

Years 5 and 6: Monday, April 6

TASK 1: LITERACY

Approx: 45 mins

Examining non-fiction texts

Note to Parents/Guardians:

Students will require some examples of non-fiction texts. These could include physical books and/or online examples such as encyclopaedias, newspapers, animal information books, instruction manuals, travel guides, recipe books, etc.

Activity:

Non-fiction texts include factual information. They help us to learn things. They are often structured differently to fiction texts and contain a variety of features designed to make the information easier to find and understand.

Work with your adult to see if you can find examples of each of these text features in the non-fiction texts you have gathered. As you find each feature, discuss why that feature is helpful.

- Headings
- Sub-headings
- Photographs / realistic illustrations
- Captions
- Maps
- Bold print or italics
- Labelled diagrams
- Contents page
- Tables and charts
- Timelines
- Index
- Glossary



Extension:

Write a simple non-fiction text about something you know a lot of factual information about. Include at least 3 of the text features listed above in your text. (Topic ideas: your favourite sport or hobby, an animal you like etc.)

Curriculum Links:

English – Literacy – Interpreting, analysing and evaluating

Years 5: Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text.

Years 6: Analyse how text structures and language features work together to meet the purpose of a text.

TASK 2: LITERACY

Approx: 30 mins

Literacy – metaphor

Note to Parents/Guardians:

Nil

Activity:

The aim of this activity is to know what a metaphor is and to begin using metaphors to write better descriptions with more vivid imagery. A metaphor is a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable. For example: *Snow White's lips were sparkling rubies*. We know that Snow White's lips are not actually rubies, but this is written to help us understand their colour.

Here are some other metaphor examples:

- *the snow was a white blanket over the hills*
- *the ball was a rocket shooting through the sky*
- *the socks were old mouldy cheese left in the sun*

Here is a description of a tree. Circle the two metaphors. (Answers at the end of today's lessons.)

The tree was a soldier, standing tall and straight, casting a shadow on all below. Bark was peeling off in long strips. Its branches were the gnarled hands of an ancient elder. A sweet eucalypt smell hung in the breeze.

Now write a description of your own, about a beach, including at least two metaphors. Think about what each of your senses experiences when you visit the beach and try to capture this in your description.

Curriculum Links:

English – Literature – Examining literature

Years 5: Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes.

Years 6: Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse.

BREAK: 30 minutes

TASK 3: MATHEMATICS

Approx: 30 mins

The Magical number 3

Note to Parents/Guardians:

Students will practise their basic skills of the four maths operations whilst learning and testing out this number magic trick. Prepare to be amazed!

Activity:

Here is a clever number magic trick you can try out on your friends and family.

Try it out yourself with four different numbers first to check that it works.

Show the workings of your test runs.

Then memorise the steps and show your magic trick to someone you know.

Think of any 1-digit or 2-digit number.
Double it.
Add 9.
Subtract 3.
Divide by 2.
Subtract the original number.
The answer is 3!



Extension:

Can you design a similar magic number trick of your own?

Curriculum Links:

Mathematics-Number & Algebra – Number and Place Value

Years 5: Use efficient mental and written strategies and apply appropriate digital technologies to solve problems.

Years 6: Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers.

TASK 4: STEM

Approx: 60 mins

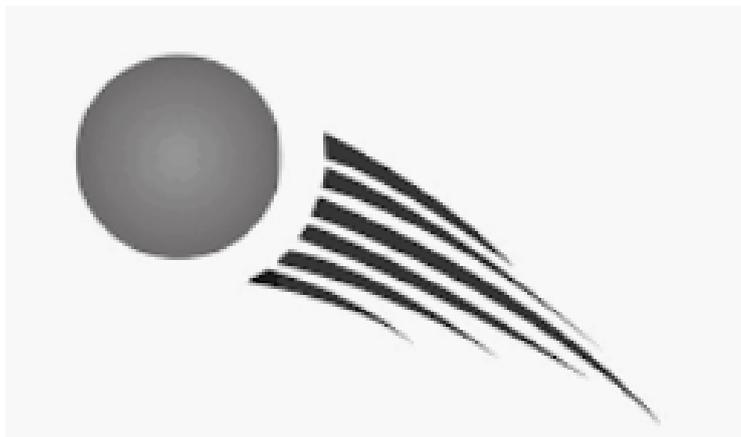
STEM Challenge – Launch it!

Note to Parents/Guardians:

The list of materials required for this activity is flexible – use whatever you have available. It is recommended that this activity is completed outdoors, to avoid having balls flying around your home.

Suggested items you could use:

- ping pong ball or other lightweight/soft ball
- icy-pole sticks
- cardboard tubes
- plastic bottles
- elastic bands
- tape
- cutlery
- string
- plastic tubing etc.



Activity:

The aim of this activity is to build and test contraptions to see how far you can launch a ping pong ball without throwing or striking it. Perhaps you could turn it into a family competition to see who can build the most successful launcher.

Brainstorm your ideas and sketch your idea that you think could be most successful. Write some labels and captions to describe how the contraption will work.

Construct your launcher using the materials you have available. Test and refine your design as you work until you think you have perfected it.

Test your design out against those of other family members who have participated.

Discuss: What was good about your design? What needed improvement? Who in your family had the best design and why did it work well?

Curriculum Links:

Technologies – Design and Technologies – Processes and production skills

Years 5 and Year 6: Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions.

LUNCH: 60 minutes



TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 40 mins

Soccer skills

Note to Parents/Guardians:

This activity requires two participants – if you have two or more children at home they could complete this task together or you could complete the task with your child. If you do not have a soccer ball, any round ball will suffice. Bottles or cans will work as “witch’s hats” and you can draw your “goals” on to a fence or wall.

Activity:

Spend 10 minutes on each of these 3 soccer skills –

1. **Passing and receiving** – kick your ball back and forth from partner to partner. When passing you should focus on accuracy in your passes and experimenting with striking higher on the ball to keep it on the ground and lower on the ball to pass it through the air. When receiving, concentrate on cushioning the impact of the ball with your foot or body (not your hands) so that it lands close to your feet, giving you control of the ball.
2. **Dribbling** – set up a line of witch’s hats with a couple of metres between each one. Take turns dribbling the ball as you weave in and out of the witch’s hats. Try to keep the ball as close to you as possible.
3. **Shooting and Goal Keeping** – one person shoots for goal, concentrating on kicking the ball with accuracy and speed. The other person must attempt to stop the ball from going into the goals, using any part of their body they can. Once they have the ball they should punt it back to the shooter by dropping it from their hands and striking it with their dominant foot as the ball falls. The shooter must gain control of the ball, dribble and shoot again. Swap roles after 5 minutes.

Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Moving our body

Years 5 and 6: Practise specialised movement skills and apply them in a variety of movement sequences and situations.

BREAK: 30 minutes

TASK 6: THE ARTS

Approx: 60 mins

Warm and cool colour art

Note to Parents/Guardians:

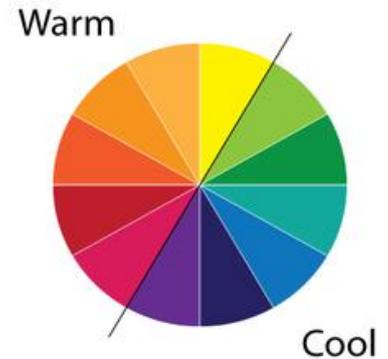
Students will require a blank sheet of white paper and a set of markers, crayons or pencils.

Activity:

Colours can be grouped into 'warm' colours and 'cool' colours. Warm colours are those that make us think of sunshine, fire, heat, etc. and cool colours make us think of ice, water, grass, etc.

Sort your set of markers, crayons or pencils into two groups – warm colours and cool colours. Then create a drawing that has two parts – a section coloured with only warm colours and a section coloured with only cool colours.

For eg, You could draw a beach at sunset with the sky containing only warm colours and the ocean containing only cool colours; or you could draw a snake using only warm colours with a jungle background in cool colours.



Curriculum Links:

The Arts – Visual Arts

Years 5 and 6: Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions.

SUGGESTED LUNCHTIME ACTIVITIES

- Play a game of charades
Look for insects or birds in your garden. Give them names and tell funny stories about them.

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. JK Rowling invites all Muggles into Harry Potter world
2. Oldest known fossil of the earliest human is found

APPENDIX

Metaphor activity answers:

The tree was a soldier, standing tall and straight, casting a shadow on all below. Bark was peeling off in long strips. Its branches were the gnarled hands of an ancient elder. A sweet eucalypt smell hung in the breeze.