



Holy Eucharist Catholic Primary School

1a Oleander Drive, St Albans South. VIC 3021

Phone: 8312 0900 Fax: 9366 8192

www.hestalbanssth.catholic.edu.au



Grade 6

Remote Learning Pack

Week Beginning - Monday 16 August 2021

This timetable is flexible and can be adapted to suit your needs. All resources can be accessed through Google Classroom. Please email the teachers if you have any questions.

	MONDAY Date:16/8/2021	TUESDAY Date: 17/8/2021	WEDNESDAY Date: 18/8/2021	THURSDAY Date: 19/8/2021	FRIDAY Date: 20/8/2021
9 : 15 a m	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.	Get ready with your resources and books for the day. Read the timetable carefully and pace yourself.
9 : 30 a m	Mrs. Charise's Reading Group - Please do Literacy activity on the class stream. Literature Circles - Discussion Director Read 2 chapters of your book and take the role of the discussion director. Discussion Director. The Discussion Director is to lead the discussion and introduce the section of text to be discussed. <u>You must:</u> ■ Keep the discussion going. ■ Introduce each person to take their turn. ■ Make sure that everyone participates. Activity: Students take the role of the Discussion Director relating to the picture book/video. Students in their literacy groups complete that role. Come up with 5 interesting discussion questions. Try to think of questions that will get your circle group to dig into the book and share	Maths- all groups Number and Algebra Essential Assessment Multiplication/Division Sheet Provided	Mrs. Charise's Reading Group - Please do Literacy activity on the class stream. Reading Read 2 chapters of your book and take the role of the discussion director. The third role is the summariser. It is your job to give a <i>summary</i> of what has occurred. Write a paragraph which sums up the events in the text. Activity: Students write a summary of the book that they have read. What are the main ideas that are important in telling the story? Make sure to include: <ul style="list-style-type: none"> Name the book/story that you are talking about Chapter that you are focusing on Main events Chronological Order - Introduction, problem, solution 	DAILY MASS READINGS AND REFLECTION Read Thursday's a reflection on the beatitudes. Write a reflection on this reading for Thursday. How does this reading resonate to you? (This is printed for you)	Maths - Geometry - all groups Classify polyhedra into prisms (including cubes) or pyramids (including tetrahedra). What do you know about prisms and pyramids? Divide the page in 2 or use the t-chart. Label first column Prisms, second Pyramids and list the properties of each.

	<p>their thoughts and opinions.</p> <p>No yes or no questions, they must be open-ended.</p>		<ul style="list-style-type: none"> Concluding Statement 		
10:10am	<p>Maths all groups:</p> <p>A.) Write down what you know about probability. Write down 10 things at least.</p> <p>B) Complete Essential Assessment Probability Sheet.</p>	<p>Mrs. Charise's Reading Group - Please do Literacy activity on the class stream.</p> <p>Literature Circles - Word Wizard</p> <p>Read 2 chapters of your book and take the role of the discussion director.</p> <p><u>Word Wizard.</u> Read 2 chapters of your book and take the role of the discussion director.</p> <p>The second role is to introduce the Word Wizard. The word wizard finds and uncovers unknown words, or looks for patterns (active verbs, proper nouns, colour adjectives, words with prefixes).</p> <p>Activity: Students are to investigate the words in the text that need clarifying or further meaning for. They are also to write down interesting words from the book that give meaning to the book. These include subject/predicate, proper nouns, adjectives, words with prefixes.</p> <p><u>Definitions:</u> Subject - Doer of the action Predicate - Action of the doer/subject (What are they doing) Proper nouns - Specific names</p>	<p>Maths - Geometry - all groups:</p> <p>Draw 10 rectangles and 10 triangles of different sizes to cover a whole page of each.. Make sure you use a RULER and pencil.(This is not an Art lesson) Measure each rectangle in mm and cm. Measure each triangle in cm and mm.</p>	<p>PERSONAL LEARNING TIME: Choose from the following:</p> <ul style="list-style-type: none"> Catch up on tasks from any subject Finish off Writing Tasks from this week Practise Number Facts (Sunset Maths) Complete My Numeracy Tasks Creative Writing 	

		for places, person or things. Adjectives - Describes a noun			
					RELIGION - Beatitude Artwork Continued Activity: Complete your good copy of the beatitude you chose this week. Make sure the beatitude is interpreted well in your good copy. Use coloured pencils, paint or paper at home. Send a picture to your teacher.
11:00 am	<i>Prayer & eat lunch</i>	<i>Prayer & eat lunch</i>	<i>Prayer & eat lunch</i>	<i>Prayer & eat lunch</i>	<i>Prayer & eat lunch</i>
11:15 am	<i>Lunch Break-</i> Play a Board Game, Read a Book, Play outside.	<i>Lunch Break-</i> Play a Board Game, Read a Book, Play outside.	<i>Lunch Break-</i> Play a Board Game, Read a Book, Play outside.	<i>Lunch Break-</i> Play a Board Game, Read a Book, Play outside.	<i>Lunch Break-</i> Play a Board Game, Read a Book, Play outside.

1 2 : 0 0 p m	<p>WRITING</p> <p>Analyse the brochure activity given and write down 5 features you notice in the travel brochure.</p> <p>E.g. One of the features in a travel brochure include what type of authentic food is available to that country or place. You can see this below in the screenshot.</p> <p>Printed for you</p>	<p>WRITING</p> <p>Analyse the next brochure activity given and write down 5 features you notice in the travel brochure.</p> <p>E.g. One of the features in a travel brochure include what type of authentic food is available to that country or place. You can see this below in the screenshot.</p> <p>Printed for you</p>	<p>WRITING</p> <p>Choose a city around the world that you would like to travel to. You will be planning for a trip to this place so you will need to research different things starting today.</p> <p>Do this in the Google Doc provided.</p>	<p>Grade 6 - Google Classroom Teachers and Specialist Teachers available via email (12-2)</p> <p>Use approximately 30-40mins (for each subject) to work on tasks set by your specialist teacher. Everything is uploaded to Google Classroom.</p> <p>ART- Activities from Mrs Hickey</p> <p>CHINESE- Activities from Miss Sun</p> <p>MUSIC - Activities from Mr O'Bree</p> <p>P.E - Activities from Mr Herrera</p>	<p>WRITING</p> <p>What do you know about the suburb you live in?</p> <p>If I was a new person to St. Albans, what could you tell me about this suburb? Where could I do my grocery shopping? Where could I go to buy some nice food for dinner? What parks or playgrounds can you visit in St Albans? What primary schools are in the area? What Secondary Schools are in St</p>
1 2 : 4 5 p m	<p>SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.</p>	<p>SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.</p>	<p>SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.</p>	<p>SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.</p>	<p>SCREEN BREAK Play a non digital Maths game/ or Card or Board Game.</p>
1 : 0 0 p m	<p>INQUIRY - Tourism</p> <ol style="list-style-type: none"> What do you think tourism is? Define this term in your own words. Where have you been before on holiday? If you haven't been 	<p>RELIGION - Artistic Response - The Beatitudes</p> <p>Read the Eight Beatitudes of Jesus</p> <p>THE EIGHT BEATITUDES OF JESUS</p>	<p>INQUIRY -</p> <p>Please continue with the Tourism work from Monday.</p> <p>Please remember to write each question and the response underneath.</p> <p># If you have finished the</p>	<p>Teachers and Specialist Teachers available via email (12-2)</p> <p>Use approximately 30-40mins (for each subject) to work on tasks set by your specialist teacher. Everything is uploaded to Google Classroom.</p>	<p>READING: Literature Circles/Rectangles</p> <p>Read the next two chapters of your book. take the role of <u>Connector</u>.</p> <p>The role of the Connector is to make connections between</p> <p>It is your job to connect the text to other things. Find something in the text that you can relate to:</p>

	<p>overseas it could be somewhere in Victoria.</p> <p>3. Have you travelled overseas and where did you go?</p>	<p><i>"Blessed are the poor in spirit, for theirs is the kingdom of heaven.</i></p> <p><i>Blessed are they who mourn, for they shall be comforted.</i></p> <p><i>Blessed are the meek, for they shall inherit the earth.</i></p> <p><i>Blessed are they who hunger and thirst for righteousness, for they shall be satisfied.</i></p> <p><i>Blessed are the merciful, for they shall obtain mercy.</i></p> <p><i>Blessed are the pure of heart, for they shall see God.</i></p> <p><i>Blessed are the peacemakers, for they shall be called children of God.</i></p> <p><i>Blessed are they who are persecuted for the sake of righteousness, for theirs is the kingdom of heaven."</i></p> <p>Gospel of <u>Matthew</u> 5:3-10</p> <p>Activity: Draw a scene or symbol to demonstrate one of the beatitudes. This will be your draft. Friday you'll do the good copy. Send a picture to your teacher.</p>	<p>Tourism work from Monday, please use this time to complete any other work you need to finish off.</p>	<p>ART- Activities from Mrs Hickey</p> <p>CHINESE- Activities from Miss Sun</p> <p>MUSIC - Activities from Mr O'Bree</p> <p>P.E - Activities from Mr Herrera</p>	<ul style="list-style-type: none"> ■ Your own experiences. ■ Another text (eg. book/magazine/advertisement /film/internet site/etc) ■ The world. <p>Activity: Write down how your book your reading relates to you and your own experiences, a book you've read before or a world issue. Make a text to self, text to world, text to text connection with the book you are reading at home.</p> <p><u>Your teacher will upload this document and you need to edit in there.</u></p>
2 : 0 0 p m	<i>Snack Break</i>	<i>Snack Break</i>	<i>Snack Break</i>	<i>Snack Break</i>	<i>Snack Break</i>
2 : 3 0 p	<p>Brain Break/ Wellbeing/Exercises</p> <p>Mindfulness activity</p>	<p>Exercise - Cosmic Yoga for Kids</p> <p>Popcorn the Dolphin</p>	<p>Brain Break - Resilience</p> <p>Being Resilient</p>	<p>Wellbeing - Positivity Poster</p> <p>What does it mean to be a positive person?</p>	<p>Brain Break</p> <p>Have a picnic with your family.</p> <p>Create a space to have a picnic</p>

m	<p>Put on some calming music and then choose one of the following activities to do:</p> <ul style="list-style-type: none"> • Colour in a page in a colouring book. • Print off a picture from the internet and colour it in. • Get an A4 piece of paper and draw a picture and then colour it in. <p>Take a picture of what you have coloured in and send it to your teacher.</p>	<p>Move your body and join in the Cosmic Yoga</p>	<p>Sometimes it is hard to try something new. We build resilience by never giving up and having a go.</p> <p>Have a go at trying to do the following things:</p> <p>Try using your non-dominant hand to do some everyday tasks</p> <ul style="list-style-type: none"> • Brushing your teeth • Drawing a picture • Writing your name • Tying your shoelaces • Brushing your hair <p>How did you feel while you were doing these activities?</p>	<p>How can we show other people that we have a positive outlook on life? Why is it important to be a positive person and have a positive mindset?</p> <p>Use an A4 piece of paper to create a positivity banner.</p> <p>What affirmations would you like to use?</p> <ul style="list-style-type: none"> • I believe in myself • I am brave • I can do hard things • I am kind • I am helpful • I am loved • I am curious • Today I choose to think positive • I am unique • I like myself 	<p>with your family.</p> <p>You could have a picnic at the park, in your backyard or even inside your house.</p> <p>What you will need for your picnic</p> <ul style="list-style-type: none"> • Family members • A blanket to sit on • Food • Drink <p>While you are having your picnic, share with each family member something that you love about them.</p> <p>Remember to take a picture of your picnic.</p>
3 : 1 0 p m	Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.	Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.	Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.	Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.	Pack up for the Day and Get Ready for your afternoon Routine. Don't forget to post your work on Google Classroom.
3 : 1 5 p m					

Mass Reflection: The Beatitudes (Matthew 5:1–12)

Read verses 1–12 prayerfully. Then take each line and use it for an extended meditation.

Verses 1–2: Ponder these four points:

- First, He saw the crowds. Imagine the crowds for a while, their desire to see Jesus, the draw they felt, their hunger for His words.
- Second, imagine Jesus “seeing” them. What did He perceive? Consider His love for them. See Jesus seeing this gathering crowd.
- Third, He went up the mountain and sat down. This was a way for Him to gently invite people to gather around. Imagine the excitement people felt as they sensed Jesus wanting to talk to them.
- Fourth, Jesus taught them. Imagine being there. Hear His words, look at His facial expressions, His tone of voice and His mannerisms as He taught.

The next eight lines present eight Beatitudes. Each one ends with a reward. The rewards are easily desired, but the path to that reward can be challenging. We are called to poverty of spirit, mourning, meekness, mercy, to endure persecution, etc.

Choose a line and explain why it resonated with you.



Solve word problems involving multiplication and division

Name: _____

Date: _____

Patterns and Algebra

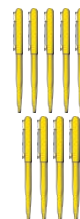
Solve word problems by using number sentences involving multiplication or division where there is no remainder (VCMNA162)

Understanding

1. Tony puts 18 jelly beans into 6 equal groups. Write a number sentence to work out how many jelly beans each person gets.



3. Sonia bought 9 pens for \$4 each. Write a number sentence to work out how much she spent.



2. Ryan spent \$56 on 8 books for school. Write a number sentence to work out how much each book costs.



4. There have been 6 wet days per month this year (12 months). Write a number sentence to work out how many wet days there have been this year.



Fluency

1. Work out the missing number in each number sentence.

- a) $2 \times \square = 6$
b) $\square \times 5 = 10$
c) $6 \times 3 = \square$
d) $4 \times \square = 12$
e) $\square \times 7 = 21$
f) $8 \times 12 = \square$

2. Work out the missing number in each number sentence.

- a) $15 \div \square = 3$
b) $\square \div 4 = 4$
c) $20 \div 5 = \square$
d) $42 \div \square = 6$
e) $\square \div 9 = 10$
f) $72 \div 8 = \square$

Problem Solving

1. When a number is multiplied by 2, the answer is the same as 12 divided by 2. What is the number?
2. When a number is multiplied by 3, the answer is the same as 24 divided by 4. What is the number?
3. When a number is multiplied by 6, the answer is the same as 48 divided by 4. What is the number?
4. When a number is multiplied by 8, the answer is the same as 64 divided by 2. What is the number?

Reasoning

1. Create a word story to match the number sentence.

$$6 \times \square = 30$$

2. Fill in the blanks to make each number sentence true.

- a) $24 \div \square = 6 \div \square = 2$
b) $72 \div \square = 3 \times \square = 9$
c) $36 \div \square = 24 \div \square = 4$



Order chance events

Name: _____

Date: _____

Chance

Describe possible everyday events and order their chances of occurring (VCMSP175)

Understanding

1. For the everyday events listed, order them from most likely to occur (1) to least likely to occur (5).

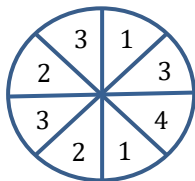
You will be taller than 1.7 m before the end of the year.	
You will win first prize in the lottery one day.	
You will have maths at school today.	
You will have tea tonight.	
You will go to the snow on school camp this year.	

2. So far this season, Collingwood has won 9 games, Geelong has won 4 games, Richmond has won 6 games and Adelaide has won 3 games. Order the teams from most likely to win their next game (1) to least likely to win their next game (4).



Fluency

1. Look at the spinner below and answer the questions.



- Which number is most likely to come up? _____
- Which number is least likely to come up? _____
- Order the numbers from least likely to come up to most likely to come up in the space provided.

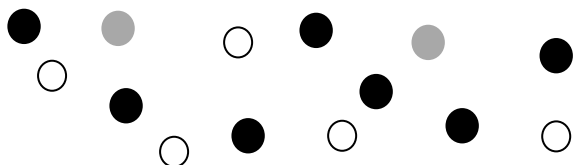
2. Look at the die and circle the chance of each outcome.



- You will roll a 1.
unlikely equally likely likely
- You will roll a number higher than 2.
unlikely equally likely likely
- The chance of rolling an even number compared with rolling an odd number.
unlikely equally likely likely

Problem Solving

1. Use the marbles pictured to answer the questions.



- What colour marble are you most likely to pick up without looking? _____
- What colour marble are you least likely to pick up without looking? _____
- You will pick up a black marble without looking?
Impossible unlikely equally likely likely
- You will pick up a grey marble without looking?
Impossible unlikely equally likely likely
- The chance of choosing a white or grey marble compared with choosing a black marble?
Impossible unlikely equally likely likely
- You will pick up a pink marble without looking?
Impossible unlikely equally likely likely

Reasoning

1. Which is more likely to happen? Getting five heads when you toss a coin ten times or getting five 2s when you throw a die ten times? _____

Monday - Travel Brochure Features

HOW WE Travel

We're all about real life experiences. The surprising moments that turn into the stories you tell for years to come. You'll find them off the beaten track, in the bustle of a Marrakech souk or a quiet village along the Mekong Delta. These experiences are raw, authentic and totally unforgettable.



Rabat, Morocco

THE ICONIC AND THE UNEXPECTED

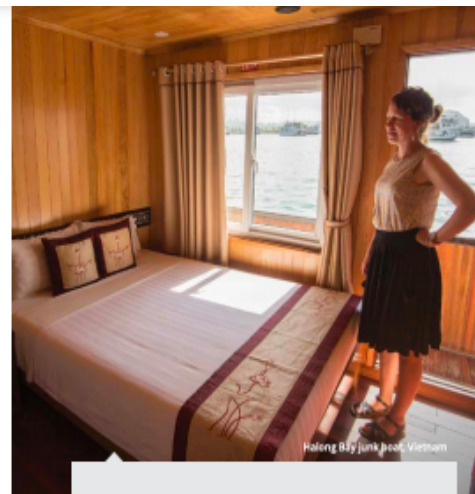
Sure, the first time you look at a famous monument is incredible, but so is finding yourself in the middle of a village football game or sharing a laugh with a market vendor. Our trips combine the iconic with the unexpected to give you genuine insight into local life.

AUTHENTIC FOOD

We know that food while you travel is more than fuel, and our trips include meals that enhance your adventure and give you a taste of the local flavours. Think a traditional Khmer dinner in the grounds of a Cambodian temple, or a hearty dinner with an Amish family in Berlin, Ohio.



Bijapur, India



Halong Bay junk boat, Vietnam

STAY REAL

We think where you lay your head can be just as immersive as what you see in the day. Like spending the night at a 17th-century Rajasthani castle or a gite in the High Atlas Mountains. No matter where we stay, we always choose locally run accommodation.

GET AROUND, GO DEEPER

Wherever possible, we do things the local way – including transport. It's better for the environment and a great way to immerse yourself in another culture. From gliding through the backwaters of Kerala in a pole boat, to zipping through Tochigi on a bullet train, we choose ways to get you there that take you deeper.



The Nile, Egypt



Sacred Valley, Peru

LOCAL CONNECTIONS

By sharing laughter, stories and adventures with local people, you'll learn about different ways of life. More importantly, you'll find common ground. We believe you'll learn more at a community-based tourism project in Vietnam's Da Bac or staying in a Nepalese village recovering from the 2015 earthquake, than wearing a headset and following a flag.

Why do AN INTREPID TRIP

IN NORTH AMERICA

STRAIGHT TO THE HEART

Your time is precious. North America is huge. Our trips are your shortcut to the heart of each thumping city or rugged national park. We'll take you to the hidden diners, show you the best place to watch the sunrise over the canyon, point out the trail that suits your fitness level, and introduce you to local characters.

LESS DRIVING, MORE EXPLORING

There's a lot to cover in North America. We've tested our routes to make sure itineraries aren't rushed, and that there's less driving with longer stays to explore key destinations. You'll have a flight here and there, if needed, to cut down your travel time and enjoy more of the good stuff.

STAY YOUR WAY

A region this diverse deserves accommodation to match. Stargaze from your wilderness camp in the Canadian Rockies, get cosy in rustic cabins in Yellowstone National Park, or rest up in a hostel after a night out in New Orleans. There's lodging for every kind of traveller, from rugged explorer to comfort seeker.

THE SMALL GROUP ADVANTAGE




The most memorable adventures are ones you can share. With the smallest group tour size in North America, you'll get the chance to make meaningful connections with like-minded explorers. Fewer travellers means you get more than just a photo out of a coach window.



TRAVEL IN COMFORT

Our vehicle of choice is the 14-seat Ford Transit. Spacious, comfortable, sturdy and safe – it's hard to beat for a cross-country road trip. If you're on the taller side – say, more than six foot – don't worry, there's seats with extra leg room that you can call shotgun on.

EACH VAN COMES WITH:

-  Large windows & storage trailer
-  Individual seats with seatbelts & headrests
-  Air conditioning
-  Wi-Fi onboard (USA only)
-  Charging ports

PHYSICAL RATING

Each of our trips has a physical rating, so you can tell how exerting a trip is and how fit you'll need to be to enjoy it. As a guide:

- Easy and relaxing
- Bring your walking shoes
- An average level of fitness required
- Action-packed, physically demanding
- Full-on active adventure for

Tuesday - Travel Brochure Features

Name: _____ Class: _____

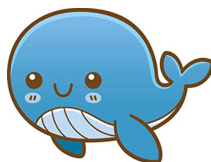
Circle the sport/exercise they like!



1. lán qiú 2. zú qiú 3. yóu yǒng



1. wǎng qiú 2. zú qiú 3. pīng pāng qiú



1. pǎo bù 2. pīng pāng qiú 3. yóu yǒng



1. gǎn lǎn qiú 2. zú qiú 3. wǎng qiú

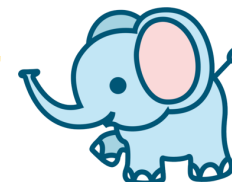
Circle the sport/exercise they like!



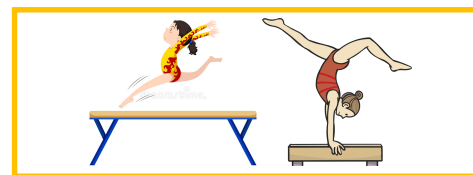
1. lán qiú 2. gǎn lǎn qiú 3. yóu yǒng



1. pǎo bù 2. tǐ cāo 3. wǎng qiú



1. lán qiú 2. pīng pāng qiú 3. pǎo bù



1. tǐ cāo 2. zú qiú 3. wǎng qiú

Music Term 3 Week 6

Gr. 3-6

THE ORCHESTRA

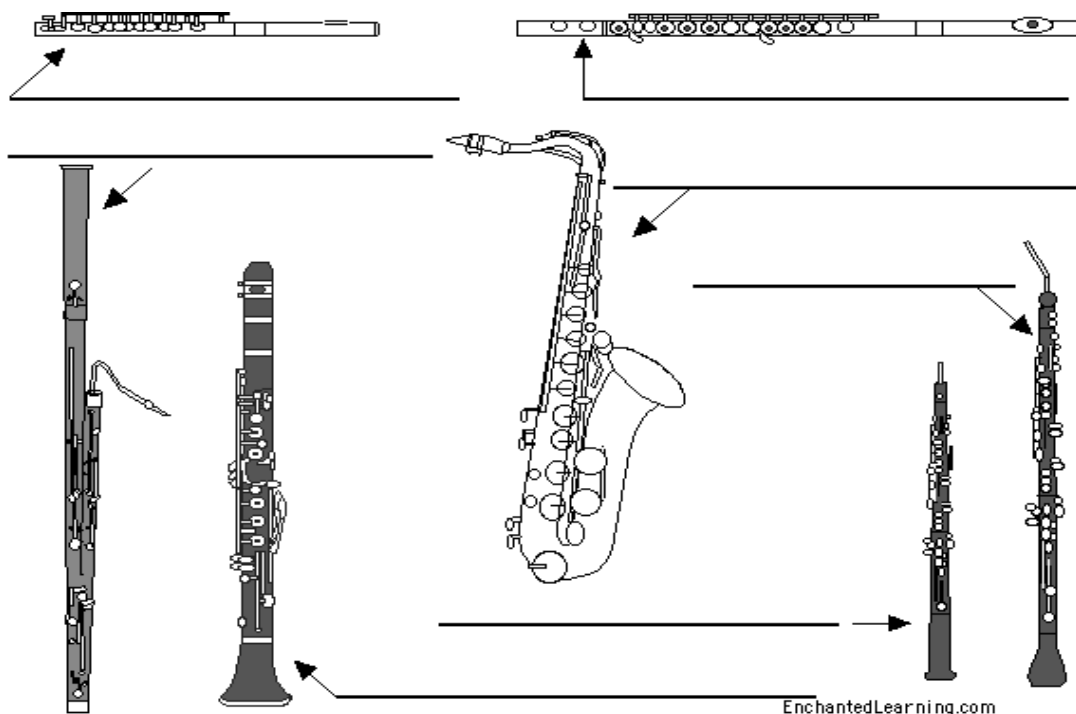
This video gives you some fun information about **WOODWIND** instruments

<https://www.youtube.com/watch?v=5PMmJ7CqmoQ>

Label all the woodwind instruments

(You can do this on another piece of paper)

Clarinet Bassoon Flute Piccolo Saxophone Oboe
Cor Anglais (English horn)



Find an interesting fact online about one of the woodwind instruments.



HOLY EUCHARIST



Longest Paper Plate Competition

How long can you make one paper plate by cutting it in some way?

THE RULES

- You are only **ALLOWED** to use a **paper plate** and a **pair of scissors**.
- You are **NOT ALLOWED** to use **glue** or **sticky-tape**.
- You are allowed to try different ways to find your answer because working it out is a bit tough. Change your design more than once and test it out.
- **You must submit your work as a short video. The video needs to show your LONGEST PAPER PLATE and answer these questions**
 1. What is your first name and surname?
 2. What grade are you in?
 3. How long is your plate? How do you know?
 4. How did you make the plate long? What did you do?
 5. How do you know that you have made the longest plate?
 6. Did you plan what you were going to do first or did you just do it?
 7. Did you have fun?
 8. What did this activity teach you?

Where to send your videos: You can send them to me by posting to your DOJO portfolio, DOJO parent messages, Classroom Submission/Assignment, email. If you need help with this email me vivian.faraj@hestalbanssth.catholic.edu.au





HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



Week 6 Prep, 1 & 2 Physical Education Remote Learning

Hello Prep, Grade 1 and 2 students, parents and carers,

Here are the Week 6 activities, students can access the websites using a device. Some activities require sports equipment, use something from around the house that would do the same job as the sports equipment. You need a small space to do most of these activities, if you have outdoor space then use that.

PARENTS:

If you don't have access to a digital device or internet, go for a bike ride, walk, little jog, kick to kick with siblings or adults (if weather permits).



UPLOAD ONE OR TWO PHOTOS ON TO THE FOLDER NAMED (Week 5 PE Task)

Students and Parents, please don't hesitate to contact me for any help or support on:
heribert.herrera@hestalbanssth.catholic.edu.au

Stay Safe and take care.

Mr. Herrera Physical Education Teacher.

Warm-Up 5 Minutes

I'm learning to warm-up correctly.

-

Learning Intention:

I'm learning to warm-up correctly.

Equipment:

- Water Bottle
- Yoga mat (if you have one)
- Space to exercise

Warm Up Video:

Link: [5 Minute Move | Kids Workout 1 | The Body Coach TV](#)



Activity or Skill**Yoga Sessions****Learning Intention:**

- I'm learning to concentrate and breathe during the yoga session.

ACTIVITY (20 MINUTES)

Link: [Kids Yoga For Confidence ✨ Yoga Club \(Week 47\) | Cosmic Kids Yoga](#)

**Warm-Down**

Stretching is important to help us recover and cool down our body.

Learning Intention:

- I'm learning to cool down correctly after my activity.

Warm down for 5 to 10 minutes:

Link:





Holy Eucharist Catholic Primary School

1a Oleander Drive, St Albans South. VIC 3021

Phone: 8312 0900 Fax: 9366 8192

www.hestalbanssth.catholic.edu.au



Grades 5 and 6

Learning Intentions: Grade 5 - This week we are learning to draw an inspiring planet in 3D. You can use this as a card

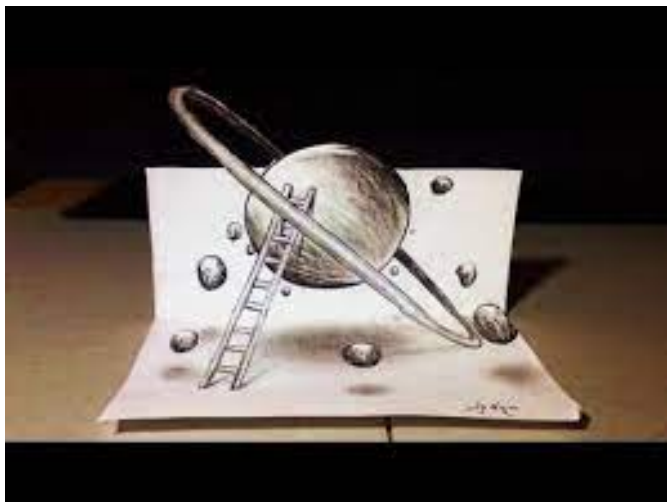
https://www.youtube.com/watch?v=d7BGU7_4c

Watch this video to create a 3D planet.

Grade 6 – We are learning to draw the Olympic rings in 3D

<https://www.youtube.com/watch?v=R8Wqb8Yc09o>

Watch this and follow the video



Materials needed: 5

A4 paper white paper
Soft black pencil
Follow the step-by-step tutorial.

Materials needed: 6

White A4 paper
Coloured pencils
Markers
Lead pencil

If you can't access the videos, then draw the images you see above

HAVE FUN!!!