

## Year 6 Learning from Home – Term 3 - Week 5

| Monday   | Tuesday  | Wednesday  | Thursday  | Friday  |
|--|--|--|---|---|
| <p><u>Literacy</u><br/> <b>Morning Routine</b><br/> Read 'Japanese Entertainment' and complete some challenge questions on the Challenge Grid.</p> <p><b>Sentence of the Day</b><br/> We are learning to understand the features of a simple sentence.<br/> Read the SOTD text defining a main clause.</p> <p><b>Reading</b><br/> Before reading, complete the 'What Do I Know' worksheet.<br/> Read the text 'Japanese Entertainment'. Practise reading your text aloud. Focus on expression and pace.</p> <p><b>Writing</b><br/> Read this term's exemplar text. Think about the intended audience and the voice used.</p> | <p><u>Literacy</u><br/> <b>Morning Routine</b><br/> Using the information from 'Japanese Entertainment' complete more challenge questions on the Challenge Grid.</p> <p><b>Sentence of the Day</b><br/> We are learning to understand the features of a simple sentence.<br/> Read the SOTD text and use the examples provided to write a simple sentence with more detail.</p> <p><b>Reading</b><br/> Read the text 'Japanese Entertainment' and complete the comprehension questions. Practise reading your text aloud.</p> <p><b>Writing</b><br/> Read through the annotated exemplar text to see how it fits with the block planner.</p> | <p><u>Literacy</u><br/> <b>Morning Routine</b><br/> Using the information from 'Japanese Entertainment' complete more challenge questions on the Challenge Grid.</p> <p><b>Sentence of the Day</b><br/> We are learning to understand the features of a thesis statement.<br/> Read the SOTD text on thesis statements and have a go at writing your own. Remember to edit your thesis statement.</p> <p><b>Reading</b><br/> Practise fluently reading your 'Japanese Entertainment' text. Complete the 'Syllable Score' worksheet. On the second sheet, choose your own words from the text. Can you beat the score on the first sheet?<br/> Perform your text 'Entertainment in Japan' to a family member. Ask them to give you a rating out of 5.</p> | <p><u>Literacy</u><br/> <b>Morning Routine</b><br/> Using the information from 'Japanese Entertainment' finish the challenge questions on the Challenge Grid.</p> <p><b>Sentence of the Day</b><br/> We are learning to understand the features of a thesis statement.<br/> Review yesterday's lesson and write a new thesis statement for your introduction.<br/> Ensure your thesis statement informs the reader of what the rest of your writing will be about.</p> <p><b>Writing</b><br/> Use the 'blanks' to write an introduction with a historical focus for your big fact.<br/> Practise drawing the block planner.</p> <p><b>Reading</b></p> | <p><u>Literacy</u><br/> <b>Morning Routine</b><br/> Using the information you have learnt this week regarding Japanese Entertainment, complete the Student Knowledge Organiser.</p> <p><b>SOTD + Writing</b><br/> Write your own introduction and publish it on Google Classroom. Include a simple sentence with detail and one of your thesis statements. If you need to, refer to the blanks from the previous days. Time yourself drawing the block planner. How quickly can you do it?</p> <p><b>Reading</b><br/> Retrieval- complete the 'Japanese Entertainment' Cloze passage.</p> <p><b><u>FITNESS FRIDAY</u></b><br/> Follow the link below and join the zoom fitness session at <b>11:40am!</b></p> |

|   |  |  |  |  |
|---|--|--|--|--|
|   | Practise drawing the block planner.  | <b>Writing</b><br>Use the 'blanks' to write an introduction focusing on geographical features for your big fact. Practise drawing the block planner.   | Log into Literacy Pro and read an eBook your teacher has assigned to you. Read it multiple times before taking your quiz. Your aim is to get above 80%.  | <a href="https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFtYWJkQktwYnVhUT09">https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFtYWJkQktwYnVhUT09</a><br>Meeting ID: 884 8630 9655<br>Passcode: 506086 |
| <u>Mathematics</u><br>Warm up – Complete the standard and non-standard place value activity attached.<br><br>Timetables – This week we are focussing on timetables. Read through the teaching notes about how to read and interpret timetables. Complete the quick activity at the end. | <u>Mathematics</u><br>Warm up – Multiplication and division.<br>Using cards – create 2 multiplication and 2 division questions based on your current level. This may include decimals, using the area model or partitioning. Then spend some time playing the multiplication games attached. Play with yourself or a family member. You can always come back to this during the day when you have extra time.<br><br>Timetables - complete the 'Reading and Interpreting Timetables' worksheet | <u>Mathematics</u><br>Warm up – Addition and subtraction.<br>Depending on your level, use cards or make up numbers to create 2-, 3- or 4-digit numbers. You may wish to make these numbers decimals. For example 3456 could be written as 34.56<br>Complete four addition and four subtraction investigations. Extend yourself by subtracting the larger number from the smaller number to make your answer a negative number.<br><br>Timetables – complete the Planning a day activity. | <u>Library Performance</u><br>It's Book Week! This year's theme is 'Bigger, Better, Brighter'.<br><b>We will be watching a live recording of the performance at 12pm.</b><br>Copy the following link<br><a href="https://performlivestream.com/">https://performlivestream.com/</a><br>Enter the school password: <b>fmA6oBI</b><br><br>Your teachers will give you this information via Google Classroom. The school will be receiving recordings to watch when we return for those who miss out.<br><br>Use this time to log into your library on your student portal and complete your Premier's Reading Challenge list. We have until the 3 <sup>rd</sup> of | <u>Mathematics</u><br>Problem solving<br><br>Complete the problem-solving activities on timetables.  |

|  |   |  |   |  |
|--|---|--|---|--|
|  |   |  | September to have this completed. You can now log 10 choice books instead of 5.   |  |
| <p><u>HSIE</u></p> <p>We are learning about employment and lifestyle in Asia.</p> <p>Copy the following link and use the class code to watch the videos' Bangkok markets', 'Himalayan sherpas' and 'Sulphur miners'.</p> <p><a href="http://inq.co/class/2r61">http://inq.co/class/2r61</a></p> <p><b>Class code: 7628</b></p> <p>Complete the questions and research activities on the 'What can everyday life be like in a country in Asia?' worksheets.</p> | <p><u>PDH</u></p> <p>"Your health is your wealth". Watch the video on what children need for optimal health. <i>Wellbeing for Children: Healthy Habits</i></p> <p><a href="https://www.youtube.com/watch?v=dhpCdqOtuj0">https://www.youtube.com/watch?v=dhpCdqOtuj0</a></p> <p>How can you be healthier? Choose one thing you would like to work on and try your best to make it a habit.</p> <p>Read the infographic about screen time: <i>Turn Off Screens...</i> Can you stick to the recommendations?</p> | <p><u>CAPA</u></p> <p>We are learning to compose music using everyday tools and body percussion.</p> <p>Copy the following link and watch the gumboot dance.</p> <p><a href="https://www.youtube.com/watch?v=fYYYymWvhAI">https://www.youtube.com/watch?v=fYYYymWvhAI</a></p> <p>Copy the following link and watch the Stomp basketball video.</p> <p><a href="https://www.youtube.com/watch?v=zYXUm8GgPjE&amp;list=PLgHFQrADhHWzlg6uyLJA2KL_p9yQmepwY&amp;index=8">https://www.youtube.com/watch?v=zYXUm8GgPjE&amp;list=PLgHFQrADhHWzlg6uyLJA2KL_p9yQmepwY&amp;index=8</a></p> <p>Have a go experimenting with different sounds and maintaining a constant beat, using equipment outside.</p> | <p><u>Science</u></p> <p>Lesson 2 – Tsunami</p> <p><u>How do Tsunamis change the Earth's surface?</u></p> <p>Copy the following link and use the class code to view the videos, images and website links needed to complete the activities.</p> <p><a href="http://inq.co/class/2r61">http://inq.co/class/2r61</a></p> <p><b>Class code: 7628</b></p> <p>Complete the Tsunami worksheets.</p> | <p><u>PE/Let's Get Fit!</u></p> <p>What happens to our muscles and bones when we exercise? Complete <i>Activity 1</i> to find out just how different your bicep muscles are when you flex vs when you are relaxed. Learn which important mineral you need for strong bones in <i>Activity 2</i>.</p> <p>Continue exercising for at least 30 minutes per day and record your results in the <i>Physical Activity Log</i>.</p> |

## Monday

### Sentence of the Day

#### Simple Sentences

*LI: Understanding the features of a simple sentence.*

#### What is a main clause?

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. This main clause must contain 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.

Japan is home to over 100 active volcanoes.

In this sentence, *Japan* is the subject (who the sentence is about) and *is home to over 100 active volcanoes* is the predicate. We know this is the predicate as it tells us something about the subject (Japan) and contains a verb (is).

# Monday- Reading Activity

What Do You Know?

## Prior Knowledge Inventory

Topic: Entertainment in Japan

Words I know related to the topic:

- 1.
- 2.
- 3.
- 4.
- 5.

Some facts I know about the topic:

- 1.
- 2.
- 3.

Experiences that I've had related to the topic:

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

Is this topic interesting to you? ☐ Yes ☐ No

Why or why not? \_\_\_\_\_  
\_\_\_\_\_

What do you want to know about the topic?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

## **JAPANESE ENTERTAINMENT**

### **Manga:**

Manga are Japanese cartoons or comics. *Manga* include also graphic novels which are story books consisting of comics. There are *manga* with all kind of different content. Among the popular *manga* themes are action, science-fiction, romance, sports and animal manga.

Most of the Japanese comics or cartoons are designed and printed only in black and white although there are more and more colourful *manga* are published now as well. If you love *manga*, you should definitely visit the International Manga museum in Kyoto.

The word '*manga*' originates from the Japanese and means 'pictures' and in the Japanese language refers to all different kinds of cartoons, comics, and animations.

Manga usually follows the traditional style as found in Japan. Japanese manga is to be read from the right side to the left, opposite of traditional American books. Not only do you read the pages from right to left, but you also read the panels and text from right to left. There have been attempts to make manga published in America look and read like traditional American books, but many artists have opposed this. The fans of manga have also been a part of making sure that many manga produced in America today are in the traditional Japanese style.

Many characteristics make manga distinctive as an art style. Manga characters almost always have large eyes, small mouths, and abnormal hair color. These things give their characters a very western look to them. Manga such as "Akira," however, has gone against this grain.

Manga characters usually show overexaggerated emotions. When a character cries, tears pour out in buckets; when they laugh, their face seems engulfed by the size of their mouth, and their eyes become slits. An angry character has rosy cheeks and steam rolling around the body.

Very popular *manga* characters and stories will sometimes be made into *anime*.



## Anime:

Anime are Japanese animation films made from either hand-drawn or computer-designed animations.

In Japan entertaining action animés such as *Pokémon* are popular since the 1990s. These include animal anime such as *Chi's Sweet Home* or *Doraemon*.

The first animated film clips in Japan were shown in 1917.

Today anime can include all kinds of animation of science fiction, fantasy stories as well as animal and sports *anime* such as *Haikyuu*. In this popular Japanese sports animation a small boy who wants to become a famous volley ball player is the main character. The word '*anime*' originates from the word 'animations' and in Japanese the word '*anime*' refers to all kinds of animations and animated media, not only those created in Japan.

Most anime fans can sum this up in two words: "It's different." Anime is as unlike most American cartoons like "Batman" and "Spider-Man" are different from the comics that run in daily papers. These differences show up in many ways including the artwork storytelling, breadth of material and even cultural nuances exhibited by the characters.

Anime art styles range from outlandish in shows like "Samurai Champloo" and "FLCL" to the simple and direct in shows like "Azumanga Daioh!." That said, even shows with more "basic" artwork can still be visually striking. Anime has this way of making *everything* look fresh and new.

It doesn't shy away from epic storylines, either, which often run for dozens (sometimes hundreds) of episodes. The best anime, though, no matter what their length, all demand great emotional involvement from the viewer.

What's most striking is how anime's impact is coming full circle. Some recent American cartoon productions, like "*Avatar: The Last Airbender*," are openly inspired by anime itself, and live-action English-language versions of anime titles are starting to come into production more frequently.



## **Pokemon:**

Pokémon belongs to Japanese pop culture just like *sushi* to the Japanese cuisine.

These Japanese fantasy creatures or pocket monsters with special abilities are known worldwide since the late 1990s. They are very popular in Japan. There are various video games, movies, toys and trading cards that feature the now more than 800 characters of the *Pokémon* universe.

The yellow coloured pocket monster called 'Pikachu' is one of the most well-known characters and the mascot of the Pokémon company.



There are more than twenty Pokémon films and the Pokémon characters are also used in *manga* and *anime* series. Pikachu is one of the main and most loved animated characters in Japanese pop culture.

The Japanese word '*pokémon*' means 'pocket monster'.

## Japan - The Land of the Rising Sun

Japan: an archipelago located in East Asia, composed of over 4000 tiny islands. Japan is home to over 100 active volcanoes, accounting for over ten percent of all active volcanoes on Earth. Now one of the most visited countries on the planet, Japan is renowned for its peculiar delicacies, unique take on animated entertainment, and captivating history.

### What do you eat in Japan?

Japanese cuisine encompasses regional and traditional foods which have been developed over centuries. Japanese Eating (Washoku), is based around rice and miso soup, with an emphasis on side dishes that consist of vegetables. Due to its coastal lines, seafood is also a prominent ingredient within the Japanese diet, with sushi and sashimi (raw fish) being a popular choice. Japanese food is an art form, where even the simplest dishes are often prepared by chefs who have trained for many years. Traditional Japanese food is deeply embedded in Japanese culture and has now been embraced by many countries around the world.

### How has Anime influenced the world?

Anime and Manga are perhaps Japan's most recognisable cultural exports, with Manga making up one of the most recognisable art styles on the planet. Once almost completely unknown to the world outside Japan, Manga (Japanese comics) and Anime (Japanese animation) have become a global phenomenon. However, Anime has become something of a house hold term due to the success of shows such as Dragon Ball Z, Pokémon and Yu-Gi-Oh! In the 1990's. Goku, Pikachu, and Naruto are all global Anime icons that originated in Japan. This fascinating and unique form of entertainment has become one of the biggest cultural trends among children and young adults.

### What is the history of Japan?

Japan has a rich history that has greatly impacted modern Japanese culture. One distinct historical period was the Edo Period, which saw the rise of the military class known as the Samurai. Samurai were highly skilled Japanese warriors who hailed from noble families and served the local lords with unflinching loyalty. They were held in the highest regard, granting them special privileges. The Samurai employed a range of weapons such as bows and arrows, spears, and guns. However, their main weapon was a sword. The values and morals that were upheld by samurai, such as honour and duty, are still upheld by modern Japanese society.

Japan is a scenic island in East Asia, with wide-reaching influence over global trends. Dishes such as Miso Soup and Sashimi are consumed worldwide. These are traditional foods that have been handed down through generations in Japanese households. With the rise of multiple streaming services, accessibility to Anime has increased to those outside of Japan. Anime has become a popular form of entertainment for people of all ages around the world. The moral compass that is upheld by modern Japan, is one that has been developed over centuries with roots dating back to the samurai, during the Edo Period. Japanese traditions and history have shaped modern-day Japan, in ways that pay respect to previous ancestors while moving forward into a modern and ever evolving nation.

## Japan Challenge Grid (ENTERTAINMENT)

|   |  |                                    |   |
|---|--|------------------------------------|---|
| What are the 4 most popular manga themes?   | Explain the difference between manga and anime | Describe the manga art style       | Provide an example of anime                                     |
| Since what date has Pokemon been popular?   | What are manga?                                | When was the first anime produced? | What anime show was created into an American blockbuster movie? |
| How is manga read?                          | Explain the origin of the word <i>anime</i>    | What makes anime so special?       | Where is the International Manga Museum?                        |
| Explain the origin of the word <i>manga</i> | Provide a brief description of <i>Pokemon</i>  | Give an example of manga           | How is anime created?   |

## Math warm up - Monday

### Place Value

Write the following numbers in standard and non-standard place value. The first one has been done for you.

| 43              |                  |
|-----------------|------------------|
| Standard        | Non-standard     |
| 4 tens + 3 ones | 3 tens + 13 ones |

| 125      |              |
|----------|--------------|
| Standard | Non-standard |
|          |              |

| 648      |              |
|----------|--------------|
| Standard | Non-standard |
|          |              |

| 923      |              |
|----------|--------------|
| Standard | Non-standard |
|          |              |

| 1357     |              |
|----------|--------------|
| Standard | Non-standard |
|          |              |

| 18364    |              |
|----------|--------------|
| Standard | Non-standard |
|          |              |

## **Math – Monday**

**L1:** WALT read and analyse timetables.

Imagine you are on the floor with your whiteboard whilst your teacher is showing you something new. Go along with the example and it will help make more sense to you.

Today brings an investigation about timetables. Talk to somebody at home about what you know about timetables? We've investigated reading time as before midday and after midday. We've called time before midday 'am' because in Latin 'before midday' is 'ante meridian'. We've called time after midday 'pm' because in Latin 'after midday' is 'post meridian'. We've also investigated recording and reading 24-hour time. We recorded and read time after 12 midday by adding the number of hours past midday, to 12. So 1 pm is 12 hours plus 1 hour, which is 13:00 and 15:00 is 12 hours plus 3 hours, which is 3 pm.

We've investigated reading timetables and we found that timetables tell us the time that events occur. Today we're going to continue our investigation of timetables.

| Stations         | am     |
|------------------|--------|
| Central          | 11.15j |
| Redfern          | ---    |
| Strathfield      | 11.28  |
| West Ryde        | ---    |
| Eastwood         | 11.37  |
| Epping           | 11.40  |
| Town Hall        | ---    |
| Wynyard          | ---    |
| North Sydney     | ---    |
| St Leonards      | ---    |
| Chatswood        | ---    |
| Hornsby          | 11.52  |
| Asquith          | ---    |
| Mount Coleah     | ---    |
| Mount Kuring-gai | ---    |
| Berowra          | ---    |
| Cowan            | ---    |
| Hawkesbury River | ---    |
| Wondabyne        | ---    |
| Woy Woy          | 12.27  |
| Koolewong        | ---    |
| Tascott          | ---    |
| Point Clare      | ---    |
| Gosford arr      | 12.36  |
| Gosford dep      | 12.37  |
| Nerara           | ---    |
| Niagara Park     | ---    |
| Lisarow          | ---    |
| Quirimbah        | ---    |
| Tuggerah         | 12.50  |
| Wyong            | 12.54  |
| Warnervale       | 12.58  |
| Wyee             | 1.05   |
| Morisset         | 1.11   |
| Dora Creek       | ---    |
| Awaba            | ---    |
| Fassifern        | 1.27   |
| Booragul         | ---    |
| Teralba          | ---    |
| Cockle Creek     | ---    |
| Cardiff          | 1.38   |
| Kotara           | ---    |
| Adamstown        | ---    |
| Broadmeadow      | 1.48   |
| Hamilton         | 1.52   |
| Wickham          | 1.54   |
| Civic            | 1.56   |
| Newcastle        | 1.58   |

This is a train timetable. Let's imagine we want to catch the train that goes from Central to Newcastle. What time does it leave Central?

Does the train stop at Strathfield? What time does the train arrive at Strathfield?

Does the train leave Central at 11:15 am and arrive at Strathfield at 11:28 am? How long did the train take to go from Central to Strathfield? Does the train take 13 minutes to travel from Central to Strathfield? Does the train stop at West Ryde? What time does the train arrive at Newcastle? Does the train arrive at Newcastle at 1:58 pm? How long does the train take to travel from

Central to Newcastle? Is it 2 hours from 11:15 am to 1:15 pm? Is it another 30 minutes from 1:15 pm to 1:45 pm? Is it another 13 minutes to 1:58 pm? So, is it 2 hours and 30 minutes plus 13 minutes? Does it take 2 hours and 43 minutes for the train to travel from Central to Newcastle?

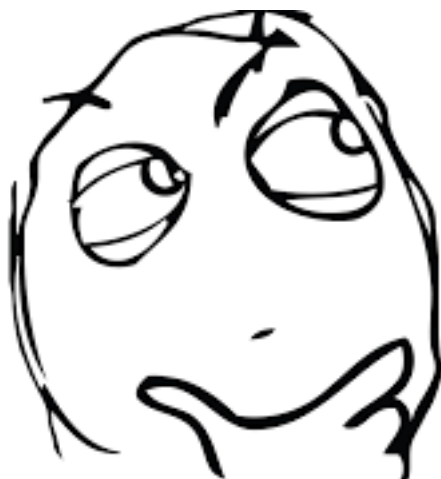


Here is a cinema timetable for 2 movies. What time is the Smurfs 2 showing? Is the Smurfs 2 showing at 10 am? And 11 am? And 1:30 pm? And 3:20 pm? And 4 pm? And 6 pm? What time is Monsters University showing? Is Monsters University showing at 10 am? And 10:20 am? And 1 pm? And 1:10 pm? And 3:10 pm? And 3:15 pm? What time shall we go to the movies? Shall we go around 10 am? What time are the movies on around 10 am? Is the Smurfs 2 on at 10 am? Is Monsters University on at 10 am? And also at 10:20 am? Why is Monsters University on at both 10 am and 10:20 am? What symbol is on the 10:20 am time? Is there a GC? Does GC mean 'Gold Class'? Do we want to go to Gold Class? Shall we just go the normal cinema? So we can go to see either Smurfs 2 or Monsters University at 10 am. Which one shall we see?

You have seen and used timetables all through your schooling life. Does your teacher use a timetable to show you what you're doing each day at school? How does that look? In a usual day at school, would you do activities such as Morning Routine, Guided Reading, Writing, Spelling, Math, Lunch, Recess and something in the afternoon such as HSIE?

In the space below, have a go at writing out your usual timetable in class. The start and end of the day has been done for you.  
School starts – 8:55am

School finishes 2:45pm



**Time to think:**

Along with being at school, you have used timetables and seen them since you were a child. Write a list of places you have seen or used timetables. Think about if you go on holiday, how did you get there? A day in the city, did you drive or catch public transport?

# What can everyday life be like in a country in Asia?

1 Watch the train market video.

What do you see, think and wonder?

|  |
|--|
|  |
|  |

2 Watch the sherpas video.

What do you see, think and wonder?

|  |
|--|
|  |
|  |

3 Watch the sulphur miners video.

What do you see, think and wonder?

|  |
|--|
|  |
|  |

4 Complete a PMI chart for each of the jobs showcased in the videos.

|                                  | Plus | Minus | Interesting |
|----------------------------------|------|-------|-------------|
| Market stall holders of Thailand |      |       |             |
| Sherpas of Nepal                 |      |       |             |
| Sulphur miners of Indonesia      |      |       |             |

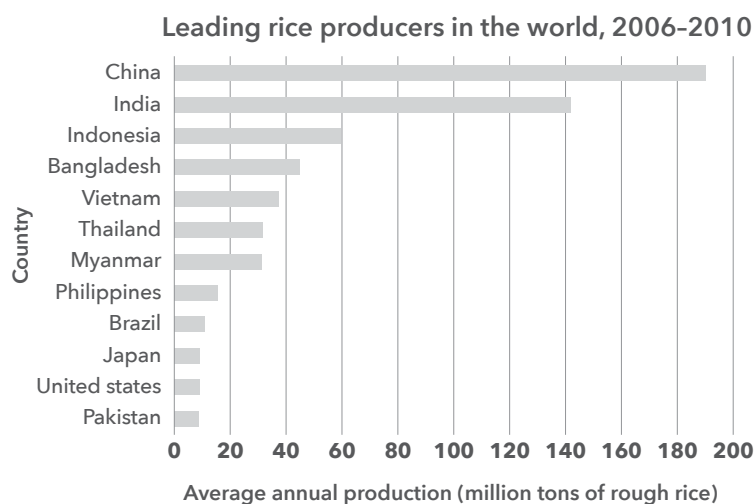
The Asian continent is the largest consumer of rice in the world. There are more than 200 million rice farms across Asia. Rice growing sustains many of the poorer rural areas in Asia, employing millions of people each year. The Asian climate and landscape are well suited to rice growing so practices and processes have been well established over many years.

**6** Do an internet search on rice paddy art.

**7** Choose your favourite rice paddy art image, then sketch and label it with the types of rice used and where it is located.

**8** Interpret the information in the graphs about rice growing and consumption in Asia to decide if the following statements are true or false.

- a** India produces more rice than China. \_\_\_\_\_
- b** Bangladesh produces more rice than Japan and the Philippines combined. \_\_\_\_\_
- c** Asia produces most of the world's rice. \_\_\_\_\_
- d** More than 800 million tonnes of rice is grown each year by the leading producers. \_\_\_\_\_



Source:  
Rice Almanac,  
4th edition

There are some unique and interesting jobs in Asia. Research each one and write a tweet (140 characters maximum) explaining what they do.

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |

Who are the rat tribe of Beijing? Create a PMI chart for them.

## Tuesday

### Sentence of the Day

#### Simple Sentences

*LI: Understanding the features of a simple sentence.*

Simple sentences can be short, like the example provided in Monday's SOTD paper. However, this is not always the case. Consider the 3 simple sentences below:

1. Samurai were military nobility.
2. Japanese Samurai were highly respected military nobility.
3. Ancient Japanese Samurai were highly respected and well-trained military nobility.

Each simple sentence contains a different amount of detail.

Some simple sentences provide more detail by listing items in the predicate. Consider the simple sentences below:

1. Japanese culture is influenced by history.
2. Japanese culture is influenced by history and art.
3. Japanese culture is influenced by history, art, and values passed down by previous generations.

A short simple sentence has been provided below. Use the example provided above to re-write this simple sentence with more detail.

1. Japan is known for its history.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

## **Entertainment in Japan Comprehension Questions**

### **1. What is manga?**

- a) A type of mango
- b) Japanese cartoons and comics
- c) A form of entertainment around the world
- d) A Japanese meal

### **2. What does 'manga' mean?**

- a) Moving pictures
- b) Pictures
- c) Detailed images
- d) Great comic books

### **3. In Japan, 'anime' only refers to Japanese animations.**

- a) True
- b) False

### **4. Anime can be either hand-drawn or computer-animated**

- a) True
- b) False

### **5. What does 'Pokémon' mean?**

- a) Pocket men
- b) Mythical monsters
- c) Pocket monster
- d) Monster pockets

### **6. Why is Pokémon considered so significant to Japanese culture?**

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## Tuesday - Writing (Block Planner)

**Country -**

Tagline:



Country: defining features, place in the world. Hook the audience with a big fact.



Statement about the country's history, population, or geography. Thesis statements **1, 2, and 3.**

**?** *(Title of your topic, worded as a question)*

Topic sentence - Introduces your topic. This sentence tells the reader what your paragraph will be about.

Explanation - Explain what you mean in greater detail.

Evidence/Example - Support the claim made in your topic sentence by providing evidence or examples.

Linking sentence - Explain how the evidence links back to your topic sentence and closes the paragraph.

**?** *(Title of your topic, worded as a question)*

Topic sentence - Introduces your topic. This sentence tells the reader what your paragraph will be about.

Explanation - Explain what you mean in greater detail.

Evidence/Example - Support the claim made in your topic sentence by providing evidence or examples.

Linking sentence - Explain how the evidence links back to your topic sentence and closes the paragraph.

**?** *(Title of your topic, worded as a question)*

Topic sentence - Introduces your topic. This sentence tells the reader what your paragraph will be about.

Explanation - Explain what you mean in greater detail.

Evidence/Example - Support the claim made in your topic sentence by providing evidence or examples.

Linking sentence - Explain how the evidence links back to your topic sentence and closes the paragraph.

**Conclusion.**

**Restate thesis statements 1, 2, and 3.**

## Tuesday - Writing (Exemplar)

### TITLE

Japan - The Land of the Rising Sun

Country

Tagline

### INTRODUCTION

Japan: an archipelago located in East Asia, composed of over 4000 tiny islands. Japan is home to over 100 active volcanoes, accounting for over ten percent of all active volcanoes on Earth. Now one of the most visited countries on the planet, Japan is renowned for its peculiar delicacies, unique take on animated entertainment, and captivating history.

Country

Defining features

Place in the world

Hook/Big Fact

Thesis statements 1, 2, and 3

# TURN OFF SCREENS + get active!

Screens can be great for learning, play and communication. Too much screen time can be unhealthy. Try to sit less and move more.

## HOW MUCH SCREEN TIME EACH DAY?

0-2  
years



**NO** screen  
time

Choose active toys and  
play instead of screens

2-5  
years



Less than  
**1 HOUR**  
per day

Less screen time can help  
kids' sleep and growth

5-12  
years



Less than  
**2 HOURS**  
per day

Not including homework time

## WHAT IS A SCREEN?



TV/DVD/BLURAY



Computer



Game  
Console



Tablet/Portable  
Games



Phone

Source: Australia's Physical Activity and Sedentary Behaviour Guidelines and Australian 24-Hour Movement Guidelines For the Early Years (Birth to 5 Years)

## TIPS TO MANAGE SCREEN TIME



Eat together as a family.  
No screens at meals for  
parents and kids



Before screen time -  
sleep, play outdoors, read  
and enjoy family time



No screens in bedrooms,  
especially at night



Take toys or books instead  
of screens when going out



Monitor kids' screen time.  
Set limits if needed



Sit less. Move more.  
Move every hour



Help kids sleep. Stop using  
screens 1 hour before bed



Parents - be a good  
role model. Reduce your  
screen time too



Dance to music, or play  
video games that get  
you on your feet

Japan- \_\_\_\_\_

Japan: a \_\_\_\_\_ located in \_\_\_\_\_. Japan is home to \_\_\_\_\_ and \_\_\_\_\_ . Its unique geographical features are world renowned because \_\_\_\_\_ . This \_\_\_\_\_ country is famous for its rich history, interesting sports and \_\_\_\_\_ .

**Wednesday**

## **Sentence of the Day**

### **Thesis Statements**

*LI: Understanding the features of a thesis statement.*

#### **What is a Thesis Statement?**

A thesis statement is one sentence that expresses the main idea of an informative piece of writing. This informs the reader of the main points that you will be discussing in your written work. This sentence belongs at the very end of your introduction, before the first body paragraph begins.

A strong thesis statement is specific. If you find yourself using general words like "good," this is not enough. For example, saying "Japan is a highly esteemed country," is not specific enough. Why is Japan a highly esteemed country? Examine the heart of your topic and focus on very specific areas of why the nation of Japan is highly esteemed. Consider the following thesis statement:

*Japan is renowned for its peculiar delicacies, unique take on animated entertainment, and captivating history.*

This is a strong thesis statement that specifically states *why* Japan is a highly esteemed country, and informs the reader of what the rest of your paper will talk about.

# Reading Activity- Wednesday

Syllable Score

| Word          | Syllables            |
|---------------|----------------------|
| entertainment | <input type="text"/> |
| Japanese      | <input type="text"/> |
| animation     | <input type="text"/> |
| popular       | <input type="text"/> |
| originates    | <input type="text"/> |
| culture       | <input type="text"/> |
| manga         | <input type="text"/> |
| comic         | <input type="text"/> |
| anime         | <input type="text"/> |
| language      | <input type="text"/> |
| Total         | <input type="text"/> |

**Name** \_\_\_\_\_

**AP.009.SSI**

Syllable Score

| Word  | Syllables            |
|-------|----------------------|
|       | <input type="text"/> |
|       | <input type="text"/> |
|       | <input type="text"/> |
|       | <input type="text"/> |
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|       | <input type="text"/> |
|       | <input type="text"/> |
|       | <input type="text"/> |
|       | <input type="text"/> |
| Total | <input type="text"/> |

**Wednesday – Math**  
**Planning a day out**

LI: WALT investigate and analyse timetables.

1. Fatimah lives near Parramatta station. It takes her 2 minutes to walk to the station. She has a busy day tomorrow and her car is broken so needs to plan her day out on the train. Firstly, she has to get to her gym class in Auburn at 8:00am, It takes her 5 minutes to walk to the gym from the station. Her class goes for thirty minutes, and she allows herself ten minutes to get ready and another 5 minutes to walk back to Auburn station. She is then meeting a friend at Lidcombe for coffee at 8:30. The café is at the station so she doesn't need to walk very far. She then starts work at 10:00 am in the city. So, she needs to get a train to Central. Her work in a 2-minute walk from Central station.

Can you help Fatimah plan her day using the time table provided?

|                    |       |       |       |       |       |        |       |       |       |       |       |        |       |       |       |        |       |       |
|--------------------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|-------|--------|-------|-------|-------|--------|-------|-------|
| <b>Parramatta</b>  | 07:38 | 07:46 | 07:51 | 07:58 | 08:06 | 08:15  | 08:16 | 08:21 | 08:28 | 08:36 | 08:46 | 08:50  | 08:51 | 08:58 | 09:06 | 09:15  | 09:16 | 09:21 |
| <b>Harris Park</b> | —     | 07:47 | 07:52 | —     | 08:07 | —      | 08:17 | 08:22 | —     | 08:37 | 08:47 | —      | 08:52 | —     | 09:07 | —      | 09:17 | 09:22 |
| <b>Granville</b>   | 07:41 | -     | 07:55 | —     | 08:10 | —      | -     | 08:25 | —     | 08:40 | -     | —      | 08:55 | —     | 09:10 | —      | -     | 09:25 |
| <b>Clyde</b>       | 07:42 | -     | 07:56 | —     | 08:11 | —      | -     | 08:26 | —     | 08:41 | -     | —      | 08:56 | —     | 09:11 | —      | -     | 09:26 |
| <b>Auburn</b>      | 07:45 | -     | 07:59 | —     | 08:14 | —      | -     | 08:29 | —     | 08:44 | -     | —      | 08:59 | —     | 09:14 | —      | -     | 09:29 |
| <b>Lidcombe</b>    | 07:48 | -     | 08:02 | 08:06 | 08:17 | —      | -     | 08:32 | 08:36 | 08:47 | -     | —      | 09:02 | 09:06 | 09:17 | —      | -     | 09:32 |
| <b>Strathfield</b> | 07:54 | -     | 08:09 | 08:12 | 08:24 | e08:28 | -     | 08:39 | 08:42 | 08:54 | -     | e09:04 | 09:09 | 09:12 | 09:24 | e09:28 | -     | 09:39 |
| <b>Burwood</b>     | —     | -     | —     | —     | —     | —      | -     | —     | —     | —     | -     | —      | —     | —     | —     | —      | -     | —     |
| <b>Redfern</b>     | 08:05 | -     | 08:20 | 08:23 | 08:35 | —      | -     | 08:50 | 08:53 | 09:05 | -     | —      | 09:20 | 09:23 | 09:35 | —      | -     | 09:50 |
| <b>Central</b>     | 08:08 | -     | 08:23 | 08:27 | 08:38 | i08:41 | -     | 08:53 | 08:57 | 09:08 | -     | i09:17 | 09:23 | 09:27 | 09:38 | i09:41 | -     | 09:53 |

Plan out which trains Fatimah should catch to get to where she needs to be on time.

From home to the gym (Parramatta to Auburn)\_\_\_\_\_

From the gym to coffee (Auburn to Lidcombe)\_\_\_\_\_

From coffee to work (Lidcombe to Central)\_\_\_\_\_

2. Mr Cavanagh was on his way to Bankwest stadium to watch the Parramatta Eels play. Unfortunately, he fell asleep and woke up in the city at Central station. It takes 15 minutes to walk from Parramatta Station to the stadium and the game is at 6:30 pm. It was 5:30pm when he got to central. What train or trains can he catch to get back to Parramatta and walk to the stadium so he doesn't miss any of the game?

|             |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Central     | 17:07 | 17:10 | 17:13 | 17:14 | 17:17 | 17:19 | 17:22 | 17:25 | -     | 17:28 | 17:29 | 17:31 | 17:34 | 17:37 | 17:40 | 17:43 | 17:44 |
| Redfern     | 17:09 | 17:12 | 17:15 | 17:16 | -     | 17:21 | 17:24 | 17:27 | -     | 17:30 | 17:31 | 17:35 | 17:36 | 17:39 | 17:42 | 17:45 | 17:46 |
| Burwood     | -     | -     | -     | 17:35 | -     | -     | -     | -     | -     | -     | 17:50 | -     | -     | -     | -     | -     | 18:05 |
| Strathfield | 17:21 | 17:24 | 17:27 | 17:38 | 17:30 | 17:33 | 17:36 | 17:39 | -     | 17:42 | 17:53 | 17:45 | 17:48 | 17:51 | 17:54 | 17:57 | 18:08 |
| Lidcombe    | -     | -     | -     | 17:44 | -     | -     | -     | -     | -     | -     | 17:59 | -     | -     | -     | -     | -     | 18:14 |
| Auburn      | -     | -     | -     | 17:47 | -     | -     | -     | -     | -     | -     | 18:02 | -     | -     | -     | -     | -     | 18:17 |
| Clyde       | -     | -     | -     | 17:50 | -     | -     | -     | -     | -     | -     | 18:05 | -     | -     | -     | -     | -     | 18:20 |
| Granville   | -     | -     | -     | 17:52 | -     | -     | -     | -     | -     | -     | 18:07 | -     | -     | -     | -     | -     | 18:22 |
| Harris Park | -     | -     | -     | 17:55 | -     | -     | -     | -     | 17:43 | -     | 18:10 | -     | -     | -     | -     | -     | 18:25 |
| Parramatta  | 17:33 | 17:36 | 17:39 | 17:57 | 17:42 | 17:45 | 17:48 | 17:51 | 17:51 | 17:54 | 18:12 | 17:57 | 18:00 | 18:03 | 18:06 | 18:09 | 18:27 |

3. Abdul has a busy day coming up. He lives near Parramatta station and needs to get to Sydney University in Redfern to get to class. His class starts at 1:00pm and it takes him five minutes to walk from Redfern station to the University. His class goes for 3 hours. After class he has to get to basketball training at Strathfield. Training starts at 4:30pm and it takes him 15 minutes to walk from the station to training. Training finishes at 6:00pm and he has to get back home for dinner by 7pm, remember it takes him 15 minutes to walk from training back to Strathfield station. Can you use these timetables to help Abdul plan his day.

|                   |       |       |        |       |       |       |       |       |       |       |       |        |       |       |       |       |       |       |
|-------------------|-------|-------|--------|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|-------|-------|
| <b>Parramatta</b> | 11:58 | 12:06 | 12:15  | 12:16 | 12:21 | 12:28 | 12:36 | 12:46 | 12:51 | 12:58 | 13:06 | 13:15  | 13:16 | 13:21 | 13:28 | 13:36 | 13:46 | 13:51 |
| Harris Park       | —     | 12:07 | —      | 12:17 | 12:22 | —     | 12:37 | 12:47 | 12:52 | —     | 13:07 | —      | 13:17 | 13:22 | —     | 13:37 | 13:47 | 13:52 |
| Granville         | —     | 12:10 | —      | —     | 12:25 | —     | 12:40 | —     | 12:55 | —     | 13:10 | —      | —     | 13:25 | —     | 13:40 | —     | 13:55 |
| Clyde             | —     | 12:11 | —      | —     | 12:26 | —     | 12:41 | —     | 12:56 | —     | 13:11 | —      | —     | 13:26 | —     | 13:41 | —     | 13:56 |
| Auburn            | —     | 12:14 | —      | —     | 12:29 | —     | 12:44 | —     | 12:59 | —     | 13:14 | —      | —     | 13:29 | —     | 13:44 | —     | 13:59 |
| Lidcombe          | 12:06 | 12:17 | —      | —     | 12:32 | 12:36 | 12:47 | —     | 13:02 | 13:06 | 13:17 | —      | —     | 13:32 | 13:36 | 13:47 | —     | 14:02 |
| Strathfield       | 12:12 | 12:24 | e12:28 | —     | 12:39 | 12:42 | 12:54 | —     | 13:09 | 13:12 | 13:24 | e13:28 | —     | 13:39 | 13:42 | 13:54 | —     | 14:09 |
| Burwood           | —     | —     | —      | —     | —     | —     | —     | —     | —     | —     | —     | —      | —     | —     | —     | —     | —     | —     |
| Redfern           | 12:23 | 12:35 | —      | —     | 12:50 | 12:53 | 13:05 | —     | 13:20 | 13:23 | 13:35 | —      | —     | 13:50 | 13:53 | 14:05 | —     | 14:20 |
| Central           | 12:27 | 12:38 | i12:41 | —     | 12:53 | 12:57 | 13:08 | —     | 13:23 | 13:27 | 13:38 | i13:41 | —     | 13:53 | 13:57 | 14:08 | —     | 14:23 |

|                |       |       |        |       |       |       |       |       |        |       |       |       |       |        |       |       |
|----------------|-------|-------|--------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|--------|-------|-------|
| <b>Central</b> | 16:13 | 16:14 | i16:17 | 16:19 | 16:25 | —     | 16:28 | 16:29 | i16:31 | 16:34 | 16:40 | 16:43 | 16:44 | i16:47 | 16:49 | —     |
| Redfern        | 16:15 | 16:16 | —      | 16:21 | 16:27 | —     | 16:30 | 16:31 | 16:34  | 16:36 | 16:42 | 16:45 | 16:46 | —      | 16:51 | —     |
| Burwood        | —     | 16:35 | —      | —     | —     | —     | —     | 16:50 | —      | —     | —     | —     | 17:05 | —      | —     | —     |
| Strathfield    | 16:27 | 16:38 | 16:30  | 16:33 | 16:39 | —     | 16:42 | 16:53 | 16:45  | 16:48 | 16:54 | 16:57 | 17:08 | 17:00  | 17:03 | —     |
| Lidcombe       | 16:33 | 16:44 | —      | —     | —     | —     | 16:48 | 16:59 | —      | —     | —     | 17:03 | 17:14 | —      | —     | —     |
| Auburn         | —     | 16:47 | —      | —     | —     | —     | —     | 17:02 | —      | —     | —     | —     | 17:17 | —      | —     | —     |
| Clyde          | —     | 16:50 | —      | —     | —     | —     | —     | 17:05 | —      | —     | —     | —     | 17:20 | —      | —     | —     |
| Granville      | —     | 16:52 | —      | —     | —     | —     | —     | 17:07 | —      | —     | —     | —     | 17:22 | —      | —     | —     |
| Harris Park    | —     | 16:55 | —      | —     | —     | 16:43 | —     | 17:10 | —      | —     | —     | —     | 17:25 | —      | —     | 17:13 |
| Parramatta     | 16:40 | 16:57 | 16:43  | 16:46 | 16:51 | 16:51 | 16:55 | 17:12 | 16:58  | 17:01 | 17:06 | 17:10 | 17:27 | 17:13  | 17:16 | 17:20 |

|                    |       |       |       |       |       |       |       |       |       |       |       |
|--------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| <b>Strathfield</b> | 18:12 | 18:23 | 18:15 | 18:18 | 18:21 | 18:24 | 18:27 | 18:38 | 18:33 | —     | 18:39 |
| Lidcombe           | —     | 18:29 | —     | —     | —     | —     | —     | 18:44 | —     | —     | 18:45 |
| Auburn             | —     | 18:32 | —     | —     | —     | —     | —     | 18:47 | —     | —     | —     |
| Clyde              | —     | 18:35 | —     | —     | —     | —     | —     | 18:50 | —     | —     | —     |
| Granville          | —     | 18:37 | —     | —     | —     | —     | —     | 18:52 | —     | —     | —     |
| Harris Park        | —     | 18:40 | —     | —     | —     | —     | —     | 18:55 | —     | 18:42 | —     |
| Parramatta         | 18:24 | 18:41 | 18:27 | 18:30 | 18:33 | 18:36 | 18:40 | 18:57 | 18:45 | 18:45 | 18:52 |

Plan out which trains Abdul needs to catch to get through his busy day:

Home to University (Parramatta to Redfern) \_\_\_\_\_

University to basketball training (Redfern to Lidcombe) \_\_\_\_\_

Basketball to home (Lidcombe to Parramatta) \_\_\_\_\_

- 1 Watch the video *Tsunami: live footage of a tsunami in Japan filmed from a helicopter*.

Use the step inside thinking routine.  
What if you were in the helicopter?

Chat about the questions below.

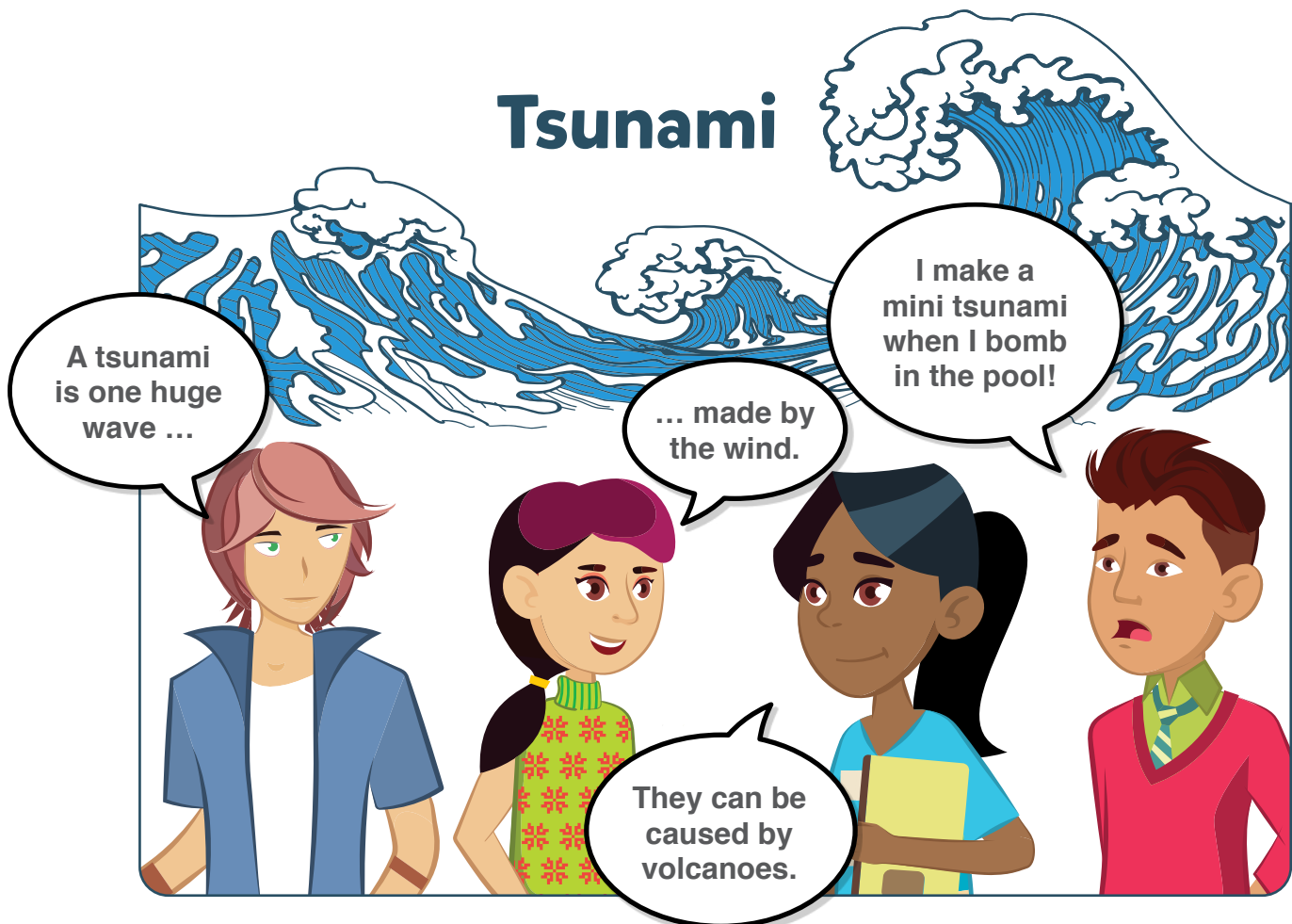
What can you see  
happening below?

What can you do?

How are you feeling?



- 2 Read the concept cartoon and the phrases below.



can move as fast as a jet plane

is a series of waves

happens regularly

is a tidal wave

is caused by the sun and the moon

is a rare event

A tsunami is a series of waves triggered by a sudden geological event. Most tsunamis are caused by earthquakes located under the ocean floor. The energy of the earthquake displaces (moves) a massive amount of water up and away from the epicentre, eventually reaching a coastline.

3

Watch the video *Tsunami Animation*. Track the tsunami from start to finish. Scientists describe a tsunami as having four general stages.

Illustrate and label each stage as you saw and heard them in the video.

**Stage 1**

**Stage 2**

Water is moved (displaced) by the earthquake and splits into waves moving through the deep ocean.

**Stage 3**

**Stage 4**

In deep oceans, a tsunami can travel unnoticed on the surface at speeds of up to 800 km per hour. Without losing its energy, it can cross an entire ocean in less than a day! However, as a tsunami nears the shore, the waves slow down but become much higher. Scientists term this as 'tsunami wave shoaling'.

4

As a tsunami gets closer to the shoreline, the waves get higher.

Look at the image and explain why you think this happens.

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Powerful tsunamis are, fortunately, rare events. Whilst the majority of tsunamis are caused by earthquakes, very large tsunami waves are more often triggered by massive landslides falling into water **after** an earthquake or volcanic eruption or, even rarer, an asteroid strike! The energy created by the sudden displacement of water can cause giant tsunami waves.

5 Use the website links to investigate mega tsunamis (tsunamis with the highest waves).

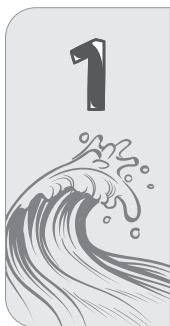
Find out and record below the details of the five highest tsunami waves in modern history. Include their location, date, height and how they affected the landscape.

|   |  |
|---|--|
|    |  |
|    |  |
|   |  |
|  |  |
|  |  |

Scientists also categorise tsunamis by calculating the damage they cause. The most **devastating** tsunami in recorded history was the Indian Ocean Tsunami which struck on the 26 December 2004. Following a massive earthquake measuring 9.1, when over 1300 km of the ocean floor moved suddenly, a series of tsunami waves travelled almost around the globe. Over 250 000 people were killed in fourteen countries across two continents.



**6** Could anything stop a tsunami? Think of five creative ways.



\_\_\_\_\_

\_\_\_\_\_ : a \_\_\_\_\_ located in  
\_\_\_\_\_. Japan is home to  
\_\_\_\_\_ and \_\_\_\_\_. Its  
rich history is world renowned  
because \_\_\_\_\_. This  
\_\_\_\_\_ country is famous for its interesting sports,  
\_\_\_\_\_ and \_\_\_\_\_.

**Friday – Math**  
**Problem Solving**

LI: WALT solve problems using timetables.

Use this time table to complete the following questions.

| TIMETABLE      |                                   |                    |
|----------------|-----------------------------------|--------------------|
| MOVIE          | START                             | LENGTH             |
| Black Diamond  | 10 am, 11:10 am, 1:45 pm, 2:30 pm | 1 hour 29 minutes  |
| Live Well      | 2 pm, 6 pm                        | 2 hours 5 minutes  |
| The Elephant   | 11:15 am, 2:15 pm, 6:50 pm        | 1 hour 38 minutes  |
| School Friends | 2:05 pm, 5:30 pm                  | 2 hours 25 minutes |

**T 19 (1a)** This is a movie timetable.

Kelly arrives at the cinema at 1pm.

She has to leave for dance class at 3:30pm.

What movie could she watch from start to finish?

Simple Timetables to Plan Trips and Daily Activities.

**T 19 (1b)** This is a movie timetable.

Kelly arrives at the cinema at 2pm.

She has to leave for dance class at 4pm.

What movie could she watch from start to finish?

Simple Timetables to Plan Trips and Daily Activities.

**T 19 (1c)** This is a movie timetable.

Violet sees the 2:30pm session of Black Diamond  
and her friend see the 2:15 session of The  
Elephant.

Which movie finishes first?

Simple Timetables to Plan Trips and Daily Activities.

Use this timetable to answer the following questions.

| START TIME | MONDAY          | TUESDAY         | WEDNESDAY      |
|------------|-----------------|-----------------|----------------|
| 9:05 am    | Maths Room 8    | English Room 19 | Music Room 56  |
| 10:34 am   | Recess          | Recess          | Recess         |
| 10:54 am   | English Room 19 | Maths Room 8    | Sport Gym      |
| 12:02 pm   | Recess          | Recess          | Recess         |
| 12:41 pm   | Science Room 23 | Art Room 42     | Drama Room 67  |
| 2:03 pm    | History Room 36 | Science Room 23 | Health Room 74 |

**T 19 (2a)** This is part of Ron's timetable.

What room is Ron in on Monday at 11:15 am?

Simple Timetables to Plan Trips and Daily Activities.

**T 19 (2b)** This is part of Ron's timetable.

Where does Ron go after recess on Wednesday?

Simple Timetables to Plan Trips and Daily Activities.

**T 19 (2c)** This is part of Ron's timetable.

What time does Ron's Maths class start on Tuesday?

Simple Timetables to Plan Trips and Daily Activities.

Use the following timetable to answer the following questions.

| START TIME | MONDAY          | TUESDAY         | WEDNESDAY     |
|------------|-----------------|-----------------|---------------|
| 9:05 am    | Maths Room 8    | English Room 19 | Music Room 56 |
| 10:34 am   | Recess          | Recess          | Recess        |
| 10:54 am   | English Room 19 | Maths Room 8    | Sport Gym     |

**T 19 (3a)** This is part of Ron's timetable.

How long is the first lesson?

Simple Timetables to Plan Trips and Daily Activities.

**T 19 (3b)** This is part of Ron's timetable.

How long is recess?

Simple Timetables to Plan Trips and Daily Activities.

**T 19 (3c)** This is part of Ron's timetable.

How long is it from the start of the first lesson to the end of recess?

Simple Timetables to Plan Trips and Daily Activities.

Use this timetable to answer the following questions.

| DEPARTURE TIMES |        |         |        |        |
|-----------------|--------|---------|--------|--------|
| Smithtown       | 6:20am | 9:30am  | 2:05pm | 6:55pm |
| Robinsontown    | 6:41am | 9:51am  | 2:26pm | 6:16pm |
| Tomlintown      | 6:46am | 9:56am  | 2:31pm | 6:22pm |
| Movantown       | 6:58am | 10:08am | 2:43pm | 6:34pm |

**T 19 (4a)** Here is a train timetable.

What time does the last morning train leave from Tomlintown?

Simple Timetables to Plan Trips and Daily Activities.

**T 19 (4b)** Here is a train timetable.

If I leave Smithtown at 2:05pm, what time will I arrive in Movantown?

Simple Timetables to Plan Trips and Daily Activities.

**T 19 (4c)** Here is a train timetable.

I want to be in Tomlintown by 10am.

What time should I catch the train in Robinsontown?

Simple Timetables to Plan Trips and Daily Activities.

## ***Japan Entertainment: Student Knowledge Organiser***

| Vocabulary    |            |
|---------------|------------|
| Word          | Definition |
| manga         |            |
| anime         |            |
| entertainment |            |
| animation     |            |
| graphic       |            |
| exaggerate    |            |

**Create a timeline of a day at the International Manga Museum in Kyoto, looking at the exhibitions: <https://www.kyotomm.jp/en/eventcat/permanent/>**

**What makes manga and anime so special to Japan?**

**Many people get manga and anime confused. Explain the difference between anime and manga. You may use examples**

**Research manga or anime of your choosing and answer the following:**

**Title:** \_\_\_\_\_

**Storyline:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Have a go at drawing one of the characters from your chosen series:**

**Title:** \_\_\_\_\_

**Storyline:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Have a go at drawing one of the characters from your chosen series:**

**Retrieval — Using information from Week 2, record key events in Japanese history**

[illegible]

## Entertainment in Japan

### Manga

Manga are Japanese cartoons or \_\_\_\_\_. *Manga* also include \_\_\_\_\_ novels which are story books consisting of comics. There are *manga* with all kind of different content. Among the popular *manga* themes are \_\_\_\_\_ science-fiction, romance, sports and animal manga.

Most of the Japanese comics or cartoons are designed and printed only in \_\_\_\_\_ and \_\_\_\_\_ although there are more and more \_\_\_\_\_ *manga* are published now as well. If you love *manga*, you should definitely visit the International Manga museum in Kyoto.

The word '*manga*' originates from the Japanese and means \_\_\_\_\_. In the Japanese language refers to all different kinds of cartoons, comics, and \_\_\_\_\_. Very popular *manga* characters and stories will sometimes be made into *anime*.

### Anime

Anime are Japanese animation films made from either hand-drawn or \_\_\_\_\_ animations.

In Japan entertaining action animés such as *Pokémon*, have been popular since the 1990s. The first animated film clips in Japan we shown already in \_\_\_\_\_. Today anime can include all kinds of animation of \_\_\_\_\_, fantasy stories as well as animal and sports *anime* such as *Haikyuu*. In this popular Japanese sports animation, a small boy who wants to become a famous volley ball player is the main character.

The word '*anime*' originates from the word \_\_\_\_\_ and in Japanese the word '*anime*' refers to all kinds of animations and animated media, not only those created in Japan.

### Pokemon

*Pokémon* belongs to Japanese pop culture just like *sushi* to the Japanese cuisine.

These Japanese fantasy creatures or pocket monsters with special abilities are known worldwide since the late 1990s. They are very \_\_\_\_\_ in

## Friday- Reading

Japan. There are various video games, movies, toys and trading cards that feature the now more than 800 characters of the *Pokémon* universe.

The yellow coloured pocket monster called \_\_\_\_\_ is one of the most well-known characters and the mascot of the Pokémon company. The Japanese word '*pokémon*' means \_\_\_\_\_.

|          |                   |                 |
|----------|-------------------|-----------------|
| comics   | Pikachu           | animations      |
| black    | colourful         | 1917            |
| white    | computer-designed | animations      |
| pictures | popular           | pocket monster  |
|          |                   | action          |
|          |                   | graphic         |
|          |                   | science fiction |

# Week 3

## Activity 1

### Muscles

We have many muscles in our bodies. Muscles help us to move. Our bones are attached to muscles and it is the muscles which move different parts of your body. The more you exercise, the stronger your muscles become.

Now you are going to feel your muscles.

Hold your right arm straight in front of you.

Clench your right fist really tight and bend your right arm at your elbow.

Once your arm is bent at a right angle (90 degrees) try to squeeze your arm muscles (biceps).

Feel your biceps with your left hand when you squeeze your arm and when you relax your arm.

Did you notice any difference in your muscles? Did your muscle get bigger when you squeezed it? Did your muscle get harder?

Write down what you noticed in the space below.

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Draw a picture in the space below to illustrate what happened to your bicep muscles.



## Activity 2

### Bones

Every person has a skeleton made of bones. The bones give your body shape and help you move.

Your bones are strong because they contain a mineral called calcium.

Eating foods that contain calcium helps to keep your bones strong.

Cheese, milk and broccoli all contain calcium.

Exercise helps to make your bones stronger.

Running puts extra force on your leg bones. This makes them take in more calcium which actually helps to make them stronger!

## Physical Activity Log - Week 3



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

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

# Year 6 Specialist Pack

## Monday

Fill in the blanks using the words from the word bank below. The pictures are clues to help you.

|       |       |           |        |              |
|-------|-------|-----------|--------|--------------|
| Japan | sushi | delicious | sports | celebrations |
|-------|-------|-----------|--------|--------------|

# Japan



J\_\_\_\_\_ is a country part of Asia. Did you know, Japan is the home of  s\_\_\_\_\_?



Japan has many



d\_\_\_\_\_ foods, interesting



s\_\_\_\_\_ and special



C\_\_\_\_\_.

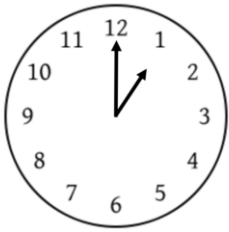
**Draw the Japanese flag and write a simple sentence about it. Remember every sentence has a subject and predicate.**

**Example:** The Japanese flag is red and white.



Tuesday

Telling the time – whole hours

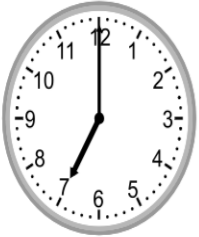


1:00

1 o' clock

Complete the following.

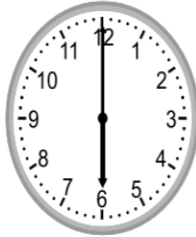
1.



2.



3.



4.



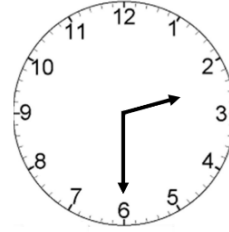
5.



6.



Telling the Time -half hour



2:30

two thirty

half past 2

Complete the following.

1.



2.



3.



4.



5.



6.



## Wednesday

Read aloud and follow the set of directions below. Use the blank box on the right.

1. In the box, draw 6 stars near the top.
2. In the box, draw a big circle in the middle.
3. In the circle write a sentence about yourself.
4. Draw an emoji anywhere in the box to show how you are feeling.
5. In the box, draw 3 flowers near the bottom.
6. Colour your drawing with your favourite colours.

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

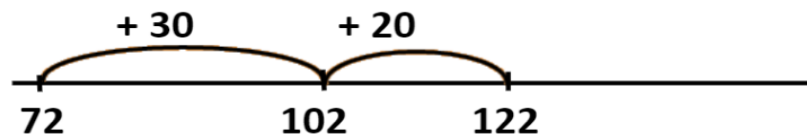
**Look at my drawing:**



Thursday

Complete addition problems below, by adding bridging to a 100 on a number line.

$$\begin{array}{r} 72 + 50 = \\ \swarrow \searrow \\ 30 + 20 \end{array}$$



1.  $83 + 60 =$

---

2.  $40 + 70 =$

---

3.  $75 + 40 =$

---

4.  $82 + 30 =$

---

5.  $74 + 40 =$

---

Math Mentals.

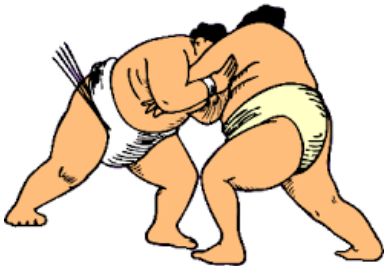
Complete the following. Time yourself and write down how long it took you.

|             |                |             |            |
|-------------|----------------|-------------|------------|
| $40 + 20 =$ | $5 \times 2 =$ | $10 - 7 =$  | $17 + 3 =$ |
| $40 + 30 =$ | $4 \times 2 =$ | $10 - 3 =$  | $12 + 8 =$ |
| $80 + 20 =$ | $6 \times 2 =$ | $20 - 10 =$ | $16 + 4 =$ |
| $30 + 25 =$ | $8 \times 2 =$ | $40 - 10 =$ | $15 + 5 =$ |
| $60 + 70 =$ | $3 \times 2 =$ | $50 - 20 =$ | $18 + 2 =$ |
| $40 + 70 =$ | $7 \times 2 =$ | $20 - 3 =$  | $16 + 4 =$ |

Friday

Match the words from the word bank to the pictures.

|       |                |                 |                      |
|-------|----------------|-----------------|----------------------|
| sushi | sumo wrestling | Hanami Festival | Cherry Blossum trees |
|-------|----------------|-----------------|----------------------|



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Write three simple sentences using the picture below. The first one is done for you.



\* Japan is known for its Cherry Blossum Festival.

1. \_\_\_\_\_.
2. \_\_\_\_\_.
3. \_\_\_\_\_.

Phonics

**Monday-Friday**

- Look, cover, write and check the following camera words.
- Each day practise writing sentences for each camera word.

| Camera words | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|--------|---------|-----------|----------|--------|
| people       |        |         |           |          |        |
| Live         |        |         |           |          |        |
| brother      |        |         |           |          |        |
| Sister       |        |         |           |          |        |
| house        |        |         |           |          |        |
| where        |        |         |           |          |        |

**Tuesday**

Read each word and identify the digraph in each word. Write each word in the correct column.

|       |      |      |      |      |      |      |      |
|-------|------|------|------|------|------|------|------|
| shun  | thud | king | shot | neck | much | whip | Pith |
| chop  | whim | chat | thin | thug | wham | sash | Hang |
| quack | chap | luck | sick | song | whiz | lush | rang |

| Ch | ng | ck | wh | sh   | th |
|----|----|----|----|------|----|
|    |    |    |    |      |    |
|    |    |    |    | shun |    |
|    |    |    |    |      |    |
|    |    |    |    |      |    |
|    |    |    |    |      |    |

**Wednesday**

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

- Look for 10 things outside your house and/or say the names of your friends, then clap the syllables in each word.

For example- ta  ble  ta/ble.

350 words

## Reading

**What's Your Talent?**

Jenny will sing a pop song. Max will crack a joke or two. Anna has a plan to do a handstand. Stan will do a trick with a hat and a rabbit. And Megan will spin a plate. Everyone has a **talent**. But what will Eve do?

On the day of the talent **quest** Eve kept thinking about her act. All through class, she felt sick with **shame**.

"My talent is so lame," she thought. "Maybe I will pretend to be ill and just go home."

But after class, she was brave and went to the hall. Mr Hubb was on stage. He said, "You can vote for the talent you like best at the end." Then the talent quest began.

Anna's handstand was nice. Stan's tricks did amaze the kids. And Jenny's song made Mr Hubb clap and clap. At last, it was time for Eve to go on stage. She rose with a small box in her hand. On stage, she froze on the spot. "You can do this Eve," she said to herself. She bent down to open the box. Out came five white mice.

"Oh how cute!" said everyone. Eve felt a bit better. Maybe this would be okay. She set up a small slide, got out a small truck and put on some fun music.

The kids began to ask, "What will happen? What will Eve and the pale mice do?"

Eve gave her little mice a quick stroke, "Come on, you are the best. You can do it," she whispered. Then they all got in a line and began to parade on the stage! Mr Hubb gave a big smile and began to clap in time with the music. The kids did too. Then the mice slid down the slide, one by one. To finish, the mice rode on the back of the small truck. That made everyone grin and laugh.

"That is quite a talent, Eve," said Mr Hubb at the end. "I think Eve and her mice have won the prize for best talent!" Everyone gave Eve and her pets a big clap.

**Monday – Friday**

- Read the story 'What's Your Talent?' to an adult or older sibling every day.
- Time yourself each day to check your fluency and expression. The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the story every day.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
|        |         |           |          |        |

**Thursday**

- In the story 'What's Your Talent?' - Underline the words that have a vowel in the middle. The vowels are **a,e,i,o,u**. For example- joke.
- Circle the following camera words in the story: the, at, she, was, you, said, and, one.

## Progress Monitoring Passage 1

"Don't bother me now," said Mum. "It's time for my favourite show on television."

Dad groaned and I tried hard not to look worried. Mum was a great fan of the show 'Cooking with Kev' but Dad and I both hated it. It was so boring.

"How about giving it a miss this week, darl," begged Dad, but a look from Mum soon shut him up.

"Nice try, Dad," I said. "Better luck next time!"

"Just shut up, both of you," hissed Mum. "Kev is cooking pumpkin with apricot and mango stuffing this week. I'll make it for you tomorrow night."

This was the big problem. It wasn't the fact that Kev was so boring. Nor was it the fact that Mum liked him so much. It was the yucky food he cooked. Mum loved Kev so much that she always tried out his meals on us later in the week. And they were always terrible. We really hated Kev's food.

Dad and I stared at Kev on the television. I crossed my fingers and wished. Before our eyes Kev's pumpkin exploded! Kev got really mad and the show was cut off early. Who says that wishes don't come true!

200 words

### Monday and Friday

- Read the 'Progress Monitoring Passage 1' 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?