

STAGE 3: TERM 4 WEEK 1 PROGRAM OVERVIEW- STUDENTS

	Tuesday 5/10	Wednesday 6/10	Thursday 7/10	Friday 8/10
<p>9:00am</p> 	<p>Check In Time</p> <p>Jump onto Google Classroom and say, “Good Morning” to your teachers and peers. Read any additional notices your teachers have posted and check that you know what you’re going to be learning today.</p> <p>** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time</p> <p>Jump onto Google Classroom and say, “Good Morning” to your teachers and peers. Read any additional notices your teachers have posted and check that you know what you’re going to be learning today.</p> <p>** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time</p> <p>Jump onto Google Classroom and say, “Good Morning” to your teachers and peers. Read any additional notices your teachers have posted and check that you know what you’re going to be learning today.</p> <p>** All Activities are posted via Seesaw and are scheduled during their allocated time.</p>	<p>Check In Time</p> <p>Jump onto Google Classroom and say, “Good Morning” to your teachers and peers. Read any additional notices your teachers have posted and check that you know what you’re going to be learning today.</p> <p>** All Activities are posted via Seesaw and are scheduled during their allocated time.</p> <p>REMINDER: Whole School Assembly via Zoom at 9:15 am - 9:45 am</p>
<p>Morning Session</p> <p>9:00 – 11:00 am</p>	<p>English: Reading</p> <p>WALT: understand what inference is and begin inferring. WILF: identify what inference is and infer an image using background knowledge, clues and evidence.</p> <ul style="list-style-type: none"> - Listen to the teacher's model of what inference is, why it is important and how we infer. - Watch and listen to the teacher model, on how to infer an image using background knowledge, clues and evidence. - Your Turn: You will need to model the reading skill of inference on the selected image. Refer to the success criteria to ensure you are successful in today's learning activity. 	<p>English: Reading</p> <p>WALT: understand what inference is and begin inferring. WILF: identify what inference is and infer an image using background knowledge, clues and evidence.</p> <ul style="list-style-type: none"> - RE-listen to the teacher model of what inference is, why it is important and how we infer. - RE-watch and listen to the teacher model, on how to infer an image using background knowledge, clues and evidence. - Your Turn: You will need to model the reading skill of inference on the selected image. Refer to the success criteria to ensure you are successful in today's learning activity. 	<p>English: Reading</p> <p>WALT: understand what inference is and infer text. WILF: identify what inference is and infer an image/sentence using background knowledge, clues and evidence.</p> <ul style="list-style-type: none"> - RE-listen to the teacher model what inference is, why it is important and how we infer. - Listen to the teacher model how to infer a sentence. The focus is looking at sentence level. - Your Turn: You will need to model the reading skill of inference on the selected TWO sentences. Refer to the success criteria to ensure you are successful in today's learning activity. 	<p>English: Reading</p> <p>WALT: understand what inference is and infer text. WILF: identify what inference is and infer an image/sentence using background knowledge, clues and evidence.</p> <ul style="list-style-type: none"> - RE-listen to the teacher model what inference is, why it is important and how we infer. - RE-listen to the teacher model how to infer a sentence. The focus is looking at sentence level. - Your Turn: You will need to model the reading skill of inference on the selected TWO sentences. Refer to the success criteria to ensure you are successful in today's learning activity. - You will also need to complete the Frayer Model on the word, ‘inference’ to demonstrate to your teachers what you have learnt this week.
	Fruit Break	Fruit Break	Fruit Break	Fruit Break
	<p>English: Mini Lesson</p> <p>WALT: to understand what imagery is and how figurative language helps us in our reading and writing WILF: apply our knowledge of similes to construct descriptive sentences.</p> <ul style="list-style-type: none"> -Listen to the teacher explain what imagery is and how each of the 5 senses can be matched to a sentence. <i>The teacher reinforces that figurative language is applied through imagery.</i> - Listen to the teacher explain what figurative language is and how similes can assist with imagery. - The teacher will explain what similes are. The teacher will model an image and compose 	<p>English: Mini Lesson</p> <p>WALT: to understand what imagery is and how figurative language helps us in our reading and writing WILF: apply our knowledge of similes to construct descriptive sentences.</p> <ul style="list-style-type: none"> - Re-listen to the teacher explain what imagery is and how each of the 5 senses can be matched to a sentence. <i>The teacher reinforces that figurative language is applied through imagery.</i> - Re-listen to the teacher explaining what figurative language is and how similes can assist with imagery. - The teacher will RE-explain what similes are. 	<p>English: Mini Lesson</p> <p>WALT: to understand what imagery is and how figurative language helps us in our reading and writing WILF: apply our knowledge of metaphors to construct descriptive sentences</p> <ul style="list-style-type: none"> - RE-listen to the teacher explain what imagery is and how each of the 5 senses can be matched to a sentence. <i>The teacher reinforces that figurative language is applied through imagery.</i> - RE-listen to the teacher explaining what figurative language is and how metaphors can assist with imagery. - The teacher will explain what metaphors are 	<p>English: Mini Lesson</p> <p>WALT: to use a range of complex sentences in our writing WILF: construct sentences that are complex and the two types of sentences</p> <ul style="list-style-type: none"> - Listen to the teacher explain what a sentence is and the two types of sentences - Listen to the teacher model and explain how to create complex sentences on THREE images. Your Turn: - You will need to look at THREE pictures and create a complex sentence for each. - In your Writing you MUST use complex sentences.

	<p>simile sentences for each of the 5 senses. Your Turn: - Students will need to create similes based on the 5 SENSES for the selected image.</p>	<p>The teacher will model an image and compose simile sentences for each of the 5 senses. Your Turn: - Students will need to create similes based on the 5 SENSES for the selected image.</p>	<p>by looking at an image and thinking about what they have in common but are not alike. The teacher will explain how to construct a sentence that has a metaphor. Your Turn: - Students will need to create FOUR metaphors using the metaphor table.</p>	
	<p>English: Writing WALT: Write a character description based on physical appearance and traits. WILF: - Imagery/ Show not tell - Figurative language - Complex and compound sentences - Select a book character of your choice: Willy Wonka, Greg Heffley from Diary of a Wimpy Kid, Matilda, Hermione (from Harry Potter). - Use the planning template to help you plan your character's appearance and traits. - Write two paragraphs <u>describing</u> your character's appearance and traits. ** Remember to refer to the Success Criteria *** REMINDER - work must be handwritten</p>	<p>English: Writing WALT: Write a description based on a setting. WILF: - Imagery/ Show not tell - Figurative language - Complex and compound sentences Choose a setting to plan and write a detailed description: (Antarctica or The Wild West). - Use the planning template to help you plan your setting description. - Write one paragraph <u>describing your setting</u>. ** Remember to refer to the Success Criteria *** REMINDER - work must be handwritten</p>	<p>English: Writing WALT: Write a scene using character and setting descriptions. WILF: - Merging character and setting together to create a scene. Write a detailed scene using your character description (from Tuesday) and setting description (from Wednesday). - Use the planning template to help you plan your writing. - Use your character from Tuesday and setting from Wednesday to create a scene. - Write a detailed description of a scene. ** Remember to refer to the Success Criteria *** REMINDER - work must be handwritten</p>	<p>English: Writing WALT: Revise and edit our writing. WILF: - Imagery - Figurative language - Compound and complex Sentences Go back and annotate your writing from Thursday. Focus on extending your imagery (5 senses) and complex sentences. Reflect on how they think they went with one of the success criteria and why. ** Remember to refer to the Success Criteria *** REMINDER - work must be handwritten</p>
<p>LUNCH 11:00 – 11:50 am</p>	<p>Time to connect</p>	<p>Time to connect</p>	<p>Time to connect</p>	<p>Time to connect</p>
<p>Middle Session 11:50 – 1:35pm</p>	<p>Mathematics: Place Value WALT: use the correct mathematical language for place value WILF: screen recording yourself solving an algorithm problem using the correct mathematical language - RECAP: Watch the video of the teachers modelling how to solve an algorithm problem using the correct mathematical language. - Screen record yourself, or write a script, solving each algorithm using the correct mathematical language. - Complete the exit slip.</p>	<p>Mathematics: Place Value WALT: use the correct mathematical language for place value WILF: screen recording yourself solving an algorithm problem using the correct mathematical language - RECAP: Watch the video of the teachers modelling how to solve an algorithm problem using the correct mathematical language. - Screen record yourself, or write a script, solving each algorithm using the correct mathematical language. - Complete the exit slip.</p>	<p>Mathematics: Fractions WALT: Consolidate our previous knowledge of fraction WILF: Selecting an activity that is accessible for you to complete and trying your best - Watch and listen to the teacher model the three different fractions activities. First activity- Paper Folding Second activity - Colour in Fractions Third activity - Tenths - You will need to select ONE activity that you think is just right for you and complete it. - You will need to screen record yourself solving the activity and post onto Seesaw.</p>	<p>Mathematics: Fractions WALT: Consolidate our previous knowledge of fraction WILF: Selecting an activity that is accessible for you to complete and trying your best - Watch and listen to the teacher model the three different fractions activities. First activity- Paper Folding Second activity - Colour in Fractions Third activity - Tenths - You will need to select ONE activity that you think is just right for you and complete it. - You will need to screen record yourself solving the activity and post onto Seesaw.</p>
	<p>Science WALT: Understand that matter can be changed from one state to another by adding or removing heat WILF: I can explain the change that takes place, Observe and reflect on the experiment.</p>	<p>Music WALT: Identify and understand what music is WILF: I can explain what music means to me and answer true/false statements about music. -Read through the definition of music -Fill out the table of “What music means to me” and “Questions I have about music”</p>	<p>Drug Education WALT: understand different types of medicines WILF: explain the difference between prescribed and over the counter medicines - Listen to the teacher explain information about why we use medicine and the different categories of medicine</p>	<p>STEM Activity WALT: Build a ramp that allows objects to travel at least 30 cm WILF: Understand the factors that affect the movement of objects Investigate: Using household supplies, build a ramp. Find three different objects to roll down the</p>

	<p>- Read through the information about 'changing states'</p> <p>- Watch the teacher conduct two experiments and enter the results in the table</p> <p>- Complete the two experiments and enter your results into the table</p> <p>- Answer the reflection questions</p>	<p>-Watch BTN video</p> <p>- Read through questions and answer True or False</p> <p>Optional: Upload a video dancing to your favourite song</p>	<ul style="list-style-type: none"> • Prescribed medicines • Over the counter medicines <p>-Your task is to list some examples of prescription medicine and over the counter medicines.</p> <p>- Answer the following reflection questions</p>	<p>ramp (toy car, tennis ball etc.) Measure how far each object rolls. Adjust the angle of the ramp and repeat. Record your results in the table.</p> <p>Challenge: Vary the surface where you place your ramp and investigate the friction of different surfaces and how that changes the stopping distance of your object.</p> <p>Reflection: Reflect on your findings by answering the questions.</p>
<p>RECESS 1:35 – 2:00 pm</p>	<p>Time to connect</p>	<p>Time to connect</p>	<p>Time to connect</p>	<p>Time to connect</p>
<p>Afternoon Session 2.00 – 2:50 pm</p>	<p><u>Timeout Tuesday</u> Happiness is a Poem Focusing on what makes us happy can help us be positive thinkers. Think about what makes you happy and fill in each statement to create a happiness poem. Don't forget to add some colour and illustrations to your poem. Share your answers on Seesaw.</p>	<p><u>Workout Wednesday</u> Fit Dice Get two dice (you can use online dice) and find somewhere with space you can move. Roll the dice and add the two numbers together. Complete the fitness challenge for the number you rolled. Do this 10 times. Share photos of your fitness activities on Seesaw. Challenge: Can you roll the dice another 10 times?</p>	<p><u>Thoughtful Thursday</u> Reflection Journal It's important to reflect and share what you have been learning about during the week. Think about what things you have enjoyed learning about this week and what things you found challenging. Fill in the Reflection Journal . Share your reflection on Seesaw.</p>	<p><u>Fun Friday</u> Time Traveller You are a mad scientist and you've just created a time machine. Answer the following questions: If you could travel to any place in time, where would you go? If you could bring back an extinct animal which one would it be? If you could meet three people from the past , who would they be? Design and draw a picture of your time machine. Share your answers on Seesaw.</p>