



HOME LEARNING

Year Three and Four

Dear Families and Students,

We thank you for your patience and support during these unpredictable times. As we enter into different phases of this schooling situation, we want to support your child's learning even if they are at home. During this Phase 1 (school still open while some students have been kept at home), we provide this document and attached files for your child to continue on with work at home. In the event of Phase 2 (school is shut down due to COVID-19), teaching will shift to a more online-active approach, relying mainly on OneNote for lesson instructions and feedback for student work.

For more information about Tenison Woods Home Learning expectations please visit <https://www.twcs.catholic.edu.au/learning/covid-19-phase-2-home-distance-learning>

The following document is separated into 3 sections:

1. A suggested weekly timetable for learning at home (page 2)
2. Login details for online learning (page 3)
3. Work to continue on with by subject (page 4)

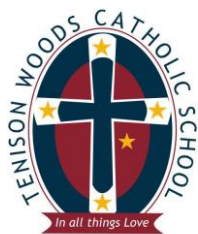
In Phase 1, most student work can be done offline and in books. However, if a laptop and internet is available, students can also access OneNote and follow new lessons which appear online as our classes progress in school. They may choose to attempt the same lessons at home as much of it is self-explanatory. If your child has not brought their books home, please feel free to drop by the school to pick them up.

Please have a read through the document with your child as they will be able to clarify many of your questions. If you still have questions, please don't hesitate to contact your class teacher.

Kind regards,

Year 3/4 Teachers

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1. A suggested weekly timetable for learning at home

Please use this as a guideline only. We understand home environments are very different.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50 – 9:30	MORNING ROUTINE <ul style="list-style-type: none"> • Speck of Gold • Prayer • Brain Train • Fruit break 	MORNING ROUTINE <ul style="list-style-type: none"> • Speck of Gold • Prayer • Brain Train • Fruit break 	MORNING ROUTINE <ul style="list-style-type: none"> • Speck of Gold • Prayer • Brain Train • Fruit break 	MORNING ROUTINE <ul style="list-style-type: none"> • Speck of Gold • Prayer • Brain Train • Fruit break 	MORNING ROUTINE <ul style="list-style-type: none"> • Speck of Gold • Prayer • Brain Train • Fruit break
9:30-11:00	ENGLISH Spelling LSCWC & Sentences Mini MATHS Race to 100	ENGLISH Spelling Revision ENGLISH Narrative	ENGLISH Spelling Revision ENGLISH Persuasive Text	ENGLISH Spelling Revision ENGLISH Persuasive Text	ENGLISH Spelling Test Record score in book Mini MATHS Mathletics Or Worksheet
RECESS					
11:30 -1:00	Meditation ENGLISH Narrative	Meditation MATHS Worksheet	Meditation MATHS Worksheet	Meditation MATHS Worksheet	Meditation MATHS Worksheet
LUNCH					
1:40 – 3:00	Silent reading or WUSHKA HISTORY Assignment	Silent reading or WUSHKA HEALTH & PE	Silent reading or WUSHKA SCIENCE Living and Non-Living things	Silent reading or WUSHKA TECHNOLOGY My Favourite Online Learning Places	Silent reading or WUSHKA ART
Dismissal					



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2. Login Details

OneNote

1. Google the words "Office 365"
2. Click the first link (Office 365 Login | Microsoft Office)
3. Click "Sign in"
4. Ask your child to log in using their school email and regular password (see below)
5. Click on the OneNote icon
6. It may take a while to load
7. Click the "Open in app" button for easier access
8. Select the "34 BP Neighbourhood" notebook

Their full first name, and initial of last name ending in @twcs.catholic.edu.au

(eg thiend@twcs.catholic.edu.au)

OR

Their email is either the initial of their first name, and full last name ending in @twcs.catholic.edu.au

(eg tdo@twcs.catholic.edu.au)

Just try one or the other.

Their password is the same as what they use to log into their MacBooks at school.

There are two sections. The Content Library will contain notes on the class lessons. The section with your child's name will have his/her work.

WUSHKA, MATHLETICS, Typing Club, Coding.org

The login details for WUSHKA, MATHLETICS, Typing Club and coding.org, are all on OneNote. They are under _Content Library>General>Logins. (please click on the downward arrow next to "Logins" to access each program.



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3. Work to continue on with by subject

To continue on with school learning, students can continue on with the following tasks. Most are a continuation of what they have already started at school, some are new tasks.

MORNING ROUTINE (page 5)

Routine is very important, especially during this time of uncertainty. Students have a regular routine at school (Speck of Gold, Prayer, Brain Train, Fruit break). This can work well at home as well. Please see below.

SPELLING (page 6)

Students continue on with their weekly spelling tasks. Please see below and attached.

ENGLISH – Narrative (page 7)

Students continue on with their narratives. See below.

ENGLISH – Persuasive Texts (page 8)

Students continue on with their persuasive texts. See below.

HISTORY (page 9)

Students continue on with their History Assignment on Australian Celebrations. See below.

MATHS (attached)

Please work through the provided worksheets and Mathletics. See attached.

HEALTH & PE

Go out into the garden and observe nature. Pretend you are David Attenborough and narrate your garden.

Or

YouTube an exercise video and follow the steps.

ART

Students can:

- Make an Easter card for a member of their family
- Draw a picture of nature (go for a walk)
- Sketch aspects of nature (eg, butterfly, bug, tree, plant, a leaf)

SCIENCE (attached)

Students can work on their home explorers journal on living and non-living things in their Science book. There is information for at home learning and examples of journal entries. See attached.

TECHNOLOGY (attached)

Work through a choice of tasks on My Favourite Online Learning Places. See attached.



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MORNING ROUTINE

Speck of Gold

Have some time to share your Speck of Gold (and/or Speck of Dust) with an adult or sibling. Write these Specks of Gold and Dust in a journal. Remember to include the date.

Prayer

Do the sign of the cross.

If you have a children's Bible, read a story. If there is an adult, share your thoughts and questions with them.

Say a prayer: you may want to thank God for something, say sorry for something, then ask God for something.

Say the Our Father, Hail Mary, and/or Glory Be.

Do the sign of the cross. We'll all be praying together spiritually.

Brain Train

Go inside or outside to do some brain train. Here are some strategies to get your brains to "JUST RIGHT and ready to learn".

TOO LOW --->

- Read a book
- Meditate
- Go for a walk
- Do some exercise
- Do some stretches

JUST RIGHT

- Sunbathe
- Read a book
- Go for a walk
- Do some exercise
- Do some stretches

<--- TOO HIGH

- Go for a run
- Do some exercise
- Play some sport outside
- Do something physical without bothering your parents

Don't use any technology!

Fruit Break

Good job! Your brains should be refreshed and ready to learn! Go and have some fruit.



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SPELLING

Attached, there is a list of spelling words. Students will progress through these Spelling words each week.

How to know what spelling words to use:

In the back of their spelling books, students will have a grid sheet. You will notice there are sounds which are highlighted in some way. These sounds correspond to sounds that they have gotten wrong in their diagnosis spelling test at the beginning of the year. These will determine which spelling sound/rule they should be working on next. Students progress to the next sound if they get 7/10 or more in their Friday spelling test. If students have finished all of their highlighted sounds, they parents can choose any another sound/rule from the provided list. If unsure, just choose any sound/rule from the lists.

Routine:

On Mondays, they will do 3 LSCWCs of their spelling words, and write down a sentence for each word (10 sentences in total).

During the week, they will revise these words.

On Friday, parents are asked to test students on these words and mark them out of 10. Students must write out any words that they get wrong 5 times.



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ENGLISH – Narrative

Students have been working on a Narrative Writing Process. There are 4 steps:

PLAN

- Use Narrative Planning Template: Have at least 5 dot points for your event/climax
- Cut and paste in book
- Check with teacher/parent

DRAFT

- Write it in your English book
- Leave a page blank for extra notes
- Edit draft using the **PROOF-READING** checklist
- Ok it with teacher/parent

GOOD COPY

- Typed on OneNote
- Ask friend to read it over (optional)
- Final edit by teacher/parent with feedback
- Implement feedback

PUBLISH

- Put the typed copy onto word
- Each new paragraph should at least be on a separate page
- Include: Title page, Author, and Pictures

Once a book is complete, students repeat the process to write more narratives.

PROOF-READING CHECKLIST

Learning intention:

Students are able to proof-read and edit their own work.

Success Criteria:

Students can:

- Set up work neatly (spaces for paragraphs)
- Read through your work a couple of times and fix mistakes.
- **Capital Letters** in the right spots
- Full stops in the right spots
- Use that blank page for extra sentences

Capital letters

- Beginning of sentences
- Names (people, places)
- Titles and headings



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ENGLISH – Persuasive Texts

Students have been working on a Persuasive Text Writing Process. There are 4 steps:

PLAN

- Use the Persuasive Writing template
- Cut and paste in book
- Check with teacher/parent

DRAFT

- Write it in your English book
- Leave a page blank for extra notes
- Edit draft using the **PROOF-READING** checklist
- Ok it with teacher/parent

GOOD COPY

- Typed on OneNote
- Ask friend to read it over (optional)
- Final edit by teacher/parent with feedback
- Implement feedback

PUBLISH

- Put the typed copy onto word
- Include: Title, paragraphs, name and pictures (optional)

Once a persuasive text is complete, students repeat the process to write more persuasive texts.

PROOF-READING CHECKLIST

Learning intention:

Students are able to proof-read and edit their own work.

Success Criteria:

Students can:

- Set up work neatly (spaces for paragraphs)
- Read through your work a couple of times and fix mistakes.
- **Capital Letters** in the right spots
- Full stops in the right spots
- Use that blank page for extra sentences

Capital letters

- Beginning of sentences
- Names (people, places)
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HISTORY

Year 3/4 History Assessment Task

Goal:

Your goal is to explain to a group of students:

- Why Australians Celebrate or Commemorate an event
- How the Celebration or Commemoration has changed over time
- The different meaning of this event to different groups of people.

Role:

You are an historian researching the history and significance of an Australian Celebration or Commemoration.

Audience:

Year 3 and 4 students

Situation:

You have been asked to prepare a Presentation to discuss the history and importance of an Australian Celebration or Commemoration

Product Performance and Purpose:

You will create a PowerPoint Presentation (or other multi-modal presentation) for a group of students explaining the importance of your Celebration or Commemoration.

Standards and Criteria for Success

Have you....

- o Explained how your Celebration/Commemoration started?
- o Explained the importance of your celebration to two (or more) different groups of people?
- o Included a timeline with important dates?
- o Explained how the Celebration/Commemoration has changed over time e.g. parents' and grandparents' generation?
- o Prepared a storyboard for your PowerPoint?
- o Written a script for your PowerPoint?