

Stage 3 Home Learning Grid – Week 2 - Term 4 2021

Dear Parents and Carers of Years 5 and 6 students, the work below covers Week 2 of Term 4 in a grid-like structure. It covers all key learning areas (KLA) and reflects the work that students will be working on at school within their classrooms. Each day has 5 tasks for students to complete including breaks and fast finishers activities. We advise that you use a lined A4 workbook should you not have access to a digital device with access to the internet.

Student check-ins – We understand that it may be difficult for some families to have their children check-in regularly, so it would be great to see students using their class OneNote’s to ask questions they have about their learning. We may just do a single check-in call to see how students are going.

Learning on OneNote - We love seeing our student's achievements and the work they are completing at home so we can offer feedback. We encourage students to complete their work in their digital folders (the one that has their name on it) on OneNote daily. It makes our day that extra special, knowing they are enjoying learning from home.

Remember - Log onto Literacy Pro using the details provided by your teacher and continue with your level or read some books and make up some stories with your family. It is important to get up, move about and keep your mind and body healthy too! Take advantage of brain break links throughout the day. Most importantly take time out to enjoy each other’s company, the sunshine and your backyard.

Other resources: Feel free to also access the Department of Education's free Education Live sessions being run daily from 10am. These are a great resource for students to watch: <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>

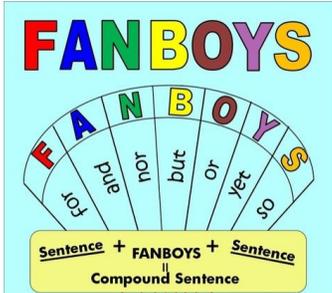
Week 2 Timetable - Term 4

 It's Jungle Safari Week at MSPS! 				
Monday	Tuesday	Wednesday	Thursday	Friday
<p> Jungle Safari Week activity:</p> <p>Welcome to Jungle Safari’s week! There’s an activity a day to allow the explorer within to come out and play!</p> <p>What kind of mini beasts do you have in your backyard? Grab a paper and a pencil and go on an adventure in your backyard. See if you can draw the type of creepy crawlies you can see!</p>	<p> Jungle Safari Week activity:</p> <p>Test how good your sense of touch is! This game is similar to pin the tail on the donkey! On an A4 piece of paper draw a jungle animal of your choice, but with a part of it missing (colour it in if you like). This can be its tusks, tail, ears, horn etc Draw this missing part on a separate piece of paper and cut it out! Blue tak your animal up on a wall or door with parent permission. Now it’s time to play! Spin on the spot with your eyes closed three times and with the missing part</p>	<p> Jungle Safari Week activity:</p> <p>It’s time for a game with a sibling or family member! Make cards with a name of an animal on each and put them all in a bag. Draw a card from the bag. Then you both one at a time, pretend to be that animal – moving like it or making the sound and your sibling or family member just guess what animal you are! Hint - Try and write animals that are tricky to guess. Happy gaming!</p>	<p> Jungle Safari Week activity:</p> <p>It’s baking time! With help from a parent or older sibling, why not make these healthy crackers at home! You can try and cut them into strips to make them look like snakes and serve them with smashed avocado for an awesome jungle treat!</p> <p>Watch the video here and follow on: >CLICK HERE<.</p> <p>You can add a ½ tablespoon of salt to the crackers whilst you add in the dry ingredients and even</p>	<p style="text-align: center;">IT'S FUNDAY FRIDAY!!</p> <p>Today is all about having fun!!</p> <p>Keep your eye out for the Week 1 Wellbeing Matrix on Thursday. It will be posted on Skoobag and on your OneNote.</p> <p>If you have work to catch up on, today is your chance! Your teacher will be able to answer any questions you have in the classroom as always.</p> <p>Once you're all up to date choose from the awesome collection of</p>

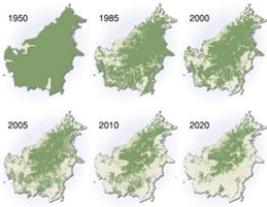
<p>Morning session</p>	<p>Post some photos of your drawing up on your Teams for all to see what you have found!</p> 	<p>in your hand with blue tak, see how awesome you are at pinning it back on, keeping your eyes closed!</p> 		<p>oven bake them instead of fry them!</p> 	<p>fun activities on the Wellbeing Matrix!</p> <p>End your week on a high note today! Enjoy the sunshine and togetherness with your family!</p> 
	<p>Task 1 - English:</p> <p><i>This term's focus is on Poetry.</i></p> <ul style="list-style-type: none"> •The elements of poetry are the tools that poets use when writing poems. Some poems may contain all of these elements, whereas other poems may contain only some of them. •Some of the elements of poetry include: <ul style="list-style-type: none"> - structure - rhythm - rhyme - sound devices - figurative language. •The structure of a poem refers to the way in which the lines or verses of the poem have been arranged. •In some poems, the lines or verses follow a regular pattern. This is often referred to as 'fixed verse'. •In other poems, the lines or verses don't follow a regular pattern. This is often referred to 	<p>Task 1 – English:</p> <p><i>Poetry structure - Form</i></p> <ul style="list-style-type: none"> •Many fixed verse poems are written in a particular form. This means they may have a set number of lines, a regular rhythm or a distinct rhyming pattern. <p>When writing a poem in a fixed form, you must follow the pre-established rules for that particular type of poetry.</p> <ul style="list-style-type: none"> •Most poems are supposed to be read aloud. Because of this, many poems have a regular rhythm. •In music, another word for rhythm is 'beat'. In poetry, another word for rhythm is 'metre'. •When writing a poem, poets carefully choose words that create a regular rhythm when the poem is read aloud. •Words create rhythm by the 	<p>Task 1 - English:</p> <p>Read the following poem titled "The Poet's Lament" and answer the following questions in your digital folder in your class OneNote or in your A4 workbook:</p> <div style="border: 1px solid black; padding: 5px;"> <p>Oh why do we have to write poems? Such a ludicrous waste of my time! There are so many ways to express an idea Without using rhythm or rhyme.</p> <p>Similes, metaphors, symbols and sounds; Assonance and alliteration. So many words that I don't understand All contributing to my frustration!</p> <p>And what about all the ridiculous rules For each line, each verse and each word? There must be a much less tiresome way To have all of my sentiments heard.</p> <p>I want to express how I'm feeling, But a poem is just not the way. What if you think I sound silly or wrong And you don't understand what I say?</p> <p>So please, don't make me write poems! It's clearly a waste of my time. I'll find other ways to express my ideas Without using rhythm or rhyme.</p> </div> <p>Questions:</p> <p>1. In our own words, describe the structure of the poem.</p>	<p>Task 1 - Spelling:</p> <p>Digital - Log onto Soundwaves (https://online.fireflyeducation.com.au/services/student_login/soundwaves) and complete Unit 30 (zebra and treasure) = "z zz s se" and "s and si" Year 5 – mouth168 Year 6 – third434</p> <p>Non Digital - Go for a walk around your house/backyard and have a think about what words have the following in them:</p> <ul style="list-style-type: none"> - z = makes the 'z' sound like zip - zz = makes the 'z' sound like fuzzy - s = makes the 'z' sound like always - se = makes the 'z' sound like use - s = makes the 'j' sound like treasure - si = makes the 'j' sound like television <p>Make a list of 20 words that you have found, 3 x words with each</p>	<p>IT'S FUNDAY FRIDAY!!</p>

<p>as 'free verse'.</p> <p>Which of the following poems is fixed verse and which is free verse?</p> <p><u>Poem 1</u> <i>In the deep dark night, the bats will fly, Past the trees and the clouds on high. In the deep dark night, the moon will glow, Reflecting its light on the earth below.</i></p> <p><u>Poem 2</u> <i>At night, the bats fly Wings extended, the wind soars beneath Their shadows dancing on the moon Hunting silently in the darkness.</i></p>	<p>way they are pronounced. Some syllables are pronounced more strongly than others, or 'stressed'. This creates a beat-like rhythm within the poem.</p> <p>Read the poem below aloud. The syllables in red are stressed. Can you hear the rhythm? Try clapping it with your hands.</p> <p><i>Twinkle, twinkle, little star. How I wonder what you are. Up above the world so high. Like a diamond in the sky.</i></p>	<p>2. Is this poem free verse or fixed verse? Explain your answer.</p> <p>3. How many verses (paragraphs) are in this poem?</p>	<p>of the grapheme combinations. Write this list in your A4 workbook.</p>		
<p>---> CRUNCH 'N' SIP BREAK <---</p>					
<p>Task 2 – Mathematics:</p> <p>This week we are learning to read/use am and pm notation as well as 24hr time to help construct timelines of real-life events.</p> <p>Watch the following video to understand the difference between AM and PM: >CLICK HERE<.</p> <p>Last week, you came up with questions for a Forms survey and gave the survey to your peers, family or sibling to complete. You also put the data into an excel spreadsheet or table. These questions addressed mealtimes, hygiene, hobbies, wake up and bedtime, chores/jobs, school</p>	<p>Task 2 - Mathematics:</p> <p>Today we are learning about 24-hour time!</p> <p>Watch the following video on 24 hour time: >CLICK HERE<.</p> <p>Using the information you have already gathered on the times that certain activities occur, convert them to 24hour time.</p> <p>For example, if you received data back from your survey saying that the majority of people ate dinner at 6:00pm then you need to convert to 24-hour time which will make it 18:00.</p>	<p>Task 2 - Mathematics:</p> <p>Using the information you have gathered, answer the following questions in your digital folder on your class OneNote or in your A4 workbook:</p> <ol style="list-style-type: none"> 1. Who sleeps the most? 2. Who wakes up very early? 3. Who eats dinner at 6pm? 4. Who does chores? 5. Who completes homework on the weekend? 	<p>Task 2 - English:</p> <p>Create a den/fort/cave out of blankets in your room and read an eBook from: https://marayongsp.eplatform.co (use your usual DoE login and not the full email, this is also the same for staff (e.g. john.smith and your DoE password). Ask your teacher for help on access if you get stuck.</p>		<p>🚩 IT'S FUNDAY FRIDAY!! 🚩</p>

	<p>transport, homework time, after school extra-curricular.</p> <p>Check to ensure that the results you received indicated that the time is AM or PM.</p>	<p>Do this for 5 of the activities you received data back on in your digital folder on your class OneNote or in your A4 workbook.</p>			
<p>Break</p>	<p>Brain break digital: Click on the following link and get up and move- >CLICK HERE<</p> <p>Brain break non-digital: Go around 2 laps of your backyard hopping on one leg!</p>	<p>Brain break digital: Click on the following link and get up and move- >CLICK HERE<</p> <p>Brain break non-digital: See if you can walk around the backyard, on your hands and feet!</p>	<p>Brain break digital: Click on the following link and get up and move- >CLICK HERE<</p> <p>Brain break non-digital: Play a hand game with a friend or sibling (e.g. scissors, paper, rock)</p>	<p>Brain break digital: Click on the following link and get up and move- >CLICK HERE<</p> <p>Brain break non-digital: Can you solve this riddle = <i>The cow is my cousin. If you see my name, you'll know what I mean. What am I?</i></p>	<p>Brain break digital: Click on the following link and get up and move- >CLICK HERE<</p> <p>Brain break non-digital: How many items around the room can you find that are brown? List them.</p>
	<p>Task 3 – Mathematics: Problem of the day: What is the place value of the number 6 in the following number: 1 600 852</p> <p>Multiplication and Divisions games: Pick one of the many multiplication and division games to play for your grade: https://www.mathplayground.com/</p>	<p>Task 3 – PDHPE: Topic: Safety around Chemicals</p> <p>There are many chemicals in our lives that require us to understand if they are safe to use or may have a negative effect on us.</p> <p>Some chemicals are often called drugs. According to the Australian Government's Department of Health, a drug is a substance that changes a person's mental or physical state. They can affect the way your brain works, how you feel</p>	<p>Task 3 – Mathematics Practice: Practise typing or writing out your 5, 6, 7 times tables and time yourself. You can do this in your digital folder in your class OneNote or in your A4 workbook. Record your time. Did you beat last week's time?</p> <p>Number of the Day: Answer the following questions on our Number of the Week in your digital folder on your class OneNote or in your A4 workbook.</p>	<p>Task 3 – Mathematics: Digital – Using your PowerPoint Presentation from last week's lesson, reflect on your learning this week and record it.</p> <p>Non-Digital- In your A4 exercise book, using the title "Week 2 MIU Reflection" reflect on your learning this week. What have you learnt? What have you enjoyed? What was tricky?</p> <p>Are you stuck on what to write it a mathematics reflection? Why</p>	

<p>Middle session</p>	<p>Sentence a Week: In your digital folder on your class OneNote or in your A4 workbook, write 3 compound sentences. Use the following picture to help give you some ideas:</p>  <p>You can make use of FANBOYS to join your compound sentences.</p> 	<p>and behave, your understanding and your senses. This makes them unpredictable and dangerous, especially for young people. Some drugs are legal to use and some are illegal (against the law) to use.</p> <p>Can you list 5 possible names of legal drugs that you know in your digital folder on your class OneNote or in your A4 workbook?</p> <p><i>Here are some clues:</i></p> <ul style="list-style-type: none"> - Many adults drink this hot drink in the morning which contains it, and it is also found in Coca-Cola. - Sometimes you take these to feel better when you are sick. - This is a group of drinks that only people who are 18 years of age and older are allowed to have. 	<ol style="list-style-type: none"> 1. Number of the week: 1999 2. Is it an odd or even number? 3. What is 10 more? 4. What is 15 less? 5. Complete the pattern by adding 2:1999, ...,... 6. What is the next even number? 7. What is the next odd number? 8. Is it divisible by 2? 9. Round it to the nearest 10 10. Is it a prime or composite number? 11. What number is in the units place value? <p>To revise what number patterns are and how to solve them, have a watch of this video: https://www.youtube.com/watch?v=FMsw3tkOhIk</p>	<p>not view this video for some more ideas: https://www.youtube.com/watch?v=y60wNSXOBml</p> <p>Spelling: Using the words you used for yesterday's Spelling activity, ask a peer, sibling, or parent/carer to test you on your words. Write down the words you got incorrect in your digital folder on OneNote or in your A4 workbook. Using these incorrect words, complete the following;</p> <ul style="list-style-type: none"> - Write a sentence using each word. - How many syllables are there in each? - What synonym can you replace the word with? - What antonym can you replace the word with? 	<p>IT'S FUNDAY FRIDAY!!</p>
	<p>Yoga break – Find a space and get yourself into the following yoga pose:</p>  <p>Monkey pose</p>	<p>Yoga break – Find a space and get yourself into the following yoga pose:</p>  <p>Leopard pose</p>	<p>Yoga break – Find a space and get yourself into the following yoga pose:</p>  <p>Zebra pose</p>	<p>Yoga break – Find a space and get yourself into the following yoga pose:</p>  <p>Cheetah pose</p>	
<p>Task 4 – Science & Technology: <i>Topic – Earthquake Explorers</i></p>	<p>Task 4 – 2nd Step: <i>Topic: Making a plan</i></p>	<p>Task 4 – History: Amazon</p>	<p>Task 4 – Dance: <i>This term's focus is: Pop and Aerobics.</i></p>		

<p>Factual recounts help in exploring the effects of an earthquake.</p> <p>Read the following and answer the questions in your digital folder in your class OneNote or in your A4 exercise book.</p> <p>On Thursday 28 December 1989, an earthquake hit the city of Newcastle. Eyewitness reports from the area have estimated that the area shook for around five seconds and caused extensive damage to buildings in the area. Local authorities have confirmed that over 40,000 buildings have been damaged or destroyed. Shopkeepers and residents have been shocked by the damage caused, with many buildings showing signs of minor damage and others with severe damage. Some residents stated that their neighbourhoods looked like a cyclone had hit it, but most tuned into local radio stations to find out the real cause of the destruction. One shopkeeper was saddened to report that most of the damage seemed to be to older buildings, some of which were over 100 years old, with a long history in the community. A resident has told how she was talking to a friend and all of a sudden felt the ground shaking with glassware and crockery rattling and falling off the shelves. Other residents have commented on how cracks started to appear in the walls of their homes. Despite the extensive damage to buildings, major infrastructure, such as railway tracks and telephone lines were not badly damaged. A local seismologist has reported that the earthquake measured 5.6 on the Richter scale. He has also commented that Australia experiences strong earthquakes like these around every 18 months, but they rarely happen in populated areas and have little effect on people and communities. Because</p>	<p>Sometimes when we want to find a solution to a problem, it can seem really complicated!</p> <p>Planning the steps that you are going to take to achieve a solution is critical to developing skills necessary to deal with them when they arise in the future.</p> <p>Here are steps to follow when trying to work towards a solution to a problem”</p> <ol style="list-style-type: none"> 1. Name your problem (write it down) 2. Write three possible solutions 3. Choose the best solutions that will not negatively impact on yourself and others 4. Break down your solution into easier to manage steps 5. Follow through with your solution <p>Think of the following scenario: Lydia borrowed her friend’s necklace that was made out of beads. She accidentally broke the necklace and knows her friend will be very upset. Lydia doesn’t want to tell her.</p> <p>In your digital folder in your class OneNote or in your A4 workbook, write down three possible solutions that she could follow through with.</p>	<p>The Amazon is home to more species of plants and animals than any other terrestrial ecosystem on the planet, at least 30 percent of the world’s species are found there.</p> <p>Example:</p> <ul style="list-style-type: none"> - 40,000 plant species - 16,000 tree species - 3,000 fish species - 1,300 birds - 430+ mammals - 1,000+ amphibians - 400+ reptiles <p>Overtime, the Amazon rainforest has declined. Watch the following clips to learn about the animals that are now in danger of extinction, the reasons for deforestation and the consequences for climate change and our future.</p> <p>https://www.abc.net.au/btn/classroom/amazon-fires/11460664</p> <p>https://www.youtube.com/watch?v=iCaJhZ_J-lk</p> <p>Write some notes and choose <u>ONE</u> task:</p> <ol style="list-style-type: none"> 1. Do some research on an endangered species from the Amazon. Think of ways we can help save them, if the land continues to be destroyed, where we could relocate them and anything to support in their survival. <p>Or</p> <ol style="list-style-type: none"> 2. Compile reasons for the deforestation. Can you give a ‘For’ reason to why it needed to be done and an ‘Against’ reason for why it should be saved? Predict what will happen in the 	<p>Since this week’s focus is ‘Jungle Safari’ we will be dancing to songs from The Lion King.</p> <div data-bbox="1339 224 1591 542" data-label="Image"> </div> <p>Aerobics: >CLICK HERE< to dance to ‘Circle of Life’ (Challenging)</p> <p>Pop: >CLICK HERE< to dance to ‘I just can’t wait to be King’ (Medium)</p> <p>Digital: Upload a video of yourself dancing to OneNote.</p> <p>Non-digital: Memorise your dance moves and perform them in front of a mirror. You may even create your own dance.</p> <p>At school? That’s okay. Go outside. Think of some stretches and some exercises: squats, burpees, high knees, star jumps, jumping jacks and air punches or air kicks.</p> <p>Download and listen to the recording. Create a dance routine with your exercises.</p>	<div data-bbox="1688 380 1965 412" data-label="Text"> <p>IT'S FUNDAY FRIDAY!!</p> </div>
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	<p>this particular earthquake hit a city with buildings and infrastructure, it was estimated to have caused about \$4 billion damage. Members of nearby towns have reported to have felt the shaking, with scientists confirming that the shaking was felt up to 600 kilometres away from the epicentre of the earthquake.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. When did it happen? 3. Where did it happen? 4. Who did it affect? 5. Why did it happen? 6. What damage was caused? 7. Do you think the earthquake was strong? 8. How would people know the earthquake was strong? 9. What could they use to measure the strength of the earthquake? 		<p>future if the deforestation continues by looking at the land change in the following image.</p>  <p>ALL students to complete: Using your creativity, can you think of any ways that trees can continue to be logged in the Amazon, whilst also saving the Amazon so that everyone is happy? How would it work?</p> <p>Digital – Post to OneNote Non-Digital – Complete in your workbook.</p>		
<p>Break</p>	<p>Brain break digital: Click on the following link and get up and move to line dancing songs that we use at MSPS- >CLICK HERE<</p> <p>Brain break non-digital: How many bunny hops can you do in 1 minute?</p>	<p>Brain break digital: Click on the following link and get up and move to line dancing songs that we use at MSPS- >CLICK HERE<</p> <p>Brain break non-digital: What is the animal facial emoji you can make?</p>	<p>Brain break digital: Click on the following link and get up and move to line dancing songs that we use at MSPS- >CLICK HERE<</p> <p>Brain break non-digital: Play a hand game, like scissors, paper, rock, with a peer, friend, sibling or family member.</p>	<p>Brain break digital: Click on the following link and get up and move to line dancing songs that we use at MSPS- >CLICK HERE<</p> <p>Brain break non-digital: Can you solve this riddle: <i>I am known as a king and the jungle is where I reign.</i></p>	<p>Brain break digital: Click on the following link and get up and move to line dancing songs that we use at MSPS- >CLICK HERE<</p> <p>Brain break non-digital: Write out a list of activities and goals you have for the upcoming weekend.</p>
	<p>Task 5 – Art:</p> <p>Go to the following link >CLICK HERE< and complete Elephant</p>	<p>Task 5 – STEAM:</p> <p>Can you create an African jungle on Minecraft?</p>	<p>Task 5 – Mathematics:</p> <p>Practice</p>	<p>Task 5 – Quick Comprehension:</p> <p>Read the following text and answer the comprehension</p>	

<p>Afternoon session</p>	<p>drawing activity. You will need a piece of A4 paper, a black texta and some crayons. Happy elephant drawing!</p> 	<p>Get onto Minecraft Education creative mode and see how you can create an amazing African jungle ready for a Safari adventure!</p> <p>Be sure to post screenshots of your Jungle onto your Teams for your class to see!</p> 	<p>Practise typing or writing out your 8, 9, 10 times tables and time yourself. You can do this in your digital folder in your class OneNote or in your A4 workbook. Record your time. Did you beat last weeks' time?</p> <p>Prodigy Maths: If you didn't already do so last week, head on over to Prodigy Maths and create a free student account to go on a mathematics problem-solving adventure. Continue on your mathematics adventure.</p>	<p>questions in your digital folder on your class OneNote or in your A4 workbook:</p> <p><i>An explorer went on an adventure to explore the jungles of the Amazon Rainforest. He was so excited to see the many types of flora and fauna. When he got there, he came to a huge clearing and was saddened when he saw all the trees that were logged.</i></p> <p>Questions:</p> <ol style="list-style-type: none"> 1. Where did the explorer go? 2. What is flora and fauna? 3. Why was the explorer saddened? 	
<p>Extra tasks for fast finishers</p>	<p>Task 6 - Go to Storylineonline and listen to a story OR read a book that you have at home.</p> <p>Task 7 - Log onto Literacy Pro and complete a comprehension test on a text.</p>	<p>Task 6 - Complete your assigned Study ladder activities set by your teacher. You have 2 for English to complete this week.</p> <p>Task 7 - Game: Quick fire questions on number bonds, doubling, halving, times tables, division facts and square numbers against the clock. Brilliant for improving mental maths and calculation skills, but particularly times tables either up to 10 or up to 12 times. https://www.topmarks.co.uk/maths-games/hit-the-button</p>	<p>Task 6 - Complete your assigned Study ladder activities set by your teacher. You have 2 for Mathematic to complete this week.</p> <p>Task 7 - Complete a chore around your house and discuss it on Teams or with a family member.</p>	<p>Task 6 - Caption this photo below in your digital folder on your class OneNote or in your A4 workbook:</p>  <p>Task 7 – If you could keep a jungle animal, what would it be and why?</p>	<p>Task 6 -Note taking is an important skill to have. Click on the following link to experience a talk by a keeper regarding the cheetah: >CLICK HERE<. Don't forget to include key words. Look back at your notes and see if they make sense.</p> <p>Task 7 - Learn how to make a cool origami lion. Watch and follow the instructions: >CLICK HERE<. Post a photo of your lion on your Teams chat page.</p>