

## Year 6 Learning from Home – Term 3 Week 7

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Literacy</u>  <b>Morning Routine</b>  Read the text '<i>Hanami Facts and Japanese Celebrations</i>'.  Complete some of the questions on the <i>Japan Challenge Grid</i>.</p> <p><b>Sentence of the Day</b>  We are learning to understand the features of a compound sentence.  Read the SOTD text defining a compound sentence and complete the activity on locating main clauses.</p> <p><b>Reading</b>  Before reading, activate your background knowledge by completing the 'Prior Knowledge Inventory' worksheet on Japanese celebrations.</p> <p><b>Writing</b>  Review the block planner and the notes from Week 5 and 6.</p>	<p><u>Literacy</u>  <b>Morning Routine</b>  Read the text '<i>Hanami Facts and Japanese Celebrations</i>'.  Complete more questions on the <i>Japan Challenge Grid</i>.</p> <p><b>Sentence of the Day</b>  WALT understand noun groups in compound sentences. Read the text defining noun groups and complete the activity identifying noun groups</p> <p><b>Writing</b>  Highlight and annotate 'Exemplar text 2'.  Underline all the noun groups in the text.  Extension – Write your own STEEL paragraph and include noun groups.</p> <p><b>Reading</b>  Read the text 'Hanami Facts and Japanese Celebrations'.  Complete the 'Celebration Research' worksheet on one Japanese celebration.</p>	<p><u>Literacy</u>  <b>Morning Routine</b>  Read the text '<i>Hanami Facts and Japanese Celebrations</i>'.  Complete more questions on the <i>Japan Challenge Grid</i>.</p> <p><b>Sentence of the Day</b>  Read the text on how to use different coordinating conjunctions (FANBOYS).  Complete the activity on inserting the correct coordinating conjunction between the two main clauses.</p> <p><b>Reading</b>  Read the text 'Mamemaki Bean Throwing Tradition'.  What is the key information?  Using two different coloured highlights, determine what is important information and what is interesting.</p> <p><b>Writing</b>  Highlight and annotate 'Exemplar text 3'.</p>	<p><u>Literacy</u>  <b>Morning Routine</b>  Read the text '<i>Hanami Facts and Japanese Celebrations</i>'.  Ensure all questions on the <i>Japan Challenge Grid</i> have been completed.</p> <p><b>Sentence of the Day</b>  WALT build noun groups. Use your readings from the week to complete the activity on building noun groups.</p> <p><b>Reading</b>  Complete the 'New Vocabulary Brainstorm' worksheet.  Log into Literacy Pro and read an eBook your teacher has assigned to you. Read it multiple times before taking your quiz. Your aim is to get above 80%.</p> <p><b>Writing</b>  Draw your block planner and start to plan your 3 STEEL</p>	<p><u>Literacy</u>  <b>Morning Routine</b>  Using the information you have learnt this week about Japanese celebrations, complete the <i>Student Knowledge Organiser</i>.</p> <p><b>Sentence of the Day</b>  Write your own compound sentence which includes a noun group or groups and submit it to your Google Classroom. This could be a sentence you have used in one of your body paragraphs from the week.</p> <p><b>Reading</b>  This week, you have read about different Japanese celebrations. Celebrations are happening all the time and all around us. Complete the mind map on your favourite celebration.</p> <p><b>Writing</b></p>

<p>Look at the "What to include" image. Read the exemplar text and highlight the STEEL paragraph. <b>Subheading</b> <b>Topic Sentence</b> <b>Elaborate</b> <b>Explain</b> <b>Link</b> The first few are done for you as an example.</p>	<p>You may need to research the celebration further to complete the worksheet.</p>	<p>Underline the noun groups and the coordinating conjunctions within the text. Circle the phrases within the text. Extension – Can you add a compound sentence that includes noun groups to the paragraph? Can you edit the passage and include your own background knowledge to make it better?</p>	<p>paragraphs. You might like to refer to the examples that were provided on Monday, Tuesday, and Wednesday.</p> <p><b>Check that you have:</b> Compound sentences. Simple sentences Phrases Coordinating conjunctions Noun groups.</p>	<p>Using your plan from Thursday, write your 3 STEEL paragraphs.</p> <p><b>Check that you have included:</b> Compound sentences. Simple sentences Phrases Coordinating conjunctions Noun groups.</p>
<p><u>Mathematics</u> <b>Warm up</b> Complete the 6X multiplication wheels.</p> <p><b>Data</b> Read through the explicit teaching of one-way tables and graphs to answer the questions. Follow the instructions to create your own one-way table and graph.</p>	<p><u>Mathematics</u> <b>Warm up</b> Complete the place value worksheet.</p> <p><b>Data</b> Read through the two-way representation of data worksheet and complete the review activity. Then answer the questions.</p>	<p><u>Mathematics</u> <b>Warm up</b> Choose the addition and subtraction level you were working on in class and complete 10 examples.</p> <p><b>Data</b> By comparing two different representations of the same data, answer the below questions.</p> <p><b>Extension</b> Create your own two-way table and graph based off your own investigative question.</p>	<p><u>Mathematics</u> <b>Warm up</b> Revisit Monday's multiplication wheel activity and create your own multiplication wheel for a number of your choosing.</p> <p><b>Data</b> Using the question "How many types of fruits did you eat?", interview family members to create your own two-way table and graph across the past fortnight. You don't need to ask the types of fruits, just how <i>many</i>.</p>	<p><u>Mathematics</u> <b>Problem solving</b> Complete the problem solving activities based on this week's concept; representation of data in one way and two-way tables/graphs.</p>
<p><u>HSIE</u></p>	<p><u>PDH</u></p>	<p><u>Music</u></p>	<p><u>Science</u> Lesson 4 - Extreme Weather</p>	<p><u>PE/Let's Get Fit!</u></p>

<p>We are now learning about the World's Cultural Diversity. Lesson 1- The World's First People.</p> <p>Complete the attached worksheets. Use the following link and code to access Inquisitive:  <a href="http://inq.co/class/i21">http://inq.co/class/i21</a>  Code: 1575</p>	<p>Technology can be great during times like this. However, it's not always the best use of our time.</p> <p>Complete the PMI table on the impact technology use can have on our health and wellbeing. Reflect on your device usage and complete the 'Device Use' activity.</p>	<p>Japanese drumming is an artform. Watch the performance -  <a href="https://www.youtube.com/watch?v=C7HL5wYqAbU">https://www.youtube.com/watch?v=C7HL5wYqAbU</a></p> <p>Compare it to your culture's music. How are they similar? How are they different?</p> <p>Create your own Japanese inspired drumming piece and perform it to your family.</p>	<p>Complete the worksheets attached.</p> <p>Complete the attached worksheet. Use the following link and code to access Inquisitive:  <a href="http://inq.co/class/i21">http://inq.co/class/i21</a>  Code: 1575</p> <p><b>Hip Hop Session – Thursday</b>  <b>Time: 9:50am – 10:30am</b></p> <p><a href="https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUxE3ZHFtbWJCQktwYnVhUT09">https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUxE3ZHFtbWJCQktwYnVhUT09</a></p> <p>Meeting ID: 884 8630 9655  Passcode: 506086</p>	<p>It is important to warm up and cool down to prevent muscle damage and help our bodies become stronger. Complete the 'Safe Exercising' activity.</p> <p><b>Friday Fitness 11:10am-11:50am</b>  <a href="https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUxE3ZHFtbWJCQktwYnVhUT09">https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUxE3ZHFtbWJCQktwYnVhUT09</a>  <b>Meeting ID: 884 8630 9655</b>  <b>Passcode: 506086</b></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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# Hanami facts

Kids Encyclopedia Facts



Hanami parties at [Himeji Castle](#).

**Hanami** means "flower viewing" in Japanese. Enjoying beautiful [flowers](#) is an old [Japanese custom](#). Cherry blossoms are the most popular. The custom of Hanami is more than a thousand years old. It is still very popular in Japan. Hanami takes place in the [spring](#). Cherry [blossoms](#) are there for only a week or two. The cherry trees flower in late March and early April. The blossoms do not stay fresh very long. After a little time, the blooming is over. Then the blossoms fall from the trees.

An older form of Hanami also exists in Japan. It celebrates the plum blossoms instead of cherry blossoms.

## History

The practice of Hanami is many centuries old. It started during the [Nara Period](#) (710–784) when the [Chinese Tang Dynasty influenced](#) Japan in many ways; one of which was the custom of enjoying flowers. Though it was [ume](#) blossoms that people admired in the beginning, by the [Heian Period](#) (794–1185), sakura began to attract more attention. The sakura were considered [sacred](#) by the Japanese, and they were so important that they still are a [cultural symbol](#) of Japan. People believed in [gods'](#) existence inside the trees, and the Hanami party was used in the beginning to [divine](#) that year's [harvest](#) and to [announce](#) the [season](#) of planting [rice](#). Those who went to the hanami made [offerings](#) at the [root](#) of Sakura trees, and after the [ceremony](#), they took part in the offering drinking [sake](#).

[Emperor Saga](#) of the Heian Period adopted this custom, and celebrated [parties](#) to view the flowers with sake and [feasts](#) under the blossoming [branches](#) of sakura trees in the [Imperial Court](#) in [Kyoto](#). This was said to be the origin of Hanami in Japan. [Poems](#) were written [praising](#) the [delicate](#) flowers, which were seen as a [metaphor](#) for life itself; beautiful, but lasting for a very short time. This '[temporary](#)' view of life is very popular in Japanese culture and is usually considered as an [admirable](#) form of [existence](#); for example, in the samurai's [principle](#) of life ending when it's still beautiful and strong, instead of slowly getting old and weak. The Heian era poets used to write poems about how much easier things would be in Spring without the Sakura blossoms, because their existence reminded us that life is very short:

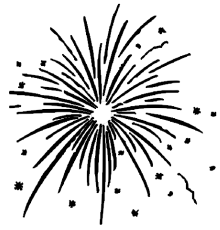


Hanami was used as a [term](#) that meant "cherry blossom viewing" for the first time in the Heian era [novel](#) *Tale of Genji* (chapter 8, 花宴 *Hana no En*, "*Under the Cherry Blossoms*"). From then on, in [tanka](#) and in [haiku poetry](#), "flowers" meant "sakura", and the terms "hanami" and "flower party" were only used to mean sakura blossom viewing. At the beginning, the custom was followed only by the Imperial Court, but the [samurai nobility](#) also began celebrating it during the [Azuchi-Momoyama Period](#) (1568–1600). In those years, [Toyotomi Hideyoshi](#) gave great hanami parties in [Yoshino](#) and [Daigo](#), and the festivity became very popular through all the Japanese [society](#). Shortly after that, [farmers](#) began their own custom of climbing nearby mountains in the springtime and having lunch under the blooming cherry trees. This practice, called then as the "spring mountain trip", combined itself with that of the nobles' to form the [urban](#) culture of hanami. By the [Edo Period](#) (1600–1867), all the common people took part in the celebrations, in part because [Tokugawa Yoshimune](#) planted areas of cherry blossom trees to encourage this. Under the sakura trees, people had lunch and drank [sake](#) in cheerful feasts.

## Today

Japanese people continue the tradition of hanami. People fill parks to eat and drink under the flowering trees. In more than half of Japan, the cherry blossoming days come at the same time of the beginning of school and work after [vacation](#), and so welcoming parties are often opened with hanami. Usually, people go to the parks to keep the best places to celebrate hanami with friends, family, and company [co-workers](#) many hours before. In many places such as [Ueno Park](#), [temporary](#) paper [lanterns](#) are hung for night viewing of the flowers.

The blossom [forecast](#) or cherry blossom front is announced each year by the [Japan Meteorological Agency](#). The first cherry blossoms happen in the [subtropical](#) southern islands of [Okinawa](#), while on the northern island of [Hokkaido](#), they bloom much later. In most large cities like [Tokyo](#), [Kyoto](#) and [Osaka](#), the cherry blossom season normally takes place around the end of March and the beginning of April. The television and [newspapers](#) closely follow this "cherry blossom front", as it slowly moves from south to north.



## Japan Challenge Grid (Celebrations)

What is meant by <i>Hanami</i> ?	What is the difference between the current and older form of Hanami?	What is so significant about the cherry blossom? What is meant by the word <i>sacred</i> ?	Explain why gifts in sets of 2 are acceptable whereas gifts in sets of 4 are not.
What did the people do at the root of Sakura trees?	What is the purpose of Obon?	Using a calendar, find out the date of <i>Respect for Elders Day</i> this year.	How did the Sakura blossoms remind the people that life was short?
Using the table about <i>Tohoku Climate</i> , find out what the weather is like during Hanami. (Hint: You should have an average temp. for 2 months)	What does <i>Shichi-Go-San</i> translate to?	Who announces the cherry blossom forecast?	List 3 things that you need to do when gift giving ( <i>Okurimono</i> ).
What things do you think Japanese people would do on Mountain Day?	In the slide <i>Obon</i> , what is meant by the term <i>ancestral homes</i> ? Where is your ancestral home?	Using the table about <i>Tohoku Climate</i> , find out what the highest and lowest temperatures are during Obon.	The first cherry blossoms happen in Okinawa. Locate Okinawa on a world map.

# Monday - Reading

What Do You Know?

## Prior Knowledge Inventory

Topic: Japanese celebrations, traditions and customs.

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:

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What do you want to know about the topic?

1. 

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  2. 

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  3. 

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## Week 7 SOTD

### Monday

**L1:** WALT understand the features of compound sentences and noun groups.

Compound Sentences:

A compound sentence is formed by adding two main clauses together using coordinating conjunctions (also known as FANBOYS).

A main clause: stands alone as a complete thought, for example 'Gion Matsuri is one of the most famous festivals in Japan.'

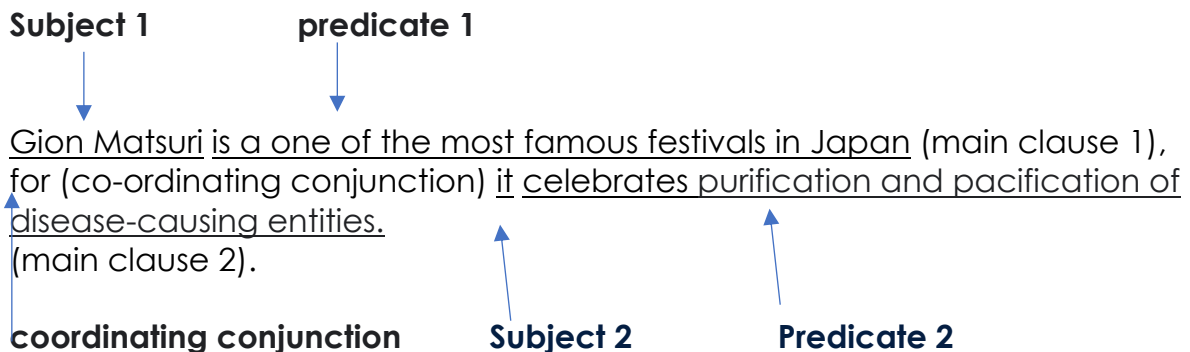
This sentence stands alone as it has a subject and predicate.

Gion Matsuri is one of the most famous festivals in Japan.



However, a main clause may be joined to other main clauses with a coordinating conjunction (also known as FANBOYS) to result in a compound sentence. For example, Gion Matsuri is one of the most famous festivals in Japan, **for** it celebrates purification and pacification of disease-causing entities.

This sentence has two main clauses, two subjects, two predicates and is joined by a co-ordinating conjunction.



'It' is used as a pronoun in the second main clause to avoid repetition.

Here is another example of a compound sentence. Have a go at labelling the two main clauses, the two subjects and predicates and the coordinating conjunction.

Bushido (The Way of the Warrior) was a code of conduct used by Samurai, so all warriors understood the values they were expected to uphold.

### **Punctuation in a compound sentence.**

**Beginning** – start with a capital letter

**Middle** – place a comma before the coordinating conjunction

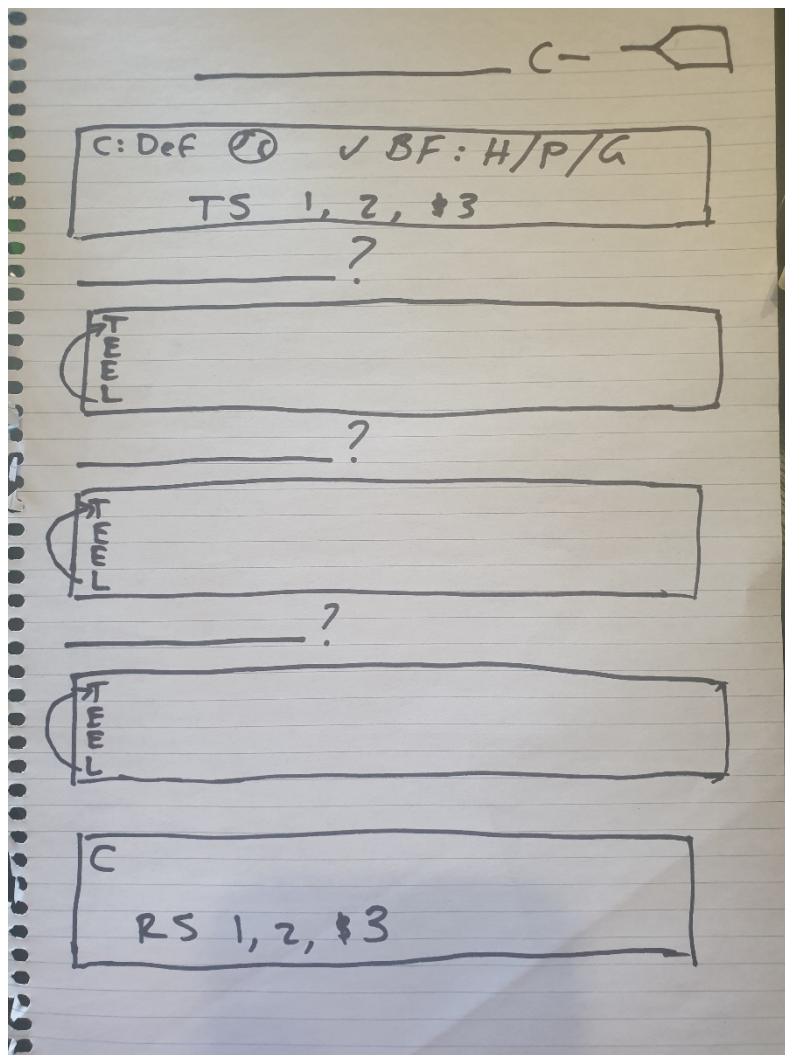
**End** – end with the correct ending punctuation (full stop, exclamation mark or question mark).

### **Activity:**

In the compound sentences below, highlight the two main clauses in different colours. The first one is done for you as an example.

1. We ate too much sushi for dinner, so we did not get ice-cream.
2. Families of Japanese soldiers in World War II were expected to hold a celebration (chohei pati), but these events were often melancholic.
3. Japan is home to over 5 million vending machines, so busy workers can save time when purchasing their lunch.
4. Japanese vending machines offer cold drinks all year round, and they offer warm soups during the winter months.
5. Tokyo is the most populated city in the world, yet there are more registered pets than children.
6. Japan is regarded as one of the safest countries on Earth, but there is still some crime in the country.
7. Sumo wrestling is the national sport of Japan, but baseball is the most popular.
8. Over 80% of Japan is mountainous, so it has some of the best skiing in the world.
9. Manga is one of the highest selling book genres in Japan, but anime is more popular.

## Monday – Writing



What to include:

\_\_\_\_\_ ? Subheading. Should be the first thing listed in the thesis statement

Tops (topic sentence) should answer the above subheading question.

E- elaborate

E- explain

L- link to topic sentence



Exemplar text

Highlight the components of the block planner. The first 2 are done for you as an example.

	Subheading (question)	Topic Sentence
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.	

## Japanese Celebrations

### Tohoku Climate

➤ The Tohoku lies on 33m above sea level. The climate there is mild, and generally warm and temperate. There is a great deal of rainfall in Tohoku, even in the driest month.

➤ At an average temperature of 22.5 °C, August is the hottest month of the year in Tohoku. The lowest average temperatures in the year occur in January, when it is around -2.1 °C. It usually snows at this time, seeing an influx of tourists for the towns.

	January	February	March	April	May	June	July	August	September	October	November	December
Avg. Temperature (°C)	-2.1	-1.8	1.9	7.9	13	16.4	20.5	22.5	18.6	12.5	6.6	1.3
Min. Temperature (°C)	-5.3	-5.2	-2	3	7.9	12.4	16.8	18.7	14.3	7.6	2.4	-2
Max. Temperature (°C)	1.2	1.7	5.8	12.9	18.2	20.5	24.3	26.4	22.9	17.4	10.8	4.6
Avg. Temperature (°F)	28.2	28.8	35.4	46.2	55.4	61.5	68.9	72.5	65.5	54.5	43.9	34.3
Min. Temperature (°F)	22.5	22.6	28.4	37.4	46.2	54.3	62.2	65.7	57.7	45.7	36.3	28.4
Max. Temperature (°F)	34.2	35.1	42.4	55.2	64.8	68.9	75.7	79.5	73.2	63.3	51.4	40.3
Precipitation / Rainfall (mm)	105	83	82	71	77	107	120	104	165	115	96	92



### August 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

www.a-printable-calendar.com

#### • 7<sup>th</sup> August:

#### **Tanabata Festival**

*Tanabata*, or the star festival, is observed on July 7 and August 7<sup>th</sup>.

Tanabata is celebrated to commemorate the romantic story of two lovers represented by the stars Vega and Altair who are only allowed to meet each other once a year as long as the skies are clear.

#### • 15<sup>th</sup> August:

#### **Obon**

Obon is a three day celebration of ancestors spirits that come home to rest.



## Obon

Obon is a three day celebration of ancestors spirits that come home to rest. People visit shrines, temples, and family graves during Obon. Fires are lit in front of homes and lanterns help guide the spirits. Obon is about keeping spirits happy in the afterlife.

Obon is an important time for families; many head back to their ancestral homes, causing long transportation delays and some business closures. Shrines will certainly be busier during Obon.







## Shichi-Go-San

Each autumn, families with young children celebrate a tradition known as *Shichi-Go-San*. In the custom, which literally means “seven-five-three,” families with three- or seven-year-old girls or five-year-old boys visit a shrine or temple to pray for the health of their offspring as they grow.

Most girls wear kimonos when making their *Shichi-go-san* visit, while boys don *haori* jackets and *hakama* trousers. In recent years, though, an increasing number of children are wearing Western-style dresses and suits.

It is usually celebrated on November 15<sup>th</sup> (3+5+7=15!) Odd numbers in Japan are considered lucky.



### August 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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### September 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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- *11<sup>th</sup> August:*

#### **Mountain Day**

became an official holiday on August 11<sup>th</sup>, 2016. Like several other Japanese holidays, this one has to do with celebrating nature.

- *Third Monday of September:*

#### **Respect for elders day**

- This holiday is all about celebrating and showing respect for elderly people in the community, and expressing gratitude for their contributions.



## Okurimono

Gift giving or *Okurimono* is a conventional part of Japanese culture. Different types of gifts are given on depending on the occasion. How the present is wrapped is essential. If not nicely packed, the present should at least given in a bag, preferably in a bag by the shop the gift was purchased at.

Gifts in sets of four are usually avoided because it is considered an unlucky number in Japanese superstition. To clarify, the Japanese word for “four” is pronounced the same as the word “death”. When handing over a present, both the gift giver and recipient use both hands.



Monday

# Who are the Indigenous People of the World?



# Who are the indigenous peoples of the world?

1 Watch the video about the uncontacted Amazon tribe.

2 What do you wonder about the lives of the people in the video?

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3 The people in the video are true indigenous peoples. What do you think makes them indigenous?

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4 Using words and phrases from the collage below, write your own definition for indigenous peoples.




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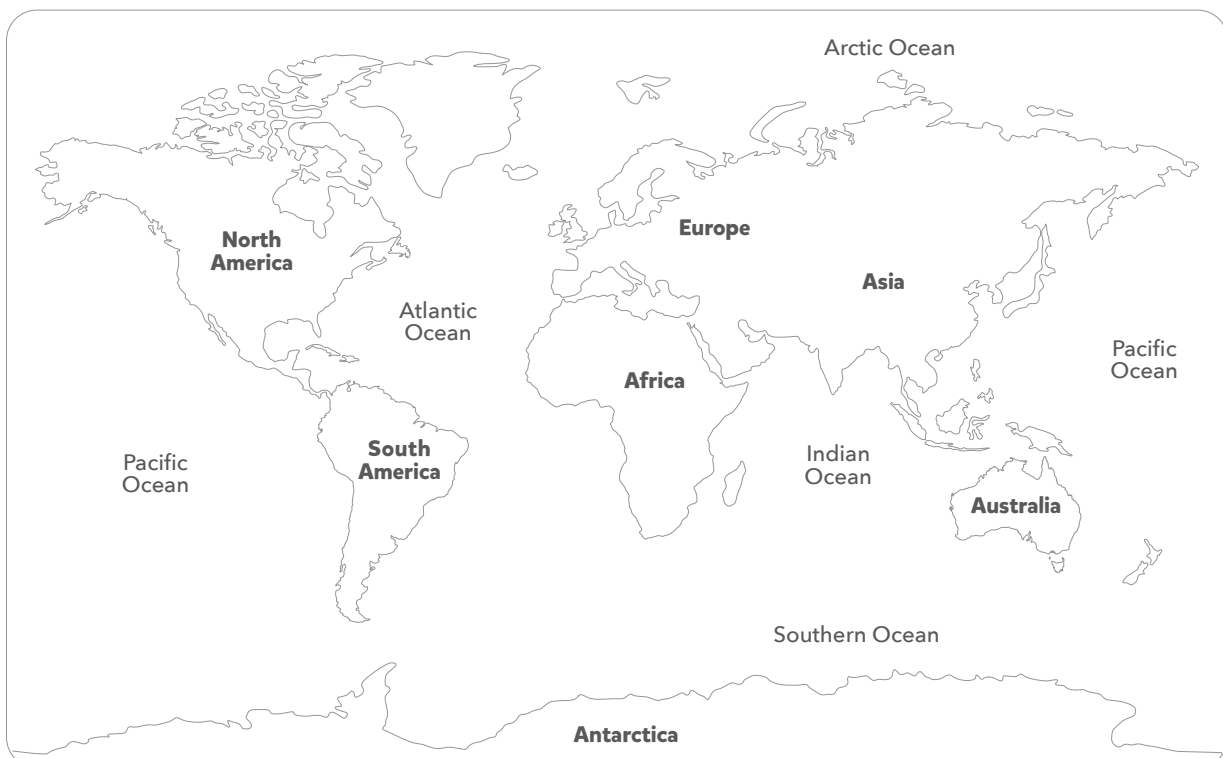


There are approximately 370 million indigenous peoples in the world. They live in all regions of the globe and represent more than 5 000 different groups. Each indigenous culture is significant to the area they inhabit and has a unique culture. As indigenous peoples have survived in their territory for many thousands of years, modern cultures can learn from the ways they interact with the environment around them.

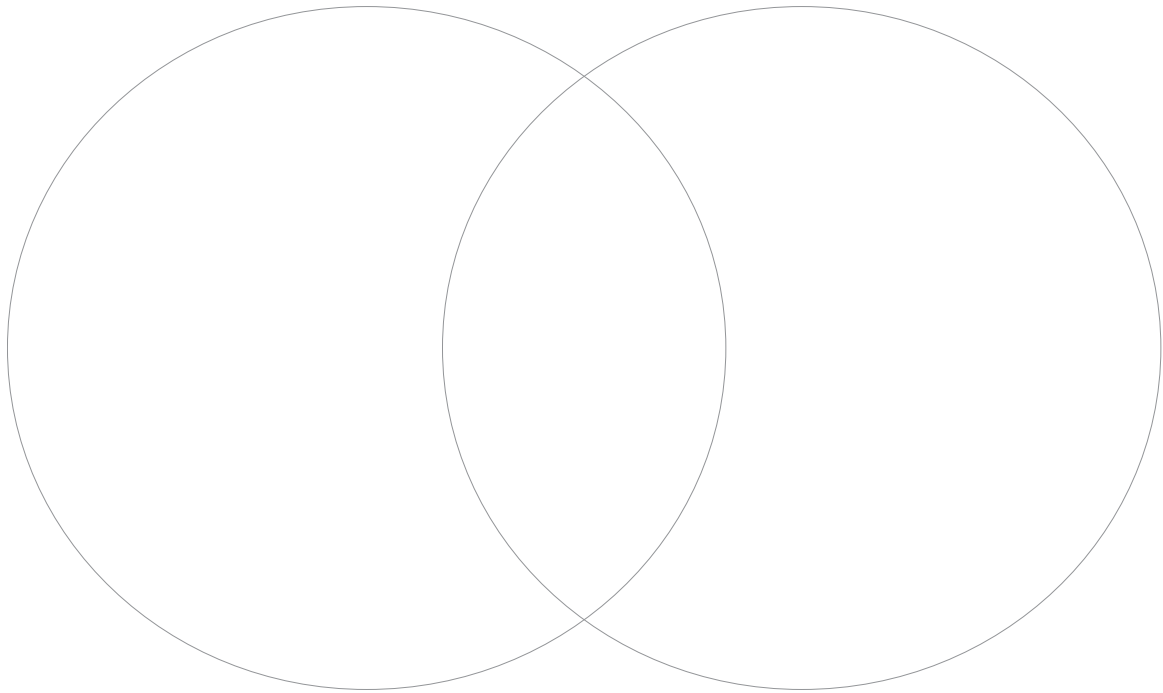
**5** Match the indigenous peoples groups with a country or area they originate from.

Maori	The USA
Inuit	Malaysia
Aboriginal and Torres Strait Islander peoples	Japan
The Sami people	Canada
Orang Asli	Northern Europe
Ainu	Australia
American Indian	New Zealand
Moken	Thailand

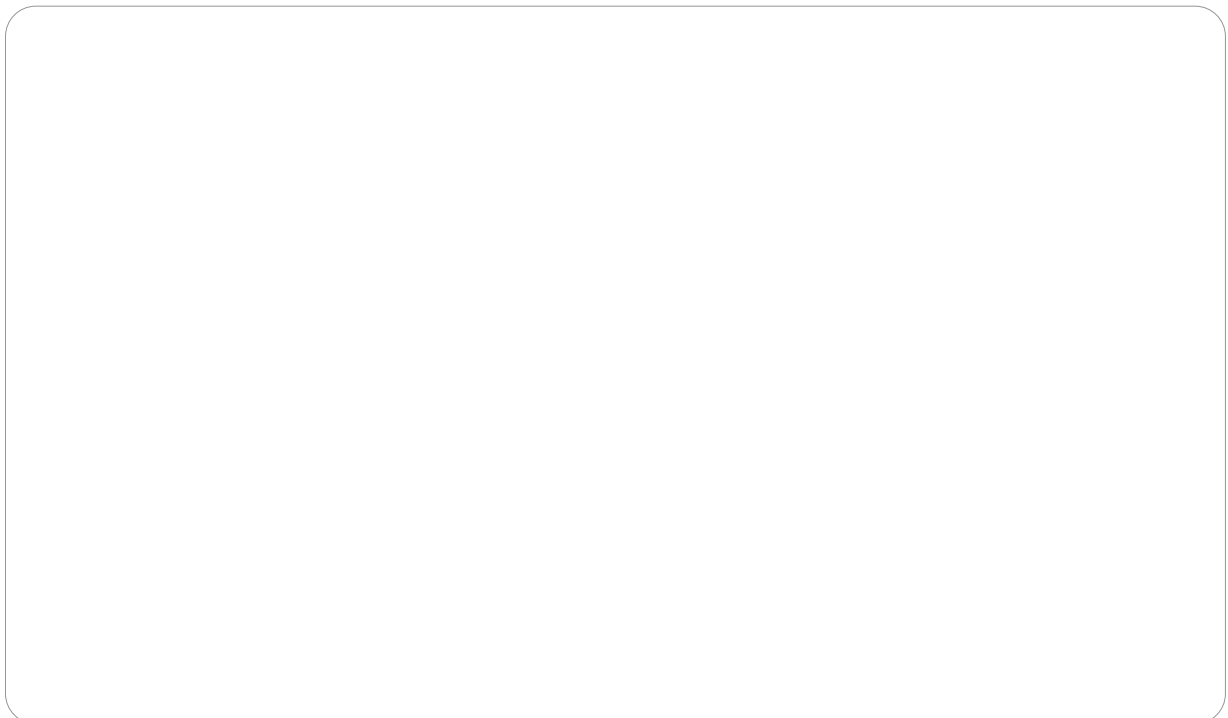
**6** Using the websites provided, conduct your own research into one of the indigenous groups from question five. Choose your group and then colour and label the place or places where they originate from and live on the world map below.



- 8 Find someone in your class who has researched a different indigenous group. Complete a Venn diagram with some of the key things you both learnt about your groups and include some of the things they have in common.



- 9 Using the information on the Creative Spirits website, conduct your own research into Aboriginal peoples' fire management, Indigenous protected areas or modern care. Make your own sketch or freehand map showing what you've learnt about one of these ways that Aboriginal and Torres Strait Islander Peoples influence the Australian environment. Include labels with key words and phrases of information.

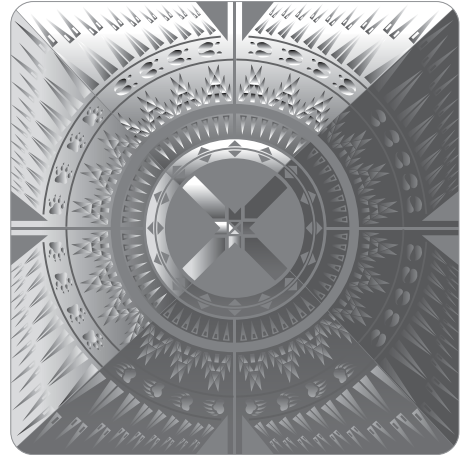


10

In Canadian First Nation and Native American Indian culture the circle is a sacred symbol as it represents the cycle of all forms of life. Can you name the following symbols of these indigenous cultures, where the circle shape is a feature?












Medicine wheel

Teepee

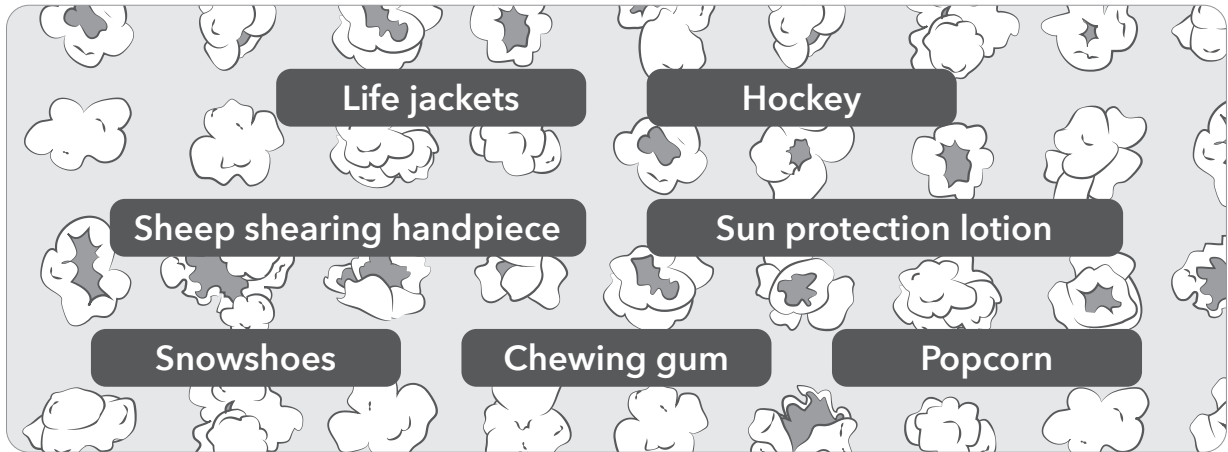
Drum

Sweat lodge

Dream catcher

11

Many everyday objects and rituals are thought to have been actually first created or invented by indigenous people. Choose two items from the list below and find out which indigenous culture most likely created them. Use one word, one phrase and one sentence to show what you discovered about each one.



One word: \_\_\_\_\_

One phrase: \_\_\_\_\_

One sentence: \_\_\_\_\_

One word: \_\_\_\_\_

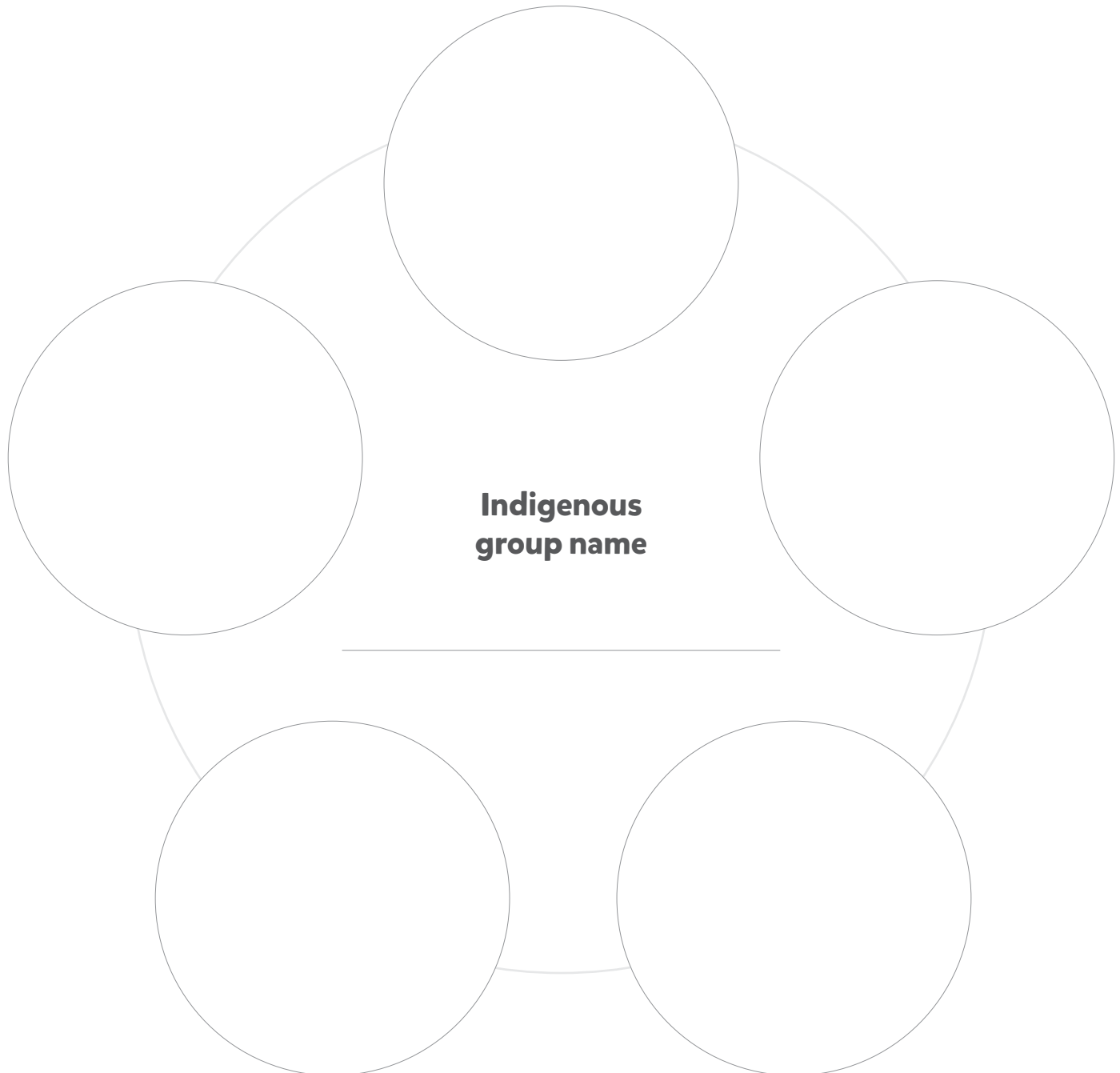
One phrase: \_\_\_\_\_

One sentence: \_\_\_\_\_

12

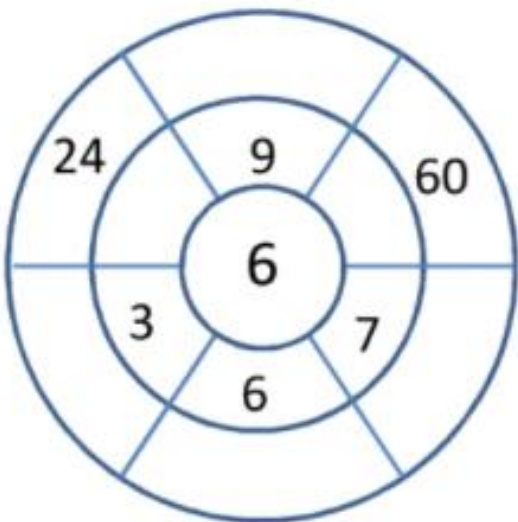
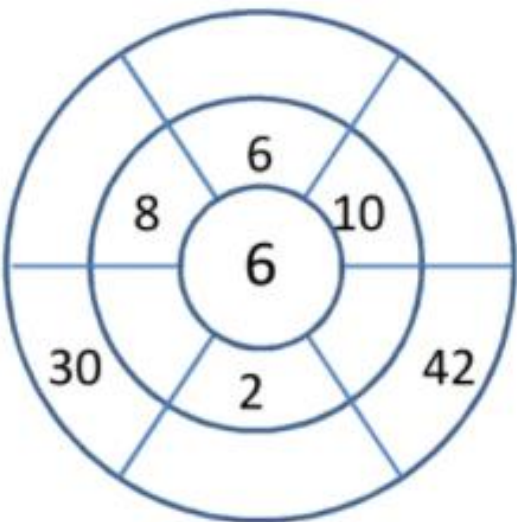
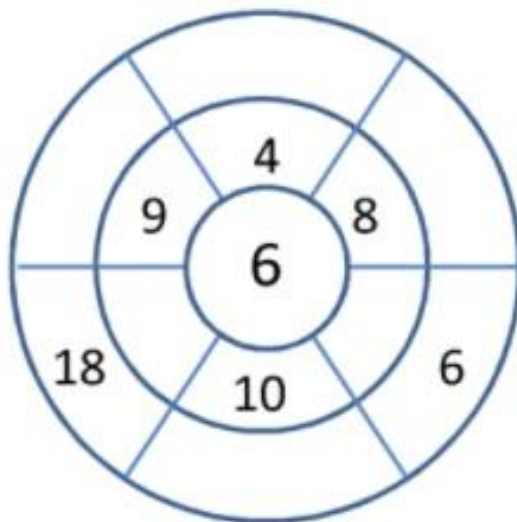
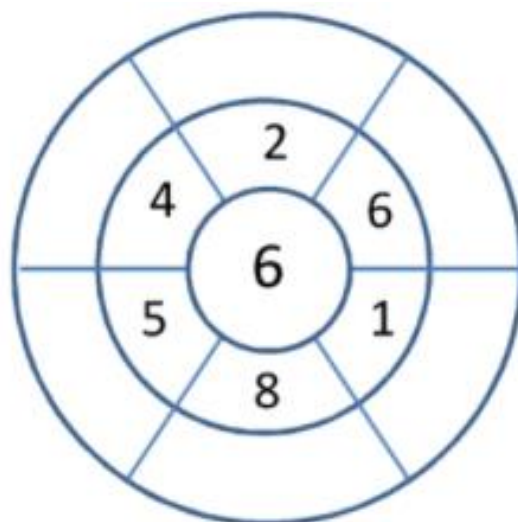
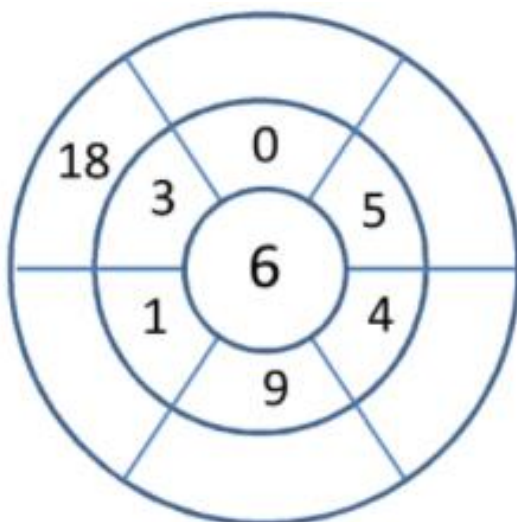
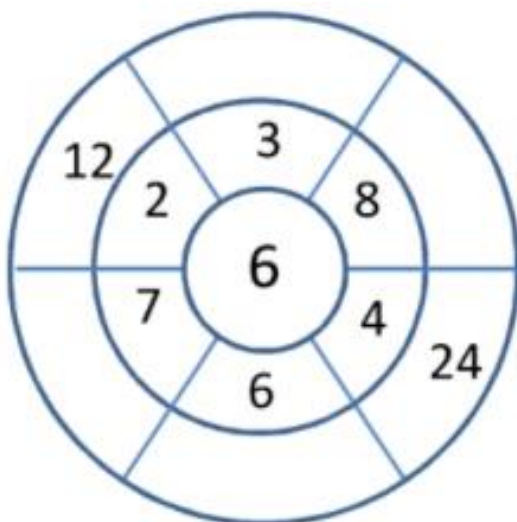
Tribes like the one in the video are often described as being lost. Are they actually lost? Should contact be made with them to help them assimilate and advance? Explain your answers to both questions.


- 7** Complete a mind map below with your information about one indigenous group. Include details such as customs, beliefs, history, social organisation, language, dress, music.





Monday



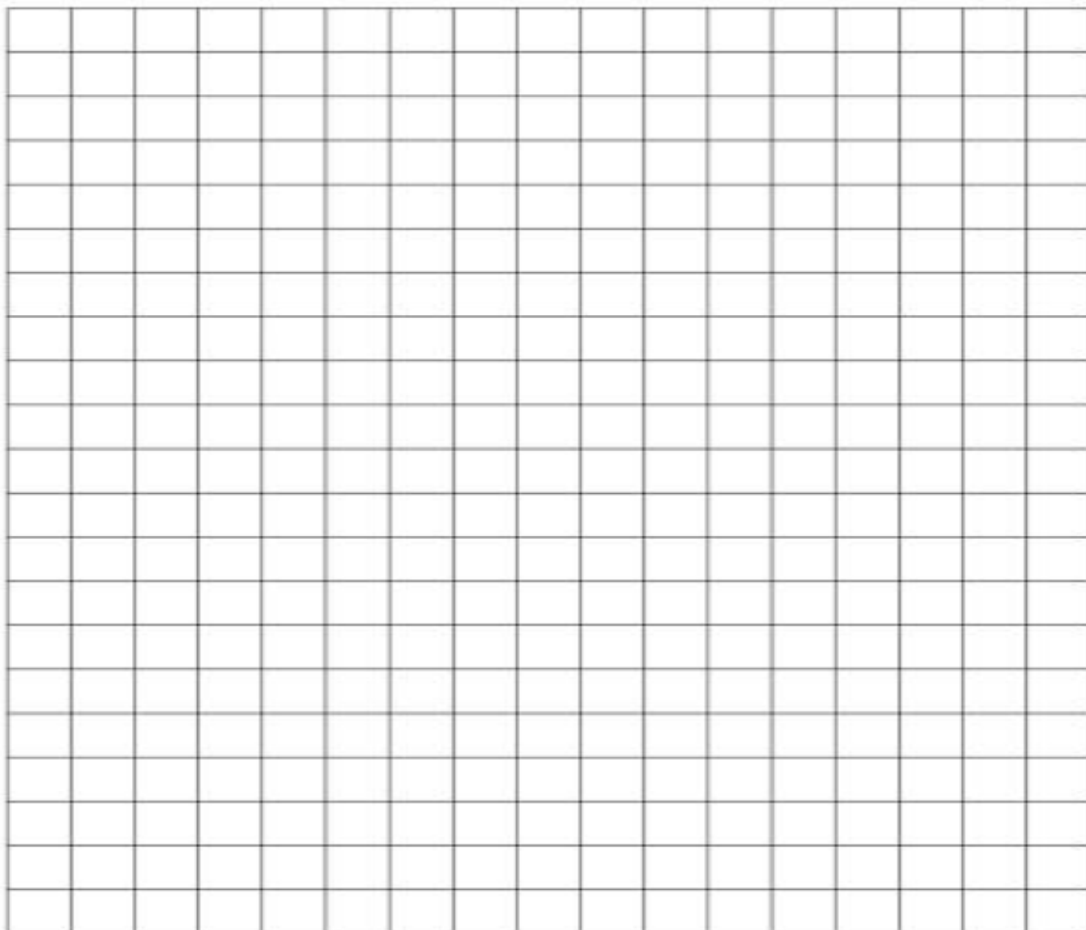
## Monday - Graphs

You are going to have a go at creating your own one way table and column graph.

1. Set up some goals in your backyard and grab a ball
2. Fill in the below table with the names of some family members

Family member	Number of goals

3. Have each member kick 5 shots, and record the number of goals within those 5 shots
4. Now create a column graph using this data on the grid paper below



This is a one way table. Why do you think it is called a one way table?

**Number of Goals Scored**

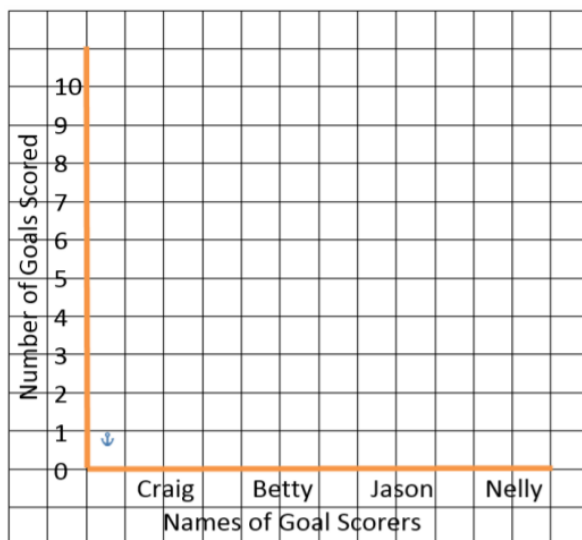
	Left foot
Craig	4
Betty	7
Jason	2
Nelly	9

Row labels      Graph      data

This is a one way table. Why do you think it is called a one way table?

Is it one way because there is only one column of data?

Familiarise yourself with the different parts of the table and then fill in the graph below.



Questions—Use the column graph to answer the below questions

- 1) Which player scored the highest number of goals with their left foot?
- 2) Who scored the least amount of goals with their left foot?
- 3) How many goals did Craig and Nelly score, combined?
- 4) How many more goals did Betty score than Jason?
- 5) Across all players, how many goals were scored?
- 6) What was the average number of goals scored?

# Celebration Research

**What?**

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**Who?**

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**When and Where?**

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**Celebration**

**How?**

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**Why?**

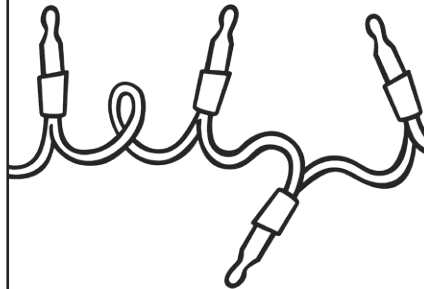
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## **SOTD Week 7**

### **Tuesday**

#### **LI: WALT understand noun groups.**

##### **Noun groups:**

A noun group is a group of words relating to, or building on, a noun. Noun groups usually consist of a pointer (the, a, an, this, that, these, those, my, your, his, her, its, our, mum's, Mr Smith's) plus one or more adjectives or adverbs and are an important language resource for building up descriptions.

Look at the following sentence.

He put the water on the table.

This simple sentence has a subject (he) and a predicate (put the water on the table.). Therefore, it stands alone as a complete thought. But we can add more information to the nouns to give it greater detail.

He put the bottle of water on the kitchen table.

We still have a subject (he) and a predicate (put the bottle of water on the kitchen table.)

However, the words 'he', 'the bottle of water' and 'the kitchen table' act together as a noun group to give more information and build on the noun.

##### **Pronouns**

A pronoun stands in place of a noun, noun group or name. Often it is used as the subject (who or what the sentence is about). The purpose of pronouns is to avoid repetition and make sentences easier to understand.

##### **Example:**

Lucy may seem shy, but she loves making friends.

This is clearer than saying 'Lucy may seem shy, but Lucy loves making friends.'

Pronouns help to give cohesion to a text and prevent it from becoming repetitious. An informal rule in the use of pronouns is sometimes taught as; a pronoun is used no more than twice before the noun is again named.

### Examples of noun groups:

A simple noun phrase is a group of words that includes a noun at its head – the noun is the main word in the phrase and other words give information about it.

Let's look at the following compound sentence;  
The practice of Hanami is many centuries old, and it started during the Nara Period (710–784).

How can I add more information to help engage my reader further?

The traditional Japanese practice of Hanami is many centuries old, and it started during the Chinese influenced Nara Period of 710-784.

The words 'the traditional Japanese practice', 'Hanami', 'many centuries old', 'it', and 'the Nara Period' act together as noun groups in each of their clauses as a noun group to give more information about the celebration of Hanami.

### Activity:

In the following compound sentences, highlight the noun groups. The first one is done for you (underlined).

1. The young girl next door ate sushi for lunch, so she didn't eat dessert.
2. The country of Japan is known as the snowiest place on Earth, so many travellers holiday there.
3. The quiet boy in class doesn't like sushi, nor does he like ramen.
4. Over three million people eat KFC on Christmas in Japan, yet many families don't celebrate this holiday.
5. Dragon Ball Z is regarded as the most popular anime series, for it was one of the first animes to become popular outside of Japan.
6. The unique spectacle that is sumo wrestling is the national sport of Japan, yet the American sport baseball is the most popular in the country.
7. Charizard is one of the rarest Pokémon cards, but it is not as popular as Pikachu.

## **Tuesday – Writing**

Exemplar text 2

Looking at Monday's example, it is your turn to annotate the text below.

Once you've completed that, start to underline all the noun groups in the paragraph below. (This is a follow on from SOTD).

### How has Anime influenced the world?

Anime and Manga are perhaps Japan's most recognisable cultural exports, with Manga making up one of the world's most recognisable art styles. 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 household 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.

### Extension

Write your own STEEL paragraph.

## Tuesday Maths: Representations of data

Review:

Yesterday we looked at a *one way table*. Today we are going to look at a *two way table*.

This is a two way table. Why do you think it is called a two way table? Is it because there are names in both the columns and rows?

Using what you learnt last lesson, label the table:

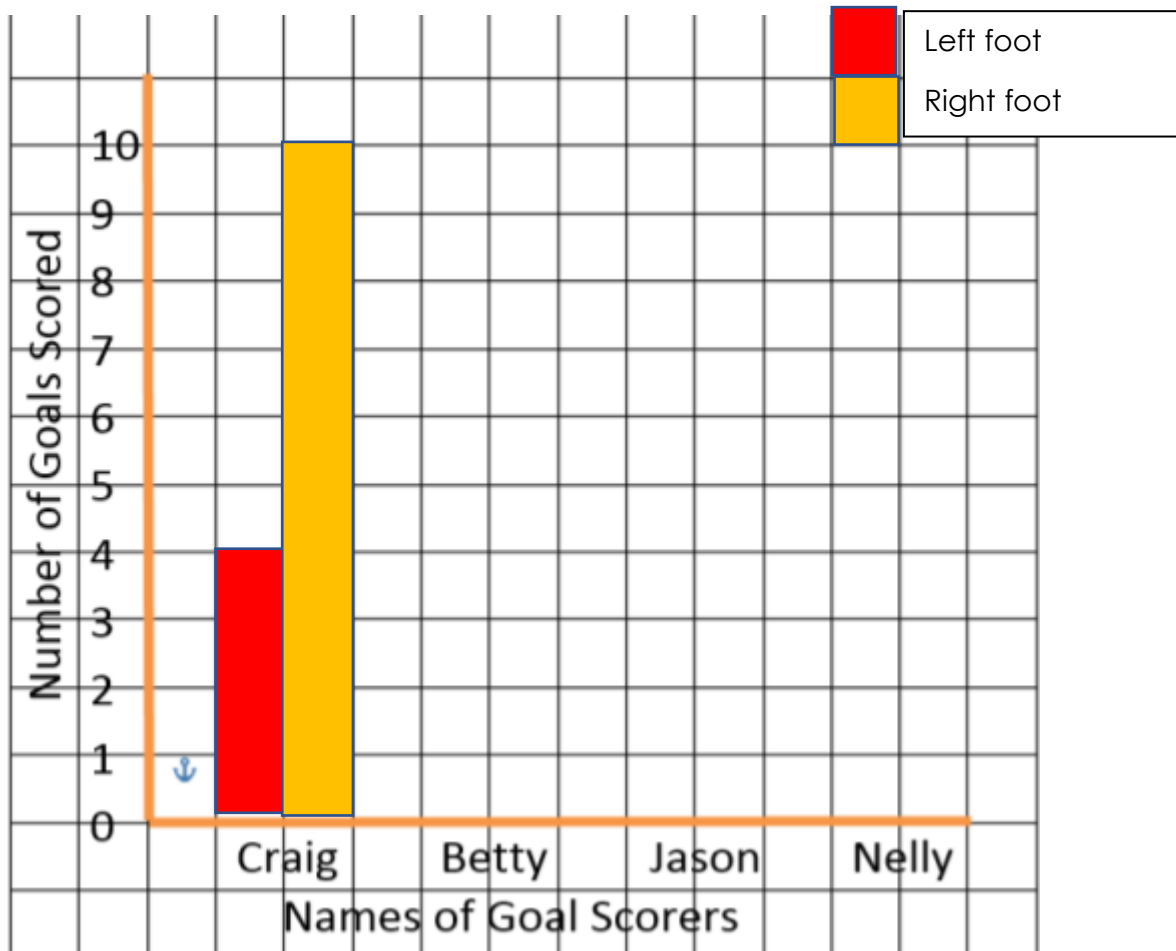
Number of Goals Scored

	Left foot	Right foot
Craig	4	10
Betty	7	5
Jason	2	6
Nelly	9	6



## Tuesday Maths: Representations of data

Because there are now 2 columns of data in the table, there will also be 2 columns (for each goal scorer) in your graph. Draw the columns below and answer the questions. The first one has been done for you



1. Which representation of data (the table or graph) allowed us to see who scored the highest number of goals with their right feet? Why?
2. Which representation of data (the table or graph) allows us to see who scored the most number of goals?
3. For question 2, did you get the two way table? Did you get the two-way table because all you need to do is add the number of goals for each player?
4. Who scored the least number of goals with their left foot?
5. What representation of data did you use to work this out? Graph or Table?

Maths Warm Up Tuesday – Place Value

58	
Standard	Non-Standard
5 tens and 8 ones	58 ones or 4 tens and 14 ones

134	
Standard	Non-Standard

367	

893	
Standard	Non-Standard

2378	
Standard	Non-Standard

14678	
Standard	Non-Standard

# How does technology impact on our health, safety and wellbeing?

Table of response – Plus, minus, interesting

Plus	Minus	Interesting

## Device use

Table – What devices do you use?

Device	How do you use the device?	How often do you use the device for its intended purpose?	Why do you use this device?
Device 1			
Device 2			
Device 3			
Device 4			

**Reflect:** Do you need to spend less time on your devices? Why/ Why not? How can you achieve this?

### Mamemaki Bean Throwing Tradition

Each year, shrines and temples throughout Japan prepare for spring with *mamemaki* as part of the *Setsubun* celebrations. This bean-throwing custom involving demons and lucky beans has been around for well over a thousand years. Discover the history behind this annual Japanese ritual.

While Japan no longer adheres to the lunar calendar, many of the celebrations associated with it were adopted

from China during the Heian period and have stuck around ever since. *Mamemaki* is one such custom, believed to have its roots in Chinese folk religion. It took its modern form sometime during the Muromachi period.



*Mamemaki* is performed on the day before the first day of spring according to the lunar calendar – also known as *Setsubun*, or *Risshun* – every year. The period of time surrounding the Lunar New Year, including *Setsubun*, was thought to bring the spirit world closer to the physical one. Thus, practices like *mamemaki* became popular. Tossing the beans is symbolic of driving away any evil spirits who might have wandered too close to the physical realm.

Virtually every shrine and temple integrates some form of *mamemaki* into their *Setsubun* celebrations. The basic concept is to

prepare the lucky beans (*fuku mame*) – roasted soybeans – and toss them, usually at someone wearing an *oni* (demon) mask. Sometimes the beans are just scattered into the crowd, and other times the ritual is more traditional, with volunteers in demon costumes getting pelted with *fuku mame*. The chant during the ceremony goes, “*Oni wa soto! Fuku wa uchi!* ” (“Demons get out! Good fortune come in!”).

It's thought that eating the number of beans equal to one's age will ensure luck, health and happiness for the following year. Many families, especially outside of the bigger cities, will host their own *mamemaki* at home, scattering beans around the house to ward off evil instead of – or in addition to – heading to a shrine. In 2017, the *Setsubun* festivities will fall on February 3.

### **Yamayaki Mountain Burning**

Just behind Nara Park, stands an old, extinct volcano, called Mount Wakakusa, that rises gently to a height of 350 meters. From its peak, one can have unobstructed views of the entire city. Mount Wakakusa is hence very popular for walking and strolling. The mountain is covered by grass, and lining the slope of the mountain are cherry trees that are usually in full bloom around early April. But as winter approaches, the grass begins to die and the cherry trees lose their leaves and the mountain looks very bald. This is when the famous Wakakusa Yamayaki festival takes place.

On the fourth Saturday of each January, the dead grass is set on fire. This is known as “Yamayaki”, which is literally, “mountain roast”. The origins of Wakakusa Yamayaki are unclear, but the tradition supposedly originated from a boundary dispute between two temples, Todai-ji and

Kōfuku-ji in 1760. When the mediations failed, the entire mountain was set ablaze. Another theory claims that the fires were set to drive away wild boars.

Today, the ceremonies are conducted by Todaiji Temple, Kofukuji Temple and Kasuga Shrine. The festivities start with the ceremonial lighting of a torch at Kasuga Taisha Shrine. The fire is then carried in a parade to the foot of the mountain where a large bonfire is lit. At 6 pm there is a spectacular fireworks display over the mountain. Once the fireworks are complete, the grass on the mountain is set on fire. The burning of the mountain can take anywhere from 30 minutes to one hour depending on how dry the grass is. The spectacular fire can be seen from all over Nara.



## ***Japanese Celebrations:* Student Knowledge Organiser**

## FRIDAY

Vocabulary		List 6 traditional celebrations in Japan.
Word	Definition	
ceremony		
culture		
custom		
offering		
society		Why do you think it is important to partake in traditional celebrations? For example, why is it important for Muslims to celebrate Eid or Christians to celebrate Easter?
urban		
Create a timeline for the celebrations in Japan for 2021.		
		Search a traditional Japanese celebration and explain how one would celebrate it in Japan.  What is the celebration?  Which day does it fall on?  What do you need to do to prepare for it?     What happens on the day of celebration?

**Retrieval — Using everything you have learnt from Week 7, fill in the mind maps below.**

**Hanami**



Shichi-Go-San



## Week 7 SOTD

### Wednesday

LI: WALT correctly use coordinating conjunctions when writing compound sentences.

A coordinating conjunction is a word that joins two elements of equal grammatical rank and syntactic importance. This means, they can join words with words, phrases with phrases, clauses with clauses and sentences with sentences.

For example

### **Conjunctions That Connect Two Clauses**

Coordinating conjunctions, a.k.a. the FANBOYS, can connect two main clauses. Main clauses are so called because each of them can stand on its own as a sentence. We connect them with FANBOYS.

Coordinating conjunctions make these ideas sound more fluent.

I love candy bars, yet I know they are not good for me.

Once we start combining clauses, we are required to use a comma before the conjunction.

To help us remember our coordinating conjunctions, we often refer to them as FANBOYS.

List the seven coordinating conjunctions below:

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We can see how coordinating conjunctions are used to connect two equal grammatical elements. But you might be wondering, which coordinating conjunction should I use to connect my main clauses?

Let's take a look.

Coordinating conjunction	When to use it	Example using a compound sentence.
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for	To explain reason or purpose	Mr Cavanagh eats healthy, for he likes to stay in shape.
and	In addition to. This joins two ideas	You should invite Mohammed and Noah to the party.
nor	Presents a second negative idea	I have never been to Tasmania, nor have I been to Darwin.
but	To show disagreement between ideas or to introduce an opposing idea	I would love to come to the party, but I already have plans.
or	Means either, used to connect different possibilities (shows an alternative)	We could eat before the movie, or we could get food afterwards.
yet	Introduces a contrasting idea	The students love their teacher, yet they wish he would do sport more often.
so	Indicates a result or effect	My car wouldn't start, so I called a mechanic to fix it.

Activity:

a) Insert a coordinating conjunction to correctly match the following main clauses. The first one is done for you as an example

1. Japanese tea ceremonies are a common part of Japanese culture, and these ceremonies possess deep meaning to the country.
2. Sleeping in public is a common Japanese practice, \_\_\_\_\_ it shows a person is working incredibly hard.
3. Shoes are never worn in someone's house in Japan, \_\_\_\_\_ are they worn many restaurants.
4. New Year (Shogatsu) is regarded as the most important holidays in Japan, \_\_\_\_\_ many businesses will be closed for three days.

5. Many countries consider coming of age to be 18 years old, \_\_\_\_\_ Japanese people celebrate this on their 20<sup>th</sup> birthday.
  6. Most Japanese people do not celebrate Christmas, \_\_\_\_\_ they do enjoy eating KFC on this day.
  7. You could celebrate Hanami (Cherry Blossom Festival) at Kyoto's Golden Pavilion, \_\_\_\_\_ you can celebrate it at Nara Park.
- b) In the above sentences, highlight the two main clauses in different colours.
- c) Circle the subject in each main clause.

Extension activity

- d) Underline the predicate in each main clause.

### **Wednesday – Writing**

Exemplar text 3

Once you've completed that, start to underline all the noun groups in the paragraph below. (This is a follow on from SOTD).

Highlight all the coordinating conjunctions.

Circle all the phrases.

#### **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. As a result, 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.

Extension -Write your own STEEL paragraph.

# Wednesday Maths Warm Up

Continue working on the adding and subtracting decimals:

<p>AS Level 29, FD Level 32, PV Level 32 – Add numbers with decimals using place value, and using compensation</p> <p><math>68.25 + 58.97 = 127.22</math></p> <p>50 + 8 + 0.9 + 0.07 40 + 10 + 2 + 6 + 0.8 + 0.1 + 0.05 + 0.02</p> <p><math>68.25 + 58.97 = 127.22</math>  <math>68.25 + 60 = 128.25</math>  <math>128.25 - 1.03 = 127.22</math></p>	<p>AS Level 29, FD Level 32, PV Level 32 – Subtract numbers with decimals using place value, and using compensation</p> <p><math>127.22 - 58.97 = 68.25</math></p> <p>50 + 8 + 0.9 + 0.07 20 + 30 + 7 + 1 + 0.2 + 0.7 + 0.02 + 0.05</p> <p><math>127.22 - 58.97 = 68.25</math>  <math>127.22 - 60 = 67.22</math>  <math>67.22 + 1.03 = 68.25</math>  <math>127.22 - 58.97 = 68.25</math></p>
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If you are not up to this level, you might be up to one of the below levels. Please complete 10 examples:

<p>AS Level 21 – Add four-digit numbers using place value, and using compensation</p> <p><math>6825 + 5897 = 12722</math></p> <p>4000 + 1000 + 200 + 600 + 80 + 10 + 5 + 2</p> <p><math>6825 + 5897 = 12722</math>  <math>6825 + 6000 = 12825</math>  <math>12825 - 103 = 12722</math></p>	<p>AS Level 21 – Subtract four-digit numbers using place value, and using compensation</p> <p><math>12722 - 5897 = 6825</math></p> <p>5000 + 700 + 100 + 20 + 70 + 2 + 5</p> <p><math>12722 - 5897 = 6825</math>  <math>12722 - 6000 = 6722</math>  <math>6722 + 103 = 6825</math></p>	<p>AS Level 24 – Add five-digit numbers using place value, and using compensation</p> <p><math>36825 + 25897 = 62722</math></p> <p>40000 + 1000 + 200 + 600 + 80 + 10 + 5 + 2</p> <p><math>36825 + 25897 = 62722</math>  <math>36825 + 26000 = 62825</math>  <math>62825 - 103 = 62722</math></p>	<p>AS Level 24 – Subtract five-digit numbers using place value, and using compensation</p> <p><math>62722 - 15897 = 46825</math></p> <p>2000 + 3000 + 700 + 100 + 20 + 70 + 2 + 5</p> <p><math>62722 - 15897 = 46825</math>  <math>62722 - 16000 = 46722</math>  <math>46722 + 103 = 46825</math></p>
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## **SOTD Week 7**

### **Thursday**

**LI:** WALT to build noun groups around a head noun (subject)

A **noun group** is a group of words built around a noun (head word). A noun group gives us more information about a person, place, thing or idea. Using noun groups helps us to communicate a lot of information quickly.

Look at the example below.

There is a frog in the pond.

There is a green frog in the pond.

There is a speckled green frog in the pond.

There is a small, speckled green frog in the pond.

We have added adjectives to help describe the subject our noun. This becomes a noun group. We have been able to give meaning and information about the frog which is the subject of our sentence.

#### **Activity 1:**

Underline the noun groups in the simple sentences below.

- a) The bright, white full moon shone in the sky.
- b) A huge, fierce brown dog barked.
- c) Two red spotty frogs jumped onto the lily pad.
- d) The friendly, tired old man sat on the bench.
- e) A large modern brick house is being built

#### **Activity 2:**

Use adjectives (descriptors) to create a noun group by filling in the blanks in the sentences below.

The truck is on the road.

The red truck is on the road.

The \_\_\_\_\_ red truck is on the road.

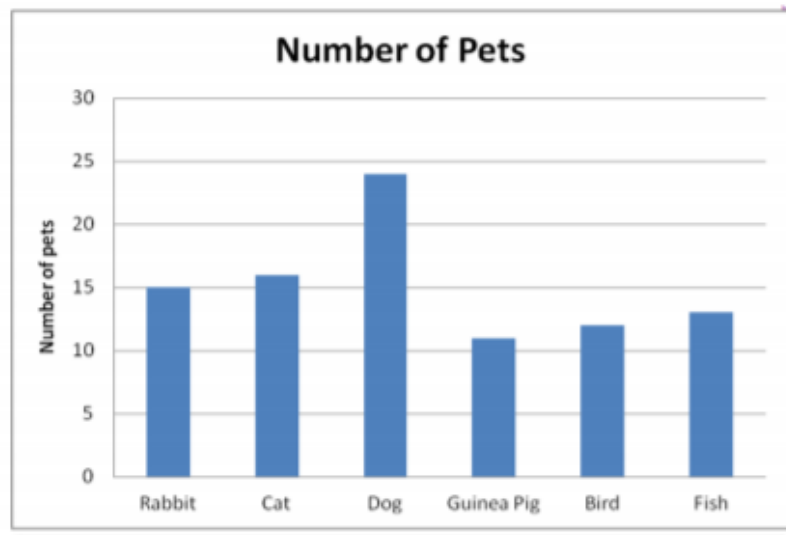
The \_\_\_\_\_, \_\_\_\_\_ red truck is on the road.

### Activity 3.

In the compound sentences below, add in a noun group to build on the subject in each clause. Re write the sentence below with your included noun group.

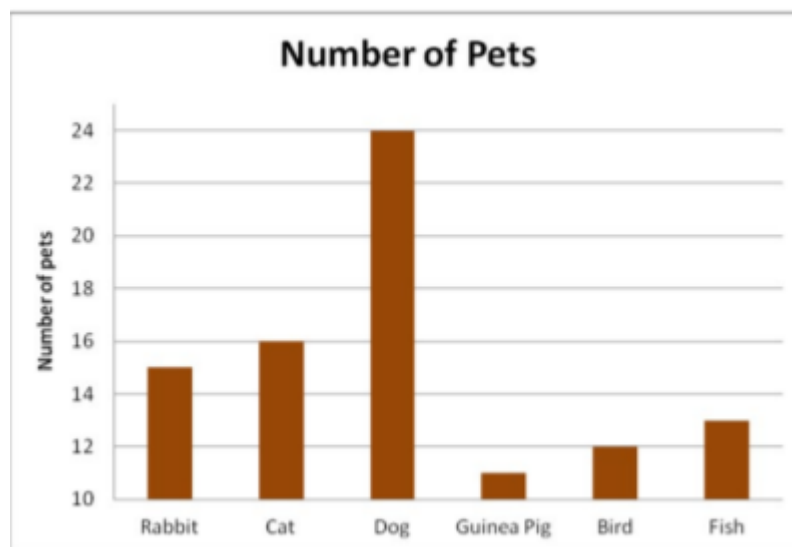
- a) Hanami is a popular tradition in Japan, and it mostly consists of having an outdoor party beneath the Sakura.
- b) There are many traditions in sumo wrestling, for it is a very ancient sport.
- c) Sumo tournaments have been broadcast live on television since 1953, so it is one of the first events shown on live tv.
- d) Pokémon was based on bug collecting, for its creator used to catch bugs and trade them with friends.
- e) The Pokémon games have made over 39 billion dollars, but the Super Mario series has made more.

## Maths Wednesday Representations of Graphs



Answer the questions based on the above graph:

1. Which pet is the most popular?
2. Which pet is the least popular?
3. Which pet looks twice as popular as guinea pigs?



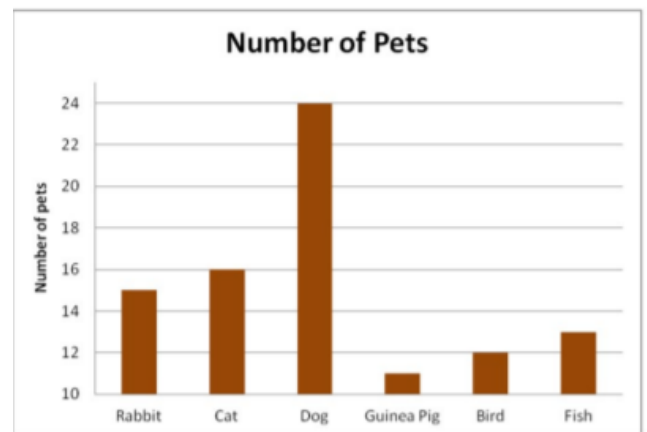
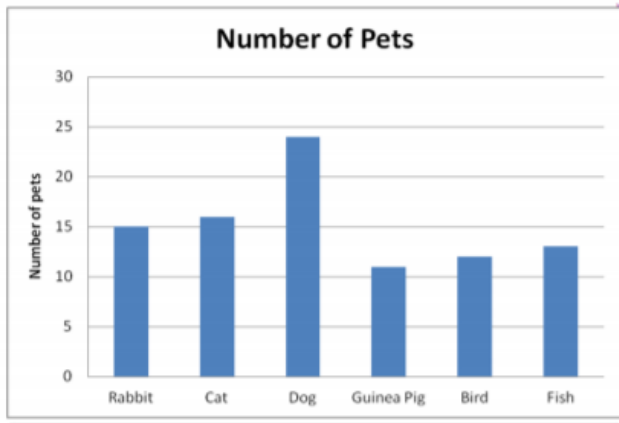
Answer the questions based on the above graph:

1. Which pet is the most popular?
2. Which pet is the least popular?
3. Which pet looks twice as popular as guinea pigs?

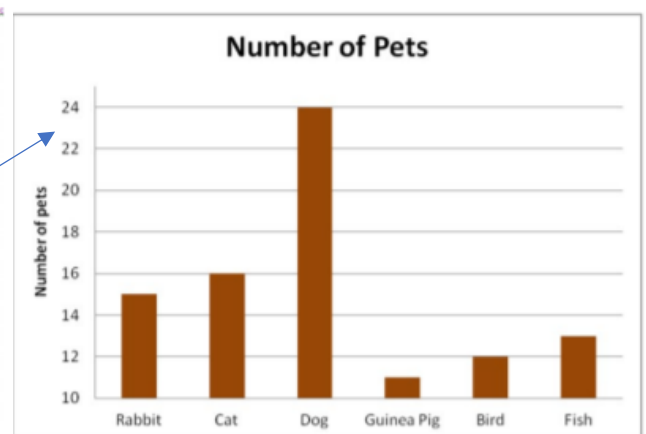
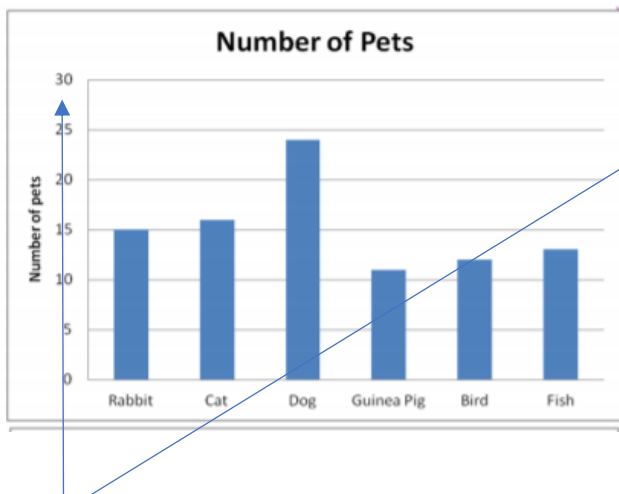


## Maths Wednesday Representations of Graphs

Now look at both the graphs at the same time and answer the following questions



1. How many people have cats on the blue graph?
2. How many people have cats on the orange graph?
3. How many people have birds and fish on the blue graph?
4. How many people have birds and fish on the orange graph?
5. What do you notice about your answers?
6. Are these graphs the same?
7. Look closely at the graphs, can you find what is different?



Did you find that the vertical axis scale is different? Although the data is exactly the same, one first glance, it looks different. This is because of the scale. Answer the following questions:

1. If you were a dog breeder, which graph would you use? Why?
2. If you were a guinea pig breeder, which graph would you use? Why?

# How does extreme weather affect the Earth's surface?



1

What words could be used to describe all of these images?

## Vocabulary

extreme  
weather  
severe  
drought  
arid

temperature  
cyclone  
hurricane  
flood  
devastation

environment  
bush fires  
unseasonal  
typhoon  
unpredictable

data  
calculate  
precipitation

The weather always changes. Tropical locations experience torrential rain during the wet season and alpine areas have heavy snowfalls in Winter. Weather patterns around the world are usually seasonal and predictable. Extreme weather events are not. They are severe and often devastating natural phenomena. Some happen over a long period of time, others are sudden. Most extreme weather events are unpredictable and unseasonal.

2

Study the images in the eBook *Drought*.

3

Working with a partner or small group, compare and contrast the left and right images on each page of the eBook.

What differences do you see?  
Describe them below.



Left image	Right image
•	•

A drought is caused by a long period of unusually dry weather with no precipitation (rain or snow). A severe drought is one of nature's most destructive weather events. In many dry and arid areas of Earth, like parts of Australia and Africa, severe droughts have a devastating effect on people, animals and the land.

4

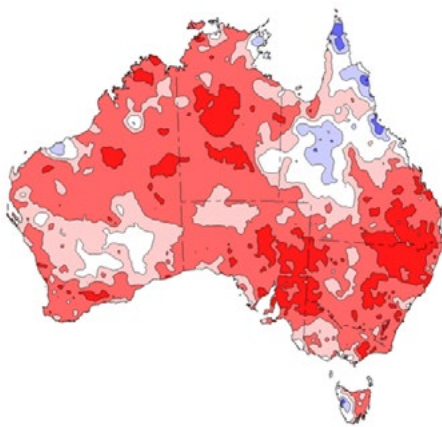
Find out and record the cause and effects of drought using the graphic organiser below.

Use these websites, images from the eBook and library books to complete your work.

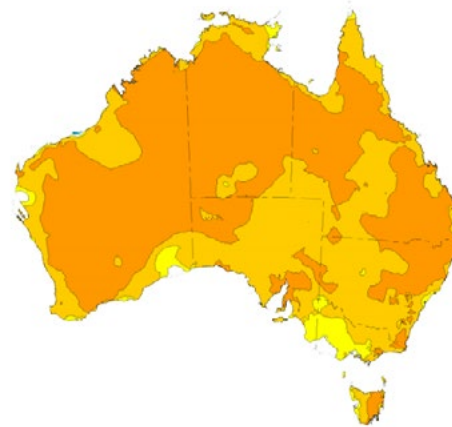
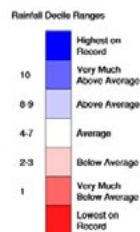


During a period of drought there is not enough water to meet normal use e.g. watering crops and filling rain tanks. Scientists gather data to calculate and declare when a drought is happening. By 2019, parts of Australia were experiencing one of the worst droughts since data was first collected and recorded.

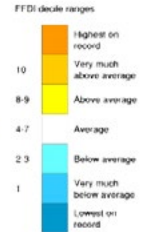
5 Study and talk about the two maps of Australia. What data do they show you?



Map 1



Map 2



6 In your opinion, which parts of Australia were experiencing drought by the end of 2019?

What makes you say that?

Why would high temperatures make a drought worse?

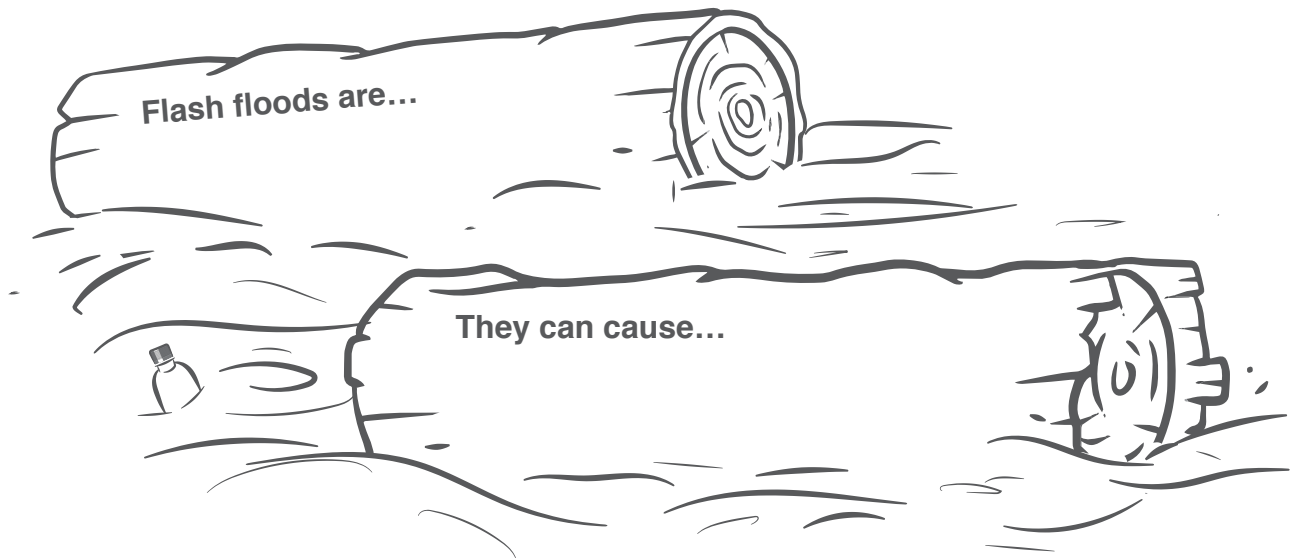
What can break (stop) a drought?



In contrast to a time of drought, when rain is needed, floods usually occur after sudden and torrential downpours. Like droughts, severe floods can have a dramatic effect on the Earth's surface.

7

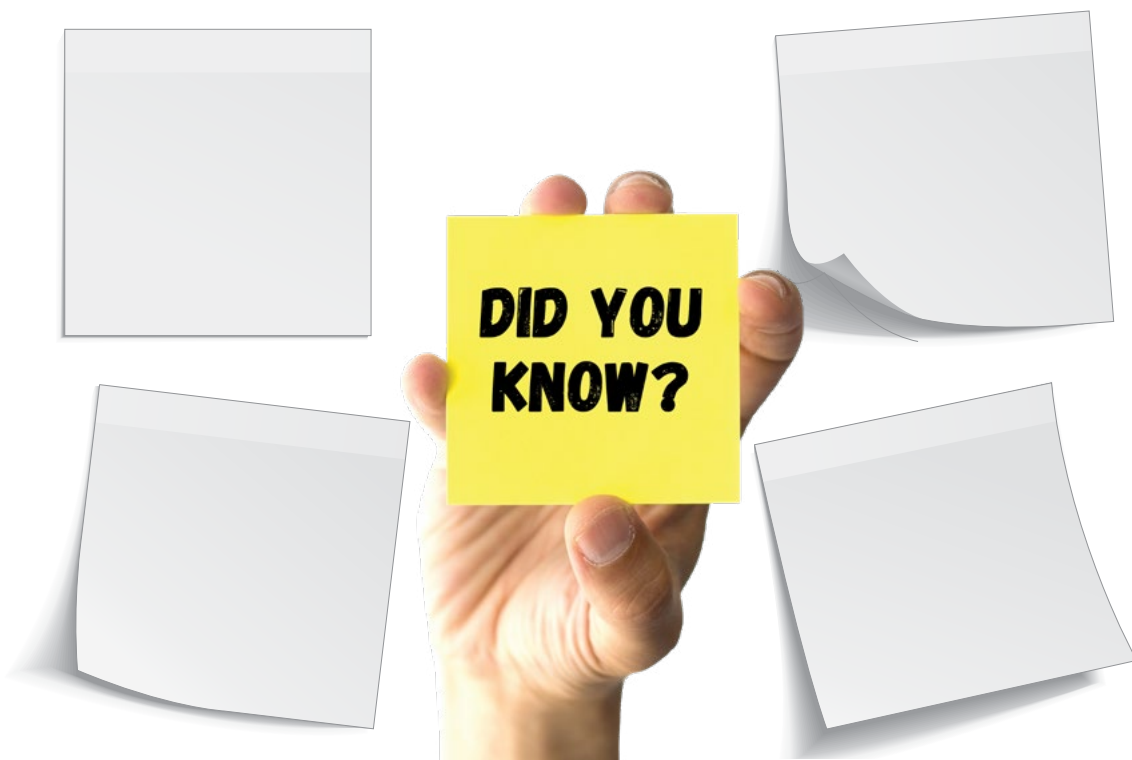
Watch the Video *Flash Floods*, then complete the statements below.



Heavy rainfall leading to flash flooding is often a result of extreme weather events such as severe storms like cyclones.

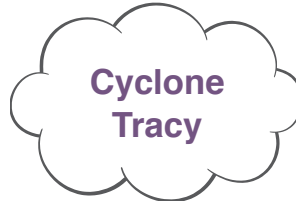
8

Visit the website to hear and read about severe storms. Record the most important facts you learned as **Did you know?** points.



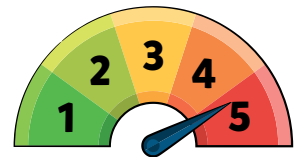
Cyclones, typhoons and hurricanes are devastating weather events. Their size and impact are often visible from space.

9 Use the websites and other reliable sources to investigate one of the examples below.



Complete the report card on your chosen weather event.

Grade each subject: 1 = little effect, 5 = devastating effect.





## REPORT CARD

**Weather event:** \_\_\_\_\_

Statistics (facts and figures) e.g. wind speed, storm surge.

SUBJECT	
<p><b>Earth's surface</b></p> <div style="text-align: center;">  </div> <p>Why I think that...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>People</b></p> <div style="text-align: center;">  </div> <p>Why I think that...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

10

Bomb cyclone, thundersnow, firenado and derecho are all real terms for extreme weather events.

What do you think they could be? Create a definition for each.

Bomb cyclone:

---

---

Thundersnow:

---

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Firenado:

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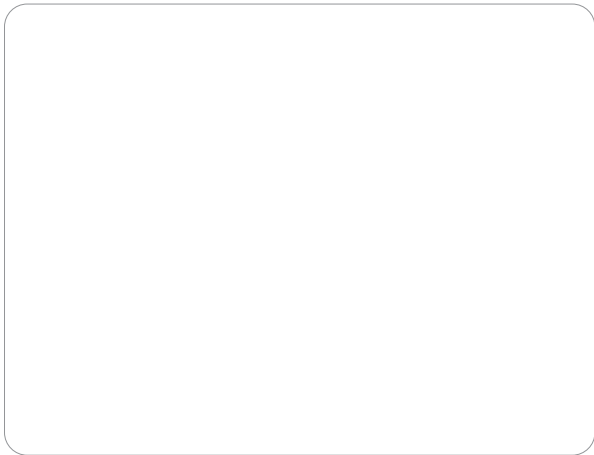
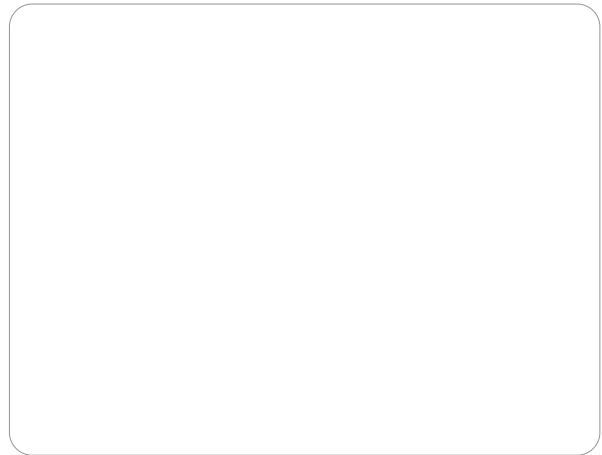
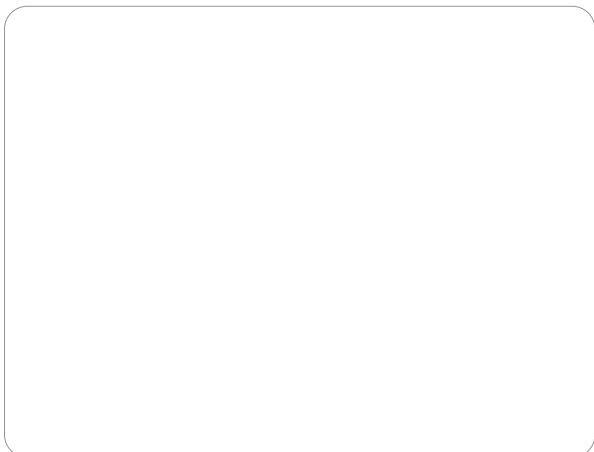
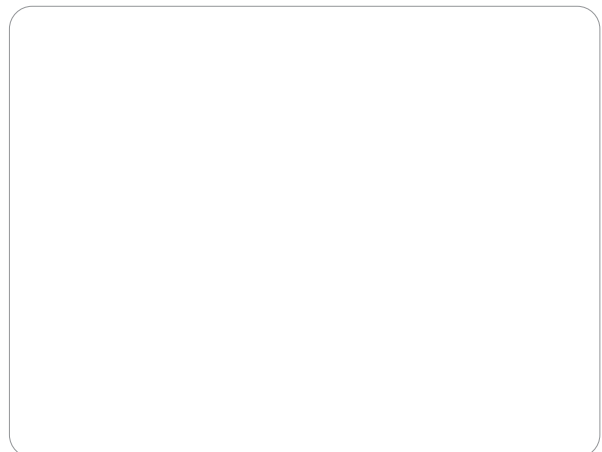
---

Derecho:

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---

Find out what they really are. Write and illustrate your information.





How can an extreme weather event in one location be perfectly normal weather in another? Give examples explaining how.

## Thursday Maths Data Representations

Based on what you have learnt this week regarding data representations, you are going to design your own graph using data you collect from family members.

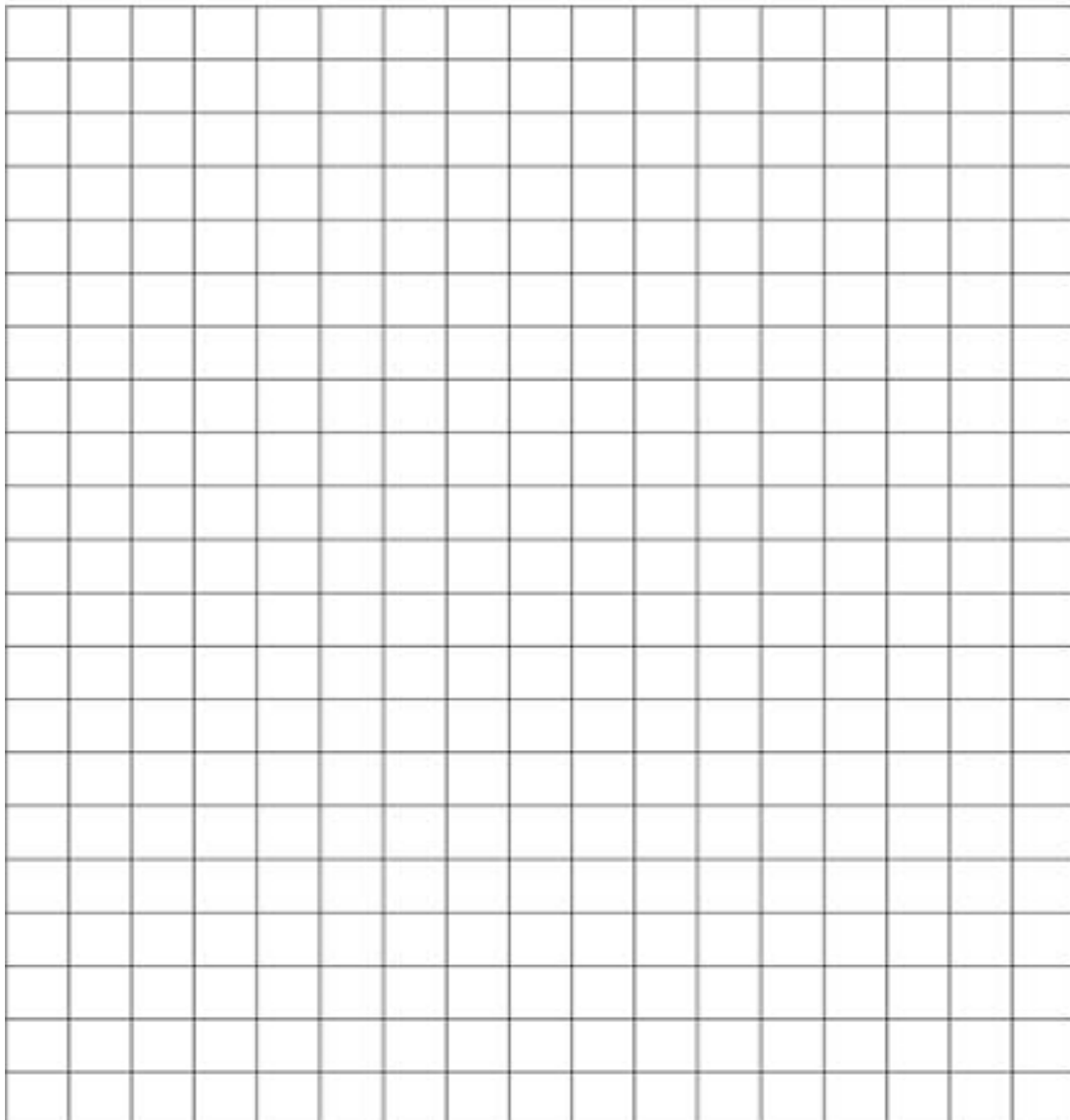
You will ask 4 different members in your family, how many types of fruits they ate last week (Week 1) and how many different types of fruit they have eaten this week (Week 2). You do not need the different types of fruit, you just need to know **how many**.

Fill in the table below with the data you gather

### Number of Fruits eaten

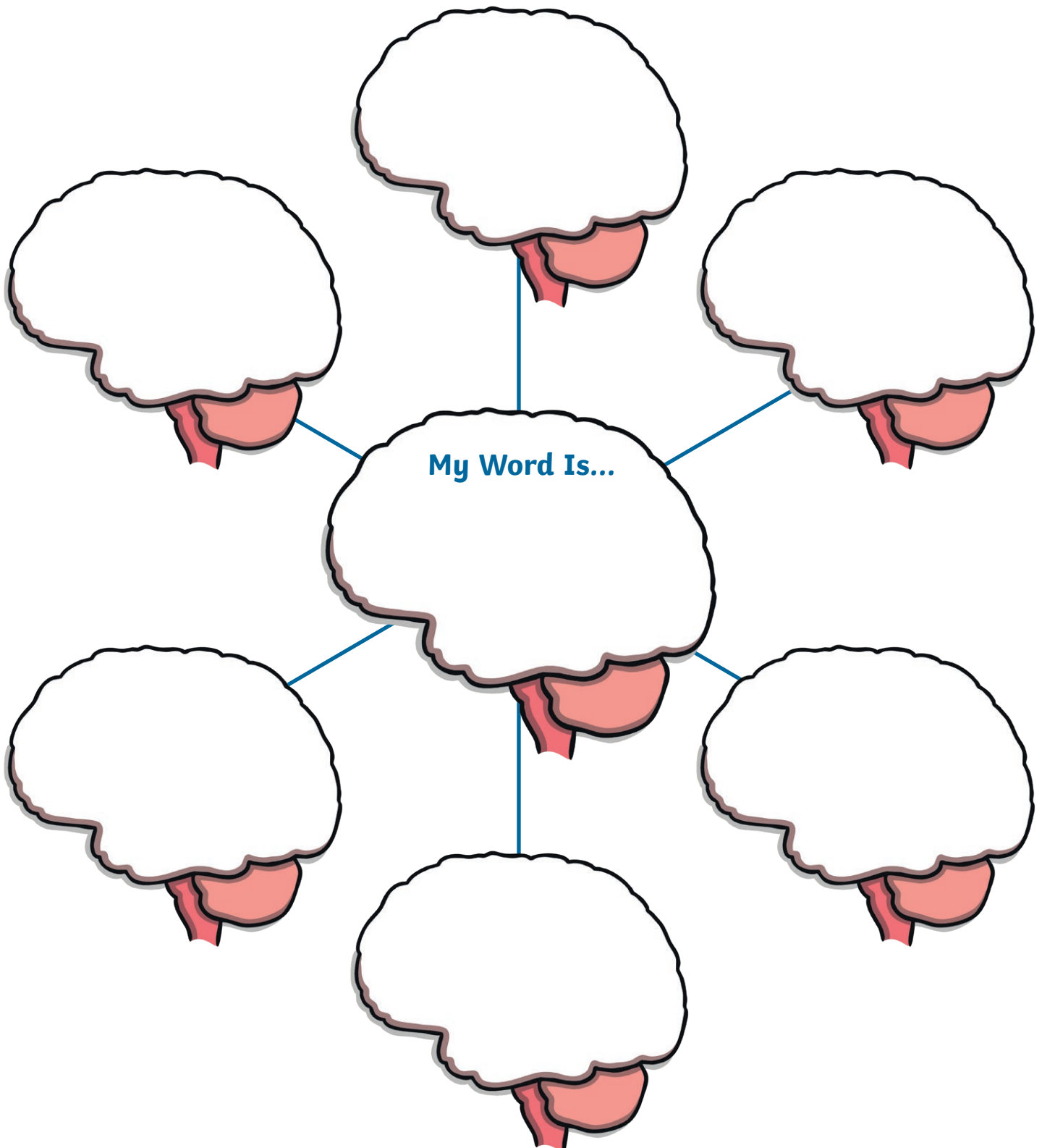
Family member	Week 1	Week 2

Once you have completed the table, use the grid paper to create a graph to display your data



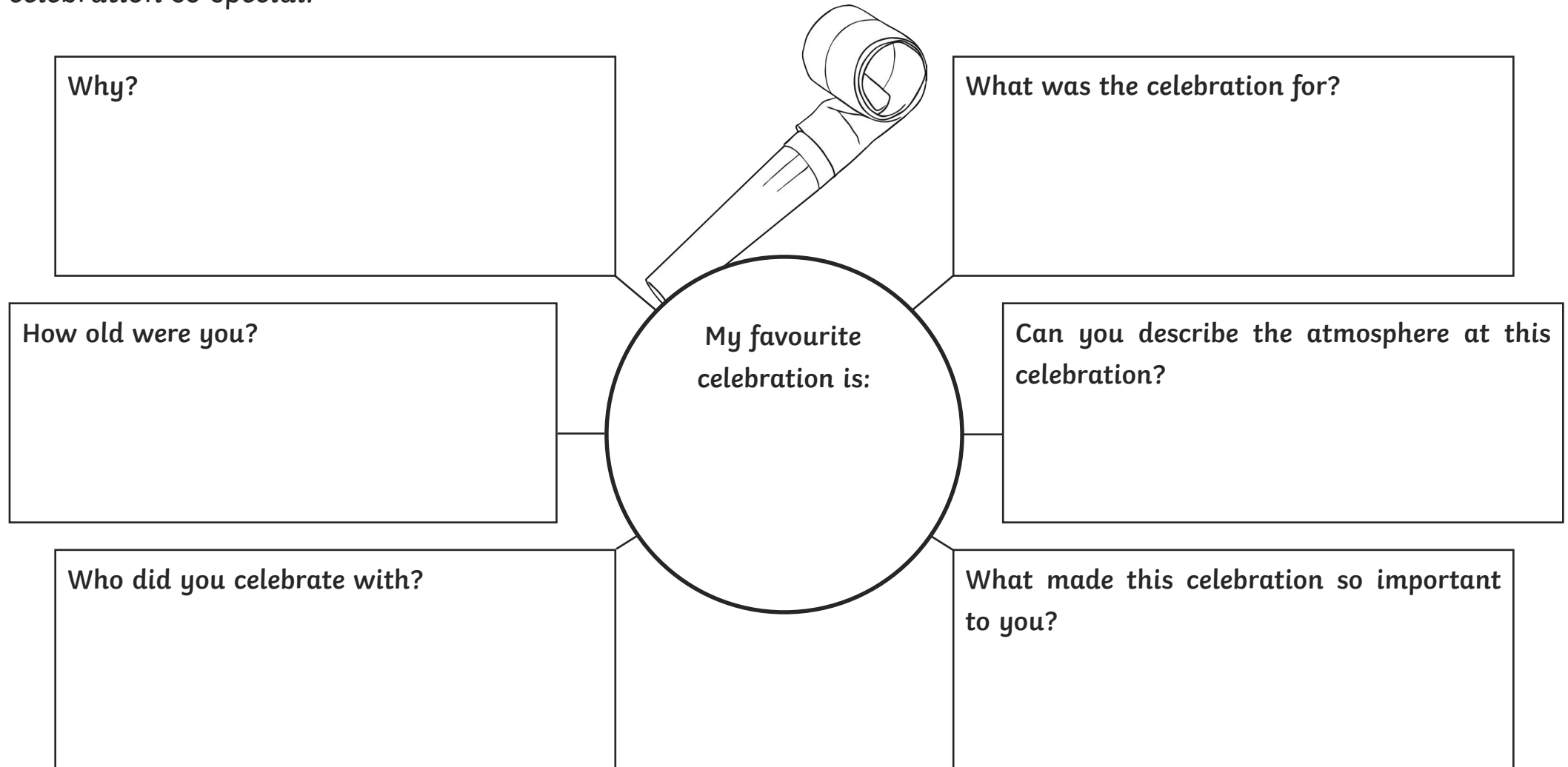
# New Vocabulary Brainstorm

Write your word in the centre brain. In the other brains, write the different things you know about the word. You may use facts that you already know or you might need to read on in your book to find some new information.



# Celebrations

Celebrations are happening all the time and all around us. Some people share their celebrations with others and some celebrate with just their close family. Use the mind map below to explain what makes your favourite celebration so special.



Why?

What was the celebration for?

My favourite celebration is:

How old were you?

Can you describe the atmosphere at this celebration?

Who did you celebrate with?

What made this celebration so important to you?

# Week 7

## Activity 1

### Safe Exercising

It is important to be a safe or careful exerciser. This will help decrease your chances of getting hurt or injured.

Here are some tips for safe exercising:

1. Do not exercise near a road.
2. Make sure your parent, carer or supervisor knows where you are.
3. If you are playing with other children do not be too rough, remember to keep your hands and feet to yourself!
4. You always need adult supervision when playing near water.
5. Warm up before exercise!
6. Cool down after exercise!

Can you think of any more tips to be a safe exerciser?

- Sun safety?
- Safety equipment?
- Clothing and shoes?

Write your ideas in the space below.

---

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---

## Warming Up

You need to warm up your muscles before you do energetic exercise. Try some of these exercises!

You can warm up by walking and then running gently.

You can also do some stretches. For example:

1. Keeping your legs straight, touch one foot and then the other foot with your fingertips.
2. Stand and bend to the side, reaching over your head with the opposite arm. Hold for 15 seconds, then repeat to the other side.

## Cooling Down

It is important to allow your body to cool down gently after strenuous exercise.

Cooling down helps your muscles, heart and lungs to slow down before resting.

Resting after exercise helps your body recover. Try some of these exercises.

You can cool down by marching gently on the spot. March slower and slower, and then stop.

You can also do some stretches. For example:

1. Sit with both legs in front of you and bend forward to reach your toes. Try to keep your legs straight. Hold the position for 10 seconds if you can if you can.
2. Stand on one leg and lean against a wall or chair for balance. Bend the other foot back to touch your bottom and hold this ankle with your hand. Hold this position for 10 seconds if you can. Repeat with the other foot.

## Physical Activity Log - Week 7



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

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

## Friday Problem Solving

Harry asked 80 children how many hours of exercise they did each week.

How many girls exercised for more than 5 hours?

How many boys and exercised for more than 5 hours?

How many fewer girls than boys exercised for more than 5 hours?

	5 hours or fewer	More than 5 hours	Total
Boys	26	22	48
Girls	13	19	32
Total	39	41	80

The table shows the 3 favourite subjects of 4 children

Which child chose maths but not music?

Which child chose music but not English?

Which child chose maths and art but not English?

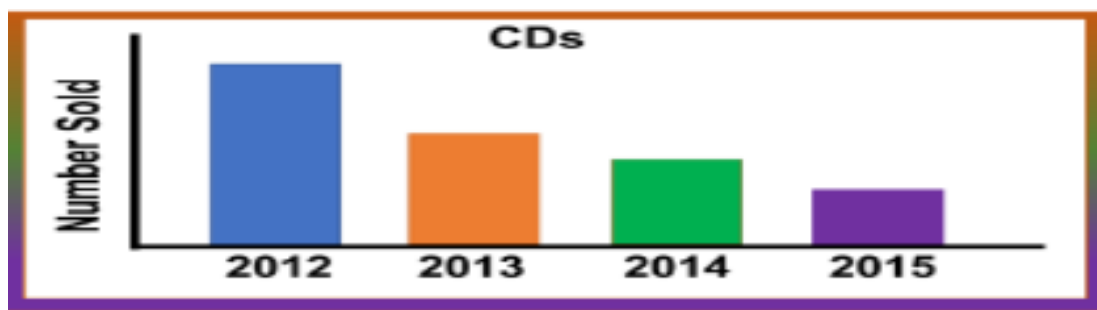
	Maths	English	Art	Music	Science
Jool	✓	✓		✓	
Blinda	✓		✓	✓	
Dolta	✓	✓	✓		✓
Robey		✓		✓	✓

This graph shows the number of CDs sold from 2012 – 2015.

What is wrong with the graph?

What is the intended message of this graph?

Who would benefit from the potentially misleading representation of the data?





## Year 6 Specialist Pack

Monday

Read the paragraph about the Japanese celebration, The Hanami festival and answer the questions below.

### Hanami Festival (Japanese Celebration)

The word hanami actually means "flower viewing" and that's exactly what thousands of people do during the spring Cherry Blossom Festival. Families, friends, and co-workers compete for quiet spots in busy parks to enjoy picnics and parties. Tea ceremonies are held under the Cherry Blossom trees; folk songs, traditional dances, beauty pageants, and even parades add to the festive atmosphere.

1. What does the word hanami mean?

---

2. What kind of tree do they view?

---

3. What kind of ceremony is held under the Cherry Blossom tree?

---

4. Describe how it would feel to participate in the Hanami festival?

---

Complete the paragraph about Japanese Celebrations. Use the scaffold below and the words from the word bank to help you.

### 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.

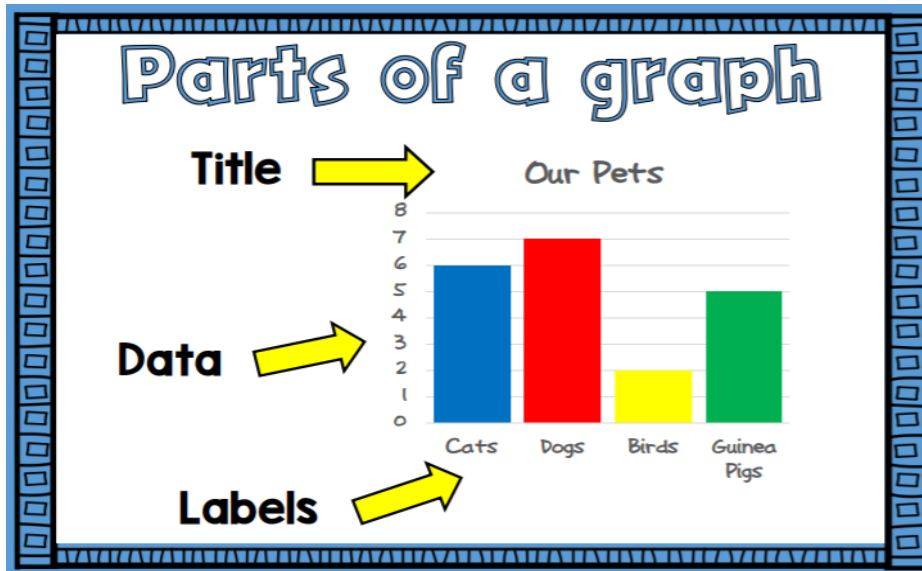
What do you eat in Japan?

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.

What Japanese people celebrate?

Hanami festival	celebrations	picnics	Cherry Blossom
-----------------	--------------	---------	----------------

There are many special c\_\_\_\_\_ in Japan. One example is the H\_\_\_\_\_ f\_\_\_\_\_. Family and friends come together to have p\_\_\_\_\_ under the C\_\_\_\_\_ B\_\_\_\_\_ trees. This is just one of the Japanese celebrations.






























Using the graph above, answer the following questions.

- How many cats are there as pets? \_\_\_\_\_.
- Are there more dogs than birds? \_\_\_\_\_.
- What is the title of the graph? \_\_\_\_\_.
- What are the two most popular pets? \_\_\_\_\_.
- What is the least popular pet? \_\_\_\_\_.

Answer the questions below after you analyse the graph.

A pie shop sells a range of different pies. Here are the sales figures for the number of pies sold for each day in a week.

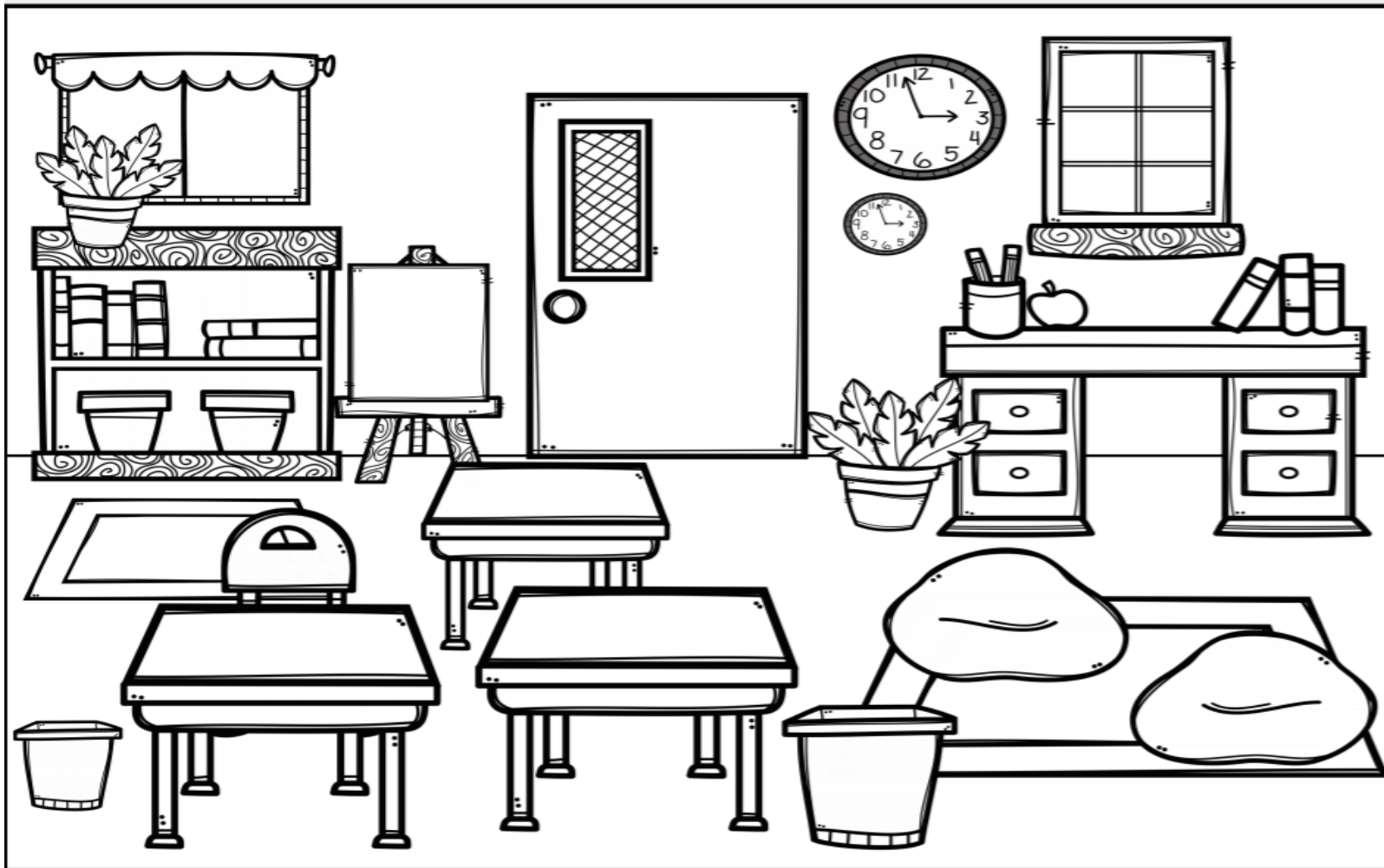
Each  represents 20 pies.

Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							

- How many pies were sold on Thursday? \_\_\_\_\_
- Which day were the most pies sold? \_\_\_\_\_  
How many pies were sold on that day? \_\_\_\_\_
- How many more pies were sold on Tuesday than Wednesday? \_\_\_\_\_
- There were more pies sold on the last two days than the first four days. True or false? \_\_\_\_\_
- How many pies were sold in total that week? \_\_\_\_\_

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

The Hanami Festival is a spring tradition of admiring Cherry Blossom trees.



Using the pictures above, write 3 simple sentences describing your thoughts about the Hanami festival and what it would feel like admiring a Cherry Blossom tree.

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

Every sentence has a subject, predicate and end punctuation.

The Hanami Festival is a Japanese celebration.

Subject Predicate

Hanami Festival	is a Japanese celebration
-----------------	---------------------------

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

1. Japan has many special celebrations.

--	--

2. The Hanami festival is during Cherry Blossom season.

--	--

3. Japanese people have picnics under the Cherry Blossom trees.

--	--

4. Celebrations bring families together.

--	--

## Year 6 Specialist Learning from Home Grid week 7

### 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
her					
out					
there					
about					
his					
down					

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

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Tuesday

Read each word and identify the double consonants in each word. Write each word in the correct column.

mass	well	whiff	less	doll	buff	fizz	riff
jazz	till	mess	fuzz	cuff	kiss	buzz	mall

zz	ff	ss	ll
		mass	

Circle the correct answer.

Where do we usually see double consonant in a word?

- In the beginning / middle / end of the word.

#### 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

## 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
- Choose three words you underlined from the passage. Write a simple sentence using each word.
- Circle the following camera words in the story: the, where, what, was, you, said, and, were, of.

## Progress Monitoring Passage 2

"When I was a little girl," said Grandma, "Uncle Billy had a dog called Spot. Now, Spot hated having a bath and used to hide under the house. As soon as he saw the old tin bath he would take off."

"What did you do, Grandma?" said Belinda. Belinda knew very well because she had heard the story before. She loved to hear her grandma talk about when she was young.

"Billy knew where Spot used to hide but he did not like going under the house. He was scared of what might be under there. So he came up with a very clever plan."

Grandma sat back and smiled. Belinda listened with her eyes wide and her mouth open.

"I waited at the front of the house and Billy went round the back with the hose. When Billy yelled 'now' I had to turn the tap on full blast. Poor old Spot, he never learned. Billy would spray under the house and Spot would dash out into my waiting arms!"

The funny thing is that I used to get so wet that I had to have a bath too. I sometimes wonder if that was Billy's idea all along!"

190 words

### Monday and Friday

- Read the 'Progress Monitoring Passage 2' to an adult or older sibling and time yourself.
- 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. You should aim to get approximately 139 words per minute.

Monday	Friday

- Have you made an improvement in your reading fluency?