


Framework for teaching – Stage 1 TERM 3 WEEK 4

	Monday	Tuesday Zoom - 9.30am	Wednesday	Thursday Zoom - 10.30am	Friday Zoom - 10.30am
Morning	<p>Morning Routine Today is day 108.</p> <p><u>ONLINE:</u> Follow the prompts in the Morning Routine lesson on Seesaw</p> <p><u>ON PAPER/ IN BOOK:</u> Complete all of Monday's activities in the booklet.</p>	<p>Morning Routine Today is day 109.</p> <p><u>ONLINE:</u> ZOOM: 9.30AM CHECK SEESAW AND EMAILS TO LOG IN TO OUR ZOOM LESSON If you are unable to join the Zoom, complete the paper task</p> <p><u>ON PAPER/ IN BOOK:</u> Complete all of Tuesday activities in the booklet.</p>	<p>Morning Routine Today is day 110.</p> <p><u>ONLINE:</u> - Follow the prompts in the Morning Routine lesson on Seesaw</p> <p><u>ON PAPER/ IN BOOK:</u> Complete all of Wednesday activities in the booklet.</p>	<p>Morning Routine Today is day 111.</p> <p><u>ONLINE:</u> - Follow the prompts in the Morning Routine lesson on Seesaw</p> <p><u>ON PAPER/ IN BOOK:</u> Complete all of Thursday activities in the booklet.</p>	<p>ZOOM: 10.30am CHECK SEESAW AND EMAILS TO LOG IN TO OUR ZOOM LESSON</p> <p>Morning Routine Today is day 112.</p> <p><u>ONLINE:</u> Follow the prompts in the Morning Routine lesson on Seesaw</p> <p><u>ON PAPER/ IN BOOK:</u> Complete all of Friday activities in the booklet.</p>
Break		Crunch and Sip	Crunch and Sip	Crunch and Sip	Crunch and Sip
	<p>English</p> <p>Phonics <u>ONLINE:</u> Watch Lesson 1 phonics video on Seesaw and follow along, recording your work on paper.</p>	<p>English</p> <p>Reading Choose one or both of your decodable texts. Read one or both of your texts. Are you lifting the words off the page and reading like a river?</p>	<p>English</p> <p>Reading Choose one or both of your decodable texts. Read one or both of your texts. Are you lifting the words off the page and reading like a river now?</p>	<p>English</p> <p>Writing <u>ONLINE:</u> Complete Writing lesson 2 on Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Complete Writing lesson 2</p>	<p>English</p> <p>Reading Choose one or both of your decodable texts. Read one or both of your texts. Are you lifting the words off the page and reading like a river now?</p>

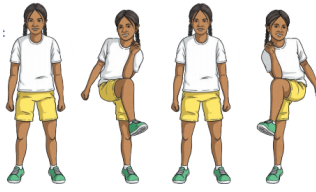
	<p><u>ON PAPER/ IN BOOK:</u> YEAR 1 - Tell a family member the Unit 5 phonemes correctly and read the Unit 5 Camera Words.</p> <p>Blend these words using the Unit 5 phonemes</p> <p>chain</p> <p>hay</p> <p>crazy</p> <p>paid</p> <p>baby</p> <p>YEAR 2 -</p> <p>Tell a family member the Unit 9 phonemes (in your pack) correctly and read the Camera Words.</p> <p>Blend these words using the Unit 9 phonemes</p> <p>born</p>	<p>Year 1 You will have: Lost and May the Whale</p> <p>Year 2 You will have: May the Whale and It's a Draw!</p> <p><u>ONLINE:</u> Record yourself reading the book and upload it to Seesaw. Record yourself giving your retell with at least 6 retell points and upload it to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Read one or both of the texts with your parent. After you have read the texts, tell your family at least 6 retell points</p> <p>Writing <u>ONLINE:</u> Complete Writing lesson 1 on Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Complete Writing lesson 1 in the booklet.</p>	<p>Year 1 You will have: Lost and May the Whale</p> <p>Year 2 You will have: May the Whale and It's a Draw!</p> <p><u>ONLINE:</u> Record yourself reading the texts and upload them to Seesaw. If you have</p> <p>Lost - Perhaps you could draw a time you have been lost or camping and upload it to Seesaw.</p> <p>May the Whale - Perhaps you could draw an underwater scene and upload it to seesaw!</p> <p>It's a Draw - Perhaps you could draw a shoreline scene and upload it to Seesaw!</p> <p><u>ON PAPER/ IN BOOK:</u> Read one or both of your texts. After reading can you:</p>	<p>in the booklet</p> <p>Phonics <u>ONLINE:</u> ZOOM: 10.30am CHECK SEESAW AND EMAILS TO LOG IN TO OUR ZOOM LESSON</p> <p>If you could not join our phonics Zoom lesson this morning, watch Lesson 2 phonics video on Seesaw and follow along, recording your work on paper.</p> <p><u>ON PAPER/IN BOOK:</u></p> <p>YEAR 1 - Tell a family member the Unit 5 phonemes correctly and read the Unit 5 Camera Words.</p> <p>Blend these words using the Unit 5 phonemes</p> <p>mail</p> <p>brain</p> <p>pay</p>	<p>Year 1 You will have: Lost and May the Whale</p> <p>Year 2 You will have: May the Whale and It's a Draw!</p> <p><u>ONLINE:</u> Record yourself reading one or both texts and upload it to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Read one or both of the texts with your parent.</p> <p>Phonics <u>ON PAPER/ IN BOOK:</u></p> <p>Complete work in phonics booklet for Lesson 3.</p> <p>WRITING <u>ONLINE:</u></p> <p>Complete Writing lesson 3 on Seesaw.</p>
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	<p>haul</p> <p>paw</p> <p>call</p> <p>more</p> <p>for</p> <p>Reading Choose one or both of your decodable texts. Read one or both of your texts. Are you lifting the words off the page and reading like a river?</p> <p>Year 1 You will have: Lost and May the Whale</p> <p>Year 2 You will have: May the Whale and It's a Draw!</p> <p>ONLINE: Record yourself reading one or both of the texts and upload it to Seesaw. Maybe you could illustrate your book, take a photo of your illustrations and upload them to Seesaw.</p>		<p>Lost make a list of all the things you would need to go camping May the Whale make a list of all the sea animals you can think of? Put them in order from largest (like May) to smallest (like Jerry).</p> <p>It's a Draw make a list of all the sea animals you can think of that live around the shore (both in and out of the water)</p>	<p>lady</p> <p>grain</p> <p>radio</p> <p>YEAR 2 -</p> <p>Tell a family member the Unit 9 phonemes correctly and read the Camera Words.</p> <p>Blend these words using the Unit 9 phonemes</p> <p>saw</p> <p>hall</p> <p>haunt</p> <p>fork</p> <p>jaw</p> <p>tall</p> <p>Fine Motor With someone else at home, create a game using a small pair of kitchen tongs or tweezers to pick up some small objects like sultanas,</p>	<p><u>ON PAPER/ IN BOOK:</u></p> <p>Complete Writing lesson 3 in the writing booklet.</p>
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	<p><u>ON PAPER/ IN BOOK:</u> Read one or both of the texts with your parent. After you have read the texts, draw pictures in the boxes to illustrate the text.</p>			grapes, pasta, buttons or coins into a bowl.	
Break	<p>Break FITNESS Walk like a crab around your house, Create a path and go around 3 to 4 times. Be careful not to bump into anything.</p>	<p>Break FITNESS Go outside and find some leaves, branches, twigs and small pebbles that you can use to make a nature collage.</p>	<p>Break FITNESS Go outside and jump on your trampoline or if you don't have a trampoline do 50 star jumps.</p>	<p>Break FITNESS Go outside and do some sky writing with your finger. Write your camera words around the sky.</p>	<p>Break FITNESS Choose your favourite "air" instrument and 'rock it out!' Drums, guitar and saxophone are some of my favourites. You could put some music on whilst your rocking it out!</p>
Middle	<p>Mathematics <u>ON PAPER/IN BOOK:</u> Minute Maths Complete the Monday Minute Maths Column in your booklet or in Seesaw. Problem of the Day Solve the Monday <i>Problem of the day</i> in your booklet or in Seesaw.</p>	<p>Mathematics <u>ON PAPER/IN BOOK:</u> Minute Maths Complete the Tuesday Minute Maths Column in your booklet or in Seesaw. Problem of the Day Solve the Tuesday <i>Problem of the day</i> in your booklet or in Seesaw.</p>	<p>Mathematics <u>ON PAPER/IN BOOK:</u> Minute Maths Complete the Wednesday Minute Maths Column in your booklet or in Seesaw. Problem of the Day Solve the Wednesday <i>Problem of the day</i> in your booklet or in Seesaw.</p>	<p>Mathematics <u>ON PAPER/IN BOOK:</u> Minute Maths Complete the Thursday Minute Maths Column in your booklet or in Seesaw. Problem of the Day Solve the Thursday <i>Problem of the day</i> in your booklet or in Seesaw.</p>	<p>Mathematics <u>ON PAPER/IN BOOK:</u> Minute Maths Complete the Friday Minute Maths Column in your booklet or in Seesaw. Problem of the Day Solve the Friday <i>Problem of the day</i> in your booklet or in Seesaw.</p>

	<p>Maths Topic Lesson: Mass <i>Mass is the amount of matter an object contains. The more matter something has, the more it will weigh. For example an elephant has more matter in it than a mouse so it's mass is heavier.</i></p> <p>Complete the Monday Mass Activity in your booklet or on Seesaw.</p>	<p>Maths Topic Lesson: Mass</p> <p>Complete the Tuesday Mass Activity in your booklet or on Seesaw.</p>	<p>Maths Topic Lesson: Mass</p> <p>Complete the Wednesday Mass Activity in your booklet or on Seesaw.</p>	<p>Maths Topic Lesson: Mass</p> <p>Year 1: Go and find a tin of food from the pantry, a soft toy from your bedroom and a piece of paper. Now that you have three objects, answer these questions: Is the largest object always the heaviest? Why? Why not? Draw a picture of your objects and circle the object with the greatest mass.</p> <p>Year 2:</p> <p>The shoe is heavier than the water bottle. The pencil case is lighter than the water bottle. The tablet is heavier than the shoe. Which item is the heaviest?</p> 	<p>Maths Topic Lesson: Mass</p> <p>Year 1 and 2: Make your own balance scales with simple objects from around your home (see your booklet for instructions) Find objects around your house that you use to compare their mass. You can hang your balance scales on a door handle ready to use.</p> <p><u>ONLINE:</u> Take some photos or record yourself explaining your findings.</p> <p><u>ON PAPER/IN BOOK:</u> Complete the task in your booklet and draw some pictures to show your findings</p>
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Break	Break	Break	Break	Break	Break
Afternoon	<p>CAPA - Drama <u>ONLINE:</u> Video yourself doing the following and upload it to Seesaw.</p> <p><u>ON PAPER/ IN BOOK:</u> Find someone in your family to be your partner. Take turns introducing yourself to your partner. Instead of using your real name, introduce yourself as the most disgusting food you can think of. For example - "Hi, my name is brussel sprout ice cream. It's nice to meet you". The goal is to try and say this without laughing. How many times can you and your partner introduce yourselves to each other without laughing?</p>	<p>Geography <u>Weather and Seasons</u></p> <p>Do you decide what to wear based on the weather? Think about what you wear when it's raining. What about when it's hot? Do you wear different clothes based on the weather? Complete the Geography worksheet in your pack.</p>	<p>Science and Technology</p> <p>Scientists want to know more about the world. They like working out why things happen.</p> <p><u>ONLINE:</u> Look at the powerpoint on Seesaw. Work and think like a scientist to answer the questions.</p> <p><u>ON PAPER/IN BOOK:</u> Read about the ways scientists work out why things happen. Work and think like a scientist to answer the questions in the booklet.</p>	<p>PDHPE <u>Healthy, Safe and Active Lifestyles.</u></p> <p>Our bodies are really clever, but we need to look after ourselves to help us stay happy and healthy. There are lots of things we can do to help look after ourselves. Today we are going to talk about eating a balanced diet. What do you eat everyday? Is it healthy or unhealthy? How do you know?</p> <p><u>ON PAPER/IN BOOK:</u> Complete the PDHPE worksheet in your pack</p> <p>Exercise Go outside into your backyard, take a walk to the park with an adult or find a space inside. Practise the knee to elbow exercise. Imagine you are marching on the spot. Lift up one knee</p>	<p>Wellbeing/ Catch Up</p> <p>Body scan. Find a quiet, comfortable place and Lie down on your back and keep your body still. Have an adult or older sibling reading the passage below to you and follow along.</p> <p>Take three deep breaths in and out and then gently close your eyes. Slowly breathe in through your nose and count 1, 2, 3 in your head. Hold the breath for 1, 2, 3. Slowly breathe out through your mouth and count 1, 2, 3 in your head. You are going to start at the lower end of your body and work your way up. Focus on your feet and your toes for 10 seconds. Ask yourself:</p>

				<p>and bring it towards the opposite elbow. Repeat with the other knee and the opposite elbow. Keep a straight back.</p> 	<p>How does this body part feel? Wiggle your toes – how does this feel? Can you feel this part of your body touching the floor? Which parts are touching and which parts are not? Is there anything else touching this part of your body (like clothes, furniture)? What does it feel like? Does this body part feel cold or warm? Does this body part feel relaxed or tight? Does this body part feel heavy or light? Next ask the same questions about your ankles, then knees, then legs – all the way up your body until you reach your head. If a body part feels tight or heavy, slowly breathe in through your nose and count 1, 2, 3 in your head. Hold the breath for 1, 2, 3. Slowly breathe out through your mouth and count 1, 2, 3 in your head.</p>
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					Repeat this activity until all the body parts feel relaxed. When you have reached the top of your head, gently open your eyes. How does your body feel now? Do you feel more relaxed?
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Optional Tasks - Stage 1 KSPS

- Library Activity - Complete the library activity posted on Seesaw and share a picture of your work
- 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 or Check out Taronga Zoo live cams on YouTube
- Check out the ABC Kids website – abc.net.au OR Tim Faulkner from Australian Reptile Park on Facebook, Instagram & TikTok
Login to Epic and read a story. You have your login details on your login sheet.
- Check Studyladder for online assigned tasks.