



Torquay College Remote and Flexible Learning Program

Week 5 Year 6 Level- Remote and Flexible Learning Program

Welcome to week 5

This week we have started our Virtual Class Meetings via the WebEx platform. A wonderful opportunity for teachers and students to connect and interact on line. We are encouraged by the excitement of both students and teachers connecting to the class and sharing some great stories. We believe this virtual classroom is a great way to support student wellbeing. Teachers have enjoyed creating the activities for the virtual platform for students to engage and connect with their peers and learning.

The learning tasks developed are for all students, and if you feel there is too much work please make the adjustments that work for your family with pace and quantity.

Virtual Class Meetings

These class meetings will be held via WebEx. Families have access to instructions for WebEx via their platform SeeSaw (years F-2) or Google classroom (years 3-6). While these virtual class meetings are over the internet, any family not connected will continue to book one on one conferences with their teachers once a week via Sentral.

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.



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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
Tuesday	11:00am
Thursday	9:30am

Week 5 Year Level 6		
Content Area	Suggested Learning Activities	Resources Required
Reading	DAILY - Complete 30 minutes of independent reading each day. This week we are going to become experts in 'Making Connections' within the books we are reading. At the end of each lesson within the Powerpoint you are required to fill in the table. You will need to make sure you complete all 3 tables before you submit the Powerpoint as your first Feedback Task - Making Connections Slide - Due by 5pm Tuesday).	Chosen Book/Article https://www.youtube.com/watch?v=79YdC1Zc_ig
	Lesson 1: Text To Text - Think about how the information you are reading connects to other familiar text.	Google Classroom > Classwork > Reading
	Lesson 2: Text to World - These are connections between events in the story and things that you have seen or read about occurring in the real world . An	Google Classroom > Classwork > Reading

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	example of a text to world connect could be.	
	Lesson 3: Text to Self - Personal connections that a reader makes between a piece of reading material and the reader's own experiences or life.	Google Classroom > Classwork > Reading
	Optional: 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!	https://www.kidsa-z.com/main/Login
Writing	Lesson 1: Follow the slides on Google Classroom 'Writing Lesson One: Persuasive language' - Complete slides by identifying the type of persuasive, author's purpose and language used. Begin this week's Feedback Task - Create a Persuasive piece - Due 5pm Thursday by carefully reading through the instructions and choosing a topic.	Google Classroom > Classwork > Writing Google Classroom > Classwork > Writing > Week 5 Feedback Task
	Lesson 2: Create a plan for your persuasive writing feedback task by using the template provided to structure your ideas and then begin to draft your writing.	Google Classroom > Classwork > Writing
	Lesson 3: Complete draft, revise and edit your work before submitting it to your homeroom teacher by clicking on the blue 'Turn in' button.	Google Classroom > Classwork > Writing
	Optional: Create Seeds to add to your Writer's Notebook	https://www.youtube.com/watch?v=8BfiKxL7H3M
Spelling	Contractions: Work through the Contractions Powerpoint and complete the activities and the activity worksheet.	Google Classroom > Classwork > Spelling
Maths	Lesson 1: Creating graphs-Find in Google Classroom Room>Classwork>Maths Week 5	Google Classroom>Classwork>Maths
	Lesson 2: Mathletics- complete the tasks assigned by your teacher	https://www.mathletics.com/au/
	Lesson 3: Problem Solving Cards	Google Classroom>Classwork>Maths
	Lesson 4: Remake Parachute from last week with heavier weights	
	Optional Extra: Cool Maths Games	www.coolmathgames.com

Inquiry	<p>This week we are going to become experts in three different types of energy sources. At the end of each Power Point you are required to fill out your <u>'Inquiry Exit Slip'</u>. You will need to make sure you complete the 'exit slip' and save it on your computer as we will continue working on it in Week 6.</p>	Google Classroom>Classwork > Inquiry
	Lesson 1: Geothermal Energy	
	Lesson 2: Hydro Energy	
	Lesson 3: Nuclear Energy	
Wellbeing	<p>Take the Berry Street Education Model's thumb challenge</p> <p>Revisit your daily timetable and make sure you have enough brain breaks and outdoor activities planned for each day. These will help you break up your day, refocus and stay motivated during remote and flexible learning.</p> <p>Watch the Berry Street Education Model's "thumb challenge" video – it's harder than it looks!</p> <p>If that was easy check out another of Berry Street Education Model's brain breaks – "the forehead signature!"</p> <p>If you would like to try out more brainbreaks check out the Geelong Cats "Mindful Moments" cards and make sure you have regular brainbreaks every day.</p> <p>You be you: showing respect and being a positive bystander</p> <p>Watch Project Rockit's "Gender: What can I do to challenge gender stereotypes"</p> <p>Respect is one of our school values at Torquay College. Respect involves showing empathy to others and accepting our differences and our similarities. This means thinking and acting in a positive way that shows others you care about their feelings and wellbeing but also it's important to respect yourself too.</p> <p>All year 6 students have previously completed an introduction to being a positive bystander session with Ash. Just to recap..... a bystander is someone who sees or knows about bullying or other forms of violence or discrimination that is happening to someone else. Bystanders can be either part of the problem or part of the solution to address violence and discrimination.</p> <p>Often, it's hard to step in and call out something that we see, especially if the person doing it is our friend. There are also times when it's unsafe to step in and the last thing we want anyone to do is to put themselves at risk of getting hurt.</p> <p>Knowing there are more ways to intervene than directly step in, then we are more likely to do something in tricky situations.</p> <p>We can break this down into four main ways to intervene:</p>	

	<p>Direct: Step in, speak up, call out the behaviour and make sure you let them know it is not ok. Sometimes this is the hardest action and sometimes it's not safe to do so.</p> <p>Indirect: Get support from someone else or delay action to a later time – let them know after that you don't think that behaviour or language is ok or offer support to the target afterwards.</p> <p>Distract: Create a distraction, interrupt the conversation, change the subject, say a teacher is watching or you think the bell just went.</p> <p>Protocol: Use rules, school values, social rules, policies or guidelines to call out the behaviour.</p> <p>Complete the "you be you" worksheet by downloading it from Google to your desktop or copying to your own google drive. When you've completed this share it with your teacher.</p> <p><i>Adapted from RRRR Level 5 / 6 Topic 8: Activity 6 using Griffith University's MATE bystander framework.</i></p>	
Physical Activity	<p>Happy Week Five Year Six!</p> <p>On the P.E. menu today we have lots of exciting activities as well as a cooking challenge and wait for it...<u>The Beep Test</u></p> <p>Our first activity today is called <u>Risk</u> which is a target game</p> <p>Activity 1 – Risk</p> <p>Steps:</p> <ul style="list-style-type: none"> Set up 5 objects in a circle, then add markers from the obstacles. Tall objects which can fall down easily make the best obstacles for this game (eg: water bottles) Underarm throw to land inside the obstacles without knocking any of them down. Start by throwing from the closest marker and move back to the next when you successfully land inside the circle <p>Questions:</p> <ul style="list-style-type: none"> Explain the best shape of the ball flight path to keep the obstacles standing up? How can you change your throw technique to make the ball move in the best flight path? 	<p>- Five object, tall like drink bottles or wood blocks</p> <p>- tennis ball, golf ball or rolled up socks even an onion would work</p> <p>- markers – could be cones or toys or any household object</p> <p>- Youtube</p> <p>- Internet and speaker</p> <p>Optional activity</p> <p>-Oats</p> <p>-Chia seeds</p>

	<ul style="list-style-type: none"> How did you change your throw when you found you weren't landing in the target? <p>At what speed does the ball/object move when you are trying to aim for a small target? Why?</p> <p>The next activity is our assessment task.</p> <p><u>Assessment – The Beep Test.</u></p> <p>Video clip and demonstration by Mr. Mcloughlan in the PE google classroom Week Five attachment.</p> <p>For the Beep Test you need to access the audio https://www.youtube.com/watch?v=e0U_yQITBks</p> <p>Completing a 20 metre run before the beep goes off. Each level has eight 20 metre runs in it and each level you pass gets harder. If you don't make it to the line before the beep that is the level you are on and you can stop the beep test. For instance if the beep went at level 3 4 and you aren't at the line. <u>Your score would be Level 3.3</u></p> <p>After you know your score, log onto Google Classroom and go to the PE Lesson Week Five and put your score 3.3 under the comments section of Lesson Week 5. If you are having trouble ask Mum or Dad to help.</p> <p>Diagram in Google Classroom.</p> <p>We finish today with Dance Money by Tones and I... See if you can learn these dance moves and dance along with these champions. https://www.youtube.com/watch?v=7TGbssGDvIA</p> <p><u>OPTIONAL ACTIVITY</u></p> <p>This is an instructional video on how to make a simple breakfast with a "Berry Breakfast Bowl". I would love to see how your creation turned out as mine didn't look quite right. https://www.youtube.com/watch?v=D7Cvj77I2iI</p> <p>See you next week :)</p>	<p>-Yogurt</p> <p>-Fruit</p> <p>-Sunflower seeds</p> <p>- Glass jar or tub aware</p>
Indonesian	<p>Activity 1:</p> <p>REVISION: Rewatch <u>the video describing where things are in the house.</u> Look at your own house and write 5 NEW sentences using the video and vocab poster as a guide.</p>	<p>- [Google Classroom] Video describing where things are in the house (same as Week 3)</p>


	<p>You will not need to use Google Translate for this! You only need your vocab poster and these examples.</p> <p>EXAMPLES: Here are 5 sentences about Pak Zander's house. :-)</p> <p>Ada lemari es di dapur. Ada Nintendo Switch di ruang keluarga. Ada rak buku di kamar tidur. Ada kursi dan meja di ruang makan. Tidak ada kolam renang di halaman belakang.</p> <p>Activity 2: Watch this house tour of a house in Sulawesi. https://www.youtube.com/watch?v=OpXIBQE5HR4 Notice what rooms and furniture they have in their house, then have a go at the <u>Google Forms quiz</u>.</p> <p>OPTIONAL Super Challenge: Watch this Indonesian Minecraft tutorial teaching you how to build a traditional house of the Torajan people in Sulawesi. https://www.youtube.com/watch?v=zmSvTRL_rP4 Can you hear familiar words from the Youtuber, e.g. counting, di atas, rumah?</p> <p>Have a go at building (or drawing) this style of house yourself. You can use Minecraft, building materials (e.g. Lego) or any other materials you have around you.</p>	<p>- [YouTube] Sulawesi house tour https://www.youtube.com/watch?v=OpXIBQE5HR4</p> <p>- [Google Classroom] Google forms quiz based on Sulawesi house tour video https://forms.gle/Y1gZUpTXZuhuvMFq7</p> <p>- [YouTube] Traditional Toraja house Minecraft tutorial https://www.youtube.com/watch?v=zmSvTRL_rP4</p>
Art	<p><i>Mandala Drawings</i></p> <p style="text-align: center;">So...what is a <u>MANDALA</u>?</p> <p>A mandala is an abstract design that is usually circular in form.</p> <p>The word "mandala" means "circle". Mandalas have one center point, from which emanates an array of symbols, shapes and forms.</p> <p>Mandalas can contain both geometric and organic forms. (geometric is like squares, triangles..., and organic is more natural forms like hearts, flowers...)</p> <p>Mandalas come from Asian cultures like China, Tibet, and Japan, and are used in meditation.</p> <p>Directions;</p>	<p>Circular shape for start of Mandala eg plate</p> <p>smaller shapes for inside of Mandala eg lids, toys, boxes.</p> <p>Ruler greylead eraser textas, pencils or paints</p>

Draw your own Mandala. Start by using something from your home to trace around that is circular in shape eg plant pot, record, plate.

The choice of media is up to you. Fineliner, textas, paints etc.

Look at the examples provided for inspiration or google 'Mandala's'



		
<p>Optional websites 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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