



Weekly Overview					
	Session 1	Session 2		Session 3	
Monday	English WALT: plan our writing in order to entertain an audience	Mathematics WALT: identify the likelihood of events	Wellbeing WALT: practise strategies that improve mental health and wellbeing	P.D.H WALT: recognise the qualities of positive relationships	Physical Education WALT: keep fit and healthy
Tuesday	English WALT: write a story to entertain	Mathematics WALT: identify the likelihood of events	Wellbeing WALT: practise strategies that improve mental health and wellbeing	Science and Technology WALT: research and compare the planets in our solar system	Physical Activity WALT: keep fit and healthy
Wednesday	English WALT: entertain an audience through writing	Mathematics WALT: compare observed frequencies in chance experiments with expected frequencies	Wellbeing WALT: practise strategies that improve mental health and wellbeing	H.S.I.E WALT: make observations about other places and cultures	Physical Activity WALT: keep fit and healthy
Thursday	English WALT: entertain an audience through writing Library WALT: use questioning as a strategy to comprehend texts	Mathematics WALT: solve problems involving chance	Mindfulness WALT: practise strategies that improve mental health and wellbeing	Creative Arts WALT: recognise and describe the elements of dance	Physical Activity WALT: keep fit and healthy
Friday	English WALT: understand new vocabulary from a text	Mathematics WALT: describe probability as a fraction	Wellbeing WALT: practise strategies that improve mental health and wellbeing	Physical Education WALT: 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>English WALT: plan our writing in order to entertain an audience Listen to or read Ch14 of Matilda again: https://www.youtube.com/embed/8M5F2XKffdc 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"> - Descriptive language (adjectives and adverbs) - Figurative language (similes and metaphors) - Punctuation (exclamation marks! to create emotion) - Ellipses (to create suspense). <p>Imagine having a superpower like Matilda. - If you could have a special power, what would it be? - What would you be able to do? - When could you use it? - How could you use your special power to help people? - How can you discover your special power? Use the questions above to plan a story about your super power. Plan 1: Illustrate you and your super power (include labels). Plan 2: Plan the different stages of your story (include: Orientation, Complication, Climax, Resolution).</p>	<p>Mathematics WALT: identify the likelihood of events Warm Up Complete one column of the Pokemon Warm Up http://www.mathematicshed.com/warm-up-shed.html</p> <p>Reflect on the Likelihood of Events All events have different likelihoods. This means how likely or unlikely they are to occur. What are some events that have no chance of ever happening? What are some events that are certain to occur? What are some events that have a fifty-fifty chance of happening?</p> <table border="1" data-bbox="813 786 1462 855"> <tr> <td>No Chance</td> <td>Fifty Fifty</td> <td>Certain</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>Draw the above table in your book, or create it on a google doc. List 8 events in each column that have that chance of occurring.</p>	No Chance	Fifty Fifty	Certain				<p>P.D.H WALT: recognise the qualities of positive relationships. Watch the following clip from the movie 'Wonder.' *Rated PG (Parental Guidance Recommended) https://www.youtube.com/embed/ceWNY5eNSWY After you finish watching, think about the relationships between the characters.</p> <p>TASK: Develop one here, hidden and heart question for someone else to answer.</p> <p>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.</p> <p>For example: what do you think Auggie is feeling during this scene?</p>
No Chance	Fifty Fifty	Certain						
<p>WALT: apply spelling strategies Select 6-8 words from your list for word building. Identify the base word. How many new words can you build off this base word?. Eg <i>reappear</i> comes from <i>appear</i> so then I can build <i>appeared, reappeared, disappeared</i>. Some clues to consider when word building are:</p> <ul style="list-style-type: none"> • If it is a verb, can you change the tense and add <i>s, ed</i> or <i>ing</i>? • If is a noun, can you make the plural? • Can you make the opposite by using a prefix? – eg <i>un, dis, mis</i> • Can you use other prefixes? – <i>bi, auto, re</i> <p>*There is a resource sheet included below to support you.</p>	<p>Wellbeing WALT: practise strategies that improve mental health and wellbeing *Complete your check in on google classroom Learn it- Gratitude 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: 'Grateful' by John Bucchino Activity: 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. Activity: Please see instructions continued in Session 3</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 (see below)</p> <p>Little finger = little things in life, like sunshine Ring finger = relationships (friends and family) Middle finger = a nice thing about someone Pointer finger = point out the beauty around you, for example something in nature Thumb = something nice about yourself</p> <p>Mindful Reflection: Upload your hand to google c'room</p>						




Tuesday Overview

Session 1	Session 2	Session 3
<p>English WALT: write a story to entertain 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. 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. WALT: understand texts read 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"> ▪ What was the Trunchbull’s idea of a perfect school? ▪ Where was Matilda when Miss Honey asked her to make the glass tip over for a second time? ▪ When Miss Honey and Matilda were alone on the other side of the village, what happened to Matilda? ▪ Why do you think Matilda was so excited when she was walking with Miss Honey in Ch16? ▪ How did Matilda make the glass tip over in Ch14 – The First Miracle? <p>Spelling WALT: recognise parts of speech of words From your word building activity yesterday, sort all of your new words into groups according to their grammar types: - nouns, verbs, adjective, adverbs, other. You could also sort the words from your spelling list that you did not use for word building yesterday, into these groups. Be careful, because some words might belong in 2 groups (it would depend on how they are used in a sentence).</p>	<p>Mathematics WALT: identify the likelihood of events Warm Up Complete one column of the Pokemon Warm Up http://www.mathematicshed.com/warm-up-shed.html Which times table do you struggle with the most? Find one set that you find the most difficult to remember the quickest and spend 15 minutes revising it today!</p> <p style="background-color: yellow;">Likelihood of Events: Terminology of Chance Complete the terminology sheet. You will find it in your Google Classroom to complete and then ‘TURN IN’.</p> <p>Use a vending machine to get an awful meal such as fly soup, worm pasta or yucky duck. The machine serves a meal randomly from four slots. Work out the likelihood of getting each type of meal. Then choose a matching probability word: impossible, unlikely, equal, likely or certain. http://www.scootle.edu.au/ec/viewing/L212/index.html</p>	<p>Science and Technology WALT: research and compare the planets in our solar system Please access your work via Mrs Pascoe's Science Google Classroom. Access codes for each class are:</p> <p>6B - n4aqnrd</p> <p>6C - rltx5dq</p> <p>6FB - 4zphsvr</p> <p>6L - intankf</p> 
	<p>Wellbeing WALT: practise strategies that improve mental health and wellbeing Complete your Wellbeing Check in Gratitude Click here to watch: What a Wonderful World Activity: Think about all the good things that have happened to you so far this week. Make a list. Three Good Things That Happened This Week:</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Reflection: Share this list with a family member. Ask them to share with you what good things happened for them.</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 (see below)</p>



Wednesday Overview

Session 1	Session 2	Session 3
<p>English WALT: 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>WALT: use questioning to comprehend texts read Listen to or read Ch16 of Matilda https://www.youtube.com/embed/MDqenIuTKU Good readers always ask themselves questions to help them understand the text. They usually take the form of the 5Ws – who, what, where, when, why - and don't forget how. 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 wondered similar questions to the ones that you asked.</p> <p>WALT: Practise our typing skills Go to www.typing.com and practise your typing for up to 10 minutes.</p> <p>A pangram, or holoalphabetic sentence, is a sentence that contains every letter of the alphabet at least once. The most famous pangram is: “The quick brown fox jumps over the lazy dog,” which has been used to test typing equipment since the late 1800s. Practise your typing with some of the pangrams. <i>*They are written at the bottom of Session 3...</i></p>	<p>Mathematics WALT: Compare observed frequencies in chance experiments with expected frequencies Warm Up Complete one column of the Pokemon Warm Up http://www.mathematicshed.com/warm-up-shed.html On your learning grid, close to the last page, you will find 2 tables. You need to either print the tables out, copy them into your books, or recreate your own on a google doc. Fill in each spinner to make the statement beside it true!</p> <p>Conduct a Chance Experiment Test dice to see if they have been weighted (loaded) to favour one of the six numbers.  Explore how many rolls are needed for you to be reasonably sure of a conclusion. Compare the shape of theoretical data distributions with experimental results. http://www.scottle.edu.au/ec/viewing/L2635/index.html</p> <hr/> <p>Wellbeing WALT: practise strategies that improve mental health and wellbeing *Complete your Wellbeing Check in Learn it- Gratitude Click here to watch: Kid President's 25 Reasons To Be Thankful! Which of those things are you also grateful for? Activity: Take a sensory walk outside. Use your 5 senses (sight, sound, smell, taste, touch) to observe and appreciate nature. 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>	<p>H.S.I.E. WALT: 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.</p> <ol style="list-style-type: none"> 1. View the stimulus of the Dharavi Slum in Mumbai (this video is on your google classroom). 2. Consider what you see, what you think and what you wonder. 3. 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"> - what do you see? (use adjectives to describe) - use your inferencing skills to decide what you think about these observations wonder what else might be happening within or outside the frame of the stimulus image? <hr/> <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 (see below)</p> <hr/> <p><i>The quick brown fox jumps over the lazy dog. The quick onyx goblin jumps over the lazy dwarf. How razorback-jumping frogs can level six piqued gymnasts. Amazingly few discotheques provide jukeboxes. The five boxing wizards never jump or zoom quickly. How vexingly quick daft zebras jump! Six crazy kings vowed to abolish my quite pitiful jousts! Six big devils from Japan quickly forgot how to waltz.</i></p>



Thursday Overview

Session 1	Session 2	Session 3
<p><u>English</u> WALT: 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> You will need to go to your library Google classroom for this WALT: 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 Technologies</u> WALT: create and format a table in Word Watch this YouTube clip to learn how to create and do some editing in tables. https://www.youtube.com/embed/1z6t7mgOrsE In a Word doc or Google doc, explore the functions. Create a table similar to the one below to record the activities you have done this week. Fill in your information. Once you have the basic table, use the tools in “Design” and “Layout” to format your table. Can you: <i>Shade the heading row? Bold and centre only your headings? Make the first column wider than the others? Cont. below...</i></p>	<p><u>Mathematics</u> WALT: solve problems involving chance Warm Up Complete one column of the Pokemon Warm Up http://www.mathematicshed.com/warm-up-shed.html</p> <p>On the Google Doc assignment for today, there are several chance problem solving questions for you to complete. Don’t forget to click ‘TURN IN’ so your teacher can see you learning and provide feedback.</p> <p>Once you have completed your Google Classroom assignment, there are some activities located at the bottom of your learning grid labelled ‘The Prize Wheel’ and ‘Letter Cube’. You may choose to print out the activities or you can answer the questions in your maths book, or on a piece of paper.</p> <p><u>Mindfulness</u> WALT: practise strategies that improve mental health and wellbeing Complete your Wellbeing Check in on google classroom Mindful Moment- Gratitude This week we have focused on Gratitude. Click here to watch: Be Grateful (It will need to be opened in your Chrome browser)</p> <p>Mindful Reflection: Take a moment to be grateful for all that you have. Share your thoughts with a family member.</p>	<p><u>Creative Arts</u> WALT: Recognise and describe the elements of dance. ELEMENT OF DANCE: TIME Explanation: 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) https://www.elementsofdance.org/time.html When do things happen? How do we see and hear changes in timing? What cues the dancers? Your task: 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. Optional: If you are very proud of it, take a video and share it with your teacher/s.</p> <p><u>Physical Activity</u> 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 (see below)</p>



Friday Overview		
Session 1	Session 2	Session 3
<p>English WALT: respond to feedback to improve our learning</p> <p>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). Use any feedback to IMPROVE your writing. 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"> 1. Does your story have a HOOK or a SIZZLING start? 2. Do you use descriptive language to create an image (e.g. adjectives and adverbs)? 3. Did you use figurative language? (e.g. similes) 4. Correct Punctuation? (full stops, exclamation marks) <p>WALT: understanding new vocabulary from a text</p> <p>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:</p> <p>animated, valve, mysterious, phenomenon, precocious, conceit, profoundly, bemused, delicacy, compel.</p> <ol style="list-style-type: none"> 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. 2. Look it up in the dictionary and write down its meaning. 3. Write the word in a sentence that makes sense. <p>WALT: apply spelling strategies to accurately spell</p> <p>It is now the end of this fortnight for spelling. Have a parent or older sibling quiz you on your spelling words. You can answer verbally or written (hand or typed). Write a paragraph explaining what connected your words as a group, what common meanings or phonic parts they had, any spelling rules to follow and some other examples. 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 them.</p>	<p>Mathematics</p> <p>WALT: describe probability using fractions</p> <p>WARM UP</p> <p>Click on the link below and have a look at each of the 3 sections-describing chance, finding probability and showing probability.</p> <p>http://www.trox5.com/interactive/games/pond.html</p> <p>Complete the activities: ‘Certain or Impossible’ and ‘More, Less, Equally Likely’ to identify the likelihood of events. Navigate to the main menu and then select the ‘Showing Probability’ fire flies activity.</p> <p>Representing Probability in Fractional Form:</p> <p>Complete the Probability Letter Tiles activity found at the bottom of your learning grid. Either print the sheet out or copy your answers into your maths book. This activity teaches us how to represent probability as a fraction.</p> <p>Wellbeing</p> <p>WALT: practise strategies that improve mental health and wellbeing</p> <p><i>How have you felt this whole week? Reflect on your posts to your teacher.</i></p> <ul style="list-style-type: none"> - 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? <p>Complete your Wellbeing Check in on google classroom.</p>	<p>Physical Education (PE)</p> <p>WALT: create new rules for existing games to promote inclusion and safety</p> <p>RULE CHANGES:</p> <p>Read the following rule changes that have been made in current popular sports.</p> <p>1. Rugby Union scrum changes: <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>2. Rules around heat: <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>TASK: 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"> 1. promote inclusion of others and/or 2. promote the safety of the people who are playing. <p>Reflection: 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>



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!

Goodluck!

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

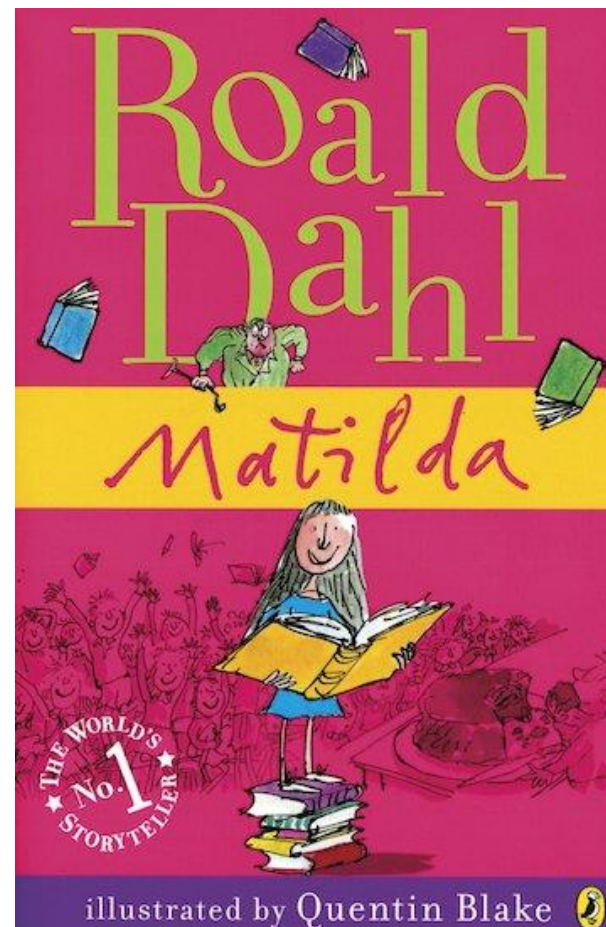


English Resources - Matilda

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





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

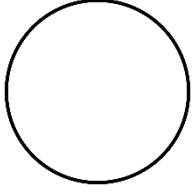
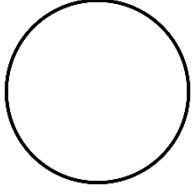
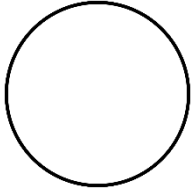
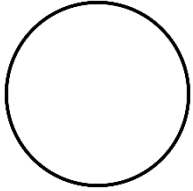
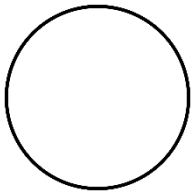
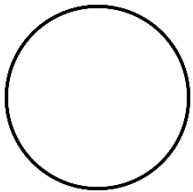
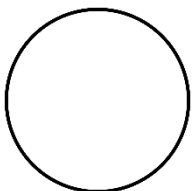
CHANCE and PROBABILITY

Monday	Tuesday	Wednesday	Thursday	Friday
<p>A box contains 9 red marbles, 12 blue marbles, 13 green marbles and 6 white marbles. What is the probability of taking out a red marble? What would the fraction look like?</p>	<p>What is the probability of choosing an O in SCHOOL, if all the letters were in a paper bag? What would the fraction be?</p>	<p>There are 3 pink jelly beans, 1 green jelly bean, 5 white jelly beans and 3 yellow jelly beans. What is the probability of picking a green jelly bean? What is the probability of picking a pink or yellow jelly bean?</p>	<p>From yesterday's jellybeans: If you added 3 more green jelly beans and 1 more white jelly bean into the bag what is the probability of picking a green jelly bean now?</p>	<p>Write these chance and probability words into sentences showing me that you know what they mean. likelihood equally impossible unlikely certain for example. There is a fifty-fifty chance of rain tomorrow.</p>



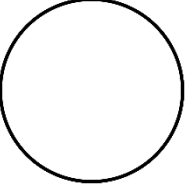
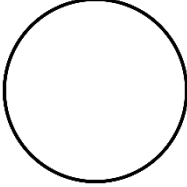
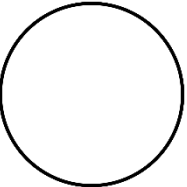
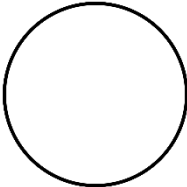
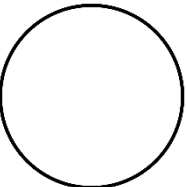
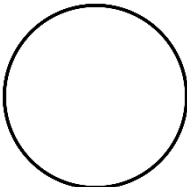
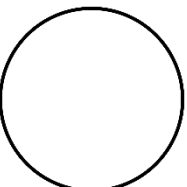
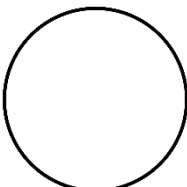
Wednesday Maths PROBABILITY

Colour in the spinners to show the different probabilities.

	50:50 chance of red or white		Where it is impossible to get red but likely to get white.
	$\frac{3}{4}$ chance that you will get blue		3 in 8 chance that you will get red 2 in 8 chance that you will get blue Impossible to get yellow
	More likely than you will get red than green and less likely that you will yellow than red		Unlikely that you will get red Likely that you will get yellow Not impossible to get green
	Certain that you will get a yellow		

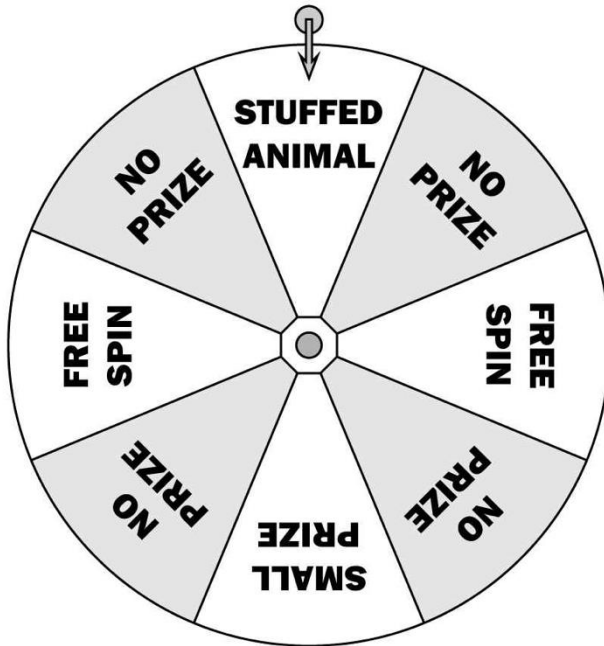


Design your own spinners and explain the probability of landing on different colours.

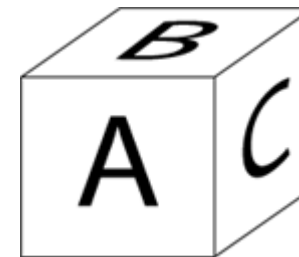


Thursday Maths: The Prize Wheel & The Letter Cube



1. If you spin the wheel, what is the probability that the arrow will point to "stuffed animal"?
2. What is the probability that the arrow will point to "no prize"?
3. What is the probability that the arrow will point to "free spin"?
4. What is the probability of rolling a vowel?
5. What is the probability of rolling a consonant?
6. What is the probability of rolling one of the first three letters of the alphabet?

This cube has the letters A through F printed on it.



7. What is the probability of rolling the letter B or D? _____



Friday Maths

Probability: Letter Tiles

A	H	T	E	A
W	C	A	U	E
T	S	E	A	C

The letters tiles pictured above are placed in a bag. Without looking, Zachary draws them from the bag one at a time. Each time he draws one, he writes down the letter and places it back in the bag.

Complete the activity questions below. Record your answers in fractional form.

Challenge-convert your answers to percentages

1. What is the probability that Zack will draw the letter T from the bag?
2. What is the probability that Zack will draw the letter A from the bag?
3. What is the probability that Zack will draw a vowel from the bag?
4. Is Zack more likely to draw a vowel or a consonant from the bag?
5. What is the probability of Zack drawing one of the letters found in the word cat?
6. What is the probability of Zack drawing one of the letters found in the word seat?
7. What is the probability of Zack drawing one of the letters found in the word cheat?
8. What is the probability of Zack drawing a letter that **is not** found in the word sauce?



THURSDAY Digital technologies:

WALT: create and format a table in Word

Watch this YouTube clip to learn how to create and do some editing in tables. <https://www.youtube.com/embed/1z6t7mgOrsE>

In a Word doc or Google doc, explore the functions. Create a table similar to the one below to record the activities you have done this week. Fill in your information. Once you have the basic table, use the tools in “Design” and “Layout” to format your table.

Can you: *Shade the heading row? Bold and centre only your headings? Make the first column wider than the others? Cont. below...*

Make all other columns the same width?

Make the border lines wider?

Insert an extra row at the bottom? (press tab when in the last box – watch what happens to your wide border)

Insert an extra row part way?

My Week's Activities

Activities	Monday	Tuesday	Wednesday	Thursday	Friday
Exercise / Sport					
Chores done					
Leisure Time					
Family Time					



Spelling Resources

Year 6 – Term 2 - Weeks 3-4

Alpha Group Late: Derivational Spellers	Beta Group Middle to Late: Derivational Spellers	Gamma Group Early to Middle: Derivational Spellers	Delta Group Early: Derivational Spellers
Unit 6 Blue Sort 38 Greek and Latin Elements (Body) decapitate, corpse, dentist, pedal, capitol, corps, orthodontist, pedicure, capital, corpulent, periodontal, pedestal, centipede, capitalization, corporal, dentures, impede, orthopedic, captain, corporation, indent, podiatrist, podium, pedestrian	Unit 4: Blue Sort 21 Vowel and Consonant Alternations personal, personality, hostile, hostility, mobile, mobility, mental, mentality, formal, formality, fatal, fatality, fertile, fertility, general, generality, original, originality, brutal, brutality, individual, individuality	Unit 2: Blue Sort 10 SUFFIXES: -TY, -ITY safe, active, safety, activity, festive, special, novelty, tranquil, festivity, specialty, novel, royal, casual, royalty, tranquility, humid, minor, humidity, certain, casualty, sensitive, minority, sensitivity, certainty	Unit 1: Blue Sort 3 Prefixes: re/in/ex/de replay, reappear, reclaim, reconsider, reruns, research, reaction, inflate, interior, inhabit, inmate, install, inhale, exhale, exile, explore, excess, exhaust, exterior, deflate, defrost, deprive, decrease, delete



Geography Resource: See, Think, Wonder

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