








# PWPS Learning from Home Plan – Year 6

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



While at home, here are a range of activities to complete. We understand that every home is different, so please complete what you can. There is no expectation that every activity is complete. All activities require parent supervision appropriate to the activity.

## WEEK 2 TERM 4 – MONDAY & TUESDAY

English	Mathematics	Science & Technology	HSIE																																			
<p><b>Reading - Everyday</b></p> <p><input type="checkbox"/> Read to yourself for 30 minutes. Keep a record of your reading in your <a href="#">Google Classroom Workbook</a>. (GC)</p> <p><input type="checkbox"/> Complete Wushka assigned activities. (IN)</p> <p><b>Monday - Reading</b></p> <p><input type="checkbox"/> Write what you think these words mean: 'visuals' and 'literacy' (GC).</p> <p><input type="checkbox"/> View the video for the lesson: <a href="https://bit.ly/visit2">https://bit.ly/visit2</a> (IN).</p> <p><input type="checkbox"/> Write your definitions for these key terms: 'visuals' and 'literacy' (GC).</p> <p><input type="checkbox"/> Write your answers to the following questions (GC).</p> <ul style="list-style-type: none"> <li>- Do you regularly read or view texts that include visuals? Try to include some examples.</li> <li>- What do you prefer, texts with more or less visuals? Why?</li> <li>- Do you think you spend enough time viewing and thinking about the visuals in texts? Explain your ideas.</li> </ul> <p><input type="checkbox"/> Take a photo of your reading work from Week 1 and upload it to your <a href="#">Google Classroom Workbook</a>. (GC)</p> <p><b>Tuesday - Spelling</b></p> <p><input type="checkbox"/> View the video for the lesson: <a href="https://bit.ly/3Fewkbg">https://bit.ly/3Fewkbg</a> (IN).</p> <p><input type="checkbox"/> Complete the spelling pre-assessment task and write down your current level: <a href="https://bit.ly/3DgOIUF">https://bit.ly/3DgOIUF</a> (IN).</p> <p><input type="checkbox"/> Discuss your answers to the following questions (SA).</p> <ul style="list-style-type: none"> <li>- How do you feel about spelling?</li> <li>- What level are your spelling skills?</li> <li>- What spelling strategies do you use?</li> <li>- What are your goals for spelling?</li> </ul> <p><input type="checkbox"/> Write a summary of the key points you discussed and keep this for next week to share with your teacher (IN).</p>	<p><b>Maths - Everyday</b></p> <p><input type="checkbox"/> Complete Manga High assigned activities (IN)</p> <p><b>Monday – Patterns &amp; Algebra (IN)</b></p> <p><input type="checkbox"/> Use matchsticks, pop sticks to draw or make a series of rhombuses. How many lines are there in this rhombus? </p> <p><input type="checkbox"/> Draw or make rhombus number 1. </p> <p><input type="checkbox"/> Record your answer in a table like the one below.</p> <table border="1" data-bbox="840 662 1198 710"> <tr> <td>Number of rhombuses</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Number of lines</td> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p><input type="checkbox"/> Draw or make a second rhombus next to the first. Don't connect them  How many lines do you need this time?</p> <p><input type="checkbox"/> Answer the following questions:</p> <ul style="list-style-type: none"> <li>- How many matchsticks would you need if you wanted to make 15 rhombuses?</li> <li>- Does the table help? What are some different ways to work this out?</li> <li>- If I used 80 matchsticks, how many rhombuses could I make?</li> <li>- What is the rule or pattern?</li> </ul> <p><b>Tuesday – Toss Investigation (SA)</b></p> <p>Equipment needed: - 4 coins/ counters/ buttons - paper and pencil</p> <p><input type="checkbox"/> Write 2 on one side and 5 on the other side of all your counters or buttons. </p> <p><input type="checkbox"/> Write down all the possible combinations that might occur with every toss.</p> <p><input type="checkbox"/> Toss the counters 10 times taking turns.</p> <p><input type="checkbox"/> Record your results in a table like this one to keep track of the patterns.</p> <table border="1" data-bbox="739 1420 1209 1508"> <tr> <td>Number of tosses</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>combination</td> <td>5,5,5,2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>total score</td> <td>17</td> <td></td> <td></td> <td></td> </tr> </table>	Number of rhombuses	1									Number of lines	4									Number of tosses	1	2	3	4	combination	5,5,5,2				total score	17				<p>Not today</p> <p style="background-color: #0000ff; color: white; text-align: center; padding: 5px;"><b>Creative Arts</b></p> <p><b>Dance - Tuesday</b></p> <p>This week we are looking at the dance element 'Action'.</p> <p><input type="checkbox"/> Watch the video on the <a href="#">Stage 3 Youtube Channel</a> titled 'Dance (Lesson 2 - Part 1)' (IN)</p> <p><input type="checkbox"/> Take notes on how the choreographer uses action in his work. (IN)</p> <p><input type="checkbox"/> Follow the instructions and pause the video to answer the questions in your <a href="#">Google Classroom Workbook</a>. (GC)</p> <ol style="list-style-type: none"> <li>List 3 adjectives to describe the 'action' and movement you saw in the dance clip.</li> <li>Do you know any of these movements? Provide examples.</li> <li>How has the choreographer used the element of 'Action' to make the routine engaging?</li> </ol> <p><input type="checkbox"/> Watch the video on the <a href="#">Stage 3 Youtube Channel</a> titled 'Dance (Lesson 2 - Part 2)' (IN)</p> <p><input type="checkbox"/> Create your own sequence of movement that lasts for 8 counts focusing on 'Action', and using the choreography and instructions learnt in the video. (IN)</p> <p><input type="checkbox"/> Film your short sequence and upload the link to your <a href="#">Google Classroom Workbook</a>. (GC)</p> <p><i>If you do not have access to GC, answer the questions on a dance routine of your choice. This could be one you might have seen in a movie or one you may have participated in at a special event.</i></p>	<p>Not today</p> <p style="background-color: #0000ff; color: white; text-align: center; padding: 5px;"><b>PDHPE</b></p> <p><b>Every Day - PE</b></p> <p><input type="checkbox"/> You will need to complete the home exercise mission in your <a href="#">Google Classroom Workbook</a> that involves you doing a series of movements in different locations of your home. Make sure you log what exercises you have completed each day in your <a href="#">Google Classroom Workbook</a>. You can do the same exercise more than once. (GC)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; background-color: #00a651; color: white; padding: 2px;"><b>HOME EXERCISE MISSION</b></p> <p style="text-align: center; font-size: small;">MISSION:    CHECK WHEN COMPLETE!</p> <p style="background-color: #ff00ff; padding: 2px;">Skip to your kitchen and do 8 squats <input type="checkbox"/></p> <p style="background-color: #ffff00; padding: 2px;">Jog to your bedroom and do 6 curl ups <input type="checkbox"/></p> <p style="background-color: #00a651; padding: 2px;">Hop to your bathroom and do 6 lunges <input type="checkbox"/></p> <p style="background-color: #00a651; padding: 2px;">Gallop to your living room and do 5 push ups <input type="checkbox"/></p> <p style="background-color: #ff00ff; padding: 2px;">Do squat jumps down a hall or long room <input type="checkbox"/></p> <p style="background-color: #ffff00; padding: 2px;">Hold a plank for 15 sec. in your favorite room <input type="checkbox"/></p> <p style="background-color: #00a651; padding: 2px;">Do 8 star jumps in front of your TV <input type="checkbox"/></p> <p style="background-color: #00a651; padding: 2px;">Do 10 jumping jacks outside <input type="checkbox"/></p> <p style="background-color: #ff00ff; padding: 2px;">Do your favorite stretch by your front door <input type="checkbox"/></p> </div> <p><b>Health - Monday</b></p> <p><input type="checkbox"/> View the slide recordings for Conquer the Challenges Among You Lesson 2 <a href="https://bit.ly/3AM7Lj6">https://bit.ly/3AM7Lj6</a>. (IN)</p> <p><input type="checkbox"/> Copy and complete the transition to High School worksheet in the video. You will need to write your personal response to each scenario that could occur. (IN)</p>
Number of rhombuses	1																																					
Number of lines	4																																					
Number of tosses	1	2	3	4																																		
combination	5,5,5,2																																					
total score	17																																					

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)**

**English**

**Reading – Everyday**

Read to yourself for 30 minutes. Keep a record of your reading in your [Google Classroom Workbook](#). (GC)

**Wednesday Vocabulary**

Unscramble the visual literacy technique words: (IN)

zega	_____
ybod lgeuaagn	_____
icaesenl	_____
aegnls	_____
rfaqmin	_____
toesvrc	_____
oointignps	_____
tymdilao	_____

Write the definition for each of the techniques. (SA)

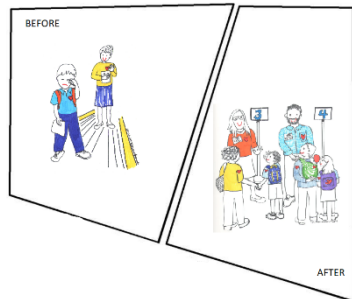
**Thursday Grammar & Punctuation**

Complete the grammar and punctuation pre-assessment task <https://bit.ly/3BquK3X> (IN).

**Friday Writing**

Look at the task you completed in PDH on Monday about a change/transition from school or throughout your life. (IN)

Create a 2-frame graphic novel page for this change/transition. See the example below. <https://bit.ly/wk2graphic> (IN)



Draw what it was like before in 1st frame and then what it was like after in the 2nd frame. (SA)

**Mathematics**

**Maths - Everyday**

Complete Manga High assigned activities (IN)

**Wednesday – Counting Decimals (IN)**

Watch: <https://bit.ly/3FIAWNO>

Practise the following pattern sequences:

- 1.5 2.0 2.5 3.0 \_\_\_\_\_
- 0.4 0.8 1.2 1.6 \_\_\_\_\_
- 4.4 5.4 6.4 7.4 \_\_\_\_\_
- 2.3 2.6 2.9 3.2 \_\_\_\_\_
- 5.9 6.2 6.5 6.8 \_\_\_\_\_
- 8.5 8.0 7.5 7.0 \_\_\_\_\_
- 6.0 5.4 4.8 4.2 \_\_\_\_\_
- 2.7 2.4 2.1 1.8 \_\_\_\_\_
- 14.9 13.9 12.9 11.9 \_\_\_\_\_
- 6.8 6.6 6.4 6.2 \_\_\_\_\_

Write 2 of your own patterns.

**Thursday – 2D Shapes (IN)**

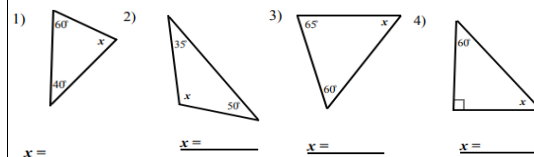
View the [Triangles introduction powerpoint](https://bit.ly/3iy3XLW). <https://bit.ly/3iy3XLW>

Answer the **What am I?** questions by using the words given.

	What Am I?	
Hypotenuse Scalene Isosceles Scalene	Each of my interior angles measure 60°. What am I?	I am the longest side of a right-angled triangle. What am I?
	The lengths of all my three sides are different. What am I?	My interior angles measure 43°, 65° and 72°. What am I?
	I have 2 equal sides and 2 equal angles. What am I?	

Watch this video. <https://bit.ly/3CXtOnK>

Find the missing angle.



**Friday – 2D Shapes (GC)**

Complete the activities in your [Google Classroom Workbook](#). (GC)

**Science & Technology**

**Thursday**

User interface is how a user interacts with an electronic system.

View the lesson and take notes: <https://bit.ly/3Dra8sX> (IN)

Draw a house on these two websites: <https://sketch.io/sketchpad/> and <https://www.autodraw.com/> (IN)

Decide which drawing website has the best user interface. Explain your answer using your notes from the lesson: <https://bit.ly/3BaYnG1> (GC)

You will be learning Scratch coding to make your game. Make a free Scratch account here <https://scratch.mit.edu/> (IN)

Watch the “Getting Started” Scratch tutorial: <https://bit.ly/3m6HI06> (IN)

**HSIE**

**Geography – Wednesday**

View the slide recordings for [Humans Shape Places, Lesson 2](#). (<https://bit.ly/GeoLesson2Term4>) (IN)

Complete the table below based on the information provided about the three proposals in the lesson. (GC)

Decide which proposal you would most like to have your say about. (GC)

1	THAT'S GOOD	WHY?	THAT'S BAD	WHY?
NEW PARK AND SPORTS GROUND				
	MY PERSONAL VIEW IS:			
2	THAT'S GOOD	WHY?	THAT'S BAD	WHY?
UPGRADE TO SCHOOL SHEDS				
	MY PERSONAL VIEW IS:			
3	THAT'S GOOD	WHY?	THAT'S BAD	WHY?
RESTARTING THE SCHOOL PROGRAM				
	MY PERSONAL VIEW IS:			

**Creative Arts**

Not today

**PDHPE**

**Every Day - PE**

You will need to complete the home exercise mission in your [Google Classroom Workbook](#) that involves you doing a series of movements in different locations of your home. Make sure you log what exercises you have completed each day in your [Google Classroom Workbook](#). You can do the same exercise more than once. (GC)

