



Torquay College Remote and Flexible Learning Program

Week 8 Year 6 Level- Remote and Flexible Learning Program

Welcome to Week 8

Thank you to our whole school community for the wonderful work and support with our Remote and Flexible Learning program.

We are now planning for a return to school of all Years 3, Year 4, Year 5, Years 6 students on Tuesday 9th June.

We look forward to catching up with all the children back at school.

Suggested Daily Schedule

8.30 – 9.30am	Physical Activity	Play outside, go for a walk, play with your pet, ride your bike
9.30 - 10.30am	Academic time	Select two literacy tasks from reading, writing or spelling activities listed.
10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed
12.00- 1.00pm	Creative time	Select an Art activity or a home construction activity with your child's favourite materials i.e. Lego, craft, music, instrument
1.00- 1.30pm	Lunch	
1.30 -2.30pm	Academic time	Select an Inquiry or Indonesian task from activities listed
2.30- 3.30pm	Physical Activity	Select a physical education activity or wellbeing activity.

Year 6

Welcome to our Remote and Flexible Learning Program. Listed below are the weekly activities we encourage your child to work through in order. If you feel there is too much work please make the adjustments that work for your family with quantity and pace. Students work best when we support them at their point of need in complexity, pace and quantity.

If you do not have online access please contact the school and related hard copy learning packs will be made available.

Webex Class Meetings

Note: These will be held at the same time each week during Remote and Flexible Learning.

Day	Time
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Tuesday	11:00am
Thursday	9:30am

Week 6 Year Level 6		
Content Area	Suggested Learning Activities	Resources Required
Reading	DAILY - Complete 30 minutes of independent reading each day.	Chosen Book/Article
	<p>Lesson 1: Theme Tracker Task Your task is to identify the themes within the novel that you are reading at the moment. Once you have identified these themes you will need to write a paragraph explaining what happened in your book and how it supports and demonstrates your chosen theme. How you present these themes is your choice, select one of the options below and get creative!</p> <ol style="list-style-type: none"> 1. Create your own Theme Tracker Hand 2. Complete the Theme Tracker Worksheet provided 3. Present your themes in a creative way of your choice. 	<p>Google Classroom > Classwork > Reading</p> <p>Theme Tracker Worksheet</p>
	<p>Lesson 2: Word Hunt During your 30 minute independent reading of the book of your choice record the nouns, adjectives and verbs that you find whilst reading.</p>	<p>Google Classroom > Classwork > Reading</p> <p>Word Hunt</p>
	<p>Lesson 3: RAZ Kids - Select a text on RAZ Kids (Reading A-Z). Then complete the Quiz questions once you have finished reading. There is a huge range of both Fiction and Non-Fiction books to choose from, so you can complete this optional extra as many times as you like!</p>	<p>https://www.kidsa-z.com/main/Login</p>
Writing	<p>Lesson 1: Our learning focus for this week is improving our sentence structure. This involves how we start each sentence, word choice, punctuation and grammar. Your first task is to look at the 'Lesson 1: sentence starters' PDF and use the words listed to improve a previous piece of writing or you can use them to begin a new piece.</p>	<p>Google Classroom > Classwork > Writing</p> <p>Google Classroom > Classwork > Writing</p>

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	Lesson 2: Use the PPT on Google Classroom to explore the key elements of a sentence and write consecutive sentences that start in different ways.	Google Classroom > Classwork > Writing
	Lesson 3: Complete sentence structure- feedback task on Google Classroom. It is a quiz assessment form that you need to submit and is due on Thursday 4th June 5pm. Each question needs to be carefully read and answered by either selecting a multiple choice or re-writing a sentence.	Google Classroom > Classwork > Writing
	Optional: Create Seeds to add to your Writer's Notebook.	https://www.youtube.com/watch?v=8BfiKxL7H3M
Spelling	'Geo' words- work through the activities in the Power Point.	Google Classroom > Classwork > Spelling
Maths	Lesson 1: Boat Building Challenge. This is a chance to get creative and use some problem solving skills.	Google Classroom>Classwork>Ma ths
	Lesson 2: Mathletics- complete set tasks that align with measurement and chance and data.	www.mathletics.com.au
	Lesson 3: Problem solving task cards	Google Classroom>Classwork>Ma ths
	Optional Extra: Cool Maths Games	www.coolmathgames.com
Inquiry	This week we take the next step in our project with Part 2. We now need to think about what changes we can make and put some steps in place to make changes to reduce you and your family's carbon footprint. You will be given extra time to complete Part 2 as we would like you to bring in this feedback task on the first day back at school.	Google Classroom>Classwork > Inquiry
	Lesson 1: Complete Research Slide	Google Classroom>Classwork > Inquiry
	Lesson 2: Begin Part 2 of the Inquiry Project- 'What is your 2040?'	
	Lesson 3: Complete Part 2 of the 2040 Project - 'What is your 2040?' Feedback task due Tuesday 9th June (first day back at school)	Google Classroom> Classwork> Inquiry> Feedback task
Wellbeing	How can I support someone who is having a hard time? Watch the Project Rokit video "how can I support someone who is experiencing anxiety and stress" .	

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	<p>Read through the headspace factsheet "how to help a friend going through a tough time"</p> <p>Using what you have learnt from the video and factsheet above choose either to:</p> <ul style="list-style-type: none"> - Write a poem or song or rap which highlights how to cope when times are tough. - Or write a short story or play for younger students in which you show how a character eventually deals with a problem. <p>Revisit the ten strategies from the "strategies for calming intense emotions" handout. Spend some time thinking about how each of these made your body feel. Which ones do you think would be the most helpful to you when you return to onsite learning?</p>	
Physical Activity	<p>Last week our focus was on large ball skills (e.g. dribbling, passing kicking etc.) This week we will be focusing on a range of ball handling activities and skills (catching, throwing etc.) involving the use of a small ball (e.g. tennis ball, newspaper balls etc.)</p> <p>VIDEO SUPPORT- There will be a video on Google classroom where you will see Mr Ross explaining and demonstrating each activity.</p> <p>Warm up- BALL HANDLING</p> <ol style="list-style-type: none"> 1. Pass the ball around different parts of your body- <ul style="list-style-type: none"> · Your waist · Your knees · Your head · Your ankles · Around your 1 leg while balancing · Change the direction of your circles · Can you do a figure 8 between your legs? 2. Toss the ball into the air, catching it with two hands, just the right hand, just the left hand. Tossing and catching from hand to hand 3. Bouncing and catching from left hand to right hand and vice versa 	<p>Equipment</p> <ul style="list-style-type: none"> · Small ball/s e.g. tennis ball, newspaper ball · Target e.g t-shirt hung on fence, coat hanger made into a circle, bin, chalk target on wall etc. · Wall, fence or item to rebound ball off

	<p>4. Extra challenges-</p> <ul style="list-style-type: none"> · Toss, clap and then catch? How many claps can you do before catching · Toss clap behind back, under legs etc. and then catch · Toss under one leg and catch · Toss behind back and catch <p>ACTIVITY 1: <i>Rebound ball (underhand and overhand throwing and catching)</i></p> <ul style="list-style-type: none"> - Find an area (e.g. wall, fence) that you can throw the ball against so it rebounds and can be caught. Now try: <ol style="list-style-type: none"> 1. Throwing the ball underarm and catch it with two hands off the rebound. How many can you do in 30 seconds? Try and bet you score 2. Throwing the ball and catching it one handed (with your preferred / strongest hand. How many can you do in a row and or 30 seconds. Try and beat your score 3. Throwing the ball with your right hand and catching with your left hand then back from your left hand to your right hand. How many can you do in a row 4. Throwing and catching with your non preferred / weaker hand. How many in a row and/or in 30 seconds 5. Try # 1 and 2 above using an overhand throw <p>ACTIVITY 2: <i>Target Throw</i></p> <ol style="list-style-type: none"> 1. You will need a target to throw at. This could be a target marked on a wall, a household object- bin, washing basket. 2. Using an overarm throw, aim to hit the target 3. They could try: <ul style="list-style-type: none"> - Counting their successful throws from 5 attempts - Playing against another player and seeing who is first to 5 - Taking a step back each time you hit the target - Making the target bigger or smaller to increase or decrease the challenge. <p>Activity 3: <i>Shrink and Grow</i></p>	
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1. You will need a partner for this activity
2. Stand 5-10 metres apart from your partner and overarm throw the ball to each other.
3. The first time the ball is dropped, that person must kneel on a knee. If the ball is dropped a second time, they kneel on both knees. If the ball is dropped a third time, they crouch. If the ball is dropped a fourth time, they sit.
4. If still standing after 10 throws, the students move back a step each and continue the game

Variations

- This can be played in reverse (ie students start sitting or lying and when the ball is caught, they progressively rise).

ACTIVITY 4: *Step Back*

- This can be done with a partner or by yourself against a wall
- Take two big steps back from your partner or the wall
- Toss the ball to your partner or against the wall and count how many you can do in a row. What is your record?

Let's do step back!


- This time: Each time you catch three in a row against the wall or with your partner take a small step backwards (only one-partner step back). If you (or your partner) drop the ball, take a small step forward.

ACTIVITY 5: *Classic Catches*

- Works best when played with a partner
- 1. Partner 1 throws the ball up and performs a particular catch. (e.g. Toss, clap twice and catch)
- 2. Partner 2 must then try and repeat the same catch. If successful they then make up another slightly different and possibly harder catch (eg throw, clap under each leg and catch).
- 3. Partner 1 repeats the last catch then makes up one slightly harder.
- 4. Partners continue until a catch cannot be made and then start again.

Variation:

- Using the word DONKEY, if a player drops the ball they receive a letter. E.g. first drop = D, 2nd drop = O. If a player spells the word DONKEY the other player is the winner.

	<ul style="list-style-type: none"> - If you don't have a partner, set your own catching challenges that you try and repeat. <p>ACTIVITY 6: Tee Off!</p> <ol style="list-style-type: none"> 1. Students design their own golf style hole using household objects to create a tee off (starting point), golf hole and even hazards some e.g. water hazard etc. 2. They try to throw the ball into the golf hole in as few throws as possible. 3. The tee-off must be a full force overhand throw and the 'putt' must be an underarm throw. 4. How many shots (throws) did it take to get the ball in the hole? Can you beat that score and/or play against someone else <p>Can you change your hole and play again or even make other holes to play.</p> 	
Indonesian	<p>Activity 1: Rewatch the TPRS video with Kath and Kim and complete the translation activity.</p> <p>Activity 2: Download the TPRS Kath and Kim PowerPoint to your netbook.</p> <p>Go through and change the words in blue. This means you'll need to choose your own characters, rooms and activities.</p> <p>Check the Vocab Poster for words for rooms, or use the internet to find extra words you might need.</p> <p>Try and complete this, but don't worry if you don't get it all done. We will continue this in class next week! :-)</p>	<ul style="list-style-type: none"> - TPRS video [Google Classroom] - Translation activity based on TPRS video [Google Classroom] - TPRS PowerPoint [Google Classroom]

Art

Artist Study – Andy Warhol

Andy Warhol was born in America in 1928 and died in 1987.

His type of art is called **Pop Art**, a style that began in the 1950s.

Pop art is a style based on simple, bold images of everyday items, such as soup cans, painted in bright colours. Pop artists created pictures of labels and packaging, photos of celebrities, comic strips, and animals.

Andy Warhol liked to use bright colours and silk screening techniques. He also made films, digital artwork, installations, paintings and sculptures.

He was well known for exploring every day and familiar objects in his work, using brands such as Coca-Cola and Campbell's Soup.

Andy Warhol made a print of Campbell's Soup – a popular brand of soup in the United States. He said he ate Campbell's tomato soup every day for lunch for 20 years! He also made a print of every type of soup that Campbell's made! Including Black Bean Soup.



Activity- Create an art work inspired by Andy Warhol.

Andy Warhol liked to repeat pictures and colour them different colours.

Draw your picture using repetition of a subject (draw the same thing more than once). Modify the colour of each image.

See the attached images for inspiration or Google 'Images of Andy Warhol art works'



	 	
<p>Optional websites sites that can be accessed to support learning</p>	<ul style="list-style-type: none"> • Twinkl- Setting this up is really easy to do - go to www.twinkl.co.uk/offer and enter the code AUSTRCODE (30 day free trial) • Reading https://www.storylineonline.net/ Great website for students to listen to and read well known picture story books • Reading https://www.getepic.com/ Website, over 40,000 books, students can search by interest and age and they earn points and badges depending on how many books they read. Teacher's need to set up their own account and add students in. Teachers can also set up collections, e.g. a collection of books purely about celebrations. Teacher's already have the App on their Ipad. • Spelling - Teach Your Monster to Read. Free app (need to download from App Store). There is no assessment so students begin at learning satpin. Could be suggested for parents of at risk students. • Study Ladder https://www.studyladder.com.au/account/teacher?t=teacher&r=#create-account Free 24 hr access for teachers, free <i>unlimited</i> student access from <i>school</i>, Free <i>limited</i> student access from <i>home</i>, Printable and online resources, individual task allocation. Teachers will need to set up classes. 	



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