

Physical Education

Term 1 Week 4 & 5 – Year 6 Cricket Skills *Bowling*

Skill Explanation

Bowling

Straight Arm Bowling Technique

Get Your Grip On!

- Grip the ball with your index and middle fingers and your thumb.
- Your ring finger should be bent so that the edge of it touches the side of the ball.
- Correct grip is key for bowling in a straight line!



Straight Arm Technique

- Stand sideways on to the batsman.
- Raise your front arm (the one not holding the ball) and lean back slightly.
- Hold your bowling arm straight and back behind your head.
- Stamp your front foot down in line with the wicket.
- Make a windmill motion with both your arms held straight.
- Your arm is straight at the top of the bowling movement.
- Your arm should brush past your ear.
- Release the ball as it passes your head.
- Look up at the wicket.



Skill Example

Watch this video link to learn how to bowl in cricket!

[Link](#)

Before practising this skill, follow this video link for a short cardio warm up. You can get your whole family to do this with you!

[Link](#)

How to show us!

Please create a video of yourself doing this skill and upload it to your class dojo portfolio.

You can practise this skill using a cricket ball, tennis ball, handball (high bounce ball) or a rolled up piece of paper and choose any target to aim at.

Remember – ask your parents/guardians for some safety rules if you're doing this inside. We suggest going out into the backyard for this activity, if you can.

Send Mrs Bastick or Miss Stumpf (whoever teaches you for PE) a dojo message to let us know that you have completed it.

Extension

Let us know something you found interesting about this task.

What challenges did you face? How did you overcome them?

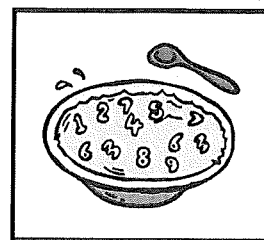
Did you modify it?

How did your body feel before and after the task?

Name _____

Date _____

ORDER



1 Write each set of numbers in order, from smallest to largest.

a 3 794 4 397 9 374 7 943 3 974

b 17 850 17 580 18 570 18 057 17 058

c 36 036 36 030 33 630 30 360 13 660

d 197 487 194 487 179 174 174 487 197 877

2 Write the next three numbers in each series.

a 8 420, 8 440, 8 460, _____

b 9 271, 9 071, 8 871, _____

c 15 750, 16 000, 16 250, _____

d 627 950, 627 965, 627 980, _____

3 Tick the sets of numbers which are in ascending order.

a 285 575, 285 755, 275 575, 255 275. _____

b 354 650, 356 650, 365 550, 365 650. _____

c 822 020, 882 020, 902 882, 982 020. _____

d 406 288, 406 822, 406 298, 406 889. _____

e 25 035, 25 053, 25 350, 25 385. _____

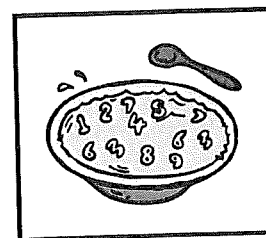
4 Arrange the Scandinavian countries according to area and population, smallest to largest.

Country	Population	Area (Sq. km)	Order/population	Order/area
Norway	4 138 000	324 219	1.	1.
Sweden	8 347 000	449 964	2.	2.
Denmark	5 175 000	43 076	3.	3.
Finland	4 829 000	337 113	4.	4.

Name _____

Date _____

PLACE VALUE



1 Write these correctly on the place-value grid.

- a Four million, three hundred thousand
- b Two million six hundred and forty-nine thousand seven hundred
- c Eight hundred and twenty thousand, nine hundred and forty-six
- d Three million seven thousand and six
- e Nine million thirty-six thousand four hundred and eighty-two
- f Eighty-four thousand and seventy-seven
- g Three hundred and fifty-eight thousand and sixty-nine
- h Four million two hundred thousand eight hundred and ten

M	HTh	TTh	Th	H	T	O

2 Solve the code by substituting a letter for each answer.

A	E	I	G	M	N	O	R	V	W
3 209	600	1	45	10	0	3	4 268	62	1 000

How many thousands in the following?

- a 1 000 000 _____
- b 600 482 _____
- c 3 209 500 _____
- d 4 268 094 _____
- e 600 002 _____

How many hundred thousands in the following?

- f 1 000 000 _____
- g 384 927 _____
- h 6 252 100 _____
- i 100 590 _____
- j 38 550 _____
- k 4 500 000 _____

Message: _____

3 Count on by 100 000 to reach the target figure.

- a 6 294 750 _____ 6 694 750
- b 4 725 025 _____ 5 125 025
- c 3 927 000 _____ 4 327 000
- d 585 200 _____ 985 200

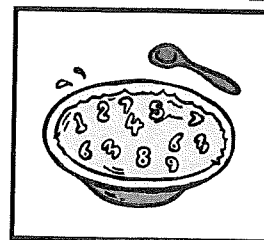
4 Circle the required figure in each numeral.

- a tens – 2 749 382 b hundreds – 8 765 260 c ten thousands – 5 829 090
- d millions – 1 487 293 e thousands – 5 939 385 f hundred thousands – 7 764 764
- g Arrange the circled digits to make the numeral closest to 900 000. _____
- h Now rearrange them to make the numeral closest to 100 000. _____

Name _____

Date _____

EXPANDED NOTATION



1 Use powers of ten to express these numbers.

a $1\ 000\ 000 = 10 \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = 10^6$

b $100\ 000 = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

c $10\ 000 = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

d $1\ 000 = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

2 Match the expressions with the numerals.

a 5×10^3 4 000 000

b 4×10^6 790

c $5 \times 10^6 + 2 \times 10^4 + 7 \times 10^3$ 5 000

d $1 \times 10^5 + 2 \times 10^4$ 5 027 000

e $7 \times 10^2 + 9 \times 10$ 120 000

3 Answer True or False.

a $700\ 000 < 1\ 000\ 000$ _____

d $1\ 900\ 000 < 2 \times 10^6$ _____

b $5.5\ \text{million} = 5 \times 10^5$ _____

e $1\ 000\ 000 = 10^3 + 10^3$ _____

c $20\ \text{million} = 2 \times 10^6$ _____

4 Write the answer to each expression. Keep numerals in their correct place-value columns. Total each set.

a $5 \times 10^6 =$ _____

b $9 \times 10^6 =$ _____

c $8 \times 10^6 =$ _____

$7 \times 10^5 =$ _____

$3 \times 10^5 =$ _____

$7 \times 10^5 =$ _____

$3 \times 10^4 =$ _____

$0 \times 10^4 =$ _____

$2 \times 10^3 =$ _____

$1 \times 10^3 =$ _____

$9 \times 10^3 =$ _____

$9 \times 10^2 =$ _____

$8 \times 10^2 =$ _____

$6 \times 10^2 =$ _____

$6 \times 10 =$ _____

$4 \times 10 =$ _____

$8 \times 10 =$ _____

$5 \times 1 =$ _____

$7 \times 1 =$ _____

$5 \times 1 =$ _____

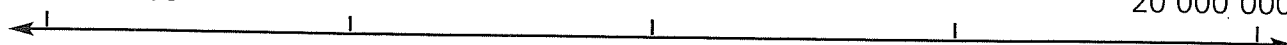
$9 \times 0 =$ _____

Totals _____

5 Solve the following expressions and place them on the number line.

10 000 000

20 000 000



a $10^7 + 5 \times 10^6$

b $10^7 + 2 \times 10^6 + 5 \times 10^5$

c $10^7 + 7 \times 10^6 + 5 \times 10^5$

6 Use the words *more* or *less* to complete the following sentences.

a A family's food bill for a year is _____ than a million dollars.

b Australia's total spending on education is _____ than ten million dollars.

c The number of sheep in NSW is _____ than ten thousand.

d The distance to the Moon is _____ than half a million kilometres.

Outcomes • Shows an interest in and enjoyment of pursuing mathematical knowledge. • Expands large numbers.
• Expresses large numerals using powers of ten. • Compares the relative size of two numbers.

Soundwaves Unit:

4

Phoneme:

Date:

List Words	Key Features	1	2	3	T
Words From Writing	Key Features	1	2	3	T
Subject Specific Words	Key Features	1	2	3	T

Total
/20



k c q ck x* ch kite car queen sock fox school

Focus Words

court	concert	colony	technique	extinguish
wreck	awkward	oxygen	excite	reaction
quote	choir	recommend	exceed	direction
public	stomach	convenient	excellent	selection
climate	require	orchestra	experience	connection

* We can use **x** for the two sounds **k c q ck x ch** as in *fox*. Sometimes we use **x** for **s ss se ce x c** only as in *excite*.

1 Turn to page 79 to segment the Focus Words.

2 Cross out the words that do not contain **k c q ck x ch**. Write the words that match the clues.

stomach	speechless	choir	group of singers	_____
achieve	architect	champion	building designer	_____
orchestra	recharge	headache	group of musicians	_____



3 Write graphemes for **k c q ck x ch** to finish the Focus Words.

_____ourt	re_____uire	stoma_____	_____uote	_____limate
wre_____	publi_____	aw_____ward	_____olony	_____onvenient

4 Write Focus Words that are synonyms.

destroy, ruin	_____	method, approach	_____
show, recital	_____	useful, trouble-free	_____
suggest, advise	_____	brilliant, magnificent	_____

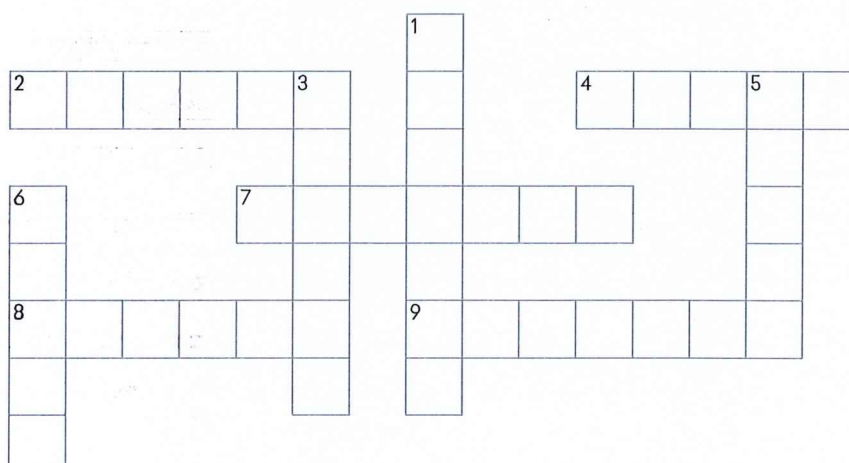
5 Write Focus Words that match the Crossword clues.

Across

- opposite of *private*
- rhymes with *speck*
- weather conditions
- a gas in air and water
- a performance

Down

- where food is digested
- a group of animals living together
- homophone for *caught*
- repeat what someone has said



6 Circle the words where **x** represents **k c q ck x ch** or **s ss se ce x c**. Finish the sentences.

relax exceed index prefix
excite expect excess except
complex excellent export oxygen

The grapheme _____ can represent two sounds:

k c q ck x ch or **s ss se ce x c**. However, when **x** is followed by _____ representing **s ss se ce x c**, _____ represents **k c q ck x ch** only.

Local governments

Councils were formed in Australia to provide many of the services needed by local communities, such as roads, rubbish removal and street lighting.

Each state and territory is divided into a number of local areas. Although known by different names, such as shire or municipality, each is run by a local council, led by a person, often the Mayor or President. Australians all live in one; it could be a rural town and its surrounding countryside, or part of a large capital city.

As in all levels of Australian government, local councillors are elected. Voting is not compulsory and only residents are eligible to vote. Each councillor is elected to represent the people from a particular area, known as a ward. Councillors regularly attend meetings, which are open to the public. Rules made at these meetings are called bylaws.

Some of the money for local councils comes from federal, state and territory governments. Rates are also paid to local councils by landowners.

Councillors serve a four-year term and do not receive any payment for their services. Some of their expenses may, however, be reimbursed by the council.

1. Why do you think anyone would want to be elected to a local government council knowing they won't be paid for their time and effort?

2. Write one similarity and two differences between state or territory government and local government.

- similarity

- difference

- difference

3. Research your local government.

- (a) Name of council:

- (b) Address and phone number:

- (c) Leader's title and name:

4. Find out about a local issue that involved your council.

- (a) What was the issue?

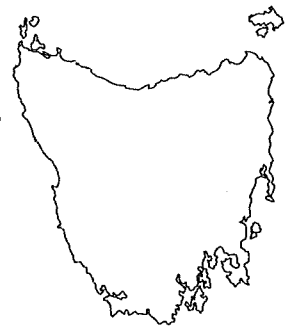
- (b) How do you know about it?

- (c) What happened?

Tasmania's Franklin River

State and federal governments have clashed a number of times in the past over some interesting environmental issues.

This happened in Tasmania in 1978 after the Tasmanian Hydro-Electric Commission announced plans for a dam on the Franklin River in the south-west of the state. The proposed dam would have flooded a large wilderness area. As state governments have law-making powers over their rivers, dams and the environment, Tasmania believed they had every right to build their dam.



However, four years later, after the World Heritage Convention declared this area of Tasmania a World Heritage site, everything became much more complicated. The federal government, as a signatory to the World Heritage Convention, had to support it. They did this by passing a law banning any clearing of this new World Heritage site.

This did not please the Tasmanian government, but its appeal to the High Court of Australia was unsuccessful. It ruled that because the federal government is responsible for Australia's international affairs, it has the power to honour international treaties like the one it signed with the World Heritage Convention.

1. What was the dispute between the two governments about?

2. (a) Why did Tasmania believe the Franklin Dam was a state not a federal matter?

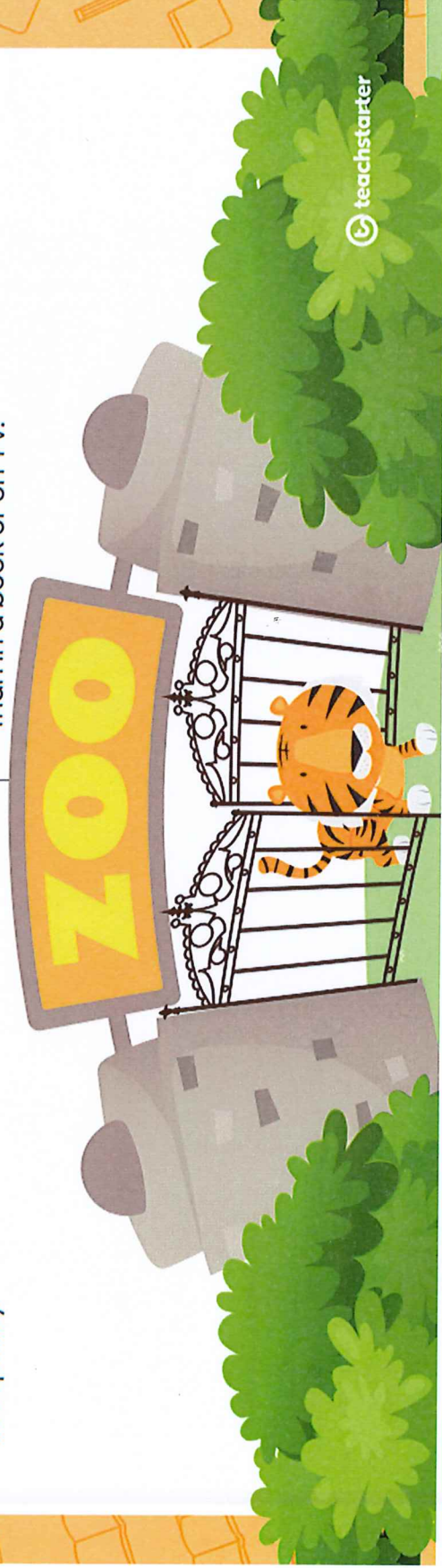
- (b) Why didn't the federal government agree?

3. Who won the dispute and why?

4. Find out more about the Franklin River area. As a journalist, write a newspaper article about the outcome of this dispute. Use a separate piece of paper and include your own thoughts and opinions about the issue.

Zoos Are No Place for Animals

Reasons For	Reasons Against
<ul style="list-style-type: none"> • Keeping animals in zoos denies them their basic right to freedom. • Zoos have negative effects on the animals' physical and emotional health. • Animals should not be put on display for the enjoyment of humans. • Taking animals from their homes means less animals in the wild for breeding. • Some animals have a shorter lifespan when kept in captivity. 	<ul style="list-style-type: none"> • Zoos provide a safe place for animals that are being hunted illegally. • Zoos have breeding programs for animals on the verge of extinction. • Zoos play an important role in educating the public about animals. • A family trip to the zoo is an enjoyable way to spend time together. • Seeing an animal in real life is more memorable than in a book or on TV.

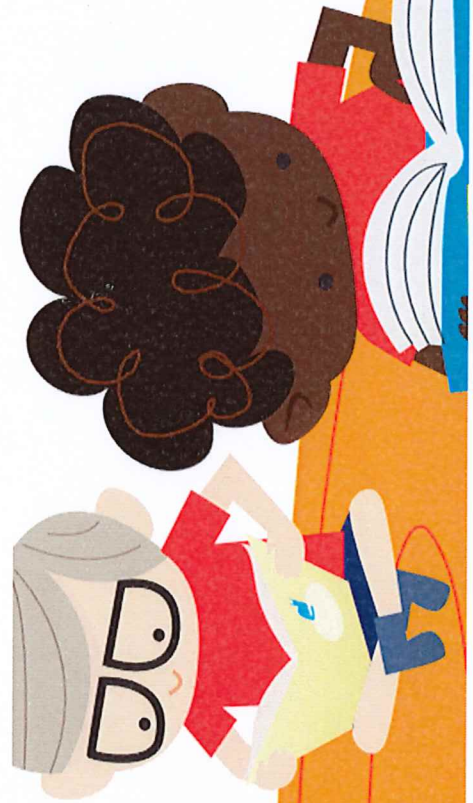


Name/Date:

Movies Are More Enjoyable Than Books

Reasons For

Reasons Against



Name _____

Date _____

Persuasive Text - OREO Planning Template

Choose whether you are 'for' or 'against' the title statement. State your **opinion** in the box below.

Choose three **reasons** from the prompt to include in your persuasive text. Write these in the boxes below.

Reason 1:

Reason 2:

Reason 3:

Think about how to explain each reason using an **example**. Write some ideas in the boxes below.

Example 1:

Example 2:

Example 3:

Name _____

Date _____

Persuasive Text – Scaffold

Title _____

Opening statement (State your **opinion** about the topic of the text).

Reason 1 (State your first **reason** and provide an **example** to support it).

Reason 2 (State your second **reason** and provide an **example** to support it).

Reason 3 (State your third **reason** and provide an **example** to support it).

Concluding statement (Restate your **opinion** about the topic of the text).
