



## Remote and Flexible Learning Term 3 2020

**Year: 3**

**Week: 6**

Torquay College community is working creatively to meet the learning needs of all our students. The short mini lessons that teachers are posting are proving to be a welcomed addition to our learning program. The positive feedback received is encouraging and motivates us all to keep working to innovate and improve the teaching and learning program for all students.

Setting up a supportive home and school learning environment is key to ensuring a successful learning partnership and experience in the 'Remote and Flexible Learning' program.

The following is a guide to support and remind families to:

### Setting up a learning environment:

Creating a quiet and comfortable learning space is crucial. Your child may have a regular place for completing homework under normal circumstances, but this space may not be suitable for working in for an extended period of time.

A space/location for extended learning should be a public/family space, not in a bedroom where possible. It should be a place that can be quiet at times. Above all, we encourage families to closely monitor and support your child/ren's learning.

### Family Wellbeing:

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- Talking to your whole family about what is happening. Understanding the situation will reduce their anxiety.
- Help your children to think about how they have coped with difficult situations in the past and reassure them that they will cope with this situation too. Remind them that the isolation won't last forever.
- Exercise regularly. Options could include exercise DVDs, dancing, floor exercises, yoga, walking around the backyard or using home exercise equipment, such as a stationary bicycle, if you have it. Exercise is a proven treatment for stress and depression.
- Encourage your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

### Establishing home learning environment:

- establishing and following a daily routine
- defining a space for your child to work in

- monitoring communications from teachers and others
- taking an active role in helping your children process their learning
- encouraging physical activity and/or exercise
- checking in with your child regularly to help them manage stress
- monitoring how much time your child is spending online (screen time)
- keep your children social, but set rules around their social media interactions.

If you have any questions or concerns about your child's learning please contact your class teacher or the school.

Regards,

Nadia Tkaczuk  
Assistant Principal

Weekly Team Message:

Welcome to Week 6 of remote and flexible learning for Term 3. Thank you for the hard work you have done and in ensuring the transition back to remote and flexible learning has been as smooth as possible for your child.

Your virtual class meetings this week will be on **Monday and Friday at 11:00am**, through Webex. You will be connecting the same way as we did using your teacher's unique meeting room number, during remote learning in Term 2. If you need help, your teacher will post instructions in your Google Classroom stream or you can also contact the office.

Fortnightly three-way conferences (or as required) via Webex will be resuming again this week. Bookings for these open on Sentral on a Thursday to a Sunday on a fortnightly basis.

The online platform for all Year 3 students will be Google Classroom, which you will remember from remote learning in Term 2. You might also remember that you can use Google Classroom on Windows or Mac computers, or on mobile devices like iPads. If you need instructions on how to access Google Classroom, click on or use this link:

<https://drive.google.com/a/torquaycollege.vic.edu.au/file/d/1frFk116mUoEXTPT4eu9V19HxFt2daHpt/view?usp=sharing>

The school website curriculum program is designed for families who would like a hard copy pack and who do not have access to the internet.

The activities listed will be uploaded on Google Classroom each week by Friday afternoon for the following week.

You will have two feedback tasks each week that need to be submitted onto Google Classroom for your teachers to give you feedback on.

However, you are still expected to be completing all activities in the planner as you would be expected to at school. Optimal learning follows a sequence of development of skills, therefore, skipping or missing lessons may lead to gaps in understanding.

Every Wednesday will be a 'Specialist Day'. This means that on a Wednesday students will be working from their specialist (P.E., Art, Indonesian, Wellbeing) classes on Google Classroom. If students have not previously joined these classrooms, the codes are below.

**Specialist Google Classroom Codes:**

<u><b>P.E.</b></u> 4cs5ffc	<u><b>Indo</b></u>  3A - pq3jigo  3B - etawpmi  3C - eqrusov  3D - ryecyw2  3E - 2qp7jvr  3F - jkos5bq  3G - tr6pdko	<u><b>Art</b></u>  3A - g3nr6wd  3B - wygfhof  3C - lcdtqyg  3D - 3v73ilk  3E - uhx2k2e  3F - dsgzczq  3G - e6ihvs4	<u><b>Library/ Enviro/ SAKG</b></u> gbfbwhu
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### Suggested Daily Schedule

Program for: Monday Tuesday Thursday Friday			Program for: Specialist day Wednesday		
8.30 to 9.30	Physical Activity	Play outside, go for a walk, ride your bike	8.30 to 9.30	Physical Education	Torquay College PE Lesson.
9.30 to 10.30	Academic time	Select a reading or writing task from activities listed. Refer below	9.30 to 10.30	Art Activity	Torquay College Art Lesson.
10.30 to 11.00	Break		10.30 to 11.00	Break	
11.00 to 12.00	Academic time	Select a Mathematics task from activities listed. Refer below	11.00 to 12.00	Indonesian Activity	Torquay College Indonesian Lesson.
12.00- 1.00	Creative time	Construction activity with your child's favorite materials i.e. Lego , draw, craft, music, instrument	12.00 to 1.00	Well Being Activity	Torquay College Wellbeing Lesson.
1.00- 1.30	Lunch		1.00 to 1.30	Lunch	
1.30 -2.30	Academic time	Select an Inquiry or English task from activities listed in the appropriate year level learning tasks. Refer below	1.30 to 2.30	Creative time	Construction activity with your child's favorite materials i.e. Lego, draw, craft, music,instrument.
2.30- 3.30	Physical or Wellbeing	Select a wellbeing or physical activity: Play game outside, a ball game in your yard, skipping	2.30 to 3.30	Physical Activity	Play outside, go for a walk, ride your bike.

# Writing

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Session 1 Grammar</u> <b>Learning Intention:</b> We are learning to write simple sentences.</p>	<p>There are 3 types of sentences. <b>Simple</b> sentences, <b>Compound</b> sentences and <b>Complex</b> sentences.</p> <p>Today we are just focussing on '<b>Simple</b>' sentences. (We will look at 'Compound Sentence' next week and 'Complex' sentences the week after). Authors use all 3 types of sentences to change pace in their writing and make their text more interesting.</p> <p>Simple sentences <b>don't</b> have words like '<b>and, but, for, nor, or, so, yet</b>'</p> <p><b>Task:</b> Write 5 simple sentences of your own in your remote learning book. Each sentence must include:</p> <ul style="list-style-type: none"> <li>• a subject (common/proper noun) underlined in blue</li> <li>• a verb underlined in red</li> <li>• each sentence must begin with a different word</li> <li>• each sentence must start with a capital letter and end with a full stop</li> <li>• you cannot include <u>and, but, for, nor, or, so, yet</u></li> </ul>	<p><b>Simple Sentences</b> A simple sentence is also called an independent clause. It contains a <b>subject</b> and a <b>verb</b> and expresses a complete thought.</p> <p><b>Stuart plays soccer in the morning.</b></p> <p>Watch the below clip on the types of sentences. <a href="https://www.youtube-nocookie.com/embed/pyVfspf-qjc">https://www.youtube-nocookie.com/embed/pyVfspf-qjc</a></p> <p>View sentence type Google slides <a href="#">Grammar Week 6 Lesson 1 Sentence Types</a></p>	<p><b>Feedback Task- Please share through Google Classroom. There will be an 'assignment' set for this on Google Classroom.</b> <b>Due- Friday 21/08</b></p>
<p><u>Session 2</u> <b>Learning Intention:</b> We are learning to write Haiku poems.</p>	<p>This week we will continue to work on our unit on Poetry. Today you will begin learning about Haiku Poems. Please follow the Google Slides presentation labelled <a href="#">Writing Week 6 Lesson 2- Haiku</a> in Google Classroom.</p>	<p>Google Slides presentation found in Google Classroom labelled <a href="#">Writing Week 6 Lesson 2- Haiku</a> .</p> <p>Ms. Watson's Video- Haiku Poetry <a href="#">Writing Week 6 Lesson 2- Haiku Poetry.avi</a></p>	
<p><u>Session 3</u> <b>Learning Intention:</b> We are learning to write Bio poems.</p>	<p>Today you are going to have a go at a different type of poetry. We will be looking at what a BIO poem is and how to write one. Follow the Google Slides presentation in Google Classroom labelled <a href="#">Writing Week 6 Lesson 3- Bio</a> to help you.</p>	<p>Google slides presentation found in Google Classroom labelled <a href="#">Writing Week 6 Lesson 3- Bio</a>.</p>	

**Writing:** Optional Extra- if you want to do more:

-Complete a page, from wherever you are up to, out of your handwriting book that was sent home from school in your remote and flexible learning pack.

-Complete a 'rocket writing/ quick write' in your remote learning book using the daily prompt or picture on <https://www.pobble365.com>

Remember, the 'question time' section under the picture will help get you thinking deeply about the prompt and give you ideas for your writing.

# Reading

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Session 1</u> <b>Learning Intention:</b> <i>We are learning to identify and use descriptive vocabulary to describe setting.</i></p>	<p><b>Elements of a story: Setting</b> Identifying the vocabulary in a text that helps us understand the setting of a story. <b>TASK:</b></p> <ol style="list-style-type: none"> <li>1. Watch <b>Mrs Noble's Mini-Lesson</b> video</li> <li>2. Choose a book from your house</li> <li>3. Using the <b>Describe the Setting Organizer</b> (either printed off or drawn up in your Remote Learning book) identify and write down the vocabulary the author used in your book to describe how the setting looks, sounds, smells and feels.</li> </ol>	<p><b>Mrs Noble's Mini-Lesson</b> <a href="https://drive.google.com/file/d/19Rk3zZ3n0iWDZqHqNYblaqBl6PG2Owid/view?usp=sharing">https://drive.google.com/file/d/19Rk3zZ3n0iWDZqHqNYblaqBl6PG2Owid/view?usp=sharing</a></p> <p><b>Describe the Setting Organizer</b> <a href="https://drive.google.com/file/d/1W4c0gcGCqIjzdh5Y88Op_i4zyupubg6-/view?usp=sharing">https://drive.google.com/file/d/1W4c0gcGCqIjzdh5Y88Op_i4zyupubg6-/view?usp=sharing</a></p>	
<p><u>Session 2</u> <b>Learning Intention:</b> <i>We are learning to identify and use descriptive vocabulary to describe setting.</i></p>	<p><b>Elements of a story: Setting</b> Look at how changing nouns and adjectives used to describe a setting can improve a story. <b>TASK:</b></p> <ol style="list-style-type: none"> <li>1. Click on the link for <b>Eerie nouns and adjectives in super stories</b>. Press play and follow the instructions to improve the story.</li> <li>2. Draw your own setting for a story or choose an image on <b>Pobble365</b> (print or screenshot it if you can). Note: to look at the images click on <i>Pick a day</i> in the top left corner of the Pobble365 landing page.</li> <li>3. Using the <b>Describe the Setting Organizer</b> (either printed off or drawn up in your Remote Learning book) describe how your setting looks, sounds, smells and feels. Making sure you use strong adjectives and nouns.</li> </ol>	<p><b>Eerie nouns and adjectives in super stories</b> <a href="https://education.abc.net.au/home#!/media/31608/super-stories-the-sea-cave-nouns-and-adjectives">https://education.abc.net.au/home#!/media/31608/super-stories-the-sea-cave-nouns-and-adjectives</a></p> <p><b>Pobble365</b> <a href="https://www.pobble365.com">https://www.pobble365.com</a></p> <p><b>Describe the Setting Organizer</b> <a href="https://drive.google.com/file/d/1W4c0gcGCqIjzdh5Y88Op_i4zyupubg6-/view?usp=sharing">https://drive.google.com/file/d/1W4c0gcGCqIjzdh5Y88Op_i4zyupubg6-/view?usp=sharing</a></p>	
<p><u>Session 3</u> <b>Learning Intention:</b> <i>We are learning to read and spell words with the code 'ai'.</i></p>	<p>The digraph (2 letters making 1 sound) we are looking at this week is 'ai'. In Write To Read this is known as '2 letter A' as in words like 'rain' and 'paint'.</p>	<p><b>Watch the clip below:</b> <a href="https://www.youtube-nocookie.com/embed/JDzpV3jFefs">https://www.youtube-nocookie.com/embed/JDzpV3jFefs</a></p>	

**Task:** Write 5 interesting 'ai' words of your own in your remote learning book. Next to each word, write how many letters, how many codes (sounds), how many vowels (a,e,i,o,u), how many consonants (b, r,d etc) and how many syllables (parts of a word eg. dan/ger has 2 syllable).

Here is an example below.

Word	letters	codes	vowels	consonants	syllables
chains	6	4	2	4	1



**Reading:** Optional Extra- if you want to do more:  
Independent reading

## Mathematics

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Session 1</u> <b>Learning Intention:</b> We are learning to solve division problems using arrays.</p>	<p>This lesson is about solving division problems using arrays. Arrays will be used in a Maths lesson next week.</p> <ol style="list-style-type: none"> <li><a href="#">Open the Google Slides lesson package.</a></li> <li>Watch the demonstration video in the Google Slides document that explains the task.</li> <li>For each question in the Google Slides document, write the question in your Maths book, make an array, divide the array using circles and write your answer. This is shown in the video.</li> <li>When finished, check your answers with a calculator.</li> </ol> <p><i>Optional challenge:</i> if you complete all the questions and get them all correct, or if you are feeling super-confident with arrays, look in the Google Slides document for the challenge questions.</p>	<p><b>Google Slides lesson package</b> <a href="#">Maths Term 3, Week 6, Lesson 1</a></p> <p>The Google Slides document has the demonstration video, instructions, questions and challenge questions inside it.</p>	

<p><u>Session 2</u> <b>Learning Intention:</b> We are learning to solve division problems using fact families.</p>	<p>This lesson is about solving division problems using fact families. Fact families will be used in a Maths lesson next week.</p> <ol style="list-style-type: none"> <li>1. <a href="#">Open the Google Slides lesson package.</a></li> <li>2. Watch the warm-up video <b>and</b> the demonstration video in the Google Slides document that explains the task.</li> <li>3. For each question in the Google Slides document, write the question in your Maths book, along with the answer and related 'fact family' facts. This is shown in the video.</li> </ol> <p><i>Optional challenge:</i> if you complete all the questions and get them all correct, or if you are feeling super-confident with fact families, look in the Google Slides document for the challenge questions.</p>	<p><b>Google Slides lesson package</b> <a href="#">Maths Term 3, Week 6, Lesson 2</a></p> <p>The Google Slides document has the demonstration video, instructions, questions and challenge questions inside it.</p>	
<p><u>Session 3</u> <b>Learning Intention:</b> We are learning to build and develop rapid recall of division facts.</p>	<p><b>Online game: 'Hit the button' - Division facts</b></p> <ol style="list-style-type: none"> <li>1. Open the online game at: <a href="#">Hit the Button - Quick fire maths practice for 5-11 year olds</a></li> <li>2. Choose the 'Division Facts' button to practise multiplication.</li> <li>3. Choose 'Tables up to 10' and start in the 'Hit The Answer' section.</li> <li>4. Complete the division activities for 2, 5, 10 and 3.</li> <li>5. If you find those easy and are feeling confident, try the 'Mixed' option or some from the 'Hit The Question' section.</li> </ol> <p><i>Optional challenge:</i> if you are feeling super-confident have a try at 4, 6, and 9 times tables or others to test yourself!</p>	<p><a href="#">Hit the Button - Quick fire maths practice for 5-11 year olds</a></p> <p>This website works on computers and iPads.</p>	
<p><b>Mathematics optional extras:</b> Continue <i>Mathletics</i> - Play Multiverse to practise your times tables (it's in the 'Play' section of <i>Mathletics</i>)</p> <p><i>Optional 'Mental Maths' activities</i> These activities are optional and there is no requirement for students to complete them. They are for students who have completed ALL previous Maths lessons from the Year 3 remote learning program and would benefit from an extra challenge in Maths. The questions can be viewed on-screen or printed out and answers can be written on the printout or in a Maths book or on other paper. The sheets have headings on them ('Wednesday' and 'Thursday') but these just help the teachers to remember which one we're up to and the activities can be done on any day, not just those days.</p> <p>Mental Maths questions: <a href="#">Maths term 3 week 6 option - Wed + Thu.pdf</a> Mental Maths answers - Wednesday: <a href="#">Maths term 3 week 6 option - Wednesday answers.pdf</a> Mental Maths answers - Thursday: <a href="#">Maths term 3 week 6 option - Thursday answers.pdf</a></p>			

# Inquiry

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Session 1</u> <b>Learning Intention:</b> We are learning about the DAILY LIFE of our First Australians.</p>	<p>Remember we exploring how the First Australians lived by investigating their daily life. We are looking at the Daily Life of the Wathaurung People.</p> <p>Remember...For the survival of Human life we need to have certain things:</p> <ol style="list-style-type: none"> <li>1. Food</li> <li>2. Shelter we have completed these 2 already last week</li> <li>3. Clothing</li> <li>4. Medicine</li> <li>5. Dream Time (traditions)</li> <li>6. Tools/Weapons</li> </ol> <p>Over the next 2 weeks we will be continuing to look at these different aspects/parts of Aboriginal Daily Life. At the end of the 2 weeks, you will be required to submit your work as a presentation. This could be a book called Daily Life, a poster, a powerpoint etc. Your choice. So <b>KEEP ALL YOUR NOTES TOGETHER AND READY TO EDIT AND PUT INTO A PRESENTATION IN THE NEXT WEEK OR SO.</b></p> <p>We need to continue research and collect our information to report on. So, here we go with <b>clothing</b>. Have a look at the Google slide/powerpoint attached.</p>	<p>Here is the link to the Google slide presentation for clothing</p> <p><a href="https://docs.google.com/presentation/d/1rYLKY0_g1ioSvKHO95-odghNTLdrzAcZGQAukkJDbo/edit?usp=sharing">https://docs.google.com/presentation/d/1rYLKY0_g1ioSvKHO95-odghNTLdrzAcZGQAukkJDbo/edit?usp=sharing</a></p>	
<p><u>Session 2</u> <b>Learning Intention:</b> We are learning about the DAILY LIFE of our First Australians.</p>	<p>Today we are taking notes for tools/weapons....this topic is quite interesting for many of you.</p> <p>Have a look at the Google slide show link for Tools/Weapons The final slide in the presentation has instructions of the task.</p>	<p>Here is the link to Google Slide presentation TOOLS/WEAPONS</p> <p><a href="https://docs.google.com/presentation/d/1x3w7iznFQ35SKrRG7wUH1RshJyMYexXHVzBqmaZpeNI/edit?usp=sharing">https://docs.google.com/presentation/d/1x3w7iznFQ35SKrRG7wUH1RshJyMYexXHVzBqmaZpeNI/edit?usp=sharing</a></p>	

	Please note that you might enjoy this task and it will probably take more than one hour to do.		
<p><u>Session 3</u> <b>Learning Intention:</b></p> <p>We are learning to complete STEM in the home.</p>	<p>IT'S SCIENCE WEEK!</p> <p>We know you all enjoyed using our Stem rubric last week, so we thought this week you would like to see all your hard work in STEM. Pick one activity from the Rubric and take photos of your result, and what you have drawn or written, while moving through the design process. In the resource pack and in your STEM topic there is the rubric named 'Year Three STEM Rubric'</p> <p>We look forward to seeing what you have designed and if it was successful or not.</p>	<p><b>The Gunther Science Show</b> <a href="#">Episode 2 - The Gunther Science Show.mov</a></p> <p><b>STEM RUBRIC</b> <a href="#">YEAR THREE STEM RUBRIC.docx</a></p>	<p><b>Feedback Task- Please share through Google Classroom. There will be an 'assignment' set for this on Google Classroom.</b></p> <p><b>Due- Friday 21/08</b></p>

## Wednesday Specialist Program

Curriculum Area Focus	Suggested Learning Activities	Material links / Online Resources	Task Assessed by Teacher  Due Date
<p><u>Well Being Activity</u> <b>Learning Intention:</b></p> <p>I can identify and practice strategies that promote health, safety and wellbeing</p>	<p><b>Be a healthy Hero with the Geelong Cats !</b></p> <p>The Geelong Cat's Healthy Heroes program is all about helping young people make good choices. It focuses on physical activity, healthy eating, hydration, screen time and sleep. It's really important that we look after ourselves all the time but especially during times that might be tough. Join Melissa Hickey and Tom Hawkins from the Geelong Cats as they share some tips about healthy eating and getting enough sleep.</p> <p>Watch the "Healthy Eating" video and the "Sleep" video from the Healthy Heroes program. Our healthy heroes, Tom and Melissa encourage us to have 5 serves of fresh fruit and vegetables a day. Have fun and challenge yourself to eat like a healthy hero by trying one of the Geelong Cats players recipes in the "Eat like a healthy hero cookbook"!</p>	<p>Healthy Heroes - healthy eating video: <a href="https://www.youtube.com/watch?v=Bt9R420NaPU&amp;list=PLnfcw1Jr11Mn-imzszwVuCF5N_c8BkGOa&amp;index=2">https://www.youtube.com/watch?v=Bt9R420NaPU&amp;list=PLnfcw1Jr11Mn-imzszwVuCF5N_c8BkGOa&amp;index=2</a></p> <p>Healthy Heroes - sleep video <a href="https://www.youtube.com/watch?v=4jhifeKIdlA&amp;list=PLnfcw1Jr11Mn-imzszwVuCF5N_c8BkGOa&amp;index=4">https://www.youtube.com/watch?v=4jhifeKIdlA&amp;list=PLnfcw1Jr11Mn-imzszwVuCF5N_c8BkGOa&amp;index=4</a></p> <p>Healthy Heroes Recipe Cookbook available here: <a href="https://www.geelongcats.com.au/experience/community/resources/healthy-heroes">https://www.geelongcats.com.au/experience/community/resources/healthy-heroes</a></p>	

<p><u>Art Activity</u>  <b>Learning Intention:</b>  I can plan and make art work that are inspired by other art pieces.</p>	<p><u>Year 3 Inquiry: The First People</u></p> <p>George Ward Tjungurrayi- <a href="#">google this Indigenous artist and see how many works he has exhibited!</a></p> <p>George often paints his background in one darker colour and then uses another lighter colour to paint in parallel lines, almost like a continuous line that follows that shape of his first line.</p> <p>You choose your two colours, one dark and one light. If you are using paint or a posca paint pen, you would need to let your background dry before applying your second colour. If you were using texta, you would need a lighter colour background with lines of a darker colour.</p> <p>Once your background in ONE colour is finished, let dry.</p> <p>Then start to think about the flow of your line.... Do not take the pen or brush off your page until you are finished –so one continuous line. Keep following around your original shape, really close to the lines so that you get that parallel feel.</p> <p>Please post to the Specialist stream.</p>		
<p><u>Indonesian Activity</u>  <b>Learning Intention:</b>  I can say the weather and the temperature.</p>	<ol style="list-style-type: none"> <li>1. Watch the mini lesson on saying what the weather is.</li> <li>2. Play the Kahoot on weather and numbers, please use your own name in the nickname section when you log in so that we can see your fantastic results and know who you are.</li> <li>3. Take a picture of your results and post it to the activity on the Google Classroom.</li> </ol>	<p>Mini Lesson on Weather Kahoot  <a href="https://kahoot.it/challenge/02656724?challenge-id=b449084f-88a5-47b5-a902-d32c3c0170f8_1597277856333">https://kahoot.it/challenge/02656724?challenge-id=b449084f-88a5-47b5-a902-d32c3c0170f8_1597277856333</a></p>	

Physical Education

Activity

**Learning Intention:**

I can perform skills where locomotor and object control skills are combined to complete a movement.

Hello Year 3! Welcome to Term Three Week 6 of our remote and flexible learning.

**Activity 1 – Dice roll exercises**

To warm up, we have a 10 minute workout with Mr. McLoughlan – it is a dice challenge – the number you roll on the dice is the amount of the exercise you do. The exercises are: push ups, star jumps, mountain climbers, frog leaps, standing long jumps, stool step ups.

Watch the video clip in google classroom to see how it works.

**Activity 2 – Skittle Kick**

**Steps:**

- Set up some skittles (eg: plastic bottles) in a triangle shape. Take 5 big steps back (or more if you want a challenge!), place the ball on the ground and kick to see how many you can knock over.
- Take 10 turns and write down on a piece of paper how many skittles you knock down each time. Add them up as your total score.
- Challenges – change your ball or skittles, move further away from your skittles, can you play against a family member?

**Questions:**

- How do you kick at a target?
- How can you make your kick more powerful?

When you changed your ball or skittles – did you have to kick differently?

**Activity 3 – Dance time**

- Any type of ball

- skittles or plastic bottles

- Dice

- Stool

- internet

Now to get you up and moving again, this one is a 3:25 minute dance session with "Moves Like Jagger" by Maroon Five. A great way to feel the rhythm.

<https://www.youtube.com/watch?v=rE7q1uhj4g4>

#### **Activity 4 – Running challenge**

##### **Steps:**

- You will need to find a suitable space e.g. park, oval, footpath that meets the distance you are required to run for your age group. You will need to measure out your relevant distance using a smart watch, google earth or a bike computer. To find out more information about the set up for this activity click here for the SSV Virtual Cross Country Challenge.
- Record your score on the event website above and try and beat your time.

##### **Questions:**

- What is meant by the term 'pacing'?
- Why is pacing important in middle distance and longer distance running events?

What are the middle and long-distance events in Track and Field Athletics?

See you next week!