



Weekly Overview					
	Session 1	Session 2		Session 3	
Monday	English <u>WALT:</u> understand how authors use figurative language to create entertaining texts	Mathematics <u>WALT:</u> problem solve	Wellbeing <u>WALT:</u> practise strategies that improve mental health and wellbeing	P.D.H. <u>WALT:</u> reflect on what we know about wellbeing	Physical Activity <u>WALT:</u> keep fit and healthy
Tuesday	English <u>WALT:</u> understand texts read	Mathematics <u>WALT:</u> Use estimation and rounding to check the reasonableness of answers to calculations	Mindfulness <u>WALT:</u> practise strategies that improve mental health and wellbeing	Science and Technology <u>WALT:</u> investigate geological changes to our Earth's surface	Physical Activity <u>WALT:</u> keep fit and healthy
Wednesday	English <u>WALT:</u> Understand figurative language and how authors use it to create entertaining texts	Mathematics <u>WALT:</u> Use estimation and rounding to check the reasonableness of answers to calculations	Wellbeing <u>WALT:</u> practise strategies that improve mental health and wellbeing	H.S.I.E. <u>WALT:</u> use geographical questions to guide investigations	Physical Activity <u>WALT:</u> keep fit and healthy
Thursday	English <u>WALT:</u> represent our understanding through imagery and drama Library Lesson <u>WALT:</u> create characters	Mathematics <u>WALT:</u> select, classify, identify and draw two-dimensional shapes from a description of their features	Mindfulness <u>WALT:</u> practise strategies that improve mental health and wellbeing	Creative Arts <u>WALT:</u> recognise & describe the elements of dance	Physical Activity <u>WALT:</u> keep fit and healthy
Friday	English <u>WALT:</u> use figurative language to entertain an audience	Mathematics <u>WALT:</u> select, classify, identify and draw two-dimensional shapes from a description of their features	Wellbeing <u>WALT:</u> practise strategies that improve mental health and wellbeing	Physical Education <u>WALT:</u> keep fit and healthy	

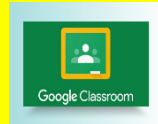
See if you can complete the Kindness Challenge every week!

***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!**

Mother's Day Writing Task: Scroll down to the bottom and complete the special writing task. Get ready to give it to Mum/someone special on Mother's Day.



Monday Overview

Session 1	Session 2	Session 3				
<p>English WALT: develop an increasingly sophisticated vocabulary Listen to or read Ch 7 of Matilda - https://www.youtube.com/embed/9iOIYnH1W7o The following terms are included in Chapter 7, 'Miss Honey'. Use a dictionary to define the terms, record their meanings, and then use each in a sentence. bleak, formidable, seldom, bewilderment, tangible, eccentricities, recite, solemn, prodigy, quivery</p> <p>WALT: understand how authors use figurative language to create entertaining texts What is a simile and a metaphor? Watch the video to help you: https://www.youtube.com/embed/yuf3lyZ7Td4 Below are excerpts from the text Matilda – Which excerpt is a simile and which excerpt is a metaphor? A) 'Your son Wilfred has spent six years as a grub in this school and we are still waiting for him to emerge from the chrysalis.' B) "The boy was by now so full of cake he was like a sackful of wet cement and you couldn't have hurt him with a sledge-hammer." Locate examples of similes and metaphors from the chapters 1 – 5 and record them in a table, similar to the one below:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 50%;">Simile</th> <th style="width: 50%;">Metaphor</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td style="height: 20px;"> </td> </tr> </tbody> </table> <p>Reflection: What is the effect of this figurative language on the audience? Why has the author chosen to use this language?</p>	Simile	Metaphor			<p>Mathematics – Problem Solving WALT: problem solve Warm Up: Number of the Day – 5 digit https://mathsstarters.net/numoftheday/5digit</p> <p>Problem Solving: Newman's Prompts Remember how to solve problems using Newman's Prompts. (See below for the guide if you have forgotten)</p> <p>Complete these problems below using Newman's Prompts.</p> <p>When three boys stepped on a set of scales together it read 164 kilograms. One boy stepped off and the scale moved down to 104 kg. One more boy stepped off and the scale showed 55 kg. What was each boy's weight?</p> <p>Bob baked cupcakes over the weekend. Each day during the week he took three cupcakes to school to share with his friends. On Saturday when he counted there were 18 left. How many had he baked?</p> <p>Now complete the problems (attached below) using Newman's Prompts.</p>	<p>Personal, Development, Health (PDH) WALT: reflect on what we know about wellbeing During Term 1 we have focused on the wellbeing/personal health concepts of:</p> <ul style="list-style-type: none"> • The Golden Rule • Character Strengths • Emotions • Relationships • Stereotypes <p>We want you to reflect on what we have learnt in Term 1 about the concepts listed above, and what you already know about these concepts from other years of learning at school.</p> <p>You are to create a visual representation of everything you know about wellbeing.</p> <p>This can take the form of a digital (eg. Google slides, popplet) or pictorial representation (eg. Mindmap, poster). You have the freedom of choice to choose whatever method you prefer. You must remember to identify the wellbeing concept and why it is important for our wellbeing.</p>
Simile	Metaphor					
<p>Spelling - WALT: spell unfamiliar words This fortnight's spelling words focus on the /oo/ sound. It can be made in different ways, including 'oo', 'ew', 'ou', 'ue' and 'ui'. Create a table with 5 columns and title each with the graphemes above. Which non-list words can you think of (or find in <u>Matilda</u>) that follow this rule? Include them in the table.</p>	<p>Wellbeing WALT: practise strategies that improve mental health and wellbeing Wellbeing Check in How are you feeling today? Complete your wellbeing check in on Google Classroom. Complete the Kindness Challenge!</p> <div style="text-align: right;">  </div>	<p>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). <i>*You might like to read ahead to our Friday P.E. lesson and practise some skills from there.</i></p>				



Tuesday Overview

Session 1

English

WALT: understand how authors use figurative language to create entertaining texts

Complete the following statements using figurative language.

Identify which is a simile and which is a metaphor.

o Matilda is as tiny as _____.

o The Trunchbull's strength is like _____.

o Miss Honey is a _____.

o After Bruce Bogtrotter ate the cake, he was a _____.

o Mr Wormwood is as _____

Enrichment Activity: Record in 1-2 paragraphs how describing characters with metaphors and similes helps to develop characterisation? How does it engage the audience?

WALT: understand texts read

Listen to or read Ch 8 and Ch 9 of Matilda -

8 - <https://www.youtube.com/embed/uG2z4Gh8tNM>

9 - <https://www.youtube.com/embed/wqc91EFP2ME>

Answer the following comprehension questions:

1. Miss Trunchbull decides that Matilda should...
2. Miss Honey decides to help Matilda by...
3. Mr. Wormwood automatically thinks that Miss Honey is at their house because...
4. Why don't the parents want Miss Honey to come in?
5. Why don't the Wormwoods keep books in their house?
6. What does Mr. Wormwood say when Miss Honey calls Matilda a mathematical genius?

Spelling - WALT: spell unfamiliar words

Rhyme Time! List as many words as you can that rhyme with each of your spelling words. Can you find 3 rhyming words for each spelling word? Create a poem, song or rap with the rhyming/spelling words. with someone at home. It is important to know how to look after your emotional (feelings) wellbeing.

Session 2

Mathematics – Addition and Subtraction

WALT: Use estimation and rounding to check the reasonableness of answers to calculations

When solving problems, you should work out the approximate answer you should get before you begin, so you can check your answer. Think of some examples of when estimating an amount is recommended. **List two examples** e.g. estimating the cost of a holiday, estimating the total cost of the weekly food shopping at the supermarket. What are some strategies for estimating? Eg. Rounding.

Watch the video on rounding if you need a refresher:

<https://tinyurl.com/y7ezkbvo> Read through the following example of rounding to estimate an answer.

Say: It is easier to add multiples of ten and hundred in your head, so round off each number before adding them together.

WORKSHEET – Complete the Tuesday ‘Maths Rounding’ Activity. You can complete the answers in your book/on paper. Once you have completed the task, you can then check how accurate your estimate is by using a calculator or written strategies. **Submit this activity (and working) to G Classroom.**

Mindfulness – Complete your wellbeing check in on google classroom

WALT: practise strategies that improve mental health and wellbeing

MINDFULNESS- Headspace

Practice melting away that icky frozen feeling you get when you're scared, frustrated, or angry. Click on this link below to learn how to manage these feelings. [Melting Mindful Reflection:](#) What do you do to feel better when you are scared, frustrated or angry? Share this strategy

Session 3

Science and Technology

WALT: investigate geological changes to our Earth's surface

Natural events, such as earthquakes and tsunamis are powerful enough to cause changes to the Earth's surface. Other processes like erosion can also cause interesting landforms to develop more slowly over time.

List as many natural events as you can think of, that can change the Earth's surface.

Choose a landmark from the list below and answer the following questions:

1. Name of landmark (upload an image)
2. Location of landmark
3. What type of rock is this landmark made of? Is it considered a soft or hard rock?
4. How this landmark was formed?
5. How many years do they estimate it took to form this shape?
6. Fascinating facts / additional information

Landmarks: *The Twelve Apostles, The Three Sisters, The Pinnacles, Wave Rock, Balancing Rock (Canada) The Devil's Marbles, Uluru, Sawn Rocks, The Grand Canyon, Murphy's Haystacks, Old Harry Rocks, Delicate Arch, The Wave(Arizona)*

The natural movements of wind and water (rivers and oceans) can shape the Earth very slowly via a process called **Erosion**.

- Explain the meaning of erosion.
- Which type of erosion formed your chosen landmark

Physical Activity WALT: keep fit and healthy
 Get at least 30 minutes of physical activity. **Log this in your Journal (below).**



Wednesday Overview

Session 1	Session 2	Session 3									
<p>English WALT: respond to texts read Listen to or read Ch 10 of Matilda - https://www.youtube.com/embed/wcjKfmBGYDM Answer the following questions: 1. What does Mrs. Wormwood think is more important than books? What does this tell us about her? What can we infer? 2. Who is Hortensia? What is she like? 3. What is the "Chokey"? 4. Why couldn't you lean against the walls or door of the Chokey? WALT: Understand how authors use figurative language to create entertaining texts What is hyperbole? <i>Hyperbole is a type of figurative language, which means it is not meant to be taken literally. Hyperbole is an overstatement that exaggerates something.</i> <i>Example of Hyperbole: 'I'm so hungry I could eat a horse..(You wouldn't REALLY eat a horse but it shows how hungry you are).</i> Hyperbole: https://www.youtube.com/embed/1rTK98lyAc0 Reread through chapters 8 and 9 to find specific examples of Roald Dahl using hyperbole (exaggeration). Create and complete the following table:</p> <table border="1" style="width: 100%; border-collapse: collapse; background-color: #ffff00;"> <thead> <tr> <th style="width: 33%;">Hyperbole Used (Chapter and page reference)</th> <th style="width: 33%;">Meaning of the hyperbole <i>What is Roald Dahl trying to say?</i></th> <th style="width: 33%;">How does the hyperbole impact on the story/ audience?</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Create 3 sentences to describe The Trunchbull that include hyperbole.</p>	Hyperbole Used (Chapter and page reference)	Meaning of the hyperbole <i>What is Roald Dahl trying to say?</i>	How does the hyperbole impact on the story/ audience?							<p>Mathematics – Addition and Subtraction WALT: Use estimation and rounding to check the reasonableness of answers to calculations</p> <p>Quick Warm up To practice rounding numbers to the nearest 10, 100 and 1000, complete the Internet Hack worksheets (attached below). You will need to round the IP numbers to the nearest 10, 100 and 1000 in order to crack the code. There are two sheets. One is slightly easier than the other. You can complete these on the sheet or in your book/paper.</p> <p>Using rounding to Check Answers Use your knowledge of rounding to complete the 'Using Rounding to Check Answers' worksheet. You can complete this in your book or on paper if needed, by ruling up a table in your book.</p>	<p>H.S.I.E. - Geography WALT: use geographical questions to guide investigations We will be conducting a geographical investigation to answer the question 'What connections does Australia have with China?' Developing and then answering questions is an inquiry skill that geographers use to investigate places. Today, you will be learning to develop a set of geographical questions which will help us to investigate the connections between China and Australia. Remember to consider what elements of geography our audience would need to learn about to successfully compare China and Australia (eg. Population, languages, etc). Create a bank of at least 10 geographical inquiry questions that, if answered, would allow us to learn more about Australia's connection with China. You might like to use the following to guide you: What diplomatic connections does Australia have with China? How has the connection been established? What economic connections does Australia have with China? Why is this connection important? How does this connection strengthen the relationship between Australia and China? Record your questions and complete the Geography template attached.</p>
Hyperbole Used (Chapter and page reference)	Meaning of the hyperbole <i>What is Roald Dahl trying to say?</i>	How does the hyperbole impact on the story/ audience?									
<p>Spelling WALT: spell unfamiliar words Ask someone at home to test you on your spelling words for this fortnight. Celebrate your success: Which new words have you learnt this week? Keep Going, Keep Growing: Are there any words you still need to practise? Look, cover, write, check these words.</p>	<p>Wellbeing - Complete your check in on google classroom WALT: practise strategies that improve mental health and wellbeing Move it Getting your body moving is good for your physical wellbeing. Click on the link below or move to your favourite song. Twist & Shout Mindful Reflection: Does your mind think differently after moving to the music? E.g. clearer, happier, refreshed, more relaxed?</p>	<p>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). <i>*You might like to read ahead to our Friday P.E. lesson and practise some skills from there.</i></p>									



Thursday Overview

Session 1

WALT: represent our understanding through imagery and drama

The following quotes below have been taken from Chapters 8 – 10 of Matilda. Read them all and consider their meaning and the effect this figurative language has on the audience of the text. Choose 3 quotes to illustrate with a drawing and labels. Underneath each drawing, explain the effect of this figurative language on the audience. Why might Roald Dahl have chosen this simile/metaphor to convey a message? Then choose 3 different quotes and act them out as a dramatic skit to someone at home.

“...A fierce tyrannical monster.”

“...You could almost feel the dangerous heat radiating from her as from a red-hot rod of metal.”

“...If a group of children happened to be in her path, she ploughed right on through them like a tank.”

“...An enraged rhinoceros.”

“...If you get on the wrong side of Miss Trunchbull she will liquidise you like a carrot in a kitchen blender.”

“She looked...more like a rather eccentric and bloodthirsty follower of the staghounds than the headmistress of a nice school for children.”

“Her whole body seemed to swell up like a bullfrog’s.”

“Being in this school is like being in a cage with a cobra.”

“He kept edging farther and farther away from her with little shuffles of his feet, rather as a rat might edge away from a terrier that is watching it from across the room.”

Library Lesson - WALT: create characters

In narratives, the characters and setting are established in the orientation. Choose a character from the story and create their opposite twin. Reverse the personality, likes and dislikes of the character, so if they are good, make them bad and if they are bad, make them good! Create a profile for this character. Include a description that tells your audience who your character based on, their name, their personality, likes and dislikes.

Complete the Week 2 activity in your Library Google classroom.

Digital Technologies - WALT: practise our typing skills

Visit Typing.com and practise your typing skills.

Session 2

Mathematics – 2D Shapes

WALT: select, classify, identify and draw two-dimensional shapes from a description of their features

What are the different features of two dimensional shapes?

Make a list.


Two dimensional shapes can have pairs of sides which are: equal in length, unequal in length, parallel and/or perpendicular. They can have angles that are:

- equal in size
- acute, right, obtuse, straight, reflex

Shapes may be regular or irregular, and they may also have axes of symmetry and/or rotational symmetry.

1. **Quadrilaterals** (polygons with four sides) are shapes like a square, rectangle, parallelogram, rhombus, trapezium. Rule up a table and name each quadrilateral. For each one, record whether the sides are equal in length and whether the angles are all the same size. You might also record the features of each of the shapes. (eg. no. of sides)
2. Draw a variety of quadrilaterals in your book or on paper, using a ruler, protractor or set square. Make sure each quadrilateral you draw is different from the previous ones. Show your quadrilaterals in different orientations (positions).
3. **Regular polygons:** A regular polygon is a 2D shape with all sides the same length and all angles equal in size. Squares are regular polygons. They are equilateral and equiangular.
4. **Irregular polygons** are shapes in which at least one side is not the same length as the other sides. Examples of irregular polygons include a rectangle and a trapezium.

Create a table showing the different types of quadrilaterals (a 4 sided shape). Complete this table for a minimum of six different quadrilaterals.

Quadrilateral	Four equal angles	Four equal sides	Name of quadrilateral	Regular polygon
a) 	x	✓	Rhombus	x

Session 3

Creative Arts – Dance

WALT: recognise & describe the elements of dance

Last term, we looked at the elements of dance - action, dynamics, time, space, relationships and structure. Today we will be looking the element of **space**. Dancers interact with space in a lot of ways. They may stay in one place or they may travel from one place to another. They may alter the direction, level, size, and pathways of their movements.

Watch the following video – ‘Dance with Two Army Blankets’ at <https://vimeo.com/77909495> Consider how space is used in this dance.

Now you are going to perform movements that examine the element of **space** -

Create an Obstacle Course around your backyard with items you can jump over and through. Once you have set up your obstacle course you will have to travel through it in a zigzag, curved, or straight manner, and combine different movements, and levels, and directions. Have fun exploring space!

Mindfulness - WALT: practise strategies that improve mental health and wellbeing

Complete your daily check in on google c’room.

Use the QR code or click on the link to listen to the story ‘Courdoroy’ [Story](#) Can you be in the ‘present’ and focus on the story? Contact one of your friends and thank them for being such a great friend.



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).



Friday Overview

Session 1

English – WALT: use hyperbole to entertain an audience

Play this game with members of your family: 'Two and a Half Truths'. In this game, players say three facts about themselves to the group, two of which are true and one of which is a hyperbole (an exaggeration). For example: "My favourite colour is red, I have seen a tiger and my sister is a famous singer." The other players try to guess which one is the half-truth. Remember to use hyperbole in your two halves and truth. See how entertaining your half-truths can be!

WALT: use figurative language to entertain an audience

Choose one of the following scenarios and create a piece of writing to entertain your audience. Remember to use as much figurative language as you can (eg. similes, metaphors, hyperbole).

- Write a description as if the narrator were Hortensia retelling the story. Use lots of exaggeration in the language. It may start like this: - "You want to hear a good story? Well, Amanda Thripp wanted to get her own back on Miss Trunchbull. She asked me for help because I'm the best at playing tricks on our nasty Headmistress. This is what we did..."
- In character as Mr and Mrs Thripp, write a letter of complaint to Miss Trunchbull about her treatment of your daughter Amanda Thripp. Then become Miss Trunchbull and write a reply back to them. (Remember to consider the audience and purpose of these texts when writing. This will guide your language choices.)
- You are late for school and in your panic you forgot your school jumper. It is the school photo today. All the children are lined up outside getting ready for the school photo but they are being inspected by Miss Trunchbull first. You rush to the end of the line and wait as Miss Trunchbull walks down the line and finally gets to you. Write what you think Miss Trunchbull would have said to you.

Digital Technologies - WALT: use software to publish texts

Create a google doc and publish your piece of writing from the lesson above. Experiment with different fonts, sizes, colours and inserting images (as appropriate) to create a text that entertains your audience. Upload this to your teacher via google classroom.

Session 2

Mathematics – 2D Shapes

WALT: identify and draw two-dimensional shapes from a description of their features

Today you will use your computer or device to create two-dimensional shapes based on descriptions you are given. You could use a range of applications for this. If you're up for a challenge, the link below is for 'PencilCode' where you can set up a code to create the shapes. You could use this or you may use a different program of your choosing to create the shapes. <https://gym.pencilcode.net/draw/#/draw/first.html>

Use the descriptions of the properties of two-dimensional shapes below to draw the shapes using the tools on your device. Make sure you name/label the shape once you have created it.

Create a 2D shape that has:

- 6 straight edges and 6 corners.
- 4 straight edges, 2 of them are long and 2 are shorter. It also has 4 corners.
- 3 straight edges and 3 corners.
- 4 straight edges which are all the same length and 4 corners.
- No straight edges and only one curved edge. It has no corners.
- Only one set of parallel sides.
- Six sides and 6 internal angles that are NOT equal.
- Eight sides and 8 internal angles that are NOT all equal.

Were you able to draw and identify each shape?

Check your answers by looking online.

Wellbeing - WALT: practise strategies that improve mental health and wellbeing Complete your check in on google c'rm.

How have you felt this whole week? Reflect on your posts.

- Have you been happy all week or have you had a few ups and downs? Do you know why you felt that way?
- What did you do to make yourself feel better?
- Could you do this next time you felt the same again?

Session 3

Physical Education (PE)

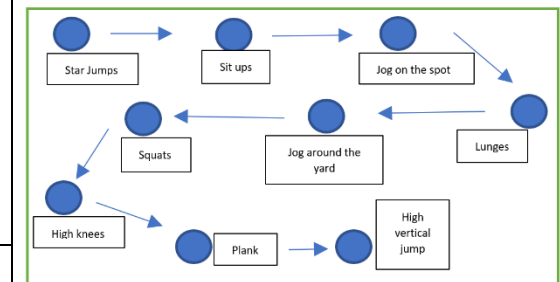
WALT: keep fit and healthy

You will need:

- Markers (eg. paper, cones, hats)
- A clear, safe space to exercise in
- A timer

Create your own fitness activity course.

- Place 5 - 10 markers around your workout area to identify the stations.
- Assign a different exercise or activity to each marker (eg. squats, star jumps, lunges etc).
- Start at one marker and begin the activity you assigned to that marker. Try and keep going for 2 – 3 minutes.
- Change every 3 minutes until you have completed the activity at each station.
- Suggested activities for each marker are: Star jumps, squats, push ups, sit ups, lunges, jogging on the spot, jogging around your yard,
- If you would like to see an example, see the visual representation below.



Challenge:

Can you complete more than one whole rotation of your activity course?

Remember to warm up, cool down and stretch before and after exercising.



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 2

Keep a journal for the next 3 weeks. This could be written, typed, drawn, videoed or completed using photos from throughout the day. Save this journal.

Keep an individual journal or participate as a family.

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

Monday	Tuesday	Wednesday	Thursday	Friday																																																																								
<p>Maths Riddle:</p> <p>How can you add eight 8s to get the number 1,000? (only use addition).</p> <p>Think critically and have fun!</p>	<p>Roll one dice 5, 6 or 7 times to create a large number (You could even roll it more times). Round the number you make to the nearest 10, 100, 1000, 10 000, 100 000 etc. Take two of your large numbers and add and subtract them using different strategies. You can repeat this several times. Check your answer by using a different addition and subtraction strategy.</p>	<p>Round to the nearest million in this PacMan like maths game. https://www.sheppardsoftware.com/mathgames/round/mathman_round_millions.htm If million is too hard there are some easier options. <i>*You will need Flash Player to play this game.</i></p> <p>Using Rounding to Check Answers Round these numbers to the nearest 100 and perform a mental calculation. Decide if your answer is close enough to the answer given to suggest that it is correct.</p> <table border="1"> <thead> <tr> <th>Calculation</th> <th>Rounded Approximation</th> <th>Does the original answer look correct based on round approximation?</th> <th>Correct Answer if wrong (This may need to be calculated)</th> </tr> </thead> <tbody> <tr> <td>1. $915 + 291 = 1006$</td> <td>$900 + 300 = 1200$</td> <td>No</td> <td>811.7</td> </tr> <tr> <td>2. $872 + 211 = 1083$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. $295 + 248 = 543$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. $47520 + 29456 = 112221$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. $450 + 225 = 780$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. $120 + 2 + 2458 = 1263$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. $4875.56 + 2173.95 = 7049.51$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. $91433 + 81627 = 181102$</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Round these numbers to the nearest ten and perform a mental calculation. Decide if your answer is close enough to the answer given to suggest that it is correct.</p> <table border="1"> <thead> <tr> <th>Calculation</th> <th>Rounded Approximation</th> <th>Does the original answer look correct based on round approximation?</th> <th>Correct Answer if wrong (This may need to be calculated)</th> </tr> </thead> <tbody> <tr> <td>1. $454 + 252 = 698$</td> <td>$450 + 250 = 700$</td> <td>Yes</td> <td></td> </tr> <tr> <td>2. $348 + 252 = 600$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. $784 + 225 = 1113$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. $2848 + 1725 = 392.7$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. $896.6 + 602.7 = 1299.3$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. $34540 + 278.21 = 623.76$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. $179299 + 32.22 = 2100.11$</td> <td></td> <td></td> <td></td> </tr> <tr> <td>8. $4873.23 + 111.82 = 6205.05$</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Calculation	Rounded Approximation	Does the original answer look correct based on round approximation?	Correct Answer if wrong (This may need to be calculated)	1. $915 + 291 = 1006$	$900 + 300 = 1200$	No	811.7	2. $872 + 211 = 1083$				3. $295 + 248 = 543$				4. $47520 + 29456 = 112221$				5. $450 + 225 = 780$				6. $120 + 2 + 2458 = 1263$				7. $4875.56 + 2173.95 = 7049.51$				8. $91433 + 81627 = 181102$				Calculation	Rounded Approximation	Does the original answer look correct based on round approximation?	Correct Answer if wrong (This may need to be calculated)	1. $454 + 252 = 698$	$450 + 250 = 700$	Yes		2. $348 + 252 = 600$				3. $784 + 225 = 1113$				4. $2848 + 1725 = 392.7$				5. $896.6 + 602.7 = 1299.3$				6. $34540 + 278.21 = 623.76$				7. $179299 + 32.22 = 2100.11$				8. $4873.23 + 111.82 = 6205.05$				<p>Complete the investigating quadrilaterals using scissors task. You will need to cut a rhombus before you start each one. See worksheet below.</p>	<ul style="list-style-type: none"> ➤ Create some regular and irregular 2D shapes. Label them with 'regular' or 'irregular'. Try to be creative. ➤ If you find that too easy, can you create a whole picture design containing both regular and irregular 2D shapes? You will need to join (compound) the shapes together to create your design. <p>Share your designs with your teacher. You might do this via email or adding it to your Google Drive or Team Drive. You can always take a screen shot if you use a program where you can't save your creations.</p>
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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

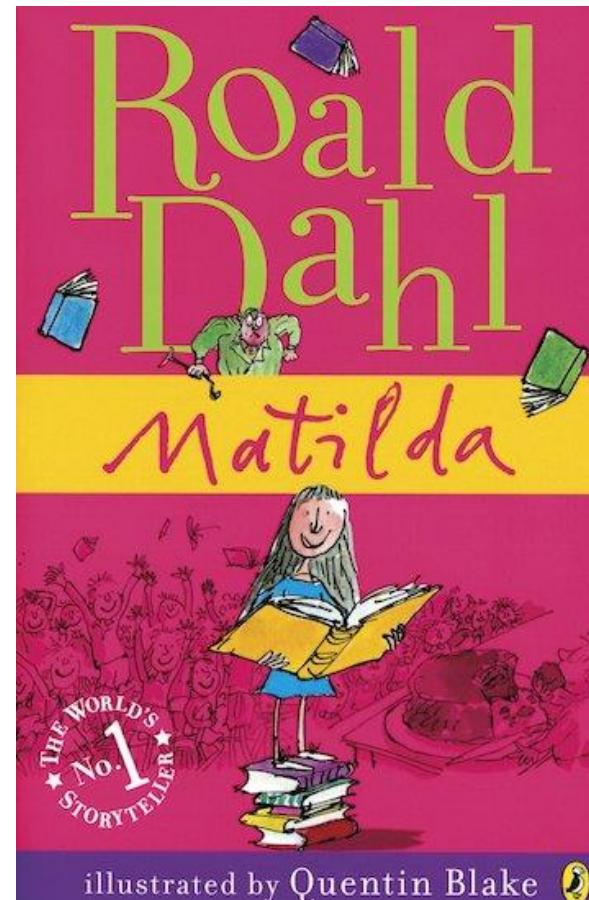


English Resources – Matilda

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





Mathematics Resources

TICK OFF NEWMAN'S PROMPTS BELOW AS YOU SOLVE MATHEMATICAL PROBLEMS

Reading: Please read the question. Underline the key words.
Comprehension: Figure out what the question is asking you to do.
Transformation: Work out how you are going to find the answer.
Processing Skills: Show what you do to get the answer.
Encoding: Now, write down your answer as a statement.

Word Problems

- 1) Sandy had 220 kitty stickers. Sandy gave 48 stickers to Keith, 42 stickers to her sister _____ and an additional 68 stickers to Jason. How many stickers does Sandy still have?
- 2) Before getting to school, Sandy has a few errands to run. Sandy has to walk 6 blocks to the museum, _____ and 9 blocks to the library, before walking the final 4 blocks to arrive at school. If Sandy has already walked 12 blocks, how many more blocks must she walk before arriving at school?
- 3) For lunch, Sandy bought a glass of milk for \$1.70, a chicken sandwich for \$4.60, as well as _____ some cookies for \$3.20. The tax came out to \$1.20, and Sandy payed with \$16.00. How much change should Sandy receive?
- 4) Fred wants 156 cupcakes for his party. Fred has already made 24 fudge cupcakes, and 72 _____ berry cupcakes. How many more cupcakes does Fred need to make?
- 5) Mary wants several different color plates for her birthday. Mary wants to get 84 green plates, _____ 72 orange plates, and some amount of black plates. In total, Mary wants 264 plates, so how many black plates should she get?
- 6) At an amusement park, Jason wants to ride a rollercoaster that costs 32 tickets, a bumper car _____ that costs 25 tickets, and a merry-go-round that costs 27 tickets. Jason had 19 tickets, but lost 8 of them on a ride. How many more tickets does he need?
- 7) Mike likes to collect coins. Mike got 22 coins from his brother, 31 coins from his mother, _____ as well as 21 coins from Jason. However, Mike lost 32 coins before putting those coins into his piggybank. How many coins does Mike have in his piggybank?
- 8) Sandy wanted to save money to buy a new outfit. Sandy saved \$26.40 in May, \$20.90 in June _____ and \$28.10 in July. However, she also had to spend \$23.40 on school supplies and \$45.80 on her dog. If the outfit costs \$100.90, how much money does Sandy still need to save?
- 9) Jess made 3 different stacks of wooden blocks. The first stack was 6 blocks high, the second _____ stack was 6 block(s) higher than the first, and the final stack was 6 block(s) higher than the second. In total, how many blocks did Jess use for all 3 stacks?
- 10) For bowling season, Sara decided to buy a ball for \$7.50, new shorts for \$15.80, as well as a pair _____ of bowling shoes for \$45.50. Sara currently has \$22.70, and a coupon for \$15.00 off her purchase. How much more money does Sara need to complete her purchase?



Addition and Subtraction 3.2

Maths Rounding Activity - TUESDAY

Sum	After rounding	Estimate
e.g. $689 + 405 =$	$700 + 400$	$1\ 100$
a) $498 + 201 =$		
b) $807 + 905 =$		
c) $1\ 212 + 3\ 497 =$		
d) $4\ 291 + 6\ 411 =$		
e) $214 + 499 + 302 =$		
f) $587 + 314 + 795 =$		



Internet Hack

I can use rounding.

Dear Agent,

There has been a breach in Internet security, and we need you to help protect the data before it is stolen!

The IP numbers attached to this document have fallen into the hands of despicable criminals. Soon, they will have worked out the patterns to unlock the codes and steal important and secretive information.

Can you help us find the codes to lock the files before they access them?

To find the code to lock the files, you must round the IP number to the nearest 10, 100, 1000, 10 000 and 100 000.

Good Luck Agent!

Round each account number to the nearest 100, 1000, 10 000 and 100 000 to find the codes.

For example: Mr Amadi Owoh IP Number: 42 239 Code: 42 200, 42 000, 40 000, 0	Mr Nigel Mikkelsen IP Number: 288 948 Code: _____ _____	Mrs Rita Clarence IP Number: 432 458 Code: _____ _____	Mr Thomas Matthews IP Number: 293 392 Code: _____ _____
Mr Matt Richards IP Number: 198 375 Code: _____ _____	Mr Grayson Tull IP Number: 498 232 Code: _____ _____	Miss Jacqui Kneel IP Number: 593 484 Code: _____ _____	Mrs Sarah White IP Number: 944 493 Code: _____ _____
Mr Arif Dawar IP Number: 337 554 Code: _____ _____	Miss Rachel Knit IP Number: 2 344 957 Code: _____ _____	Mr James Ramone IP Number: 74 538 Code: _____ _____	Mr Antony Truddard IP Number: 387 386 Code: _____ _____
Mrs Gita Patel IP Number: 371 486 Code: _____ _____	Miss Emma Prigg IP Number: 172 384 Code: _____ _____	Miss Ruby Pritchard IP Number: 854 583 Code: _____ _____	Mr Ji Cheng IP Number: 918 492 Code: _____ _____

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Mr Arif Dawar IP Number: 37 254 Code: _____ _____	Miss Rachel Knit IP Number: 244 957 Code: _____ _____	Mr James Ramone IP Number: 257 845 Code: _____ _____	Mr Antony Truddard IP Number: 44 827 Code: _____ _____
Mrs Gita Patel IP Number: 451 487 Code: _____ _____	Miss Emma Prigg IP Number: 251 306 Code: _____ _____	Miss Ruby Pritchard IP Number: 129 849 Code: _____ _____	Mr Ji Cheng IP Number: 284 705 Code: _____ _____

Using Rounding to Check Answers

Round these numbers to the nearest 100 and perform a mental calculation. Decide if your answer is close enough to the answer given to suggest that it is correct.

Calculation	Rounded Approximation	Does the original answer look correct based on rounded estimation?	Corrected Answer if necessary (You may need to recalculate)
e.g. $325.7 + 485.4 = 911.1$	$300 + 500 = 800$	No	811.1
1. $615 + 391 = 1006$			
2. $872 + 211 = 1083$			
3. $235.3 + 258.9 = 494.2$			
4. $475.23 + 596.98 = 1172.21$			
5. $4567 + 3219 = 7786$			
6. $5387.3 + 2418.8 = 7806.1$			
7. $4879.54 + 2712.89 = 7952.43$			
8. $97433 + 87679 = 181152$			

Round these numbers to the nearest ten and perform a mental calculation. Decide if your answer is close enough to the answer given to suggest that it is correct.

Calculation	Rounded Approximation	Does the original answer look correct based on rounded estimation?	Corrected Answer if necessary (You may need to recalculate)
e.g. $456 + 242 = 698$	$460 + 240 = 700$	Yes!	
1. $371 + 287 = 658$			
2. $548 + 342 = 890$			
3. $784 + 329 = 1113$			
4. $234.8 + 172.9 = 307.7$			
5. $896.6 + 402.7 = 1299.3$			
6. $345.45 + 378.31 = 623.76$			
7. $1762.99 + 37.22 = 2100.11$			
8. $4873.23 + 151.82 = 5025.05$			



Geography Resources

Geographical Inquiry: Australia's Connections with China

REFLECTION AND PLANNING RESOURCES

WALT: use geographical questions to guide investigations

WILF: you can acquire, process and communicate geographical information by answering inquiry questions

Reflection:

Why do Geographers generate and use inquiry questions to guide investigations?

My geographical inquiry questions	Geographical tools I plan to use to conduct my investigation	Learning Style	Presentation Format
		I would prefer to conduct my investigation: <ul style="list-style-type: none">○ <i>independently</i>○ <i>in a pair</i>○ <i>in a small group</i>	I would prefer to represent and communicate the results of my geographical inquiry through a:

Investigating quadrilaterals using scissors 5

Investigating quadrilaterals using scissors

Teaching notes

Give each child at least four of the rhombuses from the sheets below and one of the investigations sheets to work through individually or in pairs.

Each time they solve a problem they must draw the shape, mark the scissor line/s and explain why it works.

Investigating quadrilaterals using scissors

Using a different rhombus each time:

- a with one straight cut, make a parallelogram.
- b with one straight cut, make a trapezium.
- c with two straight cuts, make a rectangle.
- d with two straight cuts, make a kite.



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HAPPY MOTHER'S DAY

What is the thing you love most about your mum?

What is the best meal your mum prepares for you?

What is your favourite activity to do with mum?

My mum is like _____ because she
makes me feel _____.

Happy Mother's Day!

Love from _____