

Specialist Remote Learning Grade Three (Term 4 Week 1)

Date: Monday 5th October - Sunday 11th October

Please check Seesaw for the link to your specialist Webex Session and details about what to bring.

ART

Victorian Curriculum Components:

Explore and express ideas- Explore ideas and artworks from different cultures and times.

Learning Intention:

What is the technique of weaving?

What materials can you weave with?

Success Criteria:

- I can discuss what techniques are used when weaving.
- I can list what materials can be used to weave

Learning Task:

Watch this legend from the country of Ghana

[The Spider Weaver The Legend of the Kente Cloth](#)

- 1) Discuss the meaning of the legend and how the spider inspired the men.
- 2) Write what you think the technique of weaving is.
- 3) Make a list of materials that you can weave with.

Reflection:

Look around your home can you find any examples of weaving other than clothing.

Webex Lessons:

Grade Day Time

Thursday Oct 8

3B at 1.45

3C at 2.15

3D at 2.45

Music

Victorian Curriculum Components:

Identifying the features of music used in different contexts and describing ways in which it fulfils specific purposes.

Learning Intention:

What is an example of program music?

Success Criteria:

- I can identify seven different instrumental sounds and the characters they portray in 'Peter and the Wolf'.
- I can discuss which of the music sounds and themes were appealing to me.

Introduction:

Program music is a type of instrumental art music that attempts to provide a narrative musically. (It tells a story with music.)

The narrative itself might be offered to the audience through the piece's title, (such as 'Peter & the Wolf') or in the form of program notes, inviting imaginative links with the music.

Learning Task:

Webex Lessons:

Monday Oct 5

3B at 1.45

3C at 2.15

3D at 2.45

1. Check the meeting time and make sure you attend your first Music webex lesson on Monday afternoon.
2. Watch the recorded story of [Peter and the Wolf](#) paying close attention to the instruments used. This runs for approximately 30 minutes and is well worth your time.
3. Listen carefully to the different instruments which represent the different characters: Peter, Grandfather, duck, bird, cat, wolf and the hunters.
4. Open Seesaw and find the activity 'Peter and the Wolf'.
5. Identify each instrument used in the story and attach the name of the character to that instrument.
6. Tell about your favourite instrument from the story and why.

Reflection:

Remember as much as you can about this version of 'Peter and the Wolf' as we will be comparing it to another version in later lessons. Can you retell the story to a family member?

Japanese

Victorian Curriculum Components:

Understanding Systems of a Language: Understand that hiragana symbols can be combined to represent words.

Learning Intention:

How can I read and recognise words in another language?

Success Criteria:

I can use my prior learning to help me recognise and match words to the pictures.

Learning Activity:

Welcome back to Term 4! I hope you all had a lovely break.

1. We are revising some of our しゅみ (*shumi*: hobby) words by practising to recognise and read them. This is good practice for when you need to recognise them in your 'My Passport to Languages'. In your Term 3 home learning pack, cut out the pictures on the last page and glue them onto the matching しゅみ (*shumi*: hobby) words. You may like to use しゅみ 1 and しゅみ 2 activity sheets to help you read. Ideally, you can remember some of the しゅみ words so that you can match a few pictures independently.
2. Extension: extra practice is to read the しゅみ words aloud and make sure your pictures are coloured in neatly.

Reflection:

Were you able to match some pictures to words independently? What do you think helped you?

Webex Lessons:

Tuesday, 6th October

1:45 p.m. 3B

2:15 p.m. 3C

2:45 p.m. 3D

Link will be posted on Seesaw

Digital Technologies

Victorian Curriculum Components:

Creating Digital Solutions: Explain how student-developed solutions and existing information systems meet common personal, school or community needs

Elaboration: Investigating how information systems are used in communities and explaining what needs are being met.

Exploring information systems that suit particular home or personal needs.

Learning Intention: How has technology changed from the past and how may it evolve in the future?

Success Criteria:

- I can discover how people completed tasks such as communication, in the past
- I can identify possible technology innovations in the future
- I can reflect on what life was like without certain technologies

Learning Activity:

- 1) Look at the list of tasks below. Ask your family how they did these things in the past. Try to talk to people of many different ages. Can you name apps or services that have replaced the following?

Watch here to hear the instructions '[Hello Ruby](#)'

You can discuss this with your family only, or if you want to write their answers, you can do this in your Home Learning Book. You DO NOT need to share anything on Seesaw this week.

- Writing a journal
- Reading comics
- Using a map
- Checking the clock
- Listening to music
- Sharing photos
- Hanging out with friends

- 2) Can you suggest how technology could change in the future (innovation)? Write or draw your ideas in your Home Learning Book. You DO NOT need to share anything on Seesaw this week.

Reflection: What would like be like without the Internet?

Webex Lessons:

Friday 9th October

3B at 1.45

3C at 2.15

3D at 2.45

Physical Education**Victorian Curriculum Components:**

Examine how success, challenge and failure strengthen personal identities.

Discuss and interpret health information and messages in the media.
Examine the benefits of physical activity and physical fitness to health and wellbeing.

Learning intention

Why is it important to plan out physical activity for the week?

Success criteria

- I can watch 'Long Story Shortz - My Gratitude Jar' by Kristen Wiens on Positive Education\
- I can plan out my physical activity for the rest of remote learning
- I can complete two lessons from the Coles Health kicks lessons

Learning activities

1. **Warm-up** - See how many activities you can get through in the ['100 point challenge'](#)
 2. [Positive Education week 5.](#)
 3. **Plan your term**- Complete this daily [physical activity planner](#) and complete 30-45minutes of physical activity per day.
 4. [Week 1 Coles Healthy kicks.](#) There are daily lessons provided, you can choose which day you would like to do.
 5. Have a look at the [Resilience Project website](#) for some ideas about remote learning.
- Reflection:** How many points did you score in the 100 point challenge? Why is planning my physical activity important? Did you find anything useful on the Resilience Project website?

Webex Lessons:

Wednesday 7th October

1:45- 3B

2:15- 3C

2:45- 3D