



Stafford State School

Independent Public School

Term 2

Week 1

Year 6

Home Learning

Learning Areas:

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



Wellbeing Task	Practise 5 minutes of calm breathing everyday – either first thing after waking up, after exercise or right before bed to help you sleep. Hold your hands to your chest and feel your chest rise and fall to the count of 4 or 5.
Morning English	<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 11 Complete p26 – ‘U’ ‘O’ umbrella monkey 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 – Watery World (attachment)</u></p> <ul style="list-style-type: none"> Look at the picture Read the passage in <i>Italics</i> <p><u>Sentence Challenge</u></p> <ul style="list-style-type: none"> Complete these in your book <p><u>Comprehension</u></p> <ul style="list-style-type: none"> Answer the questions <p><u>English</u></p> <ul style="list-style-type: none"> As part of your Examining advertising in the media – start looking, reading and listening to language and text features of print and digital media <p><u>Studyladder (online)</u></p> <ul style="list-style-type: none"> Complete 5 set tasks
Break	
Middle Maths	<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"> Time, integers, fractions, radius, %, short division, reflection, conversions, angles, place value, data <p><u>Mental Maths (text book)</u></p> <ul style="list-style-type: none"> Week 11 Monday strip <p><u>Problem Solving (text book)</u></p> <ul style="list-style-type: none"> Week 11 Monday - Questions 1 & 2 Choose something to collect data on Represent the data you collect 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
Break	
Afternoon	<p><u>Design and Technology/Art</u></p> <ul style="list-style-type: none"> Can you design the perfect underwater home? Draw and label your design What are some of the challenges you would face building and living in this underwater world?

Tuesday – Week 1

Wellbeing Task	Practise the mini yoga flow sequence from class – breath in to rocket, breathe out to ragdoll, breath in halfway lift, breathe out plank, breathe in cobra, breathe out down dog and hold 3 breaths, jump feet to hands, breathe in and halfway lift, breathe out rag doll, breathe in reverse swan dive to rocket, breathe out finish in mountain – repeat 5 times slowly.
Morning English	<p><u>Daily Reading</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? ▪ Discuss with someone what you are reading <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</u></p> <ul style="list-style-type: none"> ▪ Continue with Soundwaves Unit 11 ▪ Complete p27 ▪ Complete the challenge ▪ Practice your words each day ▪ Revise tense – present tense, past tense, past participle, present participle ▪ Latin root – publicus means people ▪ Suffixes – er, ate, ity and ion. <p><u>Daily Writing – Watery World (attachment)</u></p> <ul style="list-style-type: none"> ▪ Write a piece using the picture as stimulus ▪ Focus on Seven Steps – Sizzling Starts eg. In that moment I knew.... <p><u>English</u></p> <ul style="list-style-type: none"> ▪ As part of your Examining advertising in the media – start looking, reading and listening to language and text features of print and digital media <p><u>StudyLadder (online)</u></p> <ul style="list-style-type: none"> ▪ Complete 5 set tasks
Break	
Middle Maths	<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"> ▪ Time, integers, fractions, radius, %, short division, reflection, conversions, angles, place value, probability <p><u>Mental Maths (text book)</u></p> <ul style="list-style-type: none"> ▪ Week 11 Tuesday strip <p><u>Problem Solving (text book)</u></p> <ul style="list-style-type: none"> ▪ Week 11 ▪ Tuesday Questions 1 & 2 ▪ Using a dice or coin test your understanding of probability ▪ Collate your data and explain your findings <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
Break	
Afternoon	<p><u>General Knowledge</u></p> <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 1

Wellbeing Task	Teach someone in your family how to play handball. You could use chalk to make squares outside.
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 tense – present tense, past tense, past participle, present participle ▪ Latin root – publicus means people ▪ Suffixes – er, ate, ity and ion. <u>Daily Writing – Watery World (attachment)</u> <ul style="list-style-type: none"> ▪ Continue writing a piece using the picture as stimulus ▪ Focus on Seven Steps – Tightening Tension <u>English</u> <ul style="list-style-type: none"> ▪ As part of your Examining advertising in the media – start looking, reading and listening to language and text features of print and digital media ▪ Write down things you notice ▪ Focus on the title or preview clip ▪ Does it match the article or story, or is it purely designed to grab your attention? ▪ Do they focus on the positive or negative? ▪ What is your opinion? <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"> ▪ Time, integers, fractions, radius, %, short division, reflection, conversions, angles, place value, reflect, translate, rotate <u>Mental Maths (text book)</u> <ul style="list-style-type: none"> ▪ Week 11 Wednesday strip <u>Problem Solving (text book)</u> <ul style="list-style-type: none"> ▪ Week 11 ▪ Wednesday Questions 1 & 2 ▪ Using spare paper fold and cut paper to represent 5 shapes of the alphabet ▪ Stick them in your book ▪ Make notes of which letters are symmetrical and which ones are not ▪ Draw the reverse shadow of 5 letters ▪ Choose 3 letters and draw how they look when you reflect, translate and rotate <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	Anzac Day <ul style="list-style-type: none"> ▪ Act like a reporter and interview your family members about what Anzac Day means to them. Where possible extend your interview to include a <u>phone</u> interview with grandparents/elderly friends/neighbours. ▪ Collate all of your notes into your book including the names of your sources and “word for word” sections of your conversations.

Thursday – Week 1

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. If you have access to the internet search 30 jump rope tricks you can learn #JumpingJordyn
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 tense – present tense, past tense, past participle, present participle ▪ Latin root – publicus means people ▪ Suffixes – er, ate, ity and ion. <u>Daily Writing – Watery World (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 – continue looking, reading and listening to language and text features of print and digital media ▪ Do you have a different emotional response to particular stories? ▪ Can you write or present different viewpoints on the same topic? ▪ Write down two examples of where you have seen this happen. <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"> ▪ Time, integers, fractions, radius, %, short division, reflection, conversions, angles, place value, length, area, volume <u>Mental Maths (text book)</u> <ul style="list-style-type: none"> ▪ Week 11 Thursday strip <u>Problem Solving (text book)</u> <ul style="list-style-type: none"> ▪ Week 11 ▪ Thursday Questions 1 & 2 ▪ Using boxes and items you find at home measure and calculate their volume ▪ Record you findings ▪ Draw a labelled diagram of each item with detailed measurements <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"> ▪ Cook an egg (with permission and supervision) ▪ Explain scientifically what happens ▪ The process that occurs ▪ Draw and write up your findings ▪ Can you reverse this process and ‘uncook’ an egg? Why?

Friday – Week 1

Wellbeing Task	Ask someone to read you The Farm - Yoga Story (attached) perform the yoga poses when you hear them read just like in class.
Morning English	<u>Daily Reading</u> <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 <u>Spelling Test</u> <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. <u>Daily Writing – Watery World (attachment)</u> <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 <u>English</u> <ul style="list-style-type: none"> ▪ As part of your Examining advertising in the media – continue looking, reading and listening to language and text features of print and digital media ▪ How long do stories stay in the media ▪ What is the percentage of 'good' news stories to 'bad'? ▪ What would you change? ▪ How does BTN present the news to children? <u>Studyladder (online)</u> <ul style="list-style-type: none"> ▪ Complete 5 set tasks
Break	
Middle Maths	<u>Maths Test</u> <ul style="list-style-type: none"> ▪ Timetables – have someone test you ▪ Record your test results in your book <u>Mental Maths (text book)</u> <ul style="list-style-type: none"> ▪ Friday Test ▪ Week 11 Friday Review <u>Topics tested</u> <ul style="list-style-type: none"> ▪ Time, integers, fractions, radius, %, short division, reflection, conversions, angles, place value, length, area, volume <u>Mathletics (online)</u> <ul style="list-style-type: none"> ▪ Set tasks ▪ Spend 30 mins <u>Studyladder (online)</u> <ul style="list-style-type: none"> ▪ Complete 5 set tasks
Break	
Afternoon	<u>Planning for the future</u> <ul style="list-style-type: none"> ▪ Lego is one of the most popular toys on earth. Imagine that it is the year 3320, 1300 years from now. ▪ Design and describe the toy that you think will be the most popular for the kids of 3320.



Watery World

Sean was the only person who had taken notice of the warning. A great flood had swept over the planet, and now life was very different...

Sentence challenge!

Brackets can be used to add some extra information to a sentence. Can you add some information in brackets to this sentence?

Sean's home () was quite comfortable.

The sea () was filled with colourful fish.

His house () was quite rickety.

Question time!

How did Sean survive the great flood?

Can you make a list of all of the things Sean needs to survive? How will he obtain them all?

What are the biggest dilemmas that Sean faces? How will he overcome them?

Is he alone?

Sick sentences!

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

Sean lived underwater. Lots of fish swam around him. The water was blue. The water was clear. He was alone.

Perfect picture!

Can you design the perfect underwater home?

Yoga Story – The Farm

Get someone in your family to read the story slowly. Each time you hear a yoga pose mentioned, move into that pose and hold until you hear the next one. Will you be quick enough to perform each of the poses correctly?

Yoga poses in this sequence

Butterfly	Superman	Snake/Cobra
Tree	Relaxation	Mouse
Ragdoll	Bridge	Dog
Star	Rocket	Cat
Mountain	Aeroplane	Cow

The Farm

The **dog** peeked out from the farm house door. He was spying on the old barn **mouse**. He was waiting for the perfect moment to **rocket** after the **mouse** like **superman**. The **dog** had been stalking that pesky **mouse** for years. He watched over him like **stars** in the night sky.

This energetic, friendly **dogs** name was Red. He was a cattle **dog** who spent most of his days rounding up **cows** on a busy dairy farm. When Red **Dog** was not chasing **cows**, he would be stirring up the farmer's **cat**, hunting for cold blooded **snakes** or planning his next move on the old barn **mouse**.

When Red **Dog** was taking the **cows** up the **mountain** one cool Saturday morning, he made a plan to leave some cheese under the **trees** by the large, wooden **bridge** in the front paddock. He made a wish upon a **star** that evening – 'Tomorrow will be the day for me - Red **Dog** - to catch that mischievous barn **mouse**'. He then dreamt of himself wearing a **superman** cape and galloping full speed over the **bridge** to where the hidden cheese was left. He imagined in his dream the moment he pounced on that barn **mouse** who often stole his crumbs from last night's dinner.

In the morning, when Red **Dog's** duties with the **cows** were complete, he carefully placed the cheese and waited patiently for the **mouse** to arrive by the noisy, willow **trees**. Suddenly, Red **Dog** saw a rustle in the grass and heard a loud noise. He **rocketed** towards the camouflaged **mouse**. He floated like a **butterfly** through the air. But landed with a THUMP. There was no **mouse**. There was no cheese. There was just one happy **cat** with a full tummy.

Dog had been defeated again. He took 5 deep breaths and rested in **relaxation** to plot his next daring strategy.

VOWEL SOUNDS



a	apple
ai	plait
i	meringue
al	salmon



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



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



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



u	umbrella
o	monkey
oo	flood
ou	young
oe	does



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



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



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



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



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



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



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



oo	book
u	bush
oul	would
o	woman
ou	courier



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



ou	cloud
ow	flower
ough	plough
o	coward



oy	boy
oi	coin
uoy	buoy



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



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



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

CONSONANT SOUNDS



b balloon
bb ribbon



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



d duck
dd paddie
ed filled



f fish
ff cliff
ph phone
gh laugh
ffe giraffe



g girl
gg egg
gu guess
gue vague
gh ghost



h house
wh who



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



l lizard
ll bell
le aisle



m moon
mm hammer
mb thumb
me come
mn column



n net
nn winner
kn knife
ne done
gn gnome
pn pneumonia



ng ring
n wink
ngue tongue



p pig
pp slipper



r robot
rr carrot
wr wrist
rh rhythm
rrh arrhythmic



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



t tiger	bt doubt
tt button	pt receipt
ed tapped	te pirouette
te minute	



v vase
ve sleeve
f of



w web
wh whale
u queen
o choir



y yo-yo
i million
u failure
j hallelujah

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



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



s treasure
si television
ge mirage



ch chicken
tch match
ti question
te righteous
t picture



sh shell
ch chef
ti station
ci musician
si tension

sci conscious
ce ocean
s sure
ss tissue
ssi session

c excruciating
t ingratiate
sc crescendo
che panache



th thong



th feather
the breathe



Music - Year 5 and 6

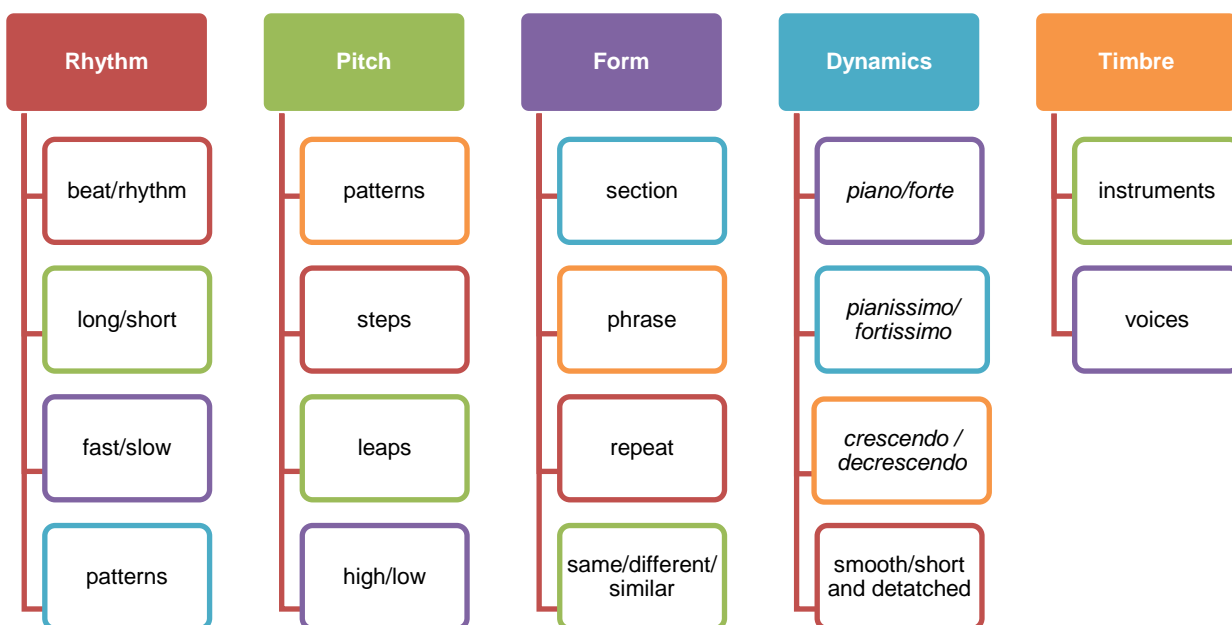
Welcome to our music unit on responding to music!

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

compare two pieces of music.

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

Elements of Music



Music eLearning Grid

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

Name: _____

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

Task 2

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

Task 1- Sample Response

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

Task 2- Sample Response

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

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



PE (Athletics) - Year 3 to Year 6

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

Mini Olympics

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

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

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

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

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



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

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

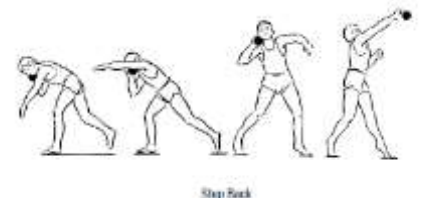


Using a grassed area practise the long jump movement sequence. Running up, popping up (using your arms and knees to drive up) and landing in motorbike or with your hands forward onto the ground. Use a line on the ground to start the jump.

Week 3 - Shot Put – Pivot, Push, Release

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

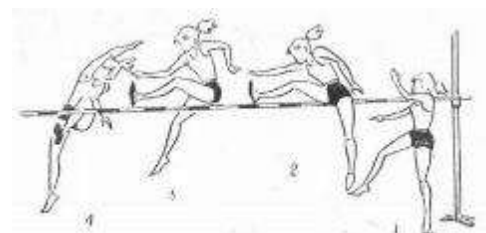
Using a scrunched up piece of paper practise throwing a Shot Put. Place your foot behind a line. Bring the paper to the ear of your throwing arm and pivot and push the paper as far as you can, make sure you push not throw the paper.



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

Miss B



Stafford State School

Independent Public School

Chinese - Year 6

Express your opinions

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

★ Learning objectives: Revise the words about school subjects.

Revision: Read the words and sentences below.

shù xué 数学	Maths
yīn yuè 音乐	Music
yǔ wén 语文	literacy
tǐ yù 体育	P.E.
yīng yǔ 英语	English
kē xué 科学	Science
wēi jī 微机	Computer
wǒ jué de 我觉得	I feel (that)
wǒ jué de zì xí méi yì sī 我觉得自习没意思。	I feel (that) Self-study is not interesting.
wǒ jué de kē xué yǒu yì sī 我觉得科学有意思。	I feel (that) Science is interesting.
wǒ jué de měi shù fēi cháng yǒu yì sī 我觉得美术非常有意思。	I feel (that) Visual Art is very interesting.
wǒ jué de yīng yǔ zuì yǒu yì sī 我觉得英语最有意思！	I feel (that) English is the most interesting (one).

wǒ bù xǐ huān shù xué 我不喜欢数学。	I do not like Maths.
wǒ xǐ huān wēi jī 我喜欢微机。	I like Computer.
wǒ fēi cháng xǐ huān tǐ yù 我非常喜欢体育。	I really like P.E.
wǒ zuì xǐ huān yīng yǔ 我最喜欢英语！	I like English the most.

Expressing likes and dislikes

You have learned different ways of expressing likes and dislikes. Let's review some of these.

Activity 1

Helpful language — Likes and dislikes			
zhōngwén 中文	English	zhōngwén 中文	English
bù xǐ huān 不喜欢	do not like	méi yì si 没意思	not interesting, boring
xǐ huān 喜欢	like	yǒu yì si 有意思	interesting
fēi cháng xǐ huān 非常喜欢	really like	fēi cháng yǒu yì si 非常有意思	really interesting
zuì xǐ huān 最喜欢	like the most	zuì yǒu yì si 最有趣	the most interesting

Activity 2

- a) How do you feel about the five subjects in the table below? Do you like these subjects? Do you find them interesting? Using the helpful language above, complete the following table.

Write full sentences in Chinese or Pinyin. An example has been provided for you.

kē mù 科目	xǐ huān ma 喜欢吗?	yǒu yì si ma 有意思吗?
yīng yǔ 1. 英语 (English)	wǒ fēi cháng xǐ huān yīng yǔ 我非常喜欢英语。 I really like English.	yīng yǔ fēi cháng yǒu yì si 英语非常有意思。 English is really interesting.
kē xué 2. 科学 (Science)		
shù xué 3. 数学 (Maths)		

4. <small>zhōngwén</small> 中文 (Chinese)		
5. <small>tǐ yù</small> 体育 (P.E.)		

b) Ask the four questions below to three people and **record their answers in Chinese or Pinyin.**

<p><small>nǐ xǐ huan shénme kè</small> 1. 你喜欢什么课? What subject do you like?</p> <p><small>nǐ bù xǐ huan shénme kè</small> 2. 你不喜欢什么课? What subject don't you like?</p> <p><small>nǐ jué de zhōngwén kè yǒu yì si ma</small> 3. 你觉得中文课有意思吗? Do you feel that Chinese is interesting?</p> <p><small>nǐ jué de shénme kè zuì yǒu yì si</small> 4. 你觉得什么课最有意思? What subject you feel that is the most interesting one?</p>
--

Person 1 _____	Person 2 _____	Person 3 _____
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

(Activities retrieved and modified from CHI_Y05-06Band_U7_SH_Prior, The State of Queensland, Department of Education and Training.)



Stafford State School

Independent Public School

Wellness/ Yoga

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

Health and Wellbeing Grid



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

- Highlight the tasks when you have completed them

Meditation Online

- Rainbow breathing <https://www.youtube.com/watch?v=O29e4rRMv4>
- The Listening Game https://www.youtube.com/watch?v=uUIGKhG_Vq8

Brain Breaks Online

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

Yoga Online

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

Health and Wellbeing Grid







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

- Highlight the tasks when you have completed them

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



<p>TAXI Build a taxi. Design or draw a satnav map of your local area. How many left and right hand turns do you take to get to school? What is the longest car trip you've ever been on?</p>	<p>BACKPACKERS What do you take on holidays? If you could go anywhere, where would you go? What would you eat? Where would you stay? Talk to the people in your family. How many countries have they been to?</p>	<p>MARKETS Set up a stall. Make price tags and a price list. What would you sell? What's the most expensive item at your stall? What's the cheapest? How many teeth have you lost?</p> 	<p>DANCE MODE Have a dance party in your lounge room. Let each member of your family pick their favourite song to dance to. Design your own 'yes' 'no' button. What else would it say?</p>
<p>THE WEEKEND Have a game of backyard cricket. Who can score the most runs? Play a game of statues. Go on a backyard bug safari. How many different types of insects can you find? Draw your favourite.</p>	<p>GRANNIES Call / Skype your grandparents or a relative. Teach them a new dance. Make a list of things 'Grannies' can't do. Find out if it's accurate.</p> 	<p>ZOO Make your own zoo at home using your toys. Line them up in order from smallest to largest. Design a map of your zoo. How many animals do you have in your zoo?</p>	<p>DADDY ROBOT Design or build a robot. How many 2D shapes are in your design? How many 3D objects are in your model? What jobs would you make your robot do?</p> 
<p>BBO Design a menu for a family dinner. Write place cards for your family. Set the table. Help mum or dad make a salad.</p> 	<p>CAMPING Make a cubby inside or put up a tent in your backyard. How many languages can you say 'hello', 'goodbye' or 'thankyou' in? Does your family know any more?</p>	<p>TRAMPOLINE Design a new game to play with your family. What is your favourite family boardgame or card game? Call a cousin or relative and ask them what their favourite game is.</p>	<p>SHADOWLANDS Have a picnic lunch together. Play 'What's the time Mr Wolf'. What's your favourite time of the day? Can you travel across your yard using shadows? Make shadow puppets with your hands.</p>

Images taken from <https://www.abc.net.au/teleshop/programs/bluey/>