









Term 2 Week 3 - Home Learning Program Year 6 OC




Incorporate at least 20 minutes of independent reading into your daily routine.





Things you will need for the week: home learning workbook, headphones and deck of cards.

| | Monday 11 May | Tuesday 12 May | Wednesday 13 May | Thursday 14 May | Friday 15 May |
|--------------------|---|--|--|---|---|
| Super Start |  Check in on Google Classroom- make sure to read your teacher's morning post | | | |  |
| Wellbeing | WELLBEING <input type="checkbox"/> Complete this week's mindfulness task in your diary. <input type="checkbox"/> Create a to do list in your diary. | WELLBEING Join in a fun dance to start your day! Watch Roar! Add a slip daily to your gratitude jar. 'I am grateful for...' | WELLBEING Choose a task from the wellbeing challenge grid posted on Google Classroom to complete. | WELLBEING Watch Post it note challenge. Write a kind few words on a Post It note to acknowledge someone special in your family. | WELLBEING Choose a task from the wellbeing challenge grid posted on Google Classroom to complete. Tell someone a joke to make them laugh! |
| Morning | ENGLISH <input type="checkbox"/> Spelling Greek root: phon- Latin root: aud- Tasks 1 to 3 Sorting words, labelling images & word definitions Fruit Break <input type="checkbox"/> Reading The Secret Garden: Chapters 23 & 24 Complete Task 1 , the <i>Before you begin</i> activity. Begin reading chapters 23 & 24. | ENGLISH <input type="checkbox"/> Writing (Slides) Task 1: Review the Tom Daley biography and reflect on what makes this a strong biography. Task 2: Pick either the Roald Dahl or Usain Bolt and use the 'Features of a Biography' mat to help you identify the elements of a biography. Fruit Break <input type="checkbox"/> Spelling Greek root: phon- Latin root: aud- Tasks 4 to 6 Cloze passage, writing sentences, vocabulary | ENGLISH <input type="checkbox"/> Reading The Secret Garden: Chapters 23 & 24 Finish reading chapters 23 & 24. Complete Task 2 on synonyms. Fruit Break <input type="checkbox"/> Writing (Slides) Task: Linked with our history unit of work, research an Australian Key Figure in the 20th Century. This can be someone who played a key role in promoting the rights and citizenship of all |  ENGLISH <input type="checkbox"/> Viewing and Responding BTN - Watch BTN episode 12 and complete the questions on the Google Form that will be posted on Google Classroom Thursday 14 May. Fruit Break <input type="checkbox"/> Reading The Secret Garden: Chapters 23 & 24 Complete Task 3 , a character analysis, OR Task 4 , a story pyramid. Post all of your Secret Garden work to GC today.  | ENGLISH <input type="checkbox"/> Writing (Slides) Read the slide on 'Clarifying Information' and complete two activities on slide 22. Fruit Break <input type="checkbox"/> Spelling Spelling Test - Test in the form of a cloze passage. Posted on GC Friday 15 May.  |

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| | <p>Answers to spelling tasks will be posted to GC today. Mark your work and post images of all your spelling work to Seesaw today.</p>  | Australians. | | |
|--|---|--------------|--|--|

| Break | | | | | |
|--------|---|---|--|--|--|
| Middle | <p>MATHEMATICS* REVISION/MUST-----> MUST-----> MUST/SHOULD-----></p> <p>Schedule a BRAIN BREAK between maths activities!</p> <p>Activities will be posted on the GC mathematics slideshow.</p> <p>*For maths, pick <u>one row</u> to follow that suits your learning for the topic of time.</p> | <p>MATHEMATICS MUST/SHOULD-----> SHOULD-----> SHOULD/COULD-----></p> <p>Brain Break</p> <p>Try to mark your work at the end of each section (Must, should, could) before moving forward.</p> | <p>MATHEMATICS SHOULD-----> SHOULD/COULD-----> COULD-----></p> <p>Brain Break</p> | <p>MATHEMATICS COULD (some) COULD (most) COULD (all)</p> <p>Brain Break</p> <p>Need some extra practice? All Mathletics tasks for time have been unlocked.</p>  | <p>MATHEMATICS</p> <ul style="list-style-type: none"> ❑ Mark & Post - Make sure all of your maths work is marked and posted as images on Seesaw. <p>Brain Break</p> <ul style="list-style-type: none"> ❑ Quiz - Time 'exit ticket' will be posted on GC Friday 15 May.   |

| Break | | | | | |
|-----------|---|---|---|--|---|
| Afternoon | <p>HISTORY</p> <ul style="list-style-type: none"> ❑ Start of new history unit 'Rights and Citizenship'. ❑ Create a brainstorm (everything you already know about this topic) 'How did Australia change throughout the 20th Century?'. ❑ Write down any questions you might have about this topic? ❑ Find and write definitions for democracy, citizenship, | <p>SCIENCE</p> <ul style="list-style-type: none"> ❑ Open this week's classwork in your Science Google Classroom to begin our new topic - 'Desert Survivors' ❑ Tasks to submit this week - 'What are the features of a desert environment?' <p>Jamboard</p> <ul style="list-style-type: none"> ❑ IMPORTANT: Do not turn in any of the other  | <p>CREATIVE ARTS</p> <ul style="list-style-type: none"> ❑ Visual Art <p>Follow slides on Google Classroom to build on your Elements of Art booklet from previous two art lessons. Focus is on space and form this week. Upload a photo of your finished booklet to SeeSaw and record a reflection on your final product. How did you find the process? What is</p>  | <p>JAPANESE</p> <ul style="list-style-type: none"> ❑ The Language of Emoji - watch the youtube clip for a brief history of the Emoji. ❑ Watch Sensei's Youtube tutorial on how to prepare for a Temakizushi dinner party. ❑ Practise the 'ue o muite' song or your hiragana rap. Film and upload yourself in action. | <p>CREATIVE ARTS</p> <ul style="list-style-type: none"> ❑ Drama ❑ Lesson 3 - 10 Second Object <p>Please check this week's drama Google Classroom to access Lesson 3.</p>  |

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| | <p>rights, civil, process, referendum. Complete <u>all tasks in your home learning workbook</u>.</p> <p>Take pictures of your work and submit to Google Classroom.</p>  | <p>tasks for this week. They are ongoing and will be turned in later in the unit!</p> | <p>something you learnt? What is something you would do differently next time?</p> <p>PBL- Responsibility</p> <ul style="list-style-type: none"> <input type="checkbox"/> Online learning. Open the PBL Responsibility powerpoint. <input type="checkbox"/> Work through the slides and complete the discussion task.  | <ul style="list-style-type: none"> <input type="checkbox"/> Activities are on GC <p>PDH / BOUNCE BACK</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Boosting positive feelings activities. <input type="checkbox"/> Watch BTN Happiness Survey and create a collage. <input type="checkbox"/> Submit your collage to Google Classroom.  | <p>PE</p> <ul style="list-style-type: none"> <input type="checkbox"/> SPORT <p>Warm up: Watch Get Active Episode 1 and follow along with the activities.</p> <p>Throwing for Distance: Complete throwing activity and see who in your family has the longest throw.</p> <p>Make a demo video for other students of the correct throwing technique. Post video to your class SeeSaw.</p>  |
| <p>Check Out Task</p> | <p>DEAR time for enjoyment - find a tree to sit under or a spot in the warm sun to help you unwind!</p> <p>MUSIC APPRECIATION - listen to some music that you enjoy to conclude the day.</p> | | | | |

PBL FOCUS WEEK 3:
Responsibility
 - Online Learning



When you see this symbol, you must post the set task on Google Classroom.



When you see this symbol, you must post the set task on Seesaw.



When you see this symbol, you must complete the set task on Mathletics.