



Year 6 - Term 3, 2022 Parent/Carer Learning Support at Home

Outlined below is information relating to the learning foci across core curriculum areas for students in Year 6 during Term 3. Parents/Carers may wish to discuss with their child and further support their learning at home through the suggested activities, prompts or questions.

Reading

Focus	Approximate Timing	How you can support your child's learning
Analysing	Weeks 1 - 8	<p>Throughout the term, we will be viewing a documentary called, 'I am Eleven'. Ask your child questions about the documentary, using prompts such as:</p> <ul style="list-style-type: none">• What figurative language & descriptive language did the interviewer and the children use?• What were the multiple points of view?• What are some of the similarities and differences between the children? <p>When you're at home reading with your child, have a discussion about the events in the books and the motivations of the characters. This could be in their independent reading, news articles, or media examples.</p>
Inferring	Weeks 1 - 8	<p>Find out about the 'I am Eleven' tasks that your child has been learning about in class, by engaging in a conversation using the following prompts:</p> <ul style="list-style-type: none">• What do you think the author is trying to convey?• How is the author saying one thing whilst showing another?• What do you think is the underlying message?• From watching the documentary, what do you know that isn't being explicitly spelled out for you? <p>Have a conversation with your child about how we use clues in text to discover extra meanings. This could be in conversations, media examples etc.</p>
Making connections	Weeks 1 - 10	<p>Thinking about 'I am Eleven', assist your child with looking at the different connections to these texts such as:</p> <ul style="list-style-type: none">• Text-self connections - Can you relate to anything a child has said in the documentary this week? How?

		<ul style="list-style-type: none"> ● Text-text connections - Do any of the children remind you of any characters you have read about? ● Text-world connections - The documentary explores students all over the world, what have you noticed about the different countries? Are there any similarities or differences you can tell me about? <p>When you're reading with your child, discuss the connections they and you have about the text. This could be in their independent reading, news articles, or media examples.</p>
Questioning	Weeks 1 - 10	<p>This term, students will be in a Book Club group. Have weekly discussions with your child about the book they are reading. Use the following prompts to help you with your discussion:</p> <ul style="list-style-type: none"> ● Who are the main characters in the story? How have they changed over time? ● What's been your favourite part of the story so far? ● Which character is most like you? Why? ● What is the genre of this story? ● What connections can you make to your own life or to the world in general? <p>When you're reading with your child, encourage them to ask you questions about the text. This could be in their independent reading, news articles, or media examples.</p>

Writing

Focus	Approximate Timing	How you can support your child's learning
Script writing	Weeks 1-4 Weeks 9-10	<p>When watching TV and movies with your child, talk to them about some of the following ideas:</p> <ul style="list-style-type: none"> ● What is happening with the camera (zooming, pan out, fade, etc) ● How would actors know when to react to things (especially if Computer Generated Imagery is involved) ● How would you describe the way the characters are speaking to each other? <p>Have a look at a variety of scripts and read out the character parts, taking on their tone, movements and personality. This</p>

		is something you can do as a family, or play different characters. You can find scripts here: Scripts for Kids
Scientific report	Weeks 2-8	<p>Ask your child about the science experiment that they have chosen in class. Discuss why they chose this experiment, what they know and what they want to find out about this. Encourage them to tell you what goes into a report and why each step is important.</p> <p>Have a discussion with your child about events/activities that your family does. This may be in the kitchen cooking, playing sports or getting ready for work or school etc. Ask your child to choose an event and break it down step by step. Encourage them to consider the amount of time spent on each step.</p> <p>Reiterate why it is important to follow the steps correctly. What can happen if we don't?</p>

Maths

Focus	Approximate Timing	How you can support your child's learning
Fractions	Weeks 1 - 10	<p>While at home, have a conversation with your child about the language of fractions and decimals and acknowledge equivalencies where appropriate.</p> <ul style="list-style-type: none"> For example if you are watching sport with them, half time at football is after two quarters. <p>Encourage your child to skip count fractions by halves, quarters, thirds etc. This may be on the way to school or in the car.</p> <ul style="list-style-type: none"> For example $\frac{1}{2}$, 1, $1\frac{1}{2}$, 2... <p>Discuss with your child how to make calculations mentally. Assist your child with this by talking through your thought process. Examples of this are:</p> <ul style="list-style-type: none"> When considering items on sale in shops. Discussing how long is left on a journey etc.
Time	Weeks 1 - 2	<p>Ask your child to read timetables when using public transport, or to predict how long an activity will last and the time it will end.</p> <p>Take a look at the activity attached. It is a great tool for you to use with your child to assist with telling time Clocks and Angles!</p>

<p>Area and Perimeter</p>	<p>Weeks 3 - 4</p>	<p>Talk with your child about relative sizes of places they are familiar with in context For example:</p> <ul style="list-style-type: none"> • When at an oval ‘How many of our gardens would fit here?’ Support them with exploring their reasoning. <p>Support your child with measuring the perimeter and area of rooms in your household. Encourage them to be reminded of the formulas to solve perimeter and area.</p> <ul style="list-style-type: none"> • Perimeter - Add all the sides together (L + L + W + W). • Area - Length multiplied by the width (L X W).
<p>Volume and Capacity</p>	<p>Week 5</p>	<p>Include your child in measuring ingredients when cooking, even if only by eye. Looking at increasing the quantity of recipes.</p> <p>Compare the capacity of different day-to-day containers.</p> <p>Convert measurements from millilitres to litres, or kilometres to metres and explain their relationships.</p>
<p>Financial Maths</p>	<p>Weeks 6 - 8</p>	<p>Have a discussion about the weekly shop in your household. First, ask your child to estimate what the family spends on shopping alone. Write up an estimate together, and discuss the difference in their estimate and actual cost.</p> <p>Write up a weekly/fortnightly or monthly family budget together, including essentials: bills, special events coming up, and if there is left over, some wants! Encourage your child to keep track of the spending, seeing how close the family got to their budget in that time.</p> <p>When at the shops with your child (this may also be looking at online shops) discuss prices and sale items.</p>
<p>Algebra</p>	<p>Week 9 - 10</p>	<p>Algebra is all about missing numbers and patterns!</p> <p>Your child has access to ‘Essential Assessment’ on their Chromebook. This also gives them access to My Numeracy, which gives them tasks on what they need to learn next.</p> <p>Included in this, is an additional program called ‘Jetpack Algebra’. This will give your child an opportunity to practise their algebraic skills. We encourage you to work through this with your child, helping where needed.</p>

Maths resources		<p>These are some helpful maths websites that we encourage you to have a look at with your child. You can explore any maths skill and they include definitions, explanations, examples and practise exercises.</p> <p>Khan Academy Maths Antics Maths is fun Sunset Maths (Essential Assessment)</p>
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Humanities (Inquiry)

Focus	Approximate Timing	How you can support your child's learning
Physical, Chemical and Biological science		<p>This term, we'll be looking at things like the states of matter (gas, liquid, solid), forces of nature, electric circuits and light.</p> <p>Discuss and identify with your child about where these things occur and when we interact with them in our everyday life. Such as:</p> <ul style="list-style-type: none"> ● Ice and steam when working with water ● The way light refracts in certain situations ● Different nature based occurrences, such as heavy rain and earthquakes. <p>Ask your child questions about shadows and light. In the car at night, ask them about the lights they see outside</p> <p>Discuss with them how different types of sources can be used to generate electricity (coal, wind power, hydro etc)</p>
Chemical science		<p>Support your child in their learning by discussing how solids, liquids and gases behave in different ways and have observable properties that help to classify them.</p> <p>Encourage your child to observe different items in your household (or when out and about) and talk about whether it is a solid, liquid, or gas and how your child knows that fact.</p> <p>Thinking about the world around them, what else can they name that fits under a solid, liquid or gas?</p>

ART	MUSIC	PE
<p>Take a virtual tour of Impressionism exhibitions at the National Gallery of Victoria.</p> <p>https://www.ngv.vic.gov.au/virtual-tours/french-impressionism/</p> <p>https://www.ngv.vic.gov.au/virtual-tours/she-oak-and-sunlight-australian-impressionism/</p> <p>https://www.ngv.vic.gov.au/virtual-tours/19th-century-australian-art/</p> <p>Take a virtual tour of any or all these exhibitions.</p> <p>Discuss:</p> <p>What the artworks were created with (Oil paint) and if they were painted what is happening with the brush strokes? Do the artworks look like everyday life? What colours have been used in these artworks? What artworks speak to you?</p> <p>Have a go:</p> <p>Paint a landscape using interesting brush techniques.</p>	<p>Hip-Hop Rap Talk</p> <p>Practise talking to the beat! Watch the video to see the example of how to do Rap Talk. Play the Hip-Hip drum loop and talk to the beat about any topic you like – food, sport, games, etc</p> <p>It doesn't matter if you rap doesn't make sense, you just have to keep going. Short pauses are ok too. Just don't stop! The rules to Rap Talk are:</p> <ol style="list-style-type: none"> 1. Talk to the beat 2. Don't try to rhyme 3. Don't stop! <p>If you're feeling pretty confident with this, try adding a SLOGAN to your rap! Remember, a slogan is repeated in the song. It could be spoken or sung.</p> <p>Here are the resources you'll need:</p> <p>https://drive.google.com/drive/folders/13otKigMJ8X5dlgsii2XEcu8JDSvF9qXS?usp=sharing</p>	<p>Athletics</p> <p>Grade 5 and 6 are preparing for the Bell athletics carnival in week 5. The document below has a number of activities that will support students to develop the skills to participate in athletic specific events like long jump, hurdles, discus and shot put.</p> <p>https://drive.google.com/file/d/1uS1V8RnmEsEwW34g-luFmSCay4lecXfB/view?usp=sharing</p> 

Key Dates in Term 3:

- ★ Matilda the Musical at Northcote High School - 19th July
- ★ Coburg High School excursion - Wednesday 3rd August
- ★ Bell Athletics Day grades 4 - 6 - Tuesday 9th August (Back up date 16th of August)