





Year 6 Learning from Home – Term 3 Week 9

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Literacy</u> Morning Routine Read the text 'Hiroshima and Nagasaki'. Complete some of the questions on the Japan Challenge Grid.</p> <p>Sentence of the Day Read the subject + predicate explanation to create your own simple sentences.</p> <p>Reading <u>Pre Reading</u> - Before reading, activate your background knowledge by completing the KWL worksheet on Japan's involvement in World War II. <u>Reading</u> – Read 'WWII: Hiroshima, Japan'. Determine and highlight the important information from the text and synthesise the reading using the graphic organiser concept map.</p> <p>Writing</p>	<p><u>Literacy</u> Morning Routine Read the text 'Hiroshima and Nagasaki'. Complete some of the questions on the Japan Challenge Grid.</p> <p>Sentence of the Day Read the phrases explanation to fill in the blanks, to create complete simple sentences.</p> <p>Vocabulary Complete the 'Power of Power' vocabulary matching activity.</p> <p>Writing Review the annotated conclusion on Japan in the <i>Writing Exemplar</i>. The parts of a conclusion have been highlighted in different colours.</p> <p>Read another example of a conclusion- <i>France</i>. Underline the restatement of each main idea in a different colour. You</p>	<p><u>Literacy</u> Morning Routine Read the text 'Hiroshima and Nagasaki'. Complete some of the questions on the Japan Challenge Grid.</p> <p>Reading Reread 'WWII: Hiroshima, Japan'. Complete the comprehension questions.</p> <p>Vocabulary Complete the word web for the word's hegemony and attack.</p> <p>Writing Plan your conclusion. Look back at your STEEL (body) paragraphs from last week. What are the 3 main ideas?</p> <p>Wellbeing</p>	<p><u>Literacy</u> Morning Routine Read the text 'Hiroshima and Nagasaki'. Finish the questions on the Japan Challenge Grid.</p> <p>Sentence of the Day Read the adverbial phrases in simple sentences explanation to complete the blanks, to create simple sentences.</p> <p>Reading Read the new article 'World War II – The Atomic Bomb.' Highlight the essential information and answer the comprehension questions.</p> <p>Watch the BTN video 'Hiroshima Anniversary' to help build your schema on the events surrounding the atomic bomb. https://www.abc.net.au/btn/classroom/hiroshima-anniversary/12507256</p>	<p><u>Literacy</u> Morning Routine Complete the Student Knowledge Organiser for Hiroshima and Nagasaki.</p> <p>Sentence of the Day Using what you have learnt this week about simple sentences, complete the SOTD knowledge organiser.</p> <p>Reading Read the article 'Paper Crane – A Symbol of Peace.' Highlight the essential information and answer the comprehension questions.</p> <p>Complete the 'What I Learnt' section of your KWL chart from Monday. Watch the following tutorial on how to make a paper crane and try your hand at origami.</p>

<p>Review 'Writing Block Planner'. Draw the block planner. How fast can you draw it?</p> <p>Read 'Exemplar text- Japan'. A conclusion is the last paragraph of a text. It ties the ideas of a text together. A good conclusion restates the thesis statement, restates the 3 main ideas and links back to the did you know question with another big fact. Draw a box around the conclusion.</p> <p>Wellbeing</p> 	<p>should have 3 different ideas underlined- one for each STEEL (body) paragraph of the text.</p> <p>Wellbeing</p> 		<p>Hip Hop Thursday 10:50am-11:30am https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUXE3ZHFtbWJCQktwYnVhUT09 Meeting ID: 884 8630 9655 Passcode: 506086</p> <p>Wellbeing</p> 	<p>https://www.youtube.com/watch?v=AlWvwYB5Bv0</p> <p>Vocabulary Complete the cloze passage on Japan's involvement in World War II.</p> <p>Writing Write your own conclusion and publish it on Google Classroom. Use your plan from Wednesday to help you. Make sure you've restated the main idea of each of your STEEL (body) paragraphs.</p>
<p><u>Mathematics</u> Warm up Complete the 'Factor Flowers' worksheet.</p> <p>Combinations of transformations</p>	<p><u>Mathematics</u> Warm up Complete the warm up worksheet on standard and non-standard place value.</p> <p>Combinations of transformations</p>	<p><u>Mathematics</u> Warm up Complete 10 questions adding and subtracting decimals at your level.</p>	<p><u>Mathematics</u> Warm up Complete the 'Negative Numbers' worksheet.</p> <p>Problem Solving</p>	<p>Friday Fitness 11:05am-11:45am https://us06web.zoom.us/j/88486309655?pwd=LONhNmJFUXE3ZHFtbWJCQktwYnVhUT09 Meeting ID: 884 8630 9655</p>

Read through the explicit teaching and complete the investigation.	Review yesterday's lesson and complete the investigation.	Patterns of translations, reflections and rotations Read through the explicit teaching and complete the investigation. Upload a picture of your pattern to Google Classroom to share with your class.	Complete the problem solving questions on transforming effects of combinations of translations, reflections and rotations. Extension (OPTIONAL) Have a go at the extension questions!	Passcode: 506086
<u>HSIE</u> Lesson 3 – What are some of the Different Cultures of the World? We are learning about different cultures around the world. Complete the attached worksheets. Use the following link and code to access Inquisitive: http://inq.co/class/2r66 Code: 4761	<u>PDHPE</u> Complete the <i>Indicators of Risk</i> worksheets.	<u>Music</u> Watch the instructional video below: https://www.youtube.com/watch?v=Y5kYLOb6i5I This will teach you how to play the Cup Song. Music can be made with all kinds of tools. Attempt to perform the Cup Song slowly, faster, and with a family member!	<u>Science</u> Complete the worksheets for Lesson 6 – How can we Minimise the Effects of Natural Disaster? Use the following link and code to access Inquisitive: http://inq.co/class/2r66 Code: 4761	<u>PE/Let's Get Fit!</u> Balance is an important aspect of performing most exercises. Practice improving your balance using the video below: https://www.youtube.com/watch?v=8M934oILO9Y You can use furniture around your home to help you maintain your balance, if it is too tricky at first!

Monday, Sentence of the Day
Simple Sentences – subject and predicate

Sentence of the Day
Simple Sentences

L1: Understanding the features of a simple sentence.

What is a main clause?

A sentence is a group of words that express a complete thought. Every sentence has a subject and a predicate.

A *simple sentence* is a sentence that consists of just one main clause. This main clause must contain a subject and a predicate.

The subject is what (or whom) the sentence is about (using a noun or pronoun).

The predicate tells something about the subject and contains a verb.

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

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

Verb: A word used to describe an action, state, or occurrence. For example, ran,

jumped, swam, hear, become, walk, cleaned, is, was, go, etc.

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

The atomic **bombs** killed over 110,000 people.

In this sentence, *bombs* is the subject (who/what the sentence is about) and *killed over 110,000 people* is the predicate. We know this is the predicate as it tells us something about the subject (bombs) and contains a verb (killed).

Monday, Sentence of the Day
Simple Sentences – subject and predicate

Have a go at circling the subject and underlining the predicate in the below sentences:

An American aeroplane dropped the first atomic bomb on a Japanese town named Hiroshima.

Japan's surrender meant the war was over.

World War II ended on 17 May, 1945.

Germany's Nazi forces gave in to America

The president made one of the biggest decisions in history.

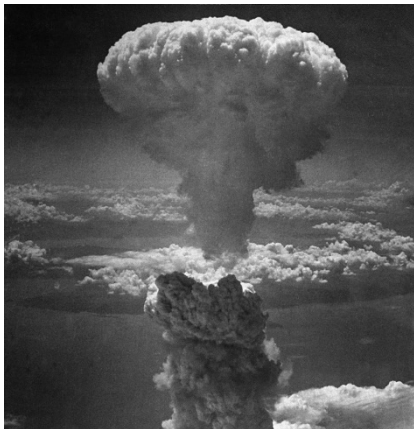
Now you are to write your own simple sentences. Make sure you identify the subject and the predicate

Hiroshima and Nagasaki

Atomic bombings of Hiroshima and Nagasaki

During World War II, American bombing raids on the Japanese cities of Hiroshima (6 August, 1945) and Nagasaki (9 August 1945) marked the first use of atomic weapons in war.

Tens of thousands were killed in the initial explosions and many more later died from radiation poisoning. On 10 August, one day after the bombing of Nagasaki, the Japanese government issued a statement agreeing to the surrender terms that had been dictated.



What is an atomic bomb?

Atomic bombs are nuclear weapons that use the energetic output of nuclear fission to produce massive explosions. These bombs are in contrast to hydrogen bombs, which use both fission and fusion to power their greater explosive potential.

Only two nuclear weapons have been used in the course of warfare, both by the United States near the end of World War II. A uranium gun-type fission bomb code-named “Little Boy” was detonated over the Japanese city of Hiroshima.

Three days later, a plutonium implosion-type fission bomb code-named “Fat Man” was exploded over Nagasaki, Japan.

The impact of the bombs

The atomic bombs caused massive destruction through intense heat, pressure, radiation and radioactive fallout. At the hypocentre (centre of the blast), the heat was so intense, it vaporised people and buildings.

Between 60,000-80,000 people were killed instantly when the bombs detonated and an estimated 140,000 died from effect of the bomb by the end of the year. The death toll increased to over 200,000 people in subsequent decades, as people died from cancers and other diseases linked to radiation poisoning.



Key dates for Japan WWII- Hiroshima

1889	1938-1945	1945
<ul style="list-style-type: none">Hiroshima officially became a recognized city.	<ul style="list-style-type: none">The bombing of Tokyo and other cities in Japan during World War II caused widespread destruction and hundreds of thousands of civilian deaths.There were no such air raids on Hiroshima. However, a real threat existed and was recognized.To protect against potential fire bombings in Hiroshima, school children aged 11–14 years were mobilized to demolish houses and create firebreaks.	<ul style="list-style-type: none">August 6th at 8:15am a nuclear bomb was dropped, by the USA, destroying the whole city.The air strike killed at least 70 000 people.By the end of the year, injury and radiation brought the total number of deaths to 90,000–166,000The population before the bombing was around 345,000. About 70% of the city's buildings were destroyed, and another 7% severely damaged.

Climate in Nagasaki



The climate of Nagasaki, a Japanese city located on the west coast of Kyushu is temperate humid, with quite mild winters and hot, moist, and rainy summers.

Like the rest of Japan, the city is affected by the **monsoon circulation**: in winter, the northwest cold currents will prevail, while in summer, they will be replaced by hot and humid currents of tropical origin.

The city is located at a low latitude but close enough to the Asian continent to receive cold air masses in winter, which are able to lower the temperature to some extent.

Rainfall in Nagasaki

Nagasaki - Average precipitation			
Month	Millimeters	Inches	Days
January	65	2.6	11
February	85	3.3	10
March	130	5.1	13
April	150	5.9	11
May	180	7.1	11
June	315	12.4	14
July	315	12.4	12
August	195	7.7	10
September	190	7.5	10
October	85	3.3	6
November	85	3.3	9
December	60	2.4	10
Year	1860	73.2	125

Temperature in Nagasaki

Nagasaki - Average temperatures						
Month	Min (°C)	Max (°C)	Mean (°C)	Min (°F)	Max (°F)	Mean (°F)
January	4	10	7.1	39	51	44.8
February	4	12	8	40	53	46.5
March	7	15	11	45	59	51.9
April	12	20	15.6	53	67	60.2
May	16	24	19.6	60	74	67.4
June	20	26	23.2	68	80	73.8
July	24	30	27.2	76	86	81
August	25	32	28.4	77	89	83.1
September	22	29	25.2	71	83	77.4
October	16	24	20	61	75	67.9
November	11	18	14.6	51	65	58.2
December	6	13	9.5	43	56	49.1
Year	14	21.1	17.45	57.1	69.9	63.5

Japan Challenge Grid- Hiroshima and Nagasaki

Which island is Nagasaki located on?	What did school children aged 11-14 do to protect Hiroshima from fire bombings?	Which country dropped the atomic bombs on Japan?	Write the date of the atomic bomb attack on Hiroshima.
Describe Winter in Nagasaki.	Which months receive the most rainfall in Nagasaki?	What was the code name for the bomb dropped on Hiroshima?	Why was the bomb dropped on Hiroshima and Nagasaki?
Write the date of the atomic bomb attack on Nagasaki.	What percentage of buildings were destroyed in Hiroshima?	How many people died instantly from the atomic bombs?	Like the rest of Japan, what effects the climate of Nagasaki?
What is the average temperature of Nagasaki in August?	What was the code name for the bomb dropped on Nagasaki?	What time was the bomb dropped on Hiroshima?	Describe Summer in Nagasaki.

What I KNOW	What I WONDER	What I LEARNT

WWII: Hiroshima, Japan

by ReadWorks



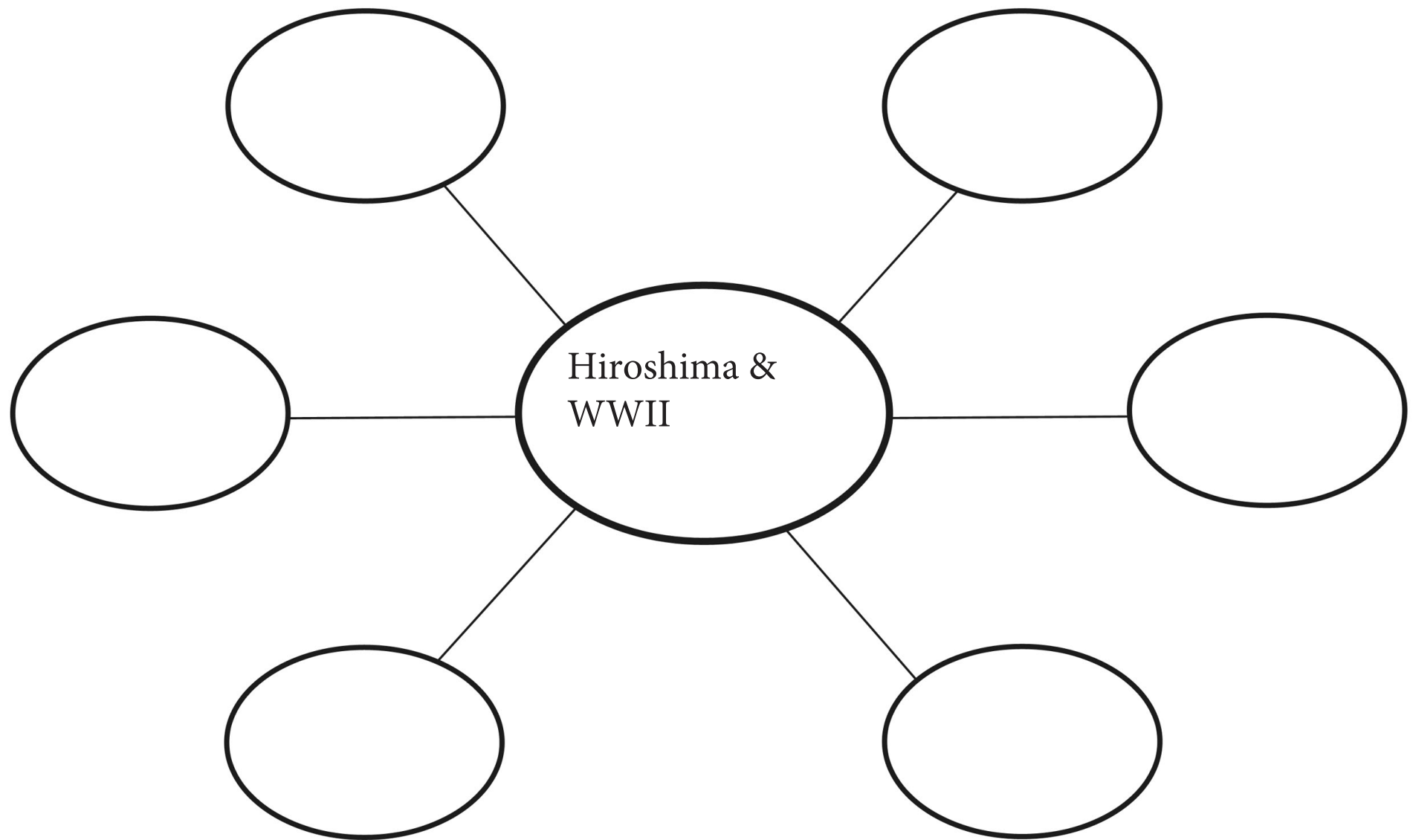
World War II ended on May 17, 1945. On that day, Germany's Nazi forces finally surrendered to America and its allies. However, one of Germany's allies refused to stop fighting. Despite repeated demands that it surrender, Japan continued to battle America and its allies.

Harry S. Truman, America's president at the time, struggled with what to do. Japan was our enemy. It had attacked an American naval base at Pearl Harbor, which made Americans very angry. Many Americans felt the Japanese had to be stopped. Truman decided to do something drastic. He made one of the biggest decisions in history. He ordered the use of a new American weapon known as an atomic bomb. The bomb was the deadliest weapon ever made. It had been tested but never used. Scientists believed it could destroy an entire town and cause illness among survivors for years to come.

On August 6, 1945, an American airplane dropped the first atomic bomb used in warfare on an important Japanese military town named Hiroshima. A second atomic bomb was dropped on Nagasaki, Japan on August 9. Both Hiroshima and Nagasaki were devastated. The bombs killed from 110,000 to 140,000 people. They destroyed large areas of the two cities-about 2.5 square miles in Nagasaki and 5 square miles in Hiroshima. The bombs also released hazardous chemicals into the air, which remained in the atmosphere for some time. The air made people very sick. Thousands more died because of the exposure to these harmful, cancer-causing chemicals.

The terrible destruction caused by the bombs led Japan to surrender on September 2, 1945. Japan's surrender meant the war was over. Today in Hiroshima, Peace Memorial Park sits where the bomb was dropped. Every year on August 6, people come to the park to remember those who were lost and to pray for peace.

Concept Map



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Monday - Writing (Block Planner)

Country -



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



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

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

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

Explanation - Explain what you mean in greater detail.

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

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

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Conclusion.

Restate thesis statements 1, 2, and 3.

Japan - The Land of the Rising Sun

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

What do you eat in Japan?

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

How has Anime influenced the world?

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

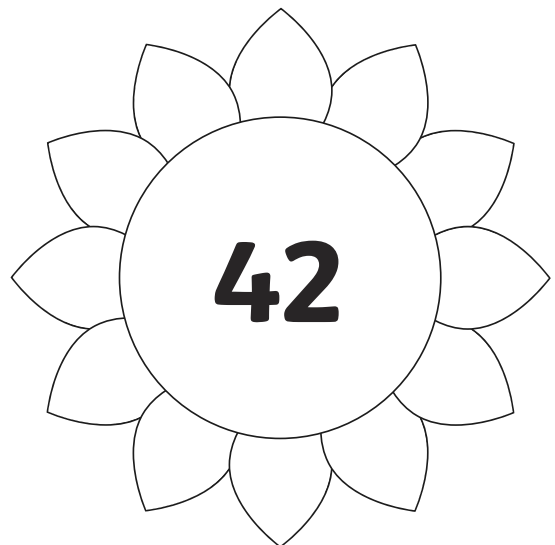
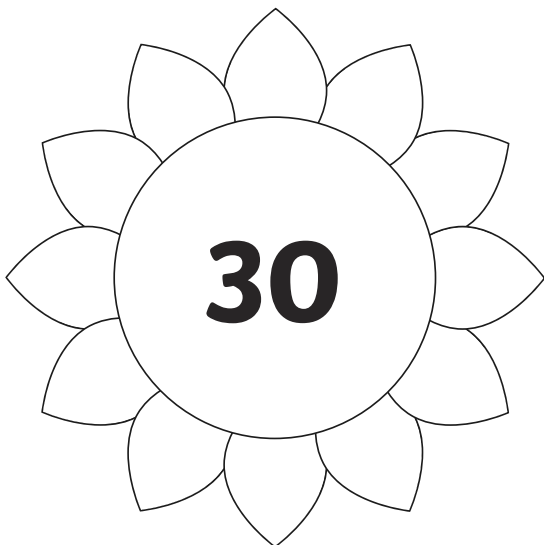
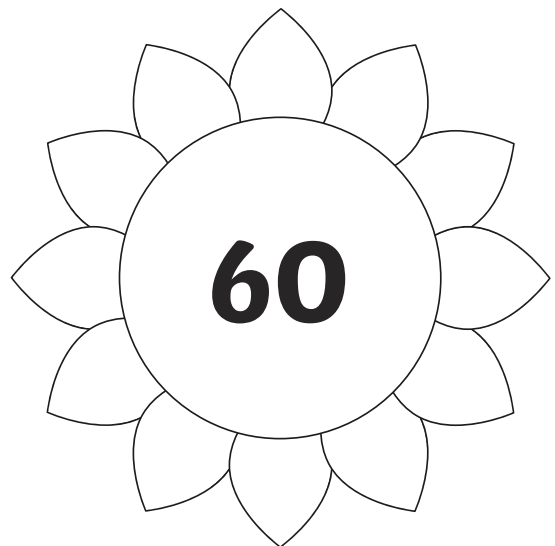
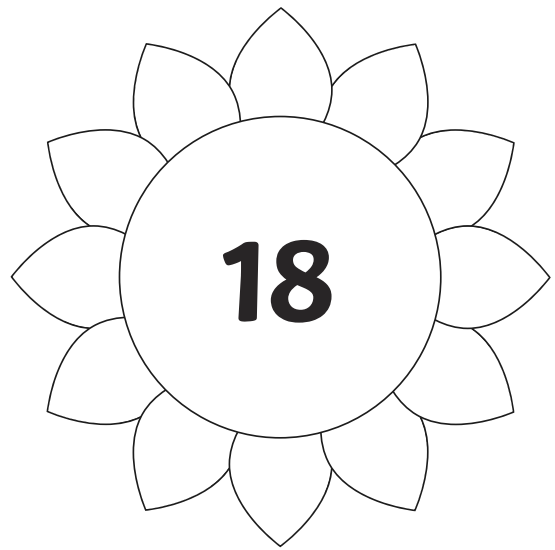
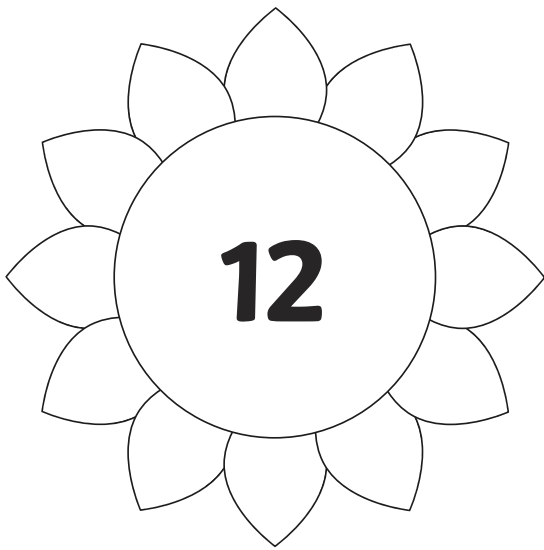
What is the history of Japan?

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

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

Factor Flowers

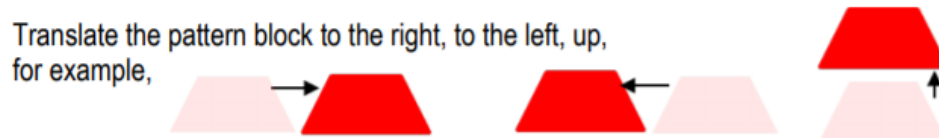
Write the factors on petals that belong to the number in the flower.



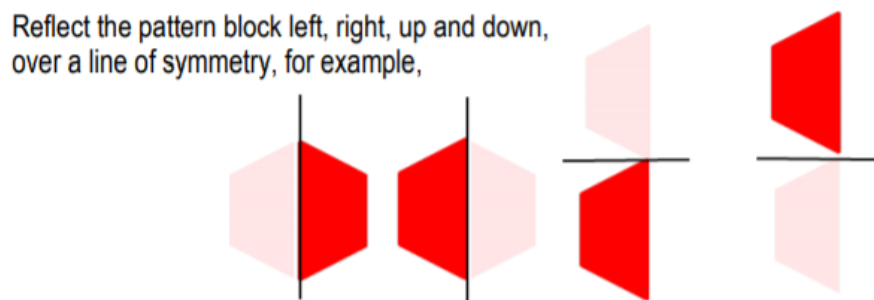
COMBINATIONS OF TRANSFORMATIONS

Review

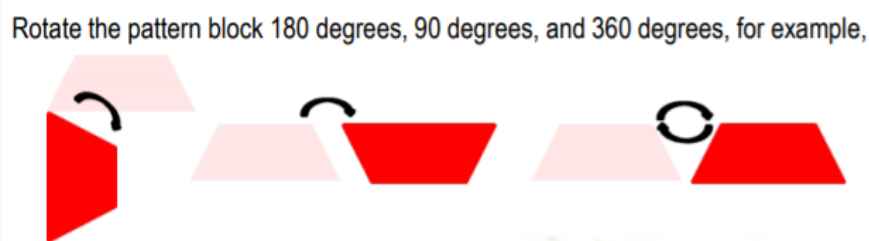
We found that when we **translate** a shape, its position changes.



We found that when we **reflect** a shape, we reflected it over a line of symmetry. Reflecting a shape over a line of symmetry creates a mirror image of the original shape.



We found when we **rotate** a shape we could measure the degree of rotation.

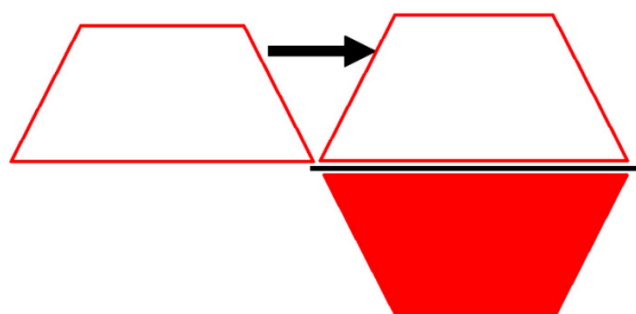


Lesson 1

This week we are investigating transforming effects of combinations of translations, reflections and rotations.

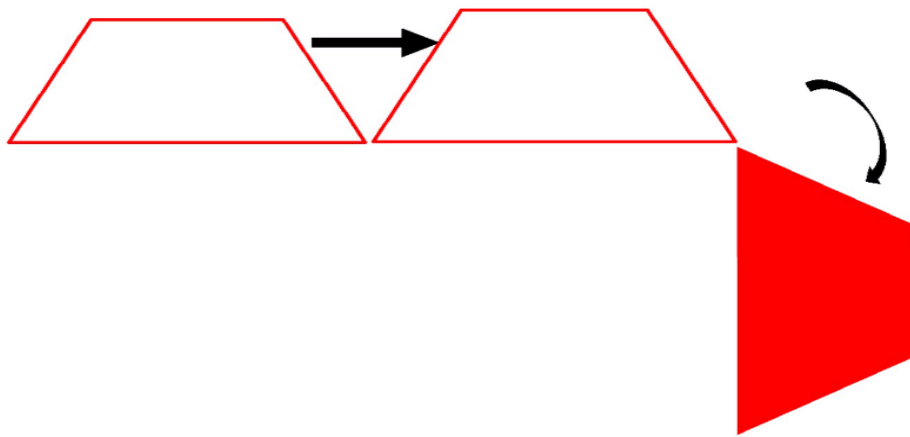
Example A: Combining a translation with a reflection.

translate to the right, then **reflect** downward over a line of symmetry



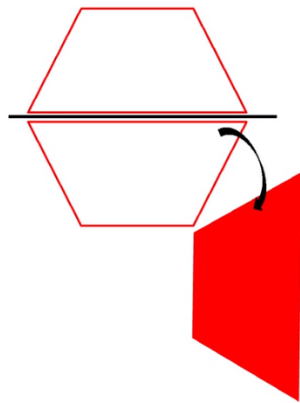
Example B: Combining a translation with a rotation.

translate to the right, then **rotate** 90 degrees clockwise



Example C: Combining a reflection with a rotation.

reflect downwards over a line of symmetry then rotate 90 degrees clockwise



Has the shape's position and orientation changed?

Effect of combinations of transformations on a shape?

- position and orientation may change
- shape and size remain the same

I might need to
INVESTIGATE
this now!



Combinations of Transformations.

Select a shape or a pattern block.

Draw the shape in its current position and orientation.

Perform a combination of translations, reflections, and rotations on the shape, recording each transformation.

Describe the effect of each combination of translations, reflections, and rotations on the shape.

Reflection: What changes when we perform combinations of reflections, translations, and rotations on a shape?

Monday

What are some of the different cultures of the World?



What are some of the different cultures in the world?

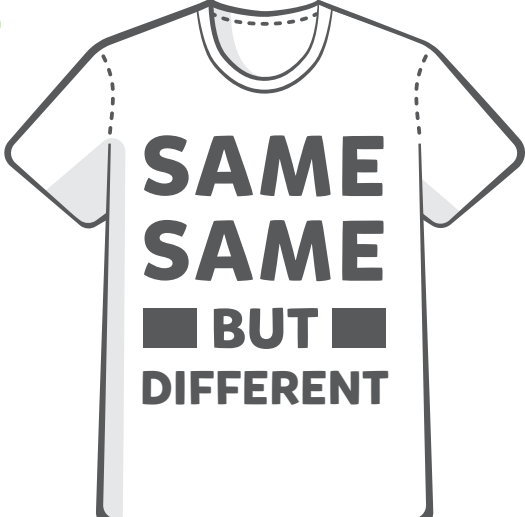
1 Watch the video: **What does the world have for breakfast?**

2 Jot down some of the similarities and differences between breakfasts around the world.

Similarities	Differences

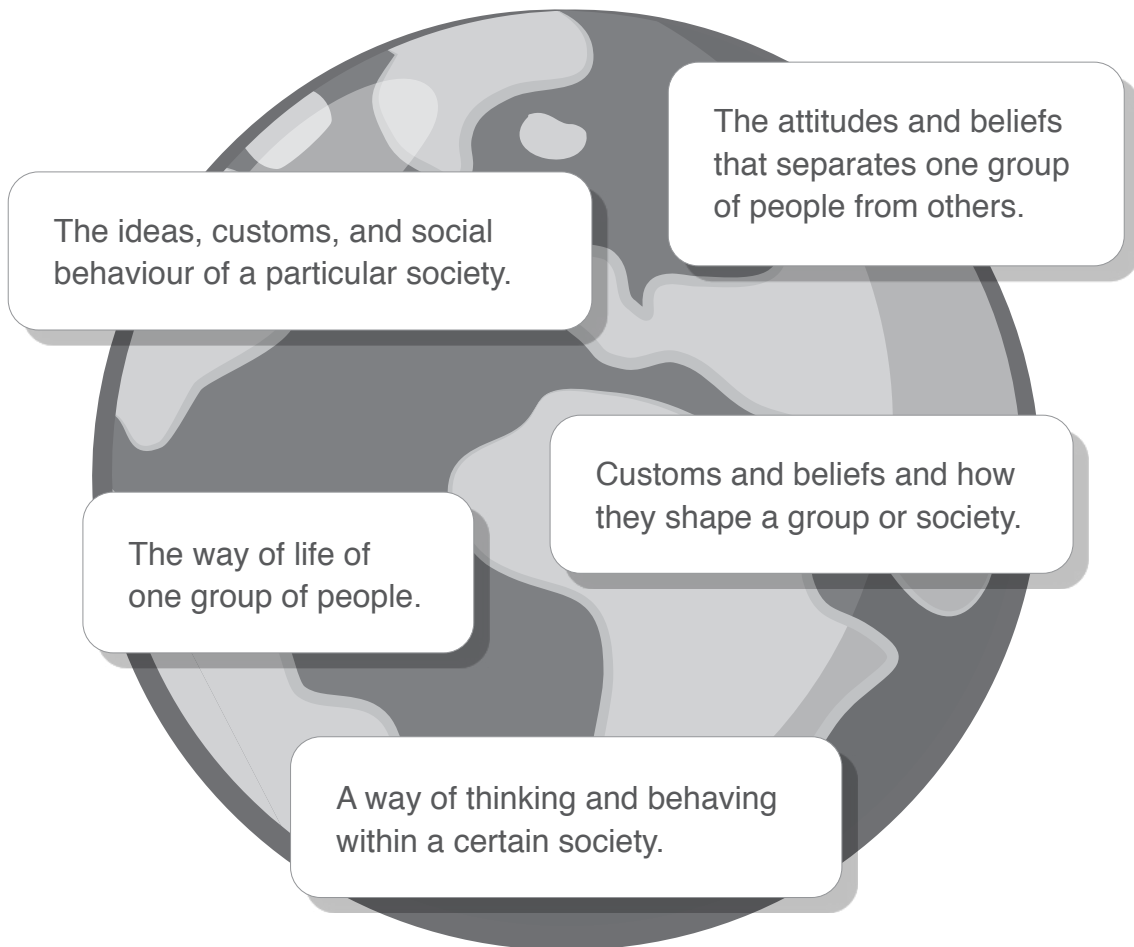
3 What other rituals and customs do people around the world share?

4



This saying is often heard in Asian countries such as Indonesia and Thailand. What do you think it means?

5 Look at these definitions for culture. Circle the one that you think is best.



To find out more about different cultures, conducting a geographical inquiry is a useful approach. A geographical inquiry should be guided by writing geographical questions. These questions can include queries about places, spaces, environments, people and sustainability. Inquiries should use geographical tools such as maps, graphs, multimedia, GPS systems, photographs and web tools.

6 Watch the video of the USA Groundhog Day tradition. Conduct your own geographical inquiry about this or one of the other unique cultural traditions listed below. Use the outline on the following page to write your questions and the information you find.

- Running of the Bulls, Spain
- Monkey Buffet, Thailand
- Holi Festival, India
- Greek firework battle

Cultural tradition geographical inquiry.

Question 1

Question 2

Tradition

Question 3

Question 3

What I discovered:

7 Select true or false for the following statements and then check your answers by doing an internet search.

- a** In Thailand, never touch someone's head as it's considered extremely disrespectful. ☐ True ☐ False
- b** In Japan, it's good manners to slurp when eating noodles or soup. ☐ True ☐ False
- c** There is no tooth fairy in Greece, instead children throw their teeth onto the roof of their home for good luck. ☐ True ☐ False
- d** When in India you must only eat using your right hand as your left hand is for using in the bathroom. ☐ True ☐ False
- e** In Denmark, if you're not married by the age of 25, people will throw cinnamon at you. ☐ True ☐ False
- f** In Finland, boot throwing is a professional sport. ☐ True ☐ False
- g** In Japan, you can get a full-time job as a train pusher, shoving people into packed trains during peak hour. ☐ True ☐ False
- h** In Brazil, teenage boys' strength is tested by putting their hands in gloves filled with bull ants, for eleven hours. ☐ True ☐ False

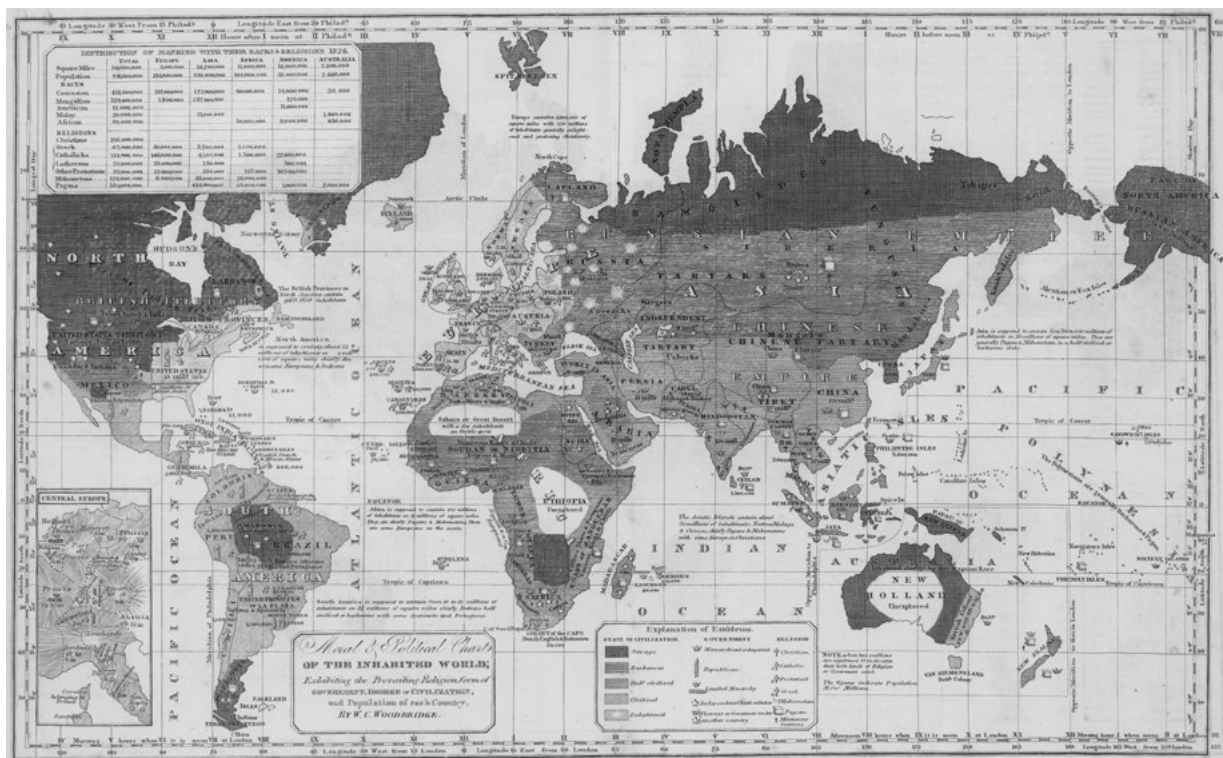
8 Find and label each of the countries listed in question seven on the world map and draw an icon to represent the custom described. Label Australia as well and add an icon to represent a unique Australian custom.



The different cultures around the world have evolved over many years. Cultures can be defined or grouped in many ways such as language, religion, location, customs, rituals and/or beliefs.

9

Look at the map from the 1820s showing differences between cultures around the world at that time. Looking closely at the details, make a collage of interesting facts, words, names, cultural details and things or places of interest.



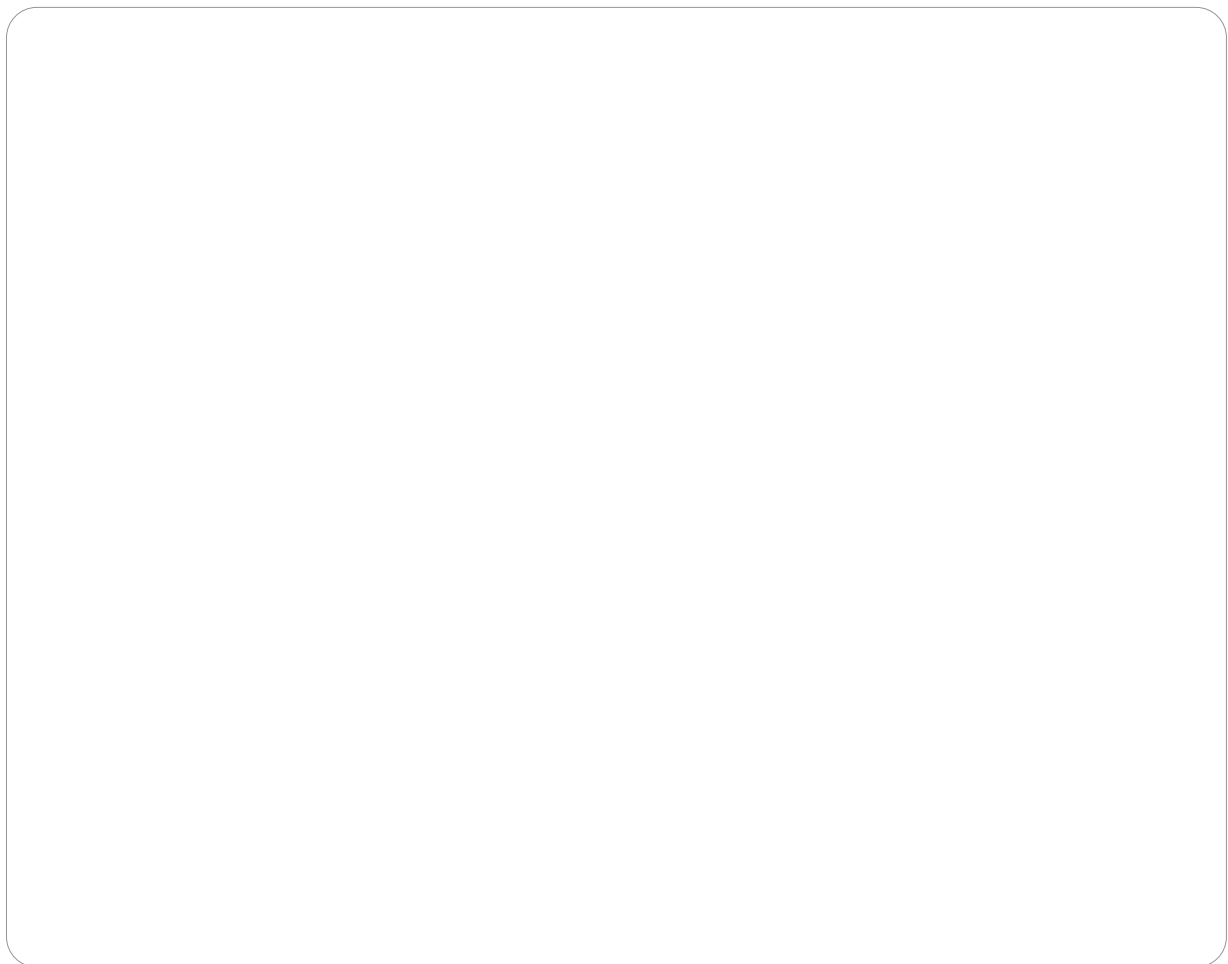
10

Using the facts in the box below, make your own column graph or line graph to display this information.


Main languages spoken in the world, 2016.

Language	Number of people
Arabic	467 million
Spanish	389 million
Russian	254 million
Chinese	1.4 billion
German	132 million
Hindu-Urdu	588 million

Language	Number of people
English	527 million
Portuguese	193 million
French	118 million
Japanese	123 million
Italian	67 million
Bengali	250 million



Write three statements about the different languages of the world.

11 Match the New Year's Eve traditions with their countries.

Dressed in white, people go to the beach and jump over seven waves.

People carry balls of fire through the streets and throw them into the Harbour.

Old household items are thrown out the window.

108 bells are rung for spiritual cleansing.

Farmers wish their cattle good luck for the coming year.

Scotland

Japan

Belgium

South Africa

Brazil

12 The tradition of Chinese New Year.**Think** What do you think you know about Chinese New Year?**Puzzle** What questions do you have about Chinese New Year?**Explore** How could you explore more about Chinese New Year?**Draw** Illustrate what you have discovered after exploring.

13

Find out what GNH is. Create your own GNH index for Australia.



The Power of Power



This week, one of our vocabulary words is power. Draw a line to the meaning for each of the variations of the word power.

empower

the ability to control
or influence others

powerful

without authority

power

having or able to use
power or force.

powerless

to beat or overcome
by greater force

overpower

to permit; enable

Tuesday, Sentence of the Day
Phrases in simple sentences

Sentence of the Day
Phrases

L1: Identifying a phrase in a simple sentence.

What is a phrase?

A phrase is a group of words that stand together as a single grammatical unit as part of a clause or a sentence. This group of words often provide more information about a noun, verb, adjective, or adverb.

Like clauses, phrases are also a combination of two or more words in a sentence; however, unlike clauses, phrases **do not contain a subject or a verb**. Phrases are used to provide more information on where, when, and how something is happening.

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

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

Consider this sentence that does not contain a phrase:

Japan is a country.

Now lets add a *phrase*:

Japan is a country located in *East Asia*.

The phrase *East Asia* gives us more information about where Japan is located, and it is not the subject or predicate.

Add in phrases to these clauses so they become simple sentences. Then circle the subject and underline the predicate. Be careful not to include a subordinate clause!

Anime was on television_____.

The sumo wrestler ate_____.

The Cherry Blossoms bloomed_____.

Tuesday- Writing (Exemplar Text-Japan)

CONCLUSION

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

Restate Thesis Statement

Body Paragraph Statement 1

Body Paragraph Statement 2

Body Paragraph Statement 3

Link back to did you know with another big fact

Another example of a conclusion- France

CONCLUSION

France, the largest country in Western Europe is one of the oldest nations on Earth. Its diverse landscapes include beautiful beaches, the French Riviera and towering mountains, which attract tourists from all over the world. Its famous for its stunning landmarks such as the Eiffel Tower, the Arc de Triomphe, Notre-Dame Cathedral and Loire castles. Well-known for its freshness and high-quality dishes, pastries and cheese, French cuisine is enjoyed worldwide. France's deep and broad influences have made it a world leader throughout history in different aspects of culture.

Week 9 Tuesday Warm Up

<u>73</u>	
<u>Standard</u>	<u>Non Standard</u>

<u>264</u>	
<u>Standard</u>	<u>Non Standard</u>

<u>639</u>	
<u>Standard</u>	<u>Non Standard</u>

<u>1127</u>	
<u>Standard</u>	<u>Non Standard</u>

<u>4508</u>	
<u>Standard</u>	<u>Non Standard</u>

<u>37194</u>	
<u>Standard</u>	<u>Non Standard</u>

Combinations of Transformations.

Select a shape or a pattern block.

Draw the shape in its current position and orientation.

Decide on a combination of translations, reflections, and rotations to perform on the shape.

Visualise and draw what the effect will be.

Perform the combination of translations, reflections, and rotations on the shape and check your prediction.

Explain the effects.

Reflection: What changes when we perform combinations of reflections, translations, and rotations on a shape?

Activity 1

Indicators of Risk

Read the Key Message.

Key Message:

There are internal and external signals which can help you recognise situations where you might be at risk of harm.

Think about these questions:

- What do you think is meant by being **at risk**?
- What do you think is meant by **kinds of harm**?
- What is meant by **external signals**?
- What is meant by **internal signals**?

Answer the questions about different types of feelings.

Mixed feelings

If your friend beats you in a race that you really wanted to win, would you have mixed feelings at the end of the race? Would you be proud of your friend winning the race, but a bit envious because you wanted to win?

1. Think about a time when you have had mixed feelings about someone or something. What **body signals** did you have with this feeling?



Changed feelings

If a person you know and trust steals something from a shop, would your feeling towards that person change? Would you trust the person less?

2. Think about a time when you have had changed feelings about someone or something. What **body signals** did you have with this feeling?

Confused feelings

If your friend borrows something from you without asking, how would you feel? Would you become unsure about whether a person is really your friend or not?

3. Discuss a time when you have had confused feelings. What **body signals** did you have with this feeling?

Uncomfortable feelings

If someone you don't know well gives you a big hug, would you feel a bit uneasy and worried?

4. Discuss a time when you have had uncomfortable feelings. What **body signals** did you have with this feeling?

While most people will never think of harming a child, it is very important to be aware of warning signals and signs which can indicate risk.

If someone you have learnt to trust over time behaves in a way that gives you a strong feeling of discomfort or confusion, there may be a risk of harm. Broken trust can be a strong indicator of harm.

Warning signals

Warning signals send a message to stop and think and decide whether you are safe or unsafe.

Internal signals	External signals

WWII: Hiroshima, Japan

by ReadWorks



World War II ended on May 17, 1945. On that day, Germany's Nazi forces finally surrendered to America and its allies. However, one of Germany's allies refused to stop fighting. Despite repeated demands that it surrender, Japan continued to battle America and its allies.

Harry S. Truman, America's president at the time, struggled with what to do. Japan was our enemy. It had attacked an American naval base at Pearl Harbor, which made Americans very angry. Many Americans felt the Japanese had to be stopped. Truman decided to do something drastic. He made one of the biggest decisions in history. He ordered the use of a new American weapon known as an atomic bomb. The bomb was the deadliest weapon ever made. It had been tested but never used. Scientists believed it could destroy an entire town and cause illness among survivors for years to come.

On August 6, 1945, an American airplane dropped the first atomic bomb used in warfare on an important Japanese military town named Hiroshima. A second atomic bomb was dropped on Nagasaki, Japan on August 9. Both Hiroshima and Nagasaki were devastated. The bombs killed from 110,000 to 140,000 people. They destroyed large areas of the two cities-about 2.5 square miles in Nagasaki and 5 square miles in Hiroshima. The bombs also released hazardous chemicals into the air, which remained in the atmosphere for some time. The air made people very sick. Thousands more died because of the exposure to these harmful, cancer-causing chemicals.

The terrible destruction caused by the bombs led Japan to surrender on September 2, 1945. Japan's surrender meant the war was over. Today in Hiroshima, Peace Memorial Park sits where the bomb was dropped. Every year on August 6, people come to the park to remember those who were lost and to pray for peace.

Name: _____ **Date:** _____

1. The United States dropped an atomic bomb on Japan because it wanted

- A. revenge.
- B. Japan to keep on fighting.
- C. Japan to surrender.
- D. to test the bomb.

2. The author most likely chose the picture to show

- A. a building that is in Nagasaki.
- B. how the Japanese rebuilt Hiroshima after the bomb.
- C. effects of the atomic bomb.
- D. the Peace Memorial Park site.

3. The effects of the atomic bomb were

- A. minimal.
- B. both immediate and gradual.
- C. immediate.
- D. gradual.

4. The purpose of Peace Memorial Park is to

- A. make Americans feel badly about what they did.
- B. show America that Japan has healed.
- C. give people a place for prayer and remembrance.
- D. encourage worldwide prayer on August 6.

5. The passage is mostly about

- A. A special bomb used against the Germans.
- B. Why an atomic bomb was used and its effects.
- C. How atomic bombs are made.
- D. Why tourists enjoy coming to Hiroshima.

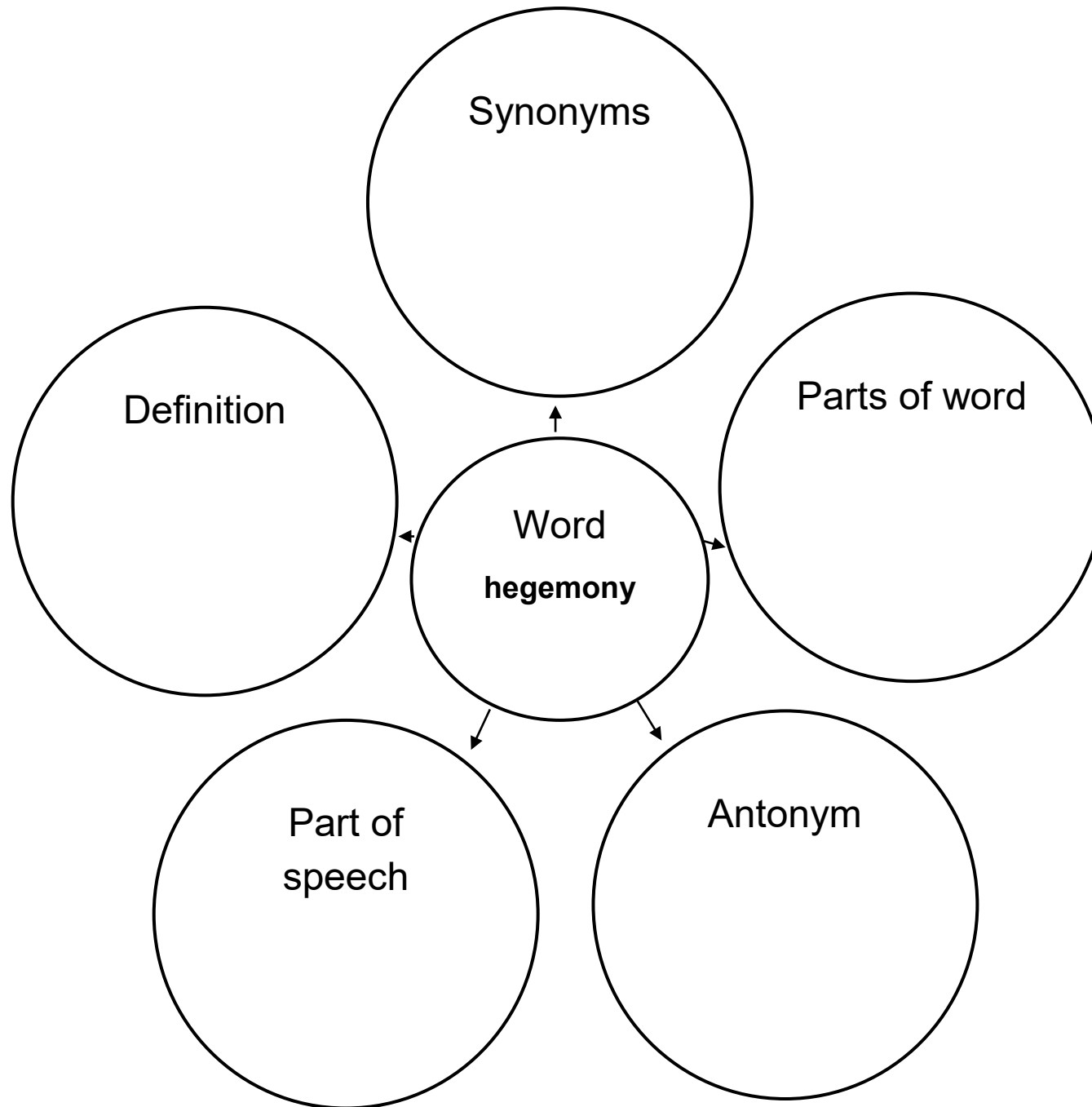
6. What effect did the atomic bomb have on people's health years after it was dropped?

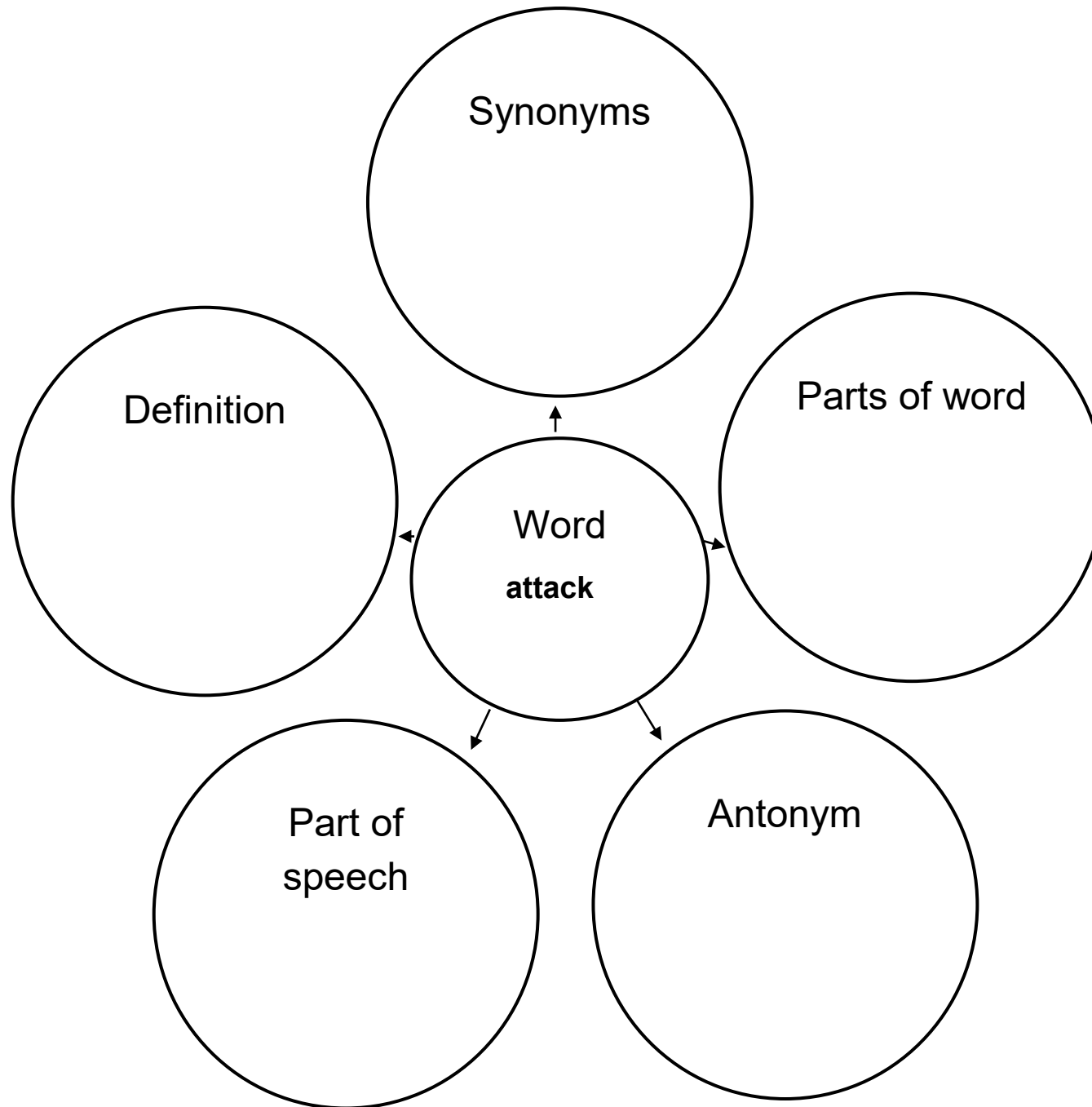
7. Did President Harry S. Truman make the right decision in using the atomic bomb against the Japanese? Explain your answer.

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Truman decided to use the atomic bomb _____ he knew it would kill innocent people.


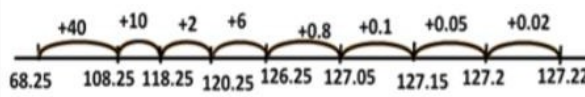

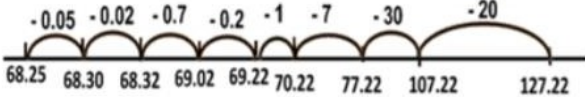
- A. because
- B. especially
- C. although
- D. indeed




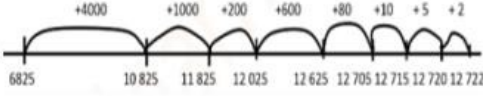

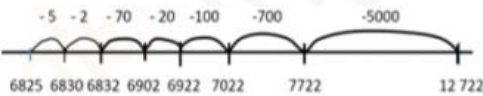

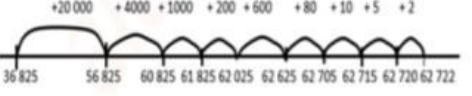

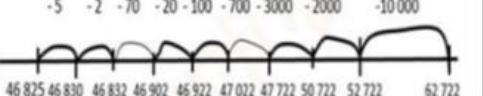


Adding and subtracting decimals

L.I: We are revising how to add and subtract decimals.

<p>AS Level 29, FD Level 32, PV Level 32 – Add numbers with decimals using place value, and using compensation</p> <div style="text-align: center;"> $68.25 + 58.97 = 127.22$  </div> <div style="text-align: center;"> $50 + 8 + 0.9 + 0.07$ $40 + 10 + 2 + 6 + 0.8 + 0.1 + 0.05 + 0.02$ </div>  <div style="text-align: center; margin-top: 20px;"> $68.25 + 58.97 = 127.22$ $68.25 + 60 = 128.25$ $128.25 - 1.03 = 127.22$ </div>	<p>AS Level 29, FD Level 32, PV Level 32 – Subtract numbers with decimals using place value, and using compensation</p> <div style="text-align: center;"> $127.22 - 58.97 = 68.25$  </div> <div style="text-align: center;"> $50 + 8 + 0.9 + 0.07$ $20 + 30 + 7 + 1 + 0.2 + 0.7 + 0.02 + 0.05$ </div>  <div style="text-align: center; margin-top: 20px;"> $127.22 - 58.97 = 68.25$ $127.22 - 60 = 67.22$ $67.22 + 1.03 = 68.25$ $127.22 - 58.97 = 68.25$ </div>
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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> <div style="text-align: center;"> $6825 + 5897 = 12722$  </div> <div style="text-align: center;"> $4000 + 1000 + 200 + 600 + 80 + 10 + 5 + 2$ </div>  <div style="text-align: center; margin-top: 20px;"> $6825 + 5897 = 12722$ $6825 + 6000 = 12825$ $12825 - 103 = 12722$ </div>	<p>AS Level 21 – Subtract four-digit numbers using place value, and using compensation</p> <div style="text-align: center;"> $12722 - 5897 = 6825$  </div> <div style="text-align: center;"> $5000 + 700 + 100 + 20 + 70 + 2 + 5$ </div>  <div style="text-align: center; margin-top: 20px;"> $12722 - 5897 = 6825$ $12722 - 6000 = 6722$ $6722 + 103 = 6825$ </div>	<p>AS Level 24 – Add five-digit numbers using place value, and using compensation</p> <div style="text-align: center;"> $36825 + 25897 = 62722$  </div> <div style="text-align: center;"> $4000 + 1000 + 200 + 600 + 80 + 10 + 5 + 2$ </div>  <div style="text-align: center; margin-top: 20px;"> $36825 + 25897 = 62722$ $36825 + 26000 = 62825$ $62825 - 103 = 62722$ </div>	<p>AS Level 24 – Subtract five-digit numbers using place value, and using compensation</p> <div style="text-align: center;"> $62722 - 15897 = 46825$  </div> <div style="text-align: center;"> $2000 + 3000 + 700 + 100 + 20 + 70 + 2 + 5$ </div>  <div style="text-align: center; margin-top: 20px;"> $62722 - 15897 = 46825$ $62722 - 16000 = 46722$ $46722 + 103 = 46825$ </div>
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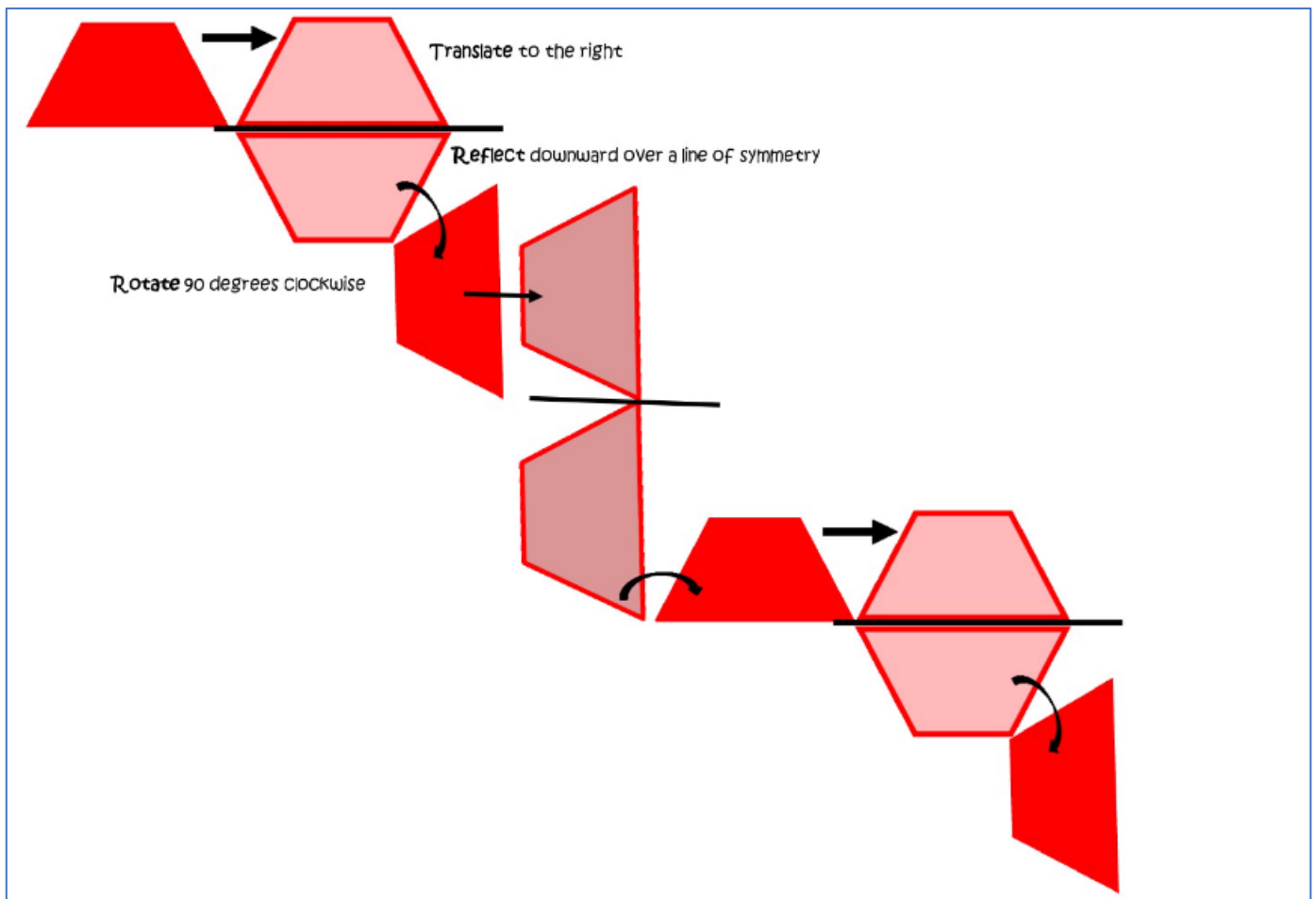
PATTERNS OF TRANSLATIONS, REFLECTIONS AND ROTATIONS

What is a pattern?

A pattern is formed by repeatedly doing something.

Let's select a shape and perform a combination of transformations on it. Then we will repeat the combination.

- translate to the right
- reflect downward over a line of symmetry
- rotate 90 degrees clockwise



How could we record this pattern?

Repeatedly translate the shape to the right, then reflect it downward over a line of symmetry, then rotating it 90 degrees clockwise.

Investigate

- Have a two-dimensional shape or a pattern block.
- Create and describe patterns by repeatedly performing combinations of translations, reflections, and rotations on shape.
- *Reflection: How can we create patterns by repeatedly performing combinations of reflections, translations and rotations on a shape?*
- Take a picture of your pattern and share it with your class on Google Classroom!

Thursday Sentence of the Day
Adverbial Phrases in simple sentences

Sentence of the Day
Adverbial Phrases

LI: Identifying an adverbial phrase in a simple sentence.

What is an adverbial phrase?

An adverbial phrase is a group of words that functions as an adverb.

Adverbial phrases typically answer the questions **how, where, why, or when** something was done.

The following are examples of simple sentences that contain underlined adverbs:

We can go pick up our learning packs later.
Muhammad ran fast.

The following are examples of simple sentences that contain underlined adverbial phrases:

We can pick up our learning packs after we eat breakfast.
Muhammad ran as fast as he could.

Identify and underline the adverbial phrases in the simple sentences below:

For the following, underline the adverbial phrases in the below simple sentences

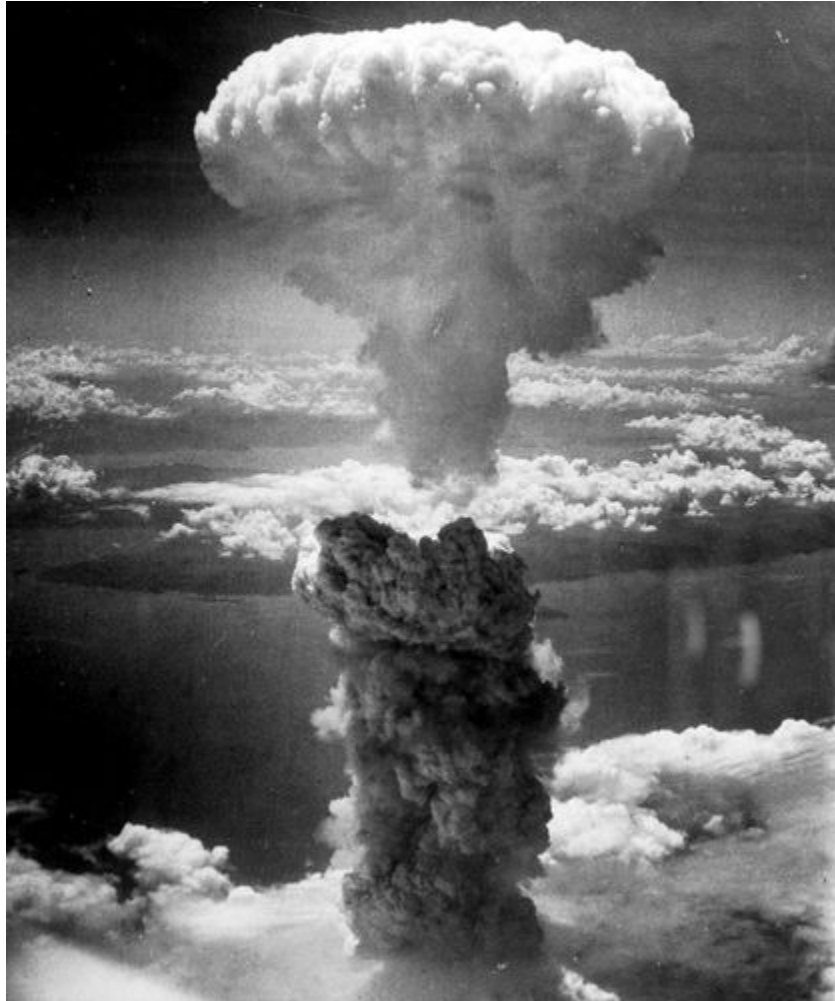
1. Max was talking in a rude way
2. My boss works hard to earn a lot of money
3. He is cycling on the road

Using the below blanks, complete the rest of the sentences with adverbial phrases

1. Japan entered the war
_____.
2. Samurai warriors were
loyal_____.
3. The sumo wrestlers
fought_____.

World War Two - The Atomic Bomb

by ReadWorks



mushroom cloud from atomic bomb dropped on Nagasaki

Before World War II, scientists around the world were discovering many new things about the smallest unit of matter: the **atom**. When World War II started, countries wanted to use these discoveries to build new weapons. They especially wanted to make an atomic bomb. This type of bomb is made by splitting the atom into two parts. The explosion of this bomb would be more destructive than anything the world had ever seen.

The United States was not the only country trying to make an atomic bomb. Japan and Germany also had scientists busily working on a bomb. It was a race. Whoever developed the bomb first would win World War II. They could also end the war and save the lives of soldiers. However, the great loss would be in civilian life. The bomb could not pick and choose to kill only soldiers. Innocent men, women, and children would die.

Scientists in the United States were the first to learn the secret of splitting the atom. On August 6, 1945, the U.S. dropped an atomic bomb with the code name of "Little Boy." The bomb was dropped on Hiroshima, Japan.

Below is part of President Truman's speech about his decision to drop the atomic bomb.

August 9, 1945

We have used it in order to shorten the agony of war. We have used it in order to save the lives of thousands and thousands of young Americans. We shall continue to use it until we completely destroy Japan's power to make war.

The United States dropped a second atomic bomb on Nagasaki, Japan on August 9, 1945.

After the second attack, Japan surrendered.

Name: _____ **Date:** _____

1. All of the following countries were trying to make an atomic bomb except:
 - A. France
 - B. The United States
 - C. Japan
 - D. Germany

2. Most of the casualties caused by the bomb were civilians because the bomb
 - A. killed only people who were not in uniform.
 - B. killed everyone around it.
 - C. was dropped on a military base.
 - D. was dropped in the ocean.

3. The country that won the race to build the first atomic bomb was
 - A. Japan
 - B. France
 - C. Germany
 - D. The United States

4. Where was the second bomb dropped?
 - A. Hiroshima, Japan
 - B. Nagasaki, Japan
 - C. Berlin, Germany
 - D. Phoenix, Arizona

5. The passage is mainly about
 - A. the military tactics used in WWI.
 - B. how the United States built its first atomic bomb.
 - C. the race to build the first atomic bomb during WWII.
 - D. Truman's decision to drop the atomic bomb on Japan.

6. Whom do you think Truman was speaking to when he gave his speech after the dropping of the bomb?

7. What is something special that happens in an atomic bomb?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Several countries were trying to build an atomic bomb, _____ Germany.

- A. despite
- B. also
- C. including
- D. further

An Amazing Fact a Day

Negative Numbers and Temperature

Amazing Fact

The warmest temperature ever recorded at the South Pole was a freezing -12.3°C in December 2011, making it one of the coldest places on Earth.

Challenge

Complete the activities using negative numbers in a temperature context.

1. Put these temperatures in order, the coldest first.

a. 2°C , -8°C , -1°C , -6°C , -4°C

b. 6°C , 10°C , -15°C , -11°C , 14°C

c. 16°C , 18°C , -23°C , -25°C , -13°C , 12°C , 20°C

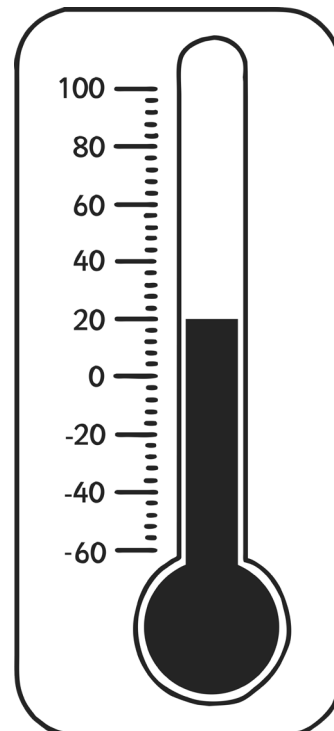
2. Which of these temperatures is lowest?

a. -4°C or -2°C

b. -8°C or 8°C

c. -16°C or -17°C

d. -5°C or -6°C

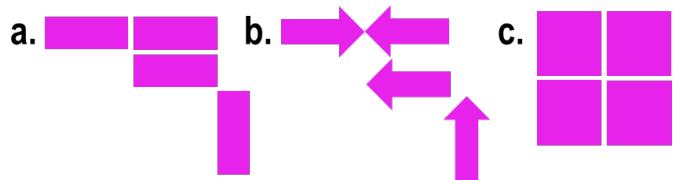


PROBLEM SOLVING

Transforming effects and patterns of translations, reflections, rotations.

MG 62 (1a) Marjorie drew a shape, then translated it to the right, reflected it downwards, and translated it to the left.

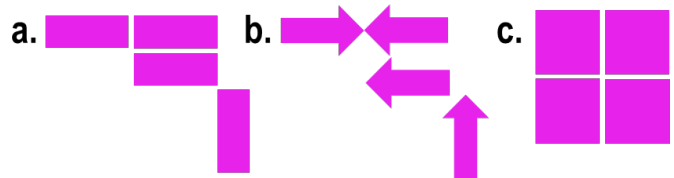
Which drawing is Marjorie's?



Transforming effects and patterns of translations, reflections, rotations.

MG 62 (1b) Marjorie drew a shape, then translated it to the right, reflected it downwards, and rotated it 90° clockwise.

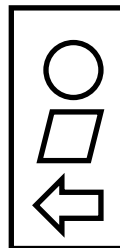
Which drawing is Marjorie's?



Transforming effects and patterns of translations, reflections, rotations.

MG 62 (1c) Marjorie drew this shape design.

She then reflected it to the right, translated it downwards, and rotated it 90° clockwise.



What would the shape design look like after these transformations?

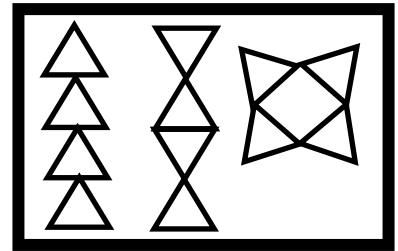
Transforming effects and patterns of translations, reflections, rotations.

PROBLEM SOLVING

Transforming effects and patterns of translations, reflections, rotations.

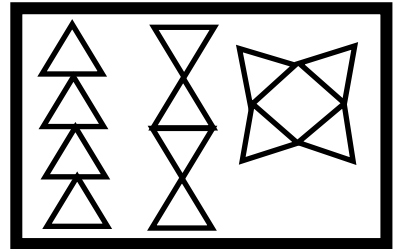
MG 62 (2a) Kanye made each of these patterns by using the triangle four times.
In which of Kanye's patterns did he only translate the tiles?

Transforming effects and patterns of translations, reflections, rotations..



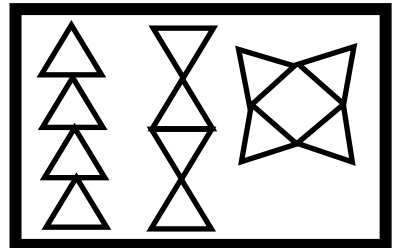
MG 62 (2b) Kanye made each of these patterns by using the triangle four times.
In which of Kanye's patterns did he only reflect the tiles?

Transforming effects and patterns of translations, reflections, rotations..



MG 62 (2c) Kanye makes each of these designs.
In which of Kanye's designs did he only rotate the tiles?

Transforming effects and patterns of translations, reflections, rotations..



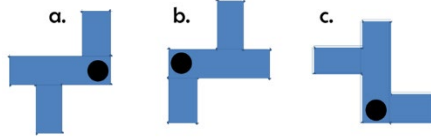
PROBLEM SOLVING

Transforming effects and patterns of translations, reflections, rotations.

MG 62 (3a) This shape rotates around the black dot.



What does it look like after a quarter rotation clockwise?

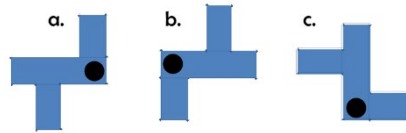


Transforming effects and patterns of translations, reflections, rotations..

MG 62 (3b) This shape rotates around the black dot.



What does it look like after a three-quarter rotation clockwise?

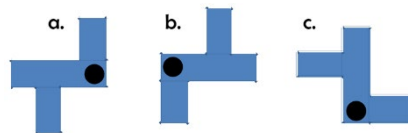


Transforming effects and patterns of translations, reflections, rotations..

MG 62 (3c) This shape rotates around the black dot.



What does it look like after a quarter rotation anti-clockwise, then a half rotation clockwise?



Transforming effects and patterns of translations, reflections, rotations..

PROBLEM SOLVING

Transforming effects and patterns of translations, reflections, rotations.

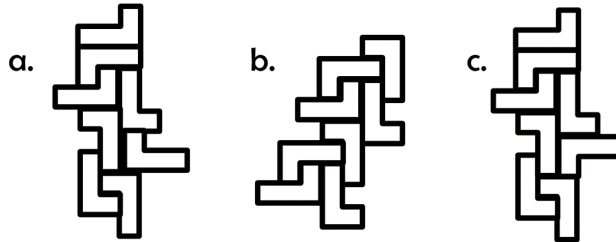
MG 62 (4a) Marcus has these tiles.

They are white on one side and black on the other.



Marcus makes a pattern with the white side facing up.

Which of these patterns could Marcus not have made?



Transforming effects and patterns of translations, reflections, rotations.

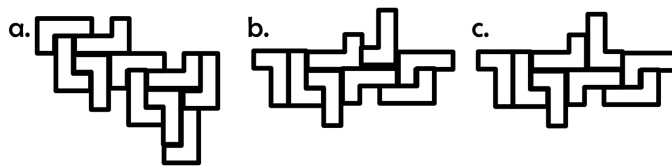
MG 62 (4b) Marcus has these tiles.

They are white on one side and black on the other.



Marcus makes a pattern with the white side facing up.

Which of these patterns could Marcus not have made?



Transforming effects and patterns of translations, reflections, rotations.

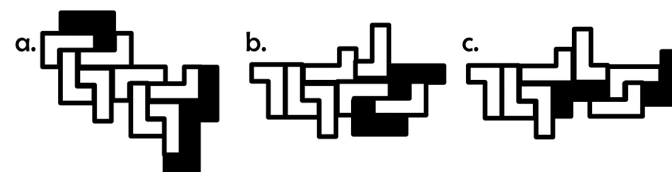
MG 62 (4c) Marcus has these tiles.

They are white on one side and black on the other.



Marcus makes a pattern with both white and black sides facing up.

Which of these patterns could Marcus have made?



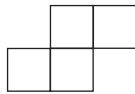
Transforming effects and patterns of translations, reflections, rotations.

EXTENSION

Problem 1:

How many different shapes can you make by joining together four square tiles edge to edge?

Here's one to get you started:



Problem 2:

A rectangle has an area of 24cm^2 . How long might its sides be?

How many different answers can you find?

What is the perimeter (distance around the outside) of each one?

Problem 3:

List at least three fractions between $\frac{1}{4}$ and $\frac{5}{8}$.
How many can you list?



Number facts:

Have a family member test you on the number facts from the attached sheet. They can ask you any of the sums on each card. Choose two or three that you found more difficult and practice them a few times every day, so that you can answer any of the questions quickly.



Quick questions:

1. How many millimetres are there in 4.2 metres?
2. Which is more, $\frac{2}{3}$ or $\frac{3}{5}$?
3. How many sides does an octagon have?
4. What is the largest even number with three-digits?
5. Which is more, 1.22 or 1.202?
6. How many equal length sides does an isosceles triangle have?
7. If you toss a coin five times, is it possible for it to land the same way up every time?
8. How many 50 cent coins does it take to make 10 dollars?
9. If one egg weighs 50 grams, how much does a dozen eggs weigh?
10. What is 26×6 ?



Project:

Draw a map of your bedroom. Make it as accurate as you can.

How will you make sure that things are the right sizes?



Factor challenge:

Factors are numbers that divide into another number without leaving a remainder. The factors of 6 are, 1, 2, 3, and 6.

Can you find all the factors of 210?

Clue: There are more than 10 of them!

Choose another large number and find all of its factors. Can you challenge a family member to beat you?



Thursday

How can we minimise the effects of natural disasters?



1

Look at the image above. What do you see, think and wonder?

Vocabulary

design

plan

produce

system

technology

test

analyse

science

minimise

invent

engineer

measure

mathematics

generate

evaluate

success

criteria

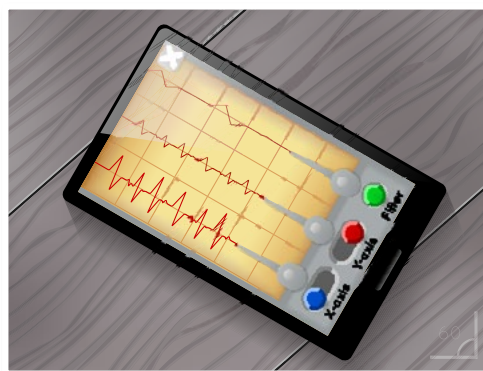
materials

communicate

Materials needed

STEM TASK QUESTION 4

You may need these materials.



Seismometer app

Advances in science and technology have assisted people to plan for natural disasters and to minimise or lessen their effect. Inventors, architects and engineers continue to develop new and innovative ways of helping save people when disaster strikes.

2 Watch the video *Earthquake Proof Bed*.

3 Evaluate the effectiveness of this design using a PMI chart.

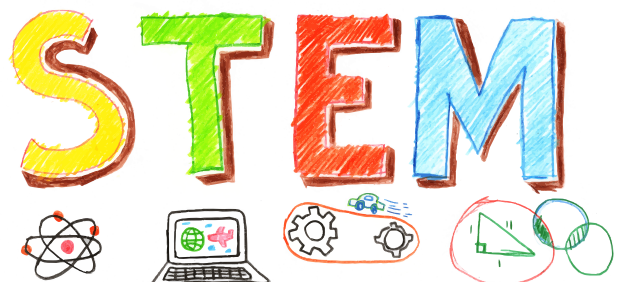
Plus The positives	Minus The negatives	Interesting The thought-provoking

4 Individual or group STEM task.

Your task is to investigate, plan, produce and test a way to minimise the effects of a natural disaster, e.g:

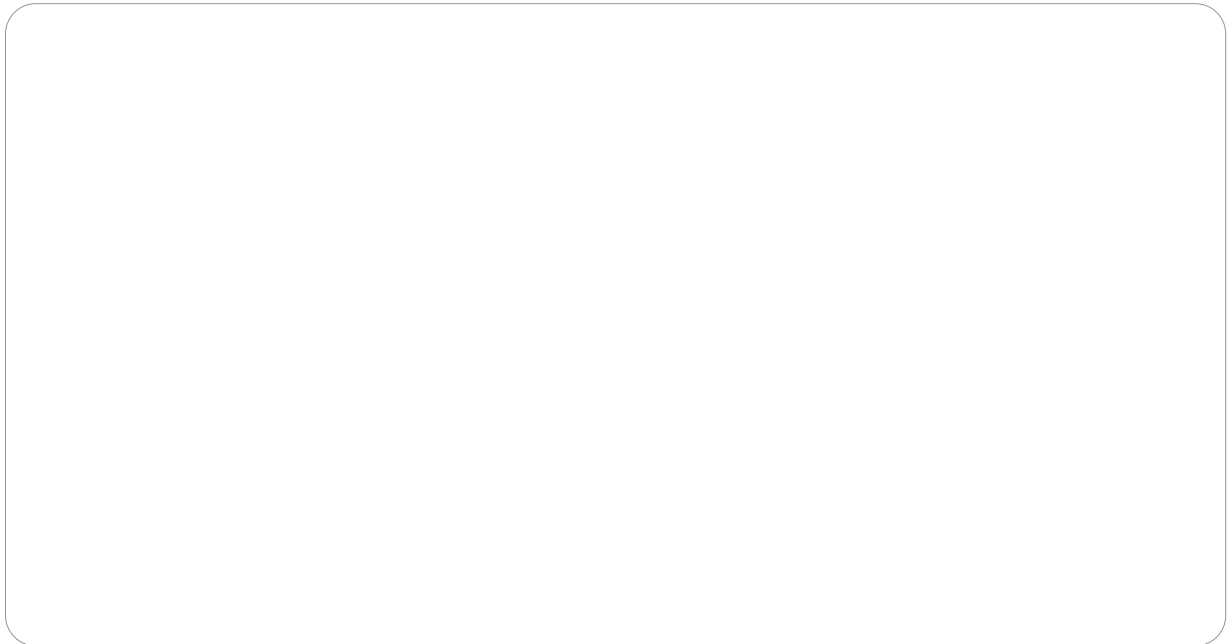
- design, produce and test a model of an earthquake proof bridge
- create a tsunami warning system e.g. sounds and signs/app alert
- design, produce and test a model of a cyclone proof house
- choose your own idea

Follow the design process to plan, draft and construct your design.

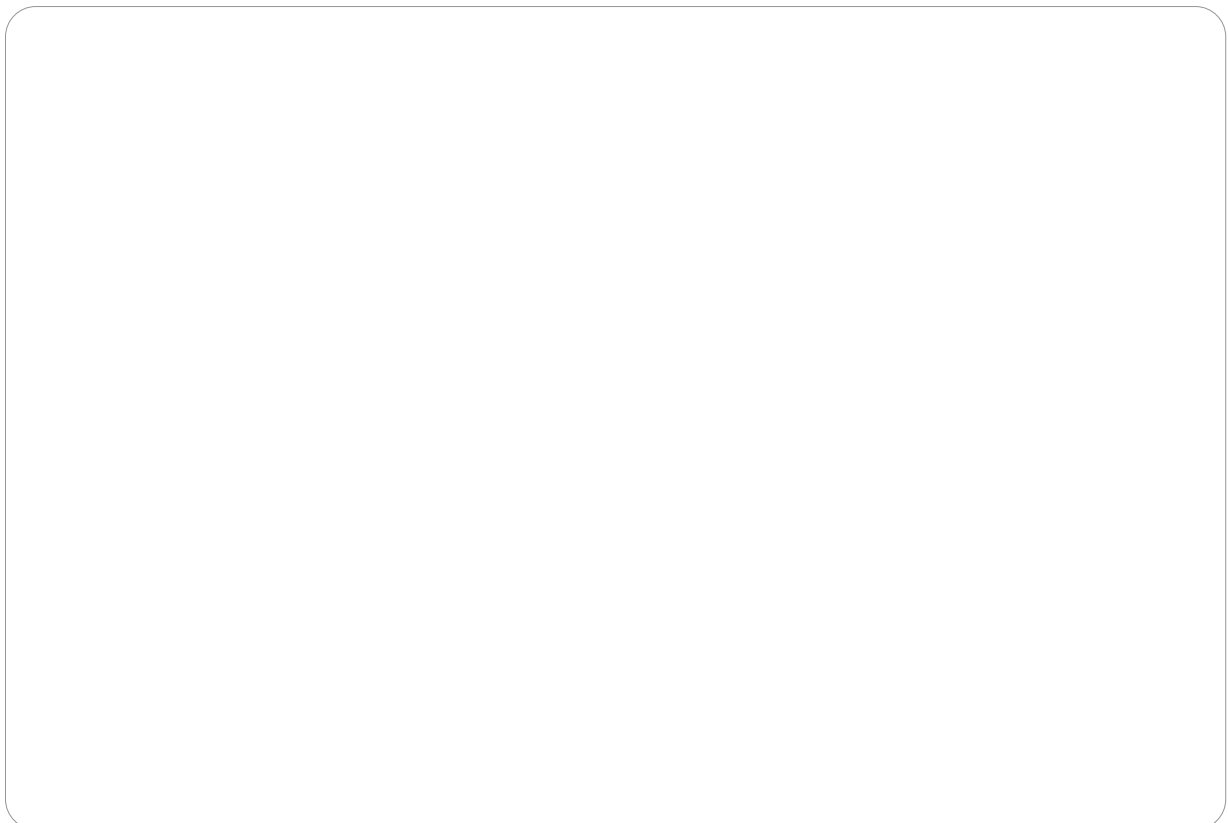


Step 1: Investigate

Use these websites and other reliable sources to help you research and choose what you are going to design. Brainstorm your ideas below.

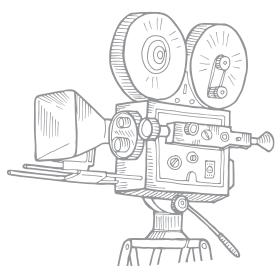
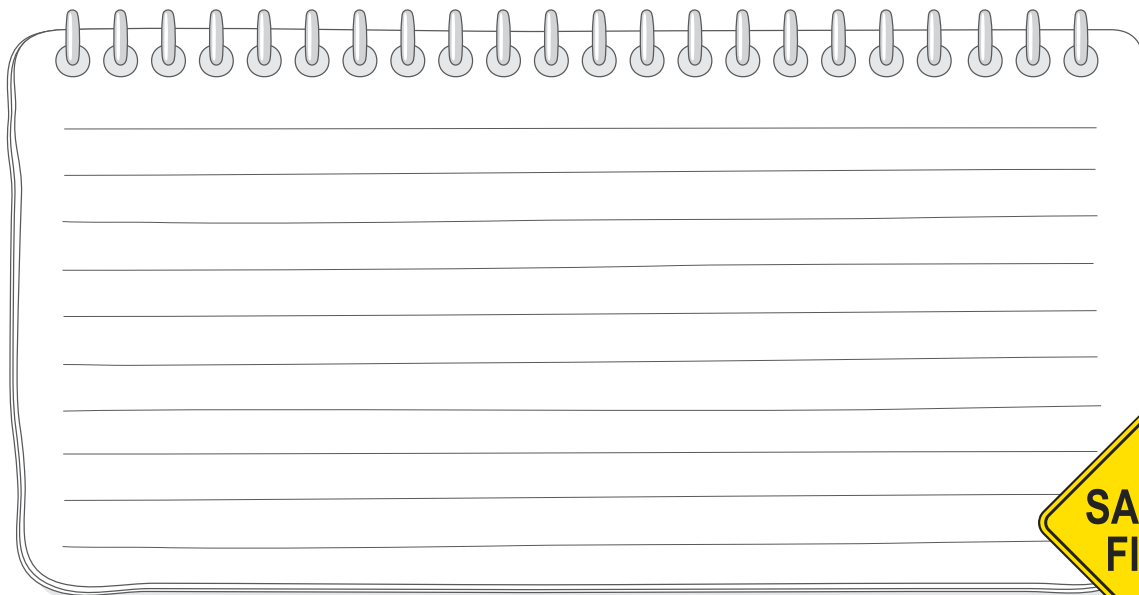
**Step 2: Generate**

Plan, draw and label your design ideas in the space below or using a digital program e.g. canva or docs.



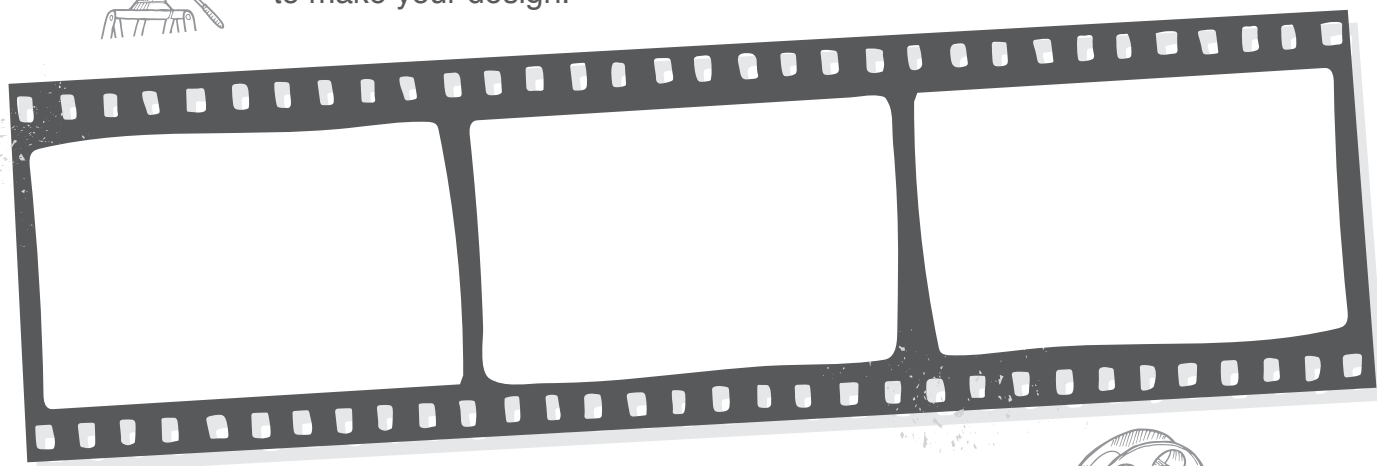
Step 3: Materials

List the materials and equipment you will need to produce your design.
Try to use recyclable materials, e.g. cardboard boxes/newspaper.

**Step 4: Produce**

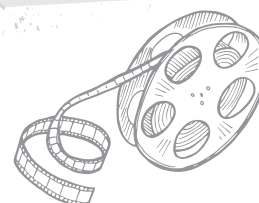
Construct and make your design. Remember to be safe when using your materials and equipment.

Draw or take photographs/video of the steps you take to make your design.

**Step 5: Success Criteria**

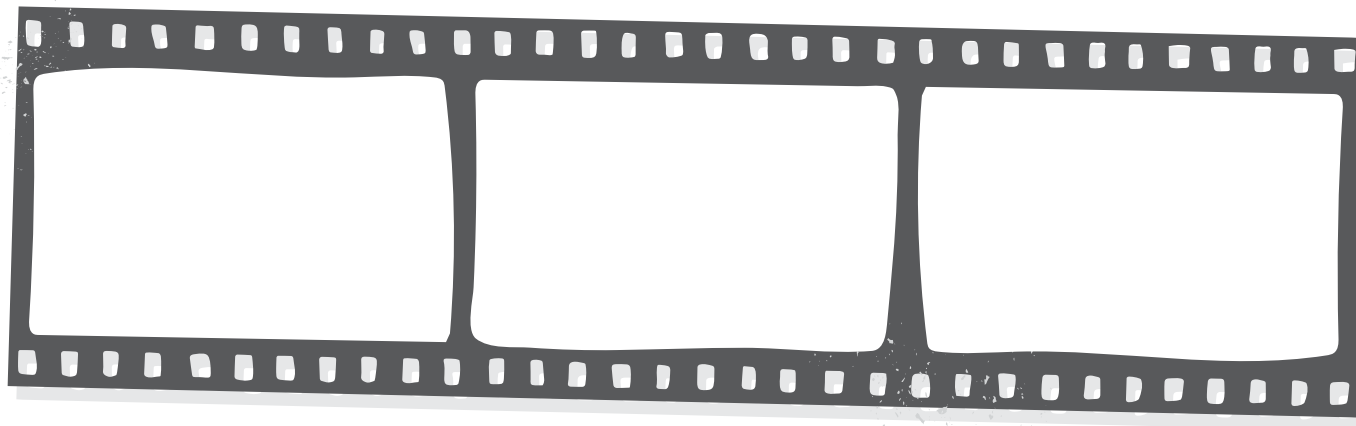
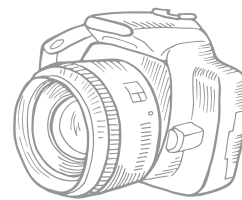
How will you know if your design works?

I will know my/our design works if...



Step 6: Test

Test your design to find out if it works. Measure your results and record your test with photographs or video.

**Step 7: Evaluate**

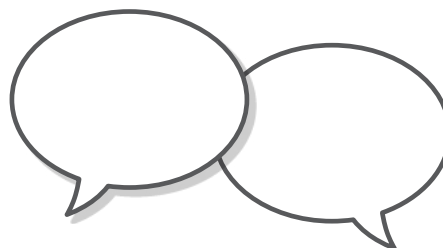
How successful was your design?

How could you improve or modify your design?

Make any needed changes and re-evaluate your design.

Step 8: Communicate

Share your design and results with others.



5

The name Tornado Alley is often used to describe an area in the middle of the United States of America that experiences a high number of violent and destructive tornadoes.

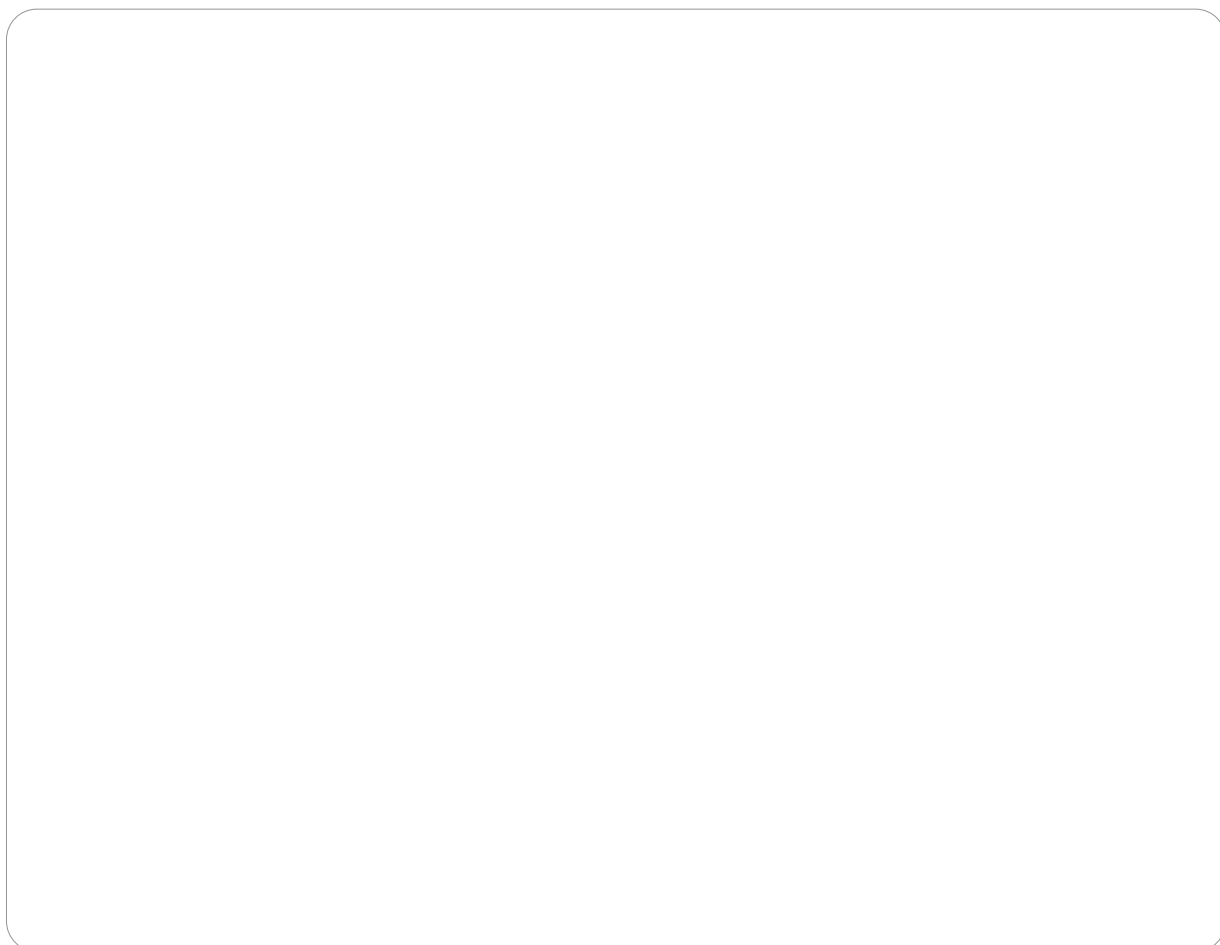


What is a tornado?

What damage can they cause?

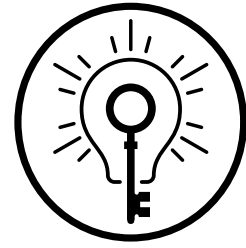
How do people in Tornado Alley prepare for a tornado?

Use these websites and other reliable sources, then draw and label ways people prepare for tornadoes.



6

How could you improve a design to minimise the effects of a natural disaster? Use the **BAR** thinker's key to improve an existing design or your STEM design.



Key: B = Bigger
A = Add
R = Remove

B**A****R**

HIROSHIMA AND NAGASAKI STUDENT KNOWLEDGE ORGANISER

Write down the important vocabulary words from this week

What happened at Hiroshima and Nagasaki?

What was the death toll?

What were the impacts of the atomic bombs on Japan and its' people?

What were the code names for each attack?

Create a timeline of Japan's Involvement in WWII

Paper Crane: A Symbol of Peace

by Justin Moy



You can make more than an airplane out of paper. You can make a box, a flower, or even a bird. You can make these things by origami. Origami is a Japanese word that means folding paper. The world's largest origami museum is the Nippon Origami Museum in Japan. It has more than 100,000 origami pieces.

Another place to see a lot of origami pieces is in Peace Memorial Park in Hiroshima, Japan. The origami pieces there are all the same kind. They are paper cranes.

In World War II in August 1945, the United States dropped an atomic bomb on Hiroshima. A girl named Sadako Sasaki was a survivor. Nine years later, she became sick. She had cancer.

There is a Japanese legend. It says that if you fold 1,000 paper cranes, you can make a wish. Then the wish would come true. Sadako wished to keep living, so she started to fold paper cranes. Her family and classmates helped. They folded 356 cranes, and Sadako folded 644 cranes. Together, they completed 1,000 paper cranes in 1955.

However, Sadako died in October 1955. Many people heard about Sadako's story. Today, the paper crane is a symbol of peace. Every year a lot of people from all over the world visit Hiroshima and leave paper cranes.

Name: _____ **Date:** _____

1. What is origami?

- A. building museums dedicated to peace
- B. folding paper cranes to help wishes come true
- C. folding paper into different shapes

2. The text describes a sequence of events in Sadako Sasaki's life. What happened to Sadako nine years after the United States dropped an atomic bomb on Hiroshima, Japan?

- A. She became sick with cancer.
- B. She finished making 1,000 paper cranes.
- C. She died.

3. Read these sentences from the text.

Another place to see a lot of origami pieces is in Peace Memorial Park in Hiroshima, Japan. The origami pieces there are all the same kind. They are paper cranes.

[. . .]

Every year a lot of people from all over the world visit Hiroshima and leave paper cranes.

Based on these sentences, what can you conclude about the paper cranes in Peace Memorial Park?

- A. They were only made by Sadako.
- B. They were only made by Sadako's family and classmates.
- C. They were made by people all over the world.

4. Why might people be inspired by Sadako Sasaki's story?

- A. She got sick from cancer after the United States dropped a bomb on Hiroshima during World War II.
- B. She survived the atomic bomb attack in Hiroshima. Years later, she tried hard to survive her cancer and did not give up.
- C. She folded many paper cranes and believed the legend that says if you fold 1,000 paper cranes, you can make a wish that will come true.

5. What is the main idea of this text?

- A. Sadako Sasaki was a young girl who got cancer after the United States dropped an atomic bomb on Hiroshima. She folded paper cranes so that she could keep living. Today, paper cranes are a symbol of peace.
- B. In World War II in August 1945, the United States dropped an atomic bomb on Hiroshima. A girl named Sadako Sasaki was a survivor. Nine years later, she became sick. She had cancer.
- C. You can make more than an airplane out of paper. You can make a box, a flower, or even a bird. You can make these things by origami. Origami is a Japanese word that means folding paper.

How was Japan involved in World War II?

The Japanese _____ wanted to become a strong _____ and a world _____; however, Japan was a small island nation and decided to gain more land by _____ other countries. Japan sought _____ amongst East Asia, whilst Germany looked to conquer parts of Europe. Japan were well on their way to _____ by _____. During World War II Japan attacked nearly all its Asian neighbours.

The United States government, concerned by Japan's increasing control over the Asia region, threatened _____ against them. In response, under approval by _____, Japan launched a surprise attack on U.S. naval base in _____ on 7 December 1941; over 2000 marines and 68 civilians died.

The United States used asserted their _____ by attacking Japan. They launched two separate _____ on the country. The first was launched on the city of _____ on the 6th August at 8:15am. This bomb was nicknamed '_____. ' The second _____ was dropped on the city of _____, and named '_____.'

Nagasaki	country	atomic bomb	Fat Man
leader	conquering	dominance	nuclear attacks
1942	Hiroshima	Little Boy	government
power	hegemony	trade sanctions	Emperor Hirohito

Sentence of the Day

Knowledge organiser

In my own words...

A simple sentence is _____.

A main clause is _____.

A subject and a predicate:

An adverb

is _____.

A an adverbial phrase tells the reader:

Circle the **subject and predicate** in the below sentences:

The Olympics were held in Tokyo.

I went to the Cherry Blossom festival.

Circle the **adverbial phrase** in the below sentences:

The Olympics were held in Tokyo in August 2021.

I went to the Cherry Blossom festival in Auburn.

Write your own simple sentence, **with an adverbial phrase**

1. _____

2. _____

Do you know how to write a simple sentence? Colour in the stars to show your level of understanding



Phonics

Monday-Friday

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

Camera words	Monday	Tuesday	Wednesday	Thursday	Friday
enough					
rough					
tough					
trouble					
double					
height					

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

- _____
- _____
- _____
- _____
- _____
- _____

Tuesday



Read the paragraph and fill in the missing words.

rise	made	small	huge	Jake
------	------	-------	------	------

Jake made a _____ shed by the lake. As time went on, the tide began to _____ and the shed fell to bits and began to drift away. This did not faze _____. He _____ a new shed at the top of a _____ hill.

- Circle the words that have a vowel in the middle.
- Write four simple sentences using the words you circled.

- _____
- _____
- _____
- _____

- 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 .

land/scape	stam/pede	trans/late
con/fine	in/flute	des/pite
ex/cuse	en/close	in/fuse

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	fume	soap	jumping
l a f u m e n r u j	shine	grow	melted
a q o t e r e r u u	mope	road	crops
t i a w l e o o e m	late	show	hinted
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			

- 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.

- _____
- _____
- _____
- _____

Reading

Set A

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

- 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!
- 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.
- 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!
- 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.

240 words

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- plate.
- Choose six words you underlined from the paragraphs. Write a simple sentence using each word.

- _____
- _____
- _____
- _____
- _____
- _____

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 on Monday and Friday.
- The aim is to improve your fluency and practise using expression as you read. Write down how many seconds it takes you to read the story every day. You should aim to get approximately 139 words per minute.

Monday	Friday

- Have you made an improvement in your reading fluency?

Year 6 Specialist Pack

Monday

Read the paragraph about the Hiroshima bombing in Japan and answer the questions below.

Atomic bombings of Hiroshima and Nagasaki

During World War II, American bombing raids on the Japanese cities of Hiroshima (6 August 1945) and Nagasaki (9 August 1945) marked the first use of atomic weapons in war.

Tens of thousands were killed in the initial explosions and many more later died from radiation poisoning. On 10 August, one day after the bombing of Nagasaki, the Japanese government issued a statement agreeing to the surrender terms that had been dictated.

1. What happened in World War II?

2. When were atomic bombs used?

3. How many people were killed in the initial explosion?

4. What other way did people die?

5. On what date did the Japanese government agree to the surrender terms?

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

Hiroshima the Attacks

buildings	atomic	heat	radiation
-----------	--------	------	-----------

Impact of the bombs?

The a_____ bombs caused massive destruction through intense h_____, pressure, r_____ and radioactive fallout. At the hypocentre (centre of the blast), the heat was so intense, it vaporised people and b_____.



Analyse the following then answer the questions on the right.
When we slide a shape, we are translating it. Translate means to change its position.

For example:

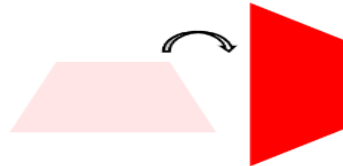
- Translate the pattern block.



- Rotate the pattern block half a turn.



- Rotate the pattern block a quarter of a turn.



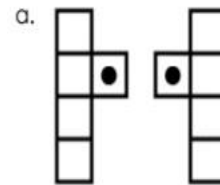
- Rotate the pattern block a full turn.

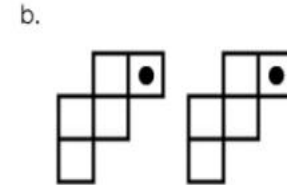


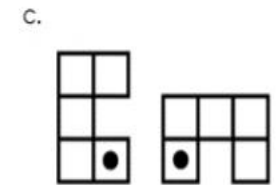
- Reflect the pattern block.

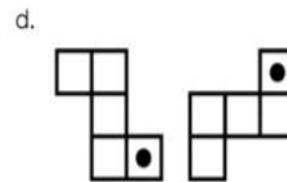


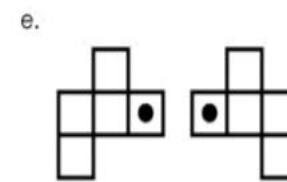
Write how each figure was moved. Write translation, rotation or reflection.

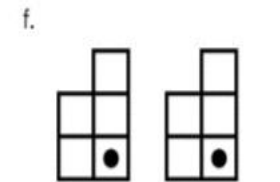


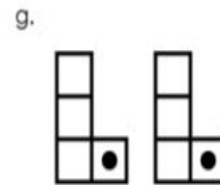


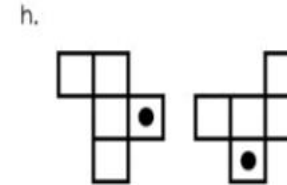


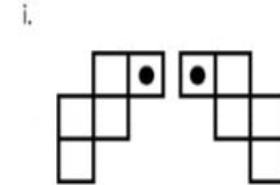






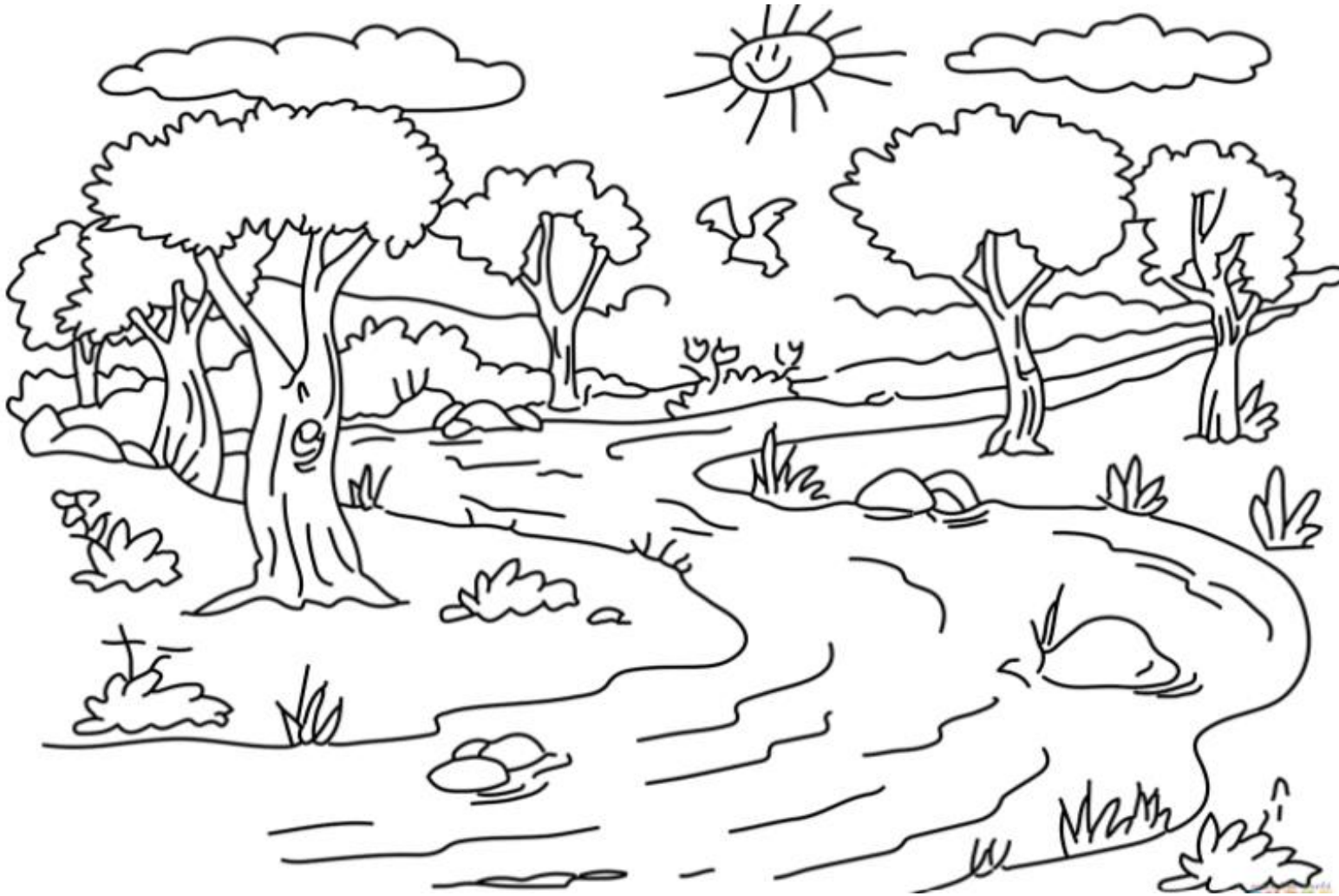






Wednesday

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

Thursday

Complete the problem solving questions by circling the correct answer.

PROBLEM SOLVING

Designs by Translating, Rotating and Reflecting Shapes

MG 38 (1a) How did Kyle create this pattern with his blue tiles?

- a. reflect b. translate c. rotate

Designs by Translating, Rotating and Reflecting Shapes



MG 38 (1b) How did Kyle create this pattern with his blue tiles?

- a. reflect b. translate c. rotate

Designs by Translating, Rotating and Reflecting Shapes



MG 38 (1c) How did Kyle create this pattern with his blue tiles?

- a. reflect b. translate c. rotate

Designs by Translating, Rotating and Reflecting Shapes



Math Mentals.

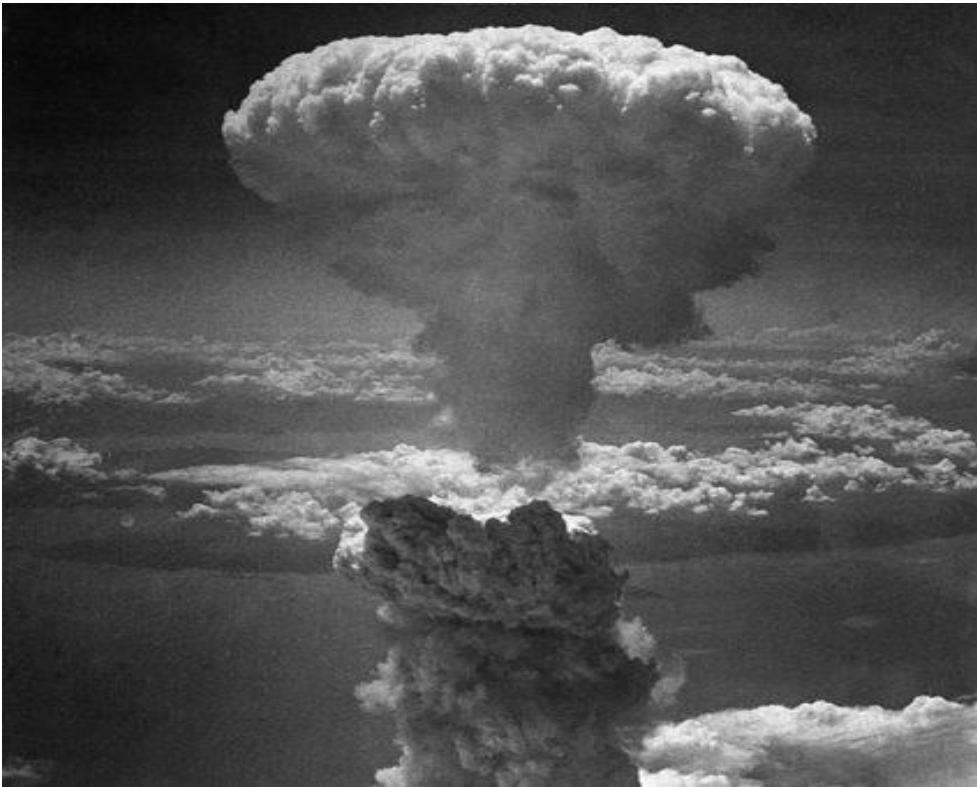
Complete the following. Time yourself and write down how long it took you.

Time

35 + 20 =	4 × 2 =	18 - 7 =	55 + 45 =
43 + 20 =	7 × 5 =	45 - 10 =	16 + 4 =

Friday

Atomic bombs are nuclear weapons that use the energetic output of nuclear fission to produce massive explosions.



Using the picture above, write 3 simple sentences describing your thoughts about atomic bombs.

1. _____
2. _____
3. _____

Every sentence has a subject, predicate and end punctuation.

The Hiroshima war took place in Japan.

Subject

Predicate

Hiroshima war	took palce in Japan
---------------	---------------------

Complete the following simple sentences with your own predicate and end punctuation.

1. The Hiroshima war _____
2. The atomic bomb _____
3. Japanese people _____
4. World War II _____

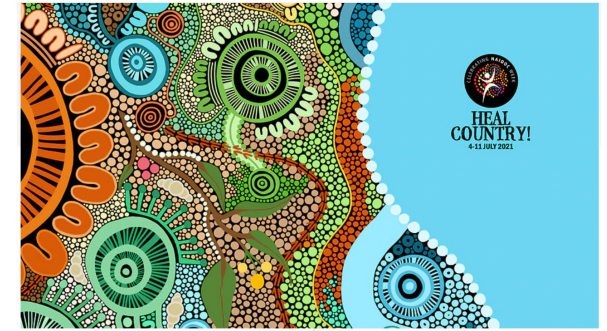
Complete the following. Time yourself and write down how long it took you.

30 + 20 =	4 × 6 =	15 - 5 =	17 + 3 =
67 + 10 =	2 × 6 =	46 - 20 =	15 + 5 =
40 + 30 =	3 x 5 =	40 – 20 =	18 + 2 =
42 + 30 =	9 x 2 =	65 – 5 =	14 + 6 =

Time



Indigenous Literacy Day 2021



YouTube



CLICK OR SCAN THIS LINK

to view the virtual excursion.

<https://youtu.be/qEuzcIQd7vY>

CLICK OR SCAN THIS LINK

for some fun activities.



Activity Link

<https://www.sydneyoperahouse.com/schools/whatson-schools/>

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

