



Year 6



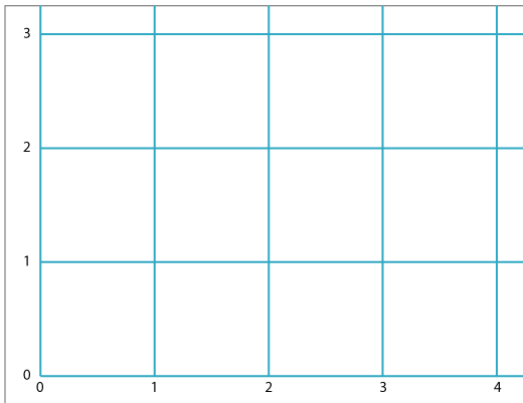
Term 3

Week 10

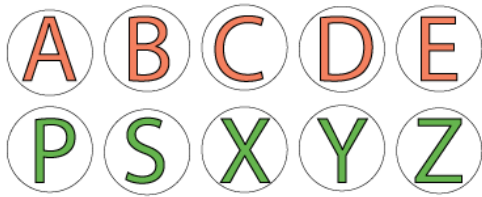
Term 3 Week 10 Monday 13 September 2021

Morning	<p>Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams)</p> <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids						
<p>Spelling: Complete <u>two</u> activities from the word work grid.</p>								
<p><i>Brain break:</i></p> <h2 style="text-align: center; color: green;">Frog Squats</h2> <ol style="list-style-type: none"> 1. While standing, set your feet so they are wider than your shoulders. 2. Lean forward and place your elbows on the inside of your knees. 3. Squat down and try to touch your backside on the back of your legs. 4. Extend your legs back straight so you feel a stretch in the back of your legs. 5. Continue this movement for the allotted time. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>								
<p>Writing: NEWS FROM OUR PLACE – EDITION 2 Think about what has been happening at your house during the past week. Choose 3 things that have happened to turn into reports for a news program called “News from Our Place.” Even if not much exciting is happening, do your best to turn the events into exciting news items. For eg, if your house has become super messy with everybody trying to work at home, you could turn that into a weather report about a hurricane. Your sports report could include commentary about an amazing trick performed on the trampoline. You might decide to interview your sibling about the great achievement of completing their school work before lunchtime. Be creative.</p>		Typing.com Pobble 365						
<p>Reading: Read a book/ magazine/ newspaper for 20 minutes. Choose one reading task from the ‘reading matrix’.</p>		Kids News EPIC						
Lunch & Movement Break								
Middle	<p>Wellbeing Activity Choose at least one of the activities from the Wellbeing grid to complete.</p>							
<p>Mathematics Skills Practice: Multiplication</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">Introductory</th> <th style="width: 33%; text-align: center;">Consolidating</th> <th style="width: 33%; text-align: center;">More Challenging</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 1. 42 x 6 2. 98 x 7 3. 27 x 9 4. 77 x 8 1. 63 x 4 <p>[plus create 7 more of your own]</p> </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 1. 458 x 2 2. 397 x 4 3. 173 x 5 4. 849 x 8 5. 952 x 9 <p>[plus create 7 more of your own]</p> </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 32 x 18 41 x 26 81 x 22 97 x 83 74 x 36 <p>[plus create 7 more of your own]</p> </td> </tr> </tbody> </table> <p><i>*Show your working out.</i></p>		Introductory	Consolidating	More Challenging	<ol style="list-style-type: none"> 1. 42 x 6 2. 98 x 7 3. 27 x 9 4. 77 x 8 1. 63 x 4 <p>[plus create 7 more of your own]</p>	<ol style="list-style-type: none"> 1. 458 x 2 2. 397 x 4 3. 173 x 5 4. 849 x 8 5. 952 x 9 <p>[plus create 7 more of your own]</p>	<ol style="list-style-type: none"> 32 x 18 41 x 26 81 x 22 97 x 83 74 x 36 <p>[plus create 7 more of your own]</p>	Mathletics Prodigy Khan Academy Multiplication.com
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Number Talk:



Can you position these ten letters in their correct places according to the eight clues below?

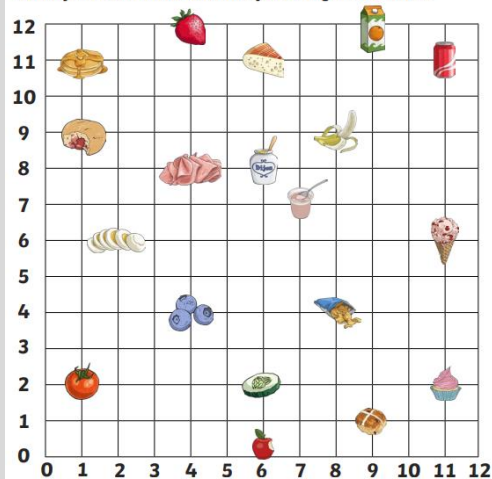


Clues:

- The letters at (1,1), (1,2) and (1,3) are all symmetrical about a vertical line.
- The letter at (4,2) is not symmetrical in any way.
- The letters at (1,1), (2,1) and (3,1) are symmetrical about a horizontal line.
- The letters at (0,2), (2,0) have rotational symmetry.
- The letter at (3,1) consists of just straight lines.
- The letters at (3,3) and (2,0) consist of just curved lines.
- The letters at (3,3), (3,2) and (3,1) are consecutive in the alphabet.
- The letters at (0,2) and (1,2) are at the two ends of the alphabet.

Focus Area: Coordinates

What food and drink is at the following coordinates?



(6, 11) = _____

(2, 6) = _____

(11, 11) = _____

(9, 1) = _____

(4, 8) = _____

(7, 7) = _____

(11, 6) = _____

(1, 9) = _____

(8, 4) = _____

(6, 2) = _____

PDH:

Gratitude Journal



Young children will need an adult to help them and to write things down while older children may do this independently.



1. Select your journal.
 - Pick out a journal that looks appealing, or decorate a cheap notebook with cherished pictures of people or things you love and care about.
2. Before writing in a gratitude journal, choose a ritual to repeat every time beforehand.
 - This might include playing a favourite song or drinking a cup of tea.
3. Express gratitude. A list of gratitude ideas are below.
 - Gratitude journals can take on any desired format. You might:
 - make a gratitude list of items to express gratitude
 - draw images or create a collage of pictures
 - write a poem to capture and motivate your gratitude.
4. If the moment of gratitude is about someone else, organise to call, message the person or meet up with the person and tell them why you are grateful for them. This will make you feel good and also make the other person feel valued and improve their wellbeing.

Gratitude ideas

- Something someone did for you today
- A person who you love
- Something you like to do
- A talent you have
- A part of your body you are grateful for
- Something that made you laugh today
- A song you like
- A game you like to play
- A new skill you have learned
- A food you like to eat
- A pet that you love
- Something you have that you know other people don't have
- A memory of something you have done in the past

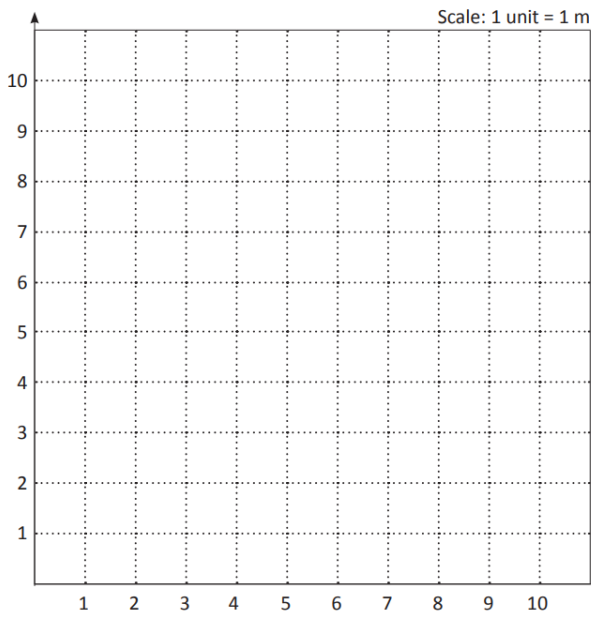


Term 3 Week 10 Tuesday 14 September 2021

Morning	<p>Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams)</p> <ul style="list-style-type: none"> > Are you ready for learning? > Have you read through your daily plan? > Do you have any questions about the upcoming learning activities? 	Squiz Kids						
<p>Spelling: Complete <u>two</u> activities from the word work grid.</p>								
<p><i>Brain break:</i></p> <p style="text-align: center;">Speedy squirrel (kick sits)</p> <ol style="list-style-type: none"> 1. Start on your hands and knees 2. Slide your right leg to the left until your hip is on the ground 3. While bringing your right leg back to the middle slide your left leg to the right until your hip is on the ground. 4. It should be a smooth constant movement. 5. Repeat movement for the allotted time. <div style="display: flex; justify-content: space-around;">   </div>								
<p>Reading: Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.</p>		Kids News EPIC						
<p>Viewing and Recording Watch BTN on ABC Me at 10am.</p> <ul style="list-style-type: none"> • 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? 		Typing.com Reading Eggs BTN						
Lunch & Movement Break								
Middle	<p>Wellbeing Activity Choose at least one of the activities from the Wellbeing grid to complete.</p>							
<p>Mathematics Skills Practice: Multiplying decimals</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i>Introductory</i></th> <th style="width: 33%; text-align: center;"><i>Consolidating</i></th> <th style="width: 33%; text-align: center;"><i>More Challenging</i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> 1. 8.1 x 2 2. 4.5 x 3 3. 7.2 x 5 4. 2.6 x 4 5. 8.3 x 5 [plus create 5 more of your own] </td> <td style="vertical-align: top;"> 1. 10.2 x 3 2. 23.1 x 4 3. 18.5 x 3 4. 45.2 x 6 5. 96.7 x 2 [plus create 5 more of your own] </td> <td style="vertical-align: top;"> 1. 39.2 x 10.1 2. 48.2 x 15.5 3. 88.8 x 22.2 4. 91.5 x 27.3 5. 63.1 x 63.1 [plus create 5 more of your own] </td> </tr> </tbody> </table> <p><i>*Show your working out.</i></p>		<i>Introductory</i>	<i>Consolidating</i>	<i>More Challenging</i>	1. 8.1 x 2 2. 4.5 x 3 3. 7.2 x 5 4. 2.6 x 4 5. 8.3 x 5 [plus create 5 more of your own]	1. 10.2 x 3 2. 23.1 x 4 3. 18.5 x 3 4. 45.2 x 6 5. 96.7 x 2 [plus create 5 more of your own]	1. 39.2 x 10.1 2. 48.2 x 15.5 3. 88.8 x 22.2 4. 91.5 x 27.3 5. 63.1 x 63.1 [plus create 5 more of your own]	Mathletics Prodigy Khan Academy Multiplication.com
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<p>Number Talk: Mystery Picture: You will need a brown, red & black pencil/pen and grid paper.</p> <ol style="list-style-type: none"> 1. Label the x-axis A–T 2. Label the y-axis 1–17 3. Colour in the following coordinates on the grid according to these instructions: <ul style="list-style-type: none"> ○ Red: G7, G8, K5, L6, M7 ○ Black: D17, F17, H17, J17, A16, D16, E16, I16, J16, M16, B15, D15, J15, L15, C14, D14, J14, K14, E13, I13, F12, H12, F10, H10 ○ Brown: D11, E7, E8, E9, E10, E11, E12, F6, F7, F8, F9, F11, G6, G9, G10, G11, H1, H2, H6, H7, H8, H9, H11, I3, I7, I8, I9, I10, I11, I12, J3, J4, J6, J7, J11, K1, K2, K4, K6, K7, L3, L4, L5, L7, M4, M5, M6, N4, N5, N6, N7, O4, O5, O6, O7, P4, P5, P6, P7, Q1, Q2, Q3, Q4, Q5, Q6, Q7, R4, R5, R6, R7, S2, S3, S4, S5, S6, S8, T1, T2 								

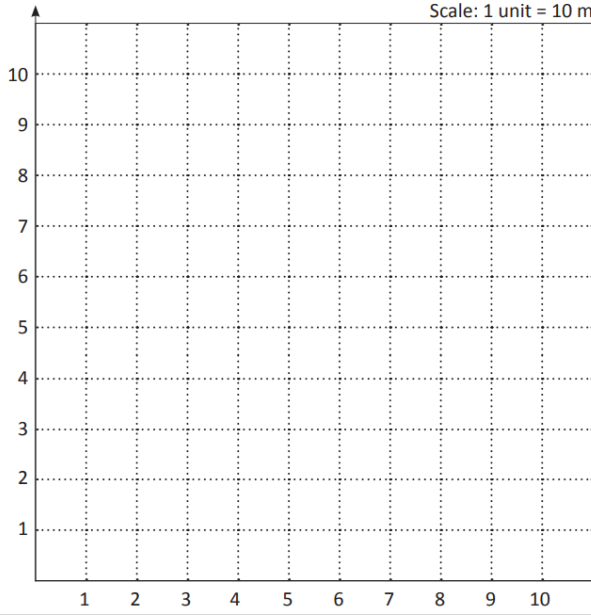
Focus Area: Cartesian Plane

Show the following path on the grid below. For the first number, look at the horizontal axis. For the second number, look at the vertical axis.



- a Start at Point A (6, 1) and head 2 m north to Point B.
- b Head 4 m east to Point C.
- c Move north-west through 2 squares to Point D.
- d Move 2 m east to Point E.
- e Turn north-west and travel through 2 squares to Point F.
- f Travel 2 m east to Point G.
- g From Point G, move through 4 squares north-west to Point H.
- h You are now halfway through a symmetrical picture. Complete it and decorate if you wish.

Now try this one:



- a Start at Point A (5, 2) and head 30 m north to Point B.
- b Face east and head 30 m to Point C.
- c Turn to face north and head 40 m to Point D.
- d Turn west and travel 70 m to Point E.
- e Turn south and head 40 m to Point F.
- f Face east and head 30 m to Point G.
- g Face south and head 30 m to Point H.
- h Join Point H and Point A. What have you created? Advertise something on it.

Snack & Movement Break

Afternoon

SCIENCE

We have been learning about different materials. Have a look around your house and see if you can find different materials. Examples include wood, plastic, metal, paper, wool, cotton, glass

Draw a picture of these materials and write down why these materials suit what they are used for.

EG

Item	Material	Why it is suited for use
Wooden Table (Draw a picture)	Wood	The wood is hard and durable which makes it good for eating dinner on



Create a riddle about their materials, describing it in as much detail as possible.

Optional: Watch the clip from BBC Bitesize "Materials and their properties":

<http://www.bbc.co.uk/education/clips/z27w2hv> .

Discuss the materials in the clip and the ways they were used.

Term 3 Week 10 Wednesday 15 September 2021

Morning	<p>Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams)</p> <ul style="list-style-type: none"> ➤ 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.									
<p><i>Brain break:</i></p> <h3 style="text-align: center;">Donkey Kicks</h3> <ol style="list-style-type: none"> 1. In a push up position with your knees slightly bent and head over the top of your hands. 2. Jump and flick your legs so the back of your heels <u>touch</u> your backside. 3. Repeat the movement for the allotted time. 4. While doing the movement, flex your abs and have a tight core <div style="display: flex; justify-content: space-around; align-items: center;">   </div>									
<p>Writing: PLANNING “The Ultimate Theme Park” You will be creating an informative brochure about an ultimate theme park you have designed. Today as part of the planning phase you will need to “design” you theme park. As part of this process, you might also like to research existing theme parks, around the world, to get some ideas or inspiration. Information that you will need to include in your planning is:</p> <ul style="list-style-type: none"> ➤ Rides ➤ Cost ➤ Location ➤ Opening Times ➤ A map of the theme park ➤ Other attractions ➤ Are there any rules or regulations? 			Typing.com Pobble 365						
<p>Reading:</p> <p>Read the text 'Crimes and Punishment' at the back of the learning pack and answer the following questions.</p> <ol style="list-style-type: none"> 1. Who out of Burke and Hare was hanged? 2. Where were people “transported”? 3. What did the Victorians start using as the main form of punishment? 4. What was the name of the magazines that Victorians loved? 5. Which famous monsters first appeared in Penny Dreadfuls? 			Kids News EPIC						
Lunch & Movement Break									
Middle	<p>Wellbeing Activity Choose at least one of the activities from the Wellbeing grid to complete.</p>								
<p>Mathematics Skills Practice: Division</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;"><i>Introductory (no remainders)</i></th> <th style="width: 33%; text-align: center;"><i>Consolidating (with remainders)</i></th> <th style="width: 33%; text-align: center;"><i>More Challenging (short division with remainders)</i></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 1. 55 ÷ 5 2. 63 ÷ 9 3. 81 ÷ 9 4. 36 ÷ 12 5. 42 ÷ 7 </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 1. 37 ÷ 8 2. 55 ÷ 9 3. 67 ÷ 11 4. 49 ÷ 8 5. 21 ÷ 2 </td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> 1. 701 ÷ 3 2. 591 ÷ 4 3. 514 ÷ 5 4. 471 ÷ 4 5. 876 ÷ 8 </td> </tr> </tbody> </table> <p><i>*Show your working out.</i></p>			<i>Introductory (no remainders)</i>	<i>Consolidating (with remainders)</i>	<i>More Challenging (short division with remainders)</i>	<ol style="list-style-type: none"> 1. 55 ÷ 5 2. 63 ÷ 9 3. 81 ÷ 9 4. 36 ÷ 12 5. 42 ÷ 7 	<ol style="list-style-type: none"> 1. 37 ÷ 8 2. 55 ÷ 9 3. 67 ÷ 11 4. 49 ÷ 8 5. 21 ÷ 2 	<ol style="list-style-type: none"> 1. 701 ÷ 3 2. 591 ÷ 4 3. 514 ÷ 5 4. 471 ÷ 4 5. 876 ÷ 8 	Mathletics Prodigy Khan Academy Multiplication.com
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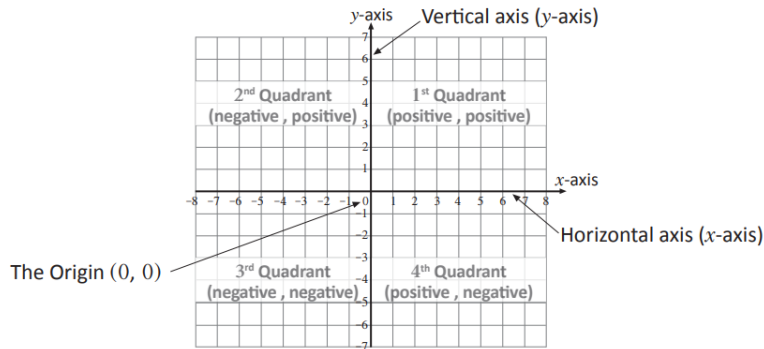
Number Talk:

Draw a number plane to test the following statements.

- Will the following coordinates create a rectangle? If you answered no, which coordinates could you change to make a rectangle?
1. (5, 13), (11, 13), (11, 10), (5, 10)
 2. (5, 5), (6, 7), (11, 7), (10, 5)

Focus Area: Cartesian Plane

- Number planes have two number lines as their axes.



- Coordinates help us locate points and are **always** written in curved brackets with a comma in between. (horizontal value , vertical value)

Horizontal value is **always** written first. E.g. (-2, 3) means move two units horizontally to the left, then three units vertically up from the origin.

Sort the letter coordinates below into the correct group where they would be located on the Cartesian Plane.
BEWARE – There may be one or two that fit into more than one group.

<u>1st Quadrant</u>	<u>2nd Quadrant</u>	<u>x-axis</u>
<u>3rd Quadrant</u>	<u>4th Quadrant</u>	<u>y-axis</u>

A (-2, 1) B (8, 0) C (5, 5) D (-2, 0) E (4, -5) F (0, -1) G (-3, -6)
H (2, 7) I (-4, 0) J (4, 1) K (-5, 1) L (-1, -1) M (3, 9) N (7, -3)
O (0, 0) P (-6, -1) Q (9, -8) R (0, 4) S (9, 2) T (6, -7) U (0, -8)
V (-2.5, -1.5) W (-1.5, 3.5) X (0, -4.5) Y (-8, 0) Z (-0.5, 0.5)

Lunch and Movement Break



Afternoon

Sport:

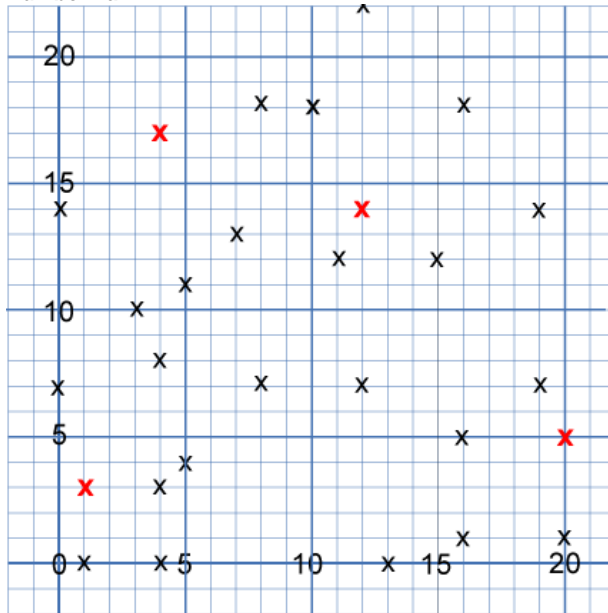
Go out and play your favourite sport or game with yourself or family. Some examples of sports or games are:

Football	Golf	Bike ride	Basketball
Soccer	Frisbee	Run/walk	Boules
Cricket	Tennis	Swimming	Tips
Netball	Hopscotch	Circuit training	Handball
Catch	Kicks	Juggling	

Term 3 Week 10 Thursday 16 September 2021

Morning	<p>Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams)</p> <ul style="list-style-type: none"> ➤ Are you ready for learning? ➤ Have you read through your daily plan? ➤ Do you have any questions about the upcoming learning activities? 	Squiz Kids																		
<p>Spelling: Complete <u>two</u> activities from the word work grid.</p>																				
<p><i>Brain break</i></p> <p style="text-align: center;">Mountain Goats</p> <ol style="list-style-type: none"> 1. Get onto hands and knees on the floor and then up on your toes (plank position) 2. Pull one knee up towards your chest 3. Repeat action with your other knee 4. Continue alternating the movement with both knees <div style="display: flex; justify-content: space-around; align-items: center;">   </div>																				
<p>Reading: Read a book/magazine/newspaper for 20 minutes Choose one reading task from the 'reading matrix'.</p>		Typing.com Pobble 365																		
<p>Writing: "The Ultimate Theme Park" Create an informative brochure about an ultimate theme park you have designed. Use your planning as a starting point, making sure to extend on your ideas with description and any supporting pictures or images. Information that you will need to include in your brochure include:</p> <ul style="list-style-type: none"> ➤ Rides ➤ Cost ➤ Location ➤ Opening times ➤ A map of the theme park ➤ Other attractions ➤ Any rules or regulations ➤ Reviews from previous visitors 		Kids News EPIC																		
Lunch & Movement Break																				
Middle	<p>Wellbeing Activity Choose at least one of the activities from the Wellbeing grid to complete.</p>																			
<p>Mathematics Skills Practice: Words problems with decimals</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Introductory</th> <th style="width: 33%;">Consolidating</th> <th style="width: 33%;">More Challenging</th> </tr> </thead> <tbody> <tr> <td>1. $4.2 \div 2$</td> <td>1. $? \div 2 = 2.6$</td> <td>1. $0.224 \div 7$</td> </tr> <tr> <td>2. $8.8 \div 2$</td> <td>2. $? \div 9 = 0.7$</td> <td>2. $73.002 \div 6$</td> </tr> <tr> <td>3. $0.3 \div 3$</td> <td>3. $? \div 6 = 1.1$</td> <td>3. $0.042 \div 6$</td> </tr> <tr> <td>4. $1.6 \div 4$</td> <td>4. $2.1 \div ? = 0.3$</td> <td>4. $0.04 \div 8$</td> </tr> <tr> <td>5. $7.5 \div 5$</td> <td>5. $9.2 \div ? = 2.3$</td> <td>5. $5.064 \div 8$</td> </tr> </tbody> </table> <p><i>*Show your working out.</i></p>		Introductory	Consolidating	More Challenging	1. $4.2 \div 2$	1. $? \div 2 = 2.6$	1. $0.224 \div 7$	2. $8.8 \div 2$	2. $? \div 9 = 0.7$	2. $73.002 \div 6$	3. $0.3 \div 3$	3. $? \div 6 = 1.1$	3. $0.042 \div 6$	4. $1.6 \div 4$	4. $2.1 \div ? = 0.3$	4. $0.04 \div 8$	5. $7.5 \div 5$	5. $9.2 \div ? = 2.3$	5. $5.064 \div 8$	Mathletics Prodigy Khan Academy Multiplication.com
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Number Talk:



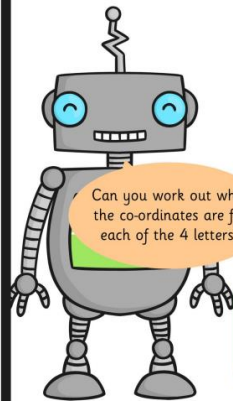
These points all mark the vertices (corners) of eight hidden squares.
 Each of the 4 red points is a vertex shared by two squares.
 The other 24 points are each a vertex of just one square.
 All of the squares share just one vertex with another square.
 All the squares are different sizes.
 There are no marked points on the sides of any square, only at the vertices.

Can you find the eight hidden squares?

Focus Area: Cartesian Plane

Co-ordinates in the 4 Quadrants

Warning! This work involves negative numbers. Remember to follow the same rules for creating co-ordinates – x before y.



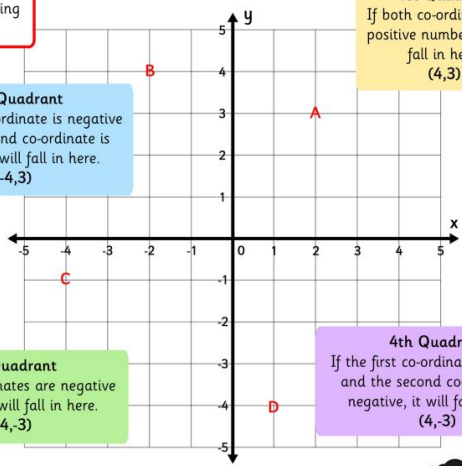
Can you work out what the co-ordinates are for each of the 4 letters?

2nd Quadrant
 If the first co-ordinate is negative and the second co-ordinate is positive, it will fall in here.
 (-4,3)

3rd Quadrant
 If both co-ordinates are negative numbers, it will fall in here.
 (-4,-3)

1st Quadrant
 If both co-ordinates are positive numbers, it will fall in here.
 (4,3)

4th Quadrant
 If the first co-ordinate is positive and the second co-ordinate is negative, it will fall in here.
 (4,-3)



Choose a set of coordinates and use the cartesian plane worksheet to plot the points and create your chosen emoji

Palm Tree EMOJI

Graph and connect each consecutive point until you reach the word STOP. Then start a new line, continuing to connect each point until you reach STOP again.

(2, 8)	(-2, 5)	(-6.5, 7.5)
(4, 8)	(-1.5, 3.5)	(-6.5, 9)
(7, 7)	(-2.5, 4)	(-6, 11)
(10, 6)	(-3.5, 5.5)	(-8, 10)
(13, 4)	(-4, 4)	(-9, 9)
(14, 2)	(-4, 2)	(-9, 10)
(14, 1)	(-5.5, 3)	(-9, 10)
(13.5, -1)	(-7, 5)	(-8.5, 12)
(13.5, 1)	(-7.5, 2)	(-11, 10)
(12.5, 3)	(-9.5, 3.5)	(-12, 9)
(12, 1)	(-10, 2)	(-12, 10)
(10.5, -0.5)	(-10, -1)	(-11, 13)
(10.5, 2)	(-11, 1)	(-14, 11.5)
(10, 4)	(-11.5, 3)	(-13, 13)
(10, 3)	(-12.5, 2)	(-11, 14)
(8.5, 1)	(-13, 0)	(-9, 14)
(8, 3)	(-13.5, 2)	(-5, 13)
(7.5, 5)	(-13, 3)	(-3, 12)
(6.5, 3)	(-11, 5)	(0, 10.5)
(4.5, 1.5)	(-8, 7)	(3, 12)
(4, 5)	(-5, 8)	(7, 13)
(2.5, 3)	STOP	(10, 13)
(2.5, 4)		(12, 12)
(2, 5)	(0, 8)	(13.5, 10)
(1, 4)	(1, 3)	(12, 11)
(1.5, 6)	(2, -3)	(10.5, 11.5)
(0.5, 5.5)	(3, -10)	(11, 10)
(1, 7)	(3.5, -13)	(11.5, 8)
(0.5, 7.5)	(4, -14)	(10, 10)
(2, 8)	(5, -14)	(8, 11)
STOP	(5.5, -13)	(8.5, 9)
	(5.5, -10)	(8.5, 8)
	(5, -7)	(5.5, 10.5)
	(4, -2)	(5.5, 7.5)
	(2.5, 3)	STOP
	STOP	
		(3.5, 8)
	(-3, 8.5)	(2.5, 9)
	(-1, 8.5)	(2.5, 8)
	(0, 8)	STOP
	(-0.5, 7.5)	
	(0, 6)	
	(-1, 7)	
	(-0.5, 5)	
	(-1.5, 6)	
	STOP	

Spider Web EMOJI

Graph and connect each consecutive point until you reach the word STOP. Then start a new line, continuing to connect each point until you reach STOP again.

(2, 12)	(3, -7)	(-4, 1)
(6, 10)	(1, -8)	(-3, 3)
(10, 10)	(10, 6)	(-1, 4)
(10, 6)	(12, 2)	(0, -9)
(12, 2)	(14, 0)	(0, 5)
(14, 0)	(12, -2)	(1, 4)
(12, -2)	(10, -6)	Stop
(10, -6)	(10, -10)	
(10, -10)	(6, -10)	(0, 2)
(6, -10)	(2, -12)	(1.5, 1.5)
(2, -12)	(0, -14)	(2, 0)
(0, -14)	(-2, -12)	(1.5, -1.5)
(-2, -12)	(-6, -10)	(0, -2)
(-6, -10)	(-10, -10)	(-1.5, -1.5)
(-10, -10)	(-10, -6)	(-2, 0)
(-10, -6)	(-12, -2)	(-1.5, 1.5)
(-12, -2)	(-14, 0)	(0, 2)
(-12, 2)	(-12, 2)	Stop
(-10, 6)	(-10, 10)	
(-10, 10)	(-6, 10)	(1.5, 1.5)
(-6, 10)	(-2, 12)	(10, 10)
(-2, 12)	(0, 14)	Stop
(0, 14)	(2, 12)	
(2, 12)	Stop	(1, 4)
Stop		(3, 3)
		(4, 1)
		(5, 0)
		(4, -1)
		(3, -3)
		(-1.5, -1.5)
		(1, -4)
		(-10, -10)
		(0, -5)
		Stop
		(-1, -4)
		(9, 0)
		(-3, -3)
		(-1.5, 1.5)
		(8, -1)
		(-4, -1)
		(-10, 10)
		(7, -3)
		(-5, 0)
		Stop
		(6, -6)

Snack & Movement Break

Afternoon

Geography – Continue working on your project

PROJECT:

Choose a country and complete a geographical inquiry research on its culture, traditions, native animals, language, climate, where it is on a map, flag, etc.



Create a storyboard/brochure/travel video or other, about the country and why we should visit it.

What are its natural or manmade features that draw people to it?

Who are the indigenous people of the country?

What are the similarities and differences of the country of study with Australia?

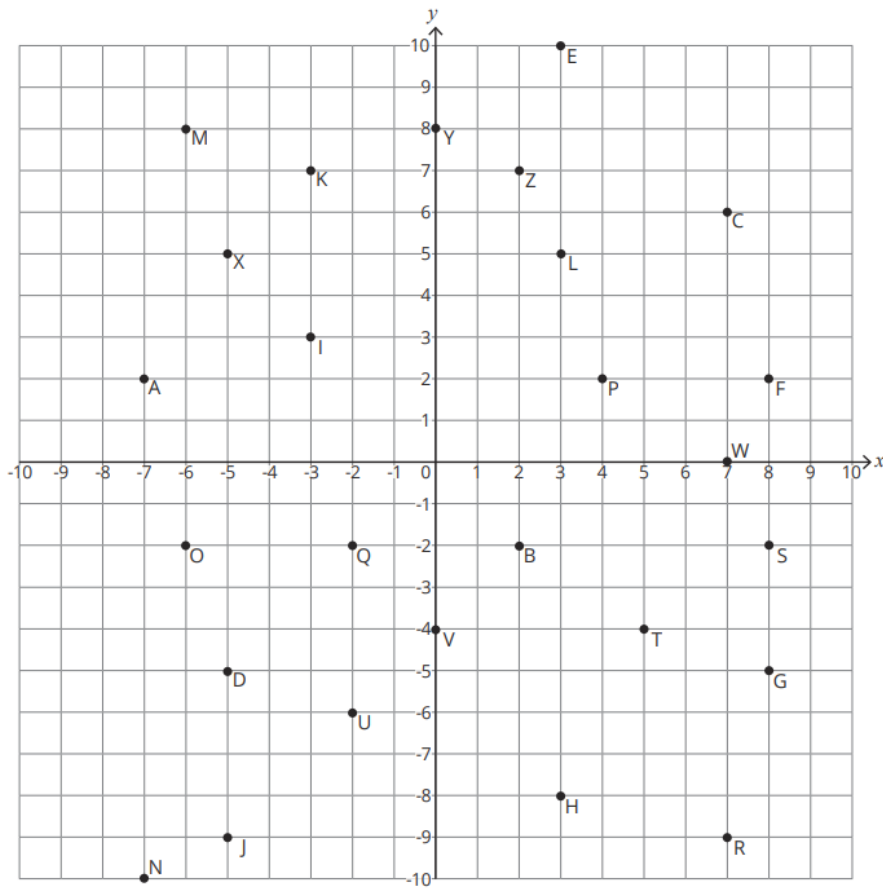
Term 3 Week 10 Friday 17 September 2021

Morning	<p>Daily Check-In @ 10:30am Check-in with your classroom teacher (through Microsoft Teams)</p> <ul style="list-style-type: none"> ➤ 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.		
<p><i>Brain break:</i></p> <p style="text-align: center;">Dead Bugs</p> <ol style="list-style-type: none"> 1. Lie on your back and lift your bent knees so that your shins are in line with the floor. 2. Bend your arms directly in front of your face or rest them on the knees. 3. Pull your abs in and crunch up into a crouched position lifting your shoulders off of the floor as well as your tailbone. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>		
<p>Reading: Read the text 'Crimes and Punishment' at the back of the learning pack and answer the following questions.</p> <ol style="list-style-type: none"> 1. Why did Burke and Hare start murdering people? 2. Why might somebody be happy to be transported to North America or Australia now? 3. Find and copy a word that means there isn't a reason to do something. 4. Use a dictionary to find a definition for "macabre". Write your own sentence that uses it. 5. Why do you think it was illegal to go out at night with a face covered in soot? 		Typing.com Pobble 365
<p>VCOP: Complete at least 3 of the VCOP activity cards.</p>		Kids News EPIC
Lunch & Movement Break		
Middle	<p>Wellbeing Activity Choose at least one of the activities from the Wellbeing grid to complete.</p>	

Mathematics

Use the information on this cartesian plane to crack-the-code

Mathletics
Prodigy
Khan Academy
Multiplication.com



(7, 0)	(3, -8)	(3, 10)	(-7, -10)		(0, 8)	(-6, -2)	(-2, -6)		(3, -8)
(-7, 2)	(0, -4)	(3, 10)		(7, 6)	(7, -9)	(-7, 2)	(7, 6)	(-3, 7)	(3, 10)
(-5, -5)		(5, -4)	(3, -8)	(-3, 3)	(8, -2)		(7, 6)	(-6, -2)	(-5, -5)
(3, 10)		(-2, -6)	(8, -2)	(3, 10)		(5, -4)	(3, -8)	(3, 10)	
(7, 6)	(-6, -2)	(-6, -2)	(7, -9)	(-5, -5)	(-3, 3)	(-7, -10)	(-7, 2)	(5, -4)	(3, 10)
(8, -2)		(5, -4)	(-6, -2)		(7, 0)	(7, -9)	(-3, 3)	(5, -4)	(3, 10)
	(-7, 2)		(8, -2)	(3, 10)	(7, 6)	(7, -9)	(3, 10)	(5, -4)	
(-6, 8)	(3, 10)	(8, -2)	(8, -2)	(-7, 2)	(8, -5)	(3, 10)		(8, 2)	(-6, -2)
(7, -9)		(-7, 2)		(8, 2)	(7, -9)	(-3, 3)	(3, 10)	(-7, -10)	(-5, -5)
	(5, -4)	(-6, -2)		(8, -2)	(-6, -2)	(3, 5)	(0, -4)	(3, 10)	

Follow the instructions from the decoded message.

Snack & Movement Break

Afternoon

PE:

Use different balls or objects to throw. Record what was the best ball or object to throw and reasons why you think this ball/object was the best to use.

Left Versus Right

Overarm throw – skill development



Organisation

Equipment:

- 2 tennis balls/ beanbags or rolled up newspaper per student.

Set up and Timing:

- 30m x 30m grid
- Students spread out along one side
- Approximately 5 minutes

Learning Experience

Instruct students to:

- Students throw as far as possible in the same direction with preferred hand.
- They then attempt to match the distance of the throw with their nonpreferred hand.
- Students count the number of throws it takes with the non-preferred hand to reach the same distance using the preferred hand.

- Repeat 3 times

Teaching Tips

Teaching Tips

- Encourage students to explore ways to improve their non-preferred hand throwing distance
- Provide skill specific feedback to all students
- Can place a hoop out in front to give them something to aim at – altering distance of the hoop.

Throwing for Distance

Home Fun - Throwing



Organisation

Equipment:

- 1 Ball
- (Can be modified to rolled up socks or scrunched newspaper if space is limited)

Set up and Timing:

- Large open space (may need to go to nearby park)
- 15 minutes



Learning Experience

Instruct students to:

- Using an open space, practice throwing a ball as far as you can and mark the distance (using any object).
- Have 10 attempts and move the marker each time you throw past it.
- Once you've finished measure the distance of your longest throw by counting the number of steps it takes and try to beat it next time.
- Parents/carers also have a go.



Teaching Tips

Teaching Tips:

- Correct OVERARM THROW technique:
 - Eyes focused on the target.
 - Stand side on to target area.
 - Throwing arm moves in a downward and backward arc.
 - Step towards the target with the opposite foot to the throwing arm.
 - Hips then shoulders rotate forward.
 - Throwing arm follows through down and across the body.

Spelling Words Week 10

Year 6

Blue spelling rule

RED	grabbed	<p><u>Blue Spelling Rule</u></p> <p>When the second last letter makes the sound</p> <p>“a” “e” “i” “o” “u”</p> <p>Short sound</p> <p>Double the last letter and add the vowel suffix</p> <p>Big + er = bigger</p> <p>Big + est = biggest</p>
	stopped	
	trapped	
	tripping	
	swimming	
	rotten	
ORANGE	occurred	
	splitting	
	stoppable	
	preferred	
	trekked	
	planned	
GREEN	beginning	
	equipped	
	omitted	
	transmitting	
	referral	
	deferring	

Word Work

<p style="text-align: center;">Dictionary Meanings</p> <p>Use the internet or a dictionary to find the meaning of 5 of your spelling words</p>	<p style="text-align: center;">Rainbow Sounds</p> <p>Write your spelling words, using different colours for each sound in the word. Eg shout = sh ou t</p>
<p style="text-align: center;">Grammar sentences</p> <p>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.</p>	<p style="text-align: center;">Alphabet Spending</p> <p>How much are your words worth? A=\$1, B=\$2, C=\$3, D=\$4, etc CAT = C=\$3 + A=\$1 +T=\$20 = \$24</p>
<p style="text-align: center;">Silly Sentences</p> <p>Create 5 silly statements using your spelling words. For example; for the word "write"- Will rats infect the eggs?</p>	<p style="text-align: center;">Spelling Points</p> <p>Say each word aloud and write your words in a list. Work out how many points each word is worth if:</p> <p style="text-align: center;">Graph = 2 points Digraph = 5 points Trigraph = 10 points</p>
<p style="text-align: center;">Word Origin</p> <p>Find the word origin of 5 of your spelling words.</p>	<p style="text-align: center;">Chunking</p> <p>Break your words into chunks (syllables). Example: A-MAZE-ING</p>
<p style="text-align: center;">Synonyms/Antonyms</p> <p>Find a synonym and antonym for three spelling words and put the new word into a sentence.</p>	<p style="text-align: center;">Hidden Words</p> <p>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</p>

Reading Matrix

<p style="text-align: center;"><u>Character profile</u></p> <p>Draw a picture of a character in your text. Label your character. Write a short biography for this character.</p>	<p style="text-align: center;"><u>Different Ending</u></p> <p>Change the ending of your story/chapter. Illustrate after you have written.</p>	<p style="text-align: center;"><u>Summarising</u></p> <p>Jot down as many very important Points from the text as you can.</p>	<p style="text-align: center;"><u>Character comparison</u></p> <p>Choose two characters and compare. How are they different? How are they the same?</p>
<p style="text-align: center;"><u>Mapping it out</u></p> <p>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.</p>	<p style="text-align: center;"><u>Visual Poem</u></p> <p>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.</p>	<p style="text-align: center;"><u>Connecting</u></p> <p>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?</p>	<p style="text-align: center;"><u>Social Profile</u></p> <p>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</p>
<p style="text-align: center;"><u>Status Update</u></p> <p>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.</p>	<p style="text-align: center;"><u>Predicting</u></p> <p>Before you read your text predict what you might be reading, use the images and subheadings to guide your predictions.</p>	<p style="text-align: center;"><u>Visualising</u></p> <p>Draw a picture of what is happening from what you visualised in your head. Write about this scenario.</p>	<p style="text-align: center;"><u>Character poster</u></p> <p>Create a wanted poster, based on a character from your text. This should include a picture of them, their interests, personality traits etc.</p>



Crime and Punishment

In Georgian Britain, doctors needed lots of bodies. They didn't know as much about medicine as we do now. The only way to find out more was to operate on people who had died. Unfortunately, dead bodies didn't last long before going rotten. This meant that they needed lots of new bodies – more than were dying.

A common crime in this era was grave robbing. Criminals would dig up freshly buried corpses and sell them to doctors. Two men named Burke and Hare decided they didn't want to wait until people died.

Over 10 months, they killed at least 16 people. All of the bodies were sold to a doctor called Robert Knox.

When they were caught by the police, Hare made a deal. He promised to tell them everything if they gave him immunity. Burke was found guilty and hanged.

Burke and Hare committed their crimes just before the Victorian age. However, the Victorians would have loved the macabre nature of their crimes. Perhaps nobody in history has changed the way people were punished than the Victorians.

During this time, many Victorians loved reading cheap magazines called Penny Dreadfuls. These were short horror stories filled with blood and murder. Lots of famous fiction monsters first appeared in these magazines. Vampires as we know them were first written about in Penny Dreadfuls. Lots of the legends of Dick Turpin also began here.

Because of these gruesome magazines and people like Burke and Hare, the Victorians introduced lots of new punishments. This was the first time in history that prison became the main form of punishment. Children were treated the same as adults. That meant they had the same punishments.

The Victorians also introduced "transportation". Serious criminals were put on a boat and transported to countries like North America and Australia. These weren't the holiday destinations that they are now. They were lonely islands with no towns or cities.

Hard labour was another popular Victorian punishment. They believed that forcing somebody to work hard would stop them from committing another crime. Hard labour might have involved

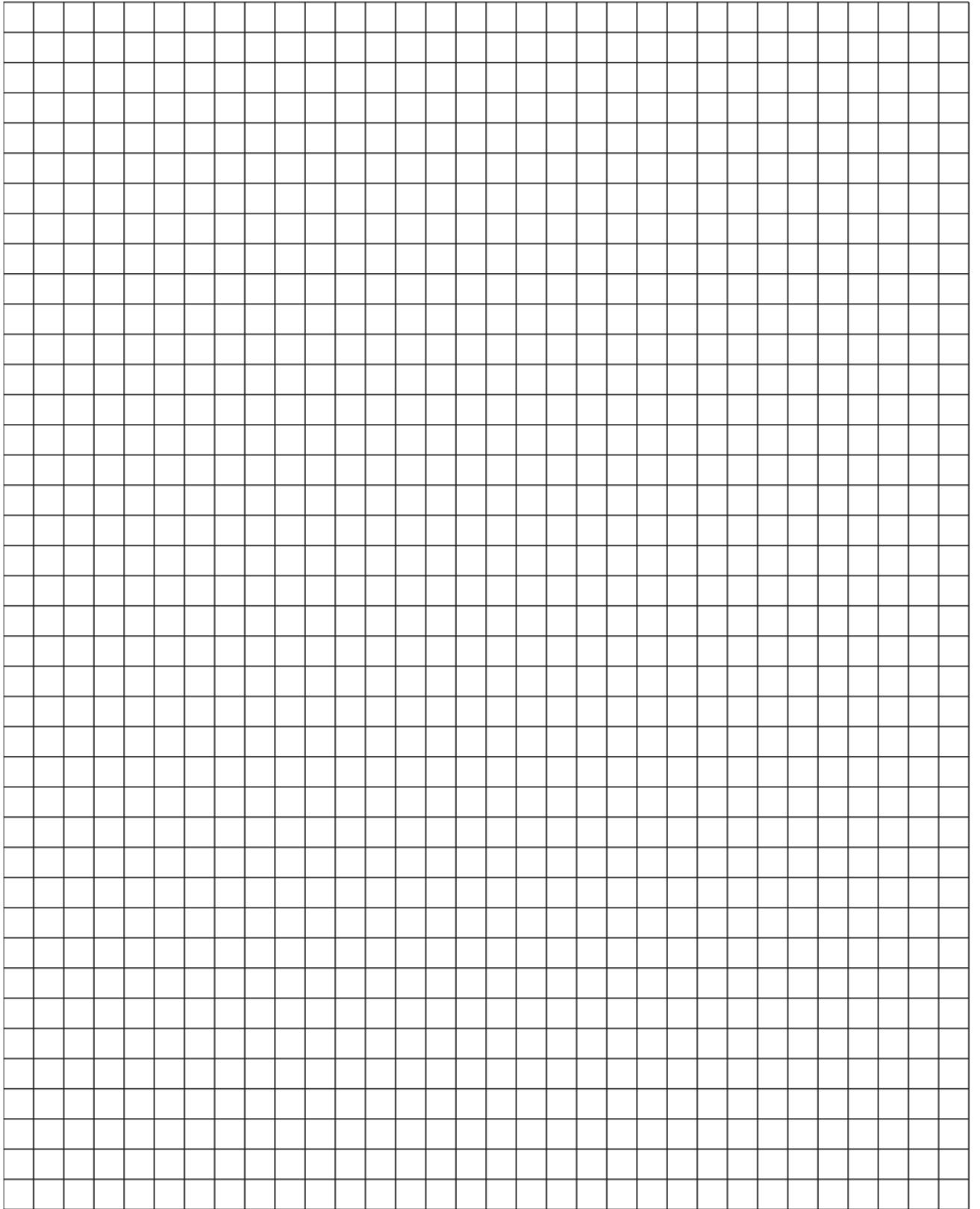
smashing rocks or digging holes. Some tasks were designed to be pointless. Prisoners would have to pick apart ropes from ships that were covered in tar. This would cut their fingers and damage their hands. The prisoners could then sell the rope. This is where the phrase “money for old rope” comes from.

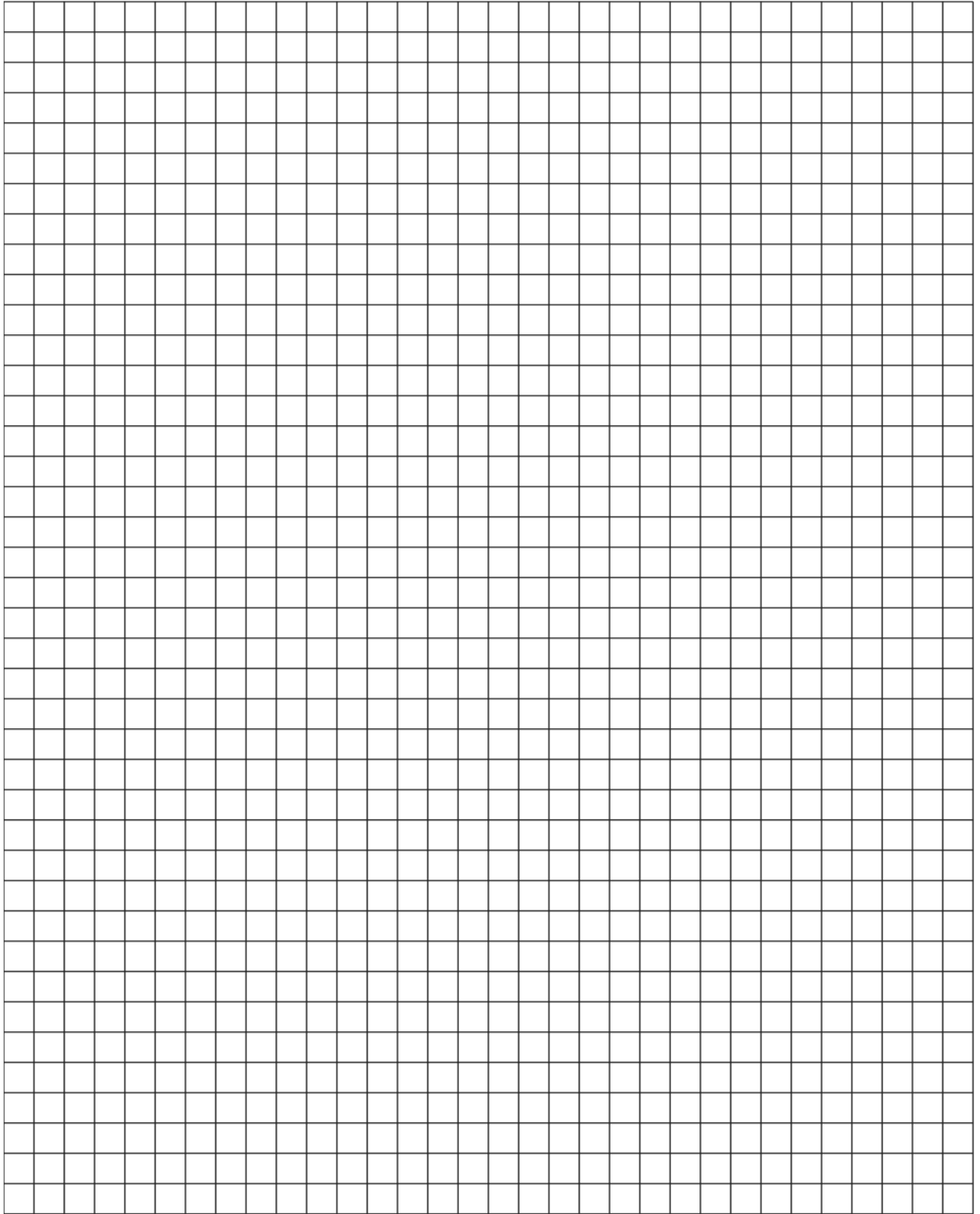
Some prisoners were put onto enormous treadmills and forced to walk for hours at a time. There was no point to this other than to break their spirit.

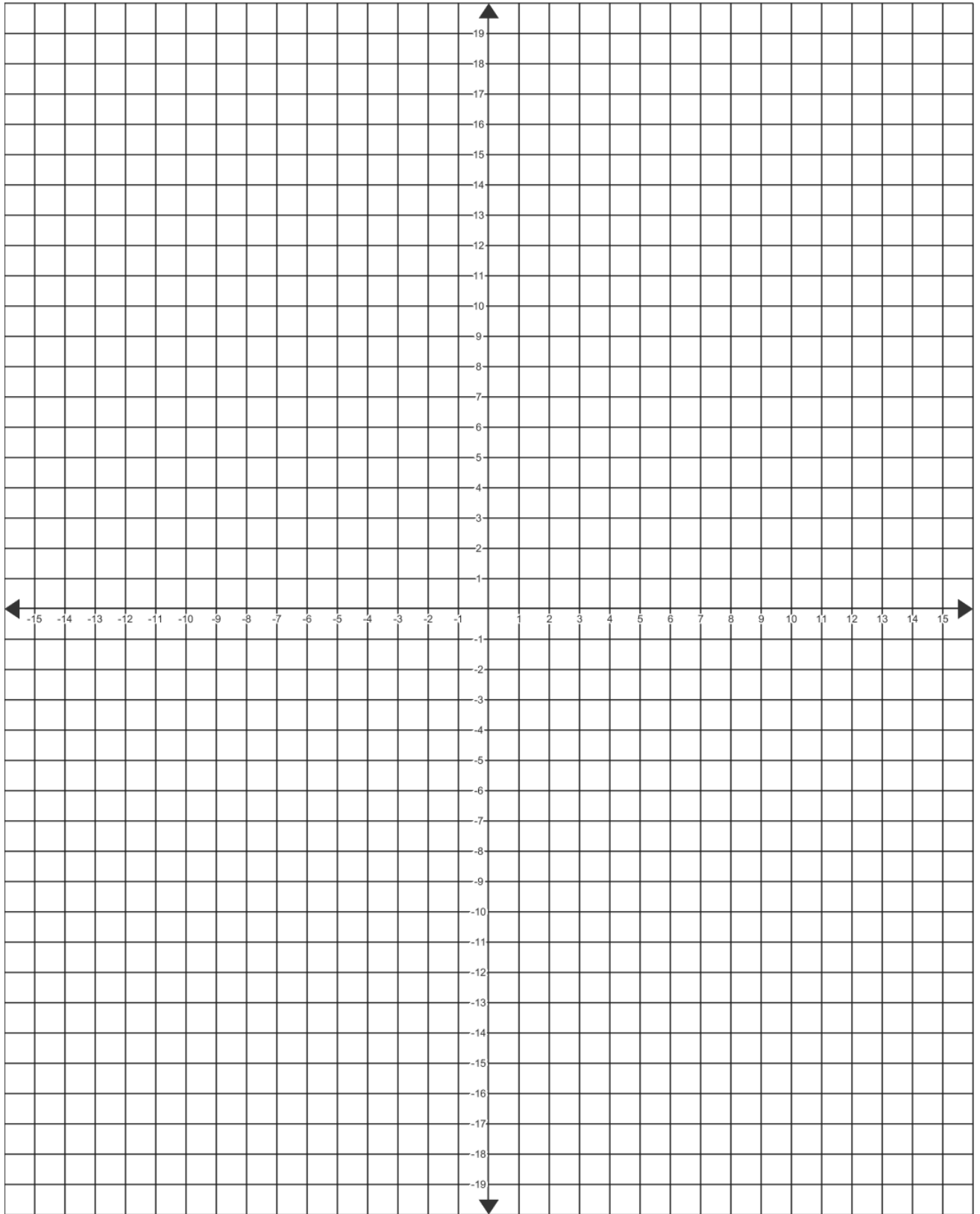
Hanging was the most common punishment for serious crimes. However, some people were hanged for crimes that seem strange today. People were hanged for the following crimes:

- Poaching an animal.
- Stealing a wild rabbit.
- Harming cows.
- Begging without a license.
- Going out at night with their face covered in soot (so that people couldn't see you in the dark).

It seems that Victorians loved punishing people as much as they loved a gruesome crime!







World Expo - Assessment Task and Marking Rubric.

Assessment Task

Create a storyboard, brochure, ~~powerpoint~~ or poster, displaying information on the country of your choice.

Included in the powerpoint/poster the following information:

Capital City	Current Population	Terrain	Type of Government	Nearby countries	Culture
Traditions	Famous People	Famous Landmarks	Currency	Native <u>animals</u>	Language/s
Climate	Where it is on a map	Flag/s	Food	Education	Current Prime Minister/President

Tell your audience why we should visit it.

What are it's natural or manmade features that draw people to it?

Who are the indigenous people of the country and what is their history?

What are the similarities and differences of the country of study with Australia?

	Outstanding Achievement (A) - 5 marks	High Achievement (B) - 4 marks	Sound Achievement (C) - 3 marks	Basic Achievement (D) - 2 mark	Limited Achievement (E) - 1 marks
Information about selected country (see about criteria)	Details have captured important information about the topic and will increase the audiences understanding. All required information included	Details include some important information about the topic and will help the audience understand. 4 parts of required information included	Details include important <u>information</u> but the audience may need more information to understand fully. 3 parts of required information included	Details are too general or incomplete. The audience needs more information to understand. 2 parts of required information included.	Incomplete research 1 part of required information included.

Design Presentation	All images are related to the topic and make it easier to understand. All information on the posters can be easily read and followed No grammatical, spelling or punctuation errors	Most of the images are related to the topic and make it easier to understand. Most of the information on the poster can be read and followed Minor grammatical, spelling or punctuation errors.	Some of the images relate to the topic. Some of the information on the poster can be read and followed. A few grammatical, spelling or punctuation errors.	Images do not relate to the topic. Much of the <u>posters</u> information is unclear and hard to understand. Many grammatical, spelling or punctuation errors.	No images Information is unclear and hard to understand Lots of grammatical, spelling or punctuation errors.	NO ATTEMPT (N/A) - 0 Marks
Information	No plagiarism - highly detailed and informative	Detailed and informative - little to no plagiarism	Some of the information presented in "own words" - some copied information	<u>Limited information</u> presented in "own words" - mostly copied information	Information not relevant to topic.	
Bibliography	Comprehensive bibliography (<u>diverse</u> range of resources)	Detailed bibliography (<u>wide</u> range of resources)	Bibliography (<u>limited</u> range of resources)	Basic bibliography	Limited bibliography.	
Quality of Presentation (Powerpoint, poster, video, brochure)	High level of care in detail for the presentation. There are no errors in spelling, <u>grammar</u> and punctuation. Extensive knowledge of topic. Information is clear and concise on each slide. Visually appealing/engaging.	There are minor errors in spelling, <u>grammar</u> and punctuation. Too much information on two or more slides. Significant visual appeal.	There are some errors in spelling, <u>grammar</u> and punctuation. Too much information was contained on many slides. Minimal effort made to make slides appealing or too much going on.	There are many errors in spelling, <u>grammar</u> and punctuation. The slides were difficult to read and too much information had been copied onto them. No visual appeal.	There are <u>alot</u> of errors in spelling, <u>grammar</u> and punctuation. The slides were difficult to read and <u>that</u> little to no relevant information on them. Visual appeal not present.	

TOTAL: ____ /25

GRADING	A = 25-20	B = 19-15	C = 14-10	D = 9-5	E = 4-1	N/A = 0
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Wellbeing

How many wellbeing activities will you and your family be able to tick off?

Send a letter to an elderly relative	Take a family photo	Sing your favourite song out loud like no one is listening	<i>Own choice</i>	Take a few minutes to write down how you feel	Cook a meal with your parent or carer	Do something nice for a family member	Go for a walk in the woods	Use 10 Spanish words throughout the day	Read your favourite book again
Tidy or reorganise your room	Take an exercise class online	Bake and decorate cookies	Sit down, close your eyes, and focus on breathing for 5 minutes	Research places you would like to travel	Eat five fruits and vegetables	Design a pair of trainers or shoes	Listen to your favourite music and dance like no one is watching	Do some gardening or look after a house plant	Play your favourite board game
Create your own vision board	Go to bed 1 hour earlier and wake up 1 hour earlier	Make a pizza with healthy toppings	Leave a thank you note for someone	Write down 10 positive things about yourself	Write an acrostic poem for WELLBEING	Spend time outside, watching clouds, blowing bubbles, just relax	Visit a virtual zoo	Share something inspirational on your class page	Find some pet rocks and decorate them
Visit a virtual museum	Write down anything that come into your mind for 5 minutes	Learn a new dance sequence	Record a video of doing something you enjoy and share with others	Dress up and wear your favourite outfit	<i>Own choice</i>	Create a gratitude jar	Create your favourite animal using geometric shapes	Blow bubbles	Make a gift for someone – handmade only
Use 10 French words throughout the day	Create a family picture with handprints and do not forget to add the date	Eat something new	<i>Own choice</i>	Create a name plaque using only natural materials	Read another book	Have a family movie night	Complete a self-portrait in your own style	Write a kindness poem	Camp out in the back garden

V
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C
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Y

#156

Just How Much?

Put the following adjectives in order from weakest to strongest in meaning.

neutral	overjoyed
happy	relieved
content	ecstatic
thrilled	pleased
excited	elated



Challenge: Put the extremes in a sentence to show their differences in meaning.

#158

O
P
E
N
E
R
S

I Have A Question

Use a question to open your text and draw the reader in.

Try creating opening sentences using the ones below. Think about a variety of text types.

- Could it really...?
- How on earth...?
- Why is this compulsory...?



Challenge: Turn your favourite question opener into a paragraph.

C
O
N
N
E
C
T
I
V
E
S

#157

The Eye is in the Detail

Use connectives to add further detail to a descriptive paragraph of this picture.



Challenge: In a second paragraph, give reasons for where this might have been taken, and when.

#159

P
U
N
C
T
U
A
T
I
O
N

Use This Punctuation

Edit and expand on this sentence so that you have at least two sentences where all the punctuation below is used. Keep to the meaning of the sentence.

even the mightiest warrior has to rest



Challenge: Read your sentences to a partner, acting out the punctuation with your Kung Fu punctuation.