



Holy Eucharist Catholic Primary School

1a Oleander Drive, St Albans South. VIC 3021

Phone: 8312 0900 Fax: 9366 8192

www.hestalbanssth.catholic.edu.au



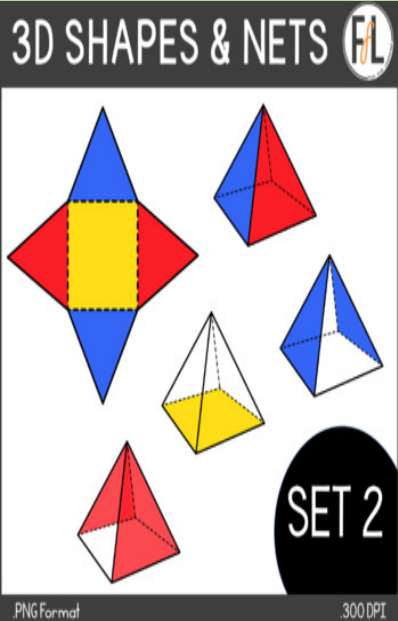
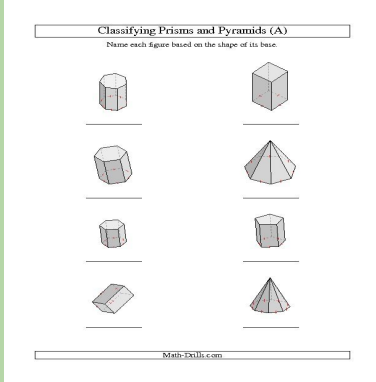
Grade 6

Remote Learning Pack Week 10

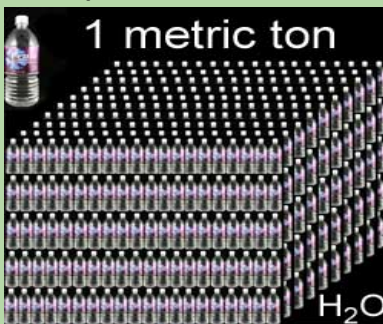
**Week Beginning – Monday 13th September
2021**

Week 10 T3- GRADE 6 WEEKLY PLANNER - 6A, 6JC and 6HK 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:13/9/2021	TUESDAY Date:14/9/2021	WEDNESDAY Date: 15/9/2021	THURSDAY Date: 16/9/2021	FRIDAY Date: 17/9/2021
9:15 am	Join Morning Google Meets Year 6 at 9:15 for your individual classes - Meditation/Prayer Online 6A 6JC 6HK Grade 6- Google Classroom Teachers available via email (9-11)	Join Morning Google Meets Year 6 at 9:15 for your individual classes - Meditation/Prayer Online 6A 6JC 6HK Grade 6- Google Classroom Teachers available via email (9-11)	Join Morning Google Meets Year 6 at 9:00am for your individual classes - Meditation/Prayer Online 6A 6JC 6HK Grade 6 - Google Classroom Teachers available via email (9-11)	Join Morning Google Meets Year 6 at 9:15 for your individual classes - Meditation/Prayer Online 6A 6JC 6HK Grade 6 - Google Classroom Teachers available via email (9-11)	Join Morning Google Meets Year 6 at 9:15 for your individual classes - Meditation/Prayer Online 6A 6JC 6HK Grade 6 - Google Classroom Teachers available via email (9-11)
9:30 am	Reading Identify the <u>causal conjunctions</u> from the text. Causal conjunctions link the cause to the effect. <i>Some examples of this:</i> so an effect of therefore because as a result of so as therefore because otherwise still yet Identify the Causal conjunctions in the passage. Your teacher will give you a Google Doc to edit in.	Religion Compassion and Justice in the Gospels Students explore a selection of scripture - 'The Woman at the Well' which deals with exclusion, justice and compassion. Read the text and answer the questions: <ul style="list-style-type: none"> Who are the main characters in the story? Who was being excluded? Why? Who was excluding them? What was Jesus' response to this situation? Why did Jesus Christ respond this way? 	MATHS - All Groups Post Assessment - Prisms and Pyramids Your teacher will give you a Google Doc to edit in. 	DAILY MASS READINGS AND REFLECTION HTTPS://CATHOLIC-DAILY-REFLECTIONS.CO M/ Read Thursday's Mass reflection on the website above. Write a reflection on this reading for Thursday. Zoom Link	MATHS- All Groups ASSESSMENT DONE WITH YOUR TEACHER ONLINE. Geometry Post Assessment (Nets) Your teacher will give you a Google Doc to edit in. 

		<ul style="list-style-type: none"> What message does he convey through his words and actions? 			
10:10am	<p>WRITING - Poetry</p> <p>Find a quiet space to sit outside.</p> <p>Have a look at all the nature around you, after a few minutes, reflect on what you saw.</p> <p>How did it affect you? What thoughts did you experience?</p>	<p>READING</p> <p>Nominalisation (Explanation Text Feature)</p> <p>Watch this video about Nominalisation.</p> <p>Nominalisation is when a verb or an adjective (or another part of speech) is transformed into a noun.</p> <p>Nominalisation makes your text sound more formal in an explanation text. This is one of the features.</p>	<p>READING</p> <p>Nominalisation (Explanation Text Feature)</p> <p>Nominalisation is when a verb or an adjective (or another part of speech) is transformed into a noun.</p> <p>Nominalisation makes your text sound more formal in an explanation text. This is one of the features.</p> <p>Below is a text about avalanches. <u>Highlight</u> the words in the text that are nouns and verbs.</p> <p>Noun - people, place, thing, idea</p> <p>Verb - action word (This is what the noun is doing)</p>	<p>PERSONAL LEARNING TIME: Choose from the following:</p> <ul style="list-style-type: none"> Catch up on tasks from any subject Specialists included Finish off Writing Tasks from this week - brochure Practise Number Facts (Sunset Maths) Complete My Numeracy Tasks Creative Writing 	<p>Religion</p> <ul style="list-style-type: none"> Choose a scripture story from below. Answer the questions on your 'Paper' section of your Online desk. <p>Videos - Zaccheus the Tax Collector</p> <p>Questions to answer on your board.</p> <ul style="list-style-type: none"> Who is being discriminated against? Who is doing the discriminating? Why? How obvious is the discrimination? ★ - Do you agree with the judgment/issue? Why/why not? <p>Your teacher will give you access to this document.</p>
11	Prayer & eat lunch	Prayer & eat lunch	Prayer & eat lunch	Prayer & eat lunch	Prayer & eat lunch

11:00am					
11:15am	Lunch Break- Play a Board Game, Read a Book, Play outside.	Lunch Break- Play a Board Game, Read a Book, Play outside.	Lunch Break- Play a Board Game, Read a Book, Play outside.	Lunch Break- Play a Board Game, Read a Book, Play outside.	
12:00pm	<p>MATHS GROUPS at 12PM SHARP</p> <p>Group 1 - Mr A Google Meet Link Group 2 - Mrs Kennedy Group 3 - Miss Cablao</p> <p><u>Group 1:</u> Measurement</p> <p>Conversion 10 mm =1cm 100cm = 1 m 1000m = 1km</p> <p>Milli means 1/1000 Cent means 1/100 Kilo means 1000</p> <p>Conversion exercises: Maths 7 p 322..... Appropriate units Km to m, m to cm, cm to mm Convert to given unit M to km, cm to m, mm to cm</p>	<p>MATHS GROUPS at 12PM SHARP</p> <p>Group 1 - Mr A Group 2 - Mrs Kennedy Group 3 - Miss Cablao</p> <p><u>Group 1:</u> Measurement</p> <p>Review yesterday’s work.</p> <p>Convert lengths to given unit in brackets, both up & down Maths p 324 Convert pairs to same unit and compare which is < or > Maths p 325</p> 	<p>WRITING - Poster How to Keep Safe during a Natural Disaster</p> <p>Design a Poster on how to prepare and keep safe before, during and after a natural disaster.</p> <p>You may need to look at yesterday’s work to see what you have written.</p> <p>Include images, action steps to keep you and your family safe.</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>DIGITAL TECH - Activities from Ms Faraj</p>	<p>WRITING Review of Remote Learning</p> <p>In four (4) paragraphs; each paragraph to be around ten sentences, explain your trials, tribulations and successes you experienced during Remote Learning. Can you suggest any improvements? We expect an honest evaluation.</p> <p>Your teacher will give you a document to edit in.</p>

Commonly Used Metric Prefixes & Symbols

Prefixes	Symbols	Factor Number	Factor Word
Kilo	k	1,000	Thousand
Hecto	h	100	Hundred
Deca	da	10	Ten
Deci	d	0.1	Tenth
Centi	c	0.01	Hundredth
	m	0.001	Thousandth



SCREEN BREAK
Play a non digital Maths game/
or Card or Board Game.

SCREEN BREAK
Play a non digital Maths game/ or
Card or Board Game.

SCREEN BREAK
Play a non digital Maths game/
or Card or Board Game.

SCREEN BREAK
Play a non digital Maths
game/ or Card or Board Game.

SCREEN BREAK
Play a non digital Maths
game/ or Card or Board Game.

Inquiry

TAKE HOME PACK STUDENTS - please use the
Landslide information
provided

Natural Disasters

Choose one Natural Disaster
to research.

Click on the planner links to
watch information about the
disaster and fill in the
template provided

WRITING - Explanation

TAKE HOME PACK STUDENTS - please use the
Landslide information
provided

Text on Natural Disasters

You will be researching
how to keep safe before,
during and after the

Inquiry - Final Copy of poster

TAKE HOME PACK STUDENTS - please use the
Landslide information
provided

Poster

How to Keep Safe during a Natural Disaster

Please finish your final copy
of your poster from this

**Teachers and Specialist
Teachers available via email
(12-2)**

Use approximately 30-40mins
(for each subject) to work on
tasks set by your specialist
teacher. Everything is
uploaded to Google
Classroom.

ART-
Activities from Mrs Hickey

CHINESE-

PERSONAL LEARNING TIME:
Choose from the following:

- Catch up on tasks from any subject - Specialists included
- Finish off Writing Tasks from this week
- Practise Number Facts (Sunset Maths)
- Complete My Numeracy Tasks
- Creative Writing

		<p>Natural Disaster you have chosen.</p> <p>Your teacher will give you a document to edit in.</p>	<p>morning's work during reading time on the natural disaster you have been working on.</p> <p>Once you have completed your poster please take a picture of it and email it to your teacher.</p>	<p>Activities from Miss Sun</p> <p>MUSIC - Activities from Mr O'Bree</p> <p>P.E - Activities from Mr Herrera</p>	
2 : 0 0 p m	Snack Break	Snack Break	Snack Break	Snack Break	Snack Break
2 : 3 0 p m	<p>Brain Break/ Wellbeing 'You have not lived today until you have done something for someone who can never repay you.'</p> <p>Caregiving can mean looking after and caring for others.</p> <p>Think about the ways you receive care from others and ways you show care for others.</p> <ul style="list-style-type: none"> ● Receiving Care ● Showing Care 	<p>Exercise – Find a quiet space:</p> <p>Today you are going to do some exercises. Find a space to do the follow activities:</p> <p>10 star jumps 10 push ups 10 squats 10 jumps bringing your knees up 10 skips on the spot</p> <p>Repeat twice</p>	<p>Positivity: Kindness</p> <p>When you think about kindness or see kind things, you might feel warm inside.</p> <p>When have you done something to help someone and be kind to them?</p> <p>In what other ways are you kind to the people in your family?</p> <p>How are people in your family kind to you?</p>	<p>Wellbeing - BEING A BUCKET FILLER</p> <p>A bucket filler is a person who shows a positive attitude or behaviour.</p> <p>Watch the clip: HAVE YOU FILLED A BUCKET TODAY</p> <p>Create a list of all the things that fill your bucket.</p> <p>They might be: people, games, pets, nice words, something at school or</p>	<p>Wellbeing - Feel Good Friday</p> <p>Reflect back on this week and think of 5 things that have happened that have made you happy.</p>

	Spend the next 10 minutes showing care to someone today		Answer these questions on the Google Doc provided by your teacher	home...or anything at all. Then create a list of each person who lives in your house and create a list of things that fill their buckets (you might need to ask them) How does it feel when you help fill someone else's bucket?	
3 : 10 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 : 15 p.m.					

Landslides

What is a landslide?

A landslide is defined as the movement of a mass of rock, mud or debris down a slope due to gravity. Landslides cause massive damage to human lives and property while also causing disruption in the movement of traffic and communication network. Landslides block the riverways which may further result in floods also. The productive farm fields that are affected by the landslides may lose their fertility and this causes a massive loss to the farmers.

What causes a landslide?

Landslides are induced by climatic conditions such as heavy rainfalls, snowfalls or natural phenomena such as volcanic activity or earthquakes. Human activities such as deforestation, mining, constructions, vibrations from big machines, etc. may also cause a landslide. Deforestation also is an important cause of landslides. The roots of trees hold the soil in place. Without trees, the stability of a slope is decreased greatly and with a large or even a small change, a landslide can be caused.

Types of landslides

1. **Falls** – Falls are sudden movements of huge amount of soil, debris, and rock that breaks away from slopes and cliffs. Such landslides occur as a result of weathering, earthquakes, and force of gravity.
2. **Slides** – In this type of a slide, the unstable sliding material breakaways from underlying stable material.
3. **Topples** – Topple landslides occur when a block of rock tilts or rotates. It leads to formation of a debris cone below the slope known as a Talus cone.
4. **Spreads** – This phenomenon is symbolised by the gradual horizontal displacement of large volumes of distributed material over very gentle or flat terrain.
5. **Flows** – This is the most destructive and dangerous form of landslide. Flows have a high water content which loosens the slope material and turns it into a slurry.

Prevention of landslides

Though we cannot prevent natural disasters, we can always make an effort to mitigate their effect. We must encourage people to protect nature, plant more trees and curb deforestation. In addition, detailed geologic investigations, advanced engineering practices and wise use of land can help in reducing landslide hazards.

3 Interesting facts about landslides

1. Landslides can move slowly, just a few millimeters per year or can move swiftly with speeds up to 200 miles per hour.
2. The world's biggest landslide occurred in 1980 when Mount St. Helens, a volcano in the USA erupted.
3. The scientists have found out that planets such as Mars and Venus also experience occasional landslides.

A landslide is a large amount of earth, rock, and other material that moves down a steep slope. Landslides happen when a layer of earth or rocks separates from the layer below it. The force of **gravity** pulls the loose layer downward.

Landslides can be highly destructive. They can bury or sweep away everything in their path. They can block rivers or cover entire towns.

A landslide needs a steep slope to get its start. Rain, wind, waves, and other natural processes can wear away the surface of a slope. This wearing away, or **erosion**, can make a slope too steep to support the rocks and earth on top. Erosion can also loosen or weaken the material on a slope. This makes it easier for gravity to pull the material down the slope.

Besides erosion, other forces can lead to landslides. Rainstorms, melting snow, and earthquakes can weaken the material on a slope. Earthquakes, volcanoes, and the use of construction equipment or explosives can force material down a slope.

Rockfalls, mudflows, and avalanches are similar to landslides. A rockfall involves large rocks falling from the top of a slope or a cliff. A mudflow is a thick stream of mud and other material that moves quickly downward. An **avalanche** is the sudden downward movement of snow or other material.

What should I do if I live in an area at risk from landslides or mudslides?

- Learn about local emergency response and evacuation plans.
- Talk to everyone in your household about what to do if a landslide occurs.
- Create and practice an evacuation plan for your family and your business.
- Assemble and maintain an emergency preparedness kit.
- Become familiar with the land around where you live and work so that you understand your risk in different situations.
- Watch the patterns of storm water drainage on slopes near your home, especially where runoff water converges.
- Create and practice an evacuation plan for your family and your business.
- Assemble and maintain an emergency preparedness kit.

What should I do if a landslide or mudslide is occurring or likely to occur?

- If you suspect imminent danger, evacuate immediately. Inform affected neighbors if you can, and contact your public works, fire or police department.
- Listen for unusual sounds that might indicate moving debris, such as trees cracking or boulders knocking together.
- If you are near a stream or channel, be alert for any sudden increase or decrease in water flow and notice whether the water changes from clear to muddy. Such changes may mean there is debris flow activity upstream so be prepared to move quickly.
- Be especially alert when driving— watch for collapsed pavement, mud, fallen rocks and other indications of possible debris flow.
- If you are ordered or decide to evacuate, take your animals with you.
- Consider a precautionary evacuation of large or numerous animals as soon as you are aware of impending danger.

What should I do after a landslide or mudslide?

- Stay away from the slide area. There may be danger of additional slides.
- Check for injured and trapped persons near the slide, without entering the direct slide area. Direct rescuers to their locations.
- Help a neighbor who may require special assistance--infants, elderly people, and people with disabilities. Elderly people and people with disabilities may require additional assistance. People who care for them or who have large families may need additional assistance in emergency situations.
- Listen to local radio or television stations for the latest emergency information.
- Watch for flooding, which may occur after a landslide or debris flow. Floods sometimes follow landslides and debris flows because they may both be started by the same event.
- Look for and report broken utility lines to appropriate authorities. Reporting potential hazards will get the utilities turned off as quickly as possible, preventing further hazard and injury.
- Check the building foundation, chimney, and surrounding land for damage. Damage to foundations, chimneys, or surrounding land may help you assess the safety of the area.
- Replant damaged ground as soon as possible since erosion caused by loss of ground cover can lead to flash flooding.
- Seek the advice of a geotechnical expert for evaluating landslide hazards or designing corrective techniques to reduce landslide risk. A professional will be able to advise you of the best ways to prevent or reduce landslide risk, without creating further hazard.

You have not lived today until you have done something for someone who can never repay you.'

Caregiving can mean looking after and caring for others.

Think about the ways you receive care from others and ways you show care for others.

- Receiving Care
- Showing Care

List 5 ways you receive care from other people

List 5 ways show care towards other people

RECEIVING CARE	SHOWING CARE

Spend the next 10 minutes showing care to someone today

Natural Disaster Research

Choose a Natural Disaster that you would like to research about this week. Highlight your choice.

<u>Tornadoes</u>	<u>Volcano Eruptions</u>	<u>Floods</u>	<u>Bushfires/Wildfire</u>
<u>Tsunamis</u>	<u>Landslides</u>	<u>Cyclones/Hurricane</u>	<u>Earthquakes</u>

National Geographic Website - You can find information here too.

Write down key vocabulary related to your Natural Disaster and list them below.

What are some causes and effects of your Natural Disaster? Research this and note take below.

An example is written for you below.

Cause	Effect
1. Cutting too many trees	1. Leads to the destruction of habitats and extinction of species.

How to Keep Safe during a Natural Disaster

You will be researching how to keep safe before, during and after the Natural Disaster you have chosen.

Natural Disaster:

Before	During	After
Example (Tsunami) <ul style="list-style-type: none">Know how high above sea level your street is and how far it is from the coast.		

Monday - Causal Conjunctions on Tsunamis

Identify the causal conjunctions from the text below.

Causal conjunctions: link the cause to the effect.

Cause and effect: the relationship between two things where one thing makes something else happen.

Some examples of causal conjunctions:

so
an effect of
therefore
because
as a result of
so as
therefore
because
otherwise
still yet

Read the text below **twice**. In each line,
Highlight in the text in **purple** the causal conjunction.
Highlight in **green** the cause.
Highlight in **orange** the effect.

How Does a Tsunami Occur?

Tsunamis are a series of gigantic waves travelling across the ocean due to a very sudden displacement of large bodies of water. The displacement of water can be caused by events such as undersea earthquakes, undersea landlines, land sliding into the ocean, volcanic eruptions or even asteroid impacts. Tsunamis are mainly caused by earthquakes, in which tectonic plates split or shift, causing the earth to shake. These shakes can happen in the ocean, therefore resulting in destruction of a tsunami. Tsunamis mainly move very fast when far away from the shoreline however, when it gets close, it gradually moves forward slowly and gains tremendous height that can prove to be fatal.

Write the Causal conjunctions, cause and effect from the passage above. I have given you an example below:

Causal Conjunctions	Cause	Effect
Has led to	Industrialization	Climate Change

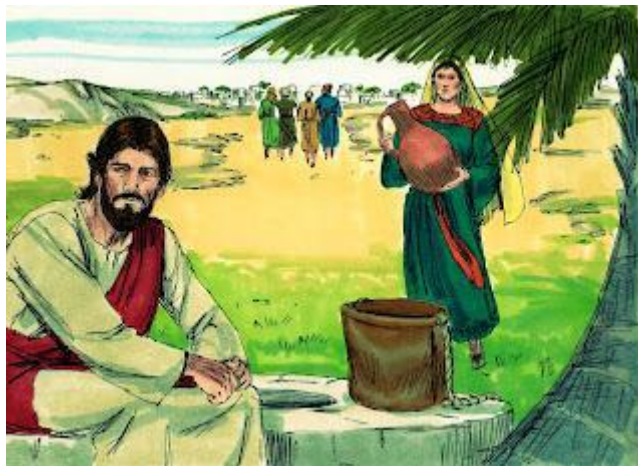
Religion

Compassion and Justice in the Gospels

Students explore a selection of scripture - 'The Woman at the Well' which deals with exclusion, justice and compassion.

Story: Women in the Well.

Jesus was leaving Judea and was going to Galilee. As you can see, Jesus had to travel through Samaria. Jesus decided to stop and rest. He stopped in a city called Sychar by a well named Jacob's Well.



Jesus was so tired, He sat by the well. The Disciples left to go into the city to buy food.





There was a woman from Samaria that came to the well for water. Jesus asked her for a drink of water.

The woman from Samaria asked Jesus why He would ask her for water! She said Jesus was a Jew and she was a Samaritan. Jews and Samaritans did not have anything to do with each other!



The woman told Jesus He must be a prophet! Jesus told her that the way of worship was changing. The people wouldn't be worshipping under the Old Law. The Samaritan woman told Jesus that she knew the Messiah was coming and He is called Christ. He is coming and He will tell us what we need to know.

Jesus told her that He is the Messiah.

At this time, the Disciples returned from the city and they couldn't believe that Jesus was talking to a woman. And, she was a Samaritan woman! They didn't say anything, though.



The woman left her water jug at the well and returned to the city. She told some men what Jesus had said and asked if He could really be the Christ? They left the city and went to see Jesus at the well.



Many of the people that lived in Samaria believed in Jesus because the woman told them what Jesus had said. The Samaritan people begged Jesus to stay with them, so He stayed there for two days. There were many believers in Jesus.

The people didn't believe because of what the woman had said, but when they heard what Jesus said, they knew He was really the Christ that they were waiting for. He was the Savior of the world!

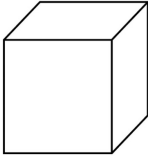
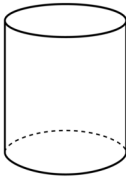
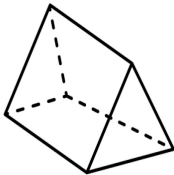
Read the text and answer the questions on the page below:

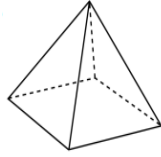
Who are the main characters in the story?	
Who was being excluded? Why?	
Who was excluding them?	
What was Jesus' response to this situation?	
Why did Jesus Christ respond this way?	
What message does he convey through his words and actions?	

Post Assessment

3D Objects: Name that Object

Highlight the correct names for each 3D shape. There may be more than one category. Explain why or how you know that is the correct shape. You might talk about the properties and classification of the shapes; edges, faces, vertices.

Highlight <u>all</u> the correct names for each object		Explain your thinking
		
polyhedron	square	
prism	a regular 3D object	
pyramid	cube	
		
polyhedron	cylinder	
prism	a regular 3D object	
pyramid	sphere	
		
polyhedron	triangle	
prism	a regular 3D object	
pyramid	cube	



polyhedron

cylinder

prism

a regular 3D object

pyramid

triangle

Positivity: Kindness

When you think about kindness or see kind things, you might feel warm inside.

When have you done something to help someone and be kind to them?

In what other ways are you kind to the people in your family?

How are people in your family kind to you?

ACT OF KINDNESS NEVER GO UNNOTICED!

When have you done something to help someone and be kind to them?

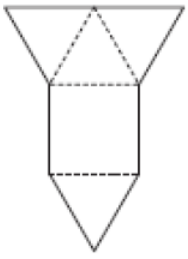
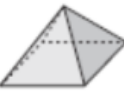
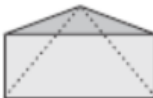


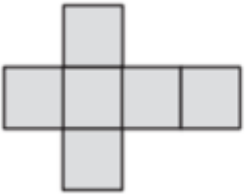
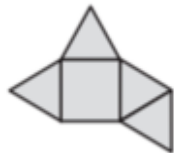
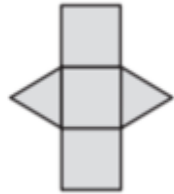

In what other ways are you kind to the people in your family?

How are people in your family kind to you?

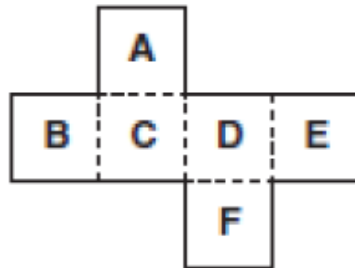
Post Assessment

3D Objects: Name that Net

Highlight the correct names/Answers for each 3D shapes' nets. Identify whether it is a prism or pyramid.

3D Objects – Nets	Justify your Thinking - How do you know?
<p>1. Which 3D object can be made from this net?</p>  <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  A </div> <div style="text-align: center;">  B </div> <div style="text-align: center;">  C </div> <div style="text-align: center;">  D </div> </div>	<p>Answer:</p> <p>Prism or Pyramid?</p>
<p>2. Keep the net which will make a 3D object with 6 edges. Delete the others that don't apply.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p>Answer:</p> <p>Prism or Pyramid?</p>
<p>3. These 2D shapes are the five faces of a 3D object.</p> <div style="text-align: center;">  </div> <p>Which 3D object can they make?</p>	<p>Answer:</p> <p>Prism or Pyramid?</p>

4. Alina folds this net to make a cube. Which face is opposite face C?



Answer:

Prism or Pyramid?



Holy Eucharist Catholic Primary School

1a Oleander Drive, St Albans South. VIC 3021

Phone: 8312 0900 Fax: 9366 8192

www.hestalbanssth.catholic.edu.au



Term 3 Week 10: Grades 3 - 6 DIGITAL TECHNOLOGY/S.T.E.A.M.



*Your Task will be to complete the project:
Imagine A World where anything is possible!*

1. Visit the website <https://scratch.mit.edu/projects/editor/?tutorial=imagine>
2. Watch the tutorials. If you do not watch the tutorial you might find it difficult to complete the task.
3. Create your own world using the coding blocks.



What to hand in? How to hand it in?

1. You must **SAVE** the **Imagine A World** code to your computer.
2. The file name should be your full name and grade. *Eg. 3VF Peter Pan*
3. Send the work (this file) to me as an attachment in an email.
4. Make sure you tell me your full name and what grade you are in.

This is task is DUE by Thursday 16th September 2021.

*If you need help, please make sure you email me
vivian.faraj@hestalbanssth.catholic.edu.au*



HOLY EUCHARIST SCHOOL

1A Oleander Drive St Albans South

Ph: 8312-0900



Term 3 Week 10 Grade 3 & 6 Physical Education Remote Learning

Hello 3-6 students, parents and carers,

Here are WEEK 10 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.

STUDENTS:

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).



Please do these activities or get outside and get active with siblings or adults. (If weather permits).

Remember to **HAND IN** your work by posting a picture on Google Classroom and answering the two questions for the main activity. (Class Dojo for Grade 3 students).

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 of your family.

Mr. Herrera Physical Education Teacher.

Warm-Up 5 Minutes I'm learning to warm-up correctly. <ul style="list-style-type: none">• Learning Intention: I'm learning to warm-up correctly.	Equipment: <ul style="list-style-type: none">• Water Bottle• Yoga mat (if you have one)• Space to exercise Warm Up Video: Link: Warm Up with Mr H
--	--



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 5 and 6

Visual Arts Term 3 Week 10

Learning Intentions: Grade 5

This week we are learning to write the abbreviation 'S' for the word Space.

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

Follow the video to get more ideas.

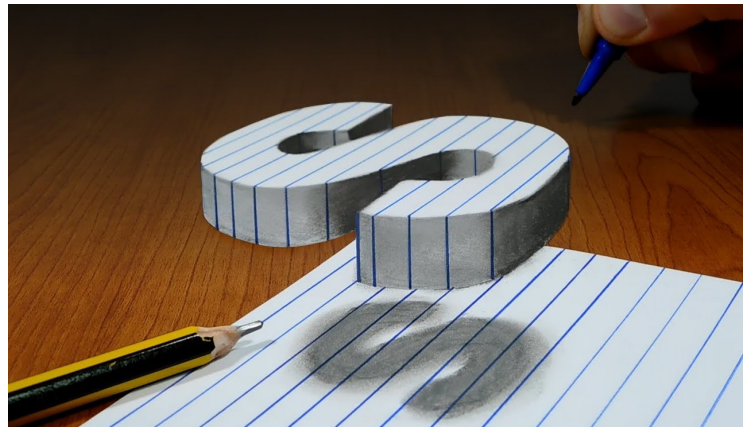
You will need:

A4 paper pencil 2B or 4B

blue thin marker

Rubber

Ruler



Grade 6

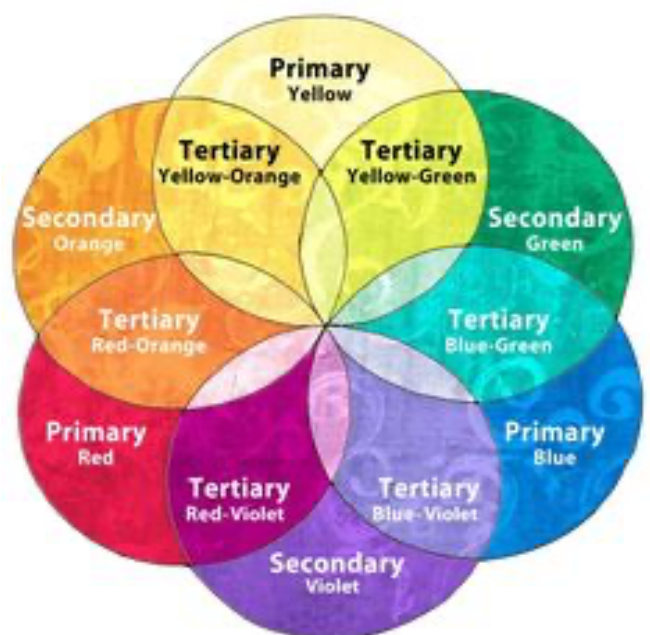
We are learning to recall the colours i.e., Primary and Secondary and learning the new term i.e., Tertiary.

*Look at the diagram, draw and write the colour words under the three headings as mentioned above

PRIMARY-

SECONDARY-

TERTIARY -



Music Term 3 Week 10

Gr. 3-6

IT'S THE END OF THE TERM! YAY!

IT'S TIME FOR A MUSIC QUIZ!

<https://www.youtube.com/watch?v=t87TiN7FWwQ>

There are 30 instrument sounds in this quiz. Write the answers on this page or another piece of paper.

Listen **very** carefully. There are some trick questions.

There will be a prize given next term if you get them all right!

- | | | |
|-----|-----|-----|
| 1. | 11. | 21. |
| 2. | 12. | 22. |
| 3. | 13. | 23. |
| 4. | 14. | 24. |
| 5. | 15. | 25. |
| 6. | 16. | 26. |
| 7. | 17. | 27. |
| 8. | 18. | 28. |
| 9. | 19. | 29. |
| 10. | 20. | 30. |

WARM UP WITH MR. HERRERA

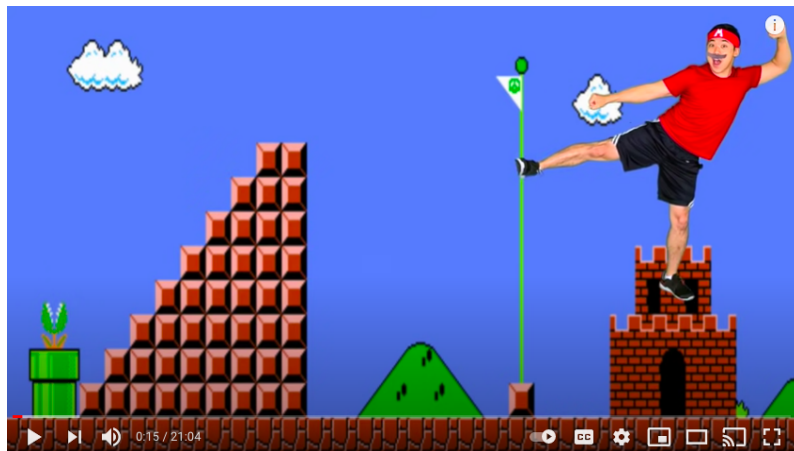
Activity or Skill

Yoga Sessions

Learning Intention:

- I'm learning to follow instructions and have fun.

ACTIVITY Link: [☆☆ SUPER MARIO Video Game Workout 2! Virtual Gym Class | Bobo PE](#)



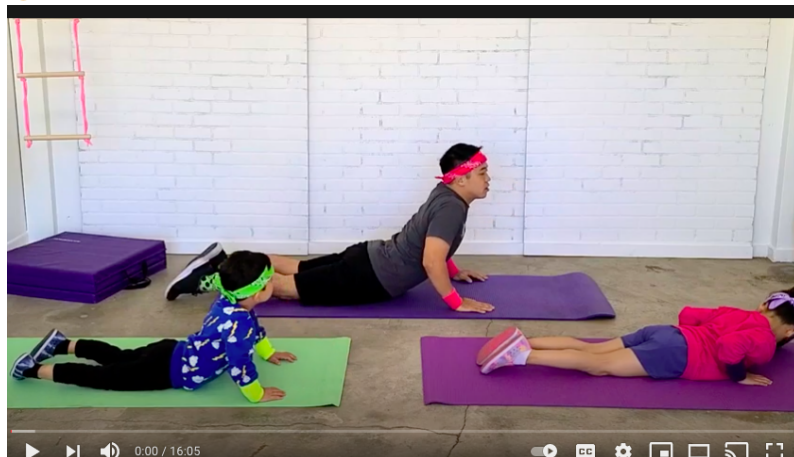
Warm-Down

Learning Intention:

- I'm learning to sit still during this five minute meditation.

Warm down for 5 to 10 minutes:

Link: [Bobo PE | STRETCHING Exercises For Kids 2 | PUN Workout](#)



Wellbeing - BEING A BUCKET FILLER

A bucket filler is a person who shows a positive attitude or behaviour.

Watch the clip: [HAVE YOU FILLED A BUCKET TODAY](#)

Create a list of all the things that fill your bucket.

They might be: people, games, pets, nice words, something at school or home...or anything at all.

Then create a list of each person who lives in your house and create a list of things that fill their buckets (you might need to ask them)

How does it feel when you help fill someone else's bucket?

BEING A BUCKET FILLER	
Create a list of all the things that fill your bucket.	
Create a list of each person who lives in your house and create a list of things that fill their buckets (you might need to ask them) Name each family member	
How does it feel when you help fill someone else's bucket?	

Name: _____

Class: _____

Date: _____

Activity 1: Fill in the characters!

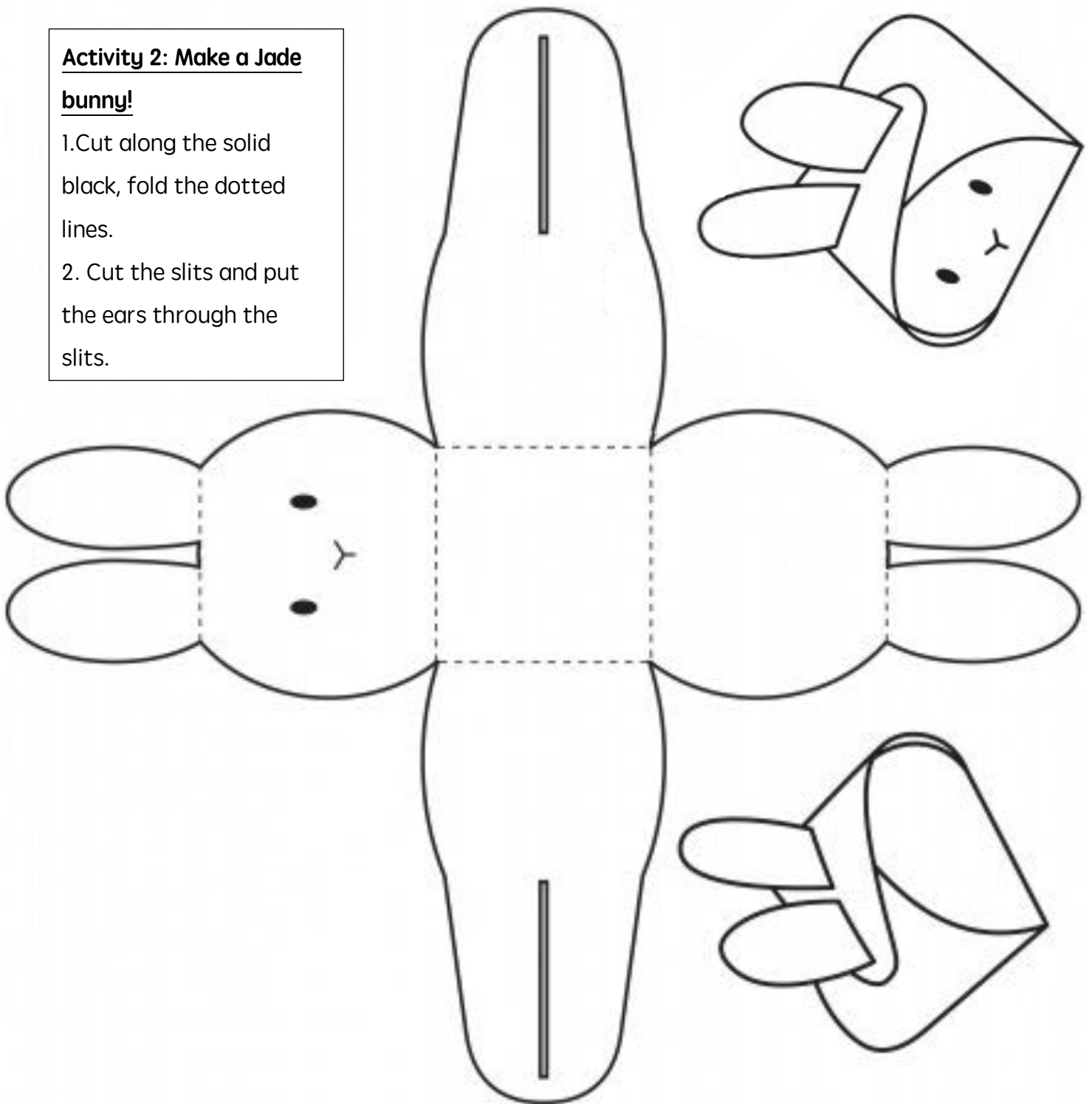
zhōng qiū jié kuài lè
中 秋 节 快 乐!

Happy Mid-Autumn Festival!

Activity 2: Make a Jade

bunny!

1. Cut along the solid black, fold the dotted lines.
2. Cut the slits and put the ears through the slits.



Review of Remote Learning

We would like to gain a complete picture of your progress, your attitude to learning and your perspective of our setting online. To help us with this, please complete the boxes below with your observations and contributions and anything that you would like to tell us. **We expect an honest evaluation.**

Successes during Remote Learning

(5 sentences)

Trials and Tribulations during Remote Learning

(5 sentences)

Even better if...

Out of 5 stars, Rate your Experience during Remote Learning in Term 3. Delete the stars if you need to.

