



Home Learning Framework – Term 3 Week 7 OC 5W

Your child’s class teacher will upload the daily activities to Google Classroom each morning.

Only the daily **tasks that are PINK need to be turned in on the google classroom.**

All other tasks to be completed in your workbooks.


	Monday 23 rd August	Tuesday 24 th August	Wednesday 25 th August	Thursday 26 th August	Friday 27 th August
Wellbeing	ROLL CALL QUESTIONS				
	MAGIC MONDAY: Which Harry Potter house do you think you would be sorted into and why?	TELL ME TUESDAY: What is your favourite part about learning from home?	WOULD YOU RATHER WEDNESDAY: Would you rather have one eye in the middle of your head or two noses?	THANKFUL THURSDAY: When you think about memories, what are you thankful for?	FUN FACT FRI-YAY: An ostriches eye is bigger than its brain. Share your own fun fact!
English	<p>Spelling Copy out your spelling words. Research and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is the origin of the root word? 2. What is the meaning of the root word? 3. Brainstorm 5 more words that use the root word and are not included on your spelling list. 4. Choose a column. Define the words and use them in sentences. 5. Using your 5 brainstorm words, draw a picture. Ensure it makes sense and that each of the words are represented. 6. Using the root word, create words that do not currently 	<p>Spelling Complete a spelling task of your choice from the spelling matrix.</p> <p>Reading and Viewing Read a book or article of your choosing and complete a reading task from the Reading Activities Matrix.</p>	<p>Spelling Complete a spelling task of your choice from the spelling matrix.</p> <p>Reading and Viewing Read a book or article of your choosing and complete a reading task from the Reading Activities Matrix.</p>	<p>Spelling Complete a spelling task of your choice from the spelling matrix.</p> <p>Reading and Viewing Read a book or article of your choosing and complete a reading task from the Reading Activities Matrix.</p>	<p>Spelling Complete a spelling task of your choice from the spelling matrix.</p> <p>Reading and Viewing Read a book or article of your choosing and complete a reading task from the Reading Activities Matrix.</p>

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	<p>exist but make sense based on your research. Use prefixes and suffixes to make meaning.</p> <p>Writing – week long task</p> <p>Water Filtration</p> <p>(Assignment – submit in Google Classroom on FRIDAY)</p> <p>THINK... WONDER... EXPLORE</p> <ol style="list-style-type: none"> 1. What do you think you know about waterways? 2. What do you wonder about waterways? (Any questions that you have?) 3. How might we explore these? (What can we investigate to help?) 	<p>Writing – week long task</p> <p>Water Filtration</p> <p>Add/Draft the next part of your information report.</p> <p>ENVIRONMENTAL ENGINEERS</p> <p>Research the role of an Environmental Engineer.</p> <ol style="list-style-type: none"> 1. What does engineering mean? 2. Why is engineering important? 3. What do Environmental Engineers do? 4. What problems do Environmental Engineers solve? 5. What are some issues that Environmental Engineers are looking into at the moment? 6. Why are these issues important for the present and the future? 	<p>Writing – week long task</p> <p>Water Filtration</p> <p>Add/Draft the next part of your information report.</p> <p>OUR LOCAL WATERWAYS</p> <ol style="list-style-type: none"> 1. What kind of waterways do we have in our local Shoalhaven area? (Include a description, images and maps) 2. What sort of ecosystems do our waterways have? Think about any human, plant or animal connections to that particular waterway. 3. Do our local waterways have any contaminants in them? What could be some possible contaminants? Explain your answer by suggesting how they could have gotten there. 4. What are some solutions that are being put in place by our local Environmental Engineers to help with water contaminants in our waterways? 	<p>Writing – week long task</p> <p>Water Filtration</p> <p>Add/Draft the next part of your information report.</p> <p>INDIGENOUS WATERWAYS: PART ONE</p> <p>The Australian landscape is extremely diverse and individual groups had to develop their own ways to access and manage water.</p> <ol style="list-style-type: none"> 1. How did Aboriginal and Torres Strait Islander people access water? 2. What indicators did they use to find water sources? 3. What were their uses of this water? 4. How was water filtered for drinking? 5. How was water transported? 6. What cultural importance might water represent? 	<p>Writing – week long task</p> <p>Water Filtration</p> <p>Add/Draft the next part of your information report.</p> <p>INDIGENOUS WATERWAYS: PART TWO</p> <ol style="list-style-type: none"> 1. What is Australia's Safe Drinking water standards? Why is it important to have something like this? <p>There are many water access issues faced by many Indigenous communities today. Often drinking water in these communities is contaminated through a variety of natural and human induced means. In many remote communities, these contaminants greatly exceed the safe drinking levels outlined by Australia's Safe Drinking water standards.</p> <ol style="list-style-type: none"> 2. Why is this an issue? 3. What kind of contaminants could they find in their waterways? 4. What is being done to tackle these problems? <p>Don't forget to turn in your assignment today!</p>

Share evidence of your daily maths investigations on Google Classroom.

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Mathematics	<p>Maths</p> <p>Around the World Investigations: Cultural Calendar</p> <p>Some indigenous communities use astronomy, meteorology and seasonal changes to determine the time of day and year. One method of telling the time is by observing the position of the sun during different times of the day.</p> <ol style="list-style-type: none"> 1. Find a definition for the following words: sundial, gnomon. 2. Using a range of materials, create a sundial. For example, use a paper plate for the sundial and a pencil for the gnomon. 3. Place your sundial in a sunny position. Every hour on the hour, make a mark where the gnomon casts its shadow. 4. How does a sundial compare to an analogue clock Record your response. <p>EXT: Fill in the numbers 1-12 on your sun dial to represent the different hours of the day. Use</p>	<p>Maths</p> <p>Wild World Investigations: Gorilla Graphs</p> <ol style="list-style-type: none"> 1. How many different types of gorilla species are there? How many Gorillas are alive on Earth? 2. How many metres above sea level can Gorillas live? Does altitude impact gorillas? 3. On a world map, identify different types of gorillas in different countries. Record the coordinates for each location. 4. Gorillas consume 18kg to 20kg per day. Research the lifespan of a gorilla. On average, how much food does a gorilla eat in a lifetime? Answer in grams & kgs. 5. Choose a country from Activity 3. Gorillas can weigh up to 220kg. What is the total weight of living gorillas from your country of choice? <p>EXT: If the average height of the western gorilla is 1.6m – 1.7m, how many western gorillas</p>	<p>Maths</p> <p>When I Grow Up Investigations: Coaching Career</p> <ol style="list-style-type: none"> 1. Choose your favourite sport 2. Design a brief for a whole class game of your chosen sport. You will need to modify the following: <ul style="list-style-type: none"> - Timed halves/quarters - A point scoring system - Rotation of students (everyone must have a turn) - Add an element to the game that would make the game unfair 3. Imagine you played your game with the class. <ul style="list-style-type: none"> - What is the chance of one team winning over the other? Explain. - What percentage of goals were scored by the winning team? <p>EXT: Present your findings as an infographic on A3 paper.</p>	<p>Maths</p> <p>Mathematicians Investigations: Calculating Circles</p> <ol style="list-style-type: none"> 1. Archimedes of Syracuse is an ancient mathematician, best known as the first person to calculate Pi. Research the symbol for Pi and write this number to the first 25 decimal places. Did Archimedes establish the symbol or was it developed in more recent times? 2. Why was there a need to establish Pi as a number? 3. What is the formula for the area of a circle? Draw 10 circles of different sizes on an A3 piece of paper. Estimate the diameter of these circles and calculate the area. 4. Calculate the circumference of each of your circles. <p>EXT: Create a poster for your class on parts of a circle. Using a compass, draw a circle with a radius of 7cm. Label and colour different parts of a circle using the following terms:</p> <ul style="list-style-type: none"> - Segment - Radius - Chord 	<p>Maths</p> <p>Infinity & Beyond Investigations: Brainy Birthdays</p> <ol style="list-style-type: none"> 1. A year on Earth is 365 days (unless it is a leap year) but the actual definition of a year is the time it takes a planet to orbit the sun. How old would you be if you lived on each of the planets in the solar system? 2. Show your findings in a table. 3. Write a paragraph about the conclusions you have made from understanding why your age differs depending on the planet you are on. 4. Weight is defined by your attraction to the planet you are on. Why does your weight differ on each of the planets? What would your weight be in kgs if you visited each planet in the solar system? <p>EXT: Calculate the age of your family members. Ask them to choose a planet from the solar system and find out their age. Make sure you explain why!</p>

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	your markings to guide you. Record the time represented every hour of the day. What do you notice?	would it take to line the perimeter of your country of origin (where YOU were born)?		<ul style="list-style-type: none"> - Tangent - Circumference - Arc - Sector - diameter 	
Other Learning Areas	<p>Life Skills Homework Contract:</p> <p>Choose one of the tasks from the Life Skills Homework Contract. Use this time across the week to work on this task and upload your final product to Google Classroom.</p> <p>Additional Activities:</p> <p>Music Matrix</p> <p>Complete an activity from the Music Matrix and email to Ms Deys for feedback.</p>	<p>Life Skills Homework Contract:</p> <p>Continue working on your task.</p> <p>Additional Activities:</p> <p>Music Matrix</p> <p>Complete an activity from the Music Matrix and email to Ms Deys for feedback.</p>	<p>Life Skills Homework Contract:</p> <p>Continue working on your task.</p> <p>Additional Activities:</p> <p>Music Matrix</p> <p>Complete an activity from the Music Matrix and email to Ms Deys for feedback.</p>	<p>Life Skills Homework Contract:</p> <p>Continue working on your task.</p> <p>Additional Activities:</p> <p>Music Matrix</p> <p>Complete an activity from the Music Matrix and email to Ms Deys for feedback.</p>	<p>Life Skills Homework Contract:</p> <p>Continue working on your task.</p> <p>Don't forget to submit your final product to Google Classroom.</p> <p>Additional Activities:</p> <p>Music Matrix</p> <p>Complete an activity from the Music Matrix and email to Ms Deys for feedback.</p>

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Spelling	WORD ORIGIN	PHONICS	RULE		
	ambi/amphi ambidextrous ambience ambiguity ambiguous ambivalence amphibian amphitheatre ambient ambivalent	igh height sleight lightning lightening client society scientific anxiety occupy	bravery delivery discovery recovery stationary machinery scenery imaginary If the word ends in 'ery', it is probably a noun.		