

Framework for teaching (non-digital) – Stage 3 sample

This is a sample that could be used to inform your own framework, using the [available K-6 template](#).

You will not need access to a digital device to complete the following activities. You will need help from a parent/carer and possibly resources from your teacher.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>English</p> <p>Read: ask your parent/carer for an appropriate excerpt from a magazine.</p> <p>Who is the audience of the excerpt? Who might the author be? What is the purpose of the text?</p> <p>Compose: a written or spoken response to this article.</p> <p>Mathematics</p> <p>Complete: You had lunch at 12:15pm and dinner at 6:30pm. How much time has elapsed</p>	<p>English</p> <p>With parent/carer guidance, select an appropriate article or news item from a newspaper or on TV.</p> <p>Summarise: key points of the news item.</p> <p>Respond: explain to someone the main points. Explain the purpose of the article/news item.</p> <p>Compose: Using the news article/item, investigate the meaning of words you don't know and demonstrate the</p>	<p>HSIE</p> <p>Interview: a family member or friend to understand their reasons and experiences coming to Australia (the interview could be recorded)</p> <p>Create a list of questions to ask such as:</p> <ul style="list-style-type: none"> • Why did they come? • Why did they choose Australia? • How is it different to the country they were born 	<p>English</p> <p>With parent/carer guidance, look at some headlines in a magazine, newspaper or article.</p> <p>Respond: What is the purpose of headlines?</p> <p>Compose: Discuss with someone what you think the purpose of headlines and titles are. Where do you see these? Are they only used in written, informative pieces?</p> <p>Respond: Create a series of headlines using 5 words, then 4 words, 3 words, 2 words and</p>	<p>English</p> <p>Practise: Using clear, legible handwriting, write each of your spelling words in new sentences.</p> <p>Read: using a piece of everyday text (could be a menu, a timetable, an advertisement) think about the structure and information expressed.</p> <p>Respond: Write a paragraph explaining the purpose of the text, what language features and structures the composer has used to get their message across. Has</p>

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	<p>between the two meals? Can you convert the times to 24 hour time?</p> <p>Create three time problems that involve 24 hour and am and pm times for a parent or carer to solve.</p>	<p>meaning of each word in a sentence.</p> <p>Mathematics</p> <p>Explore: find a timetable for local public transport. Choose a route, start points and endpoints. Calculate how long the trip will take.</p> <p>Calculate: plan a day trip involving at least two stops. Create your own timetable for the day. Calculate the time to travel from each stop to the next. Convert timetable times from 24-hour to 12-hour time.</p>	<p>in?</p> <p>Respond: Imagine you moved to another country. Where might you move? Write about your feelings.</p>	<p>finally one word only, to announce 5 different things you have done over the last few days.</p>	<p>the composer used colour or images to grab your attention? How does it affect you as a viewer or reader?</p> <p>Compose: Using that piece of everyday text as a stimulus and guide, create your own. This might be a menu for the people in your house, an ad for a different product or a timetable for yourself.</p>
Break	Break	Break	Break	Break	Break
Middle	<p>Science and technology</p> <p>What factors affect the movement of objects?</p> <p>Investigate: use forces (pushes/pulls) to make objects move. Identify different types of forces that act on objects. For example, gravitational,</p>	<p>Science and technology</p> <p>What factors affect the movement of objects?</p> <p>Investigate: observe the impact of friction on different surfaces, air resistance and/or buoyancy on the movement of objects.</p>	<p>Mathematics</p> <p>Construct: prisms and pyramids using a variety of materials, for example plasticine, paper or cardboard nets, connecting cubes.</p> <p>Draw: Choose two objects you made. Sketch the front, side</p>	<p>Mathematics</p> <p>Complete: multiplication activity provided by the teacher in the resource pack.</p> <p>How close to 100? Play with a partner. You will need a blank 100 grid. The first partner rolls two number dice. The two</p>	<p>PDHPE</p> <p>Review: Look at your physical activity diary from this week. Calculate how much time each day was spent on physical activity.</p> <p>Challenge: identify two personal goals for a more active lifestyle.</p>

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	<p>magnetic, buoyancy, applied forces (push, kick).</p> <p>Explore: observe the effect of changing the variables on movement such as, surface it moves on (rough or smooth), strength of force used.</p> <p>Record: predictions, observations/measurements (photos, drawings, tables).</p>	<p>Create: plan and perform a scientific investigation. Choose one of these forces to investigate. Identify a testable question, variables, steps, method to record observations/measurements.</p>	<p>and top view. Make and then draw as many different nets as possible for the objects you selected.</p>	<p>numbers are used to make an array on the 100 grid. Put the array anywhere on the grid. The goal is to fill up the grid. Write the number sentence that describes the grid.</p> <p>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?</p>	<p>Brainstorm how you could achieve each goal.</p> <p>Plan: how you might involve other members of the family in this physical activity challenge.</p>
Break	Break	Break	Break	Break	Break
Afternoon	<p>PDHPE</p> <p>Keep a diary of physical activity you participate in each day this week. Record the time spent each time.</p> <p>How could you improve your throwing, catching or kicking skills?</p> <p>Respond: write a list of strategies you could use to improve your skills.</p> <p>Practise: kick, throw, or</p>	<p>Mathematics</p> <p>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.</p>	<p>Creative arts – drama</p> <p>Create: plan a dramatic presentation based on your interview from this morning. Write some ideas about:</p> <ul style="list-style-type: none"> • What people are wearing? • What are they eating? • What were the challenges they 	<p>STEM</p> <p>Think: in science and technology on Monday, you found objects that move with different forces. Find a small ball. How does that move?</p> <p>Plan: a machine that moves the ball from one side of the room to the other without you touching it.</p> <p>Find: things around your house like a chair to</p>	<p>Catch-up</p> <p>Finish tasks from Monday -Thursday</p> <p>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.</p>

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<p>bounce a ball towards a target. Observe how you can change your body position to apply different amounts of force to the ball.</p>		<p>faced?</p> <ul style="list-style-type: none"> • What was the environment around them like? • Were there contrasts to the environments they had left? • What and who did they leave behind and who would they meet? <p>Perform: practise performing your dramatic presentation to a family member.</p>	<p>start your machine from, for example, a tube from a lunch wrap to make a tunnel, some boxes to make a track.</p> <p>Record your times and review your design for success</p>	