A message from your Year 3 teachers

Dearest 3D,

I hope you have all enjoyed the holiday as best as you could and you are all safe and healthy. I miss each and every one of you, and I can't wait to be in the class learning together again. Be proud of yourselves during this time, your resilience and your ability to never give up. Do your best learning from home and know that I am proud of all of you! Stay kind, be brave and I'll see you soon =)

- Miss Dandashli

To the lovely students of 3S,

I hope you and your families are all staying safe during this time. I was looking forward to seeing all your faces again, but it seems we will have to wait a little longer. Remember to be kind, respectful and try your best with the current situation. As long as you try your best no matter what, be proud of yourself and know that I'm proud of you too! See you all soon!

- Miss Nguyen

Dear 3Y,

I'm thinking of all of you and your families. We have all been here before, and we can certainly overcome this again. I can't wait to see your smiley faces, and I definitely can't wait to hear about all the learning you've done, INDEPENDENTLY! Be kind, be gentle and don't forget our morning chant: ***Make today amazing. You were made for something special. Be honest. Be brave. Take more chances.*** Please, take care and do your best! Safety and health are always first.

- Miss Younan

Dear 3K,

I hope you have all enjoyed your break and are doing well! This is a difficult time for all of us and I hope we will get through this together! Remember to try and stay positive and be kind to your family during this lockdown. We need to have patience and hope for the best outcome. Please try your best with your home learning and your parents will do what they can to support you. We will review everything together once we return back to face to face learning. Take care of yourselves and I hope to see you all very soon! :)

- Miss Kiran

Dear 3M,

I hope you were able to enjoy as much of your holiday as you could. I have been thinking of you all and wishing you are safe & healthy. Our learning will be a little different although I

want you to remember how capable you are! Let’s work together and try our best to make this experience best for us. I can’t wait to see all your sweet smiles again! Please stay safe and be enthusiastic learners. You are amazing, you are resilient, you are courageous! I will always be proud of all your efforts and achievements.

- Miss Mourad

Tuesday/Date & Weather # Morning Routine

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Vocabulary

Choose 1 word and write a sentence

Synonyms for appear: emerge, pop up, reveal, show, present, display

_____

_____

Grammar and Punctuation

<u>Prepositions</u> (describes location, place and time)
before, after, in front, during, in, because of, above, below, under, through, on, beside, due to, with

Example: Without warning, the silly boy appeared in front of the old lady and scared her.

Now write your own sentence using prepositions.

_____

_____

Morning Routine

Wednesday/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Vocabulary

Choose 1 word and write a sentence

Synonyms for appear: emerge, pop up, reveal, show, present, display

_____

_____

Grammar and Punctuation

<u>Prepositions</u> (describes location, place and time)
before, after, in front, during, in, because of, above, below, under, through, on, beside, due to, with

Example: Without warning, the scary shadow creeped beside and emerged from the darkness.

Now write your own sentence using prepositions.

_____

_____

Morning Routine

Thursday/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Vocabulary

Choose 1 word and write a sentence

Synonyms for appear: emerge, pop up, reveal, show, present, display

_____

_____

Grammar and Punctuation

<u>Prepositions</u> (describes location, place and time)
before, after, in front, during, in, because of, above, below, under, through, on, beside, due to, with

Example: Without warning, an enormous spider pounced through the front door.

Now write your own sentence using prepositions.

_____

_____

Morning Routine

Friday/Date & Weather

Write the long date:

Write the short date:

Describe today's weather:

What is the temperature today?

Vocabulary

Choose 1 word and write a sentence

Synonyms for appear: emerge, pop up, reveal, show, present, display

_____

_____

Grammar and Punctuation

<u>Prepositions</u> (describes location, place and time)
before, after, in front, during, in, because of, above, below, under, through, on, beside, due to, with

Example: Without warning, the bug flew over the bench and landed on the floor.

Now write your own sentence using prepositions.

_____

_____

Using Conjunctions, Adverbs and Prepositions

- to express time, place and cause

Conjunctions link words and phrases together. Adverbs modify verbs, adjectives and clauses. Prepositions describe location, place and time.

Remember that some words can appear in more than one column because they can belong to more than one word class.

conjunctions	adverbs	prepositions
when	then	before
before	next	after
while	soon	during
so	always	in
because	yesterday	because of
since	here	above
where	eventually	below
later	later	under
unless	now	through
until	therefore	on
yet	frequently	beside
once	inside	due to
that	outside	with
if	everywhere	

This is a simple sentence.

It has a subject and a predicate.

A simple sentence is made up of one **main clause**.

The subject is who or what the sentence is about. It will be a noun or a pronoun.

The predicate gives us more information about the subject, and contains *at least* one verb.

This is a compound sentence.

A compound sentence glues two simples sentences together. It is made up of two main clauses joined by a coordinating conjunction.

The coordinating conjunctions are:

for

and

nor

but

or

yet

so

Write a compound sentence everyday

Week	Learning intention	We are learning to write a compound sentence.
	Success Criteria I have used:	C main clause .!? , f a n b o y s main clause
		

Step by Step Guide

Drawing Characters from The Cautious Caterpillar

The Ladybird

1.

2.

3.

4.

5.

6.

Compound sentences

Grade 3 Sentences Worksheet

I want some cereal.
The box is empty. (but)
⬇
*I want some cereal, **but** the box is empty.*

Combine each pair of sentences using a comma and the word in brackets.

1. She did not go to the park. It was too late in the evening. (*for*)

   _____

2. They arrived early at the show. They had great seats. (*and*)

   _____

3. My family has never been to Washington. We have seen Boston. (*but*)

   _____

4. I really like chocolate cake. I am too full for dessert. (*but*)

   _____

5. We could start the movie now. We could wait for Julia to arrive. (*or*)

   _____

6. I am allergic to cats. I love to pet them. (*yet*)

   _____

7. Mark finished his homework. We can go play outside. (*so*)

   _____

8. You cannot go outside. It started to rain. (*for*)

   _____

9. They moved their toys to the side. They had room for the race track. (*and*)

   _____

10. She does not play the piano. She does play the flute. (*but*)

    _____

11. The cake is dry. The caramel sauce is good. (*but*)

    _____

12. We can have pizza for supper. We can have spaghetti. (*or*)

    _____

GetActive@Home

Week 2 - Episode 3

Stage 2

Challenges

With/without a skipping rope, attempt the following jumping combinations.

- Slalom skier - feet together and jump from side to side.
- Scissor - jump with one foot forward and one foot back, then alternate each jump.
- Square - jump with feet together forward, to the side, back, then to the side again to finish at the starting point.
- Pony - jump from side to side and make a quick one, two, three step each time.
- Flick kick - kick one leg out in front and alternate for each jump.

Mega Challenges

- Set the body in either a low or high plank position. Keeping the elbows (low plank) or hands (high plank) underneath the chest and the body straight.
- Try raising an arm or leg and holding the position.
- Alternate between the low and high plank position.

Other variations

With a partner try:

- create jumping combinations with a partner
- go slower or faster make it easier or harder.

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 combine foot movement and twirling the rope to master a new skipping combination?

How can you use your eyes to create balanced movement?

Teaching cues

Tuck elbows in.
Rotate the wrists.
Bounce feet.
Eyes ahead.

Equipment

Skipping rope or similar.

NSW GOVERNMENT Education

GetActive@Home

Week 2 - Episode 3

Stage 3

Challenges

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Other variations

With a partner try:

- create jumping combinations with a partner
- go slower or faster make it easier or harder.

Suggested PDHPE Outcomes

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

PD3-4 adapts movement skills in a variety of physical activity contexts.

PD3-11 selects, manipulates and modifies movement and concepts to effectively create and perform movement sequences.

Sample questions

How can you move your feet to create different skipping combinations?

How can you combine foot and rope control to skip quickly?

Teaching cues

Tuck elbows in.
Rotate the wrists.
Bounce feet.
Eyes ahead.

Equipment

Skipping rope or similar.

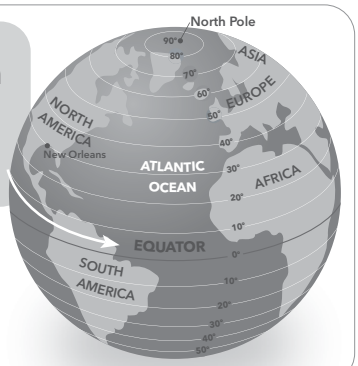
NSW GOVERNMENT Education

Do other places have the same climate as Australia?

Do other places have the same climate as Australia?

Just like Australia has climate zones the Earth has climate zones too. The Earth's climate zones are about how close a place is to the sun. Places which are closest to the Equator are **Tropical**. Places further away from the Equator are **Temperate**. Places furthest from the Equator are **Polar** (very cold).

The Equator is an imaginary circle around the Earth.

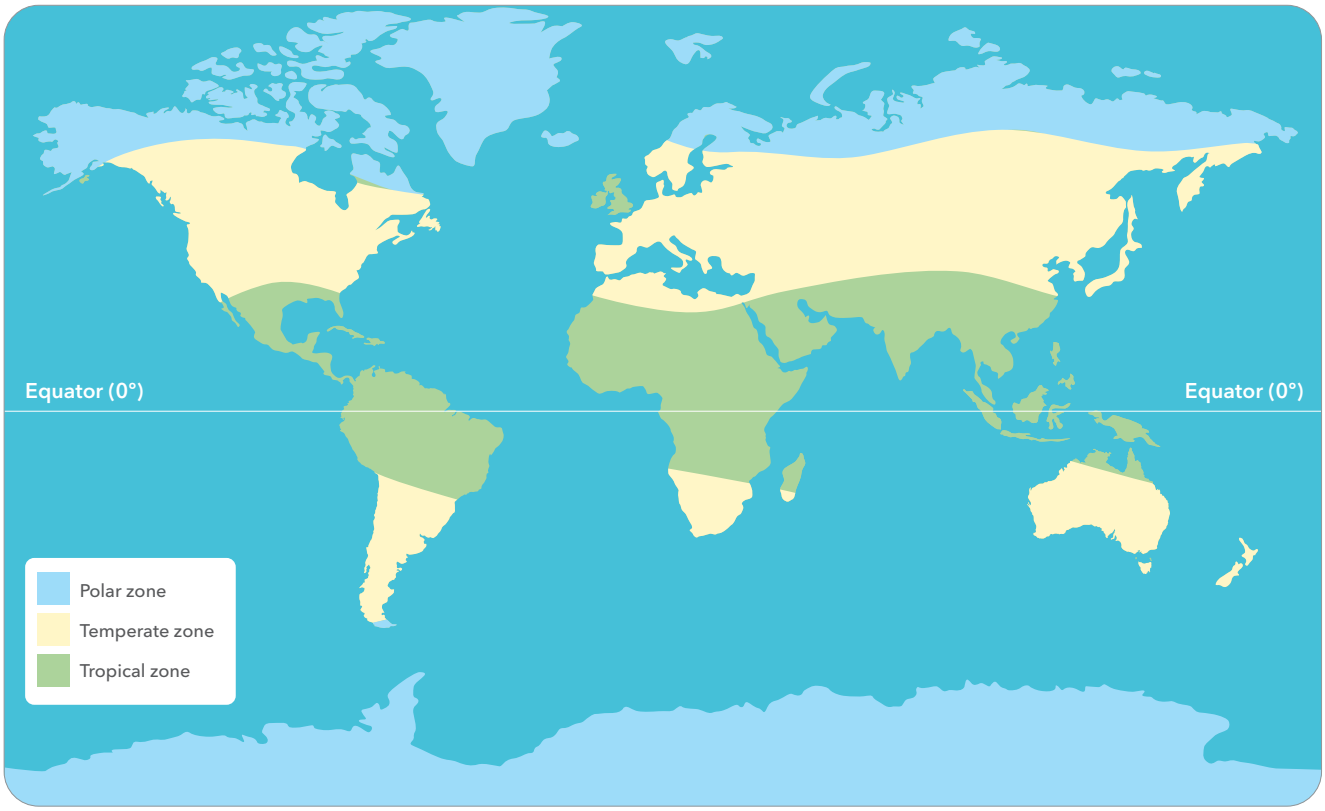


1 Describe what the weather would be like in each zone.

a Tropical _____

b Temperate _____

c Polar _____



2 Look at the world climate zone map. What two climate zones is Australia in?

_____

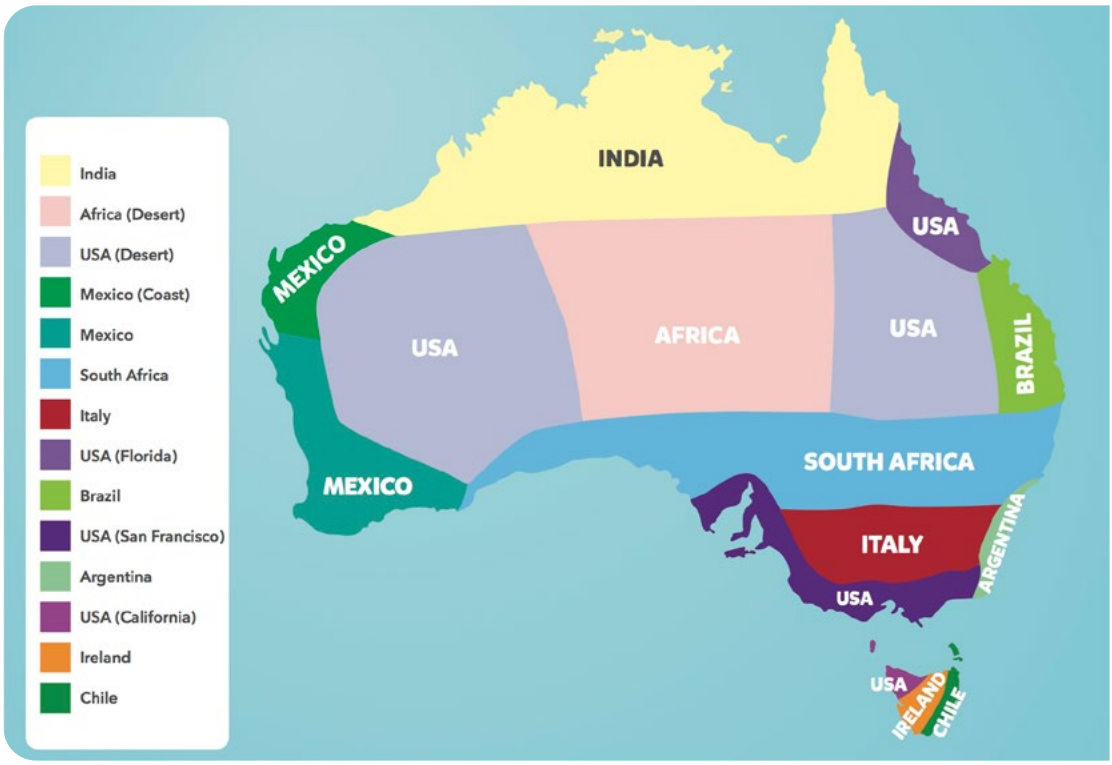
_____

All countries are in a world climate zone but their natural features may mean that parts of the country have a different climate, for example most of the centre of Australia is desert.

3 What natural features do you think could have caused a desert?

The temperature and rainfall of a place are recorded over a long period of time to find its climate. This information can then be used to find places with the same climate.

4 Look at this map which shows places in the world which have the same climate as places in Australia.



a What other country has the same climate as the place where you live?

b What countries have climates like these places?

Darwin _____ Brisbane _____

Canberra _____ Sydney _____

Melbourne _____ Adelaide _____

Perth _____ Hobart _____

c Use these websites to help you find places around the world with the same climate. Talk to your partner, group or class about places you find.

Similarities and differences between places

5 We can see how similar and different places are by looking at their climate. Use the information from these two countries' climate graphs to answer the questions in the table.

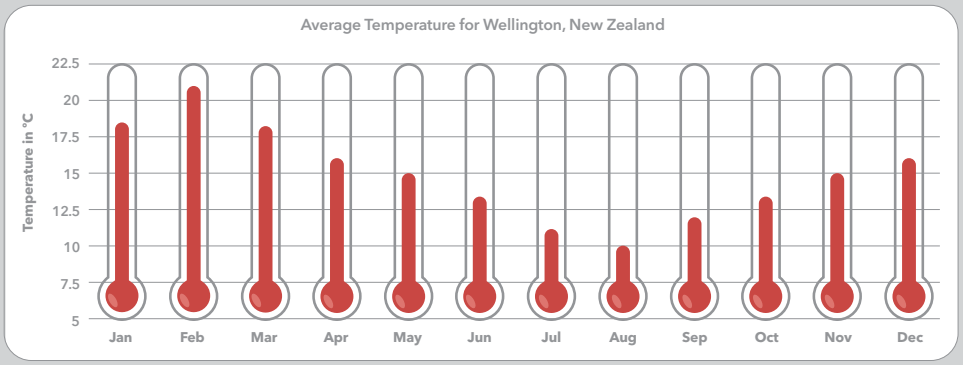
Average temperature Wellington

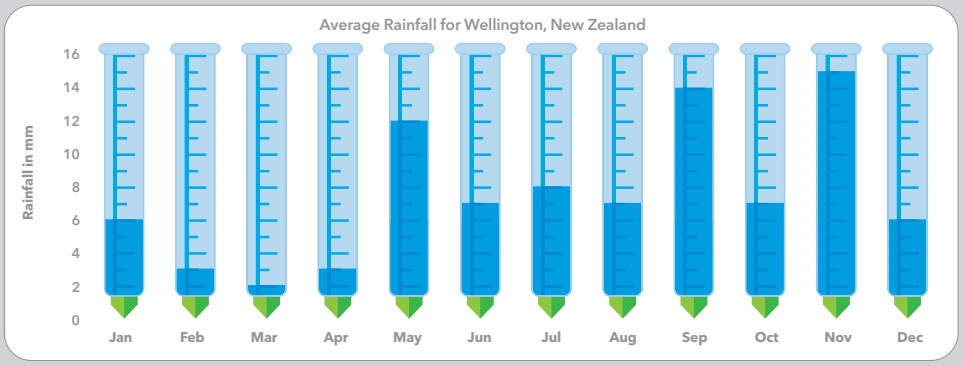
Average rainfall Wellington

Average temperature Port Moresby

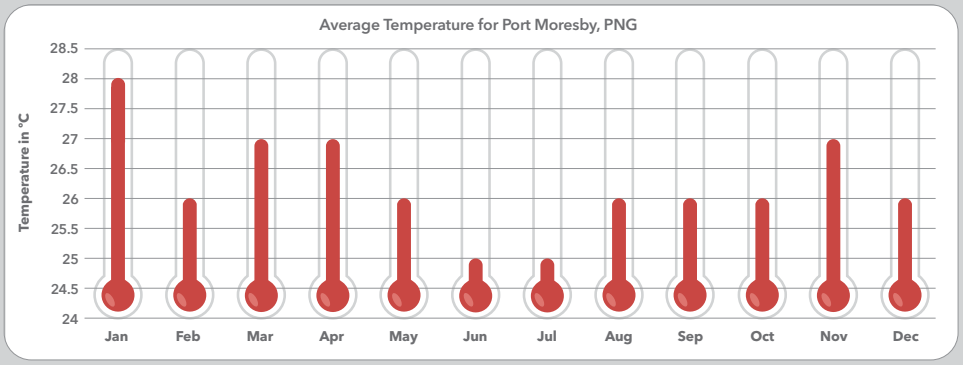
Average rainfall Port Moresby

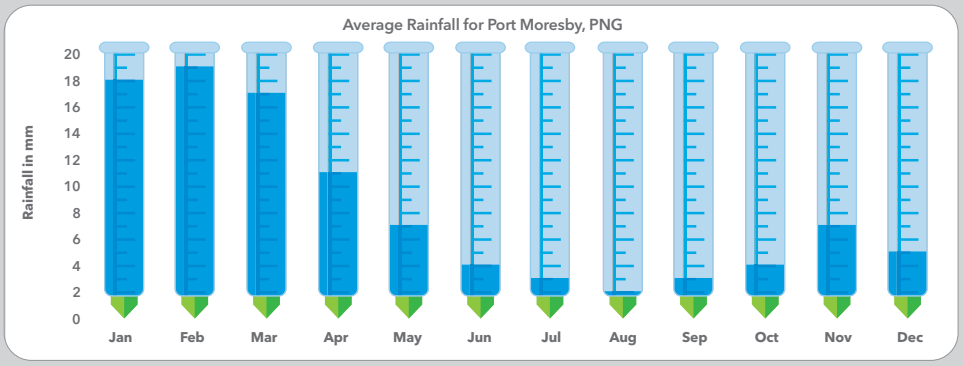
Wellington, New Zealand





Port Moresby, Papua New Guinea





		Port Moresby	Wellington
	Questions		
a	**Which direction is the place from Australia?**		
b	**Which direction is the place from the Equator?**		
c	**What is the hottest month?**		
d	**What is the temperature in the hottest month?**		
e	**What is the coldest month?**		
f	**What is the temperature in the coldest month?**		
g	**What is the wettest month?**		
h	**What is the driest month?**		

The climate of a place will affect many things including what you eat, what you wear, where you live, what games you play.

6 Use the information about the climates of Port Moresby and Wellington and write some questions about how the climate can affect what you do. Answer your questions.

Example

Question	Port Moresby	Wellington
How does the climate affect what you eat?	It has a hot and wet climate so people will drink more and eat more juicy fruit and salads.	It has a cold climate so people might eat more hot food like soup.

Question	Port Moresby	Wellington

7 Which two cities in the world do you think have the best climate? Choose one city from Australia and one from another country. Justify your answer.

8 Melbourne weather is often said to have four seasons in one day. What do you think this means? How could people be prepared for it?

Prepositions

Underline the preposition in each of the following sentences and write it on the line.

1. The cat was sitting on the chair.

_____

2. There was a banana in the fruit bowl.

_____

3. A dog sat under the kitchen table.

_____

4. A little girl was standing beside a tree.

_____

5. There was a yellow ball in front of the sofa.

_____

6. I was standing behind the counter.

_____

7. A toy doll was between two toy soldiers.

_____

8. The sleepy cat was asleep inside its kennel.

_____

9. The brown dog stood outside its kennel.

_____

10. There was a cup next to a glass.

_____

Prepositions

Now using the prepositions you wrote on the line, make up your own creative sentences.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

9. _____

_____

10. _____

_____

How are the Sun, Earth and Moon connected?

1. Watch the video *Fly Me to the Moon*.

2. Think, pair and share the questions below.

Think of some more questions about the Moon.

3

a Use these websites and library books to find information about the Moon.

b Write important facts about the Moon on the web below.
Draw a line between facts that are connected.

Fact Web

No air to breathe

No life on the Moon

4 Watch the video *Orbit*. It shows the movement of the Sun, Earth and Moon system.

Read the sentences below. Circle if they are true or false.

1. The Sun orbits the Earth every year.	True	False
2. The Moon takes nearly a month to orbit Earth.	True	False
3. The Earth spins faster than the Moon.	True	False
4. The Moon rotates on its axis every day.	True	False
5. The Earth's pull (gravity) causes the Moon's orbit.	True	False

Watch the video again to check your answers.

5 Write your own true or false questions about the Moon, then quiz a buddy.

1. _____ True False

2. _____ True False

3. _____ True False

6 Read the eBook *Big, Bigger, Biggest*.

Like their sizes, the distances between the Sun, Earth and Moon are enormous. If you were to drive a car to the Moon it would take you over six months. If you kept on driving to the Sun it would take you 177 years!

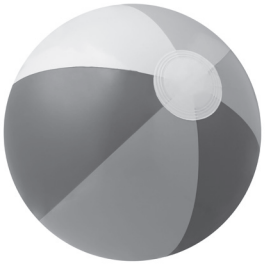
7 Look at the image. Using the same measurements and similar-sized objects, investigate the distances between the Sun, Earth and Moon.

What you will need:

- a large area over 100 metres in length
- measuring equipment (e.g. ruler, tape measure, trundle wheel)
- objects to represent the Moon, Earth and Sun.

2–3 mm

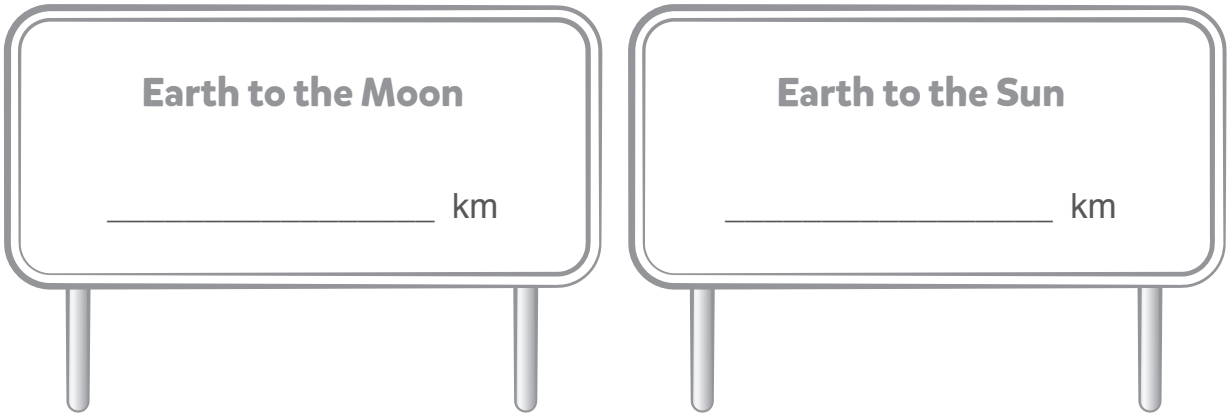
10 mm (1 cm)



110 cm (1.1 m)

Take a photo or draw a picture and label your investigation.

8 As a class, visit the *How Big is Space* website and go on a rocket ride. Travel through the Earth's atmosphere, past the Moon and on to the Sun. How far is the Moon and Sun?



9 Write about what you have learned about the size of the Sun, Earth and Moon and the distances between them.

10 Work in a small group to **investigate** and **experiment**.

My question

Why do we see the Moon shine and change shape?

My hypothesis (prediction)

Materials

- Strong torch or lamp (Sun)
- Orange or ball (Moon)
- Aluminium foil
- Dark space
- Phases of the Moon Table (page 9)

Method

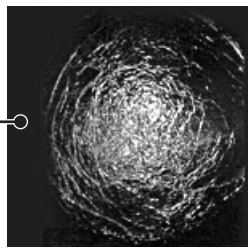
1. Make your Moon. Cover the orange in aluminium foil. Create some bumps and craters.

2. In a dark space, **observe** your Moon. Does it shine and make light?

3. Switch on the torch (the Sun) and stand 5–10 steps away with your Moon facing the Sun.

Observe what happens to the surface of your Moon.

4. Rotate (spin) your Moon around. Observe what happens to the shape of the light on your Moon.



5. Use the Phases of the Moon table (in Question 11) and mark off each shape you create with your foil Moon.

11 Look at the image of the Moon's phases. As the Moon turns towards and away from the Earth, we see its different shapes.

- **Record and analyse** the results from your experiment.
- Tick off each phase you saw on your foil Moon.
- Read the scientific names for the shapes.

Phases of the Moon

New Moon	Waxing Crescent	First Quarter	Waxing Gibbous	Full Moon	Waning Gibbous	Third Quarter	Waning Crescent
☐	☐	☐	☐	☐	☐	☐	☐

12 Write a **conclusion**. What did you learn from your experiment?

Why does the Moon shine?

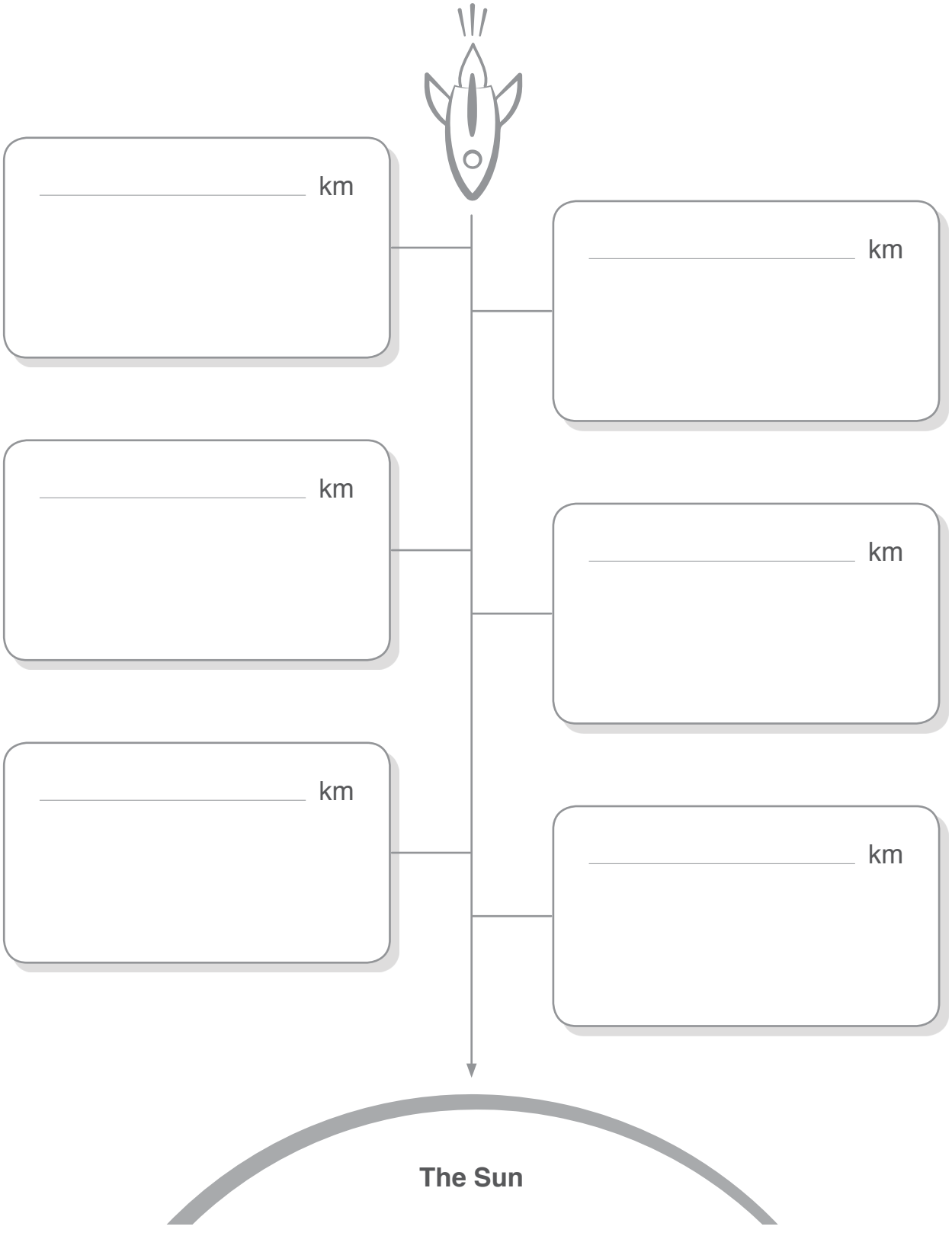
Why does the Moon change shape?

Try this at home!

On a clear night, it is safe to look at the Moon with binoculars or a telescope.

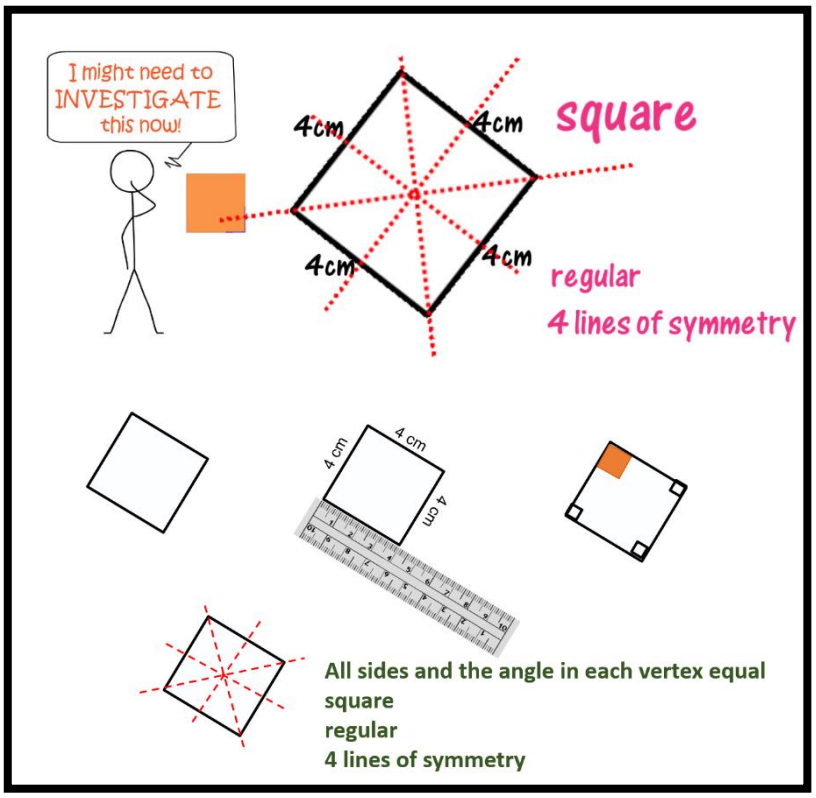
13 Visit the **How Big is Space** website again.

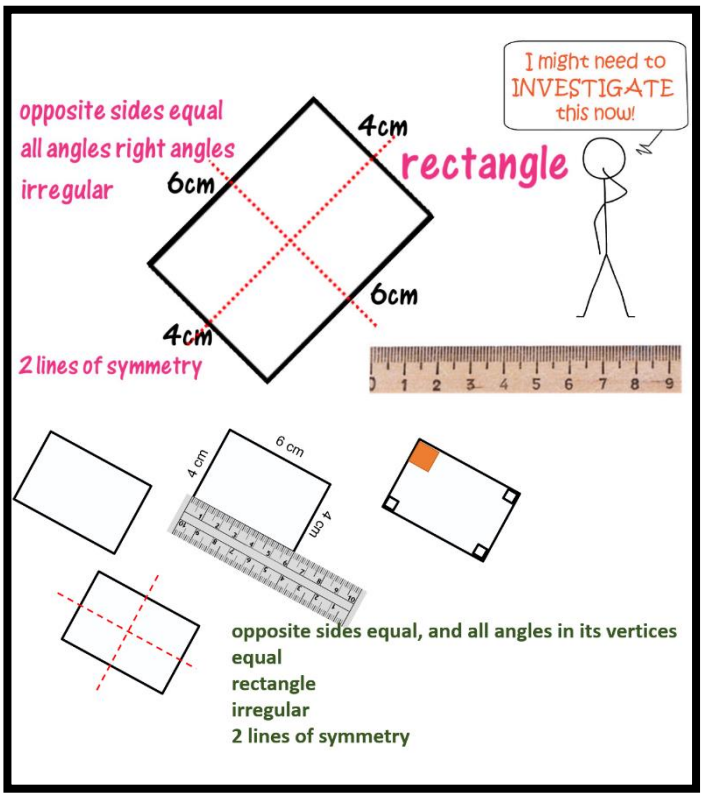
As you travel to the Moon and then on to the Sun, investigate some of the interesting things you would encounter along the way. Include man made and natural objects. Record them on the distance line below.

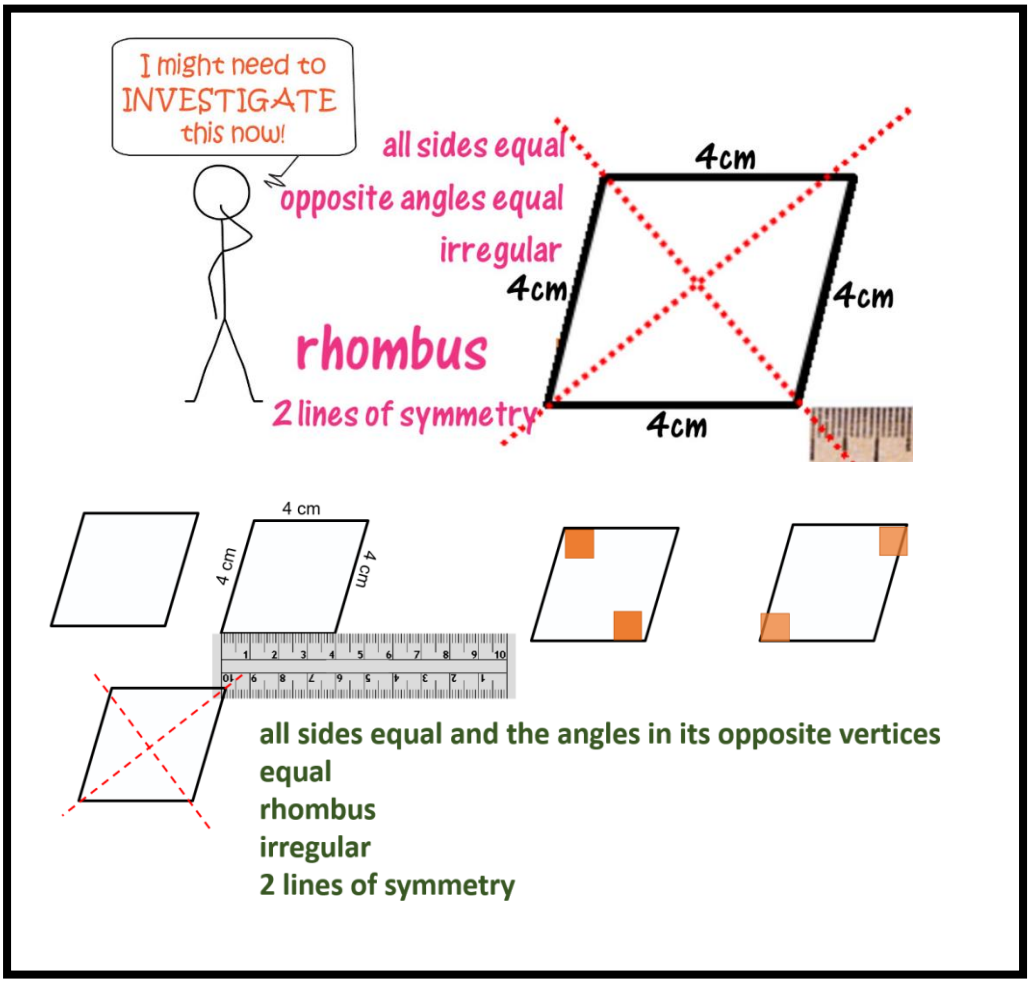


14 Why are the phases of the Moon different in the Northern Hemisphere? Investigate this question. Use labelled diagrams to explain your answer.

Monday – Measurement and Geometry

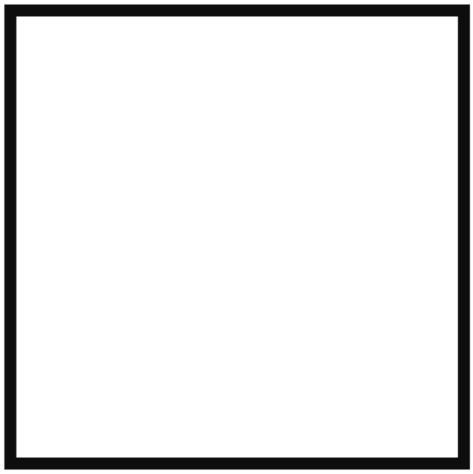






Monday – Measurement and Geometry

Using a ruler, measure the length and label the sides of each shape, describe the angles, label the vertices, draw the lines of symmetry and show if the shapes are regular or irregular. Use the questions and checklist to make sure you have described the shape and name the shape.



Questions and checklist:

☐ Measure and label side lengths

☐ Describe angles: ________________________________

☐ Label the vertices

☐ Draw lines of symmetry

☐ Is the shape regular or irregular: __________________

☐ Name the shape: ________________________________

Questions and checklist:

☐ Measure and label side lengths

☐ Describe angles: ________________________________

☐ Label the vertices

☐ Draw lines of symmetry

☐ Is the shape regular or irregular: __________________

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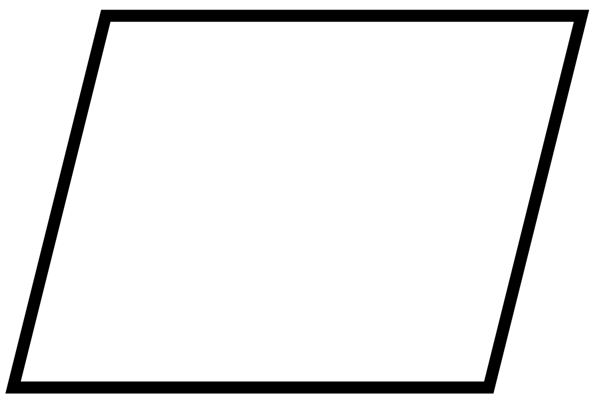


Questions and checklist:

☐ Measure and label side lengths

☐ Describe angles: ________________________________

☐ Label the vertices

☐ Draw lines of symmetry

☐ Is the shape regular or irregular: __________________

☐ Name the shape: ________________________________

Monday – Measurement and Geometry

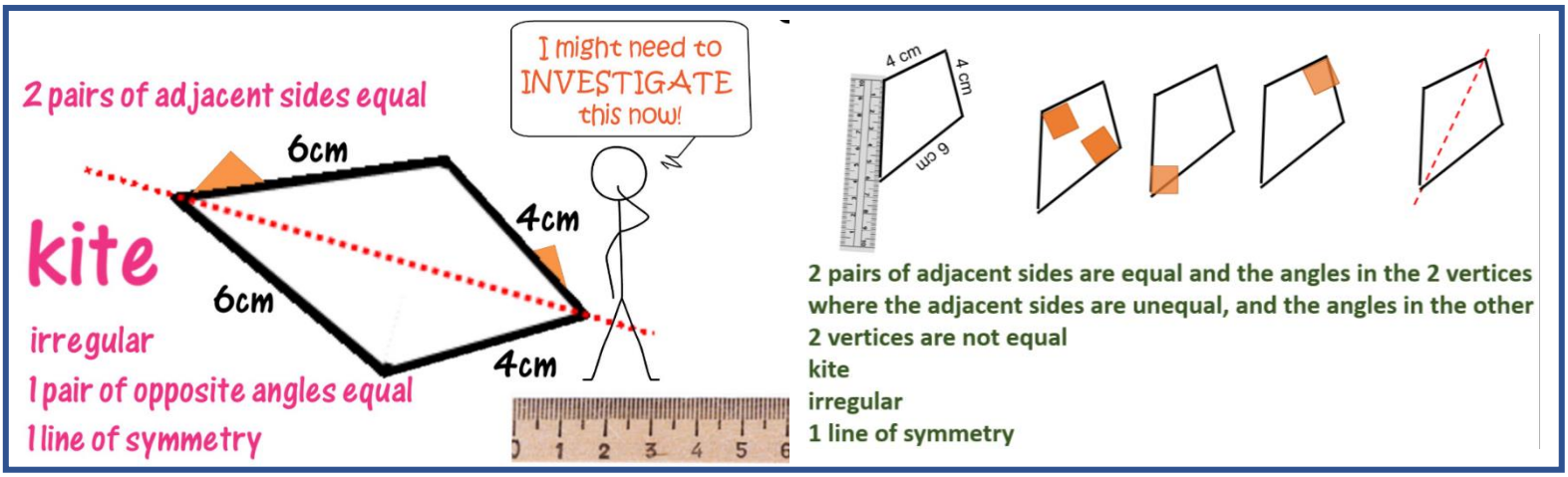
Using a ruler, draw and label 2 different sizes of each quadrilateral. You will also need to describe the angels, label the vertices and draw lines of symmetry.

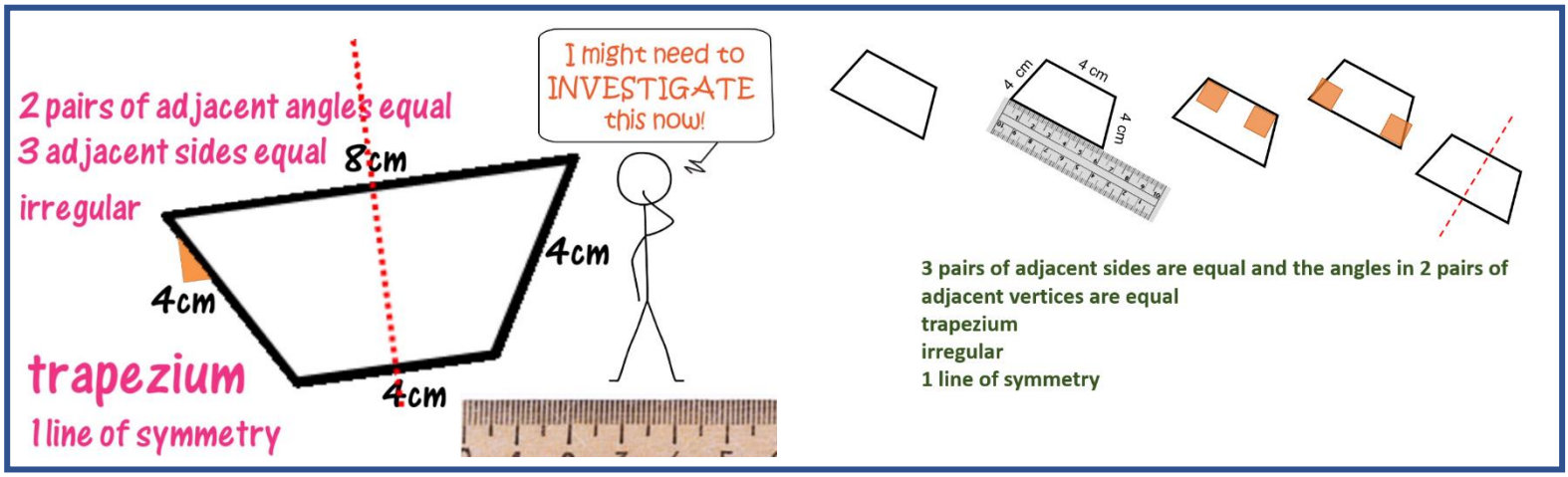
Square:

Rectangle:

Rhombus:

Tuesday – Measurement and Geometry





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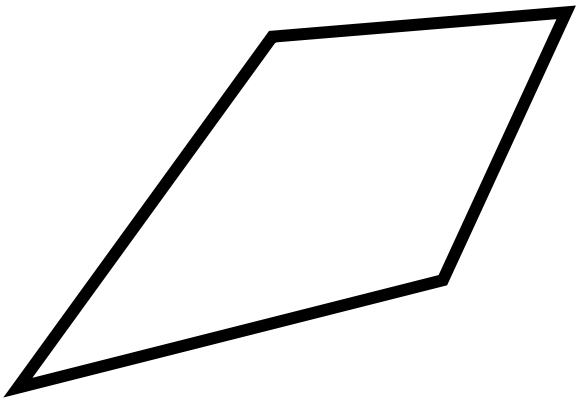
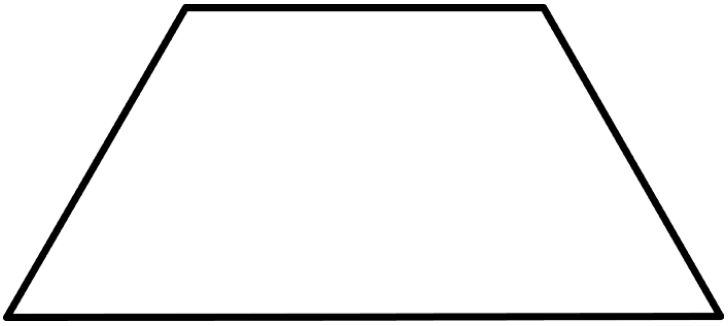


Questions and checklist:

- ☐ Measure and label side lengths
- ☐ Describe angles: _____
- ☐ Label the vertices
- ☐ Draw lines of symmetry
- ☐ Is the shape regular or irregular: _____
- ☐ Name the shape: _____



Questions and checklist:

- ☐ Measure and label side lengths
- ☐ Describe angles: _____
- ☐ Label the vertices
- ☐ Draw lines of symmetry
- ☐ Is the shape regular or irregular: _____
- ☐ Name the shape: _____

Tuesday – Measurement and Geometry

Using a ruler, draw and label 2 different sizes of each quadrilateral. You will also need to describe the angels, label the vertices and draw lines of symmetry.

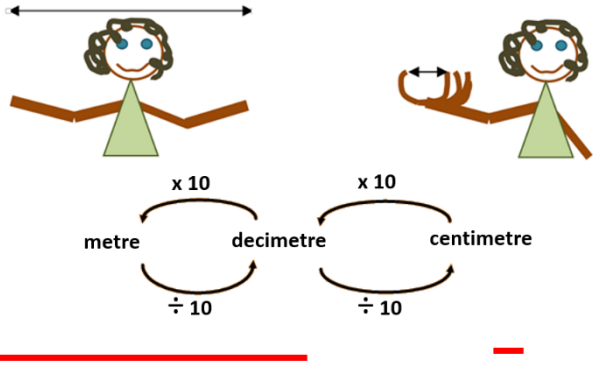
Kite:

Trapezium:

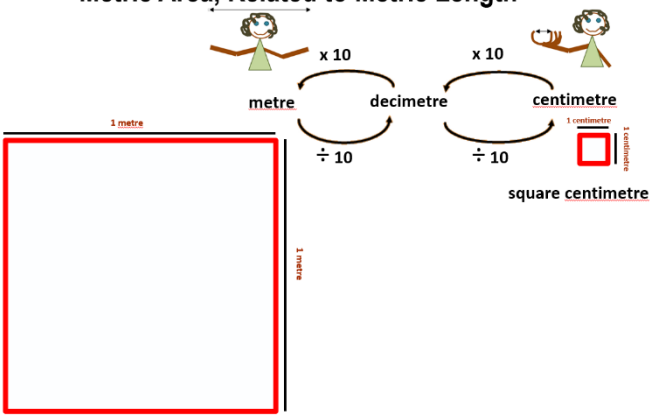
Wednesday and Thursday – Measurement and Geometry: Square metres and square centimetres

Read over these slides and have a think about how we can use square metres and square centimetres to measure area.

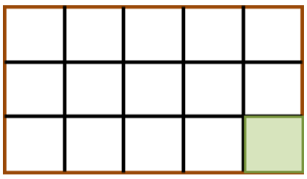
Metric Area, Related to Metric Length



Metric Area, Related to Metric Length



Metric Area, Related to Metric Length

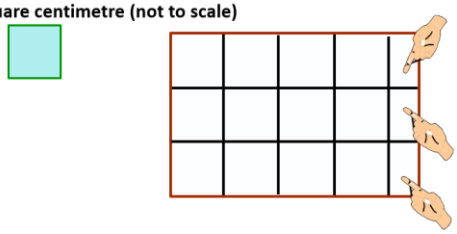


square centimetre (not to scale)

3 rows of 5 square centimetres = 15 square centimetres
3 x 5 = 15
Area = 15 square centimetres

Metric Area, Related to Metric Length

square centimetre (not to scale)

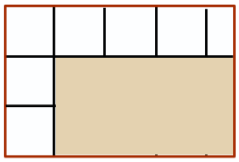


3 rows of 4 = 12
3 x 4 = 12

Area = 12 square centimetres + 1 square centimetre + half a square centimetre
Area = 12 + 1 + half square centimetres
Area = 13 and a half square centimetres
Area = $13\frac{1}{2}$ square centimetres

Metric Area, Related to Metric Length

square centimetre (not to scale)

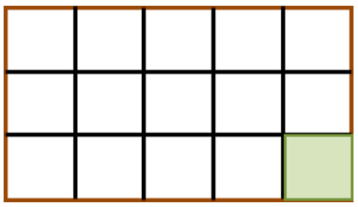


3 half square centimetres

3 rows of 4 = 12
3 x 4 = 12

Area = 12 whole square centimetres + 3 half square centimetres
half + half = 1
Area = 12 + 1 + half square centimetres
Area = 13 and a half square centimetres
Area = $13\frac{1}{2}$ square centimetres

Metric Area, Related to Metric Length

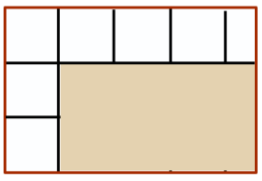


square metre (not to scale)

3 rows of 5 square metres = 15 square metres
3 x 5 = 15
Area = 15 square metres

Metric Area, Related to Metric Length

square metre (not to scale)



3 half square metres

3 rows of 4 = 12
3 x 4 = 12

Area = 12 whole square metres + 3 half square metres
half + half = 1
Area = 12 + 1 + half square metres
Area = 13 and a half square metres
Area = $13\frac{1}{2}$ square metres

Wednesday – Measurement and Geometry: Square metres and square centimetres

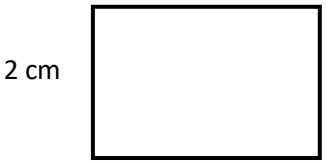
Use a ruler to make a square centimetre and measure the area of these shapes.

Calculate and Compare the Area of Rectangles, Squares and Irregular Shapes

I can calculate and compare the area of rectangles, squares and irregular shapes.

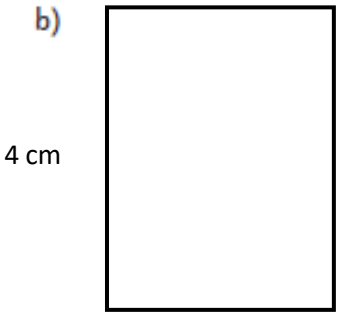
1) Calculate the area of these shapes.

a)



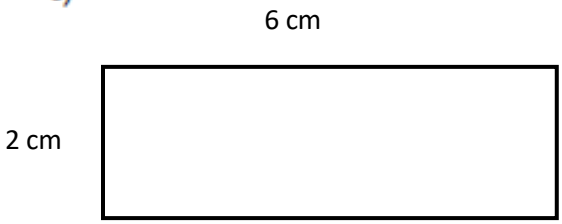
Area = _____ cm²

b)



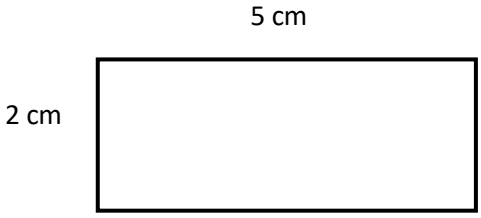
Area = _____ cm²

c)



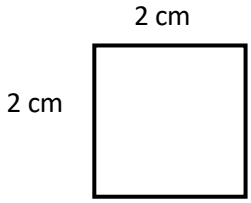
Area = _____ cm²

d)



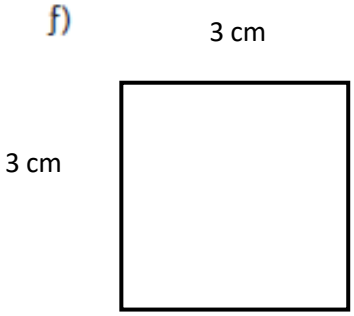
Area = _____ cm²

e)



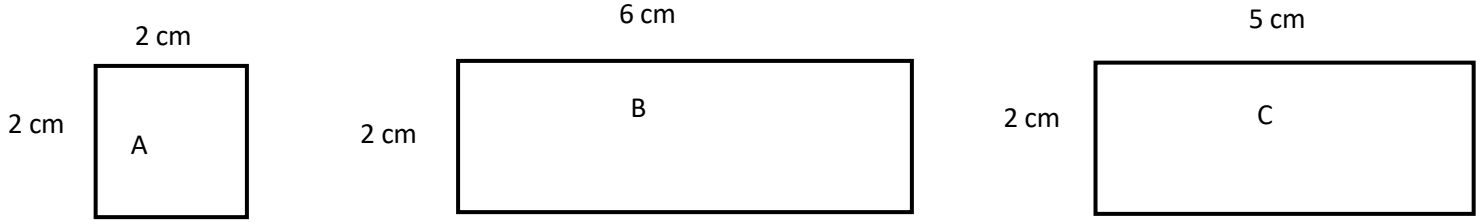
Area = _____ cm²

f)



Area = _____ cm²

2) Order each set of rectangles by area, from smallest to largest.



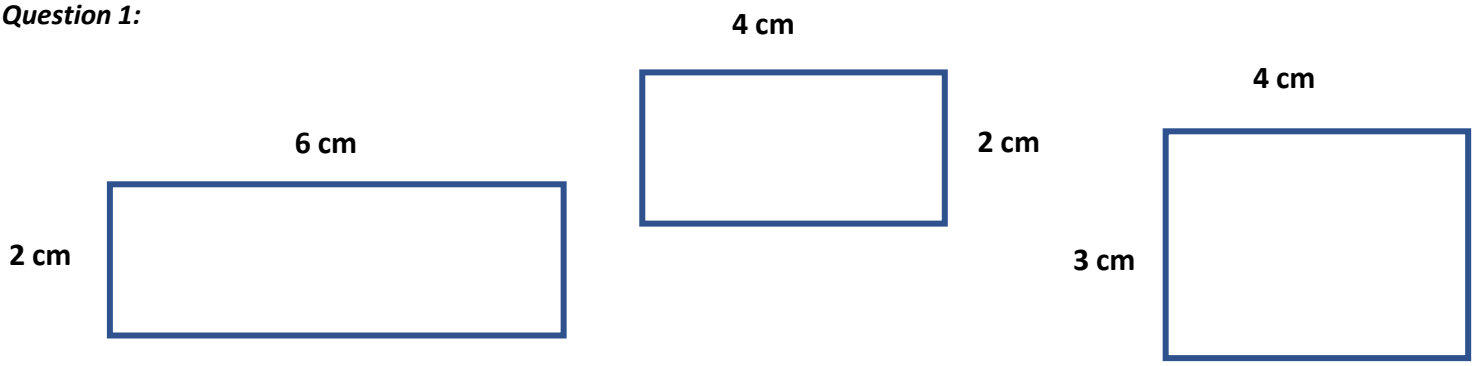
Smallest ⟷ Largest		

Thursday - Measurement and Geometry: Square metres and square centimetres

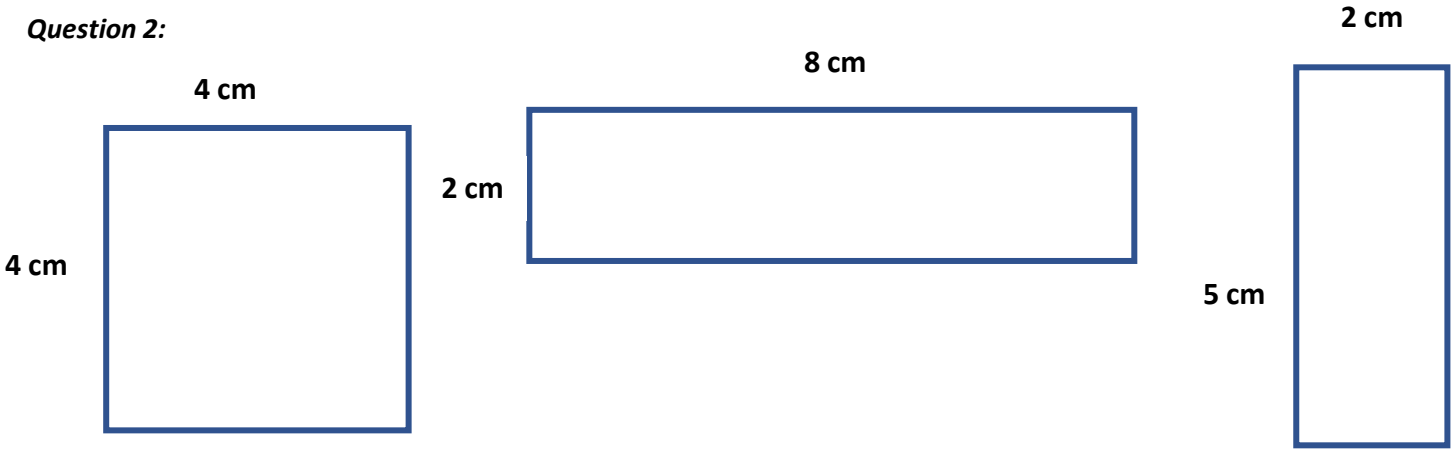
Use a ruler to make a square centimetre and measure the area of these shapes.

Task: Circle the 2 rectangles from each question that have the same area. Use square centimetres to find your answer.

Question 1:

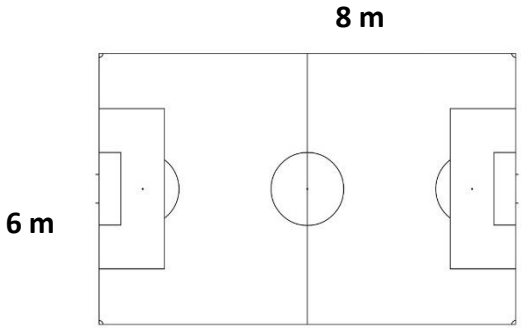


Question 2:



Investigate:

This soccer field is measure in metres. Let's investigate the area of the soccer field in square metres.



The area of the soccer field is: _____m^2

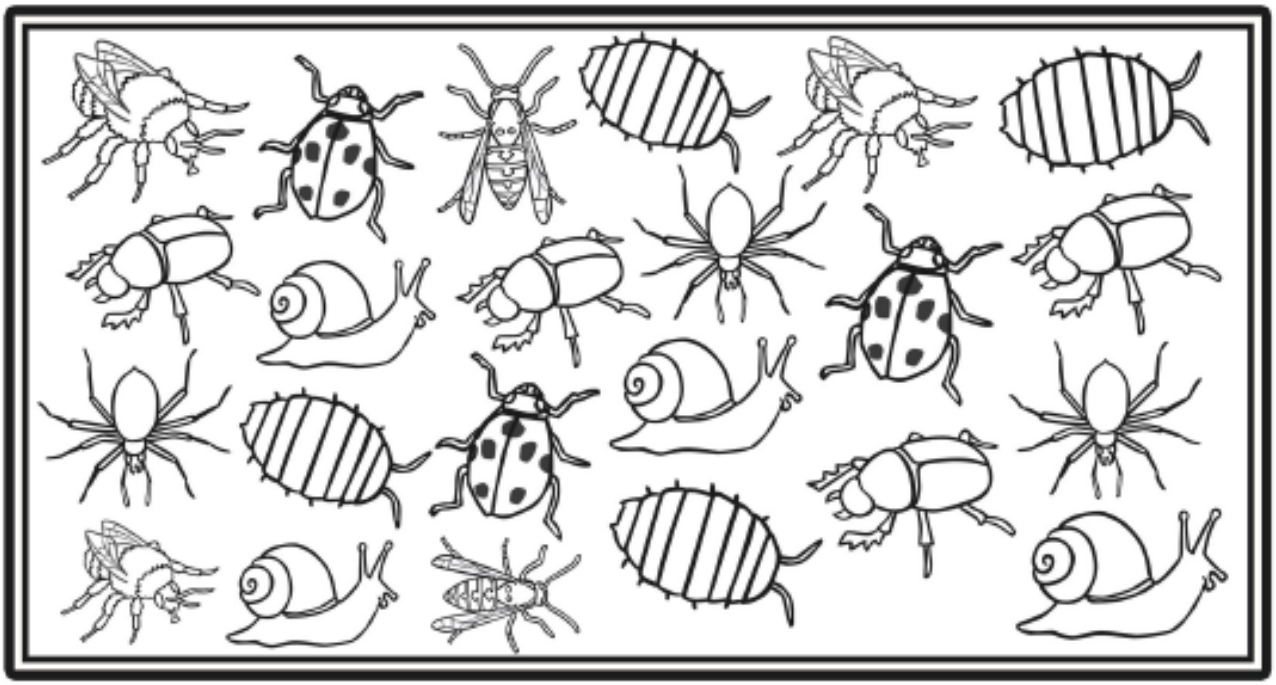
This child's bedroom is measured in metres. Let's investigate the area of the bedroom floor using square metres.

The area of the bedroom floor is: _____m^2

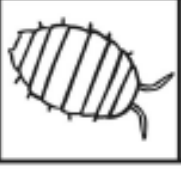
Friday – Statistics and Probability

Go on a minibeast hunt in your backyard. Colour a box for each minibeast you find. Remember to be safe and respect their habitat.

Minibeasts Block Diagram

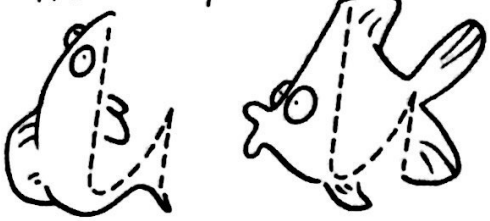


Colour a box for each item that you find.

6							
5							
4							
3							
2							
1							
							

Diagonal joins

Trace the patterns. Turn them into fish.



Trace these letter pairs with diagonal joins.

te te ti ti tm tn tp tr tu ty

ue ui um un up ut ur uy

Most letters with diagonal joins meet at the top body line.

Put a dot to show the line where the letters meet.

Trace these words with diagonal joins.

sardine blenny anemone

stingray marlin tuna

Trace and copy. Cross out the nonsense word.

deep keep steep steep

tip hip tune dune mune

Diagonal joins to head and body letters

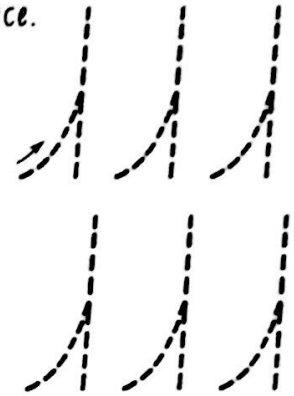
You can join a letter with an exit flick to a head and body letter using a diagonal join.

al

a exit → a a bit longer → a straighten up → a up, retrace → al

Don't lift that pencil! Just go from the exit flick right up to the top of the head and body letter. Then retrace a little on your way back down.

Trace.



Trace, then copy.

ab ah ak at at ahoy able

ch ch ck ct ct deck cleat

nb nh nk nt nt nt plank

db dh dk dt ht ht ht ht