



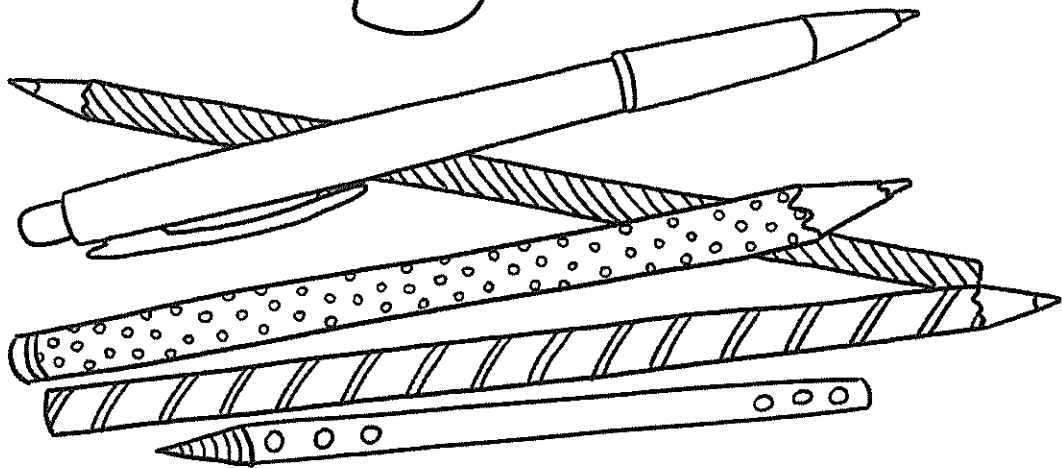
Stage 2
Learning From Home
Term 3 Week 7
Year 3

Stage 2 Home Learning Term 3, Week 7

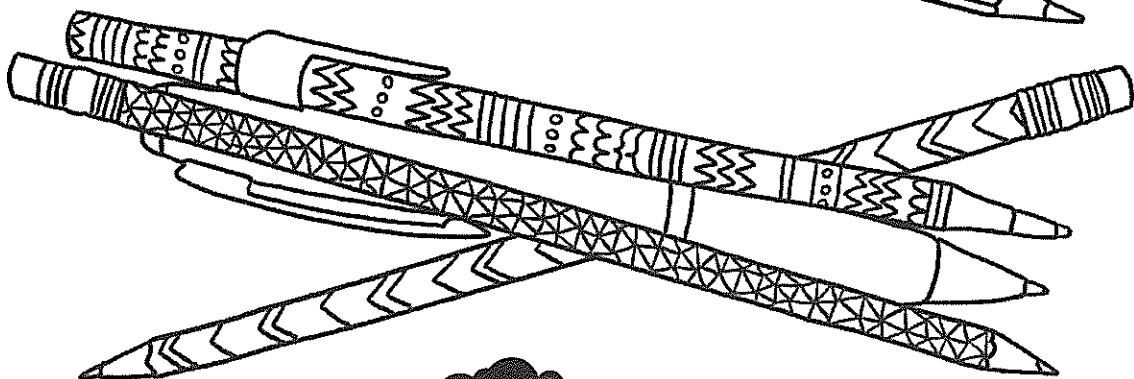
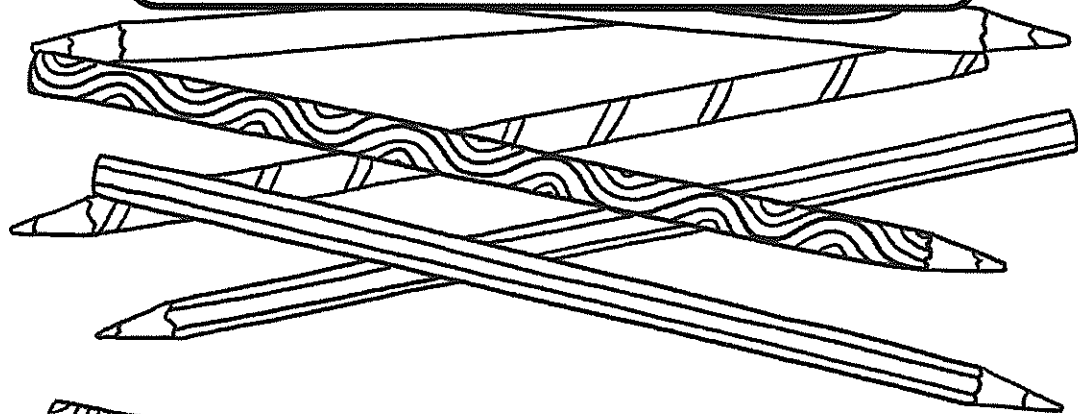
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English</p> <p><u>Reading</u> Spend some time reading a book.</p> <p><u>Poetry Writing - Cinquain</u> Write a cinquain</p> <p>A cinquain is a five-line poem that uses descriptive words to create images of the topic.</p> <p><u>Grammar</u> Complete the worksheets about adverbs.</p>	<p>English</p> <p><u>Reading</u> Spend some time reading a book.</p> <p><u>Reading Comprehension</u> Complete the 'Lucky Lottery Winners' comprehension</p> <p><u>Spelling</u> Brainstorm and record some words containing the ir, ur, or and er graphemes</p>	<p>English</p> <p><u>Reading</u> Spend some time reading a book.</p> <p><u>Spelling</u> Complete the first page of your spelling sheet</p> <p><u>Handwriting</u> Complete the handwriting sheet focusing on diagonal joins to neckline entries.</p>	<p>English</p> <p><u>Reading</u> Spend some time reading a book.</p> <p><u>Reading Comprehension</u> Complete the 'What is NAIDOC Week' comprehension.</p> <p><u>Spelling</u> Complete the second page of your spelling sheet.</p>	<p>English</p> <p><u>Reading</u> Spend some time reading a book.</p> <p><u>Editing</u> Edit the passages for spelling and punctuation. Make sure you correct the mistakes.</p> <p><u>Poetry Writing - Diamante</u> Write a diamante</p> <p>A diamante is a poem that compares two subjects and is shaped like a diamond.</p>
Break					
Middle	<p>Mathematics <u>Volume and Capacity</u></p> <p>Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics <u>Volume and Capacity</u></p> <p>Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics <u>Volume and Capacity</u></p> <p>Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics <u>Volume and Capacity</u></p> <p>Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>	<p>Mathematics <u>Volume and Capacity</u></p> <p>Complete worksheets from your booklet</p> <p>Complete 20 minutes of Mathematics on Multiplication</p>
Break					
Afternoon	<p>Zones of Regulation</p>	<p>Science <u>Erosion Assessment</u></p>	<p>PD/H/PE <u>Healthy Eating</u></p>	<p>Geography</p>	<p>Creative Arts</p>

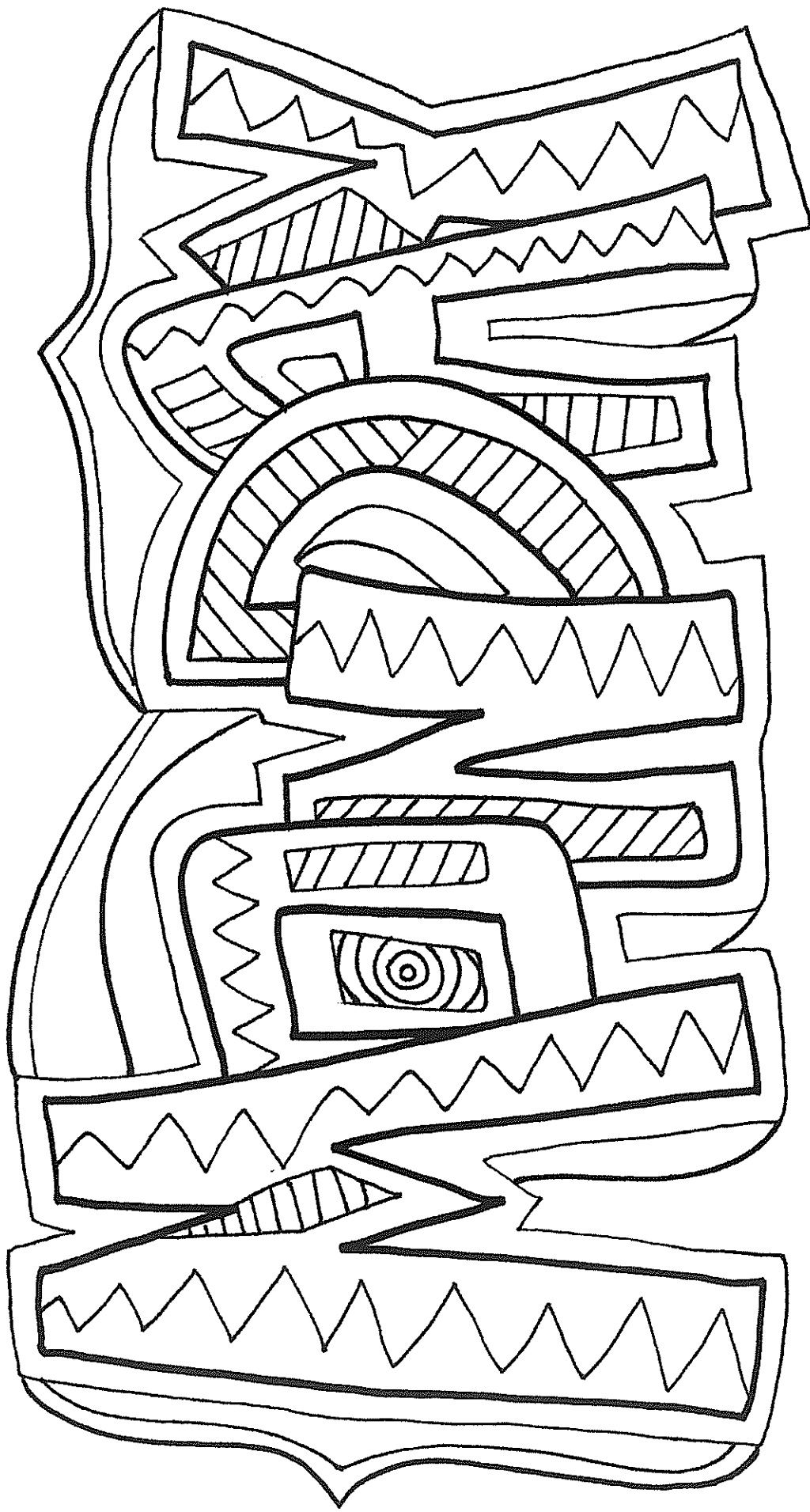
		<p>Complete the erosion assessment.</p>	<p>Complete the worksheet labelled Finding Food Groups, then complete the Healthy Eating Living game.</p> <p>To help support you completing the worksheet I have attached a Healthy Eating Poster</p>	<p>Complete the mapping activities on using a compass and scale.</p>	
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English



Name: _____





Cinquain

A five-line poem that contains vivid imagery and conveys a certain mood or emotion.



Snow (1 word, title)

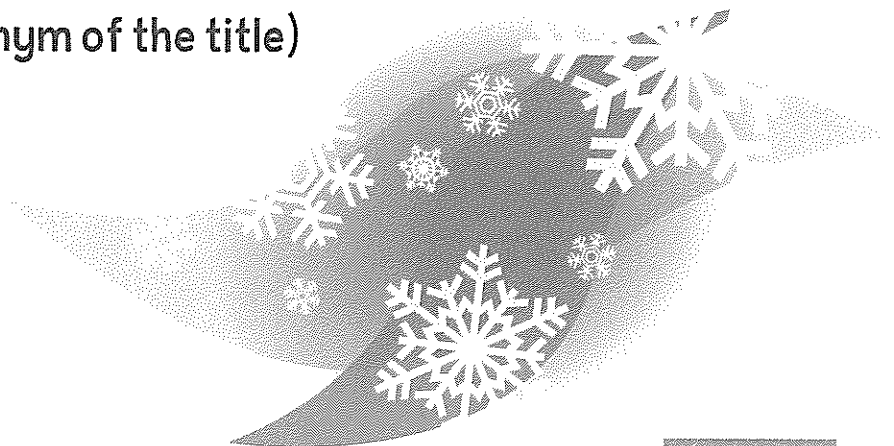
Lovely, white (2 words, adjectives)

Falling, dancing, drifting (3 words)

Covering everything it touches (4 words)

Blanket (1 word, synonym of the title)

~ **Anonymous**



Name _____

Date _____

Cinquain Poems

Purpose

Cinquain poems describe a particular topic.

Structure

Cinquain poems have five lines. Each line uses descriptive words and phrases to create images of the topic.

Rhythm

Cinquain poems have a simple rhythm, created by the number of syllables in each line. The number of syllables in each line begins with two and increases by two syllables per line as the poem progresses (except for the last line which has only two syllables).

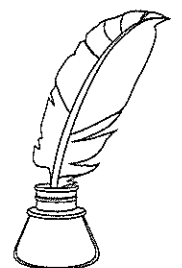
Rhyming Pattern

Cinquain poems do not usually rhyme.

Example

Here is an example cinquain poem about snowflakes.

<i>Snowflakes</i>	(topic)
<i>Graceful, fragile</i>	(two descriptive words)
<i>Floating, dancing, falling</i>	(three action words)
<i>Perfect in their unique patterns</i>	(a feeling about the topic)
<i>Flawless</i>	(a synonym for the topic)



Name _____

Date _____

Writing a Cinquain Poem

Step 1

Choose a topic for your cinquain poem. Here are some ideas:

- *stars*
- *snakes*
- *summer.*

Step 2

Brainstorm as many ideas as possible that relate to your topic. Try to cover as many of the five senses as possible.

Step 3

Write your cinquain. Remember to create the correct rhythm by counting the number of syllables in each line.

(one word title - 2 syllables)

_____, _____

(two descriptive words - 4 syllables)

_____, _____, _____

(three action words - 6 syllables)

(four words describing a feeling - 8 syllables)

(one word synonym - 2 syllables)



Name: _____

Date: _____

Adverbs

Adverbs are words that tell us more about verbs. They provide information about how, when and where the action happened.

Adverbs often end in 'ly'. Some examples include:

- softly
- slowly
- quickly
- immediately
- quietly.

1. Choose an adverb from the box to complete the sentences below.

softly	slowly	instantly	heavily	quickly
--------	--------	-----------	---------	---------

- a) The snow fell _____ on the ground.
- b) The mouse ran _____ across the room.
- c) _____, she turned into a toad.
- d) The snail crawled _____.
- e) The elephant stomped _____.

An adverb modifies a verb, an adjective or another adverb. An adverb can be confused with an adjective. If the word describes a noun, it is an adjective. If the word describes a verb or another adverb, it is an adverb.

2. Underline the adverbs in these sentences.

- a) The class walked slowly around the museum.
- b) We eagerly explored the dinosaur exhibition.
- c) Jack looked carefully at each exhibit.
- d) The boys sat outside and ate their lunch quietly.
- e) The students ran quickly to catch the train.

Name: _____

Date: _____

- f) The steam train chugged steadily along the tracks.
- g) The school trip was exhausting.

3. Choose an adverb from the box to complete the sentences below.

very	so	finally	twice
------	----	---------	-------

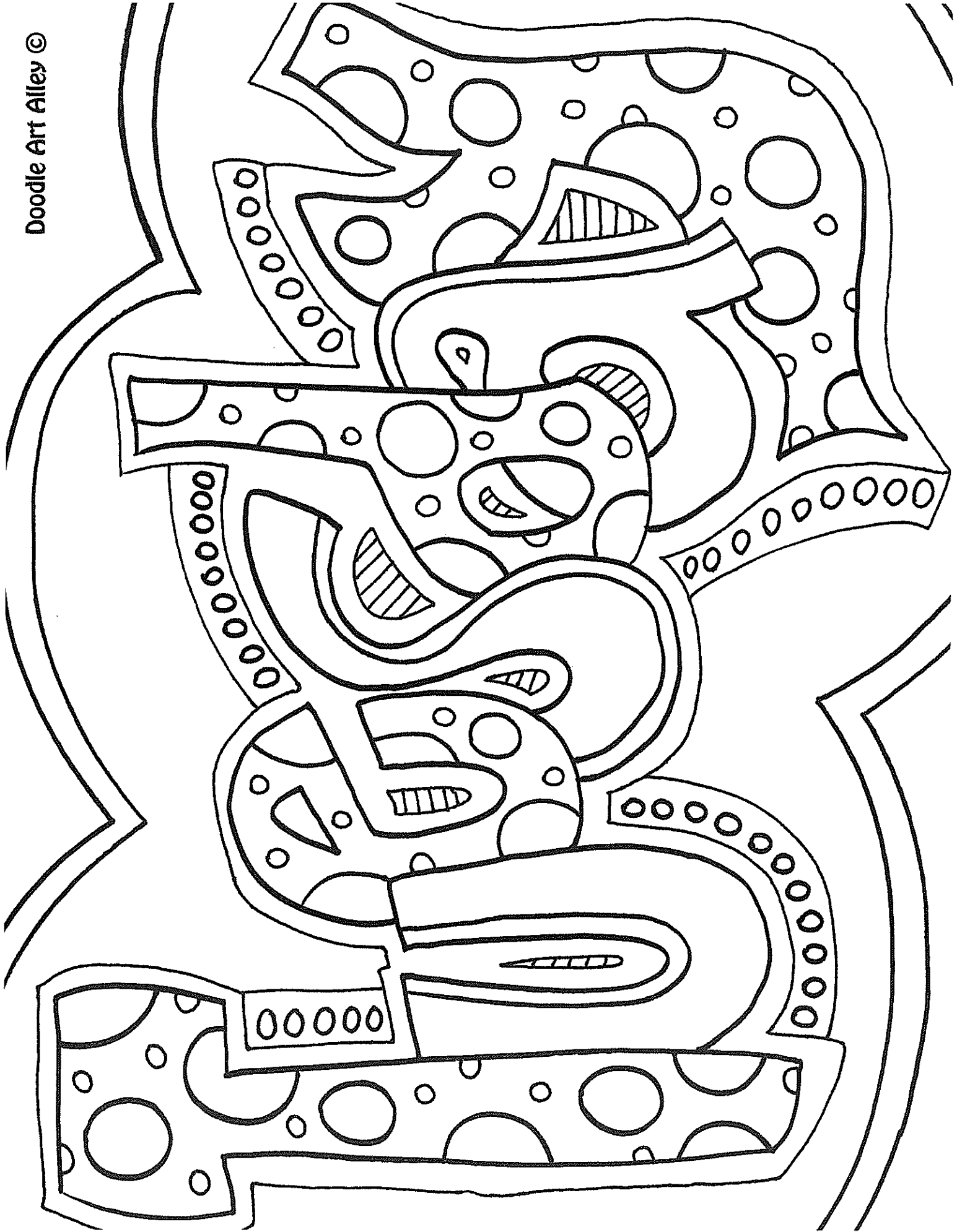
- a) Dad took a _____ long time to cook dinner.
- b) The rain _____ stopped.
- c) The doorbell rang _____.
- d) The movie was _____ exciting.

4. Write three sentences of your own that include an adverb to describe a verb or another adverb. Remember to use capital letters and other correct punctuation.

- a) _____
- b) _____
- c) _____

5. Find the adverbs hidden in the word search. The adverbs can be found in a vertical, horizontal or diagonal line. There are six adverbs to be found.

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



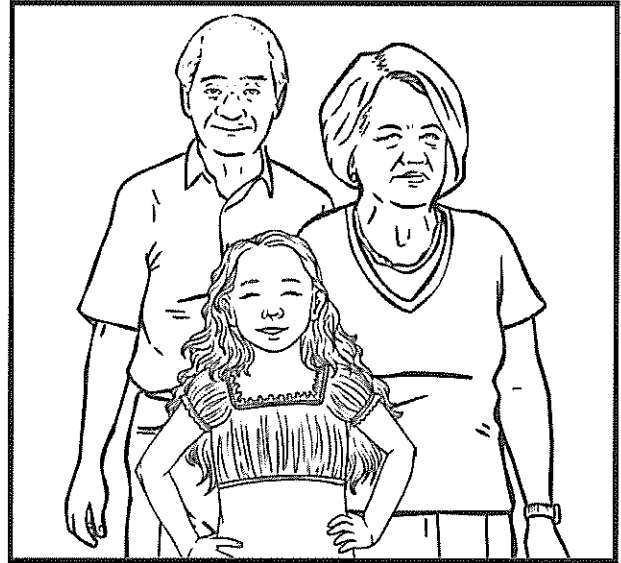
LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

Mr and Mrs Mills of Smith Lane, Ports Bay, could quite possibly be the luckiest couple in the country. William and Betty, who buy a lottery ticket once every month, have been celebrating for the second time in four years.

The couple scooped a huge \$450 000 back in February 2012, having bought their ticket at the very last minute. Once they had recovered from the initial shock, they donated a large amount to several different charities, as well as making improvements to their home and treating their family and friends to a few special holidays.

On the night of their most recent win, Mr and Mrs Mills had their granddaughter staying with them. Betty told us how it happened, "The lottery draw was on television and Alisha happened to be watching it. My husband and I were busy doing the dishes in the kitchen so she asked if she could check the numbers for us. The next thing we know, she's screaming and shouting the house down! I thought she was joking." The couple had five matching numbers, winning them a life-changing amount of \$1.3 million. Mr Mills added, "We were all jumping around and dancing in the living room. We never believed it could happen again." Alisha commented on the experience, "I



William and Betty Mills - are they the luckiest couple in the country?

never knew my grandad could move like that!"

When asked about their secret for choosing winning numbers, Mr Mills explained, "We've always chosen numbers which mean something to us, like family birthdays or house numbers. My lucky number is 13."

The two winners have revealed that they will be donating \$1 million of their win to local, national and international charities. "They need the money more than we do," stated Mrs Mills. "We'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?"

Questions

1. How often do William and Betty play the lottery?

2. When did they win \$450 000?

3. Why do you think they donated some of their prize to charities?

4. How do the couple choose their numbers?

5. Write down two adjectives to describe William and Betty. Give reasons for your choices.

6. How was their second win celebrated?

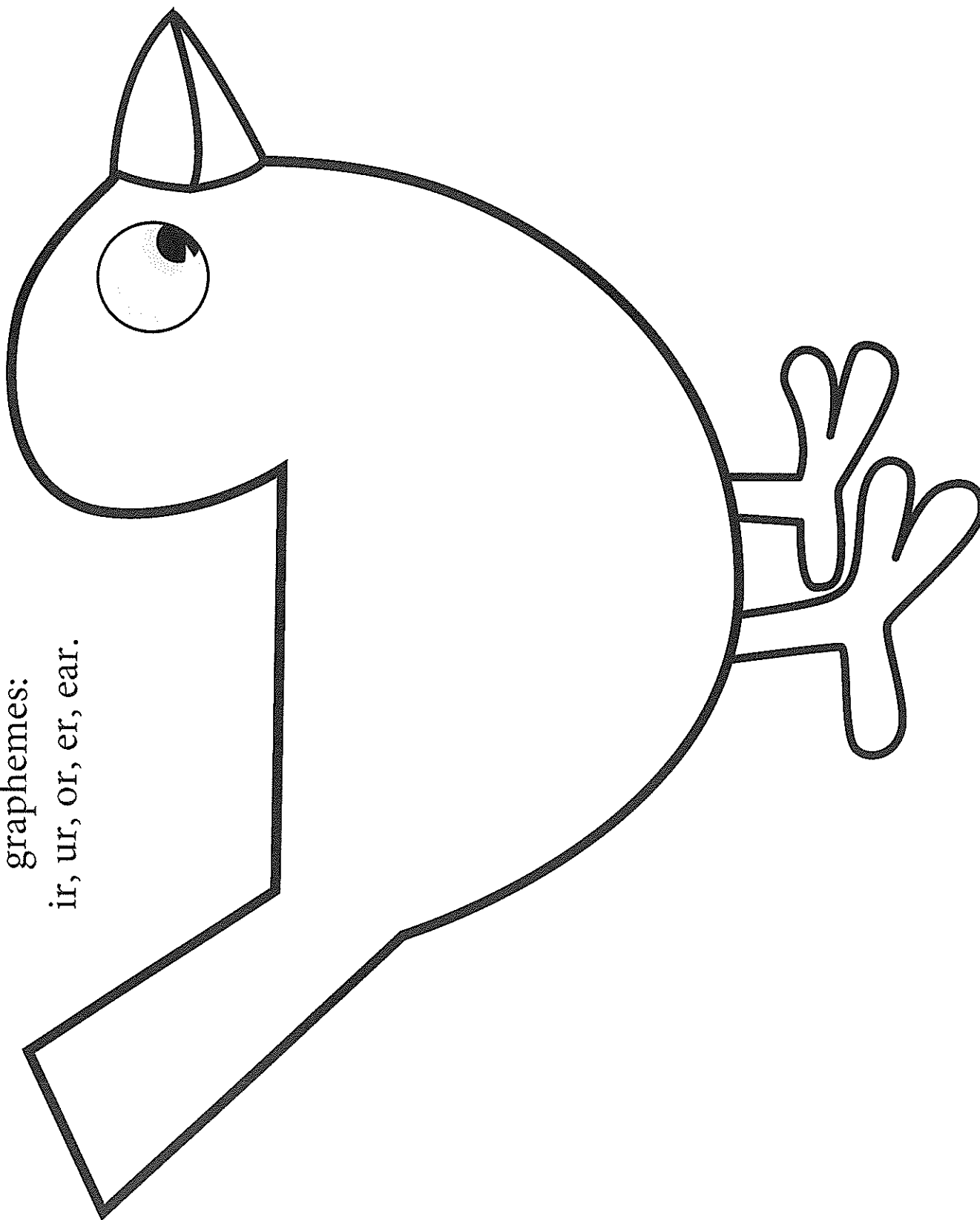
7. What would you do with \$1.3 million? Explain your reasons.

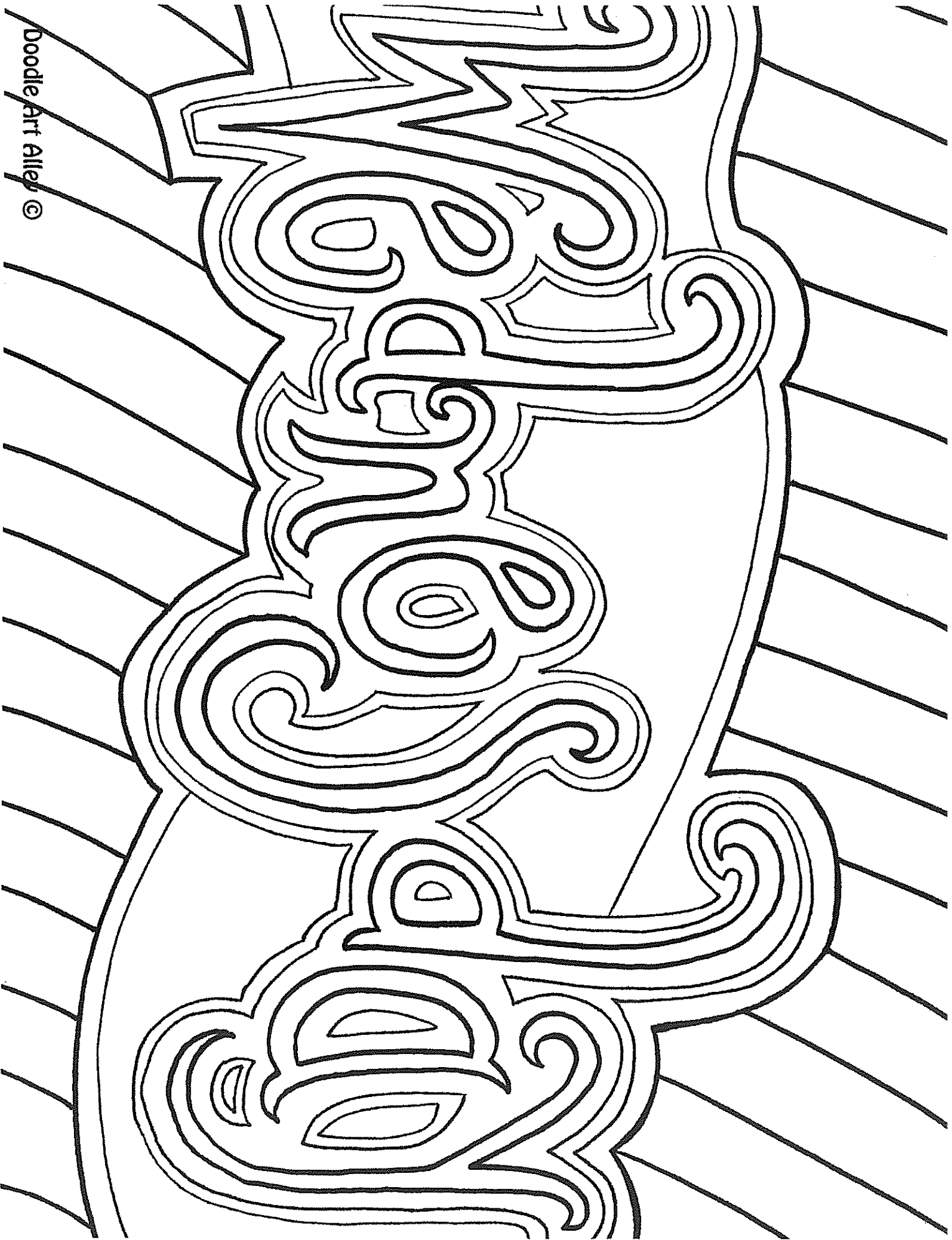
8. William's lucky number is 13. Research on the Internet why some people believe that 13 is unlucky.

Brainstorm some words containing the

graphemes:

ir, ur, or, er, ear.





Unit 23



ir ur or er bird nurse world fern

List Words

- girl _____
- dirt _____
- first _____
- third _____
- thirteen _____
- thirty _____
- were _____
- work _____
- word _____
- hurt _____
- turn _____
- church _____
- early _____
- heard _____
- birthday _____
- circle _____
- herd _____
- term _____
- learn _____
- earth _____
- purple _____
- return _____
- search _____
- world _____
- worth _____

Grapheme Chart

letters	words

1 Circle the letters that represent ir ur or er in the List Words.

2 Write any other letters that can represent ir ur or er 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. Write the words you have made on the lines.

- | | | | |
|---------|---------------|---------|----------------|
| __ ir__ | boy and __ | __ ir__ | a round shape |
| __ ir__ | not clean | __ ir__ | three tens |
| __ ir__ | before second | __ ir__ | date of birth |
| __ ir__ | after second | __ ir__ | three plus ten |

5 Finish the ur words. Write one of these words for each clue.

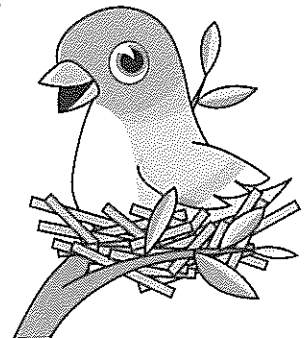
- | | | | | |
|-------|--------|---------|---------|--------|
| t__ n | __ urf | nur__ | t__ tle | p__ se |
| b__ n | __ url | retur__ | ch__ ch | purp__ |

- I am a person. _____ I am a colour. _____
- I am an animal. _____ I am a building. _____
- I mean 'to spin'. _____ I hold money. _____

6 Colour ir ur or er words purple. Colour ar a words yellow. Colour eer ear words blue. Colour air are words green.

★ The letters ear can represent different sounds.

hear	learn	dear
earth	heart	search
bear	early	wear
year	pear	clear



Name: _____ Date: _____

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

ab ah al at ch ck cl eb el et ik il it kh lk lt mb mk

Name: _____ Date: _____

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

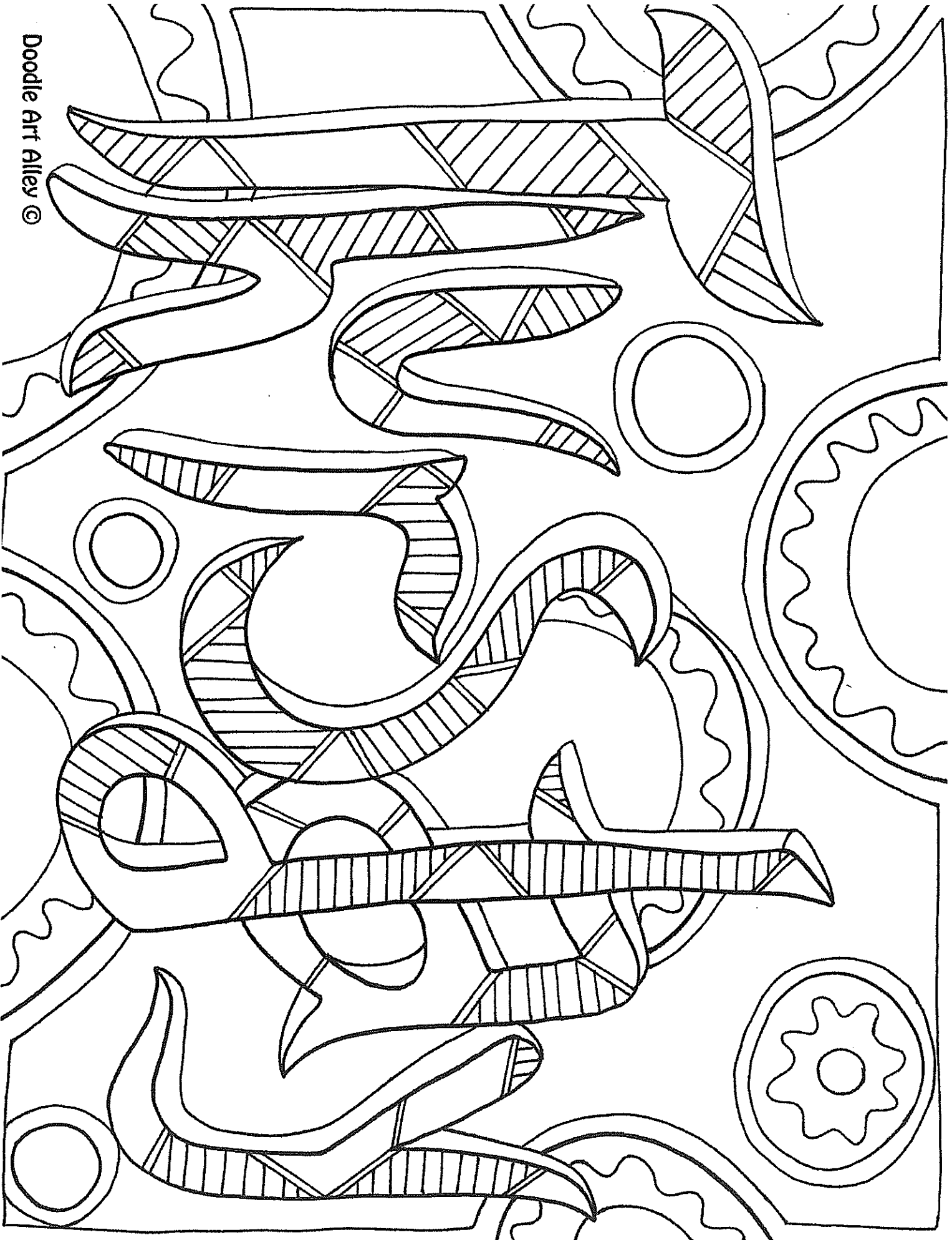
oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi

oi om on or ov oz rm rn rp ru ry vi vy wi wr xi



Name: _____

Date: _____

What Is NAIDOC Week?

NAIDOC Week celebrates and honours Aboriginal and Torres Strait Islander peoples and cultures. The week occurs annually in July, usually including the second Friday. This day was historically celebrated as 'National Aboriginal Day'. NAIDOC Week provides an opportunity for all Australian people to recognise the history and achievements of our First Nations peoples.

The acronym 'NAIDOC' originally stood for the National Aborigines and Islanders Day Observance Committee. In the past, this committee was responsible for organising events during NAIDOC Week. These days, NAIDOC has become the name of the week itself. The new name for the organising committee is the National NAIDOC Committee (NNC). The NNC makes important decisions about NAIDOC Week, such as choosing the annual theme, the focus city and the various competition and award winners.

Every year during NAIDOC Week, an awards ceremony is held in one of Australia's cities. The National NAIDOC Awards are an opportunity to celebrate the significant contributions of Aboriginal and Torres Strait Islander peoples across many fields of endeavour. The National NAIDOC Poster Competition is also held in the lead up to NAIDOC Week.

There are many ways you can celebrate NAIDOC Week in your community or at your school. You might like to:

- research the traditional owners of the land upon which you live
- write a biography of a notable First Nations Australian
- create a poster or artwork about this year's theme
- invite a local Elder to speak to your class about their culture
- visit a local historical site to learn about its significance.

Name: _____

Date: _____

Comprehension Questions

1. What is celebrated and honoured during NAIDOC Week?

2. What are some of the roles performed by the National NAIDOC Committee?

3. What is the purpose of the National NAIDOC Awards?

4. Decide whether the following statements are true or false.

a) NAIDOC Week occurs annually in August. True / False

b) NAIDOC Week is a celebration only for First Nations people. True / False

c) Every year, the NNC selects a theme for NAIDOC Week. True / False

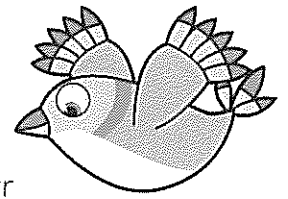
d) An awards ceremony takes place during NAIDOC Week. True / False

e) Schools are unable to celebrate NAIDOC Week. True / False

5. List three ways that you might celebrate NAIDOC Week that are NOT listed in the comprehension text.



7 Read the clues. Finish the words. Write the words you have made on the line.



__ or __ jobs to be done

__ or __ its value

__ or __ write a ____

__ er __ part of the school year

__ or __ the earth

__ er __ group of cows

8 Rewrite these words adding s or es to each one. Write your words in alphabetical order.

👉 Go to Helpful Hints **4** and **5a**

search _____ birthday _____ church _____

word _____ circle _____ world _____

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____


9 Finish these with List Words.

ten, eleven, twelve, _____

ten, twenty, _____, forty

_____, second, third

first, second, _____

10 Finish the words with ir, ur, er, or, ere or ear to represent  ir ur or er. Join each sentence to a picture.

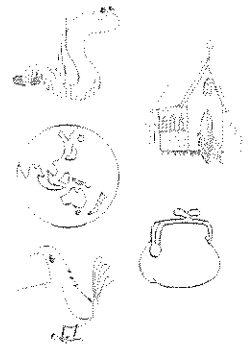
The g____ls w____ w____king in the ch____ch.

Have you h____d the ____ly b____d catches the w____m?

Is the p____ple p____se w____th th____ty dollars?

Th____teen b____ds w____ h____t by the h____d of cattle.

In the f____st t____m we will l____n about our w____ld.



Challenge

Unjumble the letters to make  ir ur or er words to match the clues.

lady with a long tail

robber

day of the week

dammrei _____

gruabrl _____

syarhudt _____

animal that has feathers

room for a baby

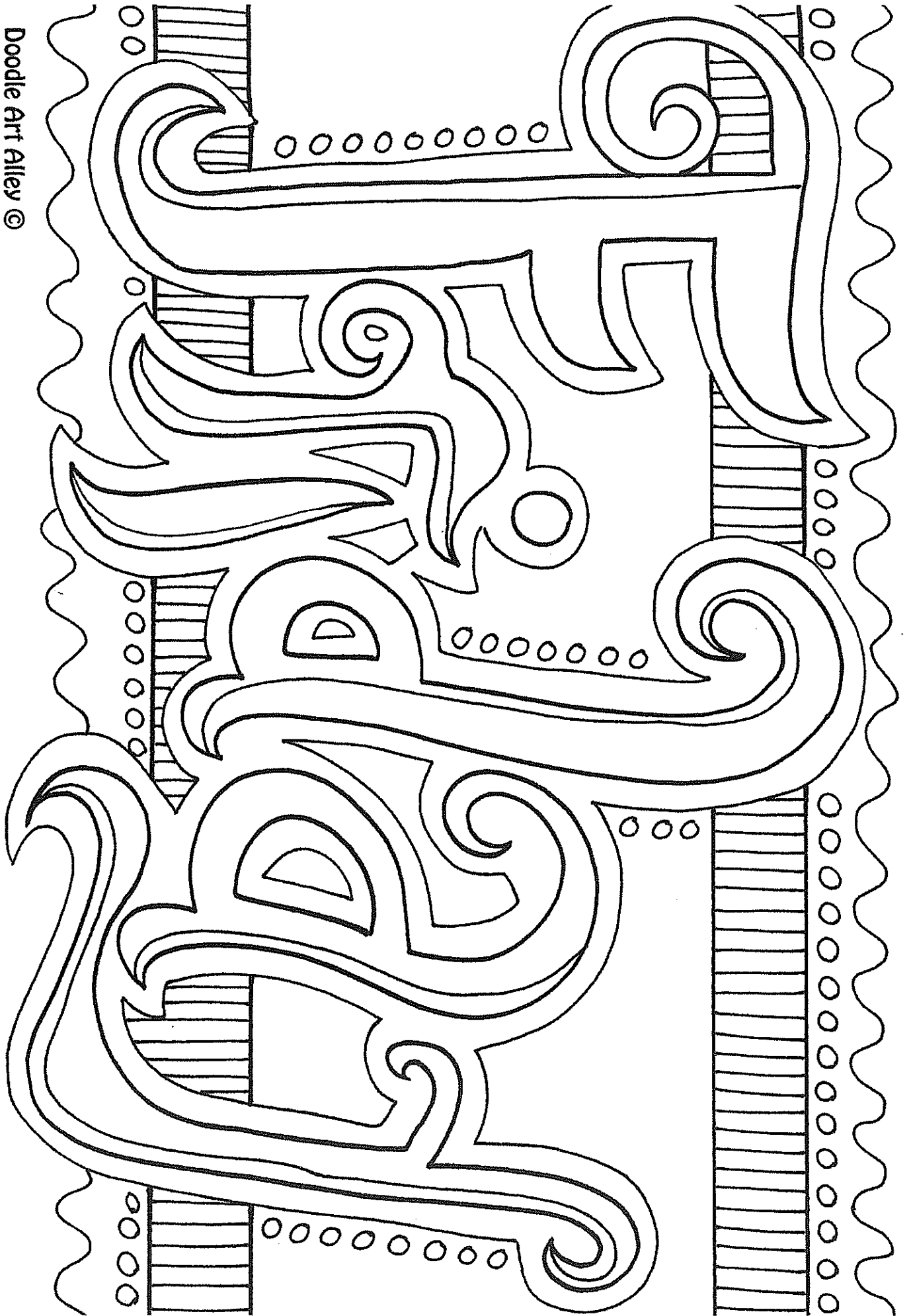
a planet

ekruty _____

yernsru _____

crumeyr _____

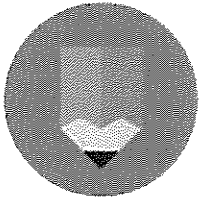
Doodle Art Alley ©



15

Camping Holiday

i climbed up the highest mountain in the town with my family. we could see across the hole city. we spotted our house witch is beside a lagoon. we camped the nite on top of the mountain. we hiked back down the other side in the morning

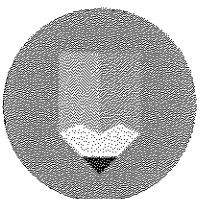


Find 3 spelling mistakes.
Add 5 capital letters and 1 full stop.

**16**

Tyrone's Lunch

tyrone walked down the bissy street. he went inside the local cafay to get something to eat. rush hour was over and he was able to sit in his favurite chair beside the window. he ordered a sandwich with a glass of fresh juice



Find 3 spelling mistakes.
Add 4 capital letters and 1 full stop.



Name _____

Date _____

Diamante Poems

Purpose

Diamante poems compare two subjects and are shaped like a diamond.

Structure

A synonym diamante poem uses two synonyms as the beginning and ending. An antonym diamante poem uses two antonyms as the beginning and ending.

Line 1: A noun (first subject)

Line 2: Two adjectives about the first subject

Line 3: Three 'ing' verbs about the first subject

Line 4: Four nouns (two about the first subject, two about the second subject)

Line 5: Three 'ing' verbs about the second subject

Line 6: Two adjectives about the second subject

Line 7: A noun (second subject)

Rhythm

Diamante poems do not usually follow a rhythm pattern.

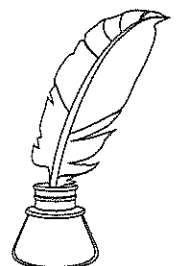
Rhyming Pattern

Diamante poems do not usually rhyme.

Example

Here is an example antonym diamante poem about summer and winter.

Summer
Cloudless, humid
Swimming, relaxing, celebrating
Barbecue, beach, wind, snowman
Shivering, glistening, raining
Dark, icy
Winter



Name _____

Date _____

Writing a Diamante Poem

Step 1

Choose a topic for your diamante poem. Here are some ideas:

- *trees and flowers*
- *puppies and dogs*
- *day and night*
- *fast and slow.*

Step 2

Brainstorm nouns, adjectives and verbs for your synonyms or antonyms.

Step 3

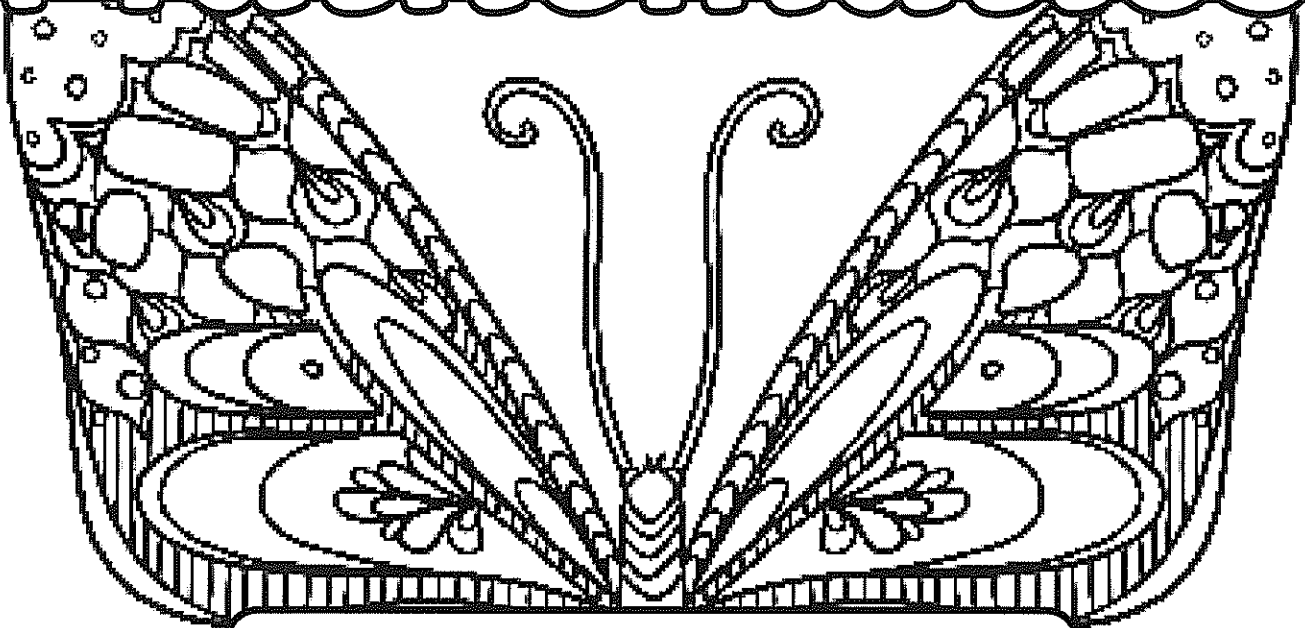
Write your diamante poem.

(noun)			
_____		_____	
(adjective)		(adjective)	
_____			_____
(-ing verb)			(-ing verb)
_____		_____	
(noun)		(noun)	
_____			_____
(-ing verb)			(-ing verb)
_____		_____	
(adjective)		(adjective)	

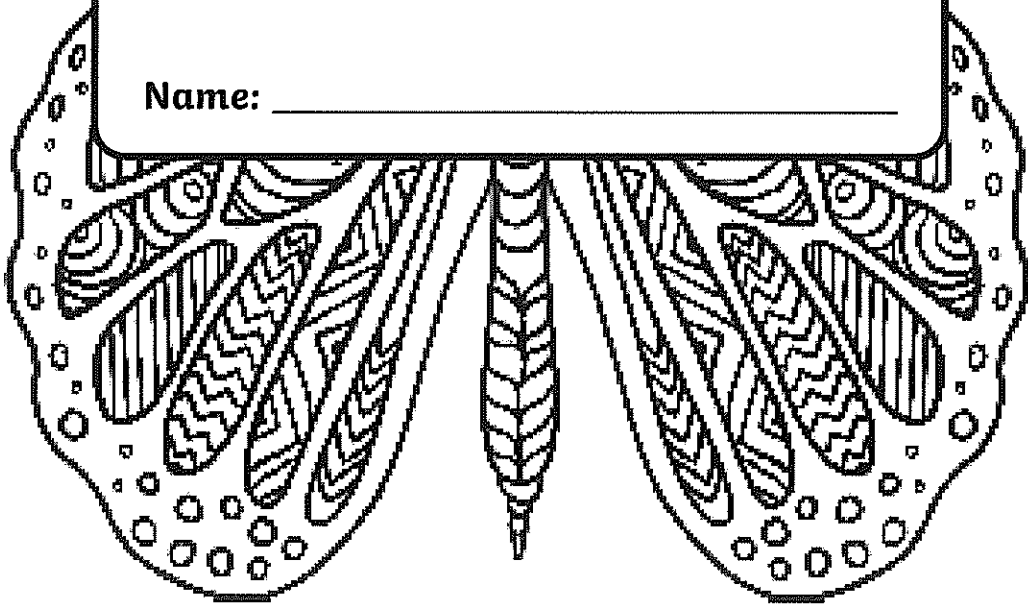
(noun)			



Mathematics



Name: _____



Volume and capacity – litres

Capacity refers to how much liquid a container can hold. Capacity can be measured in litres. We use the symbol L. Next time you go to the supermarket, look out for all the different items that have L for litres on the label. For example, milk cartons are often sold in litres.



- 1 Here is a selection of containers. Work out how many times each container can be filled from a 1 litre carton, such as a milk carton.



a



b



c



d



e



f

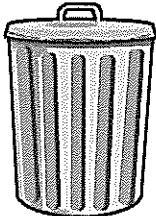

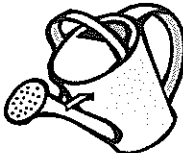



g



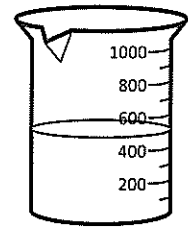
h

- 2 Use a 1 litre carton to estimate and measure the capacity of these containers in litres.





	a waste bin	b saucepan	c watering can	d bucket
Container				
Estimate	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
How many litres?	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Volume and capacity – millilitres

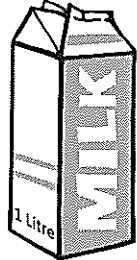

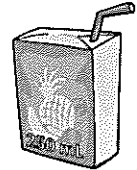


To measure the capacity of smaller containers we use millilitres. The symbol for millilitres is mL. There are 1 000 mL in 1 litre. This litre jug is filled half way so it contains 500 mL of liquid.



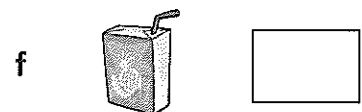
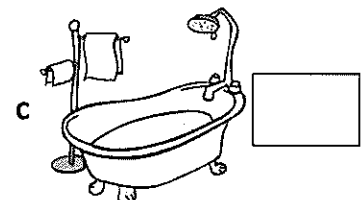
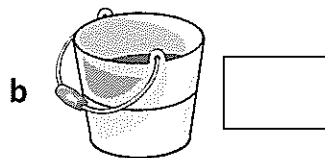
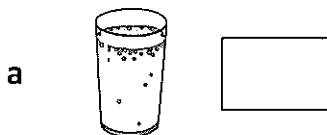
1 How many of each container is needed to fill a 1 litre jug?

Container size	a mug 250 mL 	b glass 200 mL 	c egg cup 50 mL 	d a raindrop 1 mL 
Number needed to fill a 1 litre jug				

2 Order these containers from smallest to largest according to their capacity.

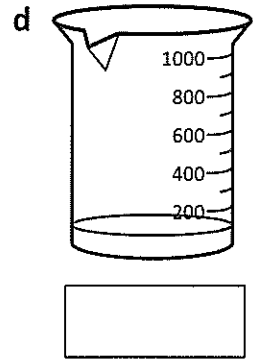
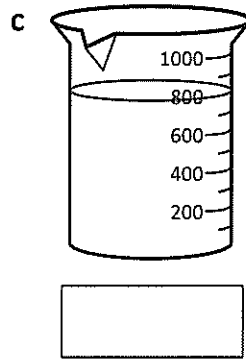
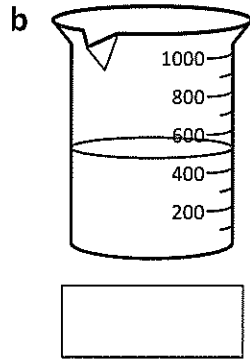
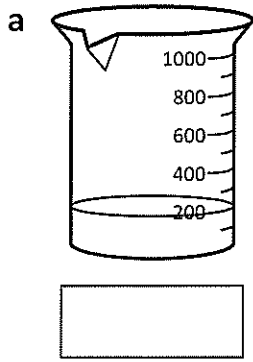
Container	a 	b 	c 	d 	e 
Order					

3 What is the most appropriate unit of capacity for each of these objects – millilitres (mL) or litres (L)?



Volume and capacity – millilitres

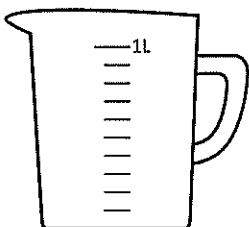
4 Label each of these containers with the amount of water in each:

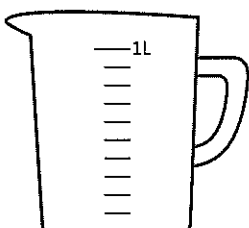


5 Answer the questions based on the amount of water in the containers above.

- a Which container has the most liquid in it? _____
- b Which container has the least liquid in it? _____
- c How much more liquid is there in container c than in container a? _____
- d Which three containers, when added together, would not overflow? _____

6 Mark the level of liquid in these jugs according to each problem.

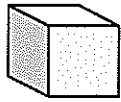
a  Bec pours herself a glass of orange juice from this jug that was full to the 1 litre mark. If the glass she uses is 300 mL, how much is left in the jug?

b  Cam is mixing cordial for a party. He pours in 200 mL of cordial and then adds twice as much water. How much mixed cordial is now in the jug?

Volume and capacity – measuring volume with cubic centimetres

Volume is the amount of space that an object takes up.

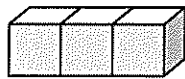
To measure volume we use cubic centimetres.



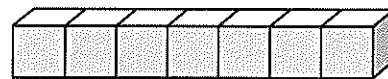
One cubic centimetre is 1 cm long, 1 cm wide and 1 cm high.
The symbol we use for cubic cm is cm^3 .

$$1 \text{ cm} \times 1 \text{ cm} \times 1 \text{ cm} = 1 \text{ cm}^3$$

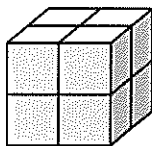
- 1 Use centicubes or base 10 ones to create the following models. Then count the number of cubes to work out the volume of each model.



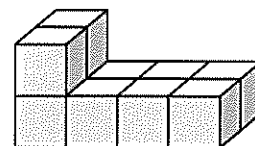
a cubic centimetres



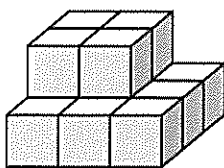
b cubic centimetres



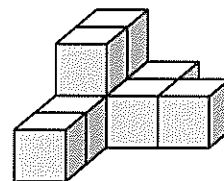
c cubic centimetres



d cubic centimetres



e cubic centimetres



f cubic centimetres

- 2 For this next task, you will need 27 cubes.

a Use all 27 cubes to make a model that is 3 cubes long and 3 cubes wide.

b What is the volume of a model that is 4 cubes long, 2 cubes wide and 2 cubes high?

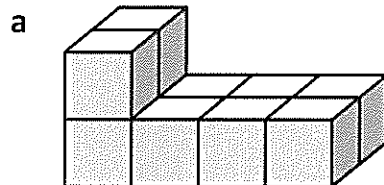
cubic centimetres



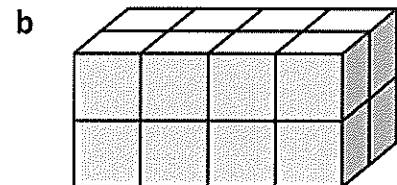
You can use cubes to help with these problems.



1 How many more cubes are needed to make each model a total volume of 64 cubic centimetres?

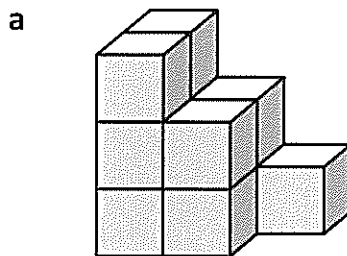


more cubes

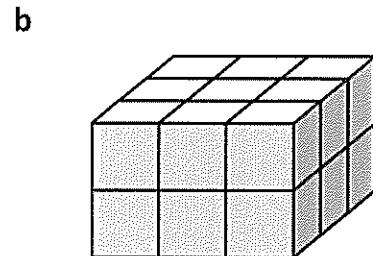


more cubes

2 How many more cubes are needed to make each model a total volume of 27 cubic centimetres?

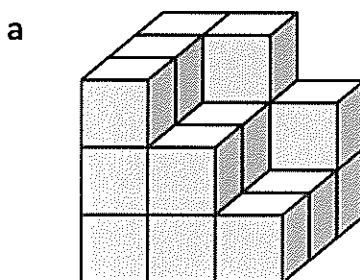


more cubes

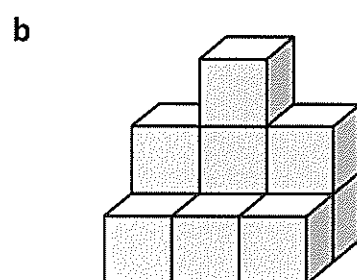


more cubes

3 How many more cubes are needed to make each model a total volume of 125 cubic centimetres?



more cubes



more cubes

Science

Name: _____

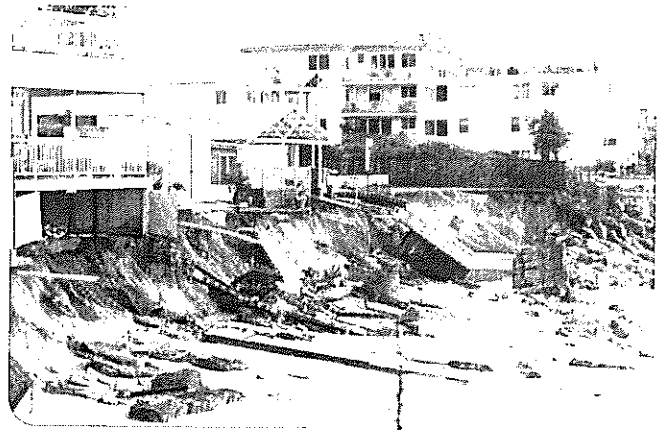
twinkl

visit [twinkl.com.au](https://www.twinkl.com.au)

Case Study:

2016 Storm Erosion at the Northern Beaches in NSW

An example where erosion took place quickly happened in June, 2016. Houses along a stretch of coastline were severely damaged by erosion. Watch Video: Storm Erosion



The photo above was taken from a drone shortly after the erosion took place. It shows the damage from an aerial perspective.

Let's examine this erosion in detail.

Name of local area	Collaroy-Narrabeen
Type/s of erosion	Physical weathering – storm Human activity - land clearing
What causes it?	Huge waves and king tide
How can erosion be minimised?	Erosion is unavoidable but several measures can be taken to lessen coastal erosion: <ul style="list-style-type: none">• Sand replenishment from local building sites to supplement sand and build up sand on eroded beaches. Dredge sand periodically from the nearby lagoon and replenish the beach.• Seawalls were built to reduce further coastal erosion.• Managing coastal dunes and ensure people are staying on the dune pathways as walking through the dune vegetation can destroy plants which in turn, destabilises the dunes, furthering erosion.

Assessment Task 3

Success Criteria:

- Use scientific language to describe erosion.
- Justify your explanation of what is causing the erosion.
- Research how erosion can be minimised, eg constructing boardwalks.

Conducting Your Own Case Study

Now it is your turn to investigate your local area and identify any signs of erosions in your surroundings.

It can be an erosion caused by natural forces or human movement and activity.

Using knowledge and skills you have learnt throughout this unit, you are going to examine and describe the erosion. Please include a photo (preferably) or alternatively, you may also draw the local area.



--	--

Name of local area	
---------------------------	--

Type/s of erosion	
--------------------------	--

What causes it?	
------------------------	--

How can erosion be minimised?	
--------------------------------------	--

Health and

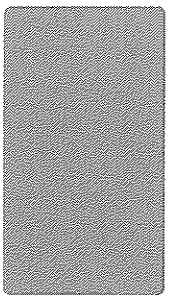
Physical

Education

Name: _____

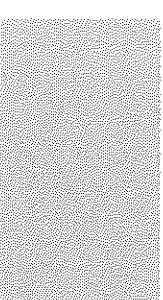
Healthy Eating and Living

Start



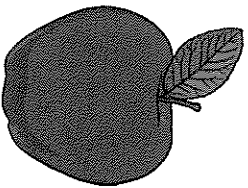
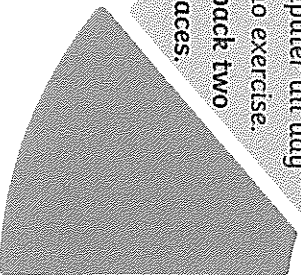
You danced to a song today!
Move forward two spaces.

Uh oh! You ate too many crisps.
Go back two spaces.



You've had your '5 a day' today!
Move forward two spaces.

Oh no! You played on the computer all day with no exercise.
Go back two spaces.

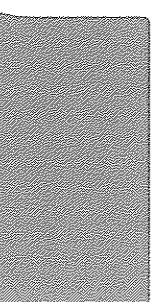
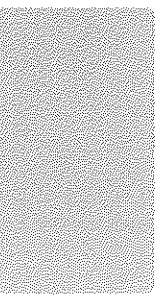


Finish

Oh no! You ate too many sweets.
Go back three spaces.

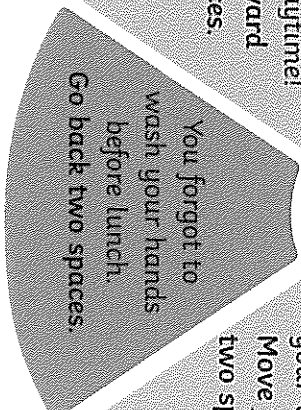
You ate too many chips!
Go back two spaces.

Uh oh! You ate too many crisps.
Go back two spaces.



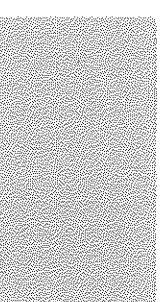
You drank all of your water today!
Move forward two spaces.

You forgot to wash your hands before lunch.
Go back two spaces.

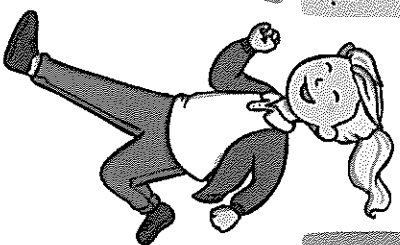


You played football in the park!
Move forward two spaces.

You forgot to brush your teeth.
Go back two spaces.

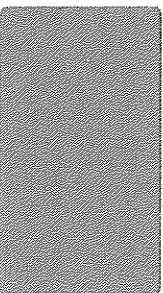


You played a running game at playtime!
Move forward two spaces.



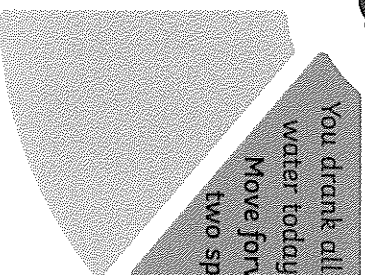
Oh no! You ate too many sweets.
Go back two spaces.

You went swimming today!
Move forward two spaces.



You ate too many chips!
Go back two spaces.

You drank all of your water today!
Move forward two spaces.

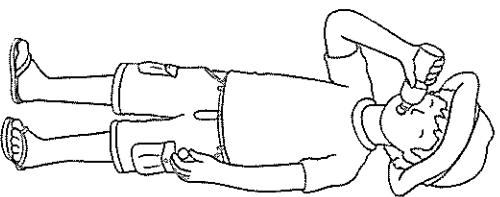
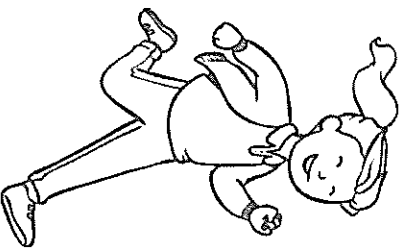


Healthy Eating and Living Board Game

Instructions

Roll the die and move your game piece that number of squares. Read the statement in the space and move forwards or backwards as directed.

This game can be for 2-4 players. The first player to get to the end wins!

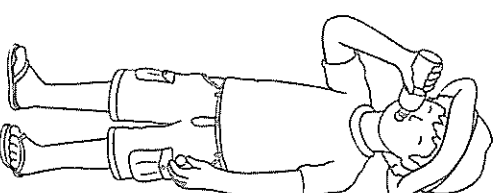
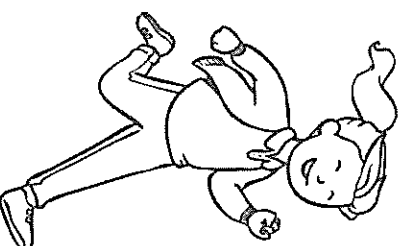


Healthy Eating and Living Board Game

Instructions

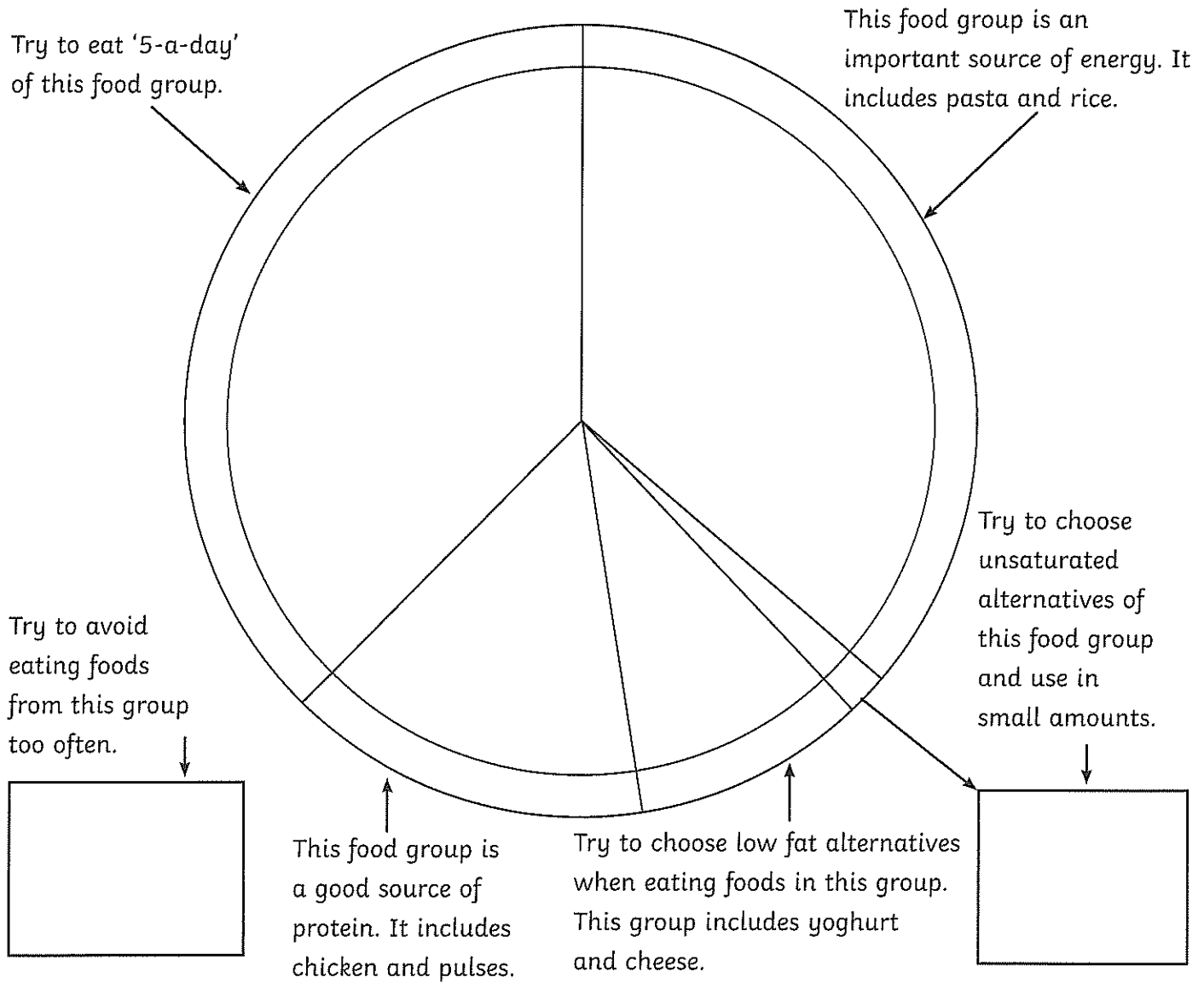
Roll the die and move your game piece that number of squares. Read the statement in the space and move forwards or backwards as directed.

This game can be for 2-4 players. The first player to get to the end wins!



Finding the Food Group

We can divide the food we eat into five food groups. We should follow a balanced diet to stay healthy. We should eat a variety of different foods in correct proportions. The plate below shows you the five food groups. We should always try to eat more of the two largest food groups and less of the food groups in the smaller sections.



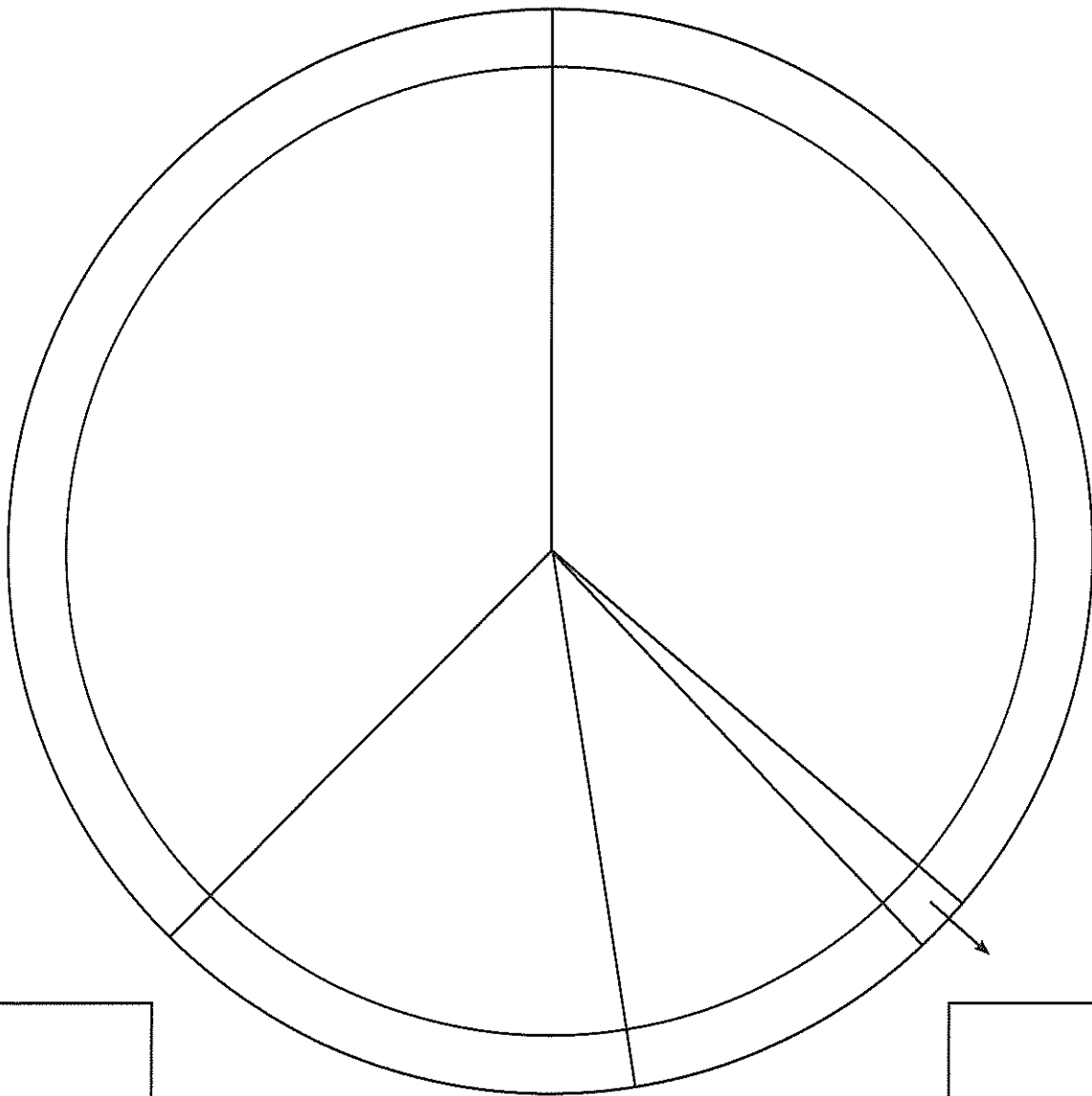
Label each section of the plate with one of the following:

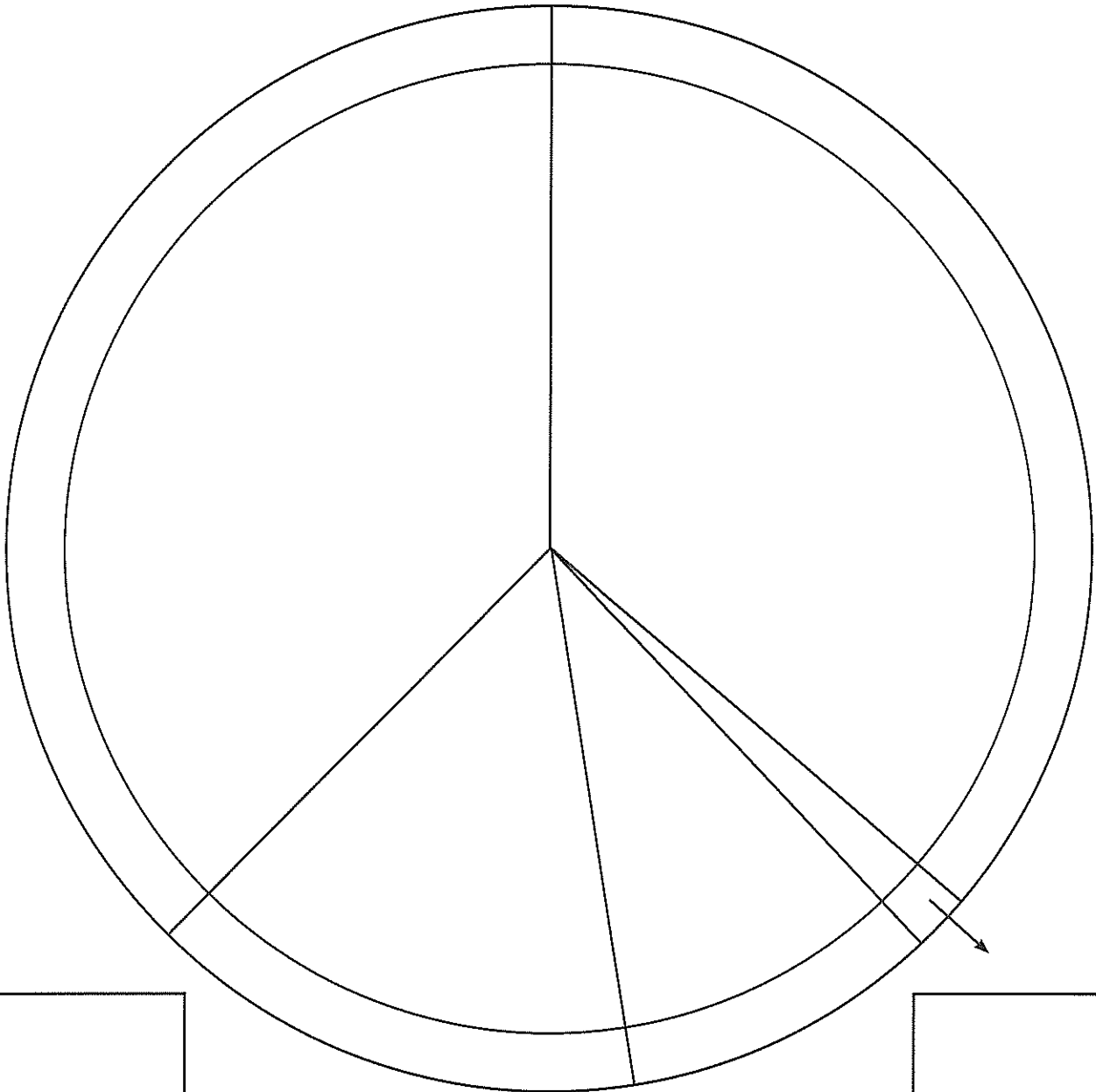
1. bread, rice, potatoes, pasta and other starchy foods
2. fruit and vegetables
3. meat, fish, eggs, beans and other non-dairy sources of protein
4. milk and dairy foods
5. foods and drinks high in fat and/or sugar
6. oils and spreads

Finding the Food Group

Look at this list of foods. Write each one in the correct section of the plate.

chocolate	museli	cabbage	cous cous	cauliflower
cheese spread	nuts	roast beef	doughnut	wholemeal loaf
margarine	peas	cheddar cheese	ciabatta	fromage frais
haddock	mushroom			

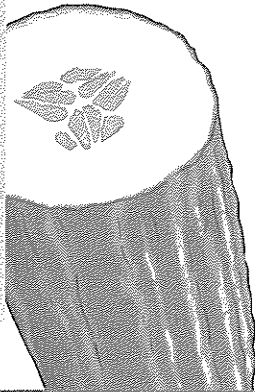




Food Groups

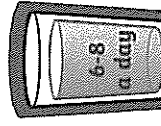
Fruit and Vegetables

These are good sources of vitamins and minerals and fibre. Aim to eat 5 portions a day! Choose from fresh, frozen, tinned, dried or juiced. Fruit juice and/or smoothies should be limited to no more than a combined total of 150ml per day.



Carbohydrates

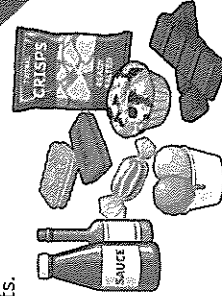
Starchy foods such as potatoes, bread, rice, pasta and cereals should make up just over a third of the food you eat. These are important for giving us energy. Choose higher fibre, wholegrain varieties, such as wholewheat pasta and brown rice, or simply leave skins on potatoes.



Water, lower fat milk, sugar-free drinks including tea and coffee all count.
Limit fruit juice and/or smoothies to a total of 150ml a day.

Food and Drinks High / or Sugar

Eat less often and in small amounts.



Oil and Spreads

Choose unsaturated oils and spreads and use in small amounts. Eat sparingly.

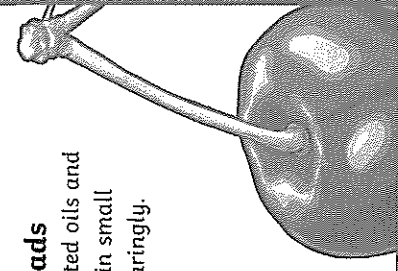


Dairy and Alternatives

These are a source of calcium which is important for strong teeth and bones. Choose lower fat and sugar options.

Proteins

Proteins such as beans, pulses, fish, eggs, meat are very important for helping us grow and build muscles. Beans and pulses are a good alternative to meat as they contain less fat and are higher in fibre and protein. Try to eat 2 portions of fish a week, and try to reduce intake of red and processed meat.



Geography

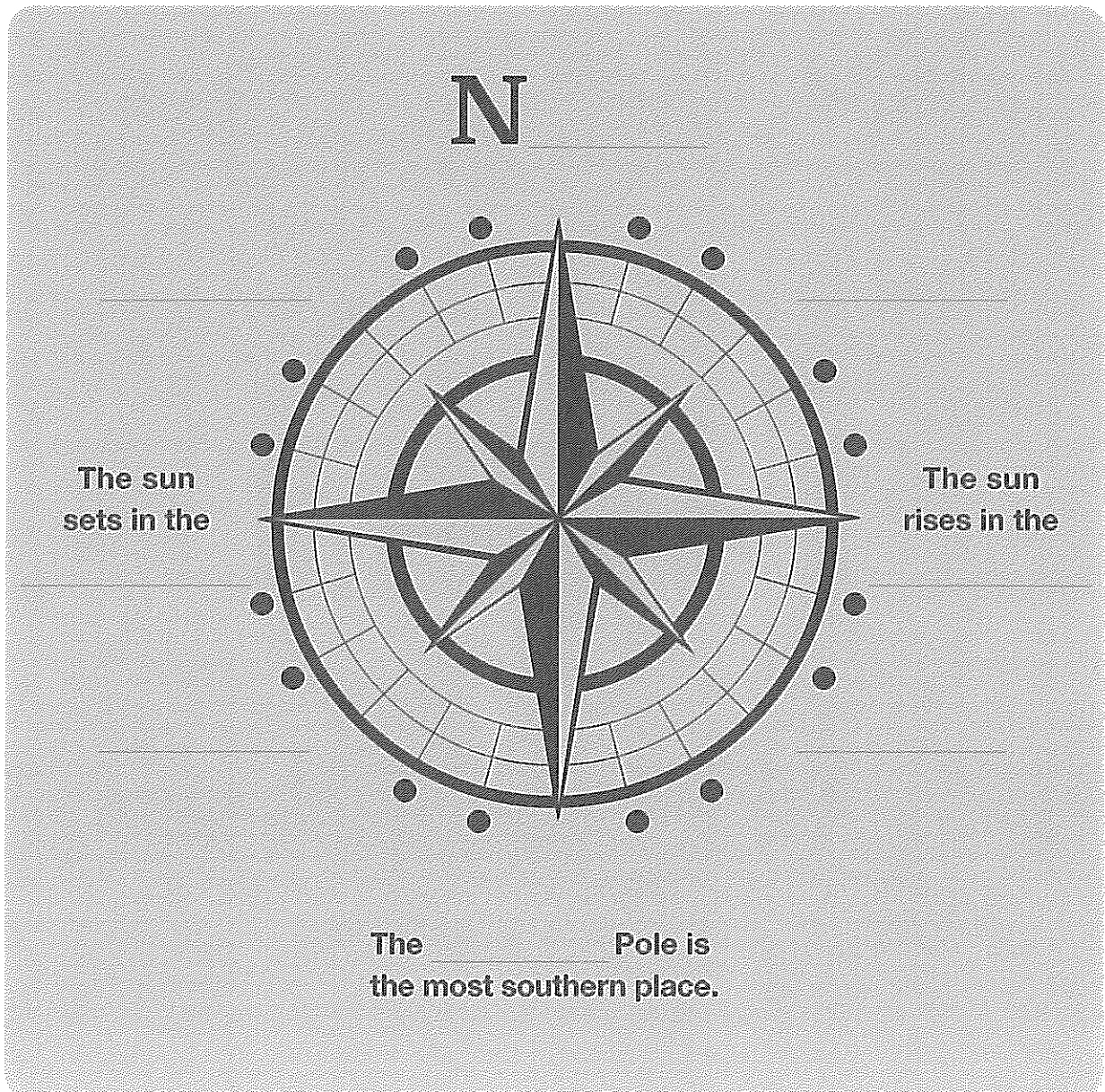


Name: _____

Mapping - Compass - North Point

We can use a compass to help us find places. A compass shows north, east, south and west. Just the first letter is used on a compass. The moving pointer always points to North. The North Point is always marked on a map.

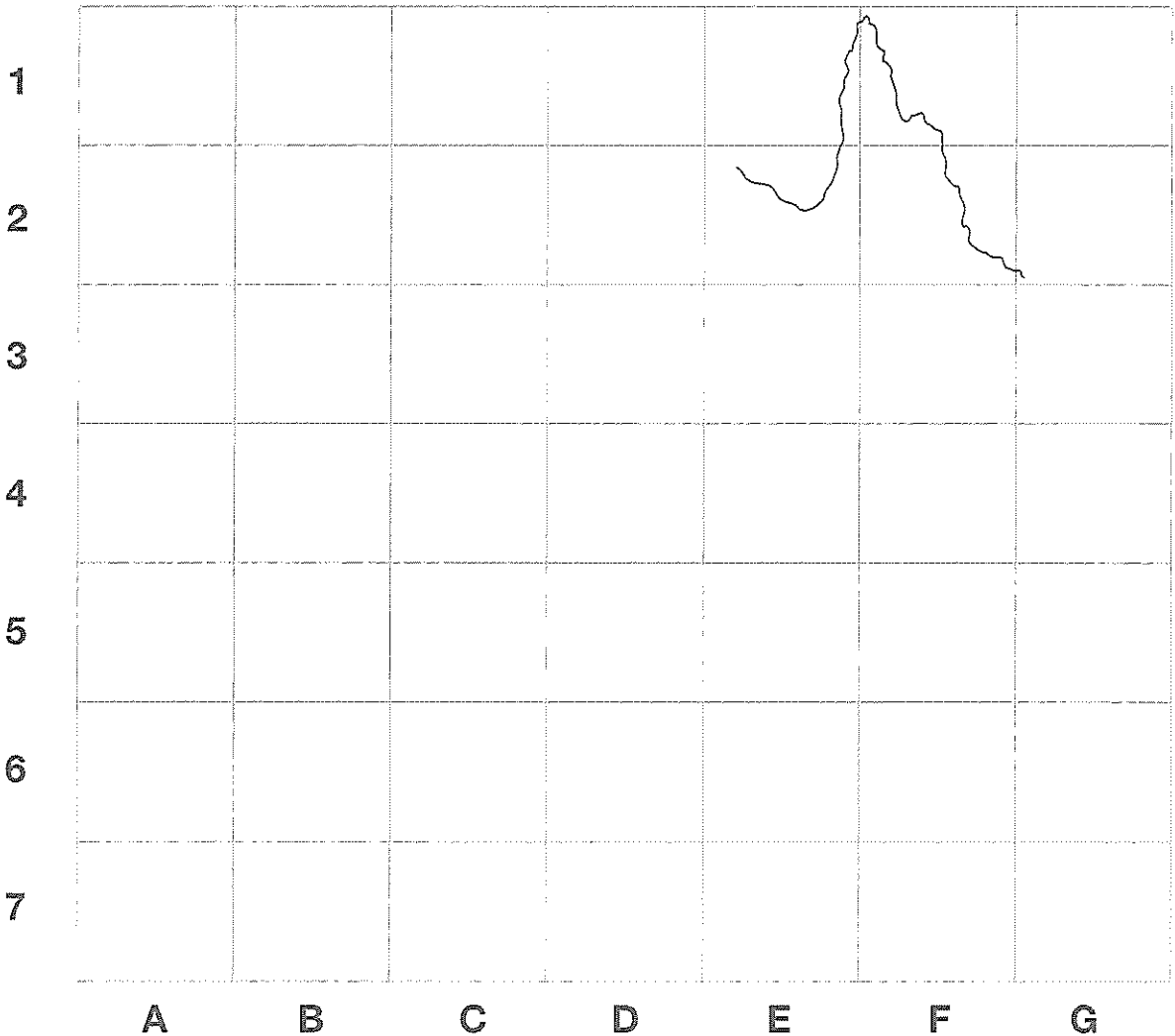
- 1 Add the other letters to the compass. Put the words in the correct spaces.
North, East, South, West.



There are more points to a compass than just North, East, South and West. Can you add four more points to the compass?

Mapping - Scale

It is impossible to draw a map in its real size. Maps are drawn to scale which means that if you made it bigger or smaller it would look exactly the same. Australia is much bigger than this map but you can change the size by making the grid lines bigger or smaller. Copy the map onto the bigger grid lines.



Visual Arts

Name: _____

Package 1 - Year 3 and 4 Creative arts - Superhero art insects

Your child will learn about patterns, colours, shapes and lines in artworks.

On this page

- [Before your child starts](#)
- [What your child needs to do](#)
- [What your child can do next](#)
- [Options for your child](#)
- [Extension/additional activity](#)
- ['Metamorphosis'](#)

Week 5 - Package 1 - Year 3 and 4 Creative arts - Superhero art insects

Things your child will need

Have these things available so your child can complete this task.

Ideal

- Computer
- Paper, lead pencil and eraser
- A variety of potential artmaking equipment depending on your child's preference
- [Link to the artwork 'Wanka' \('Spider'\) by Pitjantjatjara artist Harry Tjutjuna](#)External link from the collection at the Art Gallery of NSW
- Poem 'Metamorphosis' by Jackie Hosking, illustrated by Matt Ottley (see below) [Copyright: The School Magazine, Orbit, Issue 10, 2019] (included below)

Back up

- Smartphone
- Paper and pencils
- Another artwork about an insect or superhero

Before your child starts

Things to think about:

- What information are you able to share with your child about insects and metamorphosis? (Metamorphosis is a process that some animals go through to become adults. Two examples are a caterpillar to a butterfly and a tadpole to a frog.)
- What do you know about patterns, colours, shapes and lines in artworks?
- Do you have any comic books or any knowledge of movies with superheros that you can share with your child?

What your child needs to do

1. Ask your child what they know about metamorphosis. Read the poem 'Metamorphosis' by Jackie Hosking, illustrated by Matt Ottley (see below) [Copyright: The School Magazine, Orbit, Issue 10, 2019] with your child. Discuss what it is about.
2. Recite the poem and use movement to match the meaning of the words and this aspect of the life cycle of a butterfly.
3. Investigate with your child the Aboriginal artwork 'Wanka' ('Spider') by Pitjantjatjara artist Harry Tjutjuna from the collection at the Art Gallery of NSW.[External link](#) He is a renowned artist from Australia's Southern desert region. Locate this on a map. This artwork is about 'Wati Wanka (Spider Man)' who is a powerful and clever man, a traditional healer or doctor. Find the spider and eggs in the artwork with your child. Identify and discuss the colours, shapes and lines, particularly around the spider's legs.
4. Ask your child to think of an animal or insect they think is clever and/or powerful.

What your child can do next

1. Discuss popular superheroes and their characteristics with your child. Ask your child to draw, paint or build their own superhero with some special abilities. This might be either the animal or insect identified earlier or a person. Your child may use whatever materials they have available. For example, it may be a painting, a drawing, a sculpture, or been sewn using fabrics and so on.
2. Encourage your child to write an artist intent statement to indicate what their artwork is about. This statement must include information about the character that has been created and details about how the work was created.

Options for your child

Activity too hard?

Find images of superheroes and discuss their features.

Activity too easy?

Create a cartoon about your superhero character and their special powers.

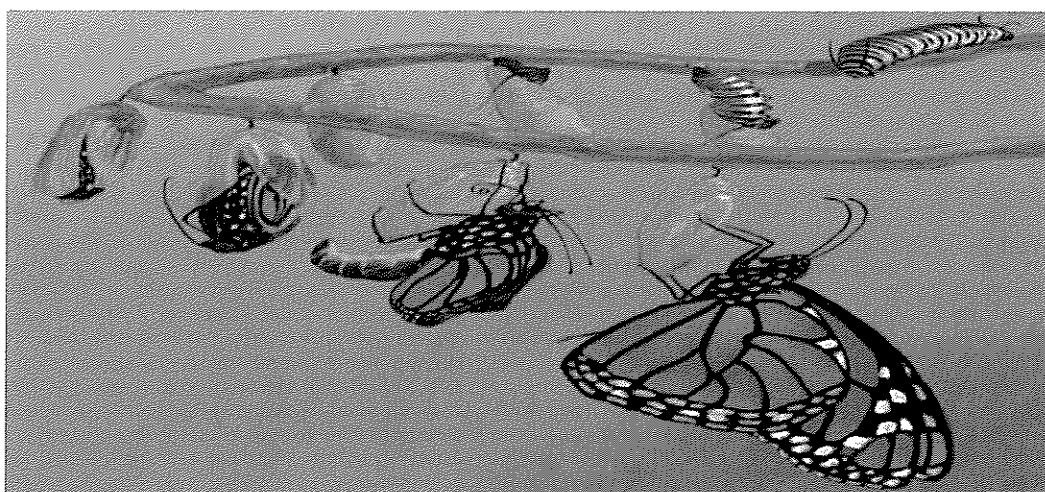
Extension/additional activity

Create further superheroes and use them in a narrative. Create artworks for each character and then turn this into a complete comic book story.

'Metamorphosis'

By Jackie Hosking, illustrated by Matt Ottley.

[Copyright: The School Magazine, Orbit, Issue 10, 2019



'I wrapped myself inside myself

And gave myself a kiss

Caterpillar

Butterfly

Metamorphosis.'

Page metadata

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