



HRHS
Learning From Home
Pack
Stage 4

Student Name: _____

Contents

Subject	Page No.
1. Maths.....	3 – 6
2. English.....	7 – 9
3. Geography.....	10, 11
4. History.....	12, 13
5. Science.....	14, 15
6. PDHPE.....	16, 17

Mathematics

Topic 1: Adding and subtracting directed number.

Learning Intention	I am learning to add and subtract directed numbers	
Success Criteria: I will be successful when I can...	Can compare and order integers	
	Recognise the magnitude and direction of integers	
	Recognise and place integers on a number line	
	Add and subtract integers	

(Tick the box once you have achieved this criteria)

Outcomes:

- **MA4-1WM** communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- **MA4-3WM** recognises and explains mathematical relationships using reasoning
- **MA4-4NA** compares, orders and calculates with integers, applying a range of strategies to aid computation

Lesson 1 – Ordering and comparing integers (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1-5.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/mathematics/stage-4-maths-week-b/stage-4-maths-week-b-lesson-1>

Additional activity:

Number line game

<https://mathsframe.co.uk/en/resources/resource/37/placing-numbers-on-a-number-line>

Lesson 2 – Adding and subtracting negative numbers (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1-3.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/mathematics/stage-4-maths-week-b/stage-4-maths-week-b-lesson-2>

Lesson 3 – Further adding and subtracting negative numbers (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 and 2.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/mathematics/stage-4-maths-week-b/stage-4-maths-week-b-lesson-3>

Adding and subtracting negative numbers consolidation

1. $7 + 2 =$

11. $2 + 7 =$

2. $7 + -2 =$

12. $2 + -7 =$

3. $7 - 2 =$

13. $2 - 7 =$

4. $7 - -2 =$

14. $2 - -7 =$

5. $7 - +2 =$

15. $2 - +7 =$

6. $-7 + 2 =$

16. $-2 + 7 =$

Student reflection

	Circle from 1 (lowest) to 3 (highest)		
How confident were you at the beginning of the lesson?	1	2	3
Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3

Topic 2: Multiplying and dividing directed number

Learning Intention	I am learning to multiply and divide directed numbers	
Success Criteria: I will be successful when I can...	Compare and order integers	
	Show the connection between division and multiplication	
	Multiply and divide integers	
	apply the order of operations to evaluate expressions involving integers	

(Tick the box once you have achieved this criteria)

Outcomes:

- **MA4-1WM** communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- **MA4-2WM** applies appropriate mathematical techniques to solve problems
- **MA4-3WM** recognises and explains mathematical relationships using reasoning
- **MA4-4NA** compares, orders and calculates with integers, applying a range of strategies to aid computation

Lesson 1 – Multiplying directed numbers (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 and 2.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/mathematics/stage-4-maths-week-c/stage-4-maths-week-c-lesson-1>

Additional activity

Integer warp – answer questions to score points

https://www.mathplayground.com/ASB_IntegerWarp.html

Lesson 2 – Modelling with counters (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 3.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/mathematics/stage-4-maths-week-c/stage-4-maths-week-c-lesson-2>

Lesson 3 – Dividing directed numbers (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 2 at minimum, continue on to 3 and 4 for a challenge.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/mathematics/stage-4-maths-week-c/stage-4-maths-week-c-lesson-3>

Multiplying and dividing negative numbers consolidation

1) $11 \times (-2) =$

2) $(-5) \times 10 =$

3) $4 \div (-1) =$

4) $0 \div (-9) =$

5) $(-7) \times (-2) =$

6) $(-21) \div 7 =$

7) $(-12) \times (-2) =$

8) $(-60) \div 6 =$

9) $99 \div (-11) =$

10) $(-108) \div 9 =$

11) $7 \times (-5) =$

12) $(-11) \times 3 =$

13) $(-6) \div 2 =$

14) $(-2) \times 6 =$

15) $(-10) \div 10 =$

Student reflection

	Circle from 1 (lowest) to 3 (highest)		
How confident were you at the beginning of the lesson?	1	2	3
Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3

English

Topic: The short story

Learning Intention	I am learning to understand the feature of narrative writing	
Success Criteria: I will be successful when I can...	Identify the characteristics of an effective narrative	
	Identify the form, features and structural elements of a short story	
	Explain how authors experiment with the elements of short stories	
	Experiment with my own imaginative writing	

(Tick the box once you have achieved this criteria)

Outcomes:

- **EN4-2A:** effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- **EN4-5C** thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
- **EN4-6C** identifies and explains connections between and among texts

Lesson 1 – The significance of story (60-90 minutes)

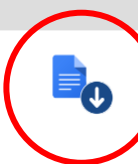
Follow the link below. Watch the videos and read the information. Complete you own work in the student booklet by clicking the icon and downloading a copy (see example image below link).

<https://sites.google.com/education.nsw.gov.au/7-10-lfh-support-2/stage4/english/stage-4-english-week-i/stage-4-english-week-i-lesson-1>

Student Booklet



To open your student booklet in Microsoft Word(docx 04KB), select the icon. It will download automatically.



To open your student booklet in Google Docs, select the icon then select 'Use Template' to create a copy for yourself.

Choose to work on either Word or Google Docs.

Lesson 2 – What makes a good story? (60-90 minutes)

Follow the link below. Watch the videos and read the information. Complete you own work in the student booklet by clicking the icon and downloading a copy.

<https://sites.google.com/education.nsw.gov.au/7-10-lfh-support-2/stage4/english/stage-4-english-week-i/stage-4-english-week-i-lesson-2>

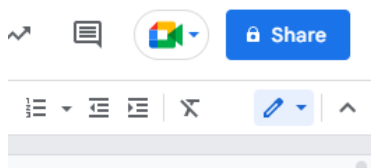
Lesson 3 - The narrative (90-120 minutes)

Follow the link below. Watch the videos and read the information. Complete your own work in the student booklet by clicking the icon and downloading a copy.

<https://sites.google.com/education.nsw.gov.au/7-10-lfh-support-2/stage4/english/stage-4-english-week-i/stage-4-english-week-i-lesson-3>

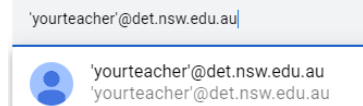
If working on Google Docs, in the space below share the link to your completed booklets with your teacher. See example below.

Step 1



Step 2

Share "week-i-stage-4-english-booklet-lesson-1"



Step 3



Paste Links Here

Book 1:

Book 2:

Book 3:

The short story consolidation

You may wish to continue on with the following modules to further deepen your knowledge or get started now and put your skills to the test by writing a short story of your own using one of the following prompts.

1. Tell the story of a scar
2. A group of young people discover a locked mystery box
3. A poor young person finds themselves with an unexpected fortune

Write your story on Google Docs and share the link below.

My Short story:

Student reflection

	Circle from 1 (lowest) to 3 (highest)		
How confident were you at the beginning of the lesson?	1	2	3
Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3

Geography

Topic: Trade connections in Australia

Learning Intention	I can apply examples from Australia to the interconnection of trade and the impact production and consumption has on the environment.	
Success Criteria: I will be successful when I can...	understand the nature of trade in Australia	
	understand the interconnection of trade at a local level	
	understand the impact of production and consumption on the environment.	

(Tick the box once you have achieved this criteria)

Outcomes:

- **GE4-2** describes processes and influences that form and transform places and environments
- **GE4-5** discusses management of places and environments for their sustainability
- **GE4-7** acquires and processes geographical information by selecting and using geographical tools for inquiry
- **GE4-8** Communicates geographical information using a variety of strategies

Lesson 1 – Farmers’ markets (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 4.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/geography/stage-4-geography-week-d/stage-4-geography-week-d-lesson-1>

Lesson 1, activity 4 ‘Elements of Byron’ questions:

How does the video make you feel?	
What about the video makes you feel this way?	
Many people describe a positive feeling of wellbeing when they shop at local farmers’ markets, why do you think this may occur?	
Identify at least two different interconnections you observed in the video and explain them.	

Lesson 2 – Trade connection in Australia: Nerada Tea (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 3.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/geography/stage-4-geography-week-d/stage-4-geography-week-d-lesson-2>

World map print out for task 2 <https://wordpress.org/openverse/image/b45852ac-e480-4e17-b817-1aeda5c31ef2/?referrer=creativecommons.org>

Lesson 3 – Trade connection in Australia: Nerada Tea pt. 2(60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 3.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/geography/stage-4-geography-week-d/stage-4-geography-week-d-lesson-3>

Activity 2, task 2 ‘Rainforest Alliance Certified’ questions:

How does Nerada tea address biodiversity conservation?	
How does Nerada tea improve livelihoods and wellbeing?	
How does Nerada tea address natural resource conservation?	
How does Nerada tea address effective planning and farm management?	

Trade connections in Australian consolidation

How is Nerada Tea interconnected with people?	
How is Nerada Tea interconnected with the Environment?	
How is Nerada Tea important to Australia?	

Student reflection

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Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3

History

Topic: Medieval Europe

Learning Intention	I am learning to gain an understanding of the context of Medieval Europe and investigate the structure of society and daily life in Medieval Europe.	
Success Criteria: I will be successful when I can...	Annotate a timeline of significant events from Medieval Europe	
	Complete feudal system graphic organisers and tables	
	Compare medieval European food and occupations with those of today.	

(Tick the box once you have achieved this criteria)

Outcomes:

- **HT4-3** describes and assesses the motives and actions of past individuals and groups in the context of past societies
- **HT4-9** uses a range of historical terms and concepts when communicating an understanding of the past

Lesson 1 – Introduction to Medieval Europe (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 3.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/history/stage-4-history-week-e/stage-4-history-week-e-lesson-1>

Map of Europe print out for task 1 <https://map.comersis.com/carte-Europe-and-Middle-East-free-editable-base-map-cmhc5165602.html>

Lesson 2 – The feudal system (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 3. .

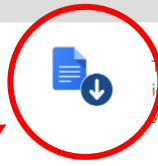
Complete you own work in the student booklet by clicking the icon and downloading a copy (see example image below link).

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/history/stage-4-history-week-e/stage-4-history-week-e-lesson-2>

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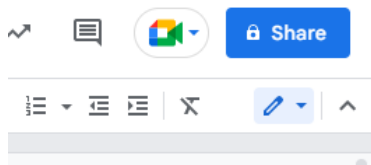
Lesson 3 – Daily life (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 4. Complete your own work in the student booklet by clicking the icon and downloading a copy.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/history/stage-4-history-week-e/stage-4-history-week-e-lesson-3>

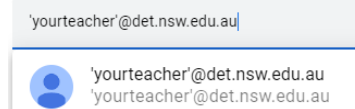
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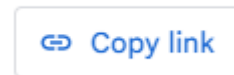


Step 2

Share "week-i-stage-4-english-booklet-lesson-1"



Step 3



Paste Links Here

Book 1:

Book 2:

Student reflection

	Circle from 1 (lowest) to 3 (highest)		
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Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3

Science

Topic: Scientific investigation with slime

Learning Intention	I am learning to use my investigative skills to conduct a simple experiment	
Success Criteria: I will be successful when I can...	revise the skills needed for conducting investigations	
	gather equipment and conduct a simple experiment	
	evaluate the results and create a conclusion based on their aim and hypothesis	

(Tick the box once you have achieved this criteria)

Outcomes:

- **SC4-6WS:** follow a sequence of instructions to safely undertake a range of investigation types.
- **SC4-7WS:** process and analyse data to identify trends, patterns and relationships and draw conclusions.
- **SC4-9WS:** present science ideas, findings and information to a given audience using appropriate scientific language, text types and representations.
- **SC4-16CW:** describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles

Resources required for this experiment:

- Cornflour
- Shampoo
- Food colouring

Lesson 1 – Investigation Skills (45 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 4.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/science/week-a/lesson-1>

Lesson 2 – Preparing to investigate (30 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 4.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/science/week-a/lesson-2>

Lesson 3 – Conducting an investigation (30 minutes)

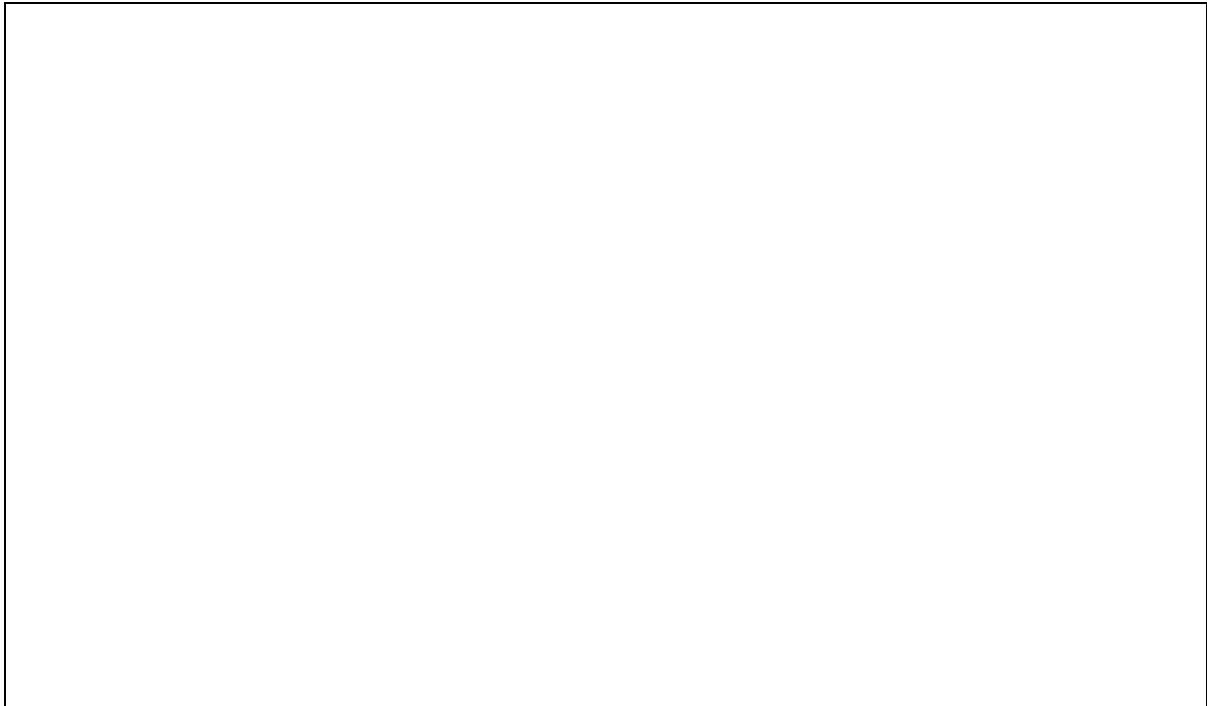
Follow the link below. Follow the instructions to create your slime.

<https://sites.google.com/education.nsw.gov.au/secondary-lfh-sequences/stage4/science/week-a/lesson-3>

Lesson 4 – Discussion and Conclusion (45 minutes)

Follow the link below. Complete the discussion and conclusion. Attach pictures of your completed experiment.

My slime:



Student reflection

	Circle from 1 (lowest) to 3 (highest)		
How confident were you at the beginning of the lesson?	1	2	3
Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3

PDHPE

Topic: Being physically literate

Learning Intention	I am learning to develop my motivation and behavioural skills in relation to physical activity and analyse the opportunities that exist within my own environment to plan for and participate in physical activity	
Success Criteria: I will be successful when I can...	Create a movement challenge using the home environment.	
	Participate in the movement challenge and reflect on motivation and behavioural skills.	
	Audit the home and plan for safe participation in the movement challenge.	
	Apply strengths to facilitate the completion of the movement challenge by a family member.	
	Set physical activity goals and work towards them	

(Tick the box once you have achieved this criteria)

Outcome:

- **PD4-8** plans for and participates in activities that encourage health and a lifetime of physical activity

Lesson 1: Movement competence (45 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 4.
Complete your written work on a Google Doc.

<https://sites.google.com/education.nsw.gov.au/7-10-lfh-support-2/stage4/pdhpe/stage-4-pdhpe-week-1/pdhpe-week-1-lesson-1>

Lesson 2: Group movement planning (45 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 4.
Complete your written work on a Google Doc or take images of book work and attach as photos to a Google Doc.

<https://sites.google.com/education.nsw.gov.au/7-10-lfh-support-2/stage4/pdhpe/stage-4-pdhpe-week-1/pdhpe-week-1-lesson-2>

Lesson 3: Adaptation and supporting others (60 minutes)

Follow the link below. Watch the videos and complete the interactive activities 1 – 3.
Complete your written work on a Google Doc or take images of book work and attach as photos to a Google Doc.

<https://sites.google.com/education.nsw.gov.au/7-10-lfh-support-2/stage4/pdhpe/stage-4-pdhpe-week-1/pdhpe-week-1-lesson-3>

Being physically literate consolidation

Reflective questions

What strengths or skills did you apply to increase the enjoyment and motivation of the participant?	
What strengths or skills do you think you could continue to develop to be more successful?	
How did your involvement enhance the experience of the participant?	
How can the lessons learnt in this activity be applied for the enjoyment of lifelong physical activity for you and your family members?	

Student reflection

	Circle from 1 (lowest) to 3 (highest)		
How confident were you at the beginning of the lesson?	1	2	3
Were the lesson activities easy to understand?	1	2	3
How well did you meet the success criteria for this lesson?	1	2	3