



Weekly Overview					
	Session 1	Session 2		Session 3	
Monday	<u>English</u> <b>WALT:</b> plan our writing in order to entertain an audience	<u>Mathematics</u> <b>WALT:</b> solve problems involving division by a one-digit number, including those that result in a remainder.	<u>Wellbeing</u> <b>WALT:</b> practise strategies that improve mental health and wellbeing	<u>P.D.H</u> <b>WALT:</b> recognise the qualities of positive relationships	<u>Physical Education</u> <b>WALT:</b> keep fit and healthy
Tuesday	<u>English</u> <b>WALT:</b> write a story to entertain	<u>Mathematics</u> <b>WALT:</b> solve problems involving division by a one-digit number, including those that result in a remainder.	<u>Wellbeing</u> <b>WALT:</b> practise strategies that improve mental health and wellbeing	<u>Science and Technology</u> <b>WALT:</b> Investigate the movement of tectonic plates on Earth's surface	<u>Physical Activity</u> <b>WALT:</b> keep fit and healthy
Wednesday	<u>English</u> <b>WALT:</b> entertain an audience through writing	<u>Mathematics</u> <b>WALT:</b> solve problems involving division by a one-digit number, including those that result in a remainder.	<u>Wellbeing</u> <b>WALT:</b> practise strategies that improve mental health and wellbeing	<u>H.S.I.E</u> <b>WALT:</b> make observations about other places and cultures	<u>Physical Activity</u> <b>WALT:</b> keep fit and healthy
Thursday	<u>English</u> <b>WALT:</b> entertain an audience through writing  <u>Library</u> <b>WALT:</b> use questioning as a strategy to comprehend texts	<u>Mathematics</u> <b>WALT:</b> solve problems involving division by a one-digit number, including those that result in a remainder.	<u>Mindfulness</u> <b>WALT:</b> practise strategies that improve mental health and wellbeing	<u>Creative Arts</u> <b>WALT:</b> recognise and describe the elements of dance	<u>Physical Activity</u> <b>WALT:</b> keep fit and healthy
Friday	<u>English</u> <b>WALT:</b> understand new vocabulary from a text	<u>Mathematics</u> <b>WALT:</b> solve problems involving division by a one-digit number, including those that result in a remainder.	<u>Wellbeing</u> <b>WALT:</b> practise strategies that improve mental health and wellbeing	<u>Physical Education</u> <b>WALT:</b> create new rules for existing games to promote inclusion and safety	

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!**



### Monday Overview

Session 1	Session 2	Session 3									
<p><b>English</b>  <b>WALT:</b> plan our writing in order to entertain an audience            Listen to or read Ch14 of Matilda again:  <a href="https://www.youtube.com/embed/8M5F2XKffdc">https://www.youtube.com/embed/8M5F2XKffdc</a>            After reading this chapter, focus on the description of Matilda’s special powers. What type of language did Roald Dahl use to help you feel, see and hear the use of Matilda’s powers? For example;</p> <ul style="list-style-type: none"> <li>- Descriptive language (adjectives and adverbs)</li> <li>- Figurative language (similes and metaphors)</li> <li>- Punctuation (exclamation marks! to create emotion)</li> <li>- Ellipses ..... (to create suspense).</li> </ul> <p><b>Imagine having a superpower like Matilda.</b></p> <ul style="list-style-type: none"> <li>- If you could have a special power, what would it be?</li> <li>- What would you be able to do?</li> <li>- When could you use it?</li> <li>- How could you use your special power to help people?</li> <li>- How can you discover your special power?</li> </ul> <p>Use the questions above to <b>plan</b> a story about your super power. <b>Plan 1:</b> Illustrate you and your super power (include labels). <b>Plan 2:</b> Plan the different stages of your story (include: Orientation, Complication, Climax, Resolution).</p> <p><b>Spelling</b>  <b>WALT:</b> apply spelling strategies to break apart and build new words Use the following words for word building: <b>exciting, shepherd, television, seasonal, invitation, skating</b>            Identify the base word. Think of as many words as you know that use the same base word. Eg <i>festivity</i> comes from <i>festive</i> so then I can build <i>festival, festivals, festivities</i>.            Some clues to use when word building are:</p> <ul style="list-style-type: none"> <li>• If it is a verb, can you change the tense and add <i>s, ed</i> or <i>ing</i>?</li> <li>• If it is a noun, can you make the plural form?</li> <li>• Can you make the opposite by using a prefix? – eg <i>un, dis, mis</i></li> <li>• Can you use other prefixes? – <i>bi, auto, re</i></li> </ul>	<p><b>Mathematics</b>  <b>WALT:</b> solve problems involving division by a one-digit number, including those that result in a remainder</p> <ol style="list-style-type: none"> <li>1. Write down some words that mean to divide. How many can you think of? You can research these words if you can’t think of any.</li> </ol> <p>Today you will learn about and show the <b>connection between division and multiplication</b>, including where there is a remainder,    eg <math>25 \div 4 = 6</math> remainder 1,    so <math>25 = 4 \times 6 + 1</math></p> <ol style="list-style-type: none"> <li>1. <b>Learn:</b> Watch the video on inverse operations.  <a href="https://www.youtube.com/embed/VP1ZmJUtb6I">https://www.youtube.com/embed/VP1ZmJUtb6I</a></li> <li>2. <b>Do:</b> <i>Mental Division Strategies – Inverse Operations (below)</i></li> <li>3. To see how you can solve division problems using inverse operations, watch the video below.  <a href="https://www.youtube.com/embed/VWSsNqdMHdA">https://www.youtube.com/embed/VWSsNqdMHdA</a></li> <li>4. Have a go at using inverse operations to solve these division sums. Remember, show your working out.</li> </ol> <table border="1" data-bbox="779 911 1458 1011"> <tbody> <tr> <td>A) <math>268 \div 2</math></td> <td>D) <math>396 \div 3</math></td> <td>G) <math>865 \div 2</math></td> </tr> <tr> <td>B) <math>864 \div 2</math></td> <td>E) <math>484 \div 4</math></td> <td>H) <math>849 \div 4</math></td> </tr> <tr> <td>C) <math>693 \div 3</math></td> <td>F) <math>697 \div 3</math></td> <td>I) <math>695 \div 3</math></td> </tr> </tbody> </table> <p><b>Tip:</b> You can use inverse operation to double check your answers in Mathematics! Double check all of your solutions.</p> <p><b>Wellbeing WALT:</b> practise strategies that improve mental health and wellbeing *Complete your check in on google classroom  <b>Learn it- Gratitude</b> Being grateful is about focusing on what’s good in our lives and being thankful for the things we have. Gratitude is pausing to notice and appreciate things that we sometimes take for granted. For example, having a place to live, food, clean water, friends and family. Find a comfy place to sit and listen carefully to the words of the song. Click here to listen: <a href="#">‘Grateful’ by John Bucchino</a>  <b>Activity:</b> Please see instructions continued in Session 3</p>	A) $268 \div 2$	D) $396 \div 3$	G) $865 \div 2$	B) $864 \div 2$	E) $484 \div 4$	H) $849 \div 4$	C) $693 \div 3$	F) $697 \div 3$	I) $695 \div 3$	<p><b>P.D.H</b>  <b>WALT:</b> recognise the qualities of positive relationships</p> <p>Watch the following clip from the movie ‘Wonder.’  <b>*Rated PG (Parental Guidance Recommended)</b>  <a href="https://www.youtube.com/embed/ceWNY5eNSWY">https://www.youtube.com/embed/ceWNY5eNSWY</a>            After you finish watching, think about the relationships between the characters.  <b>TASK:</b> Create 5 questions that could be asked based on that clip from the film.            The questions need to be open ended. Closed-ended questions are those which can be answered by a simple "yes" or "no," while open-ended questions are those which require more thought and more than a simple one-word answer. They usually ask the reader to think deeply about the text and make inferences.  <b>An example might be:</b>            How might Auggie be feeling when he visits the science room? Why?</p> <p><b>Physical Activity</b>  <b>WALT:</b> keep fit and healthy            Go outside if you can and get at least 30 minutes of physical activity. <b>Log this in your physical activity journal</b> (see below)</p> <p><b>Activity:</b> Trace around your hand on a piece of paper and draw something on/next to each finger that represents something for which you are grateful.  <b>Little finger</b> = little things in life, like sunshine  <b>Ring finger</b> = relationships (friends and family)  <b>Middle finger</b> = a nice thing about someone  <b>Pointer finger</b> = point out the beauty around you, for example something in nature  <b>Thumb</b> = something nice about yourself  <b>Mindful Reflection:</b> Upload your hand to google c’room</p>
A) $268 \div 2$	D) $396 \div 3$	G) $865 \div 2$									
B) $864 \div 2$	E) $484 \div 4$	H) $849 \div 4$									
C) $693 \div 3$	F) $697 \div 3$	I) $695 \div 3$									




**Tuesday Overview**

Session 1	Session 2	Session 3
<p><b>English</b> <b>WALT:</b> write a story to entertain</p> <p>Look over your plans from yesterday’s writing lesson. Use the plan to write the orientation to your “My Super Power” story. This is an imaginative (fictional) text, so think creatively! Remember to use descriptive and figurative language to HOOK your reader.</p> <p>The orientation sets the scene at the beginning of your story. Your orientation should include when, where, who, what, why. You will be continuing on with your story again tomorrow, so create an engaging orientation, and store this somewhere safely so you can continue writing your story tomorrow.</p> <p><b>WALT:</b> understand texts read</p> <p>Answer these questions about the previous chapters 14 – 16 in Matilda. (you may need to re-read back over the chapters to locate the necessary information)</p> <ul style="list-style-type: none"> <li>▪ What was the Trunchbull’s idea of a perfect school?</li> <li>▪ Where was Matilda when Miss Honey asked her to make the glass tip over for a second time?</li> <li>▪ When Miss Honey and Matilda were alone on the other side of the village, what happened to Matilda?</li> <li>▪ Why do you think Matilda was so excited when she was walking with Miss Honey in Ch16?</li> <li>▪ How did Matilda make the glass tip over in Ch14 – The First Miracle?</li> </ul> <p><b>Spelling</b> <b>WALT:</b> spell unfamiliar words</p> <p>Write the following words in alphabetical order: sauce, presents, occasion, reunion, ornaments, enjoyment, delight, wrap, sugar, special</p>	<p><b>Mathematics</b></p> <p><b>WALT:</b> solve problems involving division by a one-digit number, including those that result in a remainder.</p> <p>Today you will use the <b>split strategy</b> to divide numbers. You will divide the thousands, hundreds, tens and then the ones.</p> <p>Example: <math>3248 \div 4</math></p> $3200 \div 4 = 800$ $40 \div 4 = 10$ $8 \div 4 = 2$ <p>so <math>3248 \div 4 = 812</math></p> <p>Watch the video about the split strategy to solve division.  <a href="https://www.youtube.com/embed/UKQ88zZPj6Q">https://www.youtube.com/embed/UKQ88zZPj6Q</a></p> <p>Here’s an extra video to support your learning: (<i>The division signs look a bit like subtraction signs in this, so just remember you are doing division!</i>)  <a href="https://www.youtube.com/embed/WlpQatXeqHw">https://www.youtube.com/embed/WlpQatXeqHw</a></p> <p>Solve the division sums and word problems on the <i>Mental Division Strategies - Split Strategy</i> worksheet. Like in the video, you can choose how to split up the numbers. Remember to show all your working out. <i>You can complete this on the sheet (and upload a photo to your teacher) or on a Google Doc.</i></p> <p><b>Reflection:</b> How did you find the maths tasks today? Is the split strategy for division an efficient (fast) strategy? Do you need more practice? Do you think you could try larger numbers next time? Write your thoughts down underneath your maths work.</p> <p><i>*Wellbeing activity continued...</i></p> <p><b>Three Good Things That Happened This Week:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2</li> <li>3.</li> </ol> <p><b>Reflection:</b> Share this list with a family member. Ask them to share with you what good things happened for them.</p>	<p><b>Science and Technology</b></p> <p><b>WALT:</b> Investigate the movement of tectonic plates on Earth’s surface.</p> <p>Our focus for this lesson is to learn about tectonic plates. What are they? How do they move? How does their movement cause earthquakes and volcanoes? After watching the clip below, complete the following questions:  <a href="https://education.abc.net.au/home-!/media/30537/">https://education.abc.net.au/home-!/media/30537/</a></p> <ol style="list-style-type: none"> <li>1. Sometimes we see molten rock and steam oozing out from different places in the earth’s crust. Explain why you think this is happening.</li> <li>2. Why do scientists believe that all of the continents used to be joined together?  <i>*Refer to the Map of Tectonic Plates in Resources below</i></li> <li>3. Do the plates line up with each continent? Explain.</li> <li>4. What do you notice about Australia in this diagram?</li> <li>5. Which countries have tectonic plate join lines running right through them?</li> <li>6. What other things do you notice in this diagram?</li> </ol>
<p><b>Wellbeing</b> <b>WALT:</b> practise strategies that improve mental health and wellbeing <b>Complete your Wellbeing Check in Gratitude</b> Click here to watch: <a href="#">What a Wonderful World</a></p> <p><b>Activity:</b> Think about all the good things that have happened to you so far this week. Make a list.</p>	<p><b>Physical Activity</b></p> <p><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</b> (see below)</p>	



### Wednesday Overview

Session 1	Session 2	Session 3
<p><b>English</b>  <b>WALT:</b> entertain an audience through writing            Today you will focus on writing the complication of your “My Super Power” story. The complication is the series of events that will lead up to the CLIMAX.            Remember to continue working on your story from yesterday, as you already have the orientation written.            Proofread and edit your story so far (use the success criteria [WILF] in google classroom to guide you).</p> <p>Submit/turn in your writing on Google Classroom. Your teacher will provide feedback on this task. It is not a complete story yet, but teachers are hoping you have hooked us in and will keep us in suspense. We will be looking for descriptive and figurative language to entertain us as we read.</p> <p><b>WALT:</b> use questioning to comprehend texts read            Listen to or read Ch16 of Matilda  <a href="https://www.youtube.com/embed/MDqenlulTKU">https://www.youtube.com/embed/MDqenlulTKU</a>            Good readers always ask themselves questions to help them understand the text. They usually take the form of the <b>5Ws – who, what, where, when, why - and don't forget how.</b>            Think about the content of Ch16 in Matilda. Ask yourself some questions that you wonder as you read through Chapter 16. Write down those questions. Ask someone else in your family to read or listen to CH16 and check to see if they wondererd similar questions to the ones that you asked.</p> <p><b>Spelling using Technology</b>  <b>WALT:</b> use new functions in word processing programs            Create a Google Doc or a Word Doc and insert a table with 15 columns and 15 rows. Use as many of your spelling words as possible to create a find-a-word.</p>	<p><b>Mathematics</b>  <b>WALT:</b> solve problems involving division by a one-digit number, including those that result in a remainder.            Today you will be using the <b>formal algorithm</b> to solve division problems.            using the formal algorithm, eg <math>258 \div 6</math>  <math display="block">\begin{array}{r} 43 \\ 6 \overline{)258} \end{array}</math></p> <ol style="list-style-type: none"> <li><b>Learn:</b> Watch the video below on short division. This will remind you how to solve a division algorithm.  <a href="https://www.youtube.com/embed/IS-YRqkMxdg">https://www.youtube.com/embed/IS-YRqkMxdg</a></li> <li>Watch this video too. This one will also show you what to do if there is a <b>remainder</b>.  <a href="https://www.youtube.com/embed/nDsY4OFXJ1l">https://www.youtube.com/embed/nDsY4OFXJ1l</a></li> <li><b>Do:</b> Complete the worksheet. You must start with the 3-digit divided by 1-digit. If you find that easy, you can also try the worksheet with the larger numbers.  <i>Complete this work in your book, laying them out the same way as seen in the videos and showing your working out. You must use SHORT division only.</i></li> <li>After completing the division algorithms, can you explain why the remainder in a division calculation is always less than the number divided by (the divisor)? Write your answer underneath your algorithms.</li> <li><b>Extension:</b> create some of your own 5-digit numbers and divide them by 2-digit numbers, using short division.</li> </ol> <p><b>Wellbeing WALT:</b> practise strategies that improve mental health and wellbeing <b>Complete your Wellbeing Check in Learn it- Gratitude</b> Click here to watch:  <a href="#">Kid President's 25 Reasons To Be Thankful!</a>            Which of those things are you also grateful for?  <b>Activity:</b> Take a sensory walk outside. Use your 5 senses (sight, sound, smell, taste, touch) to observe and appreciate nature.  <i>*Wellbeing Activity continued in Session 3...</i></p>	<p><b>H.S.I.E.</b>  <b>WALT:</b> make observations about other places and cultures            Today you are going to view an image and make some observations about what you see. You will need to use appropriate adjectives to describe what you see. You might be able to use some of your own background or prior knowledge to help you make some inferences, too.  <i>*There is an resource posted on your google classroom to guide you with this task.</i></p>  <ol style="list-style-type: none"> <li>View the stimulus of the Dharavi Slum in Mumbai (this video is on your google classroom).</li> <li>Consider what you see, what you think and what you wonder.</li> <li>Record your observations by completing the ‘See, Think, Wonder’ thinking routine (attached below). Look carefully at the selected stimulus and write down your observations:           <ul style="list-style-type: none"> <li>- what do you see? (use adjectives to describe)</li> <li>- use your inferencing skills to decide what you think about these observations</li> <li>- wonder what else might be happening within or outside the frame of the stimulus image?</li> </ul> </li> </ol> <hr/> <p><b>Physical Activity</b>  <b>WALT:</b> keep fit and healthy            Go outside if you can and get at least 30 minutes of physical activity. <b>Log this in your physical activity journal</b> (see below)</p> <hr/> <p>Collect 5 fallen leaves of different sizes and textures during your walk. Make sure the leaves are big enough to write a few words on. Once inside, write things you're grateful for on these leaves. Then create a 'Gratitude Tree' using the leaves, a craft roll/roll from paper towel and some glue or sticky tape.</p>



### Thursday Overview

Session 1	Session 2	Session 3
<p><u>English</u>  <b>WALT:</b> entertain an audience through writing            Today you will focus on writing the CLIMAX and RESOLUTION of your “My Super Power” story. This is the most exciting part of your story where you get to use your superpower to solve a problem. Remember to continue on with your story from yesterday’s lesson. This will be in google classroom. Once you have finished, proofread and edit your whole story (use the WILF to guide you).</p> <p><u>Library</u>  <b>You will need to go to your library google c’room for this</b>  <b>WALT:</b> use questioning as a strategy to comprehend texts            Choose a book you have read or been reading at home.  <i>You might like to use <u>Matilda</u> by Roald Dahl instead as you have been reading that for school.</i>            Make up 5 questions you could ask somebody who has read this book. These questions should include both literal questions (when the answer is written IN the text) and inferential questions (when the reader has to ‘read between the lines’ and make inferences from clues in the text). Write the answers to your questions as well.</p> <p><u>Digital Technology</u>  <b>WALT:</b> use new functions in word processing programs            In either a Google Doc or Word Doc, create a table with 2 columns. Column 1 is to be titled Miss Trunchbull and column 2 is to be titled Miss Honey. Insert pictures and/or words that describe these characters. Think creatively about your presentation. Vary your fonts, colour and size. Add a picture or two.</p>	<p><u>Mathematics</u>  <b>WALT:</b> solve problems involving division by a one-digit number, including those that result in a remainder            Yesterday you learnt how to use the formal algorithm for division. Today you will get more practice using this strategy.            using the formal algorithm, eg <math>258 \div 6</math>  <math display="block">\begin{array}{r} 43 \\ 6 \overline{)258} \end{array}</math></p> <p><b>Learn:</b> Here’s a video to refresh your memory of short division. <a href="https://www.youtube.com/embed/uKsSB8zIR9M">https://www.youtube.com/embed/uKsSB8zIR9M</a></p> <p><b>Self-Reflect:</b> Think about how you found yesterday’s algorithms. If yesterday’s algorithms were just OK or too hard, and you are still learning how to complete division using this strategy, stick with the 3-digit numbers divided by one-digit numbers today and get some more practice. If you found yesterday’s work too easy, today you should try the extension activities where you’re asked to divide the 5-digit numbers by the 1-digit divisor. (worksheets below)</p> <p><b>Check:</b> Once you have finished your algorithms, check your answers using a calculator. If your answer was incorrect, see if you can work out where you went wrong.</p> <p><b>Reflect:</b> What problems (if any) did you encounter? Is there a different strategy for division that you find easier than an algorithm?</p> <hr/> <p><u>Mindfulness</u> <b>WALT:</b> practise strategies that improve mental health and wellbeing</p> <p><b>Complete your Wellbeing Check in on google classroom</b>  <b>Mindful Moment- Gratitude</b> This week we have focused on Gratitude. Click here to watch: <a href="#">Be Grateful</a> (It will need to be opened in your Chrome browser)  <b>Mindful Reflection:</b> Take a moment to be grateful for all that you have. Share your thoughts with a family member.</p>	<p><u>Creative Arts</u>  <b>WALT:</b> Recognise and describe the elements of dance.  <b>ELEMENT OF DANCE: TIME</b>  <b>Explanation:</b> Much of western music uses repeating patterns (2/4 or 3/4 for example), but concepts of time are used very differently throughout the world. Dance movements may also show different timing relationships such as simultaneous or sequential timing, brief to long duration, fast to slow speed, or accents in predictable or unpredictable intervals.            Watch this video (1 min 17 seconds)  <a href="https://www.elementsofdance.org/time.html">https://www.elementsofdance.org/time.html</a>            When do things happen? How do we see and hear changes in timing? What cues the dancers?  <b>Your task:</b> Come up with a 30 second dance which demonstrates varied timings. For example; alter your speed at different parts of your dance. You could: go slower or faster for the entire phrase; vary the duration of just 1 or 2 movements – make them last longer or move more quickly; use freestyle timing rather than dancing to music with a regular beat; change the music from 4/4 to another variation. You can choose any G-rated music you like for this.            Once you have rehearsed your dance, perform this dance for your family. You could even teach it to a sibling and have them perform it with you.  <b>Optional:</b> If you are very proud of it, take a video and share it with your teacher/s.</p> <p><u>Physical Activity</u>  <b>WALT:</b> keep fit and healthy            Go outside if you can and get at least 30 minutes of physical activity. <b>Log this in your physical activity journal</b> (see below)</p>



Friday Overview

Session 1	Session 2	Session 3
<p><b>English WALT: respond to feedback to improve our learning</b>            Self-reflection and responding to feedback are important in identifying where we can improve. Check your writing task for any feedback given by your teacher (if they have been teaching at school, they might not have provided this yet). SELF-REFLECT: with a different colour, either written or done on your computer, edit and enhance your story. Make sure you check for the following things:</p> <ol style="list-style-type: none"> <li>1. Does your story have a HOOK or a SIZZLING start?</li> <li>2. Do you use descriptive language to create an image (e.g. adjectives and adverbs)?</li> <li>3. Did you use figurative language? (e.g. similes)</li> <li>4. Correct Punctuation? (full stops, exclamation marks)</li> </ol> <p><b>WALT: understanding new vocabulary from a text</b>            In Ch16 – Miss Honey’s cottage there are a whole series of new words (vocabulary) that you may not have the knowledge of. Here are some of those words:  <b>animated, valve, mysterious, phenomenon, precocious, conceit, profoundly, bemused, delicacy, compel.</b></p> <ol style="list-style-type: none"> <li>1. Locate the word in the written version of Matilda and then try to identify its meaning from reading the sentences before and after the word.</li> <li>2. Look it up in the dictionary and write down its meaning.</li> <li>3. Write the word in a sentence that makes sense.</li> </ol> <p><b>WALT: apply spelling strategies to accurately spell</b>            It is now the end of this fortnight spelling. Have a parent quiz you spelling your words. You can answer verbally or written (hand or typed).</p> <p><b>Celebrate your success:</b> Which new words have you learnt this week? <b>Keep Going, Keep Growing:</b> Are there any words you still need to practise? Look, cover, write, check these words.</p> <p><b>Wellbeing WALT: practise strategies that improve mental health and wellbeing</b> Please refer to wellbeing activity included at the bottom of Session3...</p>	<p><b>Mathematics WALT: solve problems involving division by a one-digit number, including those that result in a remainder</b>            Today, you will use your knowledge of division strategies to solve these <b>word problems</b>. You can use any of the strategies you have learned about this week (split strategy, short division or inverse multiplication facts). Remember, you must <b>show all your working out.</b></p> <p><b>Word Problems</b></p> <ol style="list-style-type: none"> <li>1. A librarian had to pack thirteen books into boxes. If each box can hold two books, how many boxes did she need?</li> <li>2. A container can hold five orange slices. If a company had seventeen orange slices to put into containers, how many more slices would they need to fill up the last container?</li> <li>3. Susie wanted to drink exactly nine bottles of water each day, so she bought sixty-two bottles when they were on sale. How many more bottles will she need to buy on the last day of the week?</li> <li>4. A coat factory had seventeen coats. If they wanted to put them into five boxes, with the same number of coats in each box, how many extra coats would they have left over?</li> <li>5. A builder needed to buy nineteen boards for his latest project. If the boards he needs come in packs of six, how many packages will he need to buy?</li> <li>6. Sarah is making bead necklaces. She wants to use twenty-three beads to make seven necklaces. If she wants each necklace to have the same number of beads, how many beads will she have left over?</li> </ol> <p><b>Exit Pass</b> – Complete the Google Form Exit Pass to show your teacher how well you understand what you learnt this week. <b>DO NOT let your parent/carer help you with this one.</b></p> <p><b>Extension:</b> Of 925 kids at the local swimming pool, one fifth are planning to come back the next day. How many are coming back? Explain in words how you solved this problem.</p>	<p>Physical Education (PE) <b>WALT: create new rules for existing games to promote inclusion and safety</b></p> <p><b>RULE CHANGES:</b>            Read the following rule changes that have been made in current popular sports.</p> <p><b>1. Rugby Union scrum changes:</b> <i>The biggest change and contribution being the “crouch-touch-pause-engage” rule, which has since been amended to “crouch-bind-set”, that helps reduce the movement in the scrum and has decreased the number of spinal injuries occurring in the sport.</i></p> <p><b>2. Rules around heat:</b> <i>Many sports have rules around heat, as do schools and clubs. Many of these policies were brought into place to promote the safety of the players as extreme heat may cause negative effects on their health and wellbeing. In cricket for example, umpires call additional drinks breaks during extremes of hot weather.</i></p> <p><b>TASK:</b> Choose a well-known game. This might be one that is played in the school playground, or you might play it on the weekend as part of a club. It might be a game you play with your family at home. Change the game by adding new rules. These rules should:</p> <ol style="list-style-type: none"> <li>1. promote inclusion of others and/or</li> <li>2. promote the safety of the people who are playing.</li> </ol> <p><b>Reflection:</b> Try to play the new version of the game with someone in your family at home, or discuss with them your new rules. Do they think these will improve the game?</p> <p><b>Reflection: How have you felt this whole week?</b></p> <ul style="list-style-type: none"> <li>- Have you been happy all week or had ups and downs?</li> <li>- What did you do to make yourself feel better?</li> <li>- Could you do this next time you felt the same again?</li> </ul> <p><b>Complete your Wellbeing Check in on google classroom.</b></p>



## The Kindness Challenge!

It is important we continue to recognise, celebrate and spread kindness during these 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!

# Day 4

Send an email, video call or write a letter to a loved one. Things to include:

- 3 questions
- what you have been up to
- 3 things you're grateful for

THE 20 DAY KINDNESS CHALLENGE  
*Home Edition*  
@giftedandtalentedteacher


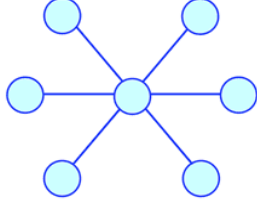




### Physical Activity Journal

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 Challenges

Monday	Tuesday	Wednesday	Thursday	Friday
<p>A painter charges \$ 225 for materials and \$ 35 per hour for labour.            The total cost of painting an office is \$ 330. How many hours did it take the painter to paint the office?</p> 	<p><b>Maths Riddles</b></p> <p>What is the Number?            The number has 5 digits            The thousands digit is the number of fingers on one hand            The tens digit is the number of days in a week            The ones digit is half of 14            The hundreds digit is 18 divided by 2            The ten thousands digit is <math>2 + 4 + 2 - 7</math></p>	<p>© MathSphere www.mathsphere.co.uk</p> <p><b>Puzzle time</b>            Seven up!</p>  <p>Put the numbers  <b>1, 2, 3, 4, 5, 6 and 7</b>            in the circles so that each straight line of three numbers adds up to the same total.</p> 	<p>Can you use the numbers below to make 142?</p> <p style="text-align: center;"><b>2,9,1,7,2,7,5</b></p> <p>Each number can only be used once.            Don't forget correct order of operations. (BODMAS)</p>	<p><b>Open Ended Question</b></p> <p>Mr Wicks went on a shopping trip to DFO. He spent 1/4 of his money on jeans, 2/3 of his money on shoes and the rest on lunch. Give 3 examples of the total amount he had to start with and how much he spent on each item.</p> 



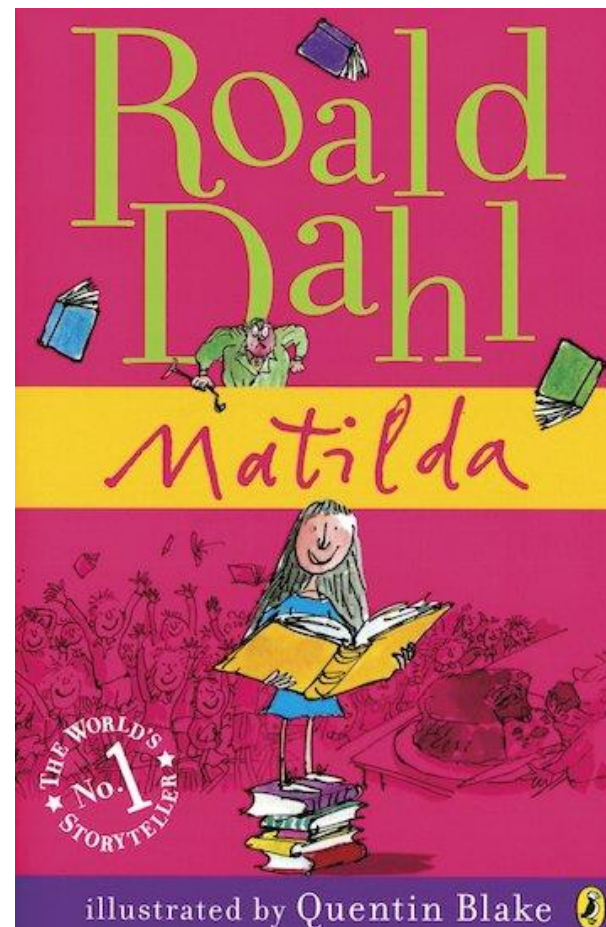


## English Resources - Matilda

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

Or you can 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 then the click on 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)



## Mental division strategies – inverse operations

As we know, multiplication and division are inverse operations.  
 This means they do the reverse of each other:

$$8 \times 9 = 72$$

$$72 \div 9 = 8$$

We can use our knowledge of the times tables to help us answer division questions.

### 1 Complete these fact families:

a  $8 \times \square = 24$

b  $8 \times \square = 32$

c  $7 \times \square = 42$

$24 \div 8 = \square$

$32 \div 8 = \square$

$42 \div 7 = \square$

d  $9 \times \square = 27$

e  $5 \times \square = 25$

f  $8 \times \square = 96$

$27 \div 9 = \square$

$25 \div 5 = \square$

$96 \div 8 = \square$

## Monday MATHS Inverse Operations

### 2 Use your knowledge of multiplication to help you mentally solve these problems. Some will have remainders.

a  $36 \div 3 = \square$

b  $63 \div 7 = \square$

c  $121 \div 11 = \square$

d  $120 \div 10 = \square$

e  $25 \div 6 = \square$

f  $37 \div 8 = \square$

g  $68 \div 11 = \square$

h  $113 \div 12 = \square$

What do we do when there are remainders? We have to guess, check, and improve.

$27 \div 5 = ?$

$5 \times 6 = 30$  Too high

$4 \times 5 = 20$  Too low, there are

7 left over

$5 \times 5 = 25$  There are 2 left over so

$27 \div 5 = 5 \text{ r } 2$



**THINK**

### 3 Try these:

a 42 cupcakes are shared evenly among you and 7 friends.  
 How many whole cakes does each person receive?

b How do you recommend sharing the remainder?

c 102 pencils need to be put into packets of 12. How many full packs can be made? How many pencils are left over?

Tuesday Maths

Mental division strategies – split strategy

Division problems become easier if you split the number to be divided into recognizable facts.

Look at the problem  $68 \div 2$

Can we divide 68 into 2 multiples of 2?

One option is 60 and 8. These are both easily divided by 2.

We do this, then we add the two answers together.

$$\begin{array}{r} 68 \div 2 \\ \underline{60} \quad \underline{8} \\ \div 2 \quad \div 2 \\ \underline{30} + \underline{4} = 34 \end{array}$$

Or, with two even numbers, we can keep halving until we get to known number facts:

$$256 \div 64 \rightarrow 128 \div 32 \rightarrow 64 \div 16 \rightarrow 32 \div 8 = 4$$

1 Use the split strategy to divide these numbers:

a  $112 \div 8$

$$\begin{array}{r} 80 \\ \underline{\quad} \\ \div 8 \end{array} \quad \begin{array}{r} 32 \\ \underline{\quad} \\ \div 8 \end{array}$$

$$\underline{\quad} + \underline{\quad} = \square$$

b  $115 \div 5$

$$\underline{\quad} \quad \underline{\quad} \quad \underline{\quad}$$

$$\div 5 \quad \div 5 \quad \div 5$$

$$\underline{\quad} + \underline{\quad} = \square$$

c  $102 \div 6$

$$\underline{\quad} \quad \underline{\quad} \quad \underline{\quad}$$

$$\div 6 \quad \div 6 \quad \div 6$$

$$\underline{\quad} + \underline{\quad} = \square$$

2 Choosing a strategy, solve these problems. Try and do them in your head.

a  $68 \div 16 = \square$

b  $284 \div 4 = \square$

c  $126 \div 2 = \square$

d  $168 \div 8 = \square$

e  $196 \div 2 = \square$

f  $744 \div 12 = \square$

You can also make notes as you go, as in the example above!



3 Choose a strategy and solve these:

a 848 packs of Smarties are thrown into the audience at an end of year school concert. If the teachers bought enough Smarties for each child to receive 8, how many audience members are there?

b Your class of 24 ended up doing extremely well at the Smartie toss. Not only were you positioned well, you had a “show no mercy” approach which resulted in the class scoring 216 of the Smarties. On average, how many was this per student?





**WEDNESDAY MATHS**

Complete in your workbook or on paper, laying them out as seen in the videos you watched. *Show all working out.*  
You should aim to do the 3-digit algorithms first. 4-digit algorithms are there for extension and fast finishers.

**Short Division – 3-Digit**

Division (A)

Find each quotient and the remainder.

$5\overline{)783}$	$6\overline{)719}$	$9\overline{)296}$	$9\overline{)917}$	$2\overline{)158}$
$2\overline{)896}$	$5\overline{)858}$	$8\overline{)966}$	$3\overline{)459}$	$7\overline{)954}$
$3\overline{)673}$	$3\overline{)192}$	$6\overline{)889}$	$9\overline{)661}$	$5\overline{)497}$
$2\overline{)971}$	$3\overline{)538}$	$6\overline{)373}$	$1\overline{)345}$	$1\overline{)621}$

**Short Division – 4 Digit**

Division (G)

Find each quotient and the remainder.

$5\overline{)1416}$	$9\overline{)4128}$	$1\overline{)2769}$	$6\overline{)5033}$
$9\overline{)7876}$	$5\overline{)5348}$	$1\overline{)3292}$	$4\overline{)6165}$
$6\overline{)6208}$	$6\overline{)7826}$	$9\overline{)7903}$	$4\overline{)4054}$



### THURSDAY MATHS

#### 3-Digit by 1-Digit Division (H)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Calculate each quotient.

$2 \overline{)355}$

$4 \overline{)586}$

$3 \overline{)453}$

$9 \overline{)608}$

$3 \overline{)345}$

$2 \overline{)561}$

$2 \overline{)305}$

$9 \overline{)434}$

$7 \overline{)361}$

$7 \overline{)461}$

$4 \overline{)873}$

$5 \overline{)816}$

$2 \overline{)365}$

$8 \overline{)265}$

$4 \overline{)764}$

$8 \overline{)837}$

$3 \overline{)404}$

$5 \overline{)688}$

$6 \overline{)641}$

$3 \overline{)318}$

$2 \overline{)372}$

$5 \overline{)403}$

$2 \overline{)506}$

$9 \overline{)641}$

### THURSDAY MATHS – EXTENSION

#### Long Division with remainders within 1-100,000

##### Grade 5 Division Worksheet

Find the quotient with remainder.

1.

$5 \overline{)65,749}$

2.

$6 \overline{)22,176}$

3.

$5 \overline{)25,931}$

4.

$4 \overline{)71,568}$

5.

$7 \overline{)98,694}$

6.

$9 \overline{)81,844}$

1.

$5 \overline{)48,779}$

2.

$4 \overline{)39,400}$

3.

$3 \overline{)47,521}$

4.

$4 \overline{)86,109}$

5.

$8 \overline{)74,148}$

6.

$4 \overline{)40,631}$

#### 5-Digit by 2-Digit Division (A)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Calculate each quotient.

$13 \overline{)35744}$

$23 \overline{)44368}$

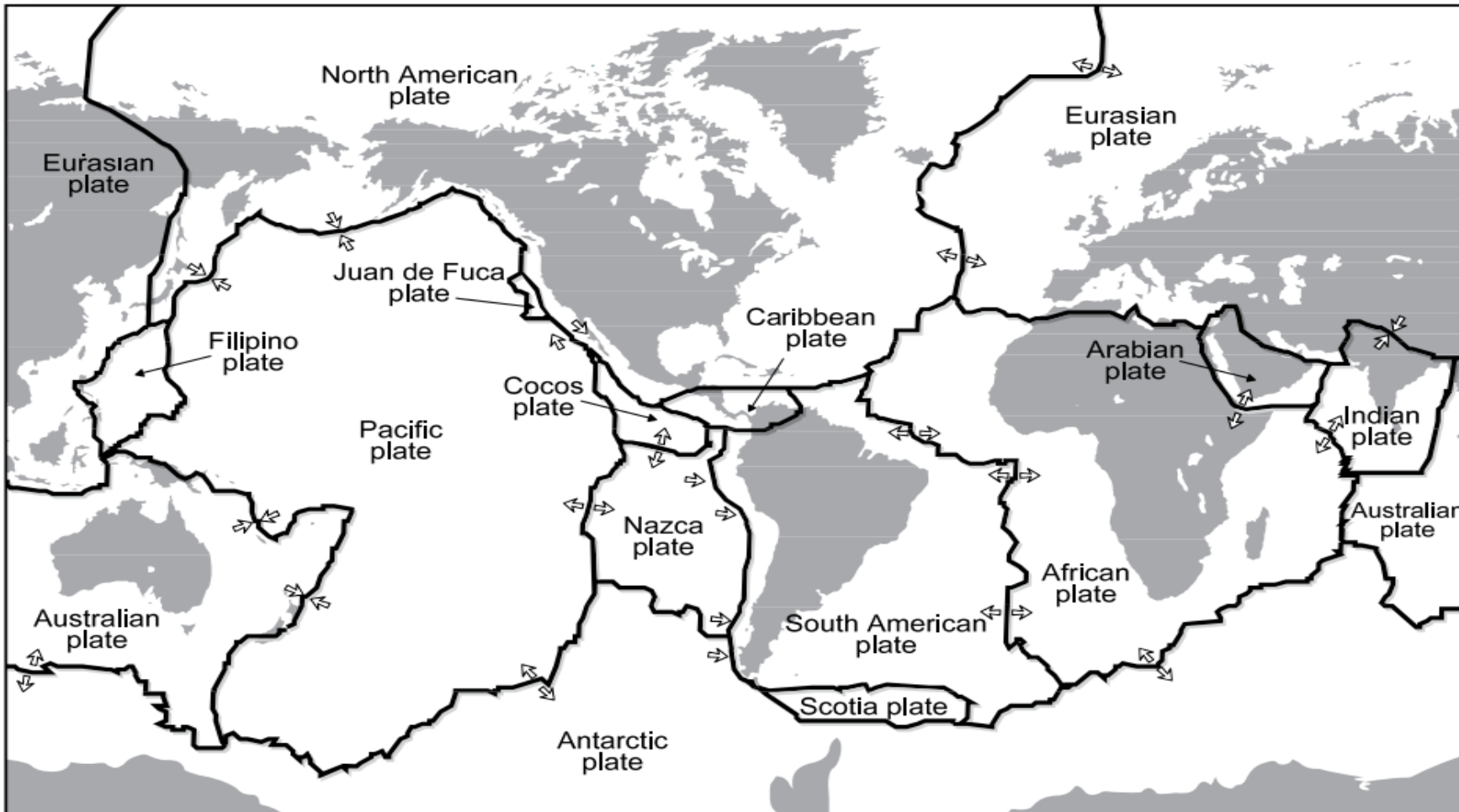
$61 \overline{)67812}$



Spelling (fortnightly cycle)		Extension Words
<b><u>LIST WORDS</u></b> Unit 7 1. bauble 2. ceremony 3. merry 4. artificial 5. celebration 6. cranberry 7. exciting 8. shepherd 9. fireplace 10. television 11. pantomime 12. seasonal 13. chestnuts 14. invitation 15. ribbon 16. skiing 17. skating 18. snowboard 19. sledge 20. leisure 21. without 22. idea	<b><u>Revision Words</u></b> sauce presents occasion reunion ornaments enjoyment delight wrap sugar special  <b><u>THEME WORDS</u></b> Gallipoli Melbourne inexperienced extraordinary ANZAC significance Papua New Guinea Kokoda inscription plaque	<b><u>Extension Words</u></b> exaggerated guidance hypocrisy ingenious nauseous parentheses restauranteur superseded ukulele unwieldy



## Science Resource



**Diagram 2: Map of the world including the main tectonic plates**



**Geography Resource: See, Think, Wonder**

I see...	I think...	I wonder...