Year 6

Term 4
Weeks 1 & 2

Term 4 Week 1 Tuesday 5 October 2021

<table>
<tr><td>Morning</td><td>Daily Check-In @ 10:30am
Check-in with your classroom teacher (through Microsoft Teams)
➢ Are you ready for learning?
➢ Have you read through your daily plan?
➢ Do you have any questions about the upcoming learning activities?</td><td>Squiz Kids</td></tr>
<tr><td></td><td>Spelling: Complete <u>two</u> activities from the word work grid.</td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>Reading:
Read a book/magazine/newspaper for 20 minutes
Choose one reading task from the ‘reading matrix’.</td><td>Kids News
EPIC</td></tr>
<tr><td></td><td>Viewing and Recording
Watch BTN on ABC Me at 10am.
● Summarise the BTN episode.
● What were the main themes of the episode?
● What did you like about the episode?
● What are three questions that you can ask about one of the topics presented in the episode?</td><td>Typing.com
Reading Eggs
BTN</td></tr>
<tr><td colspan="3">Lunch & Movement Break</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>Mathematics
Skills Practice: Addition
<table>
<tr><th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr>
<tr><td>7 582 + 10 354 =
2 012 + 13 632 =
3 506 + 18 001 =
6 914 + 15 254 =
9 354 + 17 102 =
[PLUS create 5 more of your own to solve]</td><td>37 542 + 55 279 =
79 087 + 21 506 =
50 793 + 22 999 =
24 931 + 87 396 =
65 873 + 19 536 =
[PLUS create 5 more of your own to solve]</td><td>987 039 + 789 532 =
207 561 + 879 304 =
193 061 + 246 649 =
684 420 + 840 605 =
449 536 + 290 659 =
[PLUS create 5 more of your own to solve]</td></tr>
</table>
*Show your working out.</td><td>Mathletics
Prodigy
Khan Academy
Multiplication.com</td></tr>
<tr><td></td><td>Number Talk:
Target number 105
Using any of the different mathematical operations and the numbers 2, 4, 5, 7 and 13, come up with as many number sentences as you can that have a total of 105.</td><td></td></tr>
<tr><td></td><td>Focus Area: Probability

PAPER, SCISSORS, ROCK
What are the chances of winning a game of Paper, Scissors, Rock?

<table>
<tr><td>P1
P2</td><td> 
ROCK</td><td> 
PAPER</td><td> 
SCISSORS</td></tr>
<tr><td> 
ROCK</td><td>DRAW</td><td>WIN P1</td><td>WIN P2</td></tr>
<tr><td> 
PAPER</td><td>WIN P2</td><td>DRAW</td><td>WIN P1</td></tr>
<tr><td> 
SCISSORS</td><td>WIN P1</td><td>WIN P2</td><td>DRAW</td></tr>
</table>
According to the different possible moves, the chances of either Player 1 or Player 2 winning is $\frac{3}{9}$,

with there also being a $\frac{3}{9}$ chance of the game being a draw.

Today you are going to test these calculated probabilities.

1. With a family member play and record the results of 20 rounds of paper, scissors, rock. Write a short reflection, comparing your results with the predicted probability.

2. This time we are going to increase the randomness. Choose one of the following options and play another 20 sounds of paper, scissors, rock. Ensuring to record the results of each round.</td><td></td></tr>
</table>

	- Each player rolls a **dice** to determine their move. ROCK = 1 or 2 PAPER = 3 or 4 SCISSORS = 5 or 6 - Play against the **computer** at the following website. https://www.rockpaperscissor.online/# Write a short reflection, comparing your results with the predicted probability and whether the removal of the "human decision" making element had an impact on the results. OPTIONAL EXTENSION: Watch the follow video about "How to Win Scissors Paper Rock Using Maths" https://www.youtube.com/watch?v=2SH_qwt6e98	
Snack & Movement Break		
Afternoon	**SCIENCE** We have been learning about the 3 different types of matter (Liquid, Gas and Solids). Today we are going to look how things can change. **Can Matter Change States?** Have you ever eaten an ice cream on a hot summer's day, only to have it drip all over your hands? This is a relatively common scenario! When ice cream is taken out of a cold environment (the freezer) and placed into a warmer environment, it experiences a change in its temperature. This temperature change is often enough to make it melt into a liquid. Adding heat to a substance increases its temperature. This can change a solid into a liquid, or a liquid into a gas. Removing heat from a substance decreases its temperature. This can change a gas into a liquid, or a liquid into a solid.  To experiment with how matter changes, complete the experiment: What you will need: Kettle or pot on the stove, water, and a tray. What you need to do: 1. Turn the kettle on and let it boil. 2. When you see the steam come out of the kettle put a tray over the top 3. Observe to see what is happening Can you write an explanation of what is happening? Make sure you use the correct terminology. Create a diagram of the experiment and label the different components. Extension: Are you able to create your own experiment that demonstrates matter changing? Write up the experiment and share it so we can give it a go!	

Term 4 Week 1 Wednesday 6 October 2021

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<tr><td></td><td>Writing:
Create an informative travel brochure about Muswellbrook, encouraging people why they should visit your town.
This may include the topics such as;
- The best restaurants to eat
- The shops they may like to visit
- The attractions that they would like to see
- The activities they would like to do
- Why you think they should visit Muswellbrook</td><td>Typing.com
Pobble 365</td></tr>
<tr><td></td><td>Reading:
● Read Chapter One of the Time Travelling Adventures and answer the questions.

<u>Comprehension</u>
1. How big was the device she used?
2. What colour was the screen?
3. What date did Carrie arrive in the future?
4. What was the stranger on the street doing?
5. What was Carrie heading towards?
6. What happened after Carrie’s dad disappeared?
7. Write a definition for the word “keenly”.
8. Which word tells you that Carrie knew there wasn’t much chance of finding her dad alive?
9. How does Carrie feel about the person who grabbed her? How do you know?
10. Find and copy a word that tells the reader that the steel skyscrapers are made of thin, woven metal.</td><td>Kids News
EPIC</td></tr>
<tr><td colspan="3">Lunch & Movement Break</td></tr>
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Skills Practice: Addition
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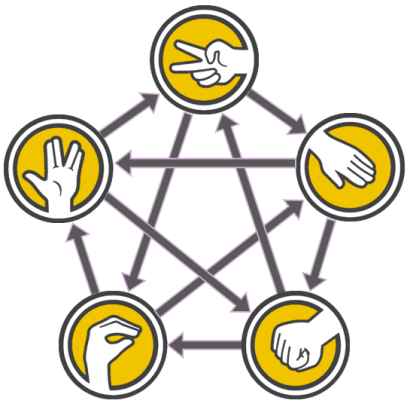
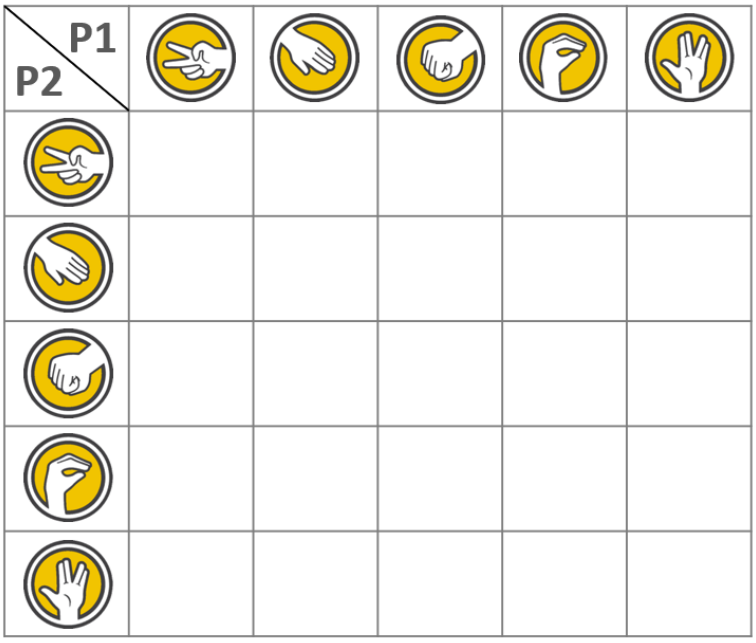
59 138 + 2549 =
23 698 + 3 982 =
98 712 + 8 812 =
25 015 + 2 233 =
[PLUS create 5 more of your own to solve]</td><td>99 286 + 65 677 =
14 220 + 25 304 =
66 047 + 57 511 =
72 778 + 43 940 =
25 346 + 30 563 =
[PLUS create 5 more of your own to solve]</td><td>431 165 + 314 888 =
626 516 + 104 701 =
868 050 + 887 229 =
241 375 + 657 311 =
780 778 + 214 774 =
[PLUS create 5 more of your own to solve]</td></tr></table>*Show your working out.</td><td>Mathletics
Prodigy
Khan Academy
Multiplication.com</td></tr>
<tr><td></td><td>Number Talk:
Target number 59
Using any of the different mathematical operations and the numbers 3, 4, 6, 8 and 10, come up with as many number sentences as you can that have a total of 37.</td><td></td></tr>
</table>

	Focus Area: Probability ***https://www.youtube.com/watch?v=iSHPVCBsnLw*** Sheldon's claim that 'players familiar with each other will tie 75% to 80% of the time' in traditional Rock, Paper, Scissor. Is this supported by your findings yesterday? Today you are going to be playing "Rock, Paper, Scissors, Lizard, Spock". These are the rules:  SCISSORS cut PAPER PAPER covers ROCK ROCK crushes LIZARD LIZARD poisons SPOCK SPOCK smashes SCISSORS SCISSORS decapitates LIZARD LIZARD eats PAPER PAPER disproves SPOCK SPOCK vaporises ROCK ROCK crushes SCISSORS Do you think your chances of winning in this game are increase, descreased or the same compared the playing Paper, Scissors, Rock? Use the above information about the rules of the game to complete this table of possible results.  P1 / P2 Are there any changes in the probabilities of the game ending in a win, lose or draw, in comparison to the traditional version of the game? Play and record the results of 20 rounds of "Rock, Paper, Scissors, Lizard, Spock" with a family member. Write a short reflection, comparing your results with the predicted probability. Which game would you use to challenge another person, RPS or RPSLS? Why?	
Snack & Movement Break		
Afternoon	**Sport** Traditional indigenous game: 'Tambil Tambil' Find out how to play the game in your resources.	

Term 4 Week 1 Thursday 7 October 2021

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<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>Reading:
● Read Chapter Two of the Time Travelling Adventures and answer the questions.

<u>Questions</u>
1. What did the stranger do to reveal her true face?
2. Why did the stranger suggest Carry call her Eleanor?
3. What did Eleanor do to help their dad?
4. What happened immediately before the car engine started?
5. What was the last thing happened in the story?
6. Which word in the text tells the reader that the leather seats were comfortable and expensive?
7. Write a definition for “incredulous”.
8. Which year did Carrie travel back to?
9. How does Carrie feel meeting herself? How do you know?
10. What technique does the author use to reveal that the two characters know each other?</td><td>Typing.com
Pobble 365</td></tr>
<tr><td></td><td>Writing:
Create a scientific information poster explaining liquids, gases and solids. Use the knowledge you have learnt this term and past learning to outline what each state of matter is, drawing diagrams to explain each state and giving examples of each.</td><td>Kids News
EPIC</td></tr>
<tr><td colspan="3">Lunch & Movement Break</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>Mathematics
Skills Practice: Subtraction
<table>
<tr><th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr>
<tr><td>4 680 – 1 863 =
6 927 – 2 257 =
7 578 - 4 438 =
9 993 - 4 903 =
4 831 – 3 291 =
[PLUS create 5 more of your own to solve]</td><td>97 154 - 94 735 =
55 679 – 19 496 =
57 448 – 20 767 =
65 210 - 39 056 =
73 323 - 31 341 =
[PLUS create 5 more of your own to solve]</td><td>516 553 – 276 497 =
832 893 - 119 621 =
275 185 – 187 593 =
791 951 – 245 143 =
141 084 – 57 532 =
[PLUS create 5 more of your own to solve]</td></tr>
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*Show your working out.</td><td>Mathletics
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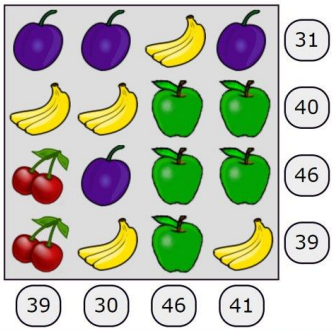
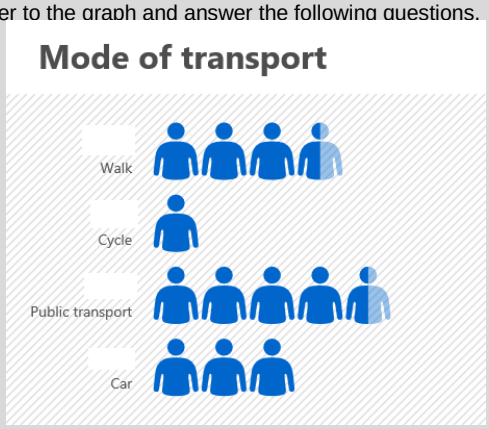
Fruity Totals
 

Each of the fruit has a value between 1 and 15 inclusive.
The sum of the fruit in each row and column is shown.</td><td></td></tr>
</table>

Focus Area: Data

The picture graph below shows the different modes of transport taken by students to get to school. Refer to the graph and answer the following questions.



Key: = 100 students

1. What does one represent?
2. What does this represent?
3. How many students cycle to school?
4. How many more students get to school by car than cycle?
5. How many students take public transport to school?
6. How many students are there in total at this school?
7. Draw another version of this picture graph where one symbol represents 50 students? Is this a good representation?

Snack & Movement Break

Afternoon

Geography

Import means that Australia **buys** products from other countries and brings these products into our country to be used. These are often products we don't produce ourselves.
Export means that Australia **sells** our products, which we produce here, to other countries

View this table that shows who Australia's top export countries are in the world. In other words, these are the countries that buy what Australia sells.

Below is a list showcasing 15 of Australia's top trading partners, countries that imported the most Australian shipments by dollar value during 2020. Also shown is each import country's percentage of total Australian exports.

1. China: US$90.6 billion (43% of total Australian exports)
2. Japan: $19 billion (9%)
3. United States: $13.1 billion (6.2%)
4. South Korea: $13 billion (6.2%)
5. United Kingdom: $10.3 billion (4.9%)
6. India: $7.1 billion (3.4%)
7. New Zealand: $7 billion (3.3%)
8. Singapore: $5.5 billion (2.6%)
9. Taiwan: $5.5 billion (2.6%)
10. Hong Kong: $4.7 billion (2.2%)
11. Vietnam: $4.4 billion (2.1%)
12. Indonesia: $3.4 billion (1.6%)
13. Malaysia: $3.3 billion (1.6%)
14. Germany: $2.6 billion (1.2%)
15. Thailand: $2.3 billion (1.1%)

Answer the below questions in your book.
Highlight the countries that are from Asia. What does this tell you about Australia's export trade?
What do you think these countries are buying from Australia? Why?
Extension
Research the top 10 export products that Australia sells to the world and complete the table.

Term 4 Week 1 Friday 8 October 2021

Morning	**Daily Check-In @ 10:30am** Check-in with your classroom teacher (through Microsoft Teams) ➢ Are you ready for learning? ➢ Have you read through your daily plan? ➢ Do you have any questions about the upcoming learning activities?	Squiz Kids
	Spelling: Complete <u>two</u> activities from the word work grid.	
	Writing Write a book review for a recent book/magazine/newspaper you have read. This will include: - The title - The author - Description of the setting - The characters - Main events/features - The problem/conflict - Did you like the book? Why?	Typing.com Pobble 365
	VCOP: Complete at least 3 VCOP activity cards	Kids News EPIC
Lunch & Movement Break		
	Mathematics – INVESTIGATION **BASKETBALL TOSS** **You will need:** ▪ pair of socks ▪ basket, bucket or container ▪ a clear space ▪ pencils or markers ▪ your mathematics workbook. <u>Instructions</u> **Challenge: See how many times you can successfully shoot your rolled up socks into the basket.** a) Mark a clear 'starting line' for your basketball toss. b) Take 3 big steps from your starting line and place a basket, bucket or container at the end. c) Stand at your starting line and throw your socks with your right hand. d) Throw your socks, aiming for the basket, 10 times with your right hand. e) Then, do the same thing 10 times with your left hand. f) Graph your results in your workbook. <u>Reflection</u> ▪ How many baskets did you get when you used your left hand? ▪ How many baskets did you get when you used your right hand? ▪ How many did you get altogether?	Mathletics Prodigy Khan Academy Multiplication.com
Snack & Movement Break		

Afternoon	**PE: Practicing FMS (fundamental movement skill) kick**  1 2 3 4 5 6 Skill components to perform a kick: 1. **Eyes focused on the ball throughout the kick.** 2. **Forward and sideward swing of arm opposite kicking leg.** 3. Non-kicking foot placed beside the ball. 4. Bends knee of kicking leg at least 90 degrees during the back-swing. 5. **Contacts ball with top of the foot (a 'shoelace' kick) or instep.** 6. Kicking leg follows through high towards target area. **Equipment**: different types of balls to kick (Soccer ball or football). Markers. **Practicing the skill:** Students work in pairs, with one ball for each pair (or against a wall if doing it by yourself). Stand about five metres from their partner to practise kicking the ball to each other. Once you have an understanding of the key components, see if you can run and kick the ball without stopping? Designate a goal area using markers. One student runs up and kicks the ball towards the goal. The partner stands between the markers to stop the ball going through. Swap positions after 5 kicks so that the 'goalie' has a turn at kicking. **Game:** Marker kick Allocate an area to play the game. Each player is allocated a marker which they place in the area. Students should remember the location of the marker. Each player is allocated a ball. The aim of the game is for students to knock over other students' markers but at the same time defend their own marker. If a student's marker is knocked over they must pick it up and run around the allocated area before being allowed back into the game. If you don't have anyone to play with, practise kicking your ball towards different targets focusing on your accuracy.	

Term 4 Week 2 Monday 11 October 2021

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<tr><td></td><td>Reading:
● Read Chapter Three of the Time Travelling Adventures and answer the questions.

<u>Questions</u>
1. How does Carrie feel about Catherine of Aragon? What tells you this?
2. How did people react when the fire was announced? Explain your answer.
3. How do you know that not many people use the passageway off the chamber?
4. What impression do you get of Tudor streets?
5. How does the description of the butchers' shops show that they didn't keep their meat clean?
6. Find and copy a word in the text that tells you that the king shouted.
7. What must happen before Carrie can see her dad?
8. Which word in the text tells you that the room they end up in is underground?
9. What diversion did her dad create?
10. Find a synonym for "crowd".</td><td>Kids News
EPIC</td></tr>
<tr><td></td><td>Writing:
Create a pet profile. This will be an informative profile on a chosen pet, it might be your pet or a friends or family members.
Include the following details:
- Name
- Diet
- Habitat
- Personality traits
- Your best memory with this pet</td><td>Typing.com
Pobble 365</td></tr>
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553 244 - 466 632 =
700 116 – 668 474 =
363 509 – 198 129 =
683 108 - 20 918 =
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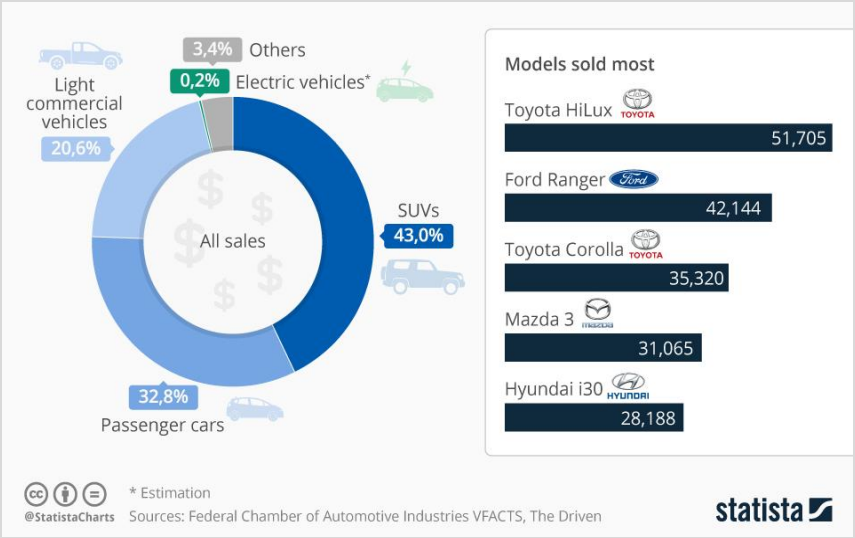
Khan Academy
Multiplication.com</td></tr>
<tr><td></td><td>Number Talk:

What could this data represent?

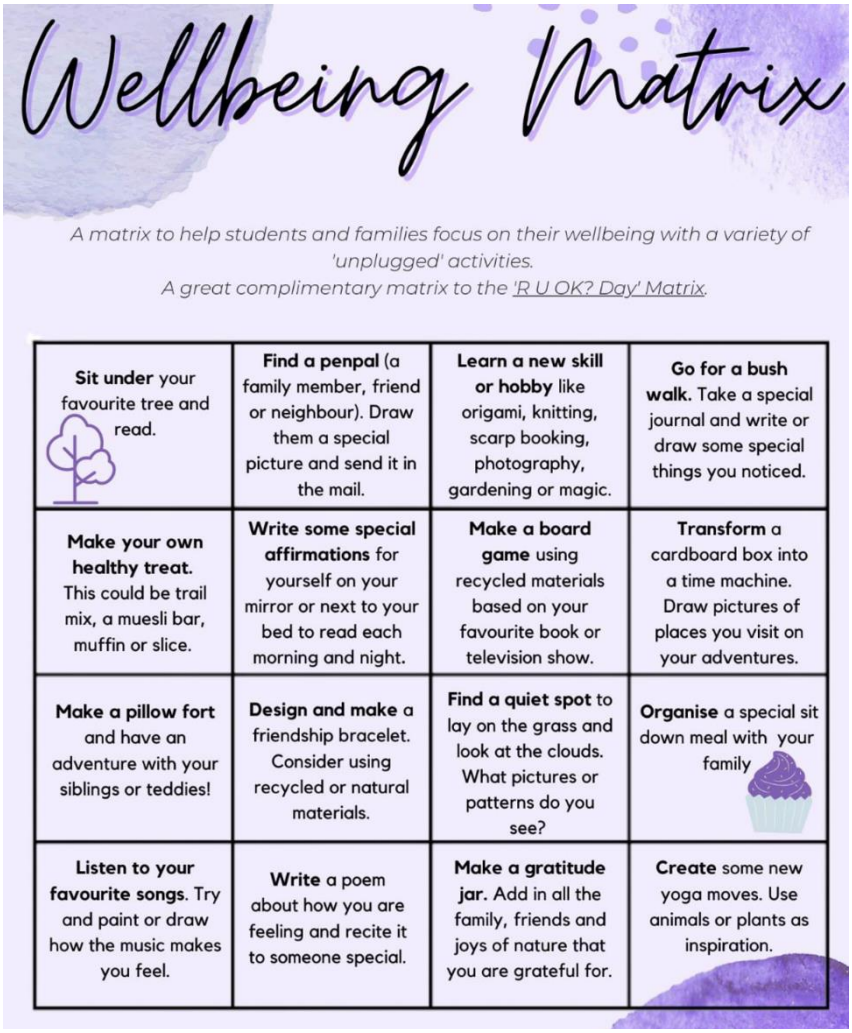
What information can you gather from this frequency table?

What type of graph would be the best way to represent this data? Why?

 
<table>
<tr><th>Car Colour</th><th>Frequency</th></tr>
<tr><td>Blue</td><td>18</td></tr>
<tr><td>Green</td><td>8</td></tr>
<tr><td>Black</td><td>29</td></tr>
<tr><td>White</td><td>26</td></tr>
<tr><td>Red</td><td>13</td></tr>
</table></td><td></td></tr>
</table>

	Focus Area: Data Use the sector graph below on the left to answer the following: a) What percentage of cars sold were passenger cars? b) Explain why you think Electric cars had the lowest percentage sales of cars sold? c) What trends do you observe in the data presented in this sector graph?  Use the bar graph 'Models sold most' above to answer the following: a) Which model of car sold was the most popular? b) How many Toyota Corollas were sold to the nearest 1000? c) How many more Toyota Hilux cars were sold than Hyundai i30 cars? d) How many cars were sold altogether?	
Snack & Movement Break		
Afternoon	**PDH** Go on a 'senses walk.' Ask your parents if you're allowed to go to a familiar place (or somewhere completely new) and think of all the things that you can "see, hear, smell and feel" (focus on your breathing while doing this). Take notes or draw a picture of what you can see, hear, smell and feel. When you get back from your walk. Find some inspirational quotes online (some are provided below) and choose one that you like. After you find your quote, you now need to turn it into a poster that you would be proud to hang up around school. While you're doing your poster you can listen to some relaxing sounds/music (rainfall, beach sounds, rainforest soundtracks). When you have finished your poster do an activity or two from the wellbeing matrix with your family. Inspirational quote examples: • Whatever the mind of man can conceive and believe, it can achieve. – Napoleon Hill • Strive not to be a success, but rather to be of value. –Albert Einstein • You miss 100% of the shots you don't take. –Wayne Gretzky • I've missed more than 9000 shots in my career. I've lost almost 300 games. 26 times I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed. –Michael Jordan • Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do, so throw off the bowlines, sail away from safe harbor, catch the trade winds in your sails. Explore, Dream, Discover. –Mark Twain • Life is 10% what happens to me and 90% of how I react to it. –Charles Swindoll • The best time to plant a tree was 20 years ago. The second best time is now. –Chinese Proverb • Winning isn't everything, but wanting to win is. –Vince Lombardi • I am not a product of my circumstances. I am a product of my decisions. –Stephen Covey • Creativity is intelligence having fun." — Albert Einstein • Success is not final, failure is not fatal: it is the courage to continue that counts. – Winston Churchill • Never bend your head. Always hold it high. Look the world straight in the eye. – Helen Kellar • Believe you can and you're halfway there. – Theodore Roosevelt • When you have a dream, you've got to grab it and never let go. – Carol Burnett • I can't change the direction of the wind, but I can adjust my sails to always reach my destination. – Jimmy Dean • No matter what you're going through, there's a light at the end of the tunnel. – Demi Lovato • Life is like riding a bicycle. To keep your balance, you must keep moving. – Albert Einstein • You are never too old to set another goal or to dream a new dream. – C.S. Lewis • The most wasted of days is one without laughter. – E.E Cummings • It isn't where you came from. It's where you're going that counts. – Ella Fitzgerald	

- Some people look for a beautiful place. Others make a place beautiful. – Hazart Inayat Khan
- Happiness often sneaks in through a door you didn't know you left open. – John Barrymore
- Happiness is not by chance, but by choice. – Jim Rohn
- Keep your face to the sunshine and you cannot see a shadow. – Helen Kellar
- If I cannot do great things, I can do small things in a great way. – Martin Luther King Jr.
- The bad news is time flies. The good news is you're the pilot. – Michael Altshuler
- People who are crazy enough to think they can change the world, are the ones who do. – Rob Siltanen
- For every reason it's not possible, there are hundreds of people who have faced the same circumstances and succeeded. – Jack Canfield
- There are two ways of spreading light: to be the candle or the mirror that reflects it. – Edith Wharton
- Today's accomplishments were yesterday's impossibilities. – Robert H. Schuller



Term 4 Week 2 Tuesday 12 October 2021

<table>
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Check-in with your classroom teacher (through Microsoft Teams)
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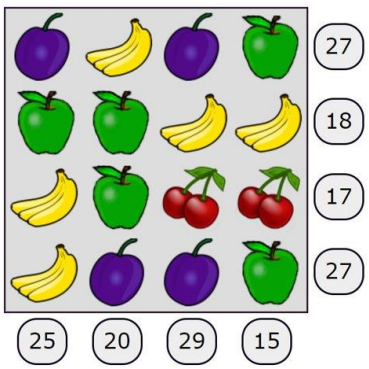
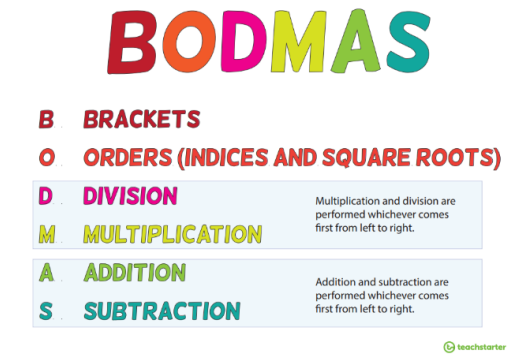
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>Reading:
● Read Chapter Four of the Time Travelling Adventures and answer the questions.

<u>Questions</u>
1. What does the phrase “head on the block” mean?
2. Which word tells you that Carrie turned the dial?
3. If loud voices “drew” closer, what happened?
4. Find and copy a word that tells you how the stranger entered the room.
5. Which word tells you the colour of the eye?
6. How had her dad changed from when Carrie last saw him?
7. What gives you the impression that Carrie likes to joke with her dad?
8. Why didn’t they end up going home?
9. Why was Carrie worried about being nervous?
10. What do you think is standing over them?</td><td>Kids News
EPIC</td></tr>
<tr><td></td><td>Viewing and Recording
Watch BTN on ABC Me at 10am.
● Summarise the BTN episode.
● What were the main themes of the episode?
● What did you like about the episode?
What are three questions that you can ask about one of the topics presented in the episode?</td><td>Typing.com
Pobble 365</td></tr>
<tr><td colspan="3">Lunch & Movement Break</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>Mathematics
Skills Practice: Multiplication
<table>
<tr><th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr>
<tr><td>87 x 5 =
16 x 3 =
31 x 9 =
17 x 8 =
71 x 9 =
[PLUS create 5 more of your own to solve]</td><td>91 x 83 =
13 x 95 =
93 x 57 =
56 x 62 =
91 x 58 =
[PLUS create 5 more of your own to solve]</td><td>412 x 144 =
776 x 157 =
410 x 651 =
196 x 189 =
651 x 365 =
[PLUS create 5 more of your own to solve]</td></tr>
</table>
*Show your working out.</td><td>Mathletics
Prodigy
Khan Academy
Multiplication.com</td></tr>
<tr><td></td><td>Number Talk:
Fruity Totals
 

Each of the fruit has a value between 1 and 15 inclusive.
The sum of the fruit in each row and column is shown.</td><td></td></tr>
</table>

Focus Area: Order of Operations

OPTIONAL – Accompanying video on MS Teams



Solve these number sentence:

a) 5 + 8 ÷ 2 – 7

b) 12 x 3 – 42 + 20

c) 4 ÷ 1 + 8 x 2

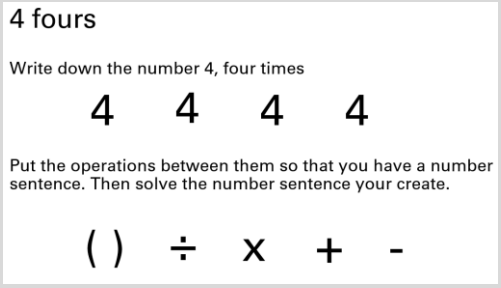
d) 17 x 3 + 15 ÷ 3

e) 4 x (3 + 2) ÷ 4

f) 4 x (5 + 3) x 2

g) 5 + (4 x 3) + (2 x 3)

h) 6 – (12 – 4 x 3)



Introductory	***Consolidating***	***More Challenging***
Create 5 different number sentences that use 4 fours.	Create a number sentence using 4 fours that has an answer of 12. Now can you redo this so that you get 15, 16 and 17 as your answers.	Try getting answers all the way from 0 through to 10.

Snack & Movement Break

Afternoon

<u>Science</u>

This week we are learning about why matter changes.

Why Change States?

For thousands of years, humans have been manipulating the state of various substances to make them better suited to particular purposes. The Aboriginal and Torres Strait Islander peoples of Australia used heat to soften natural materials such as beeswax, using it as an adhesive (glue) and as a waterproofing agent. They would also cover waterholes in hot weather to conserve water by stopping it from evaporating.

This scientific knowledge continues to be applied today in the 21st century. For example, changing the state of substances from solid to liquid and back again is a fundamental step in the process of recycling materials such as plastics, metals and glass. Scientists also use the knowledge that matter exists in different states at different temperatures to identify substances on other planets and moons across our solar system.

Using your knowledge of matter, answer the following questions.

Circle whether these statements about solids, liquids and gases are true or false.

a)	A solid will only change shape if a force is applied to it.	true / false
b)	The amount of space taken up by a solid changes.	true / false
c)	Ice cream is an example of a solid.	true / false
d)	The particles in liquids can change position.	true / false
e)	Liquids have a fixed shape.	true / false
f)	Liquids have more energy than solids.	true / false
g)	Gases can spread out in the space they are in.	true / false
h)	Oxygen is an example of gas.	true / false
i)	Gases have a fixed volume.	true / false
j)	Matter cannot change states.	true / false

<u>Extension</u>: Can you research and find any other ways that Aboriginal and Torres Strait Islander peoples change matter for a purpose? Detail ways they have achieved this.

Hint: Try this website: https://australiancurriculum.edu.au/TeacherBackgroundInfo?id=56652

Term 4 Week 2 Wednesday 13 October 2021

<table>
<tr><td>Morning</td><td>Daily Check-In @ 10:30am
Check-in with your classroom teacher (through Microsoft Teams)
➢ Are you ready for learning?
➢ Have you read through your daily plan?
➢ Do you have any questions about the upcoming learning activities?</td><td>Squiz Kids</td></tr>
<tr><td></td><td>Spelling: Complete <u>two</u> activities from the word work grid.</td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>Writing:
<u>Job application</u>
People do all kinds of jobs. Some people build. Others serve. Some teach. Others sell. Some people work on ships at sea, and others in skyscrapers in cities. What kind of job would you like to do? As a future worker, name a job/s you would like, describe the work, and tell me why you would like it.</td><td>Typing.com
Pobble 365</td></tr>
<tr><td></td><td>Reading:
● Read Chapter Five of the Time Travelling Adventures and answer the questions.

<u>Questions</u>
1. Find and copy a phrase that tells you Carrie’s dad noticed the dinosaur was afraid.
2. Which word tells you that Carrie’s dad is annoyed at her when he speaks to her?
3. Which phrase does Carrie use to mean “with no dinosaurs there”?
4. What does the word “panoramic” tell you about the views from the rock?
5. Write a definition for “indentation”.
6. Why had the first dinosaur seemed taller?
7. At the beginning of the story, Carrie’s dad seems annoyed. What else might he be feeling?
8. Which direction do they head in?
9. How does Carrie’s dad give her more time to fix the device?
10. What type of dinosaur crossed their path?</td><td>Kids News
EPIC</td></tr>
<tr><td colspan="3">Lunch & Movement Break</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>Mathematics
Skills Practice: Multiplication<table><tr><th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr><tr><td>65 x 8 =
52 x 4 =
23 x 3 =
58 x 2 =
32 x 9 =
[PLUS create 5 more of your own to solve]</td><td>33 x 79 =
72 x 37 =
25 x 45 =
32 x 73 =
55 x 28 =
[PLUS create 5 more of your own to solve]</td><td>563 x 334 =
534 x 111 =
889 x 493 =
593 x 440 =
708 x 146 =
[PLUS create 5 more of your own to solve]</td></tr></table>*Show your working out.</td><td>Mathletics
Prodigy
Khan Academy
Multiplication.com</td></tr>
<tr><td></td><td>Number Talk:
Target number 37
Using any of the different mathematical operations and the numbers 2, 4, 5, 7 and 10, come up with as many number sentences as you can that have a total of 37.</td><td></td></tr>
<tr><td></td><td>Focus Area: Order of Operations
Put operations signs (+ or − or × or ÷) between the numbers 3, 4, 5, 6 to make the highest possible number and lowest possible number.

How about trying with numbers 1, 2, 3, 4, 5 and 6?<table><tr><th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr><tr><td>Use only the following operations
+, - and x</td><td>Use of the different operations and include some brackets</td><td>Use all of the different operations and include brackets, as well as squared and cubed.</td></tr></table></td><td></td></tr>
<tr><td colspan="3">Snack & Movement Break</td></tr>
<tr><td>Afternoon</td><td>Sport
Traditional indigenous game: ‘mer kai’
Find out how to play the game in your resources.</td><td></td></tr>
</table>

Term 4 Week 2 Thursday 14 October 2021

<table>
<tr><td>Morning</td><td>Daily Check-In @ 10:30am
Check-in with your classroom teacher (through Microsoft Teams)
➢ Are you ready for learning?
➢ Have you read through your daily plan?
➢ Do you have any questions about the upcoming learning activities?</td><td>Squiz Kids</td></tr>
<tr><td></td><td>Spelling: Complete <u>two</u> activities from the word work grid.</td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td></td><td>VCOP:
What are you really good at? Perhaps you can sink a free throw every time. Maybe you can identify birds by their songs or make a very delicious homemade pizza.
Think of a particular skill you have and could teach others. Then write a description of the process you use to accomplish this special feat. Provide enough detail so your reader can learn how to do the same thing.</td><td>Typing.com
Pobble 365</td></tr>
<tr><td></td><td>Reading:
Read a book/magazine/newspaper for 20 minutes
Choose one reading task from the ‘reading matrix’.</td><td>Kids News
EPIC</td></tr>
<tr><td colspan="3">Lunch & Movement Break</td></tr>
<tr><td>Middle</td><td>Conversation starter (Chat with your siblings and family at home):
What’s the first thing you would do if you won the lottery?</td><td></td></tr>
<tr><td></td><td>Mathematics
Skills Practice: Division
<table>
<tr><th>Introductory</th><th>Consolidating</th><th>More Challenging</th></tr>
<tr><td>242 ÷ 2 =
810 ÷ 9 =
455 ÷ 5 =
720 ÷ 3 =
396 ÷ 6 =
[PLUS create 5 more of your own to solve]</td><td>913 ÷ 4 =
495 ÷ 6 =
441 ÷ 3 =
347 ÷ 5 =
550 ÷ 9 =
[PLUS create 5 more of your own to solve]</td><td>7 420 ÷ 12 =
9 516 ÷ 17 =
1 398 ÷ 28 =
4 332 ÷ 18 =
2 158 ÷ 22=
[PLUS create 5 more of your own to solve]</td></tr>
</table>
*Show your working out.</td><td>Mathletics
Prodigy
Khan Academy
Multiplication.com</td></tr>
<tr><td></td><td>Number Talk:
Replace the missing operations to make this number sentence true.
$10 \square 3 \square 12 \square 6 = 28$
$+$ $-$ $\times$ $\div$</td><td></td></tr>
<tr><td></td><td>Focus Area: Order of Operations
Complete the provided “BIDMAS Crack the Code Worksheet”
[NOTE – BIDMAS is the same as BODMAS. Except “O” for orders is represented as “I” for indices.</td><td></td></tr>
<tr><td colspan="3">Snack & Movement Break</td></tr>
<tr><td>Afternoon</td><td><u>Geography</u>

Tokyo Olympic Games 2020
International sporting events, like the Olympic Games, are amazing to watch. Cheering on your country and recognising the sporting success of competitors every four years is a highlight for many people. Even though the Olympic Games in Japan has been rescheduled for 2021, preparations have not stopped in Tokyo.

Discuss this topic in terms of trade and economy. Olympic host countries see an increase in trade, which can also lead to increased foreign investment.

Countries that host the Olympic Games invest billions of dollars hoping to see a boom in their economy, from increased tourism speeding to infrastructure updates such as roads, building or communication as Internet upgrades.</td><td></td></tr>
</table>

	Investigate and discuss how the Tokyo Games has impacted people and places on a local, city/state and global scale. Investigate not only the preparation and cost of the games, but how it will affect the lives of people and the places they live while the games are in progress in Japan. Give examples. **Answer these questions.** **Tokyo Olympics** How does it impact people and places at a local level? How does it impact people and places at a city/state level? How does it impact people and places on a global scale? **Optional** Watch the below clips to help develop a deep understanding of the preparation it takes for a country hosting the Olympics and what impact it has on the hosting country. **https://www.youtube.com/watch?v=IptQWWCxs2s** **https://www.youtube.com/watch?v=Dw_of1LYwdc** **https://www.youtube.com/watch?v=Qrym1Lk3c1Q**	

Term 4 Week 2 Friday 15 October 2021

Morning	**Daily Check-In @ 10:30am** Check-in with your classroom teacher (through Microsoft Teams) ➢ Are you ready for learning? ➢ Have you read through your daily plan? ➢ Do you have any questions about the upcoming learning activities?	Squiz Kids
	Spelling: Complete <u>two</u> activities from the word work grid.	
	Writing: <u>Zebra on the loose</u> 1. You are a newspaper reporter! Read the interviews below about a situation that occurred. 2. Then, write an informative article for the newspaper based on the witness's accounts of this unusual event. 3. Remember, you are writing an article to inform people about what happened. You do not have to include every detail, but make sure you include enough information to paint a clear picture of what happened. Your news article should be between 350 and 500 words. 4. Write a rough draft on loose leaf paper and then have a teacher or peer proofread it. Then, write your final draft. <u>Interview 1: Saturday, April 21, 7:00pm, with Nick Ammons</u> Q: So you're the kid who took this amazing cell phone video? What's your name kid, and how old are you? A: *My name is Nick Ammons. I'm 12.* Q: Where were you and what were you doing when you first saw the zebra? A: *I was washing dishes at my parents' restaurant, 7th Street Diner, – I help out there after school – when I looked out the back window above the sink and thought I saw a zebra casually walk through the parking lot. I thought, there's no way I just saw a zebra!* Q: So then what'd you do? A: *Well I ran out the back door. At first, I didn't see anything. I thought I must have imagined it. But the next thing I know, here comes the zebra, trotting along back the other way.* Q: Were you scared? A: *No way, I wasn't scared. I just thought, man, my friends are never gonna believe this! So that's when I decided I'd better have proof. I pulled my cell phone out of my pocket and started recording. I followed him about a half a mile down the road until I eventually lost him.* Q: What was the zebra doing? Just running? A: *Well, no. Running, walking, running again. He seemed to be getting tired. Every now and then, he'd stop and look around, sometimes he'd turn a different way and keep on going. Anyway, I couldn't wait to get to my friend Jeremy's house to show him. He said I should put it on You Tube, so we did. A few hours later, the 6'oclock news called wanting an interview. So I went. Then you guys called. And here I am.* <u>Interview 2: Saturday, April 21, 8:15pm, with George Dowling</u> Q: How did the zebra escape from your yard? A: *I just came out to feed ZigZag. I thought I latched the gate, but when I bent over to pour the food, I heard the gate bang open and out he ran. Stupid zebra. More trouble than he's worth.* Q: Did you know, sir, that it's illegal in the state of Florida to keep a zebra as a pet? A: *No. Wait. What? ZigZag isn't a pet. I mean he isn't my pet. Wait a minute. What are you guys doing here anyway? Did you call the Tallahassee Police Department about this?* Q: No, sir. How long have you kept ZigZag confined in this small pen in your backyard? A: *No more questions! Get the heck off my property! Get off! This is private property!* <u>Interview 3: Saturday, April 21, 8:50pm, with Jessica Tradewell</u> Q: How are you feeling, miss? A: *I'm OK. Kinda shaken up, ya know? It was scary. I'm better now that I know the zebra is OK.* Q: What sort of condition is your car in? A: *Oh, that old Mazda 626? It's definitely totaled. Not even drivable. It was old anyway. I'm just really glad the zebra is OK.* Q: Can you tell us what happened? A: *I don't even know, really. I was driving down 13th Street. I wasn't distracted or anything. I was paying attention to where I was going because I was looking for a certain address. The next thing I knew, I saw the zebra in front of my car and heard the awful THUMP sound. I guess I put my brakes on, but I don't remember. I must have because my car was stopped. I got out and looked at the zebra.* Q: What kind of condition was the zebra in? A: *Well I couldn't tell. I was kind of surprised there was no blood. So that's why I thought he might be OK. But he was still laying on the ground. And then I noticed that his leg was kind of twitching. So I called 911 on my cell phone. When I told the 911 operator that I had just hit a zebra with my car on 13th Street, she laughed at me. Can you believe that? She laughed!* Q: I'm sorry miss. That's terrible.	Typing.com Pobble 365

	Reading: Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.	Kids News EPIC
Lunch & Movement Break		
Middle	**Conversation starter** (Chat with your siblings and family at home): If you could travel anywhere is the world for a week long holiday, where would you go? Why?	
	Mathematics Complete the provided BIDMAS (also known as BODMAS) colour by numbers worksheet.	Mathletics Prodigy Khan Academy Multiplication.com
Snack & Movement Break		
Afternoon	**PE: Practicing FMS (fundamental movement skill) Catch**  1 2 3 4 5 6 **1. Eyes focused on the object throughout the catch.** **2.** Feet move to place the body in line with the object. **3. Hands move to meet the object.** **4.** Hands and fingers relaxed and slightly cupped to catch the object. **5.** Catches and controls the object with hands only (well-timed closure) **6.** Elbows bend to absorb the force of the object. **Equipment:** different types of balls to catch. Markers. **Practicing the skill:** Practise slightly cupping your hands, controlling the ball and bending your elbows to absorb the force of a ball during the catch. In pairs catch a ball from: • increasing distance • a rebound off a wall • a height • a bounce Practise exploring and experimenting the following with a ball. Track and catch a ball: • dropped by self • thrown by self • thrown by a partner (high, middle, low) • hit with an open palm by a partner in different directions • bounced on the ground • thrown to the side of the body. Vary the size and type of ball once the students become more confident and show improvement in tracking and catching. **Game:** Throwing and catching with a partner for distance. • Start by standing at least 1 metre apart. • Throw the ball back and forth with your partner. • Take one step back if you catch the ball and one step forward if you drop the ball. • Record what type of ball you used and what distance apart you got. <u>Variation:</u> • Change type of throw, e.g. overarm, underarm, chest pass. • Throw a variety of objects, e.g. tennis balls, netballs.	

Spelling Words Week 1 & 2

	Week 1		Week 2	
	6 Red & 6 Blue **Prefix un-**	**6 Yellow** **ti as in station**	**6 Red & 6 Blue** **sc as in scissors**	**6 Yellow** **y as in pyramid**
RED **The prefix un- means not (negative)** **uncooked = not cooked**	unsafe	nation	scene	pyramid
	unlock	motion	scent	symbol
	unplug	fraction	muscle	Egypt
	unpack	direction	obscene	typically
	undo	section	science	cylinder
	untie	partial	crescent	lyric
ORANGE	uneasy	nationally	descend	gymnastics
	unlucky	information	fascination	cryptic
	unusual	preparation	sceptre	physics
	untrained	mention	adolescent	sympathy
	unhappy	ambition	isosceles	symmetry
	unlikely	essential	ascend	synthetic
GREEN	unabashed	imagination	transcend	lymph
	unbiased	contradiction	miscellaneous	sympathetic
	unashamed	patience	scenario	homonym
	undecided	interruption	scimitar	pseudonym
	ungrateful	explanation	scientific	chlorophyll
	unfortunate	distribution	fluorescence	catalyst

Word Work	
Dictionary Meanings Use the internet or a dictionary to find the meaning of 5 of your spelling words	**Rainbow Sounds** Write your spelling words, using different colours for each sound in the word. Eg shout = sh ou t
Grammar sentences Use EIGHT of your spelling words in detailed sentences. Underline and label the nouns in red, the verbs (action words) in blue and the adjectives (describes the noun) in green.	**Alphabet Spending** How much are your words worth? A=$1, B=$2, C=$3, D=$4, etc CAT = C=$3 + A=$1 +T=$20 = $24
Silly Sentences Create 5 silly statements using your spelling words. For example; for the word "write"- Will rats infect the eggs?	**Spelling Points** Say each word aloud and write your words in a list. Work out how many points each word is worth if: Graph = 2 points Digraph = 5 points Trigraph = 10 points
Word Origin Find the word origin of 5 of your spelling words.	**Chunking** Break your words into chunks (syllables). Example: A-MAZE-ING
Synonyms/Antonyms Find a synonym and antonym for three spelling words and put the new word into a sentence.	**Hidden Words** Use 5 of your words to write as many little words as you can within the word eg. transport – sport, pan, pot, not, an, or, ran, top, tan, tar ….

Reading Matrix

Character profile Draw a picture of a character in your text. Label your character. Write a short biography for this character.	Different Ending Change the ending of your story/chapter. Illustrate after you have written.	Summarising Jot down as many very important Points from the text as you can.	Character comparison Choose two characters and compare. How are they different? How are they the same?
Mapping it out Have a go at drawing a map of one of the places from the text you have just read. See how much detail you can include in your map, including different places, keys and colour.	Visual Poem Create a concrete found poem about the text you have read. To create a concrete found poem, students must only use words, phrases or even whole sentences "found" in their text. Then, they must shape these words into a visual representation on paper.	Connecting Based on the text you have just read, share a story about yourself that is related to an event or character that was in the book. How do you relate to this character? Do you share the same opinions? Friendships? Family life? Interests?	Social Profile Write & draw a social media profile for your character/object you have read about in your text. This will include: Character Name, Hometown, School, Works at, Family, Places visited, Music favourites, Book favourites, Photos
Status Update Write 3-4 'status updates' on your character/object in your text. This might be what they are doing right now, what their opinion is on a topic, what they are thinking about.	Predicting Before you read your text predict what you might be reading, use the images and subheadings to guide your predictions.	Visualising Draw a picture of what is happening from what you visualised in your head. Write about this scenario.	Character poster Create a wanted poster, based on a character from your text. This should include a picture of them, their interests, personality traits etc.

Time Travelling Adventures

Chapter One

Carrie looked down at the palm-sized device that nestled comfortably in the grip of her hand. A crisp, aqua screen buzzed with information – dates, coordinates and numbers that she couldn't even begin to understand. She hadn't built it, of course, her dad had, three years before. When he'd disappeared without a trace, she'd found the device smoking on the desk in his study, still warm to the touch. She'd picked it up and set to work; she had a strong suspicion that she knew what he had been up to. Now, she had proof.

Somewhere overhead, a car honked its horn and startled Carrie back into the present. She glanced around, and her jaw dropped. Polished silver vehicles skimmed through the air like mayflies over a summer stream, weaving their way through the three-dimensional traffic with ease. The word "cars" would have to do until she could think of anything more appropriate. Towering skyscrapers built from steel lacework seemed to arch as they reached up towards the distant thunderstorm. She looked down, and her head spun. There were no pavements, only metal walkways that hung from thin steel cables. She was roughly halfway up the tallest skyscraper, and a dozen other walkways were suspended below her, all the way into a fog that clouded the street below.

Her dad had done it, then. He'd found a way to travel in time. Something had gone wrong for him, though, and he'd left the device behind. Carrie knew that the chances of him arriving at his destination alive were slim, but she had to find out what had happened. She pushed a button on the device, and the screen flickered and showed the current date: 21st October 2150. It had been the date her dad had inputted on the day he disappeared. The coordinates told her that she was in the centre of London, but she couldn't recognise any of it.

She started to hurry along the street, keenly aware that she didn't have much time. The thought made her laugh: she had all the time in the world if she needed it. But a sense of urgency still gripped her. She had a feeling that jumping around in time wasn't going to be a walk in the park.

As she ran, the sound of the metal walkways under her feet reverberated against the soles of her boots. She realised that the other pedestrians all had metal-soled boots, and it soon became clear why. As she approached a strangely dressed man, staring into a holographic screen that hung just in front of his eyes, the man grunted in annoyance and stepped off the edge of the walkway. Instead of falling to his death, his boots clung to the metal, and he continued on his way, only now he was walking on the underside of the walkway. It must be magnetic, Carrie thought.

Up ahead, Carrie spotted an information stand. Hopefully, they would be able to search for her dad. As she approached, a car landed next to the walkway, and a rough hand reached out and snatched her by the collar. Before she could say anything, Carrie felt a bump on the back of her head, and she was pulled unceremoniously into the vehicle. "Sorry about that," a strained, female voice said. "I couldn't let you mention your dad's name to the people at that booth. I can help you find him, but you must trust me."

Carrie looked up into one of the least trustworthy faces she had ever seen.

Time Travelling Adventures

Chapter Two

Carrie slunk back into the plush leather seats of the car and stared up into the face of her kidnapper. A long nose hung limply, covered in warts and scars. Pale green eyes spun lazily in their sockets. The woman's straggly black hair looked matt ed and unclean, and one single tooth poked over her lower lip. "Sorry about this," the woman said, and Carrie noticed that her lips didn't move when she spoke. She had to fight back a scream when the woman reached up and started to peel her face off. "It's just an old Halloween mask I picked up from the museum!" the woman laughed as she watched Carrie curl up and whimper. "Just in case anybody spots me when I'm out!"

Now that her real face was showing, Carrie was much more inclined to trust her, although she was no less freaked out by what she saw. A familiar pair of sky-blue eyes stared back at her over a freckled nose, with a tiny scar where Carrie had once walked into a table as a child. Carrie looked up into her own mouth, her own nostrils, and her own soul. "You're… me? I mean, I'm you?" she asked, panicking.

The older Carrie nodded and pushed a button on the car's dashboard. Somewhere behind them, a soft motor hummed to life, and they shot forward at a speed the younger Carrie could only guess at. "Listen, it's probably best if you try not to think of me as… you," the older Carrie said. "Call me Eleanor."

"Like mum?" Carrie said.

"Exactly," Eleanor said, risking a quick glance away from the traffic that zipped around them. "Dad came here a while back – maybe four or five years in my time, but only ten minutes ago in the timeline that you are in, if that makes sense?"

Carrie wanted to lie and nod her head, but what was the point of lying to yourself? She shook her head and shrugged her shoulders.

"I didn't think so. It doesn't make sense to me, either. I just try to do my best. Anyway, he didn't have his device with him to head home, so I put him in touch with somebody I know named Electro Bonnie. She's the person to speak to for any illegal electronics you need doing."

"Time travel is illegal?" Carrie asked, incredulous at the thought that her dad could do anything that broke the law.

"Of course, think of the damage you could do. Anyway, Bonnie took his idea and made him a new device. But I don't know, there was something wrong with it. She couldn't get a chip she needed or something. She told him that it would probably overshoot when he travelled, but she couldn't tell him by how much. Dad is somewhere in the past, Carrie, but I don't know where. Bonnie tried to track his signal, but it disappeared somewhere around 1509. It wasn't powerful enough to change the date, only the year. I would start there."

Carrie hugged her older self and programmed the device as quickly as she could: 21st October 1509. She twisted the control dial and flicked the switch. The next thing she knew, she had arrived. A horse reared in front her, spooked by her sudden appearance, and threw its mount to the floor. A young man, no older than Carrie, got to his feet and brushed himself down. "Young lady," he said, each word dripping with disgust, "how dare you dismount a royal knight? You shall come with me at once to visit the king!"

Time Travelling Adventures

Chapter Three

King Henry VIII didn't disappoint. Carrie had studied his life at school and knew all about him, but as he lounged in front of her at the beginning of his reign, he hadn't yet reached the enormous proportions that he would in later life. His new wife, Catherine of Aragon, was sat towards the edge of the chamber with her maids. You poor woman, Carrie thought, there are many more to follow!

"I hear you have been dismounting my royal guards," the king bellowed as Carrie was brought before him and forced to kneel. "May I ask what you thought you were doing?"

"It was an accident," Carrie argued weakly, yet truthfully. "I didn't see him in the street."

"And what about your strange clothes? What are we to make of those?"

Carrie didn't know what to say. She looked down at her battered jeans and well-worn trainers, the t-shirt that she had picked up at a gig the month before – none of it fitted in in Tudor England.

Suddenly, there was a scream from the main doors into the chamber, and a guard rushed in shouting. "There's a fire, your majesty. You must leave the room!"

Chaos and panic took over, and suddenly everybody was concerned with getting the king to safety. A hand grabbed Carrie's and pulled her away from the main entrance, towards a small passage that led away from the rest of the hubbub. "In here. They won't think to look in here."

The passageway was dusty and unused, and dark enough to off er cover even if the others returned. They followed it for a while before it ended at a wooden door. The tall stranger pulled a key out a pocked and let them out into a busy street beyond. Carrie looked back and realised that they were at the back of the palace, somewhere in the cattle district judging by the smells. Even though the sun was high in the sky, the streets were dark and narrow, covered by the upper floors of the houses that lined each street. Carrie still hadn't had a chance to see who her saviour was, but they were leading her ever more quickly into the throng of people. Every step was a risk. Carrie pirouetted and stumbled over things that she desperately didn't want to look at twice. More than once, she slipped in something oily and didn't dare to glance down.

Now, they were surrounded by butchers. A variety of animals hung from the beams in front of each store, slowly rotting in the unseasonably warm weather. Flies buzzed in the thousands and swarmed over everything that was still for more than a second. Carrie batted them away from her face with her free hand and struggled after the stranger. Eventually, they turned into a blind alley and ducked into a subterranean room painted white with lime.

Once Carrie's eyes had adjusted to the gloom, she could see clearly who had saved her from the king. "Dad?" she asked, not believing her own eyes.

"Hi Carrie," he said calmly. "Thanks for finding me!"

Time Travelling Adventures

Chapter Four

Carrie looked at her dad on the other side of the small room. His face was covered in a thick beard where he had once been clean-shaven, and he had a few more cuts on his face than she remembered, but it was still the man who had tucked her into bed before the accident. "How did you find me?" she asked.

"I knew you would come looking for me aft er my device was left behind. When I spoke to Electro Bonnie, she promised to keep an eye out for you and to send you to this date and this location. I knew she wouldn't be able to get the year exactly right, so I've been here for about five years now. Every year, I head to the street where I knew you would arrive and wait. I saw you earlier, but that uppity knight got to you before I could." He stood up and embraced Carrie. "I had to create a diversion to get you out of there. We all know what King Henry was, sorry is, like. He would have had your head on the block before lunchtime."

"Thanks for that," Carrie said with a sarcastic smile. "I'm quite attached to it. Shall we go home?"

"Let's!" Carrie handed her dad the device, but he pushed it back. "I think you'd better do this. We know what happened the last time I tried it!"

Carrie dialled in the date and location of their home and rotated the dial. She watched as the power symbol filled up and readied her finger on the switch. With her spare hand, she reached out and took her dad's, for the first time in three years. "Ready?" she asked. He nodded.

Out in the street, loud voices shouted and drew closer. Carrie glanced at her dad, who shrugged. "Just flick the switch," he said, urgently. Just as Carrie regained control of her thumb, somebody bustled through the doorway and slammed into the two of them. Carrie stumbled, and her thumb slipped onto the keypad, pushing several of the buttons. She didn't have time to think, instead, she reached out and grabbed her dad's hand and flicked the switch. The room around them vanished, and everything went black.

Carrie opened her eyes. Her dad was sat up next to her, his eyes wide and his mouth hanging open. "What did you do?" he asked, his voice weak and hoarse. Carrie followed his gaze upwards, past the tall, damp fern fronds, beyond the towering, twisted trunk of an ancient tree, slowly being strangled by a creeping vine, and into the amber eye that stared down at them. It blinked slowly, the vertical black slit growing slightly in the shifting light. Carrie couldn't look away. Thin, orange veins traced an ornate pattern in the iris, the scaly skin that surrounded it looked smoother than she'd expected.

"Back away very slowly," she heard her dad say out of the corner of his mouth. Carrie shuffled backwards on her bottom, feeling dampness spread through her jeans and hoping that it was the wet moss on the floor, and not her own nervousness causing it. As they moved, the orange eye swivelled and followed them. An enormous head slowly broke through the foliage. A pair of large nostrils sniffed and huffed, steaming in the cold air.

It opened its mouth and stepped towards them.

Time Travelling Adventures

Chapter Five

Carried screamed. The dinosaur backed away quickly: it seemed nervous at the sudden noise. Picking up on its fear, Carrie's dad leapt to his feet and started to clap his hands together and scream along with her. Now they were stood up, they realised that the dinosaur wasn't as tall as they'd thought. It had been standing on a fallen log staring down at them – as soon as they had startled it, it had leapt onto the ground and scurried off.

"I'll ask you again, what did you do?" Carrie's dad said sternly.

"I think I may have hit the pad when that man attacked me," Carrie said, determined to point out the fact that she had, in fact, saved their life from the man who burst in on them.

"I'd say so."

"Look, we can just put the correct date in now and head home," Carrie said, digging around in the moss and pulling the device free. "Or maybe not," she said forlornly. The device had broken when they landed, and the screen hung limply from a tangle of wires. "I can probably fi x it," she said, "but I'll need somewhere to work for a bit. You know, somewhere dino-free?"

Carrie had no idea which direction to head off in, so together they decided to head downhill. The forest surrounded them on all sides, but there was a gentle slope to the ground that led them slowly away from where they had arrived. Every now and then, something would growl in the undergrowth or flap overhead, and the two of them would fall to the ground or duck behind whatever tree or bush they could find. At one point, a herd of triceratops broke through the tree line and passed with barely a second glance. Carrie cursed herself for not thinking to grab her camera before she set out.

When they felt like it was lunchtime, they rested on a rocky outcrop that offered panoramic views over the sweltering rainforest. They had just begun to rest their aching legs when something large disturbed the trees behind them. They turned slowly and found themselves staring back into the eyes of a dinosaur, only this one was definitely much larger. Carrie had seen enough films to know exactly what it was.

"Tyrannosaurus…" she whispered to her dad. "Run?" she suggested.

Together, they leapt from the rock just as the dinosaur lunged at them. They heard its teeth grating against the stone but kept their eyes forward. Behind them, Carrie heard trees crunching under the beast's heavy feet; she could feel its hot breath on her neck. She noticed a small indentation underneath the snake-like roots of a tall tree. She pulled her dad down into the cavity and crawled as far back as she could.

Daylight streamed over them as the tyrannosaurus attacked and pulled at the roots. It tried to use its enormous feet to dig away at the ground. With each bit, it reached a little bit more into the hole. Carrie could smell its rotten breath, and each hot gust of air made her retch.

Desperately, Carrie pulled the device from her pocket. She dug in as deep as she could while her dad took to throwing whatever stones he could find at the dinosaur. She knew that she just needed to get the wires to make a

connection for long enough. Hastily, she pushed and twisted the frayed end together and hit the power button. To her relief, the screen flickered to life. She hammered on the keypad until the date and location were set.

With one final bite, the tyrannosaurus pulled the last root free and sent the tree toppling away. It opened its jaws to the sky and roared. Its shadow blocked out the sun and Carrie watched as it stepped forward and lunged. Her fingers worked on their own and spun the dial. Just as the razor-sharp teeth surrounded them both, Carrie grabbed her dad's hand and flicked the switch.

VOCABULARY

#161

Why Is It So?

Something you saw has left you pondering.

What did you see?

What are you pondering and why?

Describe how you are feeling and include why you feel this way.

Challenge: Share what you saw with a partner and ask them what they think.

VCOPME

#165

Up-Level Me!

Use what you have learnt so far to edit and up-level this sentence...

graffiti costs the council a lot of time money

You might need to add more, take some away, or fix some mistakes, but a long sentence isn't always a good sentence. So read it aloud to check.

OPENERS

#163

Descriptive Details

Think of a place that makes you feel—

- **Comfortable and safe**
- **Frightened or ill at ease**

Choose one and describe it in detail to create the atmosphere that you want.

Challenge: Describe a place for both feelings.

CONNECTIVES

#162

A Dash to the Finish

Finish these sentences so that they make sense and a story emerges.

Listening to music is relaxing **because**...

I can't come and play **until**...

Charles is sick **so**...

Challenge: Shuffle the connectives between the sentences and create new endings.

BIDMAS Crack the Code Worksheet

Find the missing number in each equation. Convert the answers into the letters below to find ten words associated with maths.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

1	
$6 - 1 \times 3 =$	
$7 \div 7 \times 1 =$	
$9 \times 6 - 42 =$	
$5^2 - 11 \times 2 =$	
$3 + 6 \times 3 =$	
$4 \times (2 + 1) =$	
$9 \div (9 \times 1) =$	
$(6 - 1) \times (2 + 2) =$	
$20 - 40 \div 8 =$	
$6 \times 3 + 4 - 4 =$	

2	
$(2 + 1) \times 2^3 - 6 =$	
$(4 + 3) \times 18 \div 6 =$	
$(3 + 8 - 5) \times 2 =$	
$5^2 \div 4 \times 0 + 5 =$	
$4 + 7 \times 2 =$	

3	
$13 + 11 - 4 \times 2 =$	
$7 \times 2 - 3 + 7 =$	
$5 \times 2 + (6 - 1) =$	
$2 + 3^3 - 9 =$	
$5 \times 2 + 4 \times 3 - 4 =$	
$(8 + 1) \div 3^2 =$	
$2 + (5 - 3) \div 2 =$	
$7 \times 4 - 2 \times 8 \div 4 - 4 =$	
$5 + 2 - 10 + 6 \times 3 =$	
$6 - 3^2 + 12 \times 2 - 3 =$	

4	
$13 - (3 + 2) \times 2 =$	
$2 \times (7 + 4) - 1 \times 7 =$	
$2 \times (4 + 7) - 1 \times 9 =$	
$(2 + 6) \times 2 + (7 - 6) - 1 =$	
$5^2 \div (4 + 1)^2 =$	
$30 - 7 \times 3 + 10 =$	
$6 \times 3 + 4 \times 2 - 7 =$	
$(18 - 6 + 13) \div 5 =$	
$(7 - 3)^2 + 1 \times 3 =$	

5	
$(\square + 3) \div 5 = 3$	
$(5 + \square) \div 6 = 1$	
$\square - 2^3 \div 4 = 14$	
$9 + \square \times 2 = 49$	
$\square - 8 \div 4 = 13$	
$(12 + \square) \times 4 = 112$	

BIDMAS Crack the Code Worksheet

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

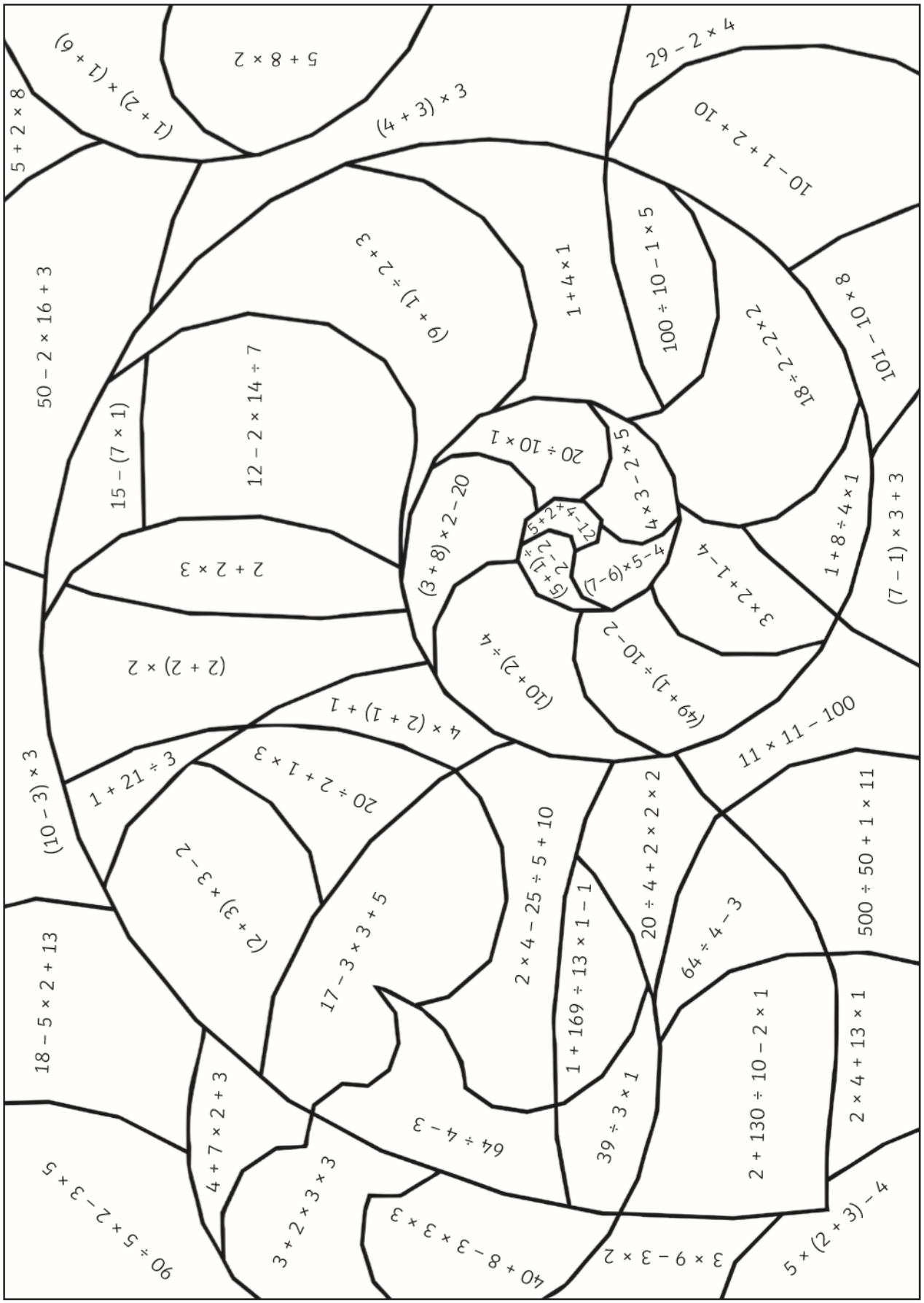
6	
($\square$ + 6) ÷ 2 = 3.5	
5 + $\square$ ÷ 3 = 9	
$\square$ – 2 ÷ 2 = 6	
15 + $\square$ × 12 = 75	
$\square$ – 10 ÷ 5 = 0	
(90 + $\square$) ÷ 9 = 12	
$\square$ + 3^3 ÷ 2 = 14.5	

7	
5 × 4 – 3 + 5 =	
5 × (3 – 1) + 3 × 2 − 1 =	
8 × 4 ÷ 4 + (6 – 2) =	
(8 – (2 + 3)) × 7 =	
3 × (2 + 4) – 5 =	
3^2 + (4 + 2) − 10 =	

8	
($\square$ + 4) ÷ 4 + 2 = 4.5	
27 + $\square$ ÷ 9 = 29	
$\square$ – 6 ÷ 2 = -2	
(2 + 4) + $\square$ × 10 = 36	
$\square$ – 45 ÷ 5 = 11	
(-6 + $\square$) ÷ 3 = 1	
$\square$ + 5^3 ÷ 25 = 20	
($\square$ − 20) ÷ 2 = -3	

9	
($\square$ − 1) ÷ 3 = 1	
12 × $\square$ ÷ 3 = 4	
$\square$ + 40 ÷ 2 = 40	
11 + $\square$ × 15 = 26	

10	
($\square$ + 5) ÷ 3 = 2	
2 + $\square$ ÷ 6 = 5	
$\square$ – 4 ÷ 2 = 3	
7 + $\square$ × 10 = 17	



1	2	3	5	8	13	21
Red	Orange	Yellow	Green	Light Blue	Purple	Navy Blue

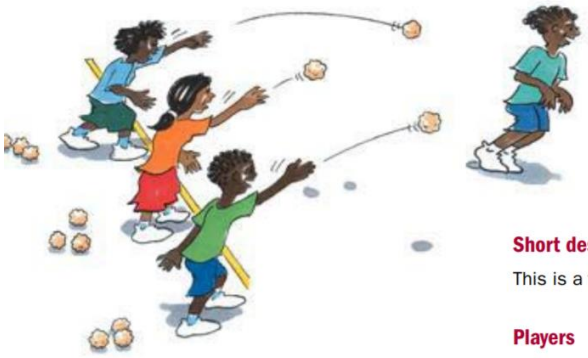
BIDMAS

Calculate the answers to the following questions without using a calculator, then use the key to shade each section in the correct colour.

Australian Government
Australian Sports Commission

tambil tambil

'tam-bil tam-bil'



SCHOOL YEARS K–3

SCHOOL YEARS 4–6

Background

In many areas of Australia people played skills-practice games, where they threw objects at each other. These included sticks, mud and stones of various sizes.

A spear-dodging game called *tambil tambil* (refers to the blunt spears used) was played by the Jagara (Jagera) people of the Brisbane area, as part of sham fights and mock war. These sham fights taught the boys how to manage when it was required as they grew into manhood.

In parts of Australia the girls were taught to fight and use the digging stick (called *kalgur* in one area) so they could protect themselves later on in life.

Language

In the Wembawemba language from western Victoria the word *ngalembert* referred to a 'champion dodger' or 'expert at dodging spears'.

Short description

This is a throwing-and-dodging game.

Players

- Groups of four to 12 players

Playing area

- A designated area suitable for the activity

Equipment

- Fleece balls, paper balls, or sponge balls
- A small shield (bat) for protection only — optional.

Game play and basic rules

- One player represents a kangaroo. The kangaroo stands 10–15 metres in front of a group of players, who are spread out along a line.
- The 'kangaroo' hops or runs around in front of the group, dodging the throws until he or she is hit by a thrown ball. When hit the player falls over, and the player who hit him or her becomes the new kangaroo.
- A supply of balls is provided for the throwers. Players do not move out past the line to retrieve thrown balls unless the game is stopped and they are directed to do so.

Variations

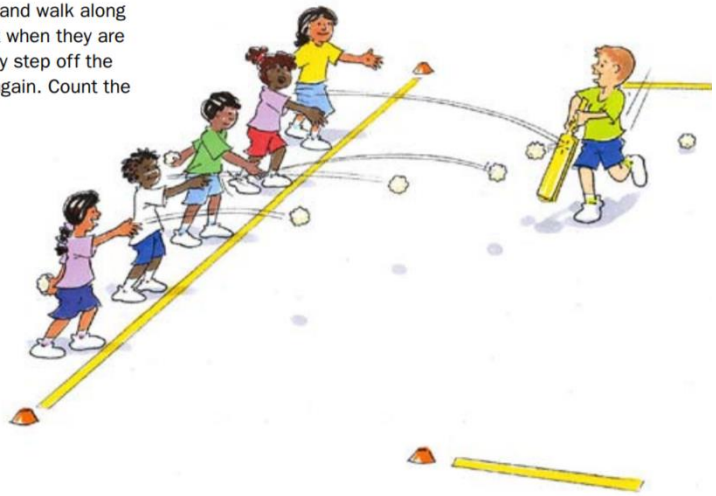
- Players throw their weapons 'weakly' at each other by lobbing, rolling or bouncing tennis or sponge balls towards each other. (This is recommended for younger players.)
- Circle dodge: One player (dodger) is in the centre of a circle of six to eight players. Throwers use a fleece or sponge ball to throw, or they roll/bounce a large soft ball to attempt to hit the dodger. Players take turns to stay in the middle as long as they can.
- The game can be made more difficult by having the dodger stay inside a small circle or hoop, or by using a number of balls. (This game works well for class groups of younger students.)
- Obstacle dodge: One or more players acting as kangaroos (targets) start at one end of a course and 5–10 metres in front of several throwers. The 'targets' start with four to six small beanbags in their hands and run/walk through a line of markers in a zigzag, slalom-like course. Each time they are hit by a sponge or fleece ball they drop a beanbag. Count the number of times they are hit.
- A number of players walk across 5–10 metres in front of a line of throwers who have fleece or sponge balls. As the kangaroo 'target' moves across the area they step up and walk along benches. They can only be hit when they are on the benches. When hit they step off the back of the bench and start again. Count the number of hits.
- Gauntlet run: The 'kangaroo' starts at one end of a line of players and 5–10 metres in front. They run past the line of players as they either roll or underarm throw a soft ball to attempt to hit their legs. Swap around the kangaroo.
- Use two to four players as the kangaroos. Throwers may be required to take turns rather than all throw at once.

Safety

Safety factors needed to be considered to avoid injury to the dodging player. The use of a helmet, eye and face protection and a tracksuit could be considered. It is possible to substitute a person for some types of targets.

Teaching points

- Move around 'kangaroo'. Duck and weave.
- Aim below the shoulders.
- Throw and wait for the signal.



Gauntlet run

Australian Government
Australian Sports Commission

mer kai

'mer kai'

SCHOOL YEARS 4–6 | SCHOOL YEARS 7–9 | SCHOOL YEARS 10–12 | Post-school age

Background

This is a version of a game from the Torres Strait Islands, using the thick, oval, deep-red fruit of the kai tree which is quite light when dry.

Language

Mer is the name of one of the islands in the Torres Strait. A kai fruit was often used for playing.

Short description

This is a hand-hitting (volley) game where players attempt to keep the ball in the air for as long as they can.

Players

- Groups of six players

Playing area

- Use a designated indoor or outdoor area. The centre circle of a basketball court with the line through the centre is ideal.

Equipment

- A tennis ball, small beach ball, *paketa* or a small, soft ball (such as a covered sponge ball)

Game play and basic rules

- Players form a circle. The ball is thrown into the air and each player passes it to another by striking the ball upwards with the palm of the hand.
- In this game, teams are presented with a set of activities that can be performed and after some practice develop a performance that highlights their ball skills, body handling and originality.
- Teams develop a routine that contains some of the following elements:
  - random hitting to other players in the circle
  - hit to every player in the circle in a set order
  - hit around the circle in one direction then back the other way
  - hit up to the middle of the circle and the person next to the hitter steps into the middle and hits it up — all players then have a turn, continuing around the circle twice
  - hit and follow to replace the person the ball is hit to as he or she hits it to another player — pass and follow
  - a player in the middle who hits the ball back to each person in order — all players have a turn in the middle
  - hit back and forth at speed in a zig-zag pattern to the three players in opposite halves of a circle
  - walk/march/jog around in a circle and hit the ball over the head for the next person (for advanced groups).

Suggestion

Players learn the basic aspects of the routine and then work out their routine. When this is mastered they look to include more creative aspects to the performance.

Performance considerations

- Introduce two or more balls as part of the routine (for advanced groups only).
- Show hits with both hands/arms up to the elbows.
- No gymnastic stunts such as handstands are allowed, but under the legs, high hits, kneel or sit down, behind the back, jumps into the air to hit the ball, turns, hand claps (individually or as a group) can help with a creative performance.
- For some stunts players may tap/block the ball in the air with one hand and hit it with the other.
- Players must not move more than 1 metre back from the marked circle.

Judging

The overall performance of groups can be judged on criteria related to skill, teamwork, elements of the routine, flow and movement, originality, and overall appeal.

Dropped balls, etc. are 'penalised' in the final assessment.

Comment

Different age groups will have different elements to include in their routines. For very young players it may be a case of compiling as many hits as possible in a set time, hitting in a set order, and basic 'tricks' or skill variations.

Teaching points

- Players in a circle. Palms of hand up.
- Ready and go.
- Well done. Keep going.