 **Learning from Home – Brooke Avenue Public School  
 Stage 2 (Years 3 and 4) – Week 9, Term 3**

The following timetable can be used by students to support learning at home. All tasks have been linked to syllabus outcomes. If technology is available at home, please use the attached links to support learning.

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| **Monday 6th September**  Daily Task – Tidy your bedroom | |
| **Morning -**  English:    **Reading**  Read a book or magazine of your choice for 20 minutes.  **Writing**  Recount – Draw a picture to show how you celebrated Fathers’ Day with a special male person in your life. It may have been your dad, pop, uncle, brother,  neighbour or carer.  Write about what you did to celebrate the day. If you were not able to do much this year on account of COVID restrictions, write what you would like to do  next year to celebrate the day.  Edit your writing- Check it makes sense and has punctuation. Are there any different words you could use to make it sound better? Then publish your  Writing and give it to the person you wrote about with the drawing. It is something special that the person can keep.  **Grammar**  Present and Past Tense – See Attached Worksheet on Japan’s Bullet Train  **Spelling**  Write out your list of spelling words. Make sure you have correct letter formation. |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| **Maths -** Addition and Subtraction  Write everything you know about 48. Think of all operations – (+ - x and division). Show as much flexible thinking as you can.  Complete Jump Strategy Addition page. |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| **Creative Arts**  **Tessellation**  Tessellations are patterns made from arranging shapes without any gaps.       Some basic shapes can be easily tessellated such as Squares, Hexagons and Triangles.  Tessellation patterns can be made by positioning the shape in one of these three ways.  Translation - This pattern is created by sliding the shape along a line.  Rotation - These patterns are made by rotating the shape.  Reflection - This style of tessellation pattern mirrors the shape.   Follow the attached worksheet to create a Translation Tessellation pattern. |

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| **Tuesday 7th September**  Daily Task - Match socks and sort washing. | |
| **Morning**  English:  Reading / Writing  Read the information text ‘Sun - Producers, Consumers and Decomposers.’ Quickly glance over the article. Write a list of the words that are used  multiple times. As you are reading, list any examples of producers, consumers and decomposers that you can think of. Explain the role of a producer,  a consumer and a decomposer to a partner or someone in your house.  Answer the questions to help give you a better understanding of the text.  1. What process do producers use to create their own food?  2. What are primary consumers called?  3. Which type of organism takes the waste and breaks it down into mineral elements and nutrients?  4. What symbol in the text indicates that the organisms connect with each other?  5. What things do primary consumers eat?  6. What would happen if producers were removed from an ecosystem? Explain your answer.  See this attached page.  **Grammar**  Today we will focus on Conjunctions. What is a conjunction? A conjunction is a word used to connect clauses or sentences (e.g. and, but, if).  Sometimes they are also knowns as ‘Connectives’. For example, I tried to hit the nail but hit my thumb instead.  Complete the worksheet - Compound Sentences / Conjunctions.  **Spelling**  Write your spelling words out in ‘rainbow’ writing. Can you think of any words that rhyme with your spelling words? (List 4 – 5 Dictionary Definitions.) |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. | |
| **Maths**  Count backwards off the decade from 376 by 10 until you reach 106. For example, 376, 366, 356……  Complete the Maths Worksheet attached on Jump Strategy Subtraction.  **PDHPE**  Suga Sugar is divided into two categories:  **1**.    NATURALLY OCCURRING SUGARS– found in milk, fruits and vegetables  **2.**    FREE SUGARS– Added sugar in food and drinks as well as naturally occurring sugars found in syrups, honey, fruit juices and concentrates. Free sugars  Ar are the substance we need to reduce in our diet to improve on health and wellbeing.  The recommended daily intake of sugar for kids 7-10 years old is approximately 24 grams (6 cubes). Use the worksheet displaying sugar cubes attached to  find out how much sugar is in the following foods. You can use a calculator to assist you in working out your answers.  HINT- There are 4 grams of sugar in 1 sugar cube     |  |  |  |  | | --- | --- | --- | --- | | Food | Sugar (g) | Food | Sugar (g) | |  | Sugar cubes x 4 =    \_\_\_\_\_ grams |  | Sugar cubes x 4 =    \_\_\_\_\_ grams | |  | Sugar cubes x 4 =    \_\_\_\_\_ grams |  | Sugar cubes x 4 =    \_\_\_\_\_ grams | |  | Sugar cubes x 4 =    \_\_\_\_\_ grams |  | Sugar cubes x 4 =    \_\_\_\_\_ grams | |
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| Activity 2    -     Find food packages that you have at home and find how much sugar is in each food.  -     Draw a picture of the food / drink that you found and fill in the table with **2** different drinks and**2** different snacks/foods that you have at home.     |  |  |  |  | | --- | --- | --- | --- | | Food | Sugar (g) | Food | Sugar (g) | | Drink 1 | Sugar cubes x 4 =    \_\_\_\_\_ grams | Snack 1 | Sugar cubes x 4 =    \_\_\_\_\_ grams | | Drink 1 | Sugar cubes x 4 =    \_\_\_\_\_ grams | Snack 2 | Sugar cubes x 4 =    \_\_\_\_\_ grams | |  |  |  |  | | |

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| **Wednesday 8th September**  Daily Task - Wash the dishes.    **Morning**  English:  **Reading**  Read ‘Renewable VS Non-renewable Energy Sources (attached)  Graphical user interface, application, Word  Description automatically generated  After Reading - Make a list of any key words that keep reappearing. As you are reading, decide if you think the author wants the reader to feel a certain  way about renewable and non-renewable energy sources. Explain your decision to other people in a Zoom Session. List any questions you may have  about renewable or non-renewable energy sources that have not been answered by reading the text. Research the answers to some of your questions.  **Writing**  List the seven different types of energy sources discussed in the text. Explain the difference between a renewable energy source and a non-renewable  energy source. Predict what might happen if humans continue to use non-renewable energy sources at the same rate. Create a table that lists the pros  and cons for each energy source discussed in the text.  **Spelling**  How well do you know your spelling words? Use ‘Look, Cover, Write, Check’ to see. |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| Maths –  Count backwards off the decade from 387 by 10 until you reach 67. For example, 387, 377, 367  Complete the Addition Split Strategy Worksheet attached. |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| **Wednesday Wellbeing Time**  Choose an activity that will put a smile on your mind and make you feel great. Upload a photo of what you did to put a smile on your mind. |
| **Thursday 9th September**  Daily Task – Make your bed. |
| **Morning**  **Reading –**  Complete half an hour of Reading Eggs if you can access it with technology. If not, read a book of your choice.  **Writing**  From your reading and writing on Wednesday, create a short radio advertisement script informing people about the difference between renewable and non  -renewable energy sources. You may like to video record yourself saying it.  **Grammar**  A fun activity to help you consolidate your knowledge of conjunctions. Use the attached worksheet to build sentences using the conjunctions. You can  colour the dice in before you stick it together.  **Spelling**  Write your words in alphabetical order. |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| Maths  Create a number pattern that increases by 3 each time. For example. 32, 35, 38, 41….  Revision of Symmetry- Dragonfly and Bird in Flight  **PDHPE**  Catching Challenge  Try as many of the following challenges as you can.  • How many times can you clap your hands while the ball is in the air?  • Throw the ball / item between your legs and catch it.  • Bowl the ball overarm into the ground and catch it after it bounces.  • Drop the item from shoulder height and catch it before it hits the ground.  • How high can you throw the item into the air and catch it?  • Catch the item one-handed, try to use the other hand.  • How many times can you spin on the spot while the item is in the air?  • Can you touch the ground while the item is in the air? |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| **Creative Arts –** Have some fun with…  Drama- Movement and Characterisation.  Create characters based on different ways of walking.  Explore various ways of walking through contrasting heavy/light, quick/slow, tall/short, forwards /backwards /sideways movements.   1. Walk around the space as if you are being pulled by a string attached to a body part named by the teacher, eg nose, chin, elbow, stomach. 2. Choose one of the walks you have explored and develop a character based on this walk. 3. Draw or describe your character. 4. Practise moving about the space as the character. 5. Pretend to meet another character and interact with them using mime. |
| **Friday 10th September**  Daily Task – Help an adult with an outside activity. |
| **Morning**  English:  **Reading**  Read ‘The Hare and the Tortoise’  Complete the questions on the text about Verbs and Adverbs.  **Writing**  Write an Acrostic poem on spring. Use each letter in the word spring to start each line of the poem. Publish your poem and illustrate it.  **Grammar**  Complete the Adverbs Crossword attached.  **Spelling**  Ask someone in the house to test you on your spelling words for this week. Practise any words that you make a mistake on. Keep trying your best! 😊 |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| **Maths**  Complete the Patterns and Algebra worksheet.  Friyay Maths  <https://www.abcya.com/grades/3> or for Year - 4  https://www.abcya.com/grades/4 |
| Break – Time to stop and refuel. Eat, play, have fun. Self-directed outside activities where possible. |
| **PDHPE**  Catching Challenge Continued.  Time: 20 minutes  Equipment - Any item you can throw, catch and, if possible, bounce. Examples – small ball, plush toy, bean bag, soft grocery item, piece of fruit. Act  Try some of these challenges:  Each time you make a catch take one step back, see how far back you can go.  Catch the item one-handed.  Throw the item with your eyes shut.  Catch the item behind your back.  Catch the item in a hat.    Each time you drop the ball you follow these directions: drop to one knee - drop to two knees if you drop it again - put one hand behind your back if you  drop it again – if you drop it again you are out, start again. |