



Year 3 and 4

Week 1 - At Home Learning Overview

As students are uploading work at different times of the day teachers will endeavour to provide feedback to students the day after work is submitted on google classroom. Teachers are also busy planning additional lessons, working with parents to support learning from home, answering student questions on the google classroom, participating in whole staff meetings, stage meetings and also supervising students who are coming to school so please be patient for a response to your question or work that has been submitted.

	Monday 4 October	Tuesday 5 October	Wednesday 6 October	Thursday 7 October	Friday 8 October
	PUBLIC HOLIDAY	Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am	Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am Teacher Professional Learning 12-3pm Teachers will be unavailable to students and parents during this time. We have tried to create learning tasks that will not require too much teacher support in the afternoon. If the tasks do need clarification then please have a look in the morning and ask questions on the zoom call.	Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am	Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am

English



<p>Spelling</p>		<p>For this week you will use the following lists (available on google classroom and in the take home pack): Term 4 Weeks 1-2 <u>Cut and Initial</u> 1. Print, cut and initial your word sort. 2. Place your sort in a ziplock bag. <u>Sort</u> 1. Start doing your initial sort of the words. 2. Take a photo and upload onto google classroom.</p>	<p><u>Wellbeing Wednesday:</u> <u>Concentrate on the good and funny bits when things go wrong</u> Watch the following videos a Read Aloud of <u>Sunday Chutney by Aaron Blabey</u> and <u>The Tenth Good Thing About Barney by Judith Viorst</u>. Reflect and answer the questions based on the videos</p>	<p><u>Definitions and Sentence-A-Day</u> Select 5 of your spelling words and write their definitions onto a piece of paper. You are to either use a dictionary or google search. However, these 5 words should be words: <ul style="list-style-type: none"> that you are unfamiliar with or words that you do not understand. You will create a variety of sentences using the 5 spelling words you had selected.</p>	<p><u>Blind Sort</u></p> <ul style="list-style-type: none"> Find a family member. Type/write the headings on the table. Select and read 10 to 12 words aloud. After they have read the words, type/write the words in under the rules. When finished, check the words for correct spelling and category. Say thank you to your family member.
		<p>Video Reading of 'The Illustrated Encyclopedia of Ugly Animals' Storytime with Sami Bayly - The Illustrated Encyclopaedia of Ugly Animals Link: https://www.youtube.com/watch?v=AjmQUkUuGCU AND Access the PDF Extract of some of the Ugly Animals. FIELD AND CONTEXT: Building field Knowledge Exploring the Context of the Text</p>	<p>Choose one of the activities to complete (you can do more than one): <u>Wacky Wednesday:</u> Create an artwork using the letters of your name. Each alphabet of your name needs to be an object or an idea that represents something about you. The letters also need to be shaped like the item. Be creative in how you shape the letters, maintaining the original shape of the item as much as possible. Once done, complete upload a photo of it in your Stage 2 Padlet.</p>	<p><u>Geography</u> The Earth's Environment Students explore different environments and the animals that are found there. In doing so, they investigate how the environment meets the needs of the animal. Identify the factors that distinguish one environment from another.</p>	
<p>Reading and Viewing</p>				<p>Lesson Sequence Step 1: Introduction to the different types of environments and the animals found in each. Step 2: After reading through the slides, compile a list of all the different types of wild animals you can recall. Step 3: Categorise the list of these animals. Step 4: Note that one way we could categorise these animals by looking at where they're found and the type of environments which they live.</p>	<p>Lesson Sequence Step 5: View the YouTube video: What a Wonderful World with David Attenborough Step 6: Read through the environment slides on the Geography learning hub. Step 7: KWL Chart on Environments. Step 8: Choose a type of environment and think of as many animals that can be found in the allocated environment.</p>
<p>Writing and Representing</p>		<p><u>Poetry: Introduction</u> Introduce Poetry</p>		<p><u>Poetry: Introduction- Haiku and String Poems</u></p>	<p><u>Poetry: Personification & Concrete Poetry</u></p>



		<ul style="list-style-type: none"> • What is poetry? • Introduce different Poetic Terms and device • Introduce different types of poems <p>Exploring Context, Purpose and Audience: Poem Analysis Worksheet</p>		<p>Introduce and analyse Haiku Poem (Worksheet)</p> <p>Create own Haiku Poem (scaffold)</p> <p>Create a String Poem Level 1: Words ending <-ing> Level 2: Alliteration Level 3: Trisyllabic</p>	<p>Introduce concrete poetry</p> <ul style="list-style-type: none"> • What is a shape poem? • Introduce examples • Revisit the concept of personification and imagery <p>Poetic Devices Activity: Brainstorming different ways we can personify and describe different objects. Analysing Imagery. Create own concrete/shape poem.</p>
Speaking and Listening					
Mathematics					
Number and Algebra		<p>Warm up: Complete the warm up times tables</p> <p>Must Do tasks : Complete the multiplication shape grid</p> <p>Complete at least level 1 and 2. Start at level 1 and complete the worksheet. Keep going to level 2 and 3 if you can keep going. If not make sure you have completed at least 1 level.</p>	<p>Warm up:Bin Game Write 5 boxes in a row (to represent a 5 digit number) and two bins. You roll the die 7 times. Each number must be put in either a box or the bin as soon as it is called. Aim is to make the biggest/ smallest/ closest to a predetermined value.</p> <p>Must Do tasks: Complete the multiplication shape grid. Complete at least level 1 and 2. Start at level 1 and complete the worksheet. Keep going to level 2 and 3 if you can keep going. If not make sure you have completed at least 1 level.</p>		<p>Choose a different times table that you aren't very confident with and write these out on a piece of paper. Try timing yourself and then see if you can beat your time the second or third time you write them out. Verse a sibling or an adult.</p>
Measurement and Geometry				<u>Mass</u>	CREATIVE MATHS DAY!



				<p>Before we continue learning about mass, it is important to make sure we all have the same understanding of our learning intention. Brainstorm the meaning of the key words. Watch this mass video: <i>MooMooMaths What is the metric unit for measuring mass?</i></p> <p>Activities:</p> <ul style="list-style-type: none"> • Identify what items will be measured by which unit • Conversion worksheet • Comparing mass • Addition and Subtraction 	<p>Use these instructions to create your own balance scale at home. If you are missing an item, ask you parents to help you think of a substitute. For example: If you do not have plastic cups you could use a plastic bowl. Instructions here: https://www.wikihow.com/Make-a-Balance-Scale-for-Kids</p> <p>Send a copy of your YouTube video or poster to your teacher.</p>
Statistics and Probability					
Other KLAs					
PDHPE			<p><u>Dealing with Conflict</u> Students learn to consider others' feelings when making decisions and take steps to resolve conflict.</p> <ul style="list-style-type: none"> • What is Conflict? • Dealing with conflict • identifying different ways conflict can be dealt with scenarios. • Create a Script! 		
Creative Arts			<p><u>In search of Monet</u> In search of Monet is presented as an adventure? A series of games where students imagine they are taking a trip to France to find out about Monet and his work.</p>		



Year 3 and 4

Week 2 - At Home Learning Overview

As students are uploading work at different times of the day teachers will endeavour to provide feedback to students the day after work is submitted on google classroom. Teachers are also busy planning additional lessons, working with parents to support learning from home, answering student questions on the google classroom and supervising students who are coming to school so please be patient for a response to your question or work that has been submitted.

	Monday 11 October	Tuesday 12 October	Wednesday 13 October	Thursday 14 October	Friday 15 October
	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p> <p>Teacher Professional Learning 12-3pm Teachers will be unavailable to students and parents during this time. We have tried to create learning tasks that will not require too much teacher support in the afternoon. If the tasks do need clarification then please have a look in the morning and ask questions on the zoom call.</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p>	<p>Teacher Check in Link available on google classroom if you can join. 4MN – 9:30am 4/3JC - 10:00am 3BG – 10:30am</p> <p>Assembly 12.30pm Link on google classroom</p>

English

Spelling	<p><u>Word Web</u> Using your spelling words, choose one from the list. Make a word web, placing a word in the centre, and branch out to synonyms, short definitions, pictures, or sentences from texts</p>	<p><u>Pyramid Words</u> You are to create pyramid words with your spelling words. Pick 12 words that you would like to use for this activity. You will then write these words in a pyramid.</p>	<p><u>Wellbeing Wednesday: Everybody has setbacks sometimes</u> Watch the following videos a Read Aloud of Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst and Today was</p>	<p><u>Word Hunt</u> You are to select a few books and read/skim through them. Whilst doing so, you are to look for words that following the same spelling rules as your spelling sort.</p>	<p><u>Word Art</u> Create an artwork with your words on a piece of paper where you write your words 2-3 times in different colours and sizes. No drawing pictures allowed. Upload a photo of this to google classroom.</p>
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	<p>where students have found the word.</p>	<p>Remember to check your spelling!</p>	<p>a Terrible Day by Patricia Reilly Giff.</p> <p>Complete Postbox Survey: Have You Ever?</p>	<p>For example one of the spelling rule is <-ian>, I would be looking for words that ends in <-ian>. Write these on a piece of paper and upload them to google classroom</p>	
<p>Reading and Viewing</p>	<p>Video Reading of ‘The Illustrated Encyclopedia of Ugly Animals’</p> <p>Storytime with Sami Bayly - The Illustrated Encyclopaedia of Ugly Animals</p> <p>Link: https://www.youtube.com/watch?v=AjmQUkUuGCU</p> <p>AND Access the PDF Extract of some of the Ugly Animals.</p> <p>RESPONDING AND CREATING:</p> <p>Responding to the Text</p> <p>Creating Texts</p>	<p>Video Reading of ‘The Illustrated Encyclopedia of Ugly Animals’</p> <p>Storytime with Sami Bayly - The Illustrated Encyclopaedia of Ugly Animals</p> <p>Link: https://www.youtube.com/watch?v=AjmQUkUuGCU</p> <p>AND Access the PDF Extract of some of the Ugly Animals.</p> <p>EXAMINING:</p> <p>Examining Text Structure and Organisation</p> <p>Examining Grammar</p> <p>Examining Visual and Multimodal Features.</p>	<p>Reflect and answer the questions based on the videos</p> <p>Read <i>Hellen Keller</i> and answer the questions.</p> <p><u>Wacky Wednesday:</u></p> <p>Create your own percussion instrument: Shakers.</p> <p>Be as creative as you want with the outside design of your shaker. You may wish to record yourself playing the instrument with music to share with the class.</p> <p>Once done, complete upload a photo of It in your class’ Padlet.</p>	<p><u>Geography</u></p> <p>Coniferous and deciduous forests</p> <p>In this lesson, students investigate the characteristics of coniferous and deciduous forests and the animals that live there. Students investigate the adaptations of animals and plants to the coniferous or deciduous forest environment. Students learn to identify different types of animals and explore their needs and how the environment meets these needs.</p> <p>Lesson sequence:</p> <p>Step 1: There are different types of forest found on earth.</p> <p>Step 2: Watch and listen to the YouTube video: I love the whole world–Taiga/Boreal forest. At the end of the video, answer the question.</p> <p>Step 3: Read through the slides in the Geography Learning Hub Unit 2, forests and answer the questions.</p> <p>Step 4: Identify some of the countries in which coniferous forests are located.</p> <p>Step 5: Watch YouTube video: One year in 50 seconds https://youtu.be/lmIFXIXQQ_E and discuss the differences between deciduous forests and coniferous forests.</p>	<p>Tropical Forests</p> <p>Step 8: Watch and listen to the YouTube video: Facts About Tropical Rainforest.</p> <p>Step 9: Read through the slides in the Geography Learning Hub.</p> <p>Step 10: Discuss questions</p> <p>Step 11: Using the map on the PowerPoint and the map of the world’s vegetation zones colour in the area of the world occupied by coniferous, deciduous and Tropical forests.</p> <p>Step 12: Discuss the difference between a rainforest, coniferous forest and deciduous forest.</p> <p>Step 13: Using the PowerPoint on the Geography learning hub as a guide, draw and colour a picture of a rainforest environment.</p>



				<p>Step 6: Discuss the location of these forests, the climate, and the vegetation and animals.</p> <p>Step 7: Deciduous trees found in the school grounds or nearby streets.</p>	<p>Step 14: Quick research tasks: Do we have any rainforests in Australia? If yes, where are they located, what type of animals can be found?</p>
Writing and Representing	<p><u>Poetry: Rhyming Couplets</u> Introduce Rhyming Couplet poems</p> <ul style="list-style-type: none"> • What are Rhyming Couplet poems? • Introduce different examples of Rhyming Couplet poems • Revisit the concept of rhyming words <p>Planning: Pick a theme and Brainstorm rhyming words.</p>	<p><u>Poetry: Rhyming Couplets</u> Poetic Device: Exploring Onomatopoeia in poems</p> <p>Revise what Rhyming Couplet poems are.</p> <p>Creating Rhyming Couplet poem: Using brainstorm of rhyming words from the previous day and Onomatopoeia.</p>		<p><u>Poetry: Sensory Poetry</u> Introduce “Sensory Poem”</p> <ul style="list-style-type: none"> • What is a “Sensory Poem”? • Introduce different examples of “Sensory Poems” • Revisit the concept of Personification and Simile <p>Poetic Devices: Personification and Simile- Brainstorming different ways we can personify and compare (using Similes) different objects.</p>	<p><u>Poetry: Sensory Poetry</u> Revise what “Sensory Poems” are.</p> <p>Plan and create a “Sensory Poem” (Scaffold)</p>
Speaking and Listening					
Mathematics					
Number and Algebra	<p>Warm up Times tables practice. Complete either 3 or 13. Time yourself.</p> <p>Must do’s Complete the problem-solving task</p> <p>Levelled activities on Fractions. Start at Level 1 and work your way up through the tasks.</p>	<p>Warm up Times tables practice. Complete either 5 or 15. Time yourself.</p> <p>Must do’s Complete the problem-solving task</p> <p>Levelled activities on Fractions. Start at Level 1 and work your way up through the tasks.</p>	<p>Warm up Times tables practice. Complete either 8 or 18. Time yourself.</p> <p>Must do’s Complete the problem-solving task</p> <p>Levelled activities on Fractions. Either complete Level 1 or start at Level 2 and 3.</p>	<p>Warm up Times tables practice. Complete either 8 or 18. Time yourself.</p> <p>Complete the Division Garden activity.</p>	<p>Warm up Times tables practice. Complete either 9 or 19. Time yourself.</p>



<p>Statistics and Probability</p>				<p><u>Probability and Chance</u> Brainstorm the meaning of, and give examples of, the key words.</p> <p>Organise the events below onto the line in order of least likely to most likely.</p> <p>Tree Diagram to work out possible outcomes and questions</p> <p>Chance experiment activity</p>	<p><u>New chance vocabulary</u> When everyone has the same chance of winning a game or competition, it is fair. It is unfair when everyone does not have the same chance of winning.</p> <p>Answer the chance questions.</p> <p>Play the <i>Greedy Pig</i> chance game with somebody at home.</p>
<p>Measurement and Geometry</p>					
<p style="text-align: center;">Other KLAs</p>					
<p>PDHPE</p>			<p><u>Yoga Lesson</u> https://youtu.be/vzaFg7aPa gE</p> <p><u>Fundamental Movement skills- Dynamic Balance</u> https://youtu.be/OeU77fFq GZ0</p>		
<p>Creative Arts</p>			<p><u>Still life with flowers</u></p> <ul style="list-style-type: none"> • record information about objects through drawing and printing • learn about still life represented in artworks by looking at paintings by different artists • further explore the theme of still life in collages and paintings. 		



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English

Spelling	For this week you will use the following lists (available on google classroom and in the take	<u>Definitions and Sentence-A-Day</u> Select 5 of your spelling words and write their definitions onto a piece of paper. You are	<u>Wellbeing Wednesday: Other people can help if you talk to them- get a reality check</u>	<u>Blind Sort</u> <ul style="list-style-type: none"> Find a family member. Type/write the headings on the table. 	<u>Rhyme Time</u> Choose 3-5 words from your spelling list and think of 3 new words that rhymes with each.
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	<p>home pack): Term 4 Weeks 3-4 words</p> <p><u>Cut and Initial</u></p> <ol style="list-style-type: none"> Print, cut and initial your word sort. Place your sort in a ziplock bag. <p><u>Sort</u></p> <ol style="list-style-type: none"> Start doing your initial sort of the words. Take a photo and upload onto google classroom. 	<p>to either use a dictionary or google search. However, these 5 words should be words:</p> <ul style="list-style-type: none"> that you are unfamiliar with or words that you do not understand. <p>You will create a variety of sentences using the 5 spelling words you had selected.</p>	<p>Watch the following videos a Read Aloud of A Terrible Thing Happened by Margaret Holmes and Onion Tears by Diana Kidd</p> <p>Reflect and answer the questions based on the videos.</p> <p>Create a Lift-Up Flaps: How does a... help?</p> <p><u>Wacky Wednesday:</u></p>	<ul style="list-style-type: none"> Ask them to select and read 10 to 12 words aloud. After they have read the words, type/write the words in the correct rules. When finished, check the words for correct spelling and category. Say thank you to your family member. 	<p>For example: Cat and Mat. Shine and Dine. Goals and Coals.</p>	
<p>Reading and Viewing</p>	<p>COMPREHENSION STRATEGY FOCUS:</p> <p>‘MAIN IDEA’</p> <p>Activity 1: A Picture Paints a Thousand Words</p> <p>Activity 2: Analysing Paragraphs</p>	<p>COMPREHENSION STRATEGY FOCUS:</p> <p>‘LITERAL COMPREHENSION’</p> <p>Activity 1 & 2: Choose 2 out of the 3 Text options and complete the: Who? What? Where? When? Which? How?</p>	<p>The tallest tower challenge. Create the tallest tower that you can only using spaghetti and marshmallow. Test the stability of the tower by blowing on it to make sure it does not tip over. Measure the height of your tower and share it with your class to see who made the tallest tower.</p> <p>Once done, complete upload a photo of It in your class’ Padlet.</p>	<p><u>Geography</u></p> <p>Deserts, Temperate Grasslands and Tundra</p> <p>In this lesson, we will investigate the characteristics of deserts, grasslands and tundra and the animals that live there. In doing so, you will investigate the adaptations of animals and plants to the various environments. You will learn to identify different types of animals and explore their needs and how the environment meets these needs.</p>	<p><u>Geography</u></p> <p>Lesson sequence:</p> <p>Step 1: Watch and listen to the YouTube video: 10 Wonderful Desert Landscapes.</p> <p>Step 2: Read through the slides on the Geography learning Hub and Describe</p> <p>Step 3: Discuss questions.</p> <p>Step 4: Using the world maps of deserts on PowerPoint as a guide colour.</p> <p>Step 5: Watch and listen to the YouTube video: Grasslands of the world.</p> <p>Step 6: Discuss questions.</p>	<p><u>Geography</u></p> <p>Step 7: Watch and listen to the YouTube video</p> <p>Step 8: Describe tundras</p> <p>Step 9: Answer questions</p> <p>Step 10: Colour the area where deserts, temperate grasslands & tundra are.</p> <p>Step 11: Identify countries where deserts, grassland and tundra environments are.</p> <p>Step 12: Research the type of animals found in one of the environments examined in the previous lessons.</p>



<p>Writing and Representing</p>	<p><u>Poetry: Raps</u> Introduce Raps</p> <ul style="list-style-type: none"> • What are Raps? • Introduce different examples of Raps • Poetic Devices: Rhyming words and Rhythm. <p>Planning: Pick a theme and Brainstorm rhyming words.</p>	<p><u>Poetry: Raps</u> Using The Schoolkids' Rap by John Foster, identify and change the rhyming words.</p> <p>Creating Rap: Using brainstorms of rhyming words from the previous day.</p>		<p><u>Poetry: Songs</u> Introduce Songs</p> <ul style="list-style-type: none"> • What are Songs? • Introduce different examples of Songs • Poetic Devices: Rhyming words and Rhythm. <p>Planning: Pick a theme (from the list) and Brainstorm rhyming words.</p>	<p><u>Poetry: Songs</u> Using Fight Song by Rachel Platten, identify from the different verses- what is the rhyming pattern used in this song?</p> <p>Creating a Verse and Chorus: Using brainstorms of rhyming words from the previous day.</p>
<p>Speaking and Listening</p>					
<p>Mathematics</p>					
<p>Number and Algebra</p>	<p>Warm up Complete the warm up times tables</p> <p>Converting Fractions to Decimals The below website has information on converting fractions to decimals. https://www.bbc.co.uk/bitesize/topics/znmtsbk/articles/z4ymtv4</p> <p>Complete at least 1 of the levelled activities. 1, 2 or 3.</p>	<p>Warm up Complete the warm up times tables</p> <p>Adding and Subtracting Decimals</p> <p>Complete must do tasks, multiplication puzzle and decimal fact file.</p> <p>Complete levelled tasks Level 1, 2 or 3.</p>	<p>Fractionville Activity</p> <p>Create a town using fractions and fill out on the 6x6 grid.</p>	<p>Warm up</p> <p>Come up with 3 challenging problems that involve decimals. Give them to your siblings or parents to work out. Try to trick them!</p>	<p>Choose a different times table that you aren't very confident with and write these out on a piece of paper. Try timing yourself and then see if you can beat your time the second or third time you write them out. Verse a sibling or an adult.</p>
<p>Measurement and Geometry</p>				<p><u>Volume and Capacity</u> Brainstorm the meaning of the key words below, you could even give examples.</p>	<p><u>Volume of a Cube</u> Watch this YouTube video: https://www.youtube.com/watch?v=UnP3qKCqoMM</p>



			Complete Must Do and levelled tasks Level 1, 2 or 3. <ul style="list-style-type: none"> • Read volume of containers • Estimate volume • Convert between Litres and Millilitres 	(Piece of Pi – How to find the volume of a cube) Complete Must Do and levelled tasks Level 1, 2 or 3. <ul style="list-style-type: none"> • Identifying dimensions • Calculating the volume • Poster
Statistics and Probability				
Other KLAs				
PDHPE			<u>Challenging Stereotypes</u> Students learn to describe and differentiate between gender stereotypes and show sensitivity to the feelings of others.	
Creative Arts			<u>Web of Life</u> Students discuss the meaning of biodiversity and view images of different Australian ecosystems. Students create woven forms to represent the diversity of Australia using a range of reused and recycled materials.	