PWPS Learning from Home Plan – Year 5

INDEPENDENT

SHARE WITH AN ADULT

PWPS

IN

SA

GC

While at home, here are a range of activities to complete. We understand that every home is different, so please complete what you can. There is no expectation that every activity is complete. All activities require parent supervision appropriate to the activity.

WEEK 3 TERM 4 – MONDAY & TUESDAY						
English	Mathema	itics	Science & Technology	HSIE		
Reading - Everyday	Maths - Everyday		Not today	Not today		
Read to yourself for 30 minutes. Keep a record of	🖵 Complete Manga Hig	h assigned				
our reading in your Google Classroom Workbook.(GC)	activities (IN)		Creative Arts	PDHPE		
Complete Wushka assigned activities. (IN)	Monday – Division (IN	<u>I & SA)</u>	Dance – Tuesday	Every Day - PE		
Monday - Reading	Create a poster about	t division. Include	This week we are looking at the dance element 'Space'. Watch the video on the <u>Stage 3 Youtube</u> <u>Channel</u> titled ' <i>Dance (Lesson 3 - Part 1)</i> ' and	Choose and complete 7 exercises from the bingo card provided in your Google Classroor		
☐ View the video: <u>https://bit.ly/2YDPyq5</u> (IN).	words you already know					
Define the following terms: Gaze, colour, salience,	View the slide show of					
angles and position, modality, frames and panels, and	https://bit.ly/3veveb2 and	d watch the video		Workbook.		
vectors. (IN)	https://bit.ly/divstrategy		take notes on the use of 'Space''. (IN)	Record the exercises you have		
Read this resource and take notes:	Play division-to-50 ga diag nameil and name	me. You will need 2	Answer these questions in your Google Classroom Workbook. (GC)	done for the day in your Google		
https://bit.ly/3oQPPkf (IN).	dice, pencil and paper. - Roll both dice to make	o 2 digit number and		Classroom Workbook.		
❑ View this image and answer the following questions:	then roll one dice to make					
https://bit.ly/3AwlvO2 (IN).	- Divide your 2-digit num	U	 Complete the table by adding examples of <u>low, middle and high movements</u> that 	3 NGO		
- What are the visual techniques used in this text? <i>List these and give evidence.</i>	number.	act af year t argu	you saw in the clip.	8 HIGH SECOND JACKS SOURTS LUNNES		
- How effective are the visual techniques used in this text?	- If your answer has no r		- Describe how the dancers used the	KNEES PLANK		
Give evidence from the text to support your reasons.	points as much as the qu		space around them. Provide examples.	SQUAT PUSSIAN UPS JUMPS		
Check and see how you did by watching this video:	21 divided by 3 is 7 You to 50 points wins.	score 7 points. First	 What kinds of formations do the dancers create with their bodies? The dance routine is called "We Can't Back Down". What do you think is the meaning of this dance? Watch the video on the <u>Stage 3 Youtube</u> <u>Channel</u> titled '<i>Dance (Lesson 3 - Part 2)</i>' (IN) Create your own sequence of movement and perform it at a high, middle and low level. (IN) 			
https://bit.ly/2YyUCvJ (SA).	to 50 points wins.					
Tuesday - Fluency	Note: If you get a remain	ider- you do not		G HICH TO TO U U U U U U U U U U U U U U U U U		
❑ View the video for the lesson:	score any points for that	round.				
<u>nttps://bit.ly/3mKkBJ9</u> (IN).	<u> Tuesday – Division (II</u>			10 SECOND PLANE 4 PUSH WPS 6 HIGH KNEES 3 STAR JUNPS 6 SQUATS		
□ View the pre-assessment rubric:	We will be investigating	dividing by 10, 100				
https://bit.ly/3anxWBi (SA).	and 1000			<u>Health - Monday</u>		
□ Read aloud 2 pages of a familiar book that you	Watch the video <u>https</u>			Use the slide recordings for		
can read without help (SA) .	Go through and pract			Conquer the Challenges Among You Lesson		
Grade your reading fluency using the pre- assessment rubric and write down your level (SA).	pausing the video when	•		3.https://bit.ly/3u4uPai (IN)		
, , , , , , , , , , , , , , , , , , ,	Complete the table below:		\Box Film your movement and upload the link to	· · ·		
Write down your answers to the following questions (IN).	Number 🔶 10	କ୍ ଟି 1000	your Google Classroom Workbook. (GC)	Complete activity called 'Cros		
How did you feel about reading aloud?	5400 3200		If you do not have appace to CC appropriate	the River'. You will use templates		
Was the book you read a good challenge for you? How do	2050		If you do not have access to GC, answer the questions on a dance routine of your choice	from the video as a guide when completing your own in your		
You know?	900		and have a go at creating your own movement	Google Classroom Workbook.		
How fluently did you read? What is your current level of reading fluency? What are your goals for your reading	12 500		using different levels.	(GC)		
luency?	Extra Challenge: Expl	lain the pattern you				
☐ Keep results for next week for your teacher (IN).	are noticing.					

record of your reading in your Google (iii) Classroom Workbook. (GC) Wednesday - Partitioning (IN) Mednesday - Vocabulary Draw /Create the Frayer model below to break down the visual literacy term <i>positioning</i> . Wednesday - Partitioning (IN) Different types of sentences. (IN) Wite sextual titraney term <i>positioning</i> . Wite with the set wo videos of partitioning with and without a remainder. https://bit.ly/30.MeV/GD. Make sure you how to change beak/grounds and without a remainder. https://bit.ly/30.MeV/GD. Make sure you how to change beak/grounds and a sprite (character) (IN) Shape Places, Lesson 3.* Sh	WEEK 3 TERM 4 – WEDNESDAY, THURSDAY & FRIDAY					
□ Crapte dangs High assigned activities (N) □ View the lesson and take notes: https://bit/V3UkWBR (N) □ View the sides not take notes: https://bit/V3UkWBR (N) □ Draw /Create the Frayer model below to break down the visual literacy term <i>positioning</i> . □ Complete Manga High assigned activities (N) □ Wiew the lesson and take notes: https://bit/V3UkWBR (N) □ View the sides not take notes: https://bit/V3UkWBR (N) □ View the side notes: https://bit/V3UkWBR (N) □ View thtps://bit/V3UkWBR (N)		Mathematics		HSIE		
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record of your reading in your Google (iii) Classroom Workbook, (GC) Wednesday - Partitioning (IN) Wednesday - Vocabulary Draw /Create the Frayer model below to break down the visual literacy term <u>positioning</u> . Wednesday - Notabulary Draw /Create the Frayer model below to break down the visual literacy term <u>positioning</u> . Wite down all of the input and output features on the device you are using QR wite down all of the input and output features on a smartphone. Organise your on the sides https://bit.V/3D/VAJSU Shape Places, Lesson 3.* Shap		Complete Manga High assigned activities	View the lesson and take notes:	Uview the slide recordings for Humans		
Wednesday - Vocabulary Draw for the frager model below to break down the visual literacy term <u>positioning</u> . Partitioning is when we break up a division question into small parts. D' with the sides <u>https://bitly/3peveb2</u> and focus on partitioning. Image of the input and output features on the device you are using OR the size on a smatphone. Organise your dees into a 7 shart. (GC) Image of the input and output features on the device you are using OR the size on a smatphone. Organise your dees into a 7 shart. (GC) Image of the input and output features on the device you are using OR the size on the device you are using OR the size on the device you are using OR the size on the input and output features on the device you are using OR the size on the input and output features on the device you are using OR the size on the input and output features on the device you are using OR the size on the input and output features on the device you are using OR the size on the input and output features on the device you are using OR the size on the input and output features on the device you are using OR the size of the input and output features on the device you are using OR the size of the input and output features on the device you are using OR the size of the input and output features on the device you are using OR the size of the input and output features on the device you are using OR the size of the input and output features of the input and output features on the device you are using OR work how the the work devices of partitioning with arge numbers. If the will feature the input and output if you the size of the input and output features on the device you have and a sprite (character) (IN) Imput Devices (IN) Imput Devices (IN) Imput Devices (IN) Imput Devices (IN) Imput Devices (IN) Imput Devices (IN)<	, , , , ,	(IN)	https://bit.ly/3iJkiwR (IN)	u		
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Integration wave wave wave wave wave wave wave wave				Gather other evidence that will support		
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 * 56 ÷ 4 * 115 ÷ 5 * 98 ÷ 6 Extra Challenge: 124 ÷ 3 and 417 ÷ 4. How can you use this skill here? Thursday - Partitioning (IN) We will continue to look at partitioning of large numbers. Watch the two videos of partitioning with large numbers with and without a remainder. https://bit.ly/3INA03M that explain the different types of sentences. (IN) Complete the 'Roll and Write' activity in your Google Classroom Workbook. (GC) Friday - Writing Get your notes on the visual literacy. techniques from Monday. (IN) Using this template https://bit.ly/Yr6Shirt/22 or drawing your own template design a polo shirt that will represent Year 6 2022. (IN) Success Criteria: Wa design has the school logo on the fort 	Deminuon in your own words Pacts/characteristics			have selected. (IN)		
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□ Comparing who compares integration in place □ Extra Challenge - Present a video or slide or drawing your own template design a polo □ Extra Challenge - Present a video or slide shirt that will represent Year 6 2022. (IN) □ Extra Challenge - Present a video or slide Success Criteria: • • • • • • • • • • • • • • • • • • •				3 (6(0)		
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Success Criteria: the problems above.				B HIGH SECOND JACKS SOURTS LUNCES		
- My design has the school logo on the front						
	- My design has the school logo on the front	•				
- Wy design has space for everyone's name	 My design has space for everyone's name 			TIMORE MOUNTAIN LUNGES PUSSIAN		
including teachers						
My design has impacted to a logo that				CLIMBERS FOR STATE PLANK UPS		
				TO SECOND 4 PUSH KNEES JUMPS SQUATS		
□ Keep a copy to give to your teacher. (SA)	•					
If you require support, please contact the school's email addressed as follows Attention – CLASS NAME - TEACHER NAME: parramattw-p.school@det.nsw.edu.au						