

Learning from Home – Brooke Avenue Public School

Stage 3 (Years 5 and 6) – Week 2, Term 3

The following timetable can be used by students to support learning at home. All tasks have been linked to syllabus outcomes. If technology is available at home, please use the attached links to support learning.

Monday 19th July 2021

Daily Task – Set the table for meals and help prepare dinner.

English:

Spelling: Collective nouns: wad, quiver, comb, prickle, ream, lodge, murder, plague, rhumba, parade, cauldron, congregation, caravan, coalition, wisdom.

Choose 10 words from the spelling list above and create a weekly list. Find and record dictionary meanings for the 10 words. If you haven't got a dictionary, use a technology device.

Grammar: Choose seven of the collective nouns from your spelling list and match each to the animal/object they represent. For eg. flock = a group of birds or sheep. You may use the Internet to help.

Writing: Study the image below (larger image attached). Write a paragraph describing the movement of the leaves as they are blown from the tree. You could focus on using interesting verbs, adjectives and adverbs and could include some similes, personification or metaphors from last week's learning.

Example: As the harsh wind blew, crisp, black leaves danced from their branchers, leaping gracefully through the air like tiny dancers before finding their resting place on the ground below.



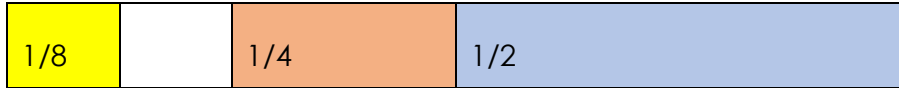
Reading: Read a text of your choice. Log the title (first column), how many pages you read (second column) and how long you read for (third column) using 3 column notes. You will log your reading here every day, so use a full page. Record yourself reading a page or two and upload to Seesaw for your teacher to hear.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Maths:

Warm up: Write out the 6 x tables, write them out again without looking at your first sums and time yourself. What was your time?

Fractions Revision: Cut out a strip of paper. Fold the paper into halves, quarters, thirds, fifths, sixths, eighths and label it e.g.



Adding fractions with like denominators (the bottom number)

Watch <https://youtu.be/MZmENadGck0> (Mr J Adding Fractions with common denominators on YouTube)

Answer the following equations: e.g. $\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

1. $\frac{1}{5} + \frac{2}{5} =$ 2. $\frac{1}{3} + \frac{1}{3} =$ 3. $\frac{1}{6} + \frac{1}{6} =$ 4. $\frac{1}{8} + \frac{3}{8} =$

Now try these. Some of the answers are a whole number or an improper fraction (bigger number on top). Can you simplify them to make a mixed fraction? (A mixture of a whole number and a fraction).

e.g. $\frac{12}{10} = 1$ whole and $\frac{2}{10}$

1. $\frac{7}{8} + \frac{5}{8} =$ 2. $\frac{5}{6} + \frac{1}{6} =$ 3. $\frac{4}{5} + \frac{3}{5} =$ 4. $\frac{2}{3} + \frac{1}{3} =$

Make up eight of your own equations.

Extension: Adding fractions with unlike denominators

Watch https://youtu.be/ULI0f_3cA_o (Mr J Adding Fractions with unlike denominators on YouTube).

Come up with 8 fractions to add with unlike denominators.

Science: Forces

Use the internet to research forces or read the information on forces and contact forces. Use the information given to complete the table. Match the definitions with the contact force, then write some of your own examples. Either fill in on the sheet or copy the table onto a piece of paper.

<https://www.twinkl.com.au/teaching-wiki/force>

Information:

A force is an action that changes or maintains the motion of a body or object. Simply stated, a force is a push or a pull. Forces can change an object's speed, its direction, and even its shape. Pushing a door open, pulling it closed, stretching a rubber band—all of these actions require force. Forces can be divided into two main categories. The categories are contact forces and non-contact forces. Contact forces are forces in which two or more objects or bodies touch or contact each other directly. There are many kinds of contact forces; among the most familiar are friction, applied, air resistance, normal force, tension and spring force.

Contact forces definitions: Match these with the names on the table below.

- Whenever objects rub against each other they cause friction. Friction works against the movement of an object and acts in the opposite direction.
- The force that supports the weight of an object on a surface. It's the force that the ground or a surface pushes back up with. It helps us not to fall through the ground!
- A pulling force exerted by a string or chain on an object.
- A force that is applied to an object by another object or person.
- A type of frictional force that acts on an object as it moves through the air.
- A force applied upon an object by a compressed or stretched spring that is attached to it.

What is a contact force?		
Types of Contact forces	Definition	Examples in everyday life
Applied Force		A person throwing a ball. Tucking in a chair. Catching a ball.
Friction Force		
Spring Force		
Tension Force		

Normal Force		
Air Resistance		

Geography: Name the seven continents of the world. List the four / five oceans of the world.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

PE: Catching

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.

Creative Arts: Warm and Cool Tones

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1. Put your page or book in landscape mode. Fold your page in half horizontally (like a hot dog!)
2. Using shades of black and grey, draw clouds the entire way across the fold line.
3. On the top half of the page, in a rainbow motion, create a sunset vibe. Think of the colours you can use (red, yellow, orange, brown). Add some black outline of trees.
4. On the bottom half of your page create a night-time vibe. Think of the colours you could use (blue tones, white, black). Then mirror the trees using black.

The picture is an example. Be creative!



Tuesday 20th July 2021

Daily Task - Match socks and sort washing.

English:

Spelling: Write your spelling words using the 'Look, Cover, Write, Check' strategy. Then, write creative sentences that include your spelling words. You may use more than one word per sentence.

Grammar: Use the remaining collective nouns from your spelling list and match each to the animal/object they represent. You may use the Internet to help.

Writing: Watch a BTN episode of your choice from <https://www.abc.net.au/btn/>. Divide your page into two columns with the left being the story title and the right being facts. As you watch each story, pause the video to add at least two facts you found interesting.

Reading: Read a text of your choice. Log the title, how many pages you read and how long you read for in your three column notes.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Maths:

Warm up: Write out the 4 x tables. Write them out again without looking at your first sums and time yourself. What was your time?

Subtracting fractions with common denominators (the bottom number)

Watch <https://youtu.be/VTCOHFJOAA8> (Mr J Subtracting Fractions with common denominators on YouTube)

Answer the following equations in their simplest form and draw a picture to match:

e.g. $\frac{4}{5} - \frac{1}{5} = \frac{3}{5}$



1. $\frac{2}{3} - \frac{1}{3} =$

2. $\frac{5}{6} - \frac{1}{6} =$

3. $\frac{4}{5} - \frac{3}{5} =$

4. $\frac{7}{8} - \frac{5}{8} =$

Write out eight of your own subtraction fractions and draw a picture to match.

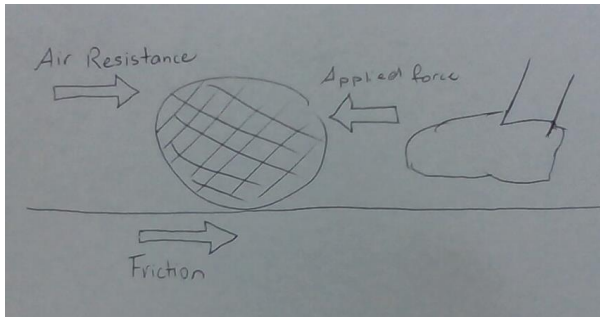
Extension: Subtracting fractions with unlike denominators

Watch <https://youtu.be/GzG8muuomas> (Mr J Subtracting Fractions with unlike denominators on YouTube)
Come up with 8 fractions to subtract with unlike denominators. Solve your questions.

Science: Example Investigation: Kicking a ball along the ground.

Forces in action during investigation - When we kick a ball along the ground it will eventually stop even if it does not hit another object. There are a few forces affecting the ball when we kick it. The first is applied force from us as we kick the ball causing it to move. There is also friction with the ground as the ball rolls and air resistance as the ball pushes through the air.

Diagram – When you draw a diagram to show forces acting on an object use arrows to show the direction the force is acting. Look at the diagram as an example. The arrow points away from the foot as it is pushing the ball away. The arrow against the direction of the ball shows the friction slowing the ball down.



Investigation: Rolling a ball

You will need a round ball (tennis/hand, soccer or netball), yourself and an open space.

Steps:

1. Roll or throw a ball in your yard. Make sure the ball does not hit any other objects.
2. Describe what you saw happen.
3. Write down the contact forces that are in action when you throw or roll a ball.
4. Draw a diagram explaining where these forces happen use arrows to show the direction a force is acting on the objects. Look at the example to help you.
5. **Extension:** Explain in more detail what the forces are doing and what might happen if these forces were not there during this investigation.

Geography: Name the seven wonders of the world. List the country they are located in.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Creative Arts: Your Inner Animal

1. Turn your page to portrait.
 2. Fold your page in half, longways.
 3. On one half, draw one side of your face. Make sure to include details (eye colour and shape, nose shape, hair etc).
 4. On the opposite half, choose an animal you like and create yourself as that animal.
 5. Upload a photo to Seesaw for your teacher to see.
- * In the example below, the artist has used a black and white photograph of themselves. You could do this or draw yourself.
- ** Ms Lewis said she would choose a sloth as her animal form. What will you choose?
- *** This may take two afternoons, so don't feel you need to rush!



Wednesday 21st July 2021

Daily Task – Pick up everything off your bedroom floor and vacuum it.

English:

Spelling: Write your spelling words using the 'Look, Cover, Write, Check' strategy. Then, choose five words and draw a picture that matches. Example: 'stop' could be a red stop sign. Using your other five words, write them using fancy font (be creative!) or rainbow letters.

Grammar: Types of Nouns Sorting Activity (worksheet below): Sort the different types of nouns into the correct category. There is a table to support you below if you are unsure.

Writing: Titanium Music Video

Watch the Titanium music video <https://www.youtube.com/watch?v=JRfuAukYTKg>

Answer the following questions after viewing:

1. Watch the first minute, discuss what has happened? What has caused this? Why?
2. Ask the children to write a description of the first scene, use the show not tell technique to create thoughtful writing.
3. Discuss the boys character, how is he presented in the first scene, how does this change?
4. Write in role of the boy, use his emotions through the story to gain an understanding of his feelings and whether he comprehends what is happening.
5. Look at the ending, who is to blame? Why? Is the boy acting in self defense? Can he control it?
6. If you could have a superpower what would it be?

Choose one of the following activities to complete:

- You wake up one morning to find you have incredible strength, what do you do? How would your life change?
- Design your own superhero, what powers, costume, name would he have?
- Write a newspaper report of the events from the video, interview the teacher, parents and policemen.

Reading: Read a text of your choice. Log the title, how many pages you read and how long you read for in your three column notes.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.


Maths:

7. Extension: Explain in more detail what the forces are doing and what might happen if these forces were not there during this investigation.

Geography: Name the 5 tallest mountains in the world. List their height in metres. List the country and continent they are located in.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

PE: Underarm Throw

Episode 2 - Underarm throw		Stage 3
<p>Challenges</p> <p>Perform the following underarm throwing activities with a ball.</p> <ul style="list-style-type: none"> From a close distance, throw the ball at a set target. Set markers at varying distances to throw the ball at the target. <p>Mega Challenges</p> <ul style="list-style-type: none"> 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. <p>Other variations</p> <p>With a partner try:</p> <ul style="list-style-type: none"> 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. 	<p>Suggested PDHPE Outcomes</p> <p>These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.</p> <p>PD3-4 adapts movement skills in a variety of physical activity contexts.</p> <p>PD3-11 selects, manipulates and modifies movement and concepts to effectively create and perform movement sequences.</p> <p>Sample questions</p> <p>How can you combine foot and body movement to create more challenging throwing positions?</p> <p>How can you use your eyes to create more awareness of your surroundings whilst throwing?</p>	<p>Teaching cues</p> <p>Eyes on the target (laser eyes).</p> <p>Step forward (opposite leg to throwing arm).</p> <p>Throwing arm back then forward (smiley arm).</p> <p>Point at the target.</p>
	<p>Equipment</p> <p>Ball, soft toy or rolled up pair of socks .</p>	

Thursday 22nd July 2021

Daily Task – Tidy up the cans in the pantry. Bonus point for alphabetical order!

English:

Spelling: Write your spelling words using the 'Look, Cover, Write, Check' strategy. Create a wordsearch using your 10 spelling words. See if a family member can find them all!

Grammar: Complete the Colour by Nouns artwork attached.

Reading: [Hunting for Facts Online](#)

As very clever students, you may enter a career, including communications or politics, where part of your job will be to ensure that information is sourced from reputable agencies and that we may also need to cross-reference to verify information. Look at the worksheet attached 'Hunting for e-facts' and read each statement. Predict some key words you may need to search (for eg. the first statement could be researched using words like 'koalas, natural habitat, living'. You will then 'go fact busting' by searching for accurate information across a range of sources. Record which websites you visit and whether the statement is a fact or myth.

Writing: [Under the bed](#)

Using the image and story starter as inspiration, plan an ending of no more than 250 words. Today is your time to plan the way you want the story to end that creates suspense by including a problem and climax. Consider using descriptive language to engage the reader. You will spend tomorrow writing the ending of your story. A larger image can be found attached.

[Under the bed... \(Story Starter\)](#)

The scuttling noise had disturbed Michael, and he'd shot bolt upright in bed. After taking a deep breath, he flung himself onto the smooth wooden boards of his bedroom floor and took a peek...



Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Maths:

Warm Up: Write out the 12 x tables. Write them out again without looking at your first sums and time yourself. What was your time?

Simplifying Fractions

Watch <https://youtu.be/oFVzcnJfYkg> (Mr J Simplifying Fractions You Tube)

A fraction can be simplified when both the numerator and the denominator can be divided by the same number

e.g. $6/24$ - both numbers can be divided by 1, 2, 3, 6 so look for the highest common factor- 6

$6 \div 6 = 1$ (numerator) and $24 \div 6 = 4$ (denominator) Therefore, the fraction in its simplest form is $1/4$

Write out the following fractions in their simplest form. Remember what you do to the top, you need to do to the bottom.

- a) $4/12$ _____
- b) $50/100$ _____
- c) $20/80$ _____
- d) $75/100$ _____
- e) $8/24$ _____
- f) $10/100$ _____

Extension: Write out the above simplified fractions as decimals and percentages

e.g. $5/25 = 1/5 = 20\% = 0.2$

Science: Complete investigation and draw diagram to record results.

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Investigation: Make a paper airplane and throw it.

You will need a piece of paper, instruction sheet (if you don't already know how), an open space to throw it.

Steps:

1. Follow the instructions to make your paper airplane.
2. Throw the paper airplane.
3. What are some contact forces affecting the airplane? Draw a diagram to help explain.
4. **Extension:** Explain in more detail what the forces are doing and what might happen if these forces were not there during this investigation.

Geography: Name the top 5 tallest towers in the world. Again, list their heights in metres.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Creative Arts: News Update!

You are the newsreader for Channel BAPS. You need to present the news of the most exciting thing that happened this week (it might be that your pet made a cute face or you actually got out of your PJs!!!). Make it exciting and pretend you are broadcasting to the World! Record yourself and upload it to Seesaw. If you don't have access to a video, that's ok, just write your broadcast down and broadcast it to a family member.

Friday 23rd July 2021

Daily Task – Clean off any cobwebs that may have formed around the house.

English:

Spelling: Complete a final 'Look, Cover, Write, Check' of your spelling words. Now, have someone in your family test you on them. Record your score out of 10 and write down any word you spelt incorrectly three times. Well done!

Writing: Read over the plan you wrote yesterday based on the Under the bed story starter and image. Write the end of the story trying not to use more than 300 words. This will help you keep your story interesting as you must choose your words wisely! Once you have finished, read it out loud to ensure it makes sense and edit any parts you think could be improved.

Reading: Once you have completed and edited your Under the bed story, record yourself reading it out loud to a family member or yourself. Upload to Seesaw, so that your teacher can hear your fantastic story!

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Maths: Design a rug

Watch <https://youtu.be/n5RNGBLyy3w> (Modern rugs for living rooms). A template for your rug can be found attached. Design your own if you cannot print this template. Create a design using red, blue, yellow, purple, orange and green.

Rug questions:

1. Count how many squares of each colour appear on your floor rug design. Record your answer for each colour as a fraction of the whole rug (remember there are 24 squares e.g. $6/24$.) Write the fraction in its simplest form ie. $6/24=1/4$.

red: _____

blue: _____

yellow: _____

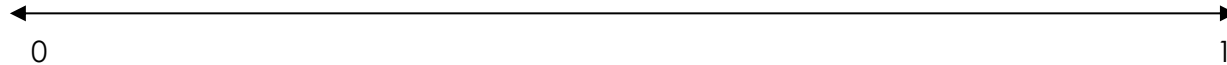
purple: _____

orange: _____

green: _____

2. Place the fractions for each colour in ascending order (smallest to largest).

3. Use any strategies that might help you (like estimation and simplifying e.g. $\frac{6}{24} = \frac{1}{4}$) to place each fraction from Question 1 on the number line. Write each fraction in the colour it represents.



4. Use \leq , \geq or $=$ to make these statements true for your floor rug design.

\leq less than \geq greater than $=$ equal to (equivalent)

- a) red _____ yellow
- b) purple _____ yellow
- c) blue _____ purple
- d) blue _____ red
- e) yellow _____ orange
- f) yellow _____ purple
- g) purple _____ green
- h) blue _____ orange
- i) green _____ orange
- j) red _____ green

Extension questions:

Use the fractions you created in Question 1 to answer the following addition questions, based on your floor rug design. Show your working. Simplify your answers.

- a) whole rug – primary colours =
- b) purple + orange + green =
- c) red + yellow + orange =
- d) blue + purple + green =

Use the fractions you created in Question 1 to answer the following subtraction questions, based on your floor rug design. Show your working. Simplify your answers. (Primary colours are red, yellow and blue)

- a) whole rug – primary colours =
- b) whole rug – secondary colours =
- c) greatest fraction – smallest fraction =
- d) a primary colour – a secondary colour =

Answer the reflection sheet about your rug task (attached below).

Science: Complete investigation and draw diagram to record results.

Investigation: Tug of war / Balance a ring or small object on a piece of string or shoelace.

Tug of war: Play a game of tug of war with someone in your house.

1. Explain what forces are involved during the game.
2. Draw a diagram to explain this.

Balance ring on a string or shoelace:

1. Place a piece of string or something similar through a ring and pull at each end.
2. Explain what happens? Does the ring fall? Does the string droop?
3. Why does this happen? What contact force is making this happen?
4. Draw a diagram to show what happened.

Geography: Name all of Australia's states and territories. List their capital cities too.

Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible.

Creative Arts: Music

Who are your family's favourite music artists? Create a one pager showing your family's favourite music artists. (You can google one pager if you're unsure!)

Tell us...

- The name of the band or artist
- What songs they sing
- Information about them
- The style of music.

PE: Overarm Throw

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.

Friday Friyay!

Finish up your schoolwork a little earlier today and enjoy a fun activity just like we would at school! Congratulations on finishing your second week of learning from home!

Types of Nouns - Sorting Activity

Ireland	father	mouse	pack	anxiety	hunger
Mr. O'Brien	crew	flock	cousin	stone	London
Adam	herd	flower	swarm	table	car
Christmas Day	chair	sister	Eve	Jason	health
happiness	book	shoe	USA	poverty	intelligence

Sort the nouns above into the following categories:

Proper nouns:

Common nouns:

Abstract nouns:

Collective nouns:

Kinds of Nouns

Proper Noun

Definition

A proper noun is the one that names a particular person, place, or thing.

Examples

Sachin, Robert, Susan,
George, Jaipur, Chicago,
Mexico, London, Ganga,
Everest, Titanic, January,
Tuesday

Common Noun

Definition

A common noun is a name given in common to every person or thing of the same kind

Examples

book, pen, river,
mountain, train, bird,
animal, city, table, chair,
door, car, computer,
bicycle, house, brick

Abstract Noun

Definition

An abstract noun is the name of some state, quality, action, or feeling that we can only think of or feel but cannot touch or see.

Examples

heat, beauty, truth, love,
anger, height, softness,
kindness, hate, honesty,
childhood, slavery, magic,
laughter

Collective Noun

Definition

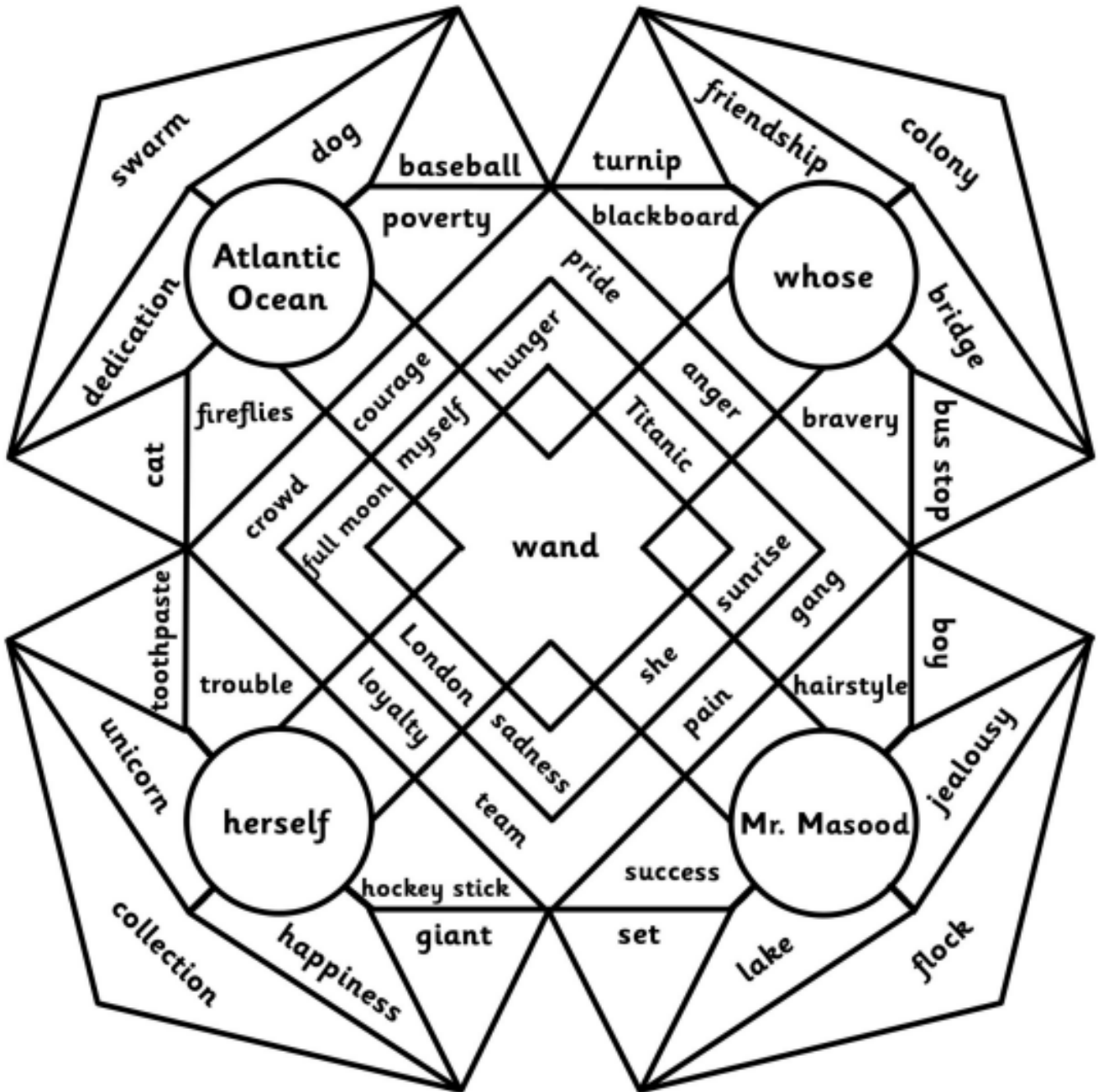
A Collective noun is the name of a collection of persons or things taken together and spoken of as one whole.

Examples

crowd, mob, team, flock,
herd, army, fleet, nation,
bunch, pack, fleet, pair,
clump, pride, bouquet,
bunch

Colour by Types of Nouns

LO: I can recognise different types of nouns.



Common = yellow

Abstract = blue

Collective = purple

Compound = green

Pronouns = red

Proper = orange



Hunting for e-Facts

Is it a fact or myth?	Predict key words	Websites researched	Answer
There are approximately 4000 koalas living in their natural habitat.			
The Berlin wall came down in 1989.			
Armistice day falls on September 12 each year.			
John Howard was the 32nd Prime Minister of Australia.			
Aboriginal art culture spreads back 60000 to 80 000 years.			
The average person spends six months of their lives waiting for red lights to turn green.			
Challenge zone: make your own!			



Design a Rug: Reflection

1. Did you enjoy working on this investigation? Give reasons to explain your answer.

2. Did you face any challenges during the investigation? If so, how did you overcome them?

3. How do you feel about your rug design? Is there anything you would change if you repeated the task?

4. What new knowledge and skills did you learn by completing this investigation?

5. Circle the statement that best suits how you feel about fractions after completing this investigation.

- a) I feel very confident working with fractions.
- b) My understanding of fractions is improving.
- c) I still need some help when working with fractions.