

## Home Learning Activities for Year 5 - Week 10 (30/03/20 - 03/04/20)

**WALT (We are learning to...)** describes the focus learning for the lesson.

Monday	Tuesday	Wednesday	Thursday	Friday
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<p><b><u>WALT: write to inform</u></b></p> <p>Today you will be writing an Information Report about ballet.</p> <p>We know a little about the art form of ballet through our research on Li Cuxin's life and studying his text <i>'The Peasant Prince'</i>.</p> <p>Remember that an Information Report should include:</p> <ul style="list-style-type: none"> <li>- A title</li> <li>- Subheadings</li> <li>- Descriptive language</li> <li>- Well-researched facts</li> <li>- Clearly organised ideas in paragraphs</li> </ul> <p>Write an Information Report on ballet.</p>	<p><b><u>WALT: persuade</u></b></p> <p><i>Below is an extract from a scene in Li's classroom at school.</i></p> <p><b><i>In the School Classroom</i></b></p> <p><i>The students march into class and they chant in English and wave the Little Red Book.</i></p> <p><i>Students Long live Chairman Mao! I love Chairman Mao!</i></p> <p><i>Long live Chairman Mao! I love Chairman Mao!</i></p> <p><i>Long live Chairman Mao! I love Chairman Mao!</i></p> <p><i>Teacher Song steps forward</i></p> <p><i>Teacher Good Morning Students.</i></p> <p><i>Students Good Morning Teacher Song.</i></p> <p><i>Teacher We wish Chairman Mao a long long life because our great leader saved us. He is our saviour, our sun, our moon.</i></p> <p><i>Children like you couldn't even dream of sitting here in the classroom but our beloved Chairman Mao has made it possible for everyone in China to have this privilege.</i></p> <p><i>Students Long Live Chairman Mao! I love Chairman Mao!</i></p> <p>Using the above text as a starting point, research and</p>	<p><b><u>WALT: make connections</u></b></p> <p><b>COMPREHENSION - MAKING CONNECTIONS: TEXT TO SELF</b></p> <p>In what ways was your childhood similar/different to Li's?</p> <p>At the age of eleven, Li says his ambition is 'to serve the Revolution and be a Red Guard for Chairman Mao'.</p> <p>What is your ambition (goal) as a 10/11 year old?</p> <p>What are the sources of your ambitions?</p> <p>How are yours and Li's goals similar/different? (Consider identity factors: social, cultural, familial, personal, historical.)</p>	<p><b><u>WALT: respond to and compose texts</u></b></p> <p><b><u>The Lion King Motto</u></b></p> <p>In the movie, Timon and Pumba live a carefree life in the jungle. Their motto, Swahili for "no worries," forms the basis for one of the movie's most popular songs.</p> <p><b><i>What is a motto?</i></b> <i>A motto is a written statement to publicly declare the intentions, motivations, or beliefs of a person or group.</i></p> <p>A motto can be both a simple statement of principles and a bold, rebellious call to action. It's a powerful reminder of who you are and why you're here.</p> <p>A good motto should have two things: <b>truth &amp; grit.</b></p> <p>Use the framework included below to begin writing some mottos which you believe in.</p> <p><b>Complete the sentences:</b> <i>Here's what we know for sure:</i> <i>We believe in ...</i></p>	<p><b><u>WALT: respond to and compose texts</u></b></p> <p>Write a motto to embody Li Cuxin's attitude to life, its triumphs and difficulties.</p> <p>Create a piece of propaganda to promote Li Cuxin and the Queensland Ballet, where he is the artistic director.</p> <p>The motto and the piece of propaganda should work together to persuade the audience to believe in Li and to attend a performance at the Queensland Ballet Company.</p>
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	<p>discuss the Mao regime’s use of propaganda. Research and discuss more examples of propaganda</p> <p>What is propaganda used for, and what are its features?</p> <p><b><i>What is propaganda?</i></b></p> <p>Research, check the dictionary, or ask an adult</p> <p>Create a piece of propaganda.</p> <p>This could be in the form of written announcement; a poster featuring text and images; a performed advertisement made for television.</p> <p>You get to choose what you are going to be promoting with your propaganda.</p>		<p><i>We want to live in a world where...</i></p> <p><i>We embrace....</i></p> <p><i>We want nothing more than to...</i></p> <p><i>We care deeply about..</i></p> <p><i>We hope to one day...</i></p> <p><i>We feed off...</i></p> <p><i>We will be responsible for...</i></p> <p><i>We will show the world...</i></p>	
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<p><b><u>WALT: spell unfamiliar words</u></b></p> <p>Ask you parents to pre-test you on your fortnightly spelling words (included at bottom of grid).</p> <p>Once you have finished your pre-test, highlight the words you need to practise on your spelling sheet below.</p> <p>Rewrite your spelling list in alphabetical order.</p> <p>Practise typing out your spelling words. Time yourself and see if you can improve each day.</p>		<p><b><u>WALT: spell unfamiliar words</u></b></p> <p>Practise your spelling words for the fortnight.</p> <p>Do you notice any spelling patterns?</p> <p>Can you find any other words that also follow this pattern?</p> <p>Look in a dictionary to check for these patterns.</p> <p>Practise typing out your spelling words. Time yourself and see if you can improve each day.</p> <p><b>Challenge:</b> Write an imaginative text that uses ALL of your spelling words and still makes sense!</p>		<p><b><u>WALT: spell unfamiliar words</u></b></p> <p>Practise your spelling words for the fortnight.</p> <p>Look up and write out the dictionary definitions of the words you do not know.</p> <p>Put them in a sentence (verbally or in writing) to show you can <i>apply</i> your new knowledge of their meanings.</p>
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<b><u>WALT:</u> Practise your typing skills</b>  Go to <a href="http://www.typing.com">www.typing.com</a> and practise your typing every day. Time how many words you can type in 1 minute.	<b><u>WALT:</u> Practise your typing skills</b>  Go to <a href="http://www.typing.com">www.typing.com</a> and practise your typing every day. Time how many words you can type in 1 minute.	<b><u>WALT:</u> Practise your typing skills</b>  Go to <a href="http://www.typing.com">www.typing.com</a> and practise your typing every day. Time how many words you can type in 1 minute.	<b><u>WALT:</u> Practise your typing skills</b>  Go to <a href="http://www.typing.com">www.typing.com</a> and practise your typing every day. Time how many words you can type in 1 minute.	<b><u>WALT:</u> Practise your typing skills</b>  Go to <a href="http://www.typing.com">www.typing.com</a> and practise your typing every day. Time how many words you can type in 1 minute.
<p style="text-align: center;"><b>Snack break and play outside</b></p>				

<p><b>Mathematics</b> <b>WALT: compare the duration of events</b></p> <p><b>Warm Up</b> Number of the Day – 5 digit <a href="https://mathsstarters.net/numoftheday/5digit">https://mathsstarters.net/numoftheday/5digit</a></p> <p>Draw a blank analog clock (you might like to make one using a paper plate).</p> <p>On the blank clock face, create or draw some different times. Show someone else at home. Can they read the time you are trying to show? Check your hands are placed carefully.</p> <p><b>Maths Vocabulary</b> Look up in the dictionary what the word ‘duration’ means. Put it in a sentence to show you understand its meaning.</p> <p><b>Estimation Activity:</b> Set a timer on your stop watch, watch or other device. Set the timer for 5 minutes. Hide the timer so you cannot see it.</p> <p>Complete an activity you enjoy (eg. Reading or drawing) for what you GUESS</p>	<p><b>Mathematics</b> <b>WALT: compare the duration of events</b></p> <p><b>Warm Up</b> Number of the Day – 5 digit <a href="https://mathsstarters.net/numoftheday/5digit">https://mathsstarters.net/numoftheday/5digit</a></p> <p><b>How long do you think it takes to run 100m at the Olympics?</b></p> <p><b>Watch the following video -</b> Watch the video to highlight how fast the 100m can be run <a href="#">Usain Bolt Wins 100m final in Rio Olympics 2016</a> Record your estimation of how long you think it will take you on your mini whiteboard.</p> <p>Using a tape measure (or a 1m long piece of string) to measure a 100m course in your backyard, at the local park (if you are supervised by an adult) or around your living room.</p> <p>Get a timer ready.</p> <p>Run! Run the 100m course and then check the timer.</p> <p>Record the data. How long did it actually take you?</p>	<p><b>Mathematics</b> <b>WALT: compare the duration of events</b></p> <p><b>Warm Up</b> Number of the Day – 5 digit <a href="https://mathsstarters.net/numoftheday/5digit">https://mathsstarters.net/numoftheday/5digit</a></p> <p>Demonstrate to students how to read a stop watch by reading time from online stopwatch. <a href="#">online stopwatch</a> e.g. 6.248 means?</p> <p>Write down what each number in this time represents e.g. 6 – 6 seconds, 2 – 2/10 seconds, etc. Use your knowledge of place value to do this.</p> <p>Complete the ‘stop watch investigation’ (see sheet below)</p> <hr/> <p><b>Challenge Activity:</b></p> <p>Cody had 14 stickers. He bought 9 stickers from a store in the mall and got 20 stickers for his birthday. Then Cody gave 9 of the stickers to his sister and used 19 to decorate a greeting card. How many stickers does Cody have left?</p>	<p><b>Mathematics (Angles)</b> <b>WALT: measure angles using a protractor</b></p> <p><b>Warm Up</b> Number of the Day – 5 digit <a href="https://mathsstarters.net/numoftheday/5digit">https://mathsstarters.net/numoftheday/5digit</a></p> <p>Discuss with your parent how a protractor can measure any type of angle by moving the protractor around to meet the angle arms and the vertex (sharp point where the arms meet). A protractor can measure angles from both ends.</p> <p>Scroll down to the bottom of this grid and complete the measuring angles activity.</p> <p>Look at the virtual protractors to measure how many degrees each angle is. Name the angle.</p> <hr/> <p><b>Challenge Activity:</b></p> <p>For a school fundraiser, Wayne needs to sell 32 boxes of biscuits. So far, he has sold 6 boxes of lemon biscuits to his aunt, 15 boxes of chocolate biscuits to his mother, and 5 boxes of oatmeal biscuits to a neighbour. How many more</p>	<p><b>Mathematics (Angles)</b> <b>WALT: draw angles using a protractor</b></p> <p><b>Warm Up</b> Number of the Day – 5 digit <a href="https://mathsstarters.net/numoftheday/5digit">https://mathsstarters.net/numoftheday/5digit</a></p> <p>Get a spare piece of white paper. Get out your protractor.</p> <p>Draw some angles using your protractor and name them. Label how many degrees each angle is.</p> <hr/> <p><b>Challenge Activity:</b></p> <p>Randy saved \$23 in June, \$31 in July, and \$43 in August. Then Randy spent \$22 on school supplies and \$33 on new clothes. How much money does Randy have left?</p>
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would be 5 minutes. When you think it has been 5 minutes, check the timer and see how close your estimation was.

**Challenge Activity:**

Ariel's mother gave her \$110 to go to the store. Ariel bought 2 loaves of bread and 5 cartons of orange juice. Each loaf of bread cost \$6 and each carton of orange juice cost \$4. How much money does Ariel have left?

**Challenge Activity:**


1. How many metres could Usain Bolt run in the time you took to run 100m?
2. How long would it take you to run 200m? Consider factors that may change this result.

Run 200m and see how you went!

boxes of biscuits does Wayne need to sell?

<p><b>WALT: recognise and practise strategies that nurture mental health and wellbeing</b></p> <p><b>WILF: I can be kind to myself</b></p> <p>Watch and follow: <a href="#">Be Kind to Yourself</a></p> <p>Choose ANY activity that makes you happy and allows you to be kind to yourself. eg reading a book, playing a game, lego. Set a timer for 15 minutes.</p> <p><b>Mindful Reflection:</b> Tell someone how you feel after doing this activity. Do you feel happier, more relaxed?</p>	<p><b>WALT: recognise and practise strategies that nurture mental health and wellbeing</b></p> <p><b>WILF: I can focus my attention on one activity</b></p> <p>Click on the link and find the episode 'Hide and Seek' Watch: <a href="#">Bluey Episode - Hide and Seek</a></p> <p>Put the timer on for 10 minutes. Ask a sibling or parent to play hide and seek with you.</p> <p><b>Mindful Reflection:</b> How is playing with someone else good for your wellbeing? Tell your play buddy.</p>	<p><b>WALT: recognise and practise strategies that nurture mental health and wellbeing</b></p> <p><b>WILF: I can explore the outdoors using my mind to focus on nature</b></p> <p>Set a timer for 15 minutes.</p> <p>Silent search for beautiful natural objects</p> <ul style="list-style-type: none"> <li>- What does it look like?</li> <li>- What colour is it?</li> <li>- What does it smell like?</li> <li>- Can I touch it?</li> <li>- What does it feel like?</li> </ul> <p>Silent search for minibeasts and other creatures that move. DO NOT TOUCH THE MINIBEAST.</p>	<p><b>WALT: recognise and practise strategies that nurture mental health and wellbeing</b></p> <p><b>WILF: I can get energized with music</b></p> <p>Click on the link below or move to your favourite song. <a href="#">Mindful Movement</a></p> <p><b>Mindful Reflection:</b> Getting your body moving is good for your physical wellbeing. Do you feel different after moving to the music? Find a sibling/parent to do the activity with you again.</p>	<p><b>WALT: recognise and practise strategies that nurture mental health and wellbeing</b></p> <p><b>WILF: I can notice my emotions</b></p> <p>Trace your hands. On one hand, describe nervous feelings about an event. On the other hand, describe hopeful and excited feelings about the same event.</p> <p>Decorate your hands with colours and patterns.</p> <p><b>Mindful Reflection:</b> Talk to someone about the feelings you have added to each hand.</p>
<p><b>Make your lunch and play outside</b></p>				



<p><b>Geography</b>  <b>WALT: explore the cultural diversity of Asia</b></p> <p>Revisit your research on a country in Asia from last week.</p> <p>This week, you will conduct some independent research on a different country in Asia.</p> <p>Tomorrow, you will be comparing and contrasting the two nations.</p> <p>When conducting and recording your research, remember to consider the following categories: employment, lifestyle, population, history, cuisine, languages, cultural traditions etc.</p> <p>Use a mind map or dot points to record your notes.</p>	<p><b>Geography</b>  <b>WALT: compare and contrast</b></p> <p>Today, you will be creating a comparison between the two Asian countries you have researched.</p> <p>You may choose to present this learning as a Venn Diagram, in a table, or as two 'fact files'. See some examples below.</p> <p>When comparing the Asian countries, make sure you compare them in terms of the different categories (eg. population, language etc) and point out what is similar and what is different.</p> <p>Teach someone else in your family what you have learned about the two countries.</p>	<p><b>Creative Arts</b>  <b>WALT: To make an Oriental fan artwork on a paper plate</b></p> <p>Follow the link below to create an Oriental fan with a paper plate.</p> <p><a href="http://arteascuola-miriampaternoster.blogspot.com/2013/04/oriental-fans-with-paper-plates.html?m=1">http://arteascuola-miriampaternoster.blogspot.com/2013/04/oriental-fans-with-paper-plates.html?m=1</a></p> <p>You can use textas if you don't access to paints.</p> 	<p><b>Science – Earth &amp; Space</b>  <b>WALT: Research the key features of the planets of the solar system.</b></p> <p>Read through a variety of texts and extract the most important information</p> <p>Gather information from a variety of reliable sources e.g. books and websites</p> <p>Write information in your own words</p> <p><b>Activity:</b>  Students are to research the most important facts about the planet Jupiter. Watch the video clip below as an introduction.  Jupiter  101- <a href="https://www.youtube.com/watch?v=Ptkqws1bLY8">https://www.youtube.com/watch?v=Ptkqws1bLY8</a></p> <p>After your research is complete, create an iMovie, Google Slide or PowerPoint or poster on Jupiter based on the information you have gathered.</p>	<p><b>Personal Development &amp; Health</b>  <b>WALT: identify the pressures that the media places upon our social and cultural identity</b></p> <p>Watch the BTN clip  <a href="https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20191205/11771540">https://www.abc.net.au/btn/newsbreak/btn-newsbreak-20191205/11771540</a></p> <p>Consider and answer the following questions:</p> <ul style="list-style-type: none"> <li>• <i>What forms of social media influence you in your life?</i></li> <li>• <i>Is this a positive or negative influence?</i></li> <li>• <i>How might you go about minimising this influence?</i></li> </ul> <p><i>Design a poster to instruct others about the influence of the media.</i></p>
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<p><b>Physical Education</b> (approx. 30 mins)  <b>WALT: use the fundamental skill of overarm throwing.</b></p> <p>Equipment: tennis ball or something similar.</p> <p>Watch the following video:  <a href="https://www.youtube.com/watch?v=KTfg9KGHT1k">https://www.youtube.com/watch?v=KTfg9KGHT1k</a>  <b>Or</b>  <b>See appendix 1</b></p> <p>Children practise the technique outlined in the video for overarm throwing.</p>	<p><b>Physical Education</b> (approx. 30 mins)  <b>WALT: use the fundamental skill of catching.</b></p> <p>Equipment: tennis ball or something similar.</p> <p>Watch the following video:  <a href="https://www.youtube.com/watch?v=FTNE65QXpO8">https://www.youtube.com/watch?v=FTNE65QXpO8</a>  <b>Or</b>  <b>See appendix 2</b></p> <p>Children practise the technique outlined in the video for catching.</p>	<p><b>Physical Education</b> (approx. 30 mins)  <b>WALT: use the fundamental skill of kicking.</b></p> <p>Equipment: soccer ball or something similar.</p> <p>Watch the following video:  <a href="https://www.youtube.com/watch?v=yk5Gku_Ojas&amp;list=PL2hDszH4XLgWEkzqchx9K_D4oO_n-i5hx&amp;index=4">https://www.youtube.com/watch?v=yk5Gku_Ojas&amp;list=PL2hDszH4XLgWEkzqchx9K_D4oO_n-i5hx&amp;index=4</a>  <b>Or</b>  <b>See Appendix 3</b></p> <p>For the rest of the week, students are working on a variety of skills involving kicking. This first video focuses on passing.</p> <p>Children practise the technique outlined for passing.</p>	<p><b>Physical Education</b> (approx. 30 mins)  <b>WALT: use the fundamental skill of kicking.</b></p> <p>Equipment: soccer ball or something similar.</p> <p>Watch the following video:  <a href="https://www.youtube.com/watch?v=Kni_u2ydDpQ&amp;list=PL2hDszH4XLgWEkzqchx9K_D4oO_n-i5hx&amp;index=16">https://www.youtube.com/watch?v=Kni_u2ydDpQ&amp;list=PL2hDszH4XLgWEkzqchx9K_D4oO_n-i5hx&amp;index=16</a>  <b>Or</b>  <b>See Appendix 3</b></p> <p>Children practise the technique outlined for control and pass.</p>	<p><b>Physical Education</b> (approx. 30 mins)  <b>WALT: use the fundamental skill of kicking.</b></p> <p>Equipment: soccer ball or something similar.</p> <p>Watch the following video:  <a href="https://www.youtube.com/watch?v=7qoHvp0XFX4&amp;list=PL2hDszH4XLgWEkzqchx9K_D4oO_n-i5hx&amp;index=6">https://www.youtube.com/watch?v=7qoHvp0XFX4&amp;list=PL2hDszH4XLgWEkzqchx9K_D4oO_n-i5hx&amp;index=6</a>  <b>Or</b>  <b>See Appendix 3</b></p> <p>Children practise the technique outlined for shooting/striking.</p>
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# STOPWATCH INVESTIGATION!

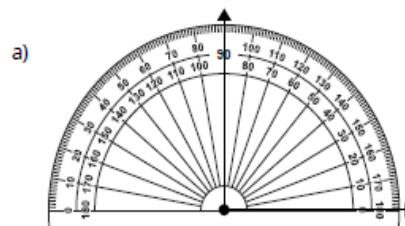
Use a stopwatch to measure accurately how long it takes you to do the following tasks. Work with a partner to complete the activities.

Activity	How long in seconds/minutes	Estimate how long it would take...
To write your full name ten times.		To write my name 20 times it would take _____
To read our school crede.		To read the school prayer 3 times it would take _____
To take your jumper off and then put it back on.		To do this 3 times it would take me _____
To write down the x6 tables.		To write my tables 10 times would take _____
To do 10 star jumps.		To do 30 star jumps would take _____

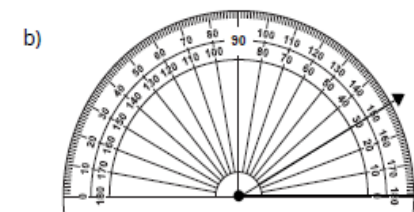
When you've completed the table, time yourself to see how close your estimations were.

## Measuring Angles Using a 180° Protractor - 1

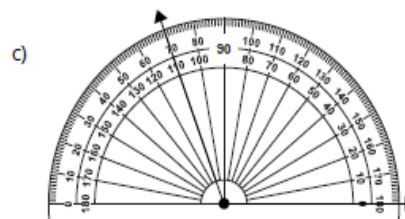
1. Measure and name each angle on the protractor.



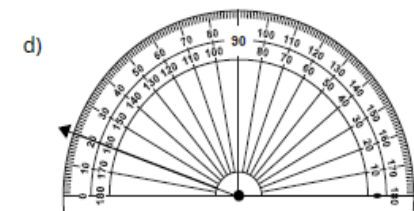
measurement: \_\_\_\_\_  
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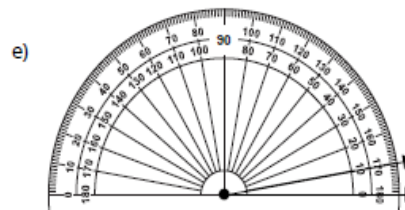
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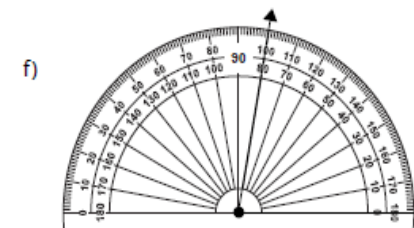
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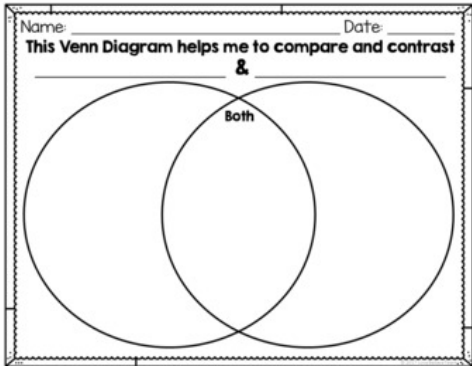
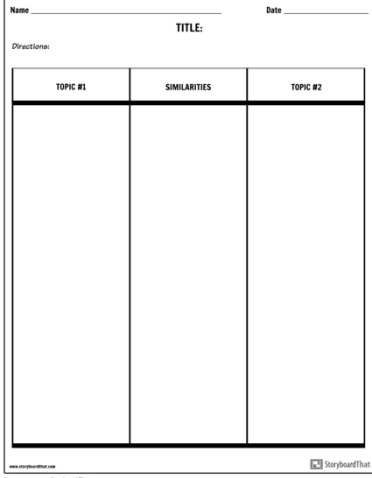



measurement: \_\_\_\_\_  
name: \_\_\_\_\_



measurement: \_\_\_\_\_  
name: \_\_\_\_\_

## Geography Resources

Some Useful Websites for Research	Example: a Venn Diagram	Example: a table	Example: Fact File
<p>National Geographic for Kids  <a href="https://www.natgeokids.com/au/category/discover/geography/">https://www.natgeokids.com/au/category/discover/geography/</a></p> <p>Countries of the World – Asia  <a href="https://www.countries-ofthe-world.com/countries-of-asia.html">https://www.countries-ofthe-world.com/countries-of-asia.html</a></p> <p>Nations Online  <a href="https://www.nationsonline.org/onedworld/turkey.htm">https://www.nationsonline.org/onedworld/turkey.htm</a></p>			

## 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

Spelling (fortnightly cycle)		Extension Words
<b>LIST WORDS</b> <b>Unit 5</b> 1. indicate 2. translate 3. hesitate 4. circulate 5. extreme 6. delete 7. scene 8. arrive 9. polite 10. umpire 11. describe 12. decide 13. demote 14. decode 15. choke 16. froze 17. refuge 18. perfume 19. schedule 20. costume 21. scan 22. accurate	<u><b>Revision Words</b></u> intercept international disappoint disability repeat revise submarine subject interesting modem  <u><b>THEME WORDS</b></u> parable monologue fictitious capitalist communist revolutionary socialism acceptance accomplishment sentimental	<u><b>Extension Words</b></u> altogether delicious encryption hippopotamus ingredient laboratory muscular sequel trespassing zucchini

# PHYSICAL EDUCATION APPENDIX

## Appendix 1: Overarm Throw

### Skill components



1

2

3



4



5



5



6

1. Eyes focused on target area throughout the throw.
  2. **Stands side-on to target area.**
  3. Throwing arm moves in a downward and backward arc.
  4. **Steps towards target area with foot opposite throwing arm.**
  5. Hips then shoulders rotate forward.
  6. **Throwing arm follows through, down and across the body.**
- (Introductory components marked in bold)



## Skill components



1 2



3 4



5



6

1. **Eyes focused on the object throughout the catch.**
2. Feet move to place the body in line with the object.
3. **Hands move to meet the object.**
4. Hands and fingers relaxed and slightly cupped to catch the object.
5. Catches and controls the object with hands only (well-timed closure).
6. Elbows bend to absorb the force of the object.

(Introductory components marked in bold)

## Skill components



1      2      3      4



5



6

1. **Eyes focused on the ball throughout the kick.**
  2. Forward and sideward swing of arm opposite kicking leg.
  3. **Non-kicking foot placed beside the ball.**
  4. Bends knee of kicking leg at least 90 degrees during the back-swing.
  5. Contacts ball with top of the foot (a "shoelace" kick) or instep.
  6. Kicking leg follows through high towards target area.
- (Introductory components marked in bold)