



Remote and Flexible Learning Term 3 2020

Year: 6 Week: 7

Torquay College Families,

We are now in our 4th full week of Remote and Flexible learning. Teachers and students of Torquay College are working hard to maintain learning connection, working creatively and collaborating in a virtual environment to meet the learning needs of all our students.

This week we would like all teachers and families to consider digital safety and screen time. We know that digital technology is a wonderful tool to use to learn and create but we also need to ensure we are safe and we are also spending time away from the screen.

We recommend that you take the time to explore issues of online safety and discuss these with your child. It is important that during this period of remote learning that we maintain safe and responsible use of information and communication technologies. This includes appropriate use of digital platforms, privacy and information protection, respectful communication and how to deal with online issues. The attached link provides families with wonderful information and helpful hints to support navigating digital technology use at home. <https://www.esafety.gov.au/parents>

The positive feedback received is encouraging and ensures we are meeting the needs of our students and school community. Torquay College is wanting to collect some feedback from families about the changes and improvements to the remote program and the impact to their child's engagement and learning. Your feedback through this survey will assist in our school planning.

<https://www.surveymonkey.com/r/2639975>

Thank you for your continued support.

Assistant Principal
Nadia Tkaczuk

Year 6 Team Weekly 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.

Over the next few weeks we will also be trialling a Lit Circle sharing session for each group. Please check your Google Classroom for more details.

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.

This week we will be releasing all of the Lesson Support Videos at the start of the week. You can access them anytime you need and we could encourage everyone to watch all of the lessons to support your learning.

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

Video Support Lessons & Focus	
General	Weekly overview, expectations and feedback tasks
Writing	Biography writing
Reading	Connector Role – making connections with a text
Maths	Indices/exponents
Inquiry	Immigration Stories

Suggested Daily Schedule

Program for: Monday Tuesday Thursday Friday			Program for: Specialist day Wednesday		
8.30 to 9.30	Physical Activity	Play outside, go for a walk, ride your bike	8.30 to 9.30	Physical Education	Torquay College PE Lesson.
9.30 to 10.30	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 to 10.30	Art Activity	Torquay College Art Lesson.
10.30 to 11.00	Break		10.30 to 11.00	Break	
11.00 to 12.00	Academic time	Select a Mathematics task from activities listed. Refer below	11.00 to 12.00	Indonesian Activity	Torquay College Indonesian Lesson.
12.00- 1.00	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument	12.00 to 1.00	Well Being Activity	Torquay College Wellbeing Lesson.
1.00- 1.30	Lunch		1.00 to 1.30	Lunch	
1.30 -2.30	Academic time	Select an Inquiry or English task from activities listed in the appropriate year level learning tasks. Refer below	1.30 to 2.30	Creative time	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music, instrument.
2.30- 3.30	Physical or Wellbeing	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping	2.30 to 3.30	Physical Activity	Play outside, go for a walk, ride your bike.

Writing

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Sessions 1</u></p> <p>Learning Intention: We are learning to plan our ideas for a biography</p> <p>Success Criteria:</p>	<p style="text-align: center;">Writers Workshop: Information Text - Biographies (Video support lesson provided)</p> <p>This week we are beginning to create a plan for a biography piece of writing on a significant person in Australian History from 1901 to present. This task is in preparation for your upcoming Inquiry project. You can create your own or use the planning template on Google Drive. Choose a person to focus on, begin researching and planning out your ideas.</p>	<p>Google Classroom> Classwork> Writing Week 7: biography planner</p>	

<p>To complete a writing plan for a biography</p>			
<p><u>Sessions 2</u> Learning Intention:</p> <p>We are learning to write events and ideas in sequential order.</p> <p>Success Criteria:</p> <p>To explore how to structure writing to follow a timeline of events and ideas.</p>	<ul style="list-style-type: none"> • Traits of writing: Organisation <p>To complement our focus on biography writing, we are looking at the trait of Organisation to help us to consider the importance of structuring our writing with dates and events. Follow along with the slides on Google Classroom to consider how you will sequence your ideas for your biography.</p>	<p>Google Classroom >Classwork > Writing: Week 7 Trait: Organisation</p>	
<p><u>Sessions 3</u> Learning Intention:</p> <p>We are learning to improve our sentence structure</p> <p>Success Criteria</p> <p>To complete the Google Form</p>	<ul style="list-style-type: none"> • Feedback task: Google Form Questions <p>Complete the Google Form for this week which explores a range of questions about metaphor, simile, commas, nouns, adjectives and verbs. You will receive immediate feedback on this task through comments on each question and a score out of 13.</p>	<p>Google Classroom > Writing: Week 7 Writing Week 7: Feedback Task</p>	<p>Due by 4:00pm Thursday 27th August</p>
<p>Writing: Optional Extra- if you want to do more: Complete a quick write using metaphor and simile.</p>			

Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Sessions 1</u> Learning Intention: 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>Success Criteria I can reflect on my reading, use evidence from the text and present my ideas through completing my Lit Circles role.</p>	<p>LIT CIRCLES - Rotation 2, Round 1 (video support lesson provided)</p> <p>Using the task cards uploaded to Google Classroom, complete your role for the week. This is the last session you have to finalise and complete your role ready for submission on Tuesday 25th of August by 4:00PM. Remember to look at your Lit Circles Score Sheet when producing your role, you are aiming for a score of 4.0!</p> <p>Remember, Year 6 students are expected to read for at least 30 minutes each day.</p>	<p>Lit Circle book Task Card Stationary Paper Netbook Lit Circles Score Sheet</p>	
<p><u>Sessions 2</u> Learning Intention: As above Success Criteria: As above</p>	<p>LIT CIRCLES - ROTATION 2</p> <p>Once finalised you need to upload your role to the Feedback Task Assignment on Google Classroom by Tuesday 4:00PM. Keep an eye out over the next 2 weeks on Google Classroom or from</p>	<p>Google Classroom >Classwork > Reading: Week 7 Lit Circles Task</p>	<p>Due by 4 :00pm Tuesday 25th August</p>

	<p>your Teacher about when you will be completing your Group Discussion!</p> <p>Once you have uploaded your task, you can start reading and annotating the next section of your book, in preparation for your next allocated role.</p>		
<p><u>Sessions 3</u> Learning Intention: We are learning to take notes and annotate while we read in order to help us answer questions relating to the text.</p> <p>Success Criteria I can reflect on my reading and use evidence from the text to answer questions.</p>	<p style="text-align: center;">INQUIRY TASK CARD</p> <p>This week's Reading Task Card is called 'A Diverse Nation'. You will need to read and respond by answering the questions in full sentences to show your understanding of the text. You are to complete this task in your Readers Notebook and please remember the following;</p> <ul style="list-style-type: none"> - Rule up your page correctly - Date in the top right hand corner - Heading 'A Diverse Nation' - Answer questions using full sentences - Correct punctuation (Eg. full stops and capital letters) - Neat handwriting 	<p>Pen/Pencil Ruler Readers Notebook 'A Diverse Nation' Task Card</p>	
<p>Writing: Optional Extra- if you want to do more: 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.</p> <p>https://www.raz-kids.com/</p>			

Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Sessions 1</u> Learning Intention: I can demonstrate my knowledge of multiplication and division. Success Criteria: To show my thinking in a variety of ways.</p>	<p>Complete the Rich task that is located in Google Classroom under Mathematics Week 7. All students will begin at the Starter activity and work as far as you can through the Challenger and Extender. This is a chance to demonstrate your problem solving knowledge using multiplication and division. Please follow the instructions carefully. Remember, we are looking for as many different answers as you can find.</p>	<p>Google Classroom > Classwork > Maths > Week 7</p>	
<p><u>Sessions 2</u> Learning Intention: To work on a maths skill that is at my point of need. Success Criteria :To work through the worksheet with video support and have work corrected and complete in your maths book.</p>	<p style="text-align: center;">Multiplication and Division Goals: (Video support lesson provided)</p> <p>Use the video lessons to help you work on your multiplication & division goals. To access one of your goals follow the links on Google Classroom the Mathematics section.</p>	<p>Google Classroom > Classwork > Maths > Multiplication and Division Goals</p>	
<p><u>Sessions 3</u> Learning Intention: To review maths concepts i am working on and practice a variety of mathematics skills.</p>	<p>Mental Maths links are provided for you on Google Classroom. Please complete your Mental Maths for the day. We will be completing Mental Maths x 3 a week. - check your answers You can either record your answers in your maths book, or print the sheets out and record your answers that way.</p>	<p>Google Classroom > Classwork > Maths > Week 7 Maths Mentals</p>	

Success Criteria- to complete 1000 Mathletics points and 3 days of mental maths.	Mathletics - Please complete your weekly assigned activities.		
Maths: Optional Extra- if you want to do more: Complete the assigned Mathletics tasks			

Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher Due Date
<p><u>Sessions 1</u> Learning Intention: I can identify different views on a contemporary issue relating to democracy and citizenship.</p> <p>Success Criteria: I can read through the Google Slide: Lesson 1 and understand the</p>	<p>Google Slide: 'Lesson 1 - Australian Immigration'</p> <p>Please read through each slide carefully. This lesson will take you through Australia's Immigration history and you will need to watch the BTN clip about Australian Immigration. There is a lot of information, so you may need to take notes to summarise the main facts to help you complete Lesson 2.</p>	<p>Google Classroom > Classwork > Inquiry > Week 7 Lesson 1 Australian Immigration</p>	

<p>information I read about Australian Immigration.</p>			
<p><u>Sessions 2</u> Learning Intention: I can explain the significant contributions of individuals and groups</p> <p>Success Criteria: I can comprehend the information I just read</p>	<p style="text-align: center;">Google Document: 'Immigration in Australia Questions'</p> <p>In this lesson you will need to complete the reflection questions based on the information you read in Lesson 1. Again, please make sure you read the questions carefully and answer in full sentences.</p>	<p>Google Classroom > Classwork > Inquiry > Week 7 Lesson 2 Australian Immigration Questions</p>	
<p><u>Sessions 3</u> Learning Intention: I can explain the significant contributions of individuals and groups</p> <p>Success Criteria I can research and record interesting information on a person who has immigrated to Australia.</p>	<p style="text-align: center;">Google Slide: 'Immigration Stories'</p> <p>Many Australians have incredible immigration journeys, both people you may know personally and people who are in the media. For this lesson, you will be required work through the Slide and research someone that has their own interesting immigration story.</p>	<p>Google Classroom > Classwork > Inquiry > Week 7 Lesson 3 Immigration Stories</p>	
<p>Writing: Optional Extra- if you want to do more: Watch the latest edition of B.T.N and discuss the stories with a family member or friend.</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> Learning Intention:</p>	<p>This week you are encouraged to participate in an activity that you believe assists you with your wellbeing. This activity could be as simple as completing a drawing, building Lego, singing songs, dancing or listening to music. You may like to do something a little more adventurous which might need your parent's/career's permission, for example a bike ride, going for a run, shooting goals, kicking goals, a surf or a walk along the beach.</p> <p>You decide, seek permission, however we'd love to see what you get up to. So, if possible, please take a photo or have someone take a photo of you participating in your chosen activity. We would love to see what you're up to so post it to your google classroom stream to share with your class.</p>	<p>Your choice of activity</p> <p>Camera (phone)</p>	
<p><u>Art Activity</u> Learning Intention:</p> <p>I can create artwork using different materials, techniques and processes to express my observations.</p>	<p>Art Activity</p> <p>Week 7 Term 3 Home Learning</p> <p>Activity- Still Life drawing - Bikes</p> <p>Materials- A bike, paper, grey lead, eraser, fineliner, a round shape to trace the wheels,, pens to add colour.</p> <p>Directions - Look at the images provided for inspiration.</p> <p>Get a bike and place it in front of you (if you don't have a bike use a scooter or something similar)</p>		

	<p>Start by tracing around something round for the shape of the wheels. Think about proportion, make sure the circles are not too big or small and place them at the bottom of the page.</p> <p>Add in the frame of the bike, include the handle bars, the grips, the brakes, the seat, the pedals, the spokes and tyres of the wheels and any other parts of the bike that you can see.</p> <p>Focus on details</p> <p>When you have finished add colour, you can make your own design or use the colours/ patterns that you see.</p> <p>Have fun!</p>		
<p><u>Indonesian Activity</u> Learning Intention: See Google Classroom for individualised learning intentions.</p>	<p>Students have been assigned personalised learning tasks based on the results of our Indonesian Mini Quiz and Home Learning Survey aimed at extending their understanding of specific parts of the unit.</p> <p>Each student will be learning different content that fits their learning goals, so for Indonesian this week, please log on to Google Classroom and watch the lesson and complete the activity that has been assigned to you.</p> <p>Please feel free to contact your Indonesian teacher (Zander Kaufmann) if you have any questions.</p>	<p>See content assigned on Google Classroom.</p>	
<p><u>Physical Education Activity</u> Learning Intention: I can create or apply movement sequences that demonstrate variations in flow</p>	<p>Activity 1 – HITS Work out with Mr. McLoughlan</p> <p>To warm up, we have a 10 minute workout with Mr. McLoughlan – 40 seconds of activity and a 20 second rest. The exercises are: push ups, star jumps, mountain climbers, frog leaps, standing long jumps, stool step ups, soup can boxing, running on the spot, side lunges, and plank. Have a big drink of water.</p> <p>Watch the video clip in google classroom to see how it works.</p>	<ul style="list-style-type: none"> - two tin cans - skipping rope - stool - internet - ball of any size, chalk 	

Activity 2 – Pyramid skipping challenge

Mr McLoughlan's demonstration video clip is in the PE google classroom Term Three Week Seven attachment.

Turn on your favourite song and skip to the beat of the song. The main skipping activity is pyramid skipping. The aim is to make it to the end of the pyramid without making an error. (eg: 10 – 20 – 30 – 40 – 50 – 40 – 30 – 20 – 10 – after you complete the first 10 skips, then have 20 seconds break, then complete 20 skis etc). When you get to the end of your pyramid without stopping, add 5 skips to each level until you get to BOSS level (50 – 100 – 150 – 200 – 150 – 100 – 50)

Questions:

- Which muscles do you feel working when you skip as long as you can?
- What are some stretches for the muscles you worked whilst skipping?

How does your body feel when you skip after practicing for a week compared with your first skipping practice?

Activity 3 – Dance time

This week's song is a 4:39 minute dance session "Ghost busters" A great way to feel the rhythm.

<https://www.youtube.com/watch?v=RYgIVc5Jvjg&t=79s>

Activity 4 – Down Ball

Steps:

- Students often make lots of variations of down ball or four-square to play in the yard. When playing down ball, you need to strike the ball with the palm of your hand. If you need some ideas of

what down ball could look like, watch the following videos
<https://www.youtube.com/watch?v=4cuYDHU1Ho4> or
<https://www.youtube.com/watch?v=vouETUcTv6o>

- Can students create a version of down ball you could play at home by yourself or against someone in your family? You will need a ball which can bounce to play this game.
 - Playing area – find an open space to play in. Do you need lines on the floor for a boundary? Will you allow the ball to be played off walls (hitting the ball against a wall is a good start if you are playing by yourself – this means it can rebound back to you)? Can you make the “court” larger or smaller?
 - How will you start play? How will you score points?
 - How many bounces can the ball have before you hit it next?
- Once you have come up with your version of down ball at home, share it with your class and try someone else’s version of down ball

Questions:

- How is striking the ball with your hand the same as striking with a bat? How is it different?
- How should your hand make contact with the ball to hit a strong shot?
- Once you have hit the ball, where on your court will you move to?

How did different types (using wall), sizes of courts affect your striking?

See you next week!