

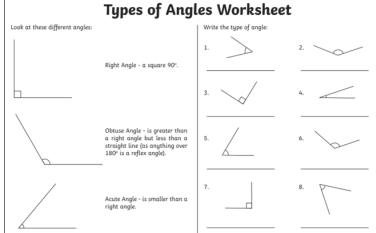
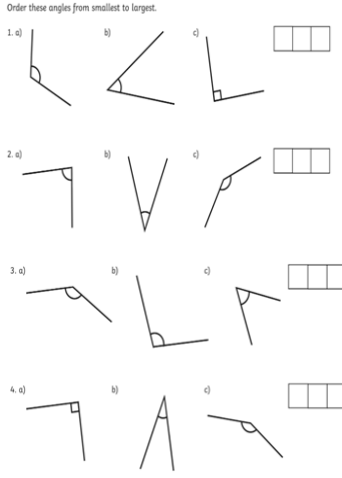


# Week 7 Term 3 Weekly Framework Stage 2

Below is a learning framework for you to follow at home. You should be able to complete each activity independently. If you need some assistance, ask for some help from a parent/carer or send a message to your teacher on GoogleClassroom. Complete all activities in your Homework book or an exercise book you have at home. Don't forget to write the date on your activities to keep track. If you complete all of the activities for the day you can: **\*Mathletics tasks \*Practice your typing skills -**

<https://www.typingclub.com/sportal/program-3.game> **\*Access activities on the learning HUB -** <https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home>

T3 Wk 7	Morning Session	Middle Session	Afternoon
<p><b>Monday</b></p> <p>*All links will be posted in your GoogleClassroom by your teacher.</p> <p>*Resources/ worksheets/ spelling words can be found at the end of this document under resources - you access all documents online or print the resources.</p> <p>*If you cannot print the worksheets simply write the answers in your workbook.</p>	<p><b>English - Spelling:</b> <b>Year 3 Learning Intention:</b></p> <ul style="list-style-type: none"> <li>can use the trigraph /our/ making the sound "ah" as in colour</li> <li>I can use visual memory to spell irregular words.</li> </ul> <p><a href="https://www.canva.com/design/DAEnPKArofw/bDCOqr7IOMTOGNtiRB8In4w/view?utm_content=DAEnPKArofw&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink">https://www.canva.com/design/DAEnPKArofw/bDCOqr7IOMTOGNtiRB8In4w/view?utm_content=DAEnPKArofw&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink</a></p> <p><b>Year 4 Learning Intention:</b></p> <ul style="list-style-type: none"> <li>I can use the graph /m/ as in mouse</li> <li>I can use the digraph /mm/ as in hammer</li> <li>I can use the digraph /mb/ as in lamb</li> <li>I can use visual memory to spell irregular words.</li> </ul> <p><a href="https://www.canva.com/design/DAEnPcYnSlo/-OemqIPQK4TnGalG76yDkA/view?utm_content=DAEnPcYnSlo&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink">https://www.canva.com/design/DAEnPcYnSlo/-OemqIPQK4TnGalG76yDkA/view?utm_content=DAEnPcYnSlo&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink</a></p> <p><b>Activities Students Choose 1:</b> <b>Newspaper words -</b> Cut out letters from a magazine or newspaper to form 5-10 spelling words once.</p> <p><b>Pyramid Words -</b> Write 5-10 spelling words once in the shape of a pyramid adding one letter to each line.</p> <p><b>ABC Order -</b> Write your spelling words in alphabetical order.</p> <p><b>English - Reading: Reading: Reading: Fact &amp; Opinion</b> <b>*Facts are what actually happened and can be proven as true. You cannot change a fact. Fact signals:</b></p> <ul style="list-style-type: none"> <li>numbers</li> <li>photographs</li> <li>statistics</li> <li>verification</li> <li>records</li> <li>eyewitnesses</li> </ul> <p><b>*Opinions tell us a personal attitude or judgement about something.</b> <b>Opinion signals:</b></p> <ul style="list-style-type: none"> <li>I think</li> <li>I believe</li> <li>probably</li> <li>should</li> <li>good/bad</li> <li>subjectivity</li> </ul> <div> <p>FACT: Penguins are flightless birds that are highly adapted to life in the water.</p> <p>OPINION: Penguins are the cutest animals.</p> <p>OPINION: Penguins look funny when they walk.</p> <p>FACT: Penguins can spend up to 75% of their lives in the water.</p> </div> <p><b>Class game. Fact OR opinion:</b> <a href="https://docs.google.com/document/d/1OjA6kEgmkK4lr35oIRNzfSovl8uvwhZefFgKaLq2ZTM/copy">https://docs.google.com/document/d/1OjA6kEgmkK4lr35oIRNzfSovl8uvwhZefFgKaLq2ZTM/copy</a></p> <p><b>Activity:</b> Complete the sentence matching task - fact or opinion. <a href="https://docs.google.com/document/d/1ZqjpscZOVvL7EqBTzfokH8s_p9kvn1TbDccevV-Y_k/copy">https://docs.google.com/document/d/1ZqjpscZOVvL7EqBTzfokH8s_p9kvn1TbDccevV-Y_k/copy</a></p>	<p><b>Maths Angles:</b> Write the WALT at the top of your page. <b>WALT:</b> Recognise and name angles. <b>Success Criteria:</b> Naming angles right, acute or obtuse. <b>Task:</b> In your books write the title and date. Write the number and then the name of the angle.</p> <p><b>Acute, Obtuse and Right Angles</b></p> <p>Look at these different angles:</p> <div> </div> <p>Write the type of angle:</p> <ol style="list-style-type: none"> <li> <input type="text"/></li> <li> <input type="text"/></li> <li> <input type="text"/></li> <li> <input type="text"/></li> <li> <input type="text"/></li> <li> <input type="text"/></li> <li> <input type="text"/></li> <li> <input type="text"/></li> <li> <input type="text"/></li> <li> <input type="text"/></li> </ol> <p><b>Worksheet:</b> <a href="https://drive.google.com/file/d/1P_s0zEJVdno25MqgzD9Eer86DworBQgq0/view?usp=sharing">https://drive.google.com/file/d/1P_s0zEJVdno25MqgzD9Eer86DworBQgq0/view?usp=sharing</a></p>	<p><b>English Writing: World of Ice</b></p> <p>When they went to sleep that night, Laura and her sister Maisie had looked out over their garden. The trees were full of rusty leaves - orange like copper kettles - that danced gracefully in the wind. They had enjoyed a spell of warm weather recently, and the garden was happy to be so full of life and growth. When they woke up the next morning they couldn't believe their eyes. Winter had sneaked up on them without them even noticing. He had flexed his icy fingers and touched everything in his path. The garden was covered in his frosty trail, and even the lawn was blanketed by his snowy cape. The rusty, copper leaves were now entombed in ice; they were now in the hands of winter.</p> <p><a href="https://docs.google.com/document/d/1kr1P8IXCNISQroDLV5YbBMP-b76Qbz18-0c5aDCdV8rM/copy">https://docs.google.com/document/d/1kr1P8IXCNISQroDLV5YbBMP-b76Qbz18-0c5aDCdV8rM/copy</a></p> <p><b>Question time:</b> What do you think has happened in Maisie and Laura's garden? Why were they so surprised when they woke up and looked outside? Have you ever been surprised by the weather? What is your favourite type of weather? What is your least favourite type of weather? What causes frost? What causes snow? What causes the different types of weather we experience? What causes the seasons? Why is the weather different in different parts of the world?</p> <p><b>Descriptive Writing:</b> Write a description of winter where you live: <b>Drawing:</b> Draw a picture of your favourite and least favourite type of weather.</p> <p><b>CAPA Music - Lesson from Mrs Ruzay</b></p> <p><b>Play an Instrument:</b></p> <p>Play an instrument you are familiar with or try another one you have at home. Use music we have played in school or find songs on the internet. (eg. Percussion instruments)</p>

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Tuesday	<p><b>English - Spelling:</b> <b>Year 3 Learning Intention:</b></p> <ul style="list-style-type: none"><li>can use the trigraph /our/ making the sound "ah" as in colour</li><li>I can use visual memory to spell irregular words.</li></ul> <p><b>Year 4 Learning Intention:</b></p> <ul style="list-style-type: none"><li>I can use the graph /m/ as in mouse</li><li>I can use the digraph /mm/ as in hammer</li><li>I can use the digraph /mb/ as in lamb</li><li>I can use visual memory to spell irregular words.</li></ul> <p><b>Activities Students Choose 1:</b> <b>Circle Words-</b> Write 5-10 spelling words once in the shape of a circle.</p> <p><b>Crazy Words -</b> Write each spelling word once in really crazy letters</p> <p><b>Spelling Story -</b> Write a brief story using 5-10 spellings words at least once. You may also illustrate a picture.</p> <p><b>10am:</b> Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. <b>Click the link below:</b> <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/learning-at-home</a></p>	<p><b>English: Grammar &amp; Punctuation:</b> <b>WALT:</b> Understand and use verb tense. Verbs – tense – past, present &amp; future. <b>Success Criteria:</b> I can locate and use verbs of various tenses. <b>Core Task:</b> Tense refers to <i>time</i> and tells us <i>when</i> the action is taking place. It can be present tense (happening now) as in: <i>I am visiting</i> the museum. It can be past tense (happened in the past) as in: I <i>visited</i> the museum. It can be future tense (will happen in the future) as in: I <i>will visit</i> the museum. <b>Activity:</b> Cut out or write these sentences in the correct boxes.</p> <table><tr><th colspan="5">Past, Present and Future Verb Sorting</th></tr><tr><td>Yesterday, I went for a walk with my friends.</td><td>At the weekend, I painted a picture.</td><td>We're going to go swimming after school.</td><td>I swam underwater last week.</td><td>I ate cereal for breakfast this morning.</td></tr><tr><td>She paints a picture for her dad.</td><td>He walks the dog.</td><td>I usually read for a long time.</td><td>They dance to the music.</td><td>This morning, I read for two hours.</td></tr><tr><td>We caught the bus home last night.</td><td>I'm going to dance at the disco tonight.</td><td>She's going to go for a walk later.</td><td>I'll eat my breakfast after I've had a shower.</td><td>She catches the bus.</td></tr><tr><td>I'm running in the 10 a'clock race on Saturday morning.</td><td>I'm going to read my book after dinner.</td><td>My brother and I built a really tall tower.</td><td>Mum drove the car to work yesterday.</td><td>I danced in a show last night.</td></tr><tr><td>My brother and I build a really tall tower.</td><td>They eat their breakfast.</td><td>I will catch the bus to school on Friday.</td><td>They're going to paint their mums a picture for Mother's Day.</td><td>Dad always drives home from work.</td></tr></table> <table><tr><th>Past</th><th>Present</th><th>Future</th></tr><tr><td></td><td></td><td></td></tr></table>	Past, Present and Future Verb Sorting					Yesterday, I went for a walk with my friends.	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Past	Present	Future				<p><b>Maths Angles</b> <b>Maths:</b> Write the WALT at the top of your page. <b>WALT:</b> Recognise and name angles. <b>Success Criteria:</b> Correct naming of angles - right, acute or obtuse. <b>Task:</b> In your books write the title and date. Write the number and then the name of the angle.</p>  <p>Once you have completed the activity, order the angles in size from smallest to largest.</p> <p>Order these angles from smallest to largest.</p>  <p><b>Worksheet:</b> <a href="https://drive.google.com/file/d/1i2tr0Qynk9m6rgngskktiXfoalRwJ714/view?usp=sharing">https://drive.google.com/file/d/1i2tr0Qynk9m6rgngskktiXfoalRwJ714/view?usp=sharing</a></p>	<p><b>English - Reading:</b> <b>Reading:Reading: Fact &amp; Opinion</b></p> <p>What is the difference between fact and opinion?</p> <p><b>Yr 3 &amp; 4:</b> <a href="https://docs.google.com/document/d/1-QL2qz73p8KTcjTg4YDcAcaXrr78sjHRLD_b4dBQmLk/copy">https://docs.google.com/document/d/1-QL2qz73p8KTcjTg4YDcAcaXrr78sjHRLD_b4dBQmLk/copy</a></p> <p><b>Before reading the text:</b> <i>*What type of text is it?</i> <i>Why do you think that?</i> <i>*What is the purpose?</i> <i>*What predictions can they make based on the title and the pictures?</i> <i>*What type of words might we come across while reading the text?</i></p> <p><b>After reading the text:</b> <i>*PIE</i> <i>*How can you find meaning of unknown words?</i> <i>*What clues were given in the text to help you answer the questions?</i></p>	<p><b>English - Handwriting:</b> <b>WALT:</b> Write using baseline joins. <b>Success Criteria:</b> I can write legibly using NSW cursive writing and form baseline joins. <b>Core Task:</b> Practice writing letters with baseline joins in correct lines. Practise joins to different letters. To connect baseline joins to tall letters continue the exit hook all the way up to the top line. Write words and sentences that include these letters.</p> <p>Tuesday 24th August 2021 il ut mb nh ck Because hermit crabs have soft bodies, they need to find empty seashells in which to live and hide from predators. Once they outgrow their home they must find a larger shell. Crabs often battle one another for shells.</p> <p>Tuesday 24th August 2021 il ut mb nh ck Because hermit crabs have soft bodies, they need to find empty seashells in which to live and hide from predators. Once they outgrow their home they must find a larger shell. Crabs often battle one another for shells.</p> <p><b>Extension:</b> Write a short narrative/persuasive/informative text using cursive writing.</p>
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# Wellbeing Wednesday!

Complete activities on the matrix. Tick off as you go.

Don't forget to join our Stage 2 Zoom at 12pm

## Get Active

Complete the activities that match the letters of your first and last name OR create your own fitness challenge to complete.

- |   |  |
|---|--|
| <b>A</b> run on the spot for 2 minutes                | <b>N</b> sit down and stand up                         |
| <b>B</b> 10 star jumps                                | <b>O</b> nominate someone to do 5 sit ups              |
| <b>C</b> run on the spot with high knees for 1 minute | <b>P</b> 10 sit ups                                    |
| <b>D</b> 4 somersaults                                | <b>Q</b> 1 somersault                                  |
| <b>E</b> jump as high as you can 6 times              | <b>R</b> 5 push ups                                    |
| <b>F</b> walk to every room in the house              | <b>S</b> 2 somersaults                                 |
| <b>G</b> 10 squats                                    | <b>T</b> walk to the front door and back               |
| <b>H</b> nominate someone to do 20 star jumps         | <b>U</b> run on the spot with high knees for 2 minutes |
| <b>I</b> touch your toes 10 times                     | <b>V</b> 15 lunges                                     |
| <b>J</b> 20 star jumps                                | <b>W</b> run on the spot for 1 minute                  |
| <b>K</b> 20 squats                                    | <b>X</b> sit down and stand up 6 times                 |
| <b>L</b> 2 star jumps, 2 squats and 2 sit ups         | <b>Y</b> nominate someone to do 10 star jumps          |
| <b>M</b> 30 jumps                                     | <b>Z</b> 10 push ups                                   |

@giftedandtalentedteacher

Write a letter to your teacher or write a card.  
You could include:  
\*3 questions \*What you have been up to \*3 things you're enjoying.

Create a challenging word search. Get creative - use colour and decorate with a boarder. Hide any words that you like.

Create an obstacle course.

Organise your books into alphabetical order.

Sit down for 10 minutes and listen to relaxing music.

Create an artwork using materials from outside.

Go for a walk or a bike ride

Find 5 jokes to tell your family at the dinner table.

Write a letter to a family member or loved one who you haven't seen in a while.

Prepare 5 questions to ask your family at dinner.

Learn 5 new phrases in a foreign language.

Sort out the laundry for your family - can you match all of your family's socks!

Play a board game.

Water the garden.

Have a look in the garden - Notice the plants, flowers or trees. Draw these natural parts of our world.

Fill a bucket with warm water. Add soap. Throw in hard plastic toys and give them a scrub!


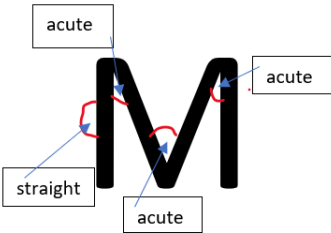

Draw a picture or portrait of a family member.





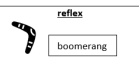
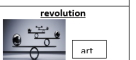




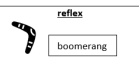
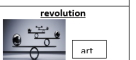

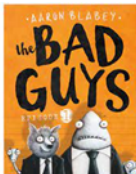








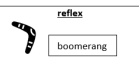
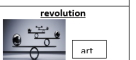
Tear up paper into small pieces and then glue together to make your name.

Build a fort using sheets, blankets or chairs. When you are done read a book inside your fort.

Watch a 'Just Dance' YouTube video or create your own dance routine. \*Develop an active routine to music - 3 star jumps, 3 sit ups & 3 push ups



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Thursday	<p><b>English - Spelling:</b> <u>Year 3 Learning Intention:</u></p> <ul style="list-style-type: none"><li>can use the trigraph /our/ making the sound “ah” as in colour</li><li>I can use visual memory to spell irregular words.</li></ul> <p><u>Year 4 Learning Intention:</u></p> <ul style="list-style-type: none"><li>I can use the graph /m/ as in mouse</li><li>I can use the digraph /mm/ as in hammer</li><li>I can use the digraph /mb/ as in lamb</li><li>I can use visual memory to spell irregular words.</li></ul> <p><u>Activities Students Choose 1:</u> <b>Phone Words -</b> Write each spelling word once and the “number code” for each spelling word using a phone keypad. e.g. word = 9673.</p> <p><b>Practice Spelling Test -</b> Students pair up with another student and practice the spelling test. Students quiz each other at least once.</p> <p><b>Rainbow Words -</b> Write 5 - 10 spelling words once using a different colour for each letter.</p> <p><b>10am:</b> Join us on the Department of Education page: you can watch the livestream fun lessons from some very special guests. <b>Click the link below:</b> <a href="https://education.nsw.gov.au/teaching-and-learning/learning-from-home/earning-at-home">https://education.nsw.gov.au/teaching-and-learning/learning-from-home/earning-at-home</a></p>	<p><b>English - Grammar &amp; Punctuation:</b> <b>WALT:</b> Understand the different uses of apostrophes. <b>Success Criteria:</b> I can use an apostrophe when writing contractions. <b>Core Task:</b> <u>Apostrophes Used in Contractions</u> Apostrophes are used to show where letters are left out. Two words become one word. These words are called contractions. <b>Example:</b> Can’t (cannot) I’ll (I will) He’s (he is) <b>Activity:</b> Match the contractions with the words they replace.</p> <table><tr><td>doesn’t</td><td>had not</td></tr><tr><td>didn’t</td><td>would not</td></tr><tr><td>haven’t</td><td>do not</td></tr><tr><td>won’t</td><td>were not</td></tr><tr><td>wouldn’t</td><td>was not</td></tr><tr><td>aren’t</td><td>have not</td></tr><tr><td>hadn’t</td><td>does not</td></tr><tr><td>can’t</td><td>can not</td></tr><tr><td>don’t</td><td>could not</td></tr><tr><td>weren’t</td><td>will not</td></tr><tr><td>wasn’t</td><td>did not</td></tr><tr><td>couldn’t</td><td>are not</td></tr></table> <p>2. Homophones: Show the difference between the meanings of the words by putting each word into a separate sentence. Don't forget capital letters and full stops!</p> <table><tr><td>one</td><td>won</td></tr><tr><td colspan="2"></td></tr><tr><td>to</td><td>two</td><td>too</td></tr><tr><td colspan="3"></td></tr><tr><td colspan="3"></td></tr></table>	doesn’t	had not	didn’t	would not	haven’t	do not	won’t	were not	wouldn’t	was not	aren’t	have not	hadn’t	does not	can’t	can not	don’t	could not	weren’t	will not	wasn’t	did not	couldn’t	are not	one	won			to	two	too							<p><b>Maths:</b> Write the WALT at the top of your page. <b>WALT:</b> Locate and name angles. <b>Success Criteria:</b> Recognising angles in a written name. <b>Task:</b> In your books, write the title <i>Angles in My Name</i> and the date. Write your name in digital/capital letters. Write each letter neatly and carefully. <i>Draw in the arcs to show the angle and then label it.</i></p>    <p><b>Extension:</b> Name and label the line segments and angles in your name.</p>	<p><b>Science: Science:</b> <b>WALT:</b> Use a graph to reorganise information. <b>Success Criteria:</b> I can use a graph to organise data.</p> <p><b>Lesson:</b> 1. View the slideshow ‘Using Graphs to present data’: <a href="https://www.canva.com/design/DAEnPgn-lfo/YCT1fByhWm6PhggLcOeHlw/view?utm_content=DAEnPgn-lfo&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publiphpresent">https://www.canva.com/design/DAEnPgn-lfo/YCT1fByhWm6PhggLcOeHlw/view?utm_content=DAEnPgn-lfo&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publiphpresent</a> 2. Complete the worksheets on data and graphs: <b>Yr 3:</b> <a href="https://drive.google.com/file/d/1DaReCsurQ-jXGAwdMMSsiLi-HQjWitnn/view?usp=sharing">https://drive.google.com/file/d/1DaReCsurQ-jXGAwdMMSsiLi-HQjWitnn/view?usp=sharing</a> <b>Yr 4:</b> <a href="https://drive.google.com/file/d/1Jam-eJH1wL0Xlzd9fhqPbUNNxPHwtRqZ/view?usp=sharing">https://drive.google.com/file/d/1Jam-eJH1wL0Xlzd9fhqPbUNNxPHwtRqZ/view?usp=sharing</a></p> <p><b>Extension:</b> Survey your family members at home. <b>Topic:</b> What is your favourite ice cream flavour? Place this information into a graph of your choice. Neatly draw it up in your workbooks.</p>	<p><b>Fitness:</b> <b>Can you complete these fitness challenges from Cricket Australia?</b></p> <p>You might like to do one or challenge yourself with all three.</p> <p>Each Video goes for about a minute and gives a brief explanation of the activity and what equipment is needed.</p> <p><b>Launch and Hit</b> <a href="https://players.brightcove.net/147919197501/rkINJhxR_default/index.html?videoid=6205130969001">https://players.brightcove.net/147919197501/rkINJhxR_default/index.html?videoid=6205130969001</a></p> <p><b>Chin Drop and Hit</b> <a href="https://players.brightcove.net/147919197501/rkINJhxR_default/index.html?videoid=6205128514001">https://players.brightcove.net/147919197501/rkINJhxR_default/index.html?videoid=6205128514001</a></p> <p><b>Under Your Leg and Catch</b> <a href="https://players.brightcove.net/147919197501/rkINJhxR_default/index.html?videoid=6205132816001">https://players.brightcove.net/147919197501/rkINJhxR_default/index.html?videoid=6205132816001</a></p>
	doesn’t	had not																																								
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T3 Wk 7	Morning Session	Middle Session	Afternoon																																																																																				
<p><b>Friday</b></p>	<p><b>English - Spelling:</b></p> <p><b>Year 3 Learning Intention:</b></p> <ul style="list-style-type: none"><li>can use the trigraph /our/ making the sound “ah” as in colour</li><li>I can use visual memory to spell irregular words.</li></ul> <p><b>Year 4 Learning Intention:</b></p> <ul style="list-style-type: none"><li>I can use the graph /m/ as in mouse</li><li>I can use the digraph /mm/ as in hammer</li><li>I can use the digraph /mb/ as in lamb</li><li>I can use visual memory to spell irregular words.</li></ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"><li>Friday spelling quiz</li><li>Dictation using sentences below (See Spelling Program)</li></ol> <p><b>Dictation Words Yr 3</b></p> <ol style="list-style-type: none"><li>odourless</li><li>humorous</li><li>glamorous</li></ol> <p><b>Dictation Words Yr 4</b></p> <ol style="list-style-type: none"><li>dumb</li><li>money</li><li>crumb</li></ol>	<p><b>SPORT: Underarm or Overarm throw.</b></p> <p><b>*Which skill would you like to improve?</b></p> <p><b>Pick one activity to complete or if you are feeling very active complete both!</b></p> <p><b>Resources:</b></p> <p><a href="https://vimeo.com/420957952">https://vimeo.com/420957952</a></p> <div><p>Episode 2 - Underarm throw</p><p>Stage 2</p><p><b>Challenges</b></p><p>Perform the following underarm throwing activities with a ball.</p><ul style="list-style-type: none"><li>From a close distance, throw the ball at a set target.</li><li>Set markers at varying distances to throw the ball at the target.</li></ul><p><b>Mega Challenges</b></p><ul style="list-style-type: none"><li>Set out a number of balls at varying distances from the target. Perform five 'ice-cream' movements: step one foot to the side then bring the other foot in behind before throwing the ball at the target. Then complete a standing long jump to the next ball before repeating the sequence.</li><li>Create a challenge: repeat the sequence and create varying throwing positions using dominant/non-dominant hand.</li></ul><p><b>Other variations</b></p><p>With a partner try:</p><ul style="list-style-type: none"><li>Choosing different starting positions for the ball before throwing it at the target.</li><li>Marking out a set distance for varying throwing in between throwing the ball at the target.</li><li>Combining different throwing activities for example, performing a set number of jumps before throwing.</li></ul><p><b>Suggested PDHPE Outcomes</b></p><p>These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.</p><p><b>PSA</b> A performs and refines movement skills in a variety of sequences and situations.</p><p><b>PSM</b> Combines movement skills and concepts to effectively create and perform movement sequences.</p><p><b>Sample questions</b></p><p>How can you move your feet to create a new 'throwing position'?</p><p>How can you use your eyes to create more awareness of your surroundings whilst throwing?</p><p><b>Teaching cues</b></p><p>Even on the target (bear eyes). Step forward (opposite leg to throwing arm). Throwing arm back then forward (aiming arm). Point at the target.</p><p><b>Equipment</b></p><p>Ball, soft toy or rolled up pair of socks.</p></div> <p><a href="https://vimeo.com/425101968">https://vimeo.com/425101968</a></p> <div><p>Episode 3 - Overarm throw</p><p>Stage 2</p><p><b>Challenges</b></p><p>Perform the following throwing activities using a bean bag, ball or similar.</p><ul style="list-style-type: none"><li>From a set distance, throw towards posterboard targets.</li><li>Play a game of throw, catch, return with a partner.</li></ul><p><b>Mega Challenge</b></p><ul style="list-style-type: none"><li>Set targets at varying levels and distances to challenge throwing accuracy.</li><li>Throw to a partner while they are moving.</li></ul><p><b>Creative Challenge</b></p><ul style="list-style-type: none"><li>Combine different movements such as hopping and ball handling.</li><li>Perform a challenge: throw at set targets or to a partner.</li></ul><p><b>Other variations</b></p><p>With a partner try:</p><ul style="list-style-type: none"><li>Choosing different starting positions for the ball before throwing it at the target.</li><li>Marking out a set distance for varying throwing to receive a ball from your partner.</li><li>Try combining different throwing activities for example, performing a set number of bounces before throwing.</li></ul><p><b>Suggested PDHPE Outcomes</b></p><p>These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.</p><p><b>PSA</b> A performs and refines movement skills in a variety of sequences and situations.</p><p><b>PSM</b> Combines movement skills and concepts to effectively create and perform movement sequences.</p><p><b>Sample questions</b></p><p>How can you combine hand and foot movement to 'throw'? Why do we need to follow through when we throw? How hard do we need to throw when our target is moving closer or further away?</p><p><b>Teaching cues</b></p><p>Stand with feet on the target (broomer pose). Throwing arm at side then up (throwing stance). Ball to the sky. Then, opposite leg forward. Throw the ball and follow through.</p><p><b>Equipment</b></p><p>Bean bags, balls or similar. Target: Broomer or a wall to use as a target area.</p></div>	<p><b>Maths: Write the WALT at the top of your page.</b></p> <p><b>WALT:</b> Identify and create number patterns.</p> <p><b>Success Criteria:</b> Using a rule to create number patterns.</p> <p><b>Task:</b> In your books, write the title Number Patterns and the date. Write down the number pattern, missing numbers and the rule.</p> <p><b>Identifying Number Pattern Rules</b></p> <p>Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -). Use the rule to help you complete the number patterns.</p> <table><tr><td>14</td><td>18</td><td>22</td><td></td><td></td><td></td><td>Rule: _____</td></tr><tr><td>28</td><td>26</td><td>24</td><td></td><td></td><td></td><td>Rule: _____</td></tr><tr><td>65</td><td></td><td>75</td><td>80</td><td></td><td></td><td>Rule: _____</td></tr><tr><td>150</td><td>165</td><td></td><td>135</td><td></td><td></td><td>Rule: _____</td></tr><tr><td>36</td><td>30</td><td>24</td><td></td><td></td><td></td><td>Rule: _____</td></tr><tr><td>90</td><td></td><td>96</td><td>99</td><td></td><td></td><td>Rule: _____</td></tr><tr><td>201</td><td>211</td><td>221</td><td></td><td></td><td></td><td>Rule: _____</td></tr><tr><td>107</td><td>97</td><td></td><td></td><td>67</td><td></td><td>Rule: _____</td></tr><tr><td>36</td><td>42</td><td></td><td>54</td><td></td><td></td><td>Rule: _____</td></tr><tr><td>24</td><td>36</td><td>48</td><td></td><td></td><td></td><td>Rule: _____</td></tr><tr><td>225</td><td>232</td><td></td><td>229</td><td></td><td></td><td>Rule: _____</td></tr></table> <p>Can you create your own tricky addition and subtraction number patterns? Don't forget to write down the rule!</p> <p><b>My addition number pattern rule:</b> _____</p> <p><b>My number pattern is:</b> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p><b>My subtraction number pattern rule:</b> _____</p> <p><b>My number pattern is:</b> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p><b>Worksheet:</b></p> <p><a href="https://drive.google.com/file/d/1rS1rAR-ggqWqOc78zmC0uovzrg8clscsl/view?usp=sharing">https://drive.google.com/file/d/1rS1rAR-ggqWqOc78zmC0uovzrg8clscsl/view?usp=sharing</a></p> <p><b>Extension/Challenge:</b></p> <p><b>Task:</b> In your books, write the title Angles Around Me. Rule your page into six rectangles and label each one.</p> <table><tr><td><b>acute</b> </td><td><b>obtuse</b> </td><td><b>right</b> </td></tr><tr><td><b>straight</b> </td><td><b>reflex</b> </td><td><b>revolution</b> </td></tr></table> <p>Draw and label your pictures. Here are a few examples.</p>	14	18	22				Rule: _____	28	26	24				Rule: _____	65		75	80			Rule: _____	150	165		135			Rule: _____	36	30	24				Rule: _____	90		96	99			Rule: _____	201	211	221				Rule: _____	107	97			67		Rule: _____	36	42		54			Rule: _____	24	36	48				Rule: _____	225	232		229			Rule: _____	<b>acute</b> 	<b>obtuse</b> 	<b>right</b> 	<b>straight</b> 	<b>reflex</b> 	<b>revolution</b> 	<p><b>Library/RFF: Lesson from Mrs Burke</b></p> <p><b>Match the book to its Author</b></p> <p>Write the name of the author next to the book:</p> <div></div> <p><b>AUTHORS –</b></p> <p>JEFF KINNEY ANDY GRIFFITHS MORRIS GLEITZMAN LIZ PICHON AARON BLABEY ANH DO</p> <p><b>CAPA: Choose one of the pictures to colour in or you can choose both! Get creative and give it your best effort.</b></p> <p><a href="https://drive.google.com/file/d/1T69O_QANI_pKwnqCJXEc-0MOXpruDm4/view?usp=sharing">https://drive.google.com/file/d/1T69O_QANI_pKwnqCJXEc-0MOXpruDm4/view?usp=sharing</a></p> <p><b>Optional: Colouring in Competition.</b></p> <p>The Harbour Trust are currently running a colouring competition based on the history of the Sub Base Platypus site in North Sydney. The winning artworks will be displayed at Sub Base Platypus during the construction of the Torpedo Factory Renewal Project. All competition entries will be published on the Harbour Trust website.</p> <p>*If students would like to enter the competition, a photograph or scan of their artwork can be emailed to <a href="mailto:education@harbourtrust.gov.au">education@harbourtrust.gov.au</a> along with their FIRST NAME, AGE, SCHOOL and their carer's name and email (so winners can be contacted). <b>The competition closes Friday 8 October 2021.</b></p> <p>*A panel of Harbour Trust representatives with expertise in design, heritage and education will judge the entries and select the winning artworks. *Winners will be announced at the end of October 2021 via email/phone. *The winning entry will receive a free 60-minute tour of Sub Base Platypus for their class. *Top entries will be displayed on site during construction works for a period of approximately six (6) months.</p>
14	18	22				Rule: _____																																																																																	
28	26	24				Rule: _____																																																																																	
65		75	80			Rule: _____																																																																																	
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Year 3 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
colour favour flavour glamour odour	honour neighbour colourful humour honouring	neighbourhood encouraging flavourful honourable flavouring	camouflage changeable colloquial colossal column

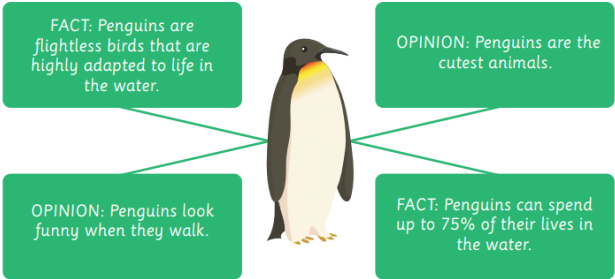
Year 4 Spelling Words			
RED	ORANGE	GREEN	PERSONAL
mouse money dumb lamb music	commit plumber numb government hammer	commitment recommend millimetre dilemma permanent	camouflage changeable colloquial colossal column

# Monday - Reading

## FACT AND OPINION

***\*Facts are what actually happened and can be proven as true. You cannot change a fact.***

***\*Opinions tell us a personal attitude or judgement about something.***



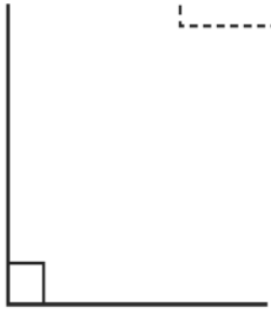
**Put the following facts and opinions under the correct headings:**

- A butterfly’s life cycle is made up of four parts; egg, larva, pupa and adult.
- Swimming at the beach is the best.
- Apples taste better than bananas.
- Football is great exercise.
- Pizzas come with many different toppings.
- I like to play football with my friends.
- Spiders are scary.
- Butterflies are beautiful to look at.
- Dogs make better pets than cats.
- Spiders are arachnids, not insects.
- It is important to drink lots of water to stay hydrated.
- Ham and cheese pizza is the best kind of pizza.
- Fruit and vegetables are important foods to eat.
- The giraffe is the tallest mammal in the world.

Fact	Opinion

# Acute, Obtuse and Right Angles

Look at these different angles:



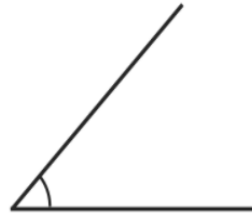
**Right Angle**

a square  $90^\circ$ .



**Obtuse Angle**

is greater than a right angle.

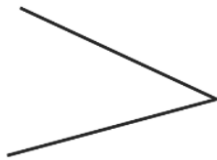


**Acute Angle**

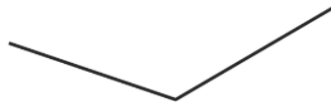
is smaller than a right angle.

Write the type of angle:

①



②



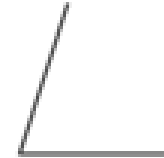
③



④



⑤



⑥



⑦



⑧







Monday - Writing

## WRITING

### World of Ice

When they went to sleep that night, Laura and her sister Maisie had looked out over their garden. The trees were full of rusty leaves - orange like copper kettles - that danced gracefully in the wind. They had enjoyed a spell of warm weather recently, and the garden was happy to be so full of life and growth.

When they woke up the next morning they couldn't believe their eyes. Winter had sneaked up on them without them even noticing. He had flexed his icy fingers and touched everything in his path. The garden was covered in his frosty trail, and even the lawn was blanketed by his snowy cape.

The rusty, copper leaves were now entombed in ice; they were now in the hands of winter.

**QUESTION TIME:** (Full Sentence Answers. **Example:** *Maisie & Laura's garden was covered in snow and ice overnight.*)

- What do you think has happened in Maisie and Laura's garden?
- Why were they so surprised when they woke up and looked outside?
- Have you ever been surprised by the weather?
- What is your favourite type of weather?
- What is your least favourite type of weather?
- What causes frost?
- What causes snow?
- What causes the different types of weather we experience?
- What causes the seasons?
- Why is the weather different in different parts of the world?

### **DESCRIPTIVE WRITING:**

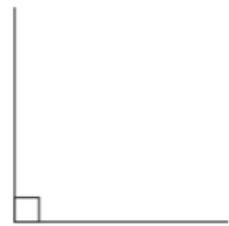
Write a description of winter where you live:

### **DRAWING:**

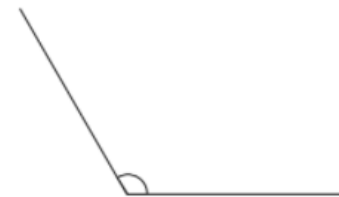
Draw a picture of your favourite and least favourite type of weather.

# Types of Angles Worksheet

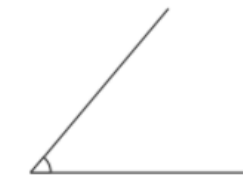
Look at these different angles:



Right Angle - a square  $90^\circ$ .



Obtuse Angle - is greater than a right angle but less than a straight line (as anything over  $180^\circ$  is a reflex angle).



Acute Angle - is smaller than a right angle.

Write the type of angle:

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

7.



\_\_\_\_\_


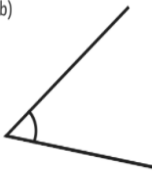
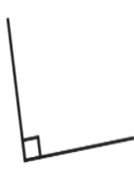
8.






\_\_\_\_\_

## Extension: Ordering angles.




Order these angles from smallest to largest.

1. a)  b)  c) 

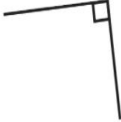


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3. a)  b)  c) 

--	--	--

2. a)  b)  c) 

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4. a)  b)  c) 

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## Challenge: In your book draw three angles in order of size from smallest to largest.

## Exercise is Cool!

### Exercise boosts brainpower

Exercise helps you to think clearer, which means you can concentrate better in class and learn more.

### Exercise gives you more energy

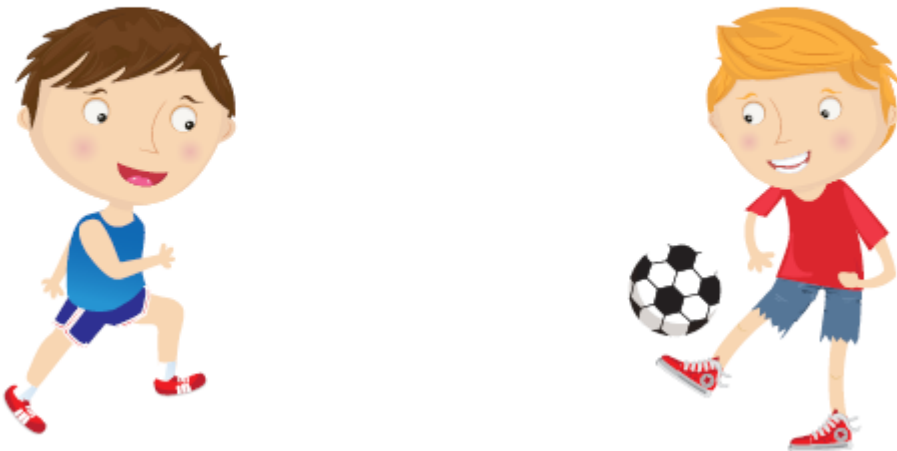
If you exercise throughout the day, you will improve your strength, which means you will have more energy.

### Exercise helps stop you from getting sick

Exercise leads you to feel healthier, which means that your body is more likely to fight off colds and illnesses.

### Exercise pumps up your heart

Not only does exercise stop you from getting sick, but it also helps strengthen your heart.



*\*Don't forget capital letters, full stops and full sentence answers!*

**1. Write an opinion about exercise boosting brainpower.**

**2. Write an opinion about exercise giving you more energy.**

**3. Write an opinion about exercise helping to stop you from getting sick.**

**4. Write an opinion about exercise helping to pump up your heart.**

### CRAZY CREATIVE CHALLENGE

Make a list of all of the ways that you exercise throughout the day.

Create an exercise plan, using items found around the house or classroom, that you can do each day.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Creating and Comparing Data (A)

- ① A Year 3 class carried out a survey on favourite sports.

Use the tally marks from the *Our Favourite Sports* table to construct a picture graph of the results.

Use a 😊 to represent one person.

Our Favourite Sports

Sport	Tally
hockey	I
soccer	
tennis	
basketball	

Our Favourite Sports

*hockey*

*soccer*

*tennis*

*basketball*

- ② Use the information from the graph to answer the questions below.

- a) What is the most popular sport? \_\_\_\_\_
- b) What is the least popular sport? \_\_\_\_\_
- c) How many more students like hockey than tennis? \_\_\_\_\_
- d) How many students like the two least popular sports? \_\_\_\_\_
- e) Which display do you find easier to read? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Date \_\_\_\_\_

## Creating and Comparing Data (B)

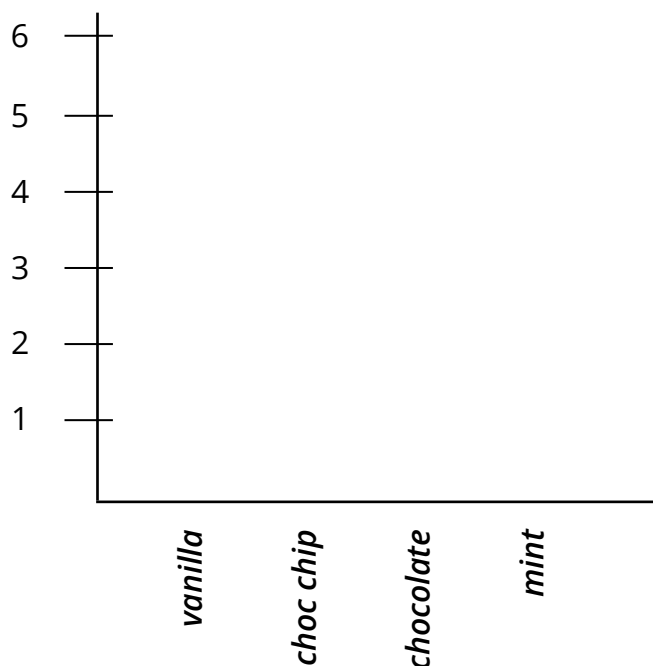
- ① A Year 3 class carried out a survey on favourite ice cream flavours.

Use the tally marks from the *Our Favourite Ice Cream Flavours* table to construct a column graph of the results.

Our Favourite Ice Cream Flavours

Ice Cream	Tally
vanilla	IIII
choc chip	<del>IIII</del> I
chocolate	<del>IIII</del>
mint	II

Our Favourite Ice Cream Flavours



- ② Use the information from the graph to answer the questions below.

- a) What is the most popular ice cream flavour? \_\_\_\_\_
- b) What is the least popular ice cream flavour? \_\_\_\_\_
- c) How many more students like choc chip than mint? \_\_\_\_\_
- d) How many students like the two least popular ice cream flavours? \_\_\_\_\_
- e) Which display do you find easier to read? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





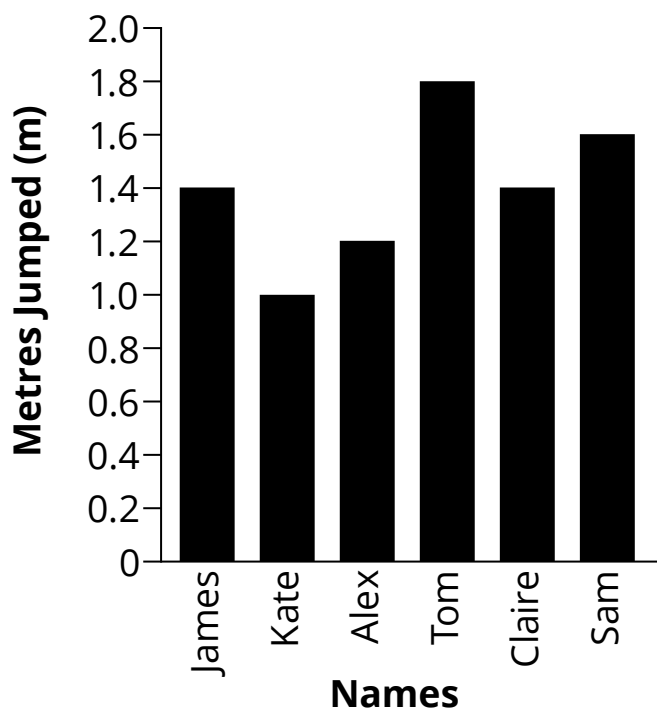
Name \_\_\_\_\_

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## Data Displays (A)

- ① A group of Year 4 students competed in a long jump event. The graph below shows the distances jumped. Use the graph to answer the questions.

**Long Jump Scores**



- a) Who jumped the furthest?  
\_\_\_\_\_
- b) Who jumped 0.6 m less than Sam? \_\_\_\_\_
- c) Which students both jumped 1.4 m? \_\_\_\_\_
- d) Who jumped 0.4 m more than Alex? \_\_\_\_\_
- e) Who had the shortest jump?  
\_\_\_\_\_

- ② A Year 4 class observed the native birds in their school playground during their one-hour Maths lesson. Use the information from the table to create a picture graph displaying their results.

Bird Species	Number
Kookaburra	1
Magpie	2
Willie Wagtail	6
Rainbow Lorikeet	4
Crested Pigeon	5
Cockatoo	2
Noisy Miner	3

Species of Birds

Kookaburra  
Magpie  
Willie Wagtail  
Rainbow Lorikeet  
Crested Pigeon  
Cockatoo  
Noisy Miner

### Local Native Birds

**Number of Birds**



= 1 bird



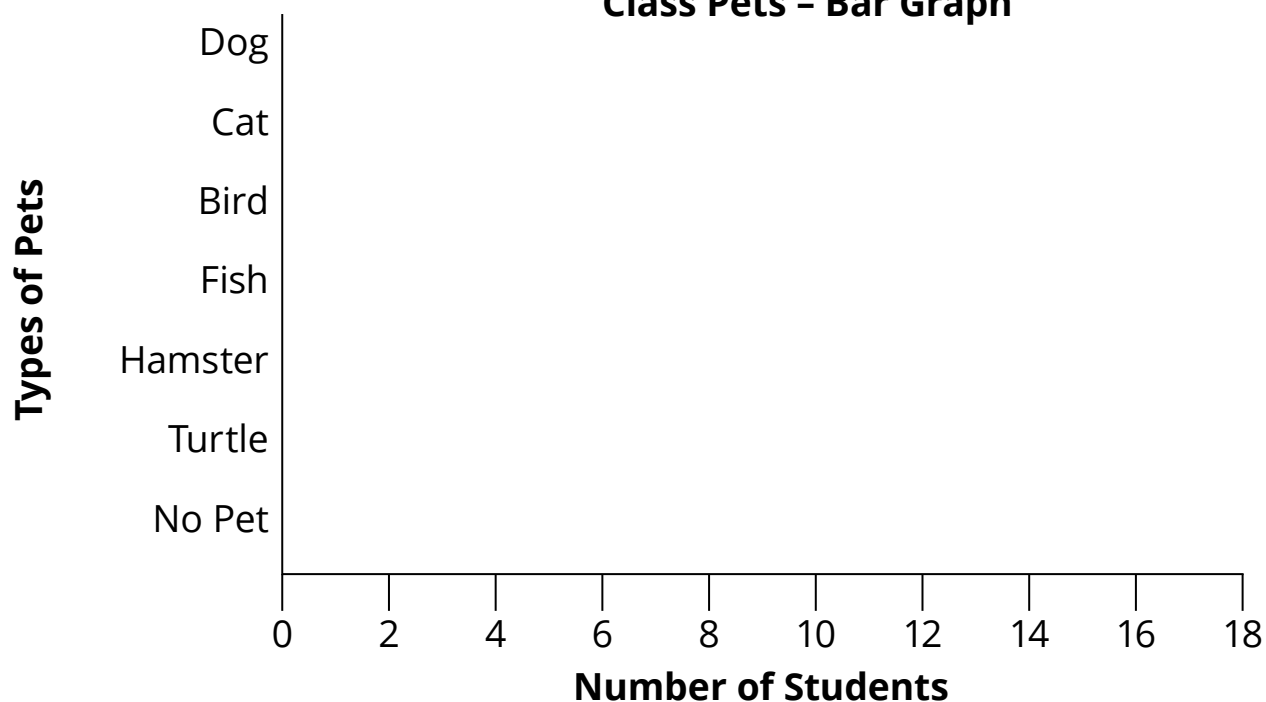
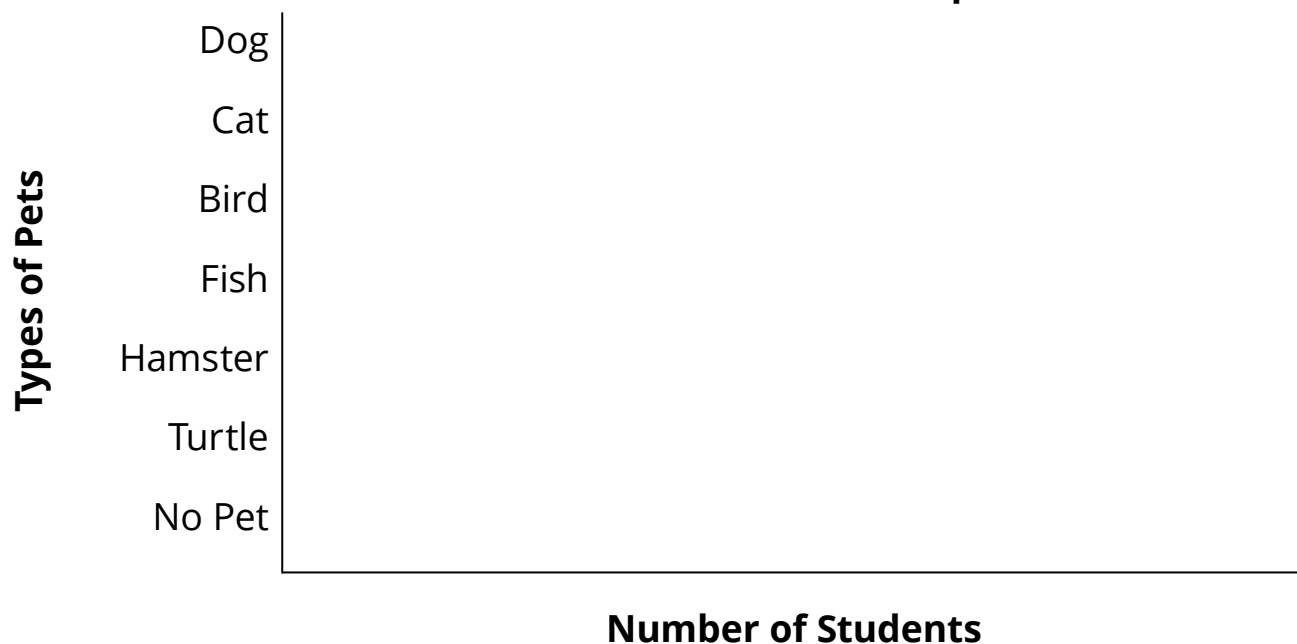
Name \_\_\_\_\_

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**Data Displays (B)**

- ① Mr Newman did a class survey of the pets his students owned. Represent the information in the table as a bar graph and as a picture graph.

Dog	Cat	Bird	Fish	Hamster	Turtle	No Pet
14	10	6	8	2	2	4

**Class Pets – Bar Graph****Class Pets – Picture Graph**

# Identifying Number Pattern Rules

Work out what the number pattern rule is for each of these patterns. The pattern might be increasing (addition +) or decreasing (subtraction -).

Use the rule to help you complete the number patterns.

14

18

22

Rule:

28

26

24

Rule:

65

75

80

Rule:

150

145

135

Rule:

36

30

24

Rule:

90

96

99

Rule:

201

211

221

Rule:

107

97

67

Rule:

36

42

54

Rule:

24

36

48

Rule:

235

233

229

Rule:

Can you create your own tricky addition and subtraction number patterns?

Don't forget to write down the rule!

My addition number pattern rule:


My number pattern is:

My subtraction number pattern rule:

My number pattern is:

Draw a design on the side of the submarine.

☆☆☆

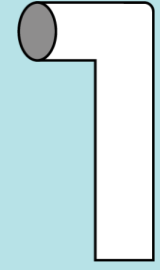


**Harbour Trust**

### Sub Base Platypus - Torpedo Factory

Did you know... that there was a submarine base in Sydney Harbour? Named HMAS (Her Majesty's Armed Service) Platypus, it had Oberon class submarines. It's closed now, but the Harbour Trust is beginning to open things up.

Draw a periscope on the submarine.

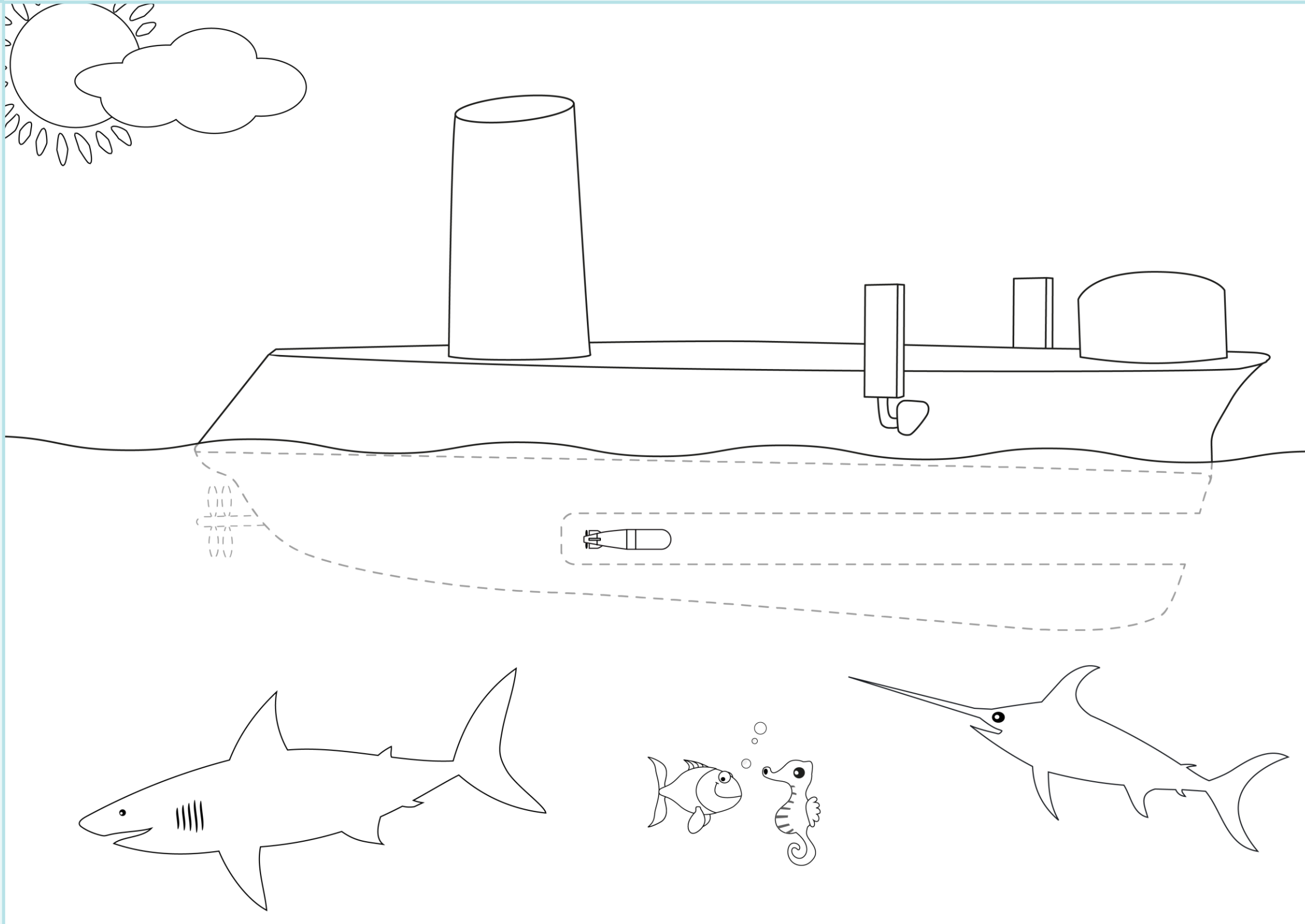


Submarines are used by the navy to fight wars in and on the water.

Submarines go all the way under the water and the people inside still have plenty of air.


Being in a submarine is a little like being a platypus — you can go under water for a very long time.

That's why the submarine base (which is where they parked) was named 'HMAS Platypus'.

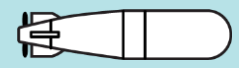


A periscope is used by the sailors inside the submarine to see outside.

They also have electronic sonars to detect things under the water — they send out a 'ping' signal, just like the platypus — and the people in the submarine know what the returning sound means. They can tell if it's a dolphin, a shark or another submarine.

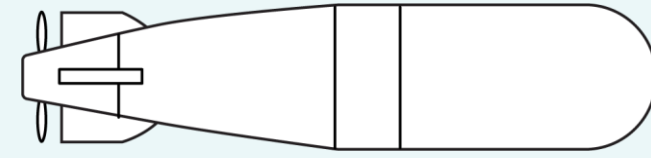


Draw the torpedos in storage in the submarine.

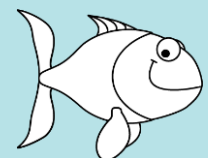


Submarines are used in wars to defend land and ships. They shoot torpedos that can look like this....

The Torpedo Factory was used during World War Two to build torpedos to be used by submarines and navy ships.



Draw some sea life in the ocean.



Add some extra bubbles.

Harbour Trust

Sub Base Platypus - Torpedo Factory

Did you know... that there was a submarine base in Sydney Harbour? Named HMAS (Her Majesty's Armed Service) Platypus, it had Oberon class submarines. It's closed now, but the Harbour Trust is beginning to open things up.

Add some fish and a crab.

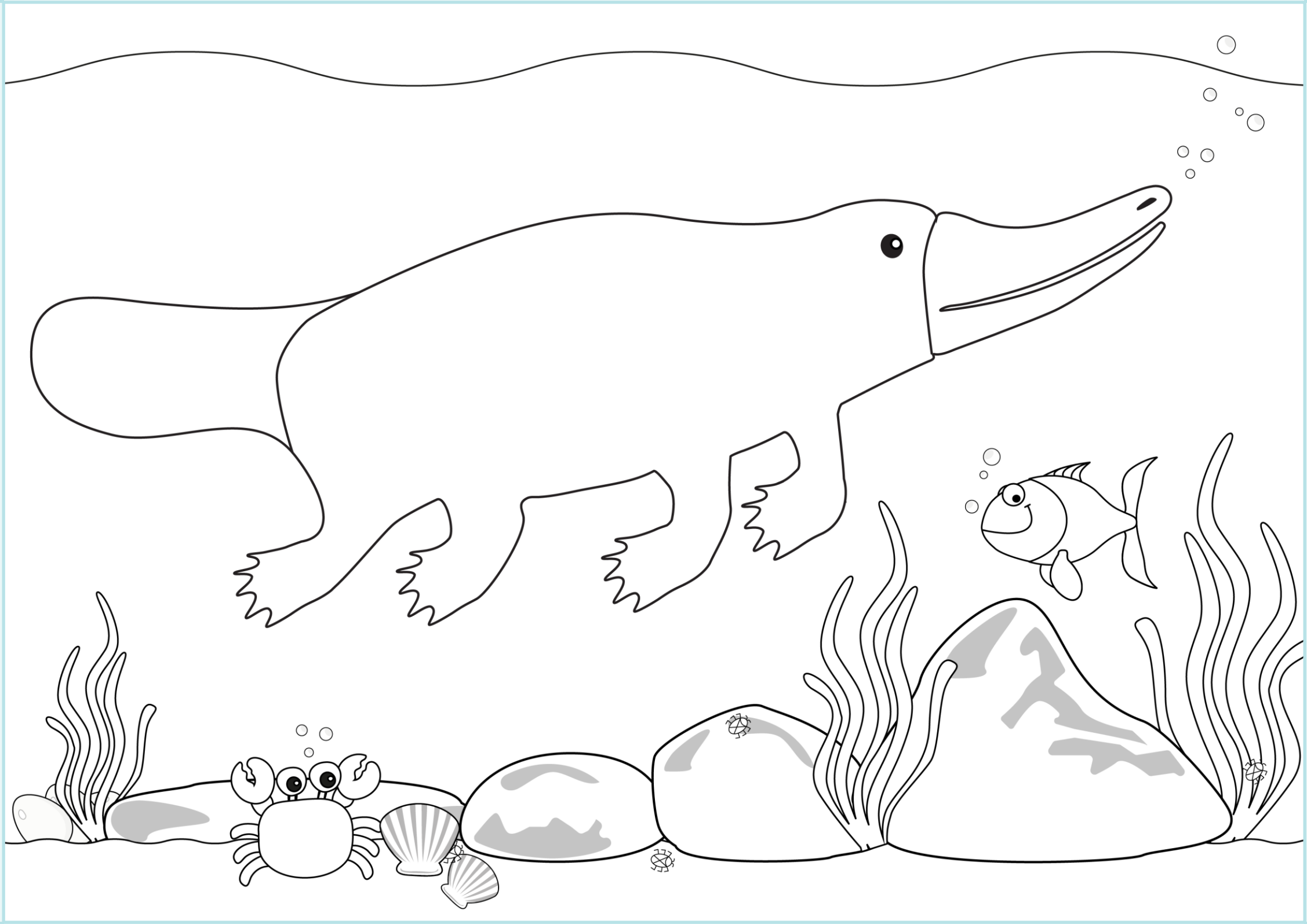
Did you know that platypus have electric receptors in the skin on their bill?

They use the receptor by sending out a little 'ping' - just like a submarine - to find out what's around them. This allows them to move and find food in water that is dark or murky.

Platypus live on the ground around water but spend large amounts of time in and under the water looking for food and snacking on water bugs.

About 12 hours a day!

They glide through the water using their two front feet to paddle and back feet to steer.



Add some tasty water bug snacks.

Can you find?

- The platypus bill (nose)
- 4 webbed feet
- The platypus mouth
- The long strong tail covered in fur
- Some soft-shelled eggs
- Something the platypus would like to eat in the water

Add some seaweed.