**Clarence Town Home Learning Plan – Stage 3 Week 1**

**If you need assistance please email your teacher:**

**S3G:** [**Tash.greig@det.nsw.edu.au**](mailto:Tash.greig@det.nsw.edu.au) **,** [**david.delforce2@det.nsw.edu.au**](mailto:david.delforce2@det.nsw.edu.au) **,**

**S2/3B: anjella.bunn@det.nsw.edu.au**

You will have received this home learning plan in the mail. This week you will also have received a Home Learning Pack to support the program below. Your child has also been provided with a set of worksheets to support their ongoing learning.

In addition to this please be advised that you will also need to log on to Mathletics and Study Ladder each week to complete the tasks assigned by your teacher.

Your Child’s Study Ladder and Mathletics Log in Details will be attached to this plan.

We understand that individual student learning needs differ and that at times the amount of work or tasks need to be adjusted accordingly. If you are needing assistance with this please email your teacher for support.

You will not need access to a digital device to complete the following activities however you are free to use online material to complete tasks if you choose. You will need help from a parent/carer and possibly resources from your teacher.

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Morning  WEEK 1 | English  Read: ask your parent/carer for an appropriate excerpt from a magazine or newspaper.  Who is the intended audience? Who might the author be? What is the purpose of the text?  Compose: do you think the text is an informative, persuasive or imaginative piece? Why? Write to explain why. | English  With parent/carer guidance, read a chapter from your novel you have been reading in literacy groups in class (included in pack).  Summarise: key points of the chapter. You may write these on the page or even highlight them.  Respond: explain to someone the main points of the chapter.  Compose: In a different colour, highlight any words that you do not understand. Investigate the meaning of words you don’t know and demonstrate the meaning of each word in a sentence. | English  With parent/carer guidance, read the next chapter from your novel you have been reading in literacy groups in class (included in pack).  Respond: Choose a character from the chapter you read and write about their feelings and why you think they feel that way.  What evidence in the text tells you this or makes you think this way? You may highlight it.  Write about how you would feel if you were this character and what you would do next. | English  With parent/carer guidance, look at some headlines in a magazine, newspaper or article.  Respond: What is the purpose of headlines?  Compose: Discuss with someone what you think the purpose of headlines and titles are. Where do you see these? Are they only used in written, informative pieces?  Respond: Create a series of headlines using 5 words, then 4 words, 3 words, 2 words and finally one word only, to announce 5 different things you have done over the last few days. | English  Week 9 Word Study Focus is the suffix ‘ly’.  Look at the words in your additional work booklet.  -Find 10 additional -ly words.  -List them in alphabetical order.  -Try and find rhyming words for each of them.  -Choose 5 of the words and write a sentence for each of them OR write one paragraph, which includes all 5 words. |
| Break | Break | Break | Break | Break | Break |
| Middle  WEEK 1 | Mathematics  Complete: You had lunch at 12:15pm and dinner at 6:30pm. How much time has elapsed between the two meals? Can you convert the times to 24 hour time?  Create three time problems that involve 24 hour and am and pm times for a parent or carer to solve. | **Mathematics**  The answer is 1 345  -Write 5 different addition or subtraction problems that have an answer of 1 345.  - Write a word problem which includes addition and subtraction with the above answer for your parent/carer to solve. | Mathematics  Construct: prisms and pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes.  Draw: Choose two objects you made. Sketch the front, side and top view. Make and then draw as many different nets as possible for the objects you selected. | Mathematics  Open Ended Addition Maths Question:  \*Please note, there are many different ways to answer this question. It is about mathematical thinking…  Jack wants at least 50,000 stickers for his new sticker collection.  He goes to 6 different stores to buy the stickers so he gets a variety of different kinds.  How many stickers did he buy at each store?  How many total stickers does he have in his collection now? | PDHPE  Review: Look at your physical activity diary from this week. Calculate how much time each day was spent on physical activity.  Challenge: identify two personal goals for a more active lifestyle. Brainstorm how you could achieve each goal.  Plan: how you might involve other members of the family in this physical activity challenge. |
| Break | Break | Break | Break | Break | Break |
| Afternoon  WEEK 1 | PDHPE  Keep a diary of physical activity you participate in each day this week. Record the time spent each time.  How could you improve your throwing, catching or kicking skills?  Respond: write a list of strategies you could use to improve your skills.  Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball. | **Science**  Continue to work on your *living world* science task that was sent home earlier this term.  (Attached to this document). | Science  Continue to work on your *living world* science task that was sent home earlier this term. | STEM  Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance. | Catch-up  Finish tasks from Monday -Thursday |



**S3GD Science Project**

In science this term, S3GD have been learning about our living world and how sustainability is key to our future here on Earth.

Syllabus Outcomes: ST3-5LW-T and ST3-2DP-T

**Your Task:** To find an object or group of items that can be repurposed/recycled into something that may be useful or used again OR make or create something that can be used as an alternative to something that is currently causing destruction to our planet.

An example of this is the beeswax wraps that we are aiming to make in class, which can be used instead of single-use plastic to wrap food items.

You may be as creative as you like! We will discuss ideas in class as well, so everyone has an idea of where and how to start. Please feel free to see Ms. Greig if you are having trouble or are still unsure.

Students are required to bring their project in on the due date so that they may be presented to the class during weeks 10 and 11. Along with the physical projects, students must have a short description of what they did and why, and how it may be of benefit. This may simply be hand-written notes on a page/cardboard, or typed up on an A4 piece of paper.

**Due: Monday of Week 10 (March 30th)**

Happy creating, I cannot wait to see what you do!

Ms. Greig 😊