



Below is a sample recommended timetable that adheres to the National Education Standards Authority (NESA) requirements for each key learning area.

We recommend that you follow this routine as much as possible according to what works in your house.

The following equates to one week of work and is applicable to all year groups.

	Lynwood Park Public School Learning From Home Whole School Timetable Stage 3 – Term 4 Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday	
15 mins	Reading	Reading	Reading	Reading	Reading	
15 mins	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	Comprehension / Word Work	
30 mins	Writing	Writing	Writing	Writing	Writing	
BREAK	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	CRUNCH'N'SIP	
45 mins	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	
20 mins	Fitness	Fitness	Fitness	Fitness	Fitness	
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS	
45 mins	Science & Technology	Creative Arts	Wellness Wednesday	Geography / History	Catch up	

Stage 3 Term 4 Week 2 – Learning From Home

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Reading	Reading Read Chapters 25 from 'Extra Time,' attached below.	Reading Read Chapters 26 from 'Extra Time,' attached below.	Reading Read Chapters 27 from 'Extra Time,' attached below.	Reading Reread Chapters 25, 26 and 27 from 'Extra Time,' attached below.	Reading Read a book you have at home or an article from a School Magazine. Please record what you read and for how long you read.
Morning	Comprehension / Word Work <u>Word of the Week - WOW</u> Complete the WOW activity below. WOW - oblivious	Comprehension / Word Work <u>Character Relationships</u> Complete the mind map activity below related to 'Extra Time'	Comprehension / Word Work <u>Bridie and Matt</u> Complete the Venn diagram activity below related to 'Extra Time'.	Comprehension / Word Work <u>Retell</u> Complete the retell activity below related to 'Extra Time'.	Comprehension / Word Work <u>Spelling test</u> Please ask someone in your house to give you a spelling test using the words from Monday. Please record your results and include them in your assignment today.
English	Writing <u>Spelling</u> Complete the spelling activities attached below.	Writing <u>Informative</u> Complete the informative writing activity below about The Beach.	Writing <u>Entertaining</u> Complete the entertaining writing activity below about The Beach.	Writing <u>Persuasive</u> Complete the persuasive writing activity below about The Beach.	Writing <u>Handwriting</u> Complete the handwriting activity attached below.
Break					

Monday		Tuesday		Wednesday	
Thursday		Friday			
Middle Mathematics	Mathematics Task 1 – Mentals Task 2 – Prime and composite numbers	Mathematics Task 1 – Mentals Task 2 – Roman Numerals	Mathematics Task 1 – Mentals Task 2 – Square numbers	Mathematics Task 1 – Mentals Task 2 – Sector Graphs Task 3 – Sector Graphs	Mathematics Task 1 – Number of the day Task 2 – Side-by-side column graph Task 3 – Two-way tables
Middle	Online Fitness Get Active 3-6 Lesson 1 https://www.youtube.com/watch?v=gh-hk7G_M2c Kids Zumba – Disney Mix https://www.youtube.com/watch?v=CxgD9P-kMjE&t=460s Dance or Move Tabata https://www.youtube.com/watch?v=yusb7M7oG94 SISA Aerobics https://www.youtube.com/watch?v=zM3GZ9RjumU SISA Yoga https://www.youtube.com/watch?v=-uKEuikMrRo			Fitness without technology Spend some time outside kicking a ball, skipping, throwing a frisbee, jumping on the trampoline, riding a bike or scooter. Try some kids' yoga. Look at the image on the last page of the LFH pack to learn about yoga poses. Try and hold each pose for at least 30 seconds. Create an obstacle course that includes running, jumping, hopping, galloping and balancing.	
BREAK	RECESS	RECESS	RECESS	RECESS	RECESS
Afternoon	Science and Technology <u>What is the Solar System?</u> Complete the activities below about our Solar System.	Creative Arts <u>Rubbish Rap</u> Watch the <i>Rubbish Rap</i> file attached to Tuesday's daily activities assignment and complete the activity that is attached below.	Wellness Wednesday <u>Breathing together</u> Complete the activity attached below.	Geography <u>Why do people migrate?</u> Complete the activities below about migration.	Catch Up This time is for you to catch-up on any work you have not finished this week. If you are looking for extra activities you can complete any of the optional activities listed below.

	Monday	Tuesday	Wednesday	Thursday	Friday
Optional Extension activities	<u>Making Elephant Toothpaste</u> https://www.sciencebuddies.org/stem-activities/elephant-toothpaste#summary	<u>Art Hub</u> Follow along with a directed drawing https://www.artforkidshub.com/how-to-draw/	<u>Cooking Microwave fudge</u> https://www.kidspot.com.au/kitchen/recipes/microwave-chocolate-fudge-recipe/i80kgght		
	<u>READ, READ, READ!!!</u> Reading everyday makes you a better reader.	<u>StudyLadder</u> https://www.studyladder.com.au/	<u>Fitness</u> Move your body and follow along with PE with Joe on Youtube!		
	<u>Kids News!</u> https://www.kidsnews.com.au/	<u>BTN</u> Watch a BTN to keep up to date on current affairs! https://www.abc.net.au/btn/	<u>Meditation</u> https://www.headspace.com/meditation/kids Or https://www.smilingmind.com.au/		
	<u>Watch an 'Education Live' talk at 10am each day</u> https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home				

The managers of big famous football clubs always have big impressive offices. Jean-Pierre Michel's is very big and very impressive.

This would probably take some people's breath away, being here. But I've only just got my breathing back, and I'm trying not to lose it again.

I decide Jean-Pierre Michel probably uses the inner part of his office for private stuff, and the outer part for yelling at mascots who disrupt Premier League matches.

So I'm a bit surprised when Ken takes me into the inner part.

Which is empty.

'He'll be here soon,' mutters Ken, looking unhappy and a little bit sauce-splattered.

'Are you in trouble too?' I ask.

Ken doesn't reply.

I can see this whole experience has been

very stressful for him. He was stressed when the ambulance officers carried me off the pitch and gave me oxygen. He was stressed after I got changed out of the fluffy suit and he took it away from me and locked it in a cupboard. And he was stressed at the end of the game when he came to the VIP box where I watched the second half with Matt and Uncle Cliff and Mrs Jarvis. At first I thought Ken's last bit of stress was because we'd just lost two-nil, but then he told me the manager wanted to see me.

I think Jean-Pierre Michel is a French name. Several of the Premier League managers are French. I think they like working in England because the fish and chips are so good.

I can hear Jean-Pierre Michel talking in the outer office where Uncle Cliff and Matt are waiting. And I can hear Uncle Cliff standing up for me in a loud voice.

'She's a kid,' he's saying. 'All kids are idiots sometimes.'

He means well.

Jean-Pierre Michel comes in. He's quite a big man and he's wearing a suit that's really well ironed. But he looks even more tired than Mum and Dad. And now he's here, Ken looks even more stressed.

'Guv,' says Ken. 'It's my fault. The Australian media –'

Jean-Pierre Michel puts his finger to his lips.

Ken stops talking.

'So,' says Jean-Pierre Michel, looking at me. 'We spend millions of pounds to keep hooligans out of our stadium, and then our mascot turns out to be a hooligan.'

'That's not fair, Guv,' says Ken.

He's right, it's not.

'Excuse me, Mr Michel,' I say. 'I'm not a hooligan. I just think soccer should be fun.'

Jean-Pierre Michel looks like he has a tummy pain.

'Fun?' he says.

'Yes,' I say. 'Fun.'

Jean-Pierre Michel shakes his head wearily. I think he wants us to go.

'Thank you, Ken,' he says. 'I just wanted to see your mascot choice for myself.'

Ken looks like he has a huge tummy pain. And it's my fault.

'All those goals your players missed today,' I say to Jean-Pierre Michel. 'People can't do their best shots when they're feeling miserable and possibly concussed, it's a known fact.'

I'm not sure if Mr Michel hears me. He's looking at stuff on his desk.

Ken hears me.

'Come on,' he says anxiously. 'Time to go.'

He tries to push me out of the office.

I do something I've seen Matt do a lot. I drop my shoulders and roll my hips and slide away from Ken.

'My friend Gael-Anne,' I say to Mr Michel, 'she used to hate soccer at school. Then she started having fun with us on the waste ground and now she can do headers and everything.'

'Bridie,' hisses Ken. 'That's enough.'

He grabs my shoulders and pulls me towards the door.

Jean-Pierre Michel is standing at his desk with his back to me and it doesn't look like he's heard a word.

That's what I think at first.

But just as Ken is dragging me out the door, Jean-Pierre Michel turns and gives me a stare.

For a second I think he's going to agree with me.

Then his face changes and I can see he isn't.

I wish I could believe you, his face says. But I'm one of the most respected and experienced and highly paid football managers in the world, and you're just a kid with nylon fluff in her hair.

When Mum and Dad see me being a mascot on YouTube, Mum gets upset and skypes.

She says that from now on I have to stay indoors with Mrs Jarvis.

'No,' I say. 'Please don't make me. I'm fine.'

'You didn't look fine on that stretcher,' says Mum, getting more upset.

Poor Mum. It's a big jump, going from me living at home helping with the washing-up to the neighbours telling her at six in the morning I've been carried off a UK Premier League soccer pitch by two ambulance officers and several security guards.

Uncle Cliff explains to Mum that ambulance officers always put people on stretchers, it's their training, even at rock concerts.

'The more people they carry off,' says Matt, 'the more they get paid.'

It's good of Matt and Uncle Cliff to try and help Mum feel better.

'You're still grounded,' Mum says to me.

Dad nods sternly.

'I can't be,' I plead. 'Matt needs me at his match tomorrow. It's his bit chance.'

Dad sighs.

'You're grounded, love,' he says. 'Don't fight it.'

But I have to.

'I'm Matt's manager,' I say tearfully. 'I have to look after him. You don't know how rough and dangerous it is over here.'

As soon as I say it I know I shouldn't have.

Matt and Uncle Cliff are glaring at me.

'Bridie's being a bit dramatic,' says Uncle Cliff hurriedly to Mum and Dad. 'It's only a little bit rough and dangerous. Hardly ever. Matt'll be fine. His leg pins are doing brilliantly.'

Mum and Dad glance at each other. They look unhappy.

'Matt, love,' says Mum. 'There's something we have to tell you. We should have told you before, but . . . well, at the time we thought it was for the best.'

She hesitates and glances at Dad again.

I can see they feel bad about saying it, whatever it is.

'What?' says Matt.

We're all getting very tense at this end.

'Remember what I told you after the accident,'

says Mum. 'How the doctors in the hospital said your legs were fragile because of the pins? Well that wasn't true, love. I made it up.'

We all stare at her.

'Actually,' says Dad, looking ashamed, 'the pins make your legs stronger.'

'I'm sorry, love,' says Mum. 'I should have told you the truth. But I was just desperate for you to look after yourself and not get hurt any more.'

We all take this in.

Matt specially.

'We are sorry, Matt,' says Dad.

Matt thinks about it for a bit longer.

'It's OK,' he says. 'I don't blame you. But thanks for telling me.'

'Hope it helps in your match tomorrow,' says Mum quietly.

'We're proud of you, son,' says Dad.

'Thanks,' says Matt.

Dad puts his arm round Mum and she takes a deep breath as if she's relieved that's over.

Mrs Jarvis comes in and Mum explains to her that I'm grounded. Mrs Jarvis gives me a sympathetic look.

'Oh dear,' she says to Mum and Dad. 'That's a little bit tricky tomorrow because I'm going to the match too. It's a very important one.'

'Manchester United,' says Uncle Cliff. 'They're coming all the way from Manchester.'

Mum and Dad hesitate.

I can see they're not sure what to say.

'What if I promise to keep an eye on Bridie,' says Mrs Jarvis, 'and make sure she's completely fine.'

Mum and Dad look at each other.

'Alright,' says Mum. 'Seeing as it's Manchester United.'

Dad gives us a thumbs up.

After we all say goodbye and click Skype off, Uncle Cliff punches the air.

'Rock 'n' roll,' he says to Matt. 'Aussie leg pins.'

Matt looks delighted too. He gives Uncle Cliff and me and Mrs Jarvis high-fives.

I'm relieved but I'm not delighted. Because I know why Matt's so happy. Now he doesn't have to hold back. Now he can throw himself totally into going for his dream and impressing the academy trainers and coaches.

Now he can be as violent and unfriendly as he wants.

In the car on the way to the Manchester United match, I suddenly remember that Uncle Cliff is still banned.

'It's not fair,' I say. 'An uncle shouldn't miss a match like this just because of a sausage sizzle.'

In the front, Mrs Jarvis and Uncle Cliff swap a smile.

'No need for concern love,' says Mrs Jarvis to me.

'I'll be right, Bridie,' says Uncle Cliff. 'I've got my guardian angel with me. She knows important people in high places. By their first names.'

Hearing me mention the sausage sizzle has made Mrs Jarvis amused all over again.

'Club nutritionists would have had kittens,' she chuckles. 'Low-fat kittens, but kittens.'

'They were gourmet sausages,' says Uncle Cliff indignantly. 'Pork and peanut.'

'Not a good idea, Cliff,' says Mrs Jarvis. 'If one

of the lads was allergic he'd go into anaphylactic shock and his lungs would seize up.'

Uncle Cliff gives Mrs Jarvis an adoring look. Then he glances at Matt.

'How you feeling, Matty?' he says. 'Ready for your big chance?'

I glance over at Matt. He nods. He doesn't look too nervous, which is good.

'I had a big chance once,' says Uncle Cliff. 'It was the open-mike number at a Stones tribute gig. I could have joined the back-up singers on "You Can't Always Get What You Want". Paula would have been majorly impressed. But I chickened out and she gave her Skype log-in details to the lead singer.'

We all stay quiet for a bit.

'Don't torture yourself, Cliff,' says Mrs Jarvis after a while. 'It probably would have happened anyway.'

We stay quiet for a bit more.

'I'm not going to chicken out,' says Matt suddenly. 'So you don't have to worry.'

'We know you won't, Matt,' says Mrs Jarvis.

'You'll be brilliant,' I say.

I don't say brilliant at what. I'm hoping it'll be skill.

When we arrive, Mrs Jarvis jumps out and chats with the security guard at the gate.

They look like they know each other.

'Sorted,' says Mrs Jarvis to Uncle Cliff when she

gets back into the car. 'I explained to Brian I'll have a word with Neal Merchant about your ban.'

'You're amazing,' says Uncle Cliff.

After we park, Mrs Jarvis walks straight over to Mr Merchant at the edge of the under-fifteen pitch. By the time me and Uncle Cliff get there, she's still talking and he's not getting a word in. But he doesn't look cross. Probably because the Aussie media are filming us all.

'I'll let you go now, Neal,' Mrs Jarvis is saying. 'I'm sure you want to have a word to the ref about keeping a lid on things today.'

I know what she means. Not letting the players get too violent.

'Thanks, Stella,' says Mr Merchant with a thin smile. 'You might want to have a word to certain members of your party about keeping a lid on things too.'

He looks at me and Uncle Cliff.

I know what he means. Us not running onto the pitch or having illegal barbecues.

'Always nice to talk, Neal,' says Mrs Jarvis sweetly. Mr Merchant nods and walks off.

'He's lucky I didn't give him a Liverpool lump,' says Uncle Cliff, flexing his neck muscles.

'I think you mean a Liverpool kiss, Cliff,' says Mrs Jarvis. 'A Liverpool lump is a cake.'

'Is Uncle Cliff unbanned?' I ask.

'Sorted,' says Mrs Jarvis.

Uncle Cliff gazes at her. I think he's in love.

The teams come out, Manchester United first. They look pretty tough. And big. More like under-sixteen than under-fifteen. A bit like the orange team back home, except smarter and much more talented and no dog bites.

Then Matt comes out with his team. I'm so thrilled and proud to see Matt wearing the shirt of such a famous club. But I'm also feeling a bit nervous in the tummy about what Manchester United will do to him once they see how good he is. And what he'll do back to them.

I give Matt a little wave, so he can see how proud I am. He sees me and waves back.

'Go Matty,' yells Uncle Cliff.

'Use your skill,' says Mrs Jarvis quietly.

She smiles at me and I smile back.

But Matt doesn't use much of his skill at first. At first he just does some careful tackling and passing, and puts up with being held and turned and bashed into. I think he feels a bit nervous about playing against such a legendary team.

Then, about twenty minutes in, he starts being mesmerising. At first it's mostly to protect himself, gliding and dancing the ball past the roughest Man U defenders, his feet going like those casters on fridges that can go in any direction.

For a bit the Manchester United players have trouble grasping the idea that somebody is getting past them so often. But then they do and they start going for Matt big time.

They can't touch him. He's just too fast and skilful.

'Good boy,' says Mrs Jarvis.

'Dance like a butterfly, sting like a bee,' yells Uncle Cliff.

I think that must be a Rolling Stones song.

At first Matt doesn't score himself. He sets up chances for other people, specially Ayo. They're good chances, but Man U are very good defenders and none of the chances come off.

When Matt says bad luck to his team-mates, they don't even look at him. Except Ayo, who gives him a tiny nod sometimes.

Then Manchester United score. A good build-up with some very fast passing, a long through-ball and a superb finish.

This changes things for Matt, I can tell from the shape of his shoulders.

A few minutes later, he beats two players on the edge of their penalty area and sees the rest of the Man U defenders moving into position, which is what a class side will always do. Matt turns away from them and for a while he's dribbling towards his own goal. Until he turns again and shoots all in one movement. The ball blurs over everybody's heads and dips into the top corner of the goal before their goalie can move.

People just stare at him.

Our players, their players, our trainers, their trainers, our family members, their family

members. Even the big black birds in the bare trees look stunned.

At half-time, as Matt trots off towards the changing rooms, I wave and he gives me a little one back.

He doesn't look very happy.

I don't understand. Matt is playing brilliantly. He's scored and he's using his skill to avoid bruises. Why isn't he pleased?

'He doesn't look very happy,' says Uncle Cliff. 'Is he pooing regularly?'

I think it probably isn't that, but I don't know what it is.

Then in the second half I do.

For the first fifteen minutes after the break, Matt goes back to setting up chances for the others. And this time he makes them even better chances. Ayo scores. So does another of our boys.

Three-one to us.

After both the goals Matt goes to congratulate the scorer. Both times they ignore him, even Ayo.

It's exactly the same problem. We've talked about it after training matches, me and Matt, and he says he understands how everyone's anxious about being the one. But now it's happening again, he looks even more unhappy.

I can see him losing interest in the match. He hardly touches the ball for ages.

'Matt,' yells Uncle Cliff, waving his arms. 'Come on. What's wrong?'

'He looks like a very disappointed young man to me,' says Mrs Jarvis quietly.

I agree with her.

'Well he doesn't have to be,' says Uncle Cliff. 'If he's disappointed in himself he can do something about it.'

'I don't think he's disappointed in himself, Cliff,' says Mrs Jarvis. 'I think he's disappointed with what's happened to top-level professional football in the first part of the twenty-first century.'

Uncle Cliff thinks about this.

'Matt,' he yells. 'Come on. Don't let top-level professional football in the first part of the twenty-first century get you down.'

I don't know if Matt hears this, or if it's something else that sparks him, like the elbow in the head he gets from one of his own team as they're jumping for a high cross.

But suddenly Matt is on fire.

Not in a good way.

A Manchester United midfielder is dribbling and Matt runs at him and tackles him.

Hard.

The boy drops like a mattress, and Matt goes sprawling. But it's legal because Matt played the ball not the man. Legal, but Mum would be horrified. Matt and the Man U player are both looking dazed as they get up. I can hear Uncle Cliff's leather jacket creaking with tension. I'm glad he wasn't videoing that bit on his phone.

'Go easy,' mutters Uncle Cliff.

I agree. We both have faith in Aussie leg pins, but there are plenty of other parts of Matt that can get hurt.

Matt doesn't go easy. He throws himself into tackles again and again. He's like a wallaby bouncing off a herd of elephants.

Then another high cross comes in and lots of the boys jump for it. Except half of them can't get off the ground because the other half are holding them.

Including Matt.

I can't believe it. He's got two big fistfuls of another boy's shirt.

Soon after, he turns somebody, jabbing his knee behind theirs so they drop to the ground.

I feel a bit sick.

But not as sick as I do a few minutes later when Matt goes sprawling after missing a big tackle.

The Manchester United boy holds out a hand to help him up.

Matt knocks it away.

His angry face makes me want to cry. Mrs Jarvis looks pretty upset too. Uncle Cliff looks bewildered.

'Why's he playing like this?' says Uncle Cliff. 'Maybe he's homesick. Have there been any signs? Has he been calling out the names of Australian TV shows in his sleep?'

I shake my head.

But in a way, I realise, Uncle Cliff is right.

It's not Aussie TV Matt's missing. It's something even more important. The thing he had every day on our patch of waste ground at home. The thing he doesn't have here; not even when we're winning three-one.

The thing that makes soccer worth playing.

After the match the trainers and coaches are delighted, and Matt's the player they make the most fuss of. I don't think it's just because we won. I think they like the way he played.

When Matt comes over to us, he's got a big grin.

'They want me to play in the next match,' he says. 'They want us to stay longer in England. At least another week.'

For a moment I don't know what to say.

Then I throw my arms round Matt to share his joyfulness.

So does Mrs Jarvis.

I hug Uncle Cliff as well.

'Rock 'n' roll,' says Uncle Cliff. 'I'm over the moon about this.'

'Actually, Cliff,' says Mrs Jarvis, 'if you were over the moon, the atmospheric vacuum would make your brains come out your ears.'

But she lets him hug her as well.

Uncle Cliff is right. This is the moment when Matt's family should rejoice with him.

But I can't get rid of a feeling deep in my guts. Something heavy and not-good. An out-of-control cattle truck type feeling.

I take a big breath and try to ignore it.

But I can't.

Because I know the awful truth.

If Matt keeps playing like this and makes it through to the first team, it won't be his legs that are permanently damaged by top-level professional football in the first part of the twenty-first century.

It'll be his gentle loving heart.

Monday WOW – Word of the Week

oblivious

Learning Intention – Students use interesting language to engage the audience

Definition: _____

How many syllables: _____

Synonyms: _____

Antonyms: _____

Write an imaginative paragraph (approx. ½ page) using the WOW word (please write on a google doc, work book or blank piece of paper).

Monday Spelling

Learning Intention – Students use appropriate strategies to accurately spell familiar and unfamiliar words

sight	Prefix (de)	Prefix (fore)	sight	History	Extension
cute flute amuse fortune attitude	deduct delay decrease descend debrief	forecast forehead foreground forewarn forefront	alright sufficient suggest various discuss	economic migrant migration political social	decompose destabilise denominator foreshadow foreboding





Spelling Rule: A prefix is a syllable attached to the beginning of a word. It changes the meaning of a word. Prefix de- means reduce, take away, separation. Prefix fore- means front, ahead of time.

1. Write the spelling words on paper.
2. Write the spelling rule on paper.
3. Write the dictionary definition, a synonym and the part of speech (noun, verb etc) for 5 of your words.
4. Put 5 of your words each into a sentence.
5. Write down 10 more prefix words.
6. Find little words in 10 of your big words.

Fast Finisher: Write any 10 words in a creative and colourful font

Monday Mathematics

Task 1 –

1. $46 + 24 =$
2. $17 - 12 =$
3. $24 \div 12 =$
4. $11 \times 7 =$
5. $5 \times 11 =$
6. Round 80867 to the nearest thousand
7. Write the largest number you can using:
8, 5, 4, 4, 3, 3.
8. Complete this counting pattern:
72, 81, 90, 99, _____, _____, _____
9. Complete this counting pattern:
35, 43, 51, 59, _____, _____, _____
10. What is the sum of 91 and 22?
11. If 2 litres costs \$4, how much would 4 litre cost?
12. $\$2.00 + 20 \text{ cents} + 10 \text{ cents} =$
13. What is $\frac{1}{11}$ of 44?
14. What is $\frac{1}{12}$ of 36?
15. Write these decimals in descending order:
0.38, 0.72, 0.27, 0.91
16. Write these decimals in ascending order:
0.72, 0.89, 0.48, 0.47
17. What digital time does the clock show?

18. If a square has a perimeter of 48cm, what is the length of a side?

19. What is the name of the 3D object this net forms?

20. Imagine these stars are in a bag. What is the probability of pulling out a black?


Task 2 – Prime and composite numbers

Learning Intention – Students determine and explain whether a whole number is prime or composite by finding the number of factors.

Prime numbers are numbers that only have themselves and 1 as a factor.
For example: 2, 3, 5 and 7 are prime numbers but 4, 8 and 9 are not.

Composite numbers are numbers with more than 2 factors.
For example: 24 has factors of 1×24 , 2×12 , 3×8 , 4×6 .

Write all the factors of these numbers and then write if they are prime or composite.

Number	Factors	Prime or composite
8		
7		
9		
11		
18		
16		
23		
17		

Write prime or composite after each number.

5	29	32
20	42	37
19	31	40
24	60	45

Explain why you agree or disagree with each of these statements

a) All odd numbers are prime numbers.

b) There are more composite numbers than prime numbers.

Monday Science – What is in the Solar System?

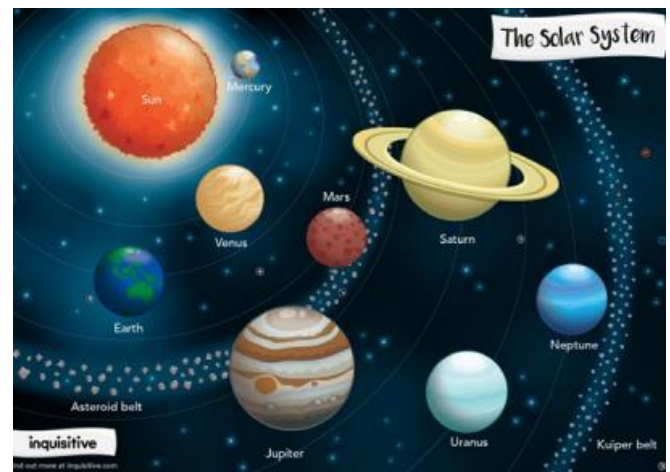
Learning Intention – Students will be able to investigate the solar system and the Earth's place as part of a connected system and identify the location of the planets.

Our solar system is made up of a star (the Sun) and all of the objects that travel around it. The objects include: planets, moons, asteroids, comets and meteoroids. Scientists know that most stars can host their own planets, so we know there are likely to be billions of other solar systems in the Milky Way Galaxy.

Task 1 –

Create an A4 poster of our solar system. Make sure you include the sun and the 8 planets. Your poster **MUST** have colour and name each of the planets!

Challenge – can you include the Asteroid Belt and the Kuiper Belt?



Task 2 –

We often think of rhymes to remember the names and order of the planets. 'My, Very, Elderly, Mother, Just, Served, Us, Noodles.' Record your own way of remembering the order and names of the planets. Be creative. Try and think of a song, poem or funny sentence.

Optional:

Visit this website and explore some interesting facts about the planets in our solar system.

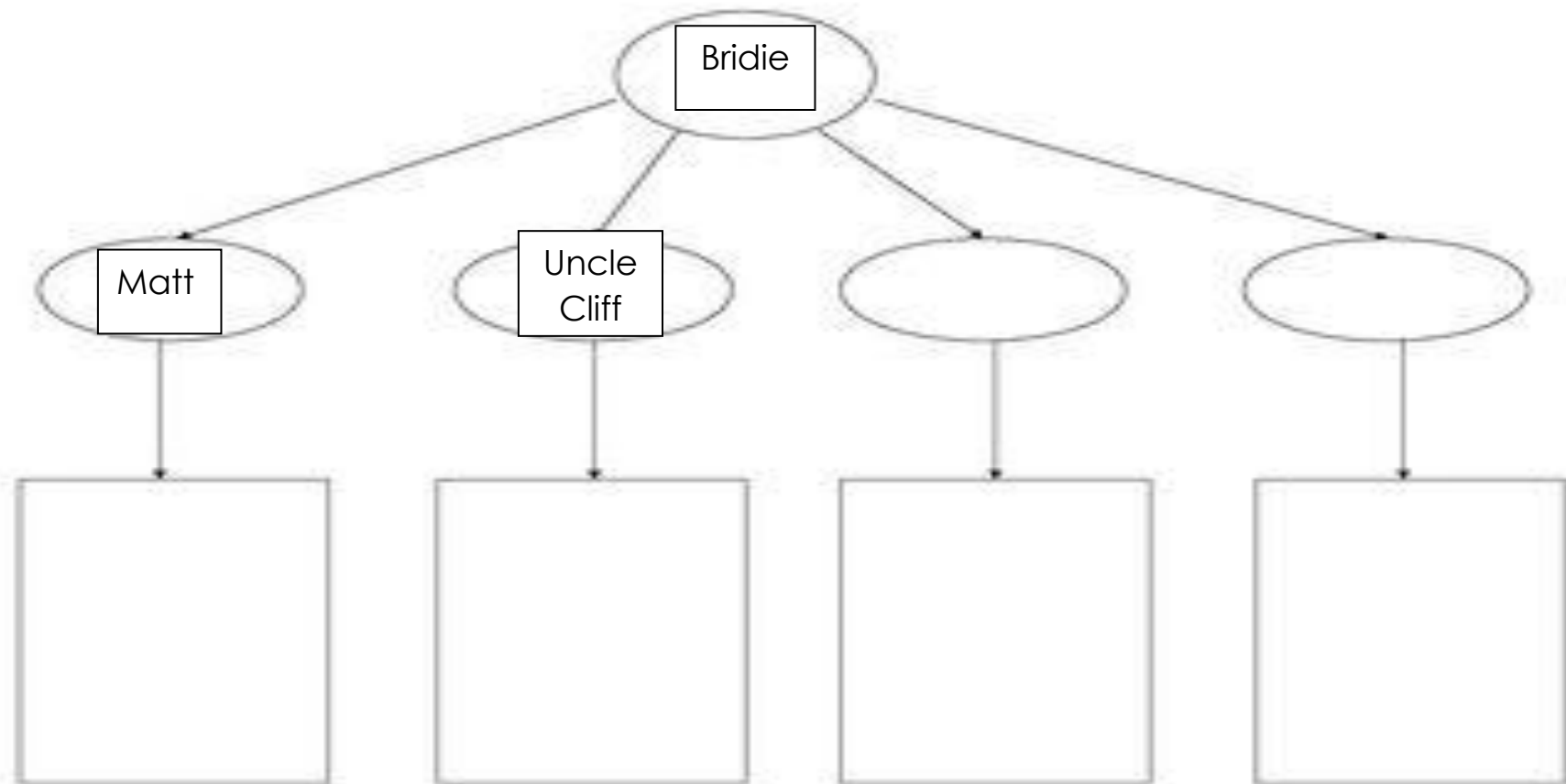
<https://www.dkfindout.com/us/space/solar-system/>

Tuesday – Comprehension

Extra Time - Character Relationships

Learning intention: Students describe the relationships between characters in Extra Time.

Instructions: Use this mind map to describe the relationship between Bridie and 4 other characters in *Extra Time*. Matt and Uncle Cliff are characters you have to write about. Other characters you could choose include: mum, dad, Mrs Jarvis, Ken or Jean-Pierre Michel. Think about whether they have a good or bad relationship and explain your choice. Describe how they know each other and if they are respectful to each other.



Tuesday – Informative

The Beach

Learning intention: Students write to inform the audience.

Instructions: On a google doc or on a piece of paper, write an information report about the beach. Remember to write facts! Remember you need to use paragraphs to separate your ideas. Each paragraph should focus on one fact that you elaborate and give more detail about.

Please include:

- an introduction
- 2 - 3 paragraphs
- and a conclusion.

Also remember to edit for:

- spelling mistakes
- capital letters
- full stops
- paragraphs
- interesting vocabulary
- does my writing make sense?



Tuesday Mathematics

Task 1 –

1. $25 - 21 =$
2. $49 + 32 =$
3. $15 \div 3 =$
4. $12 \times 2 =$
5. $28 \div 4 =$
6. Round 17599 to the nearest ten.
7. List the factors of 73:
8. Complete this counting pattern:
75, 78, 81, 84, _____, _____, _____
9. Complete this counting pattern:
18, 25, 32, 39, _____, _____, _____
10. What is the sum of 92 and 36?
11. Share \$96 between 8 children.
12. What is the price after taking 50% off \$49?
13. What is $\frac{1}{3}$ of 12?
14. What is $\frac{1}{2}$ of 2?
15. Write these decimals in descending order:
0.46, 0.64, 0.26, 0.22
16. Write these decimals in ascending order:
0.57, 0.27, 0.82, 0.36
17. If it was 9:53 in the morning, would you write am or pm?
18. If a square has a perimeter of 204cm, what is the length of a side?
19. What type of angle is 339° ?
20. Imagine these stars are in a bag. What is the probability of pulling out a white star?



Task 2 – Roman Numerals

Learning Intention - Students use Roman numerals to represent 3-digit numbers.

Roman Numerals were invented by the people of early Roman times. They were used for many years and had their own place value system. Roman numerals can still be seen today on books, clocks or buildings. Let's look at the Roman numerals below.

Roman Numerals	Hindu-Arabic	How they work
I	1	1 stroke
II	2	2 strokes
III	3	3 strokes
IV	4	1 less than V
V	5	V is the symbol for 5
VI	6	1 more than V
VII	7	2 more than V
VIII	8	3 more than V
IX	9	1 less than X
X	10	X is the symbol for 10
XI	11	1 more than X
XII	12	2 more than X

Roman Numerals	Hindu-Arabic	How they work
XX	20	2 tens
XXX	30	3 tens
XL	40	10 less than L
L	50	L is the symbol for 50
LX	60	10 more than L
LXX	70	20 more than L
LXXX	80	30 more than L
XC	90	10 less than C
C	100	C is the symbol for 100

Use the table above to help write Roman numerals for each number. You will need to combine Roman numerals for hundreds, tens and ones.

33 = XXX + III = XXXIII	23 =	120 =
20 =	56 =	150 =
28 =	74 =	175 =
6 =	69 =	227 =
36 =	47 =	223 =
46 =	66 =	334 =
19 =	86 =	365 =

Challenge: Complete the Roman numeral magic squares.

X		
V	VII	
		IV

VIII		IV
	V	
VI		

IV		
	V	
VIII		VI

Tuesday – Creative Arts

Learning intention: Students listen and respond to music.

Task 1: Watch the video attached to Tuesday's assignment of students performing Rubbish Rap.

Think about the rap

Use full sentences to answer these questions:

Why would a song like 'Rubbish rap' need to be written?

Why do people need to hear the song?

What are the key messages in the song?

How could you interpret the song?

Why would a video be a powerful medium to share the song?

Task 2: Draw a poster to advertise this rap.

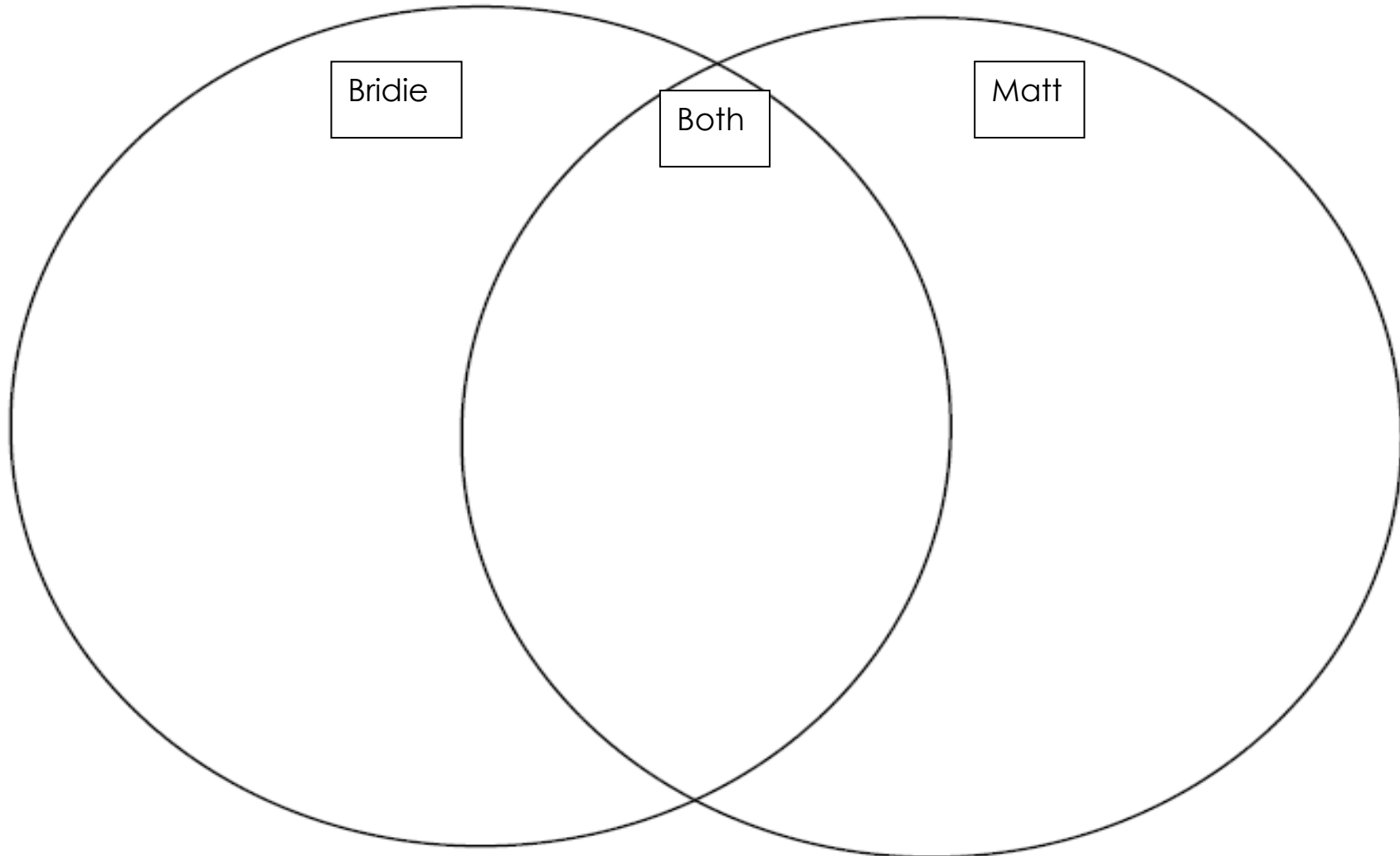
<p>'Rubbish Rap' By Tracy and Paul Burjan with Zain Ousmand</p> <p>Chorus Ooo, ahhh, Rubbish Rap, Take that wrap and toss that scrap, Flip that lid right on the bin, Check, recycle, throw it in. Be proactive, make a change, Rethink your ways, it's not so strange. Ooo, Ahhh, Rubbish Rap, Listen to me, now let's recap, It's not a load of rubbish.</p> <p>Verse 1 Crack down, back up, Reuse that coffee cup. Cups up, cups down, got one at home. It's so easy to bring your own. Change, exchange don't throw it out, Reuse those clothes without a doubt. Don't toss those threads, sew them again, Cut them up and start a trend. It's not a load of rubbish.</p>	<p>Verse 2 Plastic bags aren't so cool, Take your own bag as a rule. Think of the future down the track, You'll get the knack so don't be slack. Crunchy plastics can be reused, It's not so hard, don't look confused. Think before you throw it in, Reuse, recycle that's a win! It's not a load of rubbish.</p> <p>Verse 3 Save our planet from all that waste, Use your bins, at home base Red for rubbish, yellow for paper. Green to mulch up all that nature. Composting can be so cool, Start a compost at your school. Watch the worms as they are fed, Chuck it on the garden bed. It's not a load of rubbish.</p>	<p>Chorus (twice) Ooo, ahhh, Rubbish Rap, Take that wrap and toss that scrap, Flip that lid right on the bin, Check, recycle, throw it in. Be proactive and make a change, Rethink your ways, it's not so strange. Ooo, ahhh, Rubbish Rap, Listen to me, and, that's that!</p>
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Wednesday – Comprehension

Extra Time – Bridie and Matt

Learning intention: Students use a Venn Diagram to compare the similarities and differences of two characters in a narrative.

Instructions: Use this Venn Diagram to compare the differences and similarities between Bridie and Matt.



Wednesday – Entertaining

The Beach

Learning intention: Students write to entertain the audience.

Instructions: On a google doc or on a piece of paper, write a story to entertain the reader. Remember to describe the location where your story takes place and introduce the main characters. You need to describe the events in the order that they happen, build up to a problem and then provide a resolution. Remember you need to use paragraphs to separate your ideas.

Please include:

- an introduction
- 2 - 3 paragraphs describing the events
- and a resolution.

Also remember to edit for:

- spelling mistakes
- capital letters
- full stops
- paragraphs
- interesting vocabulary
- does my writing make sense?



Wednesday Mathematics

Task 1 –

1. $64 + 47 =$

2. $71 - 31 =$

3. $30 \div 3 =$

4. $3 \times 5 =$

5. $36 \div 9 =$

6. Round 28381 to the nearest thousand.

7. Round 9301.30 to the nearest whole number.

8. Complete this counting pattern:

64, 74, 84, 94, _____, _____, _____

9. Complete this counting pattern:

85, 89, 93, 97, _____, _____, _____

10. What is the difference between 57 and 13?

11. What is the product of 2 and 6?

12. $\$1.00 + 5 \text{ cents} + 10 \text{ cents} =$

13. What is $\frac{1}{4}$ of 28?

14. What is $\frac{1}{12}$ of 144?

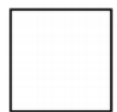
15. Write these decimals in ascending order:
0.41, 0.17, 0.54, 0.27

16. Write these decimals in descending order:
0.71, 0.48, 0.81, 0.55

17. How many minutes from 8 am to 11 pm?

18. The length of a rectangle's sides are 4cm and 2cm. What is its area?

19. Draw a line of symmetry on this square:



20. Which star has the highest chance of being selected?
Black or white?



Task 2 – Square Numbers

Learning Intention – Students investigate how square numbers are created.

Watch the teacher video about square numbers to help you with this activity.

A square number is a number that has been multiplied by itself.
For example, 16 is a square number because it is made up of 4 lots of 4: $4 \times 4 = 16$



"Squared" is often written as a little 2 like this:

this means "squared"


$$4^2 = 16$$

This says **"4 Squared equals 16"**
(the little 2 says the number appears twice in multiplying)

Complete the table below about square numbers.

1^2	1×1		
2^2	2×2		4
3^2	3×3		9
4^2			
5^2			
6^2			

7^2			
8^2			
9^2			
10^2			
11^2			
12^2			

Wellness Wednesday – Breathing Together

Learning intention: Students practise mindful breathing with someone else.

Department of Education

Breathing together



This activity is very similar to mindful breathing, but with the added benefit of doing it with someone. Can be used at the start or end of the day.

Tip: this works best in a quiet and comfortable place

1. Find a partner. This can be other students in the class, or, if you're at home, a brother, sister, mum, dad or someone else.
2. Sit back-to-back with your partner.
3. Sit up straight and gently close your eyes.
4. Slowly breathe in through your nose and count 1, 2, 3 in your head.
5. Hold the breath for 1, 2, 3.
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
7. Repeat these steps for at least 3 minutes while you think about the questions below.

Questions to think about

- How can you tell that your partner is breathing?
- Did you breathe at the same time as your partner?
- What does their breath feel like, is it fast or slow?
- What feelings did you feel while breathing with your partner?
- Do you feel closer to your partner after doing this exercise?



Thursday – Comprehension

Extra Time - Retell

Learning intention: Students retell a story they are reading.

Instructions: Imagine you need to explain Extra Time to someone who is interested in reading this book. Based on what you have read so far, write about where this story is set, who are the main characters and what have been the main events.

Remember to punctuate your sentences, starting with capital letters and ending with full stops. You should **write at least $\frac{3}{4}$ of a page**.

Thursday – Persuasive

The Beach

Learning intention: Students write to persuade the audience.

Instructions: On a google doc or on a piece of paper, write to persuade someone to go to the beach. Remember to use words that will convince the audience to agree with you.



Remember to write one big idea for each paragraph and include some examples, elaboration, evidence or an explanation of your big ideas.

Please include:

- an introduction
- 2 - 3 paragraphs which explain your big ideas
- and a conclusion.

Also remember to edit for:

- spelling mistakes
- capital letters
- full stops
- paragraphs
- interesting vocabulary
- does my writing make sense?



Thursday Mathematics

Task 1 –

1. $58 + 87 =$
2. $96 - 40 =$
3. $11 \times 9 =$
4. $27 \div 9 =$
5. $7 \times 10 =$
6. Round 29956 to the nearest hundred.
7. Write 26577 in words:
8. Complete this counting pattern:
35, 42, 49, 56, _____, _____, _____
9. Complete this counting pattern:
65, 76, 87, 98, _____, _____, _____
10. What is the sum of 27, 26 and 59?
11. What is the product of 4 and 10?
12. 5 cents + \$2.00 + 10 cents =
13. What is $\frac{1}{9}$ of 36?
14. What is $\frac{1}{2}$ of 286?
15. Write these decimals in ascending order:
0.78, 0.29, 0.40, 0.38
16. Write these decimals in descending order:
0.28, 0.18, 0.81, 0.36
17. If it was 10:12 in the morning, would you write am or pm?
18. If a square has a perimeter of 132cm, what is the length of a side?
19. What type of angle is this?
20. Imagine these stars are in a bag. What is the probability of pulling out a white star?

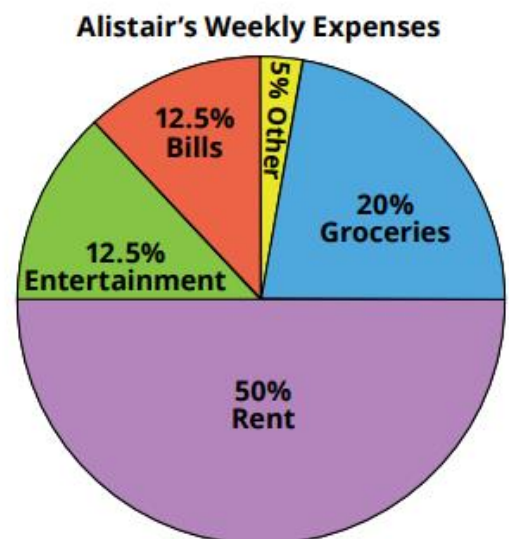


Task 2 – Sector Graphs

Learning Intention - Students interpret data presented in a sector graph.

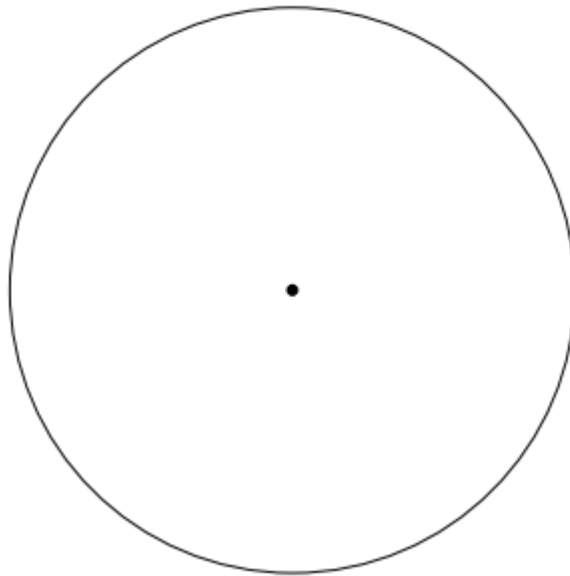
Answer these questions by using the Alistair's Weekly Expenses pie graph.

- a) Answer true or false.
 - i) Alistair spends more than half of his weekly wage on groceries and bills.
 - ii) Bills and entertainment make up a quarter of his weekly expenses.
- b) What is Alistair's second largest expense for the week?
- c) If Alistair earns \$450 per week, how much of that does he spend on rent?
- d) What percentage of his weekly wage does Alistair spend on rent, groceries and entertainment combined?
- e) How could Alistair use this graph to help himself set up a savings plan?



Task 3 - Sector Graphs

Home Water Usage



Add these segments to the blank pie graph to show how water is used in homes. Colour and label each segment.

- Shower: 20%
- Toilet: 25%
- Taps: 25%
- Clothes Washer: 25%
- Leaks: 5%

a) Answer true or false.

- Over 50% of water is used through washing clothes and leaks.
- of water used at home is via the taps.

b) How much less water is used showering than washing clothes?

c) If the daily water consumption was 500 L, how much water is used washing clothes?

d) Suggest two ways we could save at least 5% of the amount of water we use at home.

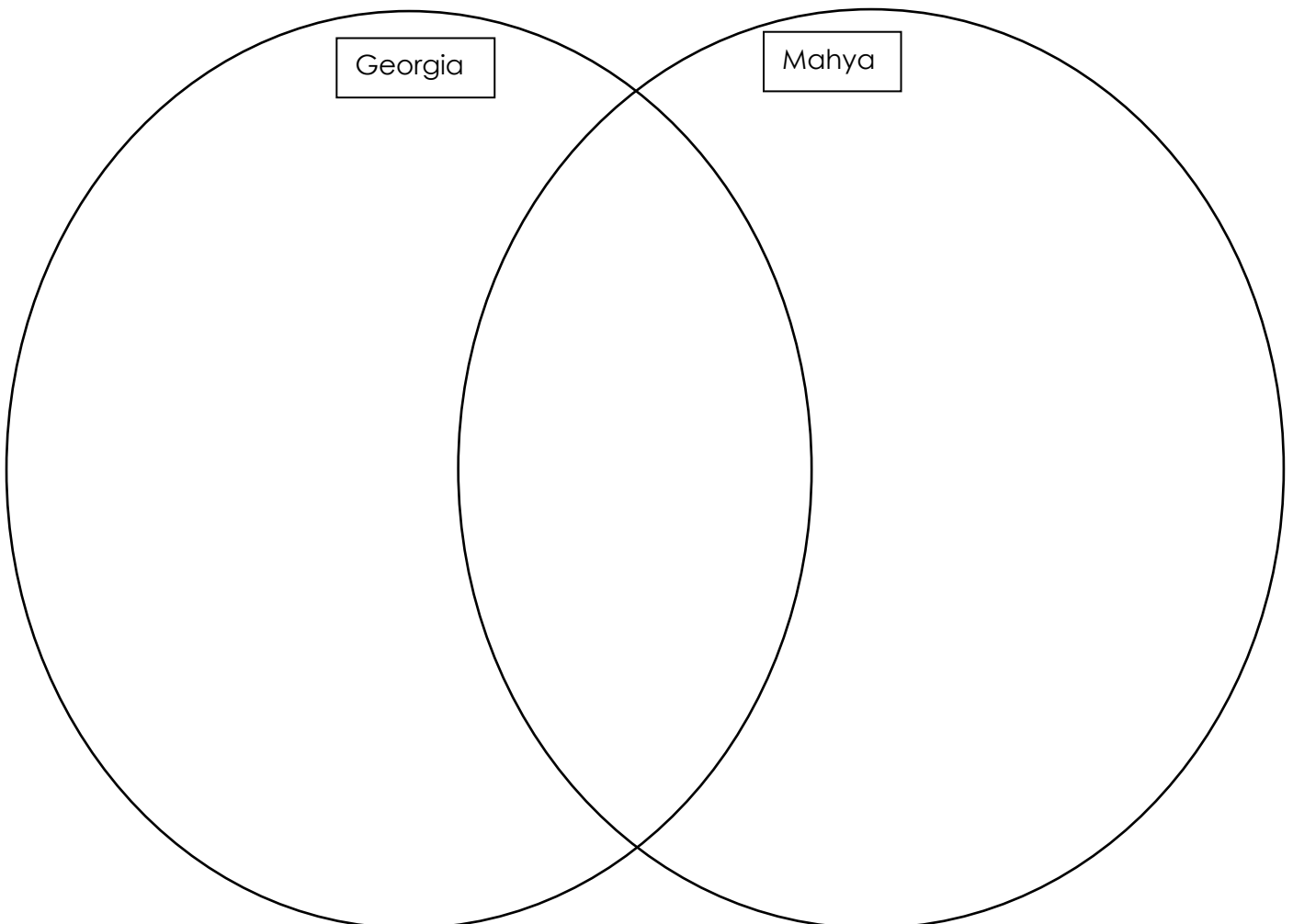
Thursday History – Why do people migrate?

Learning Intention – Students will be able to describe the difference between a migrant and a refugee. They will be able to compare the push and pull factors that contributed to people migrating to Australia.

Watch the teacher video in today's assignment about migrants and refugees. The video is about two children from very different places talk about their experiences of moving to Australia.

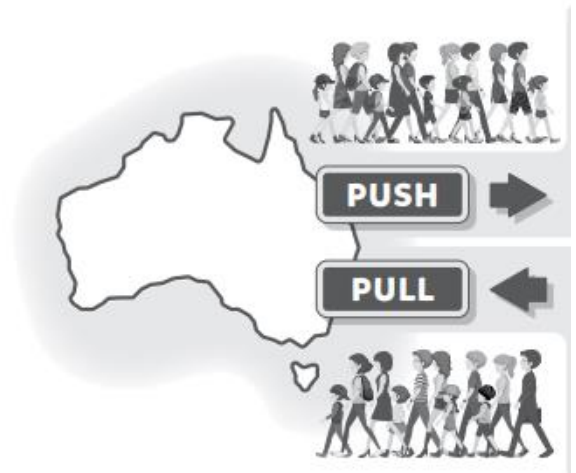
What is the difference between a refugee and a migrant?

Complete the Venn Diagram for Georgia and Mahya on the similarities and differences of their experience.



Migration stories are all very different as people move to other countries for many different reasons. Some people choose to leave their country and others are forced to leave. The reasons are classified as push and pull factors. Push factors are those that make people want to leave a country. Pull factors are those that attract people to a country.

Write the reasons that you think could push a person to migrate to another country.



Write the reasons that you think could pull a person to live in another country.

Friday – Handwriting

Learning intention: Students use letter joins to write cursively.

On paper, writing on lines, use letter joins to develop your cursive handwriting. **(Please do not type your handwriting, you need to write it.)**

Focus: ft join with common cross bar

Friday 15th October 2021

SSSS ssss SSSS ssss SSSS ssss

RRRR rrrr RRRR rrrr RRRR rrrr

BBBB bbbb BBBB bbbb BBBB bbbb

PPPP pppp PPPP pppp PPPP pppp

ba be bi bo bu by pa pe pi pop u py sa se si so su sp

sound bridge bath picnic silly topic

Matt Sutherland

Matt is an up-and-coming soccer star – at least he was until he and his two older brothers were in a car accident that cost his brothers their lives and smashed up Matt's legs. The metal plates in his legs have enabled him to walk and, surprisingly to still play soccer, but have shattered his career plans. Nevertheless, Matt is still recognised as the best soccer player in town.

Friday Mathematics

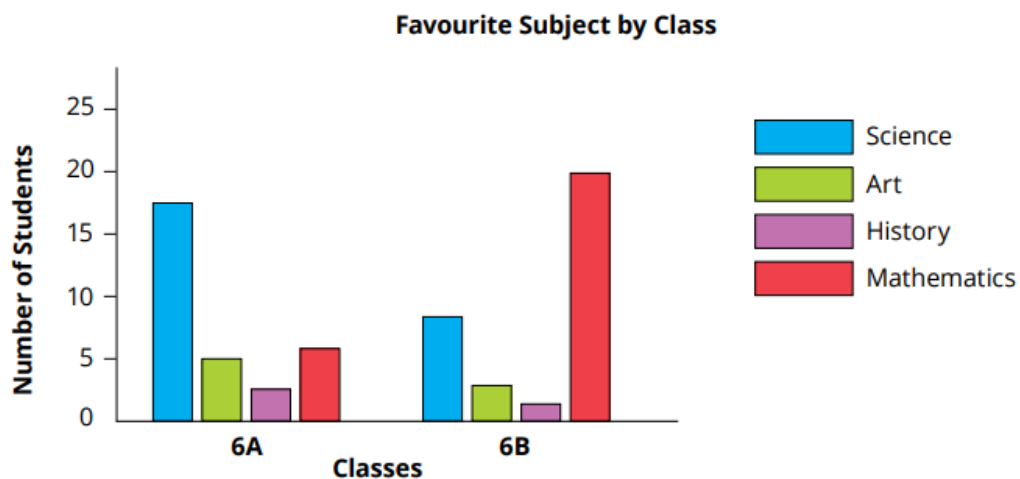
Task 1 –

7403

1. In words
2. 10 more
3. 15 less
4. Subtract 25
5. Round to nearest 100
6. Next even
7. Complete the pattern, add **5**: 7403, _____, _____, _____
8. Write in expanded notation
9. Divisible by 2?
10. Double it.

Task 2 – Two-way tables

Learning Intention - Students interpret data presented in two-way tables.



Answer these questions by using the Favourite Subject by Class side-by-side column graph.

a) What is the favourite subject of the students in:

i) 6A

ii) 6B

b) What is the least favourite subject of the students in:

i) 6A

ii) 6B

c) How many students in 6A chose Art as their favourite subject?

d) How many students altogether chose Mathematics as their favourite subject?

e) Suggest two reasons why 6A and 6B had different favourite subjects.

Task 3 – Two-way tables

Learning Intention – Students create a side by side column graph to represent data presented in a two-way table.

Create a side by side column graph (like the ones above) to display the following data.

Favourite Drinks in 5Purple		
Drinks	Boys	Girls
Milk	5	6
Water	3	2
Juice	2	1

KIDS YOGA



TREE POSE



CAMEL POSE



LORD OF THE DANCE POSE



CHAIR POSE



BIG TOE POSE



TRIANGLE POSE



BOW POSE



BOAT POSE



SCORPION POSE



DOWN DOG POSE



WARRIOR POSE



PLANK POSE



COW POSE



SEATED SIDE POSE



WARRIOR 2 POSE



LUNGE POSE