



Remote and Flexible Learning Term 3 2020

Year: 6

Week: 9

Torquay College Families,

We are now entering our 6th week of Remote and Flexible Learning and there is only two weeks left of term three. I am fortunate in my position to see all the teaching and learning across the college and what I am observing is a wonderful community of learners. I am proud of the work that the students and teachers are doing in these unprecedented times.

The virtual learning environment is a great way to maintain learning and build friendships with class friends. A reminder to families that the class virtual lessons are an official class session that deserve students' full attention and a reminder to families that when we are in our Virtual Class meeting we need to ensure students are ready to engage and participate. Please make sure students are not in bed or distracted by breakfast, games or other home activities.

Digital safety continues to be a focus with some students engaging on sites that may put some students at risk and we urge families please make sure you have considered your child's digital safety and screen time. The department's E-safety website attached is a wonderful resource that all families should engage with to ensure children are using technology safely. <https://www.esafety.gov.au/parents>

The Three Way Conferences (parent, student and teacher) are open to all families each fortnight. Three Way Conferences are a great way for families to discuss individual child's learning needs. Conferences can be booked on Sentral each fortnight for the following weeks.

Thank you for your continued support.

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.

| 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 Lesson & Focus | |
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| General | Weekly Overview & expectations |
| Reading | Lit Circles- Theme Tracker |
| Writing | Sentence fluency using a mentor text |
| Maths | STEM – Cardboard Arcade |
| Inquiry | Australia as a Nation Project- Part 2 |

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.

Suggested Daily Schedule

| Program for: Monday Tuesday Thursday Friday | | | Program for: Specialist day Wednesday | | |
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| 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 |
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| <p><u>Sessions 1</u></p> <p>Learning Intention: We are learning to edit and revise our biography piece of writing.</p> <p>Success Criteria: To make changes to</p> | <p>Writers Workshop: Information Text - Biographies - Revise & Edit</p> <p>Your feedback task this week is to practice the skills of revising and editing. You will need to make 4 types of changes (see task) to the paragraph provided to you on Google Classroom. Once complete you will need to 'turn in' your edited work for feedback.</p> <p>Once complete you will need to continue working on the draft you created for your Inquiry project last week. Follow the Writer's Workshop to support you in revising and editing your biography.</p> | <p>Google Classroom> Classwork> Writing</p> <p>Week 9: biography revise & edit</p> | <p>Feedback Task: Turn in the revised and edited paragraph By Thursday 3rd Sept 4PM</p> |

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| <p>your draft by revising and editing.</p> | | | |
| <p><u>Sessions 2</u> Learning Intention: We are learning to creatively structure our sentences. Success Criteria: To follow the slides and explore a range of ways to structure sentences.</p> | <p>Traits of writing: Sentence fluency- mentor text: The Stone Lion (Video support lesson provided within slides)</p> <p>This week we are continuing to focus on the writing trait of sentence fluency. This lesson will focus on the mentor text, 'The Stone Lion', to look at different ways you can improve your sentence structure. Follow along with the slides on Google Classroom.</p> | <p>Google Classroom >Classwork > Writing: Week 9 Trait: Sentence Fluency</p> | |
| <p><u>Sessions 3</u> Learning Intention: We are learning to improve how we use metaphor and simile in our writing. Success Criteria To write one paragraph containing descriptive language.</p> | <p>Quick Write: Metaphor & Simile</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 'supersize' image using metaphor and simile.</p> | <p>Google Classroom > Writing: Week 8 Writing Week 9: Quick write metaphor & simile</p> | |
| <p>Writing: Optional Extra- if you want to do more: Writers Notebook - Create a seed.</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 summarise sections or plotlines of your novel identifying evidence from your novel connect ideas or events in a novel 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 style="text-align: center;">LIT CIRCLES - Activity 3, Book 2 (video support lesson provided)</p> <p>Using the task cards uploaded to Google Classroom, complete your role for the week. This will be task activity number 3 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>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>Your assigned Lit Circle role is your feedback task this week. You need to submit this via Google Classroom by:</p> <p>4:00pm on Tuesday</p> <p>You will also need to make sure you attend your Lit Circles Group Discussion via Webex with your teacher. This is where you will be given your VERBAL feedback.</p> |
| <p><u>Sessions 2</u> Learning Intention: As Above</p> | <p style="text-align: center;">LIT CIRCLES - ACTIVITY 3 (video support lesson provided)</p> <p>Keep an eye out over the next week on Google Classroom for information about when you will be completing your Group Discussion and presenting your role! You will need to engage with your group members, so get ready to give them a score for their efforts and their discussion. Your feedback this week for your Lit Circles role will be provided verbally by your teacher in your Webex.</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> | <p>Lit Circle book Task Card Stationary Paper Netbook Lit Circles Score Sheet</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 style="text-align: center;">INQUIRY READING & RESPONSE</p> <p>This week you will be provided with an Inquiry based Reading Task Card. You will need to read <i>'Indigenous Leaders'</i> and respond by answering the questions in full sentences to show your understanding of the text.</p> | <p>Google Classroom > Classwork > Reading ></p> <p>OzBox Task Card - <i>'Indigenous Conflicts'</i> Readers Notebook</p> | |

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| <p>Success Criteria I can reflect on my reading and use evidence from the text to answer the allocated comprehension questions.</p> | <p>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 'Indigenous Leaders'' - Answer questions using full sentences - Correct punctuation (Eg. full stops and capital letters) - Neat handwriting | <p>Pencil Case Ruler</p> | |
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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/>

BTN

Watch the latest episode of BTN on the link provided. Take notes whilst you are watching and try to record the key points within the episode.

<https://www.abc.net.au/btn/>

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.scootle.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

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.

<https://www.carmensandiego.com/game/>

Mathematics

| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
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| <p><u>Sessions 1</u> Learning Intention: To research and prepare your arcade. Success Criteria: To research and plan your arcade.</p> | <p>MAKE SURE TO WATCH THE VIDEO AND USE THE GOOGLE SLIDE</p> <p>Everyone has to complete and use the Google Slide provided.</p> <p>Over the next 2 weeks you are going to create and test a cardboard arcade game.</p> <p>You will use the Google Slide provided to follow the Engineering Design Process to plan, create, test and improve your design.</p> <p>This activity is going to require problem solving skills, creativity and many different Mathematical skills. As you work through the process you need to record your thinking and work on each Google Slide as required.</p> <p>This session should be dedicated to:</p> <p>Researching some ideas for your Cardboard Arcade. Watch videos (Caine's Arcade) and others, look at websites, design to narrow down what you would like to achieve. Do not just look at one video and website, try to find as many resources as possible. Research is very important.</p> | <p>Google Classroom > Classwork > Maths > Week 9 and 10</p> | |
| <p><u>Sessions 2</u> Learning Intention: To research and prepare your arcade. Success Criteria: To research and plan your arcade.</p> | <p>This session should be dedicated to:</p> <p>This session you will continue to plan and design your cardboard game. Give it some thought, check to see what materials you have around your home. Have fun, get creative and share your ideas with your teachers and classmates.</p> | <p>Google Classroom > Classwork > Maths ></p> | |

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| <p><u>Sessions 3</u> Learning Intention: To review maths concepts i am working on and practice a variety of mathematics skills.</p> <p>Success Criteria-to complete 1000 Mathletics points and 3 days of mental maths.</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>Mathletics - Please complete your weekly assigned activities.</p> | <p>Google Classroom > Classwork > Maths ></p> | |
| <p>Optional Extra- 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 |
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| <p><u>Sessions 1</u> Learning Intention: I can research and explain the impact a significant person had on influencing Australia's national identity.</p> | <p style="text-align: center;">Part 2 - Inquiry Project</p> <p>Read the <i>Part 2 Inquiry Project</i> slide carefully as it will explain your tasks for the week. All 3 of your lessons this week will be on your Inquiry Project. Take the time to read the assessment rubric to make sure you are covering all areas.</p> <p>Success Criteria:</p> | <p>Google Classroom > Classwork > Inquiry > Part 2 Inquiry Project</p> | |

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| | Create and explain 4-5 artefacts that are significant to the person you are focusing on for your Inquiry Project. | | |
| <u>Sessions 2</u> Learning Intention: I can research and explain the impact a significant person had on influencing Australia's national identity. | <p style="text-align: center;">Part 2- Inquiry Project (Video Support Lesson)</p> Watch the video support lesson created by Mrs Field (in the slide). This will give you some examples of artefacts you may choose and model our expectations for Part 2 of the Inquiry Project. | Google Classroom > Classwork > Inquiry > Part 2 Inquiry Project | |
| <u>Sessions 3</u> Learning Intention: I can research and explain the impact a significant person had on influencing Australia's national identity. | <p style="text-align: center;">Part 2- Inquiry Project</p> Creating your artefacts and explanations. Your task is to create 4-5 artefacts that represent important parts of your significant person's life. This is a creative activity, so spend some time drawing, making, crafting and creating your artefacts. You will also need to be able to explain why these artefacts are significant to the person you have selected. | Google Classroom > Classwork > Inquiry > Part 2 Inquiry Project | |
| Writing: 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. | | | |

Wednesday Specialist Program

| Curriculum Area Focus | Suggested Learning Activities | Material links / Online Resources | Task Assessed by Teacher Due Date |
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| <p><u>Well Being Activity</u> Learning Intention: I can practise mindfulness.</p> | <p><u>Mindful Moment One Minute Meditation</u></p> <p>This mindful technique involves only three steps, it can be practised at any point during the day when you just need a bit of time to yourself. In just one minute, you can practise feeling calm and focused and ready to continue on with your day.</p> <p>One of the main benefits of taking part in some mindfulness is improved mentality and wellbeing. By allowing yourself to practice mindfulness for a small amount of time each day, you will feel both calm and focused and know in yourself that you will be much more ready to face the day and all that you need to do. On top of this, practicing mindfulness will also provide a host of health benefits, including: improved sleep, lowered stress levels, heightened attention, memory and concentration skills, greater prevention in negative feelings and thought patterns.</p> <p>Using the "NOW" technique to practice mindfulness:</p> <p>This simple 3-step mindfulness technique follows the three letters within the acronym, 'NOW':</p> <ul style="list-style-type: none"> • N - Notice. Spend time thinking about where your attention is. This first step means that you can practice mindfulness at any point during the day. You may be going on a walk with your dog, sitting in your backyard, listening to music, relaxing on the couch, etc. • O - Observe. Think about what you are doing and notice the sensations in your body that are occurring at the current moment. Make sure you are in the moment and thinking about what you can see, hear, smell, touch and feel. If you need to, acknowledge any other thoughts and sensations that come to mind and then re-focus. • W - Wise Mind. This part looks to the future. How are you going to continue with your day? Are you going to focus on doing or being? <p>During this whole process, remember to be patient and compassionate with yourself - you are doing a great job!</p> | | |
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| <p><u>Art Activity</u></p> <p>Learning Intention:</p> <p>I can demonstrate different techniques and processes when creating my artwork. (One- Point Perspective)</p> | <p>Art</p> <p>Week 9 Term 3</p> <p>Activity- One point perspective circular cities.</p> <p>Materials- White paper for background, coloured pencils, ruler, grey lead, eraser, fine liner or black texta, plate or something round to trace onto your paper.</p> <p>A drawing has one-point perspective when it contains only one vanishing point on the horizon line. This type of perspective is typically used for images of roads, railway tracks, hallways, or buildings viewed so that the front is directly facing the viewer.</p> <p>Directions- Use the images provided for inspiration.</p> <p>Start by drawing a large circle on your page using grey lead.</p> <p>Put a small dot in the centre of the page in grey lead.</p> <p>Go back to the edge of your circle and create a building that progressively gets thinner as it makes its way to the centre dot, use a ruler if required.</p> <p>Do not go past the dot.</p> <p>Add details to your building such as windows, doors, bricks etc.</p> <p>Then draw your next building or structure next to the first.</p> <p>Work your way around the circle until you come back to the first building.</p> <p>The buildings and structures can be well known such as The Eiffel Tower, The Statue of Liberty etc or they can be made up.</p> <p>When finished outlining all of your work in fine liner or thin blk texta.</p> <p>Now look at the colour wheel and colour each structure a different colour of the colour wheel in the correct order as you work your way around the circle.</p> | | |
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| | <p>Decide on the background (sky) for your cityscape and colour in the details. Decide if it is a daytime scene or a night time scene.</p> <p>Have fun!</p> | | |
| <p><u>Indonesian Activity</u> Learning Intention: I can write a script for a fashion show using Indonesian words for clothing and adjectives to describe clothing.</p> | <p>1. Watch the mini-lesson to hear a script for a fashion show. 2. Have a go at our script-writing practice activity. 3. Then have a go at writing your own script! Use the templates provided on Google Classroom. YOU WILL SUBMIT YOUR FINISHED SCRIPT BY THE END OF <u>FRIDAY THE 11th</u>.</p> <p>Next week you will be either performing + recording, drawing a comic, or making a PowerPoint story of your scripts.</p> | <p>1. Mini-lesson video (on Google Classroom) 2. Script-writing practice activity (link on Google Classroom) 3. Templates for writing your script (link on Google Classroom)</p> | <p>Fashion Show Script To be submitted Friday by the end of the day</p> |
| <p><u>Physical Education Activity</u> Learning Intention: I can apply striking and throwing skills to propel an object and keep it in motion</p> | <p>The Olden Days (Watch Mr. McLoughlan's video in Google Classroom Week 9)</p> <p>This week we are going to show you some activities that were really fun back in the olden days.</p> <p>Activity 1 – Skittles</p> <p>Set up some skittles (eg: plastic bottles) in a triangle shape. Take 5 big steps back (or more if you want a challenge!), underarm the ball to see how many you can knock over. Like ten pin bowling, you get two turns to knock them all over. Add them up as your total score.</p> <p>Challenges – change your ball or skittles, move further away from your skittles, can you play against a family member.</p> <p>Activity 2 – Quoits</p> <p>Players take turns to throw the quoits from the throwing position to try and hook them over the scoring peg. If you don't have a quoits set, improvise and use toys as the quoits and a pot plant as the scoring peg.</p> <p>Activity 3 – Potato sack race</p> | <ul style="list-style-type: none"> - Plastic bottles or set of skittles - Wooden ball, tennis ball or any sized ball - quoits and wooden peg or pot plant and some toys - Potato sack, sleeping bag or pillow case Hard-boiled egg/plastic egg and stirring spoon or any spoon -short length of rope or hose 10cm long | |

On an area of flat, grassy ground, get the students to line up with their feet inside their sacks. On the command "On your marks!" they should reach down and hold the top of the sack around their waist/stomach. Then shout "get set...GO!" to begin the fun-filled race! The first to jump, hop, bounce and wobble to the finish line is the winner. To make the race more challenging and exciting, you could introduce obstacles for the children to jump around or over.

Activity 4 – Egg and spoon race

Each player gets a spoon and an egg (hard-boiled or plastic). Each team must carry their egg on their spoon from the starting line to a turnaround point and back again. Then, the egg is passed off to a teammate who takes their turn. If the egg is dropped, the player must stop and retrieve it. The winner is the team that gets past the finish line first with their egg and spoon

Activity 5 – Hose tag/chain tag

This is a movement activity which requires students to move whilst linked to other students. Played like a normal game of tag except that each time a player is tagged they join hands with the tagger (or you could use a bit of rope or hose). The play continues until the last person is tagged and they are the winner.

See you next week!