

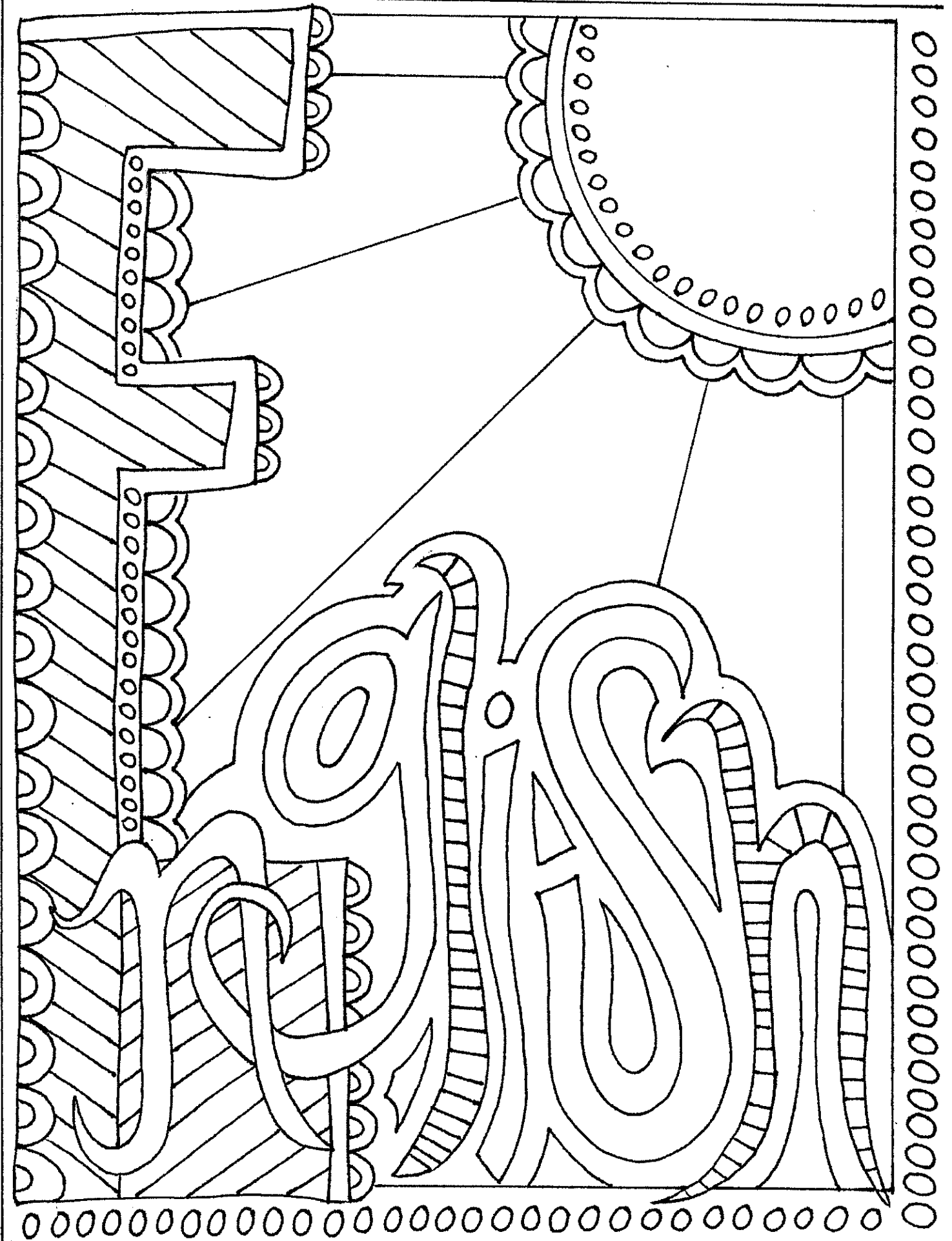


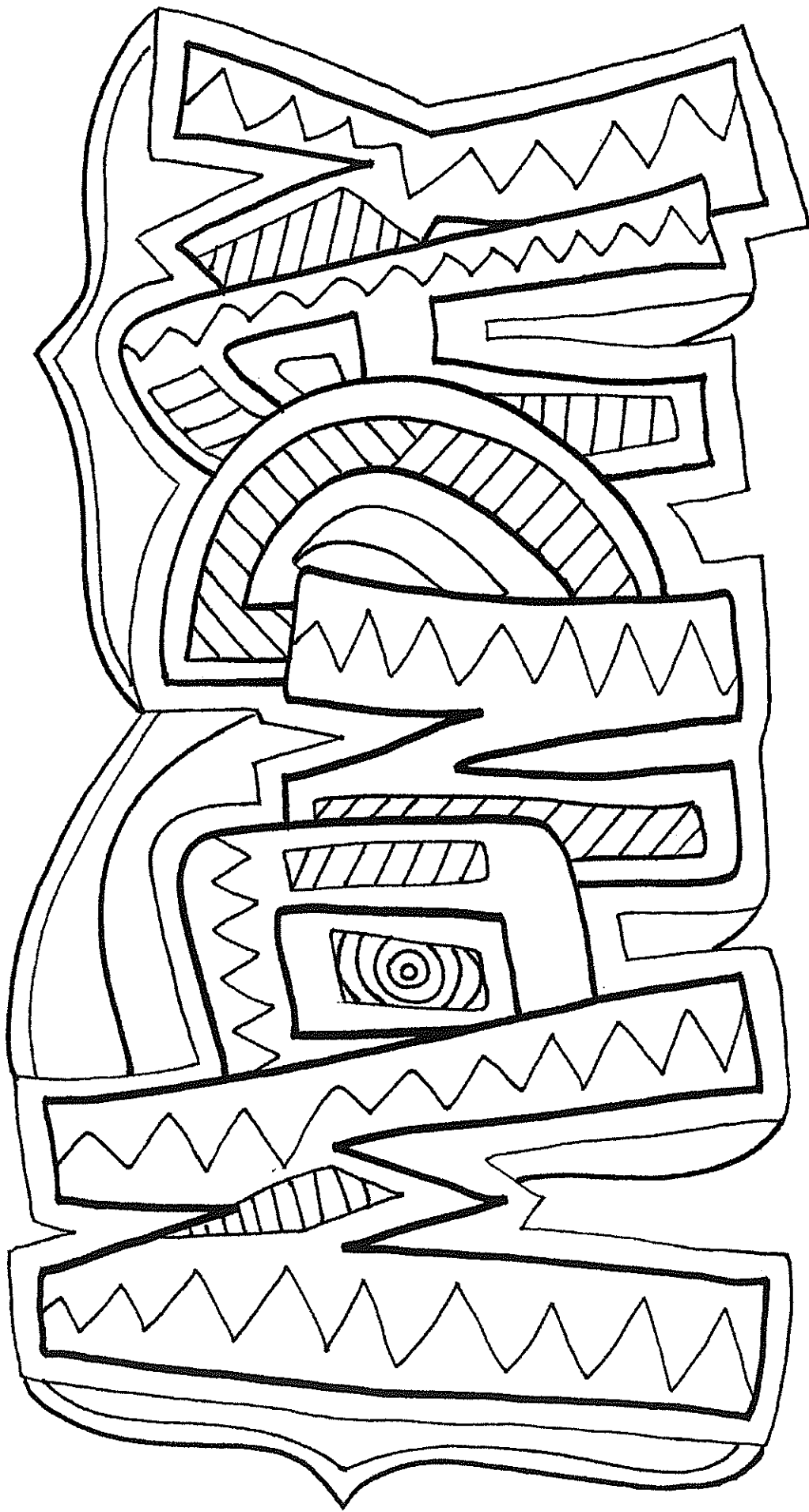
Stage 2
Learning From Home
Term 3 Week 10
Year 3

Stage 2 Home Learning Term 3, Week 10

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English Reading Spend some time reading a book.</p> <p>Informative Writing Using the template provided, write a procedure about how to plan an event of your choice. For example, a birthday party or a day out with your friends.</p> <p>Homophones - they're...their...there Complete the worksheets about homophones.</p>	<p>English Reading Spend some time reading a book.</p> <p>Reading Comprehension Complete the reading comprehension, 'Summer in Australia'.</p> <p>Spelling Brainstorm and record some words containing the v and ve graphemes</p>	<p>English Reading Spend some time reading a book.</p> <p>Spelling Complete the first page of your spelling sheet.</p> <p>Handwriting Complete the handwriting sheets.</p>	<p>English Reading Spend some time reading a book.</p> <p>Reading Comprehension Complete the reading comprehension about Jamie Oliver'.</p> <p>Spelling Complete the second page of your spelling sheet</p>	<p>English Reading Spend some time reading a book.</p> <p>Editing Edit the passages for spelling and punctuation. Make sure you correct the mistakes.</p> <p>Informative Writing Write a procedure about how to build something of your choice. For example, a snowman or a house of cards.</p>
Break					
Middle	<p>Mathematics Revision Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Revision Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Revision Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Revision Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics Revision Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>
Break Afternoon	Creative Arts	Science	PD/H/PE	Geography Create a brochure about a special place in Australia.	Zones of Regulation

		<p>Interactive Zoo</p>	<p>Health and Physical Education Task Cards</p> <p>Choose (3) activities from the cards and complete the activities.</p> <p>Complete 5 minutes of physical education. Use this link to help you. You can do this as many times as you want.</p> <p>https://www.youtube.com/watch?v=SbFqQarDMf50</p> <p>or</p> <p>Complete some fun yoga</p> <p>https://www.youtube.com/watch?v=EVH9qHhIB4E</p>	<p>You could choose a capital city such as Sydney or a specific landmark such as Uluru. Include information such as the location and things to do.</p>	<p>Lesson will be via Zoom on Friday</p>
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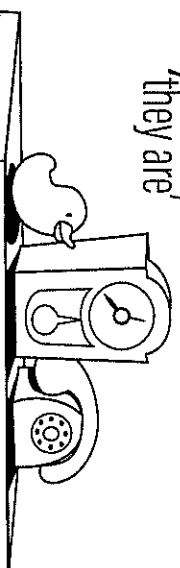


their they're there

belonging to a person or
people



a contraction of
'they are'



identifies a location
or place

Their house is amazing!

Yes, **They're** collectors
of antiques.

Look at that statue over **there!**



Homophones Practice: They're, There and Their

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over there!" gasped Lydia.
2. The one with the white fence is their house.
3. Do you think they're hiding?
4. Put the book over _____ on the shelf.
5. _____ bus was running late.
6. The cold wind made _____ teeth chatter.
7. Could they be in _____?
8. Blue sweets are the best; _____ my favourites.
9. Ava and Lucas put _____ hands up at the same time.
10. Are you sure _____ not real?
11. The new teacher got _____ books in a muddle.
12. I went _____ last summer too!
13. Is _____ a doctor anywhere near?



PROCEDURE

The purpose of a procedure is to provide instructions about how to achieve a goal by following a series of steps. Examples of procedures include:

- recipes
- instruction manuals.

Procedures use:

Present tense

Action verbs or commands

Adverbs

Subject-specific vocabulary

Short, clear sentences

Title

How to Wash your Dog

Materials

- What you will need:
- a large basin
 - a dog shampoo
 - a small bucket
 - a large towel
 - a dog brush
 - a dog treat

Subject-specific vocabulary

Sequence of steps

What to do:

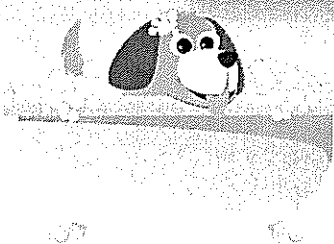
1. Gently take off your dog's collar and place it somewhere safe.
2. Fill up a large basin or sink with warm water.
3. Carefully place your dog into the water.
4. Scoop some water into the small bucket and pour it over your dog.
5. Squeeze some dog shampoo into the palm of your hand. Gently massage the shampoo all over your dog. Do not put any in your dog's eyes.
6. Use the small bucket to rinse all of the shampoo off your dog.
7. Slowly pick up your dog and wrap it in a towel. Dry your dog.
8. When your dog is dry, carefully brush your dog's hair until it feels soft.
9. Give your dog a dog treat as a reward for having a bath.

Present tense

Adverbs

Commands

Short, clear sentences



How to Plan a...

Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Plan a..."

Think:

What event are you going to explain how to plan?

Think of an event you know how to plan well. This could be planning for a party, a holiday, a day out with your friends or a family celebration.

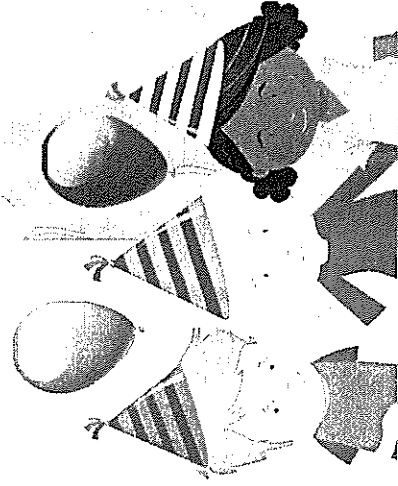
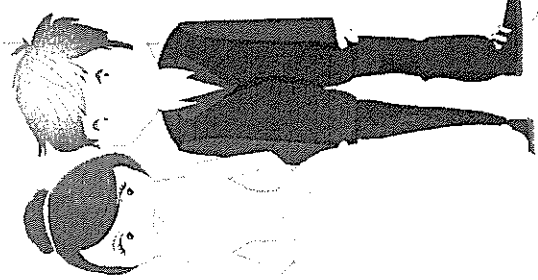
Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.

Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.



Name _____

Date _____

Procedure Text Writing Scaffold

Title: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____



Name _____

Date _____

Procedure Text Checklist

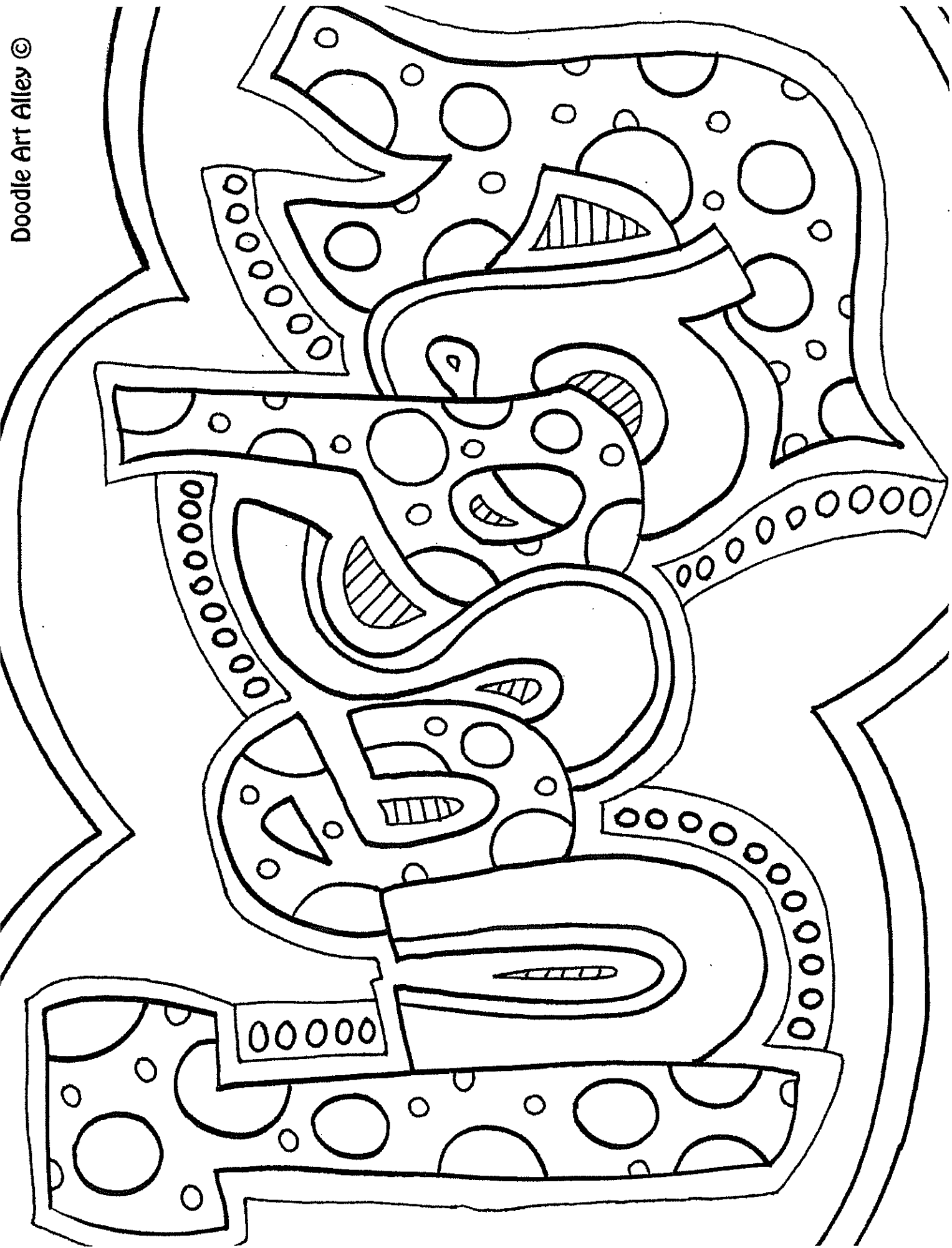
Structure

- My procedure has a relevant title which begins with "How to".
- My procedure has a list of the required materials/equipment/ingredients.
- My procedure has a series of ordered steps which explain how to successfully complete the task.

Language and Visual Features

- I have used a formal tone when writing.
- I have written clear and precise sentences.
- I have used present tense.
- I have used action verbs.
- I have used 'ly' adverbs to describe verbs.
- I have used adverbial phrases to show when, where and how things happen.
- I have used common nouns.
- I have used adjectives.





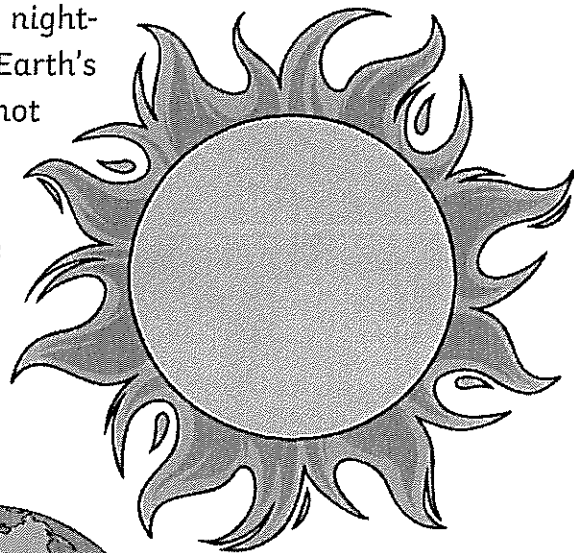
Summer in Australia

Seasons in Australia

Most people in Australia refer to the European four seasons: summer, autumn, winter and spring. Each season lasts for three months. In the tropical areas of Australia, many people refer to the wet and dry season, each lasting about six months. Indigenous communities have their own descriptions of seasons based on the weather and the impact this has on the animals, plants and land. These descriptions vary for different communities based on location. Some communities have five or six seasons. Overall, the number of seasons an area has depends on where a person lives in Australia.

The Weather in Summer

During summer, there is more daylight than night-time hours. This is because of the tilt of the Earth's axis. In summer, the weather is generally hot and dry. However, it can be humid closer to the equator. The sun is extremely strong in the southern hemisphere compared to the northern hemisphere during summer so the risk of getting sunburnt is much higher. Australia is also prone to natural disasters like bushfires and cyclones during summer. As a result, the weather can be hostile during the summertime.



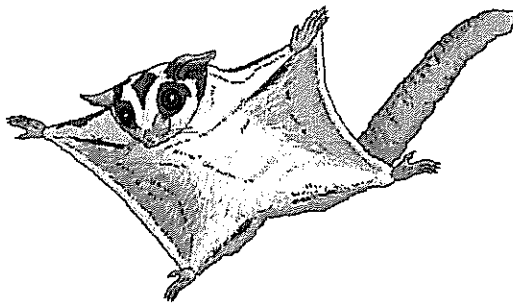
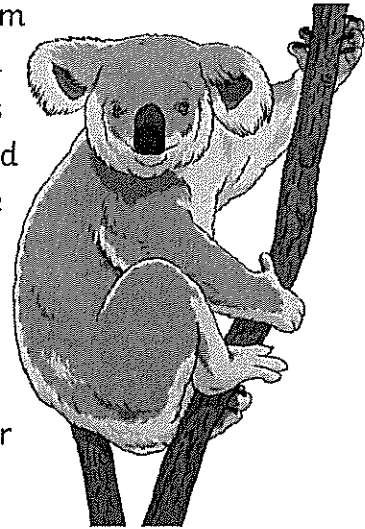
Why Do We Have Seasons?

Seasons occur because when the Earth orbits the Sun, it is tilted 23.5° on its axis. For six months of the year, the South Pole is tilted towards the Sun. As a result, the days are longer and the weather is warmer in the southern hemisphere. During the Australian summer, the southern hemisphere is tilted towards the Sun. When the North Pole is tilted towards the Sun, the days are shorter in the southern hemisphere. The temperature will be cooler as well. This explains the changes between the seasons.



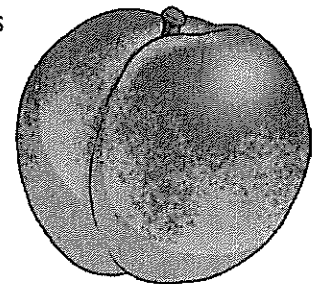
Animals in Summer

Native Australian animals have adapted to survive the warm summertime temperatures in Australia. Koalas stay still in the shade of a tree and wait for the heat to pass. Sugar gliders are nocturnal so they are active during the cooler nights and avoid being active during the day by curling up in the shade of the tree. The kangaroo, another native Australian animal, does not sweat and instead licks itself to maintain a regular body temperature. Finally, snakes living in Australia are active in summer because they are cold-blooded animals. Therefore, they need to be outside in order to warm their bodies.



Plants in Summer

Australian native plants have adapted to the weather conditions during summer. Plants with smaller leaves or spikes lose less water through evaporation. Some plants have adapted by growing spikes, which prevents them being eaten by primary consumers. Some plants cease growing during summer and, in some instances, appear to be dead; however, they are just in dormant state so that they save energy in the heat. Soft fruits, such peaches, tomatoes and strawberries, are ripe and ready to eat in summer.



Questions

1. How long is summer?

2. Thinking about where you live, which way of describing seasons suits your home best? Why?

3. Describe the weather in summer.

4. Explain why the seasons occur.

5. What are two ways an animal might keep cool in summer?

6. Why do you think a plant may stop growing in the summer?

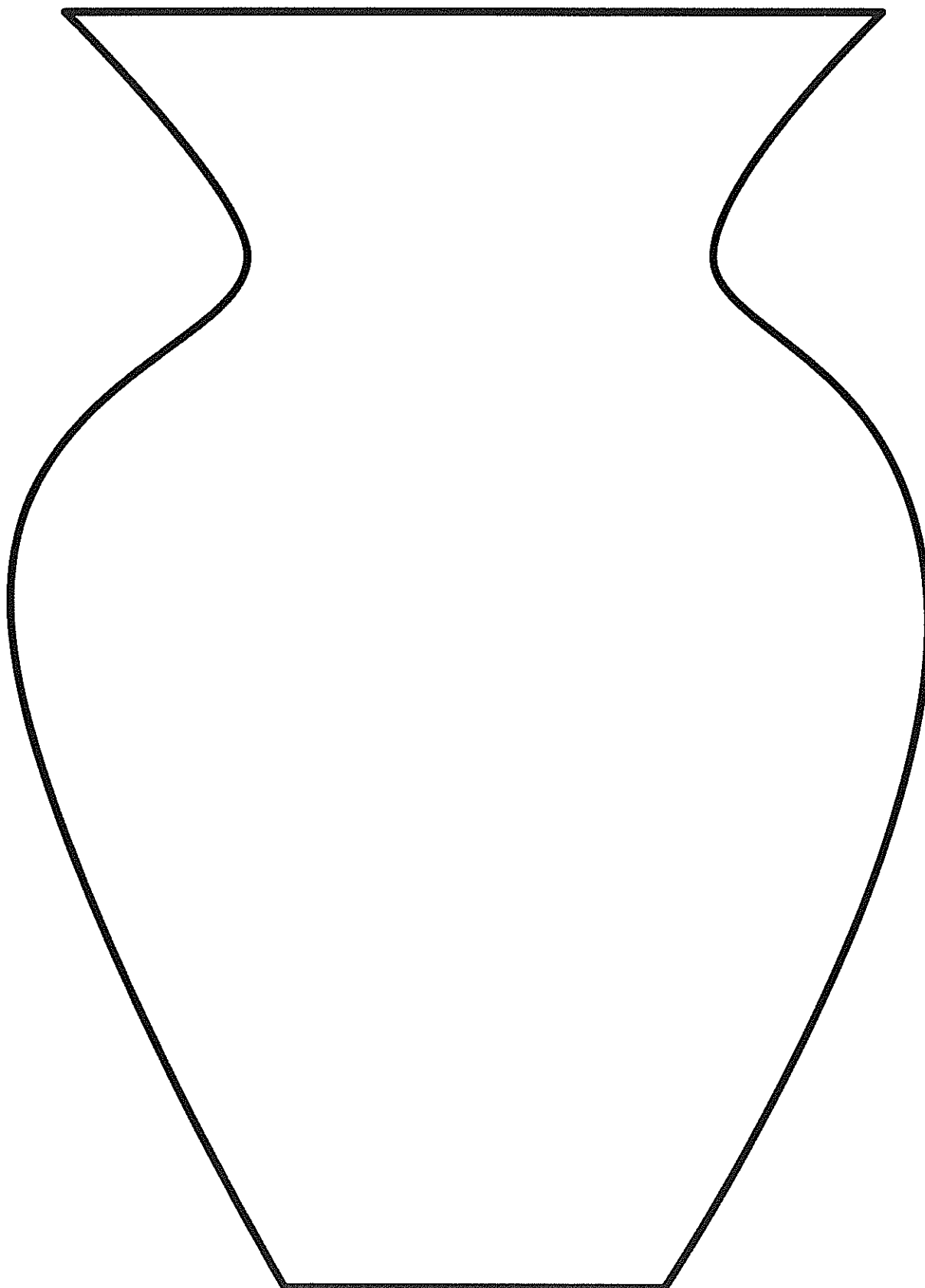
7. Animals and plants change to stay cool in the summer. How do people stay cool in summer?

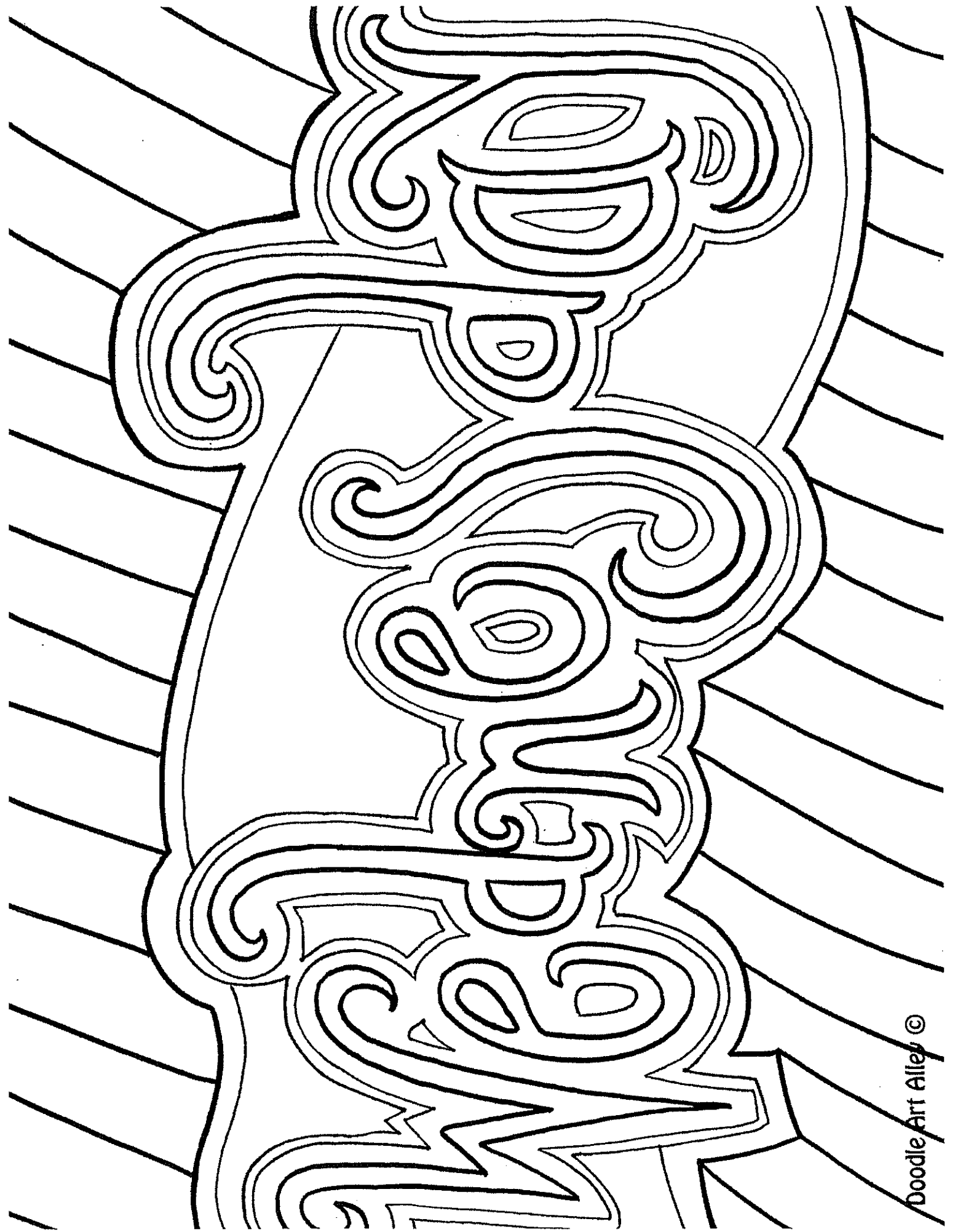
8. Why do some plants grow spikes?

9. Why are soft fruits eaten widely during the summer?

10. Using information given in the text, which plant or animal adaptation do you think is the most effective?

Brainstorm some words containing the v and ve graphemes





Unit 26



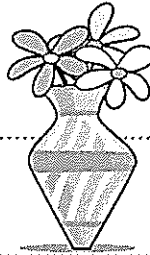
v ve vase sleeve

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. _____

Name: _____ Date: _____

as as cs cs ds ds es hs is ks ls ns ls us os rs vs ws

as as cs cs ds ds es hs is ks ls ns ls us os rs vs ws

as as cs cs ds ds es hs is ks ls ns ls us os rs vs ws

as as cs cs ds ds es hs is ks ls ns ls us os rs vs ws

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as as cs cs ds ds es hs is ks ls ns ls us os rs vs ws

as as cs cs ds ds es hs is ks ls ns ls us os rs vs ws

Name: _____ Date: _____

of rf wf fa ff fh fi fl fm fn fo fp fr fs fl fu fy

of rf wf fa ff fh fi fl fm fn fo fp fr fs fl fu fy

of rf wf fa ff fh fi fl fm fn fo fp fr fs fl fu fy

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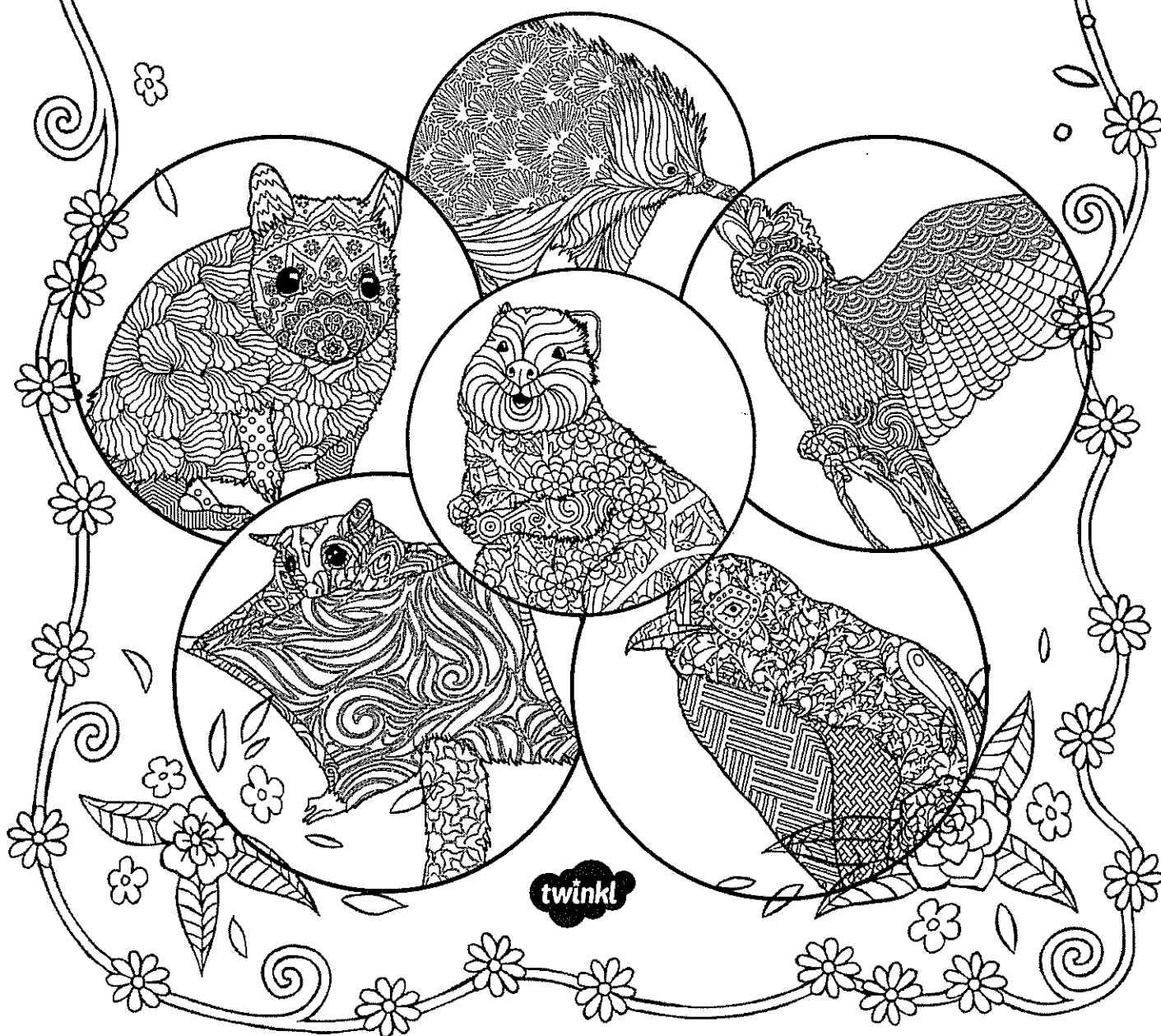
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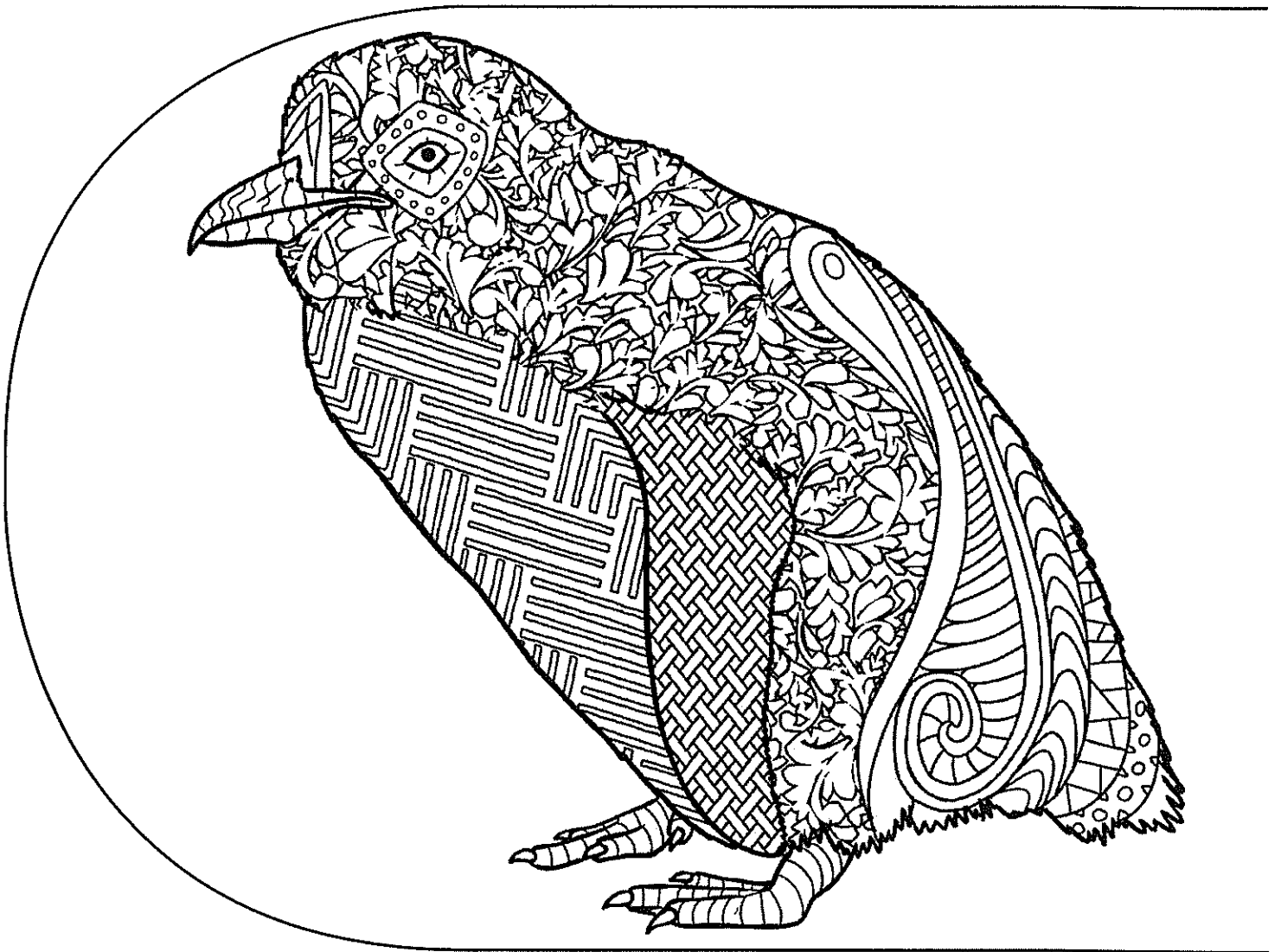
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Australian Animals
Handwriting and
Mindfulness Colouring

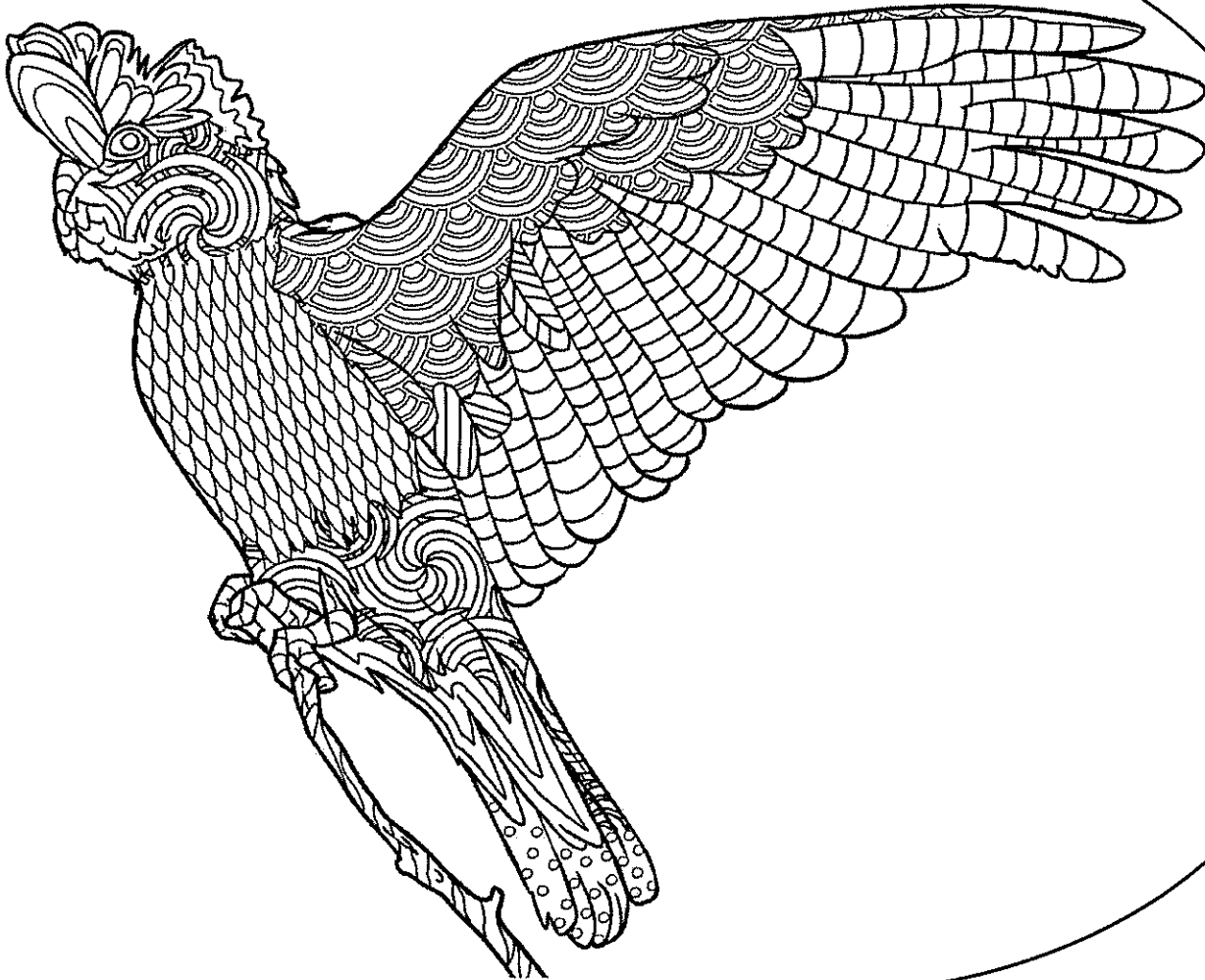


Little Penguin



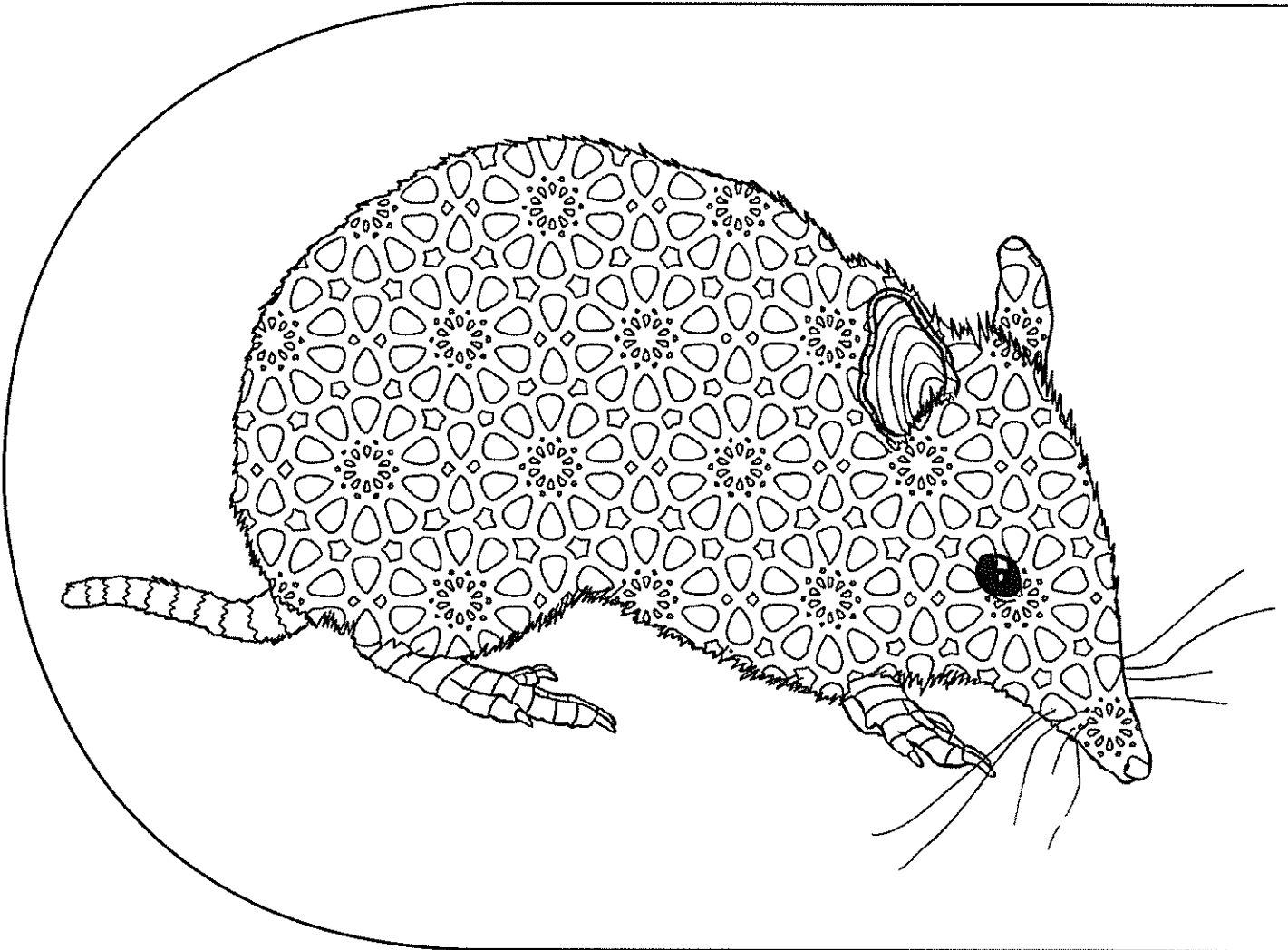
The little penguin, or fairy penguin is a small flightless seabird. They live in colonies along the eastern and southern coasts of Australia. These penguins spend most of their lives at sea but come ashore to their burrows at night. They are the smallest penguin species in the world and live for about six years.

Galah



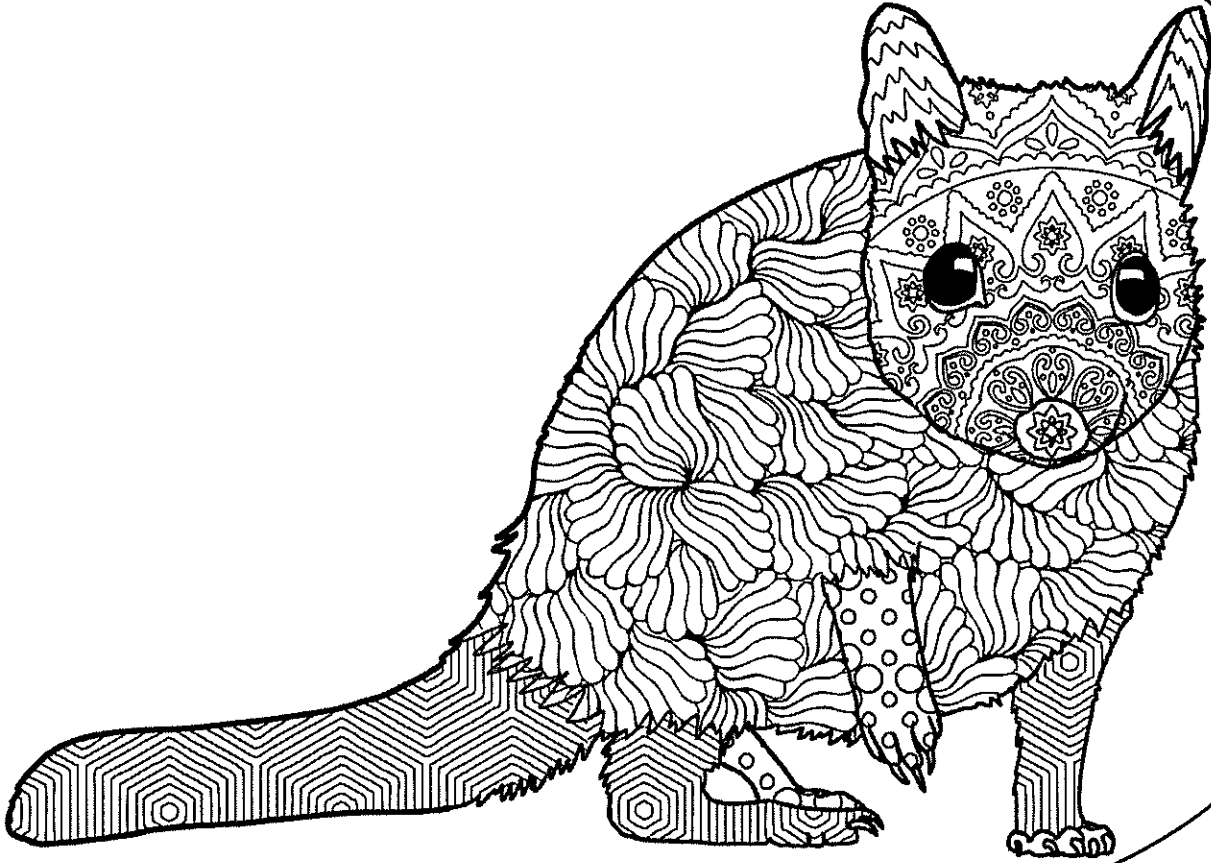
Galahs are birds that are found over most of Australia where there are trees and water. They are covered in pink and grey feathers. Galahs mostly feed on the ground in large flocks. Male and female galahs mate for life and live for about twenty-five years. 'Galah' is Australian slang for a silly person.

Bandicoot



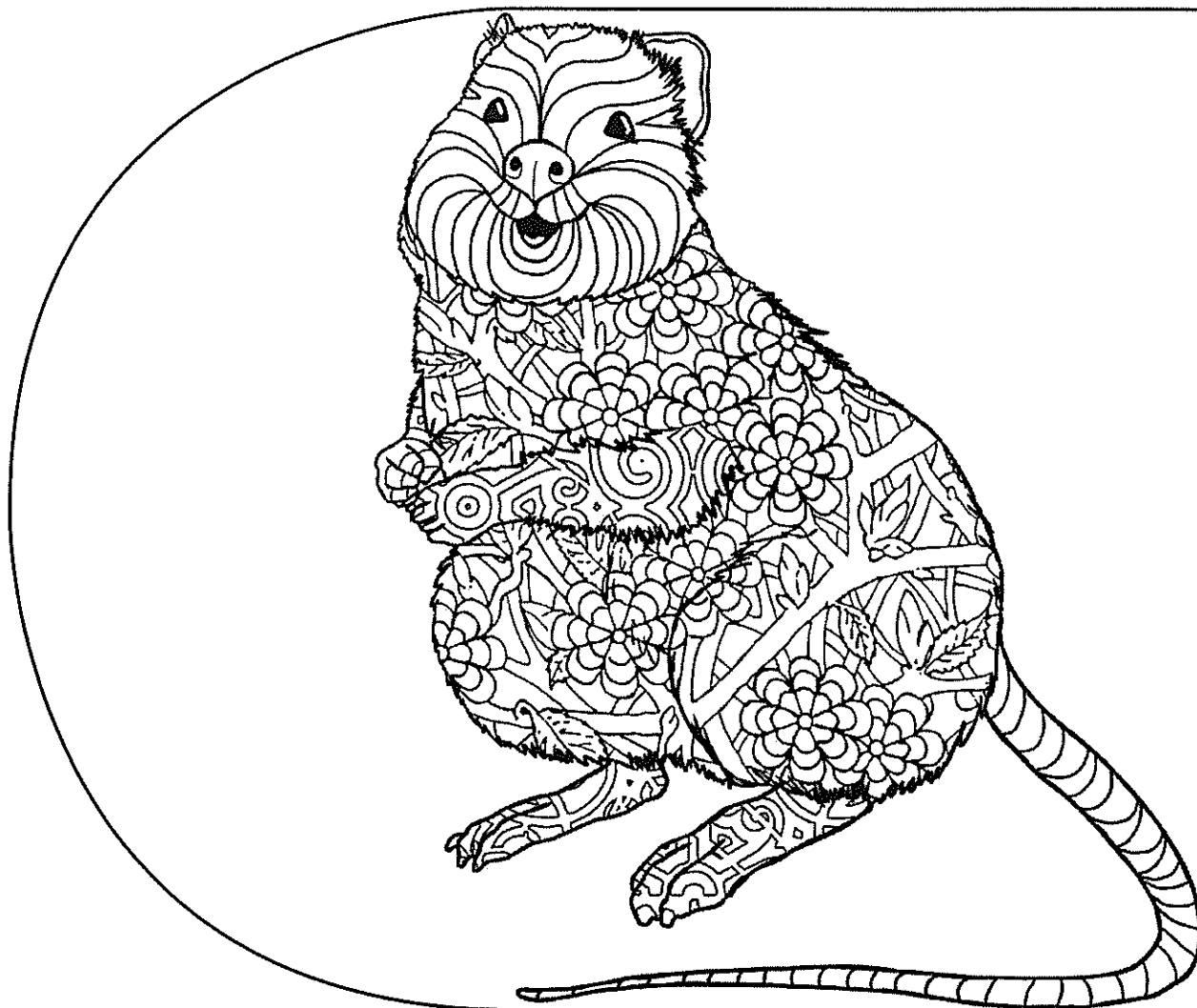
Bandicoots are small, nocturnal, omnivorous marsupials that are found throughout Australia. They are greyish-brown in colour, have a pointy snout, humped back, thin tail and large hind feet like a kangaroo. They eat insects, worms, tubers, fungi, insect larvae and spiders. Some species of bandicoots are endangered.

Quoll



Quolls are carnivorous marsupials that are active at night. They have a pointed snout, pink nose, long tail, sharp teeth and dark fur with white spots. Quolls eat fruit, other animals and sometimes eat what is found around at campsites and in rubbish bins. Smaller quolls live for two years and larger quolls live for about five years.

Quokka



Quokkas are small marsupials that are found only in Western Australia. They are thought of as being happy animals because they look like they are smiling. People like to take a selfie with quokkas that are found on Rottnest Island. In the past, quokkas have been described as rats that are as big as cats. Quokkas are herbivores and live for about ten years.

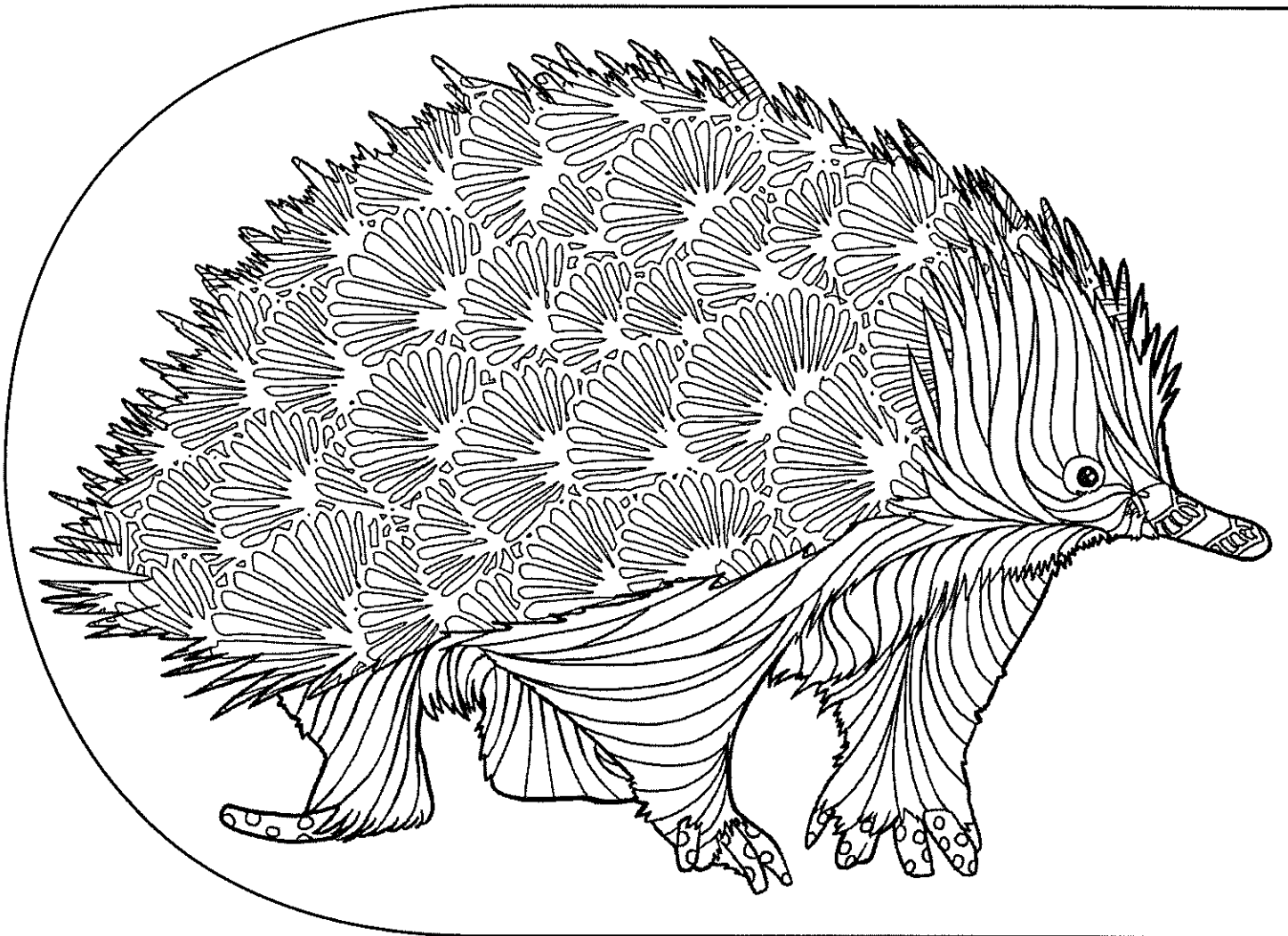
Numbat



Numbats are small marsupials that can be found in southwest Australia. They are active during the day and live alone inside burrows or empty logs.

Numbats have a striped back, long bushy tail, sticky tongue, small pointed head, four short legs and only eat termites. Female numbats don't have a pouch like other marsupials.

Echidna

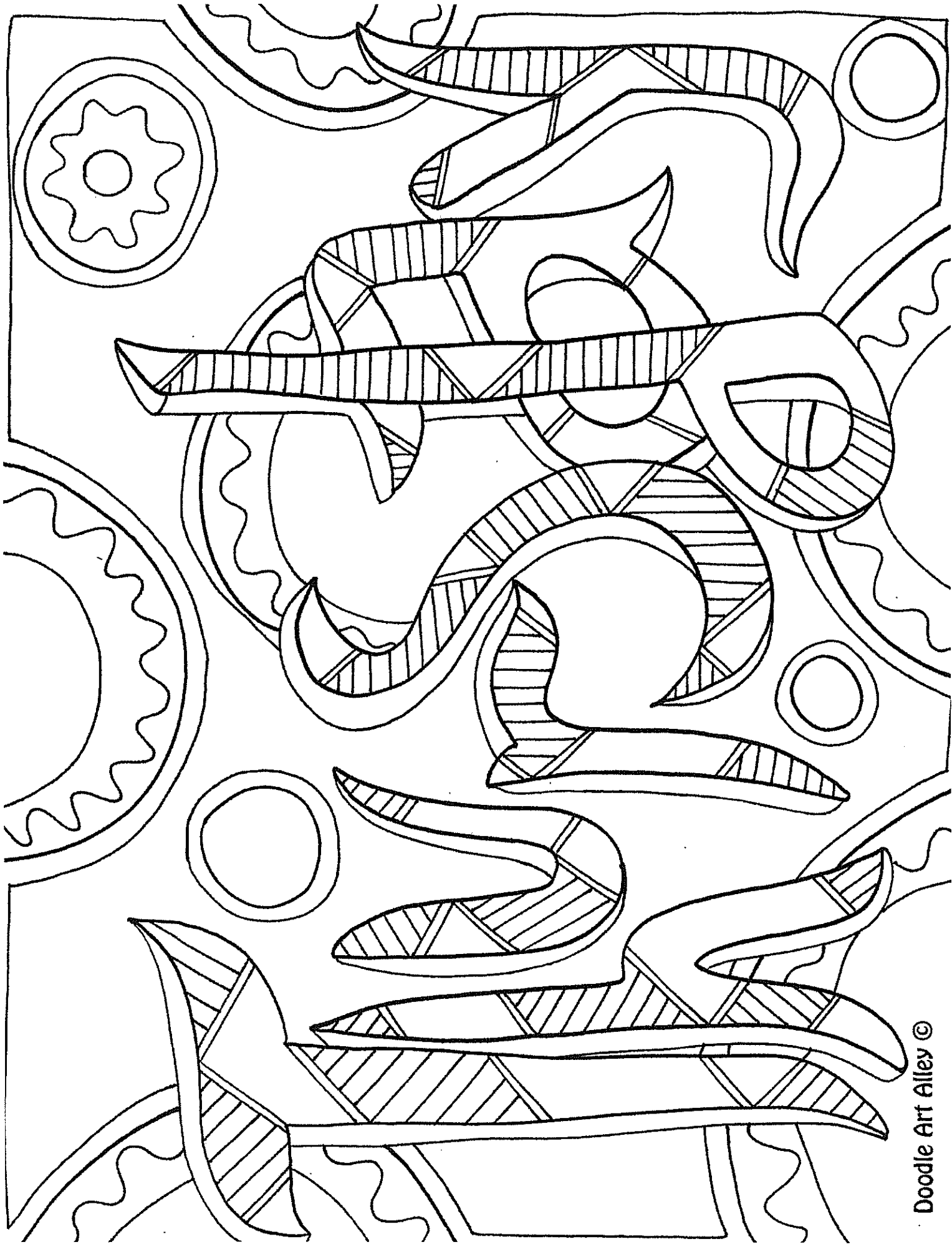


The echidna has the widest distribution of any native Australian mammal. It has a skinny snout, long flicking tongue and very sharp spines. The echidna is a monotreme, a rare type of mammal that lays eggs. Termites and ants are what echidnas love to eat. When threatened, an echidna will curl inwards to protect itself.

Sugar Glider



The sugar glider is a small, nocturnal marsupial and common where there are tree hollows for shelter. They eat tree sap, nectar, pollen and small invertebrates. Sugar gliders have stretchy membranes that extend from both sides of their body, between their front and back legs. These membranes help them glide between trees when they jump. They are covered with grey-brown fur and have a dark stripe on their foreheads.





Jamie Oliver

Who is Jamie Oliver?

Jamie Oliver is a well-known British chef. He educates adults and children about healthy eating. Jamie also trains disadvantaged young people so they can get jobs in the hospitality (service) industry.



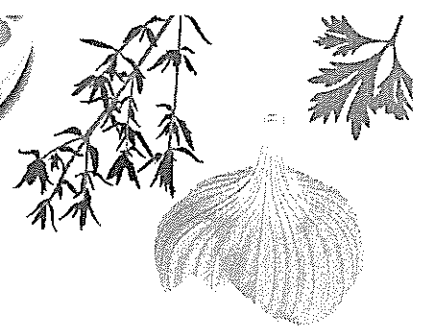
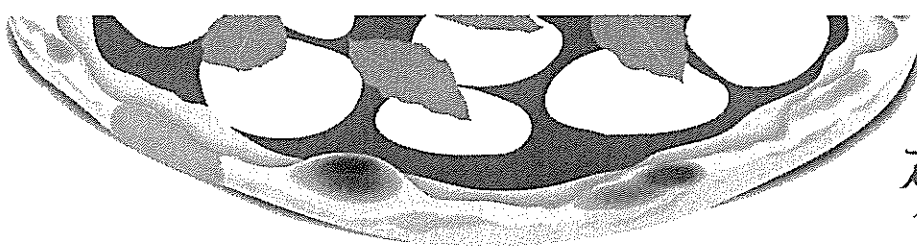
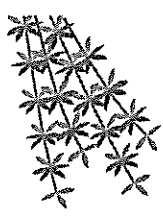
Early Life and Education

Jamie Oliver was born on 27 May 1975 in Clavering, Essex, England. He has a sister called Anne-Marie. When he was a child, his father, Trevor, and his mother, Sally, ran a restaurant called *The Cricketers*. From an early age, Jamie spent a lot of time in the restaurant. He was very interested in cooking and kept asking his parents if he could help the chefs. They finally let him help out in the kitchen and he learnt many skills. During his childhood, Jamie attended Newport Free Grammar School.

Culinary Career

When Jamie was sixteen, he left school to attend Westminster Catering College. He studied home economics (cooking). When he graduated, Jamie started working at a variety of restaurants in London. One day, he appeared in a television documentary that was filmed in the restaurant





he was working at. The television company liked him so much that he was asked to host his own cooking show!

Television and Books

Jamie's first television show, *The Naked Chef*, showed people how to cook delicious food using simple ingredients and cooking techniques. It started in 1999 and ran for three seasons. Other television shows followed, including *Jamie's Kitchen*, *Jamie's School Dinners*, *Jamie at Home* and *Jamie Oliver's Food Revolution*. Jamie published many cookbooks, which included the recipes he cooked on his TV shows.

Healthy Eating Campaigns

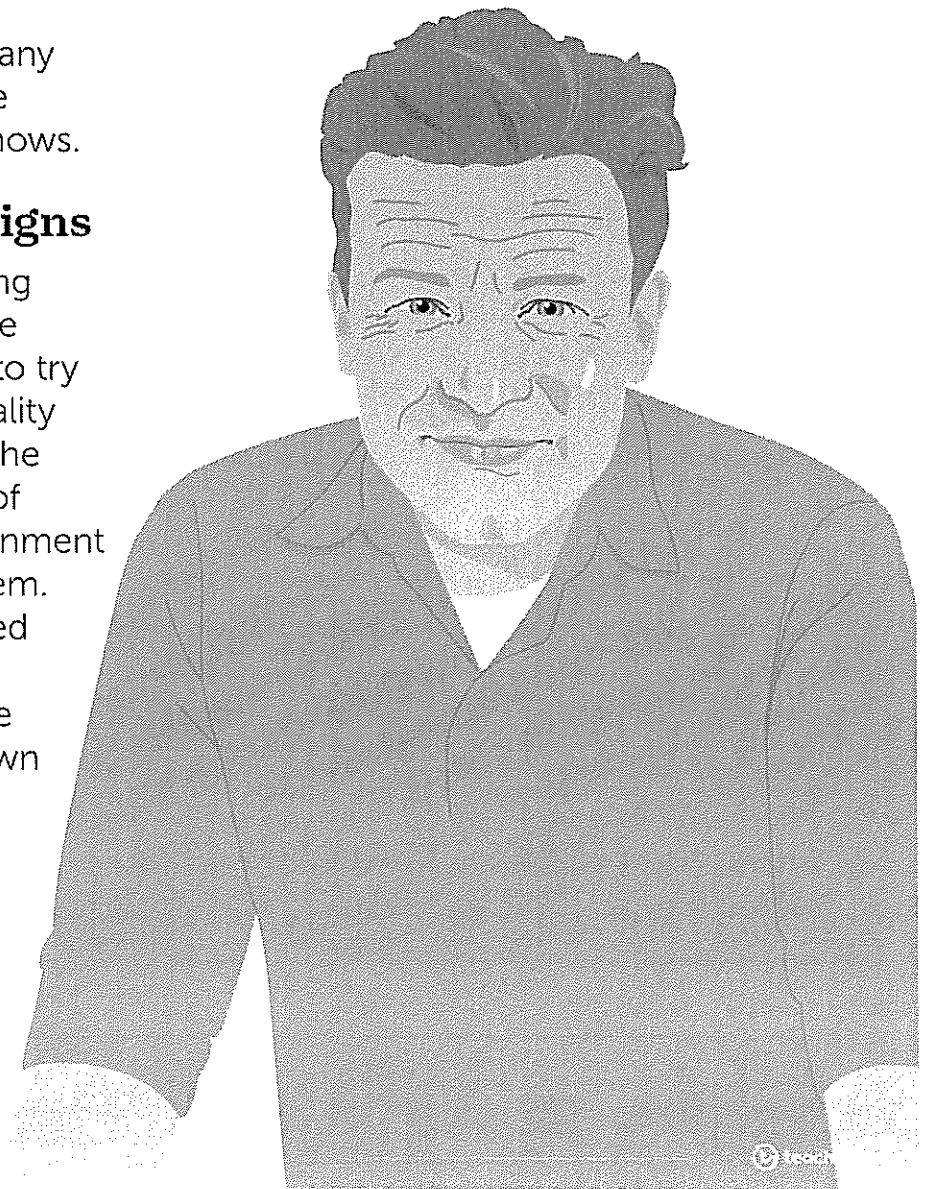
In 2004, Oliver started educating people about healthy eating. He worked with a London school to try and improve the nutritional quality of the food they were serving the students for lunch. As a result of Jamie's work, the British Government promised to address the problem. Three years later, Jamie travelled to the United States and spent some time trying to change the unhealthy eating habits of a town in West Virginia. In 2007, Jamie started the television show *Jamie at Home*. It showed people how to use healthy homegrown produce in their cooking.



Award and Recognition

In 2003, Jamie was awarded the Most Excellent Order of the British Empire (MBE) for services to the hospitality industry. He was inducted into the Culinary Hall of Fame in 2013.

Jamie raises awareness of environmental issues and supports the charity Trees for Cities. He continues to educate the public about healthy food and eating, through his speeches, books and television shows.



Name: _____

Date: _____

Jamie Oliver

1. In your own words, explain why Jamie Oliver is a noteworthy (famous) person.

2. Number these events from Jamie's life in the order they happened, from 1 to 5.

a) Jamie was inducted into the Culinary Hall of Fame. _____

b) Jamie starred in his own television show, *The Naked Chef*. _____

c) Jamie was born in Clavering, Essex, England. _____

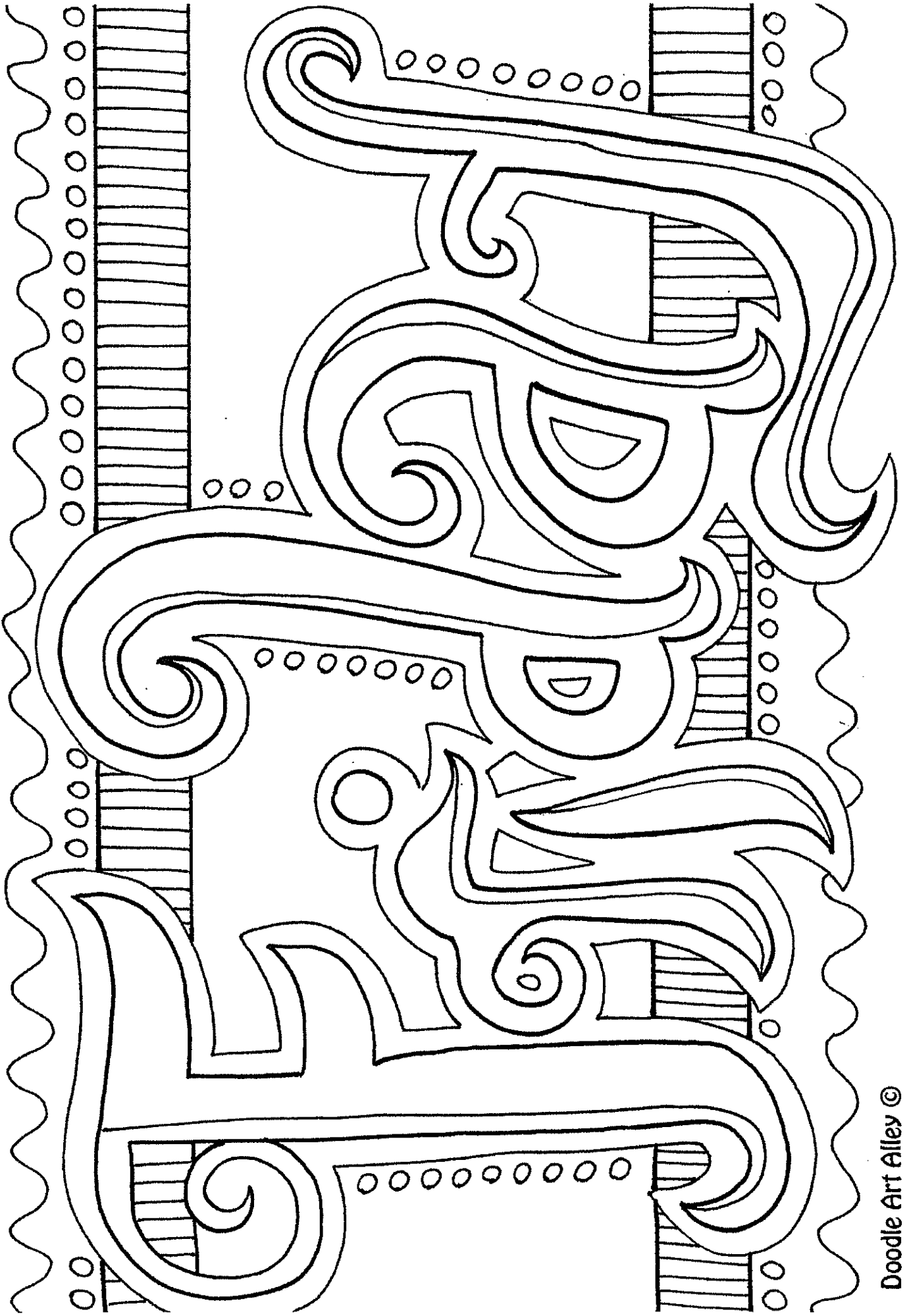
d) Jamie travelled around teaching people about healthy eating. _____

e) Jamie helped the chef's cook in his parents' restaurant. _____

3. Why did Jamie travel to West Virginia in the United States?

4. Would you like to be a chef? Explain why or why not.

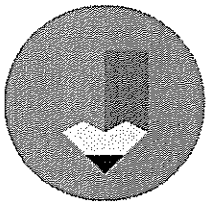
5. List some of your favourite healthy foods.



17

The Tall Giraffe

which animal did you see at the city
zoo today is it yello with brown spots
did it have a really long neck so that it
can eat the leafs off the trees could it
be a tall giraf



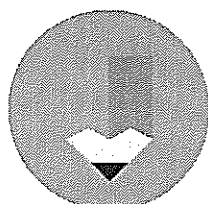
Find 3 spelling mistakes.
Add 4 capital letters and 4 question marks.

 teachstarter

18

The Cheeky Monkey

which animal did you see up high in
the trees did it have soft brown fer
could you see it swinging from branch
to branch does it like eating yellow
bannas could it be a cheeky monkey



Find 3 spelling mistakes.
Add 5 capital letters and 5 question marks.

 teachstarter

How to Build a...

Today you are going to write a procedure.

The topic you have been given for your procedure is "How to Build a...".

Think:

What are you going to explain how to build?

Think of something you know how to build well. This could be a Lego tower, a snowman, a sandcastle, a model or a house of cards.

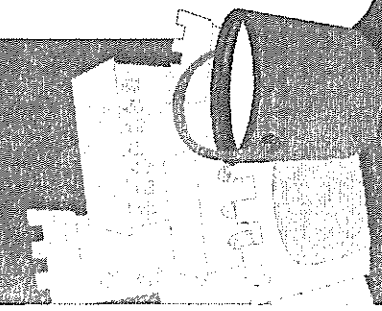
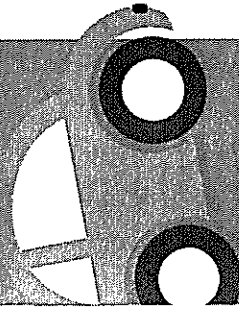
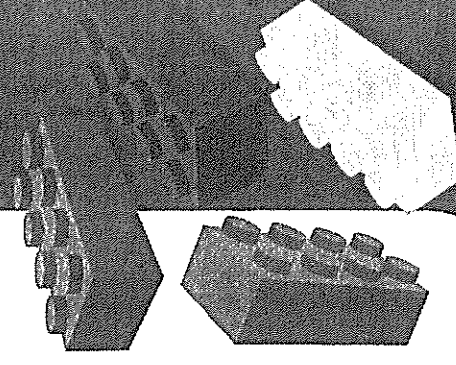
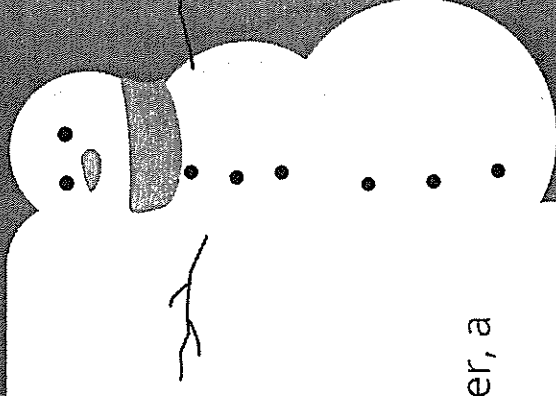
Plan:

Plan your writing before you begin. Remember to include:

- the goal
- the ingredients/materials/equipment
- the steps.

Remember to check:

- Use verbs, nouns, adjectives, adverbs and time sequence words.
- Check your spelling and punctuation carefully.
- Make sure your writing makes sense.



Name _____

Date _____

Procedure Text Writing Scaffold

Title: _____

Materials/Equipment/Ingredients

Method

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

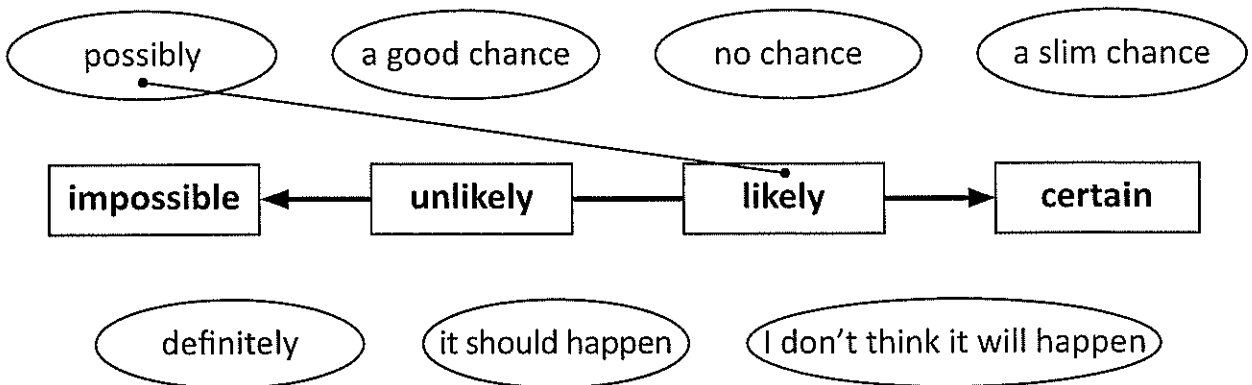


Chance – likelihood

Chance is the likelihood that something will happen.
 If something will definitely happen, we say it is **certain**.
 If something might happen, we say it is **likely**.
 If something might not happen, we say it is **unlikely**.
 If something will definitely not happen, we say it is **impossible**. We can show these chance words on a chance arrow like this, where certain and impossible are opposites.



- 1 Often you will hear people using chance words in everyday conversation. For example, on the news you might hear that there is a **good chance** of rain tomorrow. Or a friend might say to you there is a **slim chance** that they will make it to your party. What do these chance words actually mean? Where do they fit on the chance arrow? Look at the words in the ovals below and connect them to where you think they should go on the chance arrow. The first one has been done for you.

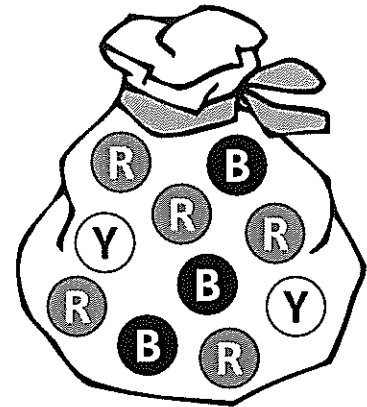


- 2 Read each statement and circle the chance of it happening:

Event	Chance
It will rain sometime this month.	impossible / unlikely / likely / certain
Thursday will come after Wednesday.	impossible / unlikely / likely / certain
A tiger will be serving at the canteen.	impossible / unlikely / likely / certain
Every student in our class likes broccoli.	impossible / unlikely / likely / certain

Chance – likelihood

3 Look at this bag of different coloured counters. R stands for red, B is for blue, and Y is for yellow.



a If you reached in and grabbed a counter without looking, which colour do you think you would most likely grab? _____

b Which colour do you think would be the most surprising to get? _____

4 What's in the bag?

This is an investigation for two students where you are going to use chance and likelihood to guess what is in the bag. You will need a paper bag as well as 4 red, 4 blue and 4 yellow counters.

First, you need to decide who is Player 1 and who is Player 2. Player 1 guesses first so Player 2 puts 10 of the 12 counters in the paper bag in any combination they like. Player 1's job is to guess the combination of colours that are in the bag. They do this by taking one counter out, recording it and then replacing it. Record the colour by writing R, B, or Y in the space below. Do this 20 times until you think you can guess which 10 counters are in the bag.

a What I think is in the bag:

○ ○ ○ ○ ○ ○ ○ ○ ○ ○

b What was actually in the bag:

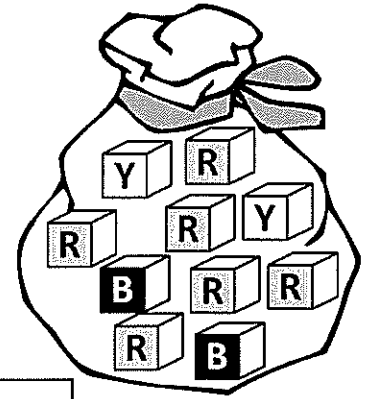
○ ○ ○ ○ ○ ○ ○ ○ ○ ○

c How close was your guess?

d Swap turns so now Player 1 puts the counters in the bag and Player 2 guesses.

Chance – likelihood

5 Look at this bag of counters. Connect each colour to the chance arrow that you think best describes the chance of pulling out each colour:



6 Look at these shopping bags of fruit. Select the best chance word for each shopping bag:

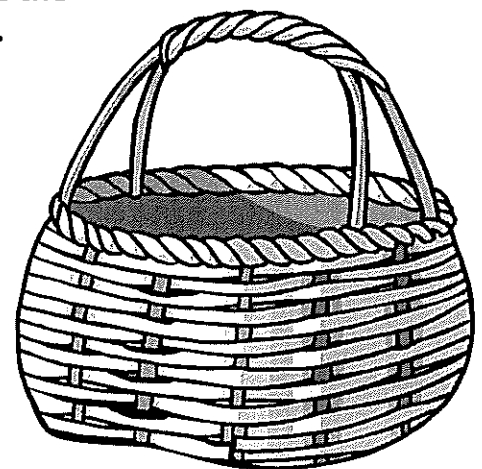
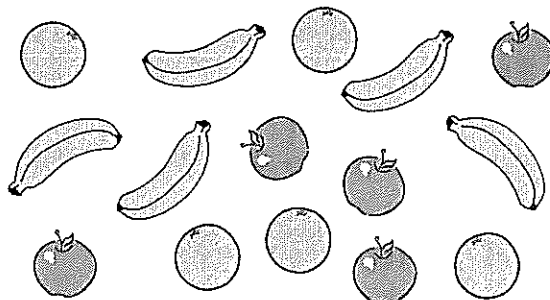
a The fruit I pick will be a banana.

impossible / unlikely / likely

b The fruit I pick will be a strawberry.

impossible / unlikely / likely

7 Ten pieces of fruit are placed into this basket. Inside the basket is a mixture of bananas, oranges and apples. Circle the fruit that is inside the basket if a banana is most likely to be chosen without looking.



Chance – spinner investigation

1 Spin it! This is an investigation where you are going to make a spinner and look at the chance of it landing on certain colours.

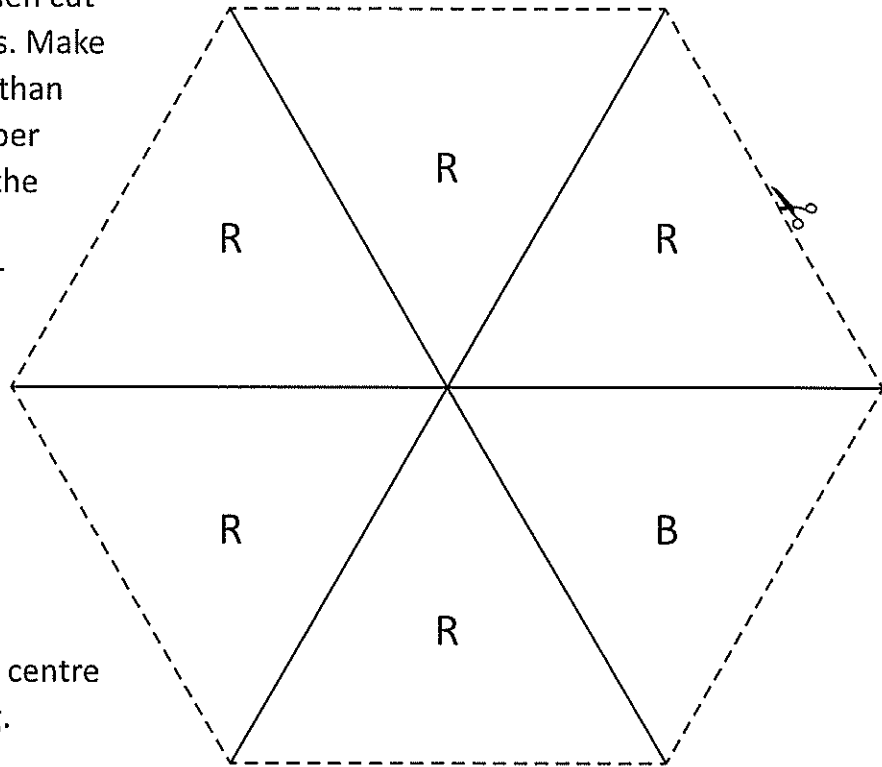


- a For this activity you will need to copy this page and then cut out both the spinners. Make your spinners firmer than a regular piece of paper by pasting a copy of the spinner onto several sheets of scrap paper so it is firm.

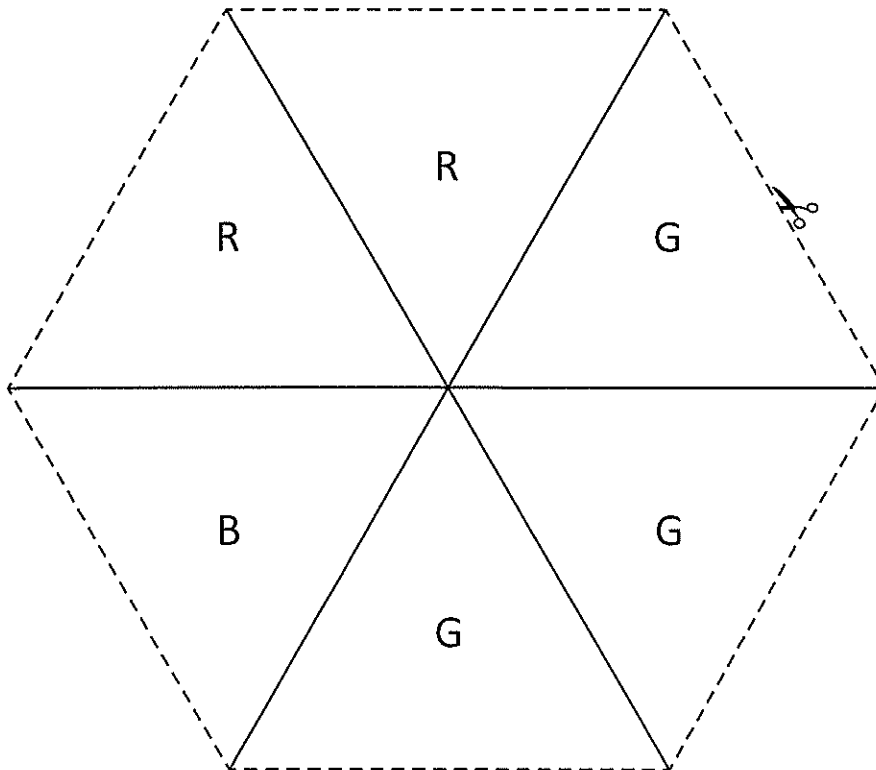
Now you need to colour in each section: R for red, B for blue and G for green.

Next, push a pencil carefully through the centre and practise spinning.

Spinner 1



Spinner 2



Continued on page 5.

Chance – spinner investigation

Continued from page 4.

- b Now you can begin the investigation. First, write your prediction at the top of the table. Spin each spinner 20 times and tick where it lands each time.

My prediction: I think that the spinner will be most likely to land on _____. I think that the spinner will be least likely to land on _____.	
Spinner 1: Number of times the spinner lands on each colour.	
Red	Blue

My prediction: I think that the spinner will be most likely to land on _____. I think that the spinner will be least likely to land on _____.		
Spinner 2: Number of times the spinner lands on each colour.		
Red	Blue	Green

- c Were your results as you would expect? Why or why not?

Chance – coin investigation

When you toss a coin, you call out heads or tails. There are two sides and two different possible results. That means there is an equal chance of landing on heads as there is on tails.



Tails



Heads

1 For this experiment, you will toss a coin 20 times and record your results. First, predict your results:

- a How many times do you think the coin will land on heads? _____
- b How many times do you think the coin will land on tails? _____
- c Now toss a coin 20 times and record your results below. Write H for heads and T for tails.

○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○

2 Repeat the above experiment.

a Toss a coin 20 times and record your results:

○	○	○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○	○	○

b What happened? Fill in this table to show the results.

Number of times the coin landed on heads and tails		
	H	T
Experiment 1		
Experiment 2		

c If your results changed, why do you think this is?

Chance – die investigation

We usually roll a die when we are playing a board game. Do you have a lucky number? Often 6 is the luckiest number in board games, but does it come up any more or less often than the other numbers? Let's investigate.

1 Complete this sentence:







If there are _____ different ways that a die could land and _____ different numbers, that means there is an even / uneven (circle one) chance of rolling each number.

2 Roll a die 18 times. Write down the number you roll each time:

Roll	Number on die
1	
2	
3	
4	
5	
6	
7	
8	
9	

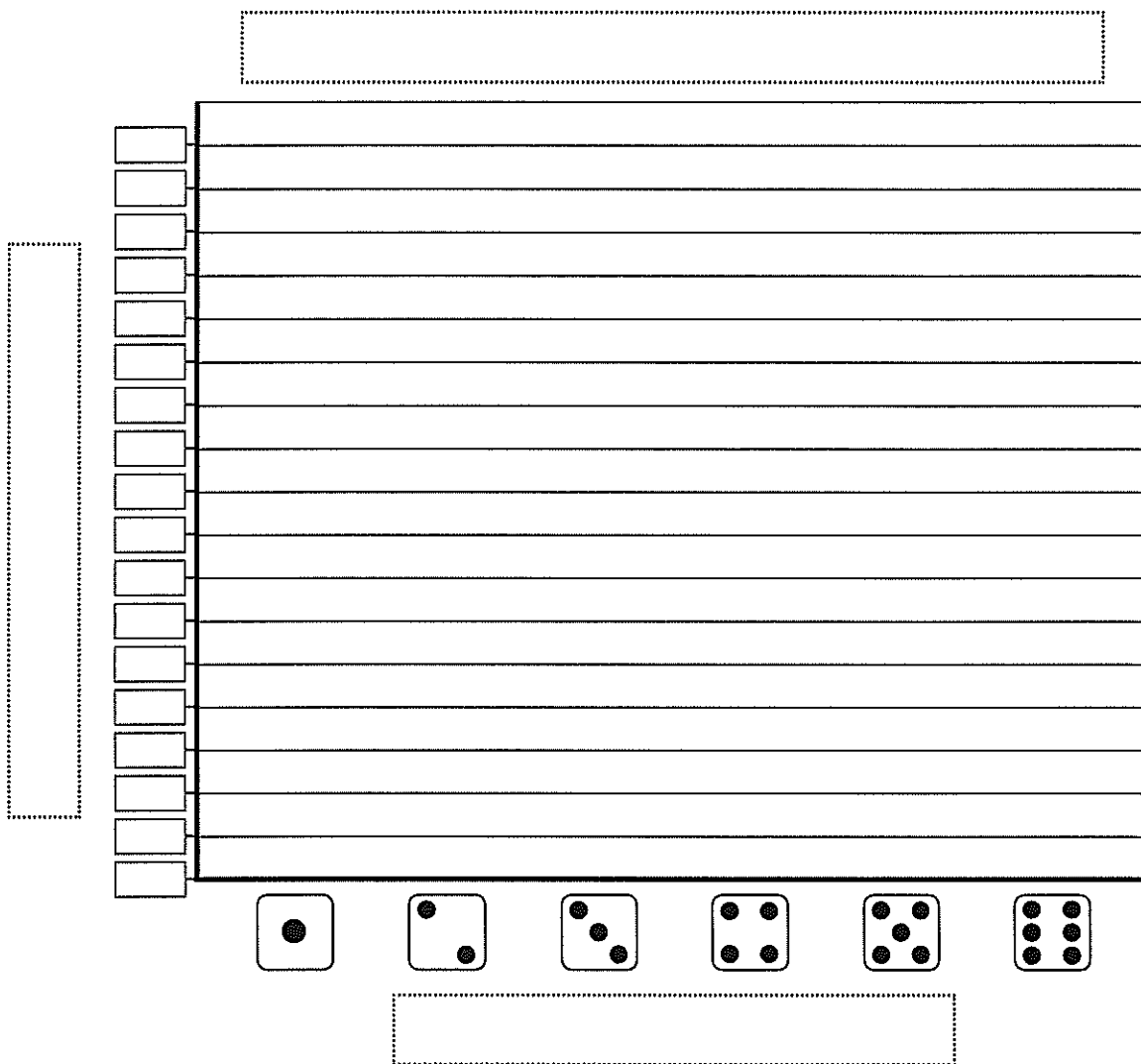
Roll	Number on die
10	
11	
12	
13	
14	
15	
16	
17	
18	

3 Complete this tally table for the number you rolled:

Number	Tally	Total
		
		
		
		
		
		

Chance – die investigation

4 Graph the data that you collected. Make sure you include a heading and the labels.



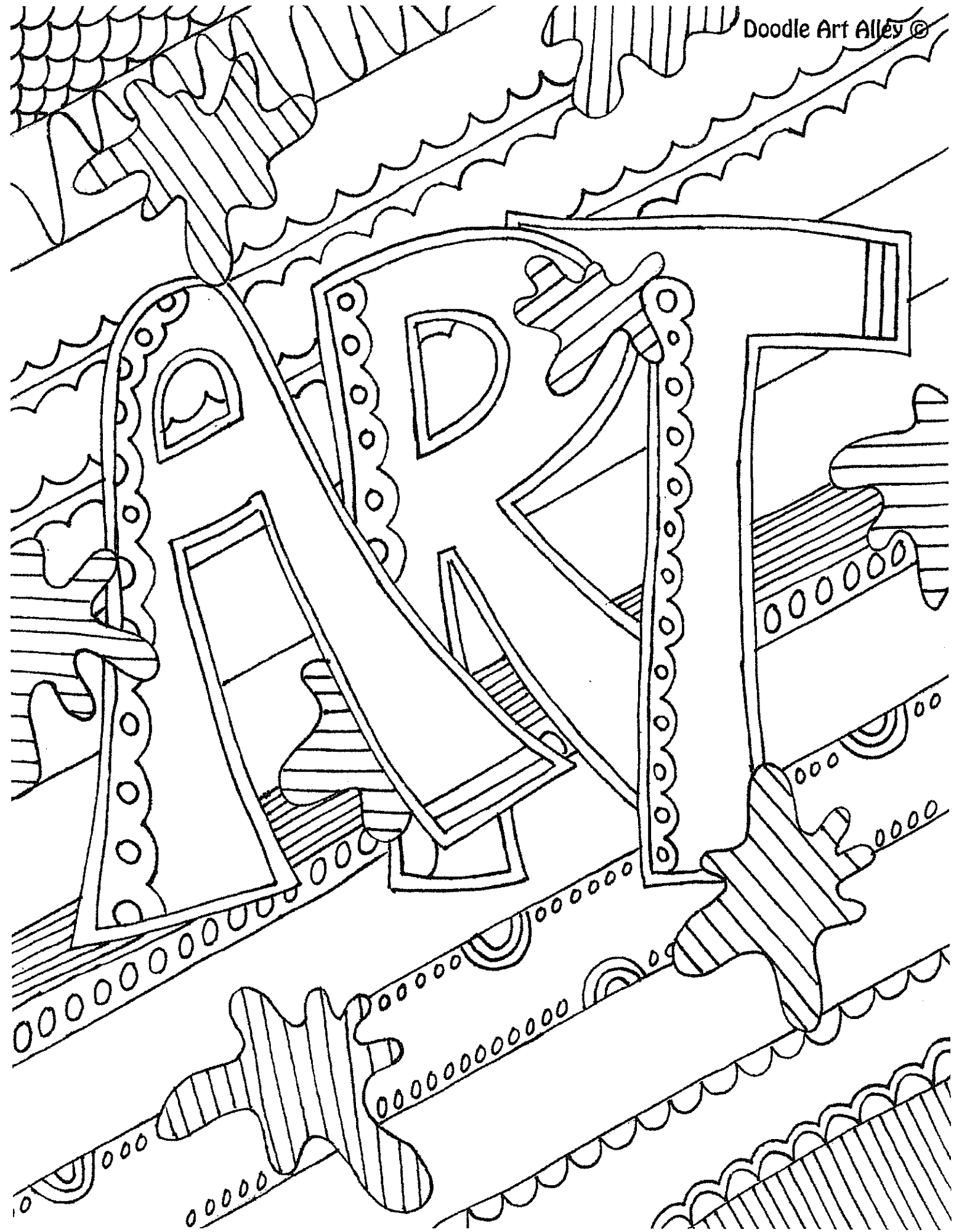
a Which number was rolled the most?

b Which number was rolled the least?

c How many times was the number 6 rolled?

d List each number in order of the most to least times it was rolled:

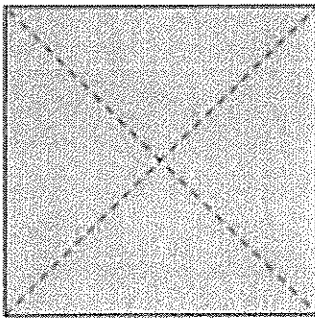
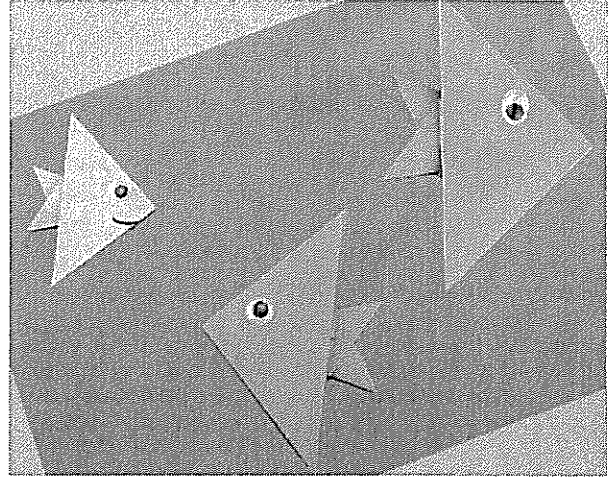
e If you repeated this investigation, would you have the same results?



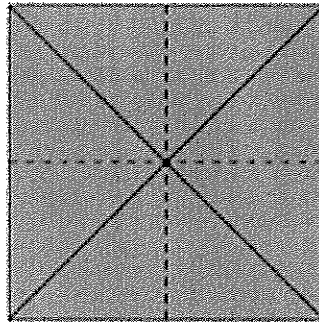
Origami Fish

You will need:

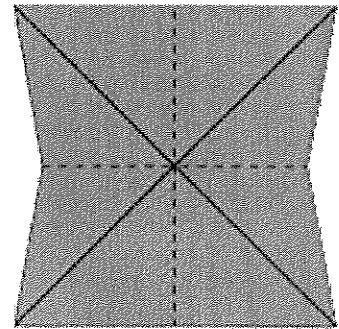
- 1 square piece of paper (at least 12cm x 12cm)
- black felt tip pen



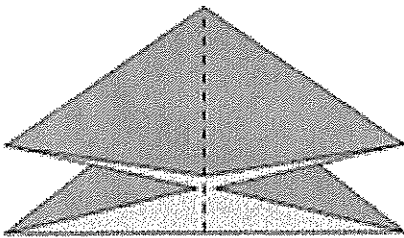
1. Fold the two diagonals.



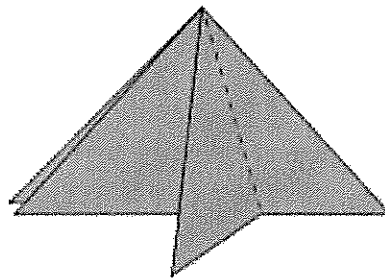
2. Turn the paper over and fold the vertical and the horizontal line.



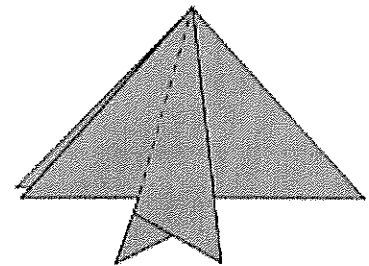
3. Hold the paper on both sides and push it together at the folded lines.



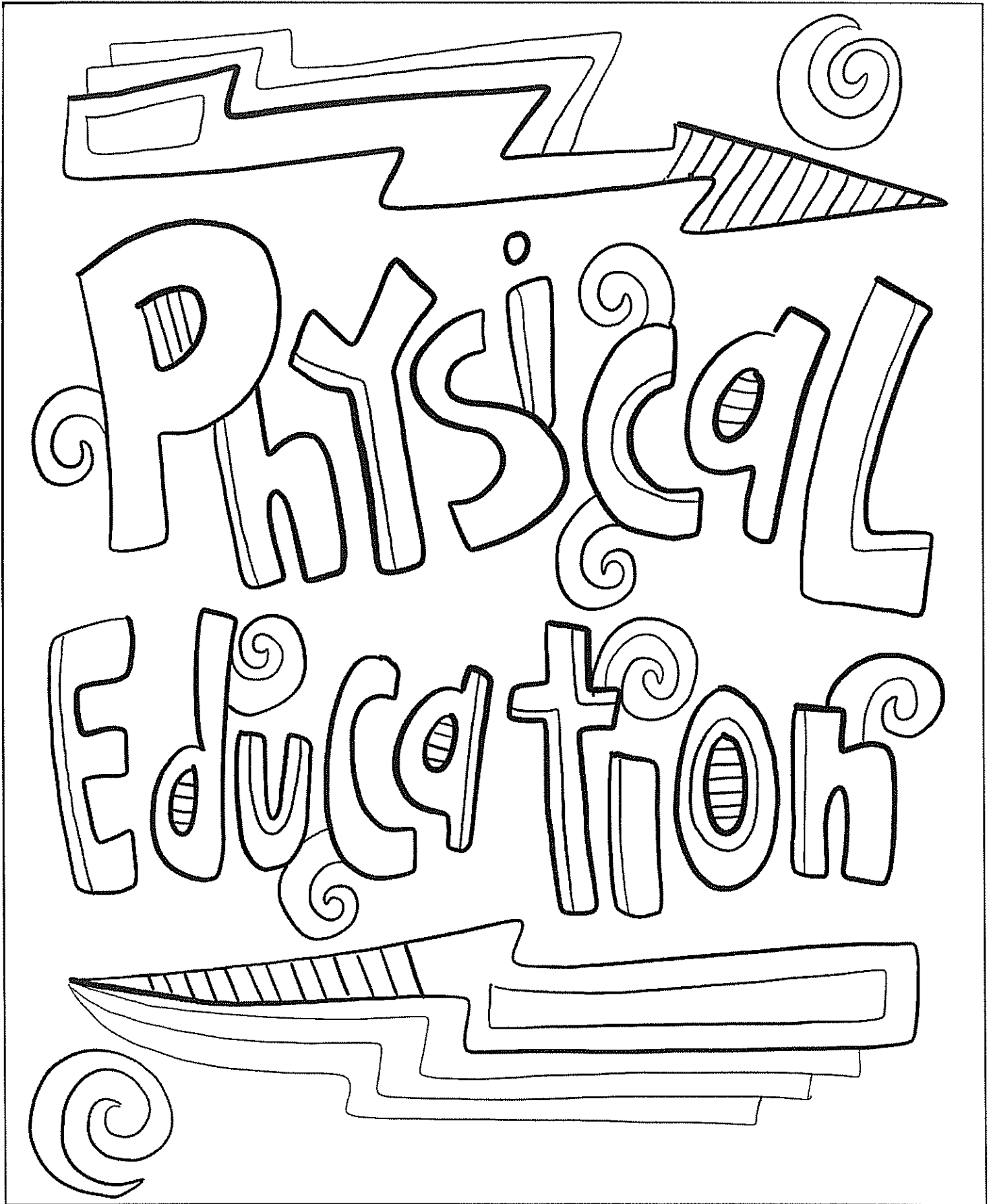
4. This creates a triangle.



5. Fold the right corner to the middle to create a fin.



6. Finally fold the left corner on top of the right corner. Turn around the fish and use your black pen to draw an eye.



HEALTH AND PHYSICAL EDUCATION

BEING HEALTHY, SAFE AND ACTIVE

Write a paragraph about a time that you achieved an important goal. Describe some of the factors and people that contributed to your success.



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HEALTH AND PHYSICAL EDUCATION

BEING HEALTHY, SAFE AND ACTIVE

Imagine that your best friend has started playing with other children. List 5 things you might do to adapt to and manage this change in your life.



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HEALTH AND PHYSICAL EDUCATION

BEING HEALTHY, SAFE AND ACTIVE

Create a poster showing how children can stay safe when they are playing in a shared area, such as the park.



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HEALTH AND PHYSICAL EDUCATION

BEING HEALTHY, SAFE AND ACTIVE

List 3 ways that you could increase the amount of physical activity you do each day. Write a paragraph to explain why these activities are good for your fitness.



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HEALTH AND PHYSICAL EDUCATION

HEALTH & WELLBEING

List 5 safe actions you could take if you saw a student being bullied in the school playground.



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HEALTH AND PHYSICAL EDUCATION

HEALTH & WELLBEING

Create a Venn diagram to compare what your facial expressions and body language look like when you are feeling angry to when you are feeling calm.

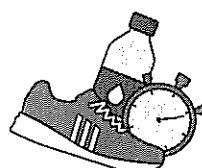


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HEALTH AND PHYSICAL EDUCATION

HEALTH & WELLBEING

Imagine you are writing a TV commercial to encourage children to eat healthily. Create a mind map to show all the facts you might include in your ad.



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HEALTH AND PHYSICAL EDUCATION

HEALTHY & ACTIVE COMMUNITIES

Create a poster to persuade your classmates to use paper in a more sustainable way.

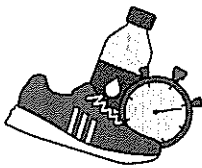


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HEALTH AND PHYSICAL EDUCATION

HEALTHY & ACTIVE COMMUNITIES

Create a new game that you and your friends could play in the playground at lunchtime. Write a list of rules for your game.



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HEALTH AND PHYSICAL EDUCATION

HEALTHY & ACTIVE COMMUNITIES

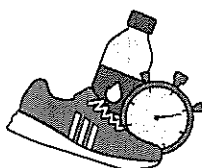
Create a Venn diagram to compare the food you like to eat with the food from another cuisine that you know e.g. Italian, Asian, Aboriginal bush food.



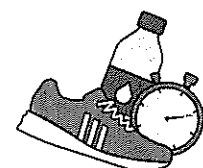
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HEALTH AND PHYSICAL EDUCATION

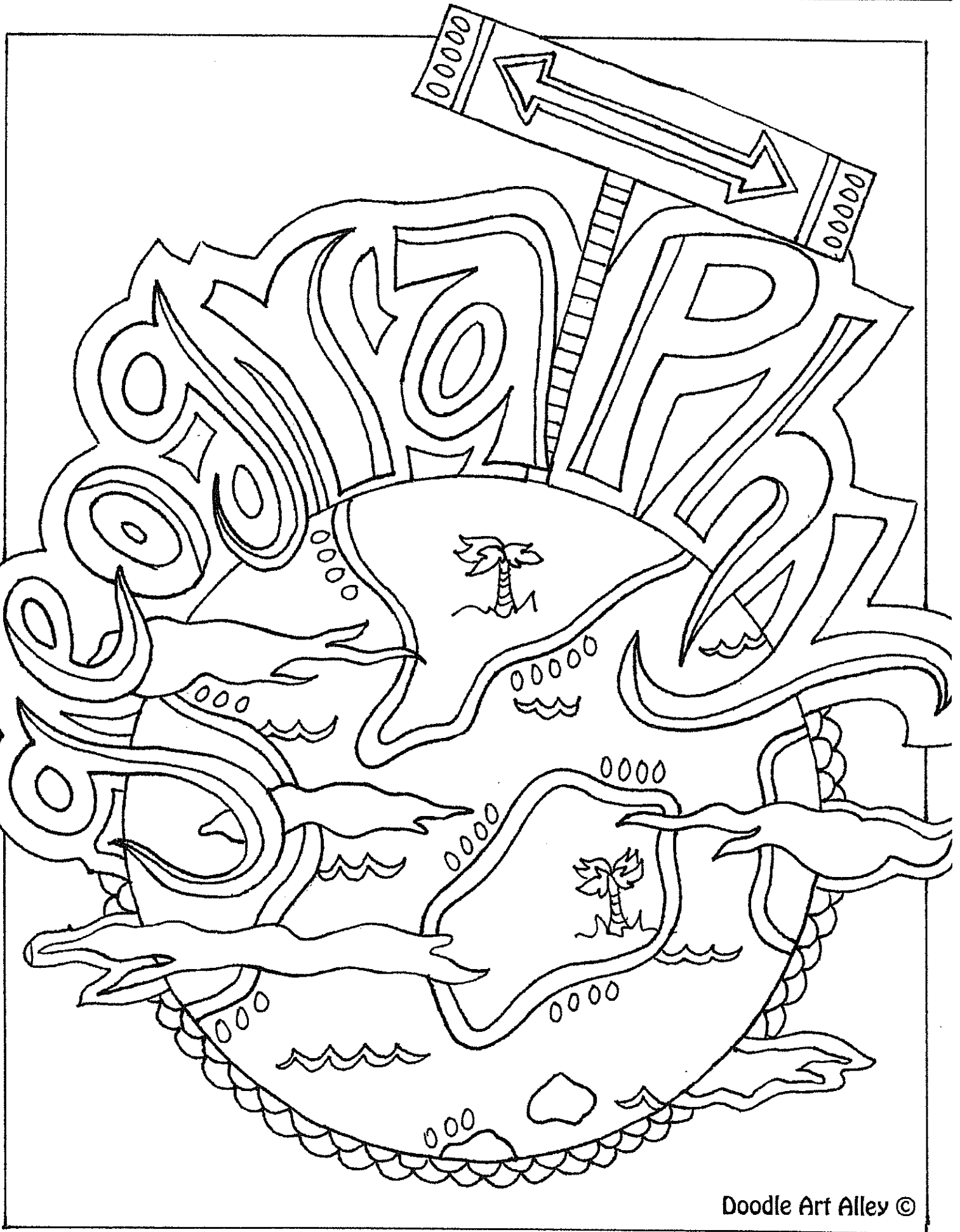
HEALTH AND PHYSICAL EDUCATION

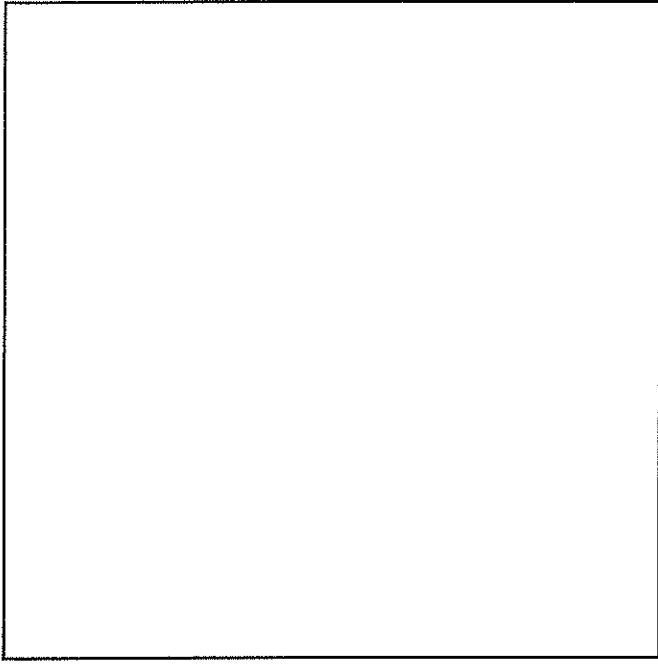


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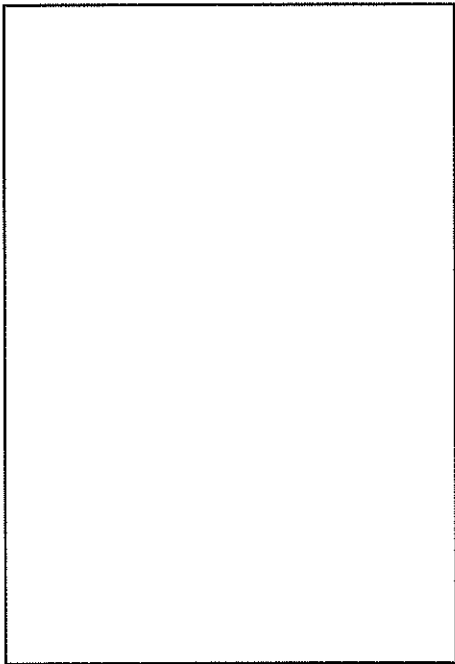
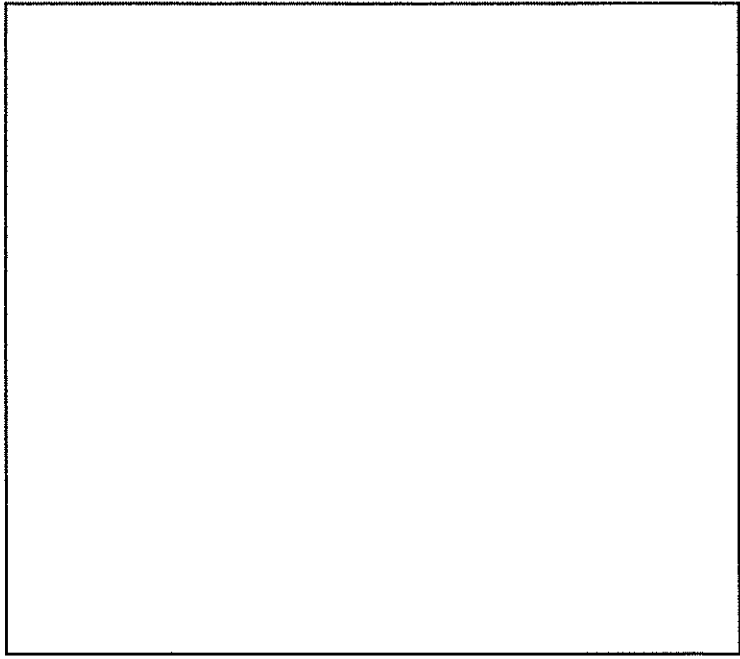
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Handwriting practice lines consisting of ten horizontal lines.

Handwriting practice lines consisting of ten horizontal lines.



Handwriting practice lines consisting of ten horizontal lines.

Handwriting practice lines consisting of 10 horizontal lines.

A large empty rectangular box for drawing or illustration.

A large empty rectangular box for drawing or illustration.

Handwriting practice lines consisting of 6 horizontal lines.

Handwriting practice lines consisting of 14 horizontal lines.

