



St Johns Park Public School - Year 6 (Week 1)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|--|---|---|---|---|
| Morning | <p><u>FITNESS:</u></p> <ul style="list-style-type: none"> 16 lunges 30 mountain climbers 10 burpees 15 leg raises <p>Repeat steps 3 times</p>  <p><u>ENGLISH:</u> Word of the day: Yearn</p> <ul style="list-style-type: none"> Look-up meaning of the word. What part of speech is it? (E.g. Noun, verb etc.) Research the etymology (the origin of the word) Write two interesting complex/ compound sentences using the word. | <p><u>FITNESS:</u></p> <ul style="list-style-type: none"> * 12 squats * 16 lunges * 10 push-ups * 30 Mountain climbers <p>Repeat steps 3 times</p> <p><u>ENGLISH:</u> Word of the day: Vague</p> <ul style="list-style-type: none"> Look-up meaning of the word. What part of speech is it? (E.g. Noun, verb etc.) Research the etymology (the origin of the word) Write two interesting complex/ compound sentences using the word. | <p><u>FITNESS:</u></p> <ul style="list-style-type: none"> 20 high knees 15 sit-ups 16 lunges 20 jumping jacks sprinting in the spot for 20 secs <p>Repeat steps 3 times</p>  <p><u>ENGLISH:</u> Word of the day: Pelagic</p> <ul style="list-style-type: none"> Look-up meaning of the word. What part of speech is it? (E.g. Noun, verb etc.) Research the etymology (the origin of the word) Write two interesting complex/ compound sentences using the word. | <p><u>FITNESS:</u></p> <ul style="list-style-type: none"> 16 lunges 30 mountain climbers 10 burpees 15 leg raises <p>Repeat steps 3 times</p> <p><u>ENGLISH:</u> Word of the day: Rambunctious</p> <ul style="list-style-type: none"> Look-up meaning of the word. What part of speech is it? (E.g. Noun, verb etc.) Research the etymology (the origin of the word) Write two interesting complex/ compound sentences using the word. | <p><u>FITNESS:</u></p> <ul style="list-style-type: none"> 15 sit-ups 12 push-ups 20 mountain climbers 20 jumping jacks <p>Repeat steps 3 times</p>  <p><u>ENGLISH:</u> Word of the day: Lethargic</p> <ul style="list-style-type: none"> Look-up meaning of the word. What part of speech is it? (E.g. Noun, verb etc.) Research the etymology (the origin of the word) Write two interesting complex/ compound sentences using the word. |

Famous Quote:

"I would rather die of passion than of boredom."

- Research who wrote this quote
- Explain the meaning of this quote

FAIRY TALES

Sleeping Beauty Traditional

- Watch Sleeping Beauty fairy tale video.
- Create a story plot.



<https://bit.ly/2SXSfgw>



Famous Quote:

"I attribute my success to this: I never gave or took any excuse."

- Research who wrote this quote
- Explain the meaning of this quote



Summarise each story in this episode in dot points under the title of each story. Explain to someone the main points. Explain the purpose of the article/news item. Using the dot points for each story, investigate the meaning of words you do not know and demonstrate the meaning of each word in a sentence.

Famous Quote:

"Whatever the mind of man can conceive and believe, it can achieve."

- Research who wrote this quote
- Explain the meaning of this quote

FAIRY TALES

Sleeping Beauty Traditional vs Fractured

- Compare the two stories using a Venn diagram.
- Identify how the story was adapted using SCAMPER Comparison worksheet. (Use SCAMPER guide).



<https://bit.ly/2WTC44G>

Famous Quote:

"Dreaming, after all, is a form of planning."

- Research who wrote this quote
- Explain the meaning of this quote

FAIRY TALES

Little Red Riding Hood vs Red Fur

- Watch Little Red Riding Hood fairy tale.
- Answer Comprehension worksheet.



<https://bit.ly/2YYIOSU>

- Watch Red Fur video



<https://bit.ly/3fD2DUq>

- Compare the two stories using a Venn diagram.
- Identify how the story was adapted using SCAMPER Comparison worksheet. (Use SCAMPER guide).

Famous Quote:

"If you look at what you have in life, you'll always have more. If you look at what you don't have in life, you'll never have enough."

- Research who wrote this quote
- Explain the meaning of this quote

FAIRY TALES

Plan your fractured fairy tale of Little Red Riding Hood with the focus on SUBSTITUTE and COMBINE from the SCAMPER guide.

SUBSTITUTE – A girl not a boy or new character
COMBINE – add an element of another story to your story

- List how you adapted the story using SCAMPER Comparison (Fill in only Adapt and Modify column).
- Write a one-paragraph scene from your story demonstrating how you used to Adapt and Modify to adapt the story (Use Writing & Representing checklist).

| Break | Break | Break | Break | Break | Break |
|--------|---|--|---|---|---|
| Middle | <p align="center"><u>MATHEMATICS</u></p> <p>Complete attached Monday Maths activity</p> <p>In your workbook, draw a floor plan of your kitchen and label each aspect. Give estimations of area.</p> <p>In the kitchen, select six different items and measure their area such as a cereal box, milk container, mixing spoon.</p> <p>Maths Word Problems</p> <p>https://www.analyzemath.com/middle_school_math/grade_6/problems.html</p> <p>Complete the first 13 questions</p> | <p align="center"><u>MATHEMATICS</u></p> <p>Complete attached Tuesday Maths activity</p> <p>Select four sets of times tables you have difficulty remembering, these can go past 12.</p> <p>Write each set into your workbook.</p> <p>Maths Word Problems</p> <p>https://www.analyzemath.com/middle_school_math/grade_6/problems.html</p> <p>Complete the remaining 12 questions</p> | <p align="center"><u>MATHEMATICS</u></p> <p>Complete attached Wednesday Maths activity</p> <p>Squared and Cubed Numbers</p> <p>1) 5^2</p> <p>2) 10^3</p> <p>3) 6^3</p> <p>4) 9^2</p> <p>5) 15^2</p> <p>6) 32^2</p> <p>7) 30^3</p> <p>8) 9^3</p> <p>9) 50^2</p> <p>10) 4^3</p> <p>Maths Word Problems</p> <p>https://www.math-onlymath.com/worksheets-on-area-and-perimeterofrectangles.html</p> <p>Please complete the nine questions in your workbooks</p> | <p align="center"><u>MATHEMATICS</u></p> <p>Complete attached Thursday Maths activity</p> <p>Write the following numbers in Roman Numerals</p> <p>1) 66</p> <p>2) 109</p> <p>3) 345</p> <p>4) 1000</p> <p>5) 1456</p> <p>6) 2090</p> <p>7) 99</p> <p>8) 56</p> <p>9) 499</p> <p>10) 77</p> <p>Use a catalogue or the internet to spend \$226.50 on food items for your family. Please list these items and costs, with the total and change you will receive.</p> <p>Maths Word Problems</p> <p>https://www.analyzemath.com/middle_school_math/grade_7/problems.html</p> <p>Complete the 18 problems and show your working</p> | <p align="center"><u>MATHEMATICS</u></p> <p>Complete attached Friday Maths activity</p> <p>3D Shape Walk</p> <p>Walk around your house and find things that are the same shape as a:</p> <ol style="list-style-type: none"> 1. Sphere 2. Cube 3. Pyramid 4. Cylinder 5. Rectangular prism <p>Draw your above findings in your workbook.</p> <p>Chance Experiment</p> <p>When flipping a coin:</p> <ul style="list-style-type: none"> • What is the chance of landing on heads? • What is the chance of landing on tails? <p>Flip a 20-cent coin 50 times and create a tally of your results.</p> |

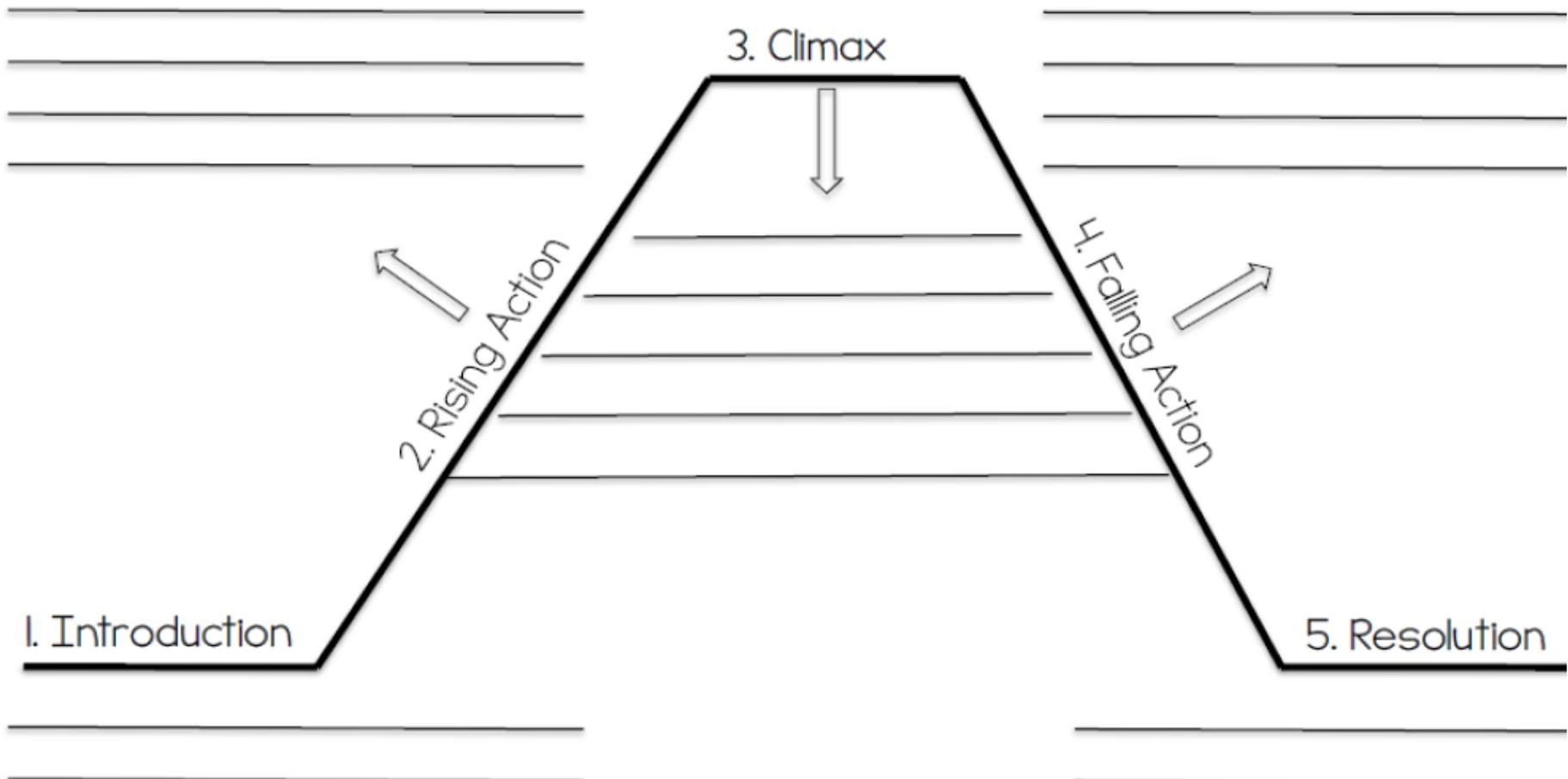
| Break | Break | Break | Break | Break | Break |
|-----------|---|---|---|---|---|
| Afternoon | <p><u>SCIENCE AND TECHNOLOGY:</u>  <u>Yeast Feast!</u></p> <p>Watch the video 'Yeast Feast' using the link below. Follow the video instructions and then answer the questions below. https://bit.ly/35Y5eE3</p> <p>Describe the process that led to the balloons inflating.</p> <ol style="list-style-type: none"> Excluding the ingredients used, what variables may affect the outcome of the investigation? Do you think the same results would be achieved with cold water? Why/why not? Why were 4 different bottle combinations used? What did this allow us to do? List some common uses of yeast. | <p><u>GEOGRAPHY:</u> <u>Research Task: Demographic</u></p> <p>Continue with your chosen Asian country project and research on the following:</p> <ul style="list-style-type: none"> - Religion/ beliefs - Custom/ traditions - Clothing - Food <p>Use your own words to create as many slides for each topic and make sure you include pictures and diagrams.</p> <p>(Note: please do not use Wikipedia as it is not a reliable source)</p>  | <p><u>PDHPE:</u> <u>How is alcohol portrayed in the media?</u></p> <p><i>Creating an advertisement</i></p> <p>You are employed by an advertising company to create an advertisement for a new non-alcoholic drink. The advertisement could be for print media, t.v, radio, internet or cinema. You must:</p> <ul style="list-style-type: none"> • Design an advertisement. • Compile and write up a short advertising brief giving details that include: <ul style="list-style-type: none"> - the advertisement's focus, why the product should be advertised - the product itself  - target audience (over 18) - Where it is to be advertised? <p>include lots of images!</p> | <p><u>GEOGRAPHY:</u> <u>Research Task: Demographic</u></p> <p>Continue with your chosen Asian country project and research on the following:</p> <ul style="list-style-type: none"> - Languages - Education - Health system <p>Use your own words to create as many slides for each topic and make sure you include pictures/diagrams.</p> <p>(Note: please do not use Wikipedia as it is not a reliable source)</p>  | <p><u>PDHPE</u></p> <p>Plan and design a week of healthy eating for you using the 'Official Healthy Food Guide.' https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating</p> <p>Follow these guidelines to plan meals for each day: Breakfast, crunch n sip, lunch, afternoon snack, dinner and a snack.</p> <p>Go outside and play a sport of your choice for at least 30 minutes.</p> |



Monday - English

Story Plot

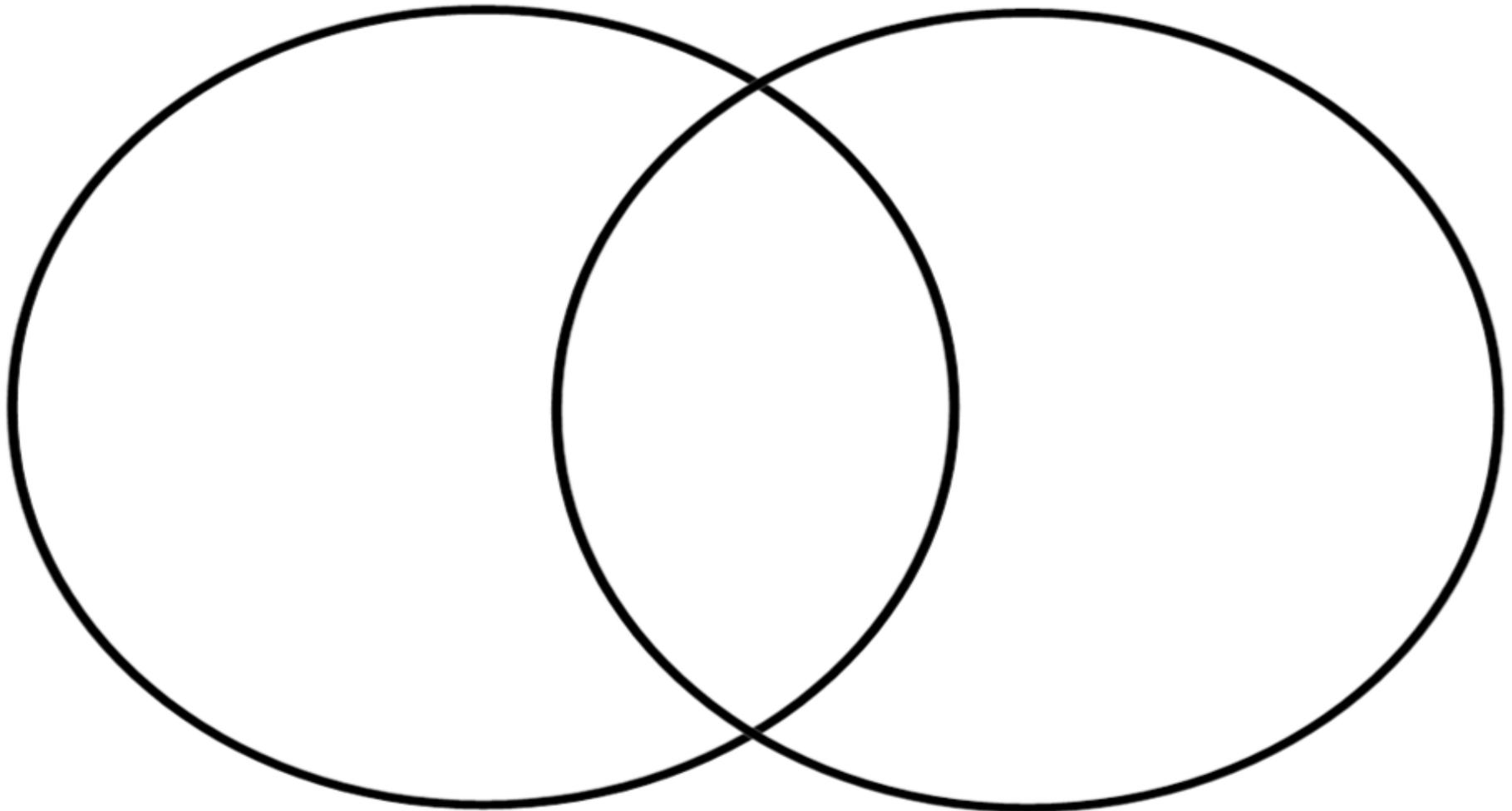
Name Title of Story



Venn Diagram

Sleeping Beauty

Leaping Beauty



Wednesday – English

SCAMPER Comparison

| SCAMPER | Original Title: _____ | Fractured Title: _____ |
|---------------------------------|-----------------------|------------------------|
| S ubstitute something | | |
| C ombine things | | |
| A dapt or Add something | | |
| M inify, magnify, Modify | | |
| P ut it to another use | | |
| E liminate something | | |
| R earrange or reverse | | |

SCAMPER GUIDE

- ✓ **Substitute** – a girl not boy or new character
- ✓ **Combine** – add an element of another story to one you have chosen
- ✓ **Adapt** – change the language of the story to fit in with teen talk or change it from first to third person or vice versa
- ✓ **Modify** – alter the setting
- ✓ **Put** - place something unexpected into the story that is very odd
- ✓ **Eliminate** – get rid of something or someone in the story
- ✓ **Reverse** – change the order of the story and bring the beginning to the end and the end to the beginning.

Thursday - English

Questions about Little Red Riding Hood

Answer the questions below in full sentences.

1. Name all four characters in the story.

2. Where was Little Red Riding Hood trying to go? What did she take with her?

3. What stopped Little Red Riding Hood on her way?

4. How do you think Granny felt when the wolf arrived at her house? Why?

5. How did the wolf try to make himself look like Granny?

6. Why did the wolf dress up as Granny?

7. What did Little Red Riding Hood notice was different about Granny in bed?

8. Describe the wolf using three adjectives.

9. How did the woodcutter know to come to the house?

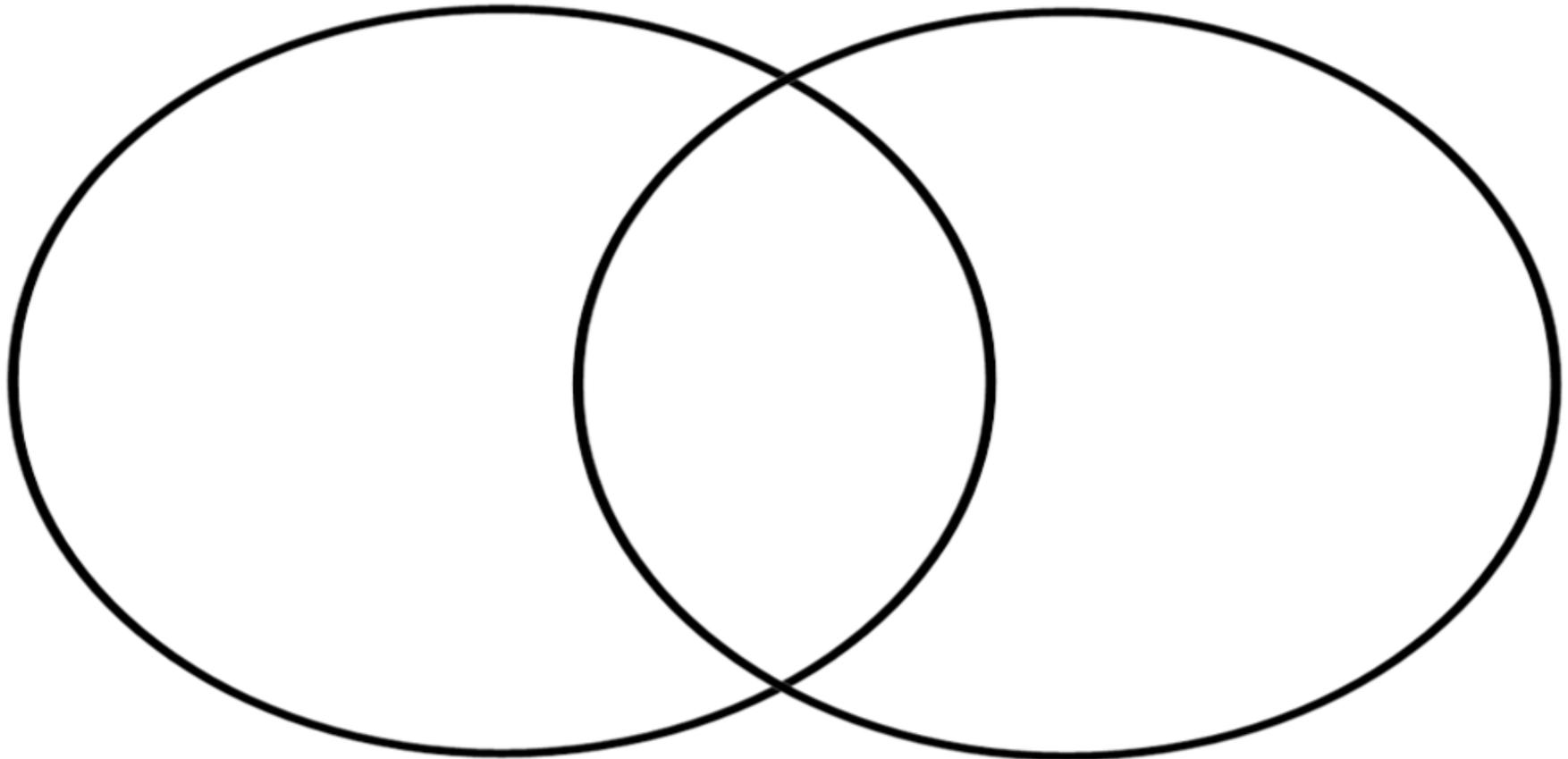
10. What do you think was the moral (message) of the story?

Thursday - English

Venn Diagram

Little Red Riding Hood

Little Red Fur



Thursday – English

SCAMPER Comparison

| SCAMPER | Original Title: _____ | Fractured Title: _____ |
|---------------------------------|-----------------------|------------------------|
| S ubstitute something | | |
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SCAMPER GUIDE

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SCAMPER Comparison

Friday - English

| SCAMPER | Original Title: _____ | Fractured Title: _____ |
|---------------------------------|-----------------------|------------------------|
| S ubstitute something | | |
| C ombine things | | |
| A dapt or Add something | | |
| M inify, magnify, Modify | | |
| P ut it to another use | | |
| E liminate something | | |
| R earrange or reverse | | |

Fractured Fairy Tale Checklist

Reading and Viewing Checklist

| Checklist | Needs Practise | Achieved |
|--|----------------|----------|
| I can interpret picture books, comic strips and sequences of digital images. | | |
| I can recognise the effect of multimedia elements. | | |
| I can compare content from a variety of textual sources including digital texts. | | |

Writing and Representing Checklist

| Checklist | Needs Practise | Achieved |
|---|----------------|----------|
| I can follow Story plot: Introduction, Climax, Resolution. | | |
| I can use SCAMPER to change the fairy tale. | | |
| I can establish the setting, narrator and characters. | | |
| I can use dialogue in my fairy tale. | | |
| I can sequence the events logically. | | |
| I can check my work carefully and use correct spelling, punctuation and capitalization. | | |

Speaking and Listening Checklist

| Checklist | Needs Practise | Achieved |
|-------------------------------|----------------|----------|
| I can use voice | | |
| I can use volume | | |
| I can use eye contact | | |
| I can use an appropriate pace | | |

Monday – Maths

Choose a level to complete OR complete all activities

| ★ | ★★ | ★★★ |
|--------------------------------|------------------------------|--------------------------------|
| A1.Ϸ $\frac{1}{2}$ of 8 | B1.Ϸ $\frac{3}{4}$ of 28 | C1.Ϸ $\frac{6}{7}$ of 126 |
| A2.Ϸ $\frac{1}{2}$ of 16 | B2.Ϸ $\frac{1}{2}$ of 28 | C2.Ϸ $1\frac{1}{5}$ of 40 |
| A3.Ϸ $\frac{1}{2}$ of 18 | B3.Ϸ $\frac{1}{2}$ of 20 | C3.Ϸ $1\frac{1}{6}$ of 84 |
| A4.Ϸ $\frac{1}{2}$ of 4 | B4.Ϸ $\frac{3}{4}$ of 36 | C4.Ϸ $\frac{4}{5}$ of 90 |
| A5.Ϸ $\frac{1}{2}$ of 14 | B5.Ϸ $\frac{1}{2}$ of 36 | C5.Ϸ $\frac{2}{5}$ of 90 |
| A6.Ϸ $\frac{1}{2}$ of 6 | B6.Ϸ $\frac{1}{2}$ of 32 | C6.Ϸ $1\frac{1}{4}$ of 12 |
| A7.Ϸ $\frac{1}{2}$ of 10 | B7.Ϸ $\frac{3}{4}$ of 16 | C7.Ϸ $\frac{2}{5}$ of 140 |
| A8.Ϸ $\frac{1}{2}$ of 12 | B8.Ϸ $\frac{3}{4}$ of 32 | C8.Ϸ $\frac{4}{5}$ of 50 |
| A9.Ϸ $\frac{2}{3}$ of 30 | B9.Ϸ $\frac{2}{3}$ of 42 | C9.Ϸ $1\frac{1}{8}$ of 48 |
| A10.Ϸ $1\frac{1}{8}$ of 128 | B10.Ϸ $\frac{5}{6}$ of 42 | C10.Ϸ $\frac{7}{10}$ of 120 |

Tuesday – Maths

Choose two levels to complete

| ★ | ★★ | ★★★ |
|--------------------------------------|--------------------------------------|---------------------------------------|
| A1.Ⓟ $\frac{1}{3} - \frac{2}{6}$ | B1.Ⓟ $\frac{2}{5} + \frac{1}{6}$ | C1.Ⓟ $\frac{7}{9} - \frac{5}{8}$ |
| A2.Ⓟ $\frac{2}{3} + \frac{4}{7}$ | B2.Ⓟ $\frac{5}{6} + \frac{4}{6}$ | C2.Ⓟ $\frac{5}{6} - \frac{1}{7}$ |
| A3.Ⓟ $\frac{4}{6} + \frac{5}{9}$ | B3.Ⓟ $\frac{4}{8} - \frac{1}{3}$ | C3.Ⓟ $\frac{6}{10} - \frac{7}{13}$ |
| A4.Ⓟ $\frac{5}{6} + \frac{2}{6}$ | B4.Ⓟ $\frac{1}{3} + \frac{1}{6}$ | C4.Ⓟ $\frac{6}{9} - \frac{1}{7}$ |
| A5.Ⓟ $\frac{5}{8} - \frac{2}{6}$ | B5.Ⓟ $\frac{3}{5} - \frac{4}{8}$ | C5.Ⓟ $\frac{7}{11} - \frac{3}{6}$ |
| A6.Ⓟ $\frac{2}{3} - \frac{3}{5}$ | B6.Ⓟ $\frac{5}{8} + \frac{3}{8}$ | C6.Ⓟ $\frac{4}{5} + \frac{6}{11}$ |
| A7.Ⓟ $\frac{4}{7} - \frac{4}{8}$ | B7.Ⓟ $\frac{3}{8} + \frac{1}{5}$ | C7.Ⓟ $\frac{5}{9} - \frac{1}{6}$ |
| A8.Ⓟ $\frac{5}{8} - \frac{2}{4}$ | B8.Ⓟ $\frac{6}{7} - \frac{5}{9}$ | C8.Ⓟ $\frac{2}{3} + \frac{6}{11}$ |
| A9.Ⓟ $\frac{1}{2} + \frac{1}{4}$ | B9.Ⓟ $\frac{6}{7} - \frac{3}{7}$ | C9.Ⓟ $\frac{3}{4} - \frac{7}{11}$ |
| A10.Ⓟ $\frac{4}{5} - \frac{4}{8}$ | B10.Ⓟ $\frac{6}{9} - \frac{1}{3}$ | C10.Ⓟ $\frac{3}{5} + \frac{1}{4}$ |

Wednesday – Maths

Complete all questions

Converting Improper Fractions to Mixed Numbers

1) $\frac{37}{9} = \underline{\hspace{2cm}}$

2) $\frac{21}{4} = \underline{\hspace{2cm}}$

3) $\frac{72}{10} = \underline{\hspace{2cm}}$

4) $\frac{50}{7} = \underline{\hspace{2cm}}$

5) $\frac{20}{3} = \underline{\hspace{2cm}}$

6) $\frac{15}{7} = \underline{\hspace{2cm}}$

7) $\frac{20}{9} = \underline{\hspace{2cm}}$

8) $\frac{16}{6} = \underline{\hspace{2cm}}$

9) $\frac{39}{11} = \underline{\hspace{2cm}}$

10) $\frac{14}{5} = \underline{\hspace{2cm}}$

11) $\frac{21}{5} = \underline{\hspace{2cm}}$

12) $\frac{61}{8} = \underline{\hspace{2cm}}$

13) $\frac{9}{2} = \underline{\hspace{2cm}}$

14) $\frac{20}{6} = \underline{\hspace{2cm}}$

15) $\frac{52}{7} = \underline{\hspace{2cm}}$

Converting Mixed Numbers to Improper Fractions

1) $9\frac{1}{4} = \underline{\hspace{2cm}}$

2) $3\frac{1}{3} = \underline{\hspace{2cm}}$

3) $8\frac{3}{5} = \underline{\hspace{2cm}}$

4) $8\frac{1}{4} = \underline{\hspace{2cm}}$

5) $7\frac{1}{3} = \underline{\hspace{2cm}}$

6) $7\frac{1}{5} = \underline{\hspace{2cm}}$

7) $4\frac{1}{2} = \underline{\hspace{2cm}}$

8) $9\frac{1}{2} = \underline{\hspace{2cm}}$

9) $6\frac{1}{4} = \underline{\hspace{2cm}}$

10) $8\frac{1}{3} = \underline{\hspace{2cm}}$

11) $9\frac{1}{6} = \underline{\hspace{2cm}}$

12) $8\frac{5}{9} = \underline{\hspace{2cm}}$

Friday – Maths

Complete the table for each sequence of matchsticks shapes and identify the function rule.



| | | | | | | | | | | | |
|-----------------------|--|----|----|----|----|---|---|---|---|----|----|
| Shape number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 50 |
| Number of matchsticks | 6 | 10 | 14 | 18 | 22 | | | | | | |
| Function rule | Number of matchsticks = Shape number × _____ + _____ | | | | | | | | | | |

1



| | | | | | | | | | | | |
|-----------------------|--|---|----|----|----|---|---|---|---|----|----|
| Shape number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 50 |
| Number of matchsticks | 4 | 7 | 10 | 13 | 16 | | | | | | |
| Function rule | Number of matchsticks = Shape number × _____ + 1 | | | | | | | | | | |

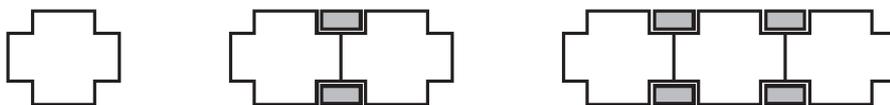
2



| | | | | | | | | | | | |
|-----------------------|--|---|---|---|----|---|---|---|---|----|----|
| Shape number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 50 |
| Number of matchsticks | 3 | 5 | 7 | 9 | 11 | | | | | | |
| Function rule | Number of matchsticks = Shape number × _____ + _____ | | | | | | | | | | |

3

4 Continue the pattern and complete the table



| | | | | | | | | | | |
|----------------------|--|---|---|---|---|---|---|---|---|----|
| Shape number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Number of crosses | 1 | 2 | 3 | | | | | | | |
| Number of rectangles | 0 | 2 | 4 | | | | | | | |
| Rule for crosses | Number of crosses = (2 + number of rectangles) ÷ 2 | | | | | | | | | |
| Rule for rectangles | Number of rectangles = (2 × number of crosses) – 2 | | | | | | | | | |

How many rectangles will there be in the 12th shape?