Term 4, Week 1
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	**Exhibition** **Webex Lesson With Whole Cohort** **Focus:** Exhibition Requirements	**CLASS WEBEX MEETING** See Google Classroom for the login details	**Exhibition** **Webex Lesson With Whole Cohort** **Focus:** Mentors	**CLASS WEBEX MEETING** See Google Classroom for the login details	**Exhibition** **Webex Lesson With Whole Cohort** **Focus:** Essential Agreement
9:30-9:50	**LI:** What are my requirements during Exhibition? **SC:** ❏ I know my writing genre and topic ❏ I know what our maths element will be ❏ I know how we will incorporate ICT ❏ I know how we will aim to take action ❏ I have a selected an additional task from the list **What will we do in the whole cohort meeting today?** ★ Revisit the Exhibition requirements and overall success criteria ★ Break into our groups on Google Meet and assign/negotiate roles and elements ★ Document our individual roles and elements.	**Exhibition** **Focus:** Personal Research **LI:** How do you use the question matrix to brainstorm research questions for Exhibition? **SC:** ❏ I can brainstorm quality questions using the question matrix ❏ I can use a google doc to record information and bibliography **What is your independent task today?** Watch the following video explaining today's task: Video - Explanation of today's individual task Resources**:** ★ Powerpoint - Inquiry Research Template ★ Question Matrix ★ Research Template ★ Bibliography Guide	**LI -** How will I be collaborating with other people during the Exhibition? **SC:** ❏ I can show respect and develop relationships by working collaboratively with others. ❏ I can show resilience by working through challenges and utilising teachers, mentors, peers and guardians for support and advice. ❏ I can have student agency by contributing to discussions when brainstorming ideas, monitoring my progress and personal learning goals, planning action and presenting my learning to the community. **What will we do in the whole cohort meeting today?** ★ Learn about what a mentor is	**Exhibition** **Focus:** Mentors **LI -** How will I be collaborating with other people during the Exhibition? **SC:** ❏ I can show respect and develop relationships by working collaboratively with others. ❏ I can show resilience by working through challenges and utilising teachers, mentors, peers and guardians for support and advice. ❏ I can have student agency by contributing to discussions when brainstorming ideas, monitoring my progress and personal learning goals, planning action and presenting my learning to the community.	**LI:** What are my expectations when working in a group? **SC:** ❏ I can work collaboratively with my group to create an Essential Agreement ❏ I can use the school values and the attributes of the Learner Profile as inspiration **What will we do in the whole cohort meeting today?** ★ Revisit our School values and Learner Profiles ★ Refresh ourselves on what an Essential Agreement is and what it means ★ Work collaboratively in Google Meets to create an Essential Agreement agreed upon by all in our Exhibition groups

	What tasks do I need to upload to my Exhibition Portfolio? ★ Group Requirements Template (please make a copy)	Task: Explanation in video - you will be brainstorming, using the question matrix, questions about your exhibition topic that you can go ahead and research. You will record your research using the research template above and using the bibliography guide above. **What tasks do I need to upload to my Exhibition Portfolio?** ★ Link to your group's copy of the research template ★ Link a copy of your question matrix and the bibliography guide	★ Find out what a mentor's role is in supporting you through the Exhibition ★ Break into groups on Google Meet to plan and create a persuasive poster introducing your topic to possible mentors	**What is your independent task today?** Continue creating your group's persuasive poster (without Google Meet) **What tasks do I need to upload to my Exhibition Portfolio?** ★ My group's persuasive poster about our topic	
9:50 - 10:40	**Spelling** **LI:** How is the 't' making the 'ch' sound is used in words? **S.C** - ❏ I understand how t makes the 'ch' sounds as in nature Task ONE: Watch video and view slides Task TWO: Pick your **10 words**. 8 from the list and two B.O.B words Task THREE: Complete LSCWC	**Spelling** **LI:** How do I use the word 'mutual' in a sentence? **S.C** - ❏ I understand different ways that 'mutual' can be used in a sentence. Task ONE: View word of the week slides Task TWO: Write the word MUTUAL in a sentence	**Spelling** **LI:** How do I use the word 'mutual' in a sentence? **S.C** - ❏ I understand different ways that 'mutual' can be used in a sentence. Task ONE: Write the word MUTUAL in a sentence Task TWO: Complete LSCWC and Spelling activities	**Spelling** **LI:** How do I use the word 'mutual' in a sentence? **S.C** - ❏ I understand different ways that 'mutual' can be used in a sentence. Task ONE: Write the word MUTUAL in a sentence Task TWO: Complete LSCWC and Spelling activities	**Spelling** **LI:** How do I spell my spelling words correctly? **SC:** I can spell my words correctly. Task ONE: Complete spelling test and correct my 10 words Task TWO: Listen to dictation

	and and [Spelling activities](link)	Task THREE: Complete [LSCWC](link) and [Spelling activities](link)			Task THREE: <mark>Submit your spelling test, dictation and 3 sentences using the word 'mutual'</mark>
10:40 - 11:10	**RECESS**				
11:10-12:00	**Writing** **Focus:** Biographies **LI:** How do I construct a factual and informative biography? **SC:** I can demonstrate in my writing: ❏ Past tense ❏ Varying sentence length ❏ Emotive Language ❏ Adjectives ❏ Clear paragraph topics ❏ Overview of the person's life (including struggles and achievements) ❏ Key dates in chronological order ❏ Third person Task ONE: Watch the instructional video Resources: ★ [Powerpoint](link) ★ [Planning template](link) ★ [Albert Einstein - fact file](link) Task TWO: Today we will be looking at biographies. Your	**Writing** <mark>Small Group Webex Lesson</mark> **Focus:** Vocabulary **LI:** How can i expand my vocabulary? **SC:** ❏ I can use my prior knowledge to decode words, define and use in a sentence *Please sign on to your small Webex group for today's vocabulary activity.*	**Writing** **Focus:** Exhibition (Planning and First Draft) **LI:** How will I inform my audience of my Exhibition topic? **SC:** ❏ I can research and paraphrase information ❏ I have started writing my first draft Task: watch the instructional video We would like you to start planning and drafting your Exhibition written piece over the next two sessions (it will probably take more than two sessions). Exhibition is not only about the final product but also the process. We would like you to document each step you take in the process. This means we should see detailed notes and research in your book before you commence writing - you might spend today's session	**Writing** **Focus:** Exhibition (Planning and First Draft) **LI:** How will I inform my audience of my Exhibition topic? **SC:** ❏ I can research and paraphrase information ❏ I have started writing my first draft We would like you to start planning and drafting your Exhibition written piece over the next two sessions (it will probably take more than two sessions). Exhibition is not only about the final product but also the process. We would like you to document each step you take in the process. This means we should see detailed notes and research in your book before you commence writing - you might spend today's session researching and organising your paragraphs.	**Writing** **LI:** How do I feel about Exhibition? What progress have I made? **SC:** ❏ I can write an in depth reflection on my progress during Exhibition ❏ I can use my reflection to guide my next steps <mark>Complete the following reflection and link it to your Exhibition Portfolio.</mark> You may handwrite or type. This week's reflection question are: ➔ What evidence do you have to show growth in your Learner Profile goals? ➔ What evidence do you have to show growth in your Approaches to Learning goals? ➔ Further questions? ➔ What I am proud of.. ➔ What challenges have I faced?

	Exhibition group may wish to include this genre in your final presentation. Attached (in resources) is a fact file on Albert Einstein. Use the information to create a biography. You will probably not finish the whole piece today and that is fine. This is an opportunity for you to refine your skills, practice planning and writing a few paragraphs. **Checklist** ❏ Past tense ❏ Varying sentence length ❏ Emotive Language ❏ Adjectives ❏ Clear paragraph topics ❏ Key dates in chronological order <mark>Please submit what you achieved during the session today (it doesn't need to be finished)</mark>		researching and organising your paragraphs. Next week at school we will be checking your detailed plans. You may wish to use these templates to organise your thinking: - Information report planning template - Explanation report planning template - Narrative planning template - Biography planning template - Persuasive planning template	- Information report planning template - Explanation report planning template - Narrative planning template - Biography planning template - Persuasive planning template	
12:00 - 12:50	**Maths** **Mental Maths:** 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. Sheet F (Year 6) - Week 20 Sheet G (Year 7) - Week 20	**Maths** **Mental Maths:** 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. Sheet F (Year 6) - Week 20 Sheet G (Year 7) - Week 20	**Maths** **Mental Maths:** 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. Sheet F (Year 6) - Week 20 Sheet G (Year 7) - Week 20	**Maths** **Mental Maths:** 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. Sheet F (Year 6) - Week 20 Sheet G (Year 7) - Week 20	**FINISHING OFF** You have this session as finishing off time. The tasks you may choose to complete include: ● Finishing tasks from this week - including challenge tasks ● Submitting assignments ● Looking at

Main Lesson	**Main Lesson**	**Main Lesson**	**Correct your Mental Maths Friday afternoon during finish off time. Here are the answers**	
LI: How do you locate negative numbers on a number line and solve equations with negative numbers?	**LI:** How do you locate negative numbers on a number line and solve equations with negative numbers?	**LI:** How do you analyse data using fractions, decimals and percentages? How do you describe and interpret data displays using mean, median and range?	**Sheet F Week 20 Answers** **Sheet G Week 20 Answers**	

Main Lesson

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SC:

❏ I can locate negative numbers on a number line
❏ I can solve equations with negative numbers

Watch the following clips (core video for core task and extension video for extension task):

Video - Core Task

Video - Extension Task

Complete one of the following tasks (core or extension) and correct at the end using the answers on the second page of the document:

Core - Negative Numbers

Extension - Negative Numbers

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SC:

❏ I can locate negative numbers on a number line
❏ I can solve equations with negative numbers

Watch the following clip (this video is for both tasks)):

Video - The four operations & Negative Numbers

==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 page for both tasks) and then submit on google classroom as an assignment or attach to your maths portfolio:==

Core - Negative Numbers

(Use these number lines to help you if needed)

Extension - Negative Numbers

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SC:

❏ I can express probabilities as fractions, decimals and percentages.
❏ I can find the mean, median and range of data displays.

Watch the following clips (core video for core task and extension video for extension task):

Core Video - Probability with fractions, decimals and percentages

Extension Video - Mean, Median, Mode & Range

Complete one of the following tasks (core or extension) and correct at the end using the answers on the second page of the document:

Core Task - Fractions, decimals & percentages with Data

Extension - Mean, median and range

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LI: How do you compare observed frequencies across experiments with expected frequencies? How do you describe and interpret data displays using mean, median, mode and range?

SC:

❏ I can compare expected and observed frequencies.
❏ I can find the mean, median and range of data displays.

Watch the following clips (core video for core task and extension video for extension task):

Core Video - Expected Frequencies

Extension Video - Mean, Median, Mode & Range (same video as yesterday)

Complete one of the following tasks (core or extension) and correct at the end using the answers on the second page of the document:

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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
● Review your Exhibition Portfolio

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			[Core Task - Comparing frequencies of events](#) [Extension - Mean, median, mode and range](#)	

12:50 - 1:50	**LUNCH**				

1:50 - 2:40	**MUSIC**	**ART**	**IRC**	**Reading** **Small Group Webex**	**Finishing OFF**
	1:45 - 2:15pm - 6D **2:15 - 2:45pm -** 6M **2:45 - 3:15pm -** 6S Please sign in to your specialist lesson at your class' designated time. Webex codes will be posted by the specialist teacher on Google Classroom. **Learning Intention:** What are some of the world's most unusual instruments? **Success Criteria:** ❏ I have actually listened to all 12 pieces of music (and not just selected 1 to write about.) ❏ I can analyse one of the weird instruments in more detail and submit by work. **Learning Task:** INTRO: There are many weird and wonderful instruments out there in the world. Some have been around for centuries and others have been hobbled	**1:45 - 2:15pm -** 6D **2:15 - 2:45pm -** 6M **2:45 - 3:15pm -** 6S Please sign in to your specialist lesson at your class' designated time. Webex codes will be posted by the specialist teacher on Google Classroom. **Learning Intention:** How can we create a symbol for our exhibition? **Success Criteria:** ❏ I have brainstormed symbol ideas with my exhibition group. ❏ We have each created a symbol to represent our exhibition. ❏ We have chosen ONE symbol to represent our exhibition group on the brochure. **Learning Task:** This week we will be working as a level to create an exhibition brochure collage. [CLICK HERE](#) to see an example from	**1:45 - 2:15pm -** 6D **2:15 - 2:45pm -** 6M **2:45 - 3:15pm -** 6S Please sign in to your specialist lesson at your class' designated time. Webex codes will be posted by the specialist teacher on Google Classroom. **Learning Intention:** How can I be safe online? **Success Criteria:** ❏ I know how to create a secure password. ❏ I can recognise the dangers of using an unsafe password. ❏ I can reflect on and make improvements to, my passwords. **Learning Activity:** **1)** Pretend you have to create a password for something important. Write down what it would be. DO NOT USE A REAL PASSWORD THAT YOU USE NOW!	**L.I :** How do we check if information is accurate? **SC:** ❏ I can evaluate information and sources ❏ I can use multiple sources to check information **Research skills** Task ONE: Meet with your teacher on Webex at your allocated time Task TWO: Read for at least 20 minutes Task THREE: 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. Task FIVE: Submit Reading Log OPTIONAL: For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder	

together by very clever people combining different materials and objects.

1. There is a handout in your remote learning pack (from last term) titled 'What In The World…. Unusual musical instruments.' There is also a template on the Google classwork page.
2. Watch a selection of these video clips and listen to the amazing melodies. (Many of these pieces of music you should recognise.) The name of the song is followed by the type of instrument or materials used to make it.
3. Because there are 12 clips to listen to, you have 2 weeks to complete the task.

- Dance of the Sugar Plum Fairy Glass Armonica
- Over The Rainbow Theremin
- Pachelbel's Canon in D Major Paper strips and music box mechanisms
- Star Wars Medley Rimba Tubes
- Bohemian Rhapsody on the Kalimba
- Wintergarten Marble Machine
- Pipe Dream Pipes, Drums, Elastic and Rubber Balls
- Disney Medley Plastic Bottles Disney Medley
- J.S. Bach's Jesu Joy Of Man's Desiring Xylophone In The Forest
- Pirates of the Caribbean Cimbalon

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another school.

Your task this week is to create a symbol that represents your group's exhibition. You each need to do one, but only one will be included in the final brochure. You can draw or use digital technology to create your symbol.

1) Brainstorm ideas with your group.
2) Decide on a symbol to draw or create digitally. (Each group members does not have to be the same symbol)
3) Create a symbol and submit to Google Classrooms. Please include your topic and group members in the comments.
4) Discuss with your group which symbol will be selected to go on the final brochure.

I will be looking for volunteers to help with the final brochure as well, so if this interests you, please let me know.

Reflection:
How can we use symbols to express an idea?

Do this BEFORE you watch 'Password Power'.

2) Watch the BTN Video 'Password Power'.
3) In your Home Learning Book, create an example of a secure password.
How is this new password, different from the first one you made? How did it change?

Reflection: Are there any passwords you use now, that you might need to change?

- Remember: PLEASE DO NOT SHARE A REAL PASSWORD that you use now, you are making-up one! You should never share real passwords.

	- Candyman [50,000 M&Ms](#) - Needing / Getting [Racing Car & assorted materials](#) 4. After you have listened to all 12, select one of the pieces to write about and <mark>submit your work on Google Classwork.</mark> **Reflection:** One of these musical instruments is a fake! Can you determine which one is not real?				
2:40 -3:30	**Reading** **LI:** How do we prepare to read a difficult text? **SC:** ❏ I can identify text features and resources. ❏ I know what a preface, introduction, authors note, index , sidebar and glossary are ❏ I can monitor my reading SAS Umbrella 6 RML1 Task ONE: Watch [video](#) and view [slides](#) Task TWO: Complete a Text Features table and then take a picture and upload to your reading log. Task THREE: Read a text of your choice for at least 20 minutes Task FOUR:<mark>Complete [reading log](#) and summary</mark>	**Reading** **LI:** What techniques can we use to help us persist when reading a difficult text? **SC:** ❏ I can stay focussed when reading ❏ I make connections to my prior knowledge ❏ I can monitor my reading SAS Umbrella 6 RML 2 Task ONE: [Watch video](#) and view [slides](#) Task TWO: Write down a technique you used today when reading a challenging text Task THREE: Read a text of your choice for at least 20 minutes Task FOUR:<mark>Complete [reading log](#) and summary</mark>	**Reading** **L.I :** How do we apply our comprehension strategies to show our understanding? **SC:** ❏ I can apply a variety of comprehension strategies. ❏ I can show my understanding in a detailed written or visual format ❏ I can use evidence from the text to support my thinking. Task ONE: Read a text of your choice for at least 20 minutes Task TWO: Choose a reading response from the following lists to complete. For this task, po 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. [Fiction reading response list](#)	**LOTE**	**PE** **Learning intention** How does planning out my physical activity for the week make me accountable? **Success criteria** ❏ I can increase my heart rate in the Dice fitness game ❏ I can try juggling, through Positive Education ❏ I can plan out my physical activity for the rest of remote learning ❏ I know how to do desk drumming **Learning activities** 1. Warm-up- [Fitness Dice game.](#) Play this high intensity fitness game. You can play solo or with anyone in your house. If you don't have a dice at home, you can make you own or you this [online dice.](#)

OPTIONAL: For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder	OPTIONAL: For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder	Nonfiction reading response list Task FOUR: Complete reading log and summary OPTIONAL: For early finishers, continue with independent reading, Essential Assessment - My Literacy or StudyLadder	2. Positive Education week 5 3. **Plan your term-** Complete this daily physical activity planner and complete 30-45minutes of physical activity per day. 4. Desk drumming- Complete the activity desk drumming. 5. Have a look the Resilience Project website for some ideas about remote learning. **Reflection:** Is juggling a skill that can be transferable into other skills? Why is planning my physical activity important? Did you find anything useful on the Resilience Project website?