



## Framework for Learning from Home – Stage 1- Term 3, Week 4

You will need help from a parent/carer. Show each completed activity to your parents so they can check. These activities are designed to be completed over the next five school days. Challenge activities are optional. **Please keep the Maths resources in a safe place so they can be referred to in future if needed.**

Day 1	Day 2	Day 3	Day 4	Day 5
<p><b>Learning Superpower of the Week: Reflective Learner</b>                      A reflective learner thinks about what they have read, done or learned. They ask questions and think deeply about their own ideas.</p> <p><b>PBL Focus of the Week: Participating Safely: Handwashing</b> - wash your hands correctly                      Please read the 'Learning from Home Expectations' Matrix and become familiar with it.</p> <p><b>PBL Activity:</b> Watch <a href="https://www.youtube.com/watch?v=uMbcZfb5k3M">https://www.youtube.com/watch?v=uMbcZfb5k3M</a> and <a href="https://www.youtube.com/watch?v=DDjcl-fSUgg">https://www.youtube.com/watch?v=DDjcl-fSUgg</a></p> <p>Write, make a poster or tell a family member why it's important to wash your hands regularly and how you should wash your hands.</p> <p><i>Become a Soaperhero:</i> Help Safeguard the soap take on Icky Sticky the monster germ in this Cosmic Yoga experience: <a href="https://www.youtube.com/watch?v=5rymXdOwW68">https://www.youtube.com/watch?v=5rymXdOwW68</a></p>				

Morning	<u>English / Literacy</u>	<u>English / Literacy</u>	<u>English / Literacy</u>	<u>English / Literacy</u>	<u>English / Literacy</u>
	<p>Reading:</p> <p>Read your home reader and choose an activity from the Reading Activities grid</p> <p><b><u>Writing – Persuasive texts:</u></b>  <b><u>Home Schooling is Better than Face to Face Learning at School</u></b></p>	<p>Reading:</p> <p>Read your home reader and choose an activity from the Reading Activities grid</p> <p><b><u>Writing - Persuasive Texts:</u></b>  <b><u>Children Should Choose Their Own Bedtime</u></b></p>	<p>Reading:</p> <p>Read your home reader and choose an activity from the Reading Activities grid</p> <p><b><u>Writing - Explanation</u></b>  <b><u>How to play your favourite game</u></b></p>	<p>Reading:</p> <p>Read your home reader and choose an activity from the Reading Activities grid</p> <p><b><u>Writing – Procedure</u></b>  <b><u>How to make a vegemite sandwich</u></b>                      or</p>	<p>Reading:</p> <p>Read your home reader and choose an activity from the Reading Activities grid</p> <p><b><u>Writing – Description</u></b>  <b><u>Write a description of your pet.</u></b></p>

	<p>Do you agree or disagree with this statement?</p> <p>Write out three reasons / arguments and give an example to back up your arguments.</p> <p>You can start sentences like this:</p> <p>I strongly believe that.. It is my strong belief that.. In addition...</p>	<p>Do you agree or disagree with this statement?</p> <p>Think of three reasons and support these reasons with examples to back up your arguments.</p> <p>You can start sentences like this:</p> <p>I strongly believe that.. It is my strong belief that.. In addition..</p>	<p>Think of your favourite game and write an explanation about how it is played.</p> <p>Remember to use capitals and fullstops in the correct place.</p> <p>Some examples of games you could write about are:</p> <p>Hide and Seek</p> <p>Monopoly</p> <p>Guess Who</p> <p>Connect Four</p> <p>Handball</p> <p>Heads Down, Thumbs Up</p> <p>Noughts and Crosses</p> <p>Dodgeball</p> <p>Include things like how many people can play, the rules of the game, how you play the game, how do you win, can you win the game or do you keep playing?</p>	<p><b><u>How to make toast with jam</u></b></p> <p>Make a list of the ingredients you need.</p> <p>What steps do you need to follow to make the sandwich or toast?</p>	<p>Include these things in your description:</p> <p>What kind of pet do you have? Include the breed, if you know it.</p> <p>What are its colours?</p> <p>What is its size? Compare it to something if you can.</p> <p>Is it furry? Does it have feathers? Is it scaly?</p> <p>What are its other features?</p> <p>Where does it sleep?</p> <p>Does it have any unusual characteristics? Eg Can your pet do tricks?</p> <p>Draw or take a photo of your pet.</p> <p>If you do not own a pet, write about what kind of pet you would like to own and why?</p>
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**Break including physical activity**

**Middle**

**Mathematics**

1. Choose an activity from *Mathletics*.
2. Complete this week's TEN activity using the *numeral cards*
  - a. *Platypus* - Turn over a numeral card. What is its friend to 20?
  - b. *Fairy penguins* – make two piles of cards. Turn the cards over to make a 2 digit number. What is its friend to 30? Extend to *Crocodile* activity if confident.
  - c. *Crocodiles* – make two piles of cards. Use 2 numeral cards to make a 2 digit number. What is its friend to 50? Extension: Friend to 100?
  - d. *Flying foxes* – make three piles of cards. First warm-up by starting with the *Crocodile* activity. Then, turn the cards over to make a 3 two-digit number. What is its friend to 1 000?

**Length:**

**Level 1:** Watch this video: [https://www.youtube.com/watch?v=\\_YzACucjF38](https://www.youtube.com/watch?v=_YzACucjF38)

and then complete the first 3 Length sheets at the end of the Learning Framework.

**Level 2:** Watch this video: <https://education.nsw.gov.au/campaigns/mathematics/topics/length#undefined>

and then complete the last 3 Length sheets at the end of the Learning Framework


A book to inspire you:  **Count on Meby Miguel Tanco**

Break	Break	Break	Break	Break	Break
<b>Afternoon</b>	Choose an activity from the Afternoon Activities or Olympic Games Grid	Choose an activity from the Afternoon Activities or Olympic Games Grid	Choose an activity from the Afternoon Activities or Olympic Games Grid	Choose an activity from the Afternoon Activities or Olympic Games Grid	Family Time / Catch up

### Reading Activities Grid Week 3 and 4

<p style="text-align: center;"><b>Predicting</b></p> <p>Look at the title and front cover of your book.</p> <p>What predictions can you make about the text? Is it imaginative or informative? Where is it set? What might happen?</p> <p>Whilst reading, check your prediction and alter it if needed.</p>	<p style="text-align: center;"><b>Imaginative text: Setting</b></p> <p>Where is your story set?</p> <p>Write about or draw a picture of the setting.</p> <p>Think about what you can see, hear, smell and touch in that setting. Use descriptive words/images to describe the setting.</p>	<p style="text-align: center;"><b>Imaginative text: Problem and Solution</b></p> <p>After reading your story, write about the problem and the solution.</p> <p>What was the problem and how was it solved?</p>	<p style="text-align: center;"><b>Favourite Part</b></p> <p>What was your favourite part of the book you read?</p> <p>Why was this your favourite part?</p> <p>Make sure you answer using full sentences.</p>	<p style="text-align: center;"><b>Imaginative text: Retelling</b></p> <p>Why did the author write this book? Was it to entertain you or give you information?</p> <p>After reading the story, retell it to someone in your family. Remember to tell them what happened at the beginning, in the middle and how the story ended.</p>
<p style="text-align: center;"><b>Are these facts or opinions?</b></p> <p><b>Facts</b> are true <b>Opinions</b> are what you think</p> <p>Chocolate is the best flavour for ice cream. The beach is better than the pool. Grass is green. Milk comes from cows. Dogs make better pets than cats. Elephants have a trunk There are 12 months in a year. July is the best month of the year. Summer is better than winter.</p>	<p style="text-align: center;"><b>Vocabulary</b></p> <p>Look for words in your book that you do not know the meaning of.</p> <p>Find out what they mean.</p>	<p style="text-align: center;"><b>Informative: Facts</b></p> <p>What have you learned after reading this book?</p> <p>Write down 3 facts that you now know after reading your book.</p> <p>Remember to answer using full sentences.</p>	<p style="text-align: center;"><b>Visualising</b></p> <p>Listen to a story either online or one that a family member reads to you.</p> <p>As you are listening, use the images that come into your head to draw a picture that shows what is happening in the story.</p>	<p style="text-align: center;"><b>Recommendation</b></p> <p>Write a book recommendation about your favourite book.</p> <p>Do you think someone else would enjoy reading this book?</p> <p>Write down 3 reasons why someone else should read it.</p>

## Afternoon Activities Grid Wk 3 and 4

<p style="text-align: center;"><b>Visual Art Art Appreciation</b></p> <p>Watch Wassily Kandinsky Abstract Art  <a href="https://www.youtube.com/watch?v=R6nZjVNaJLg">https://www.youtube.com/watch?v=R6nZjVNaJLg</a></p> <p>Using paints, crayons and/or textas create your own abstract art using colour, shapes, curved and straight lines.</p>	<p style="text-align: center;"><b>STEM Challenge</b></p> <p>Watch Caine's Arcade  <a href="https://www.youtube.com/watch?v=falFNkdg96U">https://www.youtube.com/watch?v=falFNkdg96U</a></p> <p>What can you build using cardboard boxes and recycled materials?</p> <p>Use recycled materials or items you find around the house to create a 3D sculpture of your choice. You could use: recycled boxes, bottles or caps, paper, blocks, craft, construction materials etc</p>	<p style="text-align: center;"><b>PDH Bounce Back - Feelings</b></p> <p>Listen to the Feelings Song  <a href="https://www.youtube.com/watch?v=UslSd1AMNYU">https://www.youtube.com/watch?v=UslSd1AMNYU</a></p> <p>How many different feelings can you remember from the song?</p> <p>Make a paper puppet using a paper plate, paper bag or recycled box. On one side of the paper plate draw a happy face and the other side a sad face.</p> <p>Talk to your parents about a time that you have felt happy and a time that you felt sad.</p>	<p style="text-align: center;"><b>PE Karma Kids Obstacle Course Challenge</b></p> <p><a href="https://www.youtube.com/watch?v=BEUsD7ZHhZI">https://www.youtube.com/watch?v=BEUsD7ZHhZI</a></p> <p>See if you can complete all the activities in the Obstacle Course!</p>	<p style="text-align: center;"><b>Science Material World  Damper Making</b></p> <p>Ask an adult to help you make damper using the recipe at the end of the framework.</p>
<p style="text-align: center;"><b>Visual Art <u>Leaf Art</u></b></p> <p>Take a walk outside and collect some leaves.</p> <p>Decorate the leaves with textas or paint and/or create a leaf collage</p> 	<p style="text-align: center;"><b>STEM Challenge <u>Coding a lego maze</u></b></p> <p>Use lego blocks to make a maze. If you don't have lego at home, draw a maze on a large piece of paper.</p> <p>Write a program using code to move an object through the maze. Eg. Go Forward 4 steps, Turn right/left. Go forward 2 steps. Can you use symbols instead of words?</p> <p>See if someone can travel through the maze following your program.</p>	<p style="text-align: center;"><b>PDH Bounce Back - Angry Feelings</b></p> <p><u>Where the Wild Things Are</u>  <a href="https://www.youtube.com/watch?v=MnJn3567UMo">https://www.youtube.com/watch?v=MnJn3567UMo</a></p> <p>Talk to your parents about why the character felt angry. What can we do when we feel angry? For example, rip paper, wall pushes, squish play dough, bubble wrap</p> <p><u>View: A Lesson from Angry Birds</u>  <a href="https://www.youtube.com/watch?v=pFkRbUKy19g">https://www.youtube.com/watch?v=pFkRbUKy19g</a></p>	<p style="text-align: center;"><b>An Hour of Code</b></p> <p>Sign up for a free online coding class with:</p> <p style="text-align: center;">Code.Org  <a href="https://code.org/hourofcode/overview">https://code.org/hourofcode/overview</a></p> <p style="text-align: center;">and/or</p> <p style="text-align: center;">Code Camp  <a href="https://codecamp.imgus11.com/public/2c6870771bf7003f2264f55bdfff5bb7.png?r=2025068337">https://codecamp.imgus11.com/public/2c6870771bf7003f2264f55bdfff5bb7.png?r=2025068337</a></p>	<p style="text-align: center;"><b>Mindful Minutes</b></p> <p>Go outside and be mindful.</p> <p>Write/draw:            5 things you can see            3 things you can hear            1 thing you can smell.</p> <p>Listen to <b>Smiling Minds</b> at home:  <a href="https://www.smilingmind.com.au/at-home">https://www.smilingmind.com.au/at-home</a></p>

## Olympic Games Grid Wk 3 and 4

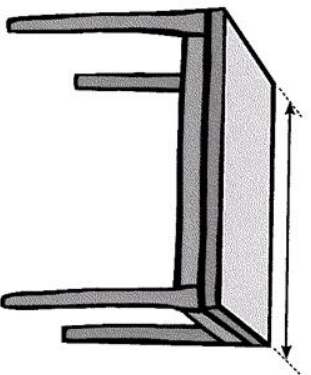
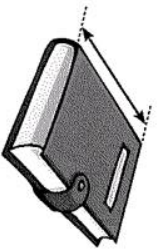
<p style="text-align: center;"><b>Olympic Games Fact Finding</b></p> <p>Watch the video about the Olympic Games.</p> <p><a href="https://www.youtube.com/watch?v=x0VwaYV7LAA">https://www.youtube.com/watch?v=x0VwaYV7LAA</a></p> <p>What did you learn?</p> <p>Make a list of facts that you have learned or write an information report about the Olympic Games.</p>	<p style="text-align: center;"><b>Olympic Games Flame</b></p> <p>What is the history behind the Olympic Games flame?</p> <p>Make an Olympic Games Flame using recycled materials.</p>	<p style="text-align: center;"><b>Olympic Sports: Have a Go! Move, Learn &amp; Discover</b></p> <p>Find out how many different Olympic Sports there are?</p> <p>Complete the Have a Go Checklist - Move, Learn and Discover (included at the end of the framework)</p>	<p style="text-align: center;"><b>Olympic Games Flag</b></p> <p style="text-align: center;"><b>Research:</b></p> <p>What does the flag look like? How many rings are on the flag? What colours are the rings? What do the rings mean?</p> <p style="text-align: center;"><b>Design and Make a Flag:</b></p> <p>Find something in your home to help you draw the circles, for example a plastic cup or a cardboard tube.</p>
<p style="text-align: center;"><b>Trek to Tokyo</b></p> <p>Build an Olympic Stadium using lego or recycled materials.</p> <p>Think about all the different sports that are played at the Olympic Games. Include these areas in your stadium.</p>	<p style="text-align: center;"><b>Olympic Medals</b></p> <p>Design your own Olympic medals using the worksheet at the end of the framework.</p> <p>You may like to research ideas for inspiration. eg: use foil, glitter, paint, etc</p>	<p style="text-align: center;"><b>Olympic Games - Physical Education</b></p> <p>Participate in a modified version of an Olympic sport each day.</p> <p>Host a mini-Olympics at your home!</p> <p>Ideas: running races, obstacle course challenges, discus using a ball, long jump on the grass, boxes to jump over as hurdles, ball toss in buckets, ring toss, etc</p>	<p style="text-align: center;"><b>Olympics Village Art</b></p> <p>Create a piece of art to show your support for the Australian Olympic Team.</p> <p>What sort of images and words would encourage the athletes to perform at their best?</p>

## Useful Websites

<b>Cosmic Kids Yoga</b> <a href="https://cosmickids.com/watch/">https://cosmickids.com/watch/</a>	<b>Sydney Olympic Park</b> <a href="https://www.sydneyolympicpark.com.au/parklive/Learning-and-Discovery">https://www.sydneyolympicpark.com.au/parklive/Learning-and-Discovery</a>	<b>Taronga Zoo TV</b> <a href="https://taronga.org.au/taronga-tv">https://taronga.org.au/taronga-tv</a>	<b>ABC TV Education</b> <a href="https://www.abc.net.au/tveducation/">https://www.abc.net.au/tveducation/</a>
<b>ABC Me</b> <a href="https://www.abc.net.au/abcme/">https://www.abc.net.au/abcme/</a>	<b>Australian Children's Television Foundation</b> <a href="https://actf.com.au/home-viewing">https://actf.com.au/home-viewing</a>	<b>ANSTO STEAM club online</b> <a href="https://www.ansto.gov.au/education/primary/steam-club-online">https://www.ansto.gov.au/education/primary/steam-club-online</a>	<b>National Geographic: For Kids</b> <a href="https://kids.nationalgeographic.com/">https://kids.nationalgeographic.com/</a>
<b>Karma Kids Yoga</b> <a href="https://www.youtube.com/channel/UCdBLsoIox9WvnG023No-XiA">https://www.youtube.com/channel/UCdBLsoIox9WvnG023No-XiA</a>	<b>National Geographic for Kids</b> <a href="https://www.natgeokids.com/au/category/kids-club/">https://www.natgeokids.com/au/category/kids-club/</a>	<b>The Melbourne Zoo</b> <a href="https://www.zoo.org.au/animals-at-home/">https://www.zoo.org.au/animals-at-home/</a>	<b>ABCya</b> <a href="https://www.abcya.com/">https://www.abcya.com/</a>
<b>Code.Org</b> <a href="https://code.org/hourofcode/overview">https://code.org/hourofcode/overview</a>	<b>Museum of the World</b> <a href="https://britishmuseum.withgoogle.com/">https://britishmuseum.withgoogle.com/</a>	<b>San Diego Zoo</b> <a href="https://kids.sandiegozoowildlifealliance.org/">https://kids.sandiegozoowildlifealliance.org/</a>	<b>Access Mars</b> <a href="https://accessmars.withgoogle.com/">https://accessmars.withgoogle.com/</a>
<b>Aquarium</b> <a href="https://www.montereybayaquarium.org/animals/live-cams">https://www.montereybayaquarium.org/animals/live-cams</a>	<b>Great Wall of China</b> <a href="https://www.thechinaguide.com/destination/great-wall-of-china">https://www.thechinaguide.com/destination/great-wall-of-china</a>	<b>The Louvre</b> <a href="https://www.louvre.fr/en/online-tours">https://www.louvre.fr/en/online-tours</a>	<b>Yellowstone National Park</b> <a href="https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm">https://www.nps.gov/yell/learn/photosmultimedia/virtualtours.htm</a>

## Length – language of length

Length is how far it is from one end to the other end of something.



We use lots of different words to talk about length.

- 1 Here are some words we use to talk about length. How many others can you think of? Brainstorm with a friend.

long

longer than

different

a bit over

longest

exactly

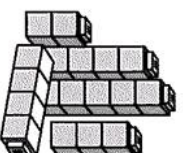


Don't worry  
about the spelling.  
Just have a go!



## Length – measure with informal units

We can measure length lots of different ways. Here are some things we can use:



**You will need:**



streamer



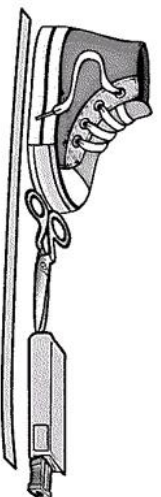
scissors



measuring tools

### What to do:

Cut a piece of streamer about the length of your arm. Now find 4 things that together, are the length of your streamer. Here is an example.



Record them here.

### What to do next:

- Find someone whose streamer is the **same length** as yours.
- Find someone whose streamer is **longer** than yours.
- Find someone whose streamer is **shorter** than yours.

2



SERIES TOPIC

Measurement

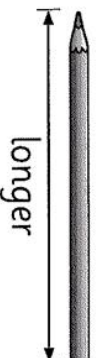
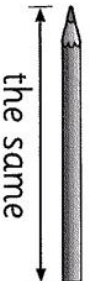
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## Length – compare and order lengths

We can compare lengths. Look at this lead pencil.



The others are:



**You will need:**



a partner



streamer or string



scissors

### What to do:

Cut a piece of streamer for your partner. This is their measuring 'stick'. Ask them to find a classroom object that is:

**shorter than it**

**the same as it**

**longer than it**

.....

.....

Check that they are right. Draw the objects under the headings.

### What to do next:

Find 3 things in the room that are the **same** length as each other. Draw them here.

## Length – language of length

**You will need:**



a partner

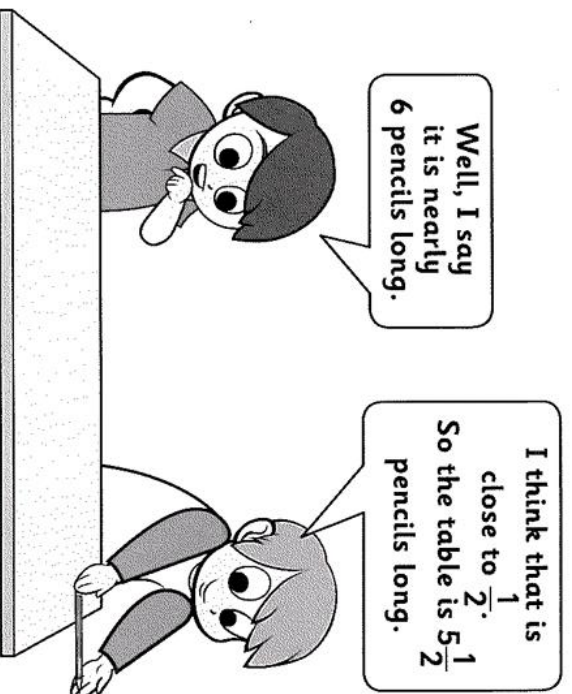
- 1 What are some words we use when we measure and talk about length? Brainstorm with a neighbour and record.

longer than

shorter than

- 2 How many pencils long is this page?

Was your answer a whole number or was it between 2 numbers?  
What are some different ways we can deal with this when it happens?

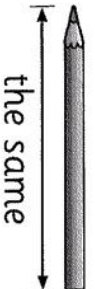
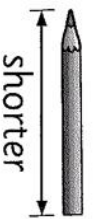


## Length – compare and order lengths

We can compare lengths. Look at this lead pencil.



The others are:



**You will need:**  a partner  streamer or string  scissors

### What to do:

Cut a piece of streamer for your partner. This is their measuring 'stick'. Ask them to find a classroom object that is:

**shorter than it**

**the same as it**

**longer than it**

.....

.....

Check that they are right. Draw the objects under the headings.

### What to do next:

Find 3 things in the room that are the **same** length as each other. Draw them here.



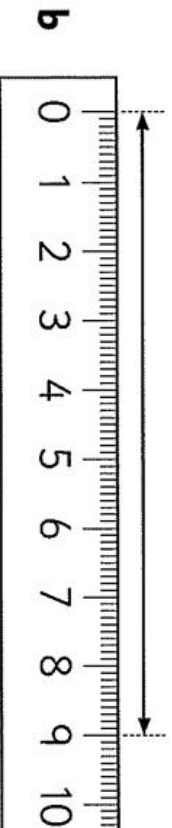
# Length – centimetres

When we measure with rulers we are measuring the **cm spaces** between the numbers. The numbers count the spaces.

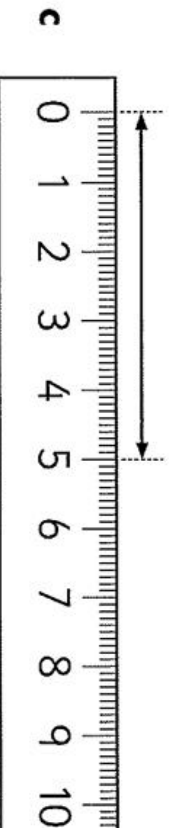
1 How many cm long is each arrow?



cm



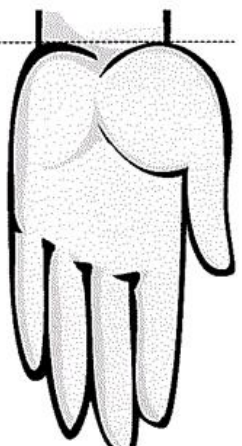
cm



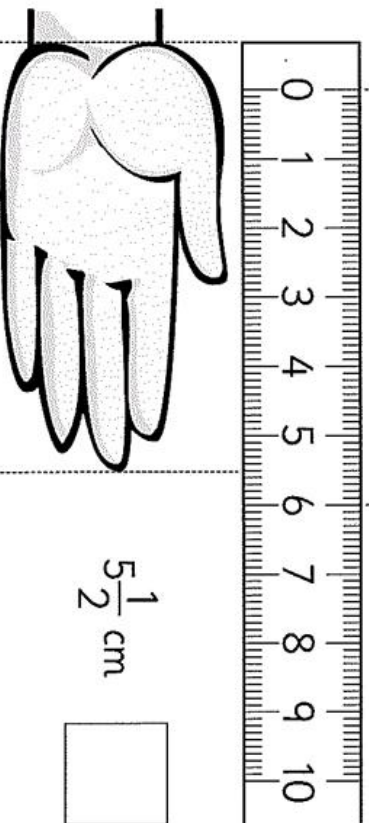
cm

Look at a ruler. The numbers start a little bit past where the actual ruler starts and end a little bit before where the ruler ends. We measure from the 0, not from the start of the ruler.

2  the person who has ruled accurately.



6 cm



$5\frac{1}{2}$  cm