

# Learning From Home Stage 3 - Digital (Sample)

You will need access to a digital device and help from a parent/carer to engage in the following learning activities.  
Please upload all learning tasks to your school's digital platform, eg. Google Classroom, See Saw or similar.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Family Task</b>	Identify two personal goals for a more active lifestyle. Brainstorm with a family member how you could achieve each goal.	With a family member plan a machine that moves the ball from one side of the room to the other without you touching it.	Design a healthy family meal. Discuss with the family what they like and dislike. Take these considerations into your planning.	Make the family meal you designed yesterday. Discuss with a family what you will need help with?	Reflect on your physical exercise diary. How many minutes of exercise did you complete this week? What will you add or change for next week? Discuss with a family member.
<b>Morning</b>	<p><b>English</b></p> <p>Journal Prompt - How are you feeling? What are you worried about? What are you feeling good about? What could help you with what you are worried about?</p> <p>Read at least one chapter of your choice of novel.</p> <p>After engaging in the family task, write a list of all different types of physical exercise that you could do around your house.</p> <p>Using your work above, create an imovie sharing your ideas on how to keep up your physical exercise while at home, and post it to your Google Classroom/SeeSaw page.</p>	<p><b>English</b></p> <p>Journal Prompt - What made the family task difficult? What helped you? What did your family do well that helped you get the ball to the other side of the room?</p> <p>Read at least one chapter of your choice of novel.</p> <p>With parent/carer guidance, or by using the <a href="#">BTN Stories</a> site, select an appropriate article or news item.</p> <p>Summarise the key points of the news item and then share them on your Google Classroom to share your learning with your classmates. In your post, explain why you believe this</p>	<p><b>English</b></p> <p>Journal Prompt - What is your earliest memory? Why do you think that this sticks out for you?</p> <p>Read at least one chapter of your choice of novel.</p> <p>With parent/carer guidance, look at some headlines in a magazine, newspaper or article.</p> <p>After reading the article, discuss what the purpose of a headline is? Where do you see these? Are they only used in written, informative pieces?</p> <p>Create a series of headlines using 5 words, then 4 words, 3 words, 2 words and finally one word only, to announce</p>	<p><b>English</b></p> <p>Journal Prompt - What is something that I want to know more about? How can I find out more about this?</p> <p>Read at least one chapter of your choice of novel.</p> <p>Using the following site, <a href="#">Science World - All About Emojis</a>, read up on emojis.</p> <p>Try to write your own short story using ONLY groups of emoji characters. (If you can't think of your own story, try telling the story of your favorite movie or book!) When you're done, post your work in your Google classroom or on SeeSaw and challenge your friends to decode your emoji story.</p>	<p><b>English</b></p> <p>Journal Prompt - What has been your favourite part of Stage 3 so far? Why?</p> <p>Read at least one chapter of your choice of novel.</p> <p>Using your novel, complete a list of tier 3 words used within the text. Can you think of any synonyms for these tier 3 words?</p> <p>Using the site, <a href="#">Science World - Search for a Monster</a>, read up on the mythical (or is it?) creature, The Lochness Monster. What do you think? Is the Lochness Monster real? Share your thoughts and reasons via a recorded video and upload it to Google Classroom or your</p>

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	Watch the imovies of at least three other classmates, and then reflect on your own work. Use the two stars and a wish strategy to give yourself some feedback.	BTN story, or news article is so important.	5 different things you have done over the last few days. Share your headlines on your Google Classroom.	Watch the “All About Emojis” video on the site. At the end of the video, the host asks: “What kinds of emojis would you like to see in the future?” Which emojis do you think are missing? It’s your turn to come up with an idea for a new emoji— sketch a design, and write a short paragraph describing it. What does it look like? What category is it in? How do you think people will use it when they’re sending a text?	SeeSaw page.  Create your own mythical creature! What is your creature called? What does it look like and where does it live? What does your creature eat? How does it survive in its environment? Draw a detailed picture of your mythical creature and label its most important features. Then write a narrative story describing someone spotting your creature in the wild for the first time.
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Middle</b>	<p><b>Mathematics</b></p> <p>How many prisms and pyramids can you find around your house?</p> <p>Make as many prisms and pyramids as you can using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes.</p> <p>Record the names of the prisms and pyramids that you made and check your answers with someone. What is the same and what is different about prisms and pyramids? Write your</p>	<p><b>Mathematics</b></p> <p>Race to 100:</p> <p>With some family members, play Race to 100. How to play: Start from Zero, choose 3 numbers that to add eg. 3, 6, 8. I might go like this: Person one says 6, person 2 says 9 (so they have added 3), person 3 says 15 (so they have added 6).</p> <p>You need to keep track in your head and check that others are adding one of the three chosen numbers. Person to get to/over 100</p>	<p><b>Mathematics</b></p> <p>Measure the dimensions of your lounge/living room using 1 <i>large step</i> as your measurement unit. Draw a scale drawing of the room using a scale of 5cm:1 large step.</p> <p>Can you draw a scale drawing of your whole house? Will you need to change the scale?</p> <p>Continue to tomorrow’s lesson</p>	<p><b>Mathematics</b></p> <p>Continue from yesterday.</p> <p>Using your unit of measurement from yesterday (a large step). Find what a <i>square large step</i> or <i>large step</i><sup>2</sup> would look like (step it out).</p> <p>What is the area of your living room in <i>square large steps</i> (instead of square metres)?</p> <p>What is the area of your whole whole house in <i>square large steps</i>?</p>	<p><b>Mathematics</b></p> <p>Race to 20:</p> <p>Like Race to 100 but this you can only use 2, 1 or 0.5 to add on.</p> <p>What strategy do you need to win?</p> <p>Headache:</p> <p>Play with 2 or more people.</p> <p>The dealer gives each person one card that they cannot look at and place on their forehead.</p> <p>The dealer adds the total of</p>

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	<p>answer.</p> <p>Choose one prism and one pyramid that you made. Sketch the front, side and top view. Draw a net for this 3D shape. How many different nets can you draw for each shape? How will you know if you've got them all? Take a photo of your nets and upload Google Classroom. Ask others to test your nets.</p>	<p>wins!</p> <p>Play again with different numbers.</p> <p>What are the best numbers to play with so that the winner will get to exactly 100?</p> <p>What strategies can you use to win?</p>		<p>Share with other students on Google Classroom, the following information about your house:</p> <ul style="list-style-type: none"> <li>• Number of bedrooms, bathrooms, hallways, laundry, living areas etc.</li> <li>• The area in square large steps</li> <li>• If it's 1 or 2 story</li> </ul> <p>And see if they can recreate the scale drawing of your house from the information! How close did they get?</p>	<p>all of the cards and tells the players. Each person has to work out what their own card is.</p>
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>
<b>Afternoon</b>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Create a sacred/prayer space for you to use at home. Think about what we have in our sacred space at school.</p> <p>Perhaps you could have a candle, rosary beads, flowers, a nice cloth, Bible, a picture of Jesus, Mary or the Holy Family. Perhaps you could draw your own.</p> <p>Explain to someone at home why you have chosen what has gone on your sacred space.</p> <p>Once you are happy with</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Look at the information on <a href="#">Lent</a> (KWL - Year 6, Topic 5 - <i>The Journey from Lent to Holy Week</i>)</p> <p>Create a wordle about <b>Lent</b> <a href="#">Create a word cloud</a></p> <p>Share your wordle with your family, save it or print and place it up or around your sacred/prayer space.</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p>Look at the information on <a href="#">Holy week</a>. (KWL - Year 6, Topic 9 - <i>Holy Week</i>)</p> <p>Choose one of the days of Holy Week to focus on. Create an informative poster about your day of choice using words and images.</p> <p>Share your poster with your family and place it up or around your sacred/prayer space.</p>	<p><b>Other KLAs</b></p> <p><b>Religious Education</b></p> <p><b>Project:</b> Identify ways you can show your commitment to the mission of Jesus in the wider local community.</p> <p>Come up with a plan for what you could do:</p> <ul style="list-style-type: none"> <li>- Who is in need of help in your community and why?</li> <li>- What are some actions you could take to help?</li> <li>- What would you need to help you to do this?</li> <li>- Who could help you and how?</li> <li>- What would it look like if you were able to help?</li> <li>- You might like to write a</li> </ul>	<p><b>Other KLAs</b></p> <p><b>Awareness Examen:</b> This is a prayer which helps us to become more aware of God's presence in our day.</p> <ul style="list-style-type: none"> <li>- What was the best thing I heard?</li> <li>- What was the best thing I saw?</li> <li>- What was the best thing someone did for me?</li> <li>- What was the best thing I did for someone else?</li> <li>- What can I do to improve tomorrow?</li> </ul> <p>Concluding Prayer: <i>Our Father</i></p>

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	<p>your space use it for some quiet prayer/reflection time.</p> <p>Perhaps begin with, <i>“God, you always love us. Thank you for .....”</i>.</p>			<p>prayer for those people who are in need of help.</p> <p>You might not be able to put your plan into action, but it is a good thing to think about the ways we can help others.</p>	
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Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Family Task</b>	Using your physical activity plan from last week, add in an extra 20 minutes of activity for this week, find a family member who will complete this extra 20 minutes with you.	Discuss with family members a Fire Safety plan for your household. Brainstorm how this could look? If you already have one, what could be changed?	With your family, act out and role play the Fire Safety Plan that you created yesterday.	<p>Discuss with a family member someone they/ you know who is a migrant to Australia.</p> <p>Imagine you moved to another country. Where might you move? Discuss your feelings with a family member.</p>	Show and describe a task you completed this week to a family member.
<b>Morning</b>	<p><b>English</b></p> <p>Journal Prompt - Check in with how are you feeling? What are you worried about? What are you feeling good about? What could help you with what you are worried about?</p> <p>Read at least one chapter of your choice of novel.</p> <p>Write a brief description of each of the main characters</p>	<p><b>English</b></p> <p>Journal Prompt - What makes you feel joy? Draw or write.</p> <p>Read at least one chapter of your choice of novel.</p> <p>Find at least four phrases in your novel that you think are particularly well written. What makes them so? Write each phrase, followed by a short paragraph explaining what you like about the</p>	<p><b>English</b></p> <p>Journal Prompt - What is one thing about the person you are that you are really proud of? Why is this important to you?</p> <p>Read at least one chapter of your choice of novel.</p> <p>Think of another novel that you have read or story that you have heard that has similarities to this one. What makes them similar? What</p>	<p><b>English</b></p> <p>Journal Prompt - Using the family task today, write down the feelings that you felt when you imagined moving to another country. Why do you think you felt like this?</p> <p>Read at least one chapter of your choice of novel. Make a timeline of the main events in the novel that you are reading, the <a href="#">LucidChart</a> app. Focusing on the last chapter</p>	<p><b>English</b></p> <p>Journal Prompt - Check in with how are you feeling? What are you worried about? What are you feeling good about? What could help you with what you are worried about?</p> <p>Read at least one chapter of your choice of novel.</p> <p>Imagine that you, as a character, enter the storyline of your novel. What would</p>

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	<p>that you have met so far. Using a mind map app such as <a href="#">Simple Mind+ Mind Mapping</a>, show the relationships between all of these characters. Upload your work to your Google Classroom or See Saw page.</p> <p>Find at least six words in your novel that you don't know the meaning of. Use the sentence or paragraph that they are in to predict the meaning of that word. Using an online dictionary such as <a href="https://www.collinsdictionary.com/">https://www.collinsdictionary.com/</a>, find out the accurate meaning of each word. Were you able to use the meaning within the sentence or paragraph to predict the correct meaning?</p>	<p>author's use of words in each phrase. Publish your work on Google Classroom.</p> <p>Using the family task for today, design a poster using the app <a href="#">Canva</a> to remind your family of your fire safety plan. What is the essential information that you need to include?</p>	<p>are some of the differences? Write a series of paragraphs or compose a venn diagram on the <a href="#">Canva</a> app, that explains your thinking.</p> <p>Using the family task for today, write a reflection on how effective your poster was as a prompt. Did you include all of the essential information? What do you need to add?</p>	<p>that you read in your novel, change one event and then outline how this would change the story. You might like to do this by re-writing the chapter, or by explaining your thinking in an informative text.</p>	<p>you do? How would you help the main character/s? Would you assist, or cause chaos? You might like to do this by re-writing a section of the story, or by explaining your thinking in an informative text.</p> <p>Illustrate a funny, sad or exciting part of your novel so far. You might like to paint, draw, sketch, or use digital technology to complete this learning task.</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Middle</b>	<p><b>Mathematics</b></p> <p>Data collection: Decide on some data that you would like to collect.</p> <p>How many pets do all of your extended family members have in their house? OR How many screens (TV and computer) do all of you family members have in</p>	<p><b>Mathematics</b></p> <p>Continue creating the graphs from yesterday.</p> <p>Questions: Can you work out the average number of pets/screens in each house of your family? Can you work out how many pets/screens per person</p>	<p><b>Mathematics</b></p> <p>How close to 100? Play with a partner. You will need a blank <a href="#">100 grid</a>. The first partner rolls two dice (or use a <a href="#">digital dice roller</a>). The two numbers are used to make an array on the 100 grid (If you roll a 3 and a 4 you colour a 3x4 or 4x3 array on the grid). Put the array anywhere on the grid. The goal is to fill up the grid.</p>	<p><b>Mathematics</b></p> <p>Headache: Play with 3 people. The dealer gives each person one card that they cannot look at and place on their forehead. The dealer multiplies the cards and gives the total. Each person has to work out what their own card is.</p>	<p><b>Mathematics</b></p> <p><b>Race to 11:</b> Like Race to 100 but this you can only use 0.5, 0.25 or 1 to add on. What strategy do you need to win? Then: Race to 11 but you can only</p>

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	<p>their house? OR You might think of another 'How many.. question.</p> <p>Collect the data and record in a written or digital table.</p> <p>Create 3 different graphs that represent this data. At least one drawn by hand (others can be created digitally)</p> <p>Upload to your Google Classroom. Ask someone to check that it makes sense to them. (you can continue this tomorrow)</p>	<p>(family member?)</p> <p>From this can you calculate how many pets/screens per person in Australia?</p> <p>What would you need to work this out?</p> <p>Record how you worked it out so that you can explain it to somebody else.</p> <p>Upload this to your Google Classroom.</p>	<p>Your partner then has a turn.</p> <p>The game ends when both players cannot put any more arrays on the grid. How close to 100 can you get? Play again and use strategies that you have learned together to get closer to 100.</p>	<p>Play till all the cards have gone... then play again!</p> <p>How many different ways can you solve <math>146 \times 85 =</math></p> <p>Show each of your ways (at least 3) using diagrams, drawing, number sentences/equations, words to explain the strategy and your thinking to somebody else.</p> <p>Upload these to your Google Classroom.</p>	<p>use <math>\frac{1}{3}</math> or <math>\frac{2}{3}</math></p> <p>How far can you count by <math>\frac{1}{3}</math> ?</p>
<b>Break</b>	Break	Break	Break	Break	Break
<b>Afternoon</b>	<p style="text-align: center;"><b>Other KLAs</b></p> <p style="text-align: center;"><b>Religious Education</b></p> <p><b>What are Catholic Social Teachings?</b></p> <p>Use the <a href="#">Caritas</a> website to explore Catholic Social Teachings (CST).</p> <p>Pick a Catholic Social Teaching to research further and create a presentation (any form you like) on your chosen CST to educate and inform others in your household.</p>	<p style="text-align: center;"><b>Other KLAs</b></p> <p style="text-align: center;"><b>Religious Education</b></p> <p>What is the Church's response to human rights abuse and poverty? Record your answer using the following resources.</p> <p><a href="#">Understanding Faith</a> Stage 3, Unit 49, Unit 49, <i>Called to Justice, Part 1, Respect and Dignity</i></p> <p><a href="#">Human Dignity animation</a> <a href="#">Human Dignity</a></p>	<p style="text-align: center;"><b>Other KLAs</b></p> <p style="text-align: center;"><b>Religious Education</b></p> <p><b>Building on your chosen CST</b></p> <p>What can we do in our community to demonstrate CST in action?</p> <p>Use the <a href="#">Caritas</a> website to revisit Catholic Social Teachings (CST) and how this is demonstrated across the world</p> <p>Create a mind map (Using Lucidchart) of what this can/does look like in your</p>	<p style="text-align: center;"><b>Other KLAs</b></p> <p style="text-align: center;"><b>Religious Education</b></p> <p><a href="#">Project Compassion</a> is all about a <b>Hand up not a Hand out</b></p> <p>Identify ways you can show your commitment to the mission of Jesus in the wider local community using this idea of Hand up, not hand out.</p> <p>Come up with a plan of what you're going to do, what you'll need and who can</p>	<p style="text-align: center;"><b>Other KLAs</b></p> <p style="text-align: center;"><b>Religious Education</b></p> <p><b>Prayer</b></p> <p>Take up God's invitation to show His love to others - to love and care for myself and others.</p> <p>Write a prayer that asks God for increasing strength and love to uphold the dignity of all, especially those people who are most marginalised and vulnerable.</p> <p>Share this prayer with your</p>

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			local community? <a href="#">Lucidchart Access</a>	help you.	family and add it to your sacred/prayer space for you to use.
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