

Framework for Learning from Home Year 6 - Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
	August 2	August 3	August 4	August 5	August 6
Session 1	English Reading: Read a chapter from a book at home or use your school magazine or storyline online: <u>https://www.storylineonli</u> ne.net/_ Respond: Description Describe the setting of the story in detail. Try and add one or more similes to your description.	English Reading: read or listen to a news article from https://www.kidsnews.com.au/ Respond: Choose one of the following: • answer the questions at the end of the article • complete one of the activities at the end of the article Soundwaves: Unit 22 Complete online activities using the online platform.	English Soundwaves: Unit 22 Complete page 1 of Unit 21 student pages Writing: <i>Task 2</i> 1. Journey to School OR 2. Trapping the Sun Upload Task 2 to Teams	English Reading: Read the persuasive text (attached) Rubbish on the School Playground. Respond: Answer the questions about the persausive text (worksheet attached) Soundwaves: Unit 22 Complete page 2 of Unit 22 student pages	English Reading: Listen to the Squiz Kids daily podcast: https://www.squizkids.com. au/ Respond: Record the 5 most interesting facts. Why are they interesting to you? Soundwaves: Unit 22 Optional extension: Superchallenge activity



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	Writing: Task 1 Choose one option; 1. Journey to School OR 2. Trapping the Sun Upload Task 1 to Teams	Viewing: Watch 'Behind the News' on ABC Me or online at https://www.abc.net.au/btn Respond: Choose your favourite story. Write a detailed summary of the story.	History Inquisitive (due Friday) Lesson 3 Complete the lesson pages (using the given resources in Inquisitive). Class to do: http://inq.co/class/4zi Class code: 7884 This lesson will need more than one session to complete. Additional time has been allocated on Thursday.	Writing: Task 3 1. Journey to School OR 2. Trapping the Sun Upload Task 3 to Teams	Writing: Task 4 1. Journey to School OR 2. Trapping the Sun Upload Task 4 to Teams
Break	Break (30 mins)	Break (30 mins)	Break (30 mins)	Break (30 mins)	Break (30 mins)
	Eat & Play	Eat & Play	Eat & Play	Eat & Play	Eat & Play

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 2	August 2 Fitness Watch this interactive video and practice your skipping skills https://vimeo.com/4169191 36 (Attach Fitness PowerPoint) Mathematics HotMaths: Units of area HotSheet: 1) Different units 2) Same area, different shapes	August 3 PDH Students will participate in a meditation from the Smiling Mind App. Students will learn about empathy and participate in activities related to empathy. (Attach Empathy PowerPoint) Mathematics HotMaths: Area of rectangles & squares HotSheet: 1) A shortcut to area 2) Area calculations	August 4 Fitness Watch this interactive video and practice your hopping skills. https://vimeo.com/42273870 8 Mathematics NRich Maths: Area and Perimeter (see attached PDF)	August 5 Fitness Watch this interactive video and practice your dancing skills. https://vimeo.com/443892 706 Mathematics HotMaths: Area of triangles HotSheet: Calculating areas of triangles	August 6 Fitness Using the fitness task cards create your own circuit. (Attach fitness task cards) Mathematics HotMaths assessment: Assigned in HotMaths
	OC HotMaths: <u>Area –</u> <u>Formula for area of a</u> <u>triangle</u> OC HotSheet: 1) Composite areas and triangles 2) An investigation of area	OC HotMaths: <u>Area –</u> <u>areas of parallelograms</u> OC HotSheet: Exploring areas of parallelograms		OC HotMaths: <u>Area –</u> <u>kites and rhombuses</u> OC HotSheet: Composite shapes with kites and rhombuses	

	Monday August 2	Tuesday August 3	Wednesday August 4	Thursday August 5	Friday August 6
Break	Break (1 hour)	Break (1 hour)	Break (1 hour)	Break (1 hour)	Break (1 hour)
	Eat & Play	Eat & Play	Eat & Play	Eat & Play	Eat & Play
Session 3	Community Languages classes (20mins) Science Inquisitive (due Thursday) Living Things in Their Environment – Lesson 3 (Microlife) Complete the lesson pages (using the given stimulus resources in Inquisitive) Class to do: http://inq.co/class/4zi Class code: 7884 This lesson will need more than one session to	Science Continue the work from Monday. Due Thursday	CAPA: Music Students use informal rhythm notation to create their own compositions and calculate the number of beats in a set of rhythms. (Use attached PDF)	History Complete the work from Wednesday. Due Friday	Free choice
	than one session to complete. Additional time has been allocated on Tuesday.				

<u>Word Work Grid</u>

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

Syllable Sort	Odd One Out	Wacky Words	Word Detective	Digging in the
Write your spelling words	For each of your spelling	On a sheet of paper, write	Write three clues about	Dictionary
in order from the least	words, write four words.	your spelling words in	each of your spelling	Use a dictionary to find
amount of syllables to	One is your spelling	different directions,	words. Ask someone to	the definition and write a
the most. Words with the	word, two relate to your	filling up the whole	try to guess your spelling	sentence for each of your
same number of syllables	spelling word and one is	sheet. Use different	words using your clues.	spelling words.
should be in alphabetical	the odd word out that	colours and types of		
order.	doesn't fit with the other	writing for each word.		
	two.			
Date:	Date:	Date:	Date:	Date:
Rhyming Wheels	Alliteration	Sentence Smart	Story Time	Sort Them Out
Think of as many words	Write a sentence for each	Write a sentence for each	Write a story using as	Sort the words on your
as you can that rhyme	of your spelling words	of your spelling words.	many of your spelling	spelling list into three
with your spelling words.	using as much alliteration		words as you can.	different categories of
	as possible.		Underline each of your	your choice.
		Date	spennig words.	
Date:	Date:	Dutc	Date:	Date:
Word Search	Handwriting Hero	Letter Lingo	Words Within Words	Code Breaker
Create your own word	Write out your spelling	Write a letter to a friend.	Make a list of as many	Use the code guide to
search using all the	words in your very best	Use as many spelling	smaller words as you can	make a code for each of
words on your spelling	cursive hand writing.	words in your letter as	find from your spelling	your spelling words.
list.		you can.	list.	
Date	Date	Date	Date	Date
Date	Date	Date	Date	Date

TeachStarter.com



Area and Perimeter

1. What can you say about these two shapes?



What is the area of each one? What is the perimeter of each one?

2. What can you say about the shapes below?



You can print out <u>a set of shapes</u> and cut them into separate cards.

4. Can you draw a shape in which the perimeter is numerically twice the 3. Can you draw a shape in which the area is numerically equal to its perimeter? And another? (E.g. Perimeter = 24cm Area = 24cm²) 5. Can you draw a shape in which the area is numerically twice the (E.g. Perimeter = 24cm Area = 12cm²) area?

6. Can you make the area of your shape go up but the perimeter go down? perimeter?

7. Can you make the perimeter of your shape go up but the area go down?

Everybody agrees that our school playground has too much litter on it. I believe it comes down to laziness, and not having the right amount of accessible bins in place.

I believe that students are too lazy to walk to a bin and, therefore, throw their rubbish on the ground. When students go outside to play, they do not want to it on the playground. As a result of this, valuable class learning time is cut short because waste needs to be collected. I firmly believe that time should be taken from playtime if there is a considerable amount of rubbish found on the school To begin, a possible reason for rubbish on the playground is because of negligence. waste this time trying to find a bin to put their litter in, so they decide to throw playground.

Furthermore, I believe there is too much rubbish on the school playground because there are few accessible bins. Having more bins in places where students can see rubbish on the school playground will decrease. a result, the amount of them would be beneficial. The bins would then decrease the amount of rubbish in placing their waste in the bin. They also significantly. that they are doing the right thing and may look out for students who pick up definitely respond well to this positive with stickers and tokens when they find litter that is not theirs and give them students more rewards. I think students would reward school playground also approach, and as could Teachers the

bins, and teachers need to find ways to reward students who do the right litter on the school playground. There is a need for more accessible To sum up, action needs to be taken to tackle the amount of thing for the environment.



visit twinkl.com.au

Home Percussion

Explore the rhythms around you!

Materials: Safe kitchen items (such as chopsticks, wooden spoons etc.)

Time: 30 minutes

Find more resources at artslive.com

Year 5-

Activiti for

Before you Start

Today you are going to create your own percussion composition using your body and simple items you can find at home. You can use items such as cups, empty boxes or plastic containers. Always check with your family members that you are allowed to use the items before you start!

You can also use your body too, with claps, snaps or thigh slaps.

Create

Create four rhythms from the Rhythm Salad activity sheet by combining two food squares. For example:

Apple (za) Apple Pie sweet po-ta-to lett-uce (za) Apple Pie Apple Pie Pine- apple Pine-apple

ti" or click your tongue on the "ta" and click your fingers on the "ti-ti". Other ideas could be stomping other. You can use your body to make different sounds - Clap on the "ta", hit your thighs on the "tiyour foot, thumping your chest, using the zip on your jumper or making an interesting sound with Once you've chosen your 4 rhythms, practice them so you can play them smoothly one after the your voice.

Experiment and see what sounds you like best.

Compose

Start to organise your rhythms and different sounds into an order to create a rhythmic composition.

- 1. Choose the first rhythm. Decide how many times you repeat it and which sounds to use.
- Choose your second rhythm again, decide on how many times will you repeat it and which sounds to use.
- Decide do you go back to the first rhythm or move onto the third rhythm? What could you do to make this third rhythm (or repeated first rhythm) VERY different to the first two? ė
- Continue building your composition you might need to make a note to yourself to remember how many times and which rhythm you are working on. 4
- 5. Look in the kitchen for other different sounds you can use (your family members could help here too) - glasses with different levels of water; plastic bowls; chopsticks; tea towels/ etc
- Practice your completed piece and record it on a phone or other device.



Explore the rhythms around you!

Materials: Safe kitchen items (such as chopsticks, wooden spoons etc.), Rhythm Clock activity sheet Time: 30 minutes

Find more resources at artslive.com

Year 5.

Activiti

Calculate

The two rhythm notes that we've been working with can be given a numerical value.

- ("ta") is 1 beat,
- ("ti-ti") is two half beats, which is equal to 1 beat and;
- Z ("za") is 1 beat even though it's silent.

We can add up how many beats are in different rhythms. For example:



If we add up the beats from this rhythm, we get 4 beats. Try adding up the following:





инотsheet

Units of area

DIFFERENT UNITS

TASK 1 Small areas

Work out the area of this rectangle in square centimetres and square millimetres.



TASK 2 Larger areas

3 m

This rectangle has an area of 6 square metres.

How many square centimetres would you need to fill this rectangle?

Extension: How many square millimetres are needed to fill this rectangle?

CHALLENGE Homes on the station

The largest cattle station in Australia in 2009 was Anna Creek Station with area 34 000 km². A normal suburban building block is about 500 m².

How many of these building blocks could you fit on Anna Creek Station? __________(You could use a calculator to help you work this out.)

Extension: Find the size of the block of land on which you live.

How many of these of these would fit on Anna Creek Station?

4 нотsheet

Units of area

SAME AREA, DIFFERENT SHAPES

You can form two different shapes from three squares by joining the side of one square to the side of another.



Don't join the squares like this because the sides don't align:



(Reflecting the second shape gives the same shape.)



AREAS OF 5 SQUARES

How many **different** shapes can you make using five squares? (Don't include shapes that are reflections or rotations of another shape.)



These shapes are called **pentominoes**. Why do you think this name is used?

Length, perimeter & area

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4 нотsheet

Area of rectangles & squares

A SHORTCUT TO AREA

TASK 1 Count the number of squares

Draw lines to divide this rectangle into centimetre squares.

Count or calculate the number of squares.

What is the area of the rectangle?



What method could you use to quickly find the number of squares in the rectangle?

TASK 2 Calculate the number of squares

Follow these steps to find the number of millimetre squares in this rectangle without drawing them in.

 41 mm	
	e O
	1
	3

How many 1 mm squares would fit across the long side of the rectangle?

How many would fit along the width (or breadth) of the rectangle?

What is the area of the rectangle?

How did you work out the total number of squares in the area?

TASK 3

Work out a formula for area

Now work out the number of squares in a rectangle 7 cm long and 4 cm wide, without drawing the rectangle.

Explain how you worked out the area of this rectangle.

4 нотsheet

Area of rectangles & squares

AREA CALCULATIONS

TASK 1 Calculate area

Find the areas of all the following rectangles and squares.



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инотsheet

CALCULATING AREAS OF TRIANGLES

Use rectangles **TASK 1**

Measure the sides of each rectangle in whole centimetres and calculate its area.

Using those measurements, calculate the areas of each of the triangles inside the rectangles.

.		Area of rectangle =
		Area of triangle =
2		Area of rectangle =
		Area of triangle =
e		Area of rectangle =
		Area of triangle =
\mathbf{N}	hat did you find out?	

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Exploring length & area

HOTSheet

Formula for area of a triangle

AN INVESTIGATION OF AREA

What is special about triangles drawn inside parallel lines?



For each triangle, measure the base and height then calculate the area. Remember, you must measure the height at right angles to the base.

	Triangle A	Triangle B	Triangle C
Base & height			
Area			

What do you notice about the areas and why does this happen?



1/2

Area

2 Draw two more triangles that have the same base and area as triangle D. (*Hint*: Draw a line parallel to the base of triangle D.)

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HOTSheet

Formula for area of a triangle

COMPOSITE AREAS AND TRIANGLES



Щнотsheet

Areas of parallelograms

EXPLORING AREAS OF PARALLELOGRAMS

Which side is the base? TASK 1

The area of any parallelogram is set, and should not depend upon the side you decide to call the base.

- 1 Measure the base and the perpendicular height then calculate the area.
 - Base = ____ mm

Height = ____ mm

Area =



2 Measure the new base and the new perpendicular height and then calculate the area.

Base = mm

Height = _____ mm

Area =



3 What might cause a slight difference between these area calculations?

TASK 2

Find the base

Calculate the length of the base of the parallelogram if it has an area of 45 cm².





Area of a kite & a rhombus

COMPOSITE SHAPES WITH KITES AND RHOMBUSES

Work out the area of each figure or the shaded section of the figure. Where necessary, round the answer to two decimal places. None of the images are drawn to scale.



1/2 1/2 Metric measures, perimeter & further area © 2021 HOTmaths Pty Ltd Area © 2021 HOTmaths Pty Ltd