## Framework for teaching - Stage 3

The following tasks are a guide, for parents, to cover some of the Stage 3 curriculum at home this week. This is an interim program and a more structured learning approach will occur in the weeks to come. Parents can indicate which activities their child completed by returning an email with a photo or attachment of the planner below to their child's teacher (if you require the teacher's direct email please contact the school). Any completed work can be sent via the same method or brought directly to the school at the end of the week with the child's name and class clearly indicated. If you have any questions about the tasks below please contact your child's teacher via email or phone the school.

| Tuesday |  | Thursday | Friday | Monday |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |




| Tuesday |  | Wednesday | Thursday | Friday | Monday |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | the grid. <br> Your partner then has a turn. The game ends when both players cannot put any more arrays on the grid. How close to 100 can you get? |  |
| Break | Break | Break | Break | Break | Break |
| Afternoon | PDHPE <br> Keep a diary of physical activity you participate in each day this week. Record the time spent each time. <br> How could you improve your throwing, catching or kicking skills? <br> Respond: write a list of strategies you could use to improve your skills. <br> Practise: kick, throw, or bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball. | Creative Arts - Visual Art <br> Create: Create a Geometry Star (follow the attached instructions in the resource pack) | Creative Arts - Dance <br> Dance: Develop a short dance routine to a known song or change the dance steps to a well known dance such as Nutbush or Macarena. Draw pictures/diagram to note each stage of the dance including number of repetitions etc. <br> If you have access to a computer/ipad etc use the following Just Dance link to do the Macarena: https://www.youtube.co m/watch?v=SWHS4Hsg nUk | STEM <br> Record: Take a photo or draw examples of the leaves from Tuesday's Science. The leaves should be labelled clearly with their adaptions and its advantages. | Catch-up <br> Finish tasks from Tuesday -Friday <br> Make a paper airplane. Measure how far the plane flies. Repeat the flight three more times and average the measurements. Try a new design to see if you can beat that distance. |



You have been given the task of writing the school holiday program for the Circus School Royale.

Use trial and error to work out which activities fit within the 8 session times exactly to create a daily program. Start by looking at how much time there is between breaks, then decide on the best way to order the activities.

The time between breaks must equal the combined
 time of the activities you choose.

Allow 5 minutes after breaks for everyone to get to the next session.
Start times for the sessions after breaks are written in.
Order of activities may vary.

| Activity | Duration |
| :--- | :--- |
| Clown school | 1 hour |
| Acrobatics | $1 \frac{1}{2}$ hours |
| Flying trapeze | 40 minutes |
| Balloon animals | 45 minutes |
| Fire juggling | 35 minutes |
| Unicycling | 55 minutes |
| Magic tricks | 50 minutes |
| Face painting | 25 minutes |



SARAH LARSEN, REPORTER: Poor old rubbish, it never gets any attention. Once it's done holding your drink or keeping your sandwich dry it just gets thrown away and ignored. But the stuff that ends up in our bins has a story to tell. And here at Our Lady of Hope the students are giving it the attention it deserves.

The guys from KESAB which is part of Keep Australia Beautiful are here to show the kids just what's gone into their school's bins in a day.

KID: we're putting it in different groups that it's meant to go in.
The rubbish is sorted out into different categories... like zip-lock bags, paper, drink containers, scraps, and food that hasn't even been tasted!

Is there anything you've found there that's surprised you?
KIDS: Yeah, a whole donut.
oh yum , Is it kind of gross?
KIDS: Yeah, but fun.
Bin audits like these are designed to help schools reduce the amount of stuff they're sending to landfill. Every year, Australians send so much rubbish to places like this that if it were spread out, it'd cover all of Victoria! And that's a situation many want to change.
Aussies are getting better at paying attention to what they throw out. In the old days everything would go into one bin like this and off to landfill. Now you've got a bin for green waste, food scraps and stuff from the garden which gets turned into compost and a bin for recyclables; things like rigid plastic containers, glass, cardboard and paper, and some metals.
The recyclables come here. That's a big pile of rubbish.
THAO: Sorry, it's not a pile of rubbish it's actually called recyclable material. Get that right.
That's right, here rubbish is a dirty word, because most of this stuff will be bundled up, sold and reused. Something like a cardboard box here, what could that be in a second life?
THAO: Something like toilet paper, or even another box
When it arrives, the rubbish, sorry, recyclable material is fed into some clever machines which separate it by size and type. Then workers sort out the different materials. They have to wear special gloves because some pretty nasty things can end up here.
REPORTER: Is that a dirty nappy?
THAO: Yes, lots of nappies come through. For some reason people think nappies are recyclable but they're not.

Thao says their job is made harder when people put the wrong things into the recycling like foam, plastic wrappers, clothes, even toys!
REPORTER: Now he doesn't belong there.
THAO: yeah definitely kids toys and stuff. Like I said they are recyclable at other places but definitely not here.
Stuff like this has to be sent to landfill and that costs money so, Thao says it's important to pay attention to what you out in each bin. Back at Our Lady of Hope the kids learned a lot from their bins.

KID: That we actually do have a lot of rubbish so we have to work on trying to keep it down.
How can you keep it down?
KID: Bring containers with your lunch in there and you can just take your container home and wash it so like reusable stuff.

The guys from KESAB showed them how to reduce, re-use and recycle. And Jo reckons with a bit of work there'll be a lot less waste.

JO, KESAB: Some school that' we've done audits at have reduced the amount they're sending to landfill by up to 88 percent.
All it takes is a bit of thought, a bit of effort, and just a little more love for the stuff we put in the bin.

## Telling time - timetables

Timetables are often used to show transport schedules. It is important to be able to read timetables as they have the information we need to plan journeys.

1. Study this bus timetable and then fill in the gaps.

| Destination | Bus 1 | Bus 2 | Bus 3 | Bus 4 | Bus 5 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Geraldton | 0900 | 1000 | 1100 | 1200 |  |
| Port Leys | 1015 | 1115 | 1215 | 1315 |  |
| Shelley Cove | 1100 | 1200 |  |  |  |
| Albertson | 1345 | 1445 | 1545 |  |  |
| Benlin | 1410 | 1510 |  |  | 1810 |


a How long does it take to get from Geraldton to Shelley Cove?
b How long does it take to get from Shelley Cove to Benlin?
c How often does the bus leave from Geraldton?
d How often does the bus arrive in Benlin?
e If I was leaving from Geraldton and I needed to get to Albertson by 2:00 pm, which bus should I catch?
f If I was leaving from Shelley Cove and I needed to be in Benlin by 4:30 pm which bus should I catch?
g How long does the entire journey from Geraldton to Benlin take?
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

Timetables are also used to show the scheduling of television programs.

2 Use this TV guide to answer the questions.

| $17: 10$ | Cartoons |
| :--- | :--- |
| $18: 00$ | Comedy |
| $18: 30$ | News |
| $19: 30$ | Documentary |
| $20: 45-23: 15$ | Film |

a What is the shortest program?
b I am setting up my DVDR to record the documentary. How long should I record for?
c How much longer is the film than the documentary?
$\qquad$
$x_{2}$
$\qquad$
$\qquad$

## Telling time - timetables

3 Use the bus timetable below to answer the questions.
Bus Route - City Hall to Museum

| Monday to Friday |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| $\overline{\bar{T}}$ <br> 근 <br>  | $\begin{aligned} & 0 \\ & \frac{0}{3} \\ & \frac{n}{2} \\ & \frac{\pi}{1} \end{aligned}$ |  |  |  |
| Morning |  |  |  |  |
| --- | 6:30 | 6:35 | 6:38 | 6:45 |
| -- - | 7:10 | 7:15 | 7:18 | 7:25 |
| -- - | -- - | 7:50 | 7:53 | 8:00 |
| - - - | 8:20 | - - - | 8:30 | 8:35 |
| 9:00 | 9:02 | 9:07 | 9:10 | 9:17 |
| 9:45 | 9:47 | 9:52 | 9:55 | 10:02 |
| 10:30 | 10:32 | 10:37 | 10:40 | 10:47 |
| Afternoon |  |  |  |  |
| 12:00 | 12:02 | 12:07 | 12:10 | 12:17 |
| 1:30 | 1:32 | 1:37 | 1:40 | 1:47 |
| 3:00 | 3:02 | 3:07 | 3:10 | 3:17 |
| -- - | --- | 3:30 | 3:35 | 3:40 |
| 3:25 | 3:27 | 3:32 | 3:37 | 3:42 |
| -- - | 4:30 | 4:35 | 4:40 | 4:50 |
| --- | 5:30 | 5:35 | 5:40 | 5:50 |
| -- - | 6:30 | 6:33 | 6:38 | 6:45 |
| --- | 7:30 | 7:33 | 7:38 | 7:43 |


| Saturday |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| 产 |  |  |  | E <br> $J$ <br>  |
| Morning |  |  |  |  |
| --- | 7:30 | 7:33 | 7:38 | 7:45 |
| 9:40 | 9:42 | 9:45 | 9:50 | 9:57 |
| 10:50 | 10:52 | 10:55 | 11:00 | 11:07 |
| Afternoon |  |  |  |  |
| 12:05 | 12:07 | 12:10 | 12:15 | 12:22 |
| 2:35 | 2:37 | 2:40 | 2:45 | 2:52 |
| --- | 5:05 | 5:08 | 5:13 | 5:18 |
| --- | 7:30 | 7:33 | 7:38 | 7:43 |
| --- | 10:15 | 10:18 | 10:23 | 10:28 |


| Bus Fares (one way) |  |
| :---: | :---: |
| Stops | Fares |
| 1 | $\$ 1.80$ |
| 2 | $\$ 2.50$ |
| 3 | $\$ 3.50$ |

a Which bus does Iqbal need to catch on Thursday from City Hall to be at York Street at 9:52 am?
b Ali wants to be at Museum at 12:22 pm on Saturday. What time does she need to catch the bus at Harris Avenue?
c Lauren travelled from York Street to Museum. How much change would she get from a $\$ 10$ note?
d Zac wants to travel from City Hall to Holt Street on Saturday morning. If he catches the 9:40 am bus, how long will his trip be?
e Minh travels from City Hall to Harris Avenue, where he stops for lunch. Next, he travels from Harris Avenue to Museum. How much has he spent on bus fares?
$\qquad$

Five different families were travelling to Los Angeles for a holiday to one of the many theme parks. Their flights all left on the same day, but each family left at a different time and were going to a different theme park.


What to do

Find out each family's flight number, departure time and the theme park they went to. Read the clues below and use the grid to keep track of what you find out. Use a cross when you are sure 2 variables do not match and a tick when you know that they do. The first clue has been entered into the grid to show you how to do this.

1 Flight 938 left at 4:45 pm with the Herringers on board.

2 The Herringers and the family going to Seaworld were not on the flight leaving just before 6 pm .

3 The Nicholls family who were on flight 762 were not interested in going to Knott's Berry Farm or Disneyland.

4 Flight 938 was the flight of the family going to Universal Studios.
5 The Kirk family was the last of all the families to fly out on flight 165 on the way to Knott's Berry farm.

6 The Flenleys were on Flight 513 which left $1 \frac{1}{2}$ hours before flight 938.

| Family | Flight Number |  |  |  |  | Time |  |  |  |  | Theme Park |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 762 | 938 | 513 | 165 | $14: 38$ | $15: 15$ | $16: 45$ | $17: 53$ | SW | US | DL | KBF |  |  |
| Nicholls |  | $\times$ |  |  |  |  | $\times$ |  |  |  |  |  |  |  |
| Herringer | $\times$ | $\boldsymbol{V}$ | $\times$ | $\times$ | $\times$ | $\times$ | $\boldsymbol{V}$ | $\times$ |  |  |  |  |  |  |
| Flenley |  | $\times$ |  |  |  |  | $\times$ |  |  |  |  |  |  |  |
| Kirk |  | $\times$ |  |  |  |  | $\times$ |  |  |  |  |  |  |  |

## Timetables - reading timetables

Timetables are often used to schedule public transport and can be set up either using digital or 24 hour time.

| Burwood to Wynyard |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Burwood | 1720 | 1727 | 1750 | 1917 | 2026 | 2132 | 2239 | 2343 |
| Croydon | --- | --- | 1800 | 1927 | 2036 | --- | 2249 | --- |
| Ashfield | 1735 | 1742 | 1805 | 1932 | 2041 | 2146 | 2254 | 2358 |
| Summer Hill | --- | --- | 1812 | 1939 | 2048 | 2153 | 2301 | --- |
| Lewisham | 1748 | 1755 | 1818 | 1945 | 2054 | 2158 | 2307 | 0011 |
| Petersham | 1753 | 1800 | 1823 | 1948 | 2057 | 2101 | 2310 | 0009 |
| Stanmore | --- | --- | 1829 | 1954 | 2103 | 2007 | 2316 | --- |
| Newtown | --- | --- | 1836 | 2000 | 2110 | --- | 2323 | --- |
| Redfern | 1811 | 1818 | 1841 | 2005 | 2114 | 2017 | 2327 | 0024 |
| Central | --- | 1821 | 1844 | 2008 | 2118 | 2020 | 2330 | 0027 |
| Town Hall | --- | --- | 1848 | 2012 | 2122 | 2024 | 2334 | 0031 |
| Wynyard | 1823 | 1830 | 1853 | 2017 | 2126 | 2028 | 2338 | 0036 |

(1) Use the timetable to answer the questions below:
a What time does the 7:17 pm train from Burwood arrive at Petersham?
b What time does the quarter to eight train from Lewisham arrive at Town Hall? $\qquad$
c Can I catch the $5: 35$ pm from Ashfield if I want to get off at Stanmore? $\qquad$
d Which stations does the last train from Burwood miss?
e At what time does the 8:36 pm Croydon train leave Newtown?
f Omar arrives at Redfern station at ten to six in the evening. How long does he have to wait for the next train? $\qquad$ minutes

## Timetables - reading timetables

2) This diagram shows the route of a shuttle bus and the length of time between stops.

a If you leave Edgecliff at 7:55 am, what time can you expect to be at Lilly Grove?
b What time did you get on the bus at Southbeach if it is 5:00 pm when you get off at Helm Street shops?
(3) The timetable below is from a fitness club.

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $8: 30 \mathrm{am}$ | Boxing | Yoga | Cardio | Cardio | Squash | Pilates | Pilates |
| $9: 30 \mathrm{am}$ | Pilates | Squash | Yoga | Weights | Cardio | Squash | Weights |
| $10: 30 \mathrm{am}$ | Cardio | Pilates | Pilates | Squash | Pilates | Cardio | Squash |
| $4: 30 \mathrm{pm}$ | Yoga | Boxing | Squash | Pilates | Boxing | Weights | Cardio |
| $5: 30 \mathrm{pm}$ | Squash | Weights | Boxing | Boxing | Weights | Yoga | Yoga |

Fill in the blank in each person's statement:
a Paula says to her friend:
"I can meet you on Monday but we have to finish by $\qquad$ as it takes me 30 minutes to drive to my yoga class."
b Linh says to her friend:
"I can meet you at $\qquad$ after my squash game on Sunday. My game takes 45 minutes and then the drive will take me 10 minutes maximum."
c Michael says to his friend:
"I'll meet you for dinner after my boxing training that goes for $1 \frac{1}{2}$ hours on Thursday night. It will take me 10 minutes to shower and 20 minutes to drive there so I will meet you at $\qquad$ ."

## Timetables - working out travel time

Quite often when we use public transport we need to be able to work out how we are going to use more than one mode of transport. We do this by working backwards. Look at this question based on the timetables below:

We can see that Carlsford is the connecting point between the train and the bus.
To get to Fisherman's Wharf by 1:30 pm, he needs to catch the 12:20 pm bus from Carlsford. To catch the 12:20 pm bus at Carlsford, he needs to catch the 12:05 pm train from Trinian Street and change to the bus platform.

Ben is at Trinian Street and wants to meet his friend at Fisherman's Wharf at 1:30.

| Train | Bus |
| :--- | :--- |
| Catch the 12:05 pm | Catch the 12:20 pm |
| from Trinian Street. | from Carlsford. <br> Change at Carlsford <br> Arrive at Fisherman's <br> and wait 2 minutes. |
| Wharf 1:12 pm. |  |


| Train |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: |
| Knightscove | $10: 16 \mathrm{am}$ | $11: 16 \mathrm{am}$ | $12: 16 \mathrm{pm}$ | $1: 16 \mathrm{pm}$ |
| Fig Tree Park | $10: 21 \mathrm{am}$ | $11: 21 \mathrm{am}$ | $12: 21 \mathrm{pm}$ | $1: 21 \mathrm{pm}$ |
| Trinian Street | $11: 05 \mathrm{am}$ | $12: 05 \mathrm{pm}$ | $1: 05 \mathrm{pm}$ | $2: 05 \mathrm{pm}$ |
| Carlsford | $11: 15 \mathrm{am}$ | $12: 18 \mathrm{pm}$ | $1: 16 \mathrm{pm}$ | $2: 17 \mathrm{pm}$ |


| Bus |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Carlsford | $11: 20 \mathrm{am}$ | $12: 20 \mathrm{pm}$ | $1: 20 \mathrm{pm}$ | $2: 20 \mathrm{pm}$ |  |
| Nottsville | $11: 50 \mathrm{am}$ | $12: 50 \mathrm{pm}$ | $1: 50 \mathrm{pm}$ | $2: 50 \mathrm{pm}$ |  |
| Fisherman's Wharf | $12: 12 \mathrm{pm}$ | $1: 12 \mathrm{pm}$ | $2: 12 \mathrm{pm}$ | $3: 12 \mathrm{pm}$ |  |
| Slamton | $12: 32 \mathrm{pm}$ | $2: 32 \mathrm{pm}$ | $3: 32 \mathrm{pm}$ | $4: 32 \mathrm{pm}$ |  |

1 Give each person the travel details they need to arrive at their destination on time. Remember to work backwards and to find the connecting point.
a Akhil is at Trinian Street and wants to go shopping at Nottsville. He would like to get there at 3 pm .

| Train | Bus |
| :--- | :--- |
|  |  |
|  |  |


b Masuka is at Knightscove and needs to get to Fisherman's Wharf for his 12:30 pm shift at the fish and chips shop.

| Train | Bus |
| :--- | :--- |
|  |  |
|  |  |


c Mish is at Fig Tree Park and wants to meet her friend at Slamton at 3:40 pm.

| Train | Bus |
| :--- | :--- |
|  |  |
|  |  |



## Unit 8



I love summer and think it is by far the best season of the year.
In winter, you have to dress in several layers of clothes. This can become expensive as you have to own more items of clothing to keep warm. It is easier to get ready for outings in summer as you don't have to think about the numerous items of clothing you will need. You only need to wear shorts and a singlet or a summer dress.

In summer, I can play at Nathan's house for several hours before I have to walk home when it is getting dark. It is darker earlier in winter as there are less daylight hours and no daylight saving. This means I am not allowed to play at Nathan's house after school. I end up spending more time in front of a computer instead of being social and active.

I like going to the beach in summer. I enjoy playing in the sand and playing beach volleyball with my dad and brother. In winter, it is too cold and windy to have an enjoyable day at the beach. My mum takes me to shopping centres instead. I do not like shopping - it is boring.

My favourite sport, cricket, is also played in summer. Every Sunday, I play cricket at the local oval. I love it. In winter I play my other sport, soccer, but it is often freezing and wet.

And let's not forget our summer holidays! Who doesn't like them?


## Why and how did Australia become a nation?



ACROSS

- 3 Passed in 1215 to give some rights to people $(5,5)$
- 6 A Victorian politician who helped write the Constitution $(6,6)$
- 7 The name of the system of government we inherited from the British (11)
- 8,10 The place where the first Commonwealth Parliament met in $1901(10,8)$
- 9 The town where they decided to let people vote on the Constitution (6)
- 11 The upper house of the Australian Parliament (6)


## DOWN

- 1 The symbol of the nation (4)
- 2 The place where laws are made by politicians (10)
- 4 The 'rule book' that divides power between the Commonwealth and the states (12)
- 5 He gave the Tenterfield speech in $1889(5,6)$ to do

Read the clues below and use the information to eliminate possibilities. Show your choices on the grid below. You may want to use the grid on the following page to help you arrange your thoughts.

1. Luke's favourite show airs on the weekend. He doesn't watch crime shows and thinks sitcoms are a waste of time.
2. The sitcom screens on Tuesday evening on Channel 12.
3. The cartoon is on Channel 10.
4. Hung's show is on the lowest numbered channel on the first day of the school week. He can't stand reality TV.
5. No one's favourite show is on Sunday or Friday.
6. Macey hates sports. Her favourite show is Hung's least favourite show and screens 2 days after Jamie's.
7. The crime show airs on Channel 2.
8. Britt's favourite show screens on Wednesdays on Channel 10.
9. Jamie's show screens on Channel 12, one day before Britt's favourite show.
10. The football screens on Saturday on Channel 7.

| Name | Show | Night | Channel |
| :--- | :--- | :--- | :--- |
| Luke |  |  |  |
| Macey |  |  |  |
| Jamie |  |  |  |
| Hung |  |  |  |
| Britt |  |  |  |

Puzzle Grid

|  | Luke | Macey | Jamie | Hung | Britt |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Monday |  |  |  |  |  |
| Tuesday |  |  |  |  |  |
| Wednesday |  |  |  |  |  |
| Thursday |  |  |  |  |  |
| Friday |  |  |  |  |  |
| Saturday |  |  |  |  |  |
| Sunday |  |  |  |  |  |
| Sport |  |  |  |  |  |
| Reality |  |  |  |  |  |
| Crime |  |  |  |  |  |
| Cartoon |  |  |  |  |  |
| Sitcom |  |  |  |  |  |
| Channel 2 |  |  |  |  |  |
| Channel 7 |  |  |  |  |  |
| Channel 9 |  |  |  |  |  |
| Channel 10 |  |  |  |  |  |
| Channel 12 |  |  |  |  |  |

## Geometry Star

Using the ruler, draw a $2^{5 \prime \prime}$ line somewhere near the middle of the paper.

Create a line segment by adding endpoints to the ends of the line and label the endpoints as A and B .


Draw 15-20 points (dots) around the paper, above and below the line segment, making sure to not draw any points on line segment $A B$.


Using the ruler, draw lines from each point made to point A and to point B.
Each time a point is connected to the line segment, have the student think about what type of angle (acute, right, obtuse) has been created. Can the student name them as each angle is created?



Once all lines are drawn, color each piece of the "star" a different color or pattern. Colored pencils are recommended.

If desired, cut out the star and mount the star on colored paper. Trim the colored paper down to approximately $1 / 2^{\prime \prime}$ around the shape of your star.


Number Chart (blank 100)


