



## Home Learning Activities for Year 6 - Week 11 (06/04/20 - 09/04/20)

**WALT (We are learning to...)** describes the focus learning for the lesson.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>WALT: develop our typing skills</b> Go to <a href="http://www.typing.com">www.typing.com</a> and practise your typing every day.</p>	<p><b>WALT: develop our typing skills</b> Go to <a href="http://www.typing.com">www.typing.com</a> and practise your typing.</p>	<p><b>WALT: develop our typing skills</b> Go to <a href="http://www.typing.com">www.typing.com</a> and practise your typing every day.</p>	<p><b>WALT: develop our typing skills</b> Go to <a href="http://www.typing.com">www.typing.com</a> and practise your typing.</p>	<p><i>GOOD FRIDAY HAVE A HAPPY EASTER</i></p>
<p><b>WALT: respond to persuasive texts</b> <b>Purpose:</b> to identify persuasive techniques</p> <p>Explore different posters used to promote movies in cinemas or look at a cover photo of a recently released G rated movie on Stan, Netflix, Disney etc.</p> <p>Look at the catchy heading, descriptive and persuasive language, powerful imagery and movie rating.</p> <p>Write notes, in dot point form, addressing each of the following topics and questions below:</p> <ul style="list-style-type: none"> <li>• <b>Purpose and targeted audience</b></li> <li>• <b>Text layout and the impact it has on the audience</b></li> <li>• <b>Use of imagery, colour</b></li> <li>• <b>Persuasive devices used</b></li> </ul> <p><u>Questions:</u> <i>When has the technique been used? What is its effect on the audience?</i></p>	<p><b>WALT: compose a persuasive text</b> <b>Purpose:</b> to persuade an audience to watch a movie</p> <p>Look at a variety of G rated movie trailers on Youtube, Stan, Netflix etc Consider the use of:</p> <ul style="list-style-type: none"> <li>• descriptive and persuasive language</li> <li>• powerful imagery</li> <li>• movie rating/target audience</li> <li>• sound effects/special effects</li> <li>• use of imagery &amp; colour</li> <li>• audience/purpose</li> </ul> <p>Using the features above, design an advertisement to persuade people to watch 'Mao's Last Dancer'.</p> <p>This can be digital (eg. google slides/an imove) or a physical poster.</p>	<p><b>WALT: respond to and compose persuasive texts</b> <b>Purpose:</b> to identify persuasive techniques</p> <p>Research a range of book reviews for children's books. Consider the how the following have been used to persuade the audience:</p> <ul style="list-style-type: none"> <li>• text layout</li> <li>• use of imagery, colour</li> <li>• use of hyperbole (exaggeration)</li> <li>• other persuasive devices</li> <li>• who is the target audience?</li> </ul> <p>Explain, in writing, how the techniques above have been used to persuade the audience. What is their effect?</p> <p>Plan and create a persuasive poster to promote 'The Peasant Prince'. Consider the purpose of your poster and the target audience.</p> <p>This can be done on your electronic device, or on paper or cardboard.</p>	<p><b>WALT respond to and compose persuasive texts</b> <b>Purpose:</b> to persuade an audience to read the book</p> <p>Watch examples of book reviews for The Chinese Cinderella <a href="https://www.youtube.com/watch?v=xg3_fKfUgYs">https://www.youtube.com/watch?v=xg3_fKfUgYs</a> <a href="https://www.youtube.com/watch?v=l7nfuZXX8Jw">https://www.youtube.com/watch?v=l7nfuZXX8Jw</a></p> <p><b>TASK:</b> Write a review of the book, <i>The Peasant Prince</i> to be published in a newspaper. In writing your book review, consider:</p> <ul style="list-style-type: none"> <li>• what is the purpose of your review?</li> <li><i>*to persuade others to read it!</i></li> <li>• who is the audience for this book?</li> <li>• do you have to like ballet to enjoy the text?</li> <li>• does the huge success of the movie guarantee an audience for the book?</li> </ul>	<p><i>GOOD FRIDAY HAVE A HAPPY EASTER</i></p> 

<p><b><u>WALT: spell unfamiliar words</u></b></p> <p>Practise your spelling words for the fortnight. Do you notice any patterns?</p> <p>Can you find any other words that also follow this pattern?</p> <p>Look in a dictionary to check for these patterns. What does the prefix mean? What does the word ending tell you about the tense of the word?</p>	<p><b><u>WALT: spell unfamiliar words</u></b></p> <p>Practise typing out your spelling words.</p> <p>Time yourself and see if you can improve each day.</p>	<p><b><u>WALT: spell unfamiliar words</u></b></p> <p>Practise your spelling words for the fortnight.</p> <p>Look up the words you don't know in a dictionary and write out their meaning.</p> <p>Use a thesaurus to find synonyms for your spelling words.</p>	<p><b><u>WALT: spell unfamiliar words</u></b></p> <p>Ask an older sibling, parent or adult at home to test you on your words.</p> <p>Compare this to your pretest result. How did you go? Are there still some words you need to practise some more?</p>	<p><b>GOOD FRIDAY HAVE A HAPPY EASTER</b></p> 
<p><b><u>WALT: make connections</u></b></p> <p>Read one chapter of your novel.</p> <p><b>Focus: TEXT TO SELF</b></p> <p>Record in one paragraph some of the connections you can identify between the text and yourself, your own life or your own experiences.</p>	<p><b><u>WALT: make connections</u></b></p> <p>Read one chapter of your novel.</p> <p><b>Focus: TEXT TO TEXT</b></p> <p>Record in one paragraph some of the connections you can identify between the text and another text you have read or viewed.</p> <p>Remember, a 'text' includes books, comics, artworks, movies, advertisements etc</p>	<p><b><u>WALT: make connections</u></b></p> <p>Read one chapter of your novel.</p> <p><b>Focus: TEXT TO WORLD</b></p> <p>Record in one paragraph some of the connections you can identify between the text and our world.</p>	<p><b><u>WALT: compose a persuasive text</u></b></p> <p>Write a persuasive text to convince your audience of your point of view. You might like to create a persuasive speech and film yourself presenting it.</p> <p><b>Topics (student choice):</b>  <i>Persuade Mr Scott Morrison (PM) that we should get a week of public holidays for Easter. (agree or disagree)</i>  <i>Persuade the Easter bunny to give only ONE person ALL the chocolates. (agree or disagree? Who should it be?)</i></p>	

Snack break and play outside

### Mathematics

**WALT:** describe the features of 2D shapes.

#### Warm up

Number of the day

<https://mathsstarters.net/numoftheday/6digit>

#### Vocabulary

Vertices – corners

Sides, Regular, Irregular, parallel.

Quadrilateral – any 4 sides shape.

#### Learning Task

1. **Using a ruler**, draw the following 2D shapes;
  - Square with 4cm sides,
  - Equilateral Triangle with 6cm sides,
  - Rectangle with 2 x 10cm sides and 2 x 4cm sides,
  - Irregular quadrilateral (any size you like),
  - Pentagon with 3cm sides,
  - Hexagon with 4cm sides,
  - Octagon with 3cm sides.
2. Name the shape and identify the features of each shape (side, and vertices).

### Mathematics

**WALT:** investigate the diagonals of 2D shapes (quadrilaterals).

#### Warm Up

Number of the day

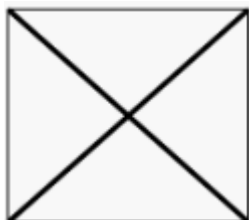
<https://mathsstarters.net/numoftheday/6digit>

#### Vocabulary

Vertices, diagonal, end point (end of the diagonal line)

#### Learning Task

1. Draw a square that has 4cm sides.
2. Draw and identify the diagonals as shown in the example below. **Notice how the diagonals begin and end at each vertex (corner).**



3. Measure the lengths of the diagonals. What did you discover?
4. Measure the angles where each line bisect (meets). What did you discover?

### Mathematics

**WALT:** describe the features of the different triangles, including diagonals.

#### Warm up

Number of the day

<https://mathsstarters.net/numoftheday/6digit>

#### Vocabulary

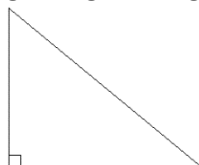
Isosceles triangle, equilateral triangle, scalene triangle, right angle triangle

#### Learning Task

1. Draw the 4 types of triangles and identify what features make them different.

*For example -*

**Right angle triangle**



A right-angle triangle had **two equal sides**. Two edges meet to form a **right angle**.

**Type of triangles:** Right angle triangle, equilateral triangle, isosceles triangle and scalene triangle.

**(Please use Google search if you need assistance drawing the different triangles.)**

### Mathematics

**WALT:** identify 2D shapes based on a description.

#### Warm up

Number of the day

<https://mathsstarters.net/numoftheday/6digit>

#### Learning Task

**I have 4 sides and 4 vertices. All 4 of my sides are equal in length. What am I?**

*I am a square.*



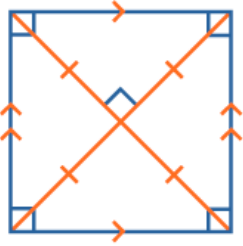
4 sides, 4 vertices, all sides are equal in length.

1. Identify the 2D shapes based on their descriptions by completing the page in the Mathematics Resources for Friday.

Create question cards to quiz someone. For these question cards, describe a shape without naming it. See example above and the one from the page in the Maths Resources below.

GOOD FRIDAY  
HAVE A HAPPY EASTER





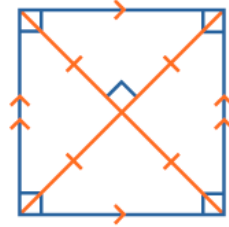
5. Draw the following shapes. Measure and compare the lengths of the diagonals. Measure and identify the angles where they bisect.

- Rectangle,
- Trapezium,
- Rhombus,
- Parallelogram

*(use Google search to assist you when drawing these shapes).*

1. Draw 3 different irregular quadrilateral 2D shapes and draw their diagonals.
2. Identify the triangles that are within each quadrilateral now.

For example:



This square contains 4 right angle triangles, as identified by the small square where the lines meet making it a 90-degree right angle.

**Challenge Activity**

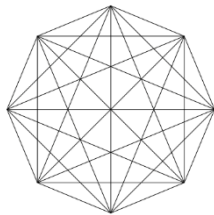
Identify additional features of the 2D shapes you have drawn. Such as, parallel lines, angle types (obtuse, acute and right angle). And add these features to the original shapes you have drawn.

Draw a dodecahedron and identify its features.

**Challenge Activity**

Draw a multi-sided shape and identify all its diagonals.

***Here is an octagon as an example.***



Draw your name in block letters and identify the diagonals.

**Challenge Activity**

Draw a multi-sided shape and colour in each triangle that is formed once you identify the diagonals.

Colour code the triangles based on which type of triangle it is.

For example -

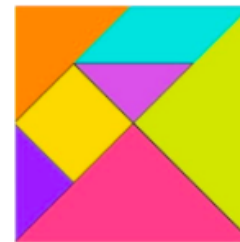
- Blue – scalene triangle
- Red – isosceles triangle
- Yellow – equilateral triangle
- Green – right angle triangle

Feel free to use the octagon shape from Tuesday's challenge.

**Challenge Activity**



Draw and cut out a variety of 2D shapes.


With these 2D shapes, create another shape by putting them together, much like when you create Tangrams.




**GOOD FRIDAY  
HAVE A HAPPY EASTER**

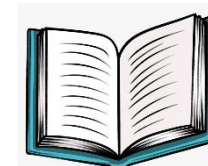


<p><b>Mindfulness</b>  <b>WALT: recognise and practise strategies that nurture mental health and wellbeing</b>  <b>Physical (movement)</b>  <b>Wellbeing-</b>  <u>Using my senses</u>  Grab your Crunch and Sip/any food for this activity. Click on the link below and watch: <a href="#">Mindful Eating</a>  <b>Mindful Reflection:</b>  Eating is necessary for our physical wellbeing, so let's eat thoughtfully.  How do you feel after this activity of focusing on your food?</p>	<p><b>Mindfulness</b>  <b>WALT: recognise and practise strategies that nurture mental health and wellbeing</b>  <b>Emotional (feelings)</b>  <b>Wellbeing-</b>  <u>Sky Watching</u>  Set a timer for 10 minutes and watch the sky on your back.  <ul style="list-style-type: none"> <li>• What can you see?</li> <li>• Is the sky changing?</li> <li>• What colours can you see?</li> </ul> Close your eyes for 5 seconds. When you open them, take a picture of what you see in the sky with your eyes. Draw your sky picture. <b>Reflection:</b>  Show someone your picture. Did you feel more relaxed after this activity of being in the present?</p>	<p><b>Mindfulness</b>  <b>WALT: recognise and practise strategies that nurture mental health and wellbeing</b>  <b>Showing Gratitude</b>  Use the QR code below or click on the link to listen to the story:     <a href="#">Ten Thank You letters</a>  Write down or draw 5 things that you are thankful for. You could also write a letter to someone thanking them for something.  <b>Mindful Reflection:</b>  Call a friend or grandparent and share 5 things you are thankful for. If you wrote a letter, could you post it to someone?</p>	<p><b>Mindfulness</b>  <b>WALT: recognise and practise strategies that nurture mental health and wellbeing</b>  <b>Cognitive (mind) Wellbeing-</b>  <b>Tower building</b>  Set a timer for 10 minutes. Build the tallest tower you can make. You could use blocks, lego, cards, books etc.  <b>Mindful reflection:</b>  Each time your tower falls, try a new way to build it to make it taller.  <i>How do we feel when we persevere with a task?</i></p>	<p><i>GOOD FRIDAY  HAVE A HAPPY EASTER</i></p>
<p>Make your lunch and play outside</p>				

<p><b>Geography</b> <b>WALT: identify the relationship between countries</b></p> <p>Over the last two weeks, you have researched two different countries from Asia.</p> <p>You then compared them, identifying the similarities and differences between the two.</p> <p>Today, you will choose <u>ONE</u> of the Asian countries you've learnt about and compare and contrast it to Australia.</p> <ul style="list-style-type: none"> <li>• How are we similar?</li> <li>• How are we different?</li> </ul> <p>Use <u>ONE</u> of the suggested scaffolds to represent your learning.</p> <p>(a) venn Diagram (b) table (c) fact file comparison</p> <p><i>*Refer to last week's home learning grid for examples of these scaffolds.</i></p> <p>Share your learning with someone at home, or telephone a grandparent or other family member to explain to them what you have learned.</p>	<p><b>Performing Arts</b> <b>WALT: recognise 'action' as an elements of dance.</b></p> <p><i>What are the qualities of a good dance?</i> (All dancers are in time with the music, range of dance steps, transitions are fluid, it is energetic etc..)</p> <p>There are 6 <b>Elements of Dance</b> (action, dynamics, time, space, relationships and structure).</p> <p><b>Focus: ACTION</b> Watch the video found at the following link: <a href="https://www.elementsofdance.org/action.html">https://www.elementsofdance.org/action.html</a> and then generate a list of all the different <b>actions</b> you saw in this video such as slap, jump, etc...</p> <ol style="list-style-type: none"> <li>1. <b>Select 4 of the actions to use in a dance performance you will choreograph.</b></li> <li>2. <b>Make sure the dance performance is at least 30 seconds long with a clear beginning and ending. Repeat your movements and create variations of your movements.</b></li> <li>3. <b>Perform it!</b></li> </ol>	<p><b>Science and Technology</b> <b>WALT: investigate geological changes to our Earth's surface</b></p> <p>Lesson notes are posted on Google Classroom. Access codes for each class are: <b>6B - n4aqnrd</b> <b>6C - rltx5dq</b> <b>6FB - 4zphsvr</b> <b>6L – intankf</b></p> <p>OPTIONAL BUILDING TASK:-</p> <ul style="list-style-type: none"> <li>• suitable design ideas and production of an earthquake proof building (labelled diagrams, notes , built design)</li> <li>• careful and sensible testing of your building designs</li> <li>• insightful observations and evaluations of your design</li> <li>• appropriate modifications of your design in response to your evaluations</li> <li>• an explanation on how your building design meets the current and future local community needs in relation to earthquakes</li> </ul>	<p><b>Personal Development &amp; Health</b> <b>WALT: Explore how stereotypes influences people's emotions</b></p> <p>Watch the BTN clip <a href="https://www.abc.net.au/btn/classroom/boys-netball/10488530">https://www.abc.net.au/btn/classroom/boys-netball/10488530</a></p> <p>Research and answer the following questions:</p> <ul style="list-style-type: none"> <li>• What is a stereotype?</li> <li>• Where might stereotypes be witnessed/seen?</li> <li>• What kind of stereotypes do you know that exist in the world today?</li> <li>• Are stereotypes kind or unkind? Why?</li> </ul>	<p><b>GOOD FRIDAY</b> <b>HAVE A HAPPY EASTER</b></p>  <p><b>EASTER GRATITUDE ACTIVITY</b></p> <p>Consider all of the things you are grateful for. Create a 'gratitude reflection' where you write down, mind map, draw or use dot points to record all of the people and things you are grateful for this Easter.</p> <p>Make an Easter card for someone in your family. In your message, explain <b>why</b> you are grateful for them.</p> <p><b>Show your gratitude!</b> Do something kind for someone at home. Eg. clean up a room, help with the cooking, tidy the backyard toys, help a sibling etc.</p>
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<p><b>Physical Education</b> (approx. 30 mins)  <b>WALT: use the fundamental skill of running.</b></p> <p><b>Equipment: none.</b></p> <p><b>Watch the following video:</b>  <a href="https://www.youtube.com/watch?v=2hU04IFAr7Q">https://www.youtube.com/watch?v=2hU04IFAr7Q</a>  or  Appendix 1</p> <p>Children practise the technique outlined in the video for running.</p>	<p><b>Physical Education</b> (approx. 30 mins)  <b>WALT: use the fundamental skill of running.</b></p> <p><b>Equipment: plastic cones or any item similar.</b></p> <p><b>Watch the following video:</b>  <a href="https://www.youtube.com/watch?v=oaFYHppRm-A&amp;t=10s">https://www.youtube.com/watch?v=oaFYHppRm-A&amp;t=10s</a>  or  Appendix 1</p> <p>In this video, the instructor outlines a game where students can run through cones to practise the running skills. You may modify this for your child to suit them, for example – expand the space between cones or set a time limit.</p>	<p><b>Physical Education</b> (approx. 30 mins)  <b>WALT: use the fundamental skill of dodging.</b></p> <p><b>Equipment: none.</b></p> <p><b>Watch the following video:</b>  <a href="https://www.youtube.com/watch?v=ies4MplXfHA">https://www.youtube.com/watch?v=ies4MplXfHA</a>  or  Appendix 2</p> <p>Children practise the technique outlined in the video for dodging.</p>	<p><b>Physical Education</b> (approx. 30 mins)  <b>WALT: use the fundamental skill of leaping.</b></p> <p><b>Equipment: none.</b></p> <p><b>Watch the following video:</b>  <a href="https://www.youtube.com/watch?v=rlbzgyfFeaU">https://www.youtube.com/watch?v=rlbzgyfFeaU</a>  <b>Watch until 1:10 only</b>  Or  Appendix 3</p> <p>Children practise the technique outlined in the video for leaping.</p>	<p><b>GOOD FRIDAY</b>  <b>HAVE A HAPPY EASTER</b></p> 
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***If you have completed everything in your learning grid...***  
Go to the google classroom that you use with Mrs Ranaweera in library lessons.  
Complete the project you started this term.  
Have fun!



## 2D shapes – polygons

A polygon is a 2D (flat) shape with 3 or more straight sides. The word comes from the Greek words, *poly* and *gonia*, meaning 'many angles'.

All polygons are closed – they have no break in their boundaries. They have no curved sides.



These are polygons.

- 1 It's time for a polygon pop quiz. Read through the questions and answer any you know. Now for the research. You may draw the shapes, use the internet, or a maths dictionary to help you find the answers. If you want to add some excitement, work in small teams and race against other teams. The first correct team wins.

I have 4 equal sides and 4 equal angles.

I'm a

I'm a 3 sided polygon. I have 2 equal sides and angles.

I'm an

I have 5 sides and 5 angles. This makes me a pentagon.

My angles add to

I have 6 sides and 6 angles. I'm a hexagon.

My angle sum is

I have 4 sides and 4 angles. I have 1 pair of parallel lines.

I'm a

I have 12 sides and 12 angles.

I'm a

I'm a quadrilateral. Both pairs of opposite sides are parallel.

I'm a

I'm a triangle with 1 axis of symmetry. Draw and label me.

What does the phrase 'angle sum' mean?

I'm an equilateral triangle. Draw me.

There may be more than one right answer for some of these.



CHECK



## Physical Activity Journal

We should all be physically active for at least 30 minutes each day. Use this to record your activity.

Monday	Tuesday	Wednesday	Thursday	Friday

# PHYSICAL EDUCATION APPENDIX

## Appendix 1: Running

### Skill components



1 4 5 6



2



3

1. Lands on ball of the foot.
2. Non-support knee bends at least 90 degrees during the recovery phase.
3. **High knee lift (thigh almost parallel to the ground).**
4. **Head and trunk stable, eyes focused forward.**
5. Elbows bent at 90 degrees.
6. **Arms drive forward and back in opposition to the legs.**

(Introductory components marked in bold)

## Skill components



1



2



3

1. Changes direction by bending knee and pushing off the outside foot.
2. Change of direction occurs in one step.
3. **Body lowered during change of direction or in the direction of travel.**
4. **Eyes focused forward.**
5. Dodge repeated equally well on both sides.  
(Introductory components marked in bold)



4



5

## Skill components



1

2



3

4

5



6

1. **Eyes focused forward throughout the leap.**
  2. **Knee of take-off leg bends.**
  3. Legs straighten during flight.
  4. Arms held in opposition to the legs.
  5. **Trunk leans slightly forward.**
  6. Lands on ball of the foot and bends knee to absorb landing.
- (Introductory components marked in bold)