

Stage 3 Year 5 and 6 – Remote Learning Activities

You will need access to a digital device and help from a parent/carer to complete the following activities.

	Day 1	Day 2	Day 3
Morning	<p>English</p> <p>View/Read: video on Maglev train or read this Maglev train information.</p> <p>Complete: comprehension activity</p> <p>1 Why is one better than the other? How are the magnets attached? (Explain position) Why does this car flip? Why does the car float?</p> <ul style="list-style-type: none"> - Students to make notes about magnetism. - Discuss how magnetic field pushes car up and from side to side—find magnets that counteract side pushing. <p>Students Respond: Express your opinion on the use of maglev technology for transport.</p> <p>Compose: a written response to this video</p> <p>Mathematics</p>	<p>English</p> <p>View: a news item Kids news or BTN or the TV.</p> <p>Summarise: key points of the news item.</p> <p>Respond: explain to someone the main points. Explain the purpose of the article/news item.</p> <p>Compose: Using the news article/item, investigate the meaning of words you don't know and demonstrate the meaning of each word in a sentence.</p> <p>Mathematics</p> <p>Explore: find a timetable for local public transport such as Sydney train timetable. Choose a route and start points/endpoints. Calculate how long the trip will take.</p> <p>Calculate: plan a day trip involving at least two stops. Create your own timetable for the day. Calculate the time to travel from each stop to the next. Convert timetable times from 24-hour to 12-hour time.</p>	<p>English/HSIE</p> <p>View: choose a video from Migrant stories This video illustrates the diversity of the people in Australia and the contribution that migrants have made to Australian society.</p> <p>Interview: a family member or friend to understand their experiences coming to Australia (the interview could be recorded into your workbooks with questions and responses.</p> <p>Create: a list of questions to ask such as:</p> <ul style="list-style-type: none"> • Why did they come? • Why Australia? • How is it different to the country they were born in? <p>Respond: Imagine you move to another country. Where might you move? Write about your feelings.</p> <p>OR</p> <p>Identify similarities and differences</p>

Day 1		Day 2		Day 3	
	<p>Clink on the links below to complete the various activities (convert between 12- and 24-hour time).</p> <p>https://www.math-salamanders.com/24-hour-clock-conversion.html</p> <p>https://www.math-drills.com/timeworksheets/convert_12_24_time_24_to_12_all.pdf</p>				between migrant experiences.
Break	Beak	Break	Break	Break	Break
Middle	<p>Science and technology</p> <p>Students view Power Point below and make notes.</p> <p>Resources\Motion Powerpoint.ppt</p> <ul style="list-style-type: none"> - What factors affect the movement of objects? <p>Investigate: use forces (pushes/pulls) to make objects move. Identify different types of forces that act on objects. For example, gravitational, magnetic, buoyancy or applied forces (push, kick)</p> <p>Explore: observe the effect of changing variables on movement such as changing object shape, the surface it moves on, the strength of force used.</p> <p>Record: predictions, observations/measurements (photos, drawings,</p>	<p>Science and technology</p> <p>What factors affect the movement of objects?</p> <p>Investigate: observe the impact of friction on different surfaces, air resistance and/or buoyancy on the movement of objects.</p> <p>Create: plan and perform a scientific investigation. Choose one of these forces to investigate. Identify a testable question, variables, steps, method to record observations/measurements</p>		<p>Mathematics</p> <p>Students clink Power Point link below and make notes on Prisms and Pyramids.</p> <p>https://www.powershow.com/viewht/5b579c-YjKjY/Prisms_and_Pyramids_powerpoint_ppt_presentation</p> <p>Construct: prisms and pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes (take photos of your models).</p> <p>Draw: Choose two objects you made. Sketch the front, side and top view. Make and then draw as many different nets as possible for the objects you selected.</p>	

Day 1		Day 2		Day 3	
	tables).				
Break	Break	Break	Break	Break	Break
Afternoon	<p>PDHPE</p> <p>Keep a diary of physical activity you participate in each day this week. Record the time spent each time.</p> <p>How could you improve your throwing, catching or kicking skills?</p> <p>Respond: write a list of strategies you could use to improve your skills.</p> <p>Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.</p>	<p>HSIE</p> <p>Research: Connections between Australia and other countries.</p> <p>Examples include:</p> <ul style="list-style-type: none"> -Australia & Indonesia -Australia & Fiji -Australia & China -Australia & India -Australia & America -Australia & Papua New Guinea Australia & Japan <p>Students choose two connections from the list. - Research the impact each of these connections have on Australia.</p> <p>-Summarise and describe what you have learnt.</p>		<p>Creative arts</p> <p>Plan a dramatic presentation based on a migrant story. Write some ideas about:</p> <ul style="list-style-type: none"> • What people are wearing • What are they eating? • What were the challenges they faced? • What was the environment around them like? • Were there contrasts to the environments they had left? • What and who did they leave behind and who would they meet? 	