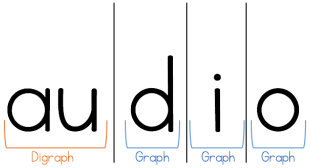
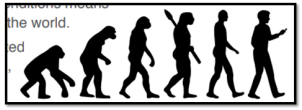
Week 2 Term 3 Weekly Framework Stage 3

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. You can complete activities in your Homework book or an exercise book, some maybe submitted through your google classroom. 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 2	Morning Session	Middle Session	Afternoon
Monday	**English - Spelling:** **Yr 5 Spelling:** Success Criteria: I can use the digraph /au/ making the sound **"or"** as in **sauce**. Open the Term 1 Wk 2 Spelling PowerPoint (this can be found on your Google Classroom) and follow the prompts. Fold your page into four columns, labelling each Monday-Thursday with the short under each. Copy out your spelling words for the week. *Activity 2 - Highlight the Spelling Pattern* Use a highlighter to trace over the spelling pattern in each of your words (excluding sight words). Can you find other words in a book or dictionary that use the digraph /au/ to make the same "or" sound? List these in your book. **Year 6 Spelling:** Fold your page into four columns, labelling each Monday-Thursday with the short under each. Copy out your spelling words for the week. Write the meanings for 10 words. Make sure you do the words you don't know first. **English - Writing:** **Informative texts.** This term we will be working with informative texts. We are starting with a recipe. Today your job is to find your favourite recipe and type or write it out then submit it to your teacher. We are looking at making a Stage 3 Cook Book. We need all sorts of recipes. When you type it up include your name Eg. Mrs Maiden's crunchy chicken schnitzels. Make sure you type it correctly, if you are not sure then please ask an adult to help you.	**Maths - note: You will need a protractor later in the week** **Mathetics tasks for the week** Year 5 & 6 – Addition and Subtraction Colossal Columns Year 5 & 6 – Classifying Angles, Measuring Angles **Worksheets 1 & 2** Year 5 F1 p.4 Addition Mental Strategies – Split Strategy Year 6 G2 p.11 Applying Strategies – Addition	**Library** **Learning Intention** Research and document 3 facts about Caroline Chisholm using World Book Online. (Information Text) Compare notes about Caroline Chisolm from 2 different sources. **1.**Log in to World Book Online - https://www.worldbookonline.com ID – scps1 Password – scps1 **Search for books on Caroline Chisolm** Feel free to use the audio reading of the text to listen to. **2.**Write 1 fact from each of the 4 headings – - Early Life 2. Helping Immigrants 3.Settling the Land 4.Later Life **3.**Read and compare this second source of information. Does the information match? https://adb.anu.edu.au/biography/chisholm-caroline-1894 ****** Students you can add books to yourPremiers Reading Challenge ****** Please join Mrs Burkes Library google classroom **-** code to join - **3if22ps**

T3 Wk 2	Morning Session	Middle Session	Afternoon
Tuesday	**English - Spelling:** **Yr 5 Spelling:** Success Criteria: I can use the digraph /au/ making the sound **"or"** as in **sauce**. Use the *Look, Cover, Write* and *Check* method to copy out your spelling words under your 'Tuesday' column. *Activity 2 - Spelling Points* Say the word aloud and write it by separating the *sounds*. How many points is each word worth if a; - Graph = 2 points - Digraph = 5 points - Trigraph = 10 points  **Year 6-** Use the *Look, Cover, Write* and *Check* method to copy out your spelling words under your 'Tuesday' column. Activities 1-4 from the work sheets. **English - Grammar:** **Stage 3 Grammar** Learning Intention: To identify, use and apply simple tenses rules. Simple verb tenses: Simple Past– expresses an action or state of being that has already happened. - The children *walked* to school. - Clarissa *ate* the apple. - Jamie *was* a great writer. (linking verb) Simple Present– expresses a repeated action or generalisation. - The children *walk* to school. - Clarissa *eats* a lot of apples. - Jamie *is* a fantastic writer. (linking verb) Simple Future– expresses an action or state of being that is going to happen using 'will'. - The children *will walk* to school tomorrow. - Clarissa *will eat* an apple for lunch. - Jamie *will be* a fantastic writer. (linking verb) Please work through Grammar worksheets 1 and 2 Please write your answers in your workbook. **Typing Club** - Complete 15 minutes of the program links are in your google classrooms.	**Maths Worksheets 3 & 4** Year 5 F1 p.6 Addition Mental Strategies – Compensation Strategy Year 6 G2 p.13 Applying Strategies – Subtraction	**Science:** *Matter Matters - Lesson 2* **Key Inquiry Question-** How do we organise our things? **Learning Sequence:** Last lesson we learnt about *properties* (what an object looks like, feels like, is made of and how it behaves). Can you list 3 properties of an object in your home/classroom? Find the below images at the end of the framework. Sort them into groups of three so that all of the objects in a group have a common *property*. Write this underneath the images once they are glued into your book.  Explore the interactive activity *States of Matter* (the link will be provided to you on your Google Classroom). Learn about the three states of matter and sort the objects on the site under the headings 'solid', 'liquid' or 'gas'. Write a small definition of each as well as some examples in your book.

T3 Wk 2	Morning Session	Middle Session	Afternoon
Wednesday	**English - Spelling:** **Yr 5 Spelling:** Success Criteria: I can use the digraph /au/ making the sound **"or"** as in **sauce**. Use the *Look, Cover, Write* and *Check* method to copy out your spelling words under your 'Wednesday' column. <u>*Activity 2 - Complex sentences*</u> Choose 5 words from your spelling list to write into complex sentences using known joiner words. You may like to challenge yourself but including quotation marks! however although whereas though since because while unless **Year 6 Spelling** Same as above plus complete activities 5-8 on worksheets. **Handwriting:** **WALT:** - Write using cursive. - Explore joins that facilitate fluency and legibility. **Core Task:** Review the five S's - slope, shape, size, spacing and style. Review correct pen/cil grip, book & sitting position/posture. **Double S** When you write a double s, the second s should be the same shape as the first one. The shape of the s's will depend on whether there was a diagonal or a horizontal join to the first s. (Model example on Handwriting book page 33) Wednesday 21st July 2021 ss ss ss ss ss ss ss... boss moss toss across glossy gossip possum pass glassy passing less message hiss missile When water blows through liquid lava, the lava can cool into glossy strands of glass called "Pele's hair". Pele is the Hawaiian volcano goddess.	**Maths Worksheets 5 & 6** Year 5 F1 p.3 Introducing Angles Year 6 G1 p.2 Classifying Angles	**PD/H** <u>The Australian Guide to Eating:</u> 1. Look at the Australian Guide to Healthy Eating graphic and discuss with a partner or in a google chat the different food groups and how the size of the sections shows which ones you should have the most of. Why do some of the items appear more than once e.g. strawberries 2. Go through the Australian Guide to Healthy Eating and see if they can identify all the foods. They can then count up how many of them they have tried. Help them name any they don't know and encourage them to pick one item to 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?) Australian Guide to Healthy Eating https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating <u>Recommended Meal Plan</u> https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/adg_sample_meal_plan_child.pdf

T3 Wk 2	Morning Session	Middle Session	Afternoon
Thursday Classes will be having a zoom today. Make sure you check your google classroom for the time and link.	**English - Spelling:** **Yr 5 Spelling:** Success Criteria: I can use the digraph /au/ making the sound **"or"** as in **sauce**. *Activity 1 -* Use the *Look, Cover, Write* and *Check* method to copy out your spelling words under your 'Thursday' column. *Activity 2 - Dictionary Meanings* Choose 5 words from your spelling list to locate in the dictionary to find the meaning. Write it in your own words. **Year 6 Spelling:** *Activity 1 -* Use the *Look, Cover, Write* and *Check* method to copy out your spelling words under your 'Thursday' column. Complete remaining activities on worksheets. **English - Writing:** Information texts. You have been given 2 information reports on apples in the appendix. Read both and highlight on the second one where the 7 steps have been included. You are looking for • sizzling start • tightening tension • ban the boring • show don't tell • ending with impact • dynamic dialogue Use a key This week we will also be looking at writing for an audience. The audience is who is reading your text. Who is the target audience for this text? Which change had the most impact on the audience? Write your own sizzling start for the text. **Reading Comprehension:** Read the attached text *Enceladus* and answer the multiple-choice questions in your book.	**Maths Worksheets 7& 8** Year 5 F1 p.4 Measuring Angles – requires a protractor. Year 6 G1 p.3 Measuring Angles – requires a protractor.	**Geography** **Learning Intention:** To understand the influence of people on environmental characteristics. **Task 1**: Reflect on last week's Geography lesson about Pangea. Fold your page in half and label each column either true or false.You are to read each statement from 'Geography Worksheet 1' located in the appendix section if you scroll down. You must decide if that statement is true or false and write it into the appropriate column. **Task 2**: Read the brief synopsis - 'human's ability to adapt to changing conditions means that they can survive in places all over the world'. The Earth has been changing and evolving for millions of years, although the changes happen very slowly. Modern humans have also been evolving over a long time. Changes to the Earth's environment have helped modern humans to evolve because of the need to adapt. For example, In Africa when it began to rain less, the environment changed from forests to open grasslands and early humans evolved from climbing to walking upright. Human's ability to adapt to changing conditions means that they can survive in places all over the world. Our ability to adapt however, has resulted in us changing the environment as well, mostly to suit our own needs .  View the images from 'Geography Worksheet 2' and state how humans have changed the environment in each of the images. Write your answers in your workbook.

T3 Wk 2	Morning Session	Middle Session	Afternoon
Friday	**English - Spelling:** **Yr 5 Spelling:** Success Criteria: I can use the digraph /au/ making the sound **"or"** as in **sauce**. Have a member of your household test you on your words for the week. **Yr 6 Spelling:** Have a member of your household test you on your words for the week. **English - Writing:** Information texts Audience - who is reading your text. You will be writing an information report on apples. Your target audience is KINDERGARTEN. You can use the information from Thursday's Apple Worksheets and include your own research. 1. Plan what you are going to include. 2. Make sure it includes an introduction, body and conclusion. 3. Informative texts use pictures and diagrams. 4. Use information that will engage a kinder student. 5. Use headings. Submit your work through the google classroom or write it out in your book to hand in to your teacher. You can use the scaffold in the appendix to help you.	**Maths Worksheets 9 & 10 and clock face if you need it for reference** Year 5 F1 p.6 Time Passes Investigation Year 6 G1 p.6 It's all in the timing. These 'time' activities require a protractor, but in the absence of a protractor, 1 minute on a clock is 6°, while 5 minutes on the clock is 30°. **PE** Follow the link below to watch the episode and join in the throwing fun with Adam and Elissa. GetActive@Home – Episode Your teachers will have posted the powerpoint link into your google classroom. You can modify these activities to suit what resources and family members you have around you.	**ART - Recipe Book Cover** Create a recipe book cover A4 Portrait size. Include the following in black writing: **Stage 3 2021** **Recipe Book Your Name** You can be as creative as you like. It needs to be colourful and detailed. You can draw, paint, copy and paste images or do a collage. After completion, you can create a digital copy and send it electronically or physically submit. They need to be submitted by Wednesday next week to get the books covered. This will be an Art Competition. Two students from Year 5 and two from Year 6 will be selected.  To get inspiration and to find out how to make a collage click on the link below How to Make a Collage - Materials, Composition, and Tips https://www.youtube.com/watch?v=sLooH5Y_Rk8&t=350s

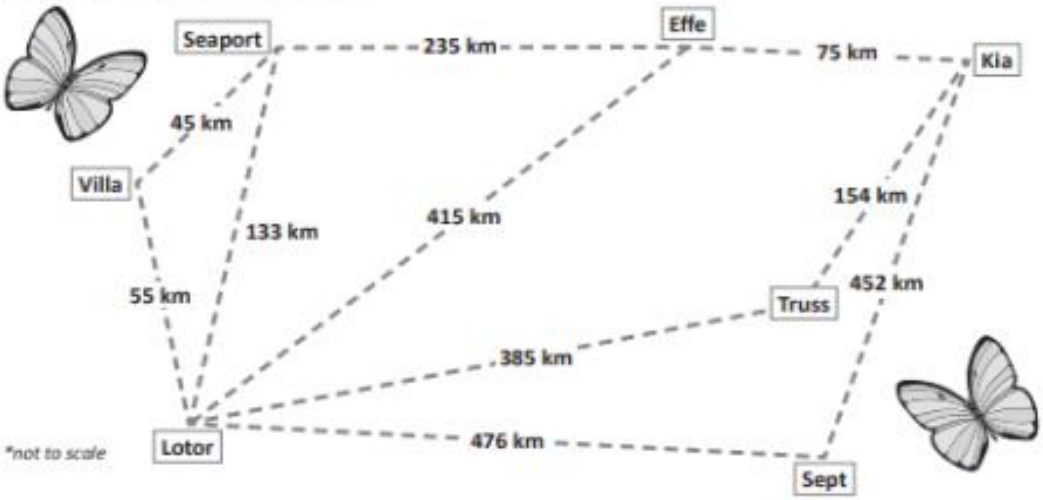
T3 Wk 2 Year 5 Spelling Words			
Spelling Focus Words		Challenge Words	Sight Words
sauce fraud launch astronaut caution	haul audio clause pause sauna	authority laundry nautical astronaut autobiography	everglades polar prairie temperate tundra

T3 Wk 2 Year 6 Spelling Words			
Spelling Focus Words		Challenge Words	Sight Words
surface, moment, imagine, important, legal, fiery, career, legible, novelty,	seizure, package, proclaim, valuable, application, interruption.	resurrect, scintillate, vulnerable, resuscitate, misconstrue.	previous, precede, predict, preserve, prepare,

Year 5 Monday

Addition mental strategies – split strategy

4 **Butterflies can fly great distances. Use the map and the split strategy to calculate the total distance flown by each butterfly in the table below:**



Flight Path	Distances to add	Total distance
The Field Crescent flies from Lotor to Villa and then to Seaport	55 + 45	
The Painted Lady flies from Sept to Lotor and then to Villa		
The Fawn flies from Seaport to Effe and then to Kia		
The Monarch flies from Sept to Kia and then to Effe		

We often use the split strategy when adding money. We split the amounts into dollars and cents, work out each part and then add the two answers together:

$28.50 + $16.80 = ($28 + $16) + ($0.50 + $0.80)
= $44 + $1.30
= $45.30

5 **Match the price tags with the bills:**

$18.25 + $12.75

Total: $31

$64.70 + $11.30

Total: $46

Total: $76

$11.85 + $34.15

Total: $130

$56.35 + $73.65

Year 6 Monday

Applying strategies – addition

In the previous topic we practised addition using specific mental strategies. In real life, we can choose the mental strategy that suits us. We may have one preferred strategy or we may choose a different one depending on the numbers involved in the problem. There is no one right way to solve a problem.

1 **Show 2 different ways of solving this problem. You may use the strategies covered in the previous topic or explain strategies of your own:**

249 + 142

2 **Use a mental strategy of your choice to complete these magic squares. Each row and column adds to give the number at the top.**

250		
96	87	
	92	36

330		
		58
45		110
102		

3 **Complete these equations so that each answer is between 351 and 400. You may not use zeros in any part of the sum:**

a _____ + _____ = _____

b _____ + _____ = _____

c _____ − _____ = _____

d _____ − _____ = _____

Resources

Grammar (Tuesday) Worksheet 1

Name:_____ Date:_____

Tense Practice

Past	Present	Future
played	play	will play
	skip	
opened		
		will bark
	shovel	
skated		
	clean	
		will cook
traveled		
	wash	

Grammar worksheet 2

Activity 1: Decide what simple tense has been used in the following sentences:

Ashley will be going to the beach.
Brad clapped for the musician.
Melissa went to the shops.
Harry will go to the circus.
She will meet you tomorrow.
Frank and Tom drove to the zoo.
Ahmed sang his favourite song.
He skips down the road.
The dog lapped at the water.

Activity 2: Identify the verbs' tense.

Use the following verbs in a sentence. Then alter the verb so it is written in a different tense and use that word in a sentence. Make sure you write three sentences, where you have used all three tenses (past, present and future).

E.g. *wash*
You should always *wash* your hands before you eat.
Yesterday, my dad *washed* his car.
Tomorrow, I *will wash* my hair.

jump
will work
laid
helps
drove

Year 5 Tuesday

Addition mental strategies – compensation strategy

4 **Connect the statements with their answer:**

When we round down we compensate by — subtracting

When we round up we compensate by — adding

5 **Solve these addition problems using compensation. Decide if you need to round up or down and compensate accordingly. Make as many notes as you need to:**

a 425 + 67

b 673 + 98

c 275 + 91

d 784 + 32

e 316 + 73

f 115 + 79

6 **A website tracked the number of visitors over 5 days:**

Monday	Tuesday	Wednesday	Thursday	Friday
124	199	213	158	236

Use the compensation method to answer the following questions. Try to do the sum in your head, then show how you did it in the space below:

a How many people looked at the website on Monday and Tuesday?

b How many people looked at the website on Thursday and Friday?

c On which 2 days did the total reach 449 visitors?

Year 6 Tuesday

Applying strategies – subtraction

In the previous topic we practised using specific mental subtraction strategies.
As with addition, we can choose the mental strategy that suits us. We may have one preferred strategy or we may choose a different one depending on the numbers involved in the problem.
There is no one right way to solve a problem.

1 **Choose a mental strategy and solve these problems. Enter your answers into the crossnumber puzzle:**

Across

1 188 – 35 = ☐

4 90 – 17 = ☐

6 53 – 15 = ☐

7 63 – 49 = ☐

Down

2 94 – 37 = ☐

3 48 – 15 = ☐

5 72 – 24 = ☐

6 88 – 56 = ☐

2 **Show 2 different ways of solving this problem. You may use the strategies covered in the previous topic or explain strategies of your own:**

503 – 251

3 **Solve these subtraction problems using a mental strategy:**

a Nariah has $436 saved. She buys a new MP3 player costing $127. How much money does she have left after the purchase?

b Unfortunately Nariah loses her 4th school jumper for the year. Her mum refuses to pay for another and Nariah has to cover the cost of $52 herself. How much of her savings does she now have left?

stop sign

honey

window

fish tank

tomato

empty jar

post box

glue

chewing gum

Science (Tuesday)

Cut out these images and sort them into three groups. Each object in a group needs to have a common property. Glue them into your book and write the common property underneath each.

UNIT 19

Phonics	Basic list / High frequency			Difficult	Own words
previous	radio	choir	peninsula	resurrect	
precede	teacher	cargoes	occupation	scintillate	
predict	ancient	propeller	association	vulnerable	
preserve	tomorrow	feminine	introduction	resuscitate	
prepare	experience	masculine	consideration	misconstrue	

Spelling rule
A few nouns that end in **o** *form their plurals by adding* **s**.
Example:
zero *zeros*

1. Use your spelling rule to make these words ***plural***.

a radio _____ f silo _____
b photo _____ g rodeo _____
c solo _____ h bamboo _____
d ratio _____ i cockatoo _____
e zoo _____ j shampoo _____

Words in context

2. Choose a list word to complete these sentences.

a The light aircraft's _____ was damaged by tree branches.
b Teaching is Mum's _____ c _____.
c Tomorrow we will be given an _____ to Ancient Rome.
d The _____ is experiencing a drop in members.
e The lifesavers had to _____ the swimmers.

3. Unjumble these letters to make list words.

a natecin _____ c hetearc _____ e gersoca _____
b rohic _____ d wtoormro _____ f epiloerpr _____

Wrong spelling

4. Correct the spelling mistakes.

a We had a walk along the peninsular. _____
b After much considaration, the previous choir wins! _____
c This expearience may resurrect my hopes. _____
d Which ocupation would suit you the most? _____

Word building

5. Complete the word building table.

a	experience		experienced	
b		predicts		
c	resurrect		resurrected	
d		prepares		preparing

d	i	g	l	c	h	o	i	r	b	z
o	t	r	x	z	u	w	n	g	a	p
f	e	m	i	n	i	n	e	o	f	r
m	a	r	u	b	k	c	y	k	i	s
p	c	v	a	n	c	i	e	n	t	t
j	h	w	k	d	n	f	v	q	m	u
b	e	l	j	h	i	z	w	x	h	v
p	r	d	m	s	e	o	g	r	a	c

Word meanings

6. Use the clues to find the list words in the wordsearch.

a Ships' freight
b The opposite of masculine
c Person who teaches in school
d Belonging to times long past
e Group of singers
f Transmits music

7. Write one meaning for each of these words. Use a ***dictionary***.

a peninsula _____
b ancient _____
c scintillate _____

8. Write these words in ***alphabetical order***.

a propeller, peninsula, precede _____
b radio, resuscitate, resurrect _____
c choir, cargoes, consideration _____

Syllables

9. Break these words into syllables. (All syllables must contain a vowel sound.)

a	masculine				d	misconstrue			
b	occupation				e	feminine			
c	tomorrow				f	cargoes			

Grammar

10. Shade the correct word in each sentence.

a Yesterday I (swam) / (swum) / (swim) to the peninsula.
b The teacher can (swam) / (swum) / (swim) one hundred metres.
c Who left the radio (lie) / (laying) / (lay) on the floor?
d Did the hen (lie) / (laying) / (lay) any eggs?
e I am going to (lie) / (laying) / (lay) down on the floor.

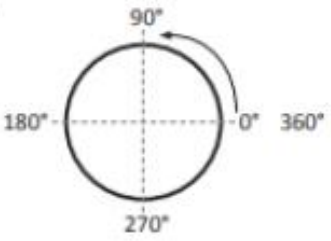
Punctuation – Commas

Commas can be used to separate nouns, verbs or phrases. Example: Tomorrow I will go to the bank, visit the shops and catch the bus to the city.

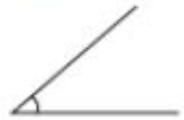
Year 5 Wednesday

Lines and angles – introducing angles

When an angle is less than a quarter turn of 90° we say it's **acute**.
When it's exactly 90° we say it's a **right** angle.
When it's between 90° and 180° we say it's **obtuse**.
When it's exactly 180° we say it's a **straight** angle.
When it's more than 180° we say it's a **reflex** angle.
We use an arc ∠ to show where we're measuring.
With right angles, we use a square symbol like this ⌐.



1 **Label each of these angles as right, acute or obtuse:**

a  angle

b  angle

c  angle

d  angle

e  angle

f  angle

2 **Wally the work experience boy made some mistakes labelling these angles. Correct any mistakes you see.**

a 
obtuse angle

b 
straight angle

c 
reflex angle

d 
acute angle

3 **Draw the other line to create an angle that is:**

a

acute

b

right

c

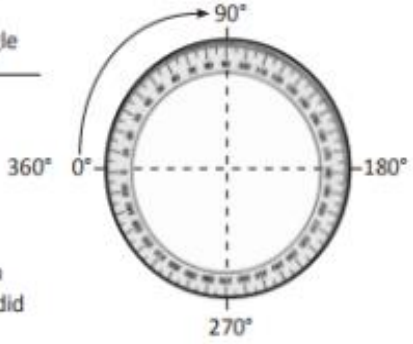
obtuse

Year 6 Wednesday

Lines and angles – classifying angles

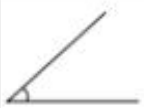
An angle is the amount of turn between the intersection of two rays (lines).

Angles are conventionally measured in degrees on a protractor. 360° is a full turn, 180° is a half turn, and 90° is a quarter turn.



Have you heard someone say, "He did a complete 180° on that."? What do you think they meant? What does, "She did a full 360°" mean?

1 **Complete the table and use the information to help you to classify the angles below. Use a maths dictionary to help you work out any unknown terms.**

					
right angles are _____°	acute angles are _____ than 90°	obtuse angles are _____ than 90° and less than _____°	straight angles are exactly _____°	reflex angles are greater than 180° and less than _____°	revolution angles are exactly _____°

a 
acute angle

b 
_____ angle

c 
_____ angle

d 
_____ angle

e 
_____ angle

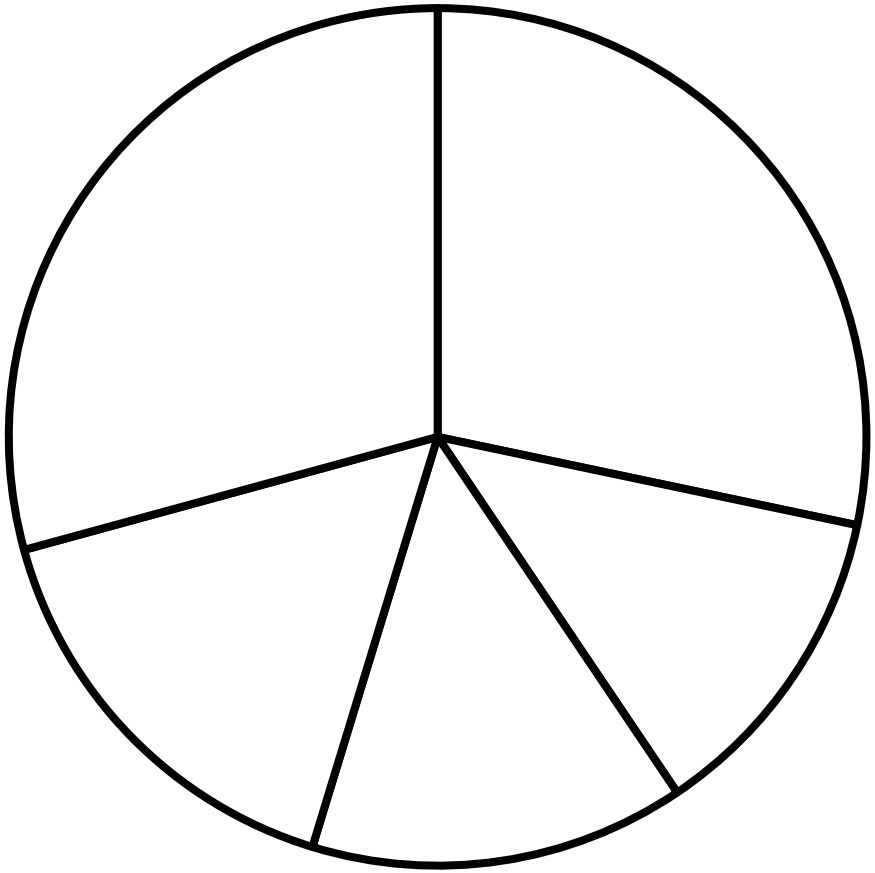
f 
_____ angle

2 **Look at the interior angles in this shape. Mark any acute angles with a red arc; obtuse angles with a blue arc; reflex angles with a green arc; and right angles with an orange ⌝:**

Name: _____

Healthy Meal

Label the different food groups and then identify which group each item on the recommended meal for children belongs to.



Name: _____

Healthy Meal

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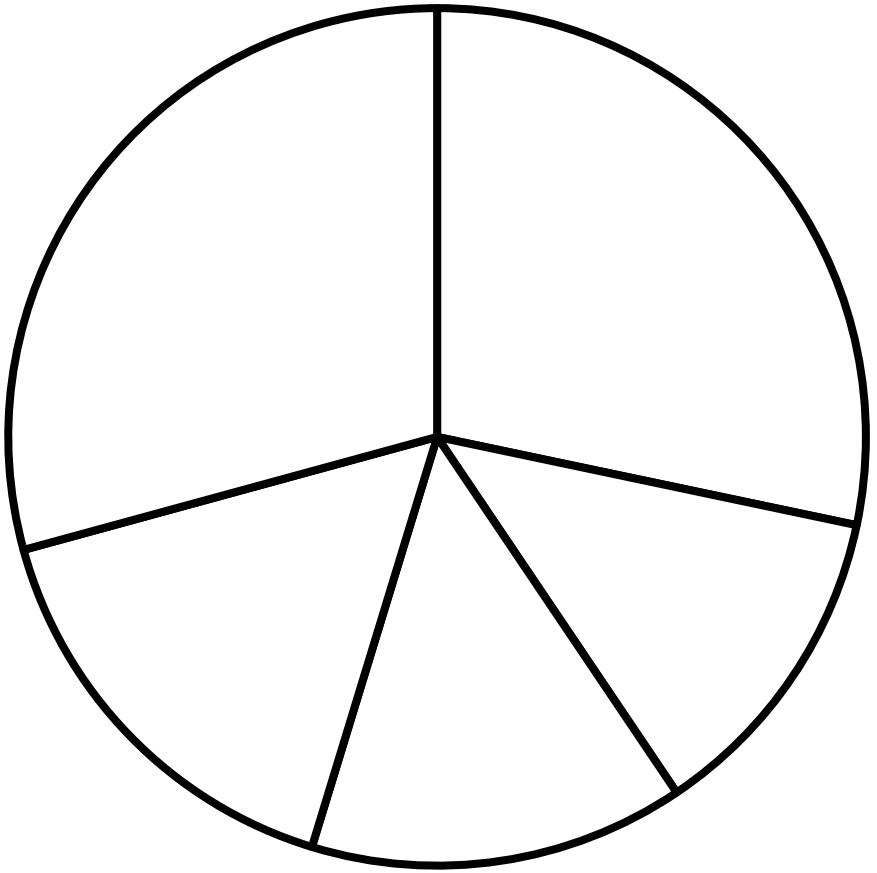


Before

All About Apples

Apples are a fruit. They grow on trees. Apples grow all over the world and they are good for you.

An apple forms from each blossom flower. In spring, if a bee pollinates an apple tree blossom, the ovary of the blossom swells into a fruit. This is called pollination and fruit set. Apples grow for 4–5 months. They get larger and sweeter as they ripen. They are ready to pick in autumn.

So how come you can find apples in the shops in seasons like winter and spring? Some apples are what people call 'keeping' apples, which means they store well. In refrigerated storage, these apples can stay fresh for several months after they have been picked from the tree. So, if you buy an apple in spring it was picked the autumn before and could be really old!

Some apples are red, some are green, and lots are in between. There are over 10,000 varieties of apples in the world including Pink Lady, Green Delicious, Beacon, Beauty of Bath, Braeburn, Champion, Cox's Orange Pippin, Crispin, Crimson Gold, Deltana, Dorsett Golden, Egremont Russet and so many more I can't list them all. Granny Smith apples were found in Australia. They are good for cooking. Apple varieties are sorted into those that are good for cooking, storing or eating fresh. Two pounds of apples makes one 9-inch pie.

Apples are good for you, so eat one today!

After

All About Apples

I'm halfway up a ladder with my head in the clouds. Clouds of white and pink apple blossom, that is. The smell is rich and sweet and I can hear bees zipping about their business. They're not interested in me – they've got work to do, pollinating each and every flower so that they'll turn into sweet, crunchy apples.

If I come back in the autumn, I will find branches weighed down with fruit. At the heart of every pollinated flower, the ovary developed and swelled into a fruit. They start small but grow over several months of summer. As autumn approaches, many varieties of apples, such as Cox's Orange Pippins and Braeburns, blush red where the sun has ripened the skin.

Does that mean every green apple is unripe and sour? Definitely not! Of the 10,000 varieties of apples known to cultivation, hundreds, even thousands, of varieties stay entirely green or yellow when they are ripe. Granny Smith apples, for example, are bright green. They are also great for cooking and were first grown in Australia. Long-keeping apples, such as Braeburns and Cox's Orange Pippins, store well so we can eat them several months after they have been picked. These are the apples we see in shops during winter and spring. Apples that we would eat right after harvest, when they are sweet and crunchy, include Crispin and Crimson Gold.

All types of apples are good for you. They contain dietary fibre, plenty of nutrients and vitamins. The natural sugars in an apple are also much healthier than manufactured sugar in processed foods such as soft drinks. Apples are good for your teeth, your heart and your brain, so eat one today! As my mum always says, 'an apple a day keeps the doctor away'.

So, come with me in autumn and we will climb the ladder to pick rosy beauties. Just remember that when you pick the apples, the buds for next year's fruit are already on the tree, dormant – or sleeping – until spring, when the blossom bursts out again and the cycle of apples starts all over again.

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.

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

Guided/Independent Learning:
Students read the text *'Enceladus* and answer the following multiple choice questions.

1. In the sentence below, what does the word burst suggest?
   A mix of water vapour, gases, and small ice particles burst out of the geysers.
   a. The geysers erupt at regular intervals
   b. The materials come out of the geyser with great force
   c. The materials released from the geyser are toxic
   d. The geysers make a loud noise

2. Select all the sentences from paragraph 3 that make a comparison.
   - ☐ *In 1789, astronomer William Herschel discovered Enceladus*
   - ☐ *Enceladus is Saturn's sixth largest moon*
   - ☐ *It is only 500 kilometres across*
   - ☐ *The Earth's moon is seven times larger than Enceladus*

3. How are the moons shown in the diagram ordered?
   a. From closest to Saturn to farthest from Saturn
   b. In order from largest to smallest
   c. In the order they were discovered
   d. From made of rock to made of ice

4. What do the geysers on Enceladus explain?
   a. Why the surface has craters
   b. Why the surface is cold
   c. Why the surface has smooth areas
   d. Why the surface is frozen

5. The passage describes Enceladus as active and always changing. Describe how and why the moon is always changing. Use information from the passage in your answer.

Enceladus

Saturn is the second largest planet in the Solar System. Saturn is best known for its seven rings. The rings are made up of ice, dust, and rock particles. The rings are held in place by the moons that orbit Saturn. The gravity of the moons cause the gaps you see between the rings.

In 1789, astronomer William Herschel discovered Enceladus. Enceladus is Saturn's sixth largest moon. It is only 500 kilometres across. The Earth's moon is seven times larger.

Even though it has a cold frozen surface, Enceladus is warm on the inside. Scientists have found a liquid ocean about 9 kilometres deep under the icy surface. The surface has some smooth parts and some rough and cratered land.

Even though Enceladus is cold, there are geysers. Geysers are holes or vents that material shoots upward from. The geysers erupt when there is too much pressure from the material below. A mix of water vapour, gases, and small ice particles burst out of the geysers. This mixture changes Enceladus' surface. This is probably why some of the surface areas are so smooth. Enceladus is a body that is active. It is always changing.

KEY SKILLS PRACTICE

Describe **two** ways Saturn's moons affect the planet's rings.

1. _____

_____

2. _____

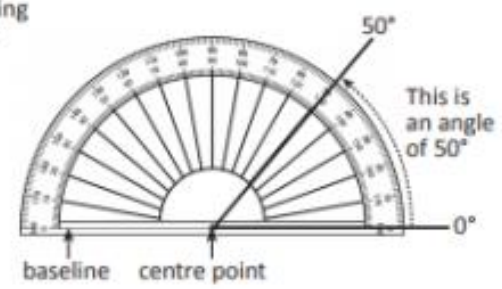
_____

Year 5 Thursday

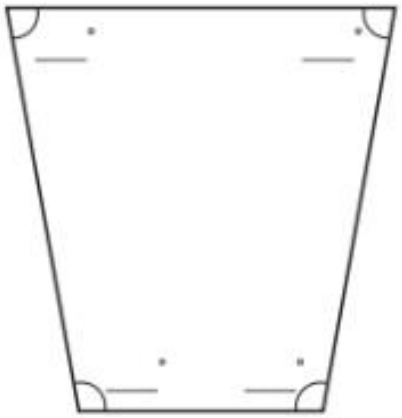
Lines and angles – measuring angles

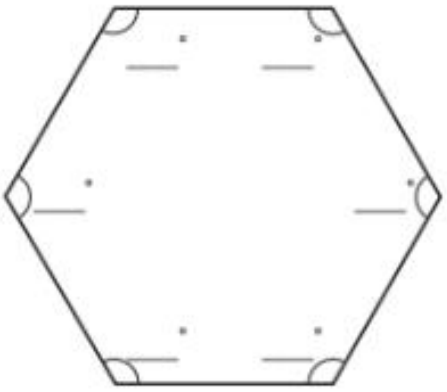
Sometimes we need to be more precise when naming angles, instead of just using terms such as acute or obtuse. This is where a protractor comes in handy. To measure an angle using a protractor we:

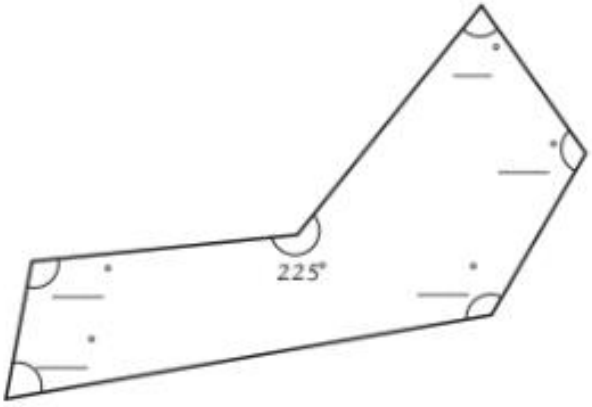
- fit the baseline of the protractor to one line of the angle, lining up the centre point of the protractor with the vertex of the angle
- look where the other line intersects the numbers, making sure we read round from 0°.



1 **Use a protractor to measure all of these marked angles. Write the answers in the angles:**





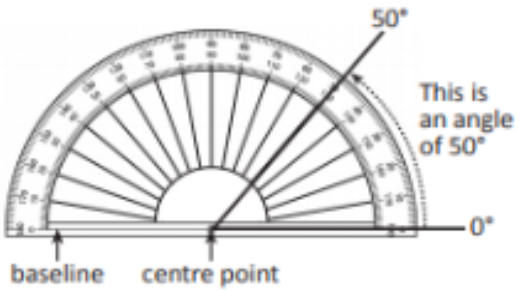


Year 6 Thursday

Lines and angles – measuring angles

We use protractors to measure angles.

1. Align the baseline on the protractor with one of the lines.
2. Line up the vertex of the angle with the centre point of the protractor.
3. Measure the distance between the two lines, starting at the 0 and counting round.

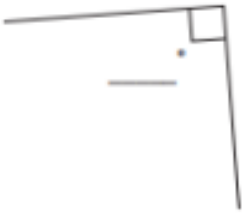


1 **Use your protractor to measure these angles. Write the measurements next to the angles.**

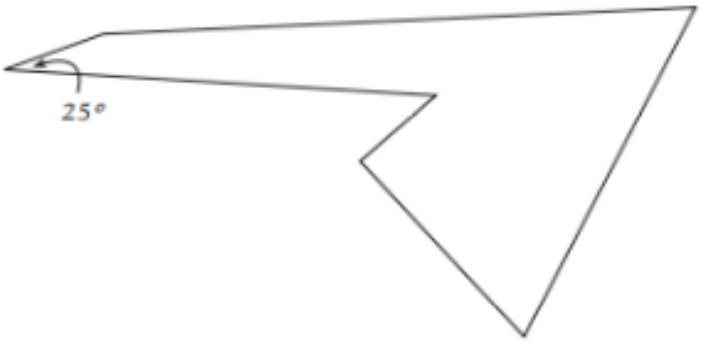
a

b

c



2 **Measure the interior angles of this shape. Write the measurements next to each angle. The first one has been done for you.**



3 **List 5 sports or jobs where you think it would be important to consider angles. David Beckham can probably think of at least one.**

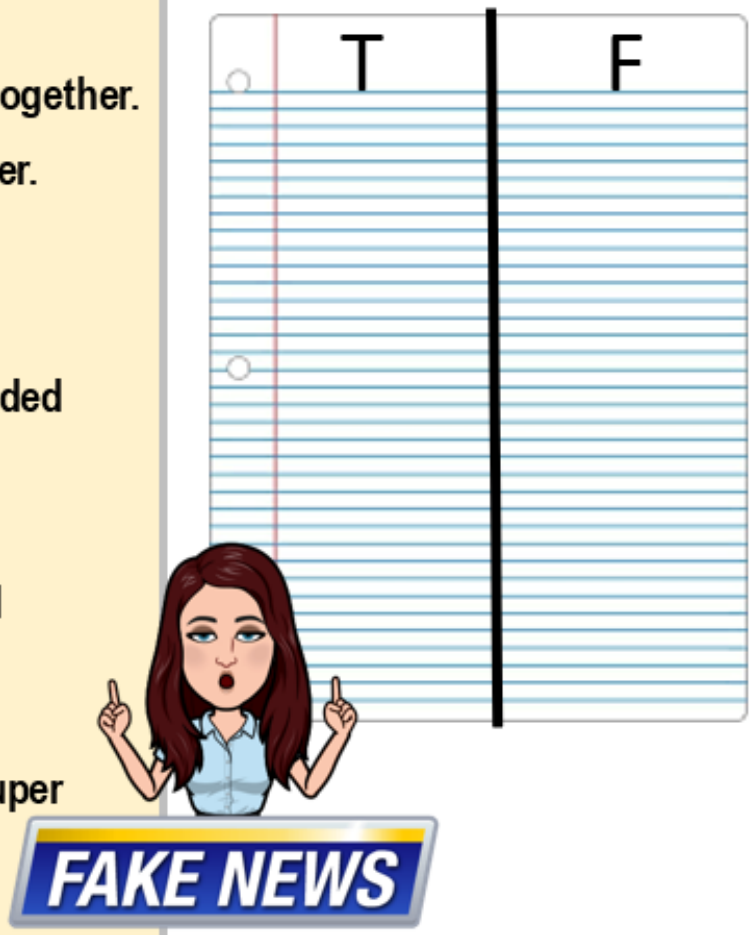
a _____ b _____ c _____

d _____ e _____

Geography Worksheet 1

Read the following statements and decide if they are true or false. Fold the next page in your workbook in half. Labe each column 'True' and 'False' then sort the statements accordingly.

- About 250 million years ago the Earth had one supercontinent.
- This continent was made up of all the continents on Earth joined together.
- The continents slowly broke apart and drifted away from each other.
- The continents are still drifting today.
- In the future, the continents will join together again.
- Mountains were formed when the edge of a drifting continent collided with another one and pushed the land up.
- We know this is true because someone made a video of it.
- This can't be true because all continents have different plants and animals.
- Rainforests once existed in Antarctica.
- If there was one supercontinent then there must have been one super ocean.



Information Report Scaffold

General Statement: (Identifies and classifies the subject)

Description: (Provide information about the subject, physical appearance, and other characteristics)

Evaluation: (Provide a summary/concluding statement about the subject)

Catching challenges

GetActive@Home

Episode 1 - Catching

Stage 3

Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin, clap and catch - throw the ball in the air and try to spin on the spot and clap before catching the ball.
- Kneel, sit, throw and catch - kneel or sit on the ground, throw the ball in the air and try to stand before catching the ball.

Mega Challenges

- Flick and catch - place the ball in between your feet on the ground. Throw the ball forward with one hand and try to catch with the other.
- Bunny hop and catch - place the ball in between your feet on the ground. Grab the ball with your feet, jump, release then catch.
- Creative challenge - move in any way you can while throwing and catching the ball.

Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.

Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD3-4 adapts movement skills in a variety of physical activity contexts.

PD3-11 selects, manipulates and modifies movement and concepts to effectively create and perform movement sequences.

Sample questions

How do you move your body when catching a high or low ball?
How do you move your hands when catching a fast or slow ball?

Teaching cues

Throw the ball - ' toss the egg'.
Eyes on the ball - 'eyes on the prize'.
Arms extended and hands together - 'make the nest'.
Bend the knees and slightly lower hands - 'soften the nest'.

Equipment

Ball, soft toy, pair of rolled up socks.

Underarm throw challenges

GetActive@Home

Episode 2 - Underarm throw

Stage 3

Challenges

Perform the following underarm throwing activities with a ball.

- From a close distance, throw the ball at a set target.
- Set markers at varying distances to throw the ball at the target.

Mega Challenges

- Set out a number of balls at varying distances from the target. Perform five 'ice skater' movements (step one foot to the side then bring the other foot in behind) before throwing the ball at the target. Then complete a standing long jump to the next ball before repeating the sequence.
- Creative challenge: Repeat the sequence and create varying throwing positions using dominant/non-dominant hand.

Other variations

With a partner try:

- choosing different starting positions for the ball before throwing it at the target
- marking out a set distance for relay running in between throwing the ball at the target
- combining different fitness infusion activities for example, performing a set number tuck jumps before throwing.

Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD3-4 adapts movement skills in a variety of physical activity contexts.

PD3-11 selects, manipulates and modifies movement and concepts to effectively create and perform movement sequences.

Sample questions

How can you combine foot and body movement to create more challenging throwing positions?

How can you use your eyes to create more awareness of your surroundings whilst throwing?

Teaching cues

Eyes on the target (laser eyes).
Step forward (opposite leg to throwing arm).
Throwing arm back then forward (smiley arm).
Point at the target.

Equipment

Ball, soft toy or rolled up pair of socks .

Overarm throw challenges

GetActive@Home

Episode 3 - Overarm throw

Stage 3

Challenges

Perform the following throwing activities using a bean bag, ball or similar.

- From a set distance, throw towards positioned targets.
- Play a game of throw, catch, return with a partner..

Mega Challenge

- Set targets at varying levels and distances to challenge throwing accuracy.
- Throw to a partner while they are moving.

Creative Challenge

- Combine different movements such as hopping and ball handling combinations whilst throwing at set targets or to a partner

Other variations

With a partner try:

- Choosing different starting positions for the ball before throwing it at the target.
- Marking out a set distance for running to receive a ball from your partner.
- Try combining different fitness infusion activities for example, performing a set number of burpees before throwing.

Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD3-4 adapts movement skills in a variety of physical activity contexts.

PD3-11 selects, manipulates and modifies movement and concepts to effectively create and perform movement sequences.

Sample questions

How can we combine hand and foot movement to throw?
Where do we look when our target is moving?
How do we combine accuracy and force when throwing towards a moving target?

Teaching cues

Stand side on to the target (warrior pose).
Throwing arm at side then up (thumb to thigh, ball to the sky).
Step opposite leg forward.
Throw the ball and follow through.

Equipment

3 bean bags, balls or similar.
3 small items or a wall to use as a target area.

Year 5 Friday

Time passes — investigate

Getting ready

In this activity you will measure the passing of time not in minutes and hours, but in degrees.

You can work with a partner and you may like to use a clockface with movable hands to help you work out the answers.

What to do

Use the clocks to calculate how many degrees have 'passed' between the minute hands:

a   _____°

b   _____°

c   _____°

DISCOVER

Now consider the hour hands – how many degrees have 'passed' between the 2 hour hands?

a   _____°

b   _____°

What to do next

If the minute hand moves 180°, how many degrees has the hour hand 'passed'?

Year 6 Friday

It's all in the timing — investigate

Getting ready

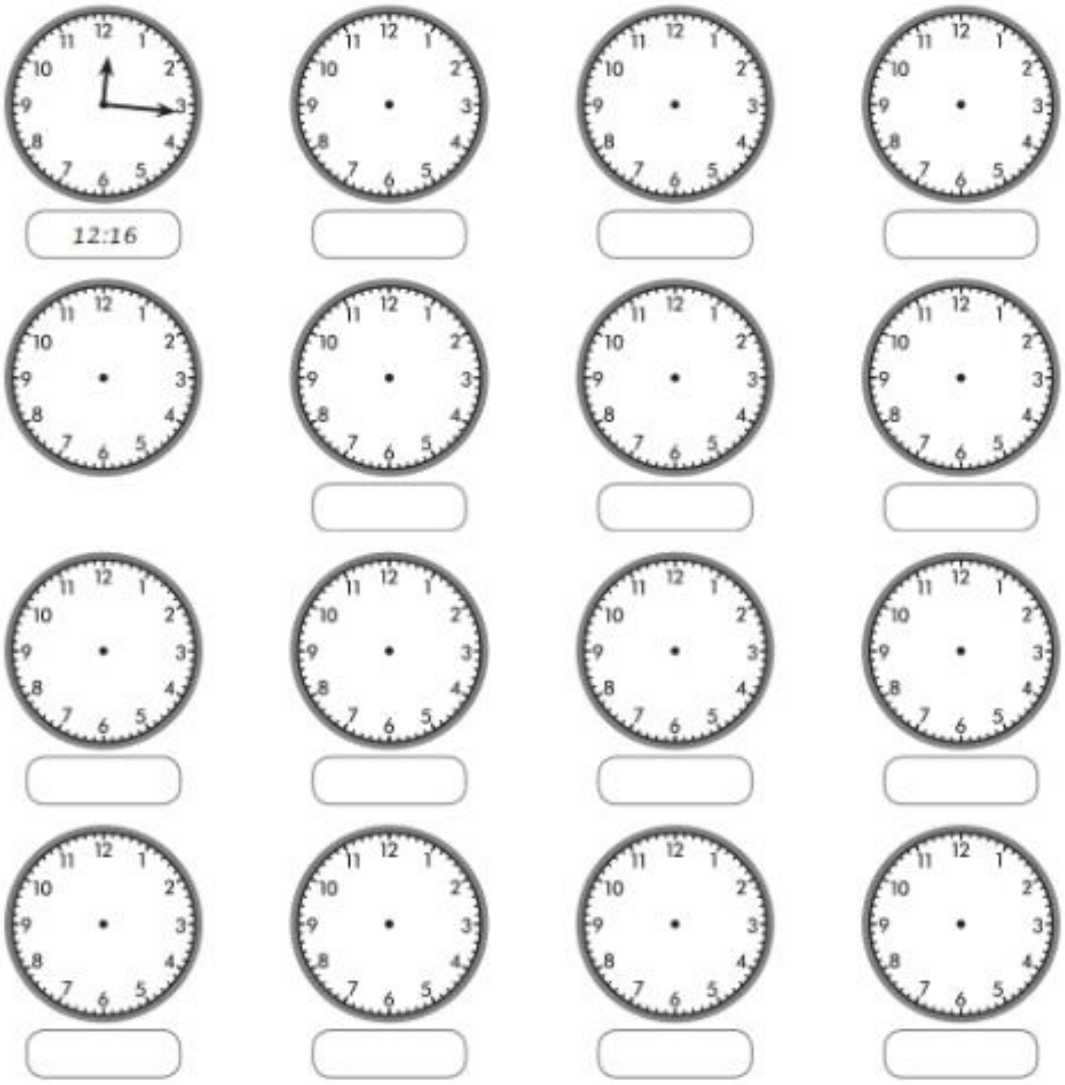
You can work with a partner on this activity. You may like to use a clock with movable hands or to use copies of the clock faces below.

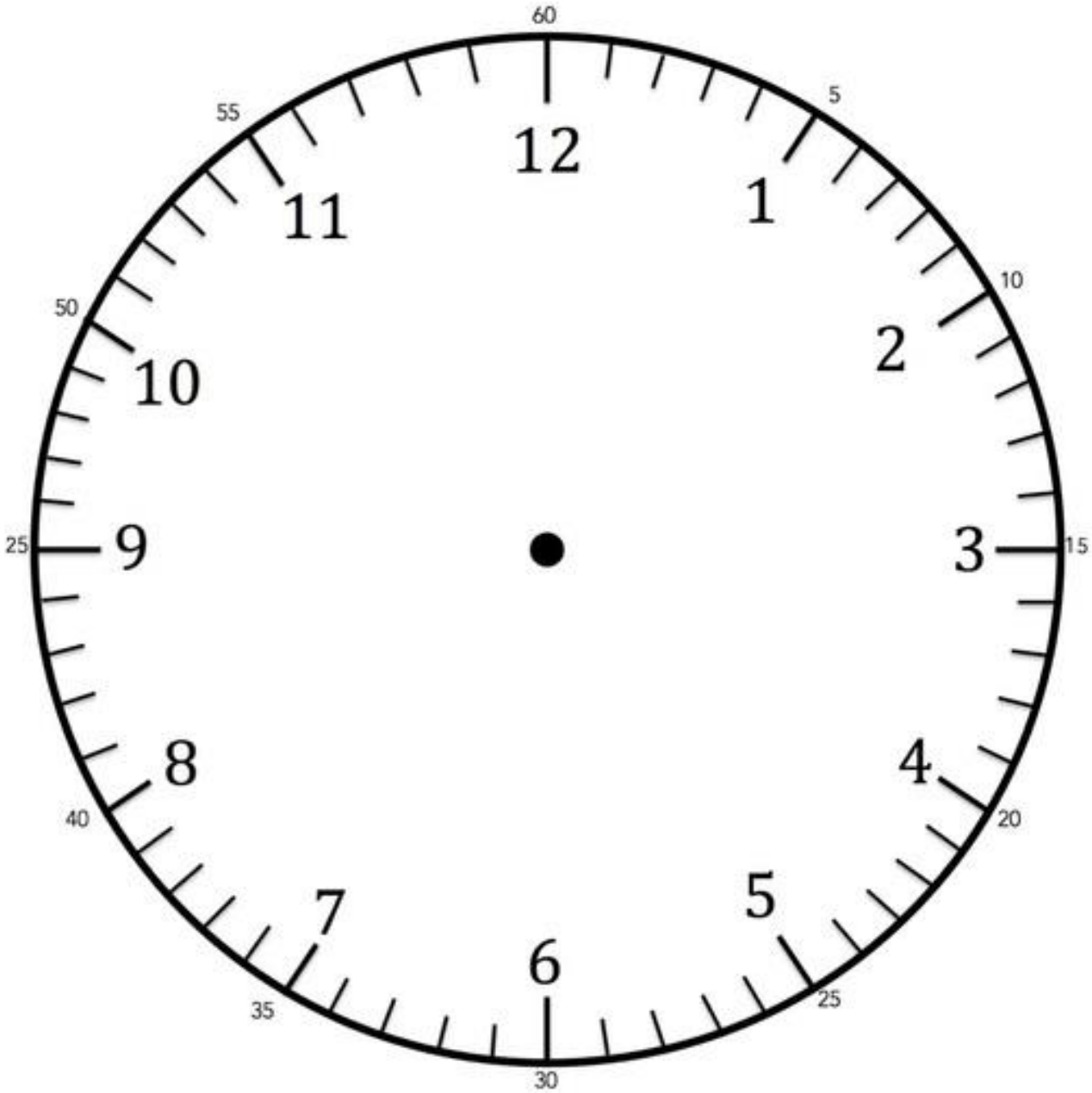
What to do

How many times do the hands on a clock form a right angle within a 12-hour period? Show the times on the clocks as you find them.

If you find 10 or more, you've made a great start. 15 or more, you're doing very well. More than 20, you're indeed a Time Lord and people should bow as you pass by.

We have given you the first one to get you started.

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