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Grade 5PS

Remote Learning Pack

Miss Patel and Mrs Shaw

Week Beginning - Monday 6th September 2021

REMOTE LEARNING TIMETABLE

Term: 3

Week: 9

Date: 6th September - 10th September 2021

By: Mrs Shaw & Miss Patel

Grade: 5PS

Time / Day	Monday 6.9 (Mrs Shaw)	Tuesday 7.9 (Mrs Shaw)	Wednesday 8.9 (Miss Patel)	Thursday 9.9 (Miss Patel)	Friday 10.9 (Miss Patel)
8:45am-9:10am	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station	-Log on -Read Google Classroom instructions -Set up work station
9:10am-9:40am	MORNING GOOGLE MEET	MORNING GOOGLE MEET @ 9:00am (Joining our class E Safety Webinar @ 9:30am)	MORNING GOOGLE MEET	No class Google Meet - Grade 5 Teacher's Planning Day	MORNING GOOGLE MEET WHOLE SCHOOL LITURGY @ 9:30am (from Recording)
60 minutes	LITERACY	DIGITAL TECH E SAFETY WEBINAR 9:30am - 10:15am (We will attend this during our Google Meet)	LITERACY	SOCIAL LEARNING	LITERACY
		LITERACY		10:20am- 11:00am LOTE	
45 minutes	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
30 minutes	INQUIRY	INQUIRY	INQUIRY	12:40pm - 1:20pm ART	INQUIRY
45 minutes	RELIGION	RELIGION	RELIGION	12:00pm - 12:40pm MUSIC	RELIGION
40 minutes	MATHS	MATHS	MATHS	BTN	MATHS
30 mins	SNACK	SNACK	SNACK	SNACK	SNACK
30 minutes	HAND IN ALL WORK PHYSICAL ACTIVITIES	HAND IN ALL WORK PHYSICAL ACTIVITIES	SPORT	HAND IN ALL WORK PHYSICAL ACTIVITIES	HAND IN ALL WORK PHYSICAL ACTIVITIES
3:00pm-3:15pm	Pack up/Log off	Pack up/Log off	Pack up/Log off	Pack up/Log off	Pack up/Log off

FOCUS GROUP GOOGLE MEET TIMETABLE	LITERACY 10:00am-10:30am	LITERACY 10:30am-11:00am	MATHS 12:30pm-12:50pm	MATHS 12:50pm-1:10pm
Monday 6th September	Green Group and Blue Group Hanna Simon Francisco Motusi Ajaknei Rijuta Alisha Antonio Emerly Adriana			Purple Group and Red Group Adele Ayen Elsie Anthony Ruhani Marley Ashkan Gloria Hoang Christoff Kevin
Tuesday 7th September	Purple Group Adele Ayen Elsie Anthony Ruhani Marley	Red Group Ashkan Gloria Hoang Christoff Kevin	Green Group Hanna Simon Francisco Motusi Ajaknei	Blue Group Rijuta Alisha Antonio Emerly Adriana Extension Maths 12:40-1.20 with Miss McNally Christoff Marley
Wednesday 8th September	Purple Group and Red Group Adele Ayen Elsie Anthony Ruhani Marley Ashkan Gloria Hoang Christoff Kevin			Green Group and Blue Group Hanna Simon Francisco Motusi Ajaknei Rijuta Alisha Antonio Emerly Adriana
Friday 10th September	Purple Group Adele Ayen Elsie Anthony Ruhani Marley	Red Group Ashkan Gloria Hoang Christoff Kevin	Green Group Hanna Simon Francisco Motusi Ajaknei	Blue Group Rijuta Alisha Antonio Emerly Adriana Extension Maths 12:40-1.20 with Miss McNally Christoff Marley

LITERACY (Reading and Writing)	Learning Intention	Task If you have a Literacy Google Meet, complete the main task before doing your 15 minutes of Reading.
Monday	LI: We are learning about informative language related to Natural Disasters.	Read: 15 minutes (on Epic or a book at home). Answer the question posted to Google Classroom. Task: Read the 'Bushfires in Australia -1' text. Create a glossary of key terms from the text (you will add to this throughout the week). Answer the question 'Bushfires in Australia - 2' and submit your work to Google Classroom.
Tuesday	LI: We are learning about informative language related to Natural Disasters.	Read: 15 minutes (on Epic or a book at home). Answer the question posted to Google Classroom. Task: Correct your work from yesterday. Read the 'Tsunamis' text. Add to your glossary of key terms from the text. Answer the questions about the text and submit your work to Google Classroom.
Wednesday	LI: We are learning about informative language related to Natural Disasters.	Read: 15 minutes (on Epic or a book at home). Answer the question posted to Google Classroom. Task: Correct your work from yesterday. Read the 'Earthquakes' text. Add to your glossary of key terms from the text. Answer the questions about the text and submit your work to Google Classroom.
Thursday	LI: We are learning how to expand our sentences and add detail to our writing.	Read: 15 minutes (on Epic or a book at home). Answer the question posted to Google Classroom. Task: Correct your work from yesterday. Complete the 'Expanding Sentences' worksheet and submit your work to Google Classroom.
Friday	LI: We are learning how to use punctuation correctly.	Read: 15 minutes (on Epic or a book at home). Answer the question posted to Google Classroom. Task: Correct your work from yesterday. Complete the 'Punctuation' worksheet and submit your work to Google Classroom.

MATHS	Learning Intention	Task
Monday	LI: We are learning about time.	Complete the Time Pre-Assessment on Essential Assessment. Extension task: My Numeracy or Sunset Maths on Essential Assessment
Tuesday	LI: We are learning about 12 hour and 24 hour time.	Watch the You-Tube video during the Google Meet: 12 versus 24 Hour Time: What's the difference and where does it come from? https://www.youtube.com/watch?v=i7L71i9uv3o Play 24-hour to the Minute: Do this ten times. Screen shot five of your correct answers and insert them into a Google doc. Submit to Google Classroom. [Home Learning pack & Enabling Students: Analogue and Digital Time] Spend 10 minutes working on My Numeracy specifically working on your Time Assessment.
Wednesday	LI: We are learning how to calculate elapsed time.	Complete the Elapsed time problems. Extension task: My Numeracy or Sunset Maths on Essential Assessment
Friday	LI: We are learning about daylight savings time.	-Watch the video about History of Daylight Saving - Behind the News during the Google Meet. -Discuss with the class why we have Daylight Savings. Reasons FOR / AGAINST. Answer the Question about Daylight savings on Google Classroom: Do you prefer daylight savings. Why or why not? Correct your Elapsed Time problems and submit to Google Classroom.

		Spend 10 minutes working on My Numeracy specifically working on your Time Assessment.
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INQUIRY	Learning Intention	Task
ALL WEEK	<p>LI: We are learning about Natural Disasters.</p> <p>MAJOR PROJECT: Students to work on Natural Disasters Project.</p>	<p>Use the materials provided to you during Literacy and Inquiry to complete the Natural Disasters Project. Ensure that you are answering each question in detail, using research and information from reputable websites. Make sure that you proofread your assignment and that you include appropriate spelling, punctuation and grammar.</p> <p><u>THIS ASSIGNMENT IS DUE ON THE 16TH OF SEPTEMBER</u></p>

RELIGION	Learning Intention	Task
<p>MAJOR PROJECT: STUDENTS CREATE A COMPILATION OF ART WORK AND STATEMENTS THAT RELATE TO THE STATIONS OF CREATION AS YOUR WAY OF PARTICIPATING IN THE 2021 SEASON OF CREATION.</p>		
Monday	<p>LI: We are learning that September is marked on the Christian calendar as the Season of Creation as is an important part of our celebrations.</p>	<p>During our morning prayer at the MEET, we will read Way of Beauty, Seasons of Creation Station 3 and during this during Prayer time. We have a discussion and look at the illustration. LINK: https://seasonofcreation.org/wp-content/uploads/2020/09/Way-of-beauty-5.pdf</p> <p><u>STUDENT TASK AT HOME:</u> Create your statement and illustration for the third Station of Creation. Please produce artwork that you would be proud of. Please take a photograph of it. Make a Google Doc or Google Slide and insert your third Station of Creation into this document.</p>
Tuesday	<p>LI: We are learning that September is marked on the Christian calendar as the Season of Creation as is an important part of our celebrations.</p>	<p>During our morning prayer at the MEET, we will read Way of Beauty, Seasons of Creation Station 4 and during this during Prayer time. We have a discussion and look at the illustration. LINK: https://seasonofcreation.org/wp-content/uploads/2020/09/Way-of-beauty-5.pdf</p> <p><u>STUDENT TASK AT HOME:</u> Create your statement and illustration for the fourth Station of Creation. Please produce artwork that you would be proud of. Please take a photograph of it. Make a Google Doc or Google Slide and insert your fourth Station of Creation into this document.</p>
Thursday	<p>LI: We are learning that September is marked on the Christian calendar as the Season of Creation as is an important part of our celebrations.</p>	<p>During our morning prayer at the MEET, we will read Way of Beauty, Seasons of Creation Station 5 and during this during Prayer time. We have a discussion and look at the illustration. LINK: https://seasonofcreation.org/wp-content/uploads/2020/09/Way-of-beauty-5.pdf</p> <p><u>STUDENT TASK AT HOME:</u> Create your statement and illustration for the fifth Station of Creation. Please produce artwork that you would be proud of. Please take a photograph of it. Make a Google Doc or Google Slide and insert your fifth Station of Creation into this document.</p>
Friday	<p>LI: We are learning that September is marked on the Christian calendar as the Season of Creation as is an important part of our celebrations.</p>	<p>During our morning prayer at the MEET, we will read Way of Beauty, Seasons of Creation Station 6 and during this during Prayer time. We have a discussion and look at the illustration. LINK: https://seasonofcreation.org/wp-content/uploads/2020/09/Way-of-beauty-5.pdf</p> <p><u>STUDENT TASK AT HOME:</u></p>

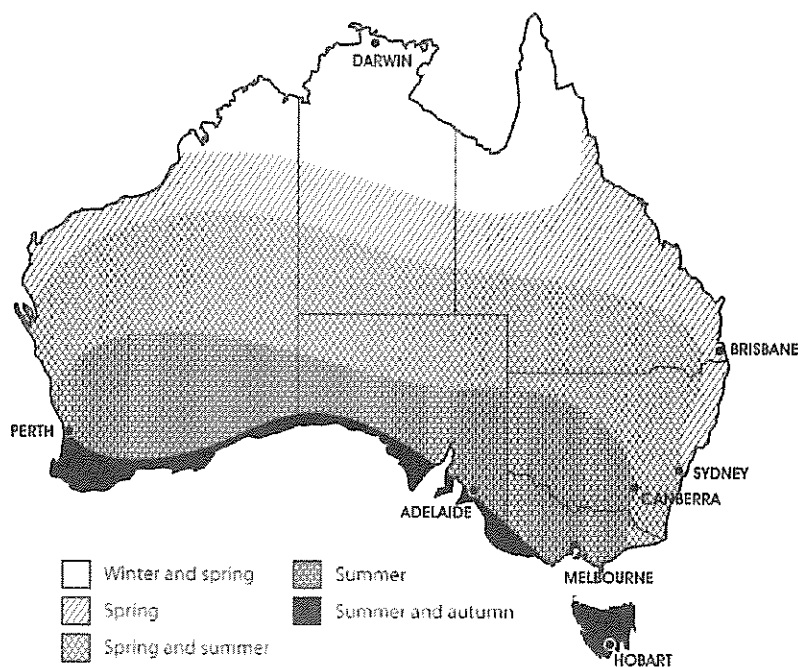
		Create your statement and illustration for the second Station of Creation. Please produce artwork that you would be proud of. Please take photograph of it. Make a Google Doc or Google Slide and insert your sixth Station of Creation into this document.
Social Learning	Learning Intention	Task
Wednesday	LI: We are learning to become self-aware through self-reflection.	Complete the Self-Reflection Sentence Starters worksheet and submit to Google Classroom.

Bushfires in Australia – 1

Australia, a continent with a hot, dry climate, is prone to drought and bushfires. Bushfires occur frequently and are often severe. Firefighters respond to approximately 54 000 fires each summer.

A bushfire can be defined as an uncontrollable burn that can destroy vast areas of forest, scrub or grassland. It can be caused by natural means (lightning strikes or spot fires) or human intervention (burning off, arson or sparks from power lines). About 35% of fires are started accidentally, 13% are deliberately lit and 37% are suspicious.

Australian bushfire seasons



Bushfire seasons occur at different times of the year across Australia (refer to map). Summer, however, is the most prevalent time because of the hot, dry weather. The frequency and severity of bushfires varies greatly across Australia, depending on when extreme fire weather occurs.

The Northern Territory and northern parts of Western Australia and Queensland experience the largest total area burnt by bushfires. Bushfires close to cities cause the highest loss of life and damage to the local economy. Some scientists suggest that bushfires are increasing in severity and frequency as a result of climate change.

Bushfires need fuel, oxygen and heat to burn. Hot, dry winds provide oxygen for combustion and blow flames onto dry leaves, bark or dense undergrowth, which act as fuel. Eucalyptus trees, which contain large quantities of oil, spread fire quickly and often explode at high temperatures, spreading embers. Burning embers fly through the air, igniting other areas as **spot fires** ahead of the main outbreak. Sometimes fire breaks out in the canopy of trees, and, if they are close together, fire spreads through the upper levels as a **crown fire**. These are extremely difficult to extinguish.

Bushfires change the environment. Some changes are beneficial; others are not. Most native vegetation has adapted to fire due to fire-stick burning by Indigenous Australians. Some plants need fire to regenerate. Eucalyptus trees quickly regenerate after bushfires. Banksias need fire to open their seed capsules. Bushfires clear out unwanted vegetation on the floor of forests so there is less competition from plants. Ash acts as a fertiliser to help plants regenerate quickly. Kangaroos, emus and other native animals graze on regenerated grasslands. Bushfires, however, destroy native vegetation, buildings and homes, livestock and native animals, and cause loss of human life. Back-burning too often to reduce bushfire hazards can affect the biodiversity of plant and animal life in a region.

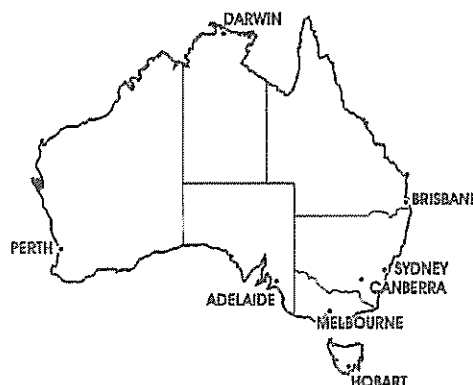
Fire and emergency services, and land management groups in all states, are responsible for preventing and managing bushfires.

Bushfires in Australia - 2

1. In your own words, write a definition of a bushfire.

2. Approximately how many fires occur each summer? _____

3. On the map, draw and use patterns to show the regions that experience the most severe bushfires each year. (The information in paragraph 4 will give you specific details.)



4. What percentage of bushfires start accidentally?

5. Name two natural causes and three human causes of bushfires.

- natural _____
- human _____

6. True or false. Bushfires occur only during summer. True False

7. The severity of a bushfire can be determined by:

- _____
- _____

8. _____ is suggested by scientists as a possible reason for the increase in frequency and severity of bushfires.

9. Name and explain two different types of bushfires.

- _____
- _____

10. Copy this table onto a sheet of paper and complete the information about bushfires.

Beneficial changes	Detrimental changes

- ? What experience, if any, have you had of a bushfire? What impact did it have on the environment and local community?

Tsunamis

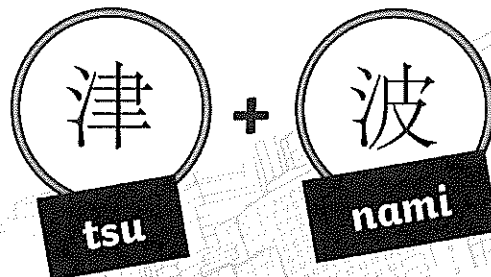
Tsunamis are one of the most powerful and destructive natural forces on planet Earth.

Origin of the Name

The word tsunami is pronounced 'soo-nah-mee'.

It originates from two Japanese words: 'tsu' meaning 'harbour' and 'nami' meaning 'wave'.

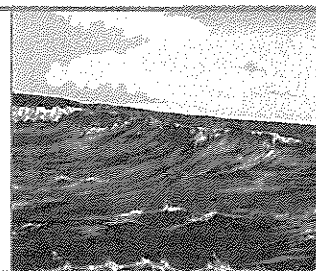
The name means 'harbour wave' because tsunamis only seem to become visible when they are near the coast.



Tsunami or Tidal Wave?

Often, tsunamis are mistakenly called 'tidal waves'. However, they are not related to the tides, which are controlled by the Moon and the Sun.

Tidal waves are shallow water waves which can be large in size but are always controlled by the Moon and the Sun. The waves are shallow and the energy moving within them comes from the wind. Tidal waves can only ever reach a limited size and speed.



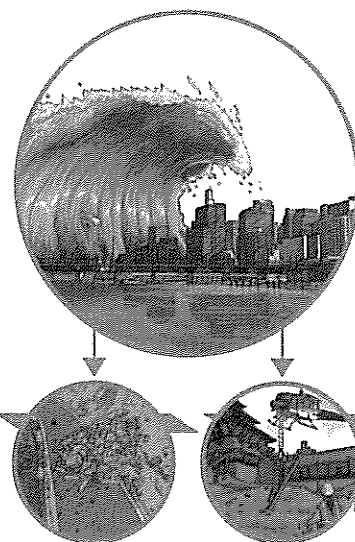
A tsunami is a series of much larger waves. These waves are caused by the movement of a large amount of energy through the water, but this energy does not come from the wind. Instead, the energy is caused by an underwater volcanic eruption, an underwater landslide or, most commonly, an earthquake on the ocean's floor.



How a Tsunami Is Formed

A huge amount of energy under the water tries to travel to the ocean's surface. As it does, it pushes water up with it and this causes the sea level to rise. However, **gravity** pulls this water back towards Earth. This spreads the energy out to the sides. Water begins to race towards the land at speeds of up to 500 miles per hour, which is faster than an aeroplane can travel. The waves can cross an entire ocean in less than one day without losing energy.

When the tsunami is far away from the shore, it can be hard to spot. This is because the energy is moving through the entire depth of the water and the waves of the tsunami can be as small as one metre tall. However, as the tsunami gets closer to shore and the water becomes shallower, there is less water for the huge amount of energy to move through. This causes the waves to slow down and the water to become much taller.



Destructive Power

It is not always possible to spot a tsunami due to their quick yet barely noticeable journey across the ocean.

As humanly constructed defences cannot stand up to the sheer power of the tsunami, immediate devastation occurs. Boulders are lifted, buildings are destroyed and vehicles are swept away as the water races up to one mile inland before retreating back away from the coast.

A tsunami is not just one wave; it is a series of waves commonly known as a 'wave train'. It is not always the first wave of a tsunami which is most destructive. As tsunami waves are very long, they can reach the shore as far as one hour apart. This can give survivors a false sense of security.

How Science Can Help

As trying to stop a tsunami is impossible, scientists focus on developing ways of spotting tsunamis earlier so that people can be safely **evacuated**. They use advanced systems to monitor underwater activity which may show that an earthquake or eruption is imminent. They also invest time and effort into making sure that global communication systems are quick, effective and extensive.

Glossary

evacuated	When something is removed from a dangerous place and taken to a safer place.
gravity	The force that pulls an object towards the centre of Earth.
originates	Originally comes from.

Questions

1. **This can give survivors a false sense of security.**

What does this sentence mean? Tick one.

- ☐ Survivors feel safe and secure because the tsunami is over.
- ☐ Survivors contact security services at the wrong time.
- ☐ Survivors feel as though the danger is over when it isn't.
- ☐ Survivors evacuate from the area at the correct time.

2. From which language does the word 'tsunami' originate? Tick one.

- ☐ English
- ☐ Chinese
- ☐ Swahili
- ☐ Japanese

3. What does the word tsunami translate into English as?

4. Look at the section called **Tsunami or Tidal Wave?**

Find and copy one word which means that it is an error to call a tsunami a tidal wave.

5. Which event most commonly causes the energy found in a tsunami's waves?

6. Summarise what happens when a tsunami's waves reach shallow water.

7. Explain why a tsunami is difficult to spot when it is far away from the shore.



8. What do you think scientists' main focus should be: underwater monitoring or communication systems? Give a reason for your answer.

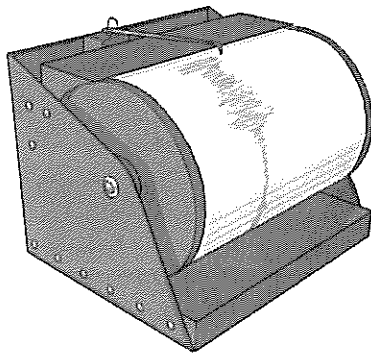
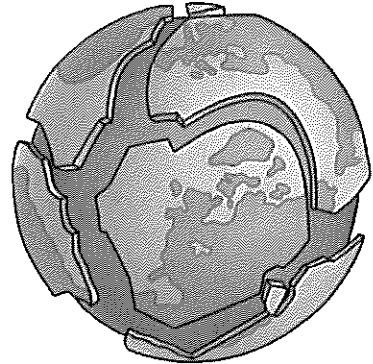
9. Give **two** common misconceptions about tsunamis and correct them.



Earthquakes

The Earth's Crust

The Earth's crust and the top of the mantle have about twenty tectonic plates, which are like jigsaw puzzle pieces covering the Earth. These plates are always moving and bumping into each other. We call the edges of the plates 'plate boundaries', which are made up of faults. These faults are where most of the world's earthquakes occur. As the plates move, the edges get stuck because they are not smooth, but the rest of the plate keeps moving. When the force is too much, it slips and bumps and that causes an earthquake.



Seismograph

A seismograph (say: size-mo-graf) is a special piece of equipment that records earthquakes. Seismometers are securely fastened to the Earth, so when the ground starts to shake, the instrument's case moves too. What doesn't move is a weight that hangs on a string inside the case. When there is an earthquake, the case shakes with the ground but the weight does not, and it draws a line to show how much the ground shook. Scientists use seismograms (graphs produced by the seismograph) to measure how big each earthquake is.

Interesting Fact

Six Italian scientists were convicted of manslaughter (killing someone without planning or being hateful) and sent to prison for not predicting (knowing it was coming and warning people) the 2009 L'Aquila earthquake in which 309 people died. They argued against their cases and won, so were eventually not sent to prison.

You could try to find out:

- ① How earthquakes are measured.
- ② How easy they are to predict.
- ③ About other cases where prison sentences have been handed out in unusual circumstances.
- ④ How you go about arguing a decision made by a court.

Questions About Earthquakes

1. Which layer of the Earth do the tectonic plates make up and how many are there?

They make up...

2. What are plate boundaries?

Plate boundaries are...

3. Where in the world do earthquakes take place?

Earthquakes take place...

4. Describe what causes earthquakes.

Earthquakes are caused by...

5. Which part of the seismograph moves? The case or the weight on a string?

The part of the seismograph that moves is...



Expanding Sentences

Extend these simple three word sentences by adding adverbs, adjectives and further information to make them more interesting. The first one has been done for you.

1. An owl hooted.

An elegant, snow-white owl hooted loudly from high up in the trees.

2. A boy shouted.

3. The witch laughed.

4. My uncle sneezed.

5. The teacher talked.

6. A dog barked.

7. A bat swooped.

8. The sun shone.

9. The snake slithered.



10. The bird landed.

11. The child cried.

12. The wind howled.

13. The rocket launched.

14. The horse trotted.

15. The clock ticked.

16. The car raced.

17. A parrot squawked.

18. The door creaked.

19. The cork popped.



20. The aeroplane crashed.

21. The earth shook.

22. The moon glowed.



Punctuation

Read the following definitions before punctuating the sentences.

Full Stop

Marks the end of a complete sentence or statement, e.g. Ben really likes chocolate cake.

Question Mark

Used at the end of a direct question, e.g. What is your favourite colour?

Exclamation Mark

Indicates surprise, emphasis, strong emotion and sometimes disbelief, e.g. That's terrible!

Comma

Separates units of meaning in a sentence, e.g. I love playing basketball, tennis and badminton.

Semi-colon

Separates two main clauses that are closely related to each other, but could stand on their own as sentences, e.g. Heather likes oranges; James likes pears.

Colon

Comes after a complete sentence to introduce a list, quote or definition, e.g. You should bring three things: flour, sugar and water.

Dash

Separates elements within a sentence and indicates emphasis, interruption, or an abrupt change of thought. Can act as brackets or be used in place of the word 'to', e.g. Could you please try - try your very hardest - to ignore him?

Ellipsis

Indicates that one or more words are missing, e.g. Indicates... words are missing.

Brackets/Parentheses

Enclose additional related information, e.g. I left you some cake (it's in the fridge.)

Apostrophe

Indicates possession, or that letters have been left out, e.g. That's Jerry's book.

Quotation/Inverted Commas

Indicates quotes, direct speech and slang or foreign phrases, e.g. "I'm sorry, I simply don't remember," she said.



Punctuation

Punctuate the following sentences:

1. where have you been all day
2. ill need two things a tent and a sleeping bag
3. i dont believe it
4. youre my friend my very best friend
5. how awful
6. please could you fetch me three apples two pears a peach and a carton of orange juice
7. if you dont stop that immediately im going to
8. dont do that actually never mind
9. move along theres nothing to see the police officer said
10. thomas has five hundred pounds \$500
11. come back thats benjamins bike she yelled
12. shenika cant stand fruit cake benny will eat it

Complete this passage by adding commas where appropriate:

Tommy woke up early on the morning of the school trip packed his bag twice as quickly as usual and ate breakfast really fast. He ran all the way to school almost bumping into his best friend as he reached the school gates. He had never been to the zoo before and Mr Thompson had promised that there would be hippos tigers snakes and more! Tommy's biggest wish was to see a lion though. He knew lions had huge teeth big claws and a loud roar but he wanted to see it for himself.

Complete this passage by adding apostrophes where appropriate:

The tigers roar was so loud it could be heard all through the jungle. "Do you think its coming this way?" Timmy whispered to his sister.

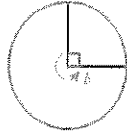
"I dont think so," she said uncertainly. Timmys heart was pounding in his chest as they crept carefully through the bushes. Then, out of nowhere, two tigers appeared! The tigers teeth looked sharp, their claws deadly.

"Run!" shouted Timmy.



WEDNESDAY

1. What is the angle size of b ?



2. $\frac{14}{4} = 14 \div 4 = \dots r \dots$

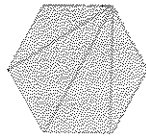
3. $28 \times 25 = 100 \times \dots$

4. (a) $80 + 70 = \dots$ (b) $180 + 170 = \dots$

5. $40 \times 8 = 80 \times \dots$
 $= 160 \times \dots = \dots \times 1$

6. 30 days = \dots weeks \dots days

7. The hexagon has 4 triangles with
a sum of \dots degrees.



8. $219 \square 10 = 2190$

9. $1.08 \times 10 = \dots$

10. Round 15.4 to the nearest whole number. \dots

11. Enzo lived in Outaloo and worked in Innaloo. How far did he travel each day?



12. The perimeter is 22 m.
What must be the length of
side a ? \dots m

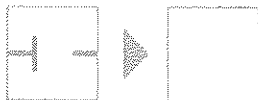


13. $\frac{5}{10} < \frac{1}{5}$ ☐ true ☐ false

14. $25 + 5 \times 2 = \dots$

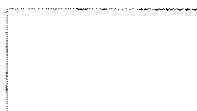
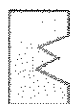
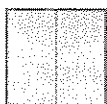
15. $1.7 \times 10 = \dots$

16. Rotate $\frac{1}{2}$ (180°) clockwise.



17. Write $6\frac{1}{3}$ as an improper fraction. \dots

18. Fold paper. Cut shape. Unfold and draw new shape.



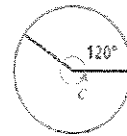
19. (a) $0.5 \text{ km} = \dots \text{ m}$

(b) $0.05 \text{ km} = \dots \text{ m}$

20. $3\frac{2}{3} + \frac{2}{3} = \dots$

THURSDAY

1. What is the angle size of c ?



2. $2.06 \times 10 = \dots$

3. Double $\frac{1}{2}$. \dots

4. 1645 hours is the same as quarter to \dots

5. $12\,896 - 1000 = \dots$

6. even - odd = \dots

7. $4092 + \dots = 5000$

8. $1.05 \text{ km} = \dots \text{ m}$

9. $24 \div (2 \times 3) = \dots$

10. How many vertices does a triangular pyramid have?

11. $9 \times 6 = 54$, $18 \times 6 = 108$

$9 \times 7 = 63$, $18 \times 7 = \dots$

12. $0.795 \times 1000 = \dots$

13. Rotate a $\frac{1}{2}$ turn (270°) clockwise.



14. $2 \times 9 = \dots \times 3$

15. $8.9 \text{ m} = \dots \text{ mm}$

16. The rule for this pattern is $3 \times$.

7, \dots , 63, \dots

17. $\frac{4}{5} = 0. \dots$

18. $40 + 5 \times 2 = \dots$

r?

19. Fold paper.



Cut shape.

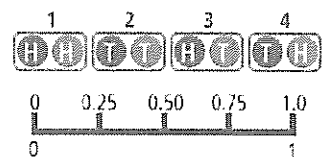


Unfold and draw new shape.



20.

Outcomes of
a 2-coin toss



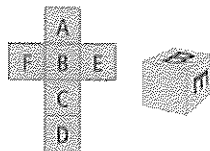
The chance of 2 tails is \dots

The chance of a head and a tail is \dots

PROBLEM-SOLVING

Monday

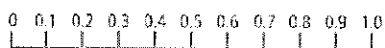
1. Which letter is missing from the blank face?



2. Which letter is opposite B? _____

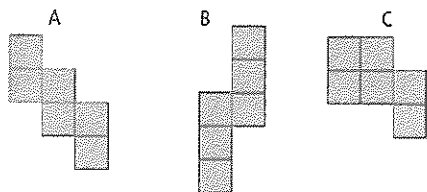
Tuesday

1. Alex had 10 cards numbered from 35 to 44. When shuffled, what is the probability of choosing an odd number < 40 ? Place a blue dot on the probability line.



2. Place a red dot for choosing an even number > 40 .

Wednesday



1. Which is not a net of a cube? _____
2. Tim saved 40% of the money needed to buy his new bike priced at \$800. After a setback of spending \$80 on a party shirt, what amount does Tim still need to save for his bike?

Thursday

$$\begin{array}{r} 2 \quad 4 \quad 9 \\ + 3 \quad \square \quad 4 \\ \hline 6 \quad 0 \quad 3 \end{array}$$

2. Which 2 prime numbers have the sum of 22?

FRIDAY REVIEW

- 1 Write the largest even number possible using the digits 3, 6, 4, 9 and 0.

2 $25 \div 5 \times 5 =$ _____

- 3 $1055 > 1505$
☐ true ☐ false

- 4 Write $8\frac{1}{10}$ as a decimal.

5 $10\,000 - 4100 =$ _____

6 $10 \times 11 =$ _____

- 7 $1101 > 1099$
☐ true ☐ false

8 $90 + 80 + 70 =$ _____

9 $2091 +$ _____ $= 4000$

- 10 Circle the numbers less than zero.

5 2 -1 -11 8 -5 -2

- 11 4, _____, _____, _____, 324

The rule for this pattern is $3 \times$.

12 $3.009 \times 1000 =$ _____

- 13 Write *fifty million and fifty* as a numeral.

- 14 14 out of 20 boys played cricket. Express as a percentage.

15 $\$50.00 - \21.50
 $=$ _____

16 $80 \times 8 =$ _____
 $160 \times 4 =$ _____
 $\times 2 = 640 \times 1$

- 17 Perimeter = _____ m



- 18 1745 hours is a quarter to _____.

- 19 40 days = _____ weeks
 and _____ days

- 20 Mark the parallel lines.

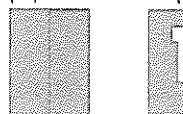


- 21 A square-based pyramid has _____ edges.

- 22 $0.2 \text{ km} =$ _____ m
 $0.02 \text{ km} =$ _____ m

- 23 2 L = _____ mL

- 24 Fold paper. Cut shape.



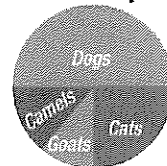
Unfold and draw new shape.



- 25 Write the pets in order of popularity.

1. _____ 2. _____
 3. _____ 4. _____

Favourite pets



Name: _____

Date: _____

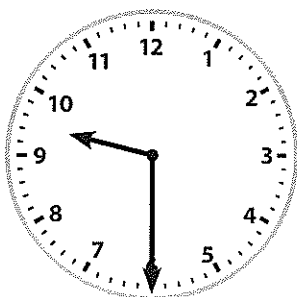
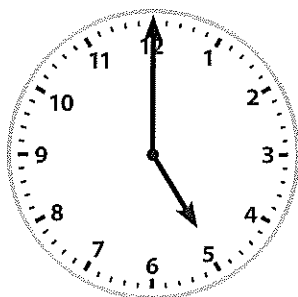
Elapsed Time – Analogue Clocks

Look at the time on the analogue clocks and calculate the amount of time that has elapsed.

1.

START TIME

END TIME

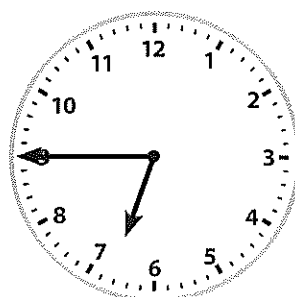
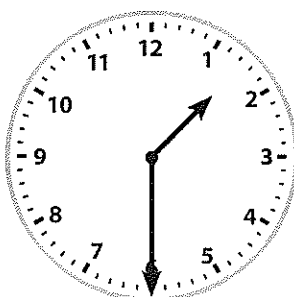


Elapsed time = _____

2.

START TIME

END TIME

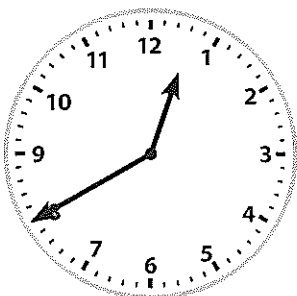
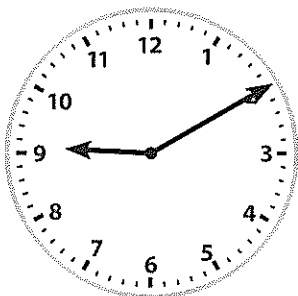


Elapsed time = _____

3.

START TIME

END TIME

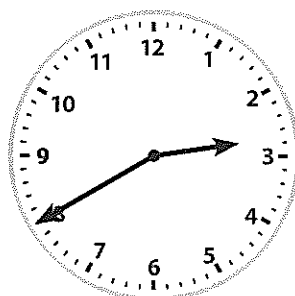
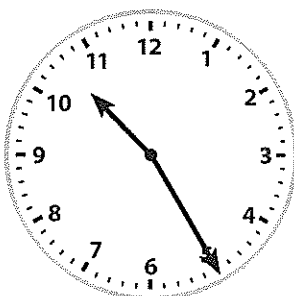


Elapsed time = _____

4.

START TIME

END TIME

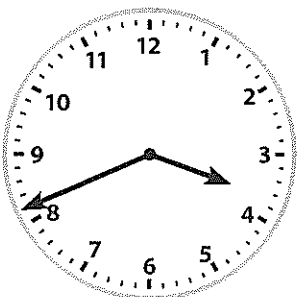
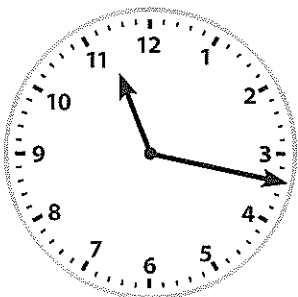


Elapsed time = _____

5.

START TIME

END TIME

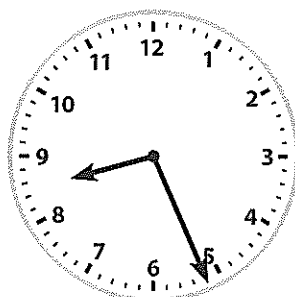
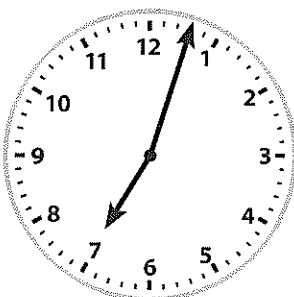


Elapsed time = _____

6.

START TIME

END TIME



Elapsed time = _____

Name: _____

Date: _____

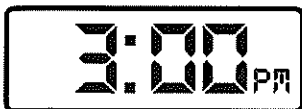
Elapsed Time – Digital Clocks

Look at the time on the digital clocks and calculate the amount of time that has elapsed.

1.

START TIME

END TIME

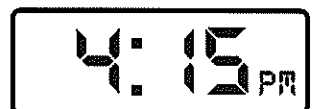


Elapsed time = _____

2.

START TIME

END TIME

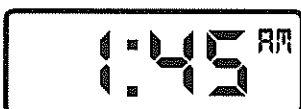


Elapsed time = _____

3.

START TIME

END TIME



Elapsed time = _____

4.

START TIME

END TIME

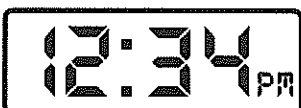


Elapsed time = _____

5.

START TIME

END TIME



Elapsed time = _____

6.

START TIME

END TIME



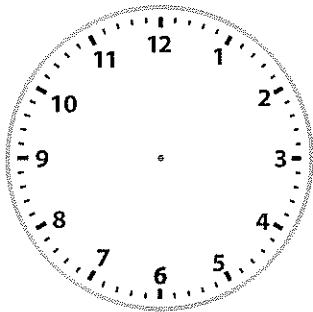
Elapsed time = _____

Name: _____

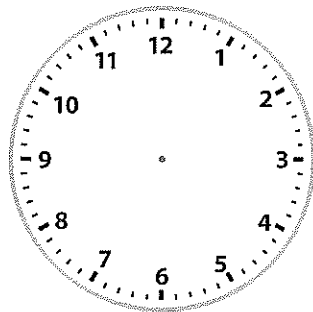
Date: _____

Analogue Time to the Half Hour

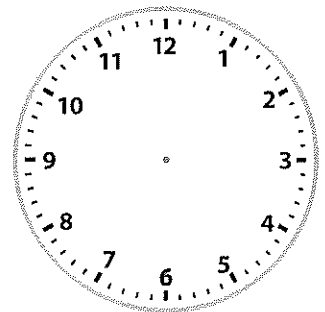
Read the times and draw the hour and minute hands on the analogue clocks.



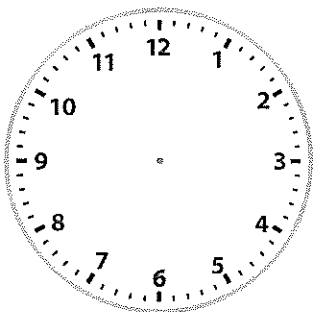
3 o'clock



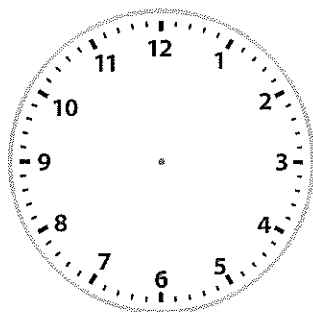
5 o'clock



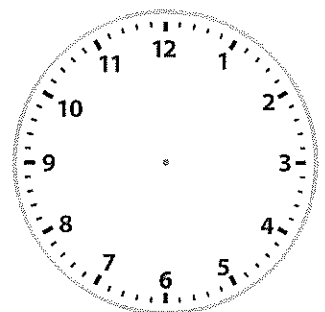
9 o'clock



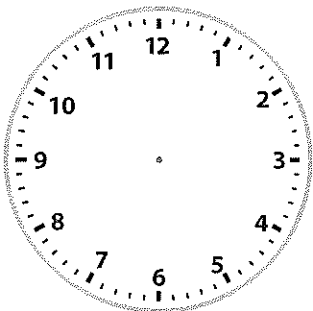
Half past 4



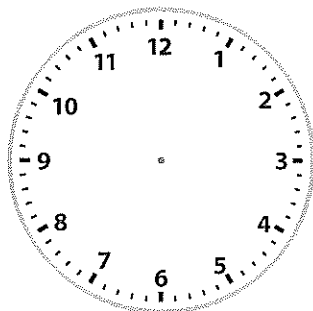
Half past 7



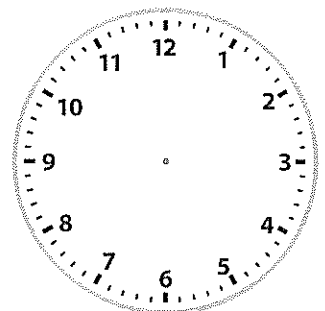
Half past 11



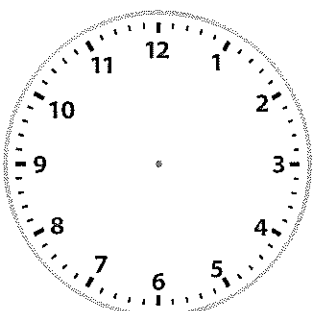
1 o'clock



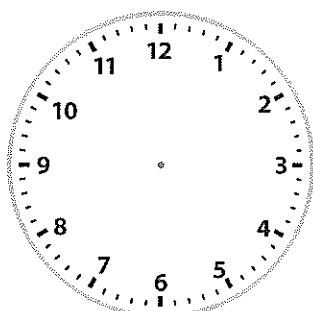
4 o'clock



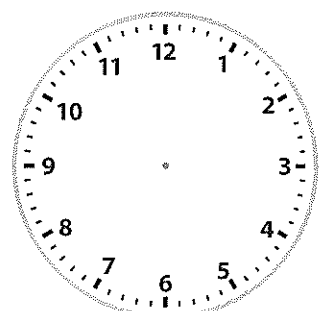
7 o'clock



Half past 1



Half past 3



Half past 6

Avalanches and
Landslides.
Earthquakes.
Volcanic
Eruptions.
Floods.
Tsunami.
Blizzards.
Cyclone /
Hurricane
Drought
Bushfire
Hailstorm
Heat Wave
Tornado
Sinkhole

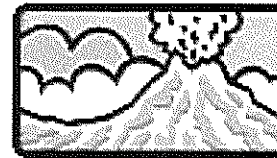
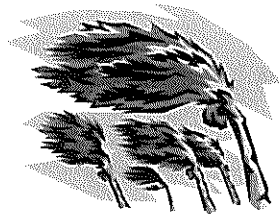
NATURAL DISASTERS

Research and use information to complete a study on one Natural Disaster.

Your study must include:

1. A **clear** explanation of your natural disaster.
2. What causes it?
3. What effect it has on the Earth, humans, animals, plants, etc....,
4. What is good about this Natural Disaster – what benefits does it bring?
5. Where and when did this Natural Disaster greatly affect the earth, humans, plants ... ,?
Present facts about the disaster striking and show on a map where it occurred or is occurring today.
6. What are some prevention strategies that can be helpful to use before and after this disaster occurs? What are the most important things to do before and after this natural disaster strikes?

Include a suitable short video to support what you have learnt about your natural disaster and what you would like to teach the class.



Name _____

LESSON TITLE: Self-Reflection Sentence Starters

LESSON LINK: Reflecting on your thoughts helps you to learn from your experiences.

LEARNING TARGET: I can self-reflect on my thoughts to develop good awareness of my experiences.

DIRECTIONS: Think about the question you are being asked and answer it out loud.

What kind of job do you want when you are older?

What has been your favorite gift that you have ever received?

If you could live in any city or state, where would you live?

What kind of vehicle do you want when you are older?

What is your favorite flavor of ice cream?

If you could go to any college, where would you go?

What is one of your favorite songs? Why?

If you could make your own candy bar, what kind would you make?

If you could create a t-shirt with your own words, what would it say?

What is your favorite soda pop?

If you could put any object in your yard, what would it be?

If you could receive a free trip anywhere in the world, where would you want to go?

What is your favorite musical instrument?

If you were asked to create a name of a new school in your neighborhood, what name would you choose?

If you could invite a celebrity to your birthday party, who would you invite?

If you could paint and decorate your classroom to your liking, what would you do?

If you were asked to create a name of a park in your neighborhood, what name would you choose?

What is your favorite sandwich?

What is your favorite season?

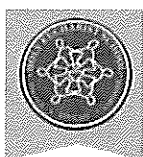
What is one word that best describes you?

What makes you the most happy?

What do you like to do in your free time?

What is your favorite candy?

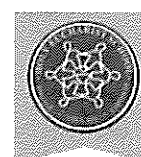
If you could choose your hair color, what color would you choose?



HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



Term 3 Week 9 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 9 activities, students can access the websites using a device. Some activities require sports equipment, use something from around the house that would do the same job as the sports equipment. You need a small space to do most of these activities, if you have outdoor space then use that.

STUDENTS:

If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).



Please do these activities or get outside and get active with siblings or adults. (If weather permits).

Remember to **HAND IN** your work by posting a picture on Google Classroom and answering the two questions for the main activity. (Class Dojo for Grade 3 students).


Students and Parents, please don't hesitate to contact me for any help or support on:


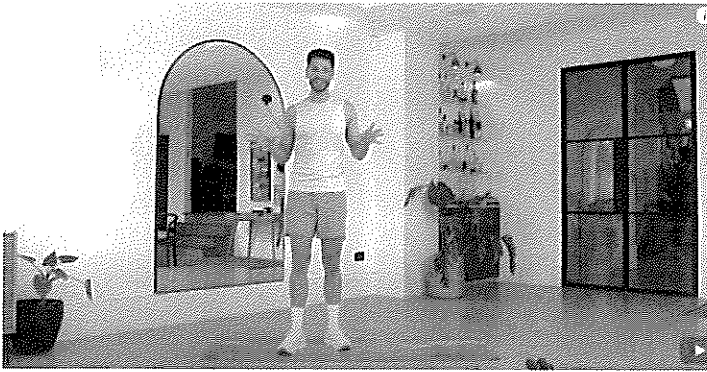

heribert.herrera@hestalbanssth.catholic.edu.au



Stay Safe and take care of your family.

Mr. Herrera Physical Education Teacher.

Warm-Up 5 Minutes • Learning Intention: I'm learning to warm-up correctly.	Equipment: <ul style="list-style-type: none">• Water Bottle• Yoga mat (if you have one)• Space to exercise Warm Up Video: Link: Warm-Up exercises :) 
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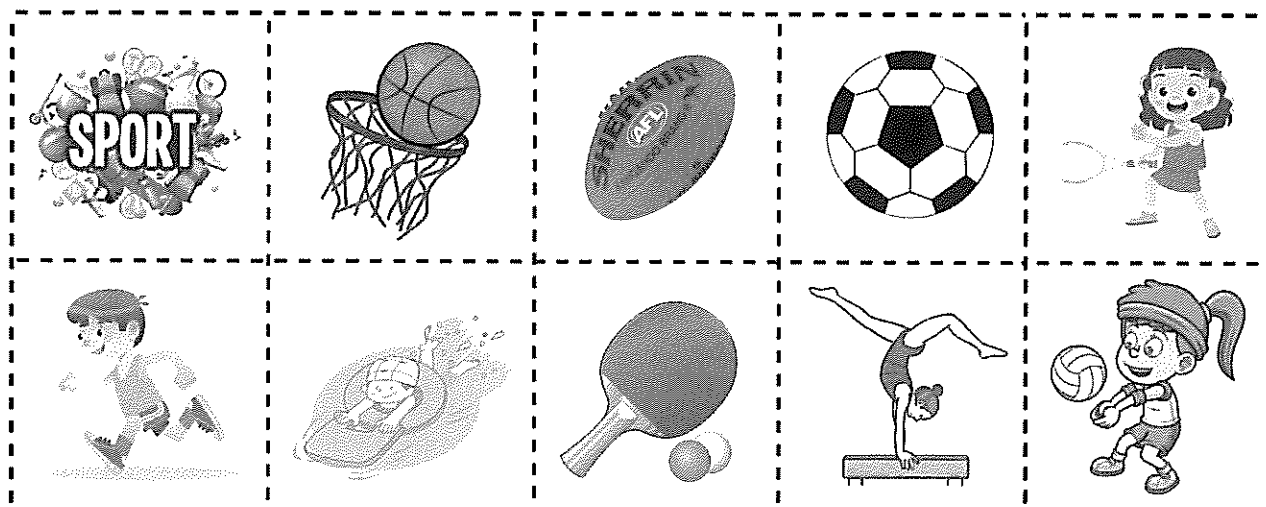
	
<p>Activity or Skill: Workout</p> <p>Learning Intention: I'm learning not to give up and workout for 10 minutes straight.</p> <p>(Short and sharp exercises)</p> <p>Give each exercise a go, push yourself and be confident :)</p>	<p>Time: 20 minute work-out</p> <p>Link: Intermediate Full Body Workout Train With Leroy 🦋</p>  <p>Questions:</p> <p>1: Which of these exercises was easy? Why?</p> <p>2: Which of these exercises was hard? Why?</p> <p>MAKE SURE YOU HAND IN THESE QUESTIONS WITH YOUR PICTURE ON GOOGLE CLASSROOM OR (CLASS DOJO for Grade 3 students)</p>
<p>Warm-Down 10 Minutes</p> <p>Stretching is important to help us recover and cool down our body.</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> I'm learning to cool down correctly after my workout. 	<p>Warm down for 10 minutes:</p> <p>Link: Kids 10 Minute Daily Stretch Routine</p> 

Name: _____ Class: _____ Date: _____

Activity 1: What is your favourite sport? (answer in Chinese using “wǒ xǐhuān”)

Activity 2: cut and paste the images to match the Chinese words.

gǎn lǎn qiú	yóu yǒng	tǐ cāo	pǎo bù	pái qiú
lán qiú	yùn dòng	zú qiú	pīng pāng qiú	wǎng qiú



Music Term 3 Week 9

Gr. 3-6

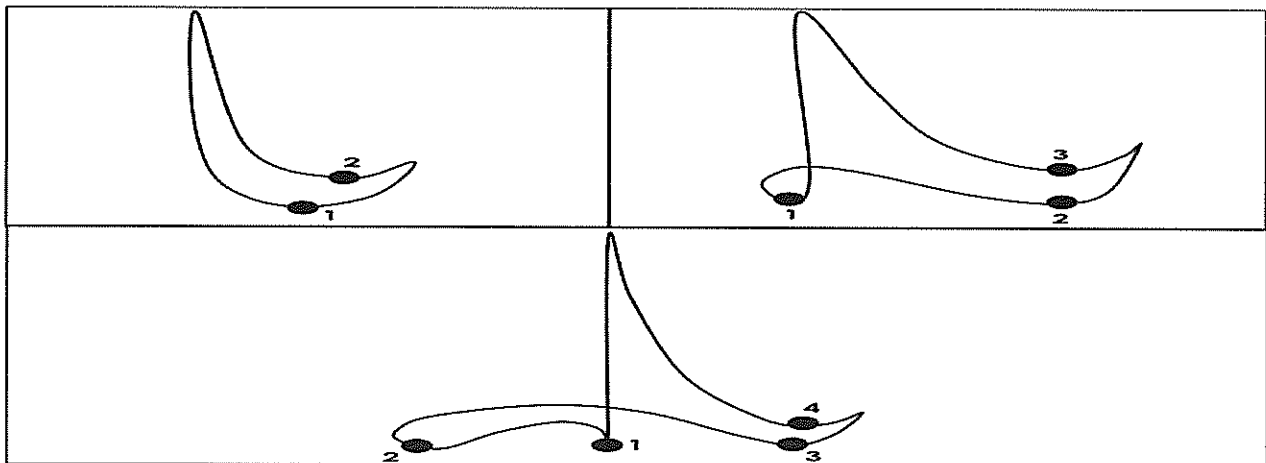
THE ORCHESTRA -THE CONDUCTOR

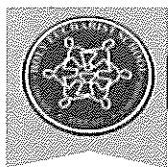
https://www.youtube.com/watch?v=z_yIn8V3UcU

In this video, you saw the conductor move his hands in different patterns, depending on the beat of the music. **Copy the conductor patterns in the box below (or on another piece of paper), then watch this conductor - Mirga Gražinytė-Tyla -and tell me 2 things about her conducting.** Maybe you can practice conducting some of

your favourite music at home using these patterns!

https://www.youtube.com/watch?v=DF8_qGI5VI0



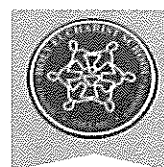


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www.hestalbanssth.catholic.edu.au

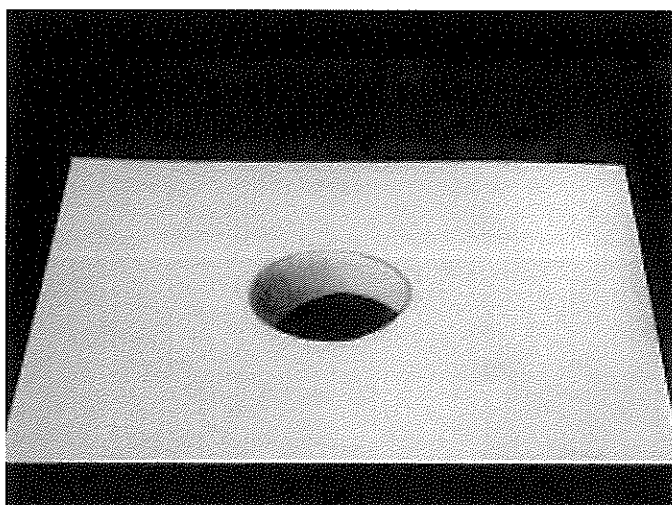


Grades 5 and 6 Week 9

Learning Intentions: Grade 5 - Today we will learn to draw a space crater or a black hole, and Grade 6 will draw the letter 'D' in 3D, optical illusion art. Please follow the videos to get the ideas.

If you don't have access to the internet draw a hole as seen in the drawing

<https://www.youtube.com/watch?v=Fiv5HQ4hvd8>



You will need: white A4 paper, black marker, soft pencil for shading

Grade 6

<https://www.youtube.com/watch?v=c5ZMR3zj-aA>

Follow this video to draw the letter 'D' in 3D to represent the word 'Dyes' or colours in preparation for our tie dye T- shirts when we get back to school.

