Year 5 - Learning from Home Schedule Overview: Term 3 Week 9

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine SOTD Writing Reading Maths HSIE	Morning Routine SOTD Writing Reading Maths Science	Morning Routine SOTD Writing Reading Maths CAPA	Morning Routine SOTD Writing Reading Hip Hop (10:50am – 11:30am) Maths Library	Morning Routine SOTD Writing Reading Fitness (11:05am – 11:45am) Maths Optional Task: Word Search

Morning Session

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Routine Read the text 'What is a River?' and synthesise important information into your student knowledge organiser. **Vocabulary** Add the words 'gradient' and 'sediment' to your vocabulary suitcase.	**Morning Routine** Read the text on 'Upper Course Rivers' and synthesise important information into your student knowledge organiser. **Vocabulary** Add the words 'channel' and 'tributary' to your vocabulary suitcase.	**Morning Routine** Read the text on 'Middle Course Rivers' and synthesise important information into your student knowledge organiser. **Vocabulary** Add the words 'mouth' and 'spring' to your vocabulary suitcase.	**Morning Routine** Read the text on 'Lower Course Rivers' and synthesise important information into your student knowledge organiser. **Vocabulary** Add the words 'meander' and 'estuary' to your vocabulary suitcase.	**Morning Routine** Complete the 'Rivers' challenge grid or log on to Kahoot with your class to complete the Week 9 Retrieval Quiz. **Vocabulary** Complete the vocabulary crossword puzzle on 'Landforms'.
SOTD Focus: Qualitative Adjectives	**SOTD** Focus: Qualitative Adjectives	**SOTD** Focus: Qualitative Adjectives	**SOTD** Focus: Qualitative Adjectives	**SOTD** Focus: Write a sentence with qualitative adjectives.
Writing Complete the assignment for writing. You have all week to complete this assignment. Don't forget to edit and publish your work and include an image and caption.	**Writing** Complete the assignment for writing. You have all week to complete this assignment. Don't forget to edit and publish your work and include an image and caption.	**Writing** Complete the assignment for writing. You have all week to complete this assignment. Don't forget to edit and publish your work and include an image and caption.	**Writing** Complete the assignment for writing. You have all week to complete this assignment. Don't forget to edit and publish your work and include an image and caption.	**Writing** Complete the assignment for writing. You have all week to complete this assignment. Don't forget to edit and publish your work and include an image and caption.

Middle Session

Monday	Tuesday	Wednesday	Thursday	Friday
Guided Reading Read the text 'River Sources' and add any new information to the knowledge organiser from morning routine.	**Guided Reading** Read the text 'Oxbow Lakes' and add any new information to the knowledge organiser from morning routine.	**Guided Reading** Read the text 'Deltas' and add any new information to the knowledge organiser from the morning routine.	**Guided Reading** Read a literacy pro text at your level.	**Guided Reading** Complete a literacy pro test on the text you read yesterday. Aim to achieve 8/10.
Maths **Warm-Up:** Complete Monday's Maths Mentals **Investigation:** Complete the addition and subtraction questions at your level (or push yourself and complete them all!) ***OPTIONAL* – Problem-solving activity 1 (extension):** Cut out the polygons and using addition and subtraction, complete the puzzle.	**Maths** **Warm-Up:** Complete Tuesday's Maths Mentals **Investigation:** Complete the multiplication and division triangles at your level (or push yourself and complete them all!) ***OPTIONAL* – Problem-solving activity 2 (extension):** Complete the word problem, following the '5 steps for word problems' guide.	**Maths** **Investigation:** Complete the activity on collecting and presenting data (Hint: watch the YouTube video to help you complete this activity) ***OPTIONAL* – Problem-solving activity 3 (extension):** See if you can make the fish swim to the right.	**Maths** **Investigation:** Read the information about Probability Outcomes using Fractions. Watch the video and complete the two activities. ***OPTIONAL* – Problem-solving activity 4 (extension):** Complete the word problem, following the '5 steps for word problems' guide.	**Maths** **Investigation:** Conduct a chance experiment to test whether whispering to a die (dice) will change the probability of rolling a 6. Record your results in a tally chart, bar graph and record the probability fraction.

Afternoon Session

Monday: History
Activity 1: Draw a mind map of how people have influenced the environment
Activity 2: Self-Assessment – Record nine things you have learnt so far throughout the unit (1 being the most important and 9 being the least important)

Tuesday: Science
Why are windows made out of glass?
We are going to learn about transparency, translucency and opaque. There are many different ways of covering the windows in your house such as blinds, curtains and shutters. You will need to write down what each window covering will be.

Wednesday: CAPA
Basketball-Inspired Dance Moves
Follow these sets of basketball-inspired dance moves flashcards.

BRING IT ON

Thursday: Library Session

Activity 1: Think of reasons why you read.

Activity 2: Complete the colouring activity.

Hip Hop Session – Thursday
Time: 10:50am – 11:30am

https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUXE3ZHFtbWJCQktwYnVhUT09

Meeting ID: 884 8630 9655
Passcode: 506086

Fitness – Friday
Time: 11:05am – 11:45am

https://us06web.zoom.us/j/88486309655?pwd=L0NhNmJFUXE3ZHFtbWJCQktwYnVhUT09

Meeting ID: 884 8630 9655
Passcode: 506086

Typing Practice

Practice your typing skills! During the week, choose 5 different games to complete. These games will help you with your typing speed.

https://www.turtlediary.com/games/fifth-grade/typing-games.html

NAPLAN Practice

Complete the 'Year 5 Numeracy'
Make sure you press 'standard test'

https://pages.assessform.edu.au/pages/year-5-numeracy

Monday 6th September 2021

Literacy (Morning Session)

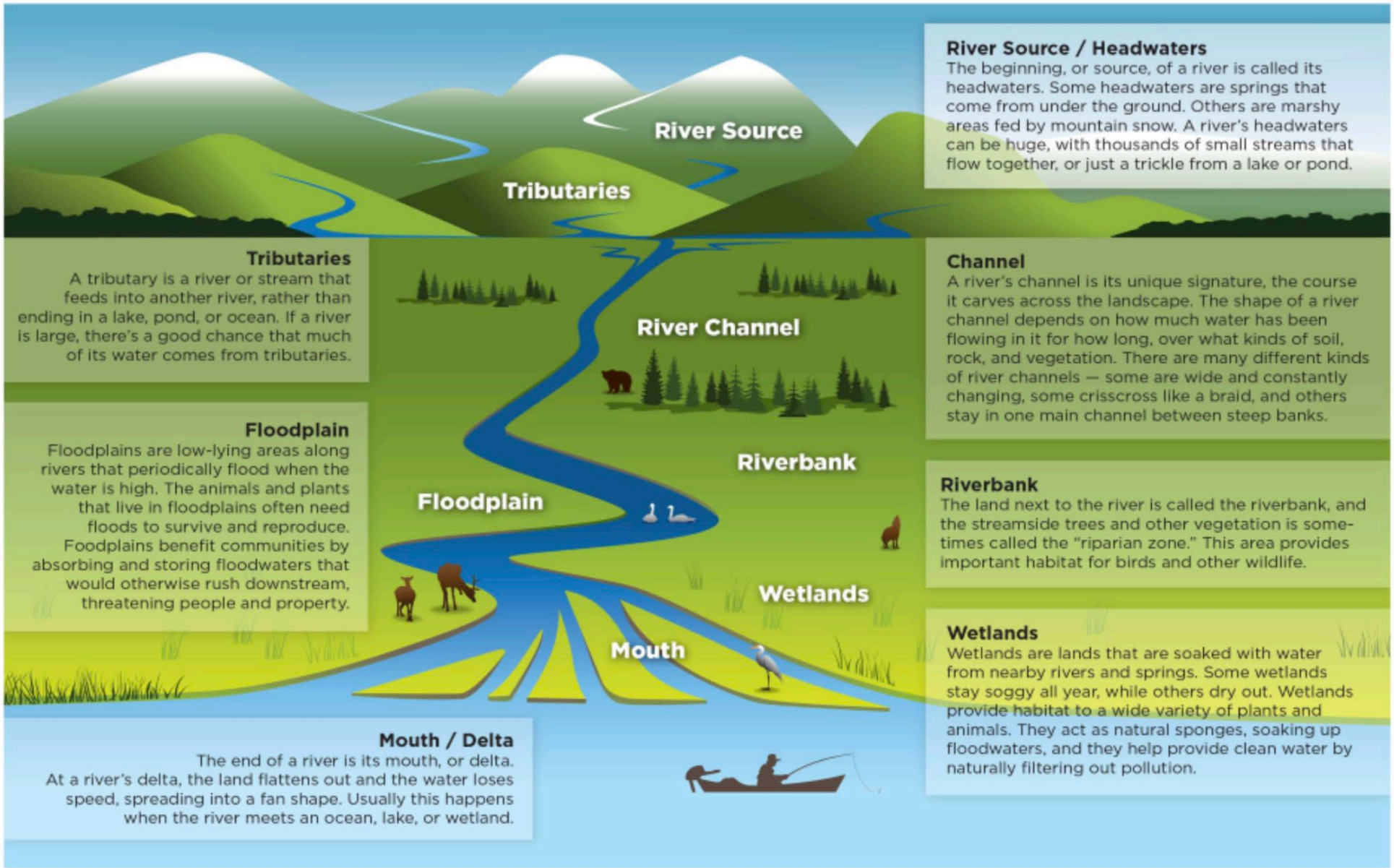
Morning Routine – Read the following text on rivers and synthesise important information into the student knowledge organiser below. You will need the knowledge organiser for all morning routine and reading activities in week 9. So, keep it neat and close by.

What is a River?

A river is a large body of water flowing in a natural channel. Rivers start at a source, often have many tributaries, and finish in a mouth, at a lake or a sea.

RIVER ANATOMY

The United States has more than 250,000 rivers — a total of 3.5 million miles. No two of these rivers are the same. Each river is unique to its landscape, winding through low foothills and valleys, rushing clear and cold from mountain forests, or sweeping warm and muddy down desert canyons. No matter how different our rivers are, however, they share some basic features:



River Source / Headwaters
The beginning, or source, of a river is called its headwaters. Some headwaters are springs that come from under the ground. Others are marshy areas fed by mountain snow. A river's headwaters can be huge, with thousands of small streams that flow together, or just a trickle from a lake or pond.

Tributaries
A tributary is a river or stream that feeds into another river, rather than ending in a lake, pond, or ocean. If a river is large, there's a good chance that much of its water comes from tributaries.

Channel
A river's channel is its unique signature, the course it carves across the landscape. The shape of a river channel depends on how much water has been flowing in it for how long, over what kinds of soil, rock, and vegetation. There are many different kinds of river channels — some are wide and constantly changing, some crisscross like a braid, and others stay in one main channel between steep banks.

Floodplain
Floodplains are low-lying areas along rivers that periodically flood when the water is high. The animals and plants that live in floodplains often need floods to survive and reproduce. Foodplains benefit communities by absorbing and storing floodwaters that would otherwise rush downstream, threatening people and property.

Riverbank
The land next to the river is called the riverbank, and the streamside trees and other vegetation is sometimes called the "riparian zone." This area provides important habitat for birds and other wildlife.

Wetlands
Wetlands are lands that are soaked with water from nearby rivers and springs. Some wetlands stay soggy all year, while others dry out. Wetlands provide habitat to a wide variety of plants and animals. They act as natural sponges, soaking up floodwaters, and they help provide clean water by naturally filtering out pollution.

Mouth / Delta
The end of a river is its mouth, or delta. At a river's delta, the land flattens out and the water loses speed, spreading into a fan shape. Usually this happens when the river meets an ocean, lake, or wetland.

Rivers – Student Knowledge Organiser

What are rivers?

- *A river is a stream of fresh water that has a current.*

Interesting Facts

- *Rivers play an important role in shaping the earth through erosion.*

Vocabulary (Upper Course Rivers)		Vocabulary (Middle Course Rivers)		Vocabulary (Lower Course Rivers)	
rapids		*oxbow lakes*		*delta*	

Upper Course Rivers

- *Youthful rivers are found in the upper course.*

Middle Course Rivers

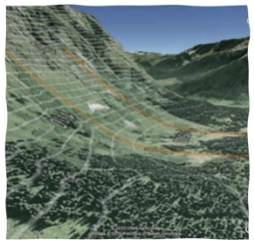
- *Meandering rivers are typically found in the middle course.*

Lower Course Rivers

- *Mature rivers are found in the lower course.*

Vocabulary

Your task: Organise the given words into your vocabulary suitcase for each word today.
Use this information to help you understand today's words better.



gradient

grad	i	-ent	
	i	-ent	-s
	i	-or	

grad + i + ent = **gradient** (singular)

grad + i + ent + s = **gradients** (plural)

grad + i + or = **gradior** (to step - verb)

Word Origin

1635–45 from the Latin word *gradiēns*

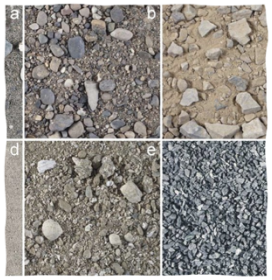
Present participle of *gradior* 'to step or walk'

Word family

Gradients

Synonyms

Incline, slope, hill and ramp



sediment

sed	i	-ment	
	i	-ment	-s
	i	-ment	-ary

sed + i + ment = **sediment** (singular)

sed + i + ment + s = **sediments** (plural)

sed + i + ment + ary = **sedimentary** (relating to sediment- adjective)

Word Origin

- **The noun *sediment* comes from the Latin word *sedere*, meaning "to settle," or "sit."**

Morphographs

- **Sed – to sit, settle or rest**
- **i – connective between two morphographs**
- **Ment – quality or condition**

Add the following words to your vocabulary suitcase:

- gradient
- sediment

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.

Ensure you set up each word in your vocabulary suitcase as follows.

Word: **Tier:**

Definition: **Sentence:**

Dual Code (image): **Synonym/root word/prefix/suffix:**

SOTD – Focus: Qualitative Adjectives

Learning Intention: We are learning to write a sentence using qualitative adjectives.

Success Criteria: I can:

- Write a simple or complex sentence
- Use qualitative adjective/s
- Use correct beginning and end punctuation

Qualitative Adjectives - describe the **qualities** of a noun. These can include adjectives of opinion, size, shape, condition, age, colour, pattern, origin, material or purpose.

Examples of Qualitative Adjectives

Boring, Interesting, scary, funny, dark, fair, silky, long, neutral, red, green, black, purple, yellow, damp, feathery, rough, foul, hairy, furry, clean, dirty, sweet, sugary, sour, groan, thud, roar, tall, short, thin, fat, bulky, plump, round, glassy, sad, devastated, pathetic, amazing

Modelled:
Most rivers start as a tiny stream running down a mountain slope.

In this example, 'tiny' is the qualitative adjective as it describes the size of the stream.

Your Turn: circle the qualitative adjective/s in the sentences below.

The cute rabbit ran through the garden.

The girl wore a black sweater.

The explosive volcano damaged the town.

The pickle is so sour.

Try writing your own sentence using a qualitative adjective. It can be about rivers, volcanoes, mountains or anything you choose.

Your turn:

Writing

This week, you will be writing a complete informative text on volcanoes or mountain. Choose one and make sure to include all the components below:

- An introduction with 3 big facts and a thesis statement.
- Body paragraphs that are cohesive and have links to one another and the topic.
- A conclusion
- An image and caption.

Below is your writing stimulus. Choose 1- Volcanoes or Mountains.

Term 3

Informative writing stimulus

This week you will write to inform an audience

THINK ABOUT:

- All the information you have learnt about Volcanoes and Mountains
- The different types of volcanoes and mountains and how they are formed.
- Each part of your block planner and what facts you will need to include.

REMEMBER TO:

- Plan your writing.
- Write in full sentences.
- Include a range of ideas and elaborate and explain them.
- Use a range of vocabulary.
- Use real life examples of each phenomenon.
- Pay attention to your spelling and punctuation.
- Edit your writing.

Guided Reading

Read the text 'River Sources' and add any new information to the knowledge organiser from morning routine.

☺ ***HINT:*** *The river source forms part of the upper course.*

River Sources

The place where a river begins is called its source. River sources are also called headwaters.

The place where a river begins is called its source. River sources are also called headwaters. Water from Lake Itasca, Minnesota, dribbles down these rocks to form the source of the Mississippi River.

Lake Itasca

The place where a river begins is called its source. River sources are also called headwaters.

Rivers often get their water from many tributaries, or smaller streams, that join together. The tributary that started the farthest distance from the river's end would be considered the source, or headwaters.

Many rivers, including the Rhone in Western Europe, begin as streams in mountains or hills. As ice and snow melt, streams begin to flow downward from high mountains and the bases of glaciers.

When a glacier is a river's source, the river has glacial headwaters. The Ganges River has glacial headwaters. The source of the Ganges, in India and Bangladesh, is the Gangotri Glacier in the Himalayas of northern India.

Springs are the sources of some rivers. A spring is a place where water in the Earth, called groundwater, flows to the surface naturally. A spring forms when an aquifer, or natural underground reservoir, fills with groundwater and overflows. The spring of the Breg River, in Germany's Black Forest, is the source of the Danube.

Maths (Middle Session)

Do you see the alliteration? Monday's Maths Mentals

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.	0.9 + 1.2 =	
2.	1.7 + 3.6=	
3.	5.2 - 3.7 =	
4.	11.7 - 4.3 =	
5.	621+ 329 =	
6.	536 + 344 =	
7.	668 - 461 =	
8.	1045 - 725 =	
9.	30 x 4 =	
10.	44 x 4 =	
11.	Which of these fractions is equivalent to a quarter? 5/10 4/16 3/4 6/12 2/8	
12.	Write down the number eighty-four thousand, two hundred and one.	
13.	Fill in the missing number. 6242= 6040 + _____	
14.	What is the next number in this pattern? 2.6, 3, 3.4, 3.8, _____	
15.	What is the repeated gap in the pattern? +0.4 +0.04 +4	
16.	Which number has a greater value? 4.401 or 4.41 or 4.14	
17.	Write these numbers from least to greatest. 2.42 2.042 2.402	
18.	What number does this expanded notation represent? 4 + 0.8 + 0.004 = _____	
19.	What is a 1/2 of 120?	
20.	A car journey takes 2 and 1/4 hours. Oliver sets off at 2:20pm. What time will he arrive?	
Time =		**Score =**

Investigations – Addition and Subtraction

Activity: Think about what level you are at for addition and subtraction, then complete the questions below using the split strategy

	Addition			Subtraction	
Row 1	A) 35 + 14 = 30 5 10 4 ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ 35 + 14 = ____	B) 49 + 27 = 40 9 20 7 ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ 49 + 27 = ____	C) 58 + 23 = 50 8 20 3 ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ 58 + 23 = ____	D) 49 – 27 = ___ – ___ = ___ ___ – ___ = ___ ___ + ___ = ___ 49 – 27 = ___	E) 58 – 23 = ___ – ___ = ___ ___ – ___ = ___ ___ + ___ = ___ 58 – 23 = ___
Row 2	A) 97 + 62 = ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ 97 + 62 = ____	B) 87 + 34 = ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ 87 + 34 = ____	C) 58 + 55 = ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ 58 + 55 = ____	D) 77 – 44 = ___ – ___ = ___ ___ – ___ = ___ ___ + ___ = ___ 77 – 44 = ___	E) 94 – 82 = ___ – ___ = ___ ___ – ___ = ___ ___ + ___ = ___ 94 – 82 = ___

Row 3	A) 114 + 113 = ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ 114 + 113 = ___	B) 238 + 127 = ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ 238 + 127 = _____	C) 346 + 222 = ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ ___ + ___ = ___ 346 + 222 = ___	D) 239 – 127 = _____ – _____ = _____ _____ – _____ = _____ _____ – _____ = _____ _____ + _____ + _____ = _____ 239 – 127 = _____	E) 346 – 222 = _____ – _____ = _____ _____ – _____ = _____ _____ – _____ = _____ _____ + _____ + _____ = _____ 346 – 222 = _____

OPTIONAL **- Problem-Solving (Extension Activity) -** On the following page, cut the polygons out and then connect the sum with the correct answer.

Hint : Start with the outside first, so find the polygons with blank spaces, this will be the outside of your puzzle.

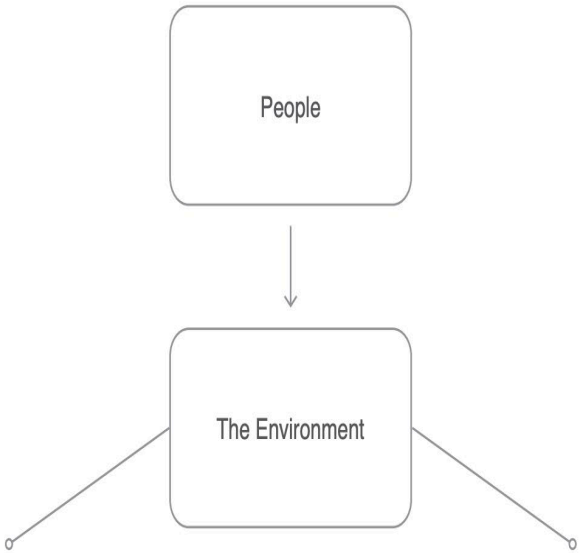
Polygon Puzzle 5
- Addition

HSIE (Afternoon Session)

Learning Intention: We are learning about how people change the natural environment.
Success Criteria: I can -

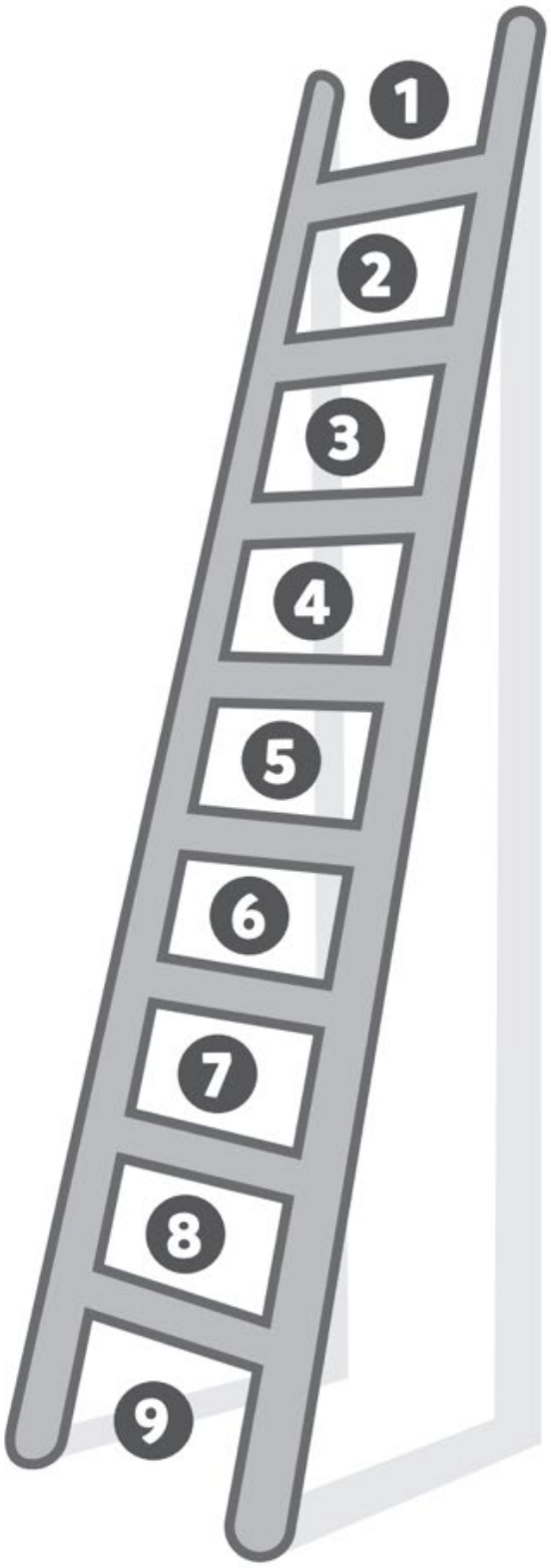
- Demonstrate my own understanding of the content (schema/information) addressed throughout the term
- Draw a mind map to explain the influence of people on the environment

Draw a mind map to explain the influence of people on the environment.



Self-assessment

Think back over your learning. Record nine things that you have learned. Arrange them on the ranking ladder. The top rung represents the most important idea and the last rung the least important. Write your ideas first then organise them on the ladder.



Tuesday 7th September 2021

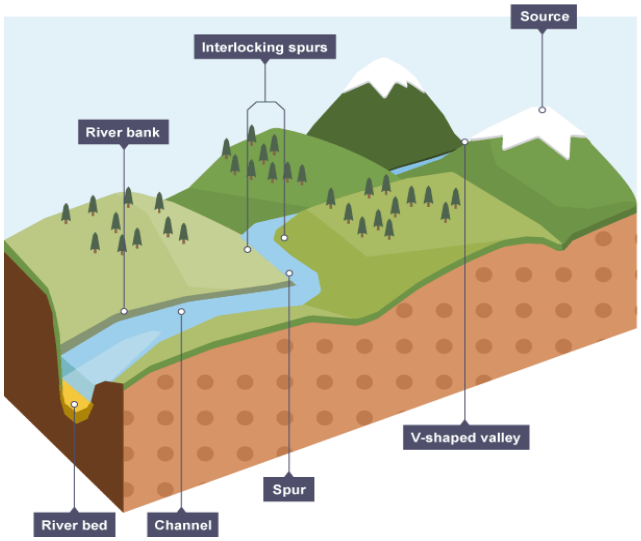
Literacy (Morning Session)

Did someone say Tuesday?

Morning Routine - Read the following text on Upper Course Rivers and synthesise important information into your student knowledge organiser (see table from Monday).

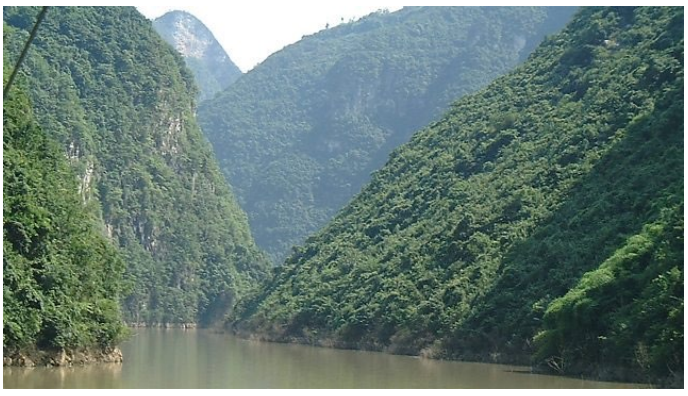
Upper Course Rivers

Upper course river features include steep-sided V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges.



Upper course river features

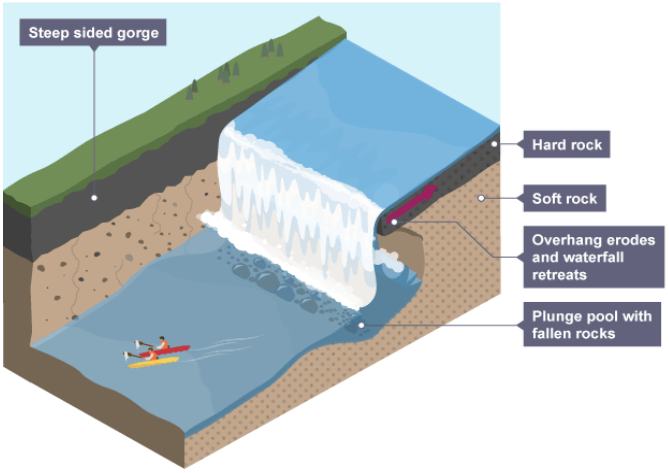
As the river moves through the upper course, it cuts downwards. The gradient here is steep and the river channel is narrow. Vertical erosion in this highland part of the river helps to create **steep-sided V-shaped valleys, interlocking spurs, rapids, waterfalls and gorges.**



Interlocking spurs on a tributary of the Yangtze River

As the river erodes the landscape in the upper course, it winds and bends to avoid areas of hard rock. This creates **interlocking spurs**, which look a bit like the interlocking parts of a zip.

When a river runs over alternating layers of hard and soft rock, **rapids** and **waterfalls** may form.



The formation of waterfalls and rapids

Vocabulary

Your task: Organise the given words into your vocabulary suitcase for each word today.
Use this information to help you understand today's words better.

channel

Word Origin

- First recorded in 1250–1300
- Middle English *chanel*, which was derived from Latin *canālis*

Word Family

Channels

Synonyms

Passage, strait, sound

tributary

Definition

- a stream that flows to a larger stream or other body of water.
- a person or nation that pays tribute in acknowledgment of subjugation or the like.

Word Origin

1325–75 - Middle English (adj. and noun) from Latin *tribūtārius* of tribute, one who pays tribute.
'Ary' – suffix occurring originally in loanwords from Classical and Medieval Latin, on **adjectives** (*elementary; honorary; stationary; tributary*), **personal nouns** (*actuary; notary; secretary*), **or nouns denoting objects, especially receptacles or places** (*library; rosary; glossary*).
The suffix has the general sense "pertaining to, connected with" the referent named by the base.

Add the following words to your vocabulary suitcase:

- channel
- tributary

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.

Ensure you set up each word in your vocabulary suitcase as follows.

Word: **Tier:**

Definition: **Sentence:**

Dual Code (image): **Synonym/root word/prefix/suffix:**

SOTD – Focus: Qualitative adjectives

Learning Intention: We are learning to write a sentence using qualitative adjectives.

Success Criteria: I can:

- Write a simple or complex sentence
- Use qualitative adjective/s
- Use correct beginning and end punctuation

Qualitative Adjectives - describe the **qualities** of a noun. These can include adjectives of opinion, size, shape, condition, age, colour, pattern, origin, material or purpose.

Examples of Qualitative Adjectives

Boring, Interesting, scary, funny, dark, fair, silky, long, neutral, red, green, black, purple, yellow, damp, feathery, rough, foul, hairy, furry, clean, dirty, sweet, sugary, sour, groan, thud, roar, tall, short, thin, fat, bulky, plump, round, glassy, sad, devastated, pathetic, amazing

Modelled:
The powerful current has eroded the river shores drastically.

In this example, 'powerful' and 'drastically' are qualitative adjectives as it describes the strength of the current and the erosion of shore.

Your Turn: circle the qualitative adjective/s in the sentences below.

That book was interesting.

The flower has a beautiful smell.

I wish I could jump in the cool, rough waves.

Try writing your own sentence using a qualitative adjective. It can be about rivers, volcanoes, mountains or anything you choose.

Your turn:

Writing

This week, you are writing one complete informative text. You only need to do this once. If you have already finished your whole text, you do not need to do another one.
You will be expected to write a complete informative text including all the components below:

- An introduction with 3 big facts and a thesis statement.
- Body paragraphs that are cohesive and have links to one another and the topic.
- A conclusion
- An image and caption.

Refer to the stimulus that was provided in Monday's writing activity.

We can't wait to see what amazing and informative texts you produce!

Guided Reading

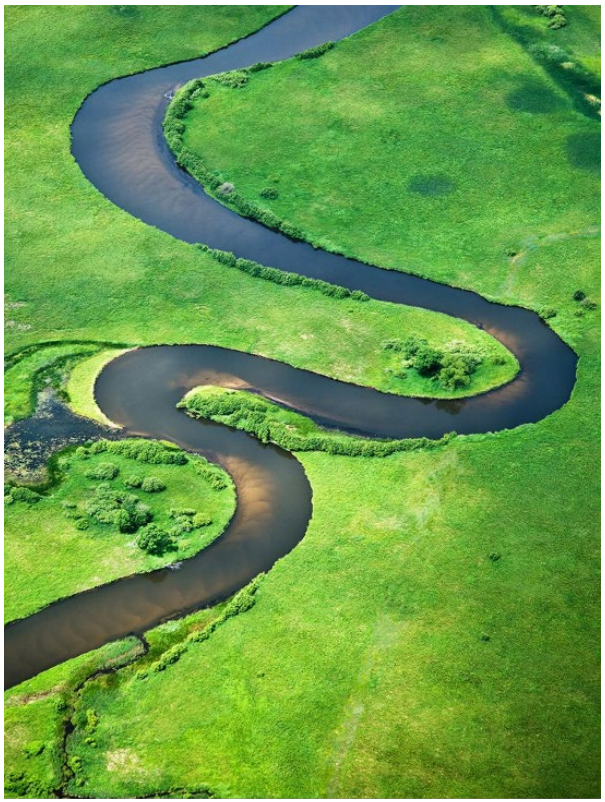
Read the text 'Oxbow Lakes' and add any information to the knowledge organiser from morning routine.

☺ ***HINT:*** *Oxbow lakes are typically found in the middle course of a river.*

Oxbow Lakes

An oxbow lake starts out as a curve, or meander, in a river. A lake forms as the river finds a different, shorter, course.

Pere Marquette River



The Pere Marquette River makes an oxbow curve near Ludington, Michigan. Oxbow-shaped meanders have two sets of curves: one curving away from the straight path of the river and one curving back.

An oxbow lake starts out as a curve, or meander, in a river. A lake forms as the river finds a different, shorter, course. The meander becomes an oxbow lake along the side of the river.

Oxbow lakes usually form in flat, low-lying plains close to where the river empties into another body of water. On these plains, rivers often have wide meanders.

Meanders that form oxbow lakes have two sets of curves: one curving away from the straight path of the river and one curving back. The corners of the curves closest to each other are called concave banks. The concave banks erode over time. The force of the rivers flowing water wears away the land on the meanders concave banks.

The banks opposite the concave banks are called convex banks. The opposite of erosion happens here. Silt and sediment build up on convex banks. This build-up is called deposition.

Erosion and deposition eventually cause a new channel to be cut through the small piece of land at the narrow end of the meander. The river makes a shortcut. Oxbow lakes are the remains of the bend in the river.

Oxbow lakes are stillwater lakes. This means that water does not flow into or out of them. There is no stream or spring feeding the lake, and it doesn't have a natural outlet. Oxbow lakes often become swamps or bogs, and they often dry up as their water evaporates.

Maths (Middle Session) - Give it your absolute best!

Maths Mentals - Tuesday

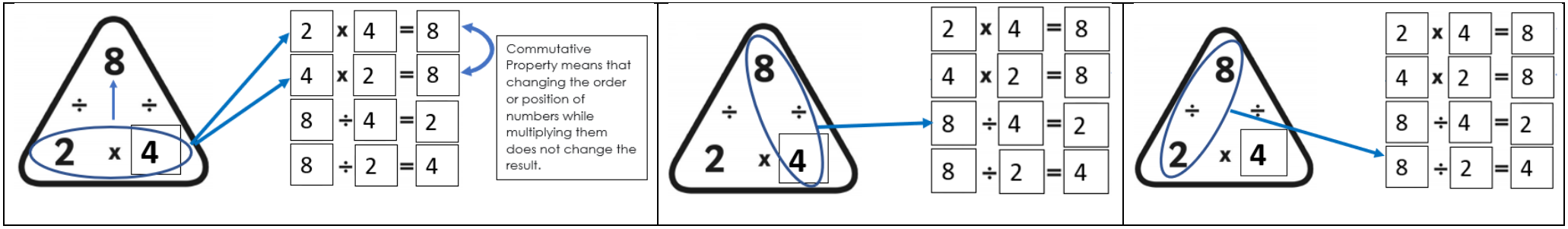
Answer the following questions within 10 minutes. Use a timer to keep track and record your finish time below.

Questions		Answers
1.	160 ÷ 4 =	
2.	240 ÷ 2 =	
3.	15.7 + 12.7=	
4.	42.4 + 10.3 =	
5.	2246 + 2035 =	
6.	1350 + 3625 =	
7.	12 x 8 =	
8.	42 x 8 =	
9.	5 x 8 =	
10.	35 x 8 =	
11.	Which fraction below is equivalent to a tenth? 1/5 10/100 10/12 2/20 10/1	
12.	Write down the number nine thousand two hundred and three.	
13.	Fill in the missing number. 2037 = 37 + _____	
14.	What is the next number in this pattern? 2.5, 4.0, 5.5, _____	
15.	What is the repeated gap in the pattern? +5 +1.5 +0.5	
16.	Which number has a greater value? 10.1 or 11.01	
17.	Write these numbers from least to greatest. 18.004 18.4 14.08	
18.	What number does this expanded notation represent? 10 + 1 + 0.08 = _____	
19.	What is a 1/2 of 884?	
20.	In a rugby league team there are 13 players. At a tournament, 6 teams played. How many players all together?	
Time =		**Score =**

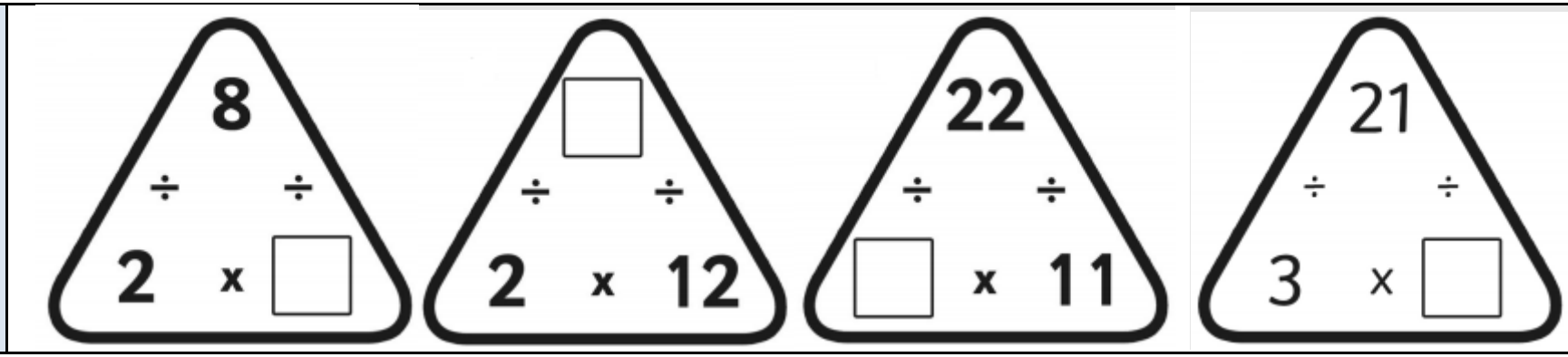
<u>Investigations</u> – Multiplication and Division

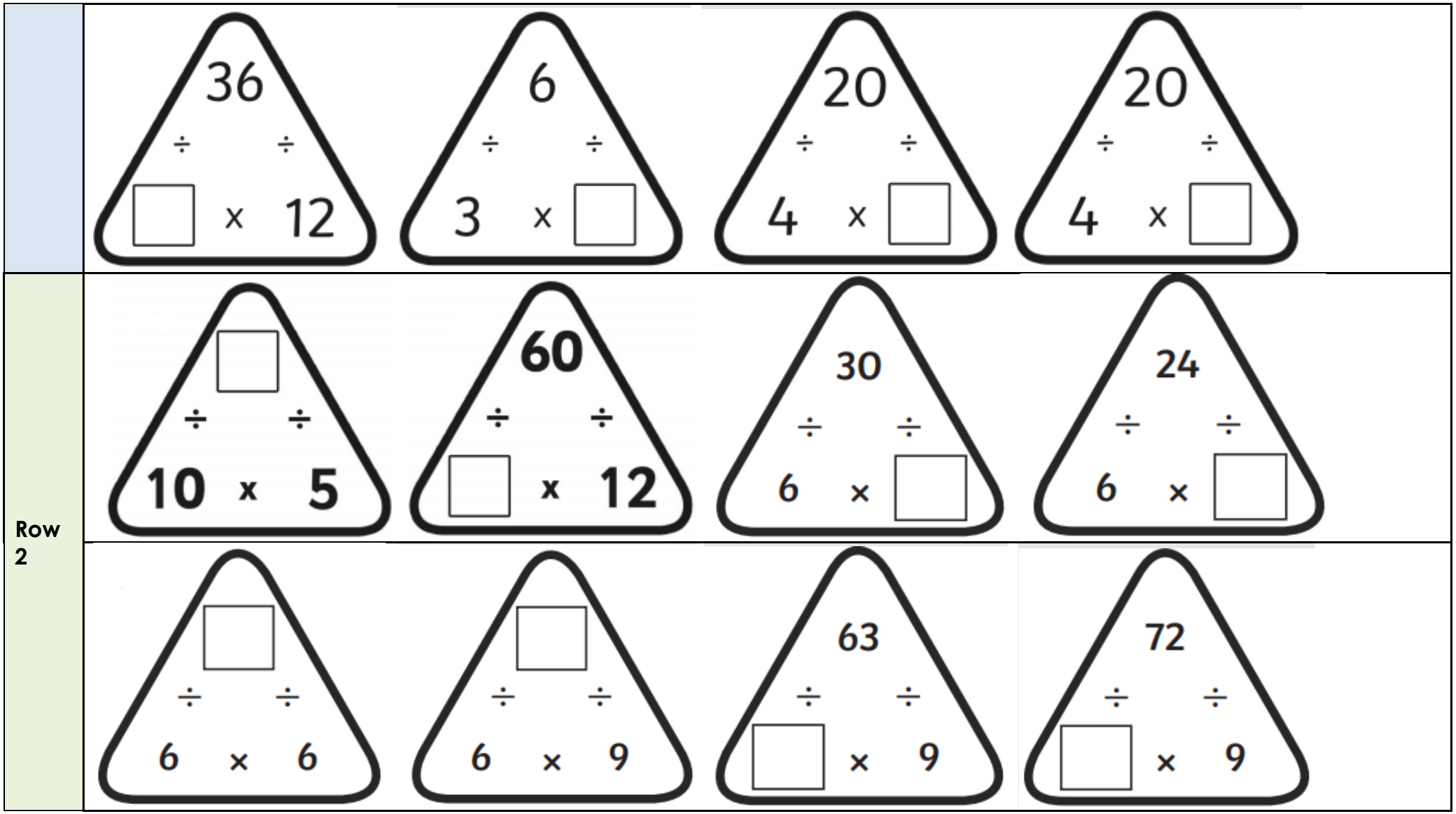
In maths, fact families are created when we create number sentences that show a relationship between a set of numbers. So, within each triangle the 3 numbers have a multiplication or division relationship. You will need to find the missing number from the triangle. Start with the number sentence you know, then you will need to invert this relationship to find the missing number.

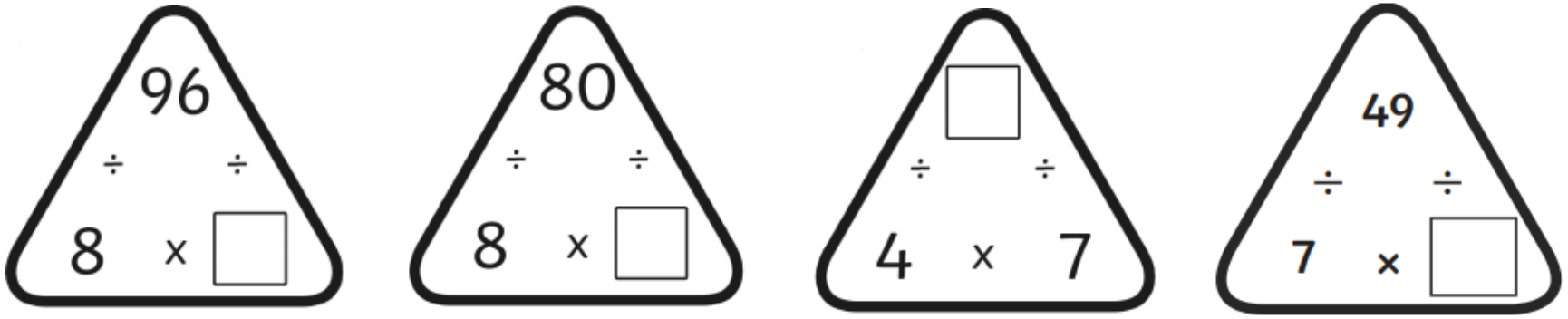
👀 ***Watch this video on Multiplication and Division Fact Triangles, it will show you how to find the missing number:***
https://www.youtube.com/watch?v=-JFcesiUTpw



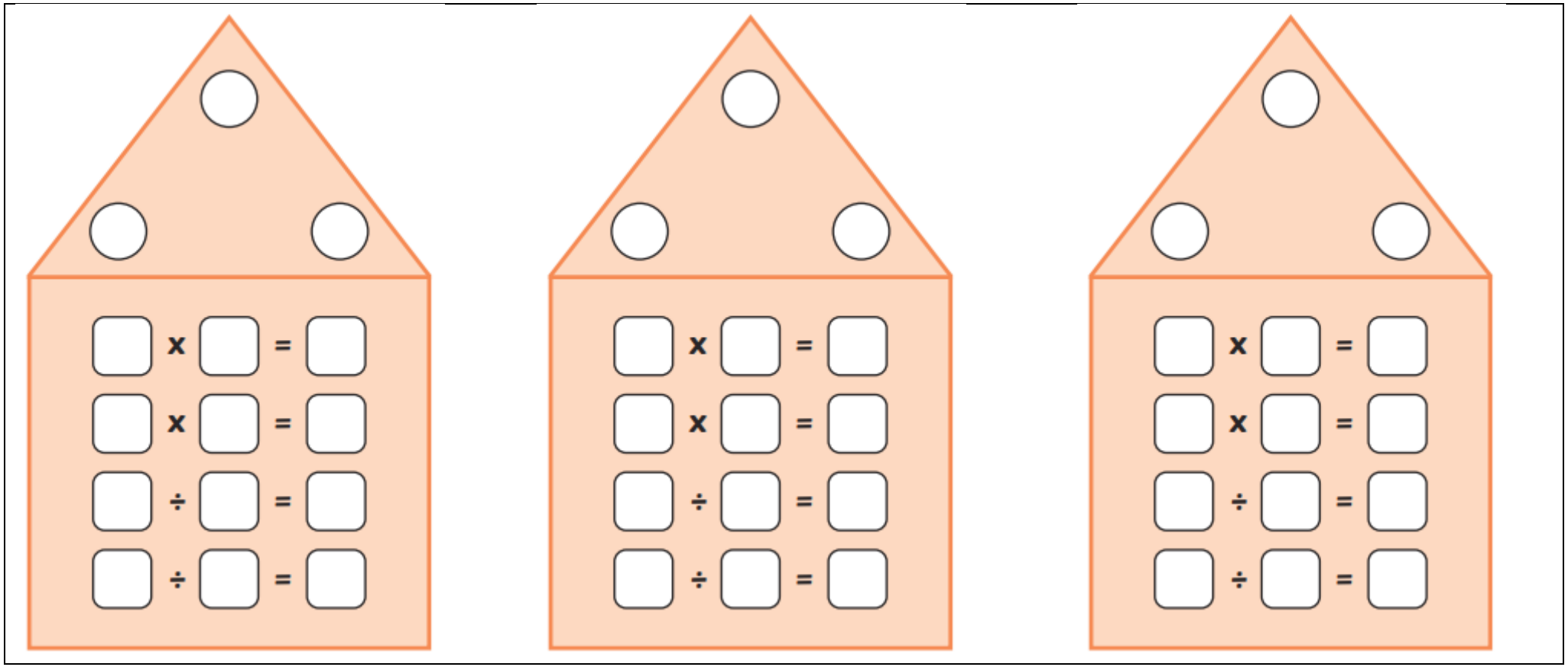
Start at Row 1 and move through the rows depending upon your level.

Row 1	


36
÷ ÷
□ x 12
6
÷ ÷
3 x □
20
÷ ÷
4 x □
20
÷ ÷
4 x □
Row 2
□
÷ ÷
10 x 5
60
÷ ÷
□ x 12
30
÷ ÷
6 x □
24
÷ ÷
6 x □
□
÷ ÷
6 x 6
□
÷ ÷
6 x 9
63
÷ ÷
□ x 9
72
÷ ÷
□ x 9

Row 3	

Bonus – Can you make your own fact families, using any multiplication and division number sentences. Try to use different numbers, which haven't been used above.



OPTIONAL **- Problem-Solving (Extension Activity)**

Complete problem-solving activity 2 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	One third of the animals in the barn are chickens. The rest are pigs. There are 20 legs in all. How many pigs are there?  

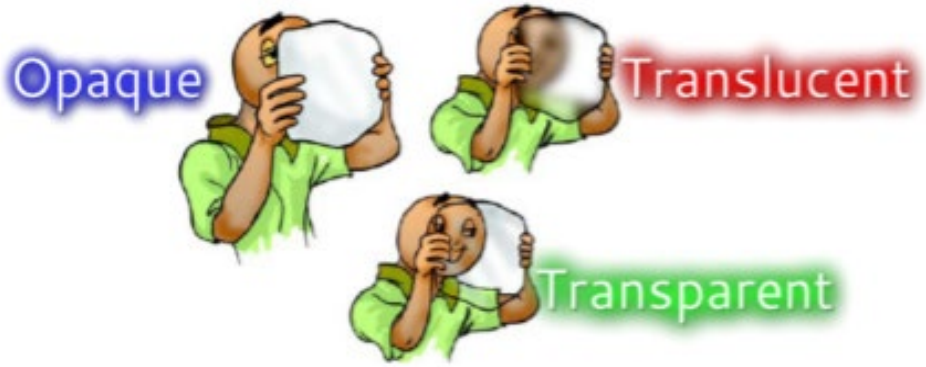
Science (Afternoon Session)

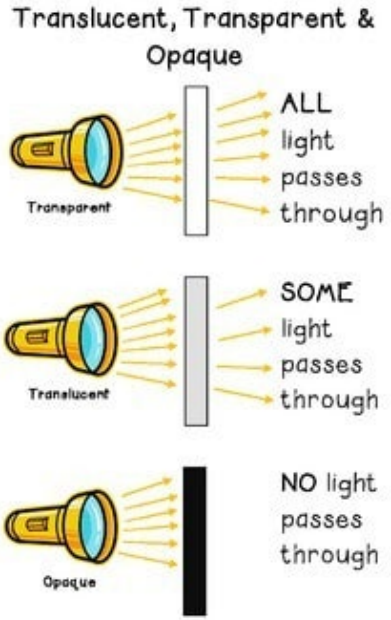
Learning Intention: We are learning about the physical world.
Success Criteria: I can -

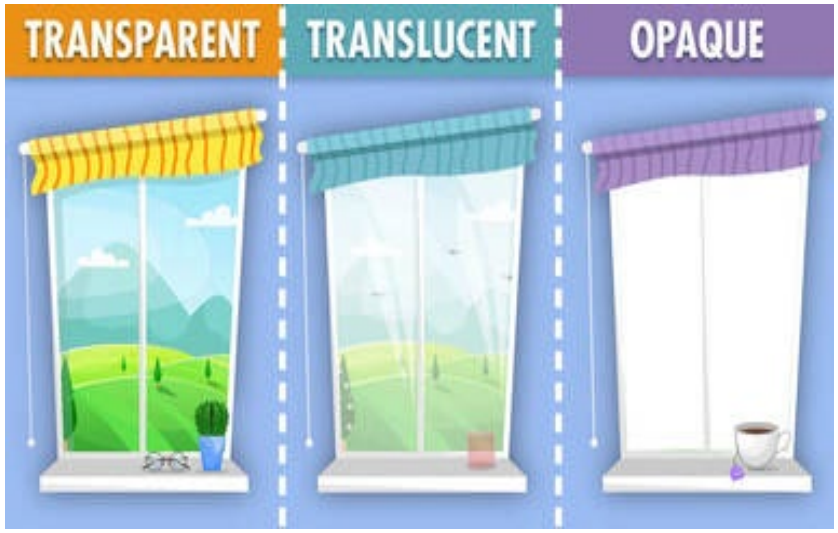
- Define the word transparent
- Define the word opaque
- Define the word translucent

When light is shone onto a material, one of three things can happen:

- *All of the light will pass through. The material is **transparent.** Transparent materials are clear and colourless.*
- *Some of the light will pass through. The material is **translucent**. You can see through it, but not clearly.*
- *None of the light will pass through. The material is **opaque.***

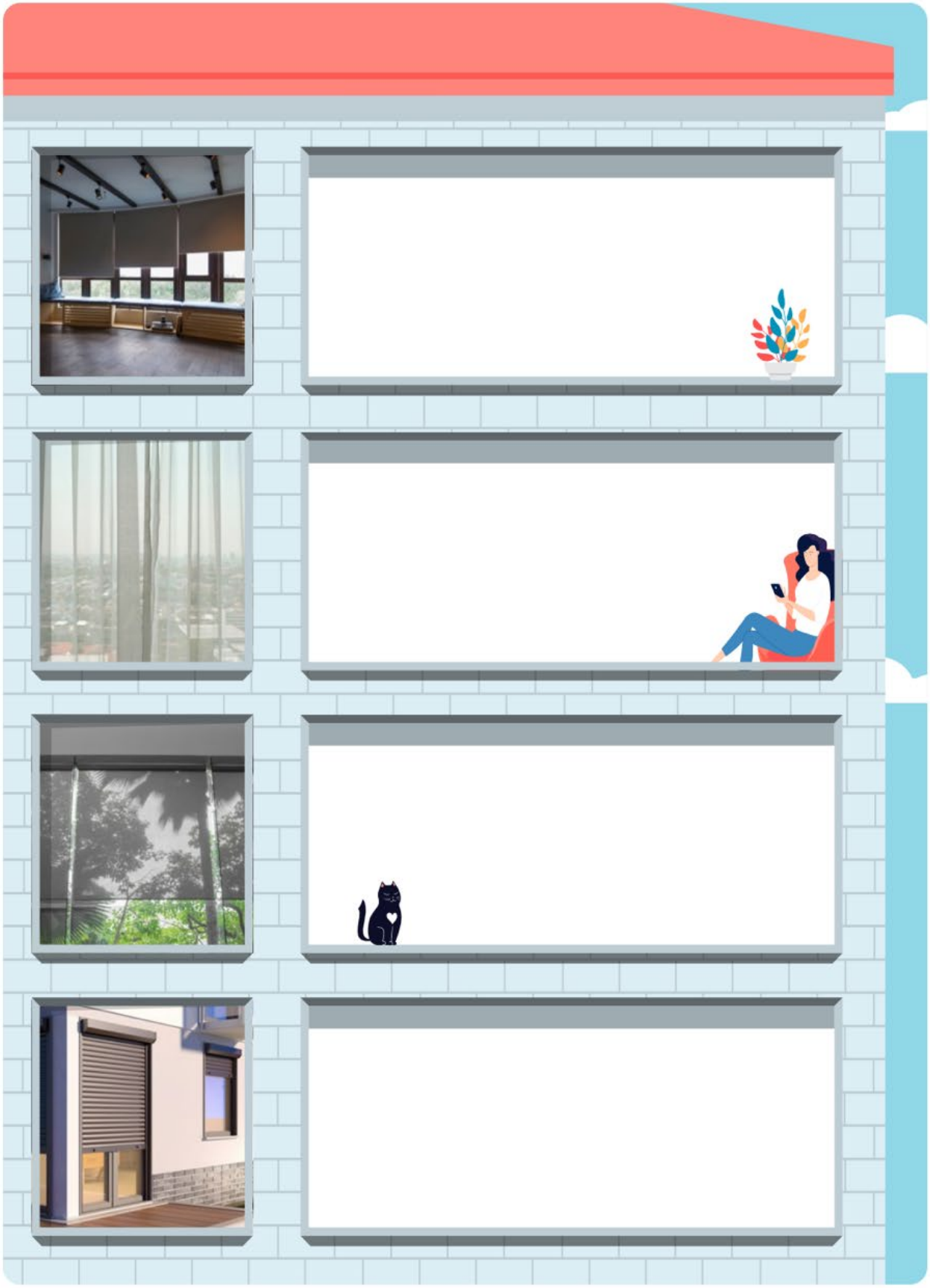






There are many different ways of covering the windows in your house such as blinds, curtains and shutters.

Classify each window covering below as either transparent, translucent or opaque. Decide which room in the house is the best place for it, and why.



Wednesday 8th September 2021

Literacy (Morning Session)

Morning Routine - Read the following text on Middle Course Rivers and synthesise important information into your student knowledge organiser (see table from Monday).

Middle Course Rivers

Meanders

In the middle course the river has more energy and a high volume of water. The gradient here is gentle and lateral (sideways) erosion has widened the river channel. The river channel has also deepened.

A larger river channel means there is less friction, so the water flows faster:

- As the river erodes laterally, to the right side then the left side, it forms large bends, and then horseshoe-like loops called **meanders**.
- The formation of meanders is due to both deposition and erosion and meanders gradually migrate downstream.
- The force of the water **erodes** and undercuts the riverbank on the outside of the bend where water flow has most energy due to decreased friction.
- On the **inside** of the bend, where the river flow is slower, material is **deposited**, as there is more friction.
- Over time the horseshoe becomes tighter, until the ends become very close together. As the river breaks through, e.g., during a flood when the river has a higher discharge and more energy, and the ends join, the loop is cut-off from the main channel. The cut-off loop is called an **oxbow lake**.

Oxbow lake

A meander and oxbow lake in the Amazon

Upstream a large bend becomes a horseshoe and is eventually cut-off to become an oxbow lake. Downstream the river is eroding its outer bank and depositing on its inner bank to create a new meander.

Vocabulary

Your task: Organise the given words into your vocabulary suitcase for each word today.

Use this information to help you understand today's words better.

mouth

Word Origin

- In the sense of "outfall of a river" it is attested from late Old English; as the opening of anything with capacity (a bottle, cave, etc.) it is recorded from mid-13c.

Word Family

Mouths and mouthed

Synonyms

Entrance, cavity, funnel, estuary, harbor, delta

spring

Word Origin

- "source of a stream or river, flow of water rising to the surface of the earth from below," Old English *spring* "spring, source, sprinkling," from spring (v.) on the notion of the water "bursting forth" from the ground.

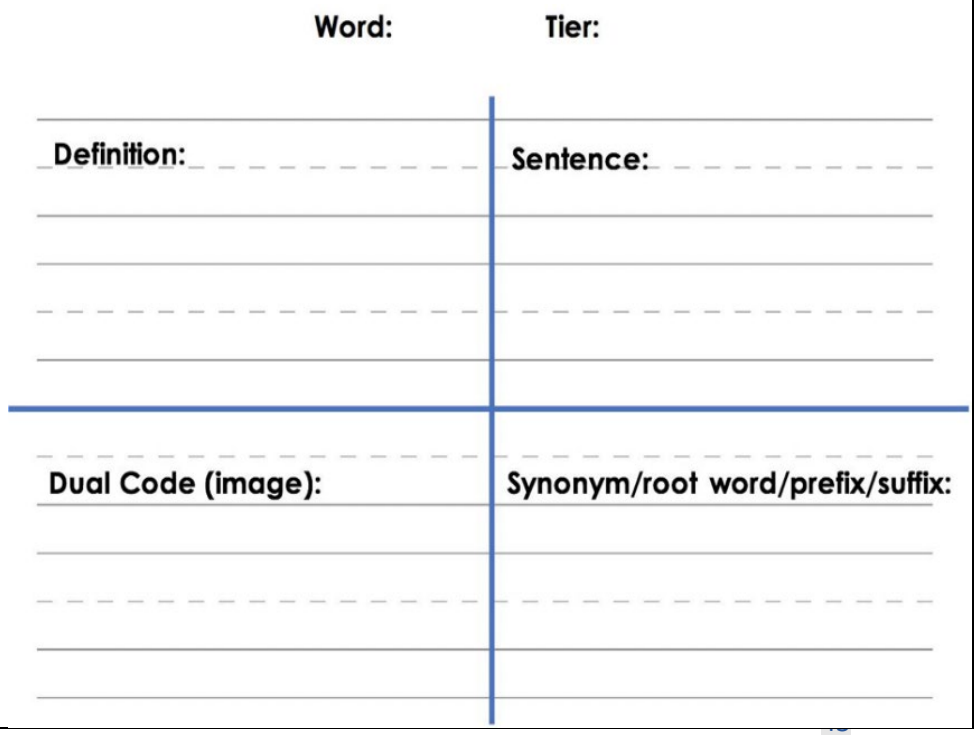
Add the following words to your vocabulary suitcase:

- mouth
- spring

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.

Ensure you set up each word in your vocabulary suitcase as follows.



SOTD – Focus: Qualitative adjectives

Learning Intention: We are learning to write a sentence using qualitative adjectives.

Success Criteria: I can:

- Write a simple or complex sentence
- Use qualitative adjective/s
- Use correct beginning and end punctuation

Qualitative Adjectives - describe the **qualities** of a noun. These can include adjectives of opinion, size, shape, condition, age, colour, pattern, origin, material or purpose.

Examples of Qualitative Adjectives

Boring, Interesting, scary, funny, dark, fair, silky, long, neutral, red, green, black, purple, yellow, damp, feathery, rough, foul, hairy, furry, clean, dirty, sweet, sugary, sour, groan, thud, roar, tall, short, thin, fat, bulky, plump, round, glassy, sad, devastated, pathetic, amazing

Modelled:
The empathetic girl sat beside her friend to comfort her.

In this example, 'empathetic' is the qualitative adjectives as it describes and displays an opinion about the girl.

Your turn: Complete this sentence using a qualitative adjective. Circle or highlight your qualitative adjective.

The mouth of a river is where.....

Writing

This week, you are writing one complete informative text. You only need to do this once. If you have already finished your whole text, you do not need to do another one.
You will be expected to write a complete informative text including all the components below:

- An introduction with 3 big facts and a thesis statement.
- Body paragraphs that are cohesive and have links to one another and the topic.
- A conclusion
- An image and caption.

Refer to the stimulus that was provided in Monday's writing activity.

We can't wait to see what amazing and informative texts you produce!

Guided Reading

Read the text 'Deltas' and add any information to the knowledge organiser from morning routine.

☺ ***HINT:*** *Deltas are landforms found in the lower course of the river.*

Deltas

Deltas form as rivers empty their water and sediment into another body of water, such as an ocean, lake, or another river.

Deltas are wetlands that form as rivers empty their water and sediment into another body of water. The Nile delta, created as it empties into the Mediterranean Sea, has a classic delta formation. The upper delta, influenced by the Nile's flow, is the most inland portion of the landform. The wide, low-lying lower delta is more influenced by the waves and tides of the Mediterranean.

Deltas are wetlands that form as rivers empty their water and sediment into another body of water, such as an ocean, lake, or another river. Although very uncommon, deltas can also empty into land.
A river moves more slowly as it nears its mouth, or end. This causes sediment, solid material carried downstream by currents, to fall to the river bottom.

The Nile Delta in Egypt

The slowing velocity of the river and the build-up of sediment allows the river to break from its single channel as it nears its mouth. Under the right conditions, a river forms a deltaic lobe. A mature deltaic lobe includes a distributary network—a series of smaller, shallower channels, called distributaries, that branch off from the mainstream of the river.

In a deltaic lobe, heavier, coarser material settles first. Smaller, finer sediment is carried farther downstream. The finest material is deposited beyond the river's mouth. This material is called alluvium or silt. Silt is rich in nutrients that help microbes and plants—the producers in the food web—grow.

As silt builds up, new land is formed. This is the delta. A delta extends a river's mouth into the body of water into which it is emptying.

A delta is sometimes divided into two parts: subaqueous and subaerial. The subaqueous part of a delta is underwater. This is the most steeply sloping part of the delta, and contains the finest silt. The newest part of the subaqueous delta, furthest from the mouth of the river, is called the prodelta.

The subaerial part of a delta is above water. The subaerial region most influenced by waves and tides is called the lower delta. The region most influenced by the river's flow is called the upper delta.

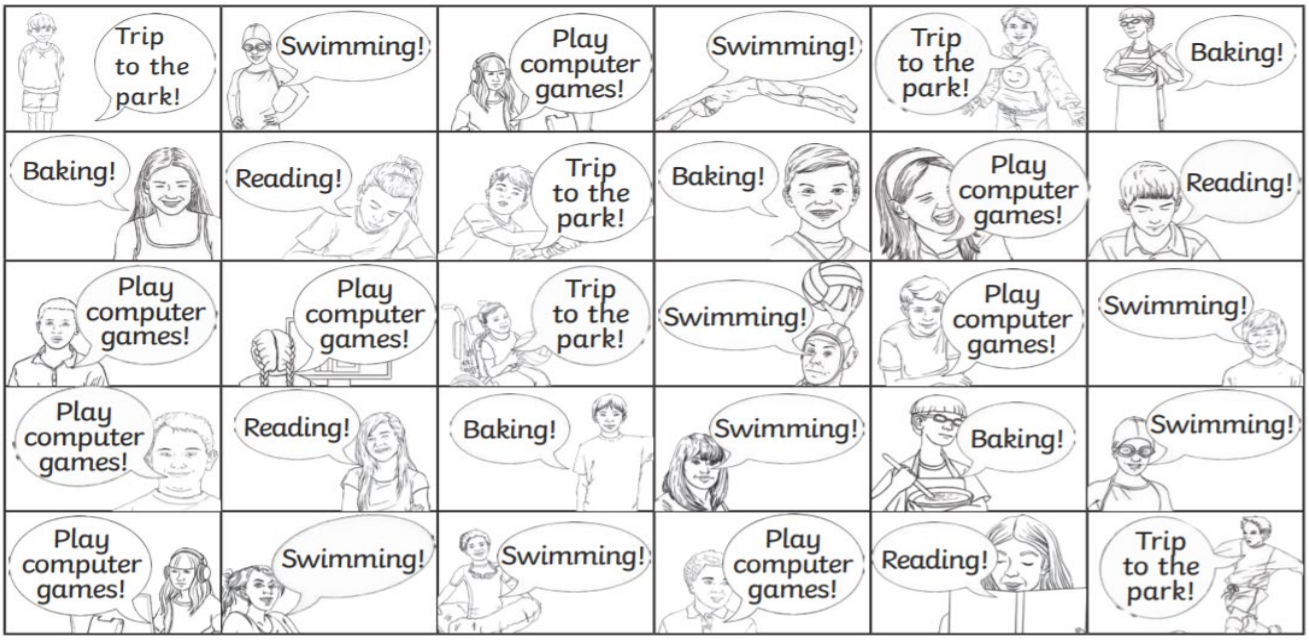
This nutrient-rich wetland of the upper and lower delta can be an extension of the riverbank, or a series of narrow islands between the river's distributary network.

Maths (Middle Session) -

Activity- Collecting and Presenting Data

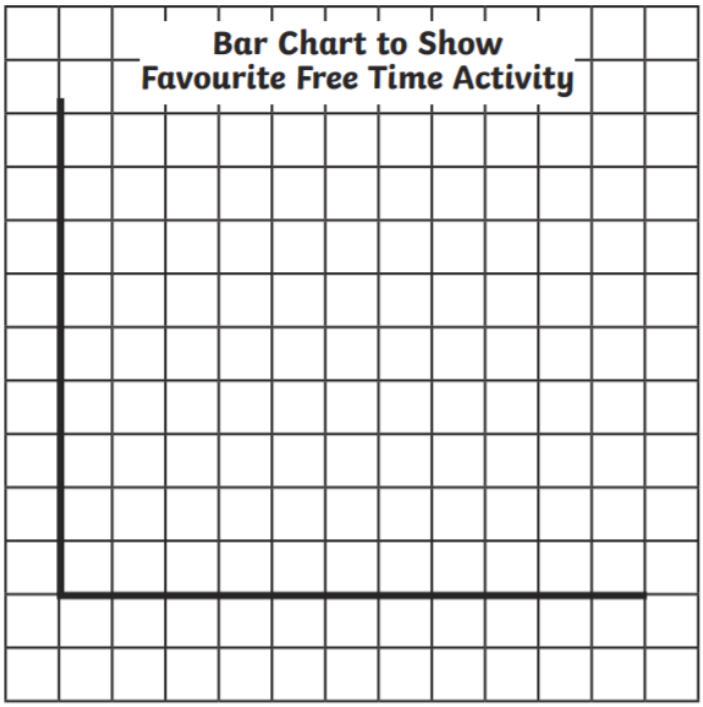
Follow the link to YouTube, then complete the activity below.
www.youtube.com/watch?v=J2DKgCf353k

30 children were asked to choose what their favourite activity for a free afternoon at home would be. Here are their answers.



1. Fill in the tally chart and then calculate the total of each response.
2. Draw a bar chart to present your data.

Activity	Tally	Total
Swimming		
Trip to the park		
Play computer games		
Baking		
Reading		



OPTIONAL **- Problem-Solving (Extension Activity)**

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	In this diagram, there are 10 counters. They look like a fish swimming to the left. What is the smallest number of counters that you need to move to make the fish swim to the right? 

CAPA (Afternoon Session)

Follow these dance moves!

UNDERPASS

INSTRUCTIONS

- One leg forward, bent legs.
- Imitate passing the ball from one hand to the other under the leg.
- Speed: slow pass, slow pass, quick, quick, quick.
- Lean backwards with open arms and lift your front heel. Complete two sets.

Tip: Bent legs the whole time makes this look cool.

CHAMPION CRY

INSTRUCTIONS

- Both feet in Power Stance.
- Punch up right arm, pull down, up, down.

Tip: Bend your legs as you pull down both times.

ZIPLOCK

INSTRUCTIONS

- Both feet in Power Stance.
- Right fist to left shoulder, elbow high.
- Pull 'zip' fist to right shoulder, keeping elbow high as feet jump to Kissing Feet.
- Return fist lock to right shoulder and feet to Power Stance.

Tip: Chant 'zip ... lock' to give it energy.

WEIGHT TRANSFER

INSTRUCTIONS

- One leg forward on diagonal.
- Deep lean body weight onto front leg and lower wide arms either side.
- Deep lean your body weight onto the back leg and raise both arms wide.

Tip: In both leans, one leg is straight and one is bent.

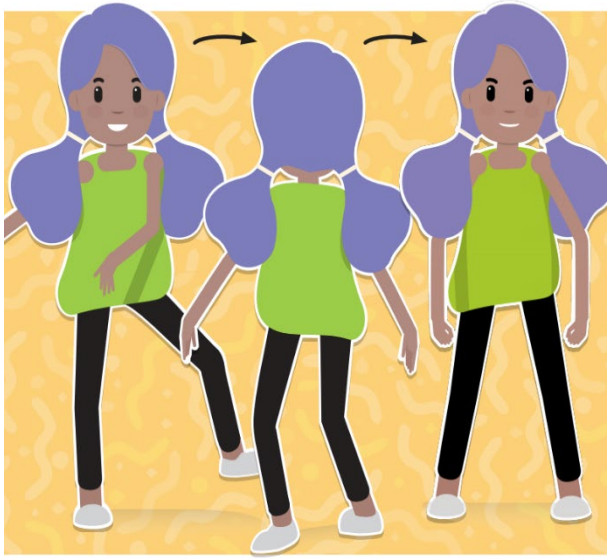
FIGHTING FIT

INSTRUCTIONS

- One leg forward on diagonal.
- Punch left arm long.
- Punch right arm long.
- Punch left arm long.

Tip: Match the moves with the chant 'figh...ting...fit'.

3 POINT TURN



INSTRUCTIONS

- Feet in Kissing Feet.
- Step out to right foot in Power Stance.
- Keep travelling in same direction and face the back, using left foot in Power Stance.
- Do one more travel in same direction to step onto right foot in Power Stance.

Tip: It's a complete circle, travelling to the right.

SHOOT THE HOOP

INSTRUCTIONS

- Feet in Kissing Feet.
- Hold the arms as though holding a basketball and aiming for the hoop.
- Jump up high, keeping the feet as close as possible.
- Aim and shoot the ball at the hoop.

Tip: Imagine a jelly bean between the feet when jumping – don't drop it!

OH YEAH!

INSTRUCTIONS

- Feet in Kissing Feet.
- Blow the arms and knees out wide to the side.
- Bring knees together and cross arms.

Tip: Chant 'Oh yeah' really loudly to emphasise – it's fun!

KISSING FEET

INSTRUCTIONS

- Feet tight together, arms at side.

Thursday 9th September 2021

Literacy (Morning Session)

Morning Routine - Read the following text on Lower Course Rivers and synthesise important information into your student knowledge organiser (see table from Monday).

Lower Course Rivers

In the lower course, the river has a high volume and a large discharge. The river channel is now deep and wide and the landscape around it is flat. However, as a river reaches the end of its journey, energy levels are low, and deposition takes place.

Floodplains

The river now has a wide floodplain. A floodplain is the area around a river that is covered in times of flood. A floodplain is a very fertile area due to the rich **alluvium** deposited by floodwaters. This makes floodplains a good place for agriculture. A build up of alluvium on the banks of a river can create **levees**, which raise the riverbank.

Deltas

Deltas are found at the mouth of large rivers - for example, the Mississippi. A delta is formed when the river deposits its material faster than the sea can remove it. There are three main types of delta, named after the shape they create.

- **Arcuate or fan-shaped** - the land around the river mouth arches out into the sea and the river splits many times on the way to the sea, creating a fan effect.

The Niger Delta

- **Cuspate** - the land around the mouth of the river juts out arrow-like into the sea.

The Ebro Delta

- **Bird's foot** - the river splits on the way to the sea, each part of the river juts out into the sea, rather like a bird's foot.

The Mississippi Delta

Vocabulary

Your task: Organise the given words into your vocabulary suitcase for each word today.
Use this information to help you understand today's words better.

meander

meander	-s
	-ed
	-ing

meander (singular)

meander + s = **meanders** (plural)

meander + ing = **meandering** (to meander - verb)

Word Origin

- Late 16th century (as a noun): from Latin *maeander*, from Greek *Maiandros*, the name of a river in Turkey.

Word Family

- Meander, meandered, meandering and meanders

estuary

est	u	-ary
	u	-aries

est + u + ary = **estuary** (singular)

est + u + aries = **estuaries** (plural)

Word Origin

- *Estuary*, pronounced "ES-choo-air-ee," comes from the Latin word *aestuarium*, meaning "a tidal marsh or opening."

Morphographs

- Est – be
- Ary – person or thing belonging to; of or relating to.

Word Family

- Estuaries

Add the following words to your vocabulary suitcase:

- meander
- estuary

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.

Ensure you set up each word in your vocabulary suitcase as follows.

Word: **Tier:**

Definition: **Sentence:**

Dual Code (image): **Synonym/root word/prefix/suffix:**

SOTD – Focus: Qualitative adjectives

Learning Intention: We are learning to write a sentence using qualitative adjectives.

Success Criteria: I can:

- Write a simple or complex sentence
- Use qualitative adjective/s
- Use correct beginning and end punctuation

Qualitative Adjectives - describe the **qualities** of a noun. These can include adjectives of opinion, size, shape, condition, age, colour, pattern, origin, material or purpose.

Examples of Qualitative Adjectives

Boring, Interesting, scary, funny, dark, fair, silky, long, neutral, red, green, black, purple, yellow, damp, feathery, rough, foul, hairy, furry, clean, dirty, sweet, sugary, sour, groan, thud, roar, tall, short, thin, fat, bulky, plump, round, glassy, sad, devastated, pathetic, amazing

Modelled:
A tributary is a stream or river that flows into a larger river or lake.

In this example, 'larger' is qualitative adjectives as it describes the size of the river a tributary feeds into.

Try writing your own sentence using a qualitative adjective. It can be about rivers, volcanoes, mountains or anything you choose. Circle or highlight your qualitative adjective.

Your turn:

Guided Reading

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

Writing

This week, you are writing one complete informative text. You only need to do this once. If you have already finished your whole text, you do not need to do another one.
You will be expected to write a complete informative text including all the components below:

- An introduction with 3 big facts and a thesis statement.
- Body paragraphs that are cohesive and have links to one another and the topic.
- A conclusion
- An image and caption.

Refer to the stimulus that was provided in Monday's writing activity.

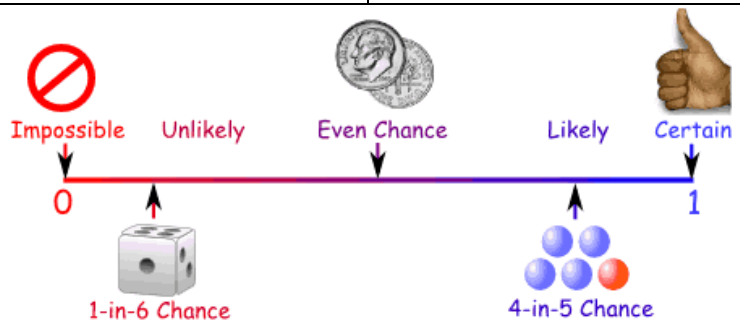
We can't wait to see what amazing and informative texts you produce!

Maths (Middle Session) - Probability Outcomes Using Fractions

Describing Probability

Probability (or Chance) is a way of measuring, like length or area or weight or height. It measures the chance of a particular outcome occurring. Probability can be expressed in fractions, decimals, percentages and words.

Probabilities of events can be described in a range of **0 to 1**.	
The probability of an event occurring can **never be less than 0**.	The probability of an event occurring can **never be more than 1**.
A probability of **0** means that the event is **impossible to occur**.	A probability of **1** means that the event is **certain to occur**.



Probabilities can also be described with fractions.

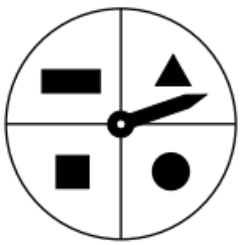
Probabilities can also be described with fractions.
A probability of 1/2 has an even chance of occurring.
A probability of less than less than 1/2 would be unlikely of occurring.
A probability of more than more than 1/2 would be likely to occur.

How to work out the probability using a Fraction

As you now know, probability can de described by a number written as a fraction.

$$\text{Probability} = \frac{\text{the number of favorable outcomes}}{\text{total possible outcomes}}$$

Example: Using the spinner, what is the probability of the pointer stopping on a circle?



Steps to follow:	
List all possible outcomes	 4 outcomes
Identify the outcomes that are circles	 1 circle
Record the probability as a Fraction	$\text{Probability} = \frac{\text{the number of favorable outcomes}}{\text{total possible outcomes}}$
$\text{Probability of circle} = \frac{\text{number of circles}}{\text{total number of shapes}} = \frac{1}{4}$	

Add in arrows when formatting

👀 **Watch this video: https://www.youtube.com/watch?v=uRfjTzctyn8**

Activity 1: Complete the questions below, working out the probability outcome using fractions:

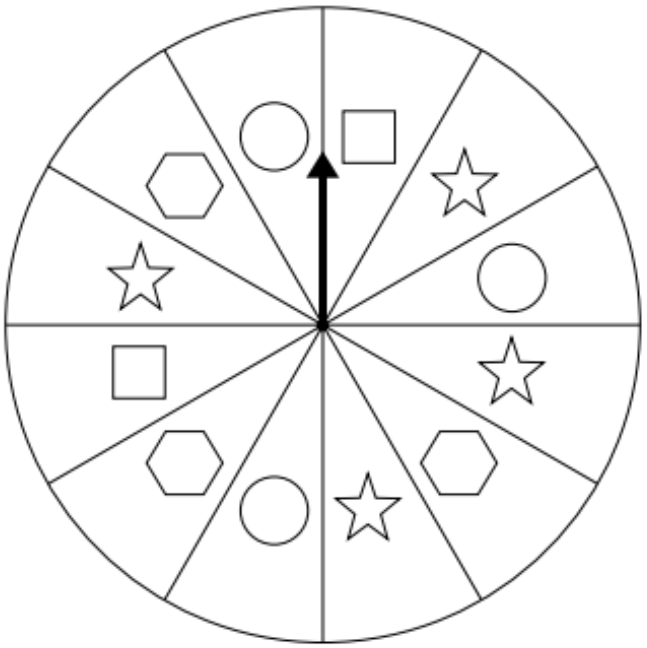
a) What is the chance, as a fraction, of the spinner landing on:

i) a star? _____

ii) a square? _____

iii) a circle? _____

iv) a hexagon? _____



b) What is the chance of the spinner not landing on:

i) a circle? _____

ii) a star? _____

iii) a square? _____

iv) a hexagon? _____

c) Which shape has the highest likelihood of being landed on by the spinner?

_____

d) Which shape has the least likelihood of being landed on by the spinner?

_____

Activity 2: Colour the squares to represent the probability shown. *Hint hint:* Start with the fractions which don't need expand, such as a) and c).

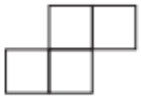
a) $\frac{1}{10}$ chance of purple

b) $\frac{2}{5}$ chance of pink

c) $\frac{3}{10}$ chance of orange

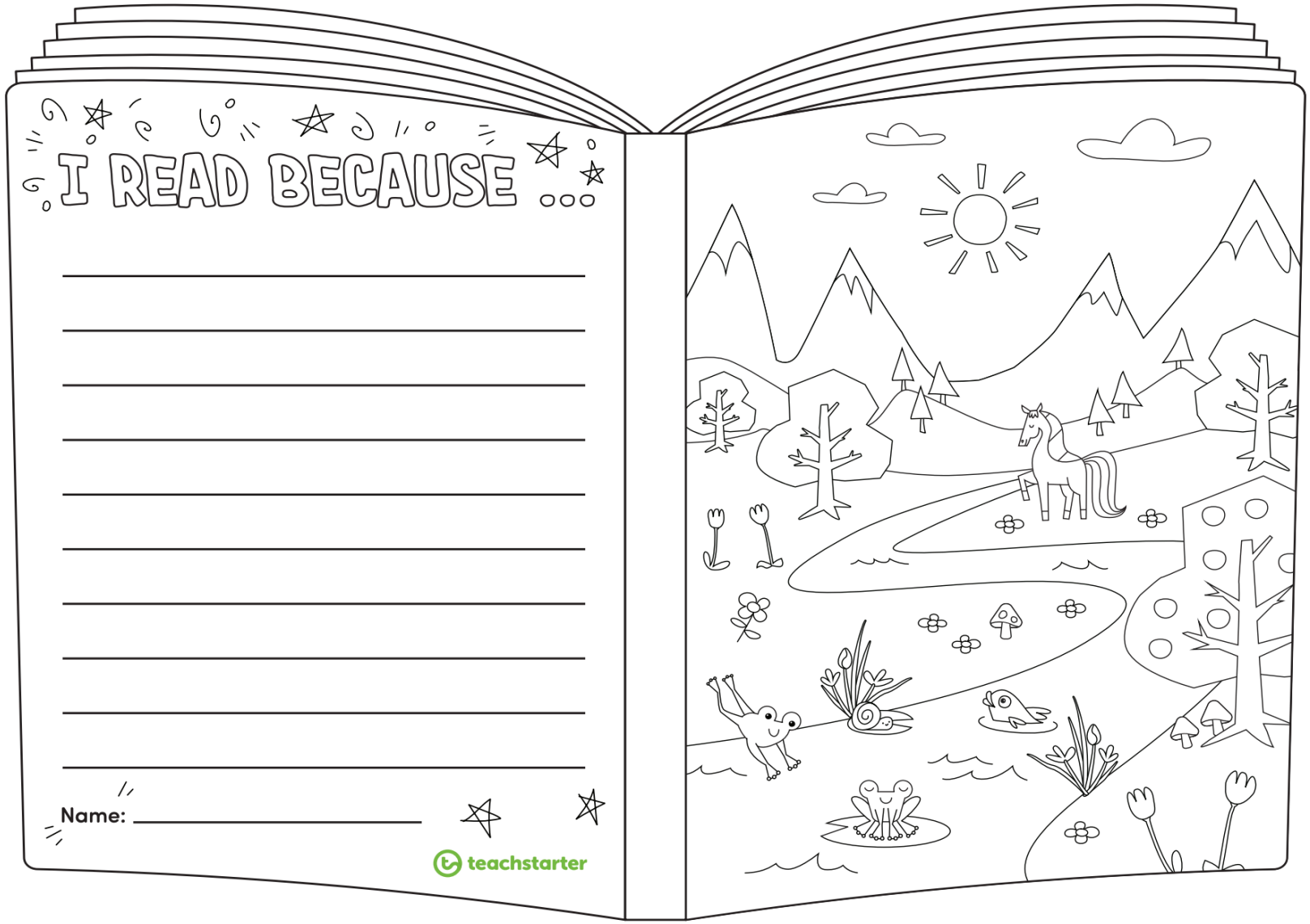
d) $\frac{1}{5}$ chance of green

OPTIONAL **- Problem-Solving (Extension Activity)**

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	How many different shapes can you make by joining together four square tiles edge to edge? Here's one to get you started: 

Library Session (Afternoon) -

Write down reasons why we need to read! Once you have finished, complete the colouring activity.



Friday 10th September 2021

Literacy (Morning Session)

Morning Routine – Complete the challenge grid below or log on to Kahoot with your class to complete the Week 9 Retrieval Quiz. If completing the challenge grid below, please see colour code for number of points.

- Blue – 1 point - Yellow – 2 points - Green – 3 points

What are the sides of a river called?	What are features of upper course rivers?	In what course of a river would you find a youthful river?	Is the formation of meanders due to both deposition and erosion?
Deltas are found at the _____ of large rivers.	What is a river?	Small rivers can be called either a _____ or a _____.	Are floodplains a good place for agriculture due to the rich alluvium deposited by floodwaters?
What is the area called that feeds water into a river?	In what course of the river would you typically find an oxbow lake?	What are features of middle course rivers?	During what course is the river channel narrow and the gradient steep?
What are features of lower course rivers?	What causes the river channel to widen in the middle course?	What is the area around a river that is covered in times of flood called?	In what course of the river would you find a delta?
The landscape around lower course rivers is _____.	Is a delta formed when the river deposits its material faster than the sea can remove it?	Is water flow on the inside of a river bend faster?	A larger river channel means there is less friction, which means water flows _____.

Record your total point score here:

Vocabulary

Complete the vocabulary crossword puzzle on 'Landforms'.

Use the clues to help you find the correct vocabulary word.

These words can be from either of the following topics that we've looked at this term.

- Volcanoes
- Mountains
- Rivers

Across

3. a stream that flows to a larger stream or body of water

5. a material from which lava is formed

8. when a volcano erupts violently

9. a flowing body of fresh water with a current

12. when a volcano steadily flows out lava

Down

1. a mountain formed by erosion

2. chamber where magma is stored underground

4. a river flows between two _____

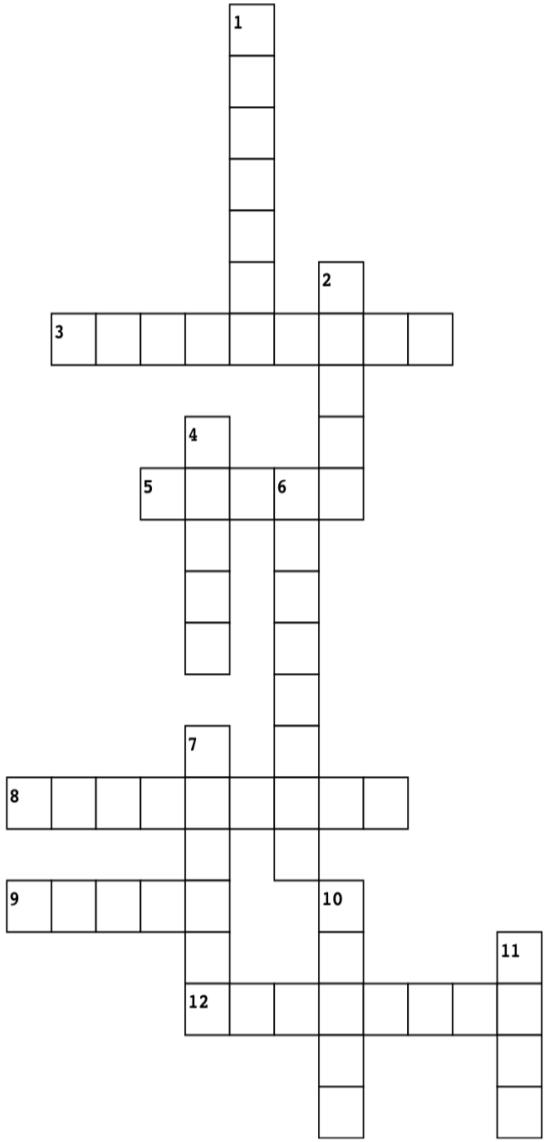
6. an elevated portion of the earth's crust

7. the origin of a river

10. the end of a river

11. an opening from which volcanic material escapes

Landforms



Guided Reading

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

SOTD – Assessment: Qualitative adjective/s

Learning Intention: We are learning to write a sentence using qualitative adjectives.

Success Criteria: I can:

- Write a simple or complex sentence
- Use qualitative adjective/s
- Use correct beginning and end punctuation

Task: Write a simple sentence using qualitative adjective/s.

Good luck!

Writing

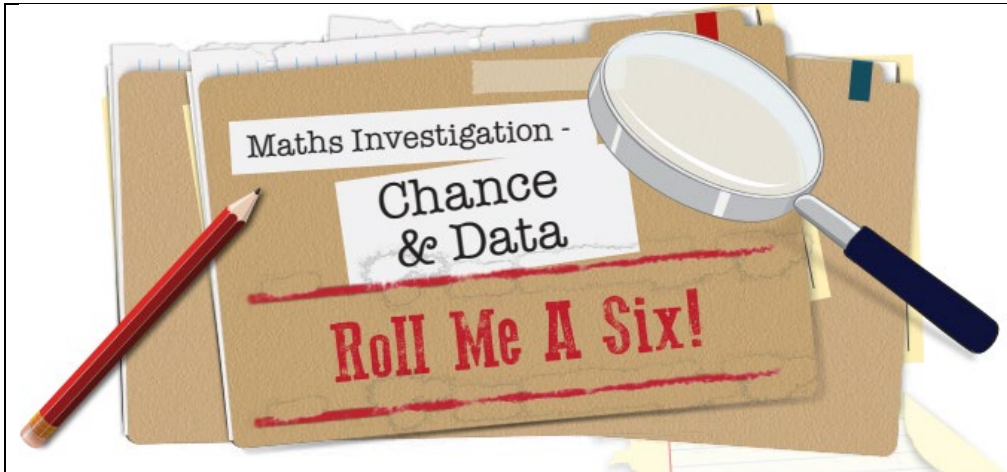
This week, you are writing one complete informative text. You only need to do this once. If you have already finished your whole text, you do not need to do another one.
You will be expected to write a complete informative text including all the components below:

- An introduction with 3 big facts and a thesis statement.
- Body paragraphs that are cohesive and have links to one another and the topic.
- A conclusion
- An image and caption.

Refer to the stimulus that was provided in Monday's writing activity.

We can't wait to see what amazing and informative texts you produce!

Maths (Middle Session) Investigations – Conduct a Chance Experiment



The Scenario

During a recent game of Snakes and Ladders, you noticed your friend whispering to the dice before each roll. You found this rather strange, so you asked your friend about it. Your friend replied, "If you whisper **Roll me a six!** to the dice before rolling it, you have a higher chance of getting a six. Everyone knows that!"

You have been thinking about this statement and wondering whether your friend is right. You have decided to conduct a detailed chance experiment to see whether whispering to the dice before rolling it increases the chance of getting a six.

The Task

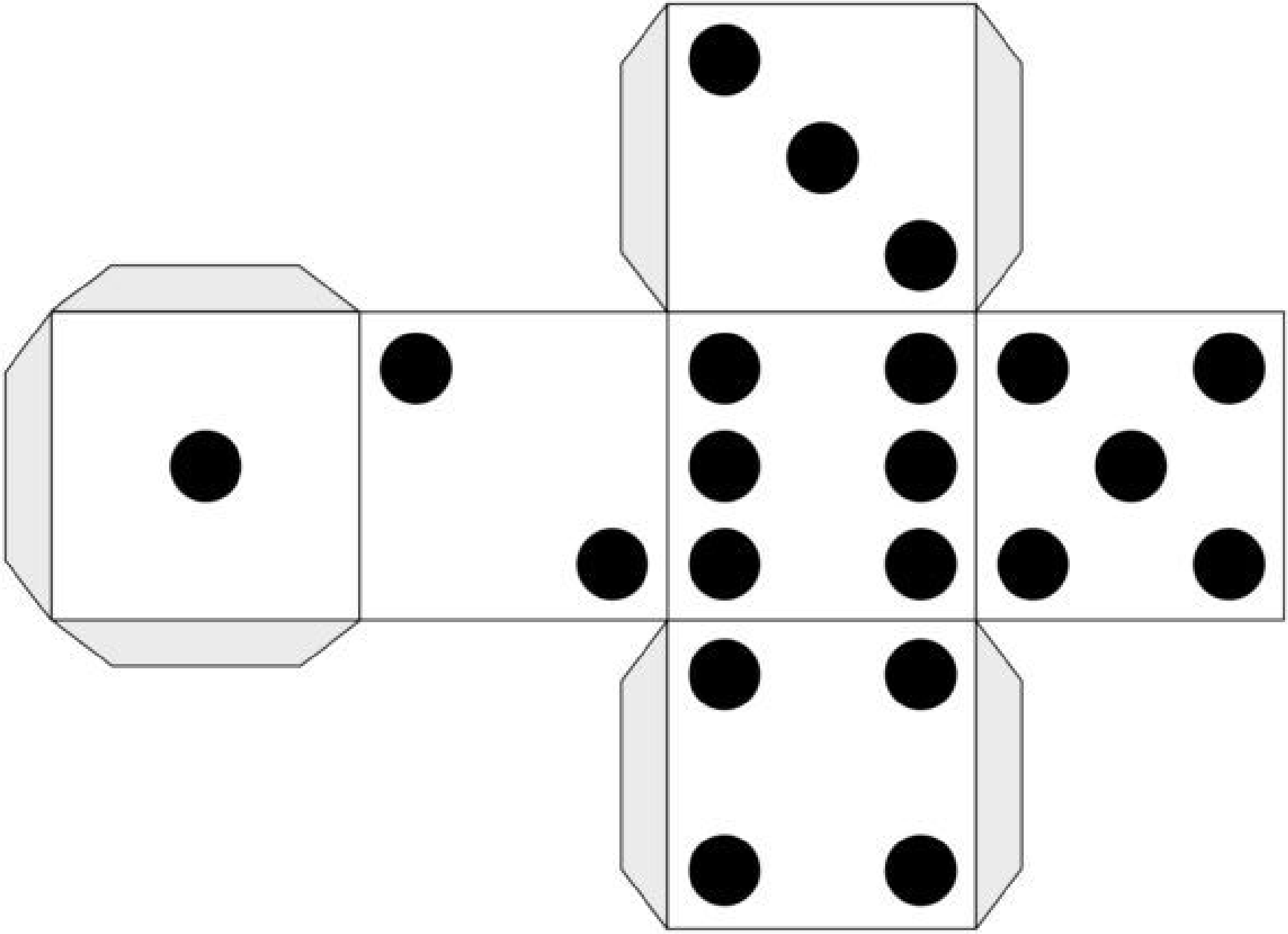
Conduct a chance experiment to test the following statement:

If you whisper **Roll me a six!** to the dice before rolling it, you have a higher chance of getting a six.

If you don't have a dice, here is one below. Please cut it out and stick together.

The Procedure:

1. Predict what you think will happen during the experiment and record your idea.
2. Conduct the experiment. Roll a dice 10 times, whispering **Roll me a six!** Record what happens each time in the tally chart. Then roll the dice 10 more times, without whispering. Record what happens in the tables.
3. Record the frequency of each roll in the Tally Chart.
4. Work out the frequency that each number was rolled as a fraction.
5. Use the results from the Tally Chart to create a Side-By-Side Column Graph displaying results.
6. Review your prediction against the results and complete the reflection question.



Making Predictions

1. Do you think, if you whisper ***'Roll me a six!'*** to the dice before rolling it, you have a higher chance of getting a six? Give reasons for your answer.

2. Out of 10 rolls, how many sixes do you think you might roll during the first part of the experiment (Whispering to the Dice)? Give reasons for your answer.

3. Out of 10 rolls, how many sixes do you think you might roll during the second part of the experiment (Rolling to the Dice Normally)? Give reasons for your answer.

Conducting the Experiment

Now roll the dice, whispering 'Roll me a six!' before each roll, 10 times. Record the outcomes (the number you rolled) in the table (Part 1).

Once you have rolled the dice 10 times, roll another 10 times without saying anything to the dice. Record the outcomes in the table (Part 2).

Part 1: Whispering to the Dice	
Roll	**Outcome**
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Part 2: Rolling the Dice Normally	
Roll	**Outcome**
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

<u>Recording the Results</u>

Tally Chart

Using the information above, record the information in the tally charts below.

Whispering to the Dice	***Rolling the Dice Normally***

Dice Number	Tally
1	
2	
3	
4	
5	
6	

Dice Number	Tally
1	
2	
3	
4	
5	
6	

Frequency of each roll as a Fraction

In the table below, record the frequency that each number was rolled as a fraction. Your denominator will be 10, as this is the total number of times you rolled the dice. Can you simplify the fraction?

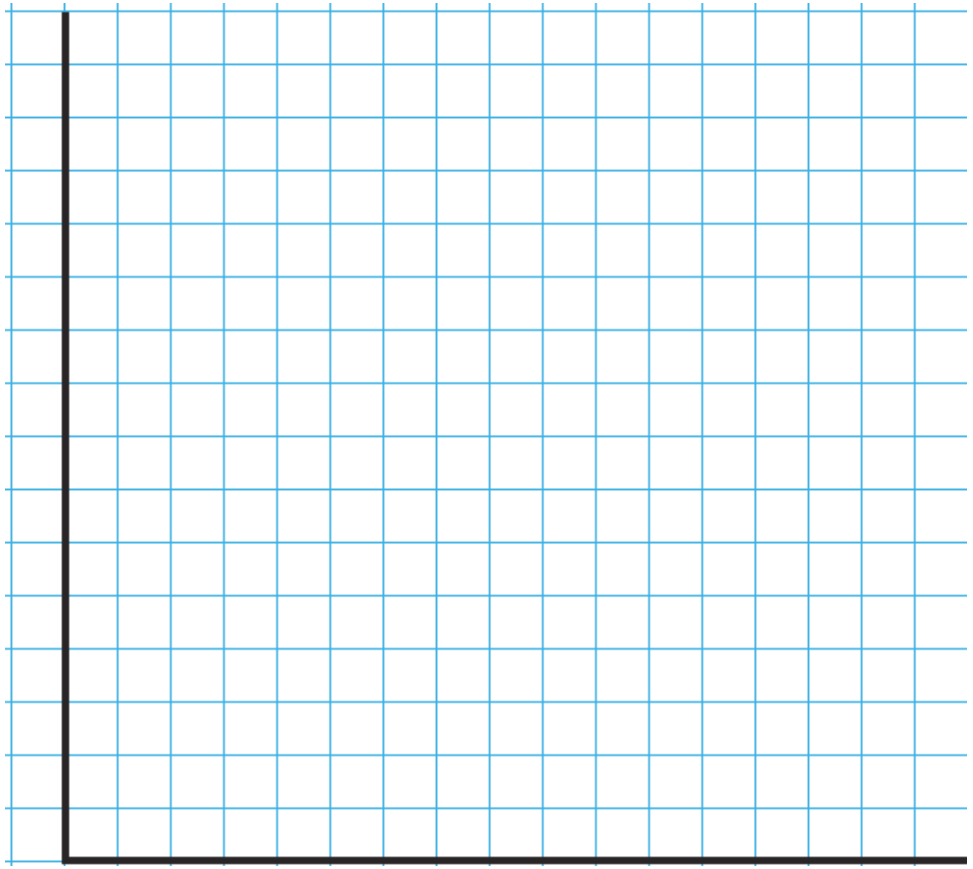
Fraction	**1**	**2**	**3**	**4**	**5**	**6**
Part 1 – Whispering to the Dice						
Part 2 – Rolling the Dice Normally						

Side-By-Side Column Graph

Using the information above, complete this side-by-side column graph to show the frequency that each number was rolled during each part of the experiment.

Don't forget to include:

-an appropriate title
-labels for the x and y axis
-a key (whispering to the dice could be blue, rolling the dice normally could be red)



Reflection

1. Were the results of the experiment what you expected? Give reasons to explain your answer.

2. What would you say to your friend about whispering to the dice before each roll, now that you have conducted this investigation?

3. Circle the statement that best suits how you feel about conducting chance experiments.

   a) I feel very confident conducting chance experiments.

   b) My understanding of chance experiments is improving.

   c) I still need some help when conducting chance experimen

d) **Afternoon Session -**

Worlds Tallest Mountains

B	E	C	H	O	O	Y	U	M	O	M	H	K	A
T	S	E	R	E	V	E	E	A	N	A	D	U	A
N	N	L	R	A	U	B	O	N	A	S	T	R	P
E	T	I	E	U	M	A	M	A	N	H	P	A	E
T	A	U	L	M	E	R	U	S	D	E	A	K	R
S	P	B	O	R	S	U	Z	L	A	R	K	A	O
U	U	E	E	E	T	T	T	U	D	B	A	P	V
A	R	A	Z	L	O	A	A	A	E	R	E	O	I
N	B	D	D	L	H	B	G	O	V	U	P	S	R
I	H	N	O	A	L	R	R	L	I	M	D	H	T
W	A	N	R	U	P	A	N	N	A	L	A	I	S
D	R	M	A	K	A	L	U	C	H	O	O	Y	U
O	G	A	S	H	E	R	B	R	U	M	R	U	T
G	O	T	E	M	A	K	U	A	U	N	B	I	R

BROAD PEAK
NANDA DEVI
ANNAPURNA
LHOTSE
MASHERBRUM
EVEREST
MUZTAG
CHO OYU
GODWIN AUSTEN
MAKALU
RAKAPOSHI
CHO OYU
MANASLU
TRIVOR
GASHERBRUM
KAMET
BATURA

Play this puzzle online at : https://thewordsearch.com/puzzle/62/

Year 5 Specialist Learning from Home Grid Week 9

Phonics

Monday - Friday

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

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
ocean					
gone					
whose					
blood					
flood					
buy					

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

1._____

2. _____

3._____

4. _____

5_____

6. _____

Tuesday

Choose the correct vowel to complete the word. Copy the sentence on the lines below. Read the sentence.

a	e	i	o	u

1. Matt did not compl__te the maths exam and did not get a good gr__de.

_____

_____

2. Did Steve have a r__de in Dad's ute?

_____

_____

3. I put a cold ice c__be in my cup of Coke.

_____

_____

4. Pete can use a r__pe to make a swing.

_____

_____

Check your sentence ☐ **I use capital letters** ☐ **I used full stops or question marks** ☐

- 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👏

es/cape	dis/like	pan/cake	ex/hale
con/fide	rep/tile	com/bine	de/scribe

Year 5 Specialist Learning from Home Grid Week 9

Wednesday

Wordsearch

Find and circle the words in the wordsearch below. Words can go across or down. Read each word, then cross it out when you find it.

s	o	a	p	w	e	g	r	o	w
l	a	f	u	m	e	n	r	u	j
a	q	o	t	e	r	e	r	u	u
t	i	a	w	l	e	o	o	e	m
e	s	f	t	t	e	f	a	a	p
s	h	i	n	e	t	m	d	x	i
q	o	r	t	d	h	o	a	z	n
j	w	l	w	t	y	p	p	c	g
c	r	o	p	s	h	e	m	r	t
h	e	f	h	i	n	t	e	d	k

fume	soap	jumping
shine	grow	melted
mope	road	crops
late	show	hinted

- From the word search list, read and write all the words that have a vowel sound in the middle.

Thursday

- Use these words to write 4 simple sentences.

1. _____

   _____
2. _____

   _____
3. _____

   _____
4. _____

   _____

Reading

Set A

240 words

1. Five big cranes lift the stones into place. Pete uses the stones to make a wall. What a size – his home will be huge!

2. Jen's dog is black and white. He has a cute face and he likes to hide bones. But he has run off. Jen mopes. Is her nice pet lost?

3. The strong gale makes the kite rise up from the sand dune. We chase it and the pace is fast. We do not see the wave till it is too late. SPLASH!

4. Let's make a lime cake. Mix an egg with some milk and shake. Add ripe limes and place it on a plate in the stove. Bake it, then taste a slice.

Set B

1. A slug slides up a grapevine. It likes to munch on the vine. "That is a mistake. That vine is mine!" says Trish. She lifts the slug off the vine. Oh no, her hand is full of slime!

2. We lit a fuse to make these crates explode. BANG! The plume of smoke from the blaze smelt bad. The crates became ash. Next we had to hide the huge mess.

3. Mike the athlete woke at nine. It was time for his backstroke race – he was late! He ran to the race zone and dived in. He swam so fast he won. What a fluke!

4. A huge whale is stuck. Can Steve save it? He must take a spade and a hose to wet the whale. But he cannot do it alone. If Bill and Meg help, then when the tide arrives the whale will escape.

Monday – Friday

- Read the paragraphs in 'Set A and Set B' 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 'Set A and Set B' every day.

Monday	Tuesday	Wednesday	Thursday	Friday

Thursday

- Circle the following camera words in the paragraphs:
  like, and, then, his, out, on, the, make, off.
- In the 'Set A and Set B' - Underline the words that have a vowel in the middle. The vowels are **a, e, I, o, u.**
  For example- pl<u>a</u>te.
- Choose six words you underlined from the paragraphs.
  Write a simple sentence using each word.

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

Progress Monitoring Passage 5

Greg had knocked over Mum's favourite lamp. He had not meant to damage it but he had been careless. Perhaps riding a skateboard inside the house was not such a good idea after all. The lamp lay on the floor under the table.

It would not have mattered if it had been any old lamp but Mum loved this one. Dad had given it to her. He had found it in an old junk shop covered in old paint and dust. Dad had known that Mum would love it when he had cleaned it up. He had spent hours working on it in his shed behind the garage.

The other problem was that Kate had seen him knock over the lamp. There was no way that he could blame the dog now that Kate knew. She would tell on him for sure because Kate was a dibber dobber. She was always dobbing him in and getting him into trouble. What could he do?

Greg crawled under the table and breathed a sigh of relief. The light bulb was broken but the lamp itself had come to no harm. What luck! Now that dibber dobber Kate could say what she liked.

199 words

Monday and Friday

- Read the 'Progress Monitoring Passage 5' 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?

Year 5 Specialist Pack

Monday

This week you will complete a piece of writing. Activities each day will help you build on your writing.

Today you will need to select and plan your writing.

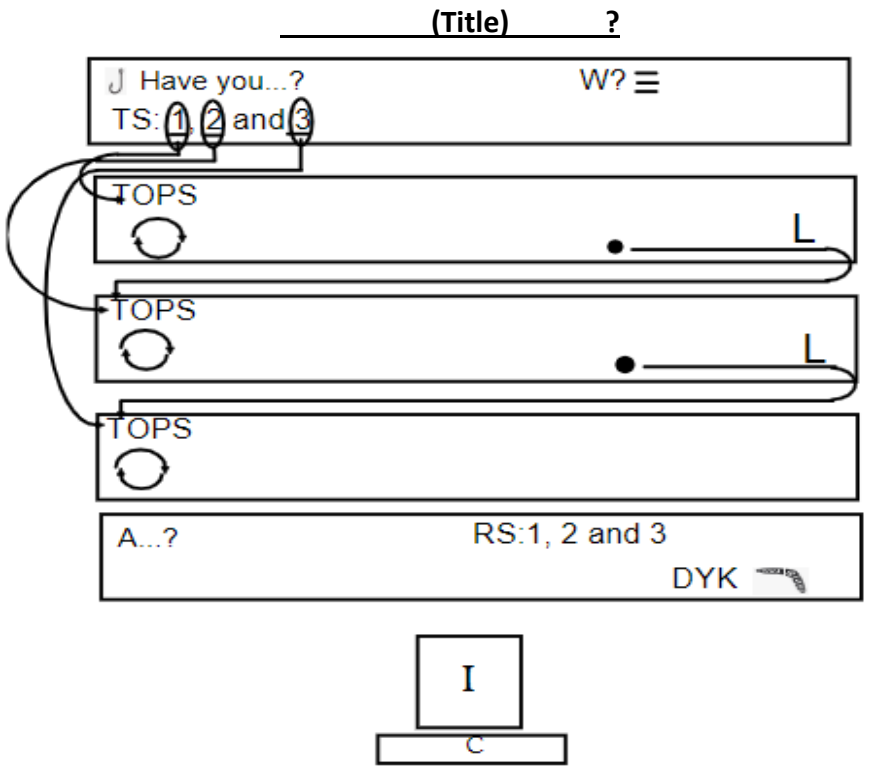
1. Select to write about volcanoes or mountains.
2. Copy the block planner below and fill it in with key words of your selected topic.

Volcanoes

lava	magma	eruption	composite	oval	sided
cinder cone	shape	violently	small	sharp	thick

Mountains

tall	Earth's mantle	high	Dome Mountain	Earth's crust
rocks	molten rock	cracks	slopping	rocky



Read the paragraph about rivers and answer the questions below.

Rivers only hold a small amount of the Earth's water, but they have always been vital to human life, carrying freshwater to people and animals all over the world. They are super-powerful forces of nature, carving out deep valleys and gorges and shaping the land, as they flow to the ocean!

Rivers can be all kinds of colours – not just blue, clear or muddy brown as you might expect! In 'blackwater rivers', found in swamps and wetlands, the water looks like strong black tea. In Colombia, the aquatic plants known as the ''river of five colours" make the waters flow with bright blue, red, black, yellow and green!

1. How much water do rivers hold?

   _____

2. Why are rivers vital for humans and animals?

   _____

3. What super power forces of nature do rivers have?

   _____

   _____

4. What colours can rivers be?

   _____

Tuesday

Complete your title and opening paragraph. Remember to:

- Include a 'How' or 'Why' sentence
- Include the name of the landform.
- Include three facts of the landform.
- Include the hook 'Have you ever wondered how they are formed?
- Include a thesis statement.

How are Formed?

Have you ever wondered how _____

_____

_____

_____

_____

_____

_____

Math Mentals.

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

15 + 20 =	2 × 5 =	20 - 7 =	15 + 5 =
53 + 40 =	3 × 6 =	35 - 20 =	18 + 2 =
70 + 30 =	7 x 4 =	55 – 5 =	16 + 4 =
32 + 50 =	7 x 2 =	35 – 4 =	17 + 3 =
63 + 10 =	4 x 2 =	25 – 4 =	19 + 1 =
84 + 30 =	4 x 5 =	57 – 2 =	7 + 3 =
32 + 20 =	6 x 4 =	45 – 5 =	27 + 3 =
44 + 30 =	7 x 3 =	44 - 1 =	26 + 4 =
55 + 70 =	7 x 5 =	27 – 3 =	25 + 5 =
Time:	**Time:**	**Time:**	**Time:**

Wednesday

Write your first and second body paragraph. Remember to:

- Include a topic sentence
- Explain and elaborate on the cause and effect
- Provide a link to the next explanation

First Body Paragraph

_____

_____

_____

_____

_____

Second Body Paragraph

_____

_____

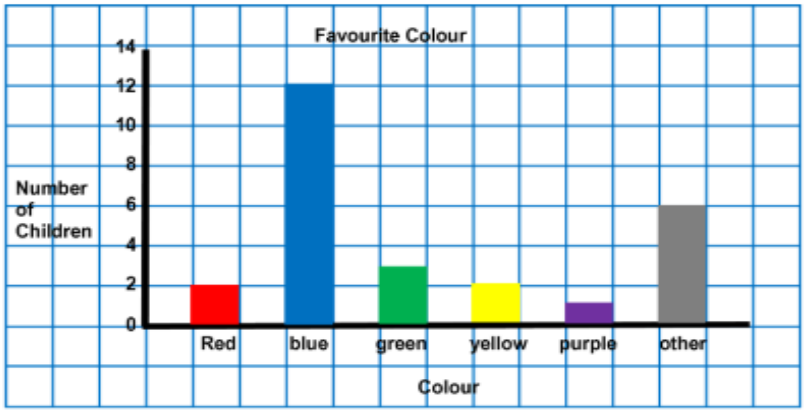
_____

_____

_____

Using the following graph, answer the questions below.

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



1. **How many children chose red as their favourite colour? _____.**
2. **Which two colours are favourites of 2 children? _____.**
3. **Which colour was the most popular? _____.**
4. **Which colour was the least popular? _____.**
5. **How many children had a different favourite colour? _____.**

Thursday

1. **Complete your last body paragraph. Remember to:**

   - Include a topic sentence
   - Explain and elaborate on the cause and effect

Last Body Paragraph

_____

_____

_____

_____

2. **Complete your concluding paragraph. Remember to:**

- Link the conclusion to the introduction.
- End the conclusion with a 'did you know….?' question

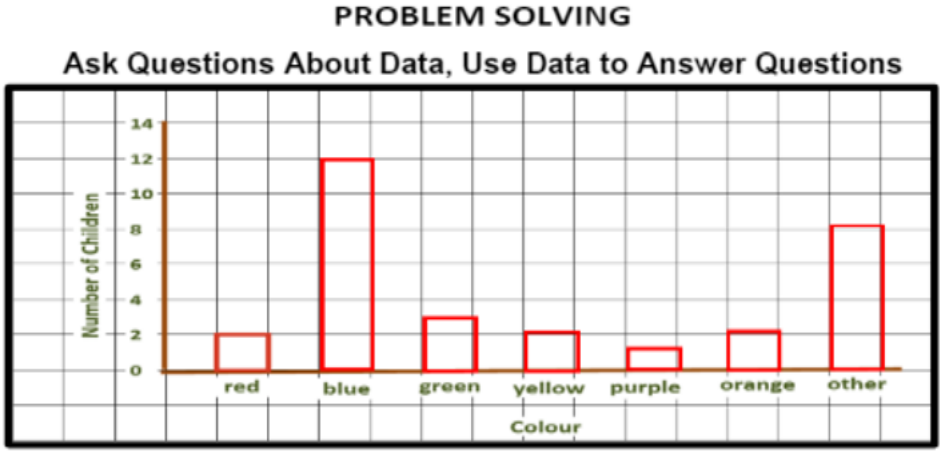
_____

_____

_____

_____

Complete the problem solving questions using the graph.



1. **Which satement is true abouth the data.**
   a. **Red is more popular than green.**
   b. **The same number of children like red, yellow and orange best.**

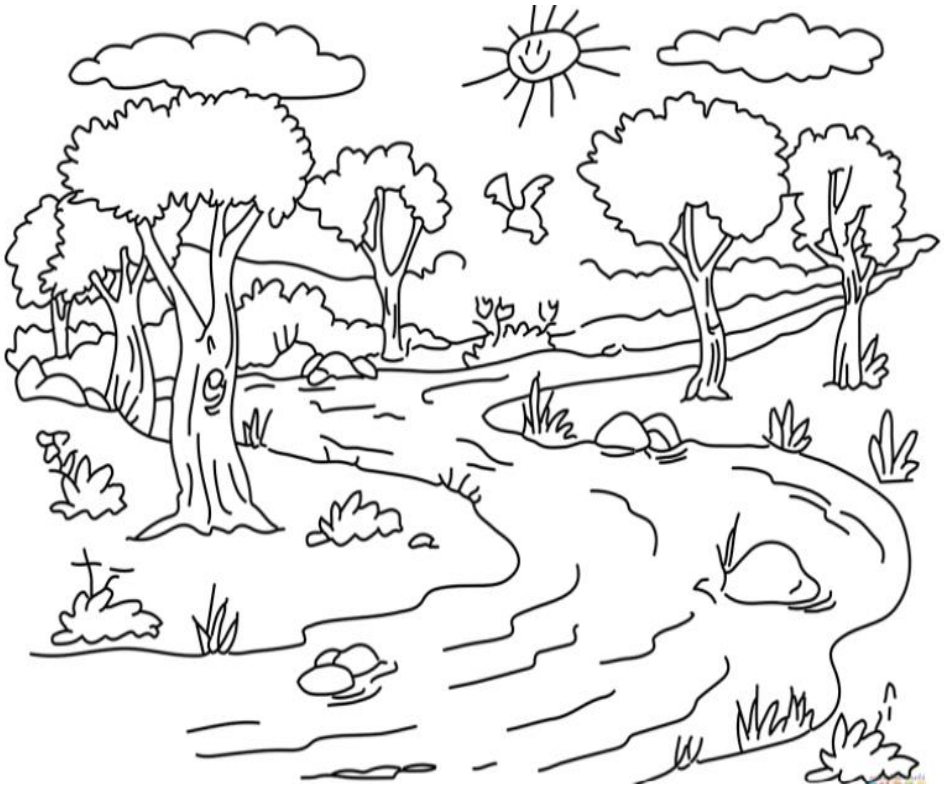
2. **Which statement is not true about this data?**
   a. **Green is more popular than red.**
   b. **The same number of children like red, yellow and purple best.**

3. **What colour am I? Write your answer in the box.**
   - **I am more popular than red.**
   - **I am not the most popular colour.**
   - **An odd number of children like me best.**

Friday

Revise and edit your writing. Check your punctuation, grammar and spelling. And draw an image of the land form in the box below:

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



- Colour the sun in yellow.
- Colour two of the trees in green.
- Circle the bird.
- Draw an animal drinking from the river.
- Circle the clouds.
- Colour the rocks in the river brown or grey.
- Draw an X on biggest tree.
- Colour the river in a light blue and green colours.

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

Indigenous Literacy Day 2021

Source: naidoc.org.au

SCAN ME

YouTube

CLICK OR SCAN THIS LINK

to view the virtual excursion.

https://youtu.be/qEuzcIQd7vY

CLICK OR SCAN THIS LINK

for some fun activities.

SCAN ME

Activity Link

https:www.sydneyoperahouse.com/schools/whatson-schools/digitalclassroomexperiences/2021/indigenous-literacy-day.html