

Learning From Year 5 & 6 - Non-Digital

You will not need access to a digital device to engage in the following learning activities.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Family Task	Identify two personal goals for a more active lifestyle. Brainstorm with a family member how you could achieve each goal.	With a family member plan a machine that moves the ball from one side of the room to the other without you touching it.	Design a healthy family meal. Discuss with the family what they like and dislike. Take these considerations into your planning.	Make the family meal you designed yesterday. Discuss with a family what you will need help with?	Reflect on your physical exercise diary. How many minutes of exercise did you complete this week? What will you add or change for next week? Discuss with a family member.
Morning	<p>English</p> <p>Journal Prompt - How are you feeling? What are you worried about? What are you feeling good about? What could help you with what you are worried about?</p> <p>Read at least one chapter of your choice of novel.</p> <p>After engaging in the family task, write a list of all different types of physical exercise that you could do around your house.</p> <p>How could you improve your throwing, catching or kicking skills?</p> <p>Write a list of strategies you could use to improve your skills.</p>	<p>English</p> <p>Journal Prompt - What made the family task difficult? What helped you? What did your family do well that helped you get the ball to the other side of the room?</p> <p>Read at least one chapter of your choice of novel.</p> <p>With parent/carer guidance, select an appropriate article or news item from a newspaper or on TV.</p> <p>Summarise the key points of the news item and then explain to someone the main points. Explain the purpose of the article/news item.</p> <p>Compose: Using the news article/item, investigate the</p>	<p>English</p> <p>Journal Prompt - What is your earliest memory? Why do you think that this sticks out for you?</p> <p>Read at least one chapter of your choice of novel.</p> <p>With parent/carer guidance, look at some headlines in a magazine, newspaper or article.</p> <p>After reading the article, discuss what the purpose of a headline is? Where do you see these? Are they only used in written, informative pieces?</p> <p>Create a series of headlines using 5 words, then 4 words, 3 words, 2 words and finally one word only, to announce 5 different things you have</p>	<p>English</p> <p>Journal Prompt - What is something that I want to know more about? How can I find out more about this?</p> <p>Read at least one chapter of your choice of novel.</p> <p>Using a piece of everyday text (could be a menu, a timetable, an advertisement) think about the structure and information expressed.</p> <p>Write a paragraph explaining the purpose of the text and what language features and structures the author has used to get their message across. Has the author used colour or images to grab your attention? How does it affect you as a viewer or reader?</p>	<p>English</p> <p>Journal Prompt - What has been your favourite part of Stage 3 so far? Why?</p> <p>Read at least one chapter of your choice of novel.</p> <p>Using your novel, complete a list of tier 3 words used within the text. Can you think of any synonyms for these tier 3 words?</p> <p>Choose either a character, a setting or an event from the novel. Write at least a couple of paragraphs using the tier 3 words and their synonyms, that describes the character, setting or event.</p>

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	Using this list, compose a weekly physical activity timetable for yourself that you can use at home.	meaning of words you don't know and demonstrate the meaning of each word in a sentence.	done over the last few days. Which of your headlines were the most effective at meeting the purpose that you discussed earlier in the learning sequence?	Using that piece of everyday text as a stimulus and guide, create your own. This might be a menu for the people in your house, an ad for a different product or a timetable for yourself.	
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>How many prisms and pyramids can you find around your house?</p> <p>Make as many prisms and pyramids as you can using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes.</p> <p>Record the names of the prisms and pyramids that you made and check your answers with someone.</p> <p>What is the same and what is different about prisms and pyramids? Write your answer.</p> <p>Choose one prism and one pyramid that you made. Sketch the front, side and top view. Draw a net for this 3D shape. How many different nets can</p>	<p>Mathematics</p> <p>Race to 100:</p> <p>With some family members, play Race to 100.</p> <p>How to play: Start from Zero, choose 3 numbers that to add eg. 3, 6, 8.</p> <p>It might go like this: Person one says 6, person 2 says 9 (so they have added 3), person 3 says 15 (so they have added 6).</p> <p>You need to keep track in your head and check that others are adding one of the three chosen numbers.</p> <p>Person to get to/over 100 wins!</p> <p>Play again with different numbers.</p> <p>What are the best numbers to play with so that the winner will get to exactly</p>	<p>Mathematics</p> <p>Measure the dimensions of your lounge/living room using 1 <i>large step</i> as your measurement unit.</p> <p>Draw a scale drawing of the room using a scale of 5cm:1 large step.</p> <p>Can you draw a scale drawing of your whole house? Will you need to change the scale?</p>	<p>Mathematics</p> <p>Continue from yesterday.</p> <p>Using your unit of measurement from yesterday (a large step). Find what a <i>square large step or large step</i>² would look like (step it out).</p> <p>What is the area of your living room in <i>square large steps</i> (instead of square metres)?</p> <p>What is the area of your whole house in <i>square large steps</i>?</p>	<p>Mathematics</p> <p>Race to 20:</p> <p>Like Race to 100 but this you can only use 2, 1 or 0.5 to add on.</p> <p>What strategy do you need to win?</p> <p>Headache:</p> <p>Play with 2 or more people.</p> <p>The dealer gives each person one card that they cannot look at and place on their forehead.</p> <p>The dealer adds the total of all of the cards and tells the players. Each person has to work out what their own card is.</p> <p>Play till the cards run out, changing the dealer each time.. And then play again!</p>

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	<p>you draw for each shape? How will you know if you've got them all?</p>	<p>100? What strategies can you use to win?</p>			
Break	Break	Break	Break	Break	Break
Afternoon	Other KLAs Religious Education	Other KLAs Religious Education	Other KLAs Religious Education	Other KLAs Religious Education	Other KLAs Religious Education
	<p>Create a sacred/prayer space for you to use at home. Think about what we have in our sacred space at school.</p> <p>Perhaps you could have a candle, rosary beads, flowers, a nice cloth, Bible, a picture of Jesus, Mary or the Holy Family. Perhaps you could draw your own.</p> <p>Explain to someone at home why you have chosen what has gone on your sacred space.</p> <p>Once you are happy with your space use it for some quiet prayer/reflection time.</p> <p>Perhaps begin with, <i>"God, you always love us. Thank you for"</i></p>	<p>Lent is a time to try to renew our commitment to the mission of Jesus through prayer, fasting and almsgiving.</p> <p>Through our Baptism we are called to continue the mission of Jesus.</p> <p>But what is the Mission Of Jesus? What does the "mission" mean to you? What does it look like?</p> <p>Write a reflection on the Mission of Jesus and how we continue the mission of Jesus today.</p> <p>Remember examples like Project Compassion (Caritas), St Vincent de Paul and Rosies.</p> <p>Share your reflection with your family.</p>	<p>Prayer of Thanksgiving: Write a prayer of thanksgiving to include in your prayer space.</p> <p>Think about all of the things you and your family are grateful for. You might like to include a picture of your family in your prayer. Illustrate your prayer and add it to your sacred space.</p> <p>You might like to share your prayer with your family before you share a meal. Perhaps each member of your family could share what they are grateful for as a part of your prayer.</p>	<p>Project: Identify ways you can show your commitment to the mission of Jesus in the wider local community.</p> <p>Come up with a plan for what you could do:</p> <ul style="list-style-type: none"> - Who is in need of help in your community and why? - What are some actions you could take to help? - What would you need to help you to do this? - Who could help you and how? - What would it look like if you were able to help? - You might like to write a prayer for those people who are in need of help. <p>You might not be able to put your plan into action, but it is a good thing to think about the ways we can help others.</p>	<p>Awareness Examen: This is a prayer which helps us to become more aware of God's presence in our day.</p> <ul style="list-style-type: none"> - What was the best thing I heard? - What was the best thing I saw? - What was the best thing someone did for me? - What was the best thing I did for someone else? - What can I do to improve tomorrow? <p>Concluding Prayer: <i>Our Father</i></p>

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Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Family Task	Using your physical activity plan from last week, add in an extra 20 minutes of activity for this week, find a family member who will complete this extra 20 minutes with you.	Discuss with family members a Fire Safety plan for your household. Brainstorm how this could look? If you already have one, what could be changed?	With your family, use your poster from yesterday to act out and role play the Fire Safety Plan that you created yesterday.	Discuss with a family member someone they/ you know who is a migrant to Australia. Imagine you moved to another country. Where might you move? Discuss your feelings with a family member.	Show and describe a task you completed this week to a family member.
Morning	English Journal Prompt - Check in with how are you feeling? What are you worried about? What are you feeling good about? What could help you with what you are worried about? Read at least one chapter of your choice of novel. Write a brief description of each of the main characters that you have met so far. Using a mind map, show the relationships between all of these characters. Find at least six words in your novel that you don't know the meaning of. Use the sentence or paragraph that they are in to predict the meaning of that word.	English Journal Prompt - What makes you feel joy? Draw or write. Read at least one chapter of your choice of novel. Find at least four phrases in your novel that you think are particularly well written. What makes them so? Write each phrase, followed by a short paragraph explaining what you like about the author's use of words in each phrase. Using the family task for today, design a poster to remind your family of your fire safety plan. What is the essential information that you need to include?	English Journal Prompt - What is one thing about the person you are that you are really proud of? Why is this important to you? Read at least one chapter of your choice of novel. Think of another novel that you have read or story that you have heard that has similarities to this one. What makes them similar? What are some of the differences? Write a series of paragraphs or compose a venn diagram that explains your thinking. Using the family task for today, write a reflection on how effective your poster was as a prompt. Did you	English Journal Prompt - Reflect on how your elderly family members may be feeling at this time. Is there anything that you can do to help? Could you Facetime them? Could you send them a handwritten letter? Or give them a call? How would this make them feel? Read at least one chapter of your choice of novel. Make a timeline of the main events in the novel that you are reading. Focusing on the last chapter that you read in your novel, change one event and then outline how this would change the story. You might like to do this by re-writing	English Journal Prompt - Check in with how are you feeling? What are you worried about? What are you feeling good about? What could help you with what you are worried about? Read at least one chapter of your choice of novel. Imagine that you, as a character, enter the storyline of your novel. What would you do? How would you help the main character/s? Would you assist, or cause chaos? You might like to do this by re-writing a section of the story, or by explaining your thinking in an informative text.

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	Using a dictionary, find out the accurate meaning of each word. Were you able to use the meaning within the sentence or paragraph to predict the correct meaning?		include all of the essential information? What do you need to add?	the chapter, or by explaining your thinking in an informative text.	Illustrate a funny, sad or exciting part of your novel so far. You might like to paint, draw, sketch etc.
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics</p> <p>Data collection: Decide on some data that you would like to collect.</p> <p>How many pets do all of your extended family members have in their house? OR How many screens (TV and computer) do all of you family members have in their house? OR You might think of another 'How many.. question.</p> <p>Collect the data and record in a table.</p> <p>Create 3 different graphs that represent this data. Ask someone to check that it makes sense to them. (you can continue this tomorrow)</p>	<p>Mathematics</p> <p>Continue creating the graphs from yesterday.</p> <p>Questions: Can you work out the average number of pets/screens in each house of your family? Can you work out how many pets/screens per person (family member?) From this can you estimate how many pets/screens per person in Australia? What would you need to find out to do this estimation? Explain how you worked it out to somebody else.</p>	<p>Mathematics</p> <p>How close to 100? Play with a partner. You will need a blank 100 grid. The first partner rolls two dice (if you don't have dice, write the numbers 1 - 6 on a piece of paper (x2) and put each set of 1- 6 in a cup). The two numbers are used to make an array on the 100 grid (If you draw a 3 and a 4 you colour a 3x4 or 4x3 array on the grid). Put the array anywhere on the grid. The goal is to fill up the grid. Your partner then has a turn.</p> <p>The game ends when both players cannot put any more arrays on the grid. How close to 100 can you get? Play again and use strategies that you have learned together to get closer to 100.</p>	<p>Mathematics</p> <p>Headache: Play with 3 people. The dealer gives each person one card that they cannot look at and place on their forehead. The dealer multiplies the cards and gives the total. Each person has to work out what their own card is. How many different ways can you solve $146 \times 85 =$ Show each of your ways (at least 3) using diagrams, drawing, number sentences/equations, words to explain the strategy and your thinking to somebody else.</p>	<p>Mathematics</p> <p>Race to 11: Like Race to 100 but this you can only use 0.5, 0.25 or 1 to add on. What strategy do you need to win? Then: Race to 11 but you can only use $\frac{1}{3}$ or $\frac{2}{3}$ How far can you count by $\frac{1}{3}$?</p>

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Break	Break	Break	Break	Break	Break
<p>Afternoon</p>	<p>Other KLAs</p> <p>Religious Education</p> <p>Jesus not only experienced rejection, he responded to others who were rejected. His response was one of love and acceptance.</p> <p>In the scripture Jesus Heals a Leper (Mk 1:40-42). Jesus brought healing and hope to the leper. He brings healing and hope when we are rejected as well.</p> <p>This comes through prayer, the actions of others and the Scriptures. Design a poster or piece of artwork that communicates the hope and healing presence of Jesus.</p>	<p>Other KLAs</p> <p>Religious Education</p> <p>Sit with your sacred/prayer space and reflect on the season of lent.</p> <p>How during Lent have you continued the mission of Jesus? Have you given up something? Are you trying to do something to help others? Have you reached out to someone who is often rejected?</p> <p>Choose two challenges that you can commit to during the rest of Lent. Record on paper and place on the prayer table.</p> <p>Journal about the difficulties associated with these challenges and suggest ways you might overcome them.</p>	<p>Other KLAs</p> <p>Religious Education</p> <p>Easter Sunday - Luke 24:1-12</p> <p>Imagine:</p> <ul style="list-style-type: none"> - How would the disciples have felt when Jesus died on the cross? - How would they have felt when they discovered that the tomb was empty? What might they have thought had happened to Jesus? - How would they have felt when they saw Jesus alive again? <p>Design an Easter Card to give to a family member on Easter Sunday that expresses the joy the disciples would have felt when they saw the risen Jesus. Maybe include some images of new life: eggs and chicks, lambs, plants and seeds, an empty tomb, etc. What will the text of your card say?</p> <p>Prayer:</p> <p>We worship you, Lord. We venerate your cross. We praise your Resurrection. Through the cross you</p>	<p>Other KLAs</p> <p>Religious Education</p> <p>What does compassion mean?</p> <p>We are familiar with Project Compassion (Caritas) and the works undertaken to assist those in need. The Latin word 'caritas' means charity or love. Why is it important to demonstrate/show compassion?</p> <p>Come up with ways to demonstrate compassion in our community. List and illustrate these.</p> <p>Thinking of a recent news item, create a prayer for those involved in the news report through a lens of compassion.</p>	<p>Other KLAs</p> <p>Religious Education</p> <p>Draw/ build/ create a model of Holy Week.</p> <p>Start with Palm Sunday and Finish with Easter Sunday.</p> <p>You might like to show your work to your family and retell the story of Holy week to them.</p>

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			brought joy to the world. Holy is God! Holy and strong! Holy immortal one, have mercy on us! Amen		
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