



Kearns PS Offline Learning – Stage 3

Daily Lessons

Monday Week 4





Monday

Student resources



English

Student resources

English- Similes Activity (1)

The aim of this activity is to know what a simile is and to begin using them to write better descriptions.

- A simile is a phrase that uses a comparison to describe.
- It compares one thing to another using the word “as” or “like”.
- Common similes you may have heard are:
 - *Its fleece was white as snow...*
 - *Life is like a box of chocolates...*
 - *A tale as old as time...*
 - *It fits like a glove.*

English- Similes Activity (1)

continued...

1. Below is a description of a fire. Write the paragraph in your exercise book and underline the similes.

When we arrived, the campfire was a blazing flash of reds and oranges. As we stood around it the flames leapt higher like fingers trying to touch the sky. The smell of the burning logs filled the air and smoke stung our eyes. It crackled, its heat as comforting as a warm hug.

1. Now write a description of your own, about a favourite food, including at least two similes. Think about what each of your senses experiences when you have this food and try to capture this in your description.

Ian Thorpe Fact Sheet

Name:

Ian James Thorpe

Born:

1982 in Milperra, Sydney

Childhood:

Ian's mother and father were active in sports and encouraged Ian to pursue their own interest in swimming. Ian was allergic to chlorine when he was young and started swimming with his head out of the water. He won nine gold medals at the New South Wales Short Course Age Championships in 1994.

Achievements:

By the time the Olympic Games arrived in Sydney in 2000, Thorpe was under immense pressure to deliver multiple world records and several gold medals. He didn't disappoint and won Australia's first gold medal of the Games in the 400m freestyle, setting a new world record. Later that night, he helped win the 4x100m freestyle relay. With a total of three gold and two silver medals, Thorpe was the most successful athlete of the 2000 Olympic Games. He also dominated the 2001 World and 2002 Pan Pacific Championships. In 2004, he set a new Olympic record in the 200m freestyle and won a total of two gold, a silver and a bronze medal.

Olympic Games and Medals**2000 Sydney Games:**

3 gold (400m freestyle, 4x100m freestyle relay, 4x200m freestyle relay), 2 silver (200m freestyle, 4x100m medley relay)

2004 Athens Games:

2 gold (200m freestyle, 400m freestyle), 1 silver (4x200m freestyle relay), 1 bronze (100m freestyle)



Life after the Olympics:

Ian Thorpe is a big supporter of the Children's Cancer Institute. He also started the charity Ian Thorpe's Fountain of Youth in 2000. In 2000, he was named Young Australian of the Year and the Ian Thorpe Aquatic and Fitness Centre in Ultimo was named in his honour. In 2012, he was also awarded the Human Rights Medal for his work with indigenous children. He has been awarded the Medal of the Order of Australia for his impressive swimming career.



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Ian Thorpe Comprehension Activity

Questions:

1. The following passage comes from the Ian Thorpe Fact Sheet. Fill in the missing words.

By the time the Olympic Games arrived in Sydney in _____, Thorpe was under immense pressure to deliver multiple world _____ and several gold _____. He didn't disappoint and won Australia's first _____ medal of the Games in the _____ freestyle, setting a new world record. Later that night, he helped win the 4x100m freestyle _____. With a total of _____ gold and _____ silver medals, Thorpe was the most successful athlete of the 2000 _____ Games.

2. Use the passage above to do the following:
 - a. Underline the proper nouns in blue. Proper nouns are used for an individual person, place, or organisation, spelled with an initial capital letter. For example: Japan, Murray.
 - b. Circle the nouns in red. Nouns are words that tell us a person, animal, thing or idea. For example: house, kettle, paint.

3. Circle the words that have the 'pr' sound.

persue	proud	high-profile
Milperra	Olympic	present
appropriate	impressive	Thorpe

4. Which of the following occurred first? Choose a or b.
 - a. Thorpe was awarded the Human Rights Medal for his charity work with indigenous children.
 - b. He started the Ian Thorpe's Fountain of Youth charity.

5. Which of the following occurred first? Choose a or b.
 - a. Ian's parents encouraged him to pursue their own interest in swimming.
 - b. He won Australia's first gold medal of the Sydney Games in the 400m freestyle.

6. Which of the following occurred first? Choose a or b.
- a. Ian Thorpe won nine gold medals at the New South Wales Short Course Age Championships.
 - b. He had to swim with his head out of the water because of his allergy to chlorine.

7. List two interesting facts about Ian Thorpe.

a. _____

b. _____

Challenge option

Draw a picture of Ian Thorpe competing in the Olympics. Write at least two sentences explaining what you have drawn.

Reflection

Complete this in your exercise book.

Questions:

1. Why is it important to watch the Olympics?
2. What was the purpose of reading 'Ian Thorpe Fact Sheet'.

Break 1

Balancing for Fun

1. Put a paper or plastic plate on your head and walk across the room.
2. Time how long you can keep the plate on your head for.
3. Make it harder by trying to walk on your tippy toes.



Mathematics

Student resources



Multiplication and Division

Student resources

Activity 1

Complete in your exercise book.

Time how quickly you can find the multiples:

a

$\times 8$

8 4 6 9 7 2 5 3

_____ secs

b

$\times 6$

5 3 7 9 8 4 6 2

_____ secs

c

$\times 7$

5 7 6 11 9 4 8 3

_____ secs

Activity 2

Complete in your exercise book.

Add the missing multiples to the board:

a	7		21						
b	4				20				
c	99	88							11
d	81	72							

Remember: A multiple is a number that may be divided by another a certain number of times without a remainder. E.g. multiples of 5 are 5, 10, 15, 20...

Activity 3

Complete in your exercise book.

What number am I?

a I am a multiple of 7.

I am also a multiple of 3.

My units digit is half my tens digit.

I am _____

b I am a multiple of 20.

I have 3 digits.

My hundreds digit and tens digit add to make 9.

Half of me is less than 100.

I am _____

c I am an even number between 50 and 99.

I am a multiple of 9.

My tens digit is 5 more than my units digit.

I am _____

Remember: A multiple is a number that may be divided by another a certain number of times without a remainder. E.g. multiples of 5 are 5, 10, 15, 20...



Transformations

Student resources

Activity 4

Transformations

Using the information from the sheets and your own knowledge, create a poster informing an audience of 1 of the new concepts you learnt today:

- Translation
- Rotation
- Reflection
- Symmetry

Make sure to include a definition for your chosen concept.



Flip, Slide, Turn

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Flip, Slide, Turn

What does it all mean?

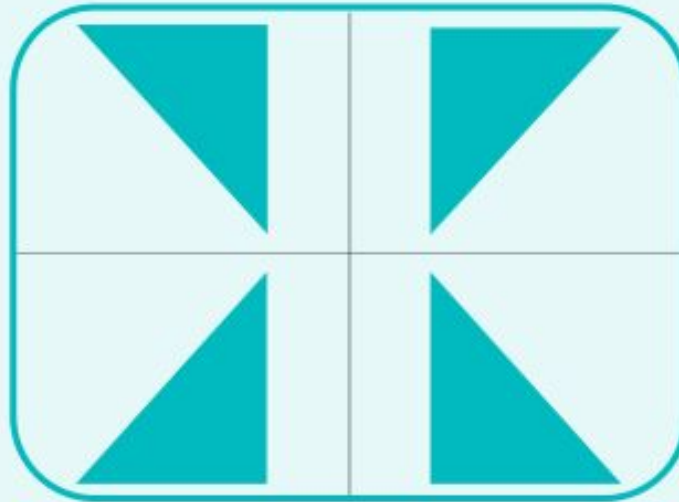
Flip, slide and turn are words to describe how shapes can be changed, or transformed.

Let's look at some examples...



Flip

When a shape is flipped, it becomes a mirror image of the original.
Shapes can be flipped in any direction.



Another word to describe a flip is a **reflection**.

twinkl.com

Slide

When a shape slides, it moves in a straight direction. Shapes can slide in any direction, but they always remain the same.



Another word to describe a slide is a **translation**.

Turn

When a shape is turned, it rotates around a single point.
A shape can be turned left or right (clockwise and anticlockwise).



anticlockwise



clockwise

Another word to describe a turn is a **rotation**.

Turn

Shapes can be turned a little or a lot.



quarter turn



half turn



three-quarter turn



whole turn



PDHPE

Student resources

Overarm throw challenges

GetActive@Home

Episode 3 - Overarm throw

Stage 3

Challenges

Perform the following throwing activities using a bean bag, ball or similar.

- From a set distance, throw towards positioned targets.
- Play a game of throw, catch, return with a partner.

Mega Challenge

- Set targets at varying levels and distances to challenge throwing accuracy.
- Throw to a partner while they are moving.

Creative Challenge

- Combine different movements such as hopping and ball handling combinations whilst throwing at set targets or to a partner

Other variations

With a partner try:

- Choosing different starting positions for the ball before throwing it at the target.
- Marking out a set distance for running to receive a ball from your partner.
- Try combining different fitness infusion activities for example, performing a set number of burpees before throwing.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD3-4 adapts movement skills in a variety of physical activity contexts.

PD3-11 selects, manipulates and modifies movement and concepts to effectively create and perform movement sequences.

Sample questions

How can we combine hand and foot movement to throw?

Where do we look when our target is moving?

How do we combine accuracy and force when throwing towards a moving target?

Teaching cues

Stand side on to the target (warrior pose).

Throwing arm at side then up (thumb to thigh, ball to the sky).

Step opposite leg forward.

Throw the ball and follow through.

Equipment

3 bean bags, balls or similar.

3 small items or a wall to use as a target area.

Break 2

Watch Some Olympics on TV



Science Mr T

Student resources

Falling Paper

Science Experiment



Aim: To see how objects move through the air.

Method

1. Keep one piece of paper flat and crumple the other one up.
2. Hold both sheets of paper out in front of you and drop them to the floor at the same time.
3. Cut the plastic bag into a square and attach the string to each corner. Gather the string ends together at the bottom and attach them to a paperclip to act as a weight.
4. Open the chute (plastic bag) and let it fall from the same height as you did the paper.
5. Cut slits into the bag and let it fall from the same height as the previous object.

You will need:

2 pieces of paper
plastic bag
string
paperclip
tape
scissors

Falling Paper Recording Sheet

Draw and record your observations from the experiment here. Give reasons as to why you think you got the results you did.

Flat Piece of Paper

Crumpled Piece of Paper

Plastic Bag Chute

Plastic Bag Chute with Slits



Kearns PS Offline Learning – Stage

Daily Lessons

Tuesday Week 4





English

Student resources

English- Similes Continued (2)

Activity:

1. Find an image of somebody you think looks interesting or think of somebody you know.
2. Write 5 similes to describe the person.
3. Here is an example that is about someone that Mrs Freney has read about in a book.

Her hair is soft and wispy like tiny feathers on a baby bird. Her skin is cracked like earth dried out by drought. Her hands are as twisted as an old tree branch. Her eyes as innocent as a child's. Her thoughts get lost like fallen leaves swirling in the wind.

1. Complete this task for two more people or animals so that you have 3 descriptions in total.
Complete this in the supplied Google Doc for uploading.

Extension: Exchange descriptions online with a classmate who has also completed this task. Try sketching one of the people or animals they have described, based on the similes they wrote about them.

Cathy Freeman

Who is Freeman?

A former professional sprinter (runner), Cathy Freeman is one of Australia's sporting legends. She was the first Aboriginal woman to compete for Australia at the Olympic Games.

Cathy was born in Mackay, Queensland, on 16th February, 1973, as Catherine Astrid Salome Freeman.



Early Life

Cathy's father and his family lived in Woorabinda, an Aboriginal mission where she would spend most Christmas holidays. Cathy was very athletic during her childhood and became 'hooked' (very keen) on running after her first race at 8 years old.

Cathy competed in her first state running championship competition after one of her primary school teachers, Mrs Bauldrey, fundraised the money for her to attend and also bought her a pair of running spikes (shoes with spiked soles for running on grass surfaces). Mrs Bauldrey's encouragement made Cathy think seriously about a future in athletics.

Cathy had a stepfather, Bruce Barber, who also thought she was talented and started coaching her. When Cathy was 14, she told her vocational officer that her career goal was to win an Olympic medal. In 1989, Cathy received a scholarship to attend Fairholme College. Here, Cathy often felt out of place and homesick as there were few Aboriginal students. There were strict routines and rules and many wealthy, ambitious students. Cathy also received a scholarship to attend Kooralbyn International School, where she was professionally coached for the first time.



Career

At 16, Cathy won her first gold medal for the 4 x 100 metre race at the 1990 Commonwealth Games, becoming the first Australian Aboriginal person to win a gold medal at the event. From here, Cathy's career continued to succeed. In 1994, Cathy won gold for both the 200m and 400m race at the Commonwealth Games in Canada.

Medals and Awards

- 1990 Commonwealth Games, gold medal in 4 x 100m relay
- 1994 Commonwealth Games, gold medal in 200m and 400m
- 1996 Atlanta Olympic Games, silver medal in 400m
- 1997 World Championships in Athens, 1st in 400m
- 1998 Australian of the Year
- 2000 Australian Sports Medal
- 2000 Sydney Olympic Games, gold medal in 400m
- 2001 The Centenary Medal
- 2001 The Medal of the Order of Australia
- 2005 Sport Australia Hall of Fame

In 1996, Cathy had her first shot at the Olympics, winning the silver medal for the 400m race in Atlanta. She went on to win the same event at the 1997 World Championships in Athens.

In 2000, Cathy was given the honour of lighting the flame at the Opening Ceremony of the Sydney Olympic Games. Ten days later, Cathy went on to win the women's 400m race. During her victory lap, Cathy held both the Aboriginal and Australian flags. This was not only a way of showing her pride in her Aboriginal cultural heritage but a symbol of reconciliation and unity. She was the first Aboriginal woman to win gold in the individual event for Australia.



Service to the Community

Cathy went on to compete for another three years. In 2003, she announced her retirement and she continues to be an inspiration to Australians, now giving up her time for a range of community services and charities. Cathy became an ambassador for the Australian Indigenous Education Foundation and Cottage by the Sea.



In 2007, Cathy founded the Cathy Freeman Foundation, helping indigenous children and families realise their potential through education. She has also appeared in a couple of documentary series on Australian television.



Cathy Freeman Questions

1. Where was Cathy born?

2. What is Cathy's birthdate?

3. How old is Cathy? (You will need to do some mathematics to work out the answer.)

4. How old was Cathy when she became 'hooked' on running?

5. Who was one of the first people to encourage Cathy to run?

6. When did Cathy win her first international competition?

7. What was the goal Cathy set when she was 14 years old?

8. Did Cathy realise her goal? Explain your answer.

Reflection

Complete this in your exercise book.

Questions:

Complete 2 stars and a wish about your english lesson today.

Two Stars and a Wish



I like...
I enjoyed...
I learned...
I used...
I wrote/said/read...
I'm proud of myself because....
I would like...
....was difficult.
I tried to use...
I would like help with.....

Break 1

Sixes

1. Stand up. Move your right foot in a clockwise circle.
2. Simultaneously write the number 6 in the air with your right pointer finger.
3. Repeat this pattern several times and then switch to the other foot and hand.
4. Try reversing the motions to counter-clockwise and the number 9.
5. Repeat step 5 and spell out your name at the same time.



Mathematics

Student resources



Multiplication and Division

Student resources

Read

Read the text below to learn about a new multiplication strategy.

To multiply a number by four, we double it twice:

$$16 \times 4 \quad \text{double once} = 32 \quad \text{double twice} = 64$$

To multiply a number by eight, we double it three times:

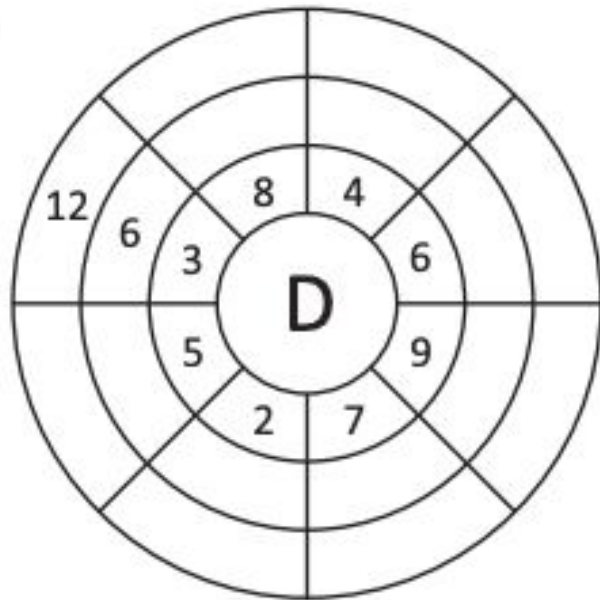
$$13 \times 8 \quad \text{double once} = 26 \quad \text{double twice} = 52 \quad \text{double three times} = 104$$

Activity 1

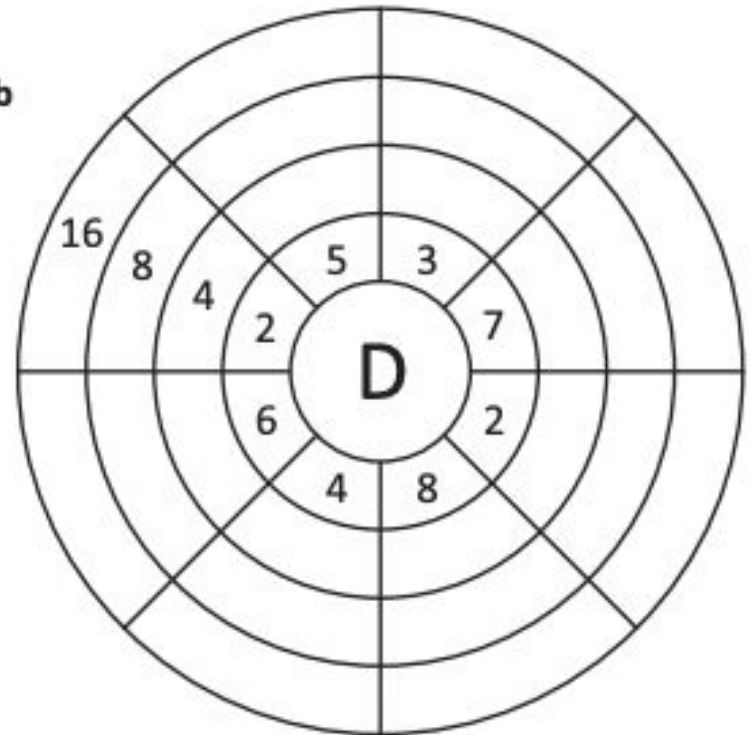
Complete this activity in your exercise book.

Complete the doubling wheels:

a



b



Extension: Make a double wheel of your own.

Activity 2

Complete in your exercise book.

Now try these. The first one has been done for you.

a 14×8

c 23×8

e 105×8

b 310×8

d 52×8

f 402×8

- a. Just like the double wheel, you need to double 14 (14×2) and then double the answer (28×2) twice (56×2) to reach your answer to $14 \times 8 = 112$.

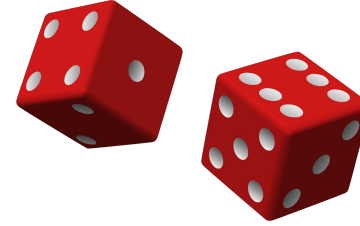


Probability

Student resources

Activity 3

Complete in your exercise book.



1. You will need a dice.
2. Create a table with two columns and 7 rows.
3. Use the table shown on this slide to guide you.
4. Roll your dice.
5. Record the number rolled by using a tally.
6. Repeat 50 times.
7. Go to the next slide for more instructions.

Number	Tally
1	
2	
3	
4	
5	
6	

How many times did you roll each number?

Write your results as fractions out of 50. I have done this activity myself and included the results below. I included my actual results and then my results as fractions.

Actual Outcomes:

1 - 5

2 - 15

3 - 3

4 - 7

5 - 10

6 - 10

Actual Outcomes as Fractions:

1 - $\frac{5}{50}$

2 - $\frac{15}{50}$

3 - $\frac{3}{50}$

4 - $\frac{7}{50}$

5 - $\frac{10}{50}$

6 - $\frac{10}{50}$

Break 2

Take a walk with someone in your family



Geography Mrs Gveric

Student resources

What Countries are there in the continent of Asia?



Asia is the largest continent in the world, covering approximately thirty percent of the earth's surface. Asia has the greatest population of all the continents. Over four billion people across more than forty countries live here. Asia has a variety of geographical features including mountains, plateaus, plains and deserts as well as freshwater and saltwater environments.



Make a list of as many Asian countries that you already know






Here is a list of some of the countries within Asia.

Countries of Asia

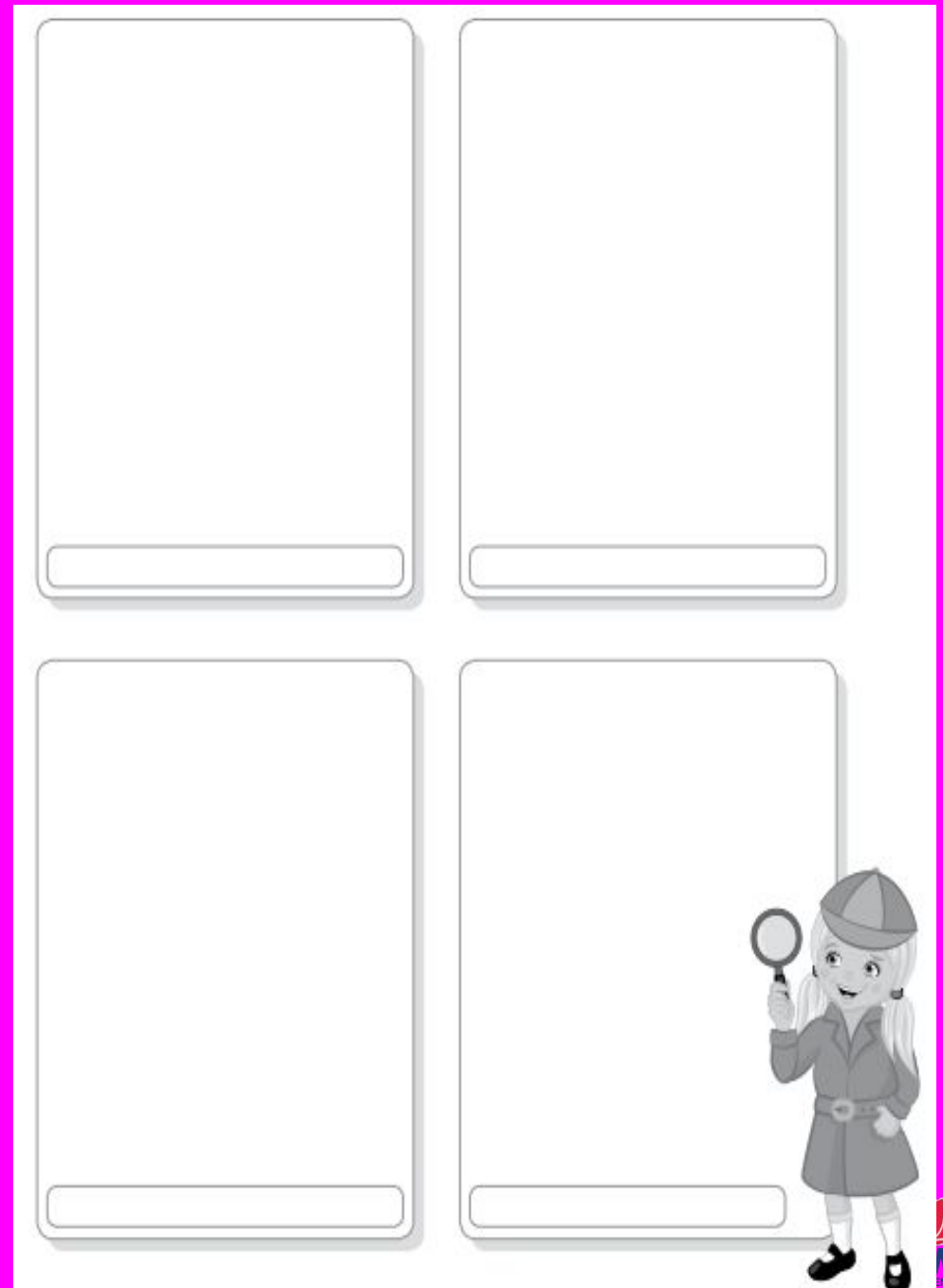
North-east	South-east	South	Central	West	
China	Brunei	Afghanistan	Kazakhstan	Armenia	
Japan	Cambodia	Bangladesh	Kyrgyzstan	Azerbaijan	
Mongolia	Timor-Leste	Bhutan	Tajikistan	Bahrain	
North Korea	Indonesia	India	Turkmenistan	Cyprus	
South Korea	Laos	Iran	Uzbekistan	Georgia	
Taiwan	Malaysia	Maldives		Iraq	
Russia	Myanmar Philippines Singapore Thailand Vietnam	Nepal Pakistan Sri Lanka		Israel Jordan Kuwait Lebanon Oman	Palestine Qatar Saudia Arabia Syria Turkey United Arab Emirates Yemen

Be a detective and see if you can match the clue with a country in Asia

Forty five billion pairs of chopsticks made each year. <input type="text"/>	Black sand desert <input type="text"/>	An island. Sits on the 80 degrees east longitude line. <input type="text"/>
An archipelago. Four main islands. More than 6,000 small islands. <input type="text"/>	Flag features a crescent and a star. <input type="text"/>	Tallest building in the world. <input type="text"/>
No chewing gum. <input type="text"/>	Hills made of chocolate. <input type="text"/>	Has the most rivers in the world. <input type="text"/>
Bengal tiger <input type="text"/>	 <input type="text"/>	Longest capital city name in the world. <input type="text"/>



If you are feeling adventurous, see if you can make your own clues for 1 or 4 different countries.



The worksheet features four large, empty rectangular boxes arranged in a 2x2 grid. Each box is intended for writing a clue. At the bottom of each of these four boxes is a smaller, horizontal rectangular box for writing the name of a country. In the bottom right corner of the page, there is a cartoon illustration of a detective character wearing a hat and a trench coat, holding a magnifying glass. A small logo is visible in the bottom right corner of the page.

good morning



Kearns PS Offline Learning – Stage

Daily Lessons

Wednesday Week 4

good morning





Wednesday

Student resources



English

Student resources

Literacy- Suffixes 'ous'

Suffixes – 'ous'

This activity will help you understand how suffixes change the meaning of words.

Activity:

1. A **suffix** is a few letters put at the end of a word to change its meaning.
2. Adding 'ous' to the end of a word means that the subject is full of or possesses something.
3. Sometimes the ending of the base word is changed slightly before 'ous' is added.

For example: *My mother was furious that I had lost my brand new school jumper.* **It means the mother was full of fury.**

1. For each of these words, determine what the subject is full of or possesses and then use the word in a sentence.

Example:

Dangerous - Full of danger

Sentence - Walking the tightrope above crocodile infested waters was **dangerous**.

1. Complete the activity for the following words in your exercise book.

victorious humorous venomous generous famous curious

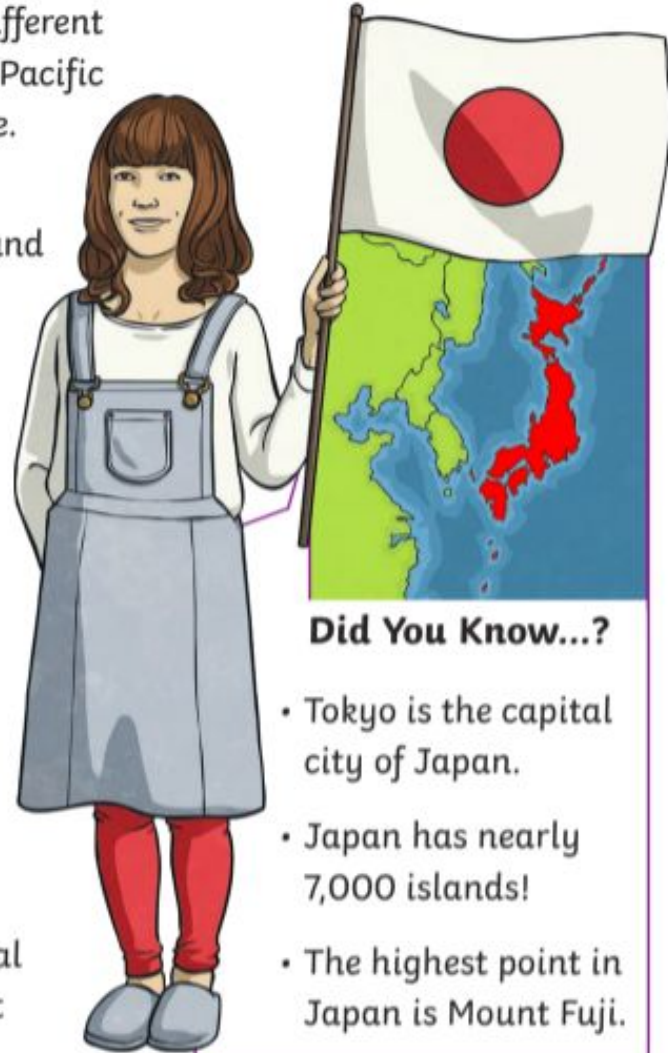
READING- JAPAN

Japan is a country made up of many different islands in east Asia, on the edge of the Pacific Ocean. Over 126 million people live there.

Traditions & Festivals

Japan has many ancient festivals and traditions. For example:

- **Hanami** – During this spring-time festival, many families and friends often meet up and have a picnic under the beautiful, flowering cherry trees in parks.
- **Oshogatsu** – To celebrate the New Year, many people swap greetings cards and many children traditionally receive money. Then, many families usually travel together to a local shrine to make a wish.
- **Chado/Chanoyu** – This is the traditional Japanese tea ceremony. There are strict rules for how the tea must be made and drunk.



Did You Know...?

- Tokyo is the capital city of Japan.
- Japan has nearly 7,000 islands!
- The highest point in Japan is Mount Fuji.

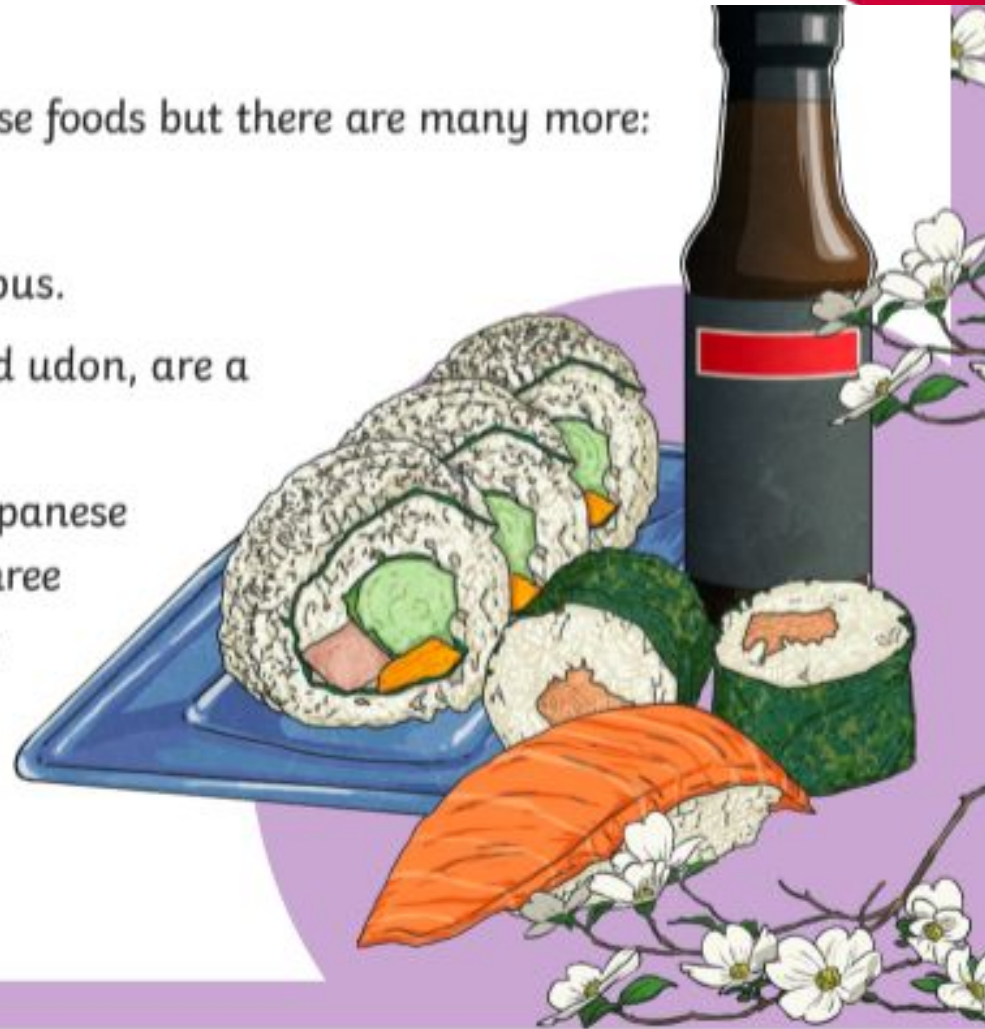
Japanese Food

Sushi is the most famous of all Japanese foods but there are many more:

- Tempura is a tasty, fried snack.
- Takoyaki is a snack made from octopus.
- Hot noodle soups, such as ramen and udon, are a favourite fast food.

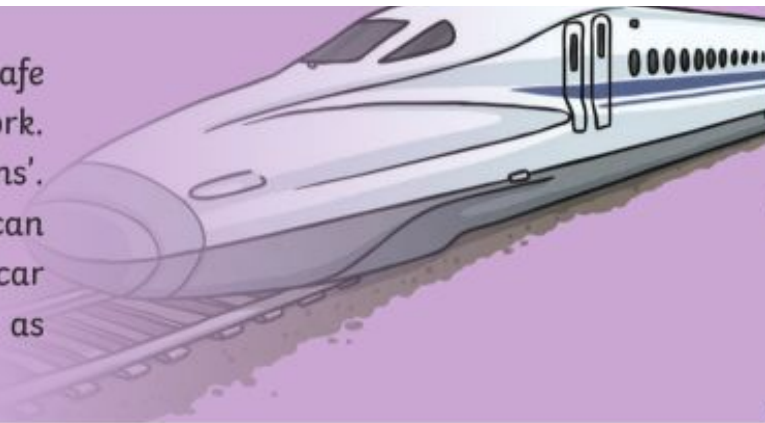
Rice is a common ingredient in Japanese cuisine and can be eaten for all three meals of the day, including breakfast.

Traditionally, people use two chopsticks to eat with and children may have simpler versions to practise with.



Transport

Japan is well-known for having a safe and reliable transportation network. The shinkansen are called 'bullet trains'. They are very fast trains which can reach 200 miles per hour! Japanese car manufacturers are often thought of as world-famous for their technology.



Sport

Many Japanese people are passionate about sport. Many children even come to school at the weekend and during school holidays to practise. Western sports, such as football and baseball, are popular for many people. In addition, there are many traditional sports. Sumo wrestling is Japan's national sport. Also, some people enjoy practising martial arts. Judo, karate and kendo are popular.

Many tourists will visit Japan over the next few years. In 2019, there is the Rugby World Cup. Also, the 2020 Summer Olympic Games will be held in Tokyo.



1. How many people live in Japan? Tick **one**.
 - 7,000
 - over 126
 - over 126 million
 - many different islands
2. Look at the **Did You Know...?** section. What is the capital city of Japan? Tick **one**.
 - London
 - Tokyo
 - Hanami
 - Chado
3. Look at the **Traditions & Festivals** section. When do many children in Japan traditionally receive money? Tick **one**.
 - during Hanami
 - during Chado
 - during Oshogatsu
 - in the spring
4. Look at the **Japanese Food** section. Which foods are often eaten as **snacks** in Japan? Tick **two**.
 - tempura
 - crisps
 - takoyaki
 - rice

READING- JAPAN - QUESTIONS

5. Look at the **Transport** section. Why are Japanese car manufacturers often thought of as world-famous?

6. Look at the **Sport** section. **Find** and **copy** a word which shows that many Japanese people feel strongly about playing sports.

7. Would you like to visit Japan? Give reasons for your answer, using examples from the text.
Please circle: Yes / No

Reflection

Complete this in your exercise book.

Questions:

Complete 2 stars and a wish about your english lesson today.

Two Stars and a Wish



I like...
I enjoyed...
I learned...
I used...
I wrote/said/read...
I'm proud of myself because....
I would like...
....was difficult.
I tried to use...
I would like help with.....

Break 1

Starfish Breathing

Hold left hand out in front, with fingers pointing up to the ceiling. Slowly trace your left hand with your right finger, starting where your hand and wrist meet. As you trace each finger, breathe in as your finger climbs up each finger and breathe out as your finger slides down. Then switch hands.



Mathematics

Student resources



Multiplication and Division

Student resources

Warm Up

Multiplication

Skip count by 3's stopping at 36, 4's stopping at 48 and 5's stopping at 100.
Repeat in reverse order so skip backward by 3's starting at 36, 4's starting from 48 and 5's starting from 500.

Activity 1

Complete in your exercise book.

Doubling times tables facts mean you double your recall. Look at these:

$6 \times$ is double $3 \times$ $12 \times$ is double $6 \times$ $14 \times$ is double $7 \times$ $18 \times$ is double $9 \times$

This is a useful trick for when the problem looks too big to work out in your head.

Use doubles to solve these. The first one has been done for you.

a 6×13

39

78

c 21×6

e 12×13

b 14×5

d 14×9

f 18×8



Activity 2

Complete in your exercise book.

We can use the double and halve strategy to get to an easy multiplication fact.

$$\begin{array}{l} 15 \times 18 \quad \text{Double 15 and halve 18} \\ 30 \times 9 \quad \text{This is an easier fact to work with.} \\ = 270 \end{array}$$

Practise your doubles and halves below.

Double			
32	<input type="text"/>	84	<input type="text"/>
48	<input type="text"/>	96	<input type="text"/>
55	<input type="text"/>	19	<input type="text"/>

Halve			
68	<input type="text"/>	48	<input type="text"/>
150	<input type="text"/>	50	<input type="text"/>
144	<input type="text"/>	122	<input type="text"/>

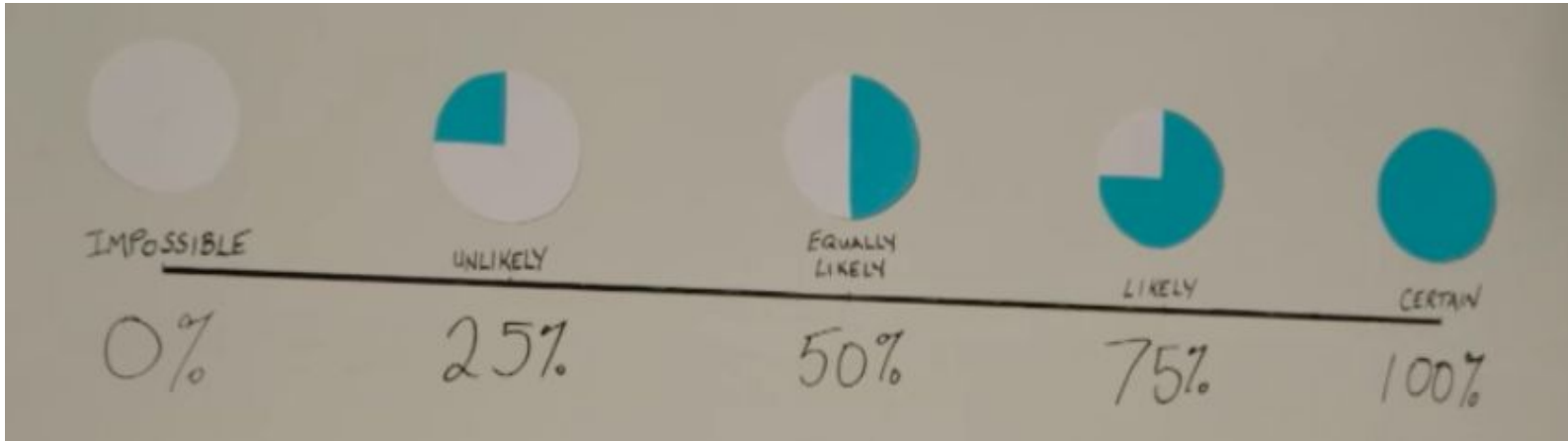


Probability

Student resources

Activity 3

Complete in your exercise book.



1. Draw the probability line that is shown in the above picture.
2. Your task is to think of examples for each of the categories and write them under each heading. The first one is done for you:

Impossible: it will rain meatballs today.

Unlikely

Equally Likely

Likely

Certain



PDHPE

Student resources

Episode 2 - Underarm throw

Stage 3

Challenges

Perform the following underarm throwing activities with a ball.

- From a close distance, throw the ball at a set target.
- Set markers at varying distances to throw the ball at the target.

Mega Challenges

- Set out a number of balls at varying distances from the target. Perform five 'ice skater' movements (step one foot to the side then bring the other foot in behind) before throwing the ball at the target. Then complete a standing long jump to the next ball before repeating the sequence.
- Creative challenge: Repeat the sequence and create varying throwing positions using dominant/non-dominant hand.

Other variations

With a partner try:

- choosing different starting positions for the ball before throwing it at the target
- marking out a set distance for relay running in between throwing the ball at the target
- combining different fitness infusion activities for example, performing a set number tuck jumps before throwing.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD3-4 adapts movement skills in a variety of physical activity contexts.

PD3-11 selects, manipulates and modifies movement and concepts to effectively create and perform movement sequences.

Sample questions

How can you combine foot and body movement to create more challenging throwing positions?

How can you use your eyes to create more awareness of your surroundings whilst throwing?

Teaching cues

Eyes on the target (laser eyes).

Step forward (opposite leg to throwing arm).

Throwing arm back then forward (smiley arm).

Point at the target.

Equipment

Ball, soft toy or rolled up pair of socks.



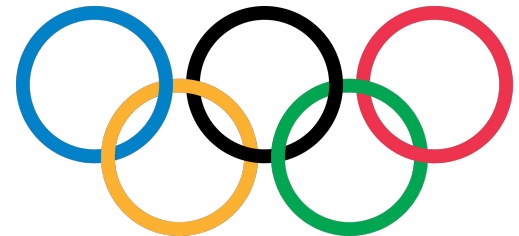
Olympic Games Daily Task

Daily Task

Go Australia Olympic Medal Daily Task

1. Create a table in your exercise book.
2. Keep a record of any Gold, Silver and Bronze Medals that Australia has won each day.
3. You will need to add the athlete/team and sport to your daily table.
4. You will find an example on the next slide to help you design your table.

Go Australia!



Example

Australian Olympic Medals Tokyo Olympics

Date	Sport	Athlete or Team	Gold	Silver	Bronze
25/7/21	Swimming	Brendon Smith			●
25/7/21	Swimming	Jack McLoughlin		●	
25/7/21	Swimming	Australian 4x100 Relay	●		

Break 2

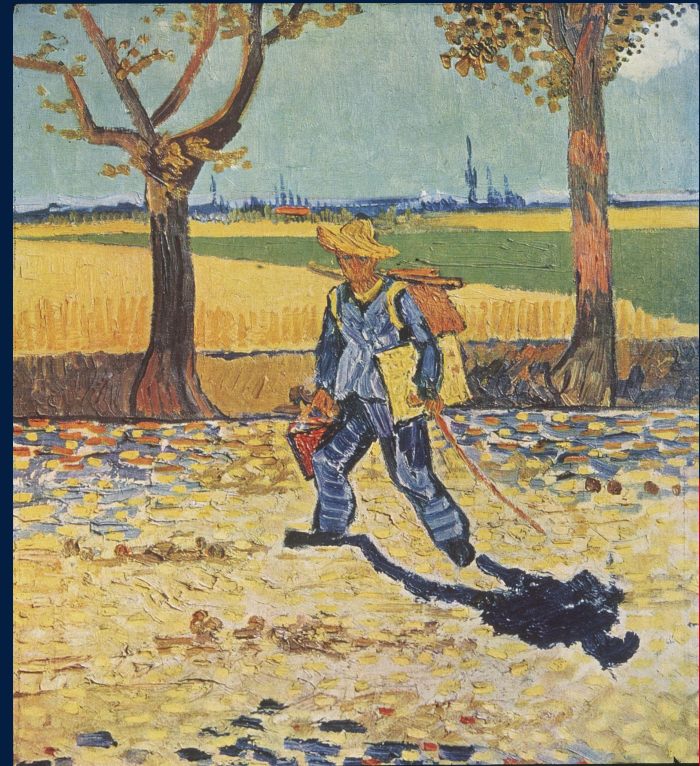
Catch up on some Olympic
action.



CAPA

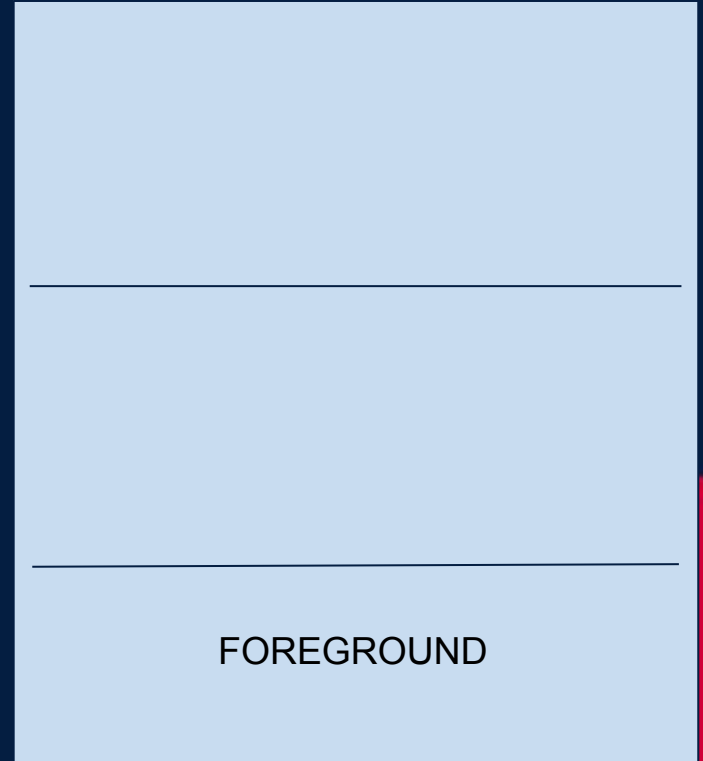
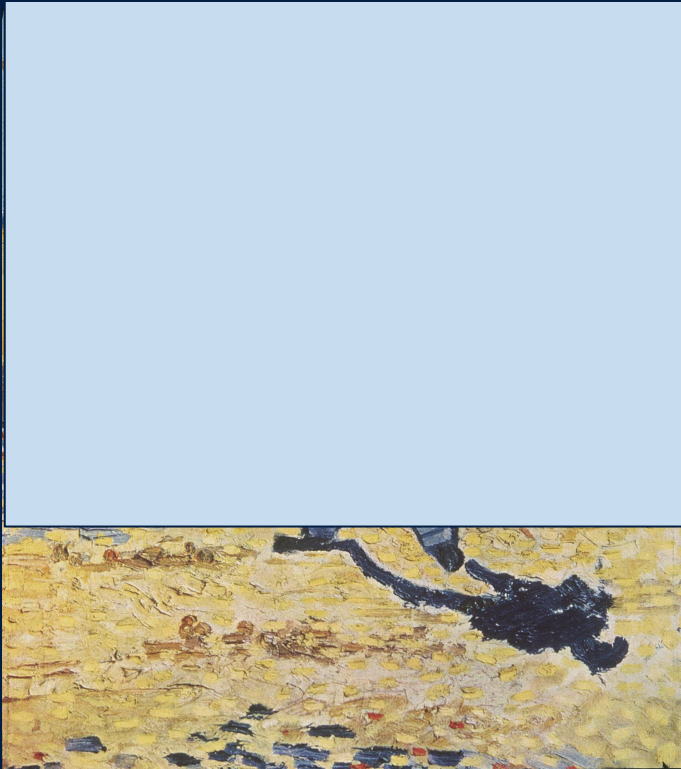
Stage 3 Week 4

I hope you enjoyed learning a bit about Vincent Van Gogh last week.

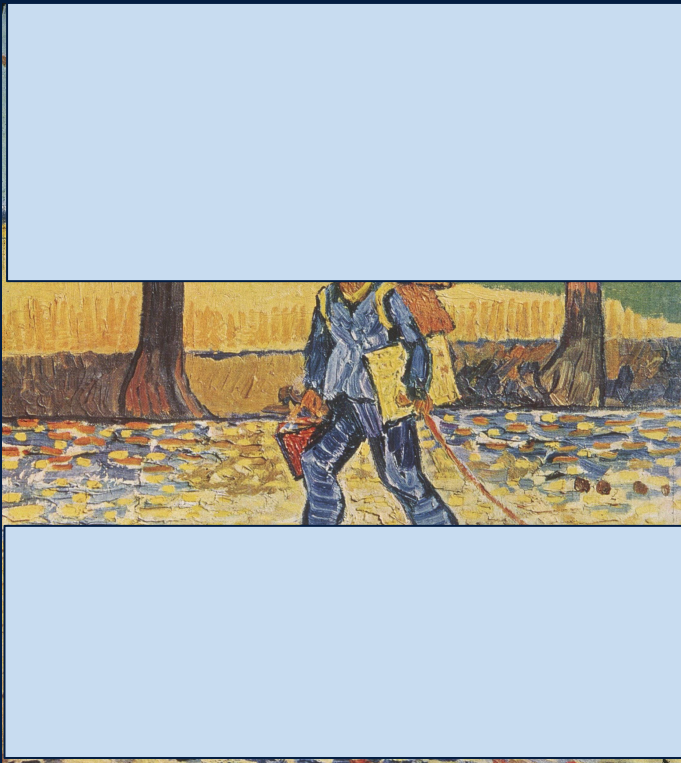


**This week we are going to look at
3 parts of making a piece of art.
Foreground, middle ground and
background.**

The foreground is at the bottom of the artwork, it is what you see first.



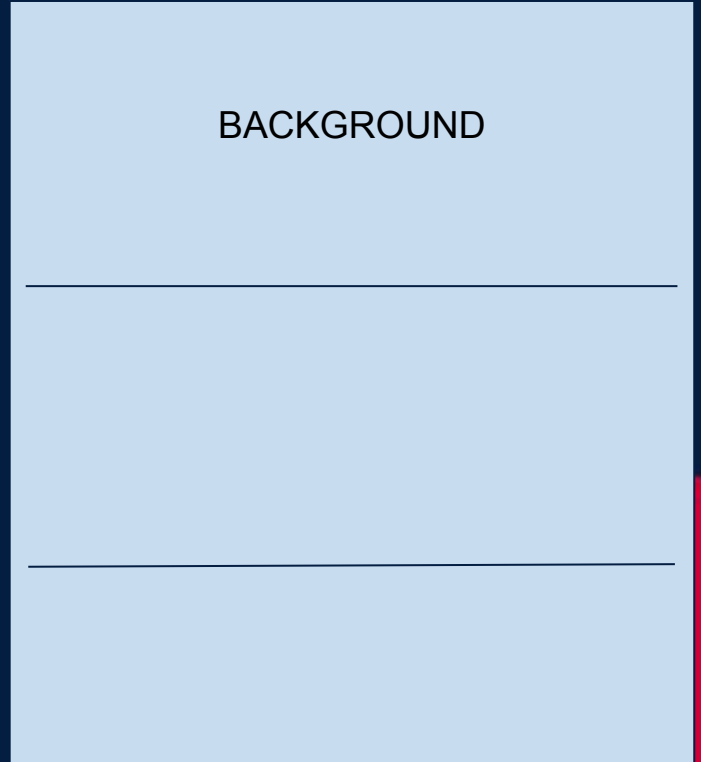
The middle ground is a the bottom of the artwork, it is what you see in the middle.



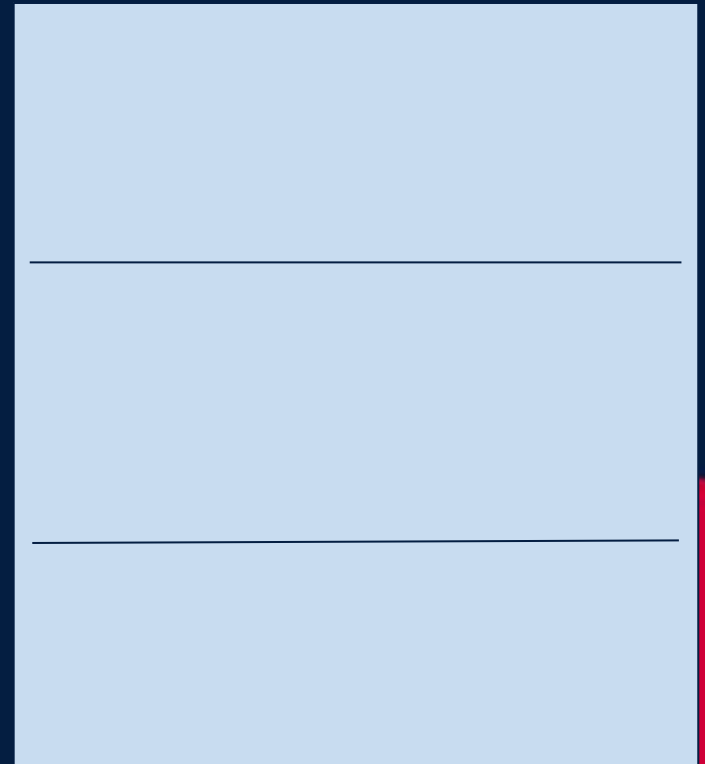
The background is at the top of the artwork, it is what you see last or furthest away.



BACKGROUND



Now what you need to do is get a white piece of paper and fold it into 3.



Find somewhere nice outside at home to sit. Try and draw a pencil sketch, just what you can see in the foreground. Take a photo of your picture so far.

JUST THIS PART

Now add to your page and sketch just what you can see in the middle ground. Take a photo of your picture so far.

JUST THIS PART

I'm sure you can guess what you need to do now....add to your page and sketch just what you can see in the background. Take a photo of your sketch.

JUST THIS PART

Have a great afternoon. You
have completed all of your
work.



Kearns PS Offline Learning – Stage

Daily Lessons

Thursday Week 4





Thursday

Student resources



English

Student resources

Literacy- Word Game Fun

Activity:

1. Play with an adult or sibling at home. You will play three rounds of this game.
2. Each grid contains nine letters.
3. Your task is to write down as many words of 3 letters or more that you can make from the letters in the grid.
4. Each grid contains a bonus 9-letter word.
5. You have 6 minutes for each round and at the end of each round your adult will help you check your words and calculate your score.
6. 3-letter words are worth 3 points, 4-letter words are worth 4 points, and so on. The 9-letter word is worth 20 points!

D	E	C
N	O	M
S	U	T

T	S	N
E	R	I
A	S	T

S	E	R
A	F	A
T	K	B

Extension: Play any word-related games at home such as Boggle, Scrabble, Upwords, etc for at least 20 minutes.

READING-

Before you read – Predicting

Use the title and picture to predict what you think this text is going to be about. Discuss your ideas with your teacher and classmates.

As you read – Monitoring and Clarifying

Highlight any words or phrases that you do not understand in the text. Discuss the possible meanings of these words with your teacher and classmates.

As you read – Visualising

As a class, brainstorm some of the sights, sounds and smells in Chrissy and Julia’s bedroom during the thunderstorm.

As you read – Inferring

Discuss with your adult:

- How does Chrissy feel during the thunderstorm? How do you know?
- Do you think Julia is scared of thunderstorms? Why or why not?
- Do you think Chrissy and Julia have a good relationship? Why or why not?

What might happen when Chrissy and Julia wake up in the morning?

Fiction Text – The Midnight Thunderstorm

READING-

CRASH! “What was that?” Chrissy cried, waking suddenly from a deep sleep. She sat upright in her bed, clutched tightly to her teddy and stared anxiously around the bedroom. It was completely black. Rain pounded heavily on the bedroom window, making Chrissy wonder how she had even been able to sleep in the first place. Nervously, she threw back the covers and tiptoed over to her big sister’s bed. She often complained about sharing a room with Julia, but tonight she was secretly thankful for her presence. Chrissy hated thunderstorms.

“Julia? Are you awake? Julia?” Chrissy gently shook her big sister’s shoulders.

“No, I’m not,” Julia mumbled sleepily. “Go back to bed, Chrissy.”

“I can’t sleep,” Chrissy replied. “Please, can I lie with you for a while? Thunderstorms are so scary.”

Julia opened one eye and smiled. “They’re not scary,” she said. “Just noisy. Noise can’t hurt you, Chrissy. Now go back to bed.”

CRASH! Chrissy shrieked and jumped into her sister’s arms. Julia laughed. “You really aren’t very brave, are you?”

Chrissy shook her head. “So can I stay?”



READING

Julia nodded gently. “But no snoring. And no stealing all the blankets. Deal?”

“Deal,” Chrissy replied. She dove under the covers and closed her eyes. Julia’s hair smelled like apples. Finally feeling safe, Chrissy sighed contentedly. She listened to the melodious music of rain on her rooftop and gradually drifted back to sleep.

After you read – Summarising

The main idea of a text can be described as the topic that a text is mostly about.

What is the main idea of the text, *The Midnight Thunderstorm*?

Reflection

Complete this in your exercise book.

Questions:

Complete 2 stars and a wish about your english lesson today.

Two Stars and a Wish



I like...
I enjoyed...
I learned...
I used....
I wrote/said/read...
I'm proud of myself because....

I would like...
....was difficult.
I tried to use...
I would like help with.....

Break 1

Cross Crawl

1. Stand up.
2. Place your right hand across the body to the left knee as you raise it.
3. Do the same thing for the left hand on the right knee as if you were marching.
4. Do this for 2 minutes.



Mathematics

Student resources



Multiplication and Division

Student resources

Warm Up

Multiplication

1. Practice your 3, 4, 6 and 8 times tables.
2. Time yourself, and try and beat your time.

Task 1

Complete in your exercise book.

We can use the double and halve strategy to get to an easy multiplication fact.

$$\begin{array}{ll} 15 \times 18 & \text{Double 15 and halve 18} \\ 30 \times 9 & \text{This is an easier fact to work with.} \\ = 270 & \end{array}$$

- 4 Practise your doubles and halves. You get double points for correct double answers and half points for correct half answers. What is your score?

Double			
32	<input type="text"/>	84	<input type="text"/>
48	<input type="text"/>	96	<input type="text"/>
55	<input type="text"/>	19	<input type="text"/>

Halve			
68	<input type="text"/>	48	<input type="text"/>
150	<input type="text"/>	50	<input type="text"/>
144	<input type="text"/>	122	<input type="text"/>

Task 2

Complete in your exercise book.

Look at the options below:

a Circle the ones you could use the double and halve strategy with.

odd number \times even number

$$15 \times 8$$

even number \times even number

$$30 \times 18$$

odd number \times odd number

$$13 \times 13$$

b Use the examples to help explain your choice:

Task 3

Complete in your exercise book.

Solve these using the double and halve strategy:

a $6 \times 14 = \square \times \square = \square$

b $4 \times 16 = \square \times \square = \square$

c $25 \times 16 = \square \times \square = \square$

d $25 \times 12 = \square \times \square = \square$

e Reuben buys 16 boxes of golf balls. Each box costs \$25.00. How much does he spend?

$$16 \times \square = \square \times \square = \square$$

f Anna has arranged her magazines onto 5 shelves. Each shelf holds 22 magazines. How many magazines does she have?

$$5 \times \square = \square \times \square = \square$$

Break 2

Catch up with a friend by calling them on the phone, video calling or writing them a letter.



STEM

Student resources

STEM Challenge

What is the tallest structure that you can make using one pack of playing cards?

Rules:

- 1) The card house has to be on a flat surface
- 2) The tallest tower will win





Kearns PS Offline Learning – Stage 3

Daily Lessons

Friday Week 4





English

Student resources

English- Complex Sentences

A complex sentence includes two parts:

- An **independent clause** that can stand on its own. (It would make sense as a sentence without the other part.)
- A **dependent clause** that needs the other clause to work. (It would not make sense as a sentence without the other part because some part of the information is missing.)

Complex sentences contain **subordinating conjunctions (joining words)** such as after, so, because, since, although, even though, but, before, unless, when, whenever, who, whoever, etc.

Here is an example of a complex sentence: *Jessica finished all of the dinner on her plate so she could have dessert.*

Write an independent clause to complete each of these complex sentences in your exercise book.

1. _____ but it was a waste of time.
2. _____ even though they had more than they needed.
3. _____ by the time the car arrived.

Write a dependent clause to complete each of these complex sentences in your exercise book.

4. Simon picked a banana from the fruit bowl because _____.
5. My mum has brown hair and brown eyes, whereas _____.
6. The roof of the house had been leaking ever since _____.

Write a suitable subordinating conjunction to join these independent and dependent clauses.

7. The team captain chose Susie for their hockey team _____ they thought she was the best.
8. I was allowed to go to the party _____ my chores were done.
9. Spiders make my skin crawl _____ I think about them.

Extension: Write some complex sentences of your own featuring the members of your household.

The Olympic and Paralympic Values

u h p i m k w d e l b g u b
q q q r e s p e c t l g m o
a d i r u d i t v a l u e s
e e m c s g p e t a m z o g
x z q o x y a r i t e n l n
c h u u p o r m t u q h y x
e u u r s m a i e g u x m v
l s u a w m l n i y a b p h
l b b g h n y a o v l g i j
e l a e b r m t z s i u c r
n a k i n s p i r a t i o n
c l a w o d i o f w y m z c
e m j a q o c n o x t v f q
q f r i e n d s h i p t f r



friendship
respect
equality
determination
courage

inspiration
excellence
Olympic
values
Paralympic

Reading

Non-Fiction Text – All About Thunderstorms

A thunderstorm is a storm with thunder and lightning. There is often heavy rain during a thunderstorm. Thunderstorms are electrical storms that usually happen in the spring and summer months. They can occur singularly, in clusters, or in lines.

Thunderstorms happen when warm, moist air quickly moves upwards. This causes clouds to form and creates gusty winds, heavy rain and sometimes hail. During a thunderstorm, there is usually very heavy rain. This can last for a few minutes, or for much longer.

The loud sound that thunder makes is caused by the heat of the lightning that happens before you hear the thunder. Sometimes the sound of thunder can last for several seconds. This is because the thunder echoes around the ground, mountains, hills and buildings.

Some of the worst thunderstorms happen when a single thunderstorm stays in one area for a long time.

Reading

Before you read – Making Connections

Write down what you already know about thunderstorms in the first column of the table below. Discuss your ideas with your teacher and classmates.

What do I already know?	What did the text teach me?

As you read – Monitoring and Clarifying

Highlight any words or phrases that you do not understand in the text. Discuss the possible meanings of these words with your teacher and classmates.

Reading

As you read – Visualising

As a class, brainstorm some of the sights, sounds and smells described in the text.

As you read – Questioning

Discuss these questions with your teacher and classmates.

- When do thunderstorms usually happen?
- What causes thunderstorms to form?
- Why does the sound of thunder last for a few seconds?

Are thunderstorms dangerous? Write a sentence explaining what you think.

Reading

After you read – Summarising

The main idea of a text can be described as the topic that a text is mostly about. Write a paragraph to summarise the text, *All About Thunderstorms*.

Now that you have read the text, go back and fill in the second column of the table on the previous page.

Creative activity

Using the sights, sounds and smells from both texts, draw your own colourful picture of a thunderstorm in the box below.

Reflection

Answer the following in your exercise book.

- 1 thing I did well today
- 1 thing I enjoyed today
- 1 thing I could improve on

Break 1

Fun with a Balloon (or beach ball)

1. This game has only one rule: keep the balloon off the floor!
2. Challenge yourself to keep the balloon or beach ball afloat using only hands, feet, or even heads.

Extra Challenge: Use an old bed sheet or towel as a parachute and try keeping the balloon/s off the ground with the balloon touching your hand or foot. Add more balloons (use responsibly if outdoors). Fun with a Balloon (or beach ball) This game has only one rule: keep the balloon off the floor! Challenge yourself to keep the balloon or beach ball afloat using only hands, feet, or even heads.



Mathematics

Student resources

Warm Up

Multiplication

$$\begin{array}{r} 4 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 1 \\ \hline \end{array}$$



$4 \times 5 \square$

$6 \times 1 \square$

$8 \times 3 \square$

$5 \times 8 \square$

$2 \times 12 \square$

$4 \times 12 \square$

$7 \times 7 \square$

Task 1

Complete in your exercise book.

Use the doubling strategy to solve these:

$\times 2$

$\times 4$

a 13×4

26

52

b 16×4

c 24×4

d 25×4

e 32×4

f 21×4

g 35×4

To multiply by 4, double twice. To multiply by 8, double three times.



REMEMBER

Task 2

Complete in your exercise book.

Use the doubling strategy to solve these:

$\times 2$

$\times 4$

$\times 8$

a 12×8

24

96

b 14×8

112

c 25×8

d 21×8

84

e 13×8

f 16×8

32

Task 3

Complete in your exercise book.

Work out the answers in your head using the appropriate doubling strategy. Use a table like on the previous slide to help organise your working out.

a $18 \times 4 =$

b $16 \times 4 =$

c $26 \times 4 =$

d $24 \times 8 =$

e $15 \times 8 =$

f $22 \times 8 =$

Break 2

Go for a walk and count how many objects, insects or animals you can spot that are green.



PDHPE

Student resources

Dance Home Learning Program

Make up a one minute dance routine and perform it to someone in your family.

