

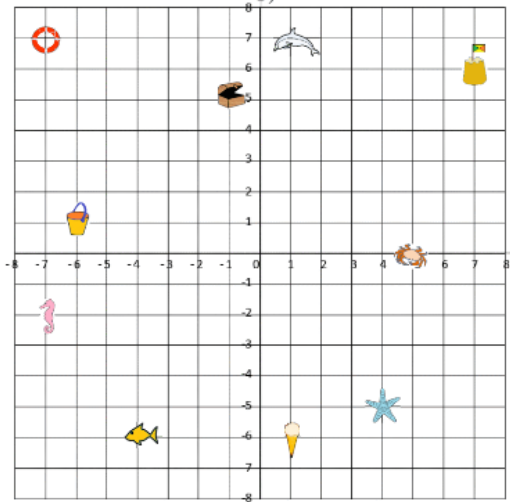

PWPS Learning from Home Plan – Year 6

| | |
|---------------------------|----|
| 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 3 TERM 4 – MONDAY & TUESDAY

| English | Mathematics | Science & Technology | HSIE |
|--|--|---|--|
| Reading - Everyday <input type="checkbox"/> Read to yourself for 30 minutes. Keep a record of your reading in your Google Classroom Workbook .(GC) <input type="checkbox"/> Complete Wushka assigned activities. (IN) Monday - Reading <input type="checkbox"/> View the video: https://bit.ly/2YDPyq5 (IN). <input type="checkbox"/> Define the following terms: Gaze, colour, salience, angles and position, modality, frames and panels, and vectors. (IN) <input type="checkbox"/> Read this resource and take notes: https://bit.ly/3oQPPkf (IN). <input type="checkbox"/> View this image and answer the following questions: https://bit.ly/3AwlvO2 (IN). - What are the visual techniques used in this text? <i>List these and give evidence.</i> - How effective are the visual techniques used in this text? <i>Give evidence from the text to support your reasons.</i> <input type="checkbox"/> Check and see how you did by watching this video: https://bit.ly/2YyUCvJ (SA). Tuesday - Fluency <input type="checkbox"/> View the video for the lesson: https://bit.ly/3mKkBJ9 (IN). <input type="checkbox"/> View the pre-assessment rubric: https://bit.ly/3anxWBi (SA). <input type="checkbox"/> Read aloud 2 pages of a familiar book that you can read without help (SA). <input type="checkbox"/> Grade your reading fluency using the pre-assessment rubric and write down your level (SA). <input type="checkbox"/> Write down your answers to the following questions (IN). - How did you feel about reading aloud? - Was the book you read a good challenge for you? How do you know? - How fluently did you read? What is your current level of reading fluency? What are your goals for your reading fluency? <input type="checkbox"/> Keep results for next week for your teacher (IN). | Maths - Everyday <input type="checkbox"/> Complete Manga High assigned activities (IN) Monday – Cartesian Plane (IN) <input type="checkbox"/> Watch the video: https://bit.ly/3v5AUUnK <input type="checkbox"/> Create a diagram by drawing a 10x10 grid and labelling the below parts of a Cartesian Plane. Use this link for a template. MathBits.com . * Quadrant I * Origin * 5 on the x-axis * Quadrant II * x-axis * 5 on the y-axis * Quadrant III * y-axis * -5 on the x-axis * Quadrant IV * -5 on the y-axis Tuesday – Cartesian Plane (IN) <input type="checkbox"/> Use the grid to find the coordinates. https://bit.ly/3mPupRX  <div><div>Dolphin (1, 7) Chest (____, ____) Fish (____, ____) Seahorse (____, ____) Ice cream (____, ____)</div><div>Sandcastle (____, ____) Bucket (____, ____) Starfish (____, ____) Crab (____, ____) Life ring (____, ____)</div></div> | Not today Creative Arts Dance – Tuesday This week we are looking at the dance element ‘Space’. <input type="checkbox"/> Watch the video on the Stage 3 Youtube Channel titled ‘Dance (Lesson 3 - Part 1)’ and take notes on the use of ‘Space’. (IN) <input type="checkbox"/> Answer these questions in your Google Classroom Workbook . (GC) - Complete the table by adding examples of <u>low, middle and high movements</u> that you saw in the clip. - Describe how the dancers used the space around them. Provide examples. - What kinds of formations do the dancers create with their bodies? - The dance routine is called “We Can’t Back Down”. What do you think is the meaning of this dance? <input type="checkbox"/> Watch the video on the Stage 3 Youtube Channel titled ‘Dance (Lesson 3 - Part 2)’ (IN) <input type="checkbox"/> Create your own sequence of movement and perform it at a high, middle and low level. (IN) <input type="checkbox"/> Film your movement and upload the link to your Google Classroom Workbook . (GC) <i>If you do not have access to GC, answer the questions on a dance routine of your choice and have a go at creating your own movement using different levels.</i> | Not today PDHPE Every Day - PE <input type="checkbox"/> Choose and complete 7 exercises from the bingo card provided in your Google Classroom Workbook . <input type="checkbox"/> Record the exercises you have done for the day in your Google Classroom Workbook .  Health - Monday <input type="checkbox"/> View the slide recordings for Conquer the Challenges Among You Lesson 3 : https://bit.ly/3u4uPai (IN) <input type="checkbox"/> Complete activity called ‘Cross the River’. You will use templates from the video as a guide when completing your own in your Google Classroom Workbook . (GC) |

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

English**Reading – Everyday**

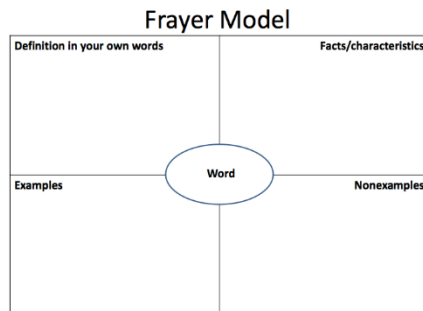
- ☐ Read to yourself for 30 minutes. Keep a record of your reading in your [Google Classroom Workbook](#). (GC)

Wednesday - Grammar & Punctuation

- ☐ View the slides <https://bit.ly/3iNaO3M> that explain the different types of sentences. (IN)
- ☐ Complete the 'Roll and Write' activity in your [Google Classroom Workbook](#). (GC)

Thursday - Vocabulary

- ☐ Draw /Create the Frayer model below to break down the visual literacy term positioning. (IN)



- ☐ Create a second Frayer model to break down the visual literacy term vectors. (IN)

Friday - Writing

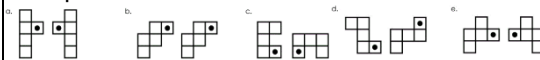
- ☐ Get your notes on the visual literacy techniques from Monday. (IN)
- ☐ Look at the task you completed in PDH on Monday about a change/challenge in the relationship with your family/friends. (IN)
- ☐ Design a shirt that represents either friendship or family by using the visual literacy techniques positioning and vectors. (SA)

Mathematics**Maths - Everyday**

- ☐ Complete Manga High assigned activities (IN)

Wednesday – Translation of Shapes (IN)

- ☐ View the slides <https://bit.ly/2X22KV6>
- ☐ Watch it in 'present' mode so that you can try to work through the questions before seeing the answers.
- ☐ Using the terms Translation, Rotation or Reflection explain how each of the below shapes have moved.

**Thursday – Types of Symmetry (SA)**

- ☐ Work through the slides <https://bit.ly/3Ay5s2k>
- ☐ Write a definition for each type of symmetry in your workbook
- ☐ Draw a table in your book like the one below. Fill the table with as many polygons as you can think of. Remember there are different types of triangles and different types of quadrilaterals.

| Name of shape | Number of lines (axis) of Symmetry | Diagram | Rotational Symmetry (yes or no) | Order of Rotational symmetry |
|-----------------|------------------------------------|---------|---------------------------------|--|
| Example: Square | 4 | | yes | 4 <i>How many times can a shape be rotated and still look the same?</i> |
| 2. | | | | |

- ☐ Answer the following questions:

- Which polygon has NO lines of symmetry?
- What quadrilateral has one line of symmetry but no rotational symmetry?

- ☐ Extra Challenge: Add in three other shapes of your own choice. Example: the outline of a heart or flower.

Friday – Cartesian Plane (GC)

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

Science & Technology**Thursday**

- ☐ View the lesson and take notes: <https://bit.ly/3iJkiwR> (IN)
- ☐ Write down all of the input and output features on the device you are using OR write down all of the input and output features on a smartphone. Organise your ideas into a T chart. (GC)
- ☐ Watch the "Add a backdrop" Scratch tutorial: <https://bit.ly/3m6HI06>. Make sure you know how to change backgrounds and add a sprite (character) (IN)

| Input Devices | Output Devices |
|---------------|----------------|
| | |

HSIE**Geography – Wednesday**

- ☐ View the slide recordings for [Humans Shape Places, Lesson 3](#). (<https://bit.ly/GeoLesson3Tm4>) (IN)
- ☐ Write three things you want to find out about the proposal you chose in last week's lesson. (SA)
- ☐ Write examples of each of the five types of survey questions. (SA)
- ☐ Gather other evidence that will support your point of view about the proposal you have selected. (IN)

Creative Arts

Not today

PDHPE**Every Day - PE**

- ☐ Choose and complete 7 exercises from the bingo card provided in your [Google Classroom Workbook](#).
- ☐ Record the exercises you have done for the day in your [Google Classroom Workbook](#).

