

3P & 3/4B T3 W1	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<u>Staff Development Day</u>	<p><u>English</u></p> <p>Writing- Write a letter to your teacher. Tell them about your favourite food, favourite TV show or movie and your favourite sport.</p> <p>Grammar- Our word of the day is “beautiful”. Write as many other words you can think of that also mean beautiful. Write 5 sentences using the word beautiful. Draw a picture to match.</p> <p>Reading- read something you have in your house for 10 minutes before you take a break.</p>	<p><u>English</u></p> <p>Writing- Write out a recipe for something you know how to make. For example toast, hot chocolate, cereal or pancakes. Include what ingredients and items you need to make this.</p> <p>Handwriting- Write out 20 animal names you can think of in your neatest handwriting. Choose 3 of these animals to write into sentences to make sure your writing is neat.</p> <p>Reading- read something you have in your house for 10 minutes before you take a break.</p>	<p><u>English</u></p> <p>Writing- Write 5 sentences to convince and persuade your parents that cats are better than dogs OR dogs are better than cats.</p> <p>Grammar- Our word of the day is “dangerous”. Write as many other words you can think of that also mean dangerous. Write 5 sentences using the word beautiful. Draw a picture to match.</p> <p>Reading- read something you have in your house for 10 minutes before you take a break.</p>	<p><u>English</u></p> <p>Writing- Write a journal or diary entry about how you’re feeling today and draw a picture.</p> <p>Handwriting- Write out 20 foods you can think of in your neatest handwriting. Choose 3 of these foods to write into sentences to make sure your writing is neat.</p> <p>Reading- read something you have in your house for 10 minutes before you take a break.</p>
Break					

Middle		<p><u>Maths</u></p> <p>Number- Our number of the day is 35. Draw and write everything you know about 35 using addition, subtraction, multiplication and division.</p> <p>Shapes- Practice sketching 3D shapes like a sphere, cube and rectangular prism.</p>	<p><u>Maths</u></p> <p>Number- Our number of the day is 44. Draw and write everything you know about 35 using addition, subtraction, multiplication and division.</p> <p>Write out your 2, 5 and 10 times tables.</p> <p><u>Health</u></p> <p>Complete page 2 in your Road Safety Booklet.</p> <ol style="list-style-type: none"> 1. Circle the road safety risks in the picture. 2. Colour the picture. 3. Answer question about pedestrians in car parks. 	<p><u>Maths</u></p> <p>Number- Our number of the day is 60. Draw and write everything you know about 60 using addition, subtraction, multiplication and division.</p> <p>Length- Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and record your measurements. You can use foot steps or a ruler to measure. Try a new design to see if you can beat that distance.</p>	<p><u>Maths</u></p> <p>Number- Our number of the day is 55. Draw and write everything you know about 55 using addition, subtraction, multiplication and division.</p> <p>Say your 2, 5 and 10 times tables aloud. If you remember these, try your 3's!</p> <p>Shapes- Look around you- draw an item of furniture. Write down what shape this furniture is like.</p>
Break					
Afternoon	<p><u>Science</u></p> <p>Floating in the ocean- Fill your washing-up bowl with water. Put things you think will float into the water and watch to see how much of the object is under the water and how much is above the water. Try an empty plastic bottle (with the lid on) and see how much of it is</p>	<p><u>History</u></p> <p>Aboriginal and Torres Strait Islander peoples have a strong connection to country. This is the land they live on. What is the land that you live on? Draw a picture of a favourite place in your house, local park, local area or relatives home</p>	<p><u>Sport/fitness</u></p> <p>Kicking- Practise completing these steps without a ball first.</p> <ol style="list-style-type: none"> 1. Eyes focussed on the ball throughout the kick. 2. Forward and sideward swing of arm opposite kicking leg. 3. Non-kicking foot placed beside the ball. 4. Bend the knee of your 	<p><u>Creative Arts</u></p> <p>Make up a dance to your favourite song. You may want to perform this to your family!</p>	<p><u>Wellbeing</u></p> <p>Discuss, list or draw all the ways you can practice great hygiene to help stay COVID-19 safe. Create a poster to display in your home for your family.</p>

	<p>above the water and how much is below? Now try filling or half-filling the bottle with water – what difference does this make? You could try an ice cube, or an ‘iceberg’ (made of lots of ice cubes, or water frozen in a balloon). How much of this is under the water and how much is above? Why do you think people in ships need to be careful near icebergs?</p> <p>What can you find that:</p> <ul style="list-style-type: none"> - floats but most of it is under the water? - floats where hardly any of it is under the water? <p>What makes the difference? What materials are your floating things made from?</p>	<p>where you feel safe and happy. Write a description of why this place is important to you.</p>	<p>kicking leg at least 90 degrees during the back-swing. 5. Contact the ball with the top of your foot (a shoelace kick) or instep. 6. Kicking leg follows through high towards the target. Now- use a round ball (the size of a soccer ball) and practise kicking using the correct part of your foot. Go through each point above and make sure you can do this with the ball.</p>		
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CORE LIST - YEAR 3

weeks	strange	floor	packed	leave
beautiful	that's	person	ring	station
someone	won	people	side	stay
felt	air	straight	watch	try
street	brought	town	city	early
along	finally	across	sudden	voice
high	I'll	asleep	talk	should
hello	than	box	against	large
television	watch	clothes	Australia	course
died	animal	colour	cold	let's
everybody	anything	different	corner	slept
light	bird	dollars	nothing	sure
quickly	book	feet	parents	wouldn't
show	even	own	seen	write
slowly	hair	used	sent	able
space	games	goes	talk	already
everything	hard	rain	train	during

CORE LIST - YEAR 4

one	first	April	suddenly	minute
two	second	May	only	island
three	third	June	through	love
four	fourth	July	why	birthday
five	fifth	August	while	reached
six	sixth	September	small	tried
seven	seventh	October	here	couldn't
eight	eighth	November	few	under
nine	ninth	December	money	behind
ten	tenth	Summer	always	kept
eleven	Monday	Autumn	family	both
twelve	Tuesday	Winter	great	must
thirteen	Wednesday	Spring	it's	ready
fourteen	Thursday	where	right	wasn't
fifteen	Friday	which	finish	week
sixteen	Saturday	more	hour	say
seventeen	Sunday	until	knew	each
eighteen	January	other	o'clock	happen
nineteen	February	white	most	sometimes
twenty	March	know	caught	being
gone	past	hope	everywhere	whole
sea	planet	might	captain	ago
funny	please	war	uncle	but

Each week, choose 10 sight words from the list provided (10 DIFFERENT words each week). These 10 words will be your spelling list for the week. Yes, you can choose 'easy' words, but you won't learn much. We challenge you to choose 10 words that will challenge you. Complete the activities below using these words you have chosen.

Blooms Taxonomy X Gardner's Multiple Intelligences	Verbal-Linguistic I enjoy reading, writing and speaking	Logical/Mathematical I enjoy working with numbers and science	Visual/Spatial I enjoy painting, drawing and visualising	Kinaesthetic I enjoy doing hands-on activities, sports and dance	Musical I enjoy making and listening to music	Intrapersonal I enjoy working by myself	Interpersonal I enjoy working with others
Knowing	Write out your list words in different fonts and sizes	Write out your list words from least amount of letters to most amount of letters.	Create a crossword using your list words.	Make up an action to go with each of your spelling words.	Sing your list words to a simple beat.	List the words that you find hard and easy.	Play Bananagrams with a family member using your list words.
Understanding	Choose 5 list words and use them in a short story.	Use scrabble tiles to figure out the sum of each of your words.	Choose 5 words a draw a picture of each.	Spell your words out loud like when you're in a spelling bee.	Clap and record the syllables in each of your list words.	Complete a look, say, cover, write, check for homework.	Get a parent to test you on your list words.
Applying	Create an acrostic poem for 1 of your list words.	Play spelling dollars to work out the value of your words. a=1, b=2 etc.	Write your words in a rainbow pattern.	Play a game of boggle. (if you don't know what this is google the rules)	Create a tongue twister using one of your list words.	Choose 5 words that you find difficult and write them 5 times.	Choose your favourite word from your list and explain to someone why it's your favourite.
Analysing	Complete a find a word with the list words.	Group your list words according to how many letters they have.	Choose 3 spelling words. Use those letters to make as many words as you can.	Go on a hunt around the house and find words from your list in other texts.	Create words that rhyme with your list words.	Create a word ladder, starting from your shortest words to the longest.	Jumble your words and solve them by writing/typing them un-jumbled.
Creating	Use a dictionary to find the meaning of at least 6 list words.	Place your list words into groups and explain your groupings.	Create a cartoon using a list word.	Write a conversation between 2 people using a list word.	Write a song using your list words.	Organise your words in reverse alphabetical order.	Create a new spelling activity to help someone learn their words.
Evaluating	Write 4 dictation sentences using your list words.	Put your words onto a scale from easiest to hardest.	Create an artwork using one of your list words.	Choose your favourite activity from the grid to complete.	Create a hand clapping chant with a list word - teach it to your family.	Write a story using all of your list words.	Write your list words incorrectly, and have a family member spell them correctly.

Giving Directions

*Words that tell **ORDER** (Sequence, Transition)*

First,	Next,	Then,	Last,
In the beginning,	After that,	The next step,	Finally,
To Begin With	Following this,	Third,	To end,
To start,	Afterwards,		In conclusion,
	Second,		Lastly,
	Now		The end result

*Most recipe directions are written using a numbered list with a verb (doing word) at the beginning of the sentence eg 1. Chop the carrot. 2 Turn the stove on. Try to write yours this way.

*Words that tell **WHEN***

soon
immediately
in the meantime
during

*Words that tell **HOW/HOW OFTEN***

gently
carefully
quickly
frequently (a lot)
occasionally (sometimes)

Measurements

dash (one shake of a salt shaker) handful
spoonful squirt
cup # of pieces

*Words that tell **WHAT** to do*

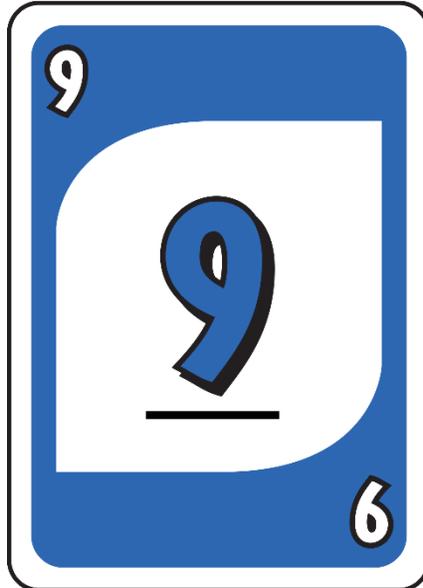
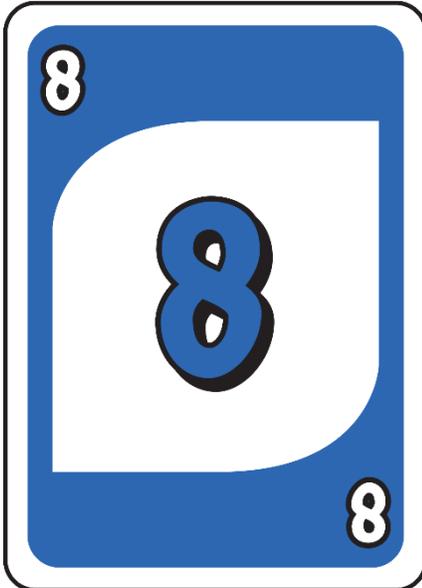
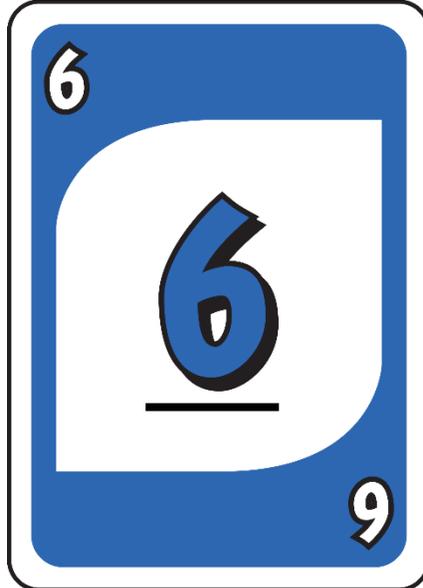
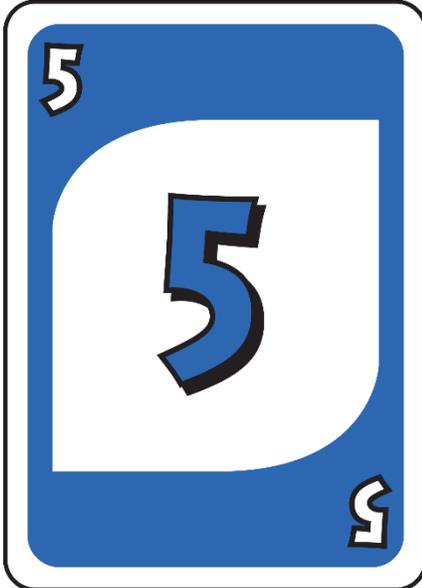
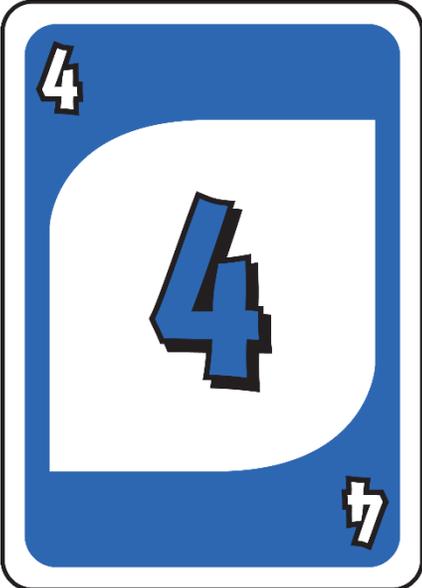
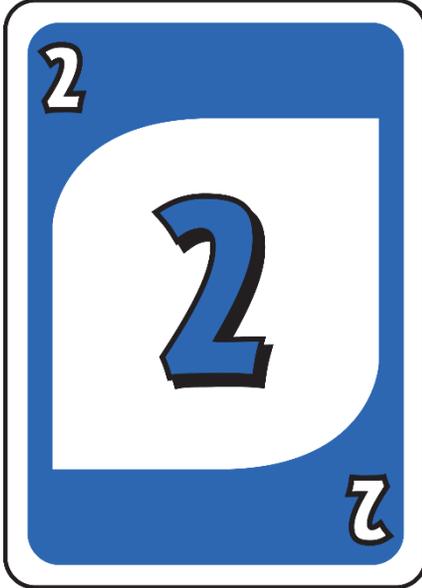
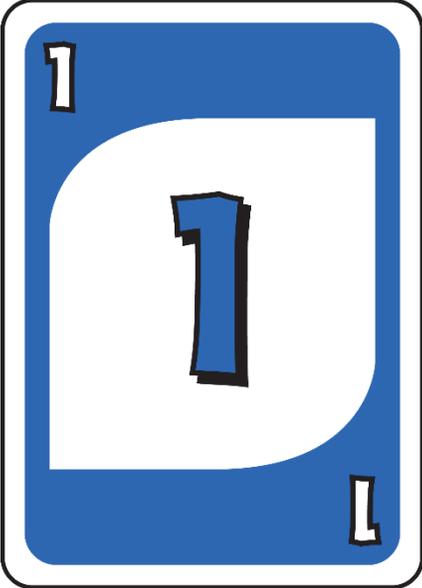
add	chop	cut	melt	slice
bake	coat	drizzle	mix	smash
beat	combine	freeze	peel	spread
blend	cook	grind	pour	sprinkle
break	cover	heat	refrigerate	stir
chill	crush	measure	season	toss
				turn
				whip

I believe that

because _____

A DESCRIPTION OF:

Handwriting practice lines consisting of 15 horizontal dashed lines for writing.





HUNDREDS CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

THOUSANDS CHART

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630	640	650	660	670	680	690	700
710	720	730	740	750	760	770	780	790	800
810	820	830	840	850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1000

NUMBERS BEFORE:

--	--	--

NUMBER:

--

NUMBERS AFTER:

--	--	--

THE NUMBER WORD IS:

--

- 10

+10

--

--

COUNT IT OUT IN BLOCKS:

--

CIRCLE IT:

ODD

EVEN

TENS

ONES

--

--

THE NUMBER:

HOW MANY SUMS CAN YOU MAKE WITH THE NUMBER OF THE DAY AS THE ANSWER?

NUMBERS BEFORE:

49 50 51

NUMBER:

52

NUMBERS AFTER:

53 54 55

THE NUMBER WORD IS:

fifty-two

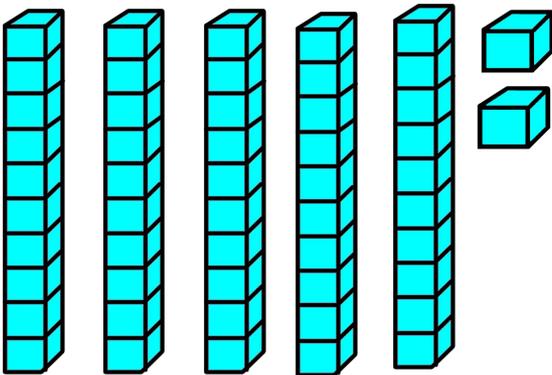
- 10

42

+10

62

COUNT IT OUT IN BLOCKS:



CIRCLE IT:

ODD

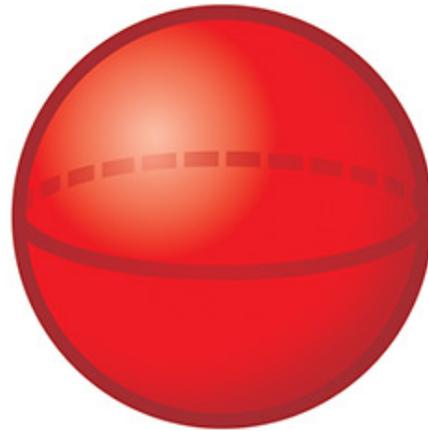
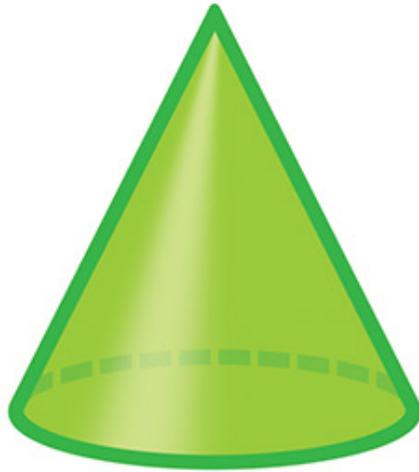
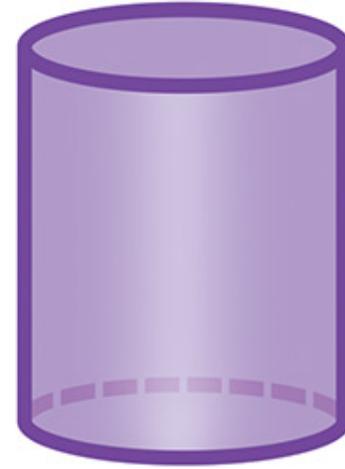
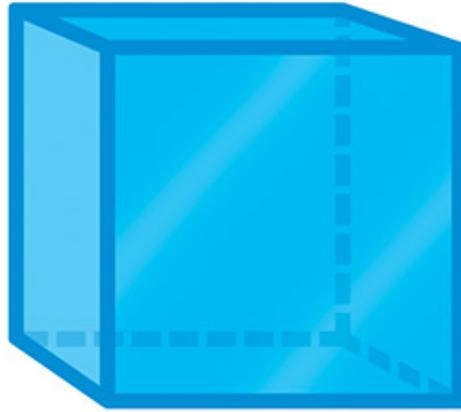
EVEN

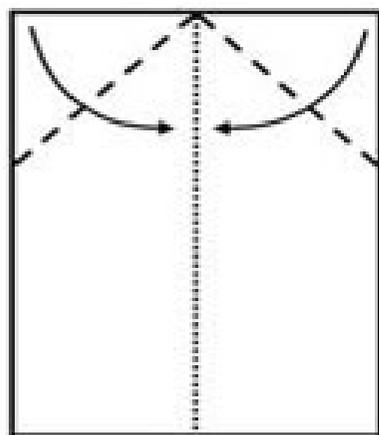
TENS

5

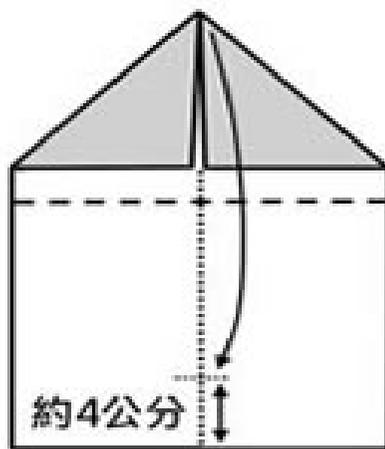
ONES

2

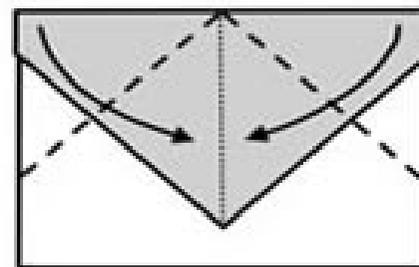




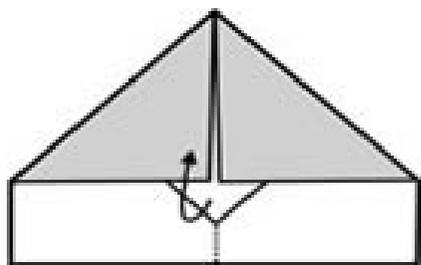
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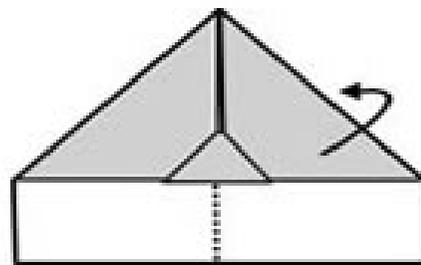
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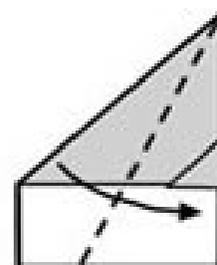
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4



5



6

ADDITION CHALLENGE

+										

My time:

My score:

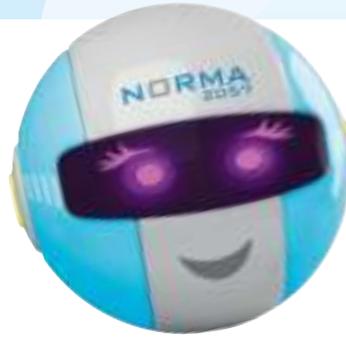
SUBTRACTION CHALLENGE

-										

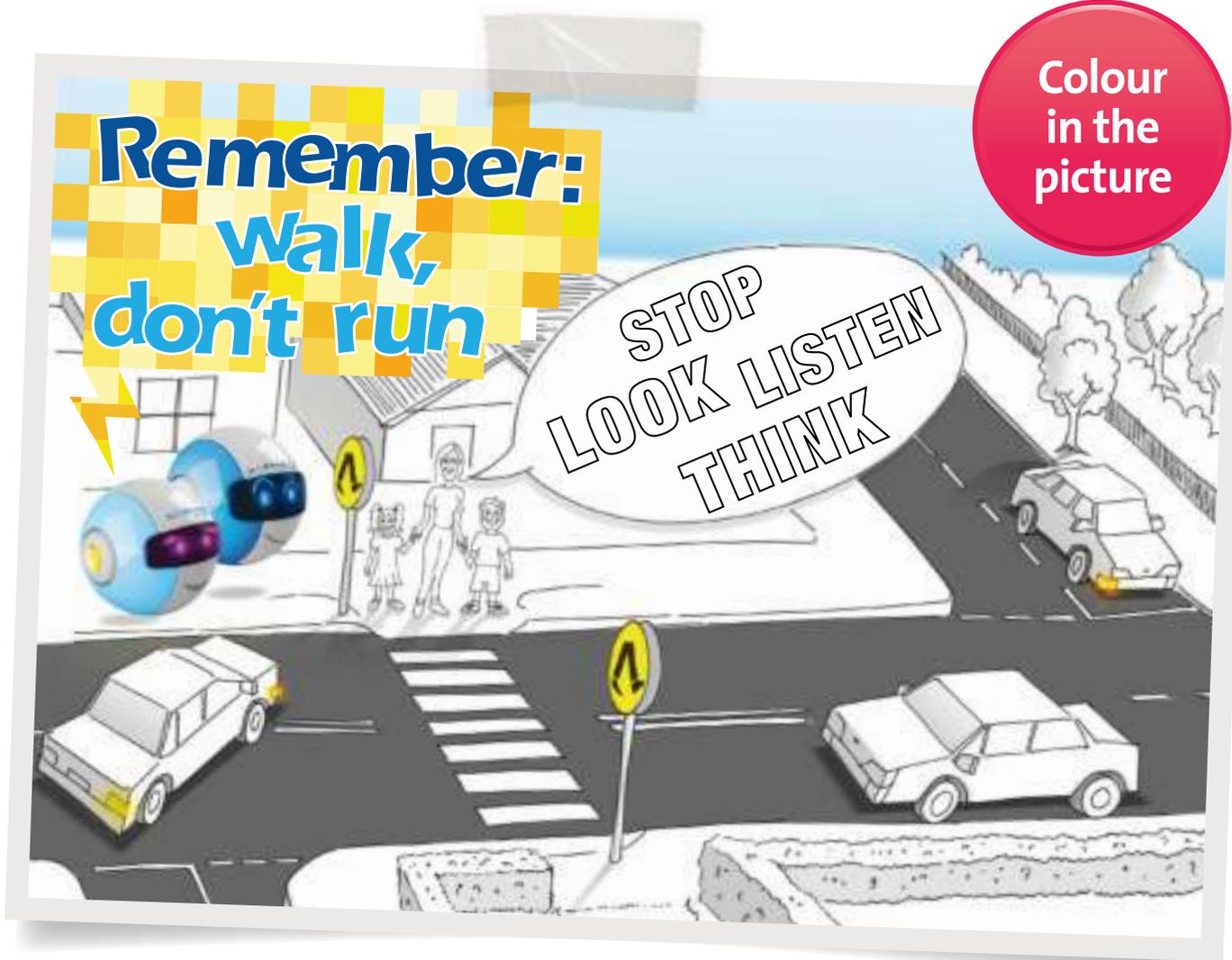
My time:

My score:

Let's cross the road safely



Spot the potential road safety risks



How can pedestrians reduce their risk in car parks?

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.....

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