

## Year 5/6 - Learning @ Home, Term 4, Week 2

Each of the activities included in this document are designed to last for approximately 30 minutes.

### Weekly Focus

<b>Reading</b>	Roald Dahl's <i>Boy</i>
<b>Writing</b>	Biographies
<b>Mathematics</b>	Location and Transformation
<b>BQT</b>	Different environments
<b>Health</b>	Connect - Cyber Safety Incursion
<b>DAG</b>	Baking the perfect lemon slice

### 5/6 Webex Rooms

5/6MW - <a href="https://eduvic.webex.com/meet/williamson.mathew.m">https://eduvic.webex.com/meet/williamson.mathew.m</a>
5/6AM - <a href="https://eduvic.webex.com/meet/maguire.alanna.k">https://eduvic.webex.com/meet/maguire.alanna.k</a>
5/6EM - <a href="https://eduvic.webex.com/meet/meade.erin.e">https://eduvic.webex.com/meet/meade.erin.e</a>
5/6WH - <a href="https://eduvic.webex.com/meet/hales.warren.g">https://eduvic.webex.com/meet/hales.warren.g</a>
5/6MM - <a href="https://eduvic.webex.com/meet/morell.michael.b">https://eduvic.webex.com/meet/morell.michael.b</a>

### 5/6 Google Meet Codes

5/6MM	5/6AM	5/6EM	5/6MW	5/6WH
a7w6mohixl	fta6gh5lrc	enmkqhu4e7	cnz67vmw66	hnsr3i5mfk

### Tracey's Webex Meeting Link for Instrumental Lessons

<https://eduvic.webex.com/meet/tracey.james> (Meeting number 1658154642)

Instrumental Music Google Classroom with daily challenges to complete  
Code: u6mhm5q

## Monday 11th October

### Virtual Incursion - Health

It's super important to understand how to stay safe online. When we are online, the content we are reading or watching can have a huge impact on our overall health and wellbeing.

This morning, you will be attending an incursion for you about Cyber Safety.

The times for each grade are below.

9am - 10am - 5/6MW and 5/6EM

<https://eduvic.webex.com/eduvic/j.php?MTID=m0779ba648adc912d6de0519aa95bf2cc>

10am - 11am - 5/6AM, 5/6MM and 5/6WH

<https://eduvic.webex.com/eduvic/j.php?MTID=m06374605dcfae25bbe18c7df8e9bc858>

### Drama/Music - 11.15am - 12pm

#### Music - 5/6AM & EM

This week we will be meeting on Webex for our live lesson on **Monday at 11.15am**. I can't wait to see you all. Here is my link: <https://eduvic.webex.com/meet/tracey.james> (Meeting number 1658154642)

Use the Google Classroom code **udbvrqd** to access your music activities for this week.

Don't forget that **Instrumental Music** lessons are still happening and there is an Instrumental Music Google Classroom for lesson and band resources. Instrumental Music Google Classroom code **u6mhm5q**

#### Drama - 5/6WH, 5/6MM, 5/6MW

Here is the link for Drama

[Grade 5/6 term 4 week 2](#)

<https://docs.google.com/presentation/d/1qfn8vQKFe02qLk85groWlclcWDLBUjSV0rchb272PWM/edit>

I look forward to seeing you for Online Drama at 11.15. See you there!

<https://eduvic.webex.com/meet/sullivan.michelle.p>

Access code: 570 741 729

### P.E - 12pm - 12.45pm

Welcome to another week of doing PE at home. I hope you all enjoyed a nice weekend and are having a good week so far.

Our live lesson this week is going to take place on Monday at 12pm. I look forward to seeing you all at that time.

You should be able to get into the lesson by clicking on the following link:

<https://eduvic.webex.com/meet/antoniadis.terry.e>

Access code: 578 820 891

I have also included a program below for the students who are not available to log into the live lesson.

**Opening/Warm-up** – Click on the next link and complete the exercises you see in the video for 20 seconds at a time. [MOVE LIKE THE AVENGERS | Marvel x Les Mills 5-minute Kids Workout - YouTube](#)

**Tee-ball (batting)** – This week we are going to switch focus from fielding to batting or hitting.

Click on the next link to pick up some useful tips on how to grip the bat, stand and swing.

<https://www.youtube.com/watch?v=jUDsOkGwPHk>

For a bat this week, we are going to use a rolled up newspaper. Complete the five activities below.

- a) Complete 10 practice swings without a ball, remembering to use the correct grip, stance and swing as seen in the video for each one.
- b) Using a bat and a balloon, apply the correct technique to try to strike the balloon, aiming to keep it airborne. Try to keep the balloon airborne for 20, 30 or 40 hits.
- c) Try to keep the balloon airborne by hitting it as few times as possible in 60 seconds.

Now try to keep it airborne by hitting it as many times as possible in 60 seconds.

- d) Grab 3-4 sheets of newspaper and scatter them a short distance in front of you. Allocate a different value (e.g. 1, 3, 7) to each piece of paper. Strike your balloon using the correct technique ten times, trying to get as many points as possible by tallying your total as you go. If your balloon misses any of the newspaper sheets, a score of zero is awarded for that strike.

What was your total after 10 strikes? Repeat again, aiming to get a higher total.

- e) Scrunch up one of the newspaper sheets to make a paper ball. Toss the paper ball slightly up in the air and try to strike it as it drops into your hitting zone. Repeat for 5 minutes or until you cleanly strike your paper ball 25 times.

**LOTE - 1pm - 1.45pm**

Click on the link for this week's Indonesian lesson.

[https://docs.google.com/presentation/d/1\\_FUo5l9FTJ8N-7XwBjmJBW48X2LPc59CVubYnsrrAxY/edit?usp=sharing](https://docs.google.com/presentation/d/1_FUo5l9FTJ8N-7XwBjmJBW48X2LPc59CVubYnsrrAxY/edit?usp=sharing)

This lesson is also on **Google Classroom**. Class code: fcqqcgf

I will be teaching this **lesson live on Monday from 1.00 to 1.45**

Click on the link below to access the live lesson

<https://eduvic.webex.com/meet/benito.ricci> 165 550 3683

**Please print the worksheet ready for the lesson.** It is in the lesson link and in your class planner.



Find the following words in the puzzle.  
Words are hidden → ↓ and ↘ .

<b>Baik hati</b> - kind	<b>Lucu</b> - funny	<b>Ramah</b> - friendly
<b>Cantik</b> - beautiful	<b>Malas</b> - lazy	<b>Santai</b> - relaxed
<b>Ganteng</b> - handsome	<b>Malu</b> - shy	<b>Sportif</b> - sporty
<b>Kuat</b> - strong	<b>Pendek</b> - short	<b>Tinggi</b> - tall
<b>Kurus</b> - skinny	<b>Pintar</b> - clever	

Art - 1.45pm - 2.30pm

### Week 2 Art – Sally Smart

To access the Art program on google slides click on the link below.

This week is about [Sally Smart](#)

Click on the speaker in the top right corner of the slide to hear the information in the slide.

The link will also be available on the 5/6 Art 2021 Google Classroom – access code is t46vezx

### Art Online with Laura - 1:45pm - 2:30pm

Have scissors, glue, and old magazines or recycle cardboard packaging ready when you log on.

Laura Russell's Personal Room

<https://eduvic.webex.com/meet/russell.laura.s>

Access code: 574 076 333

If you don't know how to join Art on Google Classroom click on the link - [How to join Art on Google Classroom](#)

**Tuesday 12th October**  
**Key Tasks:**  
**9am - Morning Webex**  
**11.30am - 12.30pm Maths Lesson - Cartesian Planes Drawing**

**Reading**

In Reading this week you will be reading some selected excerpts from Roald Dahl's autobiographical book 'Boy'. You will then plan and write a short extract from your own 'Tales of Childhood'!

The first is about Dahls' memories of kindergarten. Take note of the text features that have been used and the way Dahl not only explains where he was and what happened, but also how the event made him feel.



**Kindergarten, 1922-3 (age 6-7)**

As soon as my mother had her fifth child (another daughter), she sold the big house and moved to a smaller one a few miles away in Llandaff. It was called Cumberland Lodge and it was nothing more than a pleasant medium-sized suburban villa. So it was in Llandaff two years later, when I was six years old, that I went to my first school.

The school was a kindergarten run by two sisters, Mrs Corfield and Miss Tucker, and it was Elmtree House. It is astonishing how little one remembers about one's life before the age of seven or eight. I can tell you all sorts of things that happened to me from eight onwards, but only very few before that. I went for a whole year to Elmtree House but I cannot even remember what my classroom looked like. Nor can I picture the faces of Mrs Corfield or Miss Tucker, although I am sure they were sweet and smiling. I do have a blurred memory of sitting on the stairs and trying over and over again to tie one of my shoelaces, but that is all that comes back to me at this distance of the school itself.

On the other hand, I can remember very clearly the journeys I made to and from the school because they were so tremendously exciting. Great excitement is probably the only thing that really interests a six-year-old boy and it sticks in his mind. In my case, the excitement centred around my new tricycle. I rode to school on it every day with my eldest sister riding on hers. No grown-ups came with us, and I can remember oh so vividly how the two of us used to go racing at enormous tricycle speeds down the middle of the road and then, most glorious of all, when we came to a corner, we would lean to one side and take it on two wheels. All this, you must realize, was in the good old days when the sight of a motor-car on the street was an event, and it was quite safe for tiny children to go tricycling and whopping their way to school in the centre of the highway.

So much, then, for my memories of kindergarten sixty-two years ago. It's not much, but it's all there is left.

**Activities:**

'All this, you must realize, was in the good old days when the sight of a motor-car on the street was an event' - what does Roald Dahl mean by this? Can you think of something that you would see in 2021 that would excite and draw a great crowd? Write your response in three sentences.

Plan and write a little extract from your own mini 'Tales of Childhood'. Write about a kindergarten experience you can remember.

## Writing

### Biographical Podcasts

**Warm Up:** Choose one of the following biographical podcasts and listen to it. Rate the following features of the biography with a score out of 5 ☆s.

An opening that pulls you in	_____ out of 5 ☆s
Sound effects & music	_____ out of 5 ☆s
Realistic dialogue	_____ out of 5 ☆s
Character's voice (do you get a feeling for who they are?)	_____ out of 5 ☆s
Significant achievements and challenges	_____ out of 5 ☆s
Expression and energy	_____ out of 5 ☆s

<https://www.abc.net.au/radio/programs/fierce-girls/catherine-hamlin-helping-women-in-ethopia/12502220>

<https://www.abc.net.au/radio/programs/fierce-girls/dorothea-mackellar-writing-poems-and-breaking-rules/12495816>

<https://www.abc.net.au/radio/programs/fierce-girls/rhiannan-iffland-cliff-diver/12495644>

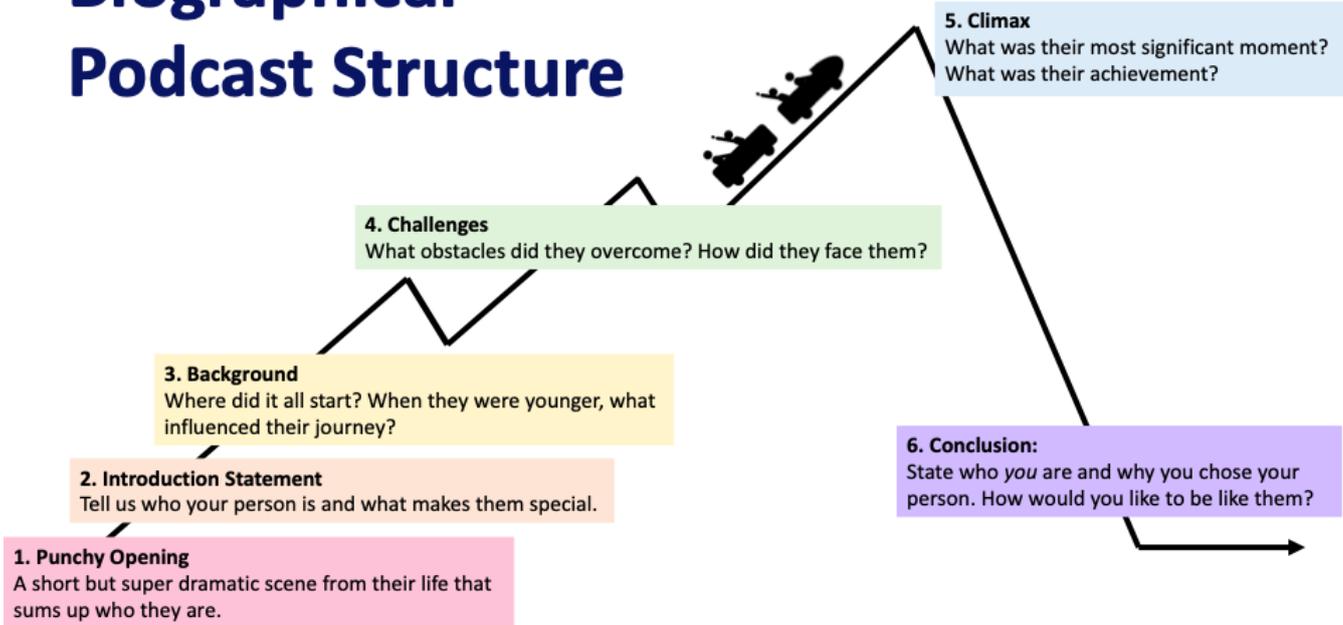
<https://www.abc.net.au/radio/programs/fierce-girls/sam-kerr-the-girl-who-became-a-football-superstar/10847774>

**Mini Lesson:** Last week, we all chose a significant Australian to research. This week we are writing their biography to create our own podcast series - **Aussie Idols**. You will write a biography of your chosen person and this will become the script of your podcast episode.

It will be in the same style as the ABC's popular podcast series **Fierce Girls**, the same ones we'll listen to in our warm ups. So think carefully as you listen... How have the author and narrator brought the story to life?

**Activity:** You will have three lessons to write your biography this week, then next week to edit and record. Use the structure below to start writing the biography of your Aussie Idol. Aim at getting the first 3 parts done at least.

# Biographical Podcast Structure

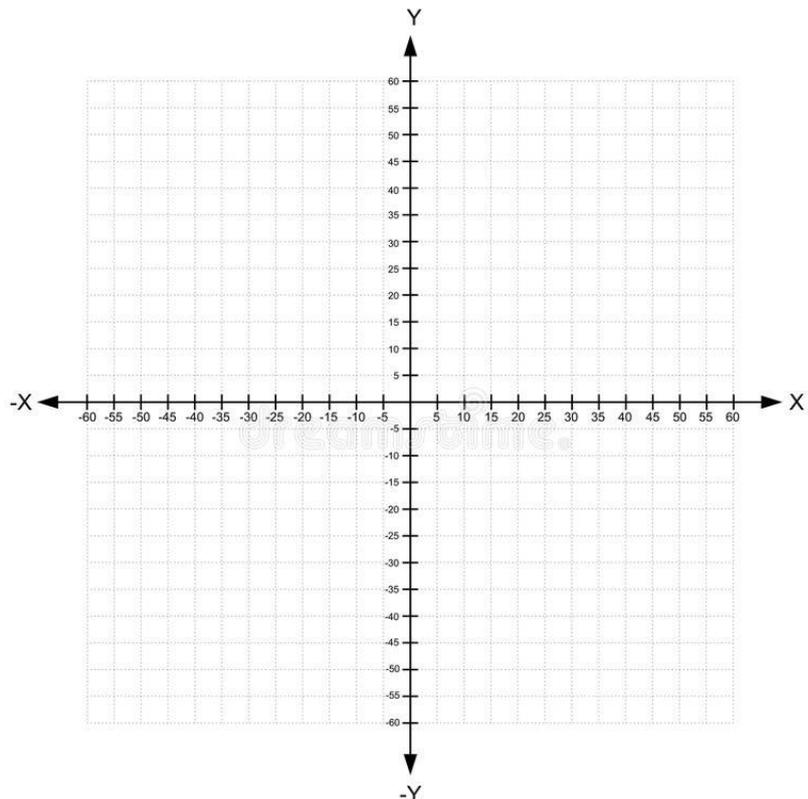


## Maths

This task will be completed at the

**11.30am Meet.**

**BEFORE THE MEET:** Draw a cartesian plane in your maths book like the one below. Take up the whole page!



## BQT

### Environments of Planet Earth - The Desert

Watch this video <https://www.youtube.com/watch?v=WmVLcj-XKnM>

People live in a variety of different places and need to adapt to whatever their conditions in order to survive and thrive. For generations these people have been able to harness the resources available to them when others would surely perish.



For the next three BQT sessions you will need to research and take notes on the different landscapes that people live in. Watch the videos and make note of the **environment, landscape, weather, seasons and possible hardships or dangers**, as well as thinking about the **food available to them and how they find water**. If you use other websites or resources for your research, make sure you take note of what they are, and add them to a bibliography.

Make a display of the features of this environment using a program of your choice (or creating a table in your work book) and post it to the padlet link below.

Desert	Research notes
Geography (where in the world?)	
Landscape	
Weather	
Seasons	
Hardships or Dangers	
Food	
Water	

#### Resources:

<https://www.toppr.com/guides/geography/life-in-the-deserts/the-hot-desert-sahara/> The hot desert

<https://www.youtube.com/watch?v=JAG9XxJO8fw> The Greatest Desert

<https://www.abc.net.au/news/2021-05-11/historic-photos-guide-indigenous-burning-great-sandy-desert/100083720> Using fire to harness food.

**Padlet:** <https://padlet.com/mathewwilliamson/gkp84zehz7p5x6sh>

Wednesday 13th October  
Key Tasks:  
9am Meet  
11.30 Lesson - Podcasting

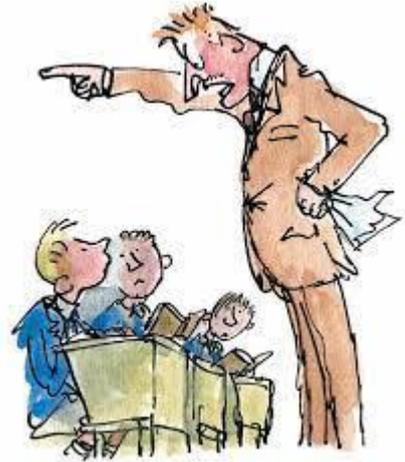
Reading

In Reading this week you will be reading some selected excerpts from Roald Dahl's autobiographical book 'Boy'. You will then plan and write a short extract from your own 'Tales of Childhood'!

The second is about Dahl's first day at primary school. Take note of the text features that have been used and the way Dahl not only explains where he was and what happened, but also how the event made him feel.

**First Day**

In September 1925, when I was just nine, I set out on the first great adventure of my life -- boarding-school. My mother had chosen for me a Prep School in a part of England which was as near as it could possibly be to our home in South Wales, and it was called St Peter's. The full postal address was St Peter's School, Weston-super-Mare, Somerset.



So off we set, my mother and I and my trunk and my tuck-box, and we boarded the paddlesteamer and went swooshing across the Bristol Channel in a shower of spray. I liked that part of it, but I began to grow apprehensive as I disembarked on to the pier at Weston-super-Mare and watched my trunk and tuck-box being loaded into an English taxi which would drive us to St Peter's. I had absolutely no idea what was in store for me. I had never spent a single night away from our large family before.

St Peter's was on a hill above the town. It was a long three-storeyed stone building that looked rather like a private lunatic asylum, and in front of it lay the playing-fields with their three football pitches. One-third of the building was reserved for the Headmaster and his family. The rest of it housed the boys, about one hundred and fifty of them altogether, if I remember rightly.

As we got out of the taxi, I saw the whole driveway abustle with small boys and their parents and their trunks and their tuck-boxes, and a man I took to be the Headmaster was swimming around among them shaking everybody by the hand.

I have already told you that all Headmasters are giants, and this one was no exception. He advanced upon my mother and shook her by the hand, then he shook me by the hand and as he did so he gave me the kind of flashing grin a shark might give to a small fish just before he gobbles it up. One of his front teeth, I noticed, was edged all the way round with gold, and his hair was slicked down with so much hair-cream that it glistened like butter.

"Right," he said to me. "Off you go and report to the Matron." And to my mother he said briskly, "Goodbye, Mrs Dahl. I shouldn't linger if I were you. We'll look after him."

My mother got the message. She kissed me on the cheek and said goodbye and climbed right back into the taxi.

The Headmaster moved away to another group and I was left standing there beside my brand new trunk and my brand new tuck-box. I began to cry.

**Activities:**

Roald Dahl has a gift for conjuring the perfect simile to engage his readers. Choose your favourite simile from this chapter, explain what it means and why you like it.

Plan and write a little extract from your own mini 'Tales of Childhood'. Write about your first day at school.

**Writing**

**Warm Up:** Choose one of the following biographical podcasts and listen to it. Rate the following features of the biography with a score out of 5 ☆s.

An Opening that pulls you in	_____ out of 5 ☆s
Sound effects & Music	_____ out of 5 ☆s
Realistic dialogue	_____ out of 5 ☆s
Character's voice (do you get a feeling for who they are?)	_____ out of 5 ☆s
Significant achievements and challenges	_____ out of 5 ☆s
Expression and energy	_____ out of 5 ☆s

<https://www.abc.net.au/radio/programs/fierce-girls/turia-pitt-the-girl-who-had-everything-to-live-for/10847782>

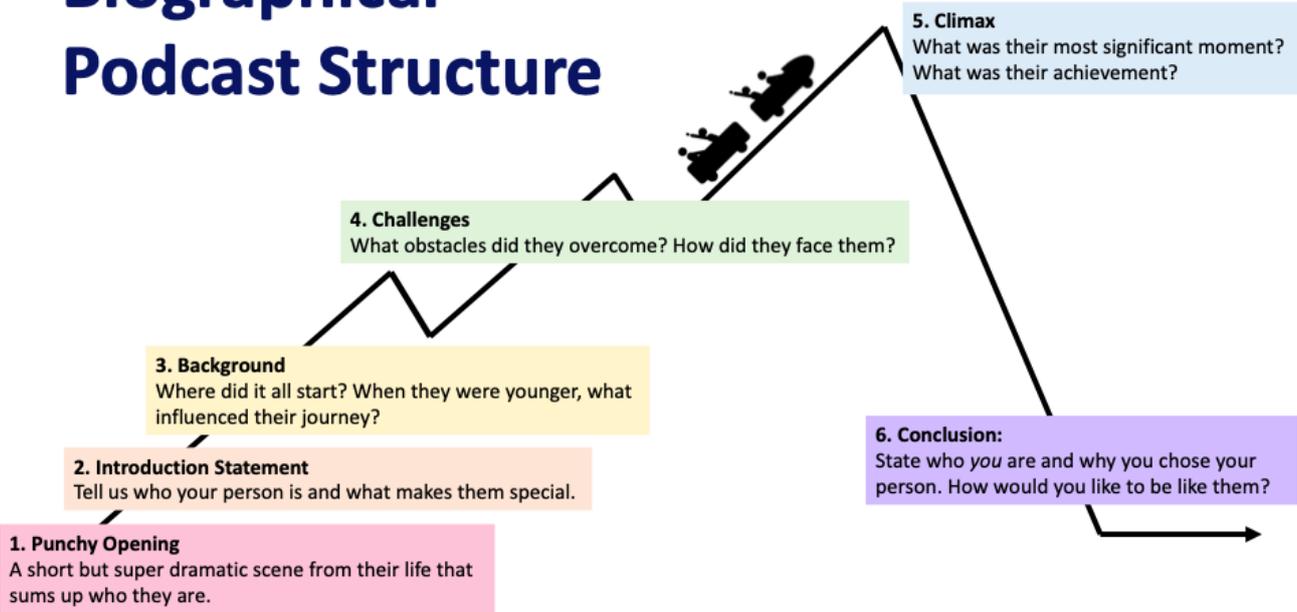
<https://www.abc.net.au/radio/programs/fierce-girls/sabre-norris-the-girl-who-shreds-waves-and-skate-parks/11507200>

<https://www.abc.net.au/radio/programs/fierce-girls/molly-kelly-the-girl-who-followed-the-rabbit-proof-fence-home/10847780>

<https://www.abc.net.au/radio/programs/fierce-girls/irene-szoeki-the-girl-who-was-born-in-a-prison/10847778>

**Activity:** Continue writing your biographical podcast. IMPORTANT: don't forget to keep in mind the features from the warm up above! Try reading parts out aloud as you write so you can get a feel for how it might sound to your listeners.

# Biographical Podcast Structure



## Maths

### How do we translate, reflect and rotate shapes?

**Watch!** Watch this video about translation, reflection and rotation.

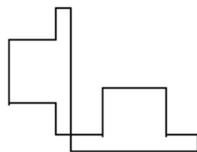
<https://www.youtube.com/watch?v=NKtJd1hkl9k>

Fill out the definition table below with the new knowledge you learned from watching the video.

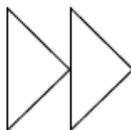
TERM	DEFINITION	EXAMPLE
Reflection		
Translation		
Rotation		

**Let's practise!** Demonstrate your knowledge by completing the following activities.

Draw a line to match up the shape with the correct transformation.



translated

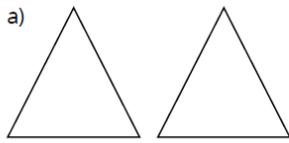


reflected

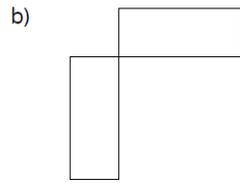


rotated

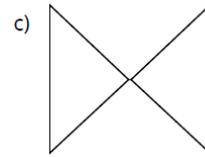
Write if each figure was **translated**, **reflected** or **rotated**.



\_\_\_\_\_

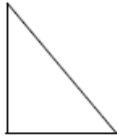
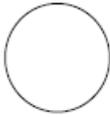
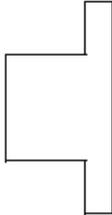
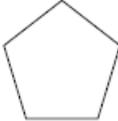
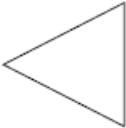
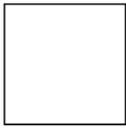
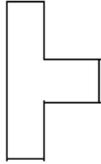


\_\_\_\_\_



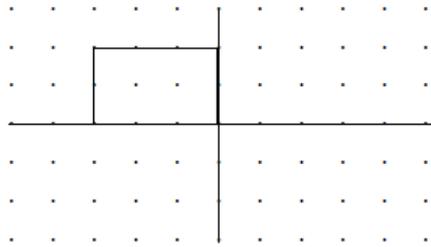
\_\_\_\_\_

Transform each of these shapes according to their category.

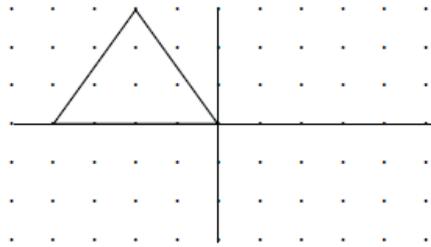
Reflect	Translate	Rotate
		
		
		

Transform these shapes according to the instructions.

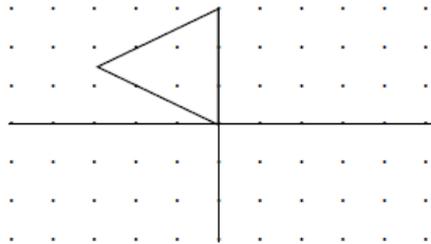
a) Rotate 90° clockwise.



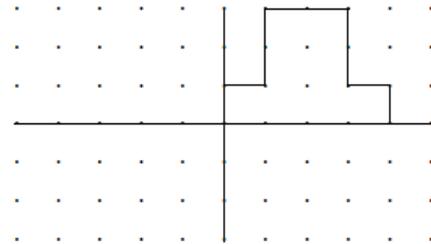
b) Translate to the right.



c) Reflect this shape.



d) Rotate 180° anticlockwise.



**Challenge!** Log on to Essential Assessment and complete your My Numeracy tasks.

## BQT

### Environments of Planet Earth - The Rainforest

People live in a variety of different places and need to adapt to whatever their conditions in order to survive and thrive. For generations these people have been able to harness the resources available to them when others would surely perish.



For the next three BQT sessions you will need to research and take notes on the different landscapes that people live in. Watch the videos and make note of the **environment, landscape, weather, seasons and possible hardships or dangers**, as well as thinking about the **food available to them and how they find water**. If you use other websites or resources for your research, make sure you take note of what they are, and add them to a bibliography.

Make a display of the features of this environment using a program of your choice (or creating a table in your work book) and post it to the padlet link below.

Rainforest	Research notes	
Geography (where in the world?)		
Landscape		
Weather		
Seasons		
Hardships or Dangers		
Food		
Water		

**Resources:**

<https://www.nationalgeographic.com/environment/article/rain-forests>

<https://finalrationalist.wordpress.com/2013/05/26/the-sumatran-rainforest-will-mostly-disappear-within-20-years/>

<https://www.youtube.com/watch?v=9AJc4JgZgbc> The Daintree

**Padlet:**

<https://padlet.com/mathewwilliamson/5q0s49swi4dxhdv0>

Thursday 14th October

Key Tasks:

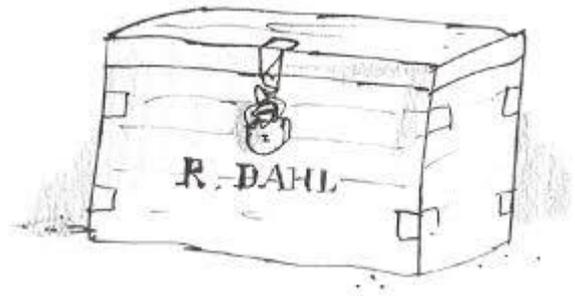
9am Meet

Submit to Google Classroom - Maths

### Reading

In Reading this week you will be reading some selected excerpts from Roald Dahl's autobiographical book 'Boy'. You will then plan and write a short extract from your own 'Tales of Childhood'!

Today's excerpt is about Dahl's family holiday to Norway - his home away from home. Take note of the text features that have been used and the way Dahl not only explains where he was and what happened, but also how the event made him feel.



#### Going to Norway

The summer holidays! Those magic words! The mere mention of them used to send shivers of joy rippling over my skin.

All my summer holidays, from when I was four years old to when I was seventeen (1920 to 1932), were totally idyllic. This, I am certain, was because we always went to the same idyllic place and that place was Norway.

Except for my ancient half-sister and my not-quite-so-ancient half-brother, the rest of us were all pure Norwegian by blood. We all spoke Norwegian and all our relations lived over there. So in a way, going to Norway every summer was like going home.

Everyone has some sort of a boat in Norway. Nobody sits around in front of the hotel. Nor does anyone sit on the beach because there aren't any beaches to sit on. In the early days, we had only a row-boat, but a very fine one it was. It carried all of us easily, with places for two rowers. My mother took one pair of oars and my fairly ancient half-brother took the other, and off we would go.

My mother and the half-brother (he was somewhere around eighteen then) were expert rowers. They kept in perfect time and the oars went click-click, click-click in their wooden rowlocks, and the rowers never paused once during the long forty-minute journey. The rest of us sat in the boat trailing our fingers in the clear water and looking for jellyfish. We skimmed across the sound and went whizzing through narrow channels with rocky islands on either side, heading as always for a very secret tiny patch of sand on a distant island that only we knew about. In the early days we needed a place like this where we could paddle and play about because my youngest sister was only one, the next sister was three and I was four. The rocks and the deep water were no good to us.

Every day, for several summers, that tiny secret sand-patch on that tiny secret island was our regular destination. We would stay there for three or four hours, messing about in the water and in the rockpools and getting extraordinarily sunburnt.

**Activities:**

Visualise the tiny secret sand-patch that Roald and his family visited every day during his summer holiday. What does it look like? What can you hear and smell? Use your senses to help describe the tiny secret sand-patch in three or more sentences.

Plan and write a little extract from your own mini 'Tales of Childhood'. Write your favourite summer holiday.

### Writing

**Warm Up:** Choose one of the following biographical podcasts and listen to it. Rate the following features of the biography with a score out of 5 ☆s.

An Opening that pulls you in	_____ out of 5 ☆s
Sound effects & Music	_____ out of 5 ☆s
Realistic dialogue	_____ out of 5 ☆s
Character's voice (do you get a feeling for who they are?)	_____ out of 5 ☆s
Significant achievements and challenges	_____ out of 5 ☆s
Expression and energy	_____ out of 5 ☆s

<https://www.abc.net.au/radio/programs/fierce-girls/ash-barty-the-girl-who-became-number-one/12502342>

<https://www.abc.net.au/radio/programs/fierce-girls/mary-ann-ugg-fierce-bushranger/11507238>

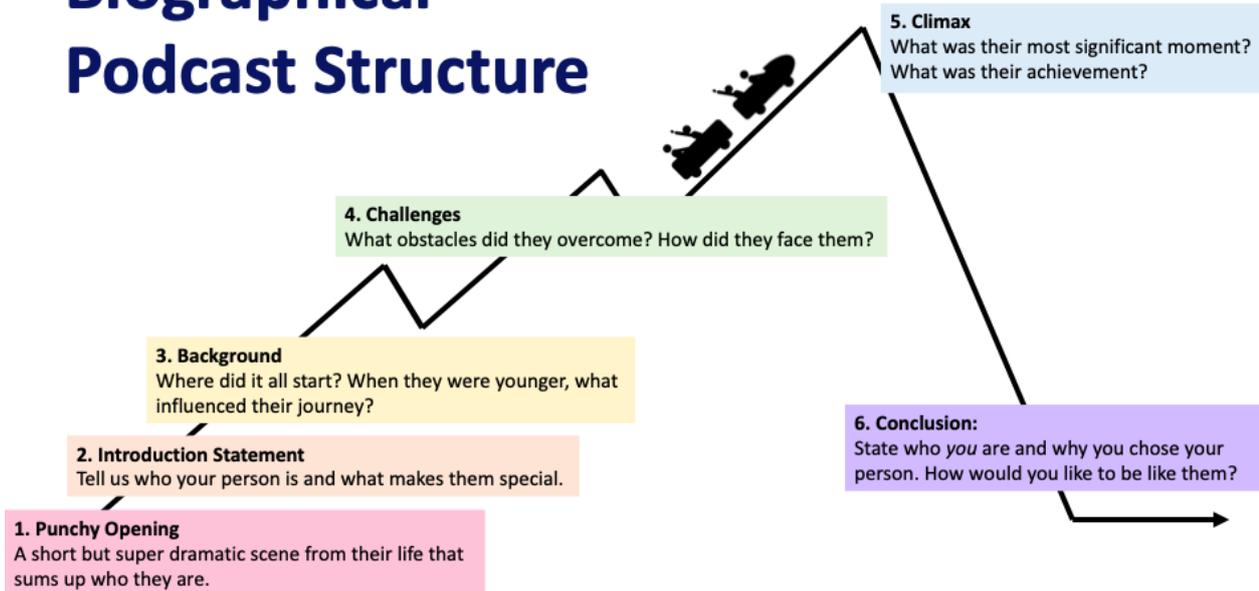
<https://www.abc.net.au/radio/programs/fierce-girls/julia-gillard-the-girl-who-became-australian-prime-minister/13313648>

**FUN FACT!** This last one is narrated by a NLPS student (ooh famous)...

<https://www.abc.net.au/radio/programs/fierce-girls/caroline-buchanan-world-champion-bmx-bandit/13293368>

**Activity:** Today is the last day to complete the drafting part of the writing process. Double check you have each part of the structure in the diagram below.

# Biographical Podcast Structure



**DON'T FORGET! The finishing touch.**

Give your biography a powerful title. We're going to use a similar style to the episodes in *Fierce Girls*. Here's an example...

**Andrea Boyd — the girl who became the voice of space**

Ours are going to be a little different. Start with your person's name, just like the example above. But instead of saying 'the girl who...' we're going to say 'the aussie idol who...' Then, think of a super amazing way to summarise why they are so inspiring.

For example...

Erin Meade - the aussie idol who kicked her way into Australian footy folklore

Mat Williamson - the aussie idol who created a kids' TV phenomenon

Alanna Maguire - the aussie idol who turned kids into Prime Ministers

Warren Hales - the aussie idol who brought the world together through the art of dance

## Maths

### How do we transform shapes on a Cartesian plane?

Watch this [video](#) as Erin demonstrates how to transform shapes on a Cartesian plane.

Use Explain Everything App to draw up a Cartesian plane, clearly labelling the quadrants and the x and y axis. Create a video clearly explaining transformations of a shape/image on your Cartesian plane following the steps below.

1. Draw your shape on your Cartesian plane at coordinates (-5, 2)
2. Translate your shape [6, 4]  
(This means move your shape across 6 places on the X axis and up 4 places on your Y axis)
3. Reflect shape about the Y axis
4. Translate your shape [2, -1]
5. Rotate 90 degrees anticlockwise about the axes origin  
(The axes origin is the very centre of your Cartesian plane)
6. Reflect on the X axis

Upload to Google Classroom.

### BQT

#### Environments of Planet Earth - Floating Village

People live in a variety of different places and need to adapt to whatever their conditions in order to survive and thrive. For generations these people have been able to harness the resources available to them when others would surely perish.

For the next three BQT sessions you will need to research and take notes on the different landscapes that people live in.

Watch the videos and make note of the **environment**,

**landscape, weather, seasons and possible hardships or**

**dangers**, as well as thinking about the **food available to them and how they find water**. If you use other websites or resources for your research, make sure you take note of what they are, and add them to a bibliography.

Make a display of the features of this environment using a program of your choice (or creating a table in your work book) and post it to the padlet link below.



Floating Village	Research notes
Geography (where in the world?)	
Landscape	
Weather	
Seasons	
Hardships or Dangers	
Food	
Water	

**Resources:**

<https://www.halonghub.com/blog/halong-bay-amazing-floating-villages/>

<https://au.hotels.com/go/thailand/koh-panyee>

<https://vicadvisor.com/asia/thailand/koh-panyee-village-on-stilts>

**Padlet:**

<https://padlet.com/mathewwilliamson/hnr18jd15iw9lfto>

**DAG**

When life gives you lemons, it's time to make Lemon Slice!

*Here is the list of ingredients that you will need. You may need to visit the shops before you start...*

- Plain biscuits
- Butter
- Dessicated Coconut
- Lemons
- Condensed Milk
- Icing Sugar



Follow along with this [video](#), as Erin shows you how to make Lemon Slice at home.

Friday 15th October

Key Tasks:

9am - Morning Webex

9.30am - Friday Funday!

1pm - Virtual Assembly

### Friday Funday!

Stay tuned for more information about Friday Funday! It will be a morning filled with fun Maths games! It will begin at 9.30am (straight after our morning webex) and run until 11am. You will get to work with your friends, and finish off the week with a bit of fun!

### Reading

In Reading this week you will be reading some selected excerpts from Roald Dahl's autobiographical book 'Boy'. You will then plan and write a short extract from your own 'Tales of Childhood'!

The last is about what Dahl refers to as his 'greatest achievement' - The Great Mouse Plot. Take note of the text features that have been used and the way Dahl not only explains where he was and what happened, but also how the event made him feel.



#### The Great Mouse Plot

My four friends and I had come across a loose floor-board at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath. This, we decided, would be our secret hiding place for sweets and other small treasures such as conkers and monkey-nuts and birds' eggs. Every afternoon, when the last lesson was over, the five of us would wait until the classroom had emptied, then we would lift up the floor-board and examine our secret hoard, perhaps adding to it or taking something away.

One day, when we lifted it up, we found a dead mouse lying among our treasures. It was an exciting discovery. Thwaites took it out by its tail and waved it in front of our faces. "What shall we do with it?" he cried.

"It stinks!" someone shouted. "Throw it out of the window quick!"

"Hold on a tick," I said. "Don't throw it away." Thwaites hesitated. They all looked at me. When writing about oneself, one must strive to be truthful. Truth is more important than modesty. I must tell you, therefore, that it was I and I alone who had the idea for the great and daring Mouse Plot. We all have our moments of brilliance and glory, and this was mine.

"Why don't we", I said, "slip it into one of Mrs Pratchett's jars of sweets? Then when she puts her dirty hand in to grab a handful, she'll grab a stinky dead mouse instead."

The other four stared at me in wonder. Then, as the sheer genius of the plot began to sink in, they all started grinning. They slapped me on the back. They cheered me and danced around the classroom. "We'll do it today!" they cried. "We'll do it on the way home! You had the idea," they said to me, "so you can be the one to put the mouse in the jar."

Thwaites handed me the mouse. I put it into my trouser pocket. Then the five of us left the school, crossed the village green and headed for the sweet-shop. We were tremendously jazzed up. We felt like a gang of desperados setting out to rob a train or blow up the sheriffs office.

"Make sure you put it into a jar which is used often," somebody said.

"I'm putting it in Gobstoppers," I said. "The Gobstopper jar is never behind the counter."

"I've got a penny," Thwaites said, "so I'll ask for one Sherbet Sucker and one Bootlace. And while she turns away to get them, you slip the mouse in quickly with the Gobstoppers."

Thus everything was arranged. We were strutting a little as we entered the shop. We were the victors now and Mrs Pratchett was the victim. She stood behind the counter, and her small malignant pig-eyes watched us suspiciously as we came forward.

"One Sherbet Sucker, please," Thwaites said to her, holding out his penny.

I kept to the rear of the group, and when I saw Mrs Pratchett turn her head away for a couple of seconds to fish a Sherbet Sucker out of the box, I lifted the heavy glass lid of the Gobstopper jar and dropped the mouse in. Then I replaced the lid as silently as possible. My heart was thumping like mad and my hands had gone all sweaty.

"And one Bootlace, please," I heard Thwaites saying. When I turned round, I saw Mrs Pratchett holding out the Bootlace in her filthy fingers.

"I don't want all the lot of you troopin' in 'ere if only one of you is buyin'," she screamed at us. "Now beat it! Go on, get out!"

As soon as we were outside, we broke into a run. "Did you do it?" they shouted at me.

"Of course I did!" I said.

"Well done you!" they cried. "What a super show!"

I felt like a hero. I was a hero. It was marvellous to be so popular.

**Activities:**

It was a pretty great prank right? You have all read at least one other Roald Dahl book (Matilda), but you may have also read others (like The Twits or Fantastic Mr Fox). Dahl often writes about pranks or tricks that characters play on each other. What is your favourite Roald Dahl prank?

Plan and write a little extract from your own mini 'Tales of Childhood'. Write about your own greatest achievement.

## Maths

### How can we best prepare for our Post-Test?

#### Goal Smasher Videos!

To help you prepare for your Post-Test, the 5/6 teachers have made videos focusing on some of the topics we have covered in this unit.

Choose the video that best suits the goal you have been working on. Watch the video and attempt the question at the end. Here are your options:

- [Use location and directions](#)
- [Enlarging and reducing shapes](#)
- [Use Cartesian coordinates](#)
- [Use translations, reflections and rotational symmetries](#)

When you feel ready, complete your **Post-Test** on Essential Assessment for **Location and Transformation**.

Write a reflection on your results and submit these to Google Classroom.

Some questions to get you thinking could be:

- Did you work hard on all your goals that were available?
- Did you take your time to read every question?
- Did you check your answers before submitting?
- What were you really proud of?
- How will you continue to enhance your learning now?

## Spelling

### Homophones, Homonyms and Homographs

Homonyms are spelled the same and sound the same.

Examples: bat/bat, saw/saw, watch/watch

Homographs are spelled the same but pronounced differently.

Examples: wind/wind, project/project, record/record

Homophones are pronounced the same but are spelled differently.

Examples: your/you're, their/there/they're, allowed/aloud, whole/hole

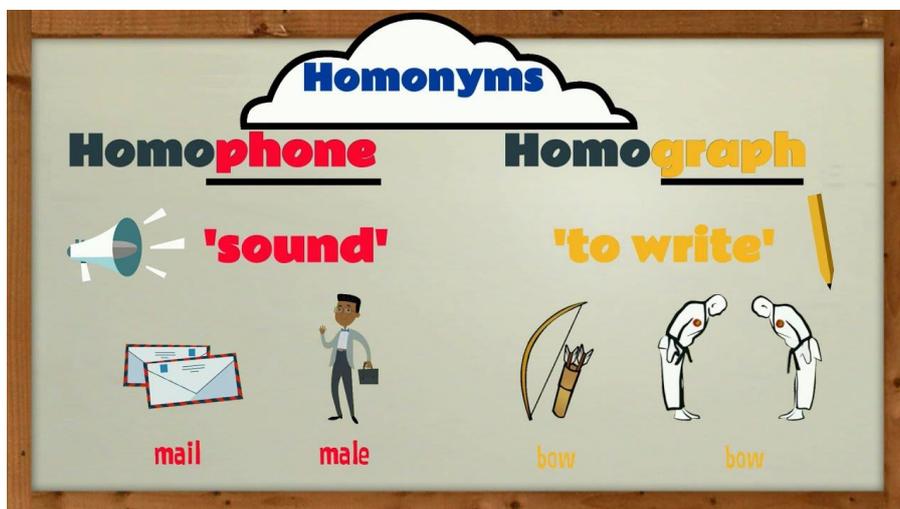
Term	The Meaning is...	The Spelling is...	The Pronunciation is...
<b>Homonym</b> <small>Examples: bat, sink, right, nail</small>	different	same	same
<b>Homograph</b> <small>Examples: bass, desert, bow</small>	different	same	different
<b>Homophone</b> <small>Examples: see and sea, son and sun</small>	different	different	same

Here's a nifty way to remember the difference using etymology...

Homo means 'the same'.

Phone means 'sound', homophones sound the same.

Graph mean 'to write', homographs are written (spelled) the same.



Do some research to find as many homonyms, homographs and homophones as you can within 10 minutes. Use a timer to time yourself. No cheating!

Homonyms	Homographs	Homophones

Now you are an expert, try the following games to test your skills...

<https://wordwall.net/resource/3931346/homonyms>

<https://wordwall.net/resource/22957548/homographs>

<https://wordwall.net/resource/3513352/homophones>

Good luck!

**Assembly**

Log on to the virtual assembly at 1pm.