



Year 3 Week 7 Offline Booklet

Name: _____

Term 3 – Week 7 Year 3 OFFLINE VERSION


	Monday	Tuesday	Wednesday	Thursday	Friday FUN
9:00	<p>Spelling: Complete the first page of unit 26 of your soundwaves book.</p>	<p>Reading eggspress Login and complete assigned comprehension activity Reading Eggspress: Lesson 88-Deserts</p>	<p>Morning Yoga: Complete Mindfulness Garden Yoga in the backyard.</p>	<p>History Students analyse sources and make a timeline to understand significant people who made significant change to Liverpool.</p>	<p>Throughout the day:</p> <ul style="list-style-type: none"> - <u>Edit Your Work</u> Go through your slides and find any mistakes. Change these with the colour red. - <u>ZOOM: Book week themed Dress up Zoom! Dress up in theme</u> - <u>Games:</u> Play board games and/or puzzles. e.g. Uno, dominos, jenga (boggle, solitaire online) - <u>Healthy eating:</u> Make your lunch/fruit break and make it in the shape of an animal. Take a photo
9:30	<p>English: Students review AFOREST (persuasive language techniques) and practice 3 techniques: facts vs opinion, hyperbole (exaggeration) and emotive language.</p>	<p>English: Students will be writing a persuasive text on "Movies are More Enjoyable than Books". Students are encouraged to use techniques from AFOREST (which they have been working on this week and last week). Once they are finished, they can check their writing using the tick boxes</p>	<p>English: Pixar short film 'Hair Love' Inference L.I. Students use evidence from the text to make inferred meaning within a multimodal text.</p>	<p>English: Pixar short film 'Hair Love' Foreshadowing L.I. Students will develop their understanding of what foreshadowing means, by identifying the plot twist in a film. Students review the film using the link below:</p>	
10.30-10.45	FRUIT BREAK				
	<p>Book Week: The theme of Book Week this year is...Older Worlds, New Worlds, Other Worlds.Design a poster to advertise Book Week.Use persuasive language</p>	<p>History: Students analyse primary sources to make sense about the cultural makeup of the liverpool community compared to now.</p>	<p>PDHPE: Students will be reading information regarding keeping their information safe online</p>	<p>Spelling: Soundwaves complete the second page of unit 26 of your soundwaves book.</p>	
11.30-12.25	LUNCH				
	<p>Maths: Warm up: Students investigate patterns in the world around them through going on a scavenger hunt. Students finish the number pattern and discover the rule.</p>	<p>Maths: Warm up: Students investigate patterns in music Students complete an open ended number pattern activity.</p>	<p>Maths: Warm up: Students use a hundreds chart to see patterns in numbers. Students investigate pattern sequence with shapes. Find the correlation between two data sets.</p>	<p>Maths: Students find the patterns to uncover Mr X's secret message.</p>	
1.25-1.45	RECESS				



<p>1:45-3:00</p>	<p>Science: This week you will be completing your 'shadow stick' investigation and seeing how to use the sun as a clock.</p>	<p>Science: This week, continue constructing a model of a traditional Indigenous shelter and conducting your investigation.</p>	<p>PDHPE: Students will complete an activity from the PDHPE grid.</p> <p>Optional Design a lesson for your classmates to participate in, either teaching a game or a skill. Remember to include;</p> <ul style="list-style-type: none"> - Rules - Equipment - A diagram of the set up - Instructions, in steps - Get creative! If you don't have much equipment at home, use whatever you have around the house. 	<p>Art:</p> <ul style="list-style-type: none"> - Draw a city landscape - Give the city a name 	
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Term 3 – Week 7- Year 3 ONLINE VERSION

	Monday	Tuesday	Wednesday	Thursday	Friday FUN
<p>9:00</p>	<p>Spelling: Complete the first page of unit 26 of your soundwaves book.</p>	<p>Reading eggspress Login and complete assigned comprehension activity Reading Eggspress: Lesson 88-Deserts</p>	<p>Morning Yoga: Complete the Mindfulness yoga.</p>	<p>History Students analyse sources and make a timeline to understand significant people who made change to Liverpool.</p>	<p>Throughout the day:</p> <ul style="list-style-type: none"> - Edit Your Work Go through your slides and find any mistakes. Change these with the colour red. - ZOOM: Book week themed Dress up Zoom! Dress up in theme - Games: Play board games and/or puzzles. e.g.
<p>9:30</p>	<p>English: Students review AFOREST (persuasive language techniques) and practice 3 techniques: facts vs opinion, hyperbole (exaggeration) and emotive language.</p>	<p>English: Students will be writing a persuasive text on "Movies are More Enjoyable than Books". Students are encouraged to use techniques from AFOREST (which they have been working on this week and last week). Once they are finished, they can check their writing using the tick</p>	<p>English: Pixar short film 'Hair Love' Inference L.I. Students use evidence from the text to make inferred meaning within a multimodal text.</p>	<p>English: Pixar short film 'Hair Love' Foreshadowing L.I. Students will develop their understanding of what foreshadowing means, by identifying the plot twist in a film. Students review the film using the link below:</p>	

		boxes			Uno, dominos, jenga (boggle, solitaire online)
10.30-10.45	FRUIT BREAK				
	<p>Book Week: The theme of Book Week this year is...Older Worlds, New Worlds, Other Worlds.Design a poster to advertise Book Week.</p> <p>Use persuasive language</p>	<p>History: Students analyse primary sources to make sense about the cultural makeup of the liverpool community compared to now.</p>	<p>PDHPE: Students will be reading information regarding keeping their information safe online. They will be viewing a variety of videos from 'Hector's World' to gain a deeper understanding.</p>	<p>Spelling: Soundwaves complete the second page of unit 26 of your soundwaves book.</p>	<ul style="list-style-type: none"> - Healthy eating: Make your lunch/fruit break and make it in the shape of an animal. Take a photo - Computer- Free Prodigy, Reading eggspress, typing club or maths playground
11.30-12.25	LUNCH				
	<p>Maths: Warm up: Students investigate patterns in the world around them through going on a scavenger hunt.</p> <p>Students finish the number pattern and discover the rule</p>	<p>Maths: Warm up: Students investigate patterns in music</p> <p>Students complete an open ended number pattern activity</p>	<p>Maths: Warm up: Students use a hundreds chart to see patterns in numbers.</p> <p>Students investigate pattern sequence with shapes. Find the correlation between two data sets.</p>	<p>Maths: Students play prodigy!</p>	
1.25-1.45	RECESS				
1:45-3:00	<p>Science: This week you will be completing your 'shadow stick' investigation and seeing how to use the sun as a clock.</p>	<p>Science: This week, continue constructing a model of a traditional Indigenous shelter and conducting your investigation.</p>	<p>PDHPE: Students will complete an activity from the PDHPE grid. Optional Design a lesson for your classmates to participate in, either teaching a game or a skill. Remember to include;</p> <ul style="list-style-type: none"> - Rules - Equipment - A diagram of the set up - Instructions, in steps - Get creative! If you don't have much equipment at home, use whatever you have around the house. 	<p>Minecraft: Students complete the Minecraft world 'The college of art' to learn about elements and principles and build their own in a gallery.</p>	

Unit 26



v ve vase sleeve

List Words

- loving _____
- even _____
- we've _____
- river _____
- move _____
- drive _____
- arrive _____
- drove _____
- leave _____
- video _____
- believe _____
- favourite _____
- November _____
- _____
- _____

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.



Grapheme Chart

letters	words

3 Write one stroke for every sound in each List Word.

4 Colour the rhyming words in each row.

- | | | | | | |
|-------|--------|--------|--------|---------|---------|
| love | above | glove | move | shove | dove |
| hive | drive | arrive | thrive | give | dive |
| cove | drove | prove | stove | rove | grove |
| leave | brave | weave | we've | receive | believe |
| river | shiver | driver | liver | quiver | sliver |

5 Write contractions for these pairs of words.
 Go to Helpful Hint **9**.

we have _____ you have _____ they have _____

6 Underline two pairs of words that could be made into contractions in the sentence. Rewrite the sentence changing the underlined words to contractions.

We have invited visitors and they have just arrived.

7 Rewrite these words adding s.

We often change **f** or **fe** on the end of word to **ve** and add **s**.

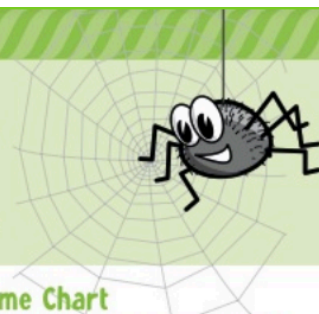
wife knife half shelf loaf scarf

8 Write all the List Words starting with letters from **a** to **n** in alphabetical order.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____ 10. _____



w wh u web whale queen



List Words

- wish _____
- which _____
- while _____
- walk _____
- white _____
- window _____
- quit _____
- quiz _____
- swish _____
- twist _____
- wonderful _____
- Wednesday _____

1 Circle the letters that represent **w wh u** in the List Words.

2 Write any other letters that can represent **w wh u** on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Read the clues. Finish the words.
★ Your dictionary will help you.

qu _____ no noise

qu _____ to argue

qu _____ a test

qu _____ cover for a bed

qu _____ to stop

squ _____ 4-sided plane shape

squ _____ scrunch up

squ _____ spray water

squ _____ mice noise

squ _____ creature with tentacles

5 Write letters **wh**, **sw** or **tw** to finish these words.
★ Your dictionary will help you.

_____ite _____elve _____enty _____ile _____ist _____itch _____ich _____ag
 _____ept _____ung _____inkle _____ift _____ice _____itch _____ish _____ap

6 Match words from the box with the prefixes to make new words. Use each word once only.

- | | |
|------------|--------|
| fix | ward |
| wind | head |
| winter | market |
| understand | write |

- un _____
- mid _____
- up _____
- mis _____
- over _____
- pre _____
- super _____
- re _____

Challenge

Crack the code to read the riddle.

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

Question J u n g u n f r v t u g y r t f b a n p b z c h g r e ?

Answer N f c v q r e y b b x v a t s b e n a r j j r o f v g r

Unit 26



v ve vase sleeve

List Words

loving 5
 even 4
 we've 3
 river 4
 move 3
 drive 4
 arrive 4
 drove 4
 leave 3
 video 5
 believe 5
 favourite* 7
 November 7

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.



Grapheme Chart

letters	words

3 Write one stroke for every sound in each List Word.

4 Colour the rhyming words in each row.

love	above	glove	move	shove	dove
hive	drive	arrive	thrive	give	dive
cove	drove	prove	stove	rove	grove
leave	brave	weave	we've	receive	believe
river	shiver	driver	liver	quiver	sliver

5 Write contractions for these pairs of words.

➡ Turn to **9** page 79.

we have we've you have you've they have they've

6 Underline two pairs of words that could be made into contractions in the sentence. Rewrite the sentence changing the underlined words to contractions.

We have invited visitors and they have just arrived.

We've invited visitors and **they've** just arrived.

7 Rewrite these words adding s.

✚ We often change **f** or **fe** on the end of word to **ve** and add **s**.

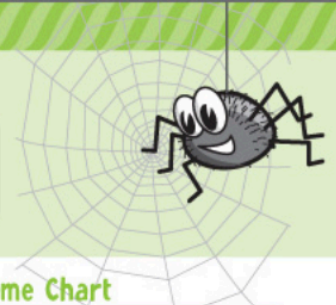
wife knife half shelf loaf scarf
wives knives halves shelves loaves scarves

8 Write all the List Words starting with letters from **a** to **n** in alphabetical order.

1. arrive 2. believe 3. drive 4. drove 5. even
 6. favourite 7. leave 8. loving 9. move 10. November



w wh u web whale queen



List Words

wish	3
which	3
while	3
walk	3
white	3
window	5
quit	4
quiz	4
swish	4
twist	5
wonderful	8
Wednesday*	6

1 Circle the letters that represent in the List Words.

2 Write any other letters that can represent on the Grapheme Chart. Write one word example for each.

3 Write one stroke for every sound in each List Word.

4 Read the clues. Finish the words.
★ Your dictionary will help you.

qu i e t no noise

qu i z a test

qu i t to stop

squ a s h scrunch up

squ e a k mice noise

qu a r r e l to argue

qu i l t cover for a bed

squ a r e 4-sided plane shape

squ i r t spray water

squ i d creature with tentacles

5 Write letters **wh**, **sw** or **tw** to finish these words.
★ Your dictionary will help you.

white twelve twenty while twist switch which swag
swept swung twinkle swift twice twitch swish swap

6 Match words from the box with the prefixes to make new words. Use each word once only.

fix	ward
wind	head
winter	market
understand	write

un wind _____

up ward _____

over head _____

super market _____

mid winter _____

mis understand _____

pre fix _____

re write _____

Challenge

Crack the code to read the riddle.

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

Question What has eight legs on a computer?
Jung unf rvtug yrff ba n pbzchgre?

Answer A spider looking for a new web site
N fcvqre ybbxvat sbe n arj jpro fvg

► For the Extra Challenge turn to page 83.

AFOREST

Alliteration

Facts

Opinions

Repetition (and rhetorical questions)

Emotive language (and exaggeration)

Statistics

Three (rule of)

How many
techniques can
you use in your
next persuasive
writing?

Which techniques have you tried
to use in your writing so far?



WALT use emotive language to create interest in our writing

Emotive language is the deliberate use of words to influence emotion or evoke an emotional response. It can be positive, negative, welcoming or threatening, depending on the words selected.

Look at the picture of the puppy. Write a list of emotion words that describes this picture



Write an emotive sentence about the puppy:

WALT use hyperbole to create interest in our writing

Hyperbole is an exaggerated statement. It influences the audience to feel a certain way about a character or situation.

What are we learning about Mrs Lord?

- ✓ **Mrs lord could eat a horse!**
- ✓ **Mrs Lord's tummy was beginning to eat itself!**

How else could we describe someone being hungry?

✓

Think of something you like to do. Write a hyperbole sentence about your need to do that thing!

WALT use facts and opinions in our persuasive writing

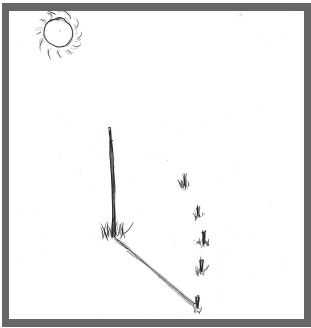
- *While in primary school we are given opportunities to prove that our opinions are the correct opinions but that doesn't make them facts. We try to use facts to support our opinions.*

Opinion – puppies and kittens are cute.

Fact - When human babies are born, they are far more helpless than other newly born animals. They are therefore designed to attract other humans to look after them. Consider their round face, large eyes, small nose and plump tummies. Who else has these features? Kittens and puppies also possess these features, making them attractive to humans, and giving humans the desire to want to take care of them.

Write an opinion sentence about home learning

Write a factual sentence about home learning



Science - Term 3 Week 7

Investigation Shadows - Part 2 Clocks

Experiment time!

This week you will be completing your 'shadow stick' investigation!

Lesson steps:

1 Review your planning from the previous lesson.



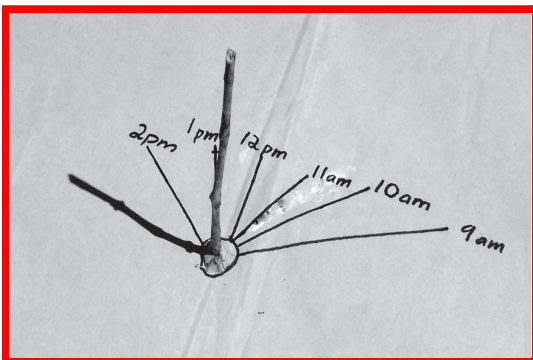
2 Get a sheet of **paper** and attach **sticky tape** or **blu tack** on the right and left sides (East and West).

3 The **top edge** of the paper faces **North** and the **bottom edge** of the paper faces **South**. **Refer to the photo.**

4 Use **plasticine**, **clay**, **blu tack** or something else to make a base for the shadow stick.

5 Place the **stick** in the middle of the North-facing (top) side of the sheet of paper.

6 Draw a circle around the base to mark its position. **REMINDER** you need to keep the stick in the same place in order to keep the investigation fair.



7 Mark the shadow length and direction throughout the day (preferably every hour, and definitely including noon).

8 **Don't forget** to record the time on each shadow marked. Eg, 9am, 10am, 11am. **Refer to the photo.**

Results and conclusion!

Attach your investigation sheet here or draw your experiment here.

What did you learn?

.....

.....

.....

Lesson 88 • Deserts

Name _____

Deserts



Cause and Effect

To find cause and effect, we ask why something happens and what the result is.

Read the passage.

Circle the reason large desert animals are able to stay cool.

Underline the effect a fur covering has on a large desert animal's body temperature.

Desert animals conserve water. They try to avoid very hot and very cold temperatures.

The fur or hair of large desert animals keeps them cool. The outer layer of a camel's coat can be 30 degrees Celsius hotter than its body.

Some desert animals, such as the marsupial mole, burrow underground to escape extreme temperatures. It is cooler underground in hot deserts. In cold deserts, it is warmer underground.

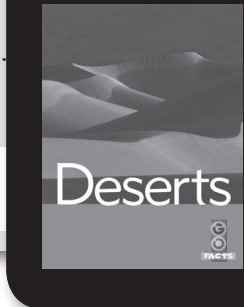
Highlight the phrase that tells us what the marsupial mole does to stay cool.

Colour the key word that tells us why animals in cold deserts might burrow underground.

Colour the correct answer for each question.

- What **causes** large desert animals to stay cool?
 - their skin
 - their fur
 - their tails
 - river breezes
- How does a desert animal's hair or fur **affect** its body temperature?
 - It keeps it warm.
 - It keeps it cool.
 - It causes it to overheat.
 - It causes it to freeze.
- Why** is the marsupial mole able to stay cool in the desert?
 - It burrows underground.
 - It drinks lots of water.
 - It lies in the shade.
 - It sprays water on itself.
- What **effect** does burrowing underground have on the marsupial mole. It enables it to ...
 - stay warm.
 - find water.
 - find food.
 - stay cool.
- What **effect** does burrowing underground have on animals in cold deserts? It enables them to ...
 - stay warm.
 - find water.
 - find food.
 - stay cool.

Lesson 88 • Deserts



Name _____

Read the passage.

Deserts often contain oil and iron ore. Drilling for oil and mining can harm desert environments.

Tourists can damage desert water supplies. Vehicles damage desert soils and plants.

When farms are on the edge of a desert, they can damage the fragile desert soil.

Farm animals pound the soil with their hooves. This breaks up the soil. It is then more likely to be eroded by wind and rain.

Underline the key word that tells us what drilling and mining do to desert environments.

Circle the word that tells us who causes damage to desert water supplies.

Colour the words that show how farm animals damage desert environments.

Highlight the effect vehicles have on desert environments.

Colour the effect farms have on desert environments.

Underline what happens when farm animals break up desert soil.

- 1 What human activities **cause** damage to desert soils? _____

- 2 What **effect** do tourists have on deserts? _____

- 3 Explain how farm animals **cause** damage to desert soils. _____

Movies are more enjoyable than books

Planning template

Point of View/Argument: _____

Body

Reason 1:

Evidence:

Reason 2:

Evidence:

Reason 3:

Evidence:

Conclusion

Example opening paragraph (not the same topic)

Children Should Bring Technology To School

title

Painting a word picture

alliteration

Bored children sat like sleepy statues at their desks. They have been reading for what feels like days. Yesterday they only practiced for NAPLAN, completing past paper after past paper. Break times feel short and unfair. The teacher would not stop droning on and on. This is what classrooms are like if we don't have any technology. Students should bring in their own technology every single day.

adjectives

simile

Past tense

Your opinion

Example argument paragraph (not the same topic)

The Higher School Certificate (HSC) is a critical part of growing up in Australia. It is the key to entering university and going on to complete a degree in a field of your desire. 98% of students that complete their HSC before the age of 20 will find exceptional employment in the field of their choice. If students leave high school early to compete in the olympics, their chances of accomplishing a degree and job in the field they want diminishes. This is why children should not compete in the olympics.

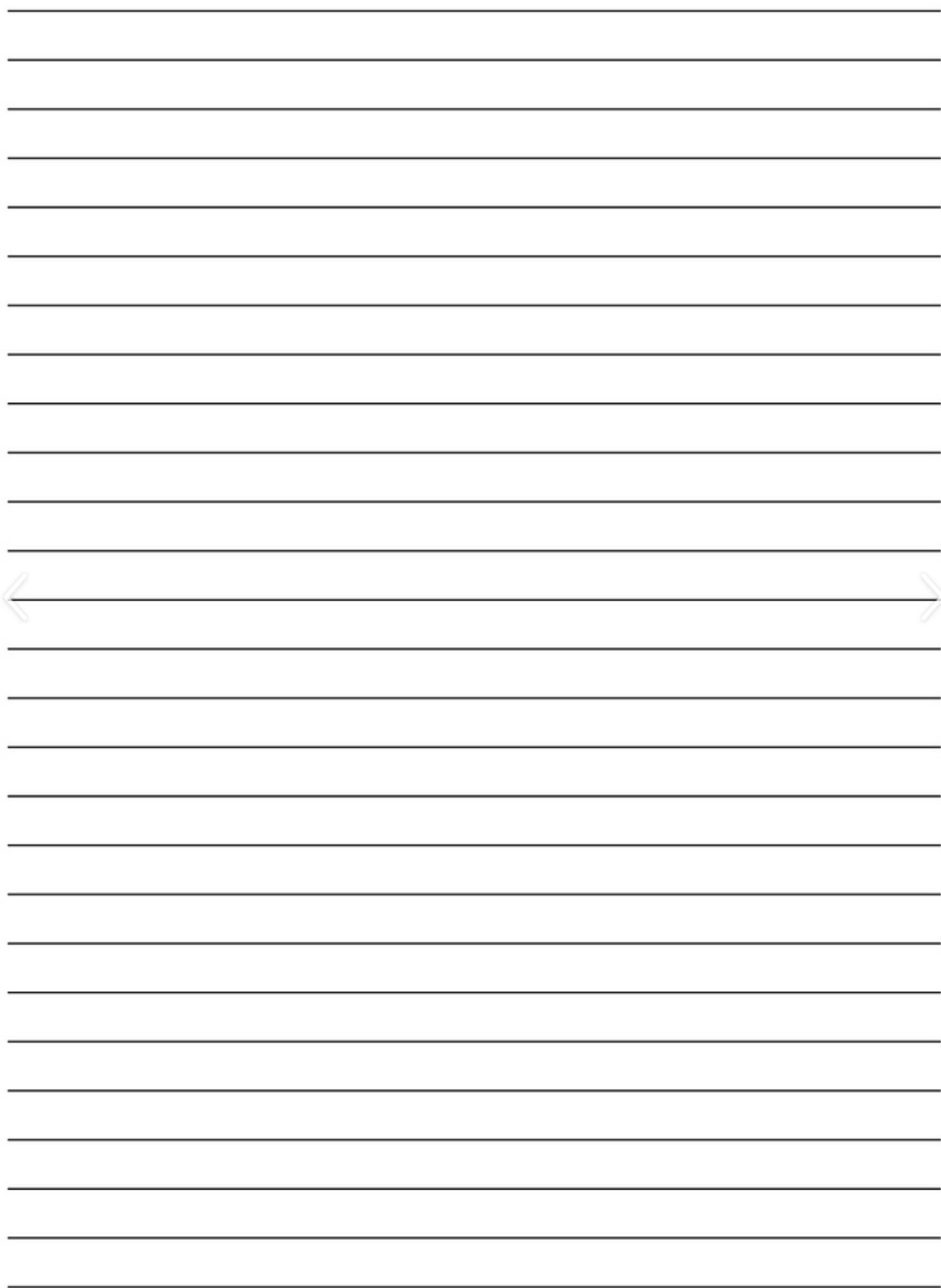
My opinion

Evidence
(statistics)

Explaining
the
evidence

Back to the
topic

Present tense



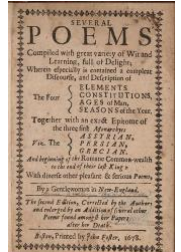
History:

Learning Intention:

We are learning to identify the various cultural groups that live in the local community through primary sources

What is a primary source?

Primary Sources are immediate, first-hand accounts of a topic, from people who had a direct connection with it. Primary sources can include: Newspaper reports, by reporters who witnessed an event, speeches, diaries, letters and interviews, photographs, video, or audio that capture an event.



Primary Source:



Answer the questions: (You will need to infer):
Where is this image taken?

What year was this image taken?

How old are these children?

Why was this image taken?

What is the cultural background of these students? Where are they from?

Primary Source:

This is a photograph of Students from Liverpool Public School 1927



Where do you think the children's families came from? (Background)?
How does this compare to where your family is from? Have things
changed?

Science - Term 3 Week 7

L2 Indigenous peoples' traditional shelters



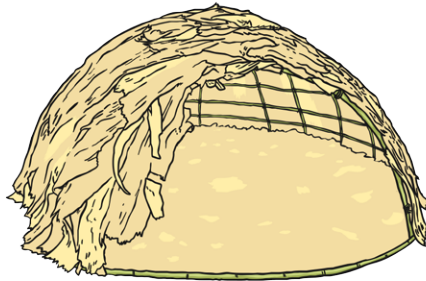
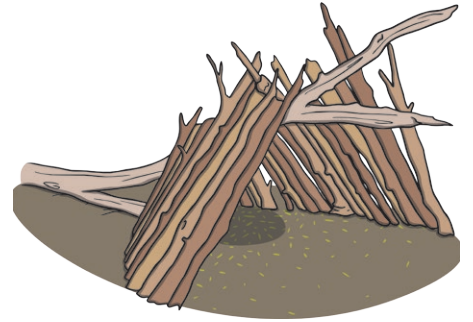
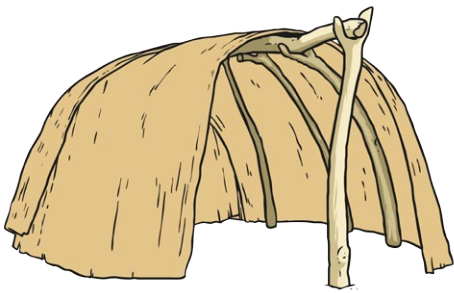
This week, continue constructing a model of a traditional Indigenous shelter and conducting your investigation.

Indigenous peoples' traditional shelters were constructed to take advantage of the Sun and its seasonal path.

Over the next 3 weeks, you will construct a model of a traditional shelter and conduct an investigation into the amount of shadow within the shelter during a day.

Use materials that you think suitable: sticks, bark, grass. Refer to 'Sheet 2 Indigenous Shelters' for additional ideas.

Australian Indigenous Shelters



Shelters are made using some of these things:



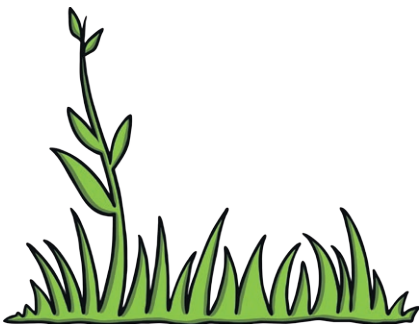
branches



leaves



bark



grass



stones



mud

GARDEN YOGA FOR KIDS



Pretend to be a tree

Tree Pose: Stand on one leg. Bend the other knee and place the sole of your foot on your inner thigh. Sway like a tree in the breeze. Now the other side.



Pretend to be a frog

Squat Pose: Come down to a squat with your knees apart and arms resting between your knees. Touch your hands to the ground. Jump like a frog.



Pretend to be a seed

Child's Pose: Sit back on your heels and bring your forehead down to rest on the floor. Pretend to be a seed in the garden.



Pretend to be a butterfly

Cobbler's Pose: Sit on your buttocks with a tall spine. Bend your legs with the soles of your feet together. Flap your legs like the wings of a butterfly.



Pretend to be a flower

Flower Pose: Lift your bent legs, balancing on your sitting bones. Weave your arms under your legs, palms up. Pretend to be a flower in bloom.



Notes:



Teacher
instructions or tips:

Use this space to take notes
as you watch the film

Inferences

An inference is a **logical** guess based on information you have gathered from reading, or, in this case, watching a film. A guess that is NOT based on evidence or clues is just a guess. It's NOT an inference.

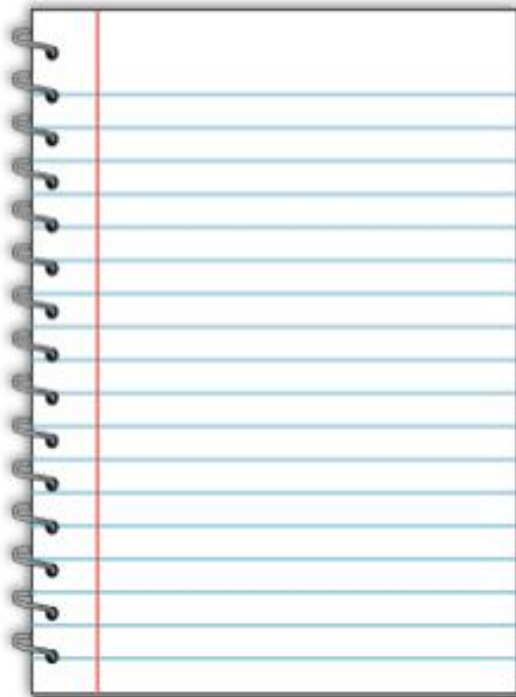
When we make **inferences** while reading, we are using the evidence that is available in the text to draw a logical conclusion.

Example of Inference: A character has a diaper in her hand, spit-up on her shirt, and a bottle warming on the counter. You can **infer** that this character is a mother or a nanny.

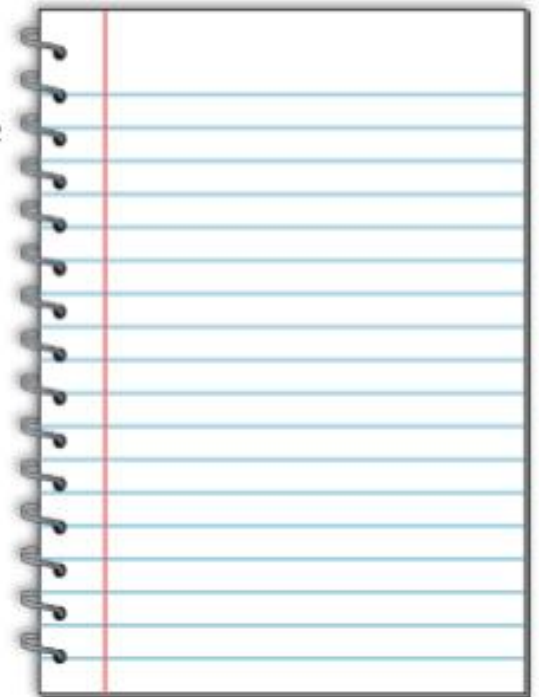
Making Inferences

An inference is a **logical** guess based on information you have gathered from reading, or, in this case, watching a film.

Make an inference:
Why do you think Zuri and her mother created a VLog together?



What evidence in the film led you to this conclusion?



Making Inferences

Sample
Answers

An inference is a logical guess based on information you have gathered from reading, or, in this case, watching a film.

A guess that is NOT based on evidence or clues is just a guess. It's NOT an inference.

Make an inference:
Why do you think Zuri and her mother created a VLog together?

Zuri's mom is proud of her hair and hairstyling abilities.

OR...

Zuri's mom believed she was dying and wanted to help her daughter with her hair once she was gone.

What evidence in the film led you to this conclusion?

Zuri's drawings of her mother's hair and her mother's reluctance to show her hair loss.

As Zuri is using the vlog to do her hair you hear her mom say "even though I'm not there I'll guide you through this"

Foreshadowing



Foreshadowing is a powerful literary tool used to establish the mood of a story or film.

“Foreshadowing is a literary device in which a writer gives advanced hints or clues of what is to come later in the story. Foreshadowing often appears at the beginning of a story, or a chapter, and it helps the reader develop expectations about the upcoming events.”

-wikipedia

Foreshadowing

WHY DO WRITERS USE FORESHADOWING?

- to build anticipation about what might happen next
- to alter the mood by adding dramatic tension and suspense
- to make extraordinary or bizarre events seem credible. If the audience begins to anticipate a bizarre event, it will seem more realistic when it happens.

HOW DO WRITERS ACHIEVE FORESHADOWING?

- through plot events (the characters' actions and things that happen)
- through characters' appearance, dialogue, thoughts, fears, hopes, etc.
- changes in the setting, such as weather becoming grim, music becomes creepy, sunshine emerges, etc. Often writers of film will use color and sounds, to foreshadow events; good or bad.
- Even the title of a story or film can foreshadow, or give clues about what the story will be about, or about important things that will happen in the story.

Plot Twist

A plot twist is an unexpected turn of events. To achieve a plot twist the author will lead the reader to believe they have the story figured out then drastically change the path of the storyline. Sometimes this change is entirely unexpected. Often this change is foreshadowed by earlier events or details.



Rewatch the introduction of this film. Looking at Zuri's drawings, can you pick out any **CLUES** that foreshadow the plot twist? Put your answer on the slide below.



What Did You Discover?



What is the plot twist in this film?

After watching the video clip of the drawings on Zuri's wall, what detail foreshadowed this plot twist?

What Did You Discover?



What is the plot twist in this film?

The author leads the viewer to believe Zuri's mother has passed away, but in the end it is revealed that her mother is alive.

After watching the video clip of the drawings on Zuri's wall, what detail foreshadowed this plot twist?

The picture of Zuri's mother wearing a crown on a her bald head foreshadows that she survived cancer. Most people won't see this at first.

Internet Safety



Click Clever. Click Safe.

Internet safety guidelines for children to follow and learn.

The internet is amazing when used safely
and correctly.



Here are some simple rules that will help you make sure it
stays amazing so that it plays a healthy part of your life.

Social Networks

Do you use any of these and did you know the age restrictions?



Age Restrictions for Social Media Platforms

Twitter
Facebook
Instagram
Pinterest
Google+
Tumblr
Reddit
Snapchat
Tik Tok



13

LinkedIn



14

WhatsApp



16



18

Youtube
Keek
Foursquare
WeChat
Kik
Flickr

(13 with parents' permission)

Social Networks for Under 13s

Have you heard of any of these social networks?
They have been designed with extra safety for under 13s.

Kudos

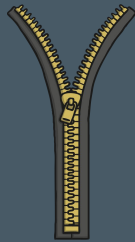
Playkids Talk

Chatfoss

CBBC App

Click Clever Click Safe

The 'Click Clever Click Safe' campaign has three simple rules to follow. Have a think about what each one could mean and then click on the picture to see if you are correct...



Zip It



Block It

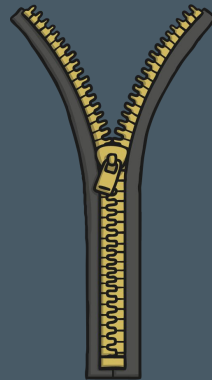


Flag It

Next, find out about cyberbullying

Zip It

Really think twice about everything that you say online.
Don't give away your real name, address or even
which school you go to or which clubs you are in.



[Back to Click Clever Click Safe](#)

Block It

- If something looks odd, it probably is!
- Block and delete emails from anyone you don't know.
- Do not open any attachments from people you don't know as it could be a nasty virus!
- If anyone sends you a nasty email or message, don't get into a discussion, just block them and then tell an adult.
- This applies to all devices that use the Internet, e.g. Games consoles (Xbox or PlayStation) and tablets (iPad).



Back to Click Clever Click Safe

Flag It

Flag up anything that is not right.

This means tell someone you trust – they might be able to help get something done about it.

These things might include:

- Cyberbullying
- Someone asking to meet you in real life
- Anything that upsets or worries you
- Anything you think might be illegal



[Back to Click Clever Click Safe](#)

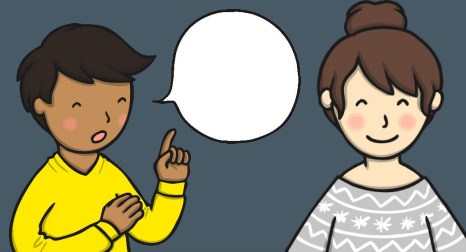
Cyber Bullying

Cyberbullying is no different to bullying in real life. You don't need to put up with it!

- If someone says something that upsets you, tell someone you trust about it, such as a teacher or parent and block the bully.
- Remember that typing something nasty in a message to someone is just as upsetting as saying it to their face. Think before you send!
- Keep evidence to show your trusted adult. You might even need to do a screenshot.

Meeting People Offline

- Never meet anyone from the Internet without an adult with you as this is very dangerous!
- Remember, people may not be who they say they are... anyone can upload a photo of someone else and call themselves by a different name with a made-up profile of their age and interests.
- Talk to a trusted adult about it if anyone has asked you to meet them in real life.



The main thing to remember is:
Be smart and safe by making the right choices.

If you are ever unsure,

ask for help and advice.

























Do not deal with it alone!




Happy Surfing

My thoughts about online safety at school






Section 1 - Online safety and me: I know my rights and responsibilities

	A No	B Not sure	C Sometimes	D Yes
1.				
2.				
3.				
4.				
5.				
6.				

Section 2 - Online safety lessons: At school we learn about online safety

	A No	B Not sure	C Sometimes	D Yes
7.				
8.				
9.				
10.				
11.				

Section 3 - Online safety at my school: What my school does to keep me safe online

	A No	B Not sure	C Sometimes	D Yes
12.				
13.				
14.				
15.				

INDOOR PHYSICAL ACTIVITY GRID

<p><u>Clean-up race:</u> Put on a song and make sure your room is cleaned up before the end of the song.</p> <p><i>Equipment: Music, Untidy room</i></p>	<p><u>Hallway bowling:</u> Fill up water bottles and use any ball you have to bowl them over. If you don't have a ball for indoor use, use a pair of socks rolled up.</p> <p><i>Equipment: Containers/ Ball/socks</i></p>	<p><u>Popcorn pushups:</u> Put a small bowl of popcorn on the floor. Do a pushup and on the down and stick out your tongue to get a piece of popcorn.</p> <p><i>Equipment: bowl of popcorn</i></p>	<p><u>Exercise Jenga</u> Write some exercises onto jenga blocks. Perform that exercise when you remove the block.</p> <p><i>Equipment: Jenga blocks</i></p>
<p><u>Dance party:</u> Turn on the music and dance. If you have a Wii fit - then dance away.</p> <p><i>Equipment : Music</i></p>	<p><u>Marble Toe Race</u> Find two large bowls, and place some marbles inside. Pick up the marbles and place them in another bowl by using only your feet. The first one who can get all the marbles in the other bowl wins. Alternatively fill the bowls with water.</p> <p><i>Equipment: 2x Bowls, Marbles</i></p>	<p><u>Balance Beam</u> Roll out some tape that will not damage the floor to form a line. Walk only on that line. You can even stick the tape in a zigzag to make it more fun. If you fall off the line you need to do an exercise eg: Sit ups, star jumps etc.</p> <p><i>Equipment: Tape</i></p>	<p><u>Obstacle Course</u> Set up the room to form a makeshift obstacle course. "Crawl under the table." "Climb over the chair." etc. Time yourself trying to better your time each time you do the course.</p> <p><i>Equipment: Furniture, Timer</i></p>
<p><u>Penguin Waddle:</u> Place a balloon or ball between your knees and waddle across the room without dropping it. Make it more challenging by going around a few obstacles. If you drop it, you have to go back to the start.</p> <p><i>Equipment : Ball / Balloon</i></p>	<p><u>Balloon Taps:</u> Hang a balloon by a string from the doorway so it is a little bit higher than your arm reach. Try to tap it with your hand. Count how many you can do in a row without missing. Variation: jump and touch the balloon with the top of your head.</p> <p><i>Equipment : Balloon, string</i></p>	<p><u>Balloon Foot Balance:</u> Lie on the ground with your legs up in the air and try to balance the balloon on your feet.</p> <p><i>Equipment : Balloon</i></p>	<p><u>Backhand Balloon Balance:</u> Balance a balloon on the back of your hand, and see how long you can do it before it falls to the ground.</p> <p><i>Equipment : Balloon</i></p>
<p><u>Wall Bop</u> Write different point values on 12 post it notes and stick them on a door. Using a pair of rolled up socks you get 10 throws to try and hit as many points as you can. Take the points off the door when it has been hit.</p> <p><i>Equipment : Post it Notes , Socks</i></p>	<p><u>Floor Bop:</u> Write a different exercise on 6 pieces of paper and place them on the floor. Using a pair of rolled up socks you get 5 throws and need to perform the exercise when you land on the piece of paper. Take the paper off the floor when it has been hit.</p> <p><i>Equipment : A4 Paper , Socks</i></p>	<p><u>Ping Pong Ball Catch:</u> Use plastic cups and a few ping pong balls (or any small object that will fit in the cup) and toss the ball to a partner and try to catch it in the cup. Start out close together and then keep taking a step backwards to increase the challenge. For a single-player, they can simply throw the ball in the air and try to catch it.</p> <p><i>Equipment: Ping Pong Ball, Plastic Cups</i></p>	<p><u>Jumping Rope</u> Using a skipping rope see how many turns you can do in a minute. If you don't have a rope then just jump straight up and down for a minute.</p> <p><i>Equipment : Skipping Rope</i></p>
<p><u>Hula Hoop</u> Try to hula hoop for 20 seconds without the hoop touching the floor. Keep trying until you can reach it.</p> <p><i>Equipment : Hula Hoop</i></p>	<p><u>Laundry Netball</u> Using a laundry basket on a shelf and a pair of rolled up socks try to shoot the socks into the laundry basket.</p> <p><i>Equipment: Laundry Basket , Socks</i></p>	<p><u>Volley Up</u> Use either a balloon, blow up a beach ball or a pair of socks and see how many hits you can keep the balloon up in the air for a minute. Repeat and try to better your score.</p> <p><i>Equipment: Balloon / Beach Ball / Socks</i></p>	<p><u>Animal House Tour</u> Decide which animal walk to do in each room of the house. Walk around the house performing the selected animal walk. Repeat this activity and see if you can complete it in a faster time.</p> <p><i>Equipment : None</i></p>

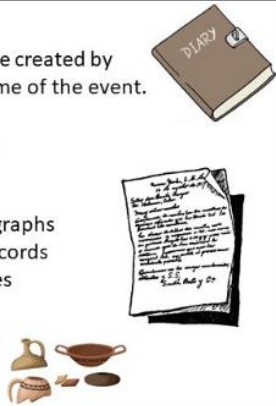

OUTDOOR PHYSICAL ACTIVITY GRID

<p style="text-align: center;"><u>Soccer</u></p> <p>Set up a goal and dribble and kick into the goal.</p> <p style="text-align: center;"><i>Equipment: Soccer ball</i></p>	<p style="text-align: center;"><u>Hills Hoist laps</u></p> <p>Run laps around the clothes line - vary the form eg: run, hop skip. Time how many laps you can do in 2 min. Try to improve on it the next day.</p> <p style="text-align: center;"><i>Equipment : Timer</i></p>	<p style="text-align: center;"><u>Tetherball</u></p> <p>Tie a ball or some socks to the clothes line and see how many times you can hit it before you miss. If you don't have a raquet, use your hands.</p> <p style="text-align: center;"><i>Equipment: Clothes Line, Ball, Racquet</i></p>	<p style="text-align: center;"><u>Laundry Stretches</u></p> <p>Do a squat to pick up some pegs and reach up to peg them onto the clothes line. See how many pegs you can hang in a minute. Try to improve your score.</p> <p style="text-align: center;"><i>Equipment: Clothes Line, Pegs, Timer.</i></p>
<p style="text-align: center;"><u>Ball Catch</u></p> <p>Toss the ball at a short distance and, with each catch, take a step back and continue tossing to see how far you can get before missing. If you're playing with water balloons, the first one to get wet loses.</p> <p style="text-align: center;"><i>Equipment: Balls / Water balloons</i></p>	<p style="text-align: center;"><u>Capture the Flag</u></p> <p>This game needs at least 4 people to play to make two teams who each defend their own flag (or some specific light object like a beach ball or even a stuffed animal) from home base. The object of the game is to capture the other team's flag and successfully return it to home base without getting tagged.</p> <p style="text-align: center;"><i>Equipment: Flag</i></p>	<p style="text-align: center;"><u>Paper Plate memory game</u></p> <p>Select 5 exercises. Write each exercise on the front of two paper plates /paper . Turn the plates over like a memory card game. Once you have made a match, perform that exercise.</p> <p style="text-align: center;"><i>Equipment : Paper Plates/ paper</i></p>	<p style="text-align: center;"><u>Cricket</u></p> <p>Use a pool noodle and balloons or balls to play a game of outdoor cricket. If not enough people for cricket throw and hit with a partner.</p> <p style="text-align: center;"><i>Equipment: Pool Noodles and balloons</i></p>
<p style="text-align: center;"><u>Naughts and Crosses</u></p> <p>You will need two people to play this game. Use tape or chalk to make an outdoor naughts and crosses grid. Use paper plates or towels for your naught or crosses. Pile them near a start place. You need to run from the start to place your naught or cross - run back to collect the next one. Continue until there are three in a row.</p> <p style="text-align: center;"><i>Equipment: Tape, Paper Plates / towels</i></p>	<p style="text-align: center;"><u>Bulls Eye</u></p> <p>Use chalk to draw 5 circles inside each other. Allocate points to each circle with the most going to the smallest circle, Use sponges to throw and score your points. Vary your starting position.</p> <p style="text-align: center;"><i>Equipment: Chalk, sponges.</i></p>	<p style="text-align: center;"><u>Egg and Spoon Race</u></p> <p>Using a ping Pong ball or hard boiled egg and a spoon. Run races around the backyard and time yourself. Try to better your time. Vary it by adding obstacles.</p> <p style="text-align: center;"><i>Equipment: Hardboiled egg/ping pong ball, spoon</i></p>	<p style="text-align: center;"><u>Kan Jam</u></p> <p>Throw a Frisbee, or disc into a garbage-can sized container or laundry basket. The goal is to score the most points.</p> <p style="text-align: center;"><i>Equipment: Frisbee, container</i></p>
<p style="text-align: center;"><u>Outdoor Checkers</u></p> <p>Using sidewalk chalk draw a giant square, then outline the horizontal and vertical lines to make up the board. Mark an "X" in the alternating boxes that should represent the white squares, Use paper plates as checkers.</p> <p style="text-align: center;"><i>Equipment: Chalk. Paper Plates</i></p>	<p style="text-align: center;"><u>Walk</u></p> <p>With your parents, go for a walk or take the dog for a walk.</p> <p style="text-align: center;"><i>Equipment: none</i></p>	<p style="text-align: center;"><u>Bean Bag Ladder Toss</u></p> <p>Use a ladder and label each rung with points. Throw bean bags/ balls/ rolled up socks between the rungs and try to get as many points as possible.</p> <p style="text-align: center;"><i>Equipment: Ladder, Paper, Beanbags</i></p>	<p style="text-align: center;"><u>Hula Blockers</u></p> <p>One person tosses their bean bags into the other hoop, while blocking bean bags from entering their hoop.</p> <p style="text-align: center;"><i>Equipment: Hoops, bean bags/ socks</i></p>

History- Lesson 2

Learning Intention:

We are learning to identify the various cultural groups that live in the local community through primary sources

<h2>Primary Sources</h2>	<h2>vs</h2>	<h2>Secondary Sources</h2>
<p>A piece of evidence created by someone at the time of the event.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Letters• Diaries• Original photographs• Government records• Autobiographies• Artifacts• Some speeches• And more... 		<p>Information created by someone who was not present at an event, after an event happened.</p> <p>Examples include:</p> <ul style="list-style-type: none">• Newspaper articles• Textbooks• Biographies• TV Documentaries• Non-original photographs• Encyclopedias• Dictionaries• And more... 

Source:



Primary or Secondary Source?

Has anyone seen this statue?

What is this?

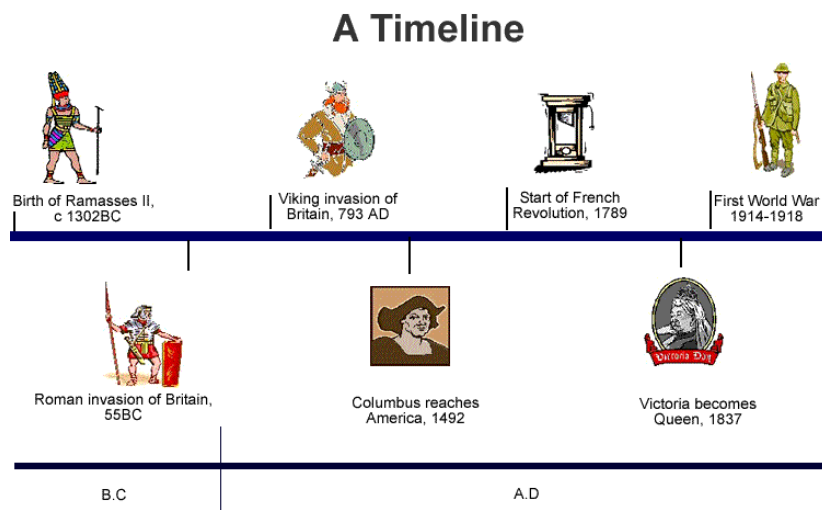
Who could the statue be of?

Does the statue provide clues to earlier history?

Could it be named after earlier citizens and settlers, or an historical event?

Timeline:

A timeline is a display of a list of events in order.



Timeline:

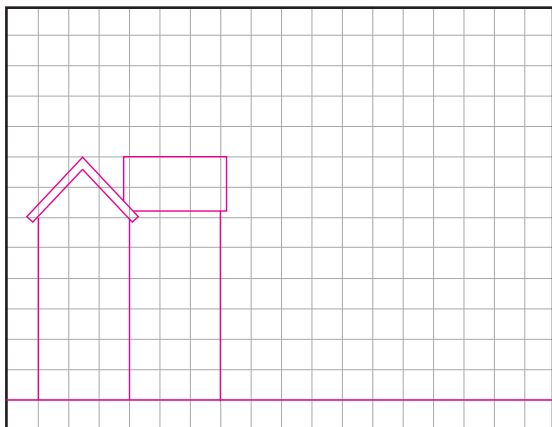
Make a timeline with this information:

- On November 7, 1810 Governor Lachlan Macquarie founded Liverpool and named it in honour of the Earl of Liverpool, then Secretary of State for the Colonies.
- In 1918 Macquarie told architect Francis Greenway to design a church.
- In 1918 the TAFE college was built and the first hospital.
- In 1848 the Liverpool council was formed.
- The coming of the railway, opened in September 1856 and the electric telegraph in 1858 began the transformation of Liverpool into a major regional city.

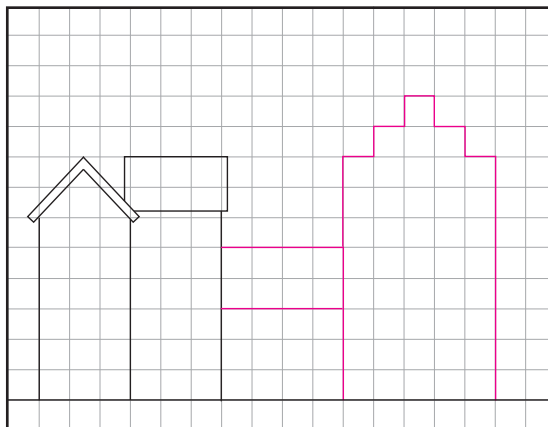
Conclusion: Think about this

1. What was there before 1810?
2. It stated Lachlan Macquarie 'founded' the land? Did he take it from anyone before?
3. The plaque of the statue states "He was a perfect gentleman, a Christian and supreme legislator of the human heart.". Is this true? Is there another point of view?

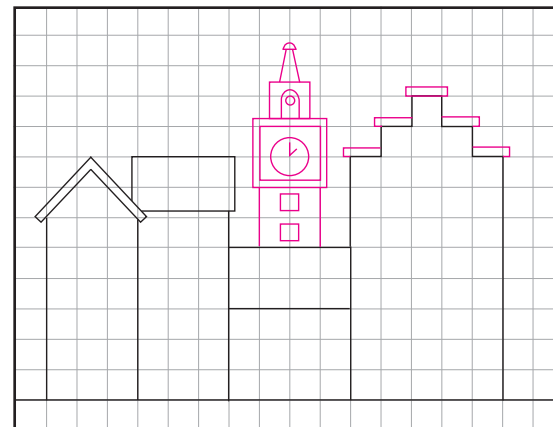
How to Draw a City



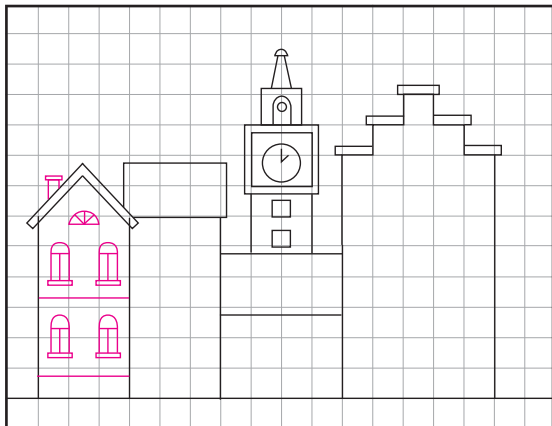
1. Draw the ground line. Start the two left buildings.



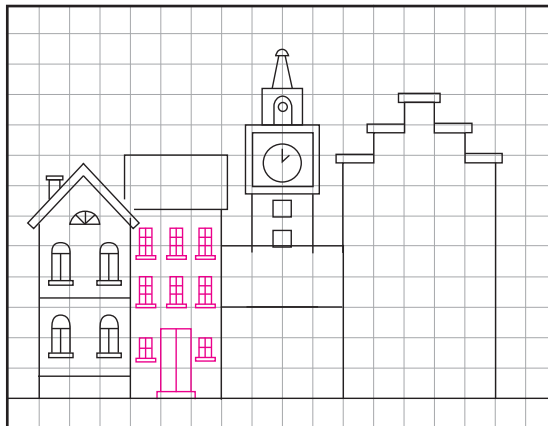
2. Draw two more buildings.



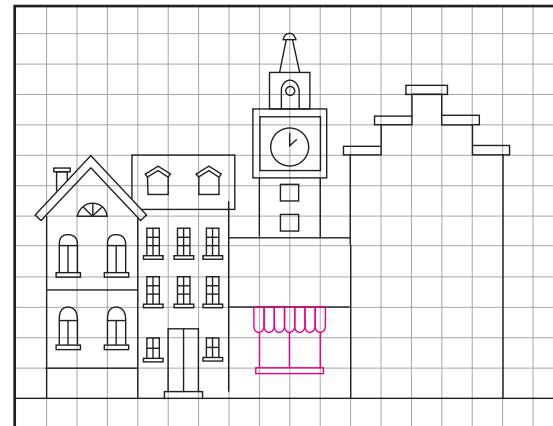
3. Add roof tops details and clock tower.



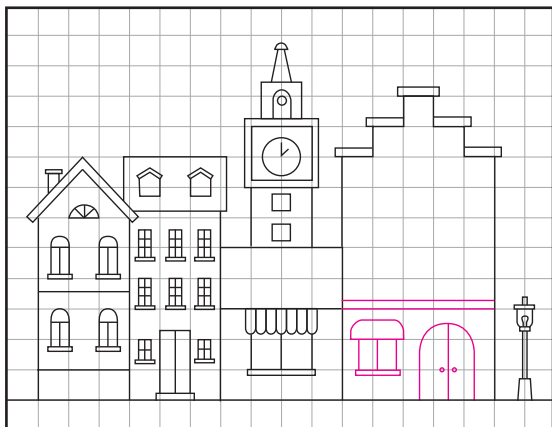
4. Draw the windows and chimney of left building.



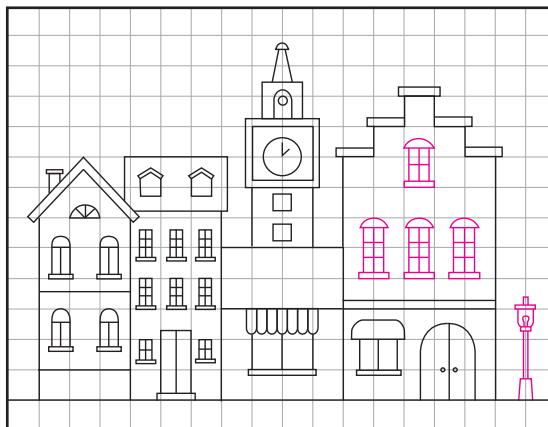
5. Draw the windows and door of second building.



6. Draw the window in third building.



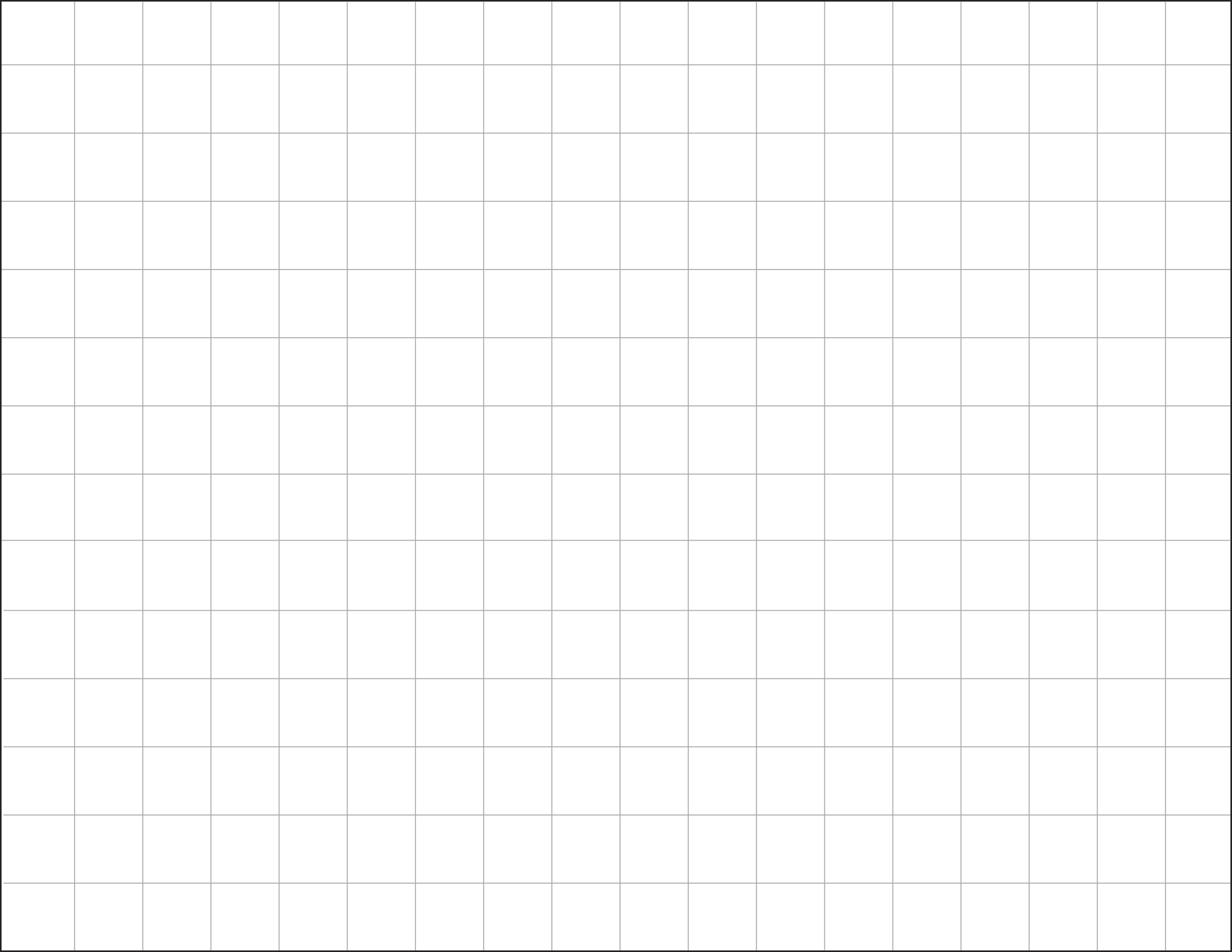
7. Draw the window and door for the fourth building.



8. Finish with top windows and a lamp post.



9. Trace with a black marker and fill with color.



MATHS WEEK 7 NUMBER PATTERNS

Monday:

WALT: Understand how to find the rule and continue on Patterns

Warm Up: Scavenger hunt: Have you ever stopped to look around and notice all the amazing shapes and patterns we see in the world around us? Go for a walk around your house and backyard. Find any pattern, draw and label it. Label what the pattern looks like.



Draw and Label the patterns you have found:

Lesson: Number Patterns

Number pattern is a pattern or sequence in a series of numbers. This pattern generally establishes a common relationship between all numbers. For example: 0, 5, 10, 15, 20, 25, ... Here, we get the numbers in the pattern by skip counting by 5.

Task:

14, 18, 22, _____, _____, _____ Rule: _____

28, 26, 24, _____, _____, _____ Rule: _____

65, _____, 75, 80, _____, _____ Rule: _____

150, 145, _____, 135, _____, _____ Rule: _____

36, 30, 24, _____, _____, _____ Rule: _____

90, _____, 96, 99, _____, _____ Rule: _____

201, 211, 221, _____, _____, _____ Rule: _____

77, 66, 55, _____, _____, _____ Rule: _____

Use the rule to help you complete the number patterns.

9, _____, 19, 24, _____, _____ Rule: _____

48, 44, _____, _____, 32, _____ Rule: _____

99, 90, _____, 72, _____, _____ Rule: _____

110, 130, _____, 170, _____, _____ Rule: _____

107, 97, _____, _____, 67, _____ Rule: _____

36, 42, _____, 54, _____, _____ Rule: _____

24, 36, 48, _____, _____, _____ Rule: _____

235, 233, _____, 229, _____, _____ Rule: _____

Use the rule to help you complete the number patterns.

30, _____, 60, 75, _____, _____ Rule: _____

66, 63, _____, _____, _____, 51 Rule: _____

249, 244, _____, _____, 229, _____ Rule: _____

21, 28, _____, _____, 49, _____ Rule: _____

72, 60, 48, _____, _____, _____ Rule: _____

8, 16, 24, _____, _____, _____ Rule: _____

132, _____, 140, _____, 148, _____ Rule: _____

109, 100, _____, _____, 73, _____ Rule: _____

Tuesday Day Two:

WALT: Create number sentences

Warm Up: Play clapping games with someone in your house e.g. Miss Mary Mack, Paddy Cake. Do you notice any patterns?

Task:

Start at 20 and create a number pattern using addition and/or subtraction. Your pattern must be at least eight numbers long.

My number pattern rule is:

Create a tricky number pattern that starts and 20 and uses addition and or subtraction? Your pattern must be at least eight numbers long.

Show me:

My Number pattern rule is:

Create a number pattern question using addition and or subtraction. This may have missing numbers at the start, end or middle. It may be 2, 3 or 4 digits long.

Show me:

My Number pattern rule is:

Challenge: Leonard writes down a sequence of numbers. After the first two numbers, each number is the sum of the previous two numbers in the sequence. The fourth number is 6 and the sixth number is 15?

What is the seventh number in the sequence? Explain why

Wednesday: WALT discover sequences

Warm Up:

1. Colour in each multiple of 2
2. Colour in each multiple of 4
3. Colour in each multiple of 5
4. Colour in each multiple of 10

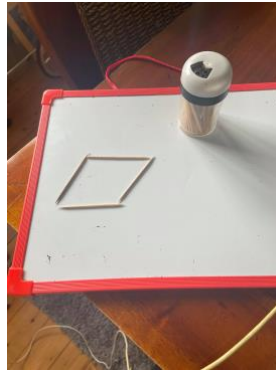
5.

HUNDREDS CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Lesson:

Get out any sticks, toothpicks or match sticks! If you don't have any use some paper and a pencil. Create 1 rhombus with your materials and then create 2, 3, 4 and 5.



Use the sticks to finish the table:

Number of rhombuses	1	2	3	4	5
Number of sticks	4	8			

1) What is the rule for the number of sticks?

Challenge: How many sticks would you have if you had 24,40 and 689 Rhombuses?

Now complete the task with triangles

	1	2	3	4	5
Number of triangles					
Number of sticks	3	6			

1. What is the rule for the number of sticks?

Challenge: How many sticks would you have if you had 42,123 and 689 triangles?

Challenge:



1-square path



2-square path



3-square path

	1	2	3	4	5	57
Number of square paths						
Number of sticks	3	7	10			

Thursday:

Warm up: Skip count by 4's. Start at 8

Can you tell what the hidden message is?



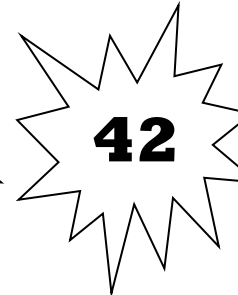
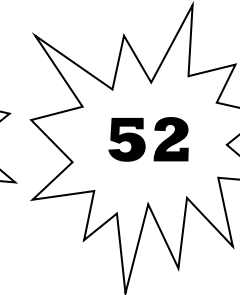
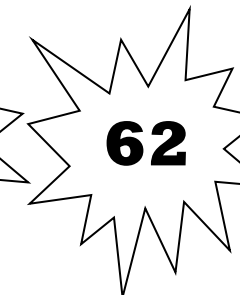


Help Mr.X to read the complete message
by solving the number patterns below!

PATTERN IS A <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> </u> OF
1 2 3 4 2 1

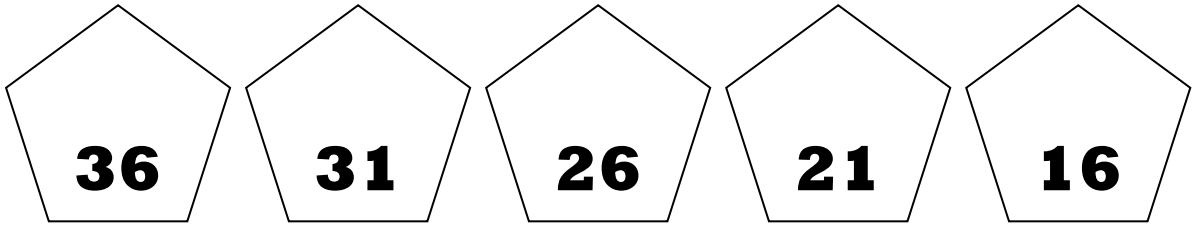
Clue:

(+ 10) S	(+ 5) M	(+ 4) T	(+ 3) R	(+ 2) I	(- 2) F	(- 3) P	(- 4) C	(- 5) E	(- 10) L
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1.     

Pattern rule: _____

2.

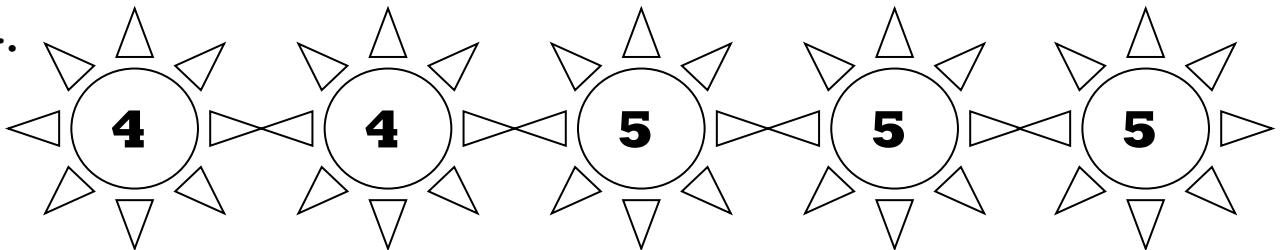


Pattern rule : _____

2. 18, 21, 24, 27, 30

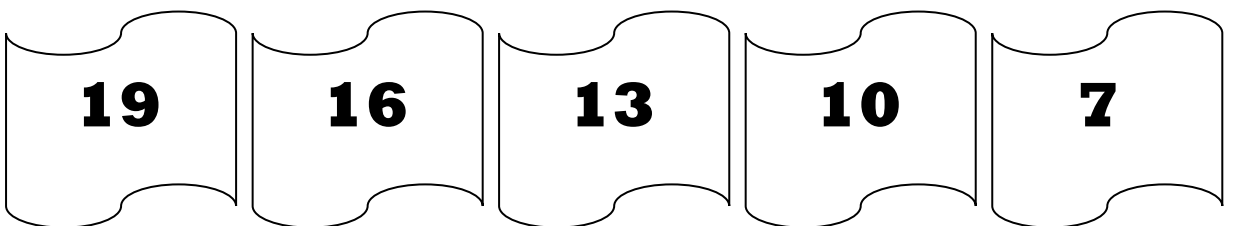
Pattern rule : _____

4.



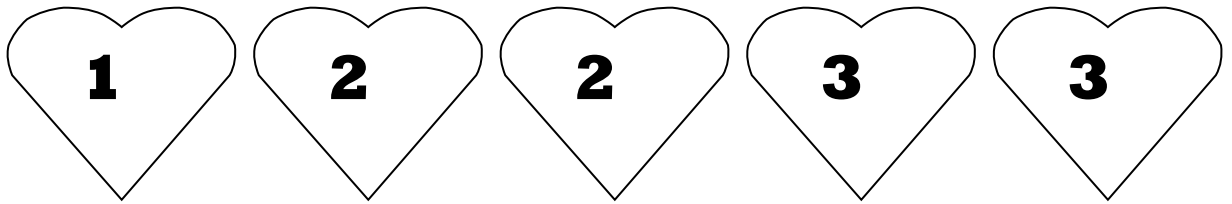
Pattern rule : _____

5.



Pattern rule : _____

6.



Pattern rule : _____