

Year 3/4 - Week 1 - Learning at Home

Tasks to hand in this week:

| | |
|----------------------|--------------------|
| Maths (Day 2) | Chance Experiment |
| BQT (Day 3) | Animal adaptations |

| Weekly Focus | |
|--------------|---|
| Reading | Informational Texts |
| Writing | Information Reports This topic goes over a two week period |
| Spelling | /or/ sound (using or, ore, au, aw, a and our) |
| Maths | Chance |
| STEAM | Egg Drop Project |



This icon means you will need to go to Google Classroom to access the related videos or resources.

Day 1

Reading

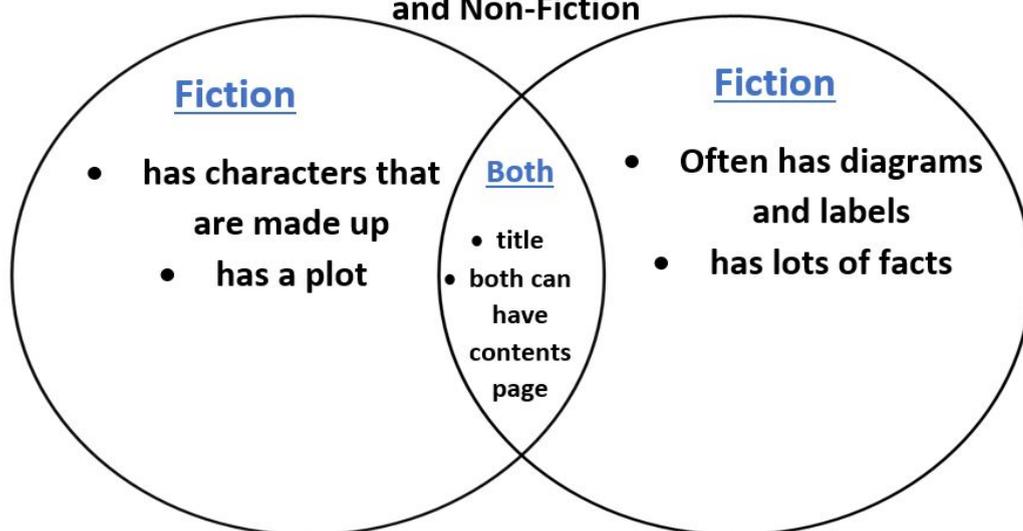
Learning Intention: What is the difference between fiction and non-fiction texts?

Fiction v Non-Fiction

When we think about reading, we often think of chapter books and exciting narratives, but most of what we read in everyday life is actually non-fiction and has a function (does a job) - menus, signs, recipes, instruction manuals, newspapers, magazines, emails, informational texts, letters, blogs etc. This week our focus will mainly be on informational texts. Informational texts are books that are written to teach the reader information about a certain topic. Most chapter books and picture story books are 'fiction' - made up stories that someone used their imagination to create.

Activity 1: Think of what you know about the common features of 'fiction' and 'non-fiction' texts and create a Venn Diagram (draw 2 overlapping circles on a page) that shows this information. Here is an example that we have started for you.

The Features of Fiction and Non-Fiction



Activity 2: Read the newspaper article below (see Day 1 Reading Resource - Cicadas) OR read a non-fiction text of your choice. Write down 3 facts that you learnt from reading your non-fiction text. We will practise these words later on in the week as part of a vocabulary lesson.

Spelling

Over the next two weeks we will be investigating the /or/ sound. **This week** you will only be looking at **six spelling patterns for /or/ - or, ore, au, aw, a and our**. Next week you will also look at augh, ar, oar, awe, oor.

The /or/ sound

The /or/ sound can be spelled with 'or' like in **sport**, but take a look at these words, these also have the 'or' sound, but with different spelling patterns (graphemes). Say them out loud to yourself to hear the 'or' sound:

or, like in 'organise' ore, like in 'carnivore' aw, like in 'raw'

au, like in 'exhaust' our, like in 'fourth' a like in 'fall'



Watch the Instructional video 'Spelling Week 1 - /or/', found in 'Term 3 Week 1: Videos/Resources' folder.

Activity 1: Write out these sentences in your best handwriting and underline any words that have the 'or' sound. You can use the colours above to show the different spelling patterns (graphemes), when underlining. (e.g. **jaw**)

The carnivore gorged on her food with her giant jaws.

As Claude finished singing into his hairbrush in front of the tall mirror, he heard applause.

Activity 2: Choose one of the spelling lists below - make sure it's the one you think best suits you. Use the new '**Spelling Activities Menu**' (in 'Term 3 Week 1: Video/Resources' folder) and pick **one** way to practise your spelling words this week. Before next week, ask a grown up/older sibling to test you on your words!

| Green | Orange | Red |
|----------|----------|------------|
| jaw | trauma | unlawful |
| core | decorate | mourning |
| fourteen | exhaust | carnivore |
| seesaw | fourth | tournament |
| morning | course | applaud |
| small | shorter | fortune |

Writing



Learning Intention: What is an information report?

An information report is:

- a piece of text that provides information about a particular topic.
- factual - the information in it is true!

*For the next two weeks you will be writing your own report on an endangered animal.

Read '**Animal Fact Files - Red-Eyed Tree Frogs**' found in: 'Term 3 Week 1 - Video/ Resources' folder.

Read the information report and answer the following questions:

- Who is the audience? (Who is the text made for?)
- What is the purpose of the text? (Why has someone created this piece of text?)
- Is there a general opening statement that introduces the subject of the report?
- Are there a number of paragraphs about the subject?
- What is the topic sentence (first sentence) of each paragraph?
- Is the information organised well? Why/why not?
- What do you notice about the word choice in this text? What type of words do you see?

Maths

Learning Intention: What are some vocabulary terms used in chance activities?

Warm Up: Chance can be recorded on a scale of 0 to 1 with 0 being impossible and 1 certain to happen.

Draw a number line in your book from 0 to 1 with tenth increments, eg.

0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9 1.0

Label these words on your number line:
 even chance, certain, impossible, likely, unlikely, perhaps, maybe, possible, fifty-fifty, pigs might fly.

What other chance words could you add to the number line?

Task: Draw up this table in your book or print it out. Rank the activities from 0 to 1 like the number line above.

| Event | Probability |
|---|-------------|
| I'll clean my teeth tonight. | |
| A coin lands on heads. | |
| Everyone will be on our Google Meet tomorrow. | |
| A spinning wheel from 1 to 10, lands on 6. | |
| I'll have the same teacher next year. | |
| It will rain tonight. | |
| Collingwood will make the grand final this year. | |
| I'll watch TV tonight. | |
| A spinner with red, blue, black, green and yellow lands on red. | |

Optional: Write down some events and write the probability of them happening this week. eg. A twelve-sided dice is thrown. What is the probability of it landing on a 4?

STEAM



Task: Egg Drop Project

Can your egg survive being dropped from a high place without breaking?
 You need to design and build a contraption that will hold an egg. The egg will be dropped from steps or a chair (outside).

Equipment:

You can ONLY use scissors, straws or sticks and sticky tape.

Rules:

1. You must draw your contraption first and explain why you think it will work.
2. Build your contraption.
3. Drop your egg without breaking it.
4. If your egg didn't break, drop it from a higher position.
5. Write a brief reflection on how successful you were. Would you change anything? What?

Cicadas

TYPE: Invertebrates

DIET: Herbivore

AVERAGE LIFE SPAN IN THE WILD: Up to 17 years



Cicadas
Cicadoidea

Cicadas are the **elders** of the insect world. Some **species** of cicada live as long as 17 years, though most of the time is spent underground.

There are two groups of cicadas: dog-day cicadas and **periodical** cicadas. Dog-day cicadas are very dark with greenish markings and spend four to seven years underground before emerging in summer. Periodical cicadas are dark with red eyes. They emerge in summer after 14 to 17 years underground. New groups of young are born every year, so every year different **generations emerge**.

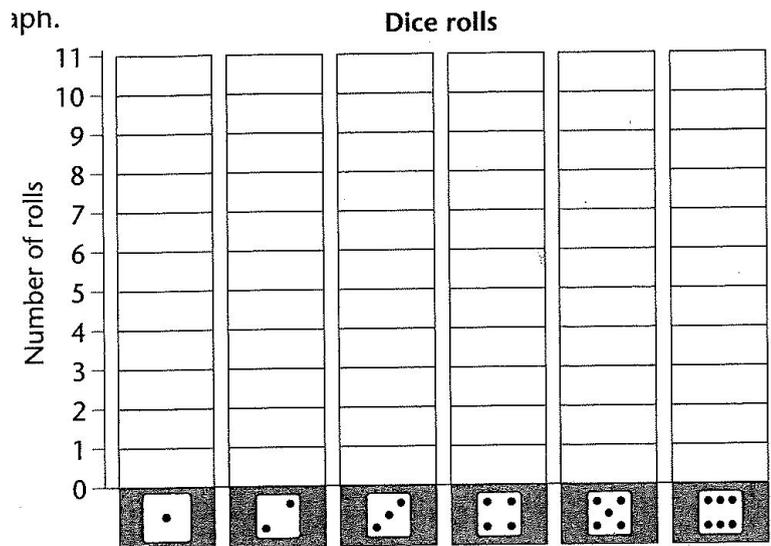
Female cicadas lay from 200 to 600 eggs in tiny holes made in branches and twigs in trees and shrubs. Cicada young—called nymphs—hatch from the eggs and immediately drop to burrow underground, where they attach to tree roots. The nymphs remain attached to the roots, sucking tree sap, for most of their lives. When the **dormant** period ends, the cicada emerges from underground at sunset, guided only by instinct, and climbs the trunk of a nearby tree. There the cicada's skin sheds, allowing the adult cicada to emerge.

Above ground, male cicadas fill the air with **shrill** buzzing sounds, the result of small drum-like plates on the abdomen that the cicada vibrates **rapidly**. While many people find the sound annoying, the male cicada uses it to attract female cicadas for mating. Both male and female cicadas die after about five weeks above ground.

Day 2

| | |
|---|--|
| <p>Reading</p> <p>Features of Informational Texts</p>  | <p>Learning Intention: How can the features of informational texts help me understand and navigate the text?</p> <p>Watch '<i>Nonfiction Text Features</i>' video about the different features of non-fiction texts, particularly informational texts, and learn what job each feature does. https://www.youtube.com/watch?v=3mAl9QMJJTo</p> <p>Activity: Read an informational text that you have at home or read 'Nature Cat Info Text' which has been uploaded to the 'Term 3 Week 1: Videos/Resources' folder and then complete the following activity:</p> <p>Step 1: Choose one of the following features that you have found in your text: contents, graph, table, caption, diagram, label, timeline, glossary, index, headings and subheadings</p> <p>Step 2: Write a short paragraph describing how this feature helped you understand or navigate the text.</p> |
| <p>Writing</p>  | <p>Learning Intention: How do I organise an information text?</p> <p>Task: Today your job is to organise the information report below about the Wandering Albatross (look at Resources Day 2 Writing). You can either cut out the information and order it, or number each box and match up the information.</p> <p>The correct structure of an information report is:</p> <ul style="list-style-type: none"> -Title -Introduction - general description/classification -Sub-headings (multiple) -Conclusion <p>(diagrams/pictures can go throughout)</p> |
| <p>*Maths</p> | <p>Learning Intention: How can we collate results from chance experiments?</p> <p>Warm Up: I spun a spinner a lot of times. It landed on blue most of the time, on red some of the time and only once on white and once on yellow.</p> <div style="text-align: right;">  </div> <p>Draw a diagram to show what this spinner might look like.</p> <p>Extension: This time, draw a spinner that will land on blue 50% of the time, red 40% of the time, white 5% of the time and yellow 5% of the time.</p> <p>*Task to be handed in: Chance experiment- If you don't have a dice at home there are some online or you could write the numbers 1 to 6 on six pieces of paper and draw them out of a container.</p> <p>Jo said that if a dice is rolled 40 times every number from 1 to 6 will come up the same number of times.</p> <ol style="list-style-type: none"> a) Do you agree with her? _____ b) Predict the number you think will come up the most _____ c) Roll a dice 40 times and tally the number of times each dice-face lands, then construct a column graph. d) Which face came up the most? _____ e) Which face came up the least? _____ f) How did the results compare to your prediction? |

| Dice | Tally |
|---|-------|
|  | |
|  | |
|  | |
|  | |
|  | |
|  | |



BQT Our Big Question for Term 3 is: **Is Interdependence the Key to Survival?**

In your workbook, write down everything you know about the Big Question and the 3 topics (below) that will be covered.

| Life Cycle | Native Animals | Ecosystems |
|------------|----------------|------------|
| | | |

Now write down 3 things you would like to learn more about on this topic.

1. _____
2. _____
3. _____

| | | | | |
|-----------------|----------|------------|--------|------------|
| interdependence | survival | ecosystems | native | life cycle |
|-----------------|----------|------------|--------|------------|

P.E. I have created Grade 3/4 PE Google Classrooms for Term Three. The codes for each grade are:

| | | |
|----------------|----------------|----------------|
| 3/4A – 4trtu4u | 3/4C – caxgaba | 3/4E – eiklxob |
| 3/4J – jaqsz7o | 3/4T – noyusub | 3/4W – pfhoaeb |

Go into your grade's Google Classroom and watch the welcome video and then complete the program found below.

Opening/Warm-up – Complete the 5 minute workout routine found in the link.

<https://www.youtube.com/watch?v=d3LPrh10v-w>

Handball - We are going to start this term by looking at the exciting sport of Handball. First, to gain a better understanding of the sport, what it looks like and the rules and regulations, click on the link below. <https://www.youtube.com/watch?v=69Ap8WsenXc>

In the next link, you will see some coaching tips on five handball skills. They are the pass, bounce pass, flick pass, jump shot and goalkeeping. Watch the video and practise each skill for 2 or more

minutes. You can practise with someone else or by yourself by throwing your ball towards a rebound wall.

Ideally, you want to use a ball that fits in one hand but is bigger than a tennis ball. If you don't have a ball like this, any ball will do.

<https://www.youtube.com/watch?v=G9QJSjhOgM8>

Resources Day 2: Writing



| |
|---|
| Special features: |
| Its very long wings allow the albatross to glide on air currents without using up much energy. |
| These birds travel for hundreds of kilometres in search for food and only come to land to breed. |
| This huge bird is the largest of the species of Albatross found in the Antarctic area. It has a snowy white head and body and darker wings. Its beak is long and hooked, and its feet are webbed. |
| Size: |
| The wandering albatross flies right round the world many times during its life. |
| Food: |
| Adaptation: |
| Fish, squid, and plankton are the main foods of the albatross. |
| Its wingspan can reach nearly 4 metres. |
| Description: |
| Wandering Albatross |

| | |
|--|---|
| <p>Reading</p> <p>Comprehension Strategies for Informational Text</p>  | <p>Learning Intention: What comprehension skills are useful to help us understand information texts?</p> <p>Whenever we read any type of text, we use many different comprehension strategies to help us make sense of what we read. Some comprehension strategies that are really useful in helping to gain a deeper understanding of an information text are making connections, asking questions and summarising.</p> <p>Watch 'Comprehension Strategies for Information Texts' found in 'Term 3 Week 1: Videos/Resources' folder.</p> <p>Activity: Read an informational text of your choice (or part of one) or read the 'Animal Fact Files' document that was uploaded to GC this morning, then write one of the following:</p> <ul style="list-style-type: none"> • a connection you made between what you read and your own life/ your own world knowledge • a wondering you have about what you just read • a summary of one of the sections you just read (remember to only include the most important details) |
| <p>Writing</p>  | <p>Learning Intention: How do I plan my own information report?</p> <p>Activity 1: What endangered animal will I write about?</p> <p>a) Choose an endangered animal to write your information report on. See the Australian Geographic link for some ideas. https://www.australiangeographic.com.au/topics/science-environment/2014/06/australian-endangered-species-list/</p> <p>Note: Some of the names of the species are a link so you can just click on the name, others you may need to search up on Google.</p> <p>b) Once you have picked your chosen animal, complete a brainstorm, writing down everything you know about your animal.</p> <p>Watch 'Information Texts: Video 1 - Brainstorming' found in 'Term 3 Week 1: Videos/Resources' folder.</p> <p>Activity 2: What do I need to research?</p> <p>a) Put your 'researcher' hat on and continue researching your animal, adding the new information that you have found to your brainstorm.</p> <p>b) Neatly write your information down so it can be easily read, categorised and will help you select your three subheadings.</p> |

Learning Intention: How can we construct tree diagrams to find the possible outcomes of an event?

Warm Up: Bus Stop

These four characters are standing at the bus stop. How many different ways can they stand in line? Show your working out to explain how you reached your answer.

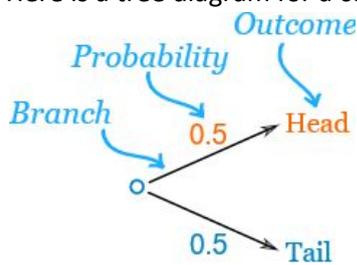


Task: Create a tree diagram (see below) for one or more of the following worded problems.

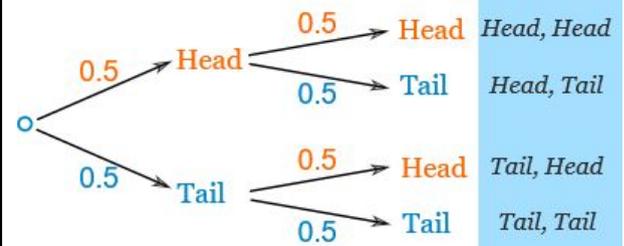
Watch 'Tree diagram' and 'Tree extension' found in 'Term 3 Week 1: Videos/Resources folder.'

1. A spinner with the colours red, blue and green was spun twice. Draw a tree diagram to show how many outcomes there could be.
2. In a game, there are three doors (A, B and C) and three windows (D, E and F) after each door to get to the next point. How many choices will be there for a person to get to the next point?
3. Kate is at a restaurant for dinner. For her main meal she can choose from steak, chicken or fish and for dessert she can choose from fruit, ice cream or pudding. How many different combinations are available for her meal?

Here is a tree diagram for a coin toss:



We can extend the tree diagram to two tosses of a coin:



*BQT

Learning Intention: How do animals adapt to their environment?

Explore this link: <https://switchzoo.com/>

Click on the 'make' and 'play' button. It will show an animal, eg. cheetah in its natural environment (open plains). You can begin to experiment by choosing different parts to form a new animal that would be suited to this environment.

Spend about 5 - 10 minutes exploring the website. Once finished, take a picture/screenshot of your creation.

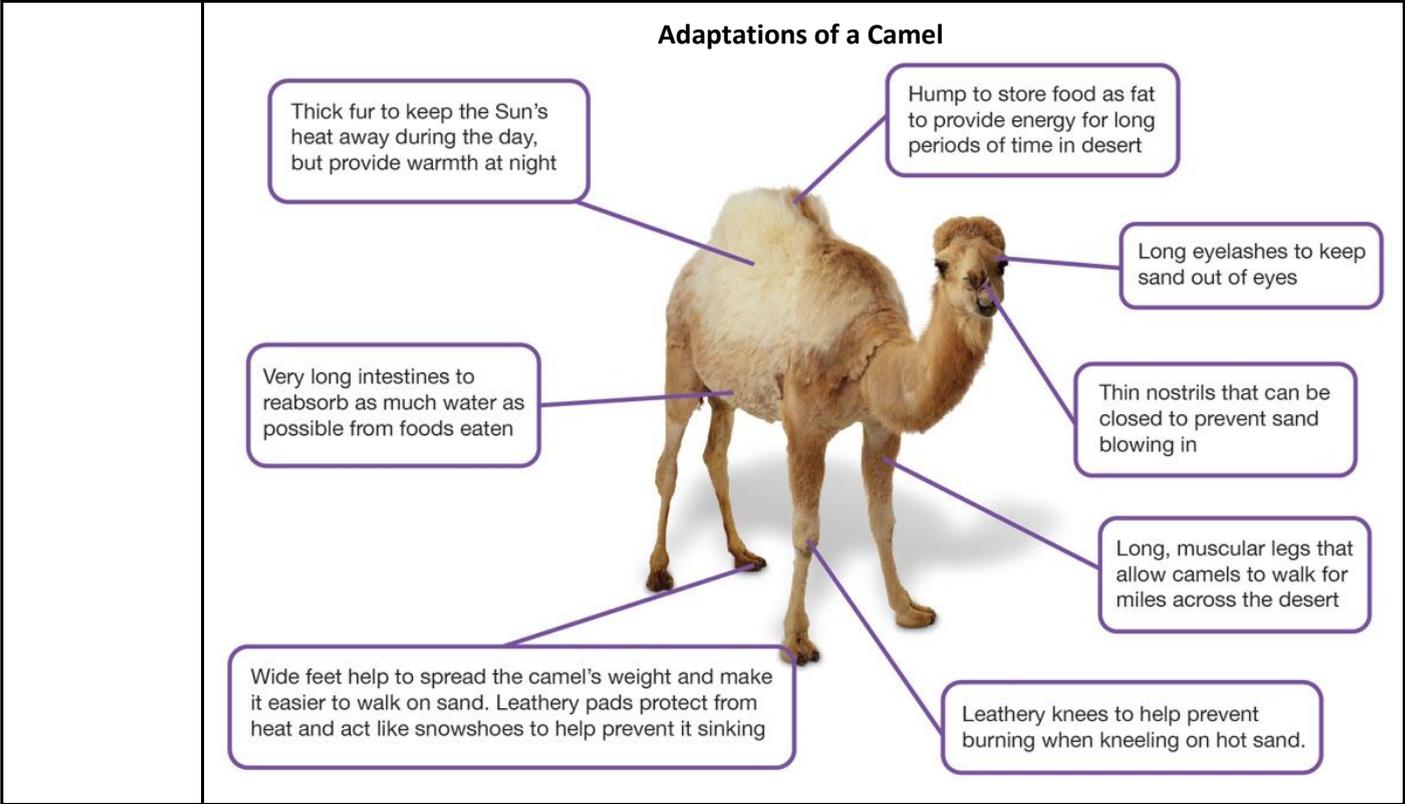
***Task To be handed in this week**

Observe Animals/Living things

Draw an animal or a plant in your workbook. Try to be as detailed as you can. Label your animal with how they have adapted over time and why?

If you like, you could observe animals when taking a walk around your neighbourhood with your family or when you are out in your backyard.

Here is an example:



Drama **Here is your Drama Lesson for the week. This is a virtual classroom link.**

https://docs.google.com/presentation/d/1TkLUbyu_vSItiEWHx3R4fmEsyyl2p6HCCZES8mqx7U/edit?usp=sharing

It is designed to be completed independently by the students. Once you open the link you will need to press present. If you see a play icon on the page this is me (Michelle) speaking and giving you instructions. Enjoy the Animation. Thanks for all of your hard work in Drama. Michelle

This link will also be sent to you on google classroom. If work needs to be submitted, you will do it on google classroom.

Music **This term, you will get several different activities to select from. Choose however many activities you wish to complete! You will have all of the activity links [HERE](#) to access your virtual music room.**

THEORY: This week we are revising over some of the notes on the treble stave that we looked at last year. Music is often read from 5 lines called a stave. Each note has a place on the stave. We are going to be looking at notes in the treble clef. Have a look at the diagram of the treble clef in your virtual music room and discover where notes are found on the stave in order to complete the worksheets.

ANALYSIS AND LISTENING: This week we are looking at *moods in music*. Have a look at the worksheet in the virtual music room and fill out the answers in a book or on a printed sheet.

In the virtual classroom you will find a link to the first movement of the piece called 'Moonlight Sonata' by Beethoven. Listen to the piece of music and answer the questions also found in the virtual music room.

Day 4

Reading

Scanning
Non-Fiction
Texts

Learning Intention: What is the best way to read an informational text when I am looking for specific information?

Sometimes, we don't want or have time to read a whole text, for example when we are doing research for a project. We need to 'speed read' to find specific information. We can 'scan' through a text when we are looking for specific information.

Tips for Scanning:

- Write down questions that you want to answer. This will focus your mind and help you find the information that you need more easily
- Use features such as the contents and index to find pages in the text that are most likely to have the information you want
- Don't try to read every word. Instead, let your eyes move quickly across the page until you find what you're looking for
- Use clues on the page, such as headings and titles, to help you.

Watch 'Scanning Texts' found in 'Term 3 Week 1: Videos/Resources' folder.

Activity: Scan through the text below (Scanning TV Guide in Day 4 Resources) and find the answers to the questions. Tip: *Read the questions first so you know what information you are looking for as you scan through the text. Remember you do not need to read the text word for word like you normally would, you are practising scanning the text.*

Questions

1. If you miss the news at 19:00, when can you next catch the news?
2. If you're interested in gardening, what programme might you look out for?
3. What time, and which channel, would you catch The Apprentice?
4. When, and on which channel, can you see the weather forecast?
5. At what time, and on which channel, can you settle down to watch a film?



Writing

Learning Intention: What makes a good researcher?

Activity 1: I am a researcher!

Continue to research your chosen animal, ensuring your information is set out neatly.

Activity 2: I can organise my information!

Watch Information texts 'Video 2 categorising' and 'Video 3 information planning' found in Term 3 Week 1: Videos/Resources.

a) Once you have watched the two videos, begin categorising the information in your brainstorm by underlying the different information that relate to each other.

b) Once you have categorised your information it will be easy for you to select the three different subheadings that you will have in your information report. Therefore, your plan will end up having a title, description and then three different sub-headings, conclusion and some fun facts represented in diagrams/pictures to fill the page.



BQT

Learning Intention: How do animals adapt to different habitats?

Alien Attack: Look at the three pictures, labelled A, B and C below of unknown organisms from another galaxy and answer the following questions:

- What type of an organism is it? (plant, animal, other)
- In what type of habitat do you think it lived?
- What features does it have to support your suggestion?
- How do you think it moves, eats, breathes etc?
- How does it get its food?
- How does it defend itself from predators?



Picture A



Picture B



Picture C

Optional: Make a balanced ecosystem in the game *Jungle Jeopardy*.

https://pbskids.org/plumlanding/games/ecosystem/jungle_jeopardy.html

Maths

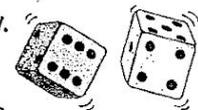
Learning Intention- How close were your predictions? Explain why?

10 Predict the scores.

- a What is the smallest number you are able to throw using 2 dice? _____
- b What is the largest number you are able to throw using 2 dice? _____
- c What score do you think will be most common when throwing 2 dice? _____

11 Before rolling the 2 dice, predict the score you think you will throw.

- a Record the actual result.
- b Repeat this process for every roll for 14 times and complete the table.

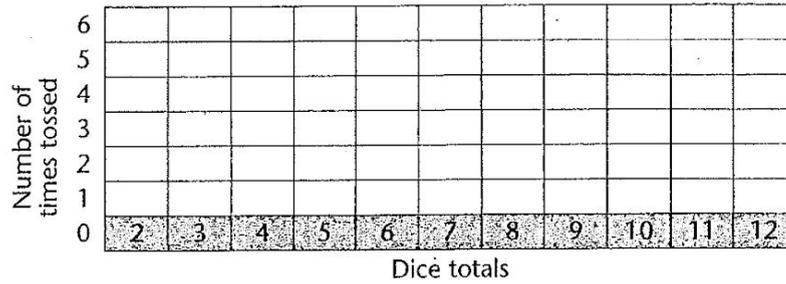


| Throw number | Predicted score | Actual score |
|--------------|-----------------|--------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |

| Throw number | Predicted score | Actual score |
|--------------|-----------------|--------------|
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |
| 13 | | |
| 14 | | |

Maths

12 Colour the squares to make a column graph of the dice rolls then answer the questions.



- a What was the most common dice total that was tossed? _____
- b Were most of your predictions correct? _____
- c Would you change your predictions if you did this again based on the graph you have made? _____
- d Do you think that 6 and 7 are more likely to be tossed than 2 or 12? _____
- e Explain why. _____

Indonesian

Halo anak-anak kelas tiga dan empat. Let's start our Indonesian lesson by singing "Balonku". We sang this song in class when we were revising colours. Click on the link below and sing along.

<https://www.youtube.com/watch?v=6or1RRHa4cQ>

Our topic this term is "School". We will spend a few weeks learning the names of items we use at school such as pen, pencil, ruler, etc.

| | | | |
|------------------------------|--------------------------------|-----------------------------------|----------------------------------|
| komputer (computer) | ruang kelas (classroom) | kotak pensil (pencil case) | papan tulis (white board) |
| peruncing (sharpener) | penggaris (ruler) | cat (paint) | spidol (texta) |
| penghapus (eraser) | lem (glue) | meja (table/desk) | kursi (chair) |
| pensil (pencil) | pena (pen) | stabilo (highlighter) | gunting (scissors) |

Now, let's practice saying the words. Click on the link below to watch a short video. Make sure you repeat each word. The video has a few extra words that are not on our list. That's ok, you can say them too. <https://www.youtube.com/watch?v=lvPvM5gF6Ds>

Our activity is a word search. Make sure you use colour pencils or textas to highlight the words. When you have completed the word search, copy the words into your book. Click on the link below.

<https://docs.google.com/document/d/1wlkzgrtk8h9b8DcO8AxpzYDS6e6flf2nK6XDA3fFkg/edit>

HAVE FUN

Have fun! Selamat bersenang- senang!



Resources Day 4: Reading - Scanning text to find information quickly

Have a go at scanning this BBC television guide to answer the questions. See how **quickly** you can find the information you need.

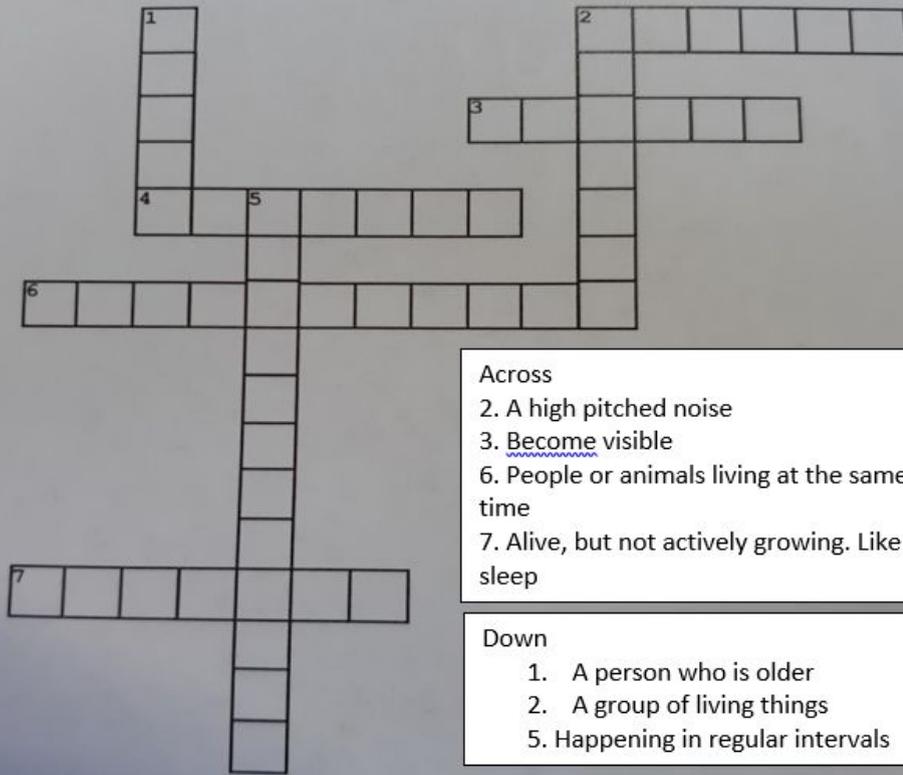
| BBC one | BBC TWO | BBC three | BBC FOUR |
|---|--|---|---|
| <p>19.00 The One Show</p> <p>The One Show team bring viewers the stories that matter from across the country.</p> | <p>19.00 Escape to the country</p> <p>A couple from Wimbledon want to escape the suburbs for countryside living in East Sussex.</p> | <p>19.00 Top Gear</p> <p>The team sets out to end the chaos that snowfall brings to Britain every year.</p> | <p>19.00 World News Today</p> <p>The latest news, exploring the day's events from a global perspective.</p> |
| <p>19.30 Waterloo Road</p> <p>Sambuca enlists Lauren and Finn's help to track her father down in Blackpool.</p> | <p>19.30 Springwatch</p> <p>Iolo Williams takes to the water to reveal puffins at their best - diving for fish.</p> | | <p>19.30 Born to be Wild</p> <p>We meet the amateur naturalist who has turned his garden into a lizard empire.</p> |
| <p>20.27 BBC News and Regional News</p> <p>The latest national and international news stories from the BBC, followed by the weather.</p> | | <p>20.00 Great Movie Mistakes</p> <p>Robert Webb uncovers the clangers and gaffes in Hollywood's biggest blockbusters.</p> | <p>20.00 Explosions: How We Shook the World</p> <p>Engineer Jem Stansfield investigates the science of explosions.</p> |
| <p>20.30 In with the Flynns</p> <p>Liam and Caroline work extra shifts, but who is looking after the kids?</p> | <p>20.30 Springwatch Unsprung</p> <p>Kate Humble, Chris Packham and Iolo Williams answer audience questions.</p> | | |

| | | | |
|--|--|--|---|
| <p>21.00 The Apprentice</p> <p>Lord Sugar instructs the teams to build junk collection businesses.</p> | <p>21.00 Wonderland</p> <p>Film that climbs aboard with four families as they take to the road.</p> | | <p>21.00 Hidcote: A Garden for All Seasons</p> <p>The story behind Hidcote, the most influential English garden of the 20th century.</p> |
| <p>22.00 BBC News at Ten</p> <p>Latest national and international news, with reports from BBC correspondents worldwide.</p> | <p>22.00 The Apprentice: You're Fired</p> <p>This week's task of making money from rubbish ended with someone being dumped.</p> | <p>22.00 Kill Bill: Vol 2</p> <p>The assassin, The Bride, concludes her ruthless quest for revenge against her nemesis.</p> | <p>22.00 Nurse Jackie</p> <p>After breaking up with Eddie, Jackie tries to reconnect with her family.</p> |

| Day 5 | |
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| <p>Reading</p> <p>Vocabulary</p> | <p>Learning Intention: How can I learn the meaning of new words and expand my vocabulary?</p> <p>Today we are going to practise the vocabulary highlighted in the information text that you read in the 'Cicada' article on Day 1. The more we see new words, the more they will stick in our brains. Of course, we need to understand their meaning too! Complete the activity below. If you want to, you can read back over the 'Cicada' article, to see the words in context.</p> <p>Activity 1: Write a meaningful sentence for each of the highlighted words.</p> <p>Optional: Complete the crossword below. The answers are found in the cicada text.</p> |
| <p>Writing</p>  | <p>Learning Intention: How do I start my information report?</p> <p>Activity: Before beginning to write your information report, watch Information texts 'Video 4 Introduction and Subheading 1' and 'Video 5 Subheading 2' in the Term 3 Week 1: Videos/Resources' folder.</p> <p>This will help you understand where/how to start your information text.</p> <p>There is an 'Information Text template' and 'Information worked example' in the 'Term 3 Week 1: Video/Resources' folder to help you.</p> |
| <p>Maths</p>  | <p>Learning Intention: How can we display different outcomes?</p> <p>Warm Up: Play James' chance game. The instructions 'Friday chance game' can be found in Term 3 Week 1: Video/Resources.</p> <p>Task: Traffic Jams</p> <p>Cars can be lined up in traffic jams in different ways. For example two cars could be ordered:</p> <p>red car, blue car <i>or</i> blue car, red car.</p>  <p>a) Choose an extra coloured car. How many ways can three cars be lined up? b) How many ways can four cars be lined up? c) Optional: Investigate further... What if there were seven cars in the traffic jam?</p> |
| <p>BQT</p> | <p>Learning Intention: What will Earth look like in the future? How will humans adapt to this environment?</p> <p>Scientists estimate it has taken 5 to 10 million years for humans to evolve from apes.</p> <p>Imagine Earth in 5 million years from now. What will the environment be like? How will humans evolve to adapt to this environment?</p>  |

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| | <p>Task: Draw a picture of what you think humans will look like in 5 million years. Label all the adaptations of your new creature and explain each one.</p> |
| <p>Art</p> <p>Week 1 – Artist of the Week: Bridget Riley</p> | <p>During ‘Learning at Home’ for Art in Term 3, all students will be sent a link to the same google slides document.</p> <p>Please take the following steps to access the learning:</p> <ol style="list-style-type: none"> 1. Click on this link: https://docs.google.com/presentation/d/15JsGgreurclTwvCQVg8Xhcg1Rj_dXHir5BohKFuOnBo/e/dit#slide=id.p 2. Click on ‘Present’ at the top right hand corner of the screen, next to the orange ‘share’ button 3. The power point will then present as a full screen ready for students to watch <p>Please note:</p> <ul style="list-style-type: none"> · There is audio and videos embedded in the slides, so make sure you have the volume turned up on your device. · The audio recording will play automatically for each slide, but if you need to listen to the instructions again, you can click on the speaker icon in the top left hand corner of the slide. The audio recording is to assist young students that are unable to read independently. · There are seven activities; each is listed as suitable for a range of year levels. The ‘suitable year’ range is a recommendation based on the average student. Students can choose activities that are not in their year level range. Students can select one or more of the activities to do. Students can select an activity that interests them or that matches their abilities. · All videos are suitable for students from Prep to Grade 6. While students may not be in the recommended year level, they may find the visual information and artworks inspirational and helpful in gaining ideas for their own artwork. · Some activities may require a printer so they can be printed. Copies will also be available at the Office with printed planners. · Some activities can be downloaded and saved as a Word document, which can then be completed on the computer (for example, highlighting in a word search, or filling in text in a crossword). · The intention is to provide students with choice in their learning, to accommodate a range of abilities and interests, and to provide younger students with more independence. |

Complete the crossword puzzle below



Across
2. A high pitched noise
3. Become visible
6. People or animals living at the same period of time
7. Alive, but not actively growing. Like in a deep sleep

Down
1. A person who is older
2. A group of living things
5. Happening in regular intervals