


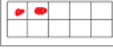
**Menzies Learning from Home Plan**  
**Term 2, Week 1, 2020**

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b> <b>8:55am – 9:55am</b>	<b>English:</b> Drop Everything And Read for 20 minutes <b>Fact or Fiction</b> The purpose of informative texts is to provide information about a particular topic using facts. Think about the following questions: → What is the purpose of an informative text? → What are some types of informative texts? → How do informative texts differ from imaginary texts? Watch the <a href="#">Fact or Opinion for Kids video</a> . After watching, discuss: → What is a fact? → Where can we find facts? → What is an opinion? Complete the 'Distinguishing Between Fact and Opinion' activity shared to you on Seesaw.	<b>English:</b> Drop Everything And Read for 20 minutes <b>Grammar - Adjectives</b> What is an adjective? Write an A-Z list of adjectives for three of the following words: size, feelings, shapes, time, appearance or food. <b>Example:</b> Feelings A – Afraid B – Brave C – Cheerful D – Determined  <b>Share your list on Seesaw.</b>	<b>English:</b> Drop Everything And Read for 20 minutes <b>Impromptu Speaking</b> Choose a topic and practice speech structure by writing topic sentences, introductions and conclusions for a chosen topic (can use multicultural speech topics). You can present your speech on Seesaw and provide feedback to your peers based on the 3M's. <b>Multicultural Speeches</b> Go to the <a href="#">Multicultural Public Speaking site</a> and find the year 5 and 6 topics. Brainstorm some ideas for a topic you would like to write your speech on. Start researching and drafting your speech.	<b>English:</b> Drop Everything And Read for 20 minutes <b>Synonyms</b> What is a synonym? Choose 10 words (from your novel or randomly in the dictionary) and find a synonym for each word. EXT: Find two synonyms for each.	<b>English:</b> Drop Everything And Read for 20 minutes <b>Behind the News</b> Watch this week's episode of BTN: <a href="https://www.abc.net.au/btn/classroom">https://www.abc.net.au/btn/classroom</a>  <b>Share your thoughts on Seesaw.</b>

<b>Brain Break</b>	Go for a walk around your environment. If you can, take your walk outside.	Complete these actions for <b>1 minute</b> each: jog on the spot, high knees, star jumps, hop on one foot, hop on the other foot and jump on both feet.	Each colour has an action: Blue- jump to the sky Red- squats Yellow-do the twist Green- swim on land Ask someone to call out a color and you complete the action until another colour is called!	Ask someone or read and do the following actions: <b>Jog</b> in place AS IF a scary bear is chasing you. <b>Walk</b> forwards AS IF you're walking through chocolate pudding. <b>Jump</b> in place AS IF you are popcorn popping. <b>Reach</b> up AS IF you are grabbing balloons out of the air. <b>March</b> on the spot AS IF you are in a marching band. <b>Shake</b> your body AS IF you are a wet dog.	→ Reach for the sky → Touch toes (try not to bend your knees) → Arm circles forward → Arm circles backwards → Knees to chest—sit down on the floor, bring our knees to your chest and give yourself a big hug.  Do each of these for 20-30 seconds.
<b>10-11am</b>	Complete Monday on your literacy Grid	Complete Tuesday on your literacy Grid	Complete Wednesday on your literacy Grid	Complete Thursday on your literacy Grid	Complete Friday on your literacy Grid
<b>Lunch</b>					
<b>Middle 11:50- 12:50pm</b>	<b>Mathematics:</b> - Matific - Maths grid activity - Number of the Day ( <i>worksheet, or complete on <b>Seesaw</b></i> ). <i>To choose your number, roll a dice (roll</i>	<b>Mathematics:</b> - Matific - Maths grid activity - Number of the Day	<b>Mathematics:</b> - Matific - Maths grid activity - Number of the Day	<b>Mathematics:</b> - Matific - Maths grid activity - Number of the Day	<b>Mathematics:</b> - Matific - Maths grid activity - Number of the Day

*a dice multiple times for more difficult multi-digit numbers)*

**Number of the Day**

Number of the Day: <u>2</u>	Number Word: <u>two</u>
Odd or Even: <u>Even</u>	More and Less: <u>2</u> + 1 = <u>3</u> <u>2</u> - 1 = <u>1</u>
Tally It: <u>11</u>	Draw It: 
Show as an Array: 	Double It: <u>4</u>
Halve It: <u>1</u>	

← 0 1 2 3 4 →

## Brain Break

Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.

Lie on your back outside (or in another room) and close your eyes so you can use all of your senses except for sight. Notice the feel of the air, the feel of the ground, the sounds that surround you and any smells that are present.

Lie with your back on the floor and place a soft toy on your tummy. Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.

Lie comfortably on your back on the floor. Move your attention around your body by tensing and clenching your muscles and then relaxing them. Hunch your shoulders, then let them go. Make your hands into fists then tighten the muscles in your arms before relaxing them. Continue to move around your body repeating this process.

Take a moment to think about how you are feeling. Which words would describe how you are feeling? Can you trace back the origins of those feelings?

<p><b>12:50-1:50</b></p>	<p><b>HSIE: History</b>  <b>Stories of Migration</b></p> <p>Sign into <b>Inquisitive</b> to complete assigned tasks.</p> <p><b>Human Migration: Activity 1-6</b></p> <p>Watch the video: <a href="#">Human Migration</a>.</p> <p>Summarise the facts about human migration, and write a question about the future of human migration using information from the video.</p> <p>Match the reasons for migration into the correct suitcases (economic, political, environmental and social). Add some of your own reasons.</p> <p><b>Post this to Seesaw.</b></p>	<p><b>HSIE: History</b>  <b>Stories of Migration</b></p> <p>Sign into <b>Inquisitive</b> to complete assigned tasks.</p> <p><b>Human Migration: Activity: 7</b></p> <p>Speak to your family and ask questions about your own family migration history. Use a different colour to note the country of birth for yourselves, one of your parents and one of your grandparents on the world map on Seesaw.</p> <p>Look at your classmates' posts, analyse the results of the map.  → What do you notice?  → What do you find interesting? Compare statistical evidence within our class and the Australian population.</p>	<p><b>Cooking:</b>  <b>Instructional video uploaded to Seesaw</b></p> <p>Watch the Cooking Video on Seesaw and have a go at making some delicious food.</p> <p><b>When cooking always remember:</b></p> <ul style="list-style-type: none"> <li>• Have an adult with you at all times.</li> <li>• Wash your hands for 20 seconds before and after you cook.</li> </ul>	<p><b>STEM: Science</b>  <b>It's Electrifying</b></p> <p>Sign into <b>Inquisitive</b> to complete assigned tasks.</p> <p><b>Different Types of Energy: Activity 1-3</b></p> <p>Watch the <a href="#">Roller Coaster Footage</a> video. How did it make you feel?  A roller coaster has no engine to drive it around the track. How do you think it achieves such high speeds? Brainstorm different ideas.</p> <p>Watch the <a href="#">Rube Goldberg Machine</a> video. Choose a sequence of objects that appear together in the video at a certain point. Describe the 'chain reaction' that sets one object, then the next, and the next, in motion.</p> <p><b>Post this to Seesaw.</b></p> <p>*Check the list and start gathering equipment ready for your next science lesson.</p>	<p><b>STEM: Science</b>  <b>It's Electrifying</b></p> <p>Sign into <b>Inquisitive</b> to complete assigned tasks.</p> <p><b>Different Types of Energy: Activity 4-7</b></p> <p>Read the eBook '<a href="#">The Different Forms of Energy</a>', and complete the table, identifying the different types of energy and listing an example of each. Choose and gather three items from the first list and one item from the second list on page 2, and identify the initial energy and final energy. Complete this information in the table provided.</p> <p>Watch the '<a href="#">Charging mobiles at a train station</a>' video. What are the positive and negative reasons to have these charging stations installed at all train stations?</p>
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<b>Afternoon 2:20-3:00p</b>	<b>At Home Activity Grid:</b> Emailed to parents along with this Timetable.	<b>Sport:</b> Tricky Tuesday with Be Skilled Be Fit!  <a href="https://onedrive.live.com/?authkey=%21AJmWIX3ZAJNvf6Y&amp;cid=CFF77AC07425912A&amp;id=CF77AC07425912A%21286&amp;parId=CFF77AC07425912A%21281&amp;o=OneUp">https://onedrive.live.com/?authkey=%21AJmWIX3ZAJNvf6Y&amp;cid=CFF77AC07425912A&amp;id=CF77AC07425912A%21286&amp;parId=CFF77AC07425912A%21281&amp;o=OneUp</a>  Mindfulness: Smiling Minds App (Parents to download)  <a href="https://www.smilingmind.com.au/">https://www.smilingmind.com.au/</a>	<b>Personal Development: Health (PDHPE): Feelings</b>  Listen to the story: In my Heart, A Book of Feelings <a href="https://www.youtube.com/watch?v=xIfLgHBwYx4">https://www.youtube.com/watch?v=xIfLgHBwYx4</a>  Think about how you feel now and how you have felt over the last week. Discuss with the people around you. <b>Complete the activity sheets:</b> PDHPE My Feelings Part 1 and 2	<b>At Home Activity Grid:</b> Emailed to parents along with this Timetable.	<b>Lego Stem Challenge!</b> Choose and complete a challenge from the Lego Challenge.

For further activities, refer to the Department of Education website on Home learning - <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home>

If you require offline copies of the work (hardcopies) please email Anthea Bell ([anthea.bell4@det.nsw.edu.au](mailto:anthea.bell4@det.nsw.edu.au)) with your name, your child's name and class and full address.