



Framework for Teaching – Year 6 Term 3 Week 1

	Monday – 12/7/21	Tuesday - 13/7/21	Wednesday - 14/7/21	Thursday - 15/7/21	Friday - 16/7/21
Meetings/ Duties	-Staff Development Day				
Morning Session 9:25 to 11:25am		<p>English: Writing – Information Report</p> <p>Writing focus – Write an information report about ‘recycling’.</p> <p>Read through ‘Information Reports’ (see attached).</p> <p>View the Northern Beaches Council website on rubbish and recycling: https://www.northernbeaches.nsw.gov.au/services/rubbish-and-recycling *You may wish to do additional research.</p> <p>Remember to include references.</p> <p>Brainstorm the vocabulary and technical language related to the topic focus, recycling. Can you organise your technical language into logical groups?</p> <p>Structure of an Information Report: 1. Title 2. Classification 3. Descriptions 4. Conclusion 5. <i>May include: diagrams, charts, graphs, images.</i></p>	<p>English: Writing – Information Report</p> <p>Writing focus – Write an information report about ‘recycling’.</p> <p>1. Plan your writing and write your first draft using the structure from the formative texts - scaffold (see attached).</p> <p>Remember to use the vocabulary and technical language from Monday’s lesson.</p> <p>Structure of an Information Report: 1. Title 2. Classification 3. Descriptions 4. Conclusion 5. <i>May include: diagrams, charts, graphs, images.</i></p>	<p>English: Writing – Information Report</p> <p>Writing focus – Write an information report about ‘recycling’.</p> <p>1. Edit your writing from yesterday. How can you make it better? Check your spelling, punctuation, and that you have used technical language. Do your sentences make sense? 2. Read your report to a family member. Can they suggest any improvements to your work? 2 stars and a wish. 3. Use their feedback to improve your writing.</p> <p>Structure of an Information Report: 1. Title 2. Classification 3. Descriptions 4. Conclusion 5. <i>May include: diagrams, charts, graphs, images.</i></p>	<p>English: Writing – Information Report</p> <p>Writing focus – Write an information report about ‘recycling’.</p> <p><u>IF POSSIBLE:</u> <u>Publish your information report on a Google Doc. Submit to the Google Classroom classwork folder.</u></p> <p>or</p> <p>Publish your information report on a blank piece of paper using neat, legible, cursive handwriting.</p> <p>Remember to include references.</p>
		<p>English: Reading Comprehension</p> <p>Read the comprehension, ‘Winter in Australia’ (see</p>	<p>English: Cloze Passage - Winter</p> <p>Read and complete the cloze passage, ‘Winter’ (see attached).</p>	<p>English: Pobble 365 – The Witch</p>	<p>English: Grammar – Apostrophes</p> <p>Read the apostrophes poster (see attached).</p>

attached) and answer the following questions in full sentences:

1. Why do people visit the tropics during winter for a holiday?
2. How many seasons does the tropics have and what are they called?
3. Why is it so cold in the desert at night?
4. Why are they called the grasslands?
5. Why do most of Australia's population live in the temperate climate zone?
6. Why do you think it is hot in the north of Australia and much colder in the South of Australia?
7. Describe why there are seasonal changes in Australia.
8. Think about where you live. Describe what winter is like for your family.

IF POSSIBLE:
Submit your work to the Google Classroom classwork folder.

View and discuss the picture. Read the story starter (see attached).

Questions: Remember to answer questions in full sentences.

1. Where does the witch live?
2. What did she brew inside her cauldron?
3. What ingredients might she have used?
4. What evil deed did she carry out on the third night?
5. Does the witch regret what she had done?
6. What powers do you think the witch possesses?

Sentences: The following sentences are too simple. Rewrite the sentences in a paragraph using descriptive language.


The witch went through the air. She held onto the broom. Her skin was green.

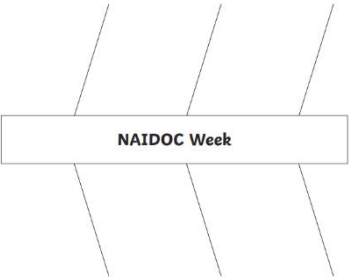
Vocabulary: Write the definitions of the following words. After you have written the definition, write the word in sentence e.g.
Definition = happy: feeling or showing pleasure or contentment.
Sentence = Melissa came in looking happy and excited.

1. Incantation
Definition =
Sentence =
2. Odorous
Definition =
Sentence =
3. Deed

Complete 'The Dragons' Possessions' (see attached).

				Definition = Sentence = 4. Remorse Definition = Sentence = 5. Cauldron Definition = Sentence = <u>IF POSSIBLE:</u> <u>Submit your work to the Google Classroom classwork folder.</u>	
		English: Spelling This week's sound is 'g, gg, gh, gu, gue'. Please refer to the Spelling Bingo Sheet and list (see attached) to complete 3 activities from the B column.	English: Spelling This week's sound is 'g, gg, gh, gu, gue'. Please refer to the Spelling Bingo Sheet and list (see attached) to complete 3 activities from the I column.	English: Spelling This week's sound is 'g, gg, gh, gu, gue'. Please refer to the Spelling Bingo Sheet and list (see attached) to complete 3 activities from the N column.	English: Spelling This week's sound is 'g, gg, gh, gu, gue'. Please refer to the Spelling Bingo Sheet and list (see attached) to complete 3 activities from the G or O columns.
Break		Eating time in class 11:25-11:35	Eating time in class 11:25-11:35	Eating time in class 11:25-11:35	Eating time in class 11:25-11:35
Duties		Lunch 1 Play 11:35-12:00	Lunch 1 Play 11:35-12:00	Lunch 1 Play 11:35-12:00	Lunch 1 Play 11:35-12:00
Middle Session		Maths: Number & Algebra – Whole Number Click on the link below and practice your Times Tables Multiplication Tables with times tables games Click on home and start with 'learn your multiplication' , click on the X's table you want to practise or go straight to Speed text X https://www.timestables.com/ 1. Watch the video 'Prime and Composite Numbers'.	Maths: Number & Algebra – Whole Number Click on the link below and practice your Times Tables Multiplication Tables with times tables games Click on home and start with 'learn your multiplication' , click on the X's table you want to practise or go straight to Speed text X https://www.timestables.com/ 1. Rewatch the video 'Prime and Composite Numbers'.	Maths: Measurement & Geometry – Length (converting units) Click on the link below and practice your Times Tables Multiplication Tables with times tables games Click on home and start with 'learn your multiplication' , click on the X's table you want to practise or go straight to Speed text X https://www.timestables.com/ 1. Login to Maths Online.	Maths: Measurement & Geometry – Length (perimeter) Click on the link below and practice your Times Tables Multiplication Tables with times tables games Click on home and start with 'learn your multiplication' , click on the X's table you want to practise or go straight to Speed text X https://www.timestables.com/ 1. Login to Maths Online.

		<p>https://www.youtube.com/watch?v=TXDyU5f5WR8</p> <p>2. Write a definition and give an example for prime numbers and composite numbers.</p> <p>3. Complete the worksheet, 'Prime and Composite Numbers (A)' (see attached).</p> <p>4. Extension: Prime Order https://nrich.maths.org/4947</p>	<p>https://www.youtube.com/watch?v=TXDyU5f5WR8</p> <p>2. Complete the worksheet, 'Prime and Composite Numbers (B)' (see attached).</p> <p>3. Extension: Little Goldbach https://nrich.maths.org/6239</p> <p>IF POSSIBLE: Submit Monday and Tuesdays Maths work to the Google Classroom classwork folder.</p>	<p>https://www.mathsonline.com.au/</p> <p>2. Complete the set task: Thursday Maths Lesson (set by the classroom teacher). Remember to watch the video and then complete the questions.</p> <p>3. Extension: Convert from m to km 2000m = _____ km 5000m = _____ km 100m = _____ km 600m = _____ km 50m = _____ km 60m = _____ km 5m = _____ km 1300m = _____ km 2600m = _____ km Convert from km to m 9km = _____ m 10km = _____ m 100km = _____ m 6520km = _____ m 158km = _____ m 93km = _____ m 3.6km = _____ m 2.43km = _____ m</p>	<p>https://www.mathsonline.com.au/</p> <p>2. Complete the set task: Friday Maths Lesson (set by the classroom teacher). Remember to watch the video and then complete the questions.</p> <p>3. Extension: Design and draw a basic house floor plan in your book. Calculate the perimeter of each individual room and the respective areas. Label the measurements of each length (wall) and the areas of each room (floor). Then calculate the total length of all the walls and the area of the entire house. Please use appropriate dimensions for a house and use metres as the measuring unit (does not need to be to scale).</p> 
		<p>English: Handwriting</p> <p>Copy the passage below on paper in neat, legible, cursive handwriting.</p> <p><i>NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC is celebrated not only in Indigenous communities, but by Australians from all walks of life. The week is a great opportunity</i></p>	<p>English: Reading Eggspress</p> <p>1. Login to Reading Eggspress https://readingeggs.com.au/</p> <p>2. Complete Reading Eggspress lesson set by classroom teacher.</p>	<p>NAIDOC Week – Significance</p> <p>What is National Aboriginal and Torres Strait Islander Week and what is its purpose?</p> <p>Task: Explore what National Aboriginal and Torres Strait Islander Week is through the NAIDOC website, and the history of National Aboriginal and Torres Strait Islander Week. Brainstorm:</p> <p>1. The significance of National Aboriginal and Torres Strait Islander Week and its important</p>	<p>NAIDOC Week – Timeline</p> <p>What have been the NAIDOC Week Themes since 1972?</p> <p>Task: Create a timeline of the themes since 1972 and briefly summarise each theme's importance and relevance. https://www.naidoc.org.au/about/naidoc-week</p>

		<p><i>to participate in a range of activities and to support your local Aboriginal and Torres Strait Islander community.</i></p> <p><i>NAIDOC originally stood for 'National Aborigines and Islanders Day Observance Committee'. This committee was once responsible for organising national activities during NAIDOC Week and its acronym has since become the name of the week itself.</i></p>		<p>role for Aboriginal and Torres Strait Islander people; and</p> <p>2. How National Aboriginal and Torres Strait Islander Week is relevant for the wider community.</p> <p>https://www.naidoc.org.au/about/naidoc-week</p>	
Break	Lunch 2 first half 2:00-2:20	Lunch 2 first half 2:00-2:20	Lunch 2 first half 2:00-2:20	Lunch 2 first half 2:00-2:20	Lunch 2 first half 2:00-2:20
Duties	Lunch 2 second half 2:20-2:40	Lunch 2 second half 2:20-2:40	Lunch 2 second half 2:20-2:40	Lunch 2 second half 2:20-2:40	Lunch 2 second half 2:20-2:40
Afternoon		<p>Visual Arts</p> <p>Read 'The Scream by Edvard Munch' (see attached).</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1. Why, do you think, the artist named this picture 'The Scream'? 2. Why, do you think, the artist used swirling lines of colour in the picture? What effect did this choice have on the atmosphere of the painting? 3. Imagine you are the figure who is screaming in the painting. What is making you scream? Describe the thoughts that are running through your mind as the painting is being created. 4. On a spare piece of paper, draw your own sketch of the painting. 	<p>Visual Arts</p> <p>Research or use a dictionary to define the following art term: pastel. Record your definition.</p> <p>Research and record five facts about Edvard Munch's 'The Scream'.</p> <p><u>IF POSSIBLE:</u> <u>Submit Monday and Tuesdays Visual Art's work to the Google Classroom classwork folder.</u></p>	<p>PE</p> <p>Get outside and enjoy a game with a sibling or parent. Or you could go for a walk or bike ride.</p>	<p>PE</p> <p>Get outside and enjoy a game with a sibling or parent. Or you could go for a walk or bike ride.</p>

Information Reports

What are information reports and why do we write them?

Information reports are written to classify and describe factual information about a certain topic or theme. We can write information reports on animals, cities, history, sport, people, companies and many more topics.

What structure is needed in an information report?

An information report includes:

- An opening general statement or general classification, which classifies the topic and/or theme and includes further technical information about the subject of the report.
- Descriptive information about various aspects of the topic or theme, which is organised into paragraphs, with or without subheadings and sections.

What are the main language features?

- **Language of generalisation**, for example: A dinosaur is....
- **Language of description**, for example: The Great Barrier Reef has **beautiful, colourful** coral formations.
- **Language of comparison/contrast**, for example: Trams **are similar to** trains.

What other features need to be included?

Text Cohesion

For a text to 'flow' there needs to be links and relationships established within the text. This is done through linking back to something that has already been mentioned, like events or people. The cohesive features that are used are mainly pronouns and synonyms, for example: Dinosaurs are.... These animals are.... These large animals.... They....

Subject/Verb Agreement

For example: The dinosaur **has** a tail. Dinosaurs **have** a tail.

Technical Language

This language included words and vocabulary that is specific to the particular topic or theme that is being written. When writing about dinosaurs, the technical language would be subject to this particular topic, for example: ancient, Jurassic, carnivores.

Timeless Present Tense

For example: Fish **come up** to the surface of the water to breathe.

What skills are needed and developed when writing information reports?

Researching, surveying, taking notes, summarising and interviewing.

Informative Text - Scaffold

Introduction (This is a general statement about the subject of the text).

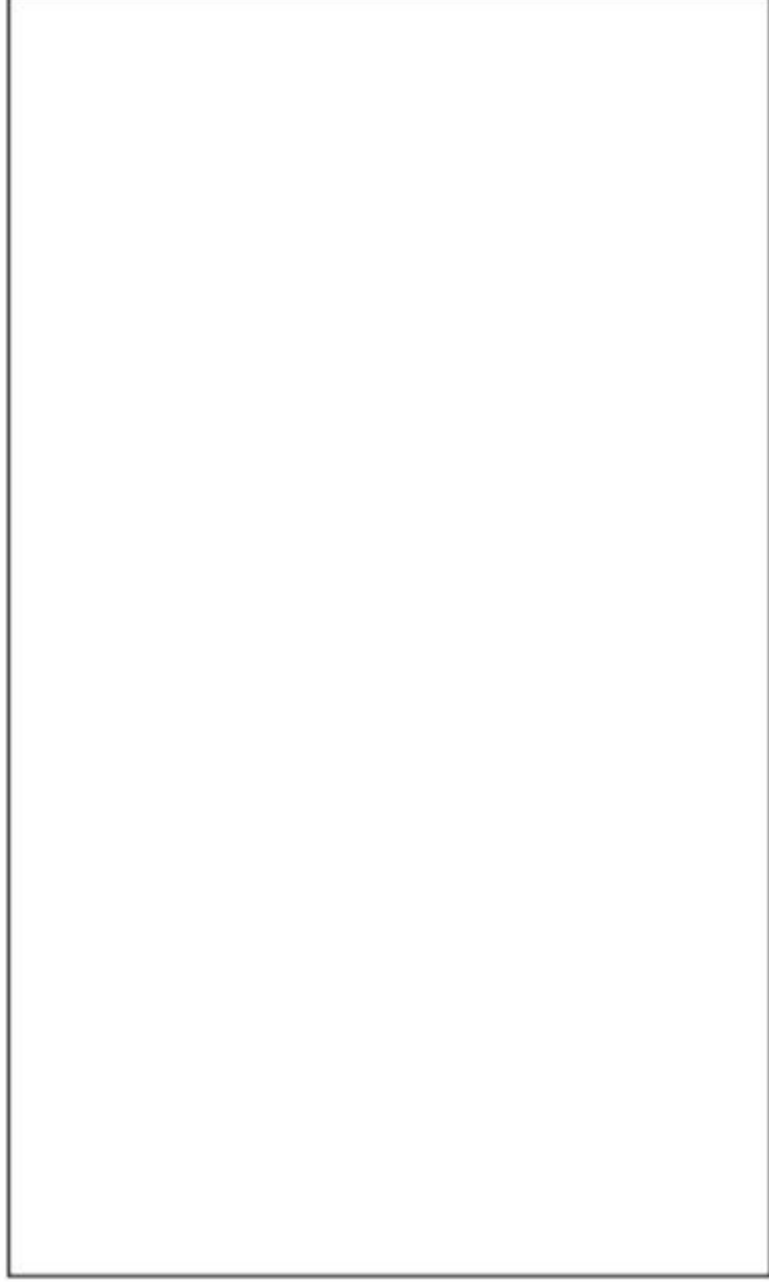
Paragraph 1 (Describe one detail about the subject of the text).

Paragraph 2 (Describe one detail about the subject of the text).

Paragraph 3 (Describe one detail about the subject of the text).

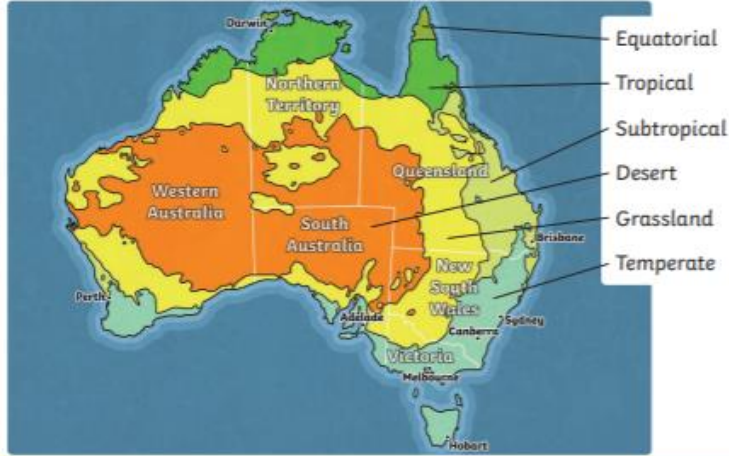
Conclusion (This is a concluding statement about the subject of the text).

Illustration

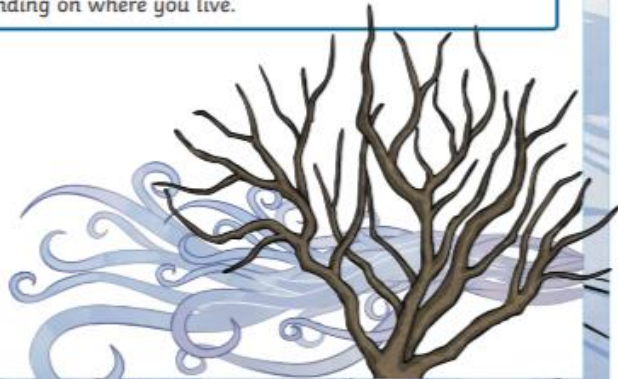


Winter in Australia

Winter in Australia is different depending on where you live. Australia is a large continent, made up of six general climate zones:



In winter, the days are shorter and the nights are longer. People wear heavier clothes, such as jumpers, jackets, gloves, scarves and beanies. Deciduous trees have lost their leaves and less can grow in winter than in the warmer months. In some parts of Australia, winter means snow and in other parts it means less rain. Winter in Australia starts on the 1st of June and finishes on the 31st of August. It is the coldest part of the year but it is very different depending on where you live.



Winter in Australia

Winter in the Tropics

Three climate zones are found in the Australian tropics; equatorial, tropical and subtropical. Tropical climate zones do not actually experience a typical cold winter, instead they have a wet and a dry season.

In the wet season, it rains almost every single day. It's hot, sticky and the air is heavy. When it is summer and autumn in different climate zones, it is the wet season in the tropical parts of Australia.

The dry season is at the same time as winter and spring in other parts of Australia. The weather is very warm, averaging 30 degrees during the day and the rainfall is minimal. Lots of people visit the tropical areas of Australia during this time because it is so much warmer than their southern homes. So, you can see, winter is not typical in the tropics!



Winter in the Desert

The desert climate zone is found mainly in central and western Australia where there is very little rain and soaring temperatures. In summertime, the desert is unbearably hot and dry.

In the wintertime, the days are still warm and when the sun sets the temperature can drop below freezing! These extreme temperatures are all because of the lack of clouds in the desert. Clouds trap heat from the hot ground and when there are no clouds there is no 'trap'. The heat leaves the ground quickly, leaving a very cold desert behind. It rains very little in winter.



Winter in the Grasslands

Surrounding the desert zones of Australia is the grassland climate zone. It stretches through most states and territories of Australia, only the Australian Capital Territory and Tasmania are free of any grassland areas. Most of the plants found in grasslands are grasses with very few trees and shrubs, therefore they're called grasslands!

Grassland areas generally have very hot, dry summers. The northern grassland areas have a mild winter and the southern grassland areas have a very cold winter. Rainfall varies throughout the grassland areas of Australia.



Winter in the Temperate Zone

Most of Australia's population live in the temperate zone because the temperatures can be more comfortable for daily living. The summers can get hot though and in winter it can get very cold! In some temperate areas it snows heavily during the winter months, attracting big crowds of people who love to try winter sports, such as skiing and snowboarding. In fact, if you live in the snowfields of Australia, winter is sometimes referred to as the 'snow season'. Rainfall in the temperate

zone is spread throughout the year. You will need to own a thick, winter coat for winters in the temperate zone.



So, as you can see, winter is varied in Australia. Depending on which climate zone you are in, you could be skiing to school or wearing shorts!





Spelling

Term 3 Week 1 Spelling Focus: g gg gh gu gue

Blue	Green	Red	Theme Words
1. garden	1. garbage	1. gauntlet	Asia
2. going	2. gourmet	2. guacamole	geography
3. biggest	3. stagger	3. smuggler	physical
4. struggle	4. grogginess	4. aggressive	topography
5. ghost	5. ghoulish	5. ghetto	climate
6. ghastly	6. ghostwriter	6. aghast	
7. guard	7. gorgeous	7. disguises	
8. guide	8. guidance	8. guileless	
9. plague	9. intrigue	9. guerrilla	
10. fatigue	10. vaguely	10. catalogue	

Weekly Spelling Activities

Fold this sheet and glue it into your blue spelling book

B	I	N	G	O
Write your spelling list out in a column, using the Look, Say, Cover, Write, Check method.	Create a 4 sentence funny poem using two of your spelling words. Use the rhyming pattern abba or abab.	Choose 10 spelling words. Add an affix to the words. (this can be a prefix or a suffix).	Find the dictionary meaning of 5 spelling words. Find country of origin of the word. (Use etymonline.com)	Memory Game. Make flash cards of the spelling words. Play a memory game with a classmate.
Think of at least 5 rhyming words for all spelling words. Write them in your blue school spelling book.	Divide all your spelling words into syllables . Write each syllable in a different colour.	Make a list of all the verbs in your spelling list and change them to the past tense. Use your blue school spelling book.	Write the base word for each spelling word. (E.g. buses-bus, dysfunctional-function)	Shap. Make flashcards of the spelling words and play a game of Shap with a friend.
Create a Spellingadoodle using your spelling words. Use a full page in your blue school spelling book. Use coloured pencils.	Choose 5 spelling words. Create a sentence using alliteration . E.g. Gabby grabbed a Golden Gaytime and gagged. 	Write down all the nouns from your spelling list. Think of appropriate adjectives to go with these words and write them down.	Choose one word from the spelling list that has an affix attached. Find the meaning of that affix and write at least 10 more words that can use that affix. E.g. unfriendly, use '-un'	Charades. Play a game of charades with a friend, using your spelling words. 
Picture Spelling Draw and colour a picture of 5 of your spelling words. Have your neighbour guess which words they are.	Write a short story using at least 10 of your spelling words. Use cursive writing.  Story Time	Make a list of all the nouns in your spelling list. Then change these words to plural. Use your blue school spelling book.	Find the base word of one spelling word and find as many words as possible that come from this root. E.g. delight; base word is light; lighten, lighter, headlight	Hangman. Play a game of Hangman with a couple of friends. Take turns choosing the words from your spelling list.
Create a wordsearch using all your spelling words. Use grid paper and glue it in your blue school spelling book.	Group your spelling words according to three different categories. You decide what the categories are, e.g. same sounds, same beginning sound, nouns/verbs/adjectives etc.	Choose 5 spelling words. Create a word web for each word. You will need to come up with at least 6 words associated with your spelling word e.g. synonyms and antonyms.	Create a Rebus using your spelling words. <i>Simple examples illustrating how the rebus device works:</i> 	Free Activity! Make up your own spelling activity and tell your teacher about it!
Visual spelling	Phonological Spelling	Morphemic Spelling	Etymological Spelling	Games

Pobble 365: The Witch



Story Starter

The witch hadn't slept for three nights. The first night she'd spent deep in thought, plotting. The second she'd spent stooped over her cauldron, muttering evil incantations as she prepared the foul and odorous brew. On the third night, the deed had been done. Without a glimmer of remorse, she took flight once again, glancing back over her shoulder at the wreckage she'd left behind. A merciless cackle escaped her chapped lips...

Apostrophes

Apostrophes can be used to show that something belongs to someone or something. This is called possession.



More than one thing is also known as a plural. For example, a pack of wolves or a group of countries.

If the noun is plural and ends in -s, add only an apostrophe. For example, the wolves' lunch was a deer.

If the noun is plural and does not end in -s, add 's. For example, the geese's flight formation was amazing.



Examples of Apostrophes with Possessive Plurals



The houses' chimneys are made from brick.



The cakes' icing is so shiny.



The boys' fancy dress costumes were so good!



The Dragons' Possessions

I can use possessive apostrophes with plurals.

In the lair lived three dragons: Itsy, Bitsy and Mipsy. They lived together in a cave at the foot of a prehistoric mountain, hiding from danger and protecting their secret.

1. Fill in the plural apostrophes in the sentences below.

- The dragons cave was terrifying.
- The dragons secret was that they were hiding some mysterious jewels.
- The thousands of cave bats noses twitched, sniffing out intruders.
- Humans footsteps were heard approaching.
- The dragons knees trembled.
- The intruders shadows were getting closer.

2. Write two more sentences about the three dragons, showing apostrophes for plural possession.

- _____
- _____



Winter

Read the sentences and fill in the gaps with the correct words from the word bank below.

Winter is one of the four _____. It is the season that comes after autumn, beginning in June and finishing in _____. This is when we have the coldest _____ and some parts of Australia receive sleet, _____ and snow. Winter is when we experience the longest nights, which means more darkness, _____ days and the least amount of _____.

What happens to the animals in winter?

Many animals _____ during autumn and winter, including some possums, bats, echidnas, frogs and bees. Some animals, like _____, _____ somewhere _____ for the winter. Other animals come to Australia from the South Pole to escape the cold _____ winter, including whales and _____. Many animals grow _____ fur to stay warm, like _____.

What happens to our health in winter?

During the winter, many people suffer from _____ and the flu. _____ that some people suffer can include a runny nose, a cough or a headache.

Word Bank

seasons	colds	thicker	warmer
penguins	kangaroos	migrate	daylight
Symptoms	hibernate	Antartic	shorter
hail	honeyeaters	August	weather

Name _____

Date _____

Prime and Composite Numbers (A)

- 1 Circle all of the composite numbers on the hundreds grid and put a cross through all of the prime numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- 2 Complete the factor trees to find the prime factors for each number.



Name _____

Date _____

Prime and Composite Numbers (B)

- 1 Shade all of the composite numbers on the hundreds grid green and all of the prime numbers blue.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- 2 Complete the factor trees to find the prime factors for each number.

a) $\begin{array}{c} 27 \\ \diagdown \quad \diagup \end{array}$

c) $\begin{array}{c} 72 \\ \diagdown \quad \diagup \end{array}$

e) $\begin{array}{c} 720 \\ \diagdown \quad \diagup \end{array}$

b) $\begin{array}{c} 28 \\ \diagdown \quad \diagup \end{array}$

d) $\begin{array}{c} 108 \\ \diagdown \quad \diagup \end{array}$

f) $\begin{array}{c} 1000 \\ \diagdown \quad \diagup \end{array}$



'The Scream' by Edvard Munch

Background Information

This painting called 'The Scream' was created by Edvard Munch in the 19th century in Norway. He used oil and tempera paint and pastel on card to create it. It measures 74 centimetres in width and 91 centimetres in height. Munch created many versions of this picture and used them as part of a series called 'The Frieze of Life'.

Take a look at the following labels. Link them to the correct part of the painting using the clues given. Draw a line from each one to the relevant part of the painting.

The other figures in the picture appear to be moving away into the distance.

The figure's head looks like a bare skull.

There is a stark contrast between the orange-red sky and the black-blue sea in the picture.



The main figure in the painting seems to be holding his head and his mouth seems to be gaping open.

Some distant ships are seen in the background and give the picture some perspective.