

Year 5 - Learning from Home Schedule Overview: Term 3 Week 7

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine SOTD Writing Reading Maths HSIE	Morning Routine SOTD Writing Reading Maths History	Morning Routine SOTD Writing Reading Maths Science	Morning Routine SOTD Writing Hip Hop (9:50am – 10:30am) Reading Maths PDHPE	Morning Routine SOTD Writing Reading Fitness (11:10am – 11:50am) Maths CAPA
Morning Session				
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine Read the information about Dome mountains. Synthesise the important information into the graphic organiser. Vocabulary Complete the vocabulary task for 'CREST and DURABLE' in your vocabulary suitcase book.	Morning Routine Read the information about Dome mountains. Synthesise the important information into the graphic organiser. Vocabulary Complete the vocabulary task for 'PUMMEL and HARDENED' in your vocabulary suitcase book.	Morning Routine Fill in the blanks for the text about Dome mountains and Plateau mountains Vocabulary Complete the vocabulary task for 'WARPED and UPLIFTED' in your vocabulary suitcase book.	Morning Routine Draw and label a diagram for a Dome Mountain and a Plateau Mountain Vocabulary Complete the vocabulary task for 'SEDIMENTARY and SURFACE' in your vocabulary suitcase book.	Morning Routine Complete the Kahoot Quiz to retrieve important information from Morning Routine on Volcanoes and Mountains. If you have access to a device, please complete the quiz online with your class and teacher. If not, complete the Kahoot Quiz questions in this pack. Vocabulary Activity 1: Complete the vocabulary task 'UPLIFTED and SPHERE' in your vocabulary suitcase book. Activity 2: Match the word to the picture and definition
SOTD Focus: Complex sentence with a cause and effect subordinating conjunction	SOTD Focus: Complex sentence with a cause and effect subordinating conjunction	SOTD Focus: Complex sentence with a cause and effect subordinating conjunction	SOTD Focus: Complex sentence with a cause and effect subordinating conjunction	SOTD Assessment: Write a complex sentence with a cause and effect subordinating conjunction

<p>Writing</p> <ul style="list-style-type: none"> - Draw your block planner (time yourself). - Read the background information on 'Cause and Effect' sentences. - Match the 'Cause' to 'Effect' 	<p>Writing</p> <ul style="list-style-type: none"> - Draw your block planner (time yourself). - Read the background information on 'Signal Words' - Fill in the blanks 'Cause or Effect' activity 	<p>Writing</p> <ul style="list-style-type: none"> - Draw your block planner (time yourself). - Read the text 'Thunderstorm'. Complete the graphic organiser, finding different cause and effects within the text 	<p>Writing</p> <ul style="list-style-type: none"> - Draw your block planner (time yourself). - Read the Volcano 'Cause and Effect' paragraphs and circle and underline the CAUSES and EFFECTS. - Using the information from Wednesday's graphic organiser and Tuesday's 'Signal Words', make your own 'Cause and Effect' sentences. 	<p>Writing</p> <ul style="list-style-type: none"> - Draw your block planner (time yourself). - Plan your writing about Mountains or Volcanoes - Now write your first body paragraph, including a topic sentence and 2-3 'Cause and Effect' sentences.
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Middle Session

Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading Read a Literacy Pro text at your Lexile level or a chapter book.	Guided Reading Read a Literacy Pro text at your Lexile level or a chapter book.	Guided Reading Read a Literacy Pro text at your Lexile level or a chapter book.	Guided Reading Read a Literacy Pro text at your Lexile level or a chapter book.	Guided Reading Complete the Literacy Pro Quiz for the book you read yesterday. Remember, you need to get 8/10.
Maths 10 minutes: Complete Monday's Maths Mentals 25 minutes: Complete the 'Data' investigations. 10 minutes: Complete Problem-Solving Activity 1 5 minutes: Complete Extension Activity 1	Maths 10 minutes: Complete Tuesday's Maths Mentals 25 minutes: Complete the 'Data' investigations. 10 minutes: Complete Problem-Solving Activity 2 5 minutes: Complete Extension Activity 2	Maths 10 minutes: Complete Wednesday's Maths Mentals 25 minutes: Complete the 'Data' investigations. 10 minutes: Complete Problem-Solving Activity 3 5 minutes: Complete Extension Activity 3	Maths 10 minutes: Complete Thursday's Maths Mentals 25 minutes: Complete the 'Chance' investigations. 10 minutes: Complete Problem-Solving Activity 4 5 minutes: Complete Extension Activity 4	Maths 10 minutes: Complete Friday's Maths Mentals 25 minutes: Complete the 'Chance' investigations. 10 minutes: Complete Problem-Solving Activity 5 5 minutes: Complete Extension Activity 5

Afternoon Session

Monday	Tuesday	Wednesday	Thursday	Friday
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HSIE Traditional Land Management (Part 1) Activity 1- Which of these actions do you think are/were used by farmers to help manage the land? Activity 2- Watch the video – Aboriginal Australia. Take down some notes. Activity 3 – Choose two Aboriginal or Torres Strait Islander farmer techniques you would like to learn about. You will be researching about the two techniques tomorrow.	HSIE Traditional Land Management (Part 2) Activity 4 – Answer the questions below to help you with your research. Activity 5 – Design your own poster! Be creative.	Science Mobilising Movement Session 1 – Whirling Water Read information based on Water Energy. Follow the 'Waterwheel Procedure' to create your own!	PDHPE Identities – Who are you? Our identities are a set of characteristics that define you as a person. It is who you are. Look through the information on identities and fill out your characteristics. Miss El Mir has done one as an example	CAPA Yoga Time! Choose 5 yoga poses and hold the position for at least 10 seconds.
Typing and NAPLAN practice				
Monday	Tuesday	Wednesday	Thursday	Friday
Continue practising your typing skills. https://www.typing.com/student/typing-test/1-minute	Complete the Numerach Year 5 (Pick the Standard Test) from the NAPLAN Public Demonstration Site https://pages.assessform.edu.au/pages/year-5-demos	Continue practising your typing skills. https://www.typing.com/student/typing-test/3-minute	Continue practising your typing skills. https://www.typing.com/student/typing-test/5-minute	Continue practising your typing skills. https://www.typing.com/student/typing-test/1-page
Hip Hop Session – Thursday Time: 9:50am – 10:30am https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFtZWJlQkRwYnVhUT09 Meeting ID: 884 8630 9655 Passcode: 506086		Fitness – Friday Time: 11:10am – 11:50am https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUxE3ZHFtZWJlQkRwYnVhUT09 Meeting ID: 884 8630 9655 Passcode: 506086		

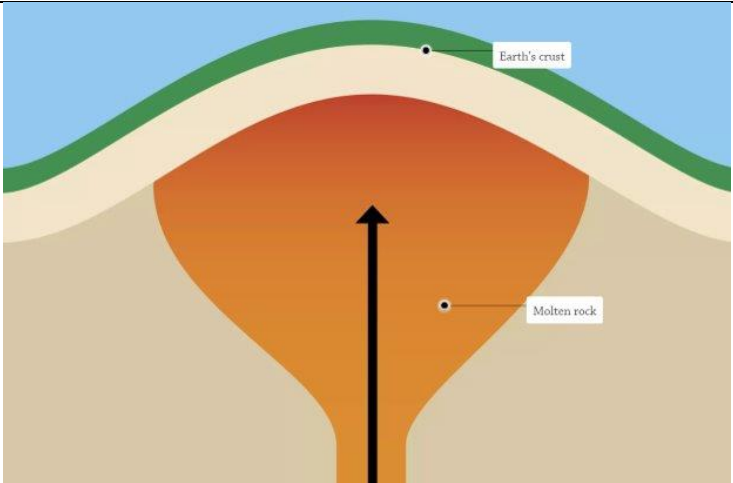
Monday 23rd August 2021

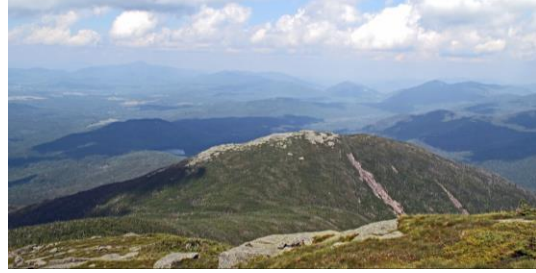
Literacy (Morning Session)

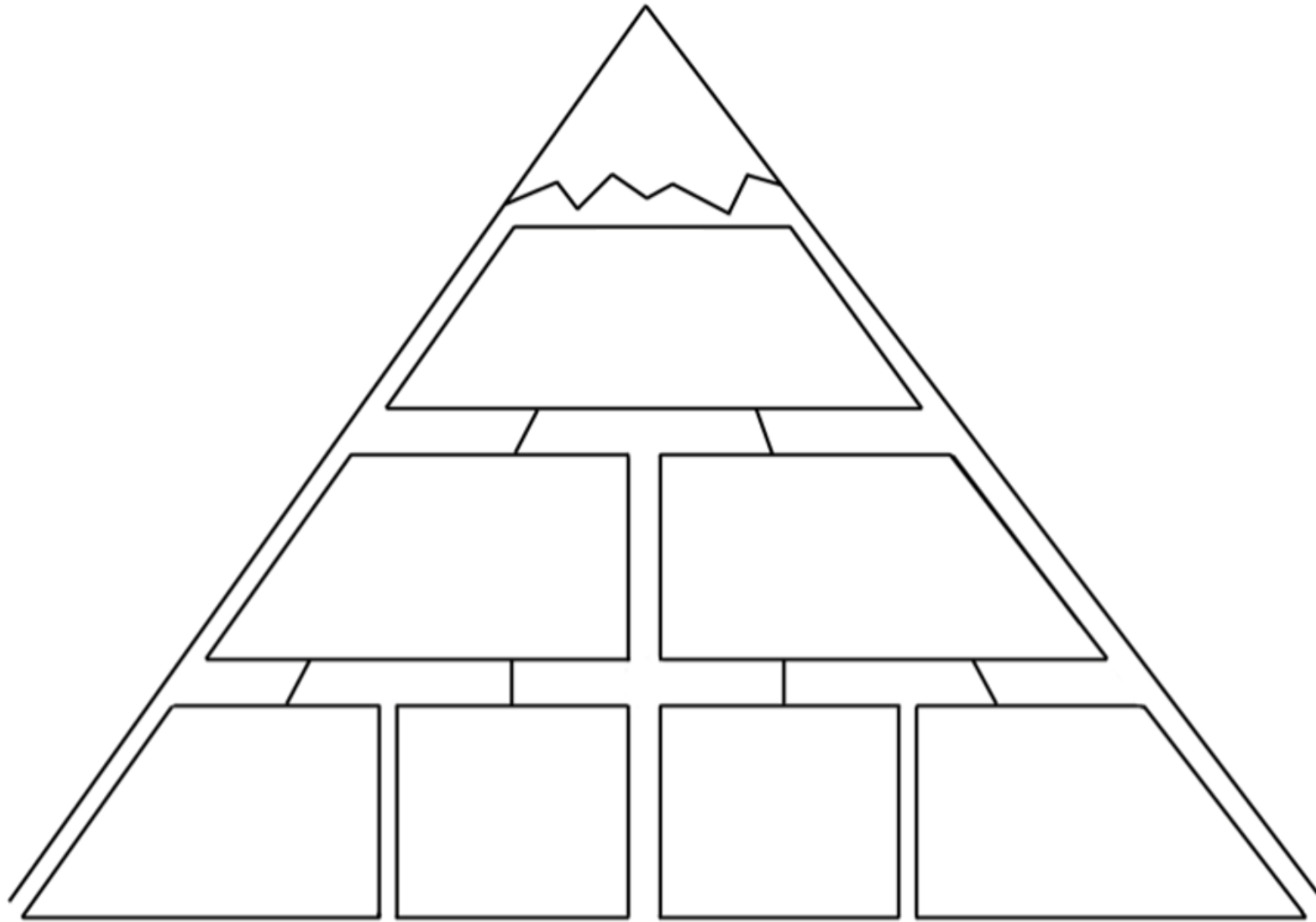
Morning Routine

Learning Intention: We are learning: <ul style="list-style-type: none">- About different types of mountains- To add words to our vocabulary suitcase- New facts to include within our writing	Success Criteria: I can <ul style="list-style-type: none">- Activate my background knowledge- Understand the information I am reading- Organise information into the block planner
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This week you are learning about two different types of mountains, the Dome and the Plateau, to add to your knowledge of Volcanic mountains.

Today, read the text about Dome Mountains and synthesise the facts into the mountain graphic organiser.		
<h3>Dome Mountains</h3> <ul style="list-style-type: none">• Dome mountains are the result of a great amount of molten rock (magma) pushing its way up under the earth crust.• Without actually erupting onto the surface, the magma pushes up overlying rock layers. At some point, the magma cools and forms hardened rock.• The uplifted area created by rising magma is called a dome because of looking like the top half of a sphere (ball). The rock layers over the hardened magma are warped upward to form the dome.• But the rock layers of the surrounding area remain flat.• Dome mountains don't usually get as high as folded mountains because the force of the magma underneath doesn't push hard enough.		
The Adirondack Mountains of New York State	The Black Hills of South Dakota	Mount Leura in Victoria, Australia





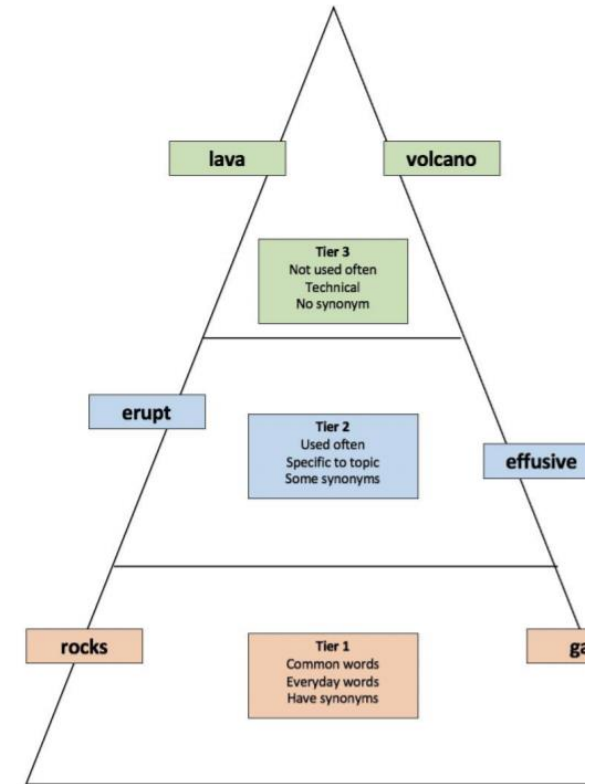
Vocabulary- This week you will continue with the vocabulary suitcase. You will now fill in your baggage with vocabulary relating to mountains.




Each page in your vocabulary suitcase (small book) will need to be set up as shown below. You will need to use a ruler to draw a line vertically down the middle of the page and a line horizontally across the page. You will then need to label each section as follows. **For instructions on how to complete, look at the week 5 booklet.**

Use the following diagram to help you classify the vocabulary words this week into either Tier 1, Tier 2 or Tier 3.

- **Tier 1** words are very common and used in everyday speech (e.g., rocks, gas)
- **Tier 2** words are more academic, high-frequency and subject specific (e.g., erupt, effusive)
- **Tier 3** words are low frequency, very technical (scientific) and don't have any synonyms (e.g., lava, volcano)



<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Word: mountain</p> </div> <div style="width: 45%;"> <p>Tier: 3</p> </div> </div> <hr/> <div style="display: flex;"> <div style="width: 45%;"> <p>Definition:</p> <p>A mountain is a landform that rises high above the surrounding areas.</p> </div> <div style="width: 45%;"> <p>Sentence:</p> <p>Mountains are a valuable part of the natural environment.</p> </div> </div> <hr/> <div style="display: flex;"> <div style="width: 45%;"> <p>Dual Code (image):</p>  </div> <div style="width: 45%;"> <p>Synonym/root word/prefix/suffix:</p> <p>mountains montanea</p> </div> </div>	<p>The focus word for this example is 'mountain.' When you are adding to your vocabulary suitcase, you will need to include the following:</p> <ul style="list-style-type: none"> • What tier your word is in (Is it Tier 1, 2 or 3) --> As the word 'mountain' is a scientific (technical) word, it does not have any synonyms. 'Mountain' is a tier 3 word. • Picture (Dual Code) --> An image of a mountain has been included. • Definition --> A mountain is a landform that rises high above the surrounding areas. --> Please make sure you are using your own words to define. • Sentence --> Mountains are a valuable part of the natural environment. • Synonyms, root word, prefix or suffix --> mountains, montanea
<p>Your task: Organise the following in your vocabulary suitcase for each word today.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Word:</p> </div> <div style="width: 45%;"> <p>Tier:</p> </div> </div> <hr/> <div style="display: flex;"> <div style="width: 45%;"> <p>Definition:</p> </div> <div style="width: 45%;"> <p>Sentence:</p> </div> </div> <hr/> <div style="display: flex;"> <div style="width: 45%;"> <p>Dual Code (image):</p> </div> <div style="width: 45%;"> <p>Synonym/root word/prefix/suffix:</p> </div> </div>	<p>Add the following words to your vocabulary suitcase:</p> <ul style="list-style-type: none"> • crest • durable <p>Remember to include the following:</p> <ul style="list-style-type: none"> • What tier your word is in (Is it Tier 1, 2 or 3) • Picture • Definition (Make sure you use your own words! No plagiarism here) • Sentence (Add the word in a sentence) • Synonyms, root word, prefix or suffix.

SOTD – Focus: Complex Sentences

<p>Learning Intention: We are learning to write a complex sentence with cause and effect subordinating conjunctions.</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none">• Write a main clause• Write a subordinate clause• Include a cause and effect subordinating conjunction• Use correct beginning, middle and end punctuation	<p>Complex Sentence: Contains a main clause and at least one subordinate clause</p> <p>Cause and effect subordinating conjunctions: A subordinating conjunction joins two ideas or clauses in a sentence. Cause and effect subordinating conjunctions are words such as: because, as a result of, due to, as a consequence of.</p> <p>Watch this YouTube video to help you understand cause and effect sentences: https://www.youtube.com/watch?v=OnSEFSk5VgQ</p> <p>Modelled: Dome mountains are formed as a result of magma pushing the crust and hardening before it erupts, causing a dome like shape on the surface.</p> <p>Your turn! Complete this sentence: Due to magma...</p>
<p>Guided Reading- Read a Literacy Pro text at your Lexile level or a chapter book.</p>	

Writing – This week you are concentrating on retrieving your block planner and writing cause and effect sentences, which form part of your body paragraph.

Learning Intention: I am learning to structure a body paragraph.

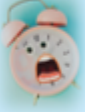
Success Criteria: I can

- Draw your block planner, including all the elements
- Organise information into the block planner
- Write cause and effect sentences within the body paragraph
- Use punctuation at the beginning, middle and end of your sentences.

Task:

- Draw your block planner – but this time, time yourself and record in the box below
- Read through the notes about Cause and Effect sentences within the Body Paragraph (writing to inform)
- Cut out the the different Causes with their Effects

Record your block planner times here!

Time 	Monday's time:	
	Tuesday's time:	
	Thursday's time:	
	Friday's time:	

Cause and Effect Sentences



Cause and effect sentences can show how one thing can affect another.



A cause is the reason something happened.



An effect is what happened as a result.



Signal words help identify the cause and effect. Examples are therefore, as a result, because, so, and for this reason.



One event, makes another one happen



cause



effect

I forgot to set my alarm, so I was late for work.



cause

I forgot to set
my alarm



effect

so I was late for
work

I ate too much chocolate, so now I have a tummy ache!



cause

I ate too much
chocolate



effect

so now I have a
tummy ache!

CAUSE AND EFFECT



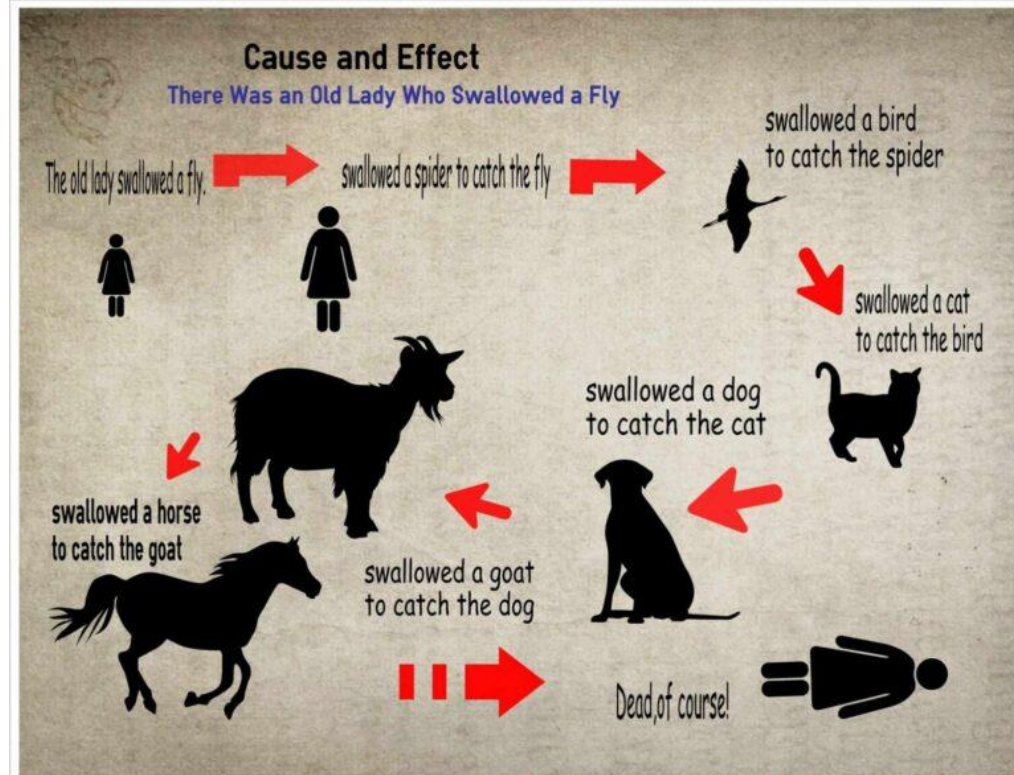
Little Miss Muffet

Little Miss Muffet, sat on a tuffet,
Eating her curds and whey;
Along came a spider,
Who sat down beside her
And frightened Miss Muffet away.

CAUSE  A spider sat down beside her.

EFFECT  It frightened Miss Muffet away.

© P. Olivier (Rockin' Resources)



Activity – Match the Cause to the Effect

Cut out the squares (causes and effects), match them and then stick in the table.

Cause and Effect Sort

Cut out the cause and effect sentences. Glue the correct cause with its effect in the table provided.

Jack hit the ball with his cricket bat and it hit the window.	The puppy was rolling around in the muddy puddles.
Mum left the cookies in the oven too long.	She missed her bus to school.
It was a windy, sunny day.	The glass window was broken.
Kate woke up very late this morning.	The cookies were burnt.
The puppy was very dirty.	Thomas flew his kite at the beach.
Alex fell off his bike and scraped his knee.	Evie tripped and fell over her shoelaces.
Jill blew an enormous bubble with her gum.	Alex was feeling sad.
Evie didn't tie up her shoe laces.	Jill's gum splattered all over her face!

Name: _____

Date: _____

Cause and Effect Sort

Cause	Effect

Maths (Middle Session)


Maths Mentals - Monday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	$60 \div 2 =$	
2.	$42 \div 2 =$	
3.	$100 \div 4 =$	
4.	$400 \div 4 =$	
5.	$55 \div 5 =$	
6.	$45 \div 5 =$	
7.	$42 \times 2 =$	
8.	$36 \times 2 =$	
9.	$70 \times 4 =$	
10.	$35 \times 5 =$	
11.	Which number has a greater value? 137.9 or 13.079	
12.	Fill in the missing number. $15\,222 + \underline{\hspace{2cm}} = 25\,454$	
13.	Write down these numbers from greatest to least: 267.1 26.71 267.01	
14.	What number does this expanded notation represent? $3000 + 700 + 60 + 4 = \underline{\hspace{2cm}}$	
15.	Write 4768 in expanded notation.	
16.	What are the next three numbers in this pattern? 73.2, 73.22, 73.24, _____, _____, _____	
17.	What is the repeated gap in the pattern? +0.5 +2.5 +4.5	
18.	Write down the number fifty-three thousand six hundred and thirty-nine	
19.	Which of these fractions is equivalent to $\frac{1}{2}$? $\frac{15}{30}$ $\frac{25}{60}$ $\frac{4}{12}$	
20.	Ms Alameddine drove for 32 minutes. She arrived at her destination at 1pm. What time did she leave?	

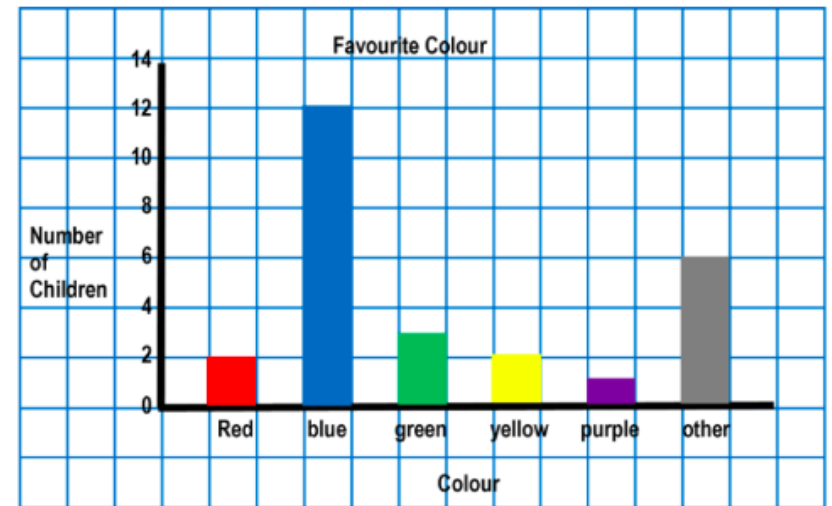
 Time =	Score =
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Investigations-

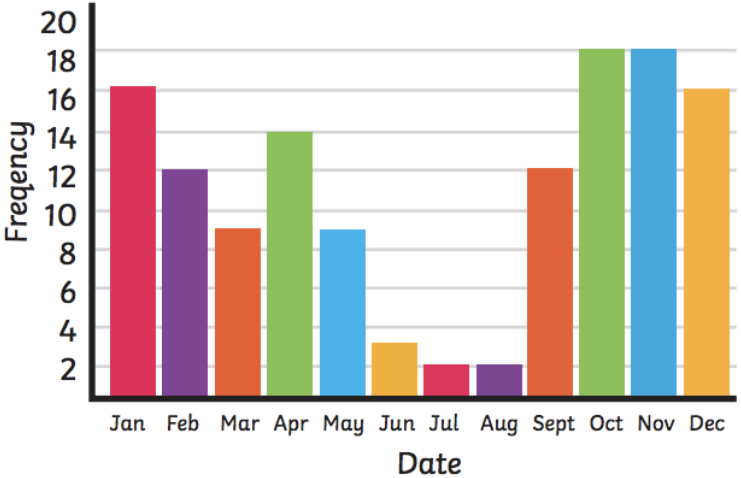
Below is a table and a graph containing data about favourite colours of children in a class. If we look closely at our graph, one square is equal to 2 children ( = 2). We call this one-to-many correspondence. Use the information on the graph to answer the questions below.

1. What is the most popular colour amongst the children?
2. What is the least favourite colour?
3. How many more children liked green more than red?
4. How many children chose purple as their favourite colour?
5. How many children were included in the data collection?
6. Which is a better representation of the data? The table or the graph? Why?

Favourite Colour						
Colour	red	blue	green	yellow	purple	other
Number of Children	2	12	3	2	1	8



Problem-Solving – Complete problem-solving activity 1 below (10 minutes).

<p>Think about how the 5 steps for problem solving will help you here. Tick the steps as you go!</p> <ul style="list-style-type: none"><input type="checkbox"/> Read<input type="checkbox"/> Understand<input type="checkbox"/> Choose a Strategy<input type="checkbox"/> Use Strategy<input type="checkbox"/> Check	<p>This chart shows how many people visited a skiing chalet throughout the year.</p> <p>How many people visited altogether in the 2 busiest months?</p> <p>_____</p>  <table border="1"><caption>Frequency of visits by month</caption><thead><tr><th>Month</th><th>Frequency</th></tr></thead><tbody><tr><td>Jan</td><td>17</td></tr><tr><td>Feb</td><td>12</td></tr><tr><td>Mar</td><td>9</td></tr><tr><td>Apr</td><td>14</td></tr><tr><td>May</td><td>9</td></tr><tr><td>Jun</td><td>3</td></tr><tr><td>Jul</td><td>2</td></tr><tr><td>Aug</td><td>2</td></tr><tr><td>Sept</td><td>12</td></tr><tr><td>Oct</td><td>18</td></tr><tr><td>Nov</td><td>18</td></tr><tr><td>Dec</td><td>16</td></tr></tbody></table>	Month	Frequency	Jan	17	Feb	12	Mar	9	Apr	14	May	9	Jun	3	Jul	2	Aug	2	Sept	12	Oct	18	Nov	18	Dec	16
Month	Frequency																										
Jan	17																										
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Dec	16																										

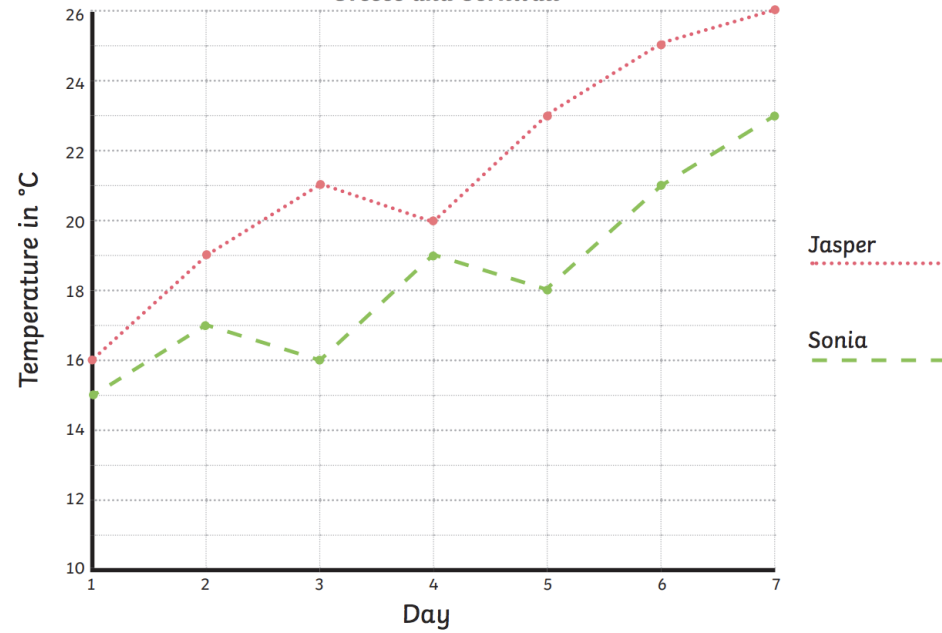
☺ Make sure your thinking cap is on for this one!

Extension Activity 1 - Summer Temperatures!

Use the following graph to answer the data questions. Look out for the key on the side to help you!

<p>Jasper went on his summer holiday to Greece. Sonia went on her summer holiday to Cornwall. Here is a line graph showing the highest daily temperature on each day of their summer holidays.</p>	<ol style="list-style-type: none">1. What was the temperature on day 4 of Jasper's holiday?2. What was the temperature on day 1 of Sonia's holiday?
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A Line Graph to Show the Highest Daily Temperatures in Greece and Cornwall



3. What was the difference in temperature between Greece and Cornwall on day 3?
4. How much warmer was it in Greece than Cornwall on day 7?
5. On which day was the temperature of Sonia's holiday 21°C?
6. On which day did the temperature in Greece decrease?

HSIE (Afternoon Session)

Learning Intention: We are learning about how Aboriginal and Torres Strait Islander people have influenced the environmental characteristics of Australia.

Success Criteria: I can -

- Determine what farming techniques were used by farmers
- Take important notes

Farming Techniques	Modern Farmers	ATSI Farmers
Weed control		
Fire management		
Hypnotism		
Water conservation		
Yoga		
Agriculture (plant management)		
Breeding programs		
Rubbish management		
Tool maintenance		
Choreography		
Sustainability		
Building maintenance		
Sharing ecological knowledge		
Pantomime		

Activity 2 – Watch the video:

<https://www.inquisitive.com/video/245-aboriginal-australia>

This video explains how the first Australians developed sustainable living habits and farming practices. While you are watching the video, make sure to write down important information you have gathered!

-
-
-
-
-

Activity 3 – Choose two Aboriginal or Torres Strait Islander farmer techniques you would like to learn about. You will be researching about the two techniques tomorrow.

- 1.
- 2.

Tuesday 24th August 2021

Literacy (Morning Session)

☺ Did someone say Tuesday?

Morning Routine

Learning Intention: We are learning:

- About different types of mountains
- To add words to our vocabulary suitcase
- New facts to include within our writing

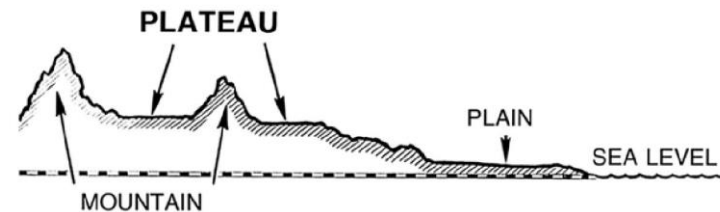
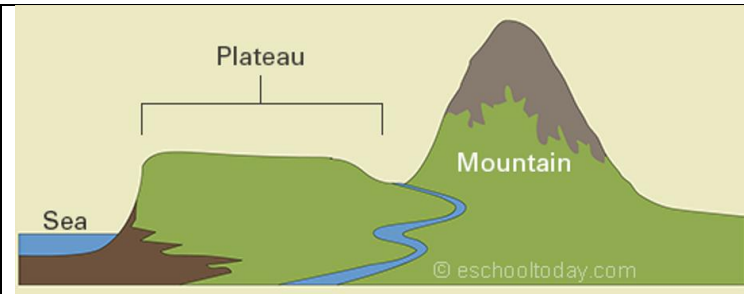
Success Criteria: I can

- Activate my background knowledge
- Understand the information I am reading
- Organise information into the block planner

Today, read the text about **Plateau Mountains** and synthesise the facts into the mountain graphic organiser.

Plateau Mountains

- A plateau is a flat, elevated landform that rises sharply above the surrounding area on at least one side.
- Plateau mountains are not formed by internal activity. Instead, these mountains are formed by **erosion**.
- Plateaus are large flat areas that have been pushed above **sea level** by forces within the Earth or have been formed by layers of **lava**.
- Plateau mountains are often found near folded mountains.
- As years pass, streams and rivers erode **valleys** through the plateau, leaving mountains standing between the valleys.
- Erosion can influence the shape of a plateau. Soft rock often erodes away on the top of a plateau. Many plateaus are therefore topped with a hard, durable surface called caprock. Caprock protects the plateau from erosion of the soil underneath it.



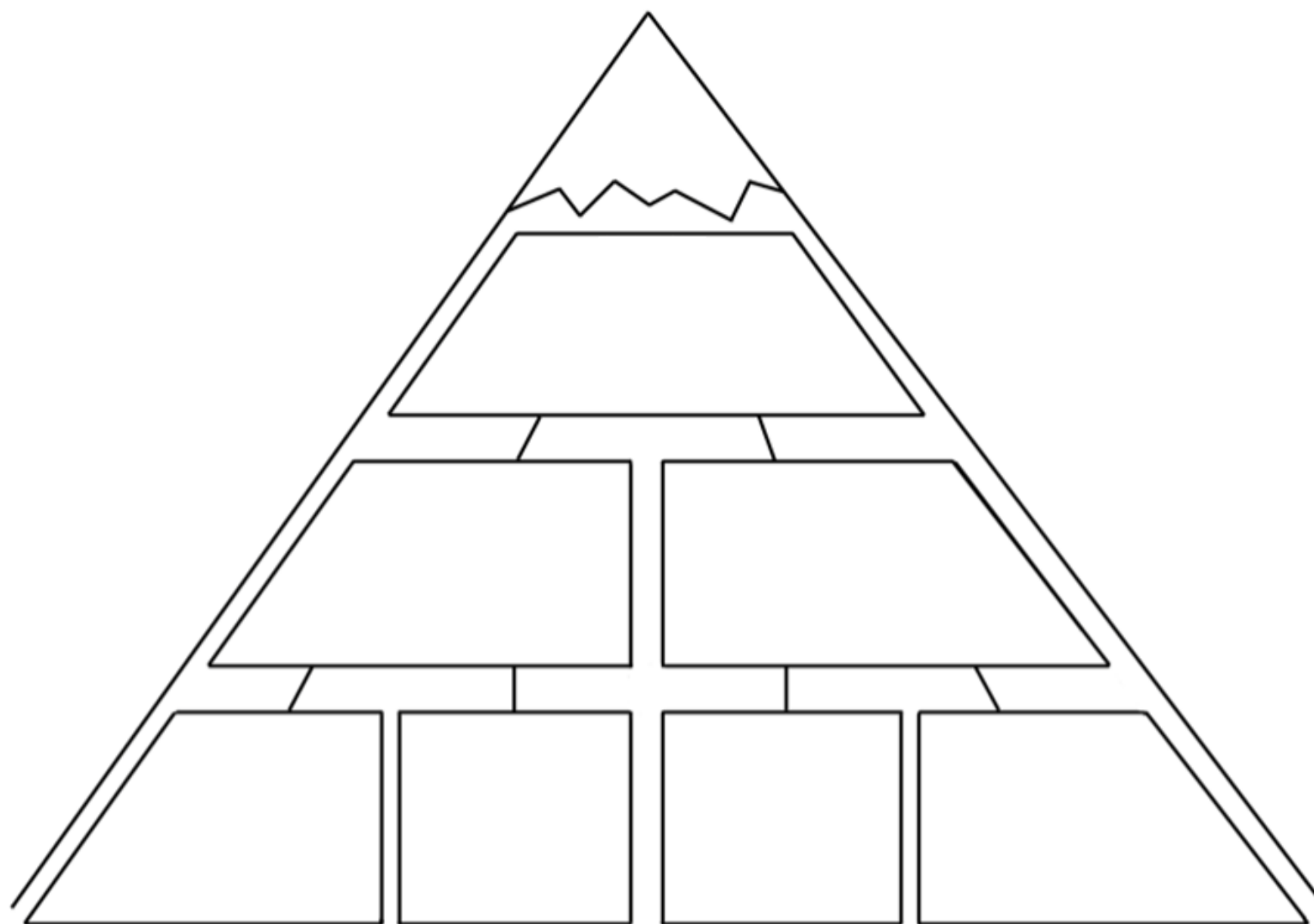


Blue Mountains, NSW



Table Mountain, South Africa





Vocabulary - Organise the following in your vocabulary suitcase for each word today.

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

Add the following words to your vocabulary suitcase:

- pummel
- hardened

Remember to include the following:

- What tier your word is in (Is it Tier 1, 2 or 3)
- Picture
- Definition (Make sure you use your own words! No plagiarism here)
- Sentence (Add the word in a sentence)
- Synonyms, root word, prefix or suffix.

SOTD – Focus:

Learning Intention: We are learning to write a complex sentence with cause and effect subordinating conjunctions.

Success Criteria: I can:

- Write a main clause
- Write a subordinate clause
- Include a cause and effect subordinating conjunction
- Use correct beginning, middle and end punctuation

Complex Sentence: Contains a main clause and at least one subordinate clause

Cause and effect subordinating conjunctions: A subordinating conjunction joins two ideas or clauses in a sentence. Cause and effect subordinating conjunctions are words such as: because, as a result of, due to, as a consequence of.

Watch this YouTube video to help you understand cause and effect sentences: <https://www.youtube.com/watch?v=OnSEFSk5VgQ>

Modelled: Plateau mountains which are often found near fold mountains, are formed as a consequence of natural erosion.

Your turn! Complete this sentence: Plateau mountains are...

Guided Reading-

Read a Literacy Pro text at your Lexile level or a chapter book.

Writing – This week you are concentrating on retrieving your block planner and writing cause and effect sentences, which form part of your body paragraph.

Learning Intention: I am learning to structure a body paragraph.

Success Criteria: I can

- Draw your block planner, including all the elements
- Organise information into the block planner
- Write cause and effect sentences within the body paragraph
- Use punctuation at the beginning, middle and end of your sentences.

Task:

- Draw your block planner – but this time, time yourself and record in the box from Monday
- Read through the notes about TRANSITION WORDS AND PHRASES used within 'Cause and Effect' sentences
- Cut out the different Causes with their Effects

Transition Words and Phrases

Transition words, or signals, are signposts that help guide the reader through the terrain of the writer's thoughts. They help connect the ideas in a text or the events in a story.

Often they do this by answering implicit questions. In the case of cause and effect, these are the What? of the effect and the Why? of the cause. Different signal words can be used to indicate each. For example:

Cause (The Why)

- Because
- Because of
- Since
- As a result of
- As a consequence of
- Now that

Effect (The What)

- So
- Therefore
- This resulted in
- Consequently
- Hence
- Accordingly

Also, depending upon the type of sentence you are writing, different TRANSITION WORDS can be used. Remember, the more varied your sentence structure is in writing, the more interesting and engaging your writing is for the reader. Therefore, you will receive greater marks in your writing. (What a great cause and effect example!).

Signal words and phrases depending upon the sentence structure are below:

<p>so yet</p> <p>coordinating conjunctions</p> <p>for</p>	<p>because</p> <p>subordinating conjunctions</p> <p>although therefore</p>
<p>due to through</p> <p>prepositions</p> <p>for from</p>	<p>during when</p> <p>adverbs</p> <p>then before</p>

Vocab Activity

Fill in the box with either a Cause or Effect. You can start the 'Cause' sentence with one of the examples above. BUT if you are filling the 'Effect' box, make sure you use a transition word to start the sentence.

Write a possible effect or cause for each of these scenarios.

	→	So, the campers had bad bug bites all over their bodies.
	→	Therefore, our football game got cancelled.
Declan played rough with his friends at lunchtime.	→	
	→	Then, the famer had to put out a scarecrow to scare the birds.
	→	So, mum had to throw away the milk.
John forgot to plug his iPad in to charge the battery.	→	
	→	Then, the pirate found all the golden treasure.

Maths (Middle Session)

☺ Give it your absolute best!

Maths Mentals - Tuesday

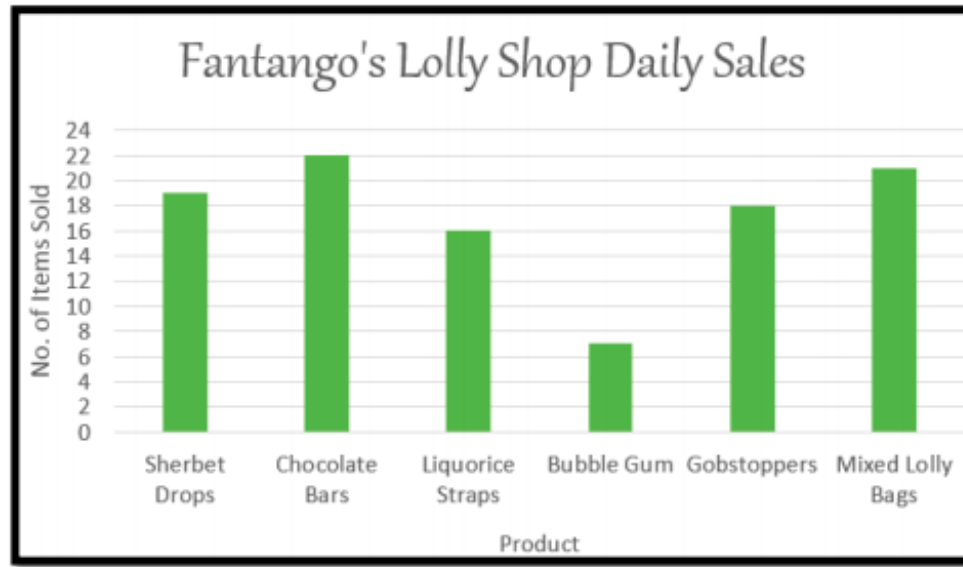
Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	$60 \div 3 =$	
2.	$33 \div 3 =$	
3.	$144 \div 2 =$	
4.	$240 \div 2 =$	
5.	$250 \div 5 =$	
6.	$120 \div 5 =$	
7.	$12 \times 3 =$	
8.	$72 \times 3 =$	
9.	$142 \times 2 =$	
10.	$442 \times 2 =$	
11.	Order these numbers from least to greatest 22 126.33 22 126.03 22 126.003	
12.	Order these numbers from greatest to least 15 427.2 15 427.002 15 427.02	
13.	Write 43 253 in expanded notation	
14.	What number does this expanded notation represent? $40\,000 + 7000 + 600 + 20 + 6 =$ _____	
15.	Fill in the missing number. $22\,300 +$ _____ $= 74\,650$	
16.	What are the next three numbers in this patter? 18.1, 18.6, 19.1, _____, _____, _____	
17.	What is the repeated gap in the pattern? +4.0 +3.6 +3.2	
18.	Write down the number two-hundred and thirty-seven thousand six hundred and fifty-three.	
19.	Which number has a greater value? 468.5 or 46.805	
20.	Jane began her daily walk at 7:00 am. She walked for 45 minutes. She stopped at the shop for some water for 7 minutes and walked a further 10 minutes home. What time did she arrive home?	

 Time =

Score =

Investigations – Look at the graph below and answer the questions



1. How many sherbet drops were sold?
2. Were more liquorice straps or mixed lolly bags sold?
3. What product sold the most?
4. How many more gobstoppers sold then liquorice straps?
5. How many products were sold altogether that day?
6. The shop is open 5 days a week. How much bubblegum do you think they might sell in a week? (Show your working out)
7. Mr Fantago wants to sell 100 chocolate bars during the week. Do you think he will reach his goal? (Show your working out)

Problem-Solving – Complete problem-solving activity 2 below (10 minutes).

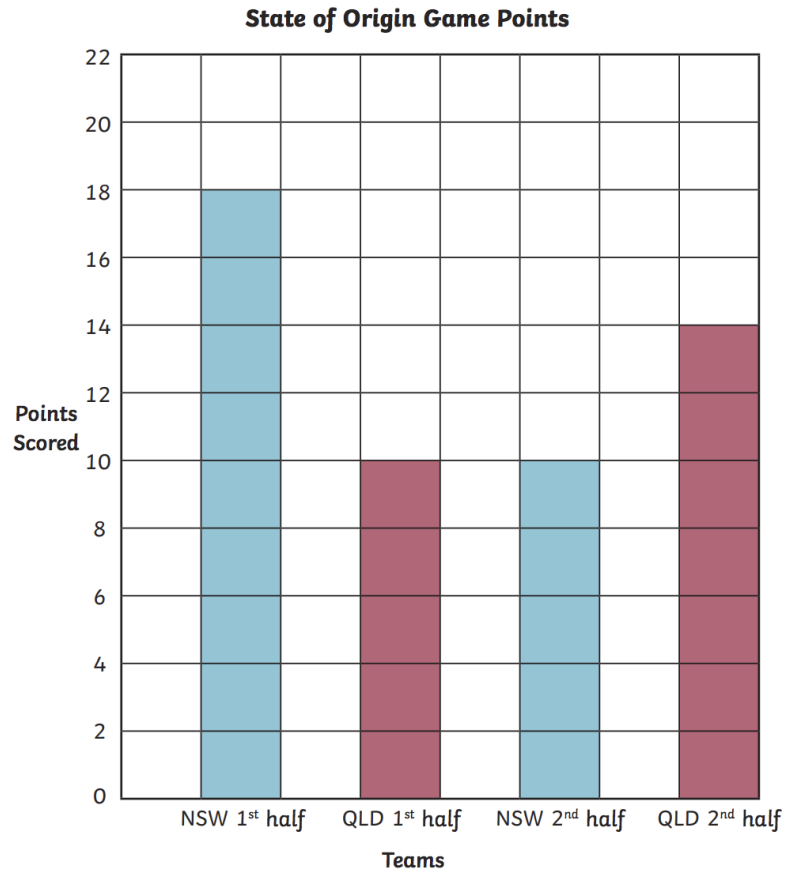
<p>Think about how the 5 steps for problem solving will help you here. Tick the steps as you go!</p> <p><input type="checkbox"/> Read</p> <p><input type="checkbox"/> Understand</p> <p><input type="checkbox"/> Choose a Strategy</p> <p><input type="checkbox"/> Use Strategy</p> <p><input type="checkbox"/> Check</p>	<p>This is a tally chart showing how many students in a class get to school.</p> <p>How many students travel by car and bus?</p> <p>_____</p> <table border="1"><thead><tr><th>Type of Transport</th><th>Number Seen</th></tr></thead><tbody><tr><td>Bicycle</td><td> </td></tr><tr><td>Car</td><td> </td></tr><tr><td>Train</td><td> </td></tr><tr><td>Bus</td><td> </td></tr></tbody></table>	Type of Transport	Number Seen	Bicycle		Car		Train		Bus	
Type of Transport	Number Seen										
Bicycle											
Car											
Train											
Bus											

Extension Activity 2 – State of Origin!

Use the following graph to answer the data questions.

State of Origin Points Data

Use the bar graph to answer the State of Origin data questions.



1. Which team scored the most points in the 1st half? How many points did they score?
2. Which team scored the most points in the 2nd half? How many points did they score?
3. Which team won the match and how many points did they score?
4. What is the total of **all** the points scored during this game?

History (Afternoon Session) -

Learning Intention: We are learning about how Aboriginal and Torres Strait Islander people have influenced the environmental characteristics of Australia.

Success Criteria: I can -

- Determine what farming techniques were used by farmers
- Take important notes
- Choose two farming techniques and research about them
- Create an informative poster about one farming technique

Activity 4 – Yesterday, you chose two Aboriginal or Torres Strait Islander farmer techniques. It is now time to research!

Technique 1 -

1. Define your chosen technique
2. How is it used to help with farming?
3. When was the technique introduced?
4. Interesting Fact about the chosen technique

Technique 2 -

1. Define your chosen technique
2. How is it used to help with farming?
3. When was the technique introduced?
4. Interesting Fact about the chosen technique

Activity 5 – Design your own poster! Choose one of the farming techniques you have researched and create an informative poster. Be as creative as you can! 😊

Wednesday 25th August 2021

Literacy (Morning Session) -

Morning routine

Learning Intention: We are learning:

- About different types of mountains
- To add words to our vocabulary suitcase
- New facts to include within our writing

Success Criteria: I can

- Activate my background knowledge
- Understand the information I am reading
- Organise information into the block planner

Today, you will use your background knowledge to fill in the blanks

Dome Mountains

As a result of a large amount of _____ pushing its way to the earth's _____, it forms a _____.
Dome _____ get their name due to the half _____ shape that is formed from the hardened _____. Dome mountains are usually smaller than _____ because the magma underneath doesn't push _____ enough.

Plateau Mountains

Plateau Mountains are formed through _____, not from _____ activity. Plateaus rise _____ around the surrounding area on at least _____ side. You will find _____ near fold mountains. Over years, _____ and _____ erode valleys through the _____. The shape of plateaus is influenced by _____, as a result, plateau mountains are topped with a hard surface called _____.

Vocabulary-

Organise the following in your vocabulary suitcase for each word today.

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

Add the following words to your vocabulary suitcase:

- warped
- uplifted

Remember to include the following:

- What tier your word is in (Is it Tier 1, 2 or 3)
- Picture
- Definition (Make sure you use your own words! No plagiarism here)
- Sentence (Add the word in a sentence)
- Synonyms, root word, prefix or suffix.

SOTD – Focus: Complex sentences

<p>Learning Intention: We are learning to write a complex sentence with cause and effect subordinating conjunctions.</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none"> • Write a main clause • Write a subordinate clause • Include a cause and effect subordinating conjunction • Use correct beginning, middle and end punctuation 	<p>Complex Sentence: Contains a main clause and at least one subordinate clause</p> <p>Cause and effect subordinating conjunctions: A subordinating conjunction joins two ideas or clauses in a sentence. Cause and effect subordinating conjunctions are words such as: because, as a result of, due to, as a consequence of.</p> <p>Watch this YouTube video to help you understand cause and effect sentences: https://www.youtube.com/watch?v=OnSEFSk5VgQ</p> <p>Complete this sentence: Dome mountains...</p>
---	--

Guided Reading -

Read a text on Literacy Pro within your Lexile range or a chapter book.

Writing – This week you are concentrating on retrieving your block planner and writing cause and effect sentences, which form part of your body paragraph.

Learning Intention: I am learning to structure a body paragraph.

Success Criteria: I can

- Draw your block planner, including all the elements
- Organise information into the block planner
- Write cause and effect sentences within the body paragraph
- Use punctuation at the beginning, middle and end of your sentences.

Task:

- Draw your block planner – but this time, time yourself and record in the box from Monday
- Read the text 'Thunderstorms'. After reading the information note down any CAUSES and their EFFECTS you find in the reading and put them into the bowling ball graphic organiser. If you find more than 3 CAUSES, add them to the side of the page.



The Thunderstorm

CRASH! "What was that?" Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed and stared anxiously around the bedroom. It was completely black. Feeling a little scared, she clutched tightly to her teddy. It didn't really help.

Chrissy didn't like being alone in the dark in the middle of a thunderstorm. Nervously, she threw back the covers and tiptoed over to her big sister's bed.

Julia was fast asleep, so Chrissy gently shook her shoulders to wake her. "Julia? Are you awake? Julia?"

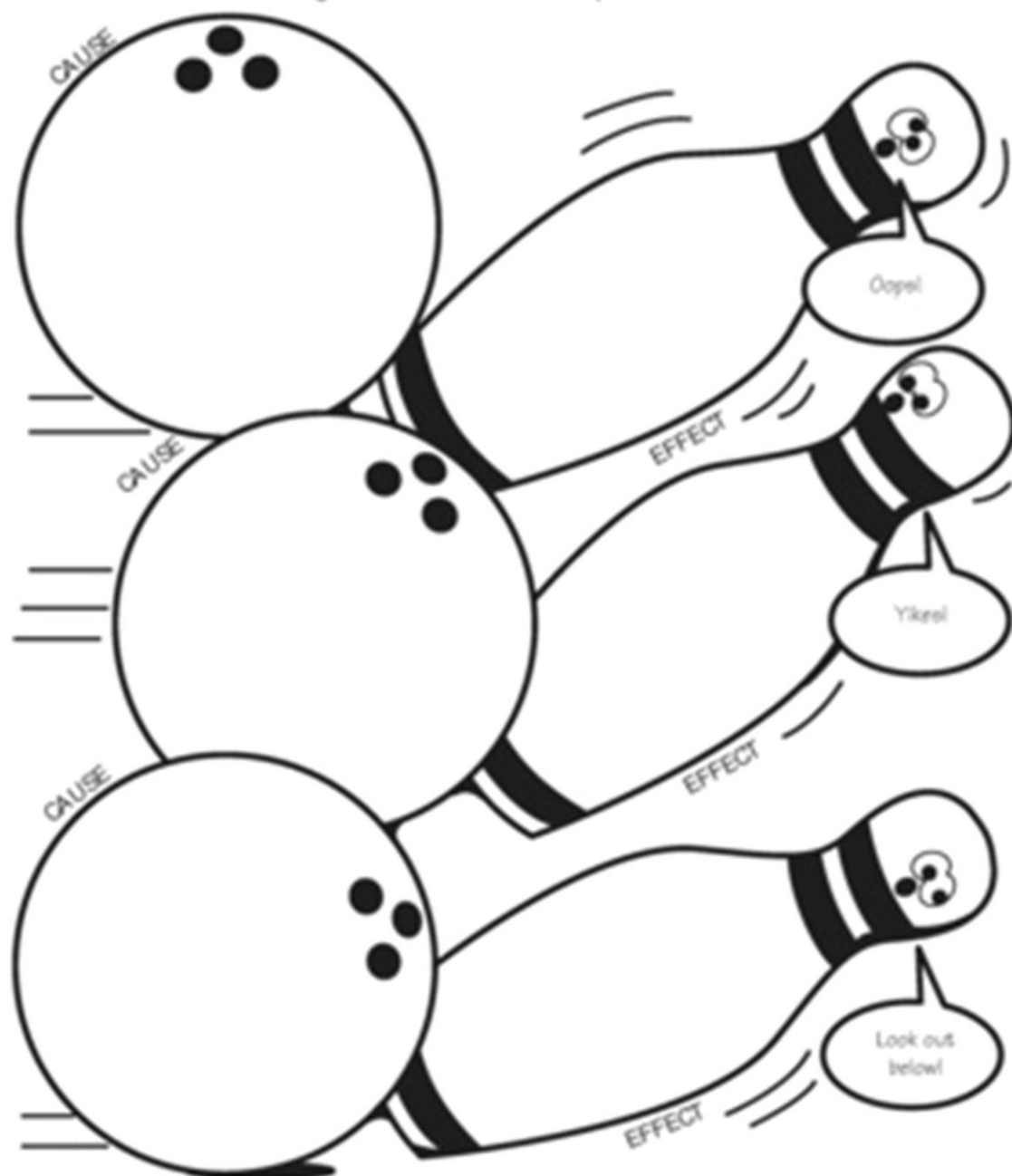
"No, I'm not," Julia mumbled sleepily. "Go back to bed, Chrissy."

BANG! Chrissy jumped into her sister's arms at the sound of the door slamming shut. Julia could see that her little sister was scared, so she hugged her tightly.

Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and drifted back to sleep.

Bowled Over by Cause and Effect

If knowing the "what" and "why" of a story is right up your alley, then this organizer is for you! Write a cause in each bowling ball. Write its effect in the pin.



Maths (Middle Session) -

Maths Mentals - Wednesday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	$26 \div 2 =$	
2.	$48 \div 2 =$	
3.	$126 \div 2 =$	
4.	$93 \div 3 =$	
5.	$300 \div 5 =$	
6.	$60 \div 5 =$	
7.	$12 \times 4 =$	
8.	$32 \times 4 =$	
9.	$126 \times 2 =$	
10.	$324 \times 2 =$	
11.	Order these numbers from least to greatest 12 436.77 12 436.007 12 436.07	
12.	Order these numbers from greatest to least 24 436 .04 24 436.4 24 436.44	
13.	Write 36 324.5 in expanded notation	

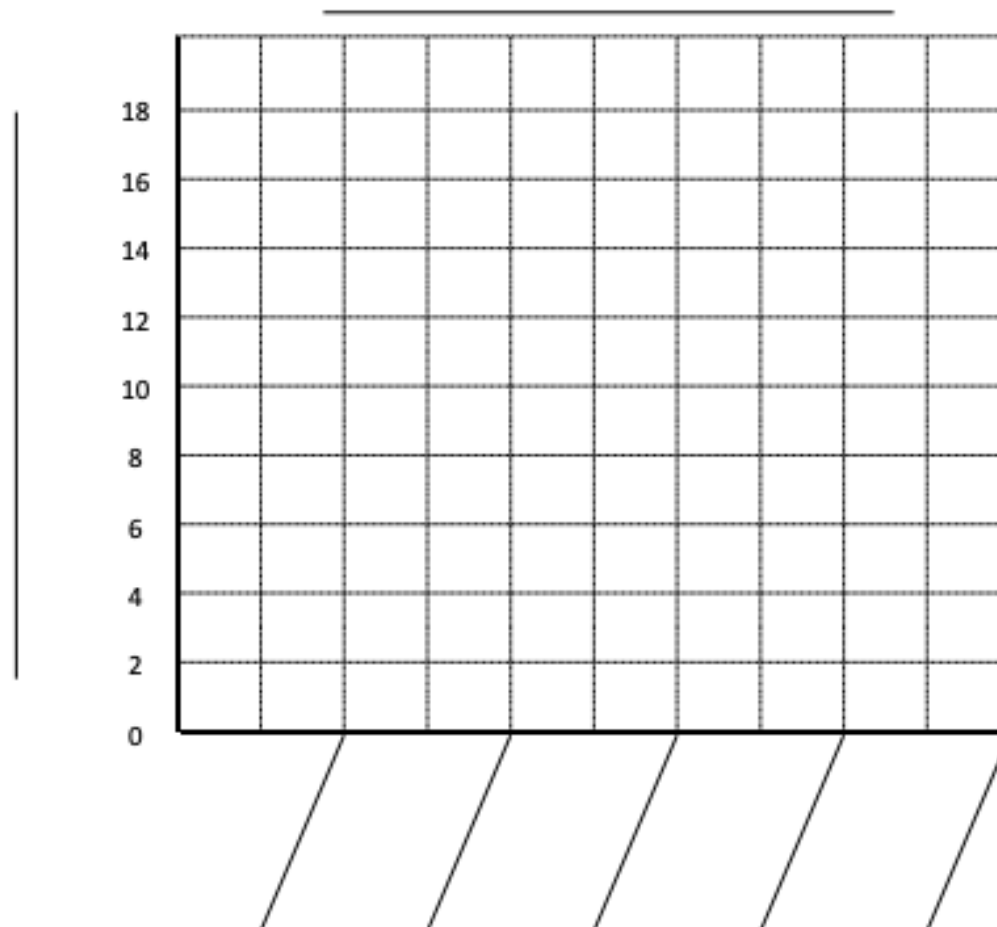
14.	What number does this expanded notation represent? $30\,000 + 4\,000 + 400 + 60 + 7 + 3 \text{ tenths} = \underline{\hspace{2cm}}$	
15.	Fill in the missing number. $22\,300 + \underline{\hspace{2cm}} = 37\,500$	
16.	What are the next three numbers in this pattern? 32.04, 32.08, 32.12, <u> </u> , <u> </u> , <u> </u>	
17.	What is the repeated gap in the pattern? $+2.0 \quad +2.4 \quad +2.8$	
18.	Write down the number four-hundred and sixty-seven thousand two hundred and twenty-three.	
19.	Which number has a greater value? 26.815 or 268.1	
20.	Mr Bean left the house at 7:15 am. He drove for 26 minutes to his destination. What time did he arrive?	

 Time = 	Score =
--	---

Displaying Data –

Display the data collected below in a column graph (remember to include your title and labels).

Chocolate	### ## \\\
Strawberry	\\
Cookies and Cream	### ### ## \\\
Fudge	##
Caramel Swirl	### ## \\\



Problem-Solving – Complete problem-solving activity 3 below (10 minutes).

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

- ☐ Read
- ☐ Understand
- ☐ Choose a Strategy
- ☐ Use Strategy
- ☐ Check

Jacob received \$25.90 for his birthday. He spent \$8.99 on a book and \$7.50 on a computer game. Show three different calculation steps you could use to find how much money he has left.



Show your working out and answer here.

Extension Activity 3 – Speedy Addition!

How quickly can you get them answered?

Complete each set of the speed addition problems and record your time.

+ 100 Set 1		+ 100 Set 2		+ 100 Set 3		+ 100 Set 4		+ 100 Set 5	
76 + 22 =		24 + 36 =		10 + 53 =		13 + 53 =		51 + 23 =	
90 + 5 =		27 + 65 =		37 + 25 =		26 + 24 =		46 + 46 =	
15 + 33 =		85 + 14 =		62 + 24 =		60 + 33 =		48 + 18 =	
29 + 19 =		30 + 15 =		45 + 19 =		17 + 54 =		69 + 23 =	
91 + 8 =		21 + 51 =		68 + 22 =		61 + 15 =		28 + 52 =	
7 + 27 =		34 + 21 =		89 + 11 =		17 + 52 =		32 + 43 =	
6 + 82 =		1 + 52 =		42 + 16 =		18 + 12 =		29 + 58 =	
65 + 12 =		40 + 21 =		31 + 51 =		55 + 23 =		35 + 25 =	
64 + 27 =		37 + 44 =		13 + 26 =		11 + 7 =		5 + 54 =	
92 + 7 =		70 + 15 =		26 + 52 =		23 + 52 =		83 + 14 =	
Time:		Time:		Time:		Time:		Time:	
Score:		Score:		Score:		Score:		Score:	

Science (Afternoon Session) -

Learning Intention: We are learning to understand energy through movement.

Success Criteria: I can -

- Explain energy in water
- Write a waterwheel investigation planner
- Record, compare and discuss results



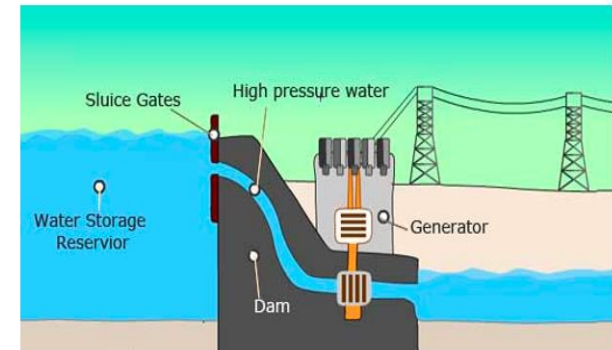
ENERGY USED IN THE LOCAL ENVIRONMENT

- Wind energy
- Coal energy
- Water energy



ENERGY IN WATER

- Streams and rivers have movement energy because they flow downhill. Water that evaporates at low altitudes because of the Sun's heat, can fall as rain at high altitudes. Everything on Earth, including water, is pulled towards the centre of the Earth and will move downwards if there is no obstacle.

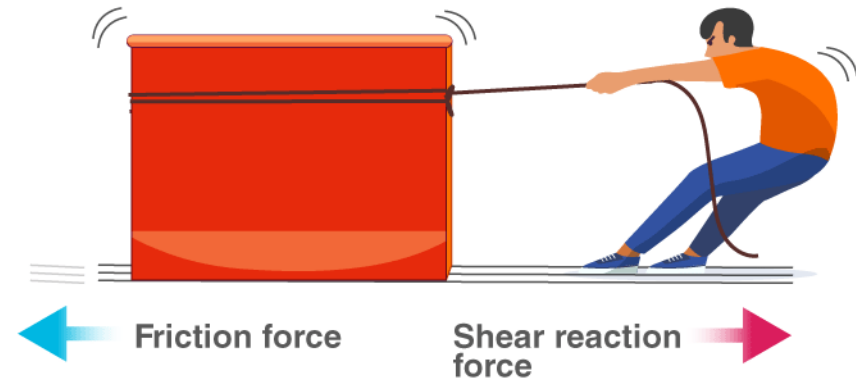


What is efficiency?

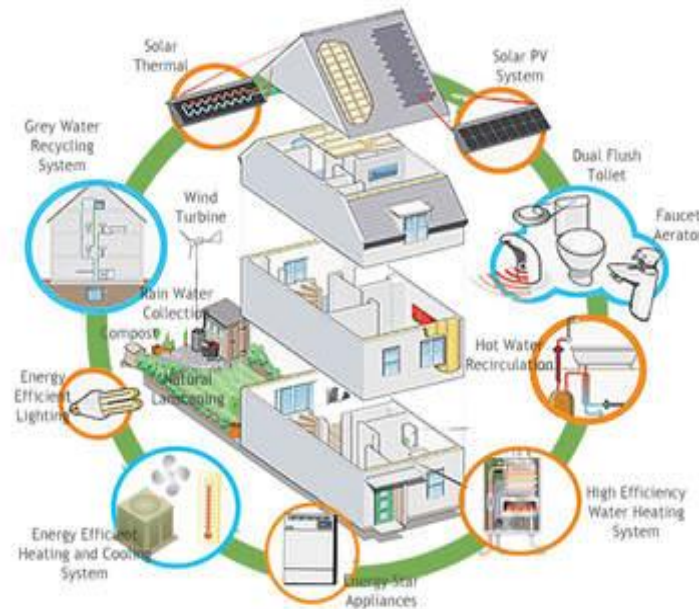
- The amount of 'useful' energy a machine produces compared to how much energy it receives.
- The efficiency of a waterwheel relates to many factors, for example, the angle and shape of the blades affect how well the energy is harnessed.
- The efficiency can also depend on environmental factors, for example, some waterwheels will perform better in different water speed ranges than others.
- Friction can be useful, for example, to stop us from slipping when we are walking. However, inside machines, friction creates heat, causing the loss of useful energy. Too much friction might even cause parts to jam against each other or deform.

FRictional FORCE

BYJU'S
The Learning App



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Activity 1: Waterwheel Procedure

Waterwheel procedure

Linking science with literacy

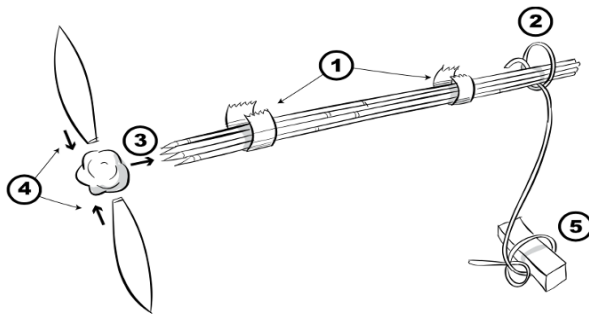
Aim: To create a waterwheel

Equipment

- 4 wooden skewers
- adhesive tape
- piece of adhesive tac
- 30cm piece of string
- waterwheel blades

Activity steps

1. Tape the four wooden skewers together lengthwise to create an axle.
2. Tie the end of the length of string to the end of the axle where the skewers are blunt.
3. Fix the adhesive tac to the other side of the axle where the skewers are sharp.
4. Insert the blades into the adhesive tac.
5. Tie the other end of the string to a small weight.



Work sample of a waterwheel

Thursday 26th August 2021

Literacy (Morning Session)

Learning Intention: We are learning:

- About different types of mountains
- To add words to our vocabulary suitcase
- New facts to include within our writing

Success Criteria: I can

- Activate my background knowledge
- Understand the information I am reading
- Organise information into the block planner

Morning routine

Today, your task is to draw a diagram of a Dome Mountain and a Plateau Mountain. Use the information you have learned throughout the week to help you draw and label your diagram. Don't forget to make your diagram look AMAZING by using colour.

Dome Mountain:

Plateau Mountain:

Vocabulary-

Organise the following in your vocabulary suitcase for each word today.

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

Add the following words to your vocabulary suitcase:

- sedimentary
- surface

Remember to include the following:

- What tier your word is in (Is it Tier 1, 2 or 3)
- Picture
- Definition (Make sure you use your own words! No plagiarism here)
- Sentence (Add the word in a sentence)
- Synonyms, root word, prefix or suffix.

SOTD – Focus: Complex sentences

<p>Learning Intention: We are learning to write a complex sentence with cause and effect subordinating conjunctions.</p> <p>Success Criteria: I can:</p> <ul style="list-style-type: none">• Write a main clause• Write a subordinate clause• Include a cause and effect subordinating conjunction• Use correct beginning, middle and end punctuation	<p>Complex Sentence: Contains a main clause and at least one subordinate clause</p> <p>Cause and effect subordinating conjunctions: A subordinating conjunction joins two ideas or clauses in a sentence. Cause and effect subordinating conjunctions are words such as: because, as a result of, due to, as a consequence of.</p> <p>Watch this YouTube video to help you understand cause and effect sentences: https://www.youtube.com/watch?v=OnSEFSk5VgQ</p> <p>Complete this sentence: As a result of...</p>
--	--

Guided Reading -

Read a text on Literacy Pro within your Lexile range or a chapter book.

Writing – This week you are concentrating on retrieving your block planner and writing cause and effect sentences, which form part of your body paragraph.

Learning Intention: I am learning to structure a body paragraph.

Success Criteria: I can

- Draw your block planner, including all the elements
- Organise information into the block planner
- Write cause and effect sentences within the body paragraph
- Use punctuation at the beginning, middle and end of your sentences.

Task:

- Draw your block planner – but this time, time yourself and record in the box from Monday
- Read the two CAUSE and EFFECT examples about volcanoes which show the level of detail you should be including. Underline the CAUSES you can find and circle the EFFECTS you can find.
- Using your CAUSES and EFFECTS from yesterday's bowling ball activity, it is now your turn to write your own 'Cause and Effect' sentences. Remember: Use a TRANSITION word to start your EFFECT sentences. These words can be found from Tuesday's task.

 **Activity 1** - Read the two CAUSE and EFFECT examples about volcanoes, which show the level of detail you should be including in your body paragraphs. Underline the CAUSES you can find and circle the EFFECTS you can find in each example.

Example 1:

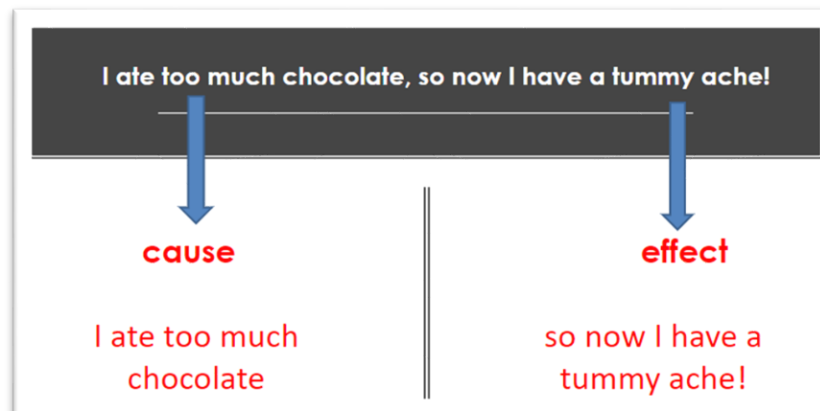
When magma is very hot and runny, gases can escape easily. Eruptions of this type of magma are gentle; and because the lava flows easily, it moves down gradual slopes over great distances from the volcanic vents. The lava flows are slow enough for humans to outrun or outwalk them.

Example 2:

As the gas-charged lava is blown violently into the air, it breaks into small fragments that solidify and fall as *cinders* around the vent to form a circular or oval cone. Lava flows may break out of or breach the cone, or they may flow from under the cone through tunnels. Most cinder cones have a bowl-shaped *crater* at the summit, and rarely rise more than a thousand feet or so above their surroundings.

 **Activity 2** – Using the CAUSES and EFFECTS from yesterday's bowling ball activity, it is now your turn to write your own 'Cause and Effect' sentences.

Remember: Use a TRANSITION word to start your EFFECT clause or sentence. These words can be found from Tuesday's task.



Cause and Effect sentence 1:
Cause and Effect sentence 2:
Cause and Effect sentence 3:
Cause and Effect sentence 4:
Cause and Effect sentence 5:


Maths (Middle Session)

😊 Thursday Maths – only the best kind!

Maths Mentals - Thursday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	$459 + 274 =$	
2.	$1127 + 2388 =$	
3.	$544 - 233 =$	
4.	$4360 - 3250 =$	
5.	$33 \times 5 =$	
6.	$61 \times 5 =$	
7.	$412 \times 2 =$	
8.	$1545 \times 2 =$	
9.	$563 \div 2 =$	
10.	$3688 \div 2 =$	
11.	Which number has a greater value? 48.006 or 48.06	
12.	Write down the number three hundred and nineteen thousand, eight hundred and thirty-four.	
13.	Fill in the missing number. $2980 = 2465 +$ _____	
14.	What are the next three numbers in this pattern? $78.9, 79.3, 79.7, \text{_____, _____, _____}$	
15.	What is the repeated gap in the pattern? $+4.4 \quad +0.4 \quad +4.0$	
16.	Write these numbers from least to greatest. $112.97 \quad 112.98 \quad 112.99$	
17.	What number does this expanded notation represent? $9000 + 400 + 30 + 2 + 0.3 + 0.001 =$ _____	
18.	Write 2653.95 using the decimal form of expanded notation.	

19.	Which of these fractions is equivalent to $\frac{1}{3}$? $\frac{7}{21}$ $\frac{3}{12}$ $\frac{10}{20}$	
20.	A flight that Ahmed boards takes 2 hours and 45 minutes. Ahmed left at 10:30am. What time did he arrive at his destination?	
 Time =		Score =

Investigations - Chance

Answer the following chance questions. You must select only one correct answer for each question. Circle the correct response.

Natalie rolled two six-sided dice and added the numbers together. Which number could she not have made?

A. twelve

B. nine

C. fourteen

D. eleven

Jacob spent \$10 at the shop. He was given \$5 change. Which coins would he not have received?

A. $3 \times \$2$

B. $5 \times \$1$

C. $2 \times \$2$ and $1 \times \$1$

D. $3 \times \$1$ and $1 \times \$2$

Sofia's favourite AFL team won their match by two goals. Which score could the team not have got?

A. 82 vs 70

B. 80 vs 74

C. 112 vs 100

D. 62 vs 50

If Logan caught the bus to school every day, which statement could not have happened?

A. Logan sat at the back of the bus.

B. Logan had a window seat.

C. Logan rode his bike.

D. Logan left his bag on the bus.

At the school swimming carnival, Ava swam in three races: freestyle, backstroke and breaststroke. Which statement could not have happened?

A. Ava came second in the butterfly.

B. Ava came first in the freestyle and third in the backstroke.

C. Ava came fifth in the breaststroke.

If Hunter has sports practice on Mondays and Wednesdays straight after school, which statement could not have happened?

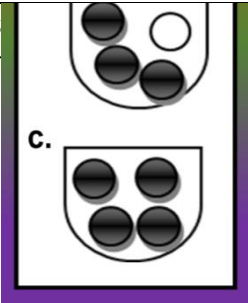
A. Hunter packed his sports clothes in his bag on Wednesday.

B. Hunter practised footy on Monday.

C. Hunter practised for 60 minutes on both days.

D. Hunter had sports practice three times a week.

Problem Solving – Complete problem-solving activity 4 below (10 minutes).

<p>Think about how the 5 steps for problem solving will help you here. Tick the steps as you go!</p> <ul style="list-style-type: none"><input type="checkbox"/> Read<input type="checkbox"/> Understand<input type="checkbox"/> Choose a Strategy<input type="checkbox"/> Use Strategy<input type="checkbox"/> Check	<p>Peter takes one ball out of his bucket. It is very likely but not certain that he will get a black ball. Which bucket is Peter's?</p> <p>c.</p> 
---	--

Extension Activity 4 – Probability Challenge!

Least to Most Likely

NAPLAN - Chance and Data

Make a probability scale of things that will happen in your week. At one end, think of something that is certain to happen, such as the sun rising.

At the other end, think of something that is impossible, such as you growing wings and flying home. Can you order at least 15 things from least likely to most likely?



impossible

certain

Complete the extension challenge here.

impossible_____certain

PDHPE (Afternoon Session)

- Identities are a set of characteristics that define a person or a thing.
- Your identity is 'who you are'.
- We are born with some of the things that make us 'who we are' e.g. eye colour, race, gender etc. Others things develop and change over time e.g. personality, interests, beliefs etc.

Learning Intention: We are learning about our identities.

Success Criteria: I can

- Understand that identities are made up of different characteristics
- Be aware that our identities have many things in common, but differences too.
- Be able to describe my own individual identity.

Guess who



Gender (male or female): Male

Age: 16 years

Favourite hobby: Playing my guitar

Favourite TV programme: Jersey Shore

Favourite food: Curry

Hair colour: Black

Nationality: British

First and last letter of your name: M _ _ K

Miss El Mir

Gender: Female

Age: Young

Favourite Hobby: Shopping

Favourite Food: Tabouli and Avocado toast

Hair Colour: I wear a lot of nude scarves

Nationality: Lebanese

First and last letter of my name: S _ _ A

Different or the same?

- It is always important to get to know people.
- We can always find things we share in common. Often our first impressions are wrong.
- Whilst we share lots of characteristics in common, we should all be proud of our own unique identities.
- Our differences make us unique and special!

Your task: Fill out the characteristics that describe your identity.

Who are you?

Gender:

Age:

Favourite Hobby:

Favourite Food:

Hair Colour:

Nationality:

First and last letter of my name:

Your task: Interview your parents! Get to know them a little bit more :)

Who are they?

Gender:

Age:

Favourite Hobby:

Favourite Food:

Hair Colour:

Nationality:

First and last letter of my name:

Friday 27th August 2021

Literacy (Morning Session)













Learning Intention: We are learning:

- About different types of mountains
- To add words to our vocabulary suitcase
- New facts to include within our writing

Success Criteria: I can

- Activate my background knowledge
- Understand the information I am reading
- Organise information into the block planner













Morning routine

<p>15 Questions</p> <p>1. How are Dome Mountains formed?</p>	<ul style="list-style-type: none"> Erosion Great amounts of magma pushing its way up under the earth's crust Tectonic Plates colliding They appear out of nowhere
<p>2. Why are they called Dome Mountains?</p>	<ul style="list-style-type: none"> Because of the tall peaks Because they are volcanic Because they look like a dome tent Because of the half sphere shape that appears on the surface
<p>3. What is another name for molten rock?</p>	<ul style="list-style-type: none"> Magma Melting rock Lava The earth's crust

<p>4. Dome mountains are taller than fold mountains.</p>	<div data-bbox="1518 188 1581 252"></div> True <div data-bbox="1518 316 1581 379"></div> False
<p>5. Which of these is a Dome Mountain found in Australia?</p>	<div data-bbox="1518 480 1581 544"></div> Snowy Mountains <div data-bbox="1518 576 1581 639"></div> The black Hills <div data-bbox="1518 671 1581 735"></div> Mount Leura <div data-bbox="1518 767 1581 831"></div> Mount Everest
<p>6. Which of these is a comprehension key?</p>	<div data-bbox="1518 893 1581 957"></div> Writing <div data-bbox="1518 989 1581 1053"></div> Reading <div data-bbox="1518 1085 1581 1149"></div> Talking <div data-bbox="1518 1181 1581 1244"></div> Inferring

<p>7. Durable was NOT a vocabulary word this week.</p>	<div data-bbox="1518 181 1585 245"></div> True <div data-bbox="1518 303 1585 367"></div> False
<p>8. Which of these is a subordinating conjunction?</p>	<div data-bbox="1518 456 1585 520"></div> during <div data-bbox="1518 552 1585 616"></div> because <div data-bbox="1518 647 1585 711"></div> so <div data-bbox="1518 743 1585 807"></div> and
<p>9. Plateau Mountains are formed by...</p>	<div data-bbox="1518 815 1585 879"></div> Magma exploding through the earths surface <div data-bbox="1518 895 1585 959"></div> Two tectonic plates colliding <div data-bbox="1518 975 1585 1038"></div> A Dome Mountain breaking in half <div data-bbox="1518 1054 1585 1118"></div> Erosion

<p>10. Plateaus have been pushed above sea level.</p>	<div data-bbox="1518 181 1594 255"></div> True <div data-bbox="1518 328 1594 402"></div> False
<p>11. Plateaus are topped with a hard, durable surface called...</p>	<div data-bbox="1518 437 1594 510"></div> Caprock <div data-bbox="1518 542 1594 616"></div> Hard rock <div data-bbox="1518 647 1594 721"></div> Durable rock <div data-bbox="1518 753 1594 826"></div> Magma rock
<p>12. Which of these Plateau Mountains can be found in Australia?</p>	<div data-bbox="1518 836 1594 909"></div> Blue Mountains <div data-bbox="1518 941 1594 1015"></div> Table Mountain <div data-bbox="1518 1046 1594 1120"></div> Plateau Mountains of Australia <div data-bbox="1518 1152 1594 1225"></div> Mount Blaxcell

<p>13. Plateau Mountains are often found near which other type of Mountain...</p>	<div data-bbox="1512 180 1933 260">  Dome Mountains </div> <div data-bbox="1512 284 1933 363">  Fold Mountains </div> <div data-bbox="1512 387 1933 467">  Volcanic Mountains </div> <div data-bbox="1512 491 1933 563">  Fault-Block Mountains </div>
<p>14. What Tier does Magma sit in?</p>	<div data-bbox="1512 579 1933 659">  Tier 2 </div> <div data-bbox="1512 683 1933 762">  Tier 1 </div> <div data-bbox="1512 786 1933 866">  Tier 3 </div> <div data-bbox="1512 890 1933 962">  Magma doesn't have tiers </div>
<p>15. Complex sentences have...</p>	<div data-bbox="1512 933 2076 1013">  A main clause </div> <div data-bbox="1512 1021 2076 1101">  A main clause and at least one subordinate clause </div> <div data-bbox="1512 1109 2076 1189">  A subordinate clause </div> <div data-bbox="1512 1197 2076 1268">  Two main clauses </div>

Vocabulary-

Organise the following in your vocabulary suitcase for each word today.

Word:

Tier:

Definition:

Sentence:

Dual Code (image):

Synonym/root word/prefix/suffix:




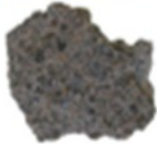


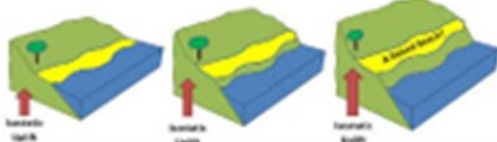
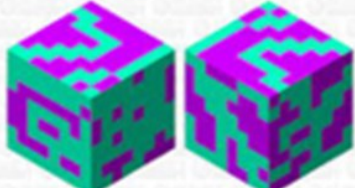


Add the following words to your vocabulary suitcase:

- uplifted
- sphere

Remember to include the following:

- What tier your word is in (Is it Tier 1, 2 or 3)
- Picture
- Definition (Make sure you use your own words! No plagiarism here)
- Sentence (Add the word in a sentence)
- Synonyms, root word, prefix or suffix.

Vocabulary Activity - Match the word to the picture to the sentence.

Warped		Igneous rock is formed from molten rock that hardened into a solid state.
Surface		The magma uplifted the mountains.
Pummelled		The birds flew upward.
Sedimentary		My football is the shape of a sphere.
Sphere		I love having different pizza ingredients overlaying each other.
Hardened		The sedimentary deposits include slate, limestone and sandstone.
Crest		The Earth's crust, is its surface.
Uplift		The waves pummelled the rock at the beach.
Overlaying		The hot magma warped the shape of the mountain
Upward		The cyclist struggled to reach the crest of the hill.

SOTD – Assessment

Learning Intention: We are learning to write a complex sentence with cause and effect subordinating conjunction.

Success Criteria: I can:

- Write a main clause
- Write a subordinate clause
- Used a cause and effect subordinating conjunction
- Used correct beginning, middle and end punctuation

Task: Write a simple or complex sentence, with a cause and effect subordinating conjunction

Good luck!

Guided Reading -

Complete a Literacy Pro quiz for the book you read yesterday. Remember, your aim is to get 8/10


Writing – This week you are concentrating on retrieving your block planner and writing cause and effect sentences, which form part of your body paragraph.

Learning Intention: I am learning to structure a body paragraph.

Success Criteria: I can

- Draw your block planner, including all the elements
- Organise information into the block planner
- Write cause and effect sentences within the body paragraph
- Use punctuation at the beginning, middle and end of your sentences.

Task:

- Draw your block planner – but this time, time yourself and record in the box from Monday. Have you smashed your record? 
- Today you are going to practice writing a body paragraph, with a TOPIC SENTENCE and 2 or 3 CAUSE AND EFFECT sentences which make up your body paragraph.

Writing Activity - Mountains

Today you have a few steps to follow:

1. Plan your body paragraph about **Mountains or Volcanoes** in the block planner below (CHOOSE WHICH ONE WORDS FOR YOU!) – concentrating on the TOPIC SENTENCE and CAUSE and EFFECT sentences only.
2. Write your title (so we know if you are writing about Mountains or Volcanoes)
3. Write your topic sentence – remember a topic sentence is the first sentence of your body paragraph. It introduces what your paragraph is about.
4. Write 2 or 3 cause and effect sentences. Try to include at least ONE complex sentence, think SOTD! Don't forget those TRANSITION words/phrases to start your EFFECT clause or sentence.
5. Take a picture of your writing and upload or send to your teacher – I'm sure someone in your house can help with this.

Dome Mountains

Dome mountains are _____. The surface of the crust does not _____, but the magma _____. At some point, the magma cools and is _____. The dome like area created by _____ is called a dome because of it looking like _____.

TOPS _____



Cause and Effect – 1: _____

Cause and Effect – 2: _____

Cause and Effect – 3: _____

Linking sentence _____

Write your paragraph in the box below:


Your Title: _____

Maths (Middle Session)

😊 What a fantastic job you've done this week!

Maths Mentals - Friday

Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	$95 \times 2 =$	
2.	$312 \times 2 =$	
3.	$43 \times 5 =$	
4.	$68 \times 4 =$	
5.	$218 \times 3 =$	
6.	$5400 \times 3 =$	
7.	$6753 + 3780 =$	
8.	$15\,022 + 11\,800 =$	
9.	$660 - 459 =$	
10.	$9733 - 4626 =$	
11.	Which number has a greater value? 237.98 or 237.098	
12.	Write down the number forty-nine thousand, six hundred and fourteen.	
13.	Fill in the missing number. $30\,590 = 30\,001 +$ _____	
14.	What are the next three numbers in this pattern? $46.5, 47, 47.5,$ _____, _____, _____	
15.	What is the repeated gap in the pattern? $+5.5$ $+0.5$ $+5.0$	
16.	Write these numbers from greatest to least. 89.23 89.32 89.33	
17.	What number does this expanded notation represent? $7000 + 200 + 80 + 5 + 0.9 + 0.004 =$ _____	
18.	Write 4159.18 using the decimal form of expanded notation.	
19.	Which of these fractions is equivalent to $1/5$? $10/30$ $6/30$ $5/20$	
20.	A ship docks at 7:15am. Passengers have 1 hour and 30 minutes to board the ship before departure. What time does the ship depart?	
 Time =		Score =

Investigations - Chance

Use the following chance language to describe the probability of the following events. Write your answers in the box beside each event below.

☐ **certain**

☐ **highly likely**

☐ **even chance**

☐ **unlikely**

☐ **impossible**



I will win the lottery.



I will learn how
to fly a plane.



**I will have a
drink of water or
milk today.**



**There will be a sporting
event on television over
the weekend.**



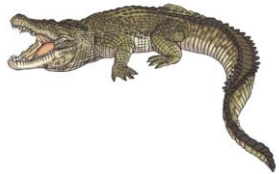
**There will be clouds
in the sky.**



I will go to school
on Tuesday.



Cars will fly.



A saltwater crocodile
will be found in Victoria
in the wild.



I will fly to the moon
in the next school
holidays.



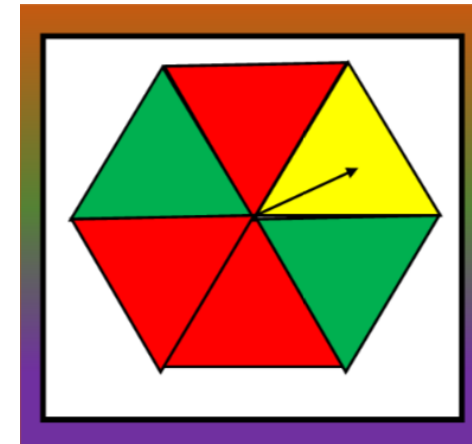
It will cost roughly \$10
to go to the cinema.

Problem Solving – Complete problem-solving activity 5 below (10 minutes).

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

- ☐ Read
- ☐ Understand
- ☐ Choose a Strategy
- ☐ Use Strategy
- ☐ Check

Mary correctly placed the colours in order of likelihood of the arrow stopping on them, from most likely to least likely. Which colour did she place first?



😊 **Give this one a go!**

Extension Activity 5 – Marble Bag!

Here is a bag of different coloured marbles:



Green



Red



Purple



Black



- What is the probability of pulling out a red marble?
- Is there an even chance of pulling out a black and green marble?
- What is the probability of pulling out a black marble?
- Is it possible to pull an orange marble out of the bag?

(Afternoon Session) - PDHPE

Today, you will be practising some Yoga poses! On the right, the benefits of yoga have been listed.

Your task is to choose **5** yoga poses. Hold those positions for 10 seconds.

Share some photos of your poses on Google Classroom. We love seeing all your hard work 😊

Background relaxation music:

<https://www.youtube.com/watch?v=98h3l58amR8>

Benefits Of Yoga Activities For Kids

- Enhance flexibility, balance & muscle tones
- Boosts Confidence
- Improve overall health
- Increase concentration
- Improves Mental Health
- Creates Positive self-image
- Develop body awareness



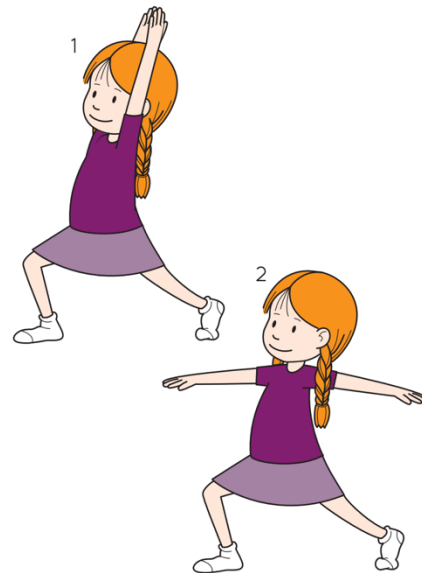
Tree



Yoga Poses for Kids



Warrior



Yoga Poses for Kids



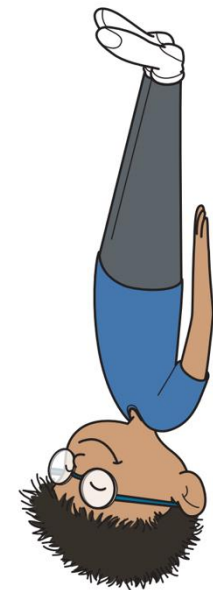
Palm Tree



Yoga Poses for Kids



Relaxation



Yoga Poses for Kids

Frog



Yoga Poses for Kids



Ragdoll



Yoga Poses for Kids



Bridge

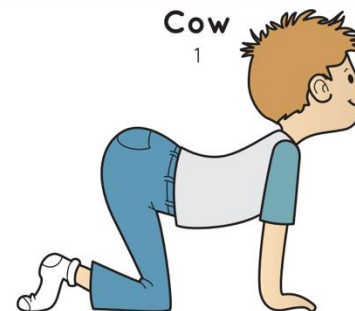


Yoga Poses for Kids



Cow

1



Cat

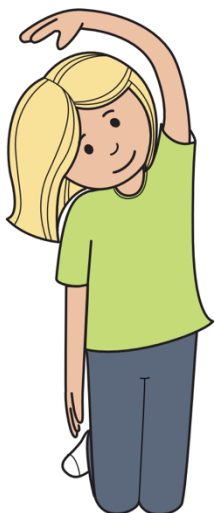
2



Yoga Poses for Kids



Rainbow



Yoga Poses for Kids



Moon



Yoga Poses for Kids



Dancer



Yoga Poses for Kids



Child's Pose

1



2



Yoga Poses for Kids



Year 5 Specialist Pack

Monday

Read the paragraph about mountains and answer the questions below.

A mountain is tall and rocky land that rises high above the land around it. Mountains are different because they are formed in different ways.

Some mountains form from hot melted rock called magma rising up from the Earth's mantle. If magma breaks through the crust, it forms a volcanic mountain. Sometimes the magma cannot break through Earth's crust. Pressure from magma pushes up the Earth's surface rocks. The magma under the surface cools and hardens into rock. This is how dome mountains are formed.

1. What is a mountain?

2. Why are mountains different?

3. What happens when magma breaks through the crust?

4. Describe how magma would feel?

Fill in the blanks using the scaffold and the words from the word bank below.

Earth's crust	molten rock	rock	pushes
---------------	-------------	------	--------

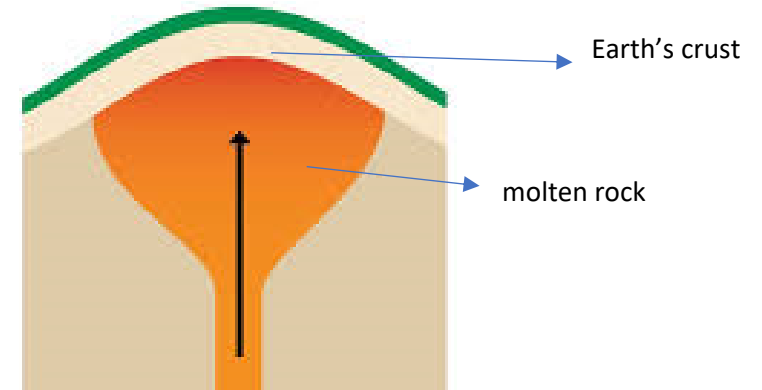
Dome Mountains?

Dome mountains are the result of a great amount of

m_____ r_____ (magma) pushing its way up under the E_____ c_____.

Without actually erupting onto the surface, the magma

p_____ up overlaying rock layers. At some point, the magma cools and forms hardened r_____.




Tuesday

More likely or less likely.

Tick the correct answer.

How likely are you to grab a ●?




Tick the answer.

☐ more likely

☐ less likely

How likely are you to grab a ▲?

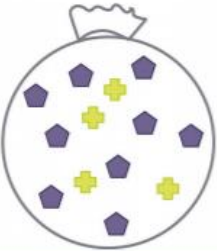


Tick the answer.

☐ more likely

☐ less likely

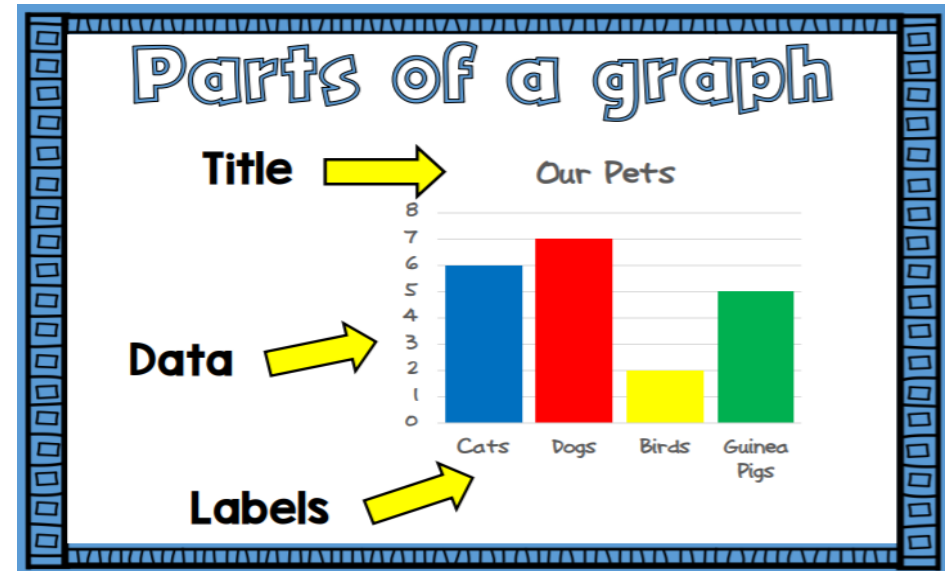
How likely are you to grab a ⊕?



Tick the answer.

☐ more likely

☐ less likely

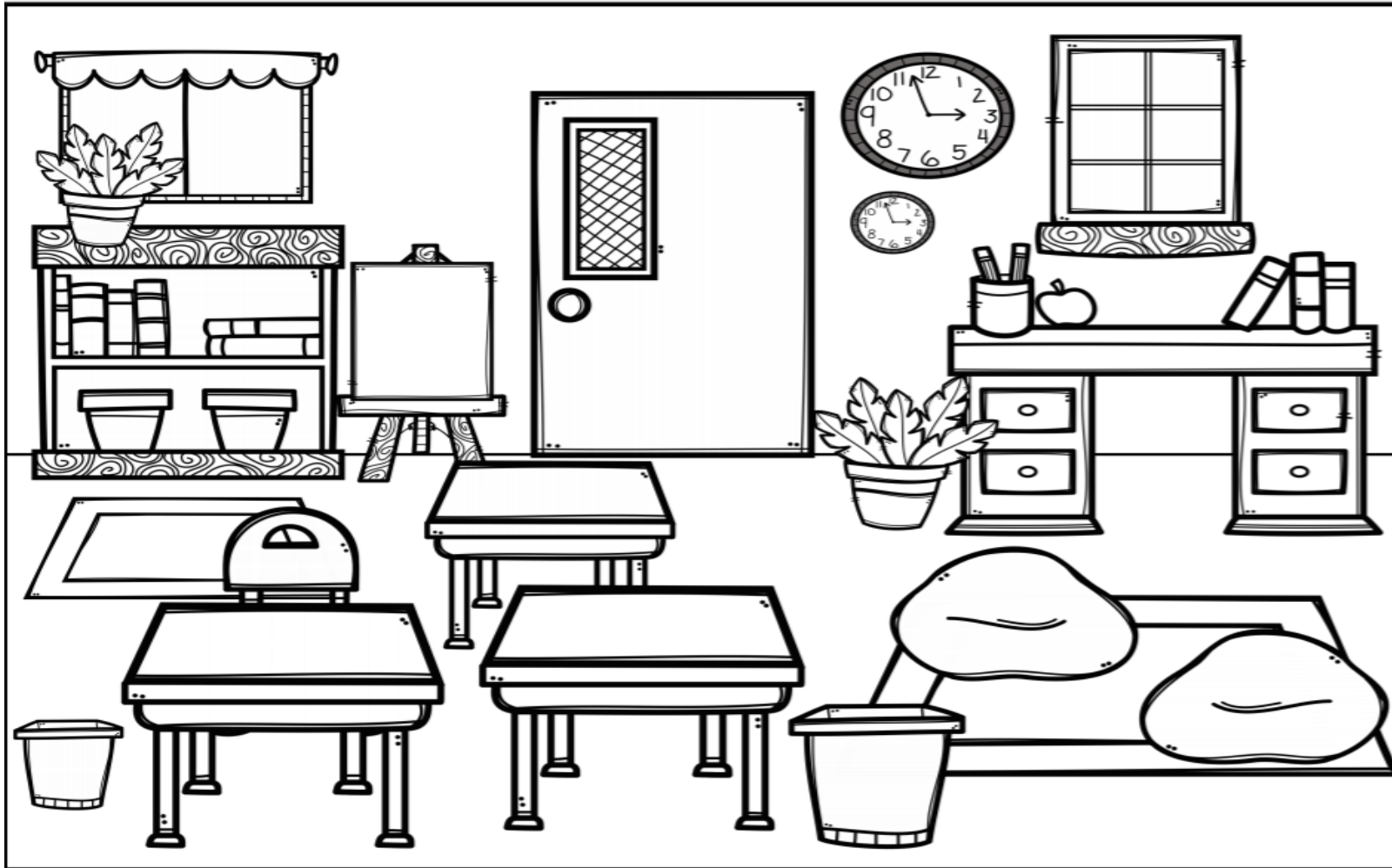


Using the graph above, answer the following questions.

1. How many cats are there as pets? _____.
2. Are there more dogs than birds? _____.
3. What is the title of the graph? _____.
4. What are the two most popular pets? _____.
5. What is the least popular pet? _____.

Wednesday

Read aloud and follow the set of directions on the right of the picture.



- Colour the big clock blue.
- Colour one bean bag red.
- Colour the desk with a chair brown.
- Circle the small trash can orange.
- Colour the window on top of the desk yellow.
- Colour the books on the shelf green.
- Colour the rug under the bean bags blue.
- Draw an X on the small clock.
- Colour the curtain yellow.
- Circle the plant by the teacher's desk green.

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

Thursday

Complete these problem solving questions. Show your working out and put the answers in the blank boxes.

1. Four children were keeping score using tally marks while playing a game.
Half way through the game, the scores were:

Sam	
Gina	
Paul	
Pam	

a. Who is <u>most likely</u> to win the game?	b. Who is <u>least likely</u> to win the game?
---	--

2. The children were asked if their favourite animal was a dog or cat. These were the possible answers:

- If 6 children said cats. What might the tally marks have looked like?
- If 8 children said cats. What might the tally marks have looked like?
- If equal number of children liked dogs and cats. What might the tally marks have looked like?

a.	Dogs	
	Cats	
b.	Dogs	
	Cats	I
c.	Dogs	
	Cats	
d.	Dogs	
	Cats	

Math Mentals.

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

15 + 20 =	3 × 5 =	20 - 7 =	15 + 5 =
53 + 40 =	3 × 6 =	35 - 20 =	18 + 2 =
70 + 30 =	3 × 4 =	55 - 5 =	16 + 4 =

Time:

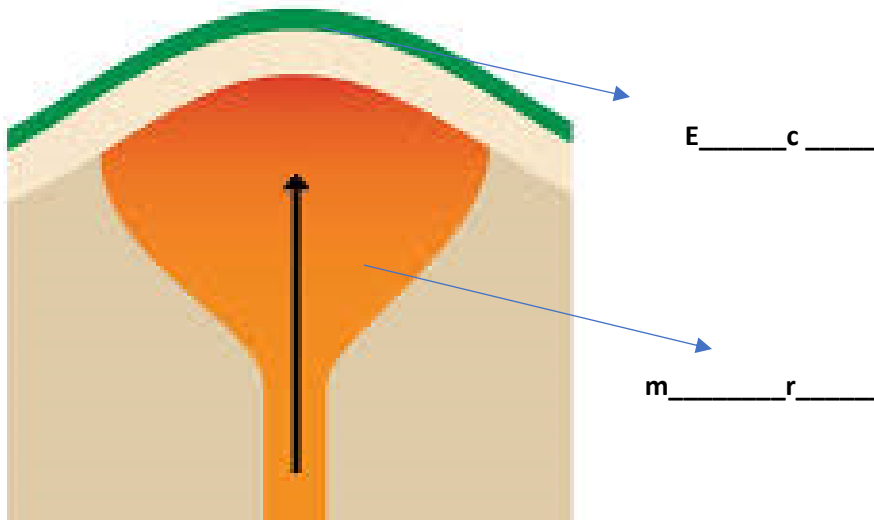
Working out space:

Friday

Label the dome mountain using the word bank below. Then write 3 simple sentences to describe it. Remember every sentence has a subject, predicate and end punctuation.

Earth's crust

molten rock



E _ _ _ c _ _ _

m _ _ _ r _ _ _

1. _____
2. _____
3. _____

Every sentence has a subject, predicate and end punctuation.

A mountain is a land form that rises high above the surrounding areas.

Subject

Predicate

A mountain

land form that rises high above the surrounding areas

Underline the subject and draw a square around the predicate. Then write the subject and predicate in the box below the sentence.

1. Mountains are valuable.

--	--

2. Magma pushes up the Earth's surface rocks.

--	--

3. Dome mountains result from molten pushing its way up from under the Earth's crust.

--	--

4. Lava is blown violently into the air.

--	--

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					

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

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

Tuesday

Read each word 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.

- Read the words, then clap the syllables in each word. Each word has two syllables.

For Example, gob👏lin👏

fab/ric	gob/let	ban/dit
hec/tic	ad/mit	cob/web

- Choose the correct word from the box to complete the sentence. Circle the word you have chosen and fill in the missing word. Copy the sentence on the line below, saying each word as you write.

groan groaned

Kate _____ as she fell over.

hope hop

I _____ I win the race.

tape tap

Did Bill _____ on the big drum?

Reading

The King and the Elf

189 words

The snow was falling thick and fast. Lamps still glowed along the old road when Triss rose. She made herself some hot toast on the fire. Then she put on a cloak and snug hat as she snuck out.

Close to her campsite was a castle with a moat. A slow **coach** drove by. Triss did not waste a second. She jumped on the back of the coach and rolled into the castle.

Inside, Triss hunted for the oak throne. There she saw the king. "Help!" said the king. He had been locked to the throne by a bad elf. An elf who wanted to rule the land.

Triss lifted her hand. A red **flare** shot out. The lock broke and with it the bad spell of the evil elf.

"Who are you?" **gasped** the king.

"My name is Triss," said Triss.

"Triss, thanks to you our land is now safe. What can I give you? Gold? Land?" asked the king.

"All I want is a home for my elf tribe," said Triss.

"Then make your home here with us."

Triss nodded, her face filled with the glow of hope.

Monday – Friday

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

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?