

# Framework for teaching online – Stage 3 Week 10

You will need access to a digital device and help from a parent/carer to complete the following activities.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p><b>English</b></p> <p>View/Read: video on <a href="#">Maglev train</a> or read this <a href="#">Maglev train information</a>.</p> <p>Analyse: multimedia elements used to position the audience and communicate content.</p> <p>Respond: express your opinion on the use of maglev technology for transport.</p> <p>Compose: a spoken or written response to this video</p> <p><b>Mathematics</b></p> <p>Time:</p>	<p><b>English</b></p> <p>View: a news item <a href="#">Kids news</a> or <a href="#">BTN</a> or the TV.</p> <p>Summarise: key points of the news item.</p> <p>Respond: explain to someone the main points. Explain the purpose of the article/news item.</p> <p>Compose: Using the news article/item, investigate the meaning of words you don't know and demonstrate the meaning of each word in a sentence.</p> <p><b>Mathematics</b></p>	<p><b>English/HSIE</b></p> <p>View: choose a video from <a href="#">Migrant stories</a> This video illustrates the diversity of the people in Australia and the contribution that migrants have made to Australian society.</p> <p>Interview: a family member or friend to understand their experiences coming to Australia</p> <p>Create: a list of questions to ask such as:</p> <ul style="list-style-type: none"> <li>• Why did they come?</li> <li>• Why Australia?</li> <li>• How is it different</li> </ul>	<p><b>English</b></p> <p>With parent/carer guidance, look at some headlines in a magazine, newspaper or article.</p> <p>Respond: What is the purpose of headlines?</p> <p>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?</p> <p>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</p>	<p><b>English</b></p> <p>Practise: Using clear, legible handwriting, write each of your spelling words in new sentences.</p> <p>Read: using a piece of everyday text (could be a menu, a timetable, an advertisement) think about the structure and information expressed.</p> <p>Respond: Write a paragraph explaining the purpose of the text, what language features and structures the composer has used to get their message across. Has the composer used colour or images to grab your attention? How does it affect you as a</p>

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	<p>Record the times of your favourite TV shows.</p> <p>Show the times in both 12hr and 24hr time.</p> <p>Record how much time you spend watching TV each day.</p>	<p>Explore: find a timetable for local public transport such as <a href="#">Sydney train timetable</a>. Choose a route and start points/endpoints. Calculate how long the trip will take.</p> <p>Calculate: plan a day trip involving at least two stops. Create your own timetable for the day. Calculate the time to travel from each stop to the next. Convert timetable times from 24-hour to 12-hour time.</p>	<p>to the country they were born in?</p> <p>Add them to the list available in our class Team resources.</p> <p>Respond: Imagine you move to another country. Where might you move? Write about your feelings.</p> <p>OR</p> <p>Identify similarities and differences between migrant experiences.</p>	<p>over the last few days.</p>	<p>viewer or reader?</p> <p>Compose: Using that piece of everyday text as a stimulus and guide, create your own. This might be a menu for the people in your house, an ad for a different product or a timetable for yourself.</p> <p>Compose: Using that piece of everyday text as a stimulus and guide, create your own. This might be a menu for the people in your house, an ad for a different product or a timetable for yourself.</p> <p><b>Mathematics</b></p> <p>Design your own clock face which makes it easy to read both 12hr and 24hr time.</p>
<b>Middle</b>	<b>Science and technology</b>	<b>Science and technology</b>	<b>Mathematics</b> Construct: prisms and	<b>Mathematics</b> Play: How close to 100	<b>PDHPE</b> Review: Look at your

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	<p>What factors affect the movement of objects?</p> <p>Investigate: use forces (pushes/pulls) to make objects move. Identify different types of forces that act on objects. For example, gravitational, magnetic, buoyancy or applied forces (push, kick)</p> <p>Explore: observe the effect of changing variables on movement such as changing object shape, the surface it moves on, the strength of force used.</p> <p>Record: predictions, observations/measurements (photos, drawings, tables).</p>	<p>What factors affect the movement of objects?</p> <p>Investigate: observe the impact of friction on different surfaces, air resistance and/or buoyancy on the movement of objects.</p> <p>Create: plan and perform a scientific investigation. Choose one of these forces to investigate. Identify a testable question, variables, steps, method to record observations/measurements</p>	<p>pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes (take photos of your models).</p> <p>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.</p>	<p>with a partner on <a href="#">YouCubed</a></p>	<p>physical activity diary from this week.</p> <p>Calculate how much time each day was spent on physical activity.</p> <p>Challenge: identify two personal goals for a more active lifestyle. Brainstorm how you could achieve each goal.</p> <p>Plan: how you might involve other members of the family in this physical activity challenge.</p>
<b>Afternoon</b>	<p><b>PDHPE</b></p> <p>Keep a diary of physical activity you participate in each day this week. Record the time spent each time.</p>	<p><b>HSIE</b></p> <p>Research: look at the list (provided by the teacher in our class Team resources) of connections between</p>	<p><b>Creative arts</b></p> <p>Plan a dramatic presentation based on a migrant story. Write some ideas about:</p> <ul style="list-style-type: none"> <li>• What people are</li> </ul>	<p><b>Creative arts</b></p> <p>Think about, ask your family or research the songs and dances that your migrant may have known. For example,</p>	<p><b>Catch-up time</b></p> <p>Finish tasks from Monday –Thursday</p>

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<p>How could you improve your throwing, catching or kicking skills?</p> <p>Respond: write a list of strategies you could use to improve your skills.</p> <p>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.</p>	<p>Australia and other countries. Choose two connections from the list. Research the impact each of these connections have on Australia. Summarise and describe what you have learnt.</p>	<p>wearing</p> <ul style="list-style-type: none"> <li>• What are they eating?</li> <li>• What were the challenges they faced?</li> <li>• What was the environment around them like?</li> <li>• Were there contrasts to the environments they had left?</li> <li>• What and who did they leave behind and who would they meet?</li> </ul>	<p>they may learn some new Australian songs such as <a href="#">'Waltzing Matilda'</a> or they may know some dances from other cultures such as the Greek inspired <a href="#">'The delights of Greece'</a>. Learn to sing one of these songs and do one of these dance examples.</p> <p>Incorporate this into your dramatic presentation somewhere. Perhaps as a symbol of what they are leaving behind or coming to? Complete an outline of your script incorporating a song or dance your script.</p>	