

Year 3 Remote Learning Planner
Term 3 Week 31st of August - 4th of September

Weekly Planning Overview *Note there is no week 7 Pack of Remote Learning resources

Daily Morning Routine 9.00am-9.30am

Starting your day: After breakfast, make sure your learning space is organised with the things that you need. For some activities, you may need a device (a laptop or an Ipad), your book and pencils. Make sure you take regular breaks during your day to stretch, go outside to play and drink plenty of water.

SMART Spelling: Tuesday - Spelling Bubbles, Wednesday - Dictionary Meaning, Thursday - Word in a sentence. ALL IN JOINT (CURSIVE) HANDWRITING

VOCAB: Tuesday choose the word from what you have read today. Wednesday write the definition. Thursday put it in a sentence. Friday share with class.

Wellbeing: Create a Gratitude Journal and write 3 things you are grateful for each day of this week. There are Gratitude Prompts for you to try at the bottom of the planner.

Weekly Overview of Learning Intentions and Success Criteria

| Spelling (15 minutes) | Reading (20 - 50 minutes daily) | Writing (30 minutes daily) | Maths (30 minutes daily) | Inquiry (30 minutes daily) | Specialists (30 minutes daily) |
|--|---|--|--|---|---|
| <p>Learning Intention: How can we practise the sound 'se' as in cheese.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> On Monday, I can choose 8 words from the spelling list and 2 personal words. <input type="checkbox"/> I can practise my words by doing a spelling task on Tues/Wed/Thurs. <input type="checkbox"/> On Friday, I can have a parent or sibling test me and complete the dictation to upload to Seesaw. | <p>Learning Intention: How does reading with expression support our comprehension?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can pay attention to the punctuation and words used in a text to build comprehension. <input type="checkbox"/> I can be knowledgeable and identify simple and compound sentences. <input type="checkbox"/> I understand how authors change sentence types to engage their readers. <input type="checkbox"/> I can build my vocabulary by using different saying verbs. <input type="checkbox"/> I can use my voice to engage the reader. | <p>Learning Intention: How can we explore biographies?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can interview an adult to gather information for my Big Write <input type="checkbox"/> I can use collected information to write paragraphs of a biography, following the correct structure <input type="checkbox"/> I can use a range of precise language to show greater meaning. <input type="checkbox"/> I can edit and upskill my writing. | <p>Learning Intention: How can I practise my subtraction skills?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can explain different subtraction strategies. <input type="checkbox"/> I can use different strategies to answer subtraction questions. <input type="checkbox"/> I can problem solve to find the best strategy to use to solve problems. | <p>Learning Intention: How can we share our own Community groups and reflect on the unit of inquiry?</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate my understanding of the importance of community groups and how they provide a sense of belonging. <input type="checkbox"/> I can be a communicator by engaging my audience when presenting my poster and using active listening skills when listening to others. <input type="checkbox"/> I can be reflective and complete the checklist on my own presentation. <input type="checkbox"/> I can be reflective and reflect on the unit of inquiry. | <p>Students have 3 Specialist Webex sessions for 30 minutes this week.</p> <p>Tuesday - Japanese Thursday - Music Friday - PE</p> <p>Please check the Specialist planner for this week's activities.</p> <p>For SAKG students have been allocated 30minutes on to complete an activity.</p> |

Task to be uploaded to Seesaw this week

| | | | | | |
|---|---|--|-----------------------------------|---|--|
| Friday - Respond to Seesaw post from Friday with your Daily Practises, dictation sentences, and test. | Wednesday - respond to the task on Seesaw | Thursday - Students respond to the Seesaw task today with clear photos of the whole Big Write. | Thursday - Seesaw 'Crack the code | Monday/Tuesday - complete your Self reflection on Seesaw Friday - respond to the Concentric Circles activity on Seesaw | |
|---|---|--|-----------------------------------|---|--|

Monday 31st August

| Spelling | Reading | Writing | Maths | Inquiry | Specialists |
|---|--|--|---|---|---|
| <p>Seesaw Video and task (15 minutes) Tune in to the Spelling video by Miss Dunshea on Seesaw. This Spelling lesson will focus on letter /se/ making the 'z' sound as in cheese.</p> <p>Write down your 8 'se' words and your 2 personal words in your remote learning book.</p> | <p>Lesson 1: WHOLE CLASS WEBEX (30 minutes)</p> <p>Read for 20 minutes daily, aloud to a parent if possible.</p> | <p>Lesson 1: Interview an adult to collect information for biography Big Write</p> <p>NOTE: The blank template is in the WEEK 4 pack (A3 size).</p> <p>You will interview an adult (parent, grandparent, aunty uncle etc.) asking the questions in each section of the template. Fill in the template with the responses. This information will be used to write a biography (Big Write) on this person on Wednesday and Thursdays Webex lessons.</p> | <p>Whole Week Activity Maths Mate - Locate this activity on Seesaw (30 minutes)</p> <p>Maths Mate Sheet - You can complete this sheet at any time during the week. We will go over the answers during a small group maths lesson on Friday.</p> | <p>Lesson 1: Small Group Webex (30 minutes) and Seesaw Task - Self Reflection</p> <p>Please see the schedule for your small group lesson time today for Reading/Inquiry.</p> <p>Today students will present their Community Groups to their peers. Please bring your Community Group project to your small group session today for Reading.</p> <p>Please complete your Self reflection on Seesaw today or tomorrow.</p> | <p>Please complete a Specialist task from this week's Specialist Planner or an SAKG task for 30 minutes</p> |

Tuesday 1st of September

| Spelling | Reading | Writing | Maths | Inquiry | Specialists |
|---|---|--|---|------------------------------|---|
| <p>Tuesday practise your spelling words (15 minutes a day)</p> <p>You have to complete Spelling Bubbles today.</p> | <p>Lesson 2: Study Ladder (30 minutes)</p> <p>Log in to Study Ladder and complete the <i>Reading tasks Week 7 activities</i>.</p> <p>Read for 20 minutes daily, aloud to a parent if possible and focus on reading with expression.</p> | <p>Lesson 2: Interview an adult to collect information for biography Big Write (continued from Monday's task)</p> <p>NOTE: The blank template is in the WEEK 4 pack (A3 size).</p> <p>You need to interview an adult (parent, grandparent, aunty uncle etc.) asking the questions in each section of the template. Fill in the template with the responses. This information will be used for your biography (Big Write) on this person in Wednesday and Thursday Webex lessons</p> | <p>Lesson 2: Small group lessons (30 minutes)</p> <p>Please see the schedule for your small group lesson time today for Maths.</p> | <p>Lesson 2: None</p> | <p>Japanese Webex: 30 minutes</p> <p>3D at 1.45pm 3B at 2.15pm 3C at 2.45pm</p> |

Wednesday 2nd of September

| Spelling | Reading | Writing | Maths | Inquiry | Specialists |
|---|--|--|---|------------------------------|---|
| <p>Wednesday practise your spelling words (15 minutes a day)</p> <p>You have to complete the <u>dictionary meanings</u> today. You can use Online Dictionary to find the meanings. Complete this in your Remote Learning Book.</p> <p>Dictionary Website: https://kids.britannica.com/kids/browse/dictionary</p> | <p>Lesson 3: Seesaw Task - Reading activity</p> <p>Complete the Reading activity on Seesaw</p> <p>Read for 20 minutes daily, aloud to a parent if possible and focus on reading with expression.</p> | <p>Lesson 3: Whole Class WEBEX (30 minutes) and Small group lessons (30 minutes)</p> <p>Today you will begin your Big Write using the information from your interview in the Webex session (paragraphs 1, 2 and 3)</p> <p>Please see the schedule for your small group lesson time today for Writing.</p> | <p>Lesson 3: Study Ladder Activity</p> | <p>Lesson 3: None</p> | <p>Please complete a Specialist task from this week's Specialist Planner or an SAKG task for 30 minutes</p> |

Thursday 3rd of September

| Spelling | Reading | Writing | Maths | Inquiry | Specialists |
|---|--|--|--|---|--|
| <p>Thursday practise your spelling words (15 minutes a day)</p> <p>You have to complete the <u>sentences</u> activity today. Write each of your 10 words into separate sentences Complete this in your Remote Learning Book.</p> | <p>Lesson 4: Essential Assessment Reading Goals (30 minutes maximum)</p> <p>Log in to Essential Assessment. Select the following prompts;</p> <ol style="list-style-type: none"> 1. Click <i>Reading and Viewing</i> 2. Click <i>General All</i> 3. Click <i>Literacy Goals</i> <p>Read for 20 minutes daily, aloud to a parent if possible and focus on reading with expression.</p> | <p>Lesson 3: Small group lessons (30 minutes)</p> <p>Today you will finish your Big Write using the information from your interview in the Webex session (paragraphs 4 and 5)</p> <p>Students respond to the Seesaw task today with clear photos of the whole Big Write.</p> <p>Please see the schedule for your small group lesson time today for Writing.</p> | <p>Lesson 4: Seesaw Activity</p> <p>Focus is on subtraction. Word: Crack the Code</p> | <p>Lesson 4: Whole class Webex for Inquiry Reflection</p> <p>Today in our whole group session we will be reflecting on this unit of inquiry.</p> | <p>Music Webex: 30 minutes</p> <p>3D at 1.45pm 3B at 2.15pm 3C at 2.45pm</p> |

Friday 4th of September

| Spelling | Reading | Writing | Maths | Inquiry | Specialists |
|--|--|--|--|--|--|
| <p>Seesaw Video/task: Spelling Test and Dictation</p> <p>Have a parent or older sibling read your words out one at a time to test you. Write these in your Remote Learning Book.</p> <p>Listen to the dictation video on Seesaw for 3 sentences to write down in your Remote Learning Book.</p> <p>Take a picture of your spelling words which you have practised during the week, your test and dictation sentences and upload to Seesaw in <u>response</u> to the dictation post that was uploaded on Friday.</p> | <p>Lesson 5: Reading with expression</p> <p>There will be a book uploaded to Seesaw for you to read and practise your reading with expression today.</p> <p>Read for 20 minutes daily, aloud to a parent if possible and focus on reading with expression.</p> | <p>Lesson 5: Journal Entry - Seesaw task (30 minutes)</p> <p>Students write a journal entry reflecting on their week. This needs to be handwritten please. Include your feelings, challenges, successes and memories from the week that has passed. <u>Suggested length:</u> 1-2 pages</p> <p>An example will be posted to Seesaw on Friday morning and you will need to take a photo of your journal entry and post it as a <u>response</u> to the post.</p> | <p>Lesson 5: Small group lessons (30 minutes)</p> <p>Please see the schedule for your small group lesson time today for maths.</p> <p>Bring your completed Maths Mate to your small group lesson.</p> | <p>Lesson 4: Seesaw task - Concentric Circles</p> <p>Respond to the Seesaw task to complete the Concentric Circle activity.</p> | <p>PE Webex: 30 minutes</p> <p>3D at 1.30 pm 3B at 2.00 pm 3C at 2.30 pm</p> |

WEEK 7: 31st - 4th of September Webex Schedule for 3B

| 3B Times | Monday (Reading/Inquiry) | Tuesday (Maths) | Wednesday (Writing) | Thursday (Inquiry) | Friday (Maths) |
|-----------------|---|--|--|--|---|
| 9.30 - 10.00am | Whole Class Reading/Inquiry Webex | Whole Class Maths Webex | Whole Class Writing Webex | Whole Class Writing Webex | Whole Class Wellbeing Webex |
| 10.00 - 10.30am | Prince, Akshaj, Aidan, Toby, | Toby, Athena, Laurine, Amelie, Claire, Prince | Toby, Prince, Athena, Jaskirat, Alfie B | Toby, Prince, Athena, Jaskirat, Alfie B | Toby, Athena, Laurine, Amelie, Claire, Prince |
| 10.30 - 11.00am | Break | | | | |
| 11.00am-11.30am | Laurine, Claire, Diya, Isabella, Eden, Athena, Amelie | Jaskirat, Poppy, Diya, Eden, Isabella, Alfie B | Billy G, Akshaj, Laurine, Amelie, Isabella, Alfie K, Billy B | Billy G, Akshaj, Laurine, Amelie, Isabella, Alfie K, Billy B | Jaskirat, Poppy, Diya, Eden, Isabella, Alfie B |
| 11.30 - 12.00pm | Alfie B, Mimi, Jesse M, Alfie K, Josephine, Poppy, Nicholas | Jesse G, Billy G, Mimi, Josephine, Chamath, Akshaj | Oliver, Jesse M, Chamath, Eden, Claire, Aidan, Jesse G | Oliver, Jesse M, Chamath, Eden, Claire, Aidan, Jesse G | Jesse G, Billy G, Mimi, Josephine, Chamath, Billy B, Akshaj |
| 12.00 - 12.30pm | Oliver, Billy B, Jesse G, Chamath, Billy G, Jaskirat, | Oliver, Nicholas, Aidan, Jesse M, Alfie K, Billy B | Poppy, Mimi, Josephine, Nicholas, Diya | Poppy, Mimi, Josephine, Nicholas, Diya | Oliver, Nicholas, Aidan, Jesse M, Alfie K, Billy B |
| 12.30 - 12.45pm | Whole Class Webex | Whole Class Webex | Whole Class Webex | Whole Class Webex | Whole Class Webex |
| 12.45-1.45pm | Break | | | | |
| 1.45 - 2.15pm | | | | | |
| 2.15 - 2.45pm | | Japanese Webex | Music Webex | | PE Webex at 2:00pm |
| 2.45 - 3.15pm | | | | | |




WEEK 7: 31st - 4th of September Webex Schedule for 3C

| 3C Times | Monday (Reading) | Tuesday (Maths) | Wednesday (Writing) | Thursday (Writing) | Friday (Maths) |
|----------------|---|--|---|---|--|
| 9.30 - 10.00 | Whole Class Webex | Whole Class Webex | Whole Class Webex | Whole Class Webex | Whole Class Webex |
| 10.00 - 10.30 | Sasmitha, Zayan, Hanif | Roman, Sasmitha, Pranitha | Sasmitha, Roman, Mikayla, Skysir, Zayan, Pranitha | Sasmitha, Roman, Mikayla, Skysir, Zayan, Pranitha | Roman, Sasmitha, Pranitha |
| 10.30 - 11.00 | Break | | | | |
| 11.00 - 11.30 | Pranitha, Mikayla, Valerie, Serena, Phoebe | Skysir, Mikayla, Phoebe, Ineka, Clementine, Charlotte, | Ineka, Clementine, Hanif, Charlotte, Phoebe, Serena | Ineka, Clementine, Hanif, Charlotte, Phoebe, Serena | Skysir, Mikayla, Phoebe, Ineka, Clementine, Charlotte, |
| 11.30 - 12.00 | Clementine, Charlotte, Austin, Eve, Ineka, Saskia | Austin, Zayan, Hanif, Toby, Jesse, Hayden, Saskia | Austin, Jesse, Saskia, Hayden, Toby, Elliot | Austin, Jesse, Saskia, Hayden, Toby, Elliot | Austin, Zayan, Hanif, Toby, Jesse, Hayden, Saskia |
| 12.00 - 12.30 | Gianni, Hayden, Toby, Skysir, Roman | Hugh, Angus, Gianni, Valerie, Isaac, Eve, Elliot, Serena | Angus, Eve, Hugh, Valerie, Gianni, Isaac | Angus, Eve, Hugh, Valerie, Gianni, Isaac | Hugh, Angus, Gianni, Valerie, Isaac, Eve, Elliot, Serena |
| 12.30 - 12.45 | Angus, Elliot, Jesse, Hugh, Isaac | Whole Class Webex | Whole Class Webex | Whole Class Webex | Whole Class Webex |
| 12.45 - 1.45pm | Break | | | | |
| 1.45pm-2.15pm | | | | | |
| 2.15 - 2.45pm | | | | | |
| 2.45 - 3.15pm | | Japanese Webex | Music Webex | | PE Webex at 2:30pm |

WEEK 7: 31st - 4th of September Webex Schedule for 3D

| 3D | Monday (Reading) | Tuesday (Maths) | Wednesday (Writing) | Thursday (Writing) | Friday (Maths) |
|---------------|---|---|---|---|---|
| 9.30 - 10.00 | WEBEX - Whole Class (Reading) | WEBEX - Whole Class (Maths) | WEBEX - Whole Class (Writing) | WEBEX - Whole Class (Writing) | WEBEX - Whole Class (Wellbeing) |
| 10.00 - 10.30 | WEBEX - Ahana, Aryahi, Risha, Divisha | WEBEX - Nick, Kiran, Risha, Aidan, Xavier G, Carmen, Xavier S | WEBEX - Nick, Xavier G, Thomas, Divisha, Ahana, Jasmine | WEBEX - Nick, Xavier G, Thomas, Divisha, Ahana, Jasmine | WEBEX - Nick, Kiran, Risha, Aidan, Xavier G, Carmen, Xavier S |
| Recess | | | | | |
| 11.00 - 11.30 | WEBEX - Dorothy, Silvana, Jasmine, Stella, Zeal | WEBEX - Matilda, Luka, Zeal, Dorothy, Stella, Mayur, Maya | WEBEX - Zeal, Dorothy, Stella, Kiran, Risha, Carmen, Archer | WEBEX - Zeal, Dorothy, Stella, Kiran, Risha, Carmen, Archer | WEBEX - Matilda, Luka, Zeal, Dorothy, Stella, Mayur, Maya |
| 11.30 - 12.00 | WEBEX - Aidan, Archer, Luka, Liam, Pranav, Xavier G | WEBEX - Aryahi, Silvana, Luke, Divisha, Liam | WEBEX - Xavier S, Matilda, Pranav, Mayur, Aidan, Luka, Maya | WEBEX - Xavier S, Matilda, Pranav, Mayur, Aidan, Luka, Maya | WEBEX - Aryahi, Silvana, Luke, Divisha, Liam |
| 12.00 - 12.30 | WEBEX - Carmen, Kiran, Maya, Matilda, Xavier S | WEBEX - Ahana, Archer, Jasmine, Pranav, Thomas | WEBEX - Liam, Silvana, Aryahi, Luke | WEBEX - Liam, Silvana, Aryahi, Luke | WEBEX - Ahana, Archer, Jasmine, Pranav, Thomas |
| 12.30 - 12.45 | WEBEX - Luke, Mayur, Nick, Thomas (until 1.00) | WEBEX - Whole Class | WEBEX - Whole Class | WEBEX - Whole Class | WEBEX - Whole Class |
| Lunch | | | | | |
| 1.45 - 2.15 | | Japanese Webex | Music Webex | | PE Webex at 1:30pm |

**Self Reflection after you have shared your
'Design your own Community Group' presentation**

| Reflect on the creation and presentation of your 'Design your own Community Group' by evaluating your Social and Communication skills. Please put a tick in each one of the boxes. | |  |  |  |
|---|--|---|---|---|
| Social Skills: | I can use my social skills to share my community group with others. | | | |
| | I can listen respectfully to the ideas and feedback from others about my community group. | | | |
| Communication Skills | I can present my poster that advertises my community group in a way that is engaging for my audience. | | | |
| | I can use expression when I am presenting my community group by varying my tone, pace, pitch and volume of my voice. | | | |
| | I can use persuasive language (modality, evaluative and opinion words) to encourage people to want to join my group. | | | |
| | I can use active listening skills when viewing the presentations of others. | | | |