

Remote learning Grid – Week 3 Term 3 – Year 3

This grid covers both online and offline options. **Activities that are highlighted yellow will receive explicit feedback from teachers.** **Feedback for activities highlighted in green is optional.** If the learning is completed offline, please submit the work via one of the 2 options. Option 1: submit work via Google Classroom. Option 2: hand in completed work to the teacher at the end of each week via the front office. Make sure you answer the attendance question on Google Classroom by 9am each morning. Students working online with Google Classroom will also be monitored every second day to ensure that work is being completed. If work is not completed parents will be contacted via Class Dojo. For those working on the home package progress will be checked by Class Dojo with parents on Thursday mornings. Feedback on activities will be provided in school hours only.

	Monday 27.7.21	Tuesday 28.7.21	Wednesday 29.7.21	Thursday 30.7.21	Friday 31.7.21
Morning	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <ul style="list-style-type: none"> ● Reading: Login to Wushka and read the text assigned to your group. <p>Mercury - Blackout Venus - Stuck Earth - The Magic Noodle Mars - The Clumsy tiger</p> <ul style="list-style-type: none"> *Identify who, when, where, what and why/how: * Use this information to write a short summary of what your text was about and highlight the different sections using different colours. 	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <ul style="list-style-type: none"> ● Reading: Login to Wushka and re-read the text assigned to your group. <p>*Identify a text to text and text to self connection for your Wushka text</p> <p>-Silent read own choice novel for 15 minutes. Record which book you read and pages read.</p> <ul style="list-style-type: none"> ● Spelling: Choose 5 words from Soundwaves Unit 20 "P" and write an interesting sentence for each word that 	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <ul style="list-style-type: none"> ● Reading: Silent read own choice novel for 15 minutes. Record which book you read and pages read. ● Spelling: Choose 5 words from Soundwaves Unit 20 "P" and put them in alphabetical order. Choose another 5 words and make up rhyming words. ● Writing: Writing a narrative. Writing about setting and characters. 	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <ul style="list-style-type: none"> ● Reading: Based on your wushka text, identify an interesting or unknown word and look up the meaning. Also, read information on prefixes and find examples in your Wushka text. <p>-Silent read own choice novel for 15 minutes. Record which book you read and pages read.</p> <ul style="list-style-type: none"> ● Spelling: Rewrite the sentences with the correct spelling. ● Writing: Writing a narrative. Writing about 	<p>Admin: Login to Google Classroom and answer the attendance question English</p> <ul style="list-style-type: none"> ● Reading: What two questions would you like to ask the main character in your Wushka text? Use the prompts in the slides to help you. Then answer your own questions <p>-Silent read own choice novel for 15 minutes. Record which book you read and pages read</p> <ul style="list-style-type: none"> ● Spelling: Log in to Soundwaves Unit 20 "P". Add correct grapheme to complete the words. Rewrite the sentences

	<p>-Silent read own choice novel for 15 minutes. Record which book you read and pages read.</p> <p>Spelling: Choose 10 words from Soundwaves Unit 20 "P". Brainstorm 15 words with the grapheme. Segment the words from your spelling list.</p> <p>Writing: Journal Writing. Writing about how you are feeling today. Sentence of the day. Write 3 sentences about some things you enjoyed on your weekend at home.</p>	<p>includes adjectives and conjunctions. Underline the word that you used from your spelling list.</p> <ul style="list-style-type: none"> • BTN: Watch 'Behind the News' at 10am on ABC Me. Write a summary of your favourite story. 		<p>complications and series of events in a story.</p>	<p>using past tense. Unjumble the words.</p> <p>• Writing: Writing a narrative. Writing about the resolution of a story.</p>
Wellbeing break	Spiritual Wellbeing .Find Somewhere quiet or put on some relaxing music in the background. You can do this with a parent guiding	Emotional wellbeing Participate in a self-care activity	Physical Wellbeing- Get out in nature	Cognitive Wellbeing: Pen flipping brain break	Physical wellbeing Butterfly Pose
Break					
Middle	Mathematics • Number of the day: Complete Number of the Day activity	Mathematics • Number of the day:	Mathematics • Number of the day: Complete Number of the Day activity described in your daily workbook.	Mathematics • Number of the day Complete Number of the Day activity described in your daily workbook	Mathematics • Number of the day Complete Number of the Day activity described in your daily workbook.

	<p>described in your daily workbook</p> <ul style="list-style-type: none"> • Number Ninja • Topic: Fractions & Decimals Year 3 - Complete the activities assigned in your daily workbook. • Login to Mathletics and complete 2 of the tasks assigned .. • PE: Sport Get Active @home <ul style="list-style-type: none"> • Lesson 1 - hand and racquet control 	<p>Complete Number of the Day activity described in your daily workbook.</p> <ul style="list-style-type: none"> • Number Ninja • Topic: Fractions & Decimals Year 3 - Complete the activities assigned in your daily workbook. • Login to Mathletics and complete 2 of the tasks assigned. • PE: Sport Get Active @home <ul style="list-style-type: none"> • Lesson 2 - forehand and backhand strike challenges 	<ul style="list-style-type: none"> • Number Ninja • Topic: Fractions & Decimals • Complete the activities assigned in your daily workbook. • Mathletics: Login to Mathletics and complete 2 of the tasks assigned. • PE: Sport Get Active @home <ul style="list-style-type: none"> • Lesson 3- forehand and backhand strikes continued Zoom Session <ul style="list-style-type: none"> • 1pm: 4M, 3/4B, 3W • 1:30pm: 4J, 3I 	<ul style="list-style-type: none"> • Number Ninja. • Topic: Fractions & Decimals • Complete the activities assigned in your daily workbook. • Mathletics: Login to Mathletics and complete 2 of the tasks assigned. • PDHPE: • Building Positive Relationships - James and Alice ask to join the soccer team. Suzie ignores their request and carries on playing. Tom stops playing and invites James and Alice to play. <ul style="list-style-type: none"> • Who is showing respect or disrespect? How? 	<ul style="list-style-type: none"> • Number Ninja • Mini Project Activity: Complete the area activity. • Mathletics: Login to Mathletics and go on to Live Mathletics. • PE: Got Game Sock tennis - practice the skills you learnt this week with a fun game of sock tennis
Wellbeing break	Spiritual Wellbeing Smell the flowers	Emotional Wellbeing Gratitude Journal	Physical wellbeing Frog Pose Exercise	continuation of PDHPE lesson	Continuation of Sport lesson.
Break	Break	Break	Break	Break	Break
Afternoon	Library	KLA PE with Mr Ellis Explore your fitness with Mr Ellis' at home	KLA- Science & Technology	KLA- HSIE: geography Places are similar and different	KLA Creative arts

	Practising your note taking skills	challenges, then complete the quiz.	<ul style="list-style-type: none">• Earth & Space<ul style="list-style-type: none">- Exploring Geology- Complete the task assigned	Map of Australia lesson	<ul style="list-style-type: none">• Visit Art Gallery of NSW website and complete puzzle of Charles Conder's Rainy Day. Answer: What is the artwork showing? Why do you think Charles Conder wanted to paint this scene?
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MONDAY
WORKBOOK

TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Feedback for activities highlighted in green is optional.

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing	Reading Spelling Writing	Reading Spelling Journal writing Writing
Wellbeing Break	Spiritual wellbeing	Emotional wellbeing	Physical wellbeing	Cognitive wellbeing	Physical wellbeing
Middle session	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	PE with Mr. Ellis	Science	Geography	Visual Arts

READING

LEARNING INTENTION

We are learning to recount or describe the most relevant details from a
text

SUCCESS CRITERIA:

- I can explain what the main idea is in a text without giving too much detail
- I will include details on who, where, when and what, whenever possible

READING - LOG IN TO WUSHKA AND READ YOUR TEXT

Then complete the quiz!

Summarise the book you read using these prompts:

1. Identify who, when, where, what and why / how

- Who:
- When:
- Where:
- What:
- Why / how:

2. Use this information to write a short summary of what your text was about. Highlight the different parts of your summary in the colours above. (For example, highlight the 'who' in blue.)

SILENT READ YOUR OWN CHOICE NOVEL FOR 15 MINUTES

Book read:

Pages read:

If you don't have any books you are interested in reading at home, visit the [Inner West Library website](#) and explore borrowing a book from their e-library. Mum or Dad will have to help you organise this, but it is well worth doing!

SPELLING - SOUNDWAVES UNIT 20 (P)



The soundwaves password is:

Year 3 - work212

Log in to Soundwaves and choose 10 words to form your spelling list for the week from unit 20 (p). Type them in below.

Brainstorm 15 words that have the "P" phoneme at the beginning, middle and at the end of the word.

Brainstorm

List Words

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	

WRITING

LEARNING INTENTION

SUCCESS CRITERIA:

- I can write meaningful sentences with correct punctuation
- I can includes four or more simply stated and clearly connected ideas
- I can write ideas appropriate to a task or topic in sequenced sentences

WRITING ACTIVITIES

Do your sentences have:

- capital letters at the beginning of a sentence and for proper nouns
- correct punctuation
- makes sense

Did you:

- spell most words correctly
- write using neat, joined letters

Sentence a Day

Write three sentences about some things you enjoyed on your weekend at home.

Journal

Write about how you are feeling today. After you have written how you're feeling you could draw a picture to go with it. If you can, upload your picture so your teacher can see it, otherwise share it with someone you live with.

SPIRITUAL WELLBEING

Find somewhere quiet or put on some relaxing music in the background. You can do this with a parent guiding

1. Find a comfortable place to sit or to lie down on your back.
2. Place your hands on your stomach.
3. Take a big deep breath – in through your nose and out through your mouth. Do this three times and then gently close your eyes.
4. Continue to slowly breathe in through your nose and count 1, 2, 3 in your head (or out loud).
5. Hold your breath and count 1, 2, 3 in your head (or out loud).
6. Slowly breathe out through your mouth and count 1, 2, 3 in your head (or out loud).
7. Count 1, 2, 3 in your head (or out loud) and then breathe in again through your nose.
8. Repeat these steps for five minutes and think about the questions below while you are breathing.
9. When you have finished, gently open your eyes. Have a look at the room around you and think about how you feel. Do you feel different compared to before the activity?



RECESS

YEAR 3 MATHS
ACTIVITY

MATHS NUMBER OF THE DAY

Use the [interactive online version](#), or complete below.

My number is: 922

My number is:	
Write in words	
Partition e.g. $1000+300+50+7=1357$	
Add 10	
Subtract 10	
Add 100	
Subtract 100	
Is your number even or odd?	
Round to the nearest 10 and 100	

NUMBER NINJA!



Click on the timer ----->

Q1	24	+	37	=			
Q2	53	-	10	=			
Q3	11	x	11	=			
Q4	88	+	21	=			
Q5	147	-	43	=			
Q6	8	x	6	=			
Q7	Make the smallest no.		8	6	1	5	=
Q8	Make the largest no.		7	6	8	1	=
Q9	Double the number		13	=			
Q10	Halve the number		30	=			

YEAR 3 - MATHS

LEARNING INTENTION

We are learning to count by quarters, halves and thirds beyond one whole and find and show these fractions on a number line.

SUCCESS CRITERIA:

- I know how many halves, quarters and thirds there are in a whole.
- I can count up to and beyond one whole using halves, quarters and thirds
- I can place halves, quarters and thirds on a number line that goes beyond one whole.
- I can represent mixed numerals using diagrams.
- I can rename fractions with the same numerator and denominator as "one".

FRACTIONS & DECIMALS - WHAT IS ONE WHOLE?

Whenever we talk about 'one whole' in fractions, it's just a fancy way to say "one". It means ALL OF ANYTHING you are talking about - a pizza; chocolate bar; the number students in a class.

When we have all of the pieces of something, that means we have all of it. So that equals ONE! For example, if a pizza is cut into 6 slices and we have all 6 slices, then we have one whole pizza. If there are 24 students in 3/4B and all 24 students are in class, then we have one whole class.

Let's look at a few picture and number examples:

This pizza has 6 slices...



...so a whole pizza is six out of six. As a fraction, the whole pizza would be written as $\frac{6}{6}$

CONTINUED NEXT SLIDE.

FRACTIONS & DECIMALS - WHAT IS ONE WHOLE?

This yummy box of chocolates has 12 chocolates...



...so a whole chocolate box is 12 out of 12. As a fraction, the whole pizza would be written as

$$\frac{12}{12}$$

Last one.

This chocolate bar has 8 pieces of chocolate so as a fraction, one whole chocolate is $\frac{8}{8}$



What do you notice about the numerator and denominator in each fraction? That's right - they are the same as each other! So, **whenever you see a fraction where the numerator and denominator are the same, that means one whole.**

FRACTIONS & DECIMALS - WHAT IS ONE WHOLE?

For the following fractions, how many MORE do we need to make a whole?

EXAMPLE: I have $\frac{3}{4}$ - I need $\frac{1}{4}$ more to make a whole

PLEASE NOTE THE FRACTIONS ARE KIND OF SLANTED ON AN ANGLE BECAUSE IT IS A REAL PAIN TO MAKE THEM STRAIGHT. You can do it to by using the backslash.

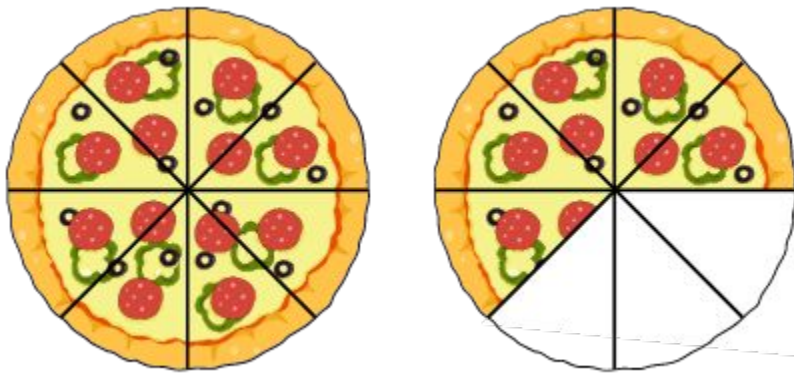
Ok here we go.

I HAVE	TO MAKE A WHOLE, I NEED
$\frac{1}{3}$ (one third)	
$\frac{2}{4}$ (two quarters)	
$\frac{3}{4}$ (three quarters)	
$\frac{3}{3}$ (three thirds)	
$\frac{1}{2}$ (one half)	

FRACTIONS & DECIMALS - MORE THAN ONE WHOLE

So how do we write fractions when there is more than one whole? Well, it's pretty easy. You just say how many whole numbers there are and then how many pieces are left over. You've all done this before when you say things like "there are two and a half pizzas left".

Let's look at it as a picture.



In this picture we have one full pizza and 5 pieces out of eight left over. So our

fraction is written as $1\frac{5}{8}$

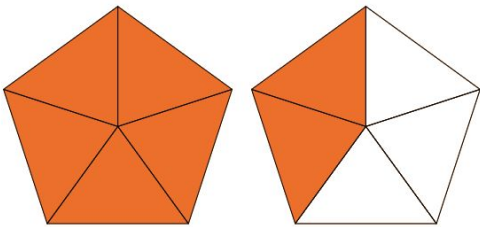
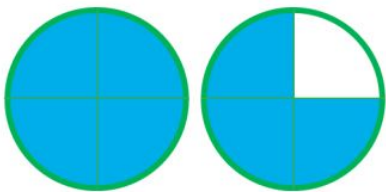
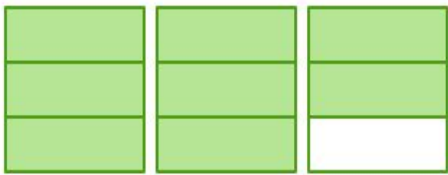
This is called a **MIXED NUMERAL**.

Have a look at the video below to explain mixed numerals (or mixed numbers) further. IGNORE the bit where he talks briefly about "improper fractions".



STUDENT TASK

Write the mixed numeral shown by these pictures. You can write it in words or using numerals. I've created a text box for you to write your answers in, to the RIGHT of each picture. You can't see the text box until you click into it.



NUMBER NINJA ANSWERS

A1	61			
A2	43			
A3	121			
A4	109			
A5	104			
A6	48			
A7	1	5	6	8
A8	8	7	6	1
A9	26			
A10	15			

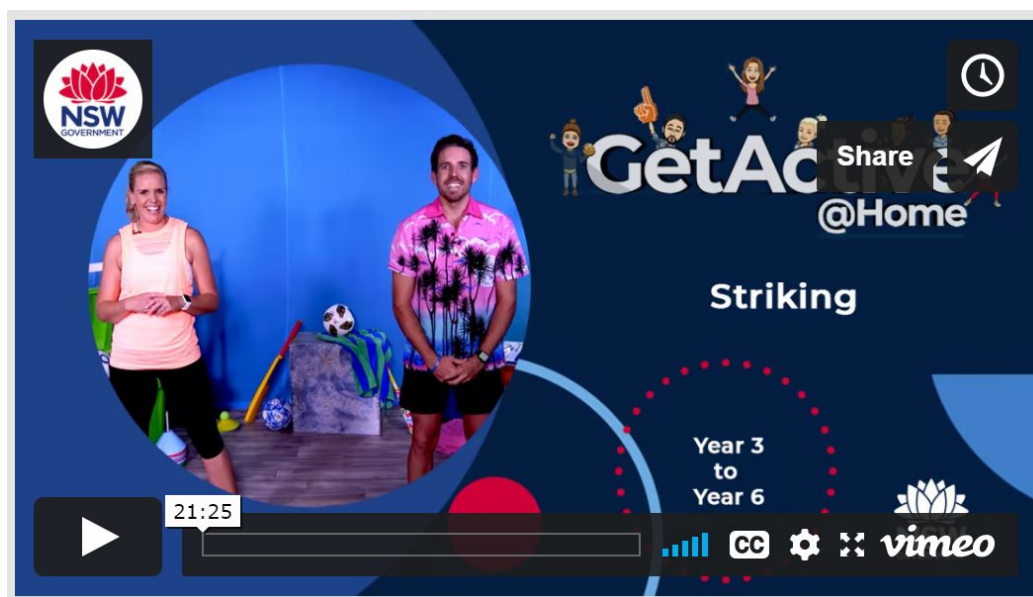
COMPLETE TWO
TASKS FROM
MATHLETICS

DAY 1

Hand and racquet control

Follow the link below to watch the episode and join in the striking fun with Adam and Elissa.

[GetActive@Home - Episode](#)



GetActive@Home

Episode 1 - Hand & racquet control

Stage 2

Challenges

- Tap the ball or socks using the palm and back of the hand while standing on one leg.
- Alternate between using both hands to tap and standing on each leg.
- Using the racquet, tap the ball continuously at the ground for a set amount of taps.
- Toss the socks in the air with one hand, then using the palm of the other hand, hit the socks into the ground. Complete a set amount.

Mega Challenges

- Using the racquet, tap the ball using the forehand and backhand while sitting, kneeling and standing.
- Using the hand, tap the ball or socks using the forehand and backhand continuously.
- Creative challenge - Move any way you can while tapping the ball or socks with the forehand and backhand.

Other variations

With a partner try:

- Create tapping combinations back and forth with a partner.
- Use a bigger soft ball to make it easier.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4 performs and refines movement skills in a variety of sequences and situations.

PD2-11 combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

How do you move to make tapping easier ?

Where do you look when tapping the ball?

How can you control the ball to make tapping successive?

Teaching cues

Flat hand or racquet face.

Eyes on the ball.

Try to tap lightly.

Move your feet to track the ball.

Equipment

Ball or rolled up socks, bat or racquet.

WELLBEING BREAK

Smell the Flowers

Tip- Try this with real flowers and plants outside

1. Find a flower to smell or imagine you can smell a flower.
2. Slowly breathe in through your nose and count 1, 2, 3 in your head.
3. Hold your breath and count 1, 2, 3 in your head.
4. Slowly breathe out through your mouth and count 1, 2, 3 in your head.
5. Repeat with as many flowers you can think of or find.
6. You may then want to draw and colour in all the flowers you can think of or find.

Questions to think about

- Which one did you think smelt the best and why?
- What did you smell when you breathed in?
- What did you smell when you breathed out?
- Could you feel the flower?
- What did it feel like?
- Did smelling the flowers remind you of any memory from your past?



LUNCH

LIBRARY RESEARCH SKILLS - NOTE TAKING

Read each paragraph from the text about astronauts.

- Look for keywords and information which inform the reader about the subject.
- Next to each paragraph, write notes about the key information

Hint: Dot point notes should be a few words only, not full sentences.

Astronauts are a special type of pilot. They are qualified to travel into space in space shuttles. Both men and women can be astronauts, as long as they have completed their training.

Type your notes here

-
-

Astronauts conduct missions into space. While they are in space, they often deploy satellites that orbit Earth. Astronauts must also know how to repair their space craft if something goes wrong during a mission.

Type your notes here

-
-

Astronauts wear highly-protective space suits. These contain oxygen so the astronaut can breathe. Astronauts use heat-resistant safety tethers to stop them floating away. They also use tools built especially for doing repairs in space.

Type your notes here

-
-

Astronauts need to have a great amount of knowledge about space. They must be able to cope with zero gravity, which can be very demanding on the body. Astronauts must also be able to work in a team with other people.

Type your notes here

-
-

TUESDAY
WORKBOOK

TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing	Reading Spelling Writing	Reading Spelling Journal writing Writing
Wellbeing Break	Spiritual wellbeing	Emotional wellbeing	Physical wellbeing	Cognitive wellbeing	Physical wellbeing
Middle session	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	PE with Mr. Ellis	Science	Geography	Visual Arts

READING

LEARNING INTENTION

We are learning to make connections between texts and our personal experiences and what we have read/seen/listened to previously.

SUCCESS CRITERIA:

- I can connect something in the story to my own life
- I can connect something in the story to something in another text type (ie, news article, show, podcast)

YEAR 3: CONNECT TO YOUR WUSHKA TEXT

Text to self

Think about something in your life that is similar to the book you read this week for Wushka. Make sure you use the word because to describe your connection.

This text reminds me of:

Text to text

Think about something from another book, show, movie, text that you have seen that is similar to the book you read this week for Wushka. Make sure you use the word because to describe your connection.

This text remind me of:

SILENT READ YOUR OWN CHOICE NOVEL FOR 15 MINUTES

Book read:

Pages read:

If you don't have any books you are interested in reading at home, visit the [Inner West Library website](#) and explore borrowing a book from their e-library. Mum or Dad will have to help you organise this, but it is well worth doing!

SPELLING - SOUNDWAVES UNIT 20 (P)



The soundwaves password is::

Year 3 - work212

Choose 5 words from your spelling list and write an interesting sentence for each word. Underline (ctrl+u) the word that you used from your spelling list. Include **adjectives** (describing words) and **conjunctions** (for, and, as, nor, because, so, yet).

1	
2	
3	
4	
5	

BEHIND THE NEWS



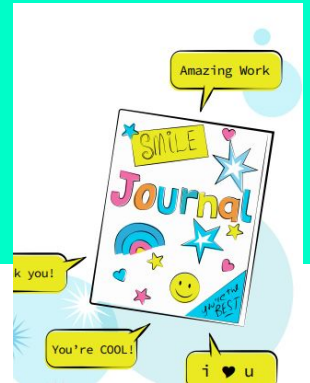
Watch ['Behind the News'](#) at 10am on ABC Me.

Write a summary of your favourite story below.

My favourite story was ...

EMOTIONAL WELLBEING

GRATITUDE JOURNAL



- SELECT A JOURNAL

PICK OUT A JOURNAL THAT LOOKS APPEALING, OR DECORATE A CHEAP NOTEBOOK WITH CHERISHED PICTURES OF PEOPLE OR THINGS YOU LOVE AND CARE ABOUT.

GRATITUDE JOURNALS CAN TAKE ON ANY DESIRED FORMAT. YOU MIGHT: -
MAKE A GRATITUDE LIST OF ITEMS TO EXPRESS GRATITUDE - DRAW IMAGES
OR CREATE A COLLAGE OF PICTURES - WRITE A POEM TO CAPTURE AND
MOTIVATE YOUR GRATITUDE.

WRITE ABOUT

A PART OF YOUR BODY YOU ARE GRATEFUL FOR

RECESS

YEAR 3 MATHS
ACTIVITY

MATHS NUMBER OF THE DAY

Use the [interactive online version](#), or complete below.

My number is: 7654

My number is:	
Write in words	
Partition e.g. $1000+300+50+7=1357$	
Add 10	
Subtract 10	
Add 100	
Subtract 100	
Is your number even or odd?	
Round to the nearest 10 and 100	

NUMBER NINJA

Click on the timer ----->



Q1	38	+	32	=			
Q2	40	-	19	=			
Q3	7	x	8	=			
Q4	91	+	30	=			
Q5	162	-	30	=			
Q6	11	x	3	=			
Q7	Make the smallest no.		6	3	4	4	=
Q8	Make the largest no.		7	5	3	3	=
Q9	Double the number		16	=			
Q10	Halve the number		56	=			

YEAR 3 - MATHS

LEARNING INTENTION

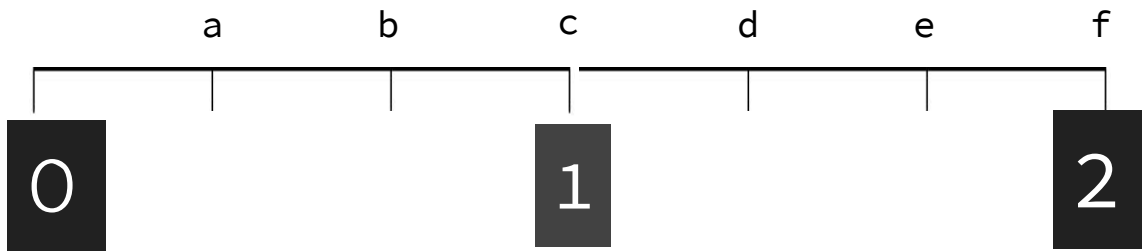
We are learning to count by quarters, halves and thirds beyond one whole and find and show these fractions on a number line.

SUCCESS CRITERIA:

- I know how many halves, quarters and thirds there are in a whole.
- I can count up to and beyond one whole using halves, quarters and thirds
- I can place halves, quarters and thirds on a number line that goes beyond one whole.
- I can represent mixed numerals using diagrams.
- I can rename fractions with the same numerator and denominator as "one".

MIXED NUMERALS

Yesterday we learnt what a mixed numeral was and how to identify it in a picture. Today you're going to place those mixed numerals on a number line.



I will give you the answer to “d” but you must then tell me what fraction the rest of the letters represent.

d = one and one third OR $1\frac{1}{3}$

This is because each WHOLE is split up into 3 parts, so we know the denominator must be 3.

Ok, your turn.

a =

b =

c =

e =

f =

MIXED NUMERALS

Here's a hard one.

Click and drag the text boxes below (you'll need to place your mouse until you see the four arrows) and place them on this number line. You'll need to use the colour coding (blue fractions, use blue lines; red fractions, use red lines). I have put in the coloured lines myself, so they are not absolutely exact.

$2\frac{1}{2}$

$3\frac{3}{4}$

$4\frac{1}{3}$

4

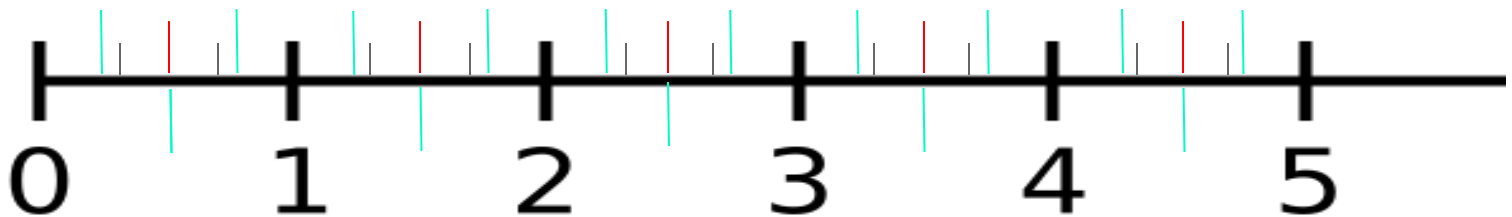
$2\frac{2}{3}$

$1\frac{1}{4}$

$-$

$3\frac{1}{3}$

4



NUMBER NINJA ANSWERS

A1	70				
A2	21				
A3	56				
A4	121				
A5	132				
A6	33				
A7	3	4	4	6	
A8	7	5	3	3	
A9	32				
A10	28				

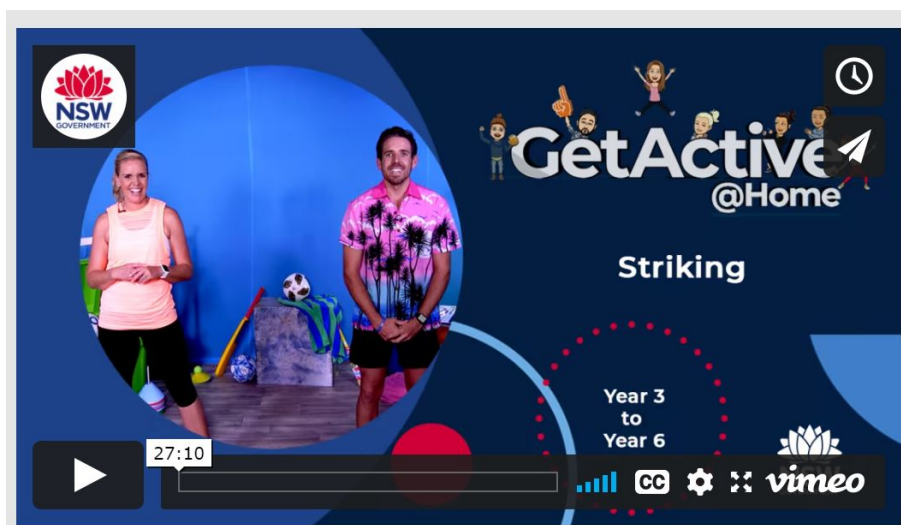
COMPLETE TWO
TASKS FROM
MATHLETICS

DAY 2

Forehand and backhand strike

Follow the link below to watch the episode and join in the striking fun with Adam and Elissa.

[GetActive@Home - Episode](#)



FOREHAND AND BACKHAND STRIKE CHALLENGES

GetActive@Home

Episode 2 - Forehand & backhand strike

Stage 2

Challenges

Perform the following striking activities with a ball or similar.

- Using the hand or a racquet, tap the ball with the forehand and backhand in an alternate sequence.
- Using the palm of the hand or a racquet, make a forehand or backhand strike at the ball towards a wall or partner.

Mega Challenges

- Using the palm of the hand or a racquet, make a forehand or backhand strike at the ball towards a smaller target.
- Repeat both sequences at varying distances set from the target.

Creative Challenge

- Move the body any way you can while forehand and backhand striking the ball at the target.

Other variations

With a partner try:

- choosing different starting positions for the ball before striking at the target
- tossing the ball and allowing a bounce before striking at the target
- striking the ball to each other using forehand and backhand combinations.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4 performs and refines movement skills in a variety of sequences and situations.

PD2-11 combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

How can you move your feet to create better body position when striking a bouncing ball?

How can you use your eyes to create more awareness of your surroundings whilst striking a ball?

Teaching cues

Stand side on to the target.

Striking arm up, back, down and forward in one motion (over the bridge then through the tunnel).

Step forward and follow through.

Equipment

Racquet (optional), ball, bean bag or rolled up pair of socks.

GRATITUDE WELLBEING

1. SIT SOMEWHERE COMFORTABLE.
2. CLOSE YOUR EYES.
3. 3. SLOWLY BREATHE IN THROUGH YOUR NOSE AND COUNT 1, 2, 3 IN YOUR HEAD.
4. 4. HOLD THE BREATH FOR 1, 2, 3.
5. 5. SLOWLY BREATHE OUT THROUGH YOUR MOUTH AND COUNT 1, 2, 3 IN YOUR HEAD.
6. 6. REPEAT THIS 2 MORE TIMES

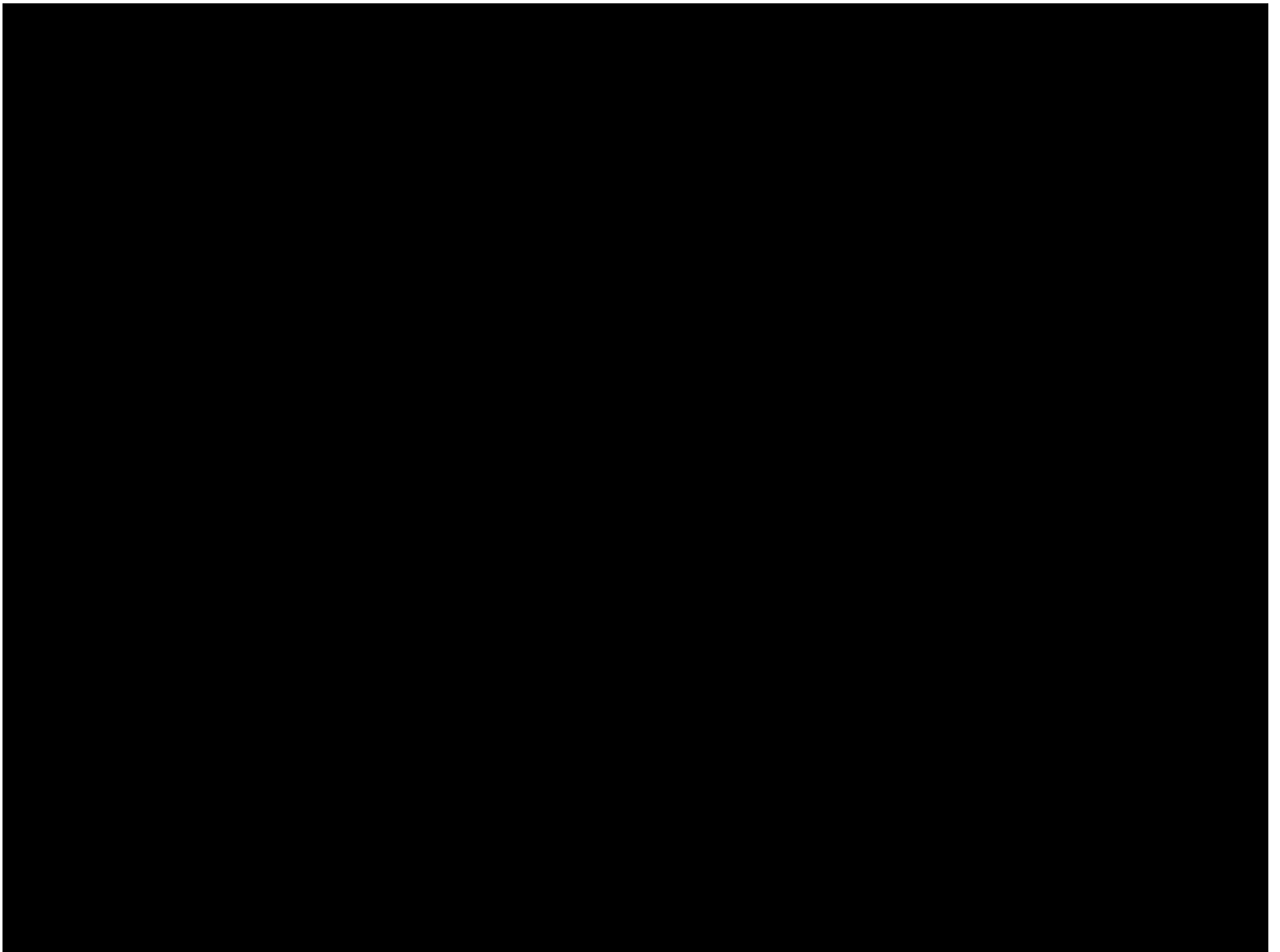
THINK ABOUT A PET THAT YOU LOVE



LUNCH

PE WITH MR ELLIS

Watch the video and explore your fitness with Mr Ellis
Then complete the quiz using this [link](#).



WEDNESDAY
WORKBOOK

TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - writing a narrative	Reading Spelling BTN	Spelling Writing	Reading Spelling Writing	Reading Spelling Journal writing Writing
Wellbeing Break	Spiritual wellbeing	Emotional wellbeing	Physical wellbeing	Cognitivel wellbeing	Physical wellbeing
Middle session	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	PE with Mr. Ellis	Science	Geography	Visual Arts

SILENT READ YOUR OWN CHOICE NOVEL FOR 15 MINUTES

Book read:

Pages read:

If you don't have any books you are interested in reading at home, visit the [Inner West Library website](#) and explore borrowing a book from their e-library. Mum or Dad will have to help you organise this, but it is well worth doing!

SPELLING - SOUNDWAVES UNIT 20 (P)



The soundwaves password is::

Year 3 - work212

Choose 5 spelling words and put them in alphabetical order.
Underline (ctrl+u) the phoneme represented this week.

1	
2	
3	
4	
5	

Rhyming Words

Choose another 5 words from your spelling list then make up rhyming words.

Spelling Word	Rhyming Word

WRITING

LEARNING INTENTION

We are learning to write a narrative text.

SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.

WRITING ACTIVITY

LOOK AT THE PICTURE BELOW:



Some questions to think about. Write your answers if you like.

- What is the boy doing? Why?
- Why hasn't he gone inside the shop? Will he?
- Do you think he's a good or bad character?
- What do you know for certain about him?
- What can you infer?
- How do you feel towards the boy? Do you like him? Do you think he would be your friend?

Let's write a story about that picture.

First we need to plan our ideas. Let's start with characters and setting. This is our **ORIENTATION**

Where does the story take place? This is the **setting**.

Write at least 3 sentences about the setting here:

Who are the **main characters** in the story?

Write at least 3 sentences about the setting here:

Tomorrow we will start working on our **complication!!**

Physical wellbeing

Get out in Nature

Connecting with nature can play a huge role in everyone's general wellbeing.

- Go outside in your frontyard/backyard or balcony
- Take a moment to watch the clouds
- take photos of bugs or plants while enjoying the fresh air.

RECESS

YEAR 3 MATHS
ACTIVITY

MATHS NUMBER OF THE DAY

Use the [interactive online version](#), or complete below.

My number is: 10,000

My number is:	
Write in words	
Partition e.g. $1000+300+50+7=1357$	
Add 10	
Subtract 10	
Add 100	
Subtract 100	
Is your number even or odd?	
Round to the nearest 10 and 100	

NUMBER NINJA

Click on the timer ----->



Q1	23	+	39	=			
Q2	46	-	20	=			
Q3	7	x	7	=			
Q4	69	+	36	=			
Q5	92	-	14	=			
Q6	6	x	3	=			
Q7	Make the smallest no.		0	6	6	9	=
Q8	Make the largest no.		4	5	7	0	=
Q9	Double the number		39	=			
Q10	Halve the number		90	=			

YEAR 3 - MATHS

LEARNING INTENTION

We are learning to count by quarters, halves and thirds beyond one whole and find and show these fractions on a number line.

SUCCESS CRITERIA:

- I know how many halves, quarters and thirds there are in a whole.
- I can count up to and beyond one whole using halves, quarters and thirds
- I can place halves, quarters and thirds on a number line that goes beyond one whole.
- I can represent mixed numerals using diagrams.
- I can rename fractions with the same numerator and denominator as "one".

MIXED NUMERALS - LET'S DRAW!

Draw the following mixed numerals **using diagrams**. You can attempt to draw them digitally here on Google slides (use the line tool, or insert shape tool, or insert image. When you insert image, you can insert an image you have drawn and uploaded to your computer or insert an image from something like google images).

OR... you can draw them with a pencil, take a photo and upload them.

Watch the relevant videos if you need instructions.

Ok, remember, you use **draw a diagram**. It can be pizzas, chocolates, shaded bars or whatever you like.

1. $3\frac{1}{2}$
2. $\frac{2}{3}$
3. $2\frac{3}{4}$
4. $5/5$ (that's five fifths)
5. $1\frac{1}{3}$

Now draw the following fractions USING A NUMBER LINE. You can either draw the number line digitally (using the line tool) or draw it with pencil and paper and upload it.

1. $2\frac{3}{3}$ (that's two and three thirds)
2. $1\frac{3}{4}$
3. $3\frac{1}{2}$
4. $\frac{1}{3}$
5. $4\frac{2}{4}$ (that's four and two quarters)

NUMBER NINJA ANSWERS

A1	62			
A2	26			
A3	49			
A4	105			
A5	78			
A6	18			
A7	0	6	6	9
A8	7	5	4	0
A9	78			
A10	45			

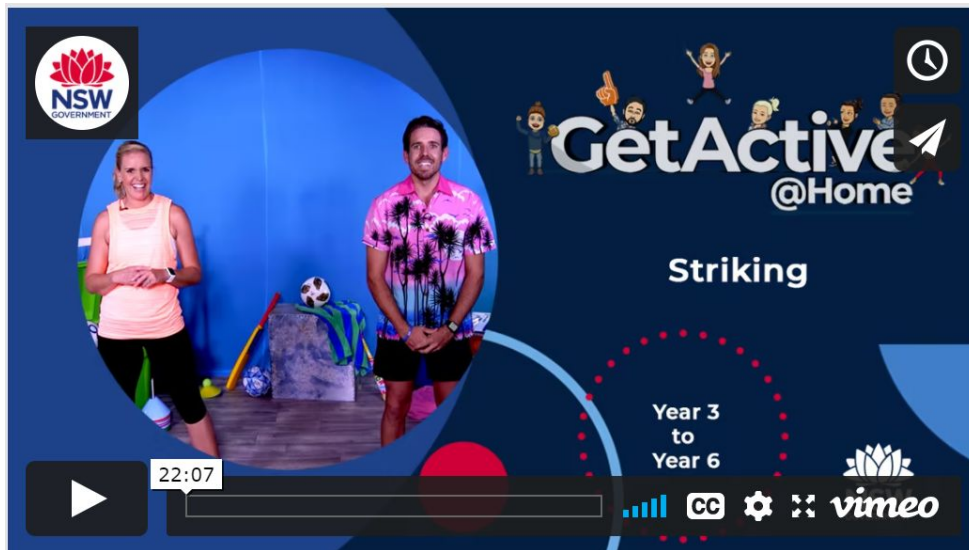
COMPLETE TWO
TASKS FROM
MATHLETICS

DAY 3

Forehand and backhand strike

Follow the link below to watch the episode and join in the striking fun with Adam and Elissa.

[GetActive@Home - Episode](#)



FOREHAND AND BACKHAND STRIKE CHALLENGES

GetActive@Home

Episode 3 - Forehand & backhand strike

Stage 2

Challenges

Perform the following striking activities with a balloon.

- Using the open palm and back of the hand to practise forehand and backhand striking with a partner.
- Drop the balloon from the top of your head towards your back. Turn and use the forehand or backhand strike to hit the balloon. Try running to the balloon to strike it back again.
- With a partner, set up a pretend net with two or more markers. Practise forehand and backhand striking to each other continuously while completing jumping jacks in between.

Mega Challenges

- With a partner and using two balloons, strike the balloons to each other at the same time.
- Creative Challenge: Perform Dance moves in between striking a balloon to a partner.

Other variations

With a partner try:

- performing a different body weight resistance movement in between striking the balloon eg. squat or tuck jump.
- work with a partner and try to keep more than two balloons up in the air.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4 performs and refines movement skills in a variety of sequences and situations.

PD2-11 combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

How can you move your feet to create better body position when striking a moving balloon?

How can you use your eyes to create more awareness of your surroundings whilst striking a balloon?

Teaching cues

Stand side on to the target.

Striking arm up, back, down and forward in one motion (over the bridge then through the tunnel).

Step forward, toss, strike and follow through.

Equipment

Balloon and two field markers or similar.

Physical wellbeing



Try doing this stretching exercise

Frog Pose

This pose is good for opening your hips and groin muscles

How to do:

- Begin in a tabletop position.
- Make sure your hands are underneath your shoulders and knees are stacked under your hips. Have your ankle in line with your knees. Point your fingers forward.
- Look downwards and focus at a point between your hands.
- Inhale and slowly widen the distance between your knees as much as you can without over stretching. Point your toes away from your body.
- Make sure the ankles and hips are in line with your knees.
- Continue sliding downwards while keeping your palms and elbows flat against the floor, if you can and aren't over stretching.
- Exhale and keep pushing your hips backwards until a stretch is felt.
- Now, hold this position for three to five breaths.
- Come back to the table position again.

LUNCH

SCIENCE - EARTH & SPACE

SOIL

You were meant to watch this video last week, but here it is again, just in case the ole' brain has gone a bit blank.

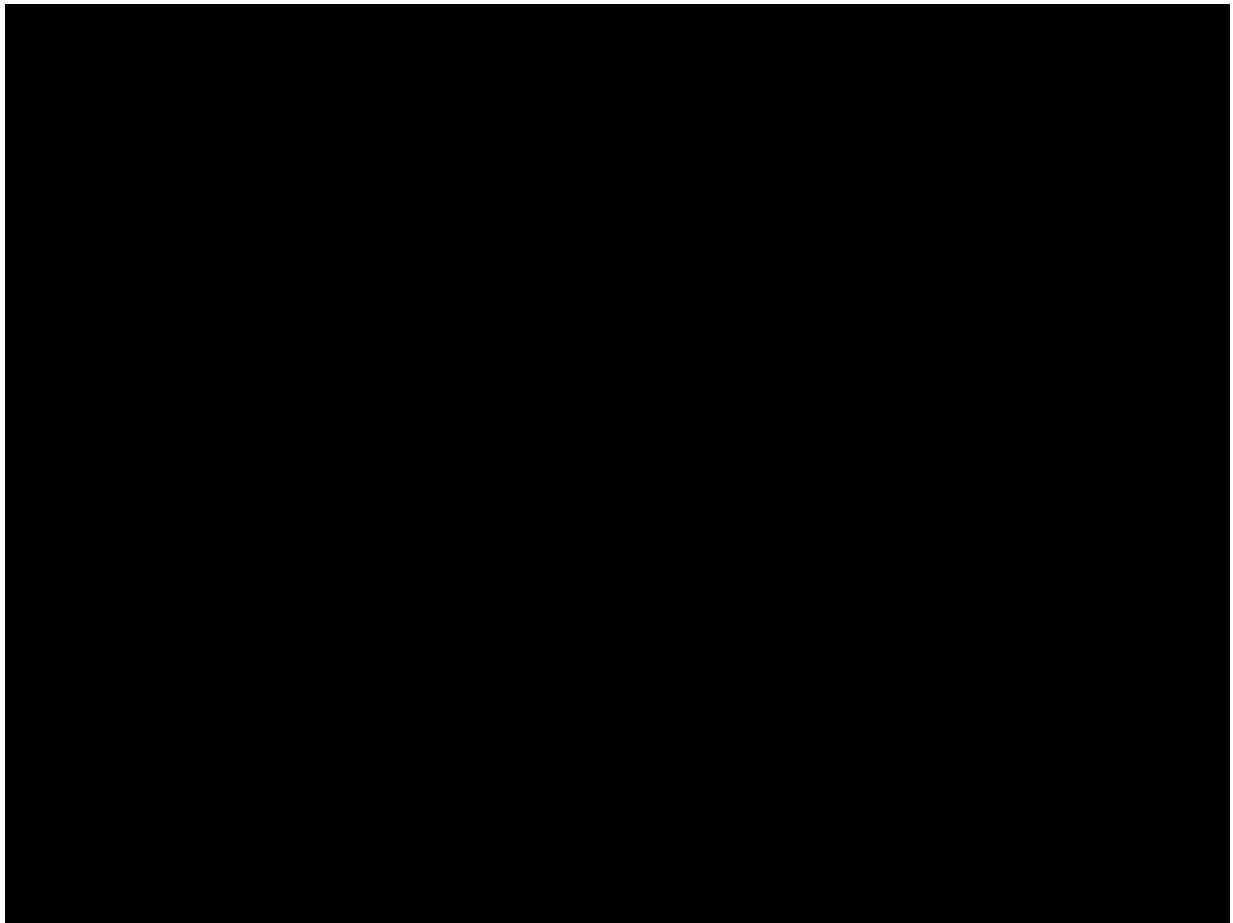
LAYERS OF SOIL



SCIENCE - EARTH & SPACE

After watching the video, draw the cross section (that means a side on view) of the different layers of soil and label each one..

Now watch this video of weathering and erosion and answer the questions on the next slide.



SCIENCE - EARTH & SPACE

Have a look at the following images for some examples of different types of weathering.

Chemical weathering



SCIENCE - EARTH & SPACE

Water weathering



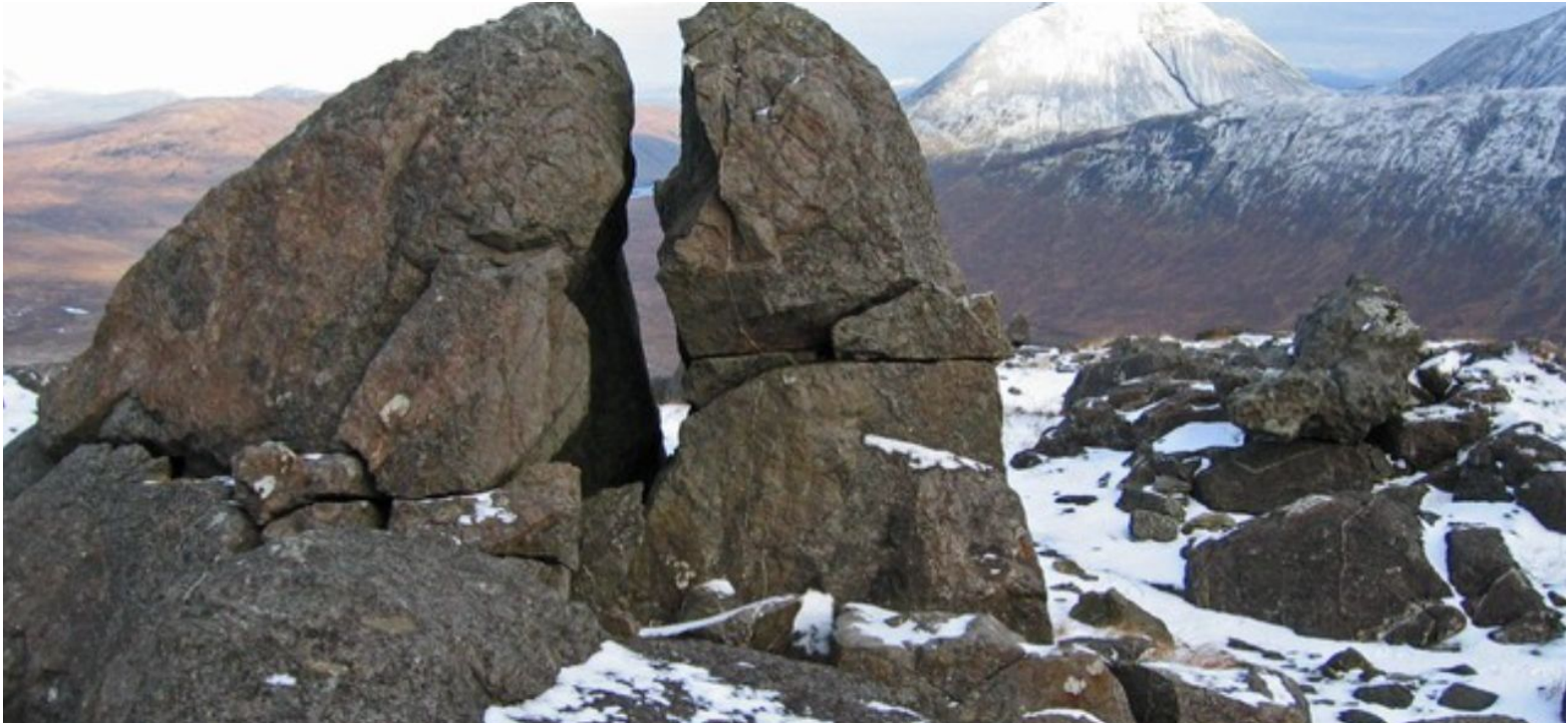
SCIENCE - EARTH & SPACE

Wind weathering



SCIENCE - EARTH & SPACE

Frost / ice weathering



THURSDAY
WORKBOOK

TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional Feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing Writing a narrative	Reading Spelling Writing a narrative	Reading Spelling Writing a narrative
Wellbeing Break	Spiritual wellbeing	Emotional wellbeing	Physical wellbeing	Cognitive wellbeing	Physical wellbeing
Middle session	Maths Number of the day NumberNinja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

READING

LEARNING INTENTION

We are learning to identify and explain the meaning of unknown words, and can show how it fits in the context of the sentence.

SUCCESS CRITERIA:

- I can look up the meaning of an unknown word in the dictionary and then use the word in a sentence
- I can use my knowledge of prefixes to understand the meaning of words.

READING - LOG IN TO WUSHKA AND RE-READ YOUR TEXT

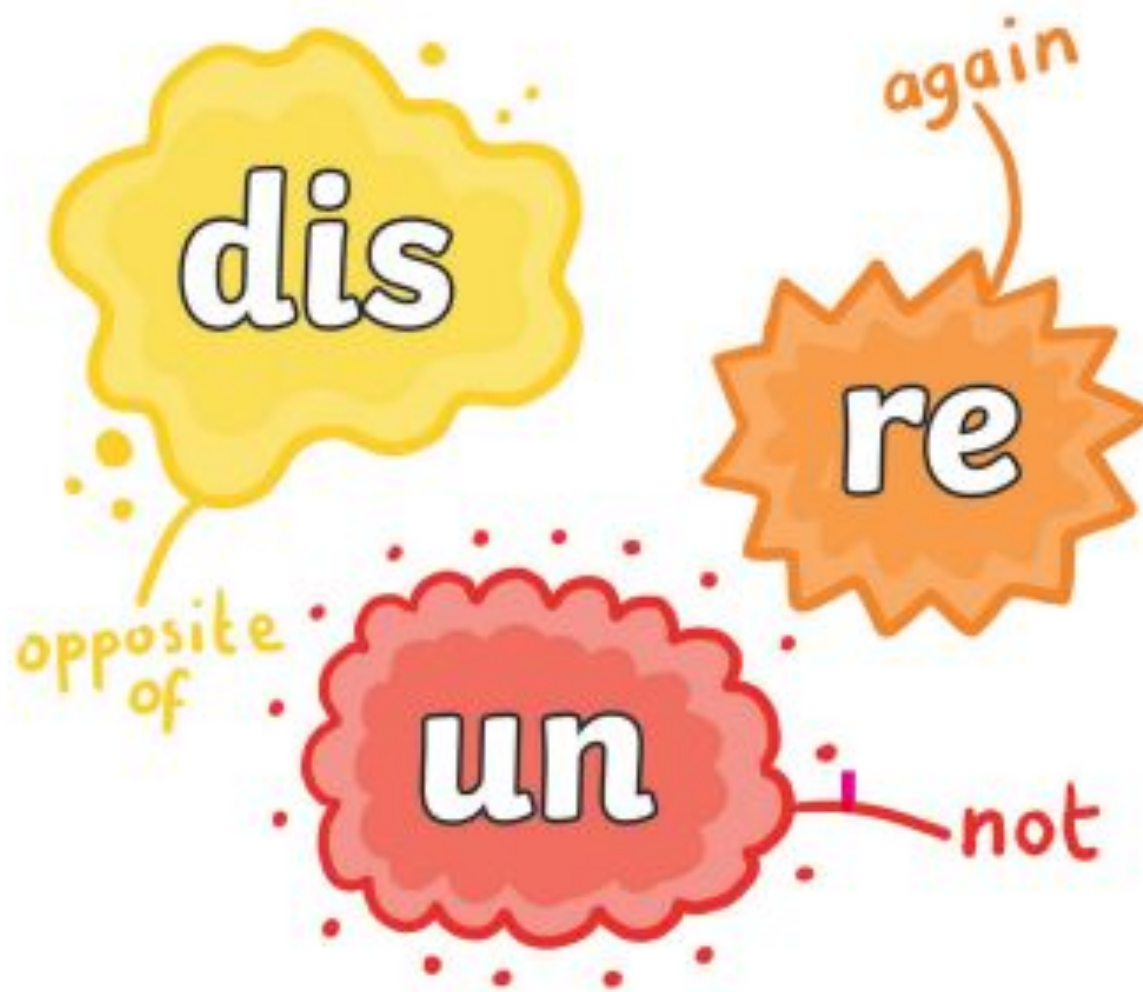
Which book did you read? _____

Finding word meaning in context

1. Find a new or interesting word from the text.
2. Look the word up in the dictionary (you can use an online dictionary like [Britannica Kids](#))
3. Write it into a sentence to show its meaning.

New word	
Dictionary meaning	
Use it in a sentence	

Prefixes



A prefix is added to the beginning of a word to make a new word.

EXAMPLES OF PREFIXES

Prefix: bi



Meaning:
two, twice

bicycle **b**iannual

Prefix: tele



Meaning:
far, at a
distance

television **tele**phone

Prefix: dis



Meaning:
not

dislike **dis**agree

Prefix: mis



Meaning:
wrong

mistake **mis**behave

Prefix: un



Meaning:
not, without

unhappy **un**known

Prefix: anti



Meaning:
against,
opposite

antibiotic **anti**social

PREFIXES

Find base words with prefixes in your wushka text or own choice novel/text. Record below.

Prefix	Base word
Un	fair

Pick one of the words in the table and use it in a sentence:

SILENT READ YOUR OWN CHOICE NOVEL FOR 15 MINUTES

Book read:

Pages read:

If you don't have any books you are interested in reading at home, visit the [Inner West Library website](#) and explore borrowing a book from their e-library. Mum or Dad will have to help you organise this, but it is well worth doing!

SPELLING - SOUNDWAVES UNIT 20

Read the sentences below. Rewrite the sentences with the correct spelling.

1. The pore bird kwickly escaped from the preying lion.
2. "It will probyly rain tomorrow!" said Dad. "Be positive pleese! "Tomorrow is my birthday parti". I replied.
3. We need to look after our plannet for future generations
4. In summer, I like to splach and sprai water to keep cool.

Challenge Questions

5. I sat in the passhinger seat in my pearants car on the way to the park.
6. During maths we measured the perimetre and area of prisms and peromids.

1	
2	
3	
4	
	Challenge Sentences:
5	
6	

WRITING

LEARNING INTENTION

We are learning to write a narrative text.

SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.

HERE IS OUR PICTURE FROM WEDNESDAY:



Yesterday you worked on characters in your narrative and the setting of your narrative, which is the **ORIENTATION** of the story. Today we will try and think of some ideas for our **COMPLICATION** which is the problem in the story. Every story has one! We will also work out what the **SERIES OF EVENTS** are in our story. These are the things that actually happen.. We are going to use a template to help us. Write your ideas in the template on the next page.

Use the template below to write your ideas.
Don't worry about the ending yet!

Title

Orientation

Type here!

Complication

This is the problem in the story.

Type here!

Series of Events

This is what happens in the story.

Type here!

Resolution

Type here!

COGNITIVE WELLBEING

Pen flipping brain break

- Take a pen and flip it one revolution.
- Now do the same thing with your other hand.
- Now get a pen for both hands and try to do both pens at the same time.
- If you really are good at that, then try to throw the pens up into the air and catch them in opposite hands. This is tough.

RECESS

YEAR 3 MATHS
ACTIVITY

MATHS NUMBER OF THE DAY

Use the [interactive online version](#), or complete below.

My number is: 8000

My number is:	
Write in words	
Partition e.g. $1000+300+50+7=1357$	
Add 10	
Subtract 10	
Add 100	
Subtract 100	
Is your number even or odd?	
Round to the nearest 10 and 100	

NUMBER NINJA

Click on the timer ----->



Q1	24	+	24	=			
Q2	49	-	9	=			
Q3	5	x	3	=			
Q4	94	+	105	=			
Q5	138	-	39	=			
Q6	9	x	7	=			
Q7	Make the smallest no.		4	2	3	8	=
Q8	Make the largest no.		7	8	9	2	=
Q9	Double the number		30	=			
Q10	Halve the number		94	=			

YEAR 3 - MATHS

LEARNING INTENTION

We are learning to count by quarters, halves and thirds beyond one whole and find and show these fractions on a number line.

SUCCESS CRITERIA:

- I know how many halves, quarters and thirds there are in a whole.
- I can count up to and beyond one whole using halves, quarters and thirds
- I can place halves, quarters and thirds on a number line that goes beyond one whole.
- I can represent mixed numerals using diagrams.
- I can rename fractions with the same numerator and denominator as "one".

FRACTIONS TEST - OH NO!.... OH YES!!

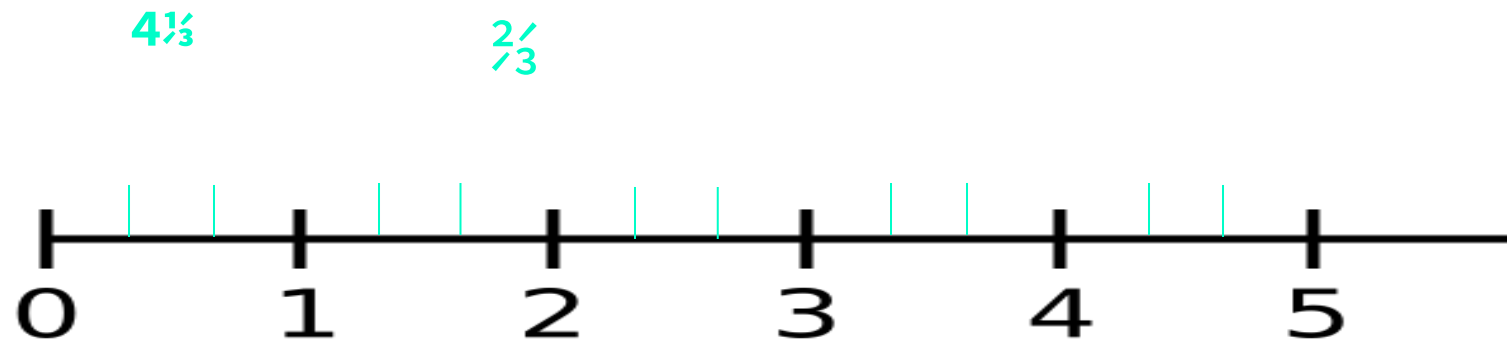
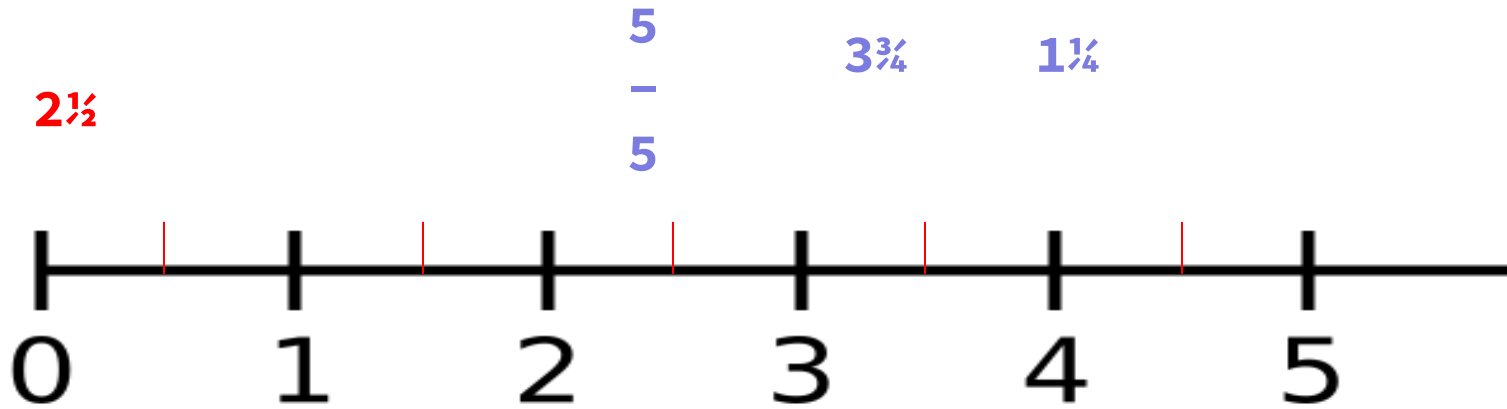
This is a little assessment on what you have learnt the last two weeks. I don't mind if you look at your previous work or if you research the answers. Just don't google the answer. Researching is different to just googling the answer. BUT... try to do it without looking at any previous work, if you can.

Good luck!

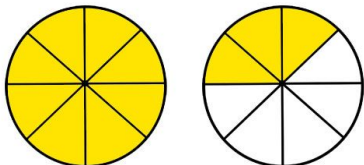
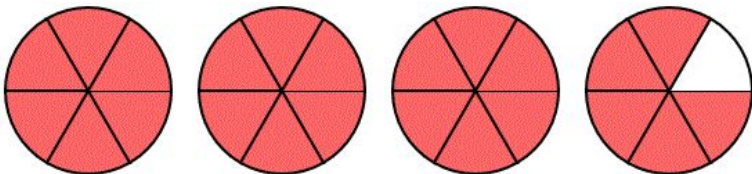
1. What does 'one whole' mean?
2. If I've eaten $2\frac{2}{3}$ pizzas, how many slices of pizza have I eaten?
3. There are 4 kids on a handball team. If the handball team is missing one quarter of its members, how many kids are present?
4. If a number line which goes from zero to five is cut up into 20 pieces all together (that's twenty pieces going from zero to 5), what will the denominator be in any fraction written for this number line?

FRACTIONS TEST - OH NO!... OH YES!!

5. Place the following fractions on the number lines (click and drag the text box). You might have to estimate if the lines are not drawn for you.



6. Using words, tell me what mixed numerals the following pictures represent. Click into the text box on the right of the picture to enter your answer.



NUMBER NINJA ANSWERS

A1	48				
A2	40				
A3	15				
A4	199				
A5	99				
A6	63				
A7	2	3	4	8	
A8	9	8	7	2	
A9	60				
A10	47				

COMPLETE TWO
TASKS FROM
MATHLETICS

PDHPE - RESPECT



James and Alice ask to join the soccer team. Suzie ignores their request and carries on playing. Tom stops playing and invites James and Alice to play.

Who is showing respect or disrespect? How?

LUNCH

GEOGRAPHY - PLACES ARE SIMILAR AND DIFFERENT

Australia's Neighbours

Learning Intention

Locate and record Australia's neighbours on a map.

Focus Question

Should we know our neighbours?



Why should we know our neighbours?

Watch this video

<https://www.inquisitive.com/video/218-neighbours>

Discuss what the neighbours are doing. List some reasons why neighbours are important?

Did you know that countries have neighbours too?
Who are Australia's neighbours?

List all the countries you think might be neighbours to Australia.

Use an atlas or Google Earth to find Australia's neighbours. Write the name of each neighbouring country and write its direction from Australia.

Write the name for each country on the map (country names are usually in capitals). Some countries are small and include many islands. You can write the name beside the country. Colour each country a different colour.



FRIDAY
WORKBOOK

TIMETABLE

Activities that are highlighted yellow will receive explicit feedback from teachers. Optional feedback activities are highlighted in green

	Monday	Tuesday	Wednesday	Thursday	Friday
9am	Log in to Google Classroom and answer the attendance question				
Morning session	Reading Spelling Writing - journal writing	Reading Spelling BTN	Spelling Writing Writing a narrative.	Reading Spelling Writing Writing a narrative	Reading Spelling Writing a narrative.
Wellbeing Break	Spiritual wellbeing	Emotional wellbeing	Physical wellbeing	Cognitive wellbeing	Physical wellbeing
Middle session	Maths Number of the day Number Ninja	Maths Number of the day Number Nunja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja	Maths Number of the day Number Ninja
	PE	PE	PE	PDHPE	PE
LUNCHTIME					
Afternoon session	Library	Music	Science	Geography	Visual Arts

READING

LEARNING INTENTION

We are learning to pose and answer inferential questions

SUCCESS CRITERIA:

- I can *infer* a character's feelings from their actions
- I can draw an inference based on the text and give reasons.

ASKING INFERENTIAL QUESTIONS

What two questions would you ask the main character in your Wushka book? Try to start with why or how. Then, pretend you are the main character and answer your questions!

Examples of questions starters:

Why did you do?

How did you feel when.....?

What do you think might happen to you next?

What do you think might have happened if you had done this instead of that?

My questions:

1.

2.

My answers:

1.

2.

SILENT READ YOUR OWN CHOICE NOVEL FOR 15 MINUTES

Book read:

Pages read:

If you don't have any books you are interested in reading at home, visit the [Inner West Library website](#) and explore borrowing a book from their e-library. Mum or Dad will have to help you organise this, but it is well worth doing!

WRITING

LEARNING INTENTION

We are learning to write a narrative text.

SUCCESS CRITERIA:

- I can create a setting and characters.
- I can plan a beginning, middle and an end of a story.

HERE IS OUR PICTURE FROM THURSDAY:



Yesterday you worked on **Orientation**, **Complication** and **Series of Events**. Today you're going to think about your **RESOLUTION**. The resolution is how the problem in the story is solved, and how the story ends.

WRITING GOOD STORY BEGINNINGS. HERE ARE SOME IDEAS TO TRY.

When we write a story we want to get the reader's attention as soon as we can! Today when you write your story, use one of these ideas to make the start of your story catch your readers quickly!

Setting

Start by giving a great description of the setting of the story. Use lots of adjectives, similes and metaphors.

Character

Begin your story with a detailed description of your main character. Make the reader really want to get to know them and find out what happens.

Action

Start your story with some action! Describe something exciting or strange that is happening, so the reader really wants to find out how things end!

Here is the template again. Use it to write your resolution and then get started on your story!

Title

Orientation

Complication

Series of Events

Resolution

WRITE YOUR STORY HERE.

A large, empty rectangular box with a thin black border, occupying most of the page below the text. It is intended for the user to write their story.

SPELLING YEAR 3 - SOUNDWAVES UNIT 20



The soundwaves password is::

Year 3 - work212

1. Rewrite the list words by adding the grapheme, **spl** or **spr**

---ash

---ing

---ead

---ay

2. Write the following sentences using past tense verbs e.g teach/taught, clap/clapped, see/saw, fly/flew

Sentence	Sentence with past tense verb
My mum <u>(keep)</u> all my school pictures.	
When we were babies we <u>(sleep)</u> in cots.	
The frightened cat <u>(leap)</u> over the fence.	
Yesterday we <u>(hope)</u> for snow.	
My dog <u>(spring)</u> up on the dinner table.	

3. Unjumble and rewrite the words in the box below

opsh ptsle polcie usppoes pu lanpeaero

PHYSICAL WELLBEING



Butterfly Pose

A pose that makes you flutter like a graceful butterfly. How to do:

- Sit with your spine upright and legs spread out straight.
- From a seated position, bring the bottoms of the feet together with the knees bent out to the sides, and interlace the fingers around the toes
- While exhaling, gently move your thighs and knees in a downward motion.
- Then start flapping your legs up and down, like the wings of a butterfly.
- The flapping should be slow to start with, and then pick up speed.
- Keep your back flat and the chest open.
- Slow down gradually and then stop.
- Gently release your posture while exhaling. Caution: If you have tightness in your hips, knees, or groin, sit a blanket under your thighs to prevent pain.

RECESS

YEAR 3 MATHS
ACTIVITY

MATHS NUMBER OF THE DAY

Use the [interactive online version](#), or complete below.

My number is: 101

My number is:	
Write in words	
Partition e.g. $1000+300+50+7=1357$	
Add 10	
Subtract 10	
Add 100	
Subtract 100	
Is your number even or odd?	
Round to the nearest 10 and 100	

NUMBER NINJA

Click on the timer ----->



Q1	46	+	26	=			
Q2	31	-	4	=			
Q3	9	x	6	=			
Q4	40	+	49	=			
Q5	124	-	65	=			
Q6	11	x	3	=			
Q7	Make the smallest no.		5	8	5	5	=
Q8	Make the largest no.		0	6	4	6	=
Q9	Double the number		13	=			
Q10	Halve the number		6	=			

YEAR 3 - MATHS

LEARNING INTENTION

We are learning to use our knowledge of area to complete a map.

SUCCESS CRITERIA:

- I can use grid paper to draw a map of a place with appropriate area for each building or structure.

BUILD YOUR OWN FUN PARK

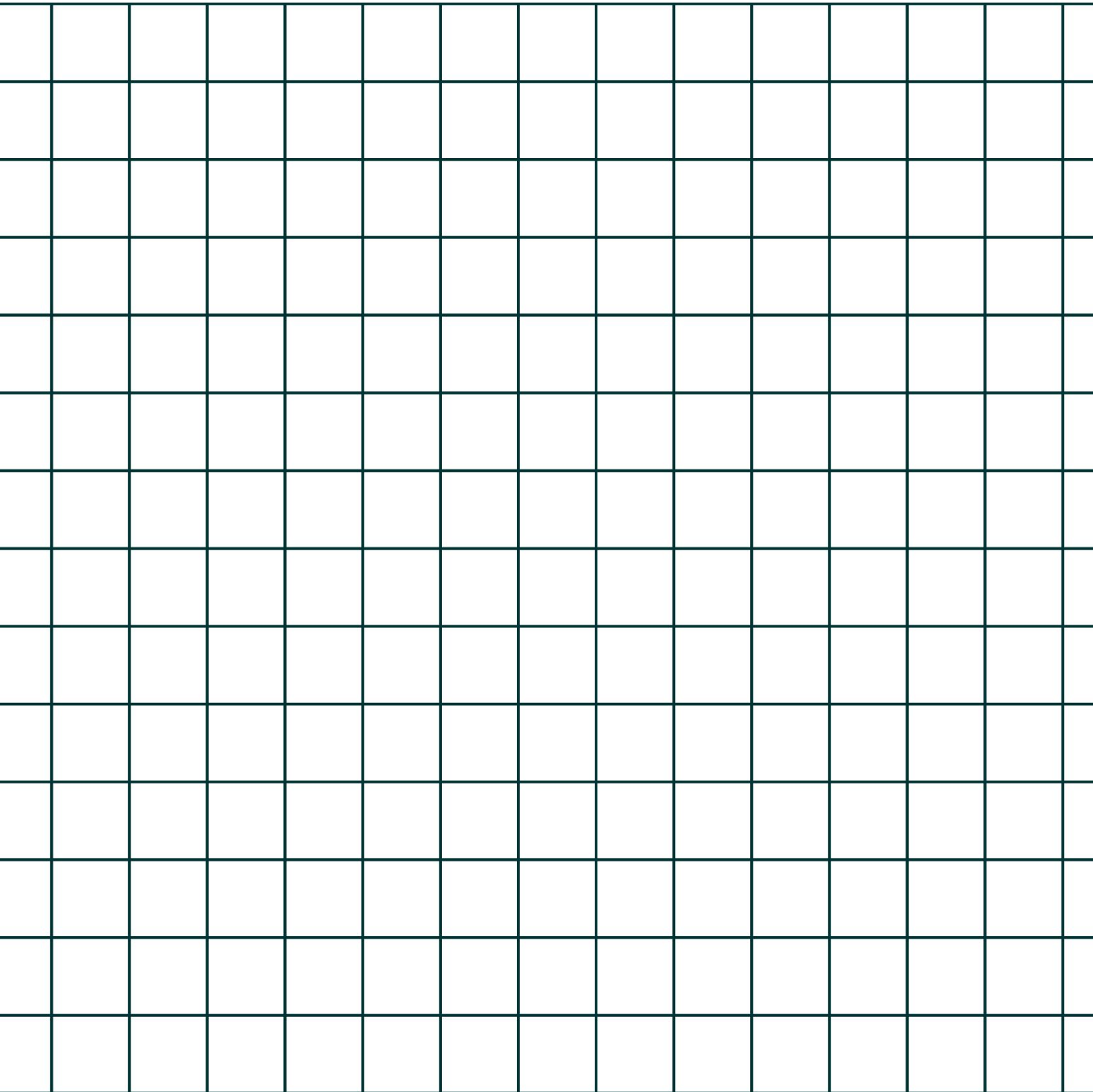
This activity is meant to be fun but it is also meant to be revision of the 'Area' topic. On the next slide you will find grid paper. Each grid is FOUR SQUARE METRES (4m²- remember the one square metre we made and stuck on the wall in class? Well each box on the grid paper equals four times that square).

I have given you a list of things you must include in your theme park. You may use your own grid paper and pencils if you like.

Your task: Using the "insert -> shapes" tool (see the Maths video from this morning) draw the things you need for your theme park over the grid paper. You must then tell me how many square metres each structure is. Give your fun park a name and if you want, a theme.

Be logical - the toilets block is going to be smaller than the rollercoaster! You can have as many of each structure as you want.

- Toilets
- Rides
- Canteen
- Souvenir shop
- Bins
- Information desk
- Picnic area
- Anything else you want that can fit



NUMBER NINJA ANSWERS

A1	72				
A2	27				
A3	54				
A4	89				
A5	59				
A6	33				
A7	5	5	5	8	
A8	6	6	4	0	
A9	26				
A10	3				

COMPLETE TWO
TASKS FROM
MATHLETICS

SOCK TENNIS WITH GOT GAME



What you need: a pair of socks to use as a tennis ball.

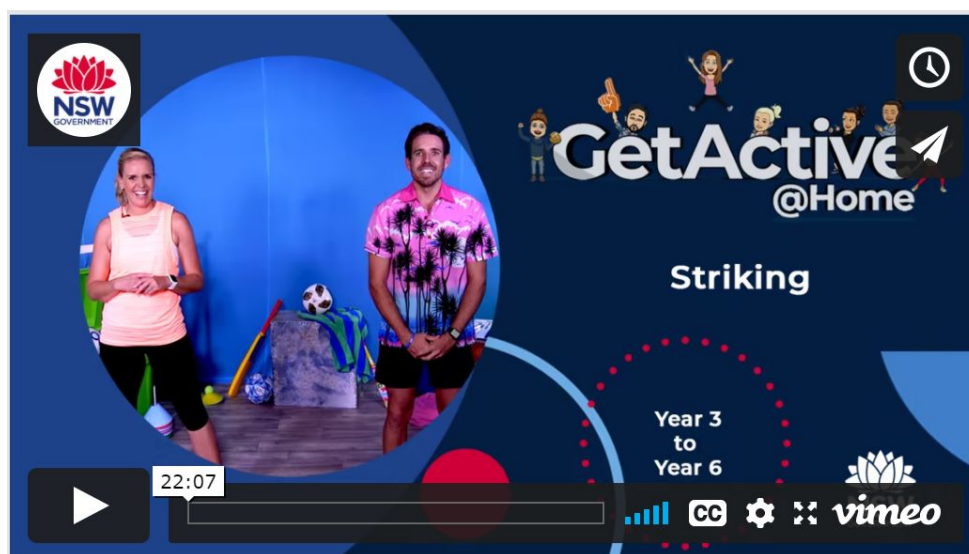
Practise gently serving 'the ball' over a coffee table. Ask your sibling or parents to join in and return the 'ball' to you!

DAY 3

Forehand and backhand strike

Follow the link below to watch the episode and join in the striking fun with Adam and Elissa.

[GetActive@Home - Episode](#)



FOREHAND AND BACKHAND STRIKE CHALLENGES

GetActive@Home

Episode 3 - Forehand & backhand strike

Stage 2

Challenges

Perform the following striking activities with a balloon.

- Using the open palm and back of the hand to practise forehand and backhand striking with a partner.
- Drop the balloon from the top of your head towards your back. Turn and use the forehand or backhand strike to hit the balloon. Try running to the balloon to strike it back again.
- With a partner, set up a pretend net with two or more markers. Practise forehand and backhand striking to each other continuously while completing jumping jacks in between.

Mega Challenges

- With a partner and using two balloons, strike the balloons to each other at the same time.
- Creative Challenge: Perform Dance moves in between striking a balloon to a partner.

Other variations

With a partner try:

- performing a different body weight resistance movement in between striking the balloon eg. squat or tuck jump.
- work with a partner and try to keep more than two balloons up in the air.



Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

PD2-4 performs and refines movement skills in a variety of sequences and situations.

PD2-11 combines movement skills and concepts to effectively create and perform movement sequences.

Sample questions

How can you move your feet to create better body position when striking a moving balloon?

How can you use your eyes to create more awareness of your surroundings whilst striking a balloon?

Teaching cues

Stand side on to the target.

Striking arm up, back, down and forward in one motion (over the bridge then through the tunnel).

Step forward, toss, strike and follow through.

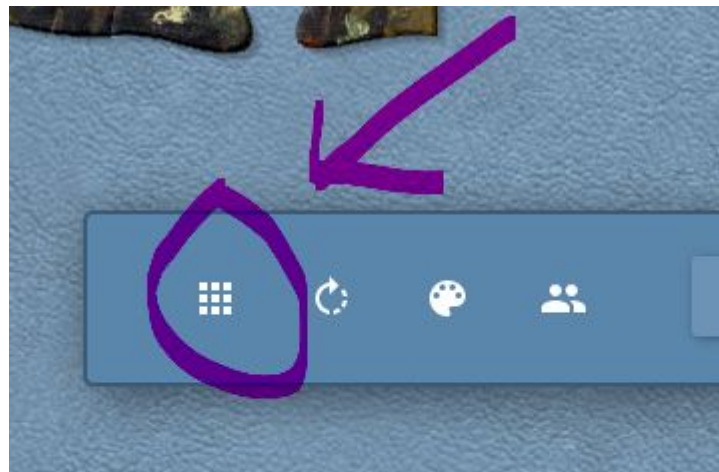
Equipment

Balloon and two field markers or similar.

LUNCH

VISUAL ART - APPRECIATING ARTWORKS

Visit the [Art Gallery of NSW](#) website and complete the free puzzle for Charles Conder's Rainy Day. You can choose how many pieces your puzzle has by clicking on this icon:



1. What is the artwork showing?
2. Why do you think Charles Conder wanted to paint this scene?