



Weekly Overview					
	Session 1	Session 2		Session 3	
Monday	Staff Development Day				
Tuesday	Staff Development Day				
Wednesday	<b>ENGLISH</b> <b>WALT:</b> compose a piece of descriptive writing	<b>Mathematics</b> <b>WALT:</b> determine factors and multiples of whole numbers	<b>Wellbeing</b> <b>WALT:</b> practise strategies that improve mental health and wellbeing	<b>H.S.I.E.</b> <b>WALT:</b> investigate the diversity in Asia	<b>Physical Activity</b> <b>WALT:</b> keep fit and healthy
Thursday	<b>ENGLISH</b> <b>WALT:</b> compose persuasive texts  <b>Library Lesson</b> <b>WALT:</b> identify reasons for choices made in reading	<b>Mathematics</b> <b>WALT:</b> determine HCF (Highest Common Factor) and LCM (Lowest Common Multiple) of numbers	<b>Mindfulness</b> <b>WALT:</b> practise strategies that improve mental health and wellbeing	<b>Creative Arts</b> <b>WALT:</b> make artwork for an audience by assembling materials in a variety of ways	<b>Physical Activity</b> <b>WALT:</b> keep fit and healthy
Friday	<b>ENGLISH</b> <b>WALT:</b> compose a piece of descriptive writing	<b>Mathematics</b> <b>WALT:</b> divide numbers with and without remainders	<b>Wellbeing</b> <b>WALT:</b> practise strategies that improve mental health and wellbeing	<b>Physical Education</b> <b>WALT:</b> develop ball control skills	
<b>See if you can complete the Kindness Challenge every week!</b>					
<b>*Please note: activities highlighted in yellow in the daily grid means your teachers would like you to submit this learning to them via google classroom!</b>					



### Wednesday Overview

#### Session 1

**English - OUR FOCUS THIS TERM IS MATILDA** By Roald Dahl

**WALT:** make connections

Read or listen to Chapter 1 on Youtube (or see link below)

[https://www.youtube.com/embed/Si\\_luFKwNjo](https://www.youtube.com/embed/Si_luFKwNjo)

Whilst listening/reading to Chapter 1 – make a connection with any of the characters in the chapter. This is a ‘text to self’ connection. Write down the connections you made.

**WALT:** respond to texts read

Listen to or read Chapter 2 + 3 of Matilda -

<https://www.youtube.com/embed/wovfga2Bu6o>

**WALT:** respond to texts read

**Comprehension Questions:**

1. Describe the setting of the story so far.
2. How do Matilda’s parents treat their children differently?
3. How did Matilda's father manage to turn back the mileage in the cars he sold?
4. What trick did Matilda play on her father? Explain why she played this trick on her father?
5. Draw a picture of how you visualise Mr Wormwood?

**WALT:** define what makes good descriptive writing

**Success criteria for descriptive writing:**

- many vivid sensory details that describe what you would see, hear, smell, taste, and feel.
- figurative language such as analogies, similes and metaphors to help paint a picture in the reader's mind
- specific adjectives, nouns and strong action verbs to give life to the picture you are painting in the reader's mind

**You might like to use the links below for inspiration:**

<https://www.roalddahl.com/roald-dahl/characters/children>

**WALT:** compose a piece of descriptive writing

Write a description of either Matilda or Bruce Bogtrotter that demonstrates some of the characteristics of descriptive writing. Write 2 - 6 paragraphs.

**Optional Extension:** Describe both characters and the relationship they have. Devote two paragraphs to each person and the 5<sup>th</sup> on their relationship.

#### Session 2

**Mathematics – Multiplication**

**WALT:** determine factors & multiples of whole numbers

**Warm Up:** Search ‘Number of the Day – 5 digit’

**Multiplication Activity:**

Use some objects at home (eg. buttons, pasta, match sticks etc) to build an array. Form **24** in as many different ways as you can. Open the link below to refresh your understanding of factors and multiples

<https://www.mathsisfun.com/numbers/factors-multiples.html>

List all of the factors of 24 (use the arrays to help!).

**Copy the table below into your books/doc and complete.**

Number	Factors	Multiples
6	1,6,2,3	12,18,.....
10		
13		
12		
21		
9		

**Prime Numbers** have only 2 factors; itself and 1.

Eg. 2 is a prime number as it can only be divided evenly by 1 and 2. **Make a list of the first 7 prime numbers.**

**Wellbeing**

**Complete your daily wellbeing check in on google classroom**

**WALT:** practise strategies that improve mental health and wellbeing

**WELLBEING- Move it**

Getting your body moving is good for your physical wellbeing. Click on the link below or move to your favourite song.

[Just dance- Happy](#)

**Mindful Reflection:**

You have been looking after your physical wellbeing. Does your body feel differently after moving to the music?

#### Session 3

**H.S.I.E. - Geography**

**WALT:** investigate the diversity in Asia

**Purpose:** This lesson is designed to engage students in the unit about Asia by exposing them to a variety of examples of the diversity of the Asian region and its various cultures.

Revisit what countries comprise Asia.

**What constitutes Asia?** - <http://www.aeta.org.au/asia-and-australias-engagement-with-asia.html>

Conduct some independent research in regards to the following occupations that exist across different parts of Asia:

- Bangkok Marketeers
- Himalayan Sherpas
- Sulphur Miners in Indonesia



**\*To support your research, have a look at the videos posted to your google classroom.**

After gaining some insight into these occupations, complete the activity sheet: **'What can everyday life be like in a country in Asia?'** (included below)

**Physical Activity**

**WALT:** keep fit and healthy

Go outside if you can and get at least 30 minutes of physical activity. **Log this in your Physical Activity Journal (below).**


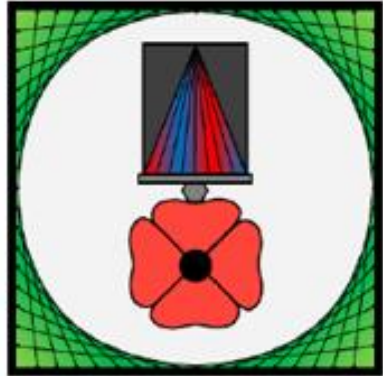
**Spelling WALT:** spell unfamiliar words

1. When adding a suffix beginning with a vowel to most words ending with an ‘e’, the ‘e’ is dropped before adding the suffix. (e.g. snooze - snoozing)
2. When adding ‘ly’ to most words ending in ‘le’, change ‘e’ to ‘y’. (e.g. suitable – suitably)
3. To make plurals of words ending in ‘y’ after a consonant, change ‘y’ to ‘i’ and add ‘es’. (e.g. baby – babies)

**Write out these rules and give at least 3 examples of each.**

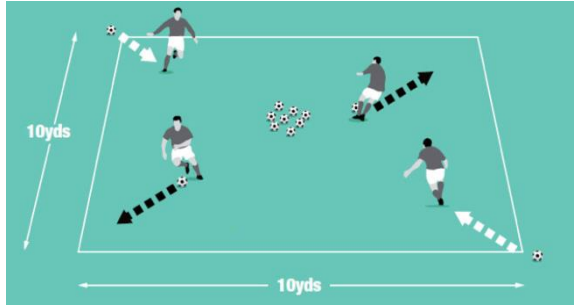


## Thursday Overview

Session 1	Session 2	Session 3
<p><b>English</b> <b>WALT:</b> compose persuasive texts</p> <p>Mr Wormwood uses tricks and deception to sell his cars to customers. Defend Mr Wormwood's actions by creating a persuasive advertisement for his car business. (Don't forget to use high modality language in the advertisement) You could draw this or create it online. You might draw a car and have arrows pointing to the 'best' parts of the car. Remember to use persuasive devices such as hyperbole, emotive language, emphasis etc</p> <p><i>Mr Wormwood says, "Nobody ever got rich being honest", What do you think of this statement? Write in at least 100 words why you think this statement is true or false. Start with "Nobody ever got rich being honest"</i></p> <p><b>Library Lesson (Optional)</b> <b>WALT:</b> identify reasons for choices made in reading</p> <p>Read a book by your favourite author.</p> <ul style="list-style-type: none"><li>• Explain why you chose the book.</li><li>• Write a summary of the main characters and identify their strengths (remember your wellbeing lessons at school)</li><li>• Describe where the story takes place (the setting).</li><li>• Once you have read the book, complete the week 1 activity in your Library Google classroom.</li></ul>	<p><b>Mathematics – Multiplication</b> <b>WALT:</b> determine HCF (Highest Common Factor) and LCM (lowest Common Multiple) of a number</p> <p><b>Warm Up:</b> Search 'Number of the Day – 5 Digit'</p> <p><b>Factor Trees:</b> Use the link below to learn about factor trees. <a href="https://www.mathsisfun.com/numbers/factors-all-tool.html">https://www.mathsisfun.com/numbers/factors-all-tool.html</a> Create a factor tree for the numbers 12 and 18 Which is the highest factor they both share? This is known as the '<b>Highest Common Factor</b>' or 'HCF'</p> <p><b>Write the HCF for these pairs of numbers:</b> 3 and 8 / 10 and 14 / 30 and 40 The multiples of 3 and 5 are: 3,6,9,12,15,18,21..... 5,10,15,20... '<b>Lowest Common Multiple</b>' or 'LCM' is 15. Write the LCMs for these pairs: 3 and 4 / 5 and 12 / 4 and 7</p> <p><b>Now choose your own five pairs of numbers and write the HCFs and LCMs for each pair.</b></p> <p><b>Mindfulness</b> <b>Complete your daily wellbeing check in on google classroom</b></p> <p><b>WALT:</b> practise strategies that improve mental health and wellbeing</p> <p>Find a comfy place to sit and relax. Use the QR code or click on the link to listen to the story 'I have a feeling'. <a href="#">Podcast</a>. Can you be in the 'present' and focus on the story?</p> <p><b>Mindful Reflection:</b> It is normal to feel all different feelings at different times, but sometimes it's hard to know what to do with them all. <i>What is something that has made you happy today?</i></p> 	<p><b>Creative Arts – Visual Art</b> <b>WALT:</b> investigate subject matter in an attempt to represent likenesses of things in the world</p> <p>Reflect on the importance of ANZAC Day. <b>What does ANZAC Day mean to you?</b> <b>What does ANZAC Day mean to Australia?</b> <b>What might ANZAC Day mean to an Australian serviceman or servicewoman?</b></p> <p>See attached resources for a step by step guide to complete an ANZAC Day art activity.</p> 
<p><b>Digital Technologies</b> <b>WALT:</b> use a spreadsheet to record data</p> <p>Watch:<a href="https://www.youtube.com/watch?v=a8vbY2DqhlQ">https://www.youtube.com/watch?v=a8vbY2DqhlQ</a> Use Google Sheets (or another spreadsheet format) to create a spreadsheet to record the data (attached below).</p> <p>Add totals for each row (teacher) and each column (colour). Be creative with presentation. Experiment with the different tool buttons. Remember to save your work!</p>		<p><b>Physical Activity</b> <b>WALT:</b> keep fit and healthy</p> <p>Go outside if you can and get at least 30 minutes of physical activity. <b>Log this in your Physical Activity Journal (below).</b> <i>*You might like to read ahead to our Friday P.E. lesson and practise some skills from there.</i></p>



### Friday Overview

Session 1	Session 2	Session 3
<p><b>English</b>  <b>WALT:</b> compose a piece of descriptive writing            Listen to or read Ch 4 of Matilda -  <a href="https://www.youtube.com/embed/70wOqPeJ-TY">https://www.youtube.com/embed/70wOqPeJ-TY</a></p> <p><b>Plan a piece of descriptive writing:</b>            You are going to plan a description from the point of view of the parrot in Chapter 4. In writing this description, you are going to imagine you <b>ARE</b> the parrot. When you create your plan, use your senses. What did the parrot see, hear, feel, smell, taste? Use the following questions to plan your writing:  <i>Why is everything black?</i>  <i>What's that burning smell?</i>  <i>Why are they all screaming?</i>  <i>Why is there black dust getting caught in my feathers?</i>  <i>What is that strange chalky sensation in my mouth?</i></p> <p><b>Compose a description:</b>            Now that you have considered the parrot's perspective through using the 5 senses, write a complete description in full paragraphs. Focus each paragraph on one sense, ie. Paragraph 1 will describe everything the parrot can see. You should therefore have at least 5 paragraphs.            Draw an illustration to accompany your description.</p> <p><b>WALT:</b> respond to texts read            Listen to or read Chapters 5 and 6 of Matilda -  <a href="https://www.youtube.com/embed/OLx1XWXlfwl">https://www.youtube.com/embed/OLx1XWXlfwl</a>  <a href="https://www.youtube.com/embed/SfTtiEAYnUE">https://www.youtube.com/embed/SfTtiEAYnUE</a></p> <p><b>Digital Technologies - WALT:</b> use data in a spreadsheet to make a graph            Watch: <a href="https://www.youtube.com/watch?v=pxlDuag7Np8">https://www.youtube.com/watch?v=pxlDuag7Np8</a></p> <p>Make a chart/graph of your choice using the google sheet data from yesterday. Save your work.</p>	<p><b>Mathematics - Division</b>  <b>WALT:</b> divide numbers with and without remainders  <i>Talk to someone in your house that is older than you about division. Tell them and show them on a piece of paper what you already know about division.</i></p> <ol style="list-style-type: none"> <li>1. Get a deck of cards and take out the J, Q, K, A and only use the numbered cards.</li> <li>2. Select 3x cards from the deck and make the largest 3 digit number that you can.</li> <li>3. Test that number to see if it is divisible by 2, 4, 6, 8, 10? Make sure you use a pencil and paper to show your working out.</li> <li>4. Select another 3 x cards and make the largest number possible and test that number to see if it is divisible by 3, 6, and 9.</li> <li>5. Now reverse your original 3 x cards to make the smallest number possible and test the divisibility of the number for 2, 3, 4, 6, 8, 9, 10. Make sure you use a pencil and paper to show your working out.</li> </ol> <p>Check your working out with an adult or older sister/brother and use a calculator to check.</p> <ul style="list-style-type: none"> <li>• <b>Did any of the numbers have remainders?</b></li> <li>• <b>Explain to your parents why the question had a remainder in its answer?</b></li> </ul> <p><b>Wellbeing</b>  <b>Complete your daily check in on google classroom</b>  <b>WALT:</b> practise strategies that improve mental health and wellbeing  <b>WELLBEING- Check in</b>            How have you felt this whole week? Reflect on your posts to your teacher.</p> <ul style="list-style-type: none"> <li>• Have you been happy all week or have you had a few ups and downs?</li> <li>• Do you know why you felt that way?</li> <li>• What did you do to make yourself feel better?</li> <li>• Could you do this next time you felt the same way again?</li> </ul>	<p><b>Physical Education (PE)</b>  <b>WALT:</b> develop ball control skills  <b>FOCUS:</b> Dribbling – Ball skills  <b>Equipment Needed:</b> Soccer ball, or anything similar if you do not own one.</p> <p><b>What you're learning:</b></p> <ul style="list-style-type: none"> <li>- Improving dribbling and close control.</li> <li>- Improving ball familiarity and touch.</li> </ul>  <p>Imagine a square similar to the one picture.</p> <p>From each corner of the square;</p> <ul style="list-style-type: none"> <li>- Dribble the soccer ball from the corner to the middle and back,</li> <li>- Then, move to a different corner, and repeat until you have covered all four corners.</li> <li>- Try to keep the ball as close to you as possible when you are dribbling back and forth.</li> <li>- Remember to try and use both feet when dribbling.</li> </ul> <p>Try to maintain a comfortable speed when attempting to keep the ball close.</p>



*Introducing...*  
**The Kindness  
Challenge!**

It is important we continue to recognise, celebrate and spread kindness during these new and uncertain times.

The Kindness Challenge is intended to be completed on a daily basis, but we will share it with you on a weekly basis instead, to give you more time to complete the challenge!

See if your whole family can complete the challenge!

**Goodluck!**

# Day 1

Use a whiteboard marker to write on the bathroom mirror or stick a piece of paper to the fridge to write on. Each day, each family member writes down one thing they're grateful for.

Tip: keep this going for 20 days!

THE 20 DAY KINDNESS CHALLENGE  
*Home Edition*  
@giftedandtalentedteacher



## 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

## Daily Mathematics Challenge Tasks

[Optional Extra]	[Optional Extra]	Wednesday	Thursday	Friday
<p><b>Challenge Activity:</b> Find all the groups of two or three numbers, side by side, across or down, which can be added together to total 100 (located in the number grid below) Then colour these groups, using a different colour for each group.</p>	<p><b>Challenge Activity:</b> Complete the Subtraction Mat activity again using the same instructions but this time use the decimal point after the first 3 cards. Make sure you do it several times and play against someone at home.</p>	<p><b>Challenge Activity:</b> Watch the slides below: <a href="http://www.emaths.co.uk/images/tutorials/MultiplesFactorsPrimes/Multiples/Presentation_Files/index.html">http://www.emaths.co.uk/images/tutorials/MultiplesFactorsPrimes/Multiples/Presentation_Files/index.html</a> Using factor trees, write these numbers as a product of their prime factors: <b>36, 10, 24,</b></p>	<p><b>Challenge Activity:</b> Roll 2 dice. Add the numbers. Write the factors and multiples of each sum. Do this 5 times. Roll 2 dice, this time use first number as tens and second number as ones digit. Create factor trees to show these numbers as a product of their prime factors. (3 times)</p>	<p><b>Challenge Activity:</b> Go to the following website <a href="https://www.multiplication.com/games/division-games">https://www.multiplication.com/games/division-games</a> Explore some of the division activities and test your knowledge of division.</p>



## English Resources - Spelling

Unit 6: Spelling (fortnightly cycle)		Extension Words
<u>LIST WORDS</u> Unit 6 1. mushroom 2. monsoon 3. cartoon 4. tablespoon 5. snooze 6. curfew 7. corkscrew 8. withdrew 9. screwdriver 10. coupon 11. wound 12. youth 13. group 14. mousse 15. chop suey 16. gruesome 17. cruise 18. suitable 19. recruit 20. pursuit 21. sixty 22. Africa	<u>Revision Words</u> achieve chef ache character chemist choir orchid coach Madrid Cardiff  <u>THEME WORDS</u> memorial Moreton Bay Fig cenotaph carillon contribution rhythm personification repetition structure stanzas	<u>Extension Words</u> admittance brilliant convenience deceive entrepreneur grievances hygiene lieutenant miscellaneous phenomenal

**OPTIONAL: ADDITIONAL SPELLING ACTIVITIES**

**WALT:** Spell unfamiliar words

Unit 6 focuses on these letter combinations (graphemes), 'oo', 'ew', 'ou', 'ue' and 'ui' to represent a sound (phoneme).

1. Make a table with 5 columns and sort the list words according to the graphemes
2. Write 3 more words to add to each list.

**Which word means:**

1. A period of heavy rain
2. Chasing, hunting, tracking
3. Pulled back, removed
4. Half a century plus ten

**Choose 5 of your spelling words and write a definition of each.**



## English Resources -

### Matilda

Click on the image of the text Matilda to be taken to the digital version of the story.

Or use the QR code to access the text (simply hover your camera over the QR code as if you were going to take a photo of it and then click the link that appears).

Or you can follow this link - [https://archive.org/details/matilda\\_201808/mode/2up](https://archive.org/details/matilda_201808/mode/2up)



#### **OPTIONAL: ADDITIONAL ENGLISH ACTIVITY**

**WALT:** Understand how authors create characters

What is characterisation? Characterisation is an important concept in a narrative as a way of engaging the reader. It means how a person or group is portrayed in a text.

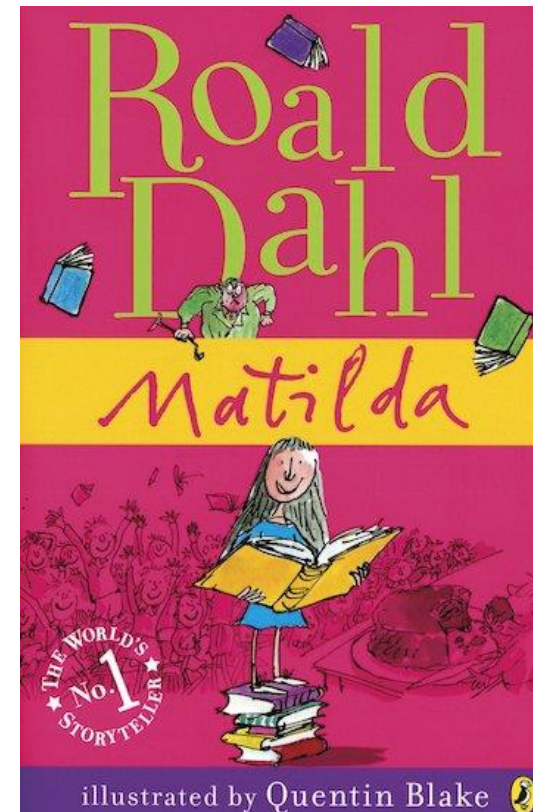
**What is indirect and direct characterisation?**

Watch the video to learn more:

<https://www.youtube.com/watch?v=-ZnD0AGqQ7I>

Write down your own definitions of direct and indirect characterisation.

**Optional Extension:** Write a short story showing the two types of characterisation.







**Digital Technologies -**

**Data**

**Coloured eggs eaten over the Easter long weekend**

Teacher	Number and colour of eggs eaten				
	Red	Blue	Green	Yellow	Orange
Miss Feeney	1	2	8	0	2
Mr Chapman	8	8	2	5	3
Mrs Fulton-Boote	2	4	1	4	4
Mrs Body	8	8	0	3	3
Miss Lord	7	5	3	4	3
Mr Wicks	4	3	9	3	5
Mrs Pease	3	5	7	4	7
Mrs Gill	4	7	6	6	2
Mr Wicks	2	6	8	7	2
Mrs Koller	6	7	3	9	4
Mrs Paterson	8	8	7	7	5



WALT: investigate the diversity in Asia

## What can everyday life be like in a country in Asia?

▶ Watch the train market video.

What do you see, think and wonder?

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▶ Watch the sherpas video.

What do you see, think and wonder?

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▶ Watch the sulphur miners video.

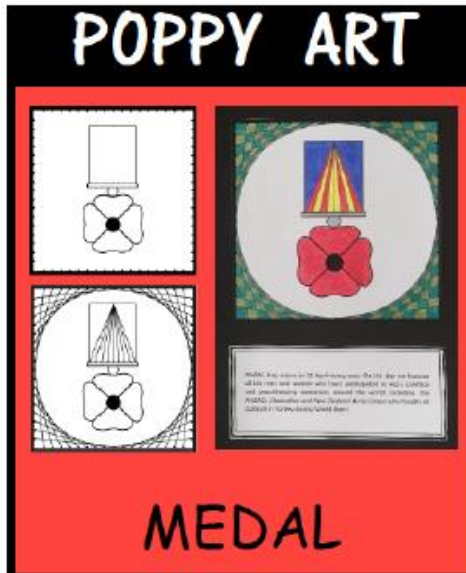
What do you see, think and wonder?

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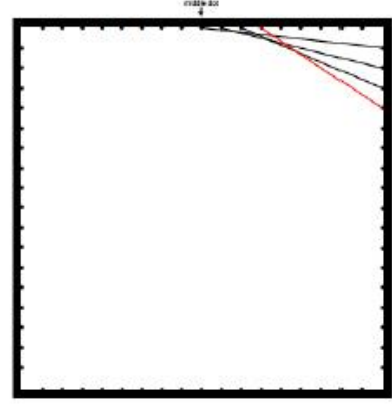
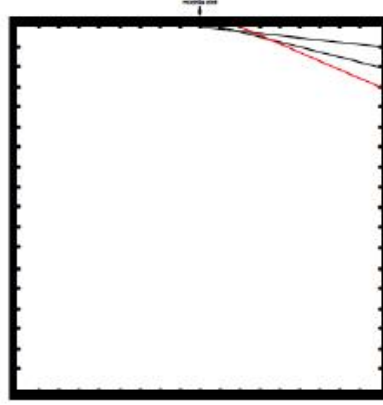
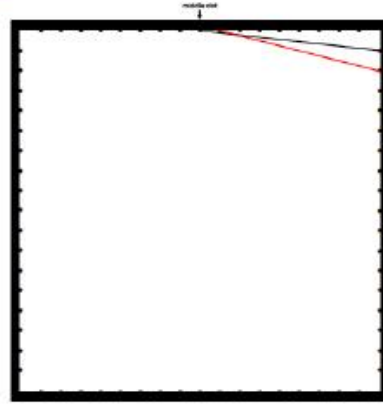
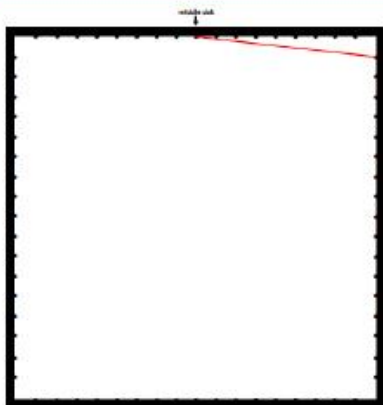
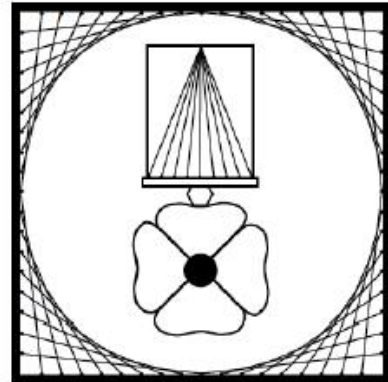
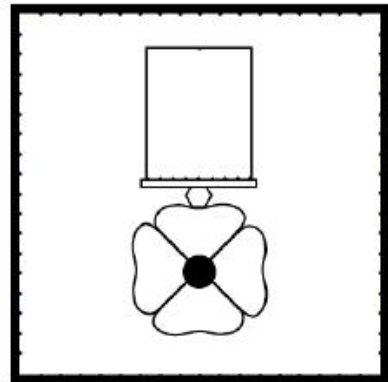
Complete a PMI chart for each of the jobs showcased in the videos.

	Plus	Minus	Interesting
Market stall holders of Thailand			
Sherpas of Nepal			
Sulphur miners of Indonesia			



Before you start:-

1. Print the full page 'Poppy Art' template, from the single page below (after the Steps, on how to make 'Poppy Art Medal) If you don't have a printer, trace the template from your computer screen.
2. DON'T FORGET TO USE A RULER!!!!

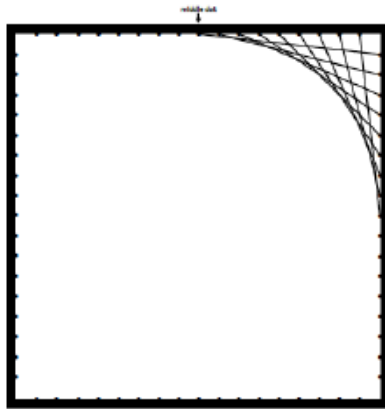


**STEP 1**  
 Draw a line to connect these 2 dots.

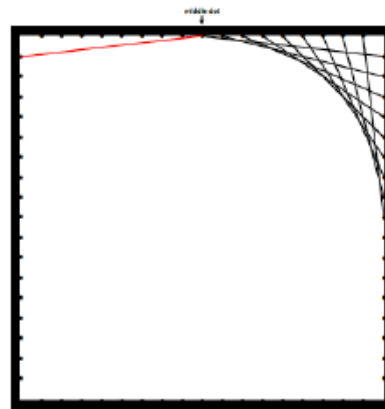
**STEP 2**  
 Draw a line to connect these 2 dots.

**STEP 3**  
 Draw a line to connect these 2 dots.

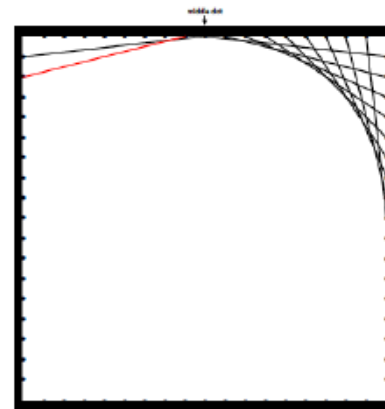
**STEP 4**  
 Draw a line to connect these 2 dots.



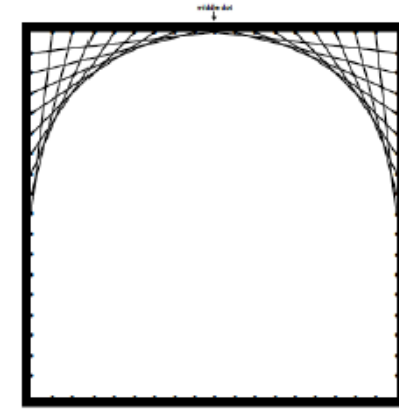
**STEP 5**  
 Keep working in this way. Draw the next 5 lines.  
 Check that your work looks like this.



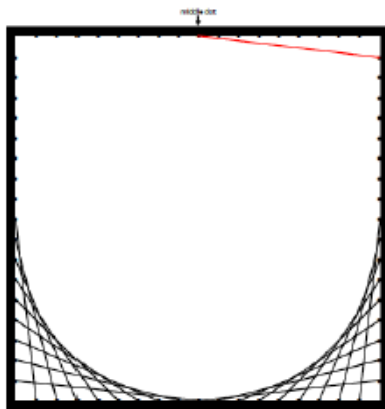
**STEP 6**  
 Now you are going to do the other side.  
 Start by joining these 2 dots.



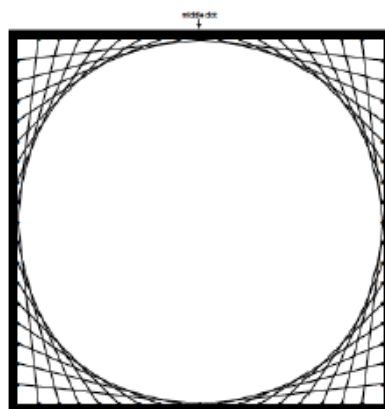
**STEP 7**  
 Now draw a line between these 2 dots.



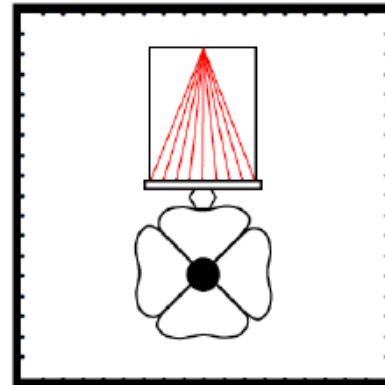
**STEP 8**  
 Keep working in this way until your work looks like this.



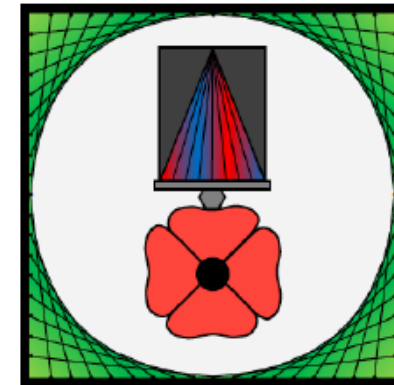
**STEP 9**  
 Rotate your work so that it looks like this.  
 Begin from Step 1 again.



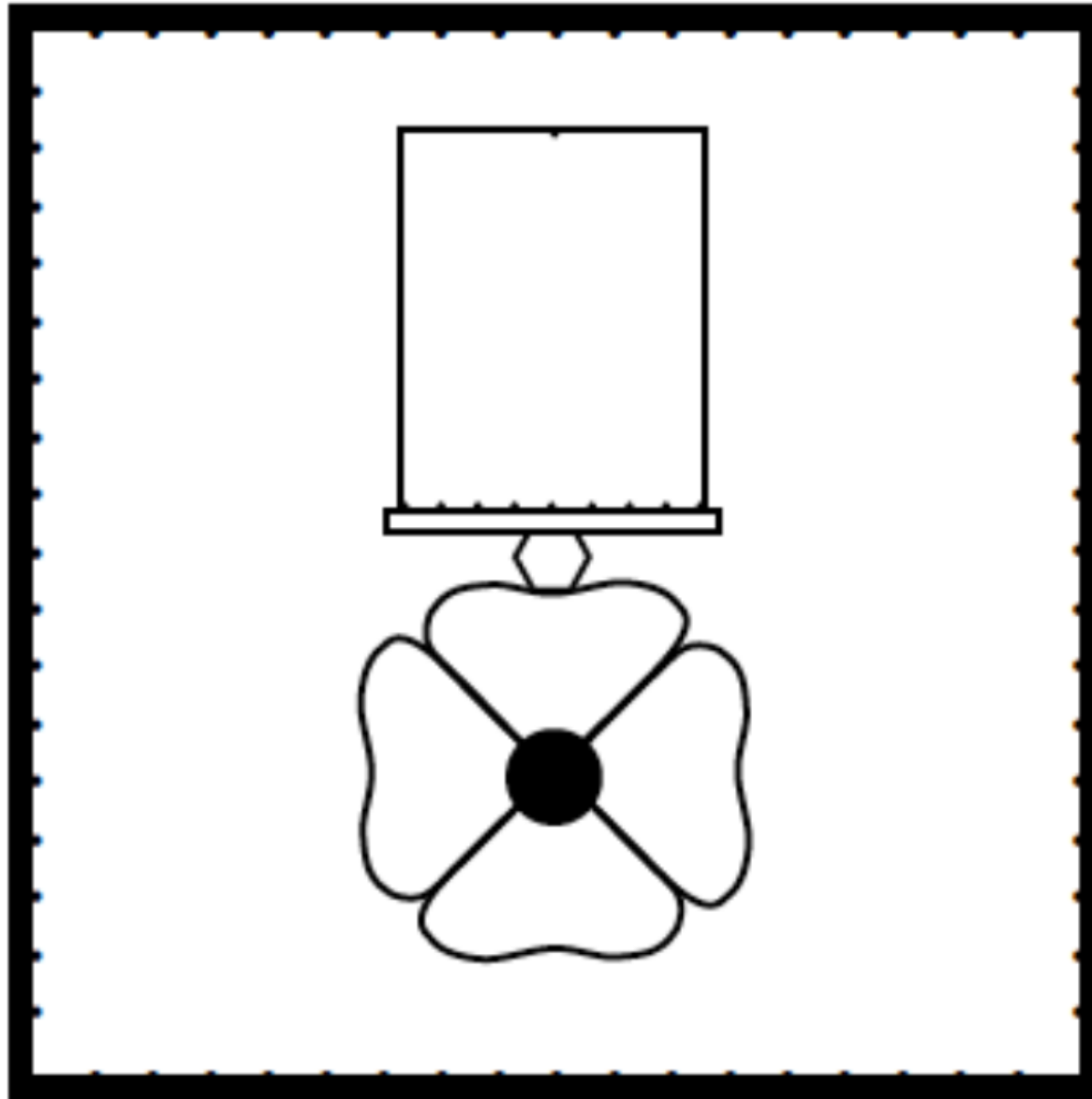
**STEP 10**  
 Check that your work looks like this.  
 You have finished the border. Well done!



**STEP 1**  
 Draw these 9 lines.  
 You have finished!



Carefully colour in you Poppy Art Medal using pencils, textas or whatever medium you choose.



Before you start:-

Print THIS full page 'Poppy Art' template to make your 'Poppy Art Medal'

If you don't have a printer, carefully trace this template from your computer screen, onto a white piece of paper.