



## Remote and Flexible Learning Term 2 2021

**Year: Six**      **Date: 31st May - 3rd June**

Dear Torquay College Families,

Torquay College is committed to supporting all students as we embark on our 7 Day State-wide lockdown and return to a Remote and Flexible Learning Environment as a result of the coronavirus. We want to ensure that we attend to the wellbeing of our school community and ensure everyone is safe, feels supported and is continuing to learn and grow during this lock down period. We know it might seem overwhelming but the most important thing to remember is that by families providing a calm, positive and organised day, our children will learn that in times of uncertainty, they will be safe and okay.

We are working towards planning a 4 day program that continues to develop students' learning and ensures they are happy and healthy and their wellbeing is also supported. The Remote Learning Program consists of activities that can be completed with resources around the home.

Thank you for your continued support.

Principal Team

Weekly Team Message:

Welcome back to Remote and Flexible Learning! We can all take comfort in knowing that we've been here before and the whole approach for Year 6 will remain the same. Again, the Year 6 teachers are committed to providing fun and engaging activities that build on the students' knowledge. An overview of the weekly learning plan will be available on the school website under 'Learning' > 'Remote Learning'.

The weekly overview will also be posted on Google Classroom with all linked tasks for Reading, Writing, Maths, Inquiry. At all times when participating in or completing schoolwork, the three values of Torquay College: Respect, Doing Your Best and Friendship must be considered.

Thank you,

The Year Six Teaching Team

## Suggested Daily Timetable

|                |                 |  |
|----------------|-----------------|--|
| 8.30 – 9.30am  | Academic time   | A reading or writing task from activities listed in the appropriate year level learning tasks. Refer below |
| 9.30 - 10.30am | Academic time   | A Maths task from activities listed in the appropriate year level learning tasks. Refer below              |
| 10.30- 11.00am | Break           |  |
| 11-.00 12.00pm | Academic time   | An Inquiry task from activities listed in the appropriate year level learning tasks. Refer below           |
| 12.00- 1.00pm  | Creative time   | Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument      |
| 1.00- 2.00pm   | Lunch           |  |
| 2.00- 3.00pm   | Specialist time | A specialist activity for the day  |

## Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

# Monday

| Curriculum Area Focus  | Suggested Learning Activities  | Material links / Online Resources   |
|--|--|---|
| <p><u>Reading</u></p> <p><b>Learning Intention:</b><br/>I can use my comprehension skills to demonstrate understanding of what I have read.</p>                                | <p><b>READING</b><br/>You will need to start reading the first section of your Lit Circles Books in order to start and finish working on your roles. You will have sectioned this off last Thursday at school, so you know when to stop reading!</p>   | <ul style="list-style-type: none"> <li>● Lit Circles Novel</li> <li>● Netbook</li> <li>● Google Classroom</li> </ul>                  |
| <p><u>Maths</u></p> <p><b>Learning Intention:</b><br/>I can use effective strategies to solve problems involving the four operations.</p>                                      | <p><b>MENTAL MATHS</b><br/>Select your allocated book for Week 7 from Google Classroom and complete Mon, Tue, Wed &amp; Thursday on each day of the week.</p> <p><b>ESSENTIAL ASSESSMENT</b><br/>Complete questions on your Addition &amp; Subtraction or your Multiplication &amp; Division Essential Assessment sheets. These are related to your learning goals.</p> <p><b>MATHLETICS</b><br/>Log in to your Mathletics account and complete tasks related to Addition, Subtraction, Multiplication &amp; Division.</p> <p><b>Note</b> :Spend approx 15-20 mins on each of the three Maths tasks.</p>   | <ul style="list-style-type: none"> <li>● Maths Book</li> <li>● Maths Folder</li> <li>● Netbook</li> <li>● Google Classroom</li> </ul> |
| <p><u>Inquiry</u></p> <p><b>Learning Intention:</b><br/>I can create a persuasive poster/presentation that demonstrates understanding of my chosen renewable energy source</p> | <p><b>PLAN &amp; CREATE YOUR INFORMATION POSTER, POWERPOINT OR MOVIE MAKER</b><br/>It's now time for you to <u>PUBLISH</u> all of the information you gathered during STEP 1 (researching). The most important part of this section is to <u>understand</u> the information you are sharing and make sure it is <u>written or put into your own words</u>.</p> <p><u>You will need to include the following information:</u></p> <p><b>Energy Source</b></p> <ul style="list-style-type: none"> <li>● Introduce your chosen Energy Source for Australia's future</li> <li>● Justify your reasons for why you have made this choice</li> <li>● Include at least five positive and five negative impacts about your energy choice</li> <li>● Use detailed diagrams or pictures to describe how your energy source works</li> </ul> <p><b>Environmental Impact</b></p> <ul style="list-style-type: none"> <li>● Explain how and why your chosen energy source is sustainable</li> <li>● Explain how and why this will have a positive impact on living things and the environment (ie. slow down climate change and reduce greenhouse gases)</li> <li>● Use detailed diagrams or illustrations</li> </ul> | <ul style="list-style-type: none"> <li>● Inquiry Book</li> <li>● Netbook</li> <li>● Google Classroom</li> </ul>                       |

|  |  |   |
|--|--|---|
| <p><u>Specialist (PE)</u></p> <p><b>Learning Intention:</b></p> <p>I can catch, dribble and bounce a ball while moving</p> <p>I can hit an object using a forehand strike technique</p>  | <p><b>Activity 1– Gates (2 hand strike)</b></p> <p><b>Steps:</b></p> <ul style="list-style-type: none"> <li>· Set up your bat, ball and tee in an open space.</li> <li>· About 5 big steps away from your tee, make a gate with two markers (start by making it wide!)</li> <li>· Sit the ball on top of your tee and set up for your strike – hold both hands on the end of the bat, stand side on with bat behind you, and swing! Aim to hit the ball between your gates.</li> <li>· If you hit the ball through the gate 5 times in a row, move the markers a little bit closer to each other so your gate is smaller. Keep going until the markers are touching each other.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>· Where did your follow through finish? Did this change depending on where you hit the ball?</li> <li>· Which gates were easier/harder to hit through? Why?</li> </ul> <p>What did you do if your strike didn't go through the gates?</p> <p><b>Activity 2 – Moving and using a ball</b></p> <p><b>Steps:</b></p> <ul style="list-style-type: none"> <li>· Try some of the following activities to see if you can move and do something with a ball at the same time</li> <li>· Run/jog and dribble or bounce a ball, dribble a soccer ball with your feet</li> <li>· Walk/jog and balance something on your hands/head</li> <li>· Catch a ball whilst moving (might need someone to help throw to you, or throw a ball at a wall and catch the rebound)</li> <li>· Have a sibling throw a ball to the side of you and see if you can move quick enough for some classic catches!</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>· What are some tips for using a ball and moving at the same time? (Eg watch the ball, don't go too fast)</li> <li>· Which activities did you find harder or easier? Can you explain why?</li> </ul> | <p>Tee – look for something you can sit a ball on top of and doesn't matter if it gets hit (eg: foam roller, cardboard box, stack of cushions, plastic milk bottle)</p> <p>Bat or rolled up newspaper</p> <p>Ball</p> <p>Two markers or objects from around the house like two chairs</p> |
| <p><b>Activity :</b> Optional Extra- if you want to do more:</p> <p><b>Free Choice Writing</b><br/> Create Ideas, Plan, Draft, Revise &amp; Edit, Publish.<br/> Create your own free choice writing piece of any text type.<br/> Remember to use the writing cycle to develop your writing piece.</p> <p><b>Materials:</b> Netbook or Inquiry Book (for writing)</p> |  |   |

# Tuesday

| Curriculum Area Focus  | Suggested Learning Activities   | Material links / Online Resources   |
|--|---|---|
| <p><u>Writing</u></p> <p><b>Learning Intention:</b><br/>I can plan and draft a persuasive writing piece.</p>   | <p><b>RECAP</b><br/>Last week, you chose a persuasive topic and created a T chart with your arguments FOR and AGAINST. Eg. 'Books are better than TV'. You then chose a side and listed your three main arguments.</p> <p><b>PLAN</b><br/>Your task this week is to continue to plan and draft your persuasive piece, starting by ordering your arguments. You can use the idea you had last week, or you can choose your own idea. When planning, put your best arguments last so that you end with impact. This is because it is important to work out which ideas are your strongest. To make each main argument even stronger, you need evidence to back it up. This will also help to extend your writing. On the Google Classroom slides, supporting evidence has been added to each argument to give you an example of what to do with your persuasive piece.</p> <p><b>Note:</b> Leave the sizzling start and the exciting ending sections blank for now.</p> | <ul style="list-style-type: none"> <li>• Netbook or Inquiry Book (for writing)</li> <li>• Google Classroom</li> </ul>                 |
| <p><u>Maths</u></p> <p><b>Learning Intention:</b><br/>I can use effective strategies to solve problems involving the four operations.</p>                                      | <p><b>MENTAL MATHS</b><br/>Select your allocated book for Week 7 from Google Classroom and complete Mon, Tue, Wed &amp; Thursday on each day of the week.</p> <p><b>ESSENTIAL ASSESSMENT</b><br/>Complete questions on your Addition &amp; Subtraction or your Multiplication &amp; Division Essential Assessment sheets. These are related to your learning goals.</p> <p><b>MATHLETICS</b><br/>Log in to your Mathletics account and complete tasks related to Addition, Subtraction, Multiplication &amp; Division.</p> <p><b>Note:</b> Spend approx 15-20 mins on each of the three Maths tasks.</p>  | <ul style="list-style-type: none"> <li>• Maths Book</li> <li>• Maths Folder</li> <li>• Netbook</li> <li>• Google Classroom</li> </ul> |
| <p><u>Inquiry</u></p> <p><b>Learning Intention:</b><br/>I can create a persuasive poster/presentation that demonstrates understanding of my chosen renewable energy source</p> | <p><b>PLAN &amp; CREATE YOUR INFORMATION POSTER, POWERPOINT OR MOVIE MAKER</b></p> <p>It's now time for you to <u>PUBLISH</u> all of the information you gathered during STEP 1 (researching). The most important part of this section is to <u>understand</u> the information you are sharing and make sure it is <u>written or put into your own words</u>.</p> <p><b>You will need to include the following information:</b></p> <p><b>Energy Source</b></p> <ul style="list-style-type: none"> <li>• Introduce your chosen Energy Source for Australia's future</li> <li>• Justify your reasons for why you have made this choice</li> <li>• Include at least five positive and five negative impacts about your energy choice</li> <li>• Use detailed diagrams or pictures to describe how your energy source works</li> </ul>   | <ul style="list-style-type: none"> <li>• Inquiry Book</li> <li>• Netbook</li> <li>• Google Classroom</li> </ul>                       |

|  | <p><b>Environmental Impact</b></p> <ul style="list-style-type: none"> <li>● Explain how and why your chosen energy source is sustainable</li> <li>● Explain how and why this will have a positive impact on living things and the environment (ie. slow down climate change and reduce greenhouse gases)</li> <li>● Use detailed diagrams or illustrations</li> </ul>   |                  |                      |                  |                |       |      |         |        |              |           |               |             |       |        |       |      |             |          |        |        |      |      |       |       |                      |              |                |                      |  |
|--|---|------------------|----------------------|------------------|----------------|-------|------|---------|--------|--------------|-----------|---------------|-------------|-------|--------|-------|------|-------------|----------|--------|--------|------|------|-------|-------|----------------------|--------------|----------------|----------------------|--|
| <p><u>Specialist (Indonesian)</u></p> <p><b>Learning Intention:</b></p>  | <p style="text-align: center;"><b><u>Draw and label the front view of your Dream House</u></b></p> <ol style="list-style-type: none"> <li>1. In your remote learning book sketch the front view of your dream house. Remember to let your imagination go wild!</li> <li>2. Use some of the words from the list below to help you label. You could try using Google Translate <b>BUT</b> you need to cross check to make sure that it is the right word you are looking for. Type the Indonesian word that you have found on Google Translate into a Google search and see if the pictures that come up (especially on Wikipedia) match what you are looking for.</li> </ol> <table border="1" data-bbox="360 523 1727 935"> <thead> <tr> <th>Bahasa Indonesia</th> <th>Bahasa Inggris</th> <th>Bahasa Indonesia</th> <th>Bahasa Inggris</th> </tr> </thead> <tbody> <tr> <td>pintu</td> <td>door</td> <td>jendela</td> <td>window</td> </tr> <tr> <td>tingkat atas</td> <td>top level</td> <td>tingkat bawah</td> <td>lower level</td> </tr> <tr> <td>kebun</td> <td>garden</td> <td>pohon</td> <td>tree</td> </tr> <tr> <td>jalan masuk</td> <td>driveway</td> <td>garasi</td> <td>garage</td> </tr> <tr> <td>atap</td> <td>roof</td> <td>rumah</td> <td>house</td> </tr> <tr> <td>tempat persembunyian</td> <td>hiding place</td> <td>mesin teleport</td> <td>teleportation device</td> </tr> </tbody> </table> | Bahasa Indonesia | Bahasa Inggris       | Bahasa Indonesia | Bahasa Inggris | pintu | door | jendela | window | tingkat atas | top level | tingkat bawah | lower level | kebun | garden | pohon | tree | jalan masuk | driveway | garasi | garage | atap | roof | rumah | house | tempat persembunyian | hiding place | mesin teleport | teleportation device |  |
| Bahasa Indonesia   | Bahasa Inggris  | Bahasa Indonesia | Bahasa Inggris       |                  |                |       |      |         |        |              |           |               |             |       |        |       |      |             |          |        |        |      |      |       |       |                      |              |                |                      |  |
| pintu  | door  | jendela          | window               |                  |                |       |      |         |        |              |           |               |             |       |        |       |      |             |          |        |        |      |      |       |       |                      |              |                |                      |  |
| tingkat atas   | top level   | tingkat bawah    | lower level          |                  |                |       |      |         |        |              |           |               |             |       |        |       |      |             |          |        |        |      |      |       |       |                      |              |                |                      |  |
| kebun  | garden  | pohon            | tree                 |                  |                |       |      |         |        |              |           |               |             |       |        |       |      |             |          |        |        |      |      |       |       |                      |              |                |                      |  |
| jalan masuk  | driveway  | garasi           | garage               |                  |                |       |      |         |        |              |           |               |             |       |        |       |      |             |          |        |        |      |      |       |       |                      |              |                |                      |  |
| atap   | roof  | rumah            | house                |                  |                |       |      |         |        |              |           |               |             |       |        |       |      |             |          |        |        |      |      |       |       |                      |              |                |                      |  |
| tempat persembunyian   | hiding place  | mesin teleport   | teleportation device |                  |                |       |      |         |        |              |           |               |             |       |        |       |      |             |          |        |        |      |      |       |       |                      |              |                |                      |  |
| <p><b>Activity</b> : Optional Extra- if you want to do more:<br/> <b>Free Choice Writing</b><br/>         Create Ideas, Plan, Draft, Revise &amp; Edit, Publish.<br/>         Create your own free choice writing piece of any text type.<br/>         Remember to use the writing cycle to develop your writing piece.</p> <p><b>Materials:</b> Netbook or Inquiry Book (for writing)</p> |   |                  |                      |                  |                |       |      |         |        |              |           |               |             |       |        |       |      |             |          |        |        |      |      |       |       |                      |              |                |                      |  |

# Wednesday

| Curriculum Area Focus  | Suggested Learning Activities  | Material links / Online Resources   |
|--|--|---|
| <p><u>Reading</u></p> <p><b>Learning Intention:</b><br/>I can use my comprehension skills to demonstrate understanding of what I have read.</p>                                | <p><b>READING</b><br/>Finish reading the allocated section of your Lit Circles novel.</p> <p><b>COMPLETE YOUR ROLE</b><br/>Using the task cards uploaded to Google Classroom under 'Reading', you will need to complete your Week 1 Lit Circles Role. Be ready to present your role in our group discussions on Friday when we return to onsite learning at school.</p>  | <ul style="list-style-type: none"> <li>• Lit Circles Novel</li> <li>• Netbook</li> <li>• Google Classroom</li> </ul>                  |
| <p><u>Maths</u></p> <p><b>Learning Intention:</b><br/>I can use effective strategies to solve problems involving the four operations.</p>                                      | <p><b>MENTAL MATHS</b><br/>Select your allocated book for Week 7 from Google Classroom and complete Mon, Tue, Wed &amp; Thursday on each day of the week.</p> <p><b>ESSENTIAL ASSESSMENT</b><br/>Complete questions on your Addition &amp; Subtraction or your Multiplication &amp; Division Essential Assessment sheets. These are related to your learning goals.</p> <p><b>MATHLETICS</b><br/>Log in to your Mathletics account and complete tasks related to Addition, Subtraction, Multiplication &amp; Division.</p> <p><b>Note:</b> Spend approx 15-20 mins on each of the three Maths tasks.</p>   | <ul style="list-style-type: none"> <li>• Maths Book</li> <li>• Maths Folder</li> <li>• Netbook</li> <li>• Google Classroom</li> </ul> |
| <p><u>Inquiry</u></p> <p><b>Learning Intention:</b><br/>I can create a persuasive poster/presentation that demonstrates understanding of my chosen renewable energy source</p> | <p><b>PLAN &amp; CREATE YOUR INFORMATION POSTER, POWERPOINT OR MOVIE MAKER</b><br/>It's now time for you to <u>PUBLISH</u> all of the information you gathered during STEP 1 (researching). The most important part of this section is to <u>understand</u> the information you are sharing and make sure it is <u>written or put into your own words</u>.</p> <p><b>You will need to include the following information:</b></p> <p><b>Energy Source</b></p> <ul style="list-style-type: none"> <li>• Introduce your chosen Energy Source for Australia's future</li> <li>• Justify your reasons for why you have made this choice</li> <li>• Include at least five positive and five negative impacts about your energy choice</li> <li>• Use detailed diagrams or pictures to describe how your energy source works</li> </ul> <p><b>Environmental Impact</b></p> <ul style="list-style-type: none"> <li>• Explain how and why your chosen energy source is sustainable</li> <li>• Explain how and why this will have a positive impact on living things and the environment (ie. slow down climate change and reduce greenhouse gases)</li> <li>• Use detailed diagrams or illustrations</li> </ul> | <ul style="list-style-type: none"> <li>• Inquiry Book</li> <li>• Netbook</li> <li>• Google Classroom</li> </ul>                       |

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|---|---|--|
| <p><u>Specialist</u><br/>(Visual Arts)</p> <p><b>Learning Intention:</b><br/>I can use technology in a creative way.</p>  | <p><b>Photography</b></p> <p>Use your phone, I pad, camera or laptop to take a series of photos in your garden or around your home.</p> <p>The theme is ' Energy'.</p> <p>Use apps to alter or enhance these images. Be creative!</p> <p>If you don't have use of technology, do a drawing or sculpture using the theme "energy'. Free choice of materials.</p> | <p>Camera, Phone, Computer or IPad</p> |
| <p><b>Activity :</b> Optional Extra- if you want to do more:</p> <p><b>Free Choice Writing</b><br/>Create Ideas, Plan, Draft, Revise &amp; Edit, Publish.<br/>Create your own free choice writing piece of any text type.<br/>Remember to use the writing cycle to develop your writing piece.</p> <p><b>Materials:</b> Netbook or Inquiry Book (for writing)</p> |   |  |

# Thursday

| Curriculum Area Focus  | Suggested Learning Activities   | Material links / Online Resources   |
|--|---|---|
| <p><u>Writing</u></p> <p><b>Learning Intention:</b><br/>I can plan and draft a persuasive writing piece.</p>   | <p><b><u>DRAFT</u></b><br/>Now that you have created your plan, you need to develop your draft piece of writing, using your selected arguments and supporting evidence to create three paragraphs.</p> <p><b>Note:</b> Leave the sizzling start and the exciting ending sections blank for now.</p>   | <ul style="list-style-type: none"> <li>● Netbook or Inquiry Book (for writing)</li> <li>● Google Classroom</li> </ul>                 |
| <p><u>Maths</u></p> <p><b>Learning Intention:</b><br/>I can use effective strategies to solve problems involving the four operations.</p>                                      | <p><b><u>MENTAL MATHS</u></b><br/>Select your allocated book for Week 7 from Google Classroom and complete Mon, Tue, Wed &amp; Thursday on each day of the week.</p> <p><b><u>ESSENTIAL ASSESSMENT</u></b><br/>Complete questions on your Addition &amp; Subtraction or your Multiplication &amp; Division Essential Assessment sheets. These are related to your learning goals.</p> <p><b><u>MATHLETICS</u></b><br/>Log in to your Mathletics account and complete tasks related to Addition, Subtraction, Multiplication &amp; Division.</p> <p><b>Note:</b> Spend approx 15-20 mins on each of the three Maths tasks.</p>                         | <ul style="list-style-type: none"> <li>● Maths Book</li> <li>● Maths Folder</li> <li>● Netbook</li> <li>● Google Classroom</li> </ul> |
| <p><u>Inquiry</u></p> <p><b>Learning Intention:</b><br/>I can create a persuasive poster/presentation that demonstrates understanding of my chosen renewable energy source</p> | <p><b><u>WELLBEING ACTIVITIES</u></b></p> <p>Choose one or more of the wellbeing activities to complete:</p> <ul style="list-style-type: none"> <li>● Ninja Warrior: Create a Ninja warrior course in your backyard</li> <li>● Backyard Beauty: Nature is beautiful, draw what you can see outside</li> <li>● Community Kindness: Do a chalk drawing on your driveway for people to see when out exercising</li> <li>● Come Dine With Me: Create a restaurant for your family (seek parent &amp; carer approval first)</li> <li>● Huff &amp; Puff: Get outside and stay active</li> <li>● Mindfulness: Listen to some some music and relax</li> </ul> | <ul style="list-style-type: none"> <li>● Inquiry Book</li> <li>● Netbook</li> <li>● Google Classroom</li> </ul>                       |

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|---|--|--|
| <p><u>Specialist</u><br/><u>(Performing Arts)</u></p> <p><b>Learning Intention:</b></p> <p>I can improvise the retelling of a short story.</p>  | <p>Drama.</p> <p>Warm up: Find a short story you know well, [Cinderella, Little Miss Muffet, Humpty Dumpty, Little Red Riding Hood.] Read through it if you need to.</p> <p>Session: You know this story pretty well, right? I want you to recreate this story improvising it to an audience or record yourself or write it down. Remember this time the characters might have different names, personalities [grumpy, sleepy, lazy, bashful] maybe it's set in a different place [space, underwater] or the outcome is different [the wolf is the hero]. Think outside the box.....</p> <p>Looking forward to seeing this when we return.</p> |  |
| <p><b>Activity :</b> Optional Extra- if you want to do more:</p> <p><b>Free Choice Writing</b><br/>Create Ideas, Plan, Draft, Revise &amp; Edit, Publish.<br/>Create your own free choice writing piece of any text type.<br/>Remember to use the writing cycle to develop your writing piece.</p> <p><b>Materials:</b> Netbook or Inquiry Book (for writing)</p> |  |  |