

## Years 5 and 6: Wednesday, April 1

### TASK 1: LITERACY

Approx: 45 mins

#### Reading Response

##### Note to Parents/Guardians:

*This activity requires students to have a fiction novel that is at an appropriate reading level and of interest to them. If your student does not have a novel you could join a library for access to their online catalogue.*

##### Activity:

Find a comfortable spot without distractions and spend 20-30 minutes reading your novel.

Then, choose a character from your novel. Think about the things that have happened to them and the choices they have made in the story.

Brainstorm a list of open-ended questions that you would like to ask that character that would help you to understand their personality, choices and the events better. Highlight your three best questions.

(Open-ended questions are questions that require a detailed answer, not just a 'yes' or 'no' response.)

##### Curriculum Links:

##### English – Literacy – Interpreting, analysing and evaluating

**Year 5:** Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning.

**Year 6:** Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

### TASK 2: LITERACY

Approx: 45 mins

#### Kids News

##### Note to Parents/Guardians:

*The kidsnews.com.au website is a daily news website for classrooms to allow students to read and learn about current events that have been written appropriately and explained in a child-friendly way.*

*Go to the website at kidsnews.com.au to complete this activity. You can use this website and activities in all different ways to help your child with their literacy learning and it is free and easy to access.*

##### Activity:

Visit **kidsnews.com.au** and scroll through the latest stories and choose one of interest.

Read the article or choose the 'Listen to this story' option which will read the article out aloud.

Complete the 'Quick Quiz' and 'Classroom activity' at the end of the article.

##### Extension:

Your child can choose to complete the Extension activity at the end of the Kids News article or choose an activity they'd like to do to respond to the article.

**Curriculum Links:**

**English – Literacy – interpreting, analysing, evaluating**

**Year 5:** Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

**Year 6:** Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

**BREAK: 30 minutes**

**TASK 3: MATHEMATICS**

**Approx: 30 mins**

**Make a pirate's treasure map**

**Note to Parents/Guardians:**

*In order to complete this task students will require a sheet of grid paper.*

*Year 5 students will use letter-number grid referencing and Year 6 will use the Cartesian plane.*

**Activity:**

The aim of this activity is to draw a map using grid referencing (Year 5) or the Cartesian plane (Year 6) and to be able to give the grid references of locations on the map.



1. Prepare your sheet of paper by adding your x-axis and y-axis labels.

**Year 5:** Mark letters from 'A' onwards on the horizontal axis from left to right and mark numbers from '1' onwards on the vertical axis from top to bottom.

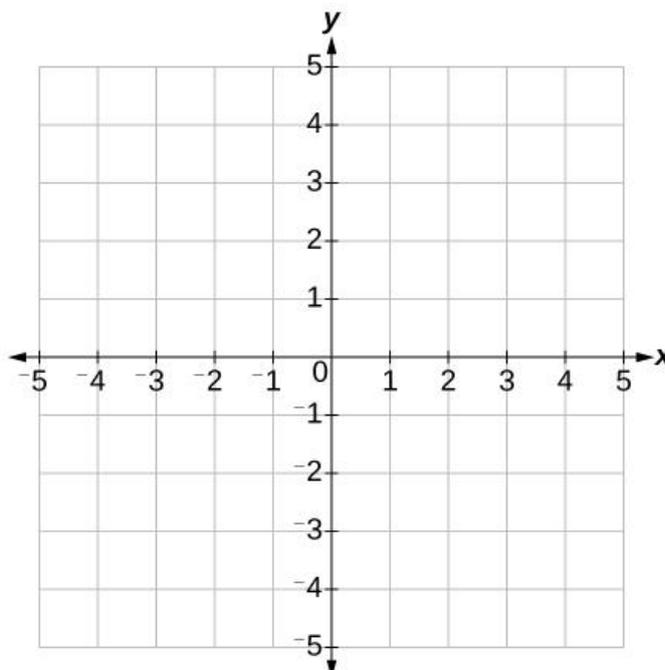
**Year 6:** Draw a horizontal and vertical line over the centre lines of your grid paper, these will be your x-axis and y-axis. Number your axes like in the image to the right.

2. Draw a 'Pirate's Treasure Island' map onto the grid paper with a variety of features.

3. Make a list of 5 of the features in your map and work out and record their grid references.

**Year 5:** Your grid references will consist of a letter and a number. E.g. D4

**Year 6:** Your grid references will consist of two numbers separated by a comma - the x-axis number goes first. Eg. (-2, 4)



**Curriculum Links:**

**Mathematics – Measurement and Geometry – Location and transformation**

**Year 5:** Use a grid reference system to describe locations. Describe routes using landmarks and directional language.

**Year 6:** Introduce the Cartesian coordinate system using all four quadrants.

## TASK 4: HUMANITIES AND SOCIAL SCIENCES

Approx: 60 mins

### Australian history

#### Note to Parents/Guardians:

#### Activity:

**Year 5:** Learn more about the daily lives of Australia's inhabitants during the Gold Rush by playing the following game produced by Education Services Australia Limited.

<http://www.scootle.edu.au/ec/viewing/L680/L680/index.html>

**Year 6:** Choose one of the people listed below to research. Create a one page profile about them that explains who they were and the contribution they made towards Australia's Federation and Constitution.

- Henry Parkes
- Edmund Barton
- George Reid
- John Quick

#### Curriculum Links:

#### Humanities and Social Sciences – Knowledge and understanding - History

**Year 5:** The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed.

**Year 6:** Key figures, events and ideas that led to Australia's Federation and Constitution.

## LUNCH: 60 minutes



## TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 30 mins

### Discover Tai Chi

#### Note to Parents/Guardians:

*Students will require a calm and peaceful space for this activity in order to enjoy the benefits of Tai Chi.*

#### Activity:

Tai chi is a Chinese martial art practiced for its defence training, its health benefits and meditation.

Try some Tai Chi movements by joining in with the following tutorial:

<https://www.youtube.com/watch?v=vHBR5MZmEsY>

When the tutorial ends, continue to practise some of the movements you have learnt, seeing if you can combine two or more of the movements into a flowing routine.

Discuss with a family member what you thought about Tai Chi. How do you feel after practising it? What did you like about it? Was there anything about it that you did not like? What do you think the benefits are? Will you do it again and why or why not?

**Curriculum Links:**

**Health and Physical Education – Movement and physical activity – Understanding movement**

**Years 5 and 6:** Participate in physical activities from their own and others' cultures, and examine how involvement creates community connections and intercultural understanding.

**BREAK: 30 minutes**



**TASK 6: MUSIC**

**Approx: 30 mins**

**Adapting a known song**

**Note to Parents/Guardians:**

*To complete this activity students will need to watch and listen to a performance of a favourite song – the most practical way to do this will be to search for the song name on YouTube.*

**Activity:**

In this activity you will identify how the performance of a favourite song influences the mood of the song and experiment with adapting that song to create an alternative mood.

1. Choose a favourite song. Watch and listen to the song and then answer these questions:
  - How do you feel listening to this song?
  - What elements of the performance influence the way you feel? (For example: changes in the speed or volume of the music or vocals, the types of instruments used, the body language or facial expressions of the musician/s? etc.)
2. Choose a different mood that you would like to bring to this song. Explain what elements you would change to achieve this. Have a go at performing the song (on an instrument if you are able, or by singing), incorporating the changes you identified. Record your performance and watch it back, considering whether you captured the mood you were trying to achieve.

**Curriculum Links:**

**The Arts – Music**

**Year 5 and 6:** Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns.

## **SUGGESTED LUNCHTIME ACTIVITIES**

- Lego building
- Create a tepee
- Play with a pet
- Call a friend or relative for a chat

### **ADVICE FOR PARENTS/GUARDIANS REGARDING YOUTUBE LINKS**

While YouTube offers some excellent learning resources and we offer suggested links in this material, Kids News cannot guarantee the type of advertisements that will pop up while you are watching these clips.

Please only allow your child to watch the suggested clips with supervision so that you can prevent them seeing the advertisements that are not age appropriate.

### **NOTE FOR PARENTS/GUARDIANS**

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



### **TODAY'S STORIES**

- 1. Take a sneak peek at how Disney creates its special 'lands'.**
- 2. What is April Fools' Day and how did it begin?**
- 3. Rediscovering the lost city of Pompeii**