




Week 1 Term 3 Weekly Framework Stage 3

Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance ask for some help from a parent/carer or send a message to your teacher on GoogleClassroom. You are also able to access your Mathletics account. Complete all activities in your Homework book or an exercise book you have at home. Don't forget to write the date on your activities to keep track. Resources/worksheets/spelling words can be found at the end of this document under resources.

T3 Wk 1		Morning Session		Middle Session	Afternoon
Tuesday	English Spelling Yr 5 Spelling: Open the Term 1 Wk 1 Spelling PowerPoint and follow the prompts. Once completed, fold your page into four columns, copy out your weekly spelling words under 'Tuesday' Extension: Spelling Points Calculate how many points each of your spelling words would total if; Graph = 2 points Digraph = 5 points Trigraph = 10 points Yr 6 Spelling: UNIT 18 Revision Draw your page into 4 columns label Tuesday – Friday copy your spelling words under 'Tuesday' Use the words from the spelling list to complete activities 1-4 on work sheet.	English: Watch 'Behind the News - BTN' https://www.abc.net.au/btn/classroom/20210622-ep18-btn/13392592 OR BTN: Antarctica Special 10:01 AM - 10:21 AM ABC ME This Place 10:22 AM - 10:26 AM ABC ME *Both on ABC Me While watching write down as many V.I.P's (Very Important Points) from the text as you can. Choose your favourite story and write a summary.	Mathematics: Find a partner to play Strike it Out *Strike it out - You need a number line from 0-20. Write a number sentence, such as: 5+12=17. cross out the 5 and 12 on the number line and draw a circle around 17. Next go you must use a 17 in your number sentence, such as 17-10=7. You then cross out 17 and 10 and draw a circle around 7. Continue until there are no numbers left to write a number sentence or there are no numbers. *You can play with this with a partner if you would like.	Science Matter Matters! Sorting Things Out – Lesson 1 Key Inquiry Question: How do we organise our things? Learning Sequence:  After washing the dishes, how do you organise them in the cupboards? Turn and talk to a partner about it. Can you think of some different ways you could organise them? Watch the Edible Water (Ooho) video. Write 5 words in the circle to describe the new water bottle Watch the video again Write 5 additional words to describe the water bottle. This time use a different coloured pen The words you wrote in the circle are the properties of the new water bottle. What an object looks like, feels like, is made of and how it behaves are all properties of that object. They can be used to sort objects into groups. The members of each group all have properties in common. Here are 2 groups of objects. Discuss with a partner what property the members of each group have in common. Use the word wall to help you. Students record into work book.	NAIDOC WEEK: https://www.youtube.com/watch?v=Lgl8khN47iM&t=12s The 2021 National NAIDOC Poster, 'Care for Country' was designed by Gubbi Gubbi artist Maggie-Jean Douglas. Using the 2021 NAIDOC Week theme, Heal Country!, as inspiration; 'Care for Country' is a bright and vibrant artwork which explores how Country has cared for and healed First Nations people spiritually, physically, emotionally, socially and culturally. The artwork includes communities, people, animals and bush medicines spread over different landscapes of red dirt, green grass, bush land and coastal areas to tell the story of the many ways Country can and has healed us throughout our lives and journeys. Complete the NAIDOC Week poster colouring in to go in the competition to win a NAIDOC wristband. (Two winners will be chosen from each class.) Colouring in sheet is at the end of the document. OR will be posted on the school website. More on NAIDOC WEEK: https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20210708/13437530

T3 Wk 1	Morning Session		Middle Session		Afternoon
Wednesday	<p>English Spelling Yr 5 Spelling:</p> <p>Success Criteria: I can use the vowel suffix /able/</p> <p>Use the method 'Look, Cover, Write, Check' to copy out your words in your Wednesday column.</p> <p>Extension: Complex Sentences Choose 5 of your spelling words to write into complex sentences using known joiner words.</p> <p>Yr 6 Spelling:</p> <p>Use the method 'Look, Cover, Write, Check' to copy out your words in your Wednesday column. Complete activities 5-9</p> <p>Extension: Complex Sentences Choose 5 of your spelling words to write into complex sentences using known joiner words.</p>	<p>Writing: My ISLAND You live on a deserted island, create a postcard of what your island looks like. Write a message home to your family about what you are doing.</p> <p>Handwriting Write the long date and underline. Review the five S's - slope, shape, size, spacing and style. Review correct pen/cil grip, book & sitting position/posture.</p> <p>Horizontal Joins Horizontal joins have a small dip, except for horizontal joins from f, which go straight across. Remember, there is no horizontal join from f to e. Including horizontal joins to e from o, r, v, w and x increases your fluency. * Write the long date at the top of your page and copy the following using your cursive writing: echoed cover renew weevil floes lynxes vent mangoes alive weather deluxe rear venom arrest If you are outside during an earthquake, move away from tall buildings or other structures, overhead power lines, elevated freeways, or anything that could fall on you. Lie down, or crouch.</p>	<p>Maths: Play a barrier game with a partner. Sit back to back with a family member or a friend. Draw a design on your paper or whiteboard using shapes. Describe your picture so that the other person can recreate it. Describe your design by describe the shapes you used and their location (for example, next to, on top of, between). Check to see how they went. Questions to think about: Do you need to rethink how you explain your drawing? Repeat the game a few times. Do the results improve?</p>	<p>Year 5 Mathletics Homework activity - 24 Hour Time Class worksheet - F1 p.4 – 24 hour time</p> <p>Year 6 Mathletics Homework activity - Using Timetables Class worksheet - G1 p.5 – Timetables</p>	<p>Fitness: How many rotations can you complete of the following circuit? Time each round of 4 - can you improve your time? Don't forget a short rest between each round.</p> <p><i>15 High Knees</i> <i>30 Second Plank</i> <i>18 Burpees</i> <i>10 Pushups</i></p>

T3 Wk 1	Morning Session		Middle Session		Afternoon
Thursday	<p>English Spelling: Yr 5 Spelling Success Criteria: I can use the vowel suffix /able/ Use the method 'Look, Cover, Write, Check' to copy out your words in your Thursday column. Extension: Dictionary Meaning Choose 5 of your spelling words to locate in the dictionary and copy out the definition in your own words. Yr 6 Spelling: Use the method 'Look, Cover, Write, Check' to copy out your words in your Thursday column. Finish the remainder of the activities on the work sheet.</p> <p>Writing: My ISLAND Here is the scene, you have been living on the island for a short time, one day Pirates come to bury treasure. Write about the scene building up tension. PLAN- your pebble, rock and boulder.</p>	<p>English: Reading/Writing 'The Mysterious Door' Use the attached image and complete the activities below; Question Time 1.What will emerge from the tiny door? 2.How will the boy react to seeing it emerge? 3.The Borrowers' is a book by Mary Norton about little people called 'Borrowers' who borrow things from people's houses. What do you think the difference is between borrowing and stealing? 4.Have you ever borrowed something, but then forgotten to give it back? Is that stealing? 5.If we borrow every single book from a library, is that borrowing? Is it still a library?</p> <p>Grammar & Punctuation: A relative clause adds extra information to a sentence using relative pronouns: who, which, where, when, whose or that. For example: He could see the mysterious door at the bottom of the garden, which had troubled him for so long. The young boy, who had been sitting there all morning, was delighted when the door began to open.</p> <p>Add in an appropriate relative clause to the sentences below;</p> <p>The door, which _____, creaked slowly open.</p> <p>The tiny creature, _____,emerged from the stone door.</p>	<p>Maths: Year 5 Mathletics Homework activity - Australian Time Zones. Class worksheet - F1 p.5 – 24 hour time Year 6 Mathletics Homework activity - Australian Time Zones. Class worksheet - G1 p.6 - Timetables Extra Play snakes and ladders with a family member. If you don't have Snakes and Ladders create your own game board. What is in one of your cupboards at home? Ask your family which cupboard you can investigate. Group/classify objects into categories for example, tins and jars, plates and cups. How many objects in each group or category? Create a graph to represent what is in the cupboard.</p>	<p>English: Reading Comprehension Learning Intention: Use an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies.</p> <p>Success Criteria: I can find the main idea/theme of a text I am able to recall important facts and details to answer questions about a text</p> <p>Guided/Independent Learning: Read the text Pet Safety (found below) and answer the following questions;</p> <ol style="list-style-type: none"> Which tip does the sentence below relate to? For some pets, trimming the coat can also stop them from overheating. Check for ticks Protect from sunburn Give a haircut Showering/bathing Which of these does the poster tell to be careful of? Select all the correct answers. Ticks, spiders, ants, lizards, bees, snakes As it is used in the passage, what does the word prevent mean? To cause something to occur To report something, you see To stop an event from happening To notice or identify an issue What is the main purpose of the poster? To warn people that pets can be hurt during summer To encourage people to think carefully before taking on a pet To present facts to support the idea that pets need to be cared for To inform people about how to take care of their pets during summer 	<p>Creative arts Sketch an object from your home using pencils. Pay attention to shape, shading and tone. Post a photo of your sketch in our class Team.</p>

T3 Wk 1	Morning Session		Middle Session	Afternoon
Friday	<p>English - Spelling: Spelling: Yr 5 Spelling</p> <p>Have a member of your household test you on your words for the week.</p> <p>Yr 6 Spelling:</p> <p>Have a member of your household test you on your words for the week.</p>	<p>English: Reading/Writing Writing- My Island Create a menu for your island cafe/restaurant. Think about what is grown on the island.</p> <p>Digital Technologies - Access, typing club through your google classroom account- follow lesson structure and work through practicing your skills. edclub (typingclub.com)</p>	<p>Maths Play: How close to 100 with a partner on YouCubed</p> <p>Mathletics Extension Activities</p> <p>Year 5 F1 p.6 – time relationship challenge</p> <p>Year 6 G1 p.7 – LA Here We Come .</p>	<p>PD/Health</p> <p>PD/H Wellbeing: Why is it important to be healthy? The Australian Guide to Eating:</p> <ol style="list-style-type: none"> 1. Look at the Australian Guide to Healthy Eating graphic Look at the different food groups and how the size of the sections shows which ones you should have the most of. Why some of the items appear more than once e.g. strawberries and investigate what is 1 serve ? 2. Go through the Australian Guide to Healthy Eating can you identify all the foods.(if not check with someone) Can you count up how many of them they you have tried. Can you pick one item you haven't tried and make a plan to try 3. Look at the meal recommended for 9- to 11-year-olds and list out the items from each food group 4. Why do we need to eat healthy food? Write a short paragraph outlining the importance of healthy eating. <p><u>Website links to help</u> Australian Guide to Healthy Eating https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating Recommended Meal Plan https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/adg_sample_meal_plan_child.pdf</p>

RESOURCES

T3 WK 1 YEAR 5 SPELLING WORDS			
SPELLING FOCUS WORDS		CHALLENGE WORDS	SIGHT WORDS
able washable reliable lockable stretchable	charitable reasonable definable negotiable profitable	biodegradable desirable favourable dependable erasable	aquatic biomes coniferous deciduous deserts
T3 WK 1 YEAR 6 SPELLING WORDS			
SPELLING FOCUS WORDS			CHALLENGE WORDS
cavity century ignorant frequent assure	vehicle studying structure continue business language exception movement	throughout experiment signature persuade maximum encouragement amazement	tsunami lieutenant persuasive manoeuvre changeable

Pet Safety

People with pets need to take extra care during summer. The hot temperatures can be hard for pets to cope with. A cat or dog cannot tell its owner what is wrong, so owners need to be aware of potential problems and prevent them. Owners need to make sure that their animals have plenty of water and shade. For some pets, trimming the coat can also stop them from overheating. Overall, be thoughtful and watchful and keep your pets safe and well.



KEY SKILLS PRACTICE

Does the art in the poster suit the seriousness of the topic? Explain your answer.

Questions

1. Which tip does the sentence below relate to?

For some pets, trimming the coat can also stop them from overheating.

Check for ticks

Protect from sunburn

Give a haircut

Showering/bathing

2. Which of these does the poster tell to be careful of? Select all the correct answers.

Ticks, spiders, ants, lizards, bees, snakes

3. As it is used in the passage, what does the word prevent mean?

To cause something to occur

To report something, you see

To stop an event from happening

To notice or identify an issue

4. What is the main purpose of the poster?

To warn people that pets can be hurt during summer

To encourage people to think carefully before taking on a pet

To present facts to support the idea that pets need to be cared for

To inform people about how to take care of their pets during summer

READING/WRITING STIMULUS - 'THE MYSTERIOUS DOOR'



REVISION

UNIT 18

Phonics

cavity
century
ignorant
frequent
assure

Basic list / High frequency

vehicle
studying
structure
continue
business
language
exception
movement
throughout
experiment
signature
persuade
maximum
encourage
amazement

Difficult

tsunami
lieutenant
persuasive
manoeuvre
changeable

Own words



Spelling rule
The silent letter **e** is retained when adding the suffix **ly**.
Example:
secure securely

1. Use your spelling rule to rewrite these words by adding **ly**.

- a intimate _____
b scarce _____
c genuine _____
d immediate _____
e persuasive _____

Wrong spelling

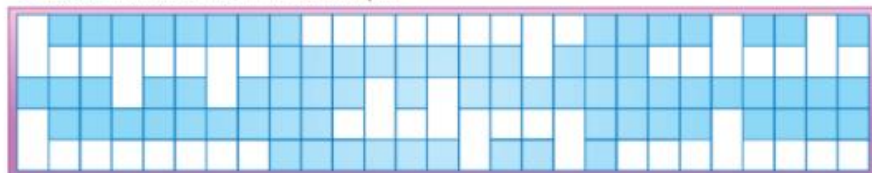
2. Correct the spelling mistakes.

- a I wore safety glasses **threwout** the experiment. _____
b Jack is studying **busyness** at university. _____
c That **moovement** was amazing! _____
d The lieutenant continued to mend his **veeicle**. _____
e The tsunami damaged the **struckure** of the building. _____



Word shapes

3. Select list words to match the word shapes.



Word meanings

4. Choose a word from the lists to match the clues below.

- a Keep doing something _____ d Machine for carrying people or goods _____
b Convince someone _____ e Done to test something _____
c Spoken sounds _____ f A name that has been signed _____

Word building

5. Build onto the base word using **s**, **ed** and **ing**. Then use each one in a sentence.

- a experiment _____
b experiment _____
c experiment _____

Secret code

6. Find these words using the secret code.

- a _____
b _____
c _____
d _____

7. Write **smaller words** that you can find in these words.

- a throughout _____
b changeable _____

8. Write list words that:

- a start with **st** _____
b have 4 syllables _____
c end in **ment** _____
d have the letter **x** _____

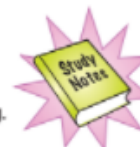
9. Write the **plural** of these words.

- a vehicle _____ c language _____ e movement _____
b lieutenant _____ d structure _____ f business _____

Grammar - Adjectives

10. Underline the adjective in the sentences below.

- a The red vehicle drove down the street. c The new student liked studying.
b The small business continued to do well. d The large structure was amazing.



Grammar - Homophones

11. Use **threw** or **through** in these sentences.

- a The audience _____ flowers at the choir.
b Apply for it _____ your association.
c The boy _____ his bag on the floor.
d Let's talk _____ the experiment.
e Dad _____ the ball _____ the window.

Adjective suffixes

12. Add the correct suffix to each word to make them into adjectives.

able al est ful


- a accept _____
b broad _____
c distress _____
d fiction _____

Grammar

13. Write a sample of each sentence form. You must use at least one list word in each.


- a _____ statement
b _____ question
c _____ exclamation
d _____ command

Measuring time – 24 hour time











Time can be measured using 12 hour time, using am/pm, or 24 hour time.

3:00 pm = 1500



REMEMBER

1 Complete the table with the correct analogue, digital and 24 hour times.

			
0835	1:00 pm	9:30 pm	1815
			
2:22 pm	1:18 am	2000	2104

2 Convert these 24 hour times to digital times:

a 0400 = <input type="text"/>	b 1500 = <input type="text"/>	c 1330 = <input type="text"/>
d 1605 = <input type="text"/>	e 0920 = <input type="text"/>	f 0825 = <input type="text"/>

3 Convert these digital times into 24 hour time:

a 9 am = <input type="text"/>	b 10 pm = <input type="text"/>	c 7:30 am = <input type="text"/>
d 2:15 pm = <input type="text"/>	e 5:35 am = <input type="text"/>	f 7:25 pm = <input type="text"/>

4 It is 1700 and your favourite TV show is due to start in half an hour. Show the starting time in digital form:

Measuring time – 24 hour time

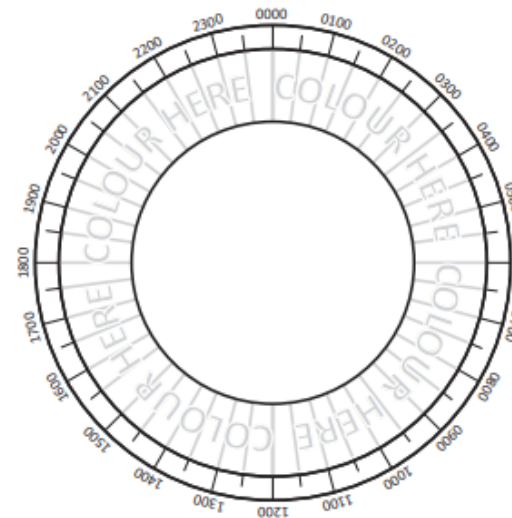
DVD recorders use 24 hour time to record programs.

5 Minh wants to record some programs on her DVD. Enter the start and finish times of each program in 24 hour time. How long is each show?

Channel 4	
9:00 am	Science Show
10:00 am	Behind the News
11:00 am	Weather Report
12:00 pm	Midday News
1:30 pm	My Name is Greg
2:30 pm	Movie: Solaris
4:00 pm	4 pm News
5:00 pm	Smartline
6:00 pm	Current Affairs
8:00 pm	Movie: Chinatown
9:45 pm	Late News

Program	Start	Finish	Length
Science Show	0900	1000	1 hour
Behind the News			
Movie: Solaris			
4 pm News			
Smartline			
Movie: Chinatown			

6 Carla is training for a marathon. Complete the chart below to show how she spends her day. Colour each of the segments in the chart using a different colour to show the duration of each activity below.



Colour	Time	Activity
<input type="checkbox"/>	5:00 am - 6:45 am	Morning run
<input type="checkbox"/>	6:45 am - 8:00 am	Breakfast, get ready for work
<input type="checkbox"/>	8:00 am - 8:45 am	Drive to work
<input type="checkbox"/>	8:45 am - 5:00 pm	Work
<input type="checkbox"/>	5:00 pm - 5:45 pm	Drive home
<input type="checkbox"/>	5:45 pm - 7:00 pm	Gym session
<input type="checkbox"/>	7:00 pm - 7:30 pm	Shower
<input type="checkbox"/>	7:30 pm - 8:15 pm	Have dinner
<input type="checkbox"/>	8:15 pm - 10:00 pm	Watch TV and read
<input type="checkbox"/>	10:00 pm - 5:00 am	Sleep

- a How long is Carla's morning run? _____
- b How long is Carla's work day? _____
- c How much time does Carla have between dinner and bed time? _____

Measuring time – time relationship challenges

- 1** How long does it take to make a loaf of bread?
Read this recipe carefully and work out how long it will take to make the bread.

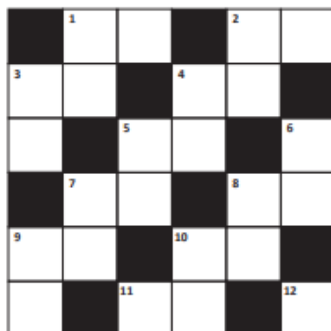
Method for making a loaf of bread:

1. Make the dough by adding yeast mixture to the flour. This will take 3 minutes.
2. Knead on a lightly floured surface for 10 minutes.
3. Place the dough in a covered bowl and let it rise in a warm place for about $1\frac{1}{4}$ hours.
4. Shape dough into 2 balls, cover and let it rest for 8 minutes.
5. Shape dough into 2 loaves and let rise until doubled in size (1 hour).
6. Preheat oven to 200°C for 15 minutes.
7. Bake in the preheated oven for 35 minutes or until the top is golden.



Total amount of time needed to make the bread:

- 2** Use what you know about time relationships to complete this cross number puzzle. You may use a calculator.



Across

1. years in half a century
2. minutes in $\frac{1}{4}$ of an hour
3. minutes in 1 hour + 20 minutes
4. hours in 1 day
5. days in April
7. hours in 2 days plus 1 hour
8. hours in half a day
9. minutes in $1\frac{1}{4}$ hours
10. minutes in $\frac{2}{3}$ of an hour
11. hours in 4 days and 2 hours
12. your age minus 4

Down

1. years in five decades
2. days in a fortnight
3. hours in $\frac{1}{2}$ a week
4. seconds in $\frac{1}{3}$ of a minute
5. days in September plus 9 days of October
6. hours in 3 days
7. minutes in $\frac{3}{4}$ hour
8. seconds in $\frac{1}{6}$ of a minute
9. months in 6 years
10. hours in 2 days



Telling time – timetables

Timetables are often used to show transport schedules. It is important to be able to read timetables as they have the information we need to plan journeys.

1 Study this bus timetable and then fill in the gaps.

Destination	Bus 1	Bus 2	Bus 3	Bus 4	Bus 5
Geraldton	0900	1000	1100	1200	
Port Leys	1015	1115	1215	1315	
Shelley Cove	1100	1200			
Albertson	1345	1445	1545		
Benlin	1410	1510			1810

This timetable uses 24 hour time.



- How long does it take to get from Geraldton to Shelley Cove? _____
- How long does it take to get from Shelley Cove to Benlin? _____
- How often does the bus leave from Geraldton? _____
- How often does the bus arrive in Benlin? _____
- If I was leaving from Geraldton and I needed to get to Albertson by 2:00 pm, which bus should I catch? _____
- If I was leaving from Shelley Cove and I needed to be in Benlin by 4:30 pm which bus should I catch? _____
- How long does the entire journey from Geraldton to Benlin take? _____

Timetables are also used to show the scheduling of television programs.

2 Use this TV guide to answer the questions.

17:10	Cartoons
18:00	Comedy
18:30	News
19:30	Documentary
20:45–23:15	Film

- What is the shortest program? _____
- I am setting up my DVR to record the documentary. How long should I record for? _____
- How much longer is the film than the documentary? _____

Telling time – timetables

3 Use the bus timetable below to answer the questions.

Bus Route – City Hall to Museum

Monday to Friday				
City Hall	Harris Ave	York Street	Holt Street	Museum
Morning				
---	6:30	6:35	6:38	6:45
---	7:10	7:15	7:18	7:25
---	---	7:50	7:53	8:00
---	8:20	---	8:30	8:35
9:00	9:02	9:07	9:10	9:17
9:45	9:47	9:52	9:55	10:02
10:30	10:32	10:37	10:40	10:47
Afternoon				
12:00	12:02	12:07	12:10	12:17
1:30	1:32	1:37	1:40	1:47
3:00	3:02	3:07	3:10	3:17
---	---	3:30	3:35	3:40
3:25	3:27	3:32	3:37	3:42
---	4:30	4:35	4:40	4:50
---	5:30	5:35	5:40	5:50
---	6:30	6:33	6:38	6:45
---	7:30	7:33	7:38	7:43

Saturday				
City Hall	Harris Ave	York Street	Holt Street	Museum
Morning				
---	7:30	7:33	7:38	7:45
9:40	9:42	9:45	9:50	9:57
10:50	10:52	10:55	11:00	11:07
Afternoon				
12:05	12:07	12:10	12:15	12:22
2:35	2:37	2:40	2:45	2:52
---	5:05	5:08	5:13	5:18
---	7:30	7:33	7:38	7:43
---	10:15	10:18	10:23	10:28

Bus Fares (one way)	
Stops	Fares
1	\$1.80
2	\$2.50
3	\$3.50

- Which bus does Iqbal need to catch on Thursday from City Hall to be at York Street at 9:52 am? _____
- All wants to be at Museum at 12:22 pm on Saturday. What time does she need to catch the bus at Harris Avenue? _____
- Lauren travelled from York Street to Museum. How much change would she get from a \$10 note? _____
- Zac wants to travel from City Hall to Holt Street on Saturday morning. If he catches the 9:40 am bus, how long will his trip be? _____
- Minh travels from City Hall to Harris Avenue, where he stops for lunch. Next, he travels from Harris Avenue to Museum. How much has he spent on bus fares? _____

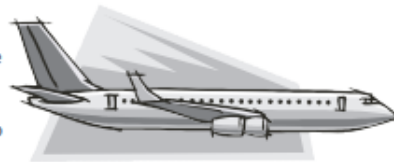
L.A. here we come!

solve



Getting ready

Five different families were travelling to Los Angeles for a holiday to one of the many theme parks. Their flights all left on the same day, but each family left at a different time and were going to a different theme park.

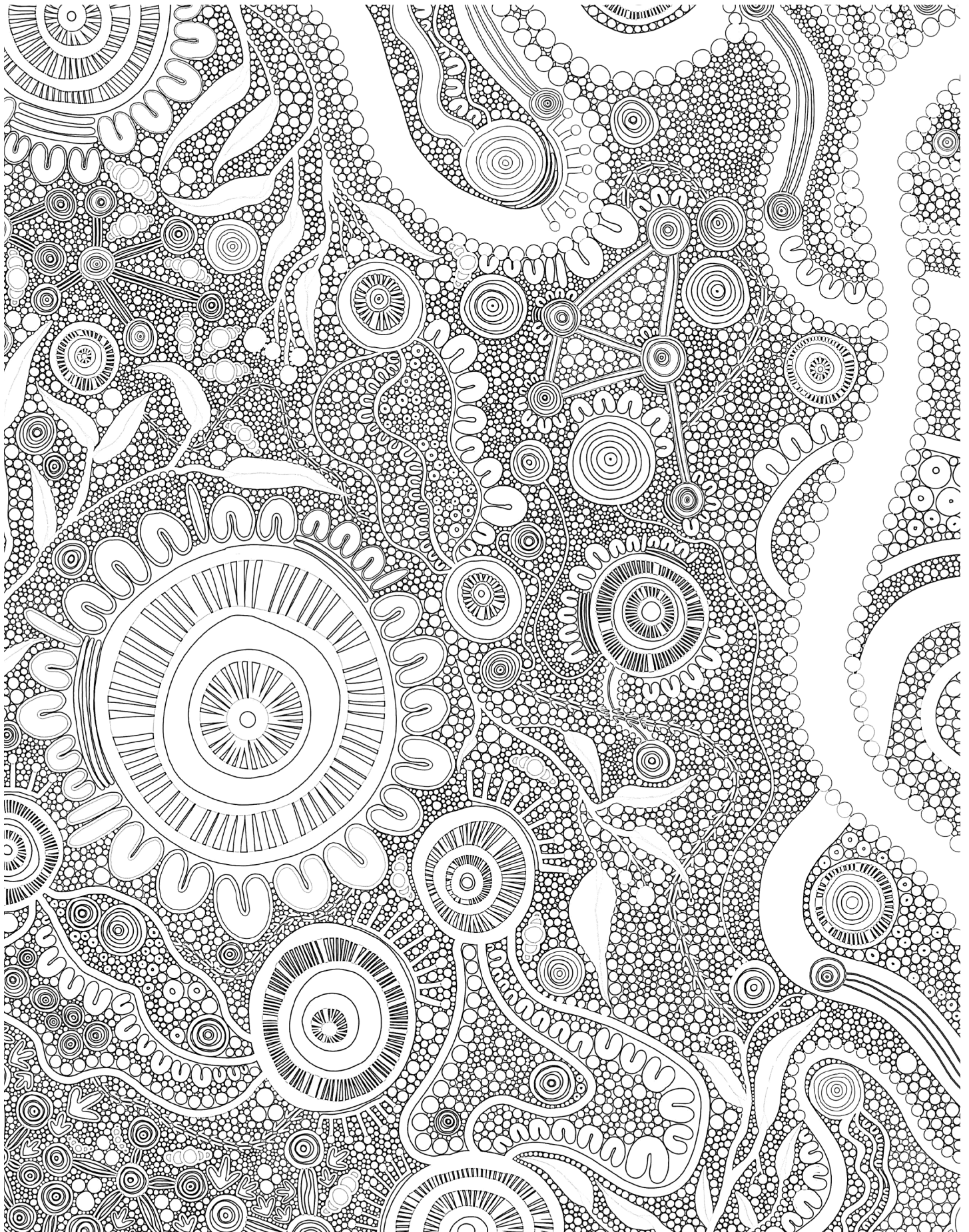


What to do

Find out each family's flight number, departure time and the theme park they went to. Read the clues below and use the grid to keep track of what you find out. Use a cross when you are sure 2 variables do not match and a tick when you know that they do. The first clue has been entered into the grid to show you how to do this.

- Flight 938 left at 4:45 pm with the Herringers on board.
- The Herringers and the family going to Seaworld were not on the flight leaving just before 6 pm.
- The Nicholls family who were on flight 762 were not interested in going to Knott's Berry Farm or Disneyland.
- Flight 938 was the flight of the family going to Universal Studios.
- The Kirk family was the last of all the families to fly out on flight 165 on the way to Knott's Berry farm.
- The Flenleys were on Flight 513 which left $1\frac{1}{2}$ hours before flight 938.

Family	Flight Number				Time				Theme Park			
	762	938	513	165	14:38	15:15	16:45	17:53	SW	US	DL	KBF
Nicholls		✗					✗					
Herringer	✗	✓	✗	✗	✗	✗	✓	✗				
Flenley		✗					✗					
Kirk		✗					✗					



Artwork: *Care For Country* by Maggie-Jean Douglas (Gubbi Gubbi)

When creating '*Care for Country*' I kept in mind that this meant spiritually, physically, emotionally, socially and culturally - I chose to create a bright and vibrant artwork that included the different colours of the land but showed how they come together in our beautiful country and to make people feel hopeful for the future. I've included communities/people, animals and bush medicines spread over different landscapes of red dirt, green grass, bush land and coastal areas to tell the story of the many ways country can and has healed us throughout our lives and journeys.

NAIDOC Week

4-11 JULY 2021

#NAIDOC2021 #HealCountry



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[@naidocweek](https://www.instagram.com/naidocweek)