

Term 3, Week 9

Year Six - Remote Learning

Please wait for your teacher before commencing any small Webex group activities

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 9:30	<p style="text-align: center;">Exhibition</p> <p style="text-align: center;">Webex Lesson With Whole Cohort</p>	<p style="text-align: center;">NO WEBEX MEETINGS TODAY</p>	<p style="text-align: center;">Exhibition</p> <p style="text-align: center;">Webex Lesson With Whole Cohort</p>	<p style="text-align: center;">CLASS WEBEX MEETING</p> <p style="text-align: center;">See Google Classroom for the login details</p>	<p style="text-align: center;">Exhibition</p> <p style="text-align: center;">Webex Lesson With Whole Cohort</p>
9:30-9:50	<p style="text-align: center;">Exploring Possible Exhibition Topics</p> <p>LI: What will The Exhibition be about?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know what the United Nations Sustainable Development Goals are <input type="checkbox"/> I can think of possible topics linked to the SDGs <input type="checkbox"/> I can identify topics of interest to me <p>What will be doing in this whole cohort meeting?</p> <ul style="list-style-type: none"> ★ We will revisit the Transdisciplinary Theme and Central Idea ★ We will learn about the United Nations Sustainable Development Goals ★ We will brainstorm topics linked to the UN SDGs ★ We will start thinking about which topics of interest to us and link them to the 	<p style="text-align: center;">Exhibition</p> <p>LI: What is academic honesty?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know what academic honesty is. <input type="checkbox"/> I can answer questions to show my knowledge of academic honesty. <p>What is your independent task today?</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> ★ Instructional Video - Explaining task ★ Academic Honesty Task <p><u>Task:</u> Today you will be reviewing academic honesty from earlier in the year ready for Exhibition. Watch the instructional video and then complete the following task, we would like you to research using the provided student websites as it says on the video. You will be learning about copyright, fair use and academic honesty.</p>	<p>LI: How do I create my lines of inquiry?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I understand the key concepts <input type="checkbox"/> I can pose question and then transform them into statements <input type="checkbox"/> I can work collaboratively and listen to my group member's ideas. <p>What will be doing in this whole cohort meeting?</p> <ul style="list-style-type: none"> ★ We will unpack the PYP key concepts ★ We will formulate questions as a group on 'Google Meet' ★ We will transform the questions into lines of inquiry <p><u>Student Resources:</u></p> <ul style="list-style-type: none"> ★ Teacher powerpoint ★ Brainstorming Lines of Inquiry Template 	<p style="text-align: center;">Exhibition</p> <p>LI: How can I create an engaging front cover?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can include a visually appealing front cover <input type="checkbox"/> I can include a title and name of my group <input type="checkbox"/> I can send a clear message to the audience about what my topic is about <p>What is your independent task today?</p> <ul style="list-style-type: none"> • Watch the video and view the slides • Today you will have time to create your front cover for your Exhibition Portfolio and format your slides • Use the video to guide you 	<p>LI: How do I create my lines of inquiry?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I understand the key concepts <input type="checkbox"/> I can pose question and then transform them into statements <input type="checkbox"/> I can work collaboratively and listen to my group member's ideas. <p>What will be doing in this whole cohort meeting?</p> <ul style="list-style-type: none"> ★ We will continue to formulate questions as a group on 'Google Meet' ★ We will transform the questions into lines of inquiry and get them approved by a teacher ★ We will start using the question matrix and researching our lines of inquiry

	<p>Transdisciplinary Theme, Central Idea and SDGs</p> <p>What is your independent task today?</p> <ul style="list-style-type: none"> Submit your preferences via Google Forms by the end of the day. 	<p>Once you have finished using the internet to answer the 15 questions, correct using the answers on the next page.</p> <p>Tasks to add to your Exhibition Portfolio:</p> <ul style="list-style-type: none"> Academic Honesty Task 	<p>Tasks to link to your Exhibition Portfolio:</p> <ul style="list-style-type: none"> Brainstorming Lines of Inquiry Template Slide that clearly lists your 3 lines of inquiry (when approved by a teacher) 		<p><u>Student Resources:</u></p> <ul style="list-style-type: none"> ★ Brainstorming Lines of Inquiry Template ★ Question Matrix <p>Tasks to upload to your Exhibition Portfolio:</p> <ul style="list-style-type: none"> Slide that clearly lists your 3 lines of inquiry <p><u>What can you do on the holidays (optional)?</u></p> <ul style="list-style-type: none"> → Format your Exhibition Portfolio (theme, layout, colours) → Start researching your topic using the question matrix and your Lines of Inquiry (possibly set up a group research doc?)
<p>9:50 - 10:40</p>	<p>Spelling</p> <p>LI: How 'y' 'is used in words?</p> <p>S.C -</p> <ul style="list-style-type: none"> I understand how 'y' makes the 'i' sound as in pyramid <p><u>Task ONE:</u> SMART spelling video</p> <p><u>User:</u> Yr 6 year6@smartspelling.com.au <u>or</u> stage32spelling@gmail.com</p> <p><u>Password:</u> 12345678</p>	<p>Spelling</p> <p>LI: How do I use the word catalyst in a sentence?</p> <p>S.C -</p> <ul style="list-style-type: none"> I understand different ways that catalyst can be used in a sentence. <p><u>Task ONE:</u> Watch word of the week video</p> <p><u>Task TWO:</u> Write the word catalyst in a sentence</p>	<p>Spelling</p> <p>LI: How do I use the word catalyst in a sentence?</p> <p>S.C -</p> <ul style="list-style-type: none"> I understand different ways that catalyst can be used in a sentence. <p><u>Task ONE:</u> Write the word catalyst in a sentence</p> <p><u>Task TWO:</u> Complete LSCWC and Spelling activities</p>	<p>Spelling</p> <p>LI: How do I use the word catalyst in a sentence?</p> <p>S.C -</p> <ul style="list-style-type: none"> I understand different ways that catalyst can be used in a sentence. <p><u>Task ONE:</u> Write the word catalyst in a sentence</p> <p><u>Task TWO:</u> Complete LSCWC and Spelling activities</p>	<p>Spelling</p> <p>LI: How do I spell my spelling words correctly?</p> <p>SC:</p> <p>I can spell my words correctly.</p> <p><u>Task ONE:</u> Complete spelling test and correct my 10 words</p> <p><u>Task TWO:</u> Listen to Dictation</p> <p><u>Task THREE:</u> Submit your spelling test, dictation and 3 sentences 'catalyst'</p>

	<p><u>Task TWO</u>: Pick your <u>10 words</u>. 8 from the list and two B.O.B words</p> <p><u>Task THREE</u>: Complete and LSCWC and Spelling activities</p>	<p><u>Task THREE</u>: Complete LSCWC and Spelling activities</p>			
<p>10:40 - 11:10 RECESS</p>					
<p>11:10-12:00</p>	<p style="text-align: center;">Writing Whole class webex</p> <p>Li: How can we work collaboratively in Remote Learning?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use the app Google Meet <input type="checkbox"/> I agree to our class' essential agreement <input type="checkbox"/> I understand the repercussions if I don't use the app appropriately. <p><i>Sign on to your whole class Webex to learn about 'Google Meet' and create an essential agreement as a class.</i></p>	<p style="text-align: center;">Writing Focus: Vocabulary</p> <p>Li: Why is it important to inquire into vocabulary?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can identify synonyms for 'boring' words <input type="checkbox"/> I can identify antonyms <input type="checkbox"/> I can uplevel boring sentences <input type="checkbox"/> I can use new words in a sentence <p><u>Task ONE</u>: Watch the instructional video.</p> <p><u>Task TWO</u>: Complete the vocabulary tasks from the following powerpoint in your exercise book.</p> <p><u>Task THREE</u>: Complete the following table in your exercise book.</p>	<p style="text-align: center;">Writing Focus: Letter Writing</p> <p>Li: How do I write a persuasive letter?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can correctly structure my letter (eg. address the reader) <input type="checkbox"/> I can respectfully persuade the reader <p><u>Task ONE</u>: Watch the instructional video.</p> <p>Resources: ★ powerpoint</p> <p><u>Task TWO</u>: Write a persuasive letter to your parent(s). You may choose to persuade them about something you really or want or it can be made up.</p> <p>Please use the key points from the powerpoint to help guide your letter writing.</p> <p>Possible topics to argue could be:</p> <ul style="list-style-type: none"> ★ Your bedtime ★ Screen time ★ A product you want ★ A holiday to a destination <p style="text-align: center;">Submit as an assignment on</p>	<p style="text-align: center;">Writing Focus: 100 word challenge</p> <p>Li: How can I engage my reader?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write a write a paragraph with exactly 100 words <input type="checkbox"/> I can use interesting vocabulary <input type="checkbox"/> I can use punctuation from the Year 6 level on the punctuation pyramid <p><u>Task ONE</u>: Watch the instructional video.</p> <p><u>Task TWO</u>: Write a paragraph with exactly 100 words. It can be as creative as you would like. Think:</p> <ul style="list-style-type: none"> → Mystery → Fantasy → Humour → Informative → Action <p>Although it is creative writing, we would like to see your use of interesting vocabulary, figurative language and</p>	<p style="text-align: center;">Writing</p> <p>Li: How do I feel about Exhibition? What progress have I made?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write an in depth reflect on my progress during Exhibition <input type="checkbox"/> I can use my reflection to guide my next steps <p>Complete the following reflection and link it to your Exhibition Portfolio. You may handwrite or type.</p> <p>This week's reflection question ares:</p> <ol style="list-style-type: none"> 1. Have your feelings about Exhibition changed? 2. What are you looking forward to? 3. What are you now wondering? 4. What are potential challenges and how might you overcome them? <p style="text-align: center;">Link your diary entry to your Exhibition Portfolio</p>

			Google Classroom.	punctuation. <u>CHALLENGE</u> - Can you use the words from Tuesday's writing tasks in your paragraph?	
12:00 - 12:50	<p align="center">Maths Mental Maths:</p> <p>Complete one of the following mental maths sheets for the week. Choose between Year 6 and Year 7. Do one column each day. You will be provided with the answers on Friday to correct.</p> <p>Sheet F (Year 6) - Week 19</p> <p>Sheet G (Year 7) - Week 19</p> <p align="center">Main Lesson</p> <p>LI: How do you use the rules of algebra to solve equations?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use the rules of algebra to find an unknown number (e.g. x or y). <input type="checkbox"/> I can use my knowledge of the four operations to solve an algebraic equation. <p>Watch one the following clips - Core Task Video if you are doing the Core Task and Extension Video if you are doing the extension:</p> <p>Video - Core Task (solving one step equations)</p>	<p align="center">Maths Mental Maths:</p> <p>Complete one of the following mental maths sheets for the week. Choose between Year 6 and Year 7. Do one column each day. You will be provided with the answers on Friday to correct.</p> <p>Sheet F (Year 6) - Week 19</p> <p>Sheet G (Year 7) - Week 19</p> <p align="center">Main Lesson</p> <p>LI: How do you use the rules of algebra to solve equations?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use the rules of algebra to find an unknown number (e.g. x or y). <input type="checkbox"/> I can use my knowledge of the four operations to solve an algebraic equation. <input type="checkbox"/> I can collect like terms in algebraic algebraics. <p>Watch one the following clips - Core Task Video if you are doing the Core Task and Extension Video if you are doing the extension:</p>	<p align="center">Maths Mental Maths:</p> <p>Complete one of the following mental maths sheets for the week. Choose between Year 6 and Year 7. Do one column each day. You will be provided with the answers on Friday to correct.</p> <p>Sheet F (Year 6) - Week 19</p> <p>Sheet G (Year 7) - Week 19</p> <p align="center">Main Lesson</p> <p>LI: How do you use the rules of algebra to solve equations? How confident are you when solving algebraic problems?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use the rules of algebra to find an unknown number (e.g. x or y). <input type="checkbox"/> I can use my knowledge of the four operations to solve an algebraic equation. <input type="checkbox"/> I can collect like terms in algebraic algebraics. <p>Watch one the following clips - Core Task Video if you are doing the Core Task and</p>	<p align="center">Maths Mental Maths:</p> <p>Complete one of the following mental maths sheets for the week. Choose between Year 6 and Year 7. Do one column each day. You will be provided with the answers on Friday to correct.</p> <p>Sheet F (Year 6) - Week 19</p> <p>Sheet G (Year 7) - Week 19</p> <p>Correct your Mental Maths Friday afternoon during finish off time. Here are the answers Sheet F Week 19 Answers Sheet G Week 19 Answers</p> <p align="center">Main Lesson</p> <p>LI: How do you solve worded problems by creating algebraic expressions and equations?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can apply my knowledge of algebra to solve related worded problems. <input type="checkbox"/> I can create algebraic expressions and equations from worded problems. <p>Watch the following clip:</p>	<p align="center">FINISHING OFF</p> <p>You have this session as finishing off time. The tasks you may choose to complete include:</p> <ul style="list-style-type: none"> ● Finishing tasks from this week - including challenge tasks ● Submitting assignments ● Looking at feedback from your teacher ● Completing all specialist tasks ● Working on your personal writing goal ● Independent reading ● My Literacy and My Numeracy ● Complete a Wellbeing Activity ● Watch this week's BTN ● Set up your Exhibition portfolio and check you have finished all tasks

	<p>Video - Extension Task (One step equations - Multiplication & Division)</p> <p>You can choose to do either the core or extension task. Once you have completed your task, correct at the end (answers on the second link for both tasks):</p> <p>Core Task:</p> <p>Core Task - Algebra Equations</p> <p>Answers - Core Task</p> <p>Extension Task:</p> <p>Extension Task - One step equations with multiplication and division</p> <p>Extension Task - Answers</p>	<p>Video - Core Task (One step equations Addition/Subtraction)</p> <p>Video - Extension Task (Solving equations by collecting like terms)</p> <p>You can choose to do either the core or extension task. Once you have completed your task, correct at the end (answers on the second link for both tasks):</p> <p>Core Task:</p> <p>Core Task - One Step equations with addition and subtraction</p> <p>Answers - Core Task</p> <p>Extension Task:</p> <p>Extension Task - Collecting like terms in equations</p> <p>Extension Task - Answers</p>	<p>Extension Video if you are doing the extension:</p> <p>Video - Core Task (One step equations - Multiplication & Division)</p> <p>Video - Extension Task (Unit Test)</p> <p>You can choose to do either the core or extension task. Once you have completed your task, correct at the end (answers on the second link for both tasks):</p> <p>Core Task:</p> <p>Core Task - One Step equations with multiplication and division</p> <p>Core Task - Answers</p> <p>Extension Task:</p> <p>Extension Task - Unit Test</p> <p>Extension Task - Answers</p>	<p>Video - Problem solving with equations</p> <p>You can choose to do either the core or extension task. Once you have completed your task, correct at the end (answers on the second link for both tasks) and then submit on google classroom as an assignment or attach to your maths portfolio:</p> <p>Core Task:</p> <p>Core Task - Problem Solving with equations</p> <p>Core Task - Answers</p> <p>Extension Task:</p> <p>Extension Task - Problem solving with equations</p> <p>Extension Task - Answers</p>	
12:50 - 1:50	LUNCH				
1:50 - 2:40	<p style="text-align: center;">MUSIC</p> <hr/> <p style="text-align: center;">WEBEX MEETING</p> <p>1:45 - 2:15pm - 6D</p> <p>2:15 - 2:45pm - 6M</p> <p>2:45 - 3:15pm - 6S</p>	<p style="text-align: center;">Reading</p> <p>L.I: How do we evaluate whether we have found the information we need?</p> <p>SC:</p>	<p style="text-align: center;">Reading</p> <p>L.I: How do I become a better reader?</p> <p>SC:</p> <p><input type="checkbox"/> I can identify an area of reading that I can improve on</p>	<p style="text-align: center;">Reading</p> <p>L.I: How do we apply our comprehension strategies to show our understanding?</p> <p>SC:</p> <p><input type="checkbox"/> I can apply a variety of comprehension strategies.</p> <p><input type="checkbox"/> I can show my understanding in a</p>	<p style="text-align: center;">Finishing OFF</p> <p>You have this session as finishing off time. The tasks you may choose to complete include:</p> <ul style="list-style-type: none"> Finishing tasks from this week - including

<p>Please sign in to your specialist lesson at your class' designated time. Webex codes will be posted by the specialist teacher on Google Classroom.</p> <p>Learning Intention: How are some ideas (such as social issues) communicated through song?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can analyse song lyrics and identify the issue the performer is intending to communicate. <input type="checkbox"/> I can recognise their point of view and draw my own conclusions as to whether I agree or disagree. <p>Learning Task:</p> <p>1. Select a song of your own choice. One that deals with an issue that you support or think is an idea/ concept/ protest/concern that is worth sharing with other listeners. DO NOT USE ONE OF THE 37 SONGS THAT</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can find a song of my choice which informs the listener about a social issue. I can complete the 'Student Choice Guide' and submit through Google Classroom. <p>HAVE BEEN PROVIDED TO YOU.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can skim a website to identify key information <input type="checkbox"/> I can recognise when a website is relevant or irrelevant <input type="checkbox"/> I can stay on task when searching for information <p><u>Task ONE:</u> Watch video and view slides</p> <p><u>Task TWO:</u> Complete a useful website and relevant information checklist and then take a picture and upload to your reading log.</p> <p><u>Task THREE:</u> Read a text of your choice for at least 20 minutes</p> <p><u>Task FOUR:</u> Complete reading log and summary</p> <p><u>OPTIONAL:</u> For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can think of strategies to help me improve <p><u>Task ONE:</u> Read a text of your choice for at least 20 minutes</p> <p><u>Task TWO:</u> Complete tasks on My Literacy in Essential Assessment</p> <p><u>Task FOUR:</u> Complete reading log and summary</p> <p><u>OPTIONAL:</u> For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder</p>	<p>detailed written or visual format</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use evidence from the text to support my thinking. <p><u>Task ONE:</u> Read a text of your choice for at least 20 minutes</p> <p><u>Task TWO:</u> Choose a reading response from the following lists to complete. For this task, you will be expected to show your understanding of the text by completing a reading response in greater detail than your usual reading log summary/reading response. Think about how you can present your thinking to really show your understanding.</p> <p>Fiction reading response list Nonfiction reading response list</p> <p><u>Task FOUR:</u> Complete reading log and take a picture of your completed work or copy the link to your document and insert it into your reading log reading response box.</p> <p><u>Task FIVE:</u> Submit Reading Log</p> <p><u>OPTIONAL:</u> For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder</p>	<p>challenge tasks</p> <ul style="list-style-type: none"> • Submitting assignments • Looking at feedback from your teacher • Completing all specialist tasks • Working on your personal writing goal • Independent reading • My Literacy and My Numeracy • Complete a Wellbeing Activity • Watch this week's BTN • Set up your Exhibition portfolio and check you have finished all tasks
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This is your opportunity to 'have your say' about something through the medium of music. You have free choice to select anything you like; use of inappropriate language is not acceptable.

2. There is a template in your home learning packs to use or use the template posted on Google Classwork.

3. Be sure to complete the Student Choice Guide to provide as much information as possible. You may even add a link if you think it is appropriate.

4. Submit the 'Student Choice Guide' OR take a photo of your paper copy and upload to Google Classroom.

5. REVISE & SUBMIT: Some students have several pieces of work yet to be completed from previous lessons. You can find all of the previous remote planners in the Google Music Classroom (for ALL specialist subjects.) Make sure you have done all tasks that were set.

5. REMINDER: You may wish to submit a suggestion for your end of year graduation. There is a template in your remote learning pack. Bring it back to school next term so that your suggestion can be shared with

	<p>other grade 6 students, and a decision agreed between you. (Majority choice rules.)</p> <p>Reflection: Why is the issue in your song selection important to you? How was your opinion persuaded by the lyrics?</p>				
<p>2:40 -3:30</p>	<p style="text-align: center;">Reading</p> <p>LI: What are some effective techniques to search for information on the internet?</p> <p>SC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know how to phrase searches <input type="checkbox"/> I know what a keyword is <input type="checkbox"/> I can revise and refine my searches when necessary <p><u>Task ONE:</u> Watch video</p> <p><u>Task TWO:</u> Read a text of your choice for at least 20 minutes</p> <p><u>Task THREE:</u> Complete reading log and summary</p> <p>OPTIONAL: For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder</p>	<p style="text-align: center;">ART</p> <p style="text-align: center;">NO WEBEX MEETING</p> <p>Learning Intention: How can we recreate a masterpiece?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have recreated my masterpiece <input type="checkbox"/> I have uploaded my recreation, side by side with the original, to Google Classroom. <p>Learning Activity: Today you are finishing your masterpiece recreation. Please upload your finished recreation to the assignment 'Masterpiece Recreation' on Google Classroom. I am looking forward to seeing your work! Below are the links from last week in case you haven't had the chance to get started yet: Some Excellent Examples CLICK HERE for some more examples CLICK HERE for some examples</p>	<p style="text-align: center;">IRC</p> <p style="text-align: center;">NO WEBEX MEETING</p> <p>Learning Intention: How can I be safe online?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I know how to respect everyone online. <input type="checkbox"/> I know that I need to tell my parents or my teacher, about online behaviour that upsets me. <input type="checkbox"/> I can identify unsafe behaviour online. <input type="checkbox"/> I can complete the discussion points on Google Classroom. <p>Learning Activity: 1) On your IRC Google Classroom page, see the 4 discussion points. Choose a parent or older brother or sister to talk to about these. 2) In your Remote/Home Learning book, come up with your own discussion point or question.</p>	<p style="text-align: center;">LOTE</p> <p style="text-align: center;">NO WEBEX MEETING</p> <p>Learning Intention: How did mythology help traditional societies to understand Earth's place in space?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use my communication skills and use my creativity to retell a story <input type="checkbox"/> I can use at least 4 Japanese words in my myth story <input type="checkbox"/> I can use Japanese word order (object- verb) to say '... was made' in Japanese (... o tsu ku ri ma shi ta) <p>Learning Task: We began this in our Webex lesson last week. This week publish and submit your story. Please post any questions on the Google Classroom Stream. This is the second week for this activity. The materials can be found in your LOTE Google Classroom page, under</p>	<p style="text-align: center;">PE</p> <p style="text-align: center;">NO WEBEX MEETING</p> <p>Learning intention Why are movements like yoga, Pilates and Tai Chi so important to wellbeing?</p> <p>Success criteria</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can understand other people's point of views, through Positive Education <input type="checkbox"/> I know the difference between yoga, pilates and Tai Chi <input type="checkbox"/> I understand the importance of slowing down in Tai Chi <p>Learning activity</p> <ol style="list-style-type: none"> 1.) Warm-up- Pilates warm-up 2.) Positive education week 4 3.) Complete the following Tai chi session. 4.) Yoga poses- You need to learn the following yoga poses this lesson. <p>Lord of the dance- Start in mountain pose, transfer your weight to the left leg, bend your right knee and bring your</p>

of famous paintings. You do not need to choose from this list. You are more than welcome to come up with your own! [CLICK HERE](#) for some artists to research if you wish to choose your own.

Reflection: 'If I see something online, what should I do?' Write your answer in your Home Learning book.

Classwork—Week 8 and 9: Year 6 Japanese Myth Story.

1. Have you completed your word bank? (materials attached on Google Classroom)
2. Have you told your chosen myth story in your own words? (Japanese creation myth; Ainu Creation story 1; Ainu Creation Story 2). You can choose to create a picture book on paper, make a slide show, or a video. Have a look at Sensei's example.
3. Have you replaced the English with at least 4 Japanese words from your word bank?
4. Narrate your story.

5. Post your published story on the Assignment

Extension: Any '... was made' sentences can be adjusted to the Japanese word order.

Reflection:

Were you able to use 4 Japanese words and use the correct word order when using '... was made' (... o tsu ku ri ma shi ta)?

foot toward your right buttock. Reach back with your right hand, grasp your foot, and raise the left hand up toward the ceiling. Only do what you are comfortable doing.

Forward fold- Same as half fold, except you will bring your hands all the way down to the ground, or as far as you are comfortable.

Cobra pose- Lie on your tummy, press the tops of the feet and thighs and the pubis firmly into the floor, on an inhalation (breath in) and begin to straighten the arms to lift the chest off the floor.

Forearm plank- Push down on your forearms to keep your shoulders from creeping up next to your ears, and fire up your core to keep the body from dumping down.

Remember to breathe! It makes the pose easier to hold if you think "Inhale for strength. Exhale and engage.

Side plank- Legs and back stay as straight as possible and bring your hips into the air, with the opposite hand staying on your hip. Exhaling as your hips come up.

Bridge pose- Start with your back on the ground, with your

arms and hands by your side, slowly bringing your hips into the air and squeeze your bottom muscles at the top. Exhale as you are bringing your hips up.

Plow pose- Begin by lying flat on your back with your legs extended and your arms at your sides, palms down, on an inhalation, use your abdominal muscles to lift your legs and hips up toward the ceiling. If your feet rest comfortably, extend your arms along the floor and interlace your fingers.

Savasana- Let Go of the Practice. During the beginning of Savasana you can bring back to mind what your intentions were to come and practice yoga, get comfortable, tune inwards, relax the whole body and find the Place of Peace and Calm.

4.) Sharing your instructional video- Show a family member or friend your instructional video and see how they follow along.

Reflection - What are some key differences between Zumba and pilates? Why is breathing so important in Tai Chi? Did the person doing your instructional video follow along how you thought they would? **If you haven't already, don't forget to**

					submit your instructional high intensity or yoga video through google classrooms.
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Additional Resources:

Complete the following activities if you have the time

- [Reading work time tasks](#)
- Essential Assessment - My Literacy and My Numeracy