

Framework for teaching – Early Stage 1 TERM 3 WEEK 5

| | Monday | Tuesday ZOOM - 10.30am | Wednesday | Thursday Zoom - 9.30am Zoom 1.50pm | Friday Zoom - 9.30am |
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| Morning | <p>Morning Routine</p> <p>Today is day 113.</p> <p><u>ONLINE:</u> Follow the prompts in the Morning Routine week 5 on Seesaw</p> <p><u>ON PAPER/ IN BOOK:</u> Complete pages in Morning Routine Booklet for today.</p> | <p>Morning Routine</p> <p>Today is day 114.</p> <p><u>ONLINE:</u> Follow the prompts in the Morning Routine week 5 on Seesaw</p> <p><u>ON PAPER/ IN BOOK:</u> Complete pages in Morning Routine Booklet for today.</p> | <p>Morning Routine</p> <p>Today is day 115.</p> <p><u>ONLINE:</u> Follow the prompts in the Morning Routine week 5 on Seesaw</p> <p><u>ON PAPER/ IN BOOK:</u> Complete pages in Morning Routine Booklet for today.</p> | <p>Morning Routine</p> <p>Today is day 116.</p> <p><u>ONLINE:</u> ZOOM - 9.30AM CHECK SEESAW OR EMAILS TO LOG IN TO OUR ZOOM LESSON If you could not join our Zoom, please complete the booklet activity.</p> <p><u>ON PAPER/ IN BOOK:</u> Complete pages in Morning Routine Booklet for today.</p> | <p>ZOOM - 9.30AM CHECK SEESAW OR EMAILS TO LOG IN TO OUR ZOOM LESSON Morning Routine</p> <p>Today is day 117.</p> <p><u>ONLINE:</u> Follow the prompts in the Morning Routine week 5 on Seesaw</p> <p><u>ON PAPER/ IN BOOK:</u> Complete pages in Morning Routine Booklet for today.</p> |
| Break | | Crunch and Sip | Crunch and Sip | Crunch and Sip | Crunch and Sip |
| | <p>English Phonics</p> <p><u>ONLINE:</u> Find the link to the</p> | <p>English</p> <p><u>ONLINE:</u> ZOOM - 10.30am CHECK SEESAW OR</p> | <p>English Handwriting</p> <p><u>ON PAPER/ IN BOOK:</u> Find a sharp lead pencil</p> | <p>English</p> <p><u>ONLINE:</u> Reading Choose one or both of</p> | <p>English Phonics</p> <p><u>ONLINE:</u> Option 1 - Fill in the 2</p> |

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| | <p>phonics week 5 lesson on Seesaw and and follow along on Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Ask a family member to help you say the Unit 3 phonemes correctly and read the Unit 3 Camera Words. Blend these words using the Unit 3 phonemes</p> <p>wig jet men net kids nut jump zig - zag send rink</p> <p>Reading Choose one or both of your decodable texts. You will have: The Vet and The Band</p> <p>Choose one or both books and read with someone in your family. It is important that you have your eyes down and blend</p> | <p>EMAILS TO LOG IN TO OUR ZOOM LESSON If you could not join our Zoom lesson this morning, watch the phonics video from yesterday on Seesaw. Follow along with your phonics board.</p> <p><u>ON PAPER/ IN BOOK:</u> Ask a family member to help you say the Unit 3 phonemes correctly and read the Unit 3 Camera Words. Blend these words using the phonemes you know. Can you read them faster than yesterday?</p> <p>wig jet men net kids nut jump zig - zag send rink</p> <p>Writing <i>Let's build background knowledge</i> <u>ONLINE:</u> Record yourself telling</p> | <p>and complete 4 pages of handwriting. The focus letters are 'n' and 'z'</p> <p>Reading Choose one or both of your decodable texts. You will have: The Vet and The Band</p> <p>Choose one or both books and read with someone in your family. It is important that you have your eyes down and blend the phonemes in the words and remember your Camera Words.</p> <p><u>ONLINE:</u> Record yourself reading the book and upload it to Seesaw. Have you ever taken an animal to the vet or seen a band or have you seen these things in a book or on TV? Record yourself telling me about what you've seen or your experiences.</p> | <p>your decodable texts. You will have: The Vet and The Band</p> <p>Choose one or both books and read with someone in your family. It is important that you have your eyes down and blend the phonemes in the words and remember your Camera Words.</p> <p>Can you read it like a river now?</p> <p><u>ONLINE:</u> Record yourself reading the book and upload it to Seesaw. Are you lifting the words off the page and reading like a river now? Record yourself retelling the text in as much detail as possible without looking at the text. That means tell me everything that happens in the text that you can remember. Try to do it in order of the text.</p> | <p>phonics templates on Seesaw. There is an extension page if you want to do that too.</p> <p>OR Option 2 - Complete the phonics pages in your booklet and upload your work to Seesaw. There is an extension page if you want to do that too.</p> <p><u>ON PAPER/ IN BOOK:</u> Please complete 2 x Week 5 phonics worksheets in your booklet. There is an extension page if you want to complete that too.</p> <p>Writing <u>ONLINE:</u> Listen to the audio reading the 'horse' facts on Seesaw.</p> <p>Option 1 - Write using the drawing tools or type into Writing Week 5 Lesson 3 template on Seesaw</p> <p>OR</p> |
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| | <p>the phonemes in the words and remember your Camera Words.</p> <p><u>ONLINE:</u> Record yourself reading the book/s and upload it to Seesaw. Your teacher needs to hear you read.</p> <p><u>ON PAPER/ IN BOOK:</u> After you have read the text, illustrate the first 4 pages demonstrating your understanding of the sentence on each page.</p> | <p>your teacher everything you know about a horse and upload it to Seesaw.</p> <p>Listen to the audio on the “horse’ facts on Seesaw.</p> <p>Is there anything in the facts page that you did not know?</p> <p><u>ON PAPER/ IN BOOK:</u> Tell someone in your family everything you know about a horse.</p> <p>Ask a family member to read the ‘horse’ facts page with you.</p> <p>Is there anything in the facts page that you did not know?</p> | <p><u>ON PAPER/ IN BOOK:</u> After you have read the text, illustrate the remaining pages demonstrating your understanding of the sentence on each page. Have you ever taken an animal to the vet or seen a band or have you seen these things in a book or on TV? Tell someone in your family about what you’ve seen or your experiences.</p> <p><u>OPTIONAL TASK</u> Phonics <u>ONLINE:</u> Find the link to the phonics week 5 lesson on Seesaw and follow along on Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Ask a family member to help you say the Unit 3 phonemes correctly and read the Unit 3 Camera Words. Blend these words using the Unit 3 phonemes</p> | <p><u>ON PAPER/ IN BOOK:</u> Are you lifting the words off the page and reading like a river now? Retell the text in as much detail as possible without looking at the text. That means tell someone everything that happens in the text that you can remember. Try to do it in order of the text.</p> <p>Writing <u>ONLINE:</u> Listen to the audio reading the ‘horse’ facts on Seesaw. Are you remembering more and more information each time you read it?</p> <p>Option 1 - Write using the drawing tools or type to complete the labelling task and finish the sentences into Writing Week 5 Lesson 2 template on Seesaw</p> | <p>Option 2 - Complete Writing Week 5 Lesson 3 in your booklet, take a photo and upload your work to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Ask a family member to read the ‘horse’ facts page with you again.</p> <p>Write a few sentences about a horse on Writing Week 5 Lesson 3 template in your booklet.</p> |
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| | | | wig jet men net kids nut jump zig - zag send rink | OR Option 2 - Complete the labelling task and finish the sentences in Writing Week 5 Lesson 2 in your booklet, take a photo and upload your work to Seesaw. <u>ON PAPER/ IN BOOK:</u> Ask a family member to read the 'horse' facts page with you again. Are you remembering more and more information each time you read it? Complete the labelling task and finish the sentences - Writing Week 5 Lesson 2 in your booklet. | |
| Break | Break FITNESS Go outside or find a space inside and pretend to: flutter like a butterfly, wriggle like a worm, gallop like a horse, plod along like a tortoise and stomp like | Break FITNESS Go outside and ride your bike, scooter or jump on your trampoline. You could also go for a walk with an adult to the park. | Break FITNESS Practise throwing and catching different soft objects from around your home. You could scrunch up a piece of paper or grab a tea towel from the kitchen and tie it into a knot. | Break FITNESS Go outside and play with your dog, draw hopscotch with some chalk on the footpath, play tip with your family. | Break FITNESS ROCK IT OUT! Dance to your favourite song. |

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| | an elephant. Can you think of another animal you could pretend to be? | | Practice throwing it up into the air. Which one is easier to catch? | | |
| Middle | <p>Mathematics Maths Routine Minute Maths Complete the task and time how long it takes you. <u>ONLINE:</u> Complete the Monday Minute Maths column on Seesaw OR Complete the Monday Minute Maths column in your booklet, take a photo and upload it to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Complete the Monday Minute Maths column in your booklet.</p> <p>Problem of the Day <u>ONLINE:</u> Complete the Monday Problem Solving activity on Seesaw OR Complete the Monday Problem Solving activity in your booklet,</p> | <p>Mathematics Maths Routine Minute Maths Complete the task and time how long it takes you. <u>ONLINE:</u> Complete the Tuesday Minute Maths column on Seesaw OR Complete the Tuesday Minute Maths column in your booklet, take a photo and upload it to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Complete the Tuesday Minute Maths column in your booklet.</p> <p>Problem of the Day <u>ONLINE:</u> Complete the Tuesday Problem Solving activity on Seesaw OR Complete the Tuesday Problem Solving activity in your booklet, take a</p> | <p>Mathematics Maths Routine Minute Maths Complete the task and time how long it takes you. <u>ONLINE:</u> Complete the Wednesday Minute Maths column on Seesaw OR Complete the Wednesday Minute Maths column in your booklet, take a photo and upload it to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Complete the Wednesday Minute Maths column in your booklet.</p> <p>Problem of the Day <u>ONLINE:</u> Complete the Wednesday Problem Solving activity on Seesaw OR</p> | <p>Mathematics Maths Routine Problem of the Day <u>ONLINE:</u> Complete the Thursday Problem Solving activity on Seesaw OR Complete the Thursday Problem Solving activity in your booklet, take a photo and upload it to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Solve the Thursday Problem Solving activity in your booklet.</p> <p>Maths Lesson - Time <u>ONLINE:</u> Check Seesaw and Studyladder for assigned activities</p> <p><u>ON PAPER/ IN BOOK:</u> Complete Maths Topic page in your work booklet.</p> | <p>Mathematics Maths Routine Problem of the Day <u>ONLINE:</u> Complete the Friday Problem Solving activity on Seesaw OR Complete the Friday Problem Solving activity in your booklet, take a photo and upload it to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Solve the Friday Problem Solving activity in your booklet.</p> <p>Maths Lesson - Time <u>ONLINE:</u> Check Seesaw and Studyladder for assigned activities</p> <p><u>ON PAPER/ IN BOOK:</u> Complete Maths Topic page in your work booklet.</p> |

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| | <p>take a photo and upload it to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Solve the Monday Problem Solving activity in your booklet.</p> <p>Maths Lesson - Time <u>ONLINE:</u> Check Seesaw and Studyladder for assigned activities</p> <p><u>ON PAPER/ IN BOOK:</u> Complete Maths Topic page in your work booklet.</p> | <p>photo and upload it to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Solve the Tuesday Problem Solving activity in your booklet.</p> <p>Maths Lesson - Time <u>ONLINE:</u> Check Seesaw and Studyladder for assigned activities</p> <p><u>ON PAPER/ IN BOOK:</u> Complete Maths Topic page in your work booklet.</p> | <p>Complete the Wednesday Problem Solving activity in your booklet, take a photo and upload it to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Solve the Wednesday Problem Solving activity in your booklet.</p> <p>Maths Lesson - Time <u>ONLINE:</u> Check Seesaw and Studyladder for assigned activities</p> <p><u>ON PAPER/ IN BOOK:</u> Complete Maths Topic page in your work booklet.</p> | | |
| Break | | Break | Break | Break | Break |
| Afternoon | <p>CAPA - Drama</p> <p>Think about the farm animals we have learnt about so far this term. How do they move? What sounds do they make?</p> | <p>Geography</p> <p>We have been learning about places that are special to us. Think about a place in your home that is special. Maybe your bedroom or your backyard, or living room. Why is it special?</p> | <p>Science and Technology</p> <p><u>Shelter – What is shelter?</u></p> <p>Shelters are what people and animals use to protect themselves</p> | <p>ZOOM - 1.50PM</p> <p>CHECK SEESAW OR EMAILS TO LOG IN TO OUR ZOOM LESSON</p> <p>Storytime - Join Mrs Cornwell and Fred the Ted for a live reading of <u>Ellie's Dragon</u> by Bob</p> | <p>Wellbeing/ Catch Up</p> |

Can you move like these animals?



Make a video and upload it to Seesaw for your teacher to see. What other farm animals can you imitate?

Ask a family member to join you pretending to be a farm animal. Can you guess what they are?

How do you take care of it?

ONLINE

Follow the instructions from the paper activity below. Take a photo of your worksheet once complete and upload it to Seesaw.

PAPER/IN BOOK

Use the Geography worksheet in your booklet to record a drawing of a special place within your home. Have an adult help you write a sentence about how you take care of this special place.

from their surroundings. Shelters can keep living things safe from the weather, predators, and other dangers.

Look at the design of a farm animal shelter that you did last week. You will now use your design to create your farm animal shelter. You need to collect all of the things you will need, eg. boxes, paper, paint, textas, crayons, cardboard, paddle pop sticks, cotton wool, paint, paper plates, bluetack, straws, sticky tape, glue, sticks, etc.

Use your design to build your shelter for your farm animal.

An example of a design and a finished product has been included in your booklet.

Graham.

PDHPE

Trust is something we build over time. We need to have a relationship with someone before we can know if we can trust them. We cannot trust strangers because we do not have a relationship with them yet.

Read this story together with an adult:

Alice and Julian were good friends. They played together at school. One day Alice brought in a very special toy that she had been given for her birthday. Alice didn't want anyone to touch it because it was very special to her but she let her friend Julian have a turn of her toy.

Practise mindful breathing. Hold your hand up to just below your mouth, making sure all of your fingers are stretched out. Pretend there is a birthday candle on the end of each one of your fingers. Starting with your thumb, gently blow out the candle before moving on to your next finger. Make sure you are going nice and slow, taking a big deep breath before blowing out each finger candle. Blow out all the candles on your hand three times.

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| | | | <p><u>ONLINE:</u> Take a photo and upload it to Seesaw OR take a photo and email it to your teacher.</p> <p>We can't wait to see them.</p> | <p>Sometimes people we care about break our trust. For example, what if Julian lost or broke Alice's toy when he was playing with it? How would Alice feel? (she might feel sad or angry). Why might she feel this way? (Because Julian broke her trust). What signals might her body give her? (she might feel hot, her eyes might get watery and she might feel sick or tight in her tummy). How could Alice feel better? (She could tell someone how she is feeling and gain some relief).</p> <p>Exercise</p> <p>Practise doing an underarm throw. You could use a ball or a pair of balled up socks.</p> <p>Choose a target, like a certain spot on a tree or a wall without a window.</p> | |
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| | | | | <p>Stand close to the target and see if you can hit it while doing an underarm throw.</p> <p>When you are ready to make it trickier, try moving further away from the target or throwing the ball with your other hand. Have 10 turns trying to hit the target.</p> | |
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Optional Tasks - Early Stage 1 KSPS

Library Activity - Complete the library activity in your pack / posted on Seesaw and share a picture of your work. Go to the [Library Pages of the KSPS Learning hub](#) and listen to some great stories.

Please check the DoE Learning from Home hub or the KSPS Resource Hub website

<https://education.nsw.gov.au/teaching-and-learning/learning-from-home>

Do – Cosmic Kids Yoga on YouTube

Check out the ABC Kids website – abc.net.au OR Tim Faulkner from Australian Reptile Park on Facebook, Instagram & TikTok

These are the mascots for the Tokyo 2020 Olympic Games. Australia will be hosting the Olympic Games in 2032, when you will be 16 or 17 years old. Can you design a mascot for the Australia Olympic Games?

