

Year 5/6 Learning from Home Activities

Please see attached for a sample schedule that you might like to follow. Each week there will be multiple activities from the IXL program. The school has registered your child to use this program for English and Maths. A text message was sent out this Term with your child's login and password details.

We are requiring the child to revise activities from the previous year in order to reinforce their skills as we know that repeated practice will lead to mastery. This will also allow them to become accustomed to using the program and should require limited adult assistance.

Your child's teacher will have access to their class IXL dashboard and will be monitoring the work undertaken daily. Through the dashboard they can see a 'Live' view of what activities the child is undertaking at any moment throughout the school day.

Classroom teachers will also be marking the role daily based on the English and Maths activities completed, and for Years 3-6, how frequently your child is completing the Literacy Pro Quiz.

Please be aware that this 'attendance' and work completed will also form part of your child's End of Year Report.

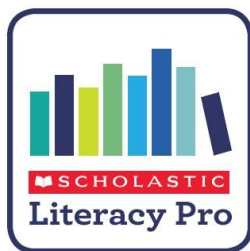
Each day, your child's class teacher will be available through online support. See email below.



Google Drive

Share work with your teacher on Google Drive

Please share your work with Mrs. Myers on Google Drive to **56teacher@olwkingsbury.catholic.edu.au**. If you have forgotten your Google Drive login details, email Mrs Myers.



Literacy Pro Library & Quiz (Years 3-6 only)

<https://slz04.scholasticlearningzone.com/slz-portal/#/>

School Org ID: YXHF Password: reading1



EPIC! Books Online


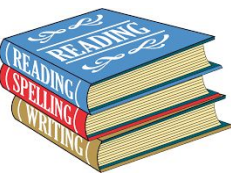


<https://www.getepic.com/students>

Year 5/6 Class Code: gn18533

For online support, Mrs Myers can be contacted Mon - Fri 9:00am - 3:30pm

56teacher@olwkingsbury.catholic.edu.au

Learning from Home Schedule

Time	Activity	Expectations
Before 9:00 a.m.	Wake Up Morning Chores 	Wake up, make your bed, brush teeth, eat breakfast, pick up laundry and/or toys, tidy up your room, feed pets
	Morning Exercise	Physical activity of your choice. Example: exercise video by Mrs Van Ballegooy https://youtu.be/V1BLbicbj-w
9:00am - 10:30am	ENGLISH Learning Time 	READING, WRITING & SPELLING <ul style="list-style-type: none"> • 45 minutes Reading Task: IXL and 20 minutes of Stamina Reading • 25 minutes Writing Task • 20 minutes Spelling & Vocabulary & Phonics Work
10:30am – 11:15am	Creativity Time	Examples: Art, Crafts, Lego, drawing, play music, bake, cook
11:15am – 12:00pm	Snack	Eat snack and clean up afterwards
12:00pm -1:00pm	MATHS Learning Time 	<ul style="list-style-type: none"> • Practice automatic recall of basic number facts • Complete today's Maths activity on IXL
1:00pm– 1:30pm	Lunch	Eat Lunch and clean up afterwards
1:30pm – 3:30pm	Afternoon Learning Time 	<ul style="list-style-type: none"> • Religion, Inquiry & Specialists subjects • Personal interests activities: Maths or Literacy Tasks
3:30pm – 4:30pm	Peaceful Activity	Examples: Physical Puzzles, Read, Nap, Play with pets/toys
4:30pm – 6:00pm	Dinner	Help set the table, eat dinner and clean up afterwards
6:00pm – 7:00pm	TV	Family time: TV shows, YouTube shows, Netflix, etc.
7:00 p.m.	Ready for Bed	Take a bath/shower, wash face, brush teeth, etc.

Week 5 – YEAR 5/6 Learning from Home Activities

DAY	ENGLISH	MATHS
MONDAY	<p>Reading: Stamina Reading (20 minutes) https://slz04.scholasticlearningzone.com/slz-portal/#/login2/AUS/en</p> <p>Writing: What part of the book that you have just read, did you find the most exciting and why?</p> <p>Practice of Skills: YEAR 5: Year 5 Prefixes and Suffixes on IXL English https://au.ixl.com/ela/year-5 Complete J.1 - J.3 YEAR 6: Year 6 Prefixes and Suffixes on IXL English https://au.ixl.com/ela/year-6 Complete J.1 - J.3</p>	<p>15 minutes: Practice automatic recall of <u>6 & 12 times tables</u>. Use a timer to time yourself. Record your time.</p> <p>45 minutes: Practice of skills YEAR 5: Year 5 Money on IXL Mathematics https://au.ixl.com/math/year-5 Complete M.1 - M.2 YEAR 6: Year 6 Money on IXL Mathematics https://au.ixl.com/math/year-6 Complete S.1 - S.2</p>
TUESDAY	<p>Reading: Stamina Reading (20 minutes) Lexile Online & Quiz (Org ID: YXHF) https://slz04.scholasticlearningzone.com/slz-portal/#/login2/AUS/en</p> <p>Writing: https://www.pobble365.com/going-under Picture prompt for writing: Going Under</p> <p>Question Time! Write down, then answer in detail each of the 9 questions provided.</p>	<p>15 minutes: Hit the Button (Doubles) https://www.topmarks.co.uk/math-s-games/hit-the-button</p> <p>45 minutes: Practice of skills YEAR 5: Year 5 Money on IXL Mathematics https://au.ixl.com/math/year-5 Complete M.3 YEAR 6: Year 6 Money on IXL Mathematics https://au.ixl.com/math/year-6 Complete S.3</p>
WEDNESDAY	<p>Reading: Stamina Reading (20 minutes) https://slz04.scholasticlearningzone.com/slz-portal/#/login2/AUS/en</p> <p>Writing: Imagine that you are a character in the book that you have just read. Write a letter to a friend as that character, explaining what happened to you.</p> <p>Practice of Skills: YEAR 5: Year 5 Prefixes and Suffixes on IXL English https://au.ixl.com/ela/year-5 Complete J.4 - J.6 YEAR 6: Year 6 Prefixes and Suffixes on IXL English https://au.ixl.com/ela/year-6 Complete J.4 - J.6</p>	<p>15 minutes: Practice automatic recall of <u>7 & 11 times tables</u>. Use a timer to time yourself. Record your time.</p> <p>45 minutes: Practice of skills YEAR 5: Year 5 Money on IXL Mathematics https://au.ixl.com/math/year-5 Complete M.4 - M.5 YEAR 6: Year 6 Money on IXL Mathematics https://au.ixl.com/math/year-6 Complete S.4 - S.5</p>
THURSDAY	<p>Reading: Stamina Reading (20 minutes) https://slz04.scholasticlearningzone.com/slz-portal/#/login2/AUS/en</p> <p>Writing: Literacy Shed writing prompt. Watch the video, 'Reverso' https://www.literacyshed.com/reverso.html Write a report about an accident caused by him.</p>	<p>15 minutes: Hit the Button (Doubles) https://www.topmarks.co.uk/math-s-games/hit-the-button</p> <p>45 minutes: Practice of skills YEAR 5: Year 5 Money on IXL Mathematics https://au.ixl.com/math/year-5 Complete M.6 YEAR 6: Year 6 Money on IXL Mathematics https://au.ixl.com/math/year-6 Complete S.6</p>
FRIDAY	<p>Reading: Stamina Reading (20 minutes) https://slz04.scholasticlearningzone.com/slz-portal/#/login2/AUS/en</p> <p>Practice of Skills: YEAR 5: Year 5 Prefixes and Suffixes on IXL English https://au.ixl.com/ela/year-5 Complete J.7 - J.8 YEAR 6: Year 6 Prefixes and Suffixes on IXL English https://au.ixl.com/ela/year-6 Complete J.7 - J.8</p>	<p>15 minutes: Practice automatic recall of <u>8 & 9 times tables</u>. Use a timer to time yourself. Record your time.</p> <p>45 minutes: Practice of skills YEAR 5: Year 5 Money on IXL Mathematics https://au.ixl.com/math/year-5 Complete M.7 YEAR 6: Year 6 Money on IXL Mathematics https://au.ixl.com/math/year-6 Complete S.7</p>

Week 5 – YEAR 5/6 Afternoon Activities

Religion, Inquiry, Personal Interests

RELIGION

Focus: Feast of the Assumption (15th August)

The Assumption of Mary is a teaching of the Catholic church. It signals the end of Mary's life on earth and her return to be reunited with Jesus in heaven. Our Lady of the Way school carries Mary's name, which is why this is a significant occasion for us.

Follow the link below to assist you with drawing your own image of Mary. Don't forget to add colour to your drawing.

<https://www.youtube.com/watch?v=-mdeYR6PDSM>

INQUIRY

Term Focus: Exploring the Scientific World (Physical Sciences/Technology)

Topic: Inventions Change the Way We Live

The focus of this term's Inquiry is to investigate different inventors and scientists and how their inventions have impacted everyday life.

Follow the link below to find out about *Albert Einstein*. After reading about this inventor, complete the *Albert Einstein 10 Question* quiz.

https://www.ducksters.com/biography/albert_einstein.php

PLEASE NOTE: All Year 5/6 students are reminded to upload any completed tasks for *English* (i.e. Pobble, Literacy Shed, SMART Spelling), *Religion* and *Inquiry* to their school Google Drive account, 2020 folder.

PERSONAL INTERESTS

Other Maths/Literacy Activities:

Homework Contract Book, Contract 22.

Matrix Homework:

Create a bank of 10 words from the book you are currently reading OR from List 22 in the back of your *Homework Contract* book. Use these words to complete the following Matrix Homework Activity: **Telephone Words**

Translate your words into numbers from the phone keypad.

Spelling: This week's Word of the Week is *impeccable*. Do you know what it means and how to SMART say and spell it?

The word *impeccable* ends with the vowel suffix **-able**. Use the SMART Spelling grid below to practice this suffix.

The first three words have been done for you. Did you know that there are over 900 words with the vowel suffix **-able**?

Remember to follow the 5 steps: **Write, Say, Sound, Count, Write**.

For more practice of graphs, digraphs and other word parts, please visit the **OLW YouTube Learning Channel:**

https://www.youtube.com/channel/UCYNzWrC-rRpl11wQVfYA1Q?view_as=subscriber

Visit these sites to develop and research a personal interest of your choice.

BTN: Watch this week's episode of BTN (Episode 22) and write a summary of your favourite news item.

<https://www.abc.net.au/btn/classroom/>

TAGXEDO <http://www.tagxedo.com/> (works with Internet Explorer)

Week 5 – YEAR 5/6 Afternoon Activities

Specialist Subjects

ART

CREATIVE ART: CITYSCAPES COLLAGE

Please see slide below for Collage examples

This week you will be creating a cityscape collage using textured paper and colored construction paper, with at least six buildings created from geometric shapes. The objects in your picture are made mainly from collaged paper and glue, rather than just simply drawing the objects. You will be encouraged to think of interesting things to put in your cityscape that would make your city unique. Look at pictures of cities for more inspiration.

Or watch this link: https://www.youtube.com/watch?v=Bp_215H4ibg&pbjreload=101

What you will need to get you started:

A3 or A4 paper or construction paper(for your background)

Construction paper (you can use cereal boxes), tissue paper, newspaper, magazines, metallic cellophane

Glue and scissors

Optional: You can enhance your buildings by decorating it with markers or crayons, if you wish.

* Cut out basic shapes such as squares, rectangles and triangles. Vary the sizes and widths.

*Play around with the shapes building new and different creations before gluing onto your construction paper.

PHYSICAL ED

Get active at home!

Hi everyone! I've put together some activities that you can do at home with very little equipment. These activities will help you develop your skills and improve your overall coordination. You can compete against your parents or siblings. The video is posted on the OLW YouTube Channel. **Video link here:**

<https://youtu.be/8ISrpHDrMno>



ITALIAN

Please see attached activity.

Remember we have talked about the phrase '**Mi piace**' which means '**I like**'.

When you put a '**Non**' in front of the phrase it gives you the opposite meaning... '**Non mi piace**' means '**I don't like**'.



FUTURESCAPES

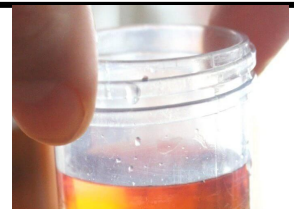
STEM Activity - Rainbow in a Cup

What You Need

- Sugar
- Warm water
- Food colouring
- Tablespoon
- 5 glasses or clear plastic cups

See attachments for instructions

If you have a sibling in Year 3/4 or Year 4/5 you can work together on this activity



SUGAR WATER
DENSITY RAINBOW EXPERIMENT



SMART SPELLING GRID

Term 3, Week 5 Spelling Focus: the vowel suffix **-able**.

In this suffix:

- the graph /l/ making the sound 'eh' like in table
- the graph /e/ making the sound "l" like in table

Write, say, sound, count, write

1. Write the word
2. Say the word
3. Sound it out
4. Count the sounds
5. Write the letters, then write the tricky part again

Write the Word Say the Word	How Many Sounds?	Write the letters: broken up into graphs, digraphs, trigraphs, etc.										Tricky Part?
able	4	a	b	l	e							le
washable	7	w	a	sh	a	b	l	e				sh
stretchable	9	s	t	r	e	tch	a	b	l	e		tch
impeccable	9											
lockable	7											
reliable	8											
comfortable	10											
charitable	9											
reasonable	9											
favourable	9											
dependable	10											
conceivable	10											

VISUAL ART- CITYSCAPE COLLAGE



P.E exercises at home

The activities this week are slightly different from previous videos!

P.E learning at home can be tricky when equipment and space may be limited for physical activities.

The following video highlights how you can play some competitive games with equipment that you may already have around the house and play with limited space.

You will need:

- 8x toilet rolls
- 1x paper towel roll
- 9x balls or make your own paper balls
- 2x spoons
- Paper – around 10 sheets
- Tape
- X3 chairs to make a tunnel

Safety concerns:

- Be mindful of the space you are using.
- Be careful of furniture and you may have a slippery floor.
- For the jumping activities on paper you may need to tape them down to avoid slipping over.

I would love to see a photo of you creating some fun active games at home, or even your own fitness circuit!

Have some fun and keep active!

Link: <https://youtu.be/8ISrpHDrMno>

Mrs Van Ballegooy
Physical Education



Week 5: Years Five and Six

Italiano con Signora Grace

Attività:

1) Remember we have talked about the phrase '**Mi piace**' which means '**I like**'.

When you put a '**Non**' in front of the phrase it gives you the opposite meaning...

'**Non mi piace**' means '**I don't like**'.

Practice saying these phrases by listening and repeating the sentences on the following video:-

<https://www.youtube.com/watch?v=nOVqjvWjNfo>

This has '**Mi piace....**' Sentences

It also has '**Non mi piace...**' sentences

And also asks... '**Ti piace...?**' 'Do you like...' sentences.

2) Use any parts of the video you watched and the attached sheet of '**Mi piace....**' ideas to write **5 sentences** in Italian about foods you like.

For example:- **Mi piace la pizza.** (I like Pizza.)

3) Then write **5 sentences** about **two** foods that you like. Remember to join those two things with '**e**' (**and**)

For example: **Mi piace il gelato e la bruschetta.** (I like ice-cream **and** bruschetta)

***If you would like to try something more challenging.**

* **Write 5 sentences** using the conjunction '**but**' to express what you like and don't like. The easiest and most basic way to say '**but**' in Italian is '**ma**'

For example: **Mi piace il gelato ma non mi piace il caffè.** I like ice cream **but** I don't like coffee.

Grazie Signora Grace

Mi piace mangiare... I like to eat...

la frutta	fruit
la pasta	pasta
la carne	meat
il pollo	chicken
il pesce	fish
il pane	bread
l'insalata	salad
il gelato	ice-cream
il cioccolato	chocolate
la torta	cake
You can use google Translator to help you.	

RAINBOW IN A CUP

In this project you will use coloured sugar solutions made at different concentrations. The solutions will form layers, from least dense to most dense at the bottom of the glass. Density means how concentrated the solution is. We are going to use different amounts of sugar to vary the concentration of each colour.

Look at the image on the right:

- Which colour is most dense? **Blue**
- Which colour is less dense? **Red**



What You Need

1. Sugar
2. Warm water (to dissolve the sugar)
3. Food colouring
4. Tablespoon
5. 5 glasses or clear plastic cups



Glass 1



Glass 2



Glass 3



Glass 4

RAINBOW IN A CUP

The Process:

1. Line up five glasses. Add 1 tablespoon of sugar to the first glass, 2 tablespoons of sugar to the second glass, 3 tablespoons of sugar to the third glass, and 4 tablespoons of sugar to the fourth glass. The fifth glass remains empty.
2. Add 3 tablespoons (45 ml) of water to each of the first 4 glasses. Stir each solution. If the sugar does not dissolve in any of the four glasses, then add one more tablespoon (15 ml) of water to each of the four glasses.
3. Add 2-3 drops of red food colouring to the first glass, yellow food colouring to the second glass, green food colouring to the third glass, and blue food colouring to the fourth glass. Stir each solution.
4. Now let's make a rainbow using the different density solutions. Fill the last glass about one-fourth full of the blue sugar solution.
5. Carefully layer some green sugar solution above the blue liquid. Do this by putting a spoon in the glass, just above the blue layer, and pouring the green solution slowly over the back of the spoon. If you do this right, you won't disturb the blue solution much at all. Add green solution until the glass is about half full.
6. Now layer the yellow solution above the green liquid, using the back of the spoon. Fill the glass to three-quarters full.
7. Finally, **CAREFULLY AND SLOWLY** layer the red solution above the yellow liquid. Fill the glass the rest of the way.

* If you wanted to add orange or purple to the layers, how much sugar would you add to these cups? Would you need to change the amount of sugar you add to the other cups?



RAINBOW IN A CUP

Safety and Tips:

1. The sugar solutions are mixable, so the colours will bleed into each other and eventually mix.
2. If you stir the rainbow, what will happen? Because this density cup is made with different concentrations of the same sugar, stirring would mix the solution.
3. Try to avoid using gel food colouring. It is difficult to mix the gels into the solution.
4. If your sugar won't dissolve, an alternative to adding more water is to microwave the solutions for about 30 seconds at a time until the sugar dissolves. If you heat the water, use care to avoid burns. Ask an adult to help you.
5. Let heated solutions cool before pouring them. You'll avoid burns, plus the liquid will thicken as it cools so the layers won't mix as easily.
6. Use a narrow cup rather than a wide one to see the colours the best.

Have a go at making your own layers of colours. It doesn't have to be a rainbow. You can create stripes or ombre colours.





**Attached are the
STEM activities for
Years PREP - 2/3 that
you might like to try**

PREP

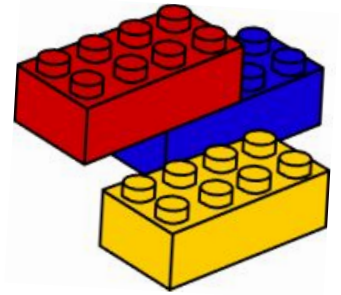
**Help the PREP's
celebrate their**

100th Day of Learning

BUILDING 100

Materials needed:

- 100 building blocks of various shapes
- STEM Challenge Station Sheet
- Building 100 journal reflection page



BUILDING 100

Challenge:
Can you build the number 100 using 100 building blocks?

Materials:



BUILDING 100
Can you build the number 100 using 100 building blocks?

PLAN

WHAT WORKED?

WHAT DID NOT?

I used _____ building blocks.



BUILDING 100

Challenge:
Can you build the number 100 using 100 building blocks?

Materials:

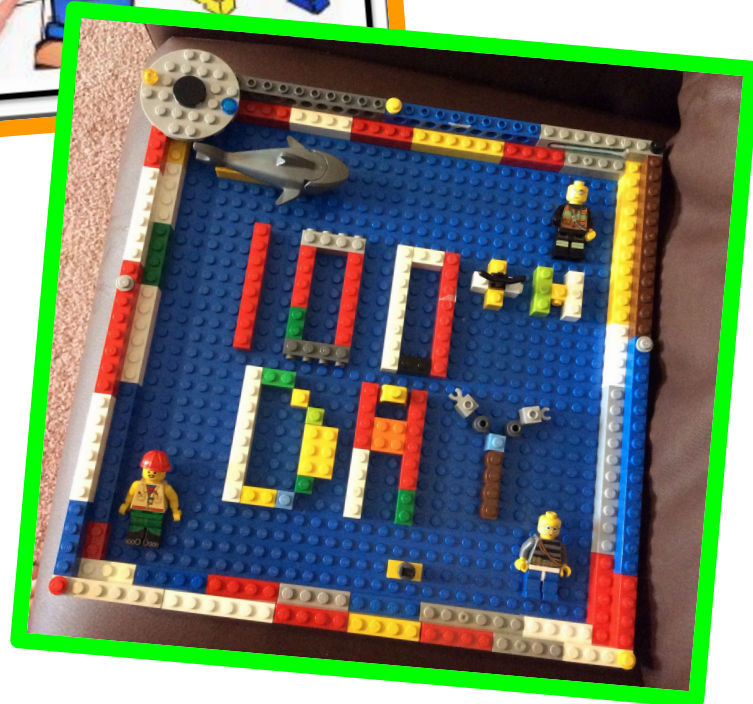
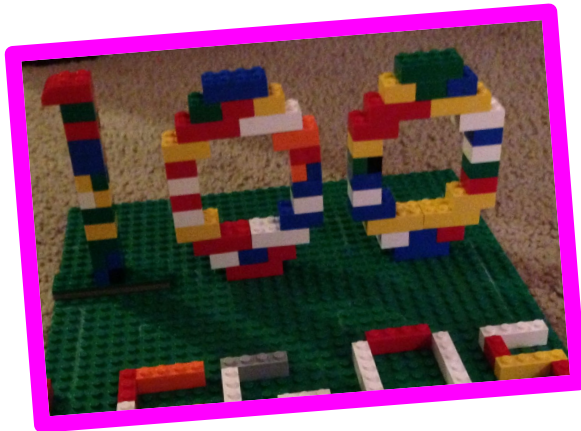
BUILDING 100
Can you build the number 100 using 100 building blocks?

PLAN

WHAT WORKED?

WHAT DID NOT?

I used _____ building blocks.



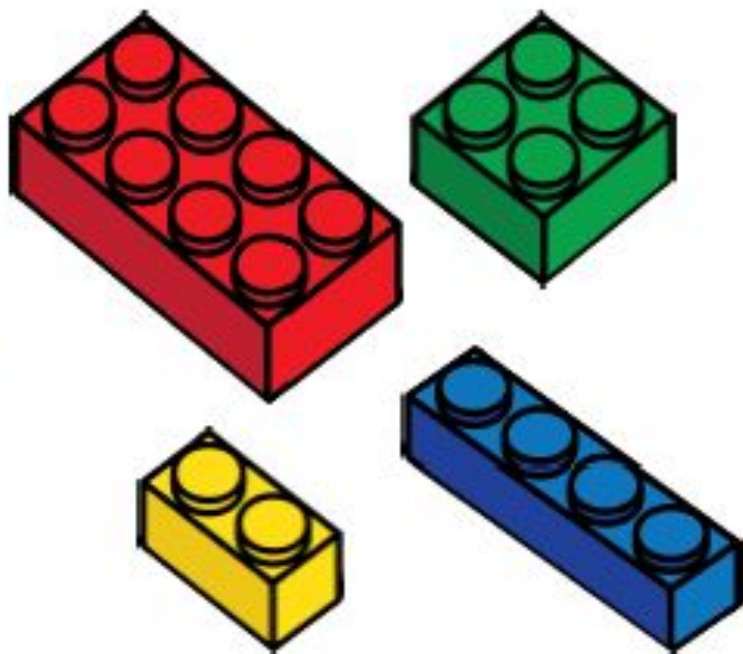
BUILDING 100

Challenge:

Can you build the number 100 using 100 building blocks?



Materials:



BUILDING 100



Can you build the number 100 using 100 building blocks?

PLAN



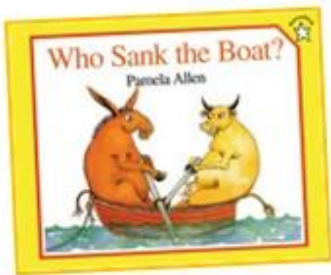
WHAT WORKED? 😊

WHAT DID NOT? ☹️

I used _____ building blocks.

Years

1/2 - 2/3



Picture Story prompt for STEM activity

Listen to the story: **Who Sank the Boat?** by Pamela Allen:

<https://www.youtube.com/watch?v=ZpFWuHSDFtQ>

**How many animals
were on the boat?**

**Which animal was first
to get on the boat?**

**Which animal was last
to get on the boat?**

**Put the animals from
heaviest to lightest.**

**Which animal is the
tallest?**

**Which animals was the
shortest?**

**If the mouse didn't
really sink the boat,
who did?**

**Who do you think sank
the boat? Why?**

**What would happen if
the mouse had gone in
first?**

STEM Boat Investigation 1

How much weight can your aluminium boat float?

1. MAKE A BOAT TO FLOAT ALL THE CHARACTERS. Use aluminium foil to create a boat for the characters in 'Who Sank The Boat?' View the tutorials below to learn how to fold a simple boat. The tutorials use paper, but you can make the boat using foil. You can make any type of boat you like. If you don't have foil, you can use plastic lids or containers instead. Make sure your boat is waterproof!



Double Point Boat

<https://www.youtube.com/watch?v=6X7g5RWSEq4>



Single Point Boat

https://www.youtube.com/watch?v=61FYdrlwE_E

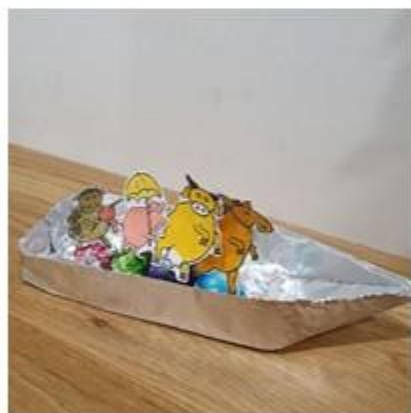
STEM Boat Investigation 1

How much weight can your aluminium boat float?

2. ADD WEIGHT & TEST YOUR BOAT

How much weight can your boat support before it tilts or sinks? Place your boat in a container of water, sink or bathtub to test it.

Order the weight of the character from heaviest to lightest. Use different size balls of playdough or any other objects that you can find around the house to represent each character. *Examples: candy, lego piece, button, coin, pea & paperclip.*

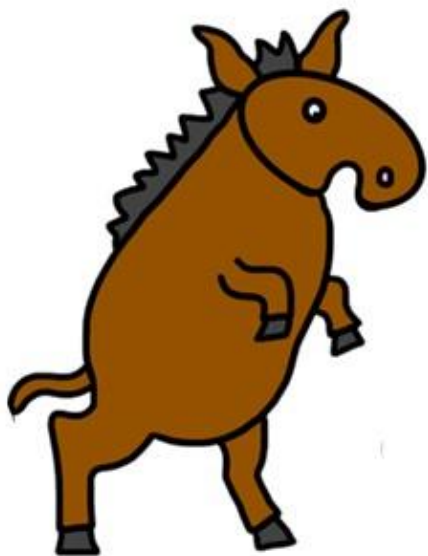


Place the characters/objects into the boat one at a time. Does your boat float, tilt or sink with all the characters in it? What happens when you change who goes into the boat first?

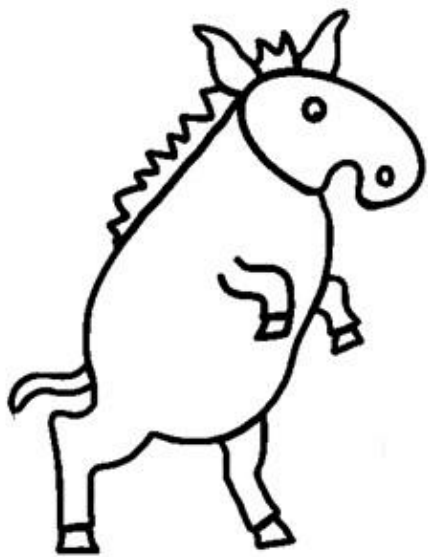
MY BOAT SANK!

Can you change the design of your boat?
What happens when you place your boat
in a larger tub of water?

Who Sank the Boat? Characters



Who Sank the Boat? Characters



STEM Boat Investigation 2

How many coins to sink a boat?

Find out how many coins it takes to sink a foil boat.

1. Collect some treasure (e.g. coins, but you can use other small objects).
2. Construct different sized aluminium boats using the tutorial from 'Who Sank the Boat?' or create any type of boat you like.
3. Check that your boat floats.
4. Once you're happy the boat floats add coins slowly to find out how many coins it takes to make it sink.
5. Try spreading the coins out for the first attempt and then try again but place all the coins at one end.
6. Remember to make sure the coins are dried for each boat you test so you are not adding extra weight.
7. Repeat the investigation, but this time use different sized foil boats. Do smaller boats sink with less coins? Count the number of coins and let your teacher know!



You can make boats from recycled materials and work out how much weight it takes to make each one sink.

Things float if they are less dense than the liquid they are in (in this case water). If they are more dense they sink. Adding coins to the boats increased the density and when the density became greater than that of water the boat sank.

