

North Kellyville Public School Remote Learning Framework



INTRODUCTION

This template shows a weekly learning plan for students. It is recommended that parents remain actively engaged with their child/ren's learning and progress through the allocated tasks.

CONSIDERATIONS

The learning plan has considered the following design elements:

- Adherence to the usual scope and sequence of learning developed by the school and in line with the NSW Syllabuses.
- A combination of tasks that students complete independently and others alongside parents/carers.
- A combination of synchronous and asynchronous learning tasks. Synchronous tasks involve students learning at the same time which allows for instant feedback and clarification. Asynchronous tasks involve students learning at different times which provides greater convenience and flexibility and allows students to work at their own pace.
- A combination of digital and non-digital tasks.
- A priority given to each task, enabling parents to select which tasks to focus on in cases where time does not permit all tasks to be completed.
- Availability of teachers to provide feedback and 'check in' with students.
- Students producing or publishing completed work which is evidence of engagement with learning.
- Opportunity for students to complete self or peer assessments through feedback mechanisms.
- Opportunity for authentic assessment and teacher review of work samples to inform future directions.
- The remote learning plan will be implemented identically at school for students who are not able to be kept at home.

CONTACTING TEACHERS

'Parent / teacher interviews' can be arranged through the normal communication channels and will occur either through Adobe Connect or telephone. If using Adobe Connect, staff members will provide a link for parents to join.

SCHEDULE FOR TEACHER-SUPPORTED LEARNING THROUGH VIDEO CONFERENCING ON ADOBE CONNECT

Each day students will have the opportunity to access a video-conference where one teacher from their stage (not necessarily their 'home class' teacher) will deliver content, answer questions and provide some feedback. Teachers will carefully select which lessons are most important to deliver using this mechanism. They will usually be lessons which require additional explanation or modelling/guidance from the teacher. Students are not required to join these video-conferences, however it is recommended that they do. Videos will be recorded.

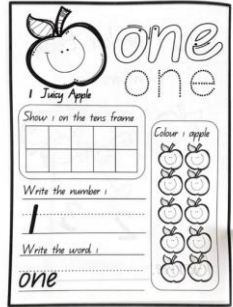
[Click here](#) to access the Adobe Connect links. These video conferences are for students to join (with appropriate support from parents). Parents are not to participate in the discussion / lesson.

ADDITIONAL NON-SCHEDULED ACTIVITIES

There is an additional grid that includes activities to be completed at your own pace to support the learning within the following Key Learning Areas: PDHPE, Creative Arts (Music, Drama, Art and Dance) and English: Speaking and Listening. This grid can be accessed through the Google Classroom. We also encourage students to remain active throughout the day, taking regular breaks for physical activity that get them huffing and puffing!

Early Stage 1 (Week 10) - 30/3/2020 - 3/4/2020

Optional: upload a photo/video of any work to our Google Classroom or make a home learning journal in a scrapbook.

	Monday	Tuesday	Wednesday	Thursday	Friday
Orange	<p><u>Mathematics – Length</u></p> <p>1. Ask someone at home to go on an object hunt with you. Find 10 objects and bring them with you ready to join the virtual class.</p> <p>2. Click here to join your class and teacher for Adobe Connect VC (9:30)</p> <p>3. Order your objects from shortest to tallest. Complete verbal reflection sentences. For example, my Lego block is shorter than my shoe. My shoe is taller than my Lego block.</p> <p>4. Play the Short</p>	<p><u>Mathematics - Whole Number</u></p> <p>1. Number hunt: what numbers can you find in your house? Can you find the numbers from zero to twenty? Hint: you might find numbers on a remote control or a clock. Write the numbers down when you see them.</p> <p>Optional: play Base Ten Bingo. Choose appropriate level of difficulty.</p> <p>2. Play the Short Mathematics Activity for Week 10 – Shake, Rattle and Drop</p>	<p><u>Mathematics - Length</u></p> <p>1. Click here to join your class and teacher for Adobe Connect VC (9:30)</p> <p>2. Use your hand span to measure the length of 5 objects in your house. Identify which object is the tallest and which object is the shortest.</p> <p>*Your hand span is the distance between your thumb and little finger</p>	<p><u>Mathematics – Number Formation & Length</u></p> <p>1. Complete page 1 and 2 of number booklet (number 1).</p> <div style="text-align: center;">  </div>	<p><u>Science – Material World</u></p> <p>1. Go on a hunt in your house and backyard to find objects that are made from wood.</p> <p>2. When you touch it how does it feel?</p> <p>3. Draw or take a photo of your identified objects.</p> <p>4. Play the Short Mathematics Activity for Week 10 – Shake, Rattle and Drop</p>

Early Stage 1 (Week 10) - 30/3/2020 - 3/4/2020

Mathematics Activity for Week 10 – Shake, Rattle and Drop



3. Play the **Short Mathematics Activity** for Week 10 – Shake, Rattle and Drop

Circle all of the number 1's

9	3	1	8	4	7	
2	5	2	5	1		
1	4	2	6	1	3	8

What number comes before 1?

What number comes after 1?

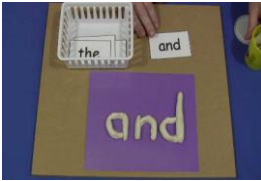

Draw 1 big apple

Number 1 is like a stick. A straight line that is very quick.

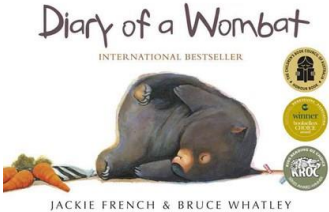

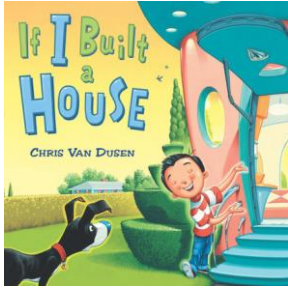
2. Complete set length activities on Mathletics.
 3. Play the **Short Mathematics Activity** for Week 10 – Shake, Rattle and Drop

11:30am [Click here](#) to join the assembly via Adobe Connect VC

Early Stage 1 (Week 10) - 30/3/2020 - 3/4/2020

<p>Blue</p>	<p><u>Weekend writing:</u> Use the following sentence starter to help write a sentence about your weekend. On the weekend I...</p> <p><u>Jolly Phonics:</u> Watch the video of the focus sound: 'Jj'</p> <p><u>Tricky Word:</u> Watch the video of the Tricky Word: 'you'</p> <p><u>Literacy Activity:</u> Make any Blue Tricky Words out of materials (such as; leaves, chalk, scrap paper, blocks, playdough etc).</p> <div style="text-align: center;">  </div> <p><u>Reading:</u> Listen to 'Diary of a Wombat'</p>	<p><u>Writing:</u> Click here to join your class and teacher for Adobe Connect VC (9:30)</p> <p><u>Independent Activity:</u> Diary of a Wombat sentence/writing activity.</p> <p><u>Jolly Phonics:</u> Watch the video of the focus sound: 'Zz'</p> <p><u>Tricky Word:</u> Watch the video of the Tricky Word: 'your'</p> <p><u>Literacy Activity:</u> Use three colours to rainbow write your first and last name.</p> <div style="text-align: center;">  </div>	<p><u>Jolly Phonics:</u> Watch the video of the focus sound: 'Ww'</p> <p><u>Tricky Word:</u> Watch the video of the Tricky Word: 'come'</p> <p><u>Reading Eggs:</u> Complete 3 lessons in Reading Eggs.</p>	<p><u>Writing:</u> Click here to join your class and teacher for Adobe Connect VC (9:30)</p> <p><u>Independent Activity:</u> Diary of a Wombat sentence writing activity.</p> <p><u>Jolly Phonics:</u> Watch the video of the revised sounds.</p> <p><u>Tricky Word:</u> Watch the video of the Tricky Word: 'some'</p> <p><u>Literacy Activity:</u> Sound Hunt- Find the letters j/z/w in books, magazines, newspapers. Say the sound each time you find it.</p>	<p><u>Reading Activity:</u> Pick a book. Read it and then talk about what happened in the beginning, middle and end.</p> <p><u>Reading Eggs:</u> Complete 3 lessons on Reading Eggs.</p> <p><u>Literacy Activity:</u> Make Blue Tricky Words out of Playdough. Then, fill a bucket with water and write your words on an outside surface using a brush or your finger.</p>
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Early Stage 1 (Week 10) - 30/3/2020 - 3/4/2020

	 <p>Reading Activity: Pick a book in your bedroom and talk about a personal experience that this book reminds you of.</p>				
<p>Project Work Week 10: IMAGINE</p>			<p>Listen to the story 'If I Built a House' by Chris Van Dusen</p> 	<p>Use your imagination to create an artwork of your ultimate house.</p>	<p>Make a list or draw pictures of the things you would choose to have in your ultimate house.</p>