



Year 5 Learning from Home

Week 2

Term 4, 2021

Announcements



5I – Wassim
Ghamrawi
5S – Malak Al-
Modhefer
5W – Nadine
Assad



Reminders

- Save your knowledge organiser to use every day.
- Log on to Literacy Pro, read and make sure you complete a quiz once a week. Aim for at least an 8/10.

Zoom Sessions

	Zoom Sessions
Mon	Hip Hop (12:45-1:15pm)
Tues	5A, 5I, 5E, 5S (10am) and 5W
Wed	Whole Grade Session (12pm)
Thurs	5E
Fri	5A, 5I, 5S, 5W and Fitness (1:30-2pm)

Click Links

zoom



Kahoot!

epic!

inquisitive

Term 4 Learning Overview

- **Literacy:** Animal Adaptations
- **Numeracy:** Place Value, Addition & Subtraction, Multiplication & Division, 3D Objects
- **Geography:** Humans Shape Places
- **Science:** Desert Survivors
- **PDH:** Road Safety & Wellbeing
- **CAPA:** Visual Arts



Did someone say whole grade zoom?

Join in this Wednesday for a whole grade zoom! Your teachers and peers are looking so forward to seeing all of your wonderful faces. The details for the zoom are below:

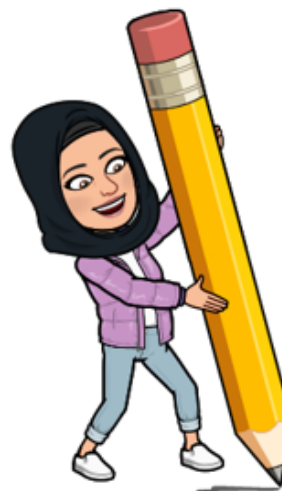
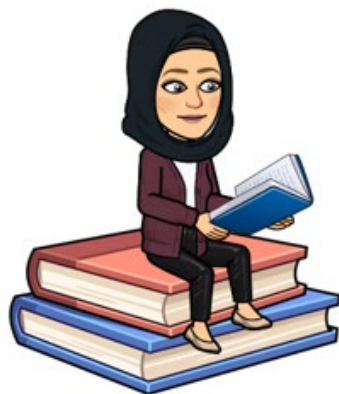
Time: Wednesday 13th at 12PM

Join Zoom Meeting

<https://nsweducation.zoom.us/j/61225679763?pwd=ZjY4TERxcGFDCmFrREJ1RIY5aIJOdz09>

Meeting ID: 612 2567 9763

Passcode: 478742



Daily Schedule



Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session				
<u>Morning Routine</u> <u>Vocabulary</u> <u>SOTD</u> <u>Writing</u>	<u>Morning Routine</u> <u>Vocabulary</u> <u>SOTD</u> <u>Writing</u>	<u>Morning Routine</u> <u>Vocabulary</u> <u>SOTD</u> <u>Writing</u>	<u>Morning Routine</u> <u>Vocabulary</u> <u>SOTD</u> <u>Writing</u>	<u>Morning Routine</u> <u>Vocabulary</u> <u>SOTD</u> <u>Writing</u>
1st Break   				
Middle Session				
<u>Reading</u> <u>Maths</u>	<u>Reading</u> <u>Maths</u>	<u>Reading</u> <u>Maths</u>	<u>Reading</u> <u>Maths</u>	<u>Reading</u> <u>Maths</u>
2nd Break  				
Afternoon Session				
<u>HSIE</u>	<u>Science</u>	<u>Creative Arts</u>	<u>PDHPE</u>	<u>NAPLAN Typing Practise</u>

Complete this fill in the blank activity to retrieve some of the camel adaptations you learnt about last week. See the labelled diagram to help you with this task.

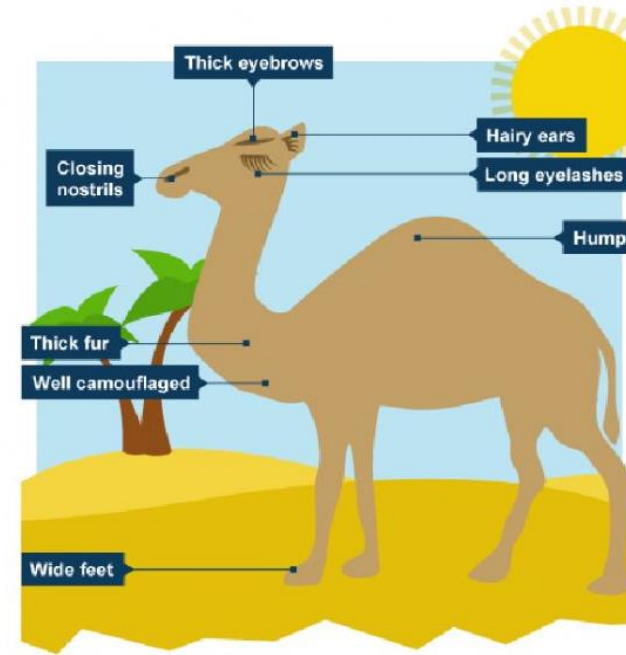


Learning Intentions-

We are learning:

- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.

Adaptation in camels



Fill in the blanks to complete the correct information.

pads

nostrils

eyebrows

adaptation

eyelashes

hump

1. Camels' bushy shade their eyes from the strong sunlight.
2. Camels can close their so that sand will not get in.
3. The long protect the eyes of camels from sand.
4. Camels can survive without food for many days as they store fat in their .
5. Camels do not sink in the sand when walking because of their special flat and broad between their two toes.
6. Animals and plants change themselves to survive in extreme climate. This change is called .



Monday

Vocabulary

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

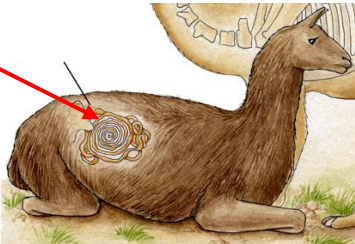
Word: Tier:

Definition: Sentence:

Dual Code (image): Synonym/root word/prefix/suffix:


long large intestine

to reabsorb as much water as possible from foods eaten.



sustenance

food and drink regarded as a source of strength and nourishment. The fat in a camel's hump is converted to water and energy when sustenance is not available.



Share your definition and sentence for these two words below.

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.

long large intestine

Definition:


Sentence:

sustenance


Definition:

Sentence:

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Add these words to the vocabulary section of your student knowledge organiser and the appropriate paragraph in your block planner.





Focus: Present perfect continuous tense

Learning Intention

We are learning to write a variety of sentences using present perfect continuous tense.

Present perfect continuous tense –

Shows that something started in the past and is continuing at the present time.

Rule - use has/have been + the present participle (root + -ing).

The EnglishCLUB Guide to the
PRESENT PERFECT CONTINUOUS TENSE

We have been singing.

subject

auxiliary
have (in
present tense)

auxiliary
be (past
participle V3)

main verb
sing (present
participle -ing)

Success Criteria

- ☐ I have used have been/has been as auxiliary verb.
- ☐ I have included -ing on the main verb (present particle)
- ☐ I have used correct beginning, middle and end punctuation.

Modelled

Humans have been using camels as a means of transport for hundreds of years.

↑
subject

↑
Present
perfect
tense

↑
Main verb
(use + ing)

Can you spot the difference?

This is the same sentence but does NOT use present perfect continuous tense.
Humans have used camels as a means of transport for hundreds of years.



Monday

Writing

Draw your block planner. Can you explain each letter or symbol and what it represents?

START HERE



WW + A	
O → W?	D
TS 1, 2, 3	
Structural Adaptations	
TOPS 1- EEE 2- EEE	L
Behavioural Adaptations	
TOPS 1- EEE 2- EEE	L
Physiological Adaptations	
TOPS 1- EEE 2- EEE	L
Caption	

In the title and introduction section of the block planner, plan your own introduction.

LI: WALT plan for the title and introduction of an informative text.

SC: I can:

- Include an engaging title.
- Open with a sentence that tells me what the writing will be about.
- Include general facts on camels.
- Include a thesis statement.



WW + A	
O → W?	D
TS 1, 2, 3	

Here you will find an annotated example of the title and introduction from last week. Pay close attention to how each part of the block planner for the introduction is used.

O → W?

WW + A

Magnificent Camels

Dromedary Camels (*Camelus dromedarius*) are magnificent mammals that possess various adaptations to help them survive and thrive in dry arid deserts. Living between 40-50 years, these herbivores are best known for their ability to carry heavy loads across long distances. To be able to achieve these amazing feats, these animals have adapted to meet the needs of their harsh environments. In order to overcome the many environmental challenges camels face, they have multiple adaptations to support their survival. These adaptations include: structural, behavioural and physiological.

D

Describing the animal with general facts.

TS 1, 2, 3

Handy hint: In a plan, you don't need to write in full sentences.



O → W?	
D	
TS 1, 2, 3	

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Comprehension key focus

Determining importance

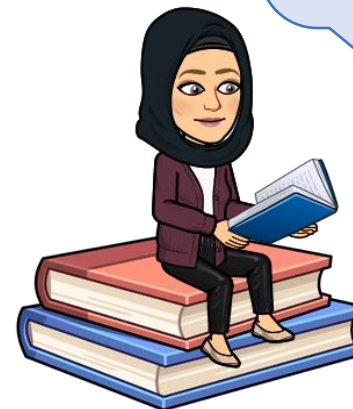
Determining importance means that the reader focuses on what's most important in the text to develop a deeper meaning and overall understanding.

Read the text, determine what is important by highlighting. You can also add relevant facts to your knowledge organiser.

Threats:

Camels have been used by humans since ancient times. They have been used for transportation, as well as a replacement for beef cattle. The nomads of Africa's Saharan region continue to use dromedary camels in their traditional way of life for milk, wool, and transportation.

In the wild, Bactrian camels are at critical risk. They are hunted for sport and for their meat. They are also killed due to human conflict, as they compete with domestic camels for grazing and watering spots. Habitat loss is another major threat to the species, as human activities like illegal mining operations spread into their habitat.



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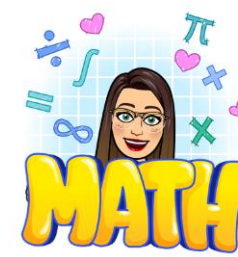
Maths Mentals

	Questions	Answers
1.	$1.5 + 0.6 =$	
2.	$3.7 + 1.3 =$	
3.	$4.9 - 2.5 =$	
4.	$7.5 - 2.5 =$	
5.	$236 + 123 =$	
6.	$327 + 342 =$	
7.	$717 - 215 =$	
8.	$236 - 26 =$	
9.	$20 \times 5 =$	
10.	$22 \times 5 =$	
	Total 1-10	

Grand Total =

	Questions	Answers
11.	Which of these fractions is equivalent to a third? $\frac{3}{8}$ $\frac{2}{6}$ $\frac{2}{3}$ $\frac{6}{12}$	
12.	Write down the number fifty-four thousand and nineteen.	
13.	Fill in the missing number $3769 = \underline{\hspace{2cm}} + 3069$	
14.	What is the next number in this pattern? 4.5, 5.0, 5.5, _____	
16.	What is the repeated gap in the pattern? +1.0 +0.5 +0.05 +0.1	
17.	Which number has greater value? 6.7 or 6.007	
18.	What number does this expanded notation represent? $500 + 60 + 7 + 0.1 = \underline{\hspace{2cm}}$	
19.	What is $\frac{1}{2}$ of 250?	
20.	It takes Sarah 10 minutes to walk 1km. Sarah walks for 6km. How long was Sarah walking for?	
	Total 11-20	





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

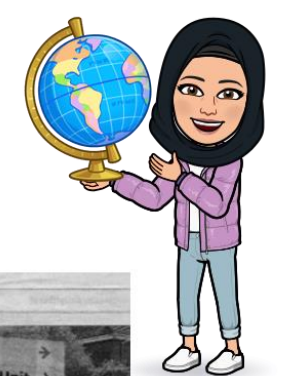
Row 1	A) $86 + 9 =$	B) $36 + 14 =$	C) $162 + 16 =$	D) $97 - 18 =$	E) $158 - 12 =$
Row 2	A) $99 + 30 =$	B) $82 + 20 =$	C) $125 + 26 =$	D) $419 - 20 =$	E) $372 - 80 =$
Row 3	A) $88 + 23 =$	B) $24 + 99 =$	C) $871 + 52 =$	D) $69 - 31 =$	E) $783 - 27 =$
Row 4	A) $729 + 267 =$	B) $807 + 146 =$	C) $937 + 472 =$	D) $589 - 248 =$	E) $641 - 276 =$
Row 5	A) $1587 + 632 =$	B) $2733 + 975 =$	C) $8741 - 973 =$	D) $2579 - 302 =$	E) $5971 - 428 =$



Focus Question: How can people influence their local community?

Learning Intention: We are learning about factors that shape places.

- Success Criteria: I can:
- Read an article and write my own point of view



All councils want their residents to be involved in making decisions. If you look at your council website there will be a section where people can comment on council activities. You can't comment on every issue the council has so it is best to choose one that is meaningful to you.

Is there a local issue involving your hobby, sport, community or special interest?

To help find an issue look at the council website, talk to your parents or other adults, watch the local news, read the local paper, interview a councillor. It might be something small like more parking at the hospital or something big like planning for the future.

How can people influence their local community?

In this newspaper article, some people are asking for the park near the hospital to be made into car parking. They claim there is not enough parking at the hospital and people have to walk a long way. The park would be better used for parking.

What do you think? Use the table below to write your point of view.



My Point of View

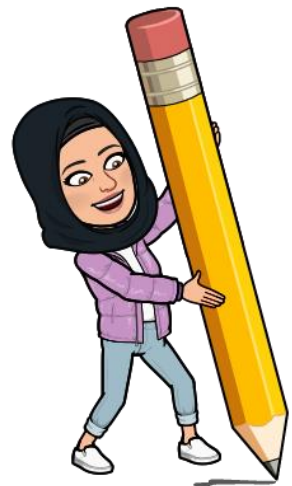
That's Good	Why?	That's Bad	Why?
My personal view is ...			

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Now choose your own local issue.

The local council issue I would like to research is

Use notes, drawings, mind maps, graphic organisers or whatever suits you to explain why you chose this issue.



Read this information on the behavioural adaptations of camels. Synthesise important information into your student knowledge organiser from last week. There is a new copy of the student knowledge organiser on the next page for you too (pg. 13).

**Learning Intentions-
We are learning:**

- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.

**Behavioural Adaptations of Camels**

A behavioural adaptation for which the camel is famous is their reaction to the approach of a threat - they spit!

The camel is a ruminant. This means that they have several stomach compartments where their tough, dry, grassy food needs to ferment and be broken down by special bacteria. Then they regurgitate it and chew it again - this is called “chewing their cud.” This may sound gross, but it allows them to live in habitats where other animals, like horses, would starve. Their cud is what they spit when stressed and because it is partially digested, it smells bad.

This discourages predators from getting too close - and people too!





Morning Routine

Camel Adaptations – Student Knowledge Organiser					
What are camels? •Camels are mammals with long legs and a humped back.			Interesting Facts •Camels can carry approximately 170-270 kilograms on their backs.		
Vocabulary (Structural Adaptations)		Vocabulary (Behavioural Adaptations)		Vocabulary (Physiological Adaptations)	
slit nostrils		herds		fat-filled humps	
Structural Adaptations •Slit nostrils close to protect from sand entering.		Behavioural Adaptations •Camels stay together in groups called herds.		Physiological Adaptations •The fat-filled humps break down to provide the camel with energy.	





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

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

Add the following words to your vocabulary suitcase:

• **steppe**

a large area of flat unforested grassland.



• **ungulate**

a hoofed animal.



Share your definition and sentence for these two words below.

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.

Add these words to the vocabulary section of your student knowledge organiser and the appropriate paragraph in your block planner.

SMART!



steppe

Definition:

Sentence:

ungulate

Definition:

Sentence:



Focus: Present perfect continuous tense	
<div><div>Learning Intention</div><div>We are learning to write a variety of sentences using present perfect continuous tense.</div></div>	<div><div><div>Present perfect continuous tense – Shows that something started in the past and is continuing at the present time.</div><div><div>RULE:</div><div>+ Subject + have/has been + verb -ing</div><div>- Subject + have/has not been + verb-ing</div><div>? Have/has + subject +been +verb-ing</div></div><div></div></div></div>
<div><div>Success Criteria</div><div><div><div>I have used <u>have been/has been</u> as auxiliary verb.</div><div>I have included -ing on the main verb (present particle)</div></div><div><div>Highlight the sentence that uses perfect present continuous tense. The first has been done for you.</div><div></div></div></div></div>	<div><div>Modelled</div><div>The <u>feral camel population</u> in Australia <u>has been</u> <u>decreasing</u> due to culling (selective slaughter of animals).</div><div><div>subject</div><div>auxiliary in present perfect tense.</div><div>Main verb + <u>ing</u></div></div><div><div>Your turn</div><div><div>She <u>has been going</u> for a walk every morning./ She will go for a walk every morning.</div><div>They are playing football./ They have been playing football.</div><div>She is prepared for the exam./ She has been preparing for the exam for 3 months.</div><div>He has been saving a lot of money./ He has saved some money.</div><div>Camels have survived for thousands of years./ Camels have been surviving for thousands of years.</div><div>The active volcano has erupted./ The active volcano has been erupting for hundreds of years.</div><div>I eat healthy food. / I have been eating healthy food.</div><div>They have been working for 2 years. /They have worked for 2 years.</div><div>She has worked so consistently this term./ She has been working so consistently this term.</div><div>Camels have adapted to their harsh environment./ Camels have been adapting to their harsh environment.</div></div></div></div>



Draw your block planner. Can you explain each letter or symbol and what it represents?

START HERE



_____ **WW + A** _____

O → W? TS 1, 2, 3	D
----------------------	---

Structural Adaptations

TOPS 1- EEE 2- EEE	L	V
--------------------------	---	---

Behavioural Adaptations

TOPS 1- EEE 2- EEE	L	V
--------------------------	---	---

Physiological Adaptations

TOPS 1- EEE 2- EEE	V
--------------------------	---

C L → W? RS 1, 2, 3 _____ adapt _____
--

I

Caption

Yesterday, you planned for your title and introduction for an informative text on camels. Today, you will use your plan to write. Write your introduction in the box below.

LI: WALT use our plan to write a title and introduction for an informative text on camels.
SC: I can:

- Include all the elements of my plan and the block planner.
- Write in full sentences.
- Read my writing to ensure it makes sense.

YOUR WORK HERE



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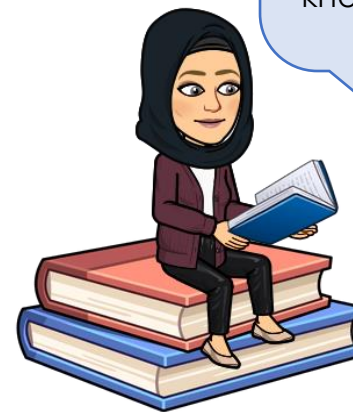


Comprehension key focus

Determining importance

Determining importance means that the reader focuses on what's most important in the text to develop a deeper meaning and overall understanding.

Read the text, determine what is important by highlighting. You can also add relevant facts to your knowledge organiser.



Diet:

Camels are herbivores, eating grass, grains, wheat and oats. They will spend their days searching for food and grazing. However, food can be tough to come by in their harsh desert environment. They have tough but flexible lips that enable them to break off and eat vegetation, such as thorns or salty plants that other mammals may avoid. Like cows, camels are ruminants, meaning they regurgitate the food back up from their stomach to chew it again.

A camel can survive for several months without water. They store fat in their humps, which can be used for energy when food and water are scarce. The length of time that a camel can survive on this stored fat depends on the climate and the animal's activity level. The hump changes size depending on the amount of food that the animal eats. The camel's hump may lean over or droop when food is scarce.

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SCHOLASTIC
Literacy Pro

epic!



Maths Mentals

Questions		Answers
1.	$2.7 + 0.6 =$	
2.	$1.4 + 3.2 =$	
3.	$8.3 - 3.1 =$	
4.	$11.4 - 2.4 =$	
5.	$532 + 143 =$	
6.	$454 + 267 =$	
7.	$814 - 234 =$	
8.	$1476 - 72 =$	
9.	$40 \times 3 =$	
10.	$44 \times 3 =$	
Total 1-10 =		

Questions		Answers
11.	Which of these fractions is equivalent to a quarter? $\frac{1}{3}$ $\frac{2}{8}$ $\frac{2}{4}$ $\frac{12}{48}$ $\frac{8}{16}$	
12.	Write down the number sixteen thousand and sixty one	
13.	Fill in the missing number. $4862 = 4002 + \underline{\hspace{2cm}}$	
14.	What is the next number in this pattern? 2.2, 3.3, 4.4, _____	
15.	What is the repeated gap in the pattern? +1 +1.01 +1.1 +10.1	
16.	Which number has greater value? 4.3 or 4.33	
17.	Write these numbers from least to greatest. 4.21 4.12 4.14	
18.	What number does this expanded notation represent? $6 + 0.8 + 0.04 = \underline{\hspace{2cm}}$	
19.	What is $\frac{1}{3}$ of 99?	
20.	Will is going to the NRL grand final. The trip will take 10.5 hours. He leaves at 5:30 am, what time will he arrive?	
Total 11 – 20 =		

Grand total =





Maths Invesitigation – Multiplication and Division Fact Triangles

In maths, fact families are created when we create number sentences that show a relationship between a set of numbers. So, within each triangle the 3 numbers have a multiplication or division relationship. You will need to find the missing number from the triangle. Start with the number sentence you know, then you will need to invert this relationship to find the missing number.

2	x	4	=	8
4	x	2	=	8
8	÷	4	=	2
8	÷	2	=	4

Commutative Property means that changing the order or position of numbers while multiplying them does not change the result.

2	x	4	=	8
4	x	2	=	8
8	÷	4	=	2
8	÷	2	=	4

2	x	4	=	8
4	x	2	=	8
8	÷	4	=	2
8	÷	2	=	4



👁️ Watch this video on Multiplication and Division Fact Triangles, it will show you how to find the missing number:

<https://www.youtube.com/watch?v=-JFcesiUTpw>





Maths Investigation – Multiplication and Division Fact Triangles

Start at Row 1 and move through the rows depending upon your level

Row 1	<div> <div> <div></div> <div>÷</div> <div>÷</div> <div>8</div> <div>x</div> <div>2</div> </div> </div>	<div> <div> <div></div> <div>÷</div> <div>÷</div> <div>2</div> <div>x</div> <div>12</div> </div> </div>	<div> <div> <div>3</div> <div>÷</div> <div>÷</div> <div></div> <div>x</div> <div>1</div> </div> </div>	<div> <div> <div>12</div> <div>÷</div> <div>÷</div> <div></div> <div>x</div> <div>3</div> </div> </div>	<div> <div> <div>21</div> <div>÷</div> <div>÷</div> <div>3</div> <div>x</div> <div></div> </div> </div>	<div> <div> <div>15</div> <div>÷</div> <div>÷</div> <div></div> <div>x</div> <div>5</div> </div> </div>
Row 2	<div> <div> <div>20</div> <div>÷</div> <div>÷</div> <div>4</div> <div>x</div> <div></div> </div> </div>	<div> <div> <div></div> <div>÷</div> <div>÷</div> <div>4</div> <div>x</div> <div>9</div> </div> </div>	<div> <div> <div>60</div> <div>÷</div> <div>÷</div> <div></div> <div>x</div> <div>12</div> </div> </div>	<div> <div> <div></div> <div>÷</div> <div>÷</div> <div>4</div> <div>x</div> <div>6</div> </div> </div>	<div> <div> <div>72</div> <div>÷</div> <div>÷</div> <div></div> <div>x</div> <div>6</div> </div> </div>	<div> <div> <div></div> <div>÷</div> <div>÷</div> <div>8</div> <div>x</div> <div>9</div> </div> </div>
Row 3	<div> <div> <div>56</div> <div>÷</div> <div>÷</div> <div></div> <div>x</div> <div>7</div> </div> </div>	<div> <div> <div></div> <div>÷</div> <div>÷</div> <div>4</div> <div>x</div> <div>7</div> </div> </div>	<div> <div> <div></div> <div>÷</div> <div>÷</div> <div>5</div> <div>x</div> <div>7</div> </div> </div>	<div> <div> <div>40</div> <div>÷</div> <div>÷</div> <div></div> <div>x</div> <div>5</div> </div> </div>	<div> <div> <div>80</div> <div>÷</div> <div>÷</div> <div>8</div> <div>x</div> <div></div> </div> </div>	<div> <div> <div>96</div> <div>÷</div> <div>÷</div> <div>8</div> <div>x</div> <div></div> </div> </div>



Learning Intention: We are learning about the structural features and adaptations of desert plants and animals.

Success Criteria: I can explain how plants lose water through their leaves.

Answer the following questions in the '**Predict**' part of the table.

1- What do you think might happen if the leaves are enclosed in a plastic bag?

Answer the following question in the '**Reason**' part of the table.

2- Why do you think that?

Predict	
Reason	
Observe	
Explain	

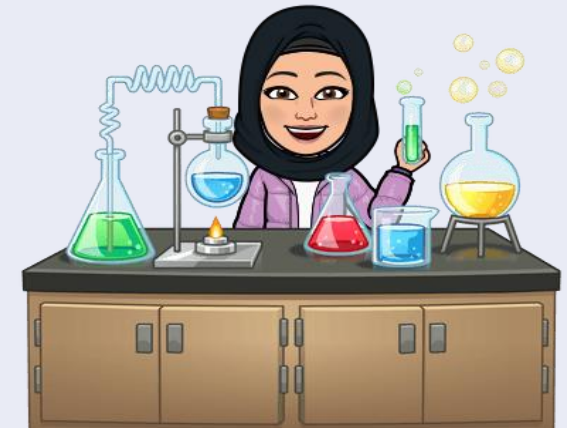
Now, watch the video: <https://www.youtube.com/watch?v=YeOw-wJR9fc>

Answer the following question in the 'Observe' part of the table.

3- What was the experiment about?

Answer the following question in the 'Explain' part of the table.

4- In your own words, how would you explain the experiment to a friend?



Read this information on behavioural adaptations and synthesise important information into your student knowledge organiser from Tuesday (pg. 13).



Learning Intentions- We are learning:

- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.

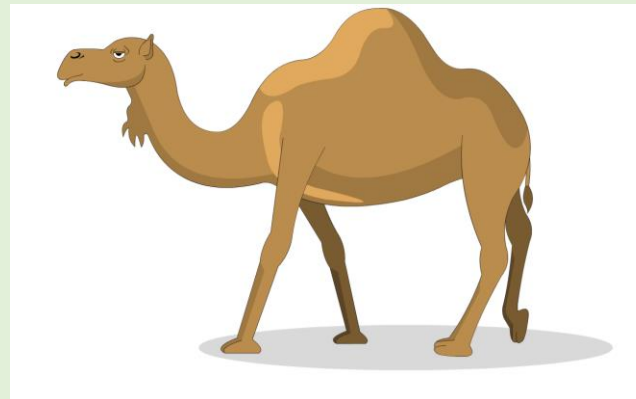
Behavioural Adaptations of Camels

Feeding and drinking behaviour of camels

The camel selects only a few leaves from each plant and ingests the foliage parts. It prefers halophytes plants. It can take in a very large amount of water at once for compensating previous fluid loss and it can move for a long distance in the desert to seek water.

Camels are very versatile and opportunistic feeders, they accept a wide range of browse species that are often avoided by other species, but also some grasses. Foraging camels normally spread over a large area thus minimising pressure on a particular area.

The camel has preference for feeding at night, in the early morning or late evening or when the sky is clouded or just before and just after sunset. At very hot times camels tend to avoid feeding around midday (12pm). Under restricted herding conditions where camels are confined at night, behaviour cannot be described as natural since nutritional requirements have to be met in a shortened period and rumination and rest take place for the most part during the hours of darkness. If the camel is allowed to feed at night, it settles on the ground early in the morning before the sun has warmed the ground, this helps with reducing heat absorption by conduction from the earth to its body. This behavioural adaptation helps keep it cool.





Vocabulary

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

Add the following words to your vocabulary suitcase:

• **calf**

a baby camel is called a calf.



• **cow**

a female camel is called a cow.



Share your definition and sentence for these two words below.

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.

Add these words to the vocabulary section of your student knowledge organiser and the appropriate paragraph in your block planner.



calf	Definition:	Sentence:
cow	Definition:	Sentence:





Focus: Perfect present continuous tense

Learning Intention

We are learning to write a variety of sentences using present perfect continuous tense.

Modelled

Camelus(camels) have been living in Australia since the 19th century, imported from parts of Asia , Africa and India.

subject auxiliary in present perfect tense. Main verb + ing

Success Criteria

- ❑ I have used have been/ has been as auxiliary verb.
- ❑ I have included -ing on the main verb (present particle)
- ❑ I have used correct beginning, middle and end punctuation.



Write sentences, using perfect present continuous tense, that match the picture. The first has been done for you.



2. She has been crying all day.



2.



2.



2.



3.



3.



3.

Bonus: Can you think of your own sentence about camels that uses present perfect continuous tense?



Writing

Draw your block planner. Can you draw it correctly without looking at it from previous days?

START HERE



LI: WALT write a body paragraph for an informative text on camels.

SC: I can:

- Include a topic sentence
- Include 2 structural camel adaptations
- Explain, elaborate and provide evidence on the 2 adaptations.
- Write a sentence that links to the following paragraph.

We have written our title and introduction. Below you will find an annotated example of the first body paragraph on structural adaptations. Pay close attention to how each part of the block planner is used.

★ = precise vocabulary

subheading

TOPS – tells the reader that this paragraph will focus on physical (structural) adaptations. Then introduces the 2 adaptations

Structural Adaptations

Camels possess a variety of physical adaptations that help them survive in harsh desert climates. The most well-known physical characteristics of a camel are their thick lips and muscular legs.

Camels have thick lips that easily grasp leaves, thorns and other vegetation without losing precious moisture from their tongues. Camels are herbivores, so they can graze and eat their food more effectively with the help of their thick top lip being split in two. They can consume the thorniest plants (including cacti) without injuring their tough lips because of its hardened structures called papillae (small cone-shaped protrusions).

Another magnificent structural adaptation that is vital for camels to survive in desert conditions are their strong, muscular legs. Camels are capable of walking lengthy treks during the hot and cold nights due to their incredibly strong legs. They need strength to carry heavy loads of up to 270kgs. Many camels are domesticated and have long been a vital means of transport for passengers and cargo.

While these are only some of the structural adaptations that these remarkable desert mammals possess, they also have behavioural adaptations to support their survival.

Our first 'E' explains HOW that adaptation helps their survival.

Our second 'E' elaborates or gives more information.

Our last 'E' gives evidence. In this case, the papillae are what makes the thick lips so effective.

Our first 'E' explains.

Our second 'E' elaborates.

Our third 'E' gives evidence/example

Structural adaptation 1 – thick lips

Structural adaptation 2 – muscular legs

The 'link' introduces the next paragraph on behavioural adaptations.



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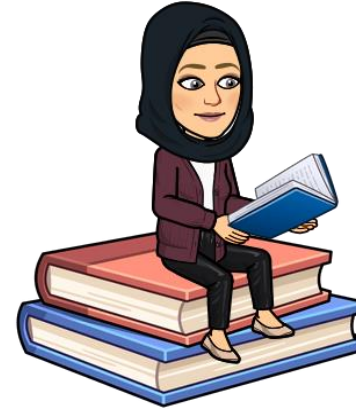




Comprehension key focus

Determining importance

Determining importance means that the reader focuses on what's most important in the text to develop a deeper meaning and overall understanding.



Read the text, determine what is important by highlighting. You can also add relevant facts to your knowledge organiser.

Behaviour

With the exception of rutting males, dromedary camels display little aggressive behaviour. Confrontations among dromedary camels include pushing each other with their whole body or lowered head and neck; snapping at each other without biting; and occasionally vomiting cud when they are hurt or excited. Dromedary camels usually form groups of 2 to 20 individuals. The basic social unit is the family, consisting of one male, and one to several females, subadults, and young. The male within the family unit prevents contact between female camels within the family and stray males by either standing or walking in between them, or by driving the stray males away. The male is the dominant member of the family group and directs the family from the rear while the females take turns leading. Dromedaries tend to travel by walking single file. Dromedary camels find comfort in scratching parts of their body with their front or hind legs, or with their lower incisors. They are also often observed rubbing against trees. Additionally, they seem to like to roll in sand (Gauthier-Pilthers and Dagg 1981, Kohler-Rollefson 1991).

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Click Links





Read this text on three dimensional shapes, then complete the activity on the next page.

Learning Intention- We are learning to:

- We are learning to identify the properties of three-dimensional shapes

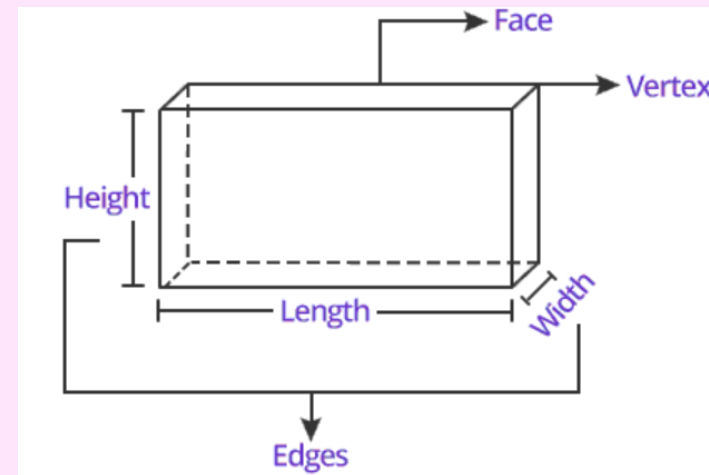
This is because:

- It will help us identify a variety of 3D shapes

What are Three-Dimensional shapes?



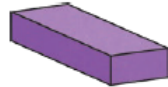



In geometry, a three-dimensional shape can be defined as a solid figure or an object or shape that has three dimensions – length, width and height. Unlike two-dimensional shapes, three-dimensional shapes have thickness or depth.

The attributes of a three-dimensional figure are faces, edges and vertices. The three dimensions compose the edges of a 3D geometric shape.



Maths – 3D objects and their properties

Look carefully at the properties of the 3D objects. Write your results in the table.

3D Object	Number of Straight Edges	Number of Curved Edges	Number of Vertices	Does it Roll?	Does it Stack?
 Cylinder					
 Sphere					
 Rectangular Prism					
 Cone					
 Triangular Pyramid					
 Cube					

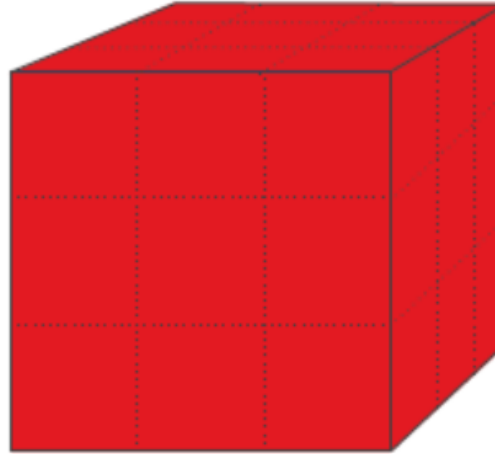




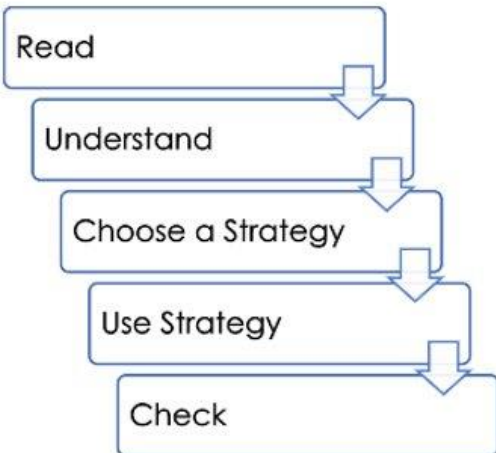
OPTIONAL – Maths Problem Solving

Carrie has glued some cubes together to make a large solid cube with nine small cubes showing on a face. She paints the large cube red. How many of the original small cubes have:

1. three faces painted red _____
2. two faces painted red _____
3. one face painted red _____
4. no faces painted red _____



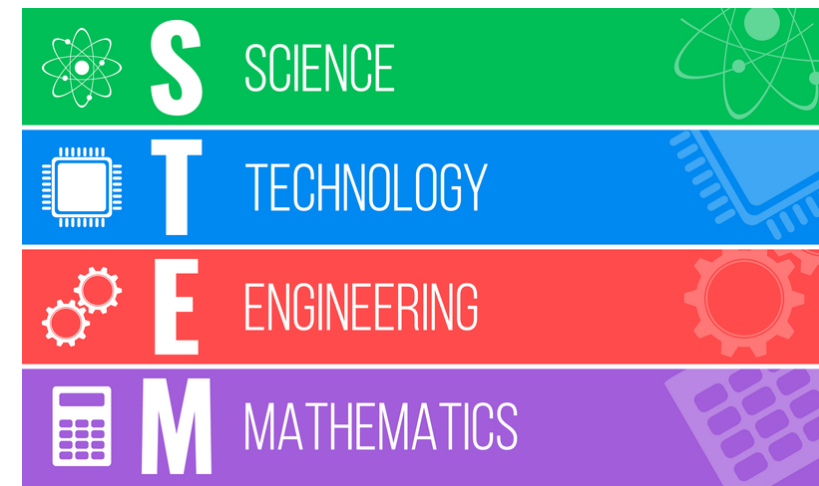
Think about how the **5 steps for problem solving** will help you. Tick them off as you go.



What is STEM?

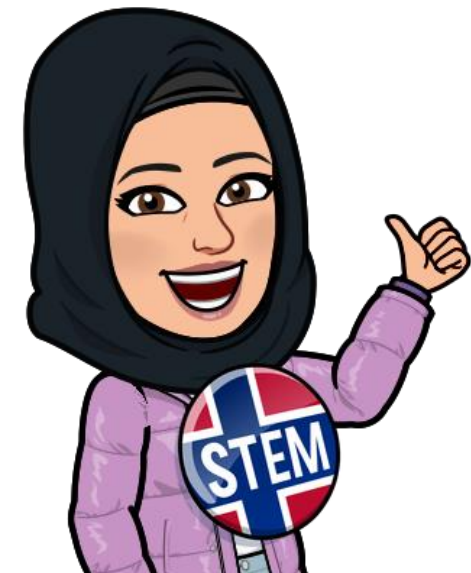
STEM refers to Science, Technology, Engineering and Mathematics. STEM education enhances student learning experiences through engaging curriculum that may include integration, inquiry and project-based learning.

Students apply knowledge, deepen their understanding and develop high-order thinking skills within an authentic context, so they can fulfil future career aspirations that require STEM skills.



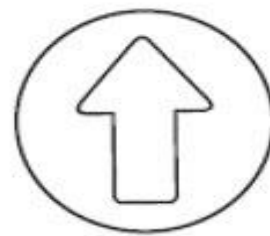
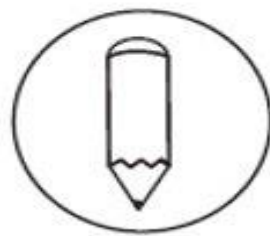
Watch this video – It will explain more about what is STEM.

<https://www.youtube.com/watch?v=dRsZX6i9Y2M>



MY STEM

Reflection Journal



Name: _____

Stem: This will be a term project!

For this project you will:

- Design your own animal. One that is **not real**.
 - ☐ Draw a diagram to show all of your animal's adaptive features.
 - ☐ Remember to think about structural, behavioural and physiological adaptations your animal needs to survive in its habitat.
 - ☐ What will your animal look like?
 - ☐ Which biome will your animal best live in?
- Create a 3D model of your animal in its habitat.
 - ☐ During this term, we will give you different art techniques that may help you with your 3D model.
 - ☐ Examples of materials you could use include; cans, coffee tins, construction papers, sequins, paper mâché, clay or play dough, pipe cleaners, wood or rocks, a box, a shoe box, grass, leaves, pebbles, paper, sand, dirt or cotton balls. Plus anything else you can think of!!



Stem:

The Challenge - Our focus is to create an animal (that does not exist) that will suit a chosen biome.

- Use the information you have learnt last term and this term!

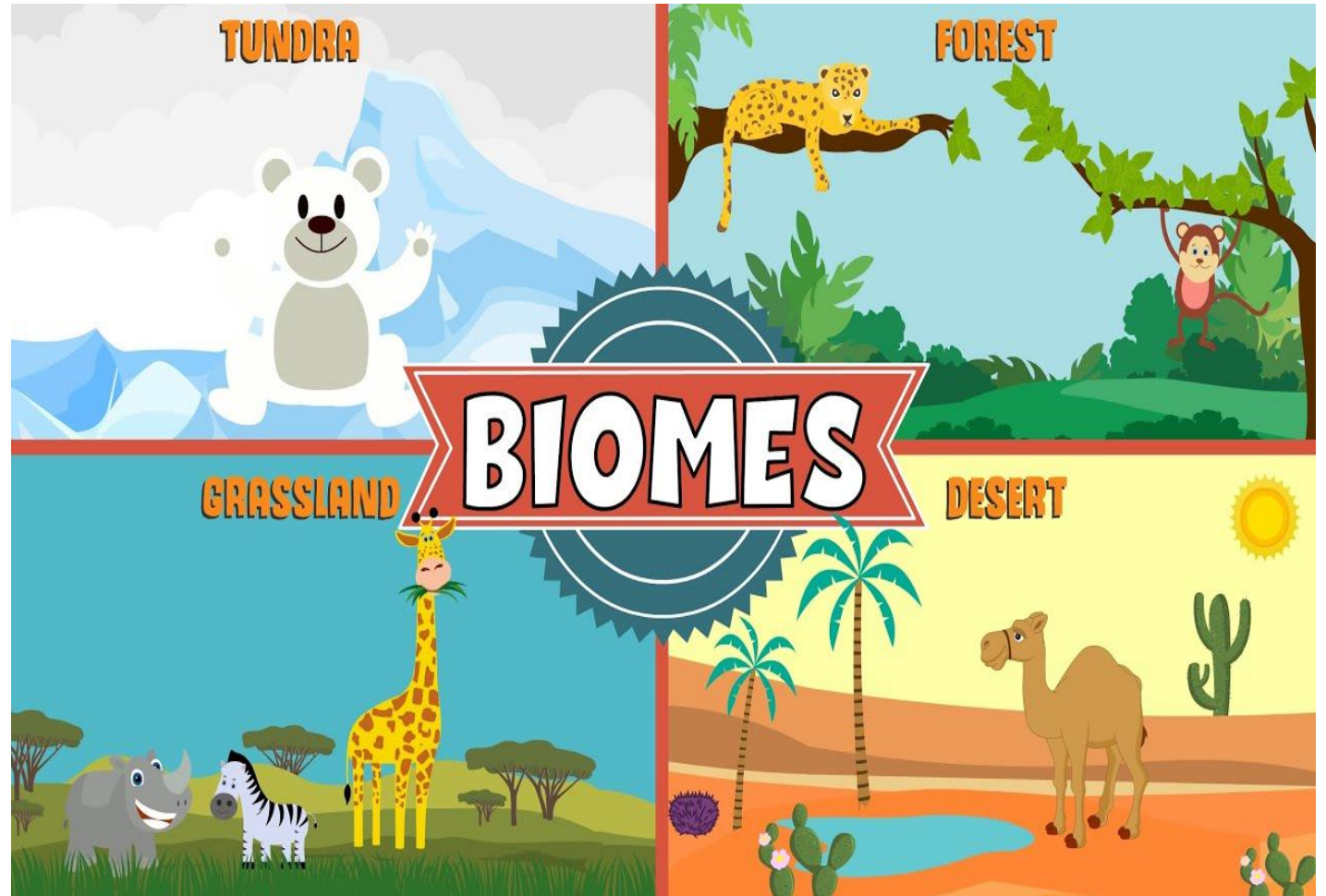
There are four major types of biomes around the world:

- Grassland
- Forest
- Desert
- Tundra

If you would like to revisit last term's lesson on Biomes, use the link and code below.

<http://inq.co/class/2r62>

Access Code - 1569




Stem:

The Challenge - Our focus is to create an animal (that does not exist) that will suit a chosen biome.

Planning Part 1

What will your animal look like?

Draw a picture here – You may want to label the different structural adaptations of your animal

A large, empty rectangular box with a thin black border, intended for drawing and labeling the animal's structural adaptations.

Read this information about the behavioural adaptations of camels. Determine importance and synthesise information into your student knowledge organiser from Tuesday (pg. 13).

**Learning Intentions-
We are learning:**

- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.



Behavioural Adaptations of Camels

Thermal behaviour of camels

The camel avoids sitting in the sun if possible, otherwise it faces the sun and does not expose all the body. In the recumbent position, the camel raises its sternum to ensure a "plate like" shape and this allows air circulation. Standing or sitting, the camel gradually keeps shifting its position throughout the day to keep in line with the sun, thus reducing the area subject to direct radiation.

When herded in groups and allowed to rest, camels cluster together if conditions are hot, which again reduces the total area subject to radiation. Sheep also adopt this strategy under hot conditions, but unlike sheep which cluster with their heads central to the unit, camels prefer to turn (as they do as individuals) to the sun and move position as the earth rotates.





Vocabulary

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

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

Add the following words to your vocabulary suitcase:

• **bull**

a male camel is called a bull.



• **caravan**

a group of camels is called a caravan.



Share your definition and sentence for these two words below.

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.

Add these words to the vocabulary section of your student knowledge organiser and the appropriate paragraph in your block planner.



bull

Definition:

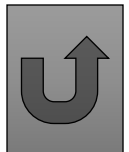
Sentence:

caravan

Definition:

Sentence:

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SOTD

Focus: Present perfect continuous tense	
Learning Intention We are learning to write a variety of sentences using present perfect continuous tense.	Modelled In Australia, <u>people</u> <u>have been</u> <u>using</u> fences, that exclude feral camels, to reduce their damage to key waterholes. <div>subject auxiliary in present perfect tense. Main verb + <u>ing</u></div>
Success Criteria <ul style="list-style-type: none">I have used <u>have been/has been</u> as auxiliary verb.I have included -ing on the main verb (present particle)I have used correct beginning, middle and end punctuation.	Guided The sentence below uses present perfect continuous tense as it describes how the camel population has been and will continue to affect the availability of camel products. Example: Worldwide camel population has been <u>affecting</u> the availability of camel products globally.
	Independent Complete the sentence below by choosing an appropriate verb and adding -ing Worldwide camel population has been <div></div>





Writing

Draw your block planner. How quickly can you draw it without any errors?

START HERE



- LI: WALT** write a body paragraph for an informative text on camels.
SC: I can:
- Include a topic sentence
 - Include 2 structural camel adaptations
 - Explain, elaborate and provide evidence on the 2 adaptations.
 - Write a sentence that links to the following paragraph.

Complete the table below to help you plan for your own paragraph. Complete each of the E's to make sure each component of the block planner is included. Write your 2 adaptations and complete the link in the shaded boxes.

You Can Do It!



Structural Adaptations

Camels possess a variety of physical adaptations that help them survive in harsh desert climates. The most well-known structural adaptations of a camel are 1. 2. .

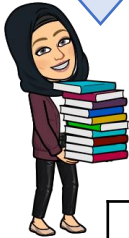
Adaptation 1 -	
E (Explain) How does this adaptation help camels survive.	
E (Elaborate) So tell me more!	
E (Evidence/example) Can you give an example of how they might use the adaptation?	
Adaptation 2 -	
E (Explain) How does this adaptation help camels survive.	
E (Elaborate) So tell me more!	
E (Evidence/example) Can you give an example of how they might use the adaptation?	

While these are only some of the structural adaptations that these remarkable desert mammals possess, they also have .





All the adaptations have been highlighted from the text. Can you sort them into the boxes? Did you find all 3 types of adaptations?



The information below describes multiple camel adaptations. When we read, we must determine which adaptations are structural, which are behavioural and which are physiological.

Structural adaptations
The physical features that we can see on the animal.

Behavioural adaptations
An adaptation that relates directly to how an animal acts/behaves

Physiological adaptations
An internal body process that allows an animal to survive/adapt.

Habitat and adaptation

Camels live in deserts, where it is hot and dry. Camels have adapted and found ways to help them survive in deserts. They have a thick coat of hair that protects them from the heat in the day and keeps them warm at night. Their large feet spreads their weight on the sand when they are walking. When there is food and water, a camel can eat and drink large amounts of it and store it as fat in the hump. Then, when there is no food or water, the camel uses the fat for energy, and the hump becomes small and soft. A camel's waste contains very little water. Even the water from the camel's breath flows back into its mouth. The camels have bushy eyebrows that don't let the sand go in their eyes in a sandstorm. It has a long slender neck in order to reach high leaves such as palm trees, and rubbery patches on the belly and knees to protect the skin when kneeling and sitting on the hot sand. These form after five years of age.

	Adaptation	How it helps them adapt to their environment.
Structural adaptations		
Behavioural adaptations		
Physiological adaptations	<ul style="list-style-type: none">A camel can eat and drink large amounts of water and food.	<ul style="list-style-type: none">So they can be prepared for long periods of no food and water.

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Click Links



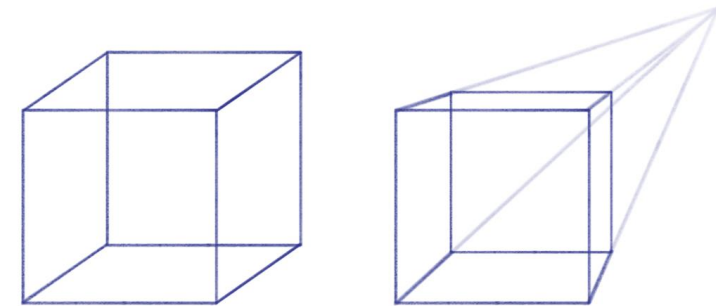


Read the text about a One Point Perspective and watch the videos on this page. Then read the text on the following page and follow along with the video modelling how to draw a prism in 3D form. Finally have a go at drawing cubes and rectangular prisms using the isometric dot paper provided.



Drawing 3D Shapes using One Point Perspective

One point perspective is a drawing method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line. It is a way of drawing objects upon a flat piece of paper (or other drawing surface) so that they look three-dimensional and realistic.



Learning Intentions- We are learning to:

- Draw a prism using one point perspective

This is because:

- It is a popular drawing method with architects, illustrators and builders.

📺 Watch these videos:

<https://www.youtube.com/watch?v=uSBaZs979L0>

<https://www.youtube.com/watch?v=bjhkxFDvD78>

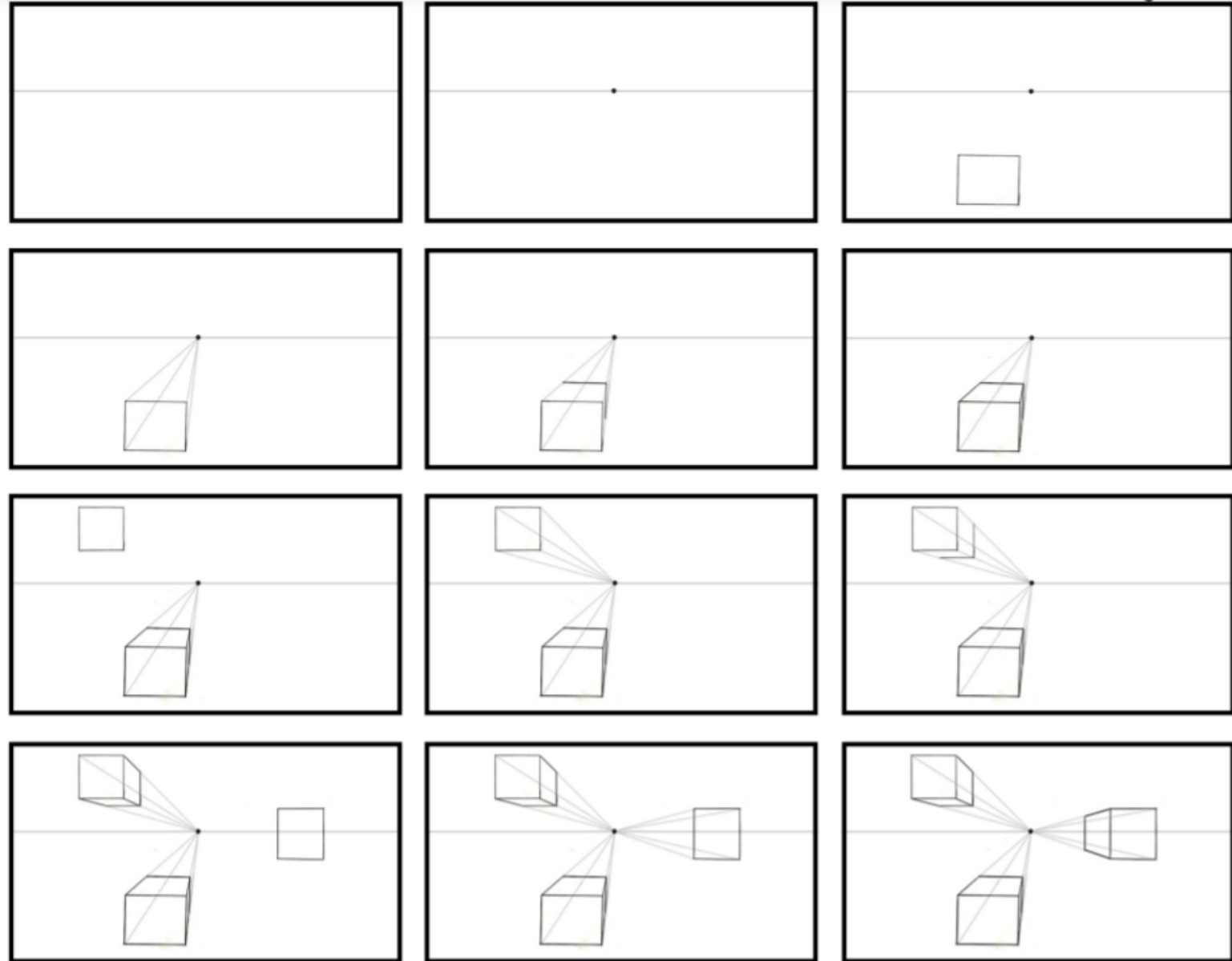




This exercise explains how to draw a cube in one point perspective and takes you through the task of drawing three simple blocks that are positioned above, below and in line with the horizon line.

KEY POINTS:

- Objects above the horizon line are drawn as if you are looking up at them (you see the bottom of the object)
- Objects below the horizon line are drawn as if you are looking down on them (you see the top of the object)
- Objects that are in line with the horizon line are drawn as if they are at eye level (you see neither the top or the bottom of the object)



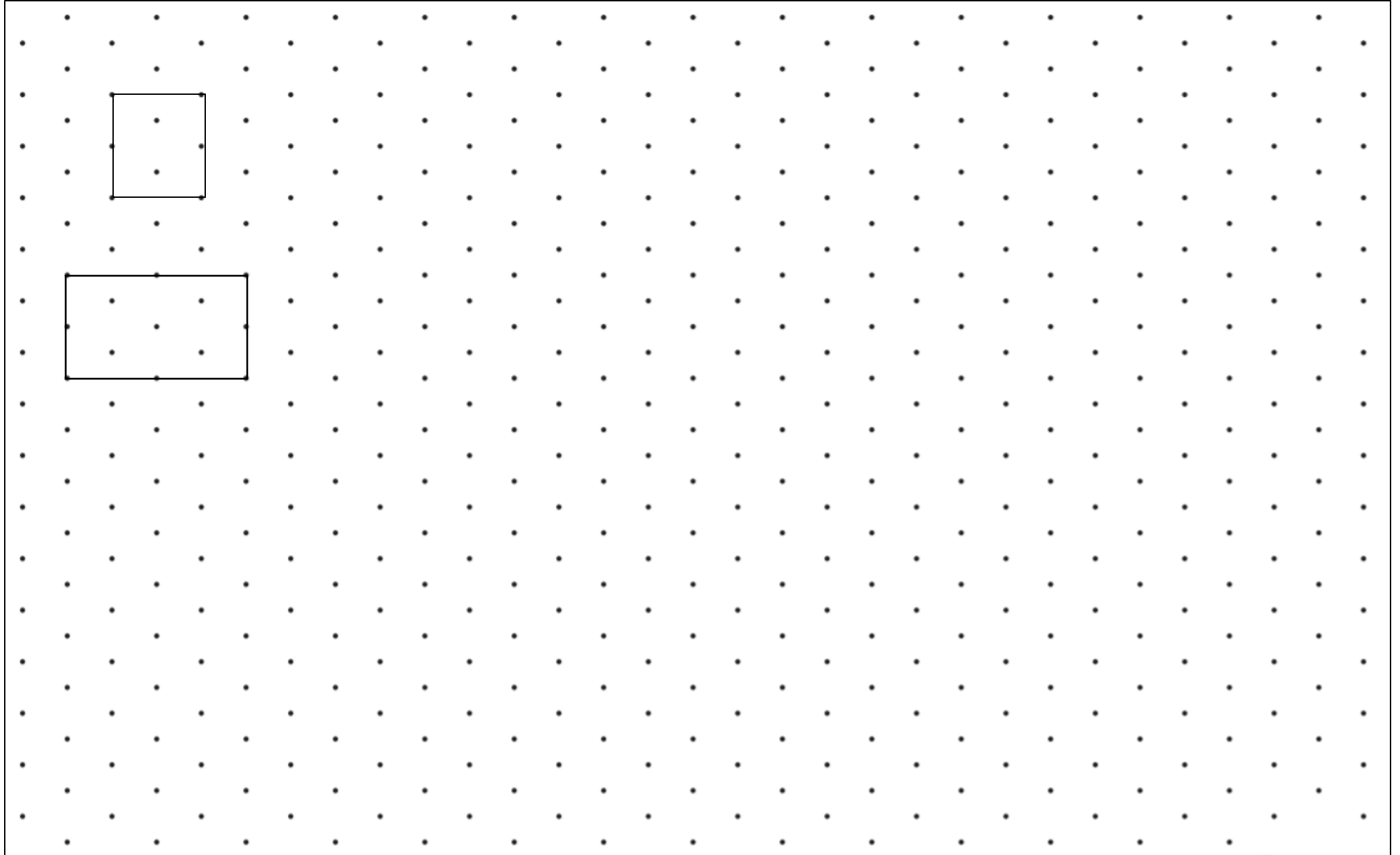
[Click here to go to the video which follows the pictures.](#)



**To Do:**

1. Using these two shapes, transform them from 2D into 3D shapes using one point perspective.

2. Draw 5 of your own different cubes or rectangular prisms, of different sizes and shapes.



**OPTIONAL** - [Maths Problem Solving](#)

Theo bought 46 mini pizzas for a big party. Mini pizzas cost \$3 each.

How much did Theo have to pay?



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

Read

Understand

Choose a Strategy

Use Strategy

Check

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Lesson 1 – Safety First

Learning Intention:
We are learning to be safe.

Success Criteria:

- I am able to identify types of hazards.
- I am able to recognise safe crossing facilities and behaviours.
- I am able to answer questions around the role of a pedestrian.

Watch the following video:

<https://www.youtube.com/watch?v=WPe22XLMHZQ>

Answer the following questions:

- Why do pedestrians need to listen before deciding to cross?
- What do pedestrians need to think about before and during crossing?
- What would you tell a younger student about crossing the road? Why?





Lesson 1 – Safety First

Road Safety

1) What is this crossing called  ?

2) What does this mean? 

3) What does this mean? 

4) What is the name of this object 

5) Fill in the missing word. When crossing the road you should stop,

and listen.

6) Circle the correct word in the brackets. You should never
(walk, run) across the road.

7) Why is it dangerous to cross the road between parked cars?





Read through this information about the behavioural adaptations of camels. Determine importance and synthesise information into your student knowledge organiser from Tuesday (pg. 13).

**Learning Intentions-
We are learning:**

- Facts about camels.
- To add words to our vocabulary.
- Facts to help us write.
- How to speak well.
- How to display active listening skills.



Behavioural Adaptations of Camels

Timing of reproduction

Species that inhabit arid and semiarid areas with unpredictable environmental conditions display more adaptable breeding patterns, with young born over a more extended time period.

The camel's reproduction is characterised by a seasonal activity which is typically timed to ensure that birth occurs at a favourable time of the year to maximise offspring survival.



Newborn camel attempting to begin walking.



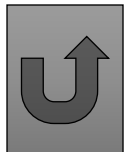
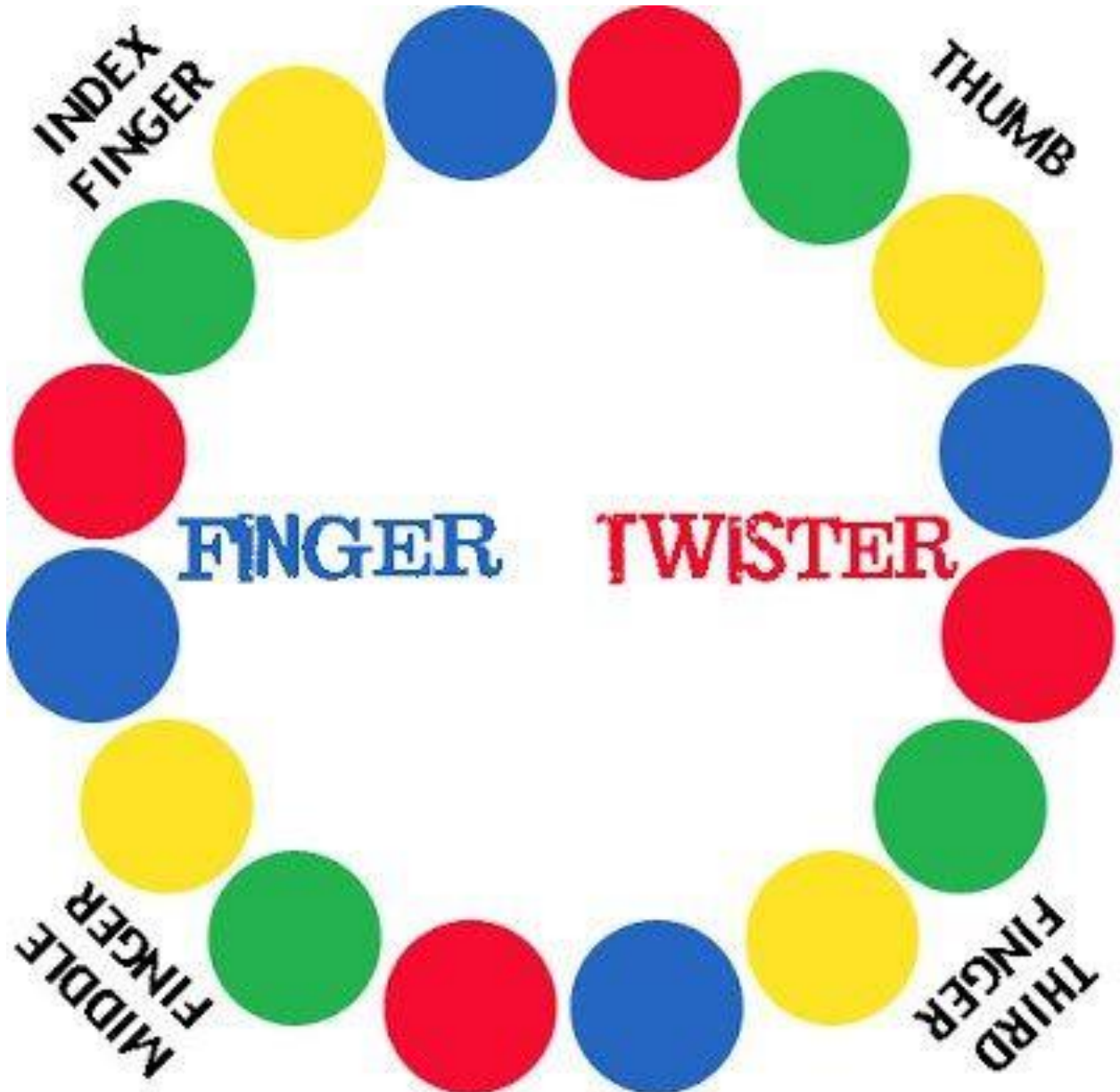
Finger Twister Game

Instructions: Guess the word for each of the definitions below. Each correctly matched word means you can add one of your fingers (or thumb) to the game board (using only one hand). See how many you can place on the game board at one time without slipping. Make sure to follow the colour for each word on the game board.

Word	Definition
	a large area of flat unforested grassland.
	food and drink regarded as a source of strength and nourishment.
	a group of camels.
	a hoofed animal.
	reabsorbs as much water as possible from foods eaten.



Have some **FUN** playing this game of Finger Twister to help you retrieve the vocabulary words you've learnt this week!



SOTD**Focus: Present perfect continuous tense****Learning Intention**

We are learning to write a variety of sentences using present perfect continuous tense.

Success Criteria

- ☐ I have used have been/has been as auxiliary verb.
- ☐ I have included -ing on the main verb (present participle)
- ☐ I have used correct beginning, middle and end punctuation.

Independent

Write a sentence in present perfect continuous tense. Identify the subject, the auxiliary verb (has been/have been) and the main verb with -ing.



Writing

Draw your block planner. Can you draw it correctly without looking at it from previous days?

START HERE



- LI: WALT** construct a plan for a body paragraph for an informative text on camels.
- SC: I can:**
- Include notes for a topic sentence.
 - Include 2 structural camel adaptations.
 - Include brief notes on an explanation, elaboration and evidence on the 2 adaptations.
 - Write notes for a linking sentence to the following paragraph.
 - Write some of the precise vocabulary I will use.

Using the information from yesterday's annotated structural adaptations paragraph, plan for your own paragraph below. Make sure you check that each component of the block planner is included.

Handy hint: In a plan, you don't need to write in full sentences.



TOPS		Vocabulary
1- EEE		
2- EEE		
L		

YOUR TURN





The information below describes multiple camel adaptations. When we read, we must determine which adaptations are structural, which are behavioural and which are physiological.

Structural adaptations

The physical features that we can see on the animal.

Behavioural adaptations

An adaptation that relates directly to how an animal acts/behaves

Physiological adaptations

An internal body process that allows an animal to survive/adapt.

All the adaptations have been highlighted from the text. Can you sort them into the boxes? Did you find all 3 types of adaptations?



Camels are herbivorous, their **thick lips** allowing them to eat things that other animals can't, like thorny plants. When looking for food, **they spread over large areas and taking from each plant only a few leaves.** It is important that they fill up on available water. **Within just 13 minutes they are able to take in 30 gallons (113 litres) of water.**

	Adaptation	How it helps them adapt to their environment.
Structural adaptations		
Behavioural adaptations		
Physiological adaptations		

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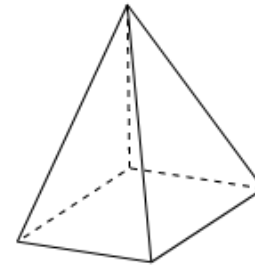


Read the text about a One Point Perspective and watch the videos modelling how to draw pyramids. Then have a go at drawing rectangular and triangular pyramids using the isometric dot paper provided.



Drawing 3D Shapes using One Point Perspective

One point perspective is a drawing method that shows how things appear to get smaller as they get further away, converging towards a single 'vanishing point' on the horizon line. It is a way of drawing objects upon a flat piece of paper (or other drawing surface) so that they look three-dimensional and realistic.



Square pyramid



Triangular pyramid

Learning Intentions- We are learning to:

- Draw a pyramid using one point perspective

This is because:

- It is a popular drawing method with architects, illustrators and builders.

📺 Watch these videos:

<https://www.youtube.com/watch?v=6cGJiMytoCg>

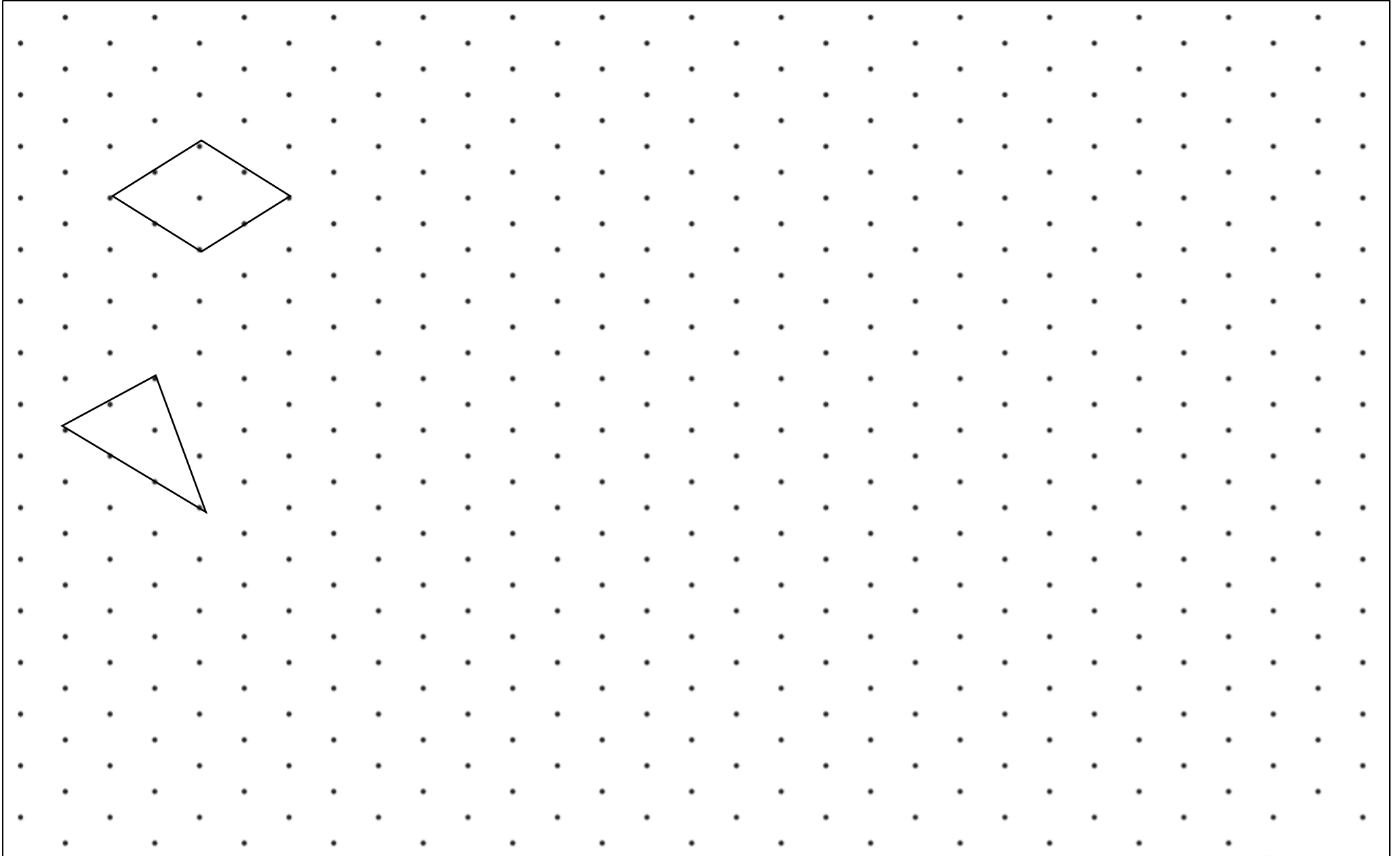
<https://www.youtube.com/watch?v=3i9qHl6OsWY>

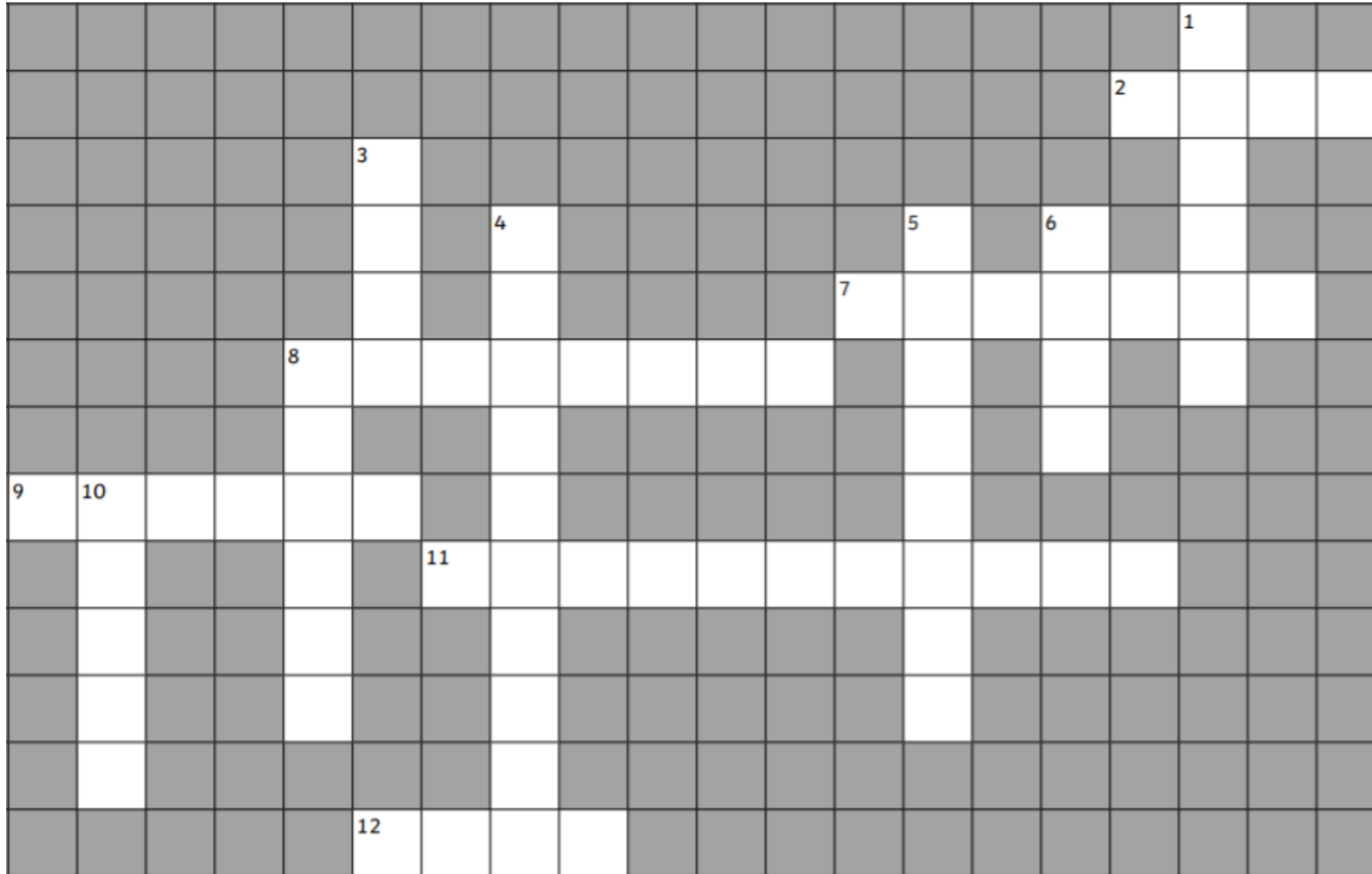


**To Do:**

1. Using these two shapes, to transform the 2D shape into 3D shapes

2. Draw 5 of your own different cubes or rectangular prisms





Clues

Down

1. This shape has 6 rectangular faces. **(6)**
3. Where 2 faces meet. **(4)**
4. This shape has 8 triangular faces. **(10)**
5. This shape has 2 circular faces. **(8)**
6. The 2D surface of a 3D shape. **(4)**
7. A corner on a shape. **(6)**
10. A 3D shape where the cross section is the same all along its length. **(5)**

Across

2. This shape has 6 square faces. **(4)**
7. This shape has a square base and triangular sides. **(7)**
8. The word for more than one vertex. **(8)**
9. This shape has no vertices. **(6)**
11. This shape has 4 triangular faces. **(11)**
12. This shape has 1 circular face. **(4)**

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[https://www.typerush.com/?utm_source=gam
eszone&utm_medium=banner&utm_campaign=frontpage](https://www.typerush.com/?utm_source=gam
eszone&utm_medium=banner&utm_campaign=frontpage)

Follow this link to continue practising online
typing – You should be a professional by now
:)





That's a wrap!

**Well done for working
so hard this week.**

**Keep up your
fantastic effort Year
5.**

Year 5 Specialist Learning from Home Grid Term 4 Week 2

Phonics

Monday – Friday

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

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
great					
break					
steak					
whole					
prove					
sugar					

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

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

Tuesday

Read each word in the column on the left before you start. Match the pairs of words and then fill in the blanks to complete the word, saying each sound as you write. Write each sound in its own box. If two or three letters make one sound (e.g., ee, ore, th, ch), write them in the same box.

leaks

mirth

feed

chain

more

steep

teach

		n	
		d	
s			p
l	ea	k	s
t			
		th	
m			

Wednesday

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 🖐️

coff/ee	es/teem	free/dom
treat/ment	pea/nut	mean/while
bea/con	can/teen	meet/ing

Year 5 Specialist Learning from Home Grid Term 4 Week 2

Wednesday

- Find and circle the words in the word search.

greet	weak	breathe	team	stream
fleece	cheat	heave	reed	heat

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

Thursday

- Read and write all the words that have an 'ea' or 'ee' sound in the word search.

- Use these words to write five sentences. Change the words to past tense. For example, stream - streamed.

- _____
- _____
- _____
- _____
- _____

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

stream

reed

heave

fleece

Lift or haul (something heavy) with great effort.

A small, narrow river.

The woolly covering of a sheep or goat.

A tall, slender-leaved plant of the grass family, which grows in water or on marshy ground.

Reading

Pip's Surprise Meal

299 words

Pip is keen to make an **appealing** meal for Mum. She has never made a dish before. "But how hard can it be?" she thinks.

She pops up her sleeves and cleans her hands, eager to start. She begins by steaming a fresh leek, some beans and some frozen peas in a pot. Meanwhile, she gets some lean beef and chops it up. She also has time to mix some fish with ice-cream. Then she takes the greens off the stove. They are nice and soft and she mashes them into a thick green **slush**.

"Too easy," she says to herself. "This is fun!"

Pip places all the bits on a plate. She begins with the beef, then the fish mix and the green slush. To finish, she *decorates* everything with some red streaks of tomato sauce.

"Hmmm," she thinks, "It's nice so far, but the meal is still missing a bit. I need a side dish."

She pops some corn, adds some thick peanut butter and grates some hard cheese on top. Then she sticks it all in the microwave and heats it until the cheese melts.

"Beep, beep, beep," dings the microwave.

"Yum!" thinks Pip.

She adds her popcorn side dish to her beef plate. But it still seems **incomplete**.

Then Pip sees what she needs! She crunches some Weet-Bix over it all and places a clean mint leaf on top. Ah, perfect. She takes the plate in to Mum, and hands her a crisp white napkin and a large fork.

"I call it Beef Surprise with Popcorn Melt. It is a real treat! I hope you like it," says Pip.

Mum is very surprised. In fact, she is so pleased with the meal that she tells Pip that she will eat just a small bit now and freeze the rest for later.

"Okay," says Pip with a contented smile. "And I can make you some more any time you like!"

Monday - Read the story and answer the following questions.

1. What ingredients did Pip use?

2. How did Pip prepare the leek, beans and peas? What does slush mean?

3. What was strange or odd about the ice-cream?

4. Why was the meal incomplete? What did Pip place on the meal to make it perfect?

5. What does appealing mean? Do you think that Beef Surprise with Popcorn Melt sounds like an appealing meal?

6. What meal would appeal to you?

7. Why do you think Pip's mum was going to save the rest for later?

8. How could Pip improve the next meal she prepares?

Monday – Friday

- Read the story 'Pip's Surprise Meal' 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 the story every day.

Monday	Tuesday	Wednesday	Thursday	Friday

Progress Monitoring Passage 8

Dear Steve

I am so glad that my teacher told me about you and asked me to write to you. When she told me that you liked cars and tennis too, I could not believe it. We have so much in common!

As you probably know, I live in Sydney. Lots of people outside Australia seem to think that we all live in the bush or on big sheep stations. In fact most of us live in big cities like me and my family. You have probably heard of the Opera House and our famous Sydney Harbour Bridge. Well, I don't live anywhere near them either! Our house is in a suburb called Castle Hill which is about twenty kilometres from the city centre. It's also quite a long way from Bondi Beach, so don't ask!

When I think of the United States, I imagine living in a mansion like a movie star. My big sister says that most people in New York live in apartments. Where do you live? Do you have any brothers or sisters? When is your birthday?

That's all for now. I can't wait to hear from you.

With best wishes from your new friend,
Karen

196 words

Monday and Friday

- Read the 'Progress Monitoring Passage 8' 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

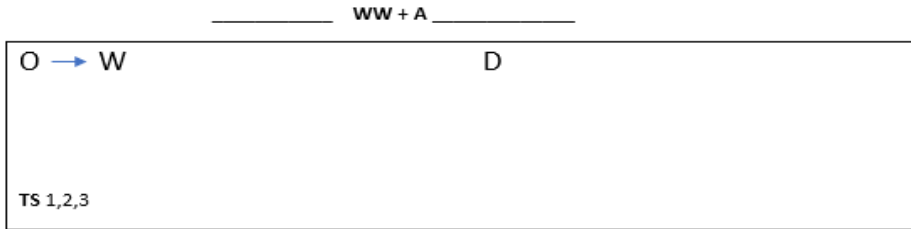
- Have you made an improvement in your reading fluency?

Year 5 Specialist Pack

Monday

Copy the block planner below on a piece of paper.

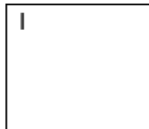
Label and explain the components of this block planner to an adult or sibling.



Structural Adaptations



Behavioural Adaptations



C

The focus this week is the structural adaptation paragraph. Look at the structural adaptation paragraph below taken from an exemplar text on camel adaptations.

Copy the structural adaptation paragraph on the space provided below. Read it to an adult or sibling discussing the different components.

Dromedary Camels are magnificent mammals that possess various adaptations to help them survive dry arid deserts. They live between 40-50 years. These herbivores are best known for their ability to carry heavy loads across long distances. To overcome the many environmental challenges camels face, they have multiple adaptations to support their survival. These include structural and behavioural adaptations.

Introduce Idea

Structural Adaptations

Camels possess a variety of physical adaptations that help them survive in harsh desert climates. The most well-known physical characteristics of a camel are their thick lips. Camels have thick lips that easily grasp leaves, thorns and other vegetation without losing precious moisture from their tongues.

Explain

Example

Tuesday

Under the pictures below, write if it's a behavioural or structural adaptation for a camel.



Thick lips _____.



Travelling in groups _____.



Hump _____.



Facing the sun when resting
_____.

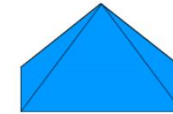
Prisms and Pyramids



Prism

2 bases

faces that are not bases
are quadrilaterals



Pyramid

1 base

faces that are not the base
are triangles

Write under each shape whether it's a prism or pyramid.

















Wednesday

Using the words in the table below and the block planner on Monday, plan your introduction below.

structural adaptations	behavioural adaptations
survive	desert
Spectacular Camels	live 40-50 years

Remember to include:

- an engaging title.
- an opening sentence that tells the audience what the writing will be about.
- general facts on camels.
- a thesis statement.

_____ (Wow Word) Camels

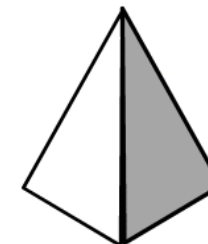
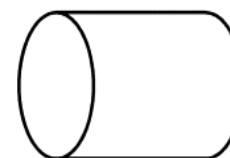
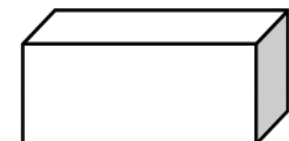
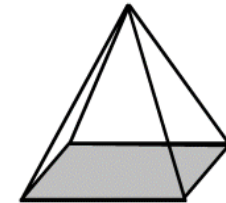
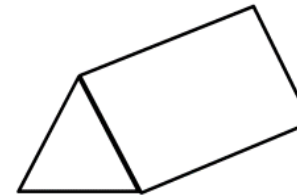
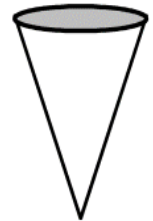
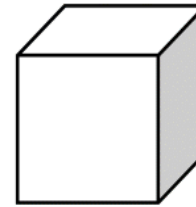
O → W

D

TS 1,2

3D Objects

Shade the prisms in blue, the pyramids in red and put a cross on the cylinders.



Thursday

Yesterday, you planned for your title and introduction for an informative text on camels.

Today, you will need to use your plan to write your title and introduction in the box below.

Remember:

- Include all the elements of your plan from the block planner.
- Write in full sentences.
- Read your writing to ensure it makes sense.

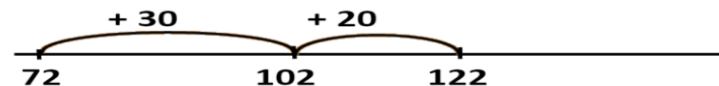
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[illegible]

Complete addition problems below, by adding tens (10s) and bridging to a 100 on a number line.

$$72 + 50 =$$

$\swarrow \quad \searrow$
 $30 + 20$



1. $73 + 70 =$

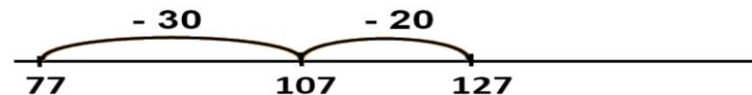
2. $46 + 60 =$

3. $65 + 50 =$

Complete subtraction problems below, by subtracting tens (10s) and bridging to a 100 on a number line.

$$127 - 50 =$$

$\begin{array}{c} 20 + 30 \end{array}$



1. $125 - 40 =$

2. $115 - 20 =$

Friday

Read aloud and follow the set of directions for the picture.



- Colour the mountains in brown.
 - Draw a sun with rays on the top right.
 - Colour the tallest palm tree in green.
 - Draw a circle around the smallest palm tree.
 - Colour the sky in blue.
 - Put an X on the small plants.
- **Use the set of directions to help you describe your picture to an adult in full spoken sentences.**