Year 6 Learning from Home – Term 4 Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
MORNING SESSION				
Literacy	Literacy	Literacy	Literacy	Literacy
Morning Routine This week are learning about the Science-Fiction sub-genre of Dystopia. Read the information about Utopia and Dystopia. Complete the 'My Utopia' activity.	**Morning Routine** Read the information on characteristics of Dystopian societies.	**Morning Routine** Read the information on Dystopian heroes and controls. Research possible historical dystopian societies.	**Morning Routine** Read the passage provided. Use two different colours to identify aspects which make the society utopian and dystopian.	**Morning Routine** Create a Venn Diagram to demonstrate your understanding of Utopia and Dystopia.
Sentence of the Day Read the text provided, in order to recall how active and passive voices are used in writing.	**Sentence of the Day** Identify the sentence in the table as using an active or passive voice.	**Sentence of the Day** Re-write the sentences using an active voice.	**Sentence of the Day** Write three summary sentences for a book you have recently read, using an active voice.	**Sentence of the Day** Refer to yesterday's SOTD exercise. Proof-read and re-write your summary sentences, as you would write them for the introduction of your review, and send them to your teacher.
Reading Read Chapter 4 of *The Iron Man*.	**Reading** Complete *The Iron Man* Chapter 4 comprehension questions.	**Reading** Read the passages and determine whether the society being described is a Dystopia or Utopia.	**Reading** Log into Literacy Pro and read an eBook. Read it multiple times before taking the quiz. Your aim is to get 80% or above. Your teacher will be checking your score in preparation for the return to school.	
	Vocabulary Complete *The Iron Man* vocabulary activity by matching the word to the correct definition.	**Vocabulary** Complete *The Hunger Games – Mix and Match* activity.		**Reading - Extension** Log into Literacy Pro and continue reading the eBook *Maze Runner* by James Dashner.
Writing Draw the block planner without looking. Re-read the *Writing Helpful Hints* you looked at last week, then highlight each part on the exemplar.	**Writing** Draw the block planner. Read *Helpful Hints of Book Reviews (Part 2) - Summary*. Think of a book you have read this year and write a 2-3	**Writing** Draw the block planner. Read over *Summary* to revise what you did yesterday. Read the information provided for *Thesis Statement*. For the same book you wrote a	**Writing** Draw the block planner. Using what you learnt last week and this week, write an entire introduction on a book you	**Writing - Extension** Log into Storyathon and complete the 100-word story challenge. Your teacher will

	sentence summary for it. Remember, no spoilers!	summary on yesterday, write a thesis statement. You need to think about the *themes* in the text.	have read this year – it could be a book we have read in class; Parvana or Rabbit Proof Fence. Read over your work and edit before sending it to your teacher.	provide your login details. If you cannot log in/no access to a computer, look at the challenge in the LFH pack and handwrite your story.

MIDDLE SESSION

CAPA – Dance	Mathematics	Mathematics	Mathematics	Mathematics
HIP HOP SESSION **Time: 12:45pm** https://us06web.zoom.us/j/86908836259?pwd=M2NXMnNhQ2lITUVqd00zUm92cEtJQT09 Meeting ID: 869 0883 6259 Passcode: 228368	**Warm up** Complete the warm up activity. Try to use mental strategies to complete the equations. **Order of operations** Revisit the YouTube video from yesterday to solidify your understanding of the order of operations. Select cards to create your own investigations. Complete at least 10 investigations. Then, complete the worksheet attached.	**Warm up** Play the order of operations dice game. Roll a die for each box in the equation. Choose carefully where to place each number. Then, solve the equation using order of operations and place the answer in the circle. **Order of operations** Complete the worksheet on 2-step BODMAS equations. When completed, create 5 of your own number sentences with different operations.	**Warm Up** Play the order of operations dice game. Roll a die for each box in the equation. Choose carefully where to place each number. Then, solve the equation using order of operations and place the answer in the circle. **Order of operations** **Problem Solving** Complete the problem-solving questions involving order of operations. Show your working where possible.	**Extension (OPTIONAL)** There are two worksheets attached today. The first is completing *BODMAS equations with integers* (negative numbers). The other, involves *BODMAS with fractions*. Attempt one of your choosing, or both if you are a confident mathematician. **FITNESS FRIDAY** **Time: 1:30pm** https://us06web.zoom.us/j/85329582592?pwd=djJaUlMyZWVhaG54R08yYUJDdGdmdz09 Meeting ID: 853 2958 2592 Passcode: 582814

AFTERNOON SESSION

Mathematics	Geography		Science	PDH- Avoiding Scams
Warm up Complete the warm up activity. Try to use mental	Complete the *Good Global Citizens* lesson. Use the link and	**YOU ARE INVITED TO A YEAR 6 ZOOM SESSION!**	Week 3 – Putting the Heat on Yeast.	Scams are on the rise and are getting harder to spot. Watch the video *Identity Scams*

strategies to complete the equations. **LI: WALT investigate the order of operations.** Read the explicit teaching notes on *Order of operations*. To help assist you, watch the following video https://www.youtube.com/watch?v=ayQ7_DiCmK0 Once completed, complete the worksheet on Order of Operations investigations.	code below to access the resources on Inquisitive. http://inq.co/class/i21 Code: 1575 <u>Wellbeing</u> Read over the *Helpful Tips For Coming Back to Primary School* to get you ready to return to school.	**TIME: 2-2:30PM** Join Zoom Meeting https://nsweducation.zoom.us/j/66810990404?pwd=RzNoQlJCR0NXZ2lpSHFjSlZOSmxDdz09 Meeting ID: 668 1099 0404 Passcode: 283885	Read through the background information. Answer the questions provided and follow along with the experiment on https://www.youtube.com/watch?v=24rohmXrxC4	*http://grok.ac/marvel-scams-video* Jot down the 3 flags to watch out for when it comes to scams and scammers. Scams and phishing messages have common features. Be a scam detective. Spot the red flags in each message in *Scam Detective*. The first example has been completed for you. What should you do if you receive one of those messages? Watch *Get Smarter with your Data* https://www.youtube.com/watch?v=BL7WJM342Uc&t=21s **Extension** Take on the Scammers! Step into the shoes of a scammer and create your own email or message. Can your sibling or parent spot the red flags?

Dystopian novels help people process their fears about what the future might look like; further, they usually show that there is always hope, even in the bleakest future.

Lauren Oliver

quotefancy

1

Utopian Society – What is it?

- The word *utopia* comes from the Greek words *ou*, meaning "no" or "not," and *topos*, meaning "place." Since its original conception, *utopia* has come to mean a place that we can only dream about, a true paradise.

2

Dystopian Society – What is it?

- We know that the word *utopia* comes from the Greek words *ou*, meaning "no" or "not," and *topos*, meaning "place." Since its original conception, *utopia* has come to mean a place that we can only dream about, a true paradise.

- The word dystopia however, is made up of the word "dys" + topia.

- The word 'dys,' comes from the Greek work Dus, meaning 'bad'.

- So a dystopia is the direct opposite of utopia, is a term used to describe a utopian society in which things have gone wrong.

3

Dystopian Society – What is it?

• A dystopia is an imagined universe in which oppressive societal control or an apocalypse has created a world in which the conditions of life are miserable, characterized by human misery, poverty, oppression, violence, disease, and/or pollution. Anti-utopias *appear* to be utopian or were intended to be so, but a fatal flaw or other factor has destroyed or twisted the intended utopian world or concept, such as in *The Hunger Games*. Dystopias and anti-utopias are maintained through corporate, bureaucratic, technological, moral, or totalitarian control. <u>Through an exaggerated worst-case scenario, authors make a criticism about a current trend, societal norm, or political system through their dystopias / anti-utopias.</u>

4

MORNING ROUTINE- MONDAY

In the space below illustrate your idea of utopia. Write a few sentences to describe your utopia.

MY UTOPIA

Monday

Sentence of the Day

Active and Passive Voice – Recap

<u>Active Voice</u>

In most English sentences with an action verb, the subject performs the action denoted by the verb.

These examples show that the subject is *doing* the verb's action:

> The man must have eaten five hamburgers.
>
> > The ***man*** (subject) is doing the ***eating*** (verb).
>
> Marilyn mailed the letter.
>
> > ***Marilyn*** (subject) is doing the ***mailing*** (verb).
>
> Colourful parrots live in the rainforest.
>
> > ***Parrots*** (subject)are doing the ***living*** (verb).

Because the subject does or "acts upon" the verb in such sentences, the sentences are said to be in the **active voice.**

<u>Passive Voice</u>

We can change the normal word order of many active sentences (those with a direct object) so that the subject is no longer *active*, but is, instead, being *acted upon* by the verb – this changes our writing to having a passive voice.

Note in these examples how the subject-verb relationship has changed.

4
The Space-Being and the Iron Man

One day there came strange news. Everybody was talking about it. Round eyes, bushy mouths, frightened voices – everybody was talking about it.

One of the stars of the night sky had begun to change. This star had always been a very tiny star, of no importance at all. It had shone up there for billions and trillions and sillions of years in the Constellation of Orion, that great shape of the giant hunter that strides across space on autumn and winter nights. In all its time this tiny star had never changed in any way.

Now, suddenly, it began to get bigger.

Astronomers, peering through their telescopes, noticed it first. They watched it with worried frowns.

That tiny star was definitely getting bigger. And not just bigger. But bigger and Bigger and BIGger. Each night it was BIGGER.

Bigger than the Dog-star, the large, coloured twinkler at the heel of the Hunter Orion.

Bigger than Jupiter, the great blazing planet.

Everybody could see it clearly, night after night, as it grew and Grew and GREW. They stared up with frightened faces.

Till at last it hung there in the sky over the world, blazing down, the size of the moon, a deep, gloomy red. And now there could be only one explanation. That star was getting bigger because it was getting nearer. And nearer and NEARer and NEARER.

It was rushing towards the world.

Faster than a bullet.

Faster than any rocket.

Faster even than a meteorite.

And if it hit the world at that speed, why, the whole world would simply be blasted to bits in the twinkling of an eye. It would be like an Express train hitting a bowl of goldfish.

No wonder the people stared up with frightened faces. No wonder the astronomers watched it through their telescopes with worried frowns.

But all of a sudden – a strange thing!

The star seemed to have stopped.

There it hung, a deep and gloomy red, just the size of the moon. It got no smaller. It got no bigger. It wasn't coming any nearer. But it wasn't going away either.

Now everybody tried to explain why and how this was. What had happened? What was happening? What was going to happen?

And now it was that the next strange thing occurred – the astronomers noticed it first.

In the middle of the giant star, a tiny black speck appeared. On the second night this speck was seen to be wriggling, and much bigger. On the third night, you could see it without a telescope. A struggling black speck in the center of that giant, red, gloomy star.

On the fifth night, the astronomers saw that it seemed to be either a bat, or a black angel, or a flying lizard – a dreadful silhouette, flying out of the center of that giant star, strait towards the earth. What was coming out of the giant star?

Each night, when the astronomers returned to their telescopes to peer up, this black flying horror was bigger. With slow, gigantic wingbeats, with long, slow writhings of its body, it was coming down through space, outlined black against its red star.

Within a few more nights, its shape had completely blotted out the red star. The nameless, immense bat-angel was flying down at the earth, like a great black swan. It was definitely coming straight at the earth.

It took several days to cover the distance.

Then, for one awful night, its wings seemed to be filling most of the sky. The moon peered fearfully from low on the skyline and all the people of earth stayed up, gazing in fear at the huge black movement of wings that filled the night.

Next morning it landed – on Australia.

Barrrump!

The shock of its landing rolled round the earth like an earthquake, spilling teacups in London, jolting pictures off walls in California, cracking statues off their pedestals in Russia.

 The thing had actually landed – and it was a terrific dragon.

Terribly black, terribly scaly, terribly knobbly, terribly horned, terribly hairy, terribly clawed, terribly fanged, with vast indescribably terrible eyes, each one as big as Switzerland. There it sat, covering the whole of Australia, its tail trailing away over Tasmania into the sea, its foreclaws on the headlands of the Gulf of Carpentaria. Luckily, the mountains and hills propped its belly up clear of the valleys, and the Australians could still move about in the pitch darkness, under this new sky, this low queer covering, of scales. They crowded towards the light that came in along its sides. Of course, whoever had been on a mountain-top when the dragon landed had been squashed flat. Nothing could be done about them. And there the horror sat, glaring out over the countries of the world.

What had it come for? What was going to happen to the world now this monstrosity had arrived?

Everybody waited. The newspapers spoke about nothing else. Aircraft flew near this space-bat-angel-dragon, taking photographs. It lay over Australia higher than any mountains, higher than the Hindu Kush in Asia, and its head alone was the size of Italy.

For a whole day, while the people of the earth trembled and wept and prayed to God to save them, the space-bat-angel-dragon lay resting its chin sunk in the Indian Ocean, the sea coming not quite up to its bottom lip.

But the next morning, early, its giant voice came rumbling round the world. The space-bat-angel-dragon was speaking. It wanted to be fed. And what it wanted to eat was – living things. People, animals, forests, it didn't care which, so long as the food was alive. But it had better be fed quickly, otherwise it would roll out its tongue longer than the Trans-Siberian railway, and lick huge swathes of life off the surface of the earth – cities, forests, farmlands, whatever there was. It would leave the world looking like a charred pebble – unless it were fed and fed quickly.

Its voice shook and rumbled around the earth for a whole hour as it delivered its message. Finally, it ended, and lay waiting.

The peoples of the world got together. If they fed it, how could they ever satisfy it? It would never be full, and every new day it would be as hungry as ever. How can you feed a beast the size of Australia? Australia is a vast land, all the countries of Europe will fit easily into Australia. The monster's stomach alone must be the size of Germany.

No, they wouldn't feed it. The people of the world decided they would not feed this space-bat-angel-dragon or whatever it was – they would fight it. They would declare war on it, and all get together to blast it off the face of the earth. And so it was that all the peoples of earth declared war on the monster, and sent out their armed forces in a grand combined operation.

What a terrific attack!

Rockets, projectiles of all sorts, missiles and bombs, shells and flame-throwers – everything was tried. The smoke of the explosions drifted out over the Pacific like a black, crawling continent. The noise of the battle shook the world almost as much as the landing of the dragon had done, and for much longer.

Then the noise died down and the smoke cleared. And the peoples of the world cried in dismay. The dragon was actually smiling. Smiling! Aircraft flying daringly near photographed the vast face smiling, and the picture was in all the papers.

It was smiling as if it had been well tickled.

Now the peoples of the world were worried. They were all great fighters. All spent their spare money on preparing for wars, always making bigger and better weapons, and now they had all tried their utmost to blast this thing off the earth, and what was the result?

The dragon merely smiled, and not a scratch could be seen anywhere on its body.

Human weapons had no effect on it.

But that wasn't surprising. This creature had come from the depths of space, out of the heart of a star. Nobody knew what it was made of. Perhaps it could not be destroyed by any means whatsoever.

And now the space-bat-angel-dragon spoke again.

It gave the peoples of the world one week in which to prepare its first meal. They could prepare what they liked, said the dragon. But if the meal was not ready in a week, then he would start on the cities and towns.

The peoples of the earth, the kings, the Presidents and Ministers, the farmers and the factory workers and the office workers began to lament. Now what would happen to them? They would like to say the monster didn't exist, but how could they? There it was, covering Australia, staring out over all the countries of the world.

Now the little boy Hogarth heard all about this. Everybody in the world was talking about it, worrying about it.

He was sure the Iron Man could do something. Compared to the space-bat-angel-dragon the Iron Man wasn't very big, of course. The Iron Man was only the size of a tall tree. Nevertheless, Hogarth had faith in the Iron Man.

He visited the Iron Man in his scrap-yard, and talked to him about his great monster that was threatening the earth.

"Please," he asked, "please can't you thin of some way of getting rid of it? If you can't, then it's the end of us all."

The Iron Man chewed thoughtfully at his favourite tidbit, a juicy, spicy old gas-stove. He shook his head slowly.
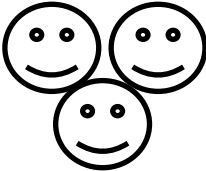
"Please think of something," cried Hogarth. "If this space-bat-angel-dragon licks all life off the earth, that'll be the end of your scrap iron – there'll be no people left to make it."

The Iron Man became still. He seemed to be thinking. Suddenly his headlamps blazed red, green, blue and white all at once. And he stood up. In a great grinding voice, he gave his commands. Hogarth danced for joy. The Iron Man had had the most stupendous idea. The Iron Man would go out, as the champion of the earth, against this monster from space.

Title:
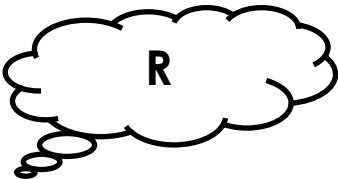
_____

Tagline

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C.T.A

The Hunger Games

May the Odds Be Ever in Your Favour

 Can you imagine living in a world where your life is left to a game of chance? A world where if your name is simply pulled from a hat, you must not only survive but be expected to kill another human being for the entertainment of the rich and powerful. This is the world come to life in Suzanne Collin's science fiction novel for young adult readers: "The Hunger Games". The novel is centered around Katniss Everdeen - a 16-year-old girl living in a future North America known as "Panem". Each year, the Capitol selects a boy and a girl between the ages of 12 and 18 from each of the twelve outlying districts to compete in the annual "Hunger Games", a televised fight-to-the-death. In this gripping Collins' dystopian novel explores the major themes of sacrifice, inequality, and power.

"The Hunger Games" explores sacrifice. Collins' develops the character, Katniss, as fierce, yet compassionate. The portrayal of Katniss' behaviour, not only captivates but connects the audience to her. *"In District 12, where the word tribute is pretty much synonymous with the word corpse, volunteers are all but extinct."* Her acting as the first volunteer tribute shows how she would put her own life on the line to keep her sister free of danger. The author cleverly uses Katniss's selfless actions to create a ferocious protagonist who embodies the ability to love and sacrifice for those important to her.

'The Hunger Games' forces the reader to question social inequality and injustice. In Panem, wealth is heavily concentrated in the hands of the rich, particularly those people living in the Capitol and certain districts (One and Two). The result is a huge disparity between their lives and the lives of the poor. *"What must it be like, I wonder, to live in a world where food appears at the press of a button?"* Collins reveals social inequalities throughout the novel, most notably the tesserae rationing system. The use of emotive language and rhetorical questions throughout the text allows the reader to empathise with the characters and understand that the odds are not quite ever in their favour.

Abuse of power by corrupt, totalitarian governments is a central theme explored in the Hunger Games. The brutal and repressive Capitol regime will do anything to hold total control. Collins ironically utilses the wealthy's entertainment – a brutal game show, as a control mechanism over the population. *"Taking the kids from our districts, forcing them to kill one another while we watch..."* Readers are equally lured into the spectacle of The Games. The blurred lines between reality and fiction numb the elite's consciousness to demanding gruesome entertainment.

This dystopian novel, The Hunger Games tackles the darker side of humanity. It centers around an imagined society in which people lead wretched, dehumanized, fearful lives. Although it requires a level of maturity with some of its morbid themes, this novel is one which will be enjoyed by all.

Helpful Hints to write Book Reviews!

Week 2

The first part of a book review is the **title and tagline.** This page will show you how to include these in your book reviews.

Title (Monday)

A title tells the reader which book you are writing about. For example, if you are writing about Harry Potter and the Chamber of Secrets, your title will be Harry Potter and the Chamber of Secrets.
Note: All words should be in capital letters, except for conjunctions (as, and, because, but, for).

The Hunger Games

Tagline (Monday)

A tagline in a book review is **usually** a prominent (important) quote from the book. You can tell if a quote is *prominent* or not by saying it to a friend, and to see if your friend recognises it. A tagline for Harry Potter might be: Expelliarmus. The tagline appears directly underneath the title.

May the odds be ever in your favour

Introduction Paragraph (Part 1)
– Rhetorical Questions
– Title/Author/Target
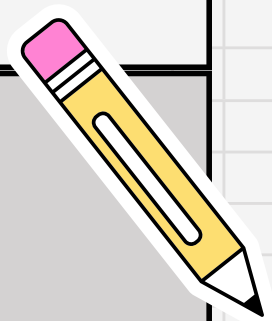
R? Rhetorical Question (Wednesday)

The first part of an introduction is a rhetorical question. You have practised these before so they shouldn't be new to you. A rhetorical question is a question that does not need an answer. Have a look at the examples below:
– Have you ever wished you could perform magic?
– Can you imagine living in a world where a wave of a wand can bring you whatever you desire?

Helpful Hints to write Book Reviews!

Week 2

Rhetorical Questions (Wednesday) R?

– Have you ever imagined living in a world where the government controls your entire life?
– Can you see yourself making it through a maze with deadly challenges at every turn?

Your rhetorical question will be based on whichever book you are reviewing.

Can you imagine living in a world where life is left to a game of chance?

Title/Author/target (Thursday) 📖 😊😊😊

The sentence following the rhetorical question should introduce the book, author and target. It can also mention the genre.

Genre – Genre is the type/theme of book. Some examples of genres include: horror, mystery, romantic, comedy, science fiction.

T*his the world brought to life by Suzanne Collins' **(author)** science fiction novel for young readers **(genre and target)** "The Hunger Games" **(book).**
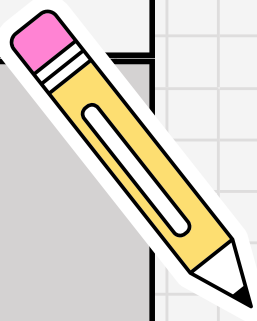
Or
*Suzanne Collins **(author)** brings adventure and science fiction **(genre)** together with her young adult novel **(target)** "The Hunger Games" **(book)**.*
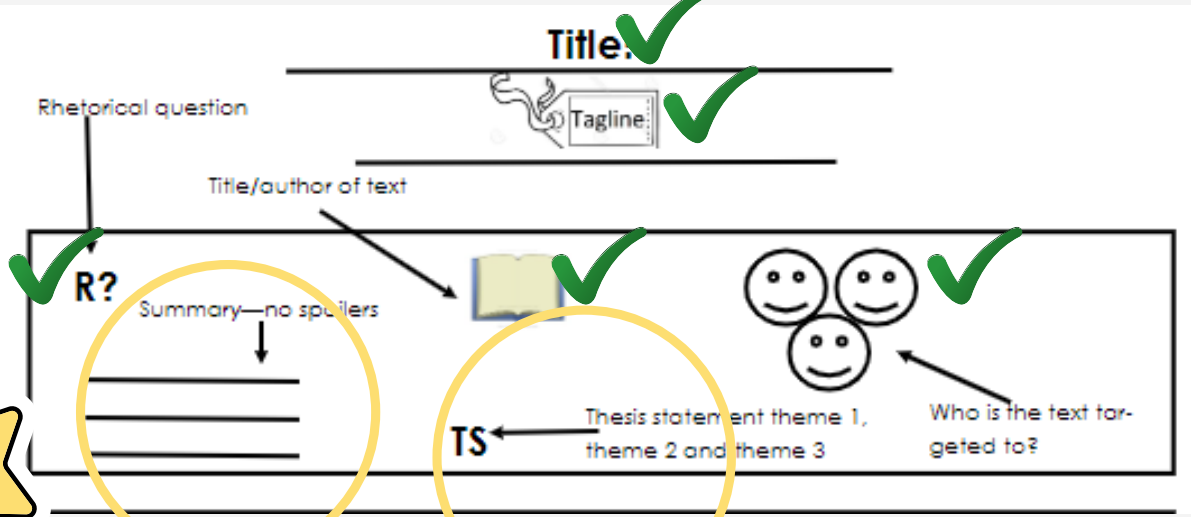
This is **Part 1** of the introduction paragraph.

Next week we will look at **Part 2** of the introduction paragraph.
– summary
– thesis statement

Checklist of what we've learnt this week. We will look at the circled parts next week

Addition

1) $826 + 45$
2) $1005 + 5$
3) $895 + 400$
4) $9 + 279$
5) $903 + 217$
6) $636 + 207$
7) $1139 + 259$
8) $1172 + 270$
9) $492 + 314$
10) $1139 + 216$

Subtraction

1) $365 - 25$
2) $168 - 119$
3) $369 - 147$
4) $208 - 127$
5) $180 - 135$
6) $399 - 26$
7) $118 - 103$
8) $364 - 97$
9) $253 - 36$
10) $136 - 78$

Multiplication

1) 5×14
2) 18×13
3) 2×8
4) 4×0
5) 12×0
6) 6×11
7) 2×1
8) 5×9
9) 14×1
10) 7×2

Division

1) $50 \div 25$
2) $4 \div 2$
3) $44 \div 4$
4) $28 \div 1$
5) $42 \div 1$
6) $38 \div 19$
7) $34 \div 2$
8) $12 \div 2$
9) $10 \div 5$
10) $35 \div 5$

Monday – Math – Week 3
Order of Operations
LI: WALT investigate the order of operations

Today brings an investigation about order of operations and grouping symbols. What do you know about order of operations and grouping symbols? Have you heard of this in math before? Talk about order of operations and grouping symbols with a family member.

We've investigated operations. We found that when we have an operation, numbers are changed. We found that addition, subtraction, multiplication and division are operations. We found that addition, subtraction, multiplication and division are operations because they operate on numbers which means they change numbers. How could we change a number? Could we add to it? Could we subtract from it? Could we multiply it? Could we divide it? So are our operations multiplication, division, addition and subtraction?

We've solved number sentences that use operations. We found that number sentences with addition or multiplication are commutative and associative, so we can add and multiply numbers in any order. For example: Record, for example, 7 + 9 = 9 + 7 and 7 + 9 + 3 = 10 + 9 = 19

Today we're going to investigate solving number sentences that contain more than one operation. Number sentences are also called equations because they contain an equal's sign.

Example:
14 - 8 + 3 =
How could we solve this number sentence or equation? Could we solve it from left to, right? What does 14 minus 8 equals? Does 14 minus 8 equal 6? What does 6 plus 3 equals? Does 6 plus 3 equal 9? Is the answer 9?
How else could we solve this number sentence or equation? Do you think the associative property works for number sentence or equation? Could we add 3 to 8, then subtract the total from 14? What does 8 plus 3 equals? Does 8 plus 3 equal 11? What does 14 minus 11 equals? Does 14 minus 11 equal 3?

Did we get a different answer when we performed the operations in a different order? People realised that there would be a problem if we all get different answers! So that we all get the same answer, do you think we need a rule telling us which order to perform operations in number sentences or equations that contain both addition and subtraction?

The rule we use for order of operations is called BODMAS, it can also be known as BEDMAS or PEDMAS, but they all mean the same thing. BODMAS is an acronym that stands for; Brackets, Orders/Powers/square roots, Division, Multiplication, Addition, Subtraction.

This means we complete the equation in this order. Multiplication and Division hold equal power, so you complete which ever operation you see first from left to right. This is the same for addition and subtraction.

BODMAS

B   BRACKETS

O   ORDERS (INDICES AND SQUARE ROOTS)

D DIVISION	Multiplication and division are performed whichever comes first from left to right.
M MULTIPLICATION	

A ADDITION	Addition and subtraction are performed whichever comes first from left to right.
S SUBTRACTION	

Now that we know the rule around order of operations, let's look at some examples together.
Let's look at our first example again.

14 - 8 + 3 =
We know addition and subtraction are powered equally, so we do which ever comes first in our equation.
So, we know our first step is to complete 14-8, which we know equals 6.
Now our equation looks like 6+3=
We know 6+3 = 9. So, the answer is 9.

Let's look at another example.
8 + 5 x 2 = 26

Now we have two unequal operations. If I look at my acronym, BODMAS, I can see that we do the multiplication first, even if the 8 + 5 is first in the equation. So, we complete the 5 x 2 first.
We know 5 x2 is 10. So, our equation now becomes 8 + 10 =
We know 8 + 10 = 18. So, our answer is 8.

However, this would change if we added some brackets into the equation.
Let's look at this last example.
(8 + 5) x 2 =

Although the numbers have not changed, and the operations have not changed, one thing has, the brackets.
If I look at my acronym, BODMAS, I can see that we complete what is inside the brackets first.
So, we add 8 and 5 together, and get the answer 13.
Now we are left with 13 x 2 which we can solve as 26.
This leaves us a different answer t the 18 we got without the brackets.
To help consolidate what you have read, watch the following video and work through the examples.
https://www.youtube.com/watch?v=ayQ7_DiCmK0

Order of Operations

Name: _____ Score: _____

Use the PEMDAS/BODMAS rules!

$6 - 2 + 11 =$ $10 \times (9 \div 3) =$
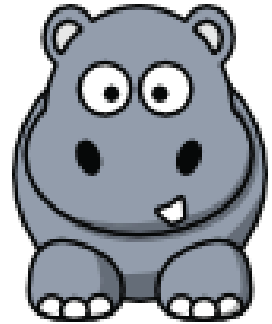
$25 - 5 \times 2 =$ $16 - 9 + 10 =$ $36 \div (4 + 2) =$

$18 - (3 \times 2) =$ $24 \div (6 + 2) =$ $10 \times 3 + 10 =$

$15 \times (8 - 7) =$ $(2 \times 5) \div 5 =$ $2 \times (2 + 7) =$

$45 \div (3 + 12) =$ $27 \div 3 - 2 =$ $10 \times (8 \div 4) =$

$20 \times 4 \div 2 =$ $22 - 4 \times 2 =$ $32 \div (16 \div 4) =$

Characteristics of a Utopian Society

- Information, independent thought, and freedom are promoted.
- A figurehead or concept brings the citizens of the society together, but not treated as singular.
- Citizens are truly free to think independently.
- Citizens have no fear of the outside world.
- Citizens live in a harmonious state.
- The natural world is embraced and revered.
- Citizens embrace social and moral ideals. Individuality and innovation are welcomed.
- The society evolves with change to make a perfect utopian world.

1

Characteristics of a Dystopian Society

- Propaganda is used to control the citizens of society.
- Information, independent thought, and freedom are restricted.
- A figurehead or concept is worshipped by the citizens of the society.
- Citizens are perceived to be under constant surveillance.
- Citizens have a fear of the outside world.
- Citizens live in a dehumanized state.
- The natural world is banished and distrusted.
- Citizens conform to uniform expectations. Individuality and dissent are bad.
- The society is an illusion of a perfect utopian world.

2

Examples of Dystopian Societies

- *The Matrix Series*
- Most of the Districts in The Hunger Games
- *Divergent Series*
- *Tron Legacy*
- Each of the *BioShock* games explores its own sort of dystopia
- *The Giver*
- *Elysium*
- *28 Days Later, The Walking Dead* and other zombie apocalypse storylines

3

Examples of Utopias

- *Meet the Robinson's* futuristic setting
- *Cloud Cuckoo land* where there are no limits!
- *Hunger Games* Capital- where the rich don`t need to worry about survival.
- The central worlds of 'The Federation' in *Star Trek*
- ldous Huxley's *Brave New World*
- the original *Silver Surfer* comics, the Silver Surfer's home-world is a perfect utopia

4

Tuesday

Sentence of the Day

Active and Passive Voice

Using your understanding of using an active or passive voice in your writing, identify the sentences in the table as (A)ctive or (P)assive.

Active/Passive	Sentence
	The ball was hit by Tim.
	Jack projected his voice across the room.
	The precious jewel was stolen by the talented thugs.
	The pool was filled by the screaming children.
	Ali ate the apple.
	The children ran across the field.

The Iron Man – Comprehension Questions

Chapter 4

1. What is the 'strange news' that everybody is talking about at the beginning of Chapter 4?

_____

_____

2. Why did the people of Earth tremble, weep and pray to God?

_____

_____

3. Why do you think Hughes chooses to repeat the word 'terribly' so often as he describes the space-bat-angel-dragon landing on Australia?

_____

_____

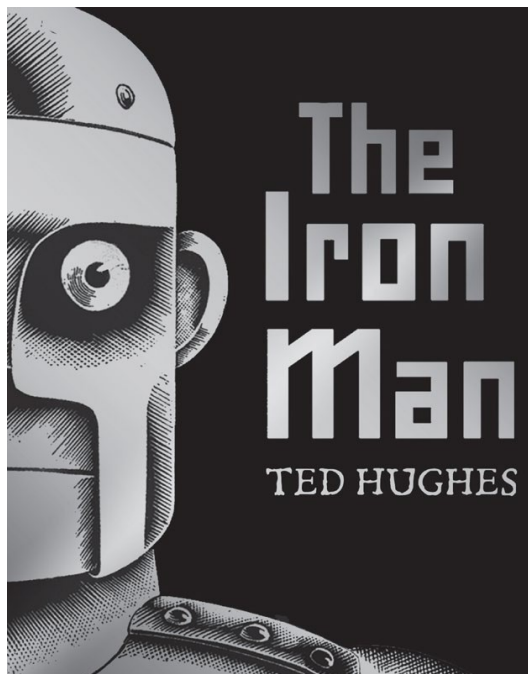4. How do you feel when you read about the space-bat-angel-dragon?

_____

_____

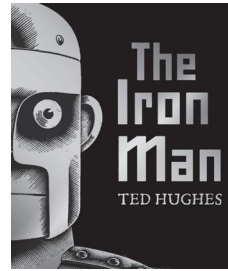5. What do you think the Iron Man will do when he goes against the monster from space?

_____

_____

The Iron Man

The following vocabulary words are from The Iron Man by Ted Hughes. Read each word and match it to the correct definition.

VOCABULARY WORD	DEFINITION
colossal	something put into a trap to entice an animal or person as prey.
stupendous	something which stays in your mind, often describes a feeling.
bait	extremely large or great.
undisturbed	the sound or movement of something hard and grating.
sneaking	something that hasn't been touched or disturbed.
looming	extremely impressive.
grinding	something that is large or threatening.
wallowing	an abrupt rough or violent movement.
unfurled	the action or fact of something shaking or quivering.
hillock	indulge in an unrestrained way in a situation.
jolt	make or spread out from a rolled or folded position.
trembling	a small hill or mound.

Helpful Hints to write Book Reviews!

Week 3 - Part 2 of the Introduction

Summary - no spoilers! (Tuesday)

Similar to a blurb on the back of a book, this part of the introduction is a **brief** summary outlining what the book is about. It should only be 2-3 sentences long, and should not give away any spoilers!

The below is an example of a brief summary:

The novel is centered around Katniss Everdeen - a 16-year-old girl living in a future North America known as "Panem". Each year, the Capitol selects a boy and a girl between the ages of 12 and 18 from each of the twelve outlying districts to compete in the annual "Hunger Games", a televised fight-to-the-death.

Thesis statement (Wednesday)

The thesis statement is the last sentence of your introduction. The thesis statement outlines the 3 main themes that you will discuss in the body paragraphs. You can even include an adjective to describe the novel as shown below.
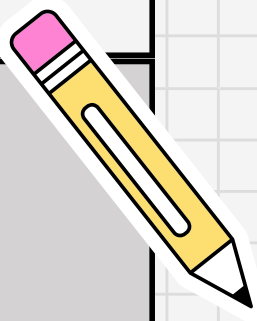
<u>What is a theme?</u>

A theme is a main idea in a text. There can be many themes observed in just one text. Here are some examples: survival, love, family, war and revenge. Think about the different themes in a book you have read this year.
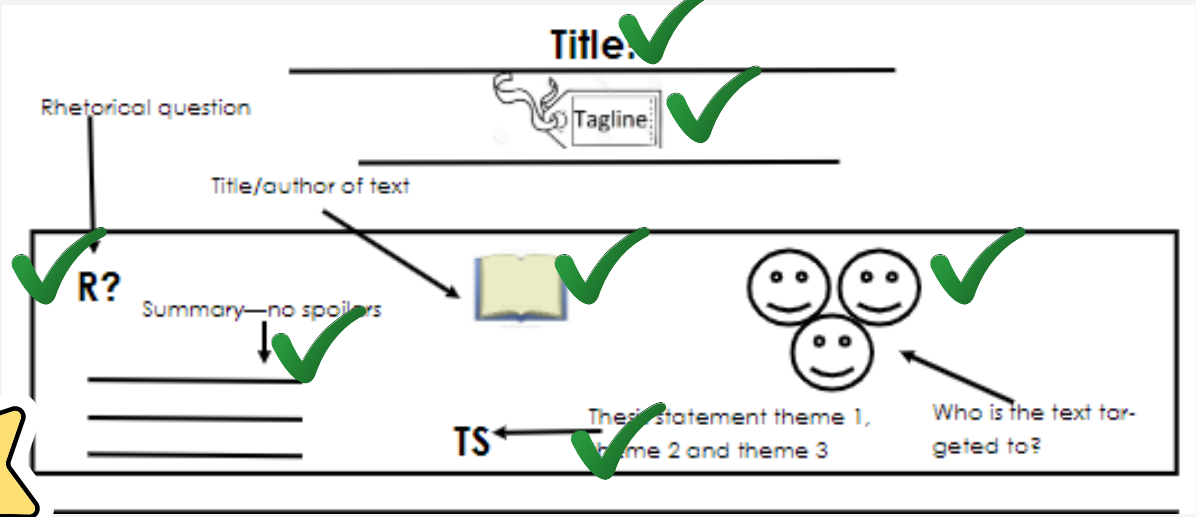
In this <u>gripping</u> Collins' dystopian novel explores the major themes of <u>sacrifice, inequality, and power.</u>

You have no completed the introduction
- title and tagline
- Rhetorical question
- Title/Author
- Audience
- Summary
- Thesis Statement

Checklist of what we've learnt this week. We will look at the circled parts next week

Addition

1)
```
      6
+   330
_____
```

2)
```
    637
+   134
_____
```

3)
```
    141
+   271
_____
```

4)
```
    976
+   340
_____
```

5)
```
   1040
+   371
_____
```

6)
```
   1045
+   110
_____
```

7)
```
    558
+   179
_____
```

8)
```
    544
+   212
_____
```

9)
```
     49
+   214
_____
```

10)
```
     49
+   413
_____
```

Subtraction

1)
```
    258
−   193
_____
```

2)
```
    371
−    70
_____
```

3)
```
    255
−   117
_____
```

4)
```
    139
−    55
_____
```

5)
```
    150
−    29
_____
```

6)
```
    312
−    73
_____
```

7)
```
     70
−    13
_____
```

8)
```
    159
−   104
_____
```

9)
```
    251
−    14
_____
```

10)
```
    385
−    59
_____
```

Multiplication

1)
```
      8
x     8
_____
```

2)
```
      5
x    11
_____
```

3)
```
     18
x    10
_____
```

4)
```
     10
x    11
_____
```

5)
```
     17
x     1
_____
```

6)
```
      3
x    11
_____
```

7)
```
     13
x    11
_____
```

8)
```
      5
x    12
_____
```

9)
```
     12
x     6
_____
```

10)
```
     16
x     3
_____
```

Division

1)
```
     18
÷     0
_____
```

2)
```
     12
÷     1
_____
```

3)
```
     50
÷     0
_____
```

4)
```
     23
÷     1
_____
```

5)
```
     14
÷     7
_____
```

6)
```
     24
÷     6
_____
```

7)
```
      8
÷     1
_____
```

8)
```
     16
÷     8
_____
```

9)
```
     27
÷     0
_____
```

10)
```
     48
÷    12
_____
```

Order of Operations

Select cards to make a number sentence (equation) involving more than one operation.

Solve the number sentence (equation) by performing the operations using the convention for the order of operations.

Reflection: How does the convention for the order of operations make sure we all get the same answer?

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

Order of Operations

Use the PEMDAS/BODMAS rules!

$12 \times 8 \div 4 \div 2 =$

$(3 \div 1 + 1) \times 2 =$

$8 \div (5 - 1) - 2 =$

$20 \div (2 \times 5) - 1 =$

$(6 - (4 - 2)) \div 2 =$

$(6 - 12 \div 3) \times 9 =$

$6 \div (2 \times 4 \div 8) =$

$6 \div (1 + 2 + 3) =$

$2 + 6 \div (9 - 7) =$

$(5 - 4) \times (3 + 3) =$

$6 \div 2 + 7 + 1 =$

$(1 \times 2 + 2) \times 2 =$

Unit 3 Global Connections   Lesson 3 Good Global Citizens

How does Australia provide aid to other countries?

1 Watch the video links below.

40K Global   *Two Wolves Abroad*

2   Both of the organisations shown in the videos are made up of groups of Australians who volunteer to provide help in less fortunate places in other countries. Choose one of the groups and conduct your own research about them. Start by writing questions about what you would like to discover and use the website links provided to conduct your research.

Questions and research notes:

Unit 3 Global Connections   Lesson 3 Good Global Citizens

3   Present your findings below as an infographic.

An infographic is a fun, visual way to present information without too much reading. Things to include in an infographic could be; graphs, sketches, maps, charts, short statements of facts, timelines, statistics, images, not too much text!

4   Go to the website and make comparisons between Australia and the countries that 40K Globe and The Two Wolves Abroad work in. What do you think are some of the reasons why these organisations choose to provide aid here?

Unit 3 Global Connections   Lesson 3 Good Global Citizens

5 Look at the supplied images of Bangalore, where 40K Global carries out their work. Write the correct label for each one (aerial photograph, photograph, illustration, topographical, small scale, satellite image). For each image, write one thing you can learn about Bangalore.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____
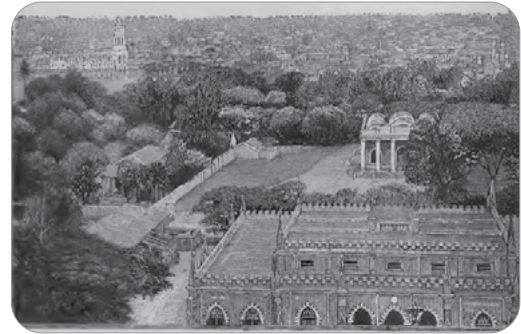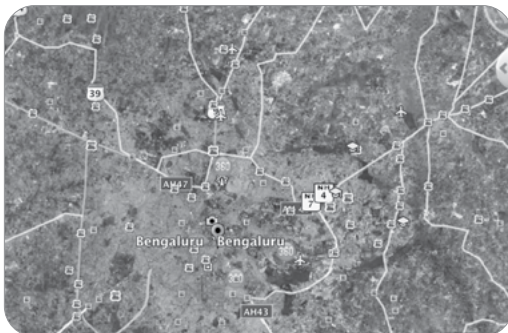
Australia provides aid to other countries in several ways. **The Australian Government** uses some of the money from tax payers to directly support countries in need. This is called bilateral aid and includes the Australian Defence Force work overseas (Army, Navy, Air Force). Multilateral aid is where the Australian government gives money to organisations like the United Nations, to support them in their international aid work. **Non-government organisations** (NGOs) are set up independently from the government and rely on public donations to carry out their aid work.

6 Complete the table below by naming the groups as NGOs or government organisations and finding out about one way they are providing international aid.

Organisation	NGO or government	Aid they are providing
The Fred Hollows Foundation		
CARE Australia		
Australian Army		
Australian Red Cross		

7 Find another aid Australian organisation not listed above and complete the information bubbles.

Name	
Where?	
What?	
NGO/Government?	

Unit 3 Global Connections   Lesson 3 Good Global Citizens

8 Thinking about one of the organisations in this lesson what do you think the effects of this aid work would be on the local people?

_____

_____

_____

_____

_____

9 Read the lazy person's guide to saving the world. Select three of the listed actions that you could take and create one more idea of your own. Put these together to write your own pledge of actions which will make an impact on the world.
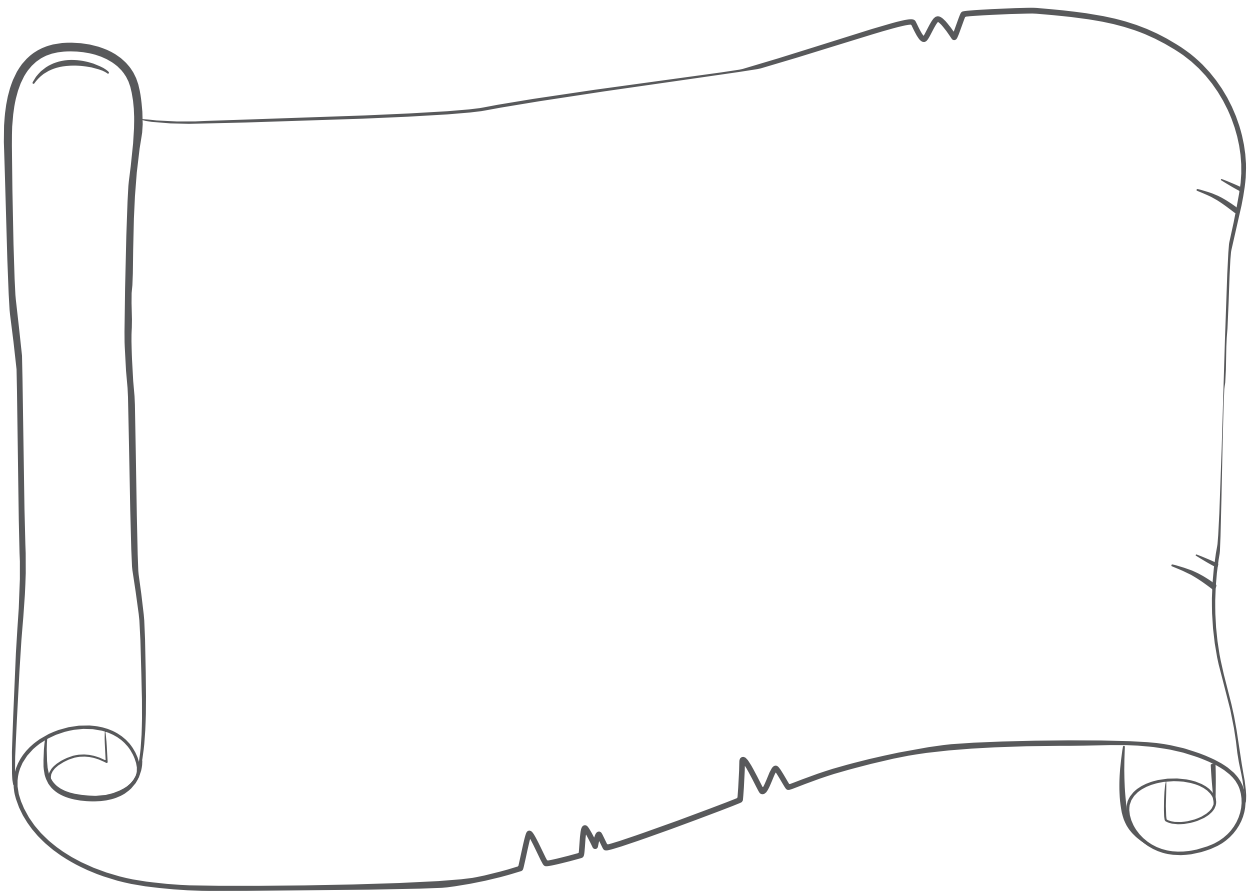
10 One of the founders of the Two Wolves Abroad volunteer organisation says: "In the process it is we who are transformed" What does this mean?

_____

_____

_____

_____

HELPFUL TIPS
FOR COMING BACK TO PRIMARY SCHOOL

Your teacher is looking forward to seeing you and we know that you are looking forward to seeing your friends.

Sometimes learning from home felt easy, sometimes it felt a bit hard. Everyone has a different learning from home story to tell. Here's some helpful tips for you as you get ready to return to school.

BE SAFE

Safety first – wear your mask. Sneeze or cough into your elbow, put used tissues in the bin, and wash your hands during the day and before you eat.

FEELINGS

It can help to talk. It's ok to feel a little unsure, worried, nervous, happy, angry or any feeling in between. Talking to your parent or a carer, your teacher or other staff is important when you feel unsettled or are worried about a friend.

SLEEP

Nothing beats a good sleep. Go to bed early and keep phones and other devices in another room, so you're not disturbed. It might take a little time to get back into your routine.

GET READY

Check your uniform and shoes still fit, and repack your school bag. Your school will have hand sanitiser and masks, but you can take your own too!

SCHOOL WORK

Try your best. Let a teacher, parent or a carer know what you found easy or hard when working from home. They are there to help you.

EAT

Food is fuel for your body and brain. Don't forget to eat breakfast and grab a healthy lunch and keep your water bottle topped up!

BE KIND AND PATIENT

Everyone will settle back to school in a different way. Showing kindness and being patient with the people around you will help everyone feel better.

HAVE SOME FUN

Your teacher wants you to enjoy being back at school. Join in the classroom and break-time fun, and play outside with your friends and classmates.

There are more ideas on looking after yourself on the Department of Education's **student mental health and wellbeing** pages.

Types of Dystopian Control

Most dystopian works present a world in which oppressive societal control and the illusion of a perfect society are maintained through one or more of the following types of controls:

- *Corporate control:* One or more large corporations control society through products, advertising, and/or the media. Examples include *Minority Report* and *Running Man*.

- *Bureaucratic control:* Society is controlled by a mindless bureaucracy through a tangle of red tape, relentless regulations, and incompetent government officials. Examples in film include *Brazil*.

- *Technological control:* Society is controlled by technology—through computers, robots, and/or scientific means. Examples include *The Matrix, The Terminator*, and *I, Robot*.

- *Philosophical/religious control:* Society is controlled by philosophical or religious ideology often enforced through a dictatorship or theocratic government, such as in *The Handmaid's Tale*.

1

The Dystopian Hero

- often feels trapped and is struggling to escape.

- questions the existing social and political systems.

- believes or feels that something is terribly wrong with the society in which he or she lives.

- helps the audience recognizes the negative aspects of the dystopian world through his or her perspective.

2

The Dystopian Hero

Some examples of dystopian heroes include

- Katniss Everdeen – The Hunger Games
- Tobias Eaton – Divergent
- Thomas – Maze Runner
- Jonas – The Giver
- Day - Legend

3

Wednesday

Sentence of the Day

Active Voice

Quick reminder:
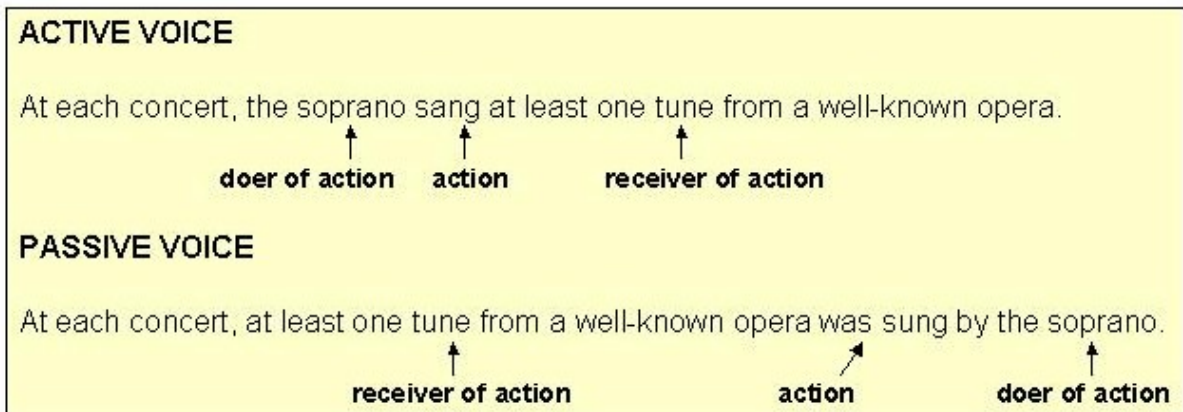
The following sentences are written in a passive voice. Re-write them in an <u>active</u> voice:

1. Many people felt touched by the story of Parvana.

_____

2. Aspects of the story of Parvana were changed by the film-makers, to suit a younger audience.

_____

3. Parvana's mother is publicly beaten by members of the Taliban.

_____

4. This book was enjoyed by Year 6 students.

_____

5. The book received impressive reviews from the majority of students.

_____

Helpful Hints to write Book Reviews!

Week 3 - Part 2 of the Introduction

Summary - no spoilers! (Tuesday)

Similar to a blurb on the back of a book, this part of the introduction is a **brief** summary outlining what the book is about. It should only be 2-3 sentences long, and should not give away any spoilers!

The below is an example of a brief summary:

The novel is centered around Katniss Everdeen - a 16-year-old girl living in a future North America known as "Panem". Each year, the Capitol selects a boy and a girl between the ages of 12 and 18 from each of the twelve outlying districts to compete in the annual "Hunger Games", a televised fight-to-the-death.

Thesis statement (Wednesday)

The thesis statement is the last sentence of your introduction. The thesis statement outlines the 3 main themes that you will discuss in the body paragraphs. You can even include an adjective to describe the novel as shown below.

<u>What is a theme?</u>

A theme is a main idea in a text. There can be many themes observed in just one text. Here are some examples: survival, love, family, war and revenge. Think about the different themes in a book you have read this year.

In this <u>gripping </u>Collins' dystopian novel explores the major themes of <u>sacrifice, inequality, and power.</u>

You have no completed the introduction
- title and tagline
- Rhetorical question
- Title/Author
- Audience
- Summary
- Thesis Statement

Checklist of what we've learnt this week. We will look at the circled parts next week

<u>Dystopia or Utopia?</u>

Read the passages below and decide if the society described is a Dystopia or Utopia.

Passage 1

Everyone has a televison, the Internet, a phone, and a computer. Every device has a camera in it to watch what the people do. The camera's monitor what people watch, talk about, eat, and do. The cameras make sure everyone is following the law and being on their best behavior by supporting the government. The people are taught to believe their government is the best in the world and that it is ok to be poor as long as the government is w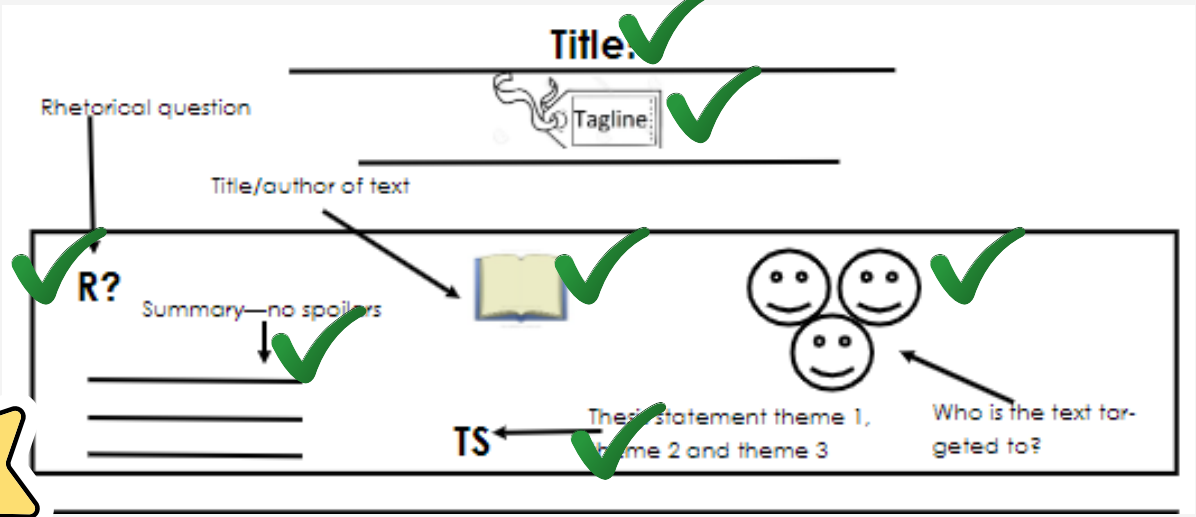orking to fight for the country. The people are taught the president of the country is a God and that to question him is the greatest crime. The government will punish anyone who questions the cameras, the government, or the president.

Passage 2

People live in a small farming community where they can come and go as they please. All people are able to vote, freely speak their opinion, and select their leaders in a democratic process. If people dislike laws or leaders they can speak out and not fear any retaliation. The government tries its best to listen to the people, to pass laws that make them happy, and to take care of the people. The people enjoy their free time by dancing, playing music, creating art, and playing with their children. Technology has made it so there is no war, disease, or hunger.

Passage 3

The government has found a way to make everyone happy. By giving everyone pills to take, the government can make sure everyone in society is happy and they feel no sadness. All bad emotions are controlled. If people ever feel sad or angry all they have to do is take a pill and they will forget their sadness or anger and be completely happy. Since the government wants to keep people happy, it has banned art, religion, music, and other things that stir people's emotions. If people refuse to take their happy pills or say something negative about the government, they are banished from the society to never see their friends and family again.

The Hunger Games – Mix and Match

Cut out all of the squares and match the vocabulary words to the correct sentences and images.

Insurmountable (p.36)	It seems like a lifetime ago. Like a long dream that deteriorated into a nightmare.	
Blather (p.42)	Besides, it isn't in my nature to go don without a fight, even when things seems insurmountable.	
Deteriorated (p.54)	It's mostly a lot of blather about what we owe the capital.	

Gawking (p.60)	I look up and find Cinna's eyes trained on mine. "How despicable we must seem to you," he says.	
Grotesque (p.63)	But Peeta holds his ground, waving and smiling at the gawking crowd.	
Despicable (p.65)	Most of the stylists they interview on television are so dyed, stenciled and surgically altered they're grotesque.	

Order of Operations
DICE GAME #1

Roll a die for each box in the equation. Choose carefully where to place each number. Then, solve the equation using order of operations and place the answer in the circle.

$\square \times \square + \square = \bigcirc$

$\square \div \square - \square = \bigcirc$

$\square + \square - \square = \bigcirc$

$\square - \square \times \square = \bigcirc$

$\square + \square \div \square = \bigcirc$

$\square \div \square \times \square = \bigcirc$

$\square + \square \times \square = \bigcirc$

$\square - \square \div \square = \bigcirc$

Order of Operations (A)

Name: _____

Solve each expression using the correct order of operations.

$(10 + 8) \div 2$

$10 - 9 \div 3$

$7 + 5 \times 6$

$(2 + 6) \times 10$

$(9 - 3) \times 7$

$8 + 10 \times 9$

$(3 + 6) \times 7$

$(9 - 2) \times 8$

$(5 + 3) \div 4$

$8 \div (6 - 2)$

Thursday Morning Routine

The government has found a way to make everyone happy. By giving everyone pills to take, the government can make sure everyone in society is happy and they feel no sadness. All bad emotions are controlled. If people ever feel sad or angry all they have to do is take a pill and they will forget their sadness or anger and be completely happy. Since the government wants to keep people happy, it has banned art, religion, music, and other things that stir people's emotions. If people refuse to take their happy pills or say something negative about the government, they are banished from the society to never see their friends and family again.

Thursday

Sentence of the Day

Active Voice

When writing the introduction for your review, you are expected to provide a brief summary of the text, without spoilers (recall your Block Planner). Throughout your review, ensure that you are using an active voice. Refer back to the book you wrote about in Week 2's Writing exercise.

Consider a book that you have recently read, and think of 3 different sentences that summarise the story in this text. Remember, you should only be using an active voice in your review.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Order of Operations
DICE GAME #2

Roll a die for each box in the equation. Choose carefully where to place each number. Then, solve the equation using order of operations and place the answer in the circle.

$$\square \div \square - \square \times \square = \bigcirc$$

$$\square + \square \times \square \div \square = \bigcirc$$

$$\square \times \square - \square \div \square = \bigcirc$$

$$\square + \square - \square \div \square = \bigcirc$$

$$\square - \square + \square \times \square = \bigcirc$$

$$\square \times \square \div \square - \square = \bigcirc$$

$$\square + \square \times \square \div \square = \bigcirc$$

$$\square - \square \div \square + \square = \bigcirc$$

Problem Solving

LI: WALT understand the order of operations using BODMAS

Read through the following problem-solving questions. Complete your answer underneath and show your working where possible.

Maths Mastery - Order of Operations

1. Put brackets into these number sentences so they are true:
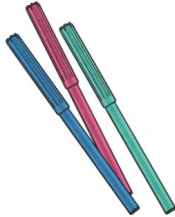
$15 + 7 \times 4 = 88$

$18 - 9 - 2 = 11$

$8 \times 4 - 2 \times 5 = 22$

$16 \div 8 - 4 = 4$

$9 + 12 \div 7 - 4 = 7$

Maths Mastery - Order of Operations

2. Complete these number sentences by putting in operations.
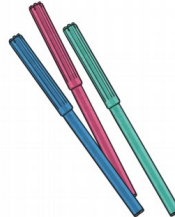
$5 \square 4 \square 6 = 7$

$5 \square 4 \square 6 = 3$

$5 \square 4 \square 6 = 29$

$5 \square 4 \square 6 = 15$

$5 \square 4 \square 6 = 26$

Lola said this number sentence equals 35.

$3 + 8 \times 4 = 35$

Do you agree? Why?

Lola said this number sentence equals 65.

$6 + 7 \times 5 = 65$

Do you agree? Why?

Lola said this number sentence equals 37.

$70 + 4 \div 2 = 37$

Do you agree? Why?

Lola said this number sentence equals 44.

$(3 + 8) \times 4 = 44$

Do you agree? Why?

Lola said this number sentence equals 65.

$(6 + 7) \times 5 = 65$

Do you agree? Why?

Lola said this number sentence equals 37.

$(70 + 4) \div 2 = 37$

Do you agree? Why?

Maths Mastery - Order of Operations

3. How many different ways can you write a number sentence using the numbers 2, 3, 4 and 5, where the answer is 10? Use any operation, but each number can only be used once in any number sentence.

What about using a 6 as well?

Or try 4 other numbers and a different total.

Thursday – Week 3 – Science

Putting the Heat on Yeast

LI: We are learning to investigate the best temperature to support yeast activity.

Background Information:

Yeast is a micro-organism that thrives best at certain temperatures, which is why dough is put in a warm place to rise. If it were put in a cold place, the yeast would be too cold to grow properly. Similarly, hot water is never used in bread-making, because it would kill the yeast and the bread would not rise. Yeast prefers to live in a comfortably warm environment, neither too hot nor too cold. The heat from the baking process kills the yeast, but by then it has done its job of producing a loaf of bread.

Retrieval:

Using the new information given above, and your knowledge from lesson 2, explain the following.

    1. Why we did we use warm water in lesson 2?

    _____

    _____

    2. Why did we keep the bottles in a warm area?

    _____

    _____

The following YouTube video will guide you through an experiment on finding out which temperature water is beast for the growth and survival of yeast. This is essential for bakers, and grain makers. The man is going to use several water bottles with different temperatures of wager to investigate which temperature is the best for yeast growth.
Before you watch think about the following equipment that will be used; Water bottles, water and yeast.

https://www.youtube.com/watch?v=24rohmXrxC4

Which items must stay the same to ensure he is conducting a fair test?

1.

2.

Which item is being changed and how to investigate our hypothesis?

In the table below, record what you can see happening in the video at the different time intervals to each bottle.

Bottles	After a few minutes	After ten minutes	After 20 minutes	After 30 minutes.
Bottle at 20 degrees				
Bottle at 30 degrees				
Bottle at 40 degrees				
Bottle at 50 degrees				
Bottle at 60 degrees				

Which temperature was the best for yeast growth in this experiment?
_____
_____
_____

Throughout the video the man shares some interesting facts about yeast. Record 3 of them below.

1.

2.

3.

Friday- Morning Routine Venn Diagram

Dystopia

Utopia
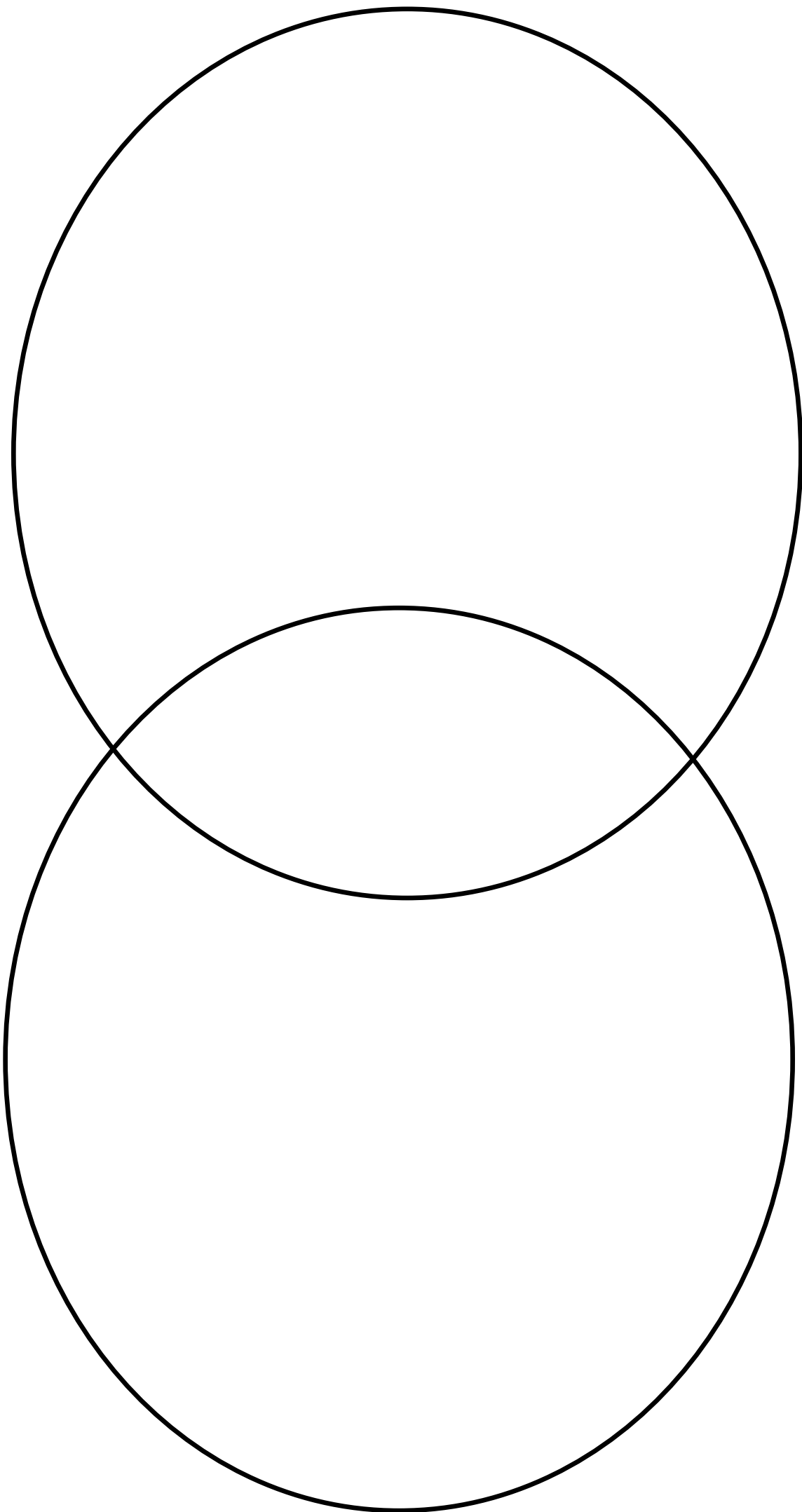
7:27 p.m. Precisely

Continue the following story opening:

It was 7:27 p.m. precisely. George knew he had to act right now...

Tips

★ Provide a compelling reason as to why 7:27 p.m. is so important   ★   Add tension

Order of Operations (A)

Name: _____

Date: _____

Solve each expression using the correct order of operations.

$(-2) + 9 \times 10$

$(-5) - (-3) \times (-4)$

$(-7) - 9 \div 3$

$(-7) - 3^2$

$2 - 4^2$

$6^2 - (-8)$

$5 + (-9) \times 9$

$3 \times (8 + (-2))$

$(9 + 8) \times (-3)$

$2 + 3 \times 10$

Order of Operations with Fractions (A)

Name: _____

Solve each expression using the correct order of operations.

$$\left(\frac{1}{2}\right)^{3} + \frac{2}{3}$$

$$\frac{1}{2} \times \frac{4}{9} + \frac{2}{5}$$

$$\frac{3}{4} \times \frac{1}{6} + \frac{5}{8}$$

$$\frac{1}{5} \div \left(\frac{1}{4}\right)^{2}$$

$$\frac{2}{3} + \frac{1}{8} \times \frac{1}{9}$$

$$\frac{3}{5} \times \left(\frac{1}{5} + \frac{4}{5}\right)$$

$$\frac{1}{8} \div \frac{1}{5} + \frac{1}{2}$$

$$\left(\frac{1}{2} + \frac{3}{5}\right) \div \frac{2}{9}$$

$$\frac{1}{6} - \frac{1}{9} \times \frac{5}{8}$$

grok academy

Scam Detective

How many red flags can you spot in each message?
The red flags are:

- if you're put **under pressure** to answer quickly and act fast
- if what they're offering is **too good to be true**
- if it's an **unsolicited message** (you didn't ask for it)

- it's from an **untrusted source**
- there's **dodgy design**
- it's a **strange request** from someone you know or a well-known business

Circle all the red flags you can see, and make a note of them below each image.

Free Tix Annotate Mark as spam <info@freetx.com> To: me <samiam@mymail.com> **Congratulations!** You've won a VIP pass to this week's Next Top Singer screening! Claim yure tix https://freetx.com/aw3liukhx	**0487 366 283** Hi Twtch Fan, Our login site has changed. Immediately re-enter your password here. Then click trustd.link to submit. Sucurity trusted by Twtch. www.trustd.link/ 22 Jun 15:17 pm Type your message
Red Flags: Under pressure: n/a Too good to be true: Why are you receiving VIP tickets? Unsolicited message: most likely Untrusted source: unclear? freetx.com Dodgy design: 'Claim yure tix' Strange request: n/a	Red Flags:

Created by Grok Academy: https://grok.ac/marvel

grok academy

Scam Detective

How many red flags can you spot in each message?

The red flags are:

- 🚩 if you're put **under pressure** to answer quickly and act fast
- 🚩 if what they're offering is **too good to be true**
- 🚩 if it's an **unsolicited message** (you didn't ask for it)
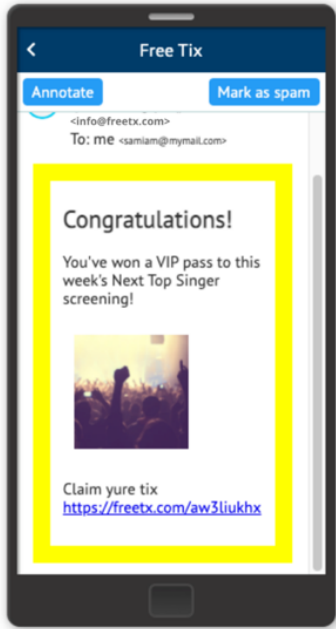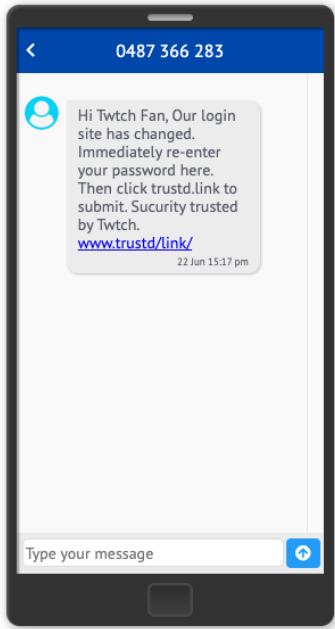
- 🚩 it's from an **untrusted source**
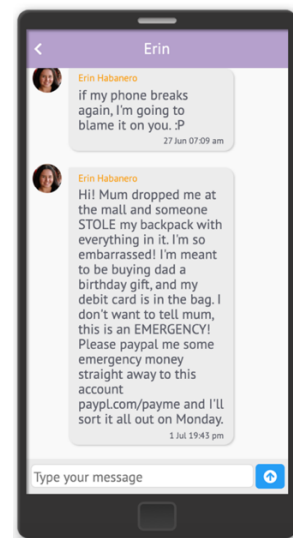- 🚩 there's **dodgy design**
- 🚩 it's a **strange request** from someone you know or a well-known business

Circle all the red flags you can see, and write them in the space below each image.

Red Flags:

Red Flags:

Created by Grok Academy: https://grok.ac/marvel

Year 6 Specialist Learning from Home Grid Term 4 Week 3

Phonics

Monday-Friday

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

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
sure					
yacht					
eye					
won					
son					
done					

- Write a complex sentence for each camera word. A complex sentence is formed by adding one or more subordinate clause to the main clause using a conjunction.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Tuesday

Add the suffixes to the end of each word.

Word	Word +y
leak	leaky
cream	
lump	
rust	
sleep	
trick	

Choose four words from the table and write a complex sentence for each.

1. _____

2. _____

3. _____

4. _____

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 👏 .

con/tain	rain/ing	sting/ray
main/tain	dis/may	ex/plain
ob/tain	trait/or	com/plain

Year 6 Specialist Learning from Home Grid Term 4 Week 3

Wednesday

- Find and circle the words in the word search.

praise	fray	paint	stain	aim
stake	faint	raise	play	stay

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

Thursday

- Read and write all the words that have an 'ai', 'ay', 'a_e' sound in the word search.

- Use these words to write 5 complex sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

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

praise | To express warm approval or admiration of. |

stain | To unravel or become worn at the edge. |

fray | A mark or discolour with something that is not easily removed. |

Reading

Ricky's Emergency

312 words

Ricky is getting ready for hockey at the Red Gully Sports Academy. It is fine and sunny – perfect for a game! But as he straps on his shin pads he feels a sharp jab in his side.

"That's odd," he thinks. He shrugs, finishes dressing and runs onto the field. He does a few stretches to warm up. Ouch! He feels the jab again. He rubs his side.

The game starts and Ricky is just about to hit the ball when suddenly his side is so sore that he falls to the ground, screaming loudly and holding his belly. The coach runs over to Ricky. "Ricky, what's happening?" he asks.

"I think it's my kidney. My side is so sore," **groans** Ricky.

Ricky is rushed to the hospital close by. The doctor tells Ricky and his family that it is not his kidney but his appendix. "It is tricky and **risky** to do this op," says the doctor, "but we have to take out the appendix just before it pops. If it pops, you will be very sick."

Ricky groans and nods his head. "It's a pity you cannot do it now," he moans. "I am in agony!"

Mum and Dad show Ricky plenty of **empathy** as he waits. Just when he can stand it no more the doctor calls him in. "It's time, Ricky," says the doctor.

"At last," thinks Ricky.

Ricky wakes up in a hospital bed. His side feels bumpy and a bit sore.

"All is well, Ricky," says Mum. "You were so brave. How do you feel?"

Ricky gives Mum a dizzy smile. "A bit sleepy but quite fine. So when do you think I can go back to hockey?"

"Not for a while. This will take some time to heal and you need to be fit and strong before you can do sport again! But in the meantime we can read books," his mum says.

"What a bore! Put on the telly!" Ricky whines.

Monday - Read the story 'Ricky's Emergency' and answer the following questions.

1. What is the 'emergency' in the story?

2. Why do you think Ricky goes onto the field even though he is in pain?

3. How do we know that the pain gets worse on the field?

4. Do Ricky's parents understand how Ricky is feeling? What does **empathy** mean?

5. How is Ricky feeling after the operation?

6. What words were used to describe the operation?

7. What might have happened if Ricky hadn't made it to the hospital in time?

8. What would you do if you were sick in bed for a while?

Monday – Friday

- Read the story 'Ricky's Emergency' 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.

Monday	Tuesday	Wednesday	Thursday	Friday

Monday and Friday

- Read the 'Progress Monitoring Passage 9' to an adult or older sibling and time yourself on Monday and Friday.

- The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the story every day. You should aim to get approximately 139 words per minute.

Monday	Friday

- Have you made an improvement in your reading fluency?

Progress Monitoring Passage 9

When I was a boy, we were quite poor. My mother used to clean the houses of the rich families who lived in the grand houses on the edge of town. When I was sick or on holiday from school, I used to go with her.

There was one lady, in particular, whose house my mother cleaned twice a week. She had a son about my age who went away to school but he came home in the holidays. His name was Jack and we used to play together. Sometimes he even stayed over at my house for the night, when his parents went out.

We built dams in the stream at the end of his garden, flew his model aeroplane and experimented with his chemistry set. At my house, we played cards, rode our bikes and talked long into the night. We were really good friends, so I thought.

One day when I arrived at his house with my mother, he was already playing with the children who lived next door.

"Who's that?" they asked, pointing at me.

"Him?" said Jack. "He's nobody. He's just come with his mum to clean our house."

I never spoke to him again.

193 words

Year 6 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.

Title _____

I ?

T
E
or E

X

Character 1

T
E
or E

X

Character 2

R

CTA

The following book review is part of an exemplar text for the book, 'The Hunger Games'. The focus this week is the second paragraph (character description). **Copy the character description on the space provided below. Then, read it to an adult or sibling discussing the different components.**

The Hunger Games

May the Odds Be Ever in Your Favour

Can you imagine living in a world where your life is left to a game of chance? This is the world come to life in Suzanne Collin's science fiction book, 'The Hunger Games. It's about a place once known as North America, now known as "Panem." Twelve districts surround Panem, and the very rich City, known as the capital, takes control of all the districts.

Topic Sentence

Elaborate

Evidence

"The Hunger Games" explores sacrifice. Collins' develops the character, Katniss, as fierce, yet compassionate. Her acting as the first volunteer tribute shows how she would put her own life on the line to keep her sister free of danger. "In District 12, where the word tribute is pretty much synonymous with the word corpse, volunteers are all but extinct."

Tuesday
The Iron Man comprehension questions. After you read chapter 3 (In week 2 booklet) answer the following questions.

1. Why did the mother suggest there was an earthquake in Japan?

_____

2. What fell into the ground first?

_____

3. What was hanging off the Iron Man's head when he climbed out of the ground?

_____

4. What did Hogarth offer the Iron Man?

_____

5. The Iron Man's body and eyes gleamed in blue. What did this mean?

_____

Order of Operations

$14 - 8 + 3 = 9$ OR $14 - 8 + 3 = 3$

Which one is correct?

$14 - 8 + 3 = 9$
$14 - 8 + 3 \neq 3$

Convention: Addition an subtraction left to right

Complete the following number sentences using the correct order of operations.

1. $15 - 6 + 2 =$	2. $13 - 3 + 5 =$
3. $12 + 3 - 2 =$	4. $16 - 2 + 7 =$
5. $18 - 3 + 1 =$	6. $8 + 3 - 2 =$
7. $15 + 3 - 1 =$	8. $2 + 5 - 1 =$
9. $6 - 1 + 4 =$	10. $3 - 1 + 4 =$
11. $13 + 2 - 1 =$	12. $15 + 1 - 3 =$

Wednesday

Using the words in the table below, and the title and introduction section from the block planner, plan your introduction for a book review on The Iron Man.

Iron Man	Ted Hughes
confronted	mythical children's book
hero	tender

Remember:

- include title.
- include a catchy tagline.
- include a rhetorical question.
- introduce the author.
- summary of the book.

_____ Title

_____ Tag line

RQ: →

Introduce
Author:

Summary
of the book:

Order of Operations

24 ÷ 4 x 6 = 36   OR   24 ÷ 4 x 6 = 1

Which one is correct?

24 ÷ 4 x 6 = 36
24 ÷ 4 x 6 ≠ 1

Convention: Multiplication and division left to right

Complete the following number sentences using the correct order of operations.

1. $15 \times 6 \div 2 =$	2. $11 \times 2 \div 2 =$
3. $12 \div 3 \times 2 =$	4. $16 \div 2 \times 3 =$
5. $15 \div 3 \times 1 =$	6. $8 \times 3 \div 2 =$
7. $12 \div 3 \times 2 =$	8. $2 \times 5 \div 5 =$
9. $6 \times 1 \div 2 =$	10. $3 \times 2 \div 2 =$
11. $12 \times 2 \div 4 =$	12. $15 \times 1 \div 3 =$

Thursday

Yesterday, you planned for your title and introduction for your book review.

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

Remember:

- include all the elements of your plan and the block planner.
- write in full sentences.
- read your writing to ensure it makes sense.

_____

_____

_____

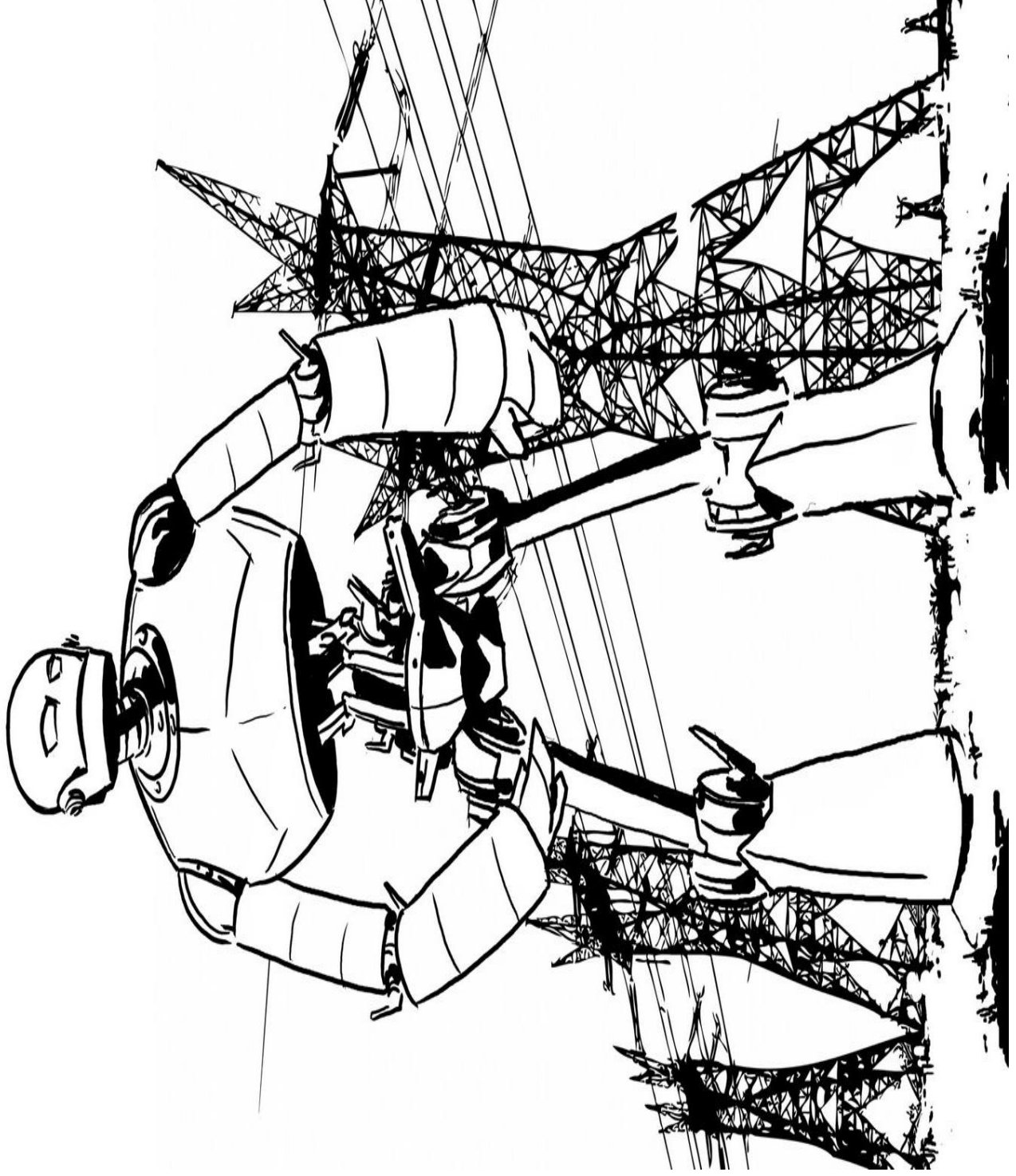_____

_____

_____

_____

_____

_____

Complete the following. Time yourself and write down how long it took you.

$4 \div 4 =$	$4 \times 6 =$	$15 \div 5 =$	$5 \times 3 =$
$12 \div 4 =$	$2 \times 6 =$	$40 \div 20 =$	$10 \times 5 =$
$24 \div 6 =$	$3 \times 5 =$	$18 \div 2 =$	$6 \times 3 =$
$50 \div 10 =$	$9 \times 2 =$	$30 \div 5 =$	$7 \times 2 =$
$18 \div 9 =$	$5 \times 4 =$	$32 \div 4 =$	$6 \times 2 =$
$14 \div 7 =$	$3 \times 6 =$	$24 \div 12 =$	$8 \times 3 =$
$40 \div 5 =$	$2 \times 12 =$	$9 \div 3 =$	$7 \times 3 =$
$15 \div 3 =$	$4 \times 2 =$	$22 \div 11 =$	$4 \times 5 =$
$20 \div 2 =$	$3 \times 7 =$	$12 \div 6 =$	$9 \times 2 =$

Time:

Friday

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

- Colour the Iron Man in grey.
- Trace the electricity lines behind the iron man using a highlighter.
- Draw Hogarth next to the Iron Man.
- Shade the sky in blue.
- Colour the background in green.
- Put an X on the iron man's eyes.
- Colour the grass in green.

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