



Holy Eucharist Catholic Primary School

1a Oleander Drive, St Albans South. VIC 3021

Phone: 8312 0900 Fax: 9366 8192

www.hestalbanssth.catholic.edu.au



Grade 5PS

Remote Learning Pack

Ms Patel and Mrs Shaw

Week Beginning - Monday 4th October 2021

REMOTE LEARNING TIMETABLE

Term: 4

Week: 1

Date: 4th October - 8th October 2021

By: Mrs Shaw & Miss Patel

Grade: 5PS

Time / Day	Monday 4.10 (Mrs Shaw)	Tuesday 5.10 (Mrs Shaw)	Wednesday 6.10 (Miss Patel)	Thursday 7.10 (Miss Patel)	Friday 8.10 (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	MORNING GOOGLE MEET	MORNING GOOGLE MEET @ 9:00am (Joining the Whole School Liturgy @ 9:10am)	MORNING GOOGLE MEET
60 minutes	LITERACY	LITERACY	LITERACY	LITERACY	LITERACY
			LOTE		
45 mins	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
45 minutes	MATHS	MATHS	MUSIC	MATHS	MATHS
45 minutes	INQUIRY	INQUIRY	ART	INQUIRY	RELIGION
			DIGITAL TECHNOLOGY		
30 mins	SNACK	SNACK	SNACK	SNACK	SNACK
30 minutes	RELIGION	RELIGION	SPORT	RELIGION	BTN
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	MONDAY 4.10 Mrs Shaw	TUESDAY 5.10 Mrs Shaw	THURSDAY 7.10 Miss Patel	FRIDAY 8.10 Miss Patel
10:30-11:00AM	LITERACY Green Group and Blue Group Hanna Simon Francisco Motusi Ajaknei Rijuta Alisha Antonio Emerly Adriana	MATHS Purple Group and Red Group Adele Ayen Elsie Anthony Ruhani Marley Ashkan Gloria Hoang Christoff Kevin	LITERACY Purple Group and Red Group Adele Ayen Elsie Anthony Ruhani Marley Ashkan Gloria Hoang Christoff Kevin	MATHS Green Group and Blue Group Hanna Simon Francisco Motusi Ajaknei Rijuta Alisha Antonio Emerly Adriana
12:15-12:45PM	MATHS Purple Group and Red Group Adele Ayen Elsie Anthony Ruhani Marley Ashkan Gloria Hoang Christoff Kevin	LITERACY Green Group and Blue Group Hanna Simon Francisco Motusi Ajaknei Rijuta Alisha Antonio Emerly Adriana Extension Maths 12:40-1.20 with Miss McNally Christoff Marley	MATHS Green Group and Blue Group Hanna Simon Francisco Motusi Ajaknei Rijuta Alisha Antonio Emerly Adriana	LITERACY Purple Group and Red Group Adele Ayen Elsie Anthony Ruhani Marley Ashkan Gloria Hoang Christoff Kevin Extension Maths 12:40-1.20 with Miss McNally Christoff Marley

LITERACY	Learning Intention	Task
Monday	LI: We are predicting and discussing key terms and ideas in the book 'Boy Overboard'.	WHOLE CLASS VIRTUAL LESSON: Please join our Morning Google Meet at 9.10am for instructions and activities. After our Google Meet, please submit your work on Google Classroom.
Tuesday	LI: We are reading 'Boy Overboard'.	WHOLE CLASS VIRTUAL LESSON: Please join our Morning Google Meet at 9.10am for instructions and activities. After our Google Meet, please submit your work on Google Classroom.
Wednesday	LI: We are reading 'Boy Overboard'.	WHOLE CLASS VIRTUAL LESSON: Please join our Morning Google Meet at 9.10am for instructions and activities. After our Google Meet, please submit your work on Google Classroom.
Thursday	LI: We are reading 'Boy Overboard'.	WHOLE CLASS VIRTUAL LESSON: Please join our Morning Google Meet at 9.00am for instructions and activities. After our Google Meet, please submit your work on Google Classroom.
Friday	LI: We are reading 'Boy Overboard'.	WHOLE CLASS VIRTUAL LESSON: Please join our Morning Google Meet at 9.10am for instructions and activities. After our Google Meet, please submit your work on Google Classroom.

MATHS	Learning Intention	Task
Monday	LI: We are learning about Data Representation and Interpretation.	Work through slides 1-3 on the 'GRAPHS TELL STORIES' PowerPoint on Google Classroom. We will go through these tasks as a group during our Maths Focus Group Meet today. Submit your work to Google Classroom.
Tuesday	LI: We are learning about Data Representation and Interpretation.	Work through slides 4 and 5 on the 'GRAPHS TELL STORIES' PowerPoint on Google Classroom. We will go through these tasks as a group during our Maths Focus Group Meet today. Submit your work to Google Classroom.
Thursday	LI: We are learning about Data Representation and Interpretation.	Work through slides 6 and 7 on the 'GRAPHS TELL STORIES' PowerPoint on Google Classroom. We will go through these tasks as a group during our Maths Focus Group Meet today. Submit your work to Google Classroom.
Friday	LI: We are learning about Data Representation and Interpretation.	Work through slides 8 and 9 on the 'GRAPHS TELL STORIES' PowerPoint on Google Classroom. We will go through these tasks as a group during our Maths Focus Group Meet today. Submit your work to Google Classroom.

INQUIRY	Learning Intention	Task
ALL WEEK	LI: We are learning about Natural Disasters.	<p>You will be presenting your Natural Disasters Project to the class next week. This week, your task is to prepare your project for your presentation. We will be conducting your presentations via Google Classroom.</p> <p>This means you must:</p> <ul style="list-style-type: none"> • Prepare a slideshow/Google Slides with pictures and information from your Project about your Natural Disaster (you will need to share your screen and present this during your presentation) • Practice your presentation (write a speech and practice this throughout the week) • Prepare for question time from your peers (build up your knowledge on your topic so that you are able to answer questions that your peers may ask you after your presentation) • You will be assessed on these things during your presentation <p>You will need to submit the following to Google Classroom by Friday 8th October:</p> <ul style="list-style-type: none"> • Your slideshow/Google Slides • Your speech

RELIGION	Learning Intention	Task
Monday	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>During our morning prayer at the MEET, we will read Way of Beauty, Seasons of Creation Station 10 and during this during Prayer time. We will have a discussion and look at the illustration.</p> <p>LINK: https://seasonofcreation.org/wp-content/uploads/2020/09/Way-of-beauty-5.pdf</p> <p>STUDENT TASK AT HOME: Create your statement and illustration for the sixth 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 sixth Station of Creation into this document.</p>
Tuesday	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>During our morning prayer at the MEET, we will read Way of Beauty, Seasons of Creation Station 11 and 12 and during this during Prayer time. We will have a discussion and look at the illustration.</p> <p>LINK: https://seasonofcreation.org/wp-content/uploads/2020/09/Way-of-beauty-5.pdf</p> <p>STUDENT TASK AT HOME: Create your statement and illustration for the sixth 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 sixth Station of Creation into this document.</p>
Thursday	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>During our morning prayer at the MEET, we will read Way of Beauty, Seasons of Creation Station 13 and during this during Prayer time. We will have a discussion and look at the illustration.</p> <p>LINK: https://seasonofcreation.org/wp-content/uploads/2020/09/Way-of-beauty-5.pdf</p> <p>STUDENT TASK AT HOME: Create your statement and illustration for the sixth 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 sixth Station of Creation into this document.</p>
Friday	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>During our morning prayer at the MEET, we will read Way of Beauty, Seasons of Creation Station 14 and during this during Prayer time. We will have a discussion and look at the illustration.</p> <p>LINK: https://seasonofcreation.org/wp-content/uploads/2020/09/Way-of-beauty-5.pdf</p> <p>STUDENT TASK AT HOME: Create your statement and illustration for the sixth 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 sixth Station of Creation into this document.</p>

Social Learning	Learning Intention	Task
Wednesday	LI: We are setting goals for Term 4.	Complete the Term 4 Goal Setting document. Submit on Google Classroom.

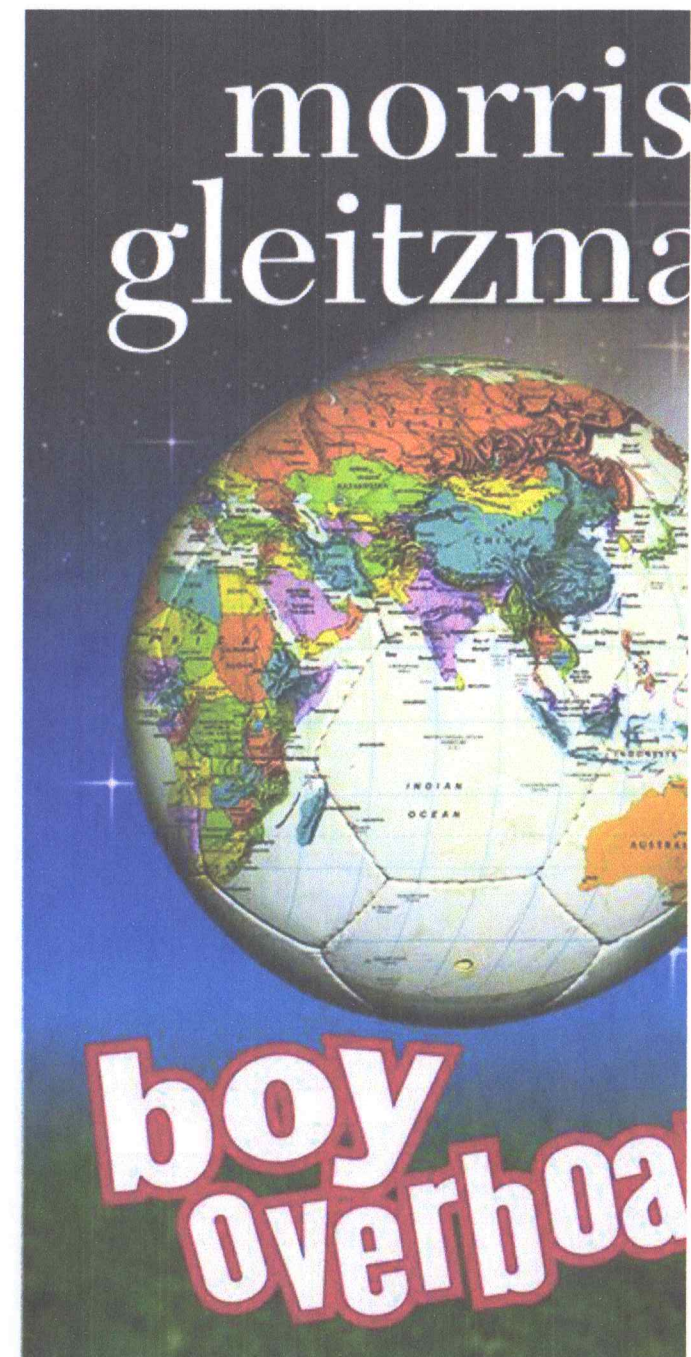
**READ CHAPTERS 1-4 AS A CLASS
DURING OUR MORNING GOOGLE
MEETS. REMEMBER TO TAKE NOTES
AND ADD INFORMATION TO YOUR
VENN DIAGRAM AS WE READ.**

You can listen to Chapter 1 here:

<http://www.morrisgleitzman.com/boy-overboard-chapter-1.htm>

BOOK IDEAS:-

<https://www.slideshare.net/goodoogastev/boy-overboard-eal-booklet>







Where is Afghanistan?

Afghanistan

At the beginning of the Boy Overboard we see Jamal and his friends playing football in the rubble and debris left after many years of war. Because of this Afghanistan had become a war zone, where bombing and killing were part of everyday life. Roads between towns were dangerous, many bridges and waterways were destroyed. Water was hard to find and was often not clean enough to drink. **Land mines** had been laid all over the country, these have caused many injuries. A large number of boys and girls have lost arms and legs because of these weapons.

In 1996 **the Taliban** took control of the capital city, Kabul. Later they grew very powerful and began to rule many areas of Afghanistan. These rules were very strict. Girls were no longer allowed to go to school. They were not allowed to go outside unless they wore a **burqa** (an item of clothing that covers the head and entire body) and in the company of a male relative. Women were not allowed to have jobs or show any independence. They **HAD TO STAY AT HOME**. Music was banned, televisions were smashed and books were piled up in the streets and burned.

Living under the Taliban laws meant that you and your family had to be very careful. You had to obey the laws or face jail, or worse, death.

Because of this many Afghans decided to abandon their homes and flee to safer places. Many refugees went to live in refugee camps in neighbouring Pakistan or Iran. Here they waiting for the chance to move somewhere better, where they could start a new life. Some children were born in these camps and grew up knowing only this way of life.

Others sold goods and, in desperation, put their wealth into the hands of **smugglers**. Smugglers are criminals who promise to take refugees away to better places. The journeys were risky, many refugees had to travel many kilometres under terrible conditions. For some, when they reached their promised destination, they would discover that they could not stay in the new land and were turned away. Others were made to stay indefinitely in detention centres until they were could be **repatriated** (returned to their home country)

Predicting

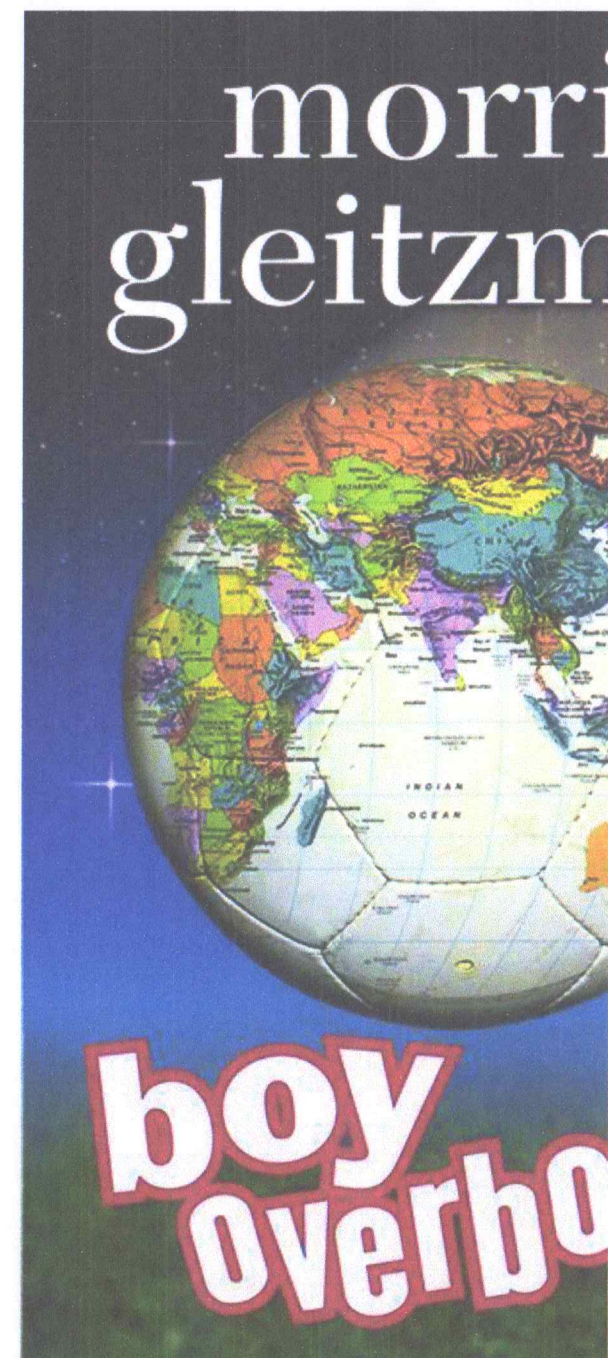
- ☐ What do you think this book will be about? Why do you think that?
- ☐ What characters do you think might be in this story?
- ☐ What do you know about the topic of this book?
(Have you ever been -----)

Connecting

- ☐ Does the topic of this book remind you of anything you know or have done?

Questioning

- ☐ What questions would you like to ask the author before you read this book?
- ☐ What are you wondering about as you look at the cover and back of your book?



While reading the novel BOY OVERBOARD reflect on what you read.

Focus on collecting notes on:

What are the main differences and similarities living in Afghanistan and Australia?

Think about the experiences of the characters in the novel and our experiences living in Australia.

How are our lifestyles different / similar?

What beliefs, traditions and customs do they have and we have?

How is Australia physically different to the setting of Boy Overboard?

Use a double page and rule 3 equal columns in your literacy book to collect your thoughts in note form.

BOY OVERBOARD By Morris Gleitzman

AFGANISTAN CULTURE

AFGANISTAN AND AUSTRALIAN CULTURE

AUSTRALIAN CULTURE

BOY OVERBOARD

By Morris Gleitzman

AFGANISTAN CULTURE

From your notes prioritise which notes you believe are the **most important**.

You will present these on a Venn Diagram.

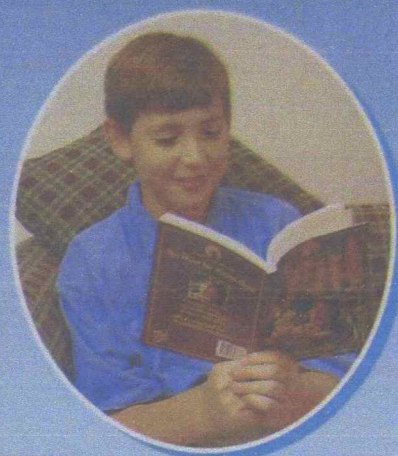
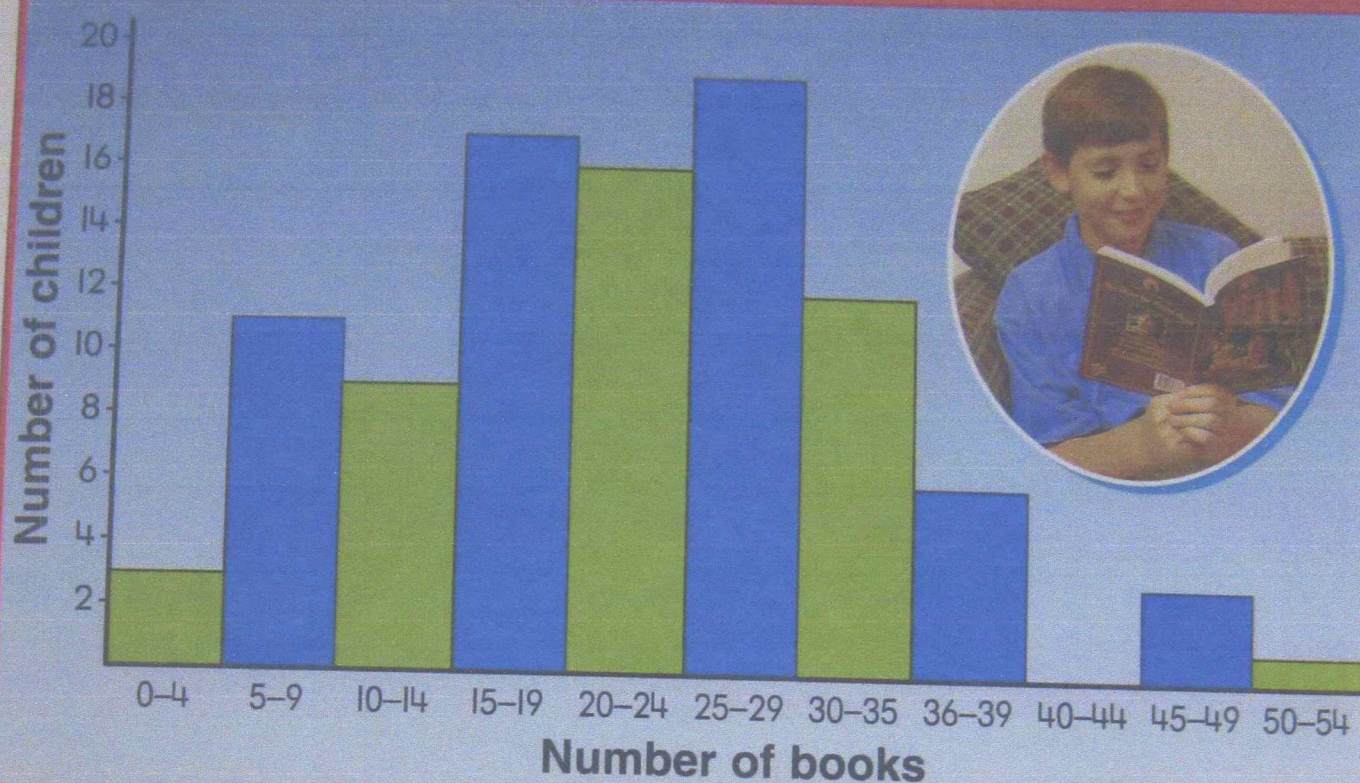
THINK OF HOW TO CREATIVELY PRESENT YOUR VENN DIAGRAM

- Clear Headings
- Neat writing
- Pictures / Symbols

AUSTRALIAN CULTURE

AFGANISTAN AND AUSTRALIAN CULTURE

BOOKS READ (in one year)



1. Describe the steps you think were used to collect the data and make the bar graph.
2. Choose one of these cards. Identify the bar in which that data was recorded.
Give the number of children for that bar.

Jasmin
17 books

Daniel
20 books





Leah
38 books

Fiona
9 books

3. How many children read:
 - more than 35 books?
 - fewer than 20 books?
 How many children in total were surveyed?
4. Look at the bar for 5-9 books.
How many books in total do you think that group might have read? How did you decide?

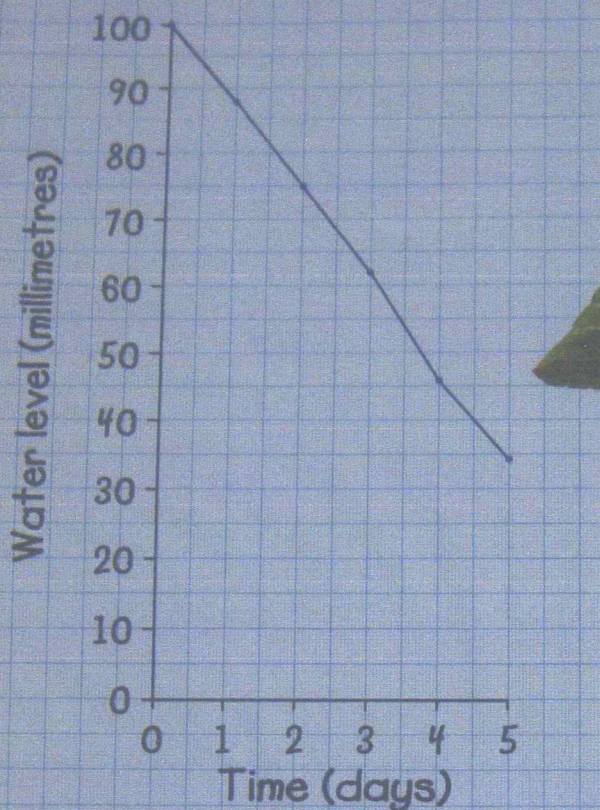


Draw a Bar Graph to represent the data below

Sports	Tally	No of Students
Basketball		6
Ice Hockey		5
Baseball		4
Soccer		2

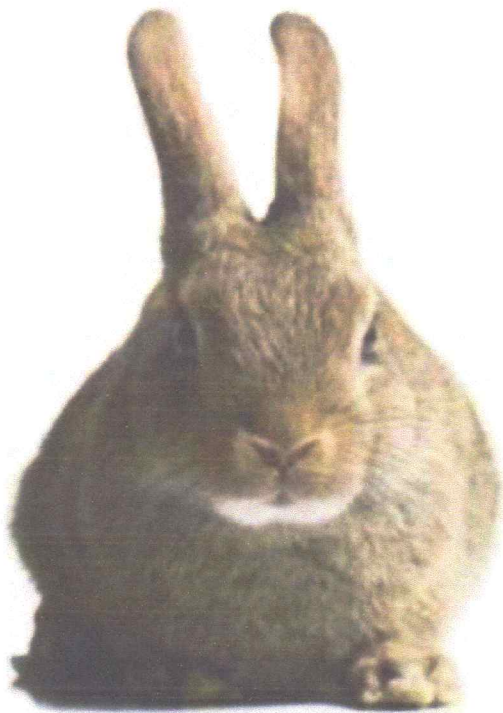
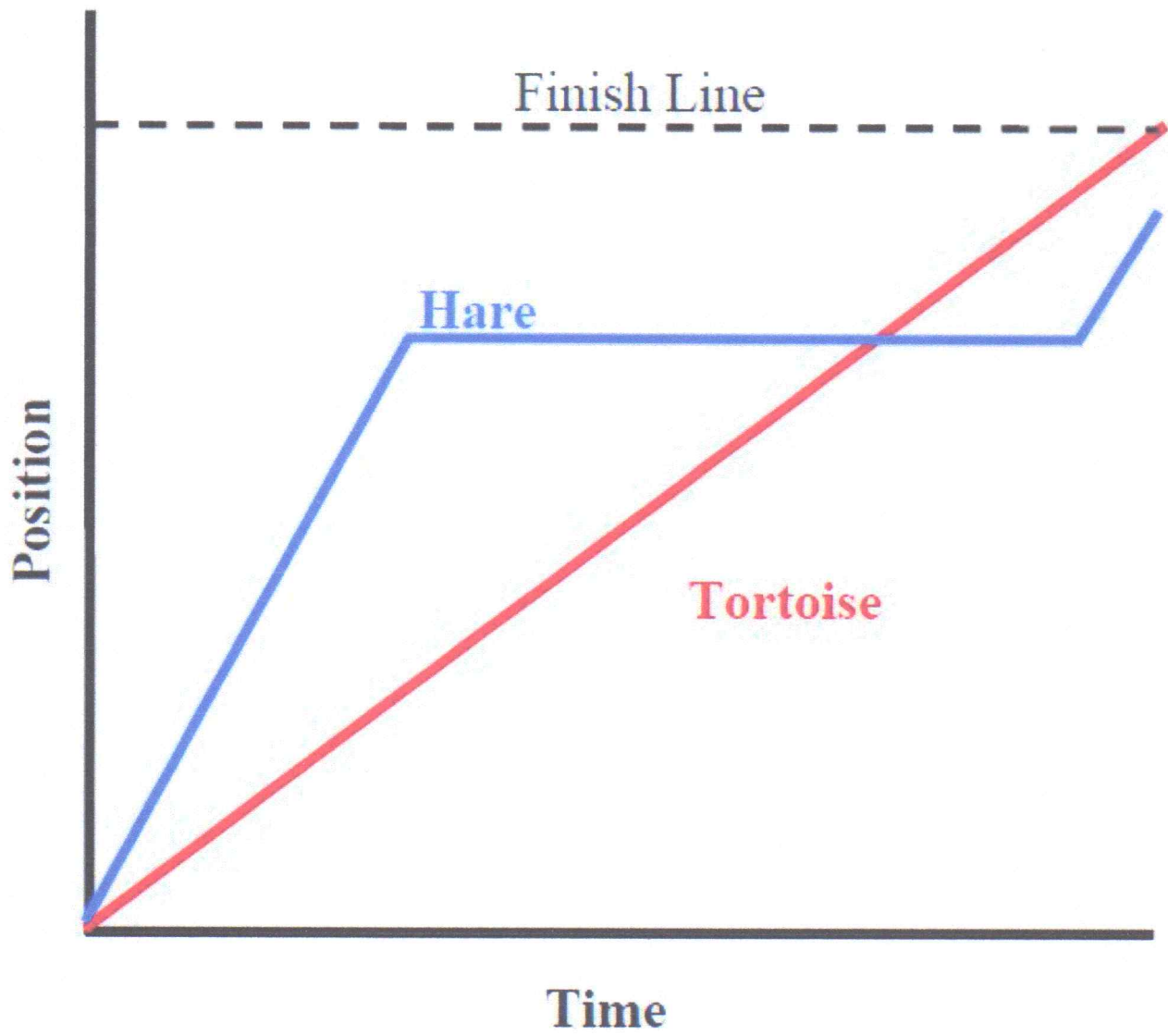
Ella

Level of water in jar



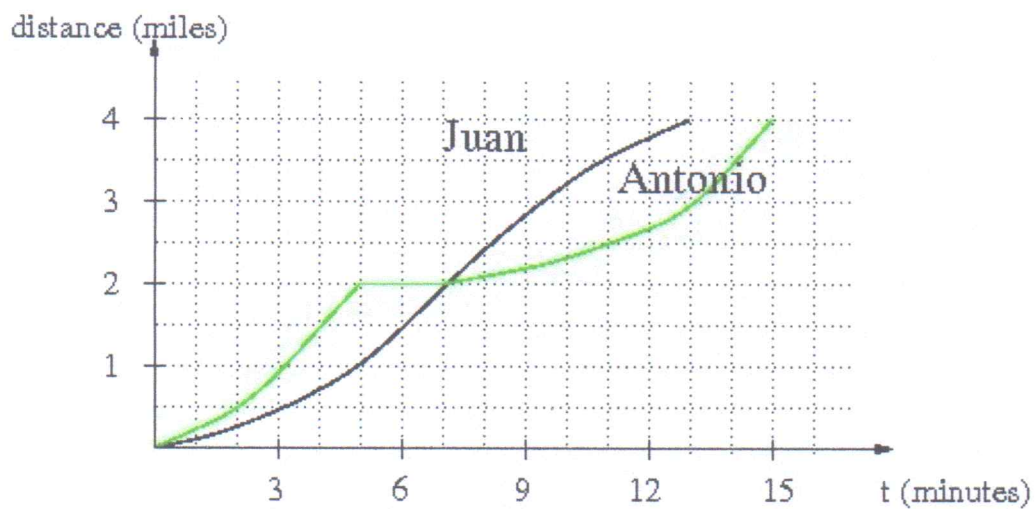
1. What was Ella's experiment about?
What steps do you think she followed?
2. What happened to the level of water in the jar over the 5-day period? Why?
3. How deep was the water in the jar:
 - at the start of the experiment?
 - after 5 days?What was the total fall in water level?
4. What was the water level:
 - after 1 day?
 - after 4 days?
5. Between which 2 consecutive readings did the plant use the greatest amount of water?

Write a story that describes what is happening in this graph.



Task

Antonio and Juan are in a 4-mile bike race. The graph below shows the distance of each racer (in miles) as a function of time (in minutes).



- Who wins the race? How do you know?
- Imagine you were watching the race and had to announce it over the radio, write a little story describing the race.

We can classify objects in numerous different ways. These objects have been classified according to their temperature and mass.



pot-plant



icy-pole



hot mug



ice-cube



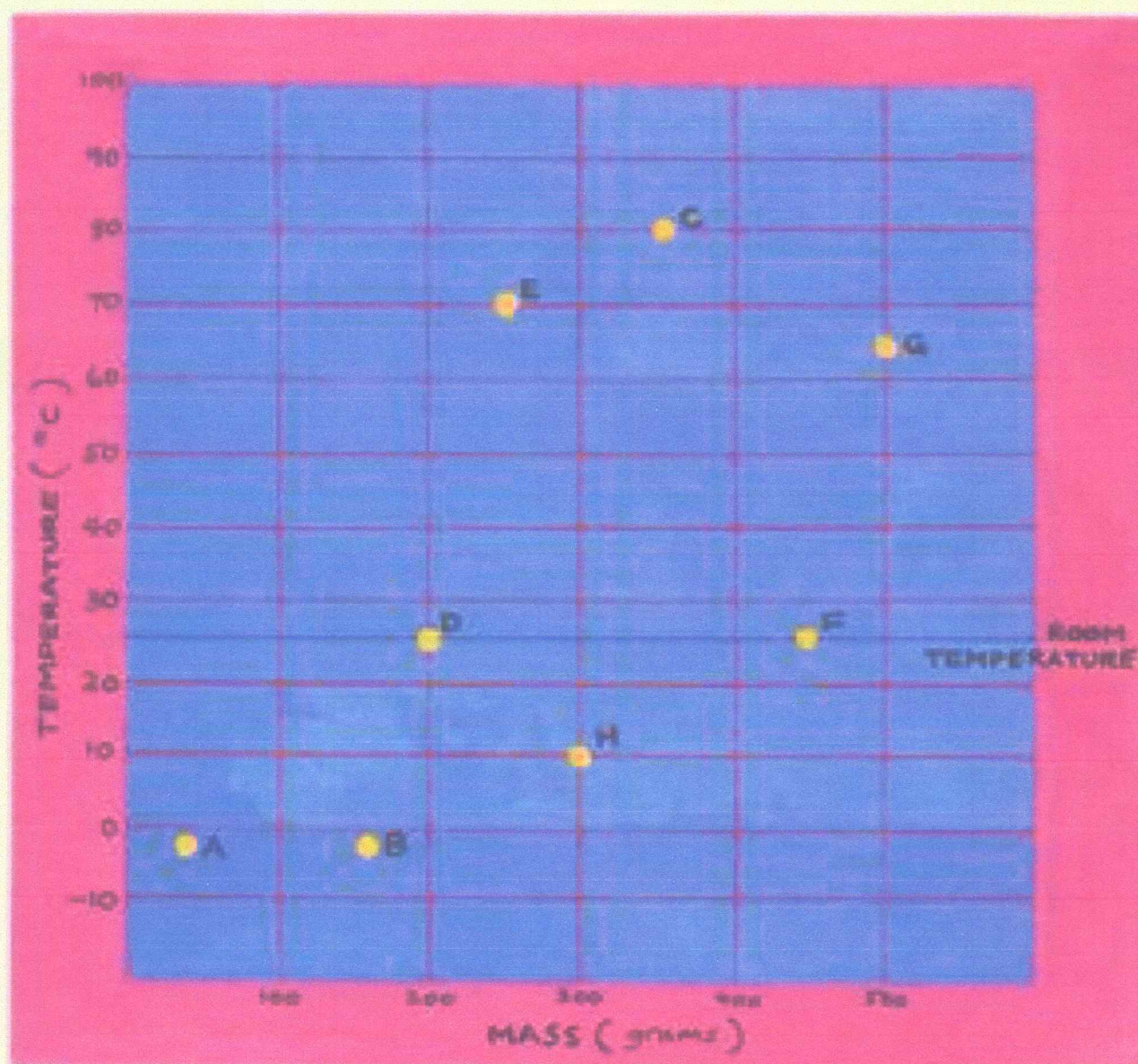
book



hot-pie

Each letter on the graph represents the temperature and mass of one of the objects.

Which letter matches which object? How do you know?

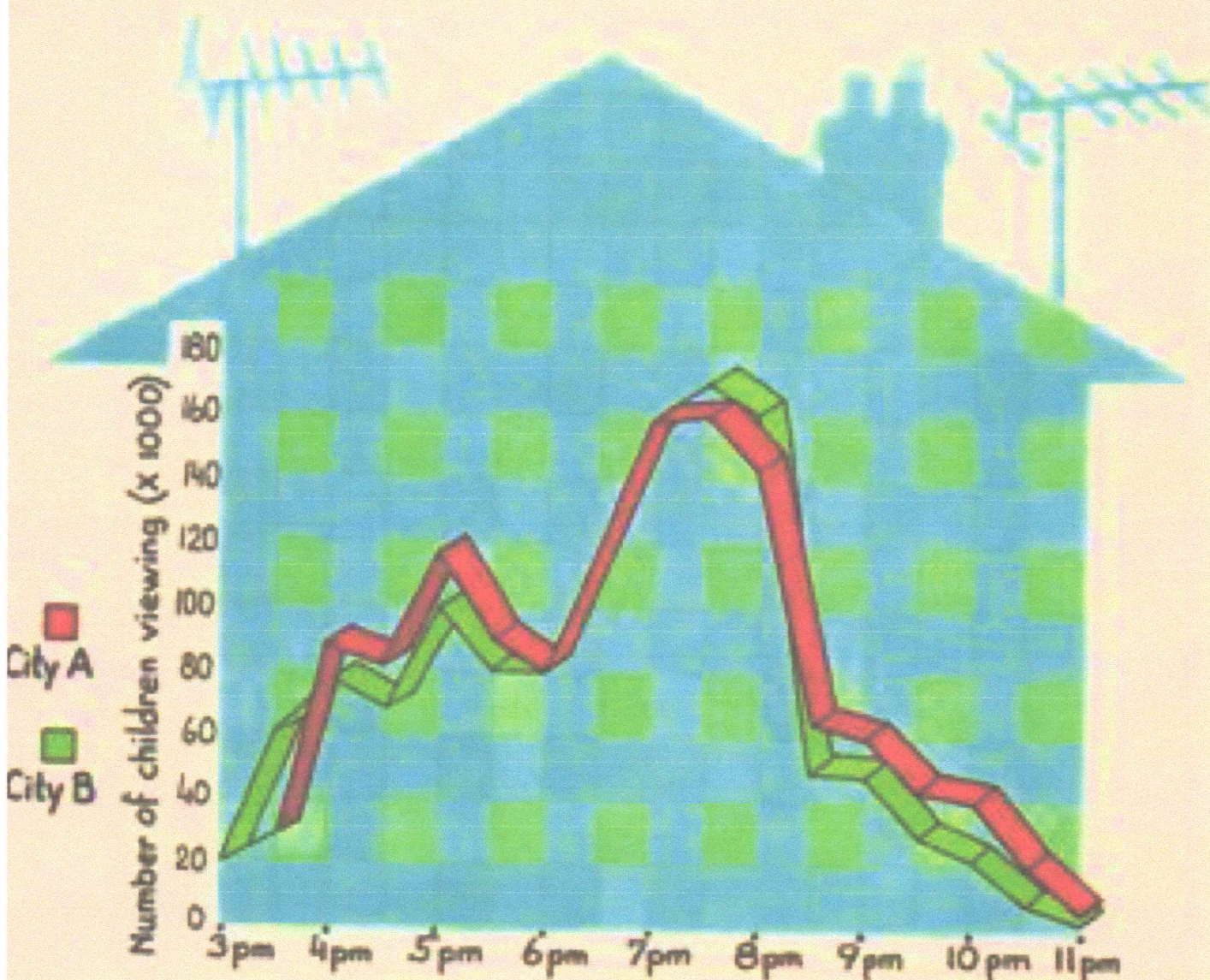


Find objects to match the remaining letters on the graph.

Unit 9: Volume, Mass, Capacity and Temperature

Aim: Reading and interpreting temperature

This graph shows the results of a survey conducted in two cities of the times when primary school children watch television each week day.



At what time are the greatest number of children watching TV in City A/City B?

How many children are watching at these times in each city?

How many more children are watching TV in City A than City B at 5.00 p.m./8.00 p.m.?

Why does the number of children watching TV drop between 5.00 p.m. and 6.00 p.m.?

Unit 8: Data Handling

Aims: Interpreting data

Making predictions based on data

Hannah is sharing a bath with her baby brother Max. This graph charts the level of water over the time they have their bath.



What happens to the water level between 7.05 p.m. and 7.10 p.m.?
Why?

When does Hannah/Max get in the bath?

How much does the water level rise when they each get in?

Who gets out first?

How long do they each stay in the bath?

Write a report explaining the information on the graph.

Unit 8: Volume, Mass, Capacity and Temperature

Aims: Applying the formula for a rectangular prism

Relating the units of capacity, volume and mass

TERM 4 GOAL SETTING

Read each section below to discover what we will be learning about during Term 4 in each subject area. Write a goal for each subject area that you will work towards during Term 4. You may also outline any other goals you have for Term 4 in the 'Additional Goals' section.

LITERACY	MATHS	INQUIRY	RELIGION	ADDITIONAL GOALS
What are we learning about in Literacy this term? ★ 'Boy Overboard' ★ Recounts ★ Information reports	What are we learning about in Maths this term? ★ Data representation and interpretation ★ Fractions and decimals ★ Percentages ★ Patterns and Algebra ★ Location	What are we learning about in Inquiry this term? ★ Natural disasters ★ Economics & Business	What are we learning about in Religion this term? ★ Season of Creation ★ Advent ★ Christmas ★ Celebrations	Any other additional goals?
My goal for Literacy during Term 4 is ...	My goal for Maths during Term 4 is ...	My goal for Inquiry during Term 4 is ...	My goal for Religion during Term 4 is ...	



HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



Week 1 Physical Education TASK Grade 3 & 6 Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 1 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

Warm-Up 5 Minutes I'm learning to warm-up correctly. <ul style="list-style-type: none">• 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 With Mr. H V1
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	<div data-bbox="464 192 1201 481" data-label="Image"> </div> <div data-bbox="464 481 815 515" data-label="Text"> <p>Warm up with Mr. Herrera</p> </div>
<div data-bbox="129 539 352 607" data-label="Section-Header"> <p>Activity or Skill Yoga Sessions</p> </div> <div data-bbox="129 607 408 645" data-label="Section-Header"> <p>Learning Intention:</p> </div> <div data-bbox="177 645 432 779" data-label="List-Group"> <ul style="list-style-type: none"> ● I'm learning to push myself and see how fit I am. </div>	<div data-bbox="464 539 1334 616" data-label="Text"> <p>ACTIVITY Link: 15 Minute Low Impact Hollywood HIIT The Body Coach</p> </div> <div data-bbox="464 616 1187 985" data-label="Image"> </div>
<div data-bbox="129 1014 309 1048" data-label="Section-Header"> <p>Warm-Down</p> </div> <div data-bbox="129 1120 408 1155" data-label="Section-Header"> <p>Learning Intention:</p> </div> <div data-bbox="177 1155 438 1292" data-label="List-Group"> <ul style="list-style-type: none"> ● I'm learning to stretch correctly after my activity. </div>	<div data-bbox="464 1014 1291 1088" data-label="Text"> <p>Warm down for 5 to 10 minutes: Link Let's Stretch Monday Mobility Series The Body Coach</p> </div> <div data-bbox="464 1088 1198 1456" data-label="Image"> </div>

Stay Safe and take care of your family.
Mr. Herrera Physical Education Teacher.

Name: _____

Class: _____

Date: _____

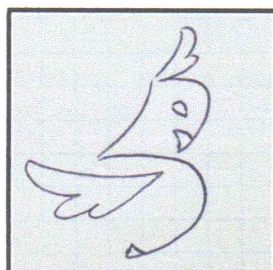
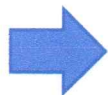
Chinese characters might look difficult to write and memorise, but you can use your creativity to help you remember these Characters.

For example:

niǎo



Bird



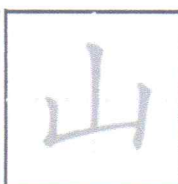
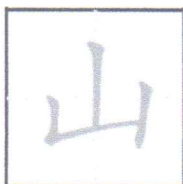
The Chinese character for "bird" looks like a drawing of a bird!

Now it's your turn! Turn these Chinese characters in to drawings that can help you remember its meaning and its form.

shān



mountain



Trace it!

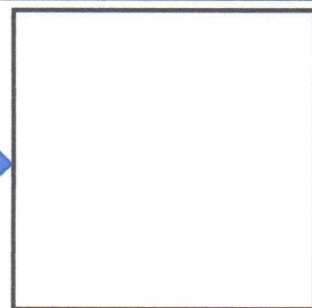
Draw it!



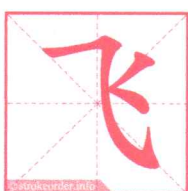
huǒ



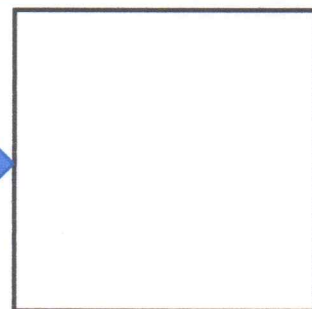
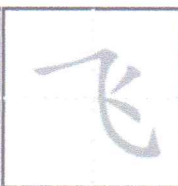
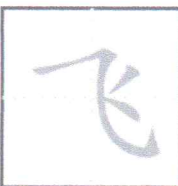
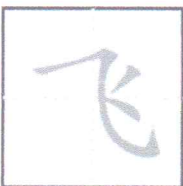
Fire



fēi



to fly



dà



Big



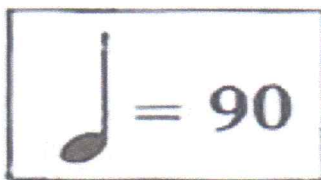
Music Term 4 Week 1

Gr. 3-6

In preparation for learning about Tempo (fast and slow) in music this term, click on this link and experiment with different speeds on a **metronome**. Don't know what a **metronome** is? Click here and find out.

[Online metronome | FREE interactive METRONOME](#)

Italian	English	Beats per minute
<i>Presto</i>	Very fast	168-208
<i>Allegro</i>	Fast	120-168
<i>Moderato</i>	Moderate speed	108-120
<i>Andante</i>	Moderate walking speed	76-108
<i>Adagio</i>	Slow (literally "at ease")	66-76
<i>Largo</i>	Slow and solemn	40-66



Tempo instruction

This sign means that the music has a tempo of 90 beats per minute.

These are the Italian words for different speeds. Try each of the numbers on the **metronome**.

Find out what speed your favourite music is using the **metronome**.

-ART-



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Learning Intentions: We are learning to draw a fun money garland as part of a bridegroom's dressing or attire in the East. or make a coin bracelet.

Either use crayon to get rubbings off the coins to draw a bracelet or draw your own notes fun garland.

This is in preparation for our upcoming Inquiry theme for term 4, on 'Money Matters' - Needs and Wants.



You can make a coin bracelet



You can make a paper notes garland. Watch the money garland this bridegroom is wearing- as a symbol of wealth. Look at the intricate pattern of the garland. They come in all different designs.



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Term 4 Weeks 1: Grades Four - Six

DIGITAL TECHNOLOGY: e-Safety

1. Watch the video about **Cyberbullying** - You're not alone.

In this video Hector and his friends celebrate being good digital citizens and help their good friend Ming to deal with a cyberbully. The link to the video - <https://vimeo.com/113869728>

2. Complete this paragraph:

Cyberbullying is when technology, like the internet or a mobile phone, is used to make someone feel _____. Some jokes are funny, but teasing and making someone feel _____ is not a joke. When Hector saw that Ming was sad he felt _____. Constable Solosolave said that we should never stand by and let _____ things happen to people in our community. Ming's friends were _____ when she re-joined them at Digital Citizens' Day. When Brooke and Bella realised that what they did was wrong they said they were really _____. The friends learned it is not okay to tease someone even if it is just a _____. Ming learned that talking to someone about a problem will make you feel _____.

3. How to be responsible:

Make a list of strategies for being responsible with photos, digital cameras & mobile phones

4. Draw a picture:

