

Rydalmere PS framework for teaching online – Stage 3

You will need access to a digital device and help from a parent/carer to complete the following activities. For approximate times please refer to Daily Online Learning Schedule.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English</p> <p>View/Read: video on Maglev train or read this Maglev train information.</p> <p>Compose: Write two short paragraphs to summarise this video.</p> <p>Analyse: multimedia elements used to position the audience and communicate content.</p> <p>Respond: express your opinion on the use of maglev technology for transport.</p>	<p>English</p> <p>View: a news item Kids news or BTN or the TV.</p> <p>Summarise: key points of the news item.</p> <p>Respond: explain to someone the main points. Explain the purpose of the article/news item.</p> <p>Compose: Using the news article/item, investigate the meaning of words you don't know and demonstrate the meaning of each word in a sentence.</p>	<p>English/HSIE</p> <p>View: choose a video from Migrant stories This video illustrates the diversity of the people in Australia and the contribution that migrants have made to Australian society.</p> <p>Interview: a family member or friend to understand their experiences coming to Australia (the interview could be recorded and uploaded to our Google Classroom)</p> <p>Create: a list of questions to ask such as:</p> <ul style="list-style-type: none"> • Why did they 	<p>English</p> <p>With parent/carer guidance, look at some headlines in a magazine, newspaper or article.</p> <p>Respond: What is the purpose of headlines?</p> <p>Compose: Discuss with someone what you think the purpose of headlines and titles are. Where do you see these? Are they only used in written, informative pieces?</p> <p>Respond: Create a series of headlines using 5 words, then 4 words, 3 words, 2 words and finally one word only, to announce 5 different things you have done</p>	<p>English</p> <p>Practise: Using clear, legible handwriting, write 10 new words in sentences. Use dictionary.com to find unknown words.</p> <p>Read: using a piece of everyday text (could be a menu, a timetable, an advertisement) think about the structure and information expressed.</p> <p>Respond: Write a paragraph explaining the purpose of the text, what language features and structures the composer has used to get their message across. Has the composer used</p>

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	<p>Mathematics</p> <p>Complete: Type in “virtual dice” to Google. Use the dice and roll the dice twice use the two numbers to work out the highest common factor, lowest common multiple, add together or subtract. Add more dice and change the value to make it harder! Record your findings in a Google Doc or a book.</p>	<p>Mathematics</p> <p>Explore: find a timetable for local public transport such as Sydney train timetable. Choose a route and start points/endpoints. Calculate how long the trip will take.</p> <p>Calculate: plan a day trip involving at least two stops. Create your own timetable for the day. Calculate the time to travel from each stop to the next. Convert timetable times from 24-hour to 12-hour time.</p>	<p>come?</p> <ul style="list-style-type: none"> • Why Australia? • How is it different to the country they were born in? <p>Respond: Imagine you move to another country. Where might you move? Write about your feelings.</p> <p>OR</p> <p>Identify similarities and differences between migrant experiences.</p>	<p>over the last few days.</p>	<p>colour or images to grab your attention? How does it affect you as a viewer or reader?</p> <p>Compose: Using that piece of everyday text as a stimulus and guide, create your own. This might be a menu for the people in your house, an ad for a different product or a timetable for yourself.</p> <p>Compose: Using that piece of everyday text as a stimulus and guide, create your own. This might be a menu for the people in your house, an ad for a different product or a timetable for yourself.</p>
Break	Join your class for a virtual break.	Join your class for a virtual break.	Join your class for a virtual break.	Join your class for a virtual break.	Join your class for a virtual break.

	Monday	Tuesday	Wednesday	Thursday	Friday
Middle	<p>Science and technology</p> <p>What factors affect the movement of objects?</p> <p>Investigate: use forces (pushes/pulls) to make objects move. Identify different types of forces that act on objects. For example, gravitational, magnetic, buoyancy or applied forces (push, kick)</p> <p>Explore: observe the effect of changing variables on movement such as changing object shape, the surface it moves on, the strength of force used.</p> <p>Record: predictions, observations/measurements (photos, drawings, tables).</p>	<p>Science and technology</p> <p>What factors affect the movement of objects?</p> <p>Investigate: observe the impact of friction on different surfaces, air resistance and/or buoyancy on the movement of objects.</p> <p>Create: plan and perform a scientific investigation. Choose one of these forces to investigate. Identify a testable question, variables, steps, method to record observations/measurements (upload your observations to Google Classroom).</p>	<p>Mathematics</p> <p>Construct: prisms and pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes (take photos of your models).</p> <p>Draw: Choose two objects you made. Sketch the front, side and top view. Make and then draw as many different nets as possible for the objects you selected. Share a photo of your thinking into the Google Classroom.</p>	<p>Mathematics</p> <p>Play: How close to 100 with a partner on YouCubed</p>	<p>PDHPE</p> <p>Review: Look at your physical activity diary from this week.</p> <p>Calculate how much time each day was spent on physical activity.</p> <p>Challenge: identify two personal goals for a more active lifestyle. Brainstorm how you could achieve each goal.</p> <p>Plan: how you might involve other members of the family in this physical activity challenge.</p>
Break	Join your class for a virtual break.	Join your class for a virtual break.	Join your class for a virtual break.	Join your class for a virtual break.	Join your class for a virtual break.

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Afternoon	<p>PDHPE</p> <p>Keep a diary of physical activity you participate in each day this week. Record the time spent each time.</p> <p>How could you improve your throwing, catching or kicking skills?</p> <p>Respond: write a list of strategies you could use to improve your skills.</p> <p>Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.</p> <p>Communicate – leave a comment on Google Classroom.</p>	<p>HSIE</p> <p>Watch https://www.myplace.edu.au/teaching_activities/1878 - before_time/1798/1/farm_lad.html</p> <p>Respond: What do you think Sam’s life would be like? Write a journal entry about Sam’s experience at Owen’s farm. How would you feel if you were Sam?</p>	<p>Creative Arts</p> <p>Plan a dramatic presentation based on a migrant story. Write some ideas about:</p> <ul style="list-style-type: none"> • What people are wearing • What are they eating? • What were the challenges they faced? • What was the environment around them like? • Were there contrasts to the environments they had left? • What and who did they leave behind and who would they meet? 	<p>Creative Arts</p> <p>Think about, ask your family or research the songs and dances that your migrant may have known. For example, they may learn some new Australian songs such as ‘Waltzing Matilda’ or they may know some dances from other cultures such as the Greek inspired ‘The delights of Greece’.</p> <p>Learn to sing one of these songs and do one of these dance examples.</p> <p>Incorporate this into your dramatic presentation somewhere. Perhaps as a symbol of what they are leaving behind or coming to? Complete an outline of your script incorporating a song or dance your script.</p>	<p>Catch-up time</p> <p>Finish tasks from Monday –Thursday</p> <p>Communicate – check-in on our Google Classroom.</p>