

Weekly Bulletin

Google Classroom

If you are not already on Google classroom our code is:

3 Pink: yecky5k

3/4 Blush: wwwclwq

We will use this to post our Weekly Timetable and monitor student attendance. An attendance question will be made available from 9:00am each day and it needs to be submitted before 3:00pm of that day to ensure your child is marked as attending online learning for that day.

Submitting work on Google Classroom

Each week you will be assigned one task, this will be a Google Doc that is blank called "Week 2 Completed Work". This document can be used to type any work you complete or insert pictures of completed work. Teachers will be able to access and support you with your work in this document throughout the week.

Please only "turn in" your work on Friday once you have completed everything otherwise you will not be able to access it again.

Printing

There is no expectation that families print any of the resources from the timetable/Google Classroom. Students can complete tasks digitally on their assigned Google Doc for the week or via paper and upload photos to their Google Doc.

Zoom Meet Up

Our Zoom meet up will be on Wednesday at 3P 10:30am and 3/4B 12:30pm. Please make sure you have practiced joining Zoom before then to ensure you are able to get on. Attached below are steps to assist you with this. The link for our Zoom is:

3P- <https://nsweducation.zoom.us/j/69784443839?pwd=a1hWYVIMYVNNYWQyUHFFQ0Y1bG55dz09> Meeting ID: 697 8444 3839 Passcode: 3Pink

3/4B- <https://nsweducation.zoom.us/j/6566393407?pwd=U0t4ZUdEYmNtWnNHamRueWpSaHIDUT09> Meeting ID: 656 639 3407 Passcode: 34B

There will be a chance to join our "Zoom Test" on Monday at 11:30am. This will allow you to try accessing Zoom from your device before Wednesday. The link for our K-6 Zoom Test is:

<https://nsweducation.zoom.us/j/65584875548?pwd=WWExMGRjUU1DNmpGZnRyNUpxL2NxUT09> Meeting ID: 655 8487 5548 Passcode: RPS

How students can access **Zoom** meetings in NSW public schools

Sign into **Zoom** with a desktop browser



1. Use a **modern browser** in Windows, MacOS or Linux.
2. Browse to the NSW DoE Zoom console at: <https://nsweducation.zoom.us>



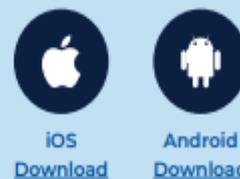
3. Select **sign in** at the bottom.
4. Login with your **department credentials**.



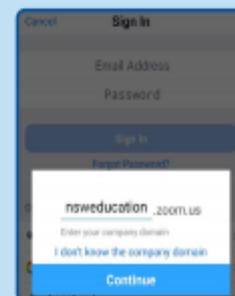
5. For first time users, **download and install** the Zoom desktop client when prompted.
6. Once signed in, **Zoom** will be ready for use!

Accessing **Zoom** using mobile apps

1. Download the **Zoom** app for your specific mobile device.



2. Once installed, open **Zoom**, tap **Sign In** then tap **SSO**.
3. Type **nsweducation** and tap **Continue**.



4. The **DoE log on screen** will appear. Sign in with your normal department credentials.



5. Once signed in, **Zoom** will be ready for use!

| 3P & 3/4B T3 W2 | Monday | Tuesday | Wednesday | Thursday | Friday |
|-----------------------|---|---|--|--|---|
| <p>Morning</p> | <p><u>English</u></p> <p>Writing- Our persuasive writing topic is “Buses are a better mode of transport than cars”. Start planning your story using the OREO planning template.</p> <p>Reading-Read your assigned book on Wushka aloud. If you are unsure of what any words mean write them down to check with an adult.</p> <p>Spelling- Choose 10 sight words from your sight word grid as your spelling words for the week. Write out your chosen words and choose one activity from the spelling grid to complete.</p> <p>Optional: Watch Education Live at 10:00am https://education.nsw.gov.au/parents-learning-at-home</p> | <p><u>English</u></p> <p>Writing- Continue your writing task from yesterday. You will need to start writing your introduction (paper or typed). Then write your persuasive paragraph 1 and 2 using your OREO planning sheet.</p> <p>A video to remind you: How to write an attention grabbing introduction- https://youtu.be/iTRYymgKxMM How to write a persuasive paragraph- https://youtu.be/nh5oEotTAqA</p> <p>Grammar- Sentence a Day. See below for work.</p> <p>Reading- Read your assigned Wushka book aloud. Complete your activity sheet.</p> <p>Optional: Watch Education Live at 10:00am https://education.nsw.gov.au/parents-learning-at-home</p> | <p>Zoom Check In 3P: 10:30am 3/4B: 12:30pm</p> <p><u>English</u></p> <p>Writing- Finish off your persuasive writing today with paragraph 3 and your conclusion. Once you have finished read through it carefully checking for spelling mistakes and punctuation.</p> <p>A video to remind you of how to write a conclusion: https://youtu.be/E2zsMceMILw</p> <p>Grammar- Sentence a Day. See below for work.</p> <p>Reading- Read your assigned Wushka book aloud. Complete one of your task cards.</p> <p>Optional: Watch Education Live at 10:00am https://education.nsw.gov.au/parents-learning-at-home</p> | <p><u>English</u></p> <p>Writing- Now it is time to publish your persuasive writing! If you have an adult to help you get them to read and check your work. Re-write your text using neat handwriting and add some pictures to make it interesting. Don't forget to leave spaces for paragraphs and add some pictures to make it interesting.</p> <p>Spelling- Choose two activities from the spelling grid to complete.</p> <p>Reading- Read your assigned Wushka book aloud. Make sure you are using lots of expression when reading.</p> <p>Optional: Watch Education Live at 10:00am https://education.nsw.gov.au/parents-learning-at-home</p> | <p><u>English</u></p> <p>Reading- Read your assigned Wushka book allowed. Complete one of your task cards.</p> <p>Spelling- Choose two activities from the spelling grid to complete.</p> <p>Handwriting- Write out your spelling words in neat handwriting.</p> <p>Optional: Watch Education Live at 10:00am https://education.nsw.gov.au/parents-learning-at-home</p> |

| Break | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|--|------|--------|------|----|-----|-----|--|------|--------|------|----|-----|-----|---|------|--------|------|----|-----|------|--|------|--------|------|----|-----|------|--|------|--------|------|----|-----|------|
| <p>Middle</p> | <p><u>Maths</u></p> <p>Number- choose a number of the day from the options below and complete the number of the day sheet. Look at the example sheet as a guide- remember to use addition, subtraction, multiplication and division.</p> <table border="1" data-bbox="338 671 674 802"> <thead> <tr> <th>Easy</th> <th>Medium</th> <th>Hard</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>120</td> <td>200</td> </tr> </tbody> </table> <p>Begin to work on Math in Action Task 1- Party Time! You will have today and tomorrow to complete this task. The maths task is located below.</p> | Easy | Medium | Hard | 28 | 120 | 200 | <p><u>Maths</u></p> <p>Number- choose a number of the day from the options below and complete the number of the day sheet. Look at the example sheet as a guide- remember to use addition, subtraction, multiplication and division.</p> <table border="1" data-bbox="703 671 1039 802"> <thead> <tr> <th>Easy</th> <th>Medium</th> <th>Hard</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>112</td> <td>945</td> </tr> </tbody> </table> <p>Complete Math in Action Task 1- Party Time! from yesterday.</p> | Easy | Medium | Hard | 36 | 112 | 945 | <p><u>Maths</u></p> <p>Number- choose a number of the day from the options below and complete the number of the day sheet. Look at the example sheet as a guide- remember to use addition, subtraction, multiplication and division.</p> <table border="1" data-bbox="1068 671 1404 802"> <thead> <tr> <th>Easy</th> <th>Medium</th> <th>Hard</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>144</td> <td>1008</td> </tr> </tbody> </table> <p>Multiplication- practise your 4 and 8 times tables. Write them out and say them aloud. If you are familiar with them, practise the related division fact. E.g. $4 \times 8 = 32$ $32 \div 8 = 4$</p> <p><u>Health</u> The password for all of these videos is: safety Watch - Video 3: Why we need seatbelts (4:48)</p> | Easy | Medium | Hard | 40 | 144 | 1008 | <p><u>Maths</u></p> <p>Number- choose a number of the day from the options below and complete the number of the day sheet. Look at the example sheet as a guide- remember to use addition, subtraction, multiplication and division.</p> <table border="1" data-bbox="1433 671 1769 802"> <thead> <tr> <th>Easy</th> <th>Medium</th> <th>Hard</th> </tr> </thead> <tbody> <tr> <td>55</td> <td>150</td> <td>1346</td> </tr> </tbody> </table> <p>Begin to work on Math in Action Task 2- Holiday Gifts. You will have today and tomorrow to complete this task. The maths task is located below.</p> | Easy | Medium | Hard | 55 | 150 | 1346 | <p><u>Maths</u></p> <p>Number- choose a number of the day from the options below and complete the number of the day sheet. Look at the example sheet as a guide- remember to use addition, subtraction, multiplication and division.</p> <table border="1" data-bbox="1798 671 2134 802"> <thead> <tr> <th>Easy</th> <th>Medium</th> <th>Hard</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>200</td> <td>1020</td> </tr> </tbody> </table> <p>Complete Math in Action Task 2- Holiday Gifts from yesterday.</p> | Easy | Medium | Hard | 60 | 200 | 1020 |
| Easy | Medium | Hard | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 | 120 | 200 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Easy | Medium | Hard | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 36 | 112 | 945 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Easy | Medium | Hard | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 | 144 | 1008 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Easy | Medium | Hard | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55 | 150 | 1346 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Easy | Medium | Hard | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 60 | 200 | 1020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

<https://vimeo.com/453468445>

Answer these

questions out loud:

Q1. What is the number one safety strategy when you are inside the car?

Q2. What happens to Eggbert when he forgets to put his seatbelt on?

Q3. Whose job is it to make sure you wear your seatbelt?

Watch - Video 4:

Correctly fitting a seatbelt (6:58)

<https://vimeo.com/453469840>

Answer these

questions out loud:

Do - Find your collarbone and your hip bone. The seatbelt sits across these bones because they are the strongest bones in your body and would take all the force if you were in a crash.

Q1. What is your safety strategy for where to sit in the car to stay safe?

Why? If you have to sit in the front, what's the safest way to sit in the front seat?

| | | | | | |
|------------------|---|---|--|---|---|
| | | | <p>Do Activity: Place a mark 150cm high on the wall and check your height against this mark. Only those 150cm or taller can safely sit in the front seat of a car.</p> <p>Complete Page 6 in your Road Safety Booklet.</p> | | |
| Break | | | | | |
| Afternoon | <p><u>Science</u></p> <ol style="list-style-type: none"> 1. Read the eBook <i>'The Power of Sunlight'</i>. If you want to read this on your device, click here. 2. Today you will be doing a simple experiment to try and "capture" some sunlight. 3. The instructions are on the worksheet with the title <i>'Experiment 2: Invisible Sunlight'</i>. If you want to view this on your device, click here. | <p><u>History</u></p> <p>This term we will be looking at stories of the first fleet. Read the comic strip <i>Stories of the First Fleet Chapter 1</i>. Write 4 sentences about what you think the characters might be saying or thinking.</p> <p>Look at the Activity 2 - drawing of a poor family in 1700s London. Write some sentences about how you would feel if this was you, what you see in the picture and what you think you might hear if</p> | <p><u>Sport/fitness</u></p> <p>Complete the warm up session, lesson on the fundamental movement skill-The Vertical Jump and cool down stretches.</p> <p>Click the dance fever link and complete the Dance Activity #1- Would you rather? In your weekly Google Doc, write if you chose side A or B.</p> <p>https://www.dancefevermultisport.com/remote-learning-1/</p> <p><i>Instructions are located further down in this document.</i></p> | <p><u>Creative Arts</u></p> <p>Activity 1: Complete the Family Shoe Texture rubbing artwork.</p> <p>Activity 2: Choose another item from home to create a texture rubbing artwork. Upload a photo of your artwork to your weekly google doc in your google classroom.</p> <p><i>Instructions on how to do this are located further down in this document.</i></p> | <p><u>Wellbeing</u></p> <p>Choose one activity to complete from the Wellbeing Activity Grid. In your weekly google doc, upload a photo of what you have completed or type which activity you have completed.</p> <p><i>Activity grid is located further down in this document.</i></p> <p>Don't forget to turn in your Google Doc for this week once all your work has been completed.</p> |

| | | | | | |
|--|--|---|--|--|--|
| | <p>4. Gather the materials and follow the instructions on the worksheet.</p> <p>5. After doing the experiment, draw your results on a blank piece of A4 paper, take a photo and upload it into the 'Week 2 Completed Work' Google Doc.</p> | <p>you were the child in the image</p> <p>Complete Activity 3 Crime in the 1700's- <i>Instructions are located further down in this document.</i></p> | | | |
|--|--|---|--|--|--|

OREO

Topic: _____



Opinion

Reasons

| | | |
|-------------------------------|-------------------------------|-------------------------------|
| 1. <hr/> <hr/> <hr/> <hr/> | 2. <hr/> <hr/> <hr/> <hr/> | 3. <hr/> <hr/> <hr/> <hr/> |
|-------------------------------|-------------------------------|-------------------------------|

Explanations

| | | |
|-------------------------------|-------------------------------|-------------------------------|
| 1. <hr/> <hr/> <hr/> <hr/> | 2. <hr/> <hr/> <hr/> <hr/> | 3. <hr/> <hr/> <hr/> <hr/> |
|-------------------------------|-------------------------------|-------------------------------|

Opinion Restated

Persuasive Writing!



Introductions

I think...
For this reason...
I feel that...
I am sure that...
It is certain...
I am writing to...
Of course...
In the same way...
On the other hand...
In this situation...



Making Your Point

Firstly, secondly, thirdly...
Because...
Furthermore...
In addition...
Also...
Finally...
Likewise...
Besides...
Again...
Moreover...
Similarly...
Surely...
Certainly...
Specifically...
If... then...

Details

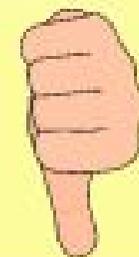
For example...
In fact...
For instance...
As evidence...
In support of this...

Endings

For these reasons...
As you can see...
In other words...
On the whole...
In short...
Without a doubt...
In brief...
Undoubtedly...

Other Words

reasons
arguments
for
against
Unfair
pros
cons



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 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. |

Sentence a Day

A **statement** tells you a complete message. For example:

- I like playing soccer on Saturdays.
- I am good at Maths.
- I don't like broccoli.

Tuesday-

Write 3 statements about yourself:

- 1.
- 2.
- 3.

Wednesday-

Write 3 statements about a game you like playing:

- 1.
- 2.
- 3.

Extra: Write some statements about your favourite food, your classroom and your favourite place.



Math in Action: Task 1



Party Time!

Ann, Nikki, Ian, and Johnny were nominated to plan the class party. They had to present a plan to the class and teacher on wednesday. They needed to have a party theme, list of items they want to purchase for the party, the price of those items, and an amount of money to have each classmate donate. **There are 24 students in the class.

Task:

Plan the party for the class with activities, food, and drinks.
Determine how much it will cost and create a proposal.
Form a plan.
Take Action!
Show all your work!

Extension:

Present two different proposals to the class!
Create a party for your class.
Create a party for the entire grade level.



Math in Action: Task 2



Holiday Gifts!

You have saved up all year and have \$150 dollars to spend on holiday gifts for your family and friends. This is all the money you have, so you cannot go over your budget.

Task:

Make a list of people you will get a gift for and what you will get them. Include YOUR estimate of the prices.
Then, research the REAL prices.
Create a chart to show the gifts and the actual prices.
Form a plan.
Take Action!
Show all your work!

Extension:

How would you pay for each gift using coins and bills?

NUMBERS BEFORE:

NUMBER:

NUMBERS AFTER:

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THE NUMBER WORD IS:

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COUNT IT OUT IN BLOCKS:

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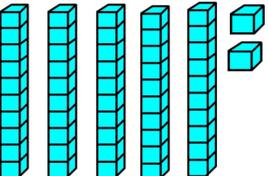
SHOW IT WITH BLOCKS:

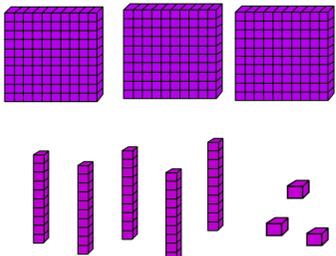
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THE NUMBER:

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

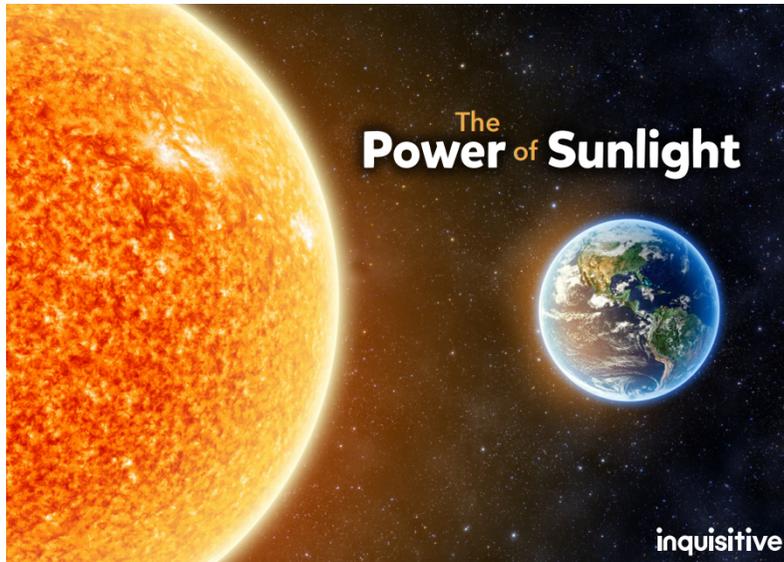
| | | |
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| | | | | | | |
|---|----|----|-------------|----------------|------|----|
| NUMBERS BEFORE: | | | NUMBER: | NUMBERS AFTER: | | |
| 49 | 50 | 51 | 52 | 53 | 54 | 55 |
| THE NUMBER WORD IS: | | | - 10 | +10 | | |
| fifty-two | | | 42 | 62 | | |
| COUNT IT OUT IN BLOCKS: | | | CIRCLE IT: | TENS | ONES | |
|  | | | ODD | 5 | 2 | |
| | | | EVEN | | | |

| | | | | | | |
|-----------------|-----|------|---|----------------|-----|-----|
| NUMBERS BEFORE: | | | NUMBER: | NUMBERS AFTER: | | |
| 350 | 351 | 352 | 353 | 354 | 355 | 356 |
| H | T | O | SHOW IT WITH BLOCKS: | | | |
| 3 | 5 | 3 |  | | | |
| - 10 | | | +10 | | | |
| 343 | | | 363 | | | |
| ODD | | EVEN | | | | |

MONDAY - SCIENCE

eBook: 'The Power of Sunlight'



Contents

| | |
|--------------------------------|--------|
| Travelling sunlight | Page 2 |
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| Sun light, Sun bright! | Page 4 |
| The source of life | Page 5 |
| Powering the weather | Page 6 |
| Warming our oceans | Page 7 |
| Powering your world | Page 8 |

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TRAVELLING SUNLIGHT

Sunlight travels at the speed of light. Travelling at nearly 300 000 kilometres per second, the Sun's light energy takes eight minutes and twenty seconds to reach the Earth's atmosphere.

Scientific name for sunlight = Electromagnetic radiation



The page shows a close-up of the Sun's surface with bright rays of light emanating from it, hitting the edge of the Earth. The Earth's atmosphere is visible as a thin blue layer.

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WHY IS EARTH SO SPECIAL?

Earth is the third planet from the Sun. It lies in the 'Goldilocks' zone. That means we get just enough of the Sun's light and heat for living things to grow. Without the Sun's energy, Earth would be a lifeless icy rock.

What is energy?
Energy is the power to change and make things happen.



The page shows the Earth from space, set against a starry background. The Earth's continents and oceans are clearly visible.

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SUN LIGHT, SUN BRIGHT!



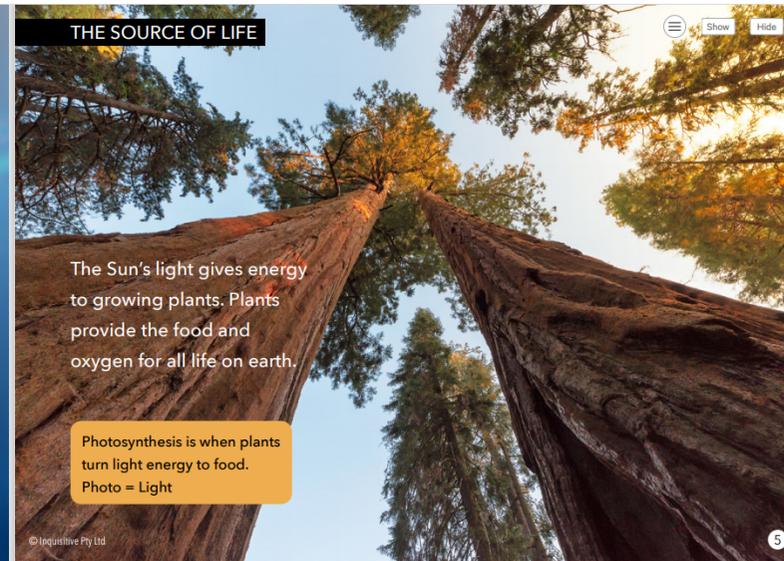
For billions of years, the Sun has shone on our world. Scientists calculate it will keep on shining for billions more.

Never look directly at the Sun!
Although the Sun is 150 million kilometres away, the Sun's light can be extremely dangerous and damage your eyes.

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4

THE SOURCE OF LIFE



The Sun's light gives energy to growing plants. Plants provide the food and oxygen for all life on earth.

Photosynthesis is when plants turn light energy to food.
Photo = Light

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5

POWERING THE WEATHER

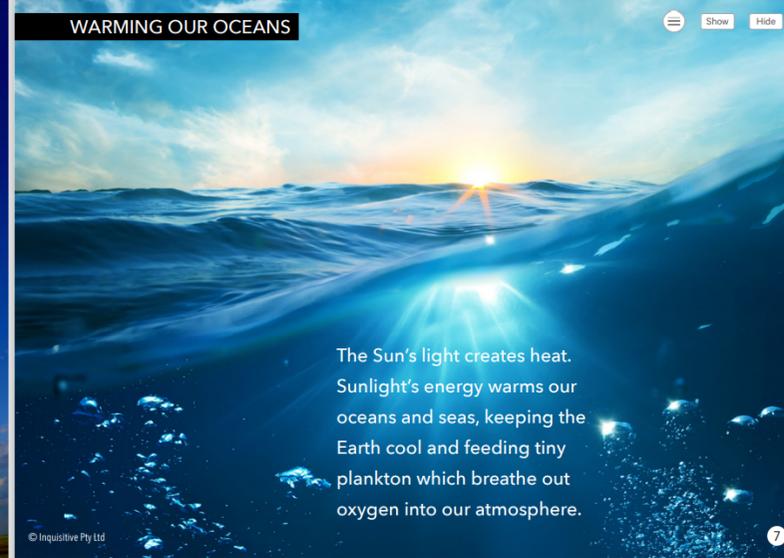


Sunbeams power the water cycle and produce wind, creating our weather and climate.

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6

WARMING OUR OCEANS



The Sun's light creates heat. Sunlight's energy warms our oceans and seas, keeping the Earth cool and feeding tiny plankton which breathe out oxygen into our atmosphere.

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7



Think of all the
different ways
sunlight powers
your world.



Show

Hide



© Inquirer



EXPERIMENT 2 Invisible sunlight**My question**

Can we capture invisible sunlight?

Materials

- two clear plastic cups
- tonic water
- tap water
- torch
- black paper or material

Methods/steps

1. Fill one clear cup with tap water. Fill the other clear cup with tonic water. Leave in direct sunlight for a few minutes. Try this at midday when the sun is strongest.



Tap water

Tonic water

2. Hold black paper or material behind the cups. Look at each cup of water through the sides of the cups. Using a torch may help.



Black paper or material

What will happen?

I predict that the bubbles in the tonic water will capture the Sun's light.

What stayed the same?

Both cups of water were exposed to the same amount of sunlight.

**What changed?**

The type of water was different in each cup. One had tap water, one had tonic water.

TUESDAY - HISTORY
Activity 1 -Comic Strip

Stories of the First feet

Chapter 1



By the mid 1700s, farming was changing in a big way. New tools, fertilisers and ways of farming meant that fewer workers were needed.



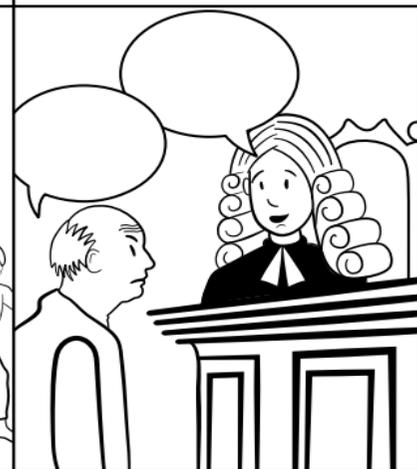
So these workers moved to the cities to look for work. Soon, the cities became overcrowded.



Many poor people lived in terrible conditions. Work was hard to find and many people were starving and suffering from disease or illness.

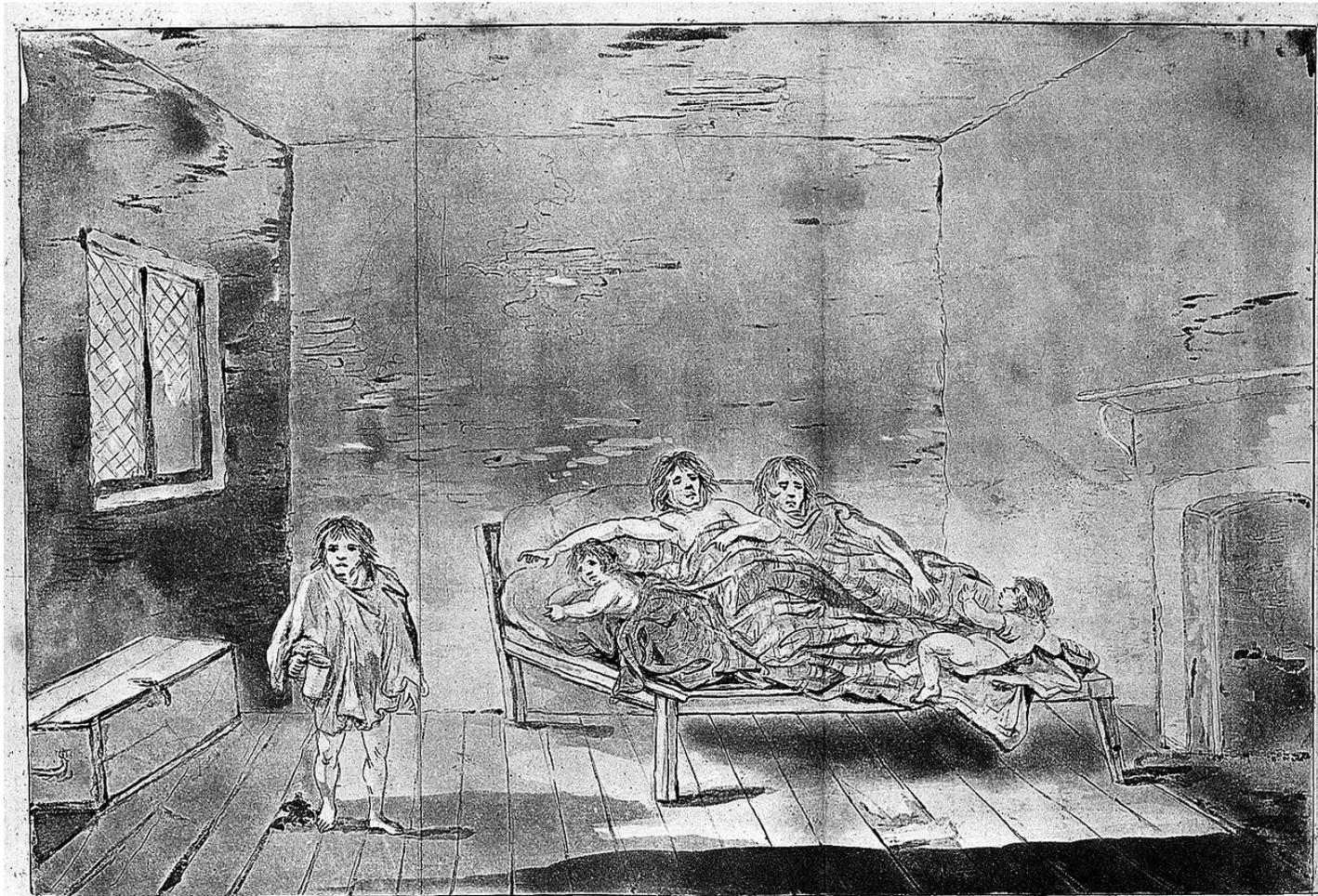


Some people turned to crime.



To try and stop all this crime, more and more rules were made, and tougher punishments handed out.

To be continued...



A Morning Walk in the METROPOLIS.

Activity 2 - Image of the poor family

Activity 3- Crime in the 1700's

Write your answer in full sentences explaining why and using different examples to support your reason. You can extend your writing on the Google Doc.

There was lots of crime in Britain in the 1700s. Court records in London at the time show the types of crimes that were committed (done) by the very poor.

Read the examples below and write why you think each crime may have been committed.

Begging

Stealing wood

Pick pocketing (things stolen from pockets, usually by young children)

Sheep stealing

Using information you have gathered in the lesson, complete the sentence starter below.

I think there was more crime in Britain in the mid 1700s because...

Stay safe in and out of your car

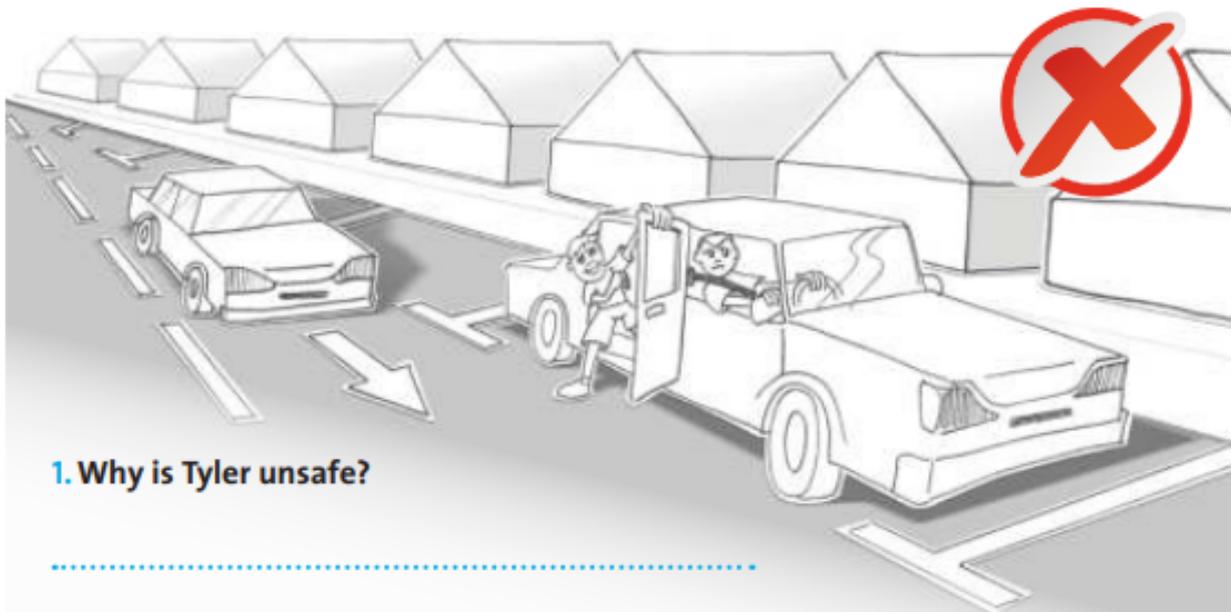


1. Describe how to safely wear a seatbelt.

.....
.....

2. When is it safe to take off your seatbelt?

.....
.....



1. Why is Tyler unsafe?

.....
.....

2. Describe the safe way to enter and exit a car.

.....
.....

WEDNESDAY- PE

Warm Up (6 minutes)

Get your muscles warmed up by doing a warm up with Joe. Click the link below to watch the video or if you have no internet access, do the following for 5 minutes. <https://www.youtube.com/watch?v=d3LPrh10v-w>

40 seconds: Marching on the spot

15 seconds: Have a break

40 seconds: Star jumps

15 seconds: Have a break

40 seconds: Fast jog on the spot as fast as you can

15 seconds: Have a break

40 seconds: Squats- up and down

15 seconds: Have a break

40 seconds: Climb the rope on the spot

The Vertical Jump (10 minutes)

We are learning the fundamental movement skill called 'The Vertical Jump'. Click the link to watch how to perform this skill.

<https://drive.google.com/file/d/19XwU15cSmKk6wa9O12yXassTCW1rPkjY/view>

Activity: Circle Jump (15 minutes)

Use chalk to draw circles outdoors, use hula hoops, ropes or wool/string to create circles. *If you can not create circles just visualise one spot and then jump to the next spot.* Place 6 circles in a line around

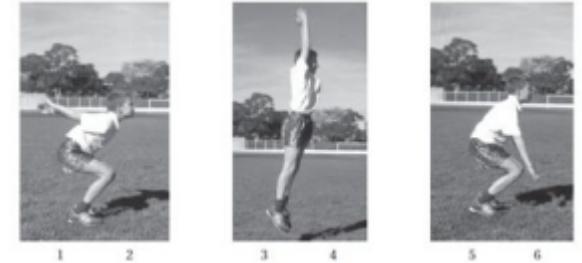
half a metre apart from each other. Jump from circle to circle using a double foot take-off and land. After jumping out of the last circle, run back to the beginning and repeat. If you have a family member playing with you, tag the next person and continue this until everyone has had a turn.

Activity: High Leap (15 minutes)

Get a family member to stand in front of you with their hand in the air. Using a good run up try and leap up and give them a high five. Have ten goes and see if you can get a little higher each time.

Remember to ensure the following:

- Correct jump technique:
 - Eyes focused forward or upward.
 - Crouches down with knees bent and arms behind the body.
 - Forceful forward and upward swing of the arms.
 - Legs straighten in the air.
 - Lands on balls of the feet, and bends knees to absorb landing.
 - Controlled landing with no more than one step in any direction.



Cool Down (Approximately 10 minutes) Complete the Post-Workout stretches and hold each pose for 30 seconds.



Hamstring Stretch
Do the right leg and left



Butterfly Stretch



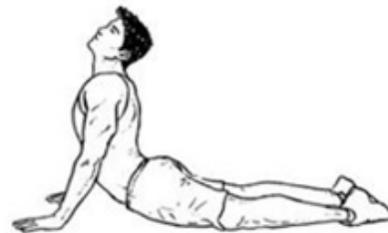
Neck Stretch
Do the right side and left side



Overhead Triceps Stretch
Do the right arm and left arm



Cat Back Stretch



Cobra Abdominal Stretch /
Old Horse Stretch



Shoulder Stretch
Do the right arm and left arm



Standing Quadricep Stretch
Do the right leg and left leg

THURSDAY- Creative Arts

Activity 1: Family Shoe Texture Rubbing <https://www.k6art.com/>

Watch the video and create your own artwork or follow the directions below.

1. Get a shoe and place it face down so the bottom of the shoe is facing you.
2. Using a piece of paper, place it on top of the shoe.
3. Use one coloured crayon and hold it flat over the shoe and rub the crayon on the paper. The texture from the shoe will begin to show on the paper.
4. Choose another shoe with a different texture to do the same. Choose a different coloured crayon for each shoe.
5. Overlap the texture rubbings and use as many shoes as you like to create your artwork.
6. If you don't have crayons, coloured pencils work as well.



FRIDAY

Choose an activity to complete on Wellbeing Fridays

| | | | |
|--|--|--|--|
| Create a treasure hunt with a map and clues. | Make the alphabet from sticks or other natural items. | Build a fort using cushions and blankets. | Make dinner for your family. |
| Make your name or words out of recycled materials. | Write instructions to make a sandwich and let someone follow them. | Write your own book, including drawings and a cover. | Invent your own musical instrument. |
| Pick a word and see how many other words you can make from it. | Draw your own comic book. | Freeze a small toy or coin in water and make a time-lapse video of it melting. | Put different amounts of water in glass containers and tap them gently to make music. |
| Make paper aeroplanes. | Put some dirty coins in vinegar and see what happens. | Learn different bird calls. | Use playing cards to build a tower as high as you can. |
| Observe the moon each night and take pictures to make a time-lapse video. | Use a tape measure and measure items around your home. Draw and label these items. | Build a model city with items from your home. | Make a mini-golf course. |
| Paint rocks with motivational and encouraging words. | Invent a board game using small bottle lids or other small items as pieces. | Draw a detailed map of your home. | Look at the clouds and draw what you see. |
| Sit in your backyard, front yard or somewhere in your home and just listen. What can you hear? What is the closest sound you can hear? What is the furthest sound you can hear? Can you hear your own breathing? | Discuss with an adult why it is important that we keep our passwords safe. Can you think of 5 ways you can be a Safe Cyber Citizen? Discuss or list them. | Teach someone in your family how to do something on your device. It might be using an APP, playing a game or even taking a photo using a special filter. | List 10 ways you can be a responsible helper in your home. Think of a job/activity you would like to help with at home. Write down or discuss with an adult at home why you would be the best person for this job. |
| Talk to an adult at home about something you are proud of that you have achieved. Remember to listen, encourage and celebrate other people's success along with your own. | Choose a family member and write down or draw pictures of all the things you love about them. Using your list, write a letter or draw a picture telling them how much you love and why you respect them. | What are some kind words others have said to you? What are some kind words you have said to others? Write them down. Create a poster to display in your home for your family about being kind. | Search for an inspirational quote that will motivate you while you are learning from home. Get creative by making a poster of your quote and stick it somewhere you can see it while you complete your school work to help keep you motivated. |
| Role play and practise different ways of using your manners with a family member (eg when asking to use something, politely interrupting someone). You might like to video yourself so you can watch your role play together afterwards. | Draw or build a robot. You can build a robot out of blocks, lego or cardboard boxes. What would your robot be able to do? | Go outdoors and play a game and do some physical exercise either by yourself or with your family. Example: hopscotch, basketball, soccer, gymnastics, netball, skipping, ride your bike/scooter. | Visit https://www.youtube.com/user/cosmickidsyoga and choose an episode of cosmic kids yoga. |
| Visit https://storylineonline.net/ and listen to a story. | Visit Arts for Kids Hub online and choose a video to complete an instructional drawing. | With an adult, make playdough or slime. | Play a board game or card game with your family. |