RPS Learning from home overview Stage Three- Week Two, Term Two

Dear Stage Three,

How was your weekend?
Did you and your family do anything interesting or did you learn a new skill?

Whilst you are learning from home, it is important you maintain routine and have a balanced approach to learning. This includes regular breaks for activity, eating and drinking (just as we would have breaks at school). Time spent using digital devices for learning should be broken up with physical exercise and offline learning tasks. Not all activities have to be completed digitally, they can be completed in a workbook you have at home. If you do not finish the allocated work each day, do not worry; you can complete the work the next day. Your Stage Three teachers do not want you to stay up all night completing the work. Even though you are at home, it is important to maintain a regular sleep routine to ensure you are getting enough sleep. You need to have between 9-11 hour of sleep per night.

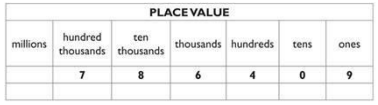
Please remember to use this as a guide for your learning, if you have other family activities (such as cooking or lending a hand at home), we encourage you to do those activities and post a picture to Seesaw. Not all activities have to be completed digitally, they can be completed in a workbook you have at home.

Remember when you are posting to Seesaw, ask yourself:
-Is this the best I can do?
-Is this good quality?
-Would this be acceptable in class?
If you were unsure of the answer or say no to those questions; go back, edit or redo the activity before posting.

Activities that are red are the activities your teachers will provide feedback on.
We highly suggest you continue to read and write everyday.

Lastly, your teachers are here to help you; please be patient and we will get back to you as soon as possible.

Week 2: 4-8/5	Monday	Tuesday	Wednesday	Thursday	Friday
Morning 9-10am	**English:** ***Read your novel for 20 minutes*** ***Fact or Fiction*** The purpose of informative texts is to provide information about a particular topic using facts. Think about the following questions: ➔ What is the purpose of an informative text? ➔ What are some types of informative texts? ➔ How do informative texts differ from imaginary texts? Watch the Fact or Opinion for Kids video. After watching, discuss: ➔ What is a fact? ➔ Where can we find facts? ➔ What is an opinion? Complete the 'Distinguishing Between Fact and Opinion' activity shared to you on Seesaw.	**English:** ***Read your novel for 20 minutes*** **Grammar - Adjectives** What is an adjective? Write an A-Z list of adjectives for three of the following words: size, feelings, shapes, time, appearance or food. Example: Feelings A - Afraid B - Brave C - Cheerful D - Determined Share your list on Seesaw.	**English:** ***Read your novel for 20 minutes*** ***Impromptu speaking*** Choose a topic and practise speech structure by writing topic sentences, introductions and conclusions for a chosen topic (can use multicultural speech topics). You can present your speech on SeeSaw and provide feedback to your peers based on the 3M's. ***Multicultural speeches*** Go to the Multicultural Public Speaking site and find the year 5and 6 topics. Brainstorm some ideas for a topic you would like to write your speech on. Start researching and drafting your speech.	**English:** ***Read your novel for 20 minutes*** **Synonyms** What is a synonym? Choose 10 words (from your novel or randomly in the dictionary) and find a synonym for each word. EXT: find two synonyms for each.	**English:** ***Read your novel for 20 minutes*** ***Behind the News*** Watch this week's episode of BTN: https://www.abc.net.au/btn/classroom/ Head over to your Google Classroom page to share your thoughts on the discussion post.
Brain Break	Go for a walk around your environment. If you can, take your walk outside.	Complete these actions for **1 minute** each: jog on the spot, high knees, star jumps, hop on one foot, hop on the other foot and jump on both feet.	Each colour has an action: Blue- jump to the sky Red- squats Yellow-do the twist Green- swim on land	Ask someone or read and do the following actions: **Jog** in place AS IF a scary bear is chasing you. **Walk** forwards AS IF you're walking through chocolate pudding.	➔ Reach for the sky ➔ Touch toes (try not to bend your knees) ➔ Arm circles forward ➔ Arm circles backwards ➔ Knees to chest—sit down on the floor, bring our knees to

			Ask someone to call out a color and you complete the action until another colour is called!	**Jump** in place AS IF you are popcorn popping. **Reach** up AS IF you are grabbing balloons out of the air. **March** on the spot AS IF you are in a marching band. **Shake** your body AS IF you are a wet dog.	your chest and give yourself a big hug. Do each of these for 20-30 seconds.
10-11am	**Mathematics:** **1. Number - Rounding** **Watch video** https://www.youtube.com/watch?v=47lajakFQlQ Look at the worksheet rounding - follow the instructions at the top of it and place the numbers under the correct heading. Using a dice or a pack of cards make a variety of numbers and put them on to a number chart (this is on seesaw). e.g.  PLACE VALUE millions | hundred thousands | ten thousands | thousands | hundreds | tens | ones 7 8 6 4 0 9 Now write the number into your book as a number, expanded notation and in words. Then 1.round it to the nearest 10 2.round to the nearest 100 3.round to the nearest 1000 Keep going until you have rounded to the highest you can (the e.g. can be rounded to the nearest 10, 100, 1000, 10 000, 100 000). Then repeat - until you have done 10 numbers. - please ensure that you do 2, 3, 4, 5 and 6 digit numbers	**Mathematics:** **1. Number - Factors** Watch this video on factors https://www.youtube.com/watch?v=dfZ8DjHeNII Factor revision - What are factors? Write a definition in your own words and give 3 examples. Watch the video on drawing factor trees. https://www.youtube.com/watch?v=-TMLUOuxOIA Now look at Tuesday's worksheet and draw factor trees for each number - do in a book or on paper. **Extension challenge**- use a dice to make numbers and draw their factor tree. Challenge yourself and do 3 or 4 digit numbers. **2. Problem Solving** Attempt to complete the 4 problem-solving activity cards. *These activities will be shared on Seesaw.*	**Mathematics:** **1. Number - Square and triangular numbers** Square number - a number that can be arranged as a square eg, 4 . . . . Triangular Number - a number that can be arranged as an equilateral triangle e.g 3 . . . Watch the video about triangular and squared numbers. **https://www.youtube.com/watch?v=twi2fLanvp0** Complete the sheets on seesaw about square and triangular numbers. Could you see the pattern? **Extension challenge** - Cubed number - what can you find out about what they are - write a definition in your own words and give examples. **2. Problem Solving** Attempt to complete the 4 problem-solving activity cards. *These activities will be shared on Seesaw.*	**Mathematics:** **1. Chance** Thinking back to your lessons last week and the language of probability and chance. Now look at the chance sheet on seesaw - answer each question and have a go making a game that only you can win. Do your work on paper or in a book and upload a photo of it to seesaw. **2. Problem Solving** Attempt to complete the 4 problem-solving activity cards. *These activities will be shared on Seesaw.*	**Mathematics: Problem Solving** Complete your level of Matharoo for this week. Don't forget to do your working out.

	(higher if you think you can on your own) **2. Problem Solving** Attempt to complete the 4 problem-solving activity cards. *These activities will be shared on Seesaw.*				
Break					
Middle 11:50 - 12:50pm	**HSIE: History** **Stories of Migration Inquisitive - Human Migration: Activity 8-9** Watch the video: *Migrants and Refugees* where two children (Georgia and Mahya) from very different places talk about their experiences of moving to Australia. Use the Venn Diagram to compare their different experiences. Using the information from Activity 6, write down the reasons they think could push or pull a person to migrate to and live in another country.	**HSIE: History** **Stories of Migration Inquisitive - Human Migration: Activity 10** Use the Think Puzzle Explore routine to help you research the push factors that Stephen Hawking said will push humans to migrate to another planet. Find a planet you think would be suitable for human habitation and describe its position and the features of the planet. Use this website for your research. https://www.kids-world-travel-guide.com/solar-system.html	**Science** **It's Electrifying Inquisitive - Different Types of Energy : Activity 4-7** Read the eBook 'The Different Forms of Energy', and complete the table, identifying the different types of energy and listing an example of each. Choose and gather three items from the first list and one item from the second list on page 2, and identify the initial energy and final energy. Complete this information in the table provided. Watch the 'Charging mobiles at a train station' video. What are the positive and negative reasons to have these charging stations installed at all train stations.	**Science** **It's Electrifying Inquisitive - Electricity: We can't live without it : Activity 1-7** Research and define the vocabulary words. Start your own science glossary as a Google Doc that you can keep adding to throughout the unit. Complete the See, Think, Wonder task. Watch the video about William Kamkwamba and create a mind map, highlighting key information. List all the machines, appliances or devices you use every day that use electricity. Selecting 6 of the items in your list, rank them in order of most important to least important.	**Weekly Quiz** Complete the weekly quiz with your family. You might like to work in teams or by yourself.
Brain Break	Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.	Lie on your back outside (or in another room)and close your eyes so you can use all of your senses except for sight. Notice the feel of the air, the feel of the ground, the sounds that surround you and any smells that are present.	Lie with your back on the floor and place a soft toy on your tummy. Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.	Lie comfortably on your back on the floor. Move your attention around your body by tensing and clenching your muscles and then relaxing them. Hunch your shoulders, then let them go. Make your hands into fists then tighten the muscles in your arms before relaxing them. Continue	Take a moment to think about how you are feeling. Which words would describe how you are feeling? Can you trace back the origins of those feelings?

				to move around your body repeating this process.	
12:50 - 1:50	**Science Critical and Creative Thinking** **It's Electrifying** **Inquisitive - Different Types of Energy: Activity 8** Build your own Rube Goldberg machine, using the video from Tuesday's science lesson as inspiration and materials found in your classroom. Make sure there are clear connections between each part of the machine to transfer or transform the energy. Test your machine to see if it works and refine your design as necessary.	**Visual art (lesson 1/2)** This week in History we are learning about migration Push & Pull factors. Your task in Visual Art this week is to create an artwork of a planet which has Pull factors for humans (people would want to migrate there) 1. Make **List 1** - all the things YOU think humans would **need** on a planet: e.g. air, water, food 2. make **List 2** - all the things YOU think humans would **like** on a planet: e.g. - resources (gems, metals) - Natural wonders (lakes, waterfalls, rock formations etc) - Exotic animals 3. Draw two circles (one for each side of the planet). Sketch out what your planet might look like and check off the items on **List 1** & **List 2** as you go.	**Visual art (lesson 2/2)** Today you will finish drawing your design for a planet. When the drawing is complete, label your artwork with each of the PULL factors from List 1 & List 2 which you created yesterday. Now it is time to **COLOUR** your artwork. You may use coloured pencils, watercolours - whatever you like. If you have a scanner at home (and an available adult), you can even scan your artwork and digitally colour your drawing with a computer app. Your next task is to take a photo (or save an image) of your artwork & upload it to Seesaw. The last thing you have to do is add an artist's commentary to your Seesaw post. Your artist commentary can be written (minimum 100 words) or an audio recording (1 minute long).	**PDH** **(Mr Kouts)** **Bounce Back- 'Other people can help if you talk to them'** Read and complete the activity shared to you on Seesaw. **Safety town- Distractions** Brainstorm what are some common distractions as a pedestrian and a passenger. Once complete go to: **https://www.safetytown.com.au/town/student/stage-3/#list** Click on the **'Distractions, Distractions'** link and complete the online learning. Please email Mr Kouts when you have completed the safety town online activity. **Please only complete THIS task!** james.kouts2@det.nsw.edu.au	**PE/Sport** Click on the following links and complete the two 15 minute fitness workouts one after another. 1. https://www.youtube.com/watch?v=Ym178QKgax8 2. https://www.youtube.com/watch?v=vYa3OicPQVk - Which workout did you find harder and why? Take a photo or write down and share on seesaw what equipment you used for the 'Masterclass-How to throw underarm' fitness activity?
Break					
Afternoon 2:20 - 3:00pm	**Reflection** Reflect on the Rube Goldberg machine that you created before your break. Write a paragraph explaining the	**Mother's Day Celebration** To celebrate the ladies who take care of us this Sunday, you have two options to	**Library** Go to your Google Classroom. In the *'Classwork'* tab, you will find the library lesson from Mrs Pocknall to complete.	**Paper Cutting Craft** You will need a square piece of paper. Cut a rectangular piece of paper into a square shape first (by folding one of the	**Squiggle Activity** Try your hand at Squiggle Drawing!

	choices you made in the creation, and your reasons behind each choice. Consider the raw materials you would use, your construction method, the materials you have used for joining the items etc.	complete as Mother's Day activities. • Option (1) Craft activity Click on the attached sheet on your daily email for more instructions. Follow the instructions to create a 3D teacup card to celebrate Mother's Day. • Option (2) Play / Online option Visit this website. You will need to use your email address to create an account and have a picture of Mum ready to go. You will only be able to see and show your Mum a snippet of this because it is a paid website (and we are not advising that you pay for this!!!) but it could be a fun activity to have a little peek at and a play with. Make sure you line the mouth up correctly and have a go at the different card options.		corners to the side and cutting off the excess) if you need. Click here to watch this video and follow the instructions to fold and then cut a perfect cherry blossom flower. If it doesn't work the first time, have another go! Be careful to cut exactly where the video does! Once you have practised the fold and created a flower, you can look at the instructions here to make different patterns INSIDE your flower. Make another and see if you can make more interesting patterns with different cuts. Post any of your interesting patterns to Seesaw for your classmates to see.	Here is an example of squiggle drawing. An image of squiggles has been posted to your Google Classroom. Print this off or copy it to a piece of paper. We would like to see the different artworks that you can create from our simple squiggles. Take a photo of your final work and post it as a comment in your Google Classroom. Good luck Stage 3!

If you require an offline version (hard copy), please email Ms Salhab (renee.salhab1@det.nsw.edu.au), with the following details: your name, your child's name and class and full address.