

Year 3

Unit 4

Name: _____

Class: _____



Teaching and Learning Continuity Plan – Unit 4

Dear Parents and Caregivers,

30th April 2020

We hope you've had a restful break and have enjoyed spending some quality time with your immediate family. We are continually amazed by the efforts and work that our students are producing. The conversations, photos and videos from our students give us great joy during this extremely difficult time. We would like to thank you again for supporting and assisting your child with remote learning. Please also remember that you can only do your best and we will continue to work together to achieve the best result we can.

This continued partnership ensures that we are able to support our students through this remote learning process, which may continue for an extended period of time as Mr. Wynn mentioned in his newsletter address last term. As a result, we have continued compiling units of work with the Unit 4 Teaching and Learning package attached. We will continue to communicate to parents on a weekly basis using our school email system, Google Classroom, Facebook and the School Webpage.

A member of our school staff will be available for questions and feedback each day for all grades. Please be mindful that the school has limited phone lines available to use, so please be fair and limit your questions to allow all parents access to this provision. Please ask to speak to one of our Assistant Principals. We would also like you to consider that we have a reduced number of staff on site and ask that you understand this when making contact.

Stage 2 Unit 4 Information

The Unit 4 booklet includes:

- A Weekly Learning Plan – this is effectively a timetable that outlines daily learning activities that would be completed throughout the course of a week.
- A Learning Environment Checklist that will enable you to set up the best possible environment for your child.
- Following these items will be each day's activities in order. There is space for your child to complete these activities in the booklet only.
- Under most daily activities will be a Success Criteria for your child to complete. This will also be the space for teacher recognition.
- At the end of each day, there is a reflection for students and a section for Parents/Caregiver's to sign stating they are happy with the amount of work completed.
- Stage 2 teachers have set two Mathletics learning tasks to be completed daily. Please don't feel restricted to only completing these set tasks if students would like to complete more activities. If you don't have the passwords for your child please respond to the school emails about Mathletics passwords.



- Stage 2 students will now have access to Wushka. Details on how to access this have been emailed out in a separate letter. Your child will have access to their classroom reading group through Wushka.
- Google classroom contains the videos mentioned in the teaching and learning framework for students to view to help them with their learning.
- We have added a fast finishers table at the end of the booklet with extra activities for students who would like to engage in additional tasks.

Weekly Learning Booklets are due on a Thursday

At this stage we are anticipating that this form of learning may continue well into Term 2 and have made the following arrangements for Stage 2.

- For Term 2, Stage 2 booklets will continue to be due to either the front office, via email or Google Classroom on a **Thursday** each week. This will also be the time that the following week's booklet will be uploaded on Google Classroom, collected and/or emailed home.
- **Unit 4 will be due on Week 2 Thursday the 7th May.**
- Please ensure your child's name and class is on the front cover of the booklet.
- Each Stage will have their booklets collected and distributed on different days, as we wish to be as mindful of social distancing.
- If you are returning your work via email, the subject line must be **Mrs Hetherington** only. You must include your child's name and class in the body of the email. This will ensure that your child's work will be forwarded to the right teacher to provide recognition of work. The school's email address is cambridgeg-p.school@det.nsw.edu.au
- For returned student work via email, teacher recognition will be provided back via email.
- For returned student work via the front office, teacher recognition will be provided in a timely manner. This can be collected with the new weekly booklet.

Google Classroom

- Teachers are creating learning activities/videos, which will be placed on our Google Classrooms platform. This will link to this unit of work.
- Students will need a joining code, which is outlined below. Please only join the grade that your child is in. Any child joining the incorrect classroom will be deleted and need to rejoin the correct class. If you're having difficulty joining your class and cannot access the videos please contact the school for additional options such as dropping off a USB for us to copy the videos on.
- If parents have any questions please contact Mr. Wood or Mr. Hunter by phone or the school email. If you need your child's student portal login please email the school.

Joining Codes: Year 3 – ahmg4ou

Year 4 – vlgycbv

Please be aware that over the coming period, the type, style and delivery of work to students will develop and change. We would like to thank all of our fantastic students and families for their support, patience and kindness.

Wishing you all health and happiness.

Stage 2 Teachers

Mr Sheaves, Mr Sargeant, Mrs Stoeckl, Miss Barbagallo, Mrs Hiser-Smith and Mrs Hetherington



Year 3 Weekly Learning Plan Unit 4 – 30/4/2020-6/5/2020

	Thursday – 30/4 on	Friday	Monday	Tuesday	Wednesday
Morning	<p>English</p> <p><i>Reading</i></p> <p>Read the next 2 chapters of your book. If you have finished choose a new chapter book to complete these tasks. Try the following website https://www.getepic.com/. Your parents will need to open an account for you.</p> <ul style="list-style-type: none"> - Read two chapter of the book. - Create a VIP summary with at least 3 dot points. <p><i>Spelling</i></p> <p>This week's focus is 'tch'.</p> <ul style="list-style-type: none"> -Write your spelling list. - Complete 2 parts of your spelling sheet 	<p>English</p> <p><i>Reading</i></p> <p>Read the next 2 chapters of your book. Focus on reflecting on what you have read.</p> <ul style="list-style-type: none"> - Complete the sheet to reflect on what you have read today. <p><i>Spelling</i></p> <ul style="list-style-type: none"> - Write your spelling list - complete the remainder of your spelling sheet <p><i>Viewing</i></p> <p>Watch a BTN Classroom episode of your choice. If you do not have access to this, look for a news article in the local paper. Create a VIP summary</p>	<p>English</p> <p><i>Reading</i></p> <p>Read the next chapter of your book out loud to a family member.</p> <ul style="list-style-type: none"> -Think about volume and smooth reading. <p><i>Spelling</i></p> <ul style="list-style-type: none"> -Write your spelling list -Write your words in alphabetical order <p><i>Jolly Grammar – Google Classroom Demonstration Available Online</i></p>	<p>English</p> <p><i>Reading</i></p> <p>Read the next chapter of your book.</p> <ul style="list-style-type: none"> - Write 3 questions you could ask another person that has read this chapter to test their knowledge <p><i>Spelling</i></p> <ul style="list-style-type: none"> - Write your spelling list -Write your words with rainbow colours <p><i>Handwriting</i></p> <ul style="list-style-type: none"> - Complete the handwriting work 	<p>English</p> <p><i>Reading</i></p> <p>Find a short story or picture book and read out loud to a family member. Think about your pausing at full stops and commas.</p> <p><i>Spelling</i></p> <ul style="list-style-type: none"> -Have a family member test you. If this isn't possible write your list doing look, cover, write, check. <p><i>Journal Writing</i></p> <p>Write a letter to your teacher about your week at home. Let them know what you have been doing. What have you</p>



	<p><i>Writing</i></p> <p>Write about your favourite toy or game at the moment.</p>	<p>with at least 3 dot points per new story. Present your summary to your family.</p> <p><i>Writing</i></p> <p>Write a conversation for this picture. Remember the “ “ speech marks only go around the talking. Eg “We’re nearly there,” called Abby.</p>	<p>This week’s focus is ‘Proper Adjectives’</p> <p>- Complete your Jolly Grammar sheet</p> <p><i>Writing</i></p> <p>Write an acrostic poem using a creative adjective to describe how you are feeling today. e.g. – excited, exhausted, wondering.</p>	<p><i>Writing</i></p> <p>Write some instructions for making a robot out of empty containers. You will need to include materials, and steps.</p>	<p>enjoyed? Your letter must have at least 2 paragraphs.</p>
Break					
Middle	<p><u>Mathematics</u></p> <p><i>Number of the Day</i></p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p><i>Mathletics</i></p>	<p><u>Mathematics</u></p> <p><i>Number of the Day</i></p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p><i>Mathletics</i></p>	<p><u>Mathematics</u></p> <p><i>Number of the Day</i></p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p><i>Mathletics</i></p>	<p><u>Mathematics</u></p> <p><i>Number of the Day</i></p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p><i>Mathletics</i></p>	<p><u>Mathematics</u></p> <p><i>Number of the Day</i></p> <p>Pick one of the numbers listed. Draw and write everything you know about that number (you can use any operation you like), and answer the questions.</p> <p><i>Mathletics</i></p>



Complete two Mathletics tasks set for you by your classroom teacher.

Timetables Practice

Practice your x8 tables 3 times. Try saying them out loud also.

Problem a Day

Complete today's PAD

TENS at Home [Google Classroom Video Available](#)

-Skip Counting Races

Number and Algebra- Whole Number

Complete the whole number activity.

-record numbers in words and expanded forms.

Complete two Mathletics tasks set for you by your classroom teacher.

Timetables Practice

Practice your x6 tables 3 times. Try saying them out loud also.

Problem a Day

Complete today's PAD

TENS at Home [Google Classroom Video Available](#)

-Skip Counting Races

Number and Algebra- Addition

Complete the addition activity.

Complete two Mathletics tasks set for you by your classroom teacher.

Timetables Practice

Practice your x12 tables 3 times. Try saying them out loud also.

Problem a Day

Complete today's PAD

TENS at Home [Google Classroom Video Available](#)

-Skip Counting Races

Measurement and Geometry – 2D Shapes

Complete the 2D shape activity

Complete two Mathletics tasks set for you by your classroom teacher.

Timetables Practice

Practice your x3 tables 3 times. Try saying them out loud also.

Problem a Day

Complete today's PAD

TENS at Home [Google Classroom Video Available](#)

-Skip Counting Races

Number and Algebra- Subtraction

Complete subtraction problems provided

complete two Mathletics tasks set for you by your classroom teacher.

Timetables Practice

Practice your x10 tables 3 times. Try saying them out loud also.

Problem a Day

Complete today's PAD

TENS at Home [Google Classroom Video Available](#)

-Skip Counting Races

Measurement and Geometry - Position

Draw a picture using the following instructions.



Break					
Afternoon	<p>DEAR – Drop everything and read (15minutes)</p> <p>Creative Arts – Visual Arts</p> <p>Find a photo of your family. -Sketch a copy of this photo. -use a lead pencil only.</p> <p>Gardening – Mrs Cheetham <i>Google Classroom Video Available</i></p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Science</p> <p>Explore your home and backyard to complete the below journal.</p> <p>PE</p> <p>Bat Tapping – Complete the following activity.</p> <p>.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>HSIE- History</p> <p>A convicts perspective -Complete the following activity.</p> <p>Library – Mrs Antonelli <i>Google Classroom Video Lesson Available</i></p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>Creative Arts</p> <p>Dance - Footsteps -Follow this link to the ‘We Will Rock You’ video by Footsteps. -Practice and then perform this to your family.</p> <p>https://www.youtube.com/watch?v=I5WGLkJWi4Y&feature=youtu.be.</p>	<p>DEAR – Drop everything and read (15minutes)</p> <p>PDH</p> <p>What is Road Safety? Create a mind map/brainstorm about road safety and what it is.</p> <p>PE</p> <p>Set up a fitness circuit and complete 15 minutes of physical activity.</p>



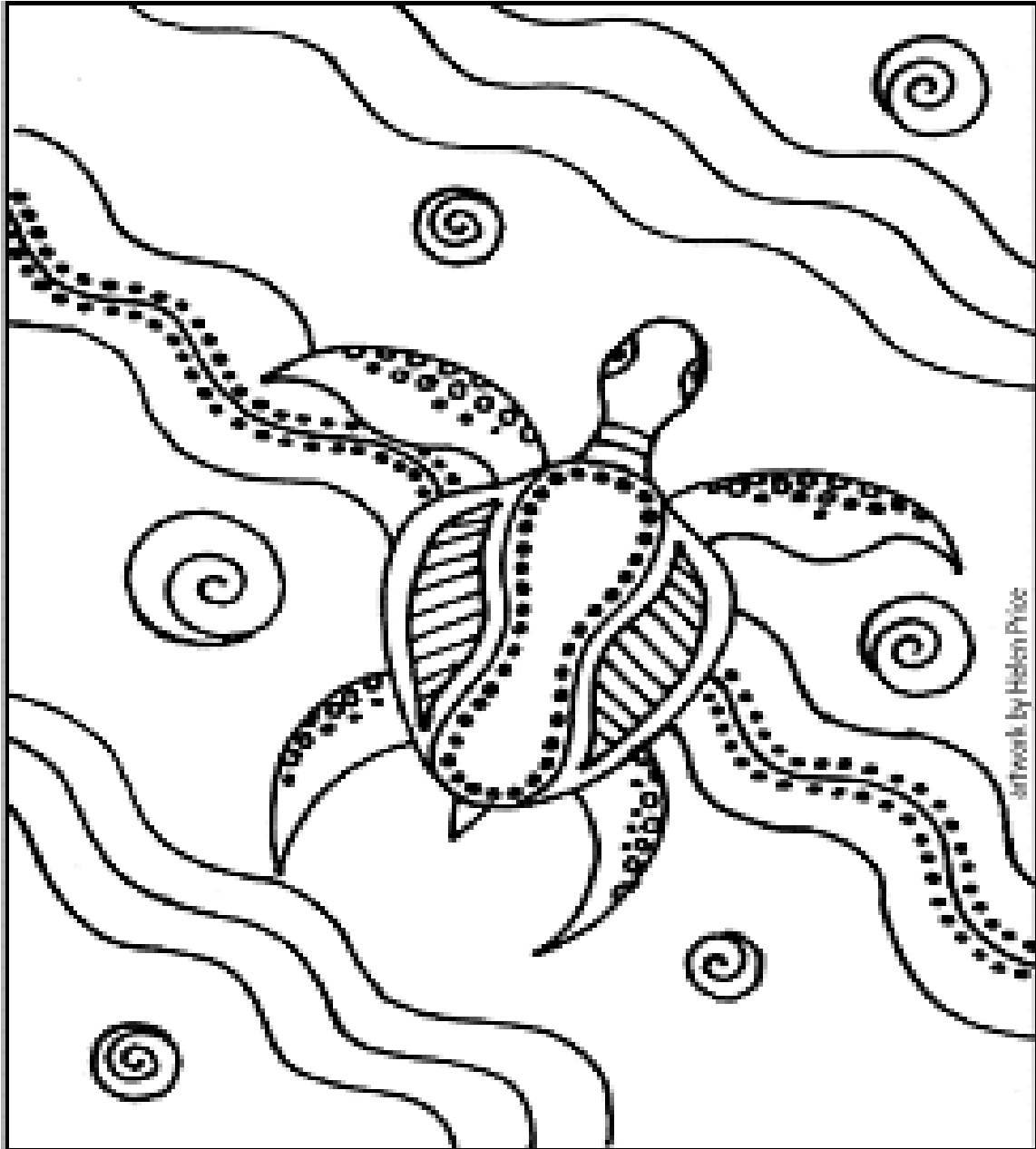


Learning environment checklist

In setting up this space the following should be considered:

- Is the area free of distraction?
- Is there excessive noise in the area?
- Are there trip hazards in the area?
- Is the area exposed to direct glare or reflections?
- Does the area have sufficient power points available?
- Is equipment (extension cords etc.) in good, safe, working condition?
- Is there a proper desk and chair and other necessary equipment (light, stationery and devices)?
- Is the chair adjusted correctly?
 - Feet should be flat on the floor and knees bent at right angles with thighs parallel to the floor.
 - The chair backrest should support the lower back and allow your child to sit upright.
 - The chair should move freely and not be restricted by hazards such as mats and power cords.
 - Chair arm rests should be removed or lowered when typing.
- Is the computer adjusted correctly?
 - The screen should be positioned directly in front of your child.
 - The screen should be at a distance where your child can see clearly and easily without straining. The top of the screen should be slightly lower than eye level.
 - The keyboard should be positioned at a distance where elbows are close to your child's body and their shoulders should be relaxed.
 - The mouse should be placed directly next to the keyboard.
- Are their most frequently used items within easy reach from a seated position?

Thursday



Daily Spelling

Thursday	Friday	Monday	Tuesday	Wednesday

Remember to check your spelling list is correct daily



Spelling-

The focus for this week is 'tch'.

Write your spelling list.

Complete two parts of your spelling sheet.

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have correctly spelt and written my spelling words.</p> <p><input type="radio"/> I have completed two parts of my spelling sheet.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
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Writing-

Write about your favourite toy or game at the moment.



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have written about my favourite toy or game.<input type="radio"/> I have proof read my work.	<p>Teacher Recognition:</p> <ul style="list-style-type: none"><input type="radio"/>
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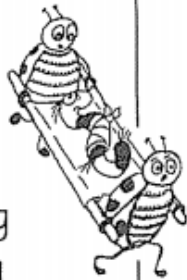
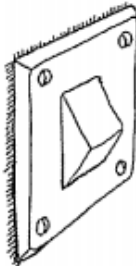




⟨tch⟩

Spelling List 11

1. itch
2. catch
3. fetch
4. witch
5. match
6. hutch
7. kitchen
8. snatch
9. butcher
10. switch
11. sketch
12. crutches



13. watching
14. stretcher
15. ketchup
16. wretched
17. scratching
18. stretching



Which words in the Spelling List match these descriptions?

1. a room for cooking _____
2. a very simple drawing _____
3. where a pet rabbit lives _____
4. it carries injured people _____
5. to grab away _____
6. a man who sells meat _____
7. very miserable or ill _____
8. it is used to light a fire _____
9. a cold, red sauce _____
10. it turns a light on and off _____



Look up these words in the dictionary. Write the page number the box.

match

stitch

witch

ketchup

hatch

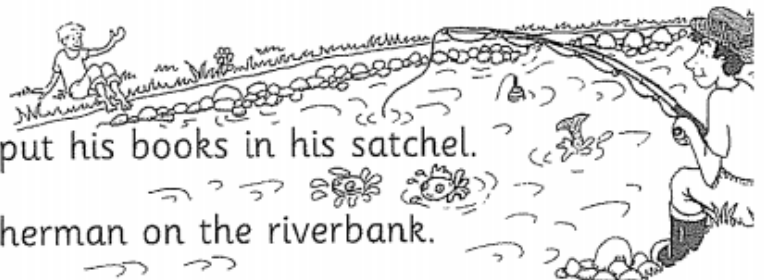
crutches

Write over the dotted letters.

tch tch tch tch tch tch tch tch

Parse these sentences.

1. The small boy quickly put his books in his satchel.
2. I watched the quiet fisherman on the riverbank.



Mathematics-

Today's numbers of the day are 33 and 230.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number:

My number is: _____ (write which number you have chosen)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Success Criteria (student to complete): <input type="radio"/> I have completed the number of the day activities.	Teacher Recognition: <input type="radio"/>
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Mathletics-

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Success Criteria (student to complete): <input type="radio"/> I have completed two Mathletics tasks.	Teacher Recognition: <input type="radio"/>
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Timetables practise:

Practise your x8 tables three times. Say them out loud as you go.

Success Criteria (student to complete): <input type="radio"/> I have written my 8x timetables three times.	Teacher Recognition: <input type="radio"/>
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Problem A Day

Complete today's problem.

Mr Peters ordered 7 packets of charcoal pencils.



If there were 5 pencils in each packet how many would he have for his class to use during art? Show how you worked it out.

Extension—three went missing during the first art lesson. How many does he have left.

75
○

12
○

35
○

2
○

57
○

Working out - Transformation step

Extension answer:

TENS at Home- [Google Classroom Video Available](#)

Skip Counting Races

This activity works best with a partner.

Preparation:

Each player makes a set of skip counting cards up for a particular multiplication fact. (Year 3 students could start with a 2 or 3 or 5 or 10 times tables, just use a piece of blank paper cut into 12 cards.)

Players can have the same times table or different e.g. Year 3 student may be using 3 times table, a sibling in year 5 could be doing the 8 times tables.



How to play:

1. Each player shuffles/mixes up their cards (Players keep their set of cards separate from other players)
2. On the call of go both players race to be the first to put their cards in order.
3. The winner is the first to correctly order their cards.

Variations:

Players could time each other.

More than two people could race and play.

Success Criteria (student to complete): <input type="radio"/> I have played Skip Counting Races.	Teacher Recognition: <input type="radio"/>
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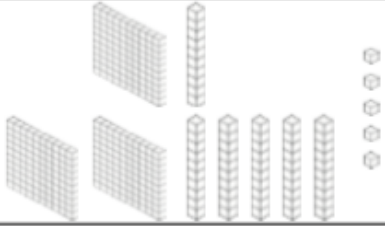
You can use this space to record the multiplication facts you and your partner used.



Number and Algebra- Whole Number

Complete the whole number activity.

-record numbers in words and expanded forms.

Number	Words	Expanded Form	Picture
_____	____ hundreds ____ tens ____ ones	$500 + 40 + 1$ $=$ _____	
_____	2 hundreds 6 tens 1 ones	_____ + _____ + _____ $=$ _____	
824	____ hundreds ____ tens ____ ones	_____ + _____ + _____ $=$ _____	
_____	____ hundreds ____ tens ____ ones	_____ + _____ + _____ $=$ _____	
156	____ hundreds ____ tens ____ ones	_____ + _____ + _____ $=$ _____	

Success Criteria (student to complete):

I have completed the whole number activity.

Teacher Recognition:



Drop Everything And Read (DEAR):

Read for 15 minutes - What did you read? _____

Creative Arts - Visual Arts

Find a photo of your family.

-Sketch a copy of this photo.

-use a lead pencil only.

The following page has been left blank for you to do this.

Success Criteria (student to complete): <input type="radio"/> I have completed the visual arts activity.	Teacher Recognition: <input type="radio"/>
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Optional Gardening with Mrs Cheetham [video available on Google Classrooms.](#)

I have completed today's work to the best of my ability.

Signed: _____

I am happy with the quality and the amount of work my child has completed today.

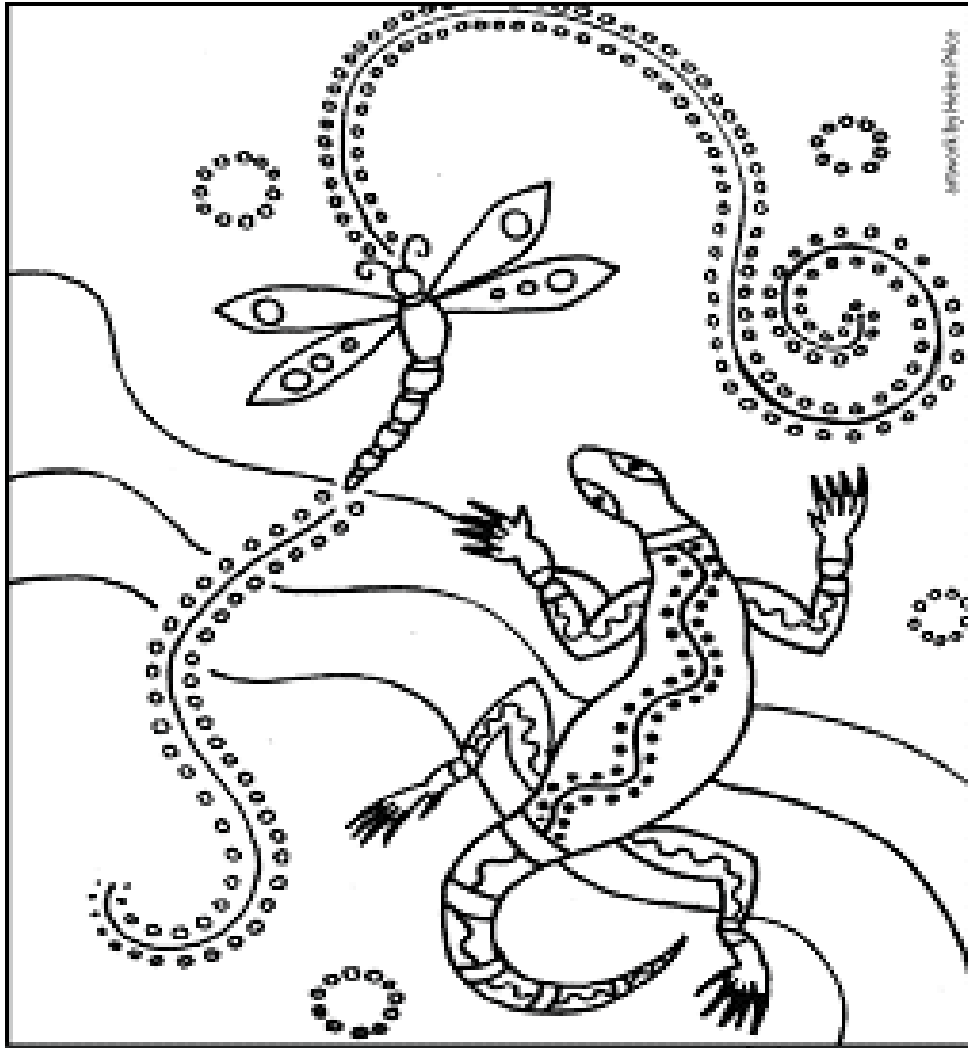
Signed: _____



My photograph sketch



Friday



English-

Read the next 2 chapters of your book. Focus on reflecting on what you have read.

- Complete the sheet to reflect on what you have read today.

Reflecting on Reading

Write down what your favourite part of the chapter was and why? Remember to use full sentences.

Find four words in your book you don't understand. Write them down and look them up in a dictionary. Talk to an adult about what they mean. Write a sentence to explain what the words mean.

Word	Meaning



Success Criteria (student to complete): <input type="radio"/> I have completed the reflecting on reading activity.	Teacher Recognition: <input type="radio"/>
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Spelling-

- Write your spelling list
- complete the remainder of your spelling sheet

Success Criteria (student to complete): <input type="radio"/> I have correctly spelt and written my spelling words. <input type="radio"/> I have completed the remainder of my spelling sheet.	Teacher Recognition: <input type="radio"/>
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Viewing-

Watch a BTN Classroom episode of your choice. If you do not have access to this, look for a news article in the local paper. Create a VIP summary with at least 3 dot points per new story. Present your summary to your family.

Success Criteria (student to complete):

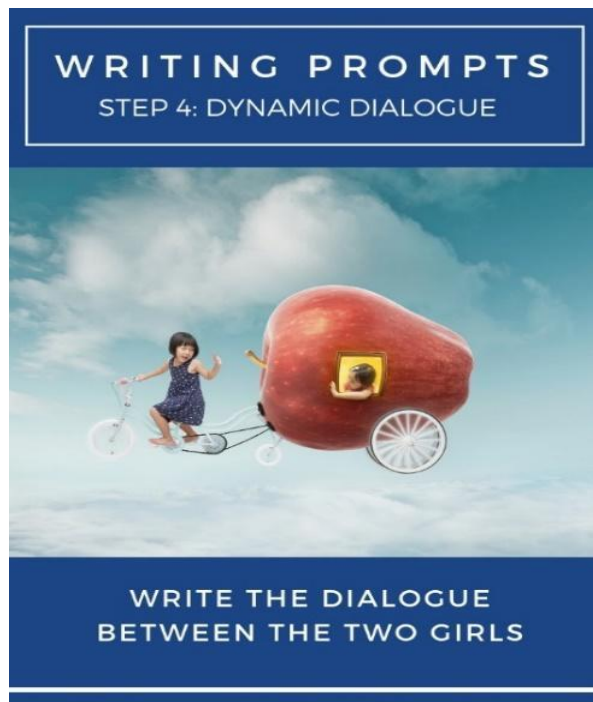
- I have watched a BTN Classroom video.
- I have written three VIPs from my video.
- I have presented my summary to my family.

Teacher Recognition:



Writing-

Write a conversation for this picture. Remember the " " speech marks only go around the talking. Eg "We're nearly there," called Abby.



Success Criteria (student to complete):

- I have written dialogue between the characters.
- I have used speech marks correctly.
- I have proof read my work.

Teacher Recognition:



Mathematics-

Today's numbers of the day are 11 and 278.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number:

My number is: _____ (write which number you have chosen)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Success Criteria (student to complete): <input type="radio"/> I have completed the number of the day activities.	Teacher Recognition: <input type="radio"/>
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Mathletics-

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Success Criteria (student to complete): <input type="radio"/> I have completed two Mathletics tasks.	Teacher Recognition: <input type="radio"/>
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Timetables practise:

Practise your x6 tables three times. Say them out loud as you go.

Success Criteria (student to complete): <input type="radio"/> I have written my 6x timetables three times.	Teacher Recognition: <input type="radio"/>
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Problem A Day

Complete today's problem

At Christmas time nine children were at family party.

Each child had three presents under the Christmas tree.

How many presents were there altogether for the children?

Remember to write a number sentence to show how you are solving the question and draw a diagram as well.



21
○

93
○

12
○

9
○

39
○

Working out - Transformation step

TENS at Home- [Google Classroom Video Available](#)

Skip Counting Races

This activity works best with a partner.

Preparation:

Each player makes a set of skip counting cards up for a particular multiplication fact. (Year 3 students could start with a 2 or 3 or 5 or 10 times tables, just use a piece of blank paper cut into 12 cards.)

Players can have the same times table or different e.g. Year 3 student may be using 3 times table, a sibling in year 5 could be doing the 8 times tables.

How to play:



1. Each player shuffles/mixes up their cards (Players keep their set of cards separate from other players)
2. On the call of go both players race to be the first to put their cards in order.
3. The winner is the first to correctly order their cards.

Variations:

Players could time each other.

More than two people could race and play.

Success Criteria (student to complete): <input type="radio"/> I have played Skip Counting Races.	Teacher Recognition: <input type="radio"/>
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Number and Algebra- Addition

Complete the addition activity.

$2 + 17 = \square$

$4 + 16 = \square$

$12 + 5 = \square$

$19 + 1 = \square$

$9 + 8 = \square$

$6 + 9 = \square$

$7 + 7 = \square$

$17 + 1 = \square$

$3 + 13 = \square$

$5 + 7 = \square$

$15 + 2 = \square$

$8 + 3 = \square$

$10 + 4 = \square$

$16 + 3 = \square$



Drop Everything And Read (DEAR):

Read for 15 minutes What did you read? _____

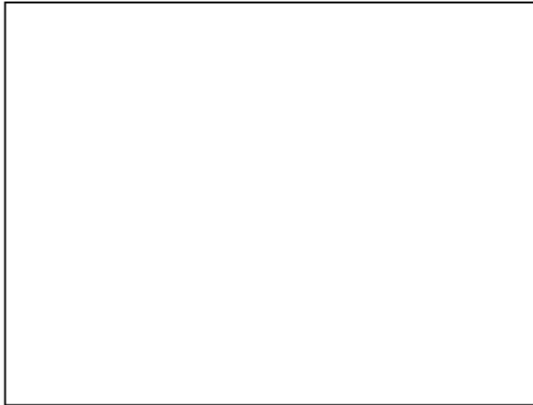
Science-

Explore your home and backyard to complete the below journal.

Name: _____ Date: _____

Location: _____

Specimen 1



I think this specimen is
living because:

Name: _____ Date: _____

Location: _____

Specimen 2



I think this specimen is
non-living because:



PE-

Bat Tapping - Complete the following activity.

Players tap their ball up and down on their bat, and count the number of consecutive taps they get. If you don't have a bat find an alternative such as a rolled up newspaper.



Highest Score: _____

Success Criteria (student to complete): <input type="radio"/> I have completed 15 minutes of Bat Tapping.	Teacher Recognition: <input type="radio"/>
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I have completed today's work to the best of my ability.

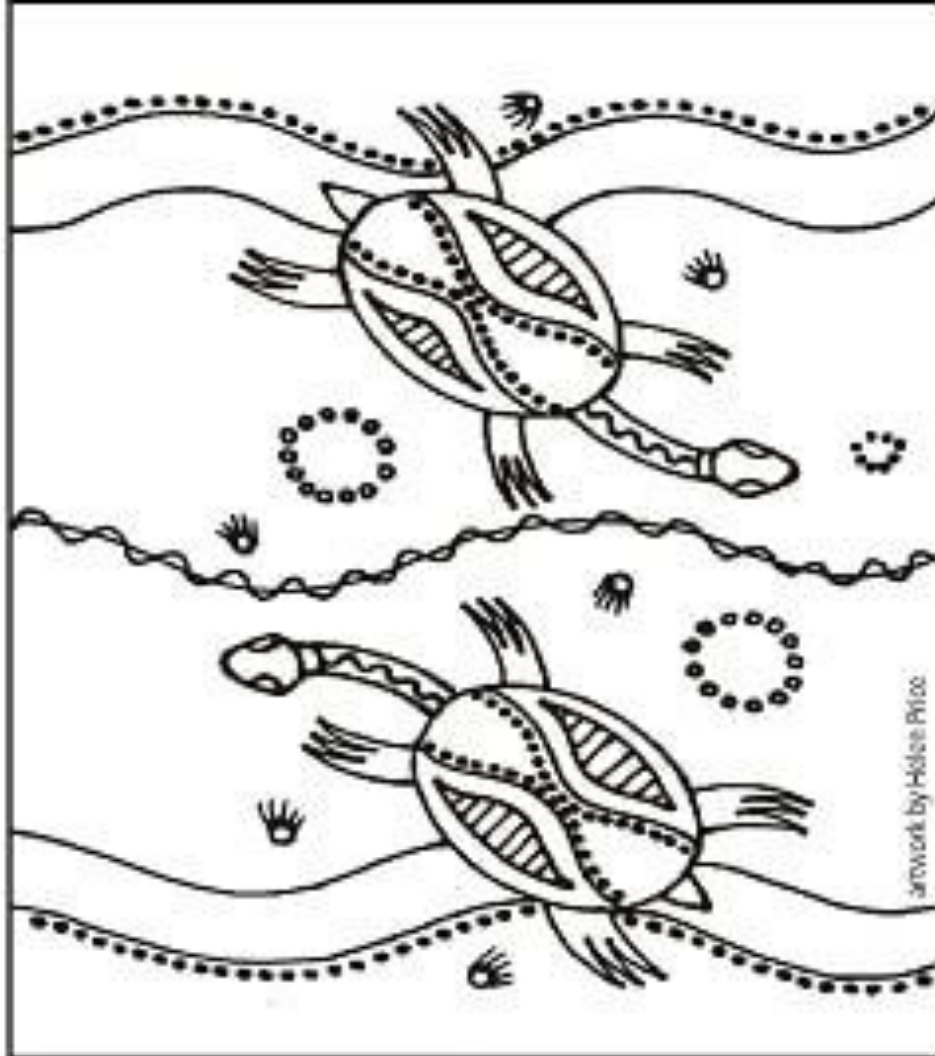
Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Monday



English-

Reading

Read the next chapter of your book out loud to a family member.

-Think about volume and smooth reading.

Success Criteria (student to complete): <input type="radio"/> I have read a chapter of my book out loud to a family member.	Teacher Recognition: <input type="radio"/>
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Spelling

-Write your spelling list

-Write your words in alphabetical order

Success Criteria (student to complete): <input type="radio"/> I have written my spelling list correctly. <input type="radio"/> I have put my words into alphabetical order.	Teacher Recognition: <input type="radio"/>
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Jolly Grammar

This week's focus is 'Proper [Adjectives](#)' [Google Classroom Demonstration Video Available](#)

- Complete your Jolly Grammar sheet on the next page.

Success Criteria (student to complete): <input type="radio"/> I have completed my Jolly Grammar sheet	Teacher Recognition: <input type="radio"/>
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Proper Adjectives

Read each sentence, write in the correct proper adjective and underline it in blue. Remember that proper adjectives need a capital letter.



1. Kangaroos are _____ animals. (Australia)



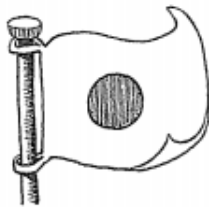
2. I watched the _____ dancers. (Spain)

3. We went to the _____ burger bar. (America)



4. Mounties are _____ police officers. (Canada)

5. My granny likes _____ tea. (India)



6. This is the _____ flag. (Japan)

7. This is a _____ book. (France)



8. There is a _____ junk in the port. (China)

9. The Union Jack is the _____ flag. (Britain)



Chinese

Spanish

British

Indian

Canadian

American

Australian

Japanese

French

Writing

Write an acrostic poem using a creative adjective to describe how you are feeling today. e.g. - excited, exhausted, wondering.

Success Criteria (student to complete): <input type="radio"/> I have written an acrostic poem using a 'feeling' word.	Teacher Recognition: <input type="radio"/>
--	---



Mathematics-

Today's numbers of the day are 39 and 141.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number:

My number is: _____ (write which number you have chosen)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Success Criteria (student to complete): <input type="radio"/> I have completed the number of the day activities.	Teacher Recognition: <input type="radio"/>
---	---



Mathletics-

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Success Criteria (student to complete): <input type="radio"/> I have completed two Mathletics tasks.	Teacher Recognition: <input type="radio"/>
---	---

Timetables practise:

Practise your x12 tables three times. Say them out loud as you go.

Success Criteria (student to complete): <input type="radio"/> I have written my 12x timetables three times.	Teacher Recognition: <input type="radio"/>
--	---



Problem A Day

Complete today's problem

MONDAY

Mum decided to bake cupcakes. She made four trays of cakes each tray had six cup cakes on it. How many cups were there altogether? Write a number sentence to solve the question also draw a diagram to show the solution.

10
○

24
○

18
○

6
○

46
○

Working out - Transformation step

TENS at Home

Skip Counting Races [Google Classroom Video Available](#)

This activity works best with a partner.

Preparation:

Each player makes a set of skip counting cards up for a particular multiplication fact. (Year 3 students could start with a 2 or 3 or 5 or 10 times tables, just use a piece of blank paper cut into 12 cards.)

Players can have the same times table or different e.g. Year 3 student may be using 3 times table, a sibling in year 5 could be doing the 8 times tables.

How to play:



1. Each player shuffles/mixes up their cards (Players keep their set of cards separate from other players)
2. On the call of go both players race to be the first to put their cards in order.
3. The winner is the first to correctly order their cards.

Variations:

Players could time each other.

More than two people could race and play.

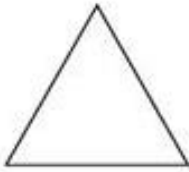
You can use the space below to record your multiplication facts.

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have played Skip Counting Races.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
--	--



Measurement and Geometry - 2D Shapes

Complete the 2D shape activity



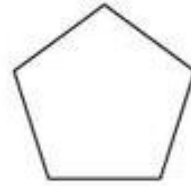
name _____

sides _____



name _____

sides _____



name _____

sides _____



name _____

sides _____



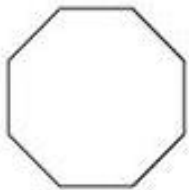
name _____

sides _____



name _____

sides _____



name _____

sides _____



name _____

sides _____



name _____

sides _____

Success Criteria (student to complete):

I have completed the 2D shapes activity.

Teacher Recognition:

Drop Everything And Read (DEAR):

Read for 15 minutes-What did you read? _____



HSIE- History

-Complete the following activity.

A convicts perspective

The experience of a convict was a harsh one as they travelled to Australia. The experience was significantly different to those of the Upper-class. Complete appropriate research and reflect on class learning to complete the following task.

Write a letter from the perspective of a convict including the crime committed, the living conditions and experience as they first set foot on the Australian mainland.



Success Criteria (student to complete): <input type="radio"/> I have written a letter from the perspective of a convict. <input type="radio"/> I have included details such as the crime I committed, the living conditions and my first experiences in Australia. <input type="radio"/> I have proof read my work.	Teacher Recognition: <input type="radio"/>
--	---

Library Lesson with Mrs Antonelli - [Google Classroom Video Available](#)

I have completed todays work to the best of my ability.

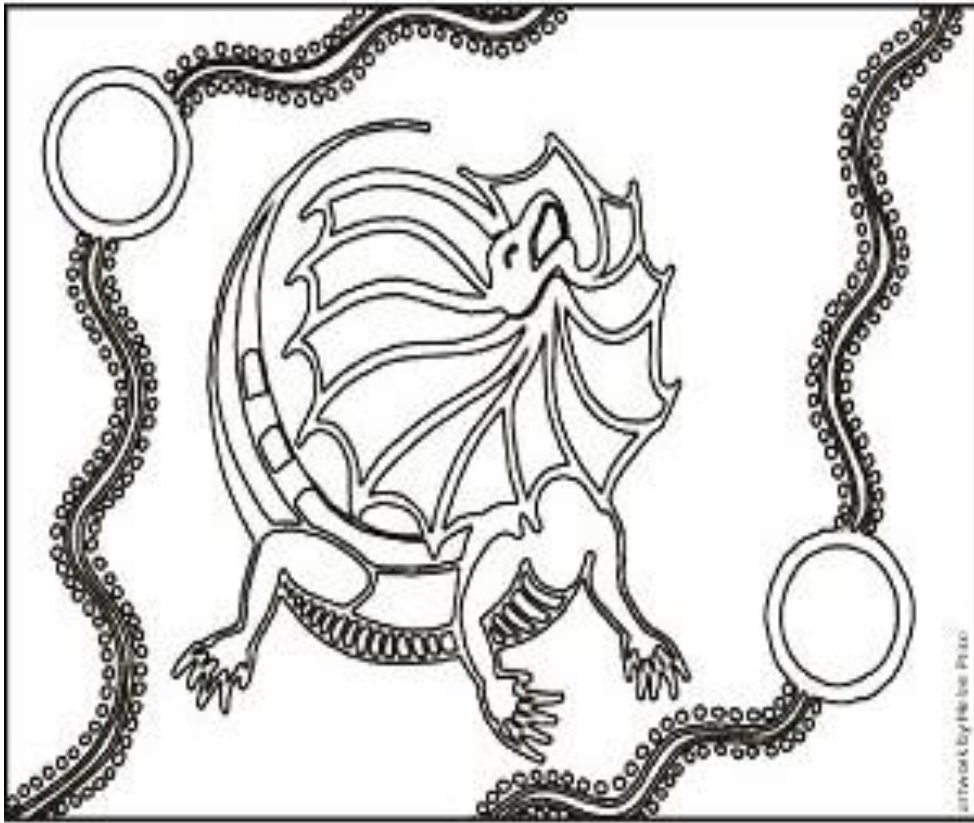
Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Tuesday



English

Reading

Read the next chapter of your book.

- Write 3 questions you could ask another person that has read this chapter to test their knowledge

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have written three questions that another person who has read the chapter could answer.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
---	--



Spelling

- Write your spelling list

- Write your words with rainbow colours

Success Criteria (student to complete): <input type="radio"/> I have spelt my words correctly and have completed the Rainbow Writing activity.	Teacher Recognition: <input type="radio"/>
---	---

Handwriting

- Complete the handwriting work

The exits on v's and w's are bit different. They just make a little dip from the top. Rewrite the passage below. Add the exit flicks only to the letters that need them.



That night a wild storm arrived. The wind roared through the trees. Thunder cracked and lightning flashed.

Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.



Success Criteria (student to complete):

- I have written a procedure for how to make a robot out of empty containers.
- I have included materials and steps.
- I have proof read my work.

Teacher Recognition:



Mathematics-

Today's numbers of the day are 55 and 400.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number:

My number is: _____ (write which number you have chosen)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Success Criteria (student to complete): <input type="radio"/> I have completed the number of the day activities.	Teacher Recognition: <input type="radio"/>
---	---



Mathletics-

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Success Criteria (student to complete): <input type="radio"/> I have completed two Mathletics tasks.	Teacher Recognition: <input type="radio"/>
---	---

Timetables practise:

Practise your x3 tables three times. Say them out loud as you go.

Success Criteria (student to complete): <input type="radio"/> I have written my 3x timetables three times.	Teacher Recognition: <input type="radio"/>
---	---



Problem A Day

Complete today's problem

Farmer Brown lives in isolation in the country, he has a paddock of sheep. There are 10 sheep in the paddock. How many legs are there in the paddock?

TUESDAY

Extension— How many legs would there be if Farmer Brown and his sheep dog were also in the paddock rounding up the sheep?



10

20

40

14

Working out - Transformation step

Extension answer and working out:

TENS at Home- [Google Classroom Video Available](#)

Skip Counting Races

This activity works best with a partner.

Preparation:

Each player makes a set of skip counting cards up for a particular multiplication fact. (Year 3 students could start with a 2 or 3 or 5 or 10 times tables, just use a piece of blank paper cut into 12 cards.)

Players can have the same times table or different e.g. Year 3 student may be using 3 times table, a sibling in year 5 could be doing the 8 times tables.

How to play:



1. Each player shuffles/mixes up their cards (Players keep their set of cards separate from other players)
2. On the call of go both players race to be the first to put their cards in order.
3. The winner is the first to correctly order their cards.

Variations:

Players could time each other.

More than two people could race and play.

Number and Algebra- Subtraction

Complete subtraction problems provided

$7 - 2 = \underline{\quad\quad}$ $14 - 2 = \underline{\quad\quad}$

$14 - 7 = \underline{\quad\quad}$ $4 - 2 = \underline{\quad\quad}$

$10 - 3 = \underline{\quad\quad}$ $15 - 5 = \underline{\quad\quad}$

$11 - 2 = \underline{\quad\quad}$ $9 - 3 = \underline{\quad\quad}$

$8 - 4 = \underline{\quad\quad}$ $20 - 2 = \underline{\quad\quad}$

$19 - 3 = \underline{\quad\quad}$ $10 - 5 = \underline{\quad\quad}$

Success Criteria (student to complete): <input type="radio"/> I have played Skip Counting Races. <input type="radio"/> I have completed the subtraction activity.	Teacher Recognition: <input type="radio"/>
---	---

Drop Everything And Read (DEAR):

Read for 15 minutes What did you read? _____



Creative Arts-

Dance - Footsteps

-Follow this link to the 'We Will Rock You' video by Footsteps.

-Practice and then perform this to your family.

<https://www.youtube.com/watch?v=I5WGLkJWi4Y&feature=youtu.be>.

Success Criteria (student to complete): <input type="radio"/> I have practised and performed this dance to my family.	Teacher Recognition: <input type="radio"/>
--	---

I have completed today's work to the best of my ability.

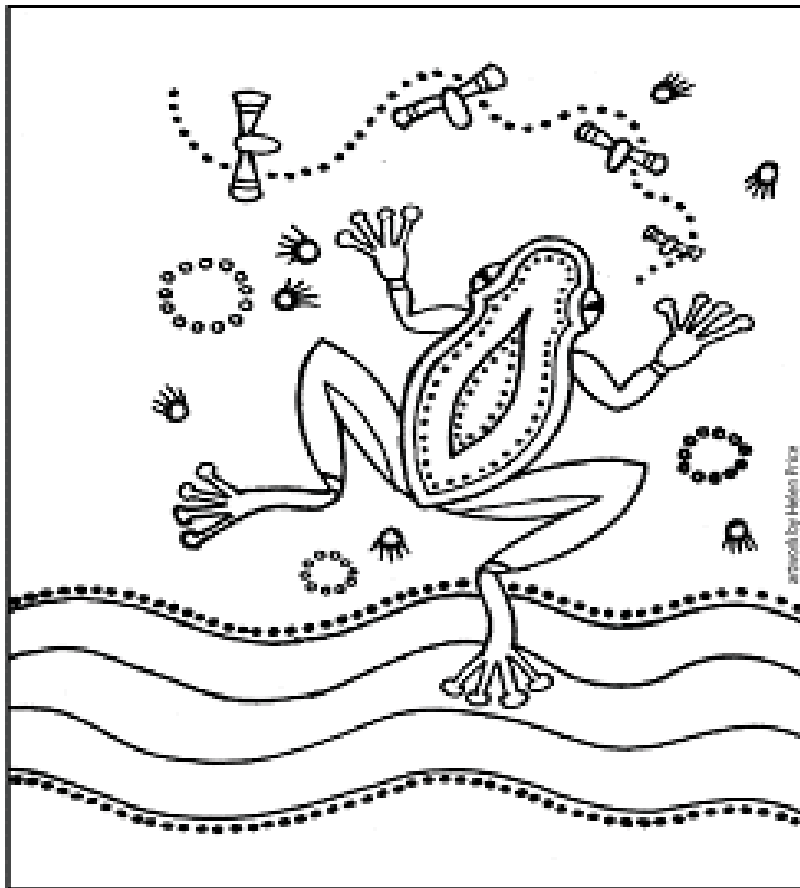
Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Wednesday



English

Reading

Find a short story or picture book and read out loud to a family member. Think about

Success Criteria (student to complete): <input type="radio"/> I have read a short story or picture book to my family member.	Teacher Recognition: <input type="radio"/>
---	---

your pausing at full stops and commas.

Spelling

-Have a family member test you. If this isn't possible write your list doing look, cover, write, check.

Success Criteria (student to complete): <input type="radio"/> I have completed my spelling.	Teacher Recognition: <input type="radio"/>
--	---

Journal Writing

Write a letter to your teacher about your week at home. Let them know what you have been doing. What have you enjoyed? Your letter must have at least 2 paragraphs.



<p>Success Criteria (student to complete):</p> <ul style="list-style-type: none"><input type="radio"/> I have written a letter to my teacher.<input type="radio"/> I have included details such as what I have enjoyed doing at home.<input type="radio"/> I have used at least two paragraphs.<input type="radio"/> I have proof read my work.	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
---	---



Mathematics-

Today's numbers of the day are 45 and 333.

Choose one of these numbers. Draw and write everything you know about that number.



Answer these questions focusing on your chosen number:

My number is: _____ (write which number you have chosen)

Write it in words	
10 more	
15 less	
Subtract 21	
Round to the nearest 10	
Next even number	
Write a pattern starting at your number	
List some factors	
Is it divisible by two?	
Double it	

If you would like an extra challenge, you can visit this website and complete the Number Of The Day there.

www.mathsstarters.net/numoftheday/

Success Criteria (student to complete): <input type="radio"/> I have completed the number of the day activities.	Teacher Recognition: <input type="radio"/>
---	---



Mathletics-

Complete two Mathletics tasks set by your teacher.

Task 1: _____

Task 2: _____

Success Criteria (student to complete): <input type="radio"/> I have completed two Mathletics tasks.	Teacher Recognition: <input type="radio"/>
---	---

Timetables practise:

Practise your x10 tables three times. Say them out loud as you go.

Success Criteria (student to complete): <input type="radio"/> I have written my 10x timetables three times.	Teacher Recognition: <input type="radio"/>
--	---



Problem A Day

Complete today's problem

A month ago Thor went to the shop to buy toilet paper. He was very lucky and managed to purchase four packets of toilet paper with eight rolls in each packet. How many rolls of toilet paper does Thor have stashed in his cupboard?



8

12

34

32

not enough

Working out - Transformation step

TENS at Home- [Google Classroom Video Available](#)

Skip Counting Races

This activity works best with a partner.

Preparation:

Each player makes a set of skip counting cards up for a particular multiplication fact. (Year 3 students could start with a 2 or 3 or 5 or 10 times tables, just use a piece of blank paper cut into 12 cards.)

Players can have the same times table or different e.g. Year 3 student may be using 3 times table, a sibling in year 5 could be doing the 8 times tables.

How to play:



1. Each player shuffles/mixes up their cards (Players keep their set of cards separate from other players)
2. On the call of go both players race to be the first to put their cards in order.
3. The winner is the first to correctly order their cards.

Variations:

Players could time each other.

More than two people could race and play.

You can use the space below to record your multiplication facts.

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have played Skip Counting Races.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
--	--



Measurement and Geometry - Position

Draw a picture using the following instructions.

1. Draw a square in the middle of your space.
2. Draw a triangle on top of the square.
3. Draw a smaller rectangle inside the square, in the middle at the bottom.
4. Draw a circle in the top right hand corner of your space.
5. Draw three flowers to the right of the house you've drawn.
6. Draw two trees to the left of the house you've drawn.
7. Colour your picture in.



Drop Everything And Read (DEAR):

Read for 15 minutes What did you read? _____

PDH

What is Road Safety?

Create a mind map/brainstorm below about road safety and what it is.

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have created a mind map/brainstorm about road safety.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
---	--



PE

Set up a fitness circuit and complete 15 minutes of physical activity.

<p>Success Criteria (student to complete):</p> <p><input type="radio"/> I have completed 15 minutes of physical activity using a fitness circuit.</p>	<p>Teacher Recognition:</p> <p><input type="radio"/></p>
---	--

I have completed today's work to the best of my ability.

Signed: _____

I am happy with the quality and the amount of work my child has completed today.

Signed: _____



Fast finishers!

If you are looking for more activities- here are some ideas. You might like to colour in the boxes as you complete them.

Create 5 word math problems.	Write a rap or a song about your favourite subject at school.	Rewrite the ending of a popular story. You can choose whichever story you like.	Read a book.
Write an 8 line poem about yourself.	Draw a diagram of your background.	Write a list of your favourite foods. Write three adjectives to describe each food.	Choose a two-digit or three-digit number and work out 10 different ways to make that number.
Draw detailed pictures pf 3 of your friends.	Plan a trip for your family. Include 5 things you would like to see.	Write 10 fascinating verbs.	Design a healthy snack.
Invent a new playground game.	Write 10 synonyms (words that mean the same) for 'big'.	Look up the definition of 5 new words in the dictionary.	Create a character you could use for a story.
Write a book report.	Write a short story set on a farm.	Use your spelling words to write 5 silly sentences.	Write a list of things a new student might need to take to school.





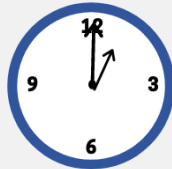
THE

SELF-CARE

WEEKLY



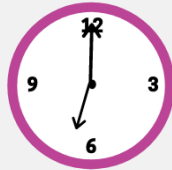
BODY



Daily Exercise
*1pm

CHALLENGE: Conduct daily wheelbarrow, crab and bear walk races between you and your family members.

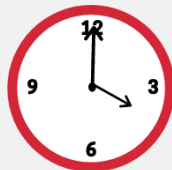
MIND



Yoga
*7pm

CHALLENGE: Complete 10-20 minutes of yoga daily. There are lots of free videos and apps available. You might like to try 'Cosmic Yoga'.

GROWTH



Gratitude Journal
*4pm

CHALLENGE: Keep a daily journal of all the things that you are grateful for in your life.

SOCIAL



Email
*5pm

CHALLENGE: Send an email to a family member or friend.

*Suggested times only.

Kids Helpline
1800 55 1800

Parentline
1300 1300 52

