

5/6 Weekly Outline- Week 2

Good afternoon Year 5/6 Families and welcome to our second week of Remote Learning. It was fabulous to see the many different and creative ways students displayed their work through seesaw last week. It was really awesome to see what they have been up to over the holidays through their snapshot videos and see them partake in an act of kindness on Friday. We completely understand that this learning scenario is going to be very different and sometimes difficult from what we are all used to. So we just want to thank you for giving it a go and supporting your child through this process. Our teachers and support staff are here to help and the more we support each other, the stronger we will stay throughout. The aim for this week is to begin what a normal week will look like on Seesaw. Every alternating day the students will focus on either English or Maths/ICT activities with a different specialist from Monday - Wednesday.

Each week we will send a 'Weekly Outline' to parents so they are informed of the learning tasks being set on SeeSaw and how they can interact with their teachers. If students complete all the tasks for the day they can continue their learning with activities from Sunshine Online, Mangahigh, Writer's Notebook, free writing or their own reading.

Please see Week 2's outline below.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Stream B-</u></p> <p>Maths</p> <ul style="list-style-type: none"> ● Volume and Capacity ● Mangahigh ● Olympiad Tasks (Mr Murphy's Maths Group) <p>ICT</p> <ul style="list-style-type: none"> ● Typing Games <p>Wellbeing</p> <ul style="list-style-type: none"> ● Personal Strengths <p>French</p>	<p><u>Stream A-</u></p> <p>Reading</p> <ul style="list-style-type: none"> ● Inferencing <p>Writing</p> <ul style="list-style-type: none"> ● Narratives <p>Spelling</p> <ul style="list-style-type: none"> ● 'ar' as in car sound <p>Art</p>	<p><u>Stream B-</u></p> <p>Maths</p> <ul style="list-style-type: none"> ● Volume and Capacity ● Fluency Task <p>ICT</p> <ul style="list-style-type: none"> ● Tinkercad challenge <p>P.E./Sport</p>	<p><u>Stream A-</u></p> <p>Reading</p> <ul style="list-style-type: none"> ● Inferencing <p>Writing</p> <ul style="list-style-type: none"> ● Narratives <p>Spelling</p> <ul style="list-style-type: none"> ● 'ar' as in car sound <p>STEM Extension Tasks (Optional)</p>	<p><u>Stream B-</u></p> <p>Maths</p> <ul style="list-style-type: none"> ● Volume and Capacity ● Fluency Task <p>ICT</p> <ul style="list-style-type: none"> ● Scratch <p>Wellbeing/Challenge Task</p>

If you would like more detail about the learning tasks, they can be seen on your child's SeeSaw account.

Morning Messages-

Each morning at 9am your child will receive a message from your teacher welcoming them to the new school day. These messages will vary in length and may occasionally include check-in questions for your child to consider and respond to during the day. These messages will also include any important reminders or information for the school day so your child should be sure to listen to them.

Contacting your teacher-

Your child's classroom teacher is available every day to answer any questions you may have about the daily tasks. We will encourage our students to check-in with their teacher as regularly or as often as they need. Below you will find when your child's classroom teacher is available this week.

Britt Trotter (Monday-Wednesday)	Jaime Rohan	Kate Drummond (Thursday & Friday)	Lisa Haines	Rach Seedsman	Ryan Murphy
9am-11am, 2pm-3pm	9am-11am, 2pm-3pm	9am-11am, 2pm-3pm	9am-11am, 2pm-3pm	9am-11am, 2pm-3pm	9am-11am, 2pm-3pm

Submitting daily learning tasks-

Daily tasks and activities are to be submitted by 8pm on the day they were received. If for some reason this is not possible, your child should make contact with their classroom teacher.

Specialist classes -

Each week your child's specialist teachers will set learning tasks relating to Physical Education, Visual Arts and French. These tasks are due the day after they are set.

Physical Education –	Visual Arts –	French -
<p>Year 5/6 - Students will practice their tracking skills as well as their hand eye coordination. Students will use their creativity to modify their own version of the activity.</p> <p>Learning Intention: I will use my tracking and tapping skills to participate in a game of toilet paper tennis.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> - I can rally with a partner - I can tap the toilet paper to myself repeatedly 	<p>Year 5/6 -Create an artwork for the brain art competition using the stimulus "Why I love my brain".</p> <p>Learning Intention - I am learning to use my imagination and the stimulus "why I love my brain" to make an artwork. I am learning to use my knowledge of the art elements to enhance my artwork.</p> <p>Success Criteria-</p> <ul style="list-style-type: none"> - I can plan an imaginative picture that shows why I love my brain. 	<p>Year 5/6:</p> <ul style="list-style-type: none"> - MY HAIR & EYES - FRENCH POETRY COMPETITION 5 & 6 (for all my French Students) <p>Learning Intention: to write and talk about my own hair & eyes colour French Poetry - I can practice the poem</p> <p>Success Criteria: I can fluently talk about my hair & eyes colour, French Poetry - I can memorize the title & Author</p>

- I can make choices about how to use the elements of art in my work.

Extension work on Languageut:

<https://www.languageut.com/en-au/>

Topic: Hobbies, then click Music, then click Types of music...