

































# WPS @ HOME LEARNING – Stage 2, Term 4, Week 3

	Monday 18 October	Tuesday 19 October	Wednesday 20 October	Thursday 21 October	Friday 22 October
Meetings	Class morning meeting zoom 9:10- 9:20am	Class morning meeting zoom 9:10- 9:20am	Class morning meeting zoom 9:10- 9:20am	Class morning meeting zoom 9:10- 9:20am	Whole School Assembly 9:00-9:30am
Zoom Lesson	10:30-11:30 am <u>two</u> lessons per week (max 1 hr) Classroom teachers will communicate the 2 days with their students.				
Extra-curricular			SRC Zoom 1:20pm with Miss Jordan-Watt	Italian Choir Zoom 1:00pm with Mr Kirkby	Recorder Zoom 1:00pm with Ms Mac
English Writing	<p> or  <b>Writing - Lyric Poetry Slides</b></p> <p><b>Learning Intention</b> - We are learning to identify themes, rhyme and figurative language devices in our favourite song</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can choose my favourite lyrics (min 4 lines)</li> <li><input type="checkbox"/> I can highlight the rhyming words</li> <li><input type="checkbox"/> I can underline the figurative language devices</li> </ul>	<p> or  <b>Writing - Lyric Poetry Slides</b> ★</p> <p><b>Learning Intention</b> We are learning to write our own rap or song.</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can create a bank of words and phrases related to my theme</li> <li><input type="checkbox"/> I can brainstorm words that rhyme with my bank of words.</li> <li><input type="checkbox"/> I can write lyrics in couplet form AA BB CC etc.</li> </ul>	<p> or  <b>Writing - Lyric Poetry Slides</b> ★</p> <p><b>Learning Intention</b> We are learning add figurative language devices to our lyrics</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can add a simile or metaphor to my lyrics</li> <li><input type="checkbox"/> I can add alliteration to my lyrics</li> <li><input type="checkbox"/> I can add onomatopoeia to my lyrics</li> </ul>	<p> or  <b>Writing - Poetry Slides</b></p> <p><b>*Teachers will discuss and decide with their students the best way to share their poem.</b></p> <p><b>Learning Intention</b> We are learning to share our lyric poetry.</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I can practise performing my lyric poem</li> <li><input type="checkbox"/> I can record myself rapping or singing my lyric poem</li> <li><input type="checkbox"/> I can share my poem with my class*</li> </ul>	<p> or  <b>Writing - Free Choice Writing</b></p> <p>Poem, creative writing, information report, recipe, persuasive writing, book/movie review</p> 

<p><b>Literacy</b></p> <p><b>Sound Waves online</b></p> <p><b>Year 3</b> dear695</p> <p><b>Year 4</b> that099</p>	<p><b>Vocabulary, Grammar, &amp; Punctuation</b> ★</p> <p> Literacy Workbook (Google Slides)</p> <ul style="list-style-type: none"> <li>- word of the week</li> <li>- noun groups</li> <li>- editing skills</li> </ul> <p><b>Reading and Comprehension</b> Complete <a href="#">Reading Eggspress</a> activity OR choose to read a book independently for 20 minutes.</p>	<p><b>Sound Waves</b></p> <p> or  Unit 32 Focus: /ch/, /tch/</p> <p> </p> <p>Unit 32</p> <p>Play <a href="#">Sound Waves games online</a></p> <p><b>Reading and Comprehension</b> Complete <a href="#">Reading Eggspress</a> activity OR choose to read a book independently for 20 minutes.</p>	<p><b>Analyse a Poem</b></p> <p> Poem of the week workbook (Google Slides)</p> <p><b>Reading and Comprehension</b> Complete <a href="#">Reading Eggspress</a> activity OR choose to read a book independently for 20 minutes.</p>	<p><b>Sound Waves</b></p> <p> or  Unit 32 Focus: /sh/, /ti/, /ci/, /si/</p> <p> </p> <p>Unit 32</p> <p>Play <a href="#">Sound Waves games online</a></p> <p><b>Reading and Comprehension</b> Complete <a href="#">Reading Eggspress</a> activity OR choose to read a book independently for 20 minutes.</p>	<p><b>BTN</b></p> <p> Complete the BTN worksheet.</p> <p><b>Reading and Comprehension</b> Complete <a href="#">Reading Eggspress</a> activity OR choose to read a book independently for 20 minutes.</p>
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	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<p>Year 3 Topic: <b>Length, Area, Division &amp; Multiplication</b></p> <p>Year 3 Multiplication focus: x3 x6</p> <p>Year 4 Topic: <b>Multiplication &amp; Factors</b></p> <p>Year 4 Multiplication focus: x8</p>  <p>Your teacher has assigned you some tasks on Mathletics. Try and complete as many as you can in ten minutes.</p> <p>Maths Slides - Your teacher will post the maths slides for today. Please complete your multiplication and your Stepping Stones module.</p>	<p>Year 3 Topic: <b>Length, Area, Division &amp; Multiplication</b></p> <p>Year 3 Multiplication focus: x3 x6</p> <p>Year 4 Topic: <b>Multiplication &amp; Factors</b></p> <p>Year 4 Multiplication focus: x8</p>  <p>Your teacher has assigned you some tasks on Mathletics. Try and complete as many as you can in ten minutes.</p> <p>Maths Slides - Your teacher will post the maths slides for today. Please complete your multiplication and your Stepping Stones module.</p>	<p>Year 3 Topic: <b>Length, Area, Division &amp; Multiplication</b></p> <p>Year 3 Multiplication focus: x3 x6</p> <p>Year 4 Topic: <b>Multiplication &amp; Factors</b></p> <p>Year 4 Multiplication focus: x8</p>  <p>Your teacher has assigned you some tasks on Mathletics. Try and complete as many as you can in ten minutes.</p> <p>Maths Slides - Your teacher will post the maths slides for today. Please complete your multiplication and your Stepping Stones module.</p>	<p>Year 3 Topic: <b>Length, Area, Division &amp; Multiplication</b></p> <p>Year 3 Multiplication focus: x3 x6</p> <p>Year 4 Topic: <b>Multiplication &amp; Factors</b></p> <p>Year 4 Multiplication focus: x8</p>  <p>Your teacher has assigned you some tasks on Mathletics. Try and complete as many as you can in ten minutes.</p> <p>Maths Slides - Your teacher will post the maths slides for today. Please complete your multiplication and your Stepping Stones module.</p>	<p>Year 3 Topic: <b>Length, Area, Division &amp; Multiplication</b></p> <p>Year 3 Multiplication focus: x3 x6</p> <p>Year 4 Topic: <b>Maths Investigation: Dream House</b></p> <p>Year 4 Multiplication focus: x8</p>  <p>Your teacher has assigned you some tasks on Mathletics. Try and complete as many as you can in ten minutes.</p> <p>Maths Slides - Your teacher will post the maths slides for today. Please complete your multiplication and your Stepping Stones module.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday								
<b>Integrated Subjects</b>	<p><b>GEM Mindful colouring in</b></p> <p>We are learning the practice of being mindful and reflecting how mindfulness makes us feel.</p> <p>1. Draw a table to record how you feel before and after a meditation. It could look like this</p> <table border="1"> <tr> <td>Before meditation</td> <td>After meditation</td> </tr> <tr> <td>Feeling hot</td> <td></td> </tr> <tr> <td>Feeling tired</td> <td></td> </tr> <tr> <td>Feeling ok</td> <td></td> </tr> </table> <p>2. Choose a 10 minute guided meditation to do. Fill out the table before you start and when you have finished. You may wish to use a <a href="#">Smiling Mind</a> guided meditation - ask a family member to help set you up.</p> <p>3. Choose a mindful colouring in. Colour in and notice how you feel and what you think during and after.</p> <p>4. Choose a jigsaw to</p>	Before meditation	After meditation	Feeling hot		Feeling tired		Feeling ok		<p><b>Visual Arts Peacock Art</b></p> <p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• White paper</li> <li>• Oil pastels: The more blue colours the better.</li> <li>• Powdered vegetable dye in purple, blue and light green.</li> <li>• Spray bottles. If you don't have spray bottles, simply paint the dye on with a sponge brush.</li> <li>• Paper kitchen towel.</li> <li>• Newspaper or table cover to protect the work surface.</li> <li>• Paint shirts or aprons.</li> </ul> 	<p><b>Science and Technology</b></p> <p><b>Materials' Jobs - Do materials have jobs?</b></p> <ol style="list-style-type: none"> <li>1. How useful is a chocolate teapot?</li> <li>2. Investigating materials and their purpose</li> <li>3. Repurposing materials</li> <li>4. Composite materials</li> </ol>	<p><b>Music</b> 🎵🎵🎵 <b>CLICK on a pic!</b></p> <p><b>1<sup>st</sup></b> <b>CREATE a cyber-tune...</b></p>  <p>Can you make <b>PATTERNS?</b></p> <p><b>2<sup>nd</sup></b> <b>SING Hey Ho!</b></p>  <p>How many parts in this traditional <b>ROUND?</b></p> <p><b>3<sup>rd</sup></b> <b>REVISE si si si with Ms Mc</b></p>  <p><b>OR LISTEN</b></p> <p>to Eddie, a violinist, perform the famous <b>CANON (or round)</b> composed by Johann Pachelbel</p>	<p><b>Physical Education</b></p> <p>Improve your hand eye coordination! Try out these drills using what you have at home. Then you might try creating your own drill or creating one with a family member.</p> <p><a href="https://www.youtube.com/watch?v=x_xMvuPRJZ8">https://www.youtube.com/watch?v=x_xMvuPRJZ8</a></p>
Before meditation	After meditation												
Feeling hot													
Feeling tired													
Feeling ok													

	<p>complete. Notice how you feel and what you think during and after you have completed it.</p> <p>5. Complete this worksheet.</p> <p><b>Mindful colouring in</b></p> <p><b>Colouring reflection</b> When I colour in, I feel:</p> <p>_____</p> <p>_____</p> <p>When I colour in, I think:</p> <p>_____</p> <p>_____</p> <p><b>Jigsaw puzzles reflection</b> When I was doing the puzzles I felt:</p> <p>_____</p> <p>_____</p> <p>When I was doing the puzzles I was thinking:</p> <p>_____</p> <p>_____</p>			<p>in 1680. Difficulty level: <b>extreme!</b></p>  <p><i>Can you hear the repeated low (bass) part playing over and over?</i></p> <p><b>Italian</b></p> <p><b>Buongiorno Bambini. Please remember to keep adding to your Italian food Diary whenever you eat some Italian food.</b></p> <p><b>Task 1:</b> <a href="#">Please click on this link for my special message to you</a></p> <p>Please listen to any of the movies I have sent you in the past weeks and repeat the words as clearly as you can.</p> <p><b>Task:2:</b> As it looks like travel might become easier in the next few months, sing along to <a href="https://youtu.be/v5MIBsZv19U">https://youtu.be/v5MIBsZv19U</a></p>	
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**Library**

Hi Stage 2, here is the Library Task for Week 3. Remember to keep all of your work together so you can upload and share at the end of Week 4.

This week we are continuing with our inquiry learning on native bees. [Here is a link to the presentation](#) **Please refer to Slide 11 - Native Bees of NSW.** I have listed some of the different species of native bees which can be found in NSW. Please choose one of these species and complete the 2 worksheets below. If you cannot access the worksheet, research a species of native bee from the chart and list 5 interesting facts about your chosen one. Next, either upload or draw a picture and label the antennae, head, eyes, thorax, pollen collection area and wing. Next, shade on the maps of NSW and Australia, where your bee can be located. Keep together with your mind map and the 'Bee Hotel' design.

# LESSON 27

## Mindful colouring in

### **Colouring reflection**

When I colour in, I feel:

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When I colour in, I think:

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### **Jigsaw puzzles reflection**

When I was doing the puzzles I felt:

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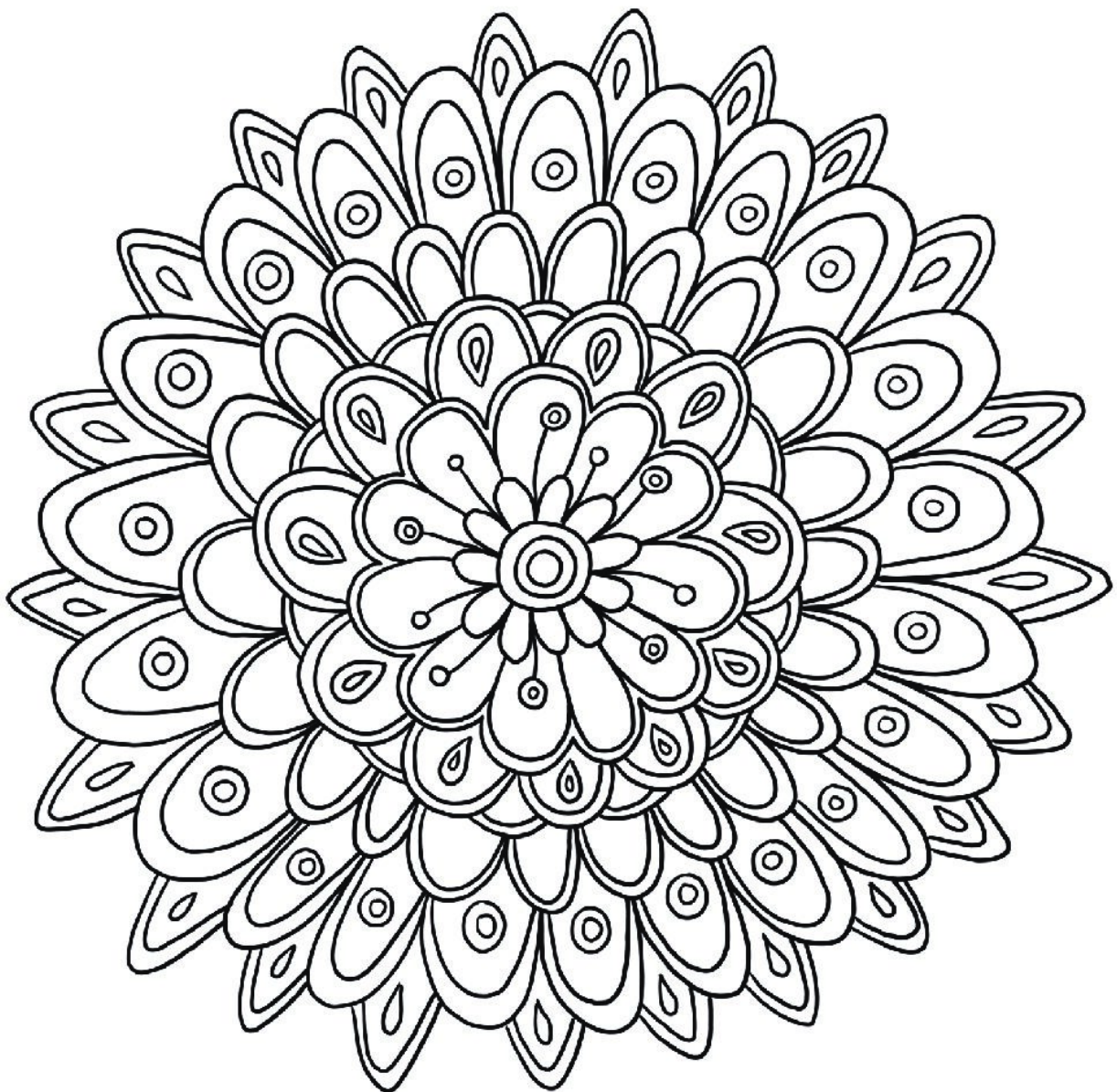
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When I was doing the puzzles I was thinking:

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# Mindfulness Colouring





# Week 3: Native Bees of NSW



Name of Bee species: \_\_\_\_\_

Draw or insert an image of your chosen bee species below:  
(Label antennae, head, eyes, thorax, pollen collection area, and wing)

Five interesting facts about my bee species:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



Week 3: Where can you find my native bee?



Shade on the map of NSW and Australia, where you might locate your native bee species





## **Tell Them From Me (TTFM) Student Survey Term 4**

The second TTFM Survey for 2021 will be open for **students in Year 4, 5 and 6 to complete at home between 5 October and 22nd October 2021 (Week 1 and 2 of Term 4)**. The survey results continue to play a very important role in the development and progression of our Strategic Improvement Plan.

*Here is some important information about the survey:*

- Students' answers help teachers and Ms Mudford to learn more about your life at school.
- The survey covers themes of student engagement, wellbeing and effective teaching practices at school, from the perspectives of students.
- It is *not* a test.
- Answers are confidential, which means that no one can see students' names.
- The survey will take 15 to 20 minutes on average and no more than 30 minutes for most students.

*How to complete the survey:*

- **Parents and carers will receive an email from the school with a username and password** for students to complete this survey.
- Students can login at <https://nsw.tellthemfromme.com/login.htm>.
- It is important that students complete the survey independently and present their perspectives. Parents and carers are asked to clarify any questions their children may not understand; however, please do not influence their responses.

More information can be found at:

[https://surveys.cese.nsw.gov.au/images/FAQs/TTFM\\_Student\\_Survey\\_FAQs\\_Parent\\_and\\_Carers\\_T12018.pdf](https://surveys.cese.nsw.gov.au/images/FAQs/TTFM_Student_Survey_FAQs_Parent_and_Carers_T12018.pdf)

Parents and carers, if you do not want your child to complete the survey or you have any further questions or concerns about it, please email the school at [waverley-p.school@det.nsw.edu.au](mailto:waverley-p.school@det.nsw.edu.au) to let us know.

