

Year 5/6 - Learning @ Home, Term 3, Week 6

Each of the activities included in this document are designed to last for approximately 30 minutes.

At **9am** each morning, you are required to log in to your class' Google Meet.

Each day, you must respond to the **Daily Post question**.

Weekly Focus

Reading	The Year the Maps Changed
Writing	Advertising
Mathematics	Data Interpretation and Representation
BQT	Business Plans
DAG	DIY Day Spa
Health	PBS Matrix

5/6 Google Meet Codes

5/6MM	5/6AM	5/6EM	5/6MW	5/6WH
a7w6mohixl	fta6gh5lrc	enmkqhu4e7	cnz67vmw66	hnsr3i5mfk

Specialist Google Classroom Codes

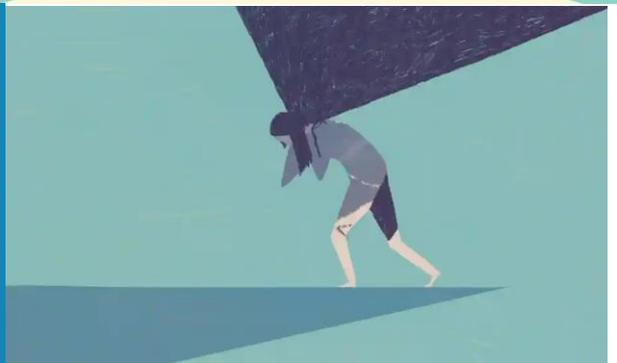
PE	ART	MUSIC	INDO
zjyhxgr	2fjbmdn	udbvrgd	fcqqcgf

Year 5/6 – Monday 16th August 2021

Reading

Read: His birthday, Sugar thieves (pg. 204-215)

Warm Up: The following images demonstrate different ways guilt can make us feel. How would you describe each one with one sentence only?



Activity: Fred feels guilty about her mother's and Drumlin's death and Sam feels guilty about his little brother's death too. In the chapter, Stop the spinning, Fred says, *"Maybe I'm like the force that stops everything, even the Earth from spinning?...I didn't want Drumlin to come"* to which Sam replies, *"Maybe I thought the same thing, Fred. Does that mean I did it, that I made him die?"*

Both Fred and Sam are feeling a combination of ***grief, sadness*** and ***guilt***. Why do you think Fred and Sam are feeling guilty? Write your response in your [Google Doc](#).

Writing

Warm up: Rocket Write - Spend 5 minutes responding to the following prompt: **Invent a sport played with jet packs - What is it called? What are the rules/How do you play?**



Print advertisement

Read through the following design rules for creating effective print ads...

9 Design Rules For Creating Effective Print Ads



Make Sure Copy is Clean and Concise

Stay away from needlessly ornate language and convoluted sentence structure that is not suitable for most advertising mediums.



Don't Be Afraid of White Space

Having a proper white space ratio makes print ads more visually appealing and reader-friendly.



Create a Notable Call to Action

When designing your ad, try to create a sense of urgency at the end by creating a call to action.



Be As Unique As You Can Be

While your product or service does not have to be the only one on the market, it's best to promote it from a unique angle.



Use Headlines Effectively

Your main title should be simple and short, as you want to peak the curiosity of your target consumers without listing facts about your business.



Simplicity is the #1 Key

Stick to something simple for your body text to maintain an ease of reading for your potential customers.



Consider Images Carefully

Avoid using generic photos purely for decorative purposes and make sure any visual imagery works alongside your copy.



Describe the Benefits

Be sure to focus on the solution you provide to a particular need rather than focusing on the problem itself.

***'Copy' is what is written in your ad (not the heading or slogan, the other writing)**

Before creating your print advertisement on your iPad, plan it out in your work book. Think about where you will place your heading, what colours you will use, where you will add your business name and slogan and everything else. Then create your ad using any application you feel comfortable in using (pic collage, canva, sketches etc).

Upload your print advertisement to your group doc.

Maths

Stem and Leaf Plots

Introduction: What is a stem and leaf plot? Stem and Leaf plots help us organise our data and see the **distribution** of the data more easily than a list of numbers. Watch [this video](#) by Mat explaining how to create a Stem and Leaf plot.

Part 1:

Below are the scores from Alanna's tests and assignments for her favourite subject, Frog Training, when she was in High School.

Stem and Leaf Plot	
4	1
5	2 7 8
6	5 6
7	0 5 8 8 8
8	0 0
9	5

1. How many times did Alanna score higher than 60 on a test?
2. What is the median for this set of data?
3. What is the range for this set of data?

The age of people at Warren's bike education classes was collected and presented in this stem and leaf plot:

stem	leaf
0	1, 1, 2, 2, 3, 4, 4, 4, 4, 5, 8
1	0, 0, 0, 1, 1, 3, 7, 9
2	5, 5, 7, 7, 8, 8, 9, 9
3	0, 1, 1, 1, 2, 2, 2, 4, 5
4	0, 4, 8, 9
5	2, 6, 7, 7, 8
6	3, 6

Key: 6|3 = 63 years old

1. How many people attended bike ed?
2. What is the mean of the data set?
3. How many people in their 60's attended because they couldn't ride a bike?

Below is a stem and a leaf that compares the total number of Ninja Turtle figures that boys and girls had at Mike's old primary school.

Girls		Boys
9, 2	9	
6, 1, 0, 0	10	5, 8, 9
8, 7	11	0, 1, 1, 7
6, 6, 5, 5, 5, 4, 2	12	3, 7, 7, 8
7, 1, 0	13	3, 3, 4, 4, 6, 9
9, 8	14	4, 4, 5
8, 6, 2, 0, 0	15	0, 1, 2, 3, 7
7	16	2, 2, 2, 5, 8
	17	1, 6
8, 0	18	2, 8
9	19	5
4	20	

1. How many students had more than 179 ninja turtle figures?
2. What is the mode number of ninja turtle figures collected by the girls?
3. What is the median number of ninja turtle figures for boys' data?

Part 2:

Create a stem and leaf plot using the data provided:

People at Newport Lakes Primary School each day in August 2021

23 11 44 22 20 27 41 19 28 31 21 16 39 35 31

Create a stem and leaf plot using the data provided:

Downloads of the original Crazy Frog single in the last 14 days

172 212 174 182 180 180 197 202 209 183 177 176 199 192

Reflection:

See it!
Draw some images that come to mind when you think about this topic



Ask it!
What questions does this make you want to ask?



Feel it!
How does this make you feel?



Show it!
Create a symbol or choose one word that explains what the main idea is.



BQT

Business Plan

Attached to this week's planner is a sample of a business plan that each group will need to present to the Bankers on Friday.

Each member of your team will need to complete a section of the proposal and put their name to that section.. The team will have 2 sessions of BQT to complete this before presenting on Friday.

Remember that snappy looking business plan is a big part of the sell to the bankers.

Below is a sample of the budget part...



Budget

This budget shows the item we have to buy, how much of it we have to buy and the cost.

Item	Coles/Kmart	Cost	How many	Total cost
Jumbo sponge yellow	Coles	\$1.50	2	\$3.00
Food colouring 4 pack assorted colours	Coles	\$3.25	1	\$3.25
Starburst snakes	Coles	\$3.08	1	\$3.08

LOTE

Hai anak-anak
Click on the link for this week's Indonesian lesson.

[Grade 5/6 Indonesian week 6 term 3 2021](#)

The lesson is also on Google Classroom. Code **fcqqcgf**

Pak Ben

Year 5/6 – Tuesday 17th August 2021

Reading

Read: Hair like hers, The announcements, Changing the landscape (pg. 216-227)

Warm Up: In this chapter, we find out that the young girls in the Haven want to cut their hair to look like a boy because it will be “safer” when they return home. Why do you think this is? Add your opinion to your [Google Doc](#).

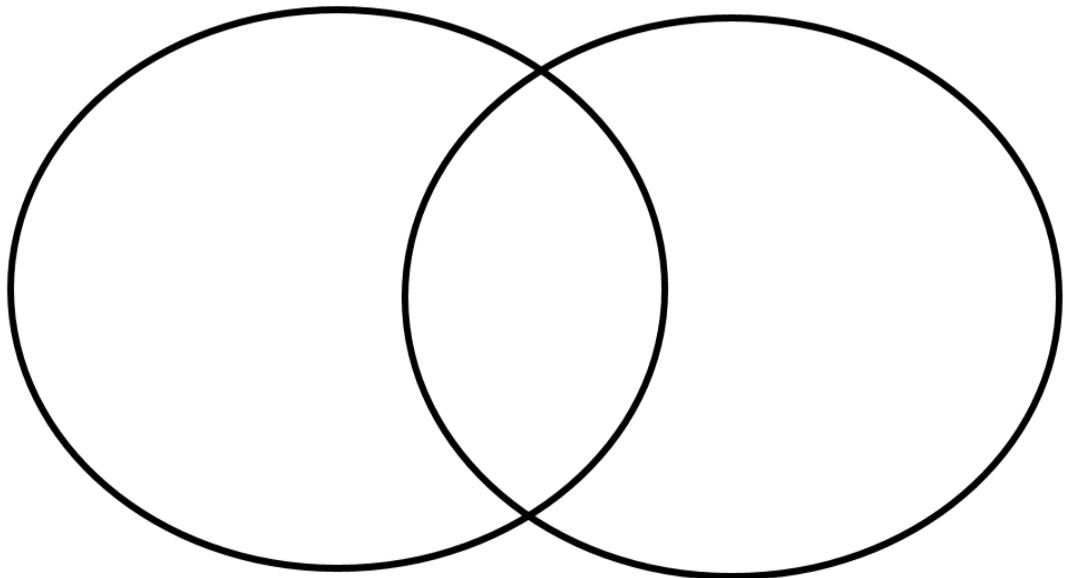
Watch: Asylum Seekers on BTN: <https://www.abc.net.au/btn/classroom/asylum-seekers/10536846>



Activity: From the BTN video, you learned a lot about the Detention Centre on Christmas Island. Now think about the Safe Haven at Point Nepean. Complete a Venn Diagram with the similarities and differences between the two places and the people that reside there. Add your Venn Diagram to your [Google Doc](#).

Detention Centre, Christmas Island

Safe Haven, Point Nepean



Reflection: Should Detention Centres exist or should Australia open their borders to everyone?

Writing

Warm up: Rocket Write: Spend 5 minutes responding to the following prompt:
Making Up Excuses

Write a conversation in which you come up with every possible excuse to not do something. At the same time, have the other person come up with a solution for each excuse.

Example:

ME: I can't sweep the floor.

ADULT: Why Not?

ME: My leg is broken.

ADULT: Here, use this crutch.

ME: Gee thanks... but I have to go to school.

ADULT: No you don't. It's Saturday.

Radio advertisement

Today you will write and perform a radio ad for your Market Day business.

Radio ads can help build brand awareness, drive traffic to your stall, and keep your business top-of-mind in the decision-making process. For radio advertising to be effective, however, you need the perfect script. If you're struggling to write the ad script, here are some tips that can help.

1. Tailor the Message to Your Audience

You'll need to make sure your radio ad script has the right tone, language, and personality to reach your particular audience. The script must connect with your target audience and not offend them.

The wrong tone or language can easily push people away from your message if you aren't careful. Define your audience, then use the ad to connect with them.

2. Write for the Ear and the Eye

It's easy to assume that the radio ad script is just for the ears of radio listeners. However, sound is not a passive sense. With the right script, you can use sound to conjure up images that make your message more enticing. If you tap into the theatre of the mind - and create a script that evokes mental images, associations, and emotions - it will be more powerful.

So how can you do this? Incorporate sound effects, add a jingle, use storytelling and even change your voice to convey a certain tone or personality. These will all help to create images that drive recall and retention.

3. Include a Strong Call-to-Action

Ultimately, the goal of your radio ad is to drive listeners to a specific action, whether that is making a particular purchase or visiting your stall on Market Day. For this reason, your call-to-action is a critical part of your script. To be effective, your call-to-action should tell people what you want them to do, and make the action easy to remember.

4. Add an Incentive

To make your script stronger, add an incentive. Offering a limited-time discount or special offer, for example, is a great way to do this. This will motivate your listeners to take action quickly, before they have a chance to forget the ad, thus boosting the effectiveness of your radio advertising.

5. Keep it Simple

Finally, keep the script simple. Your ad will be 30 seconds or less, and it needs to have a clear, effective message. If you make it too complicated, your main point will be lost on the listener. Decide what your ultimate goal is and keep every word of the script in line with that goal.

Write your script and add it to your group doc. You can then use any application (some good ones are Voice Memos, Garage Band or Anchor) to record your advertisement.

Upload the audio to Google Classroom assignment

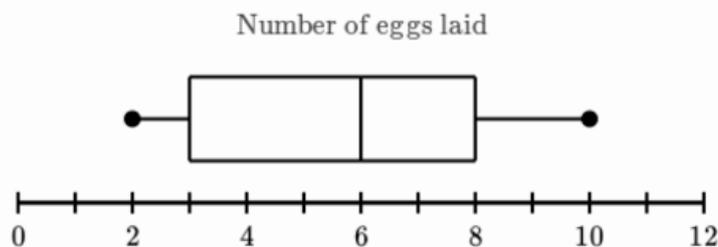
Maths

Box and Whisker Plots

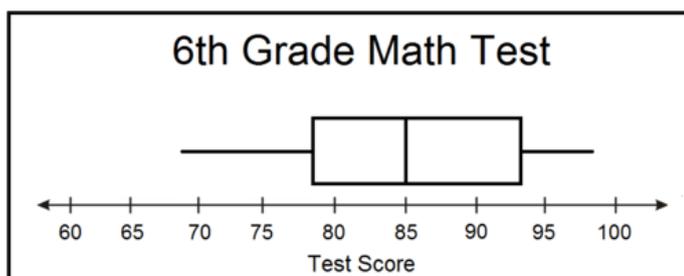
Introduction: What is a Box and Whisker plot? Box and Whisker plots (also called Box Plots) use median points to provide a summary of a data set.

Watch [this video](#) by Mat explaining how to create a Box and Whisker plot.

Part 1:

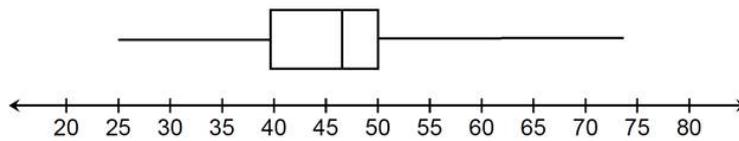


1. What is the range for this set data?
2. What is the first quartile point?
3. What is the third quartile point?



1. What was the median score for students in the test?
2. Did any students score 100% on the test?
3. What percentage of students scored more than 85% on the test?

Time Spent Reading Last Night



1. What was the least amount of time spent reading by students?
2. What percentage of students read for between 40 and 50 minutes?
3. What is the third quartile point for this data?

Part 2:

Using the following data, create your own box and whisker plots.

Millimeters of rainfall in Melbourne 2021 by Month

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
45	39	45	50	46	40	44	50	55	54	63	64

Kahoot Quiz Scores (as a percentage)

85 77 79 100 56 87 93 90 75 74 59 79 77 80

Reflection:

Free Associations

Think back over your learning. Tick one box in each row that you think best describes your learning today. Underneath, explain two of your choices (For example. I picked the forest because at the start of the lesson I felt lost, but feel better about Box and Whisker plots now)

	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; justify-content: space-between; width: 100%;"> Colours <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Red <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Yellow <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Blue <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">White <input type="checkbox"/></div> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Seasons <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Summer <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Autumn <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Winter <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Spring <input type="checkbox"/></div> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Numbers <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Two 2 <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Five 5 <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Seven 7 <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Ten 10 <input type="checkbox"/></div> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Lines <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Straight <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Spiral <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Squiggle <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Circle <input type="checkbox"/></div> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Temperatures <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Hot <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Cold <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Warm <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Freezing <input type="checkbox"/></div> </div> </div> <div style="display: flex; justify-content: space-between; width: 100%;"> Landscapes <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Mountain <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> River <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Desert <input type="checkbox"/></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Forest <input type="checkbox"/></div> </div> </div> <ol style="list-style-type: none"> 1. I chose... because.... 2. I chose... because.... </div>
BQT	<p>Groups today are to finalise their Business Model presentation for Friday. Each group needs to make sure that they have included all the information that was shown in the example. This will ensure that your group is presenting as convincing a business plan as possible.</p> <p>The areas that need to be shown include- price per unit, number of units you hope to sell, who is the target audience, what is the ad strategy, list of items that are required for your group.</p>
Art	<p>Week 6 Art – What is Art?</p> <p>To access the Art program on google slides click on the link below.</p> <p>This week is about What is Art?</p> <p>The link will also be available on the 5/6 Art 2021 Google Classroom – access code is t46vezx</p>

Year 5/6 - Wednesday 18th August 2021

Reading

Read: A hiding place, Sphinx Rock, Waves crashing (pg. 228-243)

Warm Up:



Moral Dilemma

Imagine you were Aidan. You want to play in the Aussies vs Albanians match because you LOVE soccer and you believe it is a great way to make the refugees feel welcome. But, your dad does not want you to join in.

What would you do?

Activity: Last week we learnt about our moral compass, that thing inside of us that helps us decide right from wrong. Sometimes, we find ourselves in a situation where our moral compass is compromised. We have to choose a path for ourselves, but right and wrong are not so clear because the circumstances are complex.

Merjeme, Arta and their friends find themselves in a situation where they feel their only choice is to steal. Do you think they did the right thing? Why or why not? Maybe you can see both sides.

Use evidence from the text and your own prior knowledge (make connections to your own experiences) to explain your opinion. Write your response as a paragraph in your shared Reading doc. Here's some points to consider...

- What circumstances led the refugee kids to make that decision?
- What was at stake for them?
- Did they have other options?
- What would you have done?

Writing

Warm up: Rocket Write: Spend 5 minutes responding to the following prompt:



As a team, you are going to collaborate and come up with an idea for the pinnacle of your advertising campaign - **the NLPS TV ad**. For the first (and only) time ever, we will be placing ads in the next episode of NLPS TV! Shocking! I know - but having an ad on NLPS TV will guarantee your target audience will see it. Every student will see what they can spend their money on!

Here's the thing though, every *business* that will be selling their product, service or experience at Market Day will have the opportunity to have their ad playing on NLPS TV. Yours will need to stand out! It will have to be unique and engaging! How will you create this ad, when you aren't even together?

You will meet with your group on Google Meet to develop a plan for your ad - each member will need to take on a role - if your group has less than 6 members, you may need to fill multiple roles. Some of the jobs will need to be completed, before somebody else can begin their role - so it is important that you work together as a team to make sure everybody is pulling their weight!

Script writer: Writes the script - must be done before the actor can film themselves.

Actor: Because you are doing this remotely, you probably can't include more than one actor.

Music: Creates the music that will play in the ad.

Voice over: Records any voice over required in the script.

Editor: Gets the raw footage from the actor, voice over and the music, edits it all together (and adds any special effects)

Producer/Quality Controller: Submits the final ad, ensures everything is in tip top shape.

Upload your advertisement to the Google Classroom assignment

Maths

This Project will take two days to complete - there are six tasks to complete, we recommend

completing three on each day, as well as the reflection on the second day.

Data & Statistics Project

Your objective for this project is to collect, interpret, represent, describe and draw conclusions from a set of data. You will choose one of the statistical questions, and read the data provided. You will then interpret that data by finding the minimum value, maximum value, mean, median, mode, range, upper quartile, lower quartile, interquartile range and determine if any outliers exist. You'll represent your data by creating a number of graphical representations including a line graph, stem-and-leaf plot, box and whisker plot and histogram. Finally, you'll use your data to draw an overall conclusion about the results. You have two days to complete this project.

Statistical Questions (Choose one):

[How many minutes do teachers spend on their hair each day?](#)

[How many pairs of shoes do the teachers own?](#)

[How many fish have the teachers caught in the last month?](#)

[How much time do teachers spend colouring on the weekend?](#)

Click on the link of your chosen question to access the data.

Task 1: Put your data in order from least to most

Task 2: Find the Mean, Median, Mode and Range for your data set.

Video reminders can be found here: [Mean, Median, Mode](#) [Range](#)

Task 3: Create a line graph **and** histogram/bar graph using your data.

Video reminders can be found here: [Line graph](#) [Histogram/Bar Graph](#)

Task 4: Create a stem and leaf plot. A video reminder can be found [here](#).

Task 5: Write down the 5 number summary for your set of data (lowest value, lower quartile, median, upper quartile, highest value).

Create a box and whisker plot. Mat explains how to make one [here](#).

Task 6:

Write statements about your data using the following sentence starters...

Analysis of the data suggests...

The evidence reveals...

The graphs show that...

It is clear from the table that...

If participants were asked the same question in 12 months time, the data would...

I was surprised by...

I noticed something unusual about...

DAG

DIY Day Spa

You have all been working hard, stuck at home... you deserve a bit of pampering! Today, you are going to treat yourself to a relaxing and rejuvenating facial mask treatment.



Watch the following video to get some ideas for how to make your own facial mask using items you might have at home.

<https://www.youtube.com/watch?v=Zdgobd977t4>

Or, visit this website with more ideas **especially for kids** that address everything, from stress induced pimples to fine lines and wrinkles.

<https://www.kids-cooking-activities.com/homemade-facial-masks.html>

(BTW - Some of these recipes say to use a blender. You can if you have one and your adults allow you to. But it's not 100% necessary. You can always mash or stir or whisk.)

Once you've made your mask, apply it to your face. You might want to enjoy its soothing effects as you continue with your school work. Or, you could leave it until last, as a reward for your hard day of study.

Find yourself a relaxing place to sit or lie down. Maybe make yourself a beverage, run yourself a bubble bath or kick back with your favourite book and some easy tunes. And if you've got it, a slice of cucumber over each eye will have you looking as fresh as you were before remote learning started.

Oh, and don't forget to rinse it off again!

Drama

Here is the Planner for Drama. SCHOOL CONCERT POSTER COMPETITION

https://docs.google.com/presentation/d/1VXIDZ5FxFFdX7fodGbHT4pMZe535OINp0RJ_oleoLI/edit?usp=sharing

This week we are focusing on the School Concert Poster. It would be great to have a student design a poster for our School Concert. Please submit your design onto Seesaw or the Google Classroom folders. Have fun!

Here is the slide from last week so that you can continue to work on your school concert skits;

<https://docs.google.com/presentation/d/1EMbaoCKBFjzC8k1zYIBlra4Ecv4wkoLL1jjHxr6M0eo/edit?u>

[sp=sharing](#)

Or if you want to see what the other grades are doing

https://docs.google.com/presentation/d/1G_re5kffxuTlzy5n6Gd70PmVq24K-DF62jSnvKBttuA/edit?usp=sharing

Year 5/6 - Thursday 19th August 2021

Reading

Read: They just can, Detention centre, He was ours, They couldn't stay, Get very far (pg. 245-257)

Warm Up: Illustrate your imagination! Draw a line across the middle of your page to separate your page into 2 sections. In the first section, your Title is **DETENTION CENTRE**. Your task is to draw what place comes to mind when you see these words. What does a Detention Centre look like in your imagination? In the second section, your Title is **SAFE HAVEN**. Draw what comes to mind when you think about a Safe Haven.

DETENTION CENTRE

SAFE HAVEN

Activity: As the story continues to unfold, our thinking changes as we learn more about certain characters, their actions and their motivations.

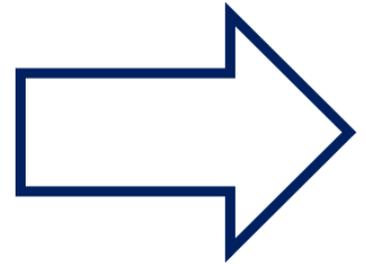
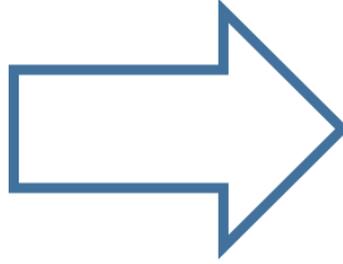
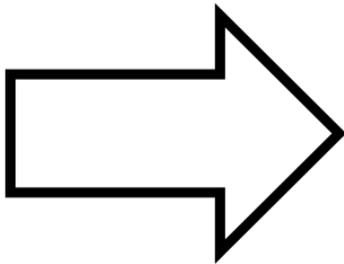
Using specific quotes and moments from the story, complete the following thinking routine to show how your thinking has changed over time about the following:

- The Australian Government's support to the refugees
- The Safe Haven at the Quarantine Station
- The Kosovo refugees (Merjeme, Arta...)
- Fred's relationship with Sam

I used to think....

But then this happened...

So now I think...



Reflection: Add your thinking routine to the [Google Doc](#) and read through your classmates. Did you share any common thoughts?

Writing

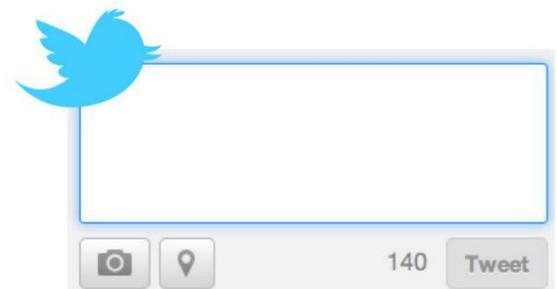
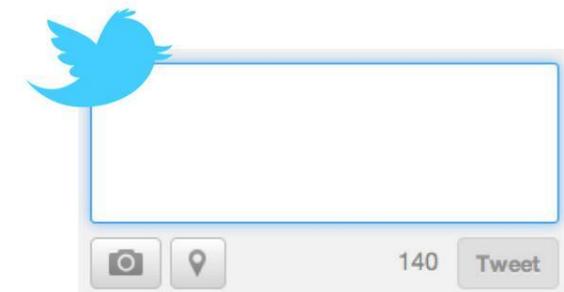
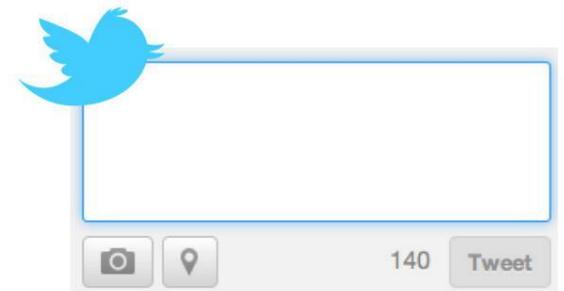
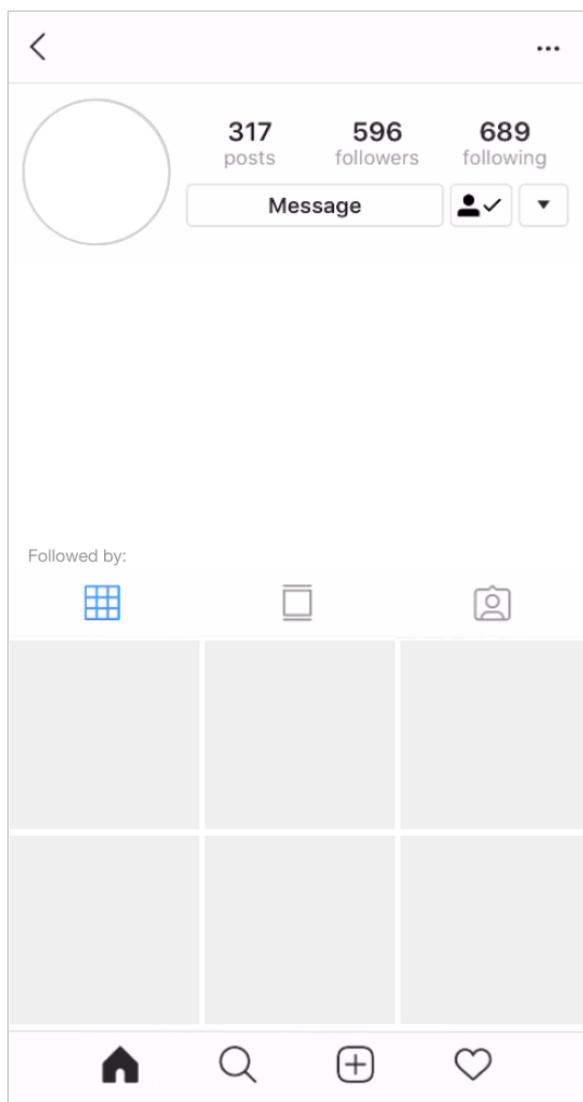
Rocket Writing: Look at the picture and think about what happened before this picture was taken, and what happened after it. **Write for 5 minutes on this prompt.**



Social Media Profile

Having a strong social media presence will help customers connect with your business. More clicks, likes, comments, followers, mentions, shares will equal greater engagement with your business (and also the \$\$\$)

Today you need to make a mock Instagram profile as well as write three tweets to help persuade potential customers to your business on market day. Below are the templates you can use (these are also available in your group doc), as well as some tips for what you could post on your social media profiles.



Hashtags - use a range of hashtags (#businesstips) to help potential customers find your post

Use the bio (the blank space between the circle/profile pic and the posts) - in this space tell us who you are, your business name and what it does.

Encourage engagement - add calls to action to some posts - how can customers get involved?

Collaborate with influencers - which celebrities could you use to help advertise your business. Maybe one of your photos could be of an influencer enjoying your product.

Stay positive - keep your posts up-beat and happy

Some potential post ideas: Testimonials, quotes, product photos, behind the scenes look

Data & Statistics Project

Yesterday you started your Data and Statistics Project. Today you will continue working on it, ensuring your graphs are as accurate as possible.

Statistical Questions (Choose one)

[How many minutes do teachers spend on their hair each day?](#)

[How many pairs of shoes do the teachers own?](#)

[How many fish have the teachers caught in the last month?](#)

[How much time do teachers spend colouring on the weekend?](#)

Click on the link of your chosen question to access the data.

Task 1: Put your data in order from least to most

Task 2: Find the Mean, Median, Mode and Range for your data set.

Video reminders can be found here: [Mean, Median, Mode](#) [Range](#)

Task 3: Create a line graph and histogram/bar graph using your data.

Video reminders can be found here: [Line graph](#) [Histogram/Bar Graph](#)

Task 4: Create a stem and leaf plot. A video reminder can be found [here](#).

Task 5: Write down the 5 number summary for your set of data (lowest value, lower quartile, median, upper quartile, highest value).

Create a box and whisker plot. Mat explains how to make one [here](#).

Task 6:

Write statements about your data using the following sentence starters...

Analysis of the data suggests...

The evidence reveals...

The graphs show that...

It is clear from the table that...

If participants were asked the same question in 12 months time, the data would...

I was surprised by...

I noticed something unusual about...

Reflection:

+	-	
What were the positive things about my learning? What went well?	What were the minuses, or negative things about my learning? What would I like to improve or change?	What ideas does this give me for the future? What will I do next time? How could I improve?

Once you have completely finished your project, take photos of your work and **upload them to Google Classroom.**

Health

PBS Matrix Update

Look at the following examples of PBS matrices from other schools. Which ones are effective and what makes them effective? Which ones are not so effective and how could they be improved?

WILLIAMSTOWN HIGH SCHOOL POSITIVE BEHAVIOUR EXPECTATIONS IN LEARNING TASKS			
BEHAVIOUR EXPECTATION	BE RESPECTFUL	BE A LEARNER	BE SAFE
WHEN SPEAKING LISTENING	<ul style="list-style-type: none"> Listen attentively Respect the ideas of others 	<ul style="list-style-type: none"> Give and receive constructive feedback Be inquisitive Actively participate in discussions 	<ul style="list-style-type: none"> Pay attention to safety rules and procedures Clarify instructions
WHEN IMPLETING USEWORK	<ul style="list-style-type: none"> Come to class ready to learn Let others learn Share responsibility for group tasks 	<ul style="list-style-type: none"> Use class time productively Organise and follow a regular study plan Complete tasks in the set time frame 	<ul style="list-style-type: none"> Maintain appropriate noise levels Follow safety rules
WHEN USING ICT	<ul style="list-style-type: none"> Use devices only when instructed Follow the WHS Acceptable Use Agreement 	<ul style="list-style-type: none"> Use the internet as a learning resource Keep digital storage spaces organised Reference material sourced online 	<ul style="list-style-type: none"> Protect personal information Report cyberbullying Use trusted websites
ALL LEARNING SETTINGS	<ul style="list-style-type: none"> Use good manners Contribute positively Follow staff instructions Use equipment and facilities respectfully Use positive and appropriate language Challenge, persevere and extend yourself 		

Rostrata Primary School Behaviour Expectations				
C.A.R.E.	Co-operation <i>Working together for a common purpose</i>	Achievement <i>Accomplish some purpose, task or effect</i>	Respect <i>Show regard, thought or consideration</i>	Endeavour <i>Make an effort, attempt, strive or try</i>
ANYWHERE ANYTIME	<ul style="list-style-type: none"> I follow staff instructions I share school resources, equipment and spaces I listen attentively I encourage others I include others in activities I keep everyone safe I follow agreed rules 	<ul style="list-style-type: none"> I celebrate my own and others' successes I work to the best of my ability I actively maintain the positive reputation of the school I set goals and work towards them I only communicate with people I know and trust 	<ul style="list-style-type: none"> I take care of school, students' and own property I use manners I only use language that is appropriate for school I put rubbish in the bin and recycle to myself I speak respectfully to and about everybody 	<ul style="list-style-type: none"> I have a go, persevere and reflect I complete set tasks I seek help when needed I keep my password and personal details private
INSIDE	<ul style="list-style-type: none"> I work with my group and include everyone 		<ul style="list-style-type: none"> I wait my turn: <ul style="list-style-type: none"> When in line To speak To have someone's attention 	<ul style="list-style-type: none"> I start work straight away and stay on task I am prepared
OUTSIDE	<ul style="list-style-type: none"> I play safely I share equipment and play areas I agree on and follow the rules of the game 	<ul style="list-style-type: none"> I stay within the set boundaries 	<ul style="list-style-type: none"> I show consideration to others when moving around the school I return equipment to the right place 	<ul style="list-style-type: none"> I arrive at school on time and return on time after breaks I am Sun Smart and wear my hat when outside

Co-operation · Achievement · Respect · Endeavour

Achieve By Caring		Always	Learning Time	Break Time
<p>Be Respectful</p> <p>Of ourselves Of our peers Of our staff Of our property</p>	<ul style="list-style-type: none"> We listen to and follow instructions of all adults We always use manners (please, thank you, excuse me) We speak calmly, with care and compassion We are inclusive and accepting of others We move around the school in a sensible manner We take care of personal and school property 	<ul style="list-style-type: none"> We follow the expectations of the learning areas We consider others' learning We gain attention appropriately We wait patiently We ask permission to borrow belongings We keep hands, feet and objects to ourselves 	<ul style="list-style-type: none"> We line up sensibly at the canteen We show good friendship by inviting others to play or sit with us We place our rubbish in the bin 	
<p>Be Responsible</p> <p>For our actions For our learning For our belongings For our environment</p>	<ul style="list-style-type: none"> We follow all school procedures We set a good example for others to follow We follow the school dress code We help and encourage others We make responsible decisions We tell the truth 	<ul style="list-style-type: none"> We are responsible for our own learning We prepare and organise ourselves for learning We keep our learning areas tidy We complete our work on time We try our very best 	<ul style="list-style-type: none"> We check our hands are clean before eating We walk on concrete We help others if they are hurt or upset We leave the play area on the first siren We avoid conflict by walking away We go to the toilet or get a drink before going back to class 	
<p>Be an Active Learner</p> <p>By working to our personal best By striving to improve By being resilient By celebrating success</p>	<ul style="list-style-type: none"> We attend school regularly We show pride in all we do We persevere through challenges We co-operate, support and encourage others We ask for help if we need it We discuss our problems with a staff member 	<ul style="list-style-type: none"> We strive to understand the expectations of each lesson We communicate appropriately to others We actively participate in all expected activities We accept and learn from feedback We work towards challenging, yet achievable goals 	<ul style="list-style-type: none"> We follow SunSmart practices We look for the duty person when needed We agree on the rules when starting a game We make healthy eating choices 	

Be Responsible ~ Be Respectful ~ Be an Active Learner

Today you are going to give feedback on the 'COMMUNICATIONS TECHNOLOGY' part of our school's PBS Matrix.

1. Open the doc attached to today's daily post.
2. Highlight/circle/underline the parts of the text that you think we should keep.
3. Record your suggestions for how it could be improved.
4. Submit your completed feedback to the folder on Google Classroom.

Music

Hi Year 5/6' s. Use the Google Classroom code **udbvrqd** to watch the video explaining your music activities for this week.

Task: Poster Activity

This week your task is to create a poster to advertise our end of year concert. Watch the video and read the PowerPoint for more information. Have fun!

Revision: Keep singing *Cover Me In Sunshine* by P!NK. This week challenge yourself to sing without reading the lyrics. <https://www.youtube.com/watch?v=sOVNjv4MfUQ>

Year 5/6 - Friday 20th August 2021

Reading

It's Free Read Friday!

We know you have been in lockdown for a while now, so we wouldn't be surprised if you are running out of books to read at home! For today's session, you are going to spend some time finding out what is making news headlines in the world! Click on the images to take you straight to the websites!

Activity: Write down one cool, interesting, amazing or surprising thing from each article that you read through.



Reflection: Do you think it is important to keep up to date with the news from around the world or do you choose to ignore what the media are reporting?

BQT

BANK MEETINGS



Get your business plans ready and prepare to pitch your proposal to the bank!

Your teacher will schedule your meeting times in today's daily post. In your meeting you must present your group's business plan to gain approval from the bank. Make sure your business plan is complete, is persuasive and one person is ready to share their screen on their device.

Good luck!

Maths

Spend some time working on your goals for Data Representation and Interpretation on Essential Assessment.

	<p>When you feel ready, complete your POST TEST on Essential Assessment.</p> <p>Write a reflection on your results.</p> <p>Some of these questions might help you think it through: Did you work hard on all your goals that were available? Did you slow down and read the question? How could you be better prepared next time? Was there anything you were really proud of?</p>
<u>P.E</u>	<p>A reminder that the Grade 5/6 PE Google Classroom code is: zjyhxgr</p> <p>Go into Google Classroom and watch the welcome video and then complete the program found below.</p> <p><u>Opening/Warm-up</u> – Let’s begin by completing a 9 minute Supergirl workout. Click on the link and get ready to use your super powers.</p> <p>https://www.youtube.com/watch?v=TGex6z_t4Mk</p> <p><u>Volleyball</u> – This week during our volleyball unit, we are going to focus on the skill of setting. Watch the next two videos on setting and then head outside and practice the drills on your own or with a partner for a few minutes each.</p> <p>https://www.youtube.com/watch?v=prSfG7gN7Js</p> <p>https://www.youtube.com/watch?v=6RvFE3OLChI</p>
<u>Assembly</u>	<p>Make sure you jump on and watch the online assembly at 1.00pm today.</p>