



Year 3 and 4

Week 8 - 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 30 August	Tuesday 31 August	Wednesday 1 September	Thursday 2 September	Friday 3 September
	<p>No daily Zoom today to account for author presentation</p> <p>Year 3 – 9:30 – 10.15 Year 4 - 10.30 - 11.15</p> <p><u>Link (available on google classroom as well)</u></p> <p>Meeting ID: 633 1714 8125 Passcode: nkps</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>



English

<p>Spelling</p>	<p>For this week you will use the following lists (available on google classroom and in the take home pack)</p> <p>4MN Term 3 Week 8 and 9 words 4/3JC – Term 3 Week 9 and 10 words 3BG – Term 3 Week 9 and 10</p> <p><u>Cut and Initial</u></p> <p>Print, cut and initial your word sort.</p> <p>Place your sort in a ziplock bag.</p> <p><u>Sort</u> Start doing your initial sort of the words.</p> <p>Take a photo and upload onto google classroom.</p>	<p><u>Definitions and Sentence-A-Day</u></p> <p>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:</p> <ul style="list-style-type: none"> • that you are unfamiliar with or • words that you do not understand. <p>You will then create sentences using the 5 spelling words you had selected. These sentences should either be a simple, compound or a complex sentence.</p>	<p><u>Wellbeing Wednesday: Life had ups and downs but you can bounce back.</u></p> <p>Watch the following videos of <u><i>Boundin Short Film</i></u> and a Read Aloud of <u><i>Sunday Chutney by Aaron Blabey.</i></u></p> <p>Reflect and answer the following questions based on the videos:</p> <ol style="list-style-type: none"> 1. What is an example of an ‘up’ part of a day? 2. What is an example of an ‘down’ part of a day? 3. Can people be ‘squashed’ or experience setback and still bounce back? <p>Analyse the colours used by the <i>Sunday Chutney</i> Illustrator. Describe the colours used to highlight Sunday’s “positive” and “negative” perceptions.</p>	<p><u>Blind Sort</u></p> <ul style="list-style-type: none"> • Find a family member. • Type/write the headings on the table. • Ask them to select and read 10 to 12 words aloud. • After they have read the words, type/write the words in the correct category. • When finished, check the words for correct spelling and category. • Say thank you to your family member. • Remember to put back your words in the ziplock bag. 	<p><u>Rhyme Time</u></p> <p>Choose 3-5 words from your spelling list and think of 3 new words that rhymes with each.</p> <p>For example: Cat and Mat. Shine and Dine. Goals and Coals.</p>
<p>Reading and Viewing</p>	<p>Before Reading Questions</p> <p>Watch Video Reading of Book: ‘Adelaide’s Secret</p>	<p>Watch Video Reading of Book: ‘Adelaide’s Secret World’ by Elise Hurst on Google Classroom. *There is no PDF Version.</p>		<p><u>Geography</u> To introduce students to the processes responsible for the formation of the Himalayas watch these videos:</p>	<p><u>Geography</u></p> <p>Students present their research of one of the world’s mountain ranges in either an oral (using Google</p>



	<p>World' by Elise Hurst on Google Classroom. *There is no PDF Version.</p>	<p>During Reading Questions</p>	<p>Draw your own positive and negative even and colour them similarly to how it was presented in the book.</p> <p><u>Wacky Wednesday: Build a Bridge Challenge</u></p> <p>In this challenge, you will battle against your classmates to see who can build the craziest, longest and strongest bridge with paddle pop sticks and masking tape.</p> <p>You will need to construct a bridge between two level surfaces. You will need to use a rolling object to test if your bridge works.</p> <p>Once done, complete upload a photo of It in your class' Padlet.</p>	<ul style="list-style-type: none"> • YouTube video clip: <i>How the Himalayas Were Formed</i> [https://www.youtube.com/watch?v=ICzKCLA9Sxo] • YouTube video clip: <i>Formation of Himalayas HD</i> [https://www.youtube.com/watch?v=PDrMH7RwupQ] <p>Lesson 3 Google slides in the Geography Learning Hub can be used to help students understand this process.</p> <p>Using the internet or library resources investigate one of the mountain ranges named on the Google Slides in Lesson 3.</p> <p>In doing so, students are encouraged to answer the following questions:</p> <ul style="list-style-type: none"> - Where is the mountain range located? - In what county/countries is the mountain range located? - How was the mountain range formed? - What plants and animals make their home in the mountains? - Do people live in the mountains? If so, how do they use the land to support their way of life? 	<p>Slides, Site or Canvas) or written form.</p> <p>This presentation must include:</p> <ul style="list-style-type: none"> - Include at least 5 pictures of the mountain range. - Where is the mountain range located? - In what county/countries is the mountain range located? - How was the mountain range formed? - What plants and animals make their home in the mountains? - Do people live in the mountains? If so, how do they use the land to support their way of life?
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<p>Writing and Representing</p>	<p><u>Figurative Language: Simile</u></p> <p>Simile: Comparing one thing to another using 'like' or 'as'. For example: <i>They stood as silent as tree shadows.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>	<p><u>Figurative Language: Metaphor</u></p> <p>Metaphor: A comparison in which one this is said to be another. For example: <i>My knees were jelly, and my hands were shaking so bad I almost dropped the sword.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>		<p><u>Figurative Language: Hyperbole</u></p> <p>Hyperbole: Deliberate exaggeration or overstatement. For example: <i>Every second was an eternity.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>	<p><u>Figurative Language: Idiom</u></p> <p>Idiom: A group of words established by common use, which means something different to its literal meaning. For example: <i>You've bitten off more than you can chew.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>
<p>Speaking and Listening</p>					



Mathematics

<p>Number and Algebra</p>	<p>Warm up Complete the warm up times tables</p> <p>Must Do tasks Complete the multiplication shape grid Have a go at the multiplication problem solving task</p> <p>Levelled tasks 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 Complete the warm up times tables</p> <p>Must Do tasks Complete the multiplication shape grid Have a go at the multiplication problem solving task</p> <p>Levelled tasks 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>Multiplication escape room.</p> <p>Follow the instructions and work through each of the tasks.</p>	<p>Warm up Complete the warm up times tables</p> <p>Must Do tasks Complete the multiplication shape grid Have a go at the multiplication problem solving task</p> <p>Levelled tasks 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>
<p>Measurement and Geometry</p>					<p>Learning Intention: We are learning to measure, estimate and compare masses of objects.</p> <p>Success Criteria: I can...</p> <ol style="list-style-type: none"> 1. Identify and use formal units to measure mass



2. Record the masses of objects using scales
3. Estimate the mass of objects and explain my accuracy

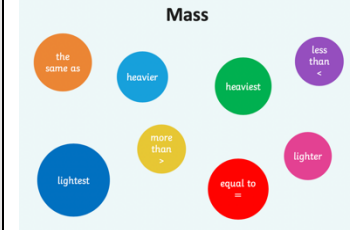
Before we start learning about mass, it is important to make sure we all have the same understanding of our learning intention. Brainstorm the meaning of the key words below:

Measure -->

Estimate -->

Compare-->

Vocabulary: These are some of the mathematical words we will be using to achieve our learning intention. If you don't know what some mean you must find out!



Watch this YouTube video:
BrainPopJr Grams and Kilograms
https://www.youtube.com/watch?v=bPwCNT26R_g

Complete this sorting activity:

Circle the objects below. Sort by the units of mass at the top of each column. Place the objects in the unit that would be most appropriate to measure the object's mass.

	KILOGRAMS	TONNES
Pen Ball Truck	Chair Backpack Stapler	Laptop Backpack Deck Soccer Printer










Now that we have a good understanding of units. Complete this activity to practise estimating the mass of objects:








A **gram** (g) is used to measure the weight or mass of very light objects.
A small paperclip weighs about a gram.

A **kilogram** (kg) is used to measure the weight of heavier objects.
A one-liter bottle of water weighs about a kilogram.

Choose the best estimate for each object or animal shown.

<p>1.  18 grams 4 kilograms 8 kilograms</p>	<p>2.  25 grams 500 grams 18 kilograms</p>	<p>3.  900 grams 9 kilograms 90 kilograms</p>
<p>4.  940 grams 18 kilograms 3 kilograms</p>	<p>5.  570 grams 7 kilograms 37 kilograms</p>	<p>6.  3 grams 300 grams 3 kilograms</p>
<p>7.  100 grams 1 kilogram 100 kilograms</p>	<p>8.  1 gram 50 grams 1 kilogram</p>	<p>9.  600 kilograms 60,000 kilograms 6,000 grams</p>

Estimate the weight of these objects.

 a) <input type="text"/>	 b) <input type="text"/>	 c) <input type="text"/>
 d) <input type="text"/>	 e) <input type="text"/>	

Complete this home investigation task using household items. You will need some sort of scales to do so (You should have kitchen scales!) Then answer the 2 questions below.



Mass Investigation



Mass is measuring the matter in an object. We usually measure mass using weight.
 Find seven objects that are located around you.
 Predict the mass of each of the objects.
 Measure the correct mass using scales and record the result. Remember to write the type of measurement, whether grams or kilograms.

Object	Prediction	Result



Question 1.
 A) How did you make your estimate for object number 2 on your list?
 B) Were you accurate? Why/why not?

Question 2.
 A) Were any of your predictions exactly correct?
 B) If so, why do you think you estimated correctly?

Statistics and Probability

Other KLAs

PDHPE

Watch the SISA video titled 'Juggling'. On completion of the video, complete the worksheet.
<https://www.youtube.com/watch?v=lyby9w-3vpY>



What does the word coordination mean?

List 3 things to remember when practicing our throw and catch

List 3 other sports that we use throwing and catching skills in

Creative Arts

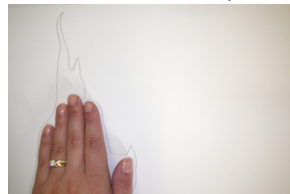
Vincent van Gogh painted 'Starry Night'



How to replicate your own Starry Night by van Gogh

1. Draw with pencil
2. Add colour pencils

Step1- With a pencil, trace the shape of your hand onto the paper. Make one finger really long so it stretches to the top.

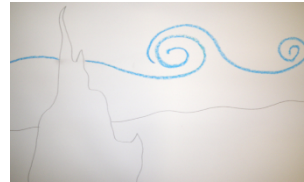




Step 2- With a pencil, draw the horizon line (where the sky meets the ground).



Step 3- With a medium blue pencil, draw a swirl across the sky to represent the wind.



Step 4- With yellow pencil, draw a crescent moon and 6-8 circles for stars.



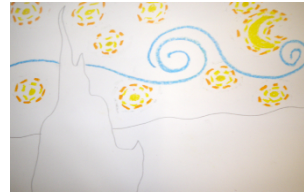
Step 5- With yellow pencil, draw a line of dashes around the moon and each star.



Step 6 - With orange pencil, draw a second line of



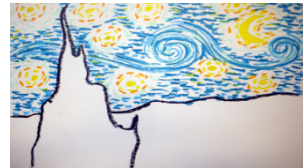
dashes around the moon and each star too.



Step 7- With a medium/light blue pencil, draw little dashes to fill in the remainder of the sky.



Step 8 - With a black colour pencil, trace over horizon line and outline of the hand.



Step 9- With a black and brown colour pencils, draw long vertical lines.



Step 10- With bright coloured pencils, draw houses in the village using lines.



Using green oil pastel, draw lines below the horizon for the hill.

Use black coloured pencil, draw some lines over the hill and also fill in the gaps between the houses.





Year 3 and 4

Week 9 - At Home Learning Overview

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	<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>



English

<p>Spelling</p>	<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 where students have found the word.</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. Remember to check your spelling!</p>	<p><u>Wellbeing Wednesday: Nobody is perfect- not you and not others</u> Watch the Read Aloud video of <u>The Girl Who Never Made Mistakes by Mark Pett</u> Reflect and answer the following questions based on the videos: 1. How is the character in the book 'perfect'? 2. Tell us the time when you made a mistake or forgot to do something important or behaved inappropriately.</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. 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><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>
<p>Reading and Viewing</p>	<p>Watch Video Reading of Book: 'Adelaide's Secret World' by Elise Hurst on Google Classroom. *There is no PDF Version. After Reading Questions</p>	<p>Watch Video Reading of Book: 'Adelaide's Secret World' by Elise Hurst on Google Classroom. *There is no PDF Version. Vocabulary Word Study</p>	<p>3. Can anyone do everything perfectly all the time? 4. What is the difference between trying to do something very well and aiming for a high standard, and trying to be perfect? 5. What's not good about thinking you can be perfect? 6. What's not good about expecting others to be perfect?</p>	<p><u>Geography</u> Volcanoes, Earthquakes and Tsunamis In this lesson, students are introduced to the processes responsible for the physical characteristics of its surface. In this instance, we focus on volcanoes and their associated landform features and earthquakes, their causes and impacts. Also addressed are tsunamis, their cause and impacts. Students are introduced to the topic by watching Ryan World's YouTube video: How Do Volcanoes Erupt?</p>	<p><u>Geography</u> Volcanoes, Earthquakes and Tsunamis Students will have the opportunity to investigate a recent earthquake or volcanic eruption. In doing so, they focus on where it occurred, the nature of the event and its impacts on people and the environment. Plan, deliver and present your investigation using PowerPoint or Goggle Slides or Movie Maker</p>



			<p>7. How is it helpful to make mistakes and get things wrong sometimes?</p> <p>8. Would you want to invite someone who was perfect to your home? Why/why not?</p> <p>Read <i>Absolutely Perfect</i> and answer the questions.</p> <p><u>Wacky Wednesday: Build a Tower Challenge</u></p> <p>In this challenge, you will battle against your classmates to see who can build the highest tower with toothpicks and marshmallows.</p> <p>You make like to time this one! It's tricker than it looks...</p>	<p>[https://www.youtube.com/watch?v=hQHoe_Okpzs&index=20&list=PLNmQOp_5agfNkBBN-itVloK93u-r1yAJhZ&t=0s]</p> <p>Using Google Slides on the Geography Learning Hub (Lesson 4), students will be able to read about the processes responsible for volcanic eruptions and the key landform features associated with volcanoes.</p> <p>https://sites.google.com/education.nsw.gov.au/nkps-stage-2-geography/unit-1/lesson-4-volcanoes-earthquakes-and-tsunamis</p>	<p>etc. In a manner that you think is most appropriate.</p> <p>Your presentation must include the following:</p> <ul style="list-style-type: none"> - location of the event on a map - description of the location and extent of the event - description the nature of the event and its likely tectonic causes - outline the impacts of the event on people and environments - Photos or pictures of the event <p>Present your findings to the class</p>
<p>Writing and Representing</p>	<p><u>Figurative Language: Oxymoron</u></p> <p>Oxymoron: A figure of speech in which contradictory words or ideas are joined for effect. For example: <i>It</i></p>	<p><u>Figurative Language: Alliteration</u></p> <p>Alliteration: The use of the same beginning sound in a phrase or sentence. For example: <i>Behaving like a babbling,</i></p>	<p>Once done, complete upload a photo of It in your class' Padlet.</p>	<p><u>Figurative Language: Personification</u></p> <p>Personification: Attributing human characteristics to non-living things. For example: <i>Spring was moving in the air above.</i></p>	<p><u>Figurative Language: Onomatopoeia</u></p> <p>Onomatopoeia: A word which imitates the natural sound of a thing. For example: <i>The boom of a feet on hard earth began again, the</i></p>



	<p><i>was her silence they had heard.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>	<p><i>bumbling band of baboons.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>		<p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>	<p><i>elephants were stamping all together now.</i></p> <p>Add your descriptive words using the 5 senses to your class' Padlet: <u>3BG</u> <u>4/3JC</u> <u>4MN</u></p> <p>If you're working offline, add you words onto the table.</p> <p>Complete the following task cards. Level 1 Level 2</p>
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Speaking and Listening	
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Mathematics					
Number and Algebra	<p>Warm up Times tables practice. Complete either 4 or 14. Time yourself.</p> <p>Must do's Complete the problem-solving task</p>	<p>Warm up Times tables practice. Complete either 6 or 16. Time yourself.</p> <p>Must do's Problem solving task</p>	<p>Warm up Times tables practice. Complete either 7 or 17. Time yourself.</p> <p>Division House Follow the instructions and understanding of</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>Representing multiplication and division.</p> <p>Levelled activities Level 1 – no remainders Level 2 – remainders Level 3 – remainders larger numbers Level 4 – extension</p>	<p>Complete 2 or 3 levelled activities.</p> <p>Levelled Activities Level 1 – no remainders Level 2 – remainders Level 3 - remainders with large numbers Level 4 – remainders as a decimal.</p>	<p>division to create a house.</p>		
<p>Measurement and Geometry</p>					<p>Learning Intention: We are learning to compare, convert and explain the masses of objects.</p> <p>Success Criteria: I can...</p> <ul style="list-style-type: none">4. Convert between grams and kilograms5. Order objects based on their mass6. Use mathematical reasons to solve mass problems; <p>Before we continue learning about mass, it is important to make sure we all have the same understanding of our</p>



learning intention.
Brainstorm the meaning
of the key words below:

Compare-->

Convert-->

Explain-->

Watch this YouTube
video: *Matholia Channel
converting grams to
kilograms*

<https://www.youtube.com/watch?v=AY1heUpO9PE>

Complete the conversion
table below to practise
converting between
grams and kilograms.

3	Kilograms	Grams	4.	Kilograms	Grams	5.	Kilograms	Grams
		266			9594			819
		49			7865			236
		231			7426		0.292	
		985			7702		0.448	
		867			6916			148
		323			1742		0.876	
		967			7511		0.529	
		620			9753			403
		459			3061			356
		371			2098		0.2	

Cut out the masses and
paste them on the line
from lightest to heaviest.

**Hint: You will need to
convert them to the
same unit first!**



5000g	8kg	0.25kg	5g
1324kg	0.5kg	500g	100kg

Weight

Use **mathematical reasons** to answer the following questions. We must see full sentences, diagrams or equations, not one word answers.

1. What's heavier: A tonne of bricks or a tonne of feathers?
2. Jacob and his friend are comparing the weights of their schoolbags. Jacob says his is



heavier. Is he correct? Explain your answer



Jacob

$5\frac{1}{2}$ kg

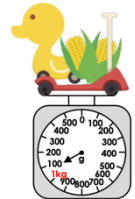
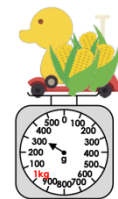


Maisie

5kg 500g

3. Pretend you are shopping at Woolworths. You weighed an apple and it is 336g. You need approx. 5kg of apples to make dessert. How many apples will you buy?

4. If the duck weighs 400g and the scooter ways 500g, how much does one corn weigh?





Other KLAs

PDHPE

The importance of physical activity

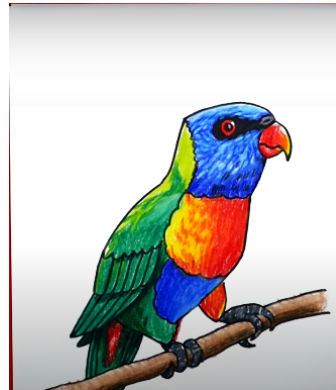
In the columns below list the physical activity you participate in during the week

At Home	Outside of Home

Why is it important to be physically active?
Identify 3 activities that could be used during class time as a brain break. Draw and label with an explanation.

Creative Arts

Rainbow Lorikeet directed drawing



<http://www.youtube.com/watch?v=aw-EnFaqOqc>



Year 3 and 4

Week 10 - 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 13 September	Tuesday 14 September	Wednesday 15 September	Thursday 16 September	Friday 17 September
	<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>Weekly Focus This week you will be organising a holiday to a country and city of your choosing for you and your family for a 7 day period. Each task will ask you to research the location and come up with a fantastic holiday for you and your family. Try to complete each task to the best of your ability.</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>



English

<p>Spelling</p> <p>For this week you will use the following lists (available on google classroom and in the take home pack)</p> <p>4MN: Week 8-9 words 4/3JC: Week 9-10 words 3BG: Week 9-10 words</p>	<p><u>Wacky Words</u></p> <p>On a sheet of paper or on the slide, write/type your spelling words in different directions, filling up the whole page. Use different colours, fonts, sizes for each word.</p>	<p><u>Code Breaker</u></p> <p>Use the code guide to make a code for each of your spelling words.</p> <p>Challenge on of your family member, if possible, to decode your codes.</p>	<p><u>Wellbeing Wednesday: Colour Mindfulness</u></p> <ol style="list-style-type: none"> 1. Pick any colour of the rainbow. 2. Set a time for 5 minutes. 3. Try to think as many items as possible that are the same colour you choose—use the environment around you as inspiration. <p>When the time is up, reflect—why did you pick this colour? Did any thoughts come up during the activity?</p>	<p><u>Word Search</u></p> <p>Create your own word search using all the words on your spelling list.</p> <p>Challenge on of your family member, if possible, to complete the word search you created.</p>	<p><u>Fun Friday Escape Room</u></p>
<p>Reading and Viewing</p>	<p><u>Brochure</u></p> <p>Throughout the week, you will be researching and collecting information to add to your brochure.</p>	<p><u>Brochure</u></p> <p>Throughout the week, you will be researching and collecting information to add to your brochure.</p>	<p><u>Self-care Wednesday</u></p>	<p><u>Brochure</u></p> <p>Throughout the week, you will be researching and collecting information to add to your brochure.</p>	<p><u>Advertisement</u></p>
<p>Writing and Representing</p>	<p>Today’s focus is on:</p> <ol style="list-style-type: none"> 1. Country you have chosen 2. The flag 3. National Language and dialects (if applicable) 4. Which continent? 	<p>Today’s focus is on:</p> <ul style="list-style-type: none"> • Capital City • Population • Currency • Traditional costumes • Cultural practices. • Interesting facts 	<p>Create an artwork that you would love to display in your room. Think of this as a piece that you can admire everyday and remind you that you have done amazing things. It can be an artwork that inspires you to do amazing things or something that makes you happy.</p>	<p>Today you will be focusing on creating the brochure based on the information you have created.</p> <p>Within your brochure, you can have:</p> <ol style="list-style-type: none"> 1. photos 2. facts 3. hyperlinks 	<p>Imagine you are a Travel Agent and trying to advertise and persuade for people to visit your chosen country.</p> <p>You will need to your own advertisement 1-2 minute video that discusses:</p> <ul style="list-style-type: none"> • Why they should visit your chosen country



	<p>5. Native Animals 6. National Food 7. Landmarks</p>		<p><u>Wacky Wednesday: Roll and Spell</u></p> <p>Play this game with a partner. Roll the die and spell a word in the column. The first person to fill 4 column wins.</p> <p><u>Recycling and Reusing</u></p> <p>Use recycling materials to create something. What did you make and what's its purpose?</p>	<p>Make sure to check for</p> <ul style="list-style-type: none">• spelling• punctuation• grammar	<ul style="list-style-type: none">• How much will they need to save (hint: the more affordable the better)• Could you offer deals?• What sights and places that they must visit?• What experiences should they consider to do whilst on their trip?• When is the best time to visit? <p>Don't forget to be as persuasive as you can. You can use the information that you have collected throughout the week for your advertisement.</p>
<p>Speaking and Listening</p>					
<p>Mathematics</p>					



<p>Number and Algebra</p>	<p>Travel and Accommodation Once you have chosen your destination you will need to spend today arranging your travel to and from the location and organise your accommodation. Use the templates to help you figure out each step of the way. o outline each item of travel and include the cost of each section. Once you have completed the whole table then work out the total cost.</p>	<p>Activities Plan each days activities (remember that you are going for 7 days and you are travelling with your family so you may need to buy more than one ticket for each destination). If you are going to more than one destination on a day then make sure you include this on the plan. Use the table to insert each activity and remember to include the cost and total cost of the week.</p>	<p>Complete the multiplication fast facts sheet Play Multiplication bump with a family member if you can. Maths quiz Check google classroom for a maths quiz for today. <i>Parents please allow your child to do this task by themselves. If they do not know an answer then they can guess or skip the question. This will inform our teaching in Term 4 so it is vital that we see exactly where your child is up to in order to develop learning goals that are specific to them. If they need help answering the questions then we need to reteach the topic or teach it in another way that makes sense to your child.</i></p>	<p>Food Think about what food your family will be eating each day. Does your hotel have a kitchen? If so you may decide to go to the supermarket to buy some meals, if not you will need to choose a place to each day. Double check what is available in your hotel before you plan the meals as some accommodations provide options for breakfast and restaurants.</p>	<p>Total cost of the holiday Insert all the items from your work this week to create a total cost of your holiday</p>
<p>Measurement and Geometry</p>	<p>Maps Create a map (or use a map and draw on it) to outline your trip from your house to the airport</p>				<p>Weather Research the location you are going to and the time of the year you have chosen to see what the weather is</p>






	<p>Create a map (or use a world map and draw on it) of your plane trip from Sydney to the country you are going</p> <p>Create a map (or use a map and draw on it) of your trip from the airport to your accommodation</p>		<p>going to be like during your stay.</p> <p>Create a table to show the low and high temperature for each day of your stay</p> <p>Use the example to help you .</p>
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Statistics and Probability			
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Other KLAs				
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PDHPE			<p>Sun Safety Watch the Following video: <u>Sun Exposure - Benefits and Risks - YouTube</u> Record the benefits of the sun on your worksheet. Pause the video to write down a few points for each.</p> <p>Harmful effects of the sun Watch the video: <u>https://www.youtube.com/watch?v=Jygtvd7ZWMU</u> Record the harmful effects of the sun on your worksheet. Pause the video to write down a few points for each.</p> <p>We all need sun protection</p>		
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			<p>Humans aren't the only species that require sun protection On your worksheet, you will see there are a range of different animals For each one, research and make a note of how these animals protect themselves from the sun Compare this to the way we protect ourselves. The first one is done for you. For each animal, write how it can protect itself from the sun and compare this to humans</p>  <p>Elephants use dirt and hay as a natural protection, they spread it on their backs to cover their skin. This is similar to the way that humans use</p>  		
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Creative Arts

What is White?

LI: Students will-
explore the concept of white
through collage techniques
create a non-
representational composition
demonstrating visible
qualities of white.



What are the qualities of
white?
Look at Tony Tuckson's White
Lines (Vertical) on
Ultramarine.
What are the elements of
design?
What concept has Tony tried
to convey?



			<p>How have the elements and concepts been presented? Why did Tony Tuckson use oil paint to produce the painting? Why do you think he painted the painting? What would happen if the materials and techniques used were changed from oil paint to collage. Would the meaning change? What changes might occur?</p> <ul style="list-style-type: none">• Today we are creating a collage of your idea of white including some colour accents.• What colour accents could you use to bring life and depth to your collage, keeping in mind the intention is to depict 'the idea of white'.• Questions :• How might you create visual texture in your painting?• How might you use accents of colour to bring life to your work?	
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