

## Years 7 to 9: Monday, March 23

### TASK 1: WELLBEING

**Approx: 40 mins**

#### **Note to Parents/Guardians:**

You will not be able to stick to your usual routine, but you can create a routine while you're at home to make sure that you are getting things done and making time for activities that will help with everyone's health and wellbeing. There are numerous studies that support the idea that sticking to a regular routine will help everyone during this time, especially young people. Try as far as possible to have regular meal times, the expectation that everyone is out of their PJs and ready to work and have an area set up for schoolwork.

Get the kids involved in making a family routine chart, every family is different, so feel free to design it however you want. The main thing is to maintain the routine.

#### **You will need:**

Some paper and pens for writing

A blank piece of paper (A3 or A4)

Pencils, crayons, paint or pastels.

OR

Device with word processing program or calendar/organiser app.

#### **Activity: Create a family routine chart**

Have a think about all of the things that you should do each day, especially to keep you healthy and feeling good.

List the everyday things like chores, meals, sleep, showers, caring for pets etc

List the things you HAVE to do (like schoolwork).

List the things you'd LIKE to do (hobbies, games ... the fun stuff)

List the things that are GOOD to do (like exercise)

Talk about and decide what you need to do every day and why each of these things is important.

Design and create a list, chart or timetable that will help you and your family create a daily routine that works for you.

Would it be better if you had your own routine chart? Then create individual charts.

Decorate your chart and put it up so that you can follow it each day.

#### **Curriculum Links:**

##### **Personal and Social Capability: Awareness and Management**

**Years 7 and 8:** Discuss the range of strategies that could be used to cope with difficult tasks or changing situations.

**Year 9:** Analyse the significance of independence and individual responsibility in the completion of challenging tasks.

### TASK 2: ENGLISH

**Approx: 40 mins**

#### **Writing**

#### **Note to Parents/Guardians:**

*This is an activity that students could do on their own but sharing their list of words with you could be a great way to help you maintain communication with your child and to monitor their wellbeing.*

**Activity:**

1. Write a list of things you miss about school. Then write a list of things you won't miss about school.

2. Choose one thing from each of your lists, one good thing and one bad thing. Create two acrostic poems, one based on each words. An acrostic is a poem where certain letters in each line spell out a word or phrase. The first letters of each line can be used to spell the message, but you can use any letter in the word.

**Curriculum Links:****English: Literature – Creating Literature**

**Year 7:** Experiment with text structures and language features and their effects in creating literary texts (VCELT385).

**Year 8:** Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts.

**Year 9:** Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447).

**BREAK: 30 minutes****TASK 3: GEOGRAPHY**

**Approx: 40 mins**

**Geography - Kids News****Note to Parents/Guardians:**

*Kids News is a daily news service of kid friendly news stories with a range of educational activities. This is a good daily activity, as the stories cover all curriculum areas. We will be selecting a curriculum area each day to work from. Sometimes it is good to allow students to follow their own interests, but particular stories will be selected in the coming days.*

**Activity:**

Follow the link to find the Kids News Geography stories.

<https://www.kidsnews.com.au/geography>

Choose a news story that is interesting to you and complete the activities at the bottom of the article.

**Curriculum Links:****Geography – Place, Space and Interconnection**

**Years 7 and 8:** Explain processes that influence the characteristics of places.

**Year 9:** Predict changes in the characteristics of places over time and identify the possible implications of change for the future.

**TASK 4: MATHEMATICS**

**Approx: 45 mins**

**Maths – Whole Numbers****Note to Parents/Guardians:**

The secret to improvement in mathematics is like improvement in sport, learning an instrument or any other skill – regular daily practice. If your child has access to their mathematics textbook, please encourage them to work through this on the suggested topics.

If you do not have this, or feel that they need to work through different topics, use the [ezymathstutoring.com.au](https://www.ezymathstutoring.com.au) links. These are divided into year groups. If the activities or the topics in the year group are not right for your child, choose a lower or higher year group to find topics and activities that are more suitable.

This could be a great opportunity for revision or for kids to have another go at topics that they may not have mastered in the past. You will need internet access and the links below

**Activity:****Year 7**

<https://www.ezymathstutoring.com.au/Worksheets/Year%207%20Whole%20Numbers%20Worksheet.pdf>

Answers

<https://www.ezymathstutoring.com.au/Worksheets/Year%207%20Whole%20Numbers%20Worksheet%20-%20ANSWERS.pdf>

**Year 8**

<https://www.ezymathtutoring.com.au/Worksheets/Year%208%20Whole%20Numbes%20Worksheet.pdf>

Answers

<https://www.ezymathtutoring.com.au/Worksheets/Year%208%20Whole%20Numbes%20Worksheet%20-%20ANSWERS.pdf>

**Year 9**

<https://www.ezymathtutoring.com.au/Worksheets/Year%209%20Number%20Worksheet.pdf>

Answers

<https://www.ezymathtutoring.com.au/Worksheets/Year%209%20Number%20Worksheet%20-%20ANSWERS.pdf>

**Curriculum Links:****Mathematics: Number & Algebra – Number and Place Value**

**Year 7:** Introduce the concept of variables as a way of representing numbers using letters.

**Year 8:** Factorise algebraic expressions by identifying numerical factors, Simplify algebraic expressions involving the four operations.

**Year 9:** Extend and apply the index laws to variables, using positive integer indices and the zero index.

**LUNCH: 60 minutes****TASK 5: ENGLISH**

**Approx: 20 mins**

**Drop Everything and Read****Note to Parents/Guardians:**

*This is a daily activity where everyone stops what they are doing and reads for 20 minutes. It helps if you do this at the same time each day and join in yourself!*

**You will need:**

A book or other material that the student wants to read and can spend at least 20 minutes reading it. It is important that it is something they are interested in and are motivated to read.

**Activity:**

Find a comfortable place and read for 20 minutes.

**TASK 6: DIGITAL TECHNOLOGIES**

**Approx: 60 mins**

**Hour of Code****Note to Parents/Guardians:**

*This activity uses the Hour of Code website. This is a free, worldwide initiative of Computer Science Education Week. Students can follow the links to find activities that suit their age and level of experience.*

**You will need:**

A device with internet access.

**Activity:**

Learn or practice creating code using the following link: <https://hourofcode.com/au/learn>

Choose your own level and complete the project.

**Curriculum Links:****Digital Technologies: Creating Digital Solutions**

**Years 7 and 8:** Develop and modify programs with user interfaces involving branching, iteration and functions using a general-purpose programming language.

**Year 9:** Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language.

## **BREAK: 30 minutes**

### **TASK 7: ARTS: THE VISUAL ARTS**

**Approx: 60 mins**

#### **Art – Direction Drawing**

##### **Note to Parents/Guardians:**

*In this activity, you can call out the instructions or the student can read them. You can repeat the exercise by using as many different directions as you can think of. Do it together and see how different your artworks are – this could lead to discussion about why your drawings are different and why you chose to draw things in a particular way.. If you are calling out the directions, give your child plenty of time to think about what they will do and draw as well as they can.*

##### **You will need:**

A blank piece of paper (A3 or A4)  
Pencils, crayons, paint or pastels.

##### **Activity:**

1. Draw five straight lines from one edge of your paper to the other.
2. Draw three more straight lines from one edge of the paper to the other and make the lines cross over the lines you have already drawn.
3. Draw four circles – any size – anywhere on your paper.
4. Draw two wiggly lines beginning in the middle of the paper and ending up somewhere on the edge of the paper.
5. Colour in three of the four circles.
6. Colour in any other parts of the paper however you want.
7. Repeat the activity on a new page but change the directions!

##### **Curriculum Links:**

**The Arts – Visual Arts: Create and Perform**

**Years 7-9:** Create and display artworks describing how ideas are expressed to an audience.

### **SUGGESTED LUNCHTIME ACTIVITIES**

- Do 3 small chores around the house to help out your family members and save you doing them at night.
- Ride your bike around block or meet a friend to ride close to your house or street.
- Call or Facetime a friend to see how they are filling their day.
- Design a new garden bed for your backyard and plan where it could go and what you would need.

**NOTE:** These free activities are written by qualified, practising teachers in accordance with/with reference to the Australian National Curriculum 2020 and are intended to be used as a guide for parents.