



# Stafford State School

Independent Public School



Term 2

Week 4

# Year 6

# Home Learning

Learning Areas:

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



<p><b>Wellbeing Task</b></p>	<p>Back to Back Breathing – sit back to back with another person in your family. Sit up straight and take 3 long slow breaths. Can you feel the other person breathing? Try shutting your eyes and no speaking. What parts of your bodies are moving? See if you can time your breaths together and then alternate (when one breaths in the other breaths out) without talking. Continue for up to 5 minutes.</p>
<p><b>Morning</b></p> <p><b>English</b></p>	<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 and online access)</u></p> <ul style="list-style-type: none"> <li>Soundwaves Unit 14</li> <li>Complete P32 'l' lizard 'll' bell</li> <li>Practice your words each day</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 – Creature from the deep (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>Comprehension</u></p> <ul style="list-style-type: none"> <li>Answer the questions</li> <li>Put your answers in your book</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>As part of your Examining advertising in the media – choose a celebrity or influencer</li> <li>Discuss why you choose this person and the reason you think they appeal to you?</li> <li>Ideas may be – your emotive response, the topic/interest area, the way they delivery their message</li> </ul> <p><u>StudyLadder (online)</u></p> <ul style="list-style-type: none"> <li>Complete 5 set tasks</li> </ul>
<p><b>Break</b></p>	
<p><b>Middle</b></p> <p><b>Maths</b></p>	<p><u>Maths Warm Up</u></p> <ul style="list-style-type: none"> <li>Timetables</li> </ul> <p><u>Mental Maths (textbook)</u></p> <ul style="list-style-type: none"> <li>Week 14 Monday strip</li> </ul> <p><u>Problem Solving (text book)</u></p> <ul style="list-style-type: none"> <li>Week 14</li> <li>Monday - Questions 1 &amp; 2</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 30 – 45 mins</li> </ul> <p><u>StudyLadder (online)</u></p> <ul style="list-style-type: none"> <li>Complete 5 set tasks</li> </ul>
<p><b>Break</b></p>	
<p><b>Afternoon</b></p>	<p><u>Music</u></p> <ul style="list-style-type: none"> <li>Please refer to the music sheet</li> </ul>

**Student Access Codes**

\*Students enter this code at [www.soundwaves.kel.catholic.edu.au](http://www.soundwaves.kel.catholic.edu.au)

Printable Access Codes for  
Stafford State School COVID-19  
Expires 10 Jul 2020

code:592

# Tuesday – Week 4

<b>Wellbeing Task</b>	Use the <b>Yoga Poses For Kids</b> cards – Put them in an order and make your own yoga sequence. 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.
<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>▪ Continue with Soundwaves Unit 14</li> <li>▪ Complete p33</li> <li>▪ Complete the challenge</li> <li>▪ Practice your words each day</li> <li>▪ Revise the double rule – when to double letters when adding endings</li> <li>▪ Suffixes – adding them to words ending in e ‘y, ly, able, ible, ing, able’</li> <li>▪ Contractions – turn to page 86, rule 9 if you’re unsure</li> </ul> <u>Daily Writing – Creature from the deep (attachment)</u> <ul style="list-style-type: none"> <li>▪ Rewrite the sick sentences to a year 6 level</li> </ul> <u>English</u> <ul style="list-style-type: none"> <li>▪ As part of your Examining advertising in the media – Choose an advertising campaign that involves your chosen Celebrity or Influencer</li> <li>▪ How and what do they advertise eg. TV, Instagram, endorsement’s_clothing, perfume, make up</li> <li>▪ Eg. If you’re stuck investigate Katy Perry – perfume, make up (to name just two)</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>Mental Maths (textbook)</u> <ul style="list-style-type: none"> <li>▪ Week 14 Tuesday strip</li> </ul> <u>Problem Solving (text book)</u> <ul style="list-style-type: none"> <li>▪ Week 14</li> <li>▪ Tuesday Questions 1 &amp; 2</li> <li>▪ Play a game with someone</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 45 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>General Knowledge</u> <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 4

<b>Wellbeing Task</b>	Make a <b>paper pinwheel</b> (use an earring as a stopper if you don't have a pin). Experiment with blowing the pinwheel fast and slow. How do the different types of breathing make you feel?
<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>▪ Practice your words each day</li> <li>▪ Revise homographs</li> <li>▪ Suffixes – ate</li> </ul> <p><u>Daily Writing – Creature from the deep (attachment)</u></p> <ul style="list-style-type: none"> <li>▪ Continue writing from the point that is given in the Story Starter</li> <li>▪ Focus on Seven Steps – Tightening Tension</li> </ul> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ As part of your Examining advertising in the media – chosen Celebrity/Influencer campaign</li> <li>▪ Write down things you notice</li> <li>▪ What devices do they use to convince you, keep you interested, or make you want to watch/buy more/keep following or like them?</li> <li>▪ Investigate what is meant by PRODUCT PLACEMENT</li> <li>▪ Write down what you discover</li> </ul> <p><u>StudyLadder (online)</u></p> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> <li>▪</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>▪ Money, distance, time, area, fractions, angles, place value, algebra, rounding</li> </ul> <p><u>Mental Maths (textbook)</u></p> <ul style="list-style-type: none"> <li>▪ Week 14 Wednesday strip</li> </ul> <p><u>Problem Solving (text book)</u></p> <ul style="list-style-type: none"> <li>▪ Week 14</li> <li>▪ Wednesday Questions 1 &amp; 2</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 45 mins</li> </ul> <p><u>StudyLadder (online)</u></p> <ul style="list-style-type: none"> <li>▪ Complete 5 set tasks</li> <li>▪</li> </ul>
<b>Break</b>	
<b>Afternoon</b>	<p><u>Chinese</u></p> <ul style="list-style-type: none"> <li>▪ Please refer to the Chinese Sheet</li> </ul>

# Thursday – Week 4

<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>	<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>▪ Practice your words each day</li> <li>▪ Choose 5 words and put them into quality sentences</li> </ul> <p><u>Daily Writing – Creature from the deep (attachment)</u></p> <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> <p><u>English</u></p> <ul style="list-style-type: none"> <li>▪ Chose an advertisement that used product placement and explain how they use it</li> <li>▪ Do they use product placement in movies?</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> <li>▪ Have someone test you random timetables with a limited amount of time between each questions</li> <li>▪ If you are struggling focus on your square numbers and square roots</li> <li>▪ Eg. <math>6 \times 6 = 36</math>, so the square root of 36 is 6</li> <li>▪ Eg. <math>7 \times 7 = 49</math>, so the square root of 49 is 7</li> <li>▪ Learn all twelve of them</li> <li>▪ Write them out – we have worked on this last term, so it shouldn't be too hard!</li> </ul> <p><u>Mental Maths (textbook)</u></p> <ul style="list-style-type: none"> <li>▪ Week 14 Thursday strip</li> </ul> <p><u>Problem Solving (text book)</u></p> <ul style="list-style-type: none"> <li>▪ Week 14</li> <li>▪ Thursday Questions 1 &amp; 2</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 45 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>PE</u></p> <ul style="list-style-type: none"> <li>▪ Please refer to the PE sheet</li> </ul>

# Friday – Week 4

<b>Wellbeing Task</b>	In a quiet space of your home complete a colouring in sheet throughout the day. Return to your colouring sheet each time you need a break. A sheet has been included ‘ <b>Mindful Colouring</b> ’ or you can choose your own. Show off your sheet to your parents in the evening and discuss what the words mean. What was good in your day today?	
<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> </ul> <u>English</u> <ul style="list-style-type: none"> <li>▪ As part of your Examining advertising in the media...</li> <li>▪ Watch a movie (you may need to stop it, or watch it twice)</li> <li>▪ Take detailed notice of product placement</li> <li>▪ Keep a record of what you see in your book</li> <li>▪ We will be sharing and discussing this at a later date</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 14 Friday Review</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>	Create your own version of the ‘Australian Guide to Healthy Eating’ pie graph – (bigger version on the sheet to follow) <ol style="list-style-type: none"> <li>1. On a blank sheet of paper draw a circle and divide it into five sections like the example shown. The size of the sections lets you know how much of the food you should eat from each group.</li> <li>2. Draw, or cut pictures of food items from catalogues/magazines and glue them in to the correct section of the graph. If you don't have catalogues or magazines you can draw them instead.</li> </ol>	 <p>The image shows the Australian Guide to Healthy Eating (AGHE) pie chart. It is a circular chart divided into five colored sections representing different food groups: 1. Grains, bread, rice, pasta, and cereals (orange section, largest). 2. Vegetables and legumes (green section). 3. Fruit, nuts, and seeds (red section). 4. Protein sources like meat, fish, eggs, and tofu (blue section). 5. Milk, yoghurt, and cheese (purple section). The chart also includes icons for water, alcohol, and added sugars. Text on the chart includes: 'Eat a wide variety of nutritious foods from these five food groups every day. Drink plenty of water.', 'Use small amounts', and 'Buy sustainable and to great parents'.</p>



### **Creature from the Deep**

*It came from the sea, calmly at first. An enormous, slithering tentacle slowly oozing its way over the top of the sea wall, exploring the metal and concrete shapes with suckers the size of your front door.*

*Then, as more and more people came, and shrieks and cries of alarm filled the air, the creature became angry. In an almighty tangle of limbs and water and buildings and people, the beast came violently exploding out of the frothing water. The normally sturdy metal supports of the buildings groaned under the extreme weight of the gigantic tentacles crushing them. Panic. Complete panic set in.*

### **Question time**

Where do you think the creature has come from?

What do you think it usually eats?

Why do you think it has come up to the surface?

What do you think its feelings are towards humans?

Is it possible that there are sea creatures as big as this one lurking in our waters?

### **Sentence challenge**

Insert commas in the correct places in the sentence below.

Viciously an enormous tentacle exploded out of the frothing bubbling water heading straight towards a crowd of anxious people.

### **Sick sentences**

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

A tentacle came out of the water. The creature had a big head and big eyes.

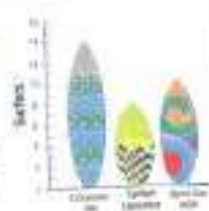
### **Perfect picture**

Imagine the creature is out of the water. Can you draw or describe what its entire body looks like?

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 spaces so that:
  - 5 has a 0.5 chance
  - 2 and 3 are both  $\frac{1}{4}$  likely
  - 1 has a 25% chance



	X	Y	Z
X			
Y	Z		

Wednesday

- We know a straight angle is  $180^\circ$ . Solve the size of angle  $x$ .  
 $x = \dots^\circ$
- Which diagram is the top view?



Thursday

- The difference is 3, the product is 54 and the sum is 15. The numbers are \_\_\_\_\_ and \_\_\_\_\_.
- |   |   |   |
|---|---|---|
|   | W | W |
| + | W | W |
|   | 0 | 0 |

FRIDAY REVIEW

- $\frac{1}{2} - \frac{1}{2} = \dots = 0$
- $\frac{1}{2} > \frac{1}{3}$   true  false
- Write one quarter of a million as a numeral.
- What is one quarter of 240 000?
- 6 is 1.8 down to 1 or 2?
- $2250 + \dots = 10\ 000$
- $4 \times 3 + 5 \times 6 = \dots$
- $-4 > -6$   true  false
- $3 \times 8 + 2 = \dots$
- $\frac{1}{2} + \frac{1}{2} = \frac{\square}{\square} + \frac{\square}{\square}$
- Write  $\frac{5}{6}$  in its simplest form.
- $295\ 107 - \dots = 290\ 000$
- Using a number subtract A and the answer is 2. The starting number is \_\_\_\_\_.
- Write 24 as an improper fraction.
- The sum of 6 and 6 is \_\_\_\_\_.
- $\$90.00 - \$15.75 = \dots$
- $100 = \dots = 110$
- Which is likely to be 20?
  - 
  - 
  -
- 2100 = \_\_\_\_\_  
 am  pm
- What is the time in 15 minutes?  
  $\rightarrow$  \_\_\_\_\_
- $a = c$  \_\_\_\_\_ 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  $\frac{1}{3}$  chance.
- As a fraction, D = \_\_\_\_\_

MONDAY

- $28 \times 5 = \dots \times 10$
- $95 + 35 = \dots$
- What is the new price after a 20% discount?
- $6304 - 8 = \dots$
- Round 6.49 to the nearest whole \_\_\_\_\_.
- $80 \times 8 = \dots$
- $79 \times 8 = \dots$
- $9 + 3 + 1 = \dots$
- A = acute    O = obtuse    R = reflex
- Without looking, what is the probability of randomly picking an ace from a pack of 52 playing cards?
- $4 \times 100 = 50 \times \dots$
- $10 \div 2 = 4 + \dots$
- Draw the 5 lines of symmetry.
- $4050 \div \dots = 10\ 000$
- $\frac{1}{2} + \frac{1}{2} = \frac{\square}{\square}$
- $\frac{1}{2}$  of 120 is \_\_\_\_\_.
- What is the value of 6 in 154 900?
- The perimeter is 26 cm.  
Side a = \_\_\_\_\_ cm
- Area = \_\_\_\_\_
- Draw an arrow to show 4300 rpm.

TUESDAY

- What is the missing integer?
- $40 \times 7 = \dots$      $30 \times 7 = \dots$
- $7 + 3 \times 2 = \dots$
- Area = \_\_\_\_\_  
Which array shows a prime number?
- 3000, 2085, 2055, 2010, \_\_\_\_\_
- $7000 - 100 = \dots$
- The perimeter = \_\_\_\_\_ mm
- $5300 \square 100 = 63\ 000$
- 1 ha = \_\_\_\_\_  $m^2$
- The value is \_\_\_\_\_
- $-8 < -7$   true  false
- 2 L 30 mL = \_\_\_\_\_ mL
- In 932 200, the value of 9 is \_\_\_\_\_.
- The next number is:  
A is \_\_\_\_\_  
B is \_\_\_\_\_
- 1091, 991, 882, 974, 967, \_\_\_\_\_, 956
- $24 \times 32 =$  odd or even? \_\_\_\_\_
- $25 \times 24 \times 4 = \dots$
- $5 \div \frac{\square}{\square} = \frac{\square}{\square}$
- $\frac{1}{2} = \frac{12 \times \square}{16 \div \square} = \frac{\square}{\square}$

WEDNESDAY

1. What is the product of 4 and 81?
2. List  $50 > 8 <$  \_\_\_\_\_  $50 < 8 >$  \_\_\_\_\_
3.  $2007 - 9 =$  \_\_\_\_\_
4. Round 8.98 to the nearest whole \_\_\_\_\_
5. Complete the multiples of 11.

11	24	36	48
66	88		

6.  $36 \div \underline{\quad} = 18$
7.  $8001 - 1 =$  \_\_\_\_\_ 
8. The value is \_\_\_\_\_
9.  $12 \times 12 =$   144  140
10.  $25 \times 25 = 625$  \_\_\_\_\_
11. Colour 2 parallel sides.
12. What is the sum of all angles in a hexagon?



13.  $64 \div 8 = 8$  \_\_\_\_\_  $1 \div 1 = 1$  \_\_\_\_\_
14. Add \_\_\_\_\_  $70^\circ$  \_\_\_\_\_ 

15.  $82\% = \frac{\quad}{100} = \frac{\quad}{10}$
16.  $909 \div 7 =$  \_\_\_\_\_

17. 

What is the time difference?

18. What is the probability of randomly picking a king or queen from a pack of 52 playing cards?

Write as a fraction \_\_\_\_\_

19. What is one third of 300 000?

20. The mean number of \_\_\_\_\_



THURSDAY

1.  $180 \div 90 =$  \_\_\_\_\_
2.  $200 \div 1 =$  \_\_\_\_\_ (What  $110 \div 70 = 7$ ?)
3. How many triangles can you find? 
4. A number pattern starts at 3 and increases by 4. What addition is the sequence 3, 4, 7?  36  34  30  28
5.  $-4 > -2$   true  false

6. Maths test scores



Looking at the bar chart, how many scored more than 60?

7.   $15 \times 10 =$  \_\_\_\_\_


8.  $81 - 11 =$  \_\_\_\_\_
9. Write 8 as a mixed number \_\_\_\_\_

10.  $21.25 \text{ m} =$  \_\_\_\_\_  $\text{cm}$
11.  $1 \times 8 = 4 \times$  \_\_\_\_\_  $= 32$

12.  $0.3 \times 40 =$  \_\_\_\_\_
13.  $25 + 25 + 25 + 25 =$  \_\_\_\_\_
14.  $\frac{1}{2} =$  \_\_\_\_\_  $\% = 50$  \_\_\_\_\_

15.  $2 \times 100 \div 50 =$  \_\_\_\_\_
16. The area of a square with 5 cm sides is \_\_\_\_\_

17. 

18.  $21 \div$  \_\_\_\_\_  $= 27$
19. The surface area is 150, use 4 cubes. 

20.  $110 - 93 =$  \_\_\_\_\_



PROBLEM-SOLVING

Monday



1. The probability of 2 tails is \_\_\_\_\_
2. The probability of a head and tail is \_\_\_\_\_

Tuesday



1. The roofing was laid over \_\_\_\_\_
2. The house footprint has a total area of \_\_\_\_\_

Wednesday



1. Area = \_\_\_\_\_
2. Perimeter = \_\_\_\_\_

Thursday

1. GUITAR MAN 

String guitar	£100
Amplifier	£10
10% GST	£11
Cost	£121

1. If Tom spent the advertised £100, including 10% GST, what will be the actual cost?

FRIDAY REVIEW

1.  $30 \times 7 =$  \_\_\_\_\_
2.  $28 \times 7 =$  \_\_\_\_\_
3.  $80 \div 80 =$  \_\_\_\_\_
4. What is the smallest odd number you can create using 4, 3, 4, 7 and 2?
5.  $1803, 993, 284, 810, 968, \dots, 498$
6. What is the two digit number?

7. The road number at \_\_\_\_\_

8.  $7 \times$  \_\_\_\_\_  $= 14$

9.  $900 \div 1 =$  \_\_\_\_\_

10.  $10 \times 20 = 4 \times$  \_\_\_\_\_

11.  $4 \times 1 = 1 \times$   true  false

12.  $18 \div 3 = 2 \times$  \_\_\_\_\_

13. The area of a square with 3 cm sides is \_\_\_\_\_

14. What 20 shape will you not in the water tank? 

15. Using Thursday's car price, how many could an A 1 car be a 99% or more?

16. As a fraction, what is the probability of randomly picking a jack from a deck of 52 playing cards?

17. 

18.  $50 \div 10 =$  \_\_\_\_\_

19.  $1 \div 1 =$  \_\_\_\_\_

20.  $10 \div 10 =$  \_\_\_\_\_

21.  $10 \div 10 =$  \_\_\_\_\_

22.  $10 \div 10 =$  \_\_\_\_\_

23.  $10 \div 10 =$  \_\_\_\_\_

24.  $10 \div 10 =$  \_\_\_\_\_

25.  $10 \div 10 =$  \_\_\_\_\_

26.  $10 \div 10 =$  \_\_\_\_\_

27.  $10 \div 10 =$  \_\_\_\_\_



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



Tempo – Andante      Dynamic – Mezzo Piano

# Botany Bay

*Australian folk song*

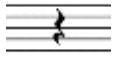
1. Fare - well to old Eng-land for e - ver, Fare - well to my rum culls as well,  
 Fare - well to the well-known Old Bai - ley Where I used for to cut such a swell...  
 Refrain  
 Sing - ing too - ral, li - oo - ral li - ad - di - ty Sing - ing too - ral, li - oo - ral, li - ay,  
 Sing - ing too - 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,<br/>         There's the bosun and all the ship's crew,<br/>         There's the first and the second class passengers,<br/>         Knows what we poor convicts goes through. <i>Refrain</i></p> <p>3. 'Taint leaving Old England we cares about,<br/>         'Taint 'cause we mis-spells what we knows,<br/>         But because all we light-fingered gentry,<br/>         Hops around with a log on our toes. <i>Refrain</i></p> | <p>4. Oh had I the wings of a turtle-dove,<br/>         I'd soar on my pinions so high,<br/>         Slap bang to the arms of my Polly love,<br/>         And in her sweet presence I'd die. <i>Refrain</i></p> <p>5. Now all my dookies and duchesses,<br/>         Take warning from what I've to say,<br/>         Mind all is your own as you touchesses,<br/>         Or you'll find us in Botany Bay. <i>Refrain</i></p> |
|--|--|

	<i>South Australia - Week 3</i>	<i>Botany Bay – Week 4</i>
Genre of music piece (eg. pop, movie, jazz, folk)		
<b>Meter</b>		
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.

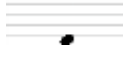


How many minim rests can you see in each piece?

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?



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# 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](mailto: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](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.



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

**Miss B**



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## Chinese – 6A

### Week 4

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

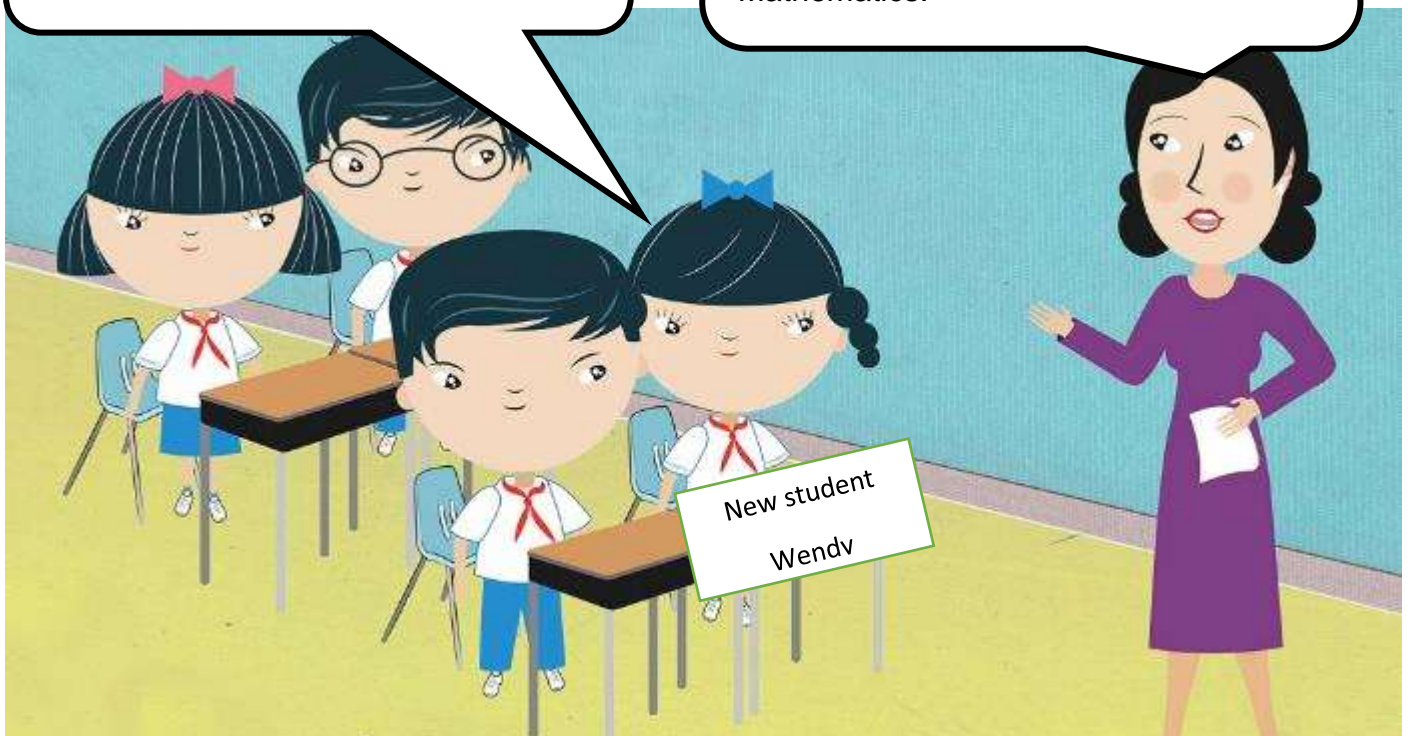
★ Learning objectives: Transcribe a Chinese text, use features of familiar text types to assist in interpreting meaning.

Warm up: Read the below a teacher-student interaction and transcribe it into Pinyin.

②

xiè lǎo shī nín hǎo wǒ de míng zì jiào  
谢老师，您好！我的名字叫Wendy。  
Ms Xie, Hello! My name is Wendy.

wǒ shì liù sān bān de bānzhǔrèn wǒ xìng xiè wǒ jiāo  
① 我是六三班的班主任。我姓谢。我教  
shù xué  
数学。I am the classroom teacher of  
Class 6-3. My surname is Xie. I teach  
Mathematics.





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HOME LEARNING

@

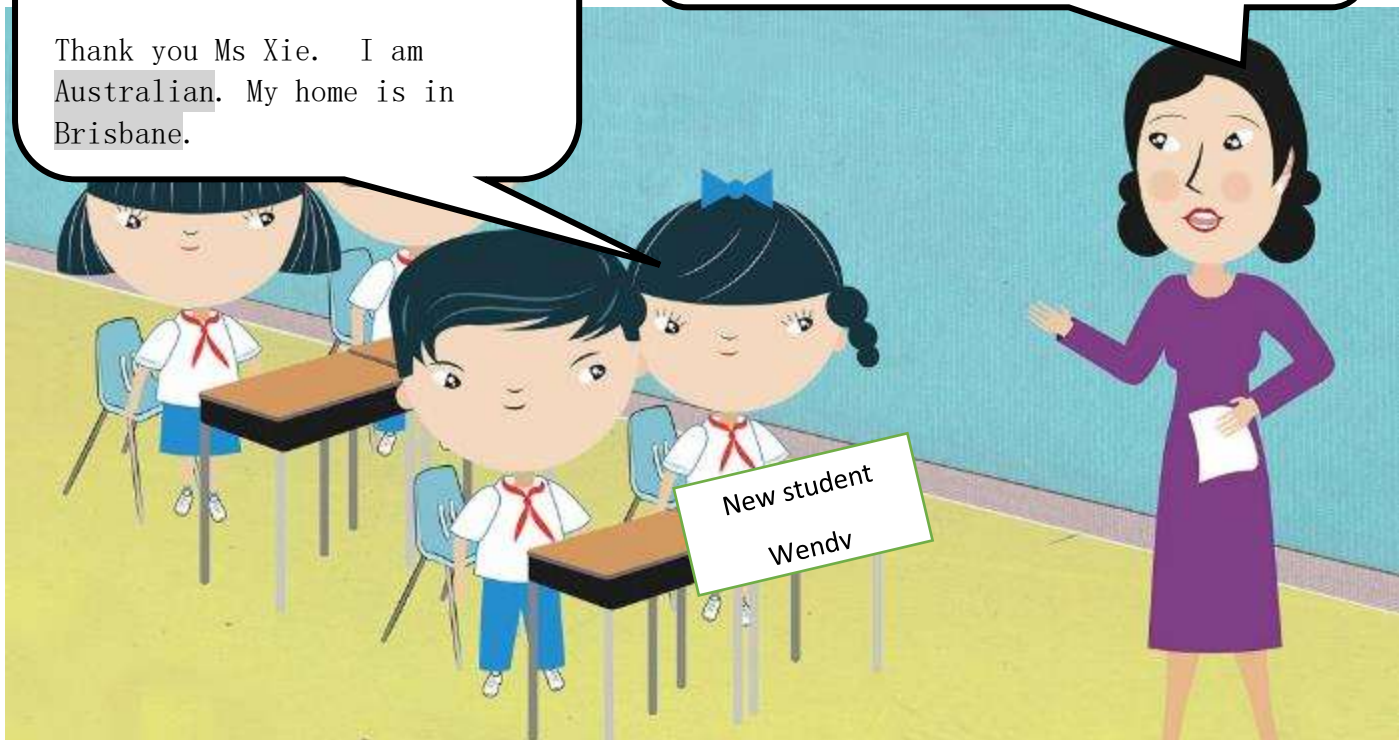
Stafford



xièxiè lǎoshī wǒ shì ào dà lì yà rén  
 ④ 谢谢老师。我是澳大利亚人。  
 wǒ de jiā zài bù lǐ sī bān  
 我的家在布里斯班。

Thank you Ms Xie. I am Australian. My home is in Brisbane.

huānyíng nǐ lái wǒ men de xué xiào nǐ shì nǎ li rén  
 ③ 欢迎你来我们的学校。你是哪里人？  
 Welcome to our school. What is your nationality?



Transcript	Pinyin transcription
1. 我是六三班的班主任。我姓谢。我教数学。	wǒ shì liù sān bān de bān zhǔ rèn wǒ xìng xiè wǒ jiāo shù xué
2. 谢老师，您好！我的名字叫Wendy。	
3. 欢迎你来我们的学校。你是哪里人？	
4. 谢谢老师，我是澳大利亚人。我的家在布里斯班。	



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**Activity:** Read the teacher-student interaction again and answer the following questions in English.

- a) What type of text is this? For example, a poem, a story, a conversation, a timetable.

- b) How did the language and structure help you identify the text type? (Hints: How many people are speaking? What types of language structures are there? Did they use spoken language or writing language?)

- c) Where do you think this interaction would occur?

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



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# 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?



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# 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 5<sup>th</sup> 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.

<p><b>An Old Favorite</b> Design a bookmark or two. Be creative. Raid your craft box. Keep them to share later and use them when reading.</p>	<p><b>Scavenger Hunt</b> Use the books you have at home and complete the Book Scavenger Hunt.  Sheet supplied.</p>	<p><b>Book Talk</b> Use the <b>Talking about Books</b> sheet and talk about the books you are reading with someone. Just a few questions.</p>	<p><b>Lego or Construction</b> Create a scene or character from Lego or construction material. Make sure you tell someone at home about it.</p>
<p><b>Book End Pages</b>  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><b>Craft Activities for all year levels.</b> It is great to relate a craft or drawing activity to a book. Try Pinterest for ideas or Arty Crafty Kids at <a href="http://www.artycraftykids.com">www.artycraftykids.com</a> Have fun.</p>	<p><b>Scratch for Juniors.</b> If you have access to this coding site and create a simple story. Only have a maximum of 3 characters. Good luck.</p>	<p><b>Writing a Poem 1</b> 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><b>Writing a Poem 2</b> 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><b>Nonfiction Activity 1</b> Choose a nonfiction book or magazine article. Write down or tell someone 3 - 5 <b>interesting</b> facts that you have found out about the topic.  Choose 1 fact and draw a picture about it. Write a caption.</p>	<p><b>Nonfiction Activity 2: Atlas</b> 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><b>Nonfiction 3 Websites</b> Check out and explore the National Geographic Kids and NASA websites. <a href="http://www.natgeokids.com">www.natgeokids.com</a>  <a href="http://www.nasa.gov/kidsclub/index.html">www.nasa.gov/kidsclub/index.html</a></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**