Year 6 Learning from Home – Term 3 - Week 3				
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine Read through the text 'Japan's History'. Answer 5 questions on the Japan Challenge Grid. Sentence of the Day Complete the types of simple sentences worksheet. Reading Re-read the text 'Japan's History' and complete a timeline of Japan's history. Writing Use the attached stimulus to create a character profile for your quest tale. Think about their background, name, personality etc.	Literacy Morning Routine Read through the text 'Japan's History'. Complete the questions you can on the Japan Challenge Grid. Sentence of the Day Complete the Simple Sentences worksheet. Reading Re-read the text titled Japan's History. Using a highlighter or coloured pencil, identify ad highlight the important vocabulary words in the text. Complete the word maps in the vocabulary document. Writing Using the same stimulus, answer the questions on the Question Time worksheet.	Literacy Morning Routine Read through the text 'Japan's History'. Complete the questions you can on the Japan Challenge Grid. Sentence of the Day Explain to a parent/sibling what is included in a simple sentence. Create 5 of your own simple sentences about Japan. Circle the subject and underline the predicate. Reading Synthesise your understanding of 'Japan's History' in a mind map Writing Using the same stimulus, plan your quest tale in the block planner. Think about where/how your character will travel and the problems your character will encounter on their quest	Literacy Morning Routine Read through the text 'Japan's History'. Complete the attached comprehension worksheet. The answers to these questions may help you answer the questions on your challenge grid Sentence of the Day Complete the compound sentences worksheet. Reading Complete a Literacy Pro quiz on one of the texts assigned to you by your teacher. Take your time and work hard to get at least 80%. These texts will be related to Japan. Writing Using your block planner from yesterday. Write a quest tale. Remember to include a title, introduction, two travel paragraphs, destination	Morning Routine Finish completing any questions left on the Japan Challenge Grid. Sentence of the Day Write 3 compound sentences about Japan. Use the sentence cards provided to help write the sentences correctly. Reading Choose one of the highlighted vocabulary words from Tuesday and complete the 'New Word Detective' worksheet. Writing Complete your quest tale and ensure you edit your work. Pay attention to the words you choose, spelling and punctuation.

Mathematics Square and Triangular Numbers Use the Square and Triangular number information sheets to understand the concept. Complete the attached investigations in a book.	Mathematics Same Area, Different Perimeter Read the first page of the Same Area/Different Perimeter – Same Perimeter/Different Area worksheet. Complete the problems on the second page.	Mathematics Same Perimeter, Different Area Complete the same perimeter, different area worksheet.	paragraph and hope paragraph. Mathematics Complete the continue the sequence worksheet. There are three levels, start at level 1 and work your way up.	Mathematics We are learning to record number patterns that start from the first term that increases or decreases on a number line. Select cards to make a fraction or mixed numeral to use as the first term and complete the investigation worksheet.
HSIE The Olympics are currently being held in Japan. 1. Complete the Olympics Values worksheets 2. Watch one of the events on today. You will become a Sports Reporter. Write a news report on the event. Include who was competing, who won, who was the best athlete, who showed great sportsmanship etc.	PDH https://www.abc.net.au/btn/ classroom/2020-tokyo- olympics/13446864 Watch this week's BTN video on the Tokyo Olympics. What are some of the difficulties athletes are currently facing? Should the Tokyo Olympics have been cancelled? Why?	CAPA Body percussion uses your body to create sounds (eg: clicking fingers, clapping hands, stomping feet) Create your own 8 second body percussion piece and present it to a family member	Science Read through the slides on 'plate tectonics' and 'natural disasters' and complete the activities attached.	PE/ Let's Get Fit! Exercise is great for both your wellbeing and your physical health! Take the Mini Fitness Test. Exercise for at least 30 minutes per day and record your results in the Physical Activity Log. Complete Activity 1 and Activity 2 about exercise.

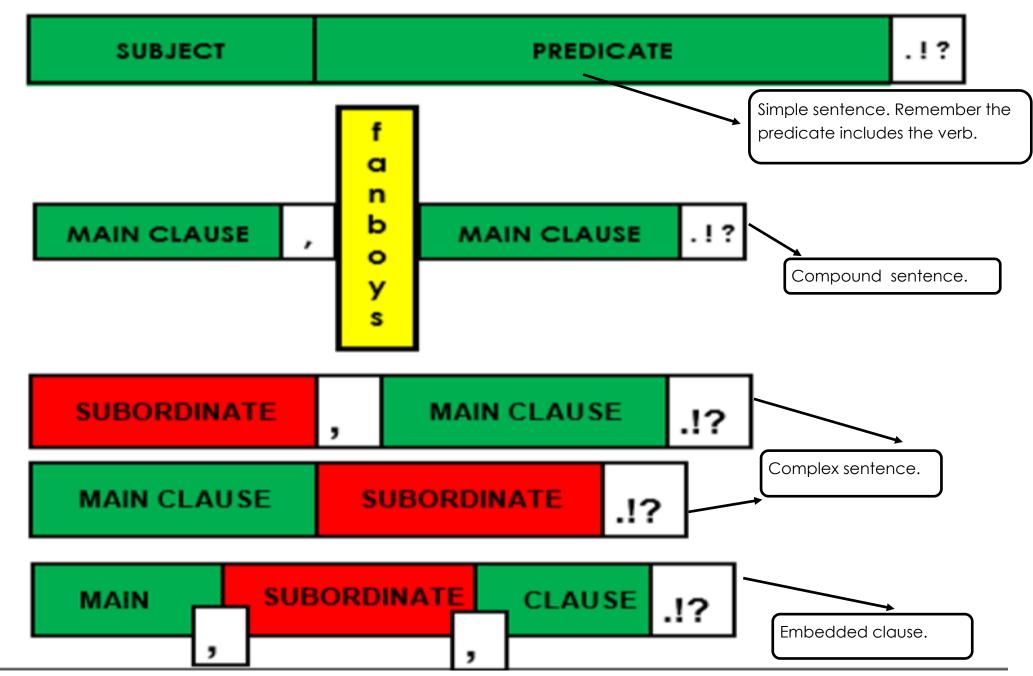
Week 3 Quest Tale Stimulus



Japan Challenge Grid

What continent is Japan located on?	When did the Yayoi people arrive in the Honshu Islands?	What is Feudalism?	How did the arrival of Europeans affect Japan?
When did the first society in Japan come about?	What were the Yayoi people skilled in?	The name of the first society in Japan.	Who were the Yamato clan?
Which group of people came from Siberia?	What happened in 1868?	What did landowners do when more peasants sought their protection?	When did Europeans first arrive in Japan?
How did people travel from Japan to Siberia?	When did World War II occur?	What is a Shogun?	How did the attack on Pearl Harbour affect the people of Japan?
What is the name of Japan's first Emperor?	What happened in America during December of 1941?	How long have people inhabited Japan?	How did Yoritomo rise to power?

Use the strips below to help you with your sentence structure. It may be a good idea a to cut them up.



Sentence of the Day- Monday

A sentence is a group words that is a complete thought. Today we are reviewing simple sentences.

There are 4 types of sentences:

- 1. Declarative declaring/statement
- 2. Interrogative- asking you something
- 3. Imperative-commanding/telling you to do something
- 4. Exclamatory-strong emotion

Identify the types of sentences below

Sentence	Туре
Japan is located in Asia.	
Over 125 million people live in Japan!	
Tell me the name of the first Emperor of Japan.	
Did you know Japan bombed Pearl Harbour?	
Shoguns were military rulers of Japan.	
You must got to Tokyo.	

Write your own simple sentences below for each type.
Declarative:
Interrogative:
Imperative:
Exclamatory:

Japan's History

People first came to Japan about 30,000 years ago. At the time, the main islands were connected to Siberia and Korea by bridges of dry land, so people crossed on foot. The first society was called the Jomon culture. It arose about 12,000 years ago. Around the same time, the Ainu people arrived by boat from Siberia.

The Jomon and Ainu survived for thousands of years, hunting, fishing, and gathering plants. In 300 B.C., the Yayoi people came to Honshu Island from Korea and China. They were skilled weavers, tool makers, and farmers who began cultivating rice in flooded paddy fields.

In 660 B.C., Japan's first emperor, Jimmu Tenno, came to power. Emperors controlled Japan until the 12th century A.D., when military rulers, called shoguns, took control.

Europeans first arrived in Japan in 1543, bringing guns and Christianity. In 1635, the ruling shogun closed Japan to foreigners and forbade Japanese to travel abroad. This isolation lasted more than 200 years. In 1868, the shoguns were overthrown and emperors returned. This was a time of great change and modernization for Japan.

During World War I (1914-1917), Japan fought on the side of the U.S. But on December 7, 1941, Japan bombed the United States navy fleet at Pearl Harbor in Hawaii and the U.S. entered World War II. From 1941-1945, Japan's military leaders fought against the U.S. and the allied forces. In August 1945, the U.S. dropped atomic bombs on the Japanese cities of Hiroshima and Nagasaki, killing about 115,000 people. Japan surrendered a few days later.

LI: We are investigating square numbers

Today brings an investigating about square numbers. Think about what you already know about square numbers. Discuss with a sibling, parent or write down what you already know.

We have investigated rectangular arrays. What do you know about arrays?

This an array.



We know that some areas are regular rectangles, and a regular rectangle is a square. This is because squares have equal sides.

Example 1.

Look at this shape.

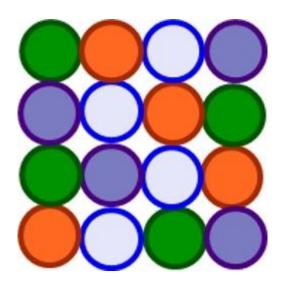
How many rows does it have?

How many circles are in each row?

Are there four in each row?

Can we multiply 4x4?

Is 4x4 =16? Do we have 16 altogether?

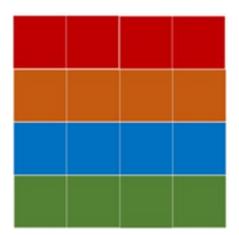


Now, let's try with square counters.

Because we can make a square array using 16 square counters, how could we describe the number 16?

Could we describe the number 16 as a square number?

16 is a square number.



Example 2.

Look at this shape.

How many rows does it have?

How many circles are in each row?

Are there two in each row?

Can we multiply 2x2?

Is 2x2= 4? Do we have 4 altogether?



Now, let's try with square counters.

Because we can make a square array using 4 square counters, how could we describe the number 4?

Could we describe the number 4 as a square number?

4 is a square number.



<u>Investigation</u>

Equipment: pencil, workbook, square counter template (if needed)

Select counters and make square arrays

Count the counters

Why is this number a square number?

Reflection: What is a square number?

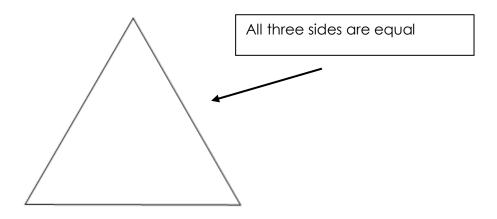
LI: We are investigating triangular numbers

We have investigated square numbers, and know that square numbers use arrays to create a square.

Today brings an investigating about a triangular numbers. Think about what you already know about square numbers. Discuss with a sibling, parent or write down what you already know.

Do you think we could make a triangular array? Is a regular triangle and equilateral triangle? What is an equilateral triangle?

This is an equilateral triangle.



Example 1

How many triangle counters could we use to make an equilateral triangle?

Could we try making an equilateral triangle with 3 counters?

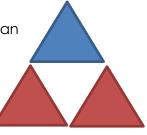
Is this an equilateral triangle? Yes.

How many counters are there altogether?



Let's try with triangular counters.

Because we can make an equilateral triangle out of 3 triangles, we can say 3 is a triangular number.



Example 2

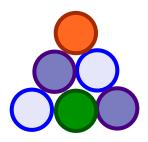
Use your 3 counters from before.

Let's add another row.

How many counters will be in the next row? Look at the pattern we have 1, 2, ...



Let's what happens when we add 3 counters to form our third row.



Let's try with triangular counters.

Because we can make an equilateral triangle out of 6 triangles, we can say 6 is a triangular number.



Example 3

Let's investigate the number 1. Could it be a triangular number?

Here we have 1 counter.



When we use 1 triangular counter, we have an equilateral triangle.



1 is a triangular number.

Investigation

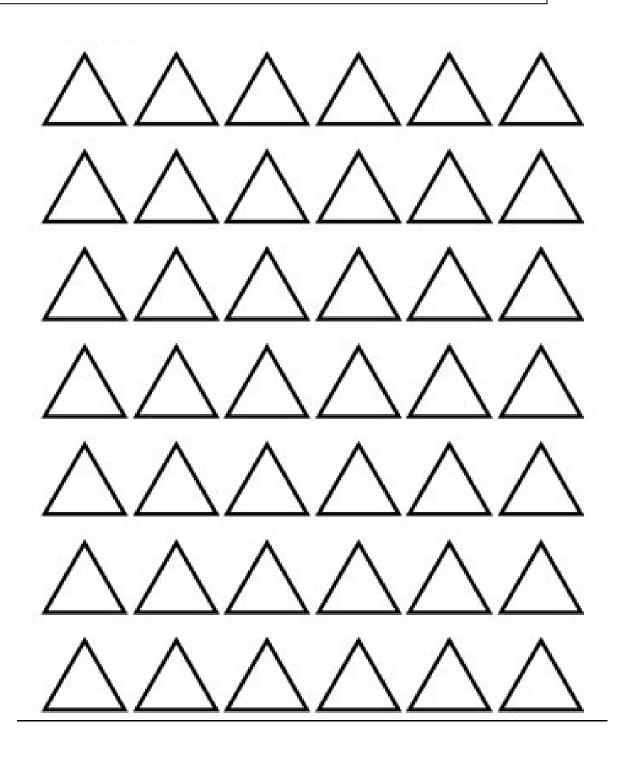
Equipment: workbook, pencil, triangular counters (if needed).

Select counters and make triangular arrays.

Count the counters.

Why is this number a triangular number?

Reflection: What is a triangular number?



Before you begin

What do you know about the Olympics?

Perhaps you already know a little about the Olympic Games. Maybe you know a lot!

Use the spaces on this page to jot down all of the things you know (or think you might know) about the Olympic Games. Some headings have been provided to prompt you and help organise your ideas. There are no wrong answers here so don't worry if there are some parts you're not quite sure about or if you don't have a lot to write down. You can return to this task at the end of your learning to add all of your new knowledge and see how much you have learnt!

WHAT? WHY? WHEN?

WHO? WHERE? HISTORY

THE OLYMPICS TRADITIONS AND SYMBOLS SPORTS

ANYTHING ELSE YOU YOU KNOW?

ANYTHING ELSE YOU WANT TO KNOW?



Olympic Values Activity 6: The Olympic Values

Monday

The Olympic Values are Respect, Excellence and Friendship. Write a sentence to explain what each of these means to you.

Respect	
Excellence	
Friendship	

Compare the Olympic Values to your school's values. Write them into the space provided below.

My School's Values	The Olympic Values
	- Respect
	- Excellence
	- Friendship

Draw a solid line joining any values that are exactly the same. Draw a dotted line joining any values that are not exactly the same but are similar in their meaning or intention.

	In the space provided, explain how your school values and the Olympic values are similar. Why do you think this is?				
	isted above, and give a specific example onstrated that value in your life:	of a			
I demonstrated	when I				
Extension: If you were to clife, what would they be an	hoose your top 3 values by which to live yand why?	our			



Olympic Values Activity 7: Faster, Higher, Stronger

The motto "Citius, Altius, Fortius" (translating to Faster, Higher, Stronger) was adopted by the International Olympic Committee in 1894.

Below is a list of all of the sports featured in the Tokyo Olympic Games. Cut them out. Then create a larger version of the Venn Diagram shown below, on butchers paper or using hula hoops.

Work with a partner to discuss where you think each sport should be positioned on the Venn diagram, based on the skills required to be successful in the event. Place the sports in the position where you agree they belong. If there are any events that you feel do not fit into these categories, put these aside.

Once you have discussed and positioned all sports, look at those that you placed aside. Together make 2 suggestions of additional words that you think could be added to the motto in order to encompass those events.

Extension: Incorporate your new 5 word Olympic motto into a theme song for the Olympics or into a revised version of the "Olympic Oath". FASTER HIGHER STRONGER

3x3 Basketball	Archery	Artistic Gymnastics	Artistic Swimming
Badminton	Baseball	Basketball	Beach Volleyball
Canoe Slalom	Canoe Sprint	Cycling BMX Freestyle	Cycling BMX Racing
Cycling Road	Cycling Track	Diving	Equestrian Dressage
Equestrian Jumping	Fencing	Football	Golf
Hockey	Judo	Karate Kata	Karate Kumite
Modern Pentathlon	Rhythmic Gymnastics	Rowing	Rugby
Shooting	Skateboarding	Sport Climbing	Softball
Swimming	Table Tennis	Taekwondo	Tennis
Triathlon	Volleyball	Water Polo	Weightlifting
Athletics	Boxing	Cycling Mountain Bike	Equestrian Eventing
Handball	Marathon Swimming	Sailing	Surfing
Trampoline Gymnastics	Wrestling		



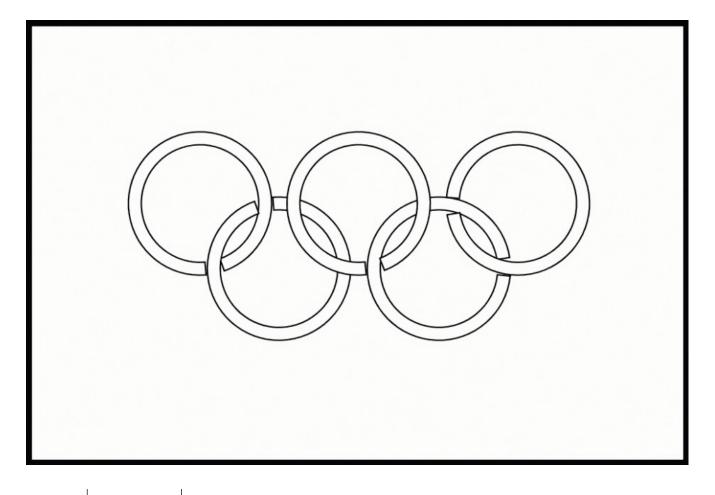
OLYMPIC EDUCATION KIT 2021

Olympic Values Activity 8: The Olympic Rings

The Olympic Rings made their debut at the 1920 Antwerp Olympics. Based on a design by Pierre de Coubertin, the rings include a number of symbolic elements.

Colour the rings below, making sure to use the correct colours in the correct positions. Fill in the boxes to explain the symbolism of each element.

Colours	Number of rings	Interlinking of rings







Tuesday

Japanese Feudalism

This text is adapted from an original work of the Core Knowledge Foundation.



Japanese emperors, such as Emperor Kanmu of the Yamato clan, became isolated inside their palace and gardens.

Feudalism is a system of government in which land is exchanged for loyalty and services. Under feudalism, people were born with a permanent position in society. This system existed in Europe during the Middle Ages, and it also existed in early Japan.

Rulers and Peasants in Japan



josef knecht (CC BY 3.0)

Kyoto's Imperial Palace garden today.

By 800 CE, the descendants of the Yamato clan were firmly established as the rulers of Japan. They built a splendid palace in the present-day city of Kyoto, where emperors would continue to live for more than one thousand years. Safe inside the palace walls, these rulers of Japan strolled in gardens where golden sunbeams sparkled on lotus pools. They dressed in silks and drank ceremonial tea.

Outside the palace walls, however, life was very different. As the rich got richer, the poor got poorer. Ordinary people eventually grew tired of paying high taxes to support the fancy lifestyle of the court. Some began to refuse to pay their taxes. Others moved away from the emperor's court and placed themselves under the protection of wealthy landowners. These changes decreased the emperor's tax income and increased the power of the landowners.



This painting shows a samurai on horseback. The samurai were fierce warriors.

Over time, more and more peasants sought protection from landowners. The landowners began to exert more and more influence over political affairs. Landowners also began to build up private armies of warriors known as samurai (/sah*muh*rye/). Soon the landowners became warlords, and eventually, the warlords began to struggle with one another.

Yoritomo and the Rise of the Shoguns

After many years of conflict, a warlord named Yoritomo (/yor*ee*toh*mo/) rose to the top. Yoritomo's march to power began when a rival warlord executed many of his family members, including his parents. Yoritomo swore he would get revenge.

Yoritomo and his brother established an army, with Yoritomo's brother as general. At first, only three hundred samurai marched behind them, but eventually, there were more than twenty thousand. The army won battle after battle, and Yoritomo gained military control of the country.



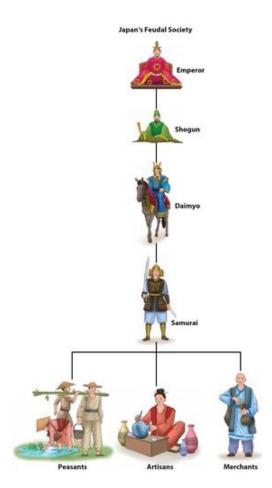
Yoritomo became Japan's first shogun.

Yoritomo now held power, but he was worried. His followers had sworn loyalty to him, but they had also followed his brother into battle. Yoritomo saw his brother as a threat and sent soldiers after him. Eventually, Yoritomo's brother was forced to kill himself.

In 1192, the emperor declared that Yoritomo was the supreme military commander, or shogun (/shoh*gun/). Yoritomo continued to honor the emperor, but a lot of power had shifted from the emperor to the shogun. The emperor was now nothing more than a figurehead, an honored symbol of the empire. The shogun had all the military power, and he soon began making all the political decisions as well. This was the beginning of the feudal period in Japanese history.

Japanese Feudalism

During the European Middle Ages, a king granted land to a lord. The lord, in return, swore loyalty to the king and agreed to fight in the king's army. Then the lord made similar land grants to his own vassals, or knights, who agreed to serve the lord. Below the knights were the peasants, or serfs, who worked the land. Thus, society was like a pyramid, with the king on top. Peasants, artisans, and merchants were at the bottom of the social order.



In Japan, the concept was the same, but the system had some differences. The top man under the emperor was the shogun. Below him were regional warlords known as daimyo (/dime*yoh/). After that came the samurai warriors. Ordinary people-peasants, artisans, and merchants-were on the bottom rungs of the ladder.

The Japanese empire was big, and the shoguns put the daimyo in charge of large pieces of land. In return, the daimyo pledged their loyalty to the shogun and promised him the support of their armies. The daimyo then built strong forces of samurai warriors.

The samurai pledged loyalty and service but not to the central government. Instead, they were loyal to their local lords, the daimyo. Indeed, the word samurai means "those who serve." The samurai swore to serve and protect their lords-or die trying.

The long period of shogun rule, which lasted from the late 1100s to the late 1800s, was also the great age of the samurai. In many ways, these samurai warriors were like the medieval knights of Europe. They were professional fighters who served their lords, and they lived in accordance with a demanding code of behavior.

Tuesday

Simple Sentences

A sentence is a group of words that express a complete thought. Every sentence has a subject and a predicate.

A simple sentence is a sentence that consists of just one main clause and contains a subject and a predicate.

The subject is what (or whom) the sentence is about (using a noun or pronoun). The predicate tells something about the subject and contains a verb.

Noun: A person, place, thing, or idea. For example, Sally, boy, class, building, love, spirit, etc.

Pronoun: A word that takes the place of a noun. For example, I, me, he, she, herself, you, it, that, they, each, few, many, who, whoever, whose, someone, everybody, etc.

Verb: A word used to describe an action, state, or occurrence. For example, ran, jumped, swam, hear, become, walk, cleaned, is, was, go, etc.

In the example below, the subject has been circled and the predicate is underlined.

Mitch ran after the bus.

In this sentence, *Mitch* is the subject (who the sentence is about) and *ran after the bus* is the predicate. The we know this is the predicate as it tells us something about the subject (Mitch) and contains a verb (ran).

In the simple sentences below, circle the subject and the predicate.

- 1. The cat is sleeping in the sun.
- 2. Gina came first in the swimming competition.
- 3. The class was excited to finish the term.
- 4. I eat more than usual when I'm at home.

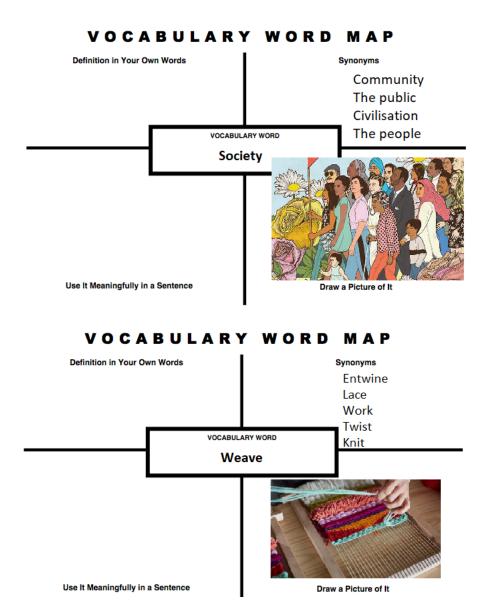
- 5. We are allowed to go out to buy groceries.
- 6. Japanese society is influenced by its rich history.
- 7. He reads.
- 8. John's sisters are going to the pool.
- 9. I am feeling bored during lockdown.
- 10. The guests were judging the host's home.

Tuesday

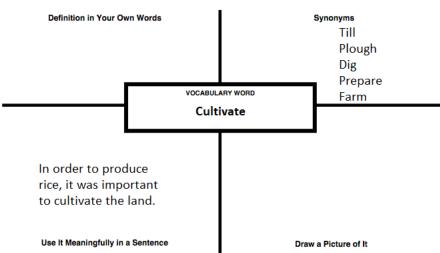
Vocabulary

Re-read the document titled *Japan's History*. Using a highlighter or coloured pencil, identify ad highlight the important vocabulary words in the text.

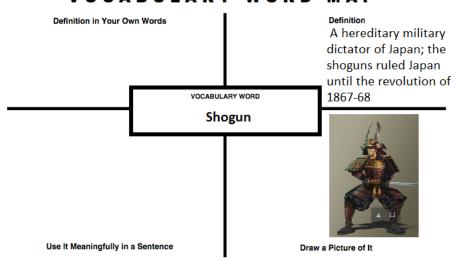
Some of these words have been included in the word maps, found below. Complete the missing boxes in the word maps.



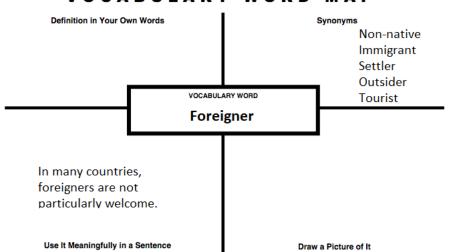
VOCABULARY WORD MAP



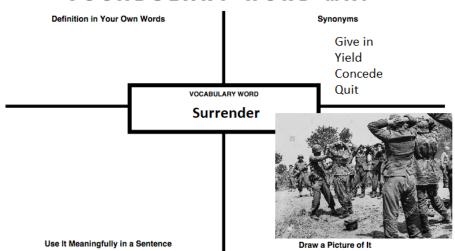
VOCABULARY WORD MAP



VOCABULARY WORD MAP



VOCABULARY WORD MAP



Tuesday

Question Time

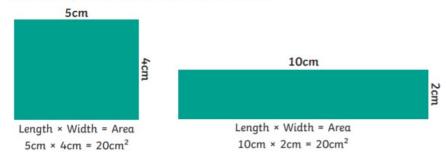
1.	Do you think these people are escaping something or leaving to find something?
2.	If the sky had feelings, what would they be?
3.	If the sky, water and mountains could speak, what would they say to each other?
4.	What creatures live in the water?
5.	Would you like to live here? If you did, how would your life be different?

Tuesday

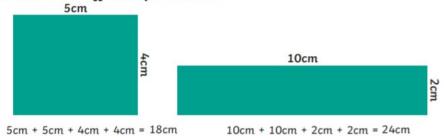
Same Area/Different Perimeter – Same Perimeter/Different Area

LI: Gain an understanding of how different shapes can have the same areas but different perimeters.

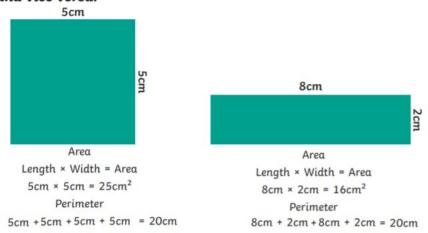
Some shapes can have the same area...



and have a different perimeter...



and vice versa.



PROBLEM SOLVING

Same area / different perimeters, same perimeter / different areas.

MG 60 (1a) Jim constructed quadrilaterals with perimeters of 16 metres.

> What would be the dimensions of the quadrilateral that would have the greatest area?

a) 6 cm by 2 cm b) 4 cm by 4 cm c) 3 cm by 5 cm

Same area / different perimeters, same perimeter / different areas.

MG 60 (1b)Jim constructed quadrilaterals with perimeters of 32 metres.

> What would be the dimensions of the quadrilateral that would have the greatest area?

> a) 8 cm by 8 cm b) 15 cm by 1 cm c) 10 cm by 6 cm

Same area / different perimeters, same perimeter / different areas...

MG 60 (1c) Jim constructed quadrilaterals with perimeters of 20 centimetres.

> Which area would it be impossible for the quadrilateral to have?

a) 25 cm² b) 24 cm² c) 22 cm²

d) 21 cm²

Same area / different perimeters, same perimeter / different areas

PROBLEM SOLVING

Same area / different perimeters, same perimeter / different areas.

MG 60 (2a) Harry constructed a square garden with an area of 16 m².

What is the perimeter of the garden?

Same area / different perimeters, same perimeter / different areas

MG 60 (2b) Harry constructed a square garden with an area of 49 m².

What is the perimeter of the garden?

Same area / different perimeters, same perimeter / different areas.

MG 60 (2c) Harry had 24 metres of garden edging.

Which area would it be impossible for the garden to have?

a) 36 m²

b) 34 m² c) 35 m²

d) 32 m²

Same area / different perimeters, same perimeter / different areas

PROBLEM SOLVING

Same area / different perimeters, same perimeter / different areas.

MG 60 (3a) Harry constructed a rectangular garden with an area of 16 m2.

What could be the dimensions of the garden?

a) 4 m by 4 m b) 3 m by 5 m c) 2 m by 7 m Same area / different perimeters, same perimeter / different areas

MG 60 (3b)Harry constructed a rectangular garden with an area of 49 m².

What could be the dimensions of the garden?

a) 9 m by 6 m b) 10 m by 5 m c) 7 m by 7 m

Same area / different perimeters, same perimeter / different areas.

MG 60 (3c)Harry constructed a rectangular garden with an area of 24 m².

What perimeter is it impossible for the garden to have?

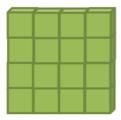
a) 24 m b) 20 m c) 22 m

Same area / different perimeters, same perimeter / different areas

LI: Same perimeter, different area

Look at quadrilateral **A** with a <u>perimeter</u> of 16 cm because 4+4+4+4=16cm It also has an <u>area</u> of 16 squared centimetres because 4x4=16

A)



Look at quadrilateral **B** with a <u>perimeter</u> of 16 cm because 7+1+7+1=16However, its <u>area</u> is 7 squared centimetres because 7x1=7

B)



Do both of these shapes have the same perimeter, but a different area?

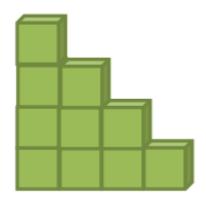
Construct your own quadrilaterals with the same perimeter, but a different area

Non-quadrilaterals

This shape has a perimeter of 16cm

The area of this shape is 10 squared centimetres.

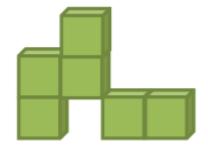
A)



This shape has a perimeter of 16cm

Then area of this shape is 16 squared centimetres.

B)



Do these shapes A and B have the same perimeter, but a different area?

Construct your own non-quadrilaterals with the same perimeter, but a different area

Thursday Japan's History Comprehension Worksheet

Read through the attached reading 'Japan's History'. Once completed, answer the following comprehension questions. Remember, answer your questions using full sentences and not just a few words.

uestions using tull sentences and not just a few words.		
1.	How long have people inhabited Japan?	
2.	What was the name of the first society in Japan?	
3.	The Yayoi people came from which countries? What were they skilled in?	
4.	When did Europeans first come to Japan? How did their arrival effect Japan and its people?	
5.	What historic event was Japan responsible for in World War II?	
6.	How did the previous event cause severe consequences for the people of Japan?	

Thursday

Compound sentence activity.

A compound sentence is formed by adding two main (independent) clauses together using conjunctions. A main (independent) clause: stands alone as a complete sentence, for example 'Japan is a very old country.'

1. List the words that are used in the acronym FANBOYS below

To combine two independent clauses, we use a conjunction. We often refer to these conjunctions as FANBOYS.

compo	ou know (remember) your FANBOYS we can look at an example of a bund sentence. we write a compound sentence, we place a comma before the FANBOY.
	le: Japan is a very old country, for it has been inhabited for over 30,000 years.
The FAI	NBOYS 'for' in the example above links the two clauses together, giving the extra information about the subject.
	orn sentences below, insert FANBOYS as a conjunction to create a second clause. It one is done as an example.
1. Eu	uropeans first arrived in Japan in 1543.
Europe	eans first arrived in Japan in 1543, so the ruling shoguns closed the borders.
2.	Japan is a fascinating country.
-	
3.	Japan bombed the United States navy fleet at Pearl Harbor.
-	
4.	Japanese food is the best.

Continue the Number Patterns

Math -Thursday -Level 1

I can continue patterns with fractions, decimals and whole numbers resulting from addition or subtraction (ACMNA107).

Continue each pattern and write down what the rule is. The first one has been done for you!

Whole Number Patterns:

Decimal Number Patterns:

Fraction Number Patterns:

6.
$$\frac{1}{2}$$
, 1, $1\frac{1}{2}$, , , 3, , 4, $4\frac{1}{2}$,

Create Your Own Patterns!

Whole number pattern:

The rule is:

Decimal number pattern:

The rule is:

Fraction number pattern:

The rule is:



Continue the Number Patterns

I can continue patterns with fractions, decimals and whole numbers resulting from addition or subtraction (ACMNA107).

Continue each pattern and write down what the rule is. The first one has been done for you!

Whole Number Patterns:

Decimal Number Patterns:

Fraction Number Patterns:

6.
$$6\frac{4}{6}$$
, $6\frac{3}{6}$, , , 6, $5\frac{5}{6}$, , , $5\frac{3}{6}$, Rule =

7.
$$4\frac{1}{5}$$
, $4\frac{3}{5}$, $4\frac{4}{5}$, $4\frac{5}{5}$, $4\frac{4}{5}$, Rule =

Create Your Own Patterns!

Whole number pattern:

The rule is: _____

Decimal number pattern: _____

The rule is: _____

Fraction number pattern: _____

The rule is: _____



Continue the Number Patterns Level 3

I can continue patterns with fractions, decimals and whole numbers resulting from addition or subtraction (ACMNA107).

Continue each pattern and write down what the rule is. The first one has been done for you!
Whole Number Patterns:
1. 120, 142, 164, 186, 208, 230, 252, 274 Rule = the pattern is add 22
2. 332, 437, , 647, , 962, , 1172, 1277, Rule =
3. 805, 765, 725, , 645, , 565, Rule =
Decimal Number Patterns:
4. 25.03, 26.045, 31.12, 30.105, 31.12, 33.15
Rule =
5. 87.109, 87.089, 87.069, 87.049, , , , , , , , , , , , , , , , , , ,
Rule =
Fraction Number Patterns:
6. $4\frac{6}{8}$, $5\frac{7}{8}$, $\boxed{}$, $8\frac{1}{8}$. $\boxed{}$, $10\frac{3}{8}$, $\boxed{}$, $13\frac{6}{8}$, $\boxed{}$ Rule =
7. $18\frac{5}{10}$, $16\frac{2}{10}$, $12\frac{9}{10}$, $18\frac{5}{10}$, $1\frac{9}{10}$ Rule =
Create Your Own Patterns!
Whole number pattern:
The rule is:
Decimal number pattern:
The rule is:
Fraction number pattern:
The rule is:

Plate Tectonics

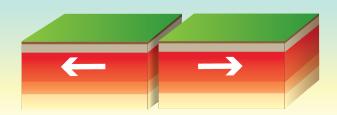
Science - Thursday

- Although it seems like the crust is stable ground beneath our feet, in actual fact, it
 is constantly moving. The reason we cannot feel this movement is that it is
 extremely slow only a few centimetres each year.
- The part that is moving is made up of the earth's crust and the upper mantle. Together, this layer is called the 'lithosphere'. The lithosphere floats on a layer of melted rock called the 'asthenosphere'.
- The lithosphere is made up of seven major plates and numerous minor plates.
 The seven major plates are the African, Antarctic, Eurasian, North American,
 South American, India-Australian and the Pacific plates.
- Tectonic plates can slide past each other (transform boundaries), slide away from each other (divergent boundaries) or slide towards each other (convergent boundaries). These movements can contribute to events such as earthquakes, volcanic eruptions and tsunamis.



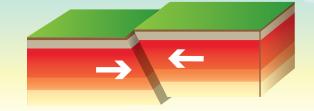
Plate Tectonics

Tectonic plates can create mountains, earthquakes, volcanoes, mid-oceanic ridges and oceanic trenches. Tectonic plates can move in different directions.



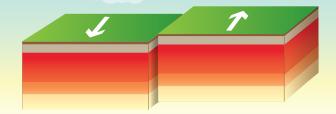


A divergent boundary is where two or more tectonic plates move apart from each other. When they move apart, either water or magma fills the space. If it is magma, it creates new land when it has cooled.



Convergent (colliding) Boundary

A convergent boundary is where two or more tectonic plates collide with each other. One plate usually slides beneath the other. If they meet head on, they crumple and are both pushed up. Volcanoes are common near convergent boundaries.



Transform (sliding) Boundary

A transform boundary is where two or more tectonic plates slide past each other in opposite directions. While these boundaries are mostly located beneath the ocean, some exist on land. Earthquakes are common near transform boundaries.



Plate Tectonics - Review

- Complete the <u>Plate Tectonics Cloze Activity</u> by using the word bank to fill in the blank spaces in the cloze passage about the layers of the earth.
- Discuss the answers of the cloze passage as a class.





Geological Natural Disasters

- Geological natural disasters are caused by natural events occurring within the earth's crust.
- Some geological natural disasters include:
- earthquakes
- volcanoes
- tsunamis
- avalanches.
- Let's investigate the causes and effects of these four geological natural disasters.



Meteorological Natural Disasters

- Meteorological natural disasters are caused by extreme weather conditions in the earth's atmosphere.
- Tropical cyclones (also known as hurricanes, typhoons or tropical depressions) are one example of a meteorological natural disaster.
- Let's investigate the causes and effects of this example.





Hydrological Natural Disasters

 Hydrological natural disasters are caused by the amount of water present on the earth's surface.

- Some hydrological natural disasters include:
- flooding
- drought.
- Let's investigate the causes and effects of these hydrological natural disasters.





Science - Thursday

Other Natural Disasters

- Some natural disasters are difficult to classify into one category. This is because they are often caused by a combination of natural events (such as climate or extreme weather) and human actions (such as irresponsibility or careless land use).
- A bushfire is one example of a natural disaster which has both natural and human causes.
- Let's investigate the causes and effects of this example.





Patterns in Table, Relationship Between Term and Number to Describe Rule

Select cards to make a fraction or mixed numeral to use as the first term, and other cards to use to make the fraction by which the terms

- increase -you may use the same fraction for each.
- decrease you may make sure the first term is more than 10 times the fraction by which the pattern decreases to ensure your tenth term is greater than zero.

Record the number pattern that starts from the first term that increases or decreases by the second number, on a number line.

Record the number pattern in a table.

Use the way the pattern repeats to identify the relationship between the term and the number to record a multiplicative rule to describe how your number pattern repeats.

Use the rule to find further terms.

Use the rule to find any term.

Reflection: How can we use the relationship between the term and the number to identify a rule for number patterns?

New Word Detective



Use the word in a sentence.

Where did you find it?

Where else could you find the word?



Illustrate the meaning.

Write three other words you think of when you hear your word.

- 1.
- 2.
- 3.

Write the dictionary meaning.

Parts of Speech

Is it a verb, noun or adjective?

Write the meaning in your own words.

Let's Get Fit!

This week, aim to exercise for at least 30 minutes per day and record (See *Physical Activity Log- Week 1*). It can be any form of exercise- walking, skipping, bike/scooter riding, ball drills/games etc. The goal is to have some fun, get outdoors and improve your fitness level. Before we begin, let's see how fit you are! Set up a mini fitness test and record your results.

Mini Fitness Test

- 1. Measure and mark out 50 metres.
- 2. Time yourself or get someone to time how long it takes you to run 50 metres.
- 3. Write your time in the table below.
- **4.** Take a rest.
- 5. Count how many star jumps you can do in 60 seconds.
- **6.** Write your results in the table.
- 7. Take a rest.
- **8.** Count how many sit ups you can do in 60 seconds.
- 9. Write your results in the table.
- **10.** Take a rest.
- 11. Count how many fast high knee raises you can do in 60 seconds.
- 12. Write your results in the table.
- 13. Great effort! Take a rest.

You can repeat this at the end of the week or fortnight to see if your fitness level has improved ©.

	How fast can	How many	How many sit	How many
	you	star jumps	ups did you	fast high
	complete a	did you	complete in	knee raises
	50 metre	complete in	60 seconds?	did you
	sprint?	60 seconds?		complete in
				60 seconds?
First test				
Second test				



Week 1

Friday

Activity 1

The Effects of Physical Activity

In this unit you will be thinking about the effect that physical activity has on your body.

List as many different types of physical activity you can think of in the box below. A few examples are already there to get you started.

Cleaning My Bedroom

Running

Dancing



Activity 2

What Is Exercise and How Does it Affect Our Bodies?

Exercise helps to make your body strong and healthy. It strengthens your bones and muscles and makes your heart and lungs more efficient. It also makes you feel healthy and helps your brain work more efficiently too.

There are many types of exercise including running, walking, swimming, cycling, basketball, tennis, dancing and climbing.

What is your favourite type of exercise? Write your three favourite types in the space below.

Ι.,			
2.			

3. _____

On the next page you will find a **Physical Activity Log** for your first week. Fill in the table to record your physical activity for each day. You will complete a log for each week of this unit.

Physical Activity Log - Week 1

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

(≥5)

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

Phonics Monday Wordsearch Find and circle the words in the wordsearch below. Words can go across or down. Read each word, then cross it out when you find it. fled shin strip gash pocket chum grin fall that authatar sckc spun trumpet cramp chumhks duck lemon brisk ritrumpet spasm long puff mankgwluck mserlongz rivgash ffnbrisk **Thursday** Put the words in the boxes below in the right order to make a sentence. Write the sentence on the line below. Read the sentence to yourself. lamp desk on Tess the put a for Mum to the went cash bank 2. Check your sentences ☑ I used capital letters I used full stops or question marks

The Hike

On the **eve** of the big hike, Jack went to bed at seven. He slept well, and woke at five to pack his bag. He swung his big pack on his back and made good time to the track. With a tent, his camp stove and some rope, he set off alone.

Reading

He had to go up a huge hill. At the top he had a quick rest and a drink. Then he went on. The hike was long and there was not much time to stop. The side of the hill became a **cliff**. It was a huge drop. Jack thought, "I must be brave." He **clung** to the side of the hill and crept along inch by inch.

Just then, a rock in the path made Jack trip and fall. He slid off the side of the track! He fell fast. Bump, bump, bump he went. He felt rocks graze his hands and bang his spine. At last, Jack's bag broke his fall. What luck!

But now he was on a small, flat shelf of stone far from the track. He had to close his eyes. He was stuck and alone. What could he do? There was no hope.

"I can use my rope!" he said to himself. He got the rope and put one end under a rock. Then he let himself down the cliff.

"I hope this rope will not snap," he thought. But the rope held - just!

At the bottom, Jack had to jump. The gap was quite big. "Okay Jack, you can do this," he said to himself.

Just as he let go, the rope broke! But by that time Jack was safe. "That was a close escape," he thought. "Rule number one: never go on a hike without some rope... and rule number two: never go alone!"

The rest of the hike was fine. "When I complete the hike," said Jack to himself, "I will sit and consume my lunch. I have had a lot of luck today. I am still alive!"

Monday - Friday

- Read the story 'The Hike' daily to an adult or older sibling every day.
- Time yourself each day to check your fluency, expression and how fast you can read the story. The aim is to improve your fluency and practice using expressions as you read. Write down how many seconds it takes you to read the story every day.

Monday	Tuesday	Wednesday	Thursday	Friday

Wednesday

• In the story 'The Hike' - Underline the words that have a short vowel and circle the words that have a long vowel in the middle. The vowels are a,e,i,o,u.

Complete all activities in a work book or on paper.

Monday

Writing

Plan for a narrative (Quest tale) using the block planner attached, draw up your own block planner and plan a quest tale. Please use the descriptive words on the right when writing your narrative throughout the week.

Mathematics

Use standard and non-standard place value to partition three-digit numbers using the place value chart.

PV 15 Standard and non-standard Place Value of three-digit numbers				
hundreds	tens	ones		
1	2	4		
124 = 1 hundred + 2 tens + 4 ones				
124 = 12 tens + 4 ones				
124 = 11 tens + 14 ones				
124 = 10 tens + 24 ones				

1.	456	2.306	3. 892
1	2/12	E 120	6 22/

Wednesday

Writing

Complete the travelling paragraphs. Remember the main character travels to a new country and encounters a problem. With the help of the sidekicks, the main character overcomes the problem (this is repeated in the second travelling paragraph).

Mathematics

Use standard and non-standard place value to partition three-digit numbers using the place value chart from Monday.

1. 506 2.372 3.692 4. 432 5. 215 6.709

Tuesday

Writing

Complete the opening paragraph. Remember to hook the reader, whilst also introducing the main character and their two sidekicks.

Mathematics

Complete the following by dividing remainders to create fractions.

$$335 \div 2 = 300 \div 2 = 150$$

$$300 \div 2 = 15$$

$$30 \div 2 = 15$$

$$4 \div 2 = 2$$

$$1 \div 2 = \frac{1}{2}$$

$$150 + 15 + 2 + \frac{1}{2} = 167 \frac{1}{2}$$
$$335 \div 2 = 167 \frac{1}{2}$$

Thursday

Writing

Complete the quest accomplished paragraph. Remember the guest has been accomplished which means the characters have arrived at the desired destination.

Mathematics

Write out your time tables for 2, 3, and 4. Create some games that will help you memorise your

Example:

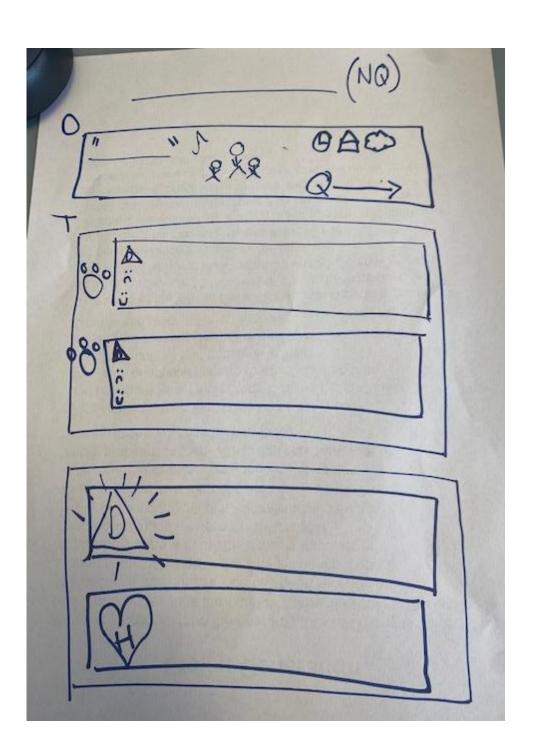
multiplication facts. 14 63 21 35 77 42 70 28 84 28 49 õ 56 14 and Find the 0 84 56 49 63 35 42

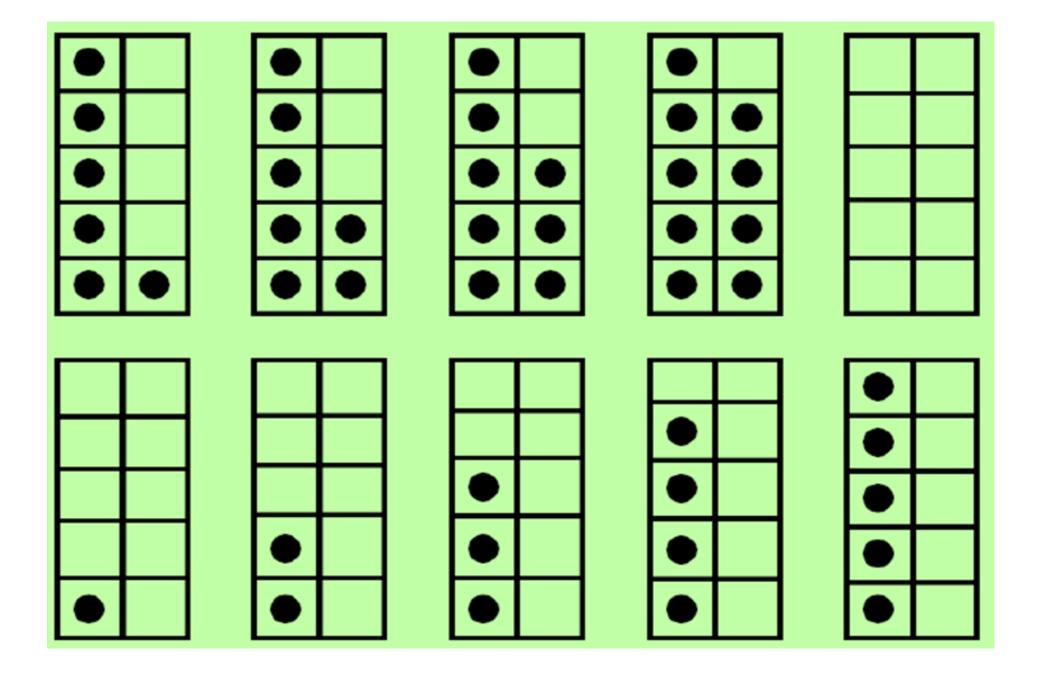
Friday

Writina

Complete the concluding paragraph and make sure to revise and edit your quest tale. Check your punctuation, grammar and spelling.







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