



## Stage 2 - Term 3 Week 1 - Overview

The following program is a guide for students to work on at home. We understand that this will not be feasible for everyone. Even a few hours spread over the day would be wonderful. Students who attend school will be supervised while doing the same program as students who are learning from home. The teacher supervising will most likely not be their own classroom teacher.

**If you have any concerns or require any further assistance at all, the best way to contact your teacher is through email or the Seesaw “Inbox”. We will do our best to support students and families through this time.**

Our school website *Learning from Home* section has lots of resources, including problem solving activities and break ideas: <https://turrumurra-p.schools.nsw.gov.au/learning-from-home.html> The Department of Education has created an online information hub regarding learning from home. This information can be accessed at: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home> The Advice to parents and carers section is particularly useful for parents: <https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/advice-to-parents-and-carers#Setting1>

**We ask that students “check in” to the daily Roll Call “Activity” on Seesaw every day.** If this doesn't work for you, please contact your child's teacher to organise another check-in arrangement, such as a daily email. We also ask that students submit work to Seesaw each day but understand that it may not be feasible to do so. Uploading multiple pieces of work every few days or at the end of the week is fine, but please speak with your child's teacher to let them know of your arrangement. Unless otherwise specified in the program, we would like all work to be completed in an exercise book or on blank paper. We will get students to paste their work into their class exercise books when learning at school resumes.

We have arranged work into “Essential activities”, “Additional activities” and “Extension activities” (further information below). The “Essential” English and mathematics tasks should be the focus of work. Please focus on the tasks that will benefit the most. For example, if extra support is needed in comprehension, spend more time on that.

### **Essential activities:**

- These are the main tasks for the day
- We will have an “Activity” for each essential activity prepared in Seesaw. Please post your work in the correct “Activity”


### **Additional activities:**

- These are extra tasks that students can complete if they get through the essential activities for that session
- These can be completed in any order



### **Extension activities:**

- These afternoon activities cover history, science and technology, PDHPE (Personal Development/Health and Physical Education), STEM (Science, Technology, Engineering and Mathematics) and Creative Arts
- You may choose to complete one of these activities over multiple days
- Students may discuss with their parent an alternative task or work on a personal interest project during the afternoon session


## Stage 2 – Tuesday – 13.07.21 – Term 3 Week 1

| Morning<br>English Essential  | Morning<br>English<br>Additional   | Break<br>30<br>mins  | Middle<br>Maths<br>Essential   | Middle<br>Maths<br>Additional   | Break<br>1 hour  | Afternoon<br>Geography<br>Extension   |
|---|--|--|--|---|--|---|
| <p><b><u>Writing</u></b><br/><b><u>Holiday Recount?!</u></b></p> <p>Write a one-page holiday recount, but with a twist!</p> <p>Include things that you did, things that you would have done if lockdown wasn't in place and some really wild things that you could have done (e.g. fly to the moon, ride a unicorn, use magic, play for a team in the Euro Championship, etc.).</p> <p>Write everything as if it actually happened! Write in first person and don't forget to plan, use correct structure and edit.</p> <p>You may handwrite or type your recount and add an illustration.</p>  | <p><b><u>Language</u></b></p> <p>Create a list of words that begin with the prefix: -<b>sub</b>, e.g., <b>subway</b>. Try to think of at least 10 words!</p> <p><b><u>BTN</u></b></p> <p>Watch the 'Behind the News' Antarctica special at 10am on ABC Me. Write a summary of some of the interesting things you learnt.</p> <p>If you can't access a TV at this time, you could watch three clips online at:<br/><a href="https://www.abc.net.au/btn/classroom/antarctica-special/10937004">https://www.abc.net.au/btn/classroom/antarctica-special/10937004</a></p> <p><b><u>Literacy Planet</u></b></p> <p>Complete one or more activities.</p> | <p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p> | <p><b><u>Number</u></b></p> <p>Write out 5 times-tables lists that you personally want to work on. This can be the same list written out 5 times.</p> <p><b><u>Inverse operations</u></b></p> <p>Come up with 20-30 of your own addition and subtraction questions and answer them. These can be single-digit or multiple-digit. Try and challenge yourself by making the questions trickier as you go.</p> <p>Check your answers using the inverse operation as you go. The inverse to addition is subtraction and the inverse for subtraction is addition.</p> <p>Examples:<br/> <math>5 + 3 = 8 \dots 8 - 3 = 5</math><br/> <math>24 + 5 = 29 \dots 29 - 5 = 24</math><br/> <math>5 - 2 = 3 \dots 3 + 2 = 5</math><br/> <math>17 - 3 = 14 \dots 14 + 3 = 17</math></p> <p><b><u>Inverse extension</u></b></p> <p>Complete the task above, but this time using 4+ digit numbers.</p> | <p><b><u>Problem Solving Booklet</u></b></p> <p>There is a 60 page <i>Problem Solving Booklet</i> on the <i>Stage 2 Learning From Home</i> section of the school website:<br/><a href="https://turrumurra-p.schools.nsw.gov.au/content/dam/doi/sws/schools/t/turrumurra-p/learning-from-home/term-2/stage-2/-problem-solving-booklet.pdf">https://turrumurra-p.schools.nsw.gov.au/content/dam/doi/sws/schools/t/turrumurra-p/learning-from-home/term-2/stage-2/-problem-solving-booklet.pdf</a></p> <p>You don't need to print the whole thing out, just read off the page or print only the page you are working off.</p> <p>Complete a page or two of the booklet, showing all working out.</p> <p>Get someone older than you to check your work.</p> <p><b><u>Mathletics</u></b></p> <p>Complete one or more activities.</p> | <p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p> | <p><b><u>Aboriginal Sites at Bobbin Head</u></b></p> <p>Take a virtual look at the Aboriginal sites at Bobbin Head:<br/><a href="https://sites.google.com/education.nsw.gov.au/lessons-in-nature/stage-1/local-aboriginal-sites-at-bobbin-head?authuser=0">https://sites.google.com/education.nsw.gov.au/lessons-in-nature/stage-1/local-aboriginal-sites-at-bobbin-head?authuser=0</a></p> <p>Work through the first "Explore" task, which will show you three different Aboriginal sites.</p> <p>There are four tasks that follow. Complete one or more of them. You may choose to do one today and work through the rest later on in the week.</p> <p>If you don't have access to the Internet, complete this task:</p> <p><b><u>Grinding Grooves... Let's get grinding!</u></b></p> <p>Find two rocks in your backyard or local environment. What happens when you rub them together?</p> <p>How long might it take you to change the shape of the rock?</p> <p>What tools might be sharpened here?</p> <p><b><u>Challenge:</u></b> Use rocks to try to grind some seeds or grains (e.g., rice) into a flour texture.</p> |

## Stage 2 – Wednesday – 14.07.21 – Term 3 Week 1

| <p><u>Morning English Essential</u></p>   | <p><u>Morning English Additional</u></p>  | <p><u>Break 30 mins</u></p>  | <p><u>Middle Maths Essential</u></p>  | <p><u>Middle Maths Additional</u></p> | <p><u>Break 1 hour</u></p> | <p><u>Afternoon Creative Arts/Computers Extension</u></p> |   |   |   |   |   |   |    |    |    |    |    |    |    |   |  |   |
|---|---|--|---|---------------------------------------|----------------------------|---|---|---|---|---|---|---|----|----|----|----|----|----|----|---|--|---|
| <p><b><u>Reading and Comprehension</u></b><br/>Read the novel you are currently reading for approximately 20 mins, or read a picture book, short story, newspaper or magazine article, etc and work through the super six comprehension strategies (in bold below).</p> <p><u>Before reading</u>, write a short sentence in your book about what you think the text is about. You can use the heading or any images to help you <b>predict</b>.</p> <p>Then as you are reading, write a few short sentences <b>connecting</b> parts of the text to your life, the wider community or the world.</p> <p>Whilst reading, <b>question</b> what is happening, <b>visualise</b> it in your head and <b>monitor</b> how the text is making you feel and think. Write three of your own comprehension questions and write a paragraph explaining how what you have read has made you feel.</p> <p>When you are finished, write a short <b>summary</b> about what the text is about and draw a picture.</p> | <p><b><u>Language</u></b><br/>Look in your pantry. Write at least 10 sentences that include a preposition to describe the item's location, e.g. The pancake mix is <b>behind</b> the cereal box.</p> <p><b><u>Onomatopoeia</u></b><br/>Create a one-page comic strip about a talking microwave and a singing oven. Include at least 3 onomatopoeias in your comic, e.g., BAM! POW! ZAP!</p> <p><b><u>Literacy Planet</u></b><br/>Complete one or more activities.</p> | <p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p> | <p><b><u>Number</u></b><br/>Write out the inverse of the 2-4 times tables. Example:<br/> <math>4 \div 4 = 1</math><br/> <math>8 \div 4 = 2</math><br/> <math>12 \div 4 = 3</math><br/> <math>16 \div 4 = 4</math></p> <p><b><u>Addition - It's time to get magical!</u></b></p> <ul style="list-style-type: none"> <li>- Choose any number from the grid below and write it down.</li> <li>- Write down a second number, but it must be from a different row and a different column to your first number.</li> <li>- Record a third number from a different row and different column to your first two numbers.</li> <li>- Write down a fourth number from a different row and different columns to your first three numbers.</li> </ul> <table border="1" data-bbox="1081 938 1355 1189"> <tr><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td></tr> </table> <p>Your sum is...34!<br/>Is it always 34? Try again with at least 5 different combinations (e.g.: 1,6,11,16 - 3,6,12,13).</p> <p><b><u>Addition - Extension</u></b><br/>Create your own 4x4 grid with different numbers going up by one and see if you still always get the same answer when you follow the steps above. You can have fun with this by pretending to read the mind of a family member!</p> | 1                                     | 2                          | 3   | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | <p><b><u>Problem Solving Booklet</u></b><br/>Complete a page or two of the booklet, showing all working out.</p> <p>Get someone older than you to check your work.</p> <p><b><u>Mathletics</u></b><br/>Complete one or more activities.</p> | <p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p> | <p><b><u>Music</u></b><br/>Pick a music task from the "Music Choice Board" on the school website:<br/> <a href="https://turrumurra-p.schools.nsw.gov.au/learning-from-home/multiple-subject-areas/music.html">https://turrumurra-p.schools.nsw.gov.au/learning-from-home/multiple-subject-areas/music.html</a></p>  <p><b><u>Computers</u></b><br/>Code a dance party at Code.org.<br/>You do not need to sign up to do this.<br/> <a href="https://studio.code.org/1/dance-2019/lessons/1/levels/1">https://studio.code.org/1/dance-2019/lessons/1/levels/1</a></p>  |
| 1   | 2   | 3  | 4   |                                       |                            |   |   |   |   |   |   |   |    |    |    |    |    |    |    |   |  |   |
| 5   | 6   | 7  | 8   |                                       |                            |   |   |   |   |   |   |   |    |    |    |    |    |    |    |   |  |   |
| 9   | 10  | 11   | 12  |                                       |                            |   |   |   |   |   |   |   |    |    |    |    |    |    |    |   |  |   |
| 13  | 14  | 15   | 16  |                                       |                            |   |   |   |   |   |   |   |    |    |    |    |    |    |    |   |  |   |

## Stage 2 – Thursday – 15.07.21 – Term 3 Week 1

| <p><u>Morning English Essential</u></p>  | <p><u>Morning English Additional</u></p>  | <p><u>Break 30 mins</u></p>  | <p><u>Middle Maths Essential</u></p>  | <p><u>Middle Maths Additional</u></p>   | <p><u>Break 1 hour</u></p>   | <p><u>Afternoon Visual Arts/Mandarin Extension</u></p>  |
|--|---|--|---|---|--|---|
| <p><b>Writing Informative Texts</b><br/><b>Activity with access to a computer:</b><br/>Watch the animated picture book, Owl Babies by Martain Waddell:<br/><a href="https://www.youtube.com/watch?v=TPQRISTYFH0">https://www.youtube.com/watch?v=TPQRISTYFH0</a></p> <ol style="list-style-type: none"> <li>1. Is this fiction or non-fiction?</li> <li>2. How do you know?</li> <li>3. What is the text about?</li> <li>4. What would you need to do to turn a fiction (narrative) text about owls into a non-fiction (informative) text about owls? List your ideas in a mind-map.</li> </ol> <p>Watch the episode of National Geographic all about Great horned Owls:<br/><a href="https://www.youtube.com/watch?v=bt3X8MJgJWot">https://www.youtube.com/watch?v=bt3X8MJgJWot</a></p> <ol style="list-style-type: none"> <li>5. What type of text is this?</li> <li>6. How do you know?</li> <li>7. How is this text different to the narrative of owls?</li> <li>8. How are the texts similar?</li> </ol> <p><b>Activity with no access to a computer:</b><br/>Draw a picture of a member of your family. Around the picture, write words or phrases that could be included in an informative text about this family member.</p> | <p><b>Language</b><br/>Words that are in <b>bold</b> are important and can help readers understand the text. Search your home and find at least 5 examples of bold words in text. Explain why they are in bold.</p> <p><b>Poetry</b><br/>Write a poem about learning from home that has an AABB rhyme scheme. Try to write at least 4 stanzas!</p> <p><b>Literacy Planet</b><br/>Complete one or more activities.</p> | <p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p> | <p><b>Number</b><br/>Write out the inverse of the 5 - 8 times tables like you did with the 2-4 tables yesterday.</p> <p><b>Measurement Revision</b><br/>Choose 10 areas in your house and use informal measurements to measure the area of those spaces. You could measure a whole room, a desk, your bed, etc. Estimate first.</p> <p>Informal Units are measurements taken using non-standard units such as hand spans, paperclips, toys (such as a Lego 4x2 brick), food, shoes, etc. They are used to measure a length and the units have to be either aligned (arranged) along the length, or one unit has to be repeated and the endpoint of each length marked in some way.</p> <p><b>Measurement Extension</b><br/>Draw 8-15 different sized rectangles, with all sides drawn in whole centimetres (eg: 3cm, not 3.2cm). Make sure opposite sides are equal and all angles are right angles (90 degrees).</p> <p>After drawing your rectangles, estimate how many square centimetres each shape is. Get a family member to estimate how many square centimetres each is too.</p> <p>Calculate the exact area for each shape using the formula, Area = length x width.<br/>Example setting out:</p> <div data-bbox="981 1278 1330 1501" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">5cm</p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; position: relative;"> <span style="position: absolute; left: -30px; top: 50%; transform: translateY(-50%);">3cm</span> <span style="position: absolute; left: 50%; top: 50%; transform: translate(-50%, -50%);">Area = ?</span> </div> </div> <p>A = l x w<br/>A = 3 x 5<br/>A = 15cm<sup>2</sup></p> | <p><b>Problem Solving Booklet</b><br/>Complete a page or two of the booklet, showing all working out.</p> <p>Get someone older than you to check your work.</p> <p><b>Mathletics</b><br/>Complete one or more activities.</p> | <p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p> | <p><b>Visual Arts - Ying &amp; Yang</b></p> <ol style="list-style-type: none"> <li>1. Start by drawing a circle – you can trace something if you want it to be perfect.</li> <li>2. Then draw a backwards 'S' down the middle of the circle.</li> <li>3. On either side on the circle draw a smaller circle.</li> <li>4. Fill up one side with different line designs.</li> <li>5. The other side gets coloured - try and use blending.</li> <li>6. The smaller circle in the line design side gets coloured and the smaller circle in the coloured side gets filled with line design.</li> </ol> <div data-bbox="1715 879 2197 1203" style="display: flex; flex-wrap: wrap; justify-content: space-around;">  </div> <p><b>Languages – Mandarin</b><br/>Work on an activity from the Year 3 and/or Year 4 section of the school website:<br/><a href="https://turrumurra-p.schools.nsw.gov.au/learning-from-home/multiple-subject-areas/mandarin.html">https://turrumurra-p.schools.nsw.gov.au/learning-from-home/multiple-subject-areas/mandarin.html</a></p> |





## Stage 2 – Friday – 16.07.21 – Term 3 Week 1

| Morning<br>English<br>Essential   | Morning<br>English Additional  | Break<br>30<br>mins  | Middle<br>Maths<br>Essential   | Middle<br>Maths<br>Additional   | Break<br>1 hour  | Afternoon<br>PDHPE<br>Extension   |
|---|--|--|--|---|--|---|
| <p><b><u>Reading and Comprehension</u></b><br/>Spend 20 minutes reading a novel. When you are finished reading, choose 3 of the following activities to complete:</p> <ol style="list-style-type: none"> <li>1. Write a short summary of what you have read in your novel so far.</li> <li>2. Make a list of at least 10 unknown/ unusual or tricky words and write what you think the definitions are.</li> <li>3. Write a description and draw the setting of your story.</li> <li>4. Write an alternative beginning.</li> <li>5. Create a new title page.</li> <li>6. Write and explain what your favourite part of the story was so far.</li> </ol> | <p><b><u>Language</u></b><br/>Search your home for items that have a double letter in their name, e.g., spoon, vacuum. Spell them correctly in your journal and draw a small illustration next to each one.</p> <p><b><u>SQUIZ Kids Podcast</u></b><br/>With your parents' permission listen to today's episode of The SQUIZ Kids Podcast. Here is the link:<br/><a href="https://www.squizkids.com.au/">https://www.squizkids.com.au/</a></p> <p>Write down interesting things you learnt from listening to the podcast. You may need to pause it so you have time to write. Try and write at least 1 page of notes. Don't forget to write a heading and a date on your page.</p> <p><b><u>Literacy Planet</u></b><br/>Complete one or more activities.</p> | <p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p> | <p><b><u>Number</u></b><br/>Write out the inverse of the 9 - 12 times tables like you have with the 2-8 the last two days.</p> <p><b><u>Time Revision</u></b><br/>Answer the following questions (once completed, mark by checking with an adult or online).</p> <ol style="list-style-type: none"> <li>a) 60 seconds = __ minutes</li> <li>b) 60 minutes = __ hour</li> <li>c) __ hours = 1 day</li> <li>d) __ days = 1 week</li> <li>e) __ days = 1 fortnight</li> <li>f) __ weeks = a year</li> <li>g) __ months = 1 year</li> <li>h) __ days = 1 year</li> <li>i) __ days = 1 leap year</li> </ol> <p><b><u>Time Extension</u></b><br/>Look at a calendar you have at home and answer the following questions:</p> <ol style="list-style-type: none"> <li>a) what is the date 5 days from today?</li> <li>b) what day of the week will it be in 18 days?</li> <li>c) how many days until August 4th?</li> <li>d) what was the date 22 days ago?</li> <li>e) what day of the week was it 9 days ago?</li> </ol> <p>Come up with your own questions with the following dates as the answers:</p> <ol style="list-style-type: none"> <li>a) September 20th</li> <li>b) Thursday</li> <li>c) May 16th</li> <li>d) Christmas</li> <li>e) My birthday</li> </ol> | <p><b><u>Catch up time</u></b><br/>Go over any of the previous maths work that you have missed.</p> <p><b><u>Problem Solving Booklet</u></b><br/>Complete a page or two of the booklet, showing all working out.</p> <p>Get someone older than you to check your work.</p> <p><b><u>Mathletics</u></b><br/>Complete one or more activities.</p> | <p>You might like to choose an activity from one of the "Break Ideas" sheets on the school website</p> | <p><b><u>Personal Development -Cyber Safety</u></b><br/>Go to the following website and read all the tips for being safe online:<br/><a href="https://www.esafety.gov.au/kids/I-want-help-with/being-safe-online">https://www.esafety.gov.au/kids/I-want-help-with/being-safe-online</a></p> <p>Pick one of the 10 tips and create an interesting, informative and engaging poster for other kids your age. You can make a few posters if you like.</p> <p>If you cannot access this website, write 5-10 tips you think all children should follow to stay safe online and create a poster for one of them.</p> <p><b><u>Physical Activity</u></b><br/>Pick something from the Fitness Break Ideas sheet or the PDHPE section of the school Learning from Home website.</p> <p>Fitness Break Ideas:<br/><a href="https://turrumurra-p.schools.nsw.gov.au/learning-from-home/year-3---4--stage-2-.html">https://turrumurra-p.schools.nsw.gov.au/learning-from-home/year-3---4--stage-2-.html</a></p> <p>PDHPE Ideas: <a href="https://turrumurra-p.schools.nsw.gov.au/learning-from-home/multiple-subject-areas/pdhpe.html">https://turrumurra-p.schools.nsw.gov.au/learning-from-home/multiple-subject-areas/pdhpe.html</a></p> |