



Stafford State School

Independent Public School



Term 2

Week 3

Year 6

Home Learning

Learning Areas:

- English
- Mathematics
- HASS
- Science
- Health/PE
- Music
- Chinese
- Digital Technology
- Library

Monday – Week 3



| | |
|---|--|
| <p>Wellbeing Task</p> | <p>Belly Breathing – find an object such as a toy or book to place on your tummy. Lie on your back with the object on your tummy. Look at your object and take three long slow breaths in and out watching the object move up and down with your breath. Count as you breathe in 1,2,3,4 and count as you breathe out 1,2,3,4. See if you can close your eyes and feel the toy move. Continue for up to 5 minutes. How do you feel?</p> |
| <p>Morning English</p> | <p><u>Daily Reading (novel, book, article)</u></p> <ul style="list-style-type: none"> ▪ Read one chapter of a novel or a book that you have at home. ▪ What do you think will happen next? <p><u>English Warm Up -- Soundwaves Chart (attachment)</u></p> <ul style="list-style-type: none"> ▪ Phonemic Awareness ▪ Say the sound and words in each phonemic group ▪ Remember – same sound, different spelling choices <p><u>Spelling (text book)</u></p> <ul style="list-style-type: none"> ▪ Soundwaves Unit 13 ▪ Complete P30 ai snail, ay hay, a_e cake, a lady ▪ Practice your words each day ▪ Try the extension list ▪ Look up in a dictionary any words you are unfamiliar with ▪ Put 5 words into sentences <p><u>Pobble Writing Warm Up – The Mirror in the Attic (attachment)</u></p> <ul style="list-style-type: none"> ▪ Look at the picture ▪ Read the passage in <i>Italics</i> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> ▪ Answer the questions ▪ Put your answers in your book <p><u>English</u></p> <ul style="list-style-type: none"> ▪ As part of your Examining advertising in the media – choose a piece of print or digital media ▪ Discuss why you choose this piece and the reason you think it appealed to you. ▪ Ideas may be – your emotive response, the topic, the delivery, the presenter? <p><u>Studyladder (online)</u></p> <ul style="list-style-type: none"> ▪ Complete 5 set tasks |
| <p>Break</p> | |
| <p>Middle Maths</p> | <p><u>Maths Warm Up</u></p> <ul style="list-style-type: none"> ▪ Timetables <p><u>Topics to revise</u></p> <ul style="list-style-type: none"> ▪ Fractions, decimals, %, integers, time, angles and degrees of angles eg. 360° in a revolution, <p><u>Mental Maths (textbook)</u></p> <ul style="list-style-type: none"> ▪ Week 13 Monday strip <p><u>Problem Solving (text book)</u></p> <ul style="list-style-type: none"> ▪ Week 13 ▪ Monday - Questions 1 & 2 ▪ Choose something to collect data on ▪ Represent the data as FRACTIONS in your book ▪ Ensure you label it correctly <p><u>Study</u></p> <ul style="list-style-type: none"> ▪ Maths facts p122 - 128 <p><u>Mathletics (online)</u></p> <ul style="list-style-type: none"> ▪ Set tasks ▪ Spend 20 – 30 mins <p><u>Studyladder (online)</u></p> <ul style="list-style-type: none"> ▪ Complete 5 set tasks |
| <p>Break</p> | |
| <p>Afternoon</p> | <p><u>Design and Technology/Art</u></p> <ul style="list-style-type: none"> ▪ Can you draw your reflection in a mirror? ▪ How would it look if the mirror had a ripple effect (as in your Writing Warm Up image) ▪ Draw it in black and white, using shading |

Tuesday – Week 3

| | |
|--------------------------------------|--|
| Wellbeing Task | Use the Yoga Poses For Kids cards – Put them in an order and make your own yoga sequence (you can repeat poses if you like). Make up a story in your head to go with the poses as you do them. Keep the cards somewhere safe to use again next week. |
| Morning English | <u>Daily Reading</u> <ul style="list-style-type: none"> ▪ Read one chapter of a novel or a book that you have at home. ▪ What do you think will happen next? ▪ Discuss with someone what you are reading <u>English Warm Up – Soundwaves Chart (attachment)</u> <ul style="list-style-type: none"> ▪ Phonemic Awareness ▪ Say the sound and words in each phonemic group ▪ Remember – same sound, different spelling choices <u>Spelling</u> <ul style="list-style-type: none"> ▪ Continue with Soundwaves Unit 13 ▪ Complete p31 ▪ Complete the challenge ▪ Practice your words each day ▪ Revise homophones and what is meant by ‘base’ word ▪ Suffixes – ing, ion and ate ▪ French words... how would a native French person say them? Try searching online to hear them said with a French accent <u>Daily Writing – The Mirror in the Attic (attachment)</u> <ul style="list-style-type: none"> ▪ Rewrite the sick sentences to a year 6 level <u>English</u> <ul style="list-style-type: none"> ▪ As part of your Examining advertising in the media – How could you change your topic to present it with a different viewpoint eg. A story on Sharks about their preservation vs. a story about Man Eating Sharks? The topic is Sharks but from opposing viewpoints. You may choose a different article if you need to. <u>StudyLadder (online)</u> <ul style="list-style-type: none"> ▪ Complete 5 set tasks |
| Break | |
| Middle Maths | <u>Maths Warm Up</u> <ul style="list-style-type: none"> ▪ Timetables <u>Topics to revise</u> <ul style="list-style-type: none"> ▪ Volume, data, money, fractions, algebra, conversions, angles, probability <u>Mental Maths (textbook)</u> <ul style="list-style-type: none"> ▪ Week 13 Tuesday strip <u>Problem Solving (text book)</u> <ul style="list-style-type: none"> ▪ Week 13 ▪ Tuesday Questions 1 & 2 ▪ Play a game with someone using chance ▪ It could be as simple as a Coin Toss, or a more complex game. ▪ Record your data in your book <u>Study</u> <ul style="list-style-type: none"> ▪ Maths facts p122 - 128 <u>Mathletics (online)</u> <ul style="list-style-type: none"> ▪ Set tasks ▪ Spend 20 – 30 mins <u>StudyLadder (online)</u> <ul style="list-style-type: none"> ▪ Complete 5 set tasks |
| Break | |
| Afternoon | <u>General Knowledge</u> <ul style="list-style-type: none"> ▪ Watch BTN – Behind the news ▪ Write a small overview of each of the key topics ▪ What is your opinion on one of them? |

Wednesday – Week 3

| | |
|--------------------------------------|--|
| Wellbeing Task | Think about your house. What are your 3 favourite things about your house? Choose a favourite place in your house for you to do 2 minutes of slow, quiet breathing with your eyes closed. |
| Morning English | <u>Daily Reading</u> <ul style="list-style-type: none"> ▪ Read one chapter of a novel or a book that you have at home. ▪ What do you think will happen next? ▪ Discuss with someone what you are reading <u>English Warm Up – Soundwaves Chart (attachment)</u> <ul style="list-style-type: none"> ▪ Phonemic Awareness ▪ Say the sound and words in each phonemic group ▪ Remember – same sound, different spelling choices <u>Spelling</u> <ul style="list-style-type: none"> ▪ Practice your words each day ▪ Revise homographs ▪ Suffixes – ate <u>Daily Writing – The Mirror in the Attic (attachment)</u> <ul style="list-style-type: none"> ▪ Continue writing from the point that is given in the Story Starter ▪ Focus on Seven Steps – Tightening Tension <u>English</u> <ul style="list-style-type: none"> ▪ As part of your Examining advertising in the media – choose your favourite TV advertisement ▪ Write down things you notice ▪ What devices do they use to convince you, keep you interested, or make you want to watch more? ▪ Are you drawn to humour, animals, colours, catch phrases??? ▪ Aldi TV advertisements are usually clever. Their catch phrase is “good, different”. Do they focus on what sets them apart from competitors or do they remind you of their brand? Here are two very different advertisements to watch in preparation for tomorrow’s lesson. ▪ ALDI Expressi Yourself 60 sec video & ALDI - Surfin' Santas <u>StudyLadder (online)</u> <ul style="list-style-type: none"> ▪ Complete 5 set tasks |
| Break | |
| Middle Maths | <u>Maths Warm Up</u> <ul style="list-style-type: none"> ▪ Timetables <u>Topics to revise</u> <ul style="list-style-type: none"> ▪ Money, distance, time, area, fractions, angles, place value, algebra, rounding <u>Mental Maths (textbook)</u> <ul style="list-style-type: none"> ▪ Week 13 Wednesday strip <u>Problem Solving (text book)</u> <ul style="list-style-type: none"> ▪ Week 13 ▪ Wednesday Questions 1 & 2 ▪ Choose an object or blocks and draw it from different angles in your book. eg. Top view, side view ▪ Look at Lego instructions for inspiration <u>Study</u> <ul style="list-style-type: none"> ▪ Maths facts p122 - 128 <u>Mathletics (online)</u> <ul style="list-style-type: none"> ▪ Set tasks ▪ Spend 20 – 30 mins <u>StudyLadder (online)</u> <ul style="list-style-type: none"> ▪ Complete 5 set tasks |
| Break | |
| Afternoon | <u>Science</u> <ul style="list-style-type: none"> ▪ Please read the Science Sheet (attachment) ▪ Introduction to Physical and Chemical change ▪ Discuss your understanding with someone or search for more information to expand your knowledge eg. Bill Nye the Science Guy, MakeMeGenius |

Thursday – Week 3

| | |
|--------------------------------------|---|
| Wellbeing Task | 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? |
| Morning English | <u>Daily Reading</u> <ul style="list-style-type: none"> ▪ Read one chapter of a novel or a book that you have at home. ▪ What do you think will happen next? ▪ Discuss with someone what you are reading <u>English Warm Up – Soundwaves Chart (attachment)</u> <ul style="list-style-type: none"> ▪ Phonemic Awareness ▪ Say the sound and words in each phonemic group ▪ Remember – same sound, different spelling choices <u>Spelling</u> <ul style="list-style-type: none"> ▪ Practice your words each day ▪ Choose 5 words and put them into quality sentences <u>Daily Writing – The Mirror in the Attic (attachment)</u> <ul style="list-style-type: none"> ▪ Continue writing a piece using the picture as stimulus ▪ Focus on Seven Steps – Ban the Boring <u>English</u> <ul style="list-style-type: none"> ▪ As part of your Examining advertising in the media you should have watched ▪ ALDI Expressi Yourself 60 sec video & ALDI - Surfin' Santas ▪ Focusing on the coffee ad, what was the purpose of the colour and characters? What were they portraying? Hint.. each coffee has a flavour and distinct qualities. Did they replicate them with different human interpretations? Strong, weak, bold? ▪ Did you have a different emotional response to each character? ▪ What else did you notice? <u>StudyLadder (online)</u> <ul style="list-style-type: none"> ▪ Complete 5 set tasks |
| Break | |
| Middle Maths | <u>Maths Warm Up</u> <ul style="list-style-type: none"> ▪ Timetables <u>Topics to revise</u> <ul style="list-style-type: none"> ▪ Triangles – Equilateral, Scalene, Isosceles, Right angle triangle, nets, %, short, place value, money, probability <u>Mental Maths (textbook)</u> <ul style="list-style-type: none"> ▪ Week 13 Thursday strip <u>Problem Solving (text book)</u> <ul style="list-style-type: none"> ▪ Week 13 ▪ Thursday Questions 1 & 2 ▪ Make sure you remember/know the following Mathematical terms - Difference, Product and Sum ▪ How could you find out? (Thinking “I don’t know” isn’t good enough!) <u>Study</u> <ul style="list-style-type: none"> ▪ Maths facts p122 - 128 <u>Mathletics (online)</u> <ul style="list-style-type: none"> ▪ Set tasks ▪ Spend 20 – 30 mins <u>StudyLadder (online)</u> <ul style="list-style-type: none"> ▪ Complete 5 set tasks |
| Break | |
| Afternoon | <u>Science Experiment</u> <ul style="list-style-type: none"> ▪ Freezing water using different temperatures of water – How long does each take to freeze ▪ Please record your data ▪ Use cold water (from the fridge) ▪ Tap water ▪ Hot Tap water (be careful – ask permission) NOT BOILING ▪ What are your predictions and findings? ▪ How is this a Physical change? Please explain in scientific terms. |

Friday – Week 3

| | |
|--------------------------------------|---|
| Wellbeing Task | <p>Create a quiet space in your home for relaxation. Add some things that make you feel calm. Do something active for 2 minutes so your body feels tired. Then take a moment to lie down in your calm corner. Close your eyes and your mouth and breathe in 1-2-3-4 and out 1-2-3-4. As you lie there think about things that make you feel happy. Lay still for up to 5 minutes. When you wake up draw a picture of something that makes you feel happy.</p> |
| Morning English | <p><u>Daily Reading</u></p> <ul style="list-style-type: none"> ▪ Read two chapters of a novel or a book that you have at home. ▪ When you have finished reading write a book report ▪ What you like/didn't like ▪ Would you recommend the book and why <p><u>Spelling Test</u></p> <ul style="list-style-type: none"> ▪ All 25 words ▪ Choose all or some of the extension list to try ▪ Have someone test your knowledge of: ▪ Present tense, past tense, past participle, present participle ▪ Latin root – publicus means people ▪ Suffixes – er, ate, ity and ion. <p><u>Daily Writing – The Mirror in the Attic (attachment)</u></p> <ul style="list-style-type: none"> ▪ Continue writing a piece using the picture as stimulus ▪ Focus on Seven Steps – Exciting Endings ▪ Finish your writing and edit your work ▪ Share your story with someone in your family ▪ Ask for feedback and improve on your writing <p><u>English</u></p> <ul style="list-style-type: none"> ▪ As part of your Examining advertising in the media... ▪ In same way that you looked at the Aldi TV commercial, choose your own choice TV ad and explain the features that help promote/portray the product ▪ Do they do something unique or different to set them apart? ▪ Do they repeat a catch phrase, logo, or jingle? <p><u>StudyLadder (online)</u></p> <ul style="list-style-type: none"> ▪ Complete 5 set tasks |
| Break | |
| Middle Maths | <p><u>Maths Test</u></p> <ul style="list-style-type: none"> ▪ Timetables – have someone test you ▪ Record your test results in your book <p><u>Mental Maths (text book)</u></p> <ul style="list-style-type: none"> ▪ Friday Test ▪ Week 13 Friday Review <p><u>Mathletics (online)</u></p> <ul style="list-style-type: none"> ▪ Set tasks ▪ Spend 30 mins <p><u>StudyLadder (online)</u></p> <ul style="list-style-type: none"> ▪ Complete 5 set tasks |
| Break | |
| Afternoon | <p><u>Design your own jigsaw puzzle</u></p> <ul style="list-style-type: none"> ▪ Using a picture from a magazine or a drawing of your own ▪ You may find it easier to mount the picture onto light cardboard (an old cereal box is perfect) ▪ Turn it over and make a design for a 25 – 50 piece jigsaw puzzle ▪ Cut it up carefully, mix up the pieces and put it back together ▪ Please keep it to hand for marking at a later date |



The Mirror in the attic

She had found it lying alone, deserted, abandoned in the attic. After making the discovery, Anna had gazed and marvelled at it for some time. Where had it come from?

Question Time

Where do you think the mirror has come from? Who does it belong to? Why has Anna not noticed it before? What will happen now that Anna has touched the mirror? What are attics used for? Do you have an attic? Is there anything interesting up there?

Sick Sentences

These sentences are 'sick' and need your help to get better. Can you help?
Anna sat down. Anna touched the mirror. The glass moved.

Perfect Picture

Can you draw a picture of what might happen now that Anna has touched the mirror?

Story Starter - Continue writing from this point – paper and pencil

She had found it lying alone, deserted, abandoned in the attic. After making the discovery, Anna had gazed and marvelled at it for some time. Where had it come from? Why had no dust settled upon it, as it had done over everything else that resided in her attic? A layer of the thick dust blanketed the attic floor, and as the sunlight glared through the attic windows, the dust particles yet to settle were illuminated as they hovered in the stuffy air. Yet, the mirror looked flawless, untouched by age, not a fingerprint in sight.








Anna propped the mirror up against one of the thick, timber beams that jutted from the attic floor. Settling down into a comfortable position, she tentatively placed a finger against the glass...

Review, Edit and Publish

Review your work from yesterday, can you improve it in any way?






Can you incorporate more elements of the *Seven Steps of Writing – Tightening Tension, Show Don't Tell* for example – when you are happy publish a final version.

MONDAY

- $a + b = 180^\circ$. a is vertically opposite to an _____ angle. 
- $9992 + 9 =$ _____
- $4 \times 9 =$ _____
 $30 + 6$ $40 - 8$
 $4 - 40$ $15 + 15$
- $600 - 700 =$ _____
- Write in ascending order.
 -3 2 -5 0 -6
- $8 - 2 \times 3 =$ _____
- Is 1.01 closer to 1 or 2? _____
- $\frac{1}{2} + \frac{1}{5} = \frac{\square}{10} =$ _____
- Draw a reflection of the letter shapes. 
- What is the probability of picking a queen from a pack of 52 playing cards?
 _____ out of _____
- The area is _____ m^2 . 
- $100 \times 0.09 =$ _____
- $\frac{1}{10} = 0.$ _____
- $700\,000 - 100 =$ _____
- In 53 000, the place value of the 5 is _____
- Which is likely to be 10° ?
   
- What is Sam's secret number? He halved it, took away 3 and the answer was 4.

 $b - a =$ _____ $c - d =$ _____
- $111 -$ _____ $= 99$
- Simplify $\frac{12}{18}$ _____



MY SCORE 





TUESDAY

- $3 \times 5 + 2 \times 4 =$ _____
- The area of this triangle is _____ m^2 . 
- $5500 \div$ _____ $= 10\,000$
- $2 + b = 6 + b$, $b =$ _____
- $1.92 + 0.8 =$ _____ $1.92 + 0.08 =$ _____
- Is 1.82 closer to 1 or 2? _____
- $4 \times 9 + 3 =$ _____
- Label the spinner:
 A is an even chance.
 B is least likely.
 C is more likely than B but not D. 
- $80\,000 - 10 =$ _____
-  $-\$3.25 =$ _____
- From 8 pm to 10 am, there are _____ hours.
- $9 + 10 \times 2 =$ _____
- Amy had a bus to catch at 1500 hours. What is the 12-hour time? _____
- Bronte, a scientist, needs to fill the beaker with 2.5 L of H_2O . Colour this amount. 
- $14 + 18 =$ _____
- $\frac{2}{3} + \frac{1}{3} = \frac{\square}{6} - \frac{\square}{3} =$ _____
- What is the difference between 83 and 67? _____
- $47 +$ _____ $= 0.47$
- The sum of 7 and 5 is _____
- What is the sale price? 

MY SCORE 

WEDNESDAY

- Order these long jump distances from best to third.
 Simon _____ $2.09\,m$
 Lily _____ $2.90\,m$
 Sam _____ $2.10\,m$
- $\frac{2}{3} > \frac{1}{2}$ true false
- $9 + 2 \times 5 =$ _____
- $85 +$ _____ $= 164$
- The area of this triangle is _____ m^2 . 
- What will the time be in 12 minutes? 
- Is 1.49 closer to 1 or 2? _____
- What is Nick's secret number? He takes it, takes away 6 and the answer is 5.







- $34 \times 5 =$ _____ $\times 10$
-  _____
- $\frac{1}{2} + \frac{1}{4} = \frac{\square}{4} =$ _____
- $a + b = 180^\circ$
 $a =$ _____ $b =$ _____ 
- Write $\frac{1}{2}$ in its simplest form. _____
- $-7 > -3$ true false
- $15 + 16 =$ _____
- How many degrees are coloured? _____ 
 This angle is known as:
 acute obtuse reflex
- $109\,907 -$ _____ $= 100\,000$
- Write $5\frac{1}{2}$ as an improper fraction. _____
- The building site land area is _____ m^2 . 
- The house footprint has a total area of _____ m^2 .

MY SCORE 

THURSDAY

- $50 - 4 \times 5 =$ _____
- $59 -$ _____ $= 119$
- Write three-quarters of a million as a numeral.

- What is Alicia's secret number? She adds 10, she doubles it and the answer is 24.

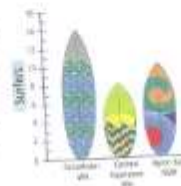
- Is 1.55 closer to 1 or 2? _____
- $845\,097 -$ _____ $= 840\,000$
- $909\,996 \div 4 =$ _____
- This is a net for a 
- $6 \times 8 = 12 \times$ _____
- $\frac{1}{2} + \frac{1}{4} = \frac{\square}{8}$
- $50\% = \frac{\square}{100} = 0.50$
- Draw a reflection of the letter shapes. 
-  _____
- $\frac{3}{5} =$ _____ $\% = 0.$ _____ 
- What is the probability of a 3? _____
- $3 \times$ _____ $= (4 \times 5) + 1$
- $1000 \div 10 =$ _____
- Match the triangles.

 Match the triangles:
 isosceles _____ scalene _____
 equilateral _____
- The area of this shape is _____ m^2 . 
- The perimeter is _____ m .

MY SCORE 

PROBLEM-SOLVING

Monday

- The difference in popularity from the most to least favoured beach is _____.
- Which beach had a popularity of $\frac{1}{4}$ of the votes?



Tuesday

- Write the numbers 5, 2, 3 and 1 on the blank spinner so that:
 - 5 has a 0.5 chance
 - 2 and 3 are both $\frac{1}{4}$ likely
 - 1 has a 25% chance



2.
$$\begin{array}{r} X \ Y \\ + \ X \\ \hline 1 \ 2 \ 2 \end{array}$$

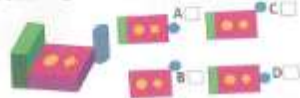
$$\begin{array}{r} X = ______ \\ Y = ______ \\ Z = ______ \end{array}$$

Wednesday

- We know a straight angle is 180° . Solve the size of angle y .



- Which diagram is the top view?



Thursday

- The difference is 3, the product is 54 and the sum is 15. The numbers are _____ and _____.
- $$\begin{array}{r} WW \\ + \ W \\ \hline 1 \ 0 \ 0 \ 8 \end{array}$$

$$\begin{array}{r} W = ______ \\ W = ______ \end{array}$$

FRIDAY REVIEW

- $\frac{1}{11} = \frac{\quad}{\quad}$ %
- $\frac{1}{2} > \frac{1}{3}$ true false
- Write one quarter of a million as a numeral.
- What is one quarter of 240 000?
- Is 1.8 closer to 1 or 2?
- $2250 \div ______ = 10\ 000$
- $4 \times 3 + 5 \times 6 = ______$
- $-4 > -6$ true false
- $3 \times 8 + 2 = ______$
- $\frac{1}{2} \div \frac{1}{3} = \frac{\quad}{\quad} \div \frac{\quad}{\quad}$
- Write $\frac{1}{2}$ in its simplest form.
- $296\ 107 - ______ = 290\ 000$
- Have a number, subtract 4 and the answer is 2. The starting number is _____.
- Write $3\frac{1}{2}$ as an improper fraction.
- The sum of 8 and 6 is _____.
- $\$80.00 - \$15.75 = ______$
- fill + _____ = 118
- Which is likely to be 20°?
 -
 -
 -
- 2100 = _____
 - am pm
- What is the time in 15 minutes?

9:47
- $a = c$ _____ as they are vertically opposite.
- Area = _____
- What is its perimeter?
- Label the spinner:
 - A has 0.5 chance.
 - B has 0.25 chance.
 - C has $\frac{1}{4}$ chance.
- As a fraction, $0 = \frac{\quad}{\quad}$

MY SCORE

MY SCORE

MONDAY

- $28 \times 5 = ______ \times 10$
- $95 + 35 = ______$
- What is the new price after a 20% discount?
- $6304 - 8 = ______$
- Round 8.49 to the nearest whole.
- $80 \times 8 = ______$
- $79 \times 8 = ______$
- $9 + 3 + 1 = ______$
- A = acute O = obtuse R = reflex
- Without looking, what is the probability of randomly picking an ace from a pack of 52 playing cards?
- $4 \times 100 = 50 \times ______$
- $10 \div 2 = 4 \times ______$
- Draw the 3 lines of symmetry.
- $4090 + ______ = 10\ 000$
- $\frac{1}{2} \div \frac{1}{4} = \frac{\quad}{\quad}$
- $\frac{1}{2}$ of 120 is _____.
- What is the value of 6 in 164 900?
- The perimeter is 26 cm.

Side $a = ______ \text{ m}$
- Area = _____
- Draw an arrow to show 4800 rpm.

MY SCORE

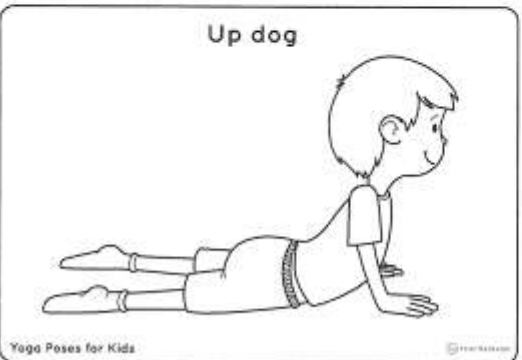
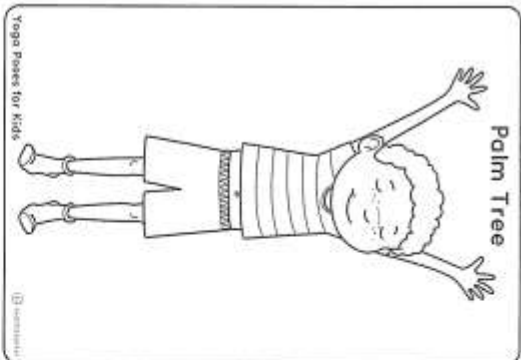
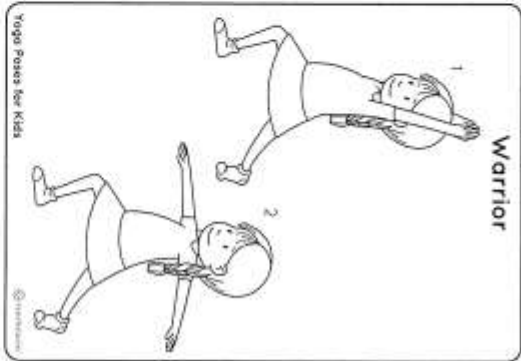
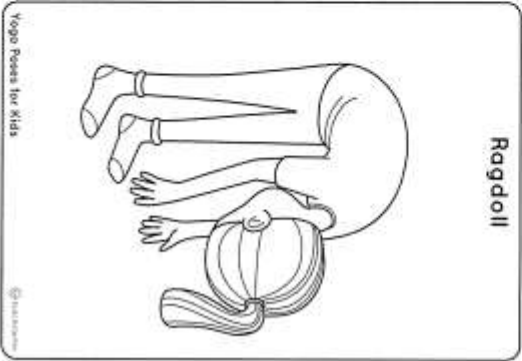
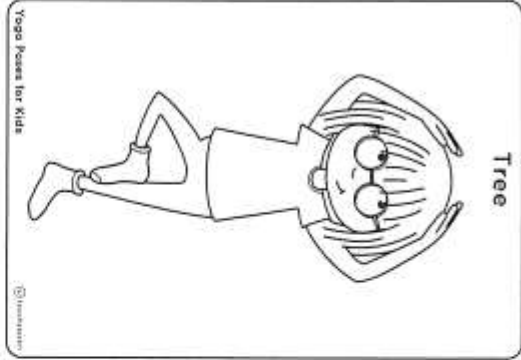
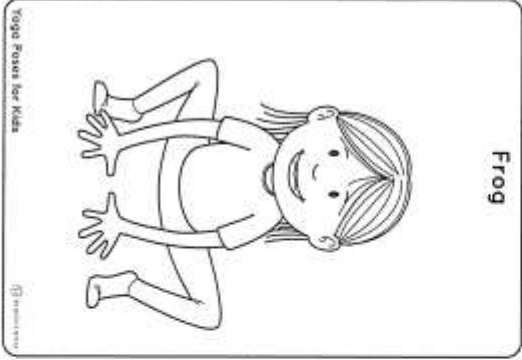
TUESDAY

- What is the missing integer?
- (a) $40 \times 7 = ______$ (b) $39 \times 7 = ______$
- $7 + 3 \times 2 = ______$
- Area = _____
- Which array shows a prime number?
- 3900, 2985, 2955, 2911, _____
- $7090 - 100 = ______$
- The perimeter = _____ cm
- $6303 \square 100 = 63.03$
- 1 ha = _____ m^2
- The value is _____
- $-8 < -1$ true false
- 2 L 58 mL = _____ mL
- In 932 200, the value of 9 is _____.
- The mixed number is:

A is _____

B is _____
- 1001, 991, 982, 974, 967, _____, 956
- 24×32 is odd or even? _____
- $25 \times 34 \times 4 = ______$
- $\frac{1}{2} \div \frac{1}{4} = \frac{\quad}{\quad}$ or $\frac{\quad}{\quad}$
- $\frac{3}{8} = \frac{12}{16} = \frac{\quad}{\quad} = \frac{\quad}{\quad}$

MY SCORE



Introduction to Physical and Chemical change

Introduction to physical and chemical change Changes to objects can include changes to the size, shape, smell and appearance. For example, a rock crumbles, a teapot breaks, and a steak changes colour, odour and texture when cooked. Objects have characteristics such as size, weight and appearance, which are determined by the materials that are used to make them. Materials can be made of several different substances, for example, air is a material made of many different gases. Substances are made of particles, atoms or ions.

Physical change is a change to the physical properties of an object or material where the substances remain the same. The object itself might not remain the same, such as, a rock could be ground to powder or a mug be smashed to pieces, but the substances are still present. There is still rock and porcelain. Physical change occurs when an object receives or loses energy. This might be from a force, for example, by being hit, or when a substance gains or loses heat energy, such as, when an ice cube melts or liquid water freezes.

A Chemical change is where a substance is transformed into a new substance (or substances) at the molecular level. The new chemical substances might be in the form of a gas, liquid or solid. For example, it is easily seen that charcoal is created when toast burns, but the combustion of the cellulose in the bread also produces invisible carbon dioxide and gaseous water. When a substance undergoes a physical change, however, its chemical composition does not change—water is H_2O whether it is in the form of a gas (steam), liquid (water), or solid (ice). Common salt—solid sodium chloride—can be recovered from salty water by evaporation and dissolved again to form salty water in which the two components of salt are still present. Sugar crystals can similarly be recovered from sugar-sweetened water without chemical change.

When some substances undergo physical changes, there can also be some minute chemical changes occurring at the molecular level. These changes are only detectable through scientific testing. For example, when sodium bicarbonate dissolves in water the majority of the change is physical. At the molecular level, some of the sodium bicarbonate and water react to produce a slightly alkaline solution.



Stafford State School

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Music

5A, 5B and 6A

Week 3 and 4



Topic 2 – Spot The Difference

Hello everyone!

You have already completed a compare and contrast task for music over the last two weeks. Over the next three you will complete a similar task with a few differences along with music that you have learnt in Term 1. In Weeks 3 and 4 you will look at the sheet music for one song each week, answering questions about the music as well as summarise what you think the piece is about. In Week 5 you will compare and contrast both pieces, showing what is similar and different between them.

Please note that the songs have some slight variations in lyrics and notes from how I have taught them to you. Also note that the *South Australia* is titled *Bound for South Australia* below.

Tasks 1

Answer the following questions about both pieces in the table below.

Tempo – Allegro

Dynamic – Forte

Bound for South Australia

Australian folk song



bethsnotes.com

There ain't but one thing grieves my mind
Heave away, haul away
To leave Miss Nancy Blair behind
We're bound for South Australia *Refrain*

Oh when I sailed across the sea
Heave away, haul away
My girl said she'd be true to me
We're bound for South Australia *Refrain*

Tempo – Andante Dynamic – Mezzo Piano

Botany Bay

Australian folk song

1. Fare - well to old Eng-land for e - ver, Fare - well to my rum culls as well,
 Fare - well to the well-known Old Bai - ley Where I used for to cut such a swell...
 Refrain
 Sing - ing too - ral, li - oo - ral li - ad - di - ty Sing - ing too - ral, li - oo - ral, li - ay,
 Sing - ing too - ral, li - oo - ral, li - ad - di - ty,
 For we're bound for the Bot - a - ny Bay.

- | | |
|--|--|
| <p>2. There's the captain as is our commander, There's the bosun and all the ship's crew, There's the first and the second class passengers, Knows what we poor convicts goes through. <i>Refrain</i></p> <p>3. 'Taint leaving Old England we cares about, 'Taint 'cause we mis-spells what we knows, But because all we light-fingered gentry, Hops around with a log on our toes. <i>Refrain</i></p> | <p>4. Oh had I the wings of a turtle-dove, I'd soar on my pinions so high, Slap bang to the arms of my Polly love, And in her sweet presence I'd die. <i>Refrain</i></p> <p>5. Now all my dookies and duchesses, Take warning from what I've to say, Mind all is your own as you touchesses, Or you'll find us in Botany Bay. <i>Refrain</i></p> |
|--|--|

| | South Australia - Week 3 | Botany Bay – Week 4 |
|---|--------------------------|---------------------|
| Genre of music piece (eg. pop, movie, jazz, folk) | | |
| Meter | | |
| 1. What meter (time signature) is this piece in? | | |
| 2. How many beats are in each bar? | | |
| 3. Out of the following, what type of beats are they? | | |
| a) Minims | | |
| b) Quavers | | |
| c) Crotchets | | |
| d) Semiquavers | | |

Rests

1. How many crotchet rests can you see in this piece?



2. This is a minim rest. It is worth 2 crotchet rests.

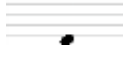


How many minim rests can you see in each piece?

3. If you could turn all the minim rests into crotchet rests, how many crotchet rests would you have in each piece?

Notes

1. A crotchet has the same rhythm as a Ta.
How many crotchets can you see in the first 8 bars?



2. A quaver has the same rhythm as a Ti or Titi.
How many quavers in all can you see in the whole song?



3. A minim is the same as a Ta-a, which is the same as two crotchets worth of beats.

If you add a dot to a minim it lengthens it by half of itself.

How many minims are in each song?



How many dotted minims are in each song?



| | | |
|--|--|--|
| <p>Write what you believe each song is about and why it was created. Include references to the lyrics and what was happening during the time it was composed/composed for. Also include the feelings that you think each song portrays or gives to its audience.</p> <p>Please feel free to research each song to gather further information about it.</p> | | |
|--|--|--|

Bonus Question 1!

(Please attempt)

Anacrusis

In the beginning of both *South Australia* and *Botany Bay*, there is a short bar with only one beat in it. This is, in fact, not a bar, but something called an anacrusis. This is a special upbeat note that helps lead us in to the music before the music “actually” starts. You’ll notice that it is an upbeat (or a light beat) when you sing *South Australia* out loud. Try singing it or listening to it now...

...When you do, you’ll notice that more emphasis (or more OOMPH) is put on the word “**South**”, like this:
*“In **South** Australia I was born, heave away, haul away. In **South** Australia round cape horn...”*

However, if you just add extra beats into a piece of music willy nilly it would get very messy very fast. So, to stop the mess, the anacrusis always takes it’s extra beat away from another bar in the music.

Question: Which bar has had its beat taken away from it in each song by the anacrusis?



Stafford State School

Independent Public School



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.

Weeks 1-5

Over the 5 weeks of learning from home you will need to attempt each of the following activities. We will continue to work on these skills with the proper equipment when you return to school.

I would like you to email me some **photos or short videos** of you completing your athletics skills. If you have been up to some other activities whilst learning from home please send me footage of those too. **EMAIL: nxsm0@eq.edu.au**

I look forward to seeing what you have been up to – Miss B

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 and 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.



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=leGwtjZEqeA>

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

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

3rd 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>

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

2nd Whistle = Captain picks up the ball. Everyone opens their legs out wide.

3rd 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*

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

2nd Whistle = Captain / Leader picks up the ball.

3rd 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

1st Whistle - SOLDIERS

2nd Whistle - PREPARE

3rd Whistle – START

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

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 look forward to seeing what activities you have been up to,

Miss B



Stafford State School

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Chinese – 6A

Week 3

☺ Click on the link (https://quizlet.com/_88cu0n?x=1jqt&i=fiv4a) to hear the pronunciation.

★ Learning objectives: Plan a tour of your school for your Chinese exchange students.

Applying learning to communicating

Warm up: You are now ready to plan your school tour. You will need to choose your favourite places and spaces to show to your exchange students.

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 |



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Helpful language: These sentences may help you with the planning.

| Chinese | English |
|--|--|
| wǒ jué de tā men yīng gāi kàn kan 我觉得他们应该看看.....。 | → I think they should see ... |
| wǒ jué de tā men yīng gāi kàn kan tú shū guǎn 我觉得他们应该看看图书馆。 | → I think they should see the library. |
| tú shū guǎn hěn kù 图书馆很酷! | → The library is pretty cool! |
| qù cāo chǎng ba 去操场吧! | → Let's go to the oval! |
| wǒ men xǐ huan zài zhè lǐ 我们喜欢在这里.....。 | → We enjoy ... here. |
| wǒ men xǐ huan zài zhè lǐ tī zú qiú 我们喜欢在这里踢足球。 | → We enjoy playing soccer here. |
| wǒ men yīng gāi dài tā men qù 我们应该带他们去.....。 | → We should take them to ... |
| wǒ men yīng gāi dài tā men qù tú shū guǎn 我们应该带他们去图书馆。 | → We should take them to the library. |
| tī zú qiú zěn me yàng 踢足球怎么样? | → How about playing soccer? |
| wǒ jué de méi yì si bú cuò 我觉得没意思/不错! | → I think it is boring / pretty good! |
| hǎo zhǔ yì 好主意! | → Good idea! |



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Activity: Choose five places or spaces in your school that you would like to include in your tour.

Give reasons to your choices in Chinese by using the sentences from Helping Language.

An example has been provided for you.

| Places and spaces | Your reasons |
|--|---|
| <p>Example:</p> <p>yóu yǒng chí 游泳池</p> <p>The swimming pool</p> | <p>yóu yǒng chí hěn dà wǒ xǐ huan yóu yǒng 游泳池很大! 我喜欢游泳。</p> <p>The swimming pool is very big. I like swimming.</p> |
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

(Activities retrieved and modified from CHI_Y05-06Band_U7_SH_PlanTour, The State of Queensland, Department of Education and Training.)



Stafford State School

Independent Public School

Health and Wellbeing Grid

Weeks 1-5

Prep - Year 6



Continue to highlight items off this grid as you complete. If you would like some more ideas check out the [65 Fun Things To Do Activities](https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/)

<https://www.teachstarter.com/au/teaching-resource/65-fun-things-to-do-with-kids-at-home/>








| 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 | Create your own obstacle course. You could use chalk and objects from around the home |
| 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 a thankyou letter to a doctor or nurse who is exhausted treating patients | Write a list of 10 things and opportunities you're grateful for |
| 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? |

65 FUN THINGS TO DO WITH KIDS AT HOME

teachstarter



| | | | | |
|---|--|---|--|---|
| <p>1</p> <p>Count all the light switches in your house. How many are on and how many are off?</p> | <p>2</p> <p>Learn a short passage from your favourite book off by heart. Perform it for the people in your house.</p> | <p>3</p> <p>Build a blanket cubbyhouse. Draw up a plan for your cubbyhouse and create a list of the items you will need.</p> | <p>4</p> <p>Write a letter to a friend or family member you haven't seen in a while.</p>  | <p>5</p> <p>Go on a nature scavenger hunt outside and sketch each item on paper.</p> |
| <p>6</p> <p>Build an outdoors obstacle course for your family. Draw up a plan and create a list of items you will need.</p> | <p>7</p> <p>Find different 3D objects around the house and draw them on paper.</p> | <p>8</p> <p>Play hide-and-seek as a family.</p> | <p>9</p> <p>Dress up and perform a play for your family.</p>  | <p>10</p> <p>Go on an alphabet scavenger hunt. Can you find an object that starts with every letter of the alphabet?</p> |
| <p>11</p> <p>Do some mindful colouring as a family.</p>  | <p>12</p> <p>Cut out letters from a magazine to make your name.</p> | <p>13</p> <p>Create a colour wheel by cutting out bits of coloured paper from a magazine.</p> | <p>14</p> <p>Using the food you have at home, create a dinner menu. Try to include descriptive language that will make your menu sound delicious!</p> | <p>15</p> <p>Use items found in your garden to make nature faces.</p> |
| <p>16</p> <p>Create a musical instrument from recycled items you find around the house.</p> | <p>17</p> <p>Draw a maze with a start and end point, and ask each family member to try to navigate it.</p> | <p>18</p> <p>Organise the books on your bookshelf into rainbow colours or alphabetical order.</p>  | <p>19</p> <p>Learn magic tricks and perform a magic show for your family.</p> | <p>20</p> <p>Teach your family how to create some origami.</p> |
| <p>21</p> <p>Start a gratitude journal. Every morning when you wake up, write about something you are grateful for.</p> | <p>22</p> <p>Interview members of your household, or your grandparents, other family, or friends on Skype and record what they are thinking.</p> | <p>23</p> <p>Play book bingo! Make a list of common words for each family member and see who can find them the fastest on the titles in your bookshelf.</p> | <p>24</p> <p>Create a Joy Jar. Each day, write a sentence on a piece of paper about what made you joyful that day.</p> | <p>25</p> <p>Start a squiggle on a piece of paper and place it on the fridge. During the day, family members take turns to add a little more squiggle to the picture.</p> |
| <p>26</p> <p>Paint the driveway, fence or deck with water – or with paint if you are allowed.</p>  | <p>27</p> <p>Design a piece of furniture built from paper straws, masking tape, cardboard and a hole punch.</p> | <p>28</p> <p>Use sidewalk chalk on the driveway to create a hopscotch pattern or to draw an obstacle course.</p> | <p>29</p> <p>Have some messy fun, using shaving cream and food colouring on a tray.</p> | <p>30</p> <p>Create a dinosaur city from sticks, dirt, rocks and whatever you can find outside.</p> |

| | | | | |
|---|---|--|---|---|
| <p>31</p> <p>Learn Morse code and use it to communicate to your family members.</p> | <p>32</p> <p>Sit quietly and write about what you can hear, smell, see, touch and taste.</p> | <p>33</p> <p>Graffiti your fence with uplifting messages or bright artwork in chalk.</p> | <p>34</p> <p>Write a short story that includes a giraffe, a panda and a yoyo.</p> | <p>35</p> <p>Have a paper-plane flying competition!</p>  |
| <p>36</p> <p>Stick masking tape to the floor to create a racetrack around the house!</p> | <p>37</p> <p>Do some cloud-spotting! Write about or draw the different shapes you can see.</p> | <p>38</p> <p>Have an online playdate with a friend, using Skype, Zoom, Google Hangouts or Facetime.</p> | <p>39</p> <p>Transform an empty shoebox into a setting from one of your favourite storybooks.</p> | <p>40</p> <p>Draw a floor plan of your bedroom and show the outlines of all of your furniture.</p> |
| <p>41</p> <p>Design your 'dream house' floor plan, complete with measurements.</p> | <p>42</p> <p>Collect 10 different leaves on an afternoon walk and put them in order from darkest to lightest.</p> | <p>43</p> <p>Use bark or leaves to create a rub picture.</p>  | <p>44</p> <p>Choose a famous person to research.</p> | <p>45</p> <p>Play a board game.</p> |
| <p>46</p> <p>Sort your toys into groups. Get people to guess which sorting rule you used.</p> | <p>47</p> <p>Learn to say the alphabet backwards.</p>  | <p>48</p> <p>Play a game of charades with your family.</p> | <p>49</p> <p>Make up a dance routine to go with your favourite song.</p> | <p>50</p> <p>See who can build the largest structure using a deck of cards.</p> |
| <p>51</p> <p>Pick an exercise move for each number on a dice. Take turns rolling the dice for some movement fun!</p> | <p>52</p> <p>Paint some rocks and create a kindness garden in your backyard.</p> | <p>53</p> <p>List all the different colours you can see outside, and tally how many items you can see in each colour.</p> | <p>54</p> <p>Using recyclable items, design and create a boat that can float on water.</p> | <p>55</p> <p>Learn how to read a map.</p>  |
| <p>56</p> <p>Hide some 'treasure' and create a treasure map for someone in your family to follow.</p>  | <p>57</p> <p>Make your own pet rock.</p> | <p>58</p> <p>Play a game of I Spy.</p>  | <p>59</p> <p>Go on a bug scavenger hunt around the yard. Take photos of interesting bugs you see.</p> | <p>60</p> <p>Explore the world with Google Earth.</p> |
| <p>61</p> <p>Learn about a famous artist and use their art as inspiration for your own creation.</p> | <p>62</p> <p>Construct your own sundial.</p> | <p>63</p> <p>Learn the alphabet in sign language.</p>  | <p>64</p> <p>Learn how to say hello in 5 different languages.</p> | <p>65</p> <p>Make some homemade playdough.</p> |



Stafford State School

Independent Public School

Digital Technology

Years 3-6

Weeks 3, 4 and 5



| Online Activities | Offline Activities | | | |
|--|--|--|---|--|
| Research a robot that is used in either: education, work or industry. | Write down five (5) rules about staying safe when using the Internet. | Write an acrostic poem using the words: Digital Technologies. | Make a poster about internet safety or cyber-bullying. Include a catchy heading and colour it in. | Design your own game or app for an iPad or tablet. |
| Use the online dictionary to find definitions to the following words (ensure they are the digital technologies meaning): algorithm, e-safety, network, program, debug, coding. | Create a wordsearch using words related to internet safety. E.g. settings, password, spam, privacy, friend. | Your 'Digital footprint': Trace around your foot and then fill it in with all the ways you use the internet. E.g. what websites you access, games, etc. | Design and draw a robot labelling all the components e.g. Bluetooth capability, wheels, speaker. | Write an algorithm (list of steps) to describe how to make your bed. |
| Access the 'Hour of Code' on code.org (No registration required.) | Draft (can be written in a notebook or on a computer/tablet) an email to your teacher describing the activities you've completed this week. You could send it online at the end of the week. | Name 5 technological devices that have been invented that make life easier. Hint: Try looking around your house for inspiration. Write a sentence explaining how they make life easier for the user. | Make a list of as many peripheral devices as you can think of. | Write an algorithm (list of steps) to describe how to brush your teeth. |
| Send an email to your teacher (offline activity draft) describing the activities you've completed this week. | Write a program with directions (like a BeeBot) and try 'coding' a sibling or challenge yourself to follow the program you have written. | Write an algorithm (list of steps) to describe how to make breakfast. | Build a robot out of LEGO. | Create your own code by giving each letter a new symbol, letter or value. Write a secret messages using your code. |
| Create an animation program using Scratch.mit.edu or Scratch Junior (app on iPad). It could be a story, cyberbullying game, science game. | Using chalk, draw your own programming grid and follow a sequence of steps to get from one corner to another. | Create a crossword about computer and internet words. | Write an algorithm (list of steps) to describe how to draw a square, a triangle, a rectangle, a circle. | Build a robot using cardboard boxes and other recycling and craft materials. Think about the different components it has and what the function is. |

Online resources

- <https://code.org/hourofcode/overview> (No registration required)
- <https://groklearning.com/> (Free access to resources until 5th July)
- <https://pencilcode.net/>
- <https://scratch.mit.edu/> (Registration not required)
- Scratch Junior app on iPad
- Watch: *What is an algorithm?* <https://www.youtube.com/watch?v=Da5TOXCwLSg>
- Watch: Learn how to create a program in Scratch <https://www.youtube.com/watch?v=VlpmkeqJhmQ>



Every Day is a Good Day to Read a Book! Read at home with someone or independently every day, just for fun. Try for at least 20 minutes but more is better. Remember you don't have to do this all at once. Five minutes here and there is also good. Read fiction, nonfiction and poetry. Just read! It is important.

The Brisbane Council Libraries are doing great story time activities for children. Check out their website. If you are not a member it is easy to join online so you have a membership number to log on. They are doing a great job.

Below are some activities to try around books and reading. Colour in the activities as you do them. You MUST have permission from your parents or caregivers before you go to one of the websites suggested below.

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|--|---|--|--|
| <p>An Old Favorite Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p> | <p>Scavenger Hunt Use the books you have at home and complete the Book Scavenger Hunt. Sheet supplied.</p> | <p>Book Talk Use the Talking about Books sheet and talk about the books you are reading with someone. Just a few questions.</p> | <p>Lego or Construction Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p> |
| <p>Book End Pages Look at the end pages of the book. Create your own end pages for the book adding your own flair to the illustration.</p> | <p>Craft Activities for all year levels. It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at www.artycraftykids.com Have fun.</p> | <p>Scratch for Juniors. If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p> | <p>Writing a Poem 1 Acrostics are easy. Write the name of a character, setting or topic vertically down the page. Write a word, phrase or sentence for each letter of the word. Read it to someone.</p> |
| <p>Writing a Poem 2 Another idea: Choose a photo or picture from a magazine and write a poem about it. It could be one verse or more. Or just write down some words that you think about when looking at the picture. Make a 'Wordle' for it.</p> | <p>Nonfiction Activity 1 Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 interesting facts that you have found out about the topic. Choose 1 fact and draw a picture about it. Write a caption.</p> | <p>Nonfiction Activity 2: Atlas With or without an atlas. A to Z of World Countries A to Z of World Capital Cities Younger students explore a map of Australia. Find all the states and capital cities.</p> | <p>Nonfiction 3 Websites Check out and explore the National Geographic Kids and NASA websites. www.natgeokids.com www.nasa.gov/kidsclub/index.html</p> |

Talking About Books

Listed below are a range of questions you can use to explore the book you are reading with your child. You don't have to ask every question – just a couple. Also adapt to the age of your child.

Fiction

Before reading:

- Why did you pick this text?
- What makes you think this book is going to be interesting?
- What do you think the text is going to be about?
- Do you know of any other books this author has written?

During reading

- If the main character in this story lived next door, would you be friends? Why or why not?
- If you could ask the character something, what would it be?

- Where is the book set?
- What does the place look like in your head?
- Would you like to visit there?

- What do you think will happen next?
- What do you hope will happen next?

After reading

- Who was in the book?
- Who was your favourite character? Why?
- Describe one of the characters to me. Tell me what they look like and what their personality is like (are they kind, bossy, cheeky, talkative)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and how are they similar?

- If you tell a friend about this story, what will you say?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next etc)
- What was the big problem or event in the story?
- How did the characters solve the problem?
- Did it end the way you thought it would? Would you have ended the story differently?

- Show or tell me some words you would like to know more about. Maybe we could use a dictionary to help.

Nonfiction

- What is something new you've learnt?
- How is this information book different to fiction/story books?
- Has this text challenged your thinking about something?
- Are you interested to learn more about this topic?
- Let's find the technical words in the text that are often bolded and check the glossary to find more about them.

Picture Book Scavenger Hunt



Look through your favourite picture books at home.

Find the items below. Show someone or tick each item when you have found it.

An animal with fur

The word together or happy

A picture of the moon

Someone sleeping

A cat

Someone running

A bicycle

Someone laughing

A picture of a book or someone reading

A picture of the countryside

A picture of someone eating or cooking

A book with a blue cover

A book with a tree on the front cover

A word starting with the first letter of your name

Make it harder and find a character whose name starts with the first letter of your name