



## Remote and Flexible Learning Term 3 2020

**Year: 3**

**Week: 7**

Torquay College Families,

We are now in our 4<sup>th</sup> full week of Remote and Flexible learning. Teachers and students of Torquay College are working hard to maintain learning connection, working creatively and collaborating in a virtual environment to meet the learning needs of all our students.

This week we would like all teachers and families to consider digital safety and screen time. We know that digital technology is a wonderful tool to use to learn and create but we also need to ensure we are safe and we are also spending time away from the screen.

We recommend that you take the time to explore issues of online safety and discuss these with your child. It is important that during this period of remote learning that we maintain safe and responsible use of information and communication technologies. This includes appropriate use of digital platforms, privacy and information protection, respectful communication and how to deal with online issues. The attached link provides families with wonderful information and helpful hints to support navigating digital technology use at home. <https://www.esafety.gov.au/parents>

The positive feedback received is encouraging and ensures we are meeting the needs of our students and school community. Torquay College is wanting to collect some feedback from families about the changes and improvements to the remote program and the impact to their child's engagement and learning. Your feedback through this survey will assist in our school planning.

<https://www.surveymonkey.com/r/2639975>

Thank you for your continued support.

Assistant Principal  
Nadia Tkaczuk

Weekly Team Message:

*Welcome to Week 7 of remote and flexible learning for Term 3. Thank you for the continued support and the amazing job that you are doing at home with your child. We really appreciate the feedback we have been receiving and your patience.*

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 continuing again this week. Bookings for these open on Sentral on a Thursday to a Sunday on a fortnightly basis.

Every Thursday will be 'Show & Glow Thursday' from 12-3pm where we will be opening up our Google Classroom stream for students to be able to show off a special piece of work that they have completed that they are really proud of. This will be shared with the rest of your class. This could be classwork, or work from any specialist classes. It does not need to be a completed piece of work, it could be a draft that students are in the middle of. Their peers may choose to give positive feedback on the work that they have shared. This is a chance for us to celebrate the amazing work that students are doing at home.

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. Specialist Webex meetings are available for the students to join and connect with their specialist teachers. The times for these meetings are below.

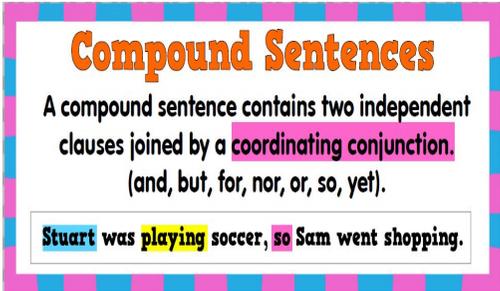
## Specialist Day - Wednesday WebEx Classes

| Subject Area<br>& Start Times | ART<br>Room Number:<br>575-803-757 | INDO<br>Room Number:<br>874-426-885 | PE<br>Room Number:<br>575-729-143 |
|-------------------------------|------------------------------------|-------------------------------------|-----------------------------------|
| 9.00 (15 mins)                | F, Yr 1-2                          | Yr 5-6                              | Yr 3-4                            |
| 9.20 (15 mins)                | Yr 3-4                             | F, Yr 1-2                           | Yr 5-6                            |
| 9.40 (15 mins)                | Yr 5-6                             | Yr 3-4                              | F, Yr 1-2                         |

### 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<br><br>Due Date |
|---|--|---|--|
| <p><u>Session 1</u><br/><b>Learning Intention:</b><br/>We are learning to write compound sentences.</p> | <p><b>Last week</b> we looked at ‘<b>Simple Sentences</b>’. eg. Stuart was playing soccer.<br/><b>This week</b> we are focusing on ‘<b>Compound Sentences</b>’ which are 2 clauses joined by a conjunction like ‘and, but, for, nor, so,yet’.</p> <p>Task: Using the sentences in the Google Slides Writing Week 7 Lesson 1 Compound Sentences or in the activity sheet in the resources pack to write a <b>S</b> next to the Simple sentences and a <b>C</b> next to the Compound ones.</p> <p>Example<br/>1. Matilda loves her dog. <b>S</b></p> <p>If you are doing it on the activity sheet in resources, write the C or S in the square provided.</p> <p>If you are doing the activity in your remote learning book, write the sentence number and a C or S.<br/>Example 1. S</p> <p><b>You do not have to write the sentences.<br/>Correct your work using answers on the final slide.</b></p> | <p>Watch the clip below comparing simple and compound sentences.<br/><a href="https://www.youtube-nocookie.com/embed/5o1Qg_zTyaw">https://www.youtube-nocookie.com/embed/5o1Qg_zTyaw</a></p> <p>The Google Slides document below has the instructions and questions in it.<br/><a href="#">Writing Week 7 Lesson 1 Compound Sentences</a></p>  <p>Activity Sheet<br/><a href="#">Writing Term 3 Week 7 Lesson 1.pdf</a></p> |  |
| <p><u>Session 2</u><br/><b>Learning Intention:</b><br/>We are learning to write Acrostic poems.</p>     | <p>This week we will continue to work on our unit on Poetry. Today you will be learning about Acrostic Poems. Please follow the Google Slides presentation labelled <a href="#">Writing Week 7 Lesson 2</a> in Google Classroom.</p>   | <p>Google Slides presentation found in Google Classroom labelled <a href="#">Writing Week 7 Lesson 2</a>.</p>   |  |

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| <p><u>Session 3</u><br/> <b>Learning Intention:</b><br/> We are learning to publish a piece of poetry we have written.</p>  | <p>Today is going to be your chance to publish another piece of poetry that you have drafted. The types of poetry we have covered in our poetry unit are Limericks, Haiku, Bio and Acrostic. Select your favourite piece of poetry that you would like to get to the published stage. Remember, you have already published one of your Limerick poems. Follow the Google Slides presentation in Google Classroom labelled <a href="#">Writing Week 7 Lesson 3</a> to help you.</p> | <p>Google slides presentation found in Google Classroom labelled <a href="#">Writing Week 7 Lesson 3</a>.</p> |  |
| <p><b>Writing:</b> Optional Extra- if you want to do more:<br/> -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.<br/> -Complete a 'rocket writing/ quick write' in your remote learning book using the daily prompt or picture on <a href="https://www.pobble365.com">https://www.pobble365.com</a><br/> Remember, the 'question time' section under the picture will help get you thinking deeply about the prompt and give you ideas for your writing.</p> |  |   |  |

# Reading

| Curriculum Area Focus  | Suggested Learning Activities   | Material links / Online Resources  | Task Assessed by Teacher<br><br>Due Date  |
|--|---|--|---|
| <p><u>Session 1</u><br/><b>Learning Intention:</b><br/><i>We are learning to identify and use descriptive vocabulary to describe character traits.</i></p> | <p><b><u>Elements of a story: Character</u></b><br/>We are continuing to work on the different elements of stories. This week you will begin learning about how authors use the vocabulary in a text to describe the physical/external/outside and personality/internal/inside traits of a character.<br/><b>TASK</b><br/>Open <b>TERM 3 READING Week 7, Lesson 1</b> and work your way through the slides. The tasks are outlined in the slides. <i>Remember to watch all the videos featured and complete both tasks.</i></p> | <p><a href="#">TERM 3 READING Week 7, Lesson 1</a><br/><br/><a href="#">Molly Lou Melon.pdf</a><br/><br/><a href="#">Character Profile PDF.pdf</a></p> |   |
| <p><u>Session 2</u><br/><b>Learning Intention:</b><br/><i>We are learning to identify and use descriptive vocabulary to describe character traits.</i></p> | <p><b><u>Elements of a story: Character</u></b><br/><i>Make sure you have completed Reading Week 7, Lesson 1.</i><br/><b>TASK</b><br/>Open <b>TERM 3 READING Week 7, Lesson 2</b> and work your way through the slides. Your task is outlined in the slides. <i>Remember to watch all the videos featured, complete the task <u>AND</u> upload it to your Google Classroom.</i></p>   | <p><a href="#">TERM 3 READING Week 7, Lesson 2</a><br/><br/><a href="#">Character Profile PDF.pdf</a></p>  | <p><b>Feedback Task- Please share through Google Classroom. There will be an 'assignment' set for this on Google Classroom.<br/>Due- Friday 28/08</b></p> |

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| <p><u>Session 3</u><br/><b>Learning Intention:</b><br/>We are learning to read and write the codes 'ph' and 'gu'.</p> | <p>The two codes we are focussing on this week are:<br/><b>ph</b> (known as two letter f) - phone, graph etc.<br/><b>gu</b> (known as 2 letter g) - guess, guide<br/><b>Task:</b> <i>In your remote learning book, write the following sentences and put the correct missing word in them.</i><br/>Then write a sentence of your own with a <b>ph</b> word and one of your own with a <b>gu</b> word.<br/><b>telephones guide graph guessed phases</b><br/>1. There are eight _____ of the moon in the lunar cycle.<br/>2. The young child _____ how many goals his team would score.<br/>3. _____ used to be a lot larger than the small ones we use today.<br/>4. The tourists needed a _____ to show them around Europe.<br/>5. Students used the data they collected to create a _____ .</p> | <p>Watch the clips below.<br/><b>ph</b><br/><a href="https://www.youtube-nocookie.com/embed/Hd-X7nNVaV8">https://www.youtube-nocookie.com/embed/Hd-X7nNVaV8</a><br/><b>gu</b><br/><a href="https://www.youtube-nocookie.com/embed/DOG2LF8-_Q">https://www.youtube-nocookie.com/embed/DOG2LF8-_Q</a></p> |  |
|---|--|---|--|

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

## Mathematics

| Curriculum Area Focus  | Suggested Learning Activities   | Material links / Online Resources   | Task Assessed by Teacher<br><br>Due Date |
|--|---|---|--|
| <p><u>Session 1</u><br/><b>Learning Intention:</b><br/><i>We are learning to write and solve worded division problems.</i></p> | <p><b>Worded division problems - this concept will be used in tomorrow's lesson.</b><br/>1. <a href="#">Open the Google Slides lesson package.</a><br/>2. Watch the demonstration video that explains the task all the way to the end. You may need to rewind this or replay it at different times.</p> | <p><a href="#">Maths Term 3, Week 7, Lesson 1</a><br/>The Google Slides document has the demonstration video, instructions and challenge questions inside it.</p> |  |

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|   | <p>3. For each question in the Google Slides document, write the regular division problem, a worded division problem to match it and show your working out <b>as shown in the video</b>.</p> <p><i>Optional challenge:</i> if the questions were too easy, or if you're super-confident with division, go to the Challenge slide in the Google Slides document and try those ones!</p>   |   |   |
| <p><u>Session 2</u><br/><b>Learning Intention:</b><br/><i>We are learning to solve division problems using a range of strategies.</i></p>   | <p><b>Division thinkboard - this 'end of topic' lesson includes concepts from past Maths sessions. You may wish to spread this over more than one session/day if required.</b></p> <ol style="list-style-type: none"> <li><a href="#">Open the Google Slides lesson package.</a></li> <li>Watch the videos that explain the Maths book page setup and task all the way to the end. You may need to rewind these or replay them at different times.</li> <li>For each question in the Google Slides document, make a new division thinkboard in your Maths book (<b>as shown in the video</b>) and include your working out with the different division strategies.</li> <li>Take a photo of your work and share it with your teacher through Google Classroom - <a href="#">click for instructions if you need them</a></li> </ol> <p><i>Optional challenge:</i> if you complete all the questions and get them all correct, or are feeling super-confident with division, look in the Google Slides document for the Challenge slide.</p> | <p><a href="#">Maths Term 3, Week 7, Lesson 2</a></p> <p>The Google Slides document has the book setup video, demonstration video, instructions and challenge questions inside it.</p> <p>Below are two activity sheets in case you would prefer them</p> <p><a href="#">Maths Term 3 Week 7 Lesson 2 - Thinkboard sheet #1.pdf</a></p> <p><a href="#">Maths Term 3 Week 7 Lesson 2 - Thinkboard sheet #2.pdf</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 28/08</b></p> |
| <p><u>Session 3</u><br/><b>Learning Intention:</b><br/><i>We are learning to maintain and extend our knowledge of division facts.</i></p>   | <p><b>Mathletics - Division</b></p> <ol style="list-style-type: none"> <li>Start your Maths lesson by playing 10 minutes of Live Mathletics to warm up.</li> <li>Click on the 'Learn' section.</li> <li>Click on the 'NA Multiplying &amp; Dividing'.</li> <li>Choose and complete at least 5 division activities.</li> </ol> <p><i>Optional challenge:</i> if you've finished all the division activities, click on 'Test'! If you find these activities too easy or too hard, let your teacher know.</p>   | <p><a href="http://www.mathletics.com.au">www.mathletics.com.au</a></p> <p>If you can't remember your username or password, look in your remote learning pack provided by your teacher. If you still need help, ask your teacher.</p> <p>There is also a Mathletics app for Apple and Android phones and tablets.</p>   |   |
| <p><b>Mathematics optional extras:</b><br/>Continue Mathletics<br/>Play Multiverse to practise your times tables (it's in the 'Play' section of Mathletics)</p> <p>Optional 'Mental Maths' activities</p> |  |   |   |

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 ('Monday' and 'Tuesday') 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.

Mental Maths questions: [Maths Term 3 Week 7 option - Mon + Tue.pdf](#)

Mental Maths answers - Monday: [Maths Term 3 Week 7 option - Monday answers.pdf](#)

Mental Maths answers - Tuesday: [Maths Term 3 Week 7 option - Tuesday answers.pdf](#)

## Inquiry

| Curriculum Area Focus  | Suggested Learning Activities   | Material links / Online Resources   | Task Assessed by Teacher<br><br>Due Date |
|--|---|---|--|
| <p><u>Session 1</u><br/><b>Learning Intention:</b><br/>We are learning how First Australians lived their daily life, medicine.</p> | <p>Well everyone, by now we have explored/investigated and learnt much about First Australians Daily Life.<br/>Of the original/first list of aspects/parts of a First Australian, we have 2 left to study:</p> <ul style="list-style-type: none"> <li>• Medicine</li> <li>• Dreamtime (Dance &amp; Music)</li> </ul> <p>So, today's session is learning about medicines that they used and made from the flora (plants) in their local environment. First Australians were so clever. They would either boil, crush or squeeze plant parts such as the leaves, root or bark to make mixtures that would be drunk, eaten or applied to the skin.<br/>Let's have a look at the Google Slide and learn a bit more about particular plants from our area that the Waddawurrung would have used.<br/>Task: At the end you will have a worksheet to complete. The link to the sheet is embedded/in the last slide of the presentation. If you cannot print it off, then open it via the Google Slide link and copy the sheet into your Remote Learning Books.</p> | <p>Here is the Google Slide link for Medicine <a href="#">Medicine</a></p> <p>Here is the link to the worksheet required for the Task if you <b>cannot access</b> it via the Google Slide presentation above.<br/><a href="#">Medicine Worksheet template</a></p> <p>It is also as a hardcopy in the Resource Pack online school website.</p> |  |

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| <p><u>Session 2</u><br/><b>Learning Intention:</b><br/>We are learning how First Australians lived their daily life, Dreamtime (music and dance)</p> | <p>Today's session is about the Dreamtime. We are only touching a little on this topic as it is actually a very large and important area of Aboriginal Daily Life and we can only imagine how and what they believed for it was such a long time ago and the stories were passed on via the generations of children. As unfortunately many of Australia's tribes and culture has been lost over time, we can only do our best with learning about the most beautiful but intriguing DREAMTIME....</p> <p>The <b>Dreamtime</b> is a term that describes unique stories and beliefs owned and held by different Australian Aboriginal groups. The history of the Dreamtime word and its meanings says something about the development of the ideas held about the Aboriginal world, and how they are expressed through the arts such as dance, song and music. Take a look at the Google Slide Your task will involve making a paper didgeridoo....</p> | <p>Here is the link to the Google Slide Presentation : The Dreamtime: Dance and Music<br/><a href="#">Dreamtime: Dance and Music</a></p> |  |
| <p><u>Session 3</u><br/><b>Learning Intention:</b></p>   | <p>Welcome back to week 7.</p> <p>Please continue to work through the activities in your STEM rubric.</p> <p>Also Episode Three of The Gunther Science show is now ready for your viewing. Sit back and enjoy THE INVISIBLE SHIELD. Watch as Mrs Gunther and Mila put paper into water without getting it wet!</p>  | <p><a href="#">Episode 3 - The Gunther Science Show.mov</a><br/><a href="#">YEAR THREE STEM RUBRIC A.pdf</a></p>                         |  |

## Wednesday Specialist Program

| Curriculum Area Focus   | Suggested Learning Activities  | Material links / Online Resources   | Task Assessed by Teacher<br><br>Due Date |
|---|--|---|--|
| <p><u>Well Being Activity</u><br/><b>Learning Intention:</b><br/><br/><b>Describe factors that can positively influence</b></p> | <p><b>Be a healthy Hero with the Geelong Cats - part two!</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</p> | <p>Healthy Heroes - healthy eating video:<br/><a href="https://www.youtube.com/watch?v=Bt9R420NaPU&amp;list=PLnfcw1Jr1Mn-imzszwVuCF5N_c8BkGOa&amp;index=2">https://www.youtube.com/watch?v=Bt9R420NaPU&amp;list=PLnfcw1Jr1Mn-imzszwVuCF5N_c8BkGOa&amp;index=2</a></p> |  |

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| <p><b>relationships and personal wellbeing</b></p>   | <p>really important that we look after ourselves all the time but especially during times that might be tough.</p> <p>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 - sleep video<br/> <a href="https://www.youtube.com/watch?v=4jhjfeKIdIA&amp;list=PLnfcw1Jr1Mn-imzszwVuCF5N_c8BkGOa&amp;index=4">https://www.youtube.com/watch?v=4jhjfeKIdIA&amp;list=PLnfcw1Jr1Mn-imzszwVuCF5N_c8BkGOa&amp;index=4</a></p> <p>Healthy Heroes Recipe Cookbook available here:<br/> <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></p> <p><b>Learning Intention:</b><br/> <b>I can make and explore artwork using different materials, techniques and processes.</b></p> | <p><u>Art Activity</u></p> <p><u>Week 7 Term 3 Home Learning</u></p> <p><u>Activity- Decorated branches</u></p> <p><u>Materials-</u> Branch or branches, paint, any items you have to decorate with eg silver foil, feathers, pom poms, wool, leaves, gum nuts, pipe cleaners,</p> <p>Directions</p> <p>Australian Aboriginal culture has used resources from nature to create artwork for thousands of years. This week we are going to use some resources from nature to create our art work.</p> <p>Look at the examples provided for inspiration. Go to your back yard or park and find a branch or branches you would like to decorate. Use paints or Poska pens or wool to cover the background of your branch. Use any items you can find around your house to decorate your branch. Glue on pom pom, silver foil, pipe cleaners etc<br/> Please keep your creation and bring into school when we return and we will put them all together in a large vase. Have fun.</p> |   |
| <p><u>Indonesian Activity</u></p> <p><b>Learning Intention:</b></p> <p>I can make a sentence incorporating the word ‘tetapi’ (but).</p>                      | <p>Activity</p> <ol style="list-style-type: none"> <li>1. Watch the mini lesson on using the word 'but' in a sentence about wanting to do an activity <b>but</b> you couldn't because of the weather.</li> <li>2. After watching the mini lesson, write your sentence in Indonesian.</li> <li>3. Make your own recording/ picture or drawing about your sentence. If you are doing a written piece by hand or on your computer make sure that you include the Indonesian sentence on your page.</li> <li>4. Upload to the Google Classroom</li> </ol>  | <p>Mini lesson</p> <p>Own prop for making video/ photo or drawing</p>   |

Physical Education

Activity

**Learning Intention:**

**I can apply striking and throwing skills to propel an object and keep it in motion**

**Activity 1 – HITS Work out with Mr. McLoughlan**

To warm up, we have a 10 minute workout with Mr. McLoughlan – 40 seconds of activity and a 20 second rest. The exercises are: push ups, star jumps, mountain climbers, frog leaps, standing long jumps, stool step ups, soup can boxing, running on the spot, side lunges, and plank. Have a big drink of water.

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

**Activity 2 – Sports and Around the world basketball challenge**

The first two activities this week are called SPORTS and AROUND THE WORLD – To see how it works watch Mr. McLoughlan and Mr. Ross's video in Google Classroom Term Three Week Seven attachments. These games can be played if you have a basketball ring at home or at a local basketball spot.

With SPORTS you do a trick layup and your friend/family member copies the trick. If you get it in and they don't they get a letter S, then it is their turn to do a trick lay-up. The person who avoids getting all the letters of SPORTS wins.

With AROUND THE WORLD – set up some markers in a semi-circle round the basketball rim. Shoot from the first marker until you get it in, then move to the next marker. The first person to complete all the markers (get around the world) wins.

**Activity 3 – Dance time**

This week's song is a 4:09 minute dance session "Party Rock Anthem" with LMFAO. A great way to feel the rhythm.  
<https://www.youtube.com/watch?v=6h5LioWoa4>

**Activity 4 – Space Wars Striking (Forehand strike)**

**Steps:**

- Use an outside wall or door (something you can stick paper onto!)
- Draw 5 space objects on paper or cardboard as your targets and stick them onto a wall about 1 m high with tape or blu tak.

- two tin cans
- skipping rope
- stool
- internet
- ball of any size preferably basketball
- basketball ring
- five pictures
- sticky tape/blue tak
- tennis ball
- bat or your hand

- Use a ball and bat (or your hand) and stand side on, with bat in one hand about 5 big steps away from the targets. Throw your ball into the air or drop so it bounces up and then strike the ball, aiming to hit at the targets. If you hit one of the space objects, take it off the wall. Continue until you have hit all the targets.
- Once you have hit all the targets, put them back up and try again, but attempt some of the following challenges: use another ball or object as a bat, step back further from the wall to hit the ball, play with a family member to see who can hit more of the space targets, hold the bat in your other hand!

**Questions:**

- How did you change your strike to hit a target?

How did you change your shot if it was not hitting the target?