

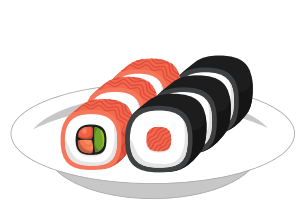
## Year 6 Learning from Home – Term 3 Week 10

Monday	Tuesday	Wednesday	Thursday	Friday
MORNING SESSION				
<p><u>Literacy</u> <b>Morning Routine</b> Complete the Challenge Grid for Monday.</p> <p><b>Sentence of the Day</b> Read over 'Compound Sentences' (Lesson 1) and complete the activity.</p> <p><b>Reading</b> Read 'Japan - An Introduction to Japan' and complete the comprehension questions.</p> <p><b>Writing</b> We are going to edit our work like a pro! Check out '<i>Editing: Marking Codes.</i>' Read the concluding paragraph about France and see the marking codes in action. Apply the marking codes to the introductory paragraph about France in '<i>Your turn.</i>'</p> <p><b>Wellbeing</b></p>	<p><u>Literacy</u> <b>Morning Routine</b> Complete the Challenge Grid for Tuesday.</p> <p><b>Sentence of the Day</b> Read over 'Coordinating Conjunctions in Compound Sentences' (Lesson 2) and complete the activity.</p> <p><b>Reading</b> Read 'What is Pokémon' and complete the comprehension questions.</p> <p><b>Vocabulary</b> Complete the A-Z Japanese vocabulary worksheet.</p> <p><b>Writing</b> Have another go at using the marking codes in '<i>Editing: France.</i>' The more you practise, the easier it will be to use the symbols when you are editing/proofreading your writing.</p>	<p><u>Literacy</u> <b>Morning Routine</b> Complete the Challenge Grid for Wednesday.</p> <p><b>Sentence of the Day</b> Read over 'Noun Groups in Compound Sentences' (Lesson 3) and complete the activity.</p> <p><b>Reading</b> Read 'Sadako Sasaki's story.' Complete the comprehension questions.</p> <p><b>Vocabulary</b> Create a game (e.g., a boardgame) to test your vocabulary knowledge. Be prepared to show off your game in a class zoom session.</p> <p><b>Writing</b> Edit the text you have been working on for the last few weeks using the '<i>Marking</i></p>	<p><u>Literacy</u> <b>Morning Routine</b> Complete the Challenge Grid for Friday.</p> <p><b>Sentence of the Day</b> Complete the SOTD knowledge organiser using what you have learnt this week.</p> <p><b>Reading</b> Follow the link to watch the BTN video 'Hiroshima.' This will help build your understanding on Sadako. Once completed, answer the comprehension questions. <a href="https://www.abc.net.au/btn/classroom/hiroshima/10526118">https://www.abc.net.au/btn/classroom/hiroshima/10526118</a></p> <p><b>Writing</b> Rewrite the text you edited using the '<i>Marking Codes.</i>' Ensure you apply all the corrections. Ask someone to read it to see if you missed</p>	<p><u>Literacy</u> <b>Morning Routine</b> Complete the Japan Knowledge Organiser. <b>Extension (OPTIONAL)</b> Create a PowerPoint to share with your teacher about Japan.</p> <p><b>Sentence of the Day Extension (OPTIONAL)</b> Complete the song study using the lyrics of your favourite song.</p> <p><b>Reading</b> Rewatch the BTN video 'Hiroshima.' Using your knowledge of the effects of the atomic bombs and the story of Sadako, create a poster that explores the theme of peace. <a href="https://www.abc.net.au/btn/classroom/hiroshima/10526118">https://www.abc.net.au/btn/classroom/hiroshima/10526118</a></p> <p><b>Vocabulary</b></p>

Complete the mindful breathing exercise. The perfect way to start your day or a way to relax!	<b>Wellbeing</b> Complete the mindful eating exercise. Mindful eating is a valuable task to slow down the mind and become more focused on the present.	<i>Codes.</i> Use a different coloured pen so the symbols stand out. Take your time and read over it twice so you don't miss anything!  <b>Wellbeing</b> Complete the mindful walking exercise. Mindful walking is an excellent way to clear the mind of clutter and restore a sense of focus.	anything. Make sure it flows well. 😊  <b>Hip Hop Thursday 10:50am-11:30am</b> <a href="https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUxE3ZHFtbWJCQktwYnVhUT09">https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUxE3ZHFtbWJCQktwYnVhUT09</a> Meeting ID: 884 8630 9655 Passcode: 506086	Complete the 'Odd One Out' worksheet.  <b>Writing</b> Yay! Your text is finally complete and ready for publishing! Submit your entire published text on Google Classroom. Be sure to include images.
<b>MIDDLE SESSION</b>				
<u>Mathematics</u> <b>Warm up</b> Complete the place value warm up activity sheets.  <b>Negative numbers</b> L.I: We are revising negative numbers. Complete the 'Negative Number Puzzles' worksheet and investigations 1 & 2.	<u>Mathematics</u> <b>Warm up</b> Complete the place value warm up activity sheets.  <b>Negative numbers</b> L.I: We are revising negative numbers. Complete the 'Negative Number Puzzles' worksheet.  <b>Extension (OPTIONAL)</b> Follow the instructions to play the game with a sibling or parent.	<u>Mathematics</u> <b>Warm up</b> Predict the next 5 numbers in the triangular number and square number sequence.  <b>Timelines</b> L.I: We are revising how to construct and interpret timelines using scale. Complete the investigation.	<u>Mathematics</u> <b>Warm up</b> Complete the factors and multiplication warm up activities.  <b>Data representations</b> L.I: We are revising how to interpret and compare a range of data displays. Complete the problem solving questions.	<b>Friday Fitness 11:05am-11:45am</b> <a href="https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUxE3ZHFtbWJCQktwYnVhUT09">https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUxE3ZHFtbWJCQktwYnVhUT09</a> Meeting ID: 884 8630 9655 Passcode: 506086  <u>Mathematics</u> <b>Extension Problem Solving (OPTIONAL)</b> Complete the Maths Olympiad questions. Set a timer for 25 minutes and see how you go. Remember to show your working out.
<b>AFTERNOON SESSION</b>				
<u>HSIE</u>	<u>PDHPE</u>	<u>Music</u>	<u>Science</u>	<u>PE/Let's Get Fit!</u>

<p>Assessment – The Big Picture: Looking at Levels of Understanding.</p> <p>Complete the worksheets attached and submit your work to your teacher.</p>	<p>Re-read the information provided to you, about what makes up a healthy diet. Use this information to create a daily meal plan, using ingredients for meals that you may have at home.</p>	<p>In Week 7, you learnt about Japanese drumming and created your own Japanese-inspired drumming piece. Re-watch the video: <a href="https://www.youtube.com/watch?v=C7HL5wYqAbU">https://www.youtube.com/watch?v=C7HL5wYqAbU</a></p> <p>Now that you have created your own piece, practice and record yourself performing it, for your teacher.</p>	<p>Assessment – The Big Picture: Looking at Levels of Understanding.</p> <p>Complete the worksheets attached and submit your work to your teacher.</p>	<p>As you have previously done, fill out your Activity Log, for this week. Compare what you have done to what you did in previous weeks. Are you doing more, or less to keep fit?</p>
--	--	--	--	---

# Monday Challenge Grid



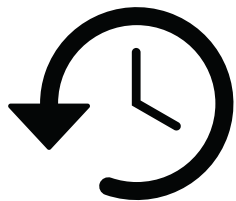
What is wagashi?

Why does Japan consume so much seafood?

Name the 3 types of noodles.

What does shabu-shabu mean?

What is sushi usually made from?



When was Japan involved in WW2?

Who was the first Emperor of Japan?

The name of the first society in Japan.

How long have people inhabited Japan?

When did Europeans first arrive in Japan?



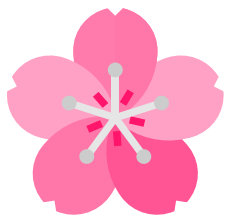
What is an archipelago?

Name the 4 major islands of Japan.

What is the population of Japan?

Who are Japan's neighbours?

Which continent is Japan located on?



What is a sakura?

What is the purpose of Obon?

List 3 things that you need to do when gift giving (Okurimono).

What is meant by Hanami?

Who announces the cherry blossom forecast?



## Week 10 SOTD Lesson 1 – Compound Sentences

**LI:** WALT understand the features of compound sentences and noun groups.

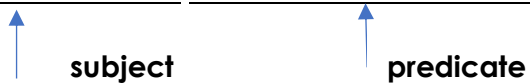
### Compound Sentences:

A compound sentence is formed by adding two main clauses together using coordinating conjunctions (also known as FANBOYS).

A main clause: stands alone as a complete thought, for example 'The Hanami Festival is one of the most famous festivals in Japan.'

This sentence stands alone as it has a subject and predicate.

The Hanami Festival is one of the most famous festivals in Japan.



However, a main clause may be joined to other main clauses with a coordinating conjunction (also known as FANBOYS) to result in a compound sentence.

This sentence has two main clauses, two subjects, two predicates and is joined by a co-ordinating conjunction.

The Hanami Festival is one of the most famous festivals in Japan, for it celebrates spring and new beginnings.



'It' is used as a pronoun in the second main clause to avoid repetition. Here is another example of a compound sentence. Have a go at labelling the two main clauses, the two subjects and predicates and the coordinating conjunction.

*Sumo wrestling is the national sport of Japan, but baseball is more popular.*

## Week 10 SOTD Lesson 1 – Compound Sentences

### Punctuation in a compound sentence

**Beginning** – start with a capital letter

**Middle** – place a comma before the coordinating conjunction

**End** – end with the correct ending punctuation (full stop, exclamation mark or question mark).

### Activity:

In the compound sentences below, highlight the two main clauses in different colours.

1. Mount Fuji is Japan's highest mountain, and it is sacred.
2. Japan is home to wonderful wildlife, but many are very shy.
3. Japanese cuisine consists of lots of rice, and this has been adapted to many western dishes.
4. World War II devastated Japan's economy, but the country worked hard to turn things around.
5. Japan is a popular place to visit, yet it's earthquakes make it dangerous.

Have a go at coming up with your own compound sentences! Write 3 for your teacher to check.

---

---

---

---

---

---

---

---

---

# Japan - Introduction to Japan

by ReadWorks



map of Japan

Japan is a powerful and wealthy country in Asia. It is made up of four major islands and several small islands. The capital of Japan is Tokyo. Over 127 million people live in Japan, making it one of the most densely populated countries in the world. To the Japanese, Japan is called Nippon, meaning *source of the sun*. It is also known as "Land of the Rising Sun." Japan's national flag is a simple red circle on a white background. The red circle represents the rising sun.

Japan's history began thousands of years ago. Around 660 B.C., a man named Jimmu was proclaimed Japan's first emperor. For centuries, Japan was closed off from the rest of the world. The island nation kept to itself, except for when it waged war on the neighboring countries of Korea and China. Japan refused to trade with foreign countries, especially

western countries. In 1853, a man named Matthew Perry traveled to Japan from America. His goal was to encourage Japan to open up its ports to the world and begin trading. Perry was successful. Japan became a powerful member of the world's trading community.

The land in Japan is hilly and beautiful. Most people live in and around the coastal cities. But nature hasn't always been kind. Two major natural forces have plagued the Japanese people for its entire history: earthquakes and tsunamis. Small earthquakes occur in Japan on a daily basis. Every once in a while, a major earthquake strikes causing thousands of deaths and unbelievable destruction. A tsunami is a huge ocean wave brought on by earthquakes. Some waves have been so large they have wiped out entire Japanese cities.

Japan is a nation jam-packed with art, culture, and industry. Japanese cuisine is popular throughout the world. Japanese architecture and art can be found in homes in Asia, Europe, and North America. Many home electronics and cars are made in Japan. Toyota, Nissan, and Honda are all Japanese brands. For many people, Japanese cartoons and comics are the very best. The influence of Japan can be felt everywhere around the world!

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** Japan is part of which continent?

- A. North America
- B. South America
- C. Australia
- D. Asia

**2.** All of the following describe Japan, except

- A. very dry.
- B. hilly.
- C. a group of islands.
- D. old.

**3.** In the past, Japan's relationships with Korea and China have been

- A. harmonious.
- B. troubled.
- C. based on trade.
- D. co-dependent.

**4.** Tsunamis are caused by

- A. hurricanes.
- B. tornados.
- C. earthquakes.
- D. floods.

**5.** Which word best describes how Japanese feel about their country?

- A. proud
- B. indifferent
- C. ashamed
- D. disloyal

**6.** How has Japan and its art, culture, or industry played a role in the United States?

---

---

---

**7.** Why would Matthew Perry want to convince Japan to open up their country and trade with the rest of the world?

---

---

---

**8.** The question below is an incomplete sentence. Choose the word that best completes the sentence.

\_\_\_\_\_ over 127 million people live there, Japan is one of the most densely populated countries in the world.

- A. Because
- B. Although
- C. Until
- D. Unless

## Writing- Monday

### Editing: Marking Codes

Editing and proofreading are essential parts of the writing process. It's what makes your writing shine! Below is a marking code. Get familiar with the code so when it comes time to editing and proofreading your own writing, you can use the symbols with ease.

#### Marking Codes:

MT	Marked with an adult	T	Talk to an adult
<u>spilg</u> (underline the word) Spelling mistake, write it in your dictionary			
<u>P</u> (circle the punctuation or space)	Check, add or change punctuation	g	Grammatical error
c	Check this and change it	//	New line (to indicate a new paragraph)

#### Text with marking codes

France<sup>P</sup>the largest country in<sup>P</sup> western<sup>P</sup> Europe is one of the oldest nations on Earth. It has diverse landscapes which include beautiful beaches, the French Riviera and towering mountains, which attract tourists from all over the world. Its famus for its stunning landmarks such as the Eiffle Tower, the Arc de Triumphe, Notre-Dame Cathedral<sup>P</sup> & Loire castles. Well-known for its freshness and high-quality meals, pastries and cheese, French food is enjoyed worldwide. France's deep and broad influences made it a world leader throughout history in different aspects of culture.

## Writing- Monday

### Text with edits applied

France, the largest country in Western Europe is one of the oldest nations on Earth. Its diverse landscapes include beautiful beaches, the French Riviera and towering mountains, which attract tourists from all over the world. It is famous for its stunning landmarks such as the Eiffel Tower, the Arc de Triomphe, Notre-Dame Cathedral and Loire castles. Well-known for its freshness and high-quality dishes, pastries and cheese, French cuisine is enjoyed worldwide. France's deep and broad influences have made it a world leader throughout history in various aspects of culture.

### Your turn

*Using a different coloured pen, edit the introductory paragraph below using the marking codes. Can you locate all 6?*

*Clue: (1 capital letter, 2 spelling mistakes, 2 missing punctuation marks, 1 check this and change it)*

France largest country in Western Europe, a gateway between Europe's northern and southern regions. Its capital city paris, dubbed the city of love contributes to France being labelled the most visited country in the world. It is fourteen times smaller then Australia but home to two and half times as many people (65 million people)! France is famous for it's diverse landscapes, stunning landmarks and high-quality French cuisine.



## Ordering Numbers to 1 000 000

Fill in the spaces below with the numbers in order from smallest to largest.

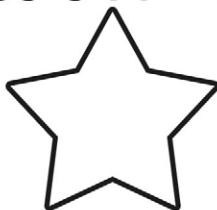
965 695



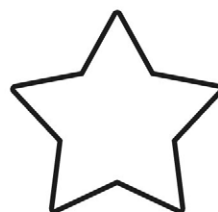
966 596



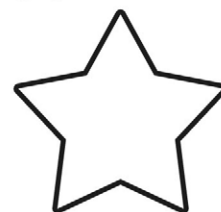
965 599



966 659



966 569



787 778



788 788



787 877



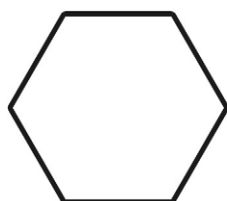
787 787



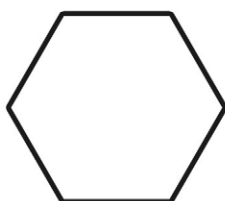
788 877



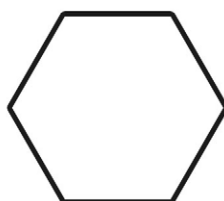
635 645



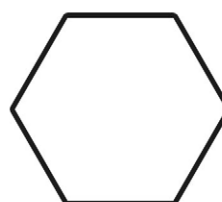
366 355



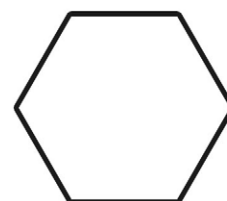
635 563



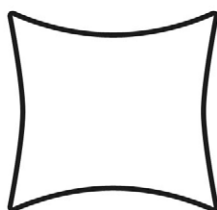
634 654



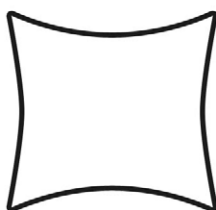
635 633



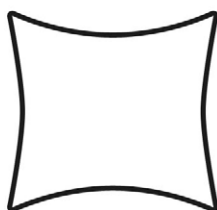
155 515



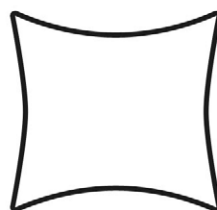
55 551



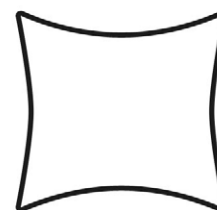
55 155



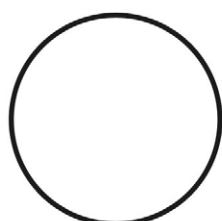
155 551



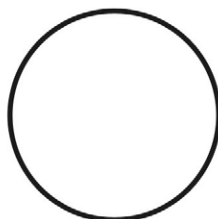
151 515



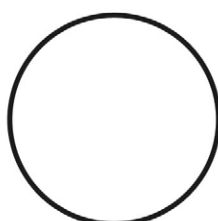
200 091



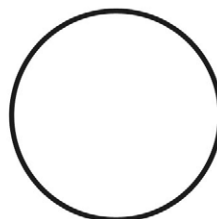
29 001



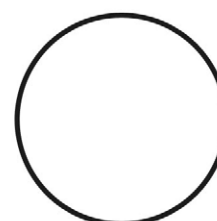
202 901



200 912



92 210



## Writing Numbers to 10 000 000 in Words

Write the following numbers in words:

263 443	Two hundred and sixty-three thousand, four hundred and forty-three
516 283	
787 865	
3 883 091	
7 060 696	
10 000 000	
8 589 130	
1 645 099	
9 840 781	
5 709 118	

1 645 099	
9 840 781	
5 709 118	
7 112 098	
2 245 590	
9 390 519	
1 101 010	

### Challenge

Can you add 2 of these numbers together using the number written in words? How would you set out the calculation?

# Negative Number Puzzles

I can order negative numbers and calculate intervals across zero.



Cut out the cards at the bottom of the page and put them in order from lowest to highest.

--	--	--	--	--	--



Lowest

Highest

Choose two of the numbers, one positive and one negative: \_\_\_\_\_ and \_\_\_\_\_

What is their difference?

---

What is the difference between the highest and the lowest number?

---

Choose two of the numbers, one positive and one negative: \_\_\_\_\_ and \_\_\_\_\_

What is their sum?

---

Between which two numbers would zero fit in this number sequence?

---

Find the sum of the two highest numbers and the sum of two lowest numbers. What is the difference between the two answers?

---



---

-9	20	2	-19	7	-1
----	----	---	-----	---	----

## MONDAY – MATHS

### NEGATIVE NUMBERS

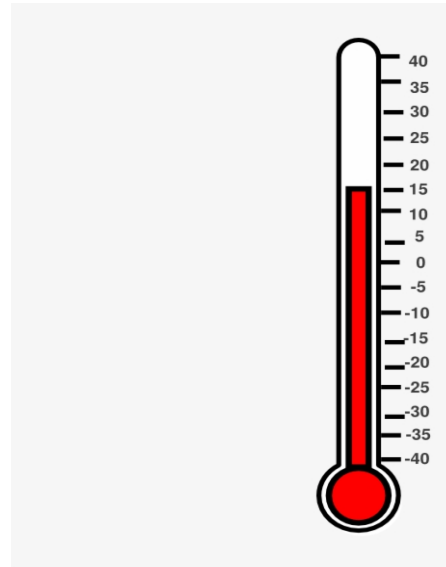
#### Investigation 1

Select cards to make a temperature.

Select cards to subtract from the start temperature to result in a negative temperature.

Is the temperature 'below zero'?

*Reflection: What are negative temperatures?*



#### Investigation 2

Select cards to make a start amount of money.

Select cards to subtract from the start amount of money, continuing until you go into negative numbers.

Explain that you now owe the negative amount of money.

*Reflection: What is a negative balance?*



## The Big Picture – looking at levels of understanding

### ● ACHIEVING

Make a list of different cultural groups and some unique customs, beliefs or rituals for each one.

Culture	Customs/beliefs/rituals

# The Big Picture – looking at levels of understanding

## TAKING IT FURTHER

This headline made news in May 2018:



Write a one sentence response to this from the Australian Aboriginal and Torres Strait Islander Peoples perspective:

---

---

Write a one sentence response to this from the Maori peoples perspective:

---

---

Write a one sentence response to this from the San Diego Zoo perspective:

---

---

Write a one sentence response to this from the editor of the newspaper's perspective:

---

---

Write a one sentence response to this from your perspective:

---

---

## Unit 2 The World's Cultural Diversity

# The Big Picture – looking at levels of understanding

## ◆ HIGHER ORDER THINKING

The culture of a country or continent can be influenced and developed by several factors. Examples of these include customs and traditions from art, music, literature, history, religion, lifestyle, geography or politics.

What do you think the main influence is on the culture of Australia and why?

[illegible]





## Mindful breathing

This exercise can be used as a relaxing and thoughtful way to start the day or end the day.

**Tip:** find somewhere quiet or put on some relaxing music in the background. For younger children, this can be done with a parent or teacher guiding them. For older children, it can be done alone or with others.

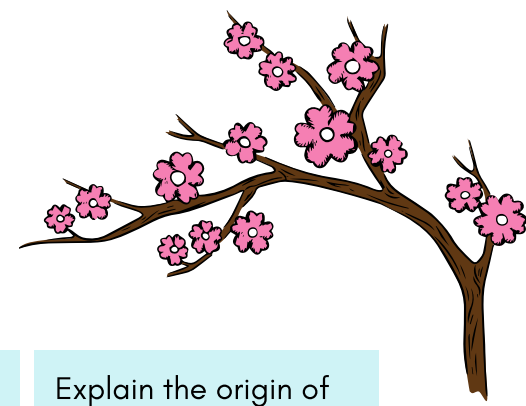
1. Find a comfortable place to sit or to lie down on your back.
2. Place your hands on your stomach.
3. Take a big deep breath – in through your nose and out through your mouth. Do this three times and then gently close your eyes.
4. Continue to slowly breathe in through your nose and count 1, 2, 3 in your head (or out loud).
5. Hold your breath and count 1, 2, 3 in your head (or out loud).
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head (or out loud).
7. Count 1, 2, 3 in your head (or out loud) and then breathe in again through your nose.
8. Repeat these steps for five minutes and think about the questions below while you are breathing.
9. When you have finished, gently open your eyes. Have a look at the room around you and think about how you feel. Do you feel different compared to before the activity?

### Questions to think about

- What parts of your body move when you breathe in?
- Do different parts of your body move when you breathe out?
- Can you feel your hands moving?
- What does it feel like when you breathe in – where does the breath go?
- What does your breath sound like?
- What other sounds can you hear while you're breathing?
- Does your body feel heavy or light while you're breathing?



# Tuesday Challenge Grid



What is anime?

What is manga?

Why is anime popular?

Where is the International Manga Museum?

Explain the origin of the word manga



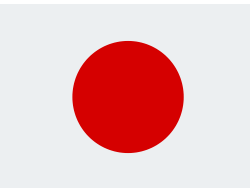
Name 1 popular sport in Japan.

What is Kendo?

What sporting event did Japan host in 2021?

Why is sumo wrestling important?

Why is baseball so popular in Japan?



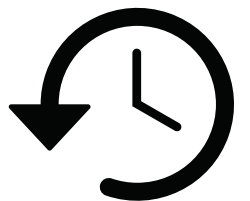
List 3 types of natural disasters Japan suffers from

When is the Japanese monsoon season?

How many earthquakes a year does Japan experience?

Mt Fuji is a ...

What happened in Japan in 2011?



Which year did Japan invade China?

Which countries were part of the Axis alliance?

Which US state is Pearl Harbour in?

Which island is Nagasaki located on?

What time was the bomb dropped on Hiroshima?

## Lesson 2 Week 10 SOTD

### Coordinating Conjunctions in Compound Sentences

LI: WALT correctly use coordinating conjunctions when writing compound sentences.

A coordinating conjunction is a word that joins two elements of equal grammatical rank and syntactic importance. This means, they can join words with words, phrases with phrases, clauses with clauses and sentences with sentences.

### Conjunctions That Connect Two Clauses

Coordinating conjunctions, a.k.a. the FANBOYS, can connect two main clauses. Main clauses are so called because each of them can stand on its own as a sentence. We connect them with FANBOYS. Coordinating conjunctions make these ideas sound more fluent.

I love playing Oz tag, but sometimes I like to play basketball.

Once we start combining clauses, we are required to use a comma before the conjunction. To help us remember our coordinating conjunctions, we often refer to them as FANBOYS.

List the seven coordinating conjunctions below:

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

Match the FANBOY word to the correct main clauses to make a compound sentence.

<b>FOR</b>	Jake wanted to be a doctor. He doesn't like to study.
<b>AND</b>	Fatimah wants to take a trip to China. She wants to visit Shanghai.
<b>NOR</b>	He's very busy with work. He still has time for this kids.
<b>BUT</b>	We can go by train. We can go by bus.
<b>OR</b>	The puppy lost her bone. She was feeling sad.
<b>YET</b>	I drank some water. I was thirsty.
<b>SO</b>	I don't want broccoli. I don't want brussel sprouts.

# What Is Pokémon?

Pokémon is a Japanese media franchise centred around fictional creatures or pocket monsters known as 'Pokémon'. Over the years, it has grown to become a hugely popular worldwide franchise, including products such as video games, trading cards, an animated TV series, movies, toys and so much more.



## Pokémon Animation

The animated TV show 'Pokémon the Series' features the adventures of Ash and his Pokémon best friend Pikachu, along with many other friends and Pokémon. Their story has also extended to include a series of full-length animated films.



## Pokémon Trading Card Game

The Pokémon Trading Card Game lets players collect and build decks of cards to use in games to 'battle'. Each card depicts a detailed illustration of a Pokémon along with information or 'stats' about that Pokémon. Stats will usually include the energy type as well as the strengths and weaknesses of each Pokémon. Many fans like to collect these cards.



## Pokémon Video Games

There are a wide variety of Pokémon-themed video games for fans worldwide to enjoy. Some are very detailed role play and quest games, while others are quick and simple puzzle games.

# Questions

1. List three products that are included in the Pokémon franchise.

---

---

2. How was the animated TV series extended?

---

---

3. What is on a Pokémon trading card?

---

---

4. What are 'stats'?

---

5. Which word in the text means 'to show or represent with a picture'?

---

6. What kinds of Pokémon video games are available to play?

---

---

---



# A-Z Thinking Skills

WRITE DOWN A JAPAN VOCABULARY WORD FOR EACH

LETTER OF THE ALPHABET

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W


X

Y

Z

### Editing: France

#### Marking Codes:

MT	Marked with an adult	T	Talk to an adult
<u>spilg</u> (underline the word) Spelling mistake, write it in your dictionary			
 (circle the punctuation or space)	Check, add or change punctuation	g	Grammatical error
c	Check this and change it	//	New line (to indicate a new paragraph)

Use the marking codes to edit the STEEL paragraph about France.

Clue: (4 spelling mistakes, 3 grammatical errors, 3 missing punctuation marks, 1 check this and change it)

### **Which landmarks are famous in France?**

France is famous for numerous landmarks and attractions. Tourists from all everywhere flock to see the Eiffel Tower, often referred to as the 'Iron Lady'. Originally built in 1889 this structure was never meant to be permanent, yet has become a symbol of the French capital. Paris also houses the Arc de Triomphe, a monument built to honor the people which fought and died during the French Revolutionary and Napoleonic Wars. More than 13 million visitors pass through the grand gate of Notre-Dame Cathedral each year. The medieval Catholic cathedral is distinguished for its size antiquity and architectural interest. Majestic and extravagant castles in the Loire Valley is as diverse as they are numerous. France's stunning landmarks and attractions have been declared World Heritage Sites

## Writing- Tuesday

Rewrite the text using the feedback above. Find or draw a suitable image for this paragraph.

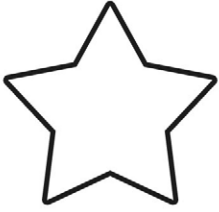
[illegible]



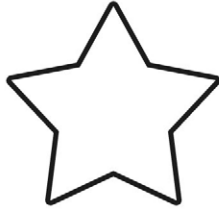
## Ordering Numbers to 10 000 000

Fill in the spaces below with the numbers in order from smallest to largest.

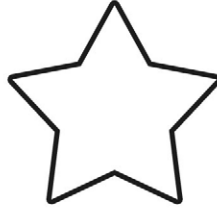
3 345 453



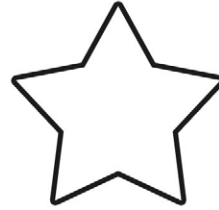
3 354 345



345 354



4 453 534



454 543



707 700



7 707 007



7 777 707



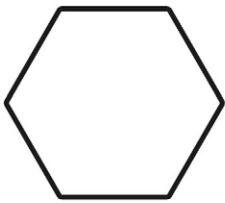
7 770 007



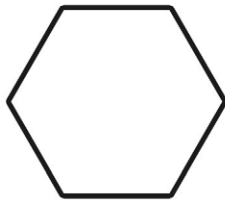
777 700



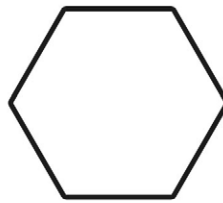
9 962 269



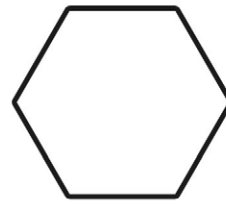
9 629 296



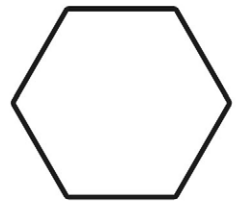
6 629 269



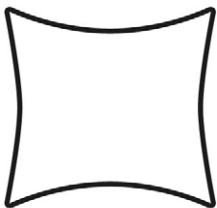
2 296 962



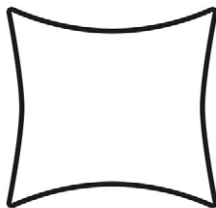
2 926 926



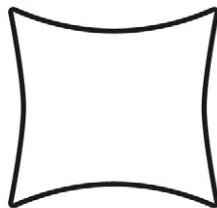
7 735 500



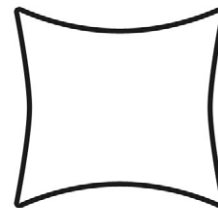
7 537 700



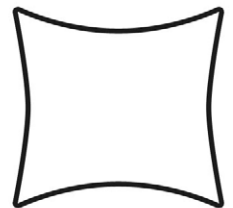
777 500



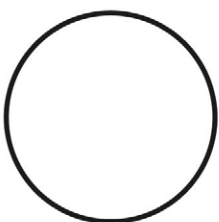
555 300



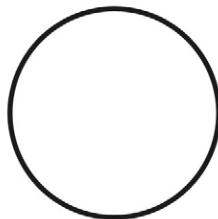
7 735 700



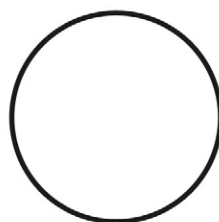
1 110 001



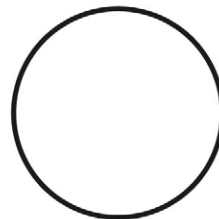
1 111 010



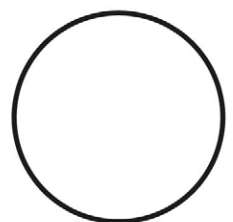
111 110



10 000 000



1 110 100



# Place Value to 10 000 000 Worksheet

We can think of big numbers being made up of smaller numbers combined. For example – the number 8 596 742 can be partitioned like this:

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
8	0	0	0	0	0	0
	5	0	0	0	0	0
		9	0	0	0	0
			6	0	0	0
				7	0	0
					4	0
						2

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
8	5	9	6	7	4	2

Eight million five hundred and ninety six thousand, seven hundred and forty two.

- A. For each of the following numbers can you identify what the underlined digit is actually worth?  
Use the place value chart to help you.

1. 802 137 =

2. 3 835 579 =

3. 4 027 342 =

4. 5 183 637 =

5. 5 593 356 =

6. 8 502 872 =

7. 8 551 595 =

8. 9 513 813 =

B. Can you recombine these numbers together to make one number and then write the number in words? Use this place value chart and a rubber or draw your own place value chart to help you.

e.g. 10 000, 60, 5 000 000, 9, 400 000 =

5 410 069

Five million four hundred and ten thousand and sixty-nine

1.  $7 + 8000 + 90 + 3\,000\,000 =$

2.  $60\,000 + 70 + 4\,000\,000 + 900\,000 + 500 =$

3.  $300 + 60 + 7 + 400\,000 + 70\,000 =$

4.  $8\,000\,000 + 100\,000 + 60\,000 + 200 + 2 + 60 =$

5.  $6 + 6\,000\,000 + 8000 =$

C. Challenge - Can you recombine some of these numbers to make the closest possible number to those listed below?

300	3 000 000	2	20	7 000 000
50	7000	20 000	900 000	
10 000	6	4000	800	500 000

Number	Closest Possible Number I Can Make
540 789	
7 668 232	
3 917 433	

# Negative Number Puzzles

I can order negative numbers and calculate intervals across zero.



Cut out the cards at the bottom of the page and put them in order from lowest to highest.

--	--	--	--	--	--	--	--

← Lowest Highest →

Choose two of the numbers, one positive and one negative: \_\_\_\_\_ and \_\_\_\_\_

What is their difference?

---

What is the difference between the highest and the lowest number?

---

Choose two of the numbers, one positive and one negative: \_\_\_\_\_ and \_\_\_\_\_

What is their sum?

---

Between which two numbers would zero fit in this number sequence?

---

Find the sum of the two highest numbers and the sum of two lowest numbers. What is the difference between the two answers?

---



---

-1.5	0.2	-8	-3.2	0.5	-3.5	5	-5
------	-----	----	------	-----	------	---	----

## Elevator Challenge Rules

Name: \_\_\_\_\_








Amy and Barry are employees at Hotel reSolve. The manager has given them each six errands to run on six different floors of the hotel. They need to share the elevator to get up and down to complete each task. The person who finishes all their jobs first will be Employee of the Month.

### How to play

1. Deal out the 12 elevator floor cards equally between two players. These are your six errands.
2. A counter (the elevator) is placed at Floor 0, The Lobby.
3. Roll a dice to see which player goes first. The player who rolls the largest number goes first.
4. Player 1 rolls the dice and moves the number of floors according to the number shown on the dice, either up or down as they choose. Whoever holds the card matching the floor the elevator lands on can discard it. Errand complete!
5. Player 2 then rolls the dice and moves the elevator from the level where it is, up or down in either direction. Once again, when the elevator stops, the owner of the card for that level can discard it.
6. Continue rolling the dice, taking turns to move the elevator up or down.
7. The winner is the first player to complete all their jobs and be awarded Employee of the Month!
8. You cannot go above floor 6, below floor -6 or 'bounce' the elevator off the top or bottom. This means if you are on floor 5 and roll a 3, you must go down. Each journey can be in one direction only. You have to move the total of your dice roll.

## Hotel reSolve

Name: \_\_\_\_\_

6	Pool	
5	Spa	
4	Restaurant	
3	Guest Rooms	
2	Business Centre	
1	Café	
0	Lobby	
-1	Gym	
-2	Car Park	
-3	Kitchen	
-4	Laundry	
-5	Deliveries	
-6	Storage	

# Week 8

## Activity 1

### Fuel My Body

#### Water

Sometimes exercising can make you sweaty and thirsty, so it is very important to drink water after you exercise. This will help you to keep your body hydrated. It is recommended that you drink at least 8 glasses of water each day, even if you do no exercise.

#### Food

It is very important to have a healthy and balanced diet. This means eating a variety of healthy foods so that your body gets all the nutrients it needs. A healthy diet will:

- provide you with energy,
- help your body grow, and
- help you fight sickness.

Look at the Australian Guide to Healthy Eating on the next page.

Each section of the chart has a different food group in it. The size of the section represents how much food from that group we need to eat each day. Remember to drink plenty water each day too!

Each day we need:

- 5 portions of cereals (e.g. rice, pasta, bread)
- 5 portions of vegetables and legumes (e.g. beans)
- 2 portions of fruit (e.g. oranges and grapes)
- 2 portions of dairy (e.g. milk, cheese, yogurt)
- 3 portions of meat, fish, eggs and nuts



Australian Government  
National Health and Medical Research Council  
Department of Health and Ageing

[www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)

# Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts



A healthy body works hard to keep itself working well and repair any damage. Young, healthy bodies grow stronger and become healthier.



# Week 10

## Activity 1

### My Daily Meal Plan

You are now going to create a healthy eating plan.

You will need to use the Australian Guide to Healthy Eating which is on the previous page when you plan your meals for one day.

You can be as creative as you want – just remember it needs to be healthy!

Try to add foods from all colours of the rainbow. For example: blue – blueberries, red – cherries, orange – carrots.

You can draw your meals. Be sure to label the foods so your teacher will know what the meal consists of.

Complete your daily meal plan using the table on the next page.

## My Daily Meal Plan

<b>Dinner</b>	
<b>Afternoon Tea</b>	
<b>Lunch</b>	
<b>Morning Tea</b>	
<b>Breakfast</b>	

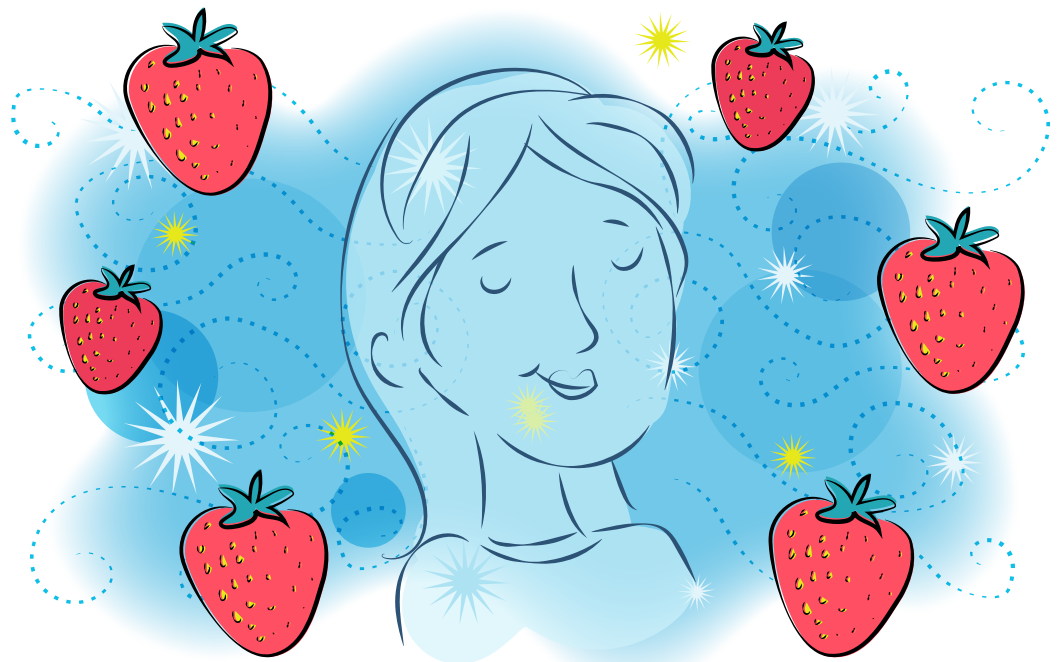


## Mindful eating

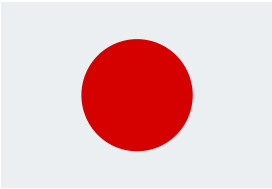
Eating is something that is rarely done mindfully by young people or adults. Mindful eating is a valuable task for children to slow down the mind and become more focused on the present.

**Tip:** choose a food you love to eat! Maybe a piece of your favourite fruit or a muffin. Young children will need a parent to guide them while older children may do this independently.

1. Sit somewhere comfortable and quiet.
2. Close your eyes and hold the food you have chosen in your hand.
  - a. What shape is the food?
  - b. Is it heavy or light?
3. Slowly breathe in through your nose and count 1, 2, 3 in your head.
4. Hold the breath for 1, 2, 3.
5. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
6. Hold the food up to your nose and take a deep breath in and count 1, 2, 3 in your head.
  - a. What does the food smell like?
  - b. How does the food make you feel?
7. Take a small bite and keep the food on your tongue for a moment.
  - a. What does the food feel like on your tongue?
  - b. What can you taste?
8. Swallow the food.
  - a. What did the food taste like? Was it sweet or salty or bitter?
  - b. What did the food feel like as it went down your throat?
9. Try these steps again with bigger or smaller bites and ask the same questions.
10. Keep going until you finish the food.



# Wednesday Challenge Grid



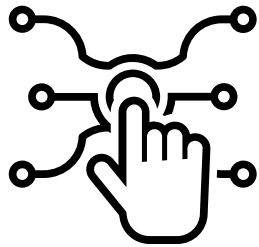
What does the morphograph geo refer to?

What does the morphograph pop refer to?

What does the morphograph loc refer to?

What is the capital of Japan?

How much of the country is covered in mountains?



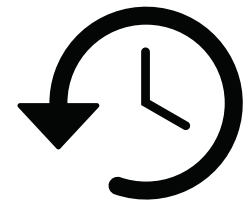
What is the name of famous Japanese bullet train?

True or False. Japan has nuclear reactors?

Name 3 car brands originating from Japan?

Name 3 entertainment technology brands originating from Japan?

True or False. Japan is famous for its robotics industry.



What does hegemony mean?

What was the code name for the bomb dropped on Nagasaki?

Which country dropped the atomic bombs on Japan?

What is a shogun?

What was the code name for the bomb dropped on Hiroshima?



What does cuisine mean?

Define culinary?

Why do the Japanese eat KFC on Christmas?

Describe Yakitori

What is the difference between sushi and sashimi?

## Lesson 3 SOTD Week 10

### Noun Groups in Compound Sentences

#### LI: WALT understand noun groups.

#### Noun groups:

A noun group is a group of words relating to, or building on, a noun. Noun groups usually consist of a pointer (the, a, an, this, that, these, those, my, your, his, her, its, our, mum's, Mr Smith's) plus one or more adjectives or adverbs and are an important language resource for building up descriptions.

Look at the following sentence.

*She put the birthday cake on the table.*

This simple sentence has a subject (she) and a predicate (put the birthday cake on the table.). Therefore, it stands alone as a complete thought. But we can add more information to the nouns to give it greater detail.

*She put the birthday cake on top of the kitchen table.*

We still have a subject (she) and a predicate (put the birthday cake on top of the kitchen table.) However, the words 'she', 'the birthday cake' and 'on top of the kitchen' act together as a noun group to give more information and build on the noun; 'table'.

#### Examples of noun groups:

A simple noun phrase is a group of words that includes a noun at its head – the noun is the main word in the phrase and other words give information about it.

Let's look at the following compound sentence;

*The monsoons bring rains, but they also bring winds.*

How can I add more information to help engage my reader further?

*The monsoons bring heavy rains during the summer but they also bring icy winds during the winter.*

The words 'heavy rains during the summer', 'icy winds during the winter, act together as noun groups in each of their clauses as a noun group to give more information about the monsoons.

### Lesson 3 SOTD Week 10

#### Noun Groups in Compound Sentences

In the compound sentences below, add in a noun group to build on the subject. The label the different parts of the sentence:

1. An estimated 1.26 million people live in Japan, and over 50 000 are over 100 years old.

---

---

---

---

2. Slurping loudly while eating in Japan is considered courteous, but burping is frowned upon.

---

---

---

---

3. Japan is an archipelago with 6,852 islands, yet only 4 of them make up Japan's landmass.

---

---

---

---

# Sadako Sasaki

Sadako Sasaki was born on 7<sup>th</sup> January 1943. She was a young Japanese girl, who lived in Hiroshima. On 6<sup>th</sup> August 1945, towards the end of the Second World War, an atomic bomb was dropped on Hiroshima by an American aeroplane. When Sadako ran away from the explosion with her family, she was showered with black rain. She lived a normal, healthy life for many years; however, at the end of 1954, she became very unwell. Sadako developed swellings on her neck, on her legs and behind her ears. She was eventually diagnosed with leukaemia, which is a type of cancer that affects the production of blood and bone marrow. It was caused by exposure to radiation from the atomic bomb. In February 1955, Sadako was sent to a hospital, where she remained to receive treatment.



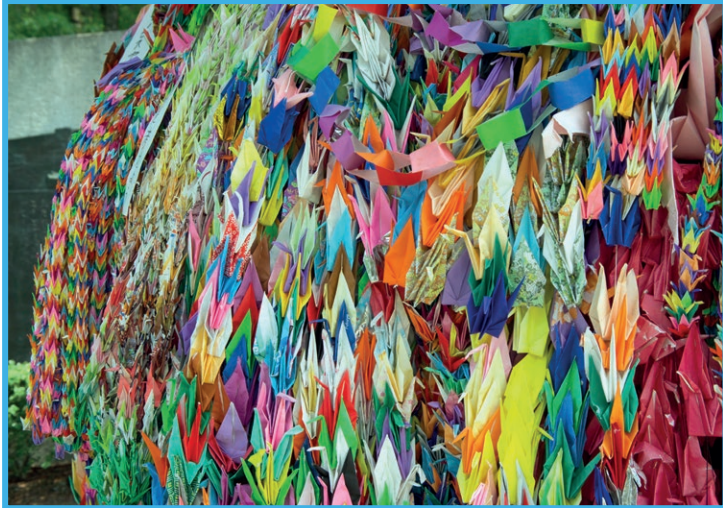
While she was in hospital, Sadako's father told her about an ancient Japanese legend which promises that anyone who can fold 1000 origami paper cranes will be granted a wish. Sadako was encouraged by her friend, Chizuko, to do this. She spent her days in the hospital folding origami paper cranes in the hope that she would get better.



Sadako died on 25<sup>th</sup> October 1955. It is unclear how many paper cranes she had made by the time of her death. Some reports claim she only made 644 and her friends made more so that the total number reached 1000. By contrast, another account claims that she had completed one batch of 1000 paper cranes and she was halfway through making a second batch when she died.

"Hiroshima Children's Peace Monument" by Aleksander Dragnes is licensed under CC BY 2.0.





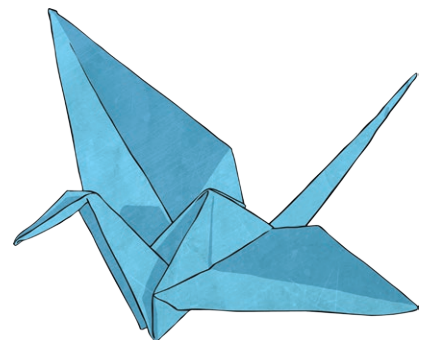
Paper cranes, which are called 'orizuru' in Japanese, are created using special origami paper. They are recognised as one of the most famous pieces of Japanese origami. Paper cranes are known throughout Japan as a symbol of peace.

In the Hiroshima Peace Memorial Park, there is a statue of Sadako lifting a crane above her head. It was unveiled in 1958 and it is known as the Children's Peace Monument. The monument commemorates Sadako and all the children whose lives were affected by the atomic bomb. Since her death, she has come to symbolise the innocence of children and the impact of nuclear war. Many Japanese people consider her to be a heroine.

Every year, on 6<sup>th</sup> August, people throughout Japan commemorate Hiroshima Peace Day in order to remember the destruction the atomic bomb caused. On this day, young people from all over the world leave thousands of paper cranes in memory of Sadako. They are placed in special glass cabinets around the Hiroshima Children's Peace Memorial. There is also a statue of Sadako in the Seattle Peace Park, USA. Children regularly leave strings of paper cranes on this statue to remember her life.

### Glossary

**black rain:** This was radioactive rain which fell on Hiroshima after the atomic bomb was dropped.





# Questions

1. In which city was the atomic bomb dropped?

- ☐ Hiroshima
- ☐ Tokyo
- ☐ Kobe
- ☐ Kyoto

2. In which year was Sadako born?

- ☐ 1941
- ☐ 1942
- ☐ 1943
- ☐ 1944

3. What was black rain?

---

---

4. Why did Sadako decide to fold paper cranes?

---

---

5. Sadako has become a symbol of innocence of children and the impact of nuclear war.'  
What does the word **impact** mean in this sentence?

---

---

6. List two reports about the number of paper cranes that Sadako made.

- ---

---

---
- ---

---

---

7. Why do you think people commemorate Hiroshima Peace Day?

---

---

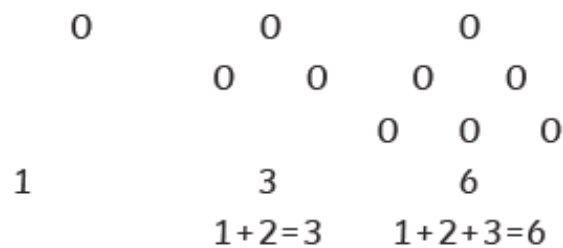
8. Why do you think Sadako is considered by some Japanese people to be a heroine?

---

---

### Understand Triangular Numbers

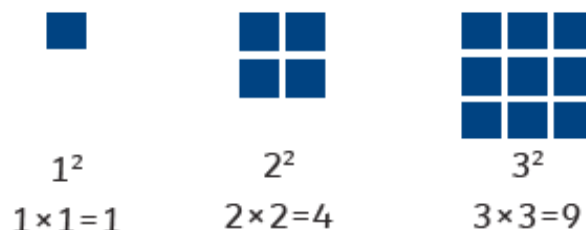
Triangular numbers are those you can represent with an equilateral triangle of dots like this:



Without drawing the triangles, predict the next 5 numbers in this sequence. Explain your method and check if you are right.

### Understand square numbers

Square numbers are numbers that are multiplied with themselves. When you turn them into an array, they look like a square, that's how they got their name



Without drawing the arrays, can you predict the next 7 numbers in this sequence. Explain your method and check if you are right!

**TIMELINES USING SCALES**

Investigation

Construct a timeline of events in your day.

Draw a vertical or horizontal line.

Decide on an appropriate scale.

Place events in the appropriate position on the timeline.

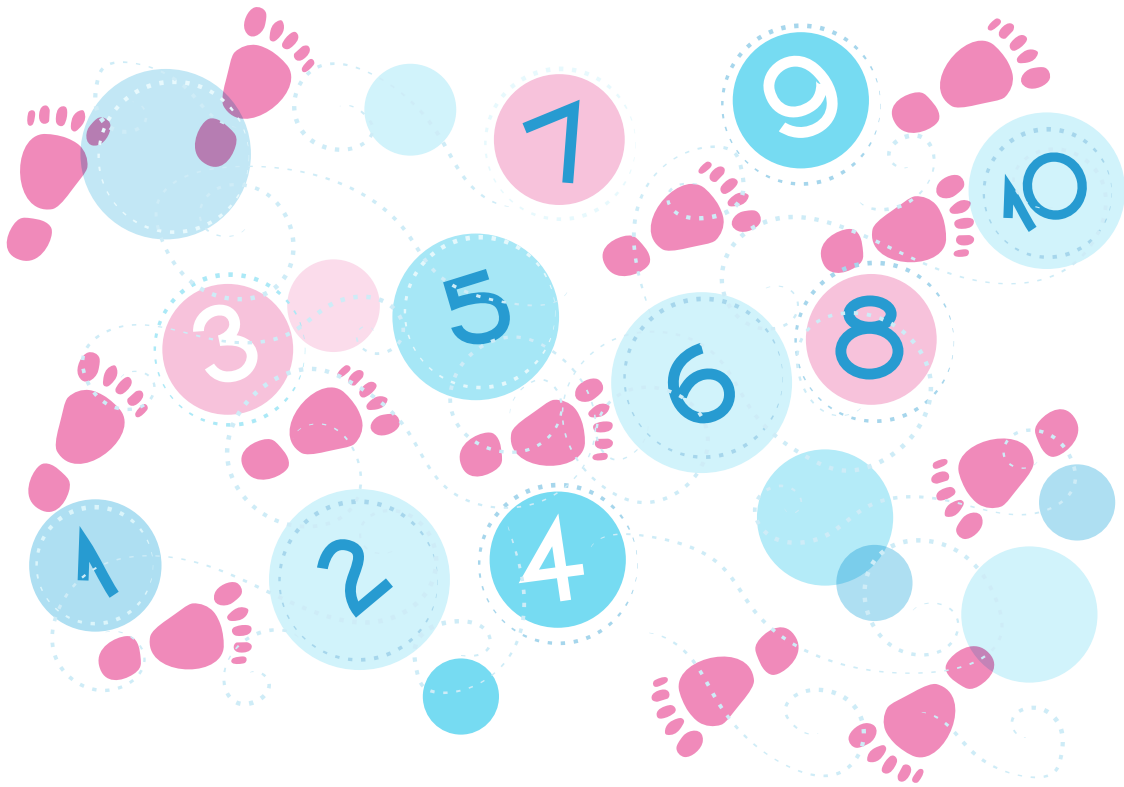
*Reflection: How can we construct and interpret timelines using scale?*



## Mindful walking

A mindful walk is an excellent way to clear the mind of clutter and restore a sense of focus.

**Tip:** if you are able to go outside into a garden or on a veranda/balcony, try this in the shade or wearing a hat and sunscreen. Young children will need an adult to guide them while older children may do this independently.



1. Find an area that you can walk in a straight line for 10 steps.
2. Decide where you will start and end your walk.
3. Stand up straight at the start mark.
4. Slowly breathe in through your nose and count 1, 2, 3 in your head.
5. Hold the breath for 1, 2, 3.
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
7. Take 10 slow steps until you reach your end mark.
8. While you're walking:
  - a. Notice how your body moves with each step – pay attention to the lifting and falling of your foot. Notice movement in your legs and the rest of your body. Notice how your body moves from side to side.
  - b. What surface are you walking on?
  - c. Can you feel it under your feet? What does it feel like?
  - d. Which part of your foot touches the ground first?
  - e. Do you feel heavy or light when you walk?
  - f. Do you make any sounds when you walk? What does it sound like?
  - g. Are there any other noises around you? What are they?
9. Turn around and walk 10 steps back to your start mark.
  - a. Are there any changes from the way you walked the first time? What are they?
  - b. Are there any new noises this time?
10. Try doing this exercise with and without shoes.
  - a. Does it feel different when you wear shoes and when you do not?
  - b. What are these differences?



# Thursday Challenge Grid

TERM

3



Name 5 countries in Asia.

Name 3 different Indigenous groups

What is the purpose of the United Nations?

Which country was the world's leading rice producer from 2006-2010?

Which Asian country has the longest capital city name in the world.



Write down all the factors for 56

Provide 3 examples of non-standard place value for 11,182

Write down 5 composite numbers

Sketch a 3D object for your choosing.

Convert 1000 cm into metres



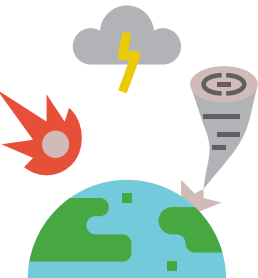
Name all the coordinating conjunctions

What is a noun group? Give an example.

Write down 5 pronouns

What does an exclamatory sentence need?

Write an adverbial phrase



What is a firenado?

How are earthquakes measured?

What are some impacts of a drought?

What is 'The Ring of Fire'?

How can tsunami damage be minimised?

## Sentence of the Day

### Knowledge organiser

In my own words...

A noun group is\_\_\_\_\_.

A compound sentence is

---

---

---

What is the purpose of a coordinating conjunction?

---

---

---

---

Circle the **noun group** in the below sentences:

Over 3 million people eat KFC on Christmas, yet many don't celebrate this holiday.

I went to the Cherry Blossom festival and I ate lots of sushi.

Write a sentence using the coordinating conjunction or:

---

---

Write your own simple sentence, **with a noun group**

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

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

*Do you know how to write a compound sentence using noun groups and conjunctions? Colour in the stars to show your level of understanding*



### **Thursday Reading**

LI: WALT understand the impact the atomic bomb had on Hiroshima and Nagasaki during WWII.

After watching the BTN video 'Hiroshima', complete the following comprehension questions.

1. Where is Hiroshima? Locate using Google Maps.
2. During which World War was a bomb dropped on Hiroshima?
3. In your own words, retell the story of Sadako.
4. Describe the devastation the atomic bomb had on Hiroshima and Nagasaki.
5. Where does the power in a nuclear weapon come from?
6. What was the long-term impact of the atomic bombs on Hiroshima and Nagasaki?



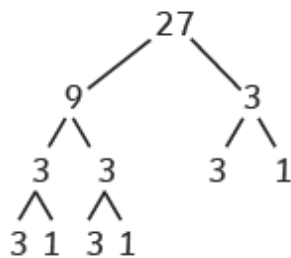
7. Why do you think Sadako's story is important?
8. What has a group of students at a Darwin school made to commemorate the 70th anniversary of the bombing of Hiroshima?
9. How did this story make you feel?

## THURSDAY – WARM UP

### Explore Factors

Choose at least 5 numbers that you are able to multiply and divide mentally.

For each number, make a factor tree like this:



So factors of 27 are: 27, 9, 3 and 1

What do you notice?

### Explore Multiplication

Roll a dice at least three times to make a multiplication equation like this:  $21 \times 7$ .

Estimate what your answer could be before solving using a strategy of your choice and then check your answer with a calculator. Explain your method and why you think it was the most efficient and accurate way to go.

# PROBLEM SOLVING

## Statistics - Usefulness, Misleading, Decisions.

**SP 19 (3a)** Some friends try to kick a ball into a goal. They each kick 10 times with their left foot and 10 times with their right foot. Here are the results.

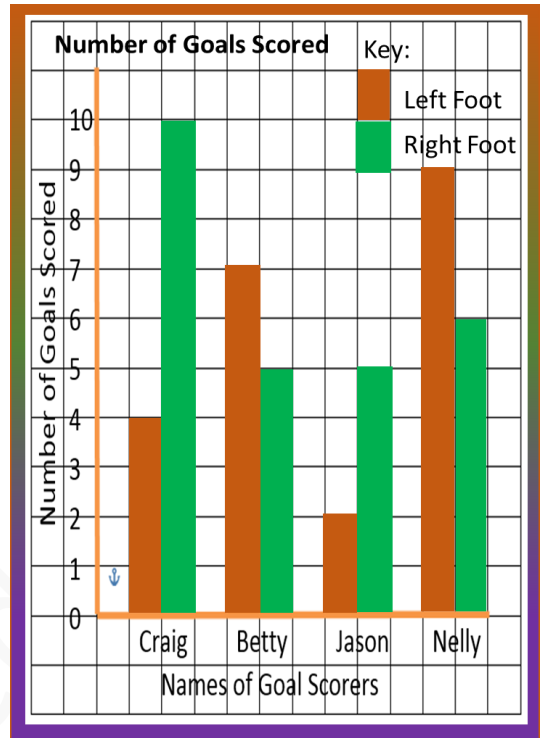
Who kicked the most balls into the goal?

**SP 19 (3b)** Some friends try to kick a ball into a goal. They each kick 10 times with their left foot and 10 times with their right foot. Here are the results.

Who kicked the least balls into the goal?

**SP 19 (3c)** Some friends try to kick a ball into a goal. They each kick 10 times with their left foot and 10 times with their right foot. Here are the results.

Who kicked the second least balls into the goal?



## PROBLEM SOLVING

### Statistics - Usefulness, Misleading, Decisions.

**SP 19 (6a)** The children were engaged in a sports day.

Which group has Cardio first?

	9 am	10 am	11:15 am	12:15 pm	2 pm
6P	Skills	Goal Shooting	Running	Cardio	Weights
6L	Weights	Skills	Goal Shooting	Running	Cardio
6D	Cardio	Weights	Skills	Goal Shooting	Running
6J	Running	Cardio	Weights	Skills	Goal Shooting

**SP 19 (6b)** The children were engaged in a sports day.

Which group has running last?

	9 am	10 am	11:15 am	12:15 pm	2 pm
6P	Skills	Goal Shooting	Running	Cardio	Weights
6L	Weights	Skills	Goal Shooting	Running	Cardio
6D	Cardio	Weights	Skills	Goal Shooting	Running
6J	Running	Cardio	Weights	Skills	Goal Shooting

**SP 19 (6c)** The children were engaged in a sports day.

Which activity is not on at 2pm?

	9 am	10 am	11:15 am	12:15 pm	2 pm
6P	Skills	Goal Shooting	Running	Cardio	Weights
6L	Weights	Skills	Goal Shooting	Running	Cardio
6D	Cardio	Weights	Skills	Goal Shooting	Running
6J	Running	Cardio	Weights	Skills	Goal Shooting

## Unit 1 Sudden and Extreme Changes to the Earth's Surface

# The Big Picture – looking at levels of understanding

**ACHIEVING**

Create a word storm of different vocabulary you have learnt through this unit of work. Highlight the natural disasters and warning and measuring systems.

You have been asked to include your favourite word that you learnt from this unit in the Australian Inquisitive Dictionary. Write its definition and one example of how it could be used in a sentence.

Definition:

Sentence:

Name: \_\_\_\_\_

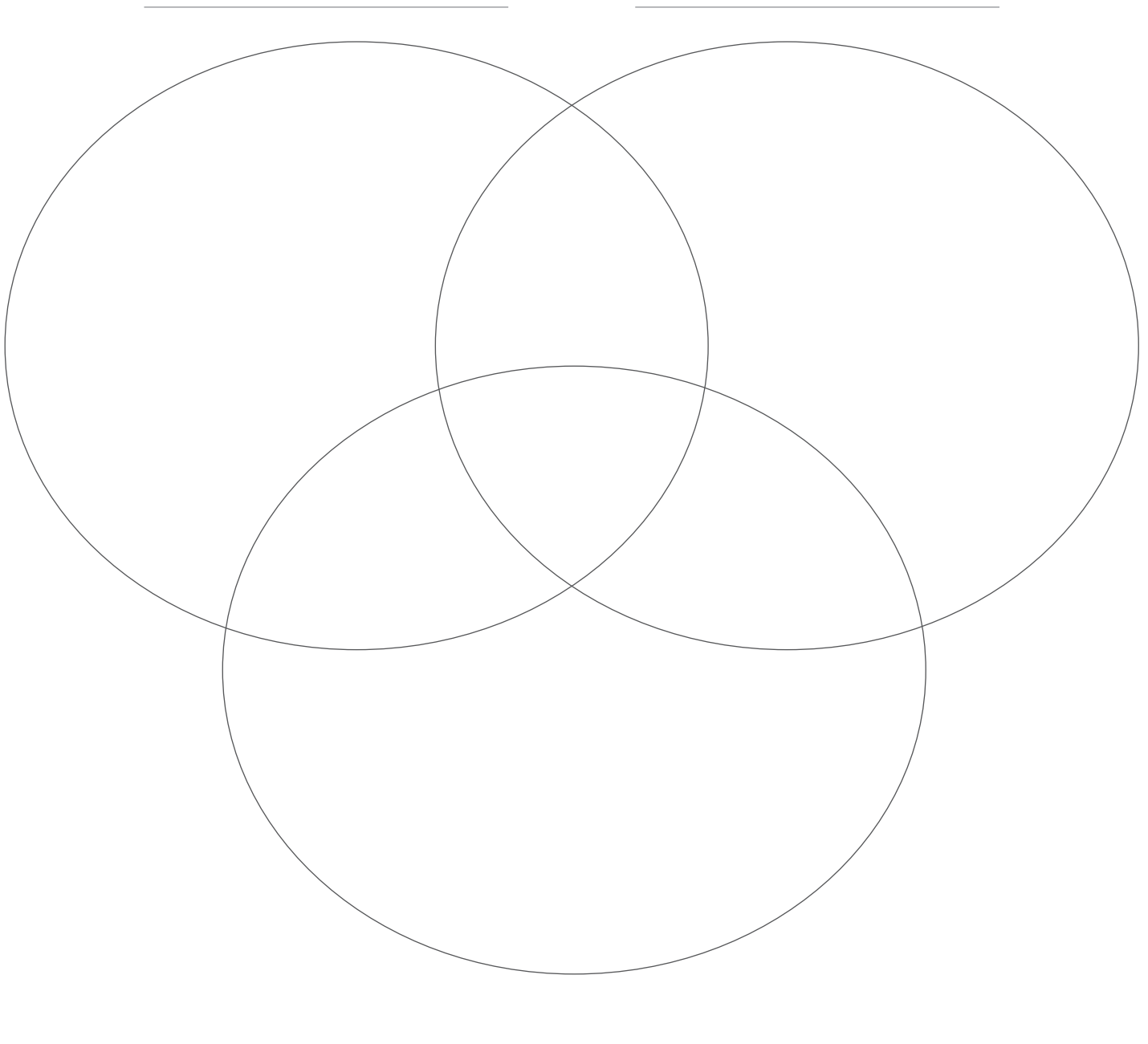
Date: \_\_\_\_\_

Unit 1 Sudden and Extreme Changes to the Earth's Surface

# The Big Picture – looking at levels of understanding

## ■ TAKING IT FURTHER

Choose three natural disasters that you have learnt about and fill in the Venn diagram showing how they are the same and different.



## Unit 1 Sudden and Extreme Changes to the Earth's Surface

# The Big Picture – looking at levels of understanding

## ◆ HIGHER ORDER THINKING

Why do people live in disaster prone areas?

Imagine that you are someone who lives in one of these places:

On the slopes of  
Mt Kilauea in Hawaii,  
the world's most  
active volcano.

In Minamisanriku,  
a port town in Japan,  
prone to earthquakes  
and tsunamis.

In Somerset, a village on  
the shores of Bermuda,  
with a 25% chance of being  
hit by a hurricane every year.

Send a text message to your local government explaining why you still want to live there.



Write a reply text message from your local government member giving reasons why they cannot support you living there.



# Japan Knowledge Organiser



Fill in each section of the knowledge organiser.  
Look how much you have learnt this term!

## Entertainment

## Food

## Geography

## Sport

## Celebrations

## History



## Odd one out – categories

Which word does not belong in these groups? Can you re-categorise in a different way?

Words	Odd one out	Reason	Substitution
volcano tsunami earthquake monsoon			
sushi cuisine connoisseur seafood			
baseball sumo wrestling judo kendo			
history population location period			
shogun samurai emperor president			
government power attack hegemony			

## Song Study



Search the lyrics of your favourite song. Identify and write examples of what you find in the table below.

Does your artist use a variety of grammar? Who would use more of a selection; *Ariana Grande* or *2Pac*?

<u>Simple Sentences</u>	<u>Compound Sentences</u>	<u>Coordinating Conjunctions</u>	<u>Adverbial Phrases</u>	<u>Noun Groups</u>



- © 2018 APSMO Inc.

## Physical Activity Log - Week 10



Fill in the table below to record the physical activities you undertake each day. Your target each day should be 30 minutes.

Day	Activities	Duration	Warm up?	Cool down?
<b>Example:</b>	Morning: went for a walk Afternoon: went swimming	30 minutes 15 minutes	Yes – stretching No	Yes – stretching No
<b>Monday</b>				
<b>Tuesday</b>				
<b>Wednesday</b>				
<b>Thursday</b>				
<b>Friday</b>				
<b>Saturday</b>				
<b>Sunday</b>				

## Year 6 Specialist Learning from Home Grid Week 10

### Phonics

#### Monday – Friday

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

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
ocean					
gone					
whose					
blood					
flood					
buy					

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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

#### Tuesday

Choose the correct vowel to complete the word. Copy the sentence on the lines below.  
Read the sentence.

a	e	i	o	u
---	---	---	---	---

1. Matt did not compl\_\_te the maths exam and did not get a good gr\_\_de.

---



---

2. Did Steve have a r\_\_de in Dad's ute?

---



---

3. I put a cold ice c\_\_be in my cup of Coke.

---



---

4. Pete can use a r\_\_pe to make a swing.



---



---

Check your sentence ☐ I used capital letters ☐ I used full stops or question marks ☐

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

## Year 6 Specialist Learning from Home Grid Week 10

### 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 five 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.

172words

### 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 '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.
- 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. You should aim to get approximately 139 words per minute.

Monday	Friday

- Have you made an improvement in your reading fluency?



## Year 6 Specialist Pack


**Monday**


This week you will complete a piece of writing. Activities each day will help you build on your writing.

Today, copy the block planner below and fill it in with key words using the word bank to help you plan your writing.

**Japan**

Asia	sushi	rice	seaweed	celebrations	delicious
Japanese	Cherry Blossom tree	sumo wrestling	sports	Hanami festival	picnic

\_\_\_\_\_ C, 

C: Def  ✓ BF: H/P/G  
 TS 1, 2 & 3

\_\_\_\_\_ ?

T  
E  
E  
L

\_\_\_\_\_ ?


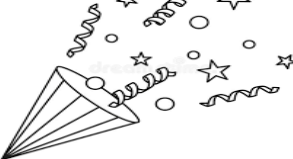

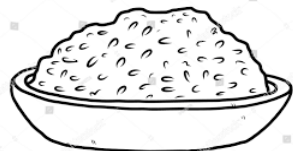



T  
E  
E  
L

\_\_\_\_\_ ?

T  
E  
E  
L

C RS 1, 2 & 3

Complete the matching activity by colouring the word and its matching picture using the same colour.

sumo wrestling	
Cherry Blossom tree	
sushi	
picnic	
celebrations	
seaweed	
rice	

Tuesday

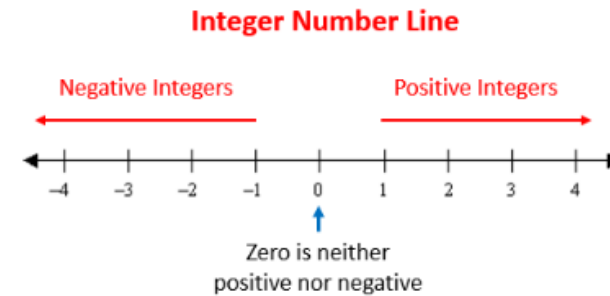
Complete your title and opening paragraph. Remember to:

- Include the name of the country and a definition
- Include a big fact to hook the reader
- Create a thesis statement

Japan

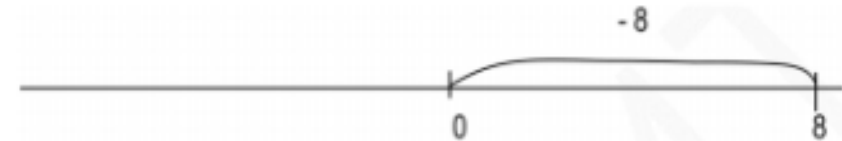
Japan is \_\_\_\_\_

Negative Numbers



Example: It's 8 degrees and the temperature drops 10 degrees. What would the temperature be now.

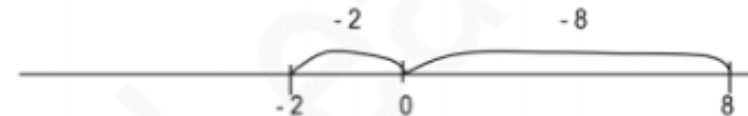
1. Record a jump from 8 to the left with - 8 above it, and record a mark and zero where it ends, for example:



2. Partition 10 into 8 and 2

$$\begin{array}{r} 8 - 10 = \\ \swarrow \searrow \\ 8 \quad + \quad 2 \end{array}$$

3. Record a jump from 0 to the left with - 2 above it, and record a mark and -2 where it ends.



4. Temperature  $8 - 10 = - 2$

Complete the subtraction problems below using the number line.

1.  $7 - 10 =$  \_\_\_\_\_

2.  $6 - 10 =$  \_\_\_\_\_

### Wednesday

Write your first and second body paragraph. Remember to:

- Include a subheading that is a question (done for you)
- Include a topic sentence
- Elaborate on the main idea
- Provide an example to support the main idea
- Link back to the topic sentence

What do you eat in Japan?

---

---

---

---

---

What sports do you play in Japan?

---

---

---

---

Complete the subtraction problems below using the number line. Look over the example from Tuesday.

1.  $5 - 10 =$

---

2.  $4 - 10 =$

---

3.  $3 - 9 =$

---

4.  $5 - 9 =$

---

5.  $2 - 9 =$

---

6.  $3 - 8 =$

---

7.  $5 - 8 =$

---

Thursday

1. Complete your last body paragraph.

What do Japanese people celebrate?

---

---

---

---

2. Complete your concluding paragraph. Remember to:

- Restate the thesis statement.

---

---

---

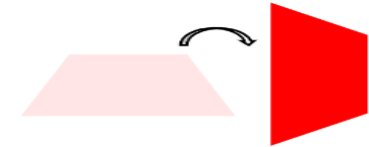
---

Translation, reflection and rotation.

- Rotate the pattern block half a turn.



- Rotate the pattern block a quarter of a turn.



Complete the following.

1. Turn the shape a half turn and draw it in the box on the right.



2. Turn the shape a quarter turn and draw it in the box on the right.



3. Turn the shape a half turn and draw it in the box on the right.



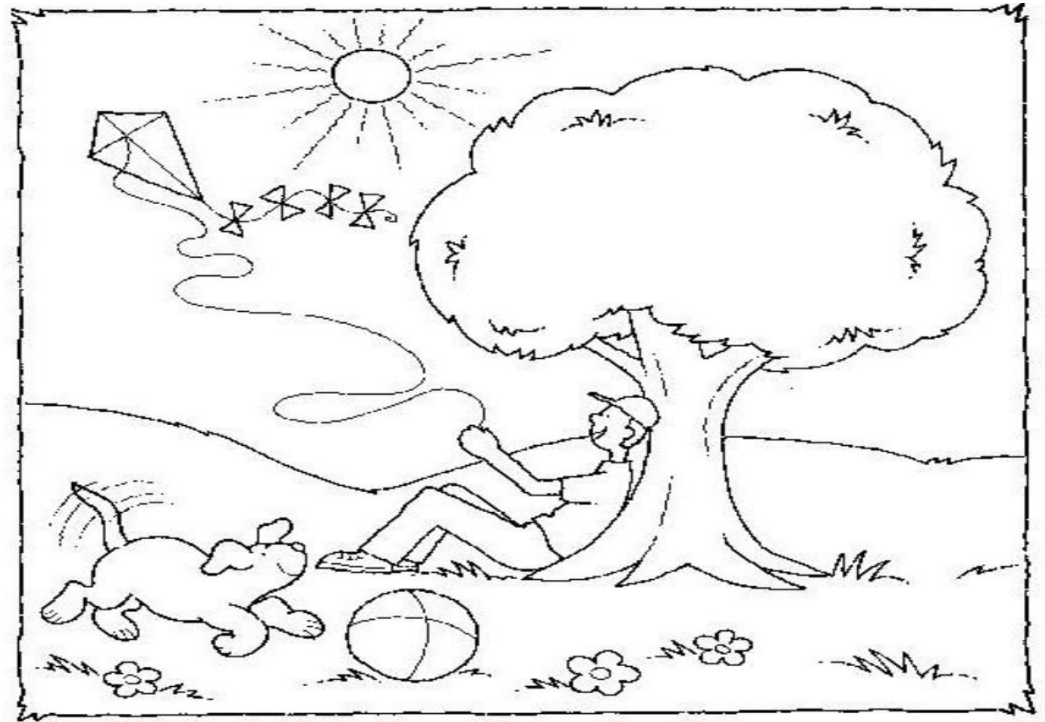
4. Turn the shape a quarter turn and draw it in the box on the right.



**Friday**

**Revise and edit your writing. Check your punctuation, grammar and spelling.  
Using the information from your writing, draw an image of Japan.**

**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.**