

## Week 3 - Year 6 Remote and Flexible Learning Program

### 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.

Google classroom will be the main avenue for your child to post work, read instructions from the teacher, seek feedback and interact with other members of the class. 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.

[Feedback tasks- These are tasks that need to be completed and submitted in Google Classroom. They will be set up as an assignment that you will be able submit.](#)

## Week 3 Year Level 6

Content Area	Suggested Learning Activities
Reading	<ul style="list-style-type: none"> <li>30 minutes of independent reading each day. <i>You will be chatting with your teacher about the book you are reading during your Skype calls this week.</i></li> <li>Continue working on Reading Menu Rubric 2.0. Each week you will select at least 2 <b><i>different</i></b> activities to complete and record it in your Readers Notebook, on paper or using your Netbook. Once you have completed each task, you need to tick them off, and select another (don't complete the same task twice)!</li> <li><b><i>Feedback task: RAZ Kids - Find a text assigned to you by your teacher on RAZ Kids (Reading A-Z) in the 'Assignments' section. Then complete the Reading Response Feedback Task</i></b></li> </ul>

	(Google Classroom>Classwork>Reading) - Due by 5pm Tuesday
<b>Writing</b>	<ul style="list-style-type: none"> <li>Complete a Gratitude Journal each day. You will need to think of 3 different things each day you are grateful for and record them in your book.</li> <li>Writer's Workshop: Find and grow a seed to complete at least one piece of writing per week. You'll need to plan, draft, revise, edit &amp; publish each piece of writing. Be creative and try to explore different text types and audiences. Consider some different text types such as an information text, poem, persuasive etc.</li> <li><b>Feedback task: Write a letter - Due by 5pm Thursday</b> Carefully read the Writing Feedback Task instruction in the Writing section on your Google Classroom. Use the support materials to help you create a thoughtful and detailed letter. Be sure to think about your language choices and proofread your writing carefully.</li> <li><b>Spelling</b> - Work through the Word Building spelling activity slides-located in Google Classroom&gt;Classwork&gt;Spelling. You will need to complete the activities in a workbook. At the end of the week you can ask a family member to test you on your dictation.</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Complete Measurement Activity- Week 3 Potato Athlete - Located in Google Classroom&gt;Classwork&gt;Maths&gt;Week 3 Mathematics</li> <li>Problem solving tasks card (1 a week)</li> <li>Complete activities from the Measurement Menu on your Google Classroom or your assigned Mathletics tasks.</li> </ul>
<b>Inquiry</b>	<p><u>Term 2 Focus: Sustainability – Australia's Energy Future.</u></p> <p>Work through the <b>Google Slides Lessons 5 &amp; 6</b> located on your Google Classroom. Make sure you read the information carefully and watch the links attached. Please complete all set tasks either in your Inquiry Book or on your Netbook.</p> <p><u>Lesson 5-</u> The History of Energy <u>Lesson 6-</u> Environmental Impact</p>
<b>Well Being</b>	<p><b>Understanding Your Feelings Video</b></p> <p>Watch the following video <a href="https://www.youtube.com/watch?v=KYfRzAll7TQ">https://www.youtube.com/watch?v=KYfRzAll7TQ</a></p> <p><b>We have a problem; how can we deal with it?</b></p> <p>When we are faced with a problem it is helpful to have some steps that assist us with finding a solution. There are lots of different ways of doing this and different people will find some things more helpful than others.</p> <p>Throughout life we will all be faced with a range of problems, many minor and some on a larger scale. Sometimes we have to make difficult decisions or make hard choices. Being able to work through problems is an important skill for life. Helping others think through</p>

	<p>their options when they face a problem is also an important skill in friendship. It is more important to be able to help people think things through for themselves rather than to just tell them what to do.</p> <p>Use the <a href="#">“we have a problem; how can we deal with it?”</a> worksheet to map out your options before making a decision about how you could deal with your scenario</p> <p><i>Adapted from RRRR Level 5/6: Topic 4, Activity 1</i>  <b>Strategies for calming intense emotions</b></p> <p>Try all ten strategies from the <a href="#">“strategies for calming intense emotions”</a> handout</p> <p>Spend some time thinking about how each of these made your body feel. Which ones do you think would be the most helpful to you? Revisit your personal coping profile from last week, adding any new strategies from this list that you think would be useful to you. Revisit your daily timetable and make sure you have a daily self-calming activity scheduled each day</p> <p><i>Adapted from RRRR Level 3/4 Topic 3 Positive Coping Activity 4</i></p>
<p><b>Physical Activity</b></p>	<p><b><u>Cross Country</u></b>          Continue to increase the distance from previous week.</p> <p><b><u>Soccer skills</u></b>  <u>Partner Dribble</u> One partner will be dribbling, the other will be a defender. The defender is not going to try to take the ball away. They will simply act as a moving obstacle for the dribbler. Each dribbler will dribble in a zigzag pattern across the backyard. Dribble about 10 steps forward and to the right, then change direction and dribble 10 steps forward and to the left. The defender will simply keep up with the dribbler and stay in front of the dribbler’s path. Switch positions: the defender becomes the dribbler and the dribbler becomes the defender.</p> <p><b><u>Tennis skills</u></b>          Frame and Play videos with Stefan Bojic Level 5 and 6  <a href="https://www.youtube.com/watch?v=JEhogUBSPFQ">https://www.youtube.com/watch?v=JEhogUBSPFQ</a></p> <p>Introduce the Hot Shots serve (drop ball and forehand strike) from behind the serving line.</p> <p>Discuss how to win points in tennis such as 2 faults, ball hits net, ball hit out of court.</p> <p>Students to play points against an opponent in singles or pairs</p>
<p><b>Indonesian</b></p>	<p><b>Activity 1:</b>          Revise the <a href="#">Quizizz quiz</a> to practice names of rooms and furniture.          Try and beat your personal best.</p> <p><b>Activity 2:</b>          Watch <a href="#">the video describing where things are in the house</a>.          Think of 3 sentences you could say about your house.</p> <p><b>Activity 3:</b>          Re watch <a href="#">the video describing where things are in the house</a>.          Look at your own house and write 5 sentences using the video and vocab poster as a guide.</p> <p><b>Super Challenge:</b></p>

	<p>Watch <a href="#">this video of a wealthy Indonesian comedian</a>. As he gives you a tour of his house, notice similarities and difference with houses in Australia. Do you think most people in Indonesia live like this?</p>
<b>Art</b>	<p>Photography- Use your phone, iPad, camera or laptop to take a series of photos in your garden or around your house. The theme is 'Energy'. Use apps to alter or enhance these images - be creative.</p>
<b>Optional websites sites that can be accessed to support learning</b>	<ul style="list-style-type: none"> <li>• BTN <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a> Reading A-Z <a href="https://www.abc.net.au/btn/">https://www.abc.net.au/btn/</a></li> <li>• Twinkl- Setting this up is really easy to do - go to <a href="http://www.twinkl.co.uk/offer">www.twinkl.co.uk/offer</a> and enter the code AUSTRCODE (30 day free trial )</li> <li>• Reading <a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> Great website for students to listen to and read well known picture story books</li> <li>• Reading <a href="https://www.getepic.com/">https://www.getepic.com/</a> 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 iPads.</li> <li>• Study Ladder <a href="https://www.studyladder.com.au/account/teacher?t=teacher&amp;r=#create-account">https://www.studyladder.com.au/account/teacher?t=teacher&amp;r=#create-account</a> 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.</li> </ul>