Research the main characteristics of the Impressionist painters and what influenced them.

Primary Arts

The term 'Impressionist' was first used as an insulting term for a new style of painting, exhibited in Paris in 1874.

Look at these impressionist paintings.
What are you wondering?

Primary Arts

Learn an existing dance based on the movements of an Australian animal.

Perform it for an audience.

Primary Arts

Some people do not think animals really dance. What do you think?

Primary Arts

'Watch a short montage of videos of wild animals moving, for example
www.youtube.com/watch?v=SFwgCh1hh4U and
www.youtube.com/watch?v=uclolc2Q_Wg
Watch the clips with the sound off. Then watch them with the sound on.
Create an animal 'dance'.
What do you need to know or include that will make it 'dancing' and not 'just moving'?

Primary Arts

Learn to do the choreographed Vogue dance that the visiting Vogue dancer teaches you.
Perform the dance to an audience.

Primary Arts

Work in a small group to choreograph a Vogue dance.
Ensure you incorporate the five elements as well as your own personal style.
How will you get ongoing feedback on your progress?

The colours in the colour wheel below are all pure colours because they have no black or white in them.

Paint a picture using only pure colours.

Primary Arts

Primary Arts

The original colour wheel chart was created by Sir Isaac Newton, in 1666.
His focus on the nature of light and colour and his experimentation by slitting sunlight with a prism led to the design of a colour circle. The bands of colour were dispersed in wedges, arranged around a circle.
By the mid 1900's, a German theorist, Johannes Itten, developed the colour wheel we know today. His colour wheel was based on the primary colours and contains 12 colours.
These 12 colours are:
Primary – red, blue, yellow
Secondary – purple, green, orange
Tertiary – red-violet, blue-violet, blue-green, yellow-green, yellow-orange, red-orange

Primary colours are thought of as traditional colours and cannot be mixed or formed by any combination of other colours. All colours are derived from them. The secondary colours are formed by mixing the primary colours and the tertiary colours are formed by mixing a primary and a secondary colour. The colours in the colour wheel above are all pure colours because they have no black or white in them. Paint a picture using only pure colours.

Develop a demographic profile of a cooperating class from India.

The data you have been given includes:

- height (broken into bands)
- transport to school
- favourite subject
- type of housing
- age (broken into bands).

Primary Geography

Develop a demographic profile of a cooperating class of students from India.

The data you have been given includes:

- height of students (broken into bands)
- transport to school
- local rainfall
- distance from the Equator
- favourite subject
- type of housing
- age (broken into bands)
- sunshine per hours per annum.

Primary Geography

Look on your local council website to find out the strategies that your council takes to address environmental problems such as litter.

Primary Geography

Look at the photo.

What can you see?
What does it make you think?
Who could be responsible?
Who might care? How can you find out?
What could you do?

Primary Geography

BUSHFIRES

Primary Geography

Read the information about the recent Australian bushfires.
Construct a table that lists the information under these headings:

- Causes
- Effects
- Responses.

Go to the CFS website and find out the recommendations it has made to reduce the threat or incidence of bushfires.

BUSHFIRES

Primary Geography

The CFS in South Australia has a slogan, "It's not that hard to be bushfire ready."
Do you think this is true?
How can we be bushfire ready?

- Who would know?
- Who needs to know?

Discuss whether these recommended actions for 'being bushfire ready', would reduce the threat or incidence of bushfires.

Locate the major volcanoes on a map of the world.

Undertake research on the websites provided in order to answer the question:

'*Why are volcanoes found where they are?*'

Primary Geography

Look at the map.

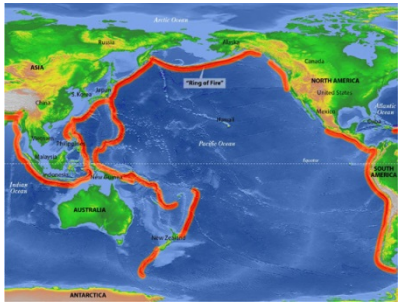
- What do you observe? What does it make you wonder?

The red line shows the location of the major earthquakes.

- How can you explain this?

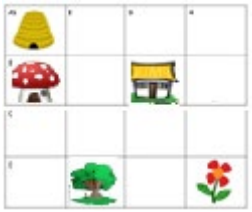
Think about the location of tectonic plates.

- How can you make sense of this information?
- What conclusions can you draw from this data?



Primary Geography

Program your Bee-Bot so it goes from the hive in A1 to the flower in D4.
Record the commands in the space provided.

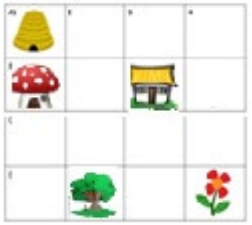


Primary Digital Technology

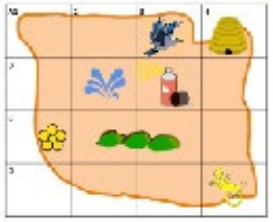
Move your Bee-Bot on this map.
What challenge do you want to try?

Record your challenge and the commands you use in the space provided.

Primary Digital Technology



Move your Bee-Bot from the hive to the flower.
Follow the procedure. Make a record of all your commands.
Start at the hive.
Move down to avoid the bird.
Avoid the insect spray.
Avoid the lizard.
Fly left over the hills.
Go to the fountain and pause for a drink.
Move left and down to the flower.

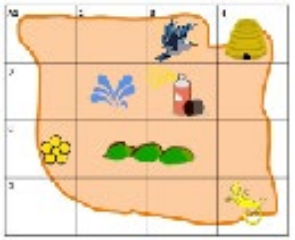


Give the commands you have recorded to someone else to test.

Primary Digital Technology

Give a sequence of steps to a friend, so that they can move the Bee-Bot safely from the hive to the flower.

Be careful. Make sure they avoid the hazards.
What questions do you have?

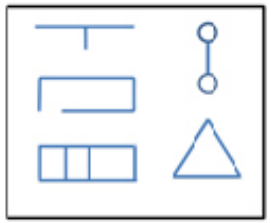


Primary Digital Technology

Primary Digital Technology

The Bee-Bot can be programmed to move different ways.

- means move forward 15 cm
- means move backward 15 cm
- means turn 90 degrees right
- means turn 90 degrees left
- means clear
- means pause

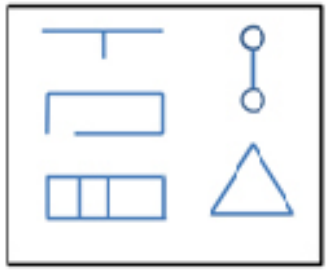


Follow the instructions on the Bee-Bot program cards to make the Bee-Bot follow the lines of these different shapes, without leaving the path.

The Bee-Bot can be programmed to move different ways.
Play with your Bee-Bot to see what it can do.

Can you make the Bee-Bot follow the lines of these different shapes, without leaving the path?
What do you notice?

Record your programmed movements using symbols.
The control symbols on the back of the Bee-Bot might help.
What other symbols will you need?



Primary Digital Technology

Why isn't there a card for the triangle? Did you notice that the Bee-Bot cannot move on diagonal lines?

Primary Digital Technology

The Bee-Bot can be programmed to move forward and back along the street.

- The Bee-Bot can be made to turn in a circle to go back along the road.
- Notice that there are two side roads that it can turn into, as well as 'entering' the houses.
- The houses are numbered.

Record the path that makes the BeeBot visit the odd numbered houses - 1,3,5,7,9.
Use the command symbols to record your path.

The Bee-Bot can be programmed to move forward and back along the street.

- The Bee-Bot can be made to turn in a circle to go back along the road.
- There are 10 spaces on the road.
- There are two side roads that it can turn into, as well as 'entering' the houses.
- The houses are numbered.
- The blue fairy lives in the toadstool.

Record the path that makes the Bee-Bot visit the odd numbered houses - 1,3,5,7,9.

Use the command symbols to record your path.

Primary Digital Technology

Research the life of Ned Kelly.
Write a report that includes:

- his early life and family
- his conflict with the law
- his life as a bushranger
- the Glenrowan shootout
- his trial and death.

Do you think he was a hero or villain? Why?

Primary History

Ned Kelly
What do you think about these two statements?
What do they make you wonder?

Primary History

"Ned Kelly deserves his rightful place in Australian folklore and history. The fact that thousands of Victorians signed a petition to oppose the execution of Ned demonstrates this point. "

David Crawford, The Age, October 30, 2001.

"What we shouldn't forget is that Ned Kelly remains responsible for the single biggest killing of police officers in Australia's history. We hope what will be buried with him is the quaint Australian tradition we have of hero-worshipping those who have been responsible for the most horrific crimes."

Bruce McKenzie Victoria Police Association 2013

Before the zipper was invented, boots were often done up with buttons.

Sometimes boots had more than 50 buttons. The buttons were often very small and hard to do up with your fingers.
A tool called a button hook was used to help with this task.
They were usually made out of metal.

Look at the object below.

Primary History

What do you think this object could have been used for?

What information will help you to work out the answer?

Design your own button hook.

Primary History

Questions will be addressed one at a time.

Primary History

Create a timeline showing the different policies and programs that have impacted on immigration to Australia since World War II.

Research:
Who were the different migrants groups?
Why did they want to come to Australia?
When did they come?
How did Australia help them to come?
Who was not allowed to migrate to Australia? Why?

'Australia has always welcomed migrants'.

Primary History

What is your opinion on this statement?
What do you need to know to form an evidence based opinion?
How could you find out?

Create a timeline showing the different policies and programs that have impacted on immigration to Australia since World War II.
Include information about the different migrant groups.

Use your timeline to justify your ideas and your opinion.

Arrange these significant events in order, on your timeline.

- Beginning school.
- Learning to walk.
- Saying first word.
- Learning to crawl.
- Being born.
- Beginning kindergarten.

Does everyone's timeline look the same? Explain.

Primary History

Which of these are significant events in your life?
Put them in order on your timeline.

Primary History

- Beginning school.
- Learning to walk.
- Visiting grandma.
- Saying first word.
- Riding a bike.
- Being born.
- Eating ice cream.
- Moving house.
- Beginning kindergarten.
- Watching television.
- Younger brother/sister born.

Does everyone's timeline look the same? Explain.

This giant model koala is so big that it has a shop built inside of it.

How many times taller is the koala than the little girl?

Primary Maths

Look at the photo.

What questions do you have?

Sort your questions into mathematical and non-mathematical questions.

Which mathematical question would you like to solve?

Primary Maths

This bucket holds 10 litres when filled to the top. The dotted line shows the water level in the bucket.

How much water do you think is in the bucket?

Primary Maths

Primary Maths

Approximately how much water do you think was poured over this man?

What information do you need in order to find out? What else? Give clues or answers as appropriate in response to the questions asked

Primary Maths

A movie ticket for one adult costs $12.

A movie ticket for one child is three quarters of the cost for an adult.

a. What's the cost for one child?

b. What's the cost for four children?

c. What's the cost for a family of two adults and four children?

Primary Maths

A movie ticket for 1 adult costs $12.

A movie ticket for a child is three quarters of the cost for an adult.

What's the cost for a family of two adults and four children?

Source: NAPLAN question.

Primary Maths

What is the value of:

500 + 60 + 4

Primary Maths

Which of these is worth 564? Tick all the correct boxes.

5 + 6 + 4 ☐

50 + 60 + 40 ☐

500 + 40 + 6 ☐

500 + 60 + 4 ☐

Bird diversity in the schoolyard

Primary Science

The data collected in September, of our class observations of birds, is given below. Create an infographic to clearly represent this data, showing both the number of birds, and the diversity of bird types.
Class observations:

- We saw 40 New Holland Honey Eaters in week 1 of September, 30 in week 2, 53 in week 3 and 55 in week 4.
- We saw 80 Australian crested pigeons in week 1 of September, 10 in week 2, 11 in week 3 and 0 in week 4.
- We saw 5 Willy Wagtails in week 1 of September, 7 in week 2, 10 in week 3 and 10 in week 4.

Bird diversity in the schoolyard

Primary Science

The data collected in September, of our class observations of birds, is given below. Create an infographic to clearly represent this data, showing both the number of birds, and the diversity of bird types.
Class observations:

- There are 20 native trees in our school yard and 40 non-native trees.
- We saw 40 New Holland Honey Eaters in week 1 of September, 30 in week 2, 53 in week 3 and 55 in week 4.
- We saw 80 Australian crested pigeons in week 1 of September, 10 in week 2, 11 in week 3 and 0 in week 4.
- We saw 5 Willy Wagtails in week 1 of September, 7 in week 2, 10 in week 3 and 10 in week 4. Another 5 were seen in week 1 of October.
- We saw 900 ants in September.
- We saw 2 mice in week 1 and 0 in week 2, week 3 and 25 in week 4.

Making a parachute

Primary Science

What you will need:

- A plastic shopping bag
- Scissors
- String
- A small action figure to act as the weight.

What to do:

1. Cut out a large square from your plastic bag.
2. Trim the edges so it looks like an octagon (an eight sided shape).
3. Cut a small hole near the edge of each side.
4. Attach 8 pieces of string of the same length to each of the holes.
5. Tie the pieces of string to the object you are using as a weight.
6. Find a high spot to drop your parachute and test how well it worked.

Try to make your parachute fall as slowly as possible.

How well did your parachute work?

Design a parachute that uses air resistance effectively

Primary Science

What you will need:

- A plastic shopping bag
- Scissors
- String
- Small weights

- What shape of parachute do you think will work best?
- What size do you think the canopy needs to be?
- What weight will work best? What ideas do you have?
- Which one will you try first? How will you test it?

Try to make your parachute fall as slowly as possible.

DISCUSS

Which variable had the greatest impact on slowing the fall of the parachute?
How do you know?

Describe the features of a cactus.

Primary Science

Use online and print materials to research how the physical characteristics of cactus help it to survive desert conditions.

Present your research as a poster.
Annotate pictures and drawings to point out at least 3 features of a cactus.

Explain how these features assist its survival in harsh desert conditions.

https://www.flickr.com/photos/chitrasudar/2623644913/

What do you notice?

Primary Science

Look at the cactus in the pot and the photo of the cactus's surface structure.
Describe the cactus in as much detail as possible using the plant and the photo.
What does it make you wonder?
(For example: Why are they fat? Why do they have sharp spikes?)
What does that make you think?
What issues do plants and animals living in habitats such as deserts face?
How might its physical features help it? (For example: The big spikes are to stop the cactus being eaten).
What does it make you wonder?
(For example: What might eat a cactus? What might be deterred by the spikes? What wouldn't? Could spikes help it with any other issue?)

https://www.flickr.com/photos/chitrasudar/2623644913/

What do you think?

Primary Science

Most fruit plants are grown from seeds.
Once the fruit is eaten or decayed the seed is released and grows into a new plant.

Find out about the life cycle of a watermelon and draw a labelled diagram showing the key stages.

What do you think?

Primary Science

Seedless watermelons are very popular today.

Consider the plus/minus/and interesting consequences of having seedless fruit.

- What questions does this raise?
- What do you need to know?
- How can you find out?

Read Meerkat Mail, by Emily Gravett (2007)

Primary English

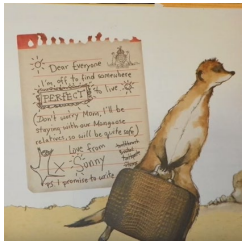
Create a desert area in the sandpit to show the meerkat's home.
Take a photo of the desert area to use on a postcard.

Read this page from 'Meerkat Mail', by Emily Gravett (2007)
(Read before reading the book).

Primary English

Dear Everyone,
I'm off to find somewhere perfect to live. (Don't worry Mom, I'll be staying with our mongoose relatives, so will be quite safe).
Love from Sunny
PS I promise to write.

What does this make you wonder?
What would you like to find out more about?



DINOSAURS

Primary English

Read the text and answer the following questions: Many dinosaurs used their horns, spikes or armour to defend themselves. But even those without armour had their own defence weapons. Apatosaurus could rear up on its hind legs and crush an attacker with its front feet, or use its tail to injure a predator. Many other sauropods travelled in herds, relying on safety in numbers so that only weak or sick animals would be attacked.
Pachycephalosaurus could use its thick skull to defend itself against both predators and other members of its own species. Large predators such as Tyrannosaurus hunted alone, and relied on a surprise rush. The bird-mimic dinosaurs such as Gallimimus used their speed to escape. Diplodocus's tail was longer than a tennis court. It used the tail for support when it reared up to crush a predator with its front legs. Triceratops's neck was a massive frill of solid bone.

1. **Different dinosaur species had different names.**
   How many different dinosaur species are mentioned in the text?
2. **Which dinosaurs were attacked by predators?**
3. **Which of those were attacked by predators and members of their own species?**

DINOSAURS

Primary English

Read the text and answer the following questions:
Many dinosaurs used their horns, spikes or armour to defend themselves.
But even those without armour had their own defence weapons. Apatosaurus could rear up on its hind legs and crush an attacker with its front feet, or use its tail to injure a predator. Many other sauropods travelled in herds, relying on safety in numbers so that only weak or sick animals would be attacked.
Pachycephalosaurus could use its thick skull to defend itself against both predators and other members of its own species. Large predators such as Tyrannosaurus hunted alone, and relied on a surprise rush.
The bird-mimic dinosaurs such as Gallimimus used their speed to escape.

Diplodocus's tail was longer than a tennis court. It used the tail for support when it reared up to crush a predator with its front legs. Triceratops's neck was a massive frill of solid bone .

Which two species of dinosaurs had to defend themselves against attacks by members of their own species?

Source: NAPLAN question

Use the 'Understanding Text' questions below to help your thinking.

UNDERSTANDING TEXT	
What is the question asking?	Which information helps me?
What are the clues?	What do I need to know?

Writing an information report

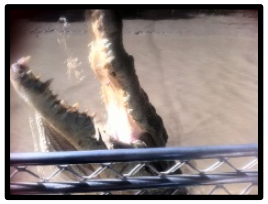
Primary English

Crocodiles

Research some information about crocodiles.

Find out what they eat, where they live and characteristics of their behaviour.

Use the information to write a report about crocodiles.



Writing an information report

Primary English

Headline: Crocodiles to be culled in the Northern Territory.

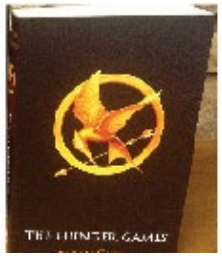
You will be producing an objective report for someone who is undecided on this issue.
They will be to using this information to formulate their own opinion.

What do you need to know to write this report? Why? Discuss.

View 'The Hunger Games' (2012) by Suzanne Collins.
Think about the character of Katniss Everdeen.

Choose 3 adjectives to best describe her personality.

Explain your choices, using examples from the story.



Primary English

View 'The Hunger Games' (2012) by Suzanne Collins.
Think about the character of Katniss Everdeen.

Primary English

Which of the following gives you information about her personality?
What information does it tell you? Why do you think that? Compare your ideas with others.

- She volunteered to take the place of her sister in the 74th Hunger Games.
- She makes her mother promise to take care of Prim.
- She wears a black unitard to represent coal.
- The blade of the knife lodged in her backpack.
- Madge gives her the mockingjay pin to wear.
- She warns Rue she is about to cut the nest down.
- She nicknamed a contestant 'Foxface'.
- She successfully hits the apple with an arrow.