

Home Learning Activities for Year 5 and 6 students - Week 9 (23/3/20 - 20/3/20)

The following ideas may support families who have chosen not to send their child/ren to school while the school continues to be open. These activities can be completed in addition to set class homework. **WALT (We are learning to...)** describes the focus skill for the lesson.

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 – 11:00	<p>WALT: write to inform</p> <p>Research Li Cuxin and his life and achievements. Take notes as dot points or a mind map</p> <p>Write an information report about Li Cuxin (Mao's Last Dancer)</p> <p>WALT: spell unfamiliar words</p> <p>Practise your spelling words for the fortnight. Do you notice any spelling patterns? Can you find any other words that also follow this pattern? Look in the dictionary.</p> <p>Practise typing out your spelling words. Time yourself and see if you can improve each day.</p>	<p>WALT: use comprehension strategies to understand a text</p> <p>FOCUS: visualising</p> <p>Read a chapter or two of a book.</p> <p>Draw an illustration of what you visualised when you read. Be sure to include labels and lots of detail.</p> <p>WALT: write to entertain</p> <p>Write an imaginative text on a topic of your choice. If you need some ideas, head to 'The Literacy Shed' online for some creative ideas to get you started. https://www.literacyshed.com/home.html</p>	<p>WALT: write to persuade</p> <p>Write a book review about a movie or video that you've watched recently. Consider why you liked (or didn't like) it. Who would you recommend the text for? How would you rate it out of 10? Why?</p> <p>WALT: understand the meaning of words</p> <p>Write the meaning of each of your spelling words – you may need to use a dictionary.</p>	<p>WALT: consider others' viewpoints</p> <p>Consider a time when you and someone else you know had different viewpoints on a topic. How did you navigate these differences? Is it okay to have different points of view? What benefits might this have for our society?</p> <p>Record your thoughts in a mind map or in paragraphs.</p> <p>You might like to refer to http://wonderopolis.org/wonder/Can-You-Believe-Two-Opposite-Things to support your thinking. <i>Can you believe in two opposite things?</i></p>	<p>WALT: use digital technologies to communicate ideas</p> <p>Publish one of the texts you have written this week in digital form. Consider your use of text, bolding, formatting, and images. Ensure you make these choices to suit your purpose as an author, and to engage your audience.</p> <p>WALT: Recognise when words are spelt correctly</p> <p>Get someone to test you on your spelling words; can you spot any mistakes?</p>

	<p>WALT: explore and understand the purpose of figurative language</p> <p>Research what a metaphor is. Record some common metaphors that you know or are frequently used. Write some of your own metaphors.</p> <p>An English glossary may help you https://education.nsw.gov.au/public-schools/practical-help-for-parents-and-carers/learning-resources/english/english-a-to-z#Metaphor_192 or https://examples.yourdictionary.com/metaphor-examples-for-kids.html</p>	<p>WALT: make connections to a text through imagery</p> <p>Design and illustrate the front and back covers of a book to match your imaginative text (above). Be sure to include the features of a text, including title, author, illustrator, blurb etc.</p>	<p>WALT: develop and enhance our vocabulary</p> <p>Use a thesaurus to find synonyms for your spelling words or other key words from the book you are reading.</p>	<p>WALT: write to inform</p> <p>Read the text <i>How are Movies made?</i> http://wonderopolis.org/wonder/Can-You-Believe-Two-Opposite-Things</p> <p>Write an informative text to explain to someone else how movies are made. You might like to record this as a written text in paragraphs, or you might like to structure this as a procedure.</p>	<p>WALT: understand what we read</p> <p>Read some more of your book. Think about the main character. Describe them – how they look, act, feel; where they live; what traits do they have that makes them special or unique? How do they act to help them overcome any problems? In what way is the character like or unlike you?</p> <p>Write a character description.</p>
11:00	Snack break and play outside				

11:30 – 1:00	<p>WALT: work flexibly with numbers</p> <p>Complete the ‘Number of the Day’ activities at mathsstarters.net: https://mathsstarters.net/numoftheday</p> <p>WALT: recall number facts to solve problems</p> <p>Go to https://www.mathletics.com/au/</p> <p>Complete your assigned Mathletics homework tasks or spend 20 minutes playing Mathletics live.</p> <p>Practise your times tables.</p>	<p>WALT: work flexibly with numbers</p> <p>Complete the ‘Number of the Day’ activities at mathsstarters.net: https://mathsstarters.net/numoftheday</p> <p>WALT: recall number facts to solve problems</p> <p>Go to https://www.mathletics.com/au/</p> <p>Complete your assigned Mathletics homework tasks or spend 20 minutes playing Mathletics live.</p> <p>Practise your times tables.</p>	<p>WALT: work flexibly with numbers</p> <p>Complete the ‘Number of the Day’ activities at mathsstarters.net: https://mathsstarters.net/numoftheday</p> <p>WALT: recall number facts to solve problems</p> <p>Go to https://www.mathletics.com/au/</p> <p>Complete your assigned Mathletics homework tasks or spend 20 minutes playing Mathletics live.</p> <p>Practise your times tables.</p>	<p>WALT: work flexibly with numbers</p> <p>Complete the ‘Number of the Day’ activities at mathsstarters.net: https://mathsstarters.net/numoftheday</p> <p>WALT: collect data</p> <p>Go outside and sit on your front steps. Record how many cars go past in 15 minutes. Decide on a method of categorising this data – make, model, colour, etc.</p> <p>Represent this data in a table or an excel spreadsheet.</p> <p><i>*Option: you might like to record a different type of data. This is fine, it doesn't have to be cars. Collate your data in a table.</i></p>	<p>WALT: work flexibly with numbers</p> <p>Complete the ‘Number of the Day’ activities at mathsstarters.net: https://mathsstarters.net/numoftheday</p> <p>WALT: represent data</p> <p>Crte a graph to represent your data from yesterday. Show the graph to a family member.</p> <p>Can they read and interpret it? Have you labelled the axes? Does it have a title? Have you measured equal spaces on each axes?</p>
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	<p>WALT: enhance our own wellbeing</p> <p>Visit Go Noodle online and complete the mindfulness activity: 'Celebrate the Little Things'</p> <p>https://app.gonoodle.com/activities/celebrate-the-little-things?s=Search&t=mindfulness</p>	<p>WALT: enhance our own wellbeing</p> <p>Complete 'Mindful Breathing' activity.</p> <p>See below for guiding instructions.</p>	<p>WALT: enhance our own wellbeing</p> <p>Visit Go Noodle online and complete the mindfulness activity: 'Be Kind'</p> <p>https://app.gonoodle.com/activities/be-kind?s=Search&t=mindfulness</p>	<p>WALT: enhance our own wellbeing</p> <p>Complete 'Breathing Colours' activity.</p> <p>See below for guiding instructions.</p>	<p>WALT: enhance our own wellbeing</p> <p>Complete 'Breathing Colours' activity.</p> <p>See below for guiding instructions.</p>
1:00	Make your lunch and play outside				

<p style="text-align: center;">2:00 – 3:00</p>	<p><u>Geography</u></p> <p>WALT: use research skills to investigate a topic</p> <p>Choose a country in Asia. Conduct some independent research on this country. Consider what aspects of this country you will need research to produce an effective informative text.</p> <p>Some ideas might include population, geography, cultural traditions, history, language(s), cuisines, clothing etc.</p> <p>*Get 30 mins of physical exercise outside each day</p>	<p><u>Geography</u></p> <p>WALT: use research skills to investigate a topic</p> <p>Finish your research from yesterday.</p> <p>Present what you learned as either:</p> <ul style="list-style-type: none"> a) An Information Report (WALT inform) b) A travel brochure (WALT persuade) <p>*Get 30 mins of physical exercise outside each day</p>	<p><u>Creative Arts</u></p> <p>WALT: follow directions to create an artwork</p> <p>Follow the link: https://www.artforkidshub.com/how-to-draw-a-betta-fish/</p> <p>Follow the directions to create an artwork on a fighting fish.</p> <p>*Get 30 mins of physical exercise outside each day</p>	<p><u>Personal, Development and Health</u></p> <p>WALT: identify factors that shape our identity</p> <p>Create a list of all of the people and external factors (eg. media sources) that impact upon your growth and development.</p> <p>Consider the ways in which the media impacts upon your identity. Are they positive or negative influences? If negative, in what ways can you limit or change this influence?</p> <p>Create an action plan or poster to represent this.</p> <p>*Get 30 mins of physical exercise outside each day</p>	<p><u>Physical Education/ Wellbeing</u></p> <p>WALT: maintain positive health and wellbeing</p> <p>Be Mindful: Find a quiet space. Close your eyes and take some deep breaths.</p> <p>Consider: What 5 things can you see? What 4 things can you feel? What 3 things can you hear? What 2 things can you smell? What can you taste?</p> <p>*Get 30 mins of physical exercise outside each day</p>
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MINDFUL BREATHING

1. Sitting or standing, place your hands on your belly. Close your eyes, or look down towards your hands.
2. Take three slow, deep breaths in and out.
3. In your mind, count '1, 2, 3' for each breath in and '1, 2, 3' for each breath out. Pause slightly at the end of each exhale.
4. Continue for 3 to 5 minutes or until the teacher says, "Stop".

Guiding Questions

- Can you feel your hands moving?
- What is moving your hands? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?
- Can you feel the air moving out through your nose?
- Does the air feel a little colder on the way in and warmer on the way out?
- Can you hear your breath?
- What does it sound like?



BREATHING COLOURS



1. Sit or stand comfortably. Keep your body straight. Be still and silent. Soften your breath and shut your eyes.

2. Think of a relaxing colour. It can be any colour, as long as it reminds you of relaxing.

3. Now think of a colour that represents stress, sadness or anger.

4. Imagine you are surrounded by the relaxing colour. No longer is the air clear; it is the relaxing colour.

5. Take a deep breath in and imagine breathing in the relaxing colour. Imagine the colour filling your lungs.

6. As you breathe out, imagine that your breath is the colour of stress.

7. See the stress colour mix into the relaxing colour around you. Watch it disappear.

8. Breathe in your relaxing colour. Breathe out your stress colour.

9. Continue for 3 to 5 minutes or until the teacher says, "Stop".

MINDFUL STEPS

1. Head outside and find a small area where you can walk in a line for five steps, then turn and walk back again, without interruption. You may like to take off your shoes and socks.
2. Stand still and straight. Take three slow, deep breaths in and out.
3. Take five steps in one direction, walking slowly and noticing how your body moves with each step.
4. Listen to the sounds around you and the sound your feet make on the ground. Try not to change the way you walk, but instead just notice how your body naturally moves.

Guiding Questions

- What does the ground feel like under your feet?
- When you take a step, which part of your foot touches the ground first?
- Does your body feel heavy or light today?
- Are you slouching when you walk or is your back up straight?



Physical Activity Journal

We should all be physically active for at least 30 minutes each day. Use this to record your activity.

Monday	Tuesday	Wednesday	Thursday	Friday