



## Remote and Flexible Learning Term 3 2020

**Year: 6**

**Week: 10**

Torquay College Families,

We are in our final week of term 3 and I cannot believe how quick this term has flown. This term has brought us many challenges and with that many opportunities. Families have taken on the Remote and Flexible Learning environment with more confidence and resilience and that is certainly showing through in the work being produced by our students.

I would like to take this opportunity to thank you for the support you have given both to your child and to the school. We began the term with a second lock down and the tenacity and resolve from our Torquay College families, students and staff has enabled the school to further develop the home school partnerships and a learning program that supports student learning.

I am delighted with the way our students have engaged with the new learning environment showing confidence and independence in their learning. I have had many positive comments from the community who feel that we are in this together and working hard to make the best of this situation.

Finally, I would like to remind parents and carers that this term ends on Friday 18th September. Term 4 resumes on Monday, 5<sup>th</sup> October.

I hope you have a wonderful spring holiday.

Assistant Principal  
Nadia Tkaczuk

Weekly Team Message:

Virtual Webex class meeting this week will be on **Tuesday at 11:00am and Thursday at 9:30am**. See Google Classroom for details and the meeting code.

The online platform for all year 6 Students is Google Classroom, details for each class are listed below.

The school website curriculum program is designed for families who opt for hard copy pack and who do not have access to the internet.

The activities listed below will not be released all at once but uploaded by your teachers each day in an order determined by your teachers.

<b>Video Support Lessons &amp; Focus</b>	
<b>General</b>	<b>Weekly overview &amp; expectations</b>
<b>Reading</b>	<b>Discussion Director Role – questioning</b>
<b>Writing</b>	<b>Introduction to ‘Book of Me’</b>
<b>Maths</b>	<b>Arcade design and how to share</b>
<b>Inquiry</b>	<b>Inquiry Project – Part 3</b>

<b>Google Classroom Codes</b>	
6A - Mr Brown & Mrs Field	3plbmxe
6B- Ms Dowling	quibtoa
6C- Mr Herbert	i7kkih
6D - Mr Mason & Mrs Field	mr4ng2b
6E - Ms Stewart	gknlglc

## Feedback Tasks

Just like last time, we will be required to submit 2 feedback tasks per week.

The first one will be due by 4:00pm each Tuesday and the second by 4:00pm each Thursday. More information about this tasks can be found in the learning plan below.

## Writing

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<u>Sessions 1</u> <b>Learning Intention:</b> We are learning to generate ideas and resources for Book of Me. <b>Success Criteria:</b> To plant a seed, collect photographs and scrapbooking materials.	<a href="#">Writers Workshop: Book Of Me preparation (Support Video Provided)</a>  This week you need to begin getting organised for your Book of Me autobiography for term 4. First, you need to plant a seed in your Writer's Notebook to generate your ideas. Next, you need to collect photos and resources for your Book of Me, refer to the document on Google Classroom and enjoy some time away from the screen... Make sure you keep these materials in a safe place until next term.	<b>Google Classroom &gt; Classwork &gt; Writing</b> Week 10: Book of Me	
<u>Sessions 2</u> <b>Learning Intention:</b> We are learning to answer questions in preparation for Book of Me. <b>Success Criteria:</b> To write answer	<a href="#">Writers Workshop: Book Of Me Q &amp; A</a>  Time to delve into the juicy details about yourself! There is a big list of questions you need to answer on Google Classroom to essentially research and unpack who you are. If there are any details or memories you're not sure about, ask a family member. Save this document onto your netbook in a folder called 'Book of Me', you will need it next term.	<b>Google Classroom &gt; Classwork &gt; Writing: Week 10 Book of Me</b>	

based sentences in detail.			
<p><u>Sessions 3</u>  <b>Learning Intention:</b>          We are learning to use a range of sentence starters in our writing.</p> <p><b>Success Criteria</b>          To write one paragraph containing a range of different sentence starters.</p>	<p style="text-align: center;"><a href="#">Quick Write: Sentence Starters</a></p> <p>This week you need to complete a quick write on a picture prompt on Google Classroom. Set a timer for 10 min and see if you can create a paragraph response to the 'shark forest' image. Your challenge this week is that you can't use the same word to start a sentence more than once. You need to use a range of different sentence starters within your paragraph.</p>	<p><b>Google Classroom &gt; Writing: Week 8</b>          Writing Week 10: Quick write - sentence starters</p>	
<p><b>Writing:</b> Optional Extra- if you want to do more: BTN - Watch this week's episode and write a summary or create a book review for your Lit Circle book.</p>			

## Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Sessions 1</u>  <b>Learning Intention:</b>          Depending on the role you have... we are learning to; describe the plot, characters, and themes</p> <p>summarise sections or plotlines of your novel</p> <p>identifying evidence from your novel</p> <p>connect ideas or events in a novel</p> <p><b>Success Criteria</b>          I can reflect on my reading, use evidence from the text and</p>	<p style="text-align: center;"><a href="#">LIT CIRCLES - Activity 4, Book 2</a>          (Support Video Provided)</p> <p><b>READING REMINDER: Remember, Year 6 students are expected to read for at least 30 minutes each day.</b></p> <p>Using the task cards uploaded to Google Classroom, complete your role for the week. This will be activity number 4 for this round of Lit Circles. Remember to look at your Lit Circles Score Sheet when producing your role, you are aiming for a score of 4.0!</p>	<p>Lit Circle book          Task Card          Stationary          Paper          Netbook          Lit Circles Score Sheet</p>	

present my ideas through completing my Lit Circles role.			
<u>Sessions 2</u> <b>Learning Intention:</b> As Above	<p style="text-align: center;"><b>LIT CIRCLES - ACTIVITY 4, Book 2</b></p> <p>This is your last Lit Circles activity for this term. Use this time to make sure that you finish this task to the best of your ability. Everyone should be aiming for a 4 this week!!</p> <p>Once you have finished your task, you can start reading and annotating the next section of your book, in preparation for your next allocated role.</p>	As above	
<u>Session 3</u> <b>Learning Intention:</b> Analyse and explain literal and implied information from a variety of texts  <b>Success Criteria:</b> I can find and use information found in texts I can evaluate the information I find in texts	<p style="text-align: center;"><b>BTN Kahoot Activity</b></p> <p>This week your task is to watch Episode 27 of BTN and create your own Kahoot based on the different topics in the episode. As you watch, take notes to help you create your Kahoot. Your Kahoot will need to include 10 multiple choice or True/False questions relating to the episode with one correct answer for each question.</p> <p>Details regarding the BTN online session will be available Tuesday via Google Classroom as this is when the new episode is available online.</p> <p>Have fun with this activity and if you have the chance, test it out with your friends to test your skills!</p>	Readers Notebook Pen/Pencil Netbook Link to be posted to Google Classroom on Tuesday.	

**Reading:** Optional Extra- if you want to do more: Read aloud your Lit Circle book to your parents/guardian.

#### **Raz Kids**

Read and/or listen to the audiobook of a novel of your choice on Raz Kids. Once you have finished reading and/or listening to the book you will need to answer the Quiz questions provided. <https://www.raz-kids.com/>

#### **Online Games Based Learning Tasks**

Gold Rush - Step back in time to 1865 and journey to the Victorian goldfields and join thousands of others trying to strike it rich.  
<http://www.scottle.edu.au/ec/viewing/L702/L702/index.html>

ZORK - In it you will explore some of the most amazing territory ever seen by mortal man. Hardened adventurers have run screaming from the terrors contained within! A text based computer game that requires players to read lines of text on their computer screen which describe a virtual world and prompts players to interact within and navigate that world by typing textual commands on a keyboard.  
[https://textadventures.co.uk/games/play/5zyoqrsugeopel3ffhz\\_vq](https://textadventures.co.uk/games/play/5zyoqrsugeopel3ffhz_vq)

Quandry - Shape the future of a new society with ethical decision making.  
<https://www.quandarygame.org/play>

Where on Earth is Carmen Sandiego - Explore the world using Google Earth as you follow clues to solve a crime.

## Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Sessions 1</u> <b>Learning Intention:</b> To build and test your cardboard arcade. <b>Success Criteria:</b> To follow your plan and problem solve.</p>	<p>CARDBOARD ARCADE</p> <p>This session should be dedicated to:</p> <p>This session you will continue to create and build your arcade. This is where you will be problem solving and referring to your plan to help build your creation!</p>	<p>Google Classroom &gt; Classwork &gt; Maths &gt;</p>	
<p><u>Sessions 2</u> <b>Learning Intention:</b> To reflect on your learning and design process. <b>Success Criteria:</b></p>	<p>This session is for you to reflect on the process of planning, design and building. <b><u>Record all of your thinking in the Google Slide</u></b> and make sure you answer the questions that have been asked.</p>	<p>Google Classroom &gt; Classwork &gt; Maths &gt; Week 9 and 10</p>	

To record your thinking and reflections.			
<p><u>Sessions 3</u>  <b>Learning Intention:</b>          To review and share your creation to your class and teacher.</p> <p><b>Success Criteria-</b>to record a video between 30seconds and 1 minute to explain and share you arcade.</p>	<p>MAKE A VIDEO- This is the final part of your arcade, sharing.</p> <p>You need to record and post a video that will be between <b><u>30 seconds and 1 minute long.</u></b></p> <p>You video needs to cover the following points:</p> <ul style="list-style-type: none"> <li>● How you came up with the design</li> <li>● How you play your arcade</li> <li>● How you score</li> <li>● Anything you enjoyed or found challenging during the process.</li> </ul> <p>OR</p> <p><b><u>You can be creative and turn it into a TV Ad for your arcade if you wish!</u></b></p> <p>You can record with any program you like, you need to make sure you can upload it to <u>Google Classroom. Maths- Week 10- Feedback Task.</u></p>	<p>Google Classroom &gt; Classwork &gt; Maths &gt; Week 9 and 10 Feedback Task</p>	<p><b>Due by 4:00pm, Tuesday 17th September.</b></p>
<p><b>Optional Extra-</b> if you want to do more: Complete your assigned Mathletics activities.</p>			



# Inquiry

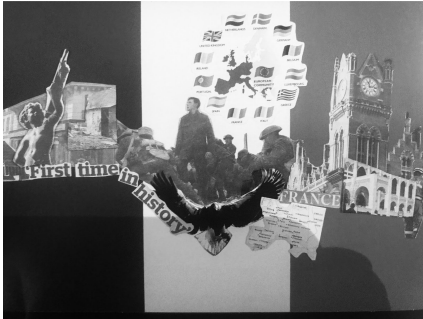

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Sessions 1</u> <b>Learning Intention:</b> I can share my knowledge of the significant person I have researched to help others learn more about Australian History from 1901-present.</p> <p><b>Success Criteria:</b></p> <p>Complete a 2-3 minute presentation that teaches others about the significant person you have focused on.</p>	<p><b>Part 3- Lesson 1 - Putting your presentation together</b></p> <p>For this lesson you will need to decide how you will present your biography and artefacts. You need to use this time to make any final changes to your work and think about how you will put it all together. In the past, students have used a suitcase to present their artefacts and biography from (see Google Slide for examples). Use this time wisely. Make sure all your work is fully complete and ready for presenting!</p>	<p>Google Classroom &gt; Classwork &gt; Inquiry &gt; Part 3 Inquiry Project</p>	
<p><u>Sessions 2</u> <b>Learning Intention:</b> I can share my knowledge of the significant person I have researched to help others learn more about Australian History from 1901-present.</p> <p><b>Success Criteria:</b></p> <p>Complete a 2-3 minute presentation that teaches others about the significant</p>	<p><b>Part 3 - Lesson 2 - Practicing your presentation</b></p> <p>During this session, you are asked to practice how you will present your project. Ask family members to hear you practice and they can also provide feedback on how you can make your presentation even better! You have two options for presenting: Choose <b>one</b> of the following options:</p> <p>1- <u>Present live</u> at the Webex meeting. Just like you would in class, present your information to the small group in your Webex meeting.</p> <p>OR</p>	<p>Google Classroom &gt; Classwork &gt; Inquiry &gt; Part 3 Inquiry Project</p>	



<p>person you have focused on.</p>	<p>2- <u>Pre-record</u> your presentation and share the video with your group during the Webex meeting.</p>		
<p><u>Sessions 3</u>  <b>Learning Intention:</b>  I can share my knowledge of the significant person I have researched to help others learn more about Australian History from 1901-present.</p> <p><b>Success Criteria:</b></p> <p>Complete a 2-3 minute presentation that teaches others about the significant person you have focused on.</p>	<p style="text-align: center;"><b>Part 3 - Lesson 3 - Presenting</b></p> <p>All presentations will be <b>run through Webex and will be in small groups</b>- see your class stream for more details.</p> <p>Remember when you present to keep the following things in mind:</p> <ul style="list-style-type: none"> <li>● <b>2-3 minute presentation</b></li> <li>● You must share part/all of your biography AND <u>all</u> of your artefacts.</li> <li>● Get creative on how you will present</li> <li>● Practice, practice, practice</li> <li>● Use clear voice and expression to engage the audience</li> <li>● Everyone will give and receive feedback during the Webex Meeting</li> </ul>	<p>Google Classroom &gt; Classwork &gt; Inquiry &gt; Part 3 Inquiry Project</p>	<p><b>Feedback Task:</b>  Present in Webex session with classroom teacher.</p> <p>Please check your Google Classroom stream for details on your presentation time.</p>
<p><b>Writing:</b> Optional Extra- if you want to do more: Continue building your own knowledge of Australian History from 1901- present. You may consider exploring the World Wars, significant events and people that you find interesting.</p>			

## Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Well Being Activity</u> <b>Learning Intention:</b> I can reflect on my work.</p>	<p>It's been a big term and the holidays are only a few days away! Take a few minutes to make a list or draw of all of the things that you have accomplished this term. What have you worked really hard on this term? What are some of your successes? What are you most proud of?</p>		
<p><u>Art Activity</u> <b>Learning Intention:</b>  I can explain how ideas are expressed in my own art work and those by others  I can explain how artists use techniques in making art  I can describe how my art works expresses and enhances meaning  I can identify and describe art works from different contemporary,</p>	<p>BOOK WEEK ACTIVITY: BIRO MONOCHROMATIC (ONE COLOUR) DRAWING</p> <p>Book- 'The Good Son'</p> <p>The Good Son is a World War 1 story about a French soldier's experience. The illustrations are photographs of figurines like toy soldiers in detailed landscapes, which are tableaux, recreations based on actual photos taken during war. The tale tells of the enlistment, loyalty, mateship and horrors of war. The main message is that war is fought by little soldiers, young men. War uses propaganda, which is like persuasive advertising to shape and influence peoples opinions in war, at home and abroad. It tells stories and messages designed to make people fear the enemy.</p> <p>Using a black biro or black texta or black fineliner or highball. Draw an image of war. No colour, the complete picture is monochromatic, meaning one colour black and white background. One skill to get the areas of the image dark and light is doing hatching and cross hatching. Go over the same area in a repetitious way, using the same strokes. See the sample supplied. Each time you go over the area, it</p>	 	<p>assessed</p>

<p>historical and cultural context.</p>	<p>becomes darker and darker, so you can still give your work value, even though you are only using a black pen.</p> <p>Or if you want to draw a banner or poster used to spread information or propaganda, then that might appeal to you. Remember to capture the mood of the country during that time. Flag design in the back ground, but no colour, with the images drawn on top, overlapping.</p>	 	
<p><u>Indonesian Activity</u> <b>Learning Intention:</b> I can present my knowledge of Indonesian clothing and adjectives by acting or creating a comic or a PowerPoint storybook.</p>	<ol style="list-style-type: none"> <li>1. Have a second go at our Mini Quiz + Home Learning Survey. Don't use anything to help you! Terima kasih!</li> <li>2. Then, watch our mini-lesson.</li> <li>3. And finally, have a go at making your own fashion show! Use your script from last week. You can make a video, a comic or a PowerPoint storybook. Looking forward to what you come up with! :-)</li> </ol> <p>Have a great holiday Kelas 6! Sampai jumpa!</p>	<ol style="list-style-type: none"> <li>1. Mini Quiz + Home Learning Survey (see Google Classroom)</li> <li>2. Mini-lesson</li> <li>3. The script you submitted last week</li> </ol>	<p><b>RE-SUBMIT MINI-QUIZ+ HOME LEARNING SURVEY BY 5pm FRIDAY 18th SEPTEMBER (REQUIREMENT)</b></p> <p><b>Please submit your fashion show whenever you can.</b></p>

Physical Education

Activity

**Learning Intention:**  
**I can apply striking and throwing skills to propel an object and keep it in motion**

**Activity 1 – HITS Work out with Joe the Body Coach**

To warm up, we have an active eight minute work-out with our friend Joe the body coach. Click the link below and follow along with Joe.

<https://www.youtube.com/watch?v=uqLNxJe4L2I>

**Activity 2 – Balloon Tennis**

For a demonstration and better understanding of how this game works Watch Mr. McLoughlan's demonstration video in Week Ten PE - Google Classroom.

If you can't access google classroom follow these instructions.

<https://www.youtube.com/watch?v=u3L-9PRE6Ao>

**Activity 3 – Dance time**

This week's song is a 4:36 minute dance session "Hey Ya" A great way to feel the rhythm.

[https://www.youtube.com/watch?v=CXM37ljOb\\_w](https://www.youtube.com/watch?v=CXM37ljOb_w)

**Activity 4 – Angry birds striking**

**Steps:**

- Find 5 things you can use to make a tower of 'angry birds' – use toys, pillows, plastic cups, plastic bottles – anything you are allowed to knock over.
- Move about 5 steps away from your tower – drop the ball from your non-striking hand, and with your striking hand hit it towards your tower. See how many hits you need to knock all the items over.
- Challenges – bring in more objects to make your tower bigger/taller, take an extra step back each time you hit the tower, try using your tee and bat to hit off

- internet

- balloon

- anything to use as a net for example: chairs or a coffee table

- bat

-ball

	See you next term!		
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