

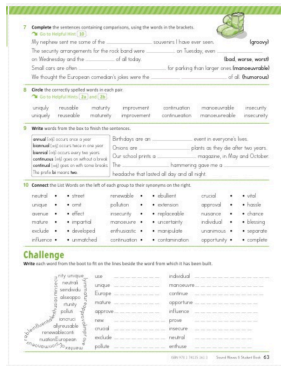


Framework for Learning from Home – Year 6

Term 4 – Week 1

	Monday 3 <sup>rd</sup> October	Tuesday 4 <sup>th</sup> October	Wednesday 5 <sup>th</sup> October	Thursday 6 <sup>th</sup> October	Friday 7 <sup>th</sup> October
<p>Session 1</p>		 <p><b>Today is a Collaborative planning day for teachers – so there will be answering questions minimally online, but we have set some great activities for you today.</b></p> <p><b>We look forward to welcoming you back tomorrow!</b></p>	<p><b>English</b></p> <p><b>Reading:</b> read or listen to a news article from <a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a></p> <p><b>Respond:</b> Choose one of the following:</p> <ul style="list-style-type: none"> <li>answer the questions at the end of the article</li> <li>complete one of the activities at the end of the article</li> </ul> <p><b>9.30 Virtual Library with Mr Philpott</b></p>	<p><b>English</b></p> <p><b>Library Reading &amp; Responding:</b> Complete the reading response tasks from Mr Philpott in Year 6 HPS 2021 Teams – Class materials. Upload to the library assignment in the Year 6 HPS Teams</p> <p><b>Soundwaves – Unit 29</b></p> <p>Complete page 2 of Unit 29 student pages.</p> 	<p><b>English</b></p> <p>Listen to the Squiz Kids daily podcast: <a href="https://www.squizkids.com.au/">https://www.squizkids.com.au/</a></p> <p><b>Respond / Writing:</b></p> <p>Complete the following activities:</p> <ol style="list-style-type: none"> <li>Write down three facts you learnt from the podcast.</li> <li>Who would you recommend this podcast to? Why?</li> <li>Rate this podcast out of 10. Why have you given it this rating?</li> </ol> <p><b>Soundwaves – Unit 29: Challenge (Optional)</b></p>



Monday 3<sup>rd</sup>  
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Session  
2

**Maths**

**iMaths – Octi-origami (due Friday)**

**Access code: ball803**

This Investigation provides a hands-on creative experience for students as they produce and analyse a set origami piece. Students will investigate how maths can be found in art and design. This Investigation gives practice in careful and structured analysis and observation.

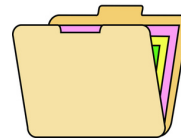
If students need square coloured paper, they can collect from Forest Road Gate.

**Languages:** please complete any Languages work set by your Languages teacher on your Languages Teams account.

**Wellbeing Wednesday**  
**12:00 – 2:00pm**

**Try these activities with your family...**

Make a 'Fab File' to collect work and pictures that you are proud of. Look through your work from last term and find three pieces that you really think was your best work, you could also include certificates that celebrate your achievements and cards from people that you care about. You could then look at it whenever you might be feeling low.



**Maths**

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**Maths**

**iMaths – Octi-origami (due today)**

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Share your design with the class on Microsoft Teams (Photo, video or other) and add a comment on 2 or 3 interesting observations you noticed about its mathematical qualities.

**Wellbeing Activity:**

**Picture your name**

Take a photo of each letter of your name by finding them in books or signs. Put them together to spell out your name in a colourful collage.

**Get started:** Crop the letters in the Photos app, then add each photo to a PowerPoint file in the right order. Upload to Teams for your teacher to see.



Complete a 'random act of kindness' by doing something nice for a friend or a stranger anonymously (if possible).



**FITNESS**

**DANCE**

Follow these dance routines that are different from the ones you know at school. Then dance to one of your own favourite songs.

[Pharrell Williams - Happy \(Lyrics & Dance Video\) - YouTube](#)

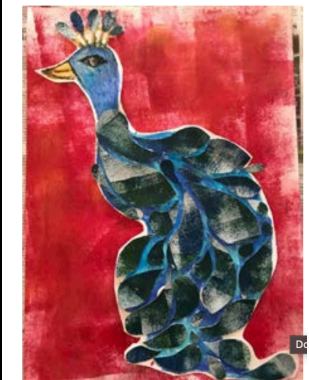
[The Cha Cha Slide Dance - YouTube](#)

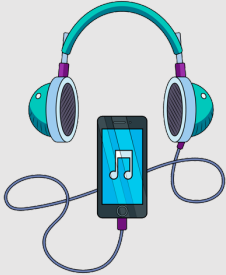
Get your family to join in and follow along with your dance routine.

Grab some water and find a space free from any hazards when exercising. Have Fun dancing!

**Creative arts**

Create an image of a peacock using shapes and patterns. First you will need to draw the outline of the peacock's body in black. Then you will need to draw rhombuses to fan out for the tail. The rhombuses need to be close together near the body and fan out further apart, as they are further away from the body. Create different patterns in each rhombus. Finally create a rainbow effect on the tail by colouring with cool colours close to the body and warm colours closer to the ends of the tail. Use any medium you like (pencil, textas, paper collage) Get creative.



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<b>Break</b>	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play	Break Listen to some relaxing sounds (e.g. rainfall, beach sounds, rainforest soundtracks). How do they make you feel? <a href="#">This Youtube channel</a> has lots of examples.  <a href="https://www.youtube.com/channel/UCjzHeG1KWoonmf9d5KBvSiw">https://www.youtube.com/channel/UCjzHeG1KWoonmf9d5KBvSiw</a>	Break (1 hour) Eat & Play	Break (1 hour) Eat & Play
<b>Session 3</b>		<b>BTN</b> <b>Viewing:</b> Watch 'Behind the News' on ABC Me or online at <a href="https://www.abc.net.au/btn">https://www.abc.net.au/btn</a> <b>Respond:</b> Complete the online quiz at the bottom of the episode page.		<b>History - Australia as a Nation</b> Students explore the theme of migration to Australia after World War 1 (1945): who migrated, why, and their experience of becoming part of the nation. <b>Activity 1</b> <a href="https://www.australianhistorymysteries.info/resource-zone/primary-immigration/activity-1.php">https://www.australianhistorymysteries.info/resource-zone/primary-immigration/activity-1.php</a> <b>Why do people migrate?</b>	<b>Activities:</b> Complete an activity from the "activities and ideas for home for parents of primary learners" sheet on the back page of this booklet. <b>Catch-up:</b> Finish any unfinished tasks from Tuesday –Thursday



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

- Make or do a jigsaw puzzle
- Try some origami
- Create an obstacle course
- Bake or cook something
- Learn a magic trick
- Paint or draw a picture
- Make a joke book
- Take photos of 10 living things
- Build a blanket fort
- Plan and hold a picnic
- Make your own kite
- Try a new board game
- Play indoor mini-golf
- Play Limbo
- Write a letter to your future self
- Potato sack race with pillow cases
- Hold a tea-party
- Make a time capsule
- Hold a Karaoke concert
- Play hide and seek
- Open a pretend store
- Blindfolded taste test
- Look at photo albums
- Have a paper plane contest
- Play Pictionary
- Play dress up
- Play Restaurant
- Try Yoga
- Make a shoebox diorama
- Learn a new card game
- Put on a play
- Make or play an instrument
- Create a treasure hunt
- Write or recite poem
- Have a talent show
- Make handmade presents
- Choreograph a dance
- Read a new book from the library
- Play water bottle bowling
- Play life-size Noughts and Crosses
- Build the tallest tower







# Investigation 11 Octi-origami

## Materials



Internet access



BLM 11.1



Coloured paper squares



Ruler



Scissors



Books and magazines

Origami is the creative art of paper folding. It began around the 6th century when monks from China carried paper to Japan. The earliest Japanese origami was used for special religious ceremonies.

Today, origami designs range from simple representations of animals or flowers to more complex optical illusions.

You are going to make your very own octagonal creation and investigate how crucial mathematics is to origami designs.



### ✓ Topics

Before you start the Investigation you need to know...

**MG12** Properties of angles.....p102

**MG16** Transformations.....p110

**MG13** Measure angles  $0^\circ$ – $360^\circ$  .....p104

## Understanding the Investigation

### 1 Read and plan.

Make sure you understand the meanings of: *origami*, *6th century*, *representations*, *optical illusions*, *crucial*, *mathematical qualities*, *clarification*, *classify*, *analysis*, *persistence* and *octagonal*.

Read and discuss the rubric.

Download your Investigation plan. This will help you with the organisation and understanding of the Investigation.

### Teacher note

- Comprehensive lesson notes, suggestions and resources are available in *iMaths 6 Teacher Book*.
- The Investigation plan and BLM for this Investigation can be downloaded from [www.imathsteachers.com.au](http://www.imathsteachers.com.au).

## Using maths

### 2 Observe origami designs.

Find interesting origami designs and analyse some of the simpler pieces.

As a class, observe and describe the mathematical qualities of each design. Look at relationships between shapes, edges and angles. Describe and classify any angles formed. Have any shapes transformed in any way? Are there parallel properties? Are there shapes within shapes? Look closely at 2D and 3D properties. How are shapes positioned in relation to each other?

### 3 Make a list of questions.

Look at BLM 11.1 to see what your final product will look like. Do not begin folding yet.

Form groups and come up with a list of questions that will help you to describe and analyse the mathematical qualities of your own creation.

Discuss these questions with your teacher and publish them in an analysis table.

### 4 Complete your own Octi-origami.

Choose coloured paper and carefully follow each step on BLM 11.1 to create your clever Octi-origami.

Be patient, re-read the instructions and look closely at the BLM for extra clarification. It can be difficult to interpret and follow some folding patterns. Persistence is the key.

### 5 Record observations about your Octi-origami.

Use your table from Step 3 to analyse your creation. Examine it carefully and record your observations. This could include descriptions, numbers, degrees, shapes, measurements and positions.

## Reasoning and reporting

### 6 Display and discuss.

As a class, creatively display your Octi-origami. Report on two or three of the most interesting observations that you made about mathematical qualities of your creation.

**imathskids.com.au**

Go to [imathskids.com.au](http://imathskids.com.au) – the Investigation 11 area contains the Investigation plan, websites and BLM that you need to complete this Investigation.

Analysis table	
Question	Observation
Where does this shape reflect?	
What is the measurement of the smallest acute angle?	
How many different triangles are there?	
Which shapes translate?	

### Inquiry

There are some amazing origami designs available online or in books. Some of them involve illusion. Find a set of instructions for an advanced piece and attempt to complete it.



# MG16 Transformations

Reflection, translation and rotation are transformations. They are mathematical terms for flip, slide and turn.



### Reflection



A reflection (flip) is a mirror image of a shape. A shape has line symmetry if both its parts match exactly when folded.

The F-shape flipped right, across the line of symmetry.

### Translation



A translation (slide) is a movement in a straight line without rotation, reflection or change of size.

The F-shape slid right one square.

### Rotation



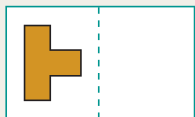
A rotation (turn) occurs when a shape turns about a fixed point.

The F-shape slid right one square and rotated 90° clockwise.

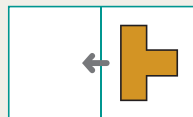
## Try this

1 Transform each shape by reflection, translation or rotation as instructed.

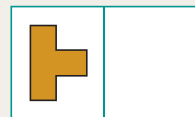
a Flip the shape to the right.



b Slide the shape left one square.



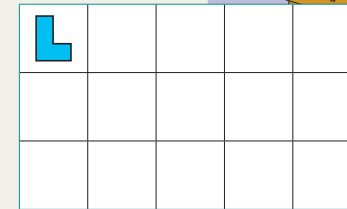
c Slide the shape right one square and rotate 90° clockwise.



2 Follow the directions as each shape is transformed in five steps from one place to another on the grid. Draw the **outline** of the shape after each step. **Colour** the shape in its final location.



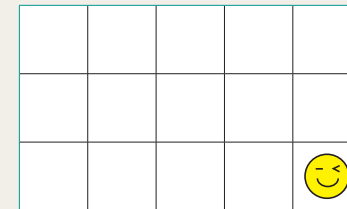
- a 1. Slide right 3 squares, draw the outline, then
- 2. flip right, draw the outline, then
- 3. slide down 2 squares and left 3.
- 4. Draw the outline, then flip upwards.
- 5. Colour the shape.



- b Draw the outline after each step.
- 1. Slide down 1 square and rotate 90° clockwise.
- 2. Slide left 4 squares.
- 3. Flip right.
- 4. Slide down 1 square, right 1 square and rotate 90° anticlockwise.
- 5. Colour the shape.



- c Draw the outline after each step.
- 1. Slide left 3 squares.
- 2. Flip left.
- 3. Slide up 2 squares and rotate 180° clockwise.
- 4. Slide right 3 squares and flip down.
- 5. Colour the shape.



## Challenge

**Look at it this way:** Draw a shape that looks the same no matter how you flip, slide or turn it. Can you draw a second shape?



# Beat Making

Create your own funky beat!



**Materials:** Internet-connected device (laptop, iPad, phone etc)

**Time:** 30 minutes


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



## Prepare

Use a laptop, phone or other device to visit the [Ableton Learn](http://Ableton.com/Learn) drum page.

You'll notice a grid that is divided up into groups of four. Each group of four, looking left to right, represents one beat of music.

You can hear this by clicking the record button  to hear the metronome click. Count along with this click: 1, 2, 3, 4.

This grid represents one 'bar' of music. Each bar has four beats (or clicks on the metronome) and on the grid you can see each beat is divided up by a bold line.

## Create

On the bottom two horizontal lines, you'll see 'Kick' and 'Clap'. These are the names of two percussion sounds that you'll hear in many beats.

To make a simple beat, look at the diagram below and click to insert a hit on the right beats.



You can see that the kick track has hits on the 1st and 3rd beat of the bar and the clap track hits on the 2nd and 4th beat of the bar.

Hit the play button  to hear your beat play!



# Beat Making

Create your own funky beat!



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## Extend

You can make your beat more exciting by adding extra hits to the kick drum. Try clicking extra hits into the kick track to see what your beat sounds like. Does it sound better when you add extra kick drum hits?

Here are some suggestions to try with the kick drum. Copy them into your track and see what you think!



You can change the beat with only a few extra kick hits. Don't put too many in or it will start to sound messy!

## Explore

Once you have your kick drum pattern down, add some hi-hat. Hi-hats are a part of an acoustic drum kit and here are referred to as 'Closed Hat'.

Start by filling every square on the hi-hat track. What do you think of your beat now?

Erase all of the hits and make your own pattern. The good news with the hi-hat is that you can be more creative with it! Make patterns with your hi-hat, click the play button and see what you think.



## Peacock Collage

Show off your amazing art skills!

**Materials:** paper, acrylic paint, pastels or watercolour, glue, scissors

**Time:** 1 hour

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



### Make

#### Step 1

Make 2 batches of paper. One piece for the peacock feathers and one for the background of the art work.

Use warm colours for the background and cool for the peacock feathers to create a contrast.

There are a number of techniques for this depending on what is available. Suggested techniques include using a roller or sponge technique with acrylic paint.

Here some other examples:

- Plastic wrap on water colour as seen in the [Circle Printing task](#).
- Acrylic paint with plastic cards as seen on the [Matisse-inspired Collage task](#).



## Peacock Collage

Show off your amazing art skills!

**Materials:** paper, acrylic paint, pastels or watercolour, glue, scissors

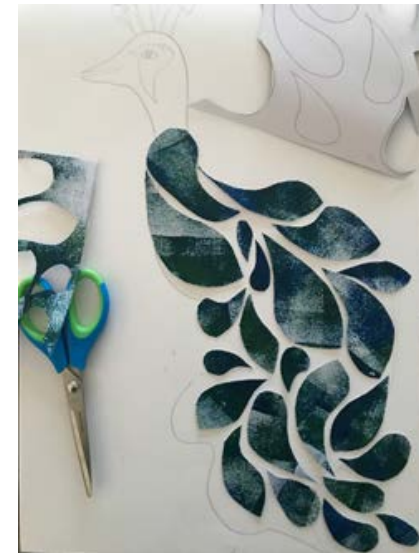
**Time:** 1 hour

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



### Step 2

Make the peacock feathers by drawing tear drop shapes of various sizes on the back of the cool coloured paper. Cut out the tear drop shapes. On a clean sheet of white paper, create an outline of the peacock using greyed to play with the arrangement of the feathers.



## Peacock Collage

Show off your amazing art skills!

**Materials:** paper, acrylic paint, pastels or watercolour, glue, scissors

**Time:** 1 hour

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



### Step 3

Use cool colours - blues and purples to prepare the surface for collage. Colour in the outline of the peacock's body, head and beak with pastel, crayon, watercolour or ink. Use a bamboo skewer to scratch the surface of the head if using crayons or pastel to create texture.



## Peacock Collage

Show off your amazing art skills!

**Materials:** paper, acrylic paint, pastels or watercolour, glue, scissors

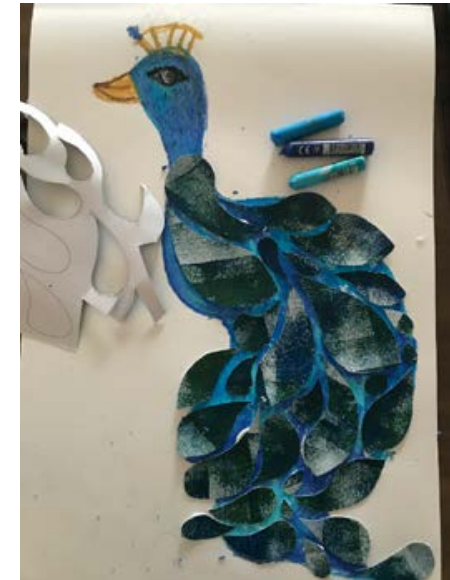
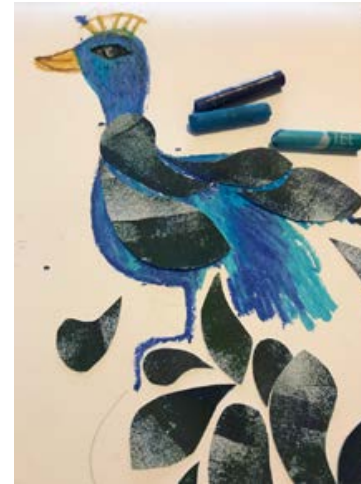
**Time:** 1 hour

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### Step 4

Once the colour is added to the body, start gluing the feathers on top of the coloured areas.





## Peacock Collage

Show off your amazing art skills!

**Materials:** paper, acrylic paint, pastels or watercolour, glue, scissors

**Time:** 1 hour

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



### Step 5

Add small feathers to the top of the peacock and cut out around the peacock.



### Step 6

Attach to the back ground created in step 1.



## Peacock Collage

Show off your amazing art skills!

**Materials:** paper, acrylic paint, pastels or watercolour, glue, scissors

**Time:** 1 hour

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



### Research

Peacocks are interesting animals! Your task is to write 5 trivia questions about peacock's to test your family members.

Research the peacock online and create 5 questions. You might have questions on their habitat, their diet, their size or their colouring. You can have regular questions, multiple choice or true/false questions.

Type your questions on a computer or device and test your family's peacock knowledge!





## Who were the people who came to Australia and why did they come?



# Activity 1 – How has migration helped shape Australia?

1 The video is about migration, immigration, and emigration. Match the correct definition with each one:

Migration is: A, B or C?	<b>A</b> When a person leaves one country to go and live in another country
Immigration is: A, B or C?	<b>B</b> When a person goes from one country to another to live
Emigration is: A, B or C?	<b>C</b> When a person comes into a country from another one to live in the new one

2 The film lists many reasons for people migrating. How many can you remember? (You will be able to check when you do Activity 3)

## Migration to Australia in the 1950s and 1960s

3 World War 2 was in 1939-1945. Before that time most migrants to Australia were from Britain and Ireland. After the war many still came from there. Australia charged them £10 per family for a ticket to come to Australia by boat (children were free). At that time the average wage was about £400 per year. The average wage is \$66,000 per year in Australia today. So, how much would £10 be in today's Australian dollars? (Need a hint? Divide by 40.)

4 World War 2 was a terrible time, especially in Europe, where millions of soldiers and civilians were killed, whole cities were destroyed by bombs, and millions of people became homeless refugees. The film calls them 'DPs'. What does 'DP' mean?

5 Why would some of these people want to come to Australia?

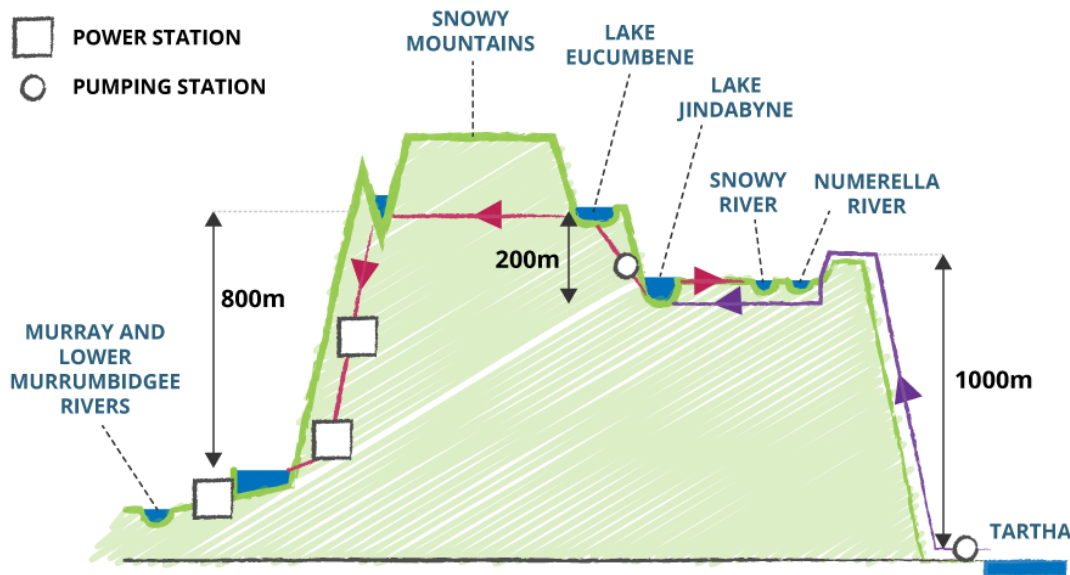
6 Why would Australia want to take some of these people as migrants?

### The Snowy Mountains Hydro-Electricity Scheme

7 Many of the migrants of the 1960s and 1970s worked on the Snowy Mountains Hydro-Electricity Scheme. This was the great project that took water from one side of the mountains over to the other to create electricity, and to help farmers with water for their crops. Here's how it worked:

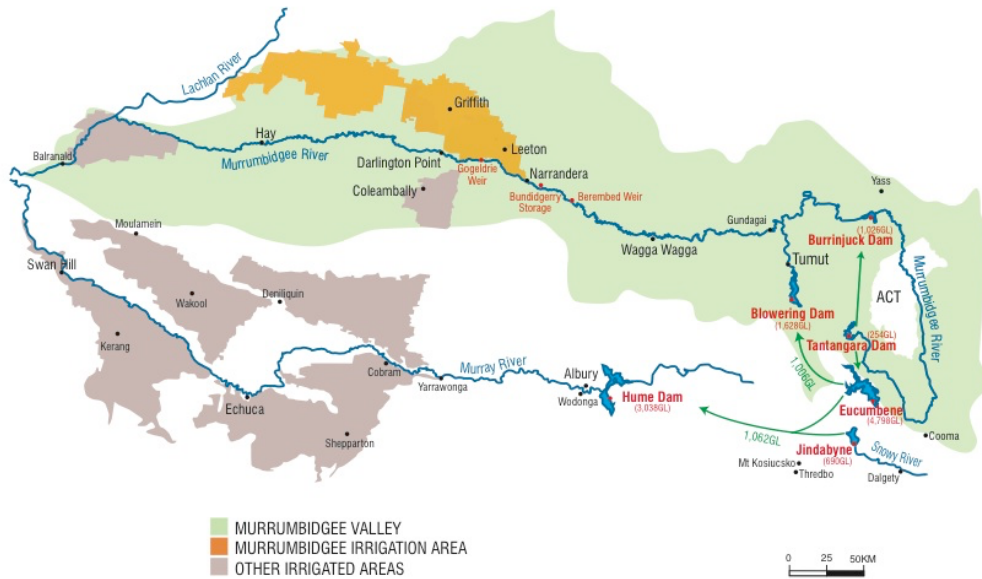
- ▼ **A** Most of the rain fell on the east side of the Snowy Mountains, and flowed into the sea through the Snowy River.
- ▼ **B** The government wanted to trap this water, and send it to the west. To do that they had to build dams,
- ▼ **C** then drill through the mountains
- ▼ **D** and build pipelines
- ▼ **D** where the water would be pumped through,
- ▼ **E** collected in dams on the other side,
- ▼ **F** then run down more pipelines where the force of the water would create electricity,
- ▼ **G** and also then provide water for farmers to grow crops. This is called irrigation.

Here is a diagram of that process. Mark these stages on the diagram.





8 Here is a map of the areas where the water was used for irrigation. Name three towns that were part of the Murrumbidgee irrigation Area that was created by this Snowy Mountains water, and three towns in other irrigated areas



9 List some ways that you think migration of the 1950s and 1960s changed Australia.

## 1970s and 1980s

10 Which new group arrived in these years?

11 Why were they migrating?

## 1990s

12 Which new group arrived in these years?

13 Why were they migrating?

# Today

**14** Which are the main groups migrating now?

**15** Why are they migrating?

# Overall

**16** What qualities do migrants have that helps them become successful citizens in the new country?

**17** What do you think would be the best things and the worst things about being a migrant?

**18** List some ways that you think migration since World War 2 has helped change Australia.

**19** Talk to your family and identify any migrant connections. These might be very recent, or they might have been many years ago.

**20** List three questions you would like to ask a migrant about their experience.

1.

2.

3.