

5/6R T3 W1	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<b>Staff Development Day</b>	<p><u>English</u></p> <p>Writing- Write a letter to your teacher. Tell them about your favourite food, favourite TV show or movie and your favourite sport.</p> <p>Grammar- Our word of the day is “beautiful”. Write as many other words you can think of that also mean beautiful. A word that has the same or similar meaning as another word is called a ‘synonym’. Write a paragraph which uses some of the synonyms for beautiful. Draw a picture to match.</p> <p>Reading- read something you have in your house for 10 minutes before you take a break.</p>	<p><u>English</u></p> <p>Writing- Write out a recipe for something you know how to make. For example toast, hot chocolate, cereal or pancakes. Include what ingredients and items you need to make this.</p> <p>Handwriting- Write out 20 animal names you can think of in your neatest cursive handwriting. Choose 3 of these animals. Write an imaginative paragraph about them in cursive. Make sure your writing is neat.</p> <p>Reading- read something you have in your house for 10 minutes before you take a break.</p>	<p><u>English</u></p> <p>Writing- Write 3 OREO paragraphs to persuade your reader that sports people are heroes OR sports people are <b>not</b> heroes. Remember ‘OREO’ stands for opinion, reason, example and restate opinion. Challenge - write an introduction and conclusion paragraph.</p> <p>Grammar- Our word of the day is “dangerous”. Write as many other words you can think of that also mean dangerous. Write 5 sentences using the word dangerous. Draw a picture to match.</p> <p>Reading- read something you have in your house for 10 minutes before you take a break.</p>	<p><u>English</u></p> <p>Writing- Write a journal or diary entry about how you’re feeling today and draw a picture.</p> <p>Handwriting- Write out 20 foods you can think of in your neatest cursive handwriting. Choose 3 of these foods and write a paragraph in cursive detailing which is your favourite and why. Make sure your writing is neat.</p> <p>Reading- read something you have in your house for 10 minutes before you take a break.</p>
<b>Break</b>					

<b>Middle</b>		<p><u>Maths</u></p> <p>Number- Our number of the day is 35. Draw and write everything you know about 35 using addition, subtraction, multiplication and division.</p> <p>Shapes- Use a ruler to practice neatly drawing 3D shapes like a sphere, cube, prisms (rectangular, triangular, pentagona etc), pyramids (triangle and square based).</p> <p>Challenge - label:</p> <ul style="list-style-type: none"> <li>- parallel edges</li> <li>- parallel faces</li> <li>- bases</li> <li>- apex.</li> </ul>	<p><u>Maths</u></p> <p>Number- Our number of the day is 44. Draw and write everything you know about 44 using addition, subtraction, multiplication and division.</p> <p>Say your 6, 7 and 8 times tables aloud. If you remember these, try square numbers (e.g. <math>4^2 = 4 \times 4</math>, <math>5^2 = 5 \times 5</math>) up to 12.</p> <p><u>Health</u></p> <p>Complete page 2 in your Road Safety Booklet by answering the questions about Inattentional Blindness.</p>	<p><u>Maths</u></p> <p>Number- Our number of the day is 80. Draw and write everything you know about 100 using addition, subtraction, multiplication and division.</p> <p>Length- Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and record your measurements. You can use foot steps or a ruler to measure. Try new designs to see if you can beat that distance. Record your data in a table.</p>	<p><u>Maths</u></p> <p>Number- Our number of the day is 100. Draw and write everything you know about 250 using addition, subtraction, multiplication and division.</p> <p>Money- Write down the cost of the food you need for a healthy menu you designed. Make sure to use the dollars and cents symbols. Write an order for a customer and add up the cost of all these items.</p> <p>Challenge - calculate the following discounts:</p> <ul style="list-style-type: none"> <li>- 10%</li> <li>- 25%</li> <li>- 40%</li> </ul>
<b>Break</b>					
<b>Afternoon</b>		<p><u>History</u></p> <p>Aboriginal and Torres Strait Islander peoples have a strong connection to country. This is the land they live on. What is the land that you live on?</p>	<p><u>Sport/fitness</u></p> <p>Kicking- Practise completing these steps without a ball first.</p> <ol style="list-style-type: none"> <li>1. Eyes focussed on the ball throughout the kick.</li> <li>2. Forward and sideward swing of arm opposite</li> </ol>	<p><u>Creative Arts</u></p> <p>Make up a dance to your favourite song. You may want to perform this to your family!</p>	<p><u>Wellbeing</u></p> <p>Discuss, list or draw all the ways you can practice great hygiene to help stay COVID-19 safe. Create a poster to display</p>

		<p>Draw a picture of a favourite place in your house, local park, local area or relatives home where you feel safe and happy. Write a description of why this place is important to you.</p>	<p>kicking leg. 3. Non-kicking foot placed beside the ball. 4. Bend the knee of your kicking leg at least 90 degrees during the back-swing. 5. Contact the ball with the top of your foot (a shoelace kick) or instep. 6. Kicking leg follows through high towards the target. Now- use a round ball (the size of a soccer ball) and practise kicking using the correct part of your foot. Go through each point above and make sure you can do this with the ball.</p>		<p>in your home for your family.</p>
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## CORE LIST - YEAR 5

eleventh	quite	though	information	accept
twelfth	favourite	worrying	usual	available
thirteenth	program(me)	accident	comfortable	accurate
fourteenth	usually	secret	decide	agreement
fifteenth	daughter	almost	especially	allowed
sixteenth	excitement	remember	invitation	appreciate
eighteenth	surprise	although	sandwich	capital
nineteenth	answered	probably	stomach	careful
twentieth	remembered	further	beginning	central
hundredth	appear	whether	difficult	character
thousand	instead	whose	certain	concern
machine	disappear	between	government	continue
scared	special	centre	breathe	community
believe	received	doesn't	discovery	comparison
except	interest	sincerely	drawer	competition
replied	knowledge	dangerous	extreme	convenient
enough	known	eventually	immediately	cooperate
quiet	picture	haven't	describe	decision

## CORE LIST - YEAR 6

alright	hurrying	sufficient	terrible	disappoint
aeroplane	happiest	suggest	instead	either
amazement	intend	they're	tomorrow	enormous
believe	increase	unfortunately	furniture	excellent
broken	imagine	value	fantastic	fault
choice	limit	valuable	mountain	discuss
cautious	listened	various	distance	height
collect	lonely	who's	science	herd
complete	meant	you've	discovered	judge
difference	nearly	thought	cupboard	language
easiest	neither	decided	telephone	measurement
easily	necessary	really	dessert	nation
except	noticeable	presents	however	opportunity
entire	pause	arrived	happiness	preparation
experience	position	followed	accommodation	popular
famous	possible	brought	deliver	regular
friendship	previous	holiday	enemy	serious
farther	properly	wrong	entrance	situation
frightened	separate	lounge	interest	rhythm
goodbye	tongue	treasure	succeed	section
strength	stationery	umbrella	recommend	recent
successful	truly	universe	responsible	recognise
stationary	temperature	struggle	service	permanent

Each week, choose 10 sight words from the list provided (10 DIFFERENT words each week). These 10 words will be your spelling list for the week. Yes, you can choose 'easy' words, but you won't learn much. We challenge you to choose 10 words that will challenge you. Complete the activities below using these words you have chosen.

<b>Blooms Taxonomy X Gardner's Multiple Intelligences</b>	<b>Verbal-Linguistic</b> I enjoy reading, writing and speaking	<b>Logical/Mathematical</b> I enjoy working with numbers and science	<b>Visual/Spatial</b> I enjoy painting, drawing and visualising	<b>Kinaesthetic</b> I enjoy doing hands-on activities, sports and dance	<b>Musical</b> I enjoy making and listening to music	<b>Intrapersonal</b> I enjoy working by myself	<b>Interpersonal</b> I enjoy working with others
<b>Knowing</b>	Write out your list words in different fonts and sizes	Write out your list words from least amount of letters to most amount of letters.	Create a crossword using your list words.	Make up an action to go with each of your spelling words.	Sing your list words to a simple beat.	List the words that you find hard and easy.	Play Bananagrams with a family member using your list words.
<b>Understanding</b>	Choose 5 list words and use them in a short story.	Use scrabble tiles to figure out the sum of each of your words.	Choose 5 words a draw a picture of each.	Spell your words out loud like when you're in a spelling bee.	Clap and record the syllables in each of your list words.	Complete a look, say, cover, write, check for homework.	Get a parent to test you on your list words.
<b>Applying</b>	Create an acrostic poem for 1 of your list words.	Play spelling dollars to work out the value of your words. a=1, b=2 etc.	Write your words in a rainbow pattern.	Play a game of boggle. (if you don't know what this is google the rules)	Create a tongue twister using one of your list words.	Choose 5 words that you find difficult and write them 5 times.	Choose your favourite word from your list and explain to someone why it's your favourite.
<b>Analysing</b>	Complete a find a word with the list words.	Group your list words according to how many letters they have.	Choose 3 spelling words. Use those letters to make as many words as you can.	Go on a hunt around the house and find words from your list in other texts.	Create words that rhyme with your list words.	Create a word ladder, starting from your shortest words to the longest.	Jumble your words and solve them by writing/typing them un-jumbled.
<b>Creating</b>	Use a dictionary to find the meaning of at least 6 list words.	Place your list words into groups and explain your groupings.	Create a cartoon using a list word.	Write a conversation between 2 people using a list word.	Write a song using your list words.	Organise your words in reverse alphabetical order.	Create a new spelling activity to help someone learn their words.
<b>Evaluating</b>	Write 4 dictation sentences using your list words.	Put your words onto a scale from easiest to hardest.	Create an artwork using one of your list words.	Choose your favourite activity from the grid to complete.	Create a hand clapping chant with a list word - teach it to your family.	Write a story using all of your list words.	Write your list words incorrectly, and have a family member spell them correctly.





# Giving Directions

## *Words that tell **ORDER** (Sequence, Transition)*

<b>First,</b>	<b>Next,</b>	<b>Then,</b>	<b>Last,</b>
In the beginning,	After that,	The next step,	Finally,
To Begin With	Following this,	Third,	To end,
To start,	Afterwards,		In conclusion,
	Second,		Lastly,
	Now		The end result

\*Most recipe directions are written using a numbered list with a verb (doing word) at the beginning of the sentence eg 1. Chop the carrot. 2 Turn the stove on. Try to write yours this way.

## *Words that tell **WHEN***

soon  
immediately  
in the meantime  
during

## *Words that tell **HOW/HOW OFTEN***

gently  
carefully  
quickly  
frequently (a lot)  
occasionally (sometimes)

## *Measurements*

dash (one shake of a salt shaker)      handful  
spoonful      squirt  
cup      # of pieces

## *Words that tell **WHAT** to do*

add	chop	cut	melt	slice
bake	coat	drizzle	mix	smash
beat	combine	freeze	peel	spread
blend	cook	grind	pour	sprinkle
break	cover	heat	refrigerate	stir
chill	crush	measure	season	toss
				turn
				whip



I believe that

because \_\_\_\_\_

# A DESCRIPTION OF:

\_\_\_\_\_

Handwriting practice lines consisting of 15 horizontal dashed lines for writing.

# HUNDREDS CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# THOUSANDS CHART

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1000

**NUMBERS BEFORE:**

--	--	--

**NUMBER:**

--

**NUMBERS AFTER:**

--	--	--

**H T O**

--	--	--

**- 10**

**+10**

--	--

**ODD**

**EVEN**

**SHOW IT WITH BLOCKS:**

--

# THE NUMBER:

**HOW MANY SUMS CAN YOU MAKE WITH THE NUMBER OF THE DAY AS THE ANSWER?**

NUMBERS BEFORE:

350

351

352

NUMBER:

353

NUMBERS AFTER:

354

355

356

H

T

O

3

5

3

-10

+10

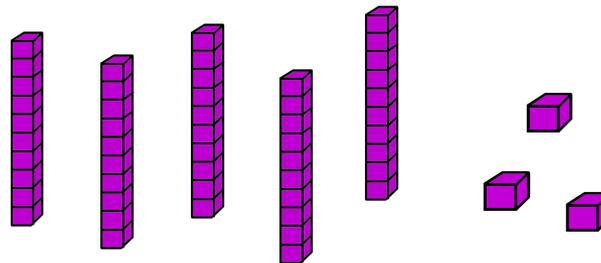
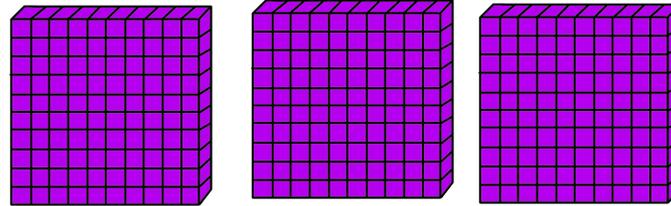
343

363

ODD

EVEN

SHOW IT WITH BLOCKS:







# SUBTRACTION CHALLENGE

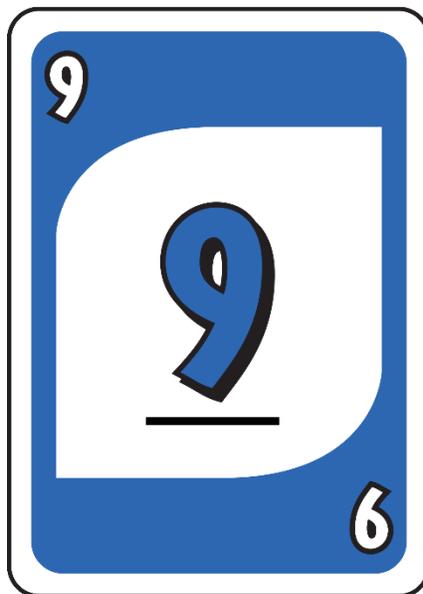
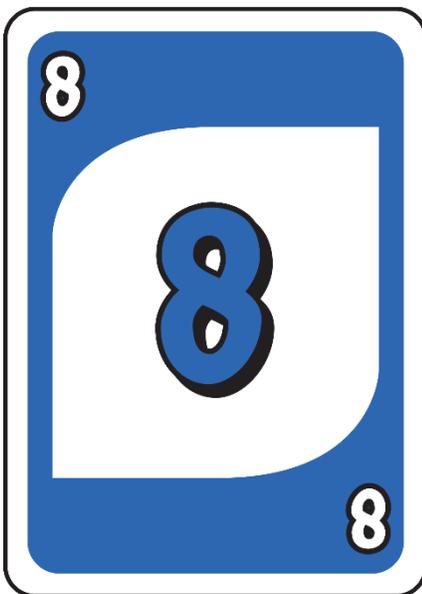
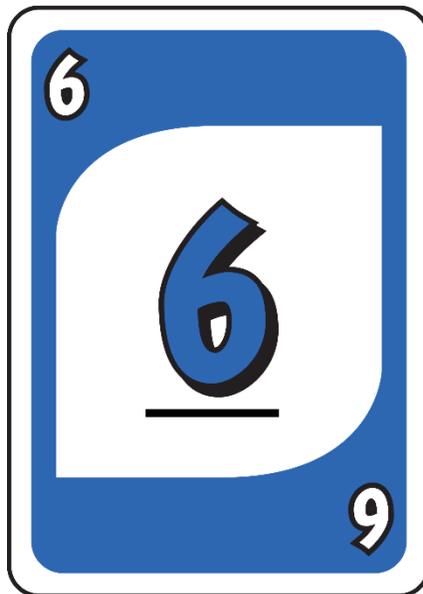
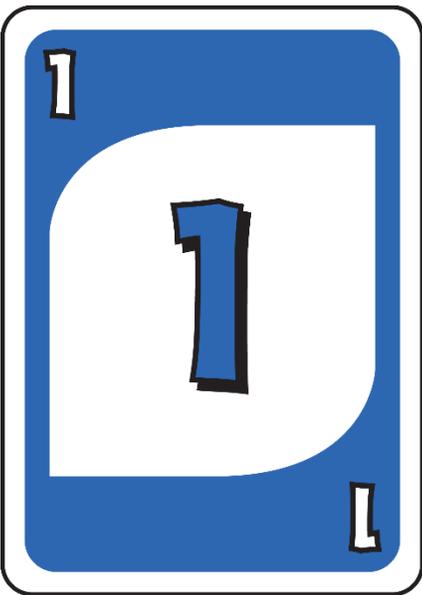
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My time:

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My score:

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# Inattention blindness – what is it?



**Inattention blindness is the failure to notice a fully visible but unexpected object because your attention has been engaged on another task, event or object.**

A 2013 study by Ohio State University found the number of pedestrians injured while using mobile phones doubled between 2005 and 2010 even though the overall total number of pedestrian injuries dropped by about 50 percent during that time. The study used data from visits to emergency in hospitals with researchers believing that the number of reported injuries is actually much less than has actually occurred.

A wide variety of injuries were reported. One 14-year-old boy walking down a road while talking on a mobile phone fell 2-3 metres off a bridge into a rock-filled ditch, suffering chest and shoulder injuries. A 23-year-old man was struck by a car while walking on the middle line of a road and talking on a phone, injuring his hip.

For pedestrians, talking on the phone accounted for about 69 percent of injuries. Young people are the most likely to be injured by distracted walking.



**1.** Why do you think that the number of distracted pedestrian injuries has doubled over the past five years?

.....  
.....

**2.** Why are young people more likely to be injured while distracted walking?

.....  
.....

**3.** Beyond talking on the phone, what other ways can pedestrians be distracted when walking?

.....  
.....

**4.** Sally loves to ride her bike while listening to music. What advice would you give her?

.....  
.....