

**Tuesday, April 21<sup>st</sup>**

**We are learning to:**

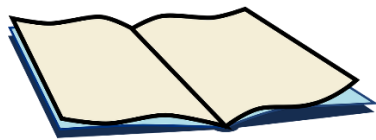
**English:**

- Develop knowledge of characters and events in texts

**Mathematics:**

- Locate and plot points of a grid
  - Plot ordered pairs on the 1<sup>st</sup> quadrant of a Cartesian plane
- 

**What you will need today**



Reading Log		
Day	Book Title & Author	No. of Minutes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Family Based Activities											
Play board game	Listen to music	Read to each other	Make something with clay	Play board game	Play board game	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other
Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other
Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other
Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other
Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other
Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other
Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other
Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other
Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other
Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other	Read to each other



When you see the camera image you are required to take a photo of your work. This image needs to be attached to an email and sent to your teacher or specialist teacher. If you have typed out your work instead, please just attach the file to the email.

---

**Wellbeing Tip of the Day**

Make your bed to start your day!



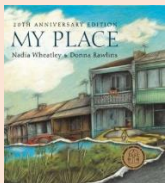



**Mrs Paula's Riddle of the Day**

What did the little Corn say to the Mama Corn?

*Yesterday's Answer:* How do you spell cow in 13 letters?

See o double you

## These times are only a guide, as to the duration of the activity

<b>40 minutes</b>  Author: Donna Rawlings and Nadia Wheatley	<b>English – Student Learning Materials</b> See below the English Student Learning Materials. Read through the information provided and answer the questions as necessary. Please find the required pages of 'My Place' attached with the Daily Plan. If you do not have a hard copy of the 'My Place' text, it is available to be purchased online or alternatively, there are free copies available online. When searching for anything online ensure that you follow cyber-safety rules and get your parents' permission.
<b>30 minutes</b> 	<b>English – Letter Writing</b> Today you are to write a letter to your teacher about what you like about working from home and what you are finding difficult. When writing your letter, you need to remember to include the facts and your feelings about the topics, as well as write in the appropriate letter structure. Please find structure below.
<b>10 minutes</b>	<b>Fruit Break</b>
<b>50 minutes</b>	<b>English – Spelling, Reading &amp; Comprehension</b> Choose 1 activity from the Spelling & Homework Ideas sheet to complete for 15 minutes. You will find this attached to your weekly plan.  Complete the comprehension worksheet – 15 minutes  Read independently for 20 minutes. Be sure to record this on your weekly reading log. The reading log can be found attached to your weekly plan.
<b>Morning Tea</b>	
<b>1 hour</b>	<b>Mathematics – Student Learning Materials</b> See below the Mathematics Student Learning Materials. Read through the information provided and answer the questions as necessary.
<b>30 minutes</b> 	<b>Wellbeing</b> Complete an activity from the 'Wellbeing Bingo' Sheet.  <b>Dance</b> Standing in front of a mirror/ family member, create a 30 second dance which represents reflection symmetry. Film the dance and email to Mrs Grover <a href="mailto:kedwa160@eq.edu.au">kedwa160@eq.edu.au</a> The dance grid can help you with move ideas.
<b>Lunch</b>	
<b>5 minutes</b> 	<b>What Went Well</b> Take a photo of something that you enjoyed doing today. Send this in an email to your teacher
<b>1 hour</b>	<b>Family Based Activity</b> Choose an activity from the 'Family Based Activity' Matrix to complete with the people in your household. This activity matrix can be found attached to your weekly plan.

# English – Student Learning Materials

## Topic: Exploration of literary texts with historical contexts

### Examining language features of a historical recount 1

#### Aboriginal and Torres Strait Islander histories and cultures

There is much to know and learn about Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. Participating in Aboriginal peoples' and Torres Strait Islander peoples' ways of learning and knowing will be an exciting experience. This will be a journey of discovery in new ways of learning, new knowledge and new and interesting texts. For support in this journey, request more information from your teacher who can access the following site: [C2C: Aboriginal peoples' and Torres Strait Islander peoples' cross-curriculum priority support](#).

Aboriginal peoples and Torres Strait Islander peoples are warned that resources in this unit may contain images, voices and names of persons who may now be deceased.

Today you will:

- develop knowledge of characters and events in texts drawn from different contexts.

#### Read and comprehend a recount



Today you're going to look at the picture book that inspired the TV series *My place*. It's called *My place* by Nadia Wheatley and Donna Rawlins.

Open up to a double page. Each double page spread looks at the same place (somewhere in Sydney) every 10 years and covers four topics — family and home, community and environment, celebrations, and pets.



The book is written using reverse chronology — in order from the most recent date to the oldest date. This means the most recent time, 1988, is covered first. The oldest time, 1788 (which we will be looking at today), is on the last pages of the book.

The writing in *My place* uses the genre of **personal recount**.

A personal recount retells something that has happened to the author in order of how it happened. The text structure of a personal recount includes an introduction or orientation; a series of events, describing things that happened in the past and a conclusion or reorientation. Personal recounts are mainly written in past tense and make use of figurative devices. Recounts also use personal pronouns such as 'I', 'me' and 'my'. For example:

<p>past tense) (recounting events in <b>Personal recount</b></p>	<i>introduction/ orientation</i>	My name is Benji and I'm eleven. When I was 6, I used to play at the park down the street with ...
	<i>a series of events</i>	Mum said we couldn't play at the park anymore; it wasn't safe because ...
	<i>conclusion/ reorientation</i>	All of our family and friends gathered at the park and toasted my brother's return from the war ... Now the park is safe for everyone to play in.

1. Read the '1788' pages of *My place* and complete the following comprehension questions based on these pages. The '1788' pages are written from the point of view of a young Aboriginal girl.

- a. What is the name of the young girl telling the story?

- b. What is her brother's name?

- c. Give two reasons why the creek camp was an ideal place for the family to spend the summer.

- d. How do you know these people lived in harmony with the environment? Provide two or more reasons.

- e. 'I belong to this place.' Explain why this sentence describes a different sort of ownership than we usually use to describe our homes. (1–2 sentences)

- f. Vocabulary can convey a sense of time and place. List some of the words/ phrases that create this setting of 1788 and Aboriginal peoples.

2. Read through the life experience statements below and tick the experiences you are familiar with in your own life.

Life experiences
beach camping
hunting and fishing
moving from place to place
playing with cousins
beach barbeque
family party

3. Write two sentences to explain the similarities between your life and Barangaroo's life.

# English – Letter Writing

**1. Heading**  
Your name and address.

**2. Date**  
The date you wrote your letter on.

**3. Greeting**  
Your hello.

**4. Content**  
What you want to say and the reason why you are writing.

**5. Closing**  
The way you want to end your letter.

**6. Signature**  
Sign your name.

**7. PS (Postscript)**  
Found at the end of a letter. You can put anything you forgot to say here.

Jenna Masters  
14 Short Street  
NEWLAND NSW 2000

5 October 2014

Dear Kendall,

How are you and your family? Did you enjoy your holiday at the beach?

We spent the holidays at Nan and Pop's, helping them on the farm. We got to work with so many of the animals. I especially like feeding the calves and riding the horses. Jessica enjoyed feeding the chickens and collecting the eggs every morning.

Are you ready to go back to school? Mum bought me new books, pencils and a pink pencil case. I can't wait to see my school friends again.

I hope you have a good time back at school and I can't wait to hear all about it. Please write to me soon.

Love from,

Jenna

P.S. I can't wait for you and your family to visit us next holidays!

Teach Starter.com

You should consider the following things in your letter writing:

## Facts

- Location description – what the area looks like
- Technology devices that are used today
- Current events happening in our area

## Feelings & Thoughts

- Students describe their feelings towards current events, their routines and their belongings.



# Comprehension Worksheet



## We are Australian

On Australia Day each year, Citizenship Ceremonies are held throughout Australia. People who wish to become Australian citizens first apply to the Commonwealth Department of Immigration & Ethnic Affairs. If they are accepted, they then receive an invitation, similar to the one below, from their local council.

Mr Rocco D'Alessandro  
19 Taylors Rd  
Kellyville NSW 2155

4 January, 2006

Dear Mr D'Alessandro,

### **RE: CITIZENSHIP CEREMONY**

I am pleased to advise that Council is in receipt of your Certificate of Australian Citizenship. Arrangements have been made for your certificate to be presented at the Australia Day Citizenship Ceremony which is to be held in the Hills Centre on Tuesday, 26 January, 2006. The Hills Centre is located in Carrington Road, Castle Hill. Council Officers will be in attendance to greet you and show you to your reserved seating.

You, your family and friends are invited to attend at 3.00 pm to witness the Flag Raising Ceremony in the Hills Centre forecourt area, followed immediately after by the Citizenship Ceremony at 3.30 pm in the Hills Centre Auditorium.

The ceremony will commence at 4.00 pm, however you are requested to be in attendance by 3.30 pm in order that you may be seated prior to the ceremony commencing. The ceremony will be conducted by the Mayor, Councillor (Dr) Geoff Brooke-Cowden. Guests are welcome to attend the ceremony, although they will be seated separately from you. Children being naturalised will be seated with their parents.

Confirmation of your attendance or inability to attend is required prior to Monday, 18 January, 2006. Confirmation is made by contacting me on 9843 0127, Monday – Friday between 8.30 am and 4.30 pm. Should you **not** confirm, it will be assumed that you are **unable** to attend and your certificate will be returned to the Department of Immigration & Ethnic Affairs.

**YOU ARE REQUIRED TO BRING WITH YOU SOME FORM OF IDENTIFICATION, E.G. PASSPORT OR DRIVER'S LICENCE.**

Should you require additional information or further assistance, please do not hesitate to contact me on the above-mentioned number. I look forward to meeting you at this very important annual Citizenship Ceremony.

Yours faithfully,

A handwritten signature in black ink that reads 'Robyn Smith'.

Robyn Smith  
ADMINISTRATION OFFICER

After you've read the invitation, and discussed it with your teacher, answer the questions below.

- 1 To whom is this letter written? \_\_\_\_\_  
\_\_\_\_\_
- 2 What is the purpose of this letter? \_\_\_\_\_  
\_\_\_\_\_
- 3 Where and when is the ceremony to take place? \_\_\_\_\_  
\_\_\_\_\_
- 4 Who is to conduct the ceremony? \_\_\_\_\_
- 5 What is the most important thing that will happen at the ceremony?  
\_\_\_\_\_
- 6 Who, other than Mr D'Alessandro, are welcome to attend?  
\_\_\_\_\_
- 7 Can Mr D'Alessandro's wife and children, who are being naturalised, sit with him? \_\_\_\_\_ What about his other relatives and friends who are coming to watch? \_\_\_\_\_
- 8 By what time should Mr D'Alessandro be there? \_\_\_\_\_
- 9 By what date should Mr D'Alessandro reply to the invitation? \_\_\_\_\_  
To whom should he reply and how? \_\_\_\_\_  
\_\_\_\_\_
- 10 If he forgets to reply what happens to his certificate? \_\_\_\_\_  
\_\_\_\_\_
- 11 Why do you think Mr D'Alessandro needs to bring his passport or driver's licence? \_\_\_\_\_  
\_\_\_\_\_
- 12 Are you an Australian citizen? \_\_\_\_\_  
If you are, how did you become one?  
\_\_\_\_\_  
If you're not, would you like to be one?  
(Give your reasons.) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### A bit of trivia

The first Citizenship Ceremony took place on 3 February, 1949, in the Albert Hall, Canberra. Now they happen all over Australia, several times a year.





# Mathematics – Student Learning Materials

## Year 6 Unit 5

### Topic: Location and transformation

#### Introducing the Cartesian plane 1

Today you will:

- ▶ locate and plot points on a grid
- ▶ plot ordered pairs in the first quadrant of the Cartesian plane.

#### Resources

##### Digital

Learning object — Coordinates (1)

Learning object — Coordinates (4)

##### Find and prepare

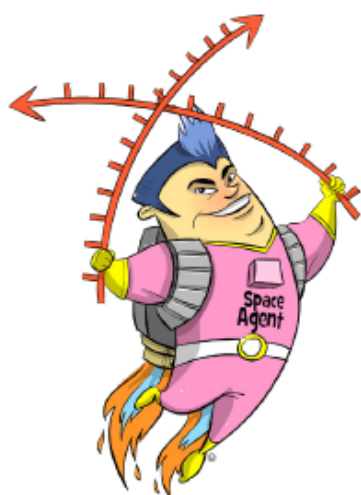
Sheet 14 — Empty coordinate grid

#### Key terms

Cartesian plane,  
coordinates, ordered pair,  
quadrant

For definitions and  
explanations of terms,  
please see the **Glossary**.

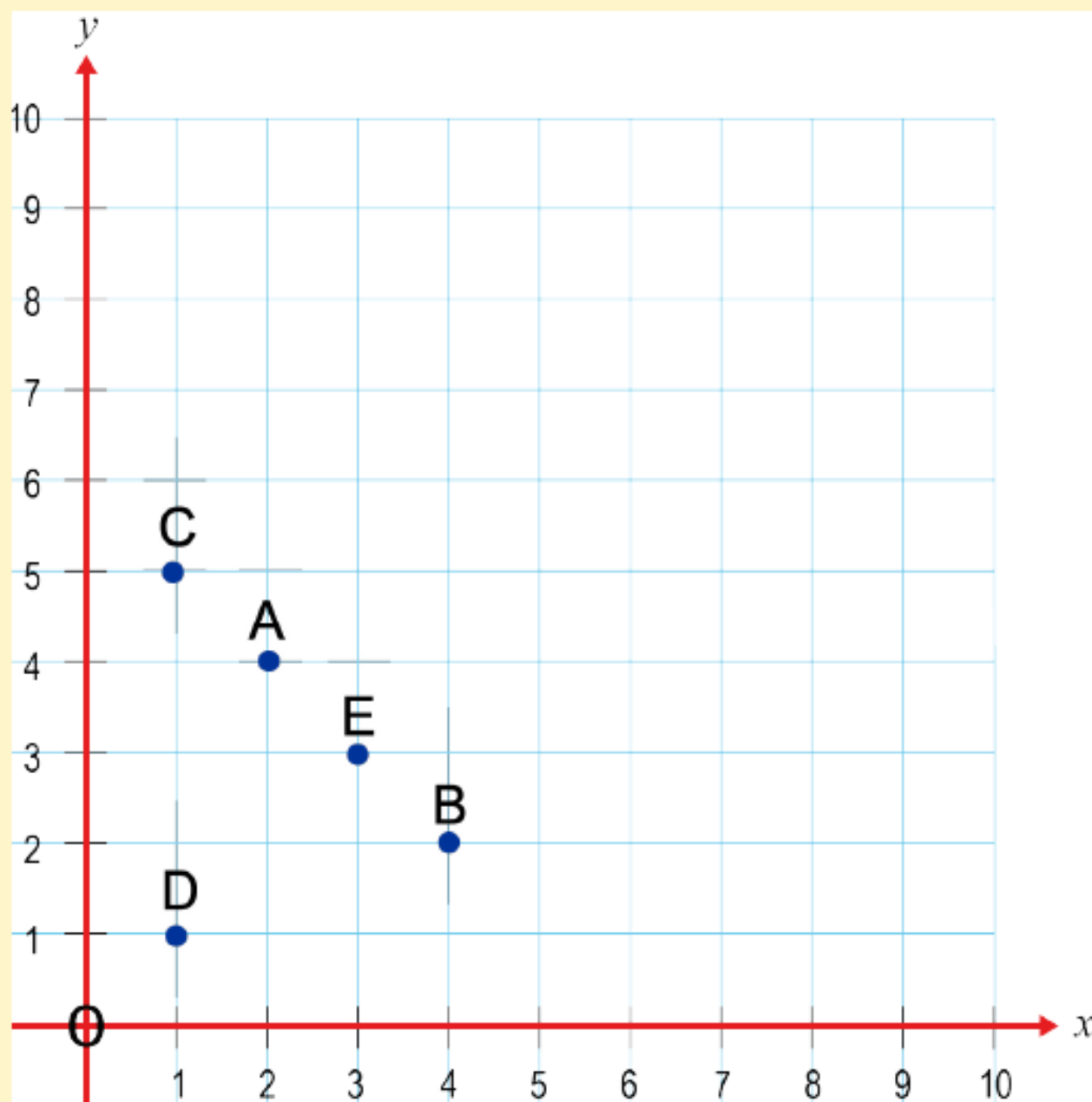
#### Explore grid coordinates



In this lesson, you will revise coordinate systems in preparation for exploring the **Cartesian plane**. You will begin by revising ordered pairs to locate and plot points on a grid, which is also the first quadrant of the Cartesian plane.

When reading and plotting coordinates on a grid, we use **ordered pairs**.

Ordered pairs are read and recorded in order, horizontal first ( $x$ -axis) then vertical ( $y$ -axis). For example:



**A = (2, 4)** ( $x$ -coordinate,  $y$ -coordinate)

The ordered pair is written as **A(2, 4)**;

$x$ -coordinate is always written first, followed by the  $y$ -coordinate.

2. Plot the following ordered pairs on the grid provided.

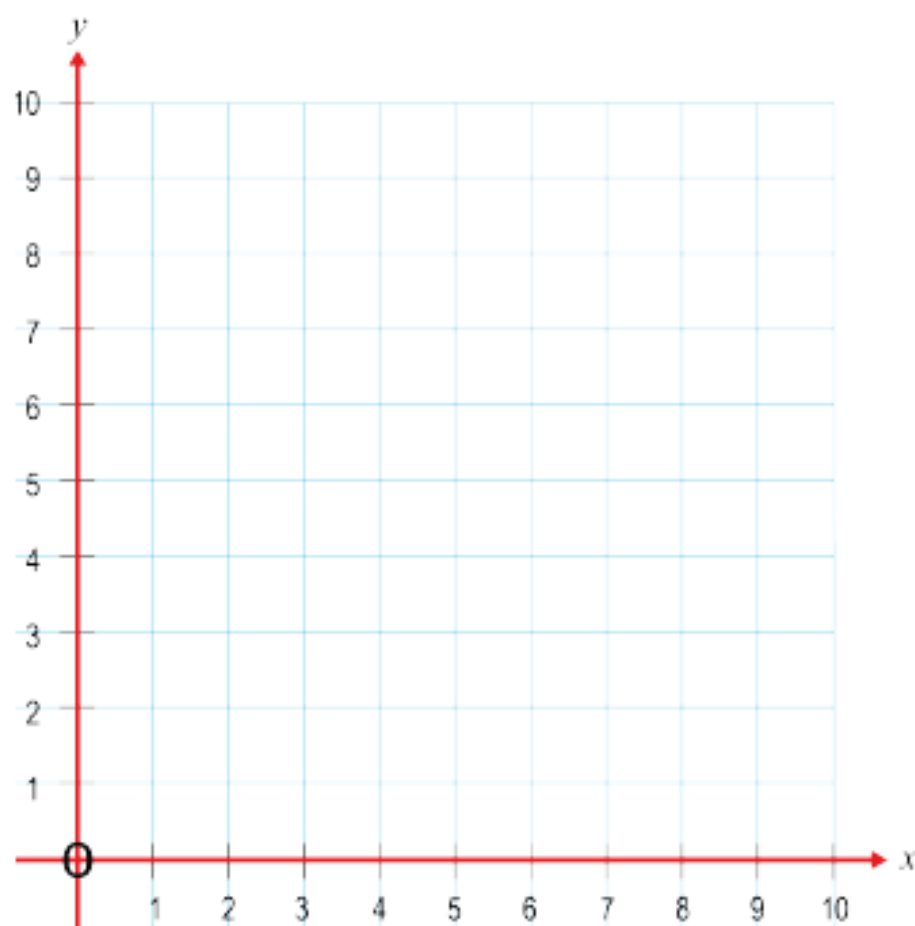
A(2, 4)   B(5, 2)   C(7, 1)   D(0, 4)   E(3, 0)  
F(10, 6)   G(9, 3)   H(1, 2)   I(4, 4)   J(8, 7)



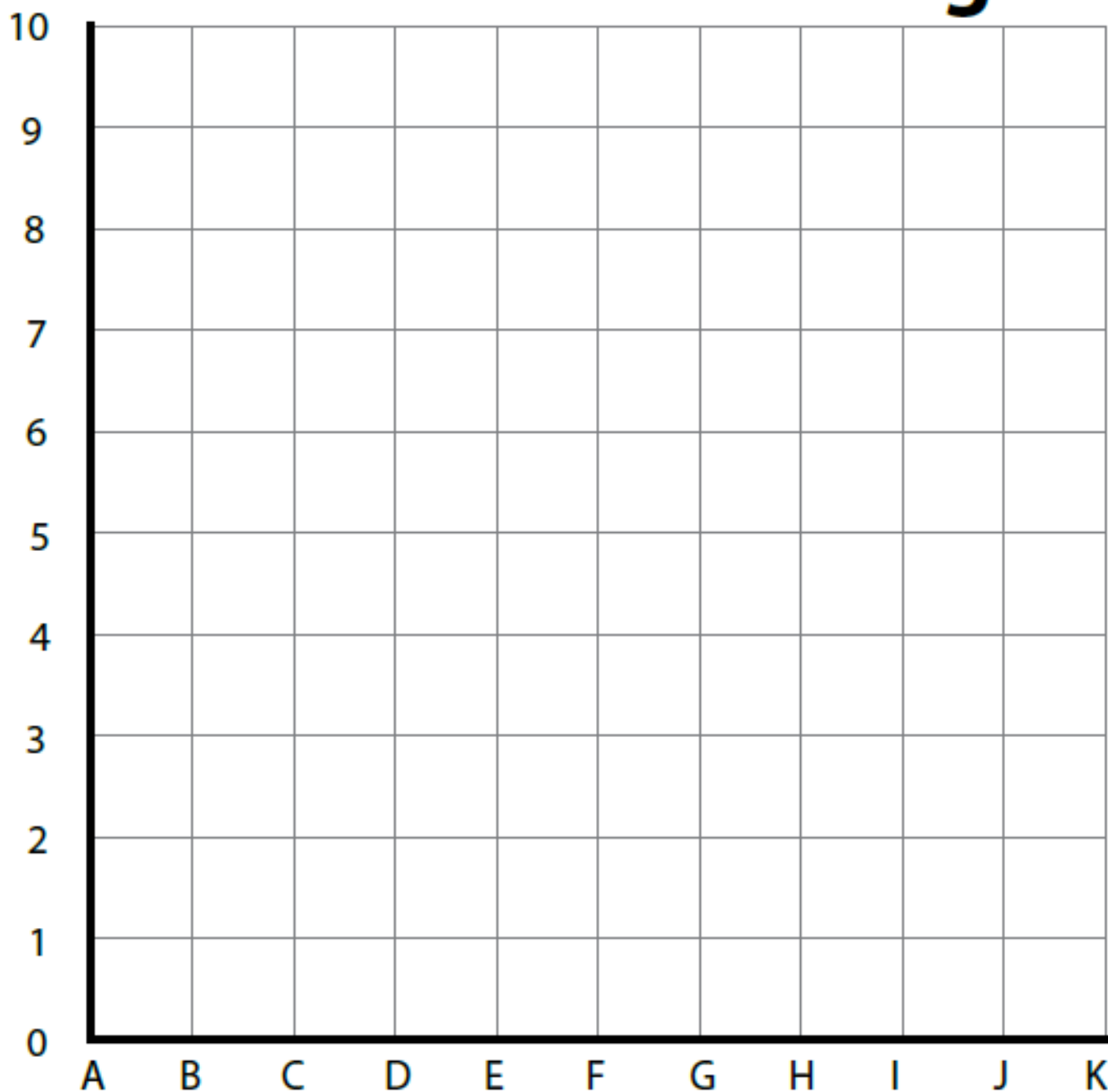
### Hot tip

When plotting ordered pairs on the grid, use the following conventions:

- Mark the point on the grid with a small dot or cross.
- Label the point with a capital letter.
- The  $x$ -axis is labelled with a lowercase  $x$ .
- The  $y$ -axis is labelled with a lowercase  $y$ .



# Coordinates Drawing



Use a ruler to draw a line between each of the following coordinates.  
Cross them off as you go.

E2 to D4, D4 to D8, D8 to F10, F10 to H8, H8 to H4, H4 to G2, G2 to F3, F3 to E2.  
E9 to G9.

E5 to G5, G5 to F4, F4 to E5.

E2 to D2, D2 to C1, C1 to D4.

G2 to H2, H2 to I1, I1 to H4.

Draw a circle with a diameter between E7 and G7.

Draw flames coming out the bottom.

Draw some planets and stars in the background.

Colour it in!



## Dance Grid

Research these popular dance moves and create your own dance using at least 4 or more of these moves to your favourite funky song










# Wellbeing Bingo

## Wellbeing Bingo



Shade the wellbeing activities on the bingo card below as you complete them throughout the week. Once you have shaded every task below call 'BINGO!'

BINGO!		
 Detox from all technology for 24 hours.	 Watch your favourite movie.	 Perform a random act of kindness for someone.
 Take a warm bath.	 Read a book or magazine that interests you.	 Spend time exploring the outdoors.
 Spend time alone listening to music.	 Connect with someone you don't see often.	 Write a thankyou letter to someone who has helped you.
 Laugh until you cry.	 Complete a simple meditation (such as page 51).	 Learn a new skill.
 Pick up rubbish that isn't yours and put it in a bin.	 Do at least 30 minutes of exercise.	 Make someone laugh.

Which task did you enjoy completing the most? Why?


---

---

## English Glossary Unit 5 Year 6

<b>adverb</b>	<p>a word class that may modify a verb (for example, 'beautifully' in 'she sings beautifully'), an adjective (for example, 'really' in 'he is really interesting') or another adverb (for example, 'very' in 'she walks very slowly')</p> <p>In English many adverbs have an -ly ending.</p>
<b>adverb groups/phrases</b>	see <i>adverbial</i>
<b>adverbial</b>	<p>a word or group of words that modifies or contributes additional, but non-essential, information about a sentence or a verb</p> <p>Adverbials are classified on the basis of the kind of meaning involved including:</p> <ul style="list-style-type: none"><li>• time (for example, 'yesterday' in 'I spoke with him yesterday')</li><li>• duration (for example, 'for several years' in 'they lived together for several years')</li><li>• frequency (for example, 'three times a year' in 'the committee meets three times a year')</li><li>• place (for example, 'in Brisbane' in 'we met in Brisbane')</li><li>• manner (for example, 'very aggressively' in 'he played very aggressively')</li><li>• degree (for example, 'very deeply' in 'he loves her very deeply')</li><li>• reason (for example, 'because of the price' in 'we rejected it because of the price')</li><li>• purpose (for example, 'to avoid embarrassing you' in 'I stayed away to avoid embarrassing you')</li><li>• condition (for example, 'if I can' in 'I'll help you if I can')</li><li>• concession (for example, 'although she was unwell' in 'she joined in although she was unwell')</li></ul> <p>Adverbials usually have the form of:</p> <ul style="list-style-type: none"><li>• adverb group: a group/phrase includes an adverb as the head word and answers questions such as 'how?' or 'where?' or 'when?' (for example, 'it ran extremely quickly', 'it ran quicker than a cheetah')</li><li>• a prepositional phrase (for example, 'in the evening' in 'she'll be arriving in the evening')</li><li>• a noun group/phrase (for example, 'this morning' in 'I finished it this morning')</li><li>• subordinate clause (for example, 'because he had an assignment to finish' in 'He didn't go out because he had an assignment to finish'.) In some schools of linguistics, such subordinate clauses are treated as dependent on, rather than embedded in, the main clause.</li></ul>
<b>chronology</b>	the order of past events
<b>colloquial expression</b>	Slang - a type of language consisting of words and phrases that are very informal and are commonly used in speech. They are typically used in a particular context or by a group of people.
<b>condolences</b>	sympathy and sadness for the family or close friends of a person who has recently died, or an expression of this, especially in written form:



<b>context</b>	<p>an environment in which a text is responded to or created</p> <p>Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word, which a reader or listener uses to understand its meaning.</p>
<b>cultural context</b>	the culture in which the text was created or which it represents
<b>determination</b>	the ability to continue trying to do something, although it is very difficult:
<b>emphasis</b>	<p>a strategy authors use to achieve a purposeful effect</p> <p>Emphasis can be achieved by, e.g. exaggeration, repetition and salience.</p>
<b>historical context</b>	the time in which a text was created or set
<b>informal language</b>	everyday language; language used in more informal spoken language encounters
<b>language features</b>	<p>features of language that support meaning (for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language)</p> <p>Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.</p>
<b>modality</b>	<p>an area of meaning having to do with possibility, probability, obligation and permission</p> <p>In the following examples, the modal meanings are expressed by the auxiliary verbs 'must' and 'may':</p> <ul style="list-style-type: none"> <li>• Sue may have written the note. (possibility)</li> <li>• Sue must have written the note. (probability)</li> <li>• You must postpone the meeting. (obligation)</li> <li>• You may postpone the meeting. (permission)</li> </ul> <p>Modality can also be expressed by several different kinds of words:</p> <ul style="list-style-type: none"> <li>• adverbs (for example, 'possibly', 'necessarily', 'certainly', 'perhaps')</li> <li>• adjectives (for example, 'possible', 'probable', 'likely', 'necessary')</li> <li>• nouns (for example, 'possibility', 'necessity', 'obligation')</li> <li>• modal verbs (for example, 'permit', 'oblige').</li> </ul>
<b>mood</b>	<p>atmosphere created by the language features and literary devices in a text</p> 
<b>noun group</b>	<p>consists of a noun as a major element, alone or accompanied by one or more modifiers</p> <p>A noun functioning as a major element may be a common noun, proper noun or pronoun. Expressions belonging to a range of classes may function as modifiers:</p> <p>Those that precede the main noun include:</p> <ul style="list-style-type: none"> <li>• determiners (for example, 'the car', 'a disaster', 'some people', 'many mistakes')</li> <li>• possessive noun groups/phrases and pronouns (for example, 'the old man's house', 'Kim's behaviour', 'my father')</li> </ul>



	<ul style="list-style-type: none"> <li>numerals (for example, 'two days', 'thirty casualties', 'a hundred students')</li> <li>adjectives (for example, 'grave danger', 'a nice day', 'some new ideas', 'poor Tom')</li> <li>nouns (for example, 'the unemployment rate', 'a tax problem', 'a Qantas pilot')</li> </ul> <p>Those that follow the main noun usually belong to one or other of the following classes:</p> <ul style="list-style-type: none"> <li>prepositional phrases (for example, 'a pot of tea', 'the way to Adelaide', 'work in progress')</li> <li>subordinate clauses (for example, 'the woman who wrote it', 'people living near the coast').</li> </ul>
<b>objective language</b>	<p>a language that is fact-based, measurable and observable, verifiable and unbiased</p> <p>It does not include a speaker or writer's point of view, interpretation or judgement.</p>
<b>presumption</b>	the act of believing that something is true without having any proof.
<b>point of view</b>	<p>refers to the viewpoint of an author, audience or characters in a text</p> <p>Narrative point of view refers to the ways a narrator may be related to a story. A narrator, for example, might take the role of first or third person, omniscient or restricted in knowledge of events, reliable or unreliable in interpretation of what happens.</p>
<b>recount</b>	a written or spoken text type that records events in the order in which they happened, e.g. historical texts, personal recounts and literary recounts
<b>repetition</b>	<p>a word, a phrase or a full sentence or a poetical line repeated to emphasise its significance</p> <p>Repetition is a rhetorical device.</p>
<b>salutation</b>	a greeting in words or actions, or the words used at the beginning of a letter or speech, e.g. dear, good morning, hello,
<b>social context</b>	the social situation in which language is being used
<b>subjective language</b>	use of language which reflects the perspective, opinions, interpretations, points of view, emotions and judgment of the writer or speaker
<b>tense</b>	<p>a grammatical category marked by a verb in which the situation described in the clause is located in time, for example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time</p> <p>However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about:</p> <ul style="list-style-type: none"> <li>present states, as in 'He lives in Darwin'</li> <li>actions that happen regularly in the present, as in 'He watches television every night'</li> </ul>

	<ul style="list-style-type: none"> <li>• 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'</li> <li>• references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time.</li> </ul>
<b>verb</b>	<p>a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'she climbed the ladder') or a state (for example, 'is' in 'a koala is an Australian mammal')</p> <ul style="list-style-type: none"> <li>• verbs are essential to clause structure: all clauses contain a verb, except in certain types of ellipsis (for example, 'Sue lives in Sydney, her parents in Melbourne', where there is ellipsis of 'live' in the second clause).</li> <li>• virtually all verbs have contrasting past and present tense forms. Some are signalled by inflections such as '-s' and '-ed'. For example: <ul style="list-style-type: none"> <li>○ walk/walks (present tense)</li> <li>○ walked (past tense).</li> </ul> </li> <li>• other verbs have irregular forms that signal a change in tense. For example: <ul style="list-style-type: none"> <li>○ present – 'am/is/are' and past – 'was/were'</li> </ul> </li> <li>• present participle 'being' and past participle 'been'.</li> </ul> <p>Auxiliary verbs and modal verbs are two types of verbs:</p> <ul style="list-style-type: none"> <li>• auxiliary verbs are also referred to as 'helping' verbs. They precede the main verb – for example, 'draw' (main verb) 'has drawn' (auxiliary verb assisting)</li> <li>• modal verbs express a degree of probability (for example, 'I might come home') or a degree of obligation (for example 'You must give it to me', 'You are not permitted to smoke in here')</li> </ul>
<b>verb groups</b>	<p>consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers</p> <p>Verb groups/phrases:</p> <ul style="list-style-type: none"> <li>• create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'</li> <li>• express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'</li> <li>• create passive voice, as in 'A photo [was taken]</li> </ul>

## Mathematics glossary Unit 5 Year 6

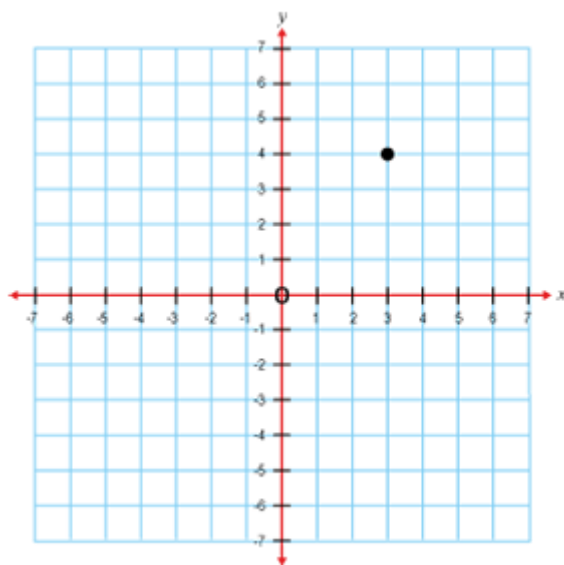
### Cartesian plane

#### Cartesian plane

A representation of the Cartesian coordinate system. The plane is divided into four quadrants by the horizontal and vertical axes.

The Cartesian plane (Cartesian coordinate system) has two axes at right angles with a consistent scale on horizontal and vertical axes. The horizontal axis is labelled as  $x$  and vertical axis is labelled as  $y$ .

#### Example



### coordinates

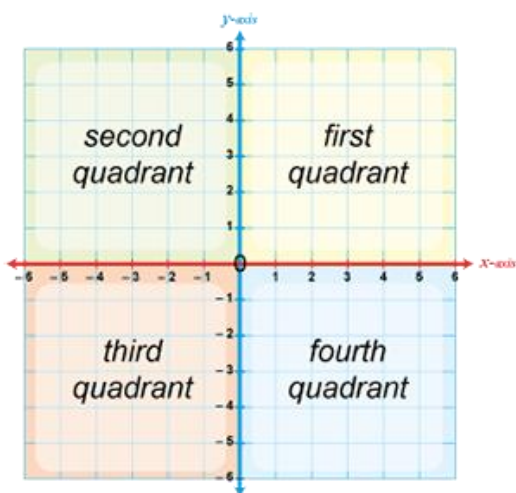
#### coordinates

A pair of numbers which describe a position on a grid (the Cartesian plane). The first number indicates the position on the horizontal axis, the second number indicates the position on the vertical axis.

(4, 3)

### quadrants

One of four regions on the Cartesian plane.



### Ordered pair

See coordinates