

## Remote and Flexible Learning Term 3 2020

**Year: 6**

**Week: 5**

Torquay College Community,

Torquay College is well prepared and ready to support our school community in the Remote and Flexible Learning Program. Our staff are available to support families with teaching learning and the wellbeing of students.

The feedback from our School Community after the first lockdown was for a flexible approach to the Remote Learning Program as all families have differing needs and times for teaching and learning throughout the week. With the feedback in mind we have planned accordingly and hope to continue to communicate with our families and ensure we are all working together to support the learning needs of all students.

The Torquay College Remote and flexible Learning program will ensure:

- Learning Programs will be developed by teachers and made available on a Friday 2.30pm.
- Hard copy packs will be available on Friday from 2.30pm
- The year level learning plan overview and resources documents will be made available on the school Website, and also uploaded onto Seesaw F-2 and Goggle classroom 3-6 on Friday 2.30pm.
- A recommended daily learning plan will be posted Foundation – Year 2 on Seesaw.
- Tasks and activities will have a suggested day for completing and uploading into Seesaw F-2 and Google Classroom 3-6.
- Specialist Program of Art, PE, Indonesian and Wellbeing will be allocated to a Wednesday each week. This will ensure our Specialist teachers will be responding to families on Wednesday.
- Teachers will arrange two live virtual classes timetabled each week for students to log into and engage with other students from their class.
- Teachers will be posting recorded mini lessons to support the teaching and learning of skills for each year levels.
- Parents will have the option to request a 3 way conference each fortnight or as required. This conference is to ensure students, teachers and parents collaborate to maximise the learning during remote and flexible learning.
- Teachers will view all 16 weekly tasks submitted however only respond and provide feedback on two tasks each week.

Thank you for your continued support.

Principal Team

Jess Kelly, Nadia Tkaczuk, Christian Smith

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	gknlgc

Video Support Lessons & Focus	
Monday	<u>Writing</u> - commas
Tuesday	<u>Maths</u> - Multiplication and Division
Wednesday	Specialist Day
Thursday	<u>Reading</u> – finding quotes and evidence
Friday	<u>Inquiry</u> - Wave Hill Walk-off & The 1967 Referendum

### 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		
8.30 to 9.30 am	Physical Activity	Play outside, go for a walk, ride your bike	8.30 – 9.30am	Physical Education	Torquay College PE Lesson.
9.30 - 10.30am	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 - 10.30am	Art Activity	Torquay College Art Lesson.
10.30- 11.00am	Break		10.30- 11.00am	Break	
11-.00 12.00pm	Academic time	Select a Mathematics task from activities listed. Refer below	11-.00 12.00pm	Indonesian Activity	Torquay College Indonesian Lesson.
12.00- 1.00pm	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument	12.00- 1.00pm	Well Being Activity	Torquay College Wellbeing Lesson.
1.00- 1.30pm	<b>Lunch</b>		1.00- 1.30pm	<b>Lunch</b>	
1.30 -2.30pm	Academic time	Select an Inquiry or English task from activities listed in the appropriate year level learning tasks. Refer below	1.30 -2.30pm	Creative time	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music, instrument.
2.30- 3.30pm	Physical or Wellbeing	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping	2.30- 3.30pm	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> <b>Learning Intention:</b> We are learning to publish our drafted writing</p> <p><b>Success Criteria</b> To type up and turn in your published Book Week Story.</p>	<p style="text-align: center;"><u>Writers Workshop: Narrative - Book week stories</u></p> <p>This week you need to 'turn in' your published/typed book week story. Make sure you have followed the Writers Workshop model. It is a feedback task so be sure to carefully proofread and edit your work.</p>	<p>Google Classroom &gt; Classwork &gt; Writing: Week 5 Writing: Week 5 Feedback task.</p>	<p>Your completed and published Book week story is your feedback task this week. You need to submit this via Google Classroom by:  4:00pm on Thursday</p>
<p><u>Sessions 2</u> <b>Learning Intention:</b> We are learning how to use commas in our writing</p> <p><b>Success Criteria</b> To create sentences using commas correctly</p>	<p style="text-align: center;"><u>Conventions of writing: Commas (Video support lesson provided)</u></p> <p>Follow along with the slides on Google Classroom to explore 4 ways to successfully use commas in your writing. You will need to read through the example on each slide and write your own sentences for each 'rule'.</p>	<p>Google Classroom &gt;Classwork &gt; Writing: Week 5 'Session 2: Week 5 Term 3 Conventions Comma Rules'</p>	
<p><u>Sessions 3</u> <b>Learning Intention:</b> We are learning to use metaphor and simile in our writing</p> <p><b>Success Criteria</b> To understand the effects of metaphor and simile and create examples</p>	<p style="text-align: center;"><u>Metaphor &amp; Simile</u></p> <p>Read through the slides on Google Classroom, complete the tasks (slides 4-5), and watch the video. There is also a separate worksheet to complete.</p>	<p>Google Classroom &gt; Writing: Week 5 'Writing Week 5 Metaphor and Simile' <b>Watch:</b> <a href="https://www.youtube.com/watch?v=yuf3lyZ7Td4">https://www.youtube.com/watch?v=yuf3lyZ7Td4</a></p>	
<p><b>Writing:</b> 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> <b>Learning Intention:</b> Depending on the role you have... we are learning to;</p> <ul style="list-style-type: none"> <li>describe the plot, characters, and themes</li> <li>summarise sections or plotlines of your novel</li> <li>identifying evidence from your novel</li> <li>connect ideas or events in a novel</li> </ul> <p><b>Success Criteria</b> 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;"><b>LIT CIRCLES</b></p> <p>You need to complete your set reading for the week and continue working on your allocated role. Ensure you are taking notes/annotating whilst reading and using evidence from the text to support your ideas. All Literature Circles Role Cards have been uploaded onto Google Classroom and can be used for complete instructions and suggested structure of each role.</p> <p>How you choose to present your role is completely up to you but here are some ideas;</p> <ul style="list-style-type: none"> <li>Typed Up on Google Word Document</li> <li>PowerPoint Presentation</li> <li>Poster (Photo uploaded to Feedback Task Assignment)</li> <li>Video recording</li> <li>Minecraft World (Travel Tracer or Lit Lum)</li> </ul> <p>Remember, have fun with this task and be creative if you can. Presentation is still important as is making sure you complete the task fully using the task card as a guide.</p>	<p><u>Lit Circles Role Cards - Google Classroom &gt; Reading</u></p> <ul style="list-style-type: none"> <li>Discussion Director</li> <li>Theme Tracker</li> <li>Character Links</li> <li>Travel Tracer</li> <li>Lit Luminary</li> <li>Summariser</li> <li>Connecter</li> </ul> <ul style="list-style-type: none"> <li>Reflection Sheet</li> <li>Score Sheet</li> </ul>	<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><u>Sessions 2</u> <b>Learning Intention:</b> As Above</p>	<p style="text-align: center;"><b>LIT CIRCLE : SHARE ROLE &amp; REFLECT ON LEARNING</b></p> <p>You will first need to use additional time to complete your role, if you need it. Then you will share your finalised role and complete the 'reflection' worksheet. You are encouraged to connect with your group members via Skype to complete your Lit Circles discussion this week if possible.</p>	<p>As above</p>	

<p><u>Sessions 3</u>  <b>Learning Intention:</b>          We are learning to take notes and annotate while we read in order to help us answer questions relating to the text.</p> <p><b>Success Criteria</b>          I can reflect on my reading and use evidence from the text to answer the allocated comprehension questions.</p>	<p style="text-align: center;"><b>INQUIRY READING &amp; RESPONSE</b>          (video support lesson provided)</p> <p>This week you will be provided with an Inquiry based Reading Task Card. You will need to read '<u>Indigenous Conflicts</u>' and respond by answering the questions in full sentences to show your understanding of the text.</p> <p>You are to complete this task in your Readers Notebook and please remember the following;</p> <ul style="list-style-type: none"> <li>- Rule up your page correctly</li> <li>- Date in the top right hand corner</li> <li>- Heading 'Indigenous Conflicts'</li> <li>- Answer questions using <b>full sentences</b></li> <li>- Correct punctuation (Eg. full stops and capital letters)</li> <li>- Neat handwriting</li> </ul>	<p><u>Google Classroom &gt; Classwork &gt; Reading &gt;</u></p> <p>OzBox Task Card - '<u>Indigenous Conflicts</u>'          Readers Notebook          Pencil Case          Ruler</p>	
<p><b>Reading:</b> 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.</p> <p><a href="https://www.raz-kids.com/">https://www.raz-kids.com/</a></p>			

## 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 work on a maths skill that is at my point of need. <b>Success Criteria:</b> To work through the worksheet with video support and have work corrected and complete in your maths book.</p>	<p style="text-align: center;"><a href="#">Multiplication and Division goals:</a> <a href="#">(Video support lesson provided)</a></p> <p>Use the video lessons to help you work on your multiplication &amp; division goals. To access one of your goals follow the links on Google Classroom the Mathematics section.</p>	<p>Google Classroom &gt; Classwork &gt; Maths &gt;</p>	
<p><u>Sessions 2</u> <b>Learning Intention:</b> To work on a maths skill that is at my point of need. <b>Success Criteria</b> :To work through the worksheet with video support and have work corrected and complete in your maths book.</p>	<p style="text-align: center;"><a href="#">Multiplication and Division goals:</a> <a href="#">(Video support lesson provided)</a></p> <p>Use the video lessons to help you work on your multiplication &amp; division goals. To access one of your goals follow the links on Google Classroom the Mathematics section.</p>	<p>Google Classroom &gt; Classwork &gt; Maths &gt;</p>	
<p><u>Sessions 3</u> <b>Learning Intention:</b> 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 &gt; Classwork &gt; Maths &gt;</p>	

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

## Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<u>Sessions 1</u> <b>Learning Intention:</b> I can identify different views on a contemporary issue relating to democracy and citizenship	<p style="text-align: center;"><a href="#">Wave Hill Walk-Off</a></p> Work through the Wave Hill Walk-off Slide. If possible, you will need to listen to a famous song by the Australian musician, Paul Kelly. Complete the follow up activity that has been uploaded on your Google Classroom.  <b>Success Criteria:</b> <ul style="list-style-type: none"> <li>- Identify the main issue surrounding the Wave Hill Walk Off.</li> </ul>	Google Classroom > Classwork > Inquiry > Wave Hill Walk	



	<ul style="list-style-type: none"> <li>- Identify who was involved and their perspectives, beliefs and values.</li> </ul>	
<p><u>Sessions 2</u> <b>Learning Intention:</b> I can identify different views on a contemporary issue relating to democracy and citizenship</p>	<p style="text-align: center;"><a href="#">1967 Referendum</a></p> <p>Work through the 1967 Referendum slide. This is a huge moment for the Australian Indigenous community and in Australian history. You will need to choose 1 of the activities to complete.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- I can explain why this 1967 Referendum was such an important moment in Australian history</li> </ul>	<p>Google Classroom &gt; Classwork &gt; Inquiry &gt; Reconciliation</p>
<p><u>Sessions 3</u> <b>Learning Intention:</b> I can summarise the key information of a text/news story.</p>	<p style="text-align: center;"><a href="#">BTN</a></p> <p>Watch the latest episode of BTN. As you are watching you will need to take notes of the key points in your Inquiry book. Once complete you will need to contact a friend via Skype and give them a summary of what you learned. You might consider scheduling a time earlier in the week with a friend so you can both share your summary.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- I can clearly summarise a story I have watched and provide some facts about what I have learned.</li> </ul>	<p><a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a></p> <p><b>Inquiry Book Netbook</b></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></p>	<p>Watch Neale Daniher's Message to the Melbourne Demons as part of Fight MND 2019.</p> <p>In his speech, Neale says "Your attitude in any circumstance, to choose your way—that's something not only to wish for, but aspire to." Neale, who suffers from MND, knows too well that there will be good times, hard time and mundane times. In his speech, he talks about a sense of inner power and positivity to overcome whatever life throws at us, and to take these challenges and given it meaning.</p> <p>During remote and flexible learning, it's important you keep doing the stuff you love to do and the things that are important to you even though there might be times when it feels tough. Make a commitment to get outside at least once a day to go for a walk, a skate, a surf or a bike ride and keep doing the things that make you feel good, help you feel connected and help you find your own way.</p> <p>To complete this task, share what you're going to do each day by answering the following question using the google form.</p>	<p><a href="https://www.youtube.com/watch?v=8H_aAmL-1NI">https://www.youtube.com/watch?v=8H_aAmL-1NI</a></p> <p><a href="https://docs.google.com/forms/d/e/1FAIpQLSc_yQkhO9Wtp1IiN8mRv9TJB6pE_QqHQ9M3_xoU74pIOEsOjQ/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSc_yQkhO9Wtp1IiN8mRv9TJB6pE_QqHQ9M3_xoU74pIOEsOjQ/viewform?usp=sf link</a></p>	
<p><u>Art Activity</u> <b>Learning Intention:</b> <b>I can demonstrate different techniques and processes when creating my artwork.</b></p>	<p>Hi grade 6.</p> <p>Activity- Drawing everyday objects</p> <p>Aim: - To draw a 'living thing' in detail applying implied texture for body covering – fur/feathers/scales etc.</p>		

<p><b>Aim- Create texture in your art work.</b></p>	<p>- To use creativity to integrate a real object with a 2D drawing</p> <p>- To use photography to display and post your artwork</p> <p>Directions- Go around your house and find one or more interesting objects that you might like to use for a part of your picture. Place the object onto paper and draw details around it to bring your picture to life. Don't forget to add details of body coverings.</p> <p>Time: 1 hour or longer if you wish</p> <p>Materials: Drawing media or painting media (your choice), a real life object of your choice, paper.</p> <p>Examples have been provided in the word document.</p> <p>Have fun!</p>		
<p><u>Indonesian Activity</u> <b>Learning Intention:</b> I can understand sentences using 'memakai', appropriate adjectives, and types of clothing.</p>	<p>Watch the mini-lesson about what people are wearing.</p> <p>Then, either print out or draw your own 'word wall'. It should have the Indonesian words and a picture. Make sure you put it somewhere in your house. The more you see it, the more you will remember!</p> <p>The example 'word wall' is available on Google Classroom (or in the Learning Pack) for you to download and print (or pick up).</p>	<p>1. Mini-lesson video on Google Classroom</p> <p>2. 'Word wall' (either download + print from Google Classroom, or pick up in the Learning Pack, or make your own!)</p>	<p>N/A</p>
<p><u>Physical Education Activity</u> <b>Learning Intention:</b> I can devise strategies and formulate plans to assist in successfully performing new movement skills</p>	<p>Hello Year Six!</p> <p>We hope you have had a great start to home-schooling this term. I hope you have been managing to go for some bike rides, kick the footy at the park and get some fresh air.</p> <p>The first two activities this week are called SPORTS and AROUND THE WORLD – To see how it works watch Mr. McLoughlan and Mr.Ross's video in Google Classroom Term Three Week Five attachments. These</p>	<p>- Markers, cones or objects from around the house.</p> <p>- Basketball or a round ball</p> <p>Two tin cans</p> <p>- A stool or step</p>	

	<p>games can be played if you have a basketball ring at home or at a local basketball spot.</p> <p>With SPORTS you do a trick layup and your friend/family member copies the trick. If you get it in and they don't they get a letter S, then it is their turn to do a trick lay-up. The person who avoids getting all the letters of SPORTS wins.</p> <p>With AROUND THE WORLD – set up some markers in a semi-circle round the basketball rim. Shoot from the first marker until you get it in, then move to the next marker. The first person to complete all the markers (get around the world) wins.</p> <p><b>Middle Distance Running Challenge</b></p> <p><b>Steps:</b></p> <ul style="list-style-type: none"> <li>• You will need to find a suitable space e.g. park, oval, footpath that meets the distance you are required to run for your age group. You will need to measure out your relevant distance using a smart watch, google earth or a bike computer. To find out more information about the set up for this activity click here for the SSV Virtual Cross Country Challenge.</li> <li>• Record your score on the event website above and try and beat your time.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• What is meant by the term 'pacing'?</li> <li>• Why is pacing important in middle distance and longer distance running events?</li> </ul>	<ul style="list-style-type: none"> <li>- Youtube/internet</li> <li>- Sibling, friend or adult</li> </ul>	
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What are the middle and long-distance events in Track and Field Athletics?

**The final activity today is – A 7 minute workout**

Mr. McLoughlan has created a high intensity workout led for you. A nice 7 minute session. Make sure you drink plenty of water. There will be 30 seconds of exercise then 10 seconds to rest before the next exercise starts. The exercises are:

Sprint. Star Jumps. Sit ups. Frog Jumps. Plank knee tucks. Soup can lunges. Step ups. Soup can sprint.

Video clip in the PE google classroom Term Three Week Five attachment.

See you next week!