

Year 5



Muswellbrook South Public School

"Building Solid Foundations for Life"

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Dear Parents/Caregivers

Due to the recent announcement by the Premier stating that parents are encouraged to keep children at home, we have prepared work for students not attending school. As you may appreciate it has been very difficult for us to differentiate work as it would be in the classroom. I encourage you to engage with your child about their learning and assist them where needed.

The work provided will be updated on a fortnightly basis. The first lot of work will take us up to the Easter break. After the holidays, more work will be available.

This is new for us all. If you have any feedback regarding work, please contact your child's teacher. We will endeavour to include changes based on suggestions in the next fortnightly cycle.

Please note that the school will remain open. Students who remain at school will follow the same program of work and will be assisted by teachers.

Learning at home considerations

Parent responsibilities during remote learning

Provide support for your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

Student responsibilities during remote learning

These responsibilities should be adjusted according to the age of your child:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- regularly monitoring digital platforms and communication to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing their best work
- doing their best to meet timelines, commitments, and due dates
- communicating proactively with their teachers if they cannot meet deadlines or require additional support
- collaborating and supporting their classmates in their learning
- seeking out and communicating with school staff as different needs arise.

Establishing routines and expectations

We have provided your child with a schedule for their learning. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around. From the first day, you will need to establish routines and expectations. You should use the schedule provided to set regular hours for school work. Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children too.

Setting up a learning environment

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time. A space/location for extended learning should be a public/family space, not in a bedroom. It should be a place that can be quiet at times. Above all, it should be a space where you or another adult is present and monitoring your children's learning.

Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).
- The Health and Wellbeing page has some great ideas for activities to do at home.

Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:

- what are you learning today?
- what are your learning targets or goals?
- how will you be spending your time?
- what resources do you require?
- what support do you need?

In the afternoon, ask:

- what did you learn today?
- acknowledge one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again
- consider three things that went well today. Why were they good?
- are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These specific questions matter because they allow your child to process the instructions they have received from their teachers and help them organise themselves and set priorities. Older students may not want to have these check-ins with parents (this is normal!), but they should anyway.

Communicating with the teachers

All teachers have set up communication methods for communicating with parents. Teachers will be in regular contact. Please feel free to ask questions.

Regards



Glen Kite

Principal

Year 5 At Home Learning Plan: Term 1 Week 10 and 11

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and possibly resources from your teacher. All activities are to be completed in the exercise book provided. **Online Passwords will be placed on our Google Classroom for those who have access. Friday, 10 April is a public holiday. No work has been set for Good Friday.**

WEEK 10	Monday 30/3/2020	Tuesday 31/3/2020	Wednesday 1/4/2020	Thursday 2/4/2020	Friday 3/4/2020
Morning	<p>English Spelling: <i>Activities:</i></p> <ul style="list-style-type: none"> Look, Cover, Write, Check. Rainbow writing- all words 5x compound sentences <p>Optional Technology Based Activity: go onto Spelling City and complete an activity.</p> <p><i>Brain break:</i> 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice.</p> <p><i>Fruit break</i></p>	<p>English Spelling: <i>Activities:</i></p> <ul style="list-style-type: none"> Look, Cover, Write, Check. Verb, noun, adjective sort- all words Hidden words- all words <p>Optional Technology Based Activity: go onto Spelling City and complete an activity.</p> <p><i>Brain break:</i> Put on your favourite song and dance your heart out.</p> <p><i>Fruit break</i></p>	<p>English Spelling: <i>Activities:</i></p> <ul style="list-style-type: none"> Look, Cover, Write, Check. Consonant and vowel- all words Pyramid- all words <p>Optional Technology Based Activity: go onto Spelling City and complete an activity.</p> <p><i>Brain break:</i> 5x burpees; 10x star jumps; Run on the spot for 20 seconds. Repeat twice.</p> <p><i>Fruit break</i></p>	<p>English Spelling: <i>Activities:</i></p> <ul style="list-style-type: none"> Look, Cover, Write, Check. Fancy words- all words Join the dots- all words <p>Optional Technology Based Activity: go onto Spelling City and complete an activity.</p> <p><i>Brain break:</i> Go outside and look up to the sky. Count how many animals you can find.</p> <p><i>Fruit break</i></p>	<p>English Spelling: <i>Activities:</i></p> <ul style="list-style-type: none"> Look, Cover, Write, Check. Alphabetical order- all words Upper and Lower case words- all words <p>Optional Technology Based Activity: go onto Spelling City and complete an activity.</p> <p><i>Brain break:</i> Meditation, put some calming music on for 10 minutes and control your breathing.</p> <p><i>Fruit break</i></p>

<p>Writing: Character building: Create a mindmap of a character. To think of a character, ask yourself the following. Is it:</p> <ul style="list-style-type: none"> - living or nonliving? - where could you find it? - what is it? - what are its interests (likes, dislikes, hobbies)? <p>Additional Technology Based Activity: Typingclub.com (student complete up to 15 minutes of typing practise).</p> <p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Write a short paragraph summarising what you read.</p> <p>Optional Technology Based Activity: go onto Reading Eggs and complete an activity.</p>	<p>Writing: Character building: Design a complication for your character that links with their interests (check your mindmap: what could possibly go wrong for your character?). Include interesting words you would like to use in your compilation.</p> <p>Additional Technology Based Activity: Typingclub.com (student complete up to 15 minutes of typing practise).</p> <p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Write a short paragraph making connections between what you have read and what you know about it.</p> <p>Optional Technology Based Activity: go onto Reading Eggs and complete an activity.</p>	<p>Writing: Create an introduction that goes for 2 paragraphs including:</p> <ul style="list-style-type: none"> - Who (include interesting details and several sentences) - When (how can you make this interesting?) - Where (use excellent wow words to allow the reader to visualise the setting). <p>Additional Technology Based Activity: Typingclub.com (student complete up to 15 minutes of typing practise).</p> <p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Write a short paragraph explaining the things you could visualise while you were reading.</p> <p>Optional Technology Based Activity: go onto Reading Eggs and complete an activity.</p>	<p>Writing: Write 2 paragraphs that develop your character's relationships with others (secondary characters). Include:</p> <ul style="list-style-type: none"> - description of secondary characters. - proper punctuation for any kinds of speech. - do not overuse speech marks! Stories are more than just dialogue. <p>Additional Technology Based Activity: Typingclub.com (student complete up to 15 minutes of typing practise).</p> <p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Write a short paragraph making predictions about the text.</p> <p>Optional Technology Based Activity: go onto Reading Eggs and complete an activity.</p>	<p>Writing: Complete a detailed complication and resolution. Remember to describe the emotional response for your characters in your complication.</p> <p>Additional Technology Based Activity: Typingclub.com (student complete up to 15 minutes of typing practise).</p> <p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Write a short paragraph summarising what you read.</p> <p>Optional Technology Based Activity: go onto Reading Eggs and complete an activity.</p>
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Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Middle	<p>Mathematics <i>Skills Practice:</i> Write out your four times tables.</p> <p><i>Number Talk:</i> Use as many strategies as possible to solve this problem: 4 273 - 719</p> <p><i>Number:</i> Choose a number between 10 000 and 99 000. Use words and pictures to create a poster showing as much information about the number as possible.</p> <p><i>Addition and Subtraction</i> What happens when you add an odd number to an even number? Do this 5 times using different numbers, then explain what the rule might be.</p> <p>Optional Technology Based Activity: go onto Mathletics and complete an activity.</p>	<p>Mathematics <i>Skills Practice:</i> Write out your five times tables in the grid provided.</p> <p><i>Number Talk:</i> Write down as many different ways as possible to break down this number: 17 326</p> <p><i>Math Investigation:</i> How many days have you been at MSPS for? Answer as accurately as you can. Try to use the exact number of days, hours, minutes?</p> <p><i>Addition and Subtraction</i> Write 5 real-life word problems that need to be solved using addition. Answer each problem and show your working.</p> <p>Optional Technology Based Activity: go onto Prodigy and complete an activity.</p>	<p>Mathematics <i>Skills Practice:</i> Write out your 3 times tables in the grid provided.</p> <p><i>Number Talk:</i> Use as many strategies as possible to solve this problem: 2 409 - 612</p> <p><i>Math Investigation:</i> 1. Design a maths poster that will help your classmates understand a tricky math idea. 2. Create a timetable of your week. You could include the different lessons you have at school as well as scheduled time for homework, sleeping, eating and your favourite activities.</p> <p>Optional Technology Based Activity: go onto Mathletics and complete an activity.</p>	<p>Mathematics <i>Skills Practice:</i> Write out your 10 times tables in the grid provided.</p> <p><i>Number Talk:</i> Write down as many different ways as possible to break down this number: 73 529</p> <p><i>Math Investigation:</i> 1. Budget a trip for your family to a place of your choice. Think about how much accommodation and food would cost for everyone as well as tickets to any attractions your family would enjoy in that area.</p> <p>Optional Technology Based Activity: go onto Prodigy and complete an activity.</p>	<p>PDHPE Review: Look at your physical activity diary from this week. Calculate how much time each day was spent on physical activity. Challenge: identify two personal goals for a more active lifestyle. Brainstorm how you could achieve each goal.</p> <p>Plan: how you might involve other members of the family in this physical activity challenge.</p>

Break	Break	Break	Break	Break	Break
Afternoon	<p>PDHPE Keep a diary of physical activity you participate in each day this week. Record the time spent each time.</p> <p>Practise: throw and catch a ball in different settings. Use a tennis ball or small ball that fits in one hand. Throw the ball overhead 10 times and catch it with the same hand thrown. Record how many times they caught the ball out of 10 throws. Swap hands and repeat the above process. Now try this again and try to beat the original score. Next, find a flat or uneven wall. Right hand under arm throw at the wall 10 times and attempt to catch the ball with the same hand. Repeat with the left hand. Next throw with one hand and catch with an alternate hand. Swap and repeat.</p>	<p>History Create a mindmap of all the facts you can remember about federation.</p> <p>Read the information on the front of the sheet <i>Steps to Federation</i>. Using a highlighter or a pencil, highlight the important events leading up to Federation.</p> <p>Complete the worksheet on the back.</p>	<p>CAPA- Art Strengths: Refer to the strength list below and pick a strength that you believe refers to you. Create an artwork that has your name in it as well as the strength you have chosen.</p>	<p>Science Begin to create a healthy menu using sustainable resources (eg. using vegetables from a garden rather than frozen vegetables from the supermarket.</p> <ul style="list-style-type: none"> - What are the ingredients you need to create this meal? - How do you make this meal? (Write step-by-step instructions on how to create it. Be sure to be clear and concise with your instructions: don't forget anything!) - What are the sustainable practices you used in creating this meal? - Write this in your notebook. 	<p>Catch-up Finish tasks from Monday -Thursday that you didn't complete.</p> <p>Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance.</p>

WEEK 11	Monday 6/4/2020	Tuesday 7/4/2020	Wednesday 8/4/2020	Thursday 9/4/2020
<p>Morning</p>	<p>English Spelling: Activities:</p> <ul style="list-style-type: none"> • Look, Cover, Write, Check. • Rainbow writing- all words • 5x compound sentences <p>Optional Technology Based Activity: go onto Spelling City and complete an activity.</p> <p>Brain break: Complete 10 minutes of mindfulness, put on some calming music and relax by focusing on your breathing.</p> <p>Optional Technology Based Activity: go onto GoNoodle and complete a meditation activity.</p> <p>Fruit break</p> <p>Writing Write a narrative about the following topic: Through the doorway.</p>	<p>English Spelling: Activities:</p> <ul style="list-style-type: none"> • Look, Cover, Write, Check. • Verb, noun, adjective sort- all words • Hidden words- all words <p>Optional Technology Based Activity: go onto Spelling City and complete an activity.</p> <p>Brain break: 10 Jumping jacks, 10 Knee lifts, 10 Side Stretches. Repeat three times.</p> <p>Optional Technology Based Activity: go onto GoNoodle and complete a meditation activity.</p> <p>Fruit break</p> <p>Writing: Write a narrative about the following topic: Stuck Who or what is stuck and where? Why is this important?</p>	<p>English Spelling: Activities:</p> <ul style="list-style-type: none"> • Look, Cover, Write, Check. • Consonant and vowel- all words • Pyramid- all words <p>Optional Technology Based Activity: go onto Spelling City and complete an activity.</p> <p>Brain break: do the Macarena dance.</p> <p>Optional Technology Based Activity: go onto GoNoodle and complete a balancing activity.</p> <p>Fruit break</p> <p>Writing: Write a narrative about the following topic: Extreme weather Who is your character? How is the weather affecting</p>	<p>English Spelling: Activities:</p> <ul style="list-style-type: none"> • Look, Cover, Write, Check. • Fancy words- all words • Join the dots- all words <p>Optional Technology Based Activity: go onto Spelling City and complete an activity.</p> <p>Brain break: jog in place, high knees, jumping jacks, hop on one foot, hop on the other foot, and/or jump on both feet.</p> <p>Optional Technology Based Activity: go onto GoNoodle and complete a focusing activity.</p> <p>Fruit break</p> <p>Writing: Write a narrative about the following topic: The Day it all went wrong</p>

	<p>Where is the doorway? What type of door is it? Perhaps your character will find something on the other side of the door?</p> <p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Write a short paragraph making connections between what you have read and what you know about it.</p> <p>Optional Technology Based Activity: go onto Reading Eggs and complete an activity.</p>	<p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Write a short paragraph explaining the things you could visualise while you were reading.</p> <p>Optional Technology Based Activity: go onto Reading Eggs and complete an activity.</p>	<p>your character? Be descriptive.</p> <p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Write a short paragraph making predictions about the text.</p> <p>Optional Technology Based Activity: go onto Reading Eggs and complete an activity.</p>	<p>What happened to make this day so bad? Explain</p> <p>Reading: Read a book/ magazine/ newspaper for 10 minutes. Write a short paragraph summarising what you read.</p> <p>Optional Technology Based Activity: go onto Reading Eggs and complete an activity.</p>
Break	Break	Break	Break	Break
Middle	<p>Mathematics <i>Skills practice:</i> Write out your 5 times tables on the grid provided.</p> <p><i>Number Talk:</i> Write down as many different ways as possible to break down this number: 62 810</p> <p><i>Maths investigation:</i> 1. If the answer is 256, what could the equation be? For</p>	<p>Mathematics <i>Skills practice:</i> Write out your 2 times tables on the grid provided.</p> <p><i>Number Talk:</i> Use as many strategies as possible to solve this problem: 1 038 - 543</p> <p><i>Maths investigation:</i> How many shapes can you make with an area and perimeter of 20? Hint: You can</p>	<p>Mathematics <i>Skills practice:</i> Write out your 9 times tables on the grid provided.</p> <p><i>Number Talk:</i> Write down as many different ways as possible to break down this number: 302 512</p> <p><i>Maths investigation:</i> How could you raise \$100 or</p>	<p>Mathematics <i>Skills practice:</i> Write out your 11 times tables on the grid provided.</p> <p><i>Number Talk:</i> Use as many strategies as possible to solve this problem: 4 013 - 261</p> <p><i>Maths investigation:</i> Draw a maze complete with traps, dead ends and only one way to finish the line. Write</p>

	<p>example: $257-1=256$. What are the most complicated equations you can come up with? Complete this in your exercise book.</p> <p>Optional Technology Based Activity: go onto Mathletics and complete an activity.</p>	<p>use diagonal lines to help. Remember that the perimeter is the measurement around the edge of a 2D shape and the area is the measurement of the space taken up by a 2D shape, usually measured in square units.</p> <p>Optional Technology Based Activity: go onto Prodigy and complete an activity.</p>	<p>\$1000 from something you made? Think about how much it would cost to buy all the materials, how much you could sell it for and how many you would need to make.</p> <p>Optional Technology Based Activity: go onto Mathletics and complete an activity.</p>	<p>some instructions to help your classmates escape in case they get stuck.</p> <p>Optional Technology Based Activity: go onto Prodigy and complete an activity.</p>
Break	Break	Break	Break	Break
Afternoon	<p>PDHPE</p> <p>Using last weeks physical activity log, choose 2 fundamental movement skills that you did not attempt in that week (balancing, running, jumping, catching, hopping, throwing, galloping, skipping, leaping and kicking). Create an activity that focuses on improving these fundamental movement skills. Attempt the activity and record the first, second and third attempt to see if your fundamental movement skill improves.</p>	<p>History: ANZAC:</p> <p>Create a questionnaire that you would ask an ANZAC if you were given a chance.</p> <p>Optional Technology-based activity:</p> <p>Research an ANZAC in the Muswellbrook area.</p> <ul style="list-style-type: none"> - What was their full name? - Date of Birth/Date of Death? - Cause of death? - What did they do before they went to war? - Any other information? 	<p>Art</p> <p>Design a detailed artwork using your choice of media to create an image with the theme of ANZAC Day.</p>	<p>Science</p> <p>Finish creating a healthy menu using sustainable resources (eg. using vegetables from a garden rather than frozen vegetables from the supermarket. (See last week's timetable for details.)</p>

Spelling words: Week 10 & 11

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Orange	Red	Green/Strawberries	Pink/Watermelons	Purple/Grapes
fast front fair fresh flower phone photo after	graph half flora rough tough friend fifty Friday enough favourite watch wish finish beach	follow frozen fauna female further knife photo enough elephant telephone hop rub shrug trim level	figure frighten factory falsified delightful cough fragile comfortable physical affectionate annoy buy convey copy delay	fragile feature official sacrifice sufficient nephew disfigured superficial preference photographer catch discuss fast notify supply
<p><u>Compound sentences</u> Pick 5 of your spelling words. Write down a compound sentence for each word. Remember to use the connectives you have learnt in class.</p>	<p><u>Verb/noun/adjective sort</u> Sort out your spelling words underneath the headings verbs, nouns, adjectives. Sort them into their correct group</p>	<p><u>Consonant and vowel</u> Vowel: a, e, i, o, u Consonant: every other letter of the alphabet Write out your spelling words using a different colour for vowel and consonant.</p>	<p><u>Fancy words</u> Write each of your words using fancy writing. Your letters could be curly or dooty... or whatever you decide! Be creative!</p>	<p><u>Alphabetical order</u> Write your words out in alphabetical order</p>
<p><u>Rainbow writing</u> Write out all of your spelling words, use a different colour for each letter.</p>	<p><u>Hidden words</u> Write out all of your spelling words. With each word, try and find as many hidden words as possible. e.g. <i>sandwich</i>: sand, and, an, hand, hid etc...</p>	<p><u>Pyramid</u> Write each of your words like a pyramid s so som some</p>	<p><u>Join the dots</u> Write each of your words using dots. Then join the dots with a coloured pencil to make your word.</p>	<p><u>Upper and lower case words</u> Write each of your words out two times. Write in UPPERCASE the first time and in lowercase the second time.</p>



VIA Classification of Character Strengths and Virtues

Virtue of Wisdom

- Creativity** Original, adaptive, ingenuity, seeing and doing things in different ways
- Curiosity** Interest, novelty-seeking, exploration, openness to experience
- Judgment** Critical thinking, thinking through all sides, not jumping to conclusions
- Love of Learning** Mastering new skills & topics, systematically adding to knowledge
- Perspective** Wisdom, providing wise counsel, taking the big picture view

Virtue of Courage

- Bravery** Valor, not shrinking from threat or challenge, facing fears, speaking up for what's right
- Perseverance** Persistence, industry, finishing what one starts, overcoming obstacles
- Honesty** Authenticity, being true to oneself, sincerely without pretense, integrity
- Zest** Vitality, enthusiasm for life, vigor, energy, not doing things half-heartedly

Virtue of Humanity

- Love** Both loving and being loved, valuing close relations with others, genuine warmth
- Kindness** Generosity, nurturance, care, compassion, altruism, doing for others
- Social Intelligence** Aware of the motives and feelings of oneself and others, knows what makes others tick
- Teamwork** Citizenship, social responsibility, loyalty, contributing to a group effort
- Fairness** Adhering to principles of justice, not allowing feelings to bias decisions about others
- Leadership** Organizing group activities to get things done, positively influencing others

Virtue of Temperance

- Forgiveness** Mercy, accepting others' shortcomings, giving people a second chance, letting go of hurt
- Humility** Modesty, letting one's accomplishments speak for themselves
- Prudence** Careful about one's choices, cautious, not taking undue risks
- Self-Regulation** Self-control, disciplined, managing impulses, emotions, and vices

Virtue of Transcendence

- Appreciation of Beauty & Excellence** Awe and wonder for beauty, admiration for skill and moral greatness
- Gratitude** Thankful for the good, expressing thanks, feeling blessed
- Hope** Optimism, positive future-mindedness, expecting the best & working to achieve it
- Humor** Playfulness, bringing smiles to others, lighthearted – seeing the lighter side
- Spirituality** Connecting with the sacred, purpose, meaning, faith, religiousness