

## Years 5 and 6: Thursday, April 9

### TASK 1: LITERACY

Approx: 60 mins

#### Non-fiction writing

##### Note to Parents/Guardians:

Students may create a physical poster (they will need a large sheet of paper for this) or could create a digital version using a program such as Microsoft Publisher.

##### Activity:

The aim of this activity is to write a non-fiction text about yourself in the format of an information poster. It will include many common non-fiction text features.

##### Include:

- A large main heading
- A minimum of 4 sub-headings followed by a paragraph of text that relates back to the subheading
- A text box of basic facts
- A family tree diagram
- A map
- A photograph or realistic illustration

##### Curriculum Links:

##### English – Literacy – Creating texts

**Year 5:** Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience.

**Year 6:** Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

### TASK 2: LITERACY

Approx: 15 mins

#### Synonyms word game

##### Note to Parents/Guardians:

This is a two-person game. Please participate with your child or have a sibling join in.

##### Activity:

A synonym is a word that means exactly the same or nearly the same as another word. For example, *lolly*, *sweet* and *candy* are all synonyms for one another.

For this game you will exercise your vocabulary by competing against a partner to think of synonyms for some common words.

1. Write each of these words onto individual slips of paper: walk; happy; think; won; broke; upset; horrible; great; tired. Fold them up and put them into a hat or container.
2. Player 1 draws out a piece of paper and reveals the word. They must then say a synonym for that word.
3. Player 2 must respond with a different synonym for the word.

4. Continue taking turns until one of the players can no longer think of a new synonym. The player who said the last word wins the point.
5. Repeat the process until the hat or container is empty. The player with the most points wins.

**Extension:**

Write down any words your partner used that were new to you. Write them into a story to help you remember this new vocabulary.

**Curriculum Links:**

**English – Language – Expressing and developing ideas**

**Year 5:** Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts.

**Year 6:** Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion.

**BREAK: 30 minutes**



**TASK 3: MATHEMATICS**

**Approx: 30 mins**

**Money management**

**Note to Parents/Guardians:**

*Year 6 students will require a calculator and support with calculating percentages. To calculate percentages you can multiply the price by the % or by the decimal that that percentage represents. For example, calculate 10% of \$220 by entering  $220 \times 10\%$  or  $220 \times 0.1$*

**Activity:**

**Year 5:** Practise managing money by completing the 'Fish tank: business start-up' activity produced by Education Services Australia Limited.

<http://www.scottle.edu.au/ec/viewing/L770/index.html>

**Year 6:** Calculate how much money you would save and the new price for each of these items once you apply the discount. The first one is done for you as an example. Add some additional products that you would like to buy from a catalogue and work out how much you would save with a 10%, 25% and 50% discount.

Item	Price	Discount %	Saving \$	New Price
Game console	\$450	10%	\$45	\$405
Mobile phone	\$300	25%		
Bike	\$510	50%		
Harry Potter box set	\$125	10%		
1kg chocolate Easter Bunny	\$33.50	20%		
Walkie Talkies	\$69.95	50%		

**Curriculum Links:**

**Mathematics - Number & Algebra – Money and financial mathematics**

**Year 5:** Create simple financial plans.

**Year 6:** Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies.

## **TASK 4: TECHNOLOGIES**

**Approx: 60 mins**

**Learn about Cryptology**

**Note to Parents/Guardians:**

*This activity is used with permission from the 'Mastercard: Girls4Tech' website.*

**Activity:**

Work through the attached activities to learn about protecting digital information through the use of encryption and tokenisation.

[https://5b852b19-e502-4212-b59a-](https://5b852b19-e502-4212-b59a-7034e1332176.filesusr.com/ugd/305f44_cd523827ec464cc9854d0e4453383e83.pdf)

[7034e1332176.filesusr.com/ugd/305f44\\_cd523827ec464cc9854d0e4453383e83.pdf](https://5b852b19-e502-4212-b59a-7034e1332176.filesusr.com/ugd/305f44_cd523827ec464cc9854d0e4453383e83.pdf)



**Curriculum Links:**

**Information and Communication Technology (ICT) Capability**

**Years 5 and 6:** Applying social and ethical protocols and practices when using ICT – apply digital information security practices.

## **LUNCH: 60 minutes**

## **TASK 5: HEALTH AND PHYSICAL EDUCATION**

**Approx: 40 mins**

**Dance – Move It Mob Style**

**Note to Parents/Guardians:**

**Activity:**

Learn and practise a dance routine of your choice from the 'Move It Mob Style' YouTube channel.

<https://www.youtube.com/user/MoveitMobStyle>

Perform the dance for an audience.

**Curriculum Links:**

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

**Year 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: THE ARTS

Approx: 45 mins

#### Music – Peter and the Wolf

##### Note to Parents/Guardians:

*There are various recordings of 'Peter and the Wolf' available online.*

##### Activity:

Watch and listen to a performance of the 'symphonic fairy tale for children' *Peter and the Wolf*. Identify the instrument used to represent each of the characters. Write down or discuss with an adult why you think the composer, Sergei Prokofiev, chose each of the instruments for that character. If you were to be represented by one musical instrument, what would it be? Explain why.



##### 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

- Help prepare dinner and get it cooking so that there is one less job to complete later in the day.
- Take a relaxing soak in the bath.
- Set up an improvised mini golf course.

#### 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.

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#### TODAY'S STORY

##### 1. NASA reveals new plans for life on the Moon.

Kids News is taking a break with news and lesson plans. We will return on Wednesday, April 15.