

Cudgegong Valley PS - Learning from Home Pack

Week 5, Term 3, 2021

Year 5 and 6

Students under stay-at-home orders are expected to complete the following activities whilst learning from home. You may need help from a parent/carer to complete some of the following activities, but **most should be able to be completed independently**. Your parents are busy and we all have a responsibility to do our best in these times.

Students should login to their Google Classroom Account – login at education.nsw.gov.au with your account (yourname@education.nsw.gov.au) and follow the links to your Google Class.

In your Google Classroom you can ask questions about the activities and the teacher will post some explanations. This is where you will post your work for your teacher.

Please stick to the routine each day, this will ensure an appropriate amount of time is spent on each activity, and keep you on track in your learning! Aim for about 3 hours a day to complete the activities.



Monday

Tuesday

Wednesday

Thursday

Friday

Morning	English	English	HSIE	English	English
	<p>Read: ask your parent/carer for an appropriate excerpt from a magazine.</p> <p>Who is the audience of the excerpt? Who might the author be? What is the purpose of the text?</p> <p>Compose: a written or spoken response to this article.</p> <p>Mathematics</p> <p>Complete: You had lunch at 12:15pm and dinner at 6:30pm. How much time has elapsed between the two meals? Can you convert the times to 24 hour time?</p> <p>Create three time problems that involve 24 hour and am and pm times for a parent or carer to solve.</p>	<p>With parent/carer guidance, select an appropriate article or news item from a newspaper or on TV.</p> <p>Summarise: key points of the news item.</p> <p>Respond: explain to someone the main points. Explain the purpose of the article/news item.</p> <p>Compose: Using the news article/item, investigate the meaning of words you don't know and demonstrate the meaning of each word in a sentence.</p> <p>Mathematics</p> <p>Explore: find a timetable for local public transport. Choose a route, start points and endpoints. Calculate how long the trip will take.</p> <p>Calculate: plan a day trip involving at least two stops. Create your own timetable for the day.</p>	<p>Interview: a family member or friend to understand their reasons and experiences coming to Australia (the interview could be recorded)</p> <p>Create a list of questions to ask such as:</p> <ul style="list-style-type: none"> • Why did they come? • Why did they choose Australia? • How is it different to the country they were born in? <p>Respond: Imagine you moved to another country. Where might you move? Write about your feelings.</p>	<p>With parent/carer guidance, look at some headlines in a magazine, newspaper or article.</p> <p>Respond: What is the purpose of headlines?</p> <p>Compose: Discuss with someone what you think the purpose of headlines and titles are. Where do you see these? Are they only used in written, informative pieces?</p> <p>Respond: Create a series of headlines using 5 words, then 4 words, 3 words, 2 words and finally one word only, to announce 5 different things you have done over the last few days.</p>	<p>Practise: Using clear, legible handwriting, write each of your spelling words in new sentences.</p> <p>Read: using a piece of everyday text (could be a menu, a timetable, an advertisement) think about the structure and information expressed.</p> <p>Respond: Write a paragraph explaining the purpose of the text, what language features and structures the composer has used to get their message across. Has the composer used colour or images to grab your attention? How does it affect you as a viewer or reader?</p> <p>Compose: Using that piece of everyday text as a stimulus and guide, create your own. This might be a menu for the people in your house, an ad for a different product or a timetable for yourself.</p>

		Calculate the time to travel from each stop to the next. Convert timetable times from 24-hour to 12-hour time.			
Break	Break	Break	Break	Break	Break
Middle	<p>Science and technology</p> <p>What factors affect the movement of objects?</p> <p>Investigate: use forces (pushes/pulls) to make objects move. Identify different types of forces that act on objects. For example, gravitational, magnetic, buoyancy, applied forces (push, kick).</p> <p>Explore: observe the effect of changing the variables on movement such as, surface it moves on (rough or smooth), strength of force used.</p> <p>Record: predictions, observations/measurements (photos, drawings, tables).</p>	<p>Science and technology</p> <p>What factors affect the movement of objects?</p> <p>Investigate: observe the impact of friction on different surfaces, air resistance and/or buoyancy on the movement of objects.</p> <p>Create: plan and perform a scientific investigation. Choose one of these forces to investigate. Identify a testable question, variables, steps, method to record observations/measurements.</p>	<p>Mathematics</p> <p>Construct: prisms and pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes.</p> <p>Draw: Choose two objects you made. Sketch the front, side and top view. Make and then draw as many different nets as possible for the objects you selected.</p>	<p>Mathematics</p> <p>Complete: multiplication activity provided by the teacher in the resource pack.</p> <p>How close to 100? Play with a partner. You will need a blank 100 grid. The first partner rolls two number dice. The two numbers are used to make an array on the 100 grid. Put the array anywhere on the grid. The goal is to fill up the grid. Write the number sentence that describes the grid.</p> <p>Your partner then has a turn. The game ends when both players cannot put any more arrays on the grid. How close to 100 can you get?</p>	<p>PDHPE</p> <p>Review: Look at your physical activity diary from this week. Calculate how much time each day was spent on physical activity.</p> <p>Challenge: identify two personal goals for a more active lifestyle. Brainstorm how you could achieve each goal.</p> <p>Plan: how you might involve other members of the family in this physical activity challenge.</p>

Break	Break	Break	Break	Break	Break
Afternoon	<p>PDHPE</p> <p>Keep a diary of physical activity you participate in each day this week. Record the time spent each time.</p> <p>How could you improve your throwing, catching or kicking skills?</p> <p>Respond: write a list of strategies you could use to improve your skills.</p> <p>Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.</p>	<p>Mathematics</p> <p>Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance.</p>	<p>Creative arts – drama</p> <p>Create: plan a dramatic presentation based on your interview from this morning. Write some ideas about:</p> <ul style="list-style-type: none"> • What people are wearing? • What are they eating? • What were the challenges they faced? • What was the environment around them like? • Were there contrasts to the environments they had left? • What and who did they leave behind and who would they meet? <p>Perform: practise performing your dramatic presentation to a family member.</p>	<p>STEM</p> <p>Think: in science and technology on Monday, you found objects that move with different forces. Find a small ball. How does that move?</p> <p>Plan: a machine that moves the ball from one side of the room to the other without you touching it.</p> <p>Find: things around your house like a chair to start your machine from, for example, a tube from a lunch wrap to make a tunnel, some boxes to make a track.</p> <p>Record your times and review your design for success</p>	<p>Catch-up</p> <p>Finish tasks from Monday -Thursday</p> <p>Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance.</p>

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