



# Stafford State School

Independent Public School

Term 2

Week 2

# Year 6

# Home Learning

Learning Areas:

- English
- Mathematics
- HASS
- Science
- Health/PE
- Music
- Chinese



<b>Wellbeing Task</b>	Think of 3 random acts of kindness you could do today. Maybe you could write a letter to a doctor or nurse and thank them for their amazing work. If you have sewing equipment you could sew a heart for a stranger who might need some kindness - 1000 hearts project.
<b>Morning</b>  <b>English</b>	<p><u>Daily Reading (novel, book, article)</u></p> <ul style="list-style-type: none"> <li>Read one chapter of a novel or a book that you have at home.</li> <li>What do you think will happen next?</li> </ul> <p><u>English Warm Up – Soundwaves Chart (attachment)</u></p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>Say the sound and words in each phonemic group</li> <li>Remember – same sound, different spelling choices</li> </ul> <p><u>Spelling (text book)</u></p> <ul style="list-style-type: none"> <li>Soundwaves Unit 12</li> <li>Complete p28 &amp; p29 questions 1- 4</li> <li>'H' house &amp; 'J, G, GE, DGE' jellyfish, giraffe, barge, and bridge</li> <li>Practice your words each day (from both sounds)</li> <li>Try the extension list</li> <li>Look up in a dictionary any words you are unfamiliar with</li> <li>Put 5 words into sentences</li> </ul> <p><u>Pobble Writing Warm Up – The Writer (attachment)</u></p> <ul style="list-style-type: none"> <li>Look at the picture</li> <li>Read the passage in <i>Italics</i></li> </ul> <p><u>Sentence Challenge</u></p> <ul style="list-style-type: none"> <li>Complete these in your book</li> </ul> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> <li>Answer the questions</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>As part of your Examining advertising in the media – continue looking, reading and listening to language and text features of print and digital media</li> </ul> <p><u>Studyladder (online)</u></p> <ul style="list-style-type: none"> <li>Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><u>Maths Warm Up</u></p> <ul style="list-style-type: none"> <li>Timetables</li> </ul> <p><u>Topics to revise</u></p> <ul style="list-style-type: none"> <li>Time, integers, fractions, radius, %, short division, reflection, conversions, angles, place value, data, compass, prime numbers</li> </ul> <p><u>Mental Maths (text book)</u></p> <ul style="list-style-type: none"> <li>Week 12 Monday strip</li> </ul> <p><u>Problem Solving (text book)</u></p> <ul style="list-style-type: none"> <li>Week 12</li> <li>Monday - Questions 1 &amp; 2</li> <li>Choose something to collect data on</li> <li>Represent the data you collect as a fraction of a collection in your book as shown in the example</li> </ul> <p><u>Study</u></p> <ul style="list-style-type: none"> <li>Maths facts p122 - 128</li> </ul> <p><u>Mathletics (online)</u></p> <ul style="list-style-type: none"> <li>Set tasks</li> <li>Spend 20 – 30 mins</li> </ul> <p><u>Studyladder (online)</u></p> <ul style="list-style-type: none"> <li>Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Afternoon</b>	<p><u>Design and Technology/Art</u></p> <ul style="list-style-type: none"> <li>Imagine the picture has zoomed out.</li> <li>Can you draw the scene you have imagined?</li> <li>Does your picture show the emotion of the writer, can you tell how they are feeling?</li> <li>Is the picture colourful or monochromatic?</li> </ul>

# Tuesday – Week 2

<b>Wellbeing Task</b>	<p>Practise the yoga actions to the following songs:</p> <p>Tune 'You Are My Sunshine' - You touch the sunshine, you touch the garden, you step one leg back and down to dog, slide through to cobra and smell the flowers, jump up, uncurl and clap your hands.</p> <p>Tune 'Hokey Pokey' – You put your hands up high, you put your hands down low, come up to a cobra and back to downward dog, jump up and start again, dab, dab.</p>
<b>Morning</b>  <b>English</b>	<p><u>Daily Reading</u></p> <ul style="list-style-type: none"> <li>▪ Read one chapter of a novel or a book that you have at home.</li> <li>▪ What do you think will happen next?</li> <li>▪ Discuss with someone what you are reading</li> </ul> <p><u>English Warm Up – Soundwaves Chart (attachment)</u></p> <ul style="list-style-type: none"> <li>▪ Phonemic Awareness</li> <li>▪ Say the sound and words in each phonemic group</li> <li>▪ Remember – same sound, different spelling choices</li> </ul> <p><u>Spelling</u></p> <ul style="list-style-type: none"> <li>▪ Continue with Soundwaves Unit 12</li> <li>▪ Complete with p28 &amp; p29</li> <li>▪ Complete the challenge</li> <li>▪ Practice your words each day</li> <li>▪ Latin roots               <ul style="list-style-type: none"> <li>- habito: Idwell</li> <li>- hospes hospitis: host of guest</li> <li>- hostis: an enemy</li> </ul> </li> <li>▪ Prefixes               <ul style="list-style-type: none"> <li>- hypo meaning under</li> <li>- hydr or hydro meaning water</li> <li>- hyper meaning over</li> </ul> </li> <li>▪ Adding ed, ing &amp; ity to base words</li> </ul> <p><u>Daily Writing – The Writer (attachment)</u></p> <ul style="list-style-type: none"> <li>▪ Write a piece using the picture as stimulus</li> <li>▪ Focus on Seven Steps – Sizzling Starts eg. As I looked back I....</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ As part of your Examining advertising in the media – continue looking, reading and listening to language and text features of print and digital media</li> </ul> <p><u>StudyLadder (online)</u></p> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<p><u>Maths Warm Up</u></p> <ul style="list-style-type: none"> <li>▪ Timetables</li> </ul> <p><u>Topics to revise</u></p> <ul style="list-style-type: none"> <li>▪ Time, integers, fractions, radius, %, short division, reflection, conversions, angles, place value, probability</li> </ul> <p><u>Mental Maths (text book)</u></p> <ul style="list-style-type: none"> <li>▪ Week 11 Tuesday strip</li> </ul> <p><u>Problem Solving (text book)</u></p> <ul style="list-style-type: none"> <li>▪ Week 12</li> <li>▪ Tuesday Questions 1 &amp; 2</li> <li>▪ Collect some data to show your understanding of percentage eg. People in your family that like certain vegetables</li> <li>▪ Collate your data and explain your findings</li> </ul> <p><u>Study</u></p> <ul style="list-style-type: none"> <li>▪ Maths facts p122 - 128</li> </ul> <p><u>Mathletics (online)</u></p> <ul style="list-style-type: none"> <li>▪ Set tasks</li> <li>▪ Spend 20 – 30 mins</li> </ul> <p><u>StudyLadder (online)</u></p> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Afternoon</b>	<p><u>General Knowledge</u></p> <ul style="list-style-type: none"> <li>▪ Watch BTN – Behind the news</li> <li>▪ Write a small overview of each of the key topics</li> <li>▪ What is your opinion on one of them?</li> </ul>

# Wednesday – Week 2

<b>Wellbeing Task</b>	Build an indoor or outdoor cubby house. Take a photo of your cubby house and/or film yourself on time-lapse building the cubby. Make signs for your cubby house and house rules.
<b>Morning</b>  <b>English</b>	<u>Daily Reading</u> <ul style="list-style-type: none"> <li>▪ Read one chapter of a novel or a book that you have at home.</li> <li>▪ What do you think will happen next?</li> <li>▪ Discuss with someone what you are reading</li> </ul> <u>English Warm Up – Soundwaves Chart (attachment)</u> <ul style="list-style-type: none"> <li>▪ Phonemic Awareness</li> <li>▪ Say the sound and words in each phonemic group</li> <li>▪ Remember – same sound, different spelling choices</li> </ul> <u>Spelling</u> <ul style="list-style-type: none"> <li>▪ Practice your words each day</li> <li>▪ Revise all Latin roots and prefixes from P 28</li> </ul> <u>Daily Writing – The Writer (attachment)</u> <ul style="list-style-type: none"> <li>▪ Continue writing a piece using the picture as stimulus</li> <li>▪ Focus on Seven Steps – Tightening Tension</li> </ul> <u>English</u> <ul style="list-style-type: none"> <li>▪ As part of your Examining advertising in the media – start looking, reading and listening to language and text features of print and digital media</li> <li>▪ Have the focus stories changed this week or have they taken a different spin on a similar story?</li> <li>▪ Write down things you notice</li> <li>▪ Do they interview people to gain professional opinions? Quote research?</li> <li>▪ What is your opinion?</li> </ul> <u>Studyladder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<u>Maths Warm Up</u> <ul style="list-style-type: none"> <li>▪ Timetables</li> </ul> <u>Topics to revise</u> <ul style="list-style-type: none"> <li>▪ Time, integers, fractions, radius, %, short division, reflection, conversions, angles, place value, reflect, translate, rotate</li> </ul> <u>Mental Maths (text book)</u> <ul style="list-style-type: none"> <li>▪ Week 12 Wednesday strip</li> </ul> <u>Problem Solving (text book)</u> <ul style="list-style-type: none"> <li>▪ Week 12</li> <li>▪ Wednesday Questions 1 &amp; 2</li> <li>▪ Using junk mail work out if 5 items were 20% or 10% off the marked price</li> <li>▪ Stick them in your book</li> <li>▪ Show your working out</li> </ul> <u>Study</u> <ul style="list-style-type: none"> <li>▪ Maths facts p122 - 128</li> </ul> <u>Mathletics (online)</u> <ul style="list-style-type: none"> <li>▪ Set tasks</li> <li>▪ Spend 20 – 30 mins</li> </ul> <u>Studyladder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Afternoon</b>	Art/Maths - Symmetry <ul style="list-style-type: none"> <li>▪ Cut out a picture you like from a magazine or newspaper. It can be a person, animal or landscape.</li> <li>▪ Tear it in half and discard one half of the picture and glue the other onto a blank piece of paper in your book</li> <li>▪ Draw the missing half and colour making it as realistic as possible.</li> </ul>

# Thursday – Week 2

<b>Wellbeing Task</b>	Practise the skipping challenge. How many forward skips can you do in 30 seconds, how many backward skips can you do in 30 seconds and how many tricks can you do in 30 seconds. What new tricks can you learn this week?
<b>Morning</b>  <b>English</b>	<u>Daily Reading</u> <ul style="list-style-type: none"> <li>▪ Read one chapter of a novel or a book that you have at home.</li> <li>▪ What do you think will happen next?</li> <li>▪ Discuss with someone what you are reading</li> </ul> <u>English Warm Up – Soundwaves Chart (attachment)</u> <ul style="list-style-type: none"> <li>▪ Phonemic Awareness</li> <li>▪ Say the sound and words in each phonemic group</li> <li>▪ Remember – same sound, different spelling choices</li> </ul> <u>Spelling</u> <ul style="list-style-type: none"> <li>▪ Practice your words each day</li> <li>▪ Continue to revise all Latin roots and prefixes from P 28</li> </ul> <u>Daily Writing – The Writer (attachment)</u> <ul style="list-style-type: none"> <li>▪ Continue writing a piece using the picture as stimulus</li> <li>▪ Focus on Seven Steps – Ban the Boring</li> </ul> <u>English</u> <ul style="list-style-type: none"> <li>▪ As part of your Examining advertising in the media – continue looking, reading and listening to language and text features of print and digital media</li> <li>▪ Do you have a different emotional response to particular stories?</li> <li>▪ Can you write or present different viewpoints on the same topic?</li> <li>▪ Write down two examples of where you have seen this happen.</li> </ul> <u>Studyladder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<u>Maths Warm Up</u> <ul style="list-style-type: none"> <li>▪ Timetables</li> </ul> <u>Topics to revise</u> <ul style="list-style-type: none"> <li>▪ Time, integers, fractions, radius, %, short division, reflection, conversions, angles, place value, length, area, volume, distance over time.</li> </ul> <u>Mental Maths (text book)</u> <ul style="list-style-type: none"> <li>▪ Week 12 Thursday strip</li> </ul> <u>Problem Solving (text book)</u> <ul style="list-style-type: none"> <li>▪ Week 12</li> <li>▪ Thursday Questions 1 &amp; 2</li> <li>▪ Look at a train or bus timetable</li> <li>▪ Choose several destinations and figure out the travel time between them</li> <li>▪ Record your work</li> </ul> <u>Study</u> <ul style="list-style-type: none"> <li>▪ Maths facts p122 - 128</li> </ul> <u>Mathletics (online)</u> <ul style="list-style-type: none"> <li>▪ Set tasks</li> <li>▪ Spend 20 – 30 mins</li> </ul> <u>Studyladder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Afternoon</b>	<u>Science</u> <ul style="list-style-type: none"> <li>▪ Make up a glass of cordial</li> <li>▪ Explain scientifically what happens to the water and cordial at a molecular level</li> <li>▪ Why can't you taste the water?</li> <li>▪ Draw and write up your findings</li> <li>▪ Can you reverse this mixing of liquids?</li> </ul>

# Friday – Week 2

<b>Wellbeing Task</b>	Create 5 stations for a mini exercise class. Include exercises like star jumps, sit ups, burpies, push ups, frog jumps, balancing or skipping. Complete each activity for 1 minute.
<b>Morning</b>  <b>English</b>	<u>Daily Reading</u> <ul style="list-style-type: none"> <li>▪ Read two chapters of a novel or a book that you have at home.</li> <li>▪ When you have finished reading write a book report</li> <li>▪ What you like/didn't like</li> <li>▪ Would you recommend the book and why</li> </ul> <u>Spelling Test</u> <ul style="list-style-type: none"> <li>▪ All 25 words</li> <li>▪ Choose all or some of the extension list to try</li> <li>▪ Have someone test your knowledge of: <ul style="list-style-type: none"> <li>▪ Latin roots <ul style="list-style-type: none"> <li>- habito: I dwell</li> <li>- hospes hospitis: host of guest</li> <li>- hostis: an enemy</li> </ul> </li> <li>▪ Prefixes <ul style="list-style-type: none"> <li>- hypo meaning under</li> <li>- hydr or hydro meaning water</li> <li>- hyper meaning over</li> </ul> </li> </ul> </li> <li>▪ Adding ed, ing &amp; ity to base words</li> </ul> <u>Daily Writing – The Writer (attachment)</u> <ul style="list-style-type: none"> <li>▪ Continue writing a piece using the picture as stimulus</li> <li>▪ Focus on Seven Steps – Exciting Endings</li> <li>▪ Finish your writing and edit your work</li> <li>▪ Share your story with someone in your family</li> <li>▪ Ask for feedback and improve on your writing</li> </ul> <u>English</u> <ul style="list-style-type: none"> <li>▪ As part of your Examining advertising in the media – continue looking, reading and listening to language and text features of print and digital media</li> <li>▪ Is too much news good or bad for you?</li> <li>▪ Explain you reasons and your opinion</li> <li>▪ Ask an adult's opinion too</li> </ul> <u>StudyLadder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Middle</b>  <b>Maths</b>	<u>Maths Test</u> <ul style="list-style-type: none"> <li>▪ Timetables – have someone test you</li> <li>▪ Record your test results in your book</li> </ul> <u>Mental Maths (text book)</u> <ul style="list-style-type: none"> <li>▪ Friday Test</li> <li>▪ Week 12 Friday Review</li> </ul> <u>Topics tested</u> <ul style="list-style-type: none"> <li>▪ Time, integers, fractions, radius, %, short division, reflection, conversions, angles, place value, length, area, volume, money, travelling time tables eg. bus, train</li> </ul> <u>Mathletics (online)</u> <ul style="list-style-type: none"> <li>▪ Set tasks</li> <li>▪ Spend 30 mins</li> </ul> <u>StudyLadder (online)</u> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> </ul>
<b>Break</b>	
<b>Afternoon</b>	<u>Planning for the future</u> <ul style="list-style-type: none"> <li>▪ Design a poster or create a storyboard for a TV advertisement or a script for a radio advertisement.</li> <li>▪ The purpose of your advertisement is to encourage everyone to take part in your cause or event eg. fundraiser for koalas</li> </ul>



### The Writer

*The process took a great deal of time and effort, but doesn't anything that's important to us?*

*Will gently moved the back of his hand across the parchment. He loved the feeling of it against his skin; it was smooth and silky like the fresh water of a spring cascading over his fingers.*

*Feeling relaxed, Will was a master of his trade. Words came as easily to him as song to a nightingale. The whole experience of writing filled his heart with pure joy, but at the same time Will knew he had to concentrate; he had an important job to do...*

### Sentence challenge!

Can you use adverbs in your writing to describe how something is done?

Can you use adverbs before nouns?

Can you use adverbs after nouns?

e.g. Carefully, Will brushed his hand across the parchment to check that the ink was dry.

Will carefully brushed his hand across the parchment to check that the ink was dry.

### Question time!

Who is Will? Why do you think he enjoys writing so much?

Is he extremely small, or is the book he is writing very large?

What does 'he had an important job to do' mean? Why is he writing? Is he writing for somebody?

What type of writing do you think it is?

What is inside the box?

Imagine you could see the rest of the room Will is in. Can you describe what it might contain?

### Sick sentences!

These sentences are 'sick' and need your help to get better. Can you help?

Will wrote on the paper. The letters were big. The paper was big as well. He loved writing.

### Perfect picture!

Imagine the picture has zoomed out. Can you draw the scene you have imagined?

# VOWEL SOUNDS



a	apple
ai	plait
i	meringue
al	salmon



e	egg	ai	said
ea	head	ay	says
a	any	eo	leopard
u	bury	ei	heifer
ie	friend		



i	igloo	u	busy
y	syrup	ui	build
e	pretty	ie	sieve
o	women	a	cabbage



o	orange	ow	knowledge
a	watch	ach	yacht
ho	honest	e	rendezvous
au	sausage		



u	umbrella
o	monkey
oo	flood
ou	young
oe	does



ai	snail	ei	rein
ay	hay	eigh	eight
a_e	cake	aigh	straight
a	lady	au	gauge
ea	break	et	ballet
ey	they	ez	rendezvous



ee	bee	e_e	these
e	me	i	litre
ea	seat	ei	receive
y	baby	eo	people
ey	money	ay	quay
ie	babies	ae	archaeology



i_e	ice-cream	uy	buy
y	fly	ye	goodbye
igh	night	eigh	height
i	spider	is	island
ie	pie	eye	eye



oa	boat	ew	sew
o_e	rose	eau	chateau
ow	window	oo	brooch
o	comb	au	chauffeur
oe	toe	ol	yolk
ough	though	ou	boulder



ar	star
a	glass
ear	heart
al	half
au	laugh
er	sergeant



ir	bird	ear	early
ur	nurse	our	journey
or	world	err	conferred
er	fern	urr	occurred
ere	were	yr	myrtle



or	horse	oar	board	o	story
ore	core	ough	bought	ure	sure
a	ball	ough	caught	oa	broad
aw	paw	our	your	ort	mortgage
au	sauce	ar	war	aul	baulk
oor	door	al	talk		



oo	book
u	bush
oul	would
o	woman
ou	courier



oo	boot	ui	fruit
ew	screw	o	do
ue	glue	oe	shoe
u_e	flute	ough	through
u	ruler	ou	group



ou	cloud
ow	flower
ough	plough
o	coward



oy	boy
oi	coin
uoy	buoy



eer	deer	e	cereal
ear	ear	ir	souvenir
ere	here	ea	weary
ier	fierce	eo	theory



air	chair	ai	dairy	ea	bearable
are	square	ar	scarce	aire	millionaire
ear	bear	a	caring	ae	aerial
ere	where	ayer	prayer		
eir	their	ayor	mayor		



er	ladder	o	iron	our	colour
ar	dollar	u	cactus	ough	thorough
or	doctor	re	centre	ie	mischief
a	pizza	ai	certain	ei	foreign
e	bucket	ure	picture	yr	martyr
i	dolphin	ou	famous	and many more!	

# CONSONANT SOUNDS



<b>b</b> balloon
<b>bb</b> ribbon



<b>k</b> kite	<b>cc</b> account
<b>c</b> car	<b>cq</b> acquire
<b>q</b> queen	<b>qu</b> liquor
<b>ck</b> sock	<b>que</b> cheque
<b>x(k)s</b> fox	<b>cch</b> gnocchi
<b>ch</b> school	



<b>d</b> duck
<b>dd</b> paddle
<b>ed</b> filled



<b>f</b> fish
<b>ff</b> cliff
<b>ph</b> phone
<b>gh</b> laugh
<b>ffe</b> giraffe



<b>g</b> girl
<b>gg</b> egg
<b>gu</b> guess
<b>gue</b> vague
<b>gh</b> ghost



<b>h</b> house
<b>wh</b> who



<b>j</b> jellyfish	<b>gg</b> suggest
<b>g</b> giraffe	<b>gi</b> region
<b>ge</b> barge	<b>di</b> soldier
<b>dge</b> bridge	<b>d</b> procedure
<b>dg</b> budget	



<b>l</b> lizard
<b>ll</b> bell
<b>le</b> aisle



<b>m</b> moon
<b>mm</b> hammer
<b>mb</b> thumb
<b>me</b> come
<b>mn</b> column



<b>n</b> net
<b>nn</b> winner
<b>kn</b> knife
<b>ne</b> done
<b>gn</b> gnome
<b>pn</b> pneumonia



<b>ng</b> ring
<b>n</b> wink
<b>ngue</b> tongue



<b>p</b> pig
<b>pp</b> slipper



<b>r</b> robot
<b>rr</b> carrot
<b>wr</b> wrist
<b>rh</b> rhythm
<b>rrh</b> arrhythmic



<b>s</b> seal	<b>sc</b> science
<b>ss</b> kiss	<b>ps</b> psychology
<b>se</b> mouse	<b>st</b> listen
<b>ce</b> juice	<b>sw</b> sword
<b>x(k)s</b> fox	<b>sce</b> acquiesce
<b>c</b> pencil	



<b>t</b> tiger	<b>bt</b> doubt
<b>tt</b> button	<b>pt</b> receipt
<b>ed</b> tapped	<b>tte</b> pirouette
<b>te</b> minute	



<b>v</b> vase
<b>ve</b> sleeve
<b>f</b> of



<b>w</b> web
<b>wh</b> whale
<b>u</b> queen
<b>o</b> choir



<b>y</b> yoyo
<b>i</b> million
<b>u</b> failure
<b>j</b> hallelujah

<b>yoo</b>	<b>ue</b> rescue
<b>u</b> computer	<b>eau</b> beauty
<b>ui</b> pursuit	
<b>eu</b> neutral	
<b>ew</b> few	<b>yuh</b>
<b>u_e</b> tune	<b>u</b> argument



<b>z</b> zebra	<b>ze</b> freeze
<b>zz</b> puzzle	<b>ss</b> scissors
<b>s</b> bears	<b>si</b> business
<b>se</b> cheese	<b>x</b> xylophone



<b>s</b> treasure
<b>si</b> television
<b>ge</b> mirage



<b>ch</b> chicken
<b>tch</b> match
<b>ti</b> question
<b>te</b> righteous
<b>t</b> picture



<b>sh</b> shell
<b>ch</b> chef
<b>ti</b> station
<b>ci</b> musician
<b>si</b> tension

<b>sci</b> conscious
<b>ce</b> ocean
<b>s</b> sure
<b>ss</b> tissue
<b>ssi</b> session

<b>c</b> excruciating
<b>t</b> ingratiate
<b>sc</b> crescendo
<b>che</b> panache



<b>th</b> thong



<b>th</b> feather
<b>the</b> breathe



## Music - Year 5 and 6

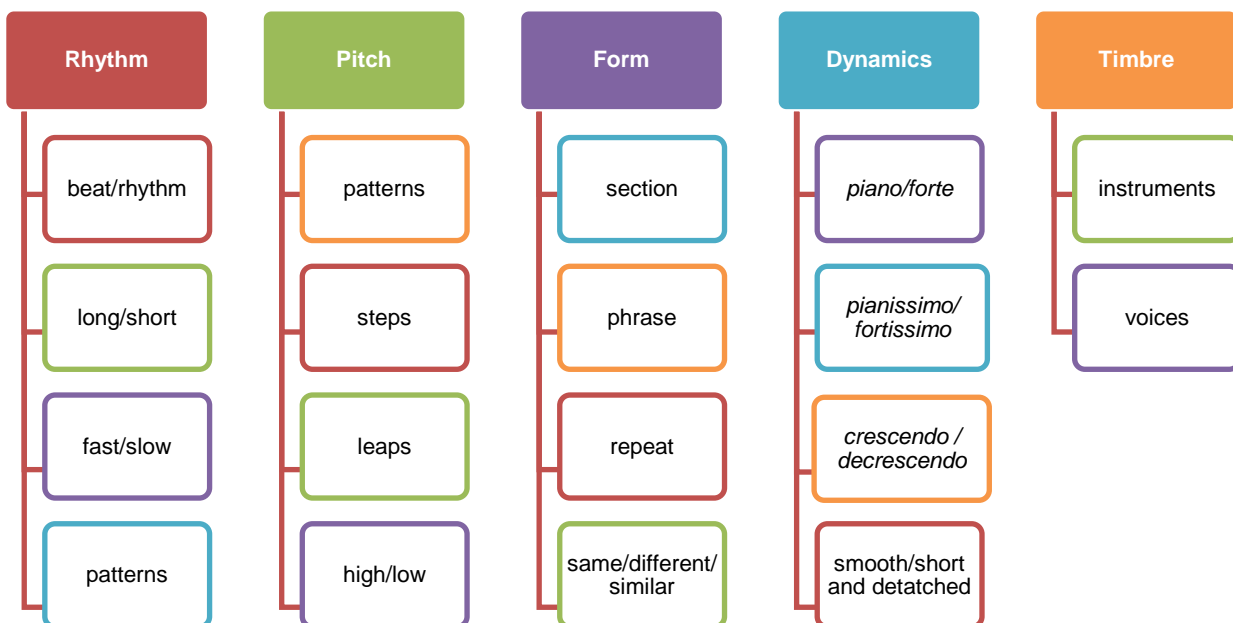
**Welcome to our music unit on responding to music!**

Your task, if you choose to accept it, is to

**compare two pieces of music.**

- Use the **elements of music** to discover how the elements of music are used in each piece of music.
- Using musical terms, **discuss and describe** how each piece of music is **different or the same**.
- Discuss this with your family and see if they agree or disagree with your findings.
- Choose two different pieces of music. These can be either pop songs, movie themes, or any music of your favourite genre (style) of music – maybe jazz, classical, country, world, Australian etc.
- Try talking with your family about ANY music you hear on the radio, internet, CDs, iPad etc!

### Elements of Music



### Music eLearning Grid

Debbie O'Shea is a wonderful music teacher in Brisbane. She has created a series of musical activities and experiences you may like to try. Some are online, while others only require a good imagination. No matter what activities you try, Mr Dooner encourages you to make music a part of your day, every day!

Name: \_\_\_\_\_

	Music Piece 1	Music Piece 2
Title of music piece		
Genre of music piece (eg. pop, movie, jazz)		
Circle any of these musical elements that you can hear in your music piece	<p><b>Dynamics</b> (volume; loud and soft)  <b>Form</b> (patterns)  <b>Pitch</b> (steps, leaps, high/ low)  <b>Rhythm</b> (beat, long/short, fast/slow)  <b>Texture</b> (unison, melody, accompaniment, drone)  <b>Timbre</b> (instruments, voices)</p>	<p><b>Dynamics</b> (volume; loud and soft)  <b>Form</b> (patterns)  <b>Pitch</b> (steps, leaps, high/ low)  <b>Rhythm</b> (beat, long/short, fast/slow)  <b>Texture</b> (unison, melody, accompaniment, drone)  <b>Timbre</b> (instruments, voices)</p>
<p><b>Task 1</b>            Explain how the musical elements are used to communicate meaning in song number 1- is the music sad/ happy/ scary/exciting/ slow/fast?</p> <p>How did they use the elements to create those feelings?</p> <p>Use musical terminology in your writing.</p> <p>Try to use some of these question words to write up your response.</p> <p><b>WHAT</b>- Name the element?</p> <p><b>HOW</b> – talk about how the element was used in the song.</p> <p><b>WHEN/WHERE</b>- was the element used</p>		

**Task 2**

Now compare your two pieces of music. Think about how they are the **same similar or different**.

**Task 1- Sample Response**

My first song has a sad sound and at the beginning of the piece, it creates the sad feeling by using a slow **tempo** (LARGO) and a soft sound for the **dynamics** (piano). In the middle of the song, the **texture** of the solo female singer is enhanced by the simple guitar accompaniment and the **pitch** in steps and small skips keeps the mood sad. The **beat** is slow and the **rhythms** are simple, but in the middle of the song, it uses the dynamics and rhythms to build up suspense by getting louder (crescendo) and faster (tempo- allegro). They use the same melody at the start and finish so the **form** sounds like ABA.

**Task 2- Sample Response**

My first song is sad but my second song is a really happy, upbeat song. The **tempo** is slow (largo) in the first song and fast (allegro) in the second song. The **dynamics** are much louder in the second song with funky instrument sounds and more than one vocalist.

You will be asked to return your task sheet response later in the term. Keep them somewhere safe!



## PE (Athletics) - Year 3 to Year 6

This term Students, develop specialised movement skills of running, jumping, landing, throwing and catching. They apply and combine the above skills to solve movement challenges.

### Mini Olympics

Your mission is to create your own Mini Olympics @ Home. There are currently 5 events on your Olympics program for you to compete in. You may wish to design and add more events to your program.

Each week you will need to train for the following events. Skill and drill videos have been supplied if you have access to the internet. Each event has three key words for you to remember when competing in that event.

### Week 1 - Running – Look Ahead, Arm Drive, Knee Drive

Drill videos - <https://www.youtube.com/watch?v=5SQviRdHHRI>

Practise your running over short and long distances. Experiment with different ways to move your body - galloping, skipping, hopping, side stepping, bear walking, crawling and rolling. Race someone in your family.



### Week 2 - Long Jump – Run Up, Pop Up, Landing

Drill videos [https://www.youtube.com/watch?v=9F6CHjvTB7k&list=PLV-ZnoZBA-BVR1LYiF2Y\\_yPoUqiyKQ1IC&index=15](https://www.youtube.com/watch?v=9F6CHjvTB7k&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=15) and [https://www.youtube.com/watch?v=9fpLJla0czM&list=PLV-ZnoZBA-BVR1LYiF2Y\\_yPoUqiyKQ1IC&index=5&t=0s](https://www.youtube.com/watch?v=9fpLJla0czM&list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC&index=5&t=0s)



Using a grassed area practise the long jump movement sequence. Running up, popping up (using your arms and knees to drive up) and landing in motorbike or with your hands forward onto the ground. Use a line on the ground to start the jump.

### Week 3 - Shot Put – Pivot, Push, Release

How to video - <https://www.youtube.com/watch?v=tHVMufMECPo>

Using a scrunched up piece of paper practise throwing a Shot Put. Place your foot behind a line. Bring the paper to the ear of your throwing arm and pivot and push the paper as far as you can, make sure you push not throw the paper.

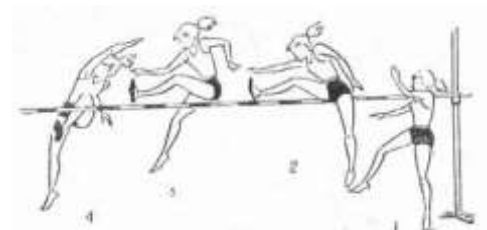


Step Back

### Week 4 - High Jump – Run Up, Kick Up, Landing

How to Video - <https://www.youtube.com/watch?v=VZApaVkMIHw>

Place something on the ground like a skipping rope. Stand side on to the rope. Practise jumping over the rope using the scissors kick. If you have space add a run up and then jump over the object on the ground. See how high you can jump over the object by throwing your arms into the air as you jump.



# Week 5 - Ball Games – Teamwork, Sportsmanship, Have Fun!

## Ball Games Rules and Information

Please note these games do not allow for social distancing – Only play these games with people from your bubble.

Tunnel Ball     <https://www.youtube.com/watch?v=leGwtjZEOeA>

**1<sup>st</sup> Whistle** = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

**2<sup>nd</sup> Whistle** = Captain picks up the ball. Everyone opens their legs out wide. Back person crouches down.

**3<sup>rd</sup> Whistle** = Game begins by the captain rolling the ball through everyone's legs.

The game is finished when everyone has had a turn at rolling the ball from the front and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished.

Leader runs over the finish line.

Under and Over     <https://www.youtube.com/watch?v=w-EkRQWgFUw>

**1<sup>st</sup> Whistle** = Ball on the ground in front of the captain. Everyone stands up straight with their legs together on the line.

**2<sup>nd</sup> Whistle** = Captain picks up the ball. Everyone opens their legs out wide.

**3<sup>rd</sup> Whistle** = Game begins by the captain passing the ball **under** their legs. The second person grabs the ball and passes the ball **over** their head. The ball should not leave the students hands and should not touch the ground. The game is finished when everyone has had a turn at passing the ball from the front of the line and the captain is at the front again. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

Captain Ball     *no examples available online*

**1<sup>st</sup> Whistle** = Ball on the ground in front of the captain / leader. Everyone stands up straight with their legs together on the line.

**2<sup>nd</sup> Whistle** = Captain / Leader picks up the ball.

**3<sup>rd</sup> Whistle** = Students line up side by side. Captain stands 1.5m away in a circle facing the line. Game begins by the captain / leader passing the ball to the first person in line who then passes it back to the captain. The captain then passes the ball to the second person and so on until everyone has a turn. When the last person in line catches the ball they run to the circle. The game continues until everyone has had a turn at being a leader. Students sit down on the line with their hands on their head when they have finished. Leader runs over the finish line.

**For all Years P-6**

**1<sup>st</sup> Whistle - SOLDIERS**

**2<sup>nd</sup> Whistle - PREPARE**

**3<sup>rd</sup> Whistle – START**

**For more videos to improve your athletics skills and drills check out;**

[https://www.youtube.com/playlist?list=PLV-ZnoZBA-BVR1LYiF2Y\\_yPoUqiyKQ1IC](https://www.youtube.com/playlist?list=PLV-ZnoZBA-BVR1LYiF2Y_yPoUqiyKQ1IC)

**While learning at home, keep up as much physical activity as possible. Dancing, running, walking, scooting, riding, climbing, rolling, bowling, jumping, throwing, catching, kicking, bouncing, skipping. Make up your own games and create your own obstacle courses. Have fun with movement!**

**I can't wait to see you when you get back and to hear what you have been up to!**

**Miss B**



## Chinese - Year 6

### Planning a school tour

☺ Click on the link (<https://quizlet.com/88cu0n?x=1jqt&i=fiv4a>) to hear the pronunciation.

★ Learning objectives: Think about and discuss what makes your school great

What would you like to share about your school?

Every school has features that would be great to show overseas visitors. These may be places or spaces that make your school unique or a great place to be.

#### Activity 1

a) What makes your school great?

Circle the words you may use to describe your school.

School facilities		Describing words	
jiào shì 教室	classroom	hěn dà 很大	Very big
tú shū guǎn 图书馆	library	hěn xiǎo 很小	Very small
cāo chǎng 操场	oval	hěn piào liang 很漂亮	Very pretty
xiǎo mài bù 小卖部	tuck shop	hěn kù 很酷	Very cool
xué xiào 学校	school	hěn shū fu 很舒服	Very comfortable
yóu yǒng chí 游泳池	swimming pool	hěn kě ài 很可爱	Very cute
wán shǒu qiú 玩手球	play hand ball	hěn yǒu qù 很有趣	Very interesting
tī zú qiú 踢足球	play soccer	hěn hǎo wán 很好玩	Very fun

b) What makes your school great?

Write at least three sentences to describe your school in Chinese or Pinyin. Write your description below.

**Example** 我的学校很漂亮。 My school (is)

very pretty.

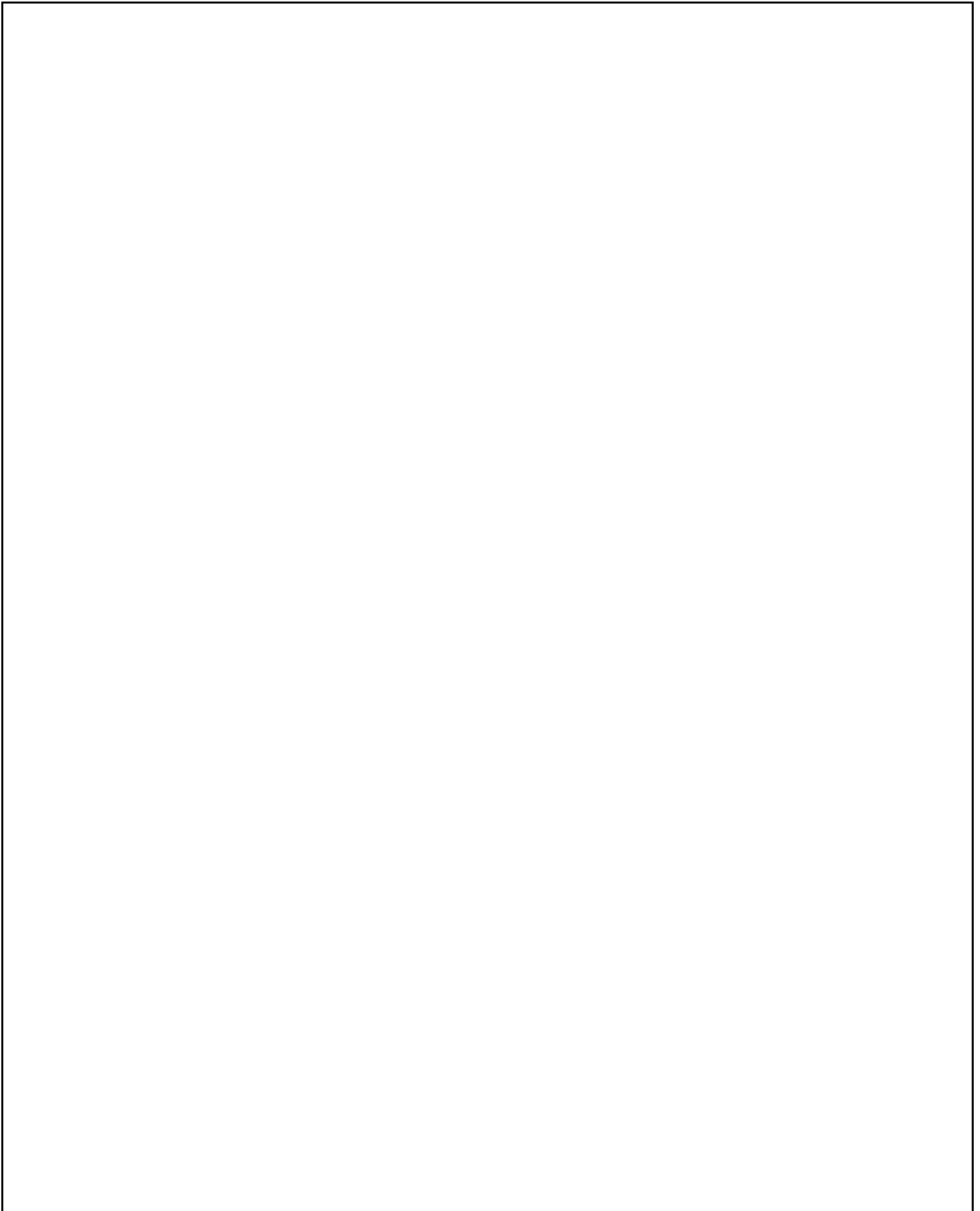
jiào shì hěn dà 教室 很大。 Classroom (is)  
very big.

tú shū guǎn hěn kù 图书馆 很酷。 Library (is)  
very cool.

tī zú qiú hěn hào wán 踢足球 很好玩。 Playing soccer (is)  
very fun.

**Your sentences**

**c) Reflect on your description. Which places in your school do you think your Chinese speaking peers would find the most interesting? Why? Write in English.**

A large, empty rectangular box with a thin black border, intended for the student to write their reflection in English.

(Activities retrieved and modified from CHI\_Y05-06Band\_U7\_SH\_PlanTour, The State of Queensland, Department of Education and Training.)



# Wellness/ Yoga

Complete one or more of the activities on the Health and Wellbeing Grid.

## Health and Wellbeing Grid



Online Tasks	Offline Tasks			
YouTube - Just Dance Uptown Funk High Hopes Waka Waka That Power	Create a health diary and list all the things you do each day to look after your body	Design your own yoga sequence – link poses you know and/or make up some of your own	Create a hop scotch with chalk or pieces of paper How many different ways can you play?	Draw pictures of 6 ways you should look after your body every day. You could turn it into a poster
Choreograph a dance to Dance Monkey or another favourite song	Write a list of 10 things you like about another family member	Write a list of 10 things you like about yourself	Blow up a balloon, learn to tie the balloon. See how long you can keep the balloon in the air.	Design a funny poster that would encourage people to exercise and eat healthy
Do a meditation with a family member – smiling mind is a great app	Go for a scoot, walk, run or bike ride – collect some objects from nature and make a collage	Try two new fruits or vegetables each week to boost your immune system	Build a cubby house Make sure you pack it away after play	Write a list of 10 things and opportunities you're grateful for
Learn how to draw on 'Art Hub for Kids' or how to type on Dance Mat Typing	Write 5 'I am ...' statements to describe yourself.	Design a new active game for indoors Write out the rules	Write a thankyou letter to a doctor or nurse who is exhausted treating patients	Create your own obstacle course. You could use chalk and objects from around the home
Find your favourite GoNoodle on YouTube	Design your own scavenger hunt and ask someone in the house to complete it	Create a line drawing in black texta/pen and colour in with colour leaving no white spaces	Play with a ball – hit, kick, throw, catch, roll, juggle, experiment	Scrunch up some paper into a ball and throw it at a target – create a points system
Follow a Cosmic Kids yoga story online or PE with Joe 5 minute moves	Move to the Music - play a range of music styles and move your body in funny ways to the beat	Create a beat with your body and objects and teach it to a family member	List 7 things you could tell a friend to do when they need; cheering up, calming down or help to relax.	Call an elderly family member and read them a story – maybe they will read one to you too?

- Highlight the tasks when you have completed them

## Meditation Online

- Rainbow breathing <https://www.youtube.com/watch?v=O29e4rRMv4>
- The Listening Game [https://www.youtube.com/watch?v=uUIGKhG\\_Vq8](https://www.youtube.com/watch?v=uUIGKhG_Vq8)

## Brain Breaks Online

- Move and Freeze <https://www.youtube.com/watch?v=388Q44ReOWE>
- Exercise, Rhyme and Freeze <https://www.youtube.com/watch?v=cSPmGPlyyKU>

## Yoga Online

- Strengthen Your Focus <https://www.youtube.com/watch?v=0vuaCHEAs-4>

# Health and Wellbeing Grid





Online Tasks	Offline Tasks			
<p>YouTube - Just Dance Uptown Funk High Hopes Waka Waka That Power</p>	<p>Create a health diary and list all the things you do each day to look after your body</p>	<p>Design your own yoga sequence – link poses you know and/or make up some of your own</p>	<p>Create a hop scotch with chalk or pieces of paper How many different ways can you play?</p>	<p>Draw pictures of 6 ways you should look after your body every day. You could turn it into a poster</p>
<p>Choreograph a dance to Dance Monkey or another favourite song</p>	<p>Write a list of 10 things you like about another family member</p>	<p>Write a list of 10 things you like about yourself</p>	<p>Blow up a balloon, learn to tie the balloon. See how long you can keep the balloon in the air.</p>	<p>Design a funny poster that would encourage people to exercise and eat healthy</p>
<p>Do a meditation with a family member – smiling mind is a great app</p>	<p>Go for a scoot, walk, run or bike ride – collect some objects from nature and make a collage</p>	<p>Try two new fruits or vegetables each week to boost your immune system</p>	<p>Build a cubby house Make sure you pack it away after play</p>	<p>Write a list of 10 things and opportunities you're grateful for</p>
<p>Learn how to draw on 'Art Hub for Kids' or how to type on Dance Mat Typing</p>	<p>Write 5 'I am ...' statements to describe yourself.</p>	<p>Design a new active game for indoors Write out the rules</p>	<p>Write a thankyou letter to a doctor or nurse who is exhausted treating patients</p>	<p>Create your own obstacle course. You could use chalk and objects from around the home</p>
<p>Find your favourite GoNoodle on YouTube</p>	<p>Design your own scavenger hunt and ask someone in the house to complete it</p>	<p>Create a line drawing in black texta/pen and colour in with colour leaving no white spaces</p>	<p>Play with a ball – hit, kick, throw, catch, roll, juggle, experiment</p>	<p>Scrunch up some paper into a ball and throw it at a target – create a points system</p>
<p>Follow a Cosmic Kids yoga story online or PE with Joe 5 minute moves</p>	<p>Move to the Music - play a range of music styles and move your body in funny ways to the beat</p>	<p>Create a beat with your body and objects and teach it to a family member</p>	<p>List 7 things you could tell a friend to do when they need; cheering up, calming down or help to relax.</p>	<p>Call an elderly family member and read them a story – maybe they will read one to you too?</p>

- Highlight the tasks when you have completed them

# BLUEY FAMILY FUN ACTIVITY GRID #2. THINGS TO DO AFTER WATCHING THESE EPISODES...



<p><b>THE POOL</b>                  Draw or write a list of things you need when you go for a swim.                  What things can protect you from the sun?                  Make a list of all the different places you've had a swim.                  How many different places have you cooled off?</p>	<p><b>HAMMERBARN</b>                  Write a list of ingredients you need to make a pizza.                  If mum or dad have the ingredients, you could help to make pizza for dinner.                  If not, you could draw or use paper to create a meal. You might make a burrito, a sandwich or a pizza out of paper or card.</p>	<p><b>BIKE</b>                  Can you ride your bike?                  Do you remember learning to ride? Ask mum or dad to share their memories of you learning to ride your bike.                  How old were you? What do you want to learn how to do next?                  Maybe you could learn how to tie shoelaces or whistle a tune.</p> 	<p><b>STICKY GEEKO</b>                  How long is 1 minute?                  What can you do in 1 minute?                  How many times can you hop on one foot?                  How many star jumps can you do?                  Find a push or pull toy in your house. If you don't have one, perhaps you could make your own out of recycled containers.</p>
<p><b>THE DUMP</b>                  How does your family recycle?                  Are you collecting the 10c containers? How many 10c containers do you need to make \$1?                  Do you have some old art? Have you ever used your art to wrap a present?</p> 	<p><b>HIDE AND SEEK</b>                  Count to 20 and get your family to hide. Before you begin, decide on some rules. Will it be an inside or outside game of hide and seek?                  Where was the best hiding spot?                  Who took the longest to be found?</p> 	<p><b>HORSEY RIDE</b>                  Play make-believe! Gather your toys and create a wedding or a birthday party for the toys to celebrate!                  Draw your last birthday party. How many candles were on your cake?</p> 	<p><b>MAGIC XYLOPHONE</b>                  Do you have any musical instruments in your home? Gather them together and make some music.                  If you don't have any, make your own. You can use cans or containers from your kitchen.                  Perform for your family. Everyone can have a turn!                  Pick an instrument and decide what magical feature it has.</p>
<p><b>CHARADES</b>                  Play a game of Charades with your family. Remember to take turns and make sure everyone knows the rules before you begin.                  What's another card game you have at home? You may like to play snap, go fish or memory with your family.</p> 	<p><b>KEEPLY UPPY</b>                  Use a mini bean bag, ball or balloon and play a game of hot potato (keeply uppy). How many times can you pass the ball before it touches the ground?                  Play a throw and catch game with someone in your family. You might like to say the alphabet as you pass back and forth. You could also try and count to 10, 20 before someone drops the ball. What other ball games can you play?</p>	<p><b>FAIRIES</b>                  Make a fairy ring. You might like to use rocks, flowers, leaves or sticks.                  Dance in the centre of the ring. Take turns and see who can make up the most creative dance. If you have a shady spot, maybe you could make a fairy garden. You could draw a picture or write a little note for a fairy to find overnight.                  If you have dominoes at home, create a domino ring or heart.</p>	<p><b>FEATHERWAND</b>                  Move around your house like you are carrying a very heavy bag of bricks.                  Now move around like you are as light as a feather. How are your movements different?                  Choose two objects. Hold them in your hands and work out which one is heavier, and which one is lighter.                  This is called hefting. You could also arrange objects from heaviest to lightest!</p> 

