




		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
Session 1	 <p><b>公众假期</b></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>教师备课日</b></p> <p><b>Reading Comprehension 阅读理解</b> Read the Article <b>It's Super to be a Pupa</b> on page 28 of the Orbit School Magazine.</p> <p>阅读 Orbit School 杂志第 28 页上的文章成为蛹真是太好了。</p>	<p><b>English 英文</b></p> <p><b>Reading:</b> read or listen to a news article from 阅读或收听新闻: <a href="https://www.kidsnews.com.au/">https://www.kidsnews.com.au/</a></p> <p><b>Respond:</b> Choose one of the following: 回应下列问题:</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> <li>回答文章末尾的问题</li> <li>完成文章末尾的一项练习</li> </ul> <p><b>9.30 Virtual Library with Mr Philpott</b> 图书馆老师网课</p> <p><b>Soundwaves – Unit 29</b> Complete page 1 of Unit 29 student pages. 完成拼写练习</p>	<p><b>English 英文</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>图书馆阅读作业: 完成 6 年 HPS 2021 Teams - 课堂材料中菲尔波特先生的阅读练习。上传到 Teams</p> <p><b>Soundwaves – Unit 29</b> Complete page 2 of Unit 29 student pages. 声波 - 单元 29 完成第 29 单元学生页面的第 2 页。</p>  <p><b>Music 音乐</b> Students use an online music sequencer to create a beat. Use the attached PDF</p>	<p><b>English 英文</b></p> <p>Listen to the Squiz Kids daily podcast: 听每日播报 <a href="https://www.squizkids.com.au/">https://www.squizkids.com.au/</a></p> <p><b>Respond / Writing: 写作</b> Complete the following activities: 完成一些写作问题:</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:</b> Challenge (Optional) 选做题</p> <p><b>Optional Extension Activity 'Jurassic Age' 选做题</b> Draw a particular type of dinosaur. Can you think of adjectives that describe what it looks like? 画一种特定类型的恐龙。用形容词形容它的样子?</p> <p>Write a descriptive paragraph to</p>	



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

**Maths 数学**  
**iMaths – Octi-origami (due Friday)**  
**Access code: ball803**

**完成 iMaths 功课**

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.

这项调查为你制作和分析一套折纸作品提供了动手创意体验。你将研究如何在艺术和设计中找到数学。本调查提供了仔细和结构化分析和观察的实践。

If students need square coloured paper, they can collect from Forest Road Gate. 如需方格彩纸，可到本校门前领取。

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

**Wellbeing Activity:**

**Picture your name 用自己名字拼图**

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. 在杂志或广告纸上剪下自己名字拼音来拼成一幅图，传上 Team.

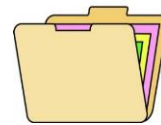
**Wellbeing Wednesday**

**12:00 – 2:00pm 福祉**

**Try these activities with your family...与家人一起**

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.

制作“文件夹”。以收集你最好的作品和图片。查看你上学期的作业，找三件你认为最好的作业，包括你的证书或别人送你的卡片。在你不开心的时候看看这些作业。



Complete a 'random act of kindness' by doing something nice for a friend or a stranger anonymously (if possible). 不要写自己的名字为朋友或陌生人做些好事来完成“随机善举”。

**Maths 数学**  
**iMaths – Octi-origami (due Friday) 折纸作业**

**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.

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**FITNESS DANCE 健身舞**

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

跟着音乐自创舞蹈

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

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

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

Get your family to join in and follow along with your dance routine. 让家人跟你一起跳  
Grab some water and find a

**Maths 数学**  
**iMaths – Octi-origami (due today) 手工作业**

**Access code: ball803**

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.

上传 Teams 分享

**Creative arts 美术**

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.

形状和图案。需要用黑色绘制孔雀的身体轮廓。然后你需要画菱形来扇出尾巴。菱形需要靠近身体并靠近身体。在每个菱形中画不同的图案。用冷色在靠近身体着色，靠近尾巴末端用暖色着色，在尾巴上创造出彩虹效

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		<p><b>Get started:</b> 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.如图:</p> 		<p>space free from any hazards when exercising. Have Fun dancing! 注意运动安全。</p>	<p>果。使用你喜欢的材料（铅笔、文本、纸拼贴画）发挥创意。</p> 
<p><b>Break</b> 午休</p>	<p>Break (1 hour) 午休 Eat &amp; Play</p>	<p>Break (1 hour) 午休 Eat &amp; Play</p>	<p>午休 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.</p>	<p>午休 Break (1 hour) Eat &amp; Play</p>	<p>午休 Break (1 hour) Eat &amp; Play</p>
<p><b>Session</b> 3</p>		<p><b>BTN</b> <b>Viewing:</b> Watch 'Behind the News' on ABC Me or online at 观看：在 ABC Me 或在线观看“新闻背后” <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. 回答：完成在线测验。</p>	<p>听一些放松的声音（例如降雨、海滩声音、雨林音轨）。你感觉如何？这个 Youtube 频道有很多例子。 <a href="https://www.youtube.com/channel/UCjzHeG1KWoonmf9d5KBvSiw">https://www.youtube.com/channel/UCjzHeG1KWoonmf9d5KBvSiw</a></p> 	<p><b>History - Australia as a Nation</b> <b>历史-澳大利亚</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. 探索第一次世界大战（1945年）后移民到澳大利亚的主题：谁移民、原因以及他们成为国家一部分的经历。</p> <p><b>Activity 1 练习一</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>谁是移民？</b></p>	<p><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. 完成本手册封底的“小学生家长在家的活动和想法”表中的一项练习。</p> <p><b>Catch-up:</b> Finish any unfinished tasks from Tuesday –Thursday 完成从周二到周四所有未完成的功课和作业。</p>



# 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
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

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.



## Materials



Internet access



BLM 11.1



Coloured paper squares



Ruler



Scissors



Books and magazines

## 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](http://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?	

### ✓ Topics

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

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

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

**MG13** Measure angles 0°–360°.....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).

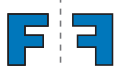


# MG16 Transformations

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



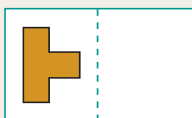
A rotation (turn) occurs when a shape turns about a fixed point.

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

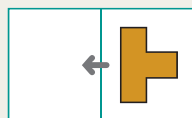
## Try this

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

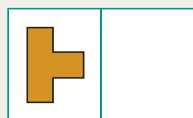
a Flip the shape to the right.



b Slide the shape left one square.



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

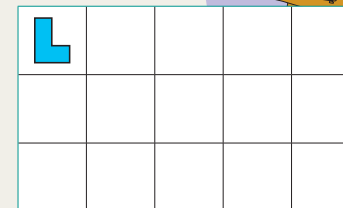


2 Follow the directions as each shape is transformed in five steps from one place to another on the grid. Draw the **outline** of the shape after each step. **Colour** the shape in its final location.



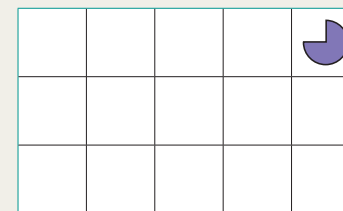
- a

  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

  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

  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 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!



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

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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](http://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

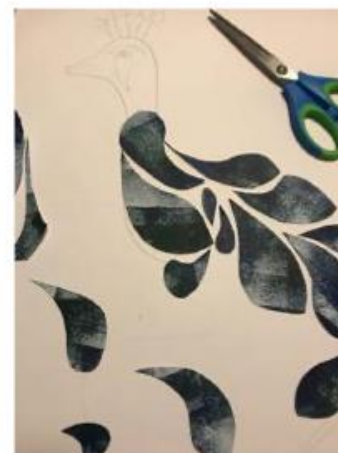
**Time:** 1 hour

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

Visual  
Arts  
Activities  
Year 5-6

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

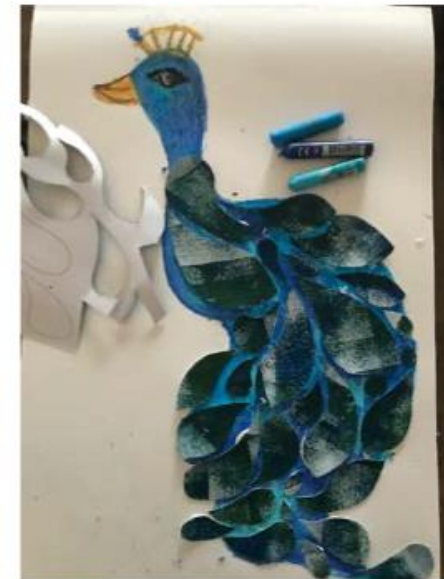
**Time:** 1 hour

Visual  
Arts  
Activities  
Year 5-6

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

### 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?

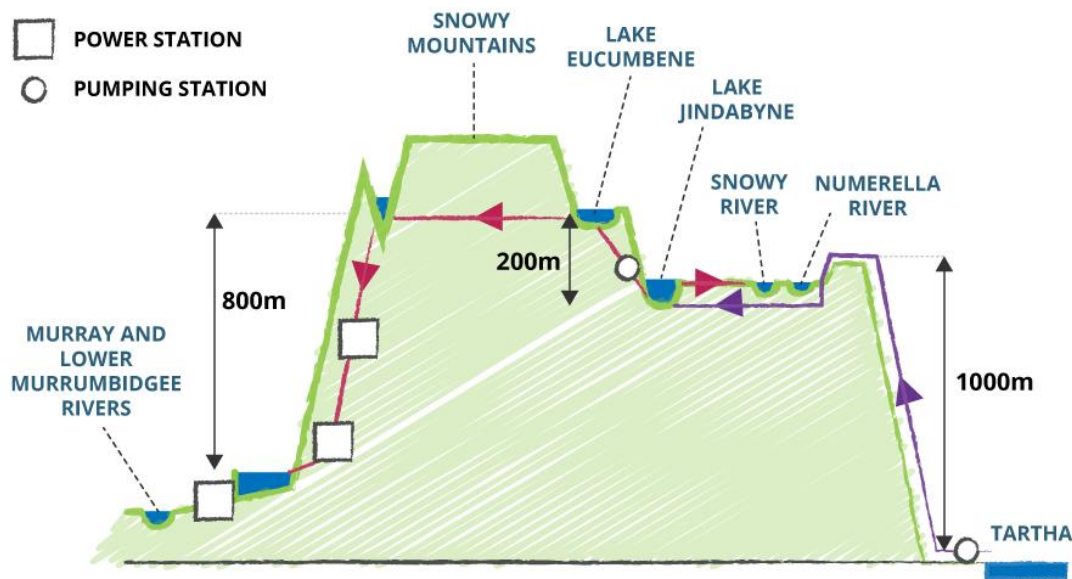
6 Why would Australia want to take some of these people as migrants?

### The Snowy Mountains Hydro-Electricity Scheme

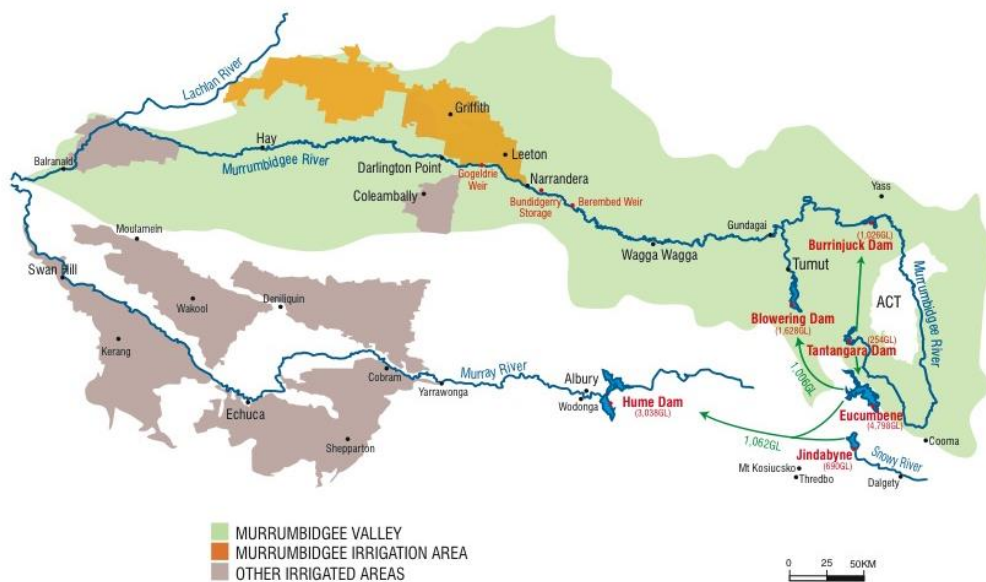
7 Many of the migrants of the 1960s and 1970s worked on the Snowy Mountains Hydro-Electricity Scheme. This was the great project that took water from one side of the mountains over to the other to create electricity, and to help farmers with water for their crops. Here's how it worked:

- ▼ **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.