives.

Success Criteria: I can:

- Write a simple or complex sentence
- Use qualitative adjective/s
- Use correct beginning and end punctuation

Qualitative Adjectives - describe the **qualities** of a noun. These can include adjectives of opinion, size, shape, condition, age, colour, pattern, origin, material or purpose.

Guided: Complete the sentence below using qualitative adjectives.

_____ winds, _____ rainfall and flooding can contribute to the erosion of a river.

In the box below write what qualities of wind and rainfall is the adjective describing.

Writing

Write an informative text on Volcanoes, Mountains or Rivers. You have all week to complete one piece of writing. Don't forget to edit and publish your work and include an image and caption.

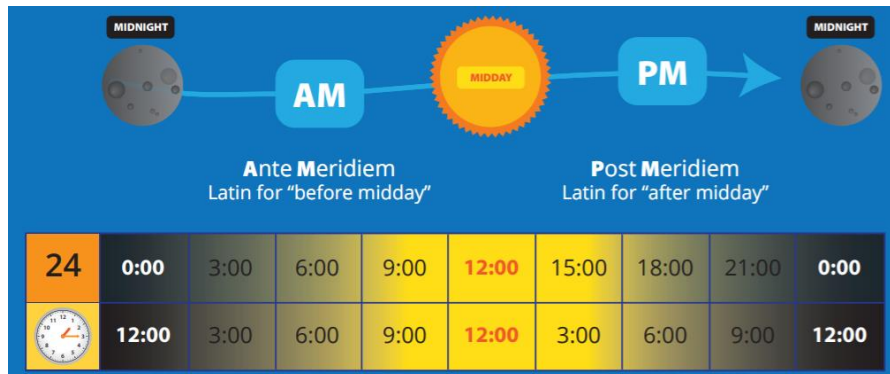
Guided Reading

Read a literacy pro text at your level or another book of your choice.

Maths (Middle Session) – Converting between 12 and 24 Hour Time

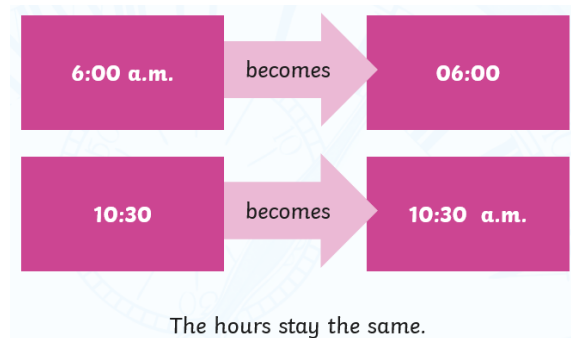
Converting time from a 12-hour clock to a 24-hour clock

To convert time from a 12-hour clock to a 24-hour clock, you must consider how the time would appear in a 24-hour cycle.



In the Morning:

Before noon (AM), the way in which the time is read does not change. For example, 9:00AM (12-hour) equals 9:00 (24-hour).



In the Afternoon:

To convert between 12 and 24 hour time in the afternoon add or subtract 12 hours and change the format. For example, 1:00 PM (12-hour) would become 13:00 (24-hour).



📺 Watch this video: <https://www.youtube.com/watch?v=kd-PgDKz0N0>

24	0:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	8:00	9:00	10:00	11:00
AM	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	8:00	9:00	10:00	11:00
24	12:00	13:00	14:00	15:00	16:00	17:00	18:00	19:00	20:00	21:00	22:00	23:00
PM	12:00	1:00	2:00	3:00	4:00	5:00	6:00	7:00	8:00	9:00	10:00	11:00

Activity 1: Complete each table, either converting from am/pm into 24 hour time or converting from 24hour time to am/pm. Write the answer in the box next to the question.

Convert the following times from am/pm notation to 24-hour time.		Convert the following times from 24-hour time to am/pm notation.	
Morning: <div><div>6:00 a.m.</div> becomes <div>06:00</div></div>		Morning: <div><div>10:30</div> becomes <div>10:30 a.m.</div></div>	
Afternoon: <div><div>6:00 p.m. becomes 18:00</div> <div>Add (+) 12 hours</div></div>		Afternoon: <div><div>22:30 becomes 10:30 p.m.</div> <div>Subtract (-) 12 hours</div></div>	
a) 6:00am	06:00	a) 22:00	10:00pm
b) 10:30pm	22:30	b) 07:21	7:21am
c) 4:45am		c) 13:13	
d) 11:30am		d) 05:55	
e) 9:15pm		e) 21:00	
f) 2:30pm		f) 15:45	
g) 12.07am		g) 00:30	
h) 8:42pm		h) 16:52	
i) 3:01am		i) 09:43	
j) 7:06pm		j) 19:59	

Activity 2: Circle the correctly converted time

a) Circle the correct 24 hour conversion time

6:45pm	06:45	16:45	18:45
8:08am	20:08	08:08	10:08
10:32pm	22:32	10:32	19:32
12:02am	12:02	00:02	24:02

b) Circle the correct am/pm conversion time

09:27	9:27 pm	9:27 am	7:27 am
21:00	9:00 pm	6:00 pm	6:00 am
14:30	2:30 am	4:30 pm	2:30 pm
03:28	3:28 am	1:28 am	3:28 pm

OPTIONAL - Problem-Solving (Extension Activity)

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go!

- ☐ Read
- ☐ Understand
- ☐ Choose a Strategy
- ☐ Use Strategy
- ☐ Check

Take the Train

Here is a train timetable:

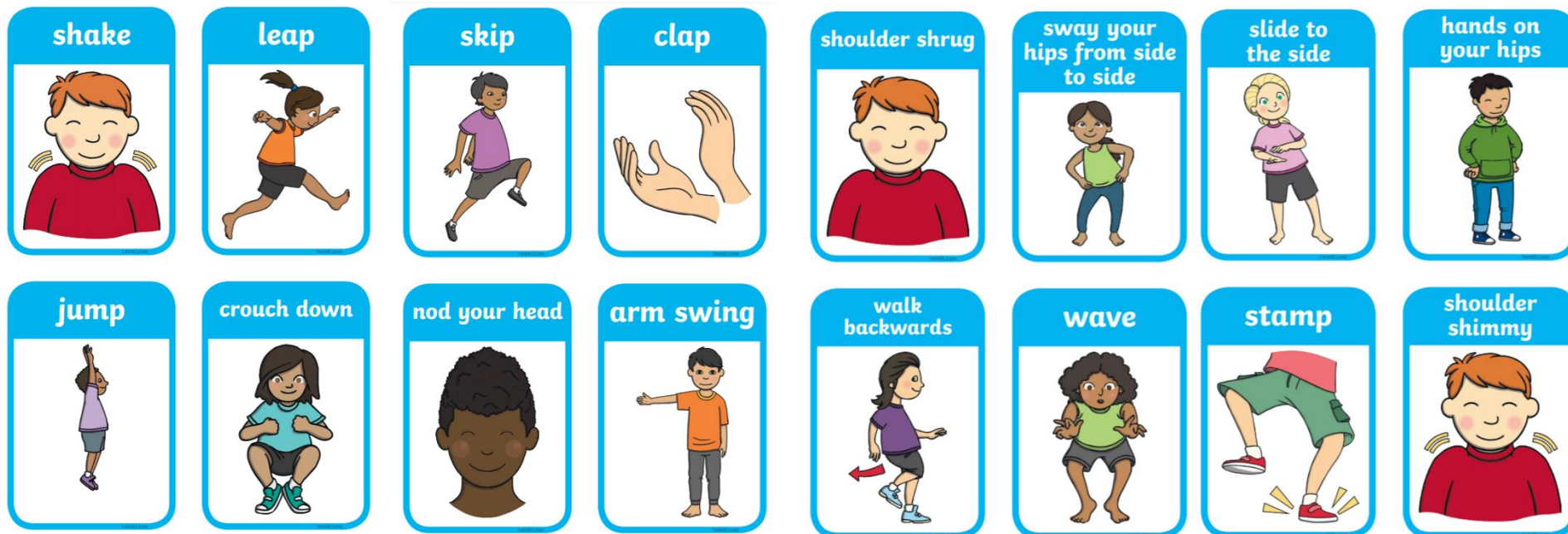
Canberra	Departure	12:29	12:49	13:29	13:49	14:29	14:49	15:29	15:49	16:29
Sydney Town Hall Station	Arrival	14:30	14:59	15:31	15:59	16:32	16:59	17:29	18:07	18:36
Duration										
Duration in Minutes										

1. Work out the duration of each journey in hours and minutes (write it in the table).
2. Convert the duration of the journeys into minutes (write it in the table).



CAPA (Afternoon Session)

Looking at the snap cards, create your own dance routine. Perform this to a family member with some music! Think about the space you are performing in.



Thursday 16th September 2021

Literacy (Morning Session)

Morning Routine - Read the following text on 'Mouths' and synthesise important information into your student knowledge organiser (see table from Wednesday).

Mouth

The place where a river enters a lake, larger river, or the ocean is called its mouth. The Merrimack River empties into the Atlantic Ocean near Newburyport, Massachusetts. The mouth of the Merrimack is a popular spot for recreational boating and fishing. Bass is the most popular fish caught in the area.

Mouth of the Merrimack



The place where a river enters a lake, larger river, or the ocean is called its mouth. River mouths are places of much activity.

As a river flows, it picks up sediment from the riverbed, eroding banks, and debris on the water. The river mouth is where much of this gravel, sand, silt, and clay—called alluvium—is deposited.

When large amounts of alluvium are deposited at the mouth of a river, a delta is formed. The river slows down at the mouth, so it doesn't have the energy to carry all the silt, sand, and clay anymore. These sediments form the flat, usually triangle-shaped land of a delta. Examples of deltas are the Nile River Delta in Egypt and the Mississippi River Delta in the U.S. state of Louisiana.

The mouth of a river is often a good place for fishing. Along with the alluvium, a river flushes many different species into the lake or sea. Larger fish, knowing this, wait at the mouth of the river for an easy meal. Thanks to the current of the river, the large fish have a "buffet" of smaller bait fish. This meeting of big and small fish means there is more for people to catch.

Vocabulary

Complete the vocabulary crossword puzzle on 'Rivers'. Use the clues below to help you find the correct vocabulary word.

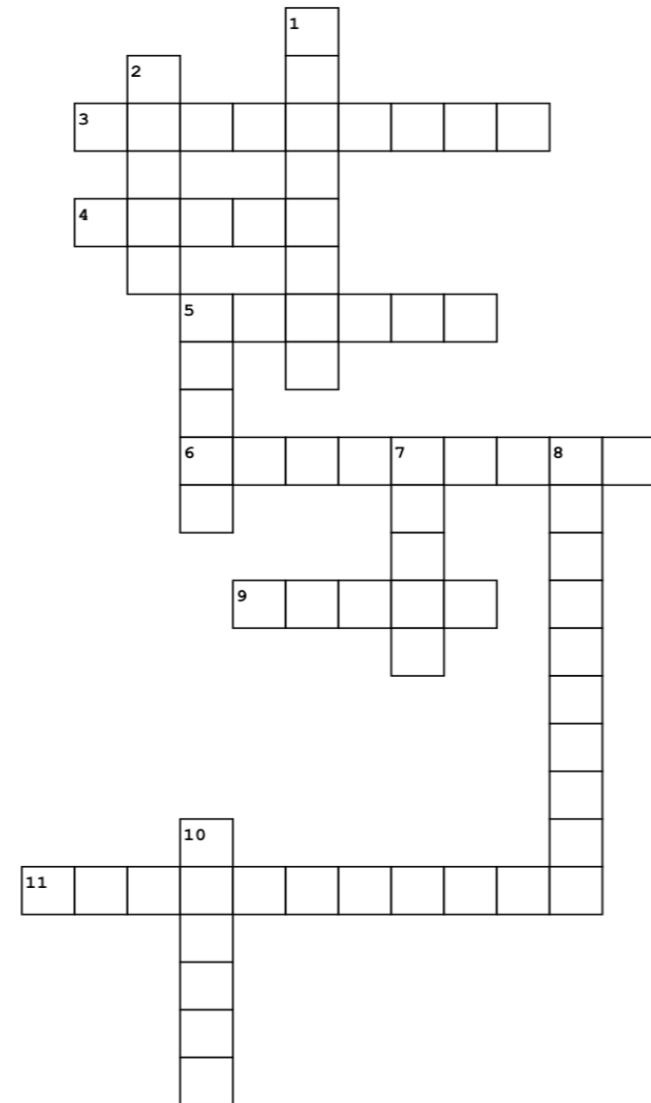
Across

3. rivers originate from here.
4. these landforms can be found at the end of a river.
5. the second stage of a river is the _____ course.
6. a river or stream that feeds into another river.
9. a large body of water flowing in a natural channel.
11. low-lying areas along rivers that flood when water is high.

Down

1. lands that are soaked with water due to nearby rivers and springs.
2. the last stage of a river is the _____ course.
5. what is the end of the river called?
7. the first stage of a river is the _____ course.
8. the sides of a river are called _____.
10. where a river begins.

Rivers



SOTD – Focus:

Learning Intention: We are learning to write a sentence using qualitative adjectives.

Success Criteria: I can:

- Write a simple or complex sentence
- Use qualitative adjective/s
- Use correct beginning and end punctuation.

SOTD independent writing: Write a sentence using at least one qualitative adjective. Highlight/underline your qualitative adjectives.

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Writing

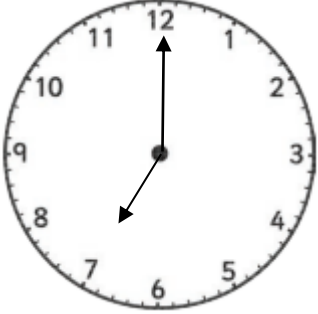
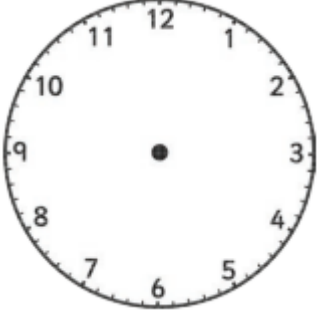
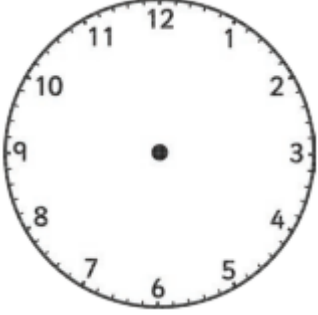
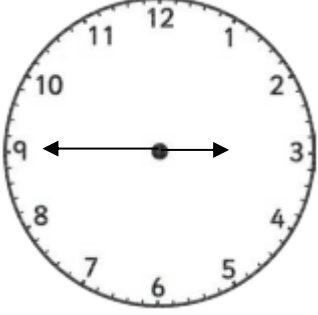
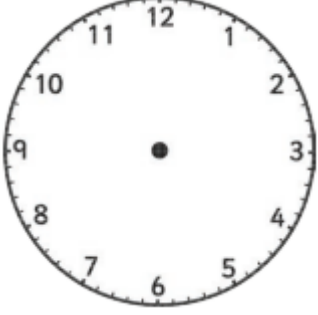
Write an informative text on Volcanoes, Mountains or Rivers. You have all week to complete one piece of writing. Don't forget to edit and publish your work and include an image and caption.

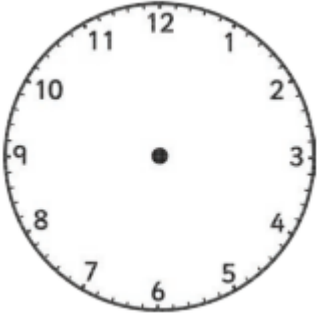
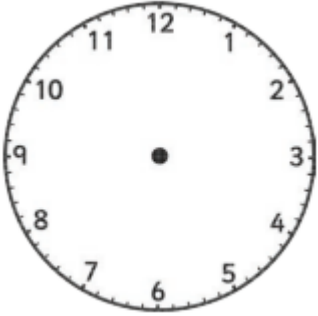
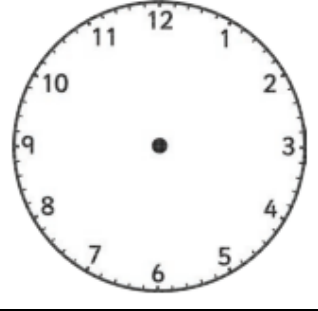
Guided Reading

Read a text on Literacy Pro within your Lexile range or a chapter book. Complete a quiz and aim to get at least 8/10.

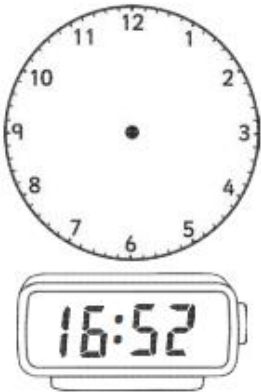
Maths (Middle Session) – Converting Time

Activity 1: Complete the four columns, writing the time in words, on a 24-hour clock, a 12-hour clock and on an analogue clock.

Time in Words	24 hour time	am/pm time	Draw on the analogue clock
Seven o'clock in the evening	19:00	7:00pm	
		11:00am	
	14:15		
			
Midday			

		6:40pm	
Midnight			
7 minutes to 8 at night			

Activity 2: Draw the time on each clock to match the digital time



OPTIONAL - Problem-Solving (Extension Activity)

Think about how the **5 steps for problem solving** will help you here. Tick the steps as you go!

- ☐ Read
- ☐ Understand
- ☐ Choose a Strategy
- ☐ Use Strategy
- ☐ Check

Complete these word problems:

- 1.** Rishi and Ellie were playing outside. Rishi played outside for quarter of an hour. Ellie played outside from 4 o'clock to half past 4.

If Rishi finished playing 5 minutes after Ellie went out to play, what time did he start playing?

Explain your answer.

- 2.** Isabelle can swim 2 lengths of the pool every 5 minutes. She starts swimming at 10 minutes past 9 and finishes at 5 minutes to 10.

How many lengths of the pool does she swim?

How do you know?

Library Session (Afternoon) -

Complete as many of these reading challenges as you can. Cross off each box as you read.

Read a book upside	Read an entire cereal box	Re-read a favourite book.
Read a mystery	Read an article.	Read a book with your pajamas on backward
Read something that starts with s	Read a poem about chocolate cake	Read about hibernation
Read in a dark closet with a flashlight	Read about space	Read aloud to a family member
Read five recipes	Read with fake glasses	Read a book written in 2001

Friday 17th September 2021

FUN-tastic Friday!!

You made it!

To reward your efforts throughout the term, we would like you to enjoy a day of fun, hands on activities. You can do as many as you like, we would recommend completing at least 3.

We hope you enjoy your holidays.

Stay safe!

Colour by numbers Volcano	Design your own NRL Jersey	How to draw an emoji monster
Make your own origami bird	Make a 3D dragon	Spring word search
Create your own board game	Sudoku challenge	Play connect 4
Harry Potter: Magical Beast Word Search	Colour your own Iron Man	Complete the Avenger Word Disassemble

WORD DISASSEMBLE!

HELP THE AVENGERS COMPLETE THEIR MISSION
BY UNSCRAMBLING THE FOLLOWING WORDS!

1. TICPANA CAERIMA

7. ROHT

14. JNIRMOL

2. KABLC ODWIW

8. NORI NAM

15. UMBRAINVI

3. HELIDS

10. NAHTSO

4. KINC YURF

11. RYDHA

5. EWAKHEY

12. VARJIS

6. GEVANERS

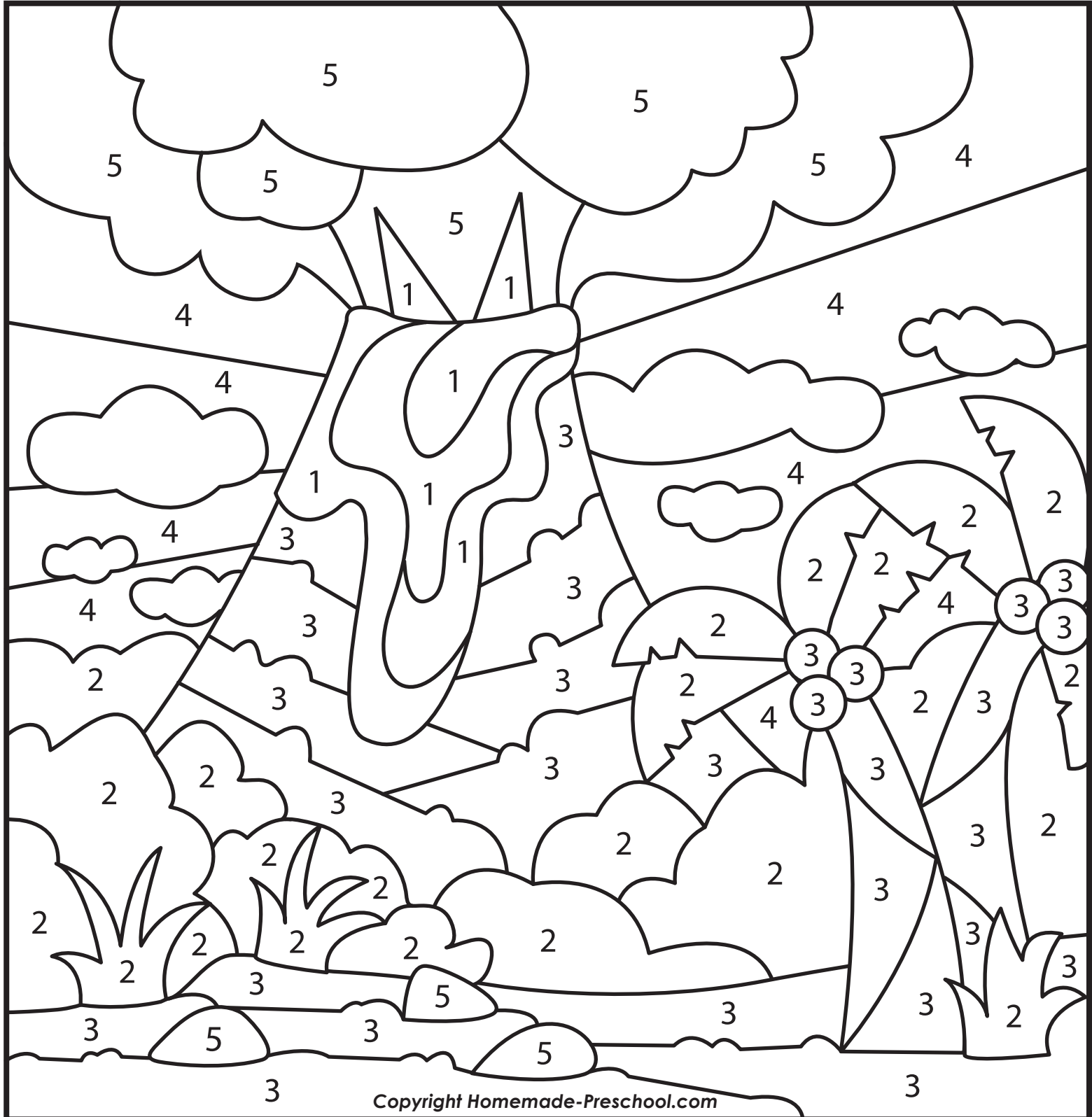
13. KUHL



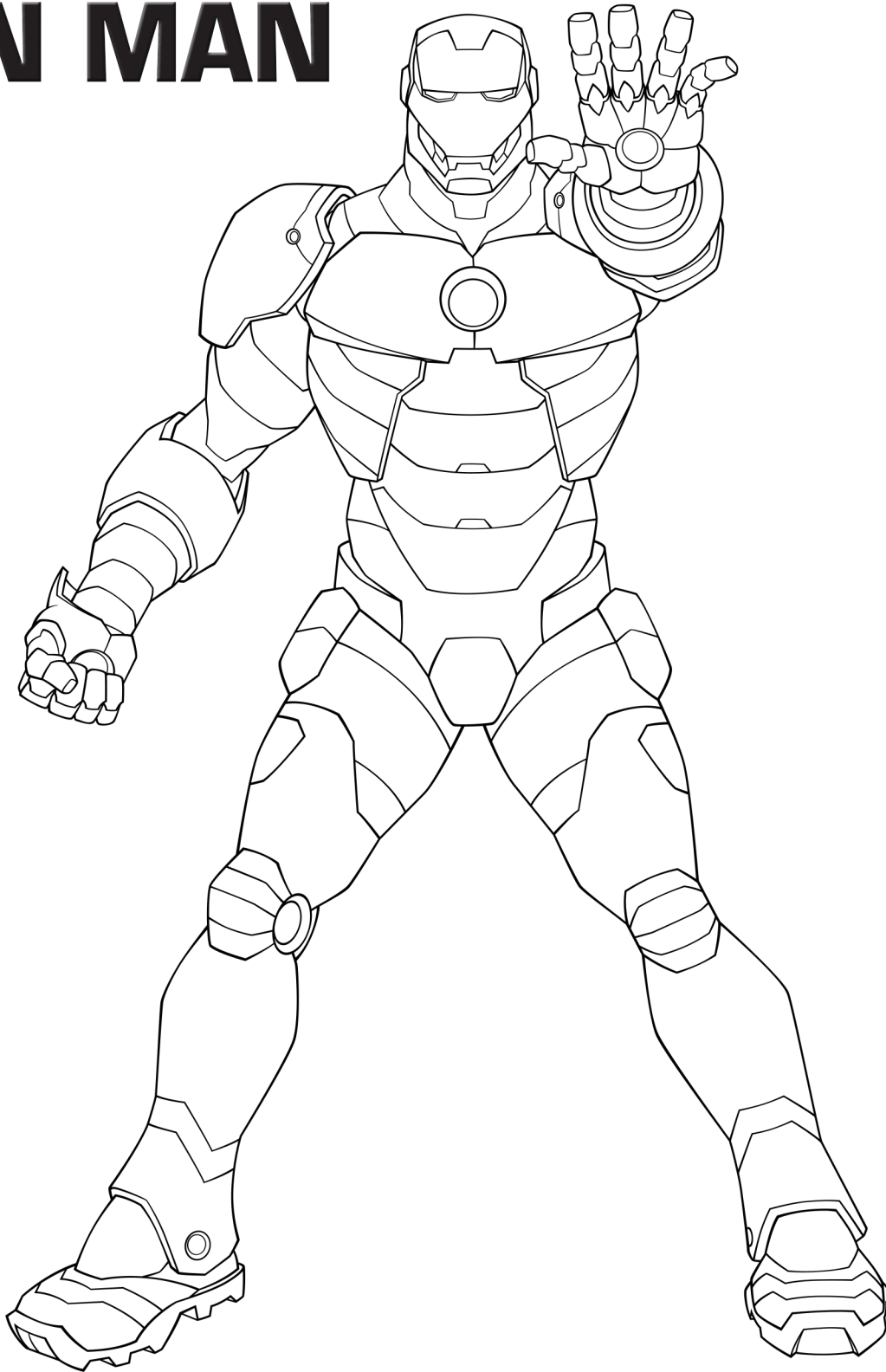
Color by Numbers: Volcano

CHILD - Color the color label shapes.
- Color the shapes in the picture the correct color.

1 Red 2 Green 3 Brown 4 Blue 5 Gray



COLOR YOUR OWN IRON MAN

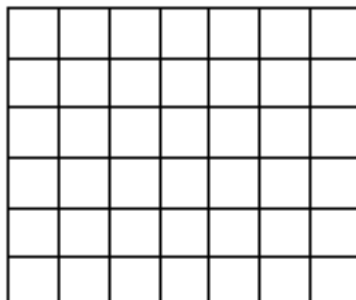
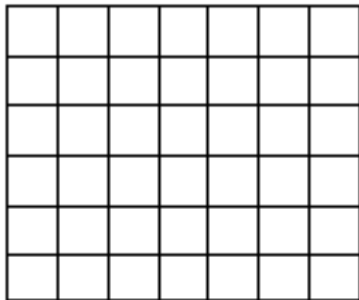


Connect 4

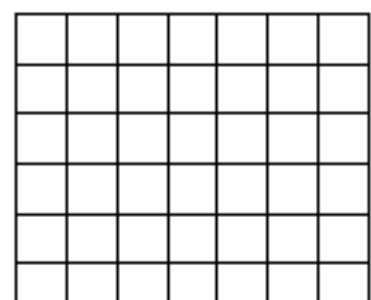
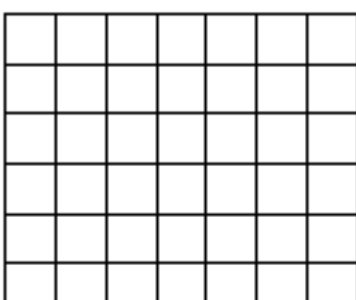
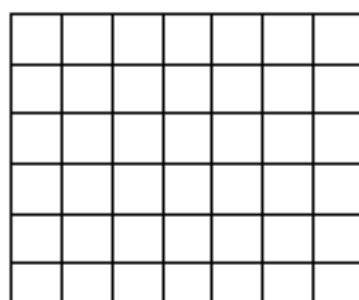
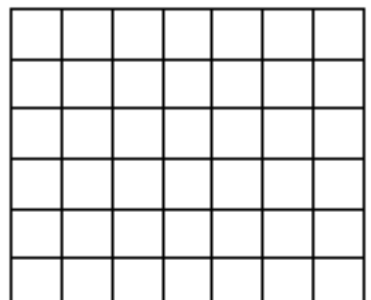
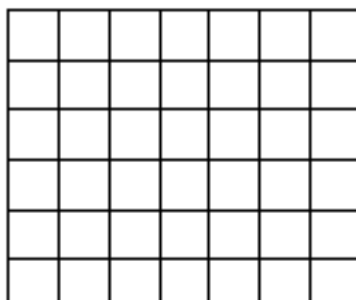
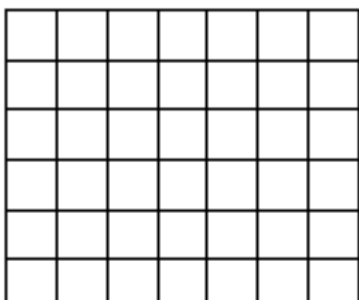
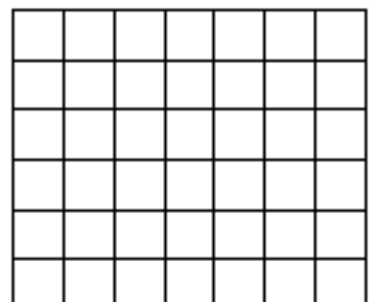
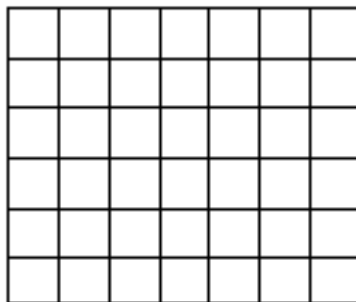
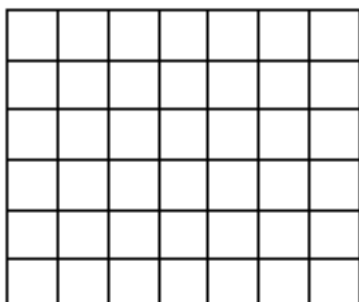
What you will need:

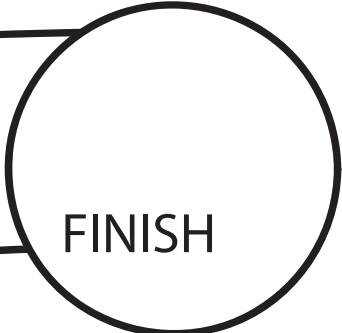
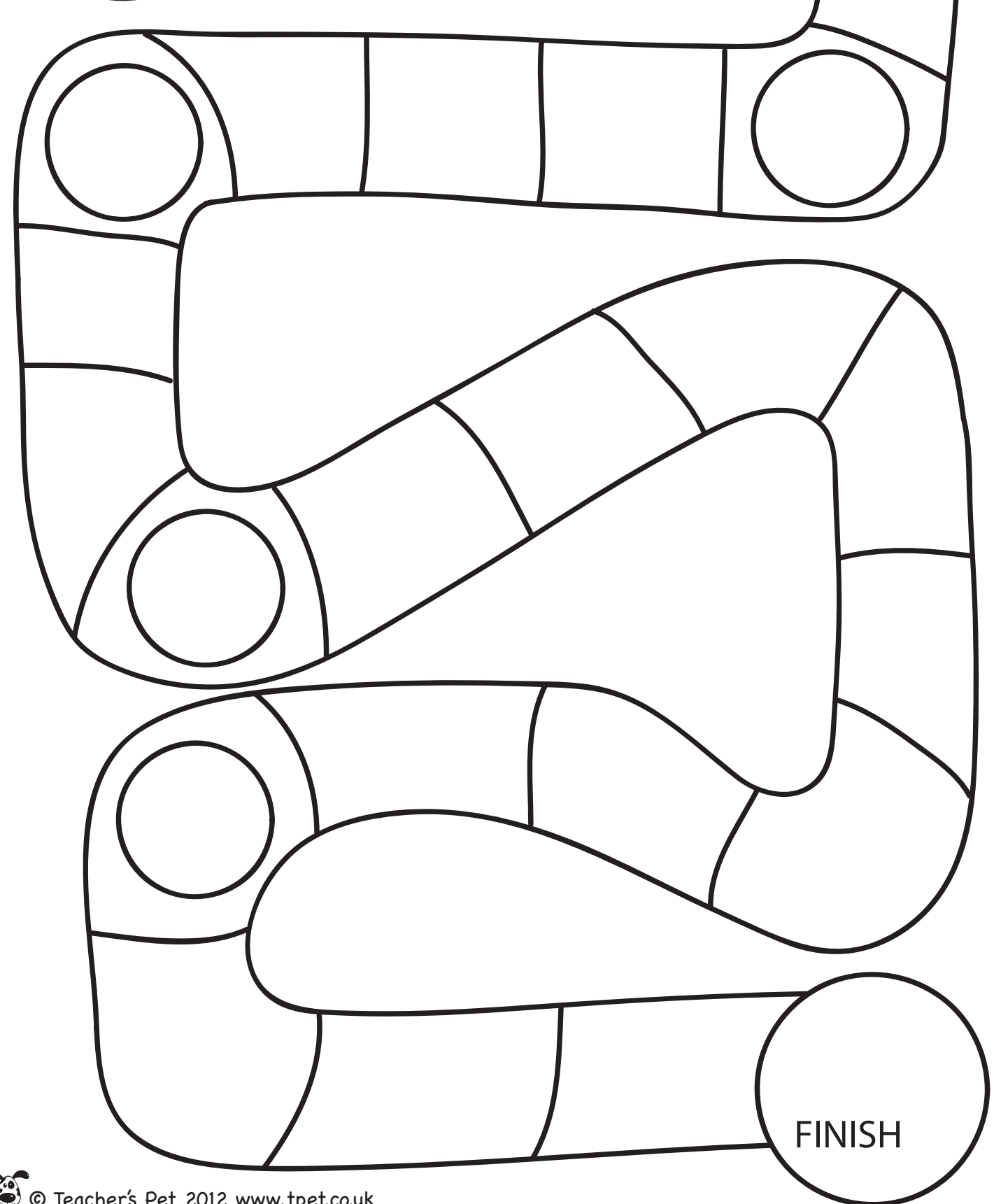
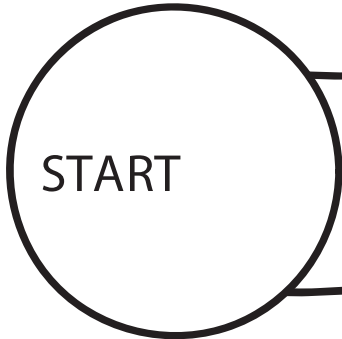
- 2 players
- 2 different coloured pencils

How to play: Each player chooses a coloured pencil and must try to colour 4 squares in a row. You get 1 point for each round won. Keep a tally in the score box. The winner is the person with the most rounds won. You may also choose to use x and o instead of colours.

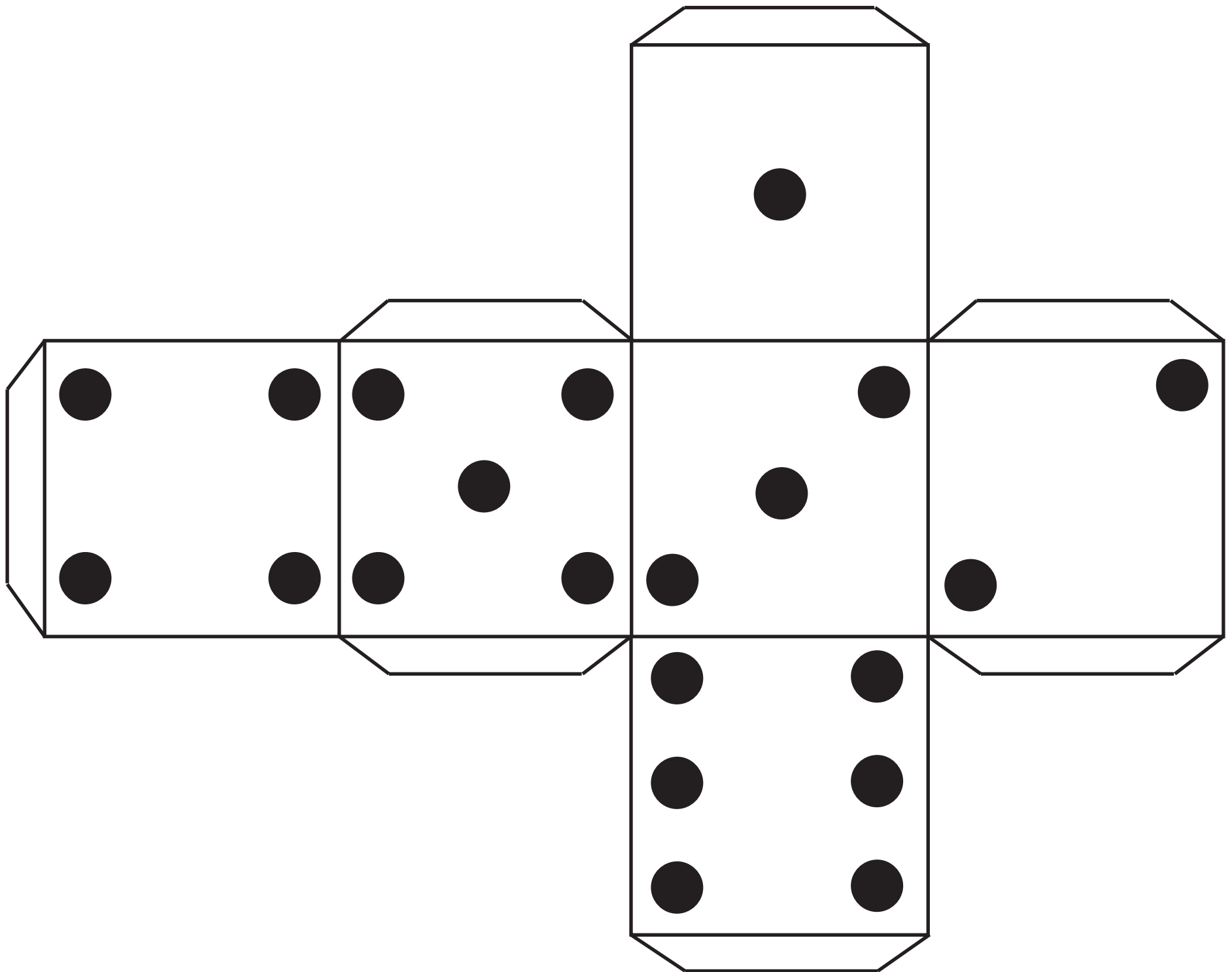


Player 1	Player 2

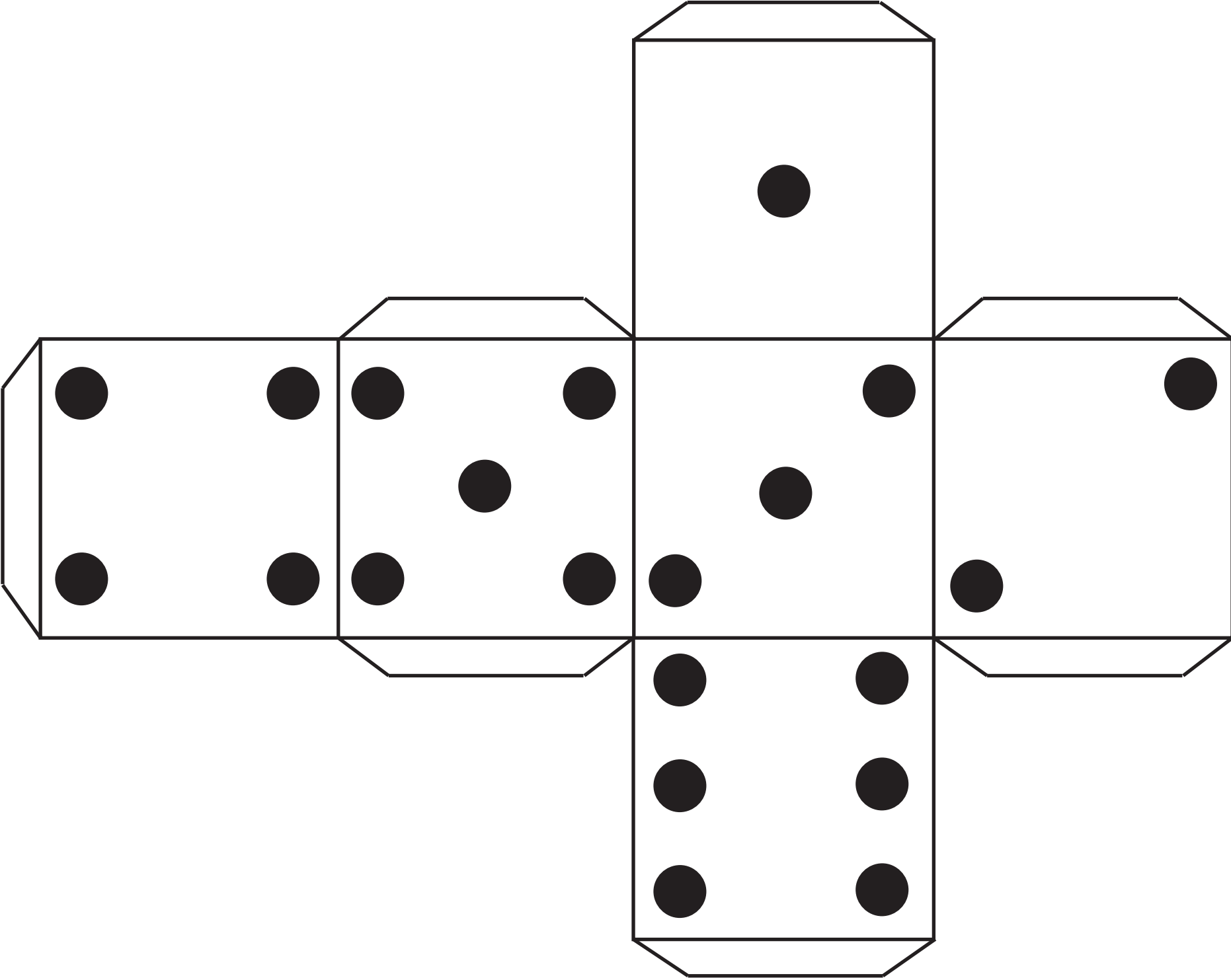




Dice



Dice



Cards

HARRY POTTER

BEAST SEARCH

Find these magical creatures in the grid below. Words can read up, down, across, diagonally and backwards.

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

ACROMANTULA

BASILISK

BEAST

CRUP

DOXY

FLOBBERWORM

GHOUL

GLUMBUMBLE

GNOME

GRIFFIN

GRINDYLOW

HIPPOGRIFF

HODAG

HORKLUMP

IMP

KAPPA

KNARL

KNEAZLE

MOKE

YETI

PHOENIX

PIXIE

PLIMPY

POGREBIN

SALAMANDER

SNALLYGASTER

TEBO

THUNDERBIRD

https://youtu.be/iUVTBhXZh_0

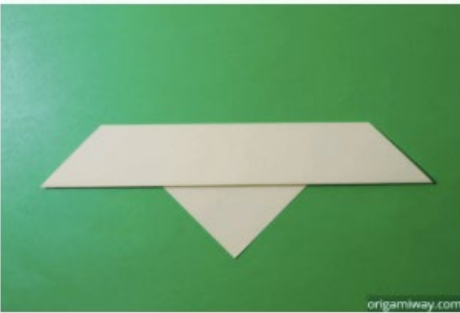




Step 1: Start with a square piece of [origami paper](#). If you only have regular 8.5x11 paper, follow these instructions to make a square sheet. You can also use these colorful [Printable Origami Paper](#).



Step 2: Fold the paper in half by folding the top corner to the bottom corner. You should have an upside down triangle.



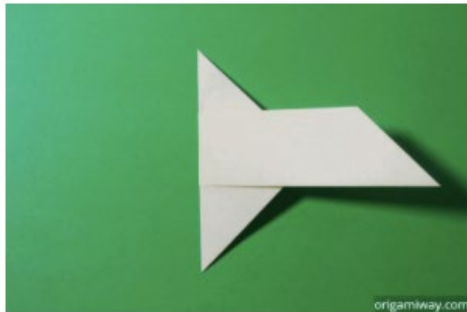
Step 3: Fold part of the top down so that the edge is about halfway down. Don't make this flap too thin because this will become the wings.



Step 4: Turn the paper over.



Step 5: Take the bottom corner of the top layer and fold it up like this.



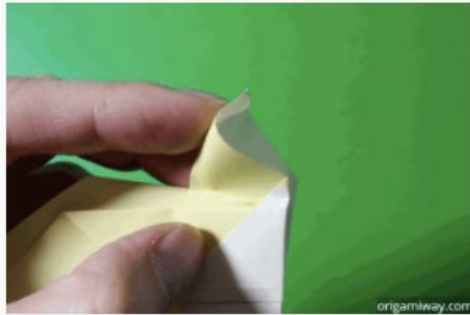
Step 6: Fold the figure in half by folding the left side over to the right.



Step 7: Now fold that same flap back like this to make one of the wings.



Step 8: Fold the other wing back also.



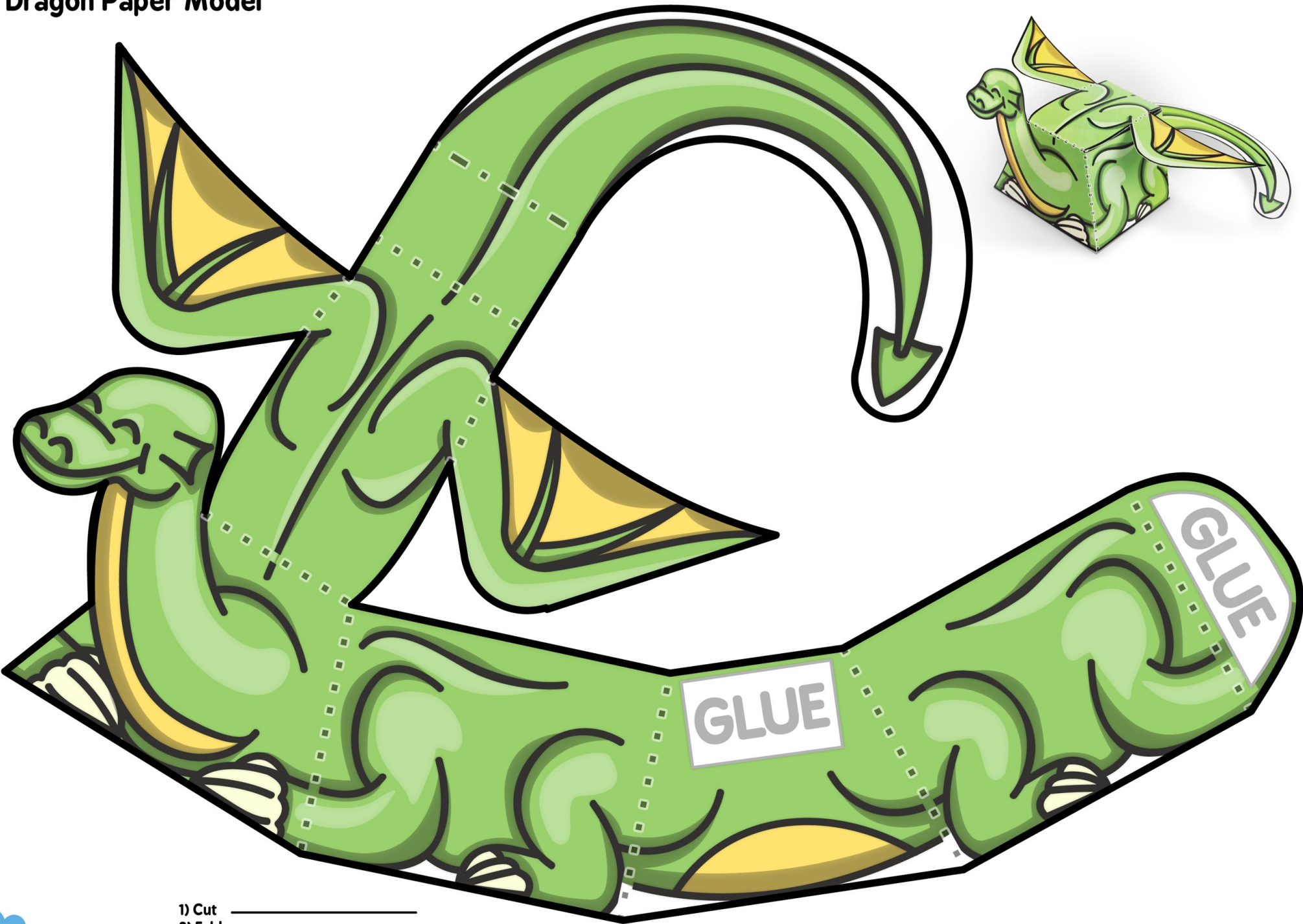
Step 9: Push the center of the head in and flatten. This is called an inside reverse fold.



Step 10: And tada! You have yourself a bird. Now set it free! Just kidding. Don't throw it in the air. It will just fall down and you'll be disappointed.

Click on "Like" below if you like this easy origami bird!

Simple Dragon Paper Model



- 1) Cut
- 2) Fold
- 3) Glue



Name: _____

Solve each Sudoku puzzle!

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

Sudoku puzzles require you to find the missing numbers in a 9 by 9 grid, with that grid itself divided into 9 square grids of 3 by 3.

You can't just add any numbers, though. There are rules that making solving the puzzle challenging.

A number can only occur once in a row, column, or square.

To solve a Sudoku, look for open spaces where its row, column and square already have enough other numbers filled in to tell you the correct value. The more squares you fill in, the easier the puzzle is to finish!

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

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

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

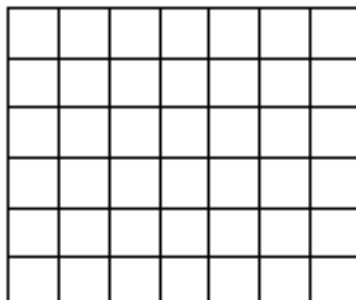
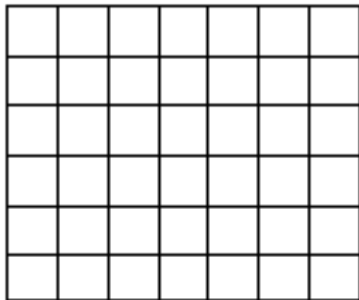
7	2			5	8	1	3	
1	3		2	7		8	5	
		8		1	3	7	9	
9	7	5	8		2		1	
2	4		1		5		8	7
	8	1	3		7			5
4	1			3	9	5	7	
	9	7	5	2		3		1
	5		7	8	1		2	

Connect 4

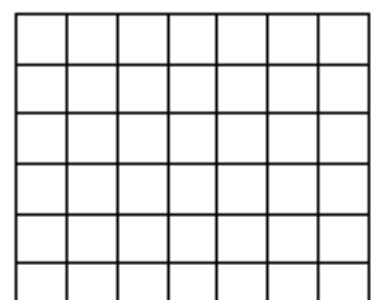
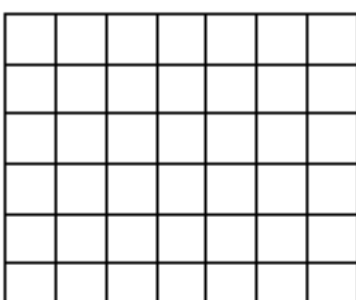
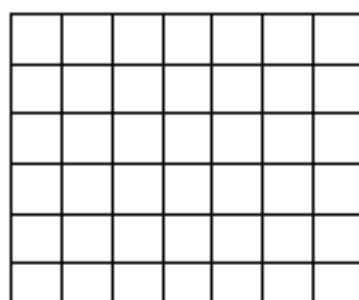
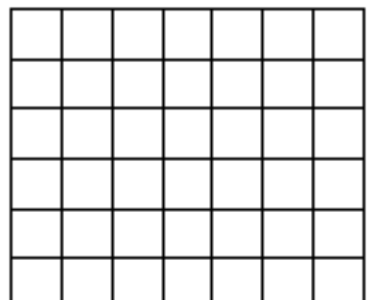
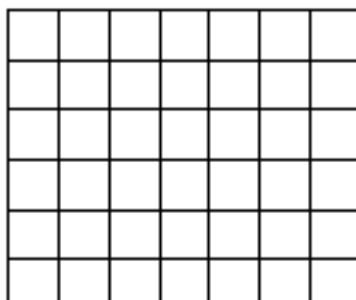
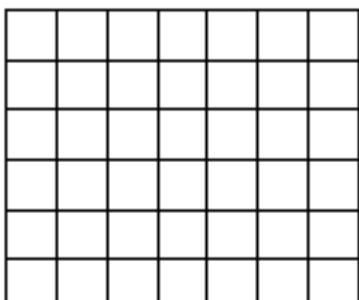
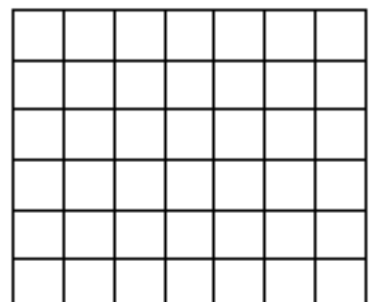
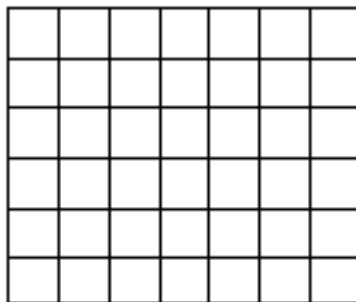
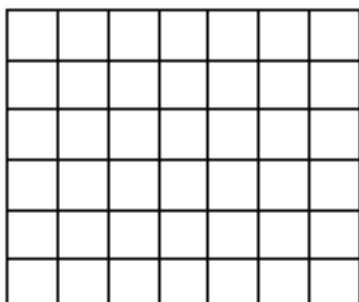
What you will need:

- 2 players
- 2 different coloured pencils

How to play: Each player chooses a coloured pencil and must try to colour 4 squares in a row. You get 1 point for each round won. Keep a tally in the score box. The winner is the person with the most rounds won. You may also choose to use x and o instead of colours.



Player 1	Player 2



Spring in Australia

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

hibernate

possum

echidna

daylight

spring

season

young

vernal equinox

axis

Earth

frogspawn

regrowth

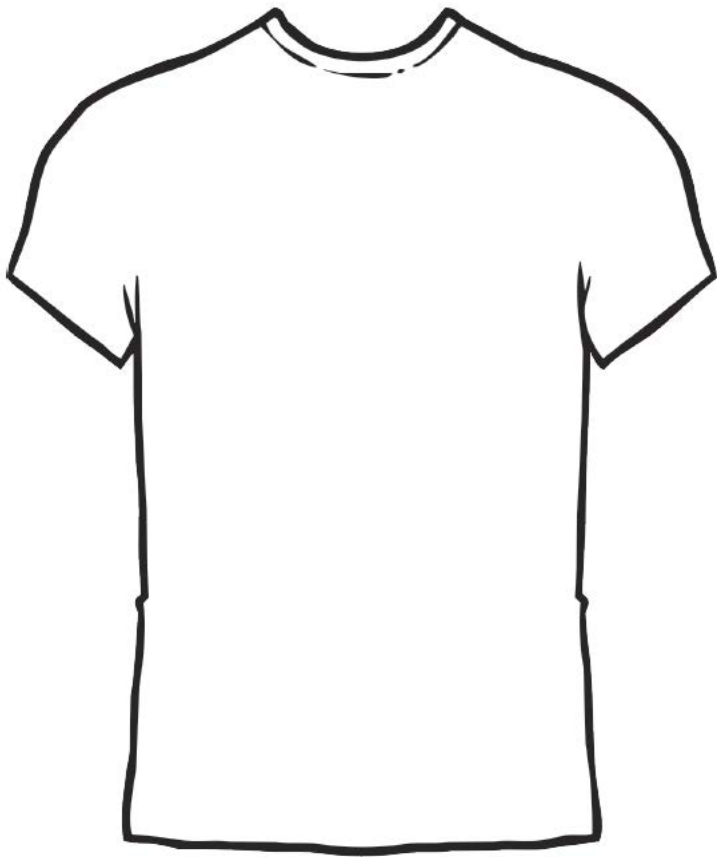
breeding

renewal

bat

Design Your Own NRL Jersey

Draw or colour in your own jersey on the template below.



Phonics

Monday-Friday

- Look, cover, write and check the following camera words.

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
enough					
rough					
tough					
trouble					
double					
height					

- Write a simple sentence for each camera word. A simple sentence has a subject and a predicate.

- _____
- _____
- _____
- _____
- _____
- _____

Tuesday

Read the paragraph and fill in the missing words.



rise	made	small	huge	Jake
------	------	-------	------	------

Jake made a _____ shed by the lake. As time went on, the tide began to _____ and the shed fell to bits and began to drift away. This did not faze _____. He _____ a new shed at the top of a _____ hill.

- Circle the words that have a vowel in the middle.
- Write four simple sentences using the words you circled.

- _____
- _____
- _____
- _____

We can break words into separate parts called syllables. Some words have only one syllable and some words have more than one syllable. Syllables are sometimes called the beats in a word.

- Read the words, then clap the syllables in each word. Each word has two syllables. For example, gob  lin .

trom/bone	ex/treme	lime/stone
ath/lete	con/fuse	ex/pose
im/pose	com/pute	ex/cuse

Wednesday

- Find and circle the words in the word search.

slope	cape	Pete	cube	cane
theme	impose	stone	lime	confuse

s	k	a	u	c	a	n	e	e	t
k	l	i	m	e	t	m	c	j	h
i	q	o	x	a	h	c	p	c	e
n	z	f	p	o	h	u	s	a	m
t	h	e	s	e	n	b	y	p	e
s	t	o	n	e	P	e	t	e	e
c	u	b	e	i	m	p	o	s	e
h	o	t	c	o	n	f	u	s	e

Thursday

- Read and write all the words that have a vowel in the middle in the find a word.

- Use these words to write 5 simple sentences.

- _____
- _____
- _____
- _____
- _____

- Draw a line to match the word to the meaning.

cape

A surface of which one end or side is at a higher level than another.

confuse

To force (an unwelcome decision or ruling) on someone

impose

A sleeveless garment of various lengths.

slope

To mix up someone's mind or ideas.

Reading

Set A

1. Foam from the waves hit the coast with a crash, sending splashes up the cliff. A small boat rocked in the swell. The men on deck were clenching the ropes. Will they make it?
2. Ben went hunting for small stones to use in his game. As he looked, he came across a nest holding five eggs. Just then, an egg cracked. A small black crow croaked at him. Ben dashed back home to tell his mum and dad to come and see the chick.
3. Jake longed to be up the oak tree, swinging from the branches. In the oak was a hollow, just made for stashing away his Tim-Tams. Jake held the trunk and swung up close to his stash. Munch time!
4. As the snow fell, Dave and Emma were soaked to the bone. Dave wished they had told Mum that they had left. Just then a van drove by. Is that Mum? Yes! Mum yelled, "Hop in, it is too cold to hike." Dave and Emma jumped into the back, safe and snug.

172 words

Monday – Friday

- Read the paragraphs in 'Set A' to an adult or older sibling every day.
- Time yourself each day to check your fluency and expression. The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read 'Set A' every day.

Monday	Tuesday	Wednesday	Thursday	Friday

Thursday

- Circle the following camera words in the paragraphs: like, he, then, him, out, on, the, come, were.
- In the 'Set A' - Underline the words that have a vowel in the middle. The vowels are **a, e, i, o, u**. For example- bone.
- Choose six words you underlined from the paragraphs. Write a simple sentence using each word.

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

Progress Monitoring Passage 6

Jen was in a rush. She would be late back from lunch if she did not hurry. Almost running now, she turned the corner and made her way out of the shopping centre. She had to get back in time. Her boss would be so angry if she arrived back late again. Last time he had yelled at her.

Later she could not remember what had made her turn to look into the last shop window before the exit. She had stopped so suddenly that the girl walking behind had almost bumped into her.

The puppy looked at Jen, yawned widely, and wagged his tail. He had a soft fluffy coat which was the colour of honey. His eyes did not leave Jen for a second.

She knew she would be late if she did not leave that minute. It was as if she had been put under a spell. Almost against her will she found herself entering the shop.

Her boss was waiting for her when she got back. He was looking at his watch and frowning. He opened his mouth to speak and then shut it again quickly. Jen was smiling and the puppy was wagging his tail.

200 words

Monday and Friday

- Read the 'Progress Monitoring Passage 6' to an adult or older sibling and time yourself on Monday and Friday.
- The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the story every day. You should aim to get approximately 139 words per minute.

Monday	Friday








- Have you made an improvement in your reading fluency?








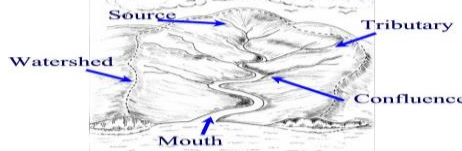
Year 5 Specialist Pack

Monday

Today you will complete the matching activity to help you understand some of the vocabulary we will be using in our writing for the rest of the week.

Colour the word and its matching picture using the same colour.

channels	
stream	
home	
washing	
transport	
animals	
downhill	

mountain	
cooking	
tributaries	
ocean	
crops	
farmer	
plants	
lake	

Tuesday

You will complete a piece of writing about rivers. The word bank and scaffolds will help you build on your paragraphs each day.

Complete your title and opening paragraph. Remember opening paragraphs:

- Include a 'How' or 'Why' sentence
- Include the name of the landform (Rivers).
- Include three facts of the landform.
- Include the hook 'Have you ever wondered how they are formed?'
- Include a thesis statement.

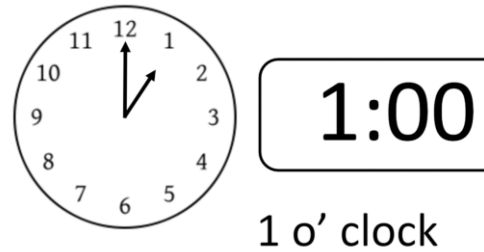
downhill	channels	fresh
mountains	ocean	water
animals	plants	streams

R _____

Have you ever wondered how rivers are formed? Rivers are c_____ of
f_____ water which flow d_____ towards a lake or o_____.

They start as tiny s_____, high up in m_____ or hills. Rivers are
very important because p_____, a_____ and humans need
w_____ to live.

Telling the time – whole hours



Complete the following.

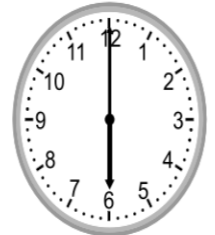
1.



2.



3.



4.



5.



6.



Wednesday

Write your first and second body paragraph using the word bank to help you. Remember first and second body paragraphs:

- Include a topic sentence
- Explain and elaborate on the cause and effect
- Provide a link to the next explanation

cooking	Farmers	mountain	tributaries
transport	crops	source	bigger
washing	home	stream	river

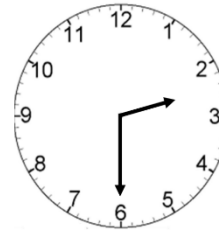
First Body Paragraph.

Water from rivers is used for w_____, c_____ and drinking. F_____ use rivers to water their c_____. Barges and boats use rivers to t_____ people and cargo. Rivers are h_____ to many plants and animals.

Second Body Paragraph.

The start of a r_____ is called the s_____ and this usually starts in a m_____ or hill. As this tiny s_____ travels down the hill, it becomes b_____ and the water flows more slowly. The stream is joined by other streams called t_____.

Telling the Time -half hour



half past 2

2:30

two thirty

Complete the following.

1.



2.



3.



4.



5.



6.



Thursday

1. Complete your last body paragraph using the word bank.

reservoir	rivers	Earth
longest	surface	natural

Last Body Paragraph.

Springs are the sources of some r_____. A spring is a place where water in the E_____, called groundwater, flows to the s_____ naturally. A spring forms when an aquifer, or n_____ underground r_____, fills with groundwater and overflows. The spring of the Breg River, in Germany's Black Forest, is the source of the second l_____ river (Danube).

2. Complete your own concluding paragraph. Remember to:

- Link the conclusion to the introduction.
- End the conclusion with a 'did you know....?' question

Complete the following by drawing the hands of the clock based on the time below the clock.

1.



7:00

2.



4:30

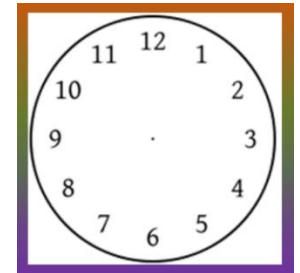
3.



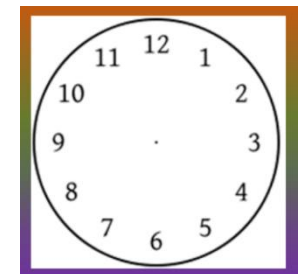
12:30

Complete these problem-solving questions.

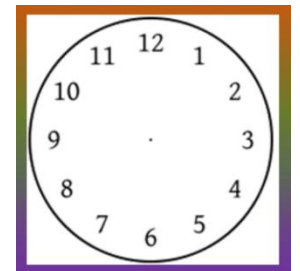
Julie's photo was taken at 2 o'clock.
What time was this on this clock?



Julie's Mum picked her up at 4 o'clock.
What time was this on this clock?

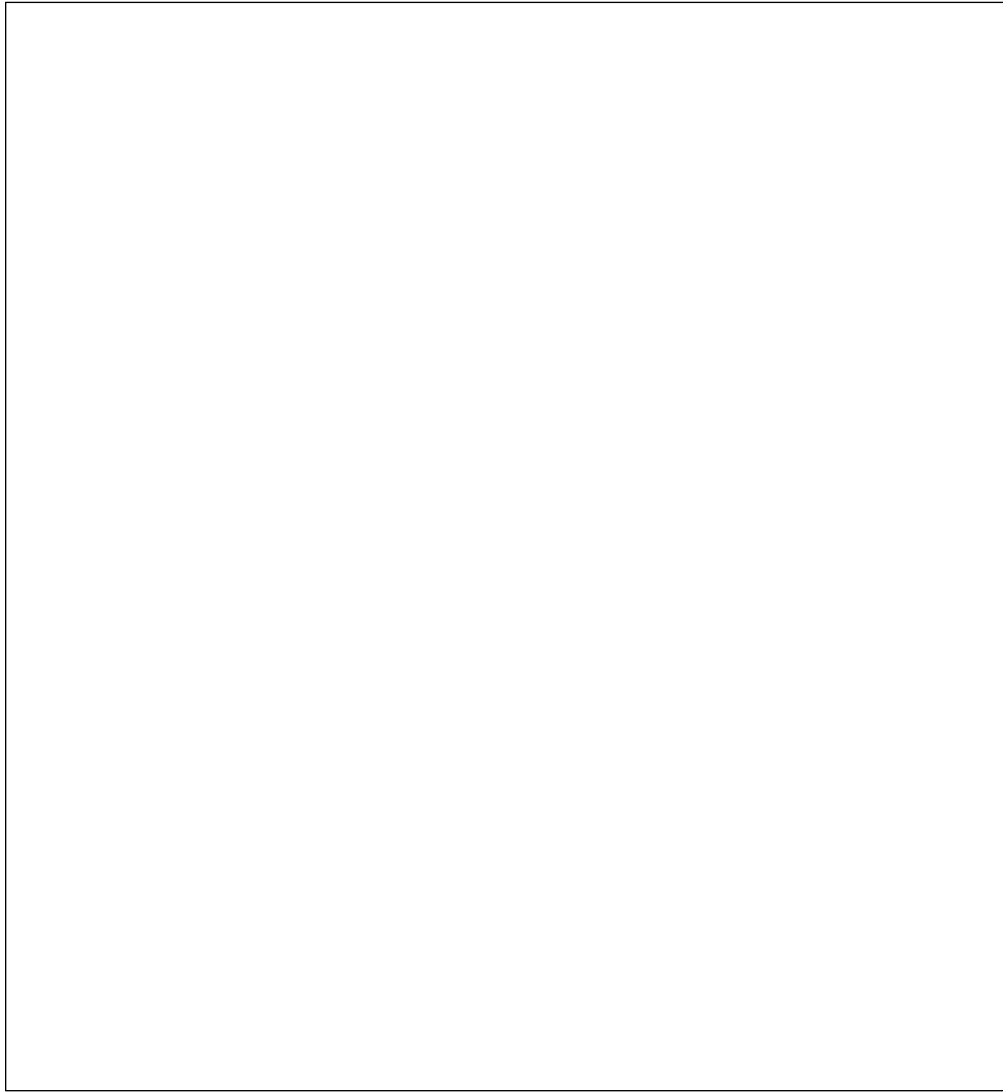


Julie went to bed at 1 hour after 7 o'clock.
What time was this on this clock?

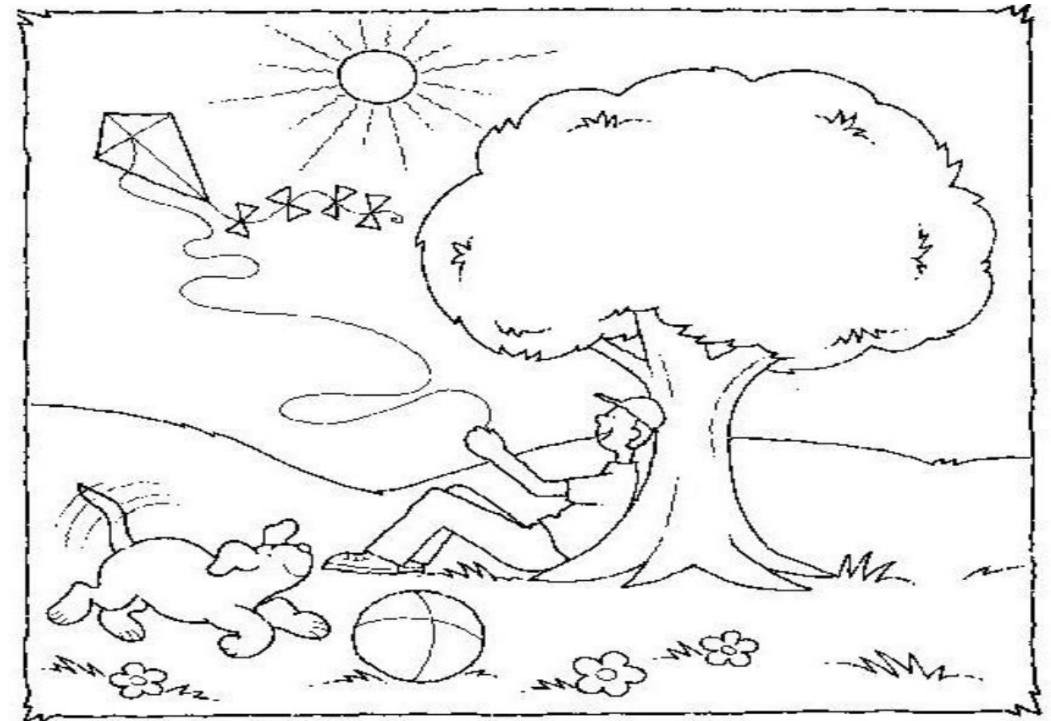


Friday

Using the information from your writing task about rivers, draw an image of a river:



Read aloud and follow the set of directions on the bottom of the picture.



- Trace the sun in yellow.
- Draw apples on the tree.
- Colour the kite in purple.
- Colour the flowers in orange and pink.
- Circle the man with the colour black.
- Colour the ball in blue.

- Draw a little boy next to the man.
- Colour the grass in green.

➤ Use the set of directions to help you describe your picture to an adult in full spoken sentences.