



Year 6 Home Learning Week 5 – 21 Feb to 25 Feb

During school absence it is **optional** to complete learning at home. Use this matrix as a guide for lessons throughout one week. Complete the **English and Mathematics tasks daily** and the **Science and HASS tasks once each week**. Additional learning resources can be found at <https://education.qld.gov.au/curriculum/learning-at-home>.

Subject Area	Instructions																			
<p>English - Writing 15 minutes each day</p>	<p>Choose an item in your home. In your book, write the headline, sub-headline and copy text for an <u>advertisement</u> persuading an audience to buy the item.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> ✓ Identify your target audience ✓ Be persuasive ✓ Use high modality (must buy, you need this) ✓ Use figurative language (metaphor/simile/personification) ✓ Use evaluative language (best, most, only) ✓ Use repetition ✓ Use noun groups and alliteration (the super sharp scissors) 																			
<p>English - Spelling 20 minutes each day</p> 	<p>Visit the website 'Sound Waves' https://online.fireflyeducation.com.au/program/soundwavesspelling/</p> <p>You will need to use your school Sound Waves login information to access activities. Please message your classroom teacher via Seesaw if you are experiencing difficulties with logging in.</p> <p>During the week complete the unit for the current week.</p> <p><i>Extension:</i></p> <ol style="list-style-type: none"> Find synonyms and antonyms of the weekly spelling words. Write five sentences using two or more of the spelling words in each sentence. 																			
<p>English – Reading Comprehension 20 minutes each day</p> 	<p>Visit the website 'ReadTheory' https://readtheory.org/</p> <p>You will need to use your school ReadTheory login information to access activities. Please message your classroom teacher via Seesaw if you are experiencing difficulties with logging in.</p>																			
<p>Maths – Constructing and Interpreting Graphs 30 minutes each day to complete these sequential activities over the week</p>	<table border="1" data-bbox="499 1339 1002 1599"> <thead> <tr> <th colspan="3">Title: How Do We Get to School?</th> </tr> <tr> <th>Categories</th> <th>Tallies</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Walk</td> <td> </td> <td>7</td> </tr> <tr> <td>Bike</td> <td> </td> <td>3</td> </tr> <tr> <td>Car</td> <td> </td> <td>4</td> </tr> <tr> <td>Bus</td> <td> </td> <td>12</td> </tr> </tbody> </table>	Title: How Do We Get to School?			Categories	Tallies	Total	Walk		7	Bike		3	Car		4	Bus		12	<p>This tally chart shows the mode of transport students in a Year 6 class use to travel to school each day. Complete the following questions in your book.</p> <ol style="list-style-type: none"> Use the data in the tally chart to construct four graphs. Use appropriate labels for each graph. <ol style="list-style-type: none"> Dot plot Bar graph Pie graph Line graph Which graph do you think <u>best</u> represents this data? Explain why? Which graph do you think provides the <u>poorest</u> representation of this data? Explain why? List at least five pieces of information you can interpret from the bar graph. Go to the Nrich Maths website https://nrich.maths.org/records and deduce which olympic event is represented by each graph. Check your answers with other student solutions - https://nrich.maths.org/records/solution Go to the Australian Government Bureau of Meteorology website and explore climate data. http://www.bom.gov.au/climate/data/index.shtml
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	<p>Compare climate data from different capital cities. Choose a line graph, copy it into your book and write at least five pieces of information you can interpret from this graph.</p> <p>For example: http://www.bom.gov.au/jsp/ncc/cdio/cvg/av?p_stn_num=040913&p_prime_element_index=8&p_display_type=statGraph&period_of_avg=ALL&normals_years=allYearOfData&staticPage=</p>
<p>Science</p> <p>1hr total</p>	<p>Watch this YouTube clip of a states of matter experiment. https://www.youtube.com/watch?v=F_WeW0_9r_w</p> <p>Write a <u>scientific report</u> about the experiment including these components:</p> <ul style="list-style-type: none"> - Essential question - Hypotheses - Variables – controlled, independent, dependent - Equipment - Method - Observations - Analysis <p>Include scientific language (e.g. chemical reaction, gas, solid, liquid) in your report.</p>
<p>HASS</p> <p>1hr total</p>	<p>Watch this BtN clip about <u>Australia’s Federation</u> and write answers to the questions below in your book. https://www.abc.net.au/btn/classroom/federation/10528704</p> <ol style="list-style-type: none"> 1. Record the main points of the story. 2. Before Federation, Australia was divided into six separate _____. 3. Which other country might have been part of Australia? 4. Who was Henry Parkes? 5. What was his famous speech about? 6. Why were initial attempts to become a Federation rejected? 7. What role did Alfred Deakin play in Australia becoming a Federation? 8. In what year did Australia become a nation? 9. Who was Australia’s first Prime Minister? 10. How did Federation impact on Indigenous people and Chinese migrants? <hr/> <p>Watch this BtN clip about <u>the History of Democracy</u> and write answers to the questions below in your book. https://www.abc.net.au/btn/classroom/history-of-democracy/13533802</p> <ol style="list-style-type: none"> 1. Summarise the History of Democracy story. 2. What ancient civilisation came up with the idea of democracy? 3. What does democracy mean? 4. What type of government was common during the Middle Ages? <ol style="list-style-type: none"> a. Democracy b. Monarchy c. Anarchy 5. What year was the Magna Carta created? 6. How did the Magna Carta impact on England’s kings and queens? 7. When did America become democratic? 8. What is a constitution? 9. What is the role of a politician? 10. What questions do you have about this story?