

# LEARNING AT HOME

**Years 3 and 4: Tuesday, April 21**

## TASK 1: LITERACY

Approx: 40 mins

### Behind the News ABC TV

#### Note to Parents/Guardians:

A child will need a device to watch the ABC Kids news program 'Behind the News'. The main topic from this episode is to do with the Corona Virus, you could watch a previous episode if you would rather a different topic.

#### Activity:

Watch 'Behind the News' latest episode which aired on March 31<sup>st</sup>, 2020 by going to <https://www.abc.net.au/btn/classroom/20200331-ep9-btn/12101064>

Whilst watching the episode, record at least 10 key facts that you learnt.



#### Curriculum Links:

**English – Literature – Responding to literature**

**Year 3:** Draw connections between personal experiences and the worlds of texts, and share responses with others

**Year 4:** Discuss literary experiences with others, sharing responses and expressing a point of view

## TASK 2: LITERACY

Approx: 50 mins

### Biography Writing

#### Note to Parents/Guardians:

This is a follow on writing activity from this morning's literacy session watching the most recent 'Behind the News' Kids News program, in particular, the Women's History story. Your child will need a device to research a famous woman in history.

#### Activity:

##### Famous Australian Women

Choose a well-known Australian woman to research and write a biography about.

You can choose one of the women featured in the BTN story or someone else.

Use the following as a guide for you biography research:

**Some other possibilities of Australian women to research include:**

Dame Roma Mitchell  
Catherine Helen Spence  
Miles Franklin  
Nancy Bird  
Dame Nellie Melba  
Quentin Bryce

**When researching the woman you chose, see if you can answer the following questions;**

Where are they from? Locate using Google Maps.  
When were they born? Describe their family life growing up.  
What are some of their achievements? Choose one to explore in more detail.  
What were their challenges?  
How do we recognise their achievements?  
How have they made an impact on people's lives?  
How did they change our understanding of the world?  
What do you admire about them?

Write a biography on your chosen woman with all the information you have researched. Present it nicely using your best handwriting and include some pictures on your biography.

Source: <https://www.abc.net.au/cm/lb/12103416/data/episode-9---package-%28word%29-data.doc>



**Curriculum Links:**

**English – Literacy – Creating texts**

**Year 3:** Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose.

**Year 4:** Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features.

**BREAK: 30 minutes**

## TASK 3: MATHEMATICS

Approx: 45 mins

### Division

#### Note to Parents/Guardians:

*Khan Academy is a great free resource for students to learn and consolidate new skills across the curriculum. If you don't already have a login, you need to create an account.*

#### Activity:

On your device go to

<https://www.khanacademy.org/math/cc-fourth-grade-math/division>

You are going to practise and consolidate your division skills.

Watch the videos on division and then work your way through the lessons.

Discuss with Mum or Dad what you found easy or difficult from your work today.

#### Extension:

Times tables: Students to listen, read or write out times tables for 10 minutes.

÷ 1	÷ 2	÷ 3	÷ 4	÷ 5	÷ 6
1 ÷ 1 = 1	2 ÷ 2 = 1	3 ÷ 3 = 1	4 ÷ 4 = 1	5 ÷ 5 = 1	6 ÷ 6 = 1
2 ÷ 1 = 2	4 ÷ 2 = 2	6 ÷ 3 = 2	8 ÷ 4 = 2	10 ÷ 5 = 2	12 ÷ 6 = 2
3 ÷ 1 = 3	6 ÷ 2 = 3	9 ÷ 3 = 3	12 ÷ 4 = 3	15 ÷ 5 = 3	18 ÷ 6 = 3
4 ÷ 1 = 4	8 ÷ 2 = 4	12 ÷ 3 = 4	16 ÷ 4 = 4	20 ÷ 5 = 4	24 ÷ 6 = 4
5 ÷ 1 = 5	10 ÷ 2 = 5	15 ÷ 3 = 5	20 ÷ 4 = 5	25 ÷ 5 = 5	30 ÷ 6 = 5
6 ÷ 1 = 6	12 ÷ 2 = 6	18 ÷ 3 = 6	24 ÷ 4 = 6	30 ÷ 5 = 6	36 ÷ 6 = 6
7 ÷ 1 = 7	14 ÷ 2 = 7	21 ÷ 3 = 7	28 ÷ 4 = 7	35 ÷ 5 = 7	42 ÷ 6 = 7
8 ÷ 1 = 8	16 ÷ 2 = 8	24 ÷ 3 = 8	32 ÷ 4 = 8	40 ÷ 5 = 8	48 ÷ 6 = 8
9 ÷ 1 = 9	18 ÷ 2 = 9	27 ÷ 3 = 9	36 ÷ 4 = 9	45 ÷ 5 = 9	54 ÷ 6 = 9
10 ÷ 1 = 10	20 ÷ 2 = 10	30 ÷ 3 = 10	40 ÷ 4 = 10	50 ÷ 5 = 10	60 ÷ 6 = 10
11 ÷ 1 = 11	22 ÷ 2 = 11	33 ÷ 3 = 11	44 ÷ 4 = 11	55 ÷ 5 = 11	66 ÷ 6 = 11
12 ÷ 1 = 12	24 ÷ 2 = 12	36 ÷ 3 = 12	48 ÷ 4 = 12	60 ÷ 5 = 12	72 ÷ 6 = 12

÷ 7	÷ 8	÷ 9	÷ 10	÷ 11	÷ 12
7 ÷ 7 = 1	8 ÷ 8 = 1	9 ÷ 9 = 1	10 ÷ 10 = 1	11 ÷ 11 = 1	12 ÷ 12 = 1
14 ÷ 7 = 2	16 ÷ 8 = 2	18 ÷ 9 = 2	20 ÷ 10 = 2	22 ÷ 11 = 2	24 ÷ 12 = 2
21 ÷ 7 = 3	24 ÷ 8 = 3	27 ÷ 9 = 3	30 ÷ 10 = 3	33 ÷ 11 = 3	36 ÷ 12 = 3
28 ÷ 7 = 4	32 ÷ 8 = 4	36 ÷ 9 = 4	40 ÷ 10 = 4	44 ÷ 11 = 4	48 ÷ 12 = 4
35 ÷ 7 = 5	40 ÷ 8 = 5	45 ÷ 9 = 5	50 ÷ 10 = 5	55 ÷ 11 = 5	60 ÷ 12 = 5
42 ÷ 7 = 6	48 ÷ 8 = 6	54 ÷ 9 = 6	60 ÷ 10 = 6	66 ÷ 11 = 6	72 ÷ 12 = 6
49 ÷ 7 = 7	56 ÷ 8 = 7	63 ÷ 9 = 7	70 ÷ 10 = 7	77 ÷ 11 = 7	84 ÷ 12 = 7
56 ÷ 7 = 8	64 ÷ 8 = 8	72 ÷ 9 = 8	80 ÷ 10 = 8	88 ÷ 11 = 8	96 ÷ 12 = 8
63 ÷ 7 = 9	72 ÷ 8 = 9	81 ÷ 9 = 9	90 ÷ 10 = 9	99 ÷ 11 = 9	108 ÷ 12 = 9
70 ÷ 7 = 10	80 ÷ 8 = 10	90 ÷ 9 = 10	100 ÷ 10 = 10	110 ÷ 11 = 10	120 ÷ 12 = 10
77 ÷ 7 = 11	88 ÷ 8 = 11	99 ÷ 9 = 11	110 ÷ 10 = 11	121 ÷ 11 = 11	132 ÷ 12 = 11
84 ÷ 7 = 12	96 ÷ 8 = 12	108 ÷ 9 = 12	120 ÷ 10 = 12	132 ÷ 11 = 12	144 ÷ 12 = 12

#### Curriculum Links:

**Mathematics – Number and Algebra – Number and place value**

**Year 3:** Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies.

**Year 4:** Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder.

## TASK 4: DESIGN AND TECHNOLOGIES

Approx: 40 mins

### Designing your Dream vs Realistic Bedroom

#### Note to Parents/Guardians:

*This could be a project you could follow on with your child for a bit of re-decorating of their bedroom. If they share a bedroom, some sibling consultation will have to take place. But if they were to submit a feasible, realistic design, maybe a bedroom overhaul could be a great isolation project!*

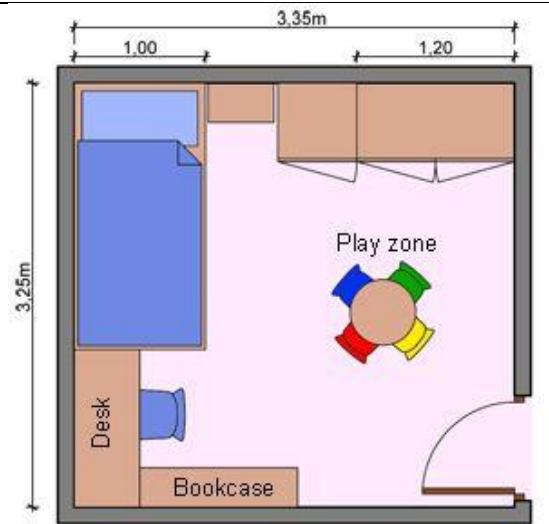
#### Activity:

You are going to draw a floorplan of your current bedroom and present it as a bird's eye view (looking from above). You will need to measure the length and width of your room to draw it to scale (5cm = 1m or a scale of your choice). You should also measure your bed and any other furniture you would like to keep to draw on your plan.

You will present 2 plans.

No.1: Your dream bedroom and all that you would include in it. It must fit in your current space but you can add any items and features that you like.

No.2: A more realistic bedroom plan if you were to re-decorate your bedroom. Draw your floor plan with where you could place your bed and other furniture, and draw some other design elements you would like to include in your room (canopy over the bed, TV, new furniture, different paint colour) and so forth.  
Write a required list of materials for your realistic bedroom plan to present your scaled drawing and ideas to your parents for thought.



**Curriculum Links:**

**Design and Technologies – Design and Technologies Processes and Production Skills**

**Years 3 and 4:** Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques.

**LUNCH: 60 minutes**

**TASK 5: WELLBEING**

**Approx: 25 mins**

**Grit and Persistence and Try Something New**

**Note to Parents/Guardians:**

*These activities are a free online resource provided by the Institute of Positive Education and can be found at <https://teachpeec.com/curriculum/primary/>*

*The activities for your child below are from the week 4 resources and can be viewed or printed at <https://teachpeec.com/wp-content/uploads/2020/04/Weekly-Wellbeing-Week-4-Phase-3.pdf>*

**Activity:**

**Learn It!**

Grit and Persistence Watch 'Powerful Inspirational true story Never give up!' at <https://www.youtube.com/watch?v=leSdCBCGq9c&feature=youtu.be> (3:14).

**Think About:** What are some of the traits/characteristics that Derek Redmond showed in the clip?

Did he fail?

What makes you say that?

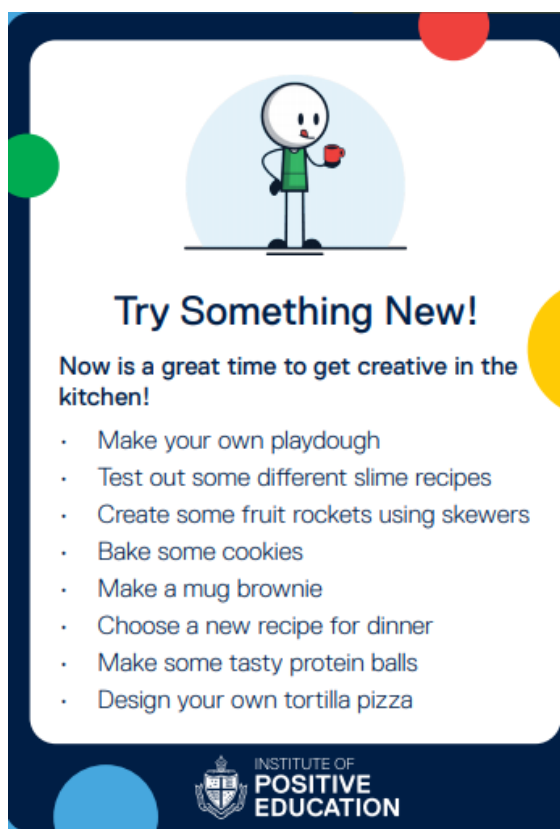
Self-discipline helps us to achieve goals and try things that we haven't tried before.

Tick the things you think are part of being self-disciplined:

- patience
- resist temptation
- practise failure
- keep the goal in mind
- concentration
- hard work
- persistence
- guidance

Now, try something new: Choose one of the activities in the box.

(Source: <https://teachpeec.com/curriculum/primary/remote-learning-resources/remote-learning-resources/>)



**Try Something New!**

Now is a great time to get creative in the kitchen!

- Make your own playdough
- Test out some different slime recipes
- Create some fruit rockets using skewers
- Bake some cookies
- Make a mug brownie
- Choose a new recipe for dinner
- Make some tasty protein balls
- Design your own tortilla pizza

INSTITUTE OF POSITIVE EDUCATION

**Curriculum Links:**

**Health and Physical Education – Personal, Social and Community Health – Being healthy, safe and active Years 3 and 4:** Explore how success, challenge and failure strengthen identities.

## **BREAK: 30 minutes**

### **TASK 6: HEALTH AND PHYSICAL EDUCATION**

**Approx: 30 mins**

#### **Skipping**

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

*Your child will need a good fitting skipping rope to do some of these challenges. Skipping is a quick, fun and very beneficial cardiovascular exercise for your children to do. Use some skipping time in 10 minute movement breaks or get a longer rope to do some family skipping and make it fun. You can pick up a cheap skipping rope at a newsagent, sports store or department store.*

##### **Activity:**

You are going to be doing some skipping challenges today. Skipping is one of the most beneficial cardiovascular exercises that is cheap, fun and easy to do. Try and incorporate some skipping into your everyday routine to improve your overall health and fitness.

To choose the correct rope size for you, follow these simple steps:

1. Hold the handles of the rope in both hands.
2. Place both their feet in the centre of the rope, continuing to hold the handles with each hand.
3. With both feet planted on the ground, hold the handles up towards their shoulders.
4. The handles should sit just below their shoulders – this is the correct sized rope.
5. If the rope is slightly too long, simply tie a knot or two at each end of the rope, just below the handle. This will shorten the rope slightly.









## Correct skipping technique

1. Head – held straight, looking ahead
2. Shoulders – level and straight, not hunched
3. Arms – at about a 90° angle, held slightly forward and extended sideways
4. Wrists – move in a circular wrist action to turn the rope
5. Elbows – held in close to the body
6. Knees – close together with a slight bend.

Complete the challenges from the diagram belows. Put some music on as you cross off each challenge.

Source: Heart Foundation – Jump rope for Heart manual

Skippers will be deemed competent in this level once they can confidently perform the skill in eight successive beats.




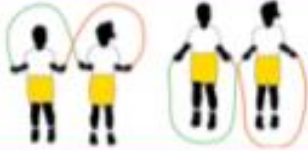

SKILL	TEACHING TIPS	ACHIEVED
Single Bounce 	Jump with both feet together. Try jumping in time to the beat of a song.	/ /
Double Bounce 	Jump the rope once, followed by a small rebound bounce.	/ /
Skier 	Practise jumping side to side along a marked line. Remember: little jumps.	/ /
Bell 	Count the beat: 1, 2, 1, 2 as the skipper jumps forwards and backwards.	/ /
Side Swing 	Hold hands together in front of body and practise the motion of rowing a boat as you swing the rope to each side of your body. Some skippers may need assistance to mimic this motion.	/ /
Face to Face 	Start close and facing each other. Learn to skip in time and communicate with each other.	/ /

## Looking for more ideas?

Try altering the pace and direction of the rope – skippers can even combine skills to create their own foot patterns!

Partner skills: Practise running in and out, turning around and touching the ground.

The skipper will be deemed competent in this level once they can confidently perform the skill in eight successive beats.

SKILL	TEACHING TIPS	ACHIEVED
<b>Criss Cross</b> 	Hug your hip, ensuring hands are clear to the side.  Glue feet to the ground to practise the arm movement – before adding a jump.	/ /
<b>Twister</b> 	Keep arms low to the side and maintain a normal arm pattern as you twist!	/ /
<b>Jogging Step</b> 	Play music with a great beat and jog in time with the music. Try to lift one foot at a time for each rope turn.	/ /
<b>Link Jumping</b> 	Start with a longer rope for each skipper.  Stand directly beside each other and communicate the pace and timing for each jump.	/ /
<b>180° Turn</b> 	Practise a side swing and follow the rope around until you are facing the opposite direction.  Make sure hands are brought together as you make the turn.  Arms need to be opened wide before you start skipping backwards.	/ /

## Looking for more ideas?

Try these skills backwards and increase the pace from double to single bounce.

### Curriculum Links:

Health and Physical Education – Movement and Physical Activity – Moving our body

Years 3 and 4: Practise and apply movement concepts and strategies with and without equipment

## SUGGESTED LUNCHTIME ACTIVITIES

- Call a friend
- Play an outdoor game
- Clean up your toy area
- Help Mum or Dad get dinner prepared
- Play totem tennis if you have it.

### **ADVICE FOR PARENTS/GUARDIANS REGARDING YOUTUBE LINKS**

While YouTube offers some excellent learning resources and we offer suggested links in this material, Kids News cannot guarantee the type of advertisements that will pop up while you are watching these clips.

Please only allow your child to watch the suggested clips with supervision so that you can prevent them seeing the advertisements that are not age appropriate.

### **NOTE FOR PARENTS/GUARDIANS**

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.



### **TODAY'S STORIES**

- 1. Earthquakes signal Iceland's volcanoes are waking up.**
- 2. Go on a virtual safari to see the wild animals at Australia's zoos.**