

## Framework for Learning from Home – Year 5 2021 Term 4 Week 1

For some of the below activities you may need your parents help. Show each completed activity to your parents to check.

	Monday 4 <sup>th</sup> October	Tuesday 5 <sup>th</sup> October	Wednesday 6 <sup>th</sup> October	Thursday 7 <sup>th</sup> October	Friday 8 <sup>th</sup> October
Morning		Today is a         Collaborative         planning day for         teachers – so there         will be minimal         answering questions         online but we have         set some great         activities for you         today.         We look forward to         welcoming you back         tomorrow!	English Viewing/Reading: have a look at the stimulus below 'Jurassic Age' and continue the story using the story starter below. The dinosaurs all gave a simultaneous roar. It was coming Moments before, the lake had been quiet and peaceful. As the golden sun rose above the shadowy, jagged mountains on the horizon, creatures came from far and wide to enjoy their early morning drink from the tranquil pool. All they could hear was the gentle lapping of water and contented grunts as thirsts were quenched. Then they heard them: footsteps in the distance. Thump Thump Thump	English Spelling: complete a task from the spelling choice board week's soundwaves word list. English - Reading: Library ZOOM Session with Mr Philpott 11:30 am – Classes 5D, 5P, 5L and 5J Join Zoom Meeting https://nsweducation.zoo m.us/j/68251668283?pwd =WE00dUY4eEV3enFKeWJ 4VGInQXY1Zz09 12:00 noon – Classes 5S, 5M and 5K Join Zoom Meeting https://nsweducation.zoo m.us/j/68406478658?pwd =MHE4dCtOQ2MwV2ozNz dJT1BUN25iZz09	English Viewing/Reading: Listen to podcast https://www.historystor ytime.com Choose any episode which looks interesting to you. Response/ Writing: Complete the following activities: 1 Write the name of the podcast inc. episode name/number. 2 Write down three facts you learnt from the podcast. 3 Who would you recommend this podcast to? Why? 4 Rate this podcast out of 10. Why have you given it this rating?

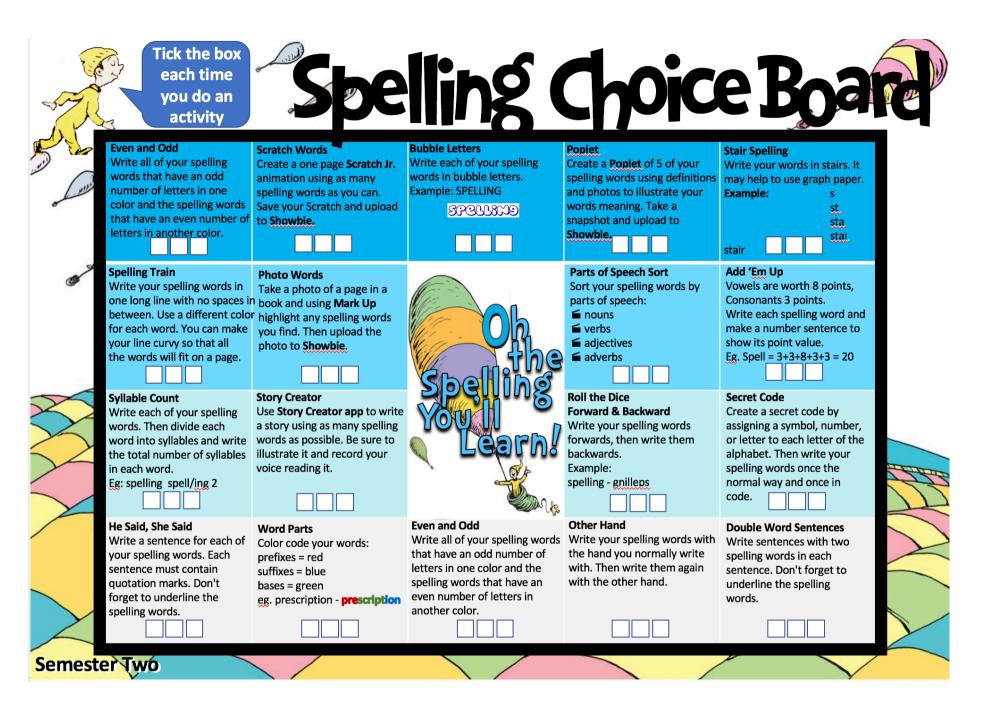


		Mathematics:	It could mean only one thing A T-Rex <b>Responding</b> View the Jurassic Age stimulus and answer the following questions. 1. How do you think the dinosaurs feel when they hear the T-Rex coming? 2. What do you think the T-Rex is thinking? 3. Which of the dinosaurs do you think is the safest? 4. Can you see any similarities between dinosaurs and animals that live on the planet today? 5. How has our world changed since the dinosaurs lived here? <b>Spelling:</b> complete a task from the spelling choice board week's soundwaves word list.	Reading Comprehension Please complete the reading comprehension activity that is assigned as a separate assignment for today.	Soundwaves: Complete one page of Unit 29 below and the online activities for this week's unit. <u>www.soundwaveskids</u> .com.au Access code: sit815 Optional Extension Activity 'Jurassic Age' Draw a particular type of dinosaur. Can you think of adjectives that describe what it looks like? Write a descriptive paragraph to go with your image.	
Break	Break	Break	Break	Break	Break	
Middle		Complete the <b>HotMaths</b> activities set by the teacher, including one	Mathematics: Position Focus Complete the worksheet MG11 Map References.	sition Focus mplete the worksheet Complete the HotMaths activities set by the teacher including one Complete the HotMaths		

work set by Languages	any Languages	Optional Extension Activity: Interactive Spinners Please use the link below to complete the Interactive Spinners task.	Optional Extension Activity: Probably a Code? Please use the link below to complete the 'Probably A Code?' task.	Optional Extension Activity: Same Number! Please use the link below to complete the interactive 'Same
Wellbeing Picture yo	-	https://nrich.maths.org/6033 Be sure to write down your hypotheses before you use the interactive spinner.	https://nrich.maths.org/64 50 See if you can do the challenge and crack the	Number!' task. <u>https://nrich.maths.org/</u> <u>samenumber</u> Use the online
of your nam	to of each letter ne by finding oks or signs. Put	Wellbeing Wednesday 12:00 – 2:00pm	code, regardless of who is right! This task card is also below.	simulation to experiment with your theories.
them togeth	ner to spell out	Try these activities	Wellbeing/P.E-Fitness	Languages:
collage. Get the letters in app, then ac to a PowerF right order.	in a colourful t started: Crop in the Photos dd each photo Point file in the Upload to your teacher to	with your family Make a 'Fab File' to collect work and pictures that you are proud of. Look through your work from last term and find three pieces that you really think was your best work, you could also include certificates that celebrate your achievements and cards from people that you care about. You could then look at it whenever you might be feeling low.	DANCEFollow these dance routines that are different from the ones you know at school. Then dance to one of your own favourite songs.Pharrell Williams - Happy (Lyrics & Dance Video) - YouTubeThe Cha Cha Slide Dance - YouTubeGet your family to join in and follow along with your dance routine.Grab some water and find a space free from any hazards when exercising. Have Fun dancing!	Please complete any Languages work set by your Languages teacher on your Languages Teams account. <b>Creative Arts:</b> Create an image of a peacock using shapes and patterns. First you will need to draw the outline of the peacock's body in black. Then you will need to draw rhombuses to fan out for the tail. The rhombuses need to be close together near the body and fan

kindness' by doing something nice for a friend or a stranger anonymously (if possible).	they are further away from the body. Create different patterns in each rhombus. Finally create a rainbow effect on the tail by colouring with cool colours close to the body and warm
Complete a 'random act of	out further apart, as
	kindness' by doing something nice for a friend or a stranger anonymously

After- noon	BTN: Watch this week's BTN episode https://www.abc.net.au /btn/ Complete the online quiz at the bottom of the episode page.	Listen to some relaxing sounds (e.g. rainfall, beach sounds, rainforest soundtracks). How do they make you feel? <u>This</u> <u>Youtube channel</u> has lots of examples. <u>https://www.youtube.com/c</u> <u>hannel/UCjzHeG1KWoonm</u> f9d5KBvSiw	Geography: This term, we are looking at the topic "Global Connections". To start the term off, we are having a closer look at the United Nations. We have looked at 'The Rights of the Child' written by the United Nations. But today we will look at the other aspects the United Nations cares for as well. Please complete pages 2, 3 and 4 of "The United Nations" booklet from Inquisitive. It is attached to the bottom of this framework but please visit this link for accompanying videos and digital pages: <u>http://inq.co/class/spz</u> Password : 3297	Activities: Complete an activity from the "activities and ideas for home for parents of primary learners" sheet on the back page of this booklet. Catch-up: Finish any unfinished tasks from Monday – Thursday Optional Extension Activity:
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## Jurassic Age



#### Unit 29

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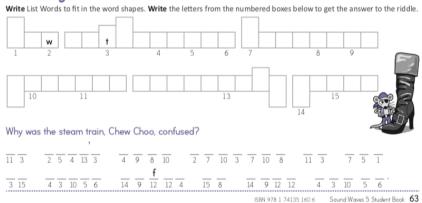
62 Sound Waves 5 Student Book ISBN 978 1 74135 160 6

8 Colour Code one word part from each column to form List Words.

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fugio means l flee	insular	lumen	luna	unus
means I flee	means <b>an island</b>	means <b>a light</b>	means moon	means <b>one</b>

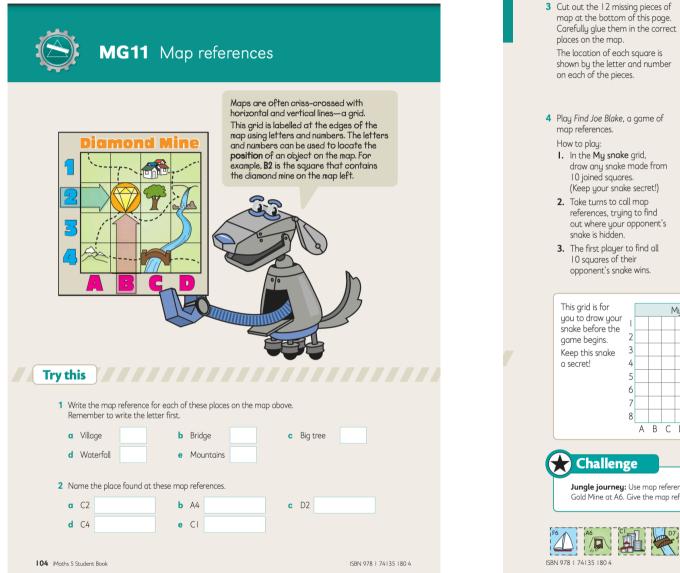
#### Challenge

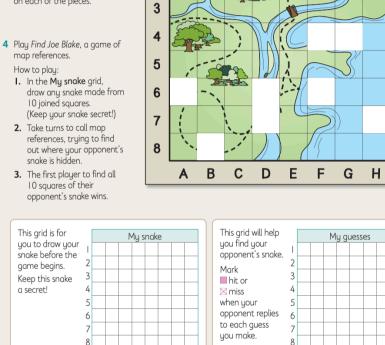


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🔶 Challenge

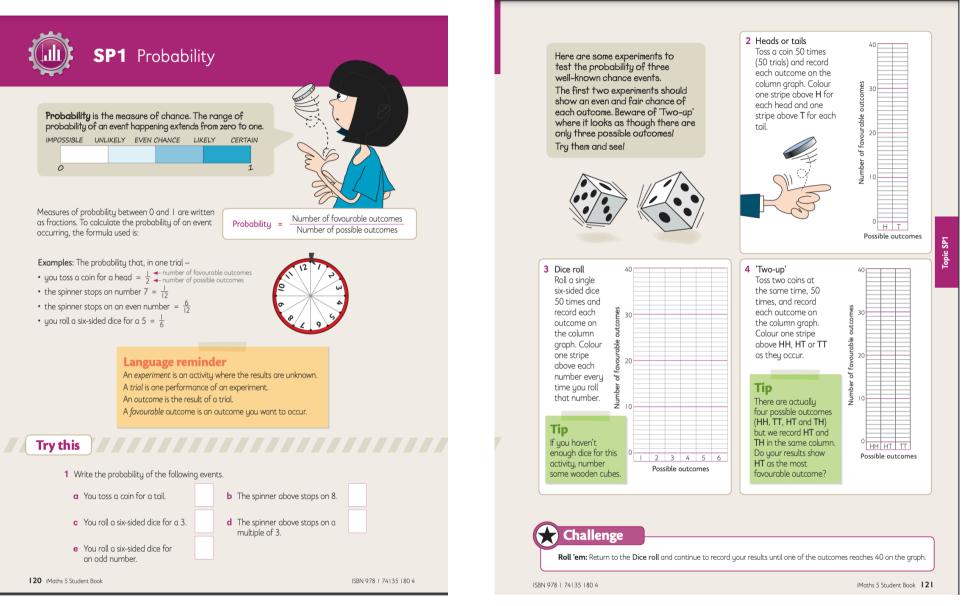
Jungle journey: Use map references to describe the journey along jungle paths from Cactus Flats to the Gold Mine at A6. Give the map reference of each place along the path. A1 to C1 to...

ABCDEFGH



opic MG11

#### Math worksheet 2 (Friday)



#### Mathematics Optional Extension: Tuesday

#### The Hair Colour Game

#### The Hair Colour Game

Mrs Bunting's class was playing a game using interlocking cubes. All the boys took a red cube and all the girls took a green cube.

Then the children took a black cube if they had dark coloured hair and a yellow cube if they had light coloured hair. They stuck their two cubes together.

The pairs of cubes looked like this:



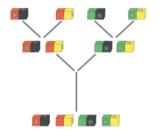
The children then got into four groups according to their pair of cubes. Can you explain what these pairs of cubes stand for?

Mrs Bunting showed them a way of recording the way they had sorted themselves into different groups, called a tree diagram.

At the bottom were all the pairs of cubes. Then they divided into two branches. The red cubes went to the left and the green cubes went to the right.

Then they divided into whether they had black cubes or yellow cubes. Now there were four branches.

Here is the tree diagram:



The next day they did the same again except that this time, they had three cubes each. As well as a having a green or red and a yellow or black, they took a brown cube if they had brown eyes and a blue cube if they had blue eyes.



What happens if no one had dark hair and blue eyes? How could you show that?

#### **Probably a Code?**

When cracking text-based codes, a first step is often to look for repeated strings of characters resulting from structure in the underlying cypher-text. This can give a way in to cracking the code.

Alison and Steve are considering the following coded message:

vrucseviffsrzpvekpgmyfyfvaryfhfzecsxzyvoribtlrkagmcybgyfsct nuznqlyrkqsqewtauvzpievmblcciabcfvofpymqrfnpkjuszcirjuaur idgznelhpycaolizbikrcgioguwayhlyfleibcugkpkzsymnpaxiyoviit Iramvovtpihfkzccrctgksiwoguvzgnyfyugbnitkfnpkiuziohgmipiy eoipivaolnwwtlgravlbwbjvfvgefpcgolfzvuwvigvlgsgvovjekugfnr vbdaulzplcfaimctfsmevzvugvrwmtcrebcugmgxpgzbtfvedcpak wdlcvzubnumfaurbvorgwnlvibilfvivvswzgzgrvfkrjwnhgzwppgv dgycimulakakafythabdgktnxgphgzwphfkpgyrxggubwjghhkgcu qumnptybvorimohexitlgkpgzhequmbimxlemqupocmkafszqhqu gurwlavzxzzvpaxbilufzkgbeipkgznhbfzvihcvzrlglinzccmpkblzv orimhvengvolfctsrrdgtljguarigypycxwaffugaelavpagzgjrugpna rdknnkwtzgymtlfewyhauntyfkitlorykzuylcugiiksyeogcriiehyda ghjvucfovecmgvlvvncipkflzrhfjqpnveequqvzuhauqpirrcvfrmm tfevokvavavoribakvikacrimfvakpaonsavhocmisbsmkafazakhtb kvajipksvivbevaohlsmypgywwaroiowyviuauvxjlafugunfnvorym ccretaibuggzhelgbokmfslrzgpakpgzrlvfpftwxlevluvyzbwkrjejhg diaubkjglkgmearuqphpfcpaepwhlgvzphycqiogrqohlkpgyruqujb mmtauvequqiwwzcfeqviyqeonkbthpkavoremqkyvipkzrqtltltcar rbjvhjipkpvtgzgzinvojmtcnkgqufkpcaevywpevwpslkpkzifgcnrk wtlaumtauvqtzrvukutvkelakzkjvkqgzpfvupfkmpasfzgcriquonct uhqzivlzpitkrebebezwupqpekaukpqzvxpvvsrxcyqfnvornwtsqem xlesmhvevdkzvkmfhauucfgimckncipkavdgyovngyrzuryvebgkop bilsfwvysdipauvaghevualakgelzvyvznelvorpitlflnhppzmpagfkg udImthycnghefnfhaxmtveumcaurvfabzvfbpvugabtwotrekgauz anhofzkvhjdqfnxmypgybjlwfgcjuztfmrvtuduvvjlrdjcyxjqphyzb vsrswcajzbjovjpgsvujatnkmuvarvgecvlkavfvgmgzaevivzabcygu unkgxlezdgyolbubcgwupaxinsgymulpfvllpkctlfkwdlsrtullfceha ewvjbebgzgkpgpavavpzrjnlovvgmvkejppyquonctevawmtvartn tneskuqkwvorciuatvvgynkqquoplkzpfdgyveocwnjacnremcygy mrvyvbqaufagjblvvyvvavvevieojyqeonkxtlfvvvzbdipfzfvvofrzg yrhckzvkmqyopiujribcpazviauvagjevbqmgymohtemvduzkjpsr bcsygwuzvstgjnewpslsmgmsvkvlgsgcuhelgygrskutjceonjukur

Alison computes the frequency of each letter, finding these results:

abcdefghijklmnopqrstuvwxyz 85557222737785486158907761555587807841589416644215380

After some fiddling around on a spreadsheet, Steve notices that there are seven repeated strings of 5 letters, highlighted as shown below:

vrucseviffsrzpvekpgmvfvfvarvfhfzecsxzvvoribtlrkagmcvbgvfsct nuznglyrkgsgewtauvzpievmblcciabcfvofpymgrfnpkiuszciriuaur idgznelhpycaoljzbjkr<mark>cqiog</mark>uwavhlvflejbcuqkpkzsvmnpaxivovjjt Irgmyovtpjhfkzccrctgksiwoauvzgnyfyuabnitkfnpkjuziohgmipjy eoipivaolnwwtlgravlbwbivfvgefpcgolfzvuwvigvlgsgvovjekugfnr vbdgulzplcfgimctfsmevzvugvrwmtcrebc ugmgxpgzbtfvedcpak wdlcvzubnumfaurbvorgwnlvibilfvivvswzgzgrvfkriwnhgzwp dgycimulakakafythabdgktnxqphgzwphfkpgyrxqqubwjghhkgcu gumnptybvorimohexitlgkpgzhegumbimxlemgupocmkafszghgu gurwlavzxzzvpaxbilufzkgbeipkgznhbfzvihcvzrlglinzccmpkblzv orimhvenqvolfctsrrdgtljquariqypycxwaffugaelavpagzgjruqpna rdknnkwtzgymtlfewyhauntvfkitlorvkzuvlcugjiksveogcriiehyda ghjvucfovecmgvlvvncipkflzrhfjqpnveequqvzuhauqpirrcvfrmm tfevokvayqvoribqkvjkqcrimfvakpgonsqvhocmisbsmkafgzqkhtb kvajipksvivbevaohlsmypgywwaroiowyviuauvxjlafugunfnvorym ccretaibuqgzhelqbokmfslrzgpakpqzrlvfpftwxlevluvyzbwkrjejhg diaubkiglkgmearuqphpfcpaepwhlgvzphy<mark>cqiog</mark>rqohlkpgyruqujb mmtauvequqiwwzcfegyjygeonkbthpkavoremgkyvipkzrgtltltcar rbjvhjipkpvtgzgzinvojmtc<mark>nkggu</mark>fkpcaevywpevwpslkpkzifgcnrk wtlaumtauvgtzrvukutykelakzkiykggzpfyupfkmpasfzgcrig uhgzivlzpitkrebebezwupgpekaukpgzvxpvvsrxcygfnvornwtsgem xlesmhvevdkzvkmfhauucfgimckncipkavdgyovngyrzuryvebgkop bjlsfwvvsdipauvaghevualakqelzvvvznelvorpitlflnhppzmpagfkq udlmthycnghefnfhaxmtveumcaurvfabzvfbpvugabtwotrekgauz anhofzkvhjdqfnxmypgybjlwfgcjuztfmrvtuduvvjlrdjcyxjqphyzb vsrswcajzbjovjpgsvuiatnkm uvarvgecvlkavfvgm gzaevivzabcy gu unkqxlezdgyolbubcgwupaxinsgymulpfvllpkctlfkwdlsrtullfceha ewvjbebgzgkpgpavavpzrjnlovvgmvkejppyquonctevawmtvartn tneskuqkwvorciuatvvgynkqquoplkzpfdgyveocwnjacnremcygy mrvyvbgaufagjblvvyvvavvevieojygeonkxtlfvvvzbdipfzfvvofrzg yrhckzykmqyopiujribcpazviauvagjevbqmgymohtemvduzkjpsr bcsygwuzvstgjnewpslsmgmsvkvlqsgcuhelgygrskutjceonjukur

Steve dismisses this as coincidence, saying "I would guess that these repeated 5letter sequences are consistent with randomly generated text based on these frequencies of letters". Alison is not convinced and thinks that this structure of 5 letter sequences would not likely occur randomly for these frequencies of letters.

Investigate.

Challenge: Crack the code, regardless of who is right!

#### Unit 2 The World's Cultural Diversity

#### Lesson 2 The United Nation

How are indigenous peoples and other groups around the world protected and supported?



Unit 2 The World's Cultural Diversity

Lesson 2 The United Nations

# How are indigenous peoples and other groups around the world protected and supported?

Watch the video Kid President visits the UN.



Complete the Think, Puzzle, Explore matrix.

## What do you think you know about the UN?

Think

Puzzle What puzzles or questions do you have about the UN?

Explore How can you explore more about the UN?

Year 5 / 6 Geography A Diverse and Connected World

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