

At Home Learning Plan: Term 4 Week 1 and 2 Year 3

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and possibly resources from your teacher. All activities are to be completed in the exercise book provided.

Some families are finding that there is too much work for students to get through, while others are looking for additional learning activities for their children. Both of these situations are addressed below.

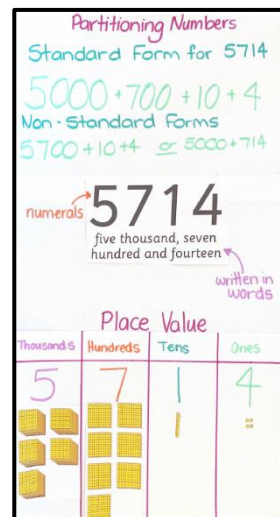
If there is too much work for your needs, just complete whatever activities you can. The activities on the timetable are a guide to help assist with learning from home. The English and Maths activities are the most important. However, it is OK if they don't all get completed everyday. The added optional technology activities were included to give the students some added variety in their learning. If you don't have access to the internet to do this, that is OK they are optional only.

If you would like some additional materials for home learning, please see the Department of Education's website dedicated to supporting parents and carers with learning from home. <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers>

Parents, this is a guide only. Remember to break the day up with breaks to allow your child to get outside and get active. Children need at least 60 minutes of physical activity daily. Get them to use their imaginations to play and build and get crafty. Get your student to complete as much of the work as they can and remember to “try your best but do not stress”.

Term 4 Week 1 Tuesday 5 October 2021

Time	Activities	Optional															
Morning	<p>Daily Wellbeing Activity Gratitude Photos- Find 10 things that make you happy and take a photo of them</p> <p>English <u>Reading-</u> 1. Choose a familiar character from a text (movie or book). Without naming the character, describe that character to an adult, focusing on the character's appearance, actions and behaviours. Can they guess your character? 2. Read <i>The Spotty Octopus</i> at the end of this booklet. Answer these questions:</p> <ul style="list-style-type: none"> • Who are the main characters in this story? • Do characters have to be human? Why or why not? • Why are characters important in a story? <p>Brain break: Go Noodle on YouTube Fruit break</p>	<p>Daily Kindness Challenge Share a joke with the class or a family member</p>															
Morning	<p><u>Writing-</u> A character flaw is a problem or something not likeable about a character. A character goal is something that a character wants. A character's appearance is what they look like.</p> <p>Think about the character that you described at the beginning of the reading lesson. What did your character look like? Did they have a flaw? What was their goal? Write a paragraph about this character, describing their appearance, flaws and goals. Example: Robin Hood is a tall, strong athletic man who usually wears green to blend in with the trees. Robin Hood has one goal, to steal from the rich and give to the poor. His flaws are that he is bossy, arrogant and steals from others.</p> <p><u>Spelling-</u> Year 3 Focus: Quadgraph /eigh/ making the "A" sound as in eight. Split digraph /a-e/ making the sound "a" as in tape. Complete LSCWC spelling activity for Tuesday. See attached Week 1 LSCWC sheet. Complete the Smart Spelling breakdown grid.</p>	<p>Optional Technology Activity: Pobble 365 Writing Prompt</p>															
Lunch Break																	
Middle	<p>Mathematics <u>Number Talk:</u> 6821 – What do you know?</p> <p><u>Representing Numbers</u> When we look at a number, we use our knowledge of place value to identify what the number is. Numbers can be represented in a range of different ways: Numerals, words, pictures and place value parts (partitioning). When we partition in standard forms, we break a number down into its place value parts. When we partition in non-standard forms, we can break the number into different parts that are not strictly their place value. See the picture for examples.</p> <p><u>Activity:</u> Partition these numbers in standard and non-standard form:</p> <table border="1" data-bbox="261 1733 1294 1832"> <tbody> <tr> <td>36</td> <td>97</td> <td>12</td> <td>35</td> <td>19</td> </tr> <tr> <td>365</td> <td>972</td> <td>124</td> <td>353</td> <td>192</td> </tr> <tr> <td>3658</td> <td>9723</td> <td>1245</td> <td>3534</td> <td>1925</td> </tr> </tbody> </table>	36	97	12	35	19	365	972	124	353	192	3658	9723	1245	3534	1925	<p>Optional Technology Activity: Math Games https://www.mathgames.com/</p>
36	97	12	35	19													
365	972	124	353	192													
3658	9723	1245	3534	1925													
Break																	
Afternoon	<p>Geography Each state and territory in Australia have major icons that they are known for. New South Wales is known for the Sydney Harbour Bridge and the Sydney Opera House.</p> <p>Think of another 3 Icons that could be used for New South Wales. Draw a picture and list what they could be and why you have chosen them.</p>	<p>Optional Technology Activity: Language of our Land- https://iview.abc.net.au/show/language-of-our-land</p>															



Term 4 Week 1 Wednesday 6 October 2021

Time	Activities	Optional															
Morning	<p>Daily Wellbeing Activity Play a board game or other game with a family member</p> <p>English <u>Reading-</u> Read the poem <i>Francesca Frog</i> which can be found at the end of this booklet.</p> <ol style="list-style-type: none"> 1. What does Francesca look like? 2. What words does the author use to describe her appearance? 3. How tall is she? How do you know? 4. What do her feet look like? Draw them. 5. How does the author make us feel about Francesca? <p>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice</p> <p>Fruit break</p>	<p>Daily Kindness Challenge Leave happy messages around the house for family members</p>															
Morning	<p><u>Writing-</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Adjectives are words that describe a noun (beautiful, large, green) Nouns are people, places or things</p> </div> <p>Write a paragraph describing Francesca's appearance. You will need to use the poem <i>Francesca Frog</i> and any words you wrote about her appearance from today's reading lesson. Remember to use adjectives (describing words) to describe your character.</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC for Wednesday • Highlight the spelling rule in your spelling words • Create three jokes using your spelling words 	<p>Optional Technology Activity: https://www.funenglishgames.com/writinggames.html</p>															
Lunch Break																	
Middle	<p>Mathematics <u>Number Talk:</u> 1258 – What do you know?</p> <p><u>Ascending and Descending Order</u> Ascending order describes the way numbers are ordered from smallest to largest. Descending order describes the way numbers are ordered from largest to smallest. An easy way to remember this Descending order is going Down. Descending and down start with the same letter. It is important to look at place value when ordering numbers.</p> <p><u>Activity:</u> Order the following numbers in ascending and descending order</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 10px;">36</td> <td style="padding: 2px 10px;">365</td> <td style="padding: 2px 10px;">3658</td> </tr> <tr> <td style="padding: 2px 10px;">97</td> <td style="padding: 2px 10px;">972</td> <td style="padding: 2px 10px;">9723</td> </tr> <tr> <td style="padding: 2px 10px;">12</td> <td style="padding: 2px 10px;">124</td> <td style="padding: 2px 10px;">1245</td> </tr> <tr> <td style="padding: 2px 10px;">35</td> <td style="padding: 2px 10px;">353</td> <td style="padding: 2px 10px;">3534</td> </tr> <tr> <td style="padding: 2px 10px;">19</td> <td style="padding: 2px 10px;">192</td> <td style="padding: 2px 10px;">1925</td> </tr> </table> <p>Extension: Create a list of numbers and order ascending and descending order. You may like to use numbers that have five- and six-digits if you are comfortable using them.</p>	36	365	3658	97	972	9723	12	124	1245	35	353	3534	19	192	1925	<p>Optional Technology – Cool Math Games https://www.coolmathgames.com/</p>
36	365	3658															
97	972	9723															
12	124	1245															
35	353	3534															
19	192	1925															

Ordering Numbers

When ordering numbers, we can order them in two different ways: Ascending or Descending.

Ascending order goes from the smallest number to the largest.
E.g. 17, 465, 854, 3193

Descending order goes from the largest number to the smallest.
E.g. 3193, 854, 465, 17

Descending numbers go down.

Afternoon

PDH
Identifying Emotions

1. Discuss with someone at home, what are emotions and what ways we show emotions?
2. Read the following scenario and discuss how the following people might be feeling, the teacher, the parents, the brother and the person with the project.

Scenario	What would I do?
Your best friend has been selected for the school netball team, but you didn't. They keep talking to you about how great a netballer they are now and how awesome the team is. It makes you upset, angry and frustrated. What do you do?	
Your birthday is coming up and you have invited everyone from your class to the party. No one has responded and you are feeling really upset. You don't understand why your friends aren't coming.	
You have been working very hard during Maths class at school. You receive your test marks and you haven't scored as well as you thought you would. You feel disappointed.	

"You have spent 10 weeks making a model for your school project. On the day that it is due, you argue with your brother and the model is smashed to pieces. You don't want to go to school but Mum and Dad send you anyway. At school your teacher asks for you to hand your project in and you say you haven't done it."

3. Using the scenarios listed in the table below, work out what you would do in these situations.

Optional Technology – Keeko Series-
<https://iview.abc.net.au/show/keeko/series/1/video/CH1926T01S00>


Term 4 Week 1 Thursday 7 October 2021

Time	Activities	Optional																		
Morning	<p>Daily Wellbeing Activity Eat a healthy snack today</p> <p>English <u>Reading-</u> Read the text <i>Darcy Does Things Differently</i> at the end of this booklet. Today you need to find the words that describe the characters in this story and record them in the table below. The first one is done as an example.</p> <table border="1" data-bbox="252 528 1299 1659"> <thead> <tr> <th colspan="3" data-bbox="252 528 1299 640">CHARACTERS IN DARCY DOES THINGS DIFFERENTLY</th> </tr> <tr> <th data-bbox="252 640 456 752">Character</th> <th data-bbox="456 640 799 752">Describing words</th> <th data-bbox="799 640 1299 752">What do these words tell you about the character?</th> </tr> </thead> <tbody> <tr> <td data-bbox="252 752 456 983"><i>Petal</i></td> <td data-bbox="456 752 799 983"><i>Poodle, posed prettily, prance</i></td> <td data-bbox="799 752 1299 983"><i>Petal is a type of dog called a poodle who is pretty and delicate. She likes attention and almost dances instead of walks.</i></td> </tr> <tr> <td data-bbox="252 983 456 1214"><i>Darcy</i></td> <td data-bbox="456 983 799 1214"></td> <td data-bbox="799 983 1299 1214"></td> </tr> <tr> <td data-bbox="252 1214 456 1444"><i>Billy</i></td> <td data-bbox="456 1214 799 1444"></td> <td data-bbox="799 1214 1299 1444"></td> </tr> <tr> <td data-bbox="252 1444 456 1659"><i>Dawn</i></td> <td data-bbox="456 1444 799 1659"></td> <td data-bbox="799 1444 1299 1659"></td> </tr> </tbody> </table> <p>Brain break: Cosmic Kids Yoga on YouTube Fruit break</p>	CHARACTERS IN DARCY DOES THINGS DIFFERENTLY			Character	Describing words	What do these words tell you about the character?	<i>Petal</i>	<i>Poodle, posed prettily, prance</i>	<i>Petal is a type of dog called a poodle who is pretty and delicate. She likes attention and almost dances instead of walks.</i>	<i>Darcy</i>			<i>Billy</i>			<i>Dawn</i>			<p>Daily Kindness Challenge Write a letter to a friend or family member</p>
CHARACTERS IN DARCY DOES THINGS DIFFERENTLY																				
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<i>Billy</i>																				
<i>Dawn</i>																				
Morning	<p><u>Writing-</u> Today you will be creating your own character. Think about their appearance, likes and dislikes, flaws and goals. You will start by completing the <i>Character Profile</i> from the Week 1 Learning Resources. You will then write a descriptive paragraph about your character. All the resources for today can be found at the end of this booklet.</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • LSCWC for Thursday • Write a conversation between two people that uses ten of your spelling words 	<p>Optional Technology Activity: Reading Eggs</p>																		

Lunch Break

<p>Middle</p>	<p>Mathematics <u>Number Talk:</u> 3217 – What do you know?</p> <p><u>Ascending and Descending Order</u> Yesterday we looked at ascending and descending order and we used a range of two-, three- and four-digit numbers. We will continue using our knowledge of place value to order a range of four-digit numbers.</p> <p><u>Activity:</u> Complete the ascending and descending order worksheet at the back of the learning pack.</p>	<p style="color: #e91e63;"><i>Ordering Numbers</i></p> <p style="color: #00bcd4;"><i>When ordering numbers, we can order them in two different ways: Ascending or Descending.</i></p> <p style="color: #e91e63;"><i>Ascending order goes from the smallest number to the largest.</i> <i>E.g. 17, 465, 854, 3193</i></p> <p style="color: #e91e63;"><i>Descending order goes from the largest number to the smallest.</i> <i>E.g. 3193, 854, 465, 17</i></p> <p style="color: #e91e63;"><i>Descending numbers go <u>down</u>.</i></p>	<p>Optional Technology Activity: Tangram https://mathigon.org/tangram</p>
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Break

<p>Afternoon</p>	<p>PE <u>Throwing Golf</u> You will need something soft to throw. Suggestions would be a small pillow or toy or rolled up socks. Pick a starting point, then set up 3 targets at different distances. <i>Think about what type of throwing style will get you closest to your target</i> Using your chosen throwing style, throw your item towards your target. Counting how many times it takes you to get your item to the target area. Complete each target area 5 times and record how many throws each time. Try to better your score each time!</p> <p>See the image for ideas!</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="font-size: small; margin: 0;">Throwing golf examples</p>  <p style="font-size: x-small; margin: 0;">Sport Australia 2019. Playing for life</p> </div>	<p>Optional Technology Activity: Get Active @ Home- Underarm Throwing https://vimeo.com/420957952</p>
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Term 4 Week 1 Friday 8 October 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do some exercise inside or outside</p> <p>English <u>Reading-</u> Read the text <i>Darcy Does Things Differently</i> at the end of this booklet. Answer these questions about the text:</p> <ol style="list-style-type: none"> 1. What has happened to Darcy right at the start of this story? What does it mean when it says he finds himself solo in his senior years? 2. Where has Darcy been taken in the story? 3. Why do none of the people want to adopt Darcy? 4. What happens to Darcy at the end of the story? How does this make you feel? <p>Brain break: 5x star jumps; 10x squats; Run on the spot for 20 seconds. Repeat twice Fruit break</p>	<p>Daily Kindness Challenge Pull some weeds out of the garden- be careful to check they aren't plants</p>
Morning	<p><u>Writing-</u> <i>Darcy Does Things Differently</i> has a list of things that Darcy needs to live a happy life (see the box below). Lists are a way to organise information. They use a colon (:) to introduce list items and then numbers for each item in the list.</p> <div data-bbox="256 1234 1294 1451" style="border: 1px solid black; padding: 5px;"> <p>All Darcy needed to live a happy life was:</p> <ol style="list-style-type: none"> 1. Something nice to eat. 2. Somewhere soft to sleep. 3. Someone to sit with when his legs let him down, which happened with frustrating frequency as the years passed. </div> <p>What do you need to live a happy life? Write a list of things YOU need to make you happy, set out like the example above.</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • Quiz: Have your parent/carer quiz you on your spelling words • Write out any words you spelt wrong 3 times correctly. • Word Search 	<p>Optional Technology Activity: Typing Club</p>

Lunch Break

Middle

Mathematics

Number Talk:

9354 – What do you know?

Rounding Numbers

When rounding numbers, we need to make sure we use our understanding of place value to ensure we are rounding accurately. When we round to the nearest ten, we need to look at the number in the ones column.

When rounding to the nearest hundred, we look at the number in the tens column. When rounding to the nearest thousand, we look at the number in the hundreds column.

Use the rounding rhyme to help you remember. When the number in the column you're looking at are a 0, 1, 2, 3 or 4 then we round down. When the number is a 5, 6, 7, 8 or 9 we round up. The picture on the right will give you an example of rounding as well.

Activity:

Round the following numbers to the nearest ten

65	86	91	53
42	22	19	36

Round these numbers to the nearest hundred

793	419	854	602
5124	6602	8048	3169

Round these numbers to the nearest thousand

7430	8199	2506	6794
1245	4009	8952	3673

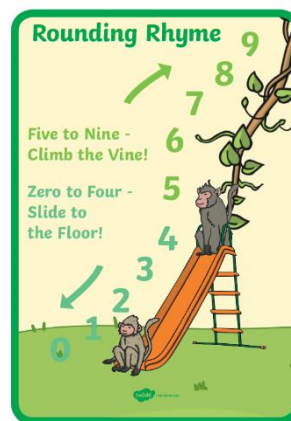
Extension: Create a list of numbers with three- or more digits and round them to the nearest ten.

Rounding Numbers

When rounding to the nearest ten, you need to look at the number in the ones place. This will tell you which way to round.
 E.g. 56 rounds up to 60 because the 6 in the ones column makes it closer to 60, instead of 50.

When rounding to the nearest hundred, you need to look at the number in the tens place.
 E.g. 524 rounds down to 500 because the 2 in the tens column makes it closer to 500, instead of 600.

When rounding to the nearest thousand, you need to look at the number in the hundreds place.
 E.g. 3853 rounds up to 4000 because the 8 in the hundreds column makes it closer to 4000, instead of 3000.



Optional Technology Activity:
Mathletics

Break

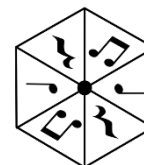
Afternoon

Creative Arts – Music

Spin the Wheel Music Composition

Make a music spinner wheel using the template below and pencil. You can spin the pencil on top or push the pencil through the black dot in the middle of the spinner. Be careful when you push the pencil through the middle so that you don't hurt yourself.

Use the spinner wheel to randomly choose notes to put into your composition. We are writing in $\frac{4}{4}$ time so each bar will have 4 notes. Each note on the spinner is equal to 1 crotchet $\frac{1}{4}$ so you will need to spin the wheel four times for every bar. Use the stave lines in the Week 1 learning resources to record your composition. Remember to put the $\frac{4}{4}$ time signature at the start, bar lines between each bar and double bar lines at the end. Your composition should be at least 8 bars long. You can either clap your composition or make your own percussion instrument at home.



Optional Technology Activity:
Chrome Music Lab

Term 4 Week 2 Monday 11 October 2021

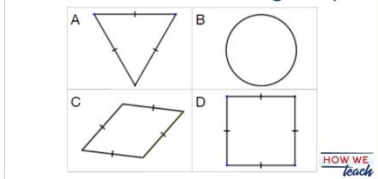
Time	Activities	Optional																				
Morning	<p>Daily Wellbeing Activity Do some Yoga or stretching to get you ready for the day.</p> <p>English <u>Reading-</u></p> <div style="border: 1px solid black; padding: 5px;"> <p>Alliteration is when two or more words that start with the same sound (not just the same letter) are used in a sentence. For example: Three grey geese in a green field grazing.</p> </div> <p>Read the text <i>Darcy Does Things Differently</i> at the end of this booklet. Today you will need to find examples of alliteration used in the text. Complete the grid below. The first has been completed as an example.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2" style="background-color: #cccccc;">ALLITERATION IN <i>DARCY DOES THINGS DIFFERENTLY</i></th> </tr> <tr> <th style="width: 60%;">Example</th> <th>What sound is alliterated?</th> </tr> </thead> <tbody> <tr> <td><i>Darcy Dawson Donnelly, different dog, difficult dog,</i></td> <td><i>d</i></td> </tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>Why do authors use alliteration? _____</p> <p>_____</p> <p>Fruit break</p>	ALLITERATION IN <i>DARCY DOES THINGS DIFFERENTLY</i>		Example	What sound is alliterated?	<i>Darcy Dawson Donnelly, different dog, difficult dog,</i>	<i>d</i>															<p>Daily Kindness Challenge Read a book to a family member or pet.</p>
ALLITERATION IN <i>DARCY DOES THINGS DIFFERENTLY</i>																						
Example	What sound is alliterated?																					
<i>Darcy Dawson Donnelly, different dog, difficult dog,</i>	<i>d</i>																					
Morning	<p><u>Writing-</u> Today will write a diary entry, 'A Day in the Life of Darcy' from the perspective of Darcy, the main character from <i>Darcy Does Things Differently</i>.</p> <p>Think about the feelings Darcy has about his new home and what actions and things he might do. Write about his first day with his new owner, Dawn.</p> <p>You will need to convey to the reader how Darcy is feeling, what Darcy is thinking, Darcy's goal and how his flaws may affect his feelings towards his new home.</p> <p><u>Spelling-</u> Year 3 Focus: Plural Rule 5: Words ending in y. If the y is the graph > drop the y and add ies. If the y is the last letter of the of a digraph > just add s. Complete LSCWC spelling activity for Monday. See attached Week 2 LSCWC sheet. Complete the Smart Spelling breakdown grid.</p>	<p>Optional Technology Activity: Epic Books</p>																				

Lunch Break

Middle

Mathematics
Number Talk:

Which one doesn't belong? Why?



2-Dimensional Shapes

A 2D shape is a flat shape with sides and vertices (corners). We can use these properties to name and classify 2D shapes.

Activity: Complete the table 2D shape properties table found in your learning pack.

Extension: What other 2D shapes do you know? Have a look around you and see what other 2D you can see. Write their names and record their properties in the table you completed in the previous activity.

Optional Technology Activity:
Prodigy

Break

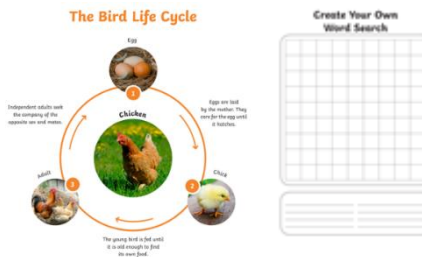
Afternoon

Science and Technology

Above is a picture of the lifecycle of a Chicken. Read over the information. Have you ever seen a chicken? Have you seen an egg hatching? Write about your experiences.

Create a mind map of important words from the life cycle of a chicken. Eg egg, chicken,

Use these words to create a find a find a word.(Full copy at the end of the document)



Optional Technology Activity:
<https://www.youtube.com/watch?v=gt5CRD34BKM>


Term 4 Week 2 Tuesday 12 October 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Eat 2 pieces of fruit today</p> <p>English <u>Reading-</u> Read <i>Darcy Does Things Differently</i> which can be found at the end of this booklet. Today you need to think about the character of Dawn, and why Darcy was the perfect dog for her. Answer these questions: 1. What sort of dog did Dawn want? Why? 2. Why didn't Dawn care for eagerness and energy? 3. What character traits did Darcy have that suited Dawn? 4. What lesson can we learn from this story? What is the main message?</p> <p>Brain break: 10 x push ups, 10 x sit ups, skipping for 5 minutes. Repeat twice Fruit break</p>	<p>Daily Kindness Challenge Make a healthy snack for someone else in your home.</p>
Morning	<p><u>Writing-</u> Think of a character that you like from a book or a movie. What are the characteristics or personality traits and actions that make you like this character? You will use this connection to create your own character, identifying behaviours, personality traits and characteristics that you would like your invented character to have. Draw a picture of your character.</p> <p><u>Spelling-</u> • LSCWC for Tuesday • Highlight the spelling rule in your spelling words • Create an acrostic poem using one of your spelling words</p>	<p>Optional Technology Activity: Scholastic Interactive Reading https://www.scholastic.com/teachers/student-activities/</p>
Lunch Break		
Middle	<p>Mathematics <u>Number Talk:</u> 652+9878 – Write down the different ways you can solve this problem?</p> <p><u>Symmetry:</u> When a shape can be folded so that both halves are exact, we say that shape has symmetry. The line formed by the fold is called the reflection line. Some shapes have more than one line of symmetry.</p> <div data-bbox="263 1355 1085 1512" style="text-align: center;"> </div> <p>Activity: Complete the Symmetry activities found in your learning pack</p>	<p>Optional Technology Activity: Top Marks https://www.topmarks.co.uk/maths-games/7-11-years/times-tables</p>
Break		
Afternoon	<p>Geography There have been many songs written about Australia for example “Great Southern Land” by Icehouse and “Land Down Under” by Men at Work. The songs note some of the features of Australia.</p> <p>Create your own song about Australia and perform it to a family member. Be creative and have fun.</p>	<p>Optional Technology Activity: BTN Videos https://iview.abc.net.au/collection/1480</p>

Term 4 Week 2 Wednesday 13 October 2021

Time	Activities	Optional												
Morning	<p>Daily Wellbeing Activity Complete some calming colouring or drawing</p> <p>English <u>Reading-</u> Read the factual text <i>African Elephant</i> that can be found in the Week 2 Resources section of this booklet. Answer these questions: 1. How big can an African elephant get? 2. What do they use their trunk for? 3. What does an African elephant look like? 4. Write five interesting adjectives (describing words) to describe a character in a story who is an African elephant.</p> <p>Brain break: Complete some whole body stretches Fruit break</p>	<p>Daily Kindness Challenge Clean up an area of the house or backyard.</p>												
Morning	<p><u>Writing-</u> Today you will use your character picture from yesterday's lesson. Around your picture, record adjectives (describing words) and character traits of that character. You will identify your character's goals and flaws. Using your picture, write a description of your character.</p> <p><u>Spelling-</u> • LSCWC for Wednesday • Place your spelling words into groups and explain how you grouped them</p>	<p>Optional Technology Activity: PBS Kids Reading https://pbskids.org/games/reading/</p>												
Lunch Break														
Middle	<p>Mathematics Number Talk: I purchased a cake for \$12.60. How much change will I get from \$20? - Show at least 2 different ways to solve this problem.</p> <p>3-Dimensional Objects: 3D objects have 3 dimensions; width, length and depth. We can name and classify them according to the number and shape of their faces, how many edges (sides) they have and how many vertices they have. Today we will be revising the properties of common 3D objects by completing</p> <ul style="list-style-type: none"> • The What am I matching activity found in your learning pack • The 3D properties table activity found in your learning pack. 	<p>Optional Technology Activity: Sheppard Software https://www.sheppardsoftware.com/math.htm</p>												
Break														
Afternoon	<p>PDH: Challenges</p> <ol style="list-style-type: none"> 1. With someone at home discuss what are challenges, what types of challenges you may face and whether everyone experiences the same challenges? 2. Using the table below, discuss how you could overcome some of the challenges in the scenarios. 3. Think of a challenge that you have faced in the past and what strategies you used to overcome that challenge. Examples might be not getting picked in a team, not being allowed to play with a friend, losing something special to you. Write down your experience. <table border="1" data-bbox="909 1433 1204 1635"> <thead> <tr> <th>Challenges</th> <th>Possible emotions</th> <th>List strategies that can help you overcome your challenge</th> </tr> </thead> <tbody> <tr> <td>You were unsuccessful in being selected for the sporting team you trained for.</td> <td>Angry Disappointed Upset/sad</td> <td></td> </tr> <tr> <td>You have been asked to help a non-English speaking child who has arrived at your school.</td> <td>Worried Puzzled Scared</td> <td></td> </tr> <tr> <td>You have broken your arm, the one you wear to keep up with your homework and not fall behind.</td> <td>Worried Upset/sad Confused</td> <td></td> </tr> </tbody> </table>	Challenges	Possible emotions	List strategies that can help you overcome your challenge	You were unsuccessful in being selected for the sporting team you trained for.	Angry Disappointed Upset/sad		You have been asked to help a non-English speaking child who has arrived at your school.	Worried Puzzled Scared		You have broken your arm, the one you wear to keep up with your homework and not fall behind.	Worried Upset/sad Confused		<p>Optional Technology Activity: Moodies Series https://iview.abc.net.au/show/moodies</p>
Challenges	Possible emotions	List strategies that can help you overcome your challenge												
You were unsuccessful in being selected for the sporting team you trained for.	Angry Disappointed Upset/sad													
You have been asked to help a non-English speaking child who has arrived at your school.	Worried Puzzled Scared													
You have broken your arm, the one you wear to keep up with your homework and not fall behind.	Worried Upset/sad Confused													


Term 4 Week 2 Thursday 14 October 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do some meditation using Smiling Mind or a song from YouTube.</p> <p>English <u>Reading-</u> Read the factual text <i>African Elephant</i> that can be found in the Week 2 Resources section of this booklet. Factual texts inform or instruct the reader by giving facts and information. 1. What is the topic of this text? 2. Who might read this text and find this information useful? 3. Write down four (4) interesting facts you can find in the text.</p> <p>Brain break: Dance to your Favourite Songs Fruit break</p>	<p>Daily Kindness Challenge Give a family member a compliment</p>
Morning	<p><u>Writing-</u> You will be using this elephant as the main character of a narrative:</p> <p>Use the narrative planning below to plan your own character development.</p>  <p>Appearance _____ _____</p> <p>Personality traits _____ _____</p> <p>Goals _____</p> <p>Flaws _____</p> <p>Likes _____</p> <p>Dislikes _____</p> <p><u>Spelling-</u> • LSCWC for Thursday • Write a song using your spelling words</p>	<p>Optional Technology Activity: ABCYA https://www.abcya.com/</p>

Lunch Break

Middle	<p>Mathematics: Number Talk: What is the difference between 54 and 76? Can you find more than 1 way to solve this problem?</p> <p>Activity: Today you will need a partner and a dice. It's game day. You will find today's Roll it, Find it, Cover it game in your learning pack. You will also find a Throwing Bird 3D net for you to colour and make.</p>	<p>Optional Technology Activity: Kids Maths Games https://www.kidsmathgamesonline.com/</p>
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Break

Afternoon	<p>PE Obstacle Golf Following on from Throwing Golf last week. Find a soft item for throwing. Set up 3 targets at different distances from your starting point. There must be at least one obstacle between each of your targets from your starting point- these could be trees/plants, clothes line or toys. Starting at your starting point you must throw your item around the obstacles to get to the targets. Record the amount of throws it takes for each target and repeat 5 times each. See if you can better your score each time.</p> <p>See below image for ideas</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="font-size: small; margin: 0;">Obstacle golf examples</p>  </div>	<p>Optional Technology Activity: Get Active @ Home- Overarm Throwing https://vimeo.com/425101968</p>
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Term 4 Week 2 Friday 15 October 2021

Time	Activities	Optional
Morning	<p>Daily Wellbeing Activity Do some exercise indoors or outdoors.</p> <p>English <u>Reading-</u> Read the factual text <i>African Elephant</i> that can be found in the Week 2 Resources section of this booklet. Answer these questions:</p> <ol style="list-style-type: none"> 1. Look at the two pictures of the elephants. How old are they and why do you think this? 2. Study the map. Where do these elephants live? How do you know? 3. Research is there are other types of elephants. Where do they live? 3. Look at the information in the table. What do the words 'diet' and 'herbivore' mean? What does this tell us about elephants? 4. In the table, it says a group of elephants is called a 'herd'. Research what other animal groups are called and write them down. <p>Brain break: Arm circles for 1 minute/one arm at a time, small circles and big circles. 5 x lunges with each leg, 5 x jumping jacks. Repeat twice.</p> <p>Fruit break</p>	<p>Daily Kindness Challenge Make someone a nice card.</p>
Morning	<p><u>Writing-</u> Today you are going to write your narrative. Use your planning page from yesterday to write a narrative that includes this elephant character. Don't forget to include a description of your character and include actions, speech and thoughts that shows your character's traits, flaws and goals. Edit your writing when you are finished.</p> <p><u>Spelling-</u></p> <ul style="list-style-type: none"> • Quiz: Have your parent/carer quiz you on your spelling words • Write out any words you spelt wrong 3 times correctly. • Word Search 	<p>Optional Technology Activity: Storyline Online https://storylineonline.net/</p>
Lunch Break		
Middle	<p>Mathematics <u>Number Talk:</u> 5134 – Write down everything you know about this number.</p> <p><u>Activity 1:</u> 2D shapes – get a piece of blank white paper and fold it in half. Draw a wiggly line. Be sure to start and finish your wiggly line on the folded edge. With your paper still folded, cut around the wiggly line you drew. Flatten out the symmetrical shape, and draw eyes, teeth and other features. Colour your completed Symm-alien</p> <p><u>Activity 2:</u> 3D objects – Roll it, Find it, Cover it Properties game found at the end of your learning pack.</p>	<p>Optional Technology Activity: Maths Playground https://www.mathplayground.com/</p>
Break		
Afternoon	<p>Creative Arts – Art <u>Shadow Art</u></p> <p>Today you are going to create your own shadow art. Follow the instructions at the end of the learning pack to create your own shadow art.</p>	<p>Optional Technology Activity:</p> <p>Tracing Silhouettes Identity Portrait Painting TRACING SILHOUETTES - YouTube</p>



Week 2: Shadow Art (Student)

- You will need: a piece of paper, a pencil, a ruler, a pair of scissors, a paintbrush, a palette, and some paint.
- You will also need: a piece of paper, a pencil, a ruler, a pair of scissors, a paintbrush, a palette, and some paint.
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Week 1

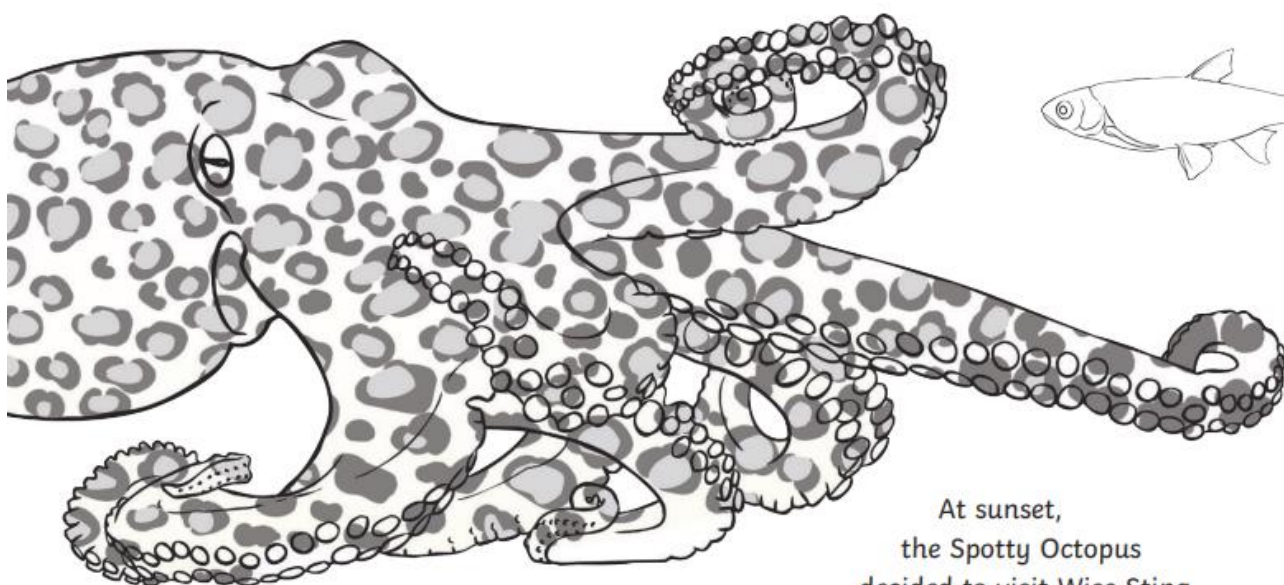
Learning

Resources

The Spotty Octopus

Many years ago in the deep blue sea, there lived a spotty octopus. He was the most fantastic octopus in the entire ocean. He had sparkly, shiny spots, and the other sea creatures were amazed at his beauty. They called him Spotty Octopus. The other sea creatures often asked if they could play together but he would just swim swiftly past them.

Early one morning, Little Red Fish followed Spotty Octopus. The Little Red Fish asked very politely for one of Spotty Octopus' sparkly, shiny spots, but Spotty Octopus replied, "Of course not!" Little Red Fish could not believe how rude Spotty Octopus was! He told all the creatures in the ocean.



At sunset,
the Spotty Octopus
decided to visit Wise Sting

Ray. He swam inside the cave and

Wise Sting Ray said, "I have been expecting you. I've heard about your behaviour. You must share your sparkly, shiny spots with all of the other sea creatures. You won't be the prettiest octopus in the world, but you will understand the meaning of true happiness."

Spotty Octopus felt very confused. "How can I give away my beautiful sparkly, shiny spots?" he wondered. Suddenly, he felt a gentle brush on his tentacle. It was Little Red Fish. Once again, he asked politely for a spot. Spotty Octopus pulled off the smallest spot he found and gave it to him. Little Red Fish danced around happily. Suddenly, all of the other sea creatures came over to Spotty Octopus and he gave away the rest of his most prized possessions. The other sea creatures were so happy and so was Spotty Octopus. They said, "Come and play with us," and Spotty Octopus glided happily and speedily off to join them.

Weekly Spelling Sheet

Week 1

Focus: Quadgraph /eigh/ making the "A" sound as in eight.

Split digraph /a-e/ making the sound "a" as in tape.

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
eight				
weigh				
weight				
tape				
male				
safe				
Orange Spelling Words				
safety				
female				
fake				
neighbor				
eighteen				
eighty				
Green Spelling Words				
shave				
place				
space				
earthquake				
estimate				
anticipate				
translate				
calculate				

The SMART Spelling Grid

Name: _____

Write, say, sound, count, write.

- 1. Write the word
- 2. Say the word
- 3. Sound it out
- 4. Count the sounds
- 5. Write the letters, then write the tricky part again

Write the word Say the word	How many sounds?	Write the letters: broken up into graphs, digraphs, trigraphs etc.								Tricky part?

Francesca the Frog



Poem by [Maura Finn](#), illustrated by [Christopher Nielsen](#)

Francesca Frog stands metres tall
 On flippers flat and wide.
 With bulging eyes, the size of pies,
 That roll from side to side.
 The forest shakes, the cold earth quakes,
 Whenever she's about.
 And when she hops into the pond,
 The water all hops out.
 Her tongue can stun two hundred flies,
 She's really like no other.
 And yes, you're right,
 She's quite a sight.
 But you should see her mother.

Scenario	What would I do?
Your best friend has been selected for the school netball team, but you didn't. They keep talking to you about how great a netballer they are now and how awesome the team is. It makes you upset, angry and frustrated. What do you do?	
Your birthday is coming up and you have invited everyone from your class to the party. No one has responded and you are feeling really upset. You don't understand why your friends aren't coming.	
You have been working very hard during Maths class at school. You receive your test marks and you haven't scored as well as you thought you would. You feel disappointed.	

Darcy Does Things Differently



story by Lara Cain Gray , illustrated by Anna Bron

DARCY Dawson Donnelly was a very different dog who suddenly found himself solo in his senior years.

One blustery morning, quite out of the blue, he was bundled up in blankets and delivered through a door. In a stuffy room that smelled like his food bowl on a hot summer's day, he sat and wondered what on earth was going on.

Darcy was not a difficult dog. All he needed to live a happy life was:

1. Something nice to eat.
2. Somewhere soft to sleep.
3. Someone to sit with when his legs let him down, which happened with frustrating frequency as the years passed.

But suddenly everything had changed. Darcy snapped at a woman with rough hands as she tipped him into a cage and closed the door with a CLINK!

Soon a tall man with knobby knees placed a bowl at Darcy's feet. It wasn't his favourite, roast beef with gravy. Darcy wasn't happy.

'Get some sleep, mate,' said the man, placing a rough rubber mat into the cage. It instantly made Darcy's tummy itch. He missed his usual cosy rug. He absolutely wasn't happy.

As he snoozed, Darcy dreamed about his someone. He missed roast beef with gravy. He missed his comfy basket. But it was the *someone* he missed the most. His someone had handed him over to someone else. It had been a curious and confusing kind of day.

The next morning, a woman in a white coat lifted Darcy off his mat. She poked him. She prodded him. She plonked him into a pen, where several other pooches begged for attention. Up on their back feet, eager and alert, the pooches watched the comings and goings.

Well, Darcy did things differently. He was not eager. He did not beg. He found a quiet corner and sat. Soon, a parade of people approached the pen, assessing each animal.

'Look at this one! He has pretty brown patches!'

'Oh, I prefer this one! She's all white and fluffy!'

Darcy did not have pretty brown patches; nor was he white and fluffy. None of the visitors seemed to notice him at all, which suited Darcy just fine.

A poodle named Petal posed prettily as a family came near. A small boy, with an even smaller voice, watched Petal prance. 'Hooray! This dog's for me.'

Darcy did things differently. He didn't prance and he wouldn't pose. His legs wobbled when he stood for too long.

Petal was gently lifted out of the pen. It seemed she had a someone now.

Billy the bulldog wasn't left for long either. Billy had a noble stance with a proud and purposeful bark. A decisive young lady, with security in mind, took note. 'Hooray! This dog's for me.'

Darcy did things differently. His bark was quiet. In fact, when he was particularly perturbed, he sneezed! Billy's barking got on Darcy's nerves. Good riddance! But Billy had a someone now too.

Day after day, Darcy watched the people parade. Each prancing, posing, purposeful pooch clambered out of the cage into the arms of a new someone.

Then Darcy met Dawn.

Dawn walked with a limp and came to visit at a quiet time of day. She wasn't interested in prancing pooches. She didn't care for eagerness and energy.

'I'd like a different kind of dog,' she declared.

So, Darcy still does things differently, but Dawn thinks that's just fine. She gives him plenty of tasty treats, sometimes even roast beef with gravy. He has a soft, cosy rug. Dawn knitted it herself, just for him. At the end of each day, Darcy sits at Dawn's feet and gives his tired legs a rest.

Darcy and Dawn have decided that differently is the nicest way for things to be done.

Character Profile

1. What is your character's **name**?

2. My character **loves**...

3. My character **hates**...

4. My character's greatest **fear** is...

5. In the future, my character **hopes** to...

6. Write down **six (6) adjectives** that describe your character. Be imaginative!

Think about how your character would speak, think and act. Now write a descriptive paragraph about your character:

Ascending and Descending Order

Order these numbers in ascending and descending order.

2156	1211	5369	1456	5786	2191	6819	1126	9105	8888
2145	2399	1365	9499	5876	9091	5010	6151	8527	3013

<p>Ascending</p> <table border="1" style="width: 100%; height: 300px; margin: 0 auto;"> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table> <p style="text-align: right; margin-top: 10px;">Smallest</p> <p style="text-align: right; margin-top: 300px;">Largest</p>																																									<p>Descending</p> <table border="1" style="width: 100%; height: 300px; margin: 0 auto;"> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table> <p style="text-align: right; margin-top: 10px;">Largest</p> <p style="text-align: right; margin-top: 300px;">Smallest</p>																																																	

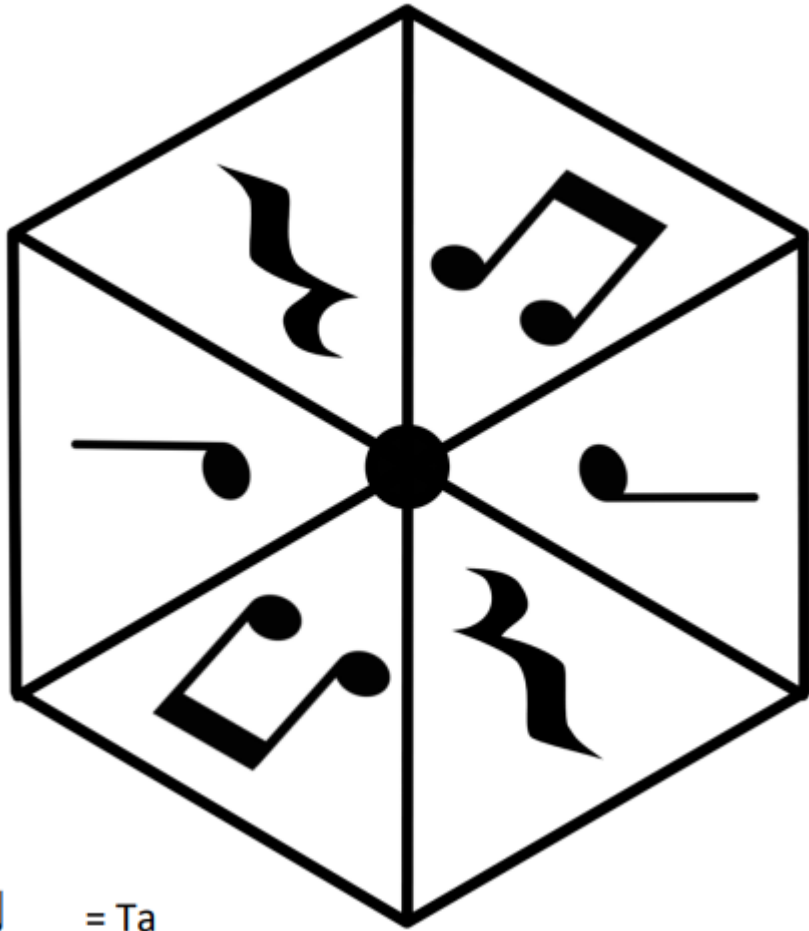
Year 3 Week 1 Spelling

E	I	G	H	T	R	P	N	B	W	E	I	G	H	L
S	S	M	V	A	H	E	O	Z	K	Y	H	O	E	F
C	H	J	T	O	N	X	J	Z	F	V	L	K	D	E
B	U	A	S	R	H	T	W	S	S	Z	A	D	E	A
M	E	A	V	G	A	Y	I	A	T	U	G	T	S	C
A	I	H	N	E	T	N	T	C	Q	F	A	B	P	A
L	G	K	T	H	M	E	S	H	I	M	A	M	A	L
E	H	S	G	Z	C	U	T	L	I	P	L	K	C	C
W	T	I	A	A	K	R	U	T	A	R	A	G	E	U
E	E	Y	L	F	A	L	S	E	I	T	S	T	I	L
I	E	P	J	E	E	E	O	T	V	H	E	L	E	A
G	N	K	E	J	F	T	A	P	E	F	C	T	H	T
H	U	F	P	Z	C	V	Y	Z	U	J	B	E	K	E
T	A	E	L	O	G	N	E	I	G	H	B	O	U	R
S	Q	F	E	M	A	L	E	J	O	O	K	J	Q	F

ANTICIPATE
NEIGHBOUR
EIGHTEEN
EIGHTY
SHAVE
EIGHT
MALE

EARTHQUAKE
TRANSLATE
FEMALE
WEIGHT
PLACE
FAKE
TAPE

CALCULATE
ESTIMATE
SAFETY
WEIGH
SPACE
SAFE



♪ = Ta

♪♪ = Ti-ti

⋈ = Sa

Music Lesson Stave Lines

Handwriting practice lines for music notation. The page contains two sets of five horizontal lines each, for a total of ten staves. The first set of staves is positioned above the second set of staves.

Week 2

Learning

Resources

Weekly Spelling Sheet

Week 2

Focus: Plural Rule 5: Words ending in y.

If the y is the graph > drop the y and add ies.

If y is the last letter of a digraph > just add s.

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
Red Spelling Words				
pony				
ponies				
baby				
babies				
play				
plays				
Orange Spelling Words				
lady				
ladies				
lolly				
lollies				
library				
libraries				
Green Spelling Words				
journey				
journeys				
supply				
supplies				
berry				
berries				
puppy				
puppies				

The SMART Spelling Grid

Name: _____

Write, say, sound, count, write.

- 1. Write the word
- 2. Say the word
- 3. Sound it out
- 4. Count the sounds
- 5. Write the letters, then write the tricky part again

Write the word Say the word	How many sounds?	Write the letters: broken up into graphs, digraphs, trigraphs etc.								Tricky part?

Mathematics: Monday 11/10/21

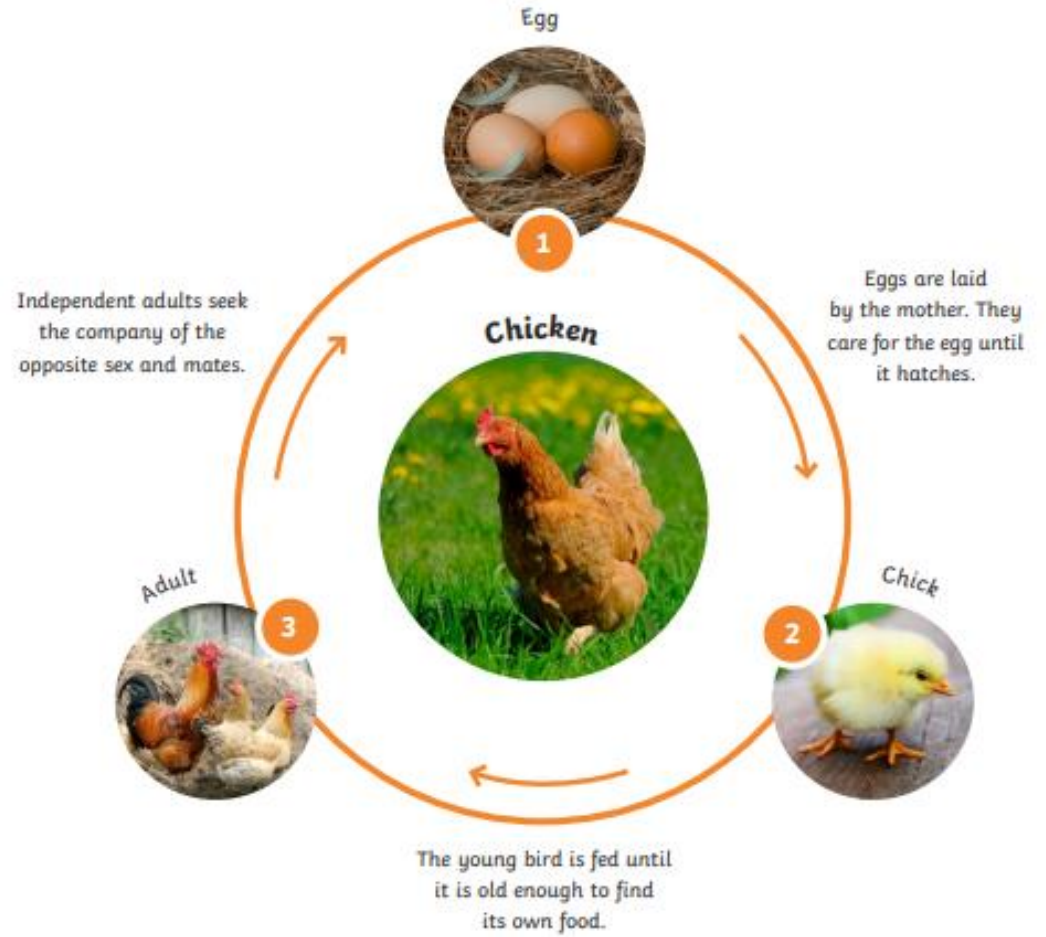
2D Shapes and their Properties

<u>Name of Shape</u>	<u>Number of Vertices</u>	<u>Number of Sides</u>
Square	4	4
Rectangle		
Triangle		
Oval		
Circle		

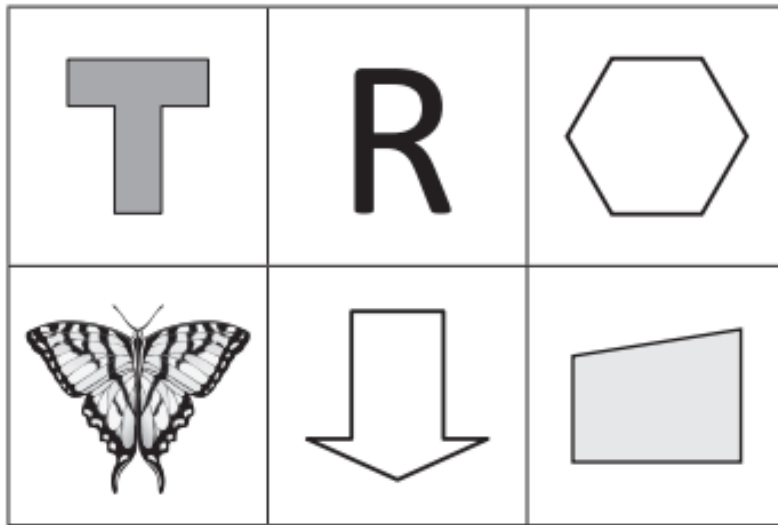
Create Your Own Word Search

_____	_____
_____	_____
_____	_____
_____	_____

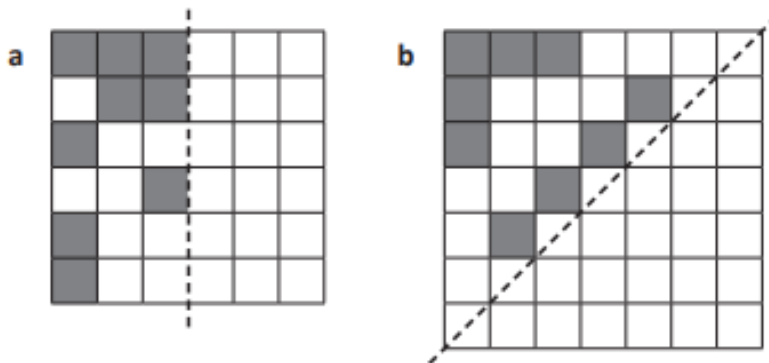
The Bird Life Cycle



1 Look carefully at each shape. For any that are symmetrical, draw in the line of symmetry.



2 Use the line of symmetry to complete each shape.

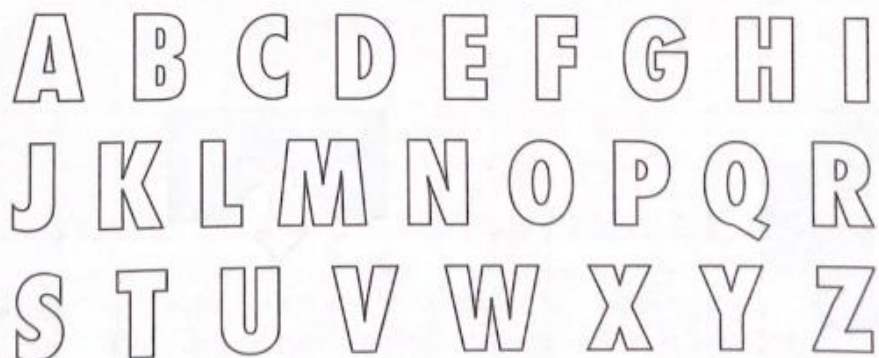
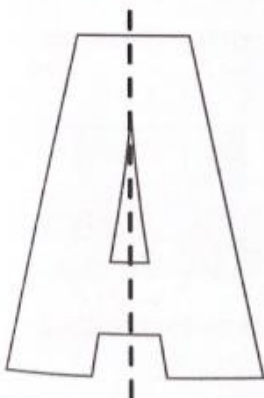


You can think of the line of symmetry as a mirror. One half of a design or shape is reflected.



★ Challenge

Alphabet symmetry: Colour the 16 letters that have a line of symmetry. Show all of the reflection lines as dotted lines.



Wednesday 13/10/2021 – Friday 15/10/2021 Reading

African Elephant



COMMON NAME: African elephants
SCIENTIFIC NAME: *Loxodonta*
TYPE: Mammals
DIET: Herbivore
GROUP NAME: Herd
AVERAGE LIFE SPAN IN THE WILD: Up to 70 years
SIZE: Height at the shoulder, 8.2 to 13 feet
WEIGHT: 2.5 to seven tons



Elephants are the world's largest land mammal! Male African elephants can grow to 3 metres tall and weigh up to 7 500kg.

An adult African elephant's trunk is about two metres long! It is actually an elongated nose and upper lip. Like most noses, trunks are for smelling.

When an elephant drinks, it sucks as much as 7.5 litres of water into its trunk at a time. Then it curls its trunk under, sticks the tip of its trunk into its mouth, and blows. Out comes the water, right down the elephant's throat.

Since African elephants live where the sun is usually blazing hot, they use their trunks to help them keep cool. First, they squirt a trunkful of cool water over their bodies. Then they often follow that with a sprinkling of dust to create a protective layer of dirt on their skin. Elephants pick up and spray dust the same way they do water—with their trunks.

Elephants also use their trunks as snorkels when they wade in deep water. An elephant's trunk is controlled by many muscles. Two finger like parts on the tip of the trunk allow the elephant to perform delicate manoeuvres such as picking a berry from the ground or plucking a single leaf off a tree. Elephants can also use its trunk to grasp an entire tree branch and pull it down to its mouth and to yank up clumps of grasses and shove the greenery into their mouths.

When an elephant gets a whiff of something interesting, it sniffs the air with its trunk raised up like a submarine periscope. If threatened, an elephant will also use its trunk to make loud trumpeting noises as a warning.

Elephants are social creatures. They sometimes hug by wrapping their trunks together in displays of greeting and affection. Elephants also use their trunks to help lift or nudge an elephant calf over an obstacle, to rescue a fellow elephant stuck in mud, or to gently raise a newborn elephant to its feet. And just as a human baby sucks its thumb, an elephant calf often sucks its trunk for comfort. One elephant can eat 300 pounds (136 kilograms) of food in one day.

People hunt elephants mainly for their ivory tusks. Adult females and young travel in herds, while adult males generally travel alone or in groups of their own.



Source: National Geographic Kids
<https://kids.nationalgeographic.com/>

Wednesday 13/10/2021 Maths

1 Match the label to each 3D shape by connecting them with a line.



cube

cylinder

cone

sphere

triangular prism






square pyramid

rectangular prism

hexagonal prism



3 Complete the table below. Write the number of triangular, square and rectangular faces of each 3D object. Write the number of corners and edges of each 3D object.

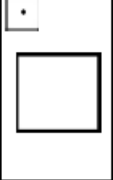



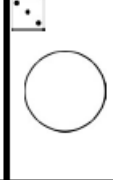



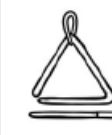

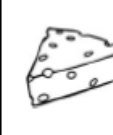
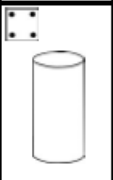



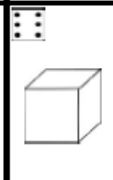

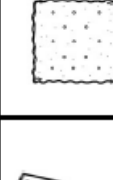




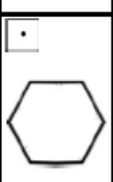

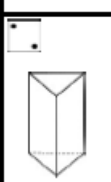

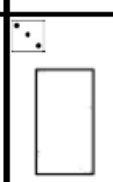

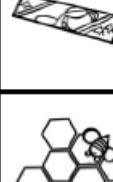

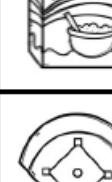


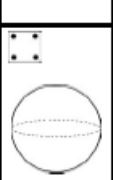



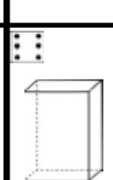
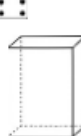















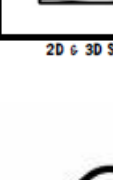
					
	Triangular prism	Square pyramid	Cube	Triangular pyramid	Rectangular prism
triangular faces					
square faces					
rectangular faces					
corners					
edges					

Wednesday 13/10/2021 PDH

Challenges	Possible emotions	List strategies that can help you overcome your challenge
You were unsuccessful in being selected for the sporting team you trialled for.	Angry Disappointed Upset/sad	
You have been asked to help a non-English speaking child who has arrived at your school.	Worried Frustrated Scared	
You have broken your arm, the one you write with, but you want to keep up with your schoolwork and not fall behind.	Worried Upset/Sad Confused	


Roll It, Find It, Cover It

Directions: Roll a die. Name the 2D or 3D shape. Find one object that is the same shape on the game board and cover it. Can you get five in a row?

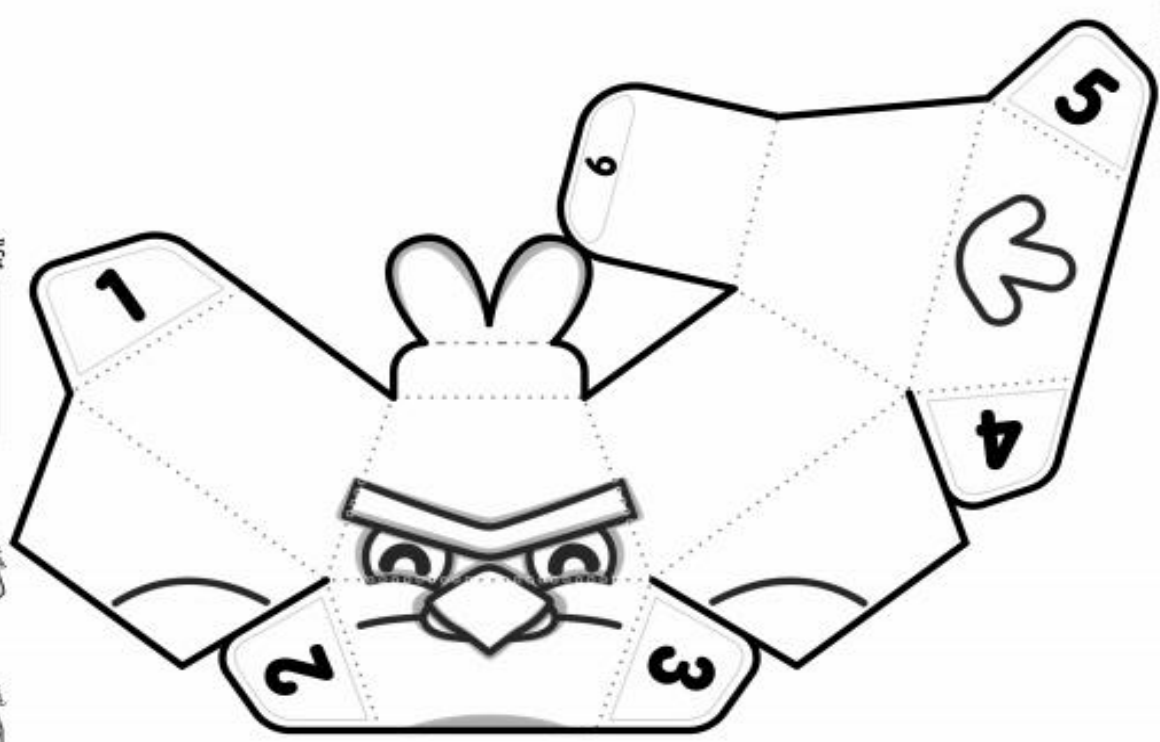
 	 	 					
 	 	 					
 	 	 					
 	 	 					
 	 	 					

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2D & 3D Shapes



twinkl
www.twinkl.co.uk



1 Cut
21 Valley Fold
23 Hill Fold
41 Glue

1 2 3 4 5 6 7 8 9

3D Shape Throwing Birds

Year 3 Week 2 Spelling

J	C	X	T	E	L	M	U	I	E	C	V	M	B	A
R	D	B	A	J	L	A	D	Y	I	O	Q	Q	A	R
L	L	E	K	S	U	P	P	L	I	E	S	X	B	V
C	W	R	D	I	C	L	Y	P	L	A	Y	S	Y	A
B	E	R	R	I	E	S	I	C	P	N	C	S	W	Y
B	H	Y	Q	T	G	Y	X	B	R	O	R	P	E	D
B	S	Z	D	V	S	P	L	E	R	M	N	N	M	S
A	C	Z	W	K	B	U	I	A	L	A	R	Y	Y	L
B	L	K	Z	S	I	P	B	A	P	U	R	E	L	D
I	L	O	G	G	Y	P	R	L	O	U	N	I	Y	J
E	H	O	L	M	M	I	A	J	A	R	P	L	E	Y
S	B	U	L	L	U	E	R	X	U	D	P	P	A	S
C	E	B	G	L	I	S	Y	O	D	P	I	L	Y	S
E	X	T	X	X	Y	E	J	D	U	S	P	E	S	L
D	P	O	N	I	E	S	S	S	Q	T	C	V	S	F

LIBRARIES
PUPPIES
JOURNEY
PONIES
LOLLY
PUPPY
BABY

SUPPLIES
LOLLIES
LIBRARY
SUPPLY
PLAYS
LADY
PONY

JOURNEYS
BERRIES
LADIES
BABIES
BERRY
PLAY

Big Write: Narrative



Your task is to write a narrative based on the character of an elephant

Remember to:

- o Write using the structure of a narrative
- o Include interesting adjectives describing your character
- o Ensure that you use correct punctuation, such as capital letters and question marks
- o Reread your writing to make sure it makes sense.

Roll It, Find It, Cover It



Directions: Roll a die. Read the clue that matches the die pattern you rolled. Find the 3D shape that matches the clue and cover it. Can you get five in a row?

	I can only roll.		I have five faces.		I have nine edges.
	My six edges are all the same length.		I have six vertices.		I have zero faces.
	I have five vertices.		I have two faces.		My six edges are not all the same length.
	I can roll and slide.		I have twelve vertices.		I have one face.

3D Shapes - Attributes

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Week 2: Shadow (Silhouette) Art

- Materials needed: paper, pencil, black texta or crayon for colouring.

A silhouette is a shadow-like outline/image of a person, scene, or object, usually coloured in solid black. Silhouette pictures of people were very popular in the Victorian era (1837-1901). Only very rich people could afford to have their pictures painted and photography had only recently been invented and was also very expensive. Silhouettes were a way for people to create a picture memory of their family members easily and cheaply. Here is an example:



by George Azarni Lloyd, 1866

- You can create your own silhouette picture. You can draw a family member, or an object, such as a flower or leafy branch from the garden.
- You need to shine a bright light in front of the object you want to create a silhouette of, so it casts a shadow onto paper. If you do a silhouette of a person, you only need to see their head and the top of their shoulders.
- Here is a YouTube clip showing some kids creating silhouette pictures with their friends. https://www.youtube.com/watch?v=T7z_z4IURY4
- If you don't have a person to pose for you, use an object. Here is an example of a plant silhouette:

