

Grade 5 and 6: Monday, March 23

TASK 1: LITERACY

Approx: 45 mins

Reading / Speaking and Listening

Note to Parents/Guardians:

To complete this task, students will require access to a fiction book that is at an appropriate reading level for their abilities. The text will need to contain examples of direct dialogue between characters (look for quotation marks). If you do not have a suitable text at home you could join your local library for access to their online catalogue or watch an age-appropriate television show to find examples.

Activity:

The purpose of this activity is to understand that the manner in which we communicate with others varies based on our relationship with those people and the circumstances of the interaction. Informal communication is generally used between people who are familiar with one another and in a casual setting while formal communication is usually between people with a more distant or formal relationship.

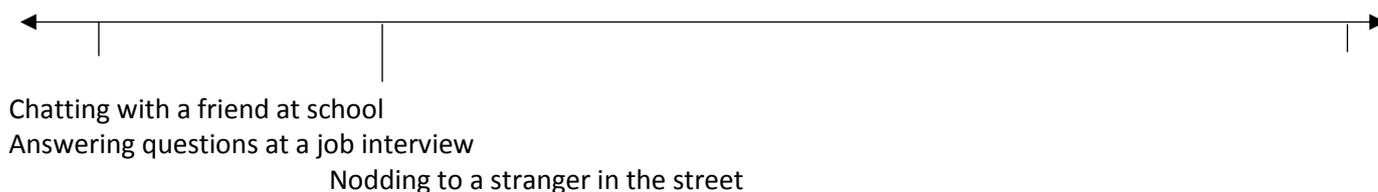
Read some of your chosen fiction text. As you are reading look for examples of people communicating with one another – these communications may be verbal but could also include non-verbal communications such as gestures or body language. Identify one example each of informal communication and formal communication and answer the following questions:

1. Who was the communication between?
2. What is their relationship with each other? Does one have some type of power or authority over the other?
3. What is the setting of the communication? (When, where and under what circumstances?)
4. What was it about the communication that helped you determine that it was informal or formal? Was it the words that they used? Was it the way in which they spoke? Were there non-verbal clues such as the character's body language?

Extension: Think about all of the different settings, ways and people with whom we communicate. Think of 5 examples and add them to this scale based on how formal or informal you believe they are.

INFORMAL

FORMAL



Curriculum Links:

English: Language – Language for interaction

Year 5: Understand that patterns of language interaction vary across social contexts and types of texts and they help to signal social roles and relationships.

Year 6: Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase.

TASK 2: LITERACY

Approx: 30 mins

Literacy – Writing a story

Note to Parents/Guardians:

Depending on your child's writing abilities and the complexity and the length of the story they wish to write, this is an activity that some students may complete in one session and that others may wish to work on over multiple days. Please allow flexibility to suit your child.

Activity:

Choose a favourite book or movie that you know well. Create a new narrative that includes a main character and/or the setting of this book or movie. You should aim to incorporate details from the original text and write in a similar style to the author but ensure that the plot is different.

Here are some important points to consider when completing your work:

- Describe your characters and setting with the assumption that your reader has not read/viewed the text you are using as your inspiration.
- Ensure your narrative includes one or more complications that are resolved – this is what makes your text enticing and satisfying.
- Carefully consider your word choices and sentence structure to keep your text interesting.

Curriculum Links:

English – Literature – Creating Literature

Year 5: Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced.

Year 6: Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 40 mins

Measuring Perimeter and Area

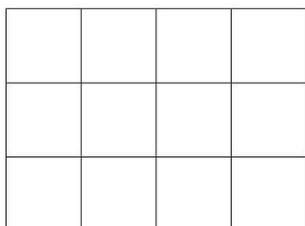
Note to Parents/Guardians:

Students will require a ruler or tape measure marked in centimetres, access to some rectangular objects to measure and 3 serving plates or trays to complete this activity. The level of adult support required will vary from student to student. An important point to emphasise is that when recording measurements students must state the unit they have measured in (eg. cm or cm²).

Activity:

The aim of this activity is to practise your measurement skills and to understand the meaning of the words perimeter and area, and how to calculate these on a rectangular object.

Perimeter is the measurement of the boundary (outside edge) of a 2-dimensional (flat) surface. It is calculated by adding the length of all sides. Today we will measure perimeter in centimetres (cm).



Area is the measurement of how many units are required to cover a 2-dimensional (flat) surface. It is calculated by multiplying the length and width of the object or surface. Today we will measure area in square centimetres (cm²).

Example (not to scale):

$$\text{Perimeter} = 4\text{cm} + 3\text{cm} + 4\text{cm} + 3\text{cm} = 14\text{cm}$$

$$\text{Area} = 4\text{cm} \times 3\text{cm} = 12\text{cm}^2$$

Find 5 objects in your home that have a flat rectangular surface. Measure these objects and calculate the perimeter and area of each. (Round the measurements of each side to the nearest cm.)

Answer these questions:

Which item has the longest perimeter?

Which item has the largest area?

Was your answer to both of the above questions that same or different? Do you think that will always be the case and why/why not?

Consider the best way to solve this problem and then record your solution:

Pretend you are having a party. You will be serving small sandwiches with an area of 4cm^2 . Which of your serving plates will hold the most sandwiches? How did you work this out? Does it make a difference if you cut the sandwiches into squares or rectangles?

Curriculum Links:

Mathematics – Measurement and Geometry – Using units of measurement

Year 5: Calculate perimeter and area of rectangles using familiar metric units.

Year 6: Solve problems involving the comparison of lengths and areas using appropriate units.

TASK 4: SCIENCE

Approx: 60 mins

Earth and space sciences

Note to Parents/Guardians:

The links in this activity will take students to videos on YouTube, please ensure your children are aware of appropriate online practices. The diagram or model students create will depend on the resources you have available. Modelling clay or playdough would be ideal but use what you have.

Activity:

Year 5: Watch this video ([National Geographic – Solar System 101](#)) taking notes as you watch. When it is finished, tell your adult verbally or write down, the 5 facts that you think were the most significant things you learnt. Then choose one of the planets to research further and create a labelled diagram or model to show what you know.

Year 6: Watch this video ([National Geographic – Volcanoes 101](#)) taking notes as you watch. When it is finished, tell your adult verbally or write down, the 5 facts that you think were the most significant things you learnt. Then choose one of the types of volcanoes to research further and create a labelled diagram or model to show what you know.

Extension: Record yourself presenting your diagram or model, doing your best to use scientific language.

Curriculum Links:

Science – Science Understanding – Earth and space sciences

Year 5: The Earth is part of a system of planets orbiting around a star (the Sun).

Year 6: Sudden geological changes and extreme weather events can affect Earth's surface.

LUNCH: 60 minutes

TASK 5: THE ARTS – VISUAL ARTS

Approx: 60 mins

Art – Investigate and Create ‘Pop Art’

Note to Parents/Guardians:

Some craft materials and possibly printing capability will be required to complete this activity and will depend on which artist students choose for their inspiration. Useful items will include blank paper, markers or paint, scissors, glue, a ruler, old magazines, etc.

Some students may wish to spend longer than one hour on this task – in this case it could be completed over more than one session, allow flexibility.

Activity:

Have a look at artworks from these 3 ‘Pop Art’ artists: Peter Blake, Romero Britto and Andy Warhol. (If you do a Google Image search you will find many examples of their work.)

Identify and list 3 similarities that you can see across the work of all three artists.

Then, identify 1 distinct trait of each artist’s work – that is, the way in which it is most different to the others.

Choose one of these artists and create your own original image inspired by their art. Be sure to incorporate the 4 traits that you identified earlier in this activity.

When your work is complete discuss with your parent/guardian how you created your work, what materials and processes you used, and how the work is similar to that of your chosen artist.

Curriculum Links:

The Arts – Visual Arts

Year 5 and Year 6: Develop and apply techniques and processes when making their artworks.

BREAK: 30 minutes

TASK 6: HEALTH AND PHYSICAL EDUCATION

Approx: 30 mins

Fitness Circuit

Note to Parents/Guardians: Nil

Activity:

Create your own fitness circuit based on movement exercises that require little or no equipment. Choose 5 exercises such as squats, lunges, push-ups, sit-ups, star jumps, burpees, skipping, etc. Use a timer to time yourself as you complete your fitness circuit. Complete 10 of each exercise as quickly as you can (so 50 exercise movements in total) and then rest for 30 seconds. Repeat. How many rounds of your circuit can you complete in 30 minutes?

Think about how you feel immediately after your workout. Then how you feel 15 minutes after your workout and 1 hour later? What does this tell you?

Extension: If you enjoy this fitness circuit you could challenge yourself each day to see if you can increase the number of rounds you can complete in 30 minutes and/or see if you can decrease the rest time required between each round.

Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Understanding movement

Year 5 and Year 6: Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing.

SUGGESTED LUNCHTIME ACTIVITIES

- Do 3 small chores around the house to help out your family members and save you doing them at night.
- Ride your bike around block or meet a friend to ride close to your house or street.
- Call or Facetime a friend to see how they are filling their day.
- Make up a new game on your trampoline or on another piece of outside equipment.
- Design a new garden bed for your backyard and plan where it could go and what you would need.

NOTE: These free activities are written by qualified, practising teachers in accordance with/reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.