

Framework for Learning from Home – Year 6 Week 2

六年级在家学习大纲 – 第三学期 第二周

	Monday 星期一	Tuesday 星期二	Wednesday 星期三	Thursday 星期四	Friday 星期五
Session 1	<p>English 英文 Reading: Read a chapter from a book at home or use your school magazine: 阅读：从家里的书中或学校杂志阅读一章节： https://theschoolmagazine.com.au/magazine/touchdown https://www.storylineonline.net/ Respond: Using speech bubbles and pictures of the characters, draw a conversation between two characters from the story you have been reading. Remember a thought is drawn as a cloud and a spoken statement is drawn</p>	<p>English 英文 Reading: Read a chapter from a book at home or use your school magazine: 阅读：从家里的书中或学校杂志阅读一章节： https://theschoolmagazine.com.au/magazine/touchdown https://www.storylineonline.net/ Respond: Choose ten interesting words from your reading and find their definitions. Choose one of the activities to complete with your chosen words from the Word Work Grid. 回答：从你的阅读中选择十个有趣的词并找出它们的定</p>	<p>English 英文 Soundwaves: Unit 20 Complete page 1 of Unit 20 student pages Soundwaves: 20 单元完成第 20 单元学生页面的第 1 页 Writing: <i>The Magic Ride</i> Part 2: Sentence Challenges and Sick Sentences 写作：魔术之旅 第 2 部分：句子挑战和病句 History 历史 <i>Inquisitive (due Friday)</i> 好奇心（周五交作业） Becoming a nation—</p>	<p>English 英文 Reading: Read a chapter from a book at home or use your school magazine: 阅读：从家里的书中或学校杂志阅读一章节： https://theschoolmagazine.com.au/magazine/touchdown https://www.storylineonline.net/ Respond: Choose 3 important events from the text and explain how you would have handled them differently to the characters in the story. 回应：从文本中选择 3 个重要事件，并解释你将如何与故事中的不同人物处理它</p>	<p>English 英文 Reading: Listen to the Squiz Kids daily podcast: 阅读：收听 Squiz Kids 每日播客： https://www.squizkids.com.au/ Respond: Record the 5 most interesting facts. Why are they interesting to you? 回答：记录 5 个最有趣的事实。为什么它们对你来说很有趣？ Soundwaves: Unit 20 Optional extension: Superchallenge activity 可选扩展练习：超级挑战活动</p>

Monday 星期一		Tuesday 星期二		Wednesday 星期三		Thursday 星期四		Friday 星期五	
	<p>as ag bubble.</p> <p>阅后回答：使用对话泡泡和人物图片，画出你读过的故事中的两个人物之间的对话。</p> <p>请记住，把脑子想的画在云朵形状里，而口头陈述则写在 ag 气泡里。</p> <p>Soundwaves: Unit 20</p> <p>Complete online activities using the online platform</p> <p>Writing: <i>The Magic Ride</i></p> <p>Complete one part of this writing task each day this week. It is to be complete by Friday this week.</p> <p>Part 1: Question Time</p>	<p>义。选择一项练习，从 Word Work Grid 中选择一项练习并完成。</p> <p>Viewing: Watch ‘Behind the News’ on ABC Me or online at https://www.abc.net.au/btn</p> <p>Respond: Choose your favourite story. Write a detailed summary of the story.</p> <p>回答：选择你最喜欢的故事。写一个详细的故事摘要。</p>	<p>Lesson One (Towards Federation)</p> <p>Complete the lesson pages (using the given resources in Inquisitive).</p> <p>一个国家——第一课（走向联邦）</p> <p>完成课程页面（使用 Inquisitive 中所提供的资料）。</p> <p>Class to do: 全部做 http://inq.co/class/4zi</p> <p>Class code: 7884</p> <p>*Students may need to allocate additional time throughout the week for the task.</p> <p>你可能需要在一周内给这项练习多留点的时间来完成。</p>	<p>们。</p> <p>Explain how it may have changed the outcome of the story in either a small or major way.</p> <p>解释它如何以小或大的方式改变了故事的结果。</p> <p>Soundwaves: Unit 20</p> <p>Complete page 2 of Unit 20 student pages</p> <p>完成 20 单元第二页</p> <p>Writing: <i>The Magic Ride</i></p> <p>Part 3: Continue the story.</p> <p>写作：魔术之旅</p> <p>第三部分：接着写故事。</p>	<p>Writing: <i>The Magic Ride</i></p> <p>Part 4: Complete the story and edit your writing.</p> <p>Upload the finished story to Teams.</p> <p>写作：魔术之旅</p> <p>第 4 部分：完成故事并编辑你的写作。</p> <p>把完成的故事上传上 Teams</p>				
Break	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play	Break (30 mins) Eat & Play
Session 2	<p>Fitness 健身</p> <p>Watch this interactive video and practice your catching skills</p> <p>观看此互动视频并练习你的技巧</p> <p>https://vimeo.com/413442823</p>	<p>PDH 德育</p> <p>Wellbeing PowerPoint. (use the provided powerpoint)</p> <p>看看 PPT 有关健康课题</p> <p>Students complete a meditation from the Smiling</p>	<p>Fitness 健身</p> <p>Watch this interactive video and practice your throwing skills</p> <p>观看此互动视频并练习投掷技巧</p> <p>https://vimeo.com/42510</p>	<p>Fitness 健身</p> <p>Watch this interactive video and practice your advanced throwing skills</p> <p>观看此互动视频并练习您的高级投掷技巧</p> <p>https://vimeo.com/46054</p>	<p>Fitness 健身</p> <p>Create your own circuit.</p> <p>It may include skipping with a rope, star jumps, burpees, etc.</p> <p>创建自己的电路。</p> <p>它可能包括跳绳、跳星、波</p>				

Monday 星期一		Tuesday 星期二		Wednesday 星期三		Thursday 星期四		Friday 星期五	
	<p>Mathematics 数学</p> <ul style="list-style-type: none">HotMaths: <p>Prime and composites</p> <p>HotSheet:</p> <p>The Sieve of Eratosthenes</p> <ul style="list-style-type: none">OC HotMaths: <p>What is algebra?</p> <p>OC HotSheet: None</p>	<p>Mind App.</p> <p>学生通过 Smiling Mind 应用程序完成冥想放松大脑。</p> <p>Students read a comic about germs, respond to questions and design their own comic.</p> <p>学生阅读有关细菌的漫画，回答问题并设计自己的漫画。</p> <p>Mathematics 数学</p> <ul style="list-style-type: none">HotMaths: <p>Square and triangular</p> <p>HotSheet:</p> <p>Square Numbers</p> <ul style="list-style-type: none">OC HotMaths: <p>Words into algebra</p> <p>OC HotSheet:</p> <p>Algebra Translator</p>	<p>1968</p> <p>Mathematics 数学</p> <p>NRich Maths:</p> <p>Multiples Grid</p> <p>倍数网格</p> <p>(see attached PDF)</p> <p>见附件 PDF</p>	<p>9558</p> <p>Mathematics 数学</p> <p>HotMaths:</p> <p>The language of angles</p> <p>HotSheet: Why 360?</p> <ul style="list-style-type: none">OC HotMaths: <p>Algrebra: substitution</p> <p>OC HotSheet:</p> <p>Substituting numbers</p>	<p>比跳等。</p> <p>Mathematics 数学</p> <p>HotMaths assessment:</p> <p>Assigned in HotMaths</p> <p>Ken Ken Puzzles</p> <p>See below. 看下面</p>				
Break	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play
Session 3	<p>Science 科学</p> <p><i>Inquisitive (due Thursday)</i></p> <p>科学研究：本周四递交作业</p> <p>Living Things in Their Environment – Lesson One (Extreme Survivors)</p>	<p>Science 科学</p> <p>Continued from Monday.</p> <p>接着做星期一的作业。</p>	<p>Music 音乐</p> <p>Write About Music</p> <p>Find the stories behind the songs!</p> <p>Students choose two of their favourite songs and use the questions on the</p>	<p>Plan a game of trivia for your family. You might like to have a theme (animals, geography, food, etc).</p> <p>为你的家人设计一个 trivia 游戏。可选以下其中之一主</p>	<p>Design a new ride to go in a theme park. Draw a labelled drawing of your ride.</p> <p>给一个主题公园设计一个新的游乐设施。并画一张带标签的图。</p>				

Monday 星期一	Tuesday 星期二	Wednesday 星期三	Thursday 星期四	Friday 星期五
<p>Complete the lesson pages (using the given stimulus resources in Inquisitive)</p> <p>环境中的生物——第一课（极端幸存者） 完成正课内容（使用 Inquisitive 中提供的参考资料）</p> <p>Class to do: http://inq.co/class/4zi Class code: 7884 *Students may need to allocate additional time throughout the week for the task. 这个作业需要多一点时间完成。</p>		<p>worksheet to guide thinking about those songs.</p> <p>写音乐 寻找歌曲背后的故事！ 学生选择他们最喜欢的两首歌曲，并使用作业纸上的问题来引导思考这些歌曲。</p>	<p>题。如：动物、地理、食物等。</p> <p>Create a list of questions (10 – 20) and get your family together at a time that suits everyone to play your trivia.</p> <p>设计一系列问题（10 - 20），并在适当的时间与家人玩 trivia 游戏。</p>	<p>OR Free choice 或者：自由选择</p>

The Magic Ride – Writing Task



Story Starter!

- ▶ Faster and faster they spun, until it felt like they would soar off into the sky at any moment.
- ▶ The park around her became a blur of green, a smudge of green paint covering Daisy's eyes. She gripped onto the seat with every muscle in her body, gritting her teeth as she concentrated on retaining her balance.
- ▶ Little did Daisy know that this ride was unlike any other in the playground. When the ride reached top speed, something magical happened...

The Magic Ride – Writing Task

Task 1. Question time! **MONDAY**

Answer the following questions in DETAILED full sentences.

What do you think is about to happen to Daisy? What is the magic that is about to happen?

Are there any other children in the park?

What will their reaction be when the magic happens?

What will Daisy's parents do next?

Have you ever been on an exciting ride?

Can you describe what it feels like to be on the ride?

用详细的完整句子回答以下问题。

你认为黛西会发生什么？即将发生的魔法是什么？

公园里还有其他孩子吗？

当魔法发生时，他们会有什么反应？

黛西的父母接下来会做什么？

你有没有经历过激动人心的旅程？

你能描述一下骑车的感觉吗？

Task 3. Continue the story **THURSDAY**

Re-read the story starter and write the rest of the story.

Think about the following:

- Look at the questions from part one.
- How can you 'Show' what the characters are feeling? (Show, Don't Tell)
- Only include the interesting parts of the story (Ban the Boring).
- Add some 'Dynamic Dialogue'.
- End the story with impact.

重新阅读故事开头并写下故事的其余部分。

考虑以下问题：

Task 2. **WEDNESDAY**

a) Sentence challenge!

'wasn't' and 'couldn't' are both examples of apostrophes being used in contractions. Can you put these contractions into sentences about the picture?

didn't, shouldn't, hadn't

b) Sick sentences!

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

Daisy sat on the seat. She started to spin round and round.

Everything went a bit blurry. She went really fast. Then something happened...

a) 句子挑战！

"wasn't"和"couldn't"都是在收缩中使用撇号的例子。你能把这些缩写写成关于图片的句子吗？

没有，不应该，没有

b) 病句！

这些句子是“病态的”，需要帮助才能变得更好。你能帮我吗？

黛西坐在座位上。她开始转来转去。一切都变得有些模糊。她走得真快。然后发生了一些事情.....

Task 4. Complete the story **FRIDAY**

Read over the story you wrote yesterday and complete it if you have not already. Edit the story and upload to Teams.

Think about the following when editing your writing:

- Check for spelling, punctuation and grammar mistakes.
- Could you re-write any sentences to make them more interesting or to have more impact on the story?
- Have you included descriptive language?
- Would some dialogue improve any parts of the story?

重读昨天写的故事，如果还没有做完，继续编辑故事并上传到 Team。

- 查看第一部分的问题。
 - 你如何“表现”角色的感受？（表示，不要说）
 - 只包括故事中有趣的部分（Ban the Boring）。
 - 添加一些“动态对话”。
- 以冲击力结束故事。

在编辑你的文章时，请考虑以下事项：

- 检查拼写、标点和语法错误。
- 能改写一些句子，让它们更有趣或对故事产生更大的影响吗？
- 你是否包含了描述性语言？
- 能改变一些对话让故事改进吗？

Ken Ken Puzzles

How to play:

1. Fill in each square with a single number. In a 3x3 grid, use the numbers 1 through 3. In a 4x4 grid, use the numbers 1 through 4. In a 5x5 grid, use the numbers 1 through 5...and so on.
 2. Do not repeat numbers in any individual row or column. For example, in a 3x3 grid, each column and each row should be filled in with the numbers 1, 2, and 3, with no duplication.
 3. Each heavily outlined set of squares is called a “cage.” The numbers in each cage must combine (in any order) to produce the target number indicated in the top corner by using the mathematical operation next to the target number.
 4. A number may be repeated within a cage as long as it is not in the same row or column.
1. 用一个数字填满每个方格。在 3x3 格中，使用数字 1 到 3。在 4x4 格中，使用数字 1 到 4。在 5x5 格中，使用数字 1 到 5.....等等。
 2. 不要在任何单独的行或列中重复数字。例如，在 3x3 网格中，每一列和每一行都应填充数字 1、2 和 3，不得重复。
 3. 每组轮廓分明的正方形都称为“笼子”。每个笼子中的数字必须组合（以任何顺序）以通过使用目标数字旁边的数学运算产生顶角中指示的目标数字。
 4. 一个数字可以在一个笼子内重复，只要它不在同一行或同一列。

+ - × ÷

2÷		48×	
2÷	2-		5+
		1-	
7+			1

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+ - × ÷

4-	1-		3-	
	4×		11+	
2÷	5			
	2-		2÷	4-
8+				

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+ - × ÷ Challenging

5-		3-		24×	1-
9+	36×		3		
	4		3-		9+
	11+			5-	
2÷	1-	1-			
		5-		15×	

39-17 www.kenken.com

完成下列格子中的作业，在完成后写上日期。

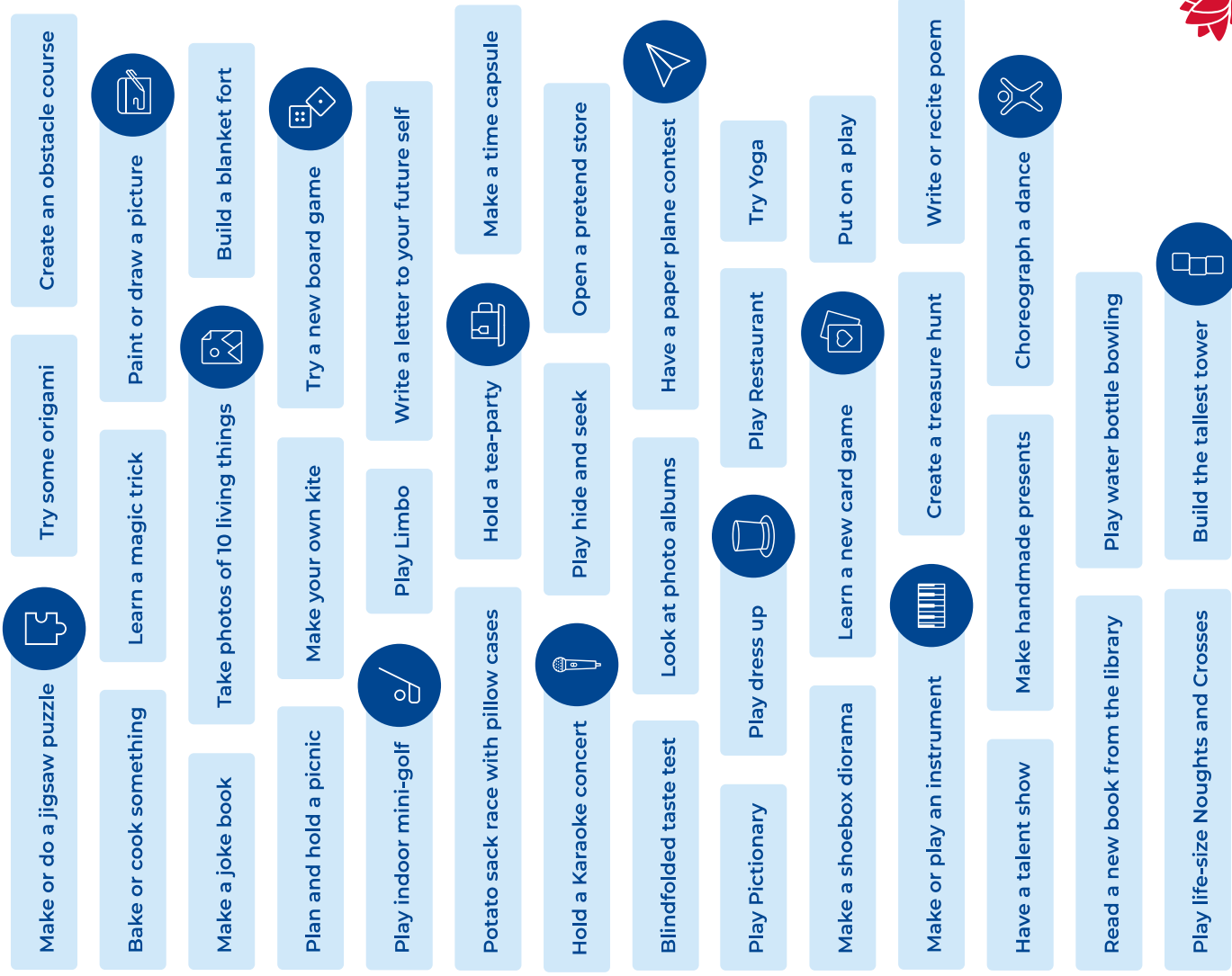
Word Work Grid

Complete each of the activities in this grid. Write the date you completed each activity on the line provided.

<p>Syllable Sort</p> <p>Write your spelling words in order from the least amount of syllables to the most. Words with the same number of syllables should be in alphabetical order.</p> <p>Date: _____</p>	<p>Odd One Out</p> <p>For each of your spelling words, write four words. One is your spelling word, two relate to your spelling word and one is the odd word out that doesn't fit with the other two.</p> <p>Date: _____</p>	<p>Wacky Words</p> <p>On a sheet of paper, write your spelling words in different directions, filling up the whole sheet. Use different colours and types of writing for each word.</p> <p>Date: _____</p>	<p>Word Detective</p> <p>Write three clues about each of your spelling words. Ask someone to try to guess your spelling words using your clues.</p> <p>Date: _____</p>	<p>Digging in the Dictionary</p> <p>Use a dictionary to find the definition and write a sentence for each of your spelling words.</p> <p>Date: _____</p>
<p>Rhyming Wheels</p> <p>Think of as many words as you can that rhyme with your spelling words.</p> <p>Date: _____</p>	<p>Alliteration</p> <p>Write a sentence for each of your spelling words using as much alliteration as possible.</p> <p>Date: _____</p>	<p>Sentence Smart</p> <p>Write a sentence for each of your spelling words.</p> <p>Date: _____</p>	<p>Story Time</p> <p>Write a story using as many of your spelling words as you can. Underline each of your spelling words.</p> <p>Date: _____</p>	<p>Sort Them Out</p> <p>Sort the words on your spelling list into three different categories of your choice.</p> <p>Date: _____</p>
<p>Word Search</p> <p>Create your own word search using all the words on your spelling list.</p> <p>Date: _____</p>	<p>Handwriting Hero</p> <p>Write out your spelling words in your very best cursive hand writing.</p> <p>Date: _____</p>	<p>Letter Lingo</p> <p>Write a letter to a friend. Use as many spelling words in your letter as you can.</p> <p>Date: _____</p>	<p>Words Within Words</p> <p>Make a list of as many smaller words as you can find from your spelling list.</p> <p>Date: _____</p>	<p>Code Breaker</p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Date: _____</p>



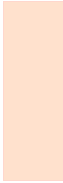
Some activities and ideas for home for parents of primary and early learners



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SQUARE NUMBERS

TASK 1

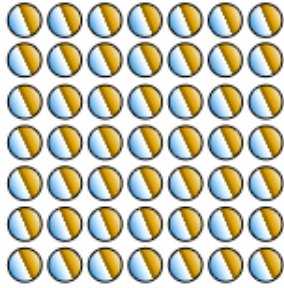
Build square numbers

Use counters or the widget *Grid counters* to help with these questions.

a How many counters have been used to build this square?



b This picture shows that 49 is a square number. How many counters in total would you need to build the next square number after 49?



c Can you create a square using exactly 20 counters?

d Complete the table to find the first 20 square numbers.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
1	4	9	16	25					
11th	12th	13th	14th	15th	16th	17th	18th	19th	20th

WHY 360°?

Who first divided the circle into 360°?

When and where did they live?

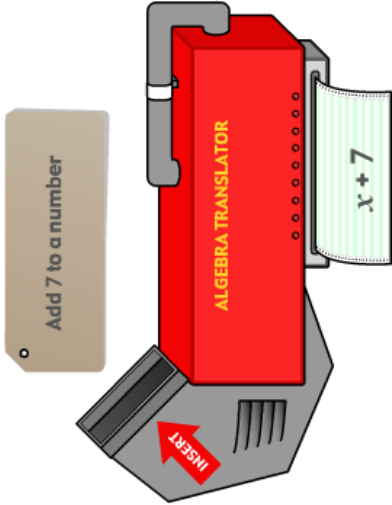
Why did they use 360° and not something simpler like 100°?

What does the sundial have to do with measuring angles?

**Is it just a coincidence that we use 360° for a full turn
and that there are about 360 days in a full year?**

Research the answers to these questions using books or the internet.

ALGEBRA TRANSLATOR



TASK 1 Translate words into algebra

Rewrite the following statements as algebraic expressions, and vice versa.

Expression in words	Algebraic expression
Double a number then add 5	$2 \times x + 5$ or $2x + 5$
The sum of a number and 14	
Triple a number	
Double a number	
Add 5 to a number then double it	
	$7 \times x$ or $7x$
Take 14 from a number	
	$14 - x$
	$x + 3$
The product of a number and 14	

SUBSTITUTING NUMBERS

TASK 1

Complete the following substitution for one variable. Two examples are shown.

	$5m$	$5 + m$	m^5	5^m
$m = 1$				
$m = 2$				
$m = 3$				
$m = 4$				
$m = 5$				

Check your answers using the **Substituting one value** widget.

TASK 2

	$a + b$	ab^2	$3a + ab$
$a = 2, b = 4$			
$a = 4, b = 2$			
$a = 5, b = 0$			
$a = 5, b = 3$			
$a = 5, b = 5$			

Check your answers using the **Substituting two values** widget.

Write About Music

Find the stories behind the songs!

Materials: Pencil and paper

Time: 30 minutes

**Music
Activities
Year 5-6**

Find more resources at artslive.com



Learn

Songs have been used to tell stories throughout history to teach about the land we live in, ways to work with others, feelings we have and heroic adventures. Songs can be as simple as nursery rhymes like Humpty Dumpty or Three Blind Mice, and can be very complicated like symphonic music that is played by an orchestra.

Songs or pieces of music are often divided up into sections. The way these sections fit together is known as 'musical form'.

There are two sections that appear in most modern music. They are the 'verse' and the 'chorus'.

The chorus contains the main lyrical and musical idea in the song and tends to stay the same throughout the song. Verses feature similar melodies as the chorus but the lyrics in the verse are different each time around. The verse often tells the story of the song

A simple form of a song can be:

- Verse 1
- Chorus
- Verse 2
- Chorus
- Chorus

Most songs have sections other than verses and choruses, such as introductions, bridges (or 'middle 8s'), solos and pre-choruses.

Listen and Write

Choose two of your favourite songs and use the questions on the next page to think about those songs.

Write your responses on the blank pages at the end of the activity.



Write About Music

Find the stories behind the songs!

Materials: Pencil and paper

Time: 30 minutes

Music
Activities
Year 5-6

Find more resources at [artslive.com](https://www.artslive.com)

Song Title	<ul style="list-style-type: none">• Does this give a clue to what the song is about?• Why do you think the song is called this?
Chorus	<ul style="list-style-type: none">• Does the title of the song appear in the Chorus?• What is the main message of the Chorus?• Do each of the lines in the Chorus rhyme or not? Can you give an example?• How does the music change? – does it get louder/ softer? Use different instruments? Have more people singing?• Are there lots of words in the Chorus or words that are repeated?
Verse	<ul style="list-style-type: none">• What parts of the story does each Verse tell?• Does the story in each Verse make a sequence of events? Write these down in order• Are there repeated words/ phrases in each Verse?• How many people are singing?• Does the music sound different to the Chorus? Describe some of the differences in sound you can hear.
End of the Song	<ul style="list-style-type: none">• How does the song end?• Does it repeat a phrase and fade out?• Does it have a definite finish?• Does it use music from the Chorus or Verse or does it have it's own music?
Form	<ul style="list-style-type: none">• Write out the Form of your song – list each section in order as you hear it.

Write About Music

Find the stories behind the songs!

Materials: Pencil and paper

Time: 30 minutes



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Song One	
Song Title	
Chorus	
Verse	
End of the Song	
Form	

