

Years 5 and 6: Monday, April 27

TASK 1: LITERACY

Approx: 60 mins

News from our place

Note to Parents/Guardians:

Students will require a filming device. The use of props and costumes is optional but definitely adds to the fun.

Activity:

The aim of this activity is to practise verbal presentation skills for a specific purpose and audience. The purpose is to convey the weekly news from your house and the audience is people who watch the news.

Think about what has been happening at your house during the past week. Choose 3 things that have happened to turn into reports for a news program called "News from Our Place."

Even if not much exciting is happening, do your best to turn the events into exciting news items.

For eg, if your house has become super messy with everybody trying to work at home, you could turn that into a weather report about a hurricane. Your sports report could include commentary about an amazing trick performed on the trampoline. You might decide to interview your sibling about the great achievement of completing their school work before lunchtime. Be creative.

Make a basic plan of what you will include in your news program and then have someone film you presenting your news. When you are presenting, try to sound like a real news presenter by using formal language, giving precise details, avoiding 'ums' and 'ahs' and adding expression where appropriate.

Add in props and costumes to make it extra fun if you like.

Watch your news report back and critique your performance. Share your news report with a relative or friend.

Curriculum Links:

English – Literacy – Interacting with others

Year 5: Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes.

Year 6: Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience.



TASK 2: LITERACY

Approx: 45 mins

Kids News

Note to Parents/Guardians:

The kidsnews.com.au website is a daily kids-based news service to allow children to read and learn about current events that have been written appropriately and explained in a child-friendly way.

Go to the website to complete this activity at kidsnews.com.au. 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:

Using the home computer, laptop or tablet, 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

Rotational symmetry

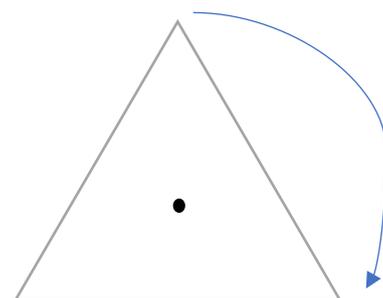
Note to Parents/Guardians:

Answers are provided at the end of today's lesson plans in the Appendix.

Activity:

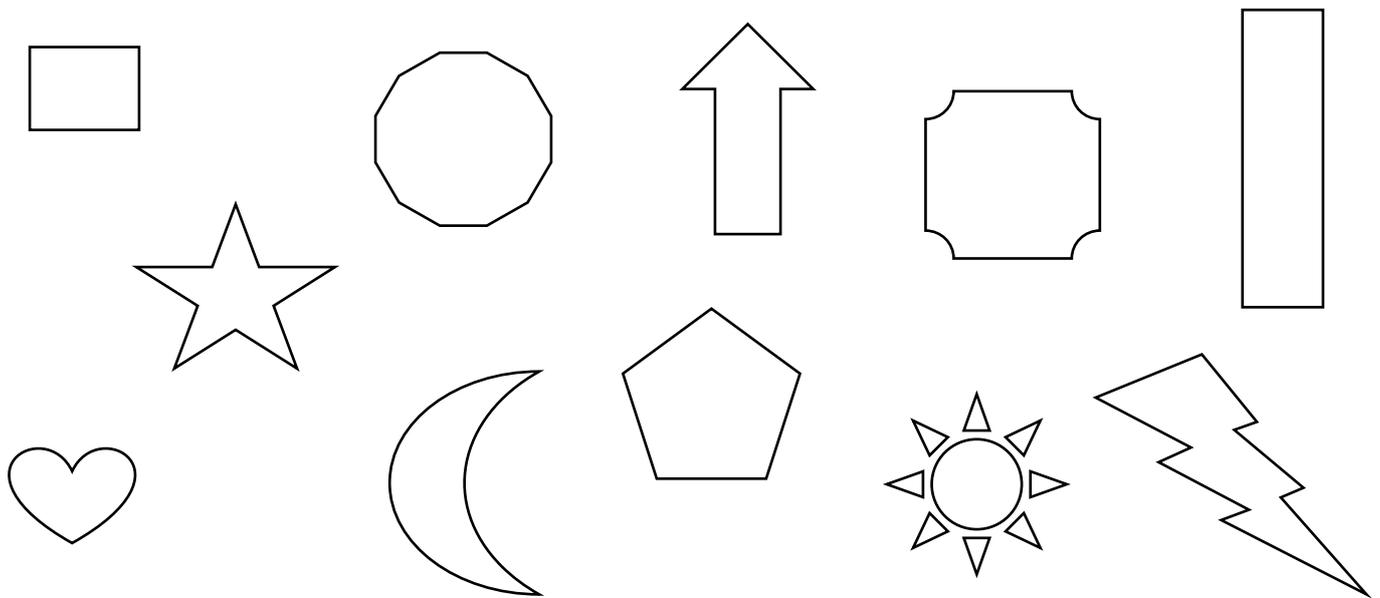
The aim of this activity is to know what rotational symmetry is and to be able to identify shapes with rotational symmetry.

If a shape has rotational symmetry, you can rotate it around an axis and at certain points the shape will look the same as it did at the beginning point. Imagine an equilateral triangle with a pin right in the centre. If you rotate the triangle a one third turn (120°) it will look the same as it did at the beginning. If you turn it another one third turn (to 240°) it will look the same again. So at three different stages of the rotation, the triangle looks the same.



If you can, print out the shapes below (bigger versions are in the Appendix) and cut them out. If you are not able to print, draw the shapes and cut them out instead. Rotate each shape and identify which ones have rotational

symmetry.



Extension:

Here is a company logo that has rotational symmetry.



Do you know which company it belongs to? How many more logos with rotational symmetry can you think of?

Curriculum Links:

Mathematics-Number & Algebra – Number and Place Value

Year 5: Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries.

Year 6: Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies.

TASK 4: STEM

Approx: 60 mins

Make a marble run

Note to Parents/Guardians:

Students will require a marble or small ball, sturdy card, tape and glue. Cardboard tubing and cardboard boxes as well as other craft materials may also be useful.

An hour has been suggested for this activity but that could stretch out significantly for students who want to create a more elaborate design.

Activity:

The aim of this activity is to design and build a working marble run. You should be able to drop your marble into the starting point of your marble run and have it move through the run on its own, reaching the finishing point at least 8 seconds later.

Start by drawing a detailed design of your marble run. You might design it so that it runs around the outside of a box or is attached to a large sheet of card that you can hold up. Think about the angle of the ramps and tubes you include and incorporating some obstacles. You want your marble to flow through the run without help, but not too quickly! Also consider how you will join together the parts of your marble run.



Use your materials to construct your marble run.

Test your marble run. Does the marble travel through the run to the end without help? Does it take at least 8 seconds to reach the finish? Make any necessary improvements until you achieve these goals.

Curriculum Links:

Technologies – Design and Technologies – Processes and production skills

Year 5: Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques.

LUNCH: 60 minutes

TASK 5: HEALTH AND PHYSICAL EDUCATION

Approx: 30 mins

Fitness cards race

Note to Parents/Guardians:

Students will need a pack of cards (Jokers removed) and a partner.

Activity:

The aim of this activity is to get your heart rate up and your muscles working!

For this activity:

Hearts = Star jumps

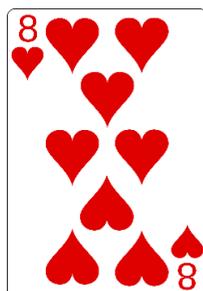
Diamonds = Squats

Clubs = Sit ups

Spades = Push ups

1. Shuffle and deal out the cards so you and your partner both have the same amount. Place your own pile of cards face-down in front of you.
2. Beginning at the same time, flip over your first cards. The suit of your card is the type of exercise you must do, the number on the card is how many you must do of that exercise. (Jack, Queen and King are all worth 10.)

For example: Turn over this card = do 8 star jumps.



3. Flip your next card, do your next exercise.
4. Keep going until you have flipped over all of your cards. You should do your exercises as fast as you can. The first person to get through their pile wins!

Curriculum Links:**Health and Physical Education – Movement and Physical Activity – Understanding movement**

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

BREAK: 30 minutes**TASK 6: THE ARTS**

Approx: 20 mins

Drama**Note to Parents/Guardians:**

Students will need a sheet of lightweight fabric approximately 1 metre², like a tablecloth or a large silk scarf.

Activity:

The aim of this activity is to develop your creativity when incorporating props into your dramatic role plays.

Start by using your imagination to brainstorm a list of all the different things that your piece of fabric could be used as in a dramatic role play. A couple of examples are: a picnic blanket or a cape. There are potentially hundreds of things you could use it for!

Choose 5 of your ideas and create a 2 minute improvised (unplanned) performance for each of your ideas.

Curriculum Links:**The Arts – Drama**

Year 5 and 6: Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations.

SUGGESTED LUNCHTIME ACTIVITIES

- Experiment with different materials and detergent mixes to see what makes the best bubbles.
- Have a rest in a comfortable spot outdoors with some relaxing music playing.
- Gather up some cardboard boxes, stack them up and create cool slow motion videos of you crashing into 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

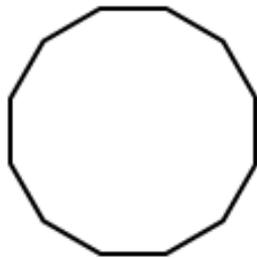
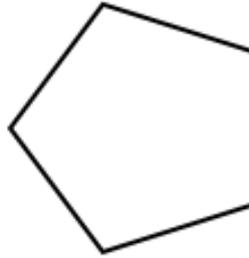
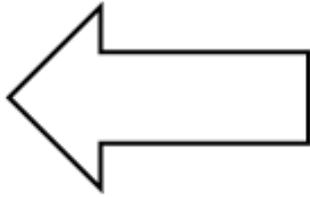
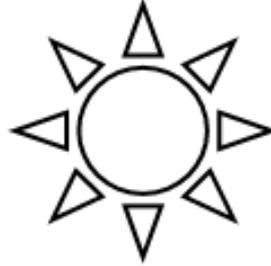
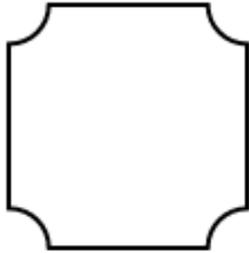
These free activities are written by qualified, practising teachers in accordance with/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.



TODAY'S STORIES

- 1. World insect numbers are dropping but dragonflies and mosquitoes are thriving.**
- 2. Toy Story actor sends gift to bullied Aussie boy named Corona.**

APPENDIX



Mathematics answers:

Shapes with rotational symmetry are coloured blue.

