

# Year 3/4 Learning from Home Activities

Please see attached for a **sample schedule** that you might like to follow. You might like to visit the following websites for more learning activities:



**OLW YouTube Learning Channel**

[https://www.youtube.com/channel/UCYNzWrC-rRplI11wQVfYA1Q?view\\_as=subscriber](https://www.youtube.com/channel/UCYNzWrC-rRplI11wQVfYA1Q?view_as=subscriber)



**OLW Student Page for P-2 and 3-6 Links**

<https://olwschool.weebly.com/>



**Listen to stories read aloud**

<https://storyboxlibrary.com.au/login>

Username: olwkingsbury

Password: olwkingsbury



**Khan Academy: Maths Mastery**

Videos and Quizzes. *No Login required*

**Level 3:** <https://www.khanacademy.org/math/cc-third-grade-math>

**Level 4:** <https://www.khanacademy.org/math/cc-fourth-grade-math>



**OAK Academy**

<https://classroom.thenational.academy/subjects-by-year>

For online support, your teacher can be contacted Mon - Fri 9:00am - 3:30pm

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# HOME LEARNING SCHEDULE

Before 9:00 AM	<b>Wake Up, Morning Chores, Morning Exercise</b>			
9:00 AM – 10:30 AM	<b>Stamina Reading</b> 20 minutes	<b>Reading Task/IXL</b> 25 minutes	<b>Writing Task</b> 25 minutes	<b>Spelling, Vocabulary &amp; Phonics</b> 20 minutes
10:30 AM – 11:15 AM	<b>Creativity Time</b> E.g. Art, Crafts, Lego, drawing, play music, bake, cook			
11:15 AM – 12:00 PM	<b>SNACK TIME</b>			
12:00 PM – 1:00 PM	<b>Practice automatic recall of basic number facts</b>	<b>Complete today's Maths activity</b>	<b>IXL Maths Tasks</b>	
1:00 PM – 1:30 PM	<b>LUNCH TIME</b>			
1:30 PM – 3:30 PM	<b>Religion/Inquiry</b>	<b>Specialists</b>	<b>Personal Interests</b>	
3:30 PM – 4:30 PM	<b>Peaceful Activity</b> E.g. Physical Puzzles, Read, Nap, Play with pets/toys			

## ENGLISH

**Reading:** 20 Minutes stamina reading (hardcopy book, Lexile or Literacy Pro Online)

**Read:** <https://www.getepic.com/app/read/40476>

**Onomatopoeia** is when the written word is like the sound it makes -( bang, boom, oink, smash, slurp, fizzle, crack, pow, vroom, bonk, moo, slap, kapow)

- List the different onomatopoeia from within the text.

**Writing: Onomatopoeia**

**LI: understand what onomatopoeia is**

Watch: [What is Onomatopoeia?](#)

Complete the task sheet below matching sentences with onomatopoeia sentences.

**Spelling:** /t/ graph as in nature making the 'ch' sound.

Watch Miss Kent teach this sound: [guided lesson /t/ graph](#)

Choose 8 words to practise and fill in your Monday column.

**IXL: Revision** (tasks have been completed previously)

**Year 3: L.1** Identify base words, prefixes and suffixes

**Year 4: K.1** Identify base words, prefixes and suffixes

## MATHS

**Focus: Perimeter**

**Warm up:** [4 times tables](#)

**Lesson:** Review: Last Weeks lessons [Week 2 Review](#). Please Watch any of the videos to refresh your understanding of perimeter.

**Task:** [Finding the perimeter with a missing side](#): You will need a pencil and paper to help solve the missing length of the shape.

- Each question gives you the total length of the shape.  
You will need to use your *addition, subtraction, multiplication* and *division* knowledge to help identify the answer.

**IXL: Revision**

**Year 3: Q.3** Measure using a centimetre ruler

**Year 4: J.3** Measure using a centimetre ruler

# Week 3 – TUESDAY LEARNING SCHEDULE FOR YR 3/4

## ENGLISH

**Reading:** 20 Minutes stamina reading (hardcopy book, Lexile or Literacy Pro Online)

Read: [My Folks grew up in the 80's](#)

- Create a list of at least 4 questions you have regarding what it was like to live in the 80's.
- Interview someone in your family (*parent, grandparent, aunty, uncle*) who grew up in the 80's and record what their answers are.

**Writing: Onomatopoeia**

**LI: to identify onomatopoeia in sentences.**

Using the task sheet attached, read through each sentence and underline the onomatopoeia. Draw an image of the sentence highlighting the onomatopoeia.

**Onomatopoeia** is when the written word is like the sound it makes -( *bang, boom, oink, smash, slurp, fizzle, crack, pow, vroom, bonk, moo, slap, kapow*)

Example: The ding dong of the doorbell woke everyone in the middle of the night.

**Spelling:** /t/ graph as in nature making the 'ch' sound. Fill in your 8 spelling words into your Tuesday column and spelling grid.

**IXL: (revision)**

**Year 3: L.2** Determine the meaning of a word with pre-, re- or mis-

**Year 4: K.2** Determine the meaning of a word with pre-, re- or mis-

## MATHS

**Focus: Perimeter**

**Warm up: [6 Times Tables](#)**

**Lesson:**

- [Perimeter- Worded Problems](#)
- [Worded Problem- Skating Rink](#) - Following along using pencil and paper to draw and solve the problem.

**Task:** Complete the Unit Quiz [Perimeter Worded problems Quiz](#)

**IXL: (Revision)**

**Year 3: Q.4** Which metric unit of length is appropriate?

**Year 4: J.4** Choose the appropriate metric unit of measure

# ENGLISH

**Reading:** 20 Minutes stamina reading (hardcopy book, Lexile or Literacy Pro Online)

Read: [Cocoon](#)

- List the different activities Dawn undertook in her cocoon.
- Tick any that you have done before while you wait for something to happen.

## Writing:

LI: to identify onomatopoeia in written text.

Watch to identify more onomatopoeia [Onomatopoeia Alphabet](#)

Attached Task: Continue the Comic Strip

- Underline the onomatopoeia
- Draw the images that link with the story
- Continue the rest of the story using onomatopoeia.

**Spelling:** /t/ graph as in nature making the 'ch' sound. Complete your Wednesday column with your 8 words.

## IXL: (revision)

**Year 3: L.3** Use the prefixes pre-, re- and mis-

**Year 4: K.3** Use the prefixes pre-, re- and mis-

# MATHS

## Focus: Perimeter

Warm up: [7 times tables](#)

**Task** Complete the perimeter work sheet attached below.

-either print it out or draw the shapes and solve the total perimeter.

**Challenge:** Can you solve the perimeter using more than one different strategies (*split strategies, doubles, rounding to the nearest 10, multiplication and division facts*)

## IXL: (area)

**Year 3: S.1** Find the area of figures made of unit squares

**Year 4: M.1** Find the area of figures made of unit squares

# ENGLISH

**Reading:** 20 Minutes stamina reading

- Summarise the text you have read.  
Include the key ideas and important details.

**Writing: LI: To use onomatopoeia in a comic book.**

Using the blank comic strip template,  
create a comic book page.  
You must include onomatopoeia in your writing.  
Use these words to inspire your writing --->

**Spelling:** /t/ graph as in nature making the 'ch' sound.  
Complete your 8 spelling words in the Thursday column.

**Task: Story Words:** Write a short story using all of your words.  
Underline each word as it is used.

**IXL:**

**Year 3: L.4** Determine the meaning of a word with -ful or -less

**Year 4: K.4** Determine the meaning of a word with -ful or -less



# MATHS

**Focus: Area and Perimeter**

**Warm up:** [8 Times tables](#)

**Area and Perimeter Video:** [https://www.youtube.com/watch?v=8cz\\_IB65pZM](https://www.youtube.com/watch?v=8cz_IB65pZM)

**Lesson:** Watch: [Comparing Area and Perimeter of Rectangles](#) Follow along with paper and a pencil to practise the skills of finding the area of a shape.

**Task:** [Area and Perimeter Quiz](#)

Use pencil and paper to help solve the area (inside) and perimeter (outline) for the 5 questions.

**IXL:**

**Year 3: S.2** Select figures with a given area

**Year 4: M.2** Select figures with a given area



## ENGLISH

**Reading:** 20 Minutes stamina reading (hardcopy book, Lexile or Literacy Pro Online)

**Writing: Free Choice Friday-**

1. Create a comic strip using onomatopoeia words.
2. Retell a book that you have read this week. Try using personification, hyperboles and onomatopoeia.
3. Complete Question Time or Continue the story <https://www.pobble365.com/swamplife>
4. Write about whatever you'd like (story, recount, poem, persuasive)

**Spelling: Word of the Week- nonchalant**

Using the Word of the Week slide below, complete a word investigation. Use the slide attached:

- Origin
- Syllable chunks
- Vowel sounds
- Graphs/digraphs/trigraphs
- Word meaning
- Synonyms
- Antonyms
- Use it in a sentence
- Draw what the word means.

**IXL:**

**Year 3: L.5** Determine the meaning of a word with -ly or -ness

**Year 4: K.5** Determine the meaning of a word with -ly or -ness

## MATHS

**Focus: Area and Perimeter**

**Warm up:** [9 Times Tables](#)

**Lesson: rewatch:** [Comparing Area and Perimeter of Rectangles](#)

**Task:** Complete practise questions [Comparing Area and Perimeter](#)

**IXL:**

**Year 3: S.3** Select two figures with the same area

**Year 4: M.3** Select two figures with the same area

# Term 3, Week 3 – YR 3/4 Afternoon Activities

RELIGION

## Gifts of the Holy Spirit:

Create a poster displaying the 7 Gifts of the Holy Spirit.

On your poster you must include:

- The meaning of each gift
- How is it shown
- An example of someone who displays this Gift
- An image that represents the gift.



Use this video [7 Gifts of the Holy Spirit](#) to help you name, define and explore the different Gifts.

INQUIRY

## Choosing Healthy Food to Maintain our Health.

Using the Australian guide to healthy eating, plan 5 meals to eat throughout the day.

- Breakfast
- Snack
- Lunch
- Dinner
- Dessert



-Your aim is to eat the recommended amount of each food group per day  
 -Using the table below, colour the ticks based on how many of each food group has been eaten throughout the day. If you go over- add another tick in **red**

PERSONAL INTERESTS

## Homework: Due Thursday 29<sup>th</sup> July

(contract 19 and 20)

Spelling words- /t/ as in nature list

3/4K

- Contract 20.
- Spelling Matrix- **Jokes**- Create a list joke using your spelling words.

3/4L

- Contract 20
- Spelling Matrix: **Other Hand**: Write your words out using your non dominant hand.

All logins for passwords are in your diary- Literacy Pro (Lexile), Epic, IXL, Coding etc.



# Weekly Spelling Sheet

(Term 3 week 3)

<https://www.youtube.com/watch?v=FKXr7VGCbAk&t=2s>

Focus: 't' graph as in nature making the 'ch' sound

Say the word, write the word	Monday	Tuesday	Wednesday	Thursday
<b>Red spelling words</b>				
nature				
picture				
feature				
adventure				
fracture				
natural				
<b>Orange spelling words</b>				
future				
puncture				
capture				
gesture				
scripture				
creature				
<b>Green spelling words</b>				
moisture				
furniture				
structure				
lecture				
lecturing				
naturally				



# Word of the Week

## nonchalant      n̄n.ch̄a.l̄ant

**Definition:** casually calm and relaxed: not displaying anxiety

**Synonyms:** calm, cool, composed, unconcerned, 'cool as a cucumber'

**Antonyms:** anxious, concerned, worried

**Etymology:** French (nonchaloir)

non- to disregard  
chaloir - concern

**Morphology:** /ch/ making the sound /sh/ (eg: machine, champagne)

**Sentence Examples:**

'It'll be fine,' she replied, with a **nonchalant** shrug.

Although James is always stressed out about something, he comes across as **nonchalant** and without worries.



# Monday Writing Task

## Onomatopoeia Matching

Complete the sentences by matching them to an onomatopoeic word.

- How many different words would make sense?
- How do the different words change the impact and meaning of the sentence?

I hit the floor with a \_\_\_\_\_.

bubble

The plate landed with a \_\_\_\_\_.

groan

The window broke with a great \_\_\_\_\_.

clatter

The leaves \_\_\_\_\_ with a breeze.

swish

She heard the children \_\_\_\_\_.

smash

The loud animals \_\_\_\_\_.

clink

The waves \_\_\_\_\_ on the shore.

flutter

We heard the cauldron \_\_\_\_\_.

roar

## Tuesday Writing Task

- Underline the onomatopoeia
- Draw an image to match the sentence.
- Write your own in the space below

“This soup is delicious, I love slurping it!” I exclaimed to Mum.

POP! The balloon burst and gave me a fright.

The wolf was howling long into the night.

The leaves crunch under my feet as I walk through the park.

The car horn beeps long into the night.

In the middle of the night, I can hear the owls hooting.


I made the biggest splash when I jumped into the pool. I drenched my Dad!

# Wednesday- Writing Task

Highlight the onomatopoeia within the comic strip, draw an image to match the text and complete the rest of the comic.

"This is the best day ever!" I finally got to go to the new trampoline and rock-climbing centre! I am so glad my best friend could join me.

\*SCREECH\* \*Bang!\* \* I turn around to see two cars have crashed into one another. There is steam sizzling from the car.




"HELP!"

Blank comic panels for drawing and writing.

Blank comic panels for drawing and writing.



# Thursday Writing Task

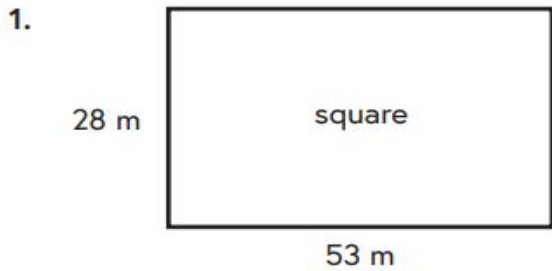
			

# Wednesday Maths task

**Formula-** how did you solve it. **Perimeter-** how many meters in total?

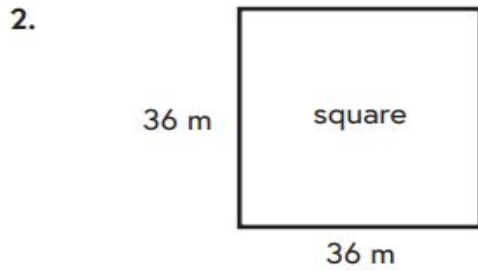
## PERIMETER

Name: \_\_\_\_\_ Date: \_\_\_\_\_



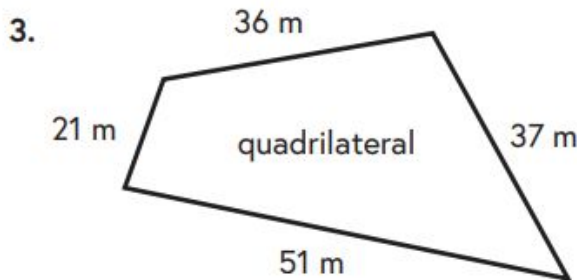
Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_



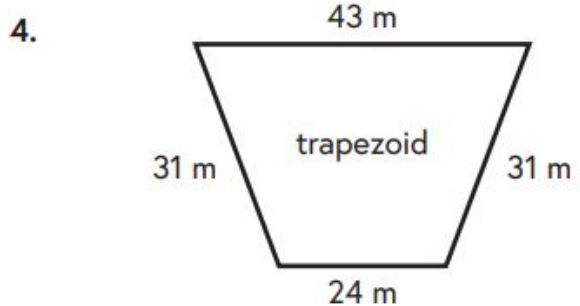
Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_



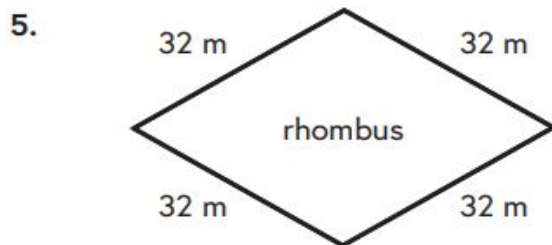
Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_



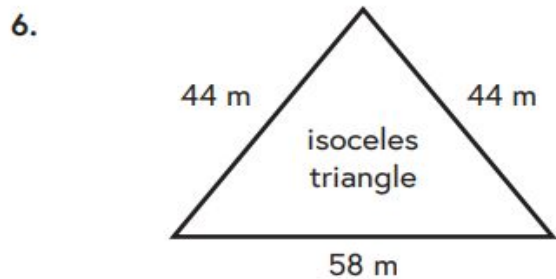
Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_



Formula = \_\_\_\_\_

Perimeter = \_\_\_\_\_



Formula = \_\_\_\_\_

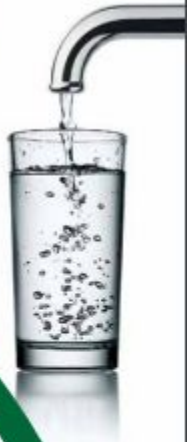
Perimeter = \_\_\_\_\_

# Inquiry

## Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.



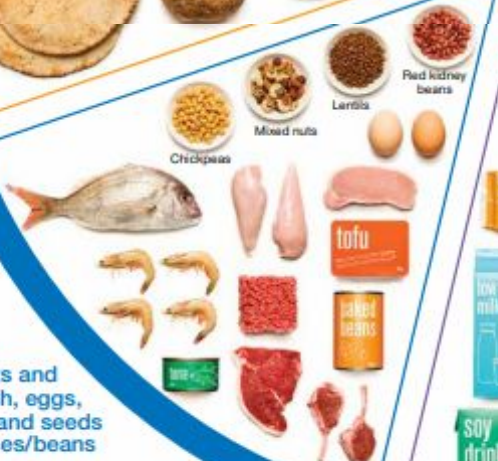
Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts



# Meal Planner

	Breakfast	Snack	Lunch	Dinner	Dessert
<b>Example</b>	<ul style="list-style-type: none"> <li>Porridge with honey and banana</li> <li>water</li> </ul>	<ul style="list-style-type: none"> <li>Celery sticks</li> <li>Rice cakes with peanut butter</li> <li>water</li> </ul>	<ul style="list-style-type: none"> <li>Chicken salad sandwich (chicken, lettuce, cheese, cucumber, mayonnaise,</li> <li>water</li> </ul>	<ul style="list-style-type: none"> <li>Beef stir-fry with brown rice (carrots, beans, broccoli, corn, capsicum)</li> <li>water</li> </ul>	<ul style="list-style-type: none"> <li>Greek Yogurt with Berries (raspberry, strawberry and blueberries)</li> <li>water</li> </ul>
<b>Your meal plan</b>					

Colour in the ticks for each serving of (grains, protein, vegetables, fruit, dairy) (guidelines for 9-11 year olds)

Grains	Protein	Dairy	Fruits	Vegetables	Water	Sometimes foods
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓	✓

# YEAR 3/4 PHYSICAL EDUCATION

## Fun fitness activities!

A great way to break up your day of home learning is to have a short burst of physical activity, getting your heart rate going and having some fun!

The following clip shows a variety quick activities to help break up your day and also keep you fit during home learning!

Can you do as many sit ups as the banana?

How many skips with a skipping rope can you do?

Can you clap before you catch? How many claps can you do?

Put some music on and have some fun!

<https://www.youtube.com/watch?v=V1BLbicbj-w>

You may also have some quick fitness activities that you enjoy doing!

Have fun and stay active everyone!

**Mrs Van Ballegooy**

**Physical Education**



**At-Home  
Exercises  
Part 1**

*Taught by Mrs Van Ballegooy*



# YEAR 3/4 ITALIAN

Buongiorno bambini, I hope you are all feeling bene!

Did you remember that in Italian, words are either **feminine** or **masculine**.

If a word ends in 'a' it is feminine. If it ends in 'o' it is masculine and if it ends in 'e' it can be either. Look at the names of these farm animals.

These words are **feminine** because they end in 'a'.

**mucca**=cow    **pecora**=sheep    **anatra**=duck    **gallina**=chicken  
**capra**=goat

These words are **masculine** because they end in 'o'

**cavallo**=horse    **asino**=donkey    **gatto**=cat

These animal names end in 'e' so they can be either masculine or feminine

**maiale**=pig    **cane**=dog

## Activity:

Listen to the story (click on the link below)


<https://www.youtube.com/watch?v=L6E77Y218Jo> - "La piccola gallina rossa"

Now that you have listened to the story of 'La piccola gallina rossa', answer the questions below.

**A. What colour is the gallina? Write your answer in Italian and English.**

**B. On a piece of paper, in a table like below, complete the animals from the story with both the Italian word and the English word.**

**C. Now you can illustrate 'gli animali' (the animals).**

 gallinella	

Ciao Ciao From Signora Grace



# VISUAL ARTS & FUTURESCAPES



## WARM UP ACTIVITY - Roll & Flip Animations

This week, we are going to focus on the **A** in STEAM (ART). For our warm-up activity, Mike Cope will show you how to make “Roll & Flip” animations. These are fun and easy to make, plus a great way to practice the basics of animation. For example, we'll learn about and practice the animation technique known as "squash & stretch." We'll also learn how to create the "illusion of movement" with different animation cycles. Watch the video to learn how you can create a simple “squash & stretch” animation: <https://youtu.be/-m0KwWLoU1Q>

**Time to Complete Activity:** 10 to 15 minutes (more practice, the better!)

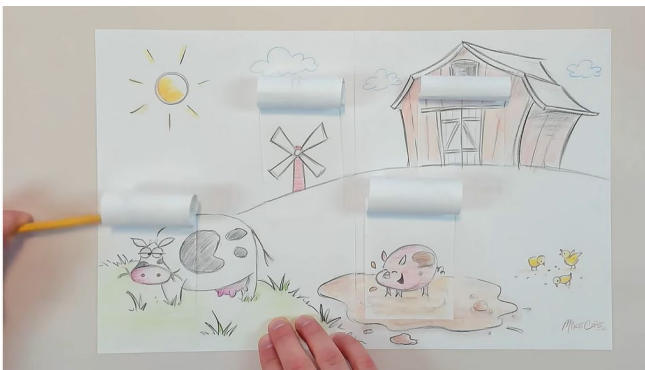
**Materials:** blank paper, pencil, scissors

Below are 2 activities that you might like to try. We would love to see your creations so please send a photo or video of your project to [principal@olwkingsbury.catholic.edu.au](mailto:principal@olwkingsbury.catholic.edu.au)

## ART PROJECT

Animated Habitats & Ecosystems

<https://youtu.be/O1kuBCU0J4Y>



## STEAM PROJECT (Challenge)

Phenakistoscopes (Optical Illusions)

<https://youtu.be/5N2ffJ5k-6E>

