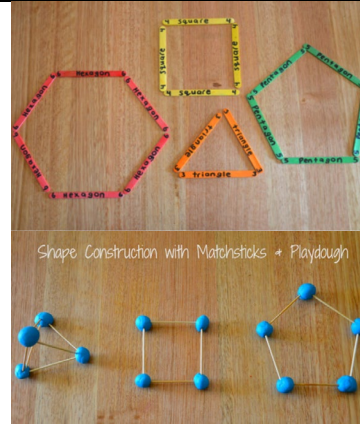


## Year 6 Learning from Home – Term 3 - Week 6

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Literacy</u>  <b>Morning Routine</b>  Read the text 'Japanese Cuisine' and complete some questions on the Challenge Grid.</p> <p><b>Sentence of the Day</b>  Read the text to review the definition of main clauses and simple sentences. Complete the activity identifying the subject and predicate of each simple sentence.</p> <p><b>Reading</b>  This week, you have been given "An Article a Day Set" on Japanese cuisine. Each day you need to read a different article and complete the comprehension activity. Activate your background knowledge by completing the 'Prior Knowledge Inventory' worksheet on Japanese cuisine.</p> <p><b>Writing</b></p>	<p><u>Literacy</u>  <b>Morning Routine</b>  Using the information from 'Japanese Cuisine' complete more questions on the Challenge Grid.</p> <p><b>Sentence of the Day</b>  Read the text to review what a phrase is. Read this carefully, as new information has been added to aid your understanding.</p> <p><b>Reading</b>  Choose a different article to read. Use the comprehension cube to answer the questions based on your chosen text.</p> <p><b>Writing</b>  Last week, you were given an exemplar for your writing task. This week, the <u>first two body paragraphs</u> have been labelled for you. Go through this labelled document to see how a TEEL paragraph can be written.</p>	<p><u>Literacy</u>  <b>Morning Routine</b>  Using the information from 'Japanese Cuisine' complete more questions on the Challenge Grid.</p> <p><b>Sentence of the Day</b>  Read the text and identify the phrases in the simple sentences.</p> <p><b>Reading</b>  Pick a different article to read today. Complete the vocabulary activity. Once you have completed it, try using some of the vocabulary words in a paragraph about Japanese cuisine. Read the exemplar text, as you read look for any of the vocabulary words.</p> <p><b>Writing</b>  After seeing how the first two body paragraphs were labelled, label the third body paragraph in the exemplar. Make sure you use different</p>	<p><u>Literacy</u>  <b>Morning Routine</b>  Using the information from 'Japanese Cuisine' finish all the questions on the Challenge Grid.</p> <p><b>Sentence of the Day</b>  Identify the subject and predicate, in the first activity. Identify the phrases in the simple sentences, in the second activity.</p> <p><b>Reading</b>  Read a different article today from your "An Article a Day Pack." Create a Venn Diagram comparing the food you at home and the Japanese cuisine.</p> <p><b>Writing</b>  Rewrite the three body paragraphs you wrote in Week 4. Remember, you wrote about Japan's history, sport in Japan, and a topic of</p>	<p><u>Literacy</u>  <b>Morning Routine</b>  Using the information you have learnt this week regarding Japanese Cuisine and complete the Student Knowledge Organiser.</p> <p><b>Sentence of the Day</b>  Read the text and add your own phrases to the simple sentences provided. An extension task has been provided for confident writers.</p> <p><b>Reading</b>  Choose a different article to read today. Create a mind-map showing everything you have learnt about Japanese cuisine.</p> <p><b>Writing</b>  Edit your three body paragraphs. Ensure that you have checked your spelling and punctuation and have corrected any errors.</p>

Review the block planner. This week, we will focus on the body paragraphs.		colours, so that each section is clearly identified.	your own choosing. Now that you have seen how a TEEL paragraph must be written, rewrite your paragraphs from Week 4 in a TEEL format.	
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<p><u>Mathematics</u> Warm up - Play the division and multiplication board game, with a friend, family member, or by yourself. You will need one die and a counter for each person playing.</p> <p><b>3D objects</b> Read through the notes on the properties of 3D objects and complete the mini activities within the notes. Complete the worksheet on the properties of 3D objects. You may wish to use models of these objects you can find in your house.</p>	<p><u>Mathematics</u> Warm up – Read the revision notes on adding and subtracting decimals. Complete the questions at the end.</p> <p><b>3D objects</b> Complete the worksheet on cross-sections. Remember a cross section is the shape that is formed when cutting a 3D object. Complete the 3D object scavenger hunt.</p>	<p><u>Mathematics</u> Warm up – Complete the place value activity.</p> <p><b>3D objects</b> Time to get hands on. Use the nets of 3D objects to construct your own models. Carefully cut out the net, fold, and glue it in the correct position. Post photos of these to your Google Classroom. In your workbook, record the properties and cross section of each object you construct.</p> <p><b>Extension</b> You will need Play-Doh, Minecraft or even paddle-pop sticks/cooking skewers. Construct your own 3D objects using these. Send photos to your teacher via Google Classroom of what you construct. Here is an example of 2D shapes with paddle pop sticks. Can you make it 3D?</p>	<p><u>Mathematics</u> Warm up – Revisit Monday’s multiplication and division game and play with yourself or someone at home.</p> <p><b>3D objects</b> Today you will attempt to draw some 3D objects and make an artwork to display. Consider shading your objects to give them a realistic edge. Look at the examples and steps in the worksheet. This YouTube video will help with some guided drawings of different 3D objects. <a href="https://www.youtube.com/watch?v=_XJ1A5io8vc">https://www.youtube.com/watch?v=_XJ1A5io8vc</a></p>	<p><u>Mathematics</u> Warm up – Complete the addition and subtraction questions involving hundredths. Attempt them using mental strategies instead of using scrap paper or a whiteboard to work it out.</p> <p><b>Problem solving</b> Complete the problem-solving activities on the worksheet. If you find it challenging, use the link below to assist you. <a href="https://www.geogebra.org/m/aJv7KdWB">https://www.geogebra.org/m/aJv7KdWB</a></p>
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<p><u>HSIE</u></p> <p>Lesson 4 – Independent Research</p> <p>We are learning to conduct our own independent research about Asia.</p> <p>Research flags of Asian countries and complete the worksheets.</p>	<p><u>PDH</u></p> <p>Harassment of any form is unacceptable. Watch the video <i>What is Bullying?</i> <a href="https://www.youtube.com/watch?v=pDG1-BCZvTE">https://www.youtube.com/watch?v=pDG1-BCZvTE</a></p> <p>Watch the video <i>What to do about Bullying?</i> <a href="https://www.youtube.com/watch?v=5l6mDwanphM">https://www.youtube.com/watch?v=5l6mDwanphM</a></p> <p>Explore the harassment scenario in <i>Activity 1</i>.</p>	<p><u>WHOLE GRADE ZOOM!</u></p> <p>YOU ARE INVITED TO A YEAR 6 ZOOM SESSION! TIME: 2-2:30PM</p> <p>SEE THE DETAILS BELOW Join Zoom Meeting <a href="https://nsweducation.zoom.us/j/68651683904?pwd=bHJCZ2NhWHJDdmFieEJ5OXFKWURYQT09">https://nsweducation.zoom.us/j/68651683904?pwd=bHJCZ2NhWHJDdmFieEJ5OXFKWURYQT09</a> Meeting ID: 686 5168 3904 Passcode: 152845</p>	<p><u>Science</u></p> <p>Lesson 3 – Volcanoes</p> <p><u>How do volcanic eruptions 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. <a href="http://inq.co/class/2r61">http://inq.co/class/2r61</a> <b>Class code: 7628</b></p> <p>Complete the volcano worksheets.</p>	<p><u>PE/Let's Get Fit!</u></p> <p>Exercise changes your breathing rate. Read about it in <i>Activity 1</i>. Count your breaths before and after you exercise in <i>Activity 2</i>.</p> <p>Continue to exercise for at least 30 minutes per day. Enjoy the sun and have some fun! Record your results in the <i>Physical Activity Log</i>.</p>
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## Monday

### Sentence of the Day

#### Clauses Simple Sentences

*LI: Identifying the subject and predicate in a simple sentence.*

A sentence is a group of words that express a complete thought. A simple sentence contains only one main clause. A main clause contains a subject and a predicate.

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

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

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

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

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

Japan is an island country in East Asia.

In this sentence, *Japan* is the subject (what the sentence is about) and *is an island country in East Asia* is the predicate. The we know this is the predicate as it tells us something about the subject (Japan) and contains a verb (is).

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

1. John competed in the chess tournament.
2. I was excited about the party.
3. The team beat their rivals.
4. My cousins are visiting.
5. The class went out to play sport.

# Monday- Reading

What Do You Know?

## Prior Knowledge Inventory

Topic: Japanese Cuisine

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 Food

6 Articles

Check articles you have read:

☐

What Is Wagashi?  
164 words

☐

Shabu-Shabu  
257 words

☐

History of Sushi  
291 words

☐

Okonomiyaki: Whatever You Want, Grilled  
215 words

☐

Yakitori: Meat on a Stick  
213 words

☐

Eating in Japan  
268 words

# What Is Wagashi?

by ReadWorks



*summer wagashi*

In Japan, many people eat wagashi for dessert. Wagashi are traditional Japanese sweets. Unlike a lot of American candy, wagashi are mostly made of natural ingredients. One very common ingredient is a sweet paste usually made from beans, sweet potatoes, chestnuts, or fruit.



*examples of wagashi*

Professional wagashi makers often decide on the ingredients and decorations of wagashi according to the season. In the springtime, cherry blossoms grow all around Japan. In the fall, maple trees turn bright orange and red. Wagashi makers use these plants as inspiration during these seasons.

There are many different types of wagashi. One popular type is nerikiri. Nerikiri is made from sticky rice flour, sugar, and white bean paste. Nerikiri are sometimes molded into shapes of flowers, birds, or leaves. People often eat nerikiri and other wagashi with green tea.

A lot of professional wagashi makers have taken many years to learn all of their skills to make wagashi. These sweets are very delicate and beautiful.

# Shabu-Shabu

by ReadWorks



*ingredients, sauces, and pots of broth for shabu-shabu*

What if you cooked your own food at a restaurant? In Japan, you do that when you eat at a shabu-shabu restaurant!



*raw ingredients for shabu-shabu*

Shabu-shabu is a popular meal in Japan. When you go to a shabu-shabu restaurant, you are given raw meat and vegetables. The meat is usually thin slices of beef or pork, and the vegetables usually make up most of the meal. Restaurants often have vegetables that are local or in season. Some common vegetables include cabbage, onions, and carrots. You are also sometimes given other items like uncooked mushrooms or dumplings.

At the table, there is a hot pot of broth. You put some of the raw ingredients into the pot to cook them. You need to be careful with how long to leave each ingredient in the pot. Some

ingredients only take a few seconds to cook, and other ingredients may need a few minutes. When ingredients are ready, you take them out of the pot. Finally, you dip the food into a sauce and eat them with some rice. Sometimes, people also cook noodles in the hot pot. Shabu-shabu is delicious!

*Shabu-shabu* means 'swish-swish' in Japanese. When a person puts a piece of meat or vegetable into the hot pot, he or she swishes the ingredient to cook it. This style of cooking became very popular in Japan in the last 100 years. Now, people can eat shabu-shabu all over the world!

## History of Sushi

by ReadWorks



*There are many types of sushi!*

Have you ever tried sushi? Sushi is a Japanese dish. People usually think of cooled cooked rice layered with raw fish, vegetables, or rolled omelet.



*This photo shows one type of sushi. There are pieces with slices of salmon, tuna, or shrimp.*



Where did sushi come from? Many years ago before refrigerators, Japanese people wanted to keep fish and eat it later. People from Southeast Asia knew a technique. The technique used rice to keep fish for a long time. The Japanese people learned the technique from the Southeast Asian people. Then, Japanese people could keep fish for months by placing the fish in a barrel of uncooked rice and leaving the fish there. After a few months, the fish would be ready to eat. People would throw out all the rice and eat only the fish.

Japanese people eventually made changes to the technique so that the fish could be ready to eat in a shorter time. One change was adding vinegar to cooked rice. People also started to eat the rice and fish together. Now, people enjoy vinegar rice and fresh fish together. This dish is what people today call sushi.

In Japan, sushi is very popular. Today, it is easy to ship fresh fish across the world. There are many sushi restaurants in countries all around the world! There are also many types of sushi. One popular type of sushi is a slice of raw fish on top of an oval-shaped, hand-sized mound of rice. Some popular fish in sushi are tuna, salmon, and yellowtail. A lot of sushi chefs make many different types of sushi. Sometimes sushi chefs even use new ingredients or create new ways of eating sushi.

## Okonomiyaki: Whatever You Want, Grilled

by ReadWorks



Marcel Montes (CC BY-SA 3.0)

*okonomiyaki being cooked*

Okonomiyaki is a special dish of Japan. Okonomiyaki is usually made with flour, eggs, cabbage, and different toppings. A special sauce and mayonnaise are also often added.





*chefs making okonomiyaki*

No one knows who invented this dish, but many people agree that the history of okonomiyaki dates back to the mid to late 1800s. During this time, chefs in street stands started selling a kind of pancake food. By World War II, the snack had changed to become more like today's okonomiyaki. During World War II, people in Japan struggled to get food. Okonomiyaki became more and more popular because it was cheap and tasty.

There are two main styles of okonomiyaki. The first one is where the main ingredients are mixed in a batter and then grilled. The toppings are then added in. The other style is where the okonomiyaki is grilled in layers. The bottom layer is made of flour dough, and then the chef adds ingredients in layers. One layer is even made of noodles!

Not every okonomiyaki has the same ingredients. *Okonomiyaki* means "whatever you want, grilled." So you can usually choose the toppings you want. Some popular toppings include pork, octopus, and cheese. What toppings would you like on your okonomiyaki?

## Yakitori: Meat on a Stick

by ReadWorks



*yakitori with sauce*

*Yakitori* means "grilled chicken" in Japanese. It's a popular dish in Japan today, but a long time ago, Japanese people did not eat meat. During that time, most of Japan followed the religion of Buddhism. Buddhists in Japan were not allowed to eat meat, so Japanese rulers made a rule against eating meat. This rule got looser as time went on. Then, chicken became a popular meat to grill, especially in street stands. Pieces of chicken were cooked on sticks over a grill. This became known as yakitori.



Tyuvv (CC BY-SA 3.0)

*yakitori on a grill*

Yakitori became very popular for Japanese workers as a quick snack on their way home from work. Now, yakitori can be found in restaurants all over Japan. There are even restaurants that serve mostly yakitori. Many yakitori restaurants even serve other grilled items such as pork, beef, or vegetables. The grilled pieces of meat often have a sweet sauce brushed on top of them.

If you go to a yakitori restaurant, you may see cooks with paper fans. They fan the fire under the grill. They do this to control the temperature of the fire. It must be at the right temperature to cook well.

Have you eaten food on a stick before?

## Eating in Japan

by ReadWorks

*map of Japan*

In Japan, restaurants in different regions often focus on a few special items. The chefs at



these restaurants try to perfect these food items. These items are called specialties. For example, in Japan's northern region called Hokkaido, one specialty is a kind of salmon hot pot. Another specialty in Japan is misokatsu. This is a deep-fried pork cutlet with a sauce mostly made from miso. Misokatsu is a specialty in Aichi, located between the cities of Osaka and Tokyo.



*Japanese chestnuts*

In Japan, many chefs get their inspiration from the seasons. They also use local ingredients that are in season. Local ingredients are ingredients that don't need to be shipped from far away. For example, chestnuts are in season during the fall in Japan. So people might make dishes with chestnuts. They can make a dessert made from chestnut or add chestnuts to rice.

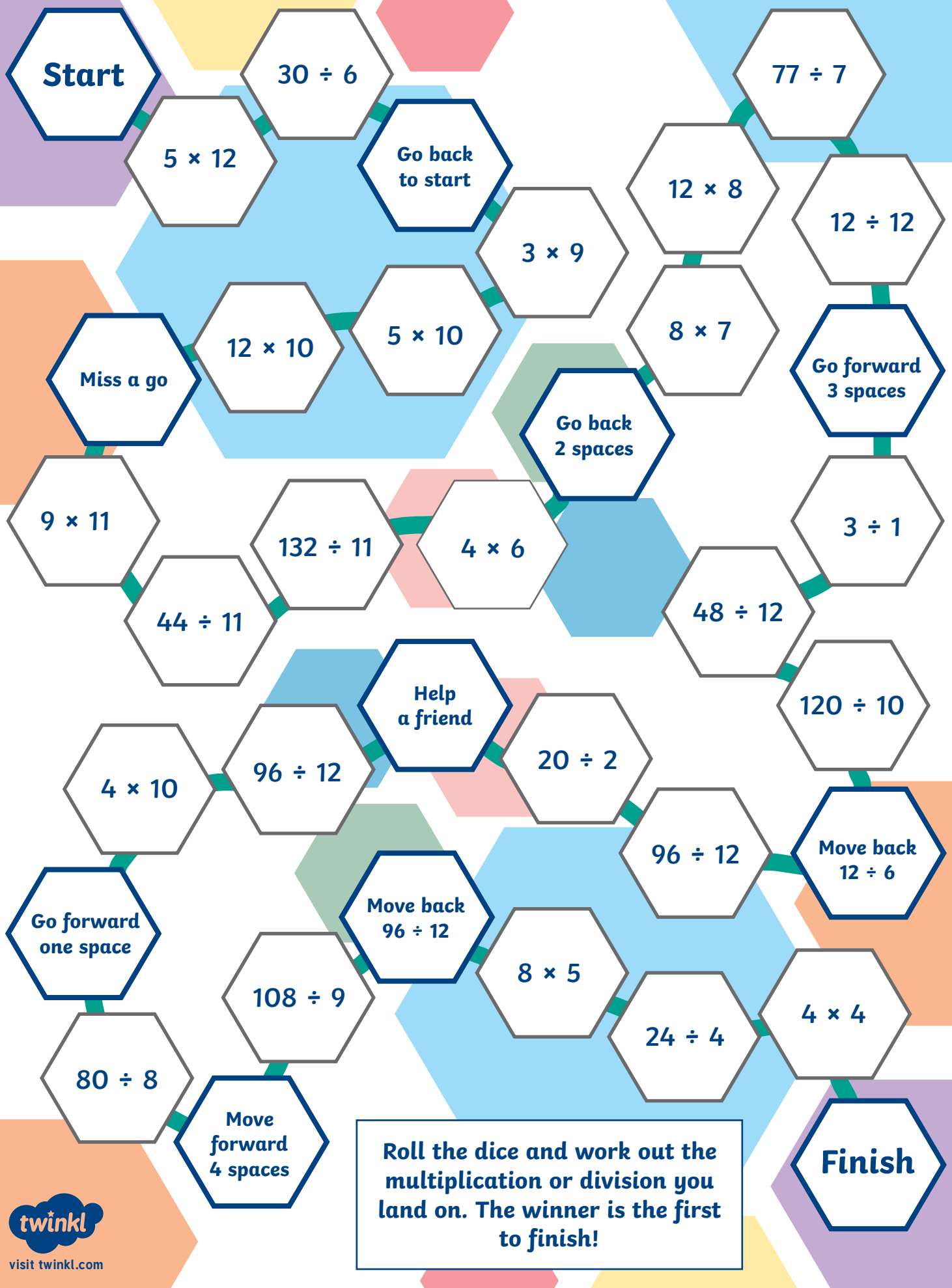


*a well-known fish market in Tokyo before it moved  
to a different location*

One common ingredient all year round in Japanese food is fish. Japanese fish markets are very busy. They get fish from nearby waters, but they also get fish that are shipped there from all over the world. Chefs get to these markets very early in the morning, sometimes at 4:30 am. They want the freshest fish!

Many people in Japan can learn about Japanese specialties and seasonal dishes from food shows on TV. If you were to watch Japanese television, you could easily find a show about food! A lot of the food shows also introduce people in Japan to food from all around the world.

# 2 to 12 Times Table Multiplication and Division Board Game



# 3D OBJECTS AND SPACE

## WHAT ARE SOME 3D OBJECTS YOU CAN SEE?

- Make a list of all the 3D objects you can see around you.  
Example: Tissue box = rectangular prism.

# WHAT DO WE NOW KNOW ABOUT 3D OBJECTS?

In your own words, answer the questions below.



What is the difference between a 2D shape and a 3D object



What is the difference between a pyramid and a prism?

## WHAT IS A PRISM?

- **A prism is a type of three-dimensional (3D) object with flat sides. It has two ends that are the same shape and size** (and look like a 2D shape). It has the same cross-section all along the shape from end to end; that means if you cut through it you would see the same 2D shape as on either end.



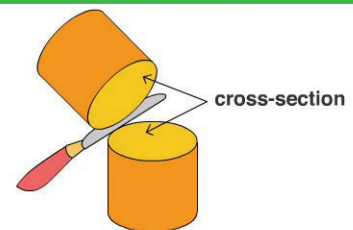
## WHAT IS A PYRAMID?

- A pyramid is also a three-dimensional (3D) object. It has a [polygon](#) base and flat (triangular) sides that join at a common point (called the apex).
- A pyramid can have several different types of cross sections. **The cross section of a pyramid that is perpendicular to the base will be a triangle.**

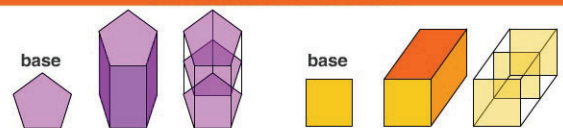
## WHAT IS A CROSS-SECTION

- A **cross section** is the shape we get when cutting straight through an object. It is like a view into the inside of something made by cutting through it.
- Think about if you made a cube out of play-doh. What would it be like if you cut it in half with some string?
- Look at the image. Would the cross section of a cylinder be a circle? Would the cross section of a pyramid be its base? Would that shape get smaller the further up the pyramid you went?

### cross-sections

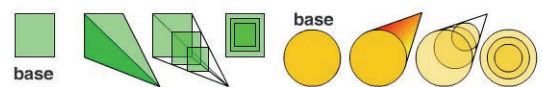


### uniform cross-sections



Uniform cross-sections are parallel to, and the same size and shape, as the base.

### cross-sections that are not uniform



Pyramids and cones do not have uniform cross-sections.

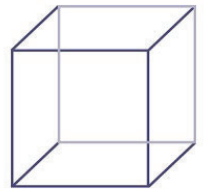
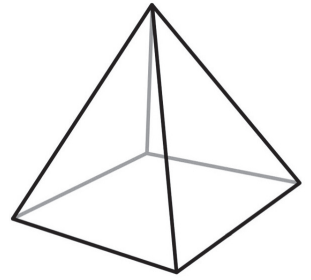


Oblique cross-sections are not uniform.



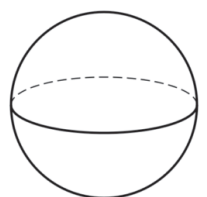
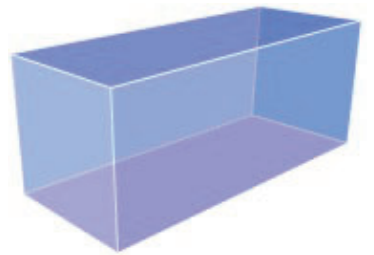
# WHAT IS A FACE?

- A face is a 2D shape that makes up one surface of a 3D object.
- Can you name the faces and how many there are in these objects?



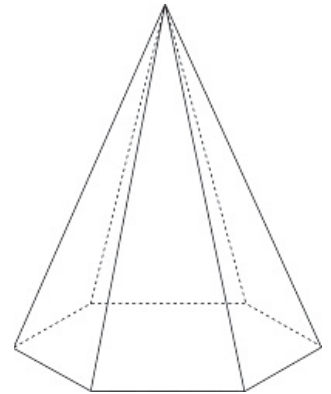
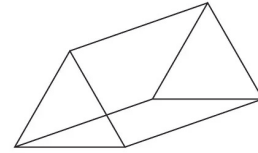
# WHAT IS AN EDGE?

- An **edge** is a line segment. It connects vertices together. In a two-dimensional object like the hexagon above, we sometimes call it a *side*.
- How many edges do these objects have?



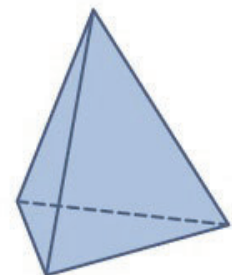
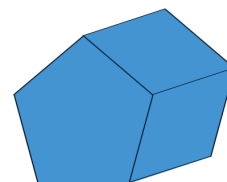
# WHAT IS A VERTICES?

- A **vertex** is a single point. It joins edges together in a shape. Often, we also might call it a *corner* or just a *point*.
- How many vertices are there in these objects?



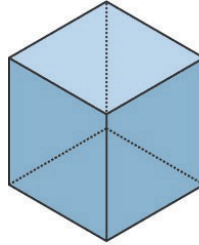
# WHAT IS AN APEX?

- An apex is the vertex which is in some sense the "highest" of the figure to which it belongs. The term is typically used to refer to the vertex opposite from some "base."
- Think about the top of a pyramid, is that the highest point of the pyramid?
- Where is the apex in these objects?

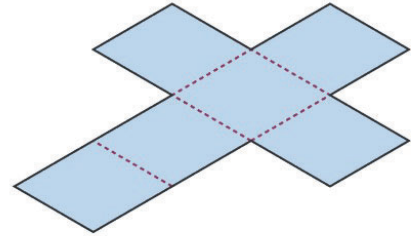


# 3D SHAPE NETS

- The **net of a 3D object** is what it looks like if it is opened out flat.
- Can we fold this net back up to make a box (cube)?
- <https://www.geogebra.org/m/ajv7KdWB>
- Enter the link and play around with the different nets of 3D objects.



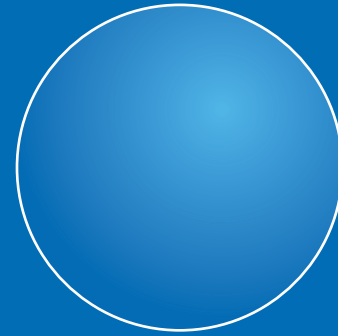
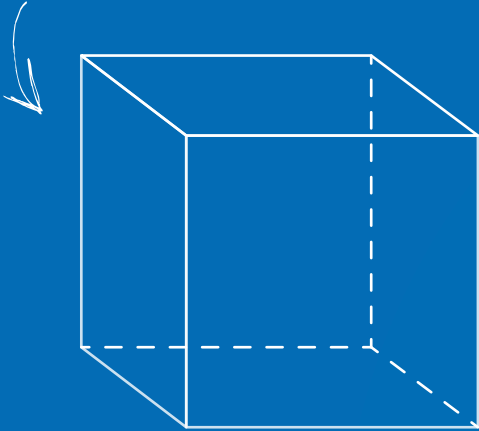
Cube



Net of a cube

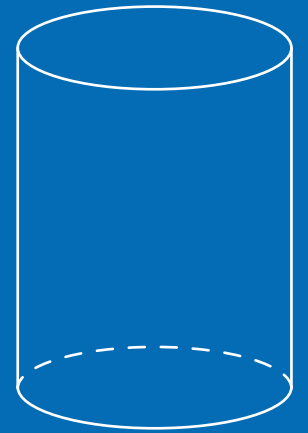
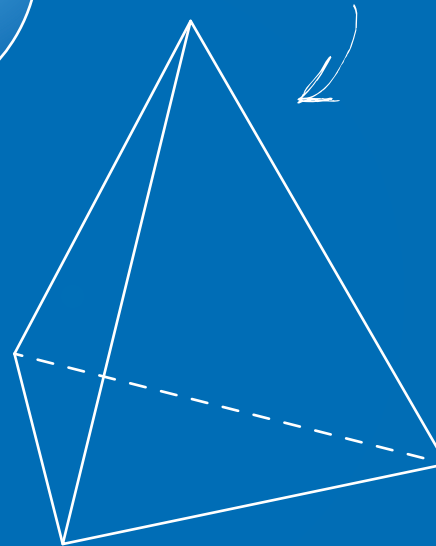
# 3D Objects

Cube

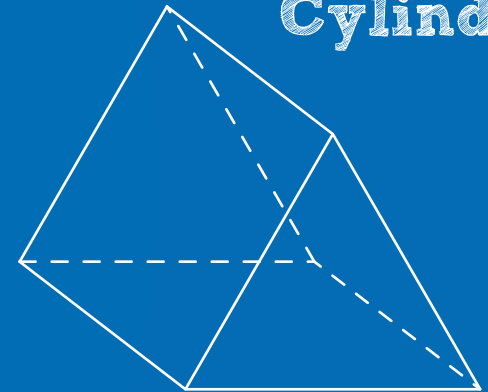


Sphere

Triangular  
Based Pyramid



Cylinder

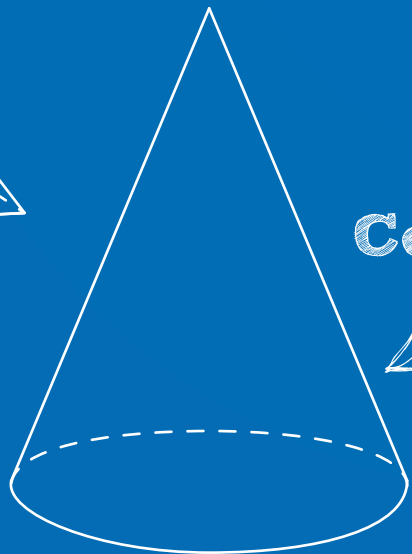


Triangular  
Prism

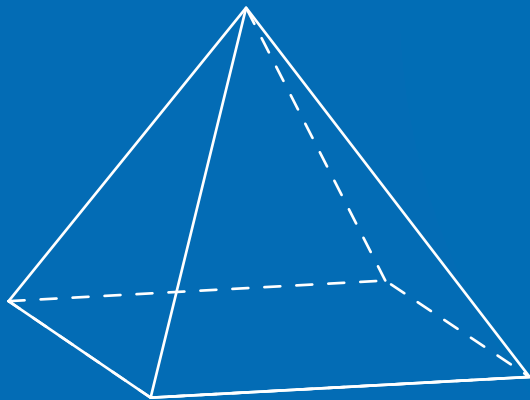
Rectangular Prism




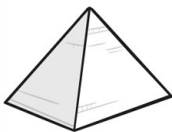


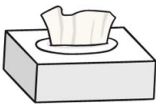

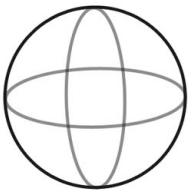
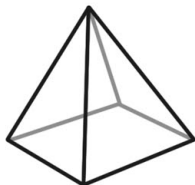

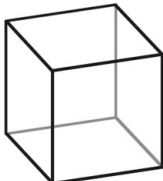
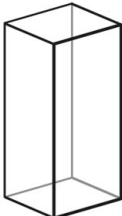
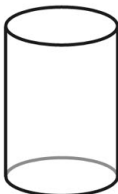
Cone



Square Based  
Pyramid



Complete the worksheet below.  
Under the picture, write what each 3D object can be seen. Then, list the properties of each object in the spaces provided.

twinkl.co.uk					
It looks like...	It looks like...	It looks like...	It looks like...	It looks like...	It looks like...
					
It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces	It has... <input type="checkbox"/> edges <input type="checkbox"/> vertices <input type="checkbox"/> faces
					
sphere	pyramid	cone	cube	cuboid	cylinder

## Japan Challenge Grid (JAPANESE CUISINE)

What does <i>seasonal ingredients</i> mean?	What is ukai?	What are the Japanese words for salt and soy sauce?	How many families eat KFC on Christmas day?
How is seafood consumed?	The 3 main types of Japanese noodles are:	Explain why meat based dishes have become common in Japan	What happened in 1880?
What is does the word cuisine mean?	Describe the difference between Sashimi and Sushi	What are cormorant birds used for?	塩 salt Have a go at writing salt in Japanese
Briefly explain the origin of KFC in Japan on Christmas	Which types of food are classified as “foreign” to Japan?	Traditional Japanese cuisine includes:	醤油 Soy Sauce Have a go at writing Soy Sauce in Japanese

## Japanese Cuisine

Japanese cuisine includes the traditional foods of Japan, which have been developed over centuries. The traditional cuisine of Japan includes rice with miso soup and other dishes. There is an emphasis on seasonal ingredients.

Side dishes often consist of fish, pickled vegetables, and vegetables cooked in broth. Seafood is common, often grilled, but also served raw as sashimi or in sushi. Seafood and vegetables are also deep-fried in a light batter, as tempura. Apart from rice, different noodles are often used.

Dishes inspired by foreign food, such as spaghetti, curry, and hamburgers, have been adapted for Japanese tastes. Historically, the Japanese avoided meat. With the modernisation of Japan in the 1880s, meat-based dishes have become common. Japanese cuisine, particularly sushi, has become popular throughout the world.

### Christmas in Japan

Every Christmas season, an estimated 3.6 million Japanese families treat themselves to Kentucky Fried Chicken, in what has become a nationwide tradition. According to KFC Japan spokeswoman Motoichi Nakatani, it started thanks to Takeshi Okawara, the manager of the first KFC in the country. Shortly after it opened in 1970, Okawara woke up at midnight and jotted down an idea that came to him in a dream: a "party barrel" to be sold on Christmas.

Okawara dreamed up the idea after overhearing a couple of foreigners in his store talk about how they missed having turkey for Christmas, according to Nakatani. Okawara hoped a Christmas dinner of fried chicken could be a fine substitute, and so he began marketing his Party Barrel as a way to celebrate the holiday.

In 1974, KFC took the marketing plan national, calling it Kurisumasu ni wa Kentakkii, or Kentucky for Christmas

### Best time to fish in Japan

One such method of traditional fishing is called ukai, where trained cormorant birds help anglers capture river fish. It's most famous in Gifu City, and can be viewed on the Nagaragawa River from May to October. It also takes place in Kyoto and Uji from July to September.

### Noodles

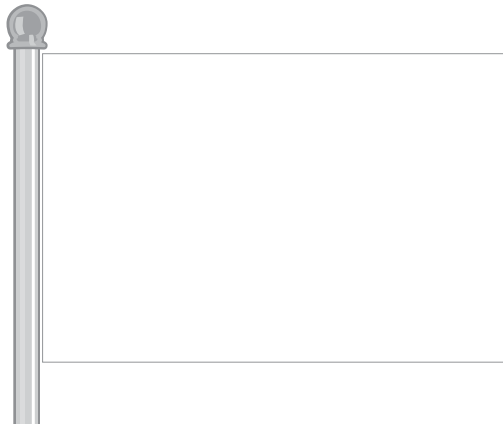
**Udon Noodles** are thick Japanese noodles made of wheat flour. Popular and well known Udon noodle dishes include; Zaru Udon (cold), Kake Udon (hot) and Tanuki Udon (hot/cold).

**Soba noodles** are noodles made of buckwheat flour, roughly as thick as spaghetti, and prepared in various hot and cold dishes. Soba dishes are very popular and easily available nationwide. Well known Soba noodle dishes include; Mori/Zaru Soba (cold), Kake Soba (hot), and Sansai Soba (hot).

**Ramen noodles** is a noodle soup dish that was originally imported from China and has become one of the most popular dishes in Japan in recent decades. Popular ramen noodle soups include; Shoyu (醤油, Soy Sauce), Miso (味噌, Soybean Paste), and Shio (塩, Salt).

Vexillology is the study of flags. Each country in the world has its own unique flag. The colours and symbols on the flags are symbolic and have been selected to represent the people and the place. Flags can include symbols that represent geography, history, religion, science, human spirit, war, peace, bloodshed or culture. Some colours represent different things on different flags.

- 1** Choose four flags of Asian countries and research their meaning. Draw the flags in the spaces below and include a description of what the symbols and colours mean.




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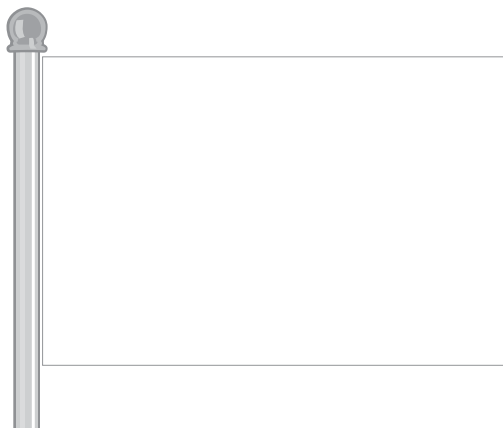
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2

Design a flag for the continent of Asia, using symbols and colours to represent what you have learnt to be important features of this continent.



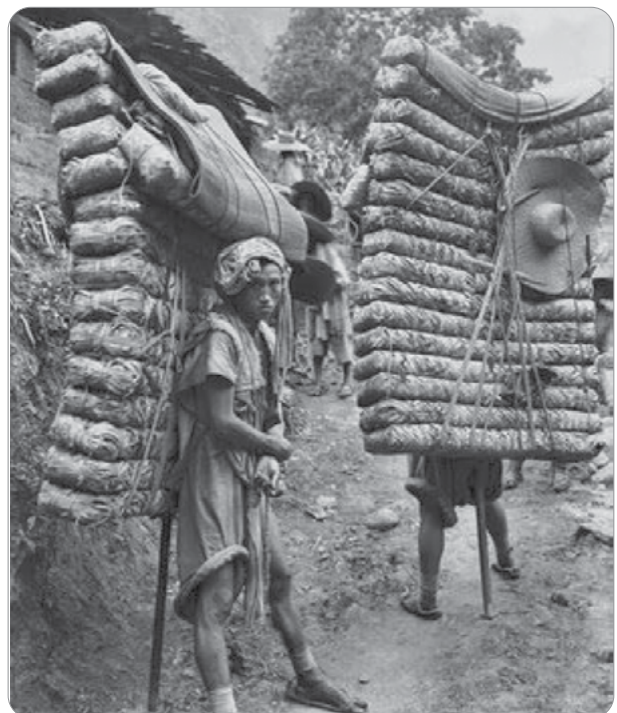
Features:

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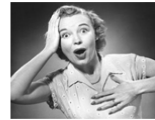
3

What do you think this is an image of?  
What might the modern day version of this look like?



# Monday - Writing (Block Planner)

**Country -**



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.

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**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

### Sentence of the Day

#### Phrases

*LI: Identifying a phrase in a simple sentence.*

#### What is a phrase?

A phrase is a group of words that stand together as a single grammatical unit as part of a clause or a sentence. This group of words often provide more information about a noun, verb, adjective, or adverb. Like clauses, phrases are also a combination of two or more words in a sentence; however, unlike clauses, phrases do not contain a subject or a verb. Phrases are used to provide more information on where, when, and how something is happening.

- Where? (place): at home/in the park.
- When? (time): early this morning/at midday.
- How? (manner): at a leisurely pace/as quickly as possible/with friends.

To remain a simple sentence, this information must be provided in the phrase without containing a subordinating conjunction.

Time	Cause and Effect	Condition	Contrast	Place
after	because	if	though	where
while	so	unless	although	wherever
when	since	whenever	even though	whereas
before	now that	provided that	whereas	
Since	in order that	as		
meanwhile	until	even if		
<u>finally</u>				
eventually				

The following is an example of a simple sentence that does not contain a phrase:

John hates to exercise.

As we can see, there is a subject (John) and a predicate that contains a verb (hates to exercise).

The following is an example of a simple sentence, with a phrase added and underlined:


John hates to exercise in the morning.

As you can see, this phrase provides more information on when (in the morning) the subject (John) experiences the information provided in the predicate (hates to exercise).

A different phrase could be added to this sentence, to provide information on how John hates to exercise. This example is provided below, with the phrase underlined.

John hates to exercise with friends.

# Tuesday Reading Activity

<p>Summarise what you just read.</p>	<p>How does what you just read relate to your own life?</p>	<p>Discuss any words that you may not have known.</p>
	<p>Based on what you read, what are you curious or interested in knowing more about?</p>	
<p>glue or velcro</p>	<p>What are some significant details? What are some minor details?</p>	<p>glue or velcro</p>
	<p>glue or velcro</p>	

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.

blank cube



# Tuesday - Math

## Operations with Decimals



## Revision of Decimals

- A decimal is a number which contains a decimal point. Decimal numbers may be less than or greater than 0.
- The decimal point is used to separate the whole numbers (the units, tens and hundreds) from the fractions (the tenths, hundredths and thousandths). For this reason, it is always placed between the units column and the tenths column.

whole number → 23.6 ← fraction (six tenths)  
↑  
decimal point



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## Revision of Place Value

- When writing whole numbers, each digit holds a place. This place represents the value of that digit within the number.
- When writing decimal fractions, place value is equally important. The place represents the value of the fraction within the decimal.

283  
↓   ↓   ↓  
hundreds   tens   units


0.283  
↓   ↓   ↓  
tenths   hundredths   thousandths



teachstarter


# Revision of Place Value

The number below is made up of a whole number and a fraction, separated by a decimal point. As you move left along the number, each column is ten times greater than the one before. As you move right along the number, each column is ten times smaller than the one before. This is very useful to know when multiplying and dividing decimals by multiples of ten. More on that later!




← ten times greater					
Hundreds	Tens	Units	Tenths	Hundredths	Thousandths
4	0	2	8	6	1

ten times smaller →



## Adding and Subtracting Decimals

- To add and subtract decimals, follow these steps:
  - 1) Write down all the decimal numbers, one underneath the other. Make sure that all the decimal points are aligned.
  - 2) If any of the place value columns are empty in any of the numbers, add in a zero to act as a place holder.
  - 3) In the space where you are going to write your answer, place the decimal point in line with all the others.
  - 4) Add or subtract the decimals.

- 
- Let's take a look at two different examples of adding and subtracting decimals.



## Adding and Subtracting Decimals – Example 1

Add the following numbers:  $23\frac{14}{100}$ ,  $8\frac{63}{1000}$  and  $64\frac{2}{10}$ .

Write down the decimal numbers, keeping the decimal points in a line.


Place the decimal point in the answer, in line with the others.



$$\begin{array}{r} 23.140 \\ 8.063 \\ + 64.200 \\ \hline 95.403 \end{array}$$

→ Add zero to act as a place holder in any empty columns in the numbers.

→ Add the decimals.





# Adding and Subtracting Decimals – Example 2

Subtract  $9\frac{17}{100}$  from  $81\frac{639}{1000}$ .

Write down the decimal numbers, keeping the decimal points in a line.

$$\begin{array}{r} 81.639 \\ - 9.170 \\ \hline \end{array}$$

Add zero to act as a place holder in any empty columns in the numbers.

Place the decimal point in the answer, in line with the others.

$$72.469$$

Subtract the decimals.



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## Review – Adding and Subtracting Decimals

Answer the following additions.

- 1)  $3.7 + 23.02 + 0.906 =$
- 2)  $5.801 + 2.6 + 43.008 =$
- 3)  $1.08 + 2.87 + 63.601 =$
- 4)  $2.5 + 0.002 + 67.90 =$
- 5)  $46 + 35.89 + 0.006 =$

Answer the following subtractions.

- 1)  $184.798 - 23.004 =$
- 2)  $67.9 - 3.02 =$
- 3)  $4.397 - 0.035 =$
- 4)  $865.2 - 2.673 =$
- 5)  $58.998 - 23.664 =$



$$v_b' = \frac{1}{4}u(1-e^{\Lambda 2})$$

$$v_c' = \frac{1}{4}u(1+e)^{\Lambda 2}$$


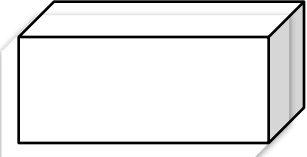
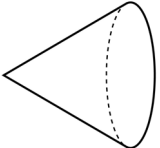
$$v_b = \frac{1}{4}u(1-e^{\Lambda 2})$$

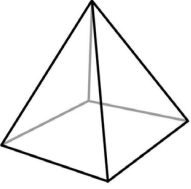
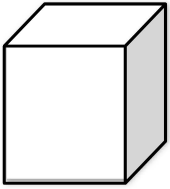
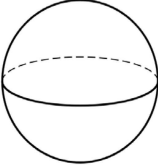
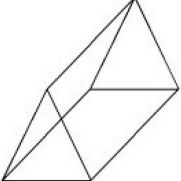
$$v_c' = \frac{1}{4}u(1+e)^{\Lambda 2}$$

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# 3D OBJECT SCAVENGER HUNT

Today you will go on a quest to find the following objects in your house. What items can you see that replicate the following 3D objects. Name the object in the first column, the matching item in the second and then count the properties in the remaining rows.

Picture	3D object	Name of item	Faces	Vertices	Edges
					
					
					

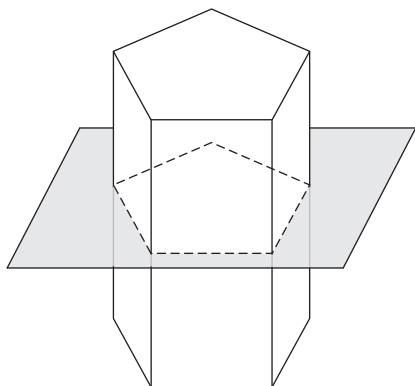
					
					
					
					

Name : \_\_\_\_\_

## Cross Section of 3D Objects

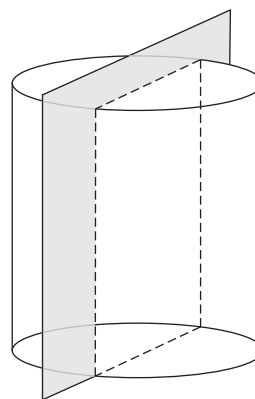
Identify and name the 2D shape that is formed on slicing the following 3D figures.

1)



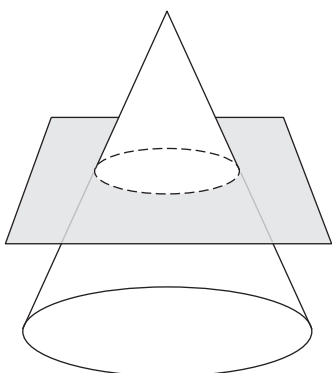
\_\_\_\_\_

2)



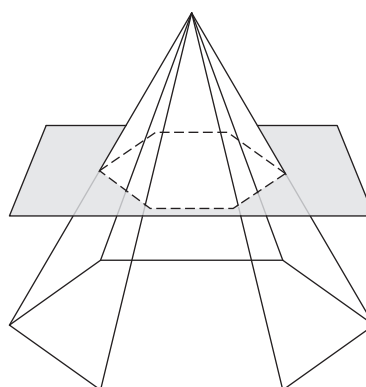
\_\_\_\_\_

3)



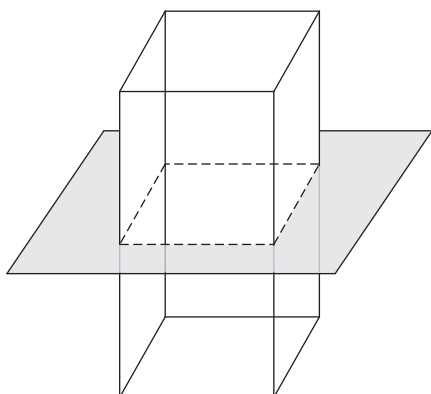
\_\_\_\_\_

4)



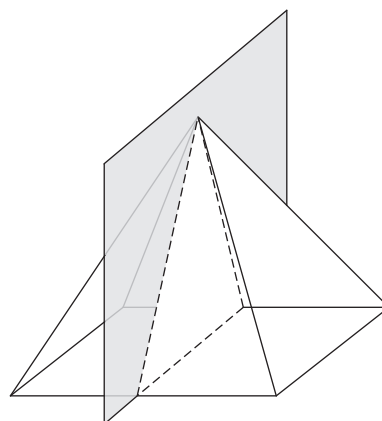
\_\_\_\_\_

5)



\_\_\_\_\_

6)



\_\_\_\_\_



## Activity 1

### Explore a Harassment Scenario

#### Key Message:

Harassment and bullying both involve abuse of power. Both involve behaviour which is unwelcome, intimidating, insulting, offensive and repeated. They can be physical, verbal, or non-verbal like looks or gestures.

Harassment can include:

- Physical harassment: Actions like touching, pushing and violence.
- Verbal harassment: Put downs and insults.
- Non-verbal harassment: Looks, gestures and being followed.

Read these facts about harassment and decide if it is different from bullying.

1. Harassment is an act which offends or humiliates a person and is often repeated.
2. The person is harassed for being different because of race, gender, age, sexuality or disability.
3. Harassment is hurtful and hard to talk about.



Read the following story:

## **Melanie's story**

Melanie was in Year 5. She enjoyed school and joined in most activities. Melanie was good at sport and maths.

Melanie had a group of close friends and at lunchtime they usually played basketball or went to environment club.

There were some boys at Melanie's school who also used the basketball courts. It was always a race at lunchtime to see who could get the best court first.

When Melanie and her friends got there first the boys would sit on the sidelines watching them play. The boys would mock the way they played and laugh at their passes. They called out comments about the girl's underwear.

This never stopped, even when Melanie told the teacher.

Discuss your answers to these questions about Melanie's story with your sibling or parent.

1. What are some of the behaviours in the story which are harassment?
2. In what way is Melanie being targeted as different?
3. Why are the boys' actions not OK?
4. In what ways could the boys have acted to be helpful?
5. What advice would you give to Melanie? What could she do about the harassment?
6. Is it OK not to react - to ignore the harassment?
7. If someone harasses you, what can you do? Discuss these options:
  - Ignore the harasser and keep feeling confident.
  - Talk to friends about it.
  - Seek help.

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.

Topic sentence

Explanation

Evidence/Example

Linking sentence

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.

Topic sentence

Explanation

Evidence/Example

Linking sentence

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.

Topic sentence



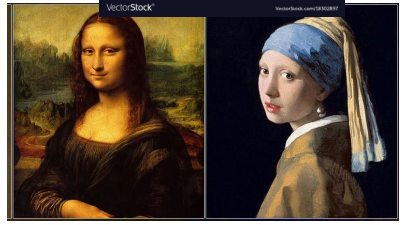




Explanation

Evidence/Example

Linking sentence

# Wednesday Reading Activity– Vocabulary

Match the vocabulary words to their definition and image.

Diet	known or talked about by many people; famous.	
cuisine	The kinds of food that an animal, person, or group of people consume	
culinary	A style or method of cooking	
chef	A person who is an expert of an artform	
connoisseur	existing in or as part of a tradition; long-established	
renowned	To do with food and cooking	
traditional	a professional cook, typically the chief cook in a restaurant or hotel.	



## Wednesday

### Sentence of the Day

#### Phrases

*LI: Identifying a phrase in a simple sentence.*

A sentence is a group of words that express a complete thought. A simple sentence contains only one main clause. A main clause contains a subject and a predicate.

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

Using what you have learned, circle the subject (what the sentence is about), underline the predicate (the part of the sentence that contains a verb tells us something about the subject), and highlight the verb in the sentence below:

Japan is an archipelago.

Did you identify *Japan* as your subject? That is correct.

Did you identify *is* as your verb? That is correct.

Did you identify *is an archipelago* as your predicate? That is correct.

What is a phrase?

A phrase is a group of words that stand together as a single grammatical unit as part of a clause or a sentence. Phrases are also a combination of two or more words in a sentence that do not contain a subject or a verb. Phrases are used to provide more information on where, when, and how something is happening. Given that a phrase does not contain a subject or verb, you can identify a phrase by identifying the part of the sentence that does not contain these items and provides more information about what the sentence is about. Consider our previous sentence that does not contain a phrase:

Japan is an archipelago.

We can add a phrase to this sentence.

Japan is an archipelago in East Asia.

The phrase *in East Asia* provides more information about where something is happening.

The simple sentences below contain phrases. To identify these phrases, first identify the subject and predicate, and ensure that the phrase you are underlining does not contain either. Rather, the phrases will provide more information (when, where, or how) on what the sentence is about.

1. The baby crawled on its stomach.
2. I watched the Olympics the other day.
3. I write my sentences of the day in my workbook.
4. The dragon flew over the city.
5. The fire roared through each room of the house.

## Math warm up - Wednesday

### 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

88	
Standard	Non-standard

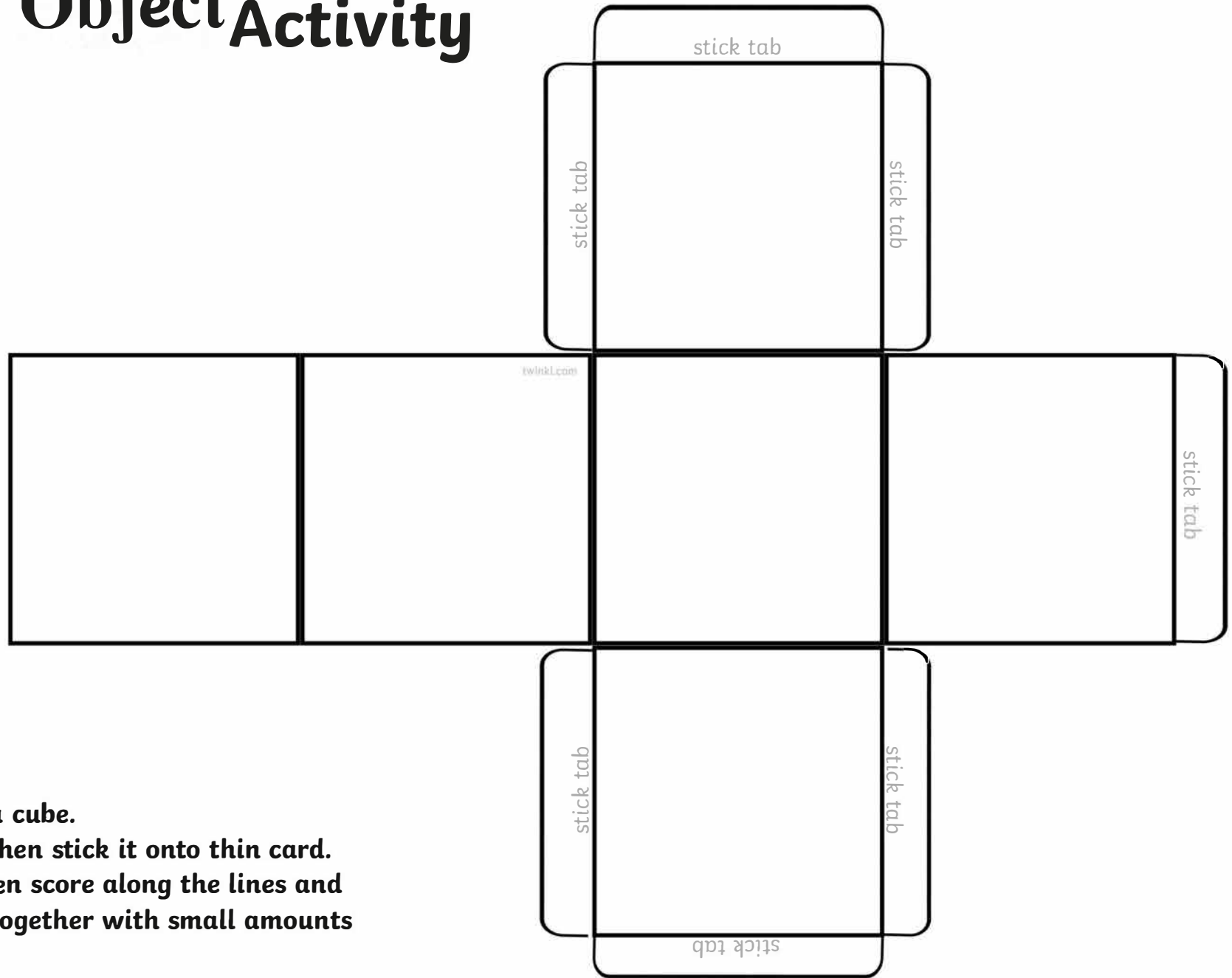
739	
Standard	Non-standard

1032	
Standard	Non-standard

87523	
Standard	Non-standard

198253	
Standard	Non-standard

# Cube 3D Object Activity



**This is a net for a cube.**

**Print it out and then stick it onto thin card.**

**Cut it out and then score along the lines and fold them. Stick together with small amounts of glue.**

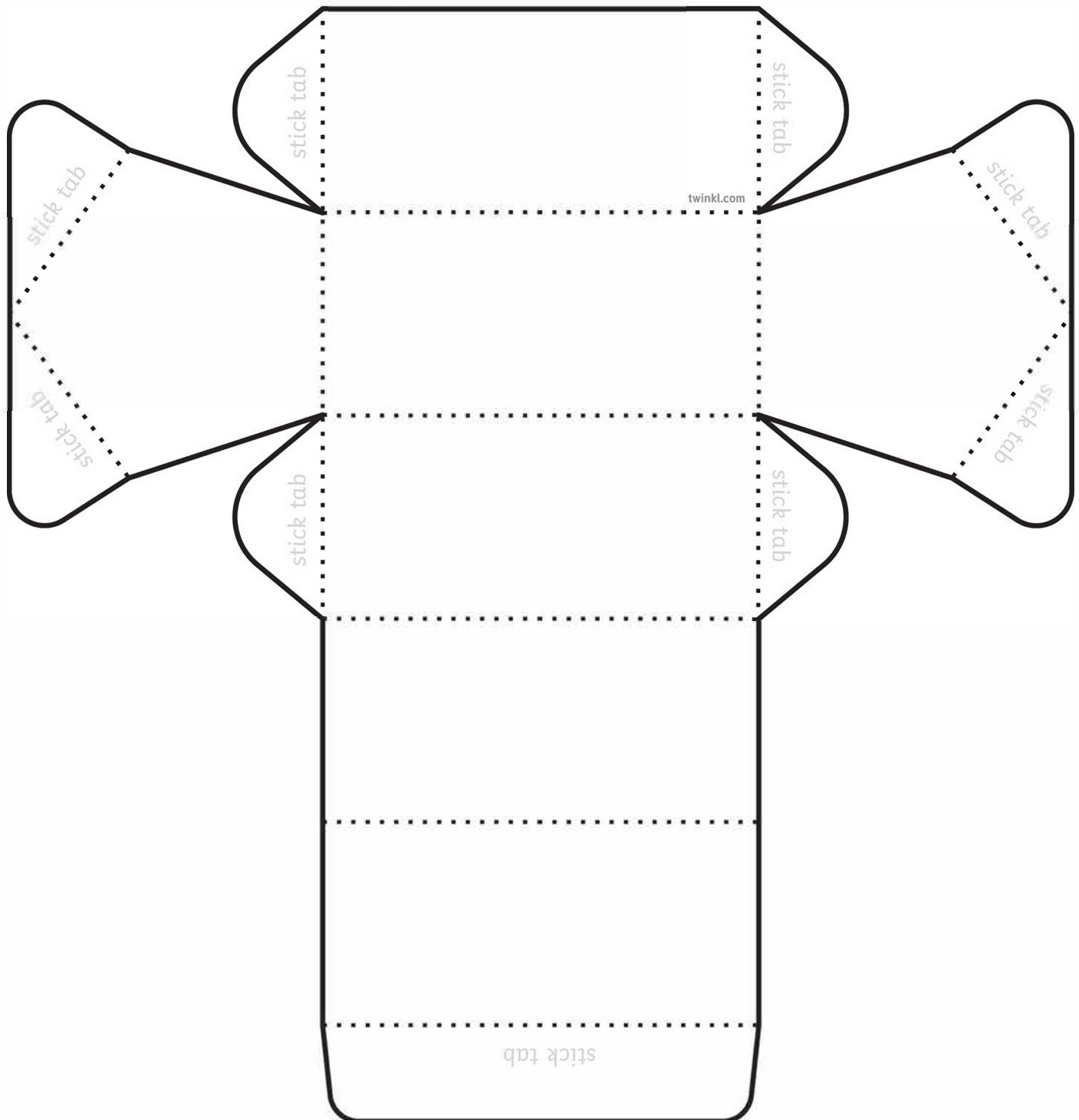


# Pentagonal Prism 3D Object Net Activity Sheet

Print the template on card or print on paper (use card for the best results).

Cut the shape out and then score along the dotted lines before folding them.

Stick the shape together with a small amount of glue.



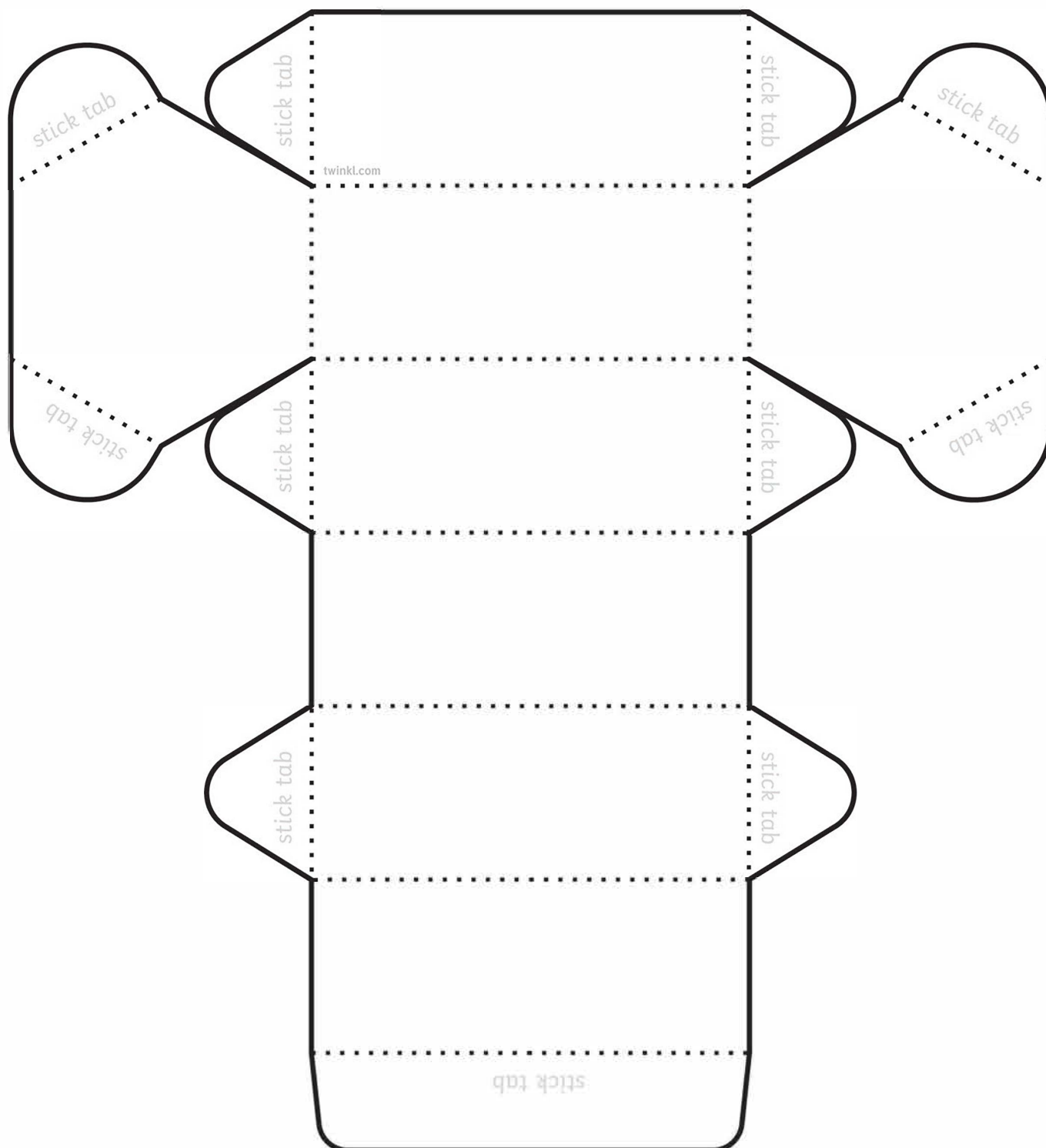


# Hexagonal Prism 3D Object Net Activity

Print the template on card or print on paper (use card for the best results).

Cut the shape out and then score along the dotted lines before folding them.

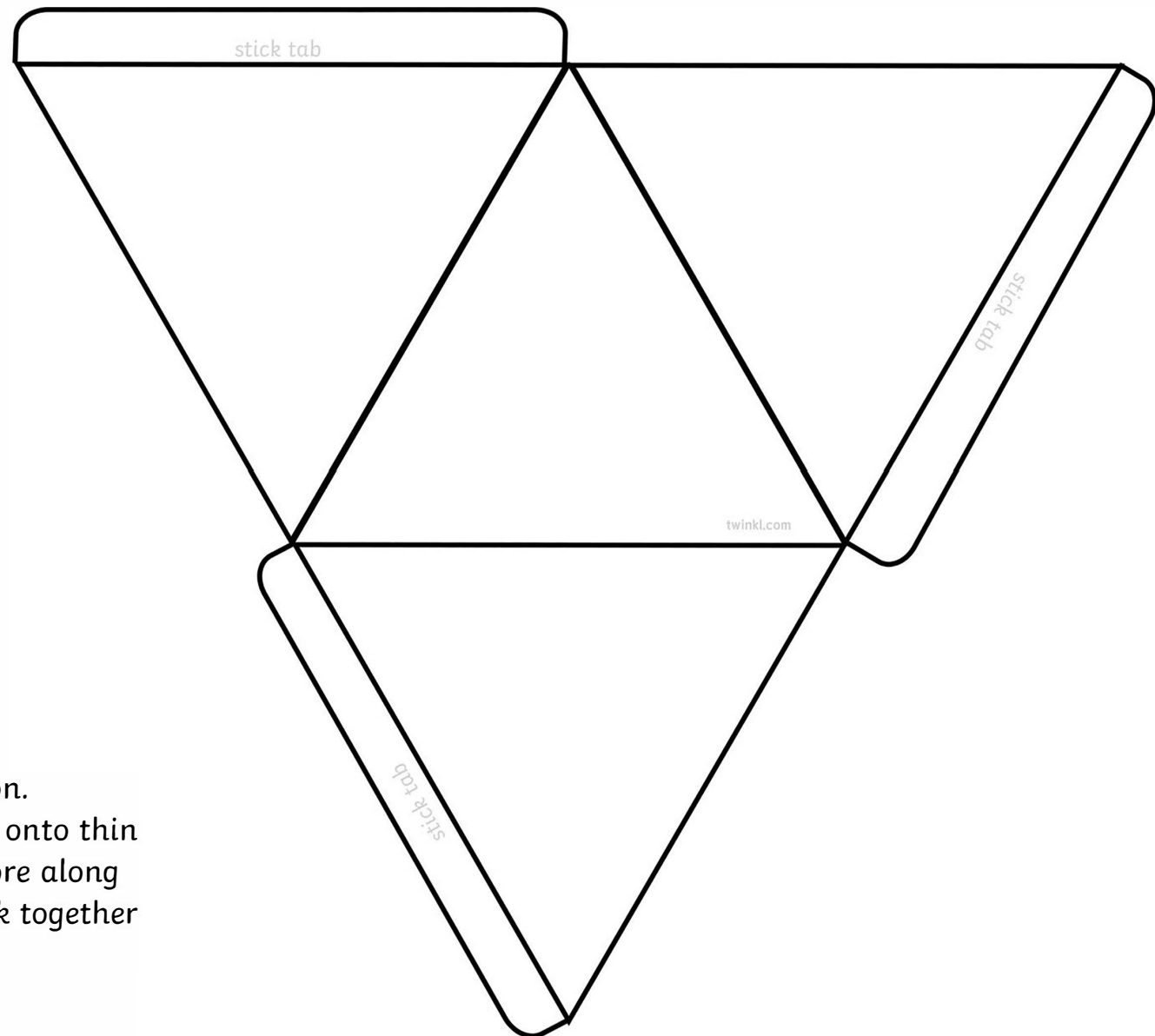
Stick the shape together with a small amount of glue.







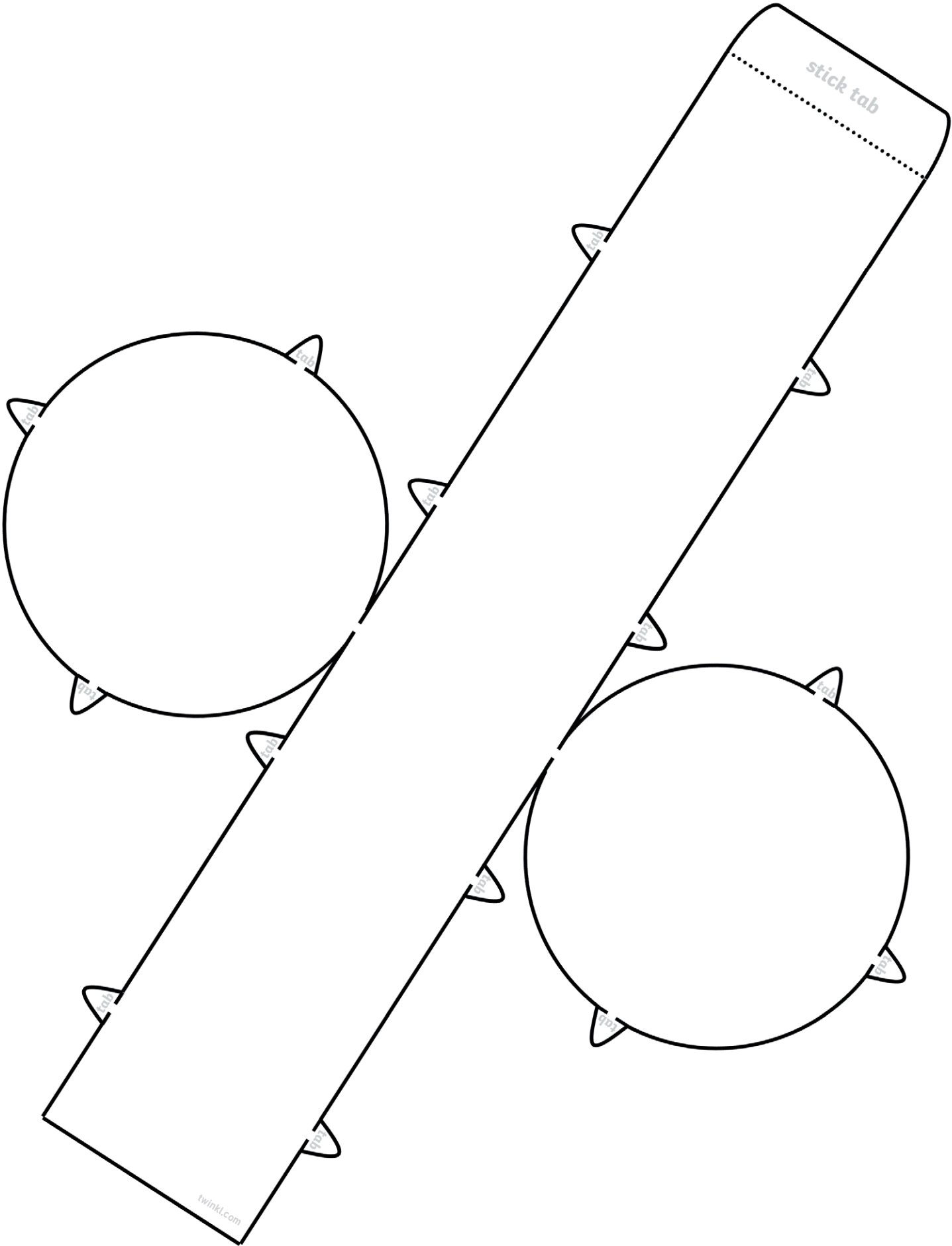
# Tetrahedron 3D Object Activity



This is a net for a tetrahedron.  
Print it out and then stick it onto thin  
card. Cut it out and then score along  
the lines and fold them. Stick together  
with small amounts of glue.

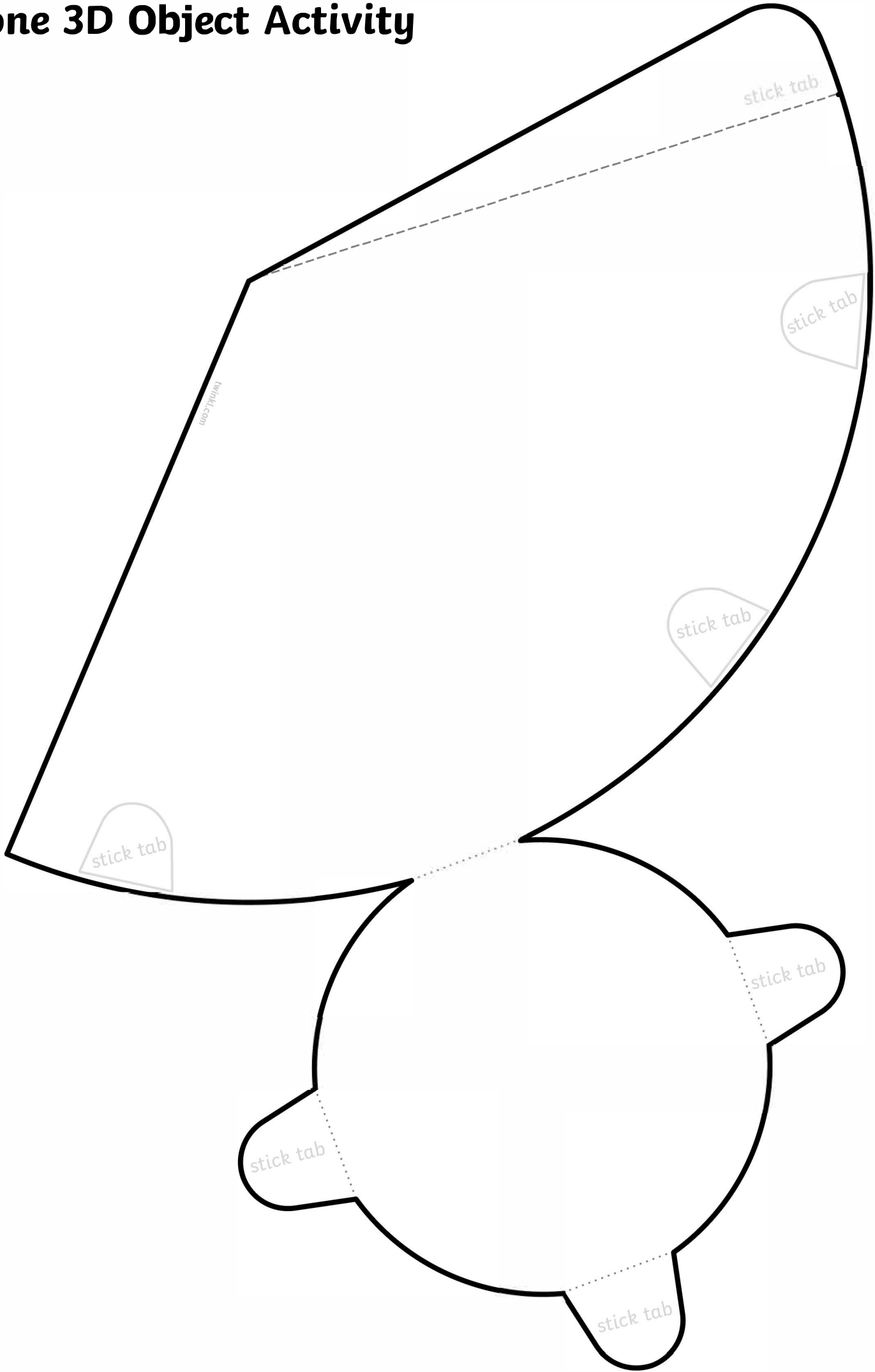


# Cylinder 3D Object Net Activity





# Cone 3D Object Activity





# How do volcanic eruptions change the Earth's surface?



- 1** Eyjafjallajökull, Kliuchevskoi and Popocatépetl are all names of active volcanoes around the world. Work with a friend to try and say them. Find out the correct pronunciation.

## Vocabulary

volcano  
eruption  
magma  
lava

ash  
plume  
crater  
pressure

tectonic plates  
pyroclastic flow  
viscosity  
volcanologist

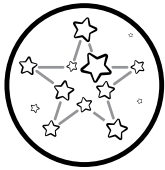
active  
dormant  
extinct  
caldera



2

Watch the video *Eruption!*

3

**Connect, Extend, Challenge****Connect**

What did you already know about volcanoes?


**Extend**

What new ideas did you get from the video to extend your knowledge?


**Challenge**

What is still challenging or confusing you about volcanoes?


**4** Find out how and why a volcano erupts.

Use information from the weblink then complete the Jeopardy task – write a great question to match each answer.

Question	Answer
	Magma
	Crust
	Pressure
	Lava flow

**5** Buddy up to study the images and information in the eBook *Volcanoes*, then chat about the questions below.

What image from the eBook stays in your mind?  
Why?

How many facts about volcanoes can you remember?  
Share them.

Choose a page from the eBook to look at again.  
What extra information can the images give you?

Volcanic eruptions on the Earth's surface are sudden and often violent events that have dramatic consequences. Volcanoes can devastate, but can also create.

6

Using these websites, information from the eBook and other reliable sources, investigate how volcanoes change the Earth's surface.

Record your information using the graphic organiser below or a digital program of your choice e.g. Google docs, Word or Canva.

### How do volcanoes affect the Earth's surface?

**Negative effects**  
(devastate)

**Positive effects**  
(create)



## Thursday

### Sentence of the Day

### Clauses and Phrases

*LI: Identifying a phrase in a simple sentence.*

Circle the subject (what the sentence is about), underline the predicate (the part of the sentence that contains a verb tells us something about the subject), and highlight the verb in the sentences below:

1. Manga is a popular form of entertainment.
2. Sushi is a popular Japanese dish.
3. My family enjoys watching movies.
4. Jessica is the fastest runner.
5. John enjoys reading.

The sentences below contain phrases. To identify these phrases, first identify the subject and predicate, and ensure that the phrase you are underlining does not contain either. Rather, the phrases will provide more information (when, where, or how) on what the sentence is about.

1. Sushi is a dish made in Japan with rice, seaweed, and seafood.
2. Manga is enjoyed as a popular form of entertainment around the world.
3. My family enjoys watching movies every weekend.
4. Jessica is the fastest runner in her group of friends.
5. John enjoys reading in bed.
6. The swimming competition was held over the course of the day.
7. The public was tired of being in isolation.
8. I watch the news in the evening.
9. The main islands were connected to Siberia and Korea by bridges of dry land.
10. They were skilled weavers, tool makers, and farmers who began cultivating rice in flooded paddy fields.

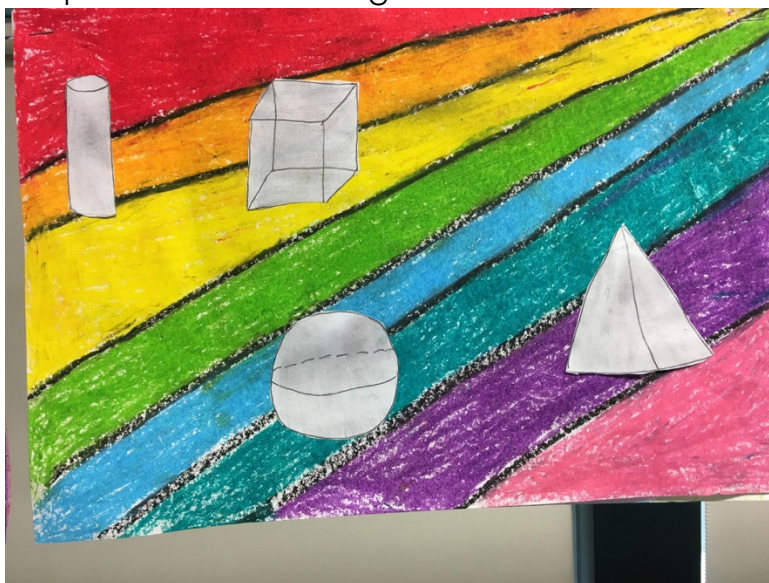
### Thursday – Math – Week 6

Today brings an investigation on drawing 3D models.

Before you get started, you will need the following items;

- 2 pieces of paper. One to do your background and one to draw your 3D objects on.
- Scissors
- Glue
- Lead pencil
- Ruler
- Colouring materials – whatever you have at home. Oil pastels, textas, crayons, coloured pencils etc.
- A good attitude – have a go. Not everyone is a fantastic drawer, but give it the best you can.

**Step 1:** View the art works here. Notice the shading of the objects and the pattern of the background.







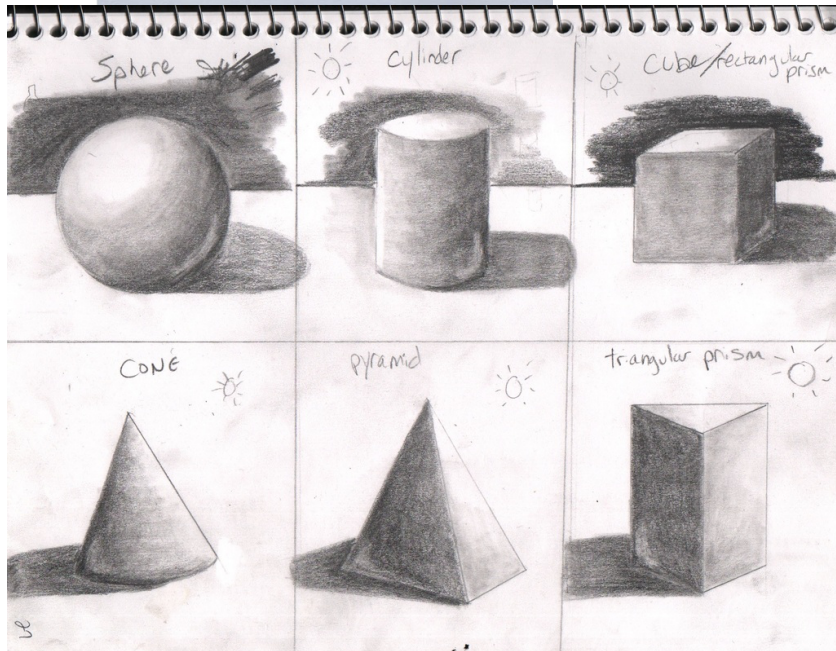
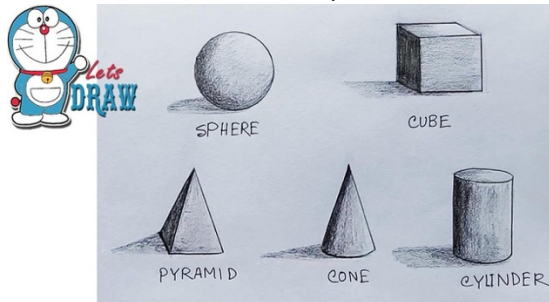
**Step 2:** Get your first bit of paper. Place your ruler in the corner of your page. Draw lines using a black texta (pencil is fine) across the page making triangles of different sizes. You can see how this is done above.

**Step 3:** Once you are happy with the sizes of your different triangles making up your page, colour them all in a different colour. You can choose how you do this. You may wish to use the colours of the rainbow. You may wish to start with warm colours (red, orange, yellow) and finish with cooler colours (blue, purple, pink).

**Step 4:** Now you have a coloured background. On your separate piece of paper, choose 3-5 3D objects you wish to draw. The link in the overview will take you to a guided drawing on YouTube of different 3D objects.

**Step 5:** With your drawn objects, shade them in like you can see on the examples. Start by making strokes along the general direction and then add a second layer on a slight angle to the first one. Make the shadow darker at the base (near the cube) and **lighter** as it moves away from it. You can also make the edges of the shadow blurrier the further away it is from the object.

Here are some examples.



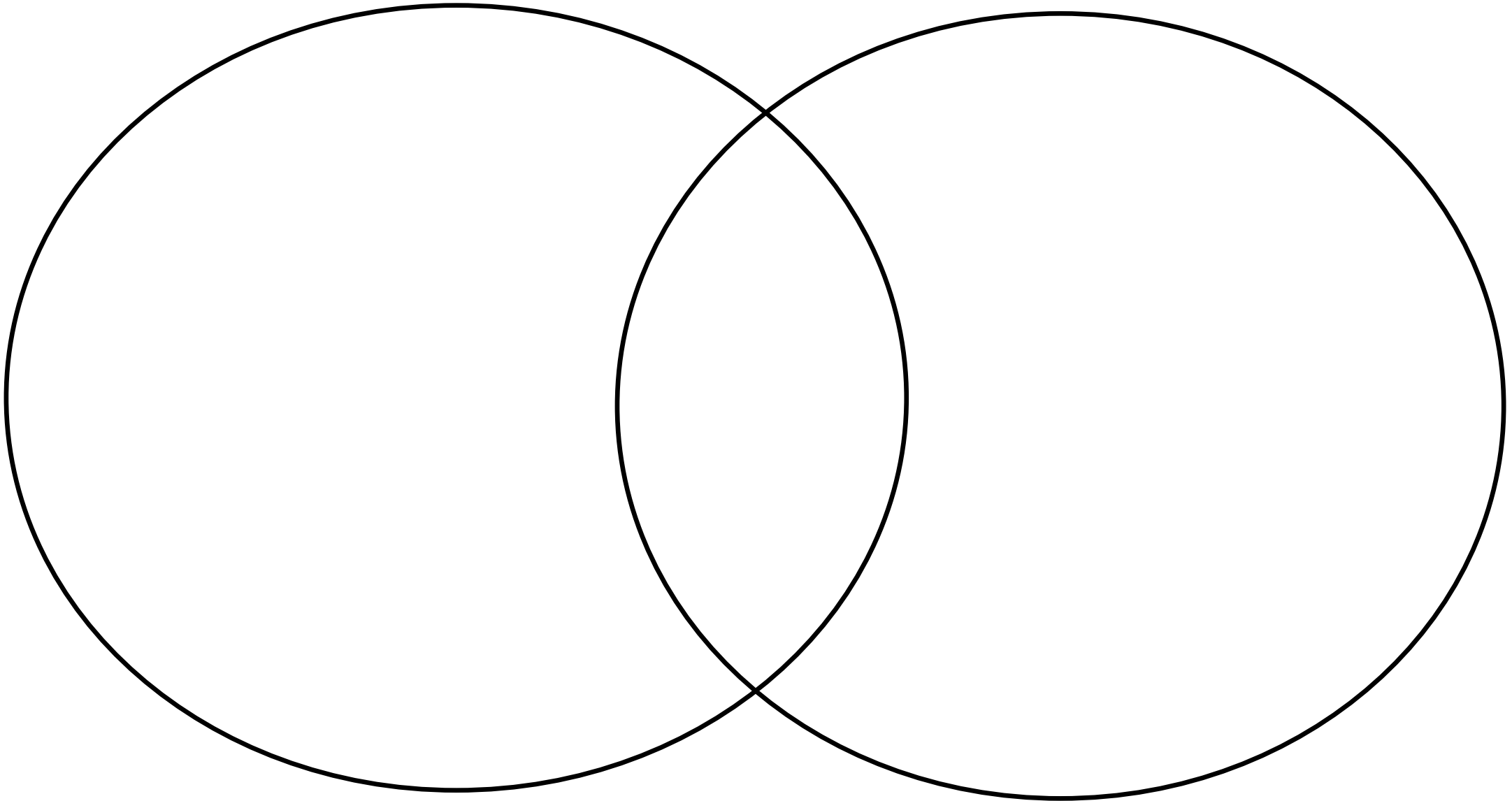
**Step 6:** Cut out your 3D objects and glue them across your coloured in piece of paper.

**Step 7:** Admire your hard work and send a photo to your teacher on Google Classroom.

## Reading—Thursday Venn Diagram

**My Cuisine**

**Japanese Cuisine**





**Thursday and Friday - Writing**

**Body Paragraphs**

\_\_\_\_\_?

\_\_\_\_\_?

\_\_\_\_\_?

### Warm up – Friday – Week 6

Complete the decimal addition and subtraction questions on hundredths. Like in Math Mentals, try to avoid using working out and use mental strategies to complete the questions.

#### Addition of Hundredths **(B)**

1.  $0.39 + 0.45 =$
2.  $0.36 + 0.94 =$
3.  $0.42 + 0.96 =$
4.  $0.82 + 0.33 =$
5.  $0.36 + 0.51 =$
6.  $0.09 + 0.11 =$
7.  $0.52 + 0.74 =$
8.  $0.2 + 0.23 =$
9.  $0.72 + 0.61 =$
10.  $0.84 + 0.2 =$
11.  $0.59 + 0.38 =$
12.  $0.9 + 0.65 =$
13.  $0.26 + 0.6 =$
14.  $0.86 + 0.99 =$
15.  $0.55 + 0.77 =$

twinkl.com

#### Subtraction of Hundredths **(E)**

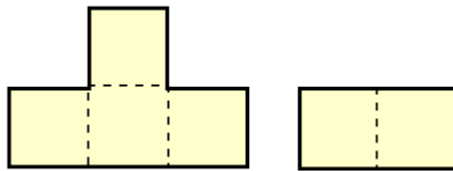
1.  $0.41 - 0.32 =$
2.  $0.7 - 0.43 =$
3.  $0.17 - 0.16 =$
4.  $0.61 - 0.41 =$
5.  $0.89 - 0.89 =$
6.  $0.99 - 0.93 =$
7.  $0.93 - 0.87 =$
8.  $0.85 - 0.25 =$
9.  $0.74 - 0.49 =$
10.  $0.77 - 0.54 =$
11.  $0.52 - 0.25 =$
12.  $0.94 - 0.43 =$
13.  $0.51 - 0.19 =$
14.  $0.72 - 0.63 =$
15.  $0.87 - 0.37 =$

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Friday – Week 6 – Problem Solving.

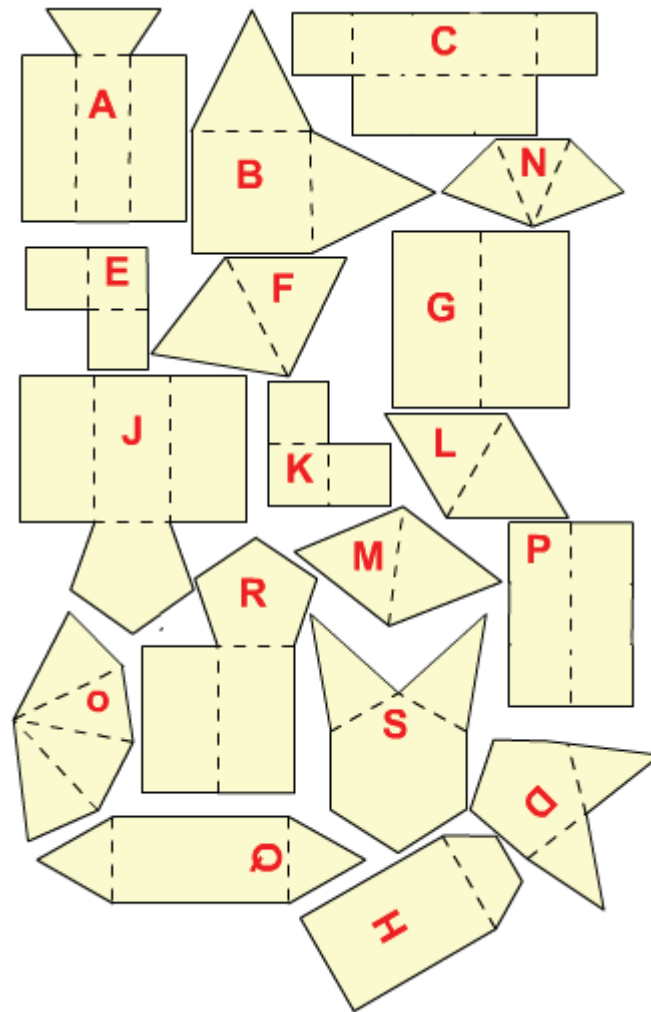
1)

The net of a cube has been cut into two. It could be put together in several ways so that it could be folded into a cube.



Draw 3 ways this net could be put back together to create the net of a cube.

2) Here are the nets of 9 solid shapes. Each one of these has been cut into 2 pieces, like the net of the cube.



Can you see which pieces go together?

Correctly name the 3D object and the two letters that go together to create the net of that object. The first one has been done for you.

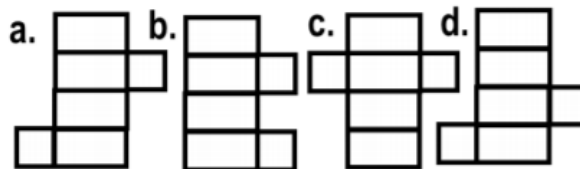
- 1) Rectangular Prism – C and P
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)

3) Complete the following problem-solving questions. Show your working under the question.

**MG 64 (1a)** Mary traced the faces of a square pyramid, then cut them out.

She joined the faces together to make nets.

Which of these is not the net of a square prism?

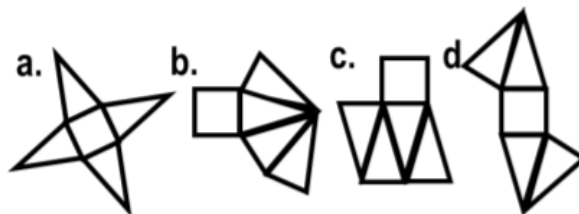


Prisms, pyramids, nets, skeletal models.

**MG 64 (1b)** Mary traced the faces of a square prism, then cut them out.

She joined the faces together to make nets.

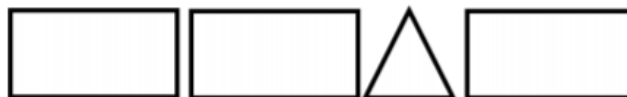
Which of these is not the net of a square pyramid?



Prisms, pyramids, nets, skeletal models.

**MG 64 (1c)** Mary traced the faces of a prism, then cut them out.

She lost 1 of the faces.

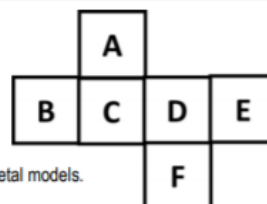


What shape is the face she lost?

Prisms, pyramids, nets, skeletal models.

**MG 64 (3a)** Toni made this net.

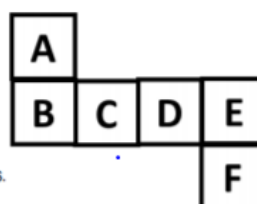
Which face is opposite F?



Prisms, pyramids, nets, skeletal models.

**MG 64 (3b)** Toni made this net.

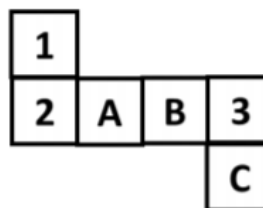
Which face is opposite E?



Prisms, pyramids, nets, skeletal models.

**MG 64 (3c)** Tony made this net.

The sum of opposite faces is 6.



Which number is on faces A, B and C?

Prisms, pyramids, nets, skeletal models.

**MG 64 (4a)** A skeletal model of a three-dimensional object was made from these lengths of straw.



What three-dimensional object could it be?

Prisms, pyramids, nets, skeletal models.

**MG 64 (4b)** A skeletal model of a three-dimensional object was made from these lengths of straw.



What three-dimensional object could it be?

Prisms, pyramids, nets, skeletal models.

## Friday

### Sentence of the Day

#### Phrases

*LI: Understanding how to add a phrase to a simple sentence.*

A phrase is a group of words that stand together as a single grammatical unit as part of a clause or a sentence. Phrases are also a combination of two or more words in a sentence that do not contain a subject or a verb. Phrases are used to provide more information on where, when, and how something is happening. Given that a phrase does not contain a subject or verb, you can identify a phrase by identifying the part of the sentence that does not contain these items and provides more information about what the sentence is about. Remember, to remain a simple sentence, your phrase cannot include a subordinating conjunction (shown in the table below).

Time	Cause and Effect	Condition	Contrast	Place
after	because	if	though	where
while	so	unless	although	wherever
when	since	whenever	even though	whereas
before	now that	provided that	whereas	
Since	in order that	as		
meanwhile	until	even if		
<u>finally</u>				
eventually				

Complete the simple sentences below by inserting a phrase:

1. Japan has a rich history \_\_\_\_\_.
2. Japanese people eat KFC \_\_\_\_\_.
3. Miso soup is enjoyed by Japanese people \_\_\_\_\_.
4. The students completed the test \_\_\_\_\_.
5. Friday is our favourite day \_\_\_\_\_.



## **Extension Work**

*LI: Writing a detailed simple sentence.*

A simple sentence contains one main clause, consisting of a subject and a predicate. Simple sentences can be very short:

He ran.

I like chocolate.

Reading is fun.

However, this is not always the case. Simple sentences can be longer and contain more information. This can occur when we use a compound subject, where the predicate provides us information on what more than one person, place, or thing:

Marcia and Tom went to the movies.

The cat and dog ran around the yard.

Reptiles and marsupials could be found at the zoo.

A simple sentence can also be made longer when there is more than one subject (underlined) and more than one verb in the predicate (highlighted)

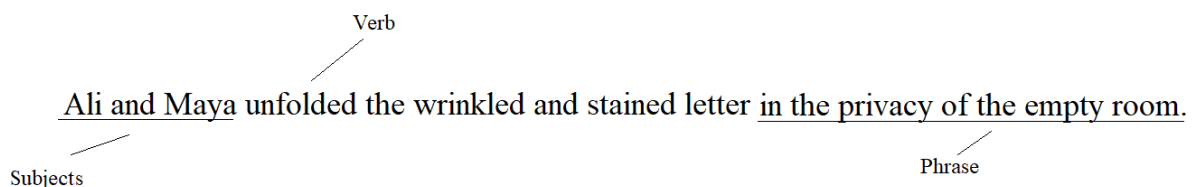
Martia and Tom spoke and ate.

The Panthers and the Roosters trained and competed.

Such simple sentences can also be extended by adding phrases and descriptors for the subjects and the verbs.

Young Martia and old Tom spoke and ate at the art show.

I unfolded the wrinkled and stained letter in the privacy of my own room.



Create your own detailed simple sentence. This can contain multiple subjects, descriptors for the verbs or nouns in the predicate, and phrases.

# Japanese Cuisine: Student Knowledge Organiser

Vocabulary	
Word	Definition
cuisine	
culinary	
connoisseur	
diet	
seasonal	
sashimi	

**Fill in the table below, using the Japanese Cuisine Text**

Soba Noodles      Udon Noodles      Ramen Noodles

**What are the traditional foods of Japan?**

**In your own words, what makes traditional foods special to particular countries? For example: what makes Maamoul traditional to Lebanese cuisine?**

**Search a traditional Japanese recipe (sushi, noodles, teriyaki) to create and eat! Fill in the details below:**

**<https://web-japan.org/kidsweb/cook/>**

**What are you making? \_\_\_\_\_**

**What are the ingredients you will need?**

**Method:**

**Retrieval — Using everything you learnt from Week 4, fill in the mind maps below:**

Manga

Anime

## Activity 1

### Breathing

Okay, take a deep breath. Breathe in deeply for 3 seconds. Remember to breathe in through your nose.

What did you notice? Did your chest or stomach get bigger?

Your lungs are located in your chest. Your ribcage surrounds and protects your lungs. When you breathe in deeply your lungs fill with air and they expand (get bigger), just a like a balloon expands when you blow it up. When your lungs expand your ribcage also expands.

Breathe in deeply again and put your hands on your ribcage and feel what happens.


What happened to your ribcage? Did it move? Did it get bigger?

Explain to your sibling or parent why your ribcage moved.

When we breathe we inhale (take in) air which contains oxygen and we exhale (let out) air that contains waste products like carbon dioxide.

Our bodies need the oxygen to help our muscles work.

When our muscles are working hard during exercise we need more oxygen, so we need to breathe faster. When we breathe, the oxygen goes into our lungs and the lungs send the oxygen into our blood, which carries the oxygen around our bodies to our muscles.



At rest, a **child** will breathe about 16 – 25 times a minute.

At rest, an **adult** will breathe about 12 – 20 times a minute.

An **athlete** at the peak of exercise will breathe about 60 – 70 times a minute.

## Activity 2

### Count Your Breaths



Count how many times you breathe in during a 60 second period. Remember to relax – try not to change your breathing rate.

Write your total number of breaths in the space provided.

Now let's do some exercise and see if your breathing rate changes!

Run on the spot or do star jumps for 60 seconds and count how many times you breathe in.

Remember, if running on the spot, lift your knees as high as you can!



Write your total number of breaths during exercise in the space provided.

<b>My breathing at rest:</b>
_____ breaths per minute
<b>My breathing during exercise:</b>
_____ breaths per minute



Physical Activity Log - Week 4

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?
Example:	Morning: went for a walk Afternoon: went swimming	30 minutes 15 minutes	Yes – stretching No	Yes – stretching No
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

## Year 6 Specialist Pack

Monday

Continue filling in the blanks for the second paragraph using the words from the word bank. The pictures are clues to help you.

seaweed	foods	Japan	rice	vegetables
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### Japan

Japan is a country part of Asia. Did you know, Japan is the home of sushi? Japan has many delicious foods, interesting sports and special celebrations.

What do you eat in Japan?

There are many delicious



foods in



Japan. One example is Sushi. Sushi

is



rice and



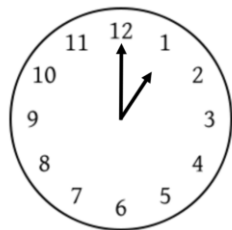
vegetables or meat wrapped in



seaweed. This is just one type of Japanese food.

Tuesday

### Telling the time – whole hours



1:00

1 o' clock

Write the time below each clock.

1.



2.



3.



Complete the following by drawing the hands of the clock based on the time below the clock.

1.



11:00

2.



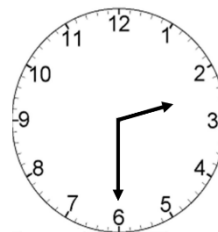
1:00

3.



5:00

### Telling the Time - half hour



2:30

two thirty

half past 2

Write the time below each clock.

1.



2.



3.



Complete the following by drawing the hands of the clock based on the time below the clock.

1.



4:30

2.



2:30

3.



6:30

**Wednesday**

**Read aloud and follow the set of directions below.**

1. Draw a circle around the balloon.
2. Draw a square around baby bear.
3. Colour the birds in grey.
4. Draw father bear under the big tree on the left.
5. Colour the grass green.
6. Draw a triangle around the small tree on the right.



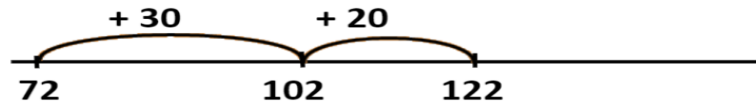
7. Use the set of directions to help you describe your picture to an adult in full spoken sentences.



Thursday

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

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



1.  $65 + 70 =$

---

2.  $55 + 80 =$

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Math Mentals.

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

$25 + 30 =$	$7 \times 5 =$	$20 - 5 =$	$17 + 3 =$
$72 + 60 =$	$3 \times 5 =$	$45 - 10 =$	$12 + 8 =$
$50 + 90 =$	$9 \times 5 =$	$75 - 5 =$	$6 + 4 =$

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

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

1. 568

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2. 754

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3. 324

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4. 954

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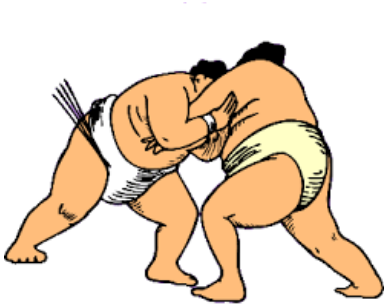
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Friday

Match the end punctuation from the word bank with the correct sentence.

.	!	?	!
---	---	---	---



The sumo wrestler is tired \_\_\_\_



This is a Cherry Blossum tree \_\_\_\_



How many people joined the picnic \_\_\_\_



I love sushi \_\_\_\_

Draw a Japanese food in the box below and write three simple sentences about it. Remember every sentence has a subject, predicate and an end punctuation.

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

## Year 6 Specialist Learning from Home Grid Week 6

### 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
our					
here					
more					
another					
two					
because					

#### Tuesday

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



rope	growth	coach	broke	snow	boat
shadow	slow	rose	groan	upload	spoke

oa	ow	o_e
	growth	

#### 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 5 things around your lounge room, then clap the syllables in each word.

For example: cushion - cush  ion   
cush/ion

## Reading

### Stagehand

321 words

This was it. The stage was set. I tested the mikes. All fine. I checked that all the props were in place. Yes. Then Rose rushed by in a red velvet dress. "Where is my wig?" she yelled in a panic. She bumped into Ben rushing the other way. "Where is my vest?" he yelled.

I went to help look in the dressing room. There they were. I shifted a bag, picked up the things and handed them to Rose and Ben. Just in time.

"Thanks Jen, what would we do without you?" they whispered.

"Places, everyone," said Mrs White.

We ran to the wings. The music began and the **drapes** rose...

Everything was going well. Rose and Ben were doing a fine job. After Act One, we all had a drink and a rest in the dressing room.

"Okay," said Mrs White after a while, "time to do Act Two!"

That's when something bad happened. Rose rushed to get a hat from a shelf over the door for the next Act. She jumped up on a chest to get it, but then she slid and fell back with a thump.

"Ow!" she yelled. She got up and **limped** to a bench.

"Oh, I think I twisted my ankle. What will we do? I can't go on stage like this. What a mess I've made of things," she wept.

"I can lend a hand," I said.

"That's nice, Jen. But what can you do? You just help **backstage**," said Rose.

I blushed. "Sitting backstage I learned all the lines. Lend me your dress, you will see," I said.

I put on the red velvet dress and the hat. They were a good fit.

"One minute to go," said Mrs White. "Ready, Jen?"

I gulped and nodded. Then the next Act began with me on stage! At the end, everyone clapped and clapped. But the one who clapped most of all was Rose.

"What would we do without Jen?" she said, and gave me a big hug.

### Monday – Friday

- Read the story 'Stagehand?' 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 'Stagehand?' - Underline the words that have a vowel in the middle.  
The vowels are: **a, e, i, o, u**.  
For example - time.
- Circle the following camera words in the story: the, where, what, was, you, said, and, were.

### Progress Monitoring Passage 3

Dave hated homework. He hated it even more than school. Every evening he had the same battle with his mum.

"Mum, I can't do this stuff. You'll have to help me," he would say, staring at the blank page of his homework book.

Every evening his mum would give the same reply. "Dave, I left school seventeen years ago. I don't need to do homework but you do. In any case, I'm too busy clearing up after you."

One night Dave had a bright idea. "Mum," he said, "You do my homework and I'll do your job."

To his surprise, his mum agreed. "Done!" she said. "I could do with a night off. I hate doing the washing. There are two loads to do. Make sure you don't mix your white sports stuff with my red sloppy joe."

I bet you can guess what comes next. Dave put all of the clothes into one big wash. Then he threw them all into the dryer. He did not notice what had happened.

But he certainly noticed next day at school. He had to play basketball in pink shorts! Dave did not ask his mum to help him with his homework again.

191 words

### Monday and Friday

- Read the 'Progress Monitoring Passage 3' 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?