

Year 3



Muswellbrook South Public School

"Building Solid Foundations for Life"

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Dear Parents/Caregivers

Due to the recent announcement by the Premier stating that parents are encouraged to keep children at home, we have prepared work for students not attending school. As you may appreciate it has been very difficult for us to differentiate work as it would be in the classroom. I encourage you to engage with your child about their learning and assist them where needed.

The work provided will be updated on a fortnightly basis. The first lot of work will take us up to the Easter break. After the holidays, more work will be available.

This is new for us all. If you have any feedback regarding work, please contact your child's teacher. We will endeavour to include changes based on suggestions in the next fortnightly cycle.

Please note that the school will remain open. Students who remain at school will follow the same program of work and will be assisted by teachers.

Learning at home considerations

Parent responsibilities during remote learning

Provide support for your children by:

- establishing routines and expectations
- defining a space for your child to work in
- monitoring communications from teachers
- beginning and ending each day with a check-in
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online
- keeping your children social, but set rules around their social media interactions.

Student responsibilities during remote learning

These responsibilities should be adjusted according to the age of your child:

- establishing and/or following a daily routine for learning
- identifying a safe, comfortable, quiet space in their home where they can work effectively and successfully
- regularly monitoring digital platforms and communication to check for announcements and feedback from teachers
- completing tasks with integrity and academic honesty, doing their best work
- doing their best to meet timelines, commitments, and due dates
- communicating proactively with their teachers if they cannot meet deadlines or require additional support
- collaborating and supporting their classmates in their learning
- seeking out and communicating with school staff as different needs arise.

Establishing routines and expectations

We have provided your child with a schedule for their learning. This will include regular breaks for activity, eating and drinking. In the activity breaks, it is important that students get up and move around. From the first day, you will need to establish routines and expectations. You should use the schedule provided to set regular hours for school work. Keep normal bedtime routines for younger children and expect the same from your older primary and high school-aged children too.

Setting up a learning environment

Try to create a quiet and comfortable learning space. Your child may have a regular place for doing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time. A space/location for extended learning should be a public/family space, not in a bedroom. It should be a place that can be quiet at times. Above all, it should be a space where you or another adult is present and monitoring your children's learning.

Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last for long.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).
- The Health and Wellbeing page has some great ideas for activities to do at home.

Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins need to be a regular part of each day and start straight away. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and the check-ins help keep them on track.

In the morning, ask:

- what are you learning today?
- what are your learning targets or goals?
- how will you be spending your time?
- what resources do you require?
- what support do you need?

In the afternoon, ask:

- what did you learn today?
- acknowledge one thing that was difficult. Either let it go or come up with a strategy to deal with the same problem if it comes up again
- consider three things that went well today. Why were they good?
- are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

These specific questions matter because they allow your child to process the instructions they have received from their teachers and help them organise themselves and set priorities. Older students may not want to have these check-ins with parents (this is normal!), but they should anyway.

Communicating with the teachers

All teachers have set up communication methods for communicating with parents. Teachers will be in regular contact. Please feel free to ask questions.

Regards



Glen Kite

Principal

Year 3 at home learning plan- Term 1-Wk 10-11

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and the resource pack from your teacher.

Week 10	Monday-30/3	Tuesday-31/3	Wednesday-1/4	Thursday-2/4	Friday-3/4
Morning	<p>English <u>Spelling:</u> Choose 15 spelling words from around the house or from a book you are reading. Write them in your workbook.</p> <p>Complete LSCWC spelling activity - Look at your spelling word, say the word, cover the word, write the word, check the word. Do this 3 times per word.</p> <p><u>Reading:</u> Choose a book from home, the library or an online book on Epic. There are also some</p>	<p>English <u>Spelling:</u> Write it, Define it, Use it: choose 1 spelling word and look up it's meaning in a dictionary. Then choose 4 spelling words and put them into 4 sentences. Write all this down in your workbook.</p> <p><u>Reading:</u> Continue reading your text from Monday and answer the following questions. - Write 3 interesting facts or main points from the text. - What would happen if there was a sequel to</p>	<p>English <u>Spelling:</u> Syllable Sort: Sort your words into groups according to how many syllables each word has. Write these words in their syllable groups into your workbook, ie. tiptoe, homework =2 syllables</p> <p><u>Reading:</u> Choose a new book from home, the library or an online book on Epic. Write the title and author in your workbook and then answer the following questions. - Who are the main</p>	<p>English <u>Spelling:</u> Making Connections: For each of your spelling words, write as many words as you can that rhyme with your spelling word.</p> <p><u>Reading:</u> Continue reading your text from Wednesday and answer the following questions. - What is the mood or tone of the story? - What is the setting? Write a brief description. - Have you read another story with a similar setting, ending or</p>	<p>English <u>Spelling:</u> Quiz: Have your parent/carer quiz you on your spelling words. Write out any words you spelt wrong 3 times correctly.</p> <p><u>Reading:</u> Choose one of the books you have read this week. Create a new front cover for your book, making sure you include an appropriate picture (in colour), title and author.</p> <p><u>Writing:</u> Use the following writing</p>

	<p>texts attached to this plan. Write the title and author in your workbook and then answer the following questions.</p> <p>Before reading</p> <ul style="list-style-type: none"> - What do you predict will happen in this story? <p>During reading</p> <ul style="list-style-type: none"> - How do you think the story will end? <p>After reading</p> <ul style="list-style-type: none"> - Is this text fiction or non fiction? - What is the main idea of the text? <p><u>Writing:</u> Write a persuasive text on 'Children should do chores around the house'. Plan your writing, decide what your arguments are going to be and write your text in your workbook. Have an adult/carer help you edit your work in another colour when you are finished.</p>	<p>the text?</p> <p><u>Writing:</u> Imagine you were invisible. What would you do? Where would you go? How would you become visible again? Write an imaginative text about the day you became invisible. Read your story aloud to someone in your house when you are finished.</p> <div data-bbox="674 751 990 908" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Optional Technology Activity Website: Getepic</p> </div> <div data-bbox="674 927 990 1195" style="border: 1px solid black; padding: 5px;"> <p>Optional Technology Activity Go here- Reading Eggs Login details available from your teacher.</p> </div>	<p>characters in the text?</p> <ul style="list-style-type: none"> - Describe two of the main characters, ie. what they look like, personalities etc. - Write 3 questions you would like to ask a character in your text. <p><u>Writing:</u> Write and explain the rules of your favourite sport or game.</p> <div data-bbox="1025 719 1341 860" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Optional Technology Activity Website: Timeforkids</p> </div>	<p>characters? Describe the similarities.</p> <p><u>Writing:</u> Choose an animal that you would like to have as a pet. Write a letter to your parents or carers convincing them to allow you to get it.</p> <div data-bbox="1377 608 1693 791" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Optional Technology Activity Website: PE with Joe</p> </div>	<p>prompt to write an imaginative text. Don't forget to describe your characters and setting and include a problem with a solution.</p> <p><i>The clock suddenly stopped...it was right on midnight...</i></p> <div data-bbox="1729 571 2045 715" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Optional Technology Activity Website: Ed Ted</p> </div>
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Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics <u>Number:</u> Choose a number between 99 and 1000. Use words and pictures to create a poster showing as much information about the number as possible.</p> <p><u>Addition and Subtraction:</u> Find a partner to play 'Strike it out'. You need a number line from 0-20. First person writes a number sentence, such as: $5+12=17$. They cross out the 5 and 12 on the number line and draw a circle around 17. Next person uses 17 in their number sentence, such as $17-10=7$. They cross out 17 and 10 and draw a circle around 7. The game continues till a player is unable to write a number sentence</p>	<p>Mathematics <u>Number:</u> Choose a number between 1000 and 10 000. Use words and pictures to create a poster showing as much information about the number as possible.</p> <p><u>Addition and Subtraction:</u> Find a partner to play 'Strike it out'. You need a number line from 0-20. First person writes a number sentence, such as: $5+12=17$. They cross out the 5 and 12 on the number line and draw a circle around 17. Next person uses 17 in their number sentence, such as $17-10=7$. They cross out 17 and 10 and draw a circle around 7. The game continues till a player is unable to write a number sentence</p>	<p>Mathematics <u>Number:</u> How many ways can you represent the fraction $\frac{1}{2}$? Use words and pictures to create a picture showing as much information as possible.</p> <p><u>Multiplication:</u> Write out your two times tables in your workbook, ie $1 \times 2 = 2$, $2 \times 2 = 4$ What do you notice about the two times tables? (Doubles, skip counting etc.) Could you calculate 50×2 easily? Why?</p> <p><u>Addition/Area:</u> Design your dream bedroom using grid paper where 10cm = 1 metre. Your budget for new furniture is \$1000. Make a list of the items you would buy, where</p>	<p>Mathematics <u>Number:</u> Play ten questions with a member of your family to guess a number (up to 10 000). One player thinks of a number, the other player asks yes/no questions and tries to guess the number in 10 questions or less. Which questions are best to ask?</p> <p><u>Multiplication:</u> Write out your ten times tables in your workbook, ie $1 \times 10 = 10$, $2 \times 10 = 20$ What do you notice about the ten times tables facts? Could you calculate 245×10 easily? Why?</p> <p><u>Addition/Area:</u> Complete the design of your dream bedroom. Calculate how much paint you will need for</p>	<p>Mathematics <u>Number:</u> Create number sequences that decrease by 4, 7 and 8. Make sure there are at least 10 numbers in each sequence. Start each sequence with the number 120.</p> <p><u>Multiplication:</u> Draw visual representations of 3×3, 4×3 and 6×4. Write a sentence to explain each drawing.</p> <p><u>Space and Geometry:</u> Play a barrier game with a partner. Sit back to back with a family member or a friend. Draw a design on your paper or whiteboard using shapes. Describe your picture so that the other person can recreate it.</p>

	<p>with the numbers left or there are no numbers available.</p> <p><u>Measurement:</u> Find 10 items around the house and measure the length of them in cm and mm. Next, order the measurements from smallest to largest.</p> <div data-bbox="322 639 640 922" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Optional Technology Activity Website: Mathletics</p> <p>Login details are available from your teacher.</p> </div>	<p>with the numbers left or there are no numbers available.</p> <p><u>Statistics:</u> What is in one of your cupboards at home? Ask your family which cupboard you can investigate. Group/classify objects into categories for example, tins and jars, plates and cups. How many objects in each group or category? Create a graph to represent what is in the cupboard.</p> <div data-bbox="674 895 992 1075" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Optional Technology Activity Website: Prodigy Games</p> </div>	<p>you are buying them from, and their cost. You will have time to finish this tomorrow. Ask for feedback on your design from a family member.</p> <div data-bbox="1025 496 1344 647" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Optional Technology Activity Website: Funbrain</p> </div>	<p>the dream room you designed this week. How many litres/cans of paint do you think you will need? You could estimate how much the paint would cost.</p> <div data-bbox="1377 496 1695 679" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Optional Technology Activity Website: Fuse Education</p> </div>	<p>Describe your design by describing the shapes you used and their location (for example, next to, on top of, between). Check to see how they went. Questions to think about: Do you need to rethink how you explain your drawing? Repeat the game a few times. Do the results improve?</p> <div data-bbox="1729 711 2047 858" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Optional Technology Activity Website: Canva</p> </div>
Break	Break	Break	Break	Break	Break
Afternoon	<p>Creative arts Make up a dance to your favourite song or a play to perform to your family OR Sketch an object from your home using pencils. Pay</p>	<p>Science and technology How do shadows change across the day? Find a tree in your garden or a park. Draw a picture of the tree and</p>	<p>Geography Can you find a map of Australia? Or have a go at drawing one at home? Add a picture of a natural landmark and a built landmark for each</p>	<p>STEM Plan: a machine that moves a small object from one side of a room to the other without you touching it. Find: things around your</p>	<p>PDHPE <u>PE:</u> 20 Jumping Jacks 20 High Knees Jog in place for 30 seconds 5 side-to-side jumps</p>

	attention to shape, shading and tone. Show your sketch to a family member for feedback.	it's shadow in the morning, middle of the day and in the afternoon. Describe what you have observed. Why do you think the shadow changes throughout the day?	state and territory in the correct location. Describe why each of these landmarks are significant.	house like a chair to start your machine from, for example, a tube from a lunch wrap to make a tunnel, some boxes to make a track. Review your design for success.	<u>PDH:</u> Design a healthy menu for a day at home. Present the menu to your family in a creative way.
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Week 11	Monday-6/4	Tuesday-7/4	Wednesday-8/4	Thursday-9/4	Friday-10/4
Morning	<p>English <u>Spelling:</u> Choose 15 spelling words from around the house or from a book you are reading. These should be different to the words chosen from last week. Write them in your workbook.</p> <p>Complete LSCWC spelling activity - Look at your spelling word, say the word, cover the word, write the word, check the word. Do this 3 times per word.</p>	<p>English <u>Spelling:</u> Write it, Define it, Use it: choose 1 spelling word and look up it's meaning in a dictionary. Then choose 4 spelling words and put them into 4 spelling sentences. Write all this down in your workbook.</p> <p><u>Reading:</u> Continue reading your text from Monday and answer the following questions. - Write 3 interesting</p>	<p>English <u>Spelling:</u> Syllable Sort: Sort your words into groups according to how many syllables each word has. Write these words in their syllable groups into your workbook, ie. tiptoe, homework =2 syllables</p> <p><u>Reading:</u> Choose a new book from home, the library or an online book on Epic. Write the title and author in your workbook and</p>	<p>English <u>Spelling:</u> Making Connections: For each of your spelling words, write as many words as you can that start with the same sound as your spelling word, ie. first = fun, firm, fake, fin</p> <p><u>Reading:</u> Continue reading your text from Wednesday and answer the following questions. - List all the characters that appear in the story.</p>	<p>English <u>Spelling:</u> Quiz: Have your parent/carer quiz you on your spelling words. Write out any words you spelt wrong 3 times correctly.</p> <p><u>Reading:</u> Choose one of the books you have read this week. Retell it to a family member using first, next, lastly. Write your retelling of the book in your workbook.</p>

	<p><u>Reading:</u> Choose a book from home, the library or an online book on Epic. Write the title and author in your workbook and then answer the following questions. Before reading - What do you predict will happen in this story? During reading - How do you think the story will end? After reading - Were your predictions right? How do you know?</p> <p><u>Writing:</u> Write a persuasive text on 'Zoos are no place for animals'. Plan your writing, decide what your arguments are going to be and write your text in your workbook. Have an adult/carer help you edit your work in another colour when you are</p>	<p>facts or main points from the text. - Identify and write the problem and solution of your story.</p> <p><u>Writing:</u> What are you grateful for? Write about all the things you are grateful for in your life and why. Make sure you include examples to expand on your ideas. Read your writing aloud to someone in your house when you are finished. Have them write a comment at the bottom of your work.</p> <div data-bbox="674 935 992 1070" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Optional Technology Activity Website: Pobble365</p> </div>	<p>then answer the following questions. - What is the setting of your story? Write about it in detail. - Read a page or two of the story and draw a picture about what is happening from what you visualised in your head. Write a sentence to explain your picture.</p> <p><u>Writing:</u> You are a reporter for a television show. You are going to interview the Prime Minister. Write down the questions you would ask him. Make sure your questions include question marks. Edit your work with a family member.</p> <div data-bbox="1025 1118 1344 1281" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Optional Technology Activity Website: Learning Lab</p> </div>	<p>- Compare two characters from your text. How are they different? How are they the same? - Draw a picture of one of the characters. Write words to describe the character around your drawing.</p> <p><u>Writing:</u> Which character from a book would you most like to meet and why? Read your completed text aloud to someone at home.</p> <div data-bbox="1377 900 1695 1177" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Optional Technology Activity Website: Reading Eggs Login details available from your teacher.</p> </div>	<p><u>Writing:</u> Use the following writing prompt to write an imaginative text. Don't forget to describe your characters and setting and include a problem with a solution.</p> <p><i>Whoooo! The wind howled through the trees as...</i></p> <div data-bbox="1731 683 2049 842" style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Optional Technology Activity Website: Newsela</p> </div>
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	finished. <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">Optional Technology Activity Website: Make Me Genius</div>				
Break	Break	Break	Break	Break	Break
Middle	<p>Mathematics <u>Number:</u> Research the population of 5 towns in your state. Write each population figure in numbers and in words.</p> <p><u>Addition:</u> Play 'Race to 100' with a partner. You will need two dice, a deck of cards or pieces of paper with numbers 1 to 9 written on them. Player 1 rolls the dice/turns over two cards, adds the two numbers together and records their answer on a piece of paper, ie 10 if 6 and 4 were rolled. Player 2 does the same. Player 1 rolls the dice again, this time adding</p>	<p>Mathematics <u>Number:</u> Write down as many different ways as possible to break down this number: 5 786</p> <p><u>Subtraction:</u> Play 'Race from 100' with a partner. You will need one dice, a deck of cards or pieces of paper with numbers 1 to 9 written on them. Player 1 rolls the dice/turns over one card, subtracts this number from 100, and writes the total on a piece of paper, ie 95 if 5 were rolled. Player 2 does the same. Player 1 rolls the dice again, this time subtracting the number from the running</p>	<p>Mathematics <u>Number:</u> The answer is 24. Write as many questions that you can that have 24 as the answer. Use as many different operations as possible (add, subtract, multiply, divide).</p> <p><u>Division:</u> Draw visual representations for $9 \div 3$, $24 \div 6$ and $16 \div 8$. Write a sentence explaining your drawing.</p> <p><u>Space and Geometry:</u> Search for examples of 3D objects around the home and write them down, ie cylinder, sphere, rectangular prism, cube, triangular</p>	<p>Mathematics <u>Number:</u> How much of the figure is shaded? </p> <p>Explain your thinking.</p> <p><u>Division:</u> Write 3 real-life word problems that need to be solved using division (no remainder). For example, <i>Mum had 8 lollies and shared them amongst her two children. How many lollies did each child get?</i></p> <p><u>Statistics and Probability:</u> Create a table with the following headings: Certain, Likely, Unlikely,</p>	<p>Mathematics <u>Number:</u> Count forwards by tens from 34 to 134. Count backwards by tens from 155 to 5. Write your answers in your workbook.</p> <p><u>Multiplication:</u> Write out your five times tables in your workbook, ie $1 \times 5 = 5$, $2 \times 5 = 10$. What do you notice about the five times tables facts? Could you calculate 15×5 easily? Why?</p> <p><u>Space and Geometry:</u> Draw a symmetrical picture or pattern of your own choice. Colour your picture or pattern, making sure that the</p>

	<p>the total of the two dice to the running total on their piece of paper, ie. if 2 and 6 were rolled, 8 would be added to the total on the paper (10), making a new total of 16. Players alternate turns until someone reaches exactly 100. A 100 chart can be printed if needed.</p> <p><u>Measurement:</u> Make a paper airplane. Sketch your design in your workbook. Measure how far the plane flies in metres and centimetres. Repeat the flight three more times and record these measurements in your workbook from shortest to longest (don't forget to add m or cm after your measurement). Try a new design to see if you can beat that distance.</p>	<p>total on their piece of paper, ie. if 6 were rolled next, 95+6 is 101, so the total of 101 is written on the paper. Players alternate turns until someone reaches exactly 100.</p> <p><u>Probability:</u> Perform a chance experiment by flipping a coin twenty times and writing a tally for whether it lands on heads or tails. If you have dice, you could do rolls of 1-6 and tally the results. Which number/side of the coin do you predict to be the highest rolls/faces? Why? What were the actual results? Can you explain why this occurred?</p>	<p>prism.</p> <div data-bbox="1025 279 1346 427" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Optional Technology Activity Website: ABCYA</p> </div>	<p>Impossible. List at least five events that would belong under each heading.</p> <div data-bbox="1377 387 1697 536" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Optional Technology Activity Website: CoolMath</p> </div>	<p>colours maintain the symmetry.</p> <div data-bbox="1729 316 2049 544" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Optional Technology Activity Website: Mathletics</p> </div>
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	<p>Optional Technology Activity Website: Mathletics</p> <p>Login details available from your teacher.</p>	<p>Optional Technology Activity Website: Khan Academy</p>			
Break	Break	Break	Break	Break	Break
Afternoon	<p>Creative arts Play a mime game with your family. Each member acts out an everyday activity or chore and others try to guess the activity OR listen to some relaxing music and draw shapes and lines as you listen. Match the sounds, rhythms and mood to what you are drawing.</p>	<p>Science and technology Make a model using paper mache or recycled objects of the Earth, Sun and Moon. Try and make it to scale as much as possible.</p>	<p>Geography Choose a country which neighbours Australia. Research and record 10 interesting facts about the natural or human features of this country.</p>	<p>STEM Design and create a 3D tree from the future that is made of recycled things. Use recycled materials from around the home (ie. cardboard, paper, newspaper, plastic bottles) to create a futuristic-looking tree, trying to keep all parts of the tree looking as real as possible. The tree should be about 30cm tall.</p>	<p>PDHPE <u>PE</u>: Close your eyes and lie on the floor. For 60 seconds (at least) focus on your breathing and relaxing your body. Repeat this 3-5 more times today.</p> <p><u>PDH</u>: Create a game that includes rules, a way to score and at least one piece of equipment. Play the game with a family member or friend. After playing the game discuss ways that you could change the game.</p>

A pirate's life for me

Have you ever thought about being a pirate? You may have read about pirates in stories and thought that it would be a great life. Pirates sail all day and never have to go to school. But think again! A pirate's life may not be as much fun as you think.

Food is not easy to find at sea. There are no refrigerators onboard so you can forget about eating fresh food. Meat goes bad after just a few days. Dry food like flour and bread has weevils and other nasty creatures crawling inside. Imagine eating a sandwich full of insects or meat served with maggots.



Pirates' hammocks are often hung over barrels of stored food. That's the perfect place for rats and mice to live. If you become a pirate you could wake up each morning sharing your bed with a few friendly rodents.

Going to the toilet is not that easy either! Over the side of the ship is the only place for this. Rough weather makes this really tricky, even for the most experienced sailor.



It's not all plain sailing on a pirate ship. Some of the time you will have to do battle with other large, hairy pirates with long swords, huge guns and very loud cannons. This could be extremely dangerous — deadly even!

So if you are thinking of being a pirate, maybe you should go back to school and find out a few more facts before you set sail. Being a pirate might not be as much

The Magic Beach

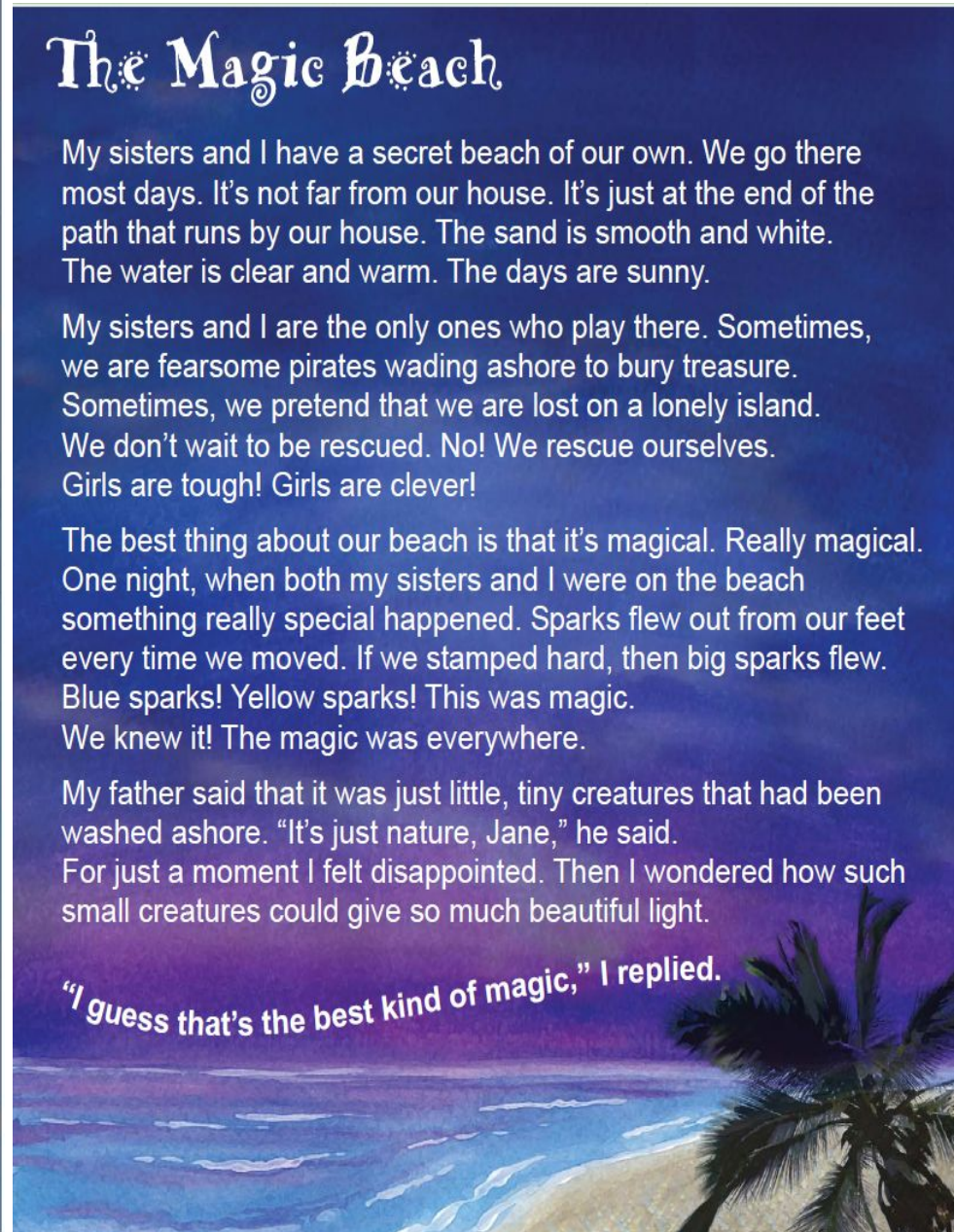
My sisters and I have a secret beach of our own. We go there most days. It's not far from our house. It's just at the end of the path that runs by our house. The sand is smooth and white. The water is clear and warm. The days are sunny.

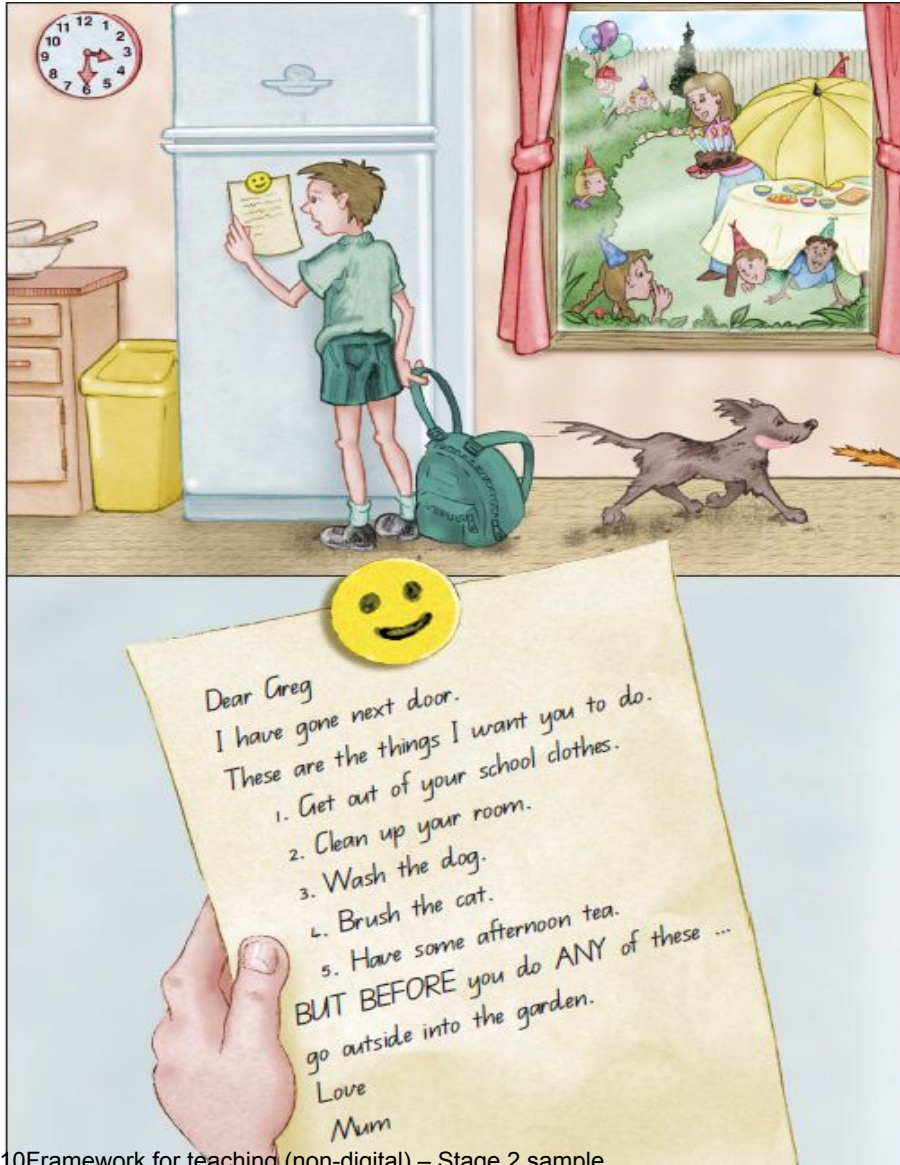
My sisters and I are the only ones who play there. Sometimes, we are fearsome pirates wading ashore to bury treasure. Sometimes, we pretend that we are lost on a lonely island. We don't wait to be rescued. No! We rescue ourselves. Girls are tough! Girls are clever!

The best thing about our beach is that it's magical. Really magical. One night, when both my sisters and I were on the beach something really special happened. Sparks flew out from our feet every time we moved. If we stamped hard, then big sparks flew. Blue sparks! Yellow sparks! This was magic. We knew it! The magic was everywhere.

My father said that it was just little, tiny creatures that had been washed ashore. "It's just nature, Jane," he said. For just a moment I felt disappointed. Then I wondered how such small creatures could give so much beautiful light.

"I guess that's the best kind of magic," I replied.





10Framework for teaching (non-digital) – Stage 2 sample

Pick a banana!



Bananas are one of Australia's favourite fruits.

You should eat a banana every day because bananas are:

- **Delicious**
Bananas are tasty on their own, and they add flavour to many other foods. When bananas are ripe, they are soft and creamy.
- **Nutritious**
Bananas are a good source of vitamin C and vitamin B6. They are high in fibre and potassium, and they contain hardly any fat or salt.
- **Convenient**
Bananas come in their own protective packaging. Their skin is easy to peel and, unlike other fruits, bananas do not need to be washed before they are eaten.
- **Versatile**
You can eat bananas raw, cooked or even frozen. They can be used in salads, curries and desserts. You can even use them in drinks like smoothies and milkshakes.