

St Joseph's Catholic Primary School Bulli

Learning Schedule Term 4 Week 1 - Year 3







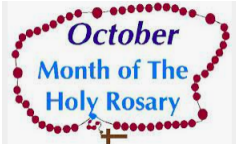


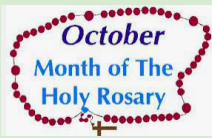
Be Respectful

Be Responsible

Be Safe

Follow Home Learning Expectations

| REMOTE LEARNING MONDAY - PUBLIC HOLIDAY | | | | |
|---|--|---|--|---|
| Key Learning Areas | Day 1- Tuesday Remote Learning <u>STUDENT SIGN IN (by 12pm each day)</u> | Day 2- Wednesday Remote Learning <u>STUDENT SIGN IN (by 12pm each day)</u> | Day 3- Thursday Remote Learning <u>STUDENT SIGN IN (by 12pm each day)</u> | Day 4- Friday Remote Learning <u>STUDENT SIGN IN (by 12pm each day)</u> |
|  |  Zoom Class Meeting: 9:15 am Mrs. Smith: link Mr. Cox: Link |  Zoom Class Meeting: 9:15 am Mrs. Smith: link Mr. Cox: Link |  Zoom Class Meeting: 9:15 am Mrs. Smith: link Mr. Cox: Link | FREE CHOICE FRIDAY |
| Religion  | Say school prayer and/or sing the school song . Religion: <div> Feast Day of St Francis of Assisi 4 October </div> | Say school prayer and/or sing the school song . Religion:  Go to the Seesaw activity titled: | Say school prayer and/or sing the school song . Religion:  | FRIDAYS FREE CHOICE FRIDAYS |



Click [here](#) to listen to the audio. Saint Francis of Assisi loved to spend time in the environment and recognised the importance of respecting all people, creatures and creation.

TASK: Look at the image of St Francis of Assisi lying on the ground to take in the beauty of the surroundings. Take 10 minutes to lie outside. Take some time to notice everything around you.

Resource: Click [here](#) for the image of Saint Francis of Assisi lying on the ground.

Upload a photo to Seesaw of you and your pet lying in the grass like St Francis of Assisi.



'Catholic Mission Month - Socktober.'

In the month of October we raise awareness of those in need through Catholic Mission. Socktober is a great initiative where we 'Sock It to Poverty'. We need to speak for those who have no voice.

For we
CANNOT KEEP FROM SPEAKING
about what we have
SEEN & HEARD
ACTS 4:20

Start collecting tape, string, old plastic bags and socks to reuse to make your own Socktober Ball next week.

Challenge

Who can make a soccer ball that is strong and sturdy?

Go to the Seesaw activity titled: 'Month of the Rosary - Joyful Mysteries.'

The Joyful Mysteries:

1. The Annunciation
2. The Visitation
3. The Nativity
4. The Presentation
5. The Finding of Jesus in the Temple



Task 1: Complete the 'Joyful Mysteries' matching task.

Task 2: Create a 'Joyful Mysteries' Word Collage using the app on your ipad and upload a screenshot in the Seesaw activity.



OPTIONAL

Click on the TASKBOARD image below or [HERE](#) to access the Optional TaskBoard Activities










| WEEKS 8, 9 & 10 | | | |
|--|---|--|---|
| CHOOSE A CREATURE <small>Choose a creature to represent a saint or saintly person.</small> CLICK HERE | THE FOUR ARTS <small>Learn about the four arts: Grammar, Logic, Rhetoric, and Poetry.</small> CLICK HERE | SECRET CODE <small>Decode the secret code hidden in the words of the Joyful Mysteries.</small> CLICK HERE | Make an INTERLUDE <small>Create a short play or skit about the Joyful Mysteries.</small> CLICK HERE |
| READ AND DRAW <small>Read the story of the Annunciation and draw a picture of the Virgin Mary.</small> CLICK HERE | VIEW YOUR ASSEMBLY <small>View the assembly video and share your thoughts.</small> CLICK HERE | JOYFUL MYSTERIES <small>Learn about the Joyful Mysteries and their significance.</small> CLICK HERE | ABOUT THE STORY <small>Read the story of the Joyful Mysteries and share your thoughts.</small> CLICK HERE |
| CHOOSE A SAINT <small>Choose a saint to represent the Joyful Mysteries.</small> CLICK HERE | CHOOSE A SORROWFUL FAITH <small>Choose a sorrowful faith to represent the Joyful Mysteries.</small> CLICK HERE | JOYFUL MYSTERIES CHALLENGE <small>Complete the Joyful Mysteries challenge.</small> CLICK HERE | PERSONAL MYSTERY PROJECT <small>Create a personal mystery project about the Joyful Mysteries.</small> CLICK HERE |
| JOYFUL MYSTERIES <small>Learn about the Joyful Mysteries and their significance.</small> CLICK HERE | JOYFUL MYSTERIES <small>Learn about the Joyful Mysteries and their significance.</small> CLICK HERE | JOYFUL MYSTERIES <small>Learn about the Joyful Mysteries and their significance.</small> CLICK HERE | JOYFUL MYSTERIES <small>Learn about the Joyful Mysteries and their significance.</small> CLICK HERE |

Optional Learning

You have the option to select two or more tasks to complete today.

It is recommended that you reduce your screen time today.



| | | | | | | | | | | | | |
|---|--|---|--|--------|---|--------|---------------------------------------|------|---------------------------------------|--|---|---|
| <p>English</p> <p>Word of the Day</p>  | <p>Words Their Way Sort (Orange Sheet in Home Learning Pack)</p>  <p>ONLINE LEARNING</p> <p>Task 1: Cut, discuss and sort words.</p> <p>Task 2: Sort words in Alphabetical order and upload a photo in Seesaw.</p>  | <p>Words Their Way Sort (Orange Sheet in Home Learning Pack)</p> <p>Task: Speed Sort (3 times) and record results in a table in your Home Learning Book.</p> | <p>Words Their Way Sort (Orange Sheet in Home Learning Pack)</p>  <p>ONLINE LEARNING</p> <p>Task 1: Select 3-5 words from your weekly sort to define and write them in platypus' super sentences.</p> <p>Task 2: Glue your sort into your Home Learning Book.</p> | | | | | | | | | |
| BRAIN BREAK | | | | | | | | | | | | |
| <p>English Reading</p>  | <p>Task 1: View the following multimodal texts that introduce the informative text of explanations.</p> <ol style="list-style-type: none">Explanation TextView this second video on Explanation Text WritingRead the Text Structure and Language Features sheets in your Home Learning Pack. <div data-bbox="344 1053 739 1324"><div><p>EXPLANATION TEXT STRUCTURE</p><p>An explanation text tells the audience how something works or why something happens. An explanation text often describes the stages of a process.</p><p>A Title</p><p>The title of an explanation text should tell the reader exactly what the text will be about. The title often includes the words how, or why.</p><p>Introduction</p><p>The introduction should include the following:</p><ul style="list-style-type: none">The purpose of the text.A short description of the topic.An explanation of some of the featured words.<p>Main Body</p><p>The main body includes a set of logical steps to explain how or why something happens. The main body can include any or all of the following:</p><ul style="list-style-type: none">An ordered set of events to explain the topic.Paragraphs to separate each part of the process.Subheadings to describe each paragraph.<p>Each paragraph should link to the next with an arrow (for a diagram) or a linking sentence.</p><p>Conclusion</p><p>The conclusion should sum up the key information from the text. It should provide an answer to the question in the title.</p></div><div><p>EXPLANATION TEXT FEATURES</p><p>Sequencing</p><p>An explanation text is usually told in the order that the steps occur, from first to last. This is called sequencing.</p><p>Example:</p><p>First the bee drinks nectar from a flower. Then the bee converts the nectar into sugar in the stomach. After that the bee stores the sugar until it has time to fly. The bee will use the honey for energy when it is hungry.</p><p>Technical Words</p><p>Technical words are words that relate to the topic of the text. They are words that are used often in a particular subject.</p><p>Example:</p><p>How to Recharge a Battery: Technical words include: Charge, recharge, power, battery, and plug.</p><p>Present Tense</p><p>An explanation text is generally written in the present tense, as though the events are happening now.</p><p>Example:</p><p>The sun gives off light.</p><p>Time Conjunctions</p><p>Time conjunctions are words or phrases that tell us when each step occurs. We often use time conjunctions in an explanation text.</p><p>Example:</p><p>Then, next, two weeks later, after that, finally.</p><p>Diagram</p><p>A diagram is a picture of the technical and topic-specific language in the text.</p><p>Example:</p><table><tr><td>CAVE</td><td>Dark, flat, hot rock that erupts from a volcano.</td></tr><tr><td>MANTLE</td><td>Part of the earth between the core and the crust.</td></tr><tr><td>CRATER</td><td>The hot, molten surface of a volcano.</td></tr><tr><td>VENT</td><td>The opening in the top of the crater.</td></tr></table></div></div> | CAVE | Dark, flat, hot rock that erupts from a volcano. | MANTLE | Part of the earth between the core and the crust. | CRATER | The hot, molten surface of a volcano. | VENT | The opening in the top of the crater. | <p>Task 1: Go to the Seesaw activity titled: 'Identifying Text Structure & Features of Explanations.'</p> <p>Consider - What are the criteria for success when writing explanations. We will discuss this in our Zoom Meeting tomorrow.</p>  <p>ONLINE LEARNING</p> <p>Task 2- View this 'Hermit Crab' video link to learn about how and why a Hermit Crab changes shells.</p> | <p>Task 1: Go to the Seesaw activity titled: 'Questioning.'</p>  <p>ONLINE LEARNING</p> <p>Task 2: Complete a Bug Club reading task.</p>  <div data-bbox="1270 1128 1615 1332"><p>Remember to click on the</p><p>to complete quizzes as you read.</p></div> | <div data-bbox="1783 734 2069 932"><p>FRIDAYS</p><p>FREE</p><p>CHOICE</p><p>FRIDAYS</p></div> |
| CAVE | Dark, flat, hot rock that erupts from a volcano. | | | | | | | | | | | |
| MANTLE | Part of the earth between the core and the crust. | | | | | | | | | | | |
| CRATER | The hot, molten surface of a volcano. | | | | | | | | | | | |
| VENT | The opening in the top of the crater. | | | | | | | | | | | |



Learning Intentions:

We are learning about explanations so that we can write to inform an audience using the correct structure and language features.

Success Criteria:

This will be co-constructed in Week 1 with the students.

Task 1: Time Conjunctions

Time Conjunctions are used to explain the steps in an explanation text in the order they occurred.

Complete the Explanation Text - Time Conjunctions sheet in your Home Learning Pack.

| EXPLANATION TEXT Time Conjunctions | | |
|------------------------------------|------------|---------|
| First | Next | Finally |
| Then | After that | Now |
| Meanwhile | Later | Since |
| Lastly | Suddenly | When |

Optional extension: Choose 3 time conjunctions, to write your own sentences in your Home Learning Book.

Task 2: Present Tense

View the following [link](#) to learn more about present tense.

Complete the **Explanation Text - Present Tense** sheet in your Home Learning Pack to identify the text that is written in the present tense, as though the events are happening now.

| EXPLANATION TEXT Present Tense | | |
|---|-------------------------------------|-------------------------------------|
| 1. The bee are crawling. | The bee are crawling. | The bee are crawling. |
| 2. You are looking. | You are looking. | You are looking. |
| 3. The bear is sleeping. | The bear is sleeping. | The bear is sleeping. |
| 4. The tiger is running. | The tiger is running. | The tiger is running. |
| 5. We are studying. | We are studying. | We are studying. |
| 6. The penguin is swimming. | The penguin is swimming. | The penguin is swimming. |
| 7. The volcano is erupting. | The volcano is erupting. | The volcano is erupting. |
| 8. The egg is hatching. | The egg is hatching. | The egg is hatching. |
| 9. The moth is flying. | The moth is flying. | The moth is flying. |
| 10. The caterpillar is crawling. | The caterpillar is crawling. | The caterpillar is crawling. |

Task 3: Complete one page from your Handwriting book.

Task 1: Find the Hermit Crab text below in your Home Learning Pack. Cut out the paragraphs and reorder them into the correct structure by pasting them into your Home Learning Book.

| EXPLANATION WRITING | |
|--|--|
| <p>Junior: Up!</p> <p>Cut out each of the explanation text paragraphs and paste them in the correct order in your book.</p> | |
| <p>HOW DO HERMIT CRABS CHANGE SHELLS?</p> <p>1. When a hermit crab outgrows his shell, he needs to find the perfect new shell to move into. The shell must be the right size for his body and have no damage or holes. It needs to have enough room for the hermit crab to completely withdraw inside if he needs to hide from a predator. The new shell must also be of the right moisture level. It's also essential for the hermit crab to avoid...</p> <p>2. Once the hermit crab has found the perfect shell, it will quickly crawl out of its original shell and into the new shell. This process must happen quickly because for every second the hermit crab is without a shell, he is vulnerable to predators.</p> <p>3. After the hermit crab finds a new shell, he is protected from predators such as seagulls and other animals. Hermit crabs need this protection because, although they have an exoskeleton, this does not cover their abdomen (stomach area), which leaves them exposed without their shell.</p> <p>4. Hermit crabs fit into a category called arthropods. This means they have a hard exoskeleton (outer skeleton) and belong to the same family as lobsters, shrimp, and crabs. A hermit crab always needs its shell to protect itself from predators. Crabs that eat the hermit crabs! Hermit crabs are often seen changing their shells. Let's learn more about how hermit crabs change shells.</p> | |

Task 2: Use the explanation text template below that is in your Home Learning Pack to write your own ideas for an introduction and explanation of how hermit crabs change shells.

Click on the link to view instructions on how to complete the task and view an example by one of your teachers, before you complete your own. [LINK](#)

| EXPLANATION TEXT FEATURES | |
|--|---------------|
| <p>Highlight the key words in the text.</p> <p>1. Write down three words that describe how a hermit crab changes shells.</p> | |
| What? | How? |
| What? | How? |
| What? | How? |
| <p>2. What is the purpose of the text?</p> | |
| <p>3. Write all the present tense verbs from the text in the box below.</p> | |
| <p>4. Write all the factual words from the text in the box below.</p> | |
| Present Tense Verbs | Factual Words |

Task 1: Today you will use your Hermit Crab 'Explanation Text Features' planning template (completed yesterday) to write your own written explanation about 'How Hermit Crabs Change Shells', in your Home Learning Book

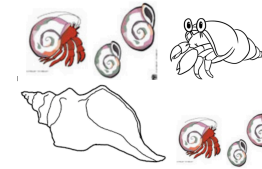
or onto the Explanation Text Template writing sheet in your Home Learning Pack. (Image below)

| EXPLANATION TEXT TEMPLATE | | |
|---------------------------|--------|-------|
| Title | | |
| Introduction | | |
| Main body | | |
| First | Second | Third |
| Conclusion | | |
| Summary / Factual Words | | |

View the video [LINK](#) of your teacher explaining the task and view a modelled example.

Go to the Seesaw activity titled: '**Explanation Writing - using the Explanation Text Template.**'

Task 2: Use the visual image sheet in your Home Learning Pack, to cut out some visuals, to trace or paste visual images into your book beside your written text or on the reverse side of the template so a visual diagram is included.



Task 3: Complete a self assessment checklist that is in your Home Learning Pack to ensure you have included the structure and features.



CLASS
UPLOAD

| EXPLANATION SELF ASSESSMENT CHECKLIST | |
|--|--------------------------|
| EXPLANATION STRUCTURE AND FEATURES | |
| My explanation has a title to tell the audience what the writing is about (three lines) | <input type="checkbox"/> |
| My writing includes a general opening statement (introduction) to introduce the topic | <input type="checkbox"/> |
| My writing is written in a series of logically ordered steps to explain the topic | <input type="checkbox"/> |
| My writing includes technical (but specific) vocabulary | <input type="checkbox"/> |
| My writing has a concluding statement or sentence | <input type="checkbox"/> |
| My writing is in the present tense (unless otherwise stated) | <input type="checkbox"/> |
| My writing includes clear contextualised explanations | <input type="checkbox"/> |
| My writing includes diagrams or illustrations to help with the explanation | <input type="checkbox"/> |
| My writing has been proofread and edited to remove spelling mistakes, punctuation, paragraph, punctuation and grammar errors | <input type="checkbox"/> |
| Additional comments: <i>Good writing. Spelling and editing is excellent. Good use of technical terms.</i> | |



\$3.98 is rounded to _____

Mathematics



Area:

Learning Intention:

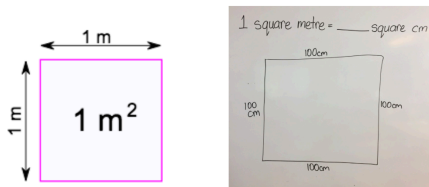
We are learning to use square units of measurement so that we can measure, calculate and compare the area of rectangles.

Success Criteria:

- I will be successful in my learning if I can...
- construct a square metre and use it to measure the areas of large rectangles
 - record areas in square metres using words and the abbreviation for square metres (m²)
 - estimate the areas of rectangles in square metres.

Area is measuring the space inside a 2D Shape.

Square Metre



Task 1:

Complete the maths online task titled: 'Area - Week 1'



Task 2:

Create a square metre using newspaper and tape, trying to be accurate by using a ruler or tape measure.

Area:

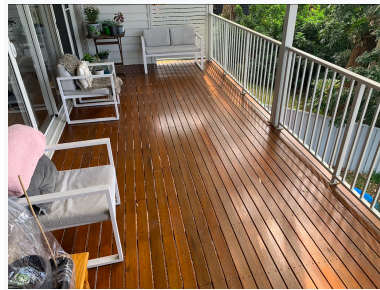
Success Criteria:

- I will be successful in my learning if I can:
- construct a square metre and use it to measure the areas of large rectangles
 - record areas in square metres using words and the abbreviation for square metres (m²)
 - estimate the areas of rectangles in square metres.

Task 1: Using the square metre from yesterday, estimate the size of a room in your house. Answer the question, 'How did you get that estimate?'

You might like to set it out like the example below.

The Deck



Estimate: 40 square metres (40 m²)

How?: I thought about the square metre I made and imagined it going along the top (width) and the side (length). I know that when I multiply the width and length together I get my answer.
I estimated the width was 4m and the length was 10m.
 $L \times W = 40$
 $10 \times 4 = 40$
40 square metres is my estimate.

Task 2: Use the newspaper square metre

Area:

Success Criteria:

- I will be successful in my learning if I can:
- construct a square metre and use it to measure the areas of large rectangles
 - record areas in square metres using words and the abbreviation for square metres (m²)
 - estimate the areas of rectangles in square metres.

Task 1:

Complete the Hotsheet titled 'Square Metres' that is in your Home Learning Pack.

Hotsheet Measuring area

SQUARE METRES

Make a square with sides of 1 metre out of newspaper. Use this as a 1 m² measure.

TASK 1 Compare areas to a square metre

Using your measure, find surfaces that are smaller, larger or close to 1 m². Record them in the table.

| | Surface |
|-------------------------------|---------|
| Smaller than 1 m ² | |
| About 1 m ² | |
| Larger than 1 m ² | |

TASK 2 How many shoes make a square metre?

How many shoes would you need to cover a square metre?

Make an estimate _____

Draw an outline of your shoe to create a template on card or paper. Use the template to find out the exact number of shoes needed.

Record what you did: _____

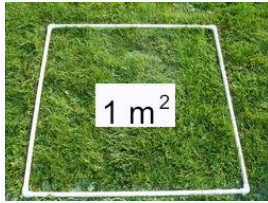
How many shoes were needed? _____

How did this compare to your estimate? _____

Optional Challenge: Can you cut your square metre in half once to form another shape that is still 1 square metre? (See the images below for examples)

Take a photo and upload it to Seesaw.



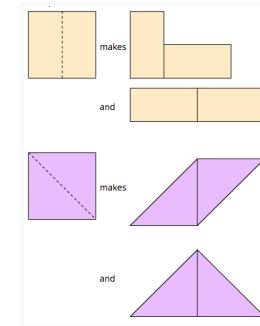
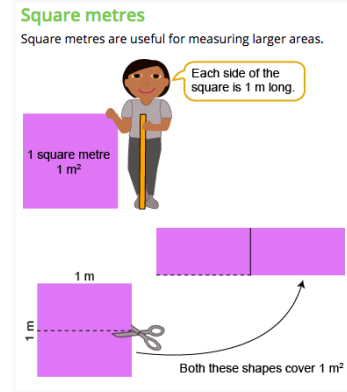


Take a photo of your square metre and upload it to Seesaw, adding a textbox that has the symbol for squared metres in it.



to measure the same room. Record length and width to the nearest square metre.

Remember to be respectful, responsible and safe as you complete this task.



BREAK 2

Other KLA Learning Activities



The suggested amount of time on these activities is **30 minutes per day**. However, the amount of time spent on these activities throughout the week is at the discretion of parents.

Geography

Go to the Seesaw activity titled: **'Geography Term 4 Week 1.'**



Personal Development Health

Task 1: Modelled/explicit teaching - 5 Food Groups



ONLINE LEARNING



Visual Arts

Task 1: Go to the Seesaw activity titled: **'Rosary Beads'.**

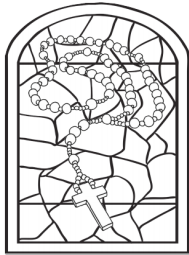

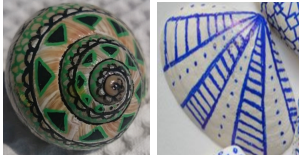



Task 2: Stain Glass Window Colouring in your Home Learning Pack. This can be

1. Complete any unfinished work from the week.

2. View the school assembly via the shared link.

SJB Online Assembly

| | | | | |
|---|---|--|--|--|
| | | <p>Task 2: Complete the 'Finding the Food Group' two sided activity sheet in your Home Learning Pack.</p> <p>Challenge: Add an additional two foods in each group that you enjoy eating.</p> | <p>worked on over the Month of October and placed on display once completed.</p>  | |
| <p>Looking After Myself</p>  | <p>All people benefit greatly from participating in activities to focus on self-care. It is important to look after your physical, mental, and emotional wellbeing. Please select activities from the options below to take care of yourself throughout the week <u>or</u> choose to do something with your family to keep physically active every day and to focus on self-care.</p> <p><input type="checkbox"/> Collect and create a patterned shell of your own (asking your parents/carers first). If you aren't able to get a shell, you can learn to draw your own by using this link. Remember to colour and decorate it!</p>  <p><input type="checkbox"/> Learn how to do the 'Moonwalk' dance move and upload it to Seesaw.</p> | | | |
| <p>Personal Development, Health & Physical Education</p> <p>How to create a safe exercise space</p>  | <p>Physical Education</p> <p><input type="checkbox"/> Cardio Brain Break</p> | | | |

Physical activity & School Sport – Remote Learning Matrix

Now more than ever it is important that we find ways to remain active. Please access this following matrix to select activities that suit you. You must complete between 20pts - 60pts each week, (60pts per week is the [Australian Physical Activity and Sedentary Behaviour Guidelines](#)).

| Physical Activity Options | | | | | |
|--|--|---|--|---|--|
| | A - Around the house | B - Cardio workouts | C - Dance/Aerobics | D - Strength | E - Student Choice |
| 1 Point | A1- Sweep the floors | B1- 30 star jumps | C1- Put on your favourite song and dance around the room | D1 - 20 push ups OR 20 situps | E1- Design and complete your own 5 min. physical activity |
| 3 Points | A3-Juggle a soccer ball, shoot a basketball/netball, throw a ball at a target for 10 minutes | B3 - Meditation- Smiling Mind app or Calm app - 10 minute meditation session, (free download) | C3 - Beginners dance routine for fitness 12 mins | D3 - Try this 10 minute Cardio Boxing routine | E3 - Design and complete your own 10 minute physical activity |
| 5 Points (20 mins of physical activity) | A5 - Jump on the trampoline for 15 minutes (or 15 minutes skipping) | B5 - Choose one of the 20min 7 Days of Sweat workouts to complete | C5 - Complete 20 minutes of Just Dance: Just Dance YouTube Channel | D5 - Full Body workout - Casey Ho Blogilates- 12 mins +warm up | E5- Design and complete your own 20 minute workout routine |
| 7 Points (30 mins of physical activity) | A7 - Complete Yoga time or find your own yoga routine to do | B7 - Complete this 30 minute cardio routine | C7 - Complete the Born To Move Dance Routine | D7 - Power Yoga Session - Yoga by Adriene | E7- Design and complete your own 30 minute workout routine |
| 9 Points | A9 - 15 pushups 15 situps 60 second plank 60 seconds rest (repeat x 8) | B9 - Challenge yourself with this 40min cardio boxing routine | C9 - Complete a 30 minute aerobics for beginners session | D9 - 30 Minute bodyweight strength class | E9- Design a 30 minute workout routine. Complete with a friend over facetime |
| 12 Points | A12 - Go for a 30-40 minute run/powerwalk | B12 - Choose 3 HIIT workouts on the youtube channel: The Body Coach | C12 - 30 minute hip hop TABATA workout | D12 - Build strength by completing this challenging 40 minute strength workout | E12- Design and complete your own 40 minute workout routine |
| 15 Points (60 mins of physical activity) | A15 - Do all of the house chores for at least 60 mins | B15 - Challenge yourself with Les Mills full body combat cardio workout | C15 - Start Slideshow and complete all Zumba routines | D15 - Use Fitness Blender to complete a free strength workout- must total 60 mins | E15- Design and complete your own 60 minute workout routine |

<https://docs.google.com/document/d/1DOofvLZvCrTydanfTy-uvlph8B05BdYj7CicuNdaBKs/edit?usp=sharing> link for the matrix

Optional Extension Task/s

Optional Extra Task/s

- ☐ School Magazine - rehearse and perform a readers theatre with family members.
- ☐ Matharoo Problem Solving Sheets
- ☐ Set Studyladder Pods
- ☐ South Coast Writing Competition <https://southcoastwriters.org/youngarchiewriting>

| | |
|---|---|
| Dismissal- Family check-in time. | <p>The following questions would support you when checking in with your child.</p> <ul style="list-style-type: none">• What are you learning today?• What are your learning tasks or goals in this session?• How will you be spending your time?• What resources do you require?• What support do you need? <p>The following questions would support you to check in with your child after a learning session</p> <ul style="list-style-type: none">• What did you learn as you completed your work today or what did you work on improving?• Consider 2-3 things that went well today or that you enjoyed about your learning task, tell me about them.• Can you acknowledge one challenge or something difficult? Discuss how this can be overcome tomorrow.• How did you go with the new learning presented this week?• Are you okay? Do you need to ask your teacher for something or do you need support with anything to make tomorrow more successful? |
|---|---|