



## Term 2 Week 1- 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.

	Monday 27 April	Tuesday 28 April	Wednesday 29 April	Thursday 30 April	Friday 1 May
Super Start			<b>Check in on Google Classroom</b> Make sure to read your teacher's morning post and answer the daily question.		
Wellbeing	<b>SCHOOL DEVELOPMENT DAY</b>  <b>No assigned tasks today</b>	<b>SCHOOL DEVELOPMENT DAY</b>  <b>No assigned tasks today</b>	<b>WELLBEING</b> <input type="checkbox"/> <a href="#">Growth Mindset Video by Carol Dweck</a> . What does Growth Mindset mean? Explain what a Growth Mindset is to a family member.	<b>WELLBEING</b> <input type="checkbox"/> <a href="#">Growth Mindset Summary Video</a> . What are ways that you can make sure you have a Growth Mindset? Create a poster with what strategies you come up with.	<b>WELLBEING</b> <input type="checkbox"/> Complete this week's wellbeing task in your diary. <input type="checkbox"/> Create a to do list.
Morning			<b>ENGLISH</b> <input type="checkbox"/> <b>Writing</b> Narrative - on Google Classroom <a href="#">Slides 1 to 9</a> What is a narrative? What are themes? - Record answers in your English book.  <b>FRUIT BREAK</b>  <b>ENGLISH</b> <input type="checkbox"/> <b>Spelling</b> Greek root: hydr-	<b>ENGLISH</b> <input type="checkbox"/> <b>Writing</b> Narrative - on Google Classroom <a href="#">Slides 10 to 17</a> - Plan for Success in Narrative Writing - Brainstorm ideas using information from the slides to build story ideas, problems, characters and a story ending in your home learning workbook.	<b>ENGLISH</b> <input type="checkbox"/> <b>Spelling</b> Greek root: hydr- Latin root: aqu- Cloze passage and root meaning <a href="#">GC Slides 6 &amp; 7</a> Mark your spelling work using the answers posted on Google Classroom today. <i>NB: There is no spelling test this week.</i>

			<p>Latin root: aqu- Sorting words and labelling images <a href="#">GC Slides 2 &amp; 3</a></p> <p><b>❑ Reading</b> The Secret Garden: Chapters 19 &amp; 20 Complete the <i>Before we begin</i> task. Begin reading chapters 19 &amp; 20. Make a list of any surprising or unusual vocabulary you discover.</p>	<p><b>FRUIT BREAK</b></p> <p><b>❑ Spelling</b> Greek root: hydr- Latin root: aqu- Defining words and word building <a href="#">GC Slides 4 &amp; 5</a></p> <p><b>❑ Reading/Vocabulary</b> The Secret Garden: Finish reading chapters 19 &amp; 20. Complete the <i>Caviar &amp; Peanut Butter Words</i> activity. You may wish to refer to the words you found in your reading yesterday.</p>	<p><b>FRUIT BREAK</b></p> <p><b>❑ Writing</b> Narrative - Create a new Narrative Story Graph plan based off the brainstorm from Tuesday's lesson. Submit your completed Narrative Story Graph to Google Classroom.</p> <p><b>❑ Reading</b> The Secret Garden: Character work. Complete the discussion task on the personality type of Mary Lennox <u>OR</u> write the newspaper report on remarkable gifts of Dickon Sowerby.</p>  
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**Break**

<p><b>Middle</b></p>	<p>Revision of the four operations including challenges and problem solving.</p> <p>*For maths, pick <u>one row</u> to follow that suits your learning for the topic.</p> <p>Mark your work at the end of each section (Must, should, could) before moving forward.</p>		<p><b>MATHEMATICS REVISION/MUST-----&gt;</b> <b>&gt;</b> <b>MUST-----&gt;</b> <b>MUST-----&gt;</b></p> <p><b>Schedule a BRAIN BREAK between maths activities!</b></p>	<p><b>MATHEMATICS MUST/SHOULD-----&gt;</b> <b>SHOULD-----&gt;</b> <b>SHOULD/COULD-----&gt;</b></p> <p><i>Need some extra practice? All Mathematics tasks for the four operations have been unlocked.</i></p> 	<p><b>MATHEMATICS SHOULD/COULD(some) COULD (most) COULD (all)</b></p> <p><b>❑</b> Submit mathematics tasks as images via Seesaw</p> 
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Activities will be posted on Google Classroom.

**Break**

**Afternoon**

**HISTORY**

- Step by step instructions provided on a [PDF file](#) (also available on Google Classroom).
- Watch 'Passing a Bill' - [BTN episode](#) and [Making a Law PEO video](#) - take notes.
- Visit the [PEO website](#) and complete the interactive pass the bill activity. Complete the inquisitive questions after viewing.

**BRAIN BREAK**

- Watch the [Three Levels of Government](#) - refresher Video. Complete the inquisitive questions after viewing.

**JAPANESE**

- Join the Japanese Google Classroom with the code: **finf24u**
- Check Google Classroom for your Japanese PIP project outline and rubric. Continue working with your group online to finish your presentation.

**BRAIN BREAK**

**BOUNCE BACK**

- Character Traits Complete the youth survey [VIA Character Trait Survey](#). <https://www.viacharacter.org/survey/account/register#youth> - You will need parent permission to complete this survey.

**CREATIVE ARTS**

- Visual Arts** Watch the [Elements of Art](#) video to review the elements of art. Follow [slides](#) on Google Classroom to create an accordion booklet. Create a silhouette stencil to be used throughout your booklet. This week's focus is on line and colour.

**BRAIN BREAK**

**DRAMA**

- Go on to the Stage 3 Drama Classroom to find activities from Mrs Musgrove. **Code = sxcaiq3**

**Check out task**

**DEAR time**

Find a quiet place to read something for pleasure.  
Read a book, graphic novel, magazine, newspaper - the choice is yours!  
Perhaps listen to an ebook!



**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.**