



## Teaching & Learning Activities – Stage 3

### 2021 Term 3, Week 6

Please complete the activities in your homework book and check Google Classroom each day for messages from your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><b>English</b></p> <p><b>Reading:</b> Read or listen to an article from the Kids News website. You can scroll to the bottom of the written article to find the version to listen to, if you prefer. Answer the quiz questions in your book.  <a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a></p> <p><b>Writing:</b> After reading or listening to the article on the Kids News website complete the activities below.</p> <ol style="list-style-type: none"> <li>1) Write three things you learned.</li> <li>2) Write two questions you still have.</li> <li>3) Draw a picture that</li> </ol>	<p><b>English</b></p> <p><b>Reading:</b> Read the text 'Plant Adaptations and Bushfires' attached below. Choose the level appropriate to your reading ability, you will notice there is either one or two stars down the bottom of each text, two stars is more challenging. After you have read the text, answer the comprehension questions. Answers will be posted to <b>Google Classroom</b> at the end of the day.</p> <p><b>Writing:</b> Ban the Boring! There are different types of editing when using this step. Today you will be practising expression editing. This is where you might reword things in a better, richer or more powerful way. The start of the</p>	<p><b>English</b></p> <p><b>Reading:</b> Read or listen to an article from the Kids News website. You can scroll to the bottom of the written article to find the version to listen to, if you prefer. Answer the quiz questions in your book.  <a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a></p> <p><b>Writing:</b> After reading or listening to the article on the Kids News website, write a summary of the article. This should be one or two paragraphs long and it should include <u>key</u> information in your own words. Submit your summary as well as the link to the article on <b>Google</b></p>	<p><b>English</b></p> <p><b>Reading:</b> Read the text Soccerroos attached below. Choose the level appropriate to your reading ability, you will notice there is either two or three stars down the bottom of each text, three stars is more challenging. After you have read the text, answer the comprehension questions. Answers will be posted to <b>Google Classroom</b> at the end of the day.</p> <p><b>Writing:</b> Ban the Boring! Secretarial editing is known as line editing. This is where you are finding and fixing spelling and grammar errors in your</p>	<p><b>English</b></p> <p><b>Reading:</b> Free reading - Choose a text you <u>enjoy</u> reading and find somewhere peaceful to sit, maybe outside under a tree, in a comfy chair with a warm blanket, in a cubby house etc. Set a timer for 30 mins and read your book. Tell a family member what you read and explain the best part to them.</p> <p><b>Writing:</b> Use the Self-assessment narrative sheet attached below to assess your writing from yesterday. Post the revised paragraph and your self assessment feedback</p>

	<p>represents your answers to questions 1 and 2.</p> <p><b>Spelling:</b> Print out this week's Soundwaves activity pages (attached below). This week's sound is 't tt'. Brainstorm 10 words that start with this sound. Complete activities 1-5. If you finish early, complete the interactive games and activities online.</p> <p>This week is <b>Unit 24</b> <b>Y6</b> zero785   <b>Y5</b> jump390   <b>Y4</b> nose192</p>	<p>following narrative is extremely boring...</p> <p><i>'One warm Summer day Sam and Nick walked down to the paddock.'</i> Rewrite the start of this narrative. Try and use Show don't tell to <b>SHOW</b> the reader what kind of day it is and where Sam and Nick are going. Use the 5 senses to help with this. Don't worry about editing your spelling and grammar today, just focus on your ideas.</p> <p>HINT: You might need to turn this first sentence into a paragraph using show don't tell. Good luck!</p> <p><b>Spelling:</b> Continue to complete your Soundwaves activity pages for this week's sound 't tt'. If you finish early, complete the interactive games and activities online.</p>	<p><b>Classroom.</b></p> <p><b>Spelling:</b> Have a break from your Soundwaves activities and complete the following online games:</p> <p>Homophone Aim2Spell: <a href="https://www.spellingcity.com/aim2spell-spelling-game.html?listId=7294767">https://www.spellingcity.com/aim2spell-spelling-game.html?listId=7294767</a></p> <p>Homophone Hang Mouse: <a href="https://www.spellingcity.com/hangmouse-kids-hangman-online.html?listId=7294763">https://www.spellingcity.com/hangmouse-kids-hangman-online.html?listId=7294763</a></p> <p>If you are unable to access the internet try the homophone crossword attached below.</p>	<p>writing. Use your secretarial editing skills to edit the paragraph you wrote on Tuesday. If you can't find any errors, use the paragraph editing worksheet attached below to practise this skill by finding and fixing the errors in a coloured pen or pencil.</p> <p><b>Spelling:</b> Complete the rest of your Soundwaves activity pages for this week's sound 't tt' and have a go at the challenge.</p> <p>If you finish early, complete the interactive games and activities online.</p>	<p>sheet to <b>Google Classroom</b>. Ensure you also include a picture of the first draft so your teacher can provide feedback on your secretarial and expressive editing skills.</p> <p><b>Spelling:</b> Wacky Words On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p><b>Activity:</b> Watch the video below on 'Transformations'.</p>	<p><b>Mathematics Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p><b>Activity:</b> Play the 'Identify Translations, Reflections and Rotations' game. <a href="https://au.mathgames.com/skill">https://au.mathgames.com/skill</a></p>	<p><b>Mathematics Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p><b>Activity:</b> Create a pattern of 2D shapes that uses translations, reflections and rotations.</p>	<p><b>Mathematics Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p><b>Activity:</b> Symmetry is when both sides of an object or shape are the</p>	<p><b>Mathematics Mathletics</b> - Log on and try to complete 2-3 activities.</p> <p><b>Activity:</b> Tessellation is a pattern made of 2D shapes with no gaps or</p>

	<p><a href="#">Reflection, Translation &amp; Rotation - Transformations   Geometry - YouTube</a></p> <p><b>OR</b></p> <p>Read the information below.</p> <p>There are 3 types of transformations.</p> <ul style="list-style-type: none"> <li>- <b>Translation</b> is when we slide a shape in any direction.</li> <li>- <b>Reflection</b> is when we flip a shape over a line.</li> <li>- <b>Rotation</b> is when we rotate a shape a certain degree around a point.</li> </ul> <p>Complete the 'Translations, Reflections and Rotations' worksheet.</p> <p><b>Problem Solving:</b> Each pentagon Henry made used 5 matches. How many matches will he need to make 12 pentagons? Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>	<p><a href="#">/5.76-identify-reflections-rotations-and-translations</a></p> <p><b>Problem Solving:</b> How many pentagons are in Flynn's sequence of pentagons if he used 45 matches?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>	<p>Look at the examples attached below if needed.</p> <p><b>Problem Solving:</b> What is the size of the third angle of a triangle if the two Amelia has already measured are <math>67^\circ</math> and <math>43^\circ</math>?</p> <p>(<b>HINT:</b> All 3 angles in a triangle add up to <math>180^\circ</math>)</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>	<p>same and is a mirror image of the other half.</p> <p>A line of symmetry is a <b>line that cuts a shape exactly in half</b>. This means that if you were to fold the shape along the line, both halves would match exactly.</p> <p>Cut out the shapes attached below and fold them in half in as many different ways as you can. Each new way that you fold it equals ONE line of symmetry. Find how many lines of symmetry each shape has.</p> <p>(<b>Hint:</b> Make sure you colour or mark each line you find so you don't count it twice)</p> <p><b>Problem Solving:</b> How many complete octagons are in Thalia's sequence of octagons if she used 108 matches?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>	<p>spaces. Shapes may be flipped or turned so that they fit together without gaps.</p> <p>Create a tessellating pattern on 'Pattern Blocks'. <a href="https://www.coolmath4kids.com/manipulatives/pattern-blocks">https://www.coolmath4kids.com/manipulatives/pattern-blocks</a></p> <p><b>OR</b></p> <p>Draw a tessellating pattern in your workbook.</p> <p>Look at the examples below if needed.</p> <p><b>Problem Solving:</b> Tom drew a right angle and then cut it in half. What size are the angles he created?</p> <p>Problem solving answers will be posted on <b>Google Classroom</b> each day.</p>
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Break	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p><b>Creative Arts</b> Beat Making: Create your own funky beat! <b>See the attachments below for further instructions.</b></p> <p>Visit the Ableton Learn drum page to complete the activity: <a href="https://learningmusic.ableton.com/make-beats/play-with-beats.html">https://learningmusic.ableton.com/make-beats/play-with-beats.html</a></p> <p><u>Optional</u>: Draw a sloth <b>Instructions attached below.</b></p> <p>Upload a video of your funky beat or a picture of your completed sloth to <b>Google Classroom.</b></p>	<p><b>PDHPE</b> Stay active and have fun. Choose an activity below to complete.</p> <p>SISA - Yoga, Mindfulness and Breathing. <a href="https://www.youtube.com/watch?v=-uKEuikMrRo">https://www.youtube.com/watch?v=-uKEuikMrRo</a></p> <p>SISA - Dance <a href="https://www.youtube.com/watch?v=LaB9c3kQkfU">https://www.youtube.com/watch?v=LaB9c3kQkfU</a></p>	<p><b>Science &amp; Technology</b> Buoyancy - What makes something float or sink? Watch the following YouTube clip and then <b>see the attachment below for further instructions.</b> <a href="https://www.youtube.com/watch?v=nMIXU97E-uQ">https://www.youtube.com/watch?v=nMIXU97E-uQ</a></p>	<p><b>Geography</b> Can we make places disaster proof? You will have Week 6 and Week 7 to complete the attached Geography activity. Use websites you have visited this Term to support you in completing this task. This website may be useful: Australian Disaster Resilience Knowledge Hub <a href="https://knowledge.aidr.org.au/">https://knowledge.aidr.org.au/</a></p>	<p>Watch this week's episode of 'Behind the News'. Answer the question posted on <b>Google Classroom.</b></p> <p><b>PDHPE</b> SISA - Aerobics <a href="https://www.youtube.com/watch?v=zM3GZ9RjumU">https://www.youtube.com/watch?v=zM3GZ9RjumU</a></p>

*Try to include some daily physical activity during the week – take the dog for a walk, run around the yard, ride your bike, use a skipping rope, do some yoga or mindfulness etc.*

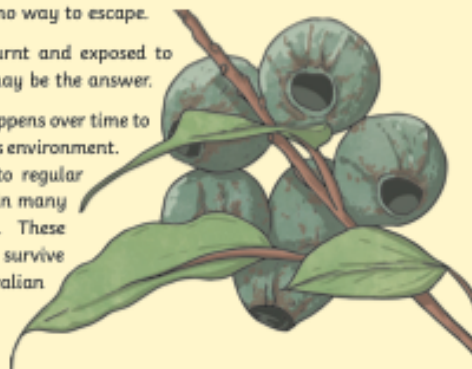
# Plant Adaptations and Bushfires

During a bushfire, flames burn everything in their path, smoke fills the air and the heat is so strong it seems impossible that any living thing could survive. Most animals can escape by moving away from the heat, but plants cannot. They must face the full heat of the fire with no way to escape.

How can plants survive being burnt and exposed to such extreme heat? **Adaptation** may be the answer.

An adaptation is a **change** that happens over time to help a plant or animal survive in its environment.

Australian plants have adapted to regular bushfires, which occur naturally in many different parts of the country. These adaptations have helped plants to survive the harsh conditions of the Australian landscape.



## Adaptation 1: Germination

Some Australian plants need to be covered by **smoke** before their seeds can germinate. Germination is the first process of a seed becoming a plant; it's when the roots begin to grow. Some Australian plants, like the banksia, hakea and eucalyptus, have seed pods that need heat to open. Once the pods open in the heat, they drop their seeds. Nutrient-rich ash from the fire makes the soil the perfect place for seeds to germinate.

## Adaptation 2: Bark

Some plants have adapted to fire by growing a thick skin – or rather bark. Having **thick bark** or **layers of leaves** around the trunk of a plant protects from fire, and other dangers. The Australian grass tree (also known as a Xanthorrhoea) keeps its dead leaves around its stems. The dead leaves create a thick layer that provides protection and helps stop the plant becoming too hot or dehydrated during a bushfire.



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## Adaptation 3: Height

Being tall can have its advantages, especially when it comes to fire. Some eucalyptus trees are very **tall**. They survive bushfires by keeping their leaves and other important parts out of harm's way. Certain trees will also drop any dead branches they have. This means that there is less fuel to burn if a fire starts.

## Adaptation 4: Regrowth

After a bushfire, there will be plants that **sprout** new growth. There are some eucalyptus trees that have special buds which lie **protected** under the bark. For other species, the roots, bulbs or rhizomes of the plant are protected underground. These plants still **regrow** even if the above-ground part of the plant is badly damaged by fire. A few banksia trees have swollen woody stem bases called **lignotubers** from which new shoots grow.



## Did You Know?

**Sclerophyll** is the word used to describe plants that are adapted for survival in extreme conditions.



## Adaptation 5: Flowers

For some plants, the best time for flowering is just after a bushfire. Some native orchids only **flower** after a fire and **sprout** from bulbs which can lie dormant in the soil for up to 20 years. The Australian grass tree (Xanthorrhoea) produces **flower spikes** after a fire. In fact, it flowers so well after a fire that gardeners have been known to use a blowtorch to encourage flowering!



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## Plant Adaptation and Bushfires Questions

- During a bushfire, the ash from burnt wood provides nutrient-rich soil which helps seeds to germinate.
  - True
  - False
- Some Australian orchids only flower after a fire.
  - True
  - False
- What is germination?  

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- What word describes the process of change that happens over time to help a plant or animal survive in its environment.  

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- What is a Xanthorrhoea?  

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- Complete the following sentences:
  - Some Australian plants need \_\_\_\_\_ to germinate their seeds.
  - Some Australian plants have developed a thick layer of \_\_\_\_\_ to protect them from bushfires.
  - Some Australian plants grow very \_\_\_\_\_ to keep the important parts of the tree away from the flames of bushfires.
  - Some Australian plants regrow from roots, bulbs or \_\_\_\_\_ that are protected underground.
  - Some Australian plants flower best after a \_\_\_\_\_.

## Plant Adaptation and Bushfires Questions

- Write down three new words that you have learnt from this text and explain their meaning.
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- If you could change your body to better adapt to your environment, what would you change?

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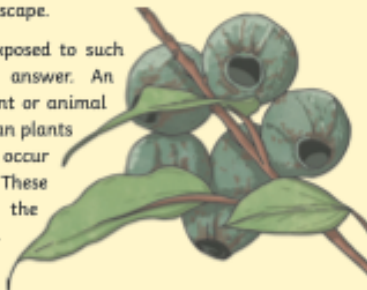
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# Plant Adaptation and Bushfires

During a bushfire, flames burn everything in their path, smoke fills the air and the heat is so intense it seems almost impossible that any living thing can survive. Most animals can escape by moving away from the heat, but plants cannot. They must face the full fury of the fire with no way to escape.

How can plants survive being burnt and exposed to such extreme heat? **Adaptation** may be the answer. An adaptation is a **change** that occurs in a plant or animal to help it survive in its environment. Australian plants have had to adapt to regular bushfires, which occur naturally in many different environments. These adaptations have helped plants to survive the harsh environment of an Australian bushfire.



## Adaptation 1: Germination

Some Australian plants need to be exposed to **smoke** in order for their seeds to germinate. Germination is the first process of a seed becoming a plant, it's when the roots begin to grow. Some plants, like the banksia, hakea and eucalyptus have seed pods that require **heat** to open. Once the pods open in the heat, they drop their seeds. Nutrient-rich ash from the fire makes the soil the perfect place for the seeds to germinate.

## Adaptation 2: Bark

Some plants have adapted to fire by developing a thick skin – or rather bark. Having **thick bark** or **layers of leaves** surrounding the trunk of a plant will provide protection when a fire comes. The Australian grass tree (also known as a Xanthorrhoea) keeps its dead leaves around its stems. The thick layers provide protection and help stop the plant becoming too hot or dehydrated.



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## Adaptation 3: Height

Being tall can have its advantages, especially when it comes to fire. Some eucalyptus trees are very **tall**. They survive bushfires by keeping their leaves and other essential parts out of harm's way. Certain trees will drop any dead branches they have quickly. This means that there is less fuel to burn if a fire does start around them.

## Adaptation 4: Regrowth

After a bushfire, there will be plants that **re-sprout**. Some eucalyptus trees have special buds which are **protected** under their bark. For other species, the roots, bulbs or rhizomes of a plant can be shielded underground. So, these plants still **regrow** even if the above-ground part of them has been badly damaged by fire. A few banksia trees have swollen woody stem bases called **lignotubers** from which new shoots can grow.



## Did You Know?

Sclerophyll is the word used to describe plants that have adapted for survival in extreme conditions.



## Adaptation 5: Flowers

For some plants, the ideal time for flowering is just after a bushfire. Some native orchids only **flower** after a fire and **sprout** from bulbs which can lie dormant in the soil for up to 20 years. The Australian grass tree will produce **flower spikes** after a fire. Flowers so well after a fire that gardeners have been known to use a blowtorch to encourage flowering!



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## Plant Adaptation and Bushfires Questions

- During a bushfire, the ash from burnt wood provides nutrient-rich soil which helps seeds to germinate.
  - True
  - False
- Some Australian orchids only flower after a fire.
  - True
  - False
- Complete the following sentences:
  - Some Australian plants need \_\_\_\_\_ to germinate their seeds.
  - Some Australian plants have developed a thick layer of \_\_\_\_\_ to protect them from bushfires.
  - Some Australian plants grow very \_\_\_\_\_ to keep the important parts of the tree away from the flames of bushfires.
  - Some Australian plants regrow from roots, bulbs or \_\_\_\_\_ that are protected underground.
  - Some Australian plants flower best after a \_\_\_\_\_.
- What is germination?  
\_\_\_\_\_  
\_\_\_\_\_
- What word describes the process of change that occurs over time to help a plant or animal survive in its environment?  
\_\_\_\_\_
- Explain how each of the following adaptations have occurred in Australian plants in order to survive bushfires:
  - Adaptation 1: Germination.  
\_\_\_\_\_
  - Adaptation 2: Bark.  
\_\_\_\_\_

## Plant Adaptation and Bushfires Questions

- Adaptation 3: Height.  
\_\_\_\_\_
  - Adaptation 4: Regrowth.  
\_\_\_\_\_
  - Adaptation 5: Flowers.  
\_\_\_\_\_
- Write down three words that you have learnt from this text and explain their meaning.
    - \_\_\_\_\_  
\_\_\_\_\_
    - \_\_\_\_\_  
\_\_\_\_\_
    - \_\_\_\_\_  
\_\_\_\_\_
  - If you could change your body to better adapt to your environment, what would you change?  
\_\_\_\_\_  
\_\_\_\_\_
  - Imagine being in a rainforest, look around you at the different types of plants. Can you think of ways in which rainforest plants have adapted to their environment?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## The Socceroos

The Australian men's national soccer team are called the 'Socceroos'. The nickname was first used in 1967 on a trip to South Vietnam during the Vietnam War.

The Australian men's national team first played against New Zealand in 1922. Australia played bravely but the New Zealanders were victorious by three goals to one. Since that day, a fierce rivalry has existed between the two teams.

More international matches followed but geographic isolation meant Australia struggled to play regularly. Throughout the following decades, however, Australia played games against New Zealand and South Africa as well as Canada and India. Slowly, the team grew stronger as did the popularity of the sport among Australian public.



### Did You Know...?

The first Australian soccer uniform was sky blue and maroon. Soon after, the team changed to green and gold.

Australia's biggest win was against American Samoa in Coffs Harbour, 2011. The final score was 31-0, the highest ever in an international game.

### Success

Australia has participated at The World Cup on five occasions. The first occasion was in 1974, where they drew one game and lost two. Many years passed until Australia once more qualified for the world-famous competition in 2006, 2010 and 2014. This year, Australia will play in The World Cup, which will be held in Russia. Overall, Australia has won two games, drawn three and lost eight times at The World Cup.

Beyond The World Cup, Australia has been successful in other competitions. Australia won the Asian Cup in 2015, defeating South Korea 2-1. In addition to this, the team was the OFC (Oceania Football Confederation) Nations Cup champions in 1980, 1996, 2000 and 2004 leaving to join the larger AFC (Asian Football Confederation). Australia finished second at the Confederations Cup in 1997, losing 6-0 to Brazil in the final. Australia can reflect on a successful history at football tournaments.



## The Socceroos

### Star Player

#### Tim Cahill

Tim Cahill was born in Sydney on 6<sup>th</sup> December 1979. His father is English and his mother is Samoan. He has represented Australia on more than 100 occasions. Many football experts considered him to be one of Australia's greatest players. He is a forward who has scored 50 goals for his country. Renowned for his boxing goal celebrations, this will most likely be his last World Cup.

### Coach

The Socceroos head coach is Bert van Marwijk. Before coaching Australia, van Marwijk was the head coach for the national teams of Saudi Arabia and the Netherlands as well as several soccer clubs in Europe.

### Team Captain

The captain of the Socceroos is Michael John Jedinak, who is known as Mile. Mile Jedinak was born and raised in Sydney. He plays as a midfielder for Aston Villa in the English Premier League. During his career, he has played for clubs in Australia, Turkey and the United Kingdom. He has captained the Socceroos more than 25 times and he has made more than 60 appearances for his country!



### The Word Cup

The competition begins on 16<sup>th</sup> June and concludes on 15<sup>th</sup> July, when the two best teams will compete in the final. Australia is in Group C along with France, Peru and Denmark. If the Socceroos are successful at the group stage, they could play Germany, the current champions, and Brazil, the team who has won the trophy the most times, in the knockout rounds.

## Questions

1. Which country defeated Australia in their first game? Tick one.

- ☐ Peru  
☐ New Zealand  
☐ Canada  
☐ India

2. What year did Australia first qualify for the World Cup? Tick one.

- ☐ 1922  
☐ 1974  
☐ 2006  
☐ 2018

3. Name a record that was broken when Australia played American Samoa in 2001.

\_\_\_\_\_

4. Match the statement with the correct answer.

The number of times Australia  
has qualified for The World Cup

once

The number of times Australia  
has won the OFC Nations Cup

five times

The number of times Australia  
has won the Asian Cup

four times

5. Fill in the missing words from this sentence:

More \_\_\_\_\_ matches followed but \_\_\_\_\_ isolation meant  
Australia struggled to play \_\_\_\_\_

6. In your opinion, what makes Tim Cahill a star player?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Find and copy a verb that means **ends** in the section called 'The World Cup'.

\_\_\_\_\_

8. Do you think that hosting The World Cup will be a big task for Russia? Explain your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. In your opinion, will the Socceroos be successful at The World Cup? Give at least two reasons for your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## The Socceroos

The Australian men's national soccer team are referred to as the Socceroos. Though commonly used today, the nickname only came into existence in 1967 during a goodwill tour of South Vietnam.

Soccer has been played in Australia since the first Europeans arrived. However, it was not until 1922 that the national team played its first international game. The match was against New Zealand. Although Australia played with great courage and determination, New Zealand proved the better team on the day, winning by three goals to one.

More international matches followed but geographic isolation meant Australia struggled to play regularly. Throughout the following decades, however, Australia played several games against New Zealand and South Africa as well as Canada and India.

With greater migration following the Second World War to Australia from Europe, the game became more and more popular. In 1956, Australia hosted The Olympic Games in Melbourne and played on the world stage for the first time. It would not be long before Australia qualified for its first World Cup – the greatest soccer competition in the world.



### Did You Know...?

The first Australian soccer uniform was sky blue and maroon band on the socks. Shortly afterwards, the team adopted the national colours of green and gold.

### Success

Australia has qualified for The World Cup on five occasions. The first occasion was in 1974, where Australia lost two games and drew one. Many years passed until Australia would next qualify. Driven by an exciting new generation of players and coaches, Australia qualified in 2006, 2010 and 2014. During this time, they also achieved their first victory against Japan.

## The Socceroos



After a challenging qualification journey, Australia has qualified to play in The World Cup. At The World Cup to date, Australia has won two games, drawn three and lost eight times.

Beyond The World Cup, Australia has been successful in a number of other competitions. Australia were the Asian Cup champions in 2015. In the final, the team defeated South Korea 2-1 in front of an enthusiastic home crowd. Australia won the OFC (Oceania Football Confederation) Nations Cup in 1980, 1996, 2000 and 2004 before leaving to join the larger and more challenging AFC (Asian Football Confederation). Finally, Australia finished second at the Confederations Cup in 1997, losing 6-0 to Brazil in the final.

Australia's largest victory was against American Samoa in Coffs Harbour, 2001. The final score was 31-0, the highest ever in an international game. Archie Thompson also broke the record for the most goals scored in one game by an individual player. By the time the final whistle was blown, he had scored 13 times!

### Star Player

Tim Cahill was born in Sydney on 6<sup>th</sup> December 1979. Born to an English father and a Samoan mother, Cahill actually played his first international game for Samoa. He later chose to play for Australia. He has represented Australia more than 100 times. A gifted attacking player, he has scored 50 goals for his country.



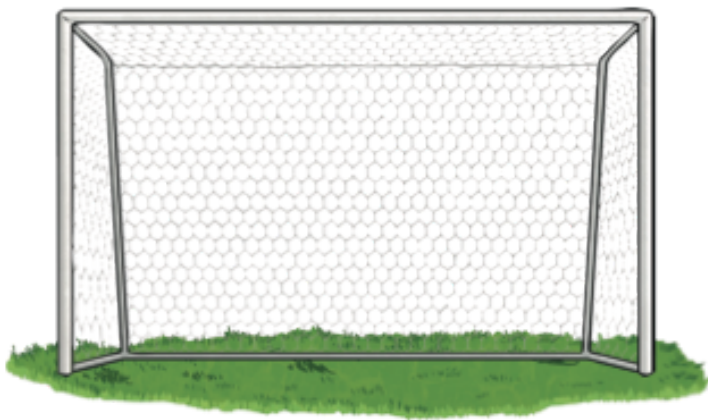
**Coach**

The Socceroos coach is Bert van Marwijk. Originally from the Netherlands, van Marwijk became head coach of the Socceroos in January 2018. Prior to this, he coached both the Dutch and Saudi Arabian national teams. Before becoming a soccer coach, he had a successful football career in the Netherlands, playing more than 450 club games. He even played for the Dutch national team in 1975.

**The Word Cup**

Russia will host The World Cup and the competition commences on 14<sup>th</sup> June. It culminates in the final, which takes place on 15<sup>th</sup> July, between the two best teams in the world.

Australia is in Group C along with France, Peru and Denmark. If the Socceroos are successful at the group stage, they will proceed to the knockout stages, where the matches become even more challenging. They could potentially face Germany, the current champions, and Brazil, the team who have lifted the trophy the most times.

**Questions**

1. What was the result in Australia's first international game? Tick one.

- ☐ Australia 3 - 1 New Zealand  
☐ New Zealand 3 - 1 Australia  
☐ Australia 0 - 0 New Zealand  
☐ Australia 1 - 1 New Zealand

2. What year did Australia play in its second World Cup tournament? Tick one.

- ☐ 1922  
☐ 1976  
☐ 2006  
☐ 2004

3. What record did Archie Thompson break in 2001?

4. Match the statement with the correct answer.

Number of games Australia has won at The World Cup

Number of games Australia has won at The World Cup

Number of games Australia have drawn at The World Cup

5

3

2

5. Complete the missing words in the sentences.

The Australian men's \_\_\_\_\_ soccer team are referred to as the Socceroos.

Though \_\_\_\_\_ used today, the nickname only came into existence in 1967 during a \_\_\_\_\_ tour of South Vietnam.

6. What makes Tim Cahill a star player? Use evidence from the text.

---



---



---



---

7. Find and copy a verb in 'The World Cup' section which means **to go forward**.

---

8. Which team has won The World Cup the most?

---

9. Why do you think Bert van Marwijk was appointed the head coach of the Socceroos?

---

---

10. How well do you think Australia will do at The World Cup? Use evidence from the text to explain your answer.

---

---

---



# Unit 24



## Grapheme Chart

letters	words

1 Circle the letters that represent **t** or **tt** in the List Words.



2 Write any other letters that can represent **t** or **tt** on the Grapheme Chart.

Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Cross out the words with the **t** or **tt** sound. Answer the question that is left.

Are the meat words *listen*, *fight*, *talk*, *feather*, *stretch* and *future* all in the F store section in the computer dictionary? \_\_\_\_\_

5 Rewrite these List Words adding **t** or **tt** to represent **t** or **tt**.

eeth \_\_\_\_\_ mae \_\_\_\_\_ sir \_\_\_\_\_ wrien \_\_\_\_\_  
 wice \_\_\_\_\_ paern \_\_\_\_\_ between \_\_\_\_\_  
 Ausralia \_\_\_\_\_ Ocober \_\_\_\_\_ boom \_\_\_\_\_

6 Write **tr**, **tw**, **st**, **nt**, **ct** or **ft** to finish the words. Arrange each set in alphabetical order.

\_\_\_\_\_ elve 1. \_\_\_\_\_ spe \_\_\_\_\_ 1. \_\_\_\_\_  
 \_\_\_\_\_ avel 2. \_\_\_\_\_ breakfa \_\_\_\_\_ 2. \_\_\_\_\_  
 \_\_\_\_\_ ore 3. \_\_\_\_\_ swi \_\_\_\_\_ 3. \_\_\_\_\_  
 \_\_\_\_\_ ir 4. \_\_\_\_\_ pare \_\_\_\_\_ 4. \_\_\_\_\_  
 \_\_\_\_\_ elfth 5. \_\_\_\_\_ O \_\_\_\_\_ ober 5. \_\_\_\_\_

7 Finish these sentences with List Words. Use your dictionary to help you.

You need \_\_\_\_\_ items to make a dozen.

You need \_\_\_\_\_ items to make a score.

Tom was born on the \_\_\_\_\_ day in the month of October.

The visitor had to ring the doorbell \_\_\_\_\_ before I heard it.

The reserve player in a cricket team is the \_\_\_\_\_ man.

## List Words

spent \_\_\_\_\_  
 twelve \_\_\_\_\_  
 twenty \_\_\_\_\_  
 teeth \_\_\_\_\_  
 fight \_\_\_\_\_  
 meat \_\_\_\_\_  
 mate \_\_\_\_\_  
 talk \_\_\_\_\_  
 store \_\_\_\_\_  
 stir \_\_\_\_\_  
 written \_\_\_\_\_  
 bottom \_\_\_\_\_  
 can't \_\_\_\_\_  
 doesn't \_\_\_\_\_  
 won't \_\_\_\_\_  
 wasn't \_\_\_\_\_  
 twice \_\_\_\_\_  
 twelfth \_\_\_\_\_  
 computer \_\_\_\_\_  
 together \_\_\_\_\_  
 between \_\_\_\_\_  
 parents \_\_\_\_\_  
 Australia \_\_\_\_\_  
 October \_\_\_\_\_  
 pattern \_\_\_\_\_

8 Choose a word part from each column and join them together to make a List Word.

patt	ents
par	ern
bott	en
writt	tween
be	n't
does	om

Oc	tral	ber
Aus	to	ia
to	put	ther
com	ge	er

9 Write contractions for the pairs of words in the box. **Finish** the conversation with your words. The underlined word in each sentence is a clue for the missing word in the reply.

Go to Helpful Hint 8.

do not \_\_\_\_\_  
 can not \_\_\_\_\_  
 does not \_\_\_\_\_  
 was not \_\_\_\_\_  
 will not \_\_\_\_\_

1. I can make a meat pie.  
 2. Mum does the pastry first.  
 3. Next the meat was cooked.  
 4. Mine will be a lovely pie.  
 5. Well, you don't have to eat any.

1. No you \_\_\_\_\_.  
 2. No she \_\_\_\_\_.  
 3. No it \_\_\_\_\_.  
 4. No it \_\_\_\_\_.  
 5. Yes I \_\_\_\_\_.

## Challenge

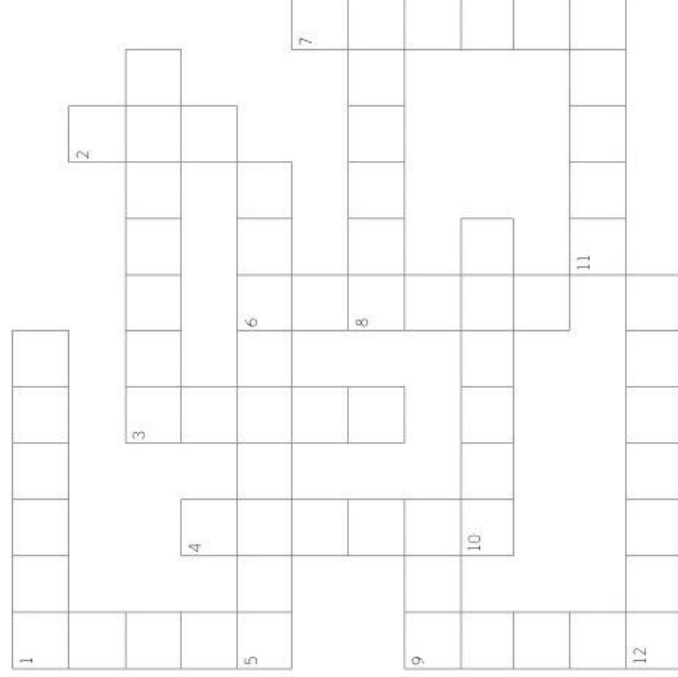
The Crossword answers are the past tense of the verbs listed, for example, Today I *count*. Yesterday I *counted*.

### Across

1. buy
3. stir
5. travel
8. fight
9. eat
10. dust
11. try
12. dirty

### Down

1. build
2. meet
3. spend
4. talk
6. lift
7. store
9. ask





# Unit 24



**t tt tiger button**



## List Words

omit  
event  
vital  
subject  
amount  
notice  
arrest  
terror  
prompt  
attempt  
dentist  
customer  
transfer  
transport  
telecast  
telephone  
internet  
interesting  
attendance  
taught  
privately  
scientist  
systematic  
equivalent  
committee

## Grapheme Chart

grapheme	word

- Colour** the graphemes that represent in the List Words.
- Go** to the List Words for Unit 24. **Count** the sounds and identify all the graphemes in each List Word.
- Write** any other letters that can represent on the Grapheme Chart. **Write** one word example for each.
- Cross** out the words where you hear . **Answer** the question that is left.  
Would omitting wrestling with a vital thief on the kitchen floor while whistling for the dog and listening for the telephone siren of a dentist arresting police car be noticeably considered privately an amazing event adventure?

- Write** List Words with in the following positions in the words.

1st, 3rd \_\_\_\_\_ 1st, 8th \_\_\_\_\_  
2nd, 6th \_\_\_\_\_ 4th, 7th \_\_\_\_\_ 2nd \_\_\_\_\_  
4th, 8th \_\_\_\_\_ 5th, 8th \_\_\_\_\_ 10th \_\_\_\_\_

- Circle** the base words from which these words have been built.

vitality dentistry noticeable eventually systematic attempting  
revitalise privately unnoticed uneventful committed disinterested  
terrorise prompted amounted attendance committee transportation  
arresting omitting subjective unattended commitment unaccustomed

- Write** the base words from which these words have been built.

terrify \_\_\_\_\_ attendant \_\_\_\_\_ telecasting \_\_\_\_\_  
terrific \_\_\_\_\_ scientific \_\_\_\_\_ telephonist \_\_\_\_\_  
noticing \_\_\_\_\_ customary \_\_\_\_\_ transferred \_\_\_\_\_  
omitting \_\_\_\_\_ impromptu \_\_\_\_\_ privatisation \_\_\_\_\_  
systemic \_\_\_\_\_ equivalence \_\_\_\_\_ transportable \_\_\_\_\_

- Write** words built from the words in the brackets to finish the sentences.

The scientist \_\_\_\_\_ to tell the dentist he would not be attending his appointment. (omit)

People were still \_\_\_\_\_ the graffiti on the wall which was quite \_\_\_\_\_ even after the wall had been repainted. (notice)

The owner thought he had \_\_\_\_\_ his dog to stop barking unnecessarily but his attempts failed.

His neighbour telephoned to tell him he would have to start \_\_\_\_\_ the dog again. (teach)

The chairperson of the committee was \_\_\_\_\_ to a new position in another city. (transfer)



--	--	--	--	--	--	--




- 10 Write** the words from the boxes that begin with the prefix **trans** or are built from the Greek root **tele** to match the meanings.

★ The prefix **trans** means *across* or *beyond*. The Greek root **tele** means *afar*.

to move a living thing **across** and **plant** it in another place

to **carry** something **across** from one place to another

to change words **across** from one language to another language

able to be seen through and **beyond** \_\_\_\_\_

a device to receive **visual** information from **afar**

broadcast information by television from afar

instrument for sending **speech** to a **far** away place \_\_\_\_\_

instrument for **seeing** things in the **far** distance \_\_\_\_\_

- 11 Colour** the best meaning for the first word in each group. **Use** your dictionary to help.

**omit (v):** remember, exclude, stop **vital (adj):** important, busy, trivial **prompt (adj):** punctual, late, acting

<b>attempt (v):</b> achieve, offer, try	<b>terror (n):</b> sadness, fear, quilt	<b>subject (n):</b> topic, answer, question
---	---	---

**systematic (adj):** organised, ready, haphazard  
**equivalent (adj):** nearly, matching, uneven

## Challenge

## challenge

Use the number code below the Crossword to start. **Write** the letters into the code as you decode them. The Crossword answers are occupations, for example a doctor or pilot.

[illegible]

## Code

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
			x		a	z			t		v	n	w	k	q	b	s	e	i						



# Unit 24



t tt tiger button

## List Words

politely  
toasted  
antique  
omitted  
uneventful  
entertainment  
majority  
appetite  
capacity  
particularly  
existence  
relevant  
incidental  
curiosity  
satisfactory  
disconcerted  
restaurant  
anticipation  
courteous  
criticism  
temporary  
intellectual  
spontaneous  
fluorescent  
characterisation

## Grapheme Chart

grapheme	word

- Colour** the graphemes that represent in the List Words.
- Go** to the List Words for Unit 24. **Count** the sounds and identify all the graphemes in each List Word.
- Write** any other letters that can represent on the Grapheme Chart. **Write** one word example for each.
- Cross** out all words with letter **t** where it does not represent in the first three sentences. **Read** the proverbs that are left. **Write** the number for each proverb beside its meaning in the circles.

★ A proverb is a short, well-known, wise saying that has been used by people for a long time.



- Three Many hands whistle make light butcher work.
  - This Two wrongs do not question make a right picture.
  - Once conscientious bitten twice righteous shy.
- ☐ After an upsetting experience in a particular situation, a person becomes wary of being in that situation again.
- ☐ If one person hurts another in some way, hurting that person back will not take away the first hurt and make things right.
- ☐ When a job has to be done, many people helping will get the work done far more quickly and easily than if just one or two people were doing the work.

- Rewrite** these List Words replacing the missing graphemes for .

omied \_\_\_\_\_ criticism \_\_\_\_\_ unevenful \_\_\_\_\_  
capacity \_\_\_\_\_ curiosity \_\_\_\_\_ incidental \_\_\_\_\_  
anique \_\_\_\_\_ majority \_\_\_\_\_ emporary \_\_\_\_\_  
relevan \_\_\_\_\_ resauran \_\_\_\_\_ saifsactory \_\_\_\_\_

- Colour** all the digraphs *green* and trigraphs *blue* in the following words.

toasted \_\_\_\_\_ omitted \_\_\_\_\_ disconcerted \_\_\_\_\_ anticipation \_\_\_\_\_ characterisation  
antique \_\_\_\_\_ courteous \_\_\_\_\_ spontaneous \_\_\_\_\_ fluorescent \_\_\_\_\_ particularly  
appetite \_\_\_\_\_ politely \_\_\_\_\_ existence \_\_\_\_\_ intellectual \_\_\_\_\_ entertainment

- Write** the List Words that belong to the same word families as the words below.

antiquity \_\_\_\_\_ appetising \_\_\_\_\_ fluorescence \_\_\_\_\_  
curious \_\_\_\_\_ relevance \_\_\_\_\_ spontaneity \_\_\_\_\_  
omission \_\_\_\_\_ anticipate \_\_\_\_\_ satisfaction \_\_\_\_\_  
courtesy \_\_\_\_\_ incapacitated \_\_\_\_\_ temporarily \_\_\_\_\_



- 8 **Underline** the word **not** and another word that can form a contraction in each sentence.  
**Write** the contraction on the line at the end of the sentence. 🐯 **Go to Helpful Hint 9**



The majority of the entertainment was not very funny. \_\_\_\_\_  
 These fluorescent lights will not be working to capacity tonight. \_\_\_\_\_  
 Impolite and discourteous people often do not receive invitations to social events. \_\_\_\_\_  
 This clock can not be admitted to the show as it is not an antique. \_\_\_\_\_  
 Those cats must not be very curious or they would not be lying asleep. \_\_\_\_\_

- 9 **Select** words from the box to write under the Latin roots and meanings from which they have been developed.  
**Use** the meanings beside the words and roots to help.

**temporary** – for a short **time**      **event** – something **coming up**      **tense** – past, present, future in **time**  
**eventual** – will **come** in due course      **extension** – act of **stretching** out      **entertain** – **holding** people's attention  
**omit** – won't **send**      **retaining** – **holding** back      **omission** – act of not **sending**      **extend** – to **stretch** out

<b>tempus</b> – <i>time</i>	<b>tendo</b> <b>tensus</b> – <i>stretch</i>	<b>teneo</b> – <i>hold</i>	<b>veneo</b> <b>vent</b> – <i>come</i>	<b>mitto</b> <b>missus</b> – <i>send</i>

- 10 **Circle** the word that has the best meaning for the first word in each column.

<b>capacity</b>	<b>relevant</b>	<b>incidental</b>	<b>disconcerted</b>	<b>spontaneous</b>	<b>satisfactory</b>	<b>criticism</b>
liquid	related	major	entertainment	planned	acceptable	compliment
capability	opposite	accident	confident	unplanned	terrific	disapproval
area	aunt	minor	confused	miscellaneous	inadequate	judgement

## Challenge

**Write** List Words to match the clues and fit on the lines. **Write** the letters in the squares on the numbered lines below to solve the riddle.

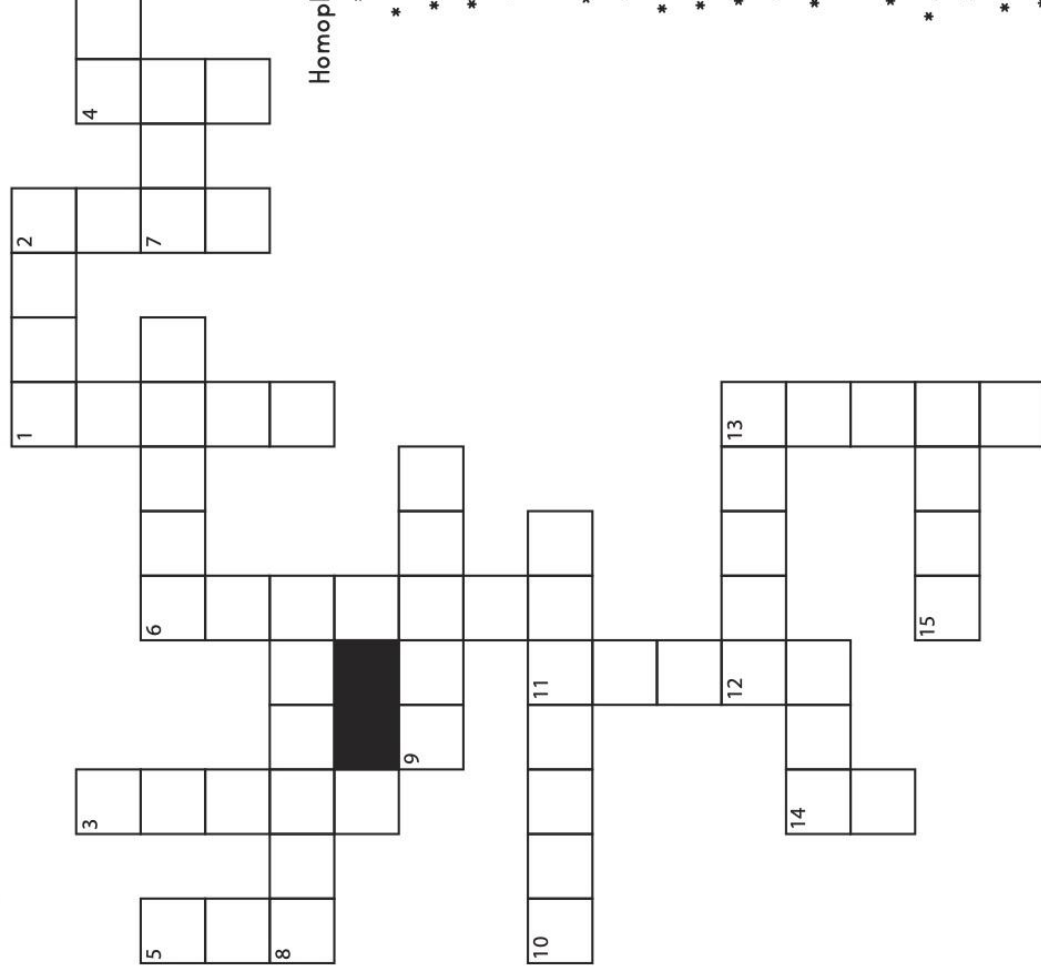
nine graphs and ten sounds (5) \_\_\_\_\_ has letter **t** for **ch tch** (16) \_\_\_\_\_  
 \_\_\_\_\_ rhymes with instrumental (2) \_\_\_\_\_  
 \_\_\_\_\_ a French word (11) \_\_\_\_\_  
 \_\_\_\_\_ means *courteously* (8) \_\_\_\_\_  
 \_\_\_\_\_ 4th + 6th (13) \_\_\_\_\_  
 \_\_\_\_\_ 1st + 4th (12) \_\_\_\_\_  
 \_\_\_\_\_ has letter **i** representing **ee ea y ey** (6) \_\_\_\_\_  
 \_\_\_\_\_ same digraph twice (14) \_\_\_\_\_  
 \_\_\_\_\_ has **ss se ce xai c** twice (3) \_\_\_\_\_  
 \_\_\_\_\_ trigraph representing **ir ur or er** (7) \_\_\_\_\_  
 \_\_\_\_\_ noun from the verb *anticipate* (1) \_\_\_\_\_  
 \_\_\_\_\_ has a digraph representing **s ss se ce xai c** (9) \_\_\_\_\_  
 \_\_\_\_\_ has the sounds **g gg z zz s se** following one another (15) \_\_\_\_\_  
 \_\_\_\_\_ has the letter **a** representing three different sounds (4) \_\_\_\_\_



**What's the difference between a wet eagle and a tiger with a toothache?**

7 6 3 10 12 1 9 15 5 6 11 4 3 14 13 5 6 1 6 2  
 11 4 16 7 11 4 16 9 14 12 13 9 10 5 6 8 1 5 6

# HOMOPHONES CROSSWORD



## Homophones Used

- \* two
- \* they're
- \* aloud
- \* there
- \* too
- \* to
- \* your
- \* bye
- \* where
- \* we're
- \* right
- \* buy
- \* write
- \* by
- \* their
- \* allowed
- \* rite
- \* you're
- \* wear

## ACROSS CLUES

1. You need to \_\_\_\_\_ a hat when you are out in the sun. (4)
4. I'm coming \_\_\_\_\_ your party on the weekend. (2)
6. The parents were very proud of \_\_\_\_\_ daughter on her graduation. (5)
7. The \_\_\_\_\_ boys made a great duo. (3)
8. \_\_\_\_\_ going to be very happy with your science mark. (6)
9. " \_\_\_\_\_ going out to lunch," said the girl excitedly. (5)
10. We weren't \_\_\_\_\_ to go out and play until we had cleaned our rooms. (7)
12. You go to the end of the street and then turn \_\_\_\_\_. (5)
14. It was hard to say \_\_\_\_\_ to such a good friend for so long. (3)
15. Let's have a sleepover at \_\_\_\_\_ house. (4)

## DOWN CLUES

1. I'm going to \_\_\_\_\_ a novel when I finish school. (5)
2. Starting school is a \_\_\_\_\_ of passage. (4)
3. I was surprised when the teacher asked me to read my work \_\_\_\_\_ to the class. (5)
4. The weatherman said it would be \_\_\_\_\_ dangerous to go out in the storm. (3)
5. I still need to \_\_\_\_\_ you a birthday present. (3)
6. \_\_\_\_\_ going to dinner at their grandparents' house. (7)
11. I don't know \_\_\_\_\_ I'm going. (5)
13. \_\_\_\_\_ are so many places to go shopping in my suburb. (5)
14. My favourite book is written \_\_\_\_\_ an American author. (2)

### Secretarial editing sheet - *Optional*

Ianthorpe, who was born on 13th October 1982, is an Australian swimmer when he competed, he specialised in freestyle though also swam in backstroke and the individual medley

He won five Olympics Gold Medals, the most one by an Australian. He was the most successful athlete at the 2000 summer Olympics with three gold and two silver medals.

In total, he has one eleven World championship golds and was the Australian swimmer of the Year from 1999 to 2003. He recognised Young Australian of the Year in 2000.

Self Assessment – Narrative





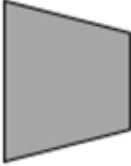
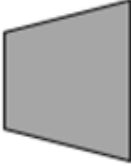






Use the table below to self-assess your sizzling start paragraph. If you give yourself a tick in the 3 smiley face column, this means you think that there is no possible way to improve in that aspect. Think critically before deciding as assessing yourself.

Step 2: Sizzling Starts					
Hooks the reader immediately					
Introduces character(s) and/or setting					
Includes backfill (What, Where, Who, Why)					

Use the lines below to give yourself some feedback, *What can you improve on for next time?*  
*What did you do well?* This is feedback on expression so there shouldn't be anything written here about spelling and grammar. You are considering how well you conveyed your ideas and how engaging your writing is.

Feedback on expression:

# Translations, Reflections and Rotations

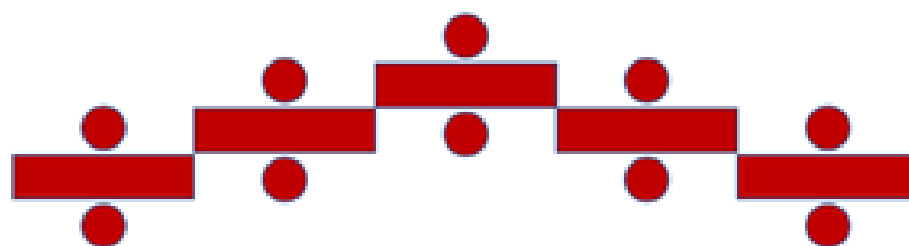
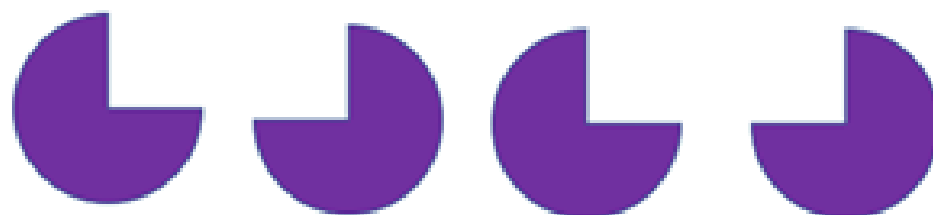
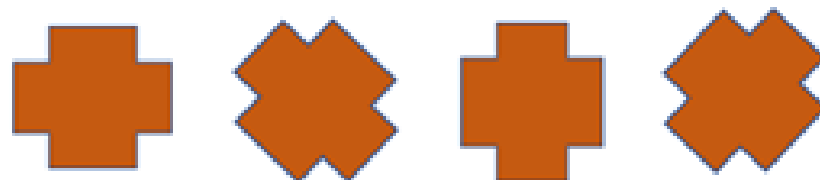
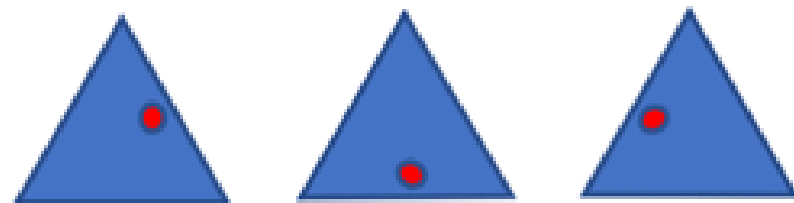
		Slide, Flip or Turn	Translate, Reflect or Rotate	Describe
				
				
				
				
				
				

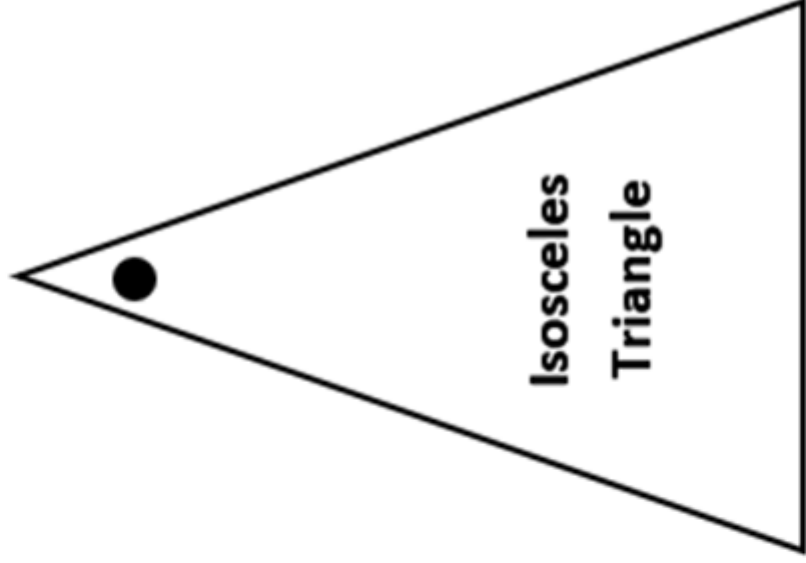
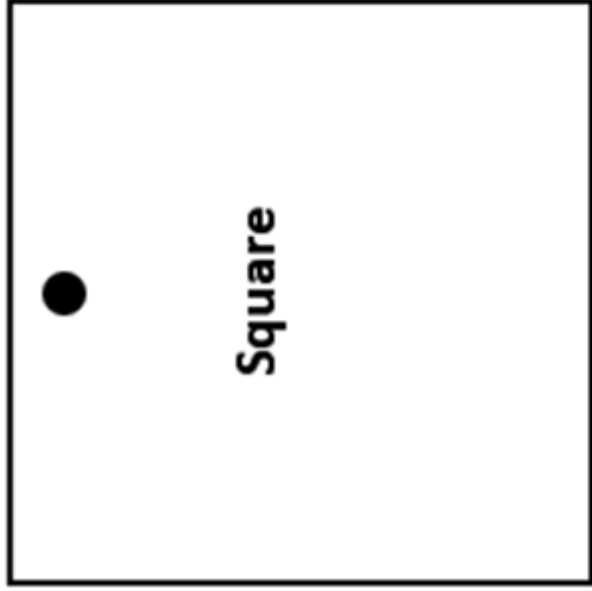
Use the words below to describe the transformations in the 'Describe' column above.

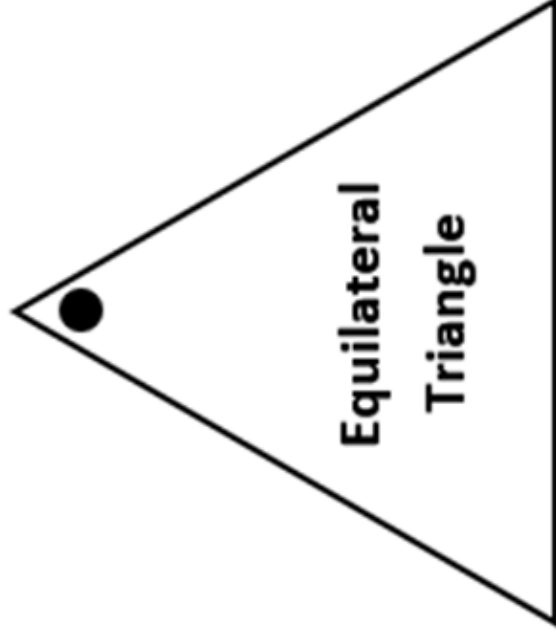
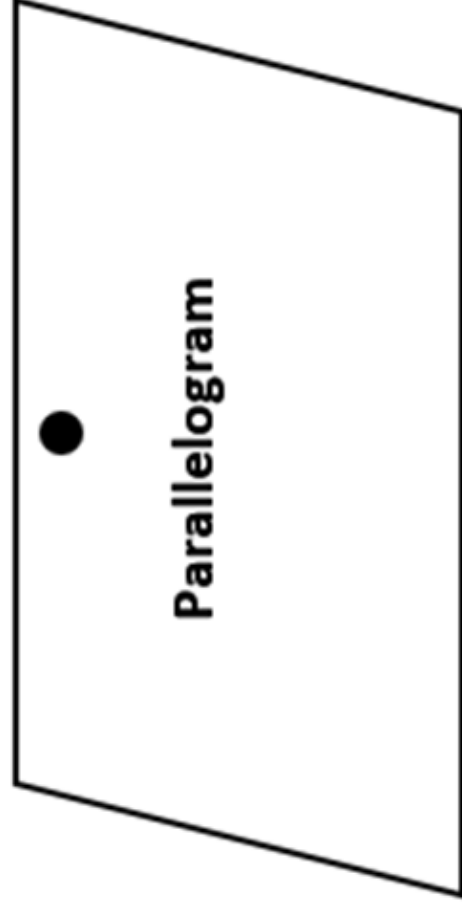
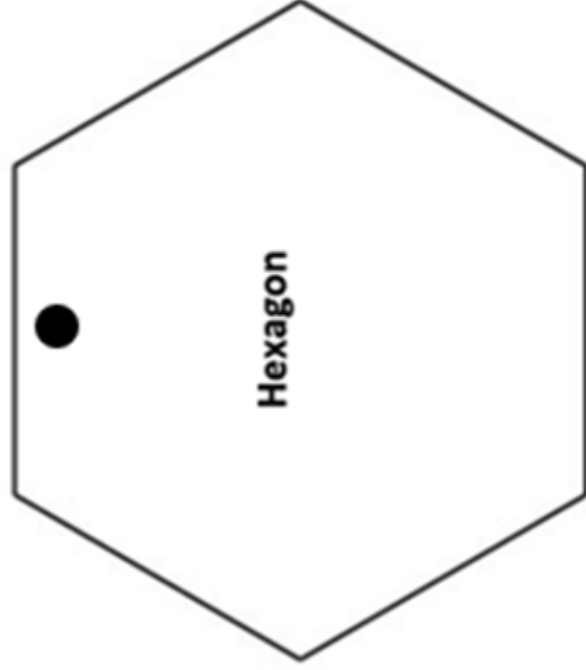
E.g. Slide/translate ... to the right.

horizontally   clockwise   right   half-turn   90 degrees   vertically   anti-clockwise

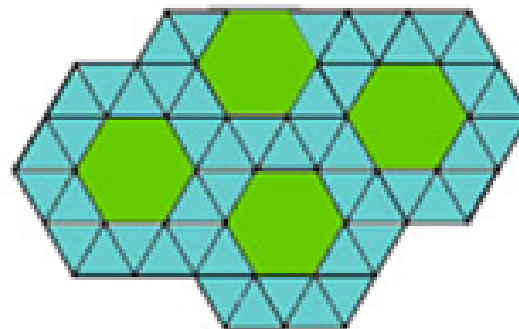
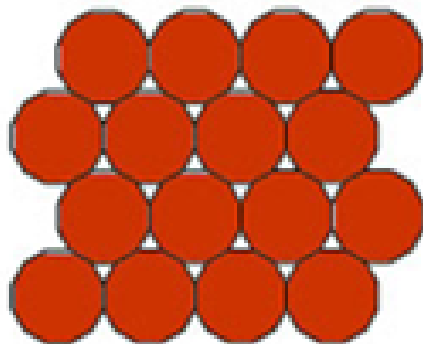
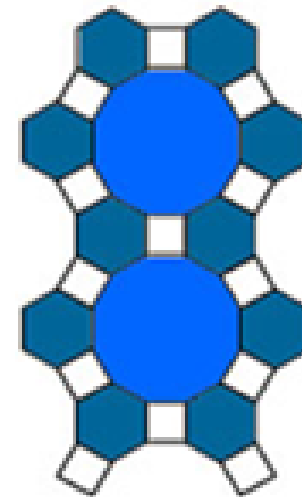
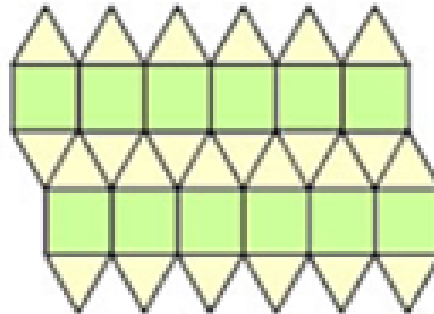
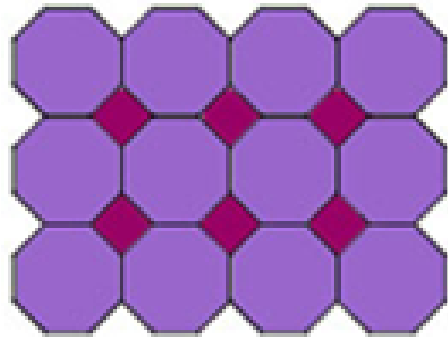
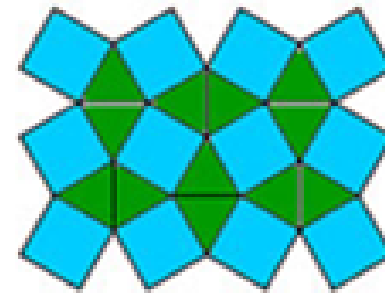
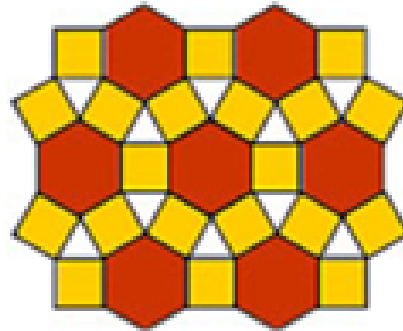
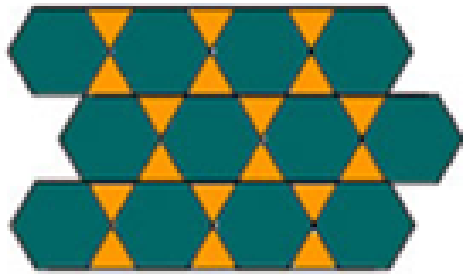








## Semi-regular tessellations



# Beat Making

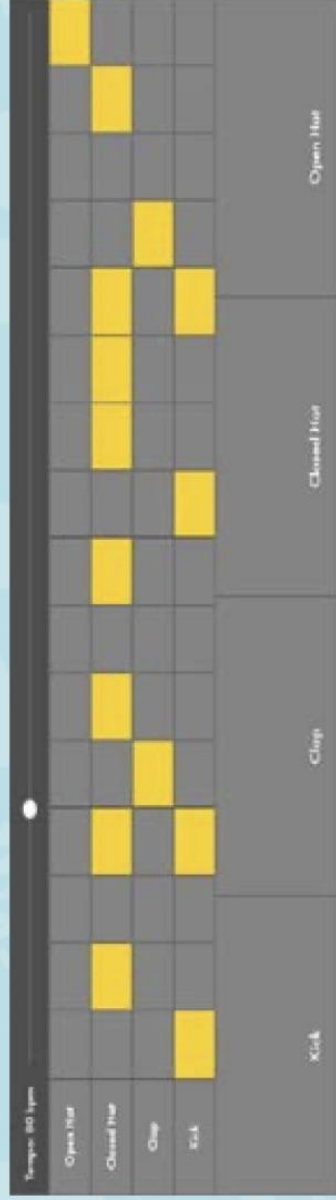
Create your own funky beat!

**Materials:** Internet-connected device (laptop, iPad, phone etc)

**Time:** 30 minutes

Music  
Activities  
for  
Year 5-6

Find more resources at [arts4live.com](https://www.arts4live.com)



## Prepare

Use a laptop, phone or other device to visit the [Ableton Learn](https://www.ableton.com/en/learn-drum/) drum page.

You'll notice a grid that is divided up into groups of four. Each group of four, looking left to right, represents one beat of music.

You can hear this by clicking the record button with this click: 1, 2, 3, 4.



to hear the metronome click. Count along

This grid represents one 'bar' of music. Each bar has four beats (or clicks on the metronome) and on the grid you can see each beat is divided by a bold line.

## Create

On the bottom two horizontal lines, you'll see 'Kick' and 'Clap'. These are the names of two percussion sounds that you'll hear in many beats.

To make a simple beat, look at the diagram below and click to insert a hit on the right beats.



You can see that the kick track has hits on the 1st and 3rd beat of the bar and the clap track hits on the 2nd and 4th beat of the bar.

Hit the play button



to hear your beat play!



# Beat Making

Create your own funky beat!

**Materials:** Internet-connected device (laptop, iPad, phone etc)

**Time:** 30 minutes

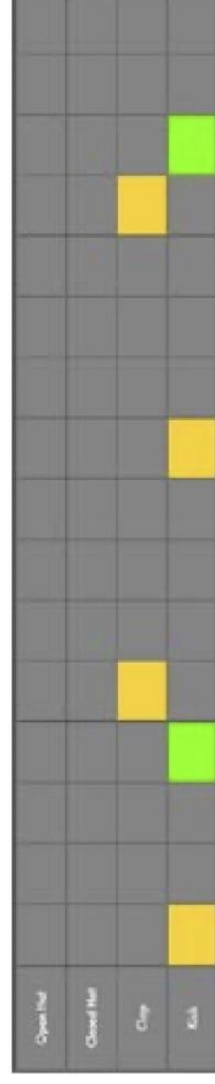
Music  
Activities  
for  
Year 5-6

Find more resources at [artslive.com](https://www.artslive.com)

## Extend

You can make your beat more exciting by adding extra hits to the kick drum. Try clicking extra hits into the kick track to see what your beat sounds like. Does it sound better when you add extra kick drum hits?

Here are some suggestions to try with the kick drum. Copy them into your track and see what you think!



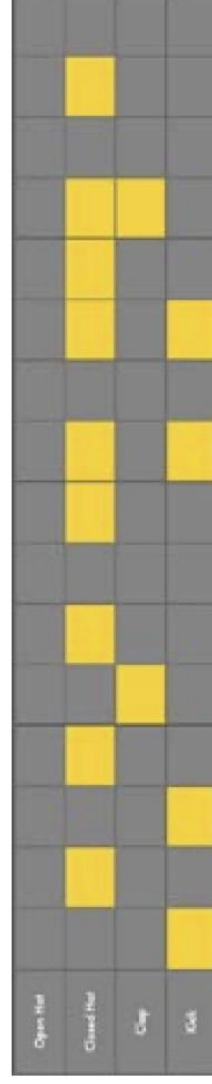
You can change the beat with only a few extra kick hits. Don't put too many in or it will start to sound messy!

## Explore

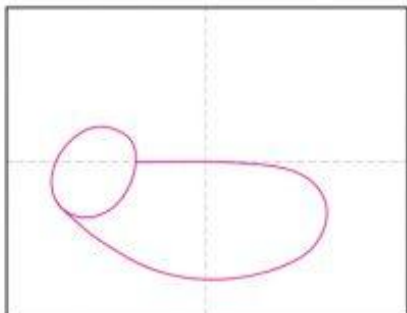
Once you have your kick drum pattern down, add some hi-hat. Hi-hats are a part of an acoustic drum kit and here are referred to as 'Closed Hat'.

Start by filling every square on the hi-hat track. What do you think of your beat now?

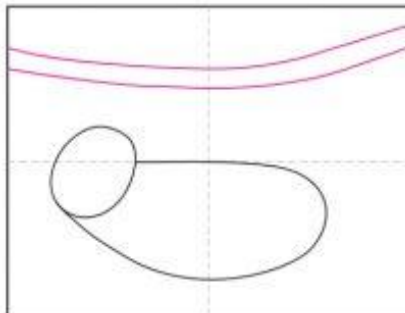
Erase all of the hits and make your own pattern. The good news with the hi-hat is that you can be more creative with it! Make patterns with your hi-hat, click the play button and see what you think.



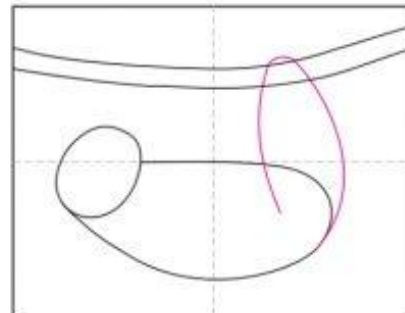
## Draw a Sloth



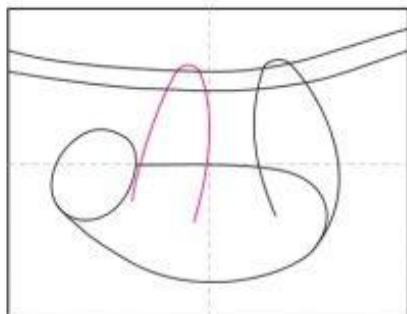
1. Draw an oval head and connected body.



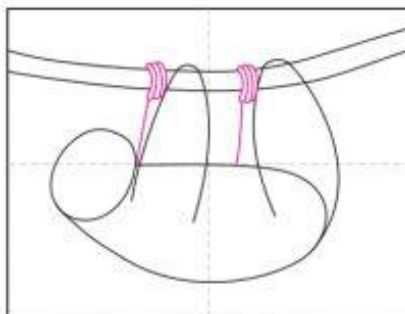
2. Add a branch above.



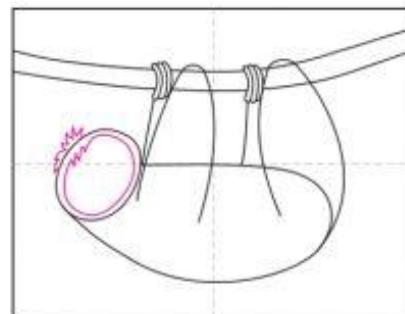
3. Connect body to branch with back leg.



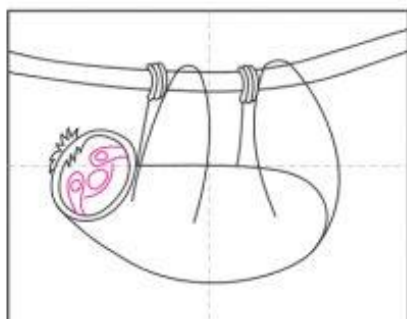
4. Add a front arm.



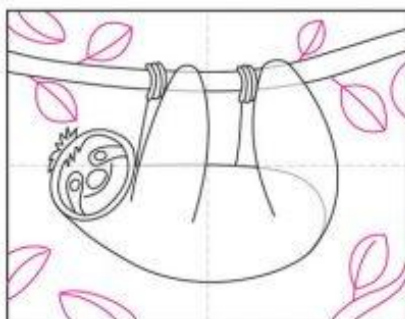
5. Draw the far arm and leg with claws.



6. Start the face with an outline.



7. Draw the inside face.



8. Add leaves to the tree. Erase gray lines.



9. Trace with a marker and color with crayons.

# Science & Technology

## Buoyancy

What makes something float or sink?

After watching the video, provide your own explanation of buoyancy.

<https://www.youtube.com/watch?v=nMIXU97E-uQ>

1. What is buoyancy?
2. What makes something float or sink?
3. How does the density of an object relate to its ability to float?

### **Experiment:**

Make a paper boat and see if it floats or sinks?

You can come up with your own design or use the instructions in the link below.

Record your predictions and the outcome of your experiment and upload it to Google Classroom along with pictures or videos of your boat.

<https://www.youtube.com/watch?v=1wu5oKy4m5s>

Optional: Experiment 2 - Displacement: <https://www.youtube.com/watch?v=PFn855wT2Sc>



# Can we make places disaster proof?

Natural disasters, like floods, cause great hardship for many people and their communities. It is important for local governments to reduce the risk of natural disasters in their area. The best way to do this is to plan ahead. Most councils may have a Flood Risk Management Plan.

If you were in charge of a town or city how would you plan for it to have an A+ Flood Risk Management Plan?

1

First, plan your city or town. You can make your own town or city by drawing a map, building a model or creating a digital version. Or you can use a real map of your own town or city. You can also build a town or city with a partner or group.

a Where is your area located?

b What is its climate type? (Include weather patterns)

c What type of settlement is it? (single houses, high rise, commercial, industrial, agricultural, mixed)

d What are the demographics? (population – mostly families, couples, retired, culture – does everyone speak English?)

2

Use this information to help you plan your Flood Risk Management Plan?





## HENRY FULTON PUBLIC SCHOOL SUGGESTED ONLINE RESOURCES

### ***English***

Soundwaves Spelling - [https://online.fireflyeducation.com.au/services/student\\_login/soundwaves](https://online.fireflyeducation.com.au/services/student_login/soundwaves)

Behind the News - <https://www.abc.net.au/btn/>

Kids News - <https://www.kidsnews.com.au/>

Storyline Online - <https://www.storylineonline.net/>

### ***Numeracy***

Mathletics - <https://login.mathletics.com/>

Mathantics Video Lessons - <https://www.youtube.com/channel/UCBuMwIP7kHkNxdPAqtFSJTw>

Cool math games - <https://www.coolmathgames.com/>

### ***Other KLA's***

National Geographic - <https://www.natgeokids.com/au/category/discover/>

The Body Coach TV (Kids Workouts) - <https://www.youtube.com/user/thebodycoach1>

Blockly Games Coding - <https://blockly.games/>

ABC education - <https://education.abc.net.au/home#!/home>

### **Google Classroom Codes**

**6H** – m4cmyt6 | **56C** – lexmq67 | **5L** – 7pg4b5t | **45J** – k6cd4jx