

## PWPS Learning from Home Plan – Year 6

INDEPENDENT	IN
SHARE WITH AN ADULT	SA
SHARE ON GOOGLE CLASSROOM	GC













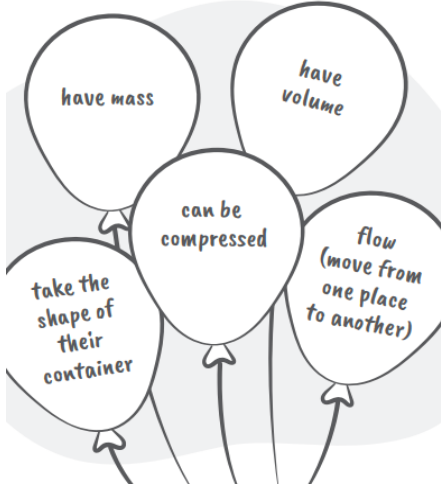









While at home, here are some activities to complete. Some activities require a device and these are optional to complete. We understand that every home is different, so please complete what you can. There is no expectation that every activity is complete.

WEEK 4 TERM 3 – MONDAY & TUESDAY																
English	Mathematics	Science & Technology	HSIE													
<p><b>Reading - Everyday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read to yourself for 30 minutes. Keep a record of your reading. <b>(IN)</b></li> <li><input type="checkbox"/> Complete Wushka assigned activities. <b>(IN)</b></li> </ul> <p><b>Monday</b> <b>Word Work</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Find out the meaning and origin of the suffix 'ness'. <b>(IN)</b></li> <li><input type="checkbox"/> Create a list of 10 words using the suffix word '-ness'. <b>(IN)</b></li> <li><input type="checkbox"/> Sort your 'ness' words into 3 different categories. Label each category. E.g. syllables, number of letters and parts of speech (nouns, verbs or adjectives) <b>(SA)</b></li> </ul> <p><b>Tuesday</b> <b>Writing – Pre-Assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch this video again <a href="https://bit.ly/olyread">https://bit.ly/olyread</a> about the Olympics <b>(IN)</b></li> <li><input type="checkbox"/> Use the table you filled independently last week (technical language and facts) <b>(IN)</b></li> <li><input type="checkbox"/> Write an <u>informative text</u> about the Olympics using facts and technical language. <b>(IN)</b></li> </ul> <p><i>Make sure you keep this writing for your teacher when we return to school.</i></p>	<p><b>Maths - Everyday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Manga High assigned activities <b>(IN)</b></li> <li><input type="checkbox"/> Play a game using the cards and or dice. You can play any that you remember from in class or homework. <b>(SA)</b></li> </ul> <p><b>Monday – Chance Vocabulary</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw a line with '0' on the left-hand side and '1' on the right-hand side as seen below. <b>(IN)</b></li> <li><input type="checkbox"/> Write the chance words along the line where '0' is impossible and '1' is certain. <b>(IN)</b></li> <li><input type="checkbox"/> Write an event that matches the chance word. For example, an alien landing in the school playground is impossible. <b>(SA)</b></li> </ul> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>definitely</td> <td>maybe</td> <td>sure</td> <td>impossible</td> </tr> <tr> <td>even chance</td> <td>unlikely</td> <td>possibly</td> <td>50/50</td> </tr> <tr> <td>never</td> <td>likely</td> <td></td> <td></td> </tr> </table> <p>If you can think of others add them.</p> <div style="text-align: center;"> </div> <p><b>Tuesday – GC Task</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the questions in your <a href="#">Google Classroom Workbook</a>. <b>(GC)</b></li> </ul> <p>If you do not have access online.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make up your own chance questions about this gum ball machine. For e.g. Which flavour is most likely to come out of the machine? <b>(SA)</b></li> </ul> <div style="text-align: center;"> </div>	definitely	maybe	sure	impossible	even chance	unlikely	possibly	50/50	never	likely			<ul style="list-style-type: none"> <li><input type="checkbox"/> Watch <a href="https://youtu.be/EDTF6I2WhYo">https://youtu.be/EDTF6I2WhYo</a> <b>(IN)</b></li> <li><input type="checkbox"/> Watch <a href="https://youtu.be/b4J1V3NlcZA">https://youtu.be/b4J1V3NlcZA</a> <b>(IN)</b></li> <li><input type="checkbox"/> Think about the properties of gas you have observed. If you were making a list of rules for being a gas, what would you include in your list? <b>(SA)</b></li> </ul> <div style="text-align: center;"> </div>	<p>Not today</p>	
definitely	maybe	sure	impossible													
even chance	unlikely	possibly	50/50													
never	likely															
		<p style="text-align: center; background-color: blue; color: white; padding: 5px;"><b>Creative Arts</b></p> <p><b>Drama - Monday</b> <b>Developing Dramatic Roles</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch the video: <a href="https://bit.ly/dramalesson3">https://bit.ly/dramalesson3</a> <b>(IN)</b></li> <li><input type="checkbox"/> Follow the steps from the video to develop your dramatic role: a news presenter character.</li> <li><input type="checkbox"/> Write a short description of this character using the template and questions in your <a href="#">Google Classroom Workbook</a>. <b>(GC)</b></li> <li><input type="checkbox"/> Create a short video introducing your character. <b>(IN)</b></li> <li><input type="checkbox"/> Paste a shareable link to this video in your <a href="#">Google Classroom Workbook</a>. <b>(GC)</b></li> <li><input type="checkbox"/> Update your KWL chart and include what you have learnt and what you wonder about dramatic roles <b>(SA)</b></li> </ul> <p>If you need help with videoing yourself or uploading a video, try these resources: <a href="https://bit.ly/dramavideoresources">https://bit.ly/dramavideoresources</a></p>	<p style="background-color: purple; color: white; padding: 5px;"><b>PDHPE</b></p> <p><b>Every Day - PE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Log into Google Classroom and complete your daily activity. Remember to log your activity in your <a href="#">Google Classroom Workbook</a>. <b>(GC)</b></li> </ul>													

If you require support, please contact the school's email addressed as follows **Attention – CLASS NAME - TEACHER NAME** : [parramattw-p.school@det.nsw.edu.au](mailto:parramattw-p.school@det.nsw.edu.au)

**WEEK 4 TERM 3 – WEDNESDAY, THURSDAY & FRIDAY**

English	Mathematics	Science & Technology	HSIE														
<p><b>Reading - Everyday</b></p> <p><input type="checkbox"/> Read to yourself for 30 minutes.</p> <p><b>Wednesday Reading</b></p> <p><input type="checkbox"/> Create a timeline of the major events in the book you are reading. (IN)</p> <p><input type="checkbox"/> Draw a picture to go with each event. (IN)</p> <p><b>Writing</b></p> <p><input type="checkbox"/> Choose an Olympic sport or an Olympic athlete. (IN)</p> <p><input type="checkbox"/> Collect facts and information about your chosen topic. Useful website links are in your <a href="#">Google Classroom Workbook</a>. (GC)</p> <p><input type="checkbox"/> Plan your informative writing using a clear structure. (GC)</p> <p><input type="checkbox"/> Use this video for help: <a href="https://bit.ly/EnglishL6">https://bit.ly/EnglishL6</a> (IN)</p> <p><b>Thursday Reading</b></p> <p><input type="checkbox"/> Imagine you were giving a gift to a character out of a book you've read. (IN)</p> <p><input type="checkbox"/> What would it be and why? (IN)</p> <p><input type="checkbox"/> Draw a picture of the gift and the character's face when they receive it. (SA)</p> <p><b>Word Work</b></p> <p><input type="checkbox"/> Using the letters of the word 'sustainable' create as many words as you can. (SA)</p> <p><b>Friday Reading</b></p> <p><input type="checkbox"/> Identify one word used by the author that helps you understand the mood of the story. (IN)</p> <p><input type="checkbox"/> Write a definition for it. (IN)</p> <p><input type="checkbox"/> Draw a picture that shows the mood of the story. (SA)</p>	<p><b>Maths - Everyday</b></p> <p><input type="checkbox"/> Complete Manga High assigned activities (IN)</p> <p><input type="checkbox"/> Play a game using the cards and or dice. You can play any that you remember from in class or homework. (SA)</p> <p><b>Wednesday – Dice Roll</b></p> <p><input type="checkbox"/> Draw up a table like below to record your results. (IN)</p> <p><input type="checkbox"/> Roll a six-sided dice 40 times</p> <ul style="list-style-type: none"> <li>- Which number was rolled the least?</li> <li>- Which number was rolled the most?</li> <li>- Why do you think that each number was not rolled equally? (IN)</li> </ul> <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of rolls</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><b>Thursday – Game of Chance</b></p> <p><input type="checkbox"/> You need to use a deck of cards and play with a family member. Turn the deck of cards upside down. (SA)</p> <ol style="list-style-type: none"> <li>1. Pick a <u>suit</u>, (heart, diamond, club, or spade) Tell your partner your choice. Don't touch the cards yet.</li> <li>2. Now pick up a card. If you get a card with the <u>suit</u> you chose, then you get a point. If you don't match the suit, then your partner gets a point.</li> <li>3. Now it is your partners turn to choose a suit and pick a card.</li> <li>4. You repeat this 10 times. The winner is the player with the most points.</li> </ol> <p><input type="checkbox"/> Is this game fair? Why or why not? Record your answer in your book. (IN)</p> <p><b>Friday – Design a Game</b></p> <p><input type="checkbox"/> Create your own game of chance using cards or dice (IN)</p> <p><input type="checkbox"/> Create a poster with the instructions to your game and play it with your family. (SA)</p>								Number of rolls							<p><input type="checkbox"/> Link each observation with the property of gas they demonstrate (show) (GC) <a href="https://bit.ly/3eZRsq8">https://bit.ly/3eZRsq8</a></p> <div style="text-align: center;">  </div>	<p><b>Geography - Thursday Traditional Land Management</b></p> <p>Aboriginal and Torres Strait Islander Peoples knowledge and <u>management</u> of the landscape allowed them to live <u>sustainably</u> for thousands of years.</p> <p><input type="checkbox"/> Take notes while watching the <a href="#">Aboriginal Australia video</a> <a href="https://bit.ly/2UUD4J5">https://bit.ly/2UUD4J5</a> (IN)</p> <p><input type="checkbox"/> Read the <a href="#">Traditional Farming Methods ebook</a> <a href="https://bit.ly/3BNy4X4">https://bit.ly/3BNy4X4</a> (IN)</p> <p><input type="checkbox"/> Select a <u>traditional farming</u> method from the eBook (IN)</p> <p><input type="checkbox"/> Write a summary about it, explaining how it is used, what makes it <u>sustainable</u> and how the knowledge of this practice is shared. (SA)</p> <p><i>Hint: Sustainable means maintaining the land to ensure that the resources would continue to be available for generations to come.</i></p> <div style="text-align: center;">  </div>
																	
Number of rolls																	
		<b>Creative Arts</b>	<b>PDHPE</b>														
		<p>Not today</p>	<p><b>Every Day - PE</b></p> <p><input type="checkbox"/> Log into Google Classroom and complete your daily activity. Log your activity in your <a href="#">Google Classroom Workbook</a>. (GC)</p> <p><b>Friday – Health</b></p> <p><input type="checkbox"/> Read and listen to the following link: <a href="#">Lesson 2- Food Glorious Food</a> <a href="https://bit.ly/2Vb76YO">https://bit.ly/2Vb76YO</a> (IN)</p> <p><input type="checkbox"/> Answer the following questions from the video based on the <b>Five Food Groups</b> <a href="https://bit.ly/3i6EWHh">https://bit.ly/3i6EWHh</a> using information you have researched. Make sure you use the template in your <a href="#">Google Classroom Workbook</a>. (GC)</p> <p><input type="checkbox"/> If you are unable to access a device, design your own <b>Australian Healthy Food Guide</b> poster that includes drawings and labelling of the '<b>Five Food Groups</b>'. (IN)</p>														